

# Teacher Professional Development in Crisis Context

*Sharing good practice, lessons learned, and opportunities for change*

November 18, 2021 11 AM EST; 4 PM UTC



# Webinar Housekeeping



Participant audio and video are disabled.



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This session is being recorded.



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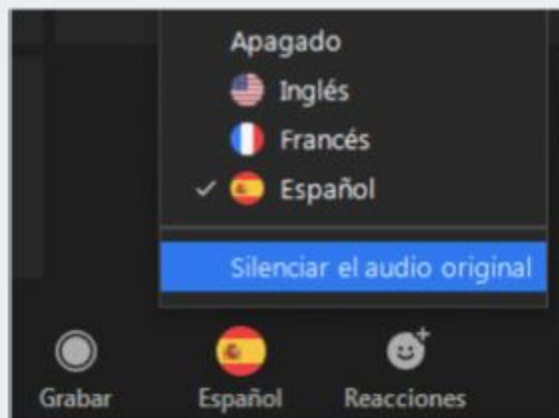
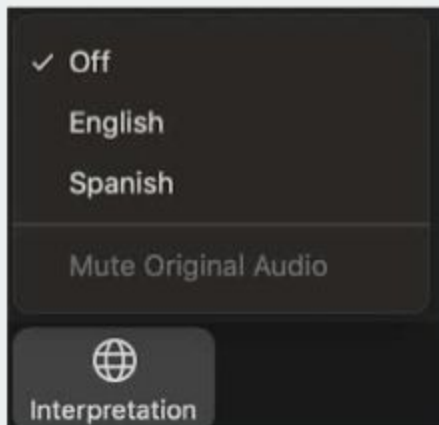
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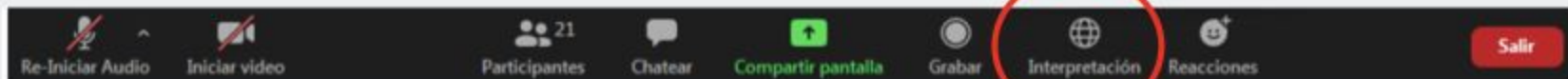


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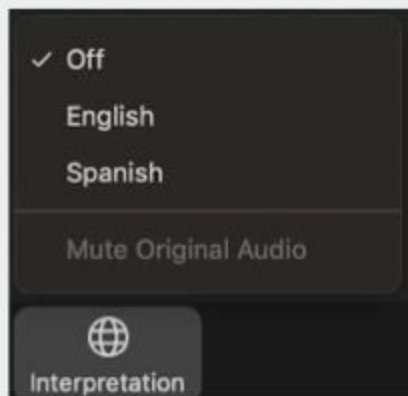


# INTERPRÉTATION SIMULTANÉE

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# Overview

Welcome and Webinar Overview

Setting the Scene for Teacher Professional Development

Teacher Story: Grace

Moderated Discussion on Teacher Professional Development

**April Coetzee**, War Child Holland (Gaza, Colombia)

**Samuel Matabishi, Ph.D.**, Institut Supérieur Pédagogique (ISP)  
de Bukavu (Democratic Republic of Congo (DRC))

**Munia Islam Mozumder**, Save the Children (Bangladesh)

INEE TICC Teacher Professional Development Resources

Reflections and Closing



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**Inter-agency Network for  
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**The LEGO Foundation**  
  
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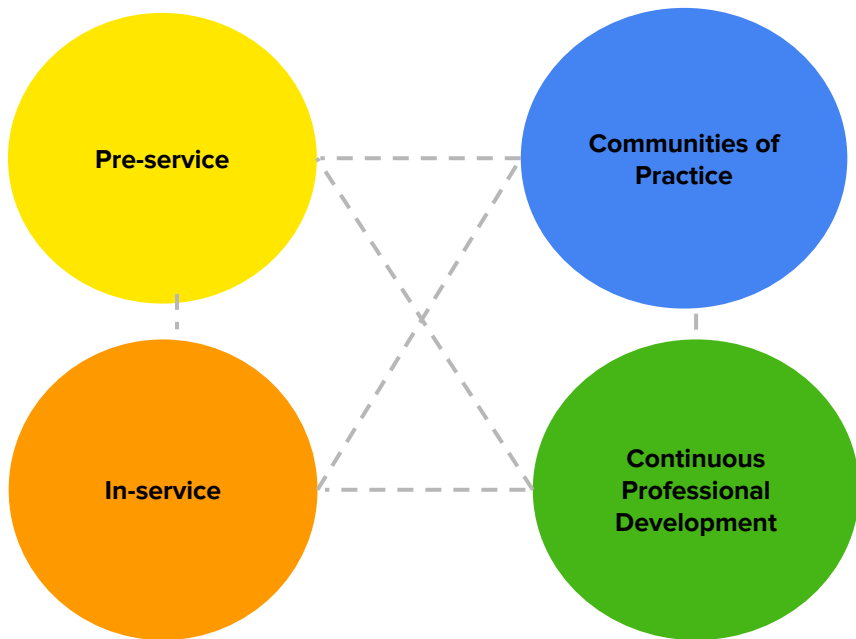
  
International  
Task Force on Teachers  
for Education 2030

  
Education Internationale  
Internationale de l'Éducation  
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# Setting the Scene for Teacher Professional Development

LEGO Foundation White Paper: Strengthening Research, Policy, and Practice in Ethiopia, Tanzania, and Uganda



Teachers need **comprehensive, contextually relevant, and continuous TPD**, that recognizes, responds to, and builds upon the **strengths and needs of different profiles of teachers**. This includes opportunities for teachers to:

- Participate in relevant and responsive TPD.
- Observe modeling in TPD and engage in experiential, applied, reflective practice during and post-training.
- Receive supportive supervision and peer support (mentoring, coaching, communities of practice, TLCs, etc.).
- Work towards professional certification and adequate compensation, including opportunities for career progression.

Quality TPD will be most successful when teachers are **meaningfully involved in design, implementation, monitoring and evaluation** processes.

# Teacher Story: Grace

*Teacher working  
with internally  
displaced children  
in northern Nigeria*

# Case Studies

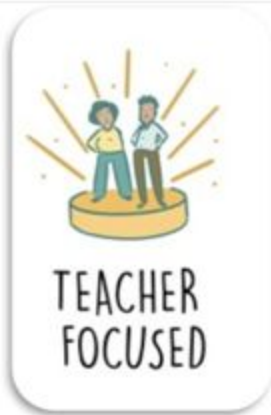
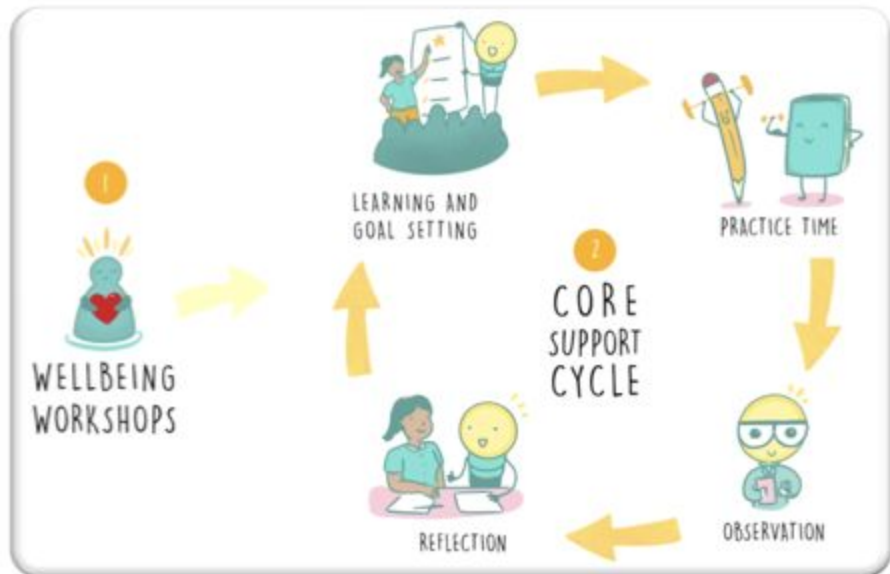




# Le développement professionnel des enseignants dans les zones à conflits armés et non armés au Sud-Kivu

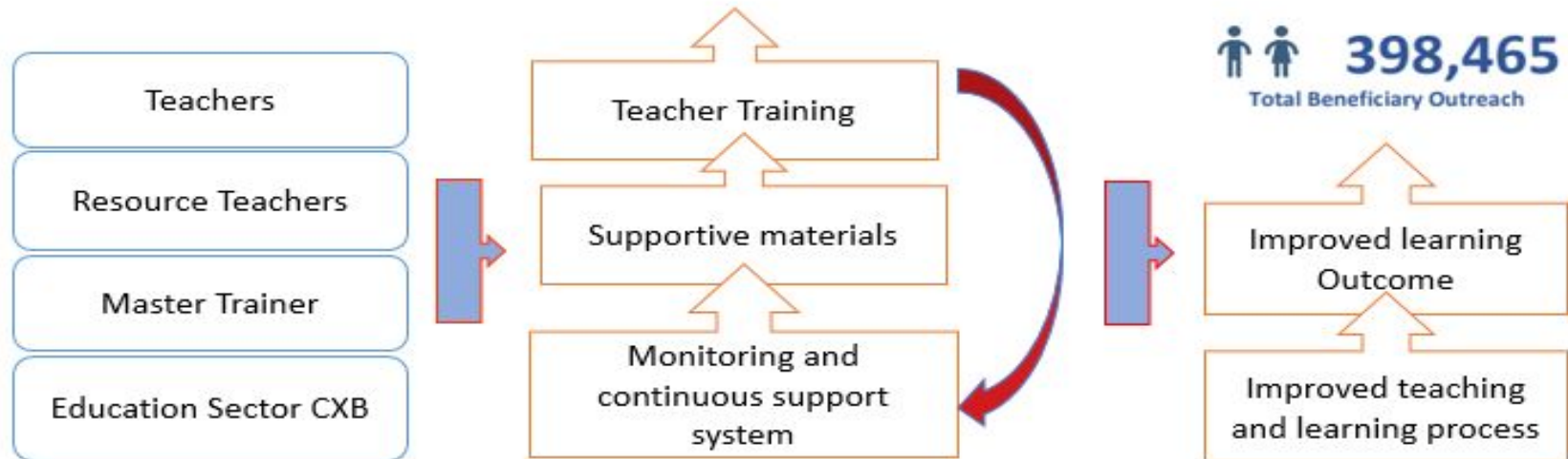
- Le développement professionnel des enseignants dans les zones à conflits armés et non armés ou simplement dans des situations d'urgence constitue un véritable casse-tête. Il est tributaire de beaucoup de facteurs dont le principal, pour la zone qui nous concerne demeure la formation des enseignants à l'ESU.
- Notre contribution porte sur le *Développement d'un module d'enseignement de l'éducation en situation d'urgence pour les instituts de formation des enseignants en RD Congo*.
- **Deux défis majeurs:** 1) les projets d'éducation dans de nombreux pays à faible revenu ont dispensé des formations à petite échelle; 2) les formations se sont concentrées sur l'assistance psychosociale et l'éducation sensible aux conflits.
- **Objectif:** institutionnaliser une vision plus critique et réflexive de l'éducation en situation d'urgence dans les instituts de formation des enseignants en RDC, afin de renforcer la résilience des enseignants face aux réalités auxquelles ils sont confrontés dans les écoles.
- **Deux Principes importants :** 1) *« Pour former des praticiens engagés, réflexifs et conscients d'eux-mêmes qui possèdent ces compétences, la formation des enseignants doit préparer les enseignants à critiquer les hypothèses sous-jacentes en encourageant la discussion et le débat ; en s'appuyant sur leurs propres expériences »* (Homer, L.K., L. Kadiwal, A. M. Barrett, N. Duranni, M. Novelli, and Y. Sayed. 2015. *Literature Review - The Role of Teachers in Peacebuilding*. University of Sussex, Research Consortium on Education and Peacebuilding, page 48.
- 2) *« Les politiques et pratiques éducatives ont toujours été résistantes à l'engagement civique ou aux approches critiques et transformatrices de l'apprentissage. Dans de tels contextes, les départements universitaires de formation des enseignants peuvent jouer un rôle unique pour diriger l'avenir de la scolarisation dans des endroits profondément touchés par les traumatismes et la division. »* (Millican, Juliet, Larisa Kasumagić-Kafedžić, François Masabo, and Mónica Almanza. 2021. "Pedagogies for Peacebuilding in Higher Education: How and Why Should Higher Education Institutions Get Involved in Teaching for Peace?" *International Review of Education* 67. Springer Netherlands: 569–590. doi:10.1007/s11159-021-09907-9.

# Coaching-Observing-Reflecting-Engaging (CORE)



## Teacher Professional Development (TPD) model for the Rohingya Education Response

Improving teacher's competencies and teaching quality through professional development initiatives across 32 agencies delivering education in Cox's Bazar Rohingya camps

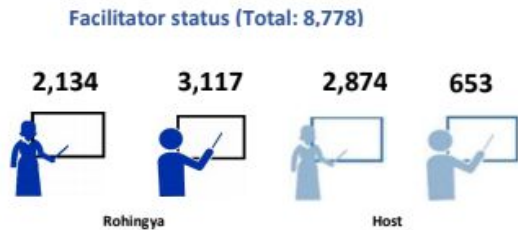


# TPD model: development of competencies and the knowledge sharing

Master Trainers (MTs) receive direct training sessions and supportive materials from TPD Team

MTs cascade the training for the Resource Teachers (RTs) and deliver unified materials among all the RTs

RTs share their acquired knowledge among the peer teachers via Teachers' Learning Circle (TLC)

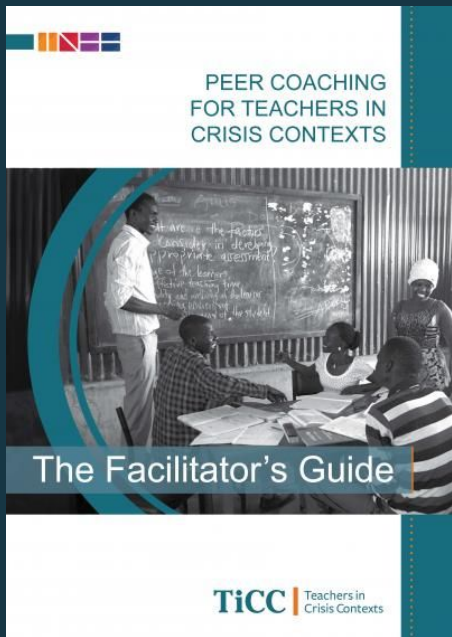
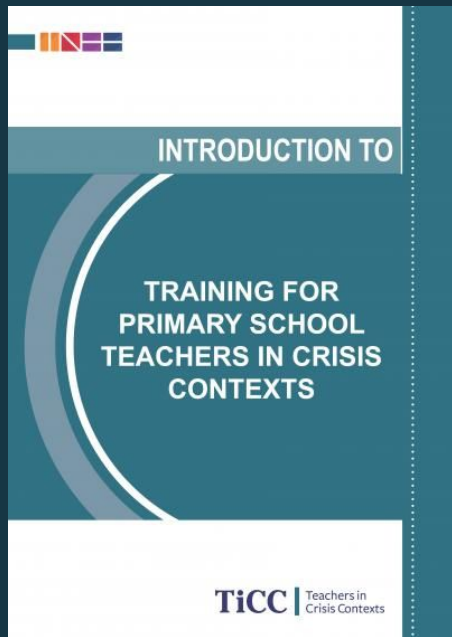


713 Resource Teachers and 8,778 Teachers of Cox's Bazar Education sector

# Call to Action

The emerging **Call to Action** urges international, regional, national, and local education actors to:

- **Prioritize teachers** from the very onset of an emergency, through to recovery and development, with increased financial investments, better data, and effective planning so that adequate numbers of teachers, including female and minority teachers, are teaching where and when they are needed most.
- **Respect teachers**, including volunteers and facilitators, as individuals and professionals with appropriate and equitable recruitment policies, pay and employment terms, and working conditions.
- **Enable teachers** to support all learners by continuously investing in and dramatically improving the nature and quality of teacher preparation, continuous professional development, and sustained support.
- **Support teachers' well-being**, recognizing the impact of crises on teachers in their own lives and in their ability to do their work, and providing comprehensive support to teachers at the individual, school, community, and national levels.
- **Listen to teachers' expertise, experiences, and opinions**, by including them in decision-making bodies and coordination mechanisms, program design and implementation, and research efforts.



## Forthcoming!

- TPD case studies
- C-19 teacher resources
- C-19 lessons learned/ technical note

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