



Training For Primary School Teachers In Crisis Contexts

TEACHER'S ROLE AND WELL-BEING



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Summary

Core Competencies

- Teacher understands and practices the terms of the Teacher Code of Conduct.
- Teacher understands his/her legal and ethical responsibility for the well-being and learning achievement of all children in his/her classroom and school.
- Teacher communicates regularly with parents, guardians, and other education stakeholders in order to promote a safe and effective learning environment.
- Teacher actively engages in development of his/her own teaching practice using all available resources including self reflection and collaboration with peers, head teachers, etc.
- Teacher understands and practices habits to maintain his/her well-being including self-awareness, developing a routine and stress management techniques.
- Teacher understands the importance of his/her well-being as a factor influencing student well-being.

Sessions



Session 1

The role of the teacher in the school and the community



Session 2

Code of Conduct



Session 3

Teacher well-being and stress management



Session 4

Collaboration and communities of practice

Summary

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- Teacher actively engages in development of his/her own teaching practice using all available resources including self reflection and collaboration with peers, head teachers, etc.
- Teacher understands and practices habits to maintain his/her well-being including self-awareness, developing a routine and stress management techniques.
- Teacher understands the importance of his/her well-being as a factor influencing student well-being.

Grouping Technique

During the training you will ask the participants to do work in small groups. For module 1, use proximity to form the groups for the activities and discussion tasks. Unless otherwise stipulated participants should work with the 3 people sitting nearest to them to work in groups of four for group tasks and discussion. Explain to the participants that this is a useful technique in large classrooms as it causes minimal disruption.

Focus Technique

When you want to get the attention of the participants explain to them that you will use the '5-4-3-2-1' strategy. When you would like them to be quiet and to focus on the facilitator, you will count down slowly from 5 to 1. When you get to one participants should have stopped speaking and have their

attention on you. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work.

Contextualization and Adaptation Guidance

Session 1: The Role of the Teacher in the School and the Community

- Make changes to the example schedule on Handout 1.1A - Weekly Schedule so that the activities listed match the schools and communities.
- If appropriate contact a representative from the organization that hired the teachers to discuss with the participants at the training management, benefits and other human resource issues.

Session 2: Long Term Planning and Learning Objectives

- Locate a copy of the Code of Conduct used by participants in your community.
- Research the complaint reporting process for the specific context.

Session 3: Lesson Planning

- If possible ask a protection officer or community resource with experience in psychosocial care to participate in the training.

Session 4: Making Lessons Relevant and Meaningful

- Add any relevant questions to the “Step over the Line Icebreaker”.
- Decide in advance how the Teacher Learning Circles will work best in your community and adapt the collaboration activities accordingly.

Sessions 1-4: Review PowerPoint slides and contextualize as appropriate. Certain slides have been left blank as context specific information is needed: Slide 23 - The Consequences of Violating the Code of Conduct, and Slide 24 - How to Report a Complaint. Please note that if PowerPoint is not available, the PowerPoint slides for the session should be written on flipchart paper instead.

How to use this Manual



This icon represents the Scripted section of the Session.



This icon shows a Tip or Suggestion to help you along with the Session.



This icon points to Questions you should ask your participants.



This icon indicates the length of Time a particular Session should take.

The Role of the Teacher in the School and the Community

SESSION 1

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of education in crisis contexts
- Describe the role of the teacher in the school and in the local community
- Consider how to balance the various roles within the classroom, school and community
- Identify their own motivations for teaching and set goals to increase motivation

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- Why am I a teacher?
- Why is education important?



Learn

- "A Teacher Is _____" activity Identifying expectations



Practice

- Balancing different roles
- Staying organized



Planning and Action

- Staying motivated
- Setting goals



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint)

Materials

- Flipchart, markers, extra paper, post-its
- Handout 1.0 – Skills and Strategies Worksheet
- Handout 1.1B – Roles of a Teacher at School and Community
- Handout 1.1.1B – Role of a Teacher at School in the Classroom
- Handout 1.1.2B – Roles of a Teacher but outside the Classroom
- Handout 1.1.3B-Roles of a Teacher in the Community
- Handout 1.1C – Teacher Profile

Key Words

- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how individuals in a school will behave in an ethical way, including minimal levels of compliance and disciplinary actions.
- **Community:** A group of people living in the same place that may come together around shared interests.
- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.
- **Stakeholder:** A person, group or organization that has some interest in a project or programs.

- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

INTRODUCTION

Review Competencies and Expectations

Materials:

- Slides 1- 2
- Handout 3.1A Foundation of Child Development



"Welcome to the final part of our teacher professional development training. This training was developed with the understanding that you as teachers are also learners, who must be supported to develop, determine, and assess your own learning. It is based on the principle that collaboration among teachers will strengthen your practice and help support you as individuals, professionals, members of your communities and as people coping with the effects of crisis. This training was designed to give ample time and freedom for you to develop your own ideas and methods to create on-going, sustainable professional development. This training is designed around five core competencies for primary education teachers in crisis contexts. The training is divided into four modules, covering teacher's role and well-being; child protection, well-being and inclusion; pedagogy; and curriculum and planning. Within each module there are several training sessions to draw on your existing knowledge and experience and to give you concrete skills and strategies for you to take back to your classroom. It will also include time to practice and reflect on those skills throughout the training."



This would be a good time to share an overview of the agenda for the training and an overview of when and where all the trainings and modules will be taking place.



"To start, today we are going to explore Teacher's Role and Well-being. This includes examining the teacher code of conduct, the teacher's responsibility for student well-being and learning, and the importance of maintaining your own well-being. By the end of this session, you will be able to:

- Explain the importance of education in crisis contexts.
- Describe the role of the teacher in the school and in the local community.
- Consider how to balance the various roles within the classroom, school and community.
- Identify your own motivations for teaching and set goals to increase motivation."



"Before we get started, I would like us to discuss how we will spend our time together. Let's make a list on the flipchart of our expectations."

Example Answers:

- Be on time.
- No cell phones.
- Respect each other.
- Give everyone opportunity to respond.
- Raise your hand.
- Be open to new ideas.
- Don't be afraid to ask questions.
- Provide feedback.

Insert an opportunity for participants to introduce themselves formally or through an energizer/ice-breaker game.

Introduce the grouping technique and the focus technique that will be used throughout the module.



"Now that we all understand the purpose of this training, our expectations of each other throughout the training and who we are learning with, let's get started!"

REFLECT AND REVISIT

Why Am I a Teacher?

Materials:

- Slide 4
- Blank pieces of paper for clock activity



"To start the session you are going to do an activity to get to know each other and to reflect on your own motivations for becoming a teacher. Before we start the activity draw a picture of a clock on a blank piece of paper. You will use this clock to set up meetings with other participants in the group for the activity. Find a partner in the room who you will meet with at 1 o'clock. Write each other's names next to the 1 on your clock. Now find different partners for the rest of the hours on your clock. Then sit back down."



If participants are not familiar with clocks, the clock could be substituted for a color wheel.



"When I call out an hour on the clock, find the partner that you are scheduled to meet with on that hour. Once you have found your partner, I will give you a question to discuss. You will have 2 minutes to discuss each question. Then I will call out a different hour and you will find your new partner for the next question. There will be six questions in this activity so you will meet with six different partners."



Ask Participants (Think-Pair-Share):

1. How did you become a teacher?
2. Why did you become a teacher?
3. What excites you about being a teacher?
4. What makes you nervous about being a teacher?
5. What do you hope to gain from being a teacher?
6. What motivates you to be a good teacher?



"You can use this activity to get your students into pairs in your classroom. This activity helps students find partners quickly and ensures that they work with a variety of different peers. With larger groups, break the room into sections. Students can only find clock partners within their sections. This will make the process much smoother and quicker."

Ask participants to share some of their answers for questions 3, 4 and 6. Explain that there will be time to address their motivation and their concerns as the training proceeds.

LEARN

The Role of the Teacher in the School & Community



Materials:

- Slides 9-10

Write, "To teach " on the board.

"The obvious role of a teacher is to teach. But what is really meant by "to teach"?

As an individual think of either one verb/term or a two word phrase which means the same or similar to the word 'to teach'. You have 1 minute."

Example Answers:

- Care for
- Share information
- Demonstrate
- Guide
- Nurture

Compare your list of words and phrases with the one that follows in the table below. Please add your list to the one in the table.

| | | |
|-------------------|---------------|------------|
| Educate | Instruct | Facilitate |
| Learn | Demonstrate | Guide |
| Care for | Experiment | Modify |
| Mediate | Discover | Regulate |
| Share information | Offer Service | Nurture |



"From this list, teaching can be perceived as both an Activity and a Profession. As an activity, teaching is the process of facilitating learning by attending to learner's needs, experiences and feelings, and making specific interventions to help them learn particular aspects through learning outcomes. As a profession, teaching is undertaking certain ethical tasks or activities the intention of which is to induce learning.

Therefore, a teacher plays many roles in effort to fulfil teaching at both the activity and profession levels when is at school and in the community (within and out of school)."

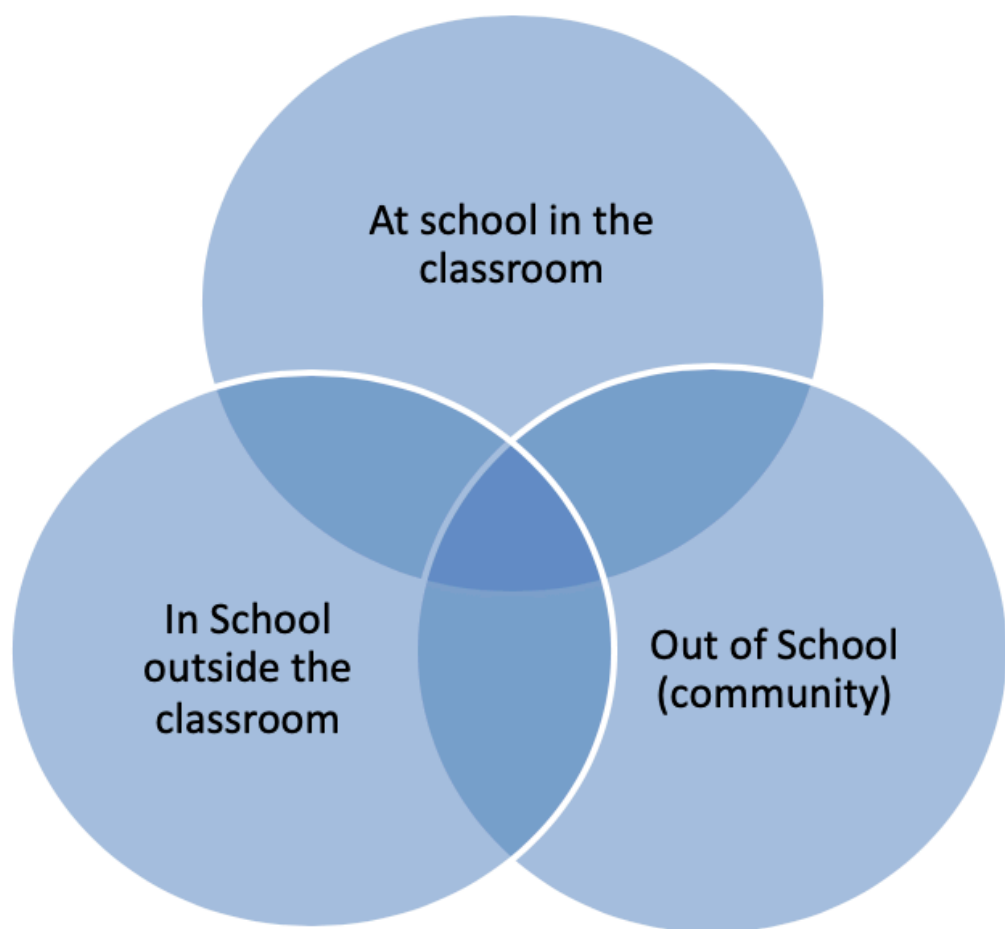
Divide participants into three groups.

Ask each group to carry out discussions on the role of a teacher.

- Group 1: Identify and write down the roles of a teacher when at school in the classroom
- Group 2: identify and write down the roles of a teacher when at school outside the classroom
- Group 3: identify and write down the roles of a teacher when outside the school (in the Community)

After 10 minutes, provide the Venn diagram below and ask the 3 groups to post / fill their points in the right place on the Venn diagram.

Handout 1.1B – Roles of a Teacher at School and Community



Identifying Roles and Expectations



Materials:

- Slide 1



"As we can see, being a teacher involves many important roles in the lives of children and in the community. In crisis settings teachers have an increased responsibility to support children's well-being and recovery from difficult events. Furthermore different people expect different things from teachers. Expectations for teachers may come from different stakeholders: the students in your classroom, the leadership of your school, and the parents in your community. It helps to know these expectations so that you can complete your job to the best of your ability. Let's discuss what these expectations might be."

Ask participants to identify roles which overlap/ fall within the intersection.

Guide a group reflections on the extent to which teachers have been performing these roles? What are the hindrances and how will they plan to overcome them?

- **Handout 1.1.1 B Role of a Teacher at School in the Classroom**

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the learners that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, teach Knowledge, creating warm classroom environment, protecting learners, mentoring and nurturing learners, become role models, meeting needs of learners, effective communication and listening.

The specific class teacher roles include among others:

- Planning lessons that teach specific subjects, such as math, science, and English;
- Teaching lessons in whole-group or small-group configurations;
- Assessing and evaluating learner's abilities, strengths, and areas for improvement;
- Preparing learners for both classroom teacher and standardized tests;
- Communicating learner progress to parents/guardians;
- Developing and enforcing classroom rules and regulations;
- Participating and supervising learners in co-curricular activities,
- Conducting in-class activities; and
- Planning field studies and educational trips.

- **Handout 1.1.2 B – Roles of a Teacher but outside the Classroom**

- Mediator of learning
- Disciplinarian or controller of learner behavior
- Parent substitute
- Confidant to learners
- Judge of achievement
- Organizer of curriculum
- Bureaucrat
- Scholar and research specialist
- Member of teachers' organization
- Responsible of the wellbeing of learners
- Leader and manager
- Participating in school-based meetings
- Participating in school – community activities

- **Handout 1.1.3B – Roles of a Teacher in the Community**



- Public servant
- Surrogate of middle-class morality
- Expert in some area of knowledge or skills
- Community leader
- Agent of social change
- Coordinator of resources and people
- Helps others to have new experiences
- Coordinating school and community
- Member of teacher associations and unions

Walk around the room for 3 minutes to hear responses.

PRACTICE

The Good Teacher Profile

Materials:

- Handout 1.1C– Teacher Profile
- Slide 12
- Flipchart paper and markers/color pens for the participants



“Ask participants to brainstorm on the “what makes one a good teacher.” Note down the reflections. Present the voices/view collected to the teachers (as many as time can allow). Allow time for issues arising that may need further discussion and or clarification as you facilitate a matching exercise of view from the teachers and those from other education stakeholders.

The Teacher profile represents the teacher standards on which to determine his/her accountability and performance appraisal...”

- **Handout 1.1C – Teacher Profile**



| | |
|--|---|
| Teacher Knowledge Profile <ul style="list-style-type: none">• Content knowledge• Pedagogical knowledge• Professional knowledge• Contemporary knowledge | Values and Attitudes Profile <ul style="list-style-type: none">• Professional Ethics• Professional Conduct• Professional Responsibilities• Personal Conduct |
| Teacher Skills Profile <ul style="list-style-type: none">• Practical skills• Mental skills• Pedagogical skills• Life skills• Leadership / Management skills• Skills of Research and Reflection | Social Skills Profile <ul style="list-style-type: none">• Skills for Collaboration and Teamwork• Skills for Effective Community Relations |

Creating a good Teacher profile

Materials:

- Slide 13



“Facilitate the participants to re-create a profile of a good teacher, by selecting and agreeing on the voices of education stakeholders. Once the profile has been created, have it typed and or printed on a board and have it validated by signing on it.”



Note that this is one of the deliverable of the package which can become an advocacy tool

PLANNING AND ACTION

Staying Motivated



Materials:

- Slides 14



"Teaching is a rewarding profession, but it can also be stressful at times. What motivated you to become a teacher? What keeps motivating you after some or many years of teaching profession? With your small group take a single sheet of paper and divide it into two columns. Use the chart to brainstorm different factors that motivate and encourage teachers in school and list them in the first column. In the second column, list school-related factors that discourage teachers. You have 10 minutes."



It is important that the discussions focus on the in-school factors, and that they consider different forms of motivation beyond just the teachers' salaries.

Example Answers:

- Motivates:
 - Access to reading materials
 - Involved parents
 - Feeling prepared
 - Student achievement and well-being
 - Student growth
 - Positive relationship with students
 - Supportive school leaders
- Discourages:
 - Lack of parental interest in education
 - Limited resources

Walk around the room encouraging groups and answering questions. Give the participants time warnings. After 10 minutes ask one group to present their work and then ask the other groups to add anything that has not yet been said. Then ask the following discussion questions to the whole group.



Ask Participants (Whole Group):

1. How do these different factors affect teachers?
2. How do these different factors affect students?
3. What can be done to increase your motivation?



“To continue to stay motivated it is important to remind yourself of your role as a teacher and to take care of yourself. Through this training we hope to equip you with the skills to not only succeed in the teaching field but to also provide a life-changing education for your students. Professional development is a lifelong process. There are always opportunities to grow as an educator.”

Setting Goals

Materials:

- Slide 15



“Based on your reflections from the day, you are going to set goals for yourself. Setting goals is important because they can help focus your efforts, measure your growth, and keep you motivated. You will answer the next questions individually. You will have 3 minutes to write your responses.”



Ask Participants (Individual Reflection):

1. What are three goals that you have for yourself as a teacher? Think about what kind of teacher you want to be.
2. What kind of relationship do you want to have with your students?
3. What skills or values do you want to teach your students?



“Now in your groups share your individual goals and discuss together how you can achieve those goals. What do you need to do? What support will you need? For example, if my goal is to have a positive relationship with my students, I can achieve this goal by developing effective classroom management techniques. You have 10 minutes.”

After 10 minutes ask several participants to share their ideas. Explain to participants that it is sometimes useful to set common goals as a school community or as a teaching staff. It can improve collaboration and motivation as you work to achieve the goals together.

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 1.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use."



Encourage participants to come up with the skills and strategies themselves. Example answers may include: goal setting, a weekly schedule, Think-Pair-Share, mind maps, gallery walks, finding a partner using a clock, drawing, positive and negative t-chart, group presentations, '5-4-3-2-1', proximity groupings.

Write the skills and strategies on flipchart for everyone to see and encourage participants to write these down in their notes.



"Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things. Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled "1" on your Handout 1.0. In the box labeled 'Today', use the water glass scale to fill in how well you currently use the skill at the moment. Then go to the 'Goal' box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the 'Action' box write how you will achieve your goal -- i.e What will you do in the next week to use or practice the skill? Do NOT fill out the 'Practice' box now, this is to be completed AFTER you have practiced the skill in your classroom."

Example Answers:

- Staying organized: Use a weekly schedule to manage the different activities you need to complete as a teacher.
- Goal Setting: Set realistic goals that I can achieve by the end of the school year.
- I will set a goal about my students learning.
- I will set a goal about my own professional development.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity



"Thank you for everyone's contributions to work together to expand our understanding of the role of the teacher in the classroom, school and community."

Code of Conduct

SESSION 2

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the legal and ethical importance of the Code of Conduct
- Describe the role of the Code of Conduct to protect teachers and students
- Explain the consequences of violating the code of conduct
- Describe the procedure for reporting misconduct

Outline



Reflect and Revisit

- Introduction to the session
- Education in your community
- Misconduct in schools



Learn

- What is the Code of Conduct?
- What does a Code of Conduct do?
- What are the consequences of misconduct?



Practice

- Reporting and responding to misconduct



Planning and Action

- Spreading the word activity



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint)
- If it exists, provide copies of national/district or school Code of Conduct for each participant. Spend time prior to session familiarizing yourself with the local Code of Conduct, including the vocabulary, reporting mechanisms, consequences of abuse, and any shortcomings of the Code of Conduct.
- If no Code of Conduct is agreed upon, teachers will do activities to develop their own using examples of Codes of Conduct drawn from other countries. Please see UNESCO Guidelines for the design and effective use of teacher Codes of Conduct for situations where there is no Code of Conduct, and Session 3: Appendix 1A for an example Code of Conduct.
- Consider the major challenges to implementing the Code of Conduct in the context.
- Contextualize scenarios for 'Reporting and responding to misconduct' - create or use samples in Appendix 1B. Write out the scenarios on pieces of paper - enough for each group to have 2 example scenarios, one minor and one major.
- Determine the specific consequences for violations of the code of conduct and amend PowerPoint accordingly. Determine local reporting mechanisms and amend PowerPoint/flipchart accordingly. If possible invite a head teacher/agency representative/Ministry of Education official (as appropriate) to explain the reporting procedures during the practice section of the session.

Materials

- Flipcharts, markers, extra paper
- Code of Conduct handout from nation/district and Code of Conduct from other contexts
- Handout 1.2A - Examples of Misconduct
- Handout 1.2B – Code of Conduct for Ugandan Teachers
- Appendix 1A - Sample Code of Conduct
- Appendix 1B - Sample Scenarios
- 2 scenarios written on a piece of paper for each group - made using Appendix 1B

Key Words

- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how individuals in a school will behave in an ethical way, including minimal levels of compliance and disciplinary actions.
- **Community:** A group of people living in the same place that may come together around shared interests.
- **Stakeholder:** A person, group or organization that has some interest in a project or programs.

REFLECT AND REVISIT

Introduction to the Session

Materials:

- Slides 17-20
- Flipchart paper and markers/colored pens for participants.



"In this session we are going to discuss Codes of Conduct. We will talk about why having a code of conduct is important for both students and teachers.

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

- Explain the legal and ethical importance of the Code of Conduct.
- Describe the role of the Code of Conduct to protect teachers and students.
- Explain the consequences of violating the Code of Conduct.
- Describe the procedures for reporting misconduct."

Education in Your Community



"In our first session we made a mind map to show why education is important in our community. We are now going to create a mind map to explain how education can become harmful or ineffective in the community."

Give each group a piece of flipchart paper and markers.



"In your groups create a list of as many reasons as you can think of to answer the question, 'How can education become harmful or ineffective in your community?' For example, education can be harmful for students if schools are a place where abuse occurs. Education can be ineffective if student attendance is low. You have 5 minutes to create a list."

After 5 minutes



"Draw a circle in the middle of your paper and write the words, 'dangerous/ineffective education' in the middle."

Remind participants how a mind map works.



"Have a look at your lists: can you see any key themes or topics? Use the key themes and the key ideas from your lists to create the mind map. Connect as many ideas on the mind-map as you can. You have 10 minutes."

Move around the groups to encourage participants and to answer any questions. Give participants a 1 minute warning before the time is up.



"In session 1 our mind maps showed how important education is for our community. However, these mind maps help us see the many challenges to making education effective. Some of these challenges are beyond the control of the teacher, but some are the responsibility of the teacher.

We need to determine what a teacher can and cannot control. In just a minute you will stand up and walk around the room to look at the mind maps. As you read the mind maps put a star next to ideas that you think a teacher can control. For example, coming to school every day is the responsibility of the teacher, but providing textbooks might not be."

Invite participants to look at the other mind maps and to add stars to the mind maps for 5 minutes.

After 5 minutes



Ask Participants (Whole Group):

1. What challenges are beyond the control of the teacher?
2. What challenges can the teacher control or influence?

Example Answers:

(Depending on context)

1. Funding /pay, infrastructure and facilities, policy.
2. Anything related to their own behavior or conduct e.g. punctuality, attendance, appropriate relations.



"Excellent. It is therefore important to think about how teachers can act in an ethical and professional manner. It is also important to think about what to do when teachers do not act in this way."

Misconduct in Schools

Materials:

- Slide 21
- Handout 1.2A - Examples of Misconduct



This handout and this activity should be contextualized, and any potential types of misconduct should be considered in advance. If a representative from the organization that hired the teachers is available, he/she should be involved in presenting this session and giving specific, contextual information.



"We know that schools are meant to be safe spaces for children. Sadly, sometimes misconduct occurs and this is unacceptable. In this session we are going to think about our responsibility to conduct ourselves in an ethical and professional manner, and what to do if we know that misconduct is taking place in our schools. Look at [Handout 1.2A](#). As you read through the document tick to show whether each example of misconduct is a major or minor offense, and tick to show if this is a problem in your community. When you finish put your pen down and look at me so that I know you are ready."

[Watch](#) to see when people look up so you know that they have finished.



Ask Participants (Whole Group):

1. Which of these offenses are more serious? Why?
2. What do you think are the most common problems in your community?
3. Are there any examples on the list that are not a problem for your school?

Materials:

- Handout 1.2B

What Is the Code of Conduct?

Point to the definition of code of conduct on the key word flipchart.



“To help make sure that our schools are safe we have a code of conduct. It aims to build trust, encourage fairness and protect both students and teachers from harm. Having a code of conduct with clear rules helps protect students and teachers in and around the school 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 school. A code of conduct can also represent the law of the nation or region, and violating the code of conduct can also mean breaking the law.”

Distribute the code of conduct that the participants will be following as teachers in their schools.



The Code of Conduct Uganda (2012)/ South Sudan (2008) are in Appendix 1A and Handout 1.2B



“This is the code of conduct you as teachers (or any professional working in a school) will be following. Take 10 minutes to read and reread the code of conduct. If you reach words you are unfamiliar with underline them. After everyone has finished reading look at me and put down your handout so that I can see that you have finished. We will then go over any confusing words or sentences.”



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.

Have the participants form small groups and assign a section each of the code of conducts for the participants to study and make notes (provide guiding questions/ guidelines) and then share the summaries in plenary



Once the groups have all done the review of the code of conduct, lead a reflection on which items were often violated and which ones were honored and why?

Ask the participants to propose items they want to add and or take out from the code of conduct, with justification. (Be sure to carry forward the teachers input for consideration).

What Does a Code of Conduct Do?

Materials:

- Slide 22



"Now we are going to discuss in groups all the ways your code of conduct encourages ethical behavior. There are 5 main objectives of any code of conduct:

1. To protect students
2. To protect teachers
3. To guide and support teachers
4. To maintain a high degree of professionalism
5. To promote community trust and support for teachers

We are going to look at the code of conduct you will be using and see how it meets these 5 objectives. Each group will match some of the rules written in the code of conduct to one of the objectives."

Divide the participants into their groups. Assign each group one objective. Model two examples for the participants - examples will depend on the code of conduct being used. For example, the rule about attendance and punctuality supports objective number 4, the rule about sexual harassment supports objective number 1.



"In your groups work together to find rules in your code of conduct which support your assigned objective. Make notes so that you can share your ideas with the whole group. You have 15 minutes."

Walk around the room to assist the groups and to keep them focused. Give them time warnings as they work.

After 15 minutes



"In your groups work together to find rules in your code of conduct which support your assigned objective. Make notes so that you can share your ideas with the whole group. You have 15 minutes."

Walk around the room to assist the groups and to keep them focused. Give them time warnings as they work.

After 15 minutes



"Each group will now share their findings. They will explain to the other participants how their objectives are fulfilled by the code of conduct."

Call on groups one at a time to share what they have found.

After all the groups have presented



"Please complete the sentence 'A code of conduct is important because....' in your notebooks, you have 2 minutes. This is another summarizing technique that you can use in your classroom to check that your students understand the topic."

After 2 minutes ask several participants to read aloud their summary sentence.



"The code of conduct is an important document to help all educational stakeholders understand what they should and should not do. It can protect students and teachers as long as everyone is informed and following it."

What Are the Consequences of Misconduct?

Materials:

- Slide 23



To close this activity, spend 15 minutes going through the consequences for minor and major offenses. Answer any questions or queries that participants may have. Make sure that participants are aware of the severity of any form of sexual or physical abuse. Highlight any legal consequences.



The specific consequences will depend on the context. Research these beforehand and present them on the PowerPoint flipchart. For example, for minor offenses there may be a process involving warnings from the headmaster, but for major offenses teachers may lose their job and face legal action and imprisonment.

PRACTICE

Reporting and Responding to Misconduct

Materials:

- Slide 24
- 2 scenarios written on a piece of paper for each group - made using Appendix 1B - List of Sample Dilemmas



"Unfortunately, sometimes there are times when people violate the Code of Conduct. As teachers you must be prepared to handle problems involving the Code of Conduct. It is important that your school and other relevant stakeholders have an agreed upon system for dealing with complaints, and that you are aware of this."

Ask the participants to work in their groups. You will assign each group two of the scenarios (one minor, one major) from **Appendix 1B**. Hand these out on the pieces of paper you prepared before the session. As a group they must discuss and decide how they would act if faced with that situation. Please contextualize the scenarios in advance.



"In your groups read through the scenario. Discuss and decide how you would act if you faced that situation. You have 10 minutes and then you will share your decision with the whole group."

After 10 minutes invite participants to share their scenarios and their decided course of action. Make sure that participants explain their decision. Give time for participants to respond to each other. Correct any misinformation.



If possible, invite a head teacher/agency representative/ Ministry of Education official (as appropriate) to explain the reporting procedures in place in your context for 10 minutes. These should be clearly presented (for both minor and major offenses) and participants should be encouraged to write the procedures down in their notes. If there is no official mechanism in place talk to the participants about the methods that they could use. You will also want to raise issues about confidentiality and anonymity as appropriate to the context. Remind participants that they are not detectives or investigators. If these representatives are not available work with them before the session to determine these issues and then present them to the participant's yourself.



Ask Participants (Whole Group):

Does anyone have any questions about the code of conduct and how to report any misconduct in school?



"How to react to misconduct is an important issue that you could discuss with your colleagues or other teachers in collaborative groups in your school. As we have said, knowing about the Code of Conduct is very important, so now we are going to move on to discuss how you can make sure as many people as possible know about it."

PLANNING AND ACTION

Spreading the Word Activity

Materials:

- Slide 25-26



"It is important that everyone in the school and community knows about the Code of Conduct so that they can follow the rules and recognize when they see rules being broken. It will be important for teachers at your school to discuss together how they can make sure that everyone in the communities are aware of the rules."

Display the PowerPoint/flipchart with who can register a complaint.



"When everyone is aware of the Code of Conduct, the entire community can keep track of any misconduct and help protect both teachers and students. Here you can see that every stakeholder has a right to register a complaint. Now, during this last discussion, I want you to think about everything we have talked about regarding codes of conduct. I want to make sure you understand the importance of it fully before we move on."



Ask Participants (Whole Group):

1. Who needs to know about the Code of Conduct?
2. What can each of you do individually to make sure people know about the Code of Conduct?
3. What can you do as a school or collaborative group to make sure people know about the Code of Conduct?

Example Answers:

1. Everyone, all teachers, all students, all parents, all religious leaders, all district and regional educational supervisors, etc.
2. Participants could tell parents at a PTA meeting, participants could read the Code of Conduct to students at the beginning of the school year, and/or participants could discuss it with friends and parents, etc.
3. The code of conduct could be posted in the school or the head teacher could have a copy for students and teachers to see, the school or community could organize a radio broadcast.

Show visual list of how to spread the word - from flipchart or PowerPoint.

Give participants time to read it.



If this is the first time the participants have seen the Code of Conduct, it might be appropriate to ask the participants to formally sign the code at this point.



"Now you are going to use your **Handout 1.0** to finish this session and think about how you will use what we have discussed in the future."

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 1.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together and brainstorm a list of skills or strategies that we have covered today."



Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- How to report and react to misconduct
- How to raise awareness of the Code of Conduct
- How to behave ethically and professionally
- Mind-mapping
- Whole group discussion
- Group presentations
- Summaries
- Modeling

Write the skills and strategies on the flipchart for everyone to see and ask participants to write these in their notes.



"Review the skills and strategies that you can bring to your classroom and that you can use to ensure the code of conduct is implemented. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things."

Example Answers:

- I will make sure my actions follow the Code of Conduct.
- I will report any instances of violations of the code of conduct to the proper authorities.
- I will make sure students and teachers in my community are aware of the Code of Conduct.
- I will show my students copies of the Code of Conduct and help them define important vocabulary words.
- I will mention the Code of Conduct in conversations with parents.



"Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled '2' on your **Handout 1.0**. In the box labeled 'Today', use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the 'Goal' box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the 'Action' box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the 'Practice' box now, this is to be completed AFTER you have practiced the skill in your classroom."

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



"Thank you for all of your contributions today to expand our understanding of using the Code of Conduct in your school and community. The Code of Conduct can be a useful tool to help you and your students ensure that everyone is able to learn and work together."

Teacher Well-being and Stress Management

SESSION 3

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of teacher well-being
- Identify signs of stress
- Practice basic techniques of stress management
- Identify methods to support their own well-being

Outline



Reflect and Revisit

- Introduction to the session
- What is teacher well-being?
- What affects teacher well-being?



Learn

- Why is teacher well-being important?
- What are signs of stress?



Practice

- Belly breathing
- Mindfulness activity
- Conflict resolution



Planning and Action

- Creating a stress management plan



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Research the names of any organizations that can provide support for teacher well-being. If possible, ask a representative to attend the session to share with participants the services that are available. If this training is for teachers who have recently experienced significant trauma including displacement and violence, it may be useful to have professional protection or health colleagues available to assist with this session.
- Make sure that all handouts are contextualized.
- Prepare small pieces of paper for each participant - on just one piece draw a smiley face.
- Prepare note cards/pieces of paper with Appendix 1C scenarios.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipcharts, markers, extra paper
- Handout 1.0 – Skills and Strategies Worksheet
- Handouts 1.3A - Dimension of Well-being
- Handout 1.3B Signs of Stress
- Handout 1.3C - Mindfulness Activities
- Handout 1.3D - Conflict Resolution
- Appendix 1C - Scenarios for Dealing with Stress
- A piece of paper for each participant (one piece with a smiley face)

Key Words

- **Community:** A group of people living in the same place that may come together around shared interests.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Introduction to the Session

Materials:

- Slides 28-30



"Welcome everyone. In this session we are going to discuss teacher well-being and stress management. By the end of this session, you will be able to:

- Explain the importance of teacher well-being.
- Identify signs of stress.
- Practice basic stress management techniques.
- Identify methods to support your own well-being."

What Is Teacher Well-being?



"As you have seen, teaching is a profession that involves many different roles and this can be stressful. However, teaching is rewarding and teachers are essential to refugee and displacement contexts. To continue to stay motivated and to have a positive impact on your students' well-being, it is important to take care of your own well-being."



Ask Participants (Individual Reflection):

What images or words come to mind when I say "well-being"?



"Take 2 Minutes to write down everything that comes to mind when you think of your own well-being. Think about what makes you feel well and how you act when you are well."

After 2 Minutes invite some of the participants to share their ideas. Summarize and make connections between different participants' responses.

"Well-being does not only refer to our physical health. It also refers to our emotional, social, and mental health. Well-being includes what is good for a person in many different ways. For example, it might include participating in a meaningful social role, feeling happy and hopeful, living according to your values and having positive social relations and a supportive environment."



Teacher well-being is the ability and resilience to balance the psychological, social and physical resources against the challenges they come up against.

Julian Stanley, Education support partnership

LEARN

Dimensions of Teachers Wellbeing

Materials:

- Slides 31-34
- Handout 1.3A – Dimensions of Wel-being
- A piece of paper for each participant (one piece with a smiley face
- Appendix 1C - Scenarios for Dealing with Stress



Make sure you have done the pre-work of drawing one smiley face on one piece of the pieces of paper. Don't let the participants see which piece of paper has the smiley face drawn on it.



Ask Participants (Individual Reflection):

Why is teacher well-being important?

Example Answers:

Our well-being affects the well-being of those around us. If we are happy we make others happy, but if we are angry or sad we can pass on these emotions too. Well-being does not just affect you, it affects those around you including your students.



"Before we talk about how to maintain our well-being we need to think about why it is important. You will receive a piece of paper, which will either be blank or have a smiley face on it. You are going to walk around the room for a few seconds. When I say "stop" I want you to turn to the person nearest to you and to answer the question "Why is teacher well-being important?" If your piece of paper has a smiley face on it, after you have discussed the question with your partner, you will draw a smiley face on their piece of paper. We will then repeat this activity several times with new partners. Once you have drawn smiley faces on three people's pieces of paper sit back down."

Pass out the pieces of paper and ask participants to move around the room until you shout "stop". When you shout "stop" they should find a partner and discuss the question. After 30 seconds ask them to move around again. Shout "stop" each time you would like the participants to pair up with someone new and discuss the question. The activity ends when either all the participants are sitting down (with a smiley face) or 7 minutes has passed.



Ask Participants (Small Groups):

How do you think this activity relates to teacher well-being?

Ask 3 participants to share their ideas. Show the image on the PowerPoint/ flipchart.

Dimensions of Well-being (see Handout 1.3A)

Ask participants to form 3 groups, assign the three dimensions of teacher Wellbeing to each group to share their experiences in their School/context and how they cope with it.

After 15 minutes, allow each group to present their group work in plenary. The other participants can then add onto each dimension they had had not tackled.



Our well-being affects the well-being of those around us. If we are happy, we make others happy too. But if we are angry or sad we can pass on these emotions too. Well-being does not just affect you, it affects those around you including your learners.

Activity 7: Motivators and Demotivators of Teacher wellbeing; at the school, Classroom and community

Divide the participants into 2 groups; left wing and right wing. Ask each wing to develop their school context points for each level of their wing.

Lead a group reflection on how the factors identified at the 3 levels of each wing influence each other (the inter-relationship between the levels).



Ask Participants:

What are the factors that motivate/demotivate teachers at classroom level? What about school level and community level?

Example Answers:

1. If the teacher is tired and stressed they will not perform to the best of their ability and the students grades may suffer. If they are feeling well however they are more likely to teach good lessons, to have positive relationships with the students and to manage the classroom well.
2. If the teacher is angry they may take out their frustrations on the students. If they are stressed they may lack patience so they may not take the time to encourage and support their students. If they are well they will be better able to support their students well-being.



"Now we are going to do a 30 word challenge. In your notes I want you to answer the question 'Why is teacher well-being important?' in exactly 30 words. You have 2 minutes. Remember summary challenges are a useful technique to use with students to check their understanding of a topic."

What Are Signs of Stress?

Materials:

- Handout 1.3B - Signs of Stress



"As we know teaching can be a stressful job, and stress can affect our well-being. Everyone reacts to stress differently, being able to recognize your own stress symptoms may help you manage stress better and improve your well-being. Remember feeling distressed or stressed is not a sign of personal weakness or lack of professionalism. Please look at Handout 1.3A . These are common signs of stress. Please complete the handout on your own, you have 10 minutes."

Give participants 10 minutes to self-evaluate their stress levels. And remind participants to complete this exercise every few months to monitor their own well-being.



"For the rest of this session we are going to practice strategies to help manage stress and to maintain your well-being. If you are feeling any of the symptoms on the hand out you might want to think about how you can incorporate the strategies into your daily routine."



Explain to participants that if they are experiencing extreme levels of stress they can find further support - they do not need to handle it on their own. Give participants the names of any organizations that can provide support. Also highlight any support services for teachers who have experienced SGBV. Make sure that all participants write these support services or networks down, even if they do not feel stressed at present.

PRACTICE

Belly Breathing



"Managing stress may be challenging at times, but it can be done. Today we are going to look at three techniques that may be useful when you are feeling stressed or facing a stressful situation."



"First we are going to practice a stress management technique called belly breathing. At work, there are many things that can stress us out. When we are stressed, things can happen to our body and our mind. For example, our heart rate increases, we may feel sweaty, we may start to feel angry and anxious. We can help ourselves to calm down and to focus by learning different tricks. One of the tricks is to breathe into our bellies.

I'm going to demonstrate how to breathe with your belly: Sit up tall, and put one hand on your belly. Slowly breathe in like you are sniffing a flower, for four (4) seconds. Then hold that smell in your nose for two (2) seconds. Finally, breathe out of your mouth for four (4) seconds like you are blowing out a candle. Do you feel as your belly rises? Demonstrate for the learners, with your hand on your belly, counting in for four, holding for two, and exhaling for four. Sniff the flower for 1, 2, 3, 4. Hold the smell for 1, 2. Blow out the candle for 1, 2, 3, 4.

We are going to practice together. To simulate the activity, we are going to get our heart rate up...as if we are really, really stressed! Let's do jumping jacks for 30 seconds. After I say STOP, I want you to then practice your belly breathing and notice what happens to your heart rate and to how you feel all over."

Ask 3 people 'How did you feel when you stopped jumping versus how you feel now after belly-breathing?'



"We are now going to practice another technique to help feel focused and calm, this is called mindfulness."

Mindfulness Activity

Materials:

- Handout 1.3C - Mindfulness Activities



Mindfulness is the intentional state of being aware and focused on the present moment and accepting the reality you are presented with. When we accept our circumstances, we are able to gain a new perspective and move forward in a productive way. This is most commonly achieved through calming strategies that aid in focusing the mind and body. We are now going to practice a mindfulness activity. You can find a description of this activity and other mindfulness activities on [Handout 1.3B](#).

The mindfulness activity we are about to practice is called Contract and Release. In this strategy you will contract and then release various parts of your body moving from your toes up to your head. Breathing is important to making this activity effective. Follow along with me.

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax 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 tummy muscles in, then release them and feel the warmth radiate out. Feel your chest contract, and then relax, releasing heat. Shrug your shoulders up to your ears and then relax from your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed. Now sit silently for 30 seconds, or as long as you like."

Let the teachers sit silently for 30 seconds, or as long as they are comfortable.



"Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them."



Ask Participants (Whole Group):

How did that make you feel?

Conflict Management and Resolution

Materials:

- Slides 35-38
- Handout 1.3C - Conflict Resolution



"Conflict is a common cause for stress at school. In this last technique we will talk about how to resolve conflict in a positive way."



Ask Participants (Whole Group):

1. What causes conflict?
2. How does conflict affect teacher's well-being?
3. How do you usually respond to conflict?

Example of possible causes of conflict:

1. Causes of conflict & stress
2. Wrong perceptions about others
3. Misunderstandings
4. Intolerance
5. Misjudgment
6. Lack of transparency
7. Limited resources.
8. Unhealthy competition
9. Unclear or unfair expectations.
10. Unfair treatment
11. Inadequate training
12. Unconducive work environment
13. Lack of equal opportunities.

Draw on personal examples from 2 participants and build a discussion on each case/story.



- Conflict is a serious difference between two or more beliefs, ideas, or interests.
- Is mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands
- Stress is an adaptive response to an external situation that results in physical, psychological and or behavioural deviation.

PLANNING AND ACTION

Creating a Stress Management Plan

Materials:

- Handout 1.3E - Well-being Activities



"As we have seen in the training so far teaching can be a demanding job, so it is important to take care of yourself. Stress management begins with attempting to look after your own well-being. While you may not be able to control the situation, you can take care of your well-being so that you can react in a more positive way during times of stress. We are now going to think about how we can change our lifestyle to maintain our well-being and to help us manage stress. A happy teacher is more likely to have a happy classroom. Please look at Handout 1.3D. Please read the handout and think of specific examples of how and when you will incorporate these activities into your daily routine. For example, write down the names of the people you will confide in, or the types of sport you will play. You have 10 minutes."

Give participants 10 minutes to complete the handout individually.



Conflict management is the practice of identifying and handling a conflict in a sensible, fair and efficient manner.

It requires such skills as effective communication, problem solving and negotiating with a focus on interest

Facilitate a reflection activity with participants.

Ask them to share causes of conflicts they have witnessed or been part of.

- How it was resolved?



The answer to these questions may follow under one of the following styles of conflict management

Accommodating: Forsake your own needs/desires in exchange for others before your own, Avoidance-avoid the conflict playing ostrich

Compromising: Finding a solution which partially pleases both parties

Collaborating: Finding solutions that meet the need of all parties
Competing: Taking a firm stance and refusing to see the perspective of the other party.

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 1.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use."



Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- Belly breathing
- Mindfulness techniques
- Conflict resolution
- Well-being strategies
- Recognizing signs of stress
- Using physical and visual demonstrations in the classroom
- Using a positive/negative table
- Group work
- Summarizing
- Modeling



Write the skills and strategies on flipchart for everyone to see and encourage participants to write these down.



"Review the skills and strategies you can use to support your well-being and to manage stress. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things."

Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled '3' on your **Handout 1.0**. In the box labeled 'Today', use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the 'Goal' box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the 'Action' box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the 'Practice' box now, this is to be completed AFTER you have practiced the skill in your classroom."

Example of possible causes of conflict:

- I will use mindfulness strategies when I am feeling stressed.
- I will make time to exercise with friends to support my well-being.
- I will regularly assess my stress levels and seek assistance if I need help.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



“Thank you for all of your contributions to our discussion about well-being. In the next session we will talk about peer support and collaboration - another important strategy to support your well-being and to manage stress.”

Collaboration and Communities of Practice

SESSION 4

OBJECTIVES

By the end of this session, participants will be able to:

- Explain different types of collaboration
- Design a Teacher Learning Circle (TLC)
- Identify peers who can provide personal and professional support

Outline



Reflect and Revisit

- Introduction to the session
- Step over the line trust building exercise



Learn

- Levels of collaboration



Practice

- What is a Teacher Learning Circle (TLC)?
- Our TLC community standards
- Mission statement
- Group reflection



Planning and Action

- Peer support networking



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Foster collaboration before you begin. Collaboration is a process that can make people feel vulnerable. We are utilizing collaboration as a method of psychosocial and pedagogical support for the participants and recognize that in order to achieve this, the collaboration model needs to be flexible. Building a professional community of teachers takes time and may involve gradually changing the professional culture in your context. Facilitator should consider the following questions:
- What are the literacy rates and education levels of participants (for journaling instead of constant group brainstorming)?
- Does this culture communicate openly? Is there a strong oral tradition you can utilize or are they more private?
- What are the trust levels of the participants? What is the ethnic or tribal makeup of the participants? How long have they been refugees? What are the gender dynamics? Scaffold collaboration (include opt-out option).
- What is the teacher job market like? Is there competition for jobs?
- Prepare appropriate statements for 'Step over the line' activity.
- Decide what type of TLC is most appropriate: pairs, small groups, larger groups, school-based or non-school-based and alter activity instructions accordingly.
- Find out if schools/communities have a TLC or equivalent community of practice set up already.
- Consider appropriate meeting locations for TLCs.

Materials

- Flipcharts, markers, extra paper
- Rope, chalk, or a stick to draw a line
- Flash-cards or small squares of paper
- Handout 1.4A - Peer Support Networking
- Appendix 1D - Levels of Collaboration in Detail

Key Words

- **Community:** A group of people living in the same place that may come together around shared interests.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Introduction to the Session



Materials:

- Slides 40-41
- Tape/rope/chalk to draw line for trust activity



"In this session we are going to discuss collaboration, communities of practice and Teacher Learning Circles, known as TLCs. These are all related terms that describe the type of helpful environment you can create in the schools where you work.

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

- Explain different types of collaboration.
- Design a Teacher Learning Circle (TLC).
- Identify peers who can provide personal and professional support."

Step Over the Line Trust Building Exercise



This activity should be done in an open space where the participants can stand and move around. There should be a line in the middle of the space made of tape, rope, drawn with chalk or drawn in the earth, long enough that all participants can stand next to it.

Take time to review the example statements in advance and edit and add to the statements so that they are contextually relevant.

Ask all the teachers to line up behind the line.



"Sometimes it can be hard to talk to others about our strengths and challenges. We are going to start today's session by becoming more comfortable with each other, to see that we are not alone, to see that others are going through the same thing and that there are others we can work with.

I am going to say a phrase. If your answer is yes then step over the line. After everyone has a moment to look around and see who is standing on each side of the line then I will tell you to step back.

If you do not feel comfortable about sharing it's okay, you do not have to. I want everyone to feel safe and comfortable with what you are willing to share. I would like everyone to agree to be respectful, the point of this activity is to see that we are not alone and that we can help each other."



The facilitator should also participate and point out their own responses to the statements to help engage the participants.

Begin with the introductory statements, and then move on to the personal level statements and the professional development statements.



Contextualize these statements in advance

1. Example Introduction Level Statements (can be fun and engaging):
I am a refugee, I am a teacher, I have been to a teacher training before, I teach math/science/language, I teach grade_____.
2. Example Personal Level Statements: I had a teacher who changed my view of the world, I had a teacher who helped me succeed, I had a teacher who believed in me and my future, I see education as important, I think education can change the world.
3. Example Professional Development Level Statements: I want to become a better teacher, I am good at classroom management, I want to learn more about classroom management, I feel like an effective teacher, I want to improve my subject knowledge, I use creative methods to help teach my lessons, I think being a teacher will help me in my future plans.



“This is an activity you can use in your classroom to help students develop critical thinking as they need to be able to establish and defend an opinion.

The activity has hopefully shown us that amongst us we have many things in common, but that we also have different strengths and weaknesses. We are going to discuss different types of collaboration and how collaboration can help support our well-being and improve our performance as teachers.”



Collaboration: Is about working together to share, support, motivate, build and explore teaching and learning together.

Developing a collaborative culture will help improve teacher skills, teaching experience, teaching learning experiences for both teachers and learners and the overall quality of learning.

LEARN

Levels of Collaboration

Materials:

- Slide 42
- Appendix 1D - Levels of Collaboration in Detail



"As you teach you may discover new challenges. Having a network of teacher support can help you deal with these challenges beyond your training. Support and collaboration are also important for maintaining your well-being.

There are different levels of collaboration - different people prefer different types of collaboration, and find some more effective than others."

Display the levels of collaboration on the PowerPoint/flipcharts. Talk through the levels with the participants.



The point is to make sure participants understand that there are different ways to collaborate, and they do not have to make use of all of them if they are not possible. They can also use different levels at different times.



"Hold up your fingers to indicate how well you understand the five levels of collaboration. For each level hold up one finger if you do not understand very well, 5 fingers if you completely understand, and 2, 3, or 4 if you need more explanation."

In between each level check for understanding by asking participants to hold up their fingers. If participants need more explanation, spend more time going over the levels and provide examples - see **Appendix 1D** for more detailed explanations.



Ask Participants (Whole Group):

Why might asking students to use their hands to show their understanding be more effective than simply asking students if they understand?

Example Answers:

Students are more likely to be honest if they do not understand, it causes less disruption than shouting out.



"Remember, people prefer different levels of collaboration. The most important thing is that as a teacher, you have other teachers who are able to help and support you. For many of the challenges we have been discussing it helps to have other people with you who are experiencing the same difficulties. Now we are going to move on to a discussion of how you can organize fellow teachers to collaborate together."

PRACTICE

What Is a Teacher Learning Circle (TLC)?

Materials:

- Slide 43



"A Teacher Learning Circle (TLC) is a group sharing session to help create a professional community of teachers who help support and encourage each other to meet their needs. A TLC is made up of teachers - they meet regularly to discuss their teaching experiences and to help each other learn new skills. TLCs work best when the group meets regularly. In the next activities, you will discuss how you can set up these meetings and what you can use them for."



These activities can be used to set up TLCs or to model how to set up TLCs. Make this decision in advance - it will influence the instructions you give and the groupings you use in the session. If the TLCs will be school based you may want to group participants according to their school before you begin the following tasks.



"As a **collaborative** group it is important to discuss how you will hold your meetings. In order to do this you must work together to think about certain questions. Each group will have 10 MINUTES to come up with their answers and then we will share our ideas."

Display PowerPoint or flipchart with the following questions:

1. Who will be involved in your TLC?
2. What are the necessary roles? (Remember, the roles can change each meeting)
3. Where will the meeting take place?
4. When will the meeting take place?

Walk around the room, if participants are struggling, make suggestions using the example answers.

Example Answers:

1. All the teachers in your school, grade level groups, subject groups.
2. Secretary, facilitator/leader, time-keeper, etc.
3. At school, in the teacher resource center if there is one.
4. Monthly, Weekly; during school, after school.



"Now that you have identified important details about your collaborative groups, the next lesson is about determining your TLC's goals."

Our TLC Community Standards

Materials:

- Slide 44
- Flipchart paper, markers/colored pens for each group.



"Creating community standards is an essential step to making sure your TLC shares the same goals. In order to work efficiently and cooperatively, it is important to take some time to work together to create a set of standards of the attitudes and behaviors you all want your community to have."

On a large sheet of flip paper or on a blackboard, draw a large school (see visual). Give each group a piece of chart paper to draw their own school.



"Before your group establishes community standards, think about what kind of community you would like to create. What kinds of behaviors and attitudes would you like to see in your TLC? What would you not like to see? Think about our own expectations for this training, or the code of conduct we discussed in an earlier session. In your group, draw a school like the one on the PowerPoint/flipchart. Discuss which standards you would like everyone in the TLC to practice and write them inside your drawing of the school. For example, you may choose to include 'listening to others' or 'sharing ideas.' You have 10 minutes."



"Now, discuss the things you do not want in your TLC group, add these outside of the drawing of the school. For example, you may choose to write 'judgment' or 'arguing.' You have 10 minutes"

Once the time is up ask each group to share 2 examples from their diagram.



"Think about the community standards you have created. As a group, spend 5 minutes discussing how you can make sure that your TLC members practice these standards and how you would like to address members if they are not practicing these standards."

Mission Statement

Materials:

- Slides 45-46



"Now that you have addressed the logistics of your TLC as well as your community norms it is time to decide what your TLC will work to accomplish. Please raise your hand if you have heard of a mission statement."



Participants may be familiar with the mission statements of different schools, government bodies or international organizations.



Ask Participants (Whole Group):

1. Can anyone give an example of a mission statement?
2. Why are mission statements useful?

Example Answers:

1. Examples will vary.
2. Mission statements are useful for guiding a group of people to achieve what they want to do and planning their actions.



"A mission statement is when a group says what its long-term goals are and how they will accomplish them. It is useful to have clear goals so that participants can know what they need to do."

Display PowerPoint slide or flipchart about writing a mission statement.



"Copy the chart into your notebook and work together in your group to write your own mission statement for your TLC. Include your long-term goals as well as a series of steps that you will take in order to meet them. You have 15 minutes"

Walk around the room while participants are working to help them or answer questions.



"Remember it is possible that your mission statement will change over time.

Now think about what your TLC will do. You can organize your TLC meetings using the following outline."

Display the outline on the PowerPoint/flipchart. Explain the outline to the participants and ask them to write it down. Explain why each step is important.



"This outline is a great way to organize your future TLC meetings. In the next activity we will practice and discuss strategies and behaviors you should use in your TLCs."

Group Reflection



"We are now going to practice the reflection section of the TLC. Remember, during the reflection process you will discuss the successes or challenges that you have had in the classroom (or anticipate on having if you are a new teacher) as well as talk about possible solutions.

In your groups I want you to spend 5 minutes discussing the successes or challenges you have had, or think you will have, in your classroom. By the end of the 5 minutes your group will have decided on one specific challenge to focus on that is important to everyone in your group before we move on to the next step."

Circulate and give assistance when necessary, remind participants to keep in mind their community standards during their discussions. For example: "Good point, but how can you share your thoughts more respectfully? Try saying it in another way."



"Now that every group has chosen their specific challenge I want you to spend 10 minutes brainstorming possible solutions to the problem. Come up with the steps you could take to address the problem."

After 10 minutes ask several groups to present their challenge and the solutions they came up with.



Ask Participants (Whole Group):

Why do you think reflecting together on successes and challenges is a useful activity?

Example Answers:

Teachers can support each other, they can learn from each other, they can inspire each other and they can have fun.

PLANNING AND ACTION

Peer Support Networking



Materials:

- Handout 1.4A - Peer Support Networking



"As we saw at the start of this session, everyone has different strengths and weaknesses. This means that we can support each other and learn from one another to become better teachers. For example some teachers have excellent classroom management and others find classroom management more difficult. Connecting these people can help improve their experience and make teaching easier. Your colleagues can become a peer support network - through informal discussion but also through your TLC.

In this activity you will need to talk to your fellow participants to find out their skills and strengths and to see how you can help each other. Look at **Handout 1.4A**. Before we start, spend 2 minutes thinking about your own skills and strengths. What would you be able to help other teachers with?"

After 2 minutes



"You will now have 15 minutes to walk around the room and to talk to each other and to fill in the handout. You need to find people with the skills on the handout. You must find a new person for each category. In this way you are creating your very own peer support network."

Circulate among the participants and encourage them. Give time warnings throughout the activity.

After 15 minutes

Bring the participants back together and ask the participants to reflect on the activity and to answer the following questions.



Ask Participants (Whole Group):

1. Why is collaboration so important?
2. How does collaboration make you feel?
3. In what ways will you use collaboration going forward?

Example Answers:

Answers will vary depending on context.



"Remember, as you plan your TLC or any form of collaboration, think about

1. What topics would help you become a stronger teacher? and,
2. Where can you find materials, programs, resources, or people who could help you become stronger at that skill?"

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 1.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies that you can use."



Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- Peer support networking
- Setting up community standards
- Writing a mission statement
- Organizing a TLC
- Reflecting on strengths and challenges together
- Building trust
- Communicating respectfully
- Using the 'Step over the line' activity

Write the skills and strategies on PowerPoint/flipchart for everyone to see.



"Review the skills and strategies that you learned in this session to increase your collaboration with your fellow teachers. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things."



"Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled '4' on your Handout 1.0. In the box labeled 'Today', use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the 'Goal' box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the 'Action' box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the 'Practice' box now, this is to be completed AFTER you have practiced the skill in your classroom."

Example Answers:

- I will have an informal conversation with another teacher about a lesson.
- I will discuss classroom management with a group of teachers at an upcoming staff meeting.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



Depending on how the training has been organized, explain to the participants that if possible they should meet in their TLC between now and the next module. There are TLC activities provided in the handout (**Handout 1.0 - Skills and Strategies**) that they can use in their TLC meetings. Explain that in their meeting they should also share their successes and challenges and come up with solutions together.



"Thank you for your contributions to our discussions today to expand our understanding of collaboration and Teacher Learning Circles."

APPENDICES

Session 2: Code of Conduct

- Appendix 1A: Sample Code of Conduct
- Appendix 1B: List of Sample Dilemmas

Session 3: Teacher Well-being

- Appendix 1C: Scenarios for Dealing with Stress

Session 4: Collaboration and Communities of Practice

- Appendix 1D: Levels of Collaboration in Detail
- Appendix 1E: Skills and Strategies Worksheet Example Answers

Appendix 1A: Code of Conduct for Ugandan Teachers

LEGAL NOTICE 24th August, 2012
SUPPLEMENTS No. 8

LEGAL NOTICES SUPPLEMENT

to The Uganda Gazette No. 47 Volume CV dated 24 August 2012 Printed by UPPC: Entebbe, by Order of Government

Legal Notice No. 11 of 2012
THE EDUCATION SERVICE ACT, 2002
(Act No. 13 of 2002)

The Education Service (Teachers' Professional Code of Conduct) Notice, 2012. **ARRANGEMENT OF PARAGRAPHS**

Paragraph

1. Title
2. Application
3. Interpretation
 - PART I PRELIMINARY
 - PART II TEACHERS,
4. Membership to the teaching profession,
 - PART III THE LEARNER
5. Relationship with the Learner
 - PART IV PROFESSIONAL CONDUCT AND RESPONSIBILITY
6. Professional conduct
7. Professional responsibility,
 - PART V THE TEACHER'S PERSONAL CONDUCT
8. Personal responsibility
9. Relationship with colleagues
10. Relationship with parents
10. The teacher and the employer
11. The teacher and the community
 - Part VI The Head Teacher Or Principal
12. The Head Teacher or the Principal
 - Part VII Enforcement of The Code
13. Enforcement of the Code

THE EDUCATION SERVICE (TEACHER'S PROFESSIONAL CODE OF CONDUCT, 2012

(Under Section 29 of the Education Service Act, 2002)

IN EXERCISE of the powers conferred upon the Education Service Commission by Section 29(1) of the Education Service Act, 2002, this Legal Notice is made this 21st day of August, 2012.

PART 1 PRELIMINARY

1. Title.

This Notice may be cited as the Teachers' Professional Code of Conduct, Notice, 2012.

2. Application.

The Teachers' Professional Code of Conduct applies to all teaching Personnel in the Education Service.

3. Interpretation

In this Code, unless the context otherwise requires

"appropriate authorities" means the Permanent Secretary of the Ministry responsible for education and or his or her representatives;

"AIDS" means Acquired Immune Deficiency Syndrome;

"bribe" means anything given to induce or influence a teacher, member of staff, and Head Teacher or Principal in the discharge of his or her duties;

"class" means an activity where a teacher oversees the teaching or learning process;

"Code" means the Teachers' Professional Code of Conduct, 2012;

"Commission" means the Education Service Commission as established by article 167 of the Constitution;

"Head Teacher or Principal" means the head of a school, college or educational institution;

"HIV" means Human Immunodeficiency Virus;

"learner" means a person being taught by a teacher in an educational institution to which this Code applies;

"lessons" means any learning activity of theory or practice conducted by a teacher;

"misconduct" means professional conduct which is prejudicial to the physical, mental or moral welfare of a learner in a school;

"on duty" means carrying out administrative duties, teaching or demonstrating to the class in or out of the classroom;

"parent" means biological father, mother or legal guardian of a learner;

"profession" means the teaching profession;

"register" means the register of teachers established in accordance with the Education (Pre-Primary, Primary and Post Primary) Act 2008;

"riot" means causing tumult, disorder, unrestrained disturbance, causing a breach of the peace, and havoc to life and school property;

"service" means the Education Service;

"school" means an educational institution to which this Code applies and includes Colleges, and other Tertiary Institutions, other than the universities and other degree awarding institutions; "school property" means property under a teacher's care such as money, exercise books, reference books, apparatus, equipment, furniture belonging to the school;

"teacher" means a person who has successfully completed a course of training approved by the Ministry responsible for Education and has been entered on the register of teachers;

"working hours" means time set in the school time-table for carrying out official duties

Part II Teachers.

4. Membership to the teaching profession.

- (1) Membership to the teaching profession shall be open to ----
 - (a) a person who has completed an approved course of training as a teacher, leading to the award of a recognized certificate in teaching and whole name has been entered in the register of teachers in accordance with the provisions of the Education (Pre-Primary, Primary and Post Primary) Act, and
 - (b) a person who has been issued with a certificate of registration as a teacher by the Director of Education.
- (2) A person who does not fulfil the requirements of regulation 1(a) above may join the Education Service if he or she meets the requirements for issuance of the statement of eligibility and a license to teach, in accordance with the provisions of the Education (Pre-Primary, Primary and Post Primary) Act.

PART III LEARNER

5. Relationship with the Learner;

- (1) A teacher's chief responsibility is towards the learner under his or her care.
- (2) The teacher shall guide the learner in order to develop the learner in body, mind, soul, character and personality;
- (3) The teacher shall -
 - (a) not divulge information about a learner received in confidence or in the course of his or her professional duties except as required by law or where in judgment of the teacher it is in the best interest of the learner;
 - (b) recognize that a privileged relationship exists between him or her and the learner and shall refrain from exploiting this relationship by misconduct;
 - (c) not sexually molest, harass or have sexual relationship with the learner;
 - (d) protect the learner from conditions that interfere with learning or are harmful to the learner's health and safety;
 - (e) provide an opportunity for the learner to explore his or her potential while attending or paying attention to the learner's abilities and disabilities;
 - (f) maintain a safe and challenging learning environment;
 - (g) refrain from using a learner's labour for private or personal gain; and
 - (h) not administer corporal punishment, or any act that inflicts Physical pain or causes physical harm to the learner;

PART IV - PROFESSIONAL CONDUCT AND RESPONSIBILITY

6. Professional conduct.

A teacher shall ---

- (a) not conduct himself or herself in a manner which may bring the profession and the Education Service into disrepute;

- (b) display basic competences and skills to educational methodology;
- (c) teach conscientiously with diligence, honesty and regularity;
- (d) teach objectively;
- (e) not take advantage of his or her influence to indoctrinate the learner towards his or her tenet and dogma;
- (f) prepare relevant schemes or work, lesson plans, teaching or learning aids as well as other instructional materials well in advance to ensure effective teaching and learning and he or she shall avail them to the Head teacher or Principal, Head of department for inspection whenever required;
- (g) set adequate amount of written and practical exercises for effective teaching and learning, promptly mark the exercises and provide adequate and appropriate feedback to the learner;
- (h) undertake such remedial teaching where he or she is called upon to do so;
- (i) observe the regulations and instructions regarding coaching and private instruction issued from time to time by the appropriate authorities;
- (j) not engage in activities that adversely affect the quality of his or her teaching;
- (k) not teach while under the influence of alcohol or drugs and shall not come to school while intoxicated;
- (l) conduct all internal and external examinations in accordance with the prescribed regulations in force;
- (m) not involve himself or herself in examination malpractices;
- (n) follow the programme that is approved by the head of the department and shall cooperate with the head of department and other teachers in carrying out this programme;
- (o) allow inspection by the appropriate authorities while teaching;
- (p) shall while teaching use proper channels of communication and ensure flow of information;
- (q) maintain and keep in a safe manner records of learners' performance with regard to examination, coursework and co-curricular activities to enable him or her report factually and objectively on each learner's progress;
- (r) take advantage of all professional development opportunities and use modern and accepted teaching methods;
- (s) endeavour to improve his or her own academic and professional standard, but he or she shall not do so at the expense of the learners;
- (t) teach principles of good citizenship, good morals, peace and social responsibility;
- (u) display basic knowledge in First Aid, safety and precautionary measures, primary health care, HIV/AIDS, environment and gender awareness; and
- (v) conduct appropriate and ethical research to inform and improve the profession.

7. Professional responsibility,

A teacher shall

- (a) devote adequate time to his or her duties as is required by the nature of his or her profession;
- (b) not engage in private or personal activities where he or she is expected to teach or supervise learning and other curricular activities;
- (c) not be an accomplice to any activity likely or intended to cause disturbance or riot within the school;

- (d) not dem and for a bribe from the learners or the public in relation to the discharge of his or her duty;
- (e) conduct his or her lessons and teach without discrimination or bias against any learner in his or her class regardless of the learner's race, religion, tribe, place of origin or sex; and
- (f) maintain and keep in safe manner all records of school property under his or her care and account for such property where asked to account by the head of department , head teacher or principal.

PART V THE TEACHER'S PERSONAL CONDUCT

8. **Personal responsibility.**

A teacher shall

- (a) dress appropriately, decently and smartly while on duty;
- (b) attend to his or her personal appearance, ensuring a neat and pleasant outlook while on duty as well as in the community;
- (c) not write, circulate or cause to be written or circulated any anonymous letter or any document with malicious intent;
- (d) assist in the implementation of school rules established by the governing body;
- (e) be a positive role model at school and in the community; and
- (f) respect the rule of law and provide a positive example in the performance of civil obligations, such as sex education, marriage and parenthood.

9. **Relationship with colleagues.**

A teacher shall

- (a) treat others with courtesy and respect, valuing the input of his or her colleagues, sharing expertise and knowledge in collaborative contexts;
- (b) not censure or criticize other teachers or their work in the hearing or learners; and
- (c) not make an adverse report to anyone on the work or conduct of another teacher without first acquainting that teacher with the nature and contents of the report.

10. **Relationship with parents.**

A teacher shall

- (a) be respectful and courteous to parents;
- (b) consider the parents' perspective when making decisions which have an impact on the education or wellbeing of a learner;
- (c) communicate and consult with parents in a timely manner; and
- (d) take appropriate action when responding to parental concerns.

11. The teacher and the employer.

A teacher shall

- (a) endeavor to know the terms of his or her employment and shall honor those terms;
- (b) apply for vacant posts advertised by the Commission, through the normal official channels and shall not lobby; or canvass for appointment; and
- (c) be responsible for the successful implementation of education reforms and programs.

12. The teacher and the community.

A teacher shall

- (a) project a good image in the community where he or she lives by participating where required in activities of the community;
- (b) be law-abiding;
- (c) attend, where practically possible, religious functions of his or her persuasion and respect other recognized religions within the school where he or she is teaching;
- (d) through his or her own conduct be a good example to the community and the school;
- (e) encourage parents and work closely with the community to ensure that all children in the community access, attend and complete school; and
- (f) participate in networks and partnerships, both formal and informal, which have as their focus curriculum delivery and the learner's well-being.

PART VI - THE HEAD TEACHER OR PRINCIPAL

13. A Head Teacher or Principal

- (1) A Head teacher or Principal is bound by the Code and shall set a good example in the strict observance of all provisions of the Code.
- (2) A Head teacher or Principal shall enforce the observance of the Code by all teachers under him or her in accordance with the Laws, regulations and provisions relating to the Education Service and shall promptly deal with all breaches of the Code.
- (3) The Head teacher or Principal shall -
 - (a) be the custodian of good educational standards in his or her school and shall aim at high educational standards;
 - (b) enroll learners into the school without discrimination and within the regulations and provisions of the laws in force in Uganda;
 - (c) collect and receive relevant school dues, gifts, donations and endowments;
 - (d) account for all the money and assets collected and received on behalf of the school;
 - (e) implement policies issued from time to time by the relevant authorities;
 - (f) keep all school records in his or her custody in safe condition and ensure all that such records contain correct information;
 - (g) not connive with members of staff or any other person to commit an offence, or any act that will bring the profession into disrepute within or outside the school;

- (h) not conceal any act of misconduct committed by a member of his or her staff or by any learners of the school, whether committed within or outside the school;
- (i) not receive a bribe in relation to the discharge of his or her duties;
- (j) ensure that punctuality is observed by all teachers and learners alike;
- (k) report factually and objectively on members of his or her staff with regard to matters related to Annual Performance Appraisal Reports or when assessing a teacher's capability in regard to a post of responsibility applied for or when reporting any breach of the Code or any regulations issued from time to time by the appropriate authorities;
- (l) report factually and objectively on all matters concerning learners without fear, favour, bias or discrimination;
- (m) not carry out or transact any private business within or outside the school premises while on official duty;
- (n) not physically punish a teacher involved in the breach of this Code or any other regulations in force, but shall use all avenues open to him or her to report such breaches to the appropriate authorities for action;
- (o) be present at the school as much as possible, and whenever he or she is out of the school, he or she shall leave information pertaining to his or her whereabouts with his Deputy or any other person authorized to act in his or her place;
- (p) ensure that learners and staff have the opportunity to communicate regularly with the Head teacher or Principal and approach him or her for redress of any grievances;
- (q) support the development of and participation of learners in appropriate extra curricula activities; and
- (r) ensure that government reforms and programs are implemented.

PART VII ENFORCEMENT OF THE CODE

14. Enforcement of the Code

- (1) It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.
- (2) All matters or cases involving breach of the Code shall be reported to the Commission and shall be dealt with in accordance with the Education Service Act, 2002, and the Education Service Commission Regulations, 2012.
- (3) All matters dealt with by the appropriate authority shall be kept confidential and shall not be divulged to unauthorized persons.
- (4) Teachers who breach the Code shall be liable to sanctions specified in the Uganda Public Service Standing Orders, the disciplinary actions specified in the Education Service Commission Regulations and Administrative instructions issued from time to time.
- (5) The following sanctions shall apply for breach of the Code ---
 - (a) warning or reprimand;
 - (b) suspension of increment;
 - (c) withholding increment or deferment of increment;
 - (d) stoppage of increment;
 - (e) surcharge or refund;
 - (f) making good of the loss or damage of public property/assets;
 - (g) reduction in rank;
 - (h) removal from the service in public interest; and
 - (i) dismissal.

The Education (Pre-Primary and Post Primary) Act, Act No. 13 of 2008
The Education Service Act, Act No. 6 of 2002 The Education Service Regulations, 2012

Appendix 1B: List of Sample Dilemmas

1. A colleague arrives to school drunk. What would you do in this situation?
2. You have overheard rumors that one of the teachers is having a sexual relationship with a student. What would you do in this situation?
3. For the last few weeks a colleague has been arriving an hour late to work. A friend of the teacher has been filling in and covering. What would you do in this situation?
4. A student tells you that a teacher is making the students pay money for good grades. What would you do in this situation?

Appendix 1C: Scenarios for Dealing with Stress

Scenario 1: Fatima fled her country and has been living in a refugee camp for five years. She was nominated by the refugee leaders to be a grade 2 teacher as she is one of the few women in the camp to have completed her primary education. She was not a teacher in her country, is a little intimidated by the older students in the class and is only one of two female teachers in her school. She attends school management and parent teacher meetings, but rarely speaks.

Scenario 2: Patrick has been a teacher for five years. His country has had several decades of civil conflict. He has not been paid by the government for three years and is paid by parents sporadically. To supplement what parents pay, he tries to farm on his small plot of land and sell whatever he can at the market several days a week.

Scenario 3: Abraham had always wanted to be a teacher and he received his college degree in pedagogy. He wants to be a good teacher but often lacks textbooks and has over 100 students in his class. He has asked his director for help and advice on how to manage a large classroom, but his director rarely has time to talk to him and never visits his classroom to see observe his challenges. He feels frustrated and sometimes angry.

Appendix 1D: Levels of Collaboration in Detail

Meetings Between Schools:

What: Schools get together for both group sharing activities as well as school wide collaborations.

Who: Meetings could include every teacher or teachers could be part of smaller meetings based on the grade levels they teach or by the subject they teach.

Think: What are some potential successes and challenges of collaborating with another school?

School Wide Collaboration:

What: This is when the teachers work together to strengthen their school by coordinating their instructional practices.

Who: Teachers often work in partnership with the head teacher and school management committees, when this type of collaboration is school-wide, the school becomes a professional learning community.

Think: In what ways is your school already a professional learning community and in what ways could it improve?

Group Sharing:

What: A teacher learning circle is a form of group sharing where teachers can share ideas, lesson plans, and materials with one another.

Who: It is when teachers meet in groups to support each other, address any challenges the teachers are having, celebrate each other's successes, and work together to strengthen their skills both in and out of the classroom.

Think: What are some ways that TLCs could be helpful? What skills would you like to strengthen?

Individual Assistance:

What: Ask other teachers for help or advice on different topics, for

example: classroom management or language of instruction issues.

Who: Assistance could be from any teacher, your head teacher, a resource teacher or mentor, an experienced teacher, or a new teacher.

Think: Have you asked another teacher for help or has another teacher asked you? Who do you feel comfortable asking for help and why?

An Informal Conversation:

What: Talk to other teachers about your experiences, how class went, what you are teaching, and your successes and challenges.

Who: Of your fellow teachers, who are you friends with?

Think: What informal conversations have you had recently with your fellow teachers? What did you talk about?

Appendix 1F: Skills and Strategies

Worksheet Example Answers

MODULE 1: Teachers' Role and Well-being

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do not have this skill. Need to learn or develop.



I use this skill a little. Need to develop more.


















Have an average amount of this skill.



I use this skill in the best way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

| Skill/ Strategy | Today | Goal | Action: How will I achieve my goal? | Practice |
|--|---|---|--|---|
| Example: I will incorporate play into my classroom to promote child well-being |  |  | <ul style="list-style-type: none"> I will think of a game that can be used as a warm-up or in a lesson Play that game in class at least twice this week |  |
| 1. I will set realistic goals that I can achieve by the end of the school year. |  |  | <ul style="list-style-type: none"> I will set a goal about my students' learning. I will set a goal about my own professional development. |  |
| 2. I will make sure students and teachers in my community are aware of the Code of Conduct. |  |  | <ul style="list-style-type: none"> I will show my students copies of the Code of Conduct and help them define important vocabulary. I will mention the Code of Conduct in conversations with parents. |  |
| 3. I will make sure that I am aware of my stress levels and use strategies to improve my well-being. |  |  | <ul style="list-style-type: none"> I will use the signs of stress chart every few months. I will use belly breathing and mindfulness when I feel stressed. I will play football every Sunday to help support my well-being. |  |
| 4. I will try different levels of collaboration to find what works best for me. |  |  | <ul style="list-style-type: none"> I will have an informal conversation with another teacher about a lesson. I will discuss classroom management with a group of teachers at an upcoming staff meeting. |  |

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: My own well-being as a teacher

Action Plan:

I will practice several of the strategies to promote my own well-being. I will try to practice self-awareness to recognize when I am feeling stress and need to take a break and collect my thoughts. I will practice healthy habits like planning my week out in advance and trying to find ways to be proactive.

Area for Growth: Collaboration with other teachers, both those new to teaching and those with more experience

Action Plan:

I will meet with other teachers who are interested in collaborating. We will work together to find a place to meet for Teacher Learning Circle meetings. We will come up with topics that we feel like it would help to discuss with colleagues, and together we will help each other get to be better, more experienced teachers.

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the goals that you listed above in your classroom.

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

I practiced breathing according to the technique we learned to help manage my stress in the moment. This technique worked momentarily but then I felt overwhelmed again. I feel like I need to use additional stress management strategies next time.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

I will review the stress management techniques we learned for dealing with stress in the moment, I will talk with my fellow teachers to see how they manage stressful situations in their classes.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

This week I will continue to practice the breathing technique. The start of term was very busy so I missed football and I have not spent enough time with my friends. I will make sure I use my weekly schedule to stay organized and to plan time to support my well-being - I will make sure that I play football and see my friends.

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC).

Reflection and Collaboration Activity #1 - BEYOND THE CODE OF CONDUCT

The Code of Conduct is the minimum that you should do as teachers. However, there are other expectations, which may go beyond what the Code of Conduct says. With your TLC, brainstorm what other responsibilities you might have to your students.

Think about what other responsibilities you have to your students beyond the Code of Conduct?

Guiding Questions:

1. Think about all the teacher roles and activities in a day
2. Think about any challenges you may have faced recently in your classroom.

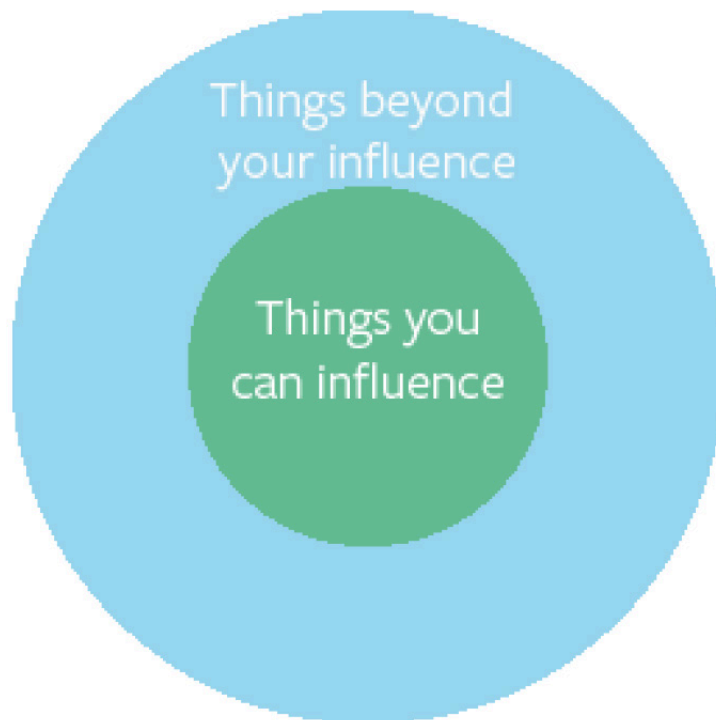
For example, in addition to following the rules and expectations of the Code of Conduct, teachers should treat their students with respect. Teachers should also include everyone regardless of age, gender, ability level, ethnicity, language and culture. Teachers should be inclusive to create the best possible learning environment.

On a blank sheet of paper take notes and write down any ideas you brainstorm as a group or individually.

Reflection & Collaboration Activity #2 - IDENTIFY WHAT YOU CAN AND CANNOT CONTROL

As a teacher, you may have more influence than you think. The following activity will allow you to identify the things you can influence and those that are beyond your influence. For example, a large class size, limited textbooks, or the curriculum you teach may be beyond your influence, but the way you teach and make the materials relevant to your students' lives is within your influence. This will help you focus your time and energy on the things you can do to make a difference, rather than worrying about things beyond your control.

On your paper draw 2 circles inside one another like the diagram. In the inner circle, write the things you can influence as a teacher. In the larger circle, write things beyond the expectations of your role as a teacher.



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Once you are done, discuss:

1. Do you think it is important to be aware of what you can and cannot influence? Why or why not?
2. What are ways you can expand your circle of influence?
3. How can you use your strengths as a teacher to expand your circle of influence?
4. How can other teachers help you expand your circle of influence?
5. What resources, people, or agencies in your community can help you with the things you cannot influence?

Often teachers become too concerned with things they cannot change, instead of focusing on what they can. As a teacher, it is important to spend your time and energy on things you think you can influence. This will help you manage your stress in a healthy way.

RESOURCES USED OR REFERENCED IN THIS MODULE

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