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A Briefing by Education International

Poised for the Future: Transformative Teaching for Global Engagement, Sustainability, and Digital Access.



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A Briefing by
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International Summit on the Teaching Profession



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Introduction

by David Edwards,
General Secretary of Education International

This year's ISTP is the thirteenth *International Summit on the Teaching Profession*. It is the only global event which brings together teacher unions and government Ministers on an equal basis. It was a tribute to the strength and purpose of the Summits that, even at the height of the pandemic in 2020 and 2021 well-attended virtual Summits took place. This is because, every year, our aim has been a common one. What practical actions can Unions and Governments take together to advance the education of all students?

I want to recognise the pivotal role of the *United States Department of Education*, the *National Education Association* (NEA) and the *American Federation of Teachers* (AFT) in agreeing to host the founding ISTPs in 2011 and 2012 which established the Summits as an essential global event. I remember well the OECD's statement in its Background Report for the first Summit in 2011. It said that many of the countries with the strongest student performance also have strong teachers' unions, and the better a country's education system performs, the more likely that country is working constructively with its unions and treating teachers as trusted professional partners. (Schleicher 2011) This statement remains as true now as it was then and has surely underpinned our Summits ever since. And it's not an accident that the idea for the original Summit came from a Union-the NEA!

We have now come full circle. A decade on the US has reaffirmed its commitment to the Summits. I welcome Secretary Cardona's agreement to host this in-person Summit after he hosted the virtual ISTP 2021. I want to thank him, his Department and our member organisations in the United States, the NEA and the AFT, for their hard work and commitment in organising the International Summit on the Teaching Profession 2023. It is a clear signal that the Biden Presidency believes that it is vital that Ministers of Education and Union leaders meet each other on an equal basis to learn from international developments in Education.

I also want to thank the OECD and in particular, its Director of Education and Skills, Andreas Schleicher, for its dedication and commitment to the Summits over the years. The OECD and the previous Summit host countries couldn't have been better Summit partners.

Never before has there been such a need for the Summits as there is now. When I look back at our past ISTPs, there has been a widening perspective on education's relationship to the wider world. Our last two Summits have focussed both on how to support schools in creating optimism and enthusiasm to learn among students and on the vital need to create the conditions for creating high levels of well-being among students and teachers. Our discussions tackled the major issues which impacted on schools as communities. In 2021, we expand on how to build back better after the impact of the pandemic. In 2022, the Summit in Spain took on the issues of how school systems could drive the creation of more inclusive communities and how digital technologies could be used to create pedagogical potential, not threaten it.

I welcome the fact that this year's Summit builds on this widening perspective. It is impossible for systems to support holistically the needs of every child without asking themselves how they can best educate students to tackle the major global challenge and crises facing the world. And it is not possible for schools to take on this big picture without understanding how vital teachers are to taking on this critical task.

Yet many systems are facing teacher attrition and shortages. In a number of countries the promises made to implement Covid recovery strategies in schools have either been inadequate or have failed to materialise. Many governments have yet to realise that education is not a mere adjunct to post Covid recovery but essential to every society's social and economic success.

I can only agree with the Summit's briefing for the first session: 'Having great teachers for all students is one of the best investments we can make for the future of our societies'. And despite the fact that our first session's theme, 'Elevating and Enhancing the Teaching Profession', is one that previous Summits have tackled, it is a theme to which we constantly have to return until we get real evidence of improvement in all the conditions which are essential to support teachers.

The theme of the Summit's second plenary is equally vital. If students are to become optimistic, proactive adults, they must be able to make sense of the multiple sources of news revealing the appalling aggression of the Russian Government against Ukraine, and indeed of the news of all the other actions taken by authoritarian, populist governments. Students have to be able to feel confident that their own critical awareness, values and beliefs will carry them forward into the future.

I believe that educating for global and cultural competence and civic engagement must be at the heart of the curriculum in schools. This is because democracy, pluralism, the ability to come together for the common good, and the importance of respect for difference are at the heart of the well-being of civic societies. This means governments and teacher unions working together to decide how to support teachers in including these big issues in the curriculum in ways which will enhance the confidence and success of teachers, students and their parents alike.

The third theme, on leveraging equitable digital access and enhanced learning for all, will permeate all our discussions. Generative artificial intelligence has taken a quantum leap in its development in recent months and those developments have saturated the news. Will it transform education for the good of all our students or could it, as the introduction to this theme says, 'exacerbate existing inequities and introduce ethical challenges'?

Our Ten Principles for Effective and Equitable Educational Recovery, which we agreed jointly with the OECD in 2021 (OECD-Education International 2021), still includes one of the few published road maps on how to create effective partnerships for placing teachers and students at the heart of designing and implementing effective education technology.

If technology is to be at the service of teachers and students rather than having the effect of undermining pedagogy and equity of access for students, then partnerships between teacher organisations and governments will be vital. Human based enquiry and learning is much more likely to be at the centre of technological development if it involves teachers rather than relying solely on technology companies which sell pre-made programmes.

In the Briefing Education International published for ISTP 2022 I wrote some closing words in my introduction which I can only reiterate; *Education represents humanity's guarantee for a better future*. I reminded readers then, that teachers have shown enormous resilience in the last few years, no more than in the recent pandemic, and that they have constantly innovated in order to protect and educate students. In the Ukraine and Afghanistan teachers have shown enormous courage in innovating to educate their students.

Across the world, in countries such as earthquake hit Türkiye and Syria, teachers are facing existential challenges. These challenges, whether they are triggered by poverty, war, climate change or persecution and intolerance, can only be tackled head-on. Time and again the world's teachers have shown that they are more than equal to meeting them.

Over the last decade our Summits have shown the power of partnership between teacher organisations and governments in working together to advance education policies which meet the needs of all students in a turbulent world. I believe that the ambitious agenda for this year's Summit gives us all a unique opportunity to reassert just how important education is to the future of society and to agree practical strategies to achieve this understanding. This is a hugely important Summit. Let's seize the opportunities it presents.



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Table of contents

Introduction	1
Table of contents	4
Session 1: Elevating and Enhancing the Teaching Profession.	5
The necessary conditions for elevating and strengthening the teaching profession.	5
Tackling teacher shortages in the United States: a case study.	7
Summit Session 2: Educating for Global and Cultural Competence and Civic Engagement.	9
Summit Session 3. Leveraging Digital Technologies to Ensure Equitable Access and Enhanced Learning for All.	12
References.	15

Session 1: Elevating and Enhancing the Teaching Profession.

Teachers have extraordinary responsibilities. Without them, prejudice, ignorance and fear would inform the lives of young people, not knowledge, understanding and respect. Indeed the recent meeting of OECD Education Ministers in its joint declaration spelled out this responsibility in terms: *We are committed to empowering all learners, with a focus on the most vulnerable in our societies, to develop the knowledge, skills, attitudes and values to fulfil their potential and contribute to the economic and social well-being of our societies as they face constant change and sudden disruptions such as technological advancements or the transition to a green economy.*

To achieve this goal, the statement set out a range of strategies, one of which has a particular resonance for the ISTPs. It calls on the OECD to support countries to *recognise and address the changing roles of education professionals and develop policies that empower them.* (OECD 2022a)

The OECD's discussion document for the Ministerial is even clearer about the importance of education to societies: *Education is still the main institutional framework that keeps societies together.* (OECD 2022b)

As expectations of a profession go, they couldn't be higher. Why then, as the introduction to this theme recognises, do we face in many countries, teacher shortages and attrition of teachers from the profession? What are the conditions that are driving teachers away when societies need them for their health and stability? Aren't

teacher shortages and attrition a major crisis for the future of societies?

In different forms these are questions previous Summits have sought to solve, but they are as relevant now as they were then. It is essential that the Summits monitor the status and health of the teaching profession as it evolves for the very reasons set out above.

The necessary conditions for elevating and strengthening the teaching profession.

The first question under this theme's heading asks how governments, teacher organisations, schools and communities can come together to elevate and strengthen the teaching profession? There is no magic box in which there are secrets about how to make sure education systems respond to the aspirations of society. The range of evidence is vast and in the public domain. At the core of this evidence is a consensus that without confident teachers with the levels of self-efficacy, skills and knowledge they need, quality education systems simply wouldn't exist.

The combined material from the ISTPs including the discussion reports, the OECD's Background Reports and EI's Briefing Documents comprise a significant section of that evidence. This question can only be answered therefore if the conditions within education systems enable the elevation and enhancement of the teaching profession.

We know from the evidence presented to the Summits what the nature of many of those conditions should be. For example:

- Education must be the top policy priority for governments. High quality public education is at the core of socially and economically successful societies. Funding for education must therefore be sufficient to meet all students' needs and equitably distributed according to need.
- Effective education systems are integrated and systemic. The principles of trust, partnership and collaboration must apply throughout education systems. Since the teaching profession is responsible for meeting the myriad learning needs of students and their constantly changing nature, teachers and their organisations must be at the centre of educational policy making and the development of pedagogy locally and nationally.
- Learning and professional development must be at the heart of teachers' professional lives and not added on as an externally imposed requirement. Decisions on their own learning should rest with teachers. Teacher unions and organisations often provide the highest quality professional development.
- Decisions on how teachers and their school communities can be sustained and supported, and where the governance of education should lie, necessarily have to respond to the needs of school communities. They can only be effective if the principles of trust, partnership and collaboration apply to how those decisions are made. Levels of teachers' pay/compensation which compare well with that of other professions is correlated with highly effective education systems.
- Equity must be at the heart of educational development. Education systems must give the highest priority to responding to the needs of students experiencing educational disadvantage and to the needs of educators teaching disadvantaged students. Equity, excellence, and inclusion are interlinked.
- Teaching social and emotional skills and creating an optimistic mindset among students in order that they can have agency in shaping their futures is becoming increasingly important. This is particularly important given the existential crises that face students such as climate change, degradation of biodiversity, disease, the rise of populist autocracies, war and economic disruption. Teachers must be able to have the time, confidence, capacity and skills to vary the curriculum to respond to these challenges in their teaching.
- Evaluation at all levels, whether related to students, teachers, school leaders, schools or education systems, should be focused on providing support for teachers' pedagogy and student learning. It must engage teachers and school communities who should be able to see evaluation as enhancing teaching and school development. Evaluation must be specific to the needs of students and teachers, and its outcomes should not be seen as proxy evidence for punitive accountability purposes.
- Schools are at the centre of their communities. Local communities are sustained by schools. Schools are sustained by local communities. The resources school receive should be sufficient to sustain the relationship between schools and their communities.
- The well-being of teachers and well-being of students are fundamentally linked. Successful education is based on educating the whole child which is predicated on teachers being sufficiently supported and confident enough to

be able to respond to their students' range of needs. This requires education systems to focus on enhancing teachers' confidence, self-efficacy and well-being to be able to meet those needs. It also requires education systems to strip out excessive bureaucratic and administrative requirements on schools and their staff.

- Information technology in education can only be useful if it supports teaching and learning. Innovations in schools in response to the pandemic, including innovations in technology, showed that bottom up innovation initiated by teachers yielded some of the most successful forms of innovation. The pandemic exacerbated the gap in access to education between advantaged and disadvantaged students. In terms of information technology, it demonstrated the need for education systems to create robust digital learning infrastructures available to all students which are co-designed with teachers and stakeholders.
- Effective leadership is vital for schools. Teachers must be empowered by leadership. Teacher leadership, where teachers' professional views are respected and acted on, is central to school leadership.
- Early years education provides the foundations of learning for life. It should be sustained and available to all children. Early years educators should be given the same professional and contractual status as teachers and support staff in sectors of education in which older students are educated.
- Data and evidence on the achievement and well-being of students must be consistent, thorough, and feed into education policy and practice. Those responsible for the governance of education must ensure that evidence

gathering of student achievement and well-being is carried out by trained researchers and does not create administrative burdens for teachers and support staff. The outcomes of educational research should also be at the heart of teachers' professional learning and development.

Tackling teacher shortages in the United States: a case study.

Teacher shortage has become an endemic issue in a number of countries, including in the host country of this Summit, the United States. The responses by the National Education Association and the American Federation of Teachers are examples of how EI's member organisations have responded to the crisis.

Recent comprehensive research published by the NEA on teacher shortages included data on the severity of the teacher recruitment crisis in the United States. They showed that the percentage of Americans who would not want their child to become a public-school teacher had, for the first time exceeded those Americans who advised their children positively. The main reason was inadequate pay/compensation although poor working conditions and lack of public respect have contributed to these views. The data also showed that the gap between openings for teacher hires in public schools and teacher appointments had widened exponentially post Covid although the gap had started in 2017. (National Education Association 2022)

The response to the crisis in teacher shortages by the National Education Association and the American Federation of Teachers in the United States has been to set out a full programme of education reforms which argue for a fundamental rethink at Federal, State and District

levels. The proposals from EI's member organisations in the US mirror the combined evidence presented to the Summits over the years.

Their approach is summarised in the title of a recent AFT report, *'Here to Today, Gone Tomorrow? What America Must Do to Attract and Retain Educators and School Staff Our Students Need'*. The Report's proposals focus on all levels of government and cover a spectrum of actions needed to improve the conditions in which teachers work. They include: improving working conditions and pay/compensation, lowering class sizes, ensuring that schools are safe and welcoming for all, enabling educators to have a stronger professional voice, removing the obsession with standardised testing and empowering teachers to use their own assessments, focusing evaluation systems on support and improvement and creating strong partnerships between school staff families and communities. (American Federation of Teachers 2022)

Both the NEA and the AFT provide professional learning and development (PLD) for their members which has a powerful influence on retaining teachers in the profession. Examples include the AFT's member led PLD through its TEACH Conference and the NEA's specialist PLD validated by micro-credentials.

The evidence from both organisations contributed to the President of the United States, in his 2023 State of the Union address, devoting a significant section of his speech to education and say, *let's give public sector teachers a raise!* (whitehouse.gov 2023)

Unacceptably low levels of teachers' pay are not confined to the United States. The latest edition of the OECD's Education at a Glance (EAG) found that, *teachers' salaries at pre-primary, primary and general secondary level are between 4-14 percent lower than*

the earnings of tertiary educated workers on average across OECD countries. (OECD 2022) (Indeed in describing the teachers' compensation situation in the United States the OECD said: *Depending on the level of education taught teachers' salaries are between 62% and 68% of the average of... (US)...tertiary-educated workers...These relative earnings are among lowest across all OECD countries and economies*). These comparatively low levels of salary have led to campaigning and action by EI's member organisations in number of OECD countries, to reverse this decline in teachers' pay, including, for example, in the Devolved Administrations of the United Kingdom.

Summit Session 2: Educating for Global and Cultural Competence and Civic Engagement.

As David Edwards says in his introduction to Education International's publication, *'On Education and Democracy 25 Lessons from the Teaching Profession'* (Hopgood and van Leeuwen 2019): ***democracy is a prerequisite for good societies and essential for the fulfilment of human rights.***

This phrase highlights the importance of the questions in the second session's theme. What can education systems do to equip students to support just and sustainable democracies? How can teacher unions and governments collaborate to support these efforts? Why is a focus on educating for global and cultural competence and civic engagement vital to education?

One answer to these questions is that democracy provides the bedrock for securing a society's well-being and its economic and social stability. The improvements for education which teacher unions and Ministers have argued for in the Summits over the years, are dependent on free and open discourse about what works in schools.

Democratic values are profoundly about pluralism. Pluralistic societies affirm diversity within social and political life and enable the peaceful co-existence of peoples' different views, cultures, and backgrounds irrespective of gender, race and disability. Pluralism is above all about respect for difference. Schools are places of nurture where students' social and emotional skills grow. Through the relational nature of teacher-student interactions schools embody pluralism.

The healthiest democratic societies are outward facing to the world. It is vital therefore, that young people are properly equipped with the skills to interrogate the political, social and cultural developments in the world and to be able to separate facts from propaganda. Education should enable students to engage in a critical discourse about world developments.

Democratic values are strengthened immeasurably if students develop an understanding about how the world works, about the challenges it faces, and about the political, social, religious, and economic developments in different countries and regions.

Very many teachers and their schools already include teaching about contemporary issues from around the world and rebutting the false news and disinformation that they can generate. They focus on issues arising from the struggles to create justice, equity, and inclusion and draw on histories which may have been relatively hidden. However, there are times when it is an occupational hazard to do this. This Summit has the opportunity to discuss how teachers can have the confidence to teach global and cultural competence and civic and democratic engagement without being the targets of ill-informed and malicious criticism.

The most obvious example of why teaching about these issues is necessary, particularly for older students, is the Russian Government's aggression against Ukraine. Russia's invasion has been accompanied by its equally aggressive disinformation war to

which Ukraine has had to respond. Analytical competences are vital if students are going to be able to feel that they understand what's going on. Instead of feeling helpless and confused in front of what is potentially an existential crisis, students' knowledge and understanding of the facts can contribute to a sense of optimistic agency.

In addition, the emergence of other populist and religious autocracies such as that in Afghanistan whose narratives stray far from reality, represent not only a challenge for democratic societies in general but for schools in particular. It is these issues that teachers should feel able and confident enough to tackle.

Both the permanent partners of the Summits, Education International and the OECD, have reflected deeply about the importance of teaching global competencies and about democratic values.

Hopgood's and van Leeuwen's '*25 Lessons*' (ibid) is the most extensive of Education International's reflections on the relationship between education and its potential for teaching about democratic values. The '*25 lessons*' are brigaded under specific themes; *The purpose of Education and the Values of Democracy, Critical Thinking and Participation, Market Ideology versus Education for the Common Good, Safe and Open Schools, Integration, Inclusion and Diversity, and Trade Union Rights, Teachers' Autonomy and Professionalism.*

The book is unequivocal about education for democracy. It argues that *pedagogy and didactic methods imbued with democratic values should inform all teaching, irrespective of subject.*

It also argues for the concept of Global Citizenship Education e.g.; *teacher training programmes should include global citizenship education and engage teachers in developing teaching*

methods and curricula that will incorporate critical thinking in an interesting and challenging way.

The idea of Global Citizenship Education is similar to the approach taken in OECD's *PISA 2018 Results, Are Students Ready to Thrive in an Interconnected World? Volume 6* (OECD 2020) In a PISA optional survey, students in 27 countries took a 'global competence cognitive test' and 'global competence module' in the PISA student questionnaire. A further 39 countries opted solely for completing the module. It contains a range of fascinating information, often counter intuitive, about how high the levels of awareness are in different countries. Schleicher, in his forward to PISA Volume 6 sets out the dilemma at the heart of the concept of global competences. *Respect and a belief in human dignity mark the importance of right and wrong and offer a counterweight to the risk that sensitivity to other viewpoints may descend into cultural relativism.* The dilemma, as Schleicher describes it, centres on how to strike a balance between what are deemed to be universal core values and specific values unique to different cultures.

PISA's questions and data focuses on global competency assessment rather than on democratic values specifically. This is perhaps unsurprising given the range of political systems within the countries which took part. As Hopgood and van Leeuwen say, focussing on democratic values would be... *a formidable challenge, particularly in non-democratic countries.* However, the process of interrogating the dilemma which Schleicher describes above, is one which should be at the centre of education for democracy.

Democracy will always need nurturing. Given the number of existential crises facing the world now, this is even more important than, say, thirty years ago. A radical rethink

which could lead to curricula which enable schools to educate both for democratic values and global competences should be seriously considered. Integral to that rethink must be the inclusion of how important free, independent trade unions are to the democratic process. They are the authentic voice of working people.

The teaching profession and its organisations should be at the centre of any rethink. If it is to lead to innovative teaching about these values and competences, then the responsibility for innovation must be in the hands of teachers themselves. Trying to achieve the balance described earlier will constantly be there in day-to-day teaching. How to build banks of successful practice, create flexible curricula, ensure the availability of quality professional development and learning, provide sufficient trained educators, and learn from mistakes, should be features of any radical rethink.

Summit Session 3. Leveraging Digital Technologies to Ensure Equitable Access and Enhanced Learning for All.

The questions of rapid transformations created by digital technologies in education are ones to which Summits will have to regularly return, simply because those changes are becoming more rapid and consequently, exponential. The ISTP 2022 addressed the *Pedagogical Potential of Digital Technologies in Education*. Education International's ISTP 2022 Briefing emphasised that, for ICT to be any use to teaching and learning, it had to enhance the quality of education. EI argued that digital innovation had to be seen as being at the service of human society with its success measured by how much it was contributing to equity, human-wellbeing, creativity, democratic values and sustainable development. (Education International 2022)

EI's Summit Briefings on Digital Technologies have also highlighted consistently issues around the relationship of technology companies to education. It believes that allowing companies to sell their systems to schools while enabling them to keep the data shifts education from a public good to a profit centre. There is a potential for technology companies shifting the centre of balance from real school communities' focus on education of the whole child to a dependency on technology companies' products. EI supported the OECD's moves to address the relationship between global technology companies and schools through its Global Education Industry Summits between 2015 and 2019 and believes that there is an opportunity for another similar initiative.

Delegations' discussions in ISTP 2022 focused on several issues as the NCEE's report of the Summit describes. (NCEE 2022) One issue was whether students should continue to be able to learn remotely. Denmark now allows students to learn remotely at home for up to 20% of the time. Countries such as Finland were creating digitally available Open Educational Resources for teachers. A major part of the discussion focused on the importance of teachers' learning and professional development and how the pandemic had highlighted its lack of availability.

Another part of the discussion focused on the 'gamification' of learning which made virtual reality learning seem more attractive for some students. Some argued that robot tutors and analytics software enabled teachers to increase their focus on how students learned. However, the dangers of data driven instruction were highlighted, particularly its capacity for driving students into learning pathways which were dead ends. The dangers of technology giant companies dominating what was on offer to schools and farming data from their products was discussed. Delegates argued for an ethical framework for making sure data gathering services served the public good.

Looking back at the 2022 discussions it is clear that delegates were aware of the potential sharpening of the debate about digital learning, particularly in relation to Artificial Intelligence.

Launched in November 2022, by OpenAI, ChatGPT (Generative Pre-trained Transformer) is one of several, next level generative AI platforms which have captured the imagination of the press and social media. The implications for education, the future of work and society are endless. One example of this intense media interest was Alex Mitchell's article in the New York Post which predicted that ChatGPT could make some white collar jobs obsolete, including teachers.

What makes ChatGPT and other similar AI platforms unique is their ability to generate original text with a minimal amount of input. Using simple instructions and with the entire internet as its reference, ChatGPT can create unique written text, a development which has major implications for teaching and learning.

Like many other technologies, although game-changing, ChatGPT suffers from numerous flaws. Most notably, the text created by ChatGBT can simply be wrong, and, in some cases, very wrong. Its effect has also been to widen the digital divide. This session of the Summit could not be more timely and relevant. What the emergence of ChatGPT does do is crystallise the future challenges faced by education systems, schools, students, parents and educators. It highlights the relevance of the questions under this theme and the need to clearly delineate the role of tools like ChatGPT.

In its Briefing for the 2022 ISTP, EI stated unequivocally that, *it is vital that teachers and their school communities and their education systems....set the terms for the use of AI in schools and...ensure...(that)...its development is human centred and reflects human values...the structures governing education systems must have within them representatives of the users of digital technologies, including teachers and support staff unions, parents and those involved in education more widely so they*

can define the role of AI in pedagogy in the development of AI in the functioning of schools. (EI ibid)

EI's permanent Summit partner, the OECD, has stated the importance of applying human values to the development of AI.

All actors should respect the rule of law, human rights and democratic values, throughout the AI System lifecycle. Those include freedom, dignity, and autonomy, privacy and data protection, non-discrimination and equality, diversity, fairness, social justice, and internationally recognised labour rights. (OECD 2019)

Education International has welcomed statement and believes it should apply to protocols defining the role of AI in Education.

Education International believes that if students are to be able to acquire the skills necessary to be discerning users of digital information and to cultivate critical thinking skills, then they must be able to do that within the living communities of their schools. Although AI challenges the value of course work, homework, and external student evaluation which focuses primarily on students working alone it also highlights how vital in-person teaching of students collectively is for student learning.

If AI is to be seen to be used in the service of humanity, then it has to be at the service of education. New pedagogical approaches which utilise IT tools to enhance learning will undoubtedly be needed especially in the context of students living in a transformative digital era where innovations will continue to accelerate. In its briefing for ISTP 2022, E1 emphasised that the government policy on the use of AI in education must be created in partnership with the teaching profession. One example of how this process could work would be to make sure that those responsible for external student

evaluation and assessment are required to work in partnership with teachers and their organisations on how student learning can be genuinely evaluated.

The final question under this theme asks, *What is needed to create effective partnerships that ensure teachers and students are at the heart of the design and implementation of effective education technology?*

EI's and OECD's Principles for an Effective and Equitable Educational Recovery (EI *ibid*) go a long way to providing a road map to answering this question. The Principles urge education systems to create strong digital learning infrastructures which would need to be developed in collaboration with the teaching profession, designed with teachers and students and focus on enabling teachers to enhance learning and support for their students. They argue that this should involve the integration of technology in all teacher training courses and more collaborative platforms and professional learning projects enabling teachers to develop their pedagogical competences through a peer learning process.

The need for these Principles to be implemented was highlighted by the urgency of getting post pandemic recovery strategies in place. That need is now even more urgent given the introduction of AI Chatbots such as ChatGBT. EI's Briefing for ISTP 2022 set out a series of questions which asked whether governments and teacher unions could agree partnerships for:

- considering and developing the proposals on digital education within the OECD/EI Principles on Effective and Equitable Recovery,
- digital learning infrastructures, professional support and learning, improving teachers' working conditions in digital environments,

- agreeing protocols on the use of technology in education defined by the values of equity, human well-being, creativity, democratic values, and sustainable development (which would also be informed by the OECD's AI Principle 1.2),
- initiating research on the relationship of digital technologies and students' social and emotional wellbeing.

This Summit offers a golden opportunity to start putting those partnerships in place.

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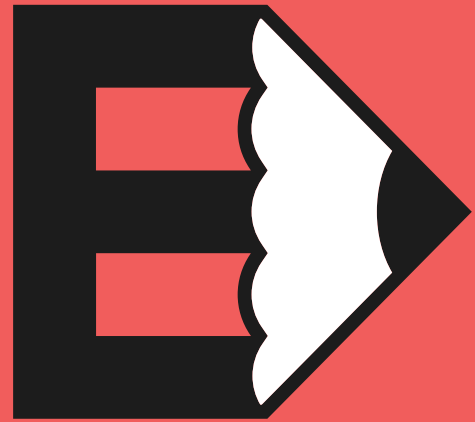
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Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.



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