

GOOD SCHOOL FOR EACH AND EVERY CHILD

Extended Principal Induction Programme
Sydney, NSW, 3rd May 2019



FACT OR MYTH?



1 Fact or Myth?

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

MYTH

– “Waiting for Superman” (2010)

“Teachers account for about 1% to 14% of the variability in test scores, therefore the majority of opportunities for quality improvement are found in the system-level conditions.”

American Statistical Association, 2014



Fact or Myth?

“Australian children spend more time in school and doing homework than most of their peers around the world.”

Fact

Time spent in school around the world

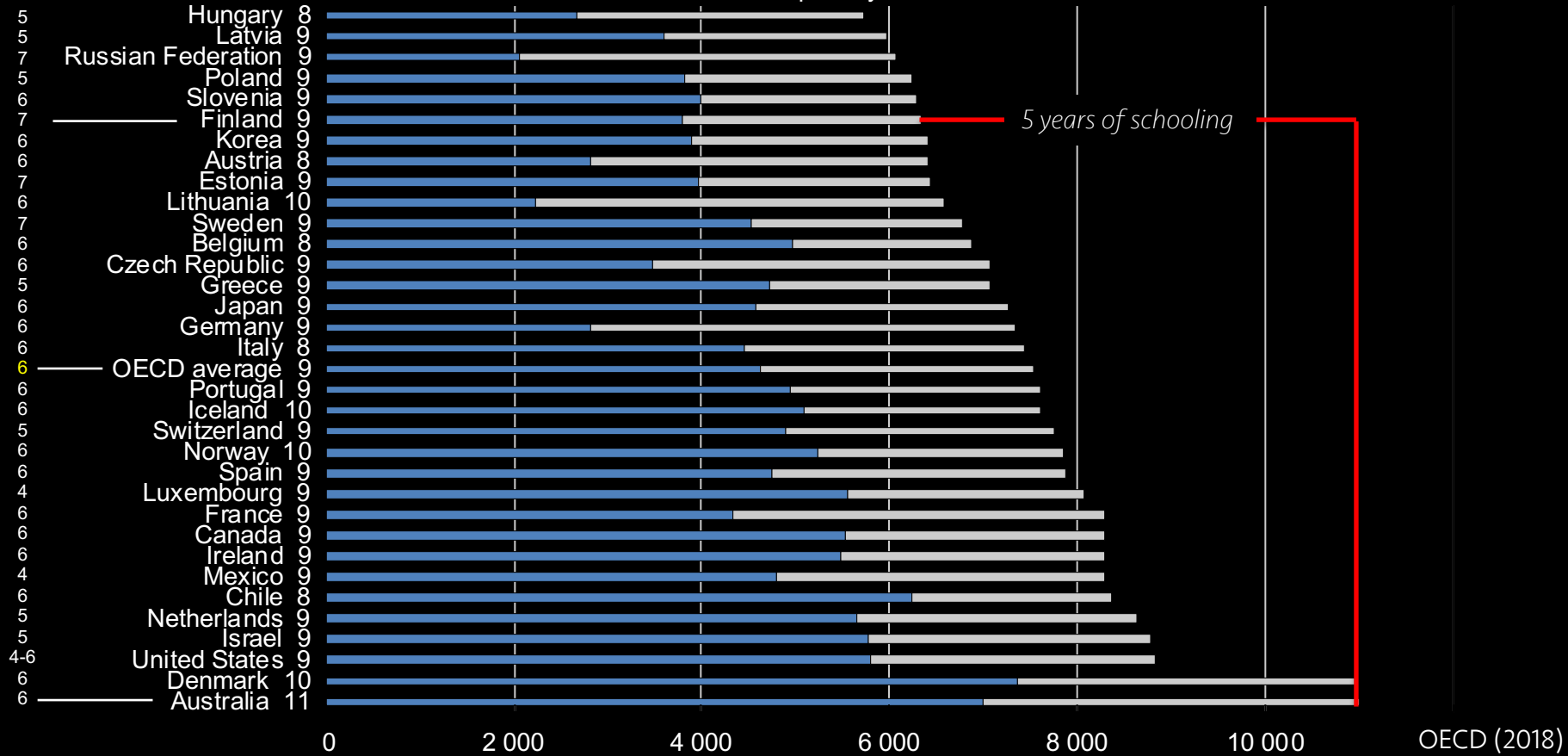
Starting age of compulsory education

Duration of primary and lower secondary education, in years

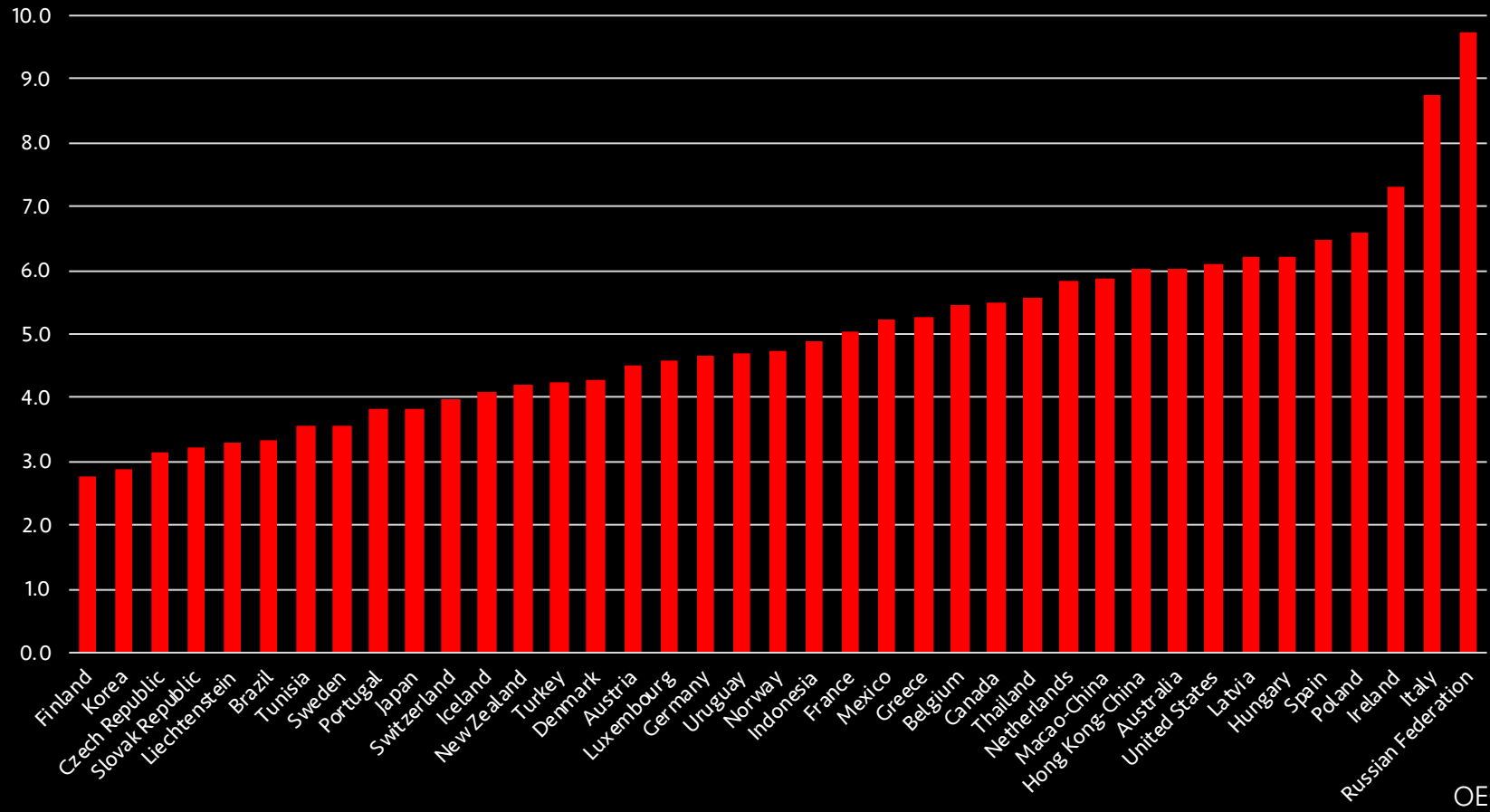
■ Primary

■ Lower secondary

Total number of compulsory instruction hours



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



3

Fact or Myth?

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

- McKinsey 2007, p. 16

“Low-ability teachers perform as well as teachers of average ability if they have strong social capital in their school.”

- Carrie Leana, 2011

20 May 2019

What School Could Be: Primary Student Screening and Feedback Session

This is the first session to be held on Ted Dintersmith's award-winning documentary *Most Likely to Succeed*.

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When	Time	Event address
20 May, 2019	10:00AM - 12:00PM	Physics Theatre, UNSW Kensington Campus (map reference K14)

Event details

Ted Dintersmith's award-winning documentary *Most Likely to Succeed* looks at innovative approaches to what school COULD be. Join Pasi Sahiberg and the Gonski Institute for Education at UNSW for this **special event for Year 5-6 students (and their teachers and parents/carers)** to view the film and have your say about the future of education.

The session will take place in the Physics Theatre, UNSW Kensington Campus ([map reference K14](#)) ([PDF](#)).

Schools are invited to register a group of up to 30 (including students and staff/chaperones). You do not need to provide student names to register, but you will need to specify the number of tickets needed.

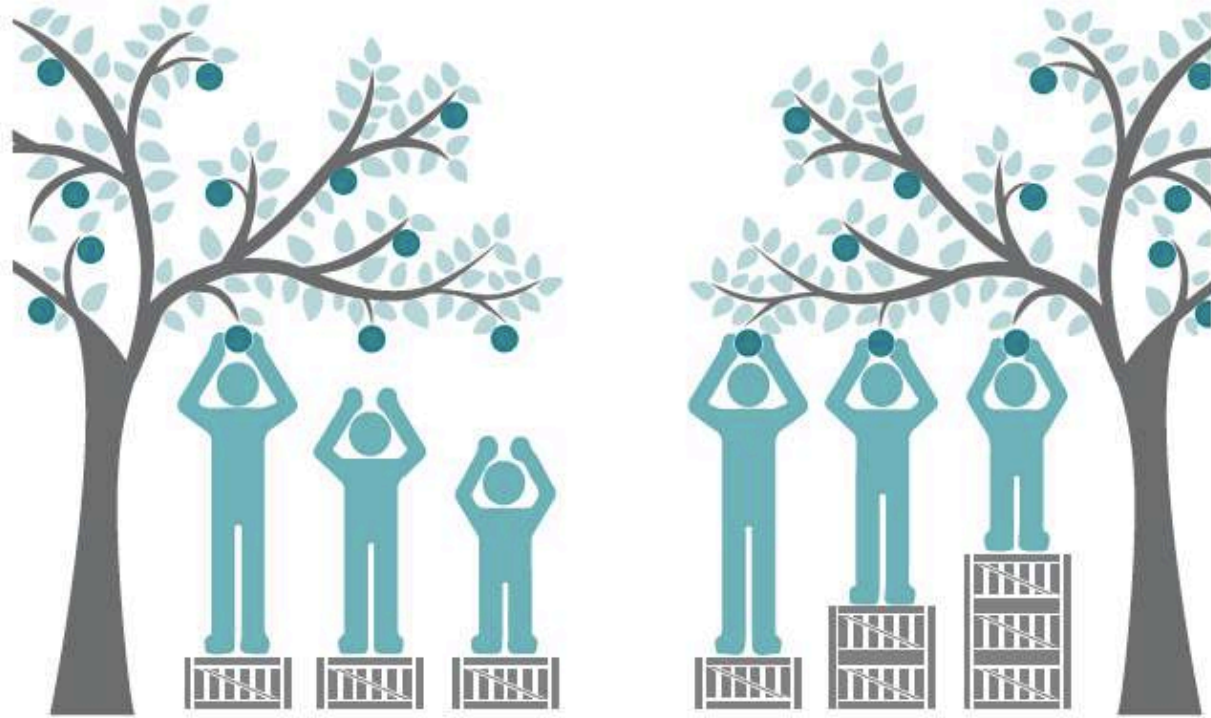
Morning tea will be provided and your group is welcome to explore or eat lunch on campus afterwards under your own supervision.

Buses or carpools should drop off at the Gate 14 - Barker Street entrance. Cars can park in the paid visitor parking area in the Barker Street parking tower (levels 5 and 6). There is very limited parking for buses; most buses will need to drop off and then find somewhere off campus they can wait for the duration of the event.

If you have questions please email us at gonski@unsw.edu.au.

[REGISTER](#)

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?



Equity vs. quality of academic outcomes

Student achievement in reading, mathematics and science (PISA)

STUDENT ACHIEVEMENT

Weak equity and high quality

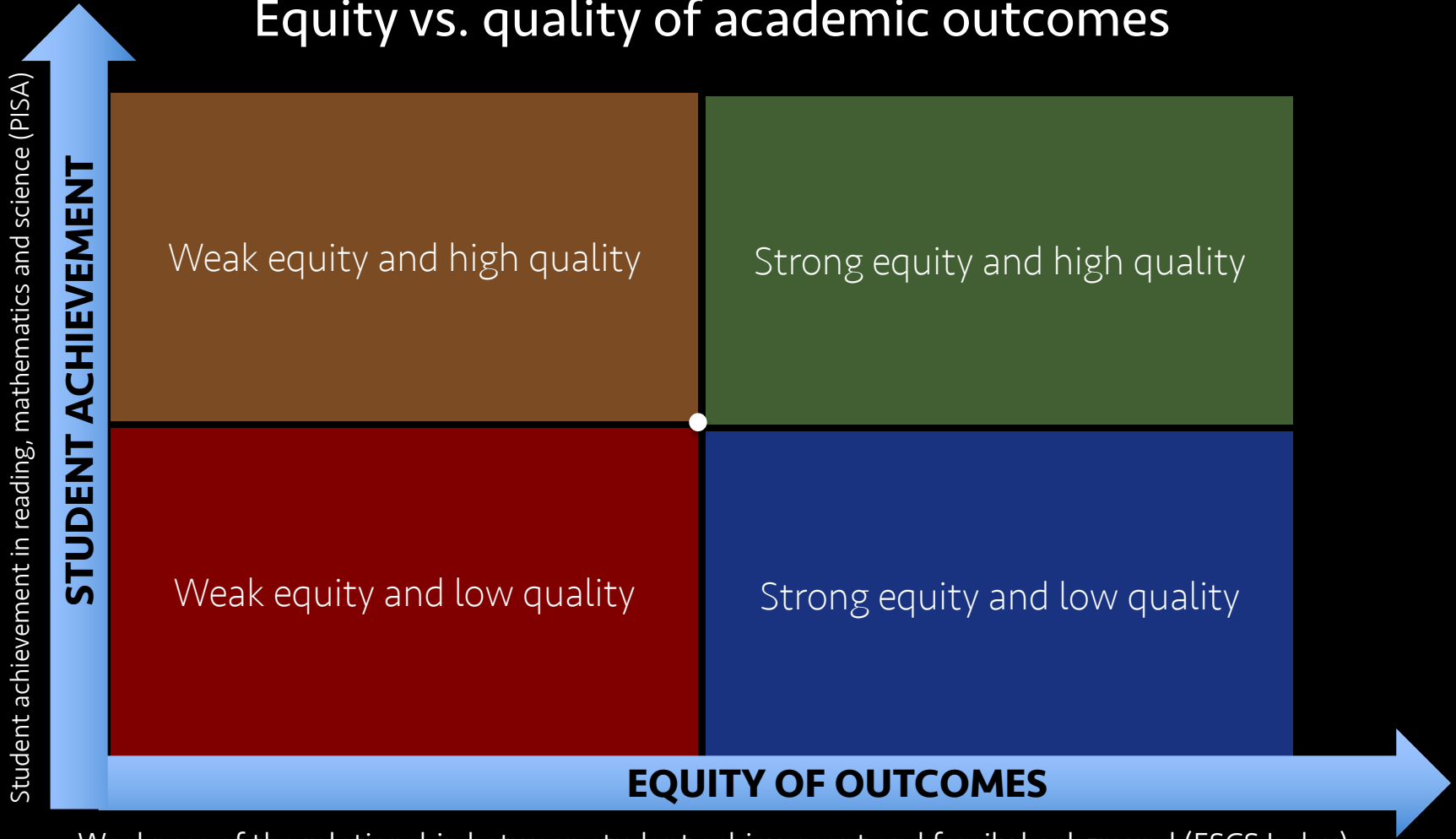
Strong equity and high quality

Weak equity and low quality

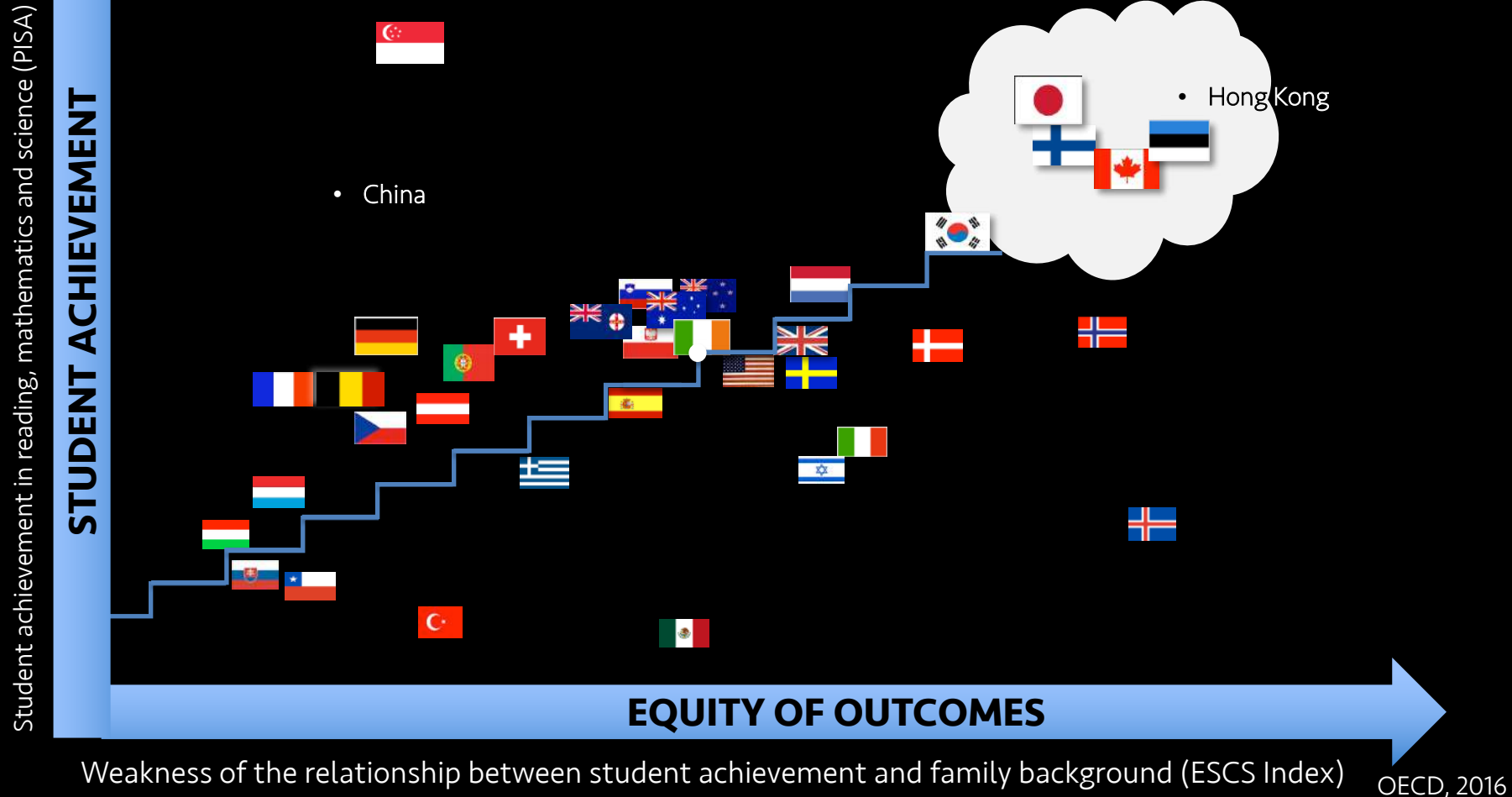
Strong equity and low quality

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!



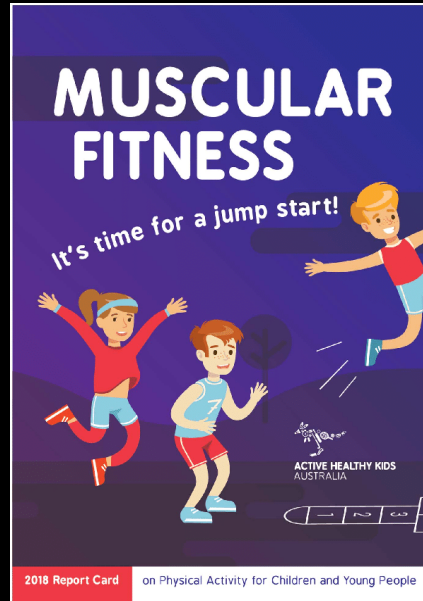
Special education for all.

KIDS ARE NOT ALRIGHT

In Australia:

- 10% don't feel safe at home
- 47% sleep with smartphone every night
- 40% have sleeping problems
- 10% have abnormal social and emotional wellbeing
- 26% are overweight or obese
- 50% feel pressure from schoolwork
- Suicide rate of 15 to 24-year-olds increased from 10.3 per 100,000 in 2007 to 12.7 in 2016

KIDS ARE NOT ALRIGHT



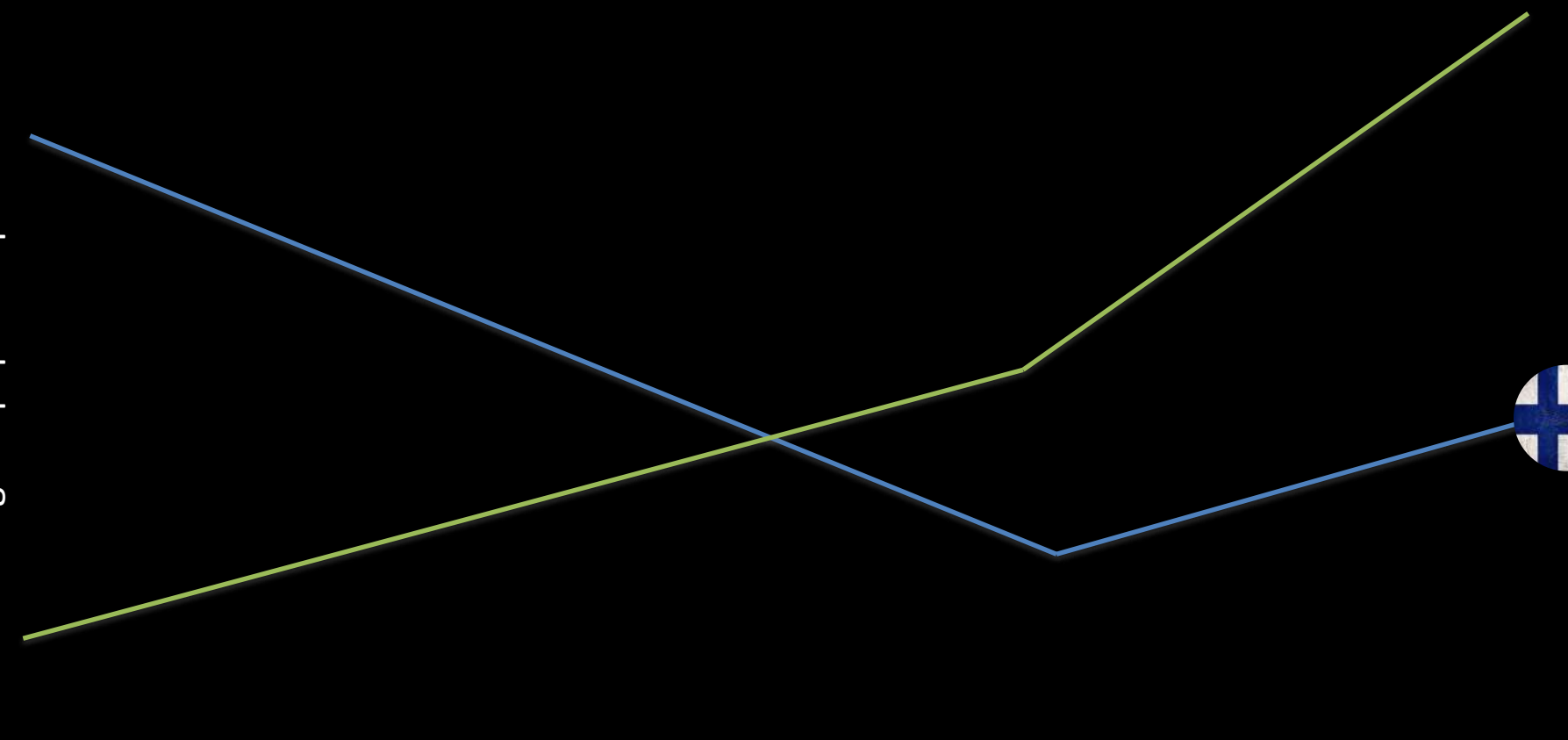
REPORT CARD 2018

Overall physical activity	D-
Physical activity in school	B
Active transportation	D+
Sedentary behaviours	D-
Family and peers	C+
School	B
Community & environment	A-
Government	D
Physical fitness	D+

Percentage of pupils in special education

0 1 2 3 4 5 6 7 8 9

School years

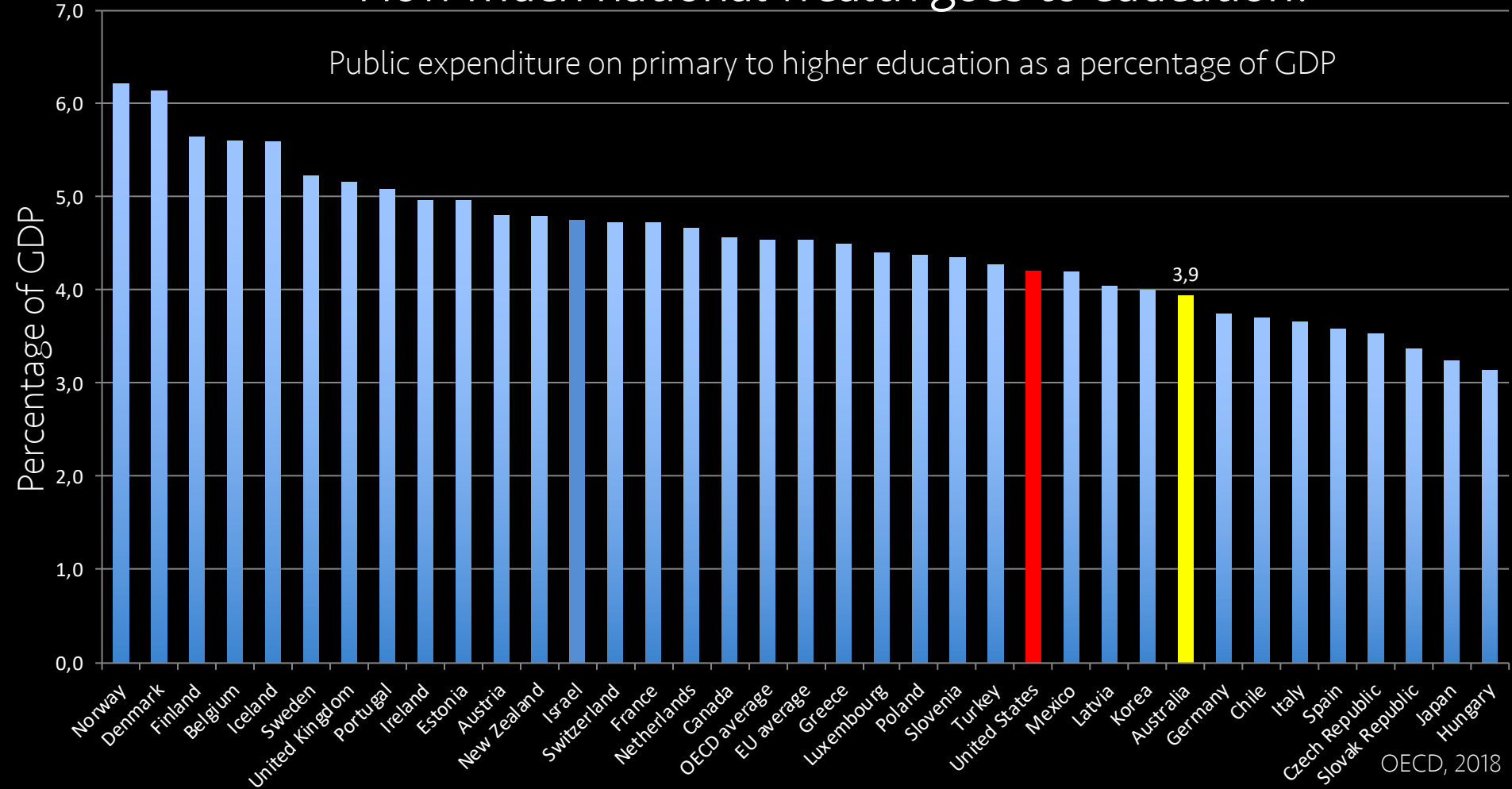




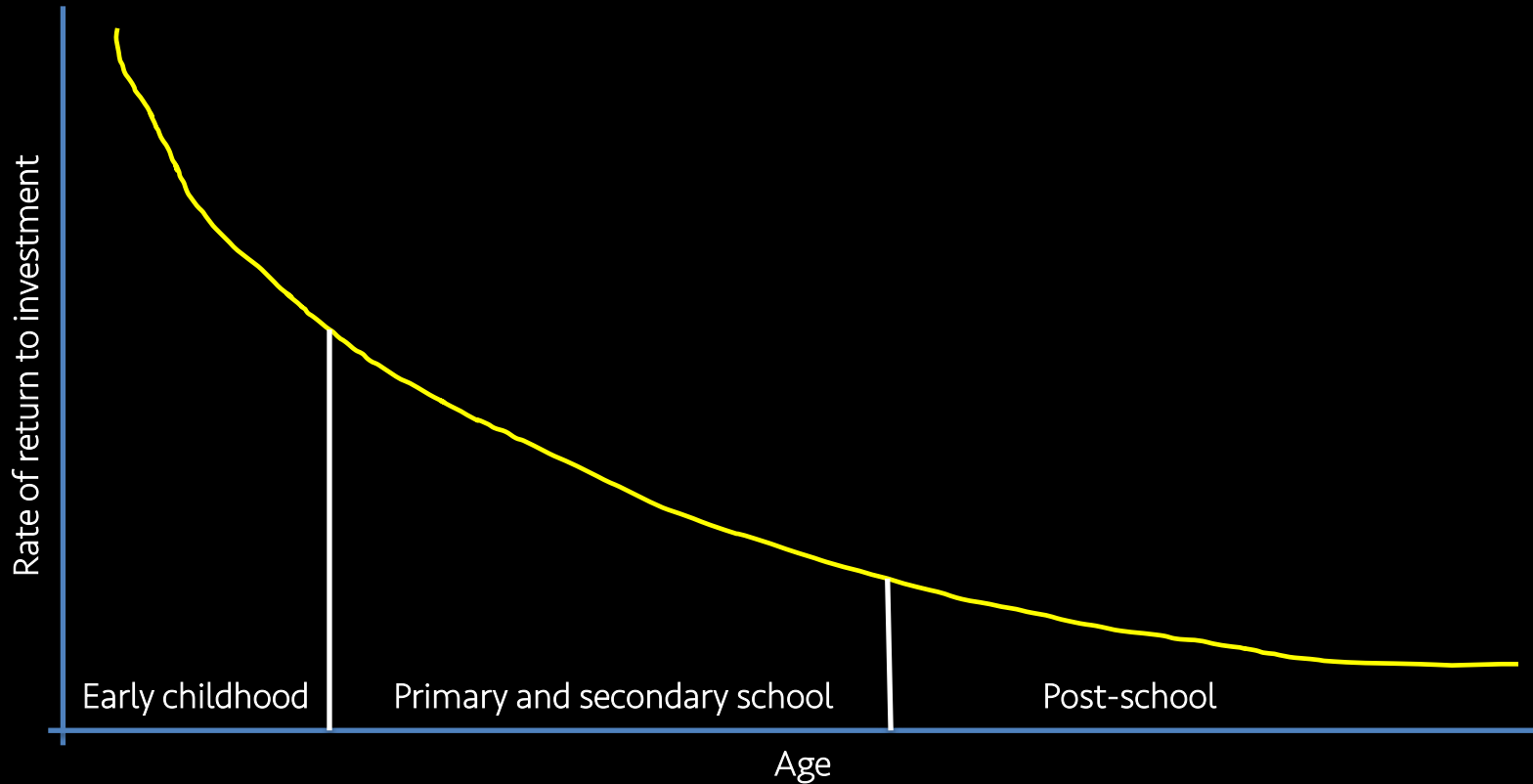
Less is better.

How much national wealth goes to education?

Public expenditure on primary to higher education as a percentage of GDP

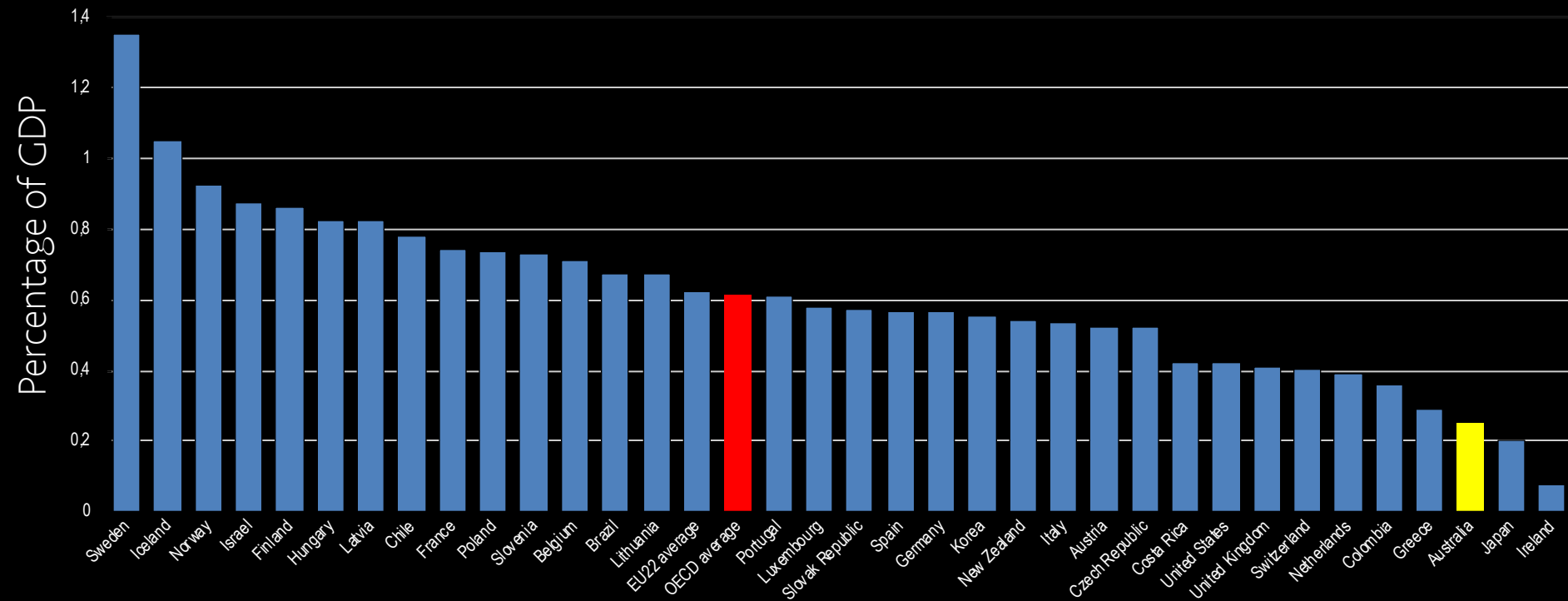


Is there a smarter way to invest in people?

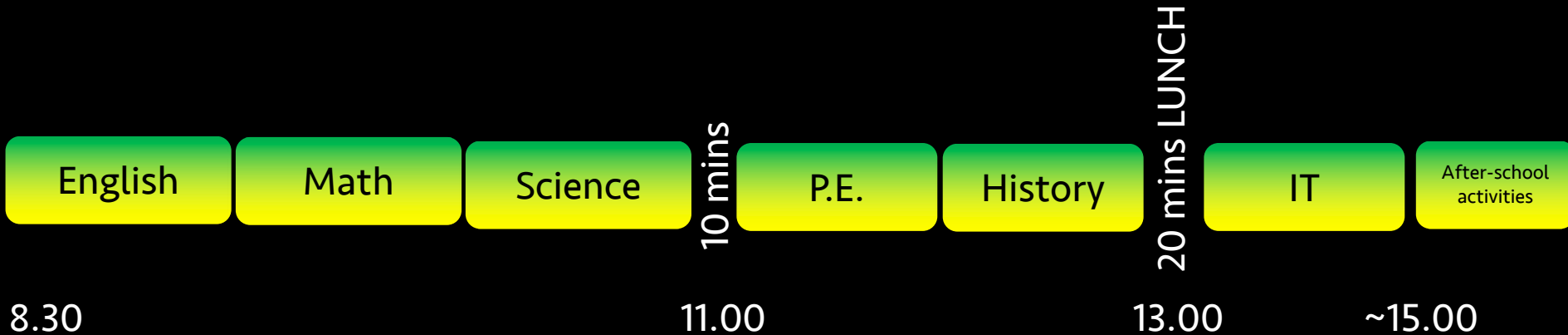


How much national wealth goes to education?

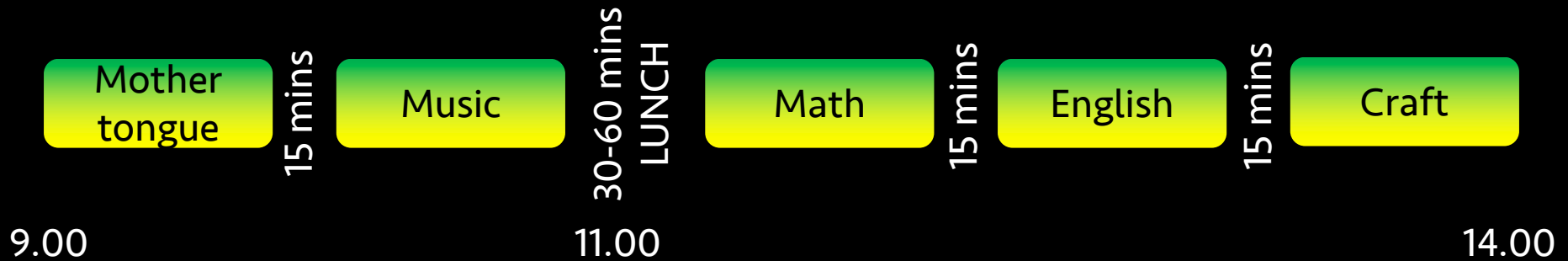
Expenditure on pre-primary education as a percentage of GDP



A typical 5th grade school day



A typical 5th grade school day





Stop asking: “How good is Johnny?”

"Non-educators often assume that standardised tests are accurate and objective. Wrong. The same student can take the same test on different points of time and get different results."

"All standardised tests accurately reflect family income and parents' education."

- Diane Ravitch, 2019

Start asking: “How is Johnny good?”

“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

Thank you!



pasi_sahlberg