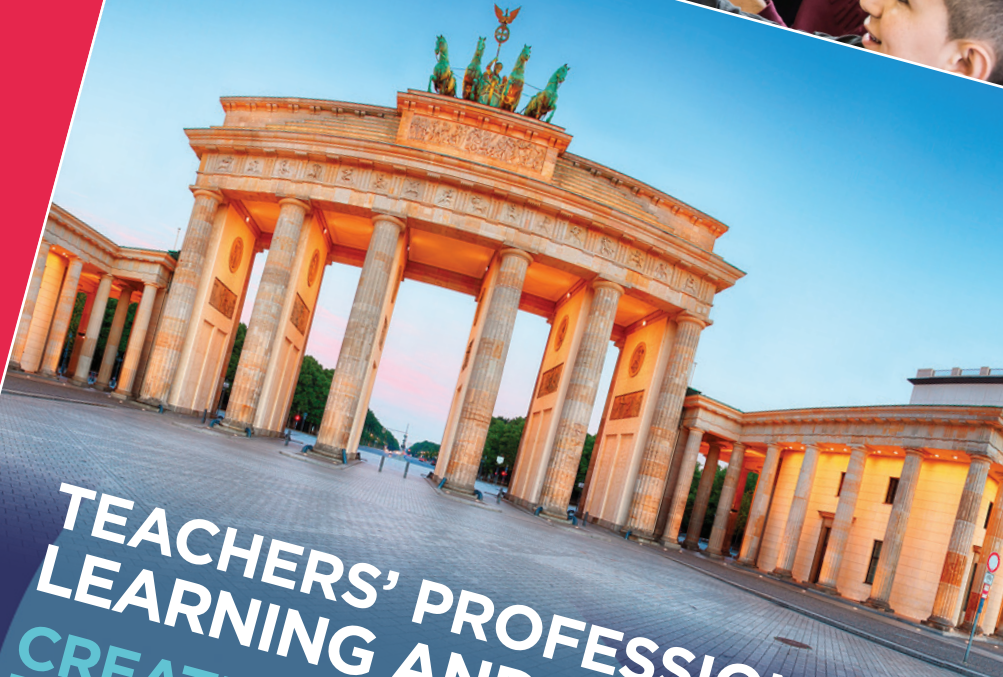




# TEACHING PROFESSION

2016 INTERNATIONAL SUMMIT ON THE



TEACHERS' PROFESSIONAL  
LEARNING AND GROWTH:  
CREATING THE CONDITIONS  
TO ACHIEVE QUALITY  
TEACHING FOR EXCELLENT  
LEARNING OUTCOMES

INTERNATIONAL SUMMIT ON THE  
TEACHING PROFESSION 2016  
BERLIN, GERMANY • MARCH 3-4





Asia  
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## **About Asia Society**

Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among the people, leaders, and institutions of Asia and the United States in a global context. The Asia Society Center for Global Education drives educational transformation in the US, Asia, and around the world to develop a generation of global citizens able to thrive in a global economy and address the world's most intractable problems.

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# TEACHERS' PROFESSIONAL LEARNING AND GROWTH: CREATING THE CONDITIONS TO ACHIEVE QUALITY TEACHING FOR EXCELLENT LEARNING OUTCOMES

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## TABLE OF CONTENTS

Introduction: A World Transformed.....	2
What Knowledge, Skills, and Character Dispositions Do Successful Teachers Require? ....	8
What Policies Help Teachers Acquire the Competencies They Need to Be Effective?.....	15
How Can Governments Implement These Policies Effectively?.....	23
From Dialogue to Action .....	34
Participants.....	36

## INTRODUCTION: A WORLD TRANSFORMED

**T**he world is changing ever more rapidly. Berlin, a city that has been transformed politically, economically, and socially over the past twenty-five years, epitomized the developments that are challenging education systems worldwide. At the same time that Berlin was hosting the 2016 International Summit on the Teaching Profession, Berlin's schools were also integrating thousands of newly arriving students from Syria, Iraq, and Afghanistan, fleeing war and deprivation for a better life in Europe.

Indeed, the challenges facing education today are constantly evolving and unpredictable. The accelerating pace of globalization, scientific discovery, and technological change has produced a whole new way of life. The world in which today's students live is fundamentally different from the world in which today's adults were raised. A generation ago what was taught lasted a lifetime. Today we need to prepare young people for rapid social and economic change, for jobs, technologies, and social issues that don't yet exist. Governments are therefore setting increasingly ambitious goals for their education systems in the twenty-first century. High-quality teaching for all students is central to reaching these goals.

The first International Summit on the Teaching Profession (ISTP) was held in New York City in 2011 at a time when many countries were struggling to attract and retain teaching talent. It brought together ministers of education, teachers' union leaders, and other leaders of the education profession from around the world to focus on how to strengthen the teaching profession. Originally planned as a one-time meeting, the fact that the Summits have now continued for six years is testimony to the unique value of this dialogue in mobilizing knowledge and experience on a global scale. The Summits have helped to promote public understanding of the centrality of the teaching profession, stimulated an authentic dialogue between governments and teachers' unions, brought international evidence—not available in the past—to bear on pressing issues, and encouraged action on practical policy solutions to major challenges.

The Summit brought together official delegations of ministers of education, teachers' union leaders, outstanding teachers, and other education experts from twenty-two countries: Austria, Belgium, Brazil, Canada, Czech Republic, Denmark, Estonia, Finland, Germany, Japan, Latvia, Luxembourg, the Netherlands, New



Zealand, Norway, Poland, Singapore, Slovenia, Sweden, Switzerland, United Kingdom, and the United States of America. These countries are all high achieving or improving as measured by student performance on OECD's Programme for International Student Assessment (PISA). Some countries were new to the Summit; others had attended frequently. The host country, Germany, included representatives of its sixteen Länder (states) in the Summit events, reflecting the decentralized nature of Germany's education system. All told, more than 370 people from twenty two countries and jurisdictions participated in the Summit.

The 2016 International Summit on the Teaching Profession was hosted and superbly organized by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) in partnership with the Organisation for Economic Co-operation and Development (OECD) and Education International (EI). The partnership organizations were also assisted by an international planning committee and by the two German teachers' unions, Gewerkschaft Erziehung und Wissenschaft (GEW) and Verband Bildung und Erziehung (VBE); and the Summit was generously supported by a number of German foundations. Anthony Mackay (CEO, Centre for Strategic Education) and Gavin Dykes (Program Director, Education World Forum) moderated the Summit.

Previous Summits, held in the United States, the Netherlands, New Zealand, and Canada, had focused

on raising the quality and status of the teaching profession, on the often controversial subject of teacher evaluation, and on the challenges of providing equitable access to excellent teaching.

**The theme of the 2016 Summit was: Teachers' Professional Learning and Growth: Creating the Conditions to Achieve Quality Teaching for Excellent Learning Outcomes.**

**It focused on three interrelated topics:**

- **What knowledge, skills, and character dispositions do successful teachers require?**
- **What policies help teachers acquire the competencies they need to be effective?**
- **How can governments implement these policies effectively?**

The Summits have evolved over time into a complex, multilayered set of events with their own traditions, protocols, and wealth of experience. A Pre-Summit Day brought together Summit participants and an international group of classroom teachers to discuss the themes of the Summit. Site visits were arranged to primary and secondary schools, vocational institutions, and cooperating firms in Berlin, enabling Summit participants to see German educational innovations and challenges firsthand. In addition to the Summit plenaries, ministerial meetings and meetings of teachers' union leaders as well as consultations of individual country delegations

enabled attendees to reflect on the implications of the dialogue for their own countries and set priorities for the next year. In fact, many country delegations remain in contact with other countries as they conduct their follow-up work during the year.

## SUMMIT OPENING

Dr. Claudia Bogedan, Bremen Senator for Children and Education and 2016 President of the Standing Conference



of the Ministers of Education and Cultural Affairs (KMK) welcomed delegates to Berlin. She said that Germany has initiated extensive reforms to its education system over the past decade and is proud of the progress it has achieved as shown by international assessments. Since the first PISA round, the Länder have worked together through KMK to develop national (but not federal) standards from early childhood through lifelong learning, together with a national monitoring system. Joint efforts are also being made to establish quality standards in initial and in-service teacher education. The recent refugee influx—325,000 young refugees were integrated into the German educational system in 2014-2015—presents enormous logistical challenges as well as a need for more teachers and teachers with different skills. Senator Bogedan called the ISTP a huge opportunity to share countries' experiences with old and new challenges. If it didn't exist, it would have to be invented.

Speaking for OECD, Deputy Secretary General Mari Kiviniemi stressed the importance of basing education policy on sound research. With increasing amounts of comparative international data available from OECD, including the Programme for International Student Assessment (PISA), as well as the Teaching and Learning International Survey (TALIS) and the Programme for the International Assessment of Adult Competencies (PIAAC), it is critical that education policymaking now go beyond rhetoric and opinion to rest on evidence. Research can help people to identify critical problems, can dispel myths, and can suggest promising or proven policies and practices.

It is often said that “the quality of education cannot exceed the quality of teachers” but the quality of teachers cannot exceed the quality of the systems designed to train and support them.

In his opening remarks, Fred van Leeuwen, General Secretary of Education International, the global federation of teachers' unions, said that the opportunity to see firsthand the refugee welcome classes in Berlin was a profoundly

moving experience, demonstrating the humanitarian tradition at the heart of the teaching profession. He noted that education policies have evolved as a result of past Summits. Policies supporting teachers' professional learning and growth are vital to an effective profession. Some governments and unions provide these opportunities but they are not nearly widespread enough. Collaboration between governments and teachers' unions, while not perfect, is also improving through principled agreements informed by evidence. Education is the foundation for everything societies want to achieve, and meaningful collaboration between governments and teachers' unions is key to the development of a high-quality teaching profession.

Doug Currie, chair of the Council of Ministers of Education in Canada, which hosted the 2015 Summit, said that the Banff Summit had led to an increased focus on measures to strengthen the teaching profession throughout Canada. The conversations started in Banff had also led to the creation of an alliance between Canada, Germany, and Switzerland

<sup>1</sup> The OECD report “Teaching Excellence through Professional Learning and Policy Reform” can be found at [www.oecd.org/publications/teaching-excellence-through-professional-learning-and-policy-reform-9789264252059-en.htm](http://www.oecd.org/publications/teaching-excellence-through-professional-learning-and-policy-reform-9789264252059-en.htm).

<sup>2</sup> The OECD report “PISA 2012 Results: What Students Know and Can Do” can be found at [www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-I.pdf](http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-I.pdf).

<sup>3</sup> The OECD report “New Insights from TALIS 2013: Teaching and Learning in Primary and Upper Secondary Education” can be found at [www.oecd.org/edu/school/talis.htm](http://www.oecd.org/edu/school/talis.htm).



to share strategies for reform in the particular circumstances of federal education systems.

Andreas Schleicher, Director for Education and Skills and Special Advisor on Education Policy to the Secretary General, OECD, prepared an OECD background paper on the Summit's themes, entitled "Teaching Excellence through Professional Learning and Policy Reform." The report drew from a number of major OECD studies, including the 2012 PISA results, the Teaching and Learning International Survey 2013 (TALIS), and the Innovative Learning Environments Project.

In his remarks, he emphasized the urgency of preparing all students for a rapidly changing world that requires very different skill sets, but the reality that, as yet, only one-third of students are exposed to the kind of deeper learning strategies that produce these skills and dispositions. He argued that education systems need a fundamental shift from an industrial form of organization to one based on teacher professionalism, defined as teachers who have a deep knowledge base, who are supported by strong peer networks to maintain high standards of teaching, and who exercise considerable autonomy over how they conduct their work. Countries vary

## EDUCATION REFORM IN THE HOST COUNTRY: GERMANY

The constitution of the Federal Republic of Germany known as the Grundgesetz (Basic Law), adopted in 1949, gives the predominant role in education, science, and culture to the Länder (states), which work together nationally through the Standing Conference of the Ministers of Education and Cultural Affairs. Although there is considerable variation among the Länder, the basic structure of schooling is four years of primary education, five years of lower secondary education, and three years of upper secondary education, spent either in an academic school or, as a strong feature of the German dual system, in work and vocational education at the same time.

In recent years, major education reforms have been enacted in Germany in response to a number of challenges, including the so-called "PISA shock" of 2000, which revealed that German schools were not as high-performing in global terms as expected and that the dependence of educational attainment on social background was higher in Germany than in almost any other OECD country. Among these reforms:

- A set of national, but not federal, educational standards were developed, binding on all Länder, and with an accompanying quality assurance monitoring system for schools.
- A range of measures has been adopted to boost equality and support disadvantaged students, including full-time childcare, all-day schools, and increasing the permeability between different types of schools.
- A new framework has been developed for the approximately 120 universities that train teachers to better prepare teachers to deal with heterogeneity and inclusion.
- Qualifications initiatives aim to halve the number of young people leaving school from 8 percent to 4 percent.
- A target has been set to increase the proportion of 30- to 34-year-olds with a tertiary or equivalent education to 42 percent.
- A national action plan has been developed by the federal government and the Länder, working with social partners, to better integrate migrant and refugee students.

As a result of all these policy measures and an intensive effort by teachers and school leaders, there has been a significant improvement in academic achievement as measured by PISA 2012, an increase in attendance at the Gymnasium (academic) type of secondary school by pupils from poorer backgrounds, and a significant reduction of the performance gap between social groups, especially between students with and without an immigrant background.



teacher innovation funds and career paths; gathering evidence for policies through OECD country reviews; establishing professional learning communities; developing digital collaborative platforms; creating resources to get high-quality teachers to schools with the greatest needs; a Summit to explore expanding teacher leadership opportunities by 20 percent; contractual entitlements to professional development; and

enormously in the extent to which their policies promote teacher professionalism, and the kinds of deep professional collaboration and developmental feedback that are associated with teachers' self-efficacy and effectiveness are fairly rare globally. Finally, he discussed the reality that education reform takes a long time but that electoral cycles are short, and he shared some lessons on the implementation of reforms from OECD countries. OECD's key research findings on the Summit's three questions were taken up in greater depth in the sessions that followed.

John Bangs, Senior Consultant to Education International, drew from previous Summits to reflect on the changing competencies that teachers need in the twenty-first century and the implications of these broader competencies for needed changes in teacher training, curriculum, professional development, and teacher evaluation. He posed the critical questions: Who is responsible for developing teachers' knowledge and skills? And what are the levers for change?

He concluded that governments and unions need to review their joint consultation and negotiation structures to see whether they are fit for purpose – to create modern teacher policies. He reminded Summit participants that governments and unions “could box and dance but it takes two to tango.”

Summits have not just been talkfests. Previous Summits had stimulated substantial practical policy actions as was shown by the progress reports from countries. These include, for example, creating

discussions on establishing a national structure for continuing professional development.

And importantly, the overall narrative of the Summits has changed from one of considerable hostility between governments and teachers' unions in some countries to one where there was shared recognition of the need to work together to effectively implement changes in teacher policy to achieve broader education goals.

## RESULTS OF PREVIOUS SUMMITS

The Summits have indeed developed as a unique forum for the discussion and sharing of ideas, but they have also propelled countries from dialogue to action. For countries that have attended regularly, Summits represent a chance to reflect on their progress; for new countries, Summits provide a chance to learn from the successes and failures of others.

The Summits have added a new dimension of professional accountability: each year, participating countries are asked to submit summaries of their actions over the preceding twelve months to follow up on the commitments made at the previous Summit. Anthony Mackay, CEO of the Centre for Strategic Education in Australia, and moderator of the Summits, analyzed the results. Although each country's progress is different in its details, overall he saw ten key issues that countries have been actively working on:



“There is a sense of urgency to ensure that we are designing learning systems that are fit for purpose—that genuinely address learning for all; that generate higher levels of learning productivity; and that equip young people to ‘learn a living.’ To progress this agenda requires a powerful profession and enabling governments—a partnership engaged in collaboration and experimentation, leading improvement, innovation, and change. ISTP is making a vital contribution to building this partnership.”

- **There is an intensification of consultations by governments, teaching bodies, and other stakeholders on teacher policy.**
- **There is a growth of focused partnerships between governments and teachers’ unions as**

**ways of working.**

- **Work is expanding on deepening collaboration within and between schools, a major theme of the Banff Summit.**
- **There is clear movement on teacher leadership and on a profession-led system.**
- **There is a growing commitment by government and teachers’ unions to ongoing professional learning and development, usually based on professional standards, and that increasingly embraces career pathways.**
- **There is an increased focus on early childhood and career and technical education as critical parts of a new system requiring more teachers with expertise in these areas.**
- **There is growing attention to digital strategies and learning platforms in system design.**
- **There is explicit attention to the goals of student well-being, inclusion, and diversity as central to education in the twenty-first century.**
- **There is an increased investment in system-wide learning—sharing practice, investing in innovation, and transferring knowledge.**
- **Progress is being made on a stronger system perspective, going from pockets of excellence to designing a whole system.**

This report tries to capture the main themes of the discussions. It attempts to show where there was agreement, disagreement, or different approaches, as well as where there is simply not enough evidence to evaluate different paths. The report is based on the Summit discussions, background reports, and site visits. It tries to capture the actions and policies that have been inspired by past Summits and the commitments that countries made about their work over the upcoming year. Written by Vivien Stewart, Senior Advisor for Education at Asia Society, its intention is to spread the discussion that took place in Berlin to a wider global audience of people interested in how education systems can provide high-quality teaching and learning for all.

## WHAT KNOWLEDGE, SKILLS, AND CHARACTER DISPOSITIONS DO SUCCESSFUL TEACHERS REQUIRE?

The world is changing ever more rapidly. Technological, economic, and political trends have transformed the skills needed by young people today. A generation ago, what was taught lasted a lifetime. Today we need to prepare young people for rapid social and economic change, for jobs, technologies, and social issues that don't yet exist. No longer are providing basic literacy skills for the majority of students and higher-order skills for a few adequate goals. Instead, the goals of schooling today are to develop a broader range of knowledge, skills, and dispositions for every student—including critical thinking, problem solving, creativity, communication, and collaboration. Students also need to learn how to learn and to develop a global outlook.

Thus concluded the 2015 International Summit on the Teaching Profession in Banff, Canada. If these are the learning outcomes that students will need, what competencies will teachers require to be effective? Participants in the 2016 Summit debated what is most important for teachers today to know and be able to do in light of evidence from research but also in light of dramatic changes in societies and economies.

This is a fundamental question for all education systems because, as with all other professions, teaching needs a profession-wide understanding of what is required for accomplished practice; and this should undergird policy development with respect to recruitment and selection, teacher training, and ongoing professional learning. It should also directly affect other aspects of education policy such as curriculum and the design of schools/learning environments. Research has demonstrated that teacher quality is an important factor in determining student achievement even after taking prior student learning and family background characteristics into account. What do evidence and experience tell us about the knowledge, skills, and dispositions teachers need for effective teaching in the globalized and technology-based world of the twenty-first century?

### SUBJECT MATTER/CONTENT KNOWLEDGE

The importance of teachers having solid knowledge of the subject they teach was emphasized by the United Kingdom, among others, and is undisputed internationally. Research shows that teacher knowledge is the single strongest



primary schools have specialist math and science teachers rather than generalist teachers. Some have hypothesized that this might be a factor in their stellar math performance. There are no clear research-based answers as yet.

Subject matter preparation has traditionally been the province of university pre-service teacher preparation programs, but the rate at which knowledge changes today means that teachers,

like other professionals, need to keep up with developments in their subject during their whole working career. So subject matter mastery, although critical at the stage of selection into teaching, also needs to be seen as a lifelong development in which schools themselves have a critical role to play.

predictor of student outcomes, although research is not clear as to what level of content knowledge (e.g., bachelor's degree versus master's degree) is enough. In fact, more than 90 percent of teachers in the thirty-four countries and jurisdictions who participated in the 2013 TALIS survey thought that their initial teacher education prepared them well in their chosen subject.

However, interestingly, with respect to math skills, teachers in different countries have very different levels of numeracy, according to OECD's Survey of Adult Skills (PIAAC). Teachers in Japan and Finland, for example, have significantly higher levels of numeracy than teachers in the United States and Poland. What relationship this has to student performance is, as yet, unclear. What is clear is that new demands for more students to have deeper skills such as critical thinking and problem solving require a more sophisticated understanding of subject matter on the part of teachers than the traditional knowledge transmission approach. Teaching mathematical thinking and reasoning requires a deeper knowledge of the subject than approaches that rely on memorization of algorithms to solve routine problems. So the subject matter demands on teachers may be increasing.

Austria, among others, raised the critical question of what should be the balance between specialist and generalist knowledge among teachers. There was not time to dig deeply into this question, but countries weigh this balance in different ways. In some high-performing Asian countries, for example,

## PEDAGOGICAL KNOWLEDGE

Pedagogical knowledge—that is, the body of knowledge concerned with creating effective teaching and learning environments—is obviously also important. This includes knowledge of how to plan and evaluate a lesson against structured learning objectives, how to differentiate instruction, and how to design formative assessments. There is a wide range of pedagogical strategies, popularly divided into teacher-directed and student-oriented, about which opinions among Summit delegates were very strong but research is fairly mixed. What seems most important is that teachers be able to get students to explain their thinking about a problem (sometimes called “cognitive activation”), help them learn from mistakes, and help them apply their learning in new situations. All this goes to show that teaching is a very complex act. Teachers need to have a wide repertoire of pedagogical strategies, to be able to select those appropriate to a given context, and to reflect on whether they have worked.

The TALIS survey of teachers' self-reported practices showed that a high proportion of teachers agree with the need for more “active” teaching practices. For

example, 96 percent of teachers believe that their role as a teacher is to facilitate students' own inquiry; 74 percent say thinking and reasoning are more important than curriculum content. Nevertheless, in many countries there is a heavy reliance on memorization of knowledge and drill and practice over non-routine problem solving and critical thinking. And, globally, only one-third of teachers report using these advanced teaching methods in their classrooms. It seems that in the majority of countries policies and supports to enable teachers to use and evaluate a wide range of pedagogical repertoires are not yet in place.

### CHARACTER/VALUES/DISPOSITIONS

If Summit participants disagreed about the efficacy of particular teaching strategies, there was resounding agreement about the importance of character and values in developing great teachers. Teachers' knowledge and skills are very important, but at the end of the day it is the harder-to-measure qualities of character and behavior (termed dispositions by many) that drive great teaching. The Polish delegation provided a description of an ideal teacher:

*"It is critically important that teachers have a content knowledge and knowledge of pedagogy but also passion for the subject and care for students. Effective teachers encourage students to play with ideas, think deeply about subject matter, take on more challenging assignments, and perhaps inspire them to go into a field of study. Effective teachers help students enjoy schools*

*and learning but also result in student achievement. A whole range of personal and professional qualities are associated with higher levels of student achievement."*

“As yet, only one-third of students are exposed to the kind of deeper learning strategies that produce 21st century skills.”

Recognizing the importance of teacher motivation and beliefs about teaching and learning, many systems put an emphasis on identifying these characteristics in the recruitment and selection phase. The selection process for entry into Finland's teacher training institutions, for example, put great weight on prospective teachers' relationships with children. Other jurisdictions such as Singapore put the inculcation of values at the center of teacher preparation programs (see “Singapore Curriculum Framework” on page 13).

### 21ST CENTURY COMPETENCIES

Notwithstanding criticism from those who emphasize the superior position of content knowledge, in most countries there is an emerging consensus that educational success in the twenty-first century must go beyond achievement of academic outcomes. The new goals for education have different names in different parts of the world, but they have been generally referred to as “21st century competencies” in reference to the vastly





## SEVEN PRINCIPLES OF LEARNING

- Make learners the center and encourage their active engagement and understanding of themselves as learners.
- Recognize the social nature of learning, and ensure opportunities for collaborative learning.
- Be attuned to learner motivations and the key role of emotion in achievement.
- Recognize individual differences among learners and move away from one size fits all.
- Stretch all students but without excessive overload.
- Use assessments consistent with learning aims with strong emphasis on formative feedback.
- Promote horizontal connections across areas of knowledge and between formal learning environments and the wider society.

Adapted from: “The Nature of Learning: Using Research to Inspire Practice,” OECD, 2012, [www.oecd.org/edu/cei/thenatureoflearningusingresearchtoinspirepractice.htm](http://www.oecd.org/edu/cei/thenatureoflearningusingresearchtoinspirepractice.htm).

changed context into which the current generation of students will graduate when they leave school.

There is no single international definition of 21st century competencies, but there are common elements among countries’ goals. These generally include cognitive skills that go beyond simple knowledge of academic content, to include critical thinking, problem solving, and creativity. They also include interpersonal and intrapersonal skills, such as communication and collaboration, cross-cultural awareness, self-direction, motivation, and learning how to learn. Some of these are termed social-emotional competencies. Different countries put weight on different elements, based on their own cultures, traditions, and analyses of the social and economic challenges they are facing. And although these competencies were often part of the education of elites historically, today these are seen as being needed by all students.

Globally, there has been an increasing focus in the past decade on reforms that promote 21st century cognitive skills. Social-emotional skills have received far less attention. However, this is changing. Research in a number of countries has demonstrated that social-emotional skills matter as much as, if not more than, cognitive skills in school and college completion and improved labor market outcomes for students. Moreover, research has shown that strengthening

social-emotional skills can enhance cognitive outcomes as well. As a result, some countries are working to more explicitly address these skills in their teaching and learning systems..

## THE CHALLENGE OF DIVERSITY

The centrality of increasing diversity was a strong thread through the whole Summit. In US public schools, a majority of students are now from minority backgrounds, and 10 percent of them are English language learners. In California, the majority of students under five speak a language other than English at home. US schools therefore need teachers with readiness in four competencies: cultural competency, i.e., the ability to understand the experience students bring to school; awareness of biases—the understanding that behavior from one group of students might be treated differently than the same behavior in another group; concrete skills to help English language learners; and the ability to help students live with and value the diversity of their communities. There is also a need for a more diverse teacher workforce: Although a majority of students are students of color, only 18 percent of the teacher workforce is, and teachers with more diverse language skills are needed to help schools connect with families in culturally sensitive ways. The National Education Association, one of the two US teachers’ unions,

## INTEGRATING IMMIGRANT STUDENTS

In 2015, more than 1 million migrants and refugees entered Europe, fleeing from war and economic collapse in Syria, Iraq, Afghanistan, and Libya. Even before the 2015 surge, most OECD countries had seen steady growth in immigrant populations since 2000.

Participants in ISTP 2016 had the opportunity to visit welcome centers and schools in Berlin that serve large numbers of migrant students. One such school was the Walter Gropius School, designed by and named after the famous architect. The Walter Gropius School is a “Gemeinschaft” (community) school that serves students from Turkey, Syria, and other parts of the Middle East, Russia, and Eastern Europe. It has developed a number of features to serve immigrant children more effectively from the time they graduate from the initial “welcome”—i.e., language and culture—class. This includes a 1-12 grade structure so that students can have continuity throughout their schooling if they so choose; no grading up to the end of grade 8 and a team teaching structure that allows students to have the same team of teachers throughout lower secondary education; and a variety of pathways within the school, including a bilingual program, a gymnasium (academic) program that allows an extra year to take the Abitur examination, and vocational education pathways. Regular meetings are held with parents, and an early childhood program has been introduced for the youngest migrants.

An important finding from OECD’s PISA program is that some countries do a much better job than others at promoting academic performance and a sense of belonging among immigrant students. Policies and practices that determine whether integration is successful or not include: combining language and content learning as quickly as possible; offering early childhood education focused on language development; providing teachers with professional development on teaching second-language learners and on dealing with childhood trauma; distributing migrants across a mix of schools rather than concentrating them in the same schools; reducing ability grouping and tracking; and reaching out regularly to immigrant parents.

For further information, see the OECD report “Immigrant Students at School: Easing the Journey towards Integration,” 2015, <http://dx.doi.org/10.1787/9789264249509-en>.

has developed online tools for members on cultural competencies and bias.

Because the Summit was taking place in Berlin, the German context of rapid influxes of large numbers of migrants was a dramatic reminder of the increasing diversity of societies and school systems. According to Professor Johanna Wanka, German Minister of Education and Research, two years ago 20 percent of the student population of Berlin had an immigrant background; today, among children under five, one-third have an immigrant background. But almost every nation represented at the Summit has greater diversity today than a decade ago. Austria, Canada, Slovenia, Sweden, Switzerland, and the Netherlands all spoke of the increasing diversity in their classrooms. In 2015, Sweden, a country of 9.5 million inhabitants, received 164,000 asylum seekers, one-third of whom were children, and more than 30,000 of whom were unaccompanied. And clearly the crisis of children and families from war-torn countries is far from over. These are challenges that

the education system and teachers themselves could not have foreseen, and they require new multilingual and cultural competencies. Teachers in Sweden are willing to learn new skills—for example, how to teach Swedish as a second language—but need time to do so. There is an urgent need to share information between countries on working with refugee and new immigrant populations.

### THE CHALLENGE OF CITIZENSHIP

A number of countries stressed the need for a renewed and greater focus on civic or citizenship education. As Poland put it,

“Today teachers are not only a source of knowledge but also need to focus on an appropriate education for a young citizen of the world. Poland places priority on civic education—an understanding of common values, world history, different cultures. We face today real dangers like wars, terrorism, and omnipresent



internet in seconds, when a financial crisis in a city in one part of the world affects farmers in another, and when pollution in one country affects people's health in another, schools must prepare students to solve problems that know no boundaries. As the line between domestic and international blurs, we need to give students the knowledge, tools, and dispositions to compete, connect, and cooperate with peers around the world. Responding to the concerns of countries about this new global

violence so we have to teach our young moral values, common values, and give them positive examples of how to live.”

Or, as one US teachers' union delegate put it: “It's not about better scores but about a better society.”

In the Netherlands, a new curriculum is being developed, and teachers need new skills in being able to deal with difficult subjects, like terrorism, in their classrooms. Austria, the United Kingdom, Singapore, and Japan all emphasized the need to help students learn to live in a globally interconnected world. In an age in which companies manufacture goods around the world, and ideas and events traverse the

context, OECD is developing a new measure of global competence as part of the 2018 PISA, which will assess students' awareness of the interconnected global world we live in and their ability to deal effectively with the resulting demands..

## PUTTING IT ALL TOGETHER

Some political leaders are concerned that schools are not responding quickly enough to dramatic changes in societies. Others worry that the need to address these new challenges and add new skills will lead to teacher overload, and a curriculum that is “a mile wide and an inch deep.” One jurisdiction

## SINGAPORE CURRICULUM FRAMEWORK

The core of the framework is values—that is, the beliefs and attitudes that underpin knowledge and skills. The next ring represents socio-emotional competencies or the soft skills that are needed to establish positive relations and handle challenging situations effectively. The next ring represents Singapore's perspective on the 21st century skills needed for a globalized world.



that has tried to integrate both traditional and new knowledge and skills into a single curriculum framework is Singapore. The curriculum is premised on an analysis that the world awaiting our students will be VUCA—volatile, uncertain, complex, and ambiguous. In order to prepare students to thrive in a fast-changing and highly connected world, in 2010 Singapore developed a new curriculum for the twenty-first century that centered on two highly aligned competency frameworks—one for students and one for teachers.

Following the development of the framework for students, the National Institute of Education, Singapore's teacher training institution, conducted an institution-wide review to create a framework for teacher education: "21st century learners need 21st century teachers who not only possess 21st century literacies themselves but are able to create learning environments that enable their students to develop 21st century skills. Singapore teachers need to be adaptable, be willing to learn, and have the confidence to deal with problems that have no clear-cut solutions. They need to work effectively with others across races and nationalities and to communicate clearly."

## CONCLUSION

From this discussion, it seems that the work of teachers is not getting any easier. Far from it. Teachers of the future will need to be even more knowledgeable and skilled than teachers today. The

Canadian Teachers' Federation expressed the view of many teachers—that teacher competencies can't be reduced to a list of knowledge and skills. Professional judgment, defined as "judgment informed by knowledge of curriculum, learning, methods of instruction and assessment and of criteria and standards that indicate success in student learning and practiced in a purposeful and systematic way that enables insight and self-correction," is central to good teaching. However, school organization and structures often get in the way of teachers developing the high level of knowledge and skill that enables them to exercise their professional judgment. And it was to this subject that the Summit then turned.





## WHAT POLICIES HELP TEACHERS ACQUIRE THE COMPETENCIES THEY NEED TO BE EFFECTIVE?

In session one, the participants agreed that mastery of subject matter knowledge and mastery of pedagogical knowledge were critical foundations of success in teaching. These have been the traditional focus of university teacher preparation programs and are often formalized in professional standards that spell out what teachers must know and be able to do. In many countries, teacher preparation has been the primary focus of policy concern with respect to teachers' competencies.

However, rapid changes in content knowledge in many fields and educators' broadening responsibilities for inculcating new "21st century competencies," which include thinking globally and living in increasingly diverse societies, suggest that policies now need to take a career-long perspective on the teaching profession. The traditional approach of initial teacher preparation followed by occasional "professional development days" for the rest of a teacher's career is not enough to develop a highly effective teaching force that can provide excellent learning outcomes for all students. What are the key policies that would enable teachers to develop these competencies and a high sense of professionalism? Many areas of policy have a bearing on this, but the discussions at the 2016 ISTP focused primarily on recruitment, on the redesign of professional development systems, especially those that promote collaboration, and on teacher leadership.

### RECRUITMENT

In modern, diversified economies, the teaching profession has to compete with other sectors for talent. Although some countries have a plentiful supply of high-quality teacher recruits, many countries have difficulty attracting enough teachers with the knowledge, skills, and dispositions required for effective teaching. Some jurisdictions such as Sweden and the Czech Republic have an overall teacher shortage in part due to relatively low salaries. Other countries have shortages in particular subjects or demographic groups, such as male teachers, those with expertise in special education or needed languages, or math and science teachers where school systems may be competing with high-tech firms. Many countries are anticipating large-scale imminent retirements; and in some countries, there is a high attrition rate among teachers in their first five years. Participants debated

some of the policy options in this area.

Because of the increasing diversity of the student population, robust policies to recruit teachers from diverse cultural backgrounds are a critical need. Scholarships and residency programs can have some impact. In the United States, where states have the lead on education policy, the US Department of Education has asked states to develop policies to ensure that every child has access to an effective teacher, including minority recruitment.

Some countries are trying to recruit teachers from different sources or through different routes. For example, Austria has a large Teach for Austria program, and other countries have different forms of Teach First. Teachers' unions are generally opposed to such mechanisms on the grounds that the short training programs reduce professional standards and that teachers recruited this way do not stay in the profession. But many countries remain interested in exploring how to attract people from different backgrounds into teaching through different routes without sacrificing quality.

Policy attention to reducing high attrition among new teachers through induction and mentoring programs has increased in recent years. In successful programs, mentor teachers provide guidance and supervision to beginning teachers in collaboration with the initial teacher education institution. Mentors provide on-the-job support and suggest ways to improve subject matter knowledge, classroom management strategies, and pedagogical processes. Research now shows that well-designed induction and mentoring programs increase teachers' confidence, student achievement, and teachers' retention in the profession; but, according to the TALIS survey, in many countries, less than half of new teachers receive such support, so major expansion of support programs for new teachers is clearly needed.

Japan, Scotland, and Austria also brought up the



question of what is the best mix of professionals in schools. There was not time to discuss this in any depth, but the concept that teams of people with different skills (for example, including social workers and health professionals) need to be recruited to address the very challenging demands of high-poverty schools is being tested in a number of countries.

## **STRENGTHENING PROFESSIONAL DEVELOPMENT**

Putting an intentional policy focus on recruitment rather than taking a laissez-faire approach is important, but most participants agreed that a more fundamental re-examination of how to make teaching an attractive and effective profession is needed. In particular, conditions and supports for ongoing teacher learning and growth are essential in light of rapid changes in knowledge and in societal demands. Much of the discussion therefore focused on the design of effective professional learning systems.

In many countries, the financial, human, and time resources devoted to professional development or professional learning are not insignificant. But survey after survey has found that teachers find the majority of professional development workshops or courses to be not relevant to their needs, and that what is on offer does not respond to the needs of teachers in different contexts and different stages of their careers.

The OECD background report posited three distinguishing features of a profession: (1) expert knowledge; (2) in a context where autonomy/professional judgment can be exercised; (3) within a collaborative culture. Countries used these points to characterize their emerging policies on teacher professional learning.

**Finland:** In Finland, teachers are well educated (all have master’s degrees) and have historically enjoyed high status. But as Finland considers how to prepare its students for the future, the Ministry of Education is proposing to improve its already high-quality teacher preparation and, more broadly, to rethink professional development. Currently teachers have three-day seminars each year. Finland wants to move from professional development driven by supply to professional development based on demand and needs. The Ministry also believes that the culture of teaching needs to change from a stand-alone culture to a collaborative one. Finnish teachers already have considerable autonomy and freedom over curriculum, pedagogy, and assessment; but the system has been weaker on collaborative peer culture—within and across schools. Reformers foresee a system in which young teachers can learn from senior teachers, but senior teachers can also learn—for example, about ICT use—from younger teachers. So the emerging policy framework centers on a demand-driven model but in a culture that is focused on a team, not an individual.

**Slovenia:** Slovenia reported on two new policy instruments that appear to be working well: (1)

School development teams have been created that change the culture of schools to involve more teachers and other stakeholders in every school. They are currently being developed in secondary schools but will move to primary schools as well. (2) Teachers co-design professional development programs in schools. As a small country, Slovenia embraces community-based decisions, and teachers’ unions are involved at every level.

“Only one third of teachers say that teaching is valued by society”

**Czech Republic:** In the Czech Republic, teachers make only 30 percent of the salaries of other university graduates. Under such circumstances, autonomy is not a motivator. There is legislation in parliament on teacher quality that includes an induction period and the creation of mentor roles for teachers that are designed to both help younger teachers and retain senior teachers.

**Canada:** In Alberta, British Columbia, Quebec, and Ontario, a focus on systematic professional development of teachers has helped to raise achievement. Now other provinces in Canada are trying to emulate this success. In Prince Edward Island, district learning partnership councils are

## TEACHER COLLABORATION IN GERMANY

A study exploring the extent of professional collaboration among German secondary school teachers was commissioned on the occasion of the 2016 ISTP by Bertelsmann Foundation, Robert Bosch Foundation, Foundation Mercator, and Deutsche Telekom Foundation.

Based on a survey of 1,000 teachers, researchers Dirk Richter and Hans Anand Pant found that ninety-seven percent of teachers regard working together with colleagues as important, and eighty-two percent participate in basic forms of collaboration such as sharing materials. However, only 50 percent say that they participate in more intensive collaboration such as subject matter teams, less than one-quarter teach in teams, and less than 10 percent sit in on lessons given by other teachers.

The survey found that collaboration was higher in schools with inclusive programs (those serving students with immigrant backgrounds or other special educational needs), and that the conditions for successful collaboration include: strong support from school leadership, dedicated time for teamwork activities, and firmly established structures for coordination.

Full text of the study (in German: <https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/StudieIBLehrerkooperationinDeutschland2016final.pdf>)

being established to drive school improvement. They include teachers' unions but other stakeholders as well. TALIS data show the strong commitment to teacher professionalism that was developed through partnerships between government, teachers' unions and universities: Alberta teachers participate in professional learning activities and networks at significantly higher rates than teachers in other countries and jurisdictions.

## WHOLE SYSTEM REDESIGN

Some countries are redesigning their whole system to make teacher learning and growth central to their education systems. Four jurisdictions' approaches were described, together with some of the hard choices that had to be made in order to create such learning environments.

**Singapore:** Singapore is well known for its systematic attention to the development of teachers over their whole career. There are professional learning communities within every school organized by lead teachers, teacher networks across schools, teacher innovations funds, and so on. One explicit trade-off is between time for professional learning and class size. But this is not as simple as it sounds. There are advantages to larger class sizes as well as disadvantages. Teachers in a particular school can arrange the groupings in their classes to be large or small depending on whether the learning goal at any particular time is, for example, attention to individual students with special needs or opportunities for

students to interact and work in groups. So class sizes for students may vary across a day, and this allows time for teachers to work together or observe and give feedback to each other. All schools are required to have professional learning communities, but each school can decide for itself how to rearrange the timetable to make it happen. The policy framework is unity of vision but diversity of approaches and, in this way, policy can instantiate autonomy and trust in the profession.

Singapore provides an entitlement of 100 hours of professional development per year out of a total of 640 contact hours. This is equivalent to about fourteen days. There is no magic to this number, although it is comparable to training allowances in other professions, but it signals a commitment to serious professional learning. It is used for a variety of things—courses, peer learning, and observing other teachers. Singapore thinks of autonomy at the level of the teacher, the teacher team, and the school. Every teacher has one hour per week of peer learning. This is protected and resourced, and there is an expectation that teachers will support each other, but the mechanisms are not prescribed. Thirty percent of the 100-hour entitlement is decided by the school, and 30–40 percent is decided by the teachers themselves. In addition, in order to scaffold new teachers, new teachers and their senior mentor teachers have reduced teaching time for the first two years. The 100-hour entitlement is used in calculating the number of teachers needed in each school. The Singapore teachers' union agreed to this use of resources rather than to a reduction in class

size because it promotes an emphasis throughout the whole system on teacher professionalism. The increasing use of pedagogical approaches that use teams of students also makes it easier for some classes each day to have larger sizes.

**New Zealand:** New Zealand is in the process of a “quiet transformation” of the whole education system based on the premise that the government's role is to fund and steward the system but that the





profession must take responsibility for leading the profession. In the New Zealand context, schools are self-managing institutions. Every school and early childhood center must have a community of learning (i.e., a professional learning community) with leadership roles and career pathways for teachers within and between schools. But the roles, remuneration, and time commitments are all designed jointly by the government and teacher unions. Joint

working groups between government and the unions address all major policy issues so that priorities for improving student learning in resource-constrained environments are mutually agreed on, and much is embedded in the collective bargaining agreement. An independent ongoing evaluation of the system redesign allows both government and representatives of the profession to see where there are problems and to adapt quickly.

New Zealand has introduced a range of levers to address the quality of teaching, including: (1) an independent educators' council that is developing standards-based career pathways; (2) communities of learners based around the child's pathway. Data are used to identify achievement challenges, then teacher leaders organize professional development around achievement challenges; and (3) excellence awards to raise the status of teaching.

New Zealand's biggest challenges are with Maori and Pacific Island students, but they are also the groups showing the fastest increase in achievement under these reforms. New Zealand schools also have to "stop being isolated islands and become part of an archipelago."

**Shanghai:** As described in more detail in the 2015 Summit in Banff, Shanghai has also developed a system structured around teacher collaboration and peer learning as a way of life. Every teacher is a member of a teaching and research group that includes all teachers who teach the same subject. The groups meet together for an hour every week to



share the work of lesson preparation and to examine student progress and needs. Teachers are also members of grade-level groups that meet periodically to address issues affecting students in that grade. Teachers' classes are observed frequently by other teachers who provide structured feedback on their teaching. Technology has now been added to these collaborative mechanisms as teachers share lessons on digital platforms.

In addition to these systematic supports for teachers' development, there are strong incentives for teachers to improve their teaching. There are career ladders, open to all teachers, with four broad bands and steps in between. Progress up the career ladder depends on active participation in professional learning activities, an annual appraisal of teaching quality, a teacher's development of innovations for the school, and their work with poorer schools in the district. As teachers move up the career ladder, they move into positions of increasing responsibility for curriculum development, professional learning, and mentoring of younger colleagues. Teachers are thus able to play leadership roles in schools and gain increased compensation without leaving classroom teaching. The most senior teachers in the system play leadership roles not just in their own school but also across the district. They focus on researching problems and spreading best practices and innovations to other schools and, in particular, they work on improving the quality of teaching in schools that are lower-performing. Shanghai credits this three-part policy structure of collaborative professional learning structures, career ladders,

and performance-based promotion with lifting the performance of Shanghai schools, contributing to equity, and broadening the pedagogical repertoire of teachers. Shanghai invests significant resources in these professional learning mechanisms, the trade-off for which is that class sizes are much larger than in a typical European or American school.

**Sweden:** In order to break out of a highly politicized debate about schools, the Swedish government has appointed a Schools Commission consisting of researchers and teachers' unions to design a system for school and learner development. The hope is that then politicians will adopt it. Sweden has lots of good initiatives and has had much discussion about teacher education, but the hard issue is to design structures that enable teachers to keep learning throughout their forty-year career while taking into account the very different contexts in which they work. Sweden wants to develop mechanisms for teacher collaboration but also wants to develop models that involve higher education institutions as well so that teachers are connected to research and so that research in turn becomes more relevant to schools..

## TEACHER LEADERSHIP

One of the hallmarks of a profession is that it takes responsibility for its own high standards of practice and for promoting continuous improvement in the profession. However, schools have often been run more like industrial organizations, with teachers as “workers” being “managed” by principals. The emerging concept of teacher leadership seeks to change that paradigm by encouraging teachers to take leadership roles within schools, within the profession, and in the development of education policies. It is an area of growing interest and innovation in many countries.

**Netherlands:** Over the past five years, the Netherlands has developed a whole range of



initiatives on teachers. These include a Teacher Innovation Fund, supported by the government but with all submissions judged by teachers. The results of these innovations are shared on a website for other teachers to see. Even where an innovation might not succeed, teachers are getting professional space and recognition. There is also a teacher scholarship fund to enable teachers to study for master's or doctoral degrees. And teachers are now involved in the redesign of the primary and secondary curriculum through learning labs. The key to the success of any of these initiatives is that teachers feel ownership of them.

**United States of America:** At the 2015 ISTP in Banff, discussions highlighted how teacher leadership at all levels helps to improve the quality and equity of teaching and learning. Sparked by those discussions and by the initial success of the U.S. teacher-led initiative, Teach to Lead, the United States took the ISTP model and applied it domestically, convening the first National Summit on Teacher Leadership shortly before the 2016 ISTP. The Summit, sponsored by the teachers unions, state education commissioners, and the U.S. Department of Education, featured collaborative teams from eighteen states discussing the challenges faced in designing and implementing teacher leadership initiatives. The Summit allowed time for teams to develop working plans to enhance teacher leadership in their states. Several states made specific commitments to expand teacher leadership opportunities; some even committed to hosting their own state summits. The National Summit on Teacher



Leadership could be a meaningful first step towards changing the national narrative around teacher leadership to one which empowers teachers to lead from inside and outside of their classrooms.

## “Teachers need time, tools, and trust.”

**Scotland:** Scotland has invested considerable attention and resources in school—i.e., principal—leadership through its Scottish College for Educational Leadership. But recognizing that leadership has to be collaborative, Scotland is now embedding leadership ideas into everything from teacher education programs onward. There are many leadership roles for teachers in Scottish schools, including mentoring new teachers, leading professional development, and participating in school inspection teams.

What should be the roles of teachers’ unions in addressing these issues? Unions play different roles in different countries, but in recent years, unions in many countries have focused more strongly on teacher professionalism. Some have worked to create educator standards boards; and many unions, such as those in Canada, Denmark, England, Scotland, and the United States, provide professional development for their members, paid for either by government or by union members themselves. These developments can help to change the culture of unions from

pointing out problems to creating solutions. Some unions have broadened the scope of their collective bargaining agreements to include time for professional development and teacher research.

### DISCUSSION

Countries that want to achieve the goal of having teachers with the knowledge, skills, and dispositions to achieve excellent learning outcomes for all students

will have to create the policy frameworks and school-level supports to produce such teaching. This includes intentional recruitment strategies and relevant teacher preparation. But, just as important, and hitherto more neglected, is the need to design a continuing professional development system that meets the needs of teachers and schools across the board.

The first needed change is attitudinal. Governments need to recognize that teachers as well as students must be supported to continue to learn and grow. And teachers and their unions should make high teaching standards as much a part of their responsibility as traditional labor relations issues.

The emerging concept of teacher leadership is a relatively easy place to start. Involving outstanding teachers and their unions in policy development dialogues shows respect for the profession, helps to engender trust between government and teachers, and makes the emerging policy more likely to be feasible in the classroom. And at the school level, there are a host of leadership roles that teachers can play—from mentoring beginning teachers to coaching teachers in specific subjects, to leading action research and professional learning in schools. These roles are relatively easy to start and don’t require major changes in policy. There were a host of practical suggestions made during the Summit of ways in which teacher leadership is being encouraged more broadly—from teacher innovation funds, to Summits on teacher leadership, to excellence in teaching awards, to teacher academies, to digital platforms for teachers to share lessons—that could be

piloted in other jurisdictions.

Research has shown that not all professional learning opportunities are equally effective. Job-embedded professional development is far more effective for teacher learning than isolated courses or workshops. Many forms of job-embedded professional development have sprung up over the past twenty years, including teacher professional learning communities, schools led by teams of teachers, and instructional coaching, for example. The most powerful forms of professional development are collaborative cultures. When all teachers in a school are involved in giving and receiving skilled mentoring, coaching, and feedback on their teaching, schools are able to create a cadre of self-confident and self-reflective teachers focused on continuous improvement of teaching and student learning. Policy can help to promote collaborative cultures through information, seed funds and pilots, professional self-regulation, and training of stakeholders, and by building indicators of collaborative cultures into school inspection systems.

In this session, examples were also discussed of several jurisdictions that have successfully made teacher learning and growth central to their education systems. These systems have reconfigured time to allow for regular collaboration among teachers and also developed career structures to incentivize and identify skilled master teachers who can lead such collaboration, serve as mentors, observe classrooms and give feedback, and do research on the challenges in a school. These systems are all different

but they take a comprehensive approach to teacher development: focusing all professional learning on an improvement cycle that is tied to student learning; developing new types of teacher leaders; and connecting evaluation and accountability not just to student performance but also to the quality of instruction and professional learning.

“The quality of education cannot exceed the quality of teachers, but the quality of teachers cannot exceed the quality of the systems designed to train and support them.”

Then there are a host of other issues to be addressed in the design of any teacher professional learning system. What should be the balance between the role of the government and the role of the profession? In some countries, teachers' unions provide some forms of professional learning opportunities; in others, unions have negotiated a right to professional development but leave the implementation to local teacher leaders and schools. What should be the balance between professional development that is designed to meet the

needs of a school versus that designed to meet the needs of an individual teacher? How can schools restructure time to encourage effective collaborative cultures? How can policies around professional learning really lift schools that are the most in need? How can data-gathering and research be structured to examine the impact of different forms of professional learning on the teaching profession and on student outcomes?





## HOW CAN GOVERNMENTS IMPLEMENT THESE POLICIES EFFECTIVELY?

**I**mproving schooling is hard work. Every year hundreds of reforms are introduced into education systems around the world—in curriculum or pedagogy, structure or governance, information technology, and so on. These reforms may involve a significant investment of resources and political capital, but the vast majority of them fail or do not accomplish the substantial improvements in achievement that are needed.

Why is reforming education so difficult? There are multiple reasons. In many countries, governance arrangements that involve multiple levels of government make achieving alignment and coherence between reforms extremely hard. Vested interests among providers and parent groups often block needed changes. The fact that schools affect such a large proportion of the population means that everybody has an opinion. Despite the talk of evidence-based reform, ideology often prevails over evidence. Education reforms often take a long time to implement fully; and the tendency of successive governments to change the direction of reform, layering new and sometimes contradictory reforms on top of old policies, makes educators cynical and unwilling to commit to reforms. Many countries develop “islands of excellence,” but these innovations do not become systemic. How can these obstacles be overcome in order to develop policies to support teachers’ learning and growth?

### SUCCESSSES AND FAILURES IN SCHOOL REFORM

The richest discussions at the Summit focused on strategies for implementing reforms. How can governments make reform happen? Would-be reformers need to know not just *what* to do but *how* to do it. In this session, countries shared accounts of their successes and failures in school reform and then analyzed the lessons learned, especially with respect to partnerships between governments and teachers’ unions.

**Sweden:** Debates about education in Sweden have been highly politicized since the 1990s, when a series of reforms from parliament undermined the trust of teachers in the system. In such a context, it is very hard to move anything forward. Acting on advice from an OECD Country Study of Sweden, two enabling mechanisms have been established. One is a National Gathering for the Teaching Profession

to deal with shorter-term issues. The other is a Schools Commission that brings together scholars and the teaching profession—but not politicians—to make recommendations for the future. Even if these vehicles succeed in reaching agreements at the national level, Sweden still has a structural problem: There are 300 local authorities and hundreds of voucher schools that have the power to decide whether to adopt the recommendations, and there is still the fact that teachers don't trust the system. Many teachers regard discussion of professional learning and career ladders as burdens rather than as opportunities. Under these circumstances, neither the Swedish government nor the teachers' union can be confident that they can make significant changes in the views of Swedish teachers by the time of the next TALIS survey in 2018. Swedish reformers envy the high level of trust between government, the public, and educators in Finland and wish to emulate it.

**Finland:** Depoliticization is a fundamental strategy for achieving educational excellence in Finland. The government deals with overall strategic direction and resources, but curricula and teaching methods are left entirely to teachers. The whole system is based on trust, which in turn is based on the perceived high quality of teachers and principals. In such a situation of consensus, how does the government act when it needs to? Currently the government is working to improve both teacher education and professional learning systems and has therefore set up a joint government–profession working group to make recommendations. It has set up similar working groups to respond to the refugee crisis. Under these latter circumstances, a speedy response is essential, but teachers will still be the ones to design and develop the integration programs.

**New Zealand:** Governments change with some frequency, but teachers' unions and their members remain. Governments and unions don't always agree, especially if they are associated with different political parties. However, in New Zealand, government and unions are working together

on areas where they agree—primarily by focusing on children and evidence, which provides a way of cutting through the ideology of both unions and government. New Zealand's self-managing system of 2,000 schools provides a tough context for reform. But teachers' unions and school trustee associations (mainly parents) have national constituencies, so it has been critical to include them in policy development. When you have all the key groups in the policy development process, you can get buy-in and support for a new policy and iron out the wrinkles before implementing the policy. Even with a relationship of trust, there is not always agreement. For example, the government wanted to increase class sizes by one student per class in order to pay for other improvements, but teachers and parents defeated this even though the government believes the research evidence about the lack of impact of small changes in class size is on its side.

New Zealand has been working on its reforms for several years now, so there is alignment between many of its parts—for example, between curriculum standards and teacher standards. Professional standards are embedded in labor agreements as well as in legislation. A new Educators' Council has been created to promote teacher development, although it is not yet resourced, and legislation is being developed that will free up time for teacher development.

**Japan:** Twenty years ago government and teachers' unions were enemies; then they became partners. A representative of the teachers' union was included



in the Central Council on Education, an advisory council to the minister, where all new initiatives are discussed in their earliest stages. The current government is more distant from the union, and there is no union representation on the council anymore. Over the past few years, Japan has successfully raised its performance on PISA, but Japanese teachers feel overworked and want more time, additional staff, and more professional development. Government and unions are discussing these matters but aren't as yet in agreement.

**Germany:** In Germany, the participation of teachers' unions is part of the Basic Law, so unions don't have to argue for a place in the discussions of policy. There have been many changes in education policy since the "PISA shock" of the early 2000s, which precipitated enormous ideological debates about the structure of schooling. Because education policy is the responsibility of the sixteen Länder, there is a lot of variation in the structural reforms that have taken place. Government and unions agree about the need to address inequity and for greater cultural awareness and effective integration of refugees. Most of the Länder do provide time for professional development inside the school day, aimed primarily at school teams rather than individuals. But teachers feel overworked and want more time and resources for professional learning and collaboration with respect to the integration of refugees, for example.

With many changes of government, teachers are tired of constantly adjusting to different reforms. So a critical question for Germany is how to establish and maintain a long-term perspective and strategy in education policy. Governments need to be able to either extend their time in office or develop an agreement with all stakeholders, which will enable reforms to continue despite changes in government. For example, a few years ago in Saxony-Anhalt, a roundtable brought together all the stakeholders. They agreed on a common target—what should the school system look like in the year 2025? This longer time frame enabled the conversation to be more ambitious and, importantly, they also agreed not to discuss resources until they had an agreed-upon plan. As another example, the Standing Conference of Ministers (KMK) is now discussing national standards in a number of areas, drawing on the perspectives of all sixteen Länder. One advantage of a federal system is that issues can be looked at from many perspectives before agreeing to national standards.

**Belgium:** In German-speaking Belgium, there is a constitutional right for teachers' unions to discuss issues with government, but it is limited to personnel matters. For content issues, other forums have to be created for dialogue. An earlier round of curriculum reform was initially discussed with teachers, but then implemented in a top-down way that teachers resented. Under a new approach, the government sets the policy framework but leaves implementation to educators. Recognizing there are dangers in limiting the dialogue to just government and unions, a two-stage model is being created for broader consultation. The Schools Commission in Sweden might be an interesting model for Belgium to consider.

**Poland:** Declaring that modern public schools have to be built on democratic principles, under a new Polish government, the Minister of Education has initiated a broad public debate, involving all stakeholders, about the entire education system. There will be sixteen regional meetings dealing with curricula, structure, finance, teacher professional development, and ICT. By June, white papers with some key goals will be produced and will be the basis of further dialogue.

**Norway:** Norway implemented a major reform ten years ago but is struggling with its implementation. There are big differences in how well it is being implemented among the more than 428 local municipalities. At the national level, there is broad bipartisan agreement, but the system itself is so fragmented that there is a lack of trust. Part of the strategy for overcoming this fragmentation is that the teaching profession itself needs to advocate the value of professional development to their membership. Another major strategy for reducing fragmentation is peer learning networks among schools. To make peer networks work, the profession needs to own them. So teacher ownership of professional learning is crucial.

**United Kingdom:** Scotland and England, both of which were represented at ISTP, have separate education systems. In Scotland, as in many other countries, a major issue is how to address the differences in time frame between politics, with its inherently short-term election cycles, and education, which needs longer time frames and more stability to work effectively. Scotland has a General Teaching Council, which is independent of government, paid for primarily by teachers, and with a majority of teachers on its board. It oversees all professional teaching standards; teachers cannot teach in Scotland without being registered with the General Teaching Council. A few years ago, the government wanted to

establish a recertification scheme for teachers. This was a potentially divisive issue, and the government charged the General Teaching Council with solving the recertification problem. Through this process, the issue was reframed as being about an entitlement for professional development rather than a burdensome requirement. So a policy initiative that was potentially a conflict was resolved. Teachers' organizations need to seize the professional development agenda by framing it as an entitlement for professional growth, not an additional duty.

In England, teachers are very concerned about issues of workload. The TALIS survey showed that teachers in England work eight more hours per week than the OECD average but spend only an average number of hours in front of students. A request for public comment on the workload issue yielded 44,000 responses and revealed that the main causes were “deep” marking, downloading materials for class, and government data collection requirements. The government has established three working groups, led by prominent teachers, to recommend solutions to these problems.

**United States of America:** Following the commitment made at last year's ISTP, the United States held a National Summit on Teacher Leadership and continued to expand Teach to Lead. Both initiatives identified two major barriers to teachers playing leadership roles—a lack of time and a lack of a cultural expectation of growth within the teaching profession. Work is now developing on both of these issues, trying to shift people's mindsets toward the idea that every teacher can and should grow. The decision to replace the federal No Child Left Behind law with the Every Student Succeeds Act (ESSA) has given a new opportunity for states and localities to reset the discussion about the teaching profession toward teacher growth. States will have the opportunity to devise new forms of stakeholder engagement. Some states already have educator



standards boards, but so far they have had only limited input on specific issues rather than being used to help redesign the teacher quality system. A priority for implementation of ESSA will be to make sure that states use their new flexibility in ways that are focused on equity and opportunity for their highest-need students.

**Switzerland:** As a confederation of twenty-six cantons, Switzerland has twenty-six ministers of education and numerous local school systems. It has a strong political culture of dialogue and consensus development with regular meetings between teachers' associations and ministers. But just having an institutional mechanism for dialogue is not enough. Dialogue can deteriorate and lose value. The teachers' unions have proposed the establishment of joint working groups on teacher training and professional learning in order to move forward in these areas.

**Canada:** A spokesperson for Canada likened the relationship between governments and teachers' unions to a marriage—sometimes rocky, sometimes good. Trust is essential to both relationships. In Ontario in 2003, the then new premier, Dalton McGuinty, overcame a history of profound distrust between the government and teachers' unions by reaching out to the unions and bringing together all the stakeholders to create a new vision for education in Ontario. The plan included substantial support for teachers' professional development with literacy and math coaches in every school. Ontario has seen significant increases in achievement scores and



graduation rates, including among its substantial immigrant population; and ten years later, the work continues, despite changes in government. This excellent example of collaboration is not true of all provinces, where unions often fill the void in professional development. A Quebec survey of teachers on barriers to professional development found that 85 percent of teachers indicated lack of time; 85 percent cited heavy workload; and 81 percent said the training offered was not relevant to their needs as a professional.

**Denmark:** In Denmark, secondary schools are now independent within a national policy framework. In this context, the challenge for the national government is how to know whether national policy is being implemented and also how to spread innovations and best practices without being seen as threatening the autonomy of schools and teachers. New ideas are often seen as top down rather than as inspiring. Ownership of reforms only comes as the product of cooperation between government and unions at the design phase, not just the implementation phase. This holds true at both the national and local levels.

**Singapore:** Singapore spoke to the issue of how it drives intentional diffusion of ideas across the education system. Three examples of ways in which policy drives porosity are: (1) There is an expectation that principals look after the system, not just one school. They are rotated between schools every six years as a way to spread best practice. (2) Although teachers have the autonomy to transfer to other schools, the ministry can also ask teachers to move if they have skills that are needed in other schools. (3) About 5 percent of teachers rotate into the ministry for periods of time and then move back into schools. They therefore have credibility in the ministry and in schools, and this ensures that there isn't a gap between policy and implementation. These three policies came at a short-term political cost but brought long-term educational gains.

Singapore's policy stance also encourages the profession to take ownership of professional growth. For this to happen, there must be multiple pathways. Singapore's include career pathways, the Academy of Singapore Teachers, rotation of people, and an innovation fund through which 100 teachers per year disseminate their ideas across the system.

**Luxembourg:** Luxembourg's approach to education governance is that government must define the objectives of the system but that schools and the profession must design the educational program from the bottom up—within these broad national objectives. It is essential to have dialogue with the teachers' unions, but the idea of ownership of the education system must extend to the whole society. What are some effective mechanisms for engaging the whole society in a discussion of the economic and social goals of education? Perhaps this could be a topic for a future Summit.

**Netherlands:** The relationship between politics and the teaching profession has evolved from one of antagonism to co-creation. A 2008 parliamentary inquiry into secondary school reforms criticized the reforms because they had been carried out without dialogue with teachers and the wider society. So in developing a new teacher quality agenda, the government tried to learn from this failure by developing the agenda in partnership with unions and outstanding classroom teachers. For example, the minister included teachers and employers in visits to every teacher training institution. Induction programs to support starting teachers were



piloted with support from the unions. A Teacher Innovation Fund provides funds to teachers to test and disseminate their ideas and is completely teacher led. And Education 2032, a national dialogue on curriculum, is involving teachers through teacher labs. These initiatives haven't solved all the challenges. There is still a problem of high attrition of teachers within the first five years, so school leaders need to focus more on supporting new teachers. But now the government and teachers' unions jointly own this agenda.

**Latvia:** Latvia is a young country that has had six ministers of education in six years. It has experienced teachers' strikes and is still learning how to establish a fruitful social dialogue. Latvia was attending the Summit for the first time and learned

a lot about the importance of support and trust for any reform to work.

## LESSONS LEARNED

The challenges and reflections that were shared at the Summit are echoed in studies of school reform around the world. Reformers need to:

**1. Create an ambitious long-term vision and engage stakeholders.** Education reform cannot be brought about just from inside the education system, however hard people try. Schools are deeply intertwined with their societies and economies, and reform requires political, social, and moral leadership that understands the importance of narrowing the gap between current school systems and what

## GLOBAL COLLABORATION AS A CHANGE MECHANISM: USING THE SUMMITS TO PROMOTE REFORM

"The International Summit on the Teaching Profession is a unique forum at which ministers of education, leaders of teachers' unions, and other education leaders from around the globe come together to discuss how to elevate and enhance the teaching profession to support high-quality learning for all students. The annual ISTP gatherings have become a real international community of practice and have helped to shape education in the US. A joint vision to transform the teaching profession, increased opportunities for teacher leadership, and a national Summit on teacher leadership are just a few examples of how ISTP has influenced teacher policy and practice in the United States." **John B. King, Jr., US Secretary of Education**

"The 2013 ISTP in Amsterdam taught us to get teachers more involved in the development of education policy. After all, the quality of our education is largely determined by our teachers. That makes them uniquely capable of providing valuable input we can use as we work together to improve education. Beginning five years ago, the Netherlands began to develop an agenda to improve the teaching profession. For the first time, government and the profession worked together on a coherent policy with clear proposals and performance targets. We have seen real improvements in teacher confidence out of this collaboration between government and the unions." **Dr. Jet Bussemaker, Minister of Education, Culture and Science of the Netherlands**

"Each year, the Summit provides the opportunity to learn from the best of international thinking on education in order to strengthen teaching practice and raise student achievement. In 2014, New Zealand hosted the ISTP. The New Zealand planning committee used the Summit to help the New Zealand public understand the need to strengthen the teaching profession and to promote student achievement, especially of underserved students. Several hundred New Zealand and Pacific Island educators were invited to observe the Summit, and New Zealand organized an accompanying domestic Festival of Education in Wellington as well as events throughout the country. The positive response from the profession and the media laid the groundwork for further developments, including new legislation and resources aimed at raising teacher quality to improve student achievement." **Hon. Hekia Parata, New Zealand Minister of Education**

At ISTP 2016, the Brazilian Vice Minister of Education, Luiz Claudio, announced that Brazil plans to host a similar Summit on teacher quality in Latin America in 2017.

modern societies require. Building consensus is important, but it must be around a bold vision, not just the lowest common denominator. External pressure can help to build a sense of urgency. And an engaged group of stakeholders—employers, parents, students, teachers, and civil society organizations—can assure that reforms persist across political cycles. Reformers need to “communicate, communicate, communicate” a long-term vision for education and society that includes evidence, intended impact, and the costs of reform versus inaction—in order to build understanding and consensus.

**2. Build frontline capacity.** Vision and societal leadership are important, but unless they directly impact teaching and learning in the classroom, they will not bring about significant improvement. Too often, policy reforms are marginal to the classroom or are handed down from policymakers to schools without giving teachers and school leaders the time, training, curriculum materials, and resources to create the needed change. Recruiting talented and committed people to the profession, building professional capabilities, and sharing best practices as discussed in session two on teacher learning are crucial. Building frontline leadership and capacity, including teacher leadership aligned with the system’s objectives, is fundamental to any significant change.

**3. Develop partnerships between government and the profession.** The most critical relationship is between government and the education profession. There will never be full agreement between government and teachers’ unions, but where there isn’t fruitful dialogue, nothing can be accomplished. Governments need to involve teachers and their unions in the design of reform, not just its implementation, because teachers are understandably wary of top-down government-imposed reforms. Unions also need to change—to focus energies on developing high-level teacher quality, not just traditional labor relations issues. Some

countries have regular institutionalized mechanisms for consultation between government and teachers’ unions on teacher quality issues and/or have teachers’ councils that are independent, professional bodies for standard-setting and quality assurance. Such regular consultation should become the norm in every country, because it builds trust in this critical social partnership. Encouragingly, government–union dialogue does seem to be increasing in most of the ISTP countries.

**4. Provide resources and time.** Any significant change—whether in curriculum or in pedagogy, teacher appraisal or student assessment systems, or the introduction of new data or assessments—requires time to design and implement well. This is difficult to do when teachers and principals are already fully occupied with carrying out their current assignments—the proverbial “fixing the plane while flying it” problem. Governments must be prepared to provide resources and a sufficiently long period of time for school communities and teacher training programs to make the necessary changes before evaluating their success or failure. Creating time in the school day and calendar for teachers to work together is also essential. And given that education has to compete with other social and health sectors for funds, this often means that hard choices have to be made as to how resources of time and funds are used. There are many ways in which systems restructure time to enable teacher learning. It would be useful to catalog and share some of these.

**5. Design whole systems for performance and**



**learning.** Lack of alignment between different parts of the system is a major cause of reform failure. Too often, governments layer reforms on top of previous reforms that are not compatible. For example, there is often a lack of fit between new curriculum goals, as described in session one, and existing assessments or teacher training programs. Countries with federal governance structures or countries where responsibility is highly devolved to the



“The ability of unions and governments to both agree and disagree and make progress is vital to a democratic society.”

school–community level face particular challenges in creating wide-scale improvement. Performance management mechanisms such as targets, incentives, data monitoring, and accountability can be helpful in creating better alignment. But such mechanisms can lock systems into a paradigm that may itself need to change over time. Some systems have therefore shifted from thinking in terms of reform initiatives to thinking in terms of continuous improvement models—self-adjusting systems where educators have the capacity to learn rapidly through piloting, feedback, incentives, and diffusion of innovation.

**6. Involve the whole government in addressing inequality.** A topic at the 2014 Summit in New Zealand that was addressed again, but more briefly, in 2016 is the increasing inequality in modern societies. Countries as diverse as Austria, Scotland, Finland, Japan, New Zealand, the Netherlands, Singapore, and the United States all reiterated that efforts to overcome high and persistent inequality and adapt

to increasing diversity must include mobilizing sectors outside of the school system in order to support disadvantaged schools and students. These efforts include expanding early childhood education to reduce the gap at school entry, bringing health and social service professionals into the school or linking schools to these services, engaging parents, and providing mentors and other supports to students. All these approaches have been shown by research to increase achievement and reduce school dropout, although they often prove hard to carry out effectively at scale.

**7. Use international benchmarking as a reform strategy.** Every country is unique with its own assets and problems, but as the Summits have proved, each can learn a great deal from other countries' experience. In fact, high-performing nations systematically search the world for ideas as they review different policy areas and options. Given the marked differences between countries and cultures, it is perhaps extraordinary that there is such commonality of ideas about what needs to happen to create the conditions for teachers' learning and growth. Education reform needs both well-thought-through policy choices and effective implementation. Difficult as this is, countries can learn from the successful reforms of others that have led to improvement of student achievement. In addition to mechanisms like the ISTP, new technology platforms like the EU's eTwinning platform, which has been used by 400,000 teachers in twenty-three languages, provide an opportunity for teachers to be engaged in such international benchmarking discussions too.



## NEXT STEPS

Toward the end of the Summit, each country's delegation met to reflect on what they were learning from the Summit as it applied to their own situation, and they identified the priorities that they intend to pursue and report back on at the 2017 Summit.

**Austria:** Austria will begin a new teacher training policy/programs based on the Bologna architecture with respect to the balance between knowledge and pedagogy. It will also include diversity competence in the curricula for teacher education. And despite ideological differences, the government will cooperate with the teachers' unions.

**Belgium:** German-speaking Belgium committed to creating a reform discussion platform like the Schools Commission in Sweden that would include employers as well as teachers. The government will reform the civil service legislation and will work with the unions on opportunities for teacher development.

**Canada:** The Council of Ministers of Education of Canada and the Canadian teachers' unions committed to a joint work plan to put further emphasis on the development of educators for the pivotal early childhood years (under a new federal early childhood framework); to implement the conditions to allow for teacher leadership through professional learning developed and led by teachers; and to strengthen indigenous education through teacher education and professional learning.

**Czech Republic:** At present there is a broken consensus between government and teachers in the Czech Republic that needs to be addressed through improvements in basic conditions for the teaching profession, including increased salaries. Other actions inspired by the discussion at the Summit include developing a career system linked to professional growth; and reconstructing the framework for professional learning focused on changes in subject matter knowledge and pedagogical knowledge as seen through the lens of new challenges such as technology and diversity.

**Denmark:** The Danish government and teachers' organizations have developed a way of working on issues of teacher professionalism between Summits. This includes a standing joint working group on the teaching profession that tackles different issues. In addition, an annual conference takes ideas from the Summit and spreads them into a broader Danish discussion. In the coming year, the working group will focus particularly on teachers' professional autonomy and accountability through evaluation and feedback and on the development of teachers' competencies through a lifelong continuum.

**Estonia:** Estonia's plan revolves around key words: recognition, collaboration and design, and teacher leadership. Estonia plans to enhance recognition of teachers through initiatives aimed at career paths, professional time, and salaries. They will also encourage school teams to create organization-wide collaborative professional learning plans based on the best practices of pioneering schools. Finally,

Estonia will analyze the current state of the profession and identify possible paths for teacher leadership to enhance the attractiveness of the profession so teachers are proud of being teachers.

**Finland:** Finland will seek to increase teacher professionalism through promoting collaborative working cultures and collective autonomy at the school level, including school leaders who are essential to this way of working. Finland will also seek new ways to



spread best practices by motivating and engaging teachers through grassroots networks that are owned by teachers. Finally, while Finland is proud of its teacher education, it is now launching a new nationwide teacher education forum to further develop research-based teacher education, including digital development and continuous professional development.

**Germany:** The Standing Conference (KMK) will continue its current work with universities on newly revised standards for initial teacher training that include issues of diversity, inclusion, and integration. Taking a lesson from this year's Summit, the KMK will also seek to improve cooperation and communication with the teachers' unions on issues of teacher professionalism and school quality. Working with the trade unions and other stakeholders, the Standing Conference will also develop a strategy for

to enhance teachers' careers through partnerships between university teacher training and boards of education to create supports for teachers' continuing professional learning; and to strengthen the function of the National Center for Teachers' Development.

**Latvia:** The Latvian delegation decided that the main priority must be to increase trust between government and teachers' unions through ongoing dialogue. The second priority is to support the development of teachers' competencies through five joint regional conferences and ongoing professional development on leadership, ICT, and teacher collaboration. The third priority is to increase respect for and the prestige of the teaching profession through joint awards for innovative teaching and a public awareness campaign with positive examples.

**Luxembourg:** Recognizing that successful long-term education reform that is sustained across political cycles depends on a common societal vision, Luxembourg intends to further develop partnerships between the government and representatives of teachers, parents, and students to implement a new agreement on primary schools that includes more teacher training and autonomy for schools and to initiate a societal-wide discussion about reform of secondary schools.



education in the digital age with recommendations for teacher training and ongoing professional development.

**Japan:** Under the overall concept of building communities for teachers to learn from each other, the Japanese government and teachers' union agreed to continue to work together on realizing the concept of "schools as collaborative teams" in which responsibilities are shared between teachers and a variety of other professional staff; to build inter-school networks for teachers to learn from each other based on student situations and challenges;

unions have developed an approach based on shared ownership of initiatives. The goals for this year are to evaluate and disseminate the results of the Teacher Innovation Fund, which is an important instrument for developing professional learning in schools; to empower as many teachers as possible to get involved in Curriculum Design 2032; and to strengthen the connections between teacher education and schools so that teachers are well prepared and don't drop out of the profession.

**New Zealand:** To increase student learning outcomes, New Zealand will continue to embed

professional collaboration and career pathways in clusters of schools (“communities of learning”), and will explore career pathways between early childhood education and the schools.

**Norway:** Norway’s top priority for the coming year is for government and teachers’ unions to work together to develop models for the implementation of professional development activities for teachers and school leaders.

**Poland:** As part of its long-term education reform, Poland plans this year to change its primary school sixth-form written examination to a system of competency monitoring; to increase financial resources for teacher professional development and establish a minimum number of hours; and to introduce some national quality standards for its education system.

**Singapore:** Singapore will increase the amount of time devoted to initial teacher education; focus on developing the skills of its teacher leaders; and help teachers understand the needs of employers by placing trained vocational and educational counselors in schools.

**Slovenia:** Slovenia will focus on stronger cooperation with its social partners and other education stakeholders to enhance the knowledge and competencies of teachers. Particular attention will be paid to professional development with respect to vulnerable children, including migrant children and those with special needs.

**Sweden:** Sweden will use its Schools Commission and the National Gathering for the Teaching Profession to enhance trust between government, teachers’ unions, and other stakeholders. And with teacher shortages continuing, Sweden will continue to focus on attracting high-quality teachers and school leaders through incentives and better working conditions that enable teachers to concentrate on teaching. In parallel with efforts to increase the status of the teaching profession, Sweden will explore how to redesign its whole school system, with a special focus on newly arrived immigrants.

**Switzerland:** Switzerland will create a permanent commission of teachers’ and principals’ unions, and university training programs to discuss the careers of teachers. The commission will examine best practices with respect to criteria for recruitment into the profession and will study why teachers remain in or

leave the profession.

**United Kingdom:** In the separate education systems of England and Scotland, governments will take specific actions to reduce unnecessary teacher workload; ensure that pedagogy is based on evidence and rooted in effective classroom practice; and create an entitlement to a specific amount of professional development, with the agenda being led by teachers and their associations.

**United States of America:** Under the new education law, which gives greater flexibility to states and local districts, the US delegation commits to creating standards of support for teachers, encouraging states to elevate teacher leadership and voice; continuing to create opportunities to promote student equity and teacher diversity; and changing the negative narrative around teaching to improve recruitment and retention.

**International Developments:** In addition to the individual country outcomes, Brazil announced that it would convene a similar Summit for Latin America in 2017; and Canada, Switzerland, and Germany announced that they had formed an alliance to examine the particular challenges of bringing about change in federal systems where authority is devolved to states and provinces.

## FROM DIALOGUE TO ACTION

**E**very country is at a different point in its education journey, so delegates came to the Summit with multiple different expectations. The cultural traditions, demographic composition, stage of economic development, and nature of the political system all influence the priority given to certain issues and the potential to bring about change. The International Summits have become a global reference point for actions to enhance the teaching profession and improve student learning: participation extends domestic dialogues, enabling participants to learn from promising approaches elsewhere, consider the cutting edges of education policy, and share unresolved challenges.

The 2016 Summit certainly didn't answer all of the questions about modernizing the structure and culture of the teaching profession, but countries did bring home new ideas and insights. The Summit sets in motion processes that may start small but eventually grow to a larger scale and to changes in policy. As countries bring about these changes, they ought also to link them to continuing research so that as dialogues lead to action, they can also lead to evidence and impact.

In her closing remarks, Susan Hopgood, President of Education International, said that this Summit had seen a paradigm shift in recognizing the importance of teachers' unions taking responsibility for professional learning as well as for its focus on practical ideas for implementing new structures for professional learning. The strength of the Summits is that they provide a professional learning opportunity for government ministers and teachers' union leaders and a basis for honest, collaborative relationships and the creation of objectives for the following year.

The school visits in Berlin had shown participants powerful examples of teachers playing leadership roles in responding to the needs of refugee children, helping them to overcome incredible hardships, and providing them with opportunities and a new life. She announced that Education International plans to convene an international forum of teachers from societies with large new inflows of refugees to share best practices.

Speaking for OECD, Andreas Schleicher thanked Udo Michallik, Secretary General of the Standing Conference of Ministers, and Stephan Dorgerloh, Minister of Education and Cultural Affairs of Saxony-Anhalt and Spokesperson of 2016 ISTP for KMK, for understanding the power of global collaboration in education and



bringing the Summit to Germany. It had been an unusually open, constructive, and forward-looking dialogue and moved the discussion to a different level.

Despite the positive actions that countries are taking, he expressed concern that school systems are still finding it hard to keep pace with changes in societies. If any country was designing its education system from scratch, no country would come up with the system we have today with its vast structure of providers and layers of complexity. He sees the need for real transformations in education systems, redesigning and aligning them around core purposes, rather than just layering reform initiatives on top of old systems. He reflected on the dual challenge of how to make education resilient to political change but open to changes in society.

“These days, success accrues to those individuals, institutions, and countries that are swift to adapt, slow to complain, and open to change.”

Speaking for the German hosts of the Summit, Claudia Bogedan, Bremen Senator for Children and Education and 2016 President of KMK, said that the ISTP had helped to change the educational landscape in Germany. ISTP’s unique design—dealing with both the policies and the politics of implementation, is helping to bring about partnerships to ensure the professionalization of teaching to meet new societal demands.



At the end of the Summit, Angela Constance, Scotland’s Minister of Education and Lifelong Learning, offered, on behalf of the UK delegation, to host the 2017 Summit in Scotland, where participants will have a chance to report on their actions since the 2016 dialogue and to explore other challenges.

Many of the changes under discussion at the Summit will require courage and a willingness to challenge traditional institutions and assumptions. The transformation of education for the twenty-first century requires the transformation of the teaching profession. Therefore, recognizing that educational change requires the engagement of all stakeholders, this report aims to spread the discussion that began in Berlin to a wider global audience of people interested in how education systems can provide high-quality teaching and learning for all.

*This report was written by Vivien Stewart, Senior Advisor for Education at Asia Society and author of A World-Class Education: Learning from International Models of Excellence and Innovation.*

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### HOST COUNTRY AND HOST ORGANIZATIONS

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Education International (EI)

National representatives of EI in the host country: Gewerkschaft Erziehung und Wissenschaft (GEW); Verband Bildung und Erziehung (VBE)

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