Teacher Well-being in Crisis Context

Sharing good practice, lessons learned, and opportunities for change

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

Participant audio and video are disabled.

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

This session is being recorded.

Closed captioning available in En

The recording and presentations will be shared on the INEE website – [https://inee.org/ticc-event-series](https://inee.org/ticc-event-series)
Welcome and Webinar Overview

Setting the Scene for Teacher Well-being

Teacher Story: Mayen Aguer

Moderated Discussion on Teacher Well-being
  Lindsay Brown (NYU Global TIES, Sierra Leone)
  Fernanda Soares (FHI360, El Salvador)
  Suha Tutunji (Jusoor, Lebanon)

High-level Gap Analysis Findings & Guidance Note

Reflections and Closing
Setting the Scene for Teacher Well-being

Landscape Review - Conceptual Framework & Key Actions Matrix

Teacher well-being constructs:
- Teacher self-efficacy
- Job stress and burnout
- Job satisfaction
- Social-emotional competence

School (contextual):
- Peer relationships
- Teacher-student relationships
- School leadership
- School resources

Community (contextual):
- Access to basic needs
- Respect and recognition
- Responsibility and duty

National (contextual):
- Policy environment (teacher management, right to work, compensation, teacher professional development, certification)

Regional (contextual):
- [List of regional factors]

Global (contextual):
- [List of global factors]

The INEE Minimum Standards are aligned with and provide guidance for understanding and applying this conceptual framework.
Teacher Story: Mayen Aguer
Refugee Teacher & Teacher Trainer in Kakuma Refugee Camp & Kalobeyei Settlement, Kenya
Case Studies
Jusoor

**Context**
Challenges of teaching secondary education in El Salvador

**Experience in TPD**
- TPD in subject knowledge and pedagogy
- 8 SEL and wellbeing workshops
- Balance between TPD and regular teaching

**Impact on Wellbeing**
Null quantitative results on:
- Mindfulness
- Emotion regulation
- Self-efficacy
- Emotion exhaustion
- Stress

Qualitative results:
- Mindfulness (↑)
- Emotion regulation (↑)
- Self-efficacy (↓)
- Emotion exhaustion (↑↓)
- Stress (↑↓)

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

Learn Safe in Bo

- Teacher training
- Teacher coaching
- School facilities improvement
- Materials provision
- Community mobilization

Social-Emotional Learning (SEL)

Mindfulness

Brain Games

- My Hat Has Three Corners

Experiential Deck

Game Instructions:
1. Let's learn the words in the chant. It's just two phrases:
   - "My hat has three corners, three corners has my hat,"
   - "If I don't have three corners, it wouldn't be my hat."
2. Let's do it again, and this time when we get to the word "hat," didn't say it, instead just point by your head. (Demonstrate motion.)
Teacher Context, SL

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

“I do one Mindfulness game like I Shake Everything Off with myself at home. I will just, perhaps am hot tempered or am stressed have heard a news that have made me so stressed that I just stand up and do shake everything off.”
The emerging Call to Action urges international, regional, national, and local education actors to:

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

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

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

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

A total of 130 materials

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

Teacher Wellbeing Guidance Note
- MHPSS
- Enabling learning environment
- Teacher agency

"Don't tell me to breathe in a war zone."
Thank You for Joining Us!

Visit TiCC Event Series website at https://inee.org/ticc-event-series
For inquiries, kindly contact us at eventseries@inee.org
[Deadline Extended] Call for New and Updated Case Studies on Supporting Teachers in Crisis Contexts - TiCC Event Series 2021-2022

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Topic(s): Teachers, Teacher Wellbeing, Teacher Professional Development

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

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