

ISTP 2015 Country Commitments

Banff, Canada
March 30, 2015

**International Summit on the
Teaching Profession**

29 & 30 MARCH 2015 | BANFF | ALBERTA | CANADA

**Sommet international sur la
profession enseignante**

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Denmark

The Danish Ministry of Education and the social partners in the Danish education community agree to sustain their cooperation. The parties agree to enter into an obliging dialogue in which they, together with researchers and experts, will deliberate the educational challenges of the 21st century. From this point of departure, they will phrase out a joint introduction to the debate on the questions and dilemmas of the education system for the future. The following components will be included:

- Session 1 – Leadership: Ensure shared ownership to the direction of action. Encourage teamwork for shared responsibility, co-operation among teachers and a continuous dialogue between the school leaders and teams of teachers and pedagogues, and ensure leader competence to conduct evidence-informed decision making and dialogues and give professional recognition to all individual teachers and teacher teams.

Denmark, cont'd

- Session 2 – Recognition and efficacy: Competence development through professional feedback, use of practical experience and partnerships with different teacher-training colleges and universities as a means to give the teaching profession due recognition and ensure that initial and continuous training of teachers and pedagogues accommodate the needs of today's school.
- Session 3 – Innovation: Trust and freedom for teachers and pedagogues to try out new teaching strategies, a learning environment with ICT and supporting teachers' and students' courage to fail and an open, inclusive and systematic evaluation of what appears to succeed and how to ensure implementation.

Estonia

Life-long learning strategy 2014-2020

- **Collaboration** – support and develop learning communities within schools and disseminate best practices.
- Teachers' **self-confidence** starts with initial training – integrate leadership skills in all teacher PD programs (both initial and in-service).
- Building **trust** starts with understanding – creating job shadowing program in between teachers, principals, ministers, ministry employees, local municipal.

Finland

1. Teacher training development programs, including both basic teacher training and CPD for all education sectors, including also induction and mentoring
2. Launching of a comprehensive future education program strategy, including everything from early childhood education to adult education
3. Acting for a change of culture in teaching from working alone to collaboration

Germany

- Training of teachers in dealing with diversity in the classroom/school diversity is a growing challenge in German schools. In order to deal with this challenge, we will strengthen the collaboration between the teachers within and between schools, establishing an innovative feedback culture, changing schools to improve learning and teaching.
- ICT for improving teaching and implementation in all subjects and curriculums, including professional development.
- Common and modern understanding of leadership in schools in the 21st century.
- To address the challenges we need the further development of the collaboration between government and teachers' unions.

Hong Kong-China

- Ensuring equal access to quality early education through the new policy of 3 years of free kindergarten education in Hong Kong
- Integrating the professional and managerial development of teachers and school leaders for collaborative synergy and functioning in elementary education
- Consolidating the institutionalisation of the new senior secondary education reform through constant renewal and impact materialisation

Japan

- Realize “School as a Team” that will improve total school performance of education and organization, with collaboration and cooperation by teachers and staff.
- Review/rebuild teacher training, recruitment, and further development systems to secure “teachers who continue to learn autonomously.”
- Establish educational environments to enhance individualized education and “active learning as a pro-active and cooperative learning approach essential for students.”

Netherlands

- Fostering bottom-up innovation, with special attention to *research* as an integral part of new initiatives and to the *proliferation of good examples* across the educational system.
- Introducing more rewarding possibilities for teachers within the teaching profession by developing new and effective career structures.
- Strengthening the self-efficacy of teachers through the (further) development of a solid professional organization of teachers (transformation of the Education Cooperative into a National Council of Teachers) and the establishment of a Teacher Register.

New Zealand



- Explore the digital platform to create more teaching quality time
- Deeper collaboration to grow and develop teaching practice for measurably improved student outcomes

People's Republic of China

- Thanks to the 5th ISTP and to the contributions of all the delegates, we learned a lot about world trends in the teaching profession.
- We paid great attention and will share the successful experiences in the development of teacher leadership, collaboration, efficacy, and innovation.
- As a developing country with disparities in social, economic, and educational development, the government will persist in improving education through teacher and principal training in the middle and western parts of China.

Poland

- To continue developing teachers' professional capacity, to provide schools and teachers with support based on the diagnosis of an individual school its teachers' needs.
- To support principals' and teachers' leadership at school.
- To improve teachers' collaboration and enhance schools to collaborate with external partners for educational processes.

Singapore

Innovation Strategies:

- Enhance learning for students
- Enhance well-being of teachers

Teacher Leadership:

- Develop teacher leaders at all levels and all areas
- Networked Learning Communities

Pedagogical Practices:

- Student Learning Space
- Applied research for continuous improvement

Sweden

- Attract and retain highly-qualified and -certified teachers and school leaders by offering attractive incentives and good working conditions, which enables teachers to use their time for high-quality education, increased teacher influence and support for collaborative learning.
- Continue discussions with stakeholders to develop a national structure for teacher continuous professional development.
- Involve teachers in educational research and establish structures to provide for easily accessed, validated information for innovative and high-quality teaching.
- Develop a national strategy for digitalization in schools, including an action plan.

Switzerland

Main insight: A better collaboration between teachers, teacher unions, and school authorities is crucial for a better public education.

- More distributed leadership, e.g., induction coaches for new teachers; IT coaches for innovation
- More self-efficacy and recognition, e.g., formative evaluation of teachers by peers; formative evaluation of students
- New innovation strategies, e.g., “local education landscape”

“You need a whole village to educate a child.”

United Kingdom (Scotland)

- Collaboration to ensure clarity of purpose and to remove barriers to success.
- Building and enabling leadership, capacity and appropriate accountability at all levels to improve outcomes for all our young people.
- Developing a more consistent and coherent approach to evidence gathering to inform practice and enable evaluation of reforms and initiatives.

United States

- Continue to work to increase the number of children with access to high-quality early learning and encourage teacher leadership in this regard.
- Work to increase access for learners of all ages to high-quality career and technical education and encourage teacher leadership in this regard.
- Convene summit in the U.S. to highlight teacher leadership and expand leadership opportunities.

Canada

- Focusing on teacher leadership and real forms of collaboration, with particular attention to teacher recognition and career enrichment.
- Fostering a climate of innovation that supports deeper learning and practice.

Canada, cont'd

- Fostering collective ownership of and responsibility for a climate of high expectations and well-being of all students, which includes:
 - **integration of services;**
 - **engagement of families and communities; and**
 - **providing equitable access to fair and inclusive education environments, with a special emphasis on Aboriginal children.**