

# Reenvisioning School Staffing

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# Moderator



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# It's no surprise that teachers are leaving.

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## **Current state:**

- One-size-fits-all workload, regardless of individual strengths and experiences
- Limited time for meaningful collaboration, with limited support from content experts
- Rigid schedule that leaves no time for students or reflection
- Teachers work as isolated, solo practitioners
- Stagnant pay that's similar for all teachers, regardless of subject or difficulty/complexity of role



## **Result:**

- Burnout
- Turnover, especially among early-career teachers and in our highest-need schools
- Persistent shortages in harder-to-staff roles
- Strained capacity to sustain the work in a crisis
- Students lack equitable access to consistent great teaching they need to thrive

# A new vision for the teaching job

The teaching job should be...

-  Dynamic
-  Rewarding
-  Collaborative
-  Sustainable
-  Diverse

Enabled by differentiated staffing models



# Differentiated roles make the teaching job more sustainable and can help expand educational offerings

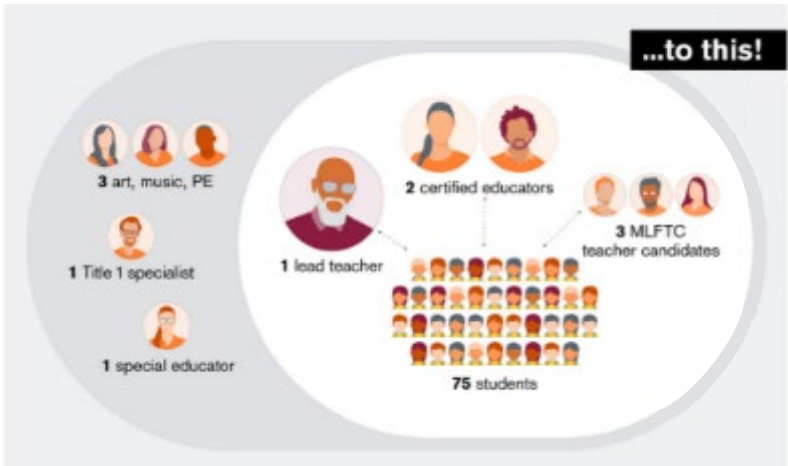
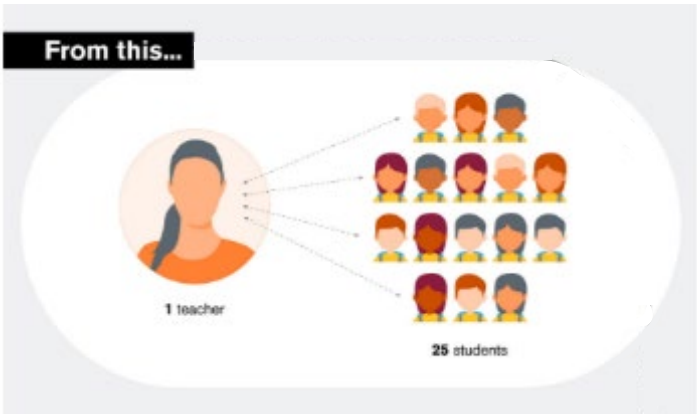
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## Today's reality:

Teaching is a one-size-fits-all job in which each teacher works alone and owns the full burden of planning and leading instruction

## A more promising vision:

- **Teachers work in teams that share the work** of planning and instruction – including by distributing workload based on individual strengths and development needs
- **Teams include teaching residents and early career teachers** who have lighter workloads and more development support
- **Teacher leaders, selected from the most effective educators**, have sufficient time for planning, observation and coaching of other educators
- **Community educators and partners** bring specialized expertise and programming to schools
- **Remote and hybrid roles** enable the most effective educators to reach more students, especially in high school
- Educators who need to scale back (e.g. due to short-term family obligations) can **job-share with paired part-time roles**
- **Parents, high school students and other non-traditional sources of talent** provide non-instructional support and, where appropriate, extended learning opportunities



## Funder Presenters



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## Innovator/Educator Presenters



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# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars:

## PARTNERS WEBINAR

Parent Teacher Home Visits & the Power of Trusting Relationships: 25 Years of Impact

Co-sponsored by Parent Teacher Home Visits

Tuesday, September 20, 3–4:30 p.m. ET/12–1:30 p.m. PT

## PEER EXCHANGE

First 10 School-Community Partnerships in Action

Tuesday, September 27, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

Learning from the Bright Spots: Examining Student Achievement Data During COVID-19

Tuesday, September 27, 3–4:30 p.m. ET/12–1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

Getting Results with REACH: A Model for Successful Learning Loss Recovery

Co-sponsored by Foundations, Inc.

Tuesday, October 4, 3–4:30 p.m. ET/12–1:30 p.m. PT

Join us!

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