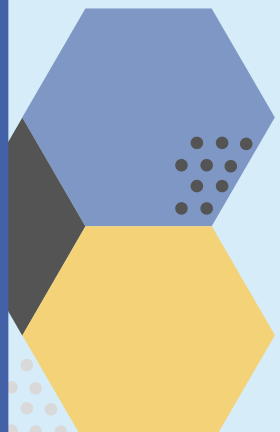


# **ENABLING EFFECTIVE CURRICULUM IMPLEMENTATION - CO-CREATING THE TEACHING COMPASS**

**SUMMARY NOTES FOR THE 4TH GLOBAL FORUM ON  
THE FUTURE OF EDUCATION AND SKILLS**



**EDUCATION 2030 : FUTURE OF  
KNOWLEDGE AND SKILL**

4th Global Forum on the Future of Education and Skills 2030

# Enabling effective curriculum implementation – co-creating the Teaching Compass

**Summary Notes**

International Convention Centre, Jerusalem, Israel 31 May, 1  
& 2 June 2022



## **Purposes of the fourth Global Forum**

1. Advance the work of the Global Forum's Thematic Working Groups, in particular, the co-creation of the OECD Teaching Compass
2. Deepen participants' understandings of the key concepts of the OECD Learning Compass through experience in action, e.g. student agency, anticipation-action-reflection cycle, transformative competencies, etc.
3. Reconnect Focus Groups and discuss the current challenges as well as next steps of their work program of the year
4. Experience some cutting-edge technologies and methodologies in education through our learning visit through the Innovation EdFair

## DAY 1

### Session 1: Opening session of the 4th Global Forum on the Future of Education and Skills 2030

After a very warm welcome from our Israeli partners, our chair opened the Global Forum.

### Session 2: Internet Assisted Examinations (IAE) – Exploring a new paradigm

The aim of the session was to learn from the host country experiences which would help the E2030 thematic working groups to advance their work. After a presentation on IAE, a roundtable multi-stakeholder (Students, Policy Makers, Experts, Social Partners, teachers, etc.) discussion was held. The participants explored the following questions:

1. What does teacher agency look like? How is it made evident in the classroom? In the school?
2. What are the system supports which enable teacher agency to develop and what are the gaps?

During the discussion 3 key points emerged on agency and system support:

- Teachers' agency should be considered as a *skill and a competence* to be taught in teacher training. It is necessary both for their confidence and personal development and in order to enable the teacher to teach and give students agency.
- The extent of teacher agency is dependent on *opportunities provided in the formal education system and school environment*. In **Portugal**, 25% of the curriculum is now flexible: schools choose the percentage of how much they will apply and adapt new education policy. Even though there is freedom to create new topics and disciplines of learning, part of the curriculum is obligatory. In **Germany**, teachers are guaranteed pedagogical autonomy.
- *Curriculum overload* and *the lack of flexibility* which may be typical of strict reforms endanger teacher's agency and impacts negatively on student learning.

### Session 3: the Learning Compass in Action #1

This was the first of three interactive sessions held during the Global Forum meeting. Delegates visited the innovation EdFair to explore how aspects of the e2030 Learning Compass could be implemented in practice. The tours aimed to deepen the participants understanding of the key concepts of the e2030 vision. The following questions were considered during the tours:

- What contributions can digital technology make to increasing access and equity for learning?
- What practical ways can we build student agency in our classrooms?
- How do the e2030 key concepts look like in action? (e.g. Agency, Well-being, Transformative Competencies, Students Entrepreneurship, Techno Pedagogy, Curricula Analysis entail Spaces, etc.)

The tours were followed by a reflection session, during which delegates considered what they had experienced, aiming to reflect on learnings from the EdFair tours and their relevance in the co-creation of Teaching Compass. This brought session Day 1 to a formal close.

## DAY 2

### Session 4: The Learning Compass in Action #2

The second interactive session brought delegates to visit a number of school settings. This session aimed to provide opportunities for delegates to explore the Learning Compass in practice.

Thematic Working Group 1 leader, Lynn Paine presented a response to the visit and updated the participants on the progress of the working group. The next step in drafting the Teaching Compass will be drawing out the kind of competencies, and international capacities we want for Future Ready teachers.

The participants explored the following questions:

1. Which of the competencies from the Learning Compass could also be applicable to a Teaching Compass?
2. What specific personal and interpersonal capacities do we want teachers to have? Does anything in the Learning Compass suggest these?

Understanding that “competency” is the sum of knowledge skills, attitudes and values, the participants agreed on the following:

- All of the Learning Compass competencies should be in the Teaching Compass, with the addition of a pedagogical layer. The Learning compass is applicable to teachers as lifelong learners and thus the teaching compass will be integrated into the overall framework of the learning compass, including (1) the design of future-oriented learning environments, (2) the type of educators and experts that can best staff these learning environments and (3) the work organisation and institutional arrangements to support them.
- Knowing and understanding students and having empathy for their situation should be at the forefront of the Teaching Compass.
- For horizontal teaching to happen, the responsibility of learning should be shared between students and teachers (e.g. students are responsible for the process of learning whereas teachers are responsible for content and method).

### Session 5: Focus group meetings

#### 1. Focus Group 2 A

Participants from 6 countries (Estonia, Italy, Ireland, Japan, Portugal, Romania) discussed the traits and competencies of future ready teachers. Participants from online and on-site sessions agreed on the following:

- Growth was perceived as a mindset in which teacher should strive to learn new ways of teaching and learning with students.
- The importance of peer support and guidance is key to better respond to student's needs.

The key point of the meeting was to highlight that the Teaching Compass competencies should derive from and be rooted in practice and real-life experiences.

## 2. Focus Group 2 B

Online and on-site participants were asked to draft the traits that they would like to see developed to support teachers and schools to be Future Ready. The participants agreed on the following:

- *Hierarchizing knowledge.* The role of teachers is to make knowledge meaningful. To help student build their own critical thinking, as guides, teacher need current and relevant epistemic insights, an understanding of how the 'pieces of knowledge' link up together.
- *Navigating policy reforms is a skill.* It should not be assumed that teacher have innate knowledge on creating curriculums or on how to implement education policy reforms.
- *Transformative competencies.* Continuously growing and developing. Teachers need to be able to model the qualities that they are aiming to develop in their students, such as being lifelong learners and flexible thinkers.
- *Global-Local insights.* Meaning, the awareness of cultural and intercultural problematics in the both the global setting and the local, or classroom setting.
- *Public-Private-Partnership.* Success factors and barriers for public-private partnerships will be looked at in depth in the future analysis, in the context of Ed-Tech industries, in particular, within e2030.

## 3. Focus Group 3: Students

During this meeting the FG3 members, from 11 countries (Canada, Denmark, Japan, Isarel, Korea, Philippines, Poland, Portugal, Romania, Ireland, United States of America) discussed two topics: Formative assessments and the Future role of teachers.

1. Types of formative assessments and assessments tools they could design for students. The participants agreed on the value of:
  - Evaluation assessments through peer feedbacks (student-student monitored by a teacher)
  - Practical evaluations that ask students to apply what they have learned to a real-life scenario
  - Quizzes as a simple way to engage students and help them gauge what they are learning
  - Noting daily progress and crediting students for interesting/unique ideas.
2. The role of teachers needs to change for teachers to be able to help students gain the knowledge, skills and attitudes/values they need to thrive in and shape their future. The participants agreed on the importance of:
  - Teachers learning alongside students, and making space for themselves and students to say when they do not understand something
  - Teachers creating interactive lessons to ensure students do not disengage
  - Teachers developing their communication skills to talk to students and get to know their needs, and not only to explain the subject they teach



- Teachers supporting student agency, almost as a parent, giving advice/ tips, (e.g., on how students can create their own schedule and manage time).

## **Session 6: Towards a Teaching Compass and Future Model of Teacher Education and Teacher Support, and Future Role of Teachers**

The sessions aimed to consider the challenges and explore potential directions for development, aligned with the E2030 Thematic Working Group 2 work on aligning curriculum change, teacher education, teacher support, teaching standards and professional learning.

A panel of multiple stakeholders discussed:

1. How do you transform teacher training?
2. What will the "teachers' room/ classroom" look like in the "new normal"?

They agreed on the following:

- New types of teacher training.
  - The COVID-19 crisis was perceived as an accelerator of change for transforming teacher training, e.g. focusing on how to support students' self-directed learning, skill-based teaching such as teaching online, and data-driven/ research-based teaching.
  - Teacher training should be changed in ways in which teachers themselves can feel a sense of ownership and designer of their own learning and adapt their teaching.
  - The providers of teacher training should be diversified.
  - Teacher training should emphasise more the need of teachers as lifelong learners.
- New types of classroom.
  - The new vision of classroom should integrate remote teaching and learning into face-to-face teaching and learning.
  - The direction of teaching should not be limited from teachers to students but acknowledge multidimensional layers of learning and teaching, e.g. from peers to peers, from students to teachers, etc. This will allow students to feel a sense of security and safety, which is necessary conditions for the classroom to be inclusive, creative and open-minded.
- Teachers' room.
  - Teachers' rooms can be important to ensure teacher well-being. So, securing a space/time for teacher to be able to sit quietly by himself/herself can be important.

This session was followed by a roundtable multi-stakeholder discussion. During this session the participants discussed:

1. How should we consider teacher wellbeing in our work?
2. What are the implications for teachers' professional and personal development?

They discussed and agreed on the following impactful factors on teacher wellbeing

- Low salary and social status
- Low qualifications
- Perception as a vocational profession
- Lack of trust between students and teachers; between teachers and parents; between teachers and school leaders; among teachers

The participants agreed that one of the main challenges for teacher wellbeing would be to decrease the gap between motivation and exhaustion. The following actions and solutions were agreed upon:

- *Rewrite the contract of the profession*: Create time and space to include professional development as part of the profession, promote respect for the profession. In **Israel**, teachers have 60 hours a year of mandatory professional development, 90% of which is selected by the teacher.
- *Teach sustainable competencies, build sustainable reform*, there is a need of solutions to keep the overarching goal of curriculum in mind goal without aggravating the workloads of teachers.
- *Promote and support co-creation and innovative teaching practises*: In **Portugal**, a pilot project is underway with three classes and three teachers collaborating. Teachers are given autonomy on who and how to teach as well as the opportunity to work together.

## DAY 3

### **Session 7: Curriculum Flexibility and Autonomy and E2030 Future Work**

The session introduced a multi stakeholder Panel discussion on the preliminary findings of the E2030 report on Curriculum Flexibility and Autonomy and its implications for the work of Thematic Working Groups. The session was followed by an update from Thematic Working Group 2 leader Sean Slade, Thematic Working Group 4 leaders Eulália Alexandre and Luisa Ucha and Thematic Working Group 5 leader Kerstin Wilmans on their current work.

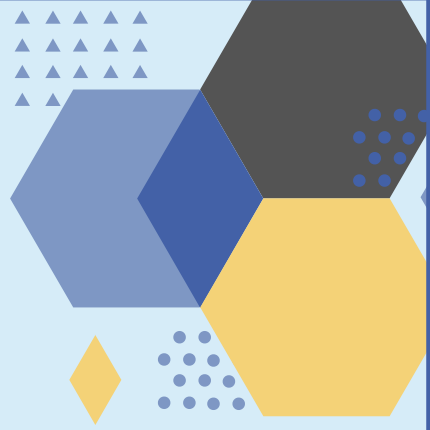
The panel agreed on the following:

- Collective autonomy is a key point of the future of teaching.
- Optimal curriculum flexibility and autonomy are conditioned by an ecosystem defined by the social-political and economic context.
- Teacher empowerment is needed to make the teacher feel like actors of change.
- Curriculum flexibility and autonomy has proven to be a real effective policy lever when adjusting curriculum to the needs of Ukrainian refugee students, providing appropriate pedagogical and methodological support to Ukrainian children and, where applicable, employ Ukrainian teachers to pass on their curriculum knowledge to refugees.

#### **Closing session:**

The closing session included the progress reports of the Focus Group leaders, Margit Timakov, Hilary Dixon and Celina Faerch (respectively Focus Group 2A, Focus Group 2B and Focus Group 3) and the Visual Summary of the Global Forum.

The Chair then summarised key messages which emerged from the three-day meeting, which are included in this summary note. Following the exchange of thanks and congratulatory messages, the meeting closed at 12.30pm.



**2022**

