Supporting teachers in crisis contexts during COVID-19

“One thing that became clearer to us is that during this period, the work that we are doing is tremendous...It requires all of us to work together...What we are doing is more important now than before...” Teach For All Teachers in Morocco

22nd April 2020
Who are we?

- 17,000 individual members
- 150+ partner organizations
- in 190 countries

INEE members are NGO and UN personnel, ministries of education and other government staff, students, teachers, donors, and researchers.

INEE exists for and because of its members.
What do we do?

Our mission is to:

...ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery.

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Prioritising teacher well-being
Teacher Wellbeing

What is teacher wellbeing?

Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific, and includes teachers’ affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015)

Why is it important?

Teachers’ well-being correlates with creating healthy relationships with students, managing classrooms effectively, implementing social-emotional programs well, and improving the classroom climate for all students (Jones, S. M., Bouffard, S. M., & Weissbourd, R. (2013)
Teacher Wellbeing Conceptual Framework

Teacher well-being constructs
- Teacher self-efficacy
- Job stress and burnout
- Job satisfaction
- Social-emotional competence

School (contextual)
- Gender
- Displacement status
- Level of education
- Coping mechanisms
- Employment status
- Teaching experience
- Content knowledge
- Cultural competence

Teacher-related (individual)
- Peer relationships
- Teacher-student relationships
- School leadership
- School resources

Community (contextual)
- Access to basic needs
- Respect and recognition
- Responsibility and duty

National (contextual)
- Policy environment (teacher management, right to work, compensation, teacher professional development, certification)

Regional (contextual)

Global (contextual)

The INEE Minimum Standards are aligned with and provide guidance for understanding and applying this conceptual framework.
Supporting teachers during covid-19 - core considerations

➢ Listen to teachers
➢ Protect teachers with plans and policies
➢ Advocate for greater teacher support
➢ Adapt teacher professional development
  ○ Modalities
  ○ Content
➢ Provide direct well-being support to teachers

Leverage technology for teachers
Supporting teachers during covid-19 - key resources

Coronavirus (COVID-19)

Schooling may stop, but learning must not.

The COVID-19 pandemic is an emergency of unprecedented scale, bringing new challenges as we adapt to new ways of living and working. INEE expresses its solidarity with all those affected and all of our members around the world.

INEE is taking action to support our members, partners, and communities by ensuring they are equipped to help their governments, schools, teachers, parents/caregivers, and students mitigate the effects of the crisis and support the continuity of education for children and youth.

Below is a list of actions INEE is taking in response to COVID-19:

- Resources - A curated collection of resources to support the provision of education in places affected by COVID-19. Browse by thematic collections in English, français, español, português, العربية.

visit www.inee.org
Email: covid-19@inee.org