

Teacher Task Force Regional Meeting for sub-Saharan Africa

World Teachers Day

7 October 2020, 16h00 – 17h30 (GMT +3, Addis Ababa)

Teachers: Leading in crisis, reimagining the future

Concept Note

Meeting Link: <https://tinyurl.com/y5i7ginf>

Background

Organized by UNESCO, the international community celebrates World Teachers' Day (WTD) every year on 5 October since 1994 to commemorate the signing of the [1966 ILO/UNESCO Recommendation concerning the Status of Teachers](#). Complementing this landmark achievement, WTD also commemorates the adoption, in 1997, of the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel. Often cited as the single most important input to ensure education quality, WTD provides an annual occasion to take stock of **teachers** by measuring progress related to Target 4.c. of the Sustainable Development Goals, as well as shine a light on the challenges teachers face in their role to deliver quality education.

This year, WTD will be celebrated under the theme *“Teachers: Leading in crisis, reimagining the future”*, in the context of unprecedented disruption of education due to challenges imposed by the novel coronavirus (COVID-19) pandemic on already constrained education systems.

Teacher Leadership

Around the world, teachers have been working individually and collectively to ensure the continuity of education through new learning opportunities for students. The COVID-19 crisis created both a unique situation for teachers to demonstrate leadership, creativity and innovation, but it also underlined the importance that Ministries, educational authorities and schools develop strategies to reinforce leadership capacity across education systems in a distributed manner.

Teacher leadership can be understood as constituting a triangular continuum of micro-, meso-, and macro- levels in which teachers, head teachers and other education personnel act at these different levels, demonstrating multiple facets of distributed leadership including:

- **Micro level** leadership, which highlights the [experiences of teachers](#) and how they have **led in the classroom** in response to school closures adapting teaching to students' needs; in the use of/ transition to remote/distance teaching; and in responses during the return to school including ensuring effective classroom management, their students' health and safety; and proactively addressing their own personal and professional needs;
- **Meso level** leadership encompasses **school-wide responses**, in collaboration with colleagues, often representing additional responsibilities including administration and management tasks, and acting as pedagogical experts. As pedagogical experts, headteachers and others are positioned to lead on articulation and implementation of teaching and learning which will be critical for the continuation of learning. Senior and experienced teachers mentor juniors and peers, participate in local communities of practice, and encourage students and colleagues to learn and do things differently; and
- **Macro level** leadership by involves **partnerships with parents and community** to ensure continued learning opportunities; it may often include examples where teachers developed creative and organic solutions to mitigate educational challenges confronting communities when classrooms and school-level arenas are compromised. It considers the

interconnection between school-based teaching and greater community/societal goals and aspirations.

Moving forward, stronger leadership by various actors in the classroom, across schools and in the community will be essential to mitigate the worst effects of the COVID-19 related education disruption, and the anticipated learning losses.

Objectives

Following from the Regional Meetings initiated in May/June of 2020 on distance teaching and the return to school, the TTF has organized a new series of discussions to coincide with the WTD celebration and build on the initial dialogue while also exploring the topic of leadership and its key role in developing effective solutions to address challenges during the COVID-19 pandemic and building back resilient education systems.

In particular, the regional meetings will provide a forum to:

- Share examples of leadership that emerged, were implemented or are planned during different phases of the pandemic including the transition to remote teaching and the return to school;
- Identify the different systemic or policy level enabling factors that were conducive to foster effective leadership amongst school leaders and teachers at the classroom-, school- and community-levels;
- Identify challenges that need to be addressed to ensure leadership can be enhanced and teachers can take the lead on different dimensions of leading teaching and learning;
- Discuss the new TTF Toolkit for Reopening Schools and its role with school leaders; and
- Discuss the TTF Knowledge Platform and its role as a resource;

The presentations to be delivered by country representatives should attempt to address the following questions:

- What government interventions were implemented or are planned to strengthen leadership capacity of school leaders and teachers to ensure the continuity of learning in the use of distance education and the return to school (if applicable) at the classroom-, school-, and community-levels?
- Given the lack of time to prepare for school closures in most countries, what examples of leadership decisions and actions emerged to ensure the continuity of learning at the micro- (classroom), meso- (school) and macro- (community) levels?
- What forms of social dialogue were conducted or are planned within a strong teacher leadership orientation to ensure the voices of teachers are included in planning?
- What enabling factors and challenges currently exist to foster a leadership mindset?

Modality

The regional meeting, coordinated by the TTF Secretariat in cooperation with UNESCO HQ and Regional Offices, will be held 7 October via Microsoft Teams. The duration of the meeting will be approximately 1 hour and a half. Information on how to connect to the platform will be communicated to all registered participants prior to the meeting. The agenda for the meeting and

relevant documentation will be circulated in advance to give participants enough time to familiarize themselves with the information. The link: <https://tinyurl.com/y5i7ginf>

Participation

The regional meetings are aiming to consolidate networks in the sub-Saharan African region, thus, participation from TTF members and non-members is expected. TTF focal points, Ministries of Education, and other relevant education actors working with teachers are invited to attend the meetings.

Final agenda

ITEM
Welcome and introduction <ul style="list-style-type: none"> UNESCO International Institute for Capacity Building in Africa (IICBA): Ms Yumiko Yokozeki, Director
Keynote presentation <ul style="list-style-type: none"> Ms Landie Diamond, Head of Westlake Primary School, South Africa
Partner interventions: <ul style="list-style-type: none"> Association for the Development of Education in Africa (ADEA): Mr Shem Bodo, Senior Programs Officer Education International: Mr Dennis Sinyolo, Senior Coordinator Mastercard Foundation: Mr James McIntyre, Program Lead, Education and Skills - West, Central and North Africa
Country perspectives <ul style="list-style-type: none"> Botswana: Mr Mosimanegape Kgasa, Department of Teacher Training & Technical Education, Ministry of Education The Gambia: Mr Lamin Fatajo, Director, Ministry of Basic and Secondary Education Rwanda: Mr James Ngoga, Head of Teacher Development & Management and Career Guidance & Counselling Department, Rwanda Education Board
International Task Force on Teachers for Education 2030: <ul style="list-style-type: none"> Mr Peter Wallet, Project Officer
Discussion including questions and answers
Closing remarks (IICBA): <ul style="list-style-type: none"> Ms Yumiko Yokozeki, Director