

BEHAVIOR PROFILE: TEACHERS PROMOTE A CULTURE OF RESPECT

DEMOCRACY AND GOVERNANCE GOAL

Reduce school-related gender-based violence

BEHAVIOR

Teachers promote a culture of respect for human rights, diversity (including gender, sexual orientation, disabilities/differently-abled, etc.) and inclusion

71 % of school community members who believe teachers respect the human rights of all people regardless of gender, sexual orientation, disability, or other characteristics

BEHAVIOR ANALYSIS

STRATEGY

BEHAVIOR AND STEPS	FACTORS	SUPPORTING ACTORS AND ACTIONS	POSSIBLE PROGRAM STRATEGIES
<p>What steps are needed to practice this behavior?</p> <p>Behavior</p> <p>Teachers promote a culture of respect for human rights, diversity (including gender, sexual orientation, disabilities/differently-abled, etc.) and inclusion</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Treat peers (including all other staff) and learners with courtesy, politeness and kindness 2. Encourage peers and learners to express opinions and thoughts 3. Listen to what peers and learners have to say before expressing own viewpoints 4. Learn about human rights, gender identity, sexual orientation, disability/differently-abled, and diversity 5. Share knowledge about human rights and diversity with learners 6. Mediate and respond to discrimination on school premises 7. Demonstrate or incorporate a diverse perspective in classwork (e.g., using examples in curriculum to normalize diversity) 8. Model fairness in dealing with peers and learners 9. Use gender-inclusive language 	<p>What factors may prevent or support practice of this behavior?</p> <p>STRUCTURAL</p> <p>Accessibility: Teachers can promote a culture of respect because of the existence of numerous, comprehensive policies that espouse ideals of respect, diversity and inclusion. M</p> <p>Accessibility: Teachers cannot promote a culture of respect because dysfunctional school management systems and school policies exacerbate an environment that is non-conducive to a culture of respect, school order, and social cohesion.</p> <p>Service Provider Competencies: Teachers cannot promote a culture of respect because school administrators do not manage parent expectations or differences between the teachers' beliefs and those of the learners</p> <p>Service Provider Competencies: Teachers cannot promote a culture of respect because school administrators are not held accountable for a culture of respect and they emphasize operational and procedural aspects over respect, human rights, diversity, and inclusion</p> <p>INTERNAL</p> <p>Attitudes and Beliefs: Teachers do not promote a culture of respect because they believe their role is just to transmit knowledge and information.</p> <p>Attitudes and Beliefs: Teachers do not promote a culture of respect because they feel a need to be seen as the epicenter of power -- they believe coercion can bring conformity and see respect as something they are owed and not something they must also give. B</p> <p>Self-Efficacy: Teachers do not promote a culture of respect because they feel they do not have the required skills to handle the psychosocial barriers that learners bring into the classroom as a result of, for example, negative family and community influences. B</p> <p>Knowledge: Teachers do not promote a culture of respect because they need professional development and support to grapple with their own identities and their understandings of what is normative to become active agents in working towards the inclusion of diverse B</p>	<p>Who must support the practice of this behavior, and what actions must they take?</p> <p>INSTITUTIONAL</p> <p>District Education Department: Lead the process of orienting educators on Codes of Conduct for Educators and relevant laws and policies related to SRGBV.</p> <p>Circuit Manager: Conduct regular guidance and monitoring of policy implementation in schools</p> <p>School-based Support Teams (SBSTs): Provide information and guide/mentor teachers to respect others human rights and practice inclusion and diversity.</p> <p>School Governing Bodies (SGBs): Revise, implement and monitor the School Code of Conduct, policies and disciplinary procedures.</p> <p>School Governing Bodies (SGBs): Orient teachers, parents and learners on the revised policies, codes of conduct and disciplinary procedures.</p> <p>Department of Basic Education (DBE): Collaborate with Disabled People organizations to provide information and guidance to teachers to improve the inclusion of disabled learners</p> <p>Principals' Association: Support, monitor, and enforce principals' implementation of human rights, diversity and inclusion in schools</p> <p>Unions: Facilitate members' willingness to engage and promote transformation in schools</p> <p>HOUSEHOLD</p> <p>Parents/Guardians: Advocate with other parents on human rights, respect, diversity, etc. within the school community</p>	<p>What strategies will best focus our efforts based on this analysis?</p> <p>Strategy requires Communication Support</p> <p>ENABLING ENVIRONMENT</p> <p>Partnerships and Networks: Engage Unions in support of project ideals and activities</p> <p>Partnerships and Networks: Monitor and provide feedback on alignment and implementation (gaps and challenges) of School Codes of Conduct, disciplinary procedures, guidelines to the key education departments.</p> <p>Partnerships and Networks: Support Education Department in prioritizing human rights, diversity, inclusion, and related issues in the appropriate forums, e.g. principals' association - as a standing agenda item</p> <p>Partnerships and Networks: Provide a platform for education units and others to meet and dialogue with teachers to share information sharing and provide teachers with needed support</p> <p>SYSTEMS, PRODUCTS AND SERVICES</p> <p>Quality Improvement: Hold regular, structured follow-up through School Leadership on National School Safety Framework implementation.</p> <p>Quality Improvement: Host orientation workshops with the Education Department on national policies</p> <p>DEMAND AND USE</p> <p>Advocacy: Engage provincial and district level education officers to guide and monitor policy implementation and resourcing of activities/interventions, e.g. curriculum, professional development, teacher support, infrastructure, etc.</p> <p>Advocacy: Advocate for ongoing refresher courses on diversity, human rights, classroom management (order, behavior, sensitivity, relations, communication), etc. for teachers.</p> <p>Communication: Conduct workshops and periodic engagement to create awareness and understanding of human rights, GBV, sexual orientation, diversity and inclusion</p> <p>Collective Engagement: Mobilise parent engagement in support for interventions</p> <p>Skills Building: Provide information using best practice case studies, tools and relevant resources (handouts) and guide/mentor the School Based Support Teams to develop and implement a mentorship guide and recruit</p>

learners (e.g., sexual and gender diversity, disability).

Skills: Teachers do not promote a culture of respect because they do not have classroom management skills needed to create a collaborative atmosphere, respond to learners' needs, mediate between students, etc.

model/exemplary teachers to serve as peer mentors to teachers.

Skills Building: With the Education Department, co-host workshops for schools on the National School Safety Framework and relevant content (e.g., restorative practices/restorative justice)