Teacher Well-being
The Missing Piece of the Puzzle: Rethinking support to teachers in contexts of conflict, crisis, and fragility

CIES Pre-conference Workshop 2019

TiCC Collaborative, PSS-SEL Collaborative, Education Equity Research Initiative, ECCN

Full-day Agenda

- Welcome and introduction
- The state of the field
- Lunch
- Evidence-mapping and identifying gaps
- Quickfire talks
- Evidence-to-Action
- Next steps

We will facilitate well-being activities that our organizations have used with teachers throughout the day!

Workshop Objectives

Throughout this workshop, we will:
- Build a shared, evidence-based understanding of what we mean by 'teacher well-being' in Education in Emergencies.
- Develop an evidence-based framework for teacher well-being and map existing tools and research against this and identify critical gaps.
- Collaborate on new resources to better support well-being including: teacher professional development resources, measurement tools, research agenda, and policy messaging.

Session 3: The State of the Field

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Teacher Well-being Warm Up

There are six quotations on posters around the room that refer to teacher well-being. Take five minutes to walk around the room and read the different quotations. Once you have read them all, stand beneath the one that resonates the most with you.

- What quotation resonates with you/your work the most?
- How do you think this quotation relates to well-being?

Teacher Quotations

I feel very very confident whenever I go to the class. I am totally confident. I have the feeling that I am doing the right thing all the time. It also give[s] me a bit of motivation also. [It] motivates me a lot. Apart from the fact that my learners are enjoying, it really motivates me... when I see them smiling, participating, I feel better. I feel totally better. *(South Sudanese male primary school teacher, Kakuma, June 2017)*	And when we come for the meeting, we share freely. And I myself realizing where I failed my class last time, I also pick from my colleague, go and try the same way. My colleagues do the same way - they pick from me. And then that bit of exchange of experience, sharing ideas that actually became very very critical to meet the success of, especially the success you wanted to realize in classes. That became quite nice. *(South Sudanese male primary school teacher, Kakuma, June 2017)*
In teaching I can say the teachers, most of them are discouraged because of the little money they're given. If not at all they were given a lot of money, they would have not even considered the hard job or something. This is the only thing that all the teachers in the camp complain about. *(South Sudanese male primary school teacher, Kakuma, June 2015)*	Maybe you are only inducted for one week and it stops there. We need more training. At least NGOs should be able to provide from down up to degree. People could continue up to the degrees. *(Ugandan female primary school teacher, Kakuma, June 2015)*
I hope to show to students that each of them can make a difference. That they are significant and they matter. I hope to provide structure and boundaries so that students can feel free and have enough room to experiment in play in the sandbox that history can be. *(South Sudanese male primary school teacher, Kakuma, June 2015)*	I will also feel grateful to be part of history in future especially when some of the children we are teaching here in the camp become great people and do some great and wonderful things for their countries and humanity. *(South Sudanese male primary school teacher in Kakuma, June 2015)*

Session Objectives

- Familiarize ourselves with the various factors and levels conceptual framework.
- Identify gaps or missing components.
- Further adapt the conceptual framework to crisis contexts.

What is Teacher Well-being?

- Refers to individuals' positive evaluations of and healthy functioning in their work environment (Van Horn, Taris, Schaufeli, & Schreurs, 2004).
- Often defined with other related constructs such as stress, burnout, self-efficacy, and job satisfaction (Collie, Shapka, Perry, & Martin, 2015).
- Context-based and encompasses affections or attitudes about one's work as well as behaviors in the workplace (OECD, 2018)

Why is Teacher Well-being Important?

*I came to realize the well-being of a teacher…is very important in the process of learning, because **when the teacher is not well, that will affect the learners in the class.** Both the teacher and the learner, they should be well…mentally, emotionally and physically because if one of them is affected, then the learning will not [take] place in the school.*

Ugandan female refugee primary school teacher, Kakuma, April 2018

Background & Methodology

- Education Equity Research Initiative landscape review and evidence mapping of teacher well-being in crisis contexts
- Landscape review
  - Desktop review; in-person consultations
  - Interviews with teachers working in crisis and displacement contexts
- Evidence mapping
 - Well-being interventions, program evaluations, systematic reviews

Conceptual Framework

Socio-ecological model

- An individual's well-being is dependent upon individual characteristics, the individual's broader socio-ecological environment, and the interaction between the two (Gu & Day, 2013; Prilleltensky, Neff, & Bell, 2016; Beltman, Mansfield, & Price, 2011).
- The teacher well-being conceptual framework acknowledges the following socio-ecological levels of examination: teacher-level (individual), school-level (contextual), community-level (contextual), and the national/policy level (contextual).

Protective and risk factors

- Individual attributes, social relationships, or processes that contribute to positive or negative outcomes
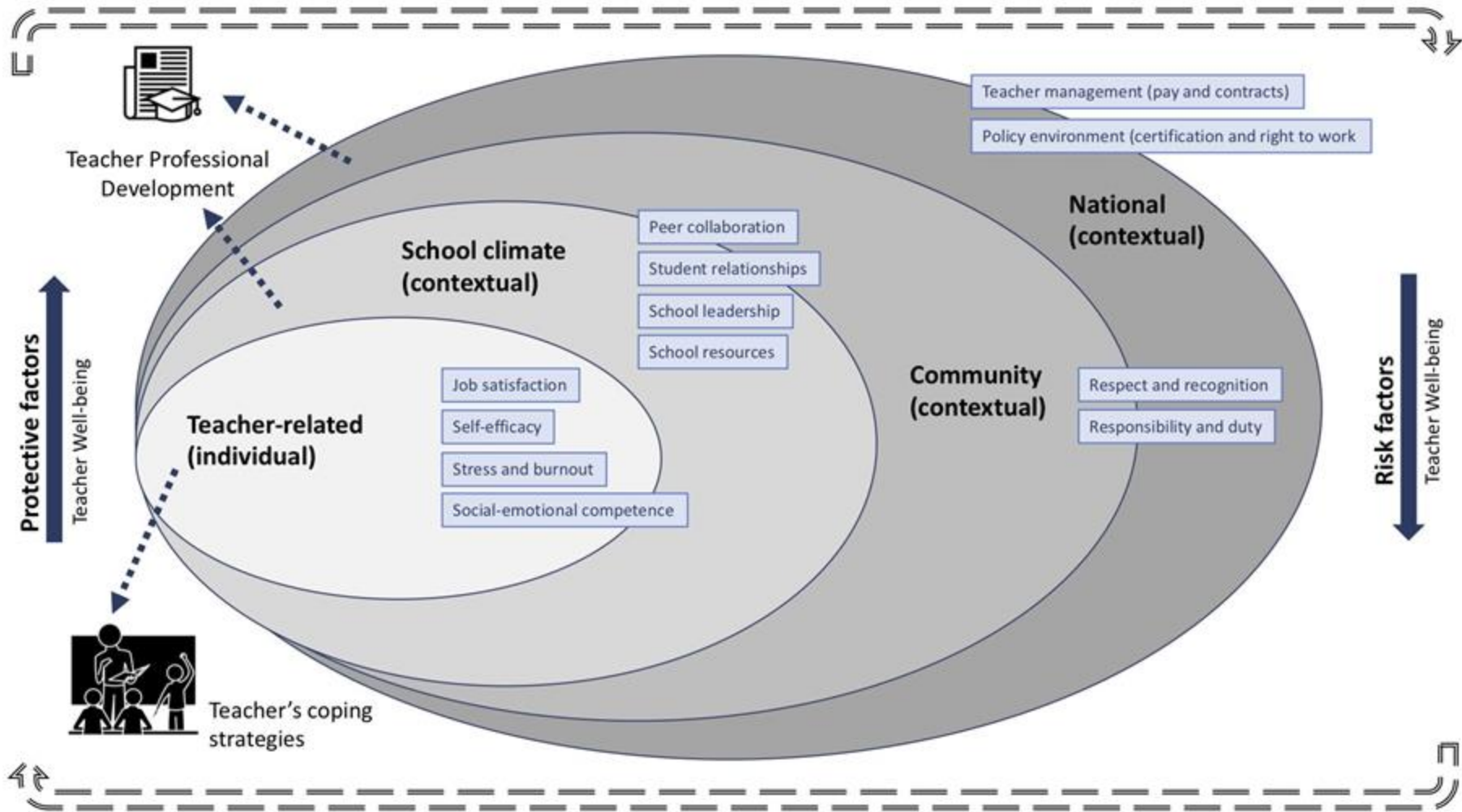
Session 3: Gallery Walk

Session 5: Evidence Mapping & Identifying Gaps

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Session objectives

- Outline criteria of evidence for landscape review and evidence mapping.
- Familiarize participants with existing evidence from landscape review and evidence mapping.
- Identify existing evidence and gaps in the evidence-base on teacher well-being in crisis contexts.

What is evidence?

Internal evidence: is composed of knowledge acquired through formal education and training, general experience accumulated from daily practice, and specific experience gained from relationships at work.

External evidence: is accessible information from research, including randomized control trials, program evaluations, qualitative research, and mixed-methods studies. It is often external evidence combined with the prevailing internal evidence that defines a decision as 'evidence-based.'

What evidence have we used in the landscape review?

- Systematic reviews
- Empirical research (quantitative, qualitative, mixed methods)
- Intervention evaluations
- Anecdotal evidence
- Teachers' perspectives; descriptive data (from implementers)

Considerations for evidence on teacher well-being

- **Time of collection:** when data has been collected (e.g. baseline-midline-endline; from newer or ongoing interventions, etc.)
- **Settings:** humanitarian and EiE settings; development and stable contexts (with potential to be adapted to EiE settings)
- **Sectors:** Education; psychology; mental health and psychosocial support; public health
- **Population:** Teachers; caregiver/adults; other professionals working in crisis contexts

Session 7: Evidence-to-Action

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Session objective

- Apply evidence-based decision making approach for teacher well-being from an advocacy, policy, and practice perspective.
- Identify how to fill evidence gaps and confirm stakeholder responsibilities for gathering evidence.
- Identify dissemination strategies for evidence considering where, to whom, and by whom evidence is shared.

How do we put our evidence to good use?

Evidence-based decision-making or evidence-based practice means informing our work with the evidence we've collected or sought out. Barends, Rousseau and Briner (2014) provide six helpful steps to take when using evidence to inform our decisions and actions:

1. Asking: translating a practical issue or problem into an answerable question
2. Acquiring: systematically searching for and retrieving the evidence
3. Appraising: critically judging the trustworthiness and relevance of the evidence
4. Aggregating: weighing and pulling together the evidence
5. Applying: incorporating the evidence into the decision-making process
6. Assessing: evaluating the outcome of the decision taken to increase the likelihood of a favorable outcome (Barends, Rousseau, & Briner, 2014, p. 4).

Source: Barends, E., Rousseau, D.M., & Briner, R.B. (2014). Evidence-Based Management: The Basic Principles. Amsterdam Center for Evidence-Based Management.

Themes

1. TPD content (classroom management, etc.)
2. TPD process (coaching, etc.)
3. Teacher management (recruitment, payment)
4. Teacher PSS and SEL
5. Referrals & support services
6. PTAs and SMCs
7. School environment

Next steps

- Education in Crisis & Conflict Network (ECCN)
- Education Equity Research Initiative (FHI360 & Save the Children)
- Inter-agency Network for Education in Emergencies (INEE)
- Teachers in Crisis Contexts (TiCC) Collaborative
- Psychosocial Support & Social-Emotional Learning (PSS-SEL) Collaborative