



International Summit on the
**Teaching
Profession**

2019 14 & 15 March
Helsinki • Finland

The Future of Teaching and Learning

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Joint ownership of education reform

What do we know about ownership?

Some recent evidence:

Success in Hard Times.

(Education International/TUAC)



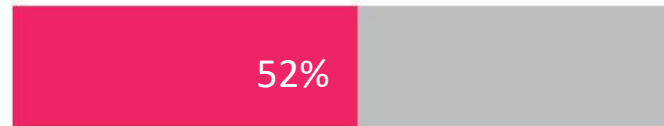
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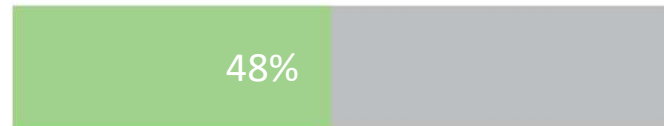
Success in Hard Times-some numbers:

Teacher unions/governments involved in policy collaboration.

Pay/compensation:



Working conditions:



Curriculum:

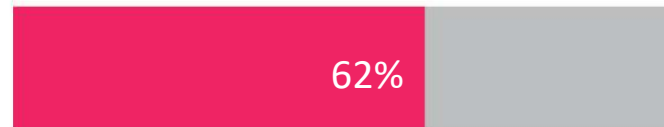


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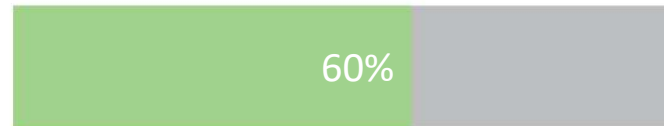
Success in Hard Times-some numbers:

Teacher unions/governments collaborating in policy implementation.

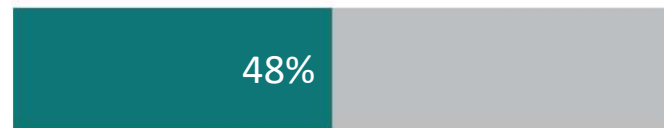
Pay/compensation:



Working conditions:



Curriculum:





Joint ownership of education reform

Success in Hard Times-some numbers:

Teacher unions/governments collaborating in policy evaluation.

Pay/compensation:



Working conditions:



Curriculum:



Joint ownership of education reform

Success in Hard Times-some numbers:

Teacher unions/governments collaborating on policy initiation.

Pay/compensation:

35%

Working conditions:

40%

Curriculum:

27%



Joint ownership of education reform

This Summit provides the opportunity for unions and governments to agree mechanisms for the joint implementation and evaluation of agreed Summit objectives.



Leading Together

What are the features of collaborative systemic leadership?

(e.g. thriving networks: schools; education governance, unions, business, academia, government and employers)

How can the conditions for collaboration be created?

(e.g. creating the cornerstones for cross party consensus on achieving effective education systems)

What are the features of a system which focuses on enhancing teachers' professional capacity, leadership, efficacy and self-confidence?

(e.g. a willingness to learn jointly from national and international research)

This Summit provides the opportunity for unions and Ministers to agree joint guidance on teacher leadership as part of coherent system leadership.



Building Strong Foundations through Innovative Pedagogies and Practices.

Provides the foundation of children's learning and socialisation.

But suffers from low status, funding and understanding.

Yet early years education is an astonishingly fertile area for research, innovation and developing community cohesion

Opportunities for partnership between unions and governments on the curriculum, evaluation, pedagogy, standards, funding and the roles of ECE staff?



Some suggestions for Early Childhood policy development.

Establish social partnerships to enhance early years provision?

Adopt International Labour Organisation guidelines for ECE spending to reach 1% of GDPs and 10% of educational funding?

Adopt national frameworks for PLD for all staff?

Should ECE be deemed to be statutory provision?



Towards Sustainable Schools (aka wicked issues!).

Challenges:

- Accountability pressures,
- Funding pressures,
- Social pressures,
- Environmental pressures,
- Pressures of expectation,
- Digitalisation and teaching and learning.



The list we know.

- How can digital technologies be used to support student learning?
- How can innovative technologies help find new ways of sustainable living?
- How can public policy keep teaching financially and intellectually attractive enough to sustain teacher supply?
- How can schools be sustained in the toughest areas?



Let's think out of the box on curriculum reform:

Climate change, pollution, species loss, sustainable development, global governance, the causes of migration, equality and inequality...



A Summit resolution:

Wicked issues remain wicked
because they are tough to tackle.

Use the Summits to start an all year
dialogue to try and solve them.



Thank you



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