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. So what are you moving toward? Teams of educators with distributed expertise who collaborate in real time. Students experiencing deeper and personalized learning. Educators with advancement and specialization pathways. Simply put, systems-level change is not for the faint of heart.

In an effort to help teams, schools or districts self-assess their readiness to embark on this sort of work, we have created this document to capture a common set of conditions that were present in places that are successfully moving toward Next Education Workforce models.

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

- **All students**: Belief that ALL students can achieve and deserve deeper, personalized learning experiences
- **The why**: A large and diverse set of stakeholders who can all clearly articulate the why for Next Education Workforce models (e.g., “portrait of a graduate”)
- **Unlearning**: Willingness to “unlearn” and revisit long-held assumptions about structures and practices long considered “normal” in education systems
- **Learner-centered**: Commitment to shift from teacher-centered models of instruction to learner-centered models of instruction (e.g., inquiry, project-based learning, design thinking, multidisciplinary approaches)
- **Collaboration**: An existing culture of collaboration among educators, staff and administration
- **Feedback**: Frequent opportunities for families, staff, students and community members to provide meaningful feedback and input
- **Change management**: Organizational processes that support change management
- **Educator roles**: Openness to prototyping new types of educator roles
- **Team flexibility**: Support from school and district leadership to increase flexibility at the team level (e.g., ability to adjust bell schedules, ability to use space differently, ability to make curricular adjustments)