



GLOBAL FORUM

SCHOOLS 2030

TEACHERS AS INNOVATORS

How might we support Teachers to become
Confident Designers of Pedagogical Practices that can
Improve Teaching and Learning across a Range of
Challenges?

KEY TAKEAWAYS AND RECOMMENDATIONS



DELEGATES EXPLORED

- How might Teacher-Led Innovation Shape the Future of Learning?
- How might we Support Teachers to Meet the Unique Needs of Learners in Crisis-Affected Contexts?
- How might we Better Support Educators to use More Inclusive Approaches in their Teaching Practices?





WHAT THEY DISCOVERED

- For innovation to become routine, school leadership must actively support teachers to test, iterate and learn – and model an inclusive and innovative school environment.
- Educators in crisis-affected contexts need crisis-specific training and competencies in trauma care, emotional support, counselling, communication, problem-solving, creativity and cultural sensitivity.
- Inclusive education requires coordinated efforts beyond classrooms, engaging families, communities, school policies, and using tools like the Schools2030 HCD Toolkit to bring in those external voices and embed inclusion holistically.



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Teachers in unstable settings
often do more with less,
showing creativity and resilience.

Najibullah Montahez
Schools2030 Afghanistan





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There exist policies that
champion the need for inclusive
teachers, but the biggest
challenge is moving
from policy to practice.

Richard Lacere
Schools2030 Uganda



KEY RECOMMENDATIONS



- 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.



- 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.



- Recognise the holistic nature of learning and ensure our assessment, pedagogical and innovation approaches see “the whole child”.

