

EI Consultation – Bringing your voice to the High-Level Panel on the Teaching Profession

6 September 2023

09.00-10.30 CEST (English and French)

16.00-17.30 CEST (English and Spanish)

Background

The [High-Level Panel on the Teaching Profession](#) was established by the UN Secretary-General as a follow-up to the [Transforming Education Summit](#), 2022. He convened the Panel to produce a new vision and a set of recommendations on the teaching profession.

The report of the Panel will serve to inform the preparations for the [UN Summit of the Future](#), 2024, the work of dedicated global and regional bodies on the teaching profession, and efforts to reach Sustainable Development Goal 4 by 2030.

Objective of the Panel

The High-Level Panel will agree on a set of recommendations on how to deliver on the commitment that every learner has a professionally trained, qualified, and well-supported teacher who can flourish in a transformed education system.

The Panel

The Panel is led by co-chairs Kersti Kaljulaid (Estonia) and Paula-Mae Weekes (Trinidad and Tobago) and comprises of 16 members and three ex-officio members.

It has met three times virtually over the last month. They will then meet in person in New York on the 14-15 September to discuss and adopt Recommendations.

The Six Imperatives

The High-level Panel is considering six imperatives for the future of the teaching profession: humanity; equity, diversity, and inclusion; dignity; quality; innovation and leadership; and sustainability. More information about these imperatives is provided below.

El's Teacher Consultation

The teaching profession is represented on the panel by El president Susan Hopgood, the Chair of the El Arab Countries Cross-Regional Structure, Manal Hdaife, and the General Secretary of the Singapore Teachers Union, Mike Thiruman.

To inform their participation in the Panel, Education International is organising two online consultations (catering for different time zones) on 6 September. The meetings give all El member organisations an opportunity to share their experiences and perspectives, bringing their voices to the High-Level Panel.

Keeping in mind the six imperatives and the discussion questions listed below, participants of the consultations are asked to respond to these two questions:

1. **What priority actions should be taken at the national level to end teacher shortages and uplift the profession?**
2. **What priority actions should be taken at the international level to end the global teacher shortage and uplift the profession?**

If you would like to input into the discussions of the High-Level Panel but are unable to join either of the consultation meetings (or if you would like to provide written input to add to your points made in the meeting), please send your written response to Antonia.wulff@ei-ie.org by 8 September 2023.

Agenda (90 minute meeting)

1. Welcome and Overview of the High-Level Panel (Education International) - 10 minutes
2. Consultation of El members on questions: Question 1. *What **priority actions** should be taken at the **national level** to end teacher shortages and uplift the profession?* - 45 minutes
3. Consultation of El members on questions Question 2: *What **priority actions** should be taken at **the international level** to end the global teacher shortage and uplift the profession?* – 30 minutes.
4. Closing remarks (Education International) – 5 minutes

Guiding Questions on the Six Imperatives

The Panel has been invited to recommended policy reforms around six imperatives for the teaching profession. We invite you to do the same, using these guiding questions for consideration.

Humanity: broadly framed to imply teacher wellbeing, including attention to teacher job satisfaction, sense of efficacy, sense of belonging within the profession which promote a sense of well-being.

Key questions

- What are the issues impacting teacher well-being, particularly the status of the teaching profession and its implications for teachers from diverse backgrounds?
- How are equity-related issues connected to teacher well-being for teachers from diverse backgrounds?
- What material (salary, workloads) and symbolic (agency and autonomy) conditions affect teacher well-being?
- How can teacher well-being be improved to support recruitment, retention and performance of teachers?
- How can we recast the profession as a collaborative one to improve teacher well-being?
- What measures can be taken to improve the status and appreciation of teachers among policymakers and in society more broadly?

Equity, diversity, and inclusion: broadly framed to imply a focus on ensuring that all learners have equitable access to diverse and high-quality teachers, and teachers promote inclusive teaching and learning experiences.

Key questions

- What are the pressing concerns framing the equitable recruitment, distribution and professional development of teachers, particularly the challenge of ensuring all learners have equitable access to diverse and high-quality teachers?
- What are the institutional barriers and forms of discrimination that prevent marginalised and/or vulnerable groups from entering or staying within the teaching profession?
- How can equity, diversity and inclusion in the teaching profession be prioritized and supported in order to create and sustain inclusive and accessible education?
- How can we address gender disparities in hiring, pay and opportunities for advancement in the teaching profession, as well as gender disparities in leadership positions?

Dignity: broadly framed to imply a focus on positive, supportive and nurturing working conditions that create and sustain a dignified professional environment.

Key questions

- What are the pressing concerns framing the issue of teacher dignity in terms of presence (or absence) of positive, supportive, and nurturing working conditions?
- How can social dialogue be enhanced and expanded to ensure teachers are able to have meaningful input in addressing emerging issues in the education sector and meaningful participation in education reforms (that are responsive to the changing needs of societies and economies)?
- What are the principal labour rights afforded to teachers by international instruments? Are these being upheld? Do they need to be revised?
- Besides remuneration, how can the social and professional status of teachers be strengthened to ensure the attractiveness of the profession and the effectiveness of teachers' role in teaching?
- How can the public perception of teachers be improved?

Quality: broadly framed to imply a focus on preparing and supporting high-quality teachers and quality teaching.

Key questions

- What are the material conditions and the system enablers which contribute to ensuring that a high-quality teacher labour force is prepared and supported?
- How do professional standards, qualifications, initial teacher education, teacher collaboration and peer learning, teacher development as well as continuous professional development opportunities support teachers in the profession?
- What forms of validation and certification of prior and experiential learning can help in the qualification of teachers, particularly in settings where there are community teachers or informal educators, such as in ECCE, ALE and TVET?
- How can career pathways, teacher agency and autonomous professionalism shape teachers' experiences and enhance quality teaching?
- How can accountability mechanisms and evaluation processes support quality teaching and learning?

Innovation and leadership: broadly framed to focus on teachers' ability to leading innovations in educational practices, within and beyond the classrooms.

Key questions

- What are the pressing concerns framing the issue of teachers' ability to lead innovations in educational practices within and beyond the classrooms (including micro-innovations, creation of technological and pedagogical tools, practice-based research that inform efforts to scale successful innovations, etc.)?

- What opportunities for innovation and leadership are available to teachers and how do they vary across diverse contexts?
- How can professional autonomy, teacher voice and agency be cultivated and nurtured to include teachers and their innovations in larger policy changes?
- How can technology and new pedagogical methods support teachers in their efforts to access and provide quality learning opportunities?
- How has the role of the teacher evolved, and how can the profession be strengthened in light of new expectations and responsibilities? What role can teacher organizations play in supporting teacher innovation and leadership?

Sustainability: broadly framed to focus on ensuring a sustained supply of well-trained, diverse, quality teachers distributed equitably, and teachers educating to support system resilience to mitigate impacts of climate disasters.

Key questions

- How can teaching be made an attractive profession for future generations?
- What are the pressing concerns framing the issue of sustainability as pertains to teachers, teaching and the teaching profession? How can technology be integrated into teaching strategies to promote sustainable futures?
- How can the goals of sustainability be combined with goals of equity in teacher recruitment, retention and deployment?
- How can teachers promote sustainable lifestyles and address climate change, peace, inclusion, digital literacy and global citizenship without being overburdened/creating excessive workloads?