Supporting teachers in back-to-school efforts

*Guidance for policy-makers*

Peter Wallet, Teacher Task Force
Introduction

• Timing for reopening of schools should be guided by the best interest of:
  • whole school population,
  • preparedness of the education system, and
  • overall public health considerations.

• Decided based on an assessment of the measured benefits and risks and informed by cross-sectoral and context-specific evidence for education, public health, social and economic factors.

• Governments should engage in ongoing policy dialogue, to rapidly develop and communicate national plans and protocols.

• Central authorities should decentralize decision-making and implementation so that local authorities can develop responses based on local needs and priorities, including developing individual school plans.
These guidelines were developed to support policy-makers in their decision-making and in developing school opening procedures. Additional information is available online, such as the:

- Framework for Reopening Schools;
- WHO considerations for school-related public health measures.

The Teacher Task Force is also currently drafting a toolkit based on these guidelines for school leaders to further supplement the support to education systems and schools.
Back-to-school framework covers:

- Social dialogue and communication
- Safety and health
- Teachers’ psychological and social-emotional well-being
- Teacher preparation and learning
- Teacher deployment, rights and working conditions
- Financial resources and investments
- Monitoring and evaluation
Social dialogue and communication

• Ensure teachers, education support staff and their representatives are consulted in decision-making and planning, including the timing and processes for the safe reopening of schools. Ensure the representation of women.

• Prioritize communication and dialogue between teachers and school leaders, as well as communities, parents and learners.
Safety and health

- Adhere to general principles of occupational health and safety in particular COVID-19 guidelines released by international organizations (World Health Organization),
- Apply measures to prevent infection and provide personal protective equipment
Teachers’ psychological and social-emotional well-being

- Prioritize psychological support over academic obligations.
- Ensure resources are available for teachers to receive support and train school leaders.
- Protect vulnerable and at-risk groups.
- Combat discrimination and stigmatization.
Teacher preparation and learning

• Involve and support teachers in decisions on adjusting curricula and assessment.

• Recognise teachers’ key role in instruction.

• Train teachers for emergency responses, innovation and alternative teaching methods

• Postpone or adapt teacher performance evaluation

• Establish peer support networks and communities of practice
Deployment, rights and working conditions

• Ensure sufficient teaching staff and support personnel

• Preserve teachers’ rights and status

• Develop flexible scheduling plans and policies

• Support teachers and education support staff with family responsibilities
Financial resources and investments

• Assess the impact of the crisis on education budgets and adjust

• Resist practices detrimental to the teaching profession and education quality

• Invest in teachers and education support staff

• Invest in the necessary school infrastructure
Monitoring and Evaluation

• Continually assess health risks and protective factors
• Collect disaggregated data on the learning needs of vulnerable groups, including:
  • girls,
  • disabled,
  • displaced,
  • cultural and linguistic minorities, and
  • learners with pre-existing health conditions.
• Develop and implement systems to monitor teachers’ situations using EMIS and TMIS
Thanks!

Peter Wallet: p.wallet@unesco.org

Thank you

For more information, visit:
www.teachertaskforce.org

To become a member of the TTF, please contact:
I.loupis@unesco.org

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