



# NEWS RELEASE

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

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## **FIFTH INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION**

St. John's, NL...The statement “a better collaboration between teachers, teacher unions and school authorities is crucial for better public education” was applauded when made by a delegate to the Fifth International Summit on the Teaching Profession held in Banff, Alberta on March 28 and 29, 2015.

A delegation including officials from the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador Department of Education and Early Childhood Development, Memorial University and the NLTA School Administrators' Council attended the Fifth International Summit on the Teaching Profession. The summit was sponsored by the Canadian Council of Ministers of Education (CMEC), the Organization for Economic Cooperation and Development (OECD), the Learning Partnership, and Education International (EI), of which the Canadian Teachers' Federation is a member.

This international policy influencing event was a collaborative meeting of the Ministers of Education and leaders of teacher unions supported by policy analysts and academics from 16 countries including the United States, Canada, China, Denmark, Finland, Germany and the United Kingdom. The purpose of this summit was to review current research and theory in Education with the aim of developing goals that each nation commits to implementing prior to the next summit in Germany in 2016.

“A commitment to the concept of a healthy public education system was supported by all participating nations as the best means to provide equitable educational opportunities for all students,” said James Dinn, President of the Newfoundland and Labrador Teachers' Association. “We are committed to working with the Department of Education and Early Childhood Development in a collaborative manner to address these goals.”

The agreed upon goals decided upon by the **CMEC and the Canadian Teachers' Federation** were as follows:

- Focus on teacher leadership and real forms of collaboration with a particular emphasis on teacher recognition and career enrichment.
- Fostering a climate of innovation that supports deeper learning and practice.
- Fostering collaborative ownership of and responsibility for a climate of high expectations and well-being for all students which includes:
  - Integration of services;
  - Engagement of families and communities; and
  - Providing equitable access to fair and inclusive education environments, with a special emphasis on Aboriginal children.

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