



# Moving Forward After the Pandemic

**Governments and Teachers' Unions Working Together to Leave No One Behind**

NCEE's Report from the  
2022 International Summit on the Teaching Profession

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# I. INTRODUCTION

If there is one thing the pandemic has taught us, it is that the future will always surprise us. Succeeding in a changing world requires that students and their teachers are able to cope with unforeseeable challenges. Education is key to strengthening cognitive, social and emotional resilience among learners, helping them understand that living in tomorrow's world means trying, failing, adapting, learning and evolving. Resilience enables students, their teachers and school communities to be able to thrive in an era of social, economic and environmental change. Put another way: schools are key to enhancing students' sense of agency and optimism for the future.

This backdrop informed questions addressed by the participants of the 12th International Summit on the Teaching Profession (ISTP), which took place in Valencia, Spain in May 2022. These questions included: How can governments and teacher unions become better at anticipating the challenges of the future and enhancing equity for all students? What are the implications of these challenges for the goals and functions of education, for its organization and structures, and for the education workforce? How can governments and unions better navigate between reform and disruption, reconcile new goals with old structures, foster innovation, leverage potential and existing capacity, and reconfigure the spaces, the people, the time, and the technologies to educate learners for their future?

ISTPs are unique. They are the only international convening that brings education ministers and union leaders together to discuss practical steps to improve education. Participants include high-performing and/or rapidly improving school systems as measured by the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA).

Every year, ISTP has been co-hosted by Education International (EI), OECD, and one participating country. Anthony Mackay, CEO and Board Co-Chair of The National Center on Education and the Economy, serves as the moderator.



*Left-right: Ximo Puig i Ferrer, President of Generalitat Valenciana and Pilar Alegria Continente, Minister of Education and Vocational Training*

For the 2022 summit, the Ministry of Education and Vocational Training of Spain served as the host. On the Ministry's invitation, participants gathered in the city of Valencia, on the Mediterranean coast. Thanks to the generosity of both the Spanish Ministry and the autonomous government of Valencia, participants were able to gather in person for the first time since 2019. Many noted that the opportunity to meet face-to-face after two virtual ISTPs felt momentous.

#### LIST OF ISTP 2022 PARTICIPATING DELEGATIONS

|   |   |  |
|---|---|--|
|  Spain ( <i>host country</i> ) |  Hungary   |  Switzerland    |
|  Czech Republic                |  Latvia    |  United States  |
|  Denmark                       |  Lithuania |  United Kingdom |
|  Estonia                       |  Singapore | (England and Scotland)   |
|  Finland                       |  Sweden    |  |

A full list of participating individuals is available in Appendix B.

La Ciudad de las Artes y las Ciencias served as an ideal meeting venue. This beautiful riverside complex of museums, theatres, statues, bridges, reflecting pools, and parks serves as the cultural and economic center of Valencia. The verdant and culturally rich surroundings were an appropriate backdrop for a wide-ranging three-day conversation spanning the evolving nature of technology, the role of schools in bridging cultures and fostering communities, and the sustainability of the planet.

ISTP 2022 continues the forward momentum from ISTP 2021, which was conducted virtually but hosted by the United States Department of Education. The 2021 session focused on equity and serving the whole child, teacher professionalism and wellbeing, and intentional collaboration between governments, teacher organizations, schools and communities (NCEE, 2021). At the close of ISTP 2021, countries highlighted priorities for further discussion, including the need for digital tools to support educational excellence for all and the role of communities as well as teacher leaders in supporting the whole child. The pandemic has highlighted just how much jurisdictions around the world need to simultaneously provide a high-quality education and equitable access. By doing so, countries can reimagine education to enhance human potential and the future and provide all children the opportunity to thrive.

### ISTP FOCUS AREAS

ISTP 2022 picks up on these priorities, while extending the conversation even further into the future of education, by asking three interrelated questions. Each of these questions served as the prompt for a different session of the Summit.

Session 1: What is the pedagogical potential of digital technologies in education, and how can schools, teachers, and students navigate both the opportunities and challenges those technologies offer?

Session 2: How can school systems serve as drivers of more inclusive communities?

Session 3: What is the role of teachers and school communities in securing a sustainable future?



*Left-Right: Randi Weingarten, President of the American Federation of Teachers; Anthony Mackay, CEO of The National Center on Education and the Economy; Alejandro Tiana Ferrer, Secretary of State for Education, Spain; and Andreas Schleicher, Director for Education and Skills at OECD*

At a glance, the questions may seem distinct from each other. But the thread that ties them together is a vision for education that welcomes all learners, creates communities filled with safety and belonging, guides them to responsibly navigate the physical and digital worlds, and instills in them a sense of optimism that they can make the world a better place, in spite of the overwhelming challenges of war, anti-democracy, civic unrest, and climate change.

This vision of education as “driver of optimism” is already the reality in some classrooms and schools today. But as the education leaders of the world’s highest performing jurisdictions readily admitted, it is not a universal experience even across their systems—much less the entire world. Too many children, many from poor and marginalized communities, are becoming disaffected and despondent. They are drawn into online communities where demagogues exploit rampant misinformation. And they do not see themselves as global citizens who can make positive change for the world.

The ministers and union leaders at ISTP 2022 pointed to their school systems as essential in addressing these challenges, especially in light of the inequities exposed and deepened by the pandemic. They endorsed inclusive education for all students and extended the concept to meet all children where they are, honor their differences, and inspire them to take action on behalf of community, society, and planet. Making that vision systemic—even global—

will require far-reaching collective commitments to transform education systems.

## SUMMIT OPENING AND FRAMING

Welcoming remarks from the government leaders of Spain and Valencia, as well as the heads of partner organizations OECD and EI, set the scene for these key themes.

Pilar Alegría Continente, Spanish Minister of Education and Vocational Training, opened the Summit. She reflected on the isolation millions of children suffered over the past two years and the efforts teachers made to ensure their continued learning and development. The pandemic showed two things to be true that might at first seem to be in tension: face-to-face education is paramount, but education technology is here to stay. It is up to government and union leaders to ensure technologies support students and the profession—not disenfranchise them.



*If societies expect that much more of education, they must ensure that teachers receive all the support needed to fulfill their missions. Only a well-prepared, highly professional, and fully resourced teacher community will be able to realize the change societies need.*

*Pilar Alegría Continente, Spanish Minister of Education and Vocational Training*

She said that the pandemic also revealed long-standing and systemic inequities in our societies. Now that educators are more fully aware of these gaps, education will be expected to face ever-more complicated challenges: future pandemics, wars, refugees, anti-democratic movements, and a changing climate.

## Spotlight on Recent Progress in Spain's Education System

Spain's Secretary of State for Education Alejandro Tiana Ferrer described how Spain had painstakingly built a modern education system following the end of the Franco regime in the 1970s. Over the past 50 years, Spain has made great strides forward in boosting attainment: raising upper secondary attainment from 35 percent to approximately 65 percent, and postsecondary attainment from below 20 percent to above 40 percent. Spain guarantees a constitutionally protected right to education for all, offering 10 years of compulsory education and nearly universal preprimary education for 4-year-olds.

In order to continue to make progress while anticipating the new demands of an uncertain future, Spain has identified several strategic priorities: increasing family participation; strengthening gender equity in STEM; decreasing school segregation; incorporating sustainable developing goals into the curriculum; promoting deeper learning focused on the acquisition of competencies spelled out in a competency-based graduate profile; improving vocational training; strengthening teacher development; and improving school organization.

Spain's new law to improve vocational education is viewed as particularly important for improving student retention and other postsecondary outcomes. Spain's vocational education system has historically been highly bifurcated, with one strand focused on academic experiences and another on applied experiences. The new law integrates the academic and the applied more closely and allows for movement between pathways. Students can now transfer training experiences and credentials to other qualifications or to the academic pathway. The law allows for the accreditation of skills acquired through work experience and informal learning and develops closer ties among vocational centers, universities, workplaces, and other learning venues so that students can nimbly transfer across them. The goal is to organize the system to respond flexibly to individual interests, expectations, and aspirations.

Secretary Tiana also described Spain's new framework of professional competencies for teachers. It will more transparently communicate how teachers can develop across their careers, and serve as the backbone for the development of preservice and ongoing professional learning

initiatives. In line with this framework, Spain is reforming teacher preservice training by extending practical experiences, joining theory and practice more explicitly, making entrance requirements rigorous, and aligning course distribution requirements with the new professional competencies. Spain is also building a lifelong learning system for educators in hopes that they can develop a cultural expectation that teachers continue to learn and develop throughout their careers.



*Left-Right: Mathias Cormann, Secretary-General, OECD  
Yuri Belfali, Head of Division, Early Childhood Education and Schools, OECD  
Andreas Schleicher, Director for Education and Skills, OECD*

Mathias Cormann, Secretary-General, OECD, urged participants to consider the urgent implications of four key data points from the OECD's PISA and TALIS surveys:

- According to TALIS, teachers identify developing technology skills for teaching as their second-most important professional learning need, but 44 percent of teachers in OECD countries do not receive any technology-related professional learning (Schleicher, 2022, p. 7). Providing teachers the support they need to effectively use technology will require governments and unions to cultivate collaborative cultures where teachers can innovate and figure out how best to use new technologies.

- The 2018 PISA assessment shows that across OECD countries, the average gap in performance between the most socioeconomically advantaged and most disadvantaged students is equivalent to four years of schooling (OECD, 2019, p. 53). The economically disadvantaged are less likely to pursue academic tracks, less likely to complete programs, and more likely to struggle in the labor market. Education is at the center of the effort to tackle many of the root causes of inequality in society.
- Less than 10 percent of 15-year-olds in OECD countries can distinguish fact from opinion (OECD, 2019, p. 58). This troubling finding explains a great deal about the politicization of our societies, as young people are targeted by political demagogues and online disinformation campaigns. It is incumbent on education systems to redouble their efforts to enable critical thought in a volatile and complex world.
- PISA results also show that knowledge of science, in particular, helps students to make informed decisions and life choices, to better weigh the consequences and tradeoffs of their actions, and to thrive in a digital economy (OECD, 2009). By building a more thoughtful and informed generation, our science classrooms help create a sustainable future for our children.



*Susan Hopgood,  
President of Education  
International*

In her welcome, Susan Hopgood, President, EI, noted that the systems that have been most resilient and adaptive during the pandemic are those that have learned to follow science and data in attending to the needs of the whole child (EI, 2021). They have pursued innovations collectively, in partnership between policymakers and practitioners, in order to share best practices and document improvements and lessons learned. This intentional collaboration to spur innovation will be necessary as the global community seeks to serve the tens of millions of vulnerable children suffering due to war, disease, and displacement.

Hopgood introduced what would go on to be a key theme of ISTP 2022: how education systems can build a sense of optimism and resiliency in students to face an uncertain future. In her words, resilient optimism is embodied “when facts face falsehoods, and a sense of agency faces despair.”



*Ximo Puig i Ferrer,  
President, Generalitat  
Valenciana*

Ximo Puig i Ferrer, President of Generalitat Valenciana, the head of the autonomous government of Valencia, argued that education was “built with two doors.” The first door, providing access to educational opportunity, was one that many systems had successfully opened. Valencia has been working hard to improve its efforts in this area through a range of near-term reforms. Priorities for Valencia today include: increasing attainment to guarantee universal education; better connecting schools in cities with rural areas; strengthening multilingual teaching and learning; better aligning

the needs of education and production, especially with an eye toward sustainable development; and using digitalization to prepare students for jobs and ways of living that do not yet exist.

But President Puig argued that it is the second door that captures the true mission of education. This is building an education system that strengthens the foundations of our society, builds community and civility, and enables societies to thrive with resilience and optimism even in the face of anti-democratic violence. His hope was that the Summit would help education realize its promise to throw that door open.

### [A Note on the Structure of ISTPs and ISTP Reports](#)

Unusually for a global policy summit, ISTP is characterized by honest and reflective dialogue among participants, not prepared speeches. In the words of David Edwards, General Secretary, EI: “ISTP builds bridges of understanding across the divides of geography. The summits have become [the kind of inclusive community] we as educators try to create for our students—learning environments that are relational, not transactional.”

In order to facilitate such dialogue, many of the ISTP sessions are closed to the public. They ask participants to respect “Chatham House rule” to avoid attributing comments to participants. This report abides by this rule by briefly summarizing the proceedings to capture areas of consensus and areas for further discussion, while also highlighting emerging policies and innovations that might be useful for education policymakers and educators around the world.

The intention is to share key themes with a wider global audience of people interested in how high-performing education systems are helping young people to effectively, responsibly, and ethically use emerging technologies; build inclusive local, digital, and global communities; and serve as defenders of democracy and stewards of the planet.

For readers who are interested in more detail, appendices to the report preserve the agenda, attendee list, and the full text of the progress reports and future commitments prepared in writing by each delegation. In addition, the opening and closing sessions were public, and videos are available here: <https://istp2022.es/en/>.

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## II. REFLECTIONS ON PROGRESS TO DATE IN TRANSLATING ISTP INTO POLICY AND PRACTICE

Every ISTP not only considers research and practice but also commits to concrete action. Participants began ISTP 2022 by reflecting on the actions they had taken as a result of ISTP 2021, the challenges they had experienced, and the issues that had emerged.

One of the outcomes of ISTP 2021 was a framework for thinking about intentional collaboration between governments and teachers' unions as an underpinning of wellbeing for students and for teachers. NCEE's report from ISTP 2021 summarizes this framework and the literature and discussion underpinning it (NCEE, 2021). In addition, a joint paper from OECD and EI prepared in advance of ISTP 2022 lays out the evidence about what in-school factors promote student and teacher wellbeing and how those factors are, in turn, associated with students' success. Summarizing the paper, EI's John Bangs reflected: "if there's one thing that the pandemic taught us, it's that schools as social institutions contribute to the wellbeing of students and teachers. Children will not learn academically if their social skills are not developed." (OECD & EI, 2021).

In order to take this agenda forward, countries' commitments from ISTP 2021 tackled persistent structural issues standing in the way of both student and teacher wellbeing: ensuring adequate teacher pay; reducing teachers' workload to enable more time for professional collaboration and growth; relieving unnecessary stress on students due to excessive testing; fostering more creative and effective learning opportunities; and repairing inhospitable and unsafe school buildings. Many touched on the potential of information technology to allow more equitable access to education, but none did so without cautioning that embracing new technologies would require careful planning, support for the profession, and trust in professional judgment.

For example, the United States discussed efforts to sustain structures and systems to enhance collaboration across school and relevant health and community agencies. Singapore described a new Interagency Task Force on Mental Health and Wellbeing, which marshals the whole of government to establish training, tools, and resources for supporting students, teachers, and

families as they recover from the pandemic. The United Kingdom described its pressing need to recruit, prepare, and retain a diverse and effective cohort of teachers who feel supported and empowered to improve. British delegates warned that the teacher retention challenge was paramount: without a strong supply of teachers empowered to do their best work, it would be impossible to surmount any of the other challenges facing education today.



*Left-Right: Cindy Marten, Deputy Secretary of Education, United States; Lily Eskelsen Garcia, Past President, National Education Association, United States*

Moderator Anthony Mackay synthesized and analyzed the progress reports and reflected on how far ISTP’s commitment to education system transformation has come over the past 12 years. Beginning in 2011 with discussions around quantitative measures of teacher effectiveness, ISTP has evolved into far-reaching explorations of how to reinvent the profession entirely. It is spurring on increasingly broader and deeper commitments: rather than implementing short-term programs, participants are facilitating cultural shifts across schools and embedding changes across systems.

Specifically, Mackay pointed to six trends he noticed in the latest round of ISTP commitments:

- From schools as core **social centers** to **schools as learning hubs**—for neighborhoods, community, and society—supporting families and communities, and partnering with community agencies and businesses, with an increased focus on local power

- From **attracting, developing, and retaining** teachers to **growing and investing** in a diverse generation of strong educators, working in professional learning environments, supporting every learner, and developing throughout their careers
- From emphasizing the **stages/phases** of an education system to a focus on **learners' journeys and pathways**, providing cognitive, social, and emotional development, and supporting those with special needs
- From schools **preparing learners for the work of today** to schools and the profession **equipping learners with agency and skills** to contribute to economic prosperity, social cohesion, and a sustainable future
- From **coordination and cooperation** to improve a limited set of student outcomes to **intentional collaboration** to transform the learning system involving government, the profession, young people, families, and the wider community, in concert with shared values and beliefs, and developing relationships, processes and structures that produce system change
- From **leadership for reform and improvement** to **professional leadership to guide systems through uncertainty and anticipation** in the context of a more networked, multilevel system for learning with a focus on the importance of the local level

For Mackay, this evolving thinking suggested promising progress towards systems' goals of becoming more adaptive and resilient in order to weather the challenges of the future. But he also said some issues were unresolved. Is it possible for education systems to anticipate the skillsets, mindsets, and toolkits necessary to navigate an uncertain and changing world and ensure a sustainable future? Can policymakers adequately invest in ecosystems that provide all young people with the broad array of support they need? To what extent are schools and the profession willing to take responsibility for responding to challenges ranging from local to global, given the delicate politics of education?

Mackay urged the ISTP 2022 delegates to consider these questions as they embarked on the three working sessions ahead.

### III. THE PEDAGOGICAL POTENTIAL OF DIGITAL TECHNOLOGIES IN EDUCATION

The pandemic made technology a lifeline for education. At the same time, it highlighted the importance of the social value of schools in the education of children and young people. It has shown that education systems need to have a strong and accessible digital learning infrastructure and the capacity to support schools in using digital technology. The technologies themselves need to be engaging and relevant to all students and teachers.

The first working session of ISTP 2022 asked participants to consider both the promises and the pitfalls of digital technologies in education. Specifically:

- How can governments and unions work together so that students and teachers are not simply consumers of digital technologies but instead are co-creators and designers of innovative learning environments?
- How can governments and unions work together to improve pedagogical approaches, improve compatibility between different technologies, and shift the conversation from learning technology to learning activities? How can they work together so that technology best enhances pedagogy, the development of the teaching profession and teacher professional collaboration?
- How can artificial intelligence empower learners and teachers rather than disempower them, and how can it help close rather than amplify learning gaps by personalizing their learning? What role do ethics, transparency, and data protection play in this discussion? How can the experts in learning—teachers—be at the center of the design, development and implementation of digital learning environments supporting all students to thrive?

#### CONTEXT: REFLECTIONS FROM OECD AND EI

In an opening public session, Andreas Schleicher, OECD's Director for Education and Skills, presented the OECD's ISTP 2022 background paper while John Bangs, EI's Special Consultant, presented EI's ISTP 2022 briefing. In Schleicher's view, the most immediate and visible benefit to technology was its potential to personalize education for students. But even still,



*Andreas Schleicher,  
Director for Education  
and Skills, OECD*

Schleicher’s research shows the degree to which technology is used in classrooms is negatively associated with student performance (Schleicher, 2022). For Schleicher, this is not necessarily an indictment of the technology itself, but rather of teachers’ capacity to use it effectively. Technology, after all, is only as good as its use. Ample research shows that teachers’ professional learning around technology is inadequate, teachers’ comfort level with technology is low, and systems spend substantial money on new technologies without investing in helping teachers to use it more effectively (e.g., Schleicher, 2022; Promethean, 2019; OECD, 2020).

Schleicher urged ministers to cultivate “an innovation-friendly ecosystem” where teachers can design and pilot new teaching and learning experiences themselves. This can be accomplished through policies such as setting standards for approved providers, regulating provider transparency, governing data protections, and deploying strategic funding to embed innovative technologies in schools.

Bangs argued that the pandemic underscored the social value of schooling while demonstrating the potential for a “strong and inclusive digital infrastructure” to strengthen access to education and enhance learning experiences (EI, 2022, p. 6). After all, without the hard-won lessons learned from the pandemic, Ukrainian students would not be able to learn today, because teachers would not have the infrastructure or tools to organize remote learning under duress.

Even as digital technologies offer very real opportunities to empower the disenfranchised, they carry risks of exploitation by demagogues. Bangs framed the tradeoffs of digital technology in education as a set of choices facing education system leaders and humanity as a whole. He argued that the way technology is employed in education will determine whether our future is one of stateless digital citizenship, “deep fakes,” and digital wars waged by AI, or one where digital innovation works in service of human society to

contribute to wellbeing, creativity, pluralism, democratic values, and sustainable development.

Bangs sees digital learning as a powerful tool for building and strengthening agency in learners, and promoting skill development, but only if it is deployed well. Recent research from Hargreaves and Shirley (2022) can serve as implementation guidance for systems aiming to be thoughtful about the use of technologies:

*“Digital learning can and should become routine, effortless and seamless as all other resources—no more and no less.... (It)...should be used in a prudent way that will make a difference, not in a profligate manner that displaces higher value activities ... (which are) ... central to investing a sense of optimistic agency among students.” (Hargreaves and Shirley, 2022)*

Bangs closed by urging participants to ensure that technology is designed, deployed, and regulated in ways that are defined by human values and ethics, and systems to come together to develop joint protocols to accomplish that. As EI’s briefing paper for ISTP 2022 asks,

*“Will governments with teacher unions develop agreed protocols about the development and use of digital technology in schools which are defined by the values of equity, human wellbeing, creativity, democratic values and sustainable development?” (EI, p. 8).*

## JURISDICTIONS’ REFLECTIONS

In the first closed session, participants discussed the opportunities and challenges of technology and the features of well-designed, technology-enhanced learning experiences. Two broad areas were identified where technology could play a particularly innovative role moving forward: personalizing and enriching student learning; and strengthening the lifelong development of educators.

Singapore kicked off the discussion of technology-enabled student learning experiences by describing its newly implemented online learning day. Every secondary student now learns remotely two days per month. Teachers determine when and how to adapt lessons into the digital space. The purpose

of the new policy is to help students develop intrinsic motivation and stronger digital skills, and continue to develop teachers' expertise with nimbly adapting lessons for digital learning. Denmark described a similar policy which allows teachers to determine, at their sole discretion, whether to allow individual students to learn remotely up to 20 percent of their time. This is seen as a strategy for more effective differentiation of learning, as Denmark's research has shown that some of their students are more motivated when learning at home.



*Left-Right: Delegates from Sweden, Singapore, Lithuania, and Latvia*

Many other technology-enabled innovations were discussed. Artificial intelligence can assist with creating highly personalized learning pathways for students. The digital “gamification” of learning can make it more engaging for some learners. Virtual reality technology enables kinds of learning, such as complex science experiments or visits to historical sites, that are costly if not impossible to do in the real world. Robot tutors can simulate peer-to-peer learning. Learning analytics software lets teachers closely study how their students are learning, what content and ideas excite them, and when and where they are disengaging.

Much of the discussion of the digitalization of teachers' professional learning focused on the potential role of micro-credentials—a tool for teachers to document their professional learning and its impact on student outcomes. Teaching effectively using digital technologies requires many new skills and

competencies, and those skills will rapidly change as new technologies, platforms, and apps are developed (Berry, 2019; Tooley and Hood, 2021). For example, the National Education Association in the United States described how its teachers came together and developed more than 175 separate courses leading to micro-credentials. The union has organized these courses on an online platform that includes several personalized learning pathways for teachers leading to different credentials. Districts and states are now accepting the credentials for continuing education requirements. The lessons can be updated as new strategies, tools, and technologies are developed. Other strategies for teacher professional learning include building collaborative online forums to enable teachers to share lessons and workshop them with their peers, targeting continuing professional learning for older teachers who might be less comfortable with technology (and engaging younger teachers as mentors in that process), and incorporating the effective use of digital technologies into teacher education.

Participants also identified several challenges inherent in the use of education technology. Technology-enabled, data-driven instruction can empower students by providing more personally rewarding and challenging learning experiences in a student's zone of proximal development, but it can also disempower, by monitoring, tracking, sorting, and trapping students in pathways that serve as dead ends. When is personal surveillance using technology acceptable? There is widespread agreement about the dangers of big data gathering. But there is no common ethical framework describing when and how data gathering serves the public good.

The challenge that generated the most discussion was about the potential role of technology companies in education. Most agreed that it was inevitable that education systems will need to collaborate with the private sector in order to succeed. But all expressed serious concerns about the actions of many technology companies. A small number of massive corporations, the "tech giants," are engaged in invasive data farming. What responsibility does education have, if any, to incentivize more socially responsible corporate behavior?

The tech giants have not been largely successfully designing products that are naturally engaging to children. Teachers are experts at designing such engaging experiences. Many felt that giving teachers the platforms and tools

to disseminate those effective strategies, lessons, and games broadly holds great potential for providing an alternative to tech giants.

For example, Finland described how they had recently established an open-source Library of Open Educational Resources (OER). This platform is a collaboration between the Ministry of Education, the National Agency for Education, and CSC Finland, the national agency in charge of information technology research. It allows teachers to upload education materials they develop to a database, and those resources are then curated by topic area and purpose. The Ministry of Education has developed tutorials and toolkits for teachers that are also available on the platform. “Technology teacher tutors,” Finland’s existing peer-to-peer strategy for developing the technology competence of teachers, are assisting with training teachers to navigate the platform. Lithuania described a similar strategy: partnering with small local startups to develop platforms and online forums for teachers to share information, resources and tools. And Denmark described how before the pandemic, each municipality had a different online platform for learning materials. During the pandemic, Denmark’s national education system purchased and consolidated the various different learning platforms in use so the state now regulates and oversees the full suite of platforms. These innovations may accelerate the spread of teachers’ expertise.



*Randi Weingarten,  
President, American  
Federation of Teachers*

Speaking as EI Board Member, American Federation of Teachers President Randi Weingarten concluded by suggesting a next step: a global convening of teachers, the OECD, and the business community to figure out how to align the business incentives of technology companies with the public good of education. Systems must create a regulatory environment where small and medium-size technology companies can flourish by serving the public good.

Andreas Schleicher, speaking for OECD, suggested that solving this problem is necessary for ensuring that children develop strong digital skills, resilience, and optimistic agency.

## IV. SCHOOL SYSTEMS AS A DRIVER OF MORE INCLUSIVE COMMUNITIES

One question came up repeatedly in the first session: how to ensure that digital technologies empower all learners, rather than reinforce inequalities and further stratify students based on their access to technology and ability to use it? This question served as a natural transition to the second session of ISTP 2022, which focused on how school systems can serve as a driver of more inclusive communities.

The pandemic has shown how schools can innovate, with teachers, parents and students working together on new forms of learning and ways to protect health. Participants considered how school systems, school communities, teachers and policymakers could work together to design and implement education policies that will not just enhance equity within the education system, but also to ensure that education systems help build more inclusive communities and societies. What can teacher unions and governments do to engage students in real world problems, working with community members, doing projects that raise their voice to advocate for changes? Part of this discussion focused on what metrics could be used to measure progress on equity and inclusion goals.

### CONTEXT: REFLECTIONS FROM OECD AND EI

In his public presentation of EI's Briefing, John Bangs noted that this was not a new topic for ISTP participants. In ISTP 2014, EI offered a set of policy proposals to address inclusivity: the provision of sufficient resources, including funds, staff, and time, to ensure equitable learning; ensuring that the teaching profession reflects students' demographics; preparing teachers to respond to the needs of students from disadvantaged backgrounds; and making sure that working conditions and career structures encourage the most experienced teachers to work in disadvantaged schools. In addition, ISTP 2016 addressed the issue of educating refugee students, which had become particularly acute all over the world, but especially in Europe (EI, p. 10).

As jurisdictions grappled with a teacher recruitment crisis exacerbated by the pandemic, as well as a massive influx of Ukrainian refugees, these issues

continued to be urgent. Yet evidence from EI suggests that teachers are provided insufficient support to help them nurture every student's development, serve the whole child, and integrate refugees and educate them in ways that recognize their cultures and meet their needs. John Bangs argued that significant investments in teachers' continuing professional learning and development would be needed to meet that need. In his view, unions were best positioned to offer much of that learning.

Andreas Schleicher's presentation of OECD's ISTP 2022 Background Paper examined the value of inclusion through an economic lens, showing how equity in education helps society as a whole by boosting wealth. When disadvantaged students underperform, systems lose out on substantial tax revenue: raising every student in the PISA sample to basic proficiency would increase the gross domestic product of the OECD by US\$200 trillion over the working life of today's students. The underperformance of students with disabilities costs approximately US\$100 billion per year in lost workforce productivity. And inequitable outcomes related to gender have an annual cost of US\$12 trillion globally (OECD, 2015).



*Delegates reflect on the discussion*

Less quantifiable but no less important, inclusivity improves the cohesiveness of societies and their ability to mitigate civic unrest. Schleicher argued that the capacity of systems to educate refugees and immigrant students will help to expand the worldview of all students, and “become the glue that holds society together.” Strong developmental relationships between teachers and

students are key to developing this vision of inclusive education that supports all students in their development of cognitive, social, and emotional skills.

## JURISDICTIONS' REFLECTIONS

In the second closed session, jurisdictions described the need for three broad strategies for enabling school systems to serve as drivers of more inclusive communities:



Creating environments filled with **safety and belonging**, so students can bring their full selves to school;



Bridging schools, communities, and other agencies to transform schools into **learning hubs** where all students' learning and development needs are supported holistically; and



Developing a more comprehensive **system of support** for teachers to meet the needs of every learner.

The United States cited the extensive research base in the science of learning and development that showed “belonging” was a necessary precondition for learning (e.g., Allen, et al., 2018; Healy & Stroman, 2021). If students do not feel they belong as part of the school community, they will not learn effectively. This finding is borne out in the OECD’s and EI’s global analysis of school systems that administer PISA:

*“On average across OECD countries, students who reported a greater sense of belonging scored higher in the PISA reading assessment after accounting for socio-economic status . . . Students who reported a greater sense of belonging were also more likely to expect to complete a university degree even after accounting for socio-economic status, gender, immigrant background and overall reading performance.” (OECD & EI, 2022, p. 3)*

The United Kingdom (Scotland) described how promoting inclusive communities had become central to their education policymaking in recent years. Ten years ago, Scotland had a singular focus on addressing the impact of poverty on students’ educational outcomes. That commitment has remained, but it has evolved and now recognizes the “rich backgrounds” that financially poor students bring to the table—their families, cultural assets, and

funds of knowledge. Scotland has increasingly been dedicated to recognizing and elevating students' voices in discussions about the broader goals of the education system to ensure that they feel recognized and included in education policymaking decisions.



*Left-Right: Delegates from England, Scotland, Sweden, Singapore, Lithuania, and Latvia*

The discussion of creating a sense of belonging naturally fed into a question of how schools can build, sustain, and bridge communities. As several participants put it: “The question should not be: ‘What can schools do to serve all learners?’ It should be: ‘What can schools do to orchestrate various other government entities and community partners, and to leverage broader investments in social infrastructure, in order to give all learners the full range of supports they need?’” A strong web of relationships between and among students, peers, families, and educators, both in the school and in the community, represent a primary process through which all members of the community can thrive.

Several strategies offered different ways of thinking about this question. The United Kingdom (England) described its whole-of-government strategy, Levelling Up, designed to ensure that all citizens enjoy the same opportunities to succeed, regardless of geography or economic status. The education component of the strategy studies entrenched educational issues, analyzes the evidence-based interventions that can mitigate those issues, and marshals the resources of various government agencies to target support in the schools that need it most. Specific initiatives include the development of

“family hubs” in school communities that offer health services, mental health services, community programming, job training, and enrichment opportunities. Lithuania discussed the establishment of a Schools Network, where mentoring “Methodological Schools” support other schools in the network with developing community development strategies, inclusive school cultures, and the necessary infrastructure to “open up” all schools to all kids, regardless of their needs, by 2024.

In Singapore, the Uplifting Pupils in Life and Inspiring Families Taskforce (UPLIFT) is an inter-agency team led by the MOE that aims to strengthen the partnership between schools and community partners to enhance support for disadvantaged students. The UPLIFT Community Network is expanding nationwide to provide wraparound support to more students and their families through school-community partnerships. Volunteers offer home visitation, guidance, and practical assistance to improve student attendance and motivation.



Denmark described a similar initiative, United About School, that brings together government officials, educators, school leaders, university researchers, non-governmental organizations, and community partners, to gather and document effective pedagogies, practices, and strategies for serving the whole child.

*Pernille Rosenkrantz-Theil, Minister of Children and Education, Denmark*

These examples of building stronger linkages between government, communities, and schools naturally prompted discussion about the role of teachers in this process. Were they being adequately prepared to meet the challenge of building more inclusive communities? Evidence from TALIS and jurisdictions’ own surveys shows that teachers often feel overworked and stressed at the prospect of taking on new roles, and were generally unprepared to effectively practice inclusive education (OECD, 2020). So how could jurisdictions better support them?

Spain described a broad-based strategy to build more inclusive schools: changing the entrance requirements into the teaching profession to consider the capacities needed to teach in an inclusive manner, and rethinking the content of both teachers' initial training and continuing professional learning to better incorporate this topic.

Connecting the topic back to the first discussion on digital technologies, Latvia urged participants not to forget the incredible potential of new technologies for teaching inclusively. Digital teaching tools allow teachers and students to easily switch languages, add accessibility options for those with physical challenges, and design learning experiences with non-neurotypical students in mind. All of these options can be wonderful resources for teachers—provided teachers know how to access them and have the support and professional learning to use them effectively.

Participants largely agreed that there was reason for great optimism about the potential of education systems to move toward more inclusive communities. Andreas Schleicher noted that OECD's data showed that many countries have made significant impact on moderating the impact of social background on students' academic outcomes. Nevertheless, there were many challenges and unresolved questions on the horizon that the jurisdictions agreed warranted further discussion.

Some systems pointed to unequal funding, particularly when municipalities or districts with unequal tax bases were relied on to fund public schools. Others described how market-based reforms in education had led to more unequal schools with inequitably distributed teachers. That said, others noted that market mechanisms had been reasonably effective in some settings when the right regulatory mechanisms were in place.

The issue of how to promote inclusive education for refugee students, especially acute because of the war in Ukraine, sparked discussion about the difference between integration and assimilation. Many of the countries at ISTP 2022 had accepted hundreds of thousands of Ukrainian refugees, more than half of them school-age children. Systems were grappling with how to welcome those students into their schools, give them a sense of belonging, educate them well and equip them with social capital—but also recognize that at some point, they would likely want to return to their home country. In other

words, it was more important to teach Ukrainian language, history and culture than a second language or history.

All jurisdictions agreed that offering students the right to be equal was no longer enough. Committing to diversity and inclusion means that systems have to offer students the right to be not just equal, but *different*. Participants left the second session with a question remaining on the table for future discussion. What kind of learning environments do schools need to have to support a vision of inclusion where students of all different backgrounds come together as a community that treats neurodiversity and differences of language, religion, culture, gender, and sexuality, as strengths? And what are specific steps school systems can take to realize that vision?

## V. THE ROLE OF TEACHERS AND SCHOOL COMMUNITIES IN SECURING A SUSTAINABLE FUTURE

The topic of sustainability had never before been addressed in a dedicated session at ISTP. But questions related to sustainability had long been on the minds of the Summit’s organizers and participants. What is the role of education in preparing today’s young people to mitigate and adapt to the effects of existential challenges such as climate change and the need to foster sustainable development? How can education help society build social bonds, trust, and hope? How can learning about the new challenges facing humanity be incorporated into the curriculum? What role does the teaching profession have in developing curriculum to address these new challenges? What approaches will governments and unions need to adopt to achieve these ambitions?

### CONTEXT: REFLECTIONS FROM OECD AND EI

EI’s briefing paper on wellbeing cites new research showing the potential of schools to imbue students with a sense of “optimistic agency”:

*“The children who were most confident that climate change might not overwhelm them were those whose schools had replaced unfocussed fear by factual information and practical strategies for energy reduction and sustainability.” (Alexander, 2021).*



*David Edwards, General Secretary,  
Education International*

In the words of EI’s David Edwards, “Pessimism turns to hope when children (and teachers) feel they have the power to act.” With that premise in mind, attending to students’ wellbeing and building a truly inclusive education system demands that education attend to sustainability.

In his public presentation of OECD’s ISTP 2022 Background Briefing, Andreas Schleicher had described how students’ science ability is correlated with optimism. Students who know more about how the natural world works have a much more realistic appreciation of the challenges involved with sustainability. But their deeper understanding of the issues also gives them optimism that the challenges can be overcome. But Schleicher warned that education systems too often make young people passive consumers of prefabricated content, and do not do enough to help them creatively solve problems. Education was not cultivating students’ inherent potential to make the world a better place.

## JURISDICTIONS’ REFLECTIONS

In the third closed session, Anthony Mackay proposed that participants try to define and bound the challenge of sustainability in order to focus their efforts. Based on the themes that had emerged so far, Mackay suggested defining sustainability as having three goals of increasing scope:

- Securing democracies, social cohesion, and economic prosperity (the national)
- Preventing international conflict by practicing global citizenship and civility, respecting diversity, and honoring differences (international)
- Ensuring the survival of the Earth (planetary)

Many of the jurisdictions were facing debates over the future of democracy such as challenges to election results, and debates over citizenship and ballot access—with schools thrust into the center of the debate. The United States argued that “eternal vigilance” is the price of fragile democracy—and literacy is a concrete tool for bringing that vigilance to bear. When literacy is defined broadly as decoding, encoding, reading and writing, interpreting, and sense making, all for multiple purposes, it enables the kind of critical decision-making that is absolutely essential for democracies to exist. Others reflected that while democracy’s fragility may seem like a weakness, it is “beautiful and valuable . . . a crystal glass that needs to be protected.” Many jurisdictions who had totalitarian regimes in their pasts noted the power of their students,

who had stood firm against authoritarianism and directly helped to usher in democracy.



*Left-Right: Xueling Sun, Singapore's Minister of State for Education and Mike Thiruman, General Secretary of Singapore's Teachers' Union*

Singapore took up the topic of global citizenship and civility. Singapore is a multiracial country, and promoting “racial harmony” has always been at the heart of government policy. They have undertaken efforts to implement character and citizenship education curriculum in schools, and recently updated them. Singapore noted that the content of citizenship education was less important than the modality: how students practice actively listening to one another, exploring different perspectives, and engaging in constructive discourse, was key to developing empathy and cross-cultural skills.



*Left-Right: Olli Luukkainen, President of the Finnish Trade Union of Education, and Li Andersson, Finnish Minister of Education and Culture*

Finland quoted UN Secretary General Antonio Guterres: “humanity is waging a suicidal war on nature.” They noted that schools had the responsibility to be “an engine of optimism” and help students understand that it was possible to save the planet. To do that, students need a concrete understanding of what is happening, the ability to analyze why it is happening, and the skills to apply their learning to change it. “Participation, involvement and building a sustainable future” is one of the transversal competencies that all K-12 subjects must promote to help students understand the significance of protecting the environment and contributing to a sustainable future.

Finland is also developing students in these ways through a deeper emphasis on phenomenon-based learning: teaching outside the classroom in new learning environments. These new learning environments may be local, such as a park, wildlife preserve, or community center, or technology-enabled and virtual, such as an online forum or virtual reality science experiment.

Another key initiative in Finland is the effort to integrate sustainable development into schools' operating cultures. Students are actively engaged in "greening" their school buildings. Other systems, including Spain and Switzerland, echoed the importance of this strategy. That being said, Finland noted that only some schools are participating, and implementation is variable, so more investment is needed.

Other jurisdictions highlighted efforts to: broaden science education beyond the three "traditional" science courses and infuse science education and climate science throughout the curriculum; engage students in long-term science projects in their communities; document the best practices for sustainable development in extra-curricular activities and try to infuse them in the standard curriculum; and leverage non-formal education and life-long learning opportunities and link them more explicitly to schools.

Anthony Mackay asked participants to think about what kind of redesign of schools and the teaching profession is needed to reach these goals. More specifically, what partnerships are necessary between governments, unions, communities, businesses, agencies, and NGOs to support this work? What kinds of curriculum or programs of study are needed? What capacities does the profession need to have, and how should they be developed?

Denmark noted that skilled labor was essential for combating climate change: the world needs farmers, carpenters, and factory workers who could expertly use sustainable technologies. Unfortunately, some of the well-intentioned efforts to promote university education and knowledge-based work for all have resulted in dismantling education in skilled trades and impeded this pipeline. State-of-the-art, even future-oriented and anticipatory, vocational education will be necessary to promote sustainability. Sweden echoed this point, noting that it had seen an explosion of new sustainable industries, all of which were desperate for skilled labor that did not yet exist.

Some argued that there was a fundamental misalignment between the education systems' aspirations for sustainability and the economic policies in place in many countries, many of which did not incentivize sustainable business practices in the business sector. While education systems have a crucial role to play, they would be battling against the current economic policies unless finance ministers and other regulators came to the table and

were able to successfully incentivize businesses to reinforce sustainable practices as well.

Promising innovations emerged from the discussions, with several key themes cutting across them.

- Spain discussed its efforts to build a competency-based graduate profile—mentioned in the textbox on page 6—that incorporates civic values, ethics, and attitudes, including commitment to sustainability as a core component. Many jurisdictions echoed this strategy. Operationalizing these kinds of profiles and the curricula associated with them has major implications for graduation requirements, assessments, schedules, and ways of configuring schooling.
- Finland discussed how students serve as ambassadors to their communities in promoting the cause of sustainability. This led many jurisdictions to reflect on the shift from “parent engagement,” narrowly defined, to broader school-family-student-community partnerships, some with partners like youth organizations and global NGOs which are not traditionally engaged by schools. Some pointed to the value of parent engagement in spreading sustainable practices—students learning sustainable practices could serve as ambassadors to their homes and communities and spread those practices more broadly.
- Singapore and the United States discussed the need for teachers to have the time, tools, and trust necessary to be effective partners and collaborators in teaching and learning for global sustainability.
- Many discussed the new metrics that will need to be developed to determine whether communities, schools, teachers and students are successfully developing the strategies and mindsets needed to effectively collaborate to co-create a more sustainable future.

Wrapping up the discussion, Andreas Schleicher reflected on his experiences developing the innovative domain of global competence in PISA. The goal of this development effort was to see whether students’ capacities to see the world through different lenses, engage with different cultures, and make tradeoffs between present and future could be measured. When he started that work, very few countries took part. But the process has sparked

considerable debate, and led to refinement and greater clarity around the metrics that are needed. Schleicher noted that there was still a lot of work to be done, but forums like ISTP were advancing the conversation and giving him hope that ultimately countries could collectively figure out how to imbed these kinds of future competencies in their education systems.

Susan Hopgood observed that the discussion of sustainability was hardly theoretical. Tens of thousands of Australian children recently lost their homes and schools to the country's third mass flood of 2022. Hopgood argued that the fight against climate change is a fight for equitable access to school. She said that students across the globe had repeatedly demonstrated their ability to make meaningful change: taking small actions like recycling, convincing their families to act in the home, volunteering to improve communities, developing new products that change lives, and engaging with the political process to make changes to national policy. For Hopgood, education systems should give students concrete strategies for changing the world and develop them to be strong and confident and face the world with hope, rather than fear.

## VI. UKRAINE AT THE ISTP SUMMIT

The unethical and illegal war against the Ukrainian people, and especially the suffering of Ukrainian children, was front-of-mind for every participant. A majority of the participating jurisdictions were integrating thousands of Ukrainian refugees, both students and teachers, into their schools.

In a special session near the closing of the Summit, representatives of Ukraine addressed the delegations by video link to share their experiences, their vision for the future, and the support they needed from the international community. In a special session, Anthony Mackay welcomed Vitrenko Andrii, First Deputy Minister of Education and Science, and Kateryna Maliuta-Osaulova, International Secretary, Trade Union of Education and Science Workers of Ukraine, to address the Summit. In his welcome, he praised “the leadership and commitment of Ukrainian teachers to build a better future for education in spite of enormous challenges.”

Minister Andrii thanked Spain, EI, and OECD for the invitation. He described the severe toll Russian bombing had taken on Ukrainian education. Over 1,600 school buildings had been damaged; 120 were completely destroyed. Nevertheless, Ukraine maintained a strong commitment to supporting the displaced and giving them continuity of teaching and learning. Education is currently happening both remotely and in blended mode, based on the safety needs of students and teachers. Some 3.7 million students have resumed their studies, with the majority of primary, secondary, and higher education institutions open for learning. Minister Andrii credited the incredible ingenuity and resilience of Ukraine’s teachers with making that happen.

He also pointed to several pressing challenges: ensuring steady payments to teachers and school districts in areas particularly hard-hit by war; limited funding for professional learning and textbooks, because state funding was being prioritized for military aid; lack of working digital devices in active combat zones; and severe mental health challenges for teachers and students. The first three challenges could be solved by international philanthropy and rebuilt infrastructure. The fourth might sadly be a challenge for the Ukrainian people for years to come.

Representing Ukraine’s teachers’ union, Secretary Maliuta-Osaulova spoke of the incredible resistance and resilience of Ukraine’s teachers to work, study,

and unite the nation, in spite of horrific conditions. She noted that teachers were leveraging technology whenever and however they could, delivering lessons not only over the internet but by phone if it was necessary. Children were learning in basements or in metro stations to remain safe from bomb threats. But she reminded ISTP that not all children had been lucky: at least 416 children were injured and 226 killed.



*Delegates hear from Kateryna Maliuta-Osaulova, International Secretary, Trade Union of Education and Science Workers of Ukraine*

When facing nothing less than genocide, it can be hard to discuss education, she said. But for the Ukrainian people, education brings stability and hope. What is needed now is the stable financial backing of the international community so that Ukraine can ensure all of its students can continue to learn, as uninterrupted as possible. She also noted that half of Ukrainian refugees are school-aged children, and she urged jurisdictions to develop a coherent road map to create the learning conditions for Ukrainian children to get Ukrainian education—in their native language, culture, and history.

In closing, Secretary Maliuta-Osaulova argued that denying education to people makes it easy to control them: “Education must be at the front line of any strategy to avoid war in the future.”

Anthony Mackay noted that every member of ISTP 2022 was “committed to communicating the Ukrainians’ message loud and clear. Ukraine has our full support.”

## VII. LOOKING AHEAD: GLOBAL COMMITMENTS TO ACTION

Repeatedly, jurisdictions asserted that the role of teachers needed to fundamentally change, the grammar of schooling to be rethought, systems to be reconfigured, and partnerships broadened and deepened. It was now up to participants to make tangible commitments to advance that ambitious redesign work.

Jurisdictions were given time before the Summit adjourned to meet in teams and make specific policy commitments. Anthony Mackay reminded them that they were asked to do this publicly—not in the spirit of accountability, but with a goal of mutual responsibility to share the work and ensure the Summit serves as a catalyst for collective action.



*Singapore's delegates plan in teams*

These commitments are reproduced in full in Appendix D. In brief, several key themes cut across all of them. First, jurisdictions recognized that because of technology, inclusion, sustainability, and other factors, the role of teachers was fundamentally changing. Many jurisdictions made commitments to reorganizing teachers' time and working conditions to support teachers in this shift; others spoke to the need to rethink preservice and in-service professional learning. Second, many jurisdictions spoke to the need for broader views of collaboration and rethinking the roles of partnerships in

order to realize the potential of schools to be true learning hubs. Several discussed the role of universities and research agencies in partnering with schools to scale and sustain effective, evidence-based practices. Finally, all of the jurisdictions underscored their commitment to equity, diversity and inclusion, and sustainability, and described policies and funding streams that were dedicated to support them.

In drawing ISTP 2022 to a close, the organizers offered parting reflections. Representing Spain, Secretary of State Tiana thanked participants and noted that this kind of bilateral, global partnership was crucial for creating the kind of change we all want to see: “It is clear that education systems can only be transformed if we work together in partnership with others. System transformation is about building learning hubs in which we all need to be involved to empower students.” He noted that the pandemic had confirmed that technology is here to stay. It can and will help teachers, but it will not replace them, as education is fundamentally a social act.



*Andreas Schleicher addresses the delegates*

On behalf of OECD, Andreas Schleicher said that the discussion of sustainability had clarified the aims of the first two sessions, and, more broadly, goals of education writ large. He argued that there is a growing disconnect between GDPs and the needs of people, between the actions of governments and the voice of the people. Many students do not feel hopeful or open-minded; they feel lost and bitter. Digitalization has created amazing opportunities, but it has also contributed to a “post-truth world” that has made reality fungible. Schleicher said that schools need to be so much better at helping students be autonomous in their thinking, curious, courageous, and empathetic. He argued that transforming education at-scale does not require radical ideas. It requires informed, science-based understanding of what

works and how to make change. Representing EI, David Edwards observed that teachers must be at the table in the design, implementation and purchasing of any digital tools and that pedagogy must drive the design choices around those tools with the equally important elements of time and trust. He stressed that private companies cannot be the drivers of a redesign aimed at sharing and collaboration, and systems needed to take the ethical and regulatory aspects of AI and related technologies seriously. Edwards also spoke to the sad reality that teachers and schools are often targeted by demagogues and autocrats who have a vested interest in dividing communities. In a stirring closing, he pushed for what he called “a pedagogy of solidarity”:

*“Our challenge to design and support systems with the requisite conditions to teach and learn multiple co-related literacies is fundamental for reading and comprehending the world at this difficult moment. While there is no vaccination against ignorance, propaganda, and disinformation, we do have an opportunity to build up our antibodies through inclusive, sustainable education and a pedagogy of solidarity.”*

This summit has generated a number of questions that countries will continue to explore. How can educators, students, parents, the community, and governments come together to redesign schools as learning hubs? What technologies will be necessary to enable that redesign, and how are private companies harnessed for the public good in that endeavor? How will the teaching profession need to be rethought, and what capacity building for teachers will be necessary to support them? What new opportunities for teacher leadership will be available? And how will education systems need to transform to accommodate these shifts?

The summit closed with commitments from the United States and Singapore to host ISTP in 2023 and 2024, respectively. These two summits will build on and deepen the discussions in previous summits with the specific topics and focus to be determined.

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# IX. APPENDICES

## APPENDIX A: MEETING AGENDA

### Pre-Summit—Wednesday, 11 May 2022

|             |   |
|-------------|---|
| 08:00–19:00 | Registration desk open  |
| 8:45        | Departure from hotel to schools<br><i>Bus transport organized by the host</i>   |
| 9:30–12:00  | <b>School Visits</b>  |
| 12:00–13:30 | Lunch at School. <i>CIPFP Ciudad del Aprendiz</i>   |
| 13:30       | <b>Departure to <i>Palau de les Arts, Ciudad de las Artes y las Ciencias</i></b><br><i>Bus transport organized by the host</i>  |
| 14:00–14:30 | <b>“What’s going on? New Developments in the Spanish Education System and Policy” Session</b><br>Palau de les Arts – Foyer Principal<br>Spanish Secretary of State for Education, Mr Alejandro Tiana Ferrer |

### Preparatory Activities for the Summit—Wednesday, 11 May 2022

|             |  |
|-------------|--|
| 14:30–16:00 | <b>Pre-Summit seminar</b>  |
| 14:30       | <b>Welcome and Purpose of Session</b>  |
| 14:40       | <b>Open Discussion</b> <ul style="list-style-type: none"> <li>○ What actions did you take as a result of ISTP 2021?</li> <li>○ What challenges did you experience?</li> <li>○ What issues have emerged since the last ISTP?</li> </ul> |
| 15:30       | <b>Takeaways from the Discussion:</b> <ul style="list-style-type: none"> <li>○ <b>Mr Andreas Schleicher</b>, Director for Education and Skills, OECD</li> <li>○ <b>Ms Randi Weingarten</b>, Executive Board Member, EI</li> </ul>      |
| 15:55       | <b>Closing</b> <ul style="list-style-type: none"> <li>○ <b>Mr Alejandro Tiana Ferrer</b>, Secretary of State of Education, Spain</li> </ul>  |
| 16:00       | <b>Departure to hotels</b><br><i>Bus transport organized by the host</i>   |

## Evening Program for Ministers— Wednesday, 11 May 2022

|             |   |
|-------------|---|
| 19:00       | Departure from hotels<br><i>Bus transport organized by the host</i> |
| 19:30–22:30 | <b>Dinner for Ministers</b>   |
| 22:30       | Departure to hotels<br><i>Bus transport organized by the host</i>   |

## Evening Program for Teacher Union Participants— Wednesday, 11 May 2022

|             |   |
|-------------|---|
|             | Departure from hotels<br><i>Bus transport organized by the host</i>   |
| 17:30–19:30 | <b>ISTP briefing by Education International</b><br>Trade Union of Education in Spain                            |
| 19:30–21:00 | <b>Dinner for teacher union participants (EI affiliates)</b><br>Hosted by the Trade Union of Education in Spain |
| 21:00       | Departure to hotels<br><i>Bus transport organized by the host</i>   |

## Day 1—Thursday, 12 May 2022

|             |   |
|-------------|---|
| 08:20       | Departure from hotels to the Summit Venue<br><i>Bus transport organized by the host</i>   |
| 09:00       | Registration (Open all day)   |
| 09:30–11:30 | <p><b>Opening session</b></p> <p><i>Open to the press:</i></p> <ul style="list-style-type: none"> <li>○ Music performance</li> <li>○ Welcoming remarks: Spanish Minister of Education and VET</li> <li>○ Reflections on ISTP 2021 commitments</li> <li>○ Introduction to the ISTP: <ul style="list-style-type: none"> <li>○ OECD’s background report</li> <li>○ EI’s Summit Briefing</li> </ul> </li> </ul> |
| 11:30       | Official Photograph of the Ministers  |
| 11:30–13:00 | Lunch for Ministers<br>Buffet lunch for all participants  |
| 13:00–14:45 | <p><b>Summit Session 1: <i>The pedagogical potential of digital technologies in education: a vital challenge for schools, teachers and students</i></b></p> <p><i>Official delegates only</i></p>   |
| 14:45–15:00 | Coffee break  |
| 15:00–17:00 | <p><b>Summit Session 2: <i>School systems as a driver of more inclusive communities</i></b></p> <p><i>Official delegates only</i></p>   |
| 17:00–17:30 | <b>Optional delegations’ meetings to reflect on the first two sessions</b>  |
| 17:00       | Departure to hotels<br><i>Bus transport organized by the host</i>   |
| 18:45       | Departure from hotels to the Banquet<br><i>Bus transport organized by the host</i>  |
| 19:15       | Gala Dinner to all registered ISTP participants   |
| 22:00       | Departure to hotels<br><i>Bus transport organized by the host</i>   |

## Day 2—Friday, 13 May 2022

|             |  |
|-------------|--|
| 08:20       | Departure from hotels to the Summit Venue<br><i>Bus transport organized by the host</i>  |
|             | Possible late registrations (Open all day)   |
| 09:00–11:00 | <b>Summit Session 3: <i>The role of teachers and school communities in securing a sustainable future</i></b><br><i>Official delegates only</i>   |
| 14:45–15:00 | Coffee break   |
| 11:00–12:00 | <b>Country delegations' meetings</b>   |
| 11:15–12:00 | <b>Press Conference by the organizers</b>  |
| 12:00–13:30 | <b>Lunch</b> <ul style="list-style-type: none"> <li>○ Lunch and meeting for Union leaders</li> <li>○ Buffet lunch for all other participants</li> </ul>  |
| 13:30–15:30 | <b>Closing session</b><br><i>Open to the press:</i> <ul style="list-style-type: none"> <li>○ Moderator overview of the ISTP discussions</li> <li>○ Commentary intervention European Commission</li> <li>○ Country presentations</li> <li>○ Moderator Summary: lessons learned and challenges ahead</li> </ul> <b>Closing Remarks</b> |
| 22:00       | Departure to hotels<br><i>Bus transport organized by the host</i>  |

## APPENDIX B: LIST OF PARTICIPANTS

### Czech Republic

**Václav Velčovsky\***  
Ministry of Education,  
Youth and Sports

**Gabriela Tlapová**  
Czech-Moravian Confederation  
of Trade Unions

**František Dobšík**  
Czech-Moravian Confederation  
of Trade Unions

### Denmark

**Pernille Rosenkrantz-Theil\***  
Ministry of Children and Education

**Lasse Bjerg Jørgensen**  
BUPL

**Tomas Kepler**  
Gymnasieskolernes Lærereforening

**Gordon Ørskov Madsen**  
Danmarks Lærereforening/  
Danish Union of Teachers

### Estonia

**Liina Kersna\***  
Minister of Education and Research

**Ants Koel**  
Federation of the Estonian Universities  
UNIVERSITAS

**Reemo Voltri**  
Estonian Educational Personnel Union

### Finland

**Li Andersson\***  
Ministry of Education and Culture

**Olli Luukkainen**  
Opetusalan Ammattijärjestö OAJ

### Hungary

**Zoltán Maruzsa\***  
Ministry of Human Capacities

### Latvia

**Anita Muižniece**  
Ministry of Education and Science of  
Republic of Latvia

**Dita Stefenhagena**  
Latvian Trade Union of Education and  
Science Employees (LIZDA)

**Irina Avdejeva**  
Latvian Trade Union of Education and  
Science Employees (LIZDA)

### Lithuania

**Jurgita Šiugždinienė\***  
Ministry of Education, Science and  
Sport of the Republic of Lithuania

**Tatjana Babrauskiene**  
Lithuanian Education and  
Science Trade Union

### Singapore

**Xueling Sun\***  
Ministry of Education

**Mike Thiruman**  
Singapore Teachers' Union

### Spain

**Pilar Alegría Continente\***  
Ministry of Education and Vocational  
Training

**Alejandro Tiana Ferrer\***  
Ministry of Education and Vocational  
Training

**Maribel Loranca**  
Enseñanza Ugt Servicios Públicos

**Francisco García**  
FECCOO—Federación de Enseñanza  
de CCOO

**Miguel Soler Gracia**

Consellería de Educación , Cultura y Deportes

Sweden

**Lina Axelsson Kihlblom\***

Ministry of Education and Research

**Åsa Fahlén**

Lärarnas Riksförbund

**Johanna Åstrand**

Läraryrket / Sweden Teachers Union

Switzerland

**Silvia Steiner\***

Standing conference of the Swiss Cantonal Education Ministers

**Dagmar Rösler**

Dachverband Lehrerinnen und Lehrer Schweiz - LCH

**Samuel Rohrbach**

Syndicat des Enseignant-es romand-es SER

United Kingdom

**Robin Walker\***

Department for Education

**Clare Haughey\***

Scottish Government

**Mary Bousted**

National Education Union (NEU)

**Jane Peckham**

NASUWT

**Larry Flanagan**

Educational Institute of Scotland

United States

**Cindy Marten\***

U.S. Department of Education

**Randi Weingarten**

American Federation of Teachers

**Lily Eskelsen Garcia**

National Education Association

Education International

**Susan Hopgood**

**Susa Flocken**

**Haldis Holst**

**John Bangs**

**David Edwards**

OECD

**Mathias Cormann**

**Litsa Vavakis**

**Cassandra Davis**

**Andreas Schleicher**

**Yuri Belfali**

**Rebecca Tessier**

NCEE

**Nathan Driskell, Reporter**

**Anthony Mackay, Moderator**

\* denotes head of delegation

## APPENDIX C: COUNTRIES' PROGRESS REPORTS FROM 2021

### Czech Republic:

#### 1. Focus on the undergraduate teacher training reform

The Undergraduate teacher training reform in the Czech Republic continues; the Ministry concluded a Memorandum with specific steps until 2024 with faculties preparing teachers (all faculties preparing teachers are involved, i.e., not only faculties of pedagogy but also faculties of science, and philosophy, with more than 35 graduates).

The reform consists of six areas, the two most important are:

- The creation of a uniform national competence profile of a graduate in the field of teaching (a beginning teacher) and the creation of a tool that will compare graduates with this profile; for this purpose, a questionnaire was created, which will be the basis of the national survey of the readiness of beginning teachers, the results of the survey will be acquainted with the faculties, and they will be provided with feedback on their work.
- Increasing the quality of practical training of the education students and strengthening practice-based teacher education. To this end, legislation is proposed that will create the position of "accompanying teachers", i.e., experienced teachers in kindergartens, primary schools, and secondary schools, who will be the leaders of the internship. They will be rewarded for this activity directly from the state budget.

#### 2. Ensure adequate remuneration of pedagogical (130 percent of the average wage) and non-pedagogical staff

In 2021, the average wage of teachers was 128 percent of the average wage in the Czech economy. Currently, a bill is in the legislative process, which will enshrine the salaries of pedagogical staff at a level of at least 130 percent of the average wage directly in the law. This should ensure that wage levels are stable and do not fluctuate or lag behind average wage in the economy. The long-term outlook in the field of remuneration is crucial for attracting quality job seekers in education.

### **3. Use of selected tools of professional development of pedagogical staff to improve the wellbeing of teachers throughout their careers**

The wellbeing of teachers is largely the responsibility of school principals (in the Czech Republic, school principals have some of the greatest prerogatives among OECD countries). That is why the Ministry is focusing on the training of school principals. At present, new school principals are required to complete a special course of at least 100 hours, the course is provided by institutions accredited by the Ministry. The content of the course focuses mainly on the legislative and economic aspects of school management. The Ministry, in cooperation with the National Pedagogical Institute, has created a new model of education for school principals. New course is significantly expanded (250 hours) and strengthens the role of pedagogical leadership and managerial skills of school principals. The National Pedagogical Institute is a directly managed organization of the Ministry and is the largest provider of further education for pedagogical staff in the Czech Republic. The aim is that the new program for principals becomes a standard (after its verification, the minimum requirements for the program for other training providers for school principals will be adjusted).

#### **Estonia:**

### **1. Addressing qualified educator shortage issues: developing an action plan to respond to lack of new educators. As one specific activity, development of a career model for teachers**

In the past half year, the following progress has been made:

- The drafting of an action plan for ensuring a new generation of teachers has been completed;
- The action plan was discussed by the Government in the end of 2021, where it was concluded to submit it for further discussions and to apply for additional funds for executing the activities of the action plan.

This action plan has been prepared based on the Education Strategy 2035; surveys; the discussions of the Parliament's Cultural Affairs Committee, and the broad-based working group created for the purpose of identifying main concerns in the field. The pathways for ensuring a new generation of teachers have been organized into the following themes:

1. leadership quality and organizational culture;
2. initial and continuous training of teachers and support specialists;
3. career and development opportunities;
4. support across the career pathway, including the support of novice teachers;
5. organization of work and pay and the inclusion of support staff;
6. attractiveness of the teaching profession.

**2. Working towards greater equity: implement actions to mitigate impact of learning loss in the context of COVID-19, and to support mental health of students and teachers.**

The Ministry of Education and Research developed an exit strategy for education to mitigate the impact of the COVID-19 crisis. The strategy is for the 2021-2025 period and includes four main directions.

1. Mitigation of learning gaps caused by distance learning and alleviating teachers' workload
2. Activities to support the mental health of learners and educational personnel
3. Mitigation of the impact of the crisis by increasing green and digital skills through continuing education and retraining
4. Research and other activities supporting crisis management

**Finland:**

1. **We will make sure that every child and young person is given sufficient support on their path of learning. Support must be provided as soon as the need is identified. The extent of the support a student needs may vary from very little to a considerable amount, or the student may need many types of support simultaneously. We will place greater emphasis on ways to provide more robust support for learning in early childhood education and care.**

## Report

- Discretionary government grants to improve equality and quality in ECEC, pre-primary and basic education. In April 2022, a total of 102 million euros of government grants (ECEC 34,6M, and 67.4M in pre-primary and basic education) for “positive discrimination measures” in 2022-2023. The purpose is to strengthen the support for learning and to reinforce inclusion, wellbeing, equity, non-discrimination and to ensure the principle that the nearest neighbourhood school continues to be the best option for the family. The grants enable e.g. to provide additional personnel. The grant will strengthen equality by allocating support to schools located in areas with more socioeconomic disadvantage, strengthen learning performance and reduce the size of learners’ groups. The grants are allocated as part of the national “Right to Learn” program, through which already 139 MEUR was allocated for education providers in 2020-2021.
- Additionally, a total of 483 000 euros was granted in April 2022 for the development of ECEC organised in hospitals. The purpose is to improve the opportunities of children excluded from ECEC services due to illness or disability. All hospitals do not currently offer the possibility for organized ECEC.
- As part of the national “Right to Learn” programme, the Government strives to develop the services for children with special needs in ECEC, pre-primary and basic education. A working group has been appointed (May 2020–August 2022) and it will provide its report in autumn 2022 with recommendations for the next Government and municipalities. In Finland, the next Parliamentary elections will be held in spring 2023. In ECEC, a survey of the current situation on service provision for children with special needs has been carried out. The results were published in April 2021 by a group of researchers. The work was commissioned by the Ministry.
- Revised Act on ECEC will apply from 1 August 2022. The three-tier special needs support will be expanded to ECEC, thereby strengthening every child’s right to support in ECEC. The three-tier system was already in use in pre-primary and basic education. Support is provided

in three levels (general, intensified or special support), depending on child's needs. The amended Act strengthens the continuum of support from ECEC to pre-primary and basic education. A total of 35 million euros of government grants for ECEC providers will be issued to implement the revised act and strengthen every child's right to support in ECEC in 2022-2023. The purpose is to develop permanent operating models, structures and operating culture and to support ECEC providers' possibilities of hiring staff needed for the implementation of the revised act. The Government has also agreed to give permanent state subsidy to municipalities for implementing reform of the support in ECEC. In 2022 the subsidy is 6.25 million and from 2023 onwards, 15 million euros every year.

**2. We will take an active role in influencing the working conditions of teachers in early childhood education and care and in schools so that they will want to stay in their profession (instead of changing occupation) and have (time and) opportunities to give support to learners on their path of learning and in their emotional wellbeing**

Implementation

- The purpose of the government grant for “positive discrimination” (2022-2023, see above) is to reinforce inclusion, learning and wellbeing, equity, non-discrimination and the principle of neighbourhood schools. The grant will strengthen equality by allocating support to schools located in areas with more socioeconomic disadvantage, strengthen the achievement of high-quality learning outcomes and reduce the size of teaching groups.
- Availability of ECEC staff: A main concern at the moment in Finland is the working conditions and availability of ECEC staff, especially of ECEC teachers and special needs teachers. The Ministry is preparing a survey/research on the challenges on staff retention, in order to plan measures on how to attract and retain a well-qualified and motivated workforce in ECEC and ensure ECEC as an attractive, sustainable and highly competent profession. The Ministry has also organized a “round table” meeting and other meetings with trade unions, municipalities, private ECEC organizers and universities to discuss about possible solutions of

the difficult situation. The Ministry has, for several years, granted extra funding for universities to add study places in ECEC teacher training programs.

- The Ministry of Education and Culture has appointed a broad-based expert group for the development of ECEC staff training in Finland, for the second term (2022-2023). This group has experts from the Ministry, the National Agency for Education (EDUFI), the Finnish Education Evaluation Centre (FINEEC), the Student Organizations, the Association of Finnish Local and Regional Authorities and a representative of one municipality. During its first term, the expert group prepared a “Development program on ECEC training” which was launched in January 2021, and an action plan (in Finnish) was published in June 2021. FINEEC will evaluate ECEC education provided by universities, universities of applied sciences and vocational institutions (2022-2023). The evaluation is very timely as major changes have occurred in the steering system. The evaluation will produce information about development needs in the contents of education and training providing eligibility for teaching, management, education and care positions in ECEC. The evaluation also investigates whether the quality of the education for ECEC instructors and other personnel is consistent at the regional level.
- The Finnish Education Evaluation Centre (FINEEC) will evaluate the education for ECEC staff provided by universities, universities of applied sciences and vocational institutions (2022-2023). The evaluation is timely, as major changes have occurred in the steering system. The evaluation will produce information about the development needs in the contents of education and training providing eligibility for teaching, care and management positions in ECEC. The evaluation will also consider, whether the quality of the education for ECEC teachers and other personnel is consistent at the regional level.
- A leadership development program for ECEC, pre-primary and basic education is being implemented (2020-1/2023). The aim is to develop up-to-date, unified, research-based and nationwide university-level management training, to be carried out both as degree training and in-service training. The aim is also to strengthen the coherence and

continuity of ECEC and pre- and basic education in leadership. Support for leadership and networking between leadership researchers, leaders and developers will be strengthened by the National Agency for Education. The FINEEC (Finnish Education Evaluation Centre) is currently evaluating the state, strengths and areas of development of ECEC leadership. The evaluation will be carried out in two phases (2020-2023). The first evaluation report “Diverse management structures and leadership in ECEC” was published in November 2021, the purpose of was to examine the management structures and leadership in Finnish ECEC. Diverse management structures and leadership in ECEC-report—Summary in English.

- In order to increase the number of teachers and instructors in vocational education and training (VET), EUR 250 million has been invested in fixed-term investments in 2019-2022. The funding has made it possible to hire teachers and tutors, increase the number of teaching hours for part-time teachers and also to hire teaching support staff. The national program for the development of the quality and equality of VET (“oikeus osata”, Right for Skills Program) supports the VET providers in developing their operating culture. A special area of development is pedagogical management and management of service processes. Within the framework of the quality and accessibility program for (general) upper secondary education, the operating culture of the (general) upper secondary education is developed, in order to improve wellbeing and inclusion of the learning community.
- The National Teacher Education Forum has continued to discuss about the national development needs in the research-based teacher education in Finland. The forum brings together all relevant stakeholders, including all universities and universities of applied sciences, offering teacher education in Finland, considering teacher education of all levels of education, from initial teacher education to teachers’ continuous professional development. The forum is currently revising the national Teacher Education Development Program (will be launched during the spring 2022) outlining the objectives, measures, and strategic guidelines, which guide the development of Finnish teacher education. The program is implemented through development projects financed by the Ministry of Education and Culture. The revised

program has been influenced by the challenges identified in research related to learning, wellbeing and teachers' work, as well as changes in the society and the educational context, including the increasing use of digital pedagogies.

- The Finnish National Agency for Education supports teachers' professional development with approximately EUR 15 million annually. The aim of state-funded training is to promote equal opportunities and participation of teachers in continuous professional development. The main themes in 2022 were the following: strengthening continuous learning and the identification and recognition of competences, promoting equality and equity, including in digitalization, promoting inclusion, wellbeing and safety, preventing bullying in learning communities, reforming learning support and individual learning pathways, development of pupil and study guidance, strengthening of linguistic and cultural competences, and strengthening of sustainable lifestyles and the development of leadership, as well as collaborative development.

### **3. We will make sure that the entire educational pathway from early childhood education and care to higher education is better considered when developing the educational system, drawing on research-based knowledge.**

#### Implementation

- The Ministry of Education and Culture has launched a pilot for developing flexible pre-primary and primary education. In the pilot, providers of pre-primary and basic education can apply for a special government grant for pilot projects to be implemented in 2022-2023. The aim of the pilot is to develop operating models for implementing more coherent pre-primary and primary education based on local needs. As part of the pilot, a study will be carried out on the teaching arrangements for flexible pre-primary and primary education and their effectiveness.
- The Ministry of Education and Culture has also launched a pilot for extending the pre-primary education for two years. Legislation for this pilot was enacted in December 2020 and the pilot will be carried out in

2021-2024, extending to ca. 10,000 children, born in 2016 and 2017. The municipalities participating in the pilot have been selected as a sample. The aim is to improve the quality of pre-primary education and strengthen the continuum between ECEC, pre-primary and the basic education. The pilot is part of the national “Right to Learn” development program, which seeks to improve the educational equality in Finland. The Finnish National Agency for Education (EDUFI) has prepared the National Core Curriculum for the two-year pre-primary pilot and has also supported municipalities in creating their own local Pilot curricula.

- The Government published in April 2021 an Education Policy Report for Skills and Learning in 2030, outlining the long-term measures needed until 2040 to increase the level of education and competence among the people in Finland, to increase equality in education, and to reduce the differences in learning outcomes. The report examines the entire education system and its development in both national languages with a view to ensuring that education, culture and skills continue to build the foundation of our society, to create jobs and sustainable growth, and to provide tools for strengthening Finland’s influence around the world. The aim is that 50 percent of young adults will hold higher education degrees by 2030. Concerning ECEC, the main objectives are raising the ECEC enrollment rate and, in the long run to reduce the client fees and offer free-of-charge ECEC for all children for at least 4 hours per day. Good quality ECEC services should be available all over Finland.

## Singapore:

### **1. Strengthening Student Mental Wellbeing**

As youths face new pressures, expectations and stresses, we will continue to focus on holistic education to ensure that our students have the resilience to cope with new challenges. As part of Mental Health Education in the refreshed Character and Citizenship Education (CCE) 2021 curriculum, students learn about mental health issues, coping skills, emotional regulation and help-seeking strategies. Students are also taught to be kind and caring, to identify their social circle of support and recognize signs of distress. All schools will have a peer support structure in place by 2022, with Student Peer Support Leaders (PSLs) that are selected and

trained to take on a more active role in looking out for their peers. MOE also supports parents in the area of their children's mental wellbeing and provides resources through the Parenting Resource Repository, which includes articles and tips on topics such as cyber-wellness, mental health, strengthening parent-child relationships and education pathways.

## **2. Building Excellence Across Multiple Pathways**

MOE continues to shift away from a stream-based paradigm to increase flexibility and empower students to chart their own education journey. Under Full Subject-Based Banding, which is being progressively implemented, students will take different subjects at a more or less demanding level based on their strengths, interests and learning needs. This allows more room for students to customise their learning and learn at their own pace while finding joy in their learning.

## **3. Ensuring Education Remains an Uplifting Force for All**

The Uplifting Pupils in Life and Inspiring Families Taskforce (UPLIFT) is an inter-agency team led by the MOE that aims to strengthen the partnership between schools and community partners to enhance support for disadvantaged students. The UPLIFT Community Network is expanding nationwide to provide wraparound support to more students and their families through school-community partnerships. Through the UPLIFT Enhanced School Resourcing programme, more schools will benefit from enhanced resourcing and deployment of teachers, which will provide each school with the additional capacity to put in place structures, processes and customized programmes to support disadvantaged and at-risk students.

## **Spain**

Spain's commitments at the ISTP 2021 were:

- 1. Facilitate a competency-based curriculum that provides teachers with tools and flexibility for the integral development of students, with an inclusive approach.**
- 2. Improve the teachers' wellbeing by ensuring initial and in-service training oriented towards the attention of all students.**

### **3. Promote the students' digital competence through the improvement of the digital competence of teachers in digitally competent schools.**

The amendment of the education Act has implied carrying out a reform of the educational curriculum, to make it competency-based. Thus, the 8 key competencies proposed in the Council Recommendation of 22 May 2018 for lifelong learning have been the structural element for the development of the royal decrees, approved in the first months of 2022. They establish the organization and compulsory minimum teaching of early childhood education, compulsory primary and secondary education and baccalaureate. Now, they are being further developed by the regions, and will be implemented in the 2022-2023 academic year.

The education Act has increased—to the point of making it decisive—the participation of the teaching staff and the education community in choosing the school directors. In addition, the teaching staff has regained its character as a governing body and improves its competences in the organization and operation of the schools, within the framework of a greater pedagogical and management autonomy that the new Act attributes to schools for the development of the curriculum.

Likewise, the Ministry of Education and Vocational Training published a document with 24 proposals for the improvement of the teaching profession, a starting point for the debate with the different agents of the education community. Essential aspects are the creation of a Framework for Professional Competencies for Teachers, which gives coherence to the entire professional career, and should be the reference for initial training, access to the teaching profession, in-service training and the rest of the professional career. And also, the proposal to focus a large part of the effort on accompanying teachers in their incorporation into the classroom, by improving the tutoring program during initial training, together with the reinforcement of the role of tutors. New teachers would follow a mentoring and support programme. Finally, the proposal for professional development should include not only the in-service training, but also the assessments during the evaluation processes and the positions held, among other aspects, within a system that contemplates the various possibilities of the teaching career linked to complementary remuneration. This implies the support and

commitment of the administration with the best performance of teaching professional skills.

The Ministry's commitment to digital competence is reflected in the new curriculum, recently published. This competence materializes both in a transversal way, and through specific subjects, all of them related to this competence.

In order to achieve the objectives related to the students' acquisition of digital competence, it is essential to improve this competence among the teachers. Therefore, all the educational administrations have agreed on a new framework for the digital competence of teachers, to assess their level and how to improve it. In addition, within the framework of the Recovery and Resilience Mechanism, the Program for the improvement of the digital competence of the educational system seeks to train teachers in the digital competence, certify the levels acquired and ensure that all schools develop a Digital School Plan, to make them digitally competent schools.

#### Sweden:

**1. Continue the joint dialogue between the government and the teacher unions on a regular basis. Building on the School Commission's report, continue our joint efforts to attract and retain highly qualified and certified teachers and school leaders by offering attractive incentives and good working conditions. Emphasis should be put on securing the teacher supply in general and equal access to teachers between schools in particular. Enabling teachers to focus on core tasks related to teaching and putting emphasis on sustainable teacher wellbeing. Offering more accessible paths into the teacher profession without compromising on quality. Trade unions and the government together are going to intensify this work during 2022.**

Progress:

- It is important to secure the supply of newly educated teachers. The main measure taken to tackle the teacher deficit is an expansion of the Swedish teacher education programmes and the complementary bridging programmes. The expansion is ongoing and is spread

throughout the country and includes all 28 universities and university colleges that are entitled to award degrees in education.

- 2. Establish a CPD (continuous professional development) programme, for teachers based on scientific knowledge and proven experience. It means enabling continuous professional development and pathways within the profession. Envision, develop and implement systematic opportunities for teachers and school leaders' professional development in a lifelong learning perspective, influenced by and drawing upon identified needs, entailing collaborative learning processes and adaptive to diverse circumstances.**

Progress:

- In Sweden there is a path for unregistered teachers to acquire a teacher degree and registration. Only the lacking elements are studied through a complementary programme. This path has been expanded to also include people working in the preschool sector. Now, they also have the possibility of reaching a degree and registration as preschool teacher by undertaking 120 ECTS complementary studies, at the most.
- A memorandum regarding the CPD programme has been circulated for comments and the consultative body is in favour of the Government taking a concrete initiative to establish a CPD programme.
- To enable a participation with school authorities, trade unions and other important operators it is important to establish the CPD programme step by step.
- The Government is continuing the work of producing new legislation linked to the program.

- 3. Work to support schools in their role as crucial actors responding to global challenges. The significant role of schools and teachers in regard to education for sustainable development should be emphasised, in the sense that teachers are given the prerequisites needed to provide pupils and students with a high qualitative education within this field.**

## Progress:

- Education and learning for sustainable development, both within the education system and throughout life, is a precondition for sustainable societies and lifestyles. It is essential in meeting the challenges associated with issues such as climate change and making the transition to a sustainable society within a generation.
- For a long time, environment and sustainable development has been a part of the regulatory documents for the Swedish school system. Environment and sustainable development are one of four perspectives that should permeate all teaching in the Swedish school system—from preschool to adult education. The same approach is used in higher education.
- Within higher vocational training and higher education, environment and sustainable development is highlighted in different regulations. It is made clear in the Higher Education Act that Higher Education Institutions should work to promote sustainable development. Sustainability is in this manner deeply integrated in Sweden’s education system.
- It is fundamental to ensure that citizens can partake in education to actively participate in the green transition. That is one of the reasons why the Swedish Government is planning to implement a new Student Finance Scheme for Transition and Retraining.
- The new scheme will build upon Sweden’s already well developed and widely used Student Finance System. It will make it possible for professionals to retrain and study for up to one year while being compensated for their loss of income.

## Switzerland:

The Swiss Confederation has 26 cantons and therefore 26 school systems and 26 ministers in charge of education, plus a Secretary of State for Education for the Confederation. The work with these authorities is mainly done through the Conference of Directors of Public Education, a conference of the 26 ministers in charge of education.

At the last Summit, we emphasized the importance of the health of teachers and school staff in Switzerland.

A few years ago, the professional associations, together with other partners, already founded the Alliance for Occupational Health, where we defined the relevant themes:

- **Participation:** it is very important to us that those involved become participants. Teachers or school employees in general can and should participate in the development of schools.
- **Health protection:** Health protection concerns everyone—pupils, students, teachers and school leaders.

As associations of teachers and principals, we are committed to protecting the health of staff. However, authorities have a duty to take responsibility for health and safety in the workplace. Buildings must meet certain standards. There is still a lot of work to be done here, as the authorities are not necessarily fully committed. That is why the professional associations regularly advocate practical interventions such as generally suitable premises, good lighting, good acoustics and good indoor air. Even before the pandemic, it was obvious that good indoor air has a good effect on learning. Some cantons have finally understood this in recent months by equipping classrooms with CO2 sensors, but this is still a minority.

In addition, change management is important to us. Teachers must be involved in the change processes and they must be given the opportunity to contribute. It is empirically proven that people who participate feel healthier.

Since the last Summit in October, due to the short period of time, we can only note the meager progress on these points. However, in Switzerland, the teachers' and principals' associations have already developed, in collaboration with other partners, a guide for the health of teachers and other school staff.

### United Kingdom—England:

#### 1. Education Staff Wellbeing

- In June 2020, the Government announced a range of commitments to protect and promote the wellbeing of staff. This included the creation of

an Education Staff Wellbeing Charter which over 1,700 schools & colleges have signed up to, since it was launched for sign up, in November 2021.

- We continue to promote the charter as a shared commitment between the department and the education sector to improving the wellbeing of education staff. This is explicit in our Schools White Paper published on 28 March.
- We also continue to promote the School Workload Reduction Toolkit. This toolkit is a resource for schools to review and reduce workload. In March this year, we updated the Workload Reduction Toolkit with schools to ensure it remains a helpful resource to support workload reduction and wellbeing.

## **2. Teacher professionalism**

- We are taking action to improve teacher quality and therefore pupil outcomes by transforming the training and support we provide for teachers; and attracting more people to teaching and enabling them to succeed.
- We will deliver 500,000 teacher training and development opportunities by 2024. Our reforms will create a golden thread running from initial teacher training (ITT) through to school leadership, rooting teacher and leader development in the best available evidence.
- For teacher trainees and early career teachers, we have implemented the Core Content Framework (CCF) and Early Career Framework (ECF), both underpinned by the same set of independently peer reviewed evidence about what works in teaching. Over 25,000 early career teachers are already receiving a package of structured support, each with a fully trained mentor to support their development.
- We have launched a new and updated suite of National Professional Qualifications for teachers and school leaders at all levels. These qualifications are designed to help the teaching profession develop skills and to ensure they support all pupils to succeed.

- Oak National Academy was created in rapid response to the coronavirus outbreak. Teachers and colleagues from leading education organisations came together to support schools' efforts to keep children learning. More than 40,000 online learning resources have been developed across EYFS to Key Stage 4, including specialist content for pupils with SEND.
- Building on the success of Oak National Academy, we will establish a new arms-length national curriculum-body that will act as the exemplifier of curriculum quality, working with the sector to continually develop, improve and share high-quality curricula and resources.

### **3. A whole school approach to wellbeing**

- In May 2021 we announced investment of over £9.5m to build on existing mental health support in education settings, through funding training for senior mental health leads in over 8,000 eligible schools and colleges. This training will provide the knowledge and skills to implement effective 'holistic' approaches to mental wellbeing in settings. This was part of our commitment to fund training for leads in all schools and colleges by 2025.
- In recognition of high demand, we announced during Children's Mental Health Week 2022 an additional £3 million to extend senior mental health leads training to more schools and colleges; meaning everyone eligible who wishes to access training before the end of May 2022 will be able to do so. To sit alongside this, in partnership with the Office for Health Improvement & Disparities (formally Public Health England) and the Children and Young People's Mental Health Coalition, we published updated guidance on taking a whole school and college approach to mental wellbeing.
- This guidance provides schools and colleges with further information on how to develop mental health and wellbeing practices that help support all their pupils.

#### **United Kingdom—Scotland:**

### **1. Empowerment Agenda: As part of our shared Empowerment agenda, and as we continue to respond to the impacts of the COVID-19 pandemic,**

**pursue a joint approach to enable teacher agency in support of the pursuit of excellence and equity for children and young people.**

- The Scottish Government remain fully committed the empowerment of our school leaders, staff, parents and pupils, including on decisions affecting learning and teaching.
- As we continue our recovery from COVID-19, we are re-engaging on empowerment as a key route to improvement in our schools.
- The School Empowerment Steering Group has recommenced their work to review and refine the practical resources to further support and progress school empowerment, ahead of the 22/23 school year.
- This includes further engagement with partners (including unions) across Scottish education, to further shape and cascade our empowerment materials and resources.
- The Headteachers' Charter was developed in partnership with the education system and remains a central element of these reforms.

**2. Digital Technology: Develop a national pedagogical approach to the blended use of IT platforms in delivering effective teaching and learning, with a particular focus on supporting learners from disadvantaged backgrounds.**

- The vital importance of digital technology in our education systems was clearly underlined by the pandemic. During the period when schools were physically closed, we provided funding for devices for over 72,000 (over 10 percent) of our most disadvantaged learners.
- The Scottish Government has now committed to ensuring access to a device and connectivity by the end of this parliament in 2026.
- Alongside that work, we are considering how best to ensure that the people in our education system—headteachers, teachers, learners, parents, etc. – are prepared to make best use of the technology as it is rolled out.

- Education Scotland provide a range of professional learning opportunities for teachers relating to digital, both in terms of digital skills and in terms of pedagogical approaches that make best use of technology.
- Our professional standards for teachers already make reference to digital literacy – we will seek to build on this to ensure our teachers are well supported as we move towards a fully digitally enabled education system.
- The importance of new pedagogical approaches incorporating digital platforms has been recognised and is under consideration.

**3. Teacher Health and Wellbeing: Learning lessons from the pandemic, placed a renewed focus on supporting teacher wellbeing as a pre-requisite for pupil wellbeing, leading to better learning outcomes. We will continue to pursue a partnership approach to supporting educator wellbeing across all elements of the system.**

- The Scottish Government take the wellbeing of our teachers very seriously.
- Since October 2020 we have invested more than £2m specifically in supporting teacher wellbeing, with a package of support for teachers, developed in conjunction with stakeholders through the Education Recovery Group.
- Support is also available for those in leadership roles, which focuses on looking after their mental health and the mental health and wellbeing of those they lead.
- A new coaching and mentoring offer is available, and we continue with our commitment to values-based leadership programmes delivered by Columba 1400.
- Education Scotland and the General Teaching Council for Scotland have created new learning opportunities for post-probation teachers.

- We are currently working with Education Scotland and other partners to implement the continuation of wellbeing support into the 2022/23 school session.
- Link to package: <https://education.gov.scot/improvement/learning-resources/cegw-workforce-support-package/>
- The impact of COVID-19 on the wellbeing of teachers is acknowledged and renewed efforts are being made to address workload pressures e.g. there is a commitment to reduce class contact time from 22.5 hours to 21.

### United States:

During last year's Summit, the U.S. delegation made three major commitments: **to build and sustain intentional collaboration across all levels of education, promote schools as hubs of the community, and fortify structures that strengthen the teacher pipeline and support teachers.** In the six months since the last Summit, we have made substantial progress moving forward on our commitments and will continue this work over the next several years.

Intentional collaboration at all levels is crucial to achieving the other two U.S. commitments: promoting community schools and supporting a stronger, diverse teaching profession. Spurred by ISTP 2021, the U.S. Secretary of Education and the heads of the American Federation of Teachers (AFT), National Education Association (NEA), and Council of Chief State School Officers (CCSSO) have met together regularly to build trust and create strong working relationships to support students and teachers.

The U.S. Department of Education (ED) sought input from AFT, NEA, CCSSO, and other stakeholders and partners when developing the Secretary's list of policy priorities that will guide ED's work over the next few years. Two of the six priorities specifically address the ISTP commitments: teacher diversity and professional growth to strengthen student learning, and cross-agency coordination and community engagement to advance systemic change. A third priority promotes equity in the classroom.

The Secretary and the heads of the AFT, NEA, and CCSSO have also jointly participated in events to promote common interests, including addressing the

impact of school closures and teacher shortfalls. The National Labor Management Partnership, which counts AFT, NEA, and CCSSO as members, is in the final stages of developing a guidebook on fostering effective collaboration. The joint work highlights the fact that intentional collaboration can “help integrate the district administration’s traditional leadership role with the education association’s/union’s natural network, establishing collaborative relationships, processes, and structures.” Leading education organizations also formed the Coalition to Advance Future Student Success to ensure that funding from COVID-19 stimulus bills is spent effectively and efficiently.

Throughout the pandemic we have seen the vital role that schools play in the community, helping students, families, and teachers thrive and excel, meeting families’ basic needs, and seeking to address systemic inequities that can disproportionately affect students’ learning. The U.S. delegation endorses strategies that center schools as the hubs of their communities, and that strengthen school partnerships with families and their communities to provide a wide variety of educational opportunities and supports designed to ensure students’ success. Targeted funding from the 2021 American Rescue Plan Act (ARP) has enabled school systems to start or strengthen their efforts to build strong community schools. An increase in Title I and other funding in the fiscal year 2022 federal budget will further sustain these efforts.

To strengthen the teaching profession in the United States, education organizations sought to provide teachers with increased support, particularly as the pandemic has highlighted teachers’ vital contributions to their communities. Education organizations are also collaborating to reinforce the teacher pipeline with ARP funds. During the pandemic, for example, West Virginia created a temporary program through which college students finishing education degrees can serve as substitute teachers and qualify for expedited certification. Kansas is establishing multiple pathways to help diversify the educator pipeline, including through its pilot Kansas City Teacher Residency Program.

Heading into the 2022 ISTP, the U.S. will continue to build on these initial efforts to ensure that our schools can meet the needs of the whole child and promote academic excellence. We look forward to hearing about our international colleagues’ progress on their 2021 commitments.

## APPENDIX D: COUNTRIES' COMMITMENTS FOR 2022

### Czech Republic

- To guarantee the right to education to all with a special respect to Ukrainian refugees.
- To deliver integration measures which will be aligned with identified needs and which will be adequately and transparently financially covered.
- To take these measures as an opportunity to enhance the whole education system (including infrastructure, equipment, soft skills and further professional development of all workers in education).

### Denmark:

- In May 2021, the Minister of Children and Education established a national program for conversation and development, **United about the School**, with teachers, students, principals, parents, municipalities, preschool teachers, teaching assistants, and the parties behind the Folkeskole act in order to develop the primary and lower secondary school together. The parties behind the Folkeskole act has agreed on a future evaluation and assessment system of pupils. The partners in United about the School have been deeply involved in the negotiations and the implementation of the agreement. This year (2022), inclusion, more practice-oriented learning and other topics will be discussed.
- In January 2022, the Minister established the forum **United about Upper Secondary Education** with organisations representing teachers, students, principals and directors, boards, labour market parties, and the parties behind acts on upper secondary education. The purpose is to develop upper secondary education together. Topics such as a new grading system and alcohol culture are discussed here.
- Teacher organisations and The Ministry of Children and Education will hold a **joint conference** to follow up on ISTP 2022. The purpose is to translate and actualise the relevant international issues from ISTP this year into a Danish context.

## Estonia:

- Development of career models of school heads and teachers, to ensure the sustainability of the teaching profession
- Supporting the role of the school in building inclusive communities – as a concrete aim, integrate Ukrainian pupils and educators, supporting their mental wellbeing all while ensuring their tie to Ukrainian language and culture.
- Working towards increasing teachers' salaries and ensuring the sustainable financing of higher education.

## Finland:

- We will make sure that every child and young person is given **sufficient support** on their path of learning. Support must be provided as soon as the need is identified. The extent of the support a student needs may vary from very little to a considerable amount, or the student may need many types of support simultaneously. We will place greater emphasis on ways to provide more robust support for learning in early childhood education and care.
- We will take an active role in influencing the **working conditions of teachers** in early childhood education and care and in schools so that they will want to stay in their profession (instead of changing occupation) and have (time and) opportunities to give support to learners on their path of learning and in their emotional wellbeing
- We will make sure that the **entire educational pathway** from early childhood education and care to higher education is better taken into account when developing the educational system, drawing on **research-based knowledge**.

## Hungary:

- By the end of 2025, Hungary will provide 560 000 notebooks in total for all students from Grade 5 to Grade 12.
- In next academic year, the development of Hungarian in-service teacher training will be implemented.

- In the 2023/2024 academic year, school leaving exam in sustainable development subject will be available.

#### Latvia:

- **Strengthen high quality training and support to young teachers** – implementation of revised pre-service teacher education programs, including school-based practice as part of the work-based learning program in pedagogy; provision and state funding of mentors and participation in expert communities for targeted support of young teachers, including best practice experience exchange and support for reduction of burnout risks.
- **Support continuous development of teachers' professional competences**—implementation of measures to strengthen emotional resilience; clear delineation of roles and responsibilities between schools and parents; introduction of methodological support for competency-based curricula; support for the development of pedagogical digital competence.
- Initiate the collective agreement between Education Trade Union and the ministry to **ensure the competitiveness and attractiveness of the teaching profession**—development of a new remuneration model and agreement on principles for a balanced workload for teachers.

#### Lithuania:

- **Enable teachers to implement innovations to adapt to new challenges** by improving their continuous professional development and introducing a teacher career model, based on competencies and performance that allows teachers to freely choose both horizontal and vertical career paths.
- Reduce the bureaucracy, improve cooperation between social partners and increase school autonomy to **enable school communities to make their own decisions for shaping learning about the new challenges facing humanity.**
- **Improve the school practices in reducing inequality by bringing researchers closer to schools** to work and co-create together with

teachers the means and tools necessary to support disadvantaged children.

## Singapore:

### 1. **Developing Active and Responsible Citizens**

This Summit has discussed the importance of sensitising our students to global issues, while empowering them to act instead of succumbing to unfocused fear. We intend to do this through:

Cultivating personal competencies in our students namely:

- Respectful listening
- Perspective-taking
- Empathy
- Critical thinking

And empowering students to act through developing their:

- Global awareness
- Collaborative skills and
- Cross-cultural literacy

We believe this is how we can help foster a sense of agency, hope, and optimism amongst our youth for the future.

### 2. **Strengthening Partnerships with Parents and Community**

We also believe in adopting a whole of society approach in nurturing and supporting our students. In this Summit, delegations have emphasised the importance of ensuring our schools are not just academic environments but learning hubs that develop the whole child.

To do so, it is critical to partner parents and the community:

- For partnering parents,
  - We will work with every school to develop a strong partnership with parents. We will leverage on existing mechanisms i.e., through Parent Support Groups, which are in every school
  - We will also equip our community of parents with the knowledge and resources to support their children

- On working with community partners,
  - We will provide wraparound support to disadvantaged students and reduce inequalities between students through initiatives such as KidStart and UPLIFT.

Overall, the aim is to create an ecosystem that supports our students, not just academically, but holistically.

### 3. Preparing for the future of teaching

Our teachers are the foundation of our efforts to develop active and responsible citizens and ensuring strong partnerships with parents and the broader community. We will thus:

- Empower teachers to harness the power of technology to amplify teaching effectiveness
- Equip our teachers with skills and resources to be effective partners and collaborators
- And enable them to be effective guides for our students to navigate the challenges of a complex world

#### Spain:

- Favour the improvement of teacher training in order to develop the students' **digital competence**. It is not only about the use of digital technologies but also a reflection on their ethical and responsible usage, taking into account how they can evolve.
- Move forward in the **equity of the system**, concentrating on educational attention to children in the early years, particularly those who come from vulnerable backgrounds and whose insertion improves with this support.
- Reinforce the role of teachers so that the school has that transforming and supportive character that allows us to grow as a society committed to **social justice, inclusion, solidarity and sustainability** as core issues.

## Sweden:

- Continue the joint efforts and dialogue with a view to attract and retain highly qualified and certified teachers and school leaders by offering attractive incentives and good working conditions, with a focus on sustainable teacher wellbeing and stress-related illness.
- Offering more accessible paths into the teacher profession without compromising on quality. Establish a CPD (continuous professional development) programme, for teachers based on research, scientific knowledge and proven experience.
- Work to support schools in their role as crucial actors responding to global challenges. The significant role of schools and teachers in regard to education for sustainable development should be emphasised, in the sense that teachers are given the prerequisites needed to provide pupils and students with a high qualitative education within this field.

## Switzerland:

- In order to promote equal opportunities for pupils, we will ensure that all teachers have content-related, didactic and methodological competences for the use of digital tools in the classroom.
- Pupils need to be taught in a good balance between digital and analogue content. This aspect will be taken into account in the equipment of schools and the training of teachers.
- An inclusive society needs an inclusive school that is not only a school for all children but also offers jobs for people with disabilities. This is what we will work for.

## United Kingdom—England:

- **We will create a digital curriculum body** that will work with the sector to exemplify high-quality curriculum design to improve system curriculum thinking and subject expertise, and reduce teacher workload. The body will continue dialogue with the profession through teaching unions and with teachers to strengthen understanding of best practice in the deployment of digital resources. It will co-design and continually improve packages of optional, adaptable digital curriculum resources.

- **We will incentivise teachers to work in areas and stay where they are needed most.** This includes 55 disadvantaged areas where we will be focusing our efforts to drive improvement and address geographical disparities. We will introduce a salary incentive to support recruitment and retention in priority subjects such as physics, maths and computing for teachers in these targeted areas. We will also prioritise programmes to areas of high disadvantage.
- **We will provide world-class training, resources and development opportunities for teachers to confidently teach topics related to sustainability and climate change.** We will support pupils to develop agency and understanding, particularly in science and citizenship. We will also launch the National Education Nature Park and Climate Leaders Award to help develop pupils' knowledge of the natural world, celebrate teachers' contribution and provide free, high-quality climate education resources that can be used to support the curriculum.

#### United Kingdom—Scotland:

- Continue partnership working between teaching unions and the Scottish Government, and its agencies, to equip teachers with the skills, resources and pedagogical approaches needed to deliver effective digital learning and teaching for all of Scotland's pupils.
- Scottish Government and the teaching unions will work to further develop and implement a set of actions, such as those which have been identified as part of the Race Equality and Anti-Racism in Education Programme (REAREP). The actions will aim to embed anti-racism in schools and support diversity in the teaching and education workforce.
- Scottish Government and teaching unions to jointly develop the professional learning support required to upskill and empower teachers and practitioners with the aim of ensuring that all learners in Scottish education receive their entitlement to Learning for Sustainability.

## United States:

In our commitment to democracy, sustainability, and participating in a diverse and interdependent world we commit to:

- Building and sustaining structures and systems that promote and enhance intentional collaboration at all levels of education and across relevant agencies to foster student success.
- Promoting and supporting schools as hubs of the community with inclusive, safe and welcoming environments in which all students, families, and educators thrive, collaborate, create and excel.
- Improving systems and supports that value and elevate educators as respected professionals. Support, recruit, retain and diversify our teaching profession.