A professional development model for teachers in extraordinary circumstances

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There are 65.3 million who have been forced from their homes. 21.3 million are refugees.

20-25 years average duration of displacement

51% are under the age of 18
50% of refugee children are in primary school
22% of refugee adolescents are in secondary school
1% of refugee youth go to university
A vast majority of children in refugee camps lack access to quality education.
To improve refugee education, we have to start with teachers.
Refugee teachers are resilient, but the challenges they face are real and pressing.
Improved support for teachers

Research suggests that teachers are the strongest school-level predictor of student learning (Burns, 2011; Schwille, Dembélé and Schubert, 2007).

In crisis contexts, where TPD is arguably needed most, it is “episodic, its quality variable, its duration limited and support or follow-up for teachers almost non-existent” (Burns and Lawrie, 2015, p.7).
“...investing in teachers, their preparation, support mechanisms, and the means of delivery in the classroom, is investing in learning. It is a prerequisite to allow the transformative power of education to occur” (EFA Monitoring Report, 2015, p. ii)
Importance of teacher professional development and certification…

“Yes, I’m happy to be a teacher, but with a condition. If...I can get training and prove that I’m a teacher, that’s when I will tell that I’m happy to be a teacher. But as per now, I have not yet known the sweetness of being a teacher because I have not been trained”

-Male refugee teacher, primary school in Kakuma
KAKUMA REFUGEE CAMP
Kakuma Refugee Camp, Kenya

Camp operating since 1991

Hosts 154,947 refugees

Refugees hail from ~20 different countries, but the majority are from Somalia, South Sudan, Sudan, DRC, Ethiopia, Burundi, Uganda
Education in Kakuma

21 primary schools serving 58,279 students (23,257 girls)

Primary school enrollment 73%

5 secondary schools - Secondary school enrollment 2%

Under- and un-qualified incentive teachers – only 31% are trained

562 teachers - 483 of whom are refugees - over 150 leave teaching each year
Challenges teachers in crisis contexts face

Lack of pre-service and in-service training
Low salary and/or incentive pay
Oversized classrooms
Limited resources
Overage learners
Language of instruction
Curriculum
Culturally and/or nationally diverse student body
Student and teacher psycho-social well-being
GROUP ACTIVITY
Background: Teachers for Teachers Initiative

In 2015, Teachers College, Columbia University partnered with UNHCR, Finn Church Aid and LWF to develop and test an integrated professional development opportunity that would help to improve the quality of education in areas of crisis.

The following initiative has been designed uniquely for refugee teachers in Kakuma, Kenya with an eye towards providing sustained support to teachers there and possibly in other settings.
The Initiative

Teachers for Teachers brings together a variety of professional development opportunities for refugee teachers to provide on-site and online tailored, integrated and continuous learning.
TRAINING
Training

Structure & Content

Short-term training option: 4-day workshop (~23 hours)

Long-term training option: 3 or 4-day workshop per competency area (~60 hours)

- Teacher's role and well-being
- Child protection, well-being and inclusion
- Pedagogy
- Curriculum and planning

Open-source Training Pack for Primary School Teachers in Crisis Contexts was developed under the auspices of the INEE Teachers in Crisis Contexts Working Group (www.ineesite.org/tpd)
Training

Data Collection & Learning Strategies

Pre- and post-training questionnaires

Training workshop evaluations

Training observations

Focus group discussions

Emerging Findings

Increase in awareness for child protection needs

Substantial changes in responses reflecting understanding of topics covered in the trainings

Adapt teacher well-being module to needs among the teachers

Provide training space for women teachers only
Training

Emerging Findings (continued)

Changes in Responses Pre and Post Training Questionnaires

- What are strategies to make classrooms safe?
- Why is lesson planning important?
- What are classroom management strategies?
- Why is it important to use a range of teaching techniques?
- What are two teaching strategies that can make lessons meaningful?

- Little and no change
- Some and substantial change
What are classroom management strategies?

**Sample answer**

Pre: “Proper classroom arrangement”

Post: “Creating friendly environment where all learners interact peacefully and also eliminate hazards from the environment”

Why is it important to use a range of teaching techniques?

**Sample answer**

Pre: “To make the lessons interesting to the students and also to boost student understanding”

Post: “This is because students learn in various or different methods i.e. others learn through visual demonstration, roles play, charts and others may learn through songs”
COACHING
Coaching

**Structure & Content**

2 or 3-day training workshop focused on facilitating Teacher Learning Circles (TLCs) and conducting classroom observations

- Active listening
- Providing feedback
- Creating supportive environments
- Setting goals

Inter-school TLCs

Open-source coaching pack forthcoming
Coaching

**Data Collection & Learning Strategies**

Learning logs (submitted via WhatsApp)

Goal tracking sheets (submitted via WhatsApp)

Classroom observations forms (submitted via WhatsApp)

Focus group discussions

**Emerging Findings**

Most **frequent topics** discussed in TLCs:

Classroom management, corporal punishment, lesson planning, student absenteeism

Most **challenging topics** discussed in TLCs:

Managing overcrowded classrooms, supporting students with special needs
Coaching

Emerging Findings (continued)

Challenges for facilitating TLCs and conducting classroom observations:

Teachers’ attendance and willingness to participate

Benefits of facilitating TLCs and conducting classroom observations:

Opportunities to collaborate, finding solutions together, learning from one another

We share our experiences in terms of the teaching way. Of course we have different styles of teaching in our...If it's really working out in my class, can you go and try it out and see it for yourself...We can be able to come over these common challenges we've been having. We're all after the same goal. It's just we want to have effective teaching at our school.

Peer Coach, Year-long Cohort
MENTORING
Mentoring

Structure and Content

Hold orientations for all mentors and mentees

Currently there are 30 Global Mentors

1 experienced global mentor (i.e. teacher and/or passionate educator) provides support to 4-5 mentees (teachers in Kakuma) via WhatsApp for 4-6 months (+ silent observers)

Global mentors push mobile mentoring curriculum (e.g. reminders, tips, and strategies) linked to teacher training

Global mentors and mentees interact to help teachers find new strategies and solutions to their challenges, while also offering words of encouragement

Safaricom Foundation has provided all teachers with phones and airtime
Mentoring

Data Collection & Learning Strategies

Qualitative and quantitative coding of WhatsApp messages

Questionnaire with Global Mentors

Focus group with Global Mentors
The most frequent discussions focus on overcrowded classrooms, student attendance and classroom management.
Relatively equal distribution of mentor vs mentee engagement.

Male teachers are participating more than female teachers.

Almost half the groups have stated that solutions shared have been tested in the classroom and have worked for them.

Safe space to discuss serious concerns and violations, including: early pregnancy, severe corporal punishment, and child marriage.

The Teachers for Teachers team is working closely with partners on the ground to identify the reporting system to ensure that teachers receive the necessary support.
MOST SIGNIFICANT CHANGE
Most Significant Change

Emerging Findings

Teachers taking proactive steps to keep kids in school through family outreach

Positive changes in teacher-student relationships

“The change in advance[d] knowledge is significant to me because it has enabled me to positively interact with all students, creating a safer learning environment where students are able to approach me openly with trust and honesty”

—male refugee teacher, Kakuma refugee camp, January 2017
Lessons Learned

Opportunities

Teachers from pilot training ready to partner (e.g. co-trainers/lead trainers) on Teachers for Teachers model

Limitations/Challenges

Rely heavily on teacher self-report data (classroom observations, student MSC forthcoming)

Not able to assess relationship between TPD model and improvements to student learning

Did not isolate different elements of model to measure effectiveness of independent parts (during pilot phase)

Teachers for Teachers model doesn’t lead to a certificate (yet)
Q&A
TEACHERS’ VOICES
Teachers’ Voices

**Highlights**

Cultivating and sharing teachers’ own perspectives and stories through multimedia (please see www.tc.columbia.edu/refugeeeducation for more profiles)
ASANTE SANA!
References


