

BUILDING GOOD SCHOOLS FOR EACH AND EVERY CHILD

World EduLead 2019
18th April 2019

 [pasi_sahlberg](#)



**WHAT IS AN EXCELLENT
SCHOOL LIKE?**

**WHAT IS AN EXCELLENT
EDUCATION SYSTEM LIKE?**

THE ORIGINS OF EQUITY

*Michael Fullan
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Ron Edmonds
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*Andy Hargreaves
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EFFECTIVE SCHOOLS: "Schools matter"

- Strong administrative leadership
- High expectations
- An orderly atmosphere
- Basic skills acquisition as the school's primary purpose
- Capacity to divert school energy and resources to advance the school's basic purpose
- Frequent monitoring of pupil progress

EQUALITY OF EDUCATIONAL OPPORTUNITY

By James S. Coleman, Johns Hopkins University
and
Ernest Q. Cassoph, Vanderbilt University
Carol J. Soban, U.S. Office of Education
James M. Portland, U.S. Office of Education
Alexander M. Moad, U.S. Office of Education
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
John W. Gardner, Secretary
OFFICE OF EDUCATION, Harold Howe II, Commissioner



OECD-PISA

1970

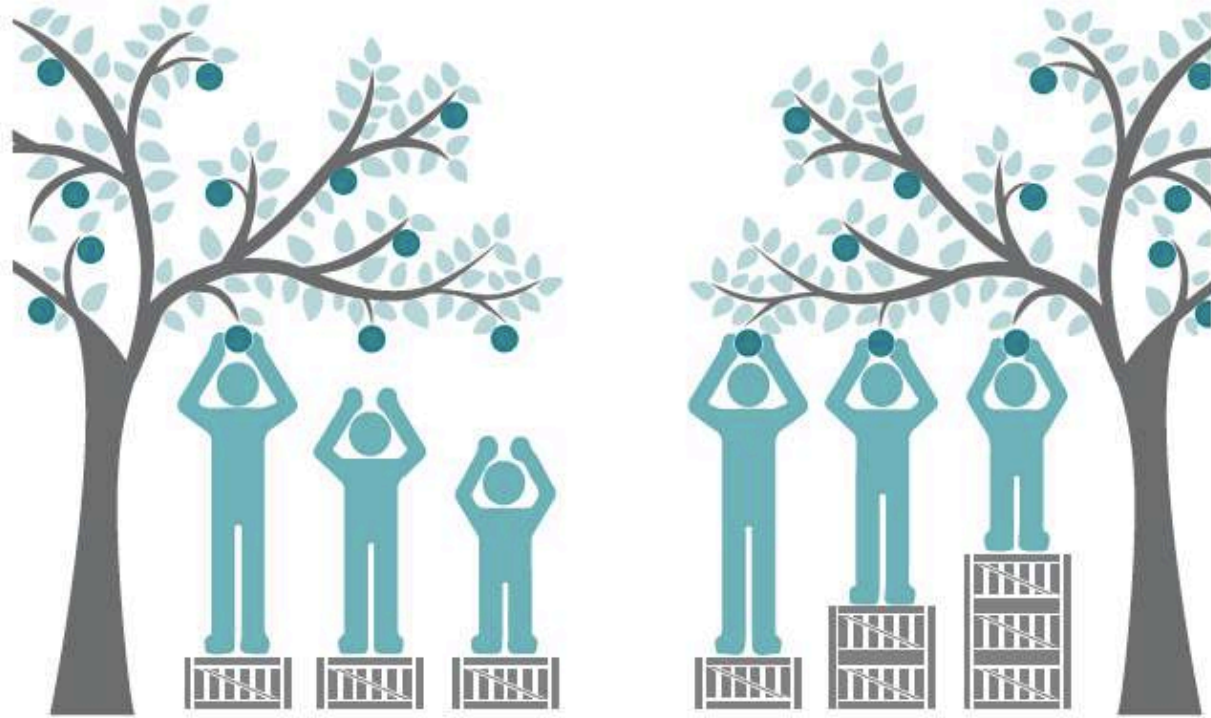
1980

1990

2000

2010

WHAT IS EQUITY IN EDUCATION?



Equality doesn't mean **Equity**

WHAT IS EQUITY IN EDUCATION?

“Equity in education has two dimensions: Equity as **inclusion** means ensuring that all students reach at least a basic minimum level of skills. Equity as **fairness** implies that personal or socio-economic circumstances, such as gender, ethnic origin or family background are not obstacles to educational success.”

- OECD (2011)

“Equity in schooling means ensuring that differences in educational outcomes are not the result of differences in wealth, income, power or possessions.”

- Review of Funding for Schooling (2011)

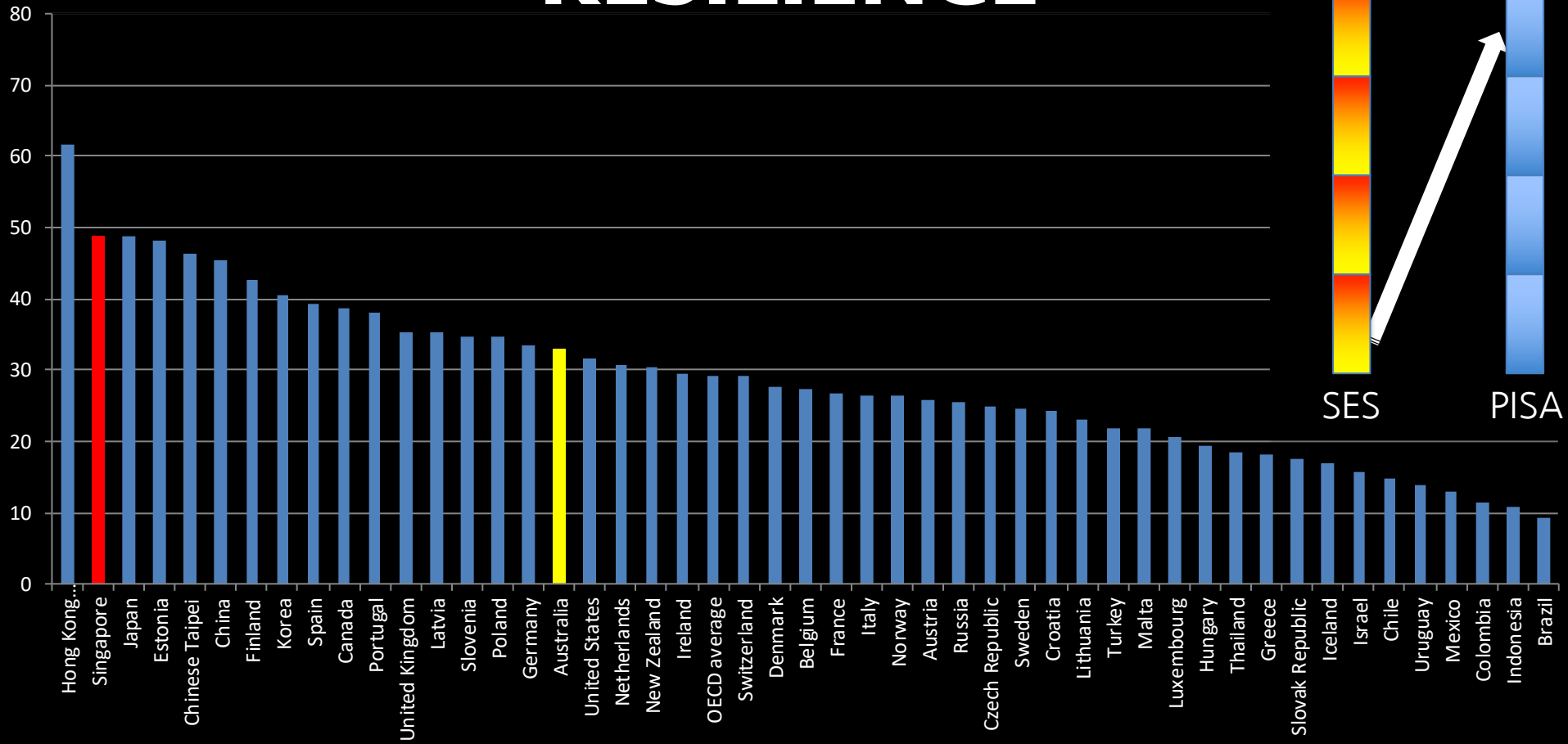
“Equity in education is the means to achieving **equality**. It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement.”

- UNESCO (2015)

WHAT IS EQUITY IN EDUCATION?

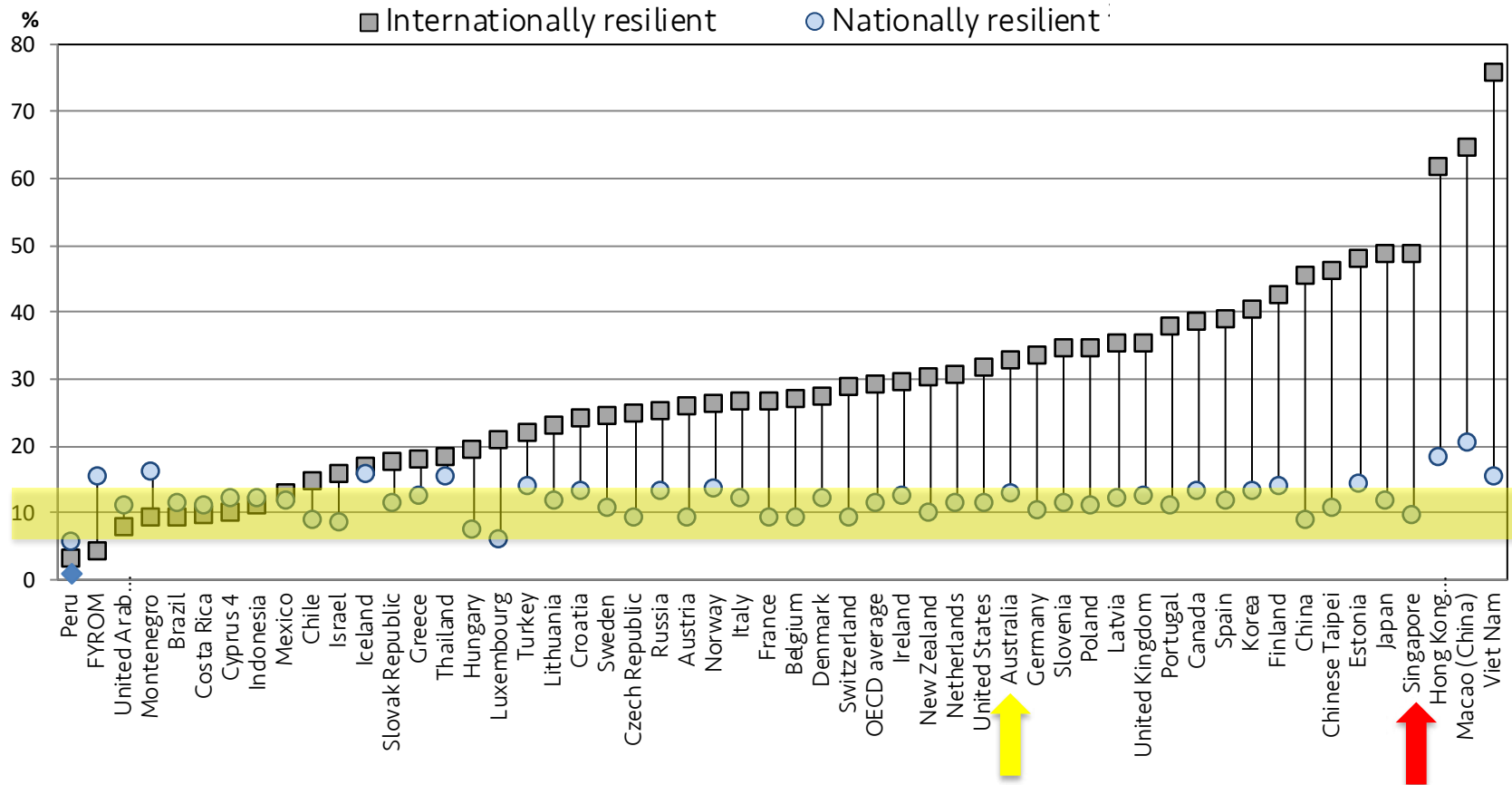


RESILIENCE



Academic resilience

Types of academic resilience	What are these students able to achieve?	How do we measure it? <i>Socio-economically disadvantaged students in their own countries who score...</i>
International	Academic performance in international standards	...in the top quarter of performance among all students participating in PISA, after accounting for socio-economic background.
National	Academic performance in national standards	...in the top quarter of performance among in their own country.



Equity vs. quality of academic outcomes

Student achievement in reading, mathematics and science (PISA)

STUDENT ACHIEVEMENT

Weak equity and high quality

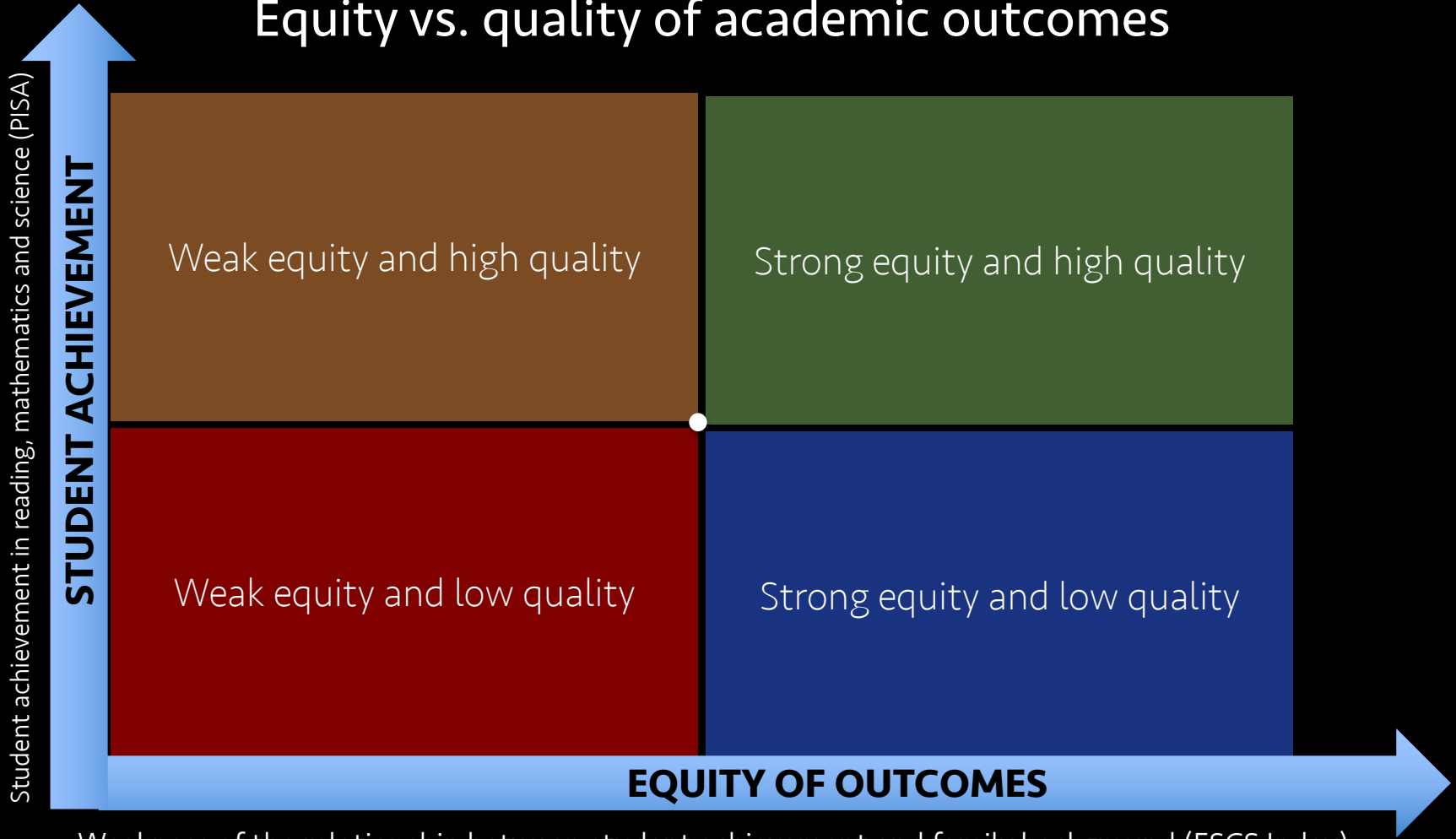
Strong equity and high quality

Weak equity and low quality

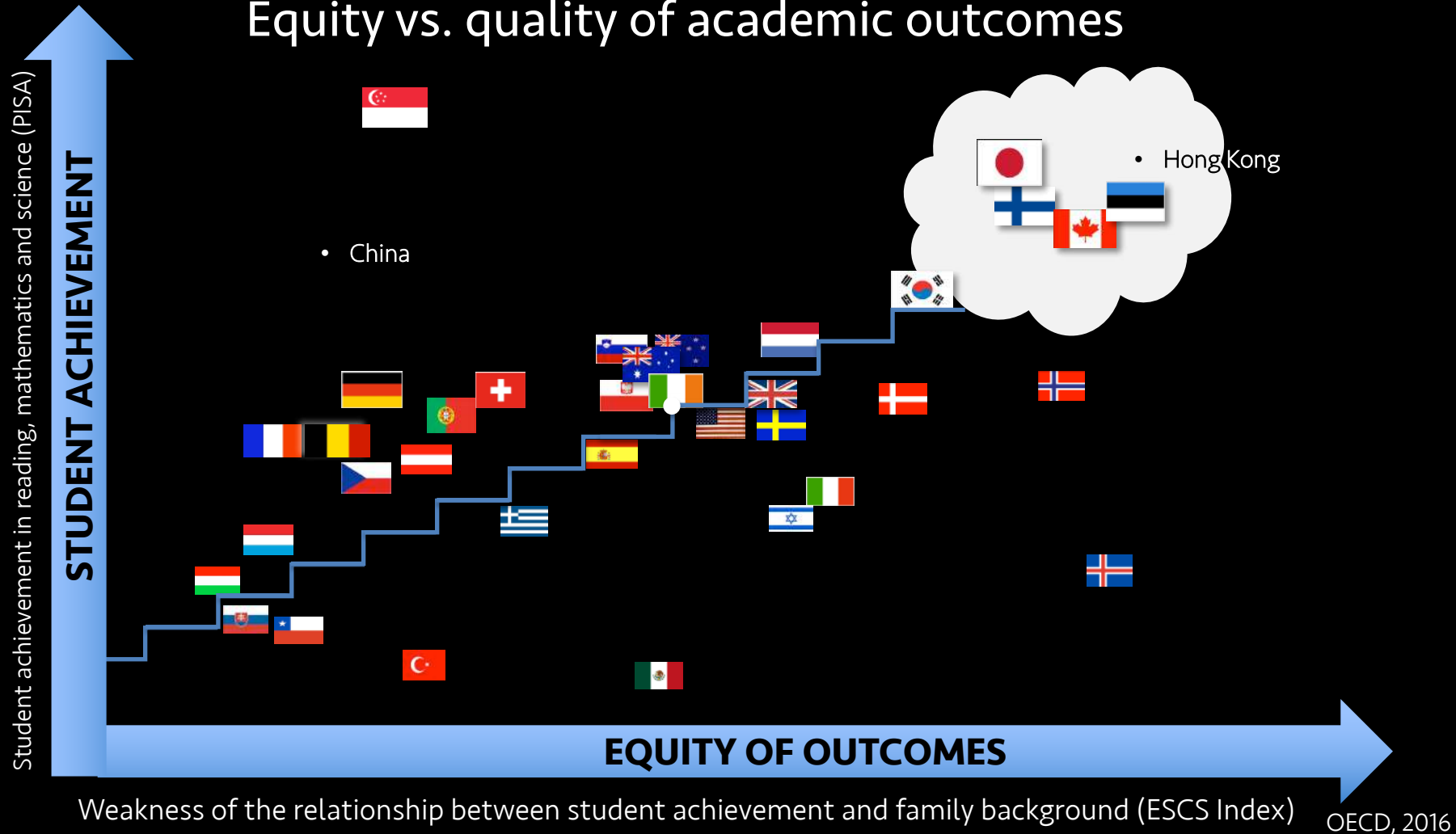
Strong equity and low quality

EQUITY OF OUTCOMES

Weakness of the relationship between student achievement and family background (ESCS Index)



Equity vs. quality of academic outcomes



“The highest-performing education systems ... are those that combine quality with equity.”

-OECD, 2018

MORE EQUITY, PLEASE!

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Ron Edmonds in 1979



Special education for all.



Let the children play.



Stop asking: “How good is Johnny?”

Start asking: “How is Johnny good?”

Thank you!



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URBAN LEGENDS ABOUT EDUCATIONAL IMPROVEMENT

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FACTS OR MYTHS?

Fact or Myth?

~~MYTH~~
“The most important single factor in improving quality of education is teachers.”

– “Waiting for Superman” (2010)

Fact or Myth?

“Around 9 % of variation in student achievement is due to teacher characteristics.”

Goldhaber et al., 2010

Fact or Myth?

“The quality of an education system cannot exceed the quality of its teachers.”

- McKinsey 2007, p. 16

Urban legends about Finnish schools

1

News > World > Europe

Finland schools: Subjects scrapped and replaced with 'topics' as country rewrites its education system

With Finland radically reforming the way it teaches, find out if the teachers agree

Richard Garnett

The Washington Post

Sections 

Answer Sheet

No, Finland isn't ditching traditional school subjects. Here's what's really happening.

By Pasi Sahlberg, March 26, 2015 



Most Read

- 1 'It is my intent that you never see the sun rise': A judge's harsh words for convicted killer
- 2 Trump picks billionaire Betsy DeVos, as school voucher advocate, as education secretary
- 3 'I'm very proud of you': Obama meets 6-year-old who wrote to him about adopting Syrian boy
- 4 'Let's party like it's 1933': Inside the alt-right world of Richard Spencer

Multi-disciplinary modules increase dialogue between subjects

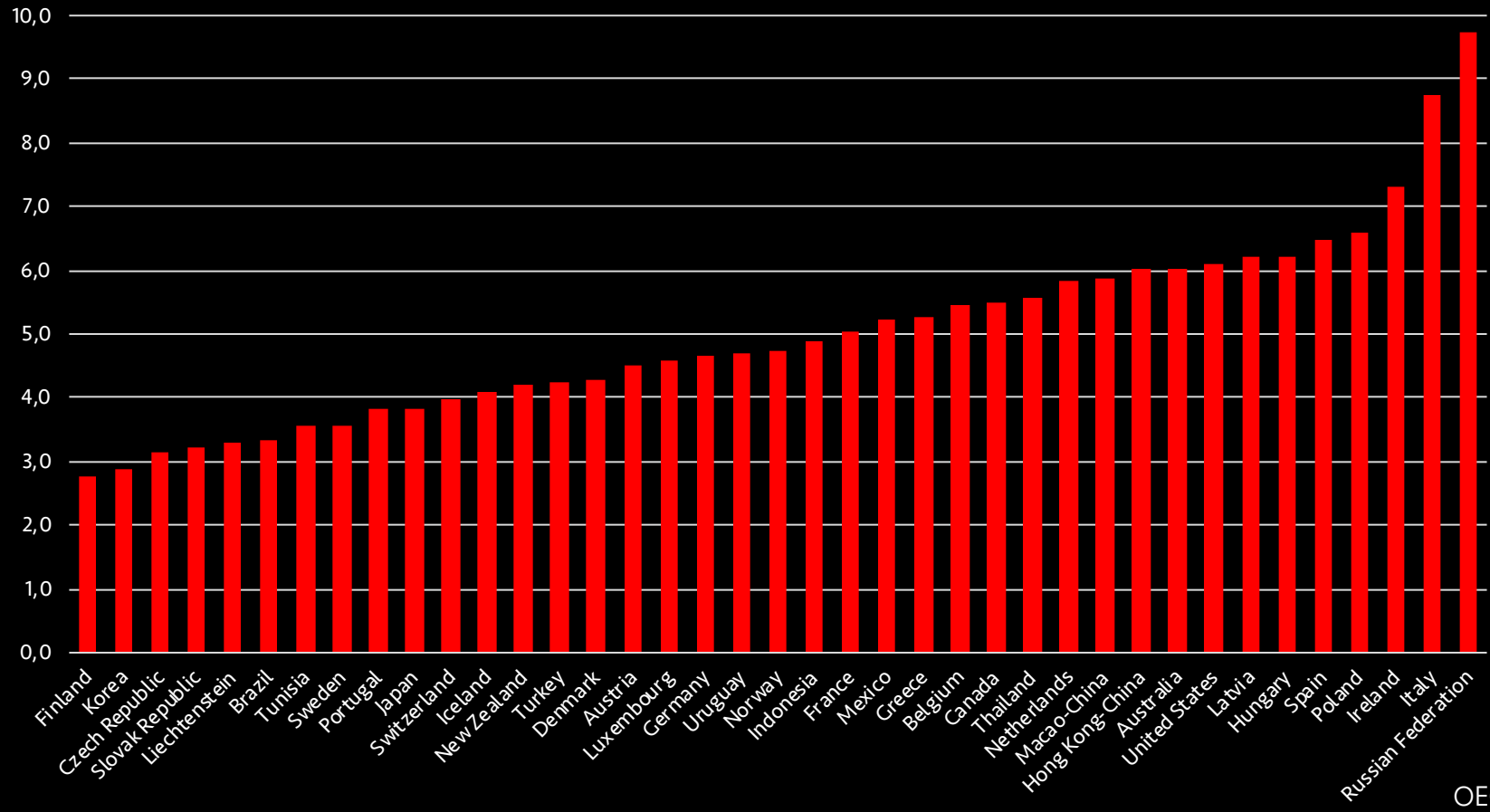
*“Multi-disciplinary learning modules are tools for integrating learning and increasing the dialogue between different subjects. For the first time it is compulsory for the schools to organise one such module at least once every school year. **The core curriculum obliges the schools to plan and implement these in cooperation between different subjects and involving pupils in their planning.** Apart from these obligations, the municipalities and schools have the freedom to plan the modules according to local needs and interests.”*

2

Homework



Homework or other study set by teachers per week (hours)



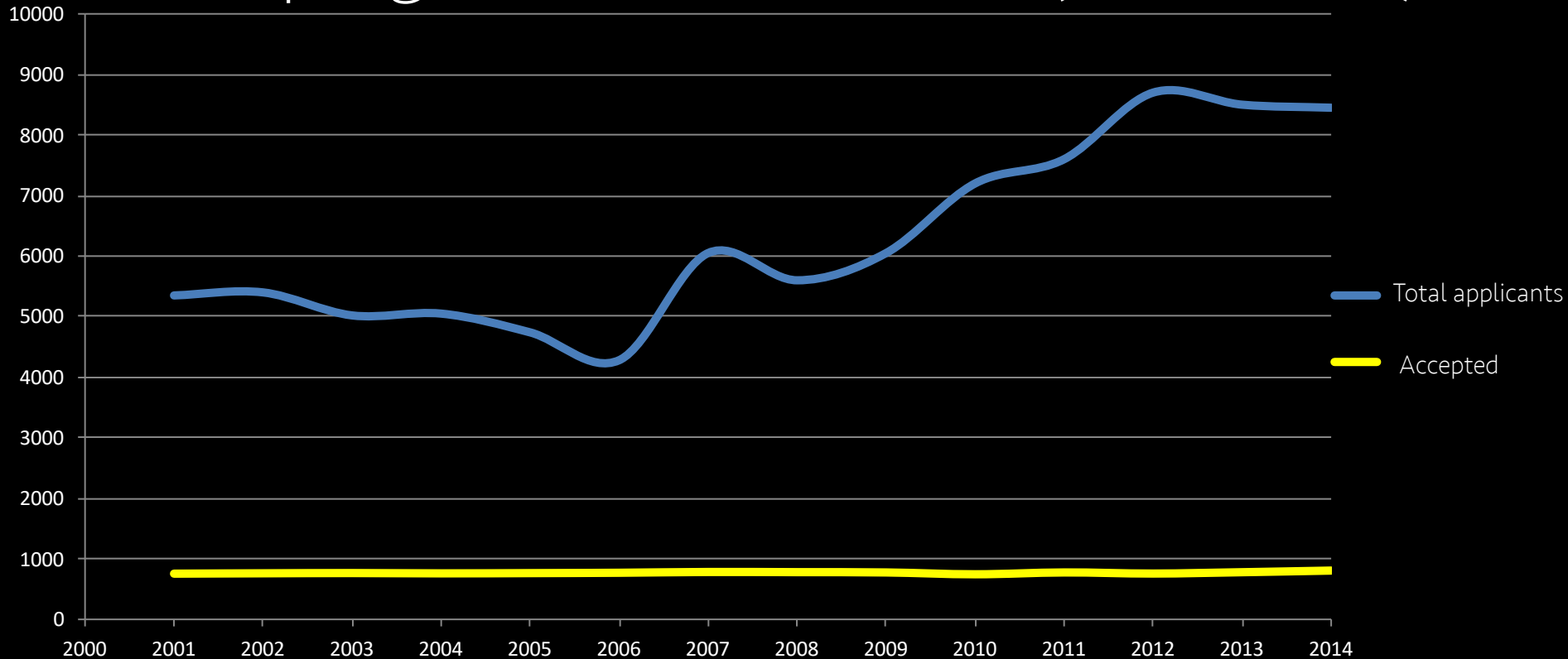
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The best and the brightest to teach

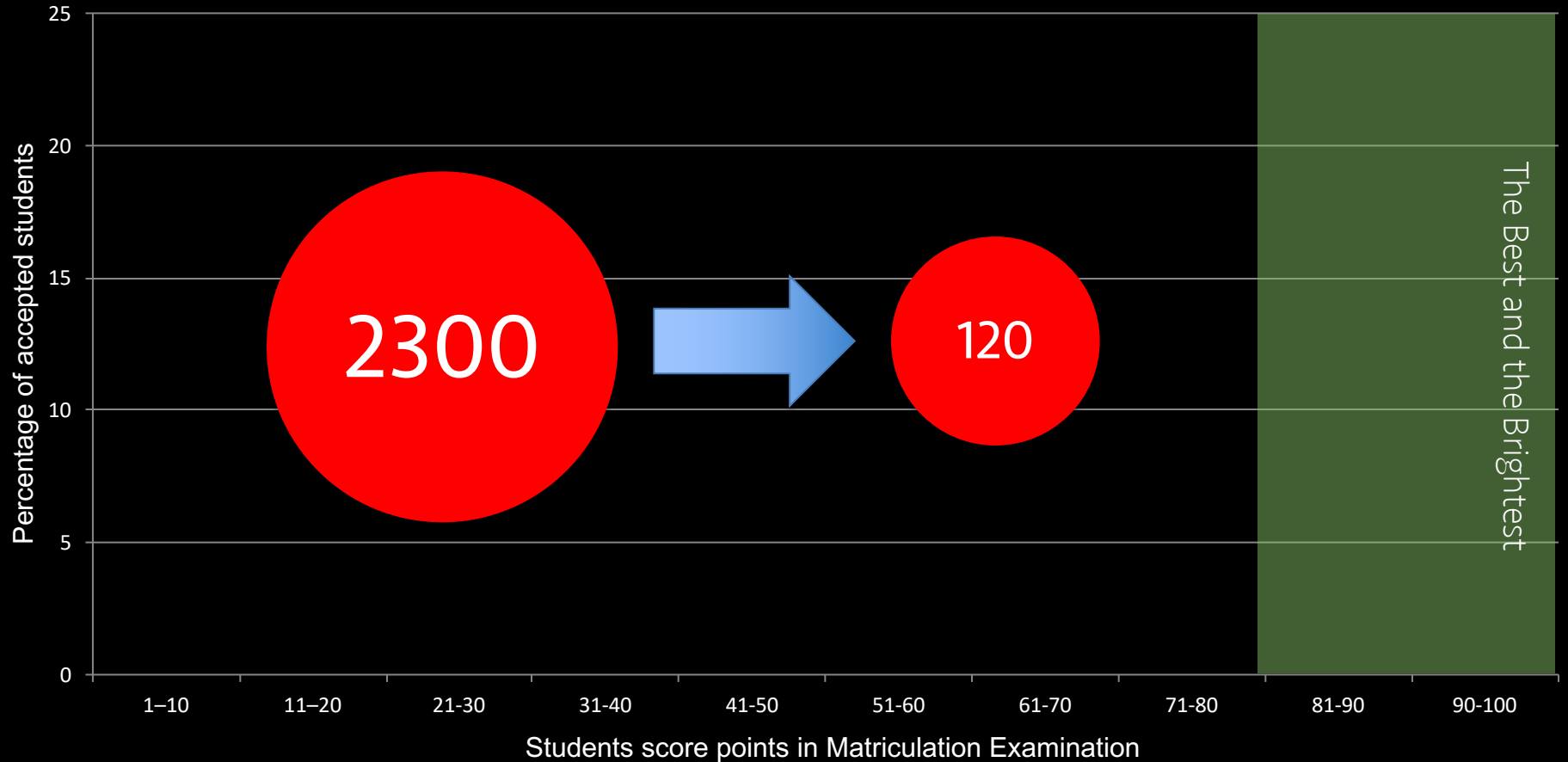
"We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success."

- Andreas Schleicher, OECD Director of Education and Skills

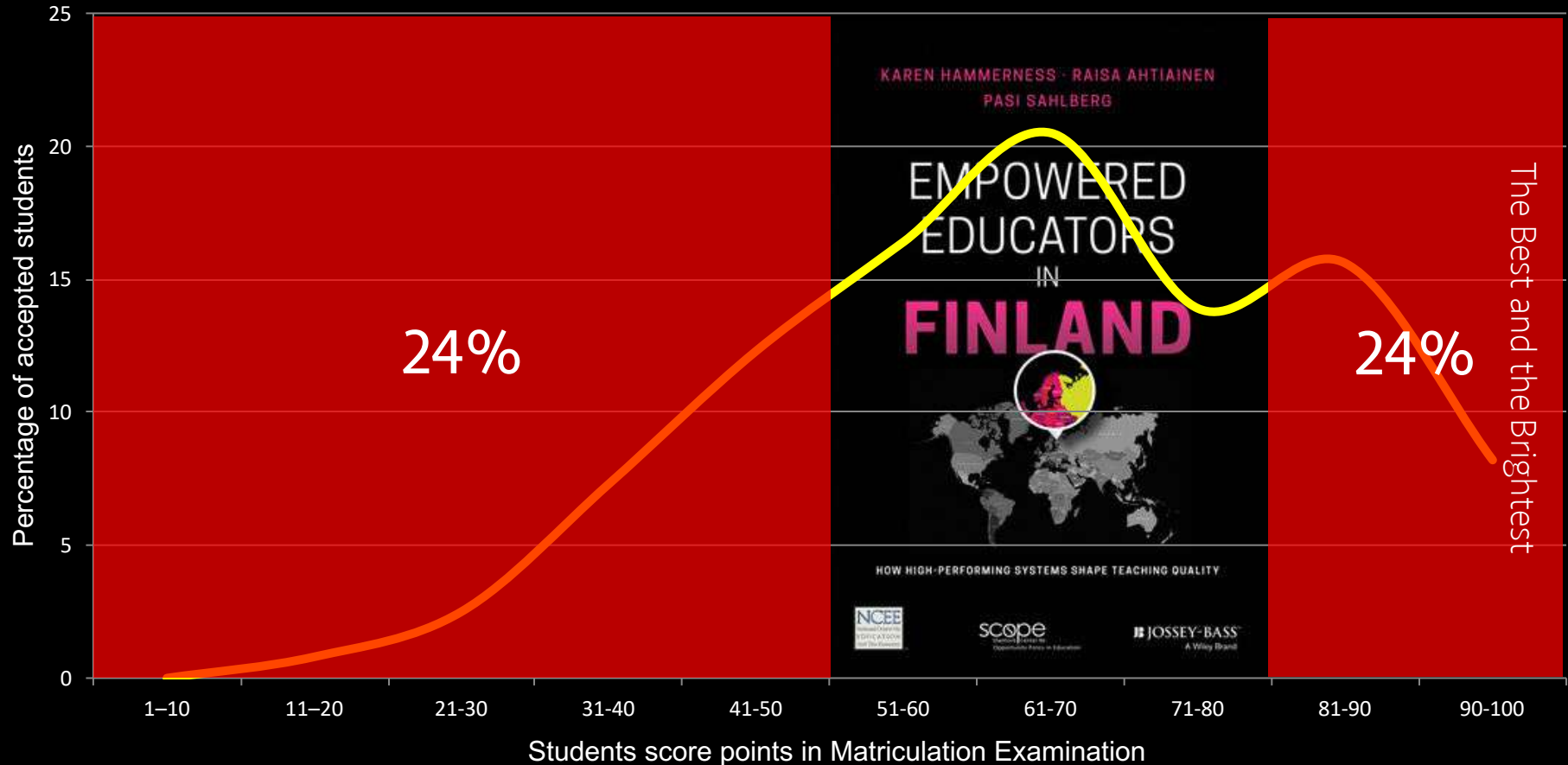
Applicants to primary school teacher education MA programmes in Finland (2001-2014)



Academic profile of accepted students: Primary School Teacher Education Programme (MA), University of Helsinki, 2014



Academic profile of accepted students: Primary School Teacher Education Programme (MA), University of Helsinki, 2014



NEED SOME TRUE FACTS?



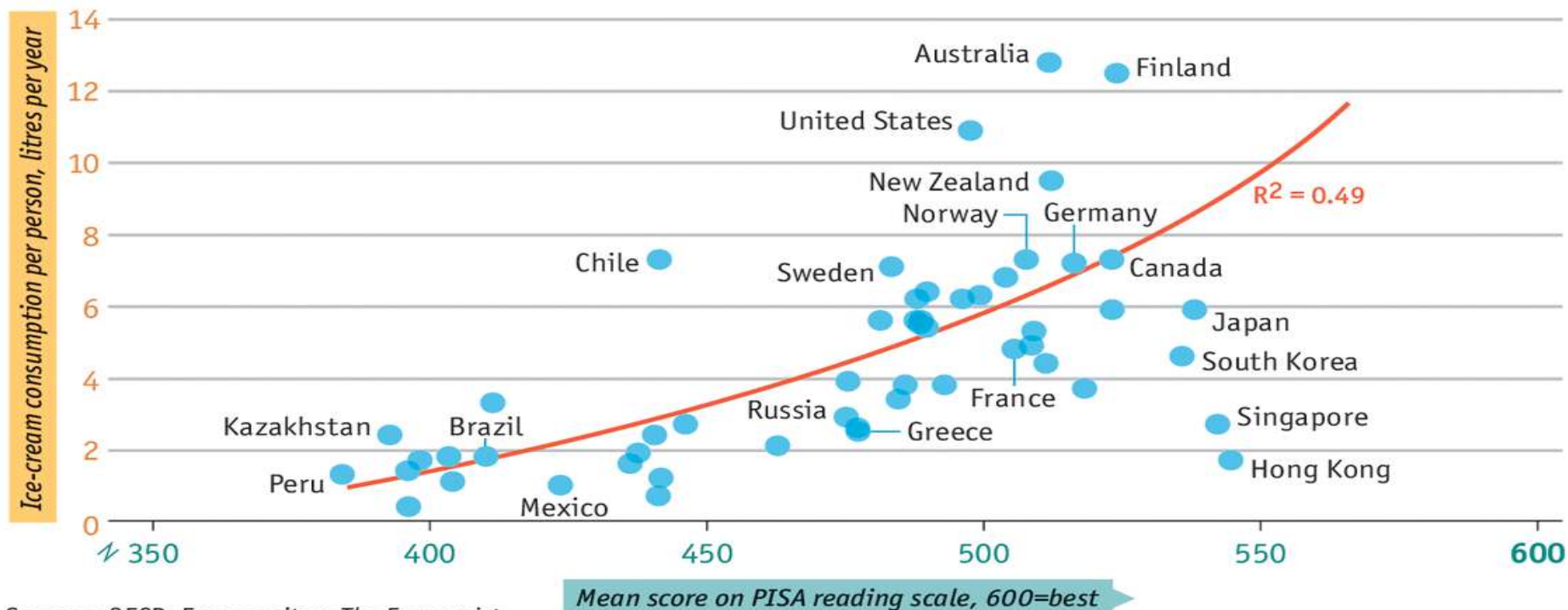
Education systems are complex.



Correlation isn't causation.

Ice-cream consumption and PISA educational performance scores

2012



Sources: OECD; Euromonitor; *The Economist*



In teachers we trust.

Thank you!