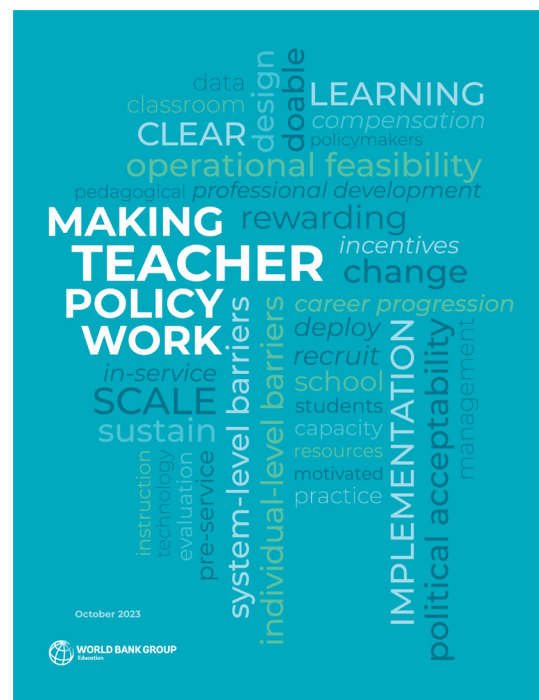


INTRODUCING: MAKING TEACHER POLICY WORK

In our upcoming report, **Making Teacher Policy Work**, we asked ourselves why, despite the growing evidence on effective teacher policies, we still do not observe high-quality teaching and learning in the classroom? The report argues that we need to go beyond what works in teacher policy to how to support teachers in different contexts to adopt what works, while making sure it is implementable at scale and can be sustained over time.

Consider, for example, a new early grade reading policy that requires teachers to adopt new pedagogical techniques in the classroom but do not support teachers appropriately in adopting them. Teachers may not know what the most effective teaching practices are for early grade reading, as they have not experienced this themselves nor shown what these look like. Even if teachers knew what instructional approaches could be useful, they may not know how to implement them, as they have not been well-supported to develop and practice these skills. And even if teachers knew what the most effective teaching practices are and have been provided opportunities to practice these techniques, they still may not be motivated to implement them in the classroom. Therefore, for any teacher policy to succeed, it is essential to consider how teachers will experience it and what barriers they could face in adopting the specific changes targeted by the policy. Further, it is not enough to consider barriers at the individual level, but also at the system level, as the policies will need to be implemented at scale and sustained over time.



The report presents two key takeaways on how to make the design and implementation of teacher policies more effective:

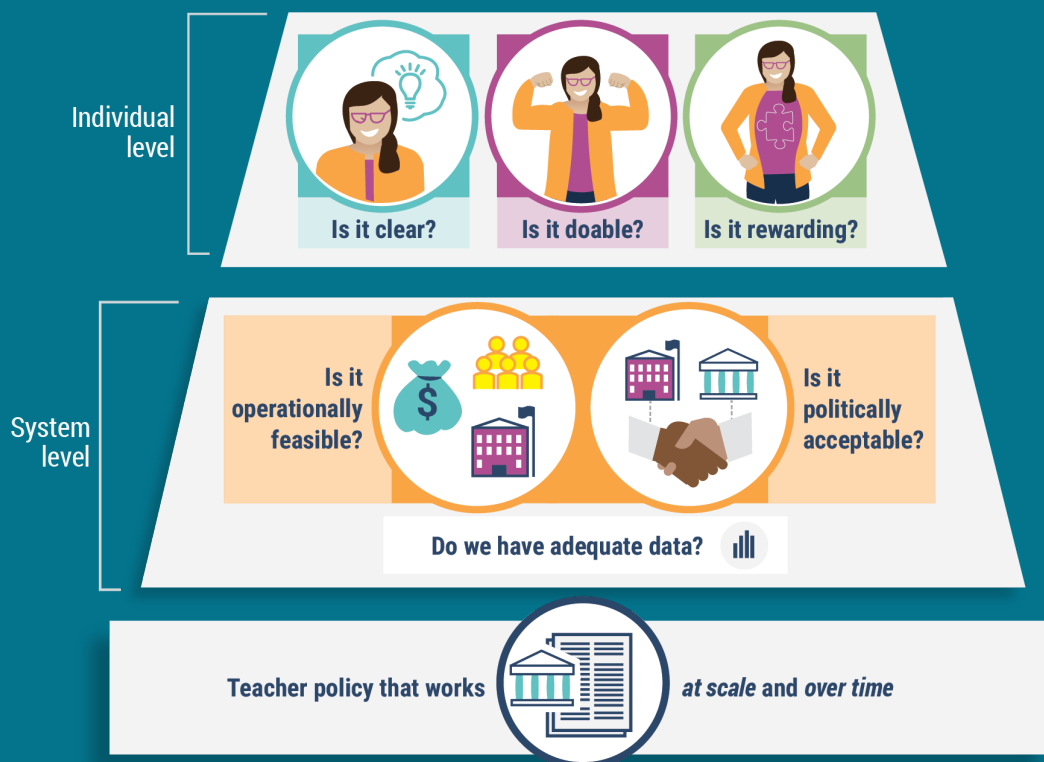
1. For teacher policies to be adopted at the individual level, they must be clear, doable, and rewarding.

Effective teacher policies facilitate individual-level change by addressing barriers that teachers face in making the targeted changes. To increase the likelihood that a given policy will have its intended impact, policymakers should first identify the targeted change(s) needed, then diagnose what barriers stand in the way of these change(s) by asking themselves three questions: Is the targeted change **clear** for teachers? Is the targeted change **doable** for teachers? Is the targeted change **rewarding** for teachers? Policymakers should then put in place strategies to mitigate the identified barriers. Moving the focus from only what changes are expected of teachers to (also) how to support teachers to achieve those outcomes in a given context is a critical step toward making teacher policy work.

2. For teacher policies to work at scale and over time, they must be operationally feasible and politically acceptable.

These requirements must be supported by a robust data system to steer and manage change. To identify what elements may impact the sustainability and scale of a teacher policy in a particular context, policymakers should ask themselves these three questions: Is it **operationally feasible**? In other words, do we have adequate we have *adequate resources, funding, and technical and management capacity* to

implement the policy at scale and over time? Is it **politically acceptable**? In other words, do we have an *enabling political environment* to implement the policy? Have we built trust and coalitions with critical interest groups as to ensure that the critical elements of the policy will be preserved over time? And do we have *data and data systems* available to help prioritize, adapt, and iterate the policy? Moving the focus from just “what works” to “what works and is also implementable at scale and can be sustained over time” is another critical step toward making teacher policy work and unlocking the full effectiveness of teacher policies.



In sum, teacher policy design and implementation must be grounded in a deep understanding of how teachers experience these policies, and what is required for systems to effectively scale and sustain these policies. Looking at teacher policies through this lens helps us understand why some programs enable change to take place and take root, successfully improving the teaching and learning experience in the classroom, and why others do not.