



Foreword

Nations around the world are undertaking wide-ranging reforms to better prepare children for the higher educational demands of life and work in the 21st century.

What are the skills that young people demand in this rapidly changing world and what competencies do teachers need to effectively teach those skills? What can teacher preparation and continuing professional development do to prepare graduates to teach well in a 21st-century classroom? What are the different roles and responsibilities of 21st-century school leaders and how do countries succeed in developing these leaders?

To answer these questions we need to rethink many aspects of our education systems: the quality of recruiting systems; the type of education recruits obtain before they start working; how they are monitored and what education and support they get; how their compensation is structured; how to improve performance of struggling teachers and enhance development among the best ones.

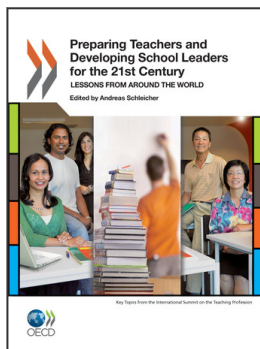
To help governments effectively address these and other key issues, placing teachers and school leaders at the center of improvement efforts, the U.S. Department of Education, the OECD and Education International brought together education ministers, union leaders and other teacher leaders together in the second International Summit on the Teaching Profession in March 2012. This publication summarizes the evidence that underpinned the Summit, bringing together data analysis and experience for better education policies for better lives.

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OECD Secretary-General



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