

Project Methodology Overview



Multi-stakeholder Engagement

- Collaborative teams within national hubs and target regions
- Dialog, planning, and coordination with governmental, INGO, CBO, and school leaders concerned with teacher professional learning and quality holistic learning
- Democratic participation among stakeholders, including teachers as leaders in local education spaces



Alignment with local priorities

- Identifying national and local priorities for 2021-2022
- Curating and making use of local resources, including curriculum guides, teaching standards, etc.
- Addressing teachers' needs and concerns
- Supporting governmental and non-governmental actors in achieving their holistic learning goals



Teachers at the heart of the project

- Teacher Fellows as core members of research & design teams
- Teachers' experiences and learning goals informing project
- Teachers creating lesson plans and other resources for professional learning courses and toolkits
- Teachers supporting teachers; learning from each other and generating new knowledge in dialog and reflection



Iterative & Responsive Design

- Cycles of inquiry with on-going monitoring, evaluation, and learning driving the inquiry and design
- Attuned to shifting contexts
- Flexible and dynamic



Multilingual Knowledge Sharing

- Working in and developing resources in three languages: Arabic, English, & French
- Knowledge and resource sharing, from the local to the global, across displacement contexts

Use this map to help choose starting points and next steps for this project. Prioritize local needs and interests. Contribute to local and national outcomes, alongside global project objectives focused on quality holistic learning in displacement contexts.

Pedagogical Focus Areas



SEL/PSS Integration in Lesson Plans

- Defining social and emotional learning (SEL) and psychosocial and mental health wellbeing within localized systems of knowledge and practice
- Ensuring teachers have proficiency with SEL & PSS and are able to integrate these aspects of holistic learning into every lesson
- Supporting teachers in monitoring and adjusting their lesson plans and classroom practice to meet not only the academic needs of learners, but also SEL/PSS goals



Asset (Strength) Based Pedagogies

- Preparing teachers to take an asset, rather than a deficit, perspective when welcoming and supporting learners
- Identifying the talents and interests of each learner
- Recognizing the funds of knowledge within each learners' home: including linguistic, cultural, and experiential knowledge
- Designing lessons that build upon and cultivate learners' assets, leveraging those strengths to develop new skills and knowledge
- Providing multiple ways of demonstrating knowledge and skill through multimodal, diversified and differentiated assessments



Project Based Learning

- Inquiry driven and experiential
- Focused on integrated (rather than discrete) knowledge & skill development
- Problem, place, and play based explorations
- Dynamic and learner centered
- Sustained engagement with ideas, processes, and learning



Differentiation of Instruction

- Supporting teachers in the challenging work of differentiating lessons to meet needs and build upon talents of all students
- Including choice and flexibility into lessons and assessments
- Providing multimodal supports for learners

Learning Environment



Inclusion & Equity

- Building inclusive, quality holistic learning environments for all
- Best practices for welcome and integration of refugee, displaced, and migrant learners
- Focus on gender sensitivities and gender equity
- Universal Design and equitable access for safe, supportive, and responsive learning spaces



Learner Centered & Whole Child

- Centering the learner, teacher or student, in the experience
- Attending to integrated wellbeing as part of learning
- Developing the full capacities and talents of each learner



Peace Education & SDGs

- Sustainability, harmony, and unity as core principles
- Supportive conditions for conflict resolution and peace
- Wellbeing of communities and ecosystems of all kinds



Technologies for Learning (ICT)

- Attending to both limited and abundant resource contexts
- Maximizing the potentials of all technologies, from the traditional and familiar to the innovative and cutting edge
- Creating resources that can be used online and offline
- Ensuring all teachers are familiar with technology integration (TPACK, SAMR, PICRAT, TIM, HACK models)



Open Education Resources (OERs)

- Utilization and creation of OERs
- Making learning accessible



Competency Based Curriculum

- Differentiating pacing and pathways
- Supporting competency development
- Measuring and celebrating proficiency

Professional Learning Modalities



Communities of Practice

- Shared goals and interests
- Diversity of perspectives and experiences
- Knowledge sharing
- Collective problem-solving
- Dialog and reflection



Professional Development Courses & Toolkits

- Modularized, practice-based learning opportunities for teachers
- Facilitated and self-paced resources for professional learning
- Available online and offline, anywhere and anytime
- Integrated assessment tools and other learning analytics
- Developed within local contexts as contextually relevant interventions; customizable to other contexts
- Designed by teachers for teachers



Learning Analytics

- Data dashboards and other tools for quick pulse diagnostics
- Integrated assessment tools for use by teachers in learner centered, holistic learning spaces
- Learning analytics prototype app for real time measurement of quality holistic teaching and learning; making teaching visible
- Monitoring, evaluation, and learning loops of discovery



Micro-credentials & Certification

- Competency based assessments for teachers
- Pathways toward teacher certification
- Partnership with local universities and teacher training institutes