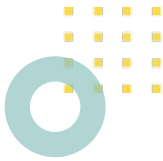


Teach For All

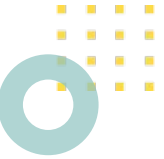
A Global Network



Learning Through the Crisis

Insights in **teacher leadership** that led to success across our network.





Learning Through the Crisis

Insights from the Teach For All Network During the COVID-19 Pandemic



What is the Teach For All Network?

Teach For All is a global network of 59 independent, locally led and governed partner organizations and a global organization that works to accelerate the progress of the network. Each network partner recruits and develops promising future leaders to teach in their nations' under-resourced schools and communities and, with this foundation, to work with others, inside and outside of education, to ensure all children are able to fulfill their potential.



How did we create these insights?

These insights were inspired by the numerous stories and case studies that were drawn from our network over the course of 2020. You can view many of these stories from the [#DontStopLearning](#) campaign on the [teachforall.org](#) website.

A group of 35 fellows, alumni, social entrepreneurs and staff members from nearly 20 different countries, brainstormed and co-created these insights from their key learnings. We utilized the design-thinking framework during this co-creation process.



What did we research?

This briefing illustrates research we have done in our network in which we investigated 3 questions:

1. What does great **teacher leadership** look like in a crisis?
2. What have we learned about **distance learning** for how we can reimagine education?
3. What **community conditions** enable great outcomes to happen in a crisis?



How is this information organized?

This information is organized around 3 key questions and the insights that correspond to each of the key questions. Each insight also includes 3 examples and an opportunity to better understand how to apply this insight to your context. Should you choose to learn more, corresponding links to case studies, stories, and examples are included.

We have also included a number of policy recommendations aligned to each of our core questions, based on the insights we have seen to be true across our network.

What does great **teacher** leadership look like in a crisis?



INSIGHTS

What does **great teacher leadership** look like in a crisis?

- 01 Great teachers prioritize the **safety** and **well-being** of their students and communities.
- 02 Great teachers **connect with** and **listen to** their students and communities to best determine how to be **of service**.
- 03 Great teachers **adapt quickly** and **redefine their role** to reflect the **urgent needs** and available resources of their students and communities.
- 04 Great teachers are **creative** and **consistent** in their pedagogy and communications to support and engage their students.
- 05 Great teachers **strengthen their relationships** with students and families.
- 06 Great teachers **empower students to take ownership** of their learning.
- 07 Great teachers **connect with other teachers** to learn from one another and share solutions.



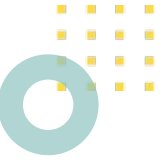
01 | INSIGHT

Great teachers prioritize the **safety** and **well-being** of their students and communities.

Photo courtesy of Teach For Liberia



In discussions with numerous teachers and alumni from across the Teach For All network, all unanimously expressed that putting the health, safety and well-being of children and families was their first priority during the crisis. Teachers, alumni, and staff members assessed the situations in their local communities and determined where essential needs were not being met -- whether it was a safe place to shelter, health or cleaning supplies, or even a healthy state of mind for students that were undergoing trauma. Then, our network members took action in a variety of ways.



01 Great teachers prioritize the **safety** and **wellbeing** of their students and communities.



Distributing Learning Packages

Teach For Tanzania Fellows prepared student learning packages for remote children who cannot access online resources. [Read more.](#)



Informing about Relief

RISE an education organization led by a Teach For India alumna spread infographics in the local language Bengali to inform families about food and allowance provisions available. [Read more.](#)



Using Social Media Campaigns

Fellows from Enseña Peru created a social media campaign with health tips and creative ideas for students. [See the campaign on Instagram.](#)

How To Maintain Student Safety & Well-Being



Ensuring the Health & Safety of Our Communities

Within days of school closure announcements, Teach For Liberia leveraged social media platforms and network of teaching fellows to communicate public health messages, safety tips, and updates on school closures. The organization aimed to ensure that ongoing instruction, school feeding programs, and the reintroduction of water, sanitation and hygiene protocols in Liberia were all possible.

[Read the story.](#)

02 | INSIGHT

Great teachers **connect with** and **listen to** their students and communities to best determine how to be **of service.**

Photo courtesy of Shrivastava



When schools began to close in March 2020, teachers and educators across our network clearly saw that a learning crisis was forming. Teachers drew upon their existing relationships with their communities to connect and ask more details about their students' needs for learning. They prioritized listening to their students' and families' situations before taking action. Once a path for action became clearer, great teachers asked themselves, "How can I best be of service to my community," and they took their next steps based on this service-oriented mindset.

02

Great teachers **connect with** and **listen** to their students and communities to best determine how to be **of service**.



Understanding Student Voice

Enseña por México created a census of students to determine how each student is accessing technology. [See the census.](#)



Adapting to Student Needs

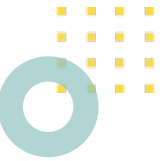
Fellows from Teach For Nepal share how they adapted to their students' and communities' needs. [Read more.](#)



Personalizing the Approach

Simple Education Foundation adapted to needs of their students by modifying the use of technology for different families. [See the toolkit.](#)





How To Connect with and be of service to your community



Teaching Under the Trees

Teach For Uganda Fellows Emmanuel Kumili and Allan Opeto listened to their community and found ways to distribute learning materials. Knowing that many of their students were illiterate, they conducted lessons outdoors under the trees and in a socially distant way to find the best way to continue the learning. Community members told them how they could best be of service to the students, and they listened. [Read more.](#)

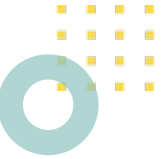
03 | INSIGHT

Great teachers adapt **quickly** and **redefine** their role to reflect the **urgent needs** and available resources of their students and communities.



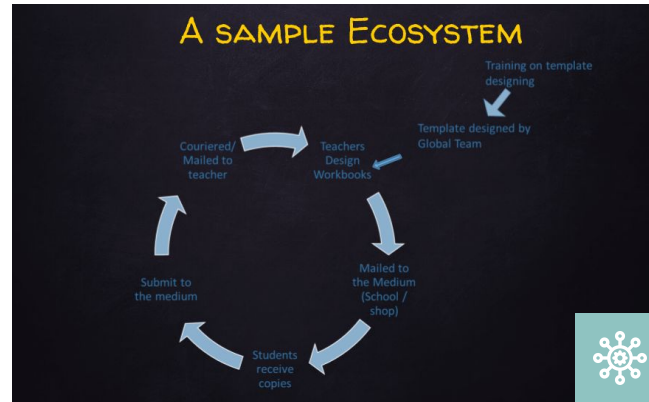
Speed and flexibility enabled many of our network teachers and educators to adapt to the urgent needs of their communities. Teachers evolved how they thought of their role as teachers, and often saw themselves with new and important responsibilities that are not traditionally assigned to classroom leaders. With this more fluid vision of themselves as leaders, they transformed their roles to fit the need of the moment. From TV show hosts, to workbook distributors, to animators, these examples highlight how great teachers break free from rigid role definitions, especially during times of crisis.

03 Great teachers adapt **quickly** and **redefine** their role to reflect the **urgent needs** and available resources of their students and communities.



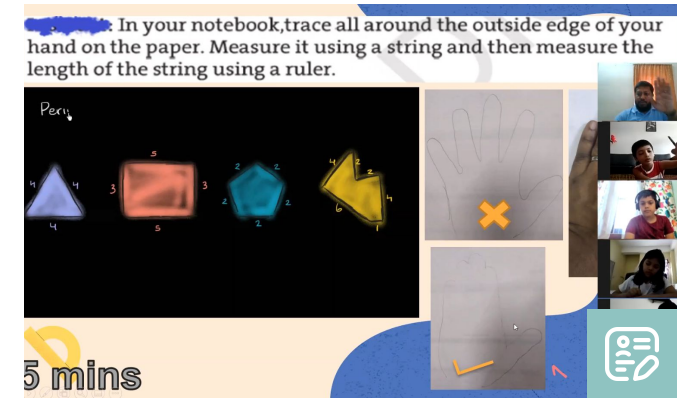
Becoming a TV Educator

Elsie Ducreux, a Fellow from Enseña por Panamá, moved from teaching students in the middle of the Panamanian jungle to teaching English on TV. [Hear more.](#)



Becoming a Learning Distributor

Teach For Bangladesh Fellow and co-lead of the Teaching Without Internet Alliance, Shadman Absar Choudhury, created an entire workbook distribution system for his community. [See how.](#)



Becoming Digital Innovators

Prithvi Sannaddar, Teach For India Alumni and Regional Director for XSEED, talks more about his experience with teachers redefining their roles. [Watch his video.](#)

How To Adapt Quickly & Redefine Your Role



Exploring New Worlds

When schools closed in Romania, Teach For Romania Fellow Mihaela Bucsa quickly became a curator of online field trips, adapted from in-person field trips she used to arrange for her students. Her students explored new places virtually, and she even hosted virtual question & answer forums for her students to learn from carefully curated guest speakers. She rapidly transitioned to a curator of online content.

[See more.](#)

04 | INSIGHT

Great teachers are **creative** and **consistent** in their pedagogy and communications to support and engage their students.

Photo courtesy of Enseña por Colombia



Teachers have shown ingenuity and commitment in continuing to support the learning of students who can't come in person to classrooms and schools. They have communicated regularly and clearly with both students and their families in order to ensure that there is a shared understanding for the aims and expectations for remote learning activities. And they have developed creative new pedagogies to engage students remotely and ensure they are learning, whether through live online classes or in offline self-guided learning activities.

04

Great teachers are **creative** and **consistent** in their pedagogy and communications to support and engage their students.



Teaching No Matter What

Teach For Nigeria's Martin Olufemi Odebowale taught on television, radio and brought learning packets to children's homes. [Read more.](#)



Engaging Children Online

At [Oak National Academy](#) in the UK, primary teachers have created new best practices for [engaging children with videos](#), and giving [feedback via Twitter](#).



Teaching in Minecraft

One Teach For Bulgaria fellow switched their practice to the online world of Minecraft in order to engage students in virtual learning. [See more.](#)



How to Stay creative and consistent in a crisis

Enseña Chile

La Radio Enseña

Inspired by Teach For Nigeria teachers, two Enseña Chile teachers recorded 30-minute radio lessons in five subjects for their students, making them dynamic, relevant and for students. Media influencers, the radio association, and mayors throughout Chile took up the project and now 50 Enseña Chile participants are making new programs for more than 200 stations across the country, reaching 3,000 rural schools. [Read more.](#)

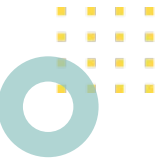


05 | INSIGHT

Great teachers
**strengthen their
relationships** with
students and
families.



In order to create a supportive environment around students in which they were safe and could continue to learn, teachers across the network worked on strengthening their relationships with both students and their families. By investing time in finding out how people were doing on a human level, teachers were able to strengthen their ties with families. These connections are integral to supporting the learning and wellbeing of students virtually, where partnerships between families and educators are the key.



05 Great teachers **strengthen their relationships** with students and families.



Mobilizing Community

Thanks to strong relationships built with community leaders and parents, Teach For Afghanistan fellows were able to reach all of their students. [Read more.](#)



WhatsApping Families


Teach For Morocco teachers set up a close partnership with families over WhatsApp to share learning materials and give feedback on progress




Amplifying Family Voice

Enseña Perú mobilized 1,000 volunteers to gather data from 15,000 marginalized families on their wellbeing, connectivity and quality of learning. [Read more.](#)

How to Strengthen relationships








Good Calling
Ensina Brasil

As the result of a hackathon Ensina Brasil teachers launched Ligação do Bem or 'Good Calling', a program of regular calls to families to check in on students one on one over the phone for 20 minutes of conversation. After a pilot with 50 teachers, 130 teachers are now involved and the program is scaling up nationally across the country.
[Read more here](#) and [here](#).



06 | INSIGHT

Great teachers
**empower students
to take ownership** of
their learning.



In the crisis, many teachers have been facilitating learning by empowering students to take ownership of their learning. This is an adaptation to a situation in which teachers and students are no longer able to be in the same room together, but it also reflects best practices in the classroom, which aim to grow the metacognitive intelligence of students, so that they know how to learn independently. Further, teachers have tried to connect student learning during the crisis with the real world experiences that children are having while learning from home.

06

Great teachers **empower students to take ownership** of their learning.



Enabling Home Learning

In Latin America, Teach For All network partners created hoyaprendo.org, a website to support students and parents with home learning in Spanish



Building a WhatsApp School

In Pakistan, Rabiah Chaudhry created a WhatsApp school for her students, where they could access learning at their own pace. [Learn more.](#)



Metacognitive Strategies

Enseña Por México trains teachers to make students the center of learning so that they can autonomously manage their own learning activities. [Read more.](#)



How to Empower students



Raghvendra Yadav

Kids Education Revolution

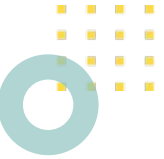
In India, the Kids Education Revolution #PandemicProjects campaign has used Instagram Live workshops and online community spaces to empower students as community changemakers, peer teachers, mental health campaigners and health advisors, among many other exciting projects to support their communities. [Read more here.](#)

07 | INSIGHT

Great teachers **connect with other teachers** to learn from one another and share solutions.



Since the start of the crisis, hundreds of educators from across the Teach For All global network have been coming together to learn from one another. Communities have been created to support teacher wellbeing, to engage in joint problem-solving, and to share best practices in virtual learning in high tech, low tech and zero tech environments. These connections speed up the learning process for teachers, better enabling them to deal with the challenges and opportunities that they face.

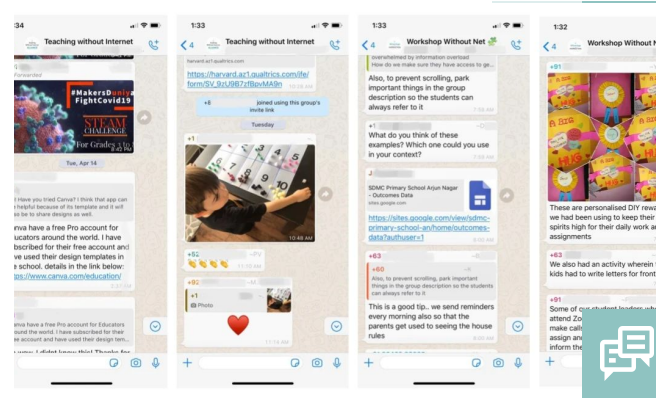


07 Great teachers **connect with other teachers** to learn from one another and share solutions



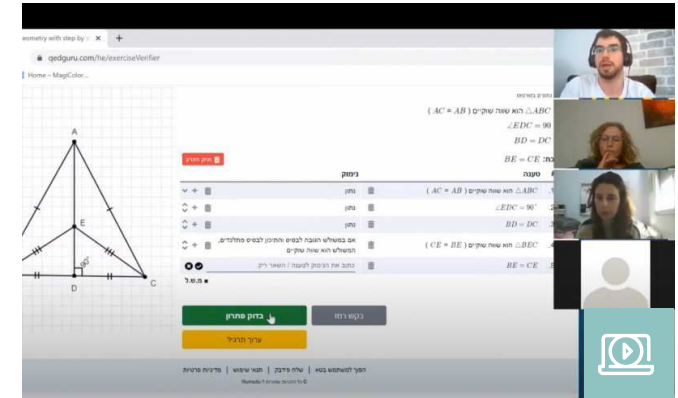
Hosting Virtual Workshops

Teach For Romania partnered with other NGOs to launch [Scoalapenet.ro](https://www.scoalapenet.ro) to support teachers with online learning, running workshops for up to 1300 educators. [Read more.](#)



Building Virtual Communities

Hundreds of educators from dozens of countries came together as the Teaching Without Internet Alliance, producing a set of [recommendations and resources](#) reflecting best practices and learning.



Scaling Virtual Communities

Teach First Israel created and ran a community for hundreds of educators to come together online to share lessons learned and best practices. [Read more.](#)

How to Connect with other teachers



Zaira Mughal
Teach For All

Teach For All's Connectivity Team have put together this Community Building Toolkit for building online communities. It has advice on what platform to use, how to build a leadership team, recruiting community members and running online activities. The toolkit guided the creation of dozens of educator communities spanning six continents during the current crisis.

Policy Implications

What does **great teacher leadership** look like in a crisis?

01 Align schools to a broader set of student outcomes

The current crisis has shown the vital importance of an education that develops students' metacognitive intelligence, enhances their social and emotional wellbeing, and roots the experience in their daily reality - as well as deepening their subject knowledge. School systems should above all aim to develop students as leaders.

02 Invest in people in order to strengthen resilience

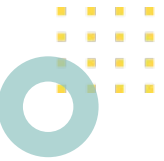
The challenges created by the current crisis have been solved not by new technologies or infrastructure, but through the collective creativity of practitioners working on the frontlines of education. It is more important than ever to invest in developing cohorts of creative, committed teacher leaders with the same knowledge, skills and mindsets.

03 Deepen ties between schools and families

In many cases, teachers have to go against the norms of the system in order to build connections with parents and families. It is important that we develop policies that authorize and incentivize these kind of interactions, in order to lay the foundations for students, parents and teachers to take shared responsibility for learning.



Acknowledgements



We are deeply grateful to the teachers, alumni, and educators from the 59 Teach For All Network organizations who co-created these insights and made these resources possible. Thank you to the following educators who volunteered their time, energy, and ideas to these resources:

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- | | | |
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| - Elsie María Ducreux Karica | - Mihaela Bucsa | - Wamala Isaac |
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If you are a part of the Teach For All Network and are interested in contributing additional stories, case studies, tools, and templates to this resource, contact us at virtual@teachforall.org.