Director's Note
What a Year!

We could not have imagined in 2017 when we issued a call for participation in our prototype development workshop for a Refugee Educator Academy, with the framing call to action (below), that so much could happen so fast. Thanks to partners, teachers, supporters, advisors, and our incredible CLiP team, we launch into 2020 readying to provide online refugee educator training in refugee camps in Kakuma, Kenya and Dzaleka, Malawi, with teachers across Europe, as well as higher education faculty in Jordan, Egypt, and Lebanon. This work is built on the invaluable insights, feedback, and commitment of our first cohort of 100 US teachers. The scale of the need for this work is unprecedented in recent history. We are grateful to join a community of dedicated educators seeking to address it. The generous support of the foundation that launched the US program planted a seed that is yielding a world of learning.

- Dr. Diana Woolis, Director

Emerging Signature Pedagogy for Teaching Teachers of Refugees
Address real and contextual needs of teachers.

Enable real-time mentoring

Provide on-demand learning

Connect teachers, content, and expertise to each other that crosses silos, organizations, countries, and disciplines

Individuals can easily curate, capture, and share content as they want

Generate data we can use for reflection and action

CLiP Case Studies

As part of the Teachers in Crisis Contexts Roundtable, Inter-Agency Network for Education in Emergencies (INEE) collected case studies of programs and practices that positively influence improvements in teachers' work conditions and teaching practice. Two case studies from the Center for Learning in Practice have been selected and published by the INEE: one on the Refugee Educator Foundations of Practice learning community pilot (more details on REFP below) and another, in partnership with Plan International Egypt, on Tawasol, a pilot program that delivered training and support to the teachers of informal learning centers in Egypt. To read all case studies, click here.

CLiP in Global Dialog

12th Policy Dialog Forum of the International Teacher Task Force

[UNESCO and TEACHERS EDUCATION 2030 logos]
President Gareth Crawford and Julie Kasper, the Refugee Educator Academy Program Manager, represented the institute at the 12th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 (Teacher Task Force) from December 8-11, 2019 in Dubai, United Arab Emirates. Julie presented on the Refugee Educator Foundations of Practice learning community pilot project during the thematic session on Teacher Management in Crisis and Emergencies.

To read the Dubai Declaration on The Future of Teaching, click here.

Global Refugee Forum

Gareth and Julie also joined the first Global Refugee Forum. This invite-only forum was to translate the principle of international responsibility-sharing into concrete action. Find the webcast archive from the 2019 Global Refugee Forum here.

Jordanian Higher Ed Faculty Training in Instructional Design
Dr. Diana Woolis, Director of the Center for Learning in Practice, served on a team convened by the Connected Learning in Crisis Consortium and UNHCR for the Jordanian Ministry of Higher Education to design and deliver training in instructional design for faculty representing over a dozen institutions. The training successfully took place in Amman, December 1-5, 2019 and now moves to Phase II with the Center for Learning in Practice again on the UNHCR team.

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**Refugee Educator Training in Europe**

The Center for Learning in Practice is pleased to announce that we have been selected by the UNHCR Regional Representation for European Union Affairs, through a competitive application process, for the production and design of digital UNHCR teacher training materials on the topic of refugees, asylum and migration for primary and secondary school teachers and other educators.

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**Trauma Informed Teaching for Early Childhood Educators**

We are excited to have entered into a formal partnership with Childhood Education International to co-develop a course on trauma informed teaching for early childhood educators.

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**Updates from the Refugee Educator Foundations of Practice (REFP) Learning Community Pilot Project**

Learning & Teaching Together: Building a Vibrant Refugee Educator Network

Cohort #1 of our Refugee Educator Foundations of Practice professional learning community launched with 103 educators from across the United States. Guided and supported by 3 outstanding facilitators/learning coaches, these refugee educators are expanding their knowledge and skills in areas critical to working effectively with refugee students and families. Cohort #1 participants
coaching phase with their facilitators and intra-state colleagues.

begun analyzing pre- and post-course survey data for cohort #1. We'll update you with findings as they are made available.

Join Now! We're Recruiting for Cohort #2

In January 2020, we will be launching a revised version of our Refugee Educator Foundations of Practice course and, with that launch, will be forming a new learning community for cohort #2. This free professional learning opportunity is open to AZ, NY, and WA state educators (teachers, paraeducators and teacher aides, counselors, social workers, support staff, administrators). Only a handful of spaces are left in cohort 2. E-mail Julie Kasper, Refugee Educator Academy Program Manager, immediately if you wish to join: jkasper@careyinstitute.org.

Meet Our Cohort #2 Facilitators

Kristina Faitz-Kroener is an Instructional Coach for the English as a New Language teachers in her district in Arizona. She has been an educator for over 17 years working primarily with EL students and their teachers. Kristina earned her B.S. in Business Administration from San Diego State University, her M.Ed. in Early Childhood Education from Northern Arizona University, and has an ESL Endorsement, a Reading Endorsement, and an Early Childhood Endorsement. She is a National Board Certified Teacher in ENL and an Arizona Master Teacher. She will be leading Arizona Cohort #2.

Gina Nassivera is a certified teacher of English as a New Language, French, and Spanish. Gina graduated from the University of Albany with her B.A. in French and her M.S. in TESOL. During her 20 years in public education, she has taught all levels from elementary to college students. She currently teaches at South Colonie high school and middle school where she has both stand-alone and co-teach classes. She specializes in creating strong bonds between families and their school, ensuring all feel welcome in the district. Gina will be leading New York Cohort #2.

Kristin Roy earned her MA-TESOL and National Board Certification in ENL and has been teaching ELLs for over 20 years, working with a large variety of students, from middle school to adults in the community college setting. Additionally, she has taught future ELL teacher prep courses at the university level. Kristin recognizes that refugee students are such a special addition to our classrooms. They bring their unique world perspective and give us, as educators, such a special opportunity to be a part of their education. Kristin will be leading Washington Cohort #2.
Refugee Educator Foundations of Practice (REFP) learning community pilot also won the Professional Educator Standards Board (PESB)'s Professional Growth Plan (PGP) Professional Learning Community (PLC) grant. The Refugee Educator PGP PLC launched on November 9, 2019. Having just set their professional learning goals, aligning them to objectives from the REFP course, their state certification standards, and the National Board for Professional Teaching Standards Five Core Propositions and then designing a learning in practice action plan during December 2019, participants will now test ideas and practices, gather evidence of what is working, reflect on the work, and document their growth toward achieving their professional learning goals during the spring 2020 semester. The project will culminate with a sharing of achievements, failures to learn from, and directions to keep moving forward as connected, committed, and skilled refugee educators.

Center for Learning in Practice

Visit our [website](#).

View select courses on [our learning platform](#).

Explore [our refugee educator micro-credentials](#) on the Digital Promise site.
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