



# Preparing teachers to lead future learning

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THE UNIVERSITY OF  
MELBOURNE



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*Preparing Teachers for Education 5.0 Toward Sustainable Futures:  
Thrusts, Challenges, and Praxis*

*Keynote Speaker*

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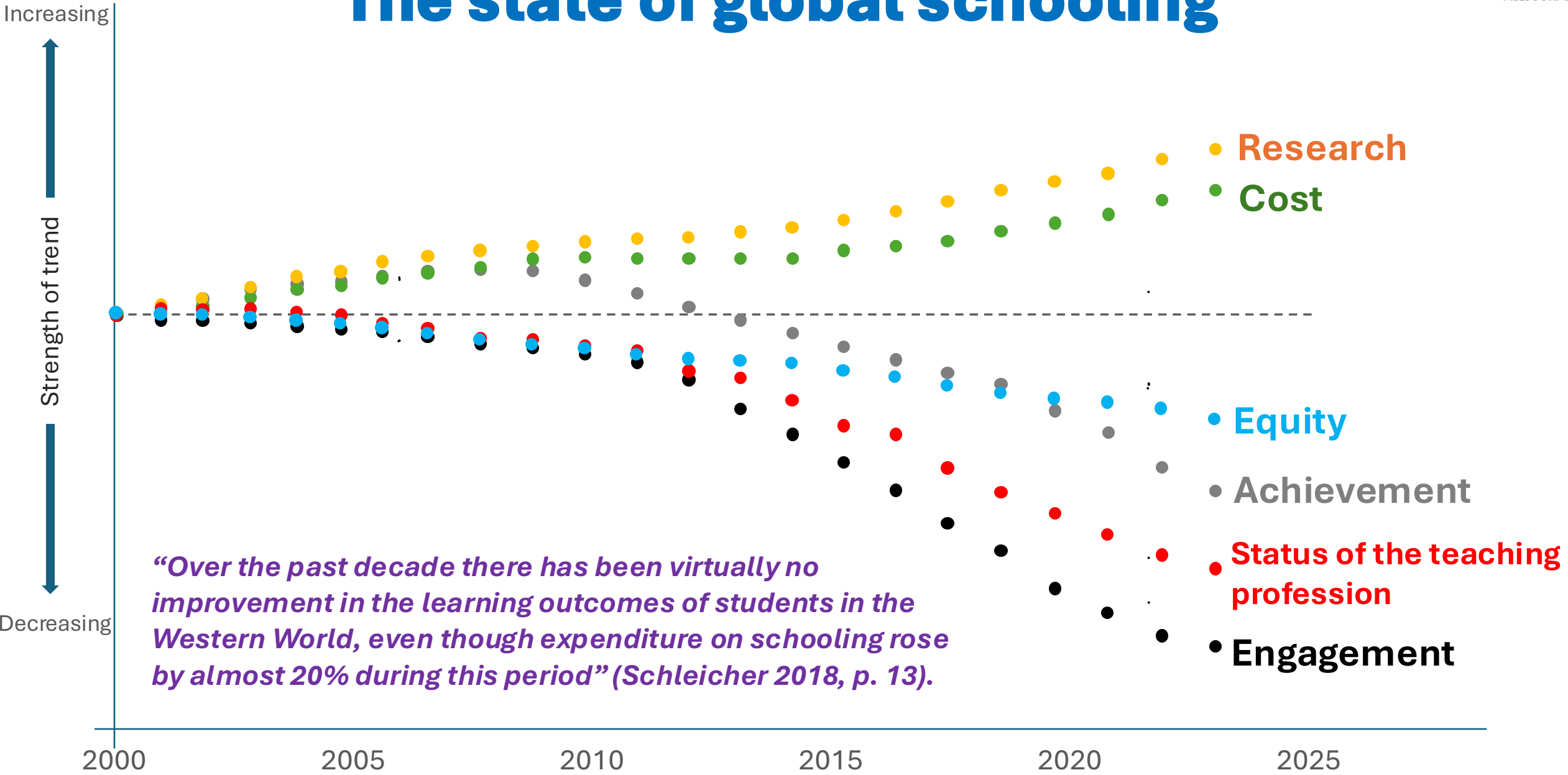
**“90% of our training  
is preparing for the  
unexpected.”**

- Butch Wilmore



- 1 The state of global education**
- 2 Preparing teachers for the unexpected**
- 3 Conclusions**

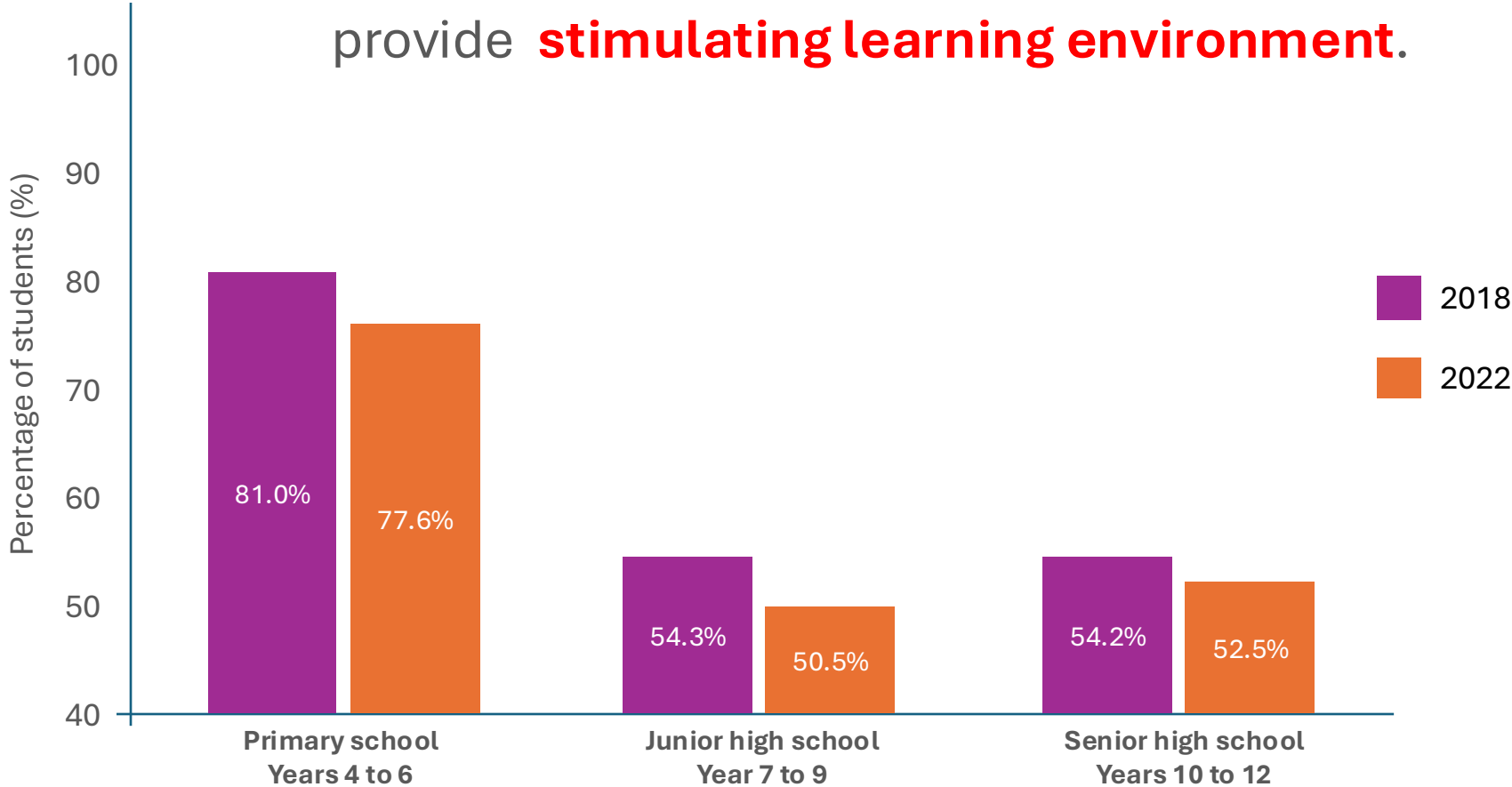
# The state of global schooling



Sources: OECD Education database; UNESCO GEM database; UNESCO Institute for Statistics; World Bank database; OECD 2018.

# School as a curious place to learn

Proportion of Victorian students who think their schools provide **stimulating learning environment**.





260 million children, adolescents and youth are **not at school** – just half of them achieve the basic level of proficiency required.

– Global Education Monitoring Report 2020



The **achievement gaps** across the OECD countries between the most socio-economically advantaged and disadvantaged 15-year-old students is equivalent to over 3 years of schooling.

– OECD PISA 2018



**THE WORLD BANK**

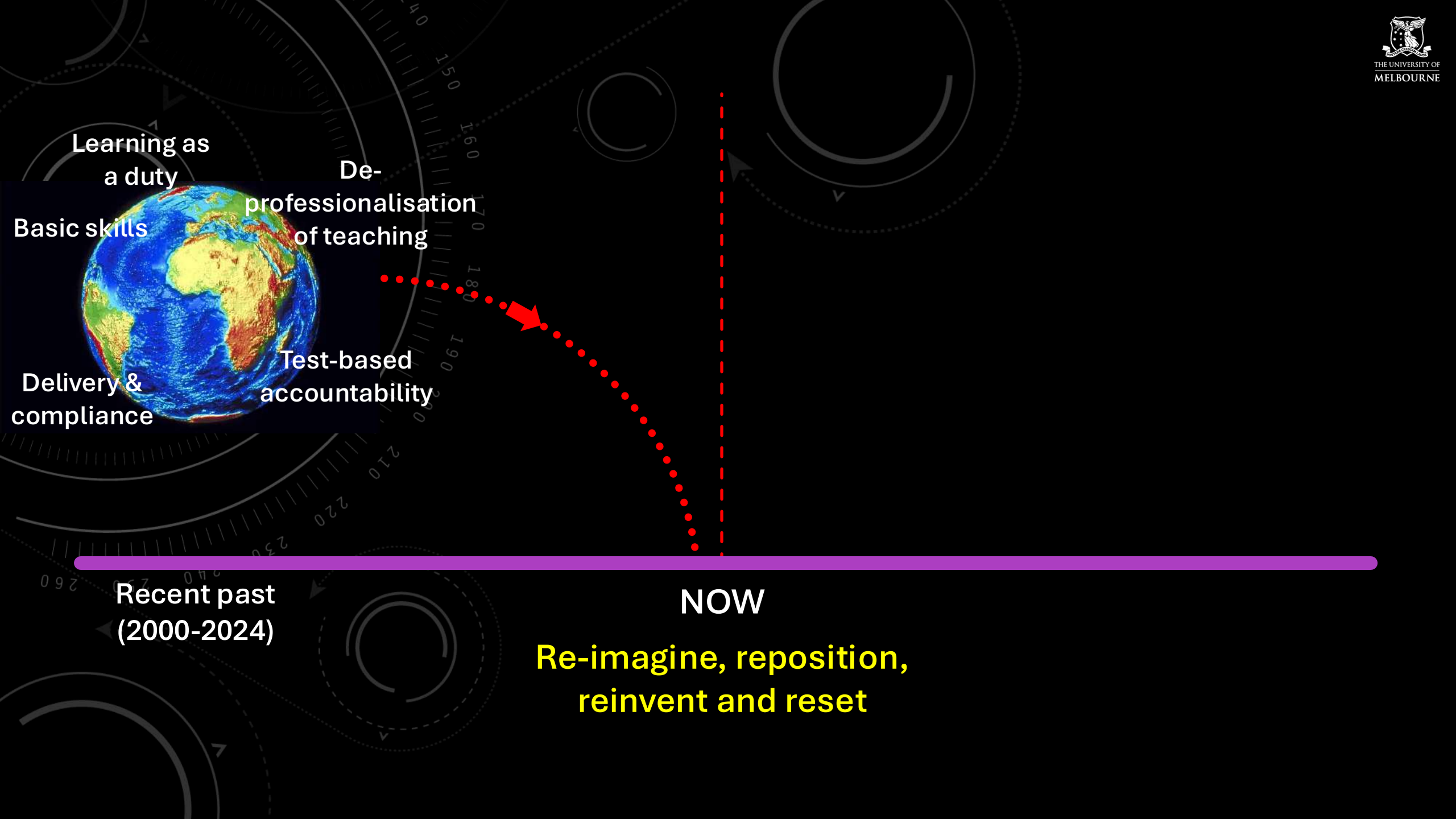
There is a **global learning crisis** that amplifies educational inequalities that severely hobbles the disadvantaged youth who most need the boost that a good education can offer.

– World Bank Human Development Report 2018



**We can't keep doing  
the same thing and  
expect different  
results.**

*“I want you to find a bold and innovative way to do everything exactly the same way it's been done for 25 years.”*



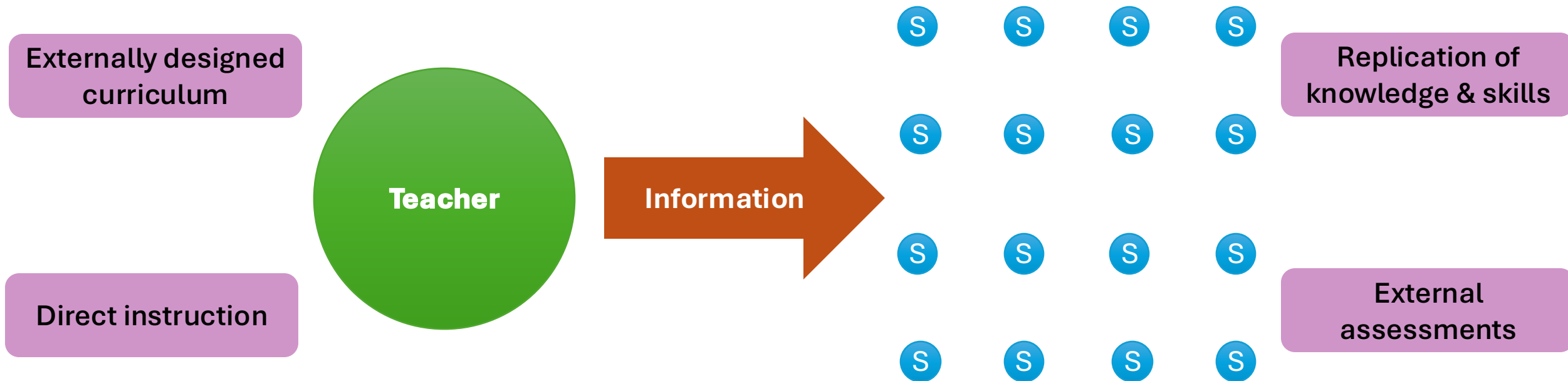


# **Preparing teachers to lead future learning**

***“How would you describe  
your teaching role with  
your students?”***

# TEACHING as transmission

“Behaviorist paradigm”

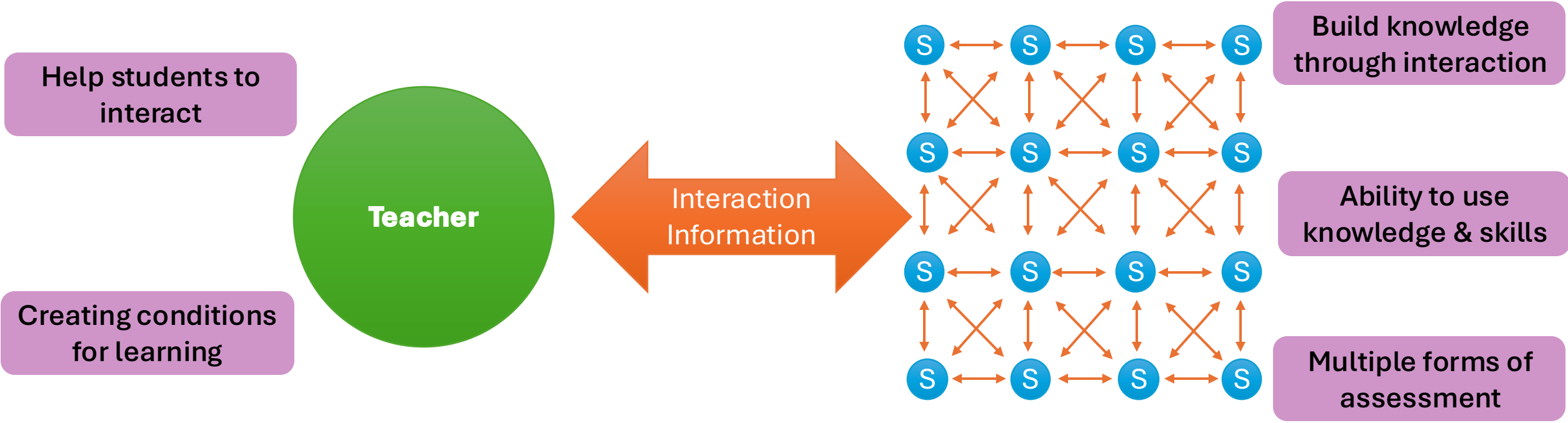


Pedagogical complexity



# TEACHING as transaction

“Constructivist paradigm”

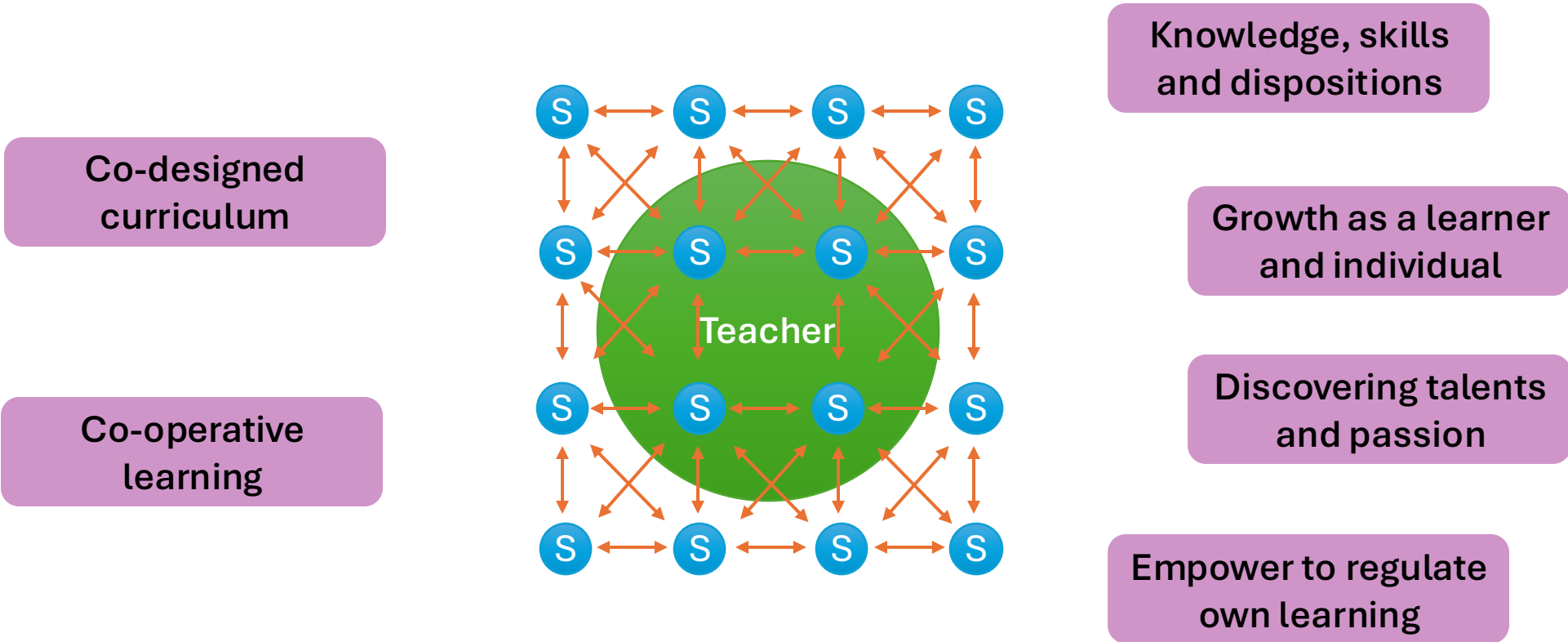


Pedagogical complexity



# TEACHING as transformation

“Holistic paradigm”



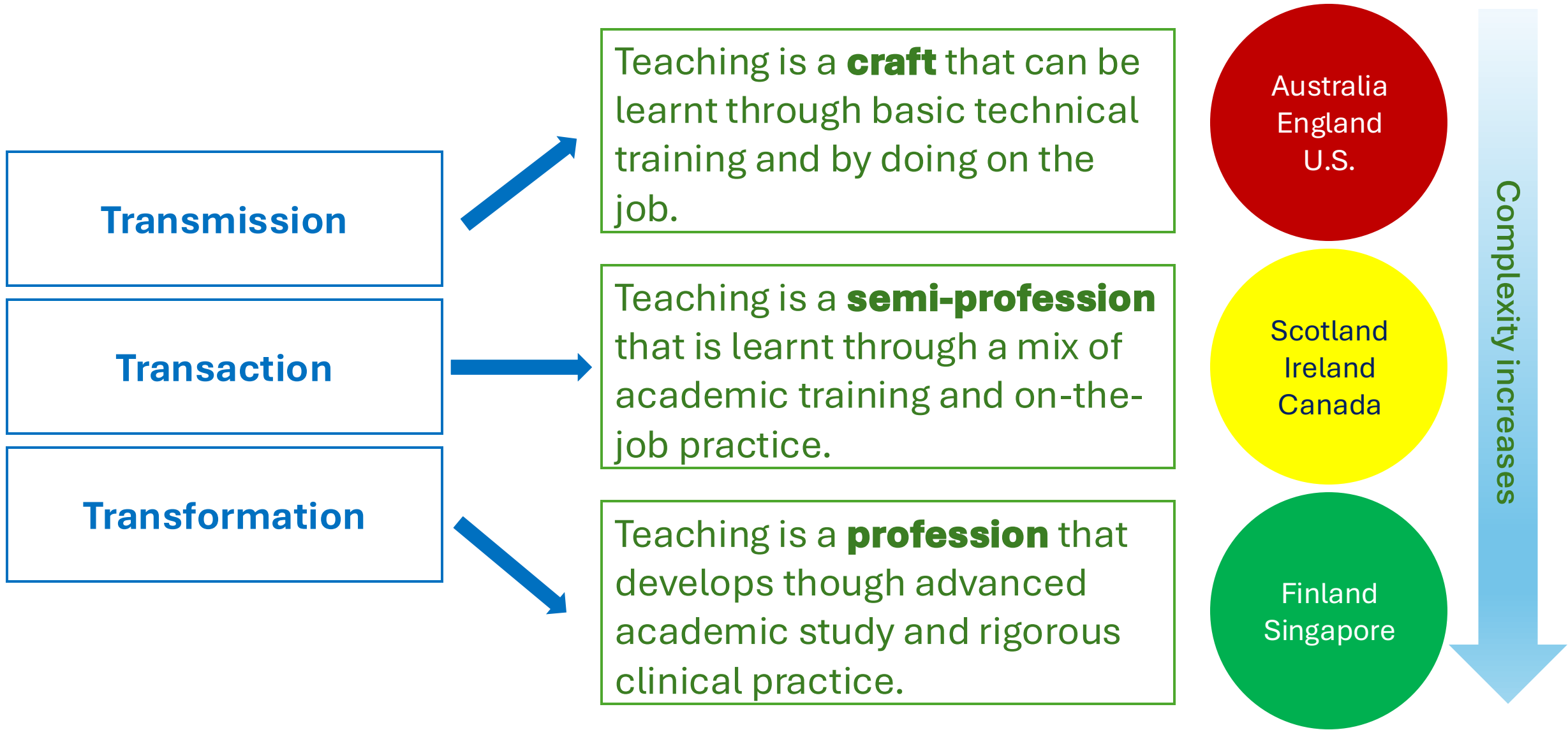
Pedagogical complexity



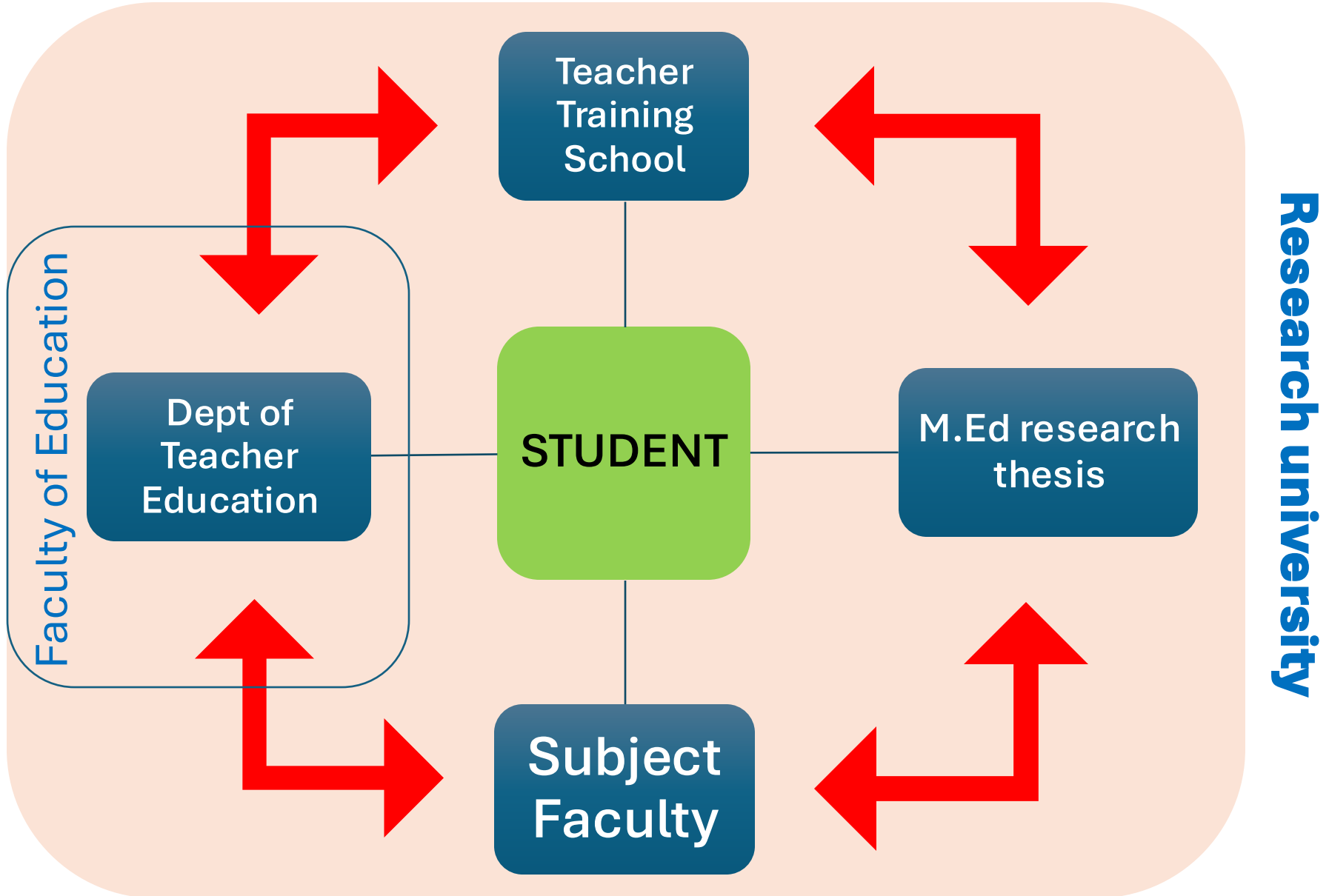
# Nature of teaching

# Teacher education

# Examples

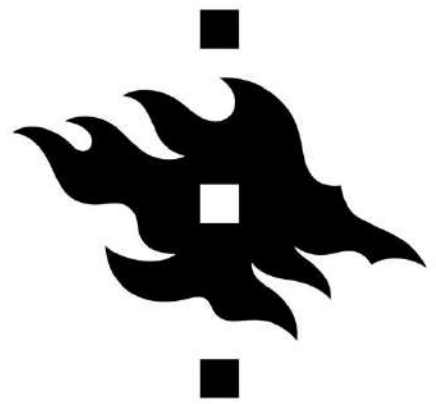


# Example: Research-based teacher education



**Research university**

# Teacher training schools in Helsinki



**UNIVERSITY OF HELSINKI**



Strategy/Governing/Funding



**Helsinki Normal Lyceum**



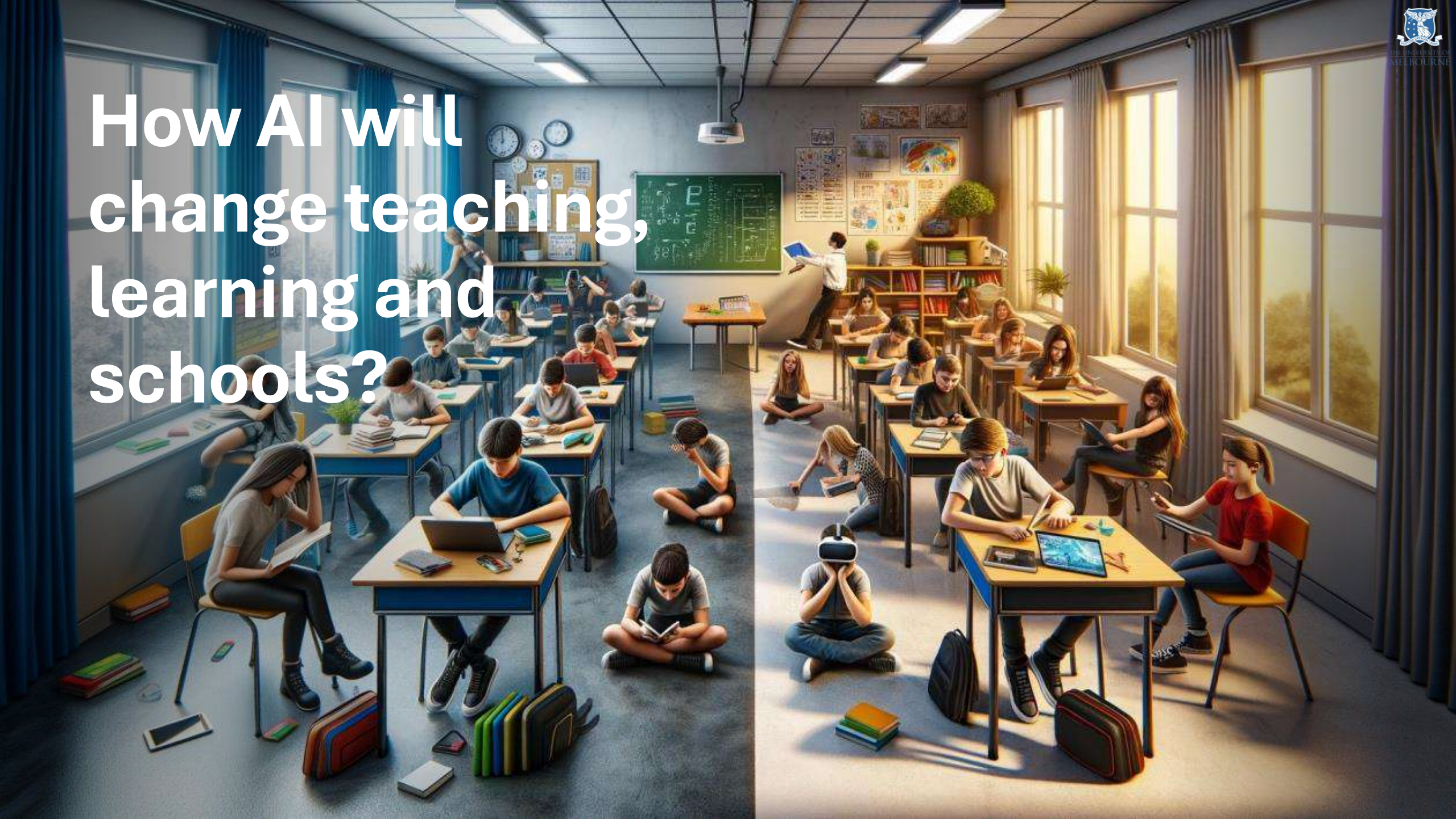
Collaboration  
/Coordination



**Viikki Teacher Training School**

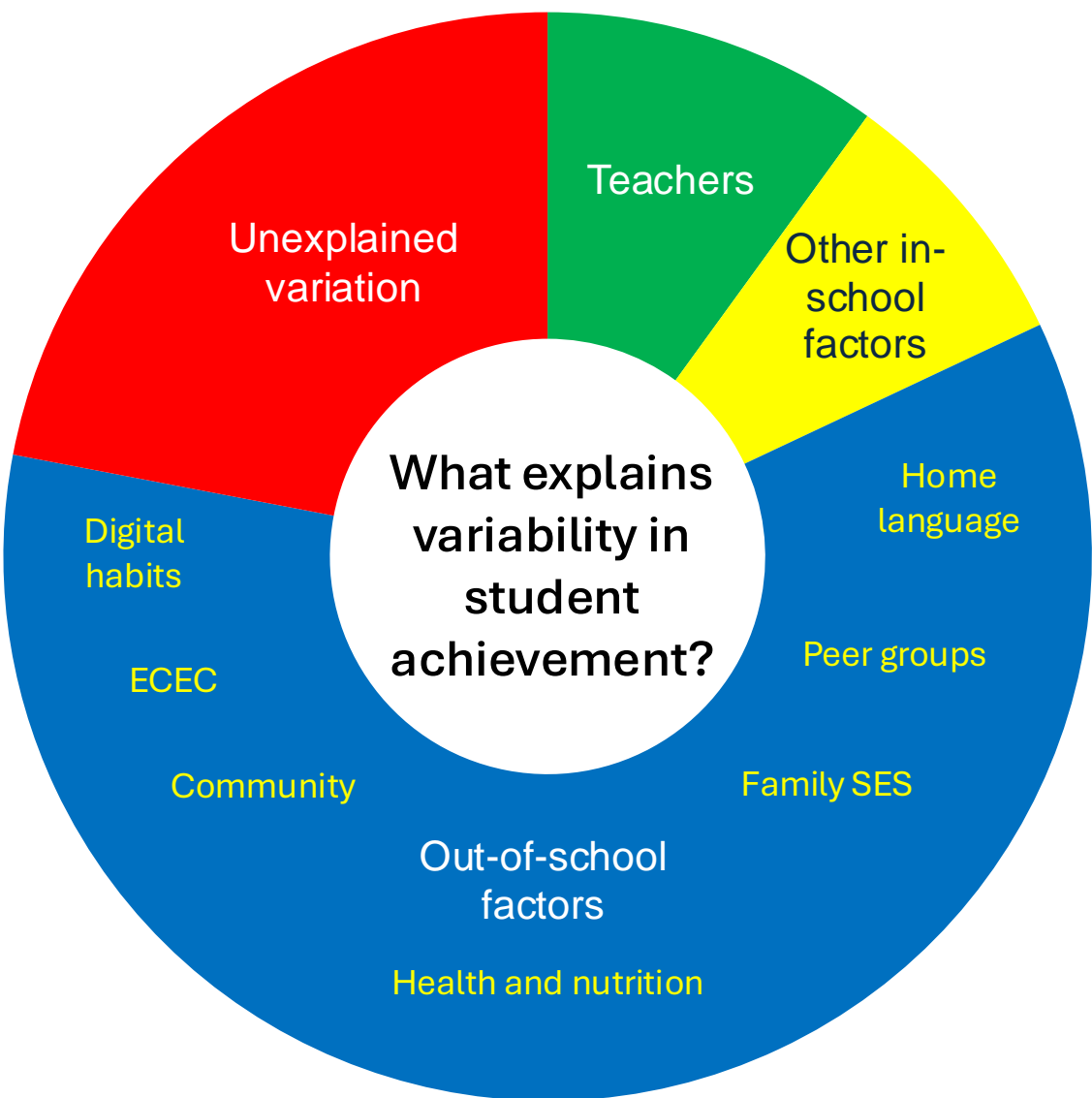


# How AI will change teaching, learning and schools?



**What does this mean for teachers  
and teacher education?**

# Teachers matter but ... it is **NOT** the most important single factor in student achievement!



Student's family background is far more important factor influencing student's education than people think. This has remained a solid research finding for the past half a century.

# Future schools

Learning as a duty  
Basic skills  
Delivery & compliance  
De-professionalisation of teaching  
Test-based accountability



Learning as a right  
Wellbeing & Learning  
Knowledge, skills and dispositions  
Trust-based responsibility  
Imagination and creativity



Recent past  
(2000-2024)

NOW

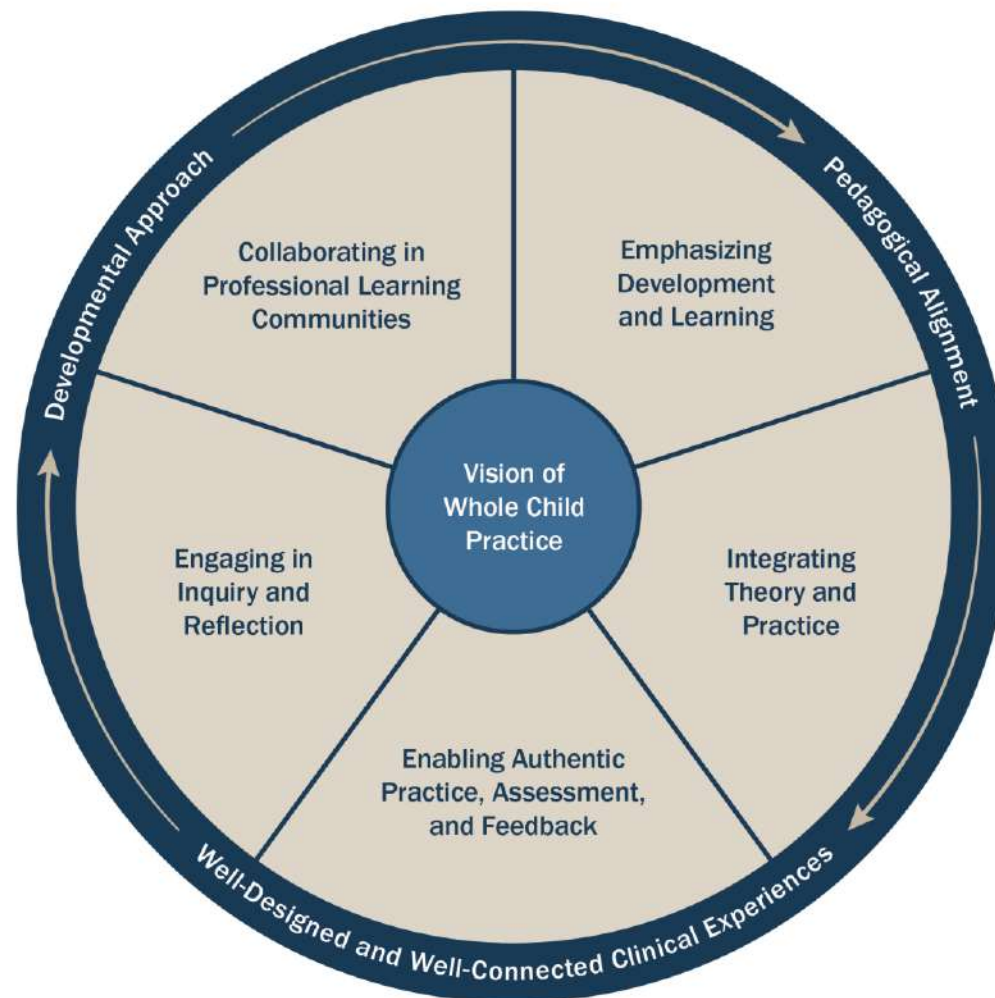
Near future  
(2025-2040)

Re-imagine, reposition,  
reinvent and reset

# Conclusions

# Preparing teachers for sustainable futures #1

**Reinventing the  
the focus and  
strategies of ITE**



# Preparing teachers for sustainable futures #2

## Strengthening clinical practice

- Modeling of diverse teaching practice
- Learning under expert teachers' supervision
- Linking clinical experiences (practice) to theory, reflection, and evaluation
- Building adaptive pedagogical expertise, including ability to teach with AI
- Learn to think about teaching as a teacher

# Preparing teachers for sustainable futures #3





***“If you are not prepared to be wrong, you will never come up with anything original.”***

**-Sir Ken Robinson**



# Salamat po!



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