Psycho-social support for teachers
A Kenyan Perspective

Presenter: Mary Kangethe, KNATCOM
Before COVID 19

- Key Reforms in Education
  - Competence based Learning
  - Changes in Teaching and learning methodologies
  - Changes in teacher management (PCs)
  - High Teacher Pupil ratio
  - ICT integration
  - Emerging issues in education
COVID 19 Crisis sets in……..

- Health Concerns
- New mode of teaching
- Some have limited capacities for working remotely
- Management of working at home (self & supervisors)
- Job security
- Participation of their learners
- Mobilising parental/guardian support
Psychosocial support for Teachers - Principles for effective interventions

- Framed within the broader view of ‘Whole school approach’
- Founded on addressing risk factors increasing Protective factors
- Leveraging on existing resources
- Develop perceived need
- Clarity on coordination points
- Building partnerships
Why Psychosocial support for teachers

- To help them appreciate the effects of the crisis on their wellbeing
- To energise teachers towards supporting learners
- You cannot give what you do not have
- Helps build the team spirit
Enhancing psycho-social wellbeing for teachers-The How

- Adjusting to new routine –teachers can share experiences
- Social support- establish collaborative working structures (Create peer support groups)
- Emotional Self Regulation-Debriefing sessions, experience sharing, expert
- Creating sense of achievement- identify opportunities for appreciation
- Fostering economic financial security-Linking with systems/ setting systems
- Participation in physical /cultural activities
- Creating optimism
Some good Practices- The How

- Integrating teachers wellbeing session within ongoing capacity building sessions

- Psycho-social interventions to be part of the institutional response plan.
Specialised support

- Some teachers will require specialized support
- Need for capacity for identification and appropriate referral
END