SUPPORTING TEACHERS IN THE AGE OF THE PANDEMIC
“Teaching is the profession upon which all other professions depend.”
Principle 1: Make Teaching Attractive

Design **COMPENSATION POLICIES** to attract the best

Build **CAREER PROGRESSION** structures to motivate and reward performance

Improve **WORKING CONDITIONS**

Improve the professional **STATUS** of teaching
Principle 2: Ensure pre-service education equips teachers to perform effectively

- Make entry into pre-service selective
- Include an extensive practical component in pre-service curricula
- Help redress the learning deficits most teacher-candidates bring
Principle 3: **Promote Meritocratic Selection**

- Select teachers meritocratically & have probationary periods with evaluation
- Better data on allocation + rules-based policies
- Evaluate and keep accountable
Principle 4: **Support and motivate teachers throughout their careers**

- Provide in-service teacher professional development that works
- Give useful tools and effective leadership
- Establish systems of professional accountability
Systems of professional accountability

- Observation by principal
- Recognition of success
- Peer observation
- Professional coaching
- Teacher performance pay
- Dismiss low performing teachers
- Required professional development
- Initial certification

Source: Gill, Lerner, & Meosky 2016
Principle 5: Use technology appropriately to help teachers reach every student effectively.

- Complement teachers rather than trying to substitute for them.
- Test and scale effective solutions.
- Use technology to solve specific problems, not as a magic wand.
Global Platform for Successful Teachers

THE 5 PRINCIPLES

01. Make teaching ATTRACTIVE
02. Improve PRE-SERVICE EDUCATION
03. Promote MERITOCRATIC SELECTION
04. Provide high-quality PROFESSIONAL DEVELOPMENT and SCHOOL LEADERSHIP
05. Use TECHNOLOGY WISELY
From the 5 Principles to having empowered, motivated and effective teachers
1. Provide Technical and Financial Support

Over 18,000,000 teachers
2. Develop resources and tools to improve diagnostics:

What happens inside the schools?
Intervention Design

Implementation Quality

Guidance notes

Costing Tools

Tools for ongoing monitoring and feedback
We want to hear from you!

@WBG_Education  www.worldbank.org/en/topic/teachers  teach@worldbank.org

Ongoing Public Consultation

Published on Education for Global Development

What can education systems learn from football?

ADELLE PUSHPATNAM, EZQUIEL MOLINA & ANA TERESA DEL TORO MUIJARES | FEBRUARY 11, 2021

This page in: English  Español  Português
Global Education Evidence Advisory Panel

Professor Kwame Akyeampong
Professor Susan Dynarski
Dr. Benjamin Piper
Professor Tahir Andrabi
Dr. Rachel Glennerster
Jaime Saavedra
Professor Abhijit Banerjee
Emeritus Professor Sally Grantham-McGregor
Sylvia Schmelkes
Dr. Rukmini Banerji
Professor Karthik Muralidharan
Professor Hirokazu Yoshikawa
SUPPORTING TEACHERS:
Understanding Teaching Practices
Measuring Teaching Practices
Inclusion

01 Forms of representation in the classroom

02 Challenging gender and ability bias in the classroom

03 Adjusting for different learning needs

04 Accessibility of language of instruction

05 Availability of specialized support (ie. classroom aides)
Teach ECE
Piloting
Teach ECE: Helping Countries Track and Improve Teaching Quality in Early Childhood Education

Teach ECE is a free classroom observation tool that provides a window into one of the less explored and more important aspects of a child’s education: what goes on in the classroom. The tool is intended to be used in early childhood education (ECE) for children ages 3–6 and was designed to help countries, in particular low- and middle-income countries (LMICs), monitor and improve teaching quality following the Teach Primary framework. >> Read more

Brief: English | Español | Arabic (Coming soon: Français | Português)

Manual: English | Español | Arabic (Coming soon: Français | Português)

Field Tool: English | Español | Arabic (Coming soon: Français | Português)

See More: Teach Primary

www.worldbank.org/education/teachece
SUPPORTING TEACHERS:
Improving Teacher Professional Development
## Moving from **Traditional** to **Effective** Teacher Professional Development

<table>
<thead>
<tr>
<th>FROM TRADITIONAL</th>
<th>TO EFFECTIVE</th>
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## Moving from Traditional to Effective Teacher Professional Development

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A program that helps countries design and implement in-service teacher professional development systems that align with these 4 evidence-based principles.
Resources:
Design
Resources:
Implementation
Technical and Financial Support: Mozambique
SUPPORTING TEACHERS:
Using Technology Wisely
1. Technology is not the solution to the learning crisis. But technology can be the solution to specific education challenges.

2. Technology has the potential to:
   - Reach more people
   - Reduce costs
   - Improve quality of contact time
   - Improving teaching conditions and management

3. Technology is part of a larger ecosystem of system resources, school climate, and local capacity.
Using Tech Wisely: **The Case of TPD**

*How can education systems enhance and scale TPD practices? Can technology help?*

- **Access to Tailored TPD**
  - Lebanon: Virtual Coaching
- **Participation in Focused TPD**
  - Zambia: Remote Reinforcement
- **Engagement in TPD that is Practical**
  - India: Remote Modeling of Behaviors
- **Ongoing Application**
  - Peru: Nudging through SMS

**Technology Value-Added**
- More frequent and at scale approaches
- Teachers actively listen and engage
- Feedback mechanisms and goal-setting
- Nudges and incentives
Using Tech Wisely

Identifying the knowledge based on how to deliver *approaches that utilize tech-based solutions*.

Providing *technical and financial support*, as well as access to *resources and tools*, that will support practitioners design and implement programs and policies that effectively support the use of tech-based solutions.

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<thead>
<tr>
<th>TECHNICAL AND FINANCIAL SUPPORT</th>
<th>RESOURCES AND TOOLS</th>
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<td>Policy and Planning</td>
<td>Guidance and Policy Notes: Education Technology for Effective Teachers</td>
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<td>Country support: Cambodia, Haiti, Pakistan</td>
<td>Repository of TPD and Tech interventions (Evidence Matrix)</td>
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<tr>
<td>Nimble Evaluations</td>
<td>Navigation Guide for Practitioners</td>
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<td></td>
<td>Global Partnership (HundrED) to crowdsource COVID-19 responses</td>
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THANKS!