Global Forum on the Future of Education and Skills 2030

Second Meeting (Virtual Workshop)

8-9 October 2020

Draft Agenda

"How can we reduce the equity gap through curriculum adaptations at a time of crisis?"

Context

At the 1st Global Forum meeting, the issues students faced in their learning and well-being during school closure were explored. To deepen and further the discussions from the 1st Global Forum virtual workshop, the 2nd Global Forum aims to **discuss challenges and educational responses during school reopening/starting a new school year in September with a special focus on equity issues.**

Valuing the e2030 multi-stakeholder community, the 2nd Global Forum Meeting will explore the question of '**how can we have multiple stakeholder approaches to address school failure, school dropout, what is not learned, student well-being, and motivation?**' through curriculum contents, assessment and evaluation and adjustments in the role of teachers & teaching as coach/mentor/planner (especially in the hybrid model), with an emphasis on the role of technology.

The discussions should help the e2030 community to point to the future vision of schooling, teaching and learning.

Working method: collaborative inquiry/design thinking approach

Day 1

TZ 1 09:00 – 12:00 CEST TZ 2 17:00 – 20:00 CEST	**Item 1 Opening remarks -**	
	Chair Suzanne Dillon & Andreas Schleicher	
	Item 2 Setting the Scene: **Curriculum contents and assessment & evaluation**	
	Design thinking: Exploring the Problem Space Evidence - **school failure, school dropout, what is not learned, student well-being, and motivation** (e.g. centre for global development report; insights from OECD projects)	
	Design thinking: Empathising - <u>Student voice/ teacher voice & experiences:</u> "school failure, school dropout, what is not learned, student well-being, and motivation" - <u>Panel Discussion:</u> 3 panellists will comment on adjustments on contents & assessments "**What kinds of curriculum adjustments will have an impact on the learning of students?**"	
	Item 3 Small group multi-stakeholder dialogue	
	Design **thinking: Brainstorming, generating many ideas and narrowing down** - grounding the breakout session discussions in the core foundations / transformative competencies of the Learning Compass 2030	
	Theme A Small group discussions on **curriculum contents**	Theme B Small group discussions on **assessment and evaluation**
	Item 4 Report back and preparing for day 2	

Day 2

TZ 1 09:00 – 12:00 CEST TZ 2 17:00 – 20:00 CEST	**Item 5 Quick summary of day 1 & introducing the day 2 agenda**	
	Turning Day 1 discussions into what is needed for the future: future role of teachers and teaching	
	Item 6 Setting the Scene: **Adjusting the role of teachers & teaching (esp. hybrid model) & discussing future role of teachers and teaching**	
	Design thinking: Empathising - <u>Student voice/ teacher voice & experiences</u> –the **role of teachers & teaching** as coach/ mentor/ planner **(esp. hybrid model)** for students having difficulty with "school failure, school dropout, what is not learned, student well-being, and motivation" - <u>Panel discussion with TWG1 leader</u> as one of the panellists on **future role of teacher/teaching**	
	Item 7 Small group multi-stakeholder dialogue	
	Design **thinking: Prototyping cycles** – exploring & collaborative inquiry **towards the "Teaching Compass 2030"**	
	Theme A Small group discussions on **future role of teachers and other stakeholders supporting/ collaborating with teachers who can work together to close the equity gaps**	Theme B Small group discussions on **future-oriented learning environments to close equity gaps and teacher competencies to design such learning environments**
	Item 8 Report back and closing remarks	

Purposes of the second Global Forum

The purposes are three-fold:
1) Provide opportunities for the e2030 community to deepen and further the discussions from the 1st Global Forum Meeting by continuing to discuss challenges and educational responses to addressing the equity gap through curriculum adaptations at a time of crisis – when reopening or starting a new school year in September;
2) Make further progress collectively on products to be launched by the project e.g. the international synthesis report on curriculum redesign (title to be confirmed) to be launched on 24 November 2020.
3) Update the e2030 community with the progress being made by the thematic working groups and anticipated outcomes

Technical Format of the Virtual Workshop

The workshop will be delivered using the OECD's licensed 'Zoom Meeting' platform. Once participants register for the event, they will receive a confirmation email. This email will also contain a unique link and password to join the meeting either on computer or per telephone dial in.

We would encourage all participants, however, to join by computer to participate fully in the workshop. The unique link ensures that you enter the workshop as the registered participant, which helps the secretariat admit you quickly to the Virtual Workshop meeting room. Participants should not share their unique meeting link with anyone. We also recommend adding the Workshop to your calendar, so you have the links and passwords ready on the meeting days.

Participants will receive housekeeping rules prior to the meeting.

Inclusive Participation across Time zones

To maximise attendance, and taking into consideration the many different time zones of our international participants, we are pleased to offer the two attendance options to join the meeting. Time Zone 1 and Time Zone 2 **(CET times)** will be covering exactly the same content. So please save the date, and time, for the meeting that you would prefer to join.

Day One - 8 October 2020

08:00-09:00 16:00-17:00 (CET)	**Connection Test session –** mandatory for participants to test their audio, visual and connectivity. *Hosts: Kevin, Alena, Natalie* *[Please use your unique Zoom link to connect to the Day 1 meeting]*

The aim of this session is to test the audio, visual and connectivity of participants to ensure a smooth roll-out of the virtual workshop.

09:00-9:20 17:00-17:20 (CET)	<u>**Item 1.**</u> **Opening Remarks**
	
	 Design thinking: Exploring "the problem space"
	
	 Plenary/ Please use your unique zoom link to connect to the Day 1 meeting
	
	 Chair: Suzanne Dillon, Chair of the Global Forum on Future of Education and Skills 2030
	
	 Housekeeping rules:
	
	  Kevin Gillespie, OECD e2030 Team
	
	 Speakers:
	
	  Andreas Schleicher, Director, Directorate for Education and Skills, OECD
	
	  Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030
	
	 EDU/EDPC/RD(2020)7
	 EDU/EDPC/RD(2020)8

The session will begin with a brief introduction to the Zoom functions and some housekeeping information by Kevin Gillespie, OECD e2030 Team.

*The plenary will start by welcoming participants to the second virtual e2030 workshop. Building on the discussions at the 1st Global Forum, it will focus on **reducing equity gaps.** More specifically, the 2nd Global Forum will explore the question of "**how can we have multiple stakeholder approaches to address school failure, school dropout, what is not learned, student well-being and motivation?**"*

*The Chair will set the objectives of the workshop and the scene for a smooth roll-out of the event by reminding the participants of the steps of the **Design Thinking /Collaborative Inquiry approach** that will be used during the virtual workshop. Then, the session aims to set the scene by:*

- *Exploring "the problem space" step, i.e. the challenges faced by students, **school failure, school dropout, what is not learned, student well-being and/or motivation***

09:20-09:50 17:20-17:50 (CET)	**Item 2.** Setting the scene: reducing the equity gap through curriculum contents and assessment & evaluation
	Design thinking: Empathising
	Plenary
	Chair:
	Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030
	EDU/EDPC/RD(2020)7 EDU/EDPC/RD(2020)8

This session will focus on:

- **Empathising**: listening to the student voice and teacher experiences about these challenges: school failure, school dropout, what is not learned, student well-being and motivation and how these challenges can be addressed through curriculum content or assessment and evaluation.

 Speakers (TZ1):

Danya Tjokroardi, Santa Laurensia Junior Highschool, Indonesia

Mahiro Umehara, University of Tokyo Secondary School attached to the Faculty of Education, Japan

Darryl Buchanan, Associate Chief Executive: Operations, The Association of Independent Schools of NSW; TWG3 co-lead

Speakers (TZ2):

Ayumi Mitsui, United Nations International School Hanoi, Vietnam

Begüm Tanrıyaşükür, MEF Schools of Turkey, Turkey

Armand Doucet (M.S.M., M.Ed.) Teacher, Riverview Highschool, Canada

09:50-10:00 17:50-18:00 (CET)	Break
10:00-11:30 18:00-19:30 (CET)	**Item 3.** **Small group multi-stakeholder dialogue** **Design thinking: Brainstorming, generating many ideas and narrowing down & prototyping solutions** **Panel discussion** **Small mixed groups** Chair: **João Costa, Deputy Minister of Education, Portugal** EDU/EDPC(2019)13/ANN1/REV2 (FG1 only) EDU/EDPC/RD(2020)8

This session will start dismantling the challenges and exploring possible solutions to reducing the equity gap through curriculum contents and assessment & evaluation:
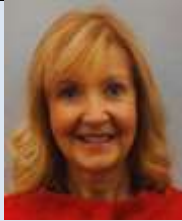
-   *Brainstorming, generating many ideas and narrowing down & Prototyping solutions*

Panel discussion & short Q&A (30 min)

Speakers (TZ1):

 Pille Liblik, Ministry of Education and Research, Deputy Head of General Education Department, Estonia

Louise Hayward, Professor of Educational Assessment and Innovation, University of Glasgow

Danya Tjokroardi, Santa Laurensia Junior Highschool, Indonesia

Mahiro Umehara, University of Tokyo Secondary School attached to the Faculty of Education, Japan

Darryl Buchanan, Associate Chief Executive: Operations, The Association of Independent Schools of NSW; TWG3 co-lead

Speakers (TZ2):

Jenny Lindblom, Director of Education, Swedish National Agency for Education/National Curricula

Louise Hayward, Professor of Educational Assessment and Innovation, University of Glasgow

Ayumi Mitsui, United Nations International School Hanoi, Vietnam

Begüm Tanrıyaşükür, MEF Schools of Turkey, Turkey

Armand Doucet,(M.S.M., M.Ed.) Teacher, Riverview Highschool, Canada

Introduction to the breakout session *(5 min)*

    João Costa, Deputy Minister of Education, Portugal

Small mixed groups *(55 min)*

Following the panel discussion, this session aims for participants of each multi-stakeholder small group to dismantle the challenges faced by students and reflect upon solutions on how to address those challenges, deepening the discussions shared by the panellists.

The breakout session discussions will be attributed by topics, "**curriculum contents**" or "**assessment and evaluation**".

* The discussion will be rooted in the forthcoming OECD E2030 thematic curriculum report on "**curriculum overload**", and will also feed into the discussion of Thematic Working Group 3 "**aligning curriculum, assessment and pedagogies**".

Group A	Group B
Reducing the equity gap through curriculum contents *(i.e. addressing school failure, school dropout, what is not learned, student well-being and/or motivation)*	**Reducing the equity gap through assessment and evaluation** *(i.e. addressing school failure, school dropout, what is not learned, student well-being and/or motivation)*

• Reminder of "lessons for global dialogues"
• A brief kick-off by a student(s) in the group (not obligatory) – challenges faced by students, i.e. *school failure, school dropout, what is not learned, student well-being and/or motivation*
• Choosing **one focus challenge**, which is the common interest among the participants, and dismantling the challenge. What factors contributed to the selected challenge for students?
• Reflecting upon the **current & actual experiences on adjustments on curriculum content** to address the selected challenge. What kinds of adjustments worked / what didn't work?
• Exploring **possible content adjustments**. What other adjustments can be undertaken that are most likely to be most effective?
• Selecting **one possible content adjustment most likely to be effective.** Which one of the adjustments is most likely to be effective for students to be most likely to succeed? And why?
• Preparing for a focused report back – due to the limited time:
  - **one focus challenge** selected by the group
  - one proposal for a type of content adjustment that **is likely to work best to address the selected challenge** and explain why that'd work best
	• Reminder of "lessons for global dialogues"
	• A brief kick-off by a student(s) in the group (not obligatory) – challenges faced by students, i.e. *school failure, school dropout, what is not learned, student well-being and/or motivation*
	• Choosing **one focus challenge**, which is the common interest among the participants, and dismantling the challenge. What factors contributed to the selected challenge for students?
	• Reflecting upon the **current & actual experiences on adjustments on assessment and evaluation** to address the selected challenge. What kinds of adjustments worked / what didn't work?
	• Exploring **possible adjustment on assessment and evaluation**. What other adjustments can be undertaken that are most likely to be most effective?
	• Selecting **one possible adjustment on assessment and evaluation most likely to be effective.** Which one of the adjustments is most likely to be effective for students to be most likely to succeed? And why?
	• Preparing for a focused report back – due to the limited time:
	  - **one focus challenge** selected by the group
	  - one proposal for a type of adjustment on assessment and evaluation that **is likely to work best to address the selected challenge** and explain why that'd work best

11:30-12:00 19:30- 20:00 (CET)	**Item 4. Report back on solutions and preparing for Day Two** **Plenary** Chair: **João Costa, Deputy Minister of Education, Portugal**
This session aims to check on the advancement of each small group (report back by moderators of breakout groups) and explain the roll-out of Day 2.	

Day Two - 9 October 2020	
08:30-09:00 16:30-17:00 (CET)	**Connection Test session** (if any issues experienced on Day One) Please use the same unique zoom link as Day One to join Day Two *Reminder of housekeeping rules:* Kevin Gillespie, OECD e2030 team
09:00-09:15 17:00-17:15 (CET)	**Item 5. Quick summary of Day One & introducing Day Two** **Plenary** Chair: **Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030**
This session welcomes back the participants, and aims to **further the discussion of Day 1 by focusing on adjusted roles of teachers and possible solutions, and reflect on roles of teachers and teaching for future.**	
09:15-09:45 17:15-17:45 (CET)	**Item 6. Reflecting on discussions of Day 1: adjusting the role of teachers & teaching (esp. hybrid model) and discussing the future role of teachers & teaching** **Design thinking: Empathising** Chair: **Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030**

This session will focus on:

- **Empathising**: listening to the student and teachers about how the role of teachers needs to be adjusted to make the discussions of Day 1 a reality as well as their experiences of adjusted role of teachers and teaching (esp. hybrid model)

Plenary + Q&A (30 min)

Speakers (TZ1):

 Manuel Ruiz, Cascais Professional Theatre School, Portugal

 Aurel Ivanka, Santa Laurensia Junior Highschool, Indonesia

Shingo Kamimura, Teacher, Kuzutsuka Junior High School, Japan

Speakers (TZ2):

Katarina Morsing-Hornsleth, Copenhagen Business School, Denmark

João Falé, gap year, Portugal

Magrit Timakov, Estonian Association of Teachers, President/Teacher/Vice-Principal

09:45-10:00 17:45-18:00 (CET)	Break
10:00-11:30 18:00-19:30 (CET)	**Item 7. Small group multi-stakeholder dialogue** **Design thinking: Prototyping cycles – exploring & collaborative inquiry towards the "Teaching Compass 2030"** **Panel discussion:** **Small mixed groups** Chair: **João Costa, Deputy Minister of Education, Portugal**
This session will start exploring:	

- ***Prototyping new visions on teachers and teaching***

The panel discussion will start a collaborative inquiry about **the role of teachers and teaching for future**, by reflecting on:

- (1) *what we discussed on Day 1 and what kinds of adjustments are necessary for the role of teachers and teaching (e.g. teachers who can adjust curriculum contents, assessment& evaluation in ways in which both students and teachers can feel their sense of agency and well-being)*

- (2) *what we have observed during the Covid19 context, e.g. adjusted role of teaching and* teaching (esp. hybrid model) **.**

Panel discussion + Q&A (30 min)

Speakers (TZ1):

Shingo Kamimura, Teacher, Kuzutsuka Junior High School, Japan

Martin Henry, Research Co-ordinator, Education International

Panchali Dutta, Avanti Fellows

A. Lin Goodwin, Dean, Faculty of Education, The University of Hong Kong

Speakers (TZ2):

Magrit Timakov, Estonian Association of Teachers, President/Teacher/Vice-Principal

Martin Henry, Research Co-ordinator, Education International

Polly Akhurst, Co-founder and Co-Executive Director, Amala Education

Lynn Paine, Professor, Department of Teacher Education, Associate Dean, International Studies in Education, Michigan State University

Introduction to the breakout session *(5 min)*

> **João Costa, Deputy Minister of Education, Portugal**

Small mixed groups *(55 min)*

Following the panel discussion, this session aims for participants of each multi-stakeholder small group to explore the future vision of schooling, teaching and learning – a key step towards elaborating the "Teaching Compass 2030".

The breakout session discussions will be attributed by topics, "**adjusting role of teachers and teaching for solutions from Day 1**" or "**adjusted role of teachers and teaching in the online or hybrid model as a response to Covid19**".

*The discussion will be rooted in the forthcoming OECD E2030 thematic curriculum report on "**time lag between today's curriculum and future needs**", and will also feed into the discussion of Thematic Working Group , working to produce the "teaching compass 2030 ".

Group A **Adjusted role of teachers and teaching for solutions from Day 1**	Group B **Adjusted role of teachers and teaching in the online teaching or hybrid model as a response to Covid19**
- A brief reflection on the **'best scenario'** chosen by this group on Day 1, and make some adjustments if necessary - A brief kick-off by a student(s) in the group (not obligatory) – Start by students sharing a **"magic word"/ "harmful words"** from their teacher In the selected scenario, what kinds of teachers and teaching can help the students with challenges most effectively – and - Examine the selected scenario by focusing on the **learning environments** (e.g. physical, social & emotional environments; in/	- A brief kick-off by a student(s) in the group (not obligatory) –their experience of **online teaching or hybrid model** during Covid19– and students share a **"magic word"/ "harmful words"** from their teacher - Specify **the learning environments (physical, social & emotional environments) of** online/ hybrid model. - Explore when online teaching/ hybrid model works for students and when it doesn't and further reflect on **which aspects of online/ hybrid model** works for which students

- outside classroom; etc.) that can support the students to most likely succeed - Examine the **role of teachers and teaching** in those learning environments, identify **who** can support teachers & schools and suggest how they can help teachers and schools to build a 'school community'(e.g. NGOs providing IT specialists helping teachers). - Pick **one analogy or image** that describes best the role of teachers in the selected scenario and discuss how governments can support that role - Preparing for a focused report back – due to the limited time: - Share teachers' **magic words & actions/ harmful words & actions** that motivated/ demotivated students - Describe (**physical, social and emotional) learning environments** that is desirable for the future, and **the role of teachers and teaching** in it - Describe **others** who can support teachers & schools and suggest how they can help teachers and schools to build a 'school community' **Analogy/ image** for the emerging role of teachers	- Elaborate on the **role of teachers and teacher competencies that were needed** for online/ hybrid model during Covid19 - Explore **who** can support teachers & schools in the online/ hybrid model of teaching & learning and suggest how they can help teachers and schools to build a 'school community'(e.g. NGOs providing IT specialists helping teachers). - Preparing for a focused report back – due to the limited time: - Share teachers' **magic words & actions/ harmful words & actions** that motivated/ demotivated students - Describe **(physical, social and emotional) learning environment for "online learning/ hybrid model"** and **the role of teachers** that is necessary for effective online/ hybrid model to work - Describe **others** who can support teachers & schools and suggest how they can help teachers and schools to build a 'school community' **Analogy/ image** for the emerging role of teachers

11:30-11:45 19:30-19:45 (CET)	<u>**Item 8.**</u> **Report back** **Plenary** Chair: **João Costa, Deputy Minister of Education, Portugal**
This session aims to check on the advancement of each small group (report back by moderators of breakout groups).	
11:45-12:00 19:45-20:00 (CET)	<u>**Item 9.**</u> **Closing remarks** **Plenary** Chair: **Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030**

This closing session will offer a visual creative summary of the Second e2030 virtual workshop, share the conclusions of the Chair and highlight next steps of the e2030 community before the next virtual workshop in May 2021, as well as present closing remarks by the Director of the OECD Education and Skills Directorate. A poll for feedback will also be shared during the closing session.

Speakers:

Peeter Mehisto, Conference Rapporteur – Visual Creative Summary

Suzanne Dillon, Chair of the Global Forum on Future of Education and Skills 2030

Short Bios

Polly Akhurst, Co-founder and Co-Executive Director, Amala Education, (formerly Sky School), a not for profit organisation that works globally to inspire positive change in the lives of refugees and their communities through transformative education. Amala has developed the first high school diploma for out of school displaced youth and offers short programmes in areas such as Peace-building, Ethical Leadership, and Social Entrepreneurship. Polly has been involved in the OECD Education 2030 project since 2017 as a participant and working group leader and believes that the project holds the keys to the change that is needed to educate young people for 2030 and beyond.

Darryl Buchanan, Associate Chief Executive: Operations, The Association of Independent Schools of NSW; TWG3 co-lead is the Associate Chief Executive: Operations at the Association of Independent Schools in New South Wales, Australia. In this role, Darryl overseas eight teams which are responsible for advocacy and the provision of a wide range of professional services to over 500 independent schools in NSW. He has also managed a large number of government-funded programs and oversees the Registered Training Organisation which sits within AISNSW. With over 30 years professional experience in education, Darryl has worked at a number of independent schools and provided leadership and support in the areas of Health and PE, student wellbeing, curriculum and school leadership. Darryl has presented nationally and internationally, contributed to several curriculum development projects across the state and has authored and co-authored eleven text books and multiple educational resources.

João Costa, Deputy Minister of Education, Portugal

Deputy Minister of Education in Portugal; Professor of Linguistics at Universidade Nova de Lisboa; Member of the Advisory Group of Future of Education and Skills; Chair of TALIS.

Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030

Suzanne has been involved in the Future of Education 2030 project since 2016 as Ireland's governmental representative and she has been Chair of the project's Advisory Group since Spring 2018. Suzanne was a secondary teacher before joining the Department of Education and Skills in Ireland.

Her responsibilities as an Assistant Chief Inspector, included leading the Department's Evaluation Support and Research Unit and, since 2016, providing advice on curriculum and assessment policy to the Department.

Short Bios

Armand Doucet,(M.S.M., M.Ed.) Teacher, Riverview Highschool, Canada

Armand Doucet is one of the world's foremost pracademics and teachers in education for this Digital Age. He is a sought after leader, inspirational speaker, coach, columnist, author of Teaching Life: Our Calling, Our Choices, Our Challenges in Routledge's Best-selling Leading Change Series. During this pandemic, he has launched the webcast series "Perspectives in Education during a Pandemic", a children's book "Hope, Where Are You?", a UNICEF fundraiser as well as the global teacher conference www.t4.education.

Panchali Dutta, Avanti Fellows, India

Panchali leads program operations for Avanti Fellows in Haryana. Panchali graduated with a degree in Physics from Miranda House and has spent over 7 years at Avanti leading content creation, teacher training and program operations. She has deep expertise working with state governments on creating sustainable state-run initiatives focused on improving Math and Science learning outcomes.

João Falé, gap year, Portugal

My name is João Falé, I'm 18 years old, and I'm from Portugal. I recently graduated from the Escola Técnica Profissional da Moita, a vocational school, on hospitality/tourism, in the restaurant and bar services area. I might not be studying this year but I'm still looking forward to sharing with you my views on teaching and assessment methods, as well as the importance of a student's mental health, and I'm also looking forward to hearing about your views!

A. Lin Goodwin, Dean, Faculty of Education, The University of Hong Kong.

A. Lin Goodwin is Dean of the Faculty of Education at the University of Hong Kong (HKU). Prior to joining HKU, she was Vice Dean at Teachers College, Columbia University in New York, and the Evenden Foundation Chair of Education. She is a past Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education.

Professor Goodwin's research focuses on teacher/teacher educator beliefs, identities and development; equitable education and powerful teaching for immigrant and minoritized youth; and international analyses and comparisons of teacher education practice and policy. She is a co-author of Empowered educators in Singapore: How high-performing systems shape teaching quality, and Empowered Educators: How Leading   Nations Design Systems for Teaching Quality.

Short Bios

Louise Hayward, Professor of Educational Assessment and Innovation, University of Glasgow

Louise Hayward is Professor of Educational Assessment and Innovation (University of Glasgow). She was a member of the internationally renowned Assessment Reform Group and in 2018 founded the International Educational Assessment Network. Originally a teacher, Louise is committed to co-constructed change processes. Her particular interests lie in curriculum, assessment and pedagogy and social justice. Recently, Louise has been working with policy and practice communities in Scotland, Wales, Ireland, Norway, Turkey and Slovenia.

Martin Henry, Research Co-ordinator, Education International

Martin Henry is a research coordinator at the headquarters of Education International (EI) Brussels. His work focuses on coordinating and commissioning research mandated by Congress across a number of priority areas, working with the EI Research Network and acting as secretariat to the EI Research Institute Board. He is currently leading projects on teacher identity, teacher union renewal, technical vocational education and training, curriculum breadth, the future of the teaching profession in Africa, professional standards and the future of work in education. Other duties include representing teachers and educators at the OECD, UNESCO, ILO and other international forums. Before joining EI in 2016 Mr Henry spent three years leading the professional issues work at the New Zealand secondary teachers' union PPTA. Prior to that he worked for 5 years as a Deputy Principal in a New Zealand high school and spent 3 years managing the professional learning infrastructure and working on the curriculum and across a range of academic subject standards for the New Zealand Ministry of Education. He earned a BA (hons.) from University College London, a Diploma of Teaching from Auckland College of Education and an M Lit (dist.) from Auckland University.

Aurel Ivanka, Santa Laurensia Junior Highschool, Indonesia

My name is Aurel, and I am a 9th grade student studying in Indonesia. This is my first OECD Global Forum, and I am excited to participate in the event.

Shingo Kamimura, Teacher, Research Director, Kuzutsuka Junior High School, Niigata City, Niigata, Japan

Shingo holds the position of Research Director at the Kuzutsuka Junior High school, Niigata City, Niigata, Japan. His school has been designated as a specialized "Community School" by the Board of Education of Niigata City. His responsibility involves creating and promoting new relationships between schools and communities. Shingo has been researching and promoting school curriculum development and active learning programs since his introduction to the Japan Innovative Schools Network (ISN), supported by the OECD. His practice as a teacher and engagement with curriculum has been influenced by the OECD Learning Compass 2030.

Short Bios

Pille Liblik, Ministry of Education and Research, Deputy Head of General Education Department, Estonia

Pille has been managing Estonian national curricula developing and implementation process since 2013 and also coordinating state initiative "Interesting School" which aims at reflecting to society´s expectations of school and education in order to make the learning experience more motivating to students, teachers, parents and different stakeholders' groups. Previously she has 10 years working experience as a teacher and vice-headmaster and 10 years experience at the regional authority level.

Jenny Lindblom, Director of Education, Swedish National Agency for Education/National Curricula

Jenny Lindblom works as Director of Education at the Swedish National Agency for Education.
Jenny has a long record of designing assessment material and national tests in mathematics and Swedish provided by the agency. She is also working with revision of the national curriculum for compulsory school and upper secondary school.
Jenny has a Bachelor of Education for the compulsory school and a degree of Master of Science, main field of study: mathematics education. She has also studied programming and computational thinking. Jenny has many years of experience as a head teacher and extensive experience in professional development. Her interests include curriculum theory and pedagogical practices.

Peeter Mehisto, Conference Rapporteur – Visual Creative Summary

Peeter Mehisto (University College London Institute of Education) has sparked ideas and facilitated stakeholder cooperation that has led to the launch of substantial new public programmes. In particular, he has supported the development and management of bilingual education programmes, at the primary, secondary and/or university levels in Asia, Mexico and Europe, including in Finland and Estonia. Estonia is one of the latest PISA stars. Currently, Peeter is researching Estonia's PISA success story. His books include three with Cambridge University Press that have been addressed to teachers, school administrators, regional and/or national officials, as well as to the research community. He has won several awards for his work.

Ayumi Mitsui, United Nations International School Hanoi, Vietnam

Ayumi is from Tokyo, Japan, and she is in her final year of secondary school at the United Nations International School Hanoi. She has attended e2030 meeting as a high school student since 2018, and she has been a Student Advisory Group member for the 2019-20 school year. She would like to share her own experiences as well as the things she has learned throughout her involvement in the e2030 project. She also makes it her mission to deliver the REAL VOICE of students in Japan!

Short Bios

Katarina Morsing-Hornsleth, Copenhagen Business School, Denmark

Katarina is 21 years old and a 1st year student at Copenhagen Business School. She has been involved as an FG3 Advisory Group representative in the OECD E2030 project since the summer of 2019. She participated and spoke as a panelist at the IWG10 meeting in Korea in November 2019, and she participated in the E2030 1st Global Forum this past May. She co-hosted the first ever TopClass podcast entirely run by students. Katarina is excited to contribute to a new framework for future education as she in many ways consider the current framework outdated. She has a special interest in the role of assessment, and hope to get the chance to dive deeper into that topic through the E2030 project.

Lynn Paine, Professor, Department of Teacher Education, Associate Dean, International Studies in Education, Michigan State University

Lynn Paine is Professor of Teacher Education and Associate Dean for International Studies in Education at Michigan State University (USA). She began her career teaching English in US secondary schools, and has taught as well in Taiwan and China. As a teacher educator, she loves helping future teachers learn to teach. In her research she seeks to understand what supports powerful teacher learning, examining that question across different contexts. She studies preservice, induction and in-service teacher learning, exploring the roles of mentoring, professional learning communities, and practice-based professional development. She currently leads Thematic Working Group 1.

Manuel Ruiz, Cascais Professional Theatre School, Portugal

Manuel Ruiz is 16 years old, lives in Portugal and studies at the Cascais Professional Theatre School. He is involved in the area of Education in the project of the Maria Rosa Foundation - ComParte, in which students and decision-makers come together to build an educational system that works at its best.

Andreas Schleicher is Director for Education and Skills at the OECD. He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.

He has worked for over 20 years with ministers and education leaders to improve education. He is the recipient of numerous honours and awards and holds an honorary Professorship at the University of Heidelberg.

Begüm Tanrıyaşükür, MEF Schools of Turkey, Turkey

Begüm Tanrıyaşükür is 16 years old and in 11th grade at MEF Schools Turkey. She is from Istanbul and believes in a brighter future with the help of hard work. She deems this forum really crucial our country's and our world's future. She hopes, with our hard work we will be able to provide a much better, maybe an universal education programme for every student in the near future.

Short Bios

Danya Tjokroardi, Santa Laurensia Junior Highschool, Indonesia

My name is Danya Tjokroardi, and I was born and raised in Indonesia, still living here now. I turned 14 this year and I go to school in Santa Laurensia Junior High school. A few of my hobbies are dancing, art, makeup and fashion, as well as a relatively big interest in activism, politically, environmentally, and socially.

Mahiro Umehara, University of Tokyo Secondary School attached to the Faculty of Education, Japan

Mahiro Umehara lives in Tokyo in Japan. She's 16 years old and a 4th grade student in Secondary School attached to the Faculty of Education, the University of Tokyo. Mahiro is especially thinking about assessment and entrance examination in Japan. Her hobbies are making sweets, listening and playing music, and reading books.