

Teacher Well-being in Crisis Context

Sharing good practice, lessons learned, and opportunities for change

Thursday, October 14th 2021 11 AM EST; 3 PM UTC



Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En



The recording and presentations will be shared on the INEE website – <https://inee.org/ticc-event-series>

Overview

Welcome and Webinar Overview

Setting the Scene for Teacher Well-being

Teacher Story: Mayen Aguer

Moderated Discussion on Teacher Well-being

Lindsay Brown (NYU Global TIES, Sierra Leone)

Fernanda Soares (FHI360, El Salvador)

Suha Tutunji (Jusoor, Lebanon)

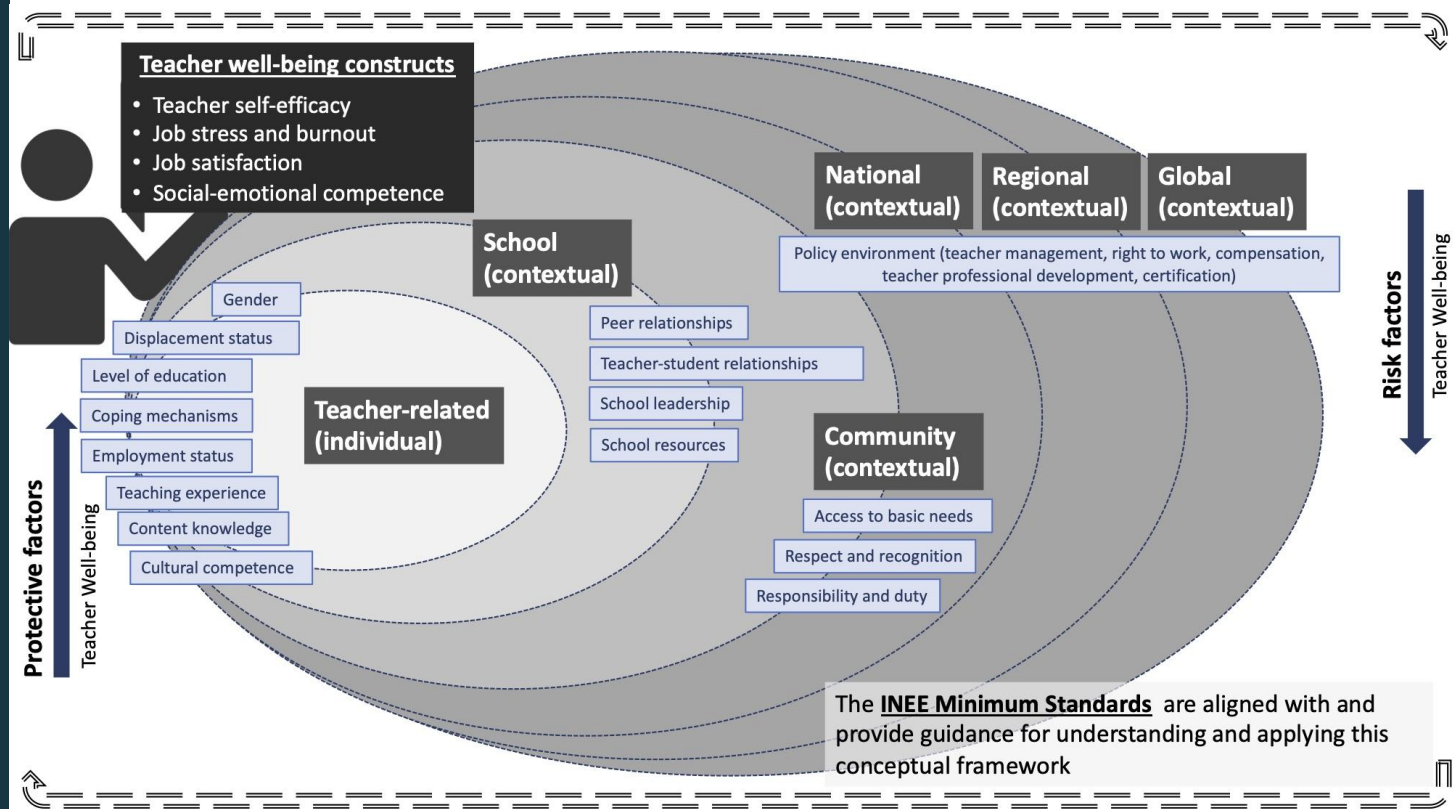
High-level Gap Analysis Findings & Guidance Note

Reflections and Closing



Setting the Scene for Teacher Well-being

Landscape Review Conceptual Framework & Key Actions Matrix



Teacher Story: Mayen Aguer

Refugee Teacher &
Teacher Trainer in
Kakuma Refugee
Camp & Kalobeyei
Settlement, Kenya



Case Studies





Jusoor



Building Teachers Wellbeing in Conflict-affected Contexts: A Mixed-methods Evaluation Study of the El Salvadoran SI-EITP Intervention

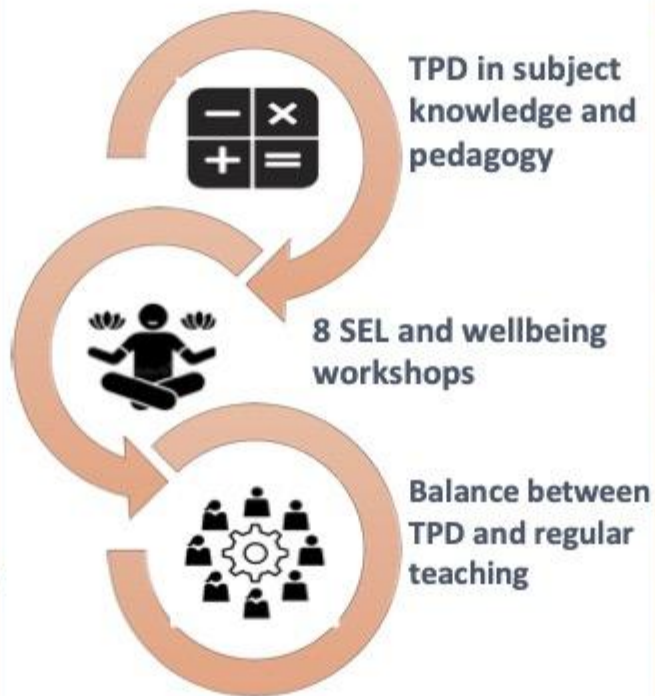
Context

Challenges of teaching secondary education in El Salvador



"The relationship that some students may have with maras generates insecurity because it can put one's family or oneself at risk. Sometimes, in recent years, this has stressed me a little"

Experience in TPD



Impact on Wellbeing

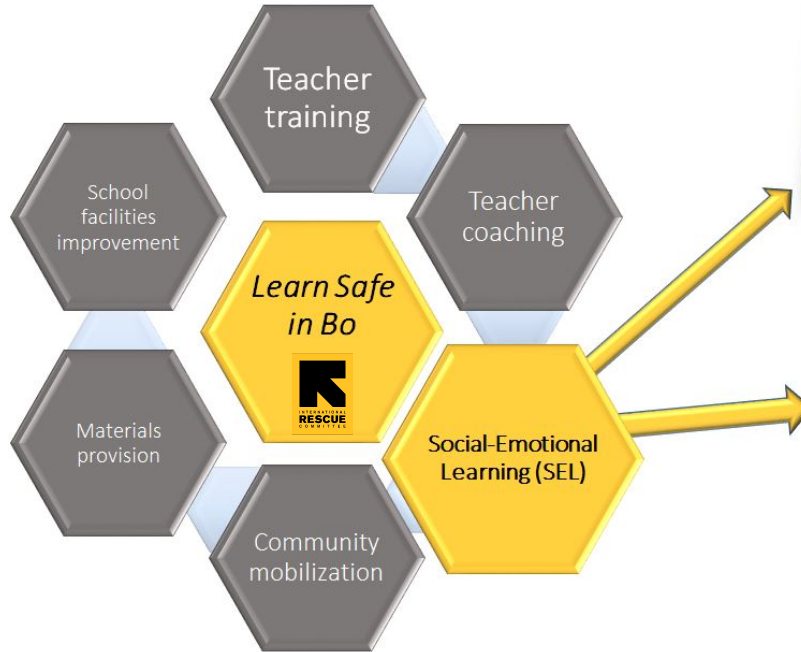
Null quantitative results on:

- ❖ Mindfulness
- ❖ Emotion regulation
- ❖ Self-efficacy
- ❖ Emotion exhaustion
- ❖ Stress

Qualitative results:

- ❖ Mindfulness (↑)
- ❖ Emotion regulation (↑)
- ❖ Self-efficacy (-)
- ❖ Emotion exhaustion (↑↓)
- ❖ Stress (↑↓)

Program Overview, SL



Brain Games

EXPANSION DECK

My Hat Has Three Corners

A simple chant where silent hand motions gradually replace key words

FOCUS

PRE-GAME TALK
Let's use our **Focus Brain Power!** to pay attention to the words and make the correct hand motions as we chant "My Hat Has 3 Corners".

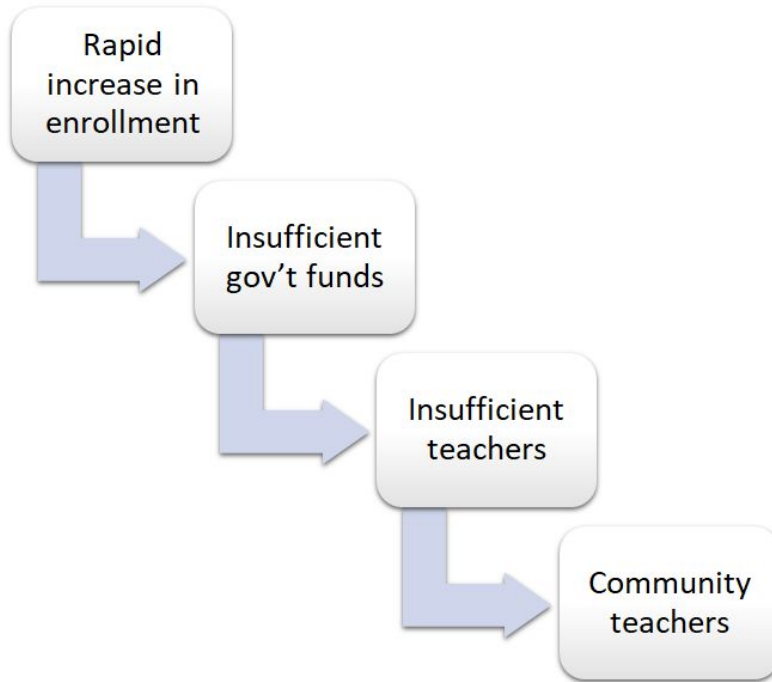
GAME INSTRUCTIONS

- Let's learn the words to the chant. It's just two phrases:
 - My hat has three corners, three corners has my hat.
 - If it didn't have three corners, it wouldn't be my hat.
- Let's do it again, and this time when we get to the word "hat", DON'T say it. Instead, just point to your head. (Demonstrate motion.)

Mindfulness

TENSE AND RELEASE		Time: 10 minutes
Subject: Mindfulness	Age: 10 - 14	
Materials: None		
Introducing "Tense and Release" 1 min		
SAY: Today we will focus our mindfulness on tensing and releasing every muscle in our bodies. We hold a bit of tension in different parts of our bodies, but in this activity we will try to release the tension.		
Preparation - Seated 1 min		
SAY: For this activity, we will begin in a comfortable seated position: Place both feet firmly on the ground. Relax your arms and shoulders. Place your hands on your legs. If it is comfortable for you, grow your back longer and taller, reaching your head to the sky. You can choose to close your eyes if it is comfortable, or lower your eyes to keep yourself focused.		
Belly-Breathing 1 min		
SAY: Breathe like following very slowly, calmly and gently. Pause between sentences. We will begin with belly breathing. If it is comfortable, place a hand on your belly. Breathe in through your nose, slowly counting to 4. Feel your belly rise as your breath enters your body. Breathe out through your mouth, slowly counting to 3. Feel your belly sink. Allow students to construct belly breathing for a few rounds.		
Tense and Release 6 min		
SAY: Squeeze up your toes, and release them, feeling heat come out of your feet. Squeeze the muscles in your legs and knees, now sit them fully rise and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your belly muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.		

Teacher Context, SL



Quotes, SL

“Well the most thing I like about these **Brain Games** actually it reduce the stress of the teacher and also the children. Because if you bring up an activity you will not just go and say ‘hey stand up, go and do Freeze for me.’ You will join them. So by doing that, even if you are stressed, that stress will go. So that is what I like about Brain Games.”

“I do one Mindfulness game like I **Shake Everything Off** with myself at home. I will just, perhaps am hot tempered or am stressed have heard a news that have made me so stressed that I just stand up and do shake everything off.”

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.

High-level Gap Analysis Findings & Guidance Note

Aims

- Collect and disseminate resources
- Map resources against framework
- Identify the gaps that exist in material

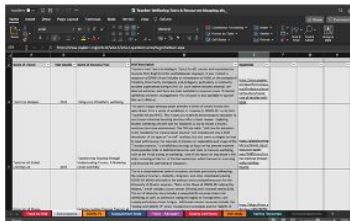
Methodology

- Online searches
- Call for resources unavailable online
- KIs
- Teacher questionnaires

Analysis

- Thematic analysis
- NVivo
- Descriptive statistics
- Matrix (language, modality, design)

A total of 130 materials



Full report with 10 findings & 13 recommendations



“Don’t tell me to breathe in a war zone.”

Key findings & recommendations

- TWB as a means to an end
- Design of resources excludes teacher voice
- Absence of contextualization
- Pay policies lack wider compensation
- No pathways for teachers to engage in policy dialogue

Teacher Wellbeing Guidance Note

- MHPSS
- Enabling learning environment
- Teacher agency

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ENGLISH



****Deadline Extended**:** **Friday, October 15th, 5:00pm EST**

Education in Emergencies practitioners, policymakers, researchers, and teachers are invited to submit case studies about teacher programming and policies in conflict, crisis, and displacement contexts to eventseries@inee.org with the subject title [CASE STUDY] by **Friday, October 15th at 5.00pm EST**. All submissions must use the [Case Study Template](#).