

TESSA presentations at DETA 2015



Introduction

During the DETA 2015 conference in Mauritius, there were 20 presentations (18% of the total) during parallel sessions based on, or about, TESSA. The TESSA family also contributed 8 session chairs, 3 breakaway session facilitators and 2 keynote speakers. The presentations covered a wide range of activity, emphasising the potential for TESSA OER to empower teacher educators and bring about real, sustainable change.

On the 10th anniversary of TESSA, I thought it was appropriate and helpful to summarise these contributions made by TESSA colleagues in order to celebrate our success and to understand the issues that require further development, as we move towards the post-2015 Sustainable Development Goals (SDG).

I have grouped the presentations into categories and at the end, highlight some priorities for the future.

Keynote Addresses

Bob Moon (The Open University, UK): Pedagogies that will achieve ‘the future we want’ in Africa

Bob set the scene for a panel discussion, highlighting some simple priorities for teacher education in the 21st Century.

In order for effective learning to take place we need

- well-prepared and up-to-date teachers;
- well-resourced classrooms;
- children who are not too hungry to learn;
- children who are not too tired to learn.

We (teacher educators) must focus on the first of these and not become distracted by the others, over which we have very little control.

It is our responsibility to develop a curriculum for teacher education which focuses on core skills. We need to interpret the complexity of classroom teaching for teachers and make it simple and understandable for pre-service and in-service teachers. By developing basic skills such as explaining ideas clearly, asking appropriate questions and organising pair work, teachers will be able to improve their teaching and be in a position to tackle more complex issues.

Well-supervised teaching practice should be at the heart of every teacher education programme.

Dele Yaya: Pedagogies that will achieve 'The future we want' for Africa

Dele highlights the importance of teacher education and the role of TESSA in teacher education.

Africa faces many challenges in the 21st Century, not least improving the quality of education. Dele summarised the issues and highlighted importance of teacher education emphasising that the pedagogy of teacher education needs to change. Authentic teaching practice is key component of effective teacher education. The TESSA OER are a response to this challenge and include the TESSA 'Teaching Practice Supervisors Toolkit' which is designed to improve the quality of supervision of pre-service teachers.

Group 1: Access issues and the potential of mobile technology

These presentations highlight the importance of providing access to TESSA OER. Print is still popular, but problematic in terms of cost and the time which paper resources last. Mobile technologies have significant potential, but require training and changes in attitude and ways of working.

Jovita Katabaro (University of Dar Es Salaam): Uses by and challenges from teachers using TESSA print materials in secondary schools in selected Tanzanian schools.

Inspired by a meeting with the PM of Tanzania, Dr Katabaro has taken TESSA Secondary Science materials to some rural schools in Tanzania.

The context is that in Tanzania there is considerable variation in educational provision. In urban areas, schools are often fairly well-equipped, whereas in rural area, many schools do not have electricity, there is a shortage of teachers (particularly in science) and an acute shortage of books. There is poor participation in Science and pass rates in Maths and Science are low.

Print copies of the TESSA Secondary Science OER were sent to three participating schools. This was followed up by a visit in order to determine how the OER had been received and used. Two of the schools had no electricity and they all reported a shortage of books. The teachers were interviewed about their perceptions of the OER. They were pleased that they matched the curriculum and acknowledged that they were helpful to them, particularly in planning practical activities. It was clear, however, that mediation is required in order to help the teachers understand the potential of active-learning in motivating students. Most of the teachers would not be able to access the materials other than through print. However, some had smart phones, so training in how to use them effectively would be helpful.

Victor Anyanful (OLA College): Accessing TESSA OER to enhance teaching and learning: the changing phases at OLA College of Education, Ghana.

At OLA, tutors are aware of the challenge of providing access to TESSA OER. Victor reflects on the advantages and disadvantages of different ways of accessing the OER, and concludes that the OER have impacted on practice in the college.

Providing access to TESSA OER is crucial. In the first instance, tutors and pre-service students had access to paper copies. Later, every class was given an hour a week in the timetable to access the OER via CD ROM. They were also encouraged to form a TESSA club in order to share experiences of using the OER. Recently, tutors have started to access the materials on tablets. Each method has advantages and disadvantages, but the overall finding is that engagement with TESSA OER leads to improved lesson planning, more activity-based approaches, more use of local resources and more reflection. So, providing access – by whichever method – is a priority for Colleges of Education.

Henry Busulwa (Makerere University): Attitudes and coping practices of using mobile phones among secondary schools stakeholders, Uganda

This project demonstrates that changing attitudes towards the use of mobile phones is a slow process but that potential rewards are worth striving for.

Mobile phones – particularly those capable of accessing the internet - have the potential to support student and teacher learning. However, many schools have a policy which bans the use of mobile phones in school.

Henry and his team worked with a private school in Kampala. They drafted guidelines on mobile phone use and shared them with stakeholders. They persuaded the school Board to install Wifi in the school and introduced teachers and parents to the potential benefits of using mobile phones in school.

They encountered considerable resistance, with only 18% of teachers, 9% of parents, supporting the initiative – but 95% of students. After one term, people were beginning to notice improvements. In particular, students talked to their parents more about their learning and teachers were beginning to realise the potential of phones and OER, and were asking for more training.

This study demonstrates how attitudes can be changed and the advantages of a small-scale initial study as individual problems and concerns can be raised and discussed.

The focus was not necessarily on TESSA OER, but as Henry said ‘through TESSA I have become brave enough to interfere’.

Dele Yaya(National Teacher's Institute, Nigeria): Computer tablets in the NTI's post-graduate diploma: expectations and challenges

Dele investigates the challenges and potential of tablets to support pre-service teacher learning.

As a result of his experiences in writing the TESSA Teaching Practice Supervisors Toolkit and taking part in a research project in Nigeria in which teaching practice supervisors were given tablets to support their work with pre-service teachers, Dele persuaded NTI to require entrants to the post-graduate diploma programme to purchase a basic tablet to support their studies. He conducted a survey of stakeholders in order to determine their expectations. The results were disappointing with only 53% of stakeholders being positive about the initiative. 47% expressed concerns about the power supply in Nigeria, the potential of being distracted by social activities and a lack of ICT skills. Course administrators and course facilitators were much more optimistic than students, highlighting a lack of ICT skills amongst students. Most saw the tablet as being equivalent to a book containing a huge amount of information; there was very little appreciation of the potential for using the tablet to take pictures, audio and video, to mark and comment on work and for supervising teaching practice.

There is an urgent need for training so that the full potential of the technology can be realised.

Freda Wolfenden, Patricia Murphy Fiona Henry (The Open University, UK)and Dele Yaya (NTI): Tablet PCs transforming relationships in teacher education to support pedagogic change.

Freda and her team have been working with a group of teacher educators in order to investigate the potential for the use of tablets to support teaching practice supervisors.

The Tablet Project (funded by the Hewlett Foundation) involves Teaching Practice Supervisors who are local staff recruited to supervise teachers during their 6 weeks' teaching practice. They are often secondary school teachers who supervise primary school teachers.

A *Toolkit for Teaching Practice Supervisors* was created to support the transformation of the relationship between supervisors and teachers in training into a more dialogic formative relationship with less judgemental feedback but more formative feedback. 30 teaching practice supervisors were involved across 3 states. Each was issued with a small tablet chosen because of its sturdiness and usability. The tablets were uploaded with all TESSA resources, including the *Toolkit for Teaching Practice Supervisors* and other tools which were mostly open software.

The tablets were to be a repository of resources but also of embedded data captured during classroom practice observation (photos and videos) as well as recordings of conversations eg during lesson debriefings. They were to be used during visits. Data comes from questionnaires as well as information captured on the tablets.

It was found that the tablets were used as intended during the Teaching Practice visits. They were also well used outside the project for personal use. This was no problem, the project was very supportive of this sort of use as it helped to build confidence.

The data shows increased formative feedback to the student teachers during the supervision visit (more dialogue) as well as more references to TESSA; higher levels of professionalism amongst the supervisors; more continuity for the students; and less time spent in the headteachers office during visits and more time in the classroom. Above all, the Teaching Practice Supervisors felt valued.

Group 2: Broadening the range of activity – Secondary Science, Special Educational Needs and Early Years

Since 2010 OER have been added to the original collection. There is also evidence that the primary materials are being adapted for use in Early years.

Patriciah Wambugu and Fred Keraro (Egerton University): Challenges of embedding and extending TESSA Science OER for effective pedagogy in secondary schools in Kenya

Patriciah and Fred organised a workshop for teachers and teacher educators in order to introduce TESSA Secondary Science OER, and reflect on the challenges of embedding them in teaching.

Patriciah explained how the TESSA OER support the aspirations of Kenya Government Education policy. She organised a workshop for teachers and teacher educators, in which they worked together in groups in order to understand TESSA OER and plan for their use. This was a novel experience for both, as conventionally teacher educators see themselves as experts; in this workshop they were working with teachers as participants. The workshop was followed by interviews and observations with teachers. The evidence shows that where a TESSA ‘champion’ emerges, they influence their colleagues. However, a number of challenges remain including the support for student teachers in schools, the attitudes of many teachers and teacher educators and school administrators’ attitudes towards OER.

Teacher educators have told pre-service teachers about the materials, but the evidence suggests that they need to do more than this. More active mediation of the OER is required.

Simon Shayo (Dar Es Salaam University College of Education): Science teaching and learning using TESSA material in Tanzania

Simon is a National Facilitator for CPD in Science. A cascade model for CPD operates in Tanzania and Simon explained his work.

The Tanzanian Government has adopted a ‘competency-based curriculum’ and supports a programme of CPD across the country. Simon is one of 60 National Facilitators of CPD (15 each in Maths, Physics, Chemistry and Biology), who between them have trained 20 regional trainers per subject in each region of Tanzania. These regional trainers have trained local teacher educators. Through this process, thousands of secondary science teachers have been exposed to TESSA OER. Simon has also been working with Colleges of Education in order to raise awareness of TESSA OER in particular and OER in general.

In a survey, teachers reported that their pedagogical skills had improved; that there was more interaction in their classrooms and that the TESSA OER are valuable reference materials. A lack of connectivity and poor ICT skills remain a problem. Simon is convinced that in the future a focus on improving ICT skills and encouraging hand-held devices is important.

Kris Stutchbury (The Open University): What are the characteristics of materials designed to support teacher learning?

Kris has developed a framework which highlights the characteristics of materials to support learning. TESSA Secondary Science OER have been analysed against this framework, highlighting the strengths and weaknesses of the materials

The TESSA Secondary Science OER were written collaboratively by expert practitioners, drawing on years of practical experience in different contexts. Based on the literature about effective student learning and effective teaching learning, a framework was developed, which describes the characteristics that we would expect such OER to have.

9 TESSA Secondary Science units were analysed against this framework in order to identify any gaps and gain insights to support mediation. Each unit was analysed from two perspectives: student learning and teacher learning.

The analysis showed that in the hands of a confident and motivated teacher, the OER can effectively support student learning. There were examples of all 6 principles identified from the literature. As far as teacher learning is concerned, the OER strongly support the development of Pedagogical Content Knowledge. This is not surprising as this is what is acknowledged to be missing from many teacher preparation programmes where subject teaching is separated from ‘Methods’, often being taught in separate departments. The materials do less well in supporting reflection and encouraging teachers to work collaboratively to develop their skills. The suggestion is that these areas could form a focus for mediation of the OER with in-teachers and pre-service teachers.

Amivi-Cra Komlan (Direction des Formations, Togo) and Michele Deane (The Open University, UK): Meeting Teacher Training Needs for Inclusive Education in Sub-Saharan Africa: Audit and Possible Solutions

Research across West Africa concerning the preparedness of schools to cater for the needs of all children reveals that teachers and Headteachers need more training and support in the area of inclusive education. Provision for children with disabilities varies, with a lack of a consistent approach; some are educated in special schools whilst a considerable proportion is educated in the mainstream.

The survey showed that children with disabilities benefit from being in the mainstream, but teachers need better training in order to ensure that the childrens' needs are being met.

The TESSA OER support effective inclusive education by:

- Inviting teachers to consider and question their own attitude
- Giving them the tools to develop pupils' self-esteem, emotional and spiritual well-being, therefore dealing with the whole child
- Helping the child to find her or his place in the school community and the community at large
- Inviting the teachers to reflect on situations that exemplify exclusion, for instance the case study of a teacher hear girls laugh at an albinos boy and calling him name, what does she do?

The 'Toolkit for inclusive Education' (published in French on the TESSA website) draws on the TESSA OER in order to support teachers in developing an inclusive approach within mainstream education. It provides school-based CPD by highlighting specific activities and case studies, directly relevant to the inclusivity agenda.

Salome Otami (University of Education, Ghana): The use of cell phones to access TESSA OER: experiences of students in Winneba

Salome lectures in Early Childhood. She believes that the TESSA OER have much to offer teachers in this sector, provided that they can access the materials.

Working with a group of 145 pre-service teachers in Early Childhood, Salome noticed that a significant proportion of them have smart phones. She organised them into groups of 10 students, making sure that each group had access to at least 4 cell-phones, capable of accessing the internet. She asked them to explore the OER and identify examples of activities that could easily be adapted for Early Childhood. They found examples of games, story-telling and other age-appropriate pedagogy. Pre-service teachers use their phones for communication (often via What's App); the challenge is the encourage them to develop the habit of using it in their professional lives as well.

Group 3: Linking with Communities

Contextually relevant, versioned OER with their emphasis on making use of local resources and the local environment are proving to be popular in Community schools, where teachers are untrained and required support.

Peter Singangwe (Zambia): Responding to the lack of capacity for community schools in Zambia through group meetings at school and zone

Peter works for an NGO in Zambia and is using TESSA OER in his work with Community schools.

Of the schools in Zimbabwe, 57% are Government schools and 34% are Community Schools. Community school receive very little money from the Government and are run by the local community in areas where there is insufficient Government provision. Most of the teachers are unqualified. Peter's organisation started running 'teacher group meetings' in order to support these teachers. They make extensive use of TESSA OER in these meetings and have established a coaching system in which teachers support each other in developing their skills.

Recent data shows that the Community schools are performing as well as, or better than Government schools. They are therefore receiving more attention from the Ministry and Peter has been invited to meet the Minister for Education and to produce a document explaining how TESSA OER support Government policy. The success of the approach seems to come from the peer teaching that is taking place, using TESSA OER as a focus for discussions.

Group 4: Supporting work on wider educational issues – reflective writing, using local resources, encouraging girls to study science, school improvement, pastoral care

TESSA OER provide a resource bank of content. Not only can they be adapted for use by individual teachers in their classrooms, but teacher educators are increasingly making use of the OER to support training on wider educational issues.

Sally Essuman (University of Education, Ghana): Reflective learning experiences of teachers using TESSA OER

The aim is of this study is to explore ways of supporting teachers in developing their reflective practice. The TESSA OER provide a focus for reflective writing.

Learning to be a teacher can be considered to be learning to be a reflective decision maker. To help them develop as reflective practitioners, pre-service teachers at Winneba are encouraged to keep a reflective journal during their teaching practice. To do this effectively there needs to be a focus for the reflection and the TESSA OER provided this focus. In this study, the same technique was used in an in-service

training programme for teachers. The aims of the study were two-fold; to explore the ability of teachers to undertake reflective writing and to find out how they are interacting with TESSA OER.

A workshop on the TESSA OER was held for 50 teachers, and 10 were followed up in a small-scale qualitative study. Semi-structured interviews were carried out with the teachers and researchers had access to their reflective journals. The teachers were also provided with guidelines for reflective writing and some questions to consider about how the TESSA OER were impacting on their practice.

The findings suggest that the TESSA OER are valued and influence classroom practices; that the teachers learnt from their reflective writing and collaborated with each other, and that the approaches that the teachers were using supported pupil learning.

Pritee Auckloo and Vitan Bizlall (Mauritius Institute of Education): a tray of learning opportunities: a case for low-cost learning supports

Pritee and Vitan highlight the importance of creating low cost learning resources as a way of supporting learning

Views on learning have evolved over the years, with social constructivism currently finding favour across the world. This view of learning requires that learners have the opportunity to be actively involved in their learning, and have access to learning resources.

Pritee and Vita are promoting the use of a tray of simple, readily available, re-usable materials, carefully chosen to support learning. In their work with teachers in Mauritius they have found that this low cost learning support triggers thinking and creates rhythms in teaching; hence the term ‘a tray of opportunities’.

At MIE, TESSA OER are embedded in an optional ‘Creative Teaching’ module. The TESSA materials promote the use of local resources and inspired this work. This project further embeds the TESSA approach at MIE.

Kaulu Goodwell (University of Zambia): Using TESSA OER to improve girls' participation in Science in Zambia.

Goodwell took part in a small-scale project to investigate the impact of TESSA Secondary Science OER. On the basis of this, the University of Zambia have secured funds for a major study designed to find ways of encouraging more girls to study science.

In an effort to find more effective ways of Improving girls’ participation and achievement in Science in Zambia, a small-scale project was carried out in Lusaka to investigate the impact of TESSA Secondary Science OER. The study suggested that the pedagogy embodied in TESSA OER encourages girls to take a more active part in science lessons. On the basis of this, the OER will be utilised by several senior

secondary schools in Zambia and shall further be tested in a major study, designed to find ways of encouraging more girls to study science.

The large scale study is to be funded by the National Science and Technology Council of Zambia (NSTC). It will start with students across a wide region being given a science test. Half of the teachers will be introduced to TESSA OER and encouraged to use them while the other half will continue with their usual teaching approaches. The students will be tested again after some time to see if there will be any significant difference in performance between those in the experimental and control groups. Planning is currently underway about how the teachers will be introduced to the OER.

Richard Agbogan (Direction des Formations, Togo): Inside TESSA, the active pedagogy for all teachers

Richard explains how the TESSA OER are being used in a cross-phase CPD programme

TESSA OER are the basis of a school-based, teacher continuous development programme in Senegal - PAQEAS (Programme for the Improvement of the Quality in Education through Science). All the members of staff from the participating schools are involved in the training programme, which means that the workshop was a cross-phased event. Surprised at first, the teachers soon appreciated the value of working across phases. This enabled them to appreciate how concepts and understandings were built up. The example of equations through the various stages in school was given. The links between phases were built.

At the initial workshop, an awareness of active pedagogy and TESSA OER was developed; links were made with other OERs; the TESSA CD was used to serve as an intro to Internet searches. Richard provided examples of active pedagogy being used and changes are already being perceived in pupils' engagement lessons.

This work highlights the need for collaboration between all the stake holders and the need for teachers to work together to achieve coherence for pupils as they move through the school.

Juliana Bbuye: Emulating distance education learner support systems for quality education in schools in Uganda.

Juliana has worked with TESSA materials for many years. Her experience has led her to focus on the relationship between teacher and learner and she is interested in how schools can provide more effective pastoral support for students.

The literature shows that the drop-out rates in primary and secondary education in Uganda are disappointingly high. This is despite recent improvements including the building of new schools and providing more resources.

The suggestion is that the conditions afforded to students on distance education programmes at the university could be replicated to provide support in large classes

elsewhere in the education system. Experience shows that pastoral support is effective in helping distance education students complete their studies.

Juliana is suggesting that the provision of pastoral support for learners in school would help retention and completion. In particular:

- the opportunity to discuss personal issues with a friendly adult;
- a point of contact in school for troubled families;
- the use of counselling.

New structures (a tutoring system outside of the academic system?) would be needed in school, but could contribute to the establishment of ‘child-friendly’ schools. Julian believes that the TESSA Life Skills units could provide activities for teachers to carry out with their students in ‘pastoral’ time.

Might Kojo Abreh (university of Cape Coast, Ghana): Quality outcome indicators for school performance improvement: The case of Ghana's SPIP

Might demonstrates that ‘school improvement’ is a mis-understood term amongst many Headteachers. More training is required to convince leaders of the importance of pedagogical change. TESSA OER support pedagogical change in schools.

Post-2015 the focus of educational development will be on improving the quality of education provided for children in school. In Ghana the Government has introduced the Schools Performance Improvement Programme (SPIP). A multi-site case study investigating the issue of school improvement has revealed that

- most teachers and Headteachers have not had enough training in school improvement in general or the SPIP programme in particular;
- most schools do not regularly discuss school improvement issues;
- half of respondents equated school improvement with administrative rather than with pedagogical issues.

However, where deliberate school improvement policies are in place, it was reported that this impacts positively on student outcomes.

Group 5: Achieving sustainability: the importance of mediation

In the hands of a motivated teacher, TESSA OER provide helpful support. However, the evidence from the last ten years is that uptake is more sustained and more effective where the OER are mediated and teachers collaborate. A key challenge is increasing the uptake amongst teacher educators; in many teacher education institutions there is not a culture of sharing and some see the OER as for teachers and not themselves. As TESSA ‘champions’ are promoted, people are needed to carry on their work. These presentations demonstrate the congruence between TESSA and national policy aspirations, making a strong case for more sustained support for teachers and teacher educators.

Sakina Acquah (University of Education, Ghana): Interactive approach of introducing TESSA OER for extensive use: a focus on student teachers of UEW.

Sakina explains how she changed the way she introduced pre-service teachers to TESSA OER and the impact it has had.

For the last three years, pre-service teachers studying for a BEd at the University of Education, Winneba have been introduced to TESSA and other OER during her science pedagogy lessons. However, the impact on hands on activities has been limited.

Sakina noticed how many of the pre-service teachers have smart phones, laptops and tablets, so she changed her approach. She asked as many students as possible to bring their phones, laptop and tablets to one of her teaching sessions. She divided them into groups, making sure that each group had access to a reasonable number of phones and other ICT tools. Using a projector, she led them through the process of accessing and downloading OER, starting with TESSA. She noticed that many lacked some basic skills, but that they learnt very quickly, and rapidly gained confidence, supported by their peers. 92 students were involved, and 15 joined a focus group so that Sakina could investigate their attitude towards this approach. The students are learning to teach in Basic Schools and will therefore need to teach a range of subjects. Within a relatively short period of time, she noticed that they were starting to use materials in a range of subjects, even though the initial focus had been on Science.

The study demonstrates the benefit of active mediation of the OER and the importance of creating conditions in which students can collaborate and learn from each other.

Doris Kaije (Kyambogo University, Uganda): Achieving 'the future we want for Education in Africa' being a myth and a reality

Doris is looking for ways to demonstrate how TESSA OER support Government Policy

Doris is working with TESSA materials in a selection of schools and Colleges in Uganda. She is very aware that teachers are wary of another initiative (because there have been so many) and of the importance of gaining Ministry approval for TESSA OER. She demonstrated how the OER match Government aspirations and the challenges facing education in Uganda. She concluded that TESSA is making a difference in some of the schools in which she is working and more participatory approaches are in evidence. However, teachers experience many pressures and are exposed to many new initiatives. She has learnt that careful mediation of the OER is required if change is to occur on a large scale.

Cornelia Muganda: Bolstering OER for innovative teacher professional development outreach programme: the case of TESSA in Tanzania

OUT has been using TESSA OER for a number of years. The purpose of this study was to monitor its use and relate the findings to the current Tanzanian context.

The purpose of this study was to find out how TESSA is currently being used and to relate this to the current context for teacher education in Tanzania, in order to identify ways to move forward. The survey examined the perceptions of TESSA users on how to enhance the effectiveness of TESSA in addressing the current demands for quality teachers in Tanzania. Key policy priorities include the expansion of the secondary sector; improving the qualifications of teachers, and creating a system which is more flexible. OER have an important contribution to make in the Tanzanian context.

The survey revealed a variety of patterns of use of TESSA and it highlighted the need for policies on the use of OER. It was also suggested that there is a need for a TESSA user handbook and more guidance for teachers concerning students with special needs. The idea of a TESSA MOOC also received support.

Overall it is clear that OER provide sustainable access to quality materials, but that there is potential for teachers and teacher educators to be more innovative in their use.

Conclusion: The Way forward

Mike Solly and Fred Keraro: TESSA OER 10 years on: providing a model for transforming teacher development in diverse African contexts

Mike and Fred present an overview of the last 10 years and highlight some opportunities for future developments.

TESSA was a response to the challenge of large numbers of unqualified teachers. It highlights the classroom as a training ground for teachers and OER as tools to support teacher learning.

TESSA OER were developed collaboratively and the evidence is that they have the potential to bring about change. We now have a network of TESSA 'champions', but this network needs to



be extended and deepened. Where TESSA works well there is buy in from Headteachers and peer-to-peer support.

In the future we also need to extend the evidence-base for the impact of TESSA through research, and build on experience and knowledge from within the TESSA family and elsewhere about how best to provide access to OER through mobile technology. The evidence indicates that mediation of the TESSA OER is important for their sustained use, and where this happens, real change takes place.

The next ten years

The evidence from this conference is that the TESSA network is thriving. Congratulations to all for your contributions – we have a huge amount to be immensely proud of! It is particularly encouraging to see that the discourse has moved beyond a focus on TESSA OER to wider educational issues. The TESSA OER represent content that can be used to support a wide range of initiatives; school improvement, SEN and gender equality are mentioned here, but the list could also include formative assessment, classroom talk and many others. The OER are just as relevant now as they were ten years ago and it is impressive to see the way that we as a network are adapting to new technologies and new priorities.

The three key challenges seem to be access, mediation and sustained support. Developments in mobile technologies will be important for increasing the potential for the TESSA OER to make an impact. Where the OER are mediated the impact is greater – we need to share good practices and resources for mediation. Finally, as TESSA a co-ordinator, I would like to urge you to continue to develop a team within your institution so that the network can continue to grow and support for teachers in your local area, can be sustained.



Kris Stutchbury
August 2015