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ACCELERATED EDUCATION
WORKING GROUP



Inter-agency Network for
Education in Emergencies

Accelerated Education Introductory Teacher Training Pack

AEP Teacher Role & Competencies

AEP Teacher Role & Competencies

This is Session 2 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

2: AEP Teacher Role and Competencies

TRAINER OVERVIEW	
Session time	3 hours (2 hours 15 min if opening session reduced in time)
AE teacher competency	6: Follows child protection and Code of Conduct standards 7: Creates a safe supportive AEP learning environment 8: Interacts positively with all learners 9: Is a positive role model
Learning outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none">1. Recognise the strengths, experience and skills you already have that support you in becoming an AEP teacher2. Understand and work towards achieving the AE teacher competencies3. Understand and agree to follow the teacher's code of conduct
Materials	» Session Outcomes » Handout 2.1: Peter becomes an AEP teacher (2 copies per group) » Handout 2.2: AEP teacher competencies (1 copy per group to cut up) » Handout 2.3: Code of Conduct (1 copy per participant) » Flipchart paper and markers, glue » Post-it notes in 2 colours

OVERVIEW			
Steps	Method	Time	Materials
Introduction and review of AEP	Presentation Question and answer	20 (5)	Session Outcomes
1: An effective teacher	Visualisation	10	
2: What we bring to the role of AEP teacher	Case study Group work and gallery walk	50 (40)	Handout 2.1: Peter becomes an AEP teacher Flipchart paper and marker
BREAK			
3: AEP teacher role & competencies	Categorising competencies	40 (30)	Handout 2.2: AEP teacher competencies to cut up Glue, flip chart, marker.
4: Code of conduct	Brainstorm Reading Thumbs up/down	50 (40)	Post-it notes 2 colours Handout 2.3: Code of Conduct
Reflection		10	Session Outcomes

Note: Time in brackets indicates reduced time if the Opening session is reduced in time

STEPS



Introduction

1. Write the title of the training session on the board: *2: AEP Teacher's Role and Competencies*.
2. Say:
 - Welcome to Session 2: AEP teacher role and competencies.
 - In this session we will look at what you, as the accelerated education teachers, can bring to the programme, and the competencies expected of you. We will also look at the teacher's code of conduct.
3. Write the session outcomes on the board/wall.
4. Say:
 - By the end of the session, you will be able to:
 - ▷ Recognise the strengths, experience and skills you already have that support you in becoming an AEP teacher
 - ▷ Understand and work towards achieving the AEP teacher competencies
 - ▷ Understand and agree to follow the AEP Teacher's code of conduct
5. Say:
 - Before we begin the training session on AEP teacher role and competencies. We have 15 minutes in which I can answer any questions you have on the AEP that we didn't answer in the previous session.
6. Answer the questions



Trainer tip:

Make a note of the questions asked and adjust the handout in training session 1.



1: An effective teacher

1. Say:
 - First, we will do a visualisation activity. Follow my instructions.
 - Sit comfortably
 - Close your eyes or look at your feet.
 - Breathe in gently and slowly and breathe out again. Let's do this 3 times.
 - Now I want you to think about someone who has taught you a skill or increased your knowledge. It can be someone from your family or community, a sports coach or friend or a teacher.

Definition:

Visualisation: a strategy for creating images, in your mind about a certain event.

- Think about this person. What made them so good at teaching you? What skills did they have? How did they speak? How did they behave? How did they teach you this skill? Where did they teach you? How did you practice the skill?
 - Think about this person for a few moments.
 - Breathe gently and slowly open your eyes.
2. Make groups of 2 for think-pair-share.
 3. Say:
 - Tell you partner about this person and why they were so effective at teaching you.
 4. Ask some participants to tell the group about the person they thought about and tell why they were so special.
 5. Say:
 - The behaviour and the role this person played in your life has probably influenced and even motivated you in becoming an accelerated education teacher.
 - Now we want to look at the skills you can bring to the role of AEP teacher.



2: What we bring to the role of AEP teacher

INTRODUCTION/ INPUT: AEP TEACHER SKILLS (20 MIN)

Definitions:

Skill: The ability to do something well

Knowledge: Facts, information, and skills acquired through experience or education

Attitude: The way you feel or act toward a person, thing or situation.

1. Say:
 - One of the key aims of the AEP curriculum is to help AEP learners become lifelong learners. To do this they need to gain knowledge, skills and attitudes that help them become good citizens.
 - Knowledge means the facts, information, and skills acquired through experience or education.
 - Skills mean having the ability to do something well.
 - An attitude is the way you feel or act toward a person, thing or situation.
2. Show **Handout 2.1**.
3. Explain task:
 - For the next activity I will put you in groups.
 - In your groups read the case study of Peter Kam. Complete the table at the end about the knowledge, skills and attitudes that Peter already has to help him become an effective AEP teacher.
 - Groups have 5 minutes to complete the task.

Handout 2.1



Peter Kain is a primary school teacher in Malawi. 25 minutes from the end of the AEP course he asked the school teachers: "Peter what do you do in the week between school at lunch time as he attended the GCHQ School AEP course for 2 years. When he returned from primary 2 into level 2, the school AEP because it was too late for the school to complete it. Peter was a member of the AEP course. Peter gained in confidence and he empowered. This confidence helped him complete it in only 2 months. He had a lot of ideas and he was able to share them. As there was no Level 4, Peter transferred into primary 3 and took his Primary 3 Teacher Certificate examination at the end of 2015. In 2016 Peter started working in Malawi primary school and when they were selecting teachers for AEP, this confidence, the school teacher, Peter is proud of being a teacher and says that he is an example of what hard work and studying can bring – just work as a teacher.

Table

knowledge	skills	attitudes

4. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
5. Make groups of 4 sitting next to each other.
6. Distribute **Handout 2.1**.
7. After 5 minutes, ask 1 group to share their answers on knowledge. Ask other groups to share answers on skills and attitudes. Write the answers on the board

ANSWERS

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> » Structure of the AEP » Subjects in AEP » Has education certificate 	<ul style="list-style-type: none"> » Teaching » Ability to study » Positive about AEP 	<ul style="list-style-type: none"> » Punctual » Confident » Feels empowered and able » Has initiative to take exams » Hard working » Responsible

PRACTICE: PARTICIPANT LIFE EXPERIENCES (25 MIN)

1. Say:
 - Now we will find out the skills, knowledge and attitudes you already have from your own life experiences.
2. Explain task:
 - For the next activity, in remain the same groups of 4.
 - In your group discuss the life experiences you have had that have helped you develop knowledge, skills and attitudes. These may be as a parent, a member of the community, a pastoralist or farmer.
 - Discuss the skills, knowledge and attitudes you have developed that you can use as an AEP teacher.
 - One person in the group will collect a flip chart paper and marker and the group will write their ideas on the flip chart.
 - Groups will have 15 minutes to do this. Then we will put the flip charts on the wall.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?

4. Monitor the groups and help them recognise the skills they have. Ask questions to find out what skills they have – driving a vehicle, using a mobile phone, fishing, being a member of a committee etc. Then ask if they can use these skills in the classroom.

Possible answers:

- Organisational skills
- Negotiation skills
- Judging time
- Skills in literacy and numeracy
- Knowledge of the community
- Knowledge of local customs and resources
- Knowledge of the lifestyle and situation of the students
- Enthusiasm
- Ability to work hard
- Ability to work with others

5. Ask the group leader to put their flip chart on the wall.
6. Explain task:
 - We want to see all the skills and knowledge and attitudes you have in this training group.
 - You are going to complete a gallery walk.
 - This means you will stand up and walk around the room to look at all the flip charts.
 - You will have 5 minutes for this task.
7. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
8. Instruct participants to do the gallery walk.
9. Walk around the room with the participants and take note of the ideas on the flip charts. Give participants a 1-minute warning as the 5 minutes are coming to a close.



REFLECTION (5 MIN)

1. Ask:
 - What did you learn about the participants in this class?
2. Say:
 - What we learn from our flip charts is that each and every one of us already has knowledge, skills and attitudes to help us become effective AEP teachers.
3. Demonstrate and say:
 - Give yourselves a pat on the back.



3: AEP teacher role & competencies

INTRODUCTION/INPUT: WHAT IS A COMPETENCY? (5 MIN)

1. Whole group brainstorm:
 - What are the different roles or jobs that an AEP teacher may have?



Trainer tip:

It is not necessary to write these answers down.

Example answers:

- Guidance,
- Record keeping
- Teaching
- Assessment/testing

Definition:

Competencies: commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational and other life contexts.

2. Say:
 - The skills and knowledge required for these roles are called competencies. In education, competencies are the applied skills and knowledge that enable teachers, teachers and others involved in education, to successfully perform in their professional, educational and home life situations.
 - To become a successful AEP teacher there are a number of competencies that each teacher needs to learn and practice. These AE teacher competencies are what we will cover in this training course.
 - We will now look in detail at the competencies and their relationship to roles that the AEP teacher has.



Trainer tip:

Remember if you want 4 participants in a group you divide the number in the class e.g. $20 \div 4 = 5$. You will give each participant a number from 1 to 5. This is a useful technique to use in the class to encourage different participants to work together and to promote inclusivity. Some guidance for making groups can be found at the end of this session.



Trainer Tip:

To save time you can cut up the competencies ready for group work.

Chart

Need support	Need practice	Can help others

PRACTICE: IDENTIFYING COMPETENCY STRENGTHS AND WEAKNESSES (30 MIN)

1. Say:
 - Many of you may feel that as teachers new to AEP that you have a lot to learn. Others may feel that they have already developed the skills required for certain competencies. Remember that each one of you already have knowledge, skills and attitudes that we bring to the role of AEP teacher.
2. Explain task:
 - For the next activity I will put you in groups.
 - I will give each group the AE teacher competencies. These are the same AE teacher competencies used in the self-assessment when you arrived. I want you to cut up the competencies and sort them into 3 groups:
 - ▷ Competencies you need to have more support or training on.
 - ▷ Competencies you feel will develop with practice after this training.
 - ▷ Competencies in which you already have the skills, knowledge or attitude and can help other AEP teachers to learn them.
 - Glue these onto a flip chart. (Show example)
 - One person in the group will collect a flip chart paper, glue, scissors and marker.
 - You have 15 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Make groups of teachers from the same AEP centre or area. If this is not possible, make groups of 4-5 participants. Indicate where groups should sit.
5. Distribute one copy of **Handout 2.2** to each group.
6. Monitor and support the groups. Make sure that they refer to the charts of their knowledge, skills and attitudes. Encourage them to think of what they can do rather than what they can't do.
7. After 15 minutes, ask groups to put their flip charts on the wall for a gallery walk.
8. Conduct a gallery walk for 5 minutes

9. Ask:

- Did you find any surprises when looking at the charts?
- Did you find some participants with skills that can help you as an AEP teacher?
- Can anyone suggest ways we can help each other to improve our competencies in AEP?

Possible answers

- Setting up teacher learning circles within the AEP centre to support each other
- Setting up teacher learning circles joining several centres
- Peer-to-peer support – observing each other’s classes
- Setting up a Facebook group to share ideas and lesson plans
- Using mobile phones to share resources

REFLECTION (5 MIN)

1. Ask:

- We have used the AE teacher competencies in 2 different ways. First you read them quietly and completed a self-assessment at the beginning of the course. Then you discussed them in a group and sorted them. Which method did you prefer?
- Why?
- Which method helped you to learn the AE teacher competencies best?
- Which method would older AEP learners like best? Reading and individual work or working in a group?

2. Say:

- In this AEP introductory teacher training we are learning about some of the important AE teacher competencies required to help learners progress with their education. What is important is that we carry out the roles and the competencies to the best of our ability. This will provide positive role models for the learners in the AEP classes. Remember that we already have our life experience and skills to help us.

3. Collect the self-assessment of competencies. Make sure each one has a name on it.



4: Code of Conduct

INTRODUCTION: TEACHER BEHAVIOURS (10 MIN)



Trainer tip:

Post-it notes can be many colours. Be consistent in the colour you use for positive behaviours and negative behaviours.



Trainer tip:

Make a note of any unexpected answers to help you adjust the training session in the future.



Trainer tip:

Help participants with any challenging words and draw attention to any points that you think may be confusing. Think in advance about context-specific rules that the Code of Conduct might not address and how best to discuss any difficult topics in the Code of Conduct. Also take time to highlight with teachers any especially important points in the Code of Conduct.



Trainer tip:

A Code of Conduct has been developed for AEP teachers. Use this and ask the participants if the points raised are relevant for their context.

1. Explain task:
 - For this activity we will do a think-pair-share.
 - First, I want to think about 3 positive behaviours used by a teacher in class. And 3 negative behaviours that may be used by a teacher in class.
 - Then I want you to discuss them with your partner.
 - Write the positive behaviours on a yellow post-it note.
 - Write the negative behaviours on a blue post-it note.
 - Each pair has 5 minutes for this task.
2. Make groups of 2 for think-pair-share.
3. After 5 minutes, ask some pairs to give one example of a positive behaviour. Then ask some groups to give one example of a negative behaviour.

INPUT: CODE OF CONDUCT DEFINED¹ (5 MIN)

1. Ask:
 - What is a Code of Conduct?
2. Listen to participant ideas then define Code of Conduct.
3. Say:
 - A Code of Conduct is a legal document which clearly outlines the rules/ standards for the behavior of teachers and other staff in the learning center. It includes ethical principles and values. It also includes what actions may be taken if someone breaks the rules/ standards. It states the “DO’s and DON’Ts” for teachers according to the employer.
4. Say:
 - To help make sure that our AEP centres are safe, we have a Code of Conduct.
 - In our country this is called the Teacher Code of Conduct.
 - It aims to build trust, encourage fairness and protect both learners and teachers from harm in and around the AEP centre and community. A Code of Conduct can help prevent many of the situations we have discussed and can also guide teachers and staff about what to do when there are problems in the AEP centre. A Code of Conduct can also represent the law of the nation or region and breaking the Code of Conduct can also mean breaking the law.

- A Code of Conduct encourages teachers to act in the proper way and maintain professionalism. It helps protect learners and teachers.

PRACTICE: USING THE CODE OF CONDUCT (30 MIN)

1. Distribute **Handout 2.3**.
2. Explain task:
 - For this activity I will put you in groups.
 - In your group read Handout 2.3.
 - Find out how you would deal with the negative behaviours identified by your group.
 - Write the answer on the post-it notes for negative behaviours.
 - If there are words that you don't understand, underline them and ask for their meaning.
 - Groups have 15 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Make groups of 4 by joining 2 groups of 2.
5. After 15 minutes ask each group to share the answers they found in the Code of Conduct to deal with the negative behaviours.
6. Answer any questions regarding the Code of Conduct Remember if there any questions that you cannot answer, explain that you have not had experience with that situation and you will seek advice.
7. Say:
 - The Code of Conduct is an extremely important document which AEP teachers are expected to follow. It forms part of the AE teacher competencies 'Follows child protection and Code of Conduct standards.
 - The Code of conduct forms part of the AEP teacher's contract and is required by the Ministry of Education for all those teaching.

or

 - Each AEP teacher needs to sign the Code of Conduct. Take your copy away and read it carefully. Return the signed Code of Conduct in the next session.
8. Ask each group to put their post-it notes on a chart under headings: Positive behaviours; negative behaviours.



Trainer tip:

Keep this chart for an activity later in the training. Read the positive behaviour to check they are positive and not negative ones accepted in the local culture.

ASSESSMENT (5 MIN)

1. Say:
 - Let's check how much you have learned.
2. Explain task:
 - I will read out some statements. Put your thumbs up if you agree with the statement. Put your thumbs down if you disagree. I will ask one of you to explain their choice of answer.
3. Read the statements one by one. For each statement check everyone is using thumbs up or down. Ask a participant to explain their answer.

Statements

- a. When learners misbehave in class and their parents have agreed, it is ok to use physical punishment. (No, it is never acceptable to use physical punishment)
- b. If I teacher is sick and unable to attend the AEP centre, they do not need to inform anyone. (Wrong – they should inform the centre manager or CEC)
- c. If there are left over materials at the AEP centre it is ok to take them. (No – these belong to the AEP centre)
- d. I should respect and welcome all learners in my classroom. (Yes)
- e. If I see someone harming a learner, I should keep it to myself as it may cause a problem for me or my family. (No – talk to the centre manager about the problem – we will learn more about this later)



End of Session Reflection

1. Ask: Which AE teacher competencies did we focus on in this session?

Answers

6. Follows child protection and Code of Conduct standards
7. Creates a safe supportive AEP learning environment
8. Interacts positively with all learners
9. Is a positive role model

2. Refer to the learning outcomes on the board/wall.
3. Ask:
 - Have the learning outcomes been achieved?
4. Make groups of 2 for think-pair-share.
5. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
6. Ask some groups to share their answers.

----- **END OF SESSION** -----

End notes

¹ Adapted from NRC Syria. (2016). Draft EiE Teachers Training Curriculum.

Ideas for coaching

- Where a teachers' code of conduct or statutory child safeguarding measures already exist, AEP centre managers or trainers could provide additional training or sensitisation on their content.
- AEP centre managers and trainers can point out the strengths the teachers can use in their classroom and build their confidence to use them.

Ideas for collaborative learning/self-study

- Where statutory codes of conduct for teachers or safeguarding measures exist, teachers can read these and discuss them together.

Session Outcomes

By the end of the session, you will be able to:

1. Recognise the strengths, experience and skills you already have that support you in becoming an AE teacher
2. Understand and work towards achieving the AE teacher competencies
3. Understand and agree to follow the teacher's code of conduct

Handout 2.1: Peter becomes an AEP teacher

PETER KAM



Peter Kam is a primary school teacher in Makung, 25 minutes from Ganyliel Mixed ABE centre. He is also an ABE learning teacher. Peter walks to the ABE centre at lunch time. When ABE classes began, he joined Level 2 in Ganyliel Mixed ABE centre. He had studied in grade 2 but was too old. He joined ABE because it was free but also, he could complete Level 2 and Level 3 much faster. Attending ABE classes, Peter gained in confidence and felt empowered. This confidence helped him complete Level 3 in only 5 months when textbooks and notebooks came late. As there was no Level 4, Peter transferred into primary 8 and took his Primary Leavers Certificate examinations at the end of 2017. In 2018 Peter started working in Makung Primary School. When they were selecting learning teachers for ABE, his old Head teacher selected him. Peter is proud of being a learning teacher and says that he is an example of what hard work and studying can bring – paid work as a learning teacher.

Adapted from: Evaluation of Oxfam's Accelerated basic education Programme in Greater Ganyliel, South Sudan 2014-2018 Against Global Best Practice.

Complete the table, listing the knowledge, skills and attitudes that Peter has already that will help him become an effective AEP teacher.

Becoming an effective AEP teacher		
Knowledge	Skills	Attitudes

Handout 2.2: AEP teacher competencies

A competent AE teacher:

1. Has accurate knowledge of the AEP: I understand the AEP programme and can communicate it to the community and new AEP learners. I understand the age for enrolment, how learners can enter AEP and leave to join formal education or other training or livelihood opportunities.

2. Can use a condensed and integrated curriculum: I understand and can teach the subject content in the AEP curriculum and can use the materials developed for teaching and learning e.g., AEP textbook, AEP teacher guide.

3. Focuses on literacy and numeracy skills as the foundation of learning: I use every opportunity to teach key literacy and numeracy skills in all subject lessons. I teach and practice key vocabulary, model reading texts and use strategies to aid comprehension.

4. Integrates life skills: I can use age-appropriate life skills to improve the well-being of learners to help them focus on learning. They promote students' collaboration through peer interaction (pair work, group work).

5. Can identify AEP learner needs and assets: I can recognise the experience, skills, and knowledge (assets) that AEP learners bring to AEP classes. I am familiar with my learners' interests and skills and can link lessons to their daily lives.

6. Follows child protection and Code of Conduct standards: I am trained in and follow the teacher code of conduct.

7. Creates a safe, supportive AEP learning environment: I can create a safe learning environment with no forms of discrimination or abuse. All class rules are enforced consistently and fairly. I use positive discipline strategies to manage classes and address conflict, bullying or disrespectful behaviour.

8. Interacts positively with all learners: I welcome and treat all AEP learners with respect and provide everyone with equal opportunities for learning, participating in activities and making progress. I know learners' names and can maintain their attention in class.

9. Is a positive role model: I am a positive role model, and my behaviour and values are an example to everyone. I conduct myself as a professional: with lessons and materials prepared; starting punctually and demonstrating professional teaching skills.

10. Uses lesson plans: I can create and use lesson plans (my own or the AEP Teacher Guide) with learning outcomes and matching activities that cover the AEP curriculum and learner competencies. I can choose and create instructional activities and materials that are inclusive and meet the learning needs of older learners, and their lives and experiences.

11. Uses age-appropriate teaching strategies: I can use a range of age-appropriate teaching strategies suitable for older learners based on accelerated education pedagogy. My teaching strategies are learner-centred, participatory, gender sensitive and varied to meet the needs of all learners and learning styles.

12. Delivers lesson content clearly: I can clearly explain new concepts and model or demonstrate them to learners. I use a range of question techniques effectively to involve all learners and check for understanding.

13. Manages time efficiently: I use clear instructions and organise activities to maximise learner time on task and opportunities to learn.

14. Uses assessments: I can develop, select, and administer effective formative and summative assessments including AEP placement and exit tests. I can use informal, formal, peer and self-assessment techniques to monitor learner performance and provide timely and frequent feedback to improve learner performance.

15. Maintains accurate AEP documentation: I can complete all necessary AEP documentation and keep accurate records for registration, learner attendance, and assessment/examination records and report cards.

16. Communicates effectively: I communicate effectively with all the learners in class and build good relationships with the community, AEP teachers, formal school teachers and programme staff. I support programme and centre management on campaigns for AEP enrolment. I provide regular updates on a learner's attendance and progress and help to address any concerns/issues that may arise.

17. Demonstrates leadership: I show leadership within my class, centre, and community. I take part in community committees and help distribute teaching and learning materials.

18. Manages AEP centres effectively: I am involved in the decisions and activities to establish the centre, including the Community Education Committee, recruiting AEP teachers, and enrolling AEP learners. I communicate regularly with the Ministry of Education and programme management. I take responsibility for the facilities, teaching and learning materials, record keeping, and supporting AEP teachers and learners. (For head teachers of AEP centres.)

19. Promotes AEP learner transition to formal education, vocational training and/or livelihoods: I work with formal schools and local education authorities for the smooth transition of AEP learners to formal education at age-appropriate grades, or into other training or livelihood opportunities.

20. Participates in continuous professional development: I collaborate with other teachers and take part in professional development to improve the AEP learning environment and quality of learning that takes place there. I participate in teacher learning circles and use peer to peer support and observation as part of my professional development.

Handout 2.3: Example AEP Teachers' Code of Conduct (CoC)



South Sudan Teachers' Code of Conduct for Emergency Situations

Introduction

This Teachers' Code of Conduct is designed to complement the *Southern Sudan Teachers' Professional Code of Conduct (2008)*. It is intended for use in emergency situations, where teachers might not be trained on the full Teacher Code of Conduct and where there are particular protection and safety concerns that teachers must be aware of.

The *Teachers' Code of Conduct for Emergency Situations* is designed to lay out the responsibilities of teachers in emergency situations and the relationship between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post-emergency recovery.

In this document, 'teacher' refers to any adult who is supervising learning in a classroom or temporary learning space. Often in emergency situations this might include formally trained government teachers or untrained trusted volunteers from the community.

Teachers have a very important role to play during emergency situations; this Code of Conduct is designed to support teachers in their work to continue providing protective education to the children of South Sudan during emergencies because they are our future.

**South Sudan
Education Cluster**

Responsibilities

In the classroom, teachers...

- Must be present and on time for class. Any absence should be authorised and communicated to learners in advance. A class register should be taken.
- Must be prepared to teach and must not be under the influence of alcohol or drugs.
- Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
- Should maintain political neutrality and promote peace and social responsibility.
- Are role models and should demonstrate good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
- Display a basic competence in educational methods and the subjects to be taught, using lesson plans or schemes of work if possible.
- Provide basic information about emergency risks and life skills (e.g., landmine awareness, hand washing, disaster preparedness) and discuss children's fears openly.

Teachers must do no harm...

- Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- Do not use any actions or language that is physically or psychologically violent, which includes sexual harassment.

A teacher should provide care and support...

- Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
- Provide a learning environment where there is trust and where everyone is respected.
- Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
- Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
- Listen to and observe learners who have experienced stressful events and provide support.
- Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

A teacher should use appropriate discipline...

- No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted. In emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
- Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.

Relationships

Teacher – Learner

- Teachers encourage both boys and girls to participate fully in all learning opportunities.
- Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.
- Teachers shall never use physical, verbal, psychological or sexual violence against any learners.
- Teachers must never have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See right for mandatory penalties.

Teacher – Community

- Teachers encourage parents to support and participate in their children's learning, both boys and girls.
- Teachers recognise the importance of family and community involvement in school.
- Teachers support and promote a positive image of the school within the community.

Teacher – Teacher

- Teachers respect each other's rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- In emergencies, even experienced teachers might find it difficult to cope with the crisis and the new challenges faced. Teachers can discuss challenges and stressful experiences, and support each other to set goals and address problems one at a time.

Penalties for violating the Teachers' Code of Conduct

Teachers who do not meet the ethics and good practice laid out in this Code of Conduct will be disciplined either through suspension or termination of employment or other penalty agreed by the Headteacher, Parent Teacher Association, School Management Committee or Board of Governors and County Education Office, as appropriate. Legal prosecution may also be pursued.

Signatures of commitment

Teacher name:

Signature:

Headteacher name:

Signature:

Chair of the PTA name:

Signature:

Minister of Education: H.E. Joseph Ukel Abango

Signature: 

