

10th International Summit on the Teaching Profession (ISTP) THEME, SUB-THEMES

THEME:

Inclusive policies and teaching practices: leaving no one behind

In this age of accelerations, where the demands on the competences (knowledge, skills, attitudes and values) of citizens and workers are evolving ever more rapidly, the risk that some students, teachers and schools (including those in vocational and educational training) could fall behind has never been greater. And yet, results from PISA show that some schools and countries do much better than others in ensuring that learners from all backgrounds achieve strong results. What can public policy and teacher unions do to build strong foundations and align resources with needs so that every student benefits from excellent teaching? What do we expect from teachers and the teaching profession in the 21st century? The set of subthemes and visits proposed in this document aim at achieving that progress.

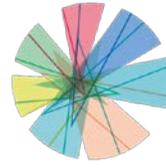
SUB-THEMES (each sub-theme will include some questions to generate dialogue and exchange among official delegates):

SUB-THEME-1

“Digital competence for inclusion: a vital challenge for 21st-century schools, teachers and students”

To stay ahead of technological developments, teachers and school systems must find and refine the qualities that are truly human, and that complement, not compete with, capacities we have created in our computers. How can technology help build 21st century learning environments and work organisations that support all students, teachers and schools in their learning and development? How can technology best enhance pedagogy, the development of the teaching profession and teacher professional collaboration? How can digitalization, including the use of social media, become part of an inclusive curriculum? How can evaluation enhance the digital competence of students, teachers and schools?

How can Artificial Intelligence help close rather than amplify learning gaps and cater for the needs of students and teachers? How can the experts in learning – teachers – be at the centre of decision making about progress in education?



SUB-THEME-2

“Can inclusive school systems improve themselves?

Can schools take responsibility for the training and mentoring of new teachers and school leaders?”

There is a developing discussion about whether school systems and their teachers can self-improve. What can teacher unions and governments do to enable schools improve, including schools with significant numbers of students with disabilities or/and students from socially and economically deprived backgrounds? How can equity of improvement be achieved, and how will we know?

The professional initiation of future teachers is as important and decisive as the professional initiation of future doctors. How does effective mentoring and peer-learning look in the 21st century? What role do experienced teachers and school leaders have in the mentoring of new teachers? Is it time to reappraise teacher appraisal?

Are teacher training schools at the heart of school improvement or are there essential roles for educational jurisdictions, higher education, unions and higher education?

SUB-THEME-3

“The role of teachers and school communities in achieving a sustainable world”

Today's world is the product of yesterday's education. How will education need to look in future to create a more sustainable and humane world that can live up to the United Nations' Sustainable Development Goals? What changes will public policy and the teaching profession with their unions need to adopt to achieve these ambitions? How can new challenges facing humanity be incorporated into the curriculum without amplifying learning gaps and social disadvantage for students lacking the foundations? What role does the teaching profession have in developing the curriculum? In an era of rapidly increasing change how can we make sure that no children and young people are left behind?