



2019 INTERNATIONAL SUMMIT ON THE  
**TEACHING PROFESSION**



# THE FUTURE OF TEACHING AND LEARNING

HELSINKI, FINLAND • MARCH 14-15





Asia  
Society®

# TEACHING PROFESSION

2019 INTERNATIONAL SUMMIT ON THE

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The 2019 International Summit on the Teaching Profession was jointly organized by the government of Finland, the Organisation for Economic Co-operation and Development (OECD), and Education International (EI).

## INTRODUCTION: THE FUTURE IS NOW

**T**he world is changing ever more rapidly. Profound technological changes, an explosion of scientific knowledge, and the globalization of labor markets have transformed the skills that will be needed by young people in the future. Advanced societies are increasingly science- and technology-based, challenged by climate change and depletion of natural resources, globally interdependent, and innovation driven. How can education keep pace with these transformative changes and produce students who are critical thinkers and problem solvers, able to continually learn and apply new knowledge to unforeseen circumstances? The expectations we place on education systems and on teachers are growing exponentially and teachers often don't have the opportunities and support they need to develop the skills to meet the new demands. It was these challenges that brought together ministers of education and teachers' union leaders from twenty-one countries and jurisdictions to the ninth annual International Summit on the Teaching Profession.

The ninth International Summit on the Teaching Profession took place in Helsinki, Finland, making Finland the first Nordic country to host the Summit.<sup>1</sup> The Summit discussions took place in Dipoli, the striking main building of the University of Aalto, named after Finland's most famous architect, Alvar Aalto, and set amid beautiful snowy fir and white birch woods. Finland has long been a leader and innovator in contemporary art and design as well as in education, and the Summit discussions were powerfully influenced by the Finnish context and the opportunity to observe new developments in one of the best education systems in the world.

**Hosted by the government of Finland, the Organisation for Economic Co-operation and Development (OECD), and Education International (EI), the theme of the Summit was The Future of Teaching and Learning. It focused on three interrelated issues:**

- **Leading Together**
- **Building Strong Foundations through Innovative Pedagogies and Practices**

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<sup>1</sup> Previous hosts have included Canada, Germany, the Netherlands, New Zealand, Portugal, the United Kingdom, and the United States.

## • Towards Sustainable Schools

The International Summit on the Teaching Profession brings together governments and teachers' organizations from a number of high-performing or rapidly improving school systems as measured by recent results in OECD's Programme for International Student Assessment (PISA).

**In 2019, official delegations of ministers of education, leaders of teachers' associations, and other education experts attended from Belgium, the Czech Republic, Estonia, Georgia, Hong Kong SAR—China, Ireland, Latvia, Moldova, Poland, Portugal, the Republic of Korea, the Russian Federation, Shanghai—China, Singapore, Slovenia, Spain, Sweden, Switzerland, Vietnam, and England and Scotland, two of the devolved education systems in the United Kingdom. In addition, observer delegations attended from the Netherlands, Denmark, and France. The Summits have all been moderated by Anthony Mackay, CEO of the National Center on Education and the Economy in Washington, DC.**

The Summits have evolved over time into a multilayered set of events. In addition to the Summit plenary sessions, ministerial meetings, meetings of teachers' unions, and bilateral formal and informal meetings between country delegations allowed participants to dig more deeply into other countries' approaches to common challenges. In addition, the Finnish government and teachers' union organized a set of site visits to see different aspects of Finnish education: an early learning center, special needs education, classroom innovations in information and communications technology (ICT), a teacher training school, a science activity center, and a vocational education option. In addition, Olli-Pekka Heinonen, Director General of Education in the Finnish National Agency for Education, gave a presentation on the development of Finnish education, a system known around the world for



both excellence and equity.

Since the first International Summit on the Teaching Profession was held in New York City in 2011, it has become a seminal event, the only one that brings together government leaders and leaders of teachers' unions to discuss how to deal with the daunting challenges facing education in the 21st century and how to move forward education policies in their countries. Ministers and teachers' union leaders present their views—sometimes similar, sometimes in strong disagreement—on the Summit themes. Country delegations then meet to set objectives for joint work over the coming year. Most importantly, as country reports submitted before the Summit demonstrate, issues raised at the Summits have often resulted subsequently in joint work or policy changes in participating countries.

## SUMMIT OPENING AND FRAMING

**Sanni Grahn-Laasonen**, Minister of Education for Finland, welcomed participants to the 2019 Summit. She stressed the unique goal of the Summit as a forum to foster dialogue between political leaders and teachers' unions and as an opportunity for exchange of best practices between high-performing systems. The title of the Summit, *The Future of Teaching and Learning*, was ambitious. Schools do not operate in a vacuum; they need to address the most pressing or “wicked” problems of our time, as the agenda referred to them. How should schools ensure

that their graduates have the right skills for life and work in a rapidly changing world? How should schools respond to the threat of climate change? The digital world provides both amazing new opportunities but also dangers. How should schools respond to the ever-evolving digital environment? Are education systems innovative enough to tackle the problems of marginalization? All these issues affect teachers.



The leaders of every system are called upon to redefine both the objectives and content of education. This past year, for example, Finland brought about a system-wide renewal of vocational education and training, the biggest reform in twenty years. They did this by engaging in a dialogue with all the stakeholders. This way of working was also used in the development of a new system of professional development for Finnish teachers. She believes that this type of collaborative leadership is essential to any successful education reform.

Grahn-Laasonen said she was delighted that this was the first Summit to take on the issue of early childhood learning. High-quality early childhood education has been shown to be a powerful tool for equality and to have numerous impacts on well-being in adulthood. Finland is focused on broadening the rate of participation as well as improving the quality, while strengthening its play-based approach to pedagogy.

She said the setting for the Summit, the Dipoli building of Aalto University, was very appropriate. The university came about through a unique partnership of three institutions of engineering, economics, and design. This is how new ideas are born—at the intersection of disciplines. She hoped that the unique partnerships that bring about the Summits would be similarly fruitful.

In her opening remarks, **Susan Hopgood**, President of Education International, the global

federation of teachers' unions, also stressed the challenges facing the world—aggressive nationalism that is undermining democratic political systems, persistent inequality, the existential threat of climate change, the wide spread of disinformation and hate speech, and artificial intelligence algorithms that begin to erode the sense of what it is to be human. For humanity to have a hopeful future, nations will need to provide school systems that enable every child to be an enthusiastic learner and seeker of truth. And this rests on having qualified, well-supported, and confident teachers.

Hopgood said that the Summits have done more than any other venue to enhance teacher policy, contributing to a consensus on teacher policies that work and those that don't. To be sure, there are tensions and conflicts that are inherent in the different responsibilities of public authorities and representative education unions; but the Summit dialogue, depending, as it does, on the balance of respect between governments and teacher representatives, has contributed to improved relationships between governments and unions in many jurisdictions.

She noted that Finland has an enviable record of creating one of the most improved education systems in the world not through conflict and imposition but through partnerships with teachers, parents, and the wider community. She noted the very active role played by the Finnish teachers' union in organizing the Summit and site visits.

**Andreas Schleicher**, Director for Education and Skills and Special Advisor on Education Policy to the Secretary General, OECD, presented some of the challenges to national education systems and OECD's findings on the Summit's three themes.

“In a global era, if you are standing still, you are falling behind.”

He emphasized how dramatically the world is changing: There is a rise of a global middle class who will demand more of schools, but at the same time, in many societies, inequality is growing, and social mobility is declining. Migration is bringing greater diversity to the doorsteps of schools, and the needs of aging populations and slower economic growth are making the financing of government services vulnerable. Democracies seem more fragile and there is declining voter participation in many countries. Digital technologies are simultaneously empowering and disempowering, and the rise of artificial intelligence is destroying jobs and pushing people to think about what humans are really best at. In some countries, students are spending more time online than in school. Yet education remains the same. For example, since the PISA science assessment in 2006, the world has witnessed the advent of the smartphone, Twitter, CRISPR, and electric vehicles, to name a few science-based developments, but, globally, students' science understanding has not improved. In short, the world is changing faster than education systems can keep up. So, the biggest challenge to school

systems is relevance—they are educating students for our past not their future.

Schleicher likened changing education to moving graveyards. There are so many forces that maintain the status quo and prevent the implementation of new ideas. The old command and control systems that stemmed from the creation of education systems in the industrial era cannot change fast enough. New kinds of thinking and new kinds of collaborative leadership are urgently needed. It was therefore very appropriate that this Summit was taking place in Finland, which has created one of the world's best and most equal education systems through collaboration at every level. It is also one that never stops moving forward.

With respect to the Summit's second theme of learning in early childhood, he presented the findings from OECD's background paper for the Summit, *Helping our Youngest to Learn and Grow: Policies for Early Learning*,<sup>2</sup> part of a growing body of work by OECD on early childhood development. Several decades of research in many countries have made crystal clear the importance of the early years for cognitive and socioemotional development. Although research has shown the power of high-quality early childhood education for disadvantaged children, the reality is that, in many countries, richer families have greater access to programs. So early childhood education is



<sup>2</sup> Andreas Schleicher, *Helping our Youngest to Learn and Grow: Policies for Early Learning*, International Summit on the Teaching Profession (Paris: OECD Publishing, 2019), <https://doi.org/10.1787/9789264313873-en>.



that make continuous progress through collaborative discussions and agreement on system-wide policies among key stakeholders, including teachers' unions. How can this be brought about more generally?

On the second Summit theme, Building Strong Foundations, Bangs pointed out that although research has shown that the early years of life are fundamental to human learning, until now, early

amplifying rather than narrowing social gaps.

OECD's key research findings on the Summit's themes were taken up in greater depth in the sessions that followed.

**John Bangs**, Senior Consultant to Education International and author of its background document for the Summit,<sup>3</sup> presented Education International's perspective on the Summit and its themes. Survey data from Education International show that while more than 50 percent of national teachers' unions report collaboration between governments and unions on teacher pay and working conditions, only about 40 percent report any collaboration on curriculum reform. In other areas, such as professional development, evaluation, and school climate, there was much less collaboration. In fact, in most countries and in most areas of education, teachers are expected to implement education policies in which they have had no input. He emphasized the value of the Summits as a trigger for joint action between governments and unions on education policies.

Bangs noted that the first Summit theme of Leading Together built on discussions of leadership in the 2012 and 2015 Summits, which were primarily about leadership at the school level. This Summit provided the opportunity to examine the experience of Finland and other improving systems

childhood education has been a poor relation of primary and secondary education. Although it has been expanding in many countries, there is rarely statutory provision for universal early education, and early childhood education personnel are poorly compensated and often not required to have professional qualifications. Bangs argued that early childhood education's ameliorating effects on social inequity and its potential to provide a firm educational and social foundation for all children means that it should have the same legitimacy as primary and secondary education. Education International's background report cited examples from Germany, Norway, and Denmark in which governments and education unions worked together to raise the quality of early childhood education, including through professional development for early years educators.

The final theme, Towards Sustainable Schools, was an opportunity for countries and jurisdictions to discuss and agree on joint actions to address what each country delegation thinks is the most pressing problem in the long-term vitality and effectiveness of their education systems. How can schools be sustained as thriving institutions that enable students and societies to tackle the most complex challenges of modern life? In a global era, if you are standing still, you are falling behind.

<sup>3</sup> Education International, *The Future of Teaching and Learning*, 2019, [www.ei-ie.org](http://www.ei-ie.org).

## RESULTS OF PREVIOUS SUMMITS

The Summits have indeed developed as a unique forum for the exchange 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 countries attending for the first time, Summits provide a chance to learn from the successes and failures of others.

**Alexandra Leitão**, Assistant State Secretary for Education in Portugal and host of the 2018 Summit, reflected on progress and challenges in Portuguese education and the commitments made by Portugal last year. Traditionally a highly centralized system, Portugal has been able to strengthen the autonomy and creativity of its schools by decentralizing decision making processes to schools and supporting professional development for teachers on new teaching strategies. Portugal has also been able to make progress on its second commitment to assist children from disadvantaged backgrounds by changing school registration criteria so that children from disadvantaged backgrounds can choose which school to attend and also by establishing new programs for children with special needs. However, Portugal has not been able to make much progress on its third commitment: to address the problems of an aging profession. Because of the global recession and financial crisis from 2008 onward, teachers' salaries and positions were frozen from 2011 to 2017. They are no longer frozen, but the national budget has prevented progress on working conditions and retirement. However, even with this difficult government–union situation, teachers are working hard, and Portuguese schools are continuing to improve on national and international measures.

The International Summits on the Teaching Profession have developed a form of professional accountability. Each year, participating countries are asked

to submit summaries of their actions over the preceding twelve months to follow up on their commitments made at the previous Summit.

**Anthony Mackay**, moderator of the Summits, analyzed the results. Although each country's progress is different in its details, he saw ten key areas of action that countries have been actively working on in 2018–2019.

- **There is a renewed focus on learning “for the whole person,” pursuing the joy of learning in both formal and informal settings.**
- **There is a strengthened focus on the centrality of teachers' expertise and the shared responsibility of the profession, government, and teacher education partners to invest in deepening professional practice.**
- **There is an increasing adoption of teacher “pathways,” some more explicit and structured, to enable and incentivize professional progression.**
- **There is deeper recognition that teachers' well-being and effectiveness requires work environments and conditions characterized by the redesign of teachers' work, shared leadership, professional accountability, and continuous learning.**
- **There is a serious investment in the development of quality curriculum resources,**



**harnessing technology and informed by collaboration, designed to strengthen the profession—not replace it.**

“The biggest challenge to school systems is relevance—they are educating students for our past not their future.”

- **There is further exploration of multiple pathways into teaching, explicitly including preschool, but without compromising on standards and quality.**
- **In the compulsory years of schooling there is a deliberate move to ameliorate the negative consequences of testing programs, and in the post-compulsory years to redesign graduation and certification requirements.**
- **There is renewed promotion of vocational education and training, anticipating and responding to demand for highly skilled graduates.**

- **There are an increasing number of strategic policy interventions to address the challenges of inclusion, diversity, and equity—not pragmatic “fixes,” but systemic in intent and design—in partnership with parents and the community.**
- **There is a strengthening of the trend to partnerships, collaboration, and stakeholder engagement situated in more empowered local learning environments, with a shared responsibility for a public education system in the public interest.**

The effects of the Summits are cumulative. Discussions in one year build on those in previous settings. The same themes may be revisited but there has been progress, so the starting point is never the same. Centered on teacher policy, the Summits increasingly look at how teacher policy interacts with other policies.

This report is not a proceedings of the Summit but it tries to capture the main content and themes of the discussions to show where there is agreement, disagreement, or different approaches. It is based on the Summit discussions, background reports, and the site visits to educational settings in Finland, which provided a powerful and optimistic context for this Summit. The report also records the actions and policies that have been inspired by past Summits and the commitments that governments and teachers’ unions made about their work over the upcoming year. Written,

as previous reports have been, by Vivien Stewart, Senior Advisor for Education at Asia Society, its intention is to spread the discussions that took place in Helsinki to a wider global audience of people interested in how education systems can prepare all students for a complex and rapidly changing future.



## FINLAND: A HIGH-PERFORMING COUNTRY CONFRONTS THE FUTURE

Finland is a country of 5.5 million people, the vast majority of whom speak Finnish although Swedish is the first language of 5 percent of the population and is also an official language. Finland is a fairly homogeneous society although 6.2 percent are counted as “persons of foreign background.” Forty-five percent of the working age population have attended tertiary education. Ruled for centuries by the Swedish empire and then the Russian empire, Finland became independent 100 years ago, and education and Finnish identity have been entwined ever since. Finland scores highly on a range of international comparisons of education, gender equality, lack of corruption, safety, press freedom, and innovation, among others.

Equal opportunity in education is enshrined in the Finnish constitution and is the key principle underlying the education system. The vast majority of children attend publicly funded schools, and the education system is designed so that there are no dead ends. Basic education of nine years leads to either vocational or general (academic) upper secondary school. Both pathways can lead to a university or polytechnic education and there are routes back into tertiary education from the workforce.

Finland’s educational success is attributed in large measure to the high and consistent quality of its teachers. In 1971, teacher education was moved into research universities and since 1978, a master’s degree has been required for entry into the profession. And a bachelor’s degree is required for early childhood education programs. Teacher education programs involve pedagogical studies, rigorous courses in subject matter combined with guided teaching practice, which is implemented in the universities’ own schools for teaching practice and other schools nominated for this purpose.

Another key feature of teacher education in Finland is the emphasis on learning research methods and the skills to analyze teaching and learning. The objective is to produce teachers with a research orientation to their work, who are capable of independent problem-solving and have the capacity to use the most recent research in the fields of education and the subjects taught.

Teaching has become a highly respected, trusted, and very popular profession. It is seen as an academic profession. Teachers have considerable freedom over the curriculum, pedagogy, and assessment and they are active agents, taking part in their own professional communities.

When compared with schools in other countries, Finnish schools have moderate costs, relatively low formal instructional time, and little difference in performance between schools. Socioeconomic status has only a modest effect on student achievement, although it has grown in recent years. Students’ performance is assessed by their teachers and there are no national examinations until after the end of upper secondary school. However, the Ministry does collect extensive data on the system through research and evaluation.

Finland has also developed a distinctive way of making education policy. Education policies are routinely developed in partnership with stakeholders, including teachers, parents, students, employers, and cultural institutions. This collaborative decision making promotes a culture of trust in the system and ensures that policies are implemented and sustained without the need for lots of administrative or inspection mechanisms. A great deal of decision making is delegated to the local level.

### CHALLENGES AND NEW DEVELOPMENTS

Even highly successful systems need to adapt to the future. What should national education systems do to educate and train their citizens for an uncertain and complex world and an unpredictable

future? Many see a race between technology and education. When artificial intelligence algorithms outperform humans on so many tasks, what is it that humans do better and what skills do they need for a post-information age society and economy? Increasing diversity through immigration, opportunities and threats from digitalization, and mental health challenges all demand new approaches. It is estimated that only 10 percent of people's learning takes place in formal educational institutions and that lifelong learning is becoming ever more vital, including for teachers.

Over the past few years, Finland has put in place a significant number of initiatives to overhaul its education system to meet these challenges. These include:

**New Early Childhood Legislation:** New legislation was passed in 2018 to increase the participation rate and quality of early childhood education and to reduce its fees.

**New National Core Curriculum:** In 2016, a new national core curriculum was introduced. The main goal is to increase students' joy and motivation in learning and to develop their active agency and sustainable well-being. Transversal competencies, needed in a fast changing world, were described for the first time.

**New Vocational Education and Training System:** As new occupations emerge, technology advances, and revenue models change, students need a personal competence development plan with broad-based qualifications and frequent opportunities to update their skills. In 2018, a new VET system was introduced along these lines.

**Finnish Teacher Education Forum:** In 2016, the Teacher Education Forum held a nationwide conversation among stakeholders to prepare a plan for teachers' preservice education and lifelong professional learning. In 2017-2021, 45 projects and networks will implement its recommendations.

**Tutor Teachers:** Although Finnish teachers are highly qualified, teaching has been an individualistic profession, lacking a sharing culture. Beginning in 2016, the government has trained 5 percent of teachers, one for each of Finland's 2,200 comprehensive schools, to be tutor teachers. Their role is to increase peer learning and collaboration on the new core curriculum, encourage new pedagogical approaches, and promote the effective use of technology in teaching.

**New Vision for Basic Education:** In 2018, the Finnish Comprehensive School Forum published a new vision for Finnish basic education, *Excellence through Equity for All*. Priorities for the future are:

- 1. Educational leadership and professional development. The goal is that schools become ever more collaborative and continuously learning expert organizations.**
- 2. Long-term development, funding and support for implementing the new curriculum, with continuous dialogue between national and local levels**
- 3. Support for personalized learning paths and flexible learning solutions to provide equal opportunities for all students**
- 4. Schools promoting well-being**

**Higher Education:** The "Vision for Higher Education and Research in Finland 2030" was published in spring 2018. It calls for more than 50 percent of the Finnish population to have bachelor's degrees, for new models of post graduate learning, and for higher quality and more international research.

## REFORM OF THE ENTIRE FINNISH EDUCATION SYSTEM

### Early childhood education and care

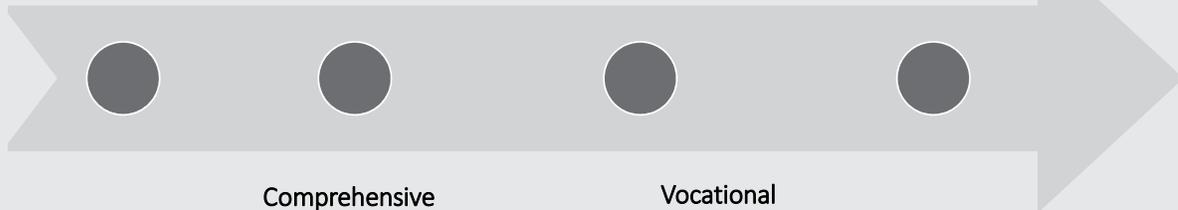
- higher enrolment rate
- competence level among staff will be raised
- focus on pedagogy

### General upper secondary education

- provision of more extensive general knowledge
- cooperation with higher education institutions
- introduction of special-needs education
- obligation to provide guidance to former students

### Universities and universities of applied sciences

- Vision for 2030: 50% of young people complete a higher education degree, 4% of GDP allocated for RDI
- internationalisation and Team Finland Knowledge
- education exports



### Comprehensive education

- new curricula
- support for teachers
- new operating culture
- digital tools and learning environments

### Vocational education and training

- flexibility and individual solutions
- learning in workplaces
- prevention of social exclusion
- reform of qualifications

## A SYSTEMIC HOLISTIC APPROACH

- |  |   |  |
|--|---|--|
| • School subjects  | ➡ | • Also competences, skills                       |
| • Teaching individuals                                   | ➡ | • Community capacity building, applied learning  |
| • School-based learning                                  | ➡ | • Lifelong learning path and ubiquitous learning |
| • Physical, social, ethical, mental wellbeing separately | ➡ | • Seeing human being as a whole, growth mindset  |
| • Individualistic professional development of teachers   | ➡ | • School as a learning community                 |
| • Provider-based services                                | ➡ | • Child- and youth- centered serviced            |
| • National identity                                      | ➡ | • Global consciousness                           |

## LEADING TOGETHER

Only one thing can be said with certainty about the future of teaching and learning—it will constantly need to transform as the world changes ever faster. But education systems are notoriously slow and difficult to change. There are so many forces and interest groups that maintain the status quo and prevent the implementation of new ideas. Many layers of government are involved, each with a financial stake. The costs of reform are incurred in the short term, but benefits accrue primarily in the long term and don't fit neatly with election cycles. The research sector is often disengaged from the needs of the classroom. In truth, the education landscape is littered with reforms that were never fully implemented. Countries agree that the command and control management systems inherited from the past don't work. Instead, they are searching for a new paradigm of collaborative leadership that will bring buy-in to the need for and direction of change and unleash the creative capacities and commitment of teachers and principals at scale.

Over the past twenty years, many countries have decentralized considerable authority to local schools and communities. There is now universal agreement that there is no good school without a good principal, so in 2012 the Summit discussed ways to develop effective school leaders. Since that time, many jurisdictions have taken up the development of school principals or heads in a focused way. But the consensus at the 2012 Summit was also that no one person could carry all the administrative and instructional leadership responsibilities of a school and that distributed or collaborative leadership models, which included teachers, were necessary. Subsequently, the 2015 Summit discussed different approaches to teacher leadership. Teacher leadership has different meanings in different jurisdictions. For some, it is about increasing teacher voice in decision making; for others, it is principally about strengthening instructional quality in a school. The 2015 Summit also explored the emerging concept of horizontal leadership. As systems seek to “raise the bar and narrow the gap,” they are experimenting with ways to use the best teaching and leadership talent to have impact beyond their individual school—through teacher networks, school clusters, and partnerships—to spread best practices, especially to schools in the most challenging situations.

Previous summits have also discussed collaboration between government, unions, and other stakeholders (such as parents, students, employers, and



right approach. The participating delegations discussed their evolving approaches and what some of the challenges are. Shanghai and Portugal, two contrasting jurisdictions, started the discussion.

### Shanghai—China

China's traditional management chain in which policies travel from government to system leader to principal to teachers no longer works in an age when information

cultural organizations) in the development of national policy. But as John Bangs pointed out in his opening remarks, only 50 percent of unions report collaboration on issues of pay and conditions, while even fewer report collaboration on teacher policy issues such as professional development and teacher leadership.

No Summit has yet addressed the question of whether and how it is possible to achieve effective collaborative leadership at every level of an education system.

The Leading Together session discussed:

- **What are the features of collaborative systemic leadership?**
- **How can the conditions for collaboration be created?**
- **How can the development of school leaders and teacher leaders be enhanced so that schools can become continuous learning communities?**

### APPROACHES TO COLLABORATIVE LEADERSHIP

Jurisdictions think about the roles and responsibilities of different levels of the education system differently. Accordingly, they think about leadership differently. There is no one

technology has completely changed the way that people interact with each other and with information. China strives both for system coherence—everyone needs to understand the policies and direction—while also promoting autonomy at the school level. It is a difficult balance to strike. China's national and provincial governments are responsible for the curriculum framework and overall policies for the system. And, incidentally, when draft changes to the curriculum are put out for public comment, in this internet age the government receives millions of comments! At the same time, teams of teachers are responsible for the implementation of the curriculum through lesson plans and development and improvement of instruction in schools.

In Shanghai, the world's largest school system with 16 million teachers, teacher leadership and collaboration are a way of life. Teachers in Shanghai are highly valued. They earn more than civil servants and receive a substantial amount of professional development—360 hours every five years, rising to 540 hours for senior teachers. They spend less time in front of classrooms than teachers in many other countries, reserving more time for working with students individually and for working with their peers. Every teacher is a member of a teaching and research group that includes all teachers who teach the same subject. The groups meet weekly to share the work of lesson preparation, collectively examine student progress, and diagnose student learning needs. Teachers are also members of grade-level groups. In Shanghai, classrooms are open:

teachers observe and are observed by other teachers regularly, providing and receiving structured feedback on their teaching.

Career ladders are an important part of making this system work. Progress up the ladder and increasing compensation depend not only on performance as a teacher but also on supporting other teachers' professional learning. Senior teachers are responsible for the quality of instruction in a school and lead the teaching and research groups. The most senior teachers in Shanghai also play important roles across the system, particularly in working with teachers in lower-performing schools to improve teaching and learning. In fact, in order to be promoted to the most senior ranks in Shanghai, a teacher needs to have spent time in or with a disadvantaged school community.

### JURISDICTIONS WITH SCHOOL LEADERSHIP ACADEMIES

- Australia
- China
- England
- Estonia
- Georgia
- Hong Kong SAR—China
- Ireland
- New Zealand
- Ontario
- Scotland
- Singapore
- Slovenia
- Wales

#### Portugal

Portugal has traditionally had a very centralized education system with most policy decisions made by the central government. Recognizing the significant challenges Portugal faces in trying to bring about improvement in the quality and equity of its education system and in teacher well-being, recent legislation has attempted to change to a more multilevel approach to leadership. As of September 2018, schools are being granted significantly more autonomy over curriculum and instruction. Principals are being appointed by local communities, there is more professional development for teachers, and the participation of teachers and students in school policy is being encouraged.

A second piece of legislation, in January 2019, transferred certain support functions (for example, human resources, transport, buildings, social support) from central government to municipalities. This came about through discussion between central government and local authorities and is intended to both relieve schools of some administrative burden as well as provide more support to schools.

The central idea is that while the state is the main funder of the education system, it should not be the sole leader of the system and there should be room for creative adaptation to the needs of local communities, following the principle of subsidiarity. The main danger in this decentralizing initiative is that it might reinforce existing inequity and bring about greater inconsistency. This new approach is still contested in certain places. For example, some teachers feel that principals still make all the decisions and that teachers don't participate. Principals vary; they are not all collaborative in their leadership style. Portugal is trying to reconceptualize its system as one of shared leadership across levels.

#### Scotland

Scotland has been investing in the development of a cohort of effective school leaders, termed Leaders of Learning, but also wants to do more to promote teacher agency through career progression pathways that encourage teachers to play broader roles—for example, in curriculum development. Scotland has a new agreement on teacher pay that includes provisions for teacher leadership. This agenda is less contested now than twenty-four months ago; there is more agreement that leadership should be shared. The government has opened up the debate about education reform to local authorities and to teachers and, as a result, has gotten more buy-in from teachers and local authorities and has been able to make progress without the need for new legislation.

#### Singapore

Singapore's policies are based on the premise that Singapore's only resource is its people. Teachers as the main developers of Singapore's human resources are therefore precious and have to be nurtured themselves. The relationship between government and the teaching profession is very close. Teachers are seconded to the Ministry of Education and routinely consulted about new policies.

Because Singapore is a national education system—the schools are owned by the Ministry and teachers are employed by the Ministry—it is relatively easy to implement policies for all teachers. Singapore has a systematic process of identifying and developing teacher leadership. After three years of teaching, Singapore teachers can pursue one of three tracks—principal, master teacher, or specialist—according to their interests. Principals are expected to identify teachers and to give them stretch goals to allow them to try out new roles. There is a mentoring scheme to help teachers develop, with mentors trained by the Singapore Academy of Teachers. Teachers are also provided with training courses—Milestone, Teacher Leadership, or Leaders in Education—before they assume new roles. The system is a partnership between government and the profession, and collaborative leadership is a signature of the whole Singapore system.

“If you want to go fast, go alone: if you want to go far, go together.”

### **Finland**

The Finnish system operates on the assumption that to be successful, any reform, of which Finland has had many in the past few years, requires the commitment of all relevant stakeholders. The government and the teachers’ union do not agree on everything, but the relationship works well and no legislation is passed without input from the union.

Another operating assumption is that schools have significant autonomy, which is possible because Finnish teachers are highly trained and have a strong sense of professional accountability. Also, all principals have been teachers and so have a good understanding of curriculum and pedagogy. Finnish society respects and trusts its teachers but studies have shown that Finnish teachers do not cooperate a great deal so a new “tutor teacher” model has recently been introduced in every school to promote greater collaboration and the sharing of best practices within and between schools. It will, however, take time to create a more collaborative culture in every school.

Finland’s conception of education is of a shared, whole-of-society responsibility with teacher education institutions, the Ministry of Education and Culture, and teachers all sharing responsibility, each in their own area, together with parents, who place a high value on education. The Finnish National Agency for Education, under the Ministry of Education, consults with all stakeholders and then sets broad outlines for what should be the goals of the curriculum. However, the development of frameworks and materials is left to the profession and localities. The whole system relies on a culture of trust.

### **Czech Republic**

After the Velvet Revolution in 1989, education in the Czech Republic was completely decentralized to the schools. The Ministry of Education has little influence except over the curriculum. Given this structure, the Ministry is now trying to move the system forward by changing the environment in which education takes place through stimulating public discussion at the local level. Using funds from the European Union, every school was asked to involve its local community, including parents, students, teachers’ unions, and cultural institutions, in developing local action plans for education. This process was very successful. By opening up schools to the public, it helped schools to respond to local needs and plan for the future and completely changed public perception of schools.

In this highly decentralized model, the Ministry’s role is high-level guidance of the system through national legislation. The Ministry also retains an inspection function. But most of the capacity-building is done at the local municipal level.

### **Spain**

In Spain there are two opposite reactions to the increased demands for change in education. One is a more traditional one—to ask for more regulation to make the rules clearer. The other approach emphasizes encouraging innovation at the local level. Spain doesn’t use the term cooperative or collaborative leadership. The constitution talks of “participation,” but collaborative leadership is a step beyond Spain’s thinking. The current government recognizes the need to transform its hierarchical education system into a more horizontal one. It is committed to social dialogue and is working with teachers’ unions to prepare legislation on

the teaching profession. With respect to schools as continuous learning organizations, Spain has had many pilot projects along these lines, but it is certainly not the way the system as a whole runs.

### Republic of Korea

The Republic of Korea has a different culture and a different way of thinking about leadership. Ten years ago, the Korean government decided to try to make local schools more democratic and the engine of education reform. If at least half the staff in a school supported it, the government provided \$50,000 per year for teachers to analyze their situation and define a vision of the school as a learning society. All the participating schools focused on greater teacher leadership for learning. In some cases, teachers elected their own principal. Some 1,500 of Korea's schools have participated thus far. The Korean government is considering the creation of a network of 4,500 such schools.

### Slovenia

Slovenia developed a National School for Leadership in Education twenty years ago and now every principal enrolls in it before taking up a post. In-service courses are also provided regularly to principals, recognizing the necessity for lifelong learning in order to adapt to change. More recently, Slovenia has been developing new models of teacher leadership—for example, with school development teams and subject matter groups, organized by the principal but run by teachers. However, the

Slovenian government still feels that the societal dynamics are changing faster than the schools can and they want to make the distributed leadership model more systemic and sustainable. They also want to find a way to use the talents and experience of retiring principals.

### Hong Kong SAR—China

The roles of both school leaders and teachers are changing. The Hong Kong Education Bureau has long regarded effective school leaders who have self-confidence and a sense of direction as the key to good schools. They have therefore invested in a principal training center and principal support networks. Teachers are viewed as curriculum leaders and the Education Bureau provides common planning time for teachers to work on this at the school level. At the policy level, teachers are also engaged in task forces on professional development, curriculum, and assessment. Still, the teachers' union feels that teachers do not have enough of a voice in teacher policy, particularly on pay and conditions, and pointed to the example of Finland, where teachers are involved from the very beginning of policy development and are therefore committed to the policy.

### Estonia

As in Finland, teachers in Estonia are regarded as autonomous professionals, and the government does not interfere in their professional sphere. However, in order for schools to adapt to the rapid changes

taking place in the world, the government has established new training courses for school leaders, focused on the leadership of change. One-third of principals took these courses last year. The government also finances courses for local community leaders and for trade union leadership. Lifelong learning is critical for managers on all levels, for sustained rather than episodic change.



## Ireland

Ireland has also established a Centre for School Leadership in partnership with higher education and the teaching profession. The government is also providing more time for professional learning for principals, many of whom teach as well as lead the many small schools in Ireland. Principal networks, financed by the government but owned by principals, are also increasingly important. For Ireland, distributed or teacher leadership is a relatively new concept, so it is important that other policies support it. For example, teacher collaboration and leadership for collaboration are included in the School Quality Frameworks that are used for both school self-evaluation and external inspection.

## Georgia

Georgia is trying to switch from a management view of school leadership to an instructional leadership model. It also developed a leadership academy, and all principals have undergone training in instructional leadership. One significant feature was that teachers were also able to participate in these academies. Principals and teachers began to share the same language, and this provided a platform for future cooperation. Groups of principals meet quarterly to discuss what is working and what is not working. The focus in Georgia is on school development as a whole—both principals and teachers.

## Vietnam

Vietnam is one of the world's most rapidly improving education systems and it is undertaking major reforms on teaching, learning, and leadership. One aspect is the development of new, higher standards for principals and teachers so that they will know where they need to improve. The idea of collaborative leadership is being included in these standards.



## Sweden

Sweden has developed a national program of continuous professional development for teachers, adapted from the Singapore model. There is a good dialogue between teachers' unions and the government but there are serious structural and bureaucratic barriers to collaboration. Sweden has a market-based school system, and the inequality between schools makes it hard for teachers in more difficult school circumstances to be leaders.

In Sweden's conception of the system of the future, students also need to play leadership roles, as some are doing today on the issue of climate change, for example.

## DISCUSSION

There is a clear trend across most of the participating countries and jurisdictions away from traditional hierarchical patterns and toward more collaborative models of leadership. There are huge variations in how these work in practice since jurisdictions are of very different sizes, governance patterns (national, federal, decentralized), and historic relationships between the government and the teaching profession.

At the policy level, systems like Finland's combine democratic steering of the goals of the public education system by all sectors of society with devolved responsibility to the education

professions for building the curriculum and pedagogical tools to carry out the goals. In Singapore, nationwide public conversations about the future of Singapore, discussions with other ministries, especially ones concerned with the economy, and input from teachers seconded to the Ministry of Education help set the overall direction of the education system, which itself is conceived from top to bottom as a partnership between government and the profession. These systems may be ahead of the curve, as Education International's survey of teachers' union involvement in policy discussion suggests relatively low levels of teacher participation in policymaking globally, but the discussions at the Summit suggest that this is changing.

At the school level, increasing decentralization of decision making to schools means that the issue of school leadership has moved front and center. Many jurisdictions have created specialized leadership development centers for new or aspiring principals and formal or informal professional development networks for current principals. Ideas about what the curriculum of such leadership training should be are also evolving, with increased consideration of leadership for change or complexity, intensified attention to equity and inclusiveness, and an increasing focus on distributed leadership models involving teachers.

With respect to teacher leadership, there may not be a settled meaning for the term across all jurisdictions, but there is a universal desire to raise the status and efficacy of the teaching profession. Some systems, like Shanghai and Singapore, have highly developed ways of supporting teacher leadership in schools and citywide, providing significant time and resources for professional development, incentives for teachers to play leadership roles, and increasing levels of responsibility for the learning and well-being of



students. In systems like Finland and Estonia, teachers have for a long time had considerable autonomy about what and how they teach within a broad national curriculum framework. These systems are now trying to encourage teachers to work together more collaboratively to share best practices. Difficulties in teacher recruitment and looming teacher shortages in other countries are causing many jurisdictions to consider examples such as these in order to make the profession more intellectually attractive and to create new types of career progressions into a variety of leadership roles. In Western education systems, teaching has often been a stand-alone, solo practice but there is increasing recognition of the importance of creating more collegial cultures in schools that promote deep professional collaboration and turn schools into continuous learning organizations.

As a result, the issues of teacher agency, teacher leadership, and more collaborative cultures in schools are on the agenda of most countries' education systems. In recent years, there has been a proliferation of new models of teacher leadership and enhanced professionalism—for example, teacher networks, professional learning communities, subject matter groups, and so on. However, in most countries, these are still at the pilot or model stage; they are not yet embedded in how the whole system runs.

To be sure, there are also barriers to and tensions in promoting more collaborative leadership models. In

England, for example, the design of the government inspection regime and lack of investment in professional development make it more difficult for teachers to collaborate. And in Sweden, the market-based system creates structural and bureaucratic

“Where systems fail to engage teachers in the design of change, teachers will rarely help systems implement change.”

barriers to collaboration, while the great inequality between schools makes it hard for teachers in more difficult schools to become leaders. At the policy level, involving all stakeholders can easily lead to a lowest common denominator kind of planning unless the interests of students and the knowledge of how rapidly the world is changing are kept front and center. Portugal pointed out the tension between giving school communities more autonomy to promote innovation and the potential for greater inequity. Giving schools more autonomy also should not mean letting any flower bloom; innovation needs to be informed by research and in the service of the larger national vision for the future.

Whatever the particular structures, creating a future-oriented education system requires that the policy mechanisms be open to input from the larger society, that the profession be involved in the design of the reform, that time and resources be allocated for serious professional development and collaboration to build capacity in schools, and that schools be outward-looking, receiving both input and support from their surrounding community. Above all, effective collaboration depends on a high level of trust, which cannot be legislated but only created through the intentional development of relationships at the national, state or city and school level.



## BUILDING STRONG FOUNDATIONS THROUGH INNOVATIVE PEDAGOGIES AND PRACTICES

**T**he first five years of a child's life are critical to his or her development. During this period, children learn at a faster rate than at any other time in their lives, developing cognitive and socioemotional skills that are fundamental to their achievements throughout childhood and as adults.

Fifty years of research by psychologists on children's cognitive, social, and emotional development and more recent studies of the brain by neuroscientists using brain imaging have profoundly changed our understanding of the earliest years of life. Effective early learning predicts positive well-being across a range of indicators in adulthood, including physical and mental health, educational attainment, and employment. Randomized controlled trials have also shown that disadvantaged children benefit especially, both in the short and long term, from high-quality early childhood programs. Investing in early childhood therefore has strong personal, social, and economic returns and the potential to boost social mobility and inclusive growth.

There is therefore something of a global movement to expand early learning programs. The issue of early childhood education had been raised in previous Summits but had not before been the topic of a focused discussion. However, it is an issue of increasing policy development and investment by all the participating jurisdictions.

A fairly typical statement of the goals of early learning programs reads: "the development of a creative and joyful child, who is healthy, safe, and active, who acts independently, is interested and eager to learn, and who gains knowledge of himself and others" (Latvia). Fine rhetoric but how can countries produce this on a large scale?

The session discussed three key questions:

- **What kinds of pedagogies contribute best to the development, learning, and well-being of young children?**
- **What are the implications for the training and professional development of pre-primary teachers and staff?**

- **How can early childhood systems ensure equal opportunities for all?**

## **EARLY CHILDHOOD INITIATIVES: PROGRESS AND CHALLENGES**

### **Hong Kong SAR—China**

Starting with the 2017–2018 school year, the Hong Kong government has implemented a comprehensive new kindergarten education policy to promote equal opportunity by providing access to early childhood education and increasing its quality. The policy provides nonprofit organizations that offer kindergartens with a direct subsidy for provision of three years of half-day services for children aged three to six. The new policy aims to enhance quality through a number of measures:

- **Raising the mandatory requirement for teacher–pupil ratios from 1:15 to 1:11**
- **Establishing a career ladder to provide competitive remuneration to teachers and gradually raising the professional certification required to become a teacher**
- **Providing continuous professional development for early childhood teachers on issues such as managing diversity, curriculum innovations, and teaching Chinese to non-Chinese speakers**
- **Refining the school self-evaluation and external quality review that all centers are required to complete annually that includes interviews with stakeholders, including parents, on management and organization, learning and teaching, children’s development, and school culture**
- **Providing profiles of centers for parents’ reference in making a choice of program**
- **Improving government monitoring of the above measures**
- **Strengthening support for children with special needs and non-Chinese speakers**
- **Enhancing parent engagement and education**
- **Improving school facilities**
- **Developing a new curriculum guide that emphasizes joyful learning through play,**

**and balanced development in six learning areas: physical fitness and health; language development; early childhood mathematics; nature and living; self and society; and arts and creative expression. The overall goal is to encourage inquisitiveness, self-confidence, and moral development.**

“The first five years of a child’s life are critical to his or her development. During this period, children learn at a faster rate than at any other time in their lives, developing cognitive and socioemotional skills that are fundamental to their achievements throughout childhood and as adults.”

All kindergartens that receive government funding must follow these policies. Government funding for early childhood education has grown enormously from HKD 1.2 billion in 2005–2006 to 6.7 billion in 2017–2018, indicating the importance placed on early childhood education in Hong Kong.

This is a system in transition. Traditionally, early childhood programs in Hong Kong have been more academic in their curriculum and pedagogy than those in other parts of the world, often reflecting parental pressure. But the new curriculum, which all centers that receive government funding are required to follow, and the professional development that accompanies it, are leading programs in a more child-centered direction.

### **Finland**

In Finland, early childhood education and care is

also in transition. In 2013 there was a paradigm shift, and early childhood education and care was transferred from the Ministry of Social Services to the Ministry of Education and Culture. This will enable a better transition from pre-primary to primary education. However, Finland still has a relatively low participation rate in early childhood education. The government hopes to increase the participation rate by subsidizing costs for more families and improving quality. New legislation will require higher qualifications for staff as the single best guarantee of quality, and all early childhood teachers are expected to have higher education degrees by 2030. A strength of the Finnish system is its play-based pedagogy, which is supported by a new national curriculum framework. The government sees these new investments in early childhood education as an equalizing force in education. There is provision for only one year so far, but the hope is to extend it to two years. The impetus for the policy came from the government and educators, driven by research. Many parents are not yet persuaded of its value since there is a tradition in Finland of mothers taking care of young children and a fear that childhood stops and school begins when a child enters a program.

### Poland

The Polish government has significantly increased its investments in widening access to early childhood education and care for three-to-six-year-olds as a right. Seventy percent of three-year-old children are in programs, the main exceptions being in rural areas where parents do not wish to send their children to programs. By age five, 90 percent of children are in education programs, and by age six, 100 percent. The government is also gradually expanding the number of places for zero-to-three-year-olds. The Ministry has also introduced a new national curriculum oriented toward discovery and exploration. Teachers are well qualified; all teachers must have master's degrees.

Turning to the curriculum, a member of the Polish teachers' union spoke to the urgent need for pedagogical innovation, raising the question of why when very young children are so unrestrainedly curious, children who have been in school for a few years have often lost that creativity. She stressed that early learning curricula should follow the interests of the child, citing the work of famed Polish educator Janusz Korczak, who introduced many innovations, including newspapers and courts run by children. Even where teachers understand a child-centered approach, she argued that the constraints of a set curriculum and government monitoring are often barriers to good early childhood education.

### Scotland

There is no fixed terminology in the early childhood space. In Scotland, it is referred to as early learning and childcare, not early childhood education. And the terminology has implications for pedagogy. In Scotland there is a play-based curriculum for learning. But the emphasis is on learning, this is not just childcare, and it is tied to the expectations that children will attain the Early Years Level by the end of Primary 1. Another important aspect of early learning centers is the opportunity to try to engage parents in their children's education, with the hope that this parental focus will continue as the child gets older. Teachers are required to be university graduates and there are specialized degrees in early childhood education. The hope is to make the pedagogy in Primary 1 similar to that





in early learning centers so that there is a seamless transition to school. The introduction of more formal instruction would then be delayed until Primary 2. However, this is still an area of huge debate in Scotland.

“Early learning is not about pushing school down but about building the foundation for learning.”

Scotland’s early years policy, *Getting it Right for Every Child*, is driven by its focus on equity. Scotland makes early learning and care available to all three- and four-year-olds, where there is 95 percent participation, but it is expanding the opportunity to two-year-olds from deprived backgrounds, where Scottish data show that children have significant lags in vocabulary and other indicators of early development. Currently 36 percent of eligible children participate, but working with local authorities, the government hopes to reach 65 percent in the next two years. The only way to ensure equal opportunity in early childhood programs is to make it a policy priority. In Scotland’s case, early learning is part of a wider agenda around closing the attainment gap.

### **Czech Republic**

The Czech Republic has a highly decentralized

education system but as of 2016, the national government made one year of preschool education at age five compulsory. Ninety-seven percent of children are now in preschool, and the government is working to include the remainder, primarily children from socially excluded groups and remote localities.

This expansion has been accompanied by a curriculum change that is somewhere between the play-based

approach that predominates before age five and the formal instruction of primary school. It is based on the ideas on scaffolding between play and formal learning of American psychologist Jerome Bruner. The goal of the curriculum is to build both the cognitive and emotional prerequisites for success in primary school. Up to 20 percent of parents used to delay entry to formal schooling, and the government hopes that this new curriculum will reduce that practice.

### **England**

In England, approaches to education vary depending on which political party is in power. An approach to early childhood education for disadvantaged children that had included wraparound services and a focus on parent education has given way to a financing model that provides a certain number of hours of care for lower-income families. In England’s mixed market system, where there are many private providers, there is a hierarchy in early childhood education programs between nurseries, which serve middle-income families and have better qualified teachers, and centers, which serve lower-income families and have less qualified teachers.

There is also considerable disagreement about the nature of the curriculum and when to begin more formal instruction, as was evident in the controversy surrounding the release of an Ofsted inspection report, *Bold Beginnings*, a couple of years ago.

### **Switzerland**

In Switzerland, the cantons are responsible for

children under the age of six but there are common features in provision across the country. The real break in how children are treated is before and after four. Provision for children under the age of four is the responsibility of the Ministries of Health and Social Welfare and the focus is on childcare. After the age of four, early childhood education and care are the responsibility of the Ministries of Education, and pre-primary teachers have the same level of qualifications as primary teachers. The whole concept of early learning needs to be transformed so that there is more of a continuum from the earliest years through formal education, but this is hard to do in Switzerland because the break at age four is widely accepted by the population.

### Latvia

In Latvia, 96 percent of four-year-old children were in early childhood education programs in 2017. In September 2019, there will be a general reform of primary and secondary education toward a competency-based model focused on critical thinking, problem solving, and creativity, and this will include preschool programs. One aspect of the plan is to expand the use of best practices from Germany that are based around games and experiments.

The biggest problem in trying to implement these new curricula approaches is ensuring a supply of well-trained teachers. Teachers' pay in Latvia is low and although preschool teachers have the same academic requirements as primary teachers, they

must work more hours to earn the same income. The government and teachers' unions are committed to raising the salary of teachers over time, but the current budget does not allow it.

### Sweden

Sweden regards itself as very strong in early childhood education. Its reach is superb: 90 percent of four- and five-year-olds are in programs, and 80 percent of one-to-five-year-olds also. Programs are mostly full day and fees are low. The commitment to early childhood education and care began in the 1970s to enable women to work but now the aims are primarily educational—to give children a good foundation for lifelong learning and to give children an equal starting point. The quality of programs has improved over time, and citizens rank preschool very high on their list of trusted institutions.

However, the huge shortage of teachers in Sweden has led to a kind of pedagogical segregation. Some children get an excellent start and others don't. Thus, Sweden has the paradox of huge reach of provision and strong public commitment to early learning but enormous difficulty in living up to its commitment.

### Spain

Spain is another country with long-standing provision of early childhood education. Twenty years ago, programs began to be established for three-to-six-year-olds. They are now almost universal and are free. However, the sector is much less developed for zero-to-three-year-olds, where only 35 percent participate. There is growing awareness of the need to develop programs for zero-to-three-year-olds since the lack of provision is seen as a barrier to economic advancement for young families. The key policy challenge is quality. Spain has a decentralized education system with much responsibility decentralized to the seventeen autonomous



provinces, where there is a diversity of settings and approaches, but the national government will shortly set national quality standards for early childhood education as they have for other areas of education.

### **Slovenia**

Slovenia provides significant access to early childhood education although it is a challenge to make it universally free. Quality assurance is their key issue and they are working on several components—an open curriculum, reducing child–teacher ratios, and expanding provision for children with special needs.

### **Moldova**

In Moldova, which was participating in the Summit for the first time, access to education for two-to-seven-year-olds is guaranteed as a right. Three different types of institutions provide early education, with the newest model being one where early childhood settings and primary schools are located together, thus easing the transition from one to the other. In 2018, Moldova introduced a new curriculum with daily choices for children and a learning through play approach. The quality of programs is affected by a shortage of early childhood teachers, so they are creating mentoring programs as one approach. They are also working to develop parent education as a major quality component.

## **DISCUSSION**

An enormous body of research evidence demonstrates that the first five years of a child's life are fundamental to a child's socio-emotional and cognitive development, laying the foundations for their achievements in later childhood and adulthood. Research has also shown that a nurturing and enriched environment can offset the effects of disadvantage and improve the life chances of children in poor or socially marginalized communities. Any discussion of the future of



teaching and learning must therefore begin far earlier than the traditional age of school entry.

Everywhere countries are expanding access to early childhood education, although at different rates. Most of the focus is on four- and five-year-old children but some countries have major initiatives on zero-to-three-year-olds as well. And some jurisdictions are beginning to think in terms of a zero-to-eight-years stage of learning.

Some places, such as Hong Kong and Finland, are making this a universal commitment to all children, supported in whole or in part from the tax base. Other countries, such as Scotland, focus public support more heavily on disadvantaged communities, viewing early childhood education and care as a fundamental part of Scotland's equity agenda. In many countries, because early childhood programs have grown up through different initiative over long periods of time, there is a very mixed pattern of provision with multiple sources of public and private funding and often-fragmented public and private providers.

Everywhere as programs expand, there is a shift to thinking about systems and infrastructure, in part to overcome this legacy of fragmentation. And quality has become an overriding concern.

Quality has a number of components. There was a consensus among all the participating jurisdictions about:

- **The importance of a developmentally appropriate, play-based holistic curriculum**
- **The need for qualified staff who are able to create such a child-centered learning environment**
- **Staff–child ratios that enable interaction**
- **Improving pay and working conditions in order to attract and keep good teachers**
- **Managing the transition to primary school**
- **The importance of parent engagement**

However, as countries are moving to address these quality components, they face some uncertainties and some hard realities:

Most countries have enacted national curriculum frameworks for the early years to promote a more child-centered and play-based curriculum and pedagogy and to help bring greater consistency between settings. But what should be the balance between play-based and more formal curriculum and when (if ever?) should a play-based curriculum give way to more formal instruction? Is there the necessary research on which to base these decisions?

“In many places, early childhood education amplifies rather than ameliorates social and economic disadvantage.”

Most countries struggle with the balance between budget and quality of staff. While all agree in principle about the need for high-quality staff, there is not necessarily agreement on what level and type of qualification is best although there does seem to be a trend toward requiring tertiary education for all or some staff and specialized training in early childhood development. In general, because the early childhood field has low pay, many countries reported difficulties in attracting highly qualified staff.

Most of the policy levers used by governments are inputs—staff qualifications, teacher–student ratios and group size, curriculum frameworks, funding. But do these inputs alone lead to quality? And what outcomes are expected from early childhood education? For many, measuring young children’s development is anathema because of the variability in the rate of children’s development and a fear of premature labeling of children. For others, assessing where children are holistically - in various domains - is a way to make sure that their needs are being met, and the use of self- or external evaluation of programs is a way to drive continuous quality improvement.

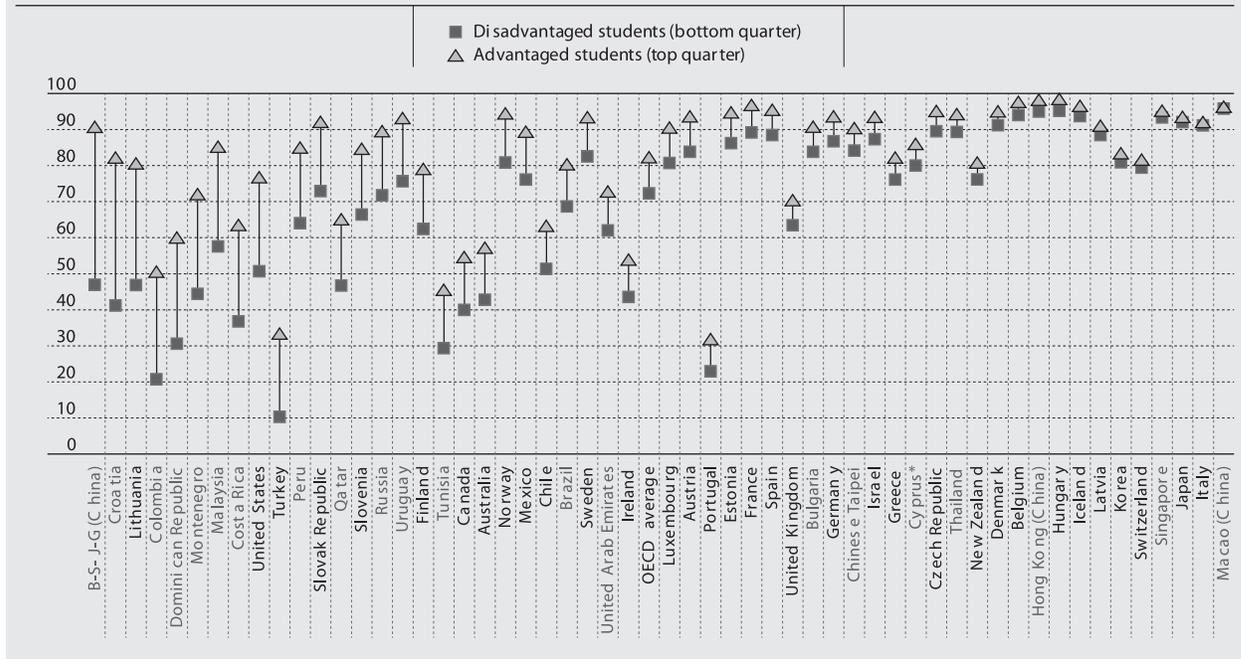
Other components of quality include improving the transition between early education and primary grades. In many settings, this is a fairly abrupt transition from a play-based curriculum to more formal instructional approaches. However, some governments are explicitly linking their curriculum frameworks for early childhood education to those of their primary schools, treating the years from age three to age eight as a single learning period. And in some places early learning centers and primary schools are co-located. In addition, a highly significant opportunity for early education to contribute to society’s whole learning continuum is through engaging parents in the education of their young children. Evaluations of parent education models have shown long-term benefits to children, but we don’t yet know how to do this reliably at scale.

Perhaps the biggest challenge in many countries is in providing high-quality early education for the children who need it most. In these countries, participation rates are lower among lower-income families and even where children are in programs, low rates of pay for early childhood teachers and a patchwork of fragmented programs means that they are in lower-quality programs. Under these circumstances, early childhood education may amplify rather than ameliorate social and economic disadvantage.

Where is the field of early childhood education going?

Asked whether participants were optimistic or pessimistic that within the next five years their country would develop high-quality early childhood education for all children, the answers were mixed. Competing budget priorities in many countries

## PERCENTAGE OF 15-YEAR-OLD STUDENTS WHO HAD ATTENDED PRESCHOOL FOR TWO YEARS OR MORE, BY SOCIOECONOMIC STATUS



Note: B-S-J-G (China) refers to Beijing-Shanghai-Jiangsu-Guangdong (China).

Countries and economies are ranked in descending order of the difference between the percentages of socio-economically advantaged and disadvantaged

students who had attended early childhood education and care for two years or more.

Source: OECD (2017), Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264276116-3-en>. OECD, Programme for International Student Assessment (PISA) database, <http://www.oecd.org/pisa/data/>.

make this difficult. Governments tend to focus on supply side levers but may need to work on the demand side too. Where might the demand or momentum for change come from?

Although some parents in some countries and cultures have reservations about young children's participation in early childhood programs, as women's labor force participation increases everywhere, so too does the demand for early childhood programs. New and accumulating research on the importance of the early years is also a powerful tool for driving policy interest, and governments could promote wider public awareness of the benefits of early learning. As public and government concern about societal inequality grows and as societies become more diverse, high-quality early childhood education and family support are increasingly seen as crucial strategies for giving all

children a strong start. Involving stakeholders is also key. As the Education International background paper showed, bringing together teachers' unions, employers, and government stakeholders in Germany, Denmark, and Norway led to significant improvements in the quality of early years programs provision.

Whatever the barriers, it is clear that early childhood education is on the move. Countries are shifting from episodic efforts to more durable commitments to early childhood learning and there is an emerging new zeitgeist in how societies are thinking about their responsibilities for young children.

## TOWARDS SUSTAINABLE SCHOOLS

In the final session, participants turned again to some of the major challenges of today and the megatrends shaping the future of teaching and learning.<sup>4</sup> These include the effects of globalization on economies and the migration of people; threats to democracy from declining voter interest and persistent inequality; threats to security from climate change and health epidemics; and the impacts of digitalization, including artificial intelligence, on every area of life.

Schools can't tackle all the world's ills, but schools should be central to their societies' responses. These trends pose enormous challenges for education to adapt to, but, conversely, education has the potential to influence these challenges. As Angel Gurría, Secretary General of OECD, reminded participants, "The future of humanity is in your hands."

Anthony Mackay, moderator of the Summit, framed the issue thus: Given the rapid pace of change and these megatrends, how can we create schools that can be sustained, not just as relevant but as powerful institutions, central places of teaching and learning, graduating students with the ability to handle humanity's complex problems?

It was pointed out that while the moral purpose of education was clear, there are "wicked" problems that on a daily basis distract attention from the moral purpose. Participants discussed what problems kept them up at night and what they saw as key next areas of work. This conversation then fed into each country's discussion of their priorities and commitments for 2019–2020, reported in the next section.

The discussion was wide-ranging but fell broadly into four themes:

### **CAN SOCIETIES SUSTAIN A SUPPLY OF HIGH-QUALITY TEACHERS?**

It is well established by research that teachers are the biggest in-school influence on student achievement. So teacher quality is central to improving education systems around the world.

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<sup>4</sup> OECD, Trends Shaping Education 2019, Paris: OECD Publishing, 2019, [https://doi.org/10.1787/trends\\_edu-2019-en](https://doi.org/10.1787/trends_edu-2019-en).

Some Summit participants, such as Sweden, the Czech Republic, Georgia, Moldova, and Latvia, face critical shortages of teachers due to either forthcoming retirements or reduced numbers of new entrants or both. The global recession after 2008 hit education budgets hard in many southern and eastern European countries, and teachers' salaries fell way behind. Portugal, Spain, the Czech Republic, and Latvia all recognize the need to raise teachers' salaries, but national budgets don't yet allow that. The Russian Federation and Scotland have recently raised salaries, and Russia has seen an increase in young applicants to the profession.

However, people don't go into teaching to become rich, so most jurisdictions are focused more on how to make teaching an intellectually attractive profession with opportunities for professional growth and leadership. Broadly speaking, the areas where teachers feel most challenged today and therefore have the greatest need for professional development are: (1) how to make the best and most imaginative use of digital technologies for teaching and learning while also protecting students from the very real dangers of such technologies; (2) how to address the growing diversity in their classrooms brought by new immigrants from different cultural backgrounds; and (3) how to best meet the needs of students with special needs, whether health-related or due to social deprivation. Schools used to be organized around differentiation of destination, but now inclusivity has become a central shared goal. Hence the expectations for teachers—to get all students to high levels of achievement—are getting ever more demanding. Hong Kong and Ireland recognize the need for professional development opportunities, but as things stand now, they have not yet been able to address the critical issue of time—how to reorganize the work day and week to make time available for regular, meaningful professional development.



Finland, Spain, Latvia, and Sweden all talked about the need to reform initial teacher education. Finland is widely considered to have some of the strongest teacher education in the world. Nevertheless, four years ago the government established the National Teacher Education Forum, chaired by Professor Jari Lavonen of Helsinki University, to plan a future national strategy for teacher education, both pre-service and in-service. The Forum included about seventy people from universities, municipalities, teachers' unions, student unions, and other stakeholders. The recommendations are organized around three competencies: basic competency (understanding the learning process, the needs of learners—for example, immigrants, and the role of education in society); innovative orientation (lifelong learning around inclusion, digital learning tools, and versatile instruction); and willingness to lead learning at the local, national, and even international level. The Forum took one year to develop its recommendations. Then over the past three years, pilot projects have been undertaken to implement this new national strategy for teacher education.

Spain, Latvia, and Sweden are all concerned about the distance between teacher education programs and the realities of the classroom. Sweden is bringing universities and schools closer together to strengthen the research base of the teaching profession. In 2017, the government assigned four higher education institutions to link with schools and create models of practice-oriented research to

<sup>3</sup> [http://ccsli.ca/downloads/2018-Leading\\_From\\_the\\_Middle\\_Final-EN.pdf](http://ccsli.ca/downloads/2018-Leading_From_the_Middle_Final-EN.pdf)



options for leadership roles for those who wish to pursue them.

### **CREATING A NEW FOUNDATION FOR LIFELONG LEARNING**

Some countries, perhaps because they have already developed a strong, well-supported, and self-renewing teaching profession, spoke of early childhood education as their next frontier. Since we now know that so much

address issues of teaching and school improvement. Now most higher education institutions have such partnerships with schools.

Within the European Union, there are 8.5 million teachers, and two-thirds of the countries have identified teaching as an area of need. Countries recognize that they will need to undertake a variety of measures to make teaching an attractive profession. As has been spelled out in previous Summits, these measures include: giving attention to recruitment and selection of teachers rather than leaving it to chance; making teacher preparation both more rigorous and more clinical; ensuring that

“How can teaching be made an intellectually attractive profession with opportunities for professional growth and leadership?”

initial salaries are comparable to salaries of other university graduates; providing mentoring to new teachers; and continuing opportunities for teachers to improve their craft throughout their careers with

cognitive and socioemotional development takes place in the first five years of life, since high-quality early childhood programs hold so much promise for overcoming disadvantage and reducing inequality, and since it has been a relatively neglected part of the learning continuum up until now, Singapore, China, Russia, Finland, and Vietnam all spoke of major new investments in early childhood development.

In Shanghai, the education commission is considering moving from a focus on early childhood education and care for three-to-six-year-olds to a broader focus on zero-to-six-year-olds. This is the most fundamental stage of life—creating the building blocks on which everything else sits. It will require the development of a whole new pedagogy since the pedagogy of schools is not appropriate for young children. Shanghai will also put a major focus on how to develop more qualified and respected early childhood teachers.

Early childhood education is also a new policy and investment priority for Singapore. It has created an entirely new institution—the National Institute for Early Childhood Education—to train teachers for the preschool years. The Institute is in its first year and has just taken in its first class. The government has also established a set of high-quality early learning centers to be the basis for research and development. Partnership with parents will also be important.

Finland is focusing on expanding access to and improving the quality of early childhood education as part of its fundamental commitment to equity. It has passed legislation on governance, curriculum, and staffing that now needs to be implemented in practice.

In Russia, there is a large public demand for preschool education. New legislation considers early childhood as the first stage of public education.

## “How can we modernize the concept of schooling from the industrial age to the digital age?”

Vietnam, one of the most rapidly improving education systems, is also focused on early childhood education and care as part of a broad reform of its education system. As of 2015, 100 percent of five-year-old children are in school, and 95 percent of three-to-five-year-olds. So, they have been successful in expanding access. Now the Ministry is working on creating a different methodology for early childhood education and is training teachers in this new approach.

### WHAT SHOULD BE THE CURRICULUM OF THE FUTURE?

Many countries believe, in light of the megatrends described earlier, that the curriculum of their schools is substantially out of date. China conceives the goal as being to modernize schools from the industrial age to the digital age.

Belgium is bringing together all the stakeholder groups in society to develop a global vision for its education system. What are the most important issues to

address, and can it be done without overwhelming the curriculum?

Singapore has already changed its curriculum. Twenty-first century competencies are embedded in the curriculum, pedagogy, and assessment; and schools are deep into implementation. Singapore teachers must espouse 21st century skills and teach less so that their students may learn more by trying, failing, and trying again. The curriculum has a strong focus on character and citizenship education—how students will contribute to humanity. It also includes socioemotional skills and cyber wellness to balance the focus on technical digital skills. In a world of robotics, it is important to help students stay centered. There are multiple pathways for students, and the goal is to create a culture of learning for students, teachers, and leaders that supports their individual agency.

Hong Kong is updating its curriculum framework, reducing the sheer amount of material to be covered in order to make room for cross-disciplinary knowledge and skills and IT literacy. The Education Bureau also wants to reduce the amount of homework and make it more meaningful. They are working on professional development for both school leaders and teachers on the new curriculum.

Poland has already legislated a new curriculum that includes problem solving, computational thinking, and computer programming from first grade on. Poland has invested a lot to get information technology to every single school. But teachers



have increasing concerns about the negative effects of ubiquitous digital technologies—addiction to computer games, fake news, hate speech, cyberbullying—all can have a dramatic effect on the atmosphere in the classroom. Portugal also is struggling with the question of what investments to make in technology. Making schools part of the knowledge economy requires digital competence but they are also increasingly concerned about digital dangers as well.

Many countries, including Spain, have made an explicit commitment to the OECD’s Education 2030 agenda, which aims to build a common understanding of the knowledge, skills, attitudes, and values that will enable students to thrive in 2030 and beyond and to share best practices in curriculum and instruction toward these goals.

Several countries spoke about what they are doing to promote education about climate change and sustainable development. Switzerland has integrated education for sustainable development into the curriculum and has created a national center to supports schools in doing this. However, education for sustainability is broader than just a curriculum topic. It requires a whole-of-school approach, making individual schools sustainable with respect to energy, food, transportation, and ways of thinking. In Switzerland, every student has been allotted one square meter of land and asked to improve its biodiversity. Since Switzerland has one million students, this is a worthwhile platform for improving the diversity of the biosphere.

## HOW TO DEVELOP PUBLIC SUPPORT FOR TRANSFORMING SCHOOLS?

While faced with all these challenges of the present and the future, many countries worried simply about survival—due to the declining support for public institutions and competition from other sectors, such as security and health care, for the public purse. In some countries, there is also the kind of political

instability that leads to a change of direction every time there is a change of government. In Latvia, for example, it is clear what policies and strategies are needed but politics interferes with policy. Georgia has had five ministers of education in six years. In Hong Kong, a decade of market-like approaches to education, in which schools have had to compete for students, has created great instability and tensions for teachers. Teachers want a more stable environment in which to do their work. How can we reconcile this need for stability with the need for schools to be responsive to a rapidly changing world? In Ireland, everyone in the field of education understands that change is necessary. They are now trying to build public understanding of the need for change—for example, through a parent and student charter that ensures that their voices will be heard. The pace of reform is also an issue because of capacity issues and the need to upskill the teaching profession.

Many countries that have decentralized decision making to the school level talked about the need to build public support at the community level—Portugal, South Korea, Moldova, Poland, and the Czech Republic all see schools as ways to strengthen local communities. In Georgia, where, because of mountainous terrain, half of their 2,000 schools have under 100 students, they have a similar concept of using schools to build the social capital of communities—for example, by integrating new early childhood and vocational training investments into existing schools. Poland has created a network of local school innovators to help rural schools move forward. In South Korea, many traditional communities were devastated by industrialization,



and the government is making funds available to schools that want to reconceive themselves as engines of those local communities.

In Spain, the public doesn't value teachers. The education system needs to regain the trust of society in order to move forward. These sustainability issues are very real. Will the public continue to trust the system? Will schools remain places where students want to study and teachers want to teach? There is, in some countries, declining public support for education compared with other priorities. How can education reconfigure itself to be more relevant and productive? The future of humanity may be at stake, but do systems have the public support, political stability, and capacity to deliver?

Education is a people business. At the core of sustainability are stable relationships—trust between government and the profession that enables education systems to face and adapt to new challenges. And so the conversation came full circle back to the beginning of the Summit and the need to find ways to lead together.

## FROM DIALOGUE TO ACTION: COUNTRY ACTION PRIORITIES 2019

**D**espite the immensely complex issues they discuss, the International Summits on the Teaching Profession are not just talking shops but a form of action-oriented dialogue that leads to concrete steps. They have developed a sense of collective responsibility. In the final session, ministers and union leaders presented the steps they intend to work on jointly in the coming year and report back on at the 2020 Summit.

### COUNTRY COMMITMENTS

**Belgium:** The German-speaking Belgium delegation committed to promoting shared leadership of schools by implementing continuous coaching of pedagogical leaders—principals, middle managers, and team leaders; reforming teacher training by raising the qualification for primary teachers to a master’s degree, and providing more in-service professional development; and developing a more future-oriented curriculum while reducing curriculum overload to make time available for teachers’ professional development.

**Shanghai—China:** Characterizing the role of education in industrial societies as being to train large numbers of standardized workers for industrial production, whereas the role of education in an information society is to provide everyone with the means to achieve their greatest social value, Shanghai intends to develop a more future-oriented, personalized curriculum with individual learning plans for each student.

**Hong Kong SAR—China:** Hong Kong’s goals are to create a stable, caring, and inspiring environment for learning and teaching in schools; to foster a supportive environment so that the burden on students and teachers is reduced; and to develop a child-centered and sustainable early childhood/kindergarten sector.

**Czech Republic:** The Czech delegation will work systematically to increase the prestige of the teaching profession, develop better conditions, and increase its professionalism; to continue to reform the curriculum, especially in early education, to guarantee broad acceptability; and to push for more financial support for education such that teachers’ salaries in 2021 are 150 percent of their level in 2017.

Estonia: Estonia will work to modernize its legislation and curriculum for early childhood education; improve recruitment and retention in teaching by providing support to new teachers, developing teacher mentoring programs, and changing the feedback and external evaluation system; and will work on the use of digital tools in the learning process, including diagnostic tests and the use of learning analytics.

“The future of humanity lies in the hands of educators.”

—*Angel Gurría*

Finland: Finland will focus on providing learning support to any child in early childhood education as soon as the need appears and continue the support into primary school; and will seek to increase the participation rate in early childhood education and improve its quality through education and training of staff in order to realize the goal of making high-quality early childhood education the foundation of promoting equality in education.

Georgia: Georgia will work to provide quality learning for all by promoting inclusiveness in education, teacher professional development, and increased participation by students in informal education. They will strive to increase the status of teachers in society through increasing the base salary and providing incentives for the best teachers. And they will develop linkages through all levels of education by making early childhood education mandatory by 2022; promoting transversal skills like communication, problem solving, and critical thinking in basic education; and

integrating vocational education programs into high schools.

Ireland: Ireland plans to use the recently established Primary Education Forum as a way to involve stakeholders in the development and implementation of education reforms; implement education-focused actions for the first five years of life, including workforce and curricula development; and work to strengthen the salaries, recruitment, and professional development of high-quality teachers and school leaders.

Republic of Korea: The government and teachers' organizations will seek to build trust by establishing new communication channels with parents, students, and the general public to face the challenges of moving from an industrial society to the future; and will work to ensure an equal start in life and a reduction in educational gaps.

Latvia: Working with teachers' unions and other stakeholders, Latvia will reform initial teacher education and provide both mentoring and financial support for two years after graduation in order to improve the attractiveness of the teaching profession; and will improve the intellectual attractiveness of professional development in order to promote teachers' competencies, agency, and responsibility.

Moldova: Moldova will include all stakeholders in a campaign to redesign education for the future; consolidate its inclusive education policy in early



childhood education; and design a national plan for human resources in education.

**Poland:** The Polish government in cooperation with trade unions intends to improve the quality of initial training of early childhood educators in math skills; and create a new model of continuous professional development for teachers on the role of new technologies in education and on critical thinking skills.

**Russian Federation:** The Russian Federation will focus on modernizing Federal Education Standards; developing educational infrastructure, including new schools and digital infrastructure; and increasing ongoing efforts to elevate the prestige of the teaching profession.

**Singapore:** Singapore plans to recalibrate its school-based assessments in order to promote joy in learning; sustain its very high-quality teaching force; and improve the quality of preschool education.

**Slovenia:** The Ministry and teachers' union will work together to increase the education budget, with a goal of reaching 6 percent of GDP; work with all stakeholders to develop a common vision for the future of education in light of rapid societal change; and discuss the need for curricula reform in early childhood education, based on the latest international research.

**Spain:** The Ministry and unions will work together to strengthen the teaching profession through

initial training, mentored induction, and continuous professional development; to advocate for free early childhood education and care programs for zero-to-three-year-olds with quality standards for staff and curriculum; and to rethink the school curriculum in terms of an “essential learnings” competence-focused approach.

**Sweden:** Building on the School Commission’s report, the government and trade unions will intensify a range of efforts to make teaching a more attractive profession and enable continuous professional development and pathways within the profession for teachers and school leaders—in order to reduce the equity gaps in education, including those with newly arrived immigrants.

**Switzerland:** Federal and cantonal ministries and teacher and principal associations will implement the strategy for maximizing the benefits of digitalization in education; further develop career paths for teachers and a platform for exchange of school innovations; and continue to implement its curriculum for sustainable development and a network of sustainable schools.

**UK: England:** England will reform the accountability system to enable school leaders to create a supportive school culture; will invest in support for early career teachers and later extend that to all teachers; and will simplify the process of becoming a teacher by encouraging user-friendly digital applications.

**UK: Scotland:** The government and union will work jointly to create a system-wide culture of teacher agency; will expand early learning and childcare with a strong focus on improving quality using the Early Years Level of Scotland’s Curriculum for Excellence as a benchmark; and will work to ensure that teaching is a trusted, attractive, highly qualified, and varied career.

**Vietnam:** Vietnam



will undertake a comprehensive approach to improving the teaching profession through increased salaries, opportunities for professional development, and better work environments; restructure and improve teacher education institutions; and promote innovations in school governance, introducing collaborative models that involve all stakeholders.

## CLOSING

Every country is at a different point in its education journey. The cultural traditions, demographic composition, stage of economic development, and nature of the political system all influence the priority given to issues and the potential to bring about change. But for all of them, the International Summits on the Teaching Profession have become a reference point for actions to improve the teaching professions and improve student learning. Participation extends domestic dialogues, enabling participants to get outside of their context and established patterns of thinking, learn from successful and unsuccessful approaches elsewhere, and consider the future of teaching and learning.

This was a rich conversation, tackling one of the most important challenges of our time: how to create the conditions that give the next generation the skills to invent a more humane, just, and sustainable future. As complex as the challenges are, and as much as one could be tempted to dwell on their complexity and feel despair, it was encouraging to see how ministers and union leaders took away important lessons for their own countries and made commitments to concrete next steps.

In closing the 2019 Summit, Ms Anita Lehtikoinen, Permanent Secretary of the Ministry of Education and Culture, said that Finland had wanted to host the Summit because it had learned so much from past Summits. In Finland, teachers are regarded as high-quality experts and partners in policy formulation and implementation. They are not always in agreement with government,



but government needs their critical voice. The International Summits on the Teaching Profession are unique as a global platform for dialogue between governments and teachers' organizations. Olli Luukkainen, President of the Finnish Trade Union of Education, echoed the Finnish collaborative approach to problem solving, recalling the words of Helen Keller, "Alone we can do so little; together we can do so much." He hoped that by coming to Finland, participants had been able to see modern collaborative leadership in action. Also, although some of the problems of the world that had been discussed were daunting, he hoped that participants would be inspired to start an all-year dialogue at home on solutions. He reminded participants that top performing countries do not get there by chance but by investing in teachers, research, and innovation.

In his final remarks, Andreas Schleicher, Director for Education and Skills and Special Advisor on Education Policy to the Secretary General at OECD, summarized some of the key points of the discussion. He emphasized the issue of sustainability—will schools be able to retain the support of the public as competition for public resources increases? There is a constant tension between the moral purposes of schooling and day-to-day realities. For example, inclusiveness is now a shared goal of education systems, but only a few countries currently get good teachers into the poorest schools. The curriculum of schools urgently needs to be reconfigured for a post-industrial society. Schools were invented in the industrial

age, with a standardized and hierarchical structure, which is too slow to change. New collaborative forms of leadership are needed that will unleash the creativity of teachers and school leaders. Education systems need trust to make them work. Trust cannot be legislated; it can only be developed through healthy relationships between governments and other stakeholders, especially the education profession.

In his closing remarks, David Edwards, General Secretary of Education International, thanked Finland for providing a model of education as a human right and a societal responsibility, not a political football. The lessons from Finland are about inclusivity, interdependence, collaboration, and trust. He reflected that during the time of the Summit meeting, millions of students around the world had been protesting against governments' failure to address the existential issue of climate change. Far from being apathetic, they had acted on the facts and applied their learning in civic action. He said that the murder of fifty people while at worship in two mosques in New Zealand, highlighted the need to tackle head-on the scourge of intolerance, extremism, and hatred. He reminded participants that, in the words of Angel Gurría, Secretary General of OECD, "The future of humanity lies in the hands of educators," and urged them to build cultures of collaboration and trust to support teachers, students, our societies, and our planet.

*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 Education*



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