



Preparing Teachers for the Future We Want

Final Declaration of the 11th Policy Dialogue Forum Montego Bay, Jamaica

9 November 2018

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The International Task Force on Teachers for Education 2030 (Teacher Task Force), having met in Montego Bay, Jamaica, from 5-9 November on the theme of “Strengthening Teacher Education: A prerequisite for quality teaching, training and learning”;

Noting the G20 Education Ministers’ Declaration 2018, “Building consensus for fair and sustainable development. Unleashing people’s potential”, and

Noting the Declaration by the 13th session of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (2018), “Education is not a commodity: teachers, the right to education and the future of work”;

Considering the continued relevance of provisions of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, in particular those concerning teacher education;

Mindful of opportunities to ensure teacher issues feature clearly on the global agenda in the Global Education Meeting (GEM) in Brussels in December 2018, the High Level Political Forum in New York in July 2019, the UN General Assembly in September 2019, the work of the SDG 4 Education 2030 Steering Committee and the other relevant meetings on Sustainable Development Goal 4 and other DGs;

Recommends that the following issues are considered by the GEM meeting for inclusion in the documents being prepared for the High Level Political Forum and discussed by other relevant bodies including the SDG4 Steering Committee:

- International partners should intensify efforts to develop robust definitions and classifications of qualified and trained teachers and strengthen cooperation and reporting mechanisms to ensure full monitoring of Sustainable Development Goal target 4c.
- Governments should ensure adequate financing for all public goods, including the teacher workforce, and this should be achieved primarily through domestic resource mobilization based on socially just fiscal policies, rigorous measures against corruption and illegal financial flows, efficient and effective teacher policies and deployment practices, developed with the full involvement of teachers and their organisations, and continued focus on external resource mobilization to complement domestic resources for countries.

The Teacher Task Force further adopts the following position:

1. The future of education will be marked by rapid changes in globalization, migration, demographic change, and technological advances, creating opportunities and challenges for learners and teachers. At the same time, these developments will be framed by increasing concerns about climate change and environmental sustainability. There is currently great anxiety about these trends, and policy reactions have varied between forward-looking and based on fear;
2. Noting that teachers share the tremendous responsibility of preparing future generations to address these challenges, teacher education, from selection of candidates through pre-service training to induction and continuous professional development, is essential for preparing a motivated, highly-skilled, qualified, and adequately-staffed teaching force. High-quality teacher

- education is an effective means of increasing the attractiveness of the profession and thereby its status.
3. The Teacher Task Force has concluded that teacher education has not kept pace with preparing new teachers for these future challenges, and therefore recommends that teacher education:
 - a. Be provided by accredited institutions, staffed with qualified teacher educators who have both a theoretical and practical mastery of the teaching profession;
 - b. Be based on well-defined professional competency profiles for teachers and teacher educators;
 - c. Be accessible and affordable, and, progressively free;
 - d. Draw from high-achieving secondary and tertiary graduates, to ensure high quality of students;
 - e. Ensure diversity and equality among teacher educators;
 - f. Adequately prepare teachers to teach basic and foundational skills;
 - g. Adequately prepare teachers to teach skills, knowledge, and values relevant to the changing world, including digital technologies and artificial intelligence, relevant interpersonal skills, new methods of learning, and socio-emotional development;
 - h. Be based on up-to-date and relevant teacher education curricula, drawing on research on such topics as how students learn, use of technology for pedagogy, and contemporary classroom opportunities and challenges. Teacher education curricula should be aligned with national curricula;
 - i. Train teachers to teach diverse learners based on principles of equality and inclusiveness;
 - j. Equip teachers to teach skills for the future labour market and to teach values and skills that allow for the physical, spiritual, moral and intellectual development of persons for the progress of society, the economy and the environment;
 - k. Allow for continuous professional development with the context of paid educational leave; and to allow for appropriate foreign exchanges and partnerships with businesses to develop further skills;
 - l. Include mentoring, coaching, reflective practice, communities of practice, participation in research and partnership with institutions of higher education as means of developing teachers.
 4. Furthermore, in view of the increasing mobility of teachers, teacher education and qualification systems should allow for cross-border mobility in the profession, governed by policies which ensure decent work for migrant workers and equitable management of teacher supply.
 5. Teaching should be an evidence-based practice. Teacher educators should be engaged in bridging research and practice by developing and testing new theories of teaching and learning. As a knowledge-based profession, teachers and trainers should be supported to continually update their knowledge base.
 6. Technology offers enormous opportunities to expand the scope of knowledge and the reach of education and to support various styles of learning. It also poses new challenges linked to psychological stress, inequality, cyberbullying and disinformation. Technology can support teachers but should not replace them. Teacher education should therefore empower teachers to use technologies to support learning within in a holistic and human-centred educational framework.

7. TVET teachers have a special role in preparing learners for the new future, and the education and continuous professional development of TVET teachers should be of the same quality as other levels of education, with a focus on bridging learning with labour market needs, understanding the latest industrial developments, and teaching in both classroom and workplace settings.
8. Preparation of early childhood education teachers has also been long neglected. Such teachers should be trained to the same equivalent standards as other teachers, and viable pathways for untrained personnel towards training should be made available.
9. Formative teacher evaluation plays an important role in improving teachers and summative evaluation can play a role in holding them accountable to quality performance. To motivate and empower teachers, formative evaluation should be encouraged.
10. Learning assessment can also play a role in monitoring education quality; however, it should take into consideration important issues of equity and the holistic meaning of education.
11. Teachers should be accountable for their own professional development, and education systems should be accountable for providing accessible opportunities for such.
12. International cooperation on teacher education needs to be strengthened as set out by SDG target 4c on teachers.

Above all, teacher education should allow teachers to prepare learners to critically and actively manage change in the future, so they can shape a just and equitable future they want.