

PEDAGOGY, STRUCTURE AND POLICY in educational design

EdCrunch 2020
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Pre-COVID



“Global learning crisis”

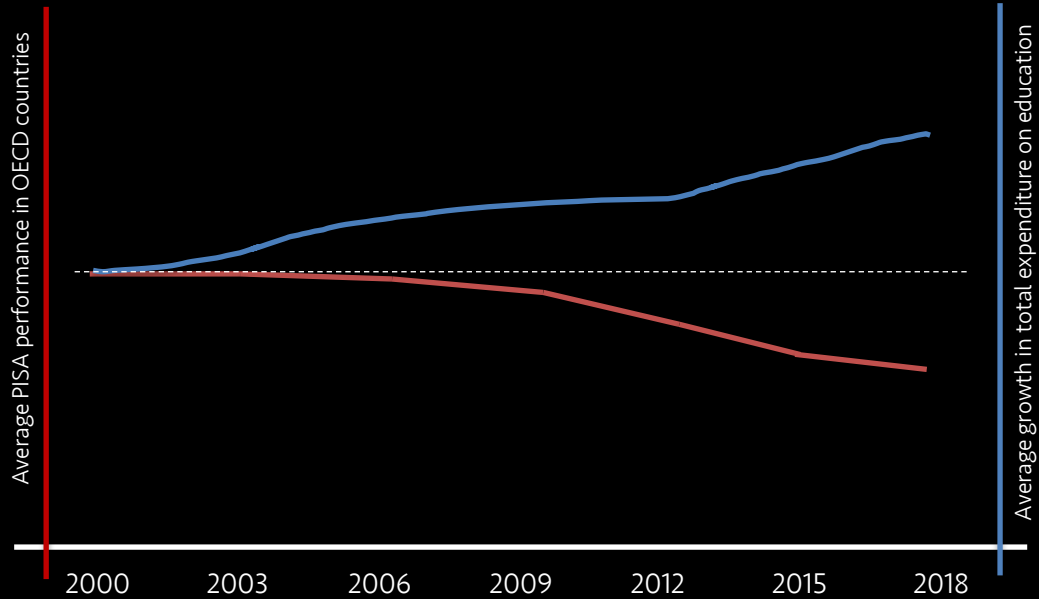


“Widening learning gaps between rich and poor”



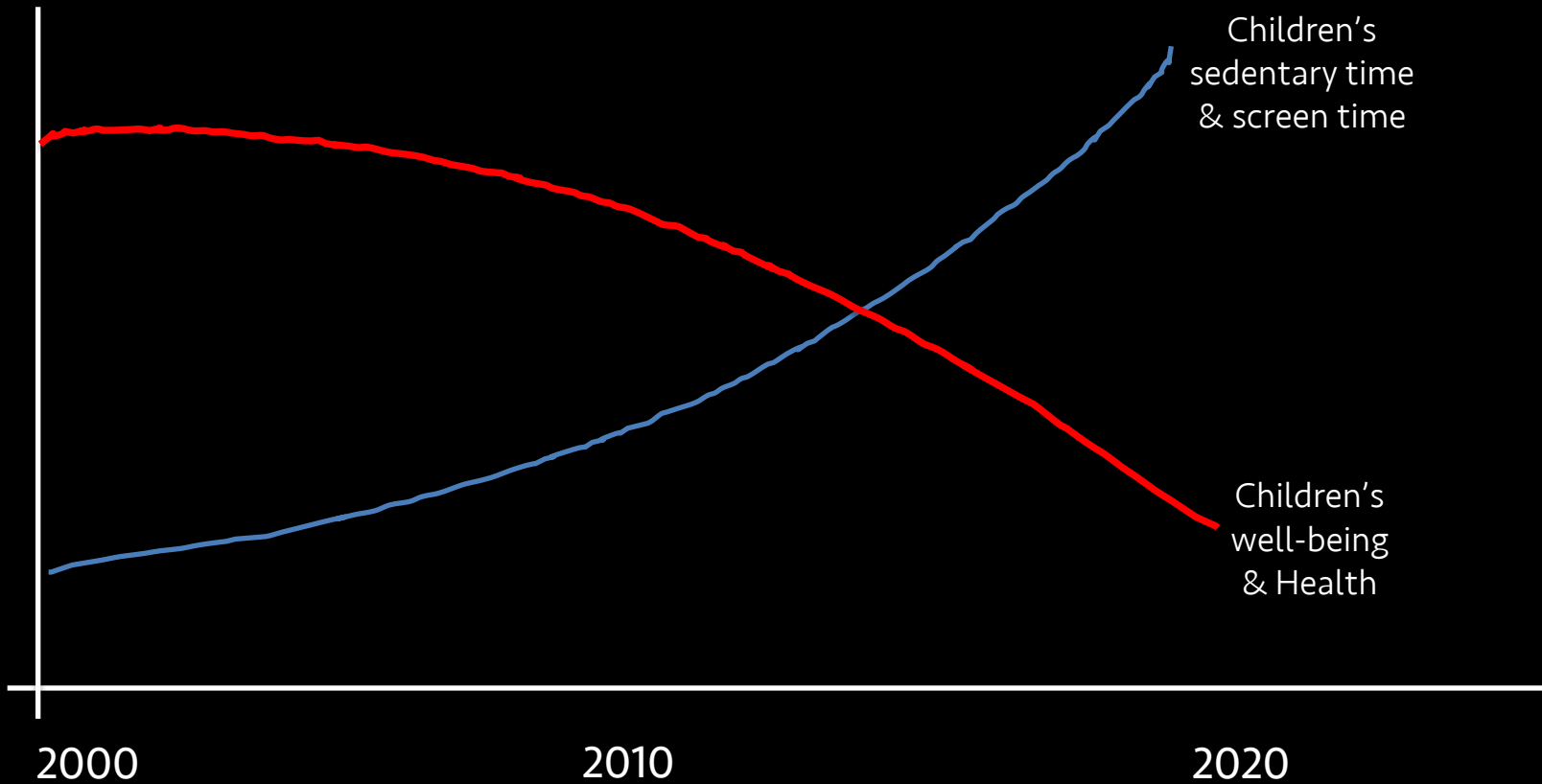
“260 million young people not at school”

Pre-COVID trend 1: Student learning vs. education spending

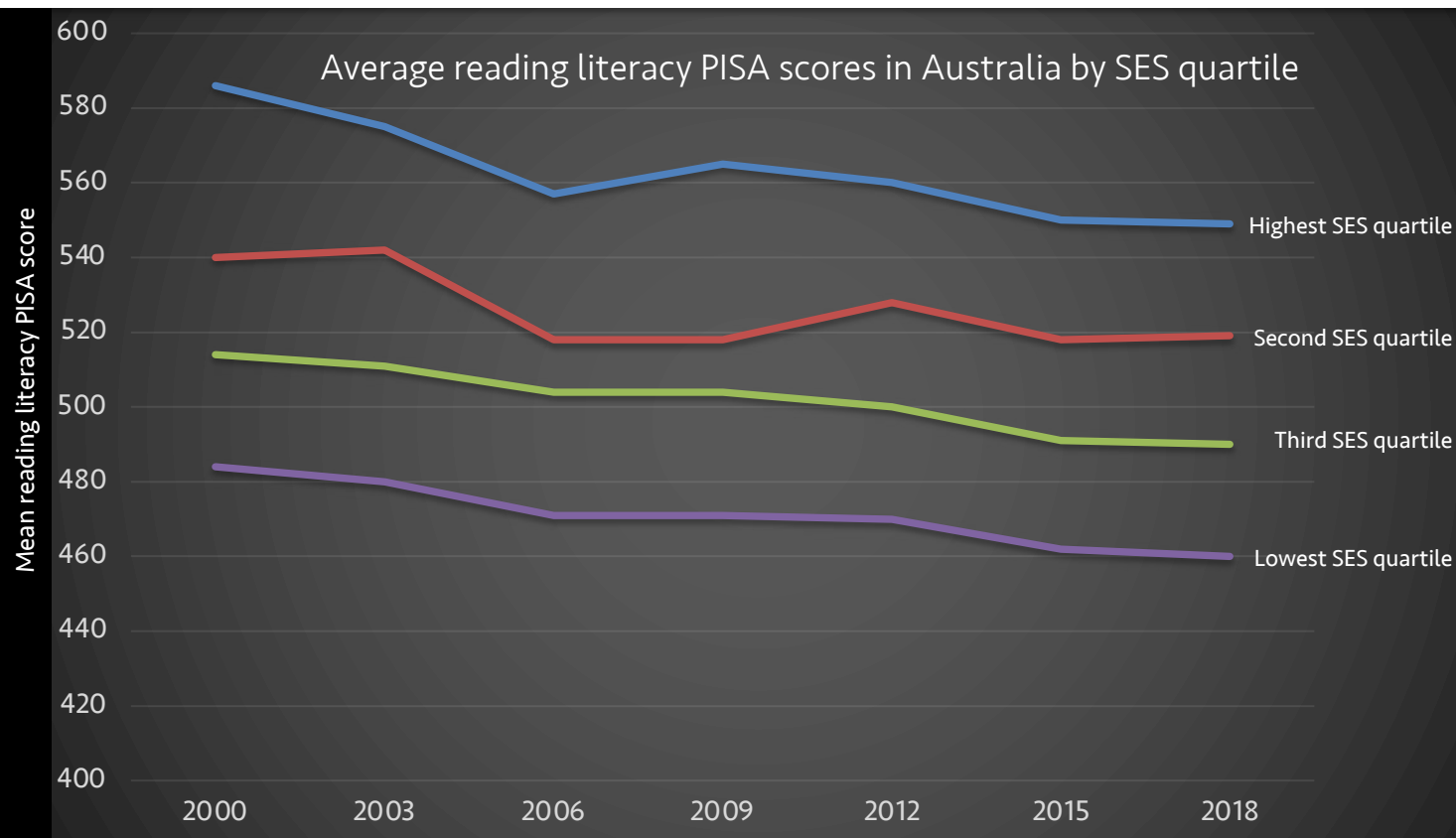


Source: OECD database (2020)

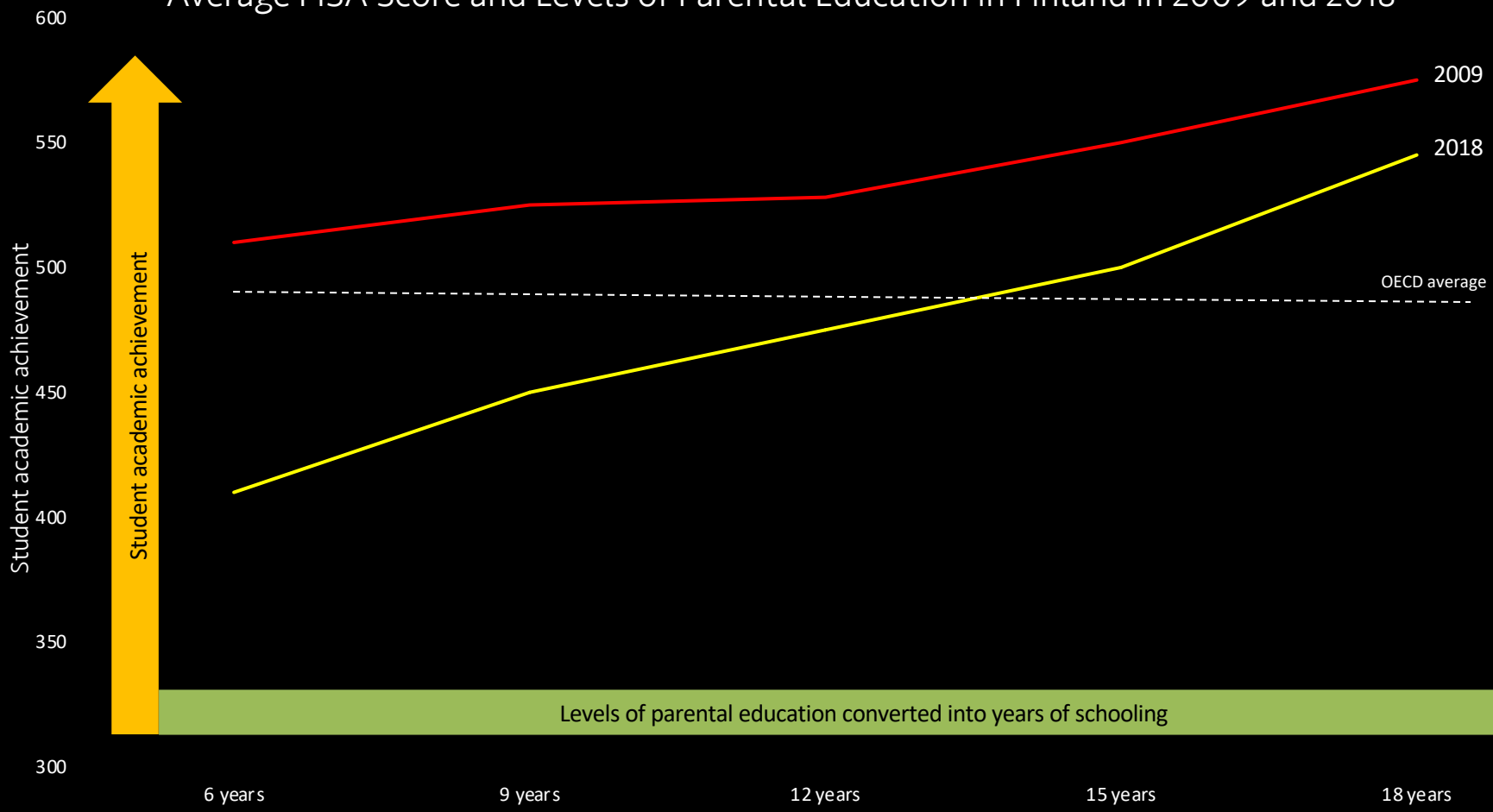
Pre-COVID trend 2: Student wellbeing vs. sedentary time



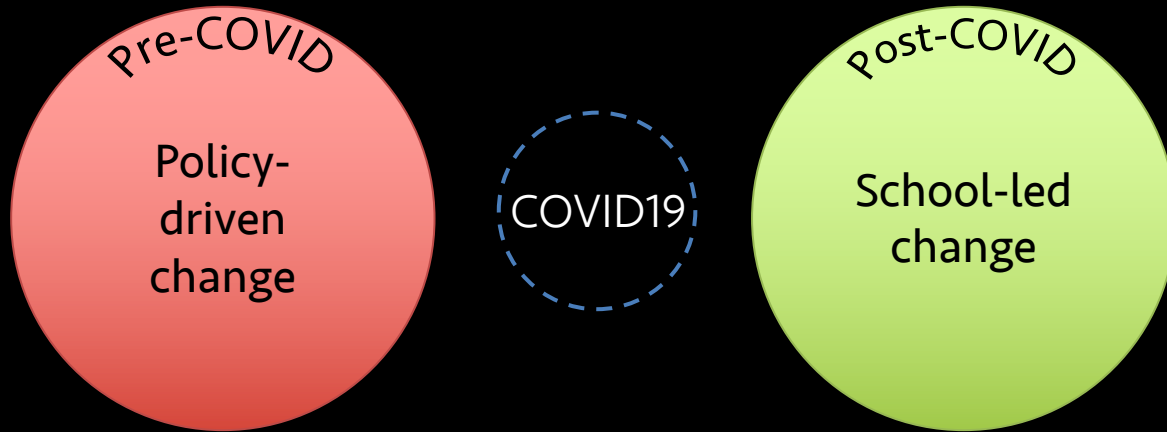
Pre-COVID trend 3: Growing inequalities



Average PISA Score and Levels of Parental Education in Finland in 2009 and 2018



Changing theories of change



Schooling disrupted, learning reimaged

Yong Zhao:

“The New Grammar of Schooling”



Linda Darling-Hammond:

“The New Deal of Education”



Gene Glass and David Berliner:

“Why Bother Testing in 2021?”



Disruption

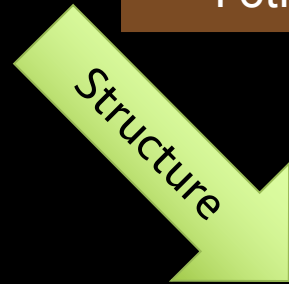


Transdisciplinary curriculum
Individually tailored learning
Self-directed cooperative learning
Whole-child approach
Learn to use what is learned



We should learn to rely less on policy-driven reforms and more on

- (1) *successful ideas that have worked in various cultural and educational settings;*
- (2) *visionary leadership that enriches these ideas;*
- (3) *powerful networks that are spreading them without the mandate of the authorities.*



Flexible schedules
Dynamic structures
Collaborative networks
Purposeful administration

Will change come?

Perhaps, if we change our mindsets:

ONE SIZE FOR ALL TEACHING → **PERSONALLY TAILORED LEARNING**

ACADEMIC INTELLIGENCE & MASTERY → **MULTIPLE INTELLIGENCE & CREATIVITY**

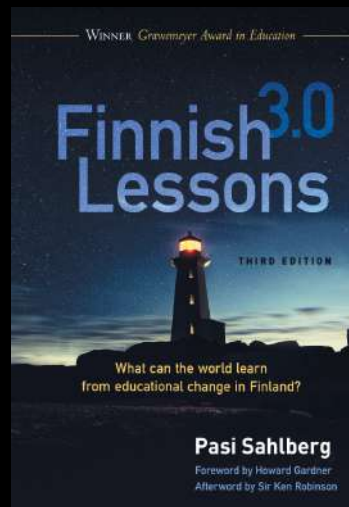
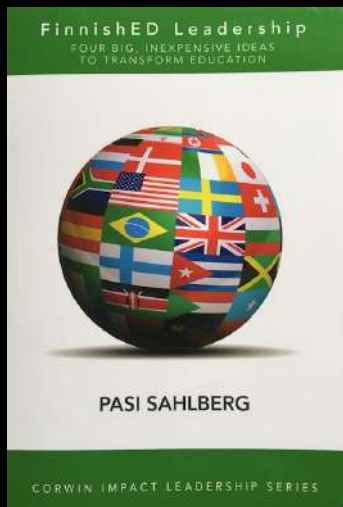
LEARN TO KNOW → **LEARN WHAT TO DO WITH WHAT YOU KNOW**

EDUCATION FOR THE ECONOMY → **EDUCATION INTO HUMANITY**

EXCELLENCE AND EQUITY → **EXCELLENCE THROUGH EQUITY**

“The COVID-19 pandemic was a real test of professionalism and flexibility for Finnish schools. In March 2020, just in a couple of days teachers and school leaders had to figure out how to keep students learning while they couldn’t come to school. This social experiment revealed the strength of an education system that is flexible in reacting to external changes, and that is built on professionalism and trust in teachers’ abilities to do what is best for their students. It is fair to say that Finnish schools passed the stress test and showed that also in the future they can be trusted in deciding how to cope with complex crises.”

- Finnish Lessons 3.0, p. 248



Большое спасибо!



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