

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 sexual and gender-based violence 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 objectives, 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.

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