

## Mobile Mentoring for Primary School Teachers in Crisis Contexts

### The initiative

The following curriculum provides the content for a new mobile mentoring initiative developed to accompany the TICCWG 'Training for primary school teachers in crisis contexts'. The material is intended to provide additional layers of instructional and emotional support via mobile technology to inexperienced and under trained teachers in the most difficult of teaching contexts.

The content seeks to further support the core competency areas developed by the TCCWG – with the specific aim of helping teachers translate their learning in the training into practice in the classroom by providing more immediate ongoing support in the classroom (albeit virtually). The relationship between mentee/mentor, discussion questions and motivational quotes also aim to provide emotional support to teachers to feel connected in often stressful and isolated teaching contexts.

The content has been designed to support both the Initial Training Pack and the Extended Training Pack and builds on the competency areas covered in both sets of trainings; *'Teacher Role and Well Being'*, *'Child Protection, Well-being and Inclusion'*, *'Pedagogy'*, *'Curriculum and Planning'*.



The content provides teaching tips, motivational messages, reflection and discussion questions, plus images and video suggestions. The initiative is designed to provide core content, while being flexible and responsive to the needs of the teachers taking part, the relationship between mentor and mentee, and of course the specific contexts in which the teachers are working. Ultimately it is a tool for the mentors who should adapt and contextualize as needed.

### The content

The content is organized by competency area – and aligns directly with the topics covered in the training. The content is color coded and labeled according to competency area and topic. The content is then divided in the following ways:

- **Core messages:** These should be sent to participants every 2-3 days. During the week the core messages are teaching tips which align with the competency areas and the training the participants have recently received. At the weekend the core messages are motivational quotes which also align with the topic covered in the training.
- **Suggested follow up questions and support:** The core messages are then supported by recommended follow up texts or questions – they include reflection questions, further texts related to the topic, and suggestions for discussion with mentees. These should be used at the discretion of the mentors, depending on both the mentee and the context.
- **Images:** Images are also provided which can be sent to accompany the text tips to support more visual learners.
- **Video:** Suggestions for video clips are also included to provide further layers of both emotional and academic support – wherever possible these should be filmed in the relevant context or of the mentors themselves.

## The relationship

While pushing the content the mentors should seek to build a professional and supportive relationship with their mentees; responding in a timely fashion, providing expertise and advice, discussing solutions to challenges and providing an empathetic ear. Mentors should at all times encourage a two way dialogue – encouraging their mentees to ask questions and share their experiences while also describing their own teaching experiences and challenges with the mentee.

If mentors are faced with questions that are particularly difficult they should consult with fellow mentors (potentially forming a mentor learning circle) and their supervisors for further guidance. If any specific challenges arise (such as a child protection issues) mentors should immediately get in touch with the program supervisors who will advise and guide their response.

## The sequencing

<b>ITP*</b>	<p>The content below will support the 4 day initial training pack provided to new or inexperienced teachers in crisis contexts by providing a minimum of 12 weeks mobile mentoring.</p> <p>The messages follow the content areas covered in the training: one week of messages corresponding to each session covered in the training – totaling <b>12 weeks of content</b>. Core content messages should be sent every other day - Monday, Wednesday and Friday - with the relevant motivational message sent on Sunday.</p> <p>In theory the messages should be sent in the order presented below – however mentors should see the content as flexible and should not feel restricted by the proposed order. For example, if the mentee needs classroom management support or pedagogical techniques during the first week this should be supported and the relevant messages and responses used.</p> <p>Mentors should exercise their own judgement about the needs of their teachers - however all competency areas should be covered over the course of the three months.</p>
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\* An ETP version is also available, which can be used over an extended period of time, and includes content areas not covered in the ITP.



# Module 1 Teacher's Role and Well-being

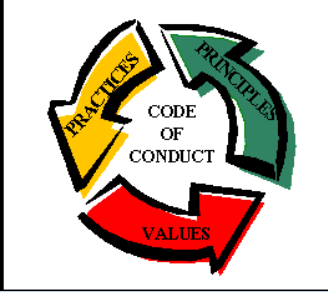
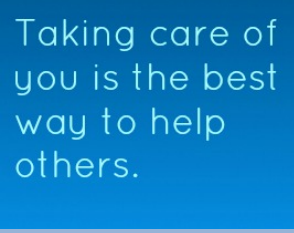



## Core Competencies

- 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.

Week/T heme	Core messages	Suggested follow up texts and questions <i>Use and adapt as needed depending on the context and the teachers</i>	Images	Video
1 M Teacher Role	<i>Over the next few months I will be sending teaching tips to help you put your training into practice. I look forward to working with you – let me know if you have any questions.</i> *Contextualize/personalize as appropriate	If possible/appropriate, teachers and participants should introduce themselves and tell each other about their teaching background.		Video clip of mentor introducing themselves more fully
1W Teacher Role	<i>Set yourself a goal for this week to help you feel motivated at work. For example 'This week I will use think-pair-share in all of my lessons.</i>	<i>What goal did you set?</i> Encourage teachers to share their goal for the week with each other. Encourage teachers to set SMART goals, which are specific		Clips of mentors setting their own goals for the week, and explaining why it helps them stay focused and motivated.

		<p>and achievable.</p> <p>If needed, send example goals such as:</p> <p>'This week I will use 3 open questions in every lesson'.</p> <p>'This week I will try 2 new teaching strategies every day.'</p>		
1 F Teacher Role	<p><i>Make a weekly schedule to help you manage the different activities you need to balance as a teacher. Include time for rest and exercise as well as school tasks.</i></p>	<p>Encourage teachers to send a photo of their schedule.</p> <p>If teachers need further organization support send the following:</p> <p><i>At the start of the day make a list of the tasks you need to complete in that day. Cross each task off the list when complete.</i></p>		<p>Short clip of teacher creating and using their schedule.</p>
1S Teacher Role	<p><i>Education is the most powerful weapon with which you can change the world</i></p>	<p><i>To teach is to touch a life forever</i></p> <p><i>Did you achieve your goal this week? Congratulate yourself for achieving it, or for trying! Set a new goal for next week.</i></p> <p><i>Why were you able to achieve it? Why not? What can you do differently next week?</i></p>		<p>Clip of teachers from all around the world talking about what they love about teaching.</p>
2M Code of Conduct	<p><i>You are a role model. Demonstrate positive behavior and values that students will learn from you; be polite, kind, hardworking and strong.</i></p> <p>*contextualize values as appropriate</p>	<p>If appropriate send follow up messages related to specific issues in the Code of Conduct. For example:</p> <p><i>Make sure you arrive to all of your lessons on time so that your students can learn as much as possible.</i></p> <p>* Contextualize as appropriate using the relevant Code of Conduct.</p>		<p>Clip of mentor giving overview of the Code of Conduct as reminder for participants.</p>
2W Code of Conduct	<p><i>Display the code of conduct somewhere visible in the school so that everyone can see it.</i></p>	<p>Ask teachers to send an image of the display.</p>	<p>Image of the code of conduct displayed in a local school</p>	

<p>2F Code of Conduct</p>	<p><i>Talk to other teachers in your school about the importance of the code of conduct to raise awareness – if you can, call a staff meeting.</i></p>	<p>Alternative message if contextually appropriate:  <i>Talk to the students' parents about the importance of the code of conduct to raise awareness – if you can, present the code at a PTA meeting.</i></p>		<p>Video clip of staff meeting or PTA meeting to raise awareness of the code of conduct</p>
<p>2 S Code of Conduct</p>	<p><i>Children learn more from what you are than what you teach</i></p>			<p>Clip of mentor talking about their own experiences of being a role model as a teacher</p>
<p>3M Teacher Wellbeing</p>	<p><i>This week make sure you have planned time to do some exercise, to spend time with friends or loved ones, and to get enough rest.</i></p>	<p>Remind teachers of the further supports available if they are dealing with high levels of stress.  Encourage teachers to share examples of what they do to de-stress.</p>		<p>Clip of mentors describing how they maintain their well-being</p>
<p>3W Teacher Wellbeing</p>	<p><i>When you feel stressed at school take time to get perspective: take 5 deep slow breaths, or count down slowly from 10 to 1.</i></p>	<p>Suggest other techniques as needed. For example: <i>If conflict arises in your day react calmly. Remember the three steps of conflict resolution: STOP, THINK, ACT.</i></p>		<p>Clip of mindfulness technique so that teachers can follow along.</p>
<p>3F Teacher Wellbeing</p>	<p><i>Make time this week to talk with fellow teachers about your strengths and challenges in the classroom. Share ideas and create solutions together</i></p>	<p><i>What did you learn in your TLC this week?</i>  Encourage teachers to regularly share updates about their TLCs - help them to come up with solutions to the challenges they discuss within the TLCs, and suggests topics as needed.</p>		<p>Clip of model TLC in context</p>
<p>3. Teacher Wellbeing</p>	<p><i>The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspective</i></p>			<p>Clip of mentor talking about the importance of collaboration.</p>


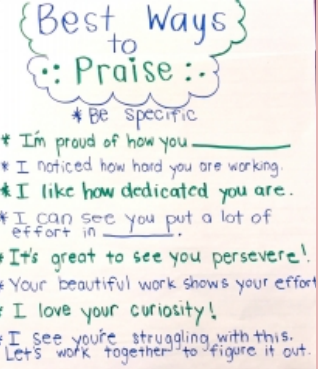
## Module 2: Child Protection, Well-being and Inclusion






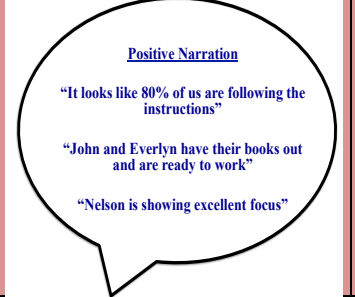
### Core Competencies

- 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 SGBV and exploitation, etc.).
- Teacher has knowledge of local child protection reporting and referral systems.

Week/Topic	Core messages	Suggested follow up texts and questions <i>Use and adapt as needed depending on the context and the teachers</i>	Images	Video
1M Child needs and rights	<i>Show the students you care. Learn their names, greet them as they enter the classroom every day, ask them how they are and take interest in their lives</i>	Ask teachers to share strategies they use to build positive relationships with students – particularly in large classes where it may be difficult to learn names.  Discuss the importance of building up students protective factors and protecting them from risk factors.		Clip showing the start of a lesson with the teacher welcoming students in a positive way.
1W Child needs and rights	<i>Observe your students - look out for signs of distress. If you are concerned about a</i>	Send further details about how to contact the child protection officer if needed	Image of monitoring chart	Clip of local child protection officer explaining

	<p>student ask the child protection officer for advice about how to act. *contextualize as appropriate</p>			<p>support mechanisms available in the context.</p>
<p>1F Child needs and rights</p>	<p>Raise awareness amongst the teaching staff of the child protection referral mechanism. Make sure students know where they can go if they need advice or support *provide contextually specific details if possible</p>	<p>Remind participants of the referral mechanism if needed</p> <p>Remind participants where students can find support if they are experiencing harm from a teacher or other adult in a position of authority.</p>	<p>Image of referral mechanisms</p>	<p>Video demonstration of how to deal with a child protection issue</p>
<p>1S Child needs and rights</p>	<p>Smile every day, because it may be the only smile your students see that day. And if you can get your students to laugh, you can get them to learn.</p>			<p>Video clip of mentor talking about the importance of child rights to them.</p>
<p>2M Socioemotional Safe Space</p>	<p>At the end of the day ask your students to share with a partner the two best things that have happened today. This will end the day on a positive note</p>	<p>Ask teachers to share with each other two positive things about their day too. Share your own examples with them – remember, encourage a dialogue between participants and the mentor as much as possible.</p>		<p>ral clips of others using range of five room practices (see rule 2 for examples)</p>
<p>2W Socioemotional Safe Space</p>	<p>Praise students for their effort as well as their achievements. Tell them specifically what they have done well so that they can keep doing it</p>	<p>Why is this an effective strategy? Why is this an important strategy?</p>		<p>Clip demonstrating effective use of praise in the classroom.</p>



<p>2F</p> <p>Socioemotional Safe Space</p>	<p><i>Although resources are limited try and find some materials to decorate your classroom – make posters with key words, pictures, and positive messages</i></p>	<p>Encourage teachers to do this as part of a TLC if appropriate</p> <p>Ask them to share their own photos and examples</p>		<p>Video tour of decorated classroom in the context</p>
<p>2S</p> <p>Socioemotional Safe Space</p>	<p><i>It is vital that when educating children's brains we do not neglect to educate their hearts</i></p>			<p>Clip of mentor talking about how they create a positive classroom environment and why it is important.</p>
<p>3M</p> <p>Physical Safe Space</p>	<p><i>Constantly move around the classroom while teaching. Make sure there is at least 1 walkway through the students so that you can get to the back of the room</i></p>	<p>Ask participants to share images of the walkways they have created.</p> <p>Discuss the importance of redirection techniques with participants</p>		<p>Clips of the 5 redirection techniques</p>
<p>3W</p> <p>Physical Safe Space</p>	<p><i>Teach your students that when you count "5,4,3,2,1" they need to stop talking and focus on the teacher. Continue only when all students are focused</i></p>	<p><i>Was this effective in your classroom? Why/why not?</i></p> <p>Ask teachers to share their other 'focus techniques'.</p> <p>Discuss the importance of clear routines with participants</p>		<p>Clips of classroom routines in action</p>
<p>3F</p> <p>Physical Safe Space</p>	<p><i>Give constant feedback about good behavior. If some misbehave, praise those who are behaving well. Eventually everyone will join in to try and receive praise.</i></p>	<p><i>Was this effective in your classroom? Why/why not?</i></p> <p>Ask teachers to discuss their experience of using this technique -encourage them to think about why it is so effective.</p> <p>Discuss the importance of positive discipline with participants</p>		<p>Clip showing demonstration of positive narration</p>
<p>3S</p>	<p><i>There are no 'bad</i></p>	<p><i>What did you learn in your TLC this week?</i></p>		<p>Video clip</p>



<p>Physical Safe Space</p>	<p><i>children', only children who have made bad decisions. It is our job as teachers to help them make the right decisions</i></p>	<p>Encourage teachers to regularly share updates about their TLCs - help them to come up with solutions to the challenges they discuss within the TLCs, and suggests topics as needed.</p> <p><i>What did you learn from your classroom visit this week?</i></p> <p>Where appropriate encourage teachers to take part in classroom observations and classroom visits to develop their knowledge and skills.</p>		<p>demonstrating how to deal with more serious behavior management issues.</p>
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## Module 3 - Pedagogy



### Core Competencies

#### 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:


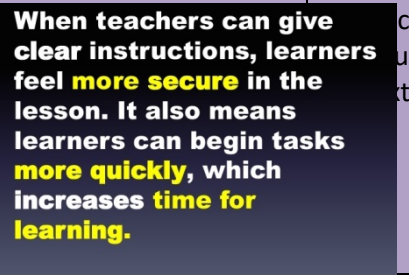
- Teacher uses varied age-appropriate techniques for instruction (lecture; pair, group, and whole-class work; read alouds, songs, games) including strategies suitable for large class size and multi-level student groups if relevant.
- Teacher asks various types and levels of questions to promote inquiry 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.

Week /Topic	Core messages	Suggested follow up texts and questions	Images	Video
1M Active Learning	<i>Use a short hook to engage your students at the start of the lesson – a story, puzzle, picture - anything that grabs their attention and introduces the topic.</i>	<i>Use and adapt as needed depending on the context and the teachers</i> Ask participants to share examples.  <i>Why is it important to start a lesson in this way?</i>		Demonstration of technique being used in context
1W Active Learning	<i>Use concept maps in lessons. Ask students to write the question</i>	Ask participants to share their experiences of using this technique, and to give specific examples of how they have used it.		Demonstration of technique being used in

	<i>or topic in the middle of the page and add ideas around. They then make links and group ideas.</i>	<i>Why is it important to use concept maps with students?</i>		context.
1F Active Learning	<i>When you introduce a new concept use a visual demonstration to help student understanding – use a drawing, actions or props at the front of the class.</i>	<p>Ask participants to share their experiences of using this technique, and to give specific examples of how they have used it.</p> <p><i>Why is it important to use visual demonstrations?</i></p>		Demonstration of technique being used in context
1S Active Learning	<i>On average children remember 20% of what they're told, 40% of what they hear, and 80% of what they do.</i>			Video clip of mentor talking about their experiences using active learning and their favorite strategies.
2M Questioning	<i>Use Think-Pair-Share to engage all students. Ask a question – students think by themselves, then discuss with a partner and then share with the class.</i>	<p>Ask participants to share their experience of using this technique.</p> <p><i>Why is this an important/effective strategy?</i></p> <p><i>Why is it important to use open questions?</i></p> <p><i>What open questions did you use today?</i></p>		Demonstration of technique being used in context
2W Questioning	<i>Use 'Show me, don't tell me' to engage all students. Ask a question - and ask the whole class to show you the answer with a hand signal like thumbs up/down or 1 to 5.</i>	<p>Ask participants to share their experience of using this technique.</p> <p><i>Why is this an important/effective strategy?</i></p>		Demonstration of technique being used in context
2F Questioning	<i>If a student gives the correct answer praise them and explain why it is correct. Ask a follow up question to extend their thinking. If the answer is incorrect, praise their effort and give them</i>	<p>Give examples of follow up questions and comments such as 'How did you know the correct answer? Why is that the answer?'</p> <p>Ask participants to share their experience of using these techniques.</p>		Demonstration of technique being used in context

	<i>a clue.</i>			
2S Questioning	<i>Did you know the average 4-year-old asks 437 questions a day? We should encourage our students to ask questions and be inquisitive</i>			Video clip of mentor talking about their experiences using questioning and their favorite strategies.
3M Differentiation	<i>Use a range of teaching strategies in your lessons to support different learning styles. Include visuals and actions to help students who find words difficult.</i>	Encourage teachers to share the strategies they have used.  Ask teachers about their own preferred learning style.		Demonstration of technique used in
3W Differentiation	<i>When you set an activity have a clue ready for the students who may struggle and a challenge question ready for those who finish first. Praise everyone.</i>	Ask teachers how they support students who find the work particularly difficult, and how they challenge the most able students.  Remind participants not to embarrass students but to praise, support and encourage them.		Demonstration of technique being used in context
3F Differentiation	<i>Make instructions very clear. Model an example. Ask students to explain the instructions back to you – to check that they have understood.</i>	<i>Why is it important to make instructions very clear?</i>		Demonstration of technique used in context
3S Differentiation	<i>Every child is a different kind of flower, and all together, make this world a beautiful garden</i>	<i>What did you learn in your TLC this week?</i>  Encourage teachers to regularly share updates about their TLCs - help them to come up with solutions to the challenges they discuss within the TLCs, and suggests topics as needed.  <i>What did you learn from your classroom visit this week?</i>  Where appropriate encourage teachers to take part in classroom observations and classroom visits to develop their knowledge and skills.		Video clip of mentor talking about experiences of differentiation as a teacher or as a student.



## Module 4: Curriculum and Planning



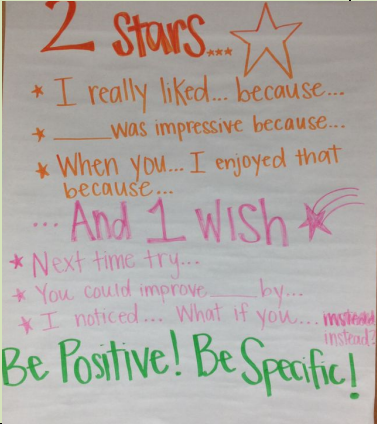
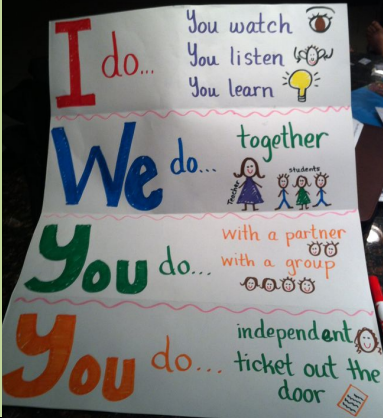
## Core Competencies


- 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 objective, 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.

Week	Core messages	Suggested follow up texts and questions <i>Use and adapt as needed depending on the context and the teachers</i>	Images	Video
1M Objectives	<i>Before you write your lesson plans this week, come up with your SMART objectives first. Remember, they should all start with an action word.</i>	Encourage participants to share examples of their objectives with you.  Send key words for objectives as needed.	<p><b>S</b> SPECIFIC <b>M</b> MEASURABLE <b>A</b> ATTAINABLE <b>R</b> RELEVANT <b>T</b> TIME-BOUND</p>	
1W Objectives	<i>Share the lesson objectives with your students at the start of every lesson so that they know what they are trying to achieve.</i>	<i>Why is this important?</i>  <i>How can you check if students have achieved the learning objectives in a lesson?</i>		Demonstration of technique being used in context

<p>1F Objectives</p>	<p><i>At the end of the lesson ask students to judge if they achieved the objectives using thumbs up/thumbs down. If they have not help them achieve them next lesson.</i></p>	<p><i>Why is this important? What does it help you to do? How might this change your plan for the next lesson?</i></p>		<p>Demonstration of technique being used in context</p>
<p>1S Objectives</p>	<p><i>A dream written down with a date is a goal. A goal written down into steps becomes a plan. A plan backed by action makes your dreams come true.</i></p>			<p>Mentor to describe their own experiences (positive and negative) of planning</p>
<p>2M Assessment</p>	<p><i>Use a summary challenge at the end of a lesson today – ask the students to sum up the main learning from the lesson in just 20 words! Praise everyone's efforts.</i></p>	<p>Ask participants to share their experiences of using the strategy.</p> <p><i>Why is this an important strategy?</i></p> <p><i>Why is this an effective strategy?</i></p>		<p>Demonstration of technique being used in context</p>
<p>2W Assessment</p>	<p><i>Ask students to make a t-chart to analyze a topic. A t-chart involves two contrasting lists eg advantages and disadvantages or similarities and differences.</i></p>	<p>Ask participants to share their experiences of using the strategy.</p> <p><i>Why is this an important strategy?</i></p> <p><i>Why is this an effective strategy?</i></p>		<p>Demonstration of technique being used in context</p>
<p>2F Assessment</p>	<p><i>When you mark students work use two stars and a wish. Write down two things they have done really well, and one thing you would</i></p>	<p>Ask participants to share their experiences of using the strategy.</p>		<p>Demonstration of technique being used as a form of verbal feedback in context</p>



	<i>like them to do next time.</i>			
2S Assessment	<i>The worst thing about making a mistake is being afraid to make one.</i>			Video clip of mentor talking about their experiences using assessment and their favorite strategies.
3M Lesson Planning	<i>In every lesson use a mixture of 'I do', 'we do' and 'you do'. Check your lessons plans to make sure you are including all three types of teaching.</i>	<p>Why is this important? Which approach is the most challenging and why? Encourage teachers to share their experiences of using 'I do', 'we do' and 'you do'.</p>		Demonstration of the three teaching methods.
3W Lesson Planning	<i>Make sure each of your lessons has a starter, a main activity and a conclusion.</i>	<p>Why is it important to have the different parts to the lesson?</p> <p>Send further messages such as: <i>Use a conclusion at the end of every lesson - a summary question, a quiz, a think-pair-share discussion, an exit ticket - to check for understanding.</i></p> <p><i>What conclusions did you use in your lessons today?</i></p>	Image of the lesson plan	Demonstration of effective lesson conclusions in context
3F Lesson Planning	<i>Use local resources in your lessons to bring them to life eg newspapers, plants, stones, string, colored objects. Work with colleagues to</i>	<p>Ask participants to share examples, and share your own examples with participants.</p> <p>Further messages such as: <i>Try to make your lessons relevant to your students' lives – edit and add to the examples in the</i></p>		Clips showing teachers using local resources in innovative ways

	<p><i>come up with ideas.</i></p>	<p><i>textbooks so they more are meaningful to your students.</i></p>		
<p>3S Lesson Planning</p>	<p><i>Tell me and I'll remember, involve me and I'll learn.</i></p>	<p><i>What did you learn in your TLC this week?</i></p> <p>Encourage teachers to regularly share updates about their TLCs - help them to come up with solutions to the challenges they discuss within the TLCs, and suggests topics as needed.</p> <p><i>What did you learn from your classroom visit this week?</i></p> <p>Where appropriate encourage teachers to take part in classroom observations and classroom visits to develop their knowledge and skills.</p>		<p>Clip of mentor discussing their own experiences of lesson planning.</p>