

ONE MILLION TEACHER CHANGEMAKERS BY 2025

An Analysis of the STIR Model



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THE PROBLEM

Why Aren't There More Teacher Changemakers?

It's not their fault.

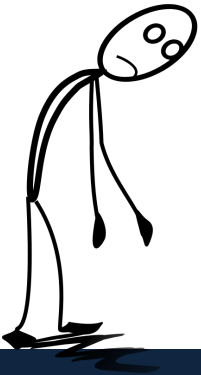
Government teachers live in a world without incentives. They live in a world without recognition, without growth, without camaraderie, and without accountability. Teaching is seen as a last resort profession (i.e. no recognition). Teachers start their career as 'teachers' and finish it as 'senior teachers' forty years later (i.e. no growth). They live in a world where 25% absenteeism is acceptable (i.e. no accountability). If a teacher is motivated to make a difference (without any incentives), they still lack camaraderie. It makes sense to conclude, "I am just a teacher."

It's not their fault.

Despite all of our attempts to motivate teachers, saying, "You are more than 'just a teacher'! You are a changemaker for the next generation", our enthusiasm (and theirs!) is dampened by a system designed without incentives.

**New
Identity**

'I'm just a teacher'



The Gap

- **Lack motivation**
- **Lack path**
- **Lack discipline**

**Old
Identity**

THE SOLUTION

How to Encourage More Teacher Changemakers

The solution is simple: create incentives. The STIR platform creates incentives through:

1. Recognition: E.g. you have been chosen by your principal to come to a 5-star training.
2. Growth: E.g. you can get additional training from international experts and take a leadership role within your school and district.
3. Camaraderie: E.g. you can be a part of our national summits and meet with elite colleagues from across the district every three months.
4. Accountability: E.g. you will each have a coach who will call you before and after your launch.

Teachers' identities are changed through a three-step process:

1. Making micro-commitments in response to incentives, e.g. attend a training, recruit a team, swap innovative ideas.
2. Reflecting on their micro-commitment through attribution theory, e.g. "If I am recruiting others, I must really believe in teacher changemakers."
3. Owning their new identity, e.g. "Because I am a teacher changemaker, therefore this is what I do" even without direct incentives.

The Bridge

- Create motivation through incentives
- Create path through a platform
- Create discipline through accountability

'I'm a changemaker!'



Old
Identity



New
Identity

HOW TO CHANGE THE SCHOOLING SYSTEM

An Application of Two Loops Theory

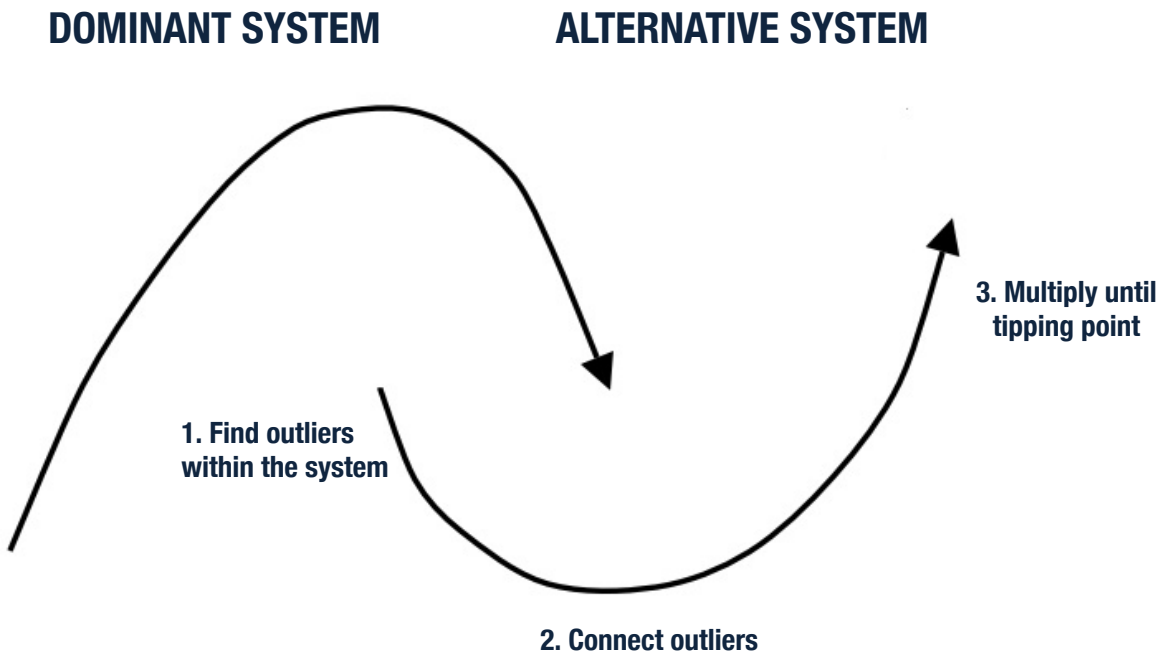
A question remains.

We have answered how teachers' identities are changed, but we have not answered whether this could change an entire education system. Can it?

Most education projects are aimed at improving the quality of classroom learning. STIR targets this. But few organisations are designed to change a system. STIR is. How?

The STIR platform uses the same four incentives to create an alternative movement within the dominant system. Following the Berkhana Institute's model of system change, here's how:

1. Find outliers within the current system: STIR is an external organisation working with insiders. Using recognition (from principals), STIR selects outlier teachers in each school.
2. Connect outliers: STIR primary role at this stage of system change is as a platform. It brings together outlier teachers around a shared purpose. This leverages the incentive of camaraderie.
3. Multiply until tipping point: At this stage, STIR's role is to leverage growth and accountability incentives to keep education leaders moving towards multiplication. Once a critical mass of teachers has owned the 'teacher changemaker' identity, the tipping point has begun. The alternative system will become the dominant system.



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