INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION

OSUMUN 2024

Chair: Anne Traver

A Welcome Letter from the Chair:

Delegates Welcome to OSUMUN 2024,

I am so excited to be able to be your chair for a GA committee of OSUMUN this year. This will be my second year helping with OSUMUN and my first year chairing a committee. When actively competing in MUN, I am normally a crisis girly though I couldn't pass up on this GA proposal when applying to run a committee.

In an extremely polarized society, I expect that everyone is able to respect differing views and participate in open debate. This will be a huge part of being successful in this committee. That said, I am excited to meet everyone and have fun discussing the most prevalent issues within the classroom to date.

I have done extensive research to put together this committee and expect everyone to do the same with their specific countries educational policies, current stances with AI in educational use, thoughts on how to address school safety, and international teacher shortages.

All in all, I am excited to see and meet all of you this spring. Discussing this issue with current students will be really engaging and interesting for all of us. Best of luck with preparation. If you have any questions or concerns please email ccwaosumun@gmail.com, their team can then forward me inquiry.

Be well and thrive,

Anne Traver (she/her/hers)

General Information

International school systems play a crucial role in shaping the future of global citizens, fostering cross-cultural understanding, and contributing to the dynamics of international relations. The interdependence between education and global politics is evident in various aspects, from cultural exchange programs to diplomatic relations between nations.

Transitioning from this broad perspective, it's essential to delve into specific initiatives that exemplify the interconnected nature of international education. For instance, the International Summit on the Teaching Profession (ISTP), initiated in 2011 by then U.S. Secretary of Education Arne Duncan, brought together ministers and secretaries of education globally. The ISTP aimed to engage governments and teacher organizations from high-performing educational systems in intensive discussions about strengthening education through a robust teaching profession.

International school systems serve as crucial tools for soft diplomacy, fostering cooperation and understanding among nations. Collaborative efforts, such as student exchange programs and joint research initiatives, contribute to building bridges and breaking down cultural barriers. This interdependence in education strengthens international relations, as nations recognize the significance of shared knowledge and a globally competent workforce.

However, amidst these commendable efforts, significant challenges persist in international education. One pressing issue is the shortage of qualified teachers. As demand for quality education increases globally, many international schools struggle to attract and retain skilled educators. This shortage not only impacts the quality of education but also hinders the development of a well-rounded global curriculum.

The integration of artificial intelligence (AI) in classrooms presents both opportunities and challenges. While AI can enhance personalized learning experiences and provide valuable educational tools, concerns arise about job displacement for teachers and the potential bias in algorithms. Striking a balance between technological advancement and the human touch in education remains a critical challenge.

Furthermore, global disparities in access to quality education persist, with underprivileged regions facing significant challenges. The uneven distribution of educational resources exacerbates existing socio-economic inequalities, hindering the development of a globally equitable education system. International school systems often grapple with the challenge of promoting cultural sensitivity and inclusivity. Developing a curriculum that reflects diverse perspectives while respecting local cultures is a delicate balancing act. Failure to address this issue can lead to cultural insensitivity and reinforce stereotypes.

International school systems serve as conduits for promoting cooperation and understanding in global politics. Addressing the current challenges within these systems, such as teacher shortages, the integration of AI, and ensuring equitable access to education, is essential for fostering a harmonious and interconnected global community. By actively addressing these issues, international education can continue to play a pivotal role in shaping future generations capable of navigating the complexities of our interconnected world.

In the increasingly interconnected world of international education, the importance of establishing sustainable agreements across nations cannot be overstated. These agreements serve as the foundation for creating a harmonious and standardized framework for classroom settings worldwide.

Transitioning from the broad context of sustainable agreements, it's crucial to highlight specific benefits. Sustainable agreements help ensure a consistent and high-quality educational experience across borders. By establishing common standards, curriculum frameworks, and assessment criteria, nations can work together to elevate the overall quality of education provided in classrooms worldwide. This consistency is vital for students moving between countries, as well as for maintaining the integrity of international qualifications.

Moreover, these agreements provide a platform for the promotion of cultural exchange and understanding within classroom settings. By incorporating diverse perspectives and cultural contexts into the curriculum, students are better equipped to navigate the complexities of a globalized world. This, in turn, fosters a sense of empathy and tolerance among future generations.

Sustainable agreements in education enable nations to collectively address global challenges such as climate change, inequality, and social justice. Integrating these issues into the curriculum fosters a sense of shared responsibility and encourages students to become active global citizens capable of contributing to solutions on a transnational scale.

Establishing agreements also extends to the professional development of educators. Collaborative efforts in training and continuous learning help ensure that teachers are equipped with the necessary skills to implement innovative and effective teaching methods. This, in turn, enhances the overall quality of education in diverse classroom settings.

With the increasing use of technology in education, sustainable agreements become crucial for establishing ethical guidelines surrounding the integration of AI and other technologies in classrooms. Addressing issues such as data privacy, algorithmic bias, and the responsible use of AI ensures that the benefits of technology are maximized without compromising ethical standards.

Sustainable agreements in international education are integral to building a cohesive and interconnected global education system. By emphasizing quality, cultural exchange, and addressing global challenges, these agreements pave the way for a future where education transcends borders and contributes to the development of informed, empathetic, and socially responsible global citizens. In the face of evolving challenges, fostering collaboration and commitment to shared values remains essential for the continued advancement of international education.

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Host Country: Iceland in Reykjavík with hosting assistance from the OECD (Organization for Economic Co-operation and Development) and the EI (Education International)

Theme: Instructing for Innovation: teaching for student development and creativity in the modern world

Purpose: To find ways to create better classroom dynamics incorporating modern technology, such as AI, to encourage student innovation towards creating solutions for contemporary issues. Additionally, discourse should strive to foster more sustainable classrooms and address concerns over teacher shortages.

Countries Attending: Australia, Austria, Canada, China, Costa Rica, Czech Republic, Finland, Germany, Iceland (host country), Italy, Lithuania, Netherlands, New Zealand, Portugal, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Ukraine, United States

Australia	Tony Cook, Secretary of the Department of Education
Austria	Martin Polaschek, Minister of Education, Science, and Research
Canada	Stephen Lecce, Chair of the Council of Ministers of Education
China	Huai Jinpeng, Minister of Education
Costa Rica	Edgar Mora, Minister of Education
Czech Republic	Mikuláš Bek, Minister of Education, Youth, and Sports
Finland	Anna-Maja Henriksson, Minister of Education
Germany	Bettina Stark-Watzinger, Education and Research Minister
Iceland	Ásmundur Einar Daoason, Minister of Education and Children's Affairs
Italy	Giuseppe Valditara, Minister of Education and Merit
Lithuania	Gintautas Jakštas, Minister for Education, Science, and Sport
Netherlands	Robbert Dijkgraaf, Minister of Education Culture and Science
New Zealand	Hon Erica Stanford, Minister of Education
Portugal	João Costa, Minister of Education
Singapore	Chan Chun Sing, Minister of Education
Slovenia	Darjo Felda, Minister of Education
South Africa	Angie Motshekga, Minister of Basic Education
Spain	Pilar Alegría, Minister of Education
Sweden	Mats Persson, Minister of Education
Switzerland	Guy Parmelin, Minister of Economic Affairs, Education and Research
Ukraine	Verkhovna Rada, Minister of Education and Research
United States	Miguel Cardona, Secretary of Education
OECD Representative	Mathias Cormann, Secretary General of the OECD
EI Representative	Susan Hopgood, President of EI

Questions to Consider:

1. How does the International Summit on the Teaching Profession (ISTP) exemplify the intersection between education and global politics, and what are the potential impacts of such initiatives on international relations?

2. In what ways do student exchange programs and joint research initiatives contribute to soft diplomacy and cultural understanding among nations, and what challenges might arise in implementing and sustaining these initiatives?

3. Considering the shortage of qualified teachers in many international schools, how can nations address this issue collaboratively, and what strategies could be employed to attract and retain skilled educators on a global scale?

4. What are the potential benefits and drawbacks of integrating artificial intelligence into classrooms, particularly in the context of international education, and how can sustainable agreements help mitigate any associated challenges?

5. How do global disparities in access to quality education impact efforts to foster cultural sensitivity and inclusivity within international school systems, and what steps can be taken to promote equity while respecting local cultures?

6. Discuss the role of sustainable agreements in international education and their significance in establishing common standards, promoting cultural exchange, addressing global challenges, and ensuring the ethical use of technology. How can nations collaborate to develop and uphold these agreements