

KEY LEARNINGS AND  
RECOMMENDATIONS



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



## 1. 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.

## 2. POLICY AND PRACTICE REFORM



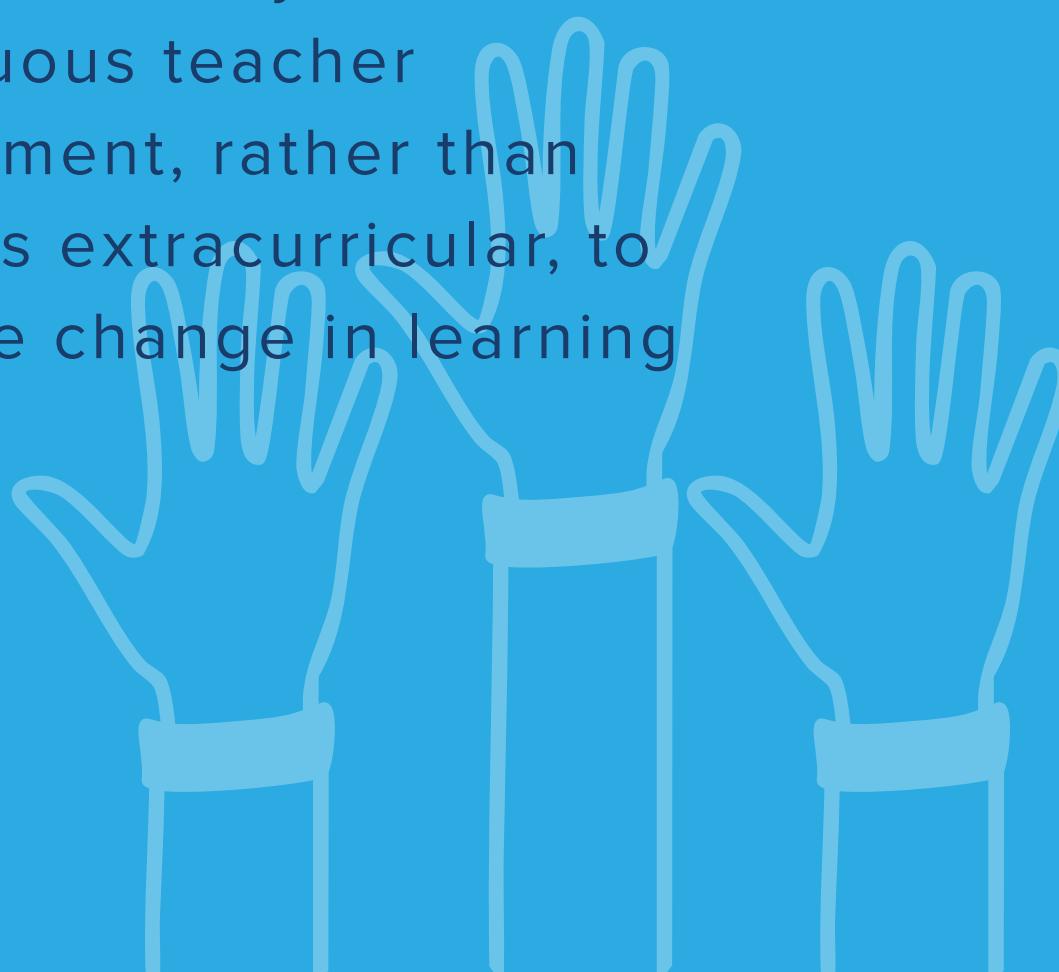
Place teachers at the core of education reform by involving them meaningfully in curriculum design, professional development design, policy decisions, and leadership roles to ensure sustainable and impactful learning transformation.



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.



### 3. 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.



## 4. 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.



## 5. 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.





Explore more:

**[schools2030.org/global-forum-2025](https://schools2030.org/global-forum-2025)**