

A nighttime photograph of a city waterfront, likely Helsinki, Finland. The scene is dominated by the warm, golden lights of buildings and street lamps, which are reflected in the calm water of a harbor. In the background, a large, ornate building with a prominent dome and spire is visible. The sky is a deep, dark blue, suggesting twilight or early night. On the left side of the image, there are large, abstract, overlapping shapes in shades of purple, green, and blue, which appear to be part of a graphic design. The overall mood is serene and modern.

# The Future of Teaching and Learning

**#ISTP2019**

# BELGIUM

## 1. Promotion of shared leadership and shared responsibility

- pre requisite for more autonomy
- reform of the current training for pedagogical leaders: implement continuous coaching for principals, middle managers, team leaders ...

## 2. Reform of teacher training

- Future primary teachers: bachelor -> master
- Professional development for in service teachers
- Pedagogical qualification for teachers with a master degree but without pedagogical training

## 3. Reduce curriculum overload and develop future oriented curricula

- Make time available for teachers' professional development, invest in their professionalism
- Objectives: strengthen autonomy, responsibility, ownership and empowerment of teachers

Day 2  
Friday 15 March

**#ISTP2019**

# CHINA

1. **Why to teach?** Education goal in industry society is to train a large number of standardized, universal workers for industrial production. Education goal in Information society is to provide the appropriate conditions for everyone to achieve greatest social value of the individual.
2. **How to teach and where to teach?** Factory-mode schools are being replaced. Now One student, one learning plan could be possible.
3. **What to teach?** Future-oriented curricula system. Curricula system in industry society is based on the common standardized curriculum system established by all learners. Curricula system in Information society is based on the characteristics of each student, designed for each student. Personalized curriculum system, one student, one curricula.

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# HONG KONG, CHINA

1. To create a stable, caring and inspiring environment for the learning and teaching in schools
2. To foster a supportive environment for students and teachers to explore the potential in learning and teaching, so that the burden could be reduced
3. To promote the child-centred and sustainable development of kindergarten education sector

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# CZECH REPUBLIC

1. To work systematically to increase the prestige of the teaching profession, to develop its better conditions and to improve its professionalism.
2. To continue in the social dialogue in performing the education and the curricula reform, especially in early and pre-school education, in order to guarantee their broad acceptability and feasibility.
3. To push through more financial support into regional education, so that teachers' salaries in 2021 reach at least 150 percent of their level in 2017.

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# ESTONIA

1. To modernize ECE legislation and curriculum.
2. Measures to the entry and staying in the teaching profession: supporting novice/beginning teachers, developing mentoring systems at schools, enhancing cooperation between different levels of education.
3. Digital tools in learning process: diagnostical tests and use of learning analytics, etc. Change the feedback and external evaluation system.

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# GEORGIA

## **1. To provide quality teaching and learning for all**

Promote Inclusiveness of the education system, through relevant funding mechanisms, teacher professional development and career advancement, infrastructure development and increased participation of students in informal/non formal education

## **2. To increase status of teachers in society**

Through increase of base salaries and creation of incentive mechanisms for best teachers, minimize bureaucracy in teacher evaluation system and promote creativity, encouraging excellency on regional level

## **3. Ensure linkages through all levels of education, especially from early childhood education to vocational education**

This will be accomplished through strengthening education component in early childhood institutions, increased participation of children in “school readiness” programs and make it mandatory for all by 2022, orientation on transversal skills (communication, critical thinking, problem solving, skills to learn) development at the basic level and integration of vocational education programs in to high school level.

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# IRELAND 1/2

## **1. Stakeholder engagement in planning implementation and pacing of reforms:**

Use the recently established Primary Education Forum and other appropriate fora at primary and second level to ensure that stakeholders are involved in giving careful consideration to the implementation of education reforms, including pacing, resources, student and teacher well-being, and the professional capacity building and leadership required

## **2. Early Years education:**

Implement, in collaboration with the Department of Children and Youth Affairs and other stakeholders, the relevant education-focussed actions from *First Five, the National Strategy for Babies and Young Children* including actions on workforce development, curricular development (including work on Early Years to Primary transitions), and quality assurance

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# IRELAND 2/2

### **3. Teacher professionalism and leadership:**

Continue to invest in high quality school leaders and a well-qualified teaching profession as key contributors to the Irish education system; this will include working with teacher unions, the Teaching Council, providers of initial and continuing professional development (CPD), the Centre for School Leadership and other stakeholders to sustain and improve the supply of teachers and school leaders; to continue to advance improvements in the middle management of schools; and to implement the recommendations of the Minister's Teacher Supply Group

### **4. New entrant teachers' pay:**

Continue ongoing engagement and constructive dialogue between teacher unions and government on post-2010 entrant teacher pay and seek to work towards a resolution within the context of the Public Services Agreement.

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# POLAND

The Polish Government in cooperation with Trade Unions intends to:

1. improve the quality of initial training education for future pre-primary and early school education teaching professionals in mathematics skills.
2. create a new model of continues professional development for teachers with particular emphasis on the role of new technologies and digital resources in educational process.
3. organise large-scale in-service training for teachers to improve critical thinking skills in educational process

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# REPUBLIC OF KOREA

The Korea government and the teacher's organizations are committed to build trust in many ways to resolve our major education issues.

1. We will develop various communication channels, in order to build trust towards our education policy from parents, students and the nation.
2. We will collaborate on transitioning from the industrial society to the future, overcoming the legacies.
3. Last but not least, we are fully committed to,
  - ensure equal start lines for all kids, and
  - reduce the educational gap

The Korea government will endeavour for our children's bright future together with every stakeholder in the society.

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# RUSSIAN FEDERATION

1. Modernization of Federal Educational Standards
2. Development of the educational infrastructure (including the construction of new schools and creation of the new generation digital infrastructure)
3. Increase efforts designed to elevate the prestige of the teacher's profession

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**#ISTP2019**

# MOLDOVA

1. Promoting campaign “Leader of the change management in Education” (in order to consult, to motivate and involve the community in the design of future education)  
*Actors:* Ministry of Education, Culture and Research, Teacher Unions and NGOs;
2. Consolidation of Inclusive education policy in ECEC;  
*Actors:* Ministry of Education, Parents and Teachers Associations, community, NGOs;
3. Conceptualization of a National Plan of human resources in education  
*Actors:* Ministry of Education, Culture and Research, universities, research centres.

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**#ISTP2019**

# SLOVENIA

1. Continue to work together (the ministry and teacher's union) on topical educational issues, including the overall budget allocated to Education (towards the goal of 6% of GDP), working conditions, career and professional development of teachers;
2. Preparing a series of discussions with general public and relevant stakeholders, including teacher's union, head teachers and teachers, about the expectations of Slovenian education in the next decade in order to get a common vision of Education System in Slovenia in view of the interplay between multifaceted and complex societal challenges;
3. Encourage a series of in-depth discussions based on national and international evidence, to see the needs and directions for possible curricular reforms, including in ECEC, to enhance quality education

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# SWITZERLAND

- 1. Innovations in teaching:** further develop and implement the „Strategy for dealing with change through digitalisation“ the cantonal ministers of education have developed in collaboration with the teachers’ and school heads’ associations as well as with the Universities of teacher education (UTE) in order to maximise the benefit of digitalisation for educational processes and organisation.
- 2. Attractiveness of the teaching profession:** Teachers’ and school heads’ associations as well as the UTE take part in the current revision of the regulations on teacher education and the recognition of diplomas at national level. This update should enhance mobility in order to meet the demographic changes.  
Further develop career paths for teachers on the basis of proposals from the UTE-conference and the associations of teachers and school heads. Support a platform for the exchange of school innovations.
- 3. Continue implementation of Education for Sustainable Development:** The topic is integrated into the curriculum of compulsory schooling. Teacher education takes the issue into account. A national service and competence centre supports the schools in implementing sustainable development. Integrate the «whole school approach» and strengthen the network of sustainable schools.

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# UK ENGLAND

1. We will help to create the right climate for headteachers and other school leaders to establish supportive school cultures. At the heart of this will be reforming the accountability system.
2. We will transform support for early career teachers, backed by substantial extra investment. We will build on this support for early career teachers to support all teachers – whatever their expertise or circumstances – to pursue the right career opportunities for them.
3. We will radically simplify the process for becoming a teacher, introducing new digital systems designed to make application much easier and more user-friendly.

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# UK SCOTLAND

1. Pursue a joint approach to create a system wide culture of teacher agency which in turn will support greater empowerment and collaboration.

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2. Affirm our joint commitment, in the expansion of Early Learning and Childcare, to supporting the critical role of the Early Level of Curriculum for Excellence as the foundation for the best outcomes for children.
3. To work jointly to ensure that a career in teaching is a trusted, attractive, highly qualified and varied career recognising this is essential to transform the lives of children and young people in Scotland.

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# FINLAND 1/2

## **1. Attention to learning support**

Each child in early childhood education and care is entitled to necessary support. Support has to be offered at once the need for it appears. The demand for support might vary from limited to substantial or the child might need diverse support concurrently. The sooner the child receives support the better the accumulation of problems can be avoided. It is also very important to secure the smooth continuation of the support when the child moves forward from early childhood education and care to preschool, from preschool to school and at the different stages of schooling.

## **2. Improving quality of ECEC**

High-quality ECEC is the foundation of promoting equality in education (and society at large). Finland has reformed the legislation on ECEC and seeks to increase the participation rate in ECEC. Finland will continue to strengthen the quality of ECEC, for example by developing the staff structure. High quality ECEC will lead to a strengthened learning path throughout life, from the early age.

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# FINLAND 2/2

## **3. Teacher education and training as continuum to basic education and professional development**

The basic teacher education and training should offer sufficient skills and abilities for the teacher profession. Principals and managers at ECEC centres also need a solid education and training for the demanding task of managing their team of experts. The constant change of the surrounding society results in a need for continuous skills improvement of teachers and principals and managers of ECEC centres and schools. Special emphasis should be given to the development of orientation and inductive training of those at their early career stage.

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# LATVIA

- 1. Restart of initial education model of teachers**, planning to develop the content of study programmes, providing mentoring and financial support system within the two years after the graduation to new teachers, thus promoting the attractiveness of teacher's profession.
- 2. Improvement of intellectual attractiveness of professional development of teachers**, promoting competencies, autonomy and responsibility of teachers and strengthening the role of teacher's profession in the future society.
- 3. Professional unions and other stakeholders will be actively involved in the planning and implementation of new education policy reforms**, including participation in working groups on specific policy issues, legislative acts or strategic planning documents.

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# SWEDEN 1/2

1. Building on the School Commission's report, continue our joint efforts to **attract and retain highly qualified and certified teachers and school leaders** by offering attractive incentives and good working conditions. Enabling teachers to focus on core tasks related to teaching and putting emphasis on sustainable teacher wellbeing. Offering more accessible paths into the teacher profession without compromising on quality. Trade unions and the government together are going to intensify this work during 2019.
2. **Establish a CPD (continuous professional development) programme, for teachers** based on scientific knowledge and proven experience. It means enabling continuous professional development and pathways within the profession. Envision, develop and implement systematic opportunities for teachers and school leaders' professional development in a lifelong learning perspective, influenced by and drawing upon identified needs, entailing collaborative learning processes and adaptive to diverse circumstances.

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# SWEDEN 2/2

3. Keep up the momentum in the efforts to increase the **status of the teaching profession** in parallel with strengthening education in the whole school system, to make sure that every pupil and student receive the support and challenge they need. In light of the widening gaps we need to ensure equity and focus especially on the newly arrived.

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# SPAIN

1. Strengthening the teaching profession by promoting professional development in their different dimensions: Initial training, mentored induction, continuous training (peer and collaborative learning) and formative evaluation.
2. Supporting free high quality early childhood education and care (0-3) establishing minimal educational quality standards for schools, professionals and curriculum.
3. Rethinking the curriculum in terms of “essentials learnings” with a competence approach (less contents but deeper learnings; principle of “universal accessibility”; do not leave anyone behind).

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# SINGAPORE

1. Recalibration of School-based Assessments to promote Joy of Learning
2. Sustain a High Quality Teaching Force to provide our students with a balanced and well-rounded education, anchored on values
3. Strengthen the Quality of Pre-School Education to provide strong foundations for learning

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# VIET NAM

1. Enhance teachers' capability and working environment: teacher salary improvement; professional development for teacher educators and teachers; workload reduction, increased autonomy, favorable environment for teachers.
2. Restructure the pedagogical institution network and enhance their capabilities (teacher educators, training curricula, facilities...).
3. Innovate leadership to improve school governance: Collaborative leaderships involving all stakeholders including teachers, parents, communities...

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