**Unit 6: Teachers**

This unit examines the relationships between education systems and the teachers within those systems. Education systems must effectively recruit, train, deploy, motivate, and professionally develop their workforces in order to address the challenge of quality education for all. ‘Teacher quality’ is therefore the result of a complex interplay of systemic and individual-level factors and is challenging to conceptualise and to measure. For example, observable indicators of teacher quality (like formal certifications) typically show only limited ability to predict teacher effectiveness in terms of study learning outcomes.

In sub-Saharan Africa in particular, shortages of teachers and limited preparation of the teaching force present a major challenge. Reform of the education workforce in any particular context can be controversial and requires navigating political economy dynamics, as well as potentially allocating new resources, and reforming data and management approaches.

After completing the unit, students should:

- Understand the difficulties of defining and assessing teacher quality and the limitations of specific approaches to this;
- Understand the importance of limitations of teacher supply (number and quality) in relation to the learning crisis, the pursuit of SDG4, and the trade-offs that result from this in particular contexts; and
- Understand the importance of political economy with respect to systemic reform where the education workforce is concerned.

**Lectures**

1. [The central issue of teacher quality in two parts: How economists think about it and how policymakers think about it](https://example.com) (Barbara Bruns, Center for Global Development)
2. [How policymakers think about teacher quality](https://example.com) (Barbara Bruns, Center for Global Development)
3. [Recruiting better teachers](https://example.com) (Barbara Bruns, Center for Global Development)
4. [Grooming great teachers](https://example.com) (Barbara Bruns, Center for Global Development)
5. [Motivating teachers](https://example.com) (Barbara Bruns, Center for Global Development)
6. [Managing the politics of teacher quality reform](https://example.com) (Barbara Bruns, Center for Global Development)
7. [Challenges of teacher education in Africa](https://example.com) (Kwame Akyeampong, University of Sussex)
8. [The politics of teacher recruitment](https://example.com) (Shintia Revina, SMERU Research Institute)
9. [Motivating teacher performance](https://example.com) (Shintia Revina, SMERU Research Institute)
Required Readings


Further Readings

  - Blog 1 and video: [https://riseprogramme.org/blog/introducing-5Cs-teacher-career-reform](https://riseprogramme.org/blog/introducing-5Cs-teacher-career-reform)
  - Blog 2: [https://riseprogramme.org/blog/teacher-recruitment-online-dating](https://riseprogramme.org/blog/teacher-recruitment-online-dating)
Supplementary Resources

