Teacher Focus Myanmar (TFM)
Flexible pathway for the recognition of marginalised teachers from Myanmar
TeacherFOCUS Myanmar (TFM)

TFM was newly established in 2016 in Thailand’s border town Mae Sot and Phob Phra Districts, where Myanmar migrants and refugees are highly concentrated. Driven by the inspiration that teachers are paramount in developing students’ learning, the organisation sets as its priority to synthesise the most impactful, innovative ideas and practices to alleviate the ethnic/marginalised teachers’ challenges in multilingual education concerning limited resources, lack of skills and capacity as well as recognition in teacher quality.

Within the context of education in migrant learning centers (MLCs) along the Thai-Myanmar border, investment in and support for teachers continue to be an endemic challenge. Teachers currently have access to a patchwork of trainings, the majority of which are one-time and rarely relevant to developments in Myanmar’s changing educational landscape. Currently there are no clearly defined channels for migrant teachers to be recognized by the Myanmar Ministry of Education (MoE), leading to ongoing isolation and lack of accreditation for educators employed in MLCs.
How It Works

A pilot study was conducted to validate the effectiveness of the project, and encouraged by fruitful outcomes, TFM has now launched the full project within 13 MLCs since January 2018.

The teachers (direct beneficiaries) are of different ethnicities, mainly Karen, Burman, Chin, Mon and Kayah. The diversity correlates to the various ethnic groups among the students (indirect beneficiaries), which facilitates the language barriers in migrant education.

TFM aims to provide continuous support to approximately 120 teachers per year, teaching an estimated 2,500 students across 20 MLCs.
How It Works

TeacherFocus Myanmar Teacher Capacity Building Model

STEP 1: Planning
- Meet with Teachers
  - Introduce the framework
  - Schedule date & time for observation
  - Teachers complete pre-observation questions

STEP 2: Observation
- Classroom Observation and Assessment
- Video Record Lesson
- Individualized Feedback

STEP 3: Lab
- Analyze Data
  - Create tailored support plan for each school
  - Identify Best Practices

STEP 4: Support
- Data-Driven Capacity Building
  - Learn
  - Choose
  - Use

STEP 5: End Line
- Observation to measure improvement

Online Teacher Professional Community
Objectives

The staged approach employed in teacher capacity building is developed with the first objective to develop teachers’ skills through workshops that showcase videos of model, locally-developed strategies to highlight multilingual education and identify how exemplar teachers use techniques and multiple languages to direct learning.

Footage of the best practices, aligned with the recognised Myanmar National Teacher Competency Standards Framework, will be thusly used to demonstrate teacher quality and to share support among the teachers through open-access visual library, social media and Bluetooth sharing. This is also to ensure continuous teacher professional development.

Pre-assessment classroom observations then take place to identify teachers’ strengths and areas for improvement. The observations are filmed for later in-depth, individualised analysis and feedback.

The final stage involves post-assessment, where data of teacher competency is collected and analysed to help identify solutions and necessary future support.
Budget

The total amount of the programme’s overall running costs is **USD 70,000** for the 2019 academic year (January - December).

Transfers from Child’s Dream to TFM are made in four quarterly instalments during the financial year.

Monitoring and Reporting

We receive quarterly narrative and photo reports, as well as monthly financial and activity reports. Feedback is also collected directly during regular site visits by our local team.

We report to donors on a semester basis and visits can easily be arranged anytime.