Transforming the Education Workforce: Learning Teams for a Learning Generation

Transforming the Education Workforce Report
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**Education workforce challenges**

| 69 million teachers must be recruited globally by 2030 – **76%** of these in Sub-Saharan Africa |
| In Sierra Leone, only **27%** of teachers at primary level are female |
| In a study on **7** African countries, only **45%** teachers are in classrooms teaching |
| In Sub-Saharan Africa only **45%** of teachers in secondary schools are trained to teach |
| Only **20%** of teachers reported participating in mentoring or collaborative work |
| Only **7%** of countries used student assessment data to identify support needed for teachers |
| **29%** of unions responded that they were rarely or never consulted on education policy |
| Less than **10%** of primary school language teachers could demonstrate a minimum level of subject knowledge |
We need an education workforce for this century

Photo Credit: Steve Harris/World Bank
The education workforce must respond to and harness global and local trends

We need to reimagine the workforce needed today and in the future
We need to harness the talent and potential of teachers as well as the broader education workforce
Three Visions

Three interacting visions for the education workforce to reach system goals

Vision 1
- Strengthening the education workforce
- More effective:
  - Recruitment
  - Preparation
  - Development
  - Management

Vision 2
- Developing learning teams
  - Skill optimization
  - Instructional leadership and inclusion
  - Data-driven improvement
  - Collaborative policymaking
  - Teamwork

Vision 3
- Transforming into a learning system
  - Learners as individuals
  - School networks
  - Cross-sector partnerships
  - Research and development

Education system goals
- Access
- Learning
- Equity
- Inclusion
Vision 1: Strengthening the Education Workforce

- Greater focus on **access, learning, equity and inclusion**
- Across **all levels of the system**: school, district, region, state
- **Professionalizing** teachers AND other key roles
- Throughout **the life cycle**: from recruitment and preparation, to professional development, career progression, leadership and management
- Supported by fair working conditions and wages

This vision is about strengthening the “**human capital**” of the education system
Vision 1: Strengthening the Education Workforce

- Inclusive approaches
- Alternative routes into the profession
- Based on evidence of what works

Vision 1

- Strengthening the education workforce
  - More effective:
    - Recruitment
    - Preparation
    - Development
    - Management
Vision 2: Developing learning teams

Current class design

Learning team design

<table>
<thead>
<tr>
<th>Learners</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Key to functions:
- Teaching and learning
- Operations and administration
- Student welfare
- Instructional leadership

Note: In the learning team design, the functions are shared between a team and would be undertaken by different roles depending on the context.
Vision 2: learning teams would differ by context

<table>
<thead>
<tr>
<th>Leadership and Management</th>
<th>Teaching and Learning</th>
<th>Student Welfare</th>
<th>Operations and Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leaders:</td>
<td>Specialized Teachers:</td>
<td>Welfare Support Staff:</td>
<td>Operations and Admin Staff:</td>
</tr>
<tr>
<td>School principals</td>
<td>Inclusion specialist</td>
<td>Learning assistant (volunteer, national service program or more formalized)</td>
<td>Admin support staff</td>
</tr>
<tr>
<td>School deputy/asst. principal</td>
<td>Subject specialist</td>
<td>• Remedial tutor</td>
<td>Operations manager</td>
</tr>
<tr>
<td>Head of year/Head of subject</td>
<td>Literacy specialist</td>
<td>Beginners:</td>
<td>• Community education worker/community health worker</td>
</tr>
<tr>
<td></td>
<td>Classroom teacher</td>
<td>Beginner Teachers:</td>
<td>• Community-based mentors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher trainee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Newly qualified teacher</td>
<td></td>
</tr>
</tbody>
</table>

#EducationWorkforce
Vision 2: Developing learning teams

- Skill optimization
- Instructional leadership and inclusion
- Data-driven improvement
- Collaborative policymaking
- Teamwork
Vision 3: Transforming into a learning system

Key to shapes:
- School
- District
- State

Key to functions at school level:
- Teaching and learning
- Operations and administration
- Student welfare
- Instructional leadership
- Cross-sectoral partnerships
Vision 3: Transforming into a learning system

- Transforming into a learning system
- Learners as individuals
- School networks
- Cross-sector partnerships
- Research and development
How to Get There: Financing of Reforms

→ Some of what the report proposes will lead to greater efficiencies or cost effectiveness

→ Some will require more investment but smart investment in the workforce now will lead to longer-term returns

→ To unlock resources, ministries of education need to make a convincing investment case for change

→ Costing models will need to reflect a wider range of roles, levels, geographies, and composition of the workforce
How to Get There: Political Economy

→ Workforce reform requires a deep understanding of political context
→ The workforce should be empowered to be change agents and engaged throughout the reform process
→ Effective implementation requires a coherent plan, alignment of actors, incentives and ongoing communication, monitoring and adaption
Call to Action

➔ Support countries to develop a workforce diagnostic tool underpinned by reliable data, indicators, and improved costing models

➔ Experiment, research, and evaluate to explore what works and at what cost

➔ Lead coalitions for change at all levels
Thank You.

Photo Credit: Name Here