

2024 ISTP COUNTRY COMMITMENTS

COUNTRY	COMMITMENTS
Australia	<ol style="list-style-type: none"> 1. Continuing work to address the national teacher shortage, including through implementation of the National Teacher Workforce Action Plan. 2. Design and implement reforms to turn around the drop in high school completion rates, focusing in particular on students of equity groups. 3. Examine initiatives to further support teaching and learning and considering the recommendations of the UN High-Level Panel on the Teaching Profession.
Canada	<ol style="list-style-type: none"> 1. Strengthening Indigenous education through pre-service training and ongoing professional learning 2. Implementing the necessary conditions to promote teachers' well-being in the school community and bolster the attraction and retention of teachers 3. Strengthening capacity and support for teachers to responsibly incorporate digitalization in education to meet the diverse learning needs of students
China	<ol style="list-style-type: none"> 1. Pay attention to technological changes and students' learning changes, improve teachers' digital literacy and scientific literacy, and support teachers' lifelong development. 2. Enrich the digital learning resource platform to achieve "always and everywhere" learning. The fair and rational use of artificial intelligence, digital and other innovative factors to empower education. 3. Adhere to exchanges, cooperation and sharing, vigorously promote exchanges and cooperation among countries, promote intercultural exchanges and sustainable development of teachers, form collaborative partnerships, and build a community of education development.
Czech Republic	<ol style="list-style-type: none"> 1. Further improvement of the undergraduate teacher training quality, particularly by putting the Competency Framework for Graduate Teachers into practice and by improving the quality of students' pedagogical training. 2. Piloting and pursuing the introduction of elements of a career system for teachers and school principals (e.g., the teaching methodologist position). 3. Further development of offer of educational programs for teachers in the field of digital wellbeing and cyber prevention.
Denmark	<p>The Danish Ministry of Children and Education and the Danish Teacher Unions' Council agree to continually develop their mutual cooperation. The cooperation will focus inter alia on:</p> <ol style="list-style-type: none"> 1. Creating a better balance between practical and theoretical teaching: It is important that education extends beyond the classroom and that students are exposed to both theoretical and practical dimensions of each subject. In the following year, we will therefore focus on the implementation of a mandatory work experience as well as making the teaching in traditional subjects more practical and diverse for all students in the lower secondary school. At the upper secondary school level, there has been a broader scope in the career advice and study counseling since 2021 and further discussions in this area are important.

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	<ol style="list-style-type: none"> <li data-bbox="384 136 1477 506">2. Strengthening students' abilities to reflect critically on the impact of technology: In a digital age, it is crucial that students are well equipped to reflect critically on the usage of, as well as make use of new digital technologies. In both primary and lower secondary school this will take form by integrating "Technology Comprehension" as a perspective in traditional subjects, as well as establishing "Technology Comprehension" as an elective course in the lower secondary school. In general and vocational upper secondary school, the role of technology will be included as a perspective in various subjects to enhance students' digital competencies and critical thinking. In the coming year, we will focus on the implementation of the new subject respectively working on defining the perspective of 'Technology Comprehension' in different subjects. <li data-bbox="384 539 1477 636">3. Finally, we will invite relevant stakeholders to a joint roundtable discussion to follow up on ISTP 2024. The purpose is to translate and actualise the relevant international issues from ISTP this year into a Danish context.
Estonia	<ol style="list-style-type: none"> <li data-bbox="384 674 1477 808">1. Partnership agreement with the Teacher Union, Ministry of Education, school leaders and school owners. This agreement includes teachers career model, working conditions, professional development and qualifications, resources and government financing plan and commitment. <li data-bbox="384 842 1477 909">2. AI guidelines and implementation plan in education, lead by an AI implementation council. <li data-bbox="384 943 1477 1039">3. Reducing dropout rates after lower secondary school with the systemic introduction of diverse and flexible possibilities to continue studying and learning in different upper-secondary education and vocational institutions.
Finland	<ol style="list-style-type: none"> <li data-bbox="384 1077 1477 1279">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. <li data-bbox="384 1312 1477 1447">2. We will take an active role in influencing the working conditions of teachers 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 <li data-bbox="384 1480 1477 1648">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 to change the lowering learning outcomes and level of education, drawing on research-based knowledge and overall appreciation of education among families and in every sector of society.
Germany	<ol style="list-style-type: none"> <li data-bbox="384 1682 1477 2042">1. Future of learning and effects on teaching We support participative, action-oriented, reflective and discursive teaching and learning in schools in order to promote both cognitive learning processes and social-emotional learning and thus the development of future-oriented skills. Together, we are committed to increasing the attractiveness and social esteem of the teaching profession. The federal states are taking measures to train a sufficient number of excellently qualified teachers to meet the current challenges facing schools. At the same time, we are committed to providing needs-based and high-quality professional and specialist training and development opportunities for teachers, school leaders and other professionals working in schools. Necessary and sustainable structures need to be developed for this.

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	<p>2. The role of technology in transforming education and training In the course of far-reaching transformation processes in the education sector and the digitalization-related further development of education in our schools, teaching and learning processes can also be individualized through the pedagogically meaningful use of digital technologies. The federal states and the education trade unions GEW and VBE are working together to improve both the technical and personnel qualification requirements for the didactically sound use of digital teaching and learning environments. Based on the "Education in the digital world" strategy and the KMK's supplementary recommendation "Teaching and learning in the digital world", the federal states are focusing on underpinning future-oriented education and training with the necessary measures such as advice, digital equipment and content as well as IT administration. From a pedagogical perspective, the focus here should be on the further development of teaching and learning, curricula, school and lesson development and adaptive learning with the help of AI-supported tools. In view of the considerable investment in the digitalization of education, which is the joint responsibility of the federal, state and local governments, the KMK, GEW and VBE believe that a continuation of the DigitalPakt Schule is essential.</p> <p>In a culture of digitality, subjects need to be treated equally and education needs to be holistic. The KMK, GEW and VBE emphasize that, in view of growing social challenges, democratic education and civic education must be strengthened in schools as well as in teacher training and in further and continuing education. The KMK, GEW and VBE agree that the continuation of the joint dialog at national level is necessary in order to adequately accompany the ongoing processes, to include the pedagogical perspective and experiences of teachers and to achieve common strategies.</p> <p>3. Partnerships to support lifelong learning In view of the challenges and crises of our time, we are working together to ensure that children and young people in our schools grow up free of fear and violence and can develop according to their individual abilities. This is important for building positive self-concepts and creates fundamental skills for lifelong learning. In order to achieve these goals, cooperation with extracurricular partners and places of learning as well as the further expansion of multi-professional teams - especially in the context of all-day schools - and the necessary qualifications for school management, teachers and other educational specialists are essential.</p>
Iceland	<ol style="list-style-type: none"> 1. Investing in attracting students in teacher training and teachers into the profession, improving teacher retainment and preventing early attrition by providing mentoring for novice teachers and quality professional development in line with the needs of teachers. 2. Improve the working conditions of teachers by providing schools with enhanced support and integrated services to safeguard quality education and improve retainment and sustainment of teachers in partnership with key stakeholders. 3. Revise the content of initial teacher training and professional development programs to equip teachers with the necessary competencies to ensure that students acquire the skills needed for the future, whilst supporting all learners on their path of learning, enhancing academic achievement and engagement while protecting social and emotional well-being.

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Ireland	<ol style="list-style-type: none"> 1. Ireland will continue to invest in quality and timely teacher professional learning (TPL) to support teachers and school leaders in developing future-ready competencies and using assessment effectively as part of teaching and learning. 2. Technology must complement and augment supports for learners that meet their needs. We will ensure that we harness the potential benefits of digital technologies, while also safeguarding against risks that may arise. 3. We will maximise learning for all children and young people by continuing to adopt a collaborative, partnership approach. Such an approach ensures that learning is not restricted to the boundaries of classroom walls, and it supports high quality individual and collaborative learning experiences that support lifelong learning for all.
Latvia	<ol style="list-style-type: none"> 1. Work on development of a unified professional development system based on teachers' needs, including high-quality and accessible methodological support at national and local levels. 2. Attract and retain teachers by providing flexible and accessible opportunities for teachers to obtain additional professional qualifications. Evaluate existing procedures and develop an offer of programmes based on the needs of teachers in all subjects, including short cycle programmes ("Mācītspēks") and the implementation of offered modules for acquisition of subject content and methodology in bachelor and master programmes. Reducing teacher shortages and balancing the workload of teachers. 3. Strengthening teachers' professional competences: <ul style="list-style-type: none"> • Regarding teachers, parents, pupil's rights, responsibilities and duties; • In use of educational technology, including artificial intelligence, to make teaching more effective (to facilitate teachers' work and to meet pupils' individual learning needs).
New Zealand	<ol style="list-style-type: none"> 1. Develop a framework in partnership with stakeholders for the responsible and ethical use of generative AI in education. 2. All partners work together to create a long-term policy on aspiring and in-service principal development. 3. All partners work together to strengthen the provision of ITE to address barriers to the attraction and retention of teachers.
Poland	<p>The Polish government, in a robust collaborative effort with trade unions, is dedicated to three commitments:</p> <ol style="list-style-type: none"> 1. develop a comprehensive and modern concept of health education, including physical, mental, and social well-being (WHO). This model will define the conditions for ensuring the well-being of teachers and pupils, as well as first aid training for children 2. Develop a model of systemic support for novice teachers; develop a concept for identifying, recruiting, and training mentors; and train an initial group of 600 mentors to pilot new approaches 3. Prepare 1,000 teachers to work as consultants and trainers on accessibility in the broadest sense to develop educational institutions' capacity to respond to students' diverse needs.

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Singapore	<ol style="list-style-type: none"> 1. <i>[Future of Learning and Implications for Teaching]</i> In the next few years, MOE is committed to and will continue to strengthen our support to schools in students' 21CC development, including continued professional learning support for our teachers to foreground 21CC development in students learning 2. <i>[Role of Technology in Transforming Education and Vocational Training]</i> We will implement MOE's "Transforming Education through Technology" Masterplan 2030, which includes harnessing technology to enable greater customisation and personalisation of learning, leveraging the total curriculum to continue to strengthen the development of students' digital literacy and technological skills, and strengthening the professional learning support to enable effective EdTech use by our teachers. 3. <i>[Partnerships to Support Learning for Life]</i> We will strengthen partnerships with parents, community partners and industries to bring out the best in every child. This includes encouraging strong home-school partnerships, seeking partnerships with industry and community partners to offer more learning opportunities for students, and supporting our educators to develop win-win mindsets for strong and sustained partnerships.
Slovenia	<ol style="list-style-type: none"> 1. Cooperation in the reform of the public sector salary system, with both the MoE and the ESC TU for an adequate recognition of the teaches' work. 2. Partnership cooperation in the development of educational legislation. 3. Joint endeavour to ensure that teachers and other professional staff in education are adequately educated and trained.
Spain	<ol style="list-style-type: none"> 1. To improve the teaching profession by revising university programs for future teachers in collaboration with University and the unions to ensure that new teachers joining our schools have the necessary skills and competences as the starting point for an attractive teaching career. 2. To ensure that the incorporation of AI serves to improve the competences of all students and well-being of both teachers and students through support and training of teachers, enabling the reduction of the bureaucratic process 3. To generalize the collaboration of all stakeholders in the education system, especially trade unions and ministries, in order to achieve a cohesive system that meets the needs of our societies, through the strengthening of collaborative institutions such as state and regional school councils.
Sweden	<ol style="list-style-type: none"> 1. Continue the joint efforts and dialogue with a view to attract and retain highly qualified and certified teachers and school leaders. Jointly strive to introduce new measures that will improve teachers working conditions and school environment. 2. Continue to improve equity by, for example, strengthening the overall state involvement in the school system and take measures to ensure a more equitable financing model to create better conditions for a high-quality school system. 3. Continue the work to support schools and teachers in their role as crucial actors responding to global challenges such as the green industrial transition by, for example, inspiring more young people to choose study programs in STEM subjects. In order to do so, students need to be given early support to feel the confidence to excel in mathematics.

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Switzerland	<ol style="list-style-type: none"> 1. Concerning AI, we are interested in the stimulating discussions and interesting proposals from the different countries : we intend to tap on elements for a future framework to be used in swiss schools. Additionally, to investigate professional development of our educators to equip them with the necessary skills for teaching and learning with technology in classrooms. 2. ITE in Singapore : interesting systems that stimulates our reflections on aspects of Vocational Training in Switzerland. 3. Possible collaboration between Singapore education institutions and Switzerland counterparts to synergize efforts in teaching and learning.
USA	<p>The USA will:</p> <ol style="list-style-type: none"> 1. Enhance Student Well-Being and Academic Outcomes: Expand our purposeful collaboration by deepening our engagement across all educational levels, involving education-focused organizations, private educational partners, business and industry, and relevant government agencies. 2. Support and Value Educators: Concentrating on improving support for educators by fostering collaborative environments, respecting their professional autonomy, enhancing recruitment processes, ensuring sustainable work conditions, and diversifying the workforce. 3. Transform Schools into Community Centers: Cultivating schools into diverse and inclusive environments. These centers will foster growth and development for students, families, community members, educators, and leaders through active and meaningful collaboration. 4. Reconceptualize Career Pathways: Revamping educational structures to provide high-quality career pathways for students and adults alike, through the expansion of strategic partnerships that equip them with essential skills for a rapidly changing and unpredictable global landscape. 5. Embrace Future Learning Technologies: Engaging with emerging technologies to advance learning and teaching for both students and educators. By leveraging their knowledge and experiences, we plan to create more efficient and effective educational tools, while carefully navigating the challenges and opportunities these technologies present.