

Start der neuen PädagogInnenbildung:

- erstmals bieten Universitäten und Pädagogische Hochschulen in Kooperation eine gemeinsame Ausbildung für alle PädagogInnen an.
- Bologna-Architektur
- Balance zwischen Pädagogik, Fachwissenschaft und Fachdidaktik
- Praxisorientierung:
- Inklusion und Diversitätskompetenz fix in Curricula verankert (Flüchtlingssituation!)
- Implementierung des neuen Dienstrechts für die LehrerbildnerInnen in enger Kooperation mit der Gewerkschaft (Aufwertung der Pädagogischen Hochschulen)

BELGIUM

GERMAN-SPEAKING COMMUNITY



INTERNATIONAL
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2016 3 & 4 MARCH
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- Diskussionsplattform mit Arbeitgebern und Arbeitnehmern schaffen, unter Beteiligung von Experten.
 - Professionalisierung fördern
- Dienstrechtsreform: Begleitgruppe (Regierung + Gewerkschaften) zum Voranschreiten der Arbeit in den Arbeitsgruppen
 - Informationstransfer zwischen Arbeitsgruppen und Begleitgruppe
- Lehreraus- und Weiterbildung: Einbeziehung der Lehrerschaft und Gewerkschaften in der Zukunftsgestaltung der Lehrerausbildung.
 - Neue gesellschaftliche und soziale Herausforderungen einbeziehen.

CANADA



CMEC, CTF and CSQ have committed here today to developing a joint workplan towards the following initiatives:

Le CMEC, la FCE et la CSQ se sont engagés aujourd'hui à élaborer conjointement un plan de travail pour réaliser les engagements suivants :



Strengthening Indigenous education through pre-service training and ongoing professional learning

Teacher training and ongoing professional learning need to support the integration of Indigenous knowledge into the classroom. To fulfill this commitment, the necessary funding and resources need to be allocated for the inclusion of First Nation, Métis, and Inuit histories, cultures, and perspectives in curricula, teacher training, and ongoing professional learning in Indigenous education. Curricula, training, and professional learning should be developed in collaboration with Indigenous teachers and Elders.

Renforcer l'éducation des Autochtones au moyen de la formation préalable à l'enseignement et du développement professionnel

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Developing the educator's role in early childhood learning and development

Early childhood education and care is increasingly recognized as a pivotal factor in children's development. As a result, more professional learning and resources are needed to support educators in early-years programs in understanding and implementing approaches that nurture learning and development in the early years.

Préciser le rôle des enseignantes et enseignants, et des éducatrices et éducateurs, pour l'apprentissage et le développement de la petite enfance

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Implement the necessary conditions to allow for teacher leadership through professional learning developed and led by teachers

Teachers are professionals with the capacity to lead in classrooms, schools, and communities. In response to global challenges in education such as the increasing diversity and complexity of our classrooms, teachers are tasked with providing effective and inclusive programming. To support teachers in fostering global competencies and positively impacting student learning, it is essential to encourage creative, collaborative, and self-directed professional learning.

Mettre en œuvre les conditions nécessaires pour favoriser le leadership du personnel enseignant par un perfectionnement professionnel conçu et mené par le personnel enseignant

CZECH REPUBLIC



- **Create the basic pre-requisites to make the teachers accept a constructive vision of their profession**
 - *better conditions* - beginning with material ones (radical increase in teachers income, better learning environments, etc.)
- **Differentiate the career system based on professional growth**
 - the new career system should aim (1) at specific categories of teachers **and (2)** at the specific needs related to the stage of their career with respect to the core of the professional identity of each category of teachers – subject-content knowledge, pedagogical content knowledge, classroom pedagogy mastery etc.
- **Reconstruction of the Continuing professional development**
 - CPD has to be focused on changes in subject-content knowledge and in pedagogy altered by new challenges (diversity, technology etc.)

DENMARK



The Danish Ministry for Children, Education and Gender Equality and the social partners in the domain of education agree to sustain the development of their mutual cooperation. The parties will continue a joint working group on the development of the teaching profession. The working group will launch initiatives related to the two topics indicated below:

- Teachers' professional autonomy and accountability. The working group will focus how to enhance teachers' commitment and professional accountability at the schools and in the education systems as such. This will include a focus on evaluation and feedback. One of the initiatives will be an annual conference that brings the development of the teaching profession in focus with an altering thematic from one year to the other.
- Teachers' education and training in the perspective of a life long working continuum. The working group will focus teachers' development of competences including teachers' connection and transfer of theory in practice. A joint document phrasing out points of orientation in the development of teachers' competences in the individual educational sectors will be compiled. The paper shall support the ongoing effort to ensure that teachers are capable of conducting their professional responsibilities at the schools and in the education systems as such in a qualified manner.

- **RECOGNITION** - Recognition of teachers by fair p(l)ay – including career paths, time and pay
- **COLLABORATION & DESIGN** - Encouraging school teams to create organisational PD plans with the help of working models and best practices
- **ATTRACTIVENESS** of teacher's profession – current situation analysis as well as identifying possible paths for **TEACHER LEADERSHIP**



1. Promoting professionalism through collaborative working culture and collective autonomy

- Need for new collaborative practises
- School-leaders involvement essential

2. New ways to spread best practises

- Involvement of teachers pedagogical organisation necessary (bottom up approach)
- Ownership, motivation and engagement of teachers is crucial

3. Further development of researchbased teacher education

- Launching a new nationwide, collaborative teacher education forum including digital development and continuous professional development

GERMANY



1. **Strengthen teacher professionalism**

The basis for successful teaching is a sound pedagogical and subject-related initial training and continuing professional development. A particular focus is placed on dealing with diversity, as schools already have to master the challenges of integration, inclusion and the promotion of gifted students.

The Länder will step up their efforts in these fields, especially in initial teacher training at universities and in the practical preparatory service. In addition, we offer expanded continuous professional development in the field of diversity.

2. **Government and teacher unions support teachers' competence development.**

The Standing Conference will give high priority to the implementation of the newly revised standards for teacher training and professionalization which have been adapted to the needs of inclusive education. In this process it will continuously communicate and cooperate with all partners and institutions involved. The Standing Conference will closely cooperate with the universities, the unions and intensify its exchange with the German Rectors' Conference.

In cooperation with the unions the results of educational reporting shall be used to further develop measures of quality assurance so that schools can benefit from them to systemically improve learning processes.

All partners agree that there is a need for further efforts to improve the necessary conditions for qualification and school-based development processes.

3. **Accept and address challenges**

Education in the digital world constitutes special challenges and opportunities. The Standing Conference will develop a respective strategy with the participation of trade unions and other relevant stakeholders. This strategy will contain proposals for the necessary competencies of teachers and put forward recommendations for initial teacher training and continuous professional development.

Teachers who continue to learn autonomously

- Create an environment that facilitates teachers' autonomous learning and improve their qualities and abilities throughout their teaching careers
- Under the concept of schools as teams, the cooperative and collaborative school management from partnerships and shared responsibilities between teachers and a variety of professional staff

Teachers professionalism fostered in schools

- Promote autonomous and continuous in-school professional development based on students' situations and challenges
- Build inter-school networks for teachers to learn from each other

Build a career system that supports teachers to continue to learn

- Establish the partnership between teachers' training universities and Boards of Education, which are in charge of professional development of qualified teachers
- Strengthen the function of the National Center for Teachers' Development



IMPROVE THE QUALITY OF SOCIAL DIALOG – FOCUS ON COLLABORATION

TRUST

- Social partners and ministry discussion on teachers role in implementing educational reforms

SUPPORT

- To develop teachers competences for excellent outcomes
- 5 regional conferences on leadership, ICT, collaboration, etc.

RESPECT/PRESTIGE of teaching profession

- Award of innovative teaching approaches
- Campaign with positive examples

LUXEMBOURG



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Les réformes scolaires ne se décrètent pas mais se cultivent.

That's why, Luxembourg in future is going to:

- **Method:**
 1. developing and stabilizing existing partnerships between authorities (ministry) and representative bodies (teacher unions, professional representations, parents and pupils) in order to create greater commitment to reforms
 2. planning long term perspectives (overlapping governmental cycles)
- **Content:**
 3. concentration on common points and agreements (avoiding points of disagreement)

Many thanks to the organizer for the excellent Summit !!!

THE NETHERLANDS



The Dutch Approach: shared ownership

- Teacher Development Fund: evaluation and it's further dissemination, developing professional learning communities in schools
- Learning Labs e.g. Curriculum Design 2032: involving, positioning and empowering teachers
- Establishing long standing connections between teacher education/training and the teacher practice; by using good practices.

NEW ZEALAND



- New Zealand will continue to systematically embed professional collaboration, and career pathways, and thereby grow student learning and outcomes through Communities of Learning
- New Zealand will explore opportunities for career pathways between ECE, schools, and government to strengthen both the system and professional learning and development



Most valuable insights:

- Structures for education reform must be stable over time
- Involvement of the profession from the start is critical to achieve success

Top priority for the coming year (common goal):

“Together we will seek to explore ways to give the teaching profession a more active and responsible role in providing the premises for the development and implementation of CPD activities for teachers and school leaders.

Our common goal is, during the coming years to develop models that can be tried out.”

POLAND



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1. Transformation of the primary school 6th form written tests into the monitoring system of competences.
2. The increase of the financial sources for the teachers' professional development. Setting up the minimum number of in - service teachers' training hours, respecting teachers' autonomy in terms of course programmes.
3. Introduction of some quality standards of the national educational system.

SINGAPORE



1. Enhancing pre-service (initial teacher education) and in-service teacher education
2. Developing our Teacher-leaders
3. Helping teachers understand the industrial needs

SLOVENIA



- Empowerment of teachers as investment for the future: knowledge, competences, skills for progress
- Stronger cooperation with social partners and all stakeholders during preparations of CPD programs; exchange of good practices
- CPD for different focus groups – each partner take responsibility for
 - Gifted
 - Special needs
 - Children with migrant background
 - and other vulnerable children

SWEDEN



The most valuable insight

- Channel the insight of the need of co-operation and trust building collaboration into the discussions in “The School Commission” as well as within “The National Gathering for the Teaching Profession” where the government, the teacher unions and other stakeholders meet regularly.

Top priorities

- Attract and retain highly qualified and certified teachers and school leaders by offering attractive incentives and good working conditions, which enables teachers to use their time for high-quality education, increased teacher influence and support for collaborative learning.
- Keep up the momentum in the efforts to increase the status of the teaching profession in parallel with strengthening education in the whole school system, especially for the newly arrived.

SWITZERLAND



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- Creation of a **permanent commission** gathering teacher's unions, principals unions, swiss universities of teacher education and administration to discuss the **career of teachers**.
- **Exchange of good experiences of recruitment** of the qualified future teachers (e.g. assessments, aptitude tests,...).
- **Study** on the reasons why teachers **stay** or not **in employment** after the entry into the profession .



UNITED KINGDOM



In our respective jurisdictions (UK and Scotland):

- Take specific actions to reduce unnecessary teacher workload, so that teachers can focus on what matters.
- Take specific actions to ensure pedagogy is based on evidence and rooted in effective classroom practice.
- Take specific actions to ensure that teachers have access to appropriate professional development opportunities as an entitlement and explore ways in which teachers, and their professional associations, can lead this agenda.

UNITED STATES OF AMERICA



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As we move to implement the new education law, which gives more flexibility to the states, we commit to:

- Create standards of support for teaching professionals
- Encourage states to elevate teacher leadership and voice
- Create opportunities to promote student equity and teacher diversity
- Change the narrative around teaching to improve recruitment and retention