



Where It's Needed Most: Quality Professional Development for All Teachers

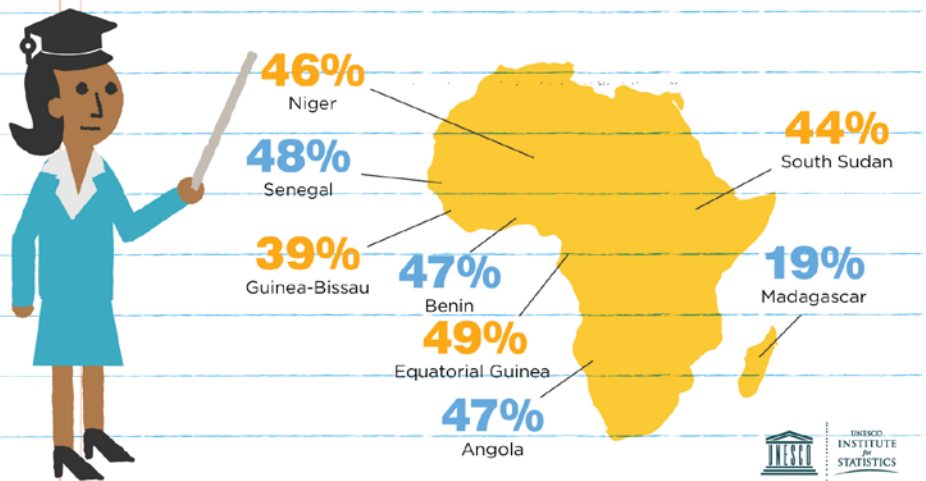
2015 Full Guide / 2016 updated Summary
Edited by **Mary Burns** and **James Lawrie**

Global Learning Crisis

- More qualified teachers are needed (to ensure all children have a teacher)
- More effective teaching is needed (to ensure all children learn)
- More qualified teachers teaching effectively in the most disadvantaged areas are urgently needed

WANTED: TRAINED TEACHERS IN CLASSROOMS

Less than half of primary school teachers are trained in:



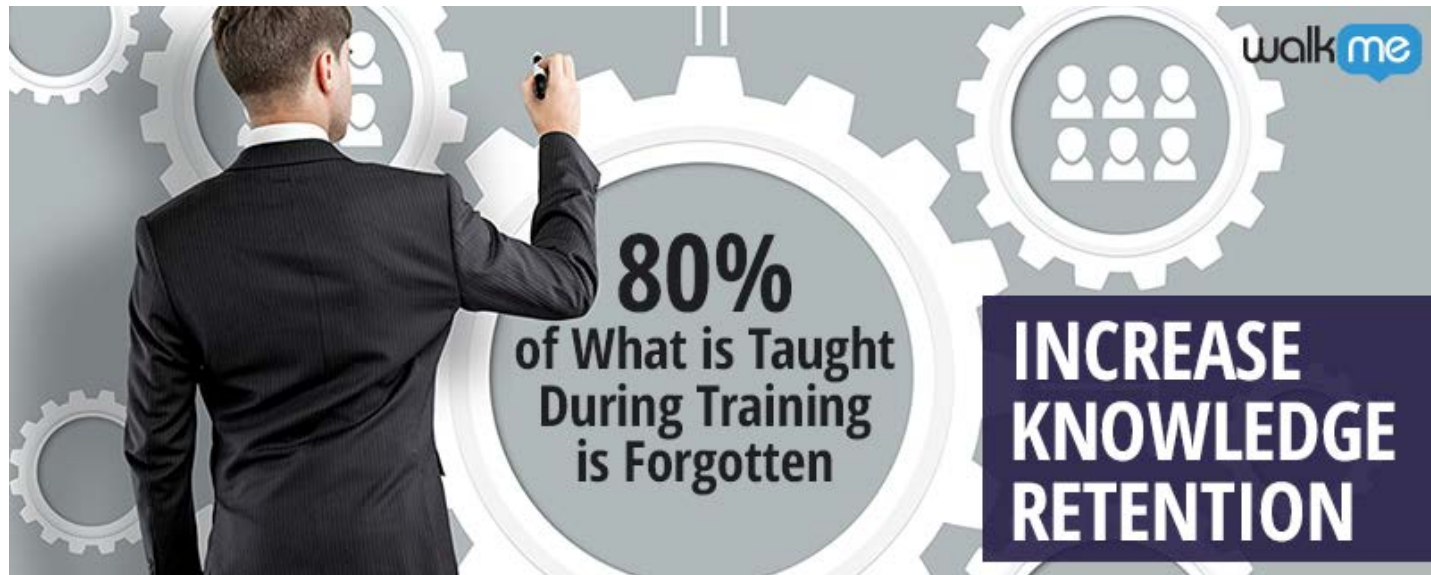
*Training standards and qualifications vary across countries.

Source: UNESCO Institute for Statistics Database



A quality teacher is critical to the quality of education that a child receives. Yet we face a crisis in teaching quality and in teacher professional development, particularly in poor and crisis-affected contexts. ...It is in poor and crisis-affected contexts that the need for quality teaching and thereby quality professional development is greatest. (p.3)

How do we support improvement in teaching (esp. in crisis-affected locations)?



Often in such contexts the frequency of teacher professional development is episodic, its model uniform, its quality variable, its duration limited, and support or follow-up for teachers almost non-existent. Teachers regularly fail to apply – or fail to implement with any degree of quality or fidelity – what they have learned from the “trainings” they have received. (p.3)

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ



WHERE IT'S NEEDED MOST:

QUALITY PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

Process

2012	1 Conversation
2013	19 Blogs/ 20 Specialists
2014	7 Recommendations
2015	162 page Full Guide
2016	22 page Summary


EDC Learning
transforms
lives.



Save the Children®

What is the guide and who is it for?

A Guide for Policymakers, Practitioners, Donors,
Teacher Training colleges, INGOs, anyone working
for and with teachers operating in low income and
crisis-affected settings



1: Focus on teachers
as professionals,
learners and
individuals

1: Focus on teachers as professionals, learners and individuals

Key points	Recommended actions
<p>Educational planners and implementers must focus on teachers as professionals, as individuals, as members of a community</p> <p>TPD should be adapted to context and culture</p> <p>We must see teachers, as we do students, as learners</p>	<p>Professionalize the teacher work force</p> <p>Design teacher professional development systems that promote and accommodate teacher learning.</p> <p>Offer crisis-specific teacher professional development.</p>



2: Develop, apply,
measure and
institutionalize
standards

2: Develop, apply, measure and institutionalize standards for teacher professional development

Key points	Recommended actions
<p>Teaching is a specialized skill that should be based on a set of qualifications and governed by standards</p> <p>Definitions of quality professional development in crisis-affected contexts remain elusive</p> <p>Given this void (combined with a research void), anyone or any organization can claim to be delivering quality or professional development or “solutions”</p>	<p>Define ‘quality’ through a National Teacher Framework, National Teacher Competency or Standards frameworks, which can be developed, or revised where these exist already, to meet the needs of teachers.</p> <p>Implement and institutionalize this National Teacher Competency or Standards framework.</p> <p>Apply international standards of teacher quality for humanitarian or underserved locations.</p>



3: Promote teacher collaboration

3. Create professional development opportunities that promote teacher collaboration

Key points	Recommended actions
<p>Successful teacher professional development is often grounded in teacher collaboration.</p> <p>Effective collaborative practice requires time and space, support from school leaders, access to external expertise, a sense of autonomy and a belief that everyone has something to offer.</p> <p>There are numerous low-cost opportunities for teacher collaboration in low-income and crisis-affected settings.</p>	<p>Facilitate peer-to-peer classroom visits.</p> <p>Strengthen peer-to-peer teaching (training)</p> <p>Develop Teacher Learning Communities.</p>

4: Ensure ongoing support



4. Provide teachers with ongoing support

Key points	Recommended actions
<p>Support is especially important for new teachers, teachers operating in difficult conditions, and teachers with limited professional training or education of their own.</p> <p>Support can involve face-to-face support, classroom-observation, feedback, project-based learning, formative assessment and distance education.</p> <p>Coaching empowers teachers to enact a particular set of skills and strategies independently and with fidelity and quality.</p>	<p>Develop / strengthen systems for coaching</p> <p>Develop / strengthen systems for mentoring</p> <p>Strengthen continuous teacher professional development systems</p> <p>Strengthen instructional school leadership</p>

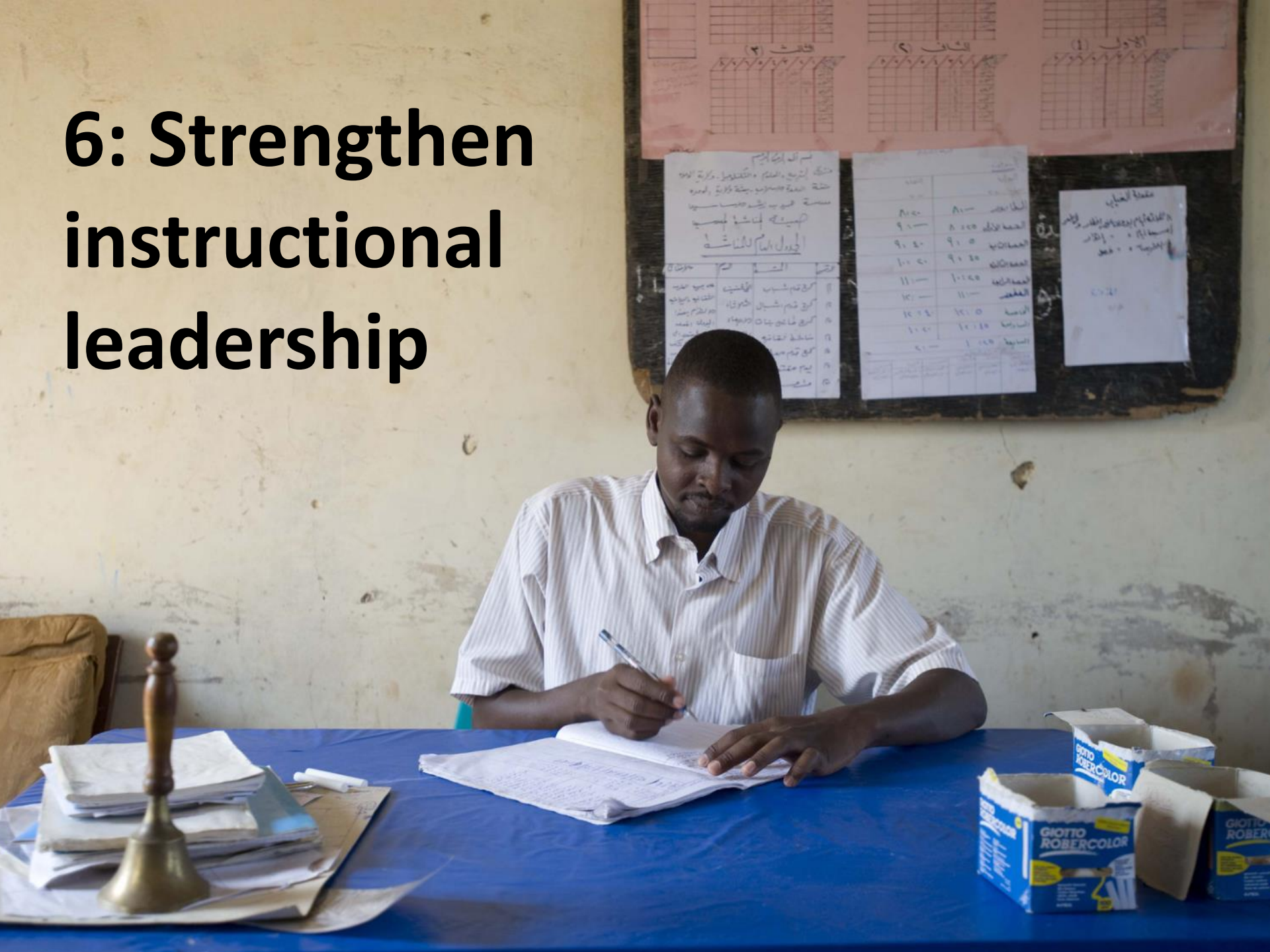
A woman with a purple patterned headscarf and glasses is seated at a dark wooden desk. She is looking intently at an open notebook. The notebook contains handwritten mathematical problems and diagrams. On the left page, there is a diagram of a tree structure with nodes labeled 1 through 10, and a problem asking for the prime factors of 514. On the right page, there are problems involving Roman numerals and a table with numbers. The woman has her left hand resting on her chin and her right hand on the notebook. A yellow bangle is visible on her left wrist. The background is slightly blurred, showing other people and a patterned cloth.

5: Invest in teacher educators

5: Invest in high-quality teacher educators

Key points	Recommended actions
<p>Pre-service education systems are often weak in crisis-affected and low-income contexts; therefore, quality professional development and professional development providers becomes even more critical</p> <p>Crisis-affected environments need pragmatic solutions to recruit, prepare and support teacher educators.</p> <p>The skill sets required for a good teacher educator are similar to those of effective teachers</p>	<p>Recruit trainers with extensive teaching experience</p> <p>Strengthen teacher-trainer capacity (applying the same principles of good practice for teacher development)</p>

6: Strengthen instructional leadership



6: Build instructional leadership at all levels of the educational system

Key Points	Recommended actions
<p>School leaders have a vital role in TPD, yet the behaviours required for effective nurturing of teacher performance are too often absent in school leaders in crisis-affected and low-income contexts.</p> <p>Crisis-specific barriers to effective school leadership (poor administration, resource shortages, unpredictable staff movements and high turnover) negatively impact teacher performance and student learning.</p>	<p>Work with Ministries of Education to set and implement standards or competencies for Head Teachers/principals</p> <p>Promote Head Teacher to Head Teacher collaboration</p> <p>Facilitate Head Teacher Professional Development (linked to Standards)</p>

A group of children are gathered around a tablet held by an adult, likely a teacher. The children are looking intently at the screen. The setting appears to be a makeshift classroom or community center with a thatched roof and white plastic sheeting walls. Other children are visible in the background, some sitting on the floor. The text "7: Apply Technology (wisely)" is overlaid on the image.

7: Apply Technology (wisely)

7: Use ICT to provide access to content, professional development and professional learning communities

Key Points	Recommended actions
<p>ICT is not a teacher professional development “cure-all”. To be used successfully, ICT must be embedded within a framework of good practice in teacher professional development (TPD).</p> <p>The importance of maintaining a level of human relationships is one of several critical success factors that need to be considered when using ICT.</p>	<p>Offer Audio-learning to support teacher development</p> <p>Promote Video to support teacher development</p> <p>Offer Open Educational Resources (OER) for teacher development</p>

Recommendations (or design Principles)

Recommendation 1: Focus on teachers in fragile contexts – as professionals, learners and individuals

Recommendation 2: Develop, apply, measure and institutionalize standards for teacher professional development

Recommendation 3: Create professional development opportunities that promote teacher collaboration

Recommendation 4: Provide teachers with ongoing support

Recommendation 5: Invest in high-quality teacher educators

Recommendation 6: Build instructional leadership at all levels of the educational system

Recommendation 7: Use ICT to provide access to content, professional development and professional learning communities

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The Teachers in Crisis Contexts (TiCC) Working Group
Training for Primary School Teachers in Crisis
Contexts



Overview

1. Why the TiCC and the Training Pack?
2. How was the training pack developed?
3. What is in the Training Pack?
4. Frequently Asked Questions
5. What next?



Rationale and Background: Why and How



‘A crisis in teacher professional development’

- Teacher shortages, with severe shortages of qualified and female teachers
- High rates of teacher attrition due to heavy workload combined with low (incentive) pay
- Lack of common, standardized teacher management policies and practices
- Absence of standards for teacher training: ad hoc, short term teacher training
- Lack of harmonized planning and implementation of teacher training amongst partners
- Complex learners in resource-poor classrooms

Teachers in Crisis Contexts Working Group

TiCC objectives:

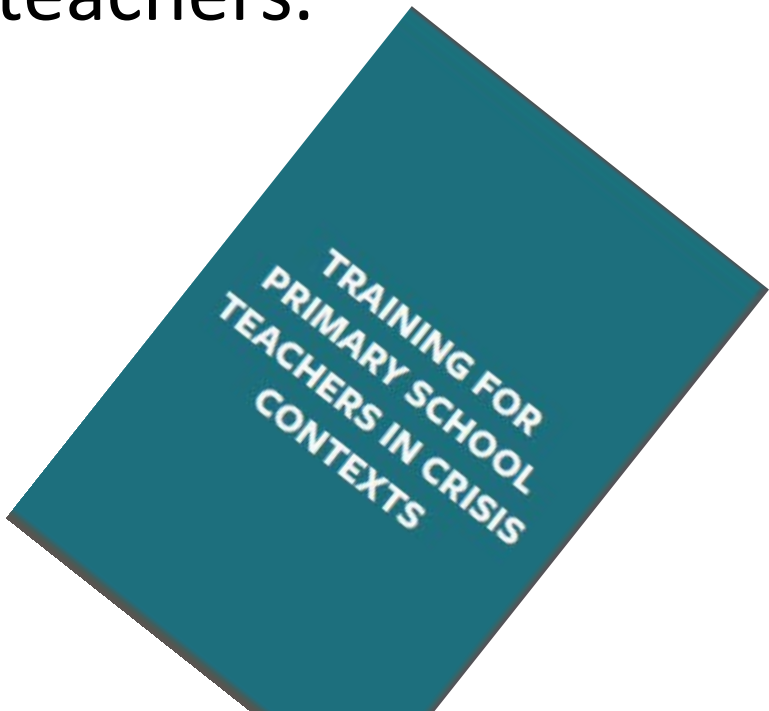
- ☐ To identify problem areas in teacher management and development in crisis contexts
- ☐ To propose and provide open-source solutions

First problem: Lack of comprehensive, quality training materials for initial teacher training in crisis contexts



Training for Primary School Teachers in Crisis Contexts

An open source set of teacher training materials for un(der)qualified teachers in crisis contexts, or as a refresher for qualified teachers.



Training for Primary School Teachers in Crisis Contexts



How was the training pack developed?

18-month, unique collaboration

- Development of competencies
- Curriculum design (Teachers College, Columbia University)
- Field testing of modules (Kakuma, Kenya and Domiz, Iraq)
- Expert review
- Final revisions (Consultant)
- Proofing and layout



Guiding Principles and Lessons Learned

Approach

- Gender and conflict sensitive
- Low resource/low tech
- Flexible and adaptable

Content

- Relevant issues
- Relevant strategies
- Local expertise

Changing Practice

- Empathy
- Modelling
- Participatory, interactive pedagogy
- Practice time

Supporting Teachers

- Well-being
- Collaboration

Overview: What is in the training pack



Training for Primary School Teachers in Crisis Contexts



- Complete pack or stand alone modules/sessions
- Introductory guidance
- Introductory Training Pack: 12 sessions, 23 hours of instruction
- Extended Training: 4 Modules, 4-5 Sessions each
 - 60 hours of instruction



The Introductory Pack

Day 1: Teacher's Role and Well-being

- Session 1: Teacher's Role
- Session 2: Code of Conduct
- Session 3: Teacher Well-being

Day 2: Child Protection, Well-being and Inclusion

- Session 1: Child Protection
- Session 2: Safe Spaces - SEL
- Session 3: Positive Discipline

Day 3: Pedagogy

- Session 1: Active and Engaging Instruction
- Session 2: Questioning Strategies
- Session 3: Inclusion and Differentiation

Day 4: Curriculum and Planning

- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning

The Extended Training

Teacher's Role and Well-being	<ul style="list-style-type: none">1.1 The Role of the Teacher in the School and Community1.2 Code of Conduct1.3 Teacher Well-being and Stress Management1.4 Collaboration and Communities of Practice
Child Protection, Well-being, and Inclusion	<ul style="list-style-type: none">2.1 Introduction to Child Protection and Child Rights2.2 Creating a Safe Space2.3 Inclusive Classrooms2.4 Teaching Life skills2.5 Seeking Further Support for Children
Pedagogy	<ul style="list-style-type: none">3.1 Classroom Management3.2 Active and Engaging Learning3.3 Questioning3.4 Child Development and Differentiation3.5 Assessment
Curriculum and Planning	<ul style="list-style-type: none">4.1 Using Curriculum4.2 Long - term Planning and Learning Objectives4.3 Lesson Planning4.4 Making Lessons Relevant and Meaningful

Session structure

Reflect and Revisit: Draws upon participants' prior knowledge and reviews material from previous sessions/modules.

Learn: Introduces and models new material/content.

Practice: Multiple opportunities for participants to practice using what they learned.

Planning and Action: Participants plan how they can apply their skills in their classroom.

Assess: Participants assess their own use of new skills using the Skills and Strategies Handout.

Contextualisation

- Needs assessment
- School visits
- Planning time with key people
- Pre-work
- Guest speakers
- Participant-centred
- Teacher perspective



Frequently Asked Questions

1) Who can be a trainer?

2) Are translations available?

3) Is the training certified?

Tips for introducing to your agency

- 1)Information sharing:** INEE website, blog series
- 2)Knowledge building:** presentation, webinar, training
- 3)Link to internal annual planning**
- 4)Make the case:** interagency, flexibility, adaptability

Where Can I Find the Training Pack?

- Teacher Professional Development Page

<http://www.ineesite.org/en/teacher-professional-development>

- Training Pack Landing Page

<http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts>

What next?

For the training pack

Learning from how the pack is used and thinking about version 2...

- Feedback form
- Upcoming blog series
- Contact: tpd@ineesite.org

For the TiCCWG

- Teacher Support / Coaching Materials
 - Coaching materials in development
 - Mobile Teacher Support

Any questions?



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