# Outcomes from ARC Summit
## September 11-14, 2025
## Cardiff, Wales

**Delegates' Key Questions and Expectations for the Summit**

Delegates were most curious about how different systems achieve inclusion, well-being, equity, collaboration, and innovation, and how policy and practice connect across the range of education systems and contexts represented by ARC. The main topics participants wanted to explore with other education systems included:

- What **inclusion** looks like in different jurisdictions
- The role of additional support teachers in **literacy**
- How **well-being** for pupils and teachers can be prioritized, despite budget limitations
- **Leadership** identities and roles in education ministries
- How **collaboration** among all stakeholders is promoted and implemented
- **Policy and system approaches** to education recovery after COVID

Delegates were also keen to share their experiences and learn from the insights of delegates from other countries**.** Priority topics included: autonomy and funding of schools; language and literacy development; how social dialogue works to build consensus; disadvantaged children and literacy; use of edtech; attendance and community focus; the role of literacy support teachers and inclusion policies; and balancing flexibility/innovation with standards.

**Issues Raised by ARC Delegate in Responses to Andreas Schleicher's Keynote on the Future of the Teaching Profession**

- Learning quality matters more than the amount of time allocated to teaching. The focus should be on teaching practices.
- Teacher wellbeing and recognition are critical. Autonomy, recognition and professional trust matter.
- Relationships and feedback drive student success. Teacher-student relationships and quality feedback should be a system priority.
- Creativity and learner agency are declining with age. Supporting growth mindset, curiosity, and social-emotional skills is essential for the future of education.
- AI and technology can reshape teaching – if used wisely in the hands of the teacher.

**Questions Raised by ARC Delegate in Response to Andreas Schleicher's Keynote**

- What more can we do to emphasize the more holistic aspects of school outcomes- not just the academic- and how can OECD help?

- How can we develop social capital for teachers and enable teachers to be valued more in our system?
- What is Denmark doing that we can learn from and how much of this is based on a true picture of what is actually done in schools?
- Can AI be used effectively to reduce teacher workload and to enable teachers to spend more time on teaching and more time on their own well-being?
- How can we ensure that teachers can be represented clearly within their education systems?
- What more can OECD do to include children with special educational needs in their analysis?

**Key Priorities identified by Delegates in Relation to Social Inequity and the Future of the Teaching Profession**

- Improve how additional support needs are met
- Address legal/structural barriers to inclusion
- Explore the link between inclusion and literacy
- Strengthen teacher engagement, onboarding, and curriculum transformation
- Better coordination of initial teacher training with national frameworks
- Support teachers in sparsely populated areas
- Develop stronger external evaluations of the education system.
- Anticipate workforce changes from policy reforms
- Improve parental understanding and participation in education

**Delegate ideas about the supports needed to address these priorities**

- External expertise to strengthen teacher qualifications and build an accreditation system
- Support in developing charters and learning from other systems with effective parent engagement structures.
- Continued support and help with curriculum transformation
- Ongoing support from inspectorates to track how strategies are working in practice
- Opportunities to work collaboratively through symposiums and shared platforms to influence thinking and practice

**Key Learning Points from Delegates on Claudia Costin's Keynote on Addressing Social Inequity**

**On Leadership & Personal Qualities:** The importance of passion, courage, determination and doing the right thing in challenging circumstances. There is a need to be fearless and remain optimistic in order to sustain energy and commitment in extreme conditions.

**On Teamwork, Partnerships & Alliances:** Building the right team and creating alliances and partnerships is critical. Ongoing communication is important: bringing people with you, engaging with *all* players, even difficult ones, and meeting regularly with stakeholders, not just representatives.

**On Equity, Inclusion & Social Justice:** Transform complex urban systems through equity-driven policies and spread resources based on socio-economic background. Nurture a passion for equity and equality, balancing mind and heart. Recognize students as protagonists and entrepreneurs of their own future.

**On Challenges, Risks & Resilience:** Challenges include finding ways to overcome the incentive to protect policymakers from bad news, negotiating with difficult actors and sustaining momentum in exhausting conditions. Recognize that good things don't happen without frustration or "Taking arms against a sea of troubles".

**Summary of Role-Specific Group Reflections on Social Equity and the Future of the Teaching Profession**

Across the role-specific groups, several shared themes and system tensions emerged, highlighting both urgency and opportunity.

**Teacher Unions** emphasized their role in holding policymakers accountable, advocating for teacher professionalism, and mobilizing for the common good. They stressed the importance of navigating misinformation, engaging younger teachers in leadership and professional learning, and balancing public narratives about education.

**Directors of Education** spoke to the complexity of change management, underlining the need for visible leadership, follow-through on ideas, and strategic navigation of interest groups that can stall necessary reform.

**School Leaders** highlighted the importance of bringing their voice into policy arenas — noting that school leadership can either "help or break" the system. There was a clear call for deeper dialogue on leadership strategy, and for more intentional support for teachers from those in leadership roles.

**Workforce Stakeholders** voiced concerns about the long-term sustainability of the profession. They called for a more structured approach to workforce development, adequate funding, and clearer expectations for qualifications. Their reflections pointed to a desire for increased recognition, accountability, and agency within the profession.

**Inspectors** pointed to the value of cross-system collaboration — particularly through curriculum, learning, and professional development — while also advocating for the importance of maintaining independence in their role.

**Ministry Representatives** raised questions around the role of private education and homeschooling in public systems, as well as the ongoing tension created by high-stakes exams.

Together, these contributions reflected a collective commitment to equity, professional integrity, and sustainable reform — while also naming the critical levers and barriers that each role must navigate.

**Outcomes from Group Discussions on Next Steps for ARC**

ARC delegates affirmed the renewed vision for ARC and provided input on ARC's next steps in several areas.

**Partnerships:** There is a strong interest in nurturing partnerships with international education organizations such as the International Confederation of Principals (ICP) and Education International (EI). Delegates saw great value in strengthening one another's work, sharing perspectives, developing new collaborations.

**Between Summit Collaboration:** Delegates support collaboration between summits to share models and learning from different systems.   These might be facilitated by ARC or initiated by individual systems.

**Emerging Issues and Themes:** Potential issues and themes for the coming year include: relationships and behaviour; the development of resilience in young people; teacher recruitment and retention; initial teacher education and ongoing professional development; implications of AI and of inclusion for the role of the teacher in future; inclusion and special education needs.

**Activities and Scheduling:** The group consensus was to continue annual face-to-face summits, regular advisory board meetings each year and virtual Thoughtmeets. Ideas for additional activities include virtual sessions for

people in like roles, cross-system feedback on policy initiatives, and system to system collaborations and networking.

**Recruitment:** Delegates shared information on potential new ARC member systems and acknowledged the shift from relying on the Secretariat for recruitment to it becoming a collective responsibility of the whole group. Priorities for recruitment (politically, geographically, linguistically and organizationally) were also discussed.