Educational Institutions Talent Management Training Course

30 August – 3 September 2027
Dubai

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Training Center

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Ref: 1628_220201 **Date:** 30 August – 3 September 2027 **Location:** Dubai **Fees:** 4500 Euro

Overview

Educational Institutions Talent Management Training Course is a one-week course for HR leaders, talent managers, academic administrators, and workforce planners who leave with an Education Talent Operating Plan. Participants connect education workforce planning with teacher and faculty pipelines, career architecture, workload deployment, leadership succession, capability growth, and retention evidence. The course addresses scarce disciplines, transparent progression, and coordinated decisions across academic and professional roles. Agile Leaders Training Center develops educational institutions talent management.

Who Should Attend

- People functions responsible for educational talent strategy, policy, and workforce evidence
- Academic functions responsible for faculty capacity, career pathways, and leadership continuity
- School and campus operations responsible for staffing allocation, workload, and hard-to-fill roles
- Learning functions responsible for professional standards, capability development, and mentoring
- Workforce planning functions responsible for supply forecasts, talent pipelines, and retention priorities

The course assumes participants already support staffing, development, promotion, or workforce decisions in education and leaves out payroll administration, curriculum design, and ISO 21001 implementation.

Departments and Industries

The course supports departments and industries that manage teaching, academic, leadership, and professional talent.

- Human resources, talent management, and people analytics
- Schools, school groups, and education support organizations
- Universities, colleges, and research institutions
- Vocational, technical, and professional education providers
- Education nonprofits, foundations, and learning networks

Learning Objectives

By the end of this course, participants will be able to:

- Analyze educational workforce demand, supply, scarcity, and deployment constraints
- Build teacher and faculty talent pipelines for critical disciplines and locations
- Apply transparent career, promotion, mobility, and succession criteria
- Evaluate teaching and research workload alongside capability evidence
- Prioritize development, retention, and leadership continuity interventions
- Use educational talent dashboards to govern decisions and review outcomes

Course Agenda

Day 1: Educational Workforce Architecture

- Educational Role Family and Workforce Segmentation Map
- Student Demand and Staffing Driver Model
- Teacher and Faculty Supply-Demand Forecast
- Critical Discipline and Location Scarcity Matrix
- Education Workforce Risk Register

Day 2: Talent Pipelines and Selection

- Teacher and Faculty Talent Pipeline Map
- Critical Role Success Profile Canvas
- Qualification and Professional Evidence Matrix
- Transparent Selection and Appointment Rubric
- New Educator Induction and Early-Career Support Map

Day 3: Careers, Workload, and Capability

- Academic and Teaching Career Architecture
- Vertical and Horizontal Career Pathway Map
- Teaching, Research, and Service Workload Model
- Professional Standards Capability Gap Heat Map
- Mentoring and Professional Learning Portfolio

Day 4: Succession, Retention, and Governance

- Educational Leadership Succession Coverage Matrix
- Second-Line Leadership Readiness Rubric
- Teacher and Faculty Retention Diagnostic
- Hard-to-Staff Role Intervention Portfolio
- Educational Talent Dashboard and Review Cycle

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Day 5: Education Talent Management Practice

- Exercise: Diagnose an Education Workforce Supply Gap
- Exercise: Design a Critical-Discipline Talent Pipeline
- Exercise: Evaluate a Career and Promotion Decision
- Exercise: Build a Leadership Succession and Retention Response
- Capstone Exercise: Education Talent Operating Plan

Practical Exercises

The course uses suggested activities to test educational talent decisions across different institution settings.

- Suggested activity: model education workforce planning for changing enrollment, subject demand, and staff availability.
- Suggested activity: compare teacher and faculty pipelines for a hard-to-fill discipline and location.
- Suggested activity: apply career, workload, and promotion criteria to an academic progression case.
- Suggested activity: combine educational leadership succession with retention actions and dashboard measures.

FAQs

Who suits educational institutions talent management training, and what does it assume?

Educational institutions talent management training suits people, academic, operations, and workforce leaders who already contribute to staffing, development, promotion, or succession decisions in schools, universities, or vocational institutions.

How does educational institutions talent management differ from general talent management training?

Educational institutions talent management addresses teacher supply, academic disciplines, professional standards, teaching and research workload, faculty career structures, educational leadership pipelines, and institution-specific retention risks rather than a generic corporate talent cycle.

How should education workforce planning address hard-to-fill disciplines?

Education workforce planning should combine enrollment and curriculum demand, retirement and attrition risks, qualification lead times, geographic constraints, workload capacity, internal development, external pipelines, and scenario-based interventions.

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What makes teacher and faculty talent pipelines sustainable?

Teacher and faculty talent pipelines become sustainable through realistic supply forecasts, fair entry routes, supported induction, visible career pathways, professional learning, manageable workload, mentoring, mobility options, and regular evidence-based review.

How can educational leadership succession support institutional continuity?

Educational leadership succession supports continuity by identifying critical roles, defining readiness evidence, developing diverse internal pools, testing interim coverage, transferring institutional knowledge, and reviewing leadership risks without treating succession as a confidential replacement list.

Conclusion

Participants take back an Education Talent Operating Plan linking workforce demand, critical roles, pipelines, careers, workload, capability, succession, retention, and measures. The plan changes disconnected staffing and development actions into a reviewable institutional talent cycle. It helps education leaders balance learner needs, professional standards, staff sustainability, and accountable workforce choices.