



COUNTRIES COMMITMENTS



18

INTERNATIONAL
SUMMIT ON THE



**TEACHING
PROFESSION**

22 & 23 MARCH
#ISTPLISBON18



BELGIUM

1. DEVELOP A CONCEPT FOR THE PROMOTION OF CITIZENSHIP EDUCATION IN A PARTICIPATORY APPROACH WITH ALL STAKEHOLDERS: REPRESENTATIVES OF PUBLIC SCHOOLS, UNDER THE SCIENTIFIC LEADERSHIP OF A SUBJECT EXPERT:

- Pilot projects: cross curricular implementation of global goals
- Teacher training
- Curriculum
- Programmes for schools: financial support for projects

2. INITIATIVE „INCLUSION AND EQUITY AS DRIVERS FOR CHANGE“

- Schools develop their own projects under scientific leadership and exchange their experiences in a network
- Government provides financial support and pedagogical guidance
- Meeting the needs of all students by developing new teaching methods

3. PROMOTE SHARED LEADERSHIP BY INTRODUCING MIDDLE MANAGEMENT STRUCTURE
MIDDLE MANAGERS' MISSION INCLUDES

- Promotion of collaborative culture
- Increase teachers' participation and ownership
- Promotion of participation of students



CANADA

The Council of Ministers of Education, Canada (CMEC), the Canadian Teachers' Federation (CTF), and the Centrale des syndicats du Québec (CSQ) reiterate their shared purpose in working collaboratively. CMEC, CTF, and CSQ will work collaboratively on the follow-up to the commitments below and on determining Canada's ISTP 2019 commitments by maintaining regular discussions and consultations and updating their respective members on developments in this file.

1. STRENGTHENING INDIGENOUS EDUCATION THROUGH PRE-SERVICE TRAINING AND ONGOING PROFESSIONAL LEARNING (RETAIN FROM 2017)

Teacher training and ongoing professional learning need to support the integration of Indigenous knowledge into the classroom and school environment. To fulfill this commitment, the necessary funding and resources need to be allocated for the inclusion of First Nation, Métis, and Inuit history, literature, culture, languages, and perspectives in curricula, teacher training, and ongoing professional learning in Indigenous education.

Curricula, training, and professional learning should be developed in collaboration with community members, Indigenous and non-Indigenous educational professionals, partner organizations, and Elders. Capacity should also be developed for the teaching of Indigenous languages in collaboration with Indigenous partners.

2. EXPLORING INNOVATIVE, EVIDENCE- AND EXPERIENCE-INFORMED, AND CONTEXTUALLY RELEVANT PEDAGOGIES THAT SUPPORT THE DEVELOPMENT OF A WIDE RANGE OF KNOWLEDGE AND ABILITIES AMONG STUDENTS TO ENABLE THEM TO REACH THEIR FULL POTENTIAL AS GLOBAL CITIZENS (RETAIN FROM 2017)

To prepare students for the future, it is essential for education to foster a broad range of competencies. It is therefore vital to prepare children for active citizenship and help them to realize their full potential so that they contribute to the development of our society. The key to the viability of our communities, our country, and our planet rests with today's students, who will become tomorrow's active citizens. Implementing approaches that nurture learning and development in the early years is also seen as a critical factor in the long-term success of children. Educators are at the forefront of developing and implementing innovative pedagogies to support student development. Their professional judgment will be respected, notably in curriculum and policy development and their professional learning and development.

3. IMPLEMENTING THE NECESSARY CONDITIONS TO PROMOTE TEACHERS' WELL-BEING IN THE SCHOOL COMMUNITY (PROPOSED NEW COMMITMENT)

The complexity and diversity of classrooms and students in the 21st century places increasing demands on classroom teachers; in a context of educational and social diversity, they are expected to deliver instruction that is more inclusive, personalized, and evidence- and experience-informed in order to respond to the needs of all learners.

However, evidence shows that a growing number of teachers are suffering from high levels of stress, work overload, and exhaustion, all of which can negatively affect their mental and physical well-being. Enhancing the health and well-being of teachers and students in schools by providing the resources needed to support conditions for teaching and learning that are in line with the realities of today's classroom is necessary for quality teaching and learning outcomes.



DENMARK

The Danish Ministry of Education and the Danish Educator Organisations' Council agree to continually develop their mutual cooperation. In the following year, the cooperation will focus in particular on strengthening teachers' professional autonomy and self-efficacy. The cooperation between the parties will take place on two levels:

1. PARTLY THROUGH ONGOING INVOLVEMENT AND COOPERATION BETWEEN THE PARTIES WITH REGARDS TO SPECIFIC INITIATIVES AND POLICY DEVELOPMENT.

As concrete examples for observance, the cooperation regarding implementation of the Danish Parliament's decision on relaxing the rules in the Common Core Objectives can be mentioned, as well as the future work on competency development of teachers in the Preparatory Basic Education (FGU), the development of a new profession and the implementation of the reform in upper secondary schools and development of the upper secondary education.

2. PARTLY THROUGH ORGANIZING A JOINT ANNUAL NATIONAL CONFERENCE THAT PUTS FOCUS ON DEVELOPMENT OF THE TEACHER PROFESSION.

The conference will be organized as a follow-up to the yearly ISTP-conference and will be arranged by a task force between the Ministry of Education and the Danish Educator Organisations' Council. The aim of the conference will be to follow up on the ISTP-conference with a view to translating relevant international educational issues to a Danish context.



COUNTRIES
COMMITMENTS 

UNITED KINGDOM | ENGLAND

1. We want every child to achieve their potential. As part of this, we will continue to work with local partners in the Opportunity Areas to ensure that every pupil succeeds, regardless of their social background.
2. Take action to ensure that every pupil is taught a world class curriculum and that all teachers have access to and are engaged in high quality research on what works in raising attainment.
3. Take specific action to work with unions and Ofsted to remove unnecessary teacher workload, in order to give teachers more time to focus on teaching and improving standards.



COUNTRIES
COMMITMENTS 

ESTONIA

1. Teacher exchange programmes to promote collaborative teaching.
2. Creating programmes to increase teachers' well being programmes based on 2017 and 2018 data.
3. Development programm for school principals to coach and support change management.



FINLAND

1. PROSPEROUS LEARNING COMMUNITIES

Education is not provided in a vacuum. Successful schools depend on the support of the whole community. Finland promotes, as part of the development of the school system, collaborative working across the whole education sector. The entire school community must be a safe place, where every member of the community can do well.

2. EARLY YEARS

High-quality ECE is the foundation of all equal development. Finland will continue to develop ECE. Finland reforms the legislation on ECE and seeks to increase the rate of early childhood education. Finland strengthens the quality of ECE, for example by developing the staff structure.

3. LIFELONG LEARNING OPPORTUNITIES FOR EVERYONE

Lifelong Learning can be used to meet changing demands on the labour market and to facilitate the mismatch problem of skills. Finland strengthens the opportunities for continuing learning especially for those in employment.



GEORGIA

1. TO ENSURE INTENSIVE AND COMPREHENSIVE PROFESSIONAL DEVELOPMENT TRAINING FOR TEACHERS. THE AMENDMENTS TO ,,THE SCHEME OF THE TEACHERS ENTRANCE TO THE PROFESSION, THEIR DEVELOPMENT AND PROFESSIONAL GROWTH´´:

- in order to be deeply focused on the teaching learning process and students oriented, teachers are to be free from the biurocracy and workload;
- enhance the liabilities of the school administrations to reate healthy, peaceful and nonstressful learning and teachers environments for teachers;
- to provide state funded master programs for the initial teachers and their full support.

2. COMPLEX ACTIVITIES ARE TO BE PLANNED TO BUILD THE CONFEDERE AMONG THE TEACHERS AND SCHOOLS:

to reveal the teachers with the best results and efficiency to introduce them to the communities, creation and wide spread of the video - clips via the mess-media;

strengthen the nonformal education program linked with the communities.

3. ADVANCE THE SOCIAL STATUS OF TEACHERS:

designing the special three year state program to gradually increase the teachers basic salaries to equal it to the aver basic salaries o fate public employees;
retaining the compulsory activities of the four teachers categories under, the Scheme of the Teachers Entrance to the Profession, their Development and Professional Growth´´ and teachers support for their further development.



GERMANY

1. STRENGTHEN TEACHERS IN DEALING WITH DIVERSITY IN THE CLASSROOM

With a view to the challenges of inclusive education and integration of young refugees, dealing with diversity in the classroom - including support for German as a second language and learning in a digital world - will remain an important priority for initial teacher training. A special focus should lie on the continuing professional development (CPD) of teachers who are already working in the school system. We would like to strengthen CPD, to increase comparability and to foster exchange between the Länder about resources, time, measures and effectiveness.

Building on the Standing Conference's strategy on "Education in the Digital World" adopted in 2016, the acquisition of competences for educational processes in the digital world will be integrated as a mandatory element into teacher training, including subject-specific didactics, preparatory service and continuing professional development.

2. APPLIED KNOWLEDGE FOR POLICYMAKING AND PEDAGOGICAL PRACTICE

The Standing Conference's comprehensive strategy for educational monitoring laid the foundations for a better use of instruments to monitor the outcomes and outputs of education so as to provide applied knowledge for educational policy and practice. All actors, including policymakers and unions, will continue consultations on how research questions and findings can be used to further develop classroom practice. The comparative analysis of student assessments along with other research findings will also contribute to identifying concrete need for political action. PISA has shown the correlation of social background and education success. The Standing Conference and the teacher unions will work on a strategy to tackle the problem.

3. CONTINUING DIALOGUE BETWEEN KMK AND TEACHER UNIONS

The KMK and the unions agree on the necessity of a continuing social dialogue on the national level about the above agreements with the intention to achieve joint strategies.



COUNTRIES
COMMITMENTS 

HONG KONG

1. To strengthen our support for teachers to enhance their well-being, in order to create a caring and inspiring environment for teachers and students.

2. To conduct a comprehensive review on the education system to create more room for teachers and ensure effective use of resources



NEW ZEALAND

1. New Zealand is about to embark on a significant phase of public engagement to identify what we as a country are looking for from the education system, from the early years and throughout life.
2. The New Zealand delegation is committed to working openly and constructively to jointly lead this conversation in a positive way, without a predetermined outcome, for the benefit of the social, economic and cultural wellbeing of the country.
3. Further to this, the delegation is committed to co-constructing with the profession the design and implementation of changes that affect the profession



NORWAY

In accordance with longstanding traditions of tripartite cooperation in the Norwegian world of work, the Ministry of Education, representatives for local governments and teacher and school leader unions will work together to develop strategies and policy measures in order to improve the attractiveness of the teaching profession.

OUR COMMON GOALS ARE:

1. To develop the quality of teacher education by strengthening the ties between educational research, teachers education and teachers' practice.
2. To recruit more students into teacher education and recruit teachers currently working in other professions back into the teaching profession.
3. To raise awareness and increase knowledge of factors that can improve teachers wellbeing in order to enhance teachers' wish to stay in the profession and take active part in professional development of education and of the education system.



POLAND

THE POLISH GOVERNMENT WITH COOPERATION WITH TRADE UNIONS AIMS TO:

1. Develop the mentoring system for teachers inside the schools.
2. Strengthen the cooperation between universities and schools in the field of professional development of teachers.
3. Create the chain of practice schools for teachers and university students.

THE POLISH GOVERNMENT AND TRADE UNIONS INTENDS TO:

- Appoint in every school a mentor with duties associated with supporting younger teachers, organising necessary training sessions and preparing analytical reports for school principals. Those mentors should be appointed from the most experienced and successful teachers.
- Strengthen cooperation between teachers and school psychologists in the field of teaching methodology and well-being.
- Organise peer learning activities with purpose of dissemination of the best practices in the field of teaching methodology and class management and pedagogical innovations.
- Strengthen the participation of tertiary education institutions (universities, academies etc.) in the system of professional development of teachers.
- Organizing practice schools where the teachers and future teachers should attend the training sessions in the real school environment. Those schools could also serve as model institutions where innovative solutions in the field of teaching methodology should be developed.



COUNTRIES
COMMITMENTS 

SINGAPORE

1. Shifting the focus from pursuing academic achievements to experiencing joy in the process of learning.
2. Uplifting teachers' competency in the design and enactment of engaging learning experiences.
3. Providing support and needs based resourcing to enhance Teacher Wellbeing, efficacy and effectiveness.



SWEDEN

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.
2. Continue joint efforts to establish a professional programme for teachers, enabling continuous professional development. Envision, develop and implement systematic opportunities for teachers and school leaders' collaborative professional development in a lifelong learning perspective, influenced by and drawing upon identified needs, entailing collaborative learning processes and adaptive to diverse circumstances.
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.



COUNTRIES
COMMITMENTS 

UNITED KINGDOM | SCOTLAND

1. Jointly complete work, with relevant stakeholders, on the development of new career pathways (ISTP2017 commitment) , providing main-grade teachers with a wider range of options for leadership, specialist or improvement roles to enhance professional fulfilment.
2. Jointly build upon our work on the “Tackling Bureaucracy” reports, reinforcing key messages and encouraging practical implementation, in order to free up space to enhance learning and teaching.
3. To jointly seek to develop a culture of empowerment within the teaching profession that builds wellbeing, confidence and efficacy.



PORTUGAL

1. Develop integrated programs with different governmental áreas to suport schools in disadvantaged communities, allowing them to work in and with those communities, as a mean to promote equity, success and inclusion.
2. Implement new strategies of theaching and new pedagogic methods and practices, compassed with an investiment on initial and in-service training and neteorking for capacity building.
3. Assume that the aging of the teaching profession is a problem that has to be dealt with; enhance shools and teacher s autonomy by Promoting time and space for collaborative work and reinforcing participation of teachers on the decision making process on the school level.

ISTPLISBON18.GOV.PT

COUNTRIES COMMITMENTS

18

INTERNATIONAL
SUMMIT ON THE



**TEACHING
PROFESSION**

22 & 23 MARCH
#ISTPLISBON18

