

TEACHERS.

LEARN BREAKTHROUGH

ROADMAP



Save the Children

INTRODUCTION

Teachers are at the heart of children's learning and wellbeing. Across all contexts, but especially in emergencies, fragile settings, and low-resourced settings, teachers are the single most important in-school factor shaping children's learning and development outcomes. Yet too often, teachers face overwhelming challenges: limited training, insufficient support and remuneration, poor working conditions, and threats to their safety and wellbeing.

Save the Children's global education strategy recognises the centrality of teachers, but to translate this into practice we need a clear, shared approach. This Teachers Roadmap is designed to provide that focus. It sets out our common definition of who we mean by *teachers*, our values and attitudes towards teachers, and our organisational priorities for supporting them. It draws on global evidence, the voices of teachers themselves, and lessons from our own programming, while recognising the capacity and resources available across our movement.

The aim is not to capture everything Save the Children could do for teachers, but to establish a concise set of principles and priorities that will guide our work, strengthen coherence across programmes, and ensure that we are using our time and resources where they can have the greatest impact.

DEFINITION OF A TEACHER

It is important to outline what we mean by a 'teacher'. Save the Children recognises that teachers are everyday heroes who play a fundamental role in the safety, nurture, and development of children. Teaching is one of the most challenging jobs in the world. And, when supported in the right way and under the right circumstances, teaching can be a really rewarding job.

In all contexts, we define 'teacher' very broadly. Teachers are often regarded as those who have been formally trained. But teachers can also include volunteers and unregistered teachers, teachers who may not yet have any/much experience, as well as teachers who are recognised professionals but who have had limited access to professional development.

In humanitarian contexts, as with development contexts, there will almost always be experienced teachers within the communities where we work. Recognising, building from and supporting these teachers is a key part of Save the Children's mandate regarding working with teachers.



Save

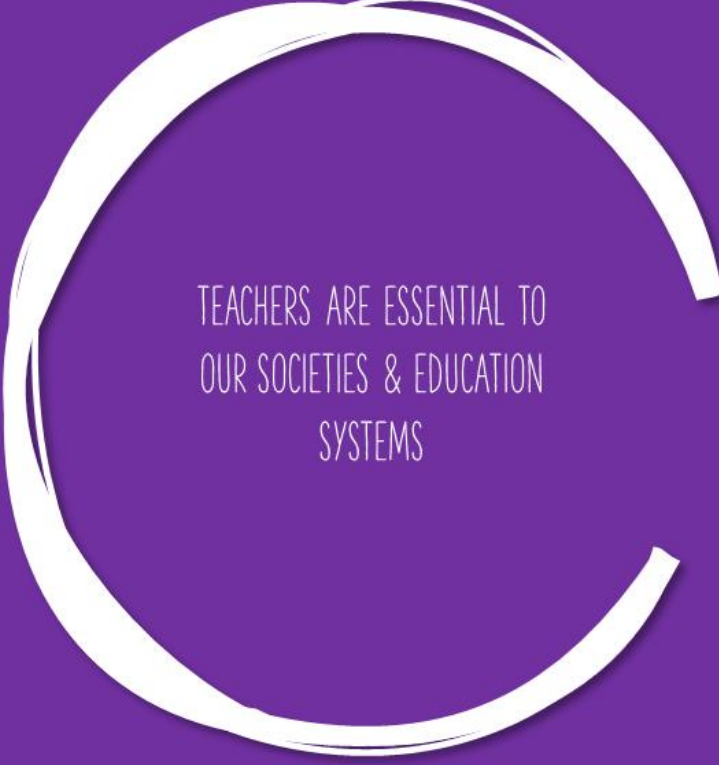


VALUES & ATTITUDES TOWARDS TEACHERS

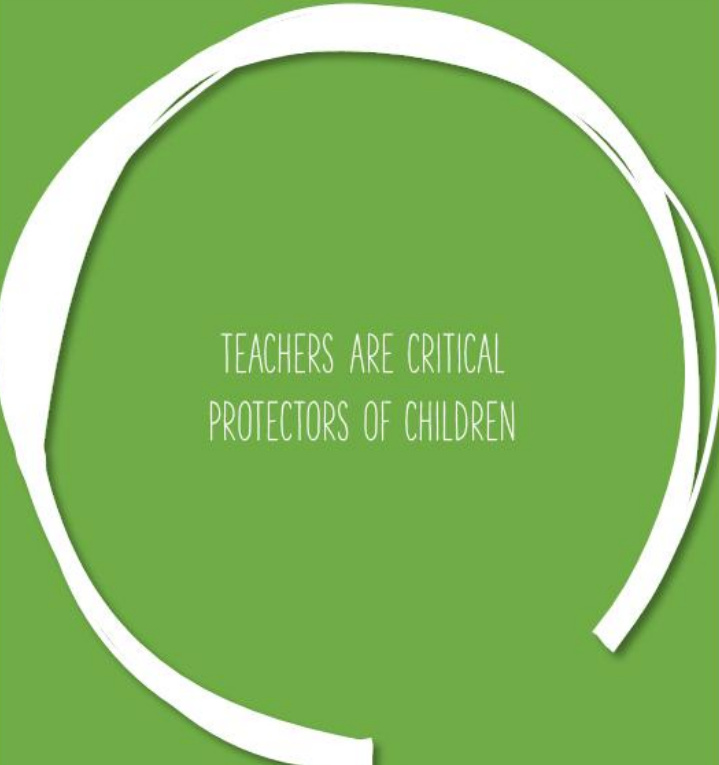
This section sets out Save the Children's core values and attitudes towards teachers. These principles underpin the purpose of the Teachers Roadmap, shape its content, and guide how Save the Children works with, supports, and respects teachers across all education programmes, responses, and advocacy work.

The values were developed through structured reflection and discussion among Save the Children staff, drawing on a shared understanding of the central role teachers play in children's learning, wellbeing, and development. Staff considered how teachers should be viewed and valued within society, how their contributions should be recognised, and what conditions must be in place for teachers to perform well and thrive in their roles.

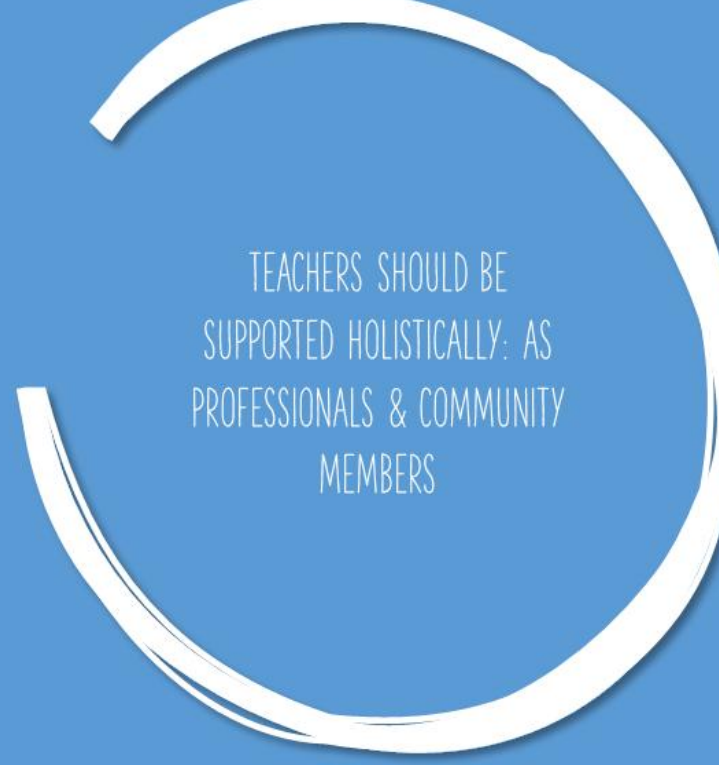
Together, these values provide a clear foundation for Save the Children's approach to teacher support. They serve as a consistent reference point for education work, reminding us to place teachers at the centre of our thinking whenever we design, deliver, or adapt programmes that affect them.



TEACHERS ARE ESSENTIAL TO
OUR SOCIETIES & EDUCATION
SYSTEMS



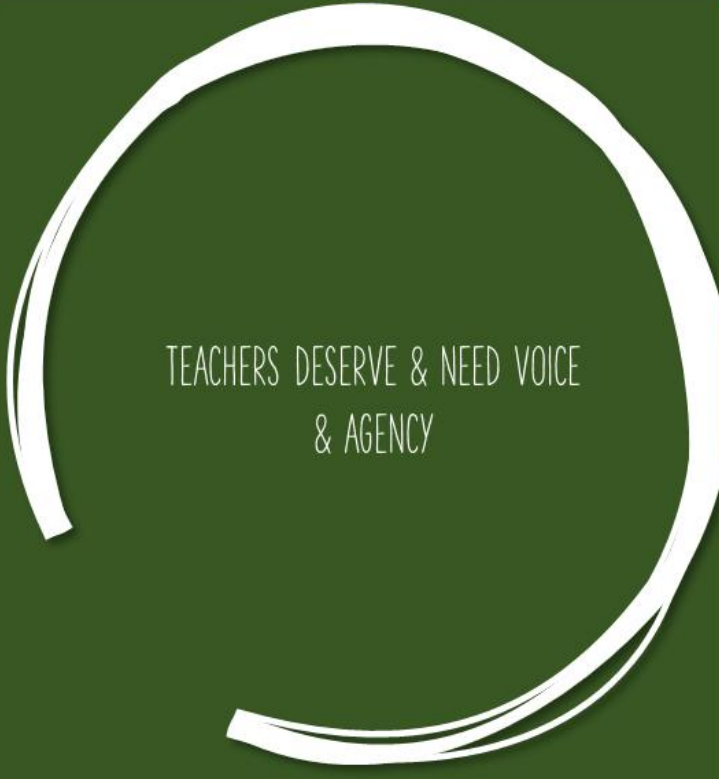
TEACHERS ARE CRITICAL
PROTECTORS OF CHILDREN



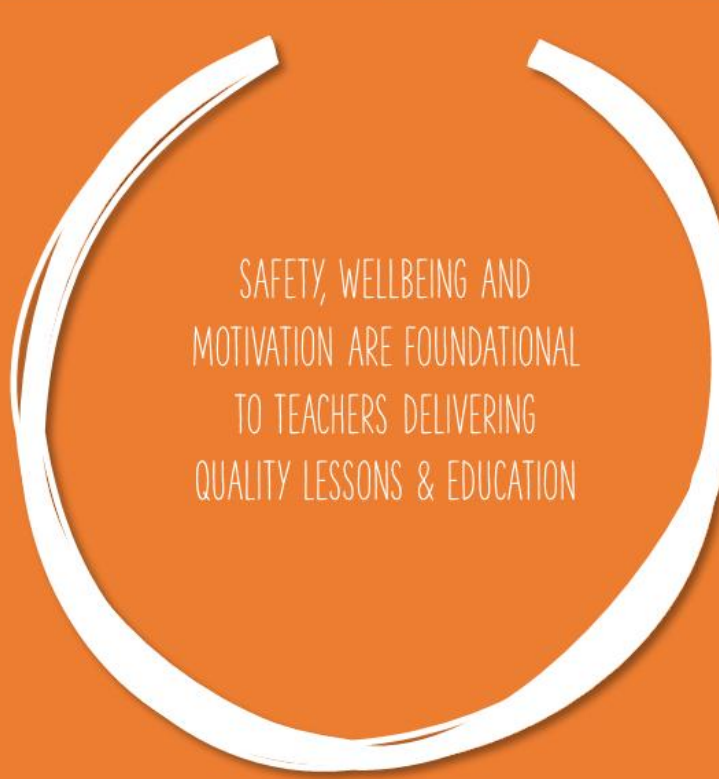
TEACHERS SHOULD BE
SUPPORTED HOLISTICALLY: AS
PROFESSIONALS & COMMUNITY
MEMBERS



TEACHERS SHOULD BE
EMPOWERED TO DO THEIR JOBS
WITH INDEPENDENCE, TRUST,
CREATIVITY & INNOVATION



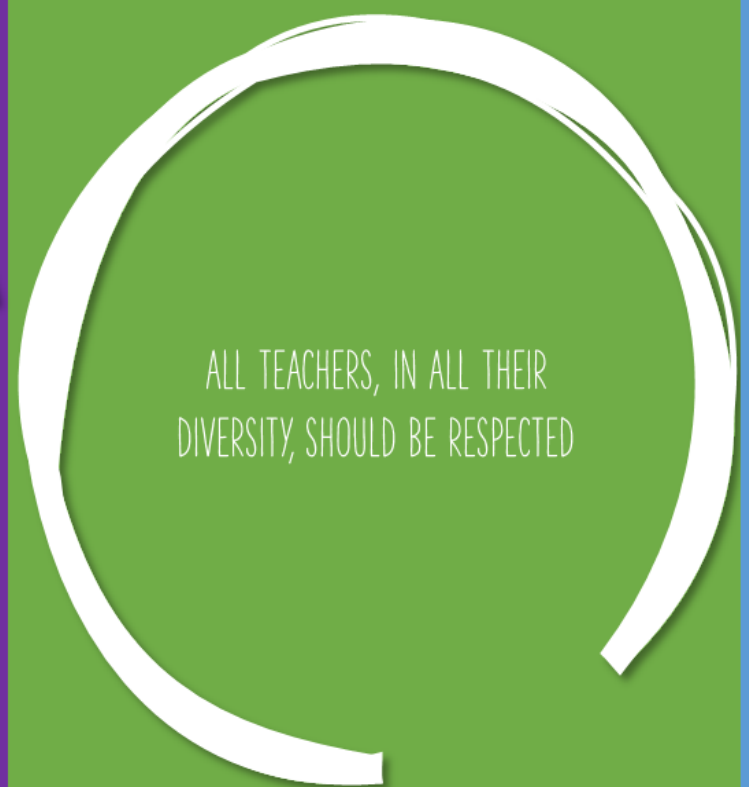
TEACHERS DESERVE & NEED VOICE
& AGENCY



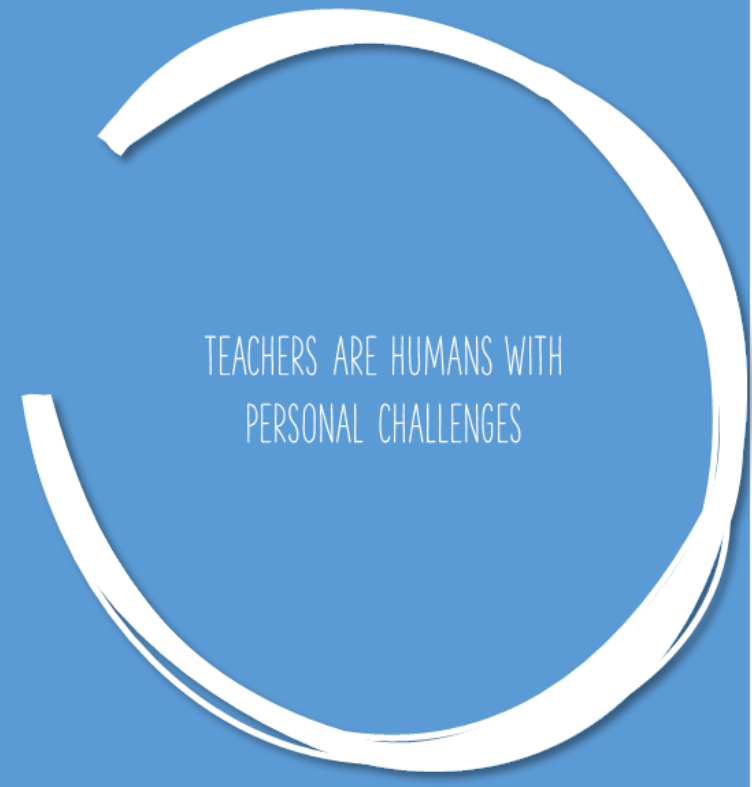
SAFETY, WELLBEING AND
MOTIVATION ARE FOUNDATIONAL
TO TEACHERS DELIVERING
QUALITY LESSONS & EDUCATION



TEACHERS DESERVE
APPRECIATION, RECOGNITION &
ENCOURAGEMENT



ALL TEACHERS, IN ALL THEIR
DIVERSITY, SHOULD BE RESPECTED



TEACHERS ARE HUMANS WITH
PERSONAL CHALLENGES



TEACHER VOICE SHOULD INFORM
POLICY, RESEARCH, PRACTICES &
EDUCATION SYSTEMS



TEACHING IS ONE OF THE MOST
CHALLENGING JOBS IN OUR
SOCIETIES. TEACHERS DESERVE THE
HOLISTIC SUPPORT & TIME NEEDED
TO DO THEIR JOBS WELL



TEACHERS ARE THE MOST
FUNDAMENTAL RESOURCE WE
HAVE TO SUPPORT CHILDREN'S
WELLBEING, LEARNING &
DEVELOPMENT

TEACHERS THEORY OF CHANGE

The below outlines Save the Children's Theory of Change (ToC) for teachers. The ToC looks at the different teacher-related components of an education system that are needed to ensure teachers are able to deliver quality teaching and create safe, quality learning environments for children.

TEACHERS THEORY OF CHANGE



IF...



THEN...



SO THAT...

Teachers have **meaningful voice and participate** in decision-making at school, local and national levels, with mechanisms that ensure their professional expertise shapes policies and practice



Teachers are supported with **clear, needs-based, useable, effective and continuous pre- and in-service** Teacher Professional Development

Education leaders, including **school leaders, communities and government**, work together to form systems and work cultures that is conducive for teachers

International-, national-, sub-national-, and school-level **policies and practices** create an **enabling environment** that prioritise long-term investment in teachers



TEACHERS

Teachers **continuously improve** their teaching competencies, becoming lifelong learners
Teachers are **confident in their ability and practice**
Teachers are **happy, safe and motivated** to improve



LEARNING SPACES

Teachers have access to **relevant, effective and useable resources within their learning space**, including curriculum to deliver teaching
Teachers are empowered with **agency and appropriate autonomy** to make decisions within their learning space
Teachers have the work culture and environment to do their jobs well



SYSTEMS

Teachers are **recognised** for their essential role in communities, societies and by government systems
Teachers work in education systems with **optimal number of teachers distributed adequately** across learning spaces



Teachers deliver **quality teaching** and create **safe learning environments** for children



All children thrive in the classroom, enjoy learning and reach their potential*

*To ensure all children reach their potential, quality teaching needs to be complemented by a number of other factors. A full list of what drives student learning and development can be found in Save the Children's Quality Learning Framework (QLF).

CHANGE IN EDUCATION SYSTEMS

CHANGE FOR TEACHERS

CHANGE FOR CHILDREN

PRIORITY AREAS OF FOCUS

The Theory of Change (ToC) above acknowledges that there are a range of contributors that lead to quality teaching. The below are priorities that Save the Children will focus on within this roadmap. This is because Save the Children believes these priorities to have significant impact on teaching, and they are areas where Save the Children can have added value within the education sector with and for teachers. That is not to say that other areas not mentioned below are not important. And this is not to say that Save the Children will not work in other areas related to teachers.

TEACHERS ROADMAP THREE PRIORITY AREAS



TEACHER PROFESSIONAL
DEVELOPMENT &
COMPETENCIES



TEACHER WELLBEING &
MOTIVATION



SCHOOL POLICY,
LEADERSHIP & CULTURE



TEACHER PROFESSIONAL DEVELOPMENT & COMPETENCIES

DEFINITION: This refers to the way in which Save the Children supports teachers with their teaching practice, and how teaching is measured. It refers to how long-term, continuous professional development is delivered to teachers through a range of Teacher Professional Development (TPD) mechanisms.

Importantly, the way teaching, teaching practices, and teacher competencies are measured is essential to this priority. Measuring teacher competencies through a Teacher Competency Survey (TCS) against a Teacher Competency Framework (TCF), or through classroom observations, or by other means, is key to being able to understand the impact of our TPD interventions, as well as understand how to adapt and plan our TPD interventions to provide the most relevant support to teachers.

Teachers self-assessing and leading one another – to ensure teacher voice and leadership in our approach – as well as listening to teachers, understanding how teachers are feeling and what they need to be able to be motivated to progress with their TPD and improve their teaching is essential to this priority.

RATIONALE: We believe we've made significant progress within this area in the last few years. However, we also believe there is a lot more progress to be made so that we are implementing best and evidence-based practices across the majority of our Country Offices (CO) and influencing donors and education systems to do the same. Strengthening this area will not only improve the relevance and quality of support provided to teachers, but will also position Save the Children as a credible technical leader, enabling us to influence donor priorities, shape funding decisions, and advocate for sustained investment in high-quality teacher support. Our next phase will focus on strengthening the consistency, quality and fidelity of implementation of the Enabling Teachers Common Approach (ETCA) across contexts. This will also include applying a clear equity lens, ensuring that TPD strengthens gender-responsive and inclusive pedagogies and is itself designed and delivered in ways that are equitable and accessible to all teachers, particularly those in marginalised and crisis-affected contexts.

We want to ensure that TPD is:

- **Continuous:** we want to ensure that TPD is ongoing and embedded over time, rather than short, intensive trainings that are cognitively demanding for teachers and have limited lasting impact.
- **Targeted & Focused:** TPD should be guided by evidence and focus on teaching competencies teachers need most support with.
- **Blended:** TPD should be delivered via a number of mechanisms and not just through teacher training workshops. Training should be complemented by mechanisms such as Teacher Learning Circles, classroom observations, and/or coaching conversations, for example.
- **Measured & Evaluated:** Our interventions should be measured using robust methods. We want to move away from measuring progress in teaching via pre- and post-training tests and instead be using data from competency surveys. This data will also help us evaluate the quality of our intervention.

TEACHER WELLBEING & MOTIVATION

DEFINITION: Ensuring that teachers are happy, well, enjoy their jobs, and are keen to improve their practice. This means measuring teacher wellbeing and motivation, understanding data and evidence, and then responding to prioritise teachers' wellbeing.

Teacher wellbeing should be measured and supported holistically. This means thinking about how teachers can support their own wellbeing; how school leaders and communities, alongside teachers, can create positive work environments and school cultures; how school-level, sub-national-level, national-level, and international-level policies and practices can improve wellbeing; and how teachers can be kept safe at school and in their communities.

Teachers should be listened to so we can understand their wellbeing and motivation. Teachers should have voice to determine what can improve their wellbeing and motivation and be allowed to take actions that improve their wellbeing and, therefore, the quality with which they go about their job.

RATIONALE: We know that teacher wellbeing and motivation is foundational to sustained improvements in teaching quality and children's learning outcomes. Save the Children has made progress in capturing teacher wellbeing and motivation data, and research into that data. However, more work is needed to ensure that this data meaningfully and impactfully informs both programming and policy.

While there are a number of education actors increasingly focusing on teacher wellbeing, Save the Children believes there is a distinct need to take a more holistic approach – e.g. rather than focusing only on how teachers support their own wellbeing. This approach would involve integrating wellbeing within professional development, school leadership and policy reform, and by identifying and addressing structural drivers of stress, motivation and retention. It's for this reason that Save the Children believes it can have real added value by prioritising teacher wellbeing and motivation within this Teachers Roadmap.



SCHOOL POLICY, LEADERSHIP & CULTURE

DEFINITION: This refers to how schools and other learning spaces are managed and supported. It includes how school leaders – including headteachers and managing bodies – work with teachers to establish and implement whole-school policies, manage and support staff and shape school culture. We know that leadership's role is partly to ensure the school/learning environment is set up in a way that allows teachers to do their jobs well.

Leadership should include ensuring teachers are directly involved in decision-making and that teacher voice shapes the way a school is run.

Interventions should include training school leadership, measuring school culture, and understanding and helping to set effective policies that positively impact teachers' ability to do their jobs well.

Some learning spaces may not have dedicated headteachers. For example, Temporary Learning Spaces (TLSs) in humanitarian contexts may only have a select few teachers working within the learning space. In such instances, these teachers

have leadership roles to establish policy and culture themselves without the role of formal leaders. In which case, the same principles apply to ensuring teachers have a safe environment that allows them to do their jobs to the best of their ability.

RATIONALE: Initial data from wellbeing and motivation research conducted by Save the Children has highlighted the significance of school culture. Save the Children further believes school leadership, culture, and policy to be a neglected area within the education sector, with the exception of a few agencies engaging in school leadership. This is despite this priority having the potential to have a really positive impact on the quality of teaching.





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