

# Are we ready for the Next Education Workforce?

## A self-assessment tool

Any change is hard. But moving away from the usual one-teacher, one-classroom model of schooling is *very* hard. We created this document to help teams, schools or districts assess their readiness to embark on this work. It captures a common set of conditions present in organizations successfully moving toward Next Education Workforce models.

Readiness factors associated with transitioning to Next Education Workforce models include:

## Vision and mindsets

- **Shared vision:** A large and diverse set of stakeholders have articulated a vision (e.g., “portrait of a graduate”) and see how Next Education Workforce models help achieve that vision.
- **Commitment to equity:** Stakeholders share the belief that all learners and educators can excel and deserve deeper and more personalized learning experiences.
- **Willingness to unlearn:** Stakeholders question long-held assumptions about “normal” educational structures (e.g., common bell schedules) and practices (e.g., hiring substitutes) and, when appropriate, bravely do things differently.
- **Ability to navigate uncertainty:** Stakeholders grapple productively with ambiguity and uncertainty, especially when beginning to implement Next Education Workforce models.

## Culture

- **Culture of collaboration:** A culture of collaboration, built on mutual trust and respect, exists among students, educators, staff and administration.
- **Thoughtful change management:** Organizational culture and processes exist to support the move to new models of teaching, learning and staffing.
- **Supportive leadership:** Innovative leaders at the school and district levels are willing to test new ideas and empower teams to improve outcomes for students and educators.
- **Transparency:** All stakeholders, and especially students and families, have unobstructed views into changes being made and have frequent, authentic opportunities to provide voice in decision-making.

## Commitment to Next Education Workforce elements

- **Educator teams:** Stakeholders advocate for teams of educators with distributed expertise working to deepen and personalize learning for shared rosters of learners.
- **Learner-centered models:** Stakeholders advocate for shifts from teacher-centered instructional models to learner-centered instructional models (e.g., inquiry, problem-based learning, multidisciplinary approaches).
- **Specializations and advancement pathways:** Stakeholders advocate for a wider range of more specialized educator roles, each with a sustainable set of responsibilities, and for educators’ ability to personalize their professional learning to advance in the profession.