Teacher Education in a Context of Occupation and Siege: The Case of Gaza

- How does it feel to develop a situated teacher education programme for in-service teachers under military occupation and siege?
  - What are some of the underlying opportunities and challenges?
  - What pedagogical theories would underpin such programme?
  - What are some of the ethical issues involved?
- What can we learn from such experience that will enable us to continue to support teachers in Palestine and in other international contexts of human suffering?

This presentation addresses these questions and others in light of an international Large Grant AHRC funded project (2014-17). One of the project’s objectives was to set up an online Arabic language teaching programme as a way of recognising the human aspirations of besieged teachers in Gaza, creating employment opportunities for them, and helping them defy military occupation.

To support teachers in carrying out their roles, educators in Gaza - in collaboration with project members - designed a situated in-service teacher education programme largely informed by a spirit of resistance and hope. It rested on five interconnected pillars: context, language, (critical) pedagogy, technology, and creative arts, which were developed to meet the needs of the teachers, as well as the particularities of the setting.