



## Foreword

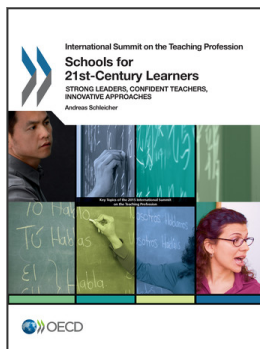
The skills that students need to contribute effectively to society are changing constantly, but our education systems are not keeping up. Most schools look much the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills required to meet the diverse needs of today's learners.

What are the skills that young people need to participate fully in this rapidly changing world, and how can education systems best support the kind of teaching that develops those skills? What is the role of teachers in leading innovation, both inside and outside the classroom? What are the different roles and responsibilities of 21st-century school leaders, and how can countries best develop leadership throughout their education systems?

To help governments address these issues, while placing teachers and school leaders at the centre of improvement efforts, the Canadian ministers of education, the OECD and Education International brought education ministers, union leaders and other teacher leaders together for the fifth International Summit on the Teaching Profession in Banff, Canada, in March 2015.

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 publication summarises the evidence that underpinned the 2015 Summit, bringing together data analysis and experience to develop better education policies for better lives.

The report was prepared by Andreas Schleicher. It is mainly based on data and comparative analysis from several OECD publications: *TALIS 2013 Results: An International Perspective on Teaching and Learning*; *PISA 2012 Results*; and *Innovative Learning Environments*. Julie Bélanger and David Istance provided expert advice, Marilyn Achiron edited the text, and Célia Braga-Schich and Sophie Limoges co-ordinated production of the report.



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