

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

What have we learned about how to support teaching? A reflection on Choose and Curate toward Commitment to Capable and Committed teachers (5Cs)

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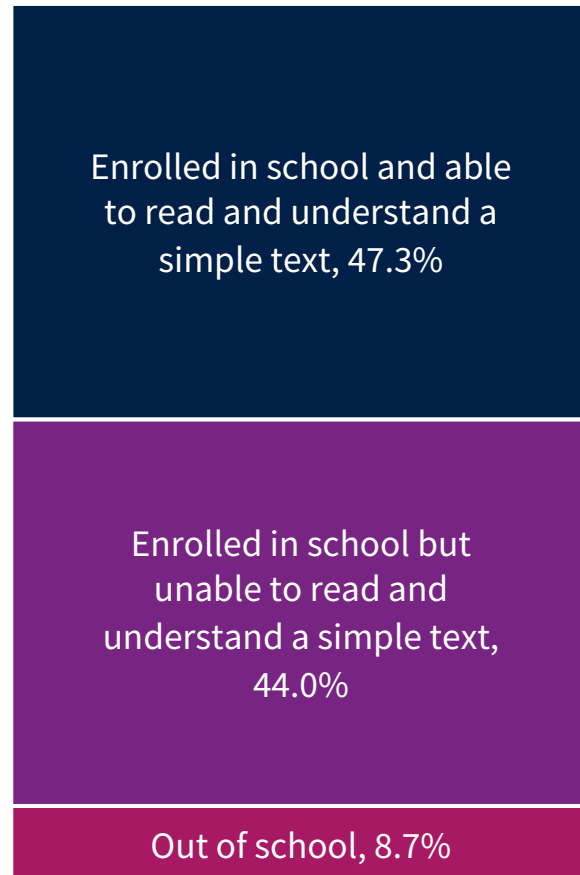


Our vision of the future:
empowered, highly respected,
strongly performance-normed,
contextually embedded
teaching professions
that cultivate student **learning ...**

... but in many developing countries,
there is a large gap between this vision
and teachers' day-to-day realities

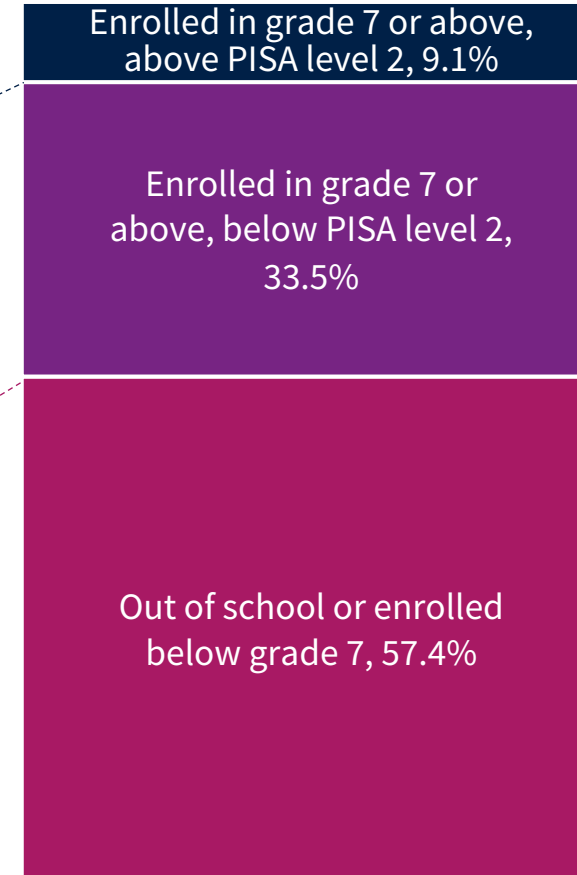
In many developing countries, education systems fail to cultivate learning for many children, even those in school

10-year-olds in all low- and middle-income countries



World Bank, Learning Poverty (2015)

15-year-olds in 7 middle-income countries



PISA-D (Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal, Zambia, 2014–2016)

Gaining years in school with some progress in learning

Gaining years in school without progress in learning

Out of school or far below expected grade level

This is partly because education systems are failing to cultivate and support capable and committed teachers

In SACMEQ 2007,
only

21%

of Grade 6 teachers in South Africa
demonstrated mastery of the maths content
they were supposed to be teaching

Across the 8 African countries
surveyed in the SDI, an average of

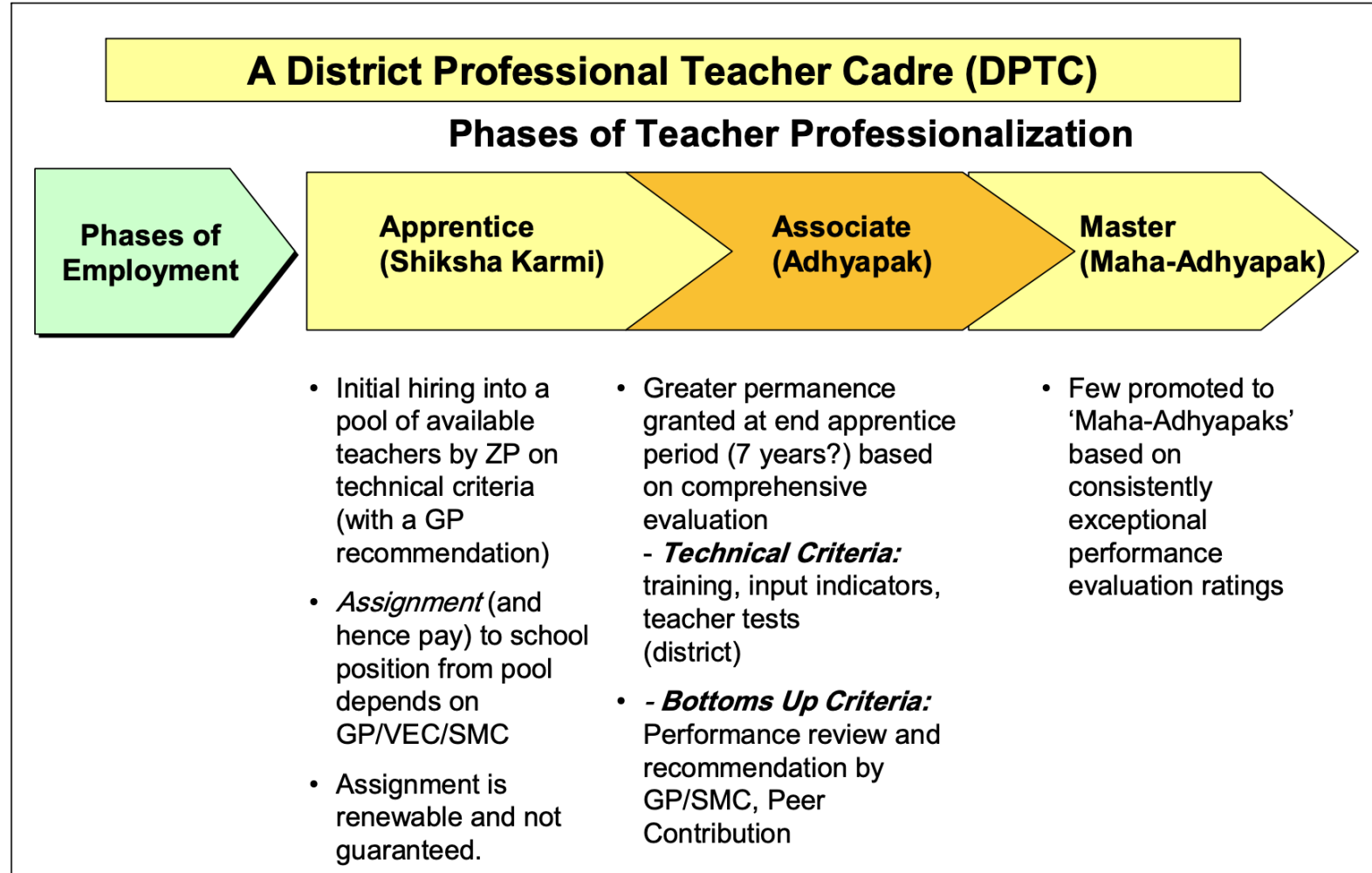
40%

of randomly selected teachers
were absent from the classroom
during an unannounced visit

*Note: mean of country-level absence rates in Kenya, Madagascar, Mozambique,
Nigeria, Senegal, Tanzania, Togo, Uganda*

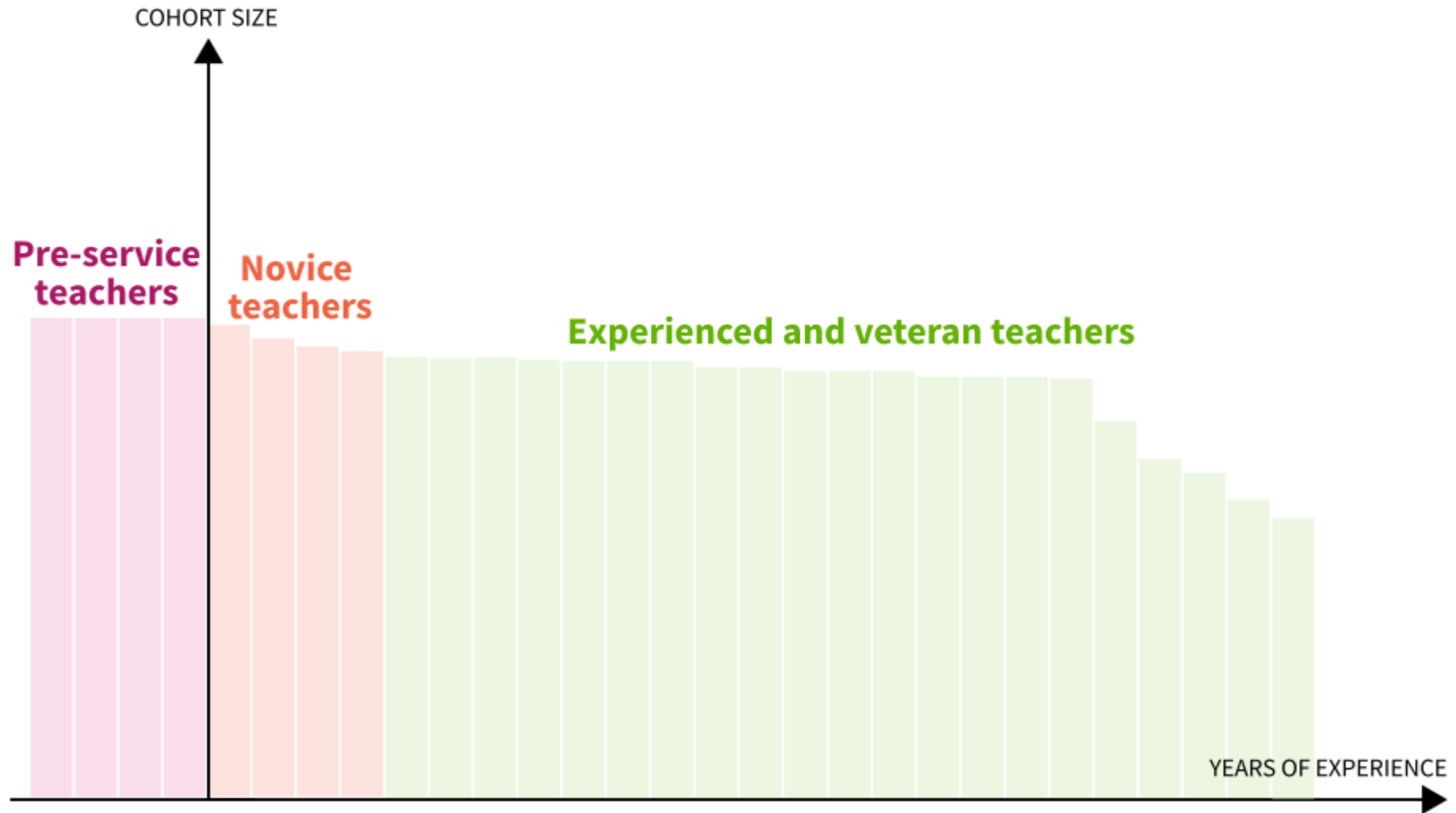
Initially, I didn't know
whether I agreed with Lant's views
on how to move from
discouraging realities
to inspiring vision ...

A proposal for teacher career structures in India (Pritchett & Pande, 2006)

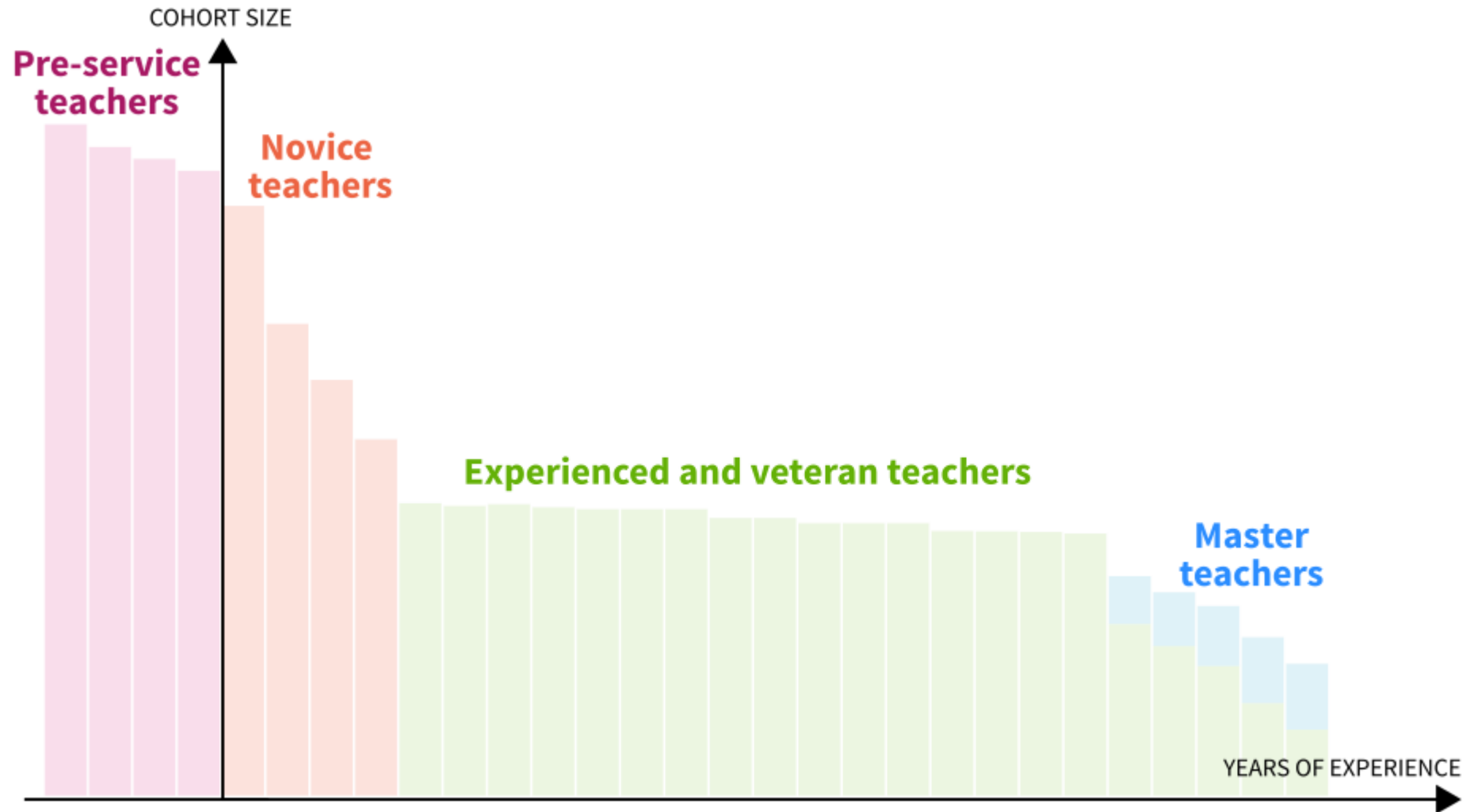


Source: Figure 30 in Pritchett, L., & Pande, V. (2006). <http://documents.worldbank.org/curated/en/748351468042304557/Making-primary-education-work-for-Indias-rural-poor-a-proposal-for-effective-decentralization>.

Typical civil service approach: commitment from day 1



An example of a 5Cs approach: choose and curate toward commitment ...



... but when I thought more about it,
I found three reasons why
“**curation**” should a key principle
for the pre-service and novice phases
of the teaching profession

(1) Pre-service selection mechanisms don't usually give education employers enough information about who will succeed in the classroom

A study of a pre-service teacher education programme in Indonesia found that standardised indicators could not predict teachers' contributions to students' learning

“... we find **no evidence for a correlation between the selection criteria*** [for the teacher education programme] **and student learning outcomes** [two years after their teachers graduated].

—Yusrina, et al. (2022), p. 2

**Selection criteria comprised: undergraduate GPA; admissions tests (aptitude, English, pedagogical knowledge); and an interview*

(2) Pre-service training doesn't usually give **teachers themselves** enough information about whether they will thrive in the profession long-term

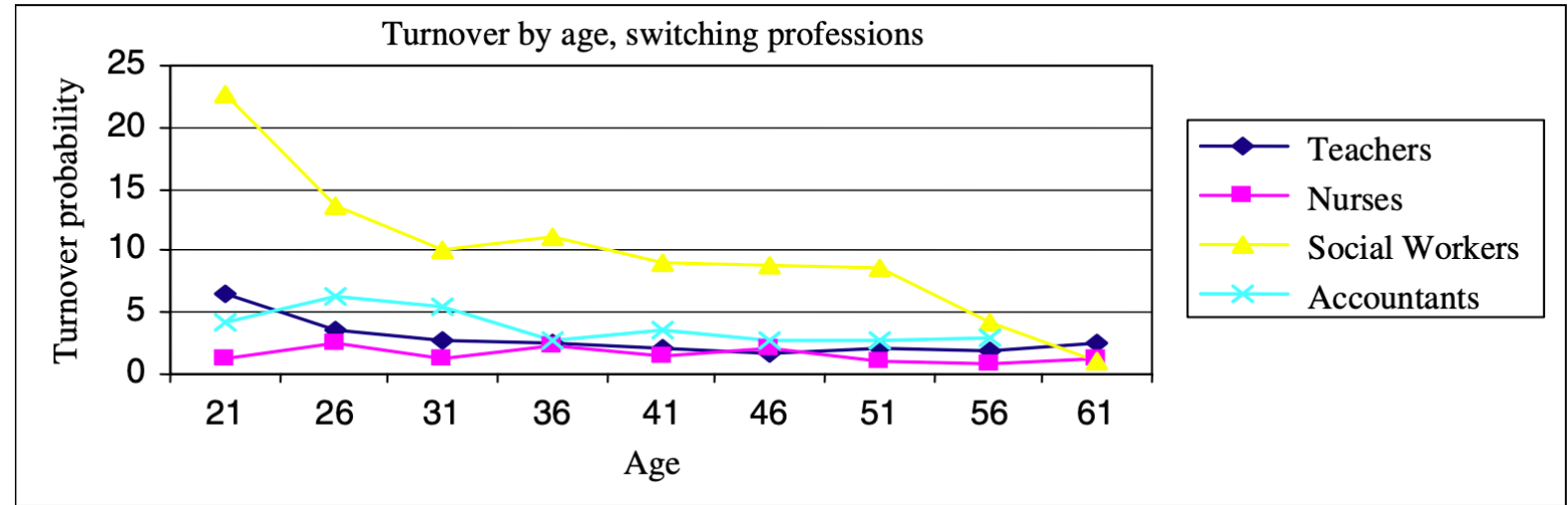


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(3) Early-career occupational turnover is normal in comparable professions—and can have beneficial “match effects” for both employers and employees

Nationally representative U.S. data on teachers, nurses, social workers, and accountants, 1992–2001 (Harris & Adams, 2007)



Elementary school teachers in an urban U.S. school district, 1970s (Murnane, 1984)

“ The findings ... provide no support for the hypothesis that patterns of teacher turnover have a detrimental effect on the quality of public school teaching staffs. In fact, the results indicate that **there is selective attrition** from one urban public school system **of the less productive elementary school teachers**. All of

the selective attrition that does occur takes place **during the first years on the job**, a pattern consistent with the view that important new information about the quality of the job match is generated during the initial years on the job ...

—Murnane (1984), p. 517










The **5Cs**:

Choose and **curate**

toward **commitment**

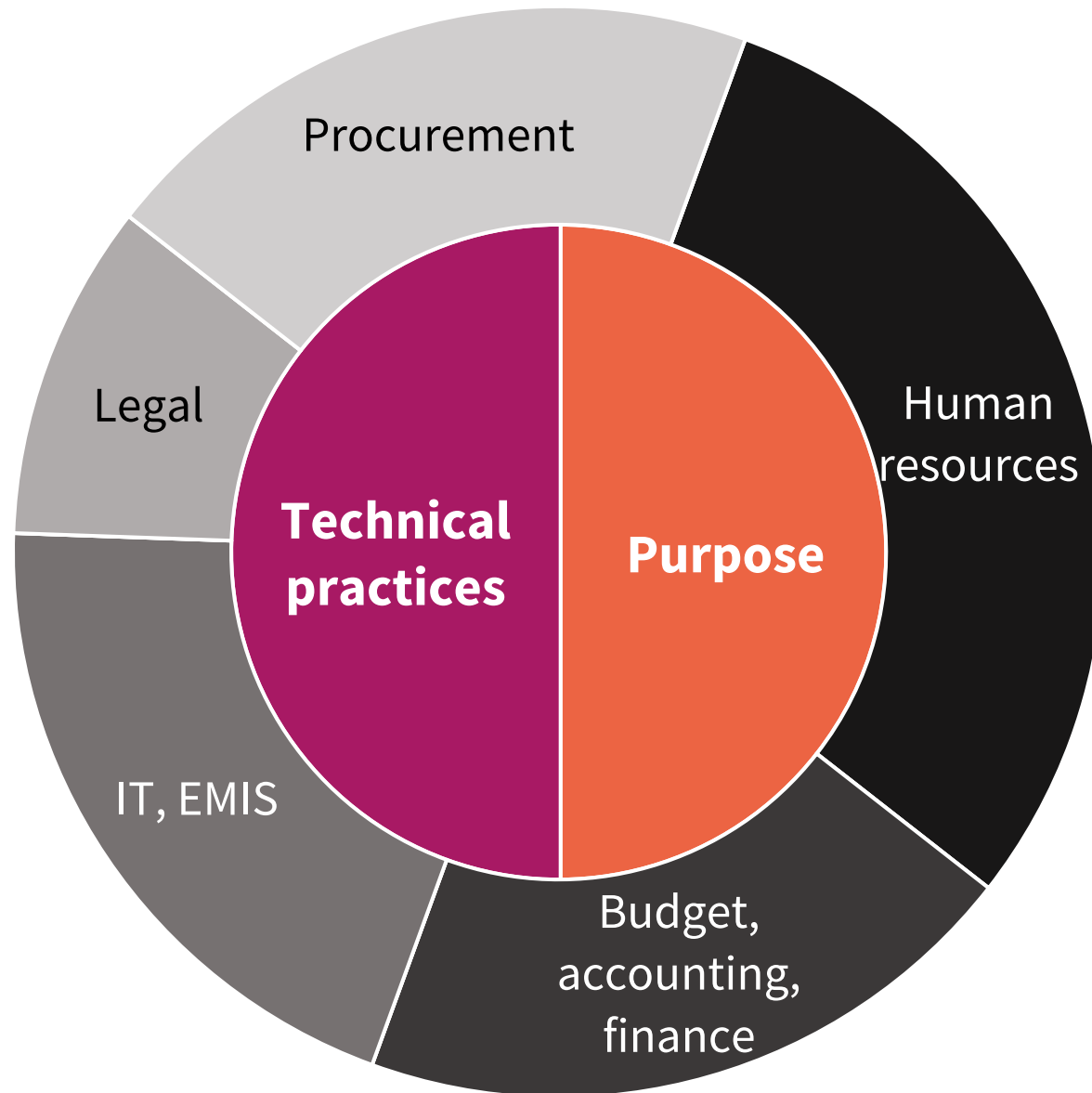
to **capable** and **committed** teachers

One level of systems thinking: the interaction between different design elements and phases of teacher careers

Design elements of teaching careers	 Pre-service <0 years	 Novice 0–5 years	 Experienced 5–25 years	 Veteran >25 years
 Delegation Who does what where?				
 Information How well are they doing it?				
 Support What would help them to do it better?				
 Finance Does compensation attract, retain, and motivate quality teaching?				
 Norms How should ‘good teachers’ act?				

Note: Adapted from the RISE framework. See Pritchett (2015), https://doi.org/10.35489/BSG-RISE-WP_2015/005

Effective organisations are effective from the inside out—from their core purpose + technical practices advancing the purpose



Another salient level of systems thinking: the interaction between different sources of teacher motivation



Finances

Money



Material Circumstances

Stuff that money
can buy



Personal Satisfaction

Goal fulfilment
& identification
with a larger cause



Social Validation





Respect
& appreciation

Why **choose and curate**? Because a commitment-only approach misses key opportunities to build professional standards

“ **A probationary period** on entry to teaching should be recognized both by teachers and by employers as the opportunity for the **encouragement and helpful initiation of the entrant** and for the **establishment and maintenance of proper professional standards** as well as the **teacher’s own development of his practical teaching proficiency**. ... the conditions for its satisfactory completion should be strictly related to professional competence ...

*ILO/UNESCO (1966), Recommendation
Concerning the Status of Teachers, para. 39*

Why **choose and curate**? Because a commitment-only approach misses key opportunities to build professional standards

Sources of teacher motivation	Choose and curate toward commitment to C and C	Commitment only (typical civil service)
 Finances	✓	✓
 Material Circumstances	✓	✓
 Personal Satisfaction	✓	?
 Social Validation	✓	?

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The 5Cs are a set of principles—which can (and should!) be implemented differently in different contexts

We can identify elements of teacher careers that look very different on the surface, but similarly reflect aspects of **choose-and-curate-toward-commitment-to-capable-and-committed** teachers:

Finland

Choose: intensive, two-stage screening for entry to pre-service training

Singapore

Curate: ‘compulsory untrained teaching stint’ prior to pre-service training

Brazil

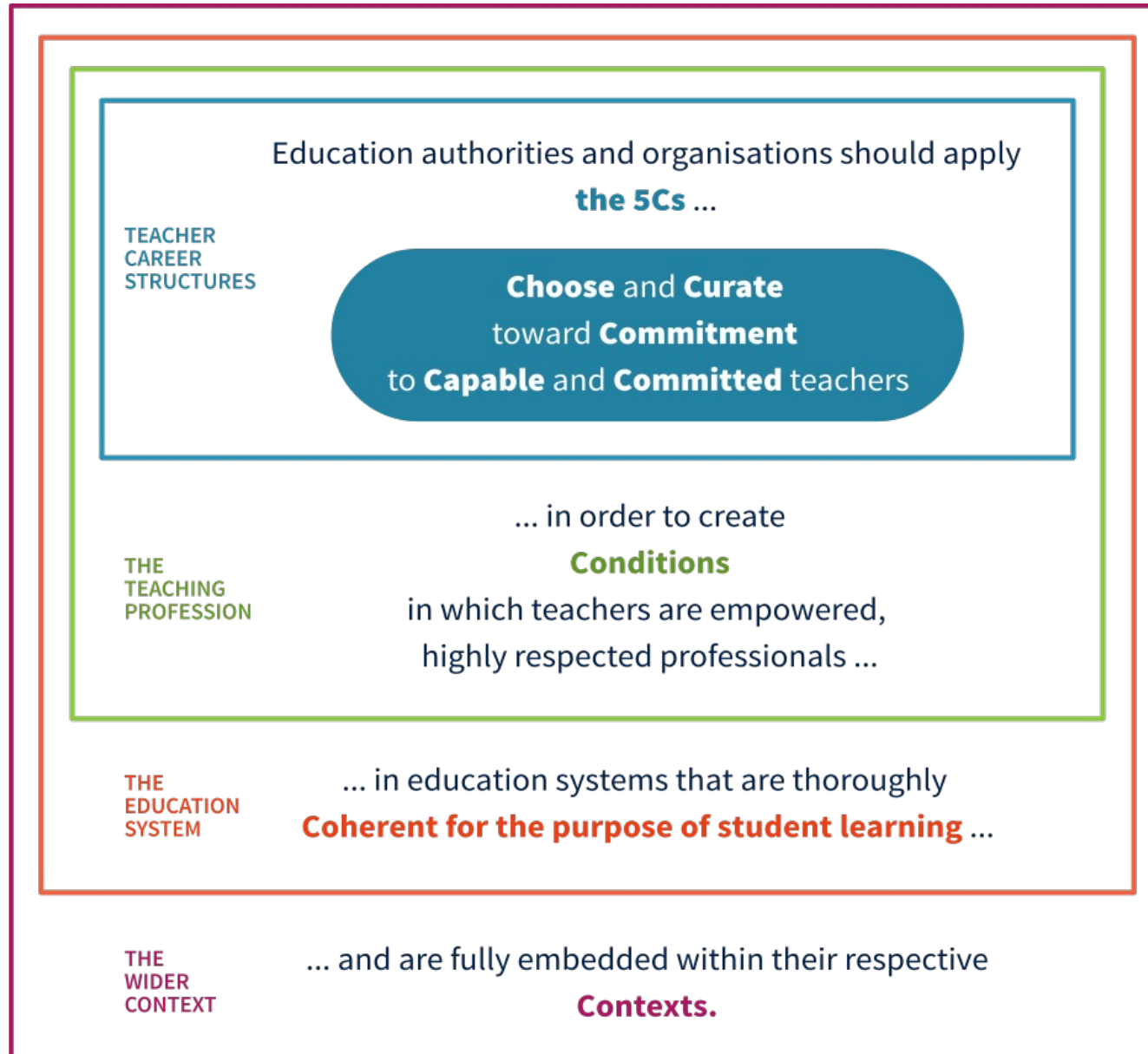
Committed: municipal authority to tailor some elements of teacher careers to local priorities (e.g., Sobral)

Peru

Capable: national-level test of teacher knowledge and accreditation of pre-service training

← LESS CENTRALISED (starfish)

MORE CENTRALISED (spider) →



Teacher Careers in Education Systems That Are Coherent for Learning

*Choose and Curate Toward Commitment
to Capable and Committed Teachers (5Cs)*

A Primer

Yue-Yi Hwa and Lant Pritchett
December 2021

The **5Cs**
of teacher career reform:
Choose and **C**urate
toward **C**ommitment
to **C**apable and **C**ommitted
teachers

*To access the full primer,
visit riseprogramme.org/research
and search for **5Cs***

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