

Transforming the Education Workforce:

Learning Teams
for a Learning
Generation



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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

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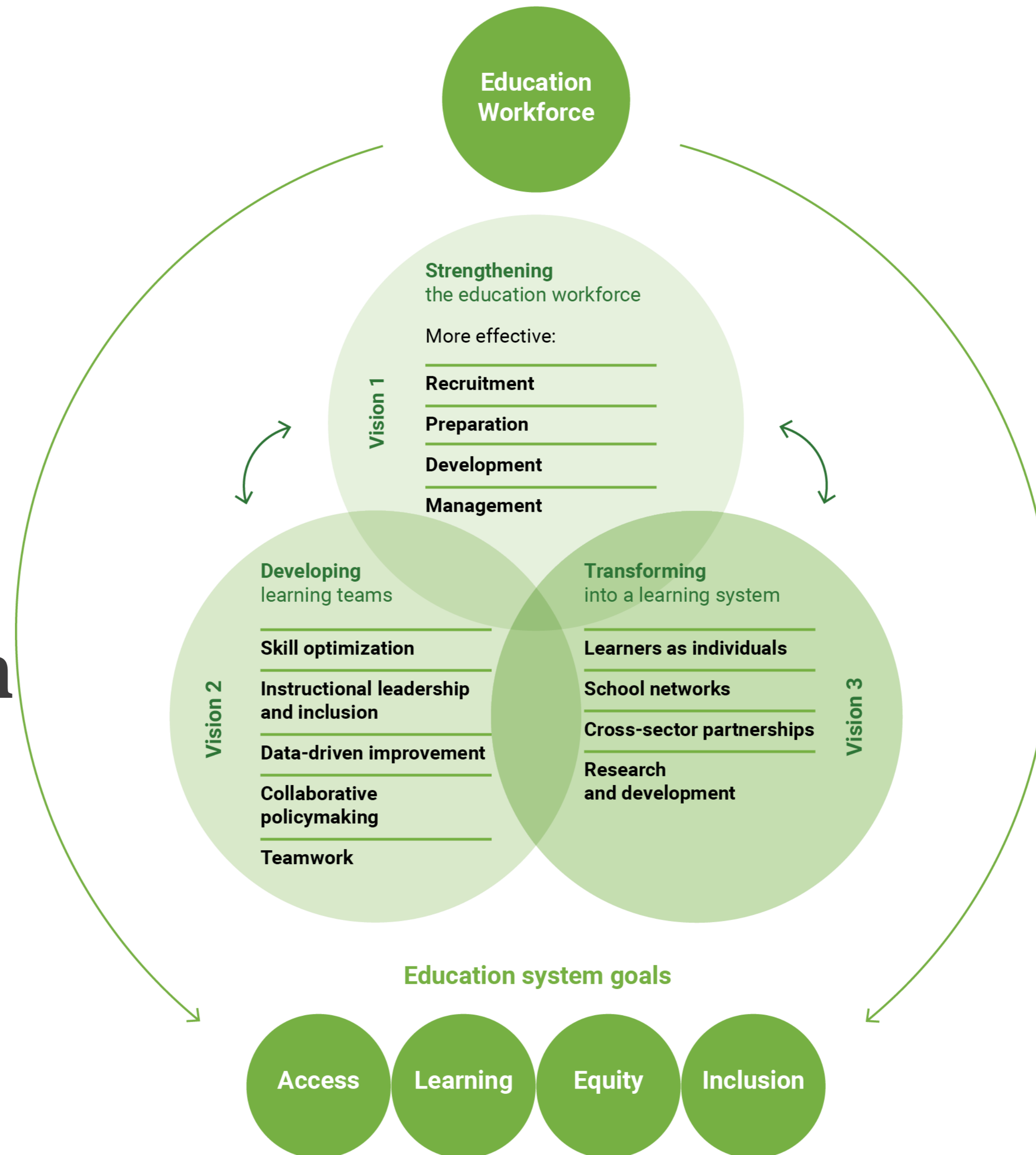
#EducationWorkforce

We need to harness the talent and potential of teachers as well as the broader education workforce



Three Visions

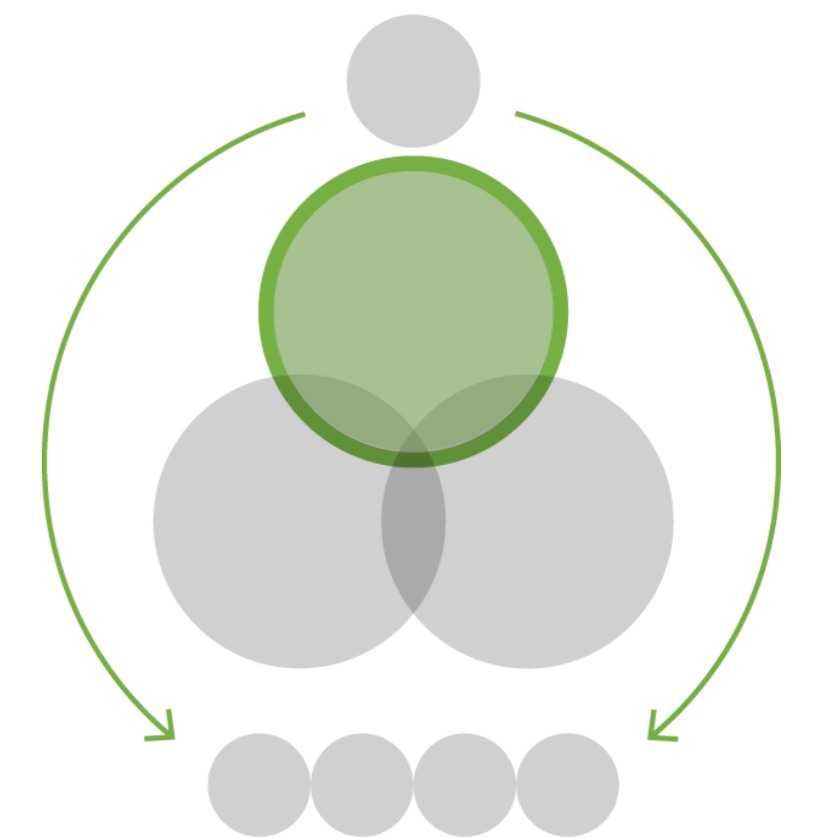
Three interacting visions for the education workforce to reach system goals



Vision 1: Strengthening the Education Workforce

- 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



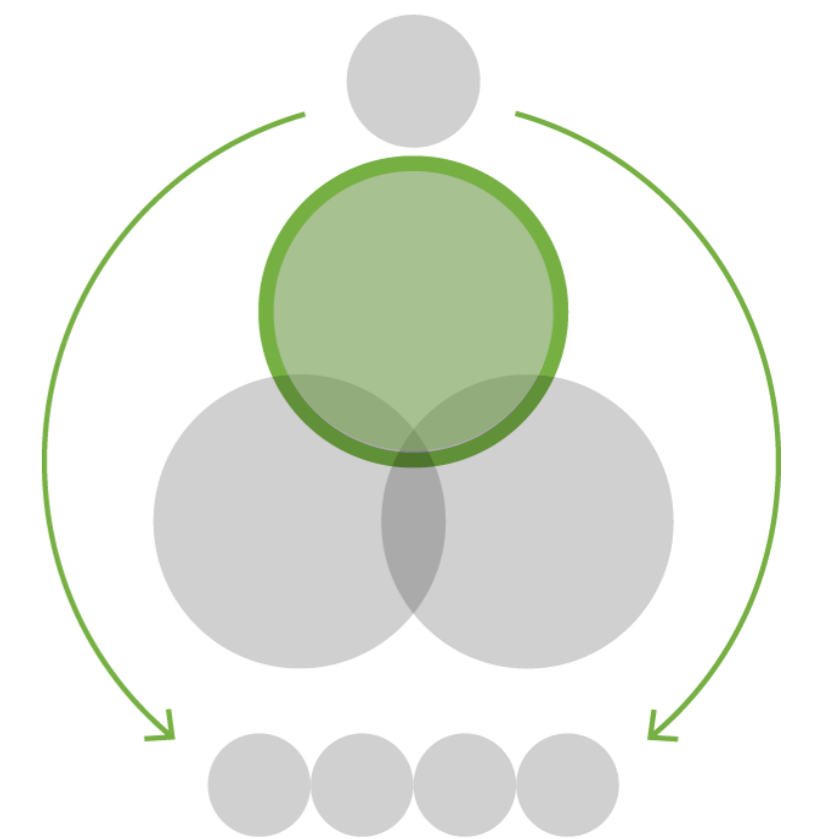
Vision 1: Strengthening the Education Workforce



→ Inclusive approaches

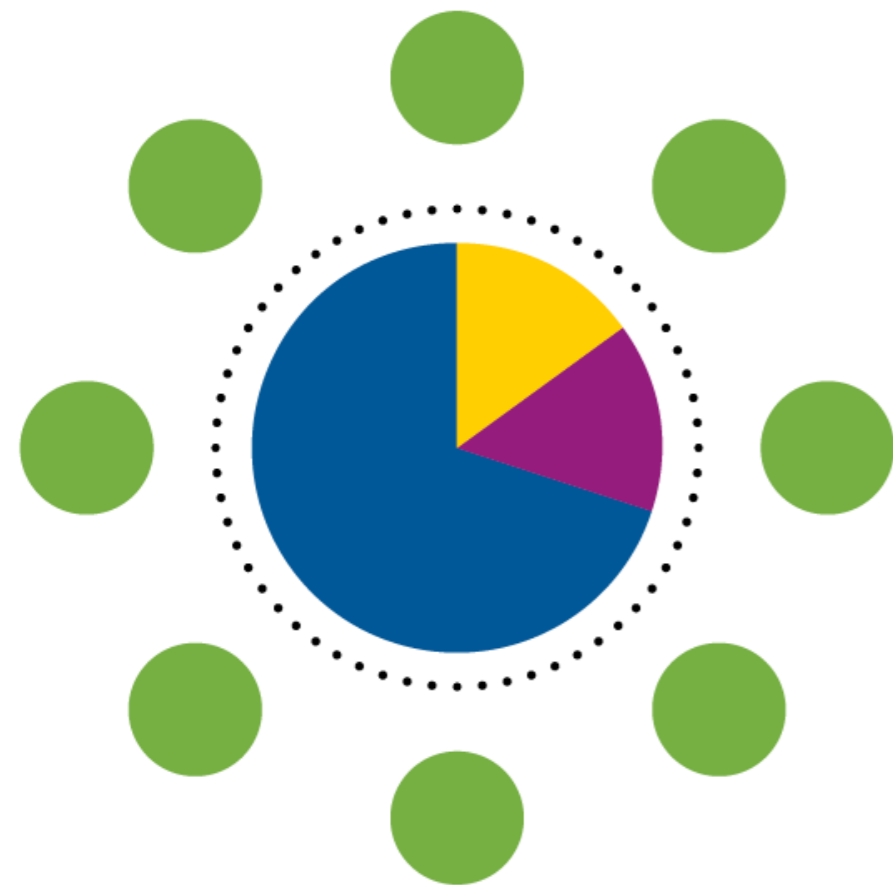
→ Alternative routes into the profession

→ Based on evidence of what works



Vision 2: Developing learning teams

Current
class design



Learning
team design



● Learners

⊙ Teacher

Key to functions:

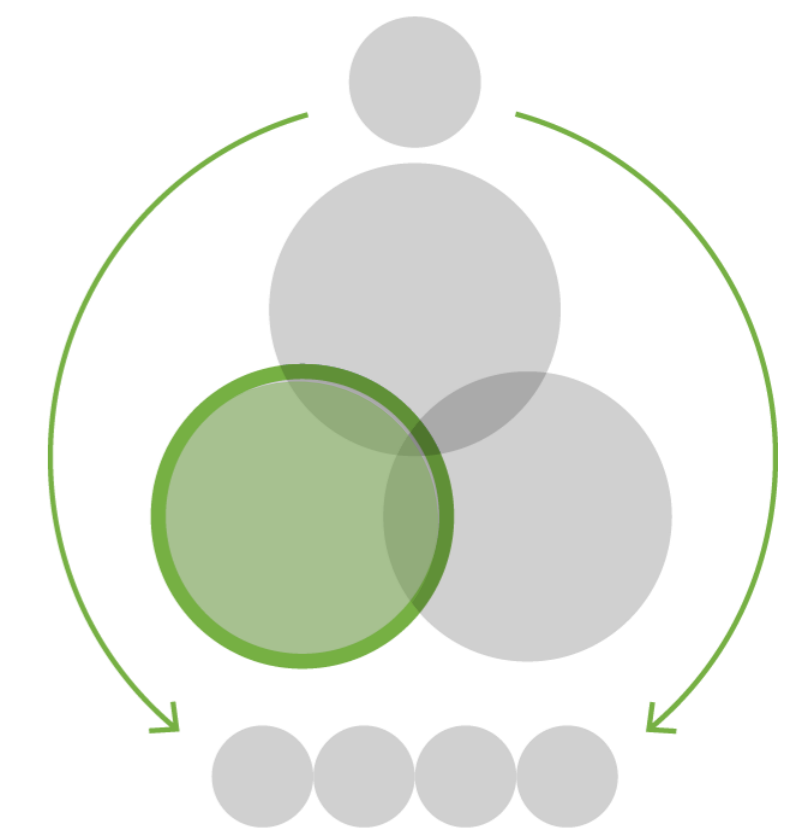
● Teaching and learning

● Operations and administration

● Student welfare

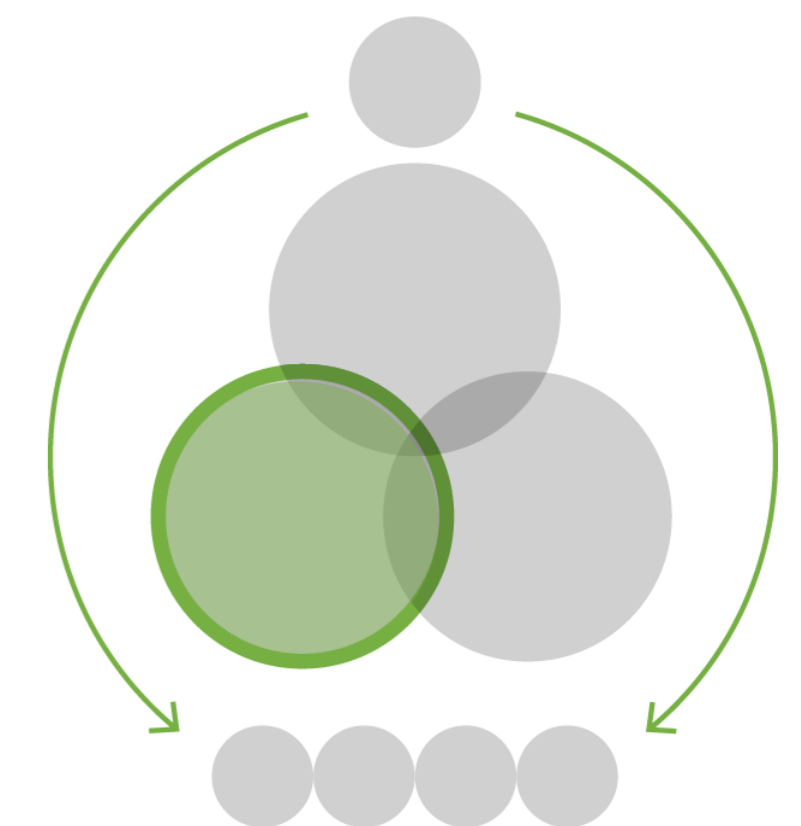
● Instructional leadership

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

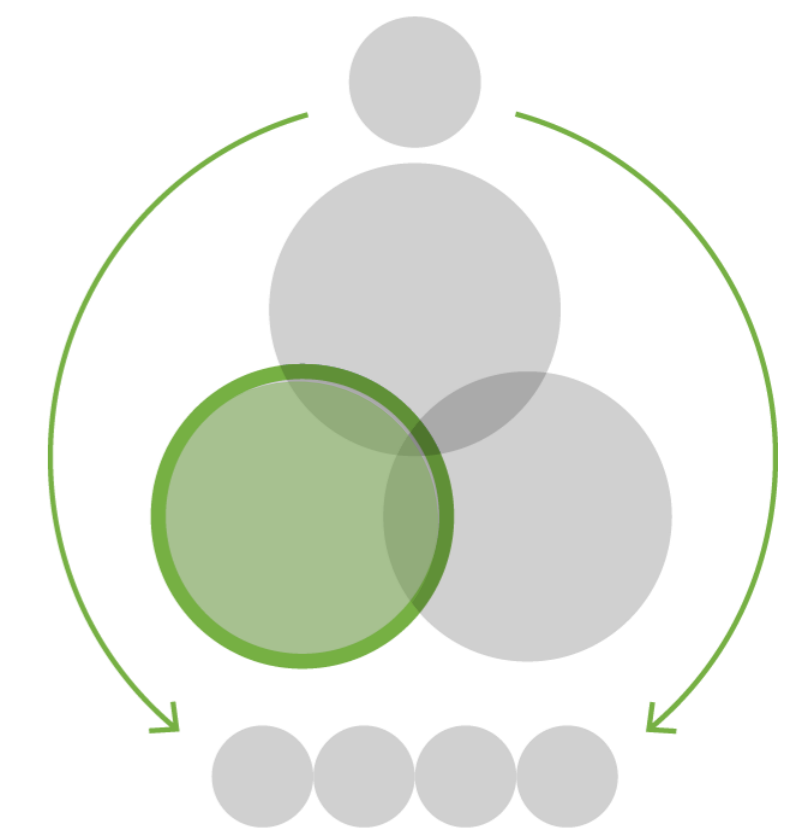


Vision 2: learning teams would differ by context

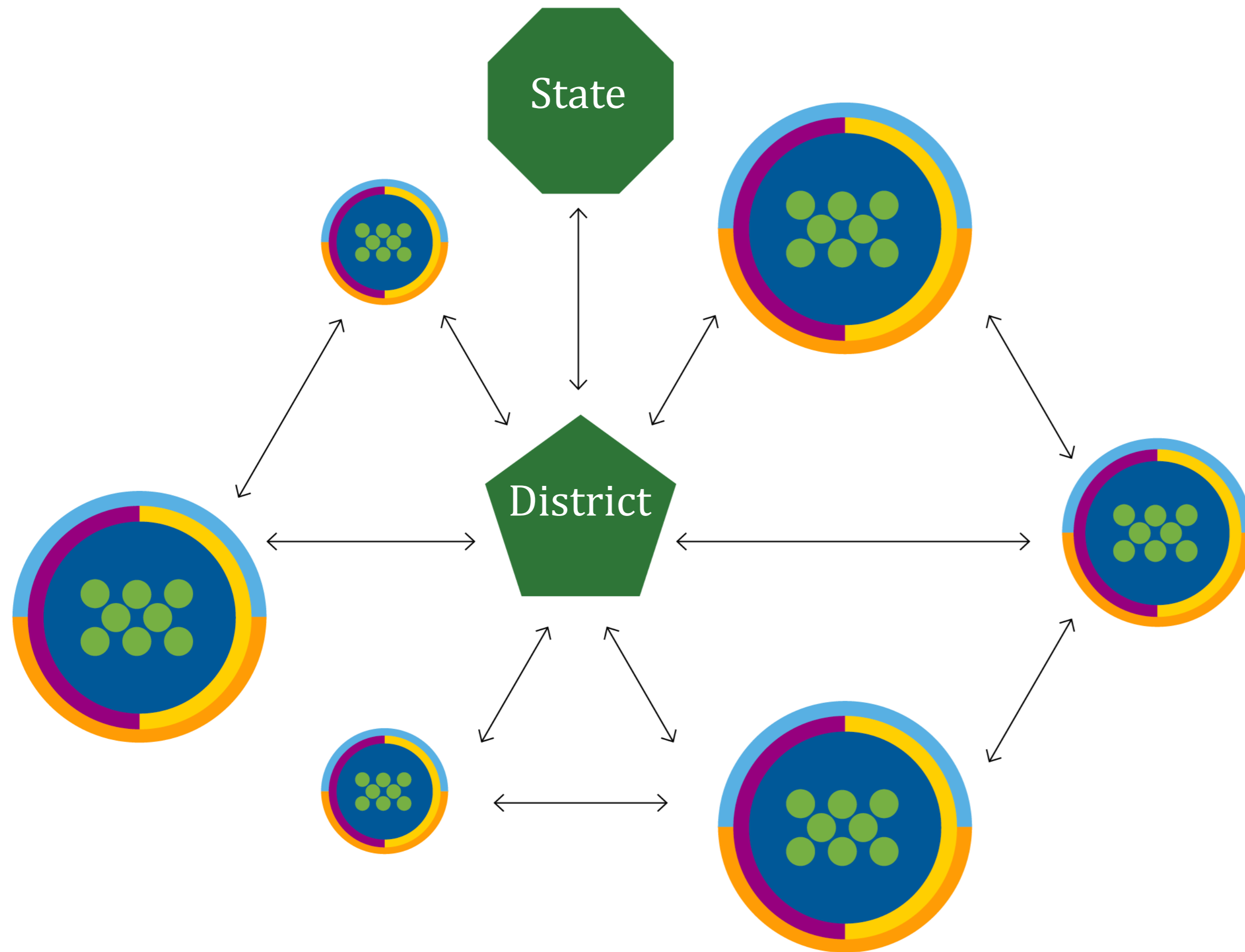
Leadership and Management	Teaching and Learning					Student Welfare	Operations and Admin
<p>School Leaders:</p> <ul style="list-style-type: none"> • School principals • School deputy/ asst. principal • Head of year/ Head of subject 	<p>Specialized Teachers:</p> <ul style="list-style-type: none"> • Inclusion specialist • Subject specialist • Literacy specialist 	<p>Experienced Teachers:</p> <ul style="list-style-type: none"> • Classroom teacher 	<p>Beginner Teachers:</p> <ul style="list-style-type: none"> • Teacher trainee • Newly qualified teacher 	<p>Learning Support Staff:</p> <ul style="list-style-type: none"> • Learning assistant (volunteer, national service program or more formalized) • Remedial tutor 	<p>Welfare Support Staff:</p> <ul style="list-style-type: none"> • Community education worker/ community health worker • Community-based mentors 	<p>Operations and Admin Staff:</p> <ul style="list-style-type: none"> • Admin support staff • Operations manager 	



Vision 2: Developing learning teams



Vision 3: Transforming into a learning system

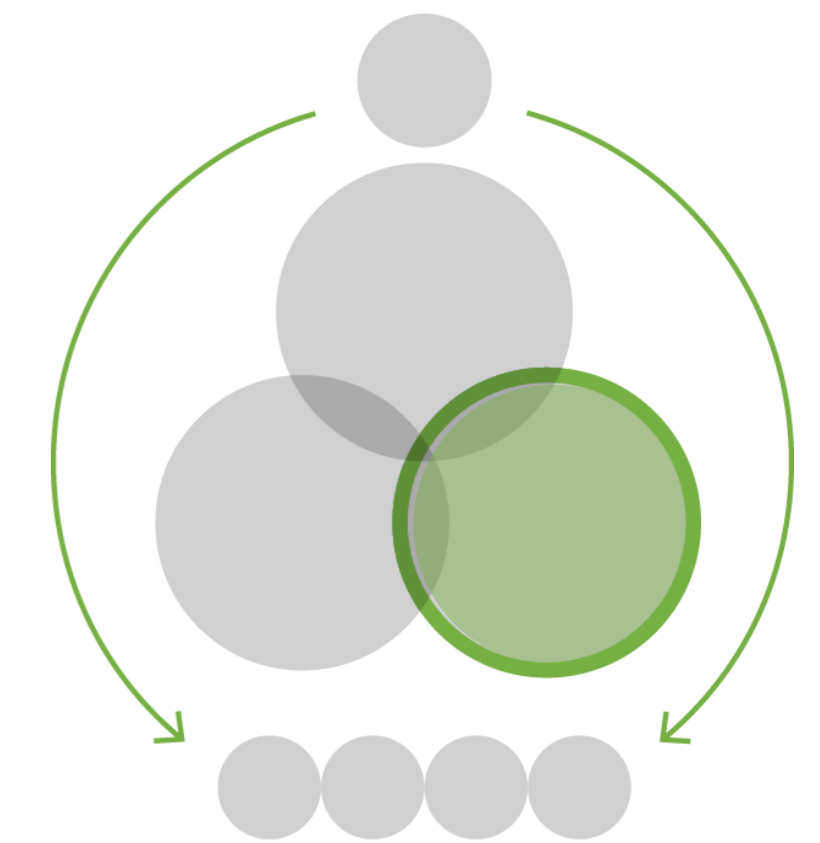


Key to shapes

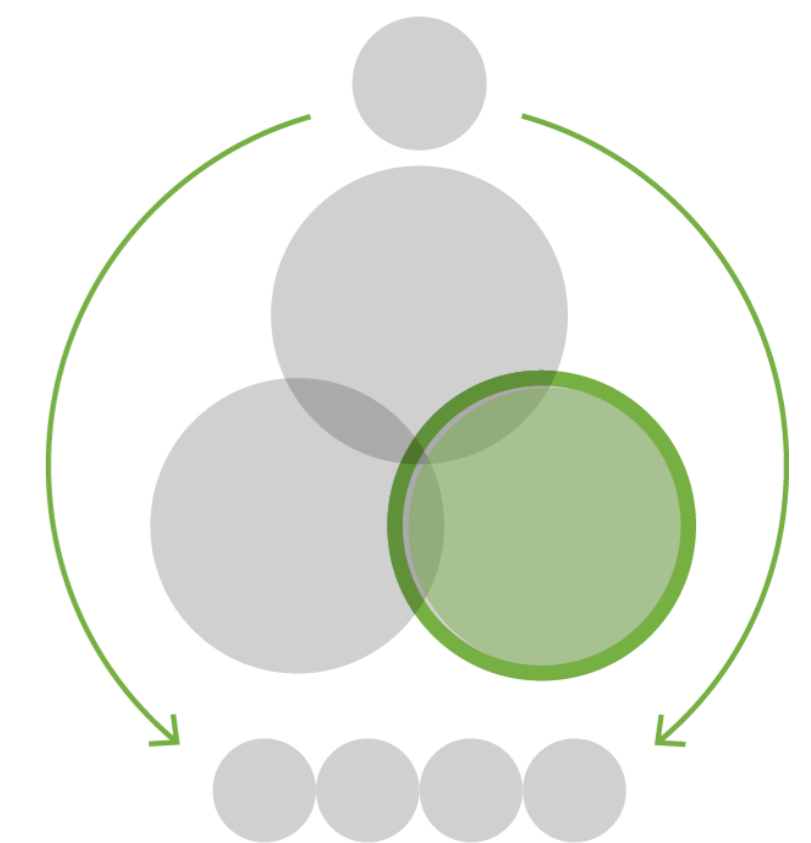
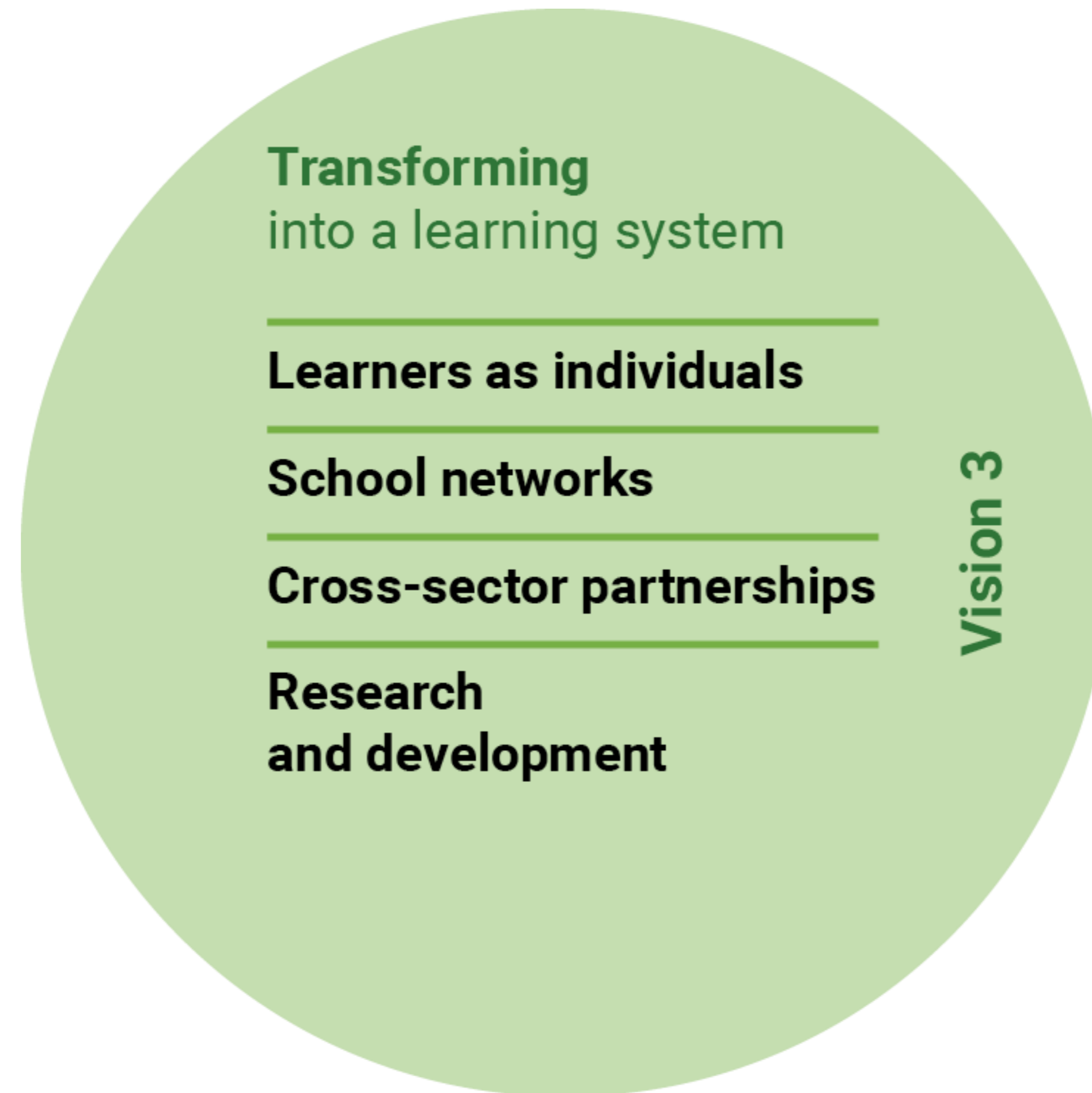
- School
- ⬠ District
- ⬡ State

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



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



Photo Credit: Asian Development Bank

Thank You.

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