



Foreword

The knowledge and skills that students need to contribute effectively to society are changing constantly. The dilemma for educators is that the kinds of knowledge and skills that are easy to teach and test are exactly the skills that are also easiest to digitise, automate and outsource.

So expectations on teachers are high and growing. We expect them to have a deep and broad understanding of what they teach and the students they teach, because what teachers know and care about makes such a difference to student learning. That entails professional knowledge (i.e. about 21st century disciplines, about the curriculum of specific disciplines and about how students learn in those disciplines), as well as knowledge about professional practice that enables teachers to create effective learning environments to foster the cognitive, social and emotional aspects leading to good learning outcomes. It also entails an understanding of the research-theory-practice nexus and the inquiry and research skills that allow teachers to become lifelong learners and grow in their profession.

But we expect much more than what we put into teachers' job descriptions. We also expect teachers to be passionate, compassionate and thoughtful; to make learning central and encourage students' engagement and responsibility; to respond effectively to students of different needs, backgrounds and languages; to promote tolerance and social cohesion; to provide continual feedback and assessments of students; and to ensure that students feel valued and included and that learning is collaborative. And we expect teachers themselves to collaborate and work in teams, and with other schools and parents, to set common goals, and to plan and monitor the attainment of goals.

And there is more to this. Successful people generally had a teacher who was a mentor and took a real interest in their life and aspirations, who helped them understand who they are, discover their passions and how they can build on their strengths, teachers who taught them how to love to learn and build effective learning strategies and helped them find out how they can make a difference to social progress.

But our education systems are not keeping up. Most schools look much the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills required to meet the diverse needs of today's learners.

In March 2018, with support from the OECD and Education International, the Portuguese Ministry of Education is bringing education ministers, union leaders and other teacher leaders together in Lisbon for the eighth International Summit on the Teaching Profession. Focusing on *New challenges and opportunities facing the teaching profession in public education*, the Summit will seek to identify how to better support the teaching profession to meet the formidable challenges of 21st century education.

It is clear that schools do not operate in a vacuum. Successful schools depend on the resources and support of their communities, and schools at the centre of their communities are often the most successful. In turn, schools are vital to the social health of their local communities. What can policy makers and the teaching profession do to strengthen links with communities? How can schools truly engage the local community and contribute to corporate social responsibility? These are some of the questions for the first session of the 2018 Summit.

But at the heart of education is pedagogy. Many teachers have a good sense of the kind of pedagogies on which 21st century learning hinges, but there is a major gap between intended and implemented practices. How can education systems create the conditions for encouraging and supporting teachers to initiate, share and evaluate innovative pedagogies, including new technologies? What are the implications of new pedagogies for the roles of teachers and students? The 2018 Summit will address these issues in its second session.



In its third session, the Summit will turn to teachers themselves. There is a growing recognition that for teaching and learning to be most effective, teachers need to have high levels of well-being, self-efficacy and confidence. This mirrors increasing evidence that students' well-being, efficacy and confidence are vital for their learning. How can governments, in partnership with teachers' unions, create evidence-informed strategies on well-being, efficacy and effectiveness as part of their teacher policies?

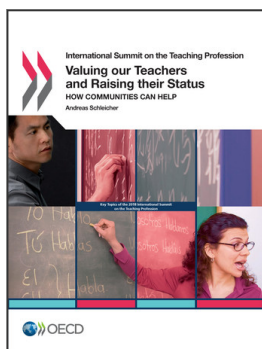
One of the secrets of the success of the International Summit on the Teaching Profession is that it explores difficult and controversial issues on the basis of sound evidence, provided by the OECD, as the global leader for internationally comparative data and analysis.

This report, *Valuing our Teachers and Raising their Status: How Communities Can Help*, summarises evidence that underpins the 2018 Summit, bringing together data analysis and experience to develop better education policies for better lives.

The report was written by Andreas Schleicher, with contributions from Karine Tremblay, Pablo Fraser and Sakshi Mishra, and support from Susan Copeland. It is based on data, comparative analysis and reports from the OECD. Chapter 1 sets the scene and discusses emerging trends, challenges and opportunities in today's education systems and their implications for teachers and policy makers. Chapter 2 draws from and builds on *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools* (drafted mainly by Alfonso Echazarra and Esther Carvalhaes), *PISA 2015 Results (Volume III): Students' Well-Being* (drafted mainly by Mario Piacentini) and *Schools at the Crossroads of Innovation in Cities and Regions* (drafted mainly by Dirk van Damme). Chapter 3 builds on *TALIS 2013 Results: An International Perspective on Teaching and Learning* (drafted mainly by Michael Davidson), *Ten Questions for Mathematics Teachers... and How PISA Can Help Answer Them* (drafted mainly by Kristen Weatherby), "Do new teachers feel prepared for teaching?", *Teaching in Focus, No. 17* (drafted mainly by Yoon Young Lee), "Understanding teachers' pedagogical knowledge: report on an international pilot study", *OECD Education Working Papers, No. 159* (drafted by Kristina Sonmark, Nora Revai, Francesca Gottschalk, Karolina Deligiannidi and Tracey Burns) and *Innovative Learning Environments* (drafted mainly by David Istance). Chapter 4 builds on *TALIS 2013 Results: An International Perspective on Teaching and Learning* and *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*.

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