Summary of the OECD Schools+ Second Global Community Meeting

Advancing our understanding of teaching practices across borders

21 November, 2023
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The OECD convened the Second Global Community Meeting of the Schools+ Network on November 21, 2023, to advance the collective understanding of teaching practices across different countries. This virtual meeting aimed to present and discuss the development of the Schools+ Pedagogical Taxonomy, provide an opportunity for the network participants to share their experience and insights into the global work on pedagogy and present the activities of the Schools Learning Circle. About 60 representatives of Schools+ participating organisations joined, as well as the Schools co-leads of the five thematic groups.

A strong start for the Schools+ Network

The meeting began with an update on the growth of the Schools+ Network since its official launch in May 2023. The Network has grown to over 50 participating countries and organisations (see Annex 1 for the List of Participants), and there are 140 schools from 40 countries reaching 124,000 students which are actively involved in the Schools Learning Circle. This is testimony to the network’s global reach and diversity and potential to foster peer learning across different contexts and countries.

Learning from each other on how Generative AI can enhance teaching and learning

The inter-network learning of the Community in 2023 has focused on exploring the impact of Generative AI (GenAI) tools in the classroom. The ‘Generative AI in the classroom: From hype to reality?’ paper outlines how GenAI can be used to support teaching and learning processes, provides a very initial assessment of the potential implications in and outside classrooms, and presents some pointers for teachers, school leaders and policy-makers from around the world to consider in unlocking the potential of GenAI while safeguarding against its potential pitfalls.

The paper, which was prepared with contributions from various participants and discussed at the Schools+ launch in May 2023, has sparked interest in the global education community, leading to Schools+’s work being presented at various international events. In addition, the paper underwent a public consultation until October 2023, and a webinar was co-organised with the European Schoolnet and Digital Promise to commemorate World Teacher’s Day on 5 October. Due to the significant interest generated and the ongoing relevance of this emerging issue for most participants, the inter-network learning will continue in 2024 with a focus on experimenting with and adopting Generative AI in schools.

Advancing our understanding of teacher practice across borders

The main Schools+ output in 2023-25 will be a Teaching Toolbox that takes stock and deepens the understanding of teaching and learning on an international scale. This Toolbox is intended to be used by schools, policy makers, and researchers as a reference tool to:
• Discuss about teaching at an international level by providing a shared language.
• Promote the use of more evidence-based practices by identifying areas of strength and areas in need of greater research.
• Identify key implementation mechanisms behind effective practices by leveraging schools’ tacit expertise and examples.

The initial phase in developing the Toolbox involved creating the Pedagogical Taxonomy, and the recent meeting organised by the OECD offered a chance to introduce and deliberate on the preliminary version of this common language around teaching. This initial draft was prepared by an Expert Group and has already been reviewed and commented on by 37 evidence brokers, academics and school networks.

The Taxonomy integrates elements from diverse pedagogies, ensuring no single method is prioritised, and responding to different research bodies. It distills core teaching practices into a structured framework with precise descriptors, recognising the complexity and interdependence of teaching methods. Designed to be applicable across all grades and subjects, it focuses on intentional, adaptable classroom practices, whether planned or impromptu, led by teachers or students. Backed by extensive research, the Taxonomy includes over 500 references across various dimensions of pedagogy, highlighting the strengths and limitations of research methodologies. It also identifies essential 'active ingredients' for each practice, emphasising elements vital for effective implementation and linked to positive educational outcomes.

**Leveraging schools’ expertise on teaching and learning**

Schools play a central role in the development of the Toolbox. In the onboarding meetings held in June and September, schools had opportunities to share their main motivations and expectations for their involvement in the Learning Circle. The enthusiasm at the outset of the Learning Circle in schools is evident, as reflected in the following quotes from participants:

“As an international initiative that links schools all over the world, I expect to get different perspectives from other schools...My expectations for this learning circle are really high!”

“Sharing ideas and practices...and how practical solutions are implemented are the best way to improve education”

The work of schools is structured around the five dimensions of the Taxonomy (See Figure 1). During the Community meeting, the co-leads of each group provided a short presentation of the specific pedagogical dimensions of their respective groups, and how they will be providing practical insights and case studies to advancing teaching understanding.
Gathering the Schools+ Network perspectives on the Taxonomy

The breakout discussions centered on three main questions around the Taxonomy which is now under public consultation. These included exploring the benefits of a shared teaching language and its potential applications in participants’ work, suggesting enhancements to the Taxonomy to improve its use and accessibility, and discussing the critical aspects of implementing practices from the Taxonomy that could benefit from schools’ exchange of expertise. These underlined the need to:
• Develop a shared language for education as the cornerstone to promote international peer learning and support on teaching. New classroom disruptions like those brought by the irruption of artificial intelligence show the importance of a framework to provide a deeper perspective and open a more meaningful conversation on potential impacts both at an international and national levels.

• Consider the potential of the Taxonomy to also facilitate conversations within organisations and jurisdictions that do not have a reference framework on teaching. The Taxonomy can support a structured consideration of teaching practices, even if adjustments might be necessary to ensure that it responds to the local context and culture.

• Expand the Taxonomy's scope to define roles for school leaders and teacher leaders. Leadership is crucial in driving the Taxonomy's implementation, tapping into the expertise of various educational boards.

• Highlight evidence and research-based examples framed in shared language to improve discussion, peer support across countries and create shared knowledge; this is particularly relevant for emerging areas such as artificial intelligence.

• Use technology, offer practical guidance for teachers, and utilize user-friendly media such as videos to illustrate the different practices in the Taxonomy. It was also proposed to illustrate what children/students should be engaged in and producing – not just what adults/teachers should provide.

### Next Steps

The countries and organisations participating in the Schools+ Network are invited to:

• Provide feedback to the Pedagogical Taxonomy underpinning the *Toolbox of Effective Classroom Practices* by 21 December 2023.

• Share developments on Generative AI to inform the finalisation of the Schools+ paper and set the stage for exploring how teachers and schools are adopting these new technologies in 2024.

• Note the dates for the 3rd Community Meeting on 22-23 May 2024 and reach out to the Secretariat if their country/organisation is interested in hosting it.
Annex 1 – List of Schools+ Participating Countries and Organisations

**Countries**

Australia *(observer)*  
Belgium *(Ministerium der Deutschsprachigen Gemeinschaft Belgiens)*  
Bulgaria  
China  
Croatia *(Associations of Primary and Secondary School Principals)*  
Finland *(City of Helsinki, Education Division)*  
France  
Greece  
Israel  
Italy  
Latvia  
Lithuania  
Luxembourg *(Institut de Formation de l’Education nationale)*  
Mexico  
Morocco  
Netherlands *(observer)*  
New Zealand  
Norway *(Oslo Municipal Education Authority)*  
Portugal  
Romania  
Slovak Republic  
Slovenia *(Digital Education Service)*  
South Africa  
Spain *(observer)*  
Sweden  
Switzerland  
Türkiye  
United Kingdom *(Education Scotland)*

**Organisations**

AERO  
COBIS  
Digital Promise Global  
Edutopia *(George Lucas Educational Foundation)*  
Education Endowment Foundation  
Education International  
European Commission *(observer)*  
European School Heads Association  
European SchoolNet  
Eutopia  
Global School Leaders  
GO! scholengroep 20 *(Belgium)*  
HundrED  
International Baccalaureate  
International Confederation of Principals  
Jacobs Foundation  
Keller  
LEGO Foundation  
Magis Qualis  
Networks of Inquiry and Indigenous Education  
Nord Anglia Education  
OBESSU  
Red de Escuelas Líderes  
Results 4 Development *(SALEX)*  
Schools2030 *(Aga Khan Foundation)*  
SUMMA  
T4  
Teach for All  
UNESCO  
Varkey Foundation  
VVOB - *education for development*
Keep in touch

For more information about the Schools+ Network and ensuring participation, please contact:

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Visit: www.oecd.org/education/school/oecdschoolsnetwork.htm
Stay in touch: @OECDEdu / @OECDdev