



# How might Teachers and Schools be the Partners of Choice in Solving Complex Learning and Education Challenges?

**KEY LEARNINGS AND RECOMMENDATIONS FROM THE SCHOOLS2030 COMMUNITY  
AT THE SCHOOLS2030 GLOBAL FORUM 2025**



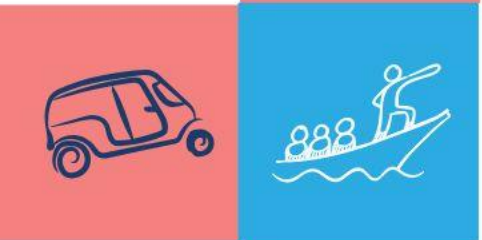
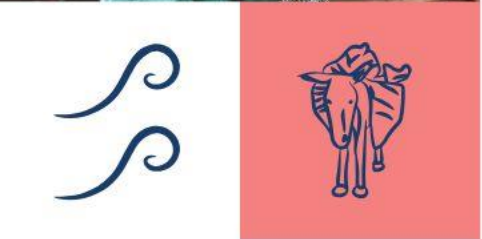


## PROFESSIONAL DEVELOPMENT

- Equip teachers not only with the tools they need to identify gaps and design effective solutions, but also to be effective storytellers that can engage communities and share expertise.
- Establish a structured professionalisation framework with opportunities for specialisation, mentorship and pedagogy that support teacher-led research.
- Embed inclusivity into and across all aspects of pedagogy, practice and teacher training to ensure quality, equitable learning for all – including crisis-affected learners and educators.
- Collaborate with Ministries of Education and accreditation bodies to formally integrate and recognise Schools2030 HCD-based training across pre-service and in-service teacher development programmes.

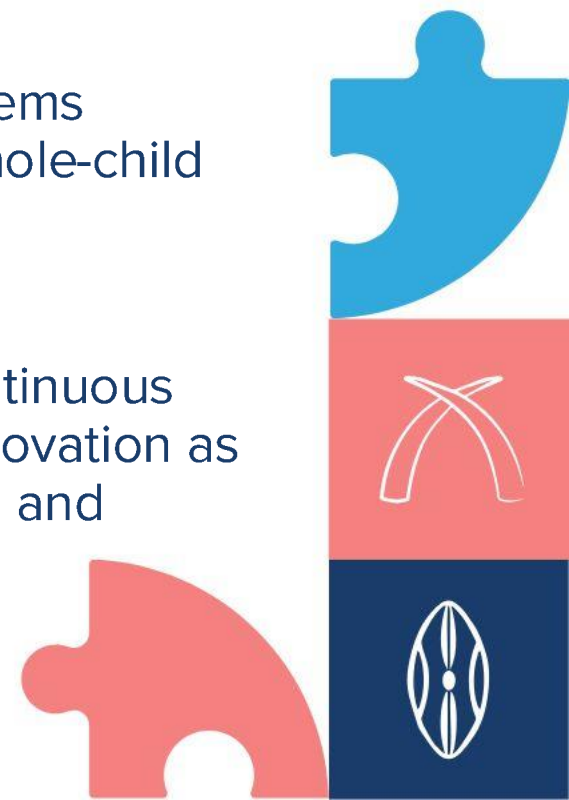






## POLICY AND PRACTICE REFORM

- Place teachers at the core of education reform by involving them meaningfully in curriculum design, professional development design, policy decisions, and leadership roles to ensure sustainable and impactful learning transformation.
- Embed teacher-led innovation into national education systems through design-thinking models that prioritise a holistic, whole-child approach.
- Integrate innovation into daily classroom practices and continuous teacher professional development, rather than keeping innovation as extracurricular, to ensure transformative change in learning and teaching.





## DATA AND EVIDENCE USE

- Strengthen data systems with tools, capacity building and feedback loops to support informed decision-making.
- Support teachers to engage meaningfully with assessment approaches and data to unlock the value of “assessment for learning” and to drive responsive teaching practices.
- Embed a culture of constructive feedback into schools by providing structured time for teacher reflection, normalising classroom observations and creating spaces of safety for students to share their thoughts.





## TEACHER AND STUDENT WELL-BEING, AGENCY AND INCLUSION

- Recognise the holistic nature of learning and ensure our assessment, pedagogical and innovation approaches see “the whole child”.
- Integrate value-driven teaching into education systems and ensure that responsive policies foster teacher and learner agency.
- Prioritise teacher well-being to strengthen education system resilience, especially in crisis-settings.







## FUNDING

- Develop long-term philanthropic support to complement government budgets and address key challenges like climate change, migration, digital gaps, and refugee inclusion.
- Mobilise emergency funding for education in crisis settings.

