

# 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.*

# 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 the structure and content of Module 2; however, it is included in Day 3: Pedagogy of the Introductory Training Pack in an effort to equitably balance content across each day of the training.*