



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Teach For All: A systemic approach to transforming education through the development of educational leadership

2. Country or countries where the practice is implemented *

more than 60 countries across six continents. For a complete list of countries, please visit <https://teachforall.org/network-partners#27416>

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Teach For All

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

cultivation of teacher and educational leadership; continuous professional development, training, and support; sharing knowledge and innovation across borders; attracting new talent to teaching profession; global network of locally led civil society organizations

6. What makes it a best practice? *

Ensuring success in effecting transformation and moving aggregate outcomes for children sustainably will require a focus on strengthening the leadership capacity at all levels of the education sector, and a targeted approach for developing educators with the mindsets and skills to tackle the systemic and complex challenges that the most underserved communities in their countries face. Evidence shows that this teaching experience deepens teachers' belief in what is possible when students and communities come together around a common goal, shapes their understanding of the multiple and systemic changes that will be required to address inequities, influences their career priorities towards education and the social sector, and develops their networks and relationships with each other and with students, families, and others in their schools and communities. The Teach For All network has recruited and trained over 100,000 teacher leaders in more than 60 countries around the world and offers an approach to leadership development, which can be adapted by others seeking to foster greater local ownership for sustainable development in education and other sectors. Across the network's 88,000 alumni, 72% remain working in education.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

To transform the systems that hold children back, we need teachers pioneering many solutions and working together at all levels—in schools, with government, and in communities. And we need education leaders who are both rooted in their local culture, challenges, and opportunities and informed by successful ideas and practices beyond their borders.

Ensuring success in effecting transformation and improving aggregate outcomes for children sustainably will require a focus on strengthening the leadership capacity at all levels of the education sector, and a targeted approach for developing teachers with the mindsets and skills to tackle the systemic and complex challenges that the most underserved communities in their countries face.

Throughout the past two years, the world has witnessed the incredible contribution of teachers as they navigated numerous challenges caused by the COVID-19 pandemic: shifting learning online instantly, supporting students during a period of high stress and anxiety, and working to remediate “learning loss” as in-person classes resume. This has all placed a heavy burden on teachers, compounding the existing challenges faced around the world in both retaining current teachers, attracting new teachers into the profession, and providing continuous support and training for an evolving education workforce.

Teach For All is working to address these challenges through the intentional development of systemic leadership in education by recruiting and developing promising future leaders to teach in their nations’ most under-resourced schools and communities and, with this foundation, to work with others, inside and outside of education, to ensure all children, especially the most marginalized, are able to fulfill their potential.

Through ongoing training and development, these teachers become strong classroom leaders and determined advocates for their students. Their experiences lead them to develop a deep understanding of the complex challenges facing economically disadvantaged communities and the conviction that overcoming these obstacles is possible.

Informed by their experience as teachers, network alumni go on to become veteran educators, school and district leaders, policymakers, advocates, and entrepreneurs who work together with many others to challenge systemic injustice and bring meaningful change to the lives of children.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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Founded in 2007, Teach For All is working to develop educational leadership to improve the quality of education for all children and break down the barriers standing in the way of their ability to learn and thrive. Across the Teach For All network, partner organizations are cultivating this leadership in their teacher participants and alumni; among students, parents, and community members; in schools and school systems; and within all sectors that impact children's lives.

Through the network's shared approach, Teach For All partners strive for both immediate and long-term impact: recruiting and developing effective teachers to provide quality education and expanded opportunities for students in under-resourced schools and communities today, and investing in their development as collaborative leaders who will continue to pursue lasting change for children, within and beyond the education sector, throughout their careers.

Network partners begin cultivating this leadership by calling on their countries' diverse, outstanding graduates and professionals to commit at least two years to teach in the schools and communities where they're needed most. Through ongoing training and development, these teachers become strong classroom leaders and determined advocates for their students.

Throughout their years in the classroom they develop a more sophisticated appreciation of the range of complex challenges facing kids, parents, teachers, and school leaders. And they experience firsthand how much they, and their students, are capable of accomplishing—gaining a deep conviction that, despite the obstacles and injustices blocking the paths of so many children, overcoming them is within reach.

After completing their initial two-year commitments, many alumni of Teach For All network partners continue to teach in under-resourced schools and communities. But the causes and symptoms of inequity can't be addressed in the classroom alone. Informed by their experience as teachers, network alumni go on to become veteran teachers, school and district leaders, policymakers, advocates, and entrepreneurs who work together with many others to change the systems that leave so many children behind.

Today, Teach For All is a global network of more than 60 independent, locally led and governed civil society organizations, which has recruited and trained over 100,000 teacher leaders and offers an approach to leadership development easily adapted by others seeking to foster greater local ownership for sustainable development in education and other sectors.

The Teach For All network's orientation towards growth is demand-driven—supporting strong and committed local leaders to launch and develop organizations all over the world that adapt the Teach For All network's shared approach to their local needs and contexts. To join the global network, these local organizations must align with the network's Unifying Principles, including,

but not limited to, being formally registered as a non-state entity and securing a signed MOU with their nation's Ministry of Education.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

A growing body of evidence demonstrates the effectiveness of the Teach For All approach in three key areas: student outcomes and classroom impact; the development of mindsets, beliefs, and priorities in network teachers and alumni that are foundational for effective educational leadership; and, the long-term effects of network teachers on system change and community-level progress for children.

For example, Teach For India has developed more than 4,700 leaders. Studies have shown that the students of Teach For India teachers have done better than students of traditionally trained teachers in their graduation rates and English and Math scores. Teach For India teachers are 55 percentage points more likely to work in education following their two-year teaching commitment than those who applied to the fellowship and barely missed getting accepted. 77% of alumni continue to work in the social sector — leading classrooms and schools, working in nonprofits, leading organizations, training teachers, designing policy, and working in government. Alumni are reaching 33 million children from various levels of the system — that's one in 10 of India's children. Collectively, they've founded more than 150 organizations.

At Enseña Chile, Teach For All's first Latin American partner, teachers attain, on average, greater student growth each year than the country's public and even private schools do. Their success fosters students' potential and leadership, and it also fuels the conviction of the teachers themselves. While 37% of them join Enseña Chile believing that economically disadvantaged students can perform at the same level as advantaged students, 97% of them hold this conviction after their teaching commitment. A 2018 Universidad Católica de Chile / World Bank study found that participating in the program shifted alumni's preferred approach to addressing educational inequity from technical interventions to systemic, adaptive change. With this outlook, alumni are working with local government, students, parents, and teachers to reimagine teacher training, create continuous learning processes to foster students' achievement and development, and reach the most vulnerable students through audio lessons and downloadable pedagogical resources, which now reach 80% of the country.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The Teach For All network's approach and impact is based on the intentional investment in the leadership development of educators and leaders at all levels of the education system. We believe that this investment in leadership development is not only key to the transformations our network programs have created, but that many of these approaches can easily be adopted and adapted by others seeking to trigger broader transformation in education in their own countries and contexts:

-Recruiting a nations' diverse promising leaders into the education workforce through presenting the teaching profession as an avenue for recruits to uplift their communities and make the world a better place. While teacher recruitment and retention is a challenge in many education systems around the world, we have found there is a significant recruitment opportunity if we can present teaching as a path to tackling the inequities that concern this generation and to realizing their aspirations for a just, peaceful, sustainable world.

-Providing continuous professional development, training, support and networks to develop teachers as leaders who prioritize working together with community members, families, and local leaders towards a shared vision for student success. This can include, but is not limited to, coaching and mentorship, communities of practice, asynchronous and in-person learning experiences, leveraging network platforms to share knowledge and innovations across borders, creating support systems for teachers and other education personnel, crowdsourcing challenges and emerging insights, etc.

-Cultivating long-term career pathways inside and outside of education through the development of collective leadership at all levels e.g. classroom, school, community, government, and through other sectors contributing to and affecting education.

-Creating a culture of innovation, continuous learning and collective leadership meaning that everyone works on the shared mission from different angles to inform broader transformations at the national, regional, or global level. This culture is what enabled our global network of teacher leaders to respond quickly to disruptions in school-based learning caused by the COVID-19 pandemic and to both innovate and then spread these innovations rapidly across borders to enable students around the world to keep learning over the past two years.

One of our biggest reflections from our work at Teach For All is that transformative change starts with local leaders and communities and that in education and across all sectors, the international community has not placed enough focus on leadership development in its efforts to achieve SDG4. When the international community has focused on leadership development, we have not done so with a goal of developing collective, diverse, locally rooted leadership focused on sustainable development. Investing more in teacher and school leadership is part of this, but this must also be supported by a broader conviction that making intentional investments in the leadership capacity of those closest to the challenges children and young people face is critical.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

The education challenges and those of other sectors (e.g. health, economic, humanitarian, etc.) facing communities today are becoming all the more pressing, and it is clear that our historic paradigm for development will be insufficient to meet this moment. For decades, the international development community has grappled with how to enable local ownership for development, which is essential to foster sustainable, systemic change. However, one of the missing pieces of the broader effort to foster locally led development over the past decades has been an intentional effort to recognize leadership development as a key lever for sustainable progress, both within education and beyond. The Teach For All network has recruited and trained over 100,000 teacher leaders in more than 60 countries around the world and offers an approach to leadership development, which can be adapted by others seeking to foster greater local ownership for sustainable development in education and other sectors.

Prioritizing investments in leadership development as a path towards sustainable development and making intentional investments in the leadership capacity of the people e.g. the teachers, students, school leaders, teacher trainers, etc. needed to foster transformative change over time will be critical to achieving SDG4 and our larger 2030 agenda.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

For further examples of how the Teach For All approach is deployed at the country level, see the following:

-An overview of the long-term impact of several of the organizations in the Teach For All network (<https://teachforall.org/teach-all-network-approach-and-impact-2022>)

-Highlighted research from across the Teach For All network, March 2022. Our research and evaluation strategy seeks to validate this full theory of change by investigating our short-term impact on student outcomes, our medium-term impact on participant and alumni leadership, our long-term impact on communities and systems change, as well as ensure that our program is delivering excellence. Independent studies and evaluations of our theory of change employ state-of-the-art research approaches and designs to estimate our progress toward educational equity. Please find an overview of relevant studies linked here (<https://drive.google.com/file/d/1UayUetv9IC8mey-ziyWbL7BMgpUzTwo0/view?usp=sharing>)

-Teaching as Collective Leadership Summary (https://docs.google.com/presentation/u/2/d/1TSxKnPm_BZFDbNINT-Vbvt6rzpuA2R1W43-JnX3wUyE/edit#slide=id.p)

-A New Education Story: Three drivers to transform education systems: Informed by lessons learned from the pandemic and the critical importance of investing in local teachers and leaders, alongside students and parents, to foster change and innovation in education systems, Big Change, RewirED, and Teach for All, together with HundrED, OECD, African Leadership Academy, Dream a Dream and others, have collaborated on a new framework for transforming education featured in this digital report (<https://big-change.org/new-education-story/>)