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

2015 Full Guide / 2016 updated Summary
Edited by Mary Burns and James Lawrie
Global Learning Crisis

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

A quality teacher is critical to the quality of education that a child receives. Yet we face a crisis in teaching quality and in teacher professional development, particularly in poor and crisis-affected contexts. ...It is in poor and crisis-affected contexts that the need for quality teaching and thereby quality professional development is greatest. (p.3)
Often in such contexts the frequency of teacher professional development is episodic, its model uniform, its quality variable, its duration limited, and support or follow-up for teachers almost non-existent. Teachers regularly fail to apply – or fail to implement with any degree of quality or fidelity – what they have learned from the “trainings” they have received. (p.3)
<table>
<thead>
<tr>
<th>Year</th>
<th>Process</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Conversation</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>Blogs/Specialists</td>
<td>19/20</td>
</tr>
<tr>
<td>2014</td>
<td>Recommendations</td>
<td>7</td>
</tr>
<tr>
<td>2015</td>
<td>Full Guide</td>
<td>162</td>
</tr>
<tr>
<td>2016</td>
<td>Summary</td>
<td>22</td>
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What is the guide and who is it for?

A Guide for Policymakers, Practitioners, Donors, Teacher Training colleges, INGOs, anyone working for and with teachers operating in low income and crisis-affected settings
1: Focus on teachers as professionals, learners and individuals
1: Focus on teachers as professionals, learners and individuals

<table>
<thead>
<tr>
<th>Key points</th>
<th>Recommended actions</th>
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</thead>
<tbody>
<tr>
<td>Educational planners and implementers must focus on teachers as professionals, as individuals, as members of a community</td>
<td>Professionalize the teacher work force</td>
</tr>
<tr>
<td>TPD should be adapted to context and culture</td>
<td>Design teacher professional development systems that promote and accommodate teacher learning.</td>
</tr>
<tr>
<td>We must see teachers, as we do students, as learners</td>
<td>Offer crisis-specific teacher professional development.</td>
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</table>
2: Develop, apply, measure and institutionalize standards
# 2: Develop, apply, measure and institutionalize standards for teacher professional development

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

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

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

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

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<td>School leaders have a vital role in TPD, yet the behaviours required for</td>
<td>Work with Ministries of Education to set and implement standards or competencies for</td>
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<tr>
<td>effective nurturing of teacher performance are too often absent in school</td>
<td>Head Teachers/principals</td>
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<tr>
<td>leaders in crisis-affected and low-income contexts.</td>
<td>Promote Head Teacher to Head Teacher collaboration</td>
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<tr>
<td>Crisis-specific barriers to effective school leadership (poor administration,</td>
<td>Facilitate Head Teacher Professional Development (linked to Standards)</td>
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<tr>
<td>resource shortages, unpredictable staff movements and high turnover)</td>
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<tr>
<td>negatively impact teacher performance and student learning.</td>
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7: Apply Technology (wisely)
Use ICT to provide access to content, professional development and professional learning communities

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

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

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

**Recommendation 3:** Create professional development opportunities that promote teacher collaboration

**Recommendation 4:** Provide teachers with ongoing support

**Recommendation 5:** Invest in high-quality teacher educators

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

**Recommendation 7:** Use ICT to provide access to content, professional development and professional learning communities
James Lawrie
j.lawrie@savethechildren.org.uk
The Teachers in Crisis Contexts (TiCC) Working Group
Training for Primary School Teachers in Crisis Contexts
Overview

1. Why the TiCC and the Training Pack?
2. How was the training pack developed?
3. What is in the Training Pack?
4. Frequently Asked Questions
5. What next?
Rationale and Background: Why and How
‘A crisis in teacher professional development’

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

TiCC objectives:
❑ To identify problem areas in teacher management and development in crisis contexts
❑ To propose and provide open-source solutions

First problem: Lack of comprehensive, quality training materials for initial teacher training in crisis contexts
Training for Primary School Teachers in Crisis Contexts

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

- Subject Knowledge
- Teacher’s Role & Well-being
- Curriculum & Planning
- Child Protection, Well-being & Inclusion
- Pedagogy
How was the training pack developed?

18-month, unique collaboration

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

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

Content
- Relevant issues
- Relevant strategies
- Local expertise

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

Supporting Teachers
- Well-being
- Collaboration
Overview: What is in the training pack
Training for Primary School Teachers in Crisis Contexts
• Complete pack or stand alone modules/sessions
• Introductory guidance
• Introductory Training Pack: 12 sessions, 23 hours of instruction
• Extended Training: 4 Modules, 4-5 Sessions each – 60 hours of instruction
The Introductory Pack

**Day 1: Teacher’s Role and Well-being**
- Session 1: Teacher’s Role
- Session 2: Code of Conduct
- Session 3: Teacher Well-being

**Day 2: Child Protection, Well-being and Inclusion**
- Session 1: Child Protection
- Session 2: Safe Spaces - SEL
- Session 3: Positive Discipline

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

**Day 4: Curriculum and Planning**
- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning
# The Extended Training

| Teacher’s Role and Well-being | 1.1 The Role of the Teacher in the School and Community  
1.2 Code of Conduct  
1.3 Teacher Well-being and Stress Management  
1.4 Collaboration and Communities of Practice |
|-------------------------------|---------------------------------------------------------------------------------------------------|
| Child Protection, Well-being, and Inclusion | 2.1 Introduction to Child Protection and Child Rights  
2.2 Creating a Safe Space  
2.3 Inclusive Classrooms  
2.4 Teaching Life skills  
2.5 Seeking Further Support for Children |
| Pedagogy | 3.1 Classroom Management  
3.2 Active and Engaging Learning  
3.3 Questioning  
3.4 Child Development and Differentiation  
3.5 Assessment |
| Curriculum and Planning | 4.1 Using Curriculum  
4.2 Long - term Planning and Learning Objectives  
4.3 Lesson Planning  
4.4 Making Lessons Relevant and Meaningful |
Session structure

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

Learn: Introduces and models new material/content.

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

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

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

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

1) Who can be a trainer?

2) Are translations available?

3) Is the training certified?
Tips for introducing to your agency

1) **Information sharing:** INEE website, blog series
2) **Knowledge building:** presentation, webinar, training
3) **Link to internal annual planning**
4) **Make the case:** interagency, flexibility, adaptability
Where Can I Find the Training Pack?

• Teacher Professional Development Page
  http://www.ineesite.org/en/teacher-professional-development

• Training Pack Landing Page
What next?

For the training pack
Learning from how the pack is used and thinking about version 2...
  – Feedback form
  – Upcoming blog series
  – Contact: tpd@ineesite.org

For the TiCCWG
• Teacher Support / Coaching Materials
  – Coaching materials in development
  – Mobile Teacher Support
Any questions?

tpd@ineesite.org