Enabling effective curriculum implementation: Co-creating the Teaching Compass

International Convention Centre, Jerusalem
May 31- June 2, 2022
4th Global Forum
on the Future of Education and Skills 2030
Enabling effective curriculum implementation:
Co-creating the Teaching Compass

SESSION 1

CAN YOU PLEASE MUTE YOUR PHONES?
4th Global Forum

TABLES 1-16 ARE FOR OECD GF DELEGATES
PARA UNA TRADUCCIÓN AL ESPAÑOL ENCIENDA SU DISPOSITIVO
We Are All Stagehands

The High School for the Arts, Jerusalem

Actors:
Tom Ben-Sinai - Stagehand 1
Adi Asernitzki - Stagehand 2

Theater Teacher:
Ms. Shoam Meidan

Scriptwriters:
Edith Kimchi & Adam Sheffer

English Translation:
Elise Shazar
Enabling effective curriculum implementation: Co-creating the Teaching Compass
International Convention Centre, Jerusalem
May 31 - June 2, 2022
Teacher & Student Facilitation

Ort Yad-Leibowitz Highschool, Netanya

**Student:**
Eitan Sharon

**Teacher:**
Nadavi Noked

**Script:**
Edith Kimchi

**English translation:**
Elise Shazar
Ms. Dalit Stauber, Director-General, Ministry of Education
Moshe Lion, Mayor of Jerusalem
Ms Sharren Haskel
Knesset Member,
Chair of Education, Culture and Sports Committee
Ms. Inna Zaltsman,
Senior Deputy Director- General and Director of Pedagogical Administration, Ministry of Education
Enabling effective curriculum implementation: Co-creating the Teaching Compass
International Convention Centre, Jerusalem
May 31- June 2, 2022
Hora Yerushalaim - Hora Efrohim Dance Troupe

CEO: Taliya Hakeinan Rose
Artistic Director: Harel Itshaki
Rehearsal Director: Daniel Turim
Dance Instructor: Tomer Sheffer

"Pitom Kam Adam" (Suddenly a man stands up)
Choreography - Adi Gordon Rawlings.
Artistic management - Harel Itshaki.
Rehearsing management - Daniel Turim.
Guidance - Tomer Shefer.
Musical arrangement - Dani Magad.
Enabling effective curriculum implementation: Co-creating the Teaching Compass

International Convention Centre, Jerusalem
May 31- June 2, 2022
Opening Address:

Dr. Suzanne Dillon, Chair, OECD The Future of Education and Skills 2030 project

&

Dr. Andreas Schleicher, Director for the Directorate of Education and Skills, OECD
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ANDREAS SPEAKS
WITH THE
DYNAMIC LOGO BEHIND
Dr. Miri Shlissel

Head of Pedagogical Affairs, Ministry of Education
Hora Yerushalaim - Hora Efrohim Dance Troupe

**CEO:** Taliya Hakeinan Rose
**Artistic Director:** Harel Itshaki
**Rehearsal Director:** Daniel Turim
**Dance Instructor:** Tomer Sheffer

**Hedvat Neurim (Youth’s joy)**
**Choreography** - Yehonatan Gabai.
**Musical arrangement** - Zvi Ladar.
Enabling effective curriculum implementation: Co-creating the Teaching Compass
Enabling effective curriculum implementation: Co-creating the Teaching Compass

COMFORT BREAK 15 minutes
Dr. Yifat Shasha Biton, Minister of Education, Israel

Enabling effective curriculum implementation: Co-creating the Teaching Compass

International Convention Centre, Jerusalem

May 31- June 2, 2022
Prof. Sugata Mitra

IAE: Why, How and What
Moran Choir, Emek Hefer

Lu Yehi / Let it Be  Naomi Shemer
Keren Or (Ray of Light)  Achinoam Nini and Gil Dor
Mimaamakim (From the Depths)  Idan Raichel
Prachim (Flowers)  Yael Deckelbaum

Conductor and Musical Director: Naomi Faran
Assistant Conductor: Carmel Antopolsky Amit
Piano: Oleg Yakerevich
Video Clip:

IAE Through the Eyes of Students and Teachers

The Golden Education Template

Eitan Dotan Productions
Prof. Hanna Shachar

IAE Trailblazing Research Findings
Video Clip:

IAE Through the Eyes of Students and Teachers

The Branco Weiss Institute

Special thanks to Dr. Sigal Straschnow

Enabling effective curriculum implementation – co-creating the Teaching Compass

CLOSURE: Chair of the Future of Education and Skills 2030 project
Enabling effective curriculum implementation: Co-creating the Teaching Compass

LUNCH BREAK  45 minutes
May 31

ENJOY YOUR LUNCH

WE WILL RECONVENE AT 13:30

OECD GROUPS MEET IN THE BREAK-OUT ROOMS

MG GROUP MEETS IN THE TEDDY HALL (HERE)
Enabling effective curriculum implementation: Co-creating the Teaching Compass

SESSION 3

CAN YOU PLEASE MUTE YOUR PHONES?
Exploring a New Paradigm - Bridging to Thematic Working Group 3: Aligning assessment and pedagogies with curriculum change

Ms. Jenny Lindblom, Director of Education, National Curriculum for the Swedish National Agency for Education, Sweden

&

Ms. Pille Liblik, Adviser, Department of Primary and Basic Education for the Estonian Ministry of Education and Research, Estonia
Thematic Working Groups

• TWG1: Concept-making/ vision-making for future of teaching and teachers.
• TWG2: Alignment between curriculum change, teacher education, and professional learning
• TWG3: Alignment between curriculum change, assessment and pedagogies
• TWG4: Hub of experimental schools
• TWG5: Engaging and growing with the Learning Compass
Session 2b Focus Discussion

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?
Hassadna Jerusalem Conservatory Wind Ensemble

Conductor: Sagit Mazuz

Performing:

Beautiful that way, Nicola Piovani arranged by Nachman Yariv

A medley of songs about Jerusalem, Nachman Yariv
Hassadna Jerusalem Conservatory Wind Ensemble

**Conductor:** Sagit Mazuz

**Flute:** Amalia And Abigail Moyal
**Clarinet:** Ela Roman and Rozana Jackson
**Bass Clarinet:** Peleg Wagner
**Saxophone:** Ella Harel, Aharon Noam
**Trumpet:** Eyal Ahay, Yoav Badar, Lavie Zaken and Yanic Ben Hur
**Trombone:** Alona Raz, Yishai Cohen, Netza Cohen
**Baritone:** Tal Siton
**Tuba:** Tsur Levi
**Percussion:** Bar Shenhav and Uri Bosheri
Ms Meirav Zerbib, Director of R&D division, MoE

Implementing Education 2030
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<td>Educational team</td>
<td>Design of learning environments</td>
<td>Management of learning and education</td>
<td>Innovation and entrepreneurship</td>
<td>Gamification</td>
<td>Equity</td>
<td>Future thinking</td>
<td>Sustainability</td>
<td>Learning Everywhere</td>
<td>Innovative technology</td>
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- **Social emotional learning**
- **Competencies**
- **Educational team**
- **Design of learning environments**
- **Management of learning and education**
- **Innovation and entrepreneurship**
- **Gamification**
- **Equity**
- **Future thinking**
- **Sustainability**
- **Learning Everywhere**
- **Innovative technology**

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<td>Identifying and retaining teachers despite teaching staff shortages</td>
<td>Pedagogic policies concerning the changing reality</td>
<td>The Israeli Tapestry of English Education</td>
<td>Climate Change Education and STEM</td>
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**17 TOURS**

THOSE WHO ARE REGISTERED TO 9 PLEASE MOVE TO 14
May 31

ENJOY YOUR TOURS!

WE RECONVENE AT 17:00

OECD GROUPS MEET IN TEDDY C
MG GROUP MEET UPSTAIRS ROOM 301

TOMORROW AT 08:00
WE WILL MEET OUTSIDE TO BOARD BUSES FOR SITE VISITS

HAVE A NICE EVENING
June 1

Enjoy Your Lunch!

WE RECONVENE AT 13:30

EVERYBODY TOGETHER IN TEDDY HALL (HERE)
Enabling effective curriculum implementation: Co-creating the Teaching Compass

SESSION 4

CAN YOU PLEASE MUTE YOUR PHONES?
Teacher & Student Facilitation
Ort Aryeh Meir High School, Kiryat Gat

**Students:**
Yarden Alemu
Naomi Kagirov

**Teacher:**
Noa Kramer

**Author:**
Edith Kimchi

**English translation:**
Elise Shazar
Enabling effective curriculum implementation: Co-creating the Teaching Compass

Reflective response to school visits and to advance thinking on Teaching Compass
Concept making for future of teachers and teaching

Ms. Inese Vilcina, Senior Expert at Competency Based Curriculum project (skola2030), National Centre for Education, Latvia

&

Ms. Lynn Paine, TWG1 leader, Professor, Michigan State University
"Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next: We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it." (A. Roy)

1 June 2022
Jerusalem, Israel
Conceptualizing the Teaching Compass: Collaborative action now

We begin from thinking about students and the Learning Compass to imagine the Teaching Compass. The Learning Compass frames the Teaching Compass.

We can’t achieve students’ agency, well-being and transformative learning if teachers don’t experience these.

We need to reconceptualize/redefine teaching and teachers’ work
  – More than a checklist
  
  • Agency as action, not a quality; both tangible and intangible
  • Well-being as multi-dimensional; intrinsic and extrinsic
  • Transformative competence entails epistemic and relational responsibility
    – Ex: Competence includes knowing about students and understanding students as individuals, as whole and growing persons who bring unique strengths, and building relationships with them
Session 4b Focus Discussion

1. Which of the competencies outlined in 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?
Session 5:
Working session among FG members
WE RECONVENE AFTER THE comfort BREAK AT 15:30
Music Academy School, Jerusalem

Mozart: Clarinet Quintet in A major, K.581
Clarinet: Gabriel Catz
Violins: Noa Moyal, Nataly Sokol; Viola: Efrat Rubenstein
Cello: Eva Ma’azia
Instructor: Mr. Uri Dror

Rachmaninoff: Vocalise (for string ensemble)
Accompanied by: Nataly Rotenberg
Instructor: Mrs. Regina Zuckerman
Mr. Eyal Ram
Deputy Director General & Director of Teaching Personnel Administration, MoE

National Capacity-Building Challenges concerning teachers
4th Global Forum
on the Future of Education and Skills 2030
Enabling effective curriculum implementation:
Co-creating the Teaching Compass

Panel Discussion:
(1) How do you make a revolution in teacher training?
(2) What will the "teachers' room" look like in the "new normal"?
Towards a Teaching Compass and Future Model of Teacher Education, Teacher Support, and Future Role of Teachers

• Prof. Yuli Tamir, President of Beit Berl College
• Dr. Iris Pinto, Research and Development, Ministry of Education, Israel
• Ms. Haruna Takeuchi, Student, Hiroshima City University, Japan
• Ms. Malgorzata Szybalska
My perspectives for Future Role of Teachers

By Haruna Takeuchi

My experience in the past - picture from my high school

- One-way class (Class in which students only listen)
- POWER DISTANCE
- The first person to speak is always the same. Or, no one speaks in quiet classes.
- A group of students cannot facilitate

Do you think this is useful when I enter the world of work or in society in general?
2022
- perfectionist
- overly competitive
- narrow-minded
- silence out of fear
- defence of ego
- avoid confrontation

2030
- diverse, inclusive
- creative
- half-formed
- silence to listen
- open-minded, trusting
- relationship-focused
- tentative, hypothetical

"Palette" can make new colors (new things) every generation, very people easy to make so we can get new knowledge, ideas, values
everyone has own palette
Teachers as Entrepreneurs: Entrepreneurial Initiatives in the Field

How do teachers learn?

THOSE WHO ARE REGISTERED TO 9 PLEASE MOVE TO 14
**Reflecting on Learning**

**Five** words to describe what you saw or experienced

**Three** of these ten words or a drawing which captures the most important ideas

**Five** words to summarise what you learned
4th Global Forum
on the Future of Education and Skills 2030
Enabling effective curriculum implementation:
Co-creating the Teaching Compass

SESSION 6

CAN YOU PLEASE MUTE YOUR PHONES?
Reflection on the journey: Emerging key concepts towards the co-creation of the Teaching Compass

Dr. Suzanne Dillon, Chair of the E2030, Ireland

&

Mr. Sean Slade, TWG2 leader, Head of Education (BTS Spark, NAM)
THEMATIC WORKING GROUP 2

TWG2 co-leaders: Alona Forkosh-Baruch, Julie Sinclair, Sean Slade

2 June 2022
Jerusalem, Israel
Focus area: Teacher education and professional development: Aligning curriculum changes and changes in teacher education

• Current work:
  – Collecting case studies of innovation and future oriented teacher education and teacher professional development for upcoming OECD report

• Next steps:
  - Conducting a cross-case analysis of key findings/common themes
  - Drivers? Barriers?
Questions: Teacher education and professional development: Aligning curriculum changes and changes in teacher education

1. Are you seeing alignment of teacher education/professional development to LC2030?

2. Where?

   - Core foundations (teacher skills, knowledge, attitudes, and values)
   - Transformative competencies (creating new value, reconciling tensions & dilemmas, taking responsibility)
   - Overarching themes (agency, co-agency, well-being)

3. What (who) is driving (halting) this change?
Session 6c Focus Discussion

1. How should we consider teacher wellbeing in our work?
2. What are the implications for teachers’ professional and personal development?
Session 6c Focus Discussion
Log into www.menti.com and use the code 8444 5227

Use your phone to record your own ideas –

What is the big ‘take away’ message for you so far?

You can write as many notes as you wish.
June 1

ENJOY YOUR TOUR OF THE EDFAIR

WE ALL RECONVENE AT 17:30 HOURS

OECD GROUPS MEET IN THE BREAK-OUT ROOMS

MG GROUP MEET OUTSIDE THE TEDDY HALL (HERE)

TO THE ATTENDEES OF THE GALA EVENT PLEASE BOARD BUSES AT THE ENTRANCE AT 18:45 HOURS

HAVE A NICE EVENING
WE RECONVENE TOMORROW MORNING AT 0900

Enabling effective curriculum implementation: Co-creating the Teaching Compass

International Convention Centre, Jerusalem, 31 May 31-June 2, 2022
Enabling effective curriculum implementation: Co-creating the Teaching Compass

SESSIONS 7 & 8

CAN YOU PLEASE MUTE YOUR PHONES?
Preliminary findings - E2030 curriculum flexibility and autonomy

- Dr. Andreas Schleicher, Director for Directorate for Education and Skills, OECD
- Ms. Lina Maria Arbelaez, Director General, Colombian Institute for Family Welfare
- FG1: Ms. Cathy Montreuil, Deputy Minister, Council of Education
- FG2a: Mr. Robert Jenkins, Head, Braemar College Middle School, Australia
- FG2b: Mr. Vishal Talreja, Co-founder, Dream a Dream
- FG3: Ms. Julia Moore & Mr. Finnian King
Panel discussion on the preliminary findings of the E2030 report on Curriculum Flexibility and Autonomy (tbc) and implications for the work of Thematic Working Groups
Session 7a Focus Discussion

1. What are the essential concepts which should be included in the Teaching Compass?

2. Have you examples of those concepts in action?
Enabling effective curriculum implementation: Co-creating the Teaching Compass

SESSION 8

CAN YOU PLEASE MUTE YOUR PHONES?
Updates from TWG 4 Hub of Experimental Schools & TWG 5 Engagement, Communication and Dissemination
Updates from Thematic Working Group 4 & 5

Ms. Eulalia Alexandre & Ms. Luisa Ucha, TWG4 leaders, Ministry of Education, Portugal

&

Ms. Kerstin Wilmans, TWG5 leader, Global Goals Curriculum
THEMATIC WORKING GROUP 4

Hub of Experimental Schools

TWG4
2 June 2022
Jerusalem, Israel
What Hub do we want?

- **Focus area**

  Involving innovative schools in the global education policy dialogue, to create a sense of community so as to move together towards a new vision in education in line with 2030 Learning Compass. Our Hub needs schools carrying out:

  - new ways to design and implement future-oriented curriculum to promote learning and well-being (curriculum design and implementation/ learning strategies and practices / teaching strategies and practice/ students’ assessment)
  - monitoring of the work and self-reflection (factors of success or failure) and lessons learnt
  - experiments and learn practice sharing with other schools and policy-makers from around the world as a showcase to improve education globally

- **Current progress**

  - 8 Portuguese Schools in the Hub
  - Various applications from international schools
  - Ongoing process of schools selection

- **Next step(s)**

  - TWG4 webinar – 20th June (strengthening focus area, reflection on selection criteria and innovative practices, practice sharing)
  - New practice sharing practices with new schools on the hub
  - Active participation in OECD Education 2030 forums and meetings and TWG webinars
TWG5: MISSION+ FURTHER APPROACH
Disseminate – Engage – Enable

Kerstin Wilmans
2 June 2022
Jerusalem, Israel
TWG 5 Mission: Disseminate, Engage, Enable

Provide Material + Support Translation

Engage Global Community

Activate + Enable Regional Networks
Plenary Feedback from groups
4th Global Forum
on the Future of Education and Skills 2030

Enabling effective curriculum implementation:
Co-creating the Teaching Compass

SESSION 9

CAN YOU PLEASE MUTE YOUR PHONES?
Reports from Focus Groups

FG2A Ms Margit Timakov
FG2b Ms Hilary Dixon
FG3 Ms Celina Faerch
FG1 Chair
Visual Summary

Mr Peeter Mehisto
Chair’s Closing Remarks
JUNE 2

ENJOY YOUR LUNCH!
WE WILL RECONVENE AT 14:00
HERE IN THE TEDDY HALL
EXPECT A SURPRISE!
Teacher & Student Facilitation
Inbar School for Girls, Jerusalem

Students:
Shayah Offaim
Alma Ziegler Drake

Teacher:
Irit Merchav

Scriptwriter:
Edith Kimchi

English Translation
Elise Shazar
A Holistic Approach to Designing a Meaningful Future

Education is the process of designing the future. However, we are not talking about one specific future, but a different future for each and every child. We aspire to provide our children with opportunities that will help them realize their fullest potential based on the competencies that will ensure their wellbeing.
Dr Gabriela J. Krichesky
Principal at Arlene Fern Community School (Buenos Aires, Argentina), on behalf of BAMA delegation
We Are All Stagehands

The High School for the Arts, Jerusalem

Actors:
Tom Ben-Sinai - Stagehand 1
Adi Asernitzki - Stagehand 2

Theater Teacher:
Ms. Shoam Meidan

Scriptwriters:
Edith Kimchi & Adam Sheffer

English Translation:
Elise Shazar
Closing session

- FG2a: Ms. Margit Timokov
- FG2b: Ms. Hilary Dixon
- FG3: Ms. Celina Faerch
- Conference Rapporteur: Mr. Peeter Mehisto
- Chair of the Global Forum & FG1: Dr. Suzanne Dillon
Focus Group 2a

Margit Timakov (Estonia) – FG2a co-chair / Shingo Kamimura (Japan)
2 June 2022
Jerusalem, Israel
Progress report and next steps

Hilary Dixon
2 June 2022
Jerusalem, Israel
FG 2B

Teacher competencies

• relationship with diverse responsibilities of group members
Current contributions

• Illustrations of professional practice: ‘boxes’

• Thematic Working Groups
  – leaders
  – contributors
Illustrations of professional practice

Boxes in reports:
• targeted
• specific
• practical

Published: Values and Attitudes
In production: Flexibility and Autonomy
Next: Ecosystems
Connections between FG2B and TWGs

- Share progress
- Raise awareness
- Promote and encourage contribution