

Center  
for  
Learning in Practice

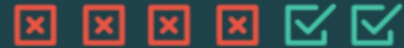
Focus On Global Education Issue:  
Teachers of Refugees



Almost 69 million teachers need to be recruited around the world by 2030 if international pledges on education are to be kept (Unesco)

<http://www.bbc.com/news/business-37544983>

# In the United States, The Every Student Succeeds Act (ESSA) provides the most prescriptive federal definition of high quality professional learning in the nation's history



For **4** out of the **6**  
criteria, 80% or more  
of the professional  
development offered  
and participated in by  
teaching professionals  
**failed to meet the  
federal definition.**

# Calling for qualified, well trained teachers

3



**WHERE IT'S NEEDED MOST:**

QUALITY PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

# 10 Million children

1 in 5 of 50 million students in U.S. are  
"newcomers"

The number of refugee children, as a percentage of all refugees resettling to the U.S., has increased over the past decade.

Together with immigrants, these newcomer children make up one in five children in the U.S.

"Newcomer" is an umbrella term that includes various categories of immigrants who are born outside of the United States

About 50.4 million students attend public elementary and secondary schools. Of these, 35.4 million will be in prekindergarten through grade 8 and 15.0 million will be in grades 9 through 12. An additional 5.2 million students are expected to attend private elementary and secondary schools (source). The fall 2016 public school enrollment is expected to be slightly higher than the 50.3 million enrolled in fall 2015.

The Integration Outcomes of U.S. Refugees The Integration Outcomes of U.S. Refugees

With approximately 350 refugee resettlement agencies spread throughout nearly all 50 states, refugee children can be found in classrooms throughout the country.

The education of these newcomers is not only crucial to their own well-being, but to the future of American society.

All too often schools problem-solve in isolation, despite the existence of resources and models developed by other districts or states for similar problems.



## Bureau of Refugee and Immigrant Assistance

### Welcome to Our Schools (WtOS)

Refugee children in American schools have fled their native countries from all over the globe. The experience of displacement is one of the most significant traumas and losses that refugees of all ages can face. The lack of stability and safety and constant disruptions exact their toll on each family member. For children, it puts them at profound developmental risk, often impairing cognitive abilities as well as emotional, academic, or behavioral functioning.



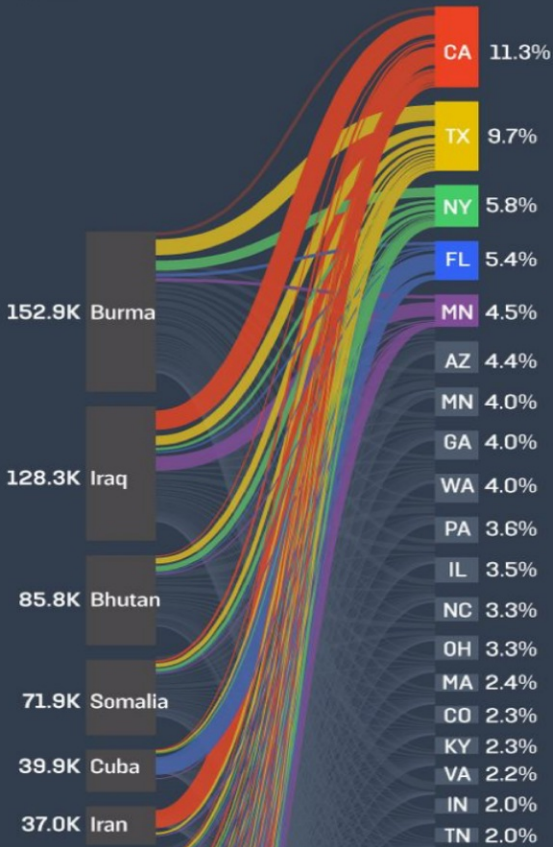


# Where America Has Settled Refugees

Between 2005-2015, refugees have come from over 110 countries

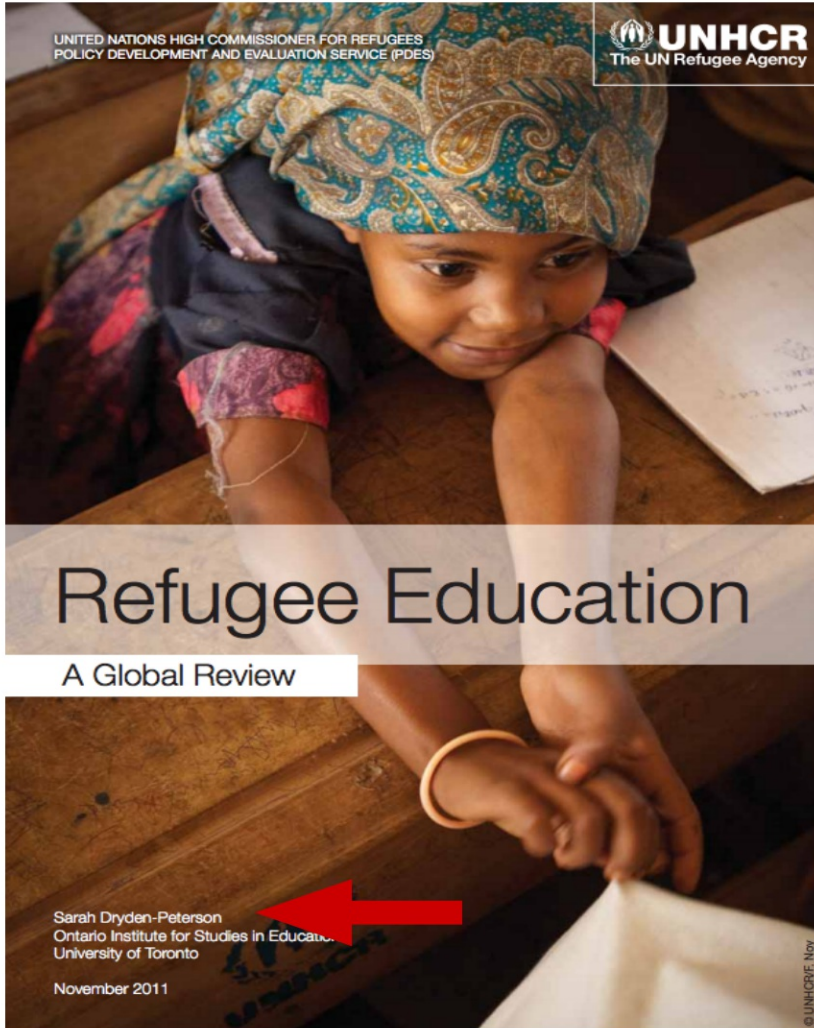
Total refugee arrivals  
by nation:

Percentage of refugees  
placed by state:



Across the  
country





# Around the world

Of the more than four million Syrian refugees in the Middle East and North Africa, the Institute of International Education (IIE) estimates that as many as 450,000 are 18-22 years old. Of that group, it assumes based on prewar enrollment rates that 90,000 to 110,000 are qualified for university.

# Recommendations of the International Network of Education in Emergencies

## IMPROVING QUALITY PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS: A SUMMARY OF RECOMMENDATIONS

Below are the seven major recommendations emerging from the *Teacher Professional Development in Crisis* online forum:

- **Recommendation 1:** Focus on teachers in fragile contexts – as professionals, learners and individuals
- **Recommendation 2:** Develop, apply, measure and institutionalize standards for teacher professional development
- **Recommendation 3:** Create professional development opportunities that promote teacher collaboration
- **Recommendation 4:** Provide teachers with ongoing support
- **Recommendation 5:** Invest in high-quality teacher educators
- **Recommendation 6:** Build instructional leadership at all levels of the educational system
- **Recommendation 7:** Use ICT to provide access to content, professional development and professional learning communities

# Academy for Teachers of Refugees

The Center for Learning in Practice will adapt a research-based, faculty-developed and tested model to train and certify teachers of refugees (in camps and in settlement countries) in effective methods of teaching.

Taking  
College Teaching  
Seriously:

Pedagogy **Matters!**

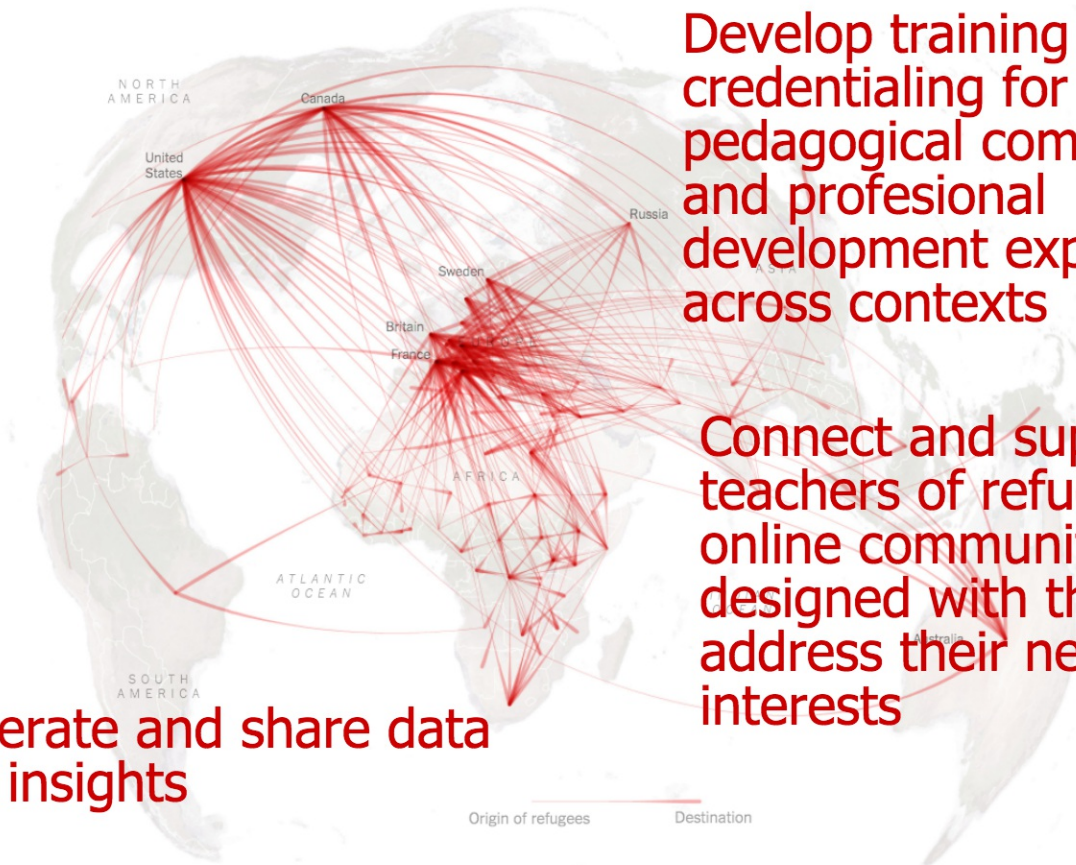
*Fostering student success  
through faculty centered practice  
improvement*



Develop training and micro-credentialing for pedagogical competence and professional development expertise across contexts

Connect and support teachers of refugees in an online community designed with them to address their needs and interests

Generate and share data and insights



## APPROACH

Through face-to face and online convenings, research, and consultation we help organizations and practitioners to:

- Capture individual experience-based reflection on practice
- Create knowledge and develop solutions through collaborative inquiry
- Cultivate information and knowledge to assure critical insights are shared, organized, and accessible
- Assess practice using evidence-based proof of progress and impact

## OUR STRATEGY: SUSTAINABLE LEARNING DESIGN

*Sustainable learning enables practitioners to share effective practices through reflection on experience and to personalize knowledge to meet immediate objectives that have long-term impact on organization effectiveness.*

### The Pillars of Sustainable Learning

- Communities that produce value
- Reflection that is embedded in work
- Analytics that produce data for action, innovation, and improvement
- Knowledge Exchange that is strategic, experiential, and empowers practitioners
- Content that is contextualized, open, and applied