



INTRODUCTION TO

TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS



TABLE OF CONTENTS

Acknowledgements	2
Introduction	4
Core competencies for primary school teachers in crisis contexts	11
Introductory Training Pack At-A-Glance	15
Modules At-A-Glance	16
Tips for facilitators	18
Annex I – Planning checklist	22
Annex II – Sample training evaluation form	25
Annex III – Sample teacher assessment tool	29
Annex IV – Sample pre- and post-training assessment tools	34
Annex V – Sample classroom observation tool	47

ACKNOWLEDGEMENTS

The training materials in this pack were developed by members of the Teachers in Crisis Contexts Working Group (TICCWG; originally known as the Refugee Teacher Working Group), consultants and colleagues, representing a diverse group of individuals from international NGOs, universities, and UN agencies. The materials are a product of a unique collaboration between global and regional education experts, teacher training experts, graduate students, field practitioners and teachers.

The TICCWG agencies contributed substantial human and financial resources towards the development of these materials. In particular, the following members of the TICCWG provided expert guidance throughout the development of the training pack: **Finn Church Aid** – Mary Tangelder; **International Rescue Committee (IRC)** – Paul Frisoli, Joanna Watkins; **Norwegian Refugee Council (NRC)** – Andrea Naletto; **Save the Children USA** – Kara Pierson, Christabel Pinto; **Teachers College, Columbia University** – Mary Mendenhall; **UNHCR** – Sonia Gomez, Laetitia Lemaistre; **UNICEF** – Francesca Bonomo, Caroline Keenan. Dean Brooks of the **Inter-Agency Network for Education in Emergencies (INEE)** provided support throughout the process.

We would like to acknowledge with thanks the time, energy, and enthusiasm that Mary Mendenhall and her team of graduate students at Teachers College, Columbia University – Katherine Baker, Christine Bell, Charlotte Bergin, Peter Bjorklund, Rachel Chasse, Holly Cook, Kaitlyn Crandall, Kathleen Denny, Julie Dunn, Huipu Lee, Sheila Matsuda, Laura Wagner, Brittney Wilcox – dedicated to the development of the materials. Helen Bond, from Howard University, helped shape an early draft of the teacher training pack. Charlotte Bergin worked tirelessly to incorporate all of the feedback from the pilot trainings and external reviewers to finalize the training pack. Danielle Falk, also a graduate student from Teachers College, provided amazing copyediting support in the final push to complete the materials. Hus Kurji provided space and clarity in the design of the materials.

We are grateful to the following external reviewers for providing feedback during this process: Therese Curran and Paul Fean from NRC; Mary Burns from Education Development Center (EDC); and Cynthia Koons, an independent consultant.

The training materials were field tested between June and August 2015. Teachers College, Columbia University contextualized and field-tested the materials in Kakuma refugee camp in Kenya in collaboration with Mohamud Hure (UNHCR), Everlyne Lobaar (Lutheran World Federation) and Daniel Nelson Barasa (Unity Primary School). IRC contextualized and field tested the materials in Domiz refugee camp in the Kurdish Region of Iraq in collaboration with Yasir Darweesh, Kawa Zewey, Delveen Luqman, and Baian Mahmood (IRC). Special thanks to the Teacher Education and Development Institute of Dohuk for providing critical feedback throughout the contextualization process.

INTRODUCTION

The Training for Primary School Teachers in Crisis Contexts package was developed for unqualified or under-qualified teachers often recruited to teach in refugee camps and in a range of other emergency settings. The materials can also be used with qualified teachers who require refresher training, or training in critical areas relevant in crisis contexts, like child protection, and for those teachers who are new to teaching in crisis affected environments.

The training pack responds to a critical gap in open source, competency-based teacher training materials that provide coverage of foundational knowledge and skills required by teachers in crisis contexts, where teacher training is often limited to ad hoc workshops. The pack provides the basis for an in-service training program which can be used in its entirety to prepare unqualified teachers, but is also flexible enough for adaptation and use of selected modules or sessions according to the contextual needs of teachers.

This open source training pack is available for anyone to use. It has been developed and vetted by several agencies with the aim of encouraging a more harmonized and standardized approach to teacher development in crisis settings, as well as to conserve considerable resources spent by individual agencies on the development and re-invention of training materials across emergency operations.

How Was the Training Pack Developed?

The training pack was commissioned by the Teachers in Crisis Contexts Working Group (TICCWG), and was developed in stages by members of the TICCWG, consultants and a team of graduate students at Teachers College, Columbia University. The modules were peer reviewed by teacher education and education in emergency experts, and field-tested in Kakuma (Kenya) and Domiz (Iraq) refugee camps before being finalized.

The TICCWG was founded in April 2014 and is comprised of seven partner agencies – Finn Church Aid, International Rescue Committee, Norwegian Refugee Council, Save the Children, Teachers College-Columbia University, UNHCR and UNICEF – working in close association with the Inter-Agency Network for Education in Emergencies. The working group was formed in response to significant challenges in capacity, standards, and harmonization in the management and training of refugee teachers across humanitarian operations.

What's in the Training Pack?

The Training for Primary School Teachers in Crisis Contexts pack is intended to build basic teaching competencies for new or inexperienced teachers in crisis contexts. The pack is comprised of an Introductory Training Pack as well as four core modules, developed around a simplified set of teacher competencies. The training pack materials are intended to support teachers' progress towards development of the competencies, many of which will require longer term experience and professional development support to fully acquire.

The Introductory Training Pack (ITP) contains 12 Sessions with 23 hours of instruction. The ITP provides a fast-track introduction to key concepts and competencies covered in greater depth in Modules 1-4. The ITP was created especially as a pre-service introduction for new teachers or for use when time is constrained.

Modules 1-4, based on four corresponding teacher competency domains, contain 18 sessions with 60 hours of instruction. The four modules are intended to be used for continuous professional development over a period of time. The four modules are:

- Module 1: Teacher's Role and Well-being (4 Sessions; 12 hours)
- Module 2: Child Protection, Well-being and Inclusion (5 Sessions; 18 hours)
- Module 3: Pedagogy (5 Sessions; 16 hours)
- Module 4: Curriculum and Planning (4 Sessions; 14 hours)

In total, the training pack is made up of an Introductory Training Pack and four core modules, with 30 sessions and approximately 83 hours of instruction.

An overview of the content covered in the Introductory Training Pack and the four core modules can be found on pages 7-12, and the complete list of Teachers in Crisis Contexts competencies can be found on pages 13-19.

Each module is made up of 4-5 sessions designed to introduce teachers to key concepts and skills by modeling participatory, interactive, learner-centered pedagogies that teachers can experience and then try in their classrooms. Each session begins with a review and reflection, and then provides teachers with opportunities to learn and practice new concepts and skills during the training. Sessions end with an opportunity for teachers to plan how they will integrate what they have learned into their teaching practice.

The training pack materials promote teacher collaboration, reflection and opportunities for teachers to apply new knowledge and skills in their classrooms.

Teachers in crisis settings require a range of complex competencies to teach well. This training pack cannot replace formal pre-service teacher preparation. Rather, the pack is intended as a starting point, providing a basic introduction to (or for more experienced teachers, a review of) foundational knowledge and skills for teachers in crisis contexts where access to teacher education may be limited. Subject knowledge is an essential teacher competency domain; however, due to the specialized content areas of literacy, numeracy and other subjects, it is not covered in this training package. Teachers may also require additional, more detailed training in topics such as sexual and gender-based violence, life skills, etc. depending on the contextual needs.

Certification: This training pack is designed to fill interim, emergency needs for teacher training; it does NOT replace certified teacher training according to national standards, and carries no accreditation. Any certificate provided to teachers at the end of the training may acknowledge hours of training and a description of content covered, but unless negotiated with national teacher education partners and authorities, this training package carries no recognized qualification. Negotiations with national authorities towards alignment with national teacher education standards and pathways to recognized teacher certification for unqualified teachers in crisis contexts, are highly recommended.

How Do I Use the Training Pack?

The training materials are simplified and generic, intended to be used in diverse situations and cultural contexts, and for this reason require contextualization and decisions about how best to sequence and use the modules with teachers for optimal effect on teaching and learning in each unique context.

1. Assess teachers' needs

In order to ensure that the sequence and content of the training is relevant and responsive to teachers' needs, begin by gathering information on teachers, their educational backgrounds, level of training and experience, and the particular challenges they are facing in the classroom. Information can be gathered from teacher recruitment data, focus group discussions with teachers and learners, surveys or teacher questionnaires, and classroom observations. Analysis of the teachers' profiles and teachers' needs can help to determine whether the Introductory Training Pack is needed (for example, for brand new teachers or where time is limited), whether the complete sequence of modules and sessions is needed or whether some sessions can be left out. A sample teacher assessment tool is provided in Annex III. Sample pre/post teacher assessment tools are provided in Annex IV, which can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress.

2. Contextualize the materials

Adapt, contextualize and customize sequencing, content, and activities to meet the specific needs and interests of teachers and learners in your location. Consider:

- Cultural norms and references familiar to teachers and learners
- Legal and policy frameworks that apply to education and child protection in the local context
- The curriculum in use in the local context
- Specific issues and concerns related to the crisis context

General guidance for contextualizing and adapting the training pack are found in the “planning checklist” (Annex I), and specific guidance on contextualization of the materials is included in the introduction to each module.

Identify experts (in child protection, curriculum, etc.) from the Ministry of Education, teacher training colleges, and humanitarian agencies to assist with contextualization of materials and to serve as resource persons during trainings to ensure that the training content is accurate and relevant.

If translation is required, ensure that the process of contextualization is complete before translation and printing of the materials.

3. Decide upon a suitable time frame and sequencing of the modules and sessions

The Introductory Training Pack (12 sessions) requires 23 hours of instruction, while the core modules (four modules made up of 18 sessions) require 60 hours of instruction to complete. The training is designed to be adaptable to different timeframes that suit the facilitators and participants. Ideally, the training will take place over a series of months or weeks in order to increase the exposure of teachers to the material and to allow sufficient practice time and reflection in between training sessions.

Facilitators and program staff should keep in mind that shorter timeframes will not allow for the desired time and opportunity for practice and professional growth. As part of the contextualization process, the facilitators can plan how long the training will last, when it will be implemented, and when to include breaks between sessions. Note that the sequence of the modules can be adjusted according to the needs and experience of teachers. Brand new teachers may require the complete sequence of modules and sessions, whereas more experienced teachers may benefit from starting with modules 3 and 4 with materials from modules 1 and 2 interspersed or used at the end of the training depending on priorities and interests.

Nine-month, six-month or three-month training schedule options are recommended, noting that ideal roll out of the training should ensure plenty of time between modules for classroom practice with the support of Teacher Learning Circles or other in-service support. Ideally, the training will take place while school is in session to ensure that teachers have ample opportunities to implement new knowledge and practice new skills and strategies in their classrooms between training sessions. The Introductory Training Pack could be offered before the school year begins and/or as needed in an acute crisis setting.



4. Ensure that teachers have ongoing support and opportunities to practice what they learn in the training

Collaboration amongst teachers has been found to strengthen their practice and support them as individuals, professionals, and as people coping with the effects of crisis.

This training is designed to encourage teachers to form Teacher Learning Circles (TLCs), groups of teachers who work together within the school or community, as a crucial way to support each other as they practice new teaching techniques and confront challenges. Collaboration is emphasized across every module, with specific activities for participants to plan and follow up with their TLC. The contextualization process will allow facilitators and training managers to determine if TLCs will be created as part of this training and what form the collaborative groups will take. In addition to the TLC approach, facilitators, program staff and/or experienced teachers should also be encouraged to lend support to teachers between training sessions, as well as once the complete training has concluded, to provide classroom-based support as participants try to implement new skills and strategies in their classrooms.

Sample pre/post teacher assessment tools are provided in Annex IV – these can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress. Annex V provides a sample classroom observation tool which can be used as an additional tool to assess teachers’ knowledge and skill and to support teachers in applying what they learn in the training to their classroom practice.

Where Can I Get the Training Pack Materials?

The complete Training for Primary School Teachers in Crisis Contexts package is available on the Inter-Agency Network for Education in Emergencies (INEE) website at www.ineesite.org/tpd.

The complete Introductory Training Pack and the four core modules, including detailed session guidance and all materials including handouts and PowerPoint presentations can be easily downloaded from the site. These materials are open source and can be used by anyone.

Who Do I Contact if I Want to Know More or Have Feedback?

Please contact the Teachers in Crisis Contexts Working Group at tpd@ineesite.org if you have any questions or would like to tell us about your experience using the pack. We also welcome your feedback and ideas for further improvement of the pack.

Core Competencies for Primary School Teachers in Crisis Contexts



Teacher's Role and Well-being

- 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 the importance of his/her well-being as a factor influencing student well-being, and practices strategies to maintain well-being including mindfulness, conflict resolution and stress management techniques.

Child Protection, Well-being and Inclusion

- Teacher has knowledge of Child Rights and the status, rights, and background of displaced students in their care.
- Teacher promotes a classroom and school environment free from abuse, discrimination, exploitation, and violence, including sexual and gender-based violence.
- Teacher uses psychosocial support strategies to help students regain a sense of stability in contexts of displacement and conflict.
- Teacher supports students' development and maintenance of healthy interpersonal relationships, cooperation, and acceptance of differences.
- Teacher demonstrates understanding of and promotes context-appropriate life skills (social-emotional well-being, health education, mine-risk awareness, self-protection from SGBV and exploitation, etc.).
- Teacher has knowledge of local child protection reporting and referral systems.

Pedagogy

Classroom management:

- Teacher implements appropriate positive discipline strategies to manage student behavior.
- Teacher encourages participation of all children without discrimination regardless of gender, ethnicity, language, culture, religion or learning ability.
- Teacher ensures that the environment of the classroom promotes learning through the physical arrangement, and the use of clear expectations, predictable procedures, and daily routines.

Instruction:

- Teacher uses varied age-appropriate techniques for instruction (lecture; pair, group, and whole-class work; read alouds, songs, games) including strategies suitable for large class size and multi-level student groups if relevant.

- Teacher asks various types and levels of questions to promote inquiry and critical thinking.
- Teacher has knowledge of child development and different learning styles.
- Teacher incorporates examples from local environment and student experience.

Assessment:

- Teacher uses a range of continuous and summative assessment tools to frequently check for understanding (quiz, test, drama, drawing, student discussions, projects, presentations, etc.).
- Teacher records and uses learning outcomes to monitor students' progress towards meeting lesson/curricula objectives, and uses this to address the needs of his/her students and to inform his/her teaching practice.

Curriculum and Planning

- Teacher demonstrates knowledge of the national curriculum scope, sequence, approaches, and objectives.
- Teacher's plans are in line with curriculum objectives, scope and sequence.
- Teacher's lessons contain one or more SMART objective, an introduction, a learning activity, practice, and an evaluation (or equivalent structure and sequence).
- Teacher identifies and utilizes teaching and learning resources in the community.

Subject Knowledge*

- Teacher is proficient in the language of instruction and has basic knowledge of the language spoken by the majority of parents and guardians.
- Teacher uses techniques to support second language learners (routine use of key words, phrases; use of text and images; opportunities for learners to produce content with correction, feedback, etc.) if relevant.
- Teacher demonstrates knowledge of basic literacy concepts (print, phonological awareness, vocabulary, writing, and comprehension).
- Teacher demonstrates knowledge of basic math concepts (numbers and operations, geometry and measurement).

*Subject Knowledge is not covered in the Training for Primary School Teachers in Crisis Contexts pack; however, supplementary training by subject experts is recommended to ensure that teachers develop the necessary subject knowledge competencies.

This simplified list of teacher competencies was developed by the Teachers in Crisis Contexts Working Group, with reference to a range of national teacher competency standards and education in emergencies resources.

Introductory Training Pack At-A-Glance



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 & Child Rights
- Session 2: Safe Space - SEL
- Session 3: Safe Space – Positive Discipline

Day 3: Pedagogy

- Session 1: Active and Engaging Instruction
- Session 2: Questioning Strategies
- Session 3: Inclusion

Day 4: Curriculum and Planning

- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning

Subject Knowledge

Core area of competency for teachers, not covered in these training materials

*Inclusion is listed in the title of Day 2: Child Protection, Well-being and Inclusion to reflect Module 2 and included in Day 3: Pedagogy - Session 3 of the Introductory Training Pack in an effort to equitably balance content in each day of the training.

Modules At-A-Glance

Module 1: Teacher's Role and Well-being - 12hrs

- **Session 1: The Role of the Teacher in the School and the Community**
Why am I a teacher?; Why is education important?; “A Teacher Is _____” activity; Identifying expectations; Balancing different roles; Staying organized; Staying motivated; Setting goals
- **Session 2: Code of Conduct**
Education in your community; Misconduct in school; What is the Code of Conduct?; What does a Code of Conduct do?; What are the consequences of misconduct?; Reporting and responding to misconduct; Spreading the word activity
- **Session 3: Teacher Well-being and Stress Management**
What is teacher well-being?; What affects teacher well-being?; Why is teacher well-being important?; What are signs of stress?; Belly breathing; Mindfulness activity; Conflict resolution; Creating a stress management plan
- **Session 4: Collaboration and Communities of Practice**
Step over the line trust building exercise; Levels of collaboration; What is a Teacher Learning Circle (TLC)?; Our TLC community standards; Mission statement; Group reflection; Peer support networking

Module 2: Child Protection, Well-being and Inclusion - 18hrs

- **Session 1: Introduction to Child Protection and Child Rights**
Physical, emotional, social and cognitive well-being; Recognizing children's needs; What are child rights?; Teachers' roles and responsibilities as duty-bearers; Understanding protective and risk factors; Identifying and monitoring signs of distress
- **Session 2: Creating a Safe Space**
Feeling safe reflection; Identifying risk factors in our schools; Addressing physical safety: Corporal punishment and SGBV; Addressing behavioral safety: Positive discipline; Making classroom rules with students; Addressing social, emotional and cognitive safety: Activities and routines; Practicing supportive activities and routines; Identifying protective factors in our schools; Planning a safe classroom
- **Session 3: Inclusive Classrooms**
Diversity energizer; The meaning of exclusion and inclusion; Experiencing exclusion; Identifying obstacles and solutions; Creating inclusion strategies
- **Session 4: Teaching Life Skills**
Risk factor reflection; Introduction to life skills; Teaching life skills role-play; Social-emotional learning (SEL); SEL skills and strategies; Using life skills curricula
- **Session 5: Seeking Further Support for Children**
Child protection and well-being; Dealing with stress and sorrow as adults; Community mapping; Speak with child protection staff; Using your community map; How to respond to abuse; Practicing how to respond to abuse

Module 3: Pedagogy - 16hrs

- **Session 1: Classroom Management**

My favorite teacher; My strengths and challenges; Proactive classroom management; Reactive classroom management; Classroom management scenarios; Brainstorming solutions

- **Session 2: Active and Engaging Learning**

Stimulus questions and quiet reflection; The importance of a range of teaching strategies; Practice active teaching strategies; Demonstrations; Create action plans to use strategies in lessons; Planning group work

- **Session 3: Questioning**

The importance of two-way communication; Advantages and disadvantages of closed and open questions; Different levels of questions; Creating questions under the ladder model; Asking questions effectively; Responding to questions effectively; Making a Do/Do Not T-Chart; Putting questions skills into practice

- **Session 4: Child Development and Differentiation**

Connecting the dots; The four stages of child development; Differentiation stages; Planning differentiation for your own students

- **Session 5: Assessment**

What is assessment?; Defining continuous and summative assessment; Giving feedback; Continuous assessment strategies; Create a continuous assessment toolkit; Summative assessment strategies; Create a unit assessment plan

Module 4: Curriculum and Planning - 14hrs

- **Session 1: Using Curriculum**

How do you know what to teach?; The importance of sequence in curriculum and planning; Examine the given curriculum to identify key parts; Explore the grade or subject-based curriculum; Analyze the grade or subject-based curriculum; Making sure the curriculum is relevant

- **Session 2: Long-term Planning and Learning Objectives**

How to create a scheme of work; Create a scheme of work; Identify SMART objectives; Create SMART objectives; Develop assessments in alignment with SMART objectives; Prepare additional schemes of work

- **Session 3: Lesson Planning**

Importance of lesson planning; Characteristics of a good lesson; Lesson plan overview; Analyzing lesson plans; Planning a lesson together; Completing a lesson plan independently; Review why lesson planning is important

- **Session 4: Making Lessons Relevant and Meaningful**

What interests my students?; The importance of meaningful lessons; Transforming tasks and examples from general to meaningful; In Math; In Literacy; Creating a list of local resources; Explore ways to use local resources in the classroom; Lesson plan review; Student interest reflection and action plan

Subject Knowledge

Core area of competency for teachers, not covered in these training materials

TIPS FOR FACILITATORS

This section explains how the training materials are designed and provides guidance and tips for facilitators.

Training Methodology and Approach

The training and the facilitators leading it should strive to model the format, structure, and pedagogical techniques teachers should use in their own lessons and classrooms.

Each session within each module is divided into the following sections:

Reflect and Revisit: Draws upon participants existing knowledge and reviews material learned in previous sessions or modules.

Learn: Introduces new material/content.

Practice: Gives participants multiple opportunities to practice using what they are learning during the training.

Planning and Action: Provides an opportunity for participants to plan how they can apply their skills to their own classroom.

Assess: Provides time for participants to complete a self-assessment on how well they currently use skills from the training and to create a plan to develop these skills, using the Skills and Strategies handout. Participants can continue to refer to this handout after the training to reflect and collaborate; it includes follow up activities which can be completed individually or as part of a Teacher Learning Circle.

Throughout the training module, directions to the facilitator are given as the following instructional prompts:



“SAY” - This is a scripted section suggesting what the facilitator should say throughout the session.

“DO” - This explains what the facilitator should do to lead the different activities.



This indicates key questions to pose to participants throughout the session. “Example answers” are provided in the facilitator notes. The facilitator should model a variety of questioning techniques and these are indicated as follows:

Individual Reflection	Ask a question to the whole group and ask participants to reflect individually or to write down their ideas in their journal rather than discuss it with their peers. This is often used for more personal questions that draw on the participants' own experiences.
Think-Pair-Share	Ask a question to the whole group and tell participants to think about it individually for one minute. Then ask the participants to discuss their thoughts with their partners or the person next to them for a few more minutes. After participants have had time to consider and discuss their responses, call on several to share their answers with the whole group.
Small Group Discussion	Ask participants to discuss their ideas in groups of 4 or 5. Encourage participants to listen to each other respectfully and to give everyone a chance to speak. If appropriate, ask each group to share some of their ideas with the whole group.
Whole Group Discussion	Ask a question to the whole group of participants at the same time. Ask participants to raise their hands to contribute or to show their answer using a physical expression. For example, thumbs up if you agree, thumbs down if you do not, stand up if you agree or sit down if you do not.

Guidance for Facilitators

Preparation

Specific preparation instructions are provided at the start of each module and each session. Prior to each session, the facilitator should do the following:

- Read through the whole session thoroughly.
- Contextualize and adapt the materials as appropriate. If possible consult with relevant experts, and visit participant schools and classrooms to gain a greater sense of the particular needs and challenges.
- Gather materials and prepare flipcharts. Each session has accompanying handouts, appendices, and PowerPoint slides. If PowerPoint is unavailable these slides can easily be written up on flipchart paper.

Participation

Before, after, and throughout the training, facilitators should strive to create a friendly and encouraging atmosphere. To do this, the facilitator should:

- Start each module with an energizer activity.
- Involve all participants giving equal consideration to men and women. Promote participation and provide participants with positive reinforcement.
- Encourage participants to share their opinions and experiences.
- Give positive and constructive feedback throughout. React to what participants are saying by nodding, smiling, or engaging in other actions that show you are listening and interested.
- Encourage collaboration during and after the training sessions. Promote group unity and allow participants to learn from each other's thoughts and experiences.
- Be available to provide additional help outside of sessions, and listen and respond to any feedback from participants.

Pedagogy

During the training the facilitators should model the delivery and pedagogical techniques teachers should use in their own lessons and classrooms. While delivering the sessions the facilitator should aim to:

- Provide ample practice time and minimal lecturing during the training. Activities throughout the training include role-play, brainstorming, concept mapping, group discussion, peer work, drawing, story writing and reading, practice teaching, and presentation.
- Model activities and examples as much as possible. When demonstrating an instructional technique explain what you are doing and why.
- Ensure that participants are thinking critically about the concepts and techniques discussed and have ample opportunities to practice, apply, and reflect.
- Move around the room while delivering the session, speaking slowly and clearly and changing voice intonation.
- When participants give answers: always be positive, correct incorrect answers, and stretch and develop correct answers by asking follow up questions such as: “Can you give an example of that? Is there another point of view? Why do you think that is true? Does that always apply? How did you come up with that answer?” Summarize participants’ statements in your own words to check for understanding and to reinforce statements.

ANNEX I

Planning Checklist

Use the checklist below to ensure that you are convening a diverse team of educational stakeholders to participate in the implementation and contextualization process for the teacher training pack. Explain the purpose of long term planning.

Step 1: Build Your Team and Contextualize the Materials (1-2 months before the start of training)

- ☐ Have you contacted the district education office, local teacher training colleges, child protection officers, and/or NGO program officers to review the materials and/or support the training?
- ☐ Have any needs assessment of teachers' professional development needs been done? If not, is it possible to assess teachers' needs using analysis of teachers' education profiles, focus group discussions, and classroom observation?
- ☐ Have you included local teachers in the planning process?
- ☐ Based on the needs assessment, local curriculum, and key issues to be addressed with teachers, have the training modules been reviewed and adapted/contextualized to best meet the specific needs of teachers and learners in your context?
- ☐ Is feedback on previous trainings available to review? How might the lessons learned from prior trainings be reflected in the current training plans?
- ☐ If required, has translation of the materials been arranged?
- ☐ Have you decided on the timeframe and sequence for the delivery of the training modules?
- ☐ Have you prepared a budget and secured funding for the training?

Step 2: Collaborative Team Decisions (3-4 weeks before the start of training)

- Who will the facilitators be? Internal staff, external consultants? How will you ensure that local staff capacity will be strengthened if external consultants are brought in?
- How will participants (teachers) be selected?
- What strategies can the team use to ensure transparent, participatory, and unbiased selection of teachers (e.g. gender, ethnicity, religion, etc.)?
- Will the teachers be compensated for attending the training? How much? By which organization? Has the compensation amount been coordinated with other agencies and sectors to ensure equitable and harmonized compensation practices?
- When and where will the training take place? Is transport and/or accommodation for participants available if relevant?
- Will food/drinks be provided? Who is responsible for organizing these items? Paying for them?
- Which language will be used for conducting the training? What translation support can be provided (if needed) to particular groups of teachers?
- Will Teacher Learning Circles be developed as a part of the training and supported after the training? By whom?
- Will the participants (teachers) receive certificates at the end of the training?

Step 3: Final Preparations (1 week before the start of training)

- How will handouts be distributed--as a packet, individual copies?
Who's responsible for producing the copies and covering expenses?
- Has a training workshop evaluation form been prepared to capture participant feedback? (See Annex II)
- What additional supplies and/or materials are needed for the training?
- Have participants (teachers) received a final confirmation about the training (date, time, location)?

ANNEX II

Sample Evaluation Form - Initial Teacher Training

This sample form can be used to evaluate the quality and relevance of the training.

1. Which day of the training did you find most useful (choose all that apply)?
 - ☐ Day 1: Teacher's Role and Well-being
 - ☐ Day 2: Child Protection, Well-being and Inclusion
 - ☐ Day 3: Pedagogy
 - ☐ Day 4: Curriculum and Planning
 - ☐ None of the days were useful
2. Which day of the training did you find least useful (choose all that apply)?
 - ☐ Day 1: Teacher's Role and Well-being
 - ☐ Day 2: Child Protection, Well-being and Inclusion
 - ☐ Day 3: Pedagogy
 - ☐ Day 4: Curriculum and Planning
 - ☐ All of the days were useful
3. The training was engaging and motivating.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree

If you chose disagree or strongly disagree, please explain why:

4. The teaching methods suggested in the training are realistic for me to use in my classroom.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

If you chose disagree or strongly disagree, please explain why:

5. The training provided enough practice time for me to become comfortable with the strategies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. Which activity is most likely to change the way you teach? Why?

7. The content of the training was easy to understand and used appropriate and clear vocabulary.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. The facilitators communicated effectively throughout the training.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
9. The facilitators delivered the training in an engaging manner.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
10. The facilitators made me feel comfortable to ask questions and share my thoughts and opinions.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
11. Are there any topics or strategies that you would like additional training on?

12. Are there any topics that were not covered in this training that you would like to be trained on in the future?

Additional Comments:

ANNEX III

Sample Teacher Assessment Tool

This sample tool can be used in the assessment of teachers' needs in your context. The questions can be used to guide individual or group discussions to assess areas where teachers require support and training.

Teachers/Head Teachers

Community:	Teacher Name:	Male or Female
School:	Experience Teaching:	Grade/Subjects:

Teacher's Role and Well-being:

1. Why did you become a teacher? How did you become a teacher?
2. Why is education important for your community?
3. What are the teachers' roles and responsibilities in your school?
4. Other than salary, what motivates you to teach?
5. Does your school have a code of conduct? How is it being enforced?
6. How do you manage your stress?
7. How do you feel about working with your peers in terms of lesson planning and receiving feedback? What would make you more comfortable about working with your peers?
8. How are your current teaching practices different than before you were displaced? Why have they changed? (Stress, lack of resources, language of instruction?)

Child Protection, Well-being and Inclusion:

9. What is your role as a teacher in meeting children's needs?
10. What is your role as a teacher in protecting children's rights?
11. How do you create a safe learning environment for all of your students?
12. Which types of students do you struggle to support in your classroom? Why?
13. Do you have a referral process at your school? If yes, how does it work? What other types of support are available for your students in your schools/community?

Pedagogy:

14. What do you do to prevent misbehavior in your classroom?
15. What does discipline look like in your school? What consequences do you give to students who continue to misbehave? Who is involved in each step (head teachers, social workers, parents)?
16. How do you know if students are actively engaged in your lessons?
17. What types of teaching strategies do you use to keep students actively engaged in lessons?
18. How do you know that students are mastering the material you are teaching?
19. What would you change about your school's method of teaching?

Curriculum and Planning:

20. What do you do to prepare a lesson? Do you use a lesson plan template?
21. What materials do you use when planning a lesson? (Curriculum, textbook, internet?)
22. What materials do you use while teaching?
23. Are there any other materials within your community that you could use? Are there materials you need that you do not have right now?
24. How comfortable are you with using the national curriculum? What kind of support do you need in using the curriculum for your lessons?

General

25. What topics would you like to receive teacher training on?
26. What additional support would you like as a teacher?

Education Officers

Name:	Title:
Organization:	

1. What types of trainings or support have you offered schools in the last 6 months?
2. Describe what a typical class is like in this community. What are the teachers doing? What are the students doing? How does the class feel?
3. From your observations, what do you think are the main strengths of the teachers?
4. From your observations, what do you think are the 3 biggest challenges for teachers?

Teacher's Role and Well-being:

5. Why is education important for this community?
6. What is a common concern voiced by the teachers that you work with?
7. What do you perceive to be the morale among teachers?
8. How do teachers respond to feedback? Are teachers willing to collaborate when developing their lesson plans?

Child Protection, Well-being and Inclusion:

9. Describe the student behavior you typically see in the classroom.
10. What have you observed teachers doing to prevent unwanted behavior in the classroom?
11. Have you observed any harmful behavior between teachers and students in the classroom? If yes, describe.
12. What are commonly practiced forms of discipline in the schools?
13. Do students feel comfortable asking questions and approaching teachers for help?
14. Do teachers offer equal support to different types of students? (Ex: girls, boys, students with disabilities, different types of learners) If yes, how?

Pedagogy:

15. Are students actively engaged in lessons? How do you know?
16. What types of activities have you seen teachers use in their teaching? Are they student-centered? (Ex: group discussion, group work, demonstration, art, song, role-play, games)
17. What types of questions do teachers ask in their lessons? Open-ended, yes/no, factual?
18. How have you seen teachers check for understanding among their students in a lesson? (Questions, practice, tests, activities)

Curriculum and Planning:

19. What kind of process do the teachers go through to plan their lessons? What materials do they reference?
20. What kinds of materials do teachers use to deliver their lessons?
21. How well are teachers able to create lesson plans that cater to different types of learners?
22. How well do you feel teachers understand the subject matter and content that they teach?

Focus Group Discussion Questions

Teachers

Community:	# of Male Teachers:
School:	# of Female Teachers:

1. What kind of support or teacher training have you received in the last 6 months?
2. What struggles do you face as a teacher in your community?
3. What topics would you like to receive teacher training on? (Come to a consensus and prioritize the topics as a group if possible)
4. How often would you like to participate in teacher trainings or other professional development?
5. What additional support would you like as a teacher?

ANNEX IV

Sample Teacher Assessment Tool

These sample pre- and post- training assessment tools can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress.

PRE- AND POST-TRAINING ASSESSMENT – Sample 1

Name of Teacher	
Sex of Teacher	Female <input type="radio"/> Male <input type="radio"/>
Number of Years Teaching	
School	
Location	
Standard/Grade/Class	
Contact Information	
Other trainings attended	
Pre/Post	Pre-Test <input type="radio"/> Post-Test <input type="radio"/>
Date	

Please tick one of the answers for each of the following statements based on how much you agree or disagree with the statement.

1. All children, both boys and girls, have the right to a quality education.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

2. All children, both boys and girls, should feel safe at school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. I feel confident creating lesson plans that cater to different types of learners.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. I collaborate with other teachers when writing lesson plans.
- ☐ Always
 - ☐ Often
 - ☐ Sometimes
 - ☐ Never
 - ☐ I don't know
5. I use group discussions in my lessons.
- ☐ Always
 - ☐ Often
 - ☐ Sometimes
 - ☐ Never
 - ☐ I don't know
6. I see other teachers in my school using participatory methodologies in their classrooms.

Participatory methodologies: Children were actively involved in the lesson, participated in group work and activities, were asked open ended questions and the teacher did not only use the lecture method of teaching.

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ I don't know

7. My students ask questions in my lessons.

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ I don't know

8. Verbal abuse, humiliation and/or physical abuse are used in my school.

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ I don't know

Please answer the following short answer questions to the best of your ability.

9. What is a Code of Conduct and why is it important?

10. What are 2 strategies to promote child rights and student well-being in the classroom?

a.

b.

11. What strategies can be used to make a classroom safe?

Physically:

Behaviorally:

Socially/Emotionally:

Cognitively:

12. What are two risk factors for children?

a.

b.

13. What are two protective factors for children?

a.

b.

14. What are two strategies that teachers can use to ensure children's rights are protected in their classrooms?

a.

b.

15. What are two ways that respect child rights, to discipline students?

a.

b.

16. What is a curriculum and why is the sequence in the curriculum important?

17. What are two examples of SMART objectives?

a.

b.

18. What are two reasons that lesson planning is important?

a.

b.

19. What are two strategies for classroom management?

a.

b.

20. What are two reasons that it is important for teachers to use a range of teaching techniques in their classrooms?

a.

b.

21. What are three different teaching strategies that teachers can use in their classrooms?

a. _____

b. _____

c. _____

22. What are two strategies for making lessons relevant and meaningful?

a. _____

b. _____

23. What three questions should guide a teacher's practice as they assess what their students know?

a. _____

b. _____

c. _____

24. What are two different methods that can be used on summative assessment?

a. _____

b. _____

25. What are two reasons that it is important for teachers to use a range of teaching techniques in their classrooms?

a. _____

b. _____

PRE- AND POST-TRAINING ASSESSMENT – Sample 2

Pre/Post-Test

Initial Teacher Training Evaluation (correct answers are marked in green)

Background

The purpose of the pre- and post-tests is to assess the knowledge and skills you have gained from the Initial Teacher Training Pack. You will take this test twice, once before the training and again after the training. The test contains questions regarding child-protection and well-being, pedagogy, curriculum and planning and teacher role and well-being. The tests could also be administered following the completion of all TLC sessions.

Name of Teacher	
Sex of Teacher	<input type="checkbox"/> Female <input type="checkbox"/> Male
Number of Years Teaching	
School	
Grade	
Contact Information	
Other trainings attended	
Pre/Post	<input type="checkbox"/> Pre-Test <input type="checkbox"/> Post-Test
Date	

Child Protection and Well-being

Please answer the following questions to the best of your ability.

Proactive Classroom Management:

1. Which of the following is NOT a classroom management technique that promotes student well-being?

A. Disciplining students in front of their peers

B. Establishing routines

C. Giving students positive feedback

D. Redirecting unwanted behavior

2. Read the following scenario and then answer the question that follows:

Scenario: You have just released students to complete group work. Students take a long time to get into groups because they are talking. Some students do not know what to do and look confused.

What could the teacher have done to prevent the misbehavior?

- A. Avoid group work
- B. Clear expectations
- C. Classroom routines
- D. Discipline misbehaving students

Positive Discipline:

3. Which strategies allow you to redirect misbehavior without disrupting the lesson?

- A. Yell at the student who is misbehaving.
- B. Stand near the student who is misbehaving.
- C. Use a non-verbal cue (clap hands, tap desk, shake head)
- D. Sudden silence (stop talking until the misbehavior has stopped)

INSTRUCTIONS: Match the misbehavior with the appropriate consequence. (You can choose more than one answer for each misbehaviors; answers are on the following page)

- | | |
|--|------|
| 4. Student is disrespectful to the teacher | A |
| 5. Student is talking while the teacher is talking | E, F |
| 6. Student is throwing paper at another student | E, F |
| 7. Student hits another student | A, B |

- A. Have a one on one conversation with the student
 - B. Yell at the student
 - C. Hit the student
 - D. Send the student to the head teacher
 - E. Redirect misbehavior
 - F. Move the student to another seat
8. What are two strategies for managing a large class?
- A. Small group work
 - B. Yelling so the students can hear you
 - C. Routines
 - D. Lots of free time in between activities
9. What is the best way for a teacher to communicate with a student to correct misbehavior?
- A. "You are a bad student because you are distracting other students."
 - B. "Your behavior is unacceptable because you are distracting other students."
 - C. "Why are you acting like that? Don't you know that is bad?"
 - D. "I do not like that".
10. When praising students, which of the following statements is correct?
- A. You can never over praise students or praise them too much.
 - B. It is OK to praise students for their efforts, even if their answer is wrong.
 - C. Praising good behavior is not effective in preventing bad behavior.
 - D. It is important to correct students in front of the class so that other students will not make the same mistake.

Social-Emotional Learning:

- 11. Emotional Regulation E
- 12. Social Skills C
- 13. Conflict Resolution D
- 14. Perseverance A
- A. Allows students to push through challenges and continue to work towards their goals
- B. Helps students focus, remember instructions/concepts, multi-task, and create plans
- C. Helps students relate to each other in a positive way and understand each other's feelings
- D. Helps students address problems and conflicts in a positive way
- E. Allows students to understand their emotions and positively manage their feeling

Pedagogy

Inclusion:

- 15. What are two strategies for working with students who learn at different speeds?
- A. Peer tutors
- B. Student jobs
- C. Have slower students complete their work as homework
- D. Extension or challenge activities

Differentiation:

- 16. Which of the following strategies gives the teacher a clear understanding of each student's abilities?
- A. Lecture
- B. Teacher model (teacher demonstrates a skill step by step while students follow along)
- C. Call and response (students respond to teacher in unison)
- D. Independent work

17. Which of the following strategies gives students the opportunity to teach each other?

- A. Lecture
- B. Teacher model (teacher demonstrates a skill step by step while students follow along)
- C. Group work
- D. Independent work

18. What is one way of teaching that will improve students' learning?

- A. Having students only repeat what the teacher does.
- B. Designing activities in which students copy the teacher's work by themselves.
- C. Having students memorize facts.
- D. Creating varied lessons that target different styles of learning.

Questioning Strategies:

19. What are the benefits of whole-class questioning? (Circle all that apply)

- A. Teachers can immediately correct students so that students understand their mistakes and self-control.
- B. Teachers can use class answers to inform the direction of the lesson.
- C. Teachers can single-out and reprimand students who were not listening.
- D. Teachers can check how well students understand the material.

Curriculum and Planning

Objectives:

20. Which of the following objectives are SMART objectives? (Circle all that apply)

- A. Students will be able to understand plants.
- B. Students will be able to explain step by step how plants make energy.
- C. Students will be able to list all of the plants in Kurdistan.
- D. Students will be able to draw and label the parts of a plant.

Lesson Planning:

21. A student centered lesson plan includes:

- A. Lecture
- B. Opportunities for practice
- C. Teacher model
- D. Assessment
- E. All of the above

22. How often should you check for understanding with your students?

- A. At the end of every lesson
- B. At the beginning of every lesson
- C. Throughout the lesson
- D. Only when students are bored

ANNEX V

Sample Classroom Observation Tool

This classroom observation tool can be used prior to the training to assess teachers' knowledge and skills in the classroom, or after the training to support teachers in applying what they have learned in the training in their classroom practice.

SAMPLE CLASSROOM TEACHER OBSERVATION TOOL

The goal of this form is to facilitate the observation of teaching techniques used by teachers. Complete this table based only on your observations in this class. Do not allow your other knowledge or past observations affect this observation.

Observer Name:		Date:	
School:	Grade Level :	Start Time:	End Time:
Teacher Name:		Subject:	
Lesson Title:	Total Present	# Boys:	# Girls: Total:

Observation Notes:

I. Curriculum and Planning (Objectives, Lesson Planning, Continuous Assessment)		Yes	No	Comments
1	The teacher has SMART objectives included in the lesson plan and the lesson is aligned to meet them. (<i>Specific, Measurable, Achievable, Relevant, Time-Bound</i>)			
2	The teacher uses a lesson plan to guide the lesson that includes an introduction, body (with practice), and conclusion.			
3	The lesson plan is learner centered. (Designed around student input and needs, includes activities that actively engage students) <i>List activities that are planned to encourage active learning</i>			
4	An appropriate amount of time is given to each activity. <i>(The teacher starts and ends on time, students have enough time to ask question and practice)</i>			
5	The teacher checks for understanding throughout the lesson. <i>List strategies that were used to check for understanding</i>			
6	The teacher uses learning materials and teaching aids effectively to enhance student learning.			
TOTAL				

II. Child Protection and well-being (Classroom Management, SEL Strategies)		Always	Often	Sometimes	Never	Comments
7	The teacher sets clear expectations for student behavior. <i>(Classroom rules, expectations for each activity)</i>					
8	The teacher uses routines and procedures.					
9	The teacher moves around the room to monitor student behavior and interactions.					
10	The teacher uses positive words and praises students' good behavior, their work, and their improvements.					
11	The teacher positively and patiently redirects students' negative behavior. <i>List students' behavior and teacher's response. Leave blank if there is no bad behavior</i>					
12	The teacher models how to be respectful and courteous to others in class.					
13	The teacher treats all children equally regardless of gender, nationality, language, etc. (Calling on students equally, avoiding disrespectful comments)					
14	Students treat each other with courtesy and respect.					
TOTAL						

III. Pedagogy (Inclusion, Differentiation, Questioning Strategies)		Always	Often	Sometimes	Never	Comments
15	The teacher treats each student equally during the class. (<i>Front/back, strong/weak, old/young, lefties/righties, girls/boys</i>)					
16	The teacher gives all students the opportunity to participate in learning. (<i>All students can speak, ask questions, and get involved in activities of their choice</i>)					
17	The teacher uses more than one teaching method. (<i>Lecture, teacher model, group work, independent work.</i>) <i>List methods</i>).					
18	The teacher uses a range of active learning strategies (<i>Games, songs, drawings, debates, role play, etc.</i>) <i>List techniques</i> .					
19	The teacher asks questions about students' lives, their opinions, and their experiences.					
20	The teacher uses different groups for activities: the whole class, subgroups, pairs, and individuals (at least 2 per lesson). <i>List groupings observed</i> .					
21	The lesson supported different learning styles and abilities. (<i>Visual, auditory, kinesthetic, and tactile, students that finish at different speeds</i>)					
22	The teacher uses different techniques for asking questions (asking the whole class, calling on individual students by name, asking the questions in group work, open and closed questions.) <i>List the different methods used.</i>					
23	Students ask questions.					
TOTAL						

Specific Observations: What the teacher did well	Specific Suggestions: What the teacher can improve upon

Total
Always/Often:
Sometimes / Never:
% Always/Often:
(75% = objective)



For more information on TiCC:
Website: www.inee.org/collections/teachers
Email: teachers@inee.org