



LEARNING FROM THE PAST, LOOKING TO THE FUTURE:

EXCELLENCE AND EQUITY FOR ALL

NCEE's Report from the 2021 International
Summit on the Teaching Profession

OCTOBER 19-21, 2021



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I. INTRODUCTION

Teachers, students, parents, and policymakers have demonstrated incredible resilience and ingenuity in the face of COVID-19. But even as recovery begins, the challenges remain: systemic teacher shortages, uncertainty about ongoing quarantines; the tall order of providing authentic, student-centered learning experiences in blended or virtual environments; and the urgency of ensuring that the most vulnerable populations, disproportionately affected by the pandemic, are able to recover and thrive. Teachers are facing the heroic challenge of serving all their students' needs, equitably and holistically, even as both students and teachers have suffered during the pandemic.

It has also become clear that an opportunity is embedded in the crisis. Teachers and policymakers can come together to reimagine education systems that have struggled to serve all students and teachers well in the past. In so doing they can “build back better” around a new vision for education that serves all students equitably no matter their individual needs, contexts or geographies.

It was in the context of the pandemic's challenges and opportunities that teachers' union leaders and education ministers from 15 countries came together for the 2021 International Summit on the Teaching Profession (ISTP) this October. ISTPs are unique. They are the only international event that brings education ministers and union leaders together to discuss practical steps to improve education. Participants include governments and union leaders from a number of high-performing or rapidly improving school systems as measured by the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA). Every year, it has been co-hosted by Education International (EI), OECD, and one participating country. As with every ISTP, Anthony Mackay, CEO and Board Chair of the National Center on Education and the Economy, served as the moderator.

This year, the 10th anniversary, the United States served as host, although COVID-19 travel restrictions necessitated a virtual meeting. So when participants logged in, they were greeted by U.S. First Lady **Dr. Jill Biden**.



U.S. First Lady
Dr. Jill Biden

“I just wanted to say thank you, from the bottom of my heart, for being part of this profession, and doing all that you do for our students,” Dr. Biden, herself a proud career educator, announced.

The United States’ decision to host had both symbolic and practical significance. As the host of the first two summits, the United States was behind many of the early decisions regarding the summits’ design and implementation. But for the past four years, the United States had not participated in ISTP in any official capacity. Its return to the table as a host represented not only an opportunity to celebrate ISTP’s 11-year history. It also underscored the United States’ renewed commitment to international collaboration as a means to improve education, and to honoring and supporting the teaching profession through constructive dialogue. The significance of this renewal brought a palpable energy to the convening.

LIST OF ISTP 2021 PARTICIPATING COUNTRIES

 United States (<i>host country</i>)	 Germany	 Slovenia
 Canada	 People’s Republic of China	 Spain
 Czech Republic	 Poland	 Sweden
 Estonia	 Portugal	 Switzerland
 Finland	 Singapore	 United Kingdom

A full list of participating individuals is available in Appendix B.

Despite the sobering context of the lingering pandemic, the virtual room was suffused with a spirit of opportunity, urgency, and purpose. The participants, many of whom had been with ISTP since its first convening in New York in 2011, were celebrating a decade of fruitful collaboration between ministries and professional unions. As United States Secretary of Education **Miguel Cardona** reflected in his opening remarks:



United States Secretary of Education Miguel Cardona

“ISTP is still going strong, and the United States is looking forward to being back after a four-year hiatus. We are ready to tackle our shared challenges and work collaboratively with you . . . In 2012, members of the U.S. delegation said that their most powerful learning was the ‘need to build a coherent, systemic, thoughtful process of engaging all actors in comprehensive, large-scale change’. This seems just as relevant now, maybe even more so, as we aim to build back better from the pandemic.” (Cardona, 2021)

Participants took time to celebrate ISTP’s past, but they were also eager to roll up their sleeves and get to work on the future. There was a shared recognition that the 2021 Summit’s topic was especially urgent and timely. As the meeting’s program aptly put it:

The pandemic has highlighted just how much jurisdictions around the world need to simultaneously provide a high-quality education and equitable access. We are at a decisive moment when countries can reimagine education to enhance human potential and the future and provide all children the opportunity to thrive. Or we can fail to tackle the inadequacies of our current education systems and miss the opportunity to achieve excellence and equity for all.

Addressing the needs of the whole child, enhancing student and teacher well-being, adopting broader measures of student success, developing resilience to respond to and mitigate the impact of future shocks, and keeping a relentless focus on equity are essential if education systems are to advance learning that helps students to lead productive and

meaningful lives while also supporting social cohesion and economic prosperity.

With that frame in mind, the 2021 Summit was organized around a central overarching question:

How can governments, teacher organizations and schools as centers of their communities collaborate around the future of education and the whole child to build back better and provide an excellent education to all?

This broad question lent itself to more specific ones:

- The well-being of students, teachers and other critical educators is a precursor to improving education. How does the teaching profession best support student well-being?
- How do we value and support the teaching profession and support the well-being of teachers? What support do teachers need, including the collaboration with other educators (such as support personnel) and other professions, in enhancing student well-being and mental health?
- Building on child development and learning sciences research, what is needed to support each person's learning (including academics) with mental and physical health and social emotional learning?
- How do governments and teacher organizations come together to determine the broader, multi-dimensional measures of success that incorporate the whole child? How can we achieve these desired successes?
- How can governments and teacher organizations collaborate on strategies that are relentlessly focused on equity to advance the future of education and to ensure an excellent education to all?

ISTP 2021 took place over three days. On the first day, the three cohosts—United States, EI and OECD—welcomed participants and invited them to reflect on the central question. On the second day, each country delegation met to reflect on the first day's program, prepare a list of priority topics within the theme that they would like to discuss on day three, and make three specific commitments of action to undertake in the coming year. **Linda Darling-Hammond**, President and CEO of the Learning Policy Institute in the United States, served as a rapporteur for both days of full-group meetings.

One of the things that has historically set the ISTP apart from other international convenings is its commitment to produce meaningful change that benefits all students and teachers. It is for this reason that delegations were asked to produce specific and actionable commitments to undertake in the coming year. Looking forward to 2022, delegations will have the opportunity to report on their progress in advancing their commitments and offer reflections when ISTP reconvenes in-person in Valencia, Spain.

In honor of the 10th anniversary of ISTP, this report begins with a retrospective honoring the convening's decade-long history. It then moves to a summary of ISTP 2021's discussions. Because many of the sessions were closed, and the norm that the group respect "Chatham House rules" and avoid attributing comments to particular participants, this report will not attempt to replicate the meeting structure or to offer a full record of ISTP 2021. Instead, it summarizes the proceedings to capture emerging themes, areas of consensus, and areas for further discussion or debate. The report also highlights emerging policies and practices highlighted by participants that might be useful for education policymakers around the world. The intention is to spread the key themes of the discussions that took place in a closed virtual session to a wider global audience of people interested in how education systems are advancing a whole-child agenda to promote the well-being of both teachers and students. For readers who are interested in more detail, appendices to the report preserve a record of the agenda, attendee list, and the full text of the priority topics and commitments prepared in writing by each delegation. In addition, the opening and closing sessions were public, and videos are available [here](#).

This report was prepared by the National Center on Education and the Economy in Washington, DC. Nathan Driskell served as the lead author, with Jennifer Crow, Jackie Kraemer, Anthony Mackay, Charlotte Notaras, and Suzie Sullivan providing support. The report also benefited tremendously from the review and advice of many partners: John Bangs, Barnett Berry, Linda Darling-Hammond, Maureen McLaughlin, Andreas Schleicher, and Vivien Stewart.

II. LEARNING FROM THE PAST: A RETROSPECTIVE ON 10 YEARS OF ISTP

Throughout ISTP 2021, delegations repeatedly commented on the historic nature of the event's 10-year anniversary. Even as ISTP looks to the future, it seems worth pausing to reflect on lessons learned from a productive decade of summits.

DESIGNING A UNIQUE AND ENDURING INTERNATIONAL CONVENING

While many things have changed about the summit in the intervening decade, several pillars of the ISTP's design have remained consistent. It is these design principles that make the ISTP unique among international convenings focused on the future of education.



A FORUM FOR OPEN DIALOGUE BETWEEN MINISTRIES AND UNIONS

The summit has equally valued the contributions of both teachers' professional organizations and management and took intentional steps to balance both points of view and promote honest reflection. From the beginning, sessions have been designed to surface differences of opinion while still demonstrating a spirit of impartiality, trust, and mutual respect. Strict adherence to Chatham House Rules—where participants may speak freely without fear of personal attribution—has encouraged honest reflection even on uncomfortable topics.



A UNITY OF PURPOSE

The ISTPs have been limited to high-performing and fast-improving education systems who are leaders on the world stage. This invitation-only nature has limited the scope of the issues and challenges on the table and ensured that the discussions reflect the vanguard of education policy challenges worldwide.



A STRONG SUPPORTING DATASET

Every ISTP has been grounded in rigorous data analysis. A framing paper from the OECD has served as a hallmark of each ISTP from the beginning. Quantitative analysis of the latest global data on teachers' attributes, competencies, and working conditions ensures that all the discussions are couched in a detailed understanding of facts rather than opinions.



A DEDICATION TO INTERNATIONAL COLLABORATION

Every jurisdiction who has come to the table has done so in a spirit of genuine intellectual curiosity, a desire to learn from one another, and a belief that cross-national, cross-sector collaboration was crucial to solving the thorniest problems in society. Education systems that have participated in various summits included: Austria, Belgium, Brazil, Canada, the People's Republic of China, Czech Republic, Denmark, Estonia, Finland, Hong Kong SAR, Georgia, Germany, Hungary, Iceland, Ireland, Japan, the Republic of Korea, Latvia, Luxembourg, the Netherlands, New Zealand, Norway, Poland, Portugal, the Russian Federation, Singapore, Slovenia, Sweden, Switzerland, the United Kingdom and the United States of America.



A FRUITFUL STUDY EXPERIENCE FOR ALL

In every in-person ISTP, a host country has ensured that there is not only bilateral dialogue, but also an opportunity to learn from strong and emerging best practices within the host country. Hosts organized visits to schools, opportunities for delegates to meet with teachers, informal conversations with policymakers, and many more learning opportunities. In this way, ISTPs became characterized not only by a spirit of intentional collaboration but also collaborative inquiry. Vivien Stewart, one of the organizers and rapporteurs for nine of the past ISTPs, and lead author of nine ISTP reports, reflected: "The energy and drive of the host countries ensured that not one of the ISTPs became a 'meeting for a meeting's sake.' The host's dedication ensured that we could all come together as intentional changemakers."



A LASER FOCUS ON TEACHING AND LEARNING

From the beginning, the ISTP kept the focus on students, educators, and classrooms. In a retrospective paper reflecting on the first nine summits, Vivien Stewart argues that there are six global trends cutting across the lessons and commitments each participating country draws from the ISTP. She sees these trends as: redesigning teaching and learning for 21st century competencies; attracting high-quality teachers; strengthening teacher preparation; deploying effective teachers in schools with greatest needs; encouraging innovation; and creating the future to meet challenges, capitalize on opportunities, and face uncertainty (Stewart, 2019).

EVOLVING THE FOCUS TO REFLECT A COMPLEX WORLD

Summits have maintained a consistent emphasis on the policies that will support stronger teaching and learning for all. But these recurring themes do not mean that the ISTP has become static. On the contrary, ISTP discussions have grown increasingly complex as education systems adapt nimbly to global challenges and grapple with emerging issues.

The first ISTP took place on a March morning in 2011, at the American Museum of Natural History in New York, with 16 countries participating. It would be the very first time that Ministers of Education and union leaders from around the globe came together to articulate problems and challenges, discuss pathways forward, and iron out competing priorities and tactical differences of opinion.

In 2011, education policy conversations globally were deeply focused on recent research isolating teachers as the single most important in-school factor affecting student outcomes (e.g., Rivkin, Hanushek, & Kain, J, 2005). This finding led to a host of questions that had bedeviled teachers and policymakers for the last several years. If getting better teachers in front of every student would produce strong outcomes for students, then how can countries recruit and retain higher-quality teachers? But even more important, how can countries ensure that “high-quality teachers” translates into “high-quality *teaching*”?

With these broad questions top of mind for every policymaker in the early parts of the decade, it is no surprise that the first few ISTPs focused heavily on questioning, defining and ensuring “quality” as a theme.

More specifically, how can education systems attract strong candidates into teaching early, give them high-quality preparation, mentor them, measure their effectiveness in holistic ways in order to best support and develop them, build a long-term career for teaching, and ultimately give them leadership roles for schools and policy-making? And how can teachers help ensure that these policies reflect and respond to the realities of classroom practice and the needs of children?

In these early ISTPs, many countries developed an emerging recognition of the interdependent, systemic nature of this approach to teacher recruitment, development, and support. This mindset shift led to a number of important policy developments in many countries that will result in higher quality teaching and deeper learning.

SELECTED TEACHER POLICY OUTCOMES FROM EARLY ISTPs

- In **Canada**, Ontario increased in-service professional learning for teachers in math, especially those who did not pursue a math major. Prince Edward Island also increased the professional learning time allocated to teachers.
- **Estonia** adopted a new teacher professional standards framework designed to incentivize teachers’ pursuit of lifelong professional learning and ongoing improvement. Teacher collaborative networks formed to design, implement and scale professional learning for teachers targeted to identified areas of greatest need.
- **Germany** implemented new teacher preservice and professional learning with a focus on equity, diversity, culturally responsive teaching, and differentiating instruction to support struggling learners.
- **Poland** used digital platforms and tools to enhance teachers’ professional learning networks so that they could share best practices and resources organized around system-wide goals.

- **Singapore** redesigned its teacher preservice offerings at the National Institute for Education and its in-service offerings at the Academy of Singapore Teachers, organized around a set of priority 21st century skills and competencies.
- **The United States** provided increased support for teacher professional learning and growth focused on teaching to more rigorous state standards.

Adapted from Asia Society, 2014

These reforms demonstrate the tangible progress many countries have made in response to early ISTPs focused on attracting and developing quality teachers and teaching. But this significant progress should not imply that any education system has fully “solved” the persistent problem of teacher recruitment. The recruitment and retention challenge has become knottier as systems have begun to grapple more fully with equity. A critical issue is how to recruit and support enough teachers so that every child has access to an excellent learning experience, and the most experienced and effective teachers serve the children facing systemic disadvantages. This is an issue that few systems have fully resolved.

Furthermore, as Stewart notes, the teaching profession in “many countries struggle[s] to compete with other sectors of the economy... These challenges [of recruiting competitive teachers] are being made even more acute as the 21st century demands on teachers become increasingly ambitious” (Stewart, 2019). The challenges that confront teachers have taken on a complexity beyond what any country ever thought possible a decade ago: systemic inequality; a wellspring of diversity resulting from new global migration patterns; an explosion of knowledge—and of misinformation—brought on by the internet; and a proliferation of new technologies, virtual spaces, information sharing platforms, and applications of artificial intelligences.

Education systems now recognize that if they are standing still, they are falling behind – in serving their students and in supporting their teachers. And

this heightened awareness of the volatile, uncertain, complex, and ambiguous nature of our future has led to increasingly complex discussions at ISTP.

How can teachers’ organizations and government collectively build school systems that serve children from birth to work, and that bridge classrooms with community health and supports? What do 21st century competencies actually mean for children and for teachers, and what policies are needed to support their development? To what extent did the COVID-19 pandemic represent an opportunity to rethink old assumptions about the nature of teaching and the design of schooling? To what extent did it underscore the pillars of education that must absolutely remain the same? Where do ‘policy development processes’ end and ‘the politics of education’ begin? How can systems bring people together to sustain well-intentioned policy over political life cycles, and ensure that its intended effects reach teachers, classrooms, and students?

This progression brings us to 2021, where teachers’ organizations and government ministers again came

TIMELINE OF ISTP’S KEY THEMES

United States	2011	Improving Teacher Quality Around the World
United States	2012	Teaching and Leadership for the 21st Century
Netherlands	2013	Defining and Evaluating Teacher Quality
New Zealand	2014	Excellence, Equity, and Opportunity
Canada	2015	Implementing Highly Effective Teacher Policy & Practice
Germany	2016	Teachers’ Professional Learning and Growth
United Kingdom	2017	Empowering and Enabling Teachers to Improve Equity
Portugal	2018	New Challenges and Opportunities Facing the Profession
Finland	2019	The Future of Teaching and Learning
Virtual	2020	Supporting Teaching During Times of Crisis
Virtual/ United States	2021	Learning from the Past, Looking to the Future: Excellence & Equity for All

together virtually to focus on the timely, yet complicated, topic of “whole-child education.”

Participants arrived eager to engage in three days of thought-provoking, provocative, and actionable discussion. The remainder of this report presents highlights from the conversation, and offers a preview of what to expect when ISTP 2022 reconvenes in-person in Valencia, Spain.

III. SETTING THE SCENE: OPENING ISTP 2021

Anthony Mackay, NCEE CEO and Board Chair and ISTP moderator, formally opened the meeting. He introduced United States Secretary of Education **Miguel Cardona**, who added his welcome. In his opening remarks, Cardona repeatedly emphasized the value of coming together to learn across nations in order to improve education, promote equity, and foster student and teacher well-being. The pandemic has highlighted the ways in which all countries are connected and our fates are interconnected, he said. In his view, there was no better time than as we emerge from the shadow of the pandemic to recommit to collaboration, and to help one another to build stronger, more equitable, and more resilient education systems to serve the whole child.

Secretary Cardona reflected on a recent visit he made to Delran Township School District in the U.S. state of New Jersey. In the midst of the pandemic, Delran’s teachers, students, and administrators were collectively facing unprecedented challenges. Rather than respond by doubling down on centralized mandates, Delran piloted a collaborative partnership between the district and the union to innovate solutions. The result? According to Cardona, greater student success, stronger educator engagement, and improved school culture.

For Secretary Cardona, this success story demonstrates the power of intentional collaboration in service of both teachers and students. Collaboration can facilitate a host of accompanying policy changes to build systems that adequately serve a whole-child agenda. Cardona pointed to improved preschool access, bridging schools and community health and social services, and strengthening pipelines to recruit teachers from underrepresented groups, such as teachers of color. Secretary Cardona noted how proud he was that U.S. schools were getting more support: “the Biden administration is sharing important resources and providing support for a wide range of programs to holistically support children and families.” Even still, for the United States, the work of serving a whole-child education agenda was far from finished and could always benefit from more international feedback and collaboration: “We need [our international colleagues’] ideas and experience about the best ways to elevate and enhance the teaching profession to improve instruction for all students.”

Following his remarks, Secretary Cardona recognized three women who collectively represented unions and management in the United States. National Education Association President **Rebecca Pringle**, American Federation of Teachers President **Randi Weingarten**, and Council of Chief State School Officers CEO **Carissa Moffat Miller** welcomed delegations and delivered opening reflections. Each of them emphasized the importance of whole-child education, while also underscoring the fundamental shifts that would be required to achieve it. These include moving from a compliance mindset to an engagement mindset, from top-down management to collaborative management, from standardization to personalization, and from high-stakes testing for the purpose of selecting and sorting to assessment for the development of students' individual potentials. Such changes are profound, yet necessary. As both Pringle and Weingarten noted, they would enable us to achieve a new vision for public education.

Pringle reflected on how “We can transform [public education] into something it was never actually designed to be: a racially and socially just and equitable system that prepares every student—every one—to succeed in a diverse and interdependent world.” Weingarten shared a similar sentiment: “We have a once-in-a-lifetime opportunity not only to recover from COVID-19, but to make every public school a place where parents want to send their kids, and most importantly, where every child thrives.”



The U.S. delegation included
(from left to right)

Miguel Cardona
Secretary of Education

Carissa Moffat Miller
CEO, Council of Chief State School Officers

Rebecca S. Pringle
President, National Education Association

Randi Weingarten
President, American Federation of Teachers

Mackay then turned the floor over to **Andreas Schleicher**, Director of Education and Skills at the OECD. Schleicher described education systems at a crossroads: grappling with how to educate for the future, rather than the past. In his view, these crossroads are the opportune moment to bring government and the teaching profession together to tackle challenges. His data suggested pressing challenges for education systems to solve, but also very real opportunities to build more authentic relationships, and a set of concrete strategies for getting there.

And, as he noted, all countries have seen especially deep and persistent challenges over the past two years of global pandemic. In a series of dispiriting charts, Schleicher showed the depth of problems all countries faced with at-home learning. Anxiety and trauma skyrocketed among students, teachers, and parents alike. In Schleicher's view, the legacy of COVID-19 will be a bigger challenge than just "lost learning"—it will be about recovering social emotional skills and mental well-being for all students and teachers. Even before the pandemic, schools had not done terribly well at supporting the social and emotional development of students. As Schleicher showed, 15-year-olds report lower creativity than 10-year-olds in every jurisdiction for which the OECD has data.

But the data also suggested a promising pathway forward: supporting teachers so that they have the time and capacity to build strong, more meaningful relationships with students. In the chart below, Schleicher showed that teacher-student relationships are correlated with students' social-emotional outcomes. In the OECD's Survey of Social and Emotional Skills, students were asked to report on the quality of their relationships with their teachers, and their responses were used to construct a numeric index of student-teacher relationships. The chart visualizes the association between student-teacher relationships and the development of selected social and emotional skills, by showing the change in students' social and emotional skills associated with a one standard-deviation increase in the quality of student-teacher relationships (OECD, 2021).



Better student-teacher relations is linked with improved social and emotional skills

Relations between student-teacher relations and social and emotional skills, 15-year-olds

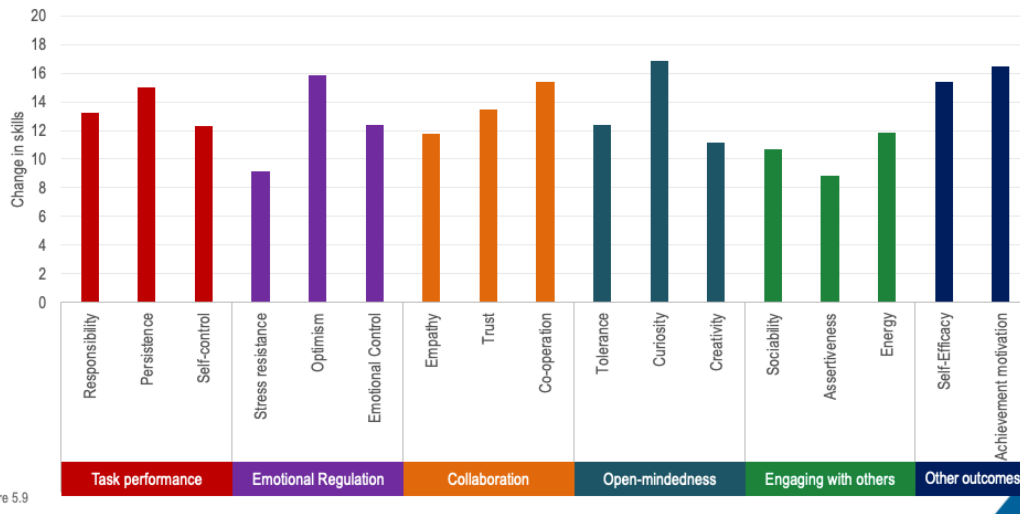


Figure 5.9

31

(Andreas Schleicher, 2021)

In other words, students who get along with teachers report more curiosity, greater optimism, and a more nuanced understanding of who they are and who they want to be. For Schleicher, education should not be thought of as a transactional business but instead a relational endeavor.

If teacher-student relationships are the answer to this problem, how can systems better support teachers to build these strong relationships? Schleicher noted that teachers' stress has almost nothing to do with any of their work with students. Instead, poor teacher well-being is associated with administrative work. Teachers who have time to collaborate with one another and to exercise effective leadership in their school buildings are more likely to be able to effectively build relationships with students. Teachers' well-being and students' well-being are interdependent.

Schleicher closed by noting that in many school systems, curricula were being organized around the whole child. Unfortunately, he argued, reform is too often littered with "good intentions implemented poorly." In this time of deep crisis, more profound and effective change is possible and needed.

In Schleicher's view, scaling effective practices related to well-being will require educators and policymakers to take a hard look at school culture and

at the social fabric of school systems. More specifically, his closing recommendations for participants included:

- Be transparent with teachers and school leaders where change is heading and what it means for them
- Be aware of how organizational policies and practices can either facilitate or inhibit transformation
- Tackle institutional structures that are built around the interests and habits of adults rather than learners
- Use power and influence to build the alliances and coalitions needed to help rules become good practice, and good practice become culture

Following Schleicher’s analysis, Mackay turned to Education International’s President **Susan Hopgood** to deliver her own thoughtful welcome and reflection. Hopgood thanked the United States for its return to the summit, and expressed optimism that it signaled a renewed commitment to collaboration and quality education for all.

At the same time, she acknowledged the difficult context in which participants now found themselves. The COVID-19 pandemic was now endemic, and while many education systems were in the process of recovery, “resilience is now the name of the game.” Building more resilient, effective, and equitable school systems requires intentional collaboration amongst ministers, teachers, and unions, Hopgood said. But addressing the needs of all children holistically will require even more than that.

As Hopgood aptly noted: “No society can achieve economic and social well-being without putting equity at its core.” But what does that mean, practically speaking? For Hopgood, it means developing strategies for diagnosing the extent of students’ disadvantage and the extent to which their well-being has suffered. It means that systems must prioritize sustainable and sufficient long-term funding for students who need it most, and programmatic supports that meet students with different levels of need where they are. And it means recognizing that academic achievement and student well-being are not in tension, but rather correlated with one another.

For Hopgood, the responsibility for meeting the needs of all students with rich and broad curricula must rest with teachers. But, she acknowledged, that challenge is enormous. Teachers cannot be expected to tackle it without a

supportive education system that pays attention to their own well-being in turn. In other words, there is “a seamless connection between teacher well-being and student achievement.”

Hopgood offered specific recommendations for elevating and addressing the issue of teacher well-being. First, she said, acknowledge the issue: teacher well-being is too-infrequently discussed. Next, teachers’ working environments need to be on the agenda for post-pandemic educational recovery. Finally, she urged participants to support a large-scale international study of teacher well-being, which remains a poorly understood and little-publicized issue. Such a study would look at how to maintain and elevate teachers’ sense of self-efficacy and motivation to teach, and hopefully contribute to improve teacher well-being, motivation, and long-term job retention globally.

Hopgood closed by underscoring the unique nature of the ISTP:



President of Education
International
Susan Hopgood

“Summits . . . represent the best of democratic discussion. There may be disagreements as well as agreements, but we all have a common aim: working together to make sure that quality education for all is at the heart of society’s and, yes, our governments’ aspirations.” (Hopgood, 2021)

And with that stirring appeal to our sense of purpose, the floor opened to a rich discussion.



IV. INTENTIONAL COLLABORATION: A STRATEGY FOR TEACHER WELL-BEING AND WHOLE-CHILD EDUCATION

After the welcoming and framing comments, participants had the opportunity to reflect on how governments, teachers’ organizations, and schools’ collaboration could support a whole-child agenda. This roundtable led into a day-long working session, where individual country teams met to generate a list of priority topics for discussion and a list of concrete commitments they planned to undertake before ISTP 2022. (The full list of these topics and commitments is available in Appendices C and D.) They undertook this work session within the context set by the opening remarks, as well as the [OECD ISTP Background Document](#) and the [EI ISTP Briefing](#). A paper on teacher leadership for whole child education written by Barnett Berry, Linda Darling-Hammond, and Anthony Mackay provided additional context.


After reviewing the topics participants generated and prioritized and analyzing key themes across them, Anthony Mackay presented a framework that he and his colleague Linda Darling-Hammond had constructed to visualize the key ideas. Mackay proposed using this framework as a guide for structuring the discussion of how each jurisdiction can advance the cause of whole-child education, grounded in the priorities articulated by each of the participants.

Cross-Country Priorities

<div style="background-color: #90EE90; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 10px;">Teacher Professionalism and Well-Being</div> <ul style="list-style-type: none"> Supporting preparation, ongoing learning, and expertise sharing Attending to health, well-being, and supports that motivate, recruit, and retain Enabling empowerment and agency that, in turn, support innovation on behalf of students 	<div style="background-color: #90EE90; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 10px;">Whole Child Education and Equity</div> <ul style="list-style-type: none"> Developing the child’s full potential across multiple domains and pathways Attending to health & wellness Supporting equitable access to resources (including expert, personalized teaching, digital tools, and wraparound supports)
<div style="background-color: #90EE90; padding: 5px; font-weight: bold; margin: 0 auto; width: 80%;">Intentional Collaboration</div>	




The framework shows how *teacher professionalism and well-being* and *whole-child education and equity* form two interdependent pillars. As Mackay put it:



NCEE CEO and Board Chair
Anthony Mackay

“The conversation emerging here is that well-being is of the student, and of the [teaching] profession. Well-being; physical and mental health; social and emotional learning: all are coming together in ways that are interdependent.” (Mackay, 2021)

Achieving both teacher professionalism and well-being and whole-child education and equity requires attention to three parallel policy levers:

- Clear pathways for continuing learning for students and teachers: This means that a coherent pathway for teachers’ learning—through preservice preparation, professional learning, and peer-to-peer sharing—is mirrored by clear and coherent progression of learning pathways for students that meet their needs and develop their full potential.
- Holistic support for health and wellness: School systems must ensure that every child and every teacher can access the health, mental health, and wellness services that enable them to be happy, healthy, and productive. This may mean offering some services in school, or it may mean linking school systems with other sectors related to health and wellness as needed.
- Flexibility and resources for teachers to personalize learning for each student: Enabling teachers to meet the diverse needs of all their students will require significant support, including the agency and autonomy to innovate so they can reach all students to succeed at high levels. Students, in turn, need the ability to access resources, supports, and additional learning experiences that meet them where they are, equitably and effectively.

Intentional collaboration serves as the enabling condition for these pillars. Intentional collaboration happens across classrooms, schools, agencies, sectors, or countries. But it cannot be just collaboration for the sake of it. It must be undertaken strategically, with a clear, unifying goal in mind. As the world's only dialogue between Ministers of Education and teachers' union leaders, the ISTP has always been characterized by a spirit of collaboration. It was the ideal venue in which to interrogate this strategy and better define it.

INTENTIONAL COLLABORATION

Even though ISTP 2021 celebrated the unique nature of collaboration and its capacity to build harmony and create lasting change, it also recognized that collaboration could be complex and difficult work. As Education International noted in their briefing paper for the meeting, mindset shifts, trust, respect, significant time and resources, and collective responsibility and political will are all necessary to effectively collaborate. (Education International, 2021, p. 12).

In order to solve the pressing problems facing the world today, collaboration can and must take many forms: collaboration among teachers within schools; collaboration across schools; collaboration across unions and government; collaboration between schools and districts; collaboration between education systems and other agencies like health and labor; collaboration between government systems and broader societies and economies; and collaboration across countries to solve global problems. In the rich discussion that followed, participants touched on all these facets of collaboration.

Several countries spoke about how partnerships between unions, education systems, and other sectors had built comprehensive strategic plans far richer than could have been achieved alone. In Saskatchewan, Canada, the province's guiding vision for education in the year 2030 and plan for achieving that vision came about as a result of work between K-12 educators, the Saskatchewan Teachers' Federation, parents, indigenous organizations and elders, and postsecondary education institutions. The goal of the development process was to intentionally look at the future of education through an equity lens and include voices that have previously been ignored. The plan is centered on skills and knowledge, mental health and well-being, connectivity and relationships, and building inclusive, safe, welcoming

environments. School districts will create their own plans based on the province-wide vision. They will do so with a shared understanding that: schools must be safe, inclusive places for all teachers, staff, students; flexible curricula must allow teachers to exercise their professional capabilities; and authentic indigenous curriculum must support truth and reconciliation.

Other systems spoke movingly about the power of parent-school partnerships. In Poland, both the frequency and quality of teacher-parent communications increased during the pandemic. The country took steps to enlist parents as allies who could help to diagnose and address the lasting psychological damage of COVID-19. Similarly, Estonia noted that they had seen parents' trust in education increase during the pandemic as parents had begun to recognize the importance of the teaching profession.

Scotland has seen increased collaboration between teachers and policymakers. Policymakers have increasingly acknowledged the many ways that effective teachers develop promising innovations: they adapt, create, interpret, and pivot every day to implement curriculum in ways that serve all students. Policymakers are now working with teachers to find ways to document, aggregate, and disseminate these 'micro-innovations.' Scotland's finding aligns with Andreas Schleicher's analysis of how policy can foster innovation and development:



OECD Director of
Education and Skills
Andreas Schleicher

“Policymakers reform education successfully when they help people recognize what needs to change and build a shared understanding and collective ownership for change. They must focus resources, build capacity, and create the right policy climate with accountability measures designed to encourage innovation and development rather than compliance.” (Schleicher, 2021, p. 19).

In several other jurisdictions, the experience of COVID-19 had the unintended positive side effect of strengthening collaboration between teachers' unions and government. Sweden described how professional association leaders and ministry officials had begun to meet monthly during the pandemic to determine priority issue areas, and decide on strategies for the coming month, which had never happened so regularly or intentionally before. Finland has always had a very strong tradition of cooperation between unions and government, but the pandemic deepened it. As learning and well-being gaps began to emerge, Finnish unions and government agencies were able to collaborate to monitor where they were occurring and to pilot and evaluate solutions.

Other participants took both a domestic and international lens to the topic of intentional collaboration. For Portugal, both collaboration across schools and collaboration across countries is seen as necessary to mitigate the inequalities exposed during the pandemic, and ensure that they do not become entrenched and systemic. The work involves everything from developing new systems for supporting students at different levels of learning, rethinking teachers' working environments so they are able to collaborate in ways that foster ongoing professional learning, reaching across agencies to improve the health and social services available to students and teachers, and engaging in multilateral, international dialogues such as ISTP.

Such a broad view of collaboration means that differences of opinion, sometimes sharp ones, are inevitable. But as some noted, they may even be desirable. By bringing different voices and points of view over shared values like equity, shared prosperity, and well-being for all, it might be possible to surface new innovations that are not possible in an echo chamber.

Collaborating in this way is never going to be easy, and it will require re-examining long-standing norms about the relationships between various players in education: between teachers and their peers, teachers and school leaders, teachers and government, and teachers and students. In its briefing paper for the meeting, Education International (2021) wrote about potential "innovations in the forms and structures of negotiation and consultation between the teaching profession, its unions and governments" (p. 12). In a similar vein, Berry, Darling-Hammond, and Mackay (2021)'s briefing paper discussed a new school design, "with transformed schedules to provide

opportunities for teaching teams to meet and plan together around both curriculum content and children’s needs, as well as school decision making” (p. 11). Noting that education systems such as Singapore and Shanghai have traditions of this kind of scheduling (see Darling-Hammond, et al., 2017), the authors imply it is eminently possible anywhere. Yet for many education systems, such a shift in school schedules, classroom arrangements, and the nature of school leadership represents a fundamental disruption to the existing grammar of schooling.

All the same, the subsequent discussions suggested that the well-being of both students and the teaching profession might depend on this level of innovation.

TEACHER PROFESSIONALISM AND WELL-BEING

Throughout three days of ISTP 2021, the message came through loud and clear: teacher well-being matters. Participants and presenters marshalled a range of qualitative and quantitative evidence to show its impact on teacher retention, school climate, student well-being, and students’ academic achievement. Yet defining teacher well-being is not exactly straightforward. As many noted, at a minimum it encompasses health, mental health, happiness, sense of self-efficacy, creativity, ingenuity, and capacity to exercise leadership.

Many bemoaned that this crucial topic has been neglected in academic discussions, policy analysis, and broad public discourse for far too long. By synthesizing the discussions around teacher well-being across ISTP 2021, this report can hopefully go a small way toward rectifying that omission.

One benefit to teacher well-being that may seem obvious, but is still worth underscoring: happy, healthy, supported, and empowered teachers are more likely to express job satisfaction and stay in the profession (Schleicher, 2021). Teacher retention has been top of mind for many educators and policymakers, especially during the pandemic. In the United States, there have been many reported instances of school districts unable to find sufficient staff to keep schools open, even when COVID-19 infection rates are low. A recent National Education Association analysis found that 32 percent of NEA members in the United States indicated they planned to leave the profession earlier than expected. Respondents cited inadequate working conditions such

as lack of ventilation, stress due to the pandemic, and lack of mental health supports as among the reasons for their desire to leave (Walker, 2021).

Education International concisely summarized the importance of the issue in their briefing memo for the summit:

The evidence from TALIS and other studies is that teacher well-being matters. Teacher leadership and collaboration, supportive working conditions, pay/compensation which matches that of comparable professions, and relevant professional development contribute to high levels of teacher well-being and job satisfaction and crucially contribute to the quality of student learning. Indeed, there is an integral relationship between teacher well-being and student well-being (Education International, 2021).

Apart from health, safety, and support, an often-overlooked aspect to teacher well-being is the extent to which they are trusted to make decisions that best serve the needs of their students. But as many participants noted, many teachers around the globe have little authority, autonomy, or ability to innovate. Linda Darling-Hammond provided historical context for this trend. Countries around the world were able to expand access to education for the vast majority of their students in the early-mid 20th century. But in doing so, they often adopted an efficient “assembly line” model of schools and associated bureaucracies to oversee them. Teachers received minimal preparation and few opportunities to deepen and improve their practices. In turn, they were subject to standardized evaluation and oversight to ensure that they were doing their jobs to the specifications required.

Invoking Max Weber’s famous adage that “Bureaucracy develops the more perfectly, the more it is ‘dehumanized’,” Darling-Hammond argued that these structures were intentionally built to minimize interpersonal trust and institute top-down leadership.

Deconstructing these structures requires deepening teacher preparation and professional learning so teachers build the knowledge, skills, and mindsets they need to succeed in an autonomous professional working environment. It also requires recreating the grammar of schooling so that teachers have the time, space, and support to exercise leadership in classrooms, schools, and policy settings.

Education International (2021) showed how enabling teachers to demonstrate leadership benefits not only teachers' well-being, but also students':

Teacher well-being is largely dependent on the way in which leadership is perceived in schools... Distributed leadership which provides the conditions for all teachers to show leadership in practice and policy has become increasingly linked to sustained improvements in student outcomes and well-being (p. 10).

Very few nations have comprehensive systems for developing teacher leadership to seed and disseminate innovative practices and take responsibility for whole of school and system improvement. The models that exist—among them Singapore's Empowered Management System and their associated career ladder (Darling-Hammond, et al., 2017)—are so complex that replicating them in other systems may be difficult. But as Berry, Darling-Hammond, and Mackay (2021) argue, "everything needed for a system of teacher leadership that can transform schools is being done somewhere" (p. 16). The trick is identifying these pieces, adapting them for context, and stitching them together into a comprehensive system. Luckily, the rich discussion at ISTP 2021 provides many examples of the kind of teacher leadership needed to enhance teachers' well-being and elevate whole-child education in turn.

The island city-state of Singapore has always placed a premium on offering teachers world-class, bleeding edge preparation and ongoing learning, grounded in the science of how children and adults best learn. As a result, teachers' professionalism and autonomy have always been highly valued. But Singapore is currently exploring ways to take that ethic a step further: from "doing professionalism to" teachers, to empowering teachers. Singapore is putting structures in place to foster agency. These include technology platforms that can alleviate teachers' workloads to allow them to offer students more individualized support and guidance, as well as enable them to share lesson plans and resources and adapt them at their discretion.

China has also been a long-time model for how to build, elevate, and support the teaching profession. Across China, the Ministry requires that the average salary of teachers is no less than that of local civil servants. This helps ensure that teachers are healthy and financially stable, while also elevating the social

status of teachers. China also has a longstanding tradition of celebrating teachers through public holidays and public competitions centered on the teaching profession, as well as recognizing expertise through educator career ladders.

That being said, China still sees room for improvement. Teachers do not feel they can undertake the difficult task of supporting the whole child without adequate training, professional learning, and ongoing support. There are large disparities in teachers' access to high-quality professional learning, with rural teachers frequently unable to access the rich resources available to their peers in the megacities. For that reason, China is instituting a multipronged strategy to enhance rural access to professional learning opportunities, including those centered on whole-child education. The country is launching a national-level training program, building an ICT platform for teachers to share resources and best practices, and allocating ¥2.2 billion to increase supports for rural teachers in the Western provinces.

Sweden has already built a national program of study for teachers' professional learning. But the country is not stopping there. They are now working to establish the structures necessary to make professional learning authentic, collaborative, responsive to teachers' needs, and reflective of the kind of professional working environment teachers will need to thrive. These structures include: a qualification framework for teachers with transparent guidance on what is needed to earn new qualifications; and a national council of teachers, policymakers, and university representatives to ensure that teachers have a voice in ongoing policy decisions and can communicate the intent of those changes to their peers.

The next step for Sweden is in rethinking its governance and accountability systems with an eye towards fostering more professional innovation. Historically, Sweden has had a fairly rigid performance management system. This form of compliance-based teacher accountability is being de-emphasized in favor of strategies for fostering, documenting, and scaling innovative practices that are validated by research. The country is establishing collaborative research/practice partnerships between universities and municipalities, where teachers and researchers can test new practices, study the results, refine them, and share them with colleagues and policymakers. The hope is to challenge the traditional view of teachers as consumers of

research, and instead reposition them as stakeholders who have a say in policy and research decisions.

The United Kingdom's government has also been deeply focused on enhancing teacher well-being in recent years. A strategy announced in England in 2019 includes an early career framework with two years of structured mentoring for new teachers; new qualifications that give teachers opportunities to advance in the profession without leaving the classroom; measures to reduce teacher workload; and tools to help teachers share their workload with one another so they can organize their work in different ways.

This strategy was hardly underway when schools in England were disrupted due to the pandemic. Teachers faced significant stress in adapting to remote teaching and learning, and parents and policymakers developed a much deeper understanding of the contributions made by teachers and schools. In response, England put forward a range of commitments to teacher well-being, published in May 2021. These include: investing in a longer-term mental health and well-being package for teachers; further working with school leaders to find ways to further reduce teachers' workload; and developing pilot "ambassador" schools that share best practices with other schools across the country.

Other countries expressed similar commitments to addressing teachers' well-being. Estonia discovered that 28 percent of their teachers were reporting "frequent" or "constant" stress, so they set up a dedicated mental health helpline for teachers. Based on the success of this support, they are working to extend it to students and parents as well. Switzerland set up an "alliance" for students and teachers focused on developing opportunities to exercise, play, and develop healthy habits. Studies have shown that the alliance has contributed to improved health outcomes for students and teachers. In Slovenia, teachers and policymakers have developed new professional learning offerings focused on how teachers can monitor and support their own well-being and that of their peers.

WHOLE-CHILD EDUCATION AND EQUITY

A large body of neuroscience research shows that to effectively foster deep learning in children, an integrated approach to serving the whole child is needed. From a pedagogical standpoint, this means teaching disciplinary

concepts and skills, fostering cognitive and social and emotional development, and supporting physical and mental health become interdependent. Serving the whole child also means that educators must not only ensure that all their students are learning course content, but also receiving necessary treatment for health and wellness. This might mean that schools provide health and wellness services in addition to schoolwork. Or it might involve schools partnering with community organizations and local agencies, blurring the boundaries between communities and the schoolhouse door. This strategy can significantly advance the pursuit of equity, but only if all children have access, and the services are targeted at the students who have historically been systemically marginalized.

A learning system that centered on the whole child will have “impactful” curriculum that are relevant, culturally responsive, and adaptable to students’ different contexts, needs, and passions (Schleicher, 2021, p. 6). For Education International (2021), a key strategy to pursue a well-being agenda is empowering teachers to develop curricula that are responsive to the needs and interests of students and reflective of the challenging context of the 21st century:

School curricula should be capable of change to respond to new realities and to instill in students the belief, optimism and motivation that they have the power to initiate positive change to confront the existential threats facing the world. For example, how to teach about the threat of climate change and the need for sustainable development is a fundamental question which is being increasingly asked by society as well as by teachers. (p. 8).

Attending to the whole child means that students are engaged by stimulating and diverse activities within and outside the formal curriculum, including cultural enrichment and joyful play. And students are motivated not only through relevant and challenging course content, but also intrinsically by their sense of optimism, self-worth, and self-efficacy.

As this report has argued, equitably attending to students’ well-being is inextricably linked to the well-being of teachers. After all, serving the whole child requires much of teachers, up to and including that they rethink deeply held assumptions about their roles. Berry, Darling-Hammond, and Mackay

(2021) explain, “Teachers who are teaching in community schools focused on deeper learning principles take on many new roles, such as relationship-builders, collaborative leaders, problem-solvers, critical change agents, and community members” (p. 9).

Well-being for all means that teachers and students collectively learn and grow together in schools that are happy and healthy, and in systems that are high-functioning and equitable. These systems must be characterized by a high degree of relational trust. Darling-Hammond argued during her closing remarks that this is especially urgent in 2021.



“When we look to the neuroscience of learning, the evidence is clear: relationships are the best antidote to trauma, and we’ve had so much trauma around the world due to the pandemic.” (Darling-Hammond, 2021)

Learning Policy
Institute President
Linda Darling-Hammond

Many countries at ISTP 2021 described promising new policies and practices for sharpening a whole-child agenda. For example, in Spain, a combination of legislation, regulation, and new forms of curriculum and teacher professional learning have been deployed to support student well-being. Spain has created and funded a new position at every school dedicated to focusing on the needs of the whole child. New guidance is also being put into place to fight against in-school bullying and cyber-bullying, and to make schools more inclusive environments for students. Spain is also undertaking revisions to its curriculum, both to better address children’s unique and diverse needs, and to better align content with the skills and competencies students will need to compete in a global marketplace.

Slovenia has undertaken a comprehensive study of the extent to which distance learning and the stresses associated with COVID-19 have affected students’ social and emotional development as well as their physical health

and fine motor skills. The results of this study will allow the country to diagnose where additional resources are needed and how to deploy them.

In Germany, the teachers' federation and the national government have collaborated to produce a range of new resources and course content to serve a whole-child agenda. These include a new set of resources for improving the school culture and climate for students, such as diagnostic tools for helping schools to be more inclusive of different languages. Special support courses have been put in place in all subjects and levels, so students who have fallen behind can catch up. Germany has created and funded new positions for school psychologists as well as career counselors for students. And they are building out a new suite of resources, guidelines, and best practices for blended learning, so that if additional outbreaks necessitate more closures, students can equitably access all the learning opportunities they need.

Singapore is thinking strategically about new ways of harnessing technology for adaptive and self-paced learning. The goal is to “mass customize” the education system, so that every student has an individualized pathway, replete with the supports and enrichment opportunities they need to remain happy, motivated, and successful in school. E-learning technology will be a key tool for Singapore as it pursues adaptive and self-paced teaching, learning, and assessment in order to meet all children where they are. And it will require significant trust in, and empowerment of, teachers to co-construct the resources and systems needed to build that digital learning environment.

Scotland is also interested in applications of technology to promote equitable, whole-child education. At the same time, they are cognizant of the risk that education technology is interpreted faddishly, as just the latest new platform. Scotland is engaged in conversations about new pedagogical approaches that can come through the strategic use of technology, and how those approaches can deepen learning for students. They are asking questions such as: Where might a blended approach offer advantages? Where does it offer real disadvantages? And how can we use technology to sharpen our focus on equity and better engage the most marginalized students in learning?

The Czech Republic's strategy for advancing a whole-child agenda is articulated in their forward-looking 2030 Plan for Education Policy. This

document constitutes a concrete action plan for, among other things, transforming schools into vibrant learning environments where students can explore new interests, challenge themselves to try new things, and build meaningful relationships. Making time and space for new forms of learning requires unraveling some preconceived notions about the kinds of activities that take place in school. For example, it may result in de-emphasizing some forms of examination that have long characterized the education system.

ISTP 2021's host country, the United States, brought the conversation full circle. There was a unified sense that the strong partnerships that form the hallmark of ISTP were in and of themselves a key tactic for serving student well-being all over the world. When government and unions come together to articulate a shared vision of equity for all students and respect for all educators, meaningful change can happen. For the United States' delegation, the current, unsettled climate actually represents a profound and promising moment: a once-in-a-lifetime opportunity to reimagine schools so that every public school offers an inclusive, safe, and welcoming environment in which educators and students thrive, collaborate, create, and excel.

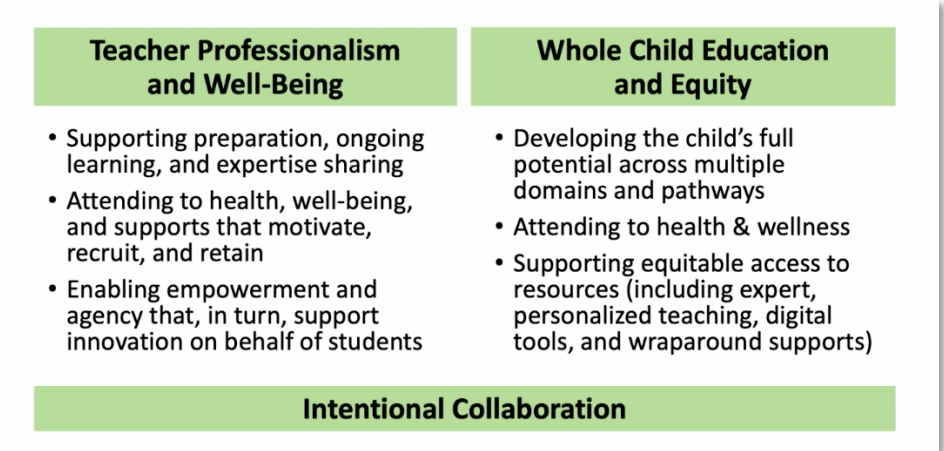
V. CONCLUSION: LOOKING TO THE FUTURE

ISTP 2021 represented an inflection point for education systems globally as they emerged from the shadow of the COVID-19 pandemic. It was a time to celebrate in more ways than one. Participants marked the 10th anniversary of the first ISTP and reflected both on the remarkable continuity of this institution and on the many ways it had grown stronger, deeper, and more sophisticated since 2011. As this was the first ISTP in four years to welcome the United States back as a full partner, participants took the opportunity to reflect on what it meant to have the United States once again fully engaged on the world stage, willing to share with partners and eager to learn in turn. Finally, as (hopefully) the last summit conducted entirely virtually, ISTP 2021 provided the opportunity to reflect on how far systems had come over the past two frightening and uncertain years. Participants spoke to their colleagues repeatedly about the opportunities technology offered to promote equity, but also the very real annoyances, drawbacks, and dangers. In doing so virtually, they spoke from lived experience.

Even if ISTP 2022 returns to an in-person setting, it's clear that the COVID-19 changed the Summit, just as it changed education. The past two ISTPs, undertaken during COVID-19, were marked by an eagerness to think bigger and differently about serving the full range of needs students bring to school. Last year, the theme had been framed in terms of necessity: responding to crisis. In 2021, the tone was much more hopeful, even joyful. Countries recognized the real opportunity they had to rethink the ways governments, unions, school leaders, teachers, parents, students, and the community worked together across sectors and countries to serve an ambitious whole-child agenda.

One of the outcomes of ISTP 2021 was a framework for thinking about intentional collaboration like the Summit as an underpinning of well-being for students and for teachers. The framework shows the extent of the parallels and interdependencies between policies that foster teacher professionalism and well-being and those that support whole-child education and equity. At their core, both of these pillars hinge on opportunities for ongoing learning for students and teachers; holistic support for the health and wellness of both teachers and students; and flexibility and resources for teachers to

personalize learning for each student. And both can be achieved simultaneously through a commitment to intentional collaboration.



Specific tactics within these broad strategies may include: greater recognition of cultural affirmation, voice, and agency for marginalized students; equitable resource allocation to address the digital divide; shifting school cultures to foster more collaboration; professional supports for sharing expertise and best practices, and supporting teacher well-being; and new organizational designs that enable stronger relationships and productive supports for educators and students.

But the tactics will always vary slightly depending on contexts. And pursuing collaboration for the sake of it will not solve all the challenges facing teachers and students today. In this sense the framework is deceptively simple, but the implementation of it is anything but simple. Much of ISTP 2021 was devoted to unpacking this framework, thinking about where strategies could serve both teachers and students, where targeted approaches were more appropriate, and how to structure diverse and inclusive forms of collaboration that will adequately advance this complex agenda.

Linda Darling-Hammond, ISTP 2021’s rapporteur, drew these threads together in her closing remarks of the session. For her, collaboration should be a pathway to nothing less than re-envisioning school entirely. How can educators get from one to the other? As Darling-Hammond explained, many of our education systems operate from a place of deep mistrust. One of the ISTP participants referred to this form of work organization as the “management of mistrust.” Darling-Hammond argued that the “management

of mistrust” is expensive, redundant, and inefficient. Intentional collaboration deepens bilateral relationships, which in turn foster greater trust. At the same time, meaningful collaboration among teachers has been shown to be a powerful tool for professional learning, and a key ingredient of developing professional expertise. Deeper expertise, in turn, builds more trust between teachers and government. Collaboration builds trust in more ways than one.

The result is that “command and control” forms of accountability are replaced by mutually respectful professional accountability, built on trust amongst teachers and between teachers and government. Professional accountability is predicated on teachers having the expertise and agency to diagnose what they need to learn and how they need to learn it. It is only through these forms of authentic, collaborative, and teacher-driven forms of professional learning that teachers can develop the capacities, knowledge, and skills needed to serve the whole child.

While bringing the session to a close, David Edwards, General Secretary of Education International, urged participants to make sure that ISTP 2021 resulted in meaningful action.



General Secretary of
Education International
David Edwards

“Equity is useless if it remains an aspiration; practical policies require collaboration, implementation, and accountability,” he said. And as the next generation of young people will determine what happens with the climate crisis, it might be said that teacher and student well-being agenda is linked to the well-being of the planet itself. With those stakes in mind, Edwards urged the summit to recognize that “intentional collaboration is no longer an option. It must be our path.” (Edwards, 2021)

In the same vein, Mathias Cormann, Secretary General, OECD, reminded participants that “our schools today will be our economy and society tomorrow.” Just as economies and societies were changing to adapt to innovation and disruption, schools must do the same. Many of the participants’ school systems had been developed in an industrial era, when

teachers needed only initial training in order to deliver a packaged mass education to groups of students. Today's students, teachers, and classrooms are much more complex. Serving them adequately and equitably requires rebuilding professional environments for teachers to enable them to continuously learn and improve. Even more urgently, schools must take responsibility for tackling long-standing systemic structures that prevent all of us from reaching our goals of equity and inclusion.

Participants will have the opportunity to show whether they have heeded Edwards' and Cormann's words and put talk into action. During the working session of ISTP 2021, countries generated a list of "commitments" which they shared in writing with the meeting organizers and with one another. The commitments were wide ranging in terms of their area of focus and their level of granularity. (The full list of commitments is available in Appendix D.) Many included efforts to more systematically infuse equity and social justice in teaching and learning: building richer climate education programs; strengthening Indigenous education; and diversifying the teaching profession. Others tackled persistent structural issues standing in the way of student and teacher well-being: ensuring adequate teacher pay; reducing workload and relieving stress on students; and repairing inhospitable and unsafe school buildings. Many touched on the possibilities of information technology to allow more equitable access to education, but none did so without realizing that embracing new technologies would require careful planning, support for the profession, and trust in professional judgment. Cutting across nearly all of the commitments was a recognition of the need to foster teacher leadership so that teachers could exercise agency in their own lifelong learning. If the commitments come to pass, we may see a new paradigm in teachers' professional learning begin to emerge.

More specifically, there were nine country commitments to teacher well-being and the psychological and mental health of teachers. Six countries made commitments in relation to professional development and/or initial teacher education. Three made commitments in relation to student well-being. Three made commitments to improving digital access. A further three made commitments in relation to improving collaboration and partnership. Two countries made commitments in relation to teaching about climate change and two committed themselves to improving teachers' compensation and working conditions. Further individual country commitments included:

improvements in early childhood provision, improving the education of indigenous students, joint campaigning to enhance the attractiveness of the profession, greater flexibility to customize learning, joint implementation of a competency-based curriculum, promoting schools as hubs of the community, constructing intentional collaboration, and improving the education system so that it values and elevates professionals.

When ISTP 2022 convenes in person in Valencia, Spain, participants will report on their progress toward achieving these commitments. While the agenda and key themes are still in progress, we know that it will build on the whole-child context established virtually in 2021 in order to address urgent questions in the wake of the pandemic: What does it mean to leave no one behind? What does successfully “recovering” from the pandemic actually mean? Why and how did COVID-19 often deepen the level of trust between unions and ministries, and how can we ensure that the renewed trust endures? How can digital technologies help or hinder these efforts? To what extent can education help secure a sustainable future? And what should be expected from the teaching profession during this new and exciting time?

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VII. APPENDICES

APPENDIX A: MEETING AGENDA



The pandemic has highlighted just how much jurisdictions around the world need to simultaneously provide a high-quality education and equitable access. We are at a decisive moment when countries can reimagine education to enhance human potential and the future and provide all children the opportunity to thrive. Or we can fail to tackle the inadequacies of our current education systems and miss the opportunity to achieve excellence and equity for all.

Addressing the needs of the whole child, enhancing student and teacher well-being, adopting broader measures of student success, developing resilience to respond to and mitigate the impact of future shocks, and keeping a relentless focus on equity are essential if education systems are to advance learning that helps students to lead productive and meaningful lives while also supporting social cohesion and economic prosperity.



To address these issues the overarching theme for ISTP2021 is:

- How can governments, teacher organizations and schools as centers of their communities collaborate around the future of education and the whole child to build back better and provide an excellent education to all?

Within this overarching theme, more specific questions include:

- The well-being of students, teachers and other critical educators are precursors to improving education. How does the teaching profession best support student well-being?
- How do we value and support the teaching profession and support the well-being of teachers? What support do teachers need, including the collaboration with other educators (such as support personnel) and other professions, in enhancing student well-being and mental health?
- Building on child development and learning sciences research, what is needed to support each person's learning (including academics) with mental and physical health and social emotional learning?

- How do governments and teacher organizations come together to determine the broader, multi-dimensional measures of success that incorporate the whole child? How can we achieve these desired successes?
- How can governments and teacher organizations collaborate on strategies that are relentlessly focused on equity to advance the future of education and to ensure an excellent education to all?

AGENDA

Given the importance of coordinating the contributions of delegations, national delegations are encouraged to meet in-person for each of the three days if it can be done safely.

Day 1: October 19, 8-10 a.m. EDT—Virtual International Session

Opening remarks/setting the stage (25 minutes)

Jill Biden, First Lady of the United States

Miguel Cardona, U.S. Secretary of Education

Andreas Schleicher, Director for Education and Skills, Special Advisor on Education Policy to the Secretary-General, Organization of Economic Cooperation and Development

Susan Hopgood, President, Education International

Moderator: Anthony Mackay, National Center on Education and the Economy

Roundtable 1: Looking to the future/focusing on the whole child

How can governments, teacher organizations and schools as centers of their communities collaborate around the future of education and the whole child to build back better and provide an excellent education to all?

- *Discussion among delegations (85 minutes)*

Ministers and union leaders are invited to indicate their wish to contribute to the discussion through the raise hand function; pre-prepared remarks are discouraged. The facilitator will recognize speakers and indicate the time limit for contributions,(usually 3 minutes per country delegation).

- *Rapporteur (5 minutes)*

Linda Darling-Hammond, President and CEO, Learning Policy Institute

Instructions for Days 2 and 3 (5 minutes)

Anthony Mackay

Day 2: October 20—Country Delegation Meetings*

*Each country delegation includes a minister/secretary as head of the delegation, up to two teacher union leaders, and another representative of the teaching profession.

During previous Summits, country delegation meetings have been vital to make commitments for joint work between government and teacher unions for the following year. This year, delegations will have an additional role in identifying priority topics for discussion during Roundtable 2 on Day 3. Delegations should plan 2-3 hours for these in-country meetings.

Between the first virtual international session on Day 1 (October 19, ending at 10 a.m. EDT) and the second international session on Day 3 (October 21, starting at 8 a.m. EDT) country delegations will meet on their own, at a time of their choosing, to reflect on the first day's discussion and provide two responses as input for Day 3. Time permitting, discussion could begin on Day 1, shortly after the international session ends and/or the discussion could occur on Day 2.

Each delegation is asked to identify *no later than COB in the delegation's time zone* on Day 2, October 20:

- **Up to two priority topics** arising out of Roundtable 1 for discussion in Roundtable 2, to provide the opportunity to drill down into these topics in greater detail.
- **Up to three commitments** that the government and teacher organizations will jointly work on leading into ISTP2022.

Delegations will receive two templates for reporting: one template for the priority topics and one for commitments for work during the next year.

Day 3: October 21, 8-10 a.m. EDT—Virtual International Session

Roundtable 2: In-depth discussion of priority topics coming out of the previous two days

The topics covered in this roundtable will emerge from the priority topics that countries identified on Day 2. It is anticipated that the selected topics will provide the opportunity to explore a number of specific questions related to the overarching theme of the summit that were not addressed in Roundtable 1.

- ***Discussion among delegations (75 minutes)***

Ministers and union leaders are invited to indicate their wish to contribute to the discussion through the raise hand function; pre-prepared remarks are discouraged. The facilitator will recognize speakers and indicate the time limit for contributions (usually 3 minutes per country delegation).

- ***Rapporteur (5 minutes)***

Linda Darling-Hammond

Country commitments (20 minutes)

- Each country delegation will present the commitments that their government and teacher unions will work on together leading into ISTP2022.

Closing remarks/going forward (15 minutes)

David Edwards, General Secretary, Education International

Mathias Cormann, Secretary General, Organization of Economic Cooperation and Development

Miguel Cardona, U.S. Secretary of Education

Invitation to ISTP 2022

Pilar Alegría Contente, Spanish Minister of Education and Vocational Training

APPENDIX B: LIST OF PARTICIPANTS

PARTICIPANTS

HOST COUNTRY	HOST ORGANIZATIONS
<p>UNITED STATES OF AMERICA DEPARTMENT OF EDUCATION</p>  <p><i>Jill Biden</i> First Lady</p>  <p><i>Miguel Cardona</i> U.S. Secretary of Education</p>  <p><i>Rebecca S. Pringle</i> National Education Association President</p>  <p><i>Randi Weingarten</i> American Federation of Teachers President</p>  <p><i>Carissa Moffat Miller</i> Council of Chief State School Officers, CEO</p>	<p>ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT</p>  <p><i>Mathias Cormann</i> Secretary General</p>  <p><i>Andreas Schleicher</i> Director for Education and Skills and Special Advisor on Education Policy</p> <p>EDUCATION INTERNATIONAL</p>  <p><i>Susan Hopgood</i> President</p>  <p><i>David Edwards</i> General Secretary</p>  <p><i>Haldis Holst</i> Deputy General Secretary</p>  <p><i>John Bangs</i> Special Consultant</p>
<p>MODERATOR</p>  <p><i>Anthony Mackay</i> National Center on Education and the Economy, CEO</p>	<p>RAPPORTEUR</p>  <p><i>Linda Darling-Hammond</i> Learning Policy Institute President and CEO</p>

CANADA



Dustin Duncan
Minister of Education
(Saskatchewan)



Sam Hammond, President
Canadian Teachers' Federation



Josée Scalabrini, President
Fédération des syndicats de
l'enseignement



Patrick Maze, President,
Saskatchewan Teachers'
Federation

CZECH REPUBLIC



Robert Plaga
Minister of Education, Youth and
Sports



Václav Velčovský
Deputy Minister of Education,
Youth and Sports



František Dobšík,
President, Czech and Moravian
Trade Union of Workers in
Education



Petra Mazancová,
Educational Counselor,
Grammar School of Josef
Jungmann, Litoměřice

ESTONIA



Liina Kersna
Minister of Education and
Research



Ants Koel, President
Federation of the Estonian
Universities



Reemo Voltri, President
Eesti Haridustöötajate Liit



Margit Timakov, Chair of the
Board, Estonian Teachers
Association; Head Teacher of the
Tallinn Co-Education
Gymnasium

FINLAND



Li Andersson
Minister of Education



Olli Luukkainen, President
Trade Union of Education in
Finland



Maija S. Peltola, President
Finnish Union of University
Researchers and Teachers



Linda Felixson, Vice Principal
Korsholm Municipality

GERMANY



Alexander Lorz

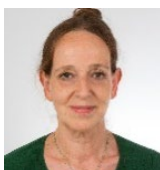
Minister of Education and Religious Affairs (Hesse)



Udo Beckmann, President Verband Bildung und Erziehung (VBE)



Maike Finnern, President Gewerkschaft Erziehung und Wissenschaft (GEW)



Birgitta Ryberg, Head of Division, Secretariat of Standing Conference of Ministers of Education and Cultural Affairs of the Länder

PEOPLE'S REPUBLIC OF CHINA



Huai Jinpeng

怀进鹏

Minister of Education



Liu Jin 刘锦

Director-General, Department of International Cooperation and Exchanges



Ren Youqun 任友群

Director-General, Department of Teacher Education



Zhang Minxuan 张民选

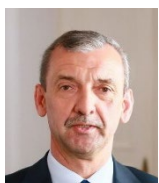
Director, Teacher Education Centre

POLAND



Dariusz Pionkowski

State Secretary & Deputy Minister of Education and Science



Slawomir Broniarz, President Związek Nauczycielstwa Polskiego



Ryszard Proksa, President Krajowa Sekcja Oświaty i Wychowania NSZZ "Solidarność"



Dagmara Iwanciw, Senior Teacher, Regional Centre of Education for Blind and Visually Impaired Students, Bydgoszcz

PORTUGAL



Inês Ramires

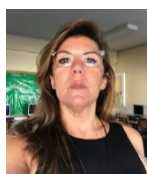
Secretary of State for Education



Joaquim Manuel Pereira dos Santos, National Secretariat of FEN - Federação Nacional da Educação Nacional



Maria Manuela Milhais Pinto Mendonça, President, National Council of FENPROF - Federação Nacional dos Professores



Maria Leonilde Ribeiro da Silva Pinto, Agrupamento de Escolas de Alcanena (Alcanena School)

SINGAPORE



Chan Chun Sing
Minister for Education



Sng Chern Wei
Deputy Director-General of
Education (Curriculum)



Mike Thiruman
General Secretary, Singapore
Teachers' Union

SLOVENIA



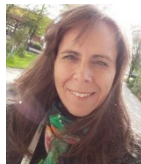
Damir Orehovec
State Secretary of Education,
Science and Sport



Branimir Strudels, General
Secretary, Education, Science
and Culture Trade Union of
Slovenia

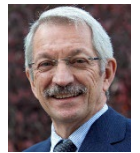


Brigita Žarkovič-Adlešič,
National Education Institute



Mihaela Zavašnik, National
School of Leadership in
Education, National Education
Institute

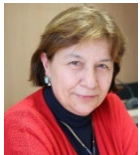
SPAIN



Alejandro Tiana Ferrer
Secretary of State of Education
and Vocational Training



Francisco Garcia Suarez, General
Secretary, Federación de
Enseñanza CC.OO.



Maribel Loranca Irueste
Secretary of the Education Sector,
Federación de Servicios Públicos
de UGT – Enseñanza



Julio Albalad, Teaching
Professional, Education and
Vocational Training



INVITATION TO ISTP 2022
Pilar Alegría Continente
Minister for Education and
Vocational Training

SWEDEN



Anna Ekström
Minister of Education and
Research



Johanna Jaara Åstrand,
President, Lärarförbundet



Åsa Fahlén, President
Lärarnas Riksförbund



Maria Jarl, Göteborgs
Universitet

SWITZERLAND



Dagmar Rösler, President
Dachverband Lehrerinnen und
Lehrer Schweiz



Samuel Rohrbach, President
Syndicat des Enseignant.e.s
Romand.e.s



Thomas Minder
President, VSLCH (Verband
Schulleiterinnen und Schulleiter
Schweiz)

UNITED KINGDOM



Robin Walker
Minister of State for School
Standards



Shirley-Anne Sommerville
Cabinet Secretary for Education
and Skills of Scotland



Mary Bousted, Joint General
Secretary, National Education
Union



Larry Flanagan
Educational Institute of Scotland



Chris Weavers
National Official
Campaigns, Policy and
Communications (Acting), The
Teachers' Union



APPENDIX C: COUNTRIES' PRIORITY TOPICS

As part of the second day of ISTP 2021, participants were asked to meet in teams. They were asked to generate a list of up to two priorities that the participants would like to discuss in more detail on the third day of the summit.

This appendix presents the full text of the submitted topics.

CANADA

- Mental health and social-emotional well-being of teachers and students
- Authentic meaningful collaboration among education partners

CZECH REPUBLIC

- Interconnecting non-formal and formal education in order to increase the opportunity for success at school and the development of the child's potential.
- Supporting the professional development of pedagogical staff on the basis of long-term principles of cooperation between the ministry, trade unions and teacher organizations.

ESTONIA

- Trust and cooperation: enhancing intentional cooperation and working towards greater trust between all actors (policymakers, teachers, parents, students, stakeholder organizations, educational institutions) and at all levels (state, local, organization, individual), which will contribute to achieving the well-being of all parties of the educational community.
- Well-being: continuing efforts to improve the educational community's physical and mental health and social well-being; learning from positive practices in the COVID-19 crisis and extending these lessons beyond the crisis.

FINLAND

- Broad collaboration in educational policy planning with teacher trade unions, researchers, and other stakeholders.
- Teachers' well-being is the key to ensure the well-being of learning communities.

GERMANY

- Decoupling the relationship between socio-economic background and educational success.
- Digitalization.

PEOPLE'S REPUBLIC OF CHINA

- “National In-service Training Plan” for teachers in underdeveloped areas in central and western regions.
 - It is designed for professional development of teachers in underdeveloped areas, which is crucial for rural quality education and rural vitalization.
 - It is estimated that the Central government will invest RMB 2.2 billion every year and attract an equivalent sum of the investment from provinces and civil society.
 - It also attracts various institutions of top universities, normal universities and colleges, in-service training institutions and private sectors to engage in it. Around 5 million rural teachers would have high quality training chances accordingly.
- Capacity building for ICT & AI skills in teaching & learning.
 - The pandemic stimulates teachers’ demands of ICT and AI skills. During it, China set up a “Schools suspend, but learning never suspend” objective.
 - In the past year all the teachers learned to use ICT devices to collect teaching & learning resources and to provide blended courses, and teachers are now learning to offer students’ learning resources based on the Dig Data feedback for students’ previous learning interests, styles and results.
- Institutions, private sectors, schools & teachers join in for program design, content offer, and innovations.

POLAND

- Digitalisation as an equity tool.
- Teacher agency and autonomy as instruments fostering students’ well-being.

PORTUGAL

- Recovering is not enough: a “whole approach” to the well-being of students and teachers as the tool to build back better our Educational Communities.
- Work hand-in-hand in a cooperative approach to make the Teaching Profession more attractive, in order to recruit qualified, motivated, and empowered new generations of teaching professionals.

SINGAPORE

- Strengthening Student Mental Well-Being.
- Building Excellence Across Multiple Pathways.

SLOVENIA

- Well-being of teachers, school heads and other professional staff in education.

SPAIN

- To link the well-being of teachers to the well-being of students, bearing in mind the whole-child approach, in order to create the necessary conditions for the improvement of the educational system.
- To reinforce the social dialogue and collaborative work between teacher organizations and policymakers in order to improve the conditions of the teaching profession.

SWEDEN

- The Swedish delegation would like for the discussion to focus on the second question provided by the OECD with a special focus on what could be done to build capacity within and strengthen the teaching profession:
 - “How do we value and support the teaching profession and support the well-being of teachers? What support do teachers need, including the collaboration with other educators (such as support personnel) and other professions, in enhancing student well-being and mental health?”

SWITZERLAND

- Participation: We achieve impact because all employees of a school are involved in its further development.
- Health protection: Health protection for all students, teachers, and school heads, is essential. Therefore, buildings must comply with various standards: lighting, acoustics, air quality, stress reduction in general.

UNITED KINGDOM: ENGLAND

- We are keen to share our experience of domestic challenges and policy solutions and learn from the experience of international colleagues and partners, particularly in terms of recovering children and young people's education post-Covid. We are particularly keen to:
 - Hear from other countries on their approaches to improving staff well-being and implementing flexible working policies.
- Have a discussion about how we can support teacher professionalism.

UNITED KINGDOM: SCOTLAND

- Empowerment.
- Digital learning.

UNITED STATES

- Strengthen the education system through intentional collaboration to ensure equity and student success.
- Lift the teaching profession to support educator and student well-being

APPENDIX D: COUNTRIES' COMMITMENTS

As part of the second day of ISTP 2021, participants were asked to meet in teams. They were asked to generate a list of up to three policy commitments that the government and teachers organizations would jointly work on leading to ISTP 2022.

This appendix presents the full text of the submitted commitments.

CANADA

- Strengthening Indigenous education through pre-service training and ongoing professional learning.
- Implementing the necessary conditions to promote teachers' well-being in the school community.

CZECH REPUBLIC

- Focus on the undergraduate teacher training reform.
- Ensure adequate remuneration of pedagogical (130% of the average wage) and non-pedagogical staff.
- Use selected tools of professional development of pedagogical staff to improve the well-being of teachers throughout their careers.

ESTONIA

- Addressing qualified educator shortage issues:
 - Developing an action plan to respond to lack of new educators.
 - As one specific activity, development of a career model for teachers.
- Working towards greater equity.

FINLAND

- We will make sure that every child and young person is given sufficient support on their path of learning. Support must be provided as soon as the need is identified. The extent of the support a student needs may vary from very little to a considerable amount, or the student may need many types of support simultaneously. We will place greater emphasis on

ways to provide more robust support for learning in early childhood education and care.

- We will take an active role in influencing the working conditions of teachers in early childhood education and care and in schools so that they will want to stay in their profession (instead of changing occupation) and have (time and) opportunities to give support to learners on their path of learning and in their emotional well-being.
- We will make sure that the entire educational pathway from early childhood education and care to higher education is better taken into account when developing the educational system, drawing on research-based knowledge.

GERMANY

- Lessons from the COVID-19 pandemic: Combating inequality, creating equal living conditions.
- Strengthening schools and teachers in the age of digitalisation through professionalisation.
- Continuous dialogue between the KMK and the trade unions.

PEOPLE'S REPUBLIC OF CHINA

- National Contest and Exhibition of Teaching and Learning for Young Teachers:
 - It is co-organized with National Teacher Union, shows teachers' innovations & skills, shares experience among teachers and wins the trust and respect from parents and society.
- Reduce students' homework & private tutoring burden, while extending "After-school service" (3:30-5:30 pm) in every school and for every child.
 - During the "After-school service" time students can do their homework and join in various extra-curriculum activities for the whole-child and potential development.
 - The "After-school service" needs collaboration among the schools, teachers, parents and communities, including museums, sport centers, artists, cultural and medical care institutions.

- Teachers' Capacity Building in social/emotional/psychological support for student well-being:
 - Encourage provinces to set-up school psychological consultation (PC) system, and invite universities, research institutions and hospitals to cultivate professionals.
 - In Shanghai every school or every 500 students should allocate 1 licensed PC teacher with 60 hours every year, and every teacher has one day training in consultation.

POLAND

- Poland aims to continue large-scale in-service training for teachers to improve their IT skills and prepare them to develop students' digital competencies (e.g., critical thinking and dealing with digital bullying).
- Poland intends to take measures widening access to psychological and pedagogical support for teachers and schools, taking into account needs arising from COVID-19 pandemic.
- Poland aims to develop holistically climatic and ecological education programmes providing professional support for teachers in this area.

PORTUGAL

- The Teaching Profession as an Enriching Profession:
 - To develop joint strategies and policy measures to enhance the attractiveness and rejuvenation of the teaching profession, namely by improving regulatory tools that amplify professional stability and by promoting a National Campaign on the Relevance of the Teaching Profession.
- Supporting the Teachers from the Very Beginning:
 - To jointly reflect on the initial training paths and on the role of the teacher as tutor, namely reinforcing the practical dimension of teachers' initial training and fostering favorable conditions to benefit from the experience of the elder and from the innovation of the youngest.
- The Well-Being of Teachers and of Students, Two Faces of a Single Coin:

- A joint policy making, based on multi-disciplinarity and technical support, that enhances the school's autonomy and teachers' agency as a fundamental condition to pursue teachers' and students' well-being, namely by cutting useless bureaucracy and promoting more efficient and time freeing procedures, enabling teachers to focus on teaching.

SINGAPORE

- Strengthen Student Mental Well-Being
 - We will continue to strengthen support for students' mental well-being through a greater emphasis on mental health literacy, stronger teacher leadership in this area, and a stronger support network of peers, teachers, parents, and professionals in the community.
- Build Excellence Across Multiple Pathways
 - We recognize that every child is unique and needs different approaches to find joy in learning. We will continue to introduce more flexibility for students to customize their learning to learn at their own pace.
- Ensure Education Remains an Uplifting Force for All
 - We will continue to ensure that education remains an uplifting force for all. We will step up efforts to ensure that disadvantaged students are well-supported in school, after school, and in the community, to help them reach their full educational potential.

SLOVENIA

- Support to COVID-19 recovery and resilience policies:
 - From the perspective of teachers, school heads and other professional staff in education.
 - Addressing learning gaps of students due to unequal distant learning opportunities during the pandemic.
 - Assuring funds for protection equipment.
- Strengthening professional cooperation in surveys and studies aiming at contributing to better understanding and supporting well-being of teachers, school heads and other professional staff in education.

- Written agreement on cooperation in the implementation of content-wise commitments within the national Recovery and Resilience Plan.

SPAIN

- To facilitate tools and flexibility to teachers for the implementation of a competency-based curriculum that allows for whole child with an inclusive perspective.
- To improve teacher well-being by assuring initial and in-service aimed at improving the learning and performance of the students and the school climate.
- To promote the digital competence of students through the improvement of the digital competence of teachers in digitally competent schools.

SWEDEN

- Continue the joint dialogue between the government and the teacher unions on a regular basis. Building on the School Commission's report, continue our joint efforts to attract and retain highly-qualified and certified teachers and school leaders by offering attractive incentives and good working conditions. Emphasis should be put on securing the teacher supply in general and equal access to teachers between schools. Enabling teachers to focus on core tasks related to teaching and putting emphasis on sustainable teacher well-being. Offering more accessible paths into the teacher profession without compromising on quality. Trade unions and the government together are going to intensify this work during 2022.
- Establish a CPD (continuous professional development) programme, for teachers based on scientific knowledge and proven experience. It means enabling continuous professional development and pathways within the profession. Envision, develop and implement systematic opportunities for teachers and school leaders' professional development in a lifelong learning perspective, influenced by and drawing upon identified needs, entailing collaborative learning processes and adaptive to diverse circumstances.
- Work to support schools in their role as crucial actors responding to global challenges. The significant role of schools and teachers in regard

to education for sustainable development should be emphasized, in the sense that teachers are given the prerequisites needed to provide pupils and students with a high qualitative education within this field.

SWITZERLAND

Unfortunately, our delegation cannot make any commitments because the representatives of the authorities were absent. But as professional associations, we are committed to:

- A safe working environment
 - First and foremost, the authorities are obliged to take responsibility for occupational health and safety protection, we are committed to practical action.
- Dealing with change
 - In change processes, teachers are involved in the decision-making process.

UNITED KINGDOM: ENGLAND

- Education Staff Well-being:
 - The Department for Education and Teaching Unions, as the employee representatives, are committed to implementing their commitments in the Education Staff Wellbeing Charter, including driving down unnecessary workload, improving access to well-being resources and integrating well-being into our policies. Building on the opportunity of its launch in November, we will all promote Education Staff Wellbeing Charter widely, encouraging all schools and colleges to sign up. The DfE will measure impact and review progress against the commitments in the Charter to learn lessons to inform future policy.
- Teacher Professionalism: The DfE and Teaching Unions are committed to supporting teachers and enhancing professionalism, including through:
 - Delivering the “golden thread” of professional development, to ensure the very best training throughout a teacher’s life, enhancing teacher professionalism and agency.
 - Promoting a culture that supports flexible working in schools.

- Building on the experience of the pandemic, maximising the use of technology, where appropriate, to reduce workload and empower teachers to teach.
- A whole school approach to well-being:
 - The DfE and Teaching Unions are committed to promoting and supporting education settings to develop holistic, whole school or college approaches to mental health and well-being.

UNITED KINGDOM: SCOTLAND

- As part of our shared Empowerment agenda, and as we continue to respond to the impacts of the COVID-19 pandemic, pursue a joint approach to enable teacher agency in support of the pursuit of excellence and equity for children and young people.
- Develop a national pedagogical approach to the blended use of IT platforms in delivering effective teaching and learning, with a particular focus on supporting learners from disadvantaged backgrounds.
- Learning lessons from the pandemic placed a renewed focus on supporting teacher well-being as a pre-requisite for pupil well-being, leading to better learning outcomes. We will continue to pursue a partnership approach to supporting educator well-being across all elements of the system.

UNITED STATES

- Commit to build and sustain structures and systems that promote and enhance intentional collaboration at all levels of education and across relevant agencies to foster student success.
- Promote and support schools as hubs of the community with inclusive, safe and welcoming environments in which all students, families, and educators thrive, collaborate, create and excel.
- Improve systems and supports that value and elevate educators as respected professionals. Support, recruit, retain and diversify our teaching profession.