

Guiding questions for strengthening the education workforce

To strengthen the existing workforce, policymakers could consider these guiding questions.

Questions for consideration

1. Analyze the existing education workforce

- Where are the most critical bottlenecks to access, learning, equity, and inclusion within the system and how are these driven by current challenges within the education workforce?
- What are the composition of skills and capabilities within the current workforce at each level? Is there a gender balance?
- Are there shortages of specific skills and capabilities within the education workforce? What are the specific needs and how will the production pipeline meet those needs?
- What is the capacity of teacher training institutes or other organizations to support workforce strengthening?

2. Consider different policy levers throughout the workforce life cycle and embed systems thinking

- What are the current binding constraints or inefficiencies in the workforce life cycle that affect education outcomes?
- What local and international evidence exists that can be drawn on to address those challenges?
- Are new approaches needed to attract, recruit, and prepare staff? Do these need to address overall shortages, or shortages in specific locations or expertise? Is there a potential pipeline of teachers – i.e. sufficient secondary school graduates?
- What is the relationship between qualifications, capabilities, and performance of workforce members and how does this impact prioritization of investment?
- How can existing approaches to motivate and develop staff be strengthened? Where are the biggest needs? How is professional development currently provided and how does that compare to good practice? Does the current career structure recognize and reward merit?
- What improvements are needed to lead, monitor, and manage the workforce? How effective are existing accountability structures? What is the balance between compliance and instructional leadership?
- How do workforce policies and initiatives need to be aligned across system levels and throughout the workforce life cycle?
- What interdependencies exist between workforce reforms and other policy initiatives including wider reforms? What does the education workforce need to do differently to enable some of those reforms?
- What steps and what timeframe are needed for long-term development of a fully professionalized workforce? What interim strategies are needed for the existing workforce? The longer-term impacts on workforce professionalism should be considered alongside immediate potential gains.