**GLOBAL FORUM**

SCHOOLS 2030

# TEACHERS AS RESEARCHERS

How might we ensure that Teachers are Equipped with the Time and Tools they Need to Meaningfully Create, Use and Share Data from their Classrooms?

KEY TAKEAWAYS AND RECOMMENDATIONS

## DELEGATES EXPLORED

- Data-Driven Decisions in Action: How might Teacher Feedback Loops support Quality Teaching and Learning?

- How might we Co-create and Re-imagine Teacher Agency in Global Contexts?

- How might we Adapt to Advance? Innovation through Reflective Teaching
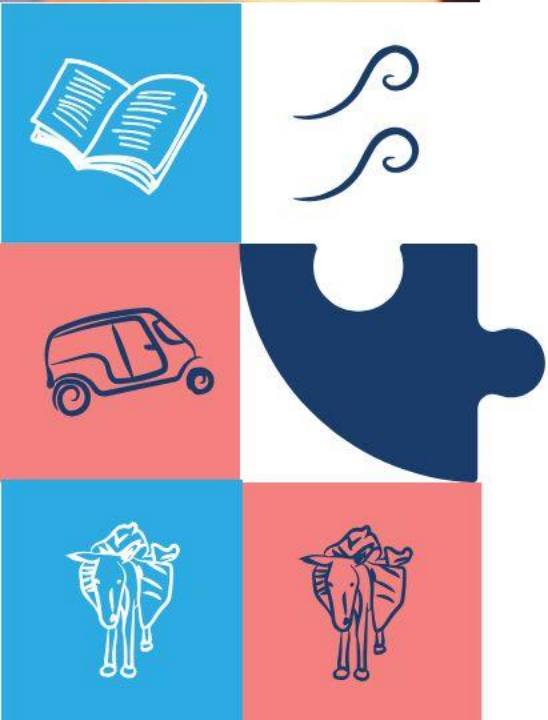
## WHAT THEY DISCOVERED

- Creating reflexive environments where teachers and other stakeholders can receive and provide feedback is essential for professional empowerment and educational improvement.

- A strong professional framework is crucial. Opportunities for mentorship, subject specialisation, pedagogy-focused training institutions, and greater investment in teacher-led research elevate the profession, position it as an expert field and sustain agency.

- Teachers can exercise agency and influence the profession by sharing their practices and evidence at education sector events and policy dialogues.

# Supporting teachers through a bottom-up approach fosters ownership and innovation.

Rhona Brown
University of Glasgow

> When feedback is framed as a collaborative tool for growth, rather than a punitive mechanism, it becomes a catalyst for meaningful improvement.

Maina WaGíokò
Aga Khan Schools, Academy, Mombasa

# KEY RECOMMENDATIONS

- Establish a structured professionalisation framework with opportunities for specialisation, mentorship and pedagogy that support teacher-led research.

- 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.

- Support teachers to engage meaningfully with assessment approaches and data to unlock the value of "assessment for learning" and to drive responsive teaching practices.