

HOW POST-PANDEMIC RECOVERY CAN HELP TRANSFORM AUSTRALIAN SCHOOLS

Dean's Keynote Series 2022: “Disrupting and Transforming Education”



**Southern Cross
University**

Faculty of Education – Lismore, NSW - 20 April 2022



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MY PREMISE:

Multiple global crises are currently affecting our lives. Climate change, global pandemic, and war in Europe are changing our values, minds, and the ways we live, in some cases forever. But they have also given us a unique opportunity to rethink our priorities and the future we want to see. What we need is **bold reform** to prioritise the needs of society, humanity, and sustainability over selfish individualism and toxic nationalism. Education must play an active part in the journey from global crises to a better world.

PRE-PANDEMIC EDUCATION

Education before the C-19 pandemic



260 million children, adolescents and youth are not at school and only three quarters of 15-year-olds in middle income countries attend school, and just half of them achieve the basic level of proficiency required. – Global Education Monitoring Report 2020



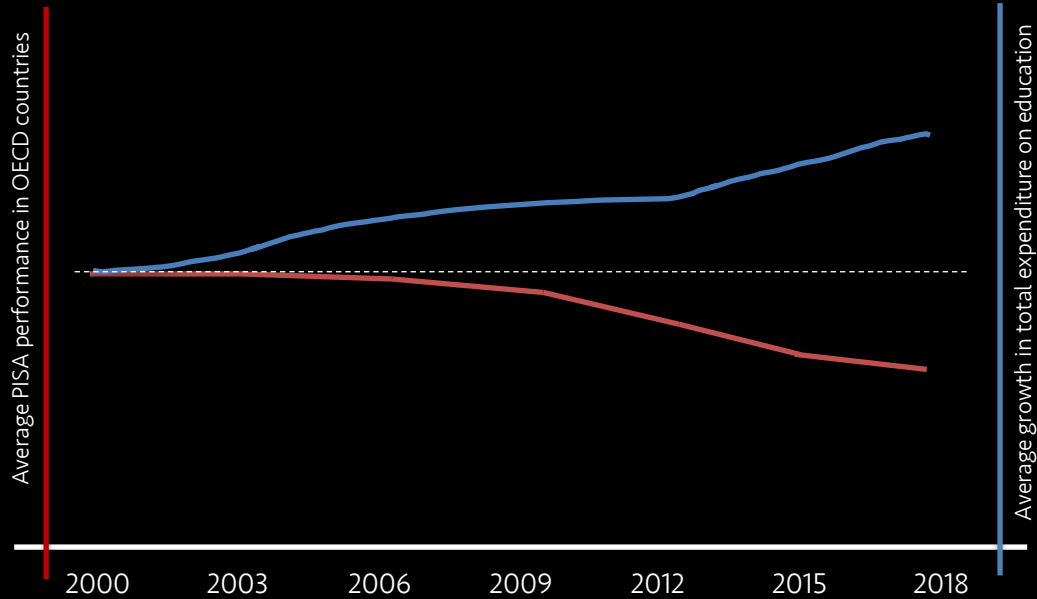
The performance differences across the OECD countries between the most socio-economically advantaged and disadvantaged students is equivalent to over 3 years of schooling. –PISA 2018



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

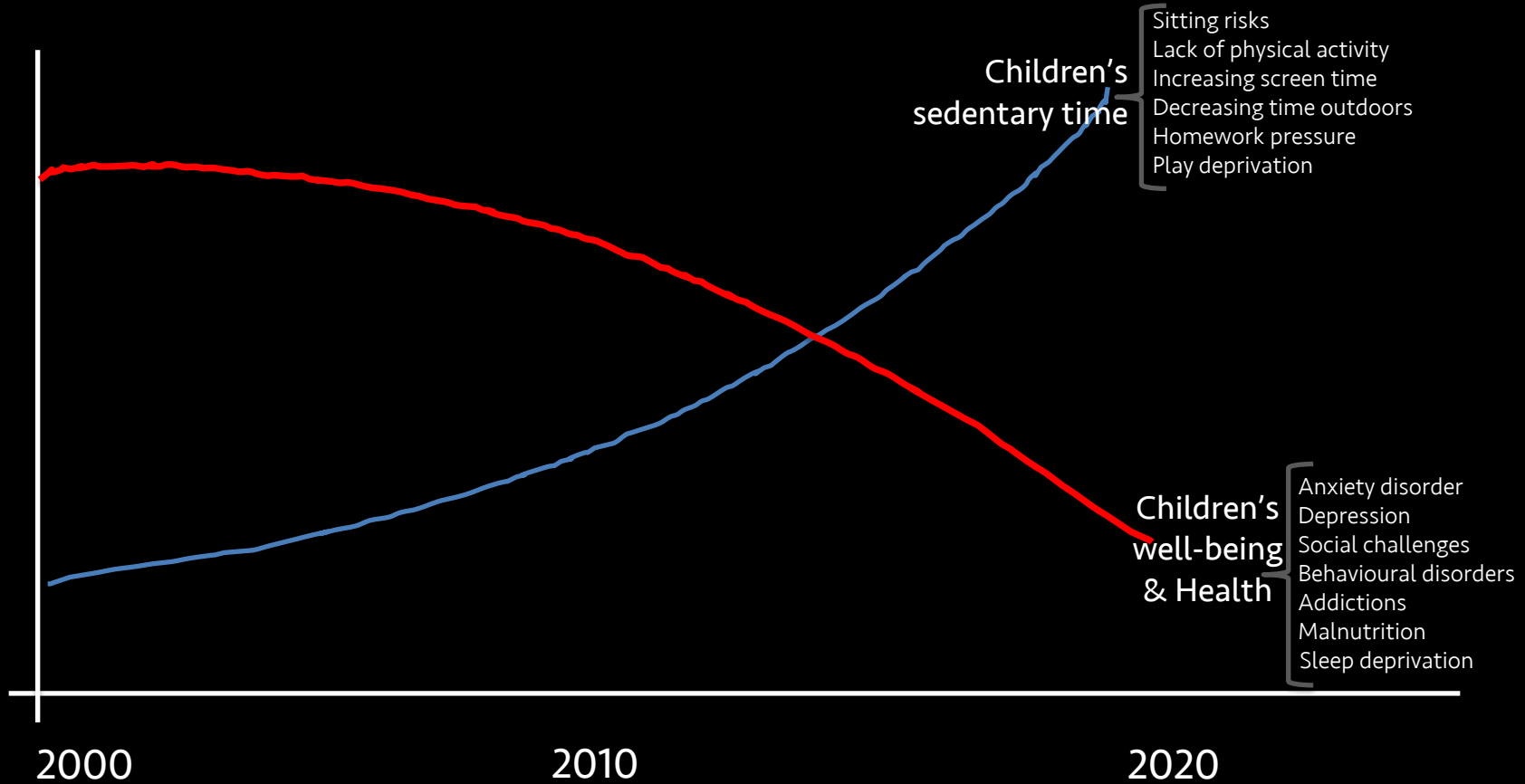
Crisis!

Global trend 1: Student learning and education spending

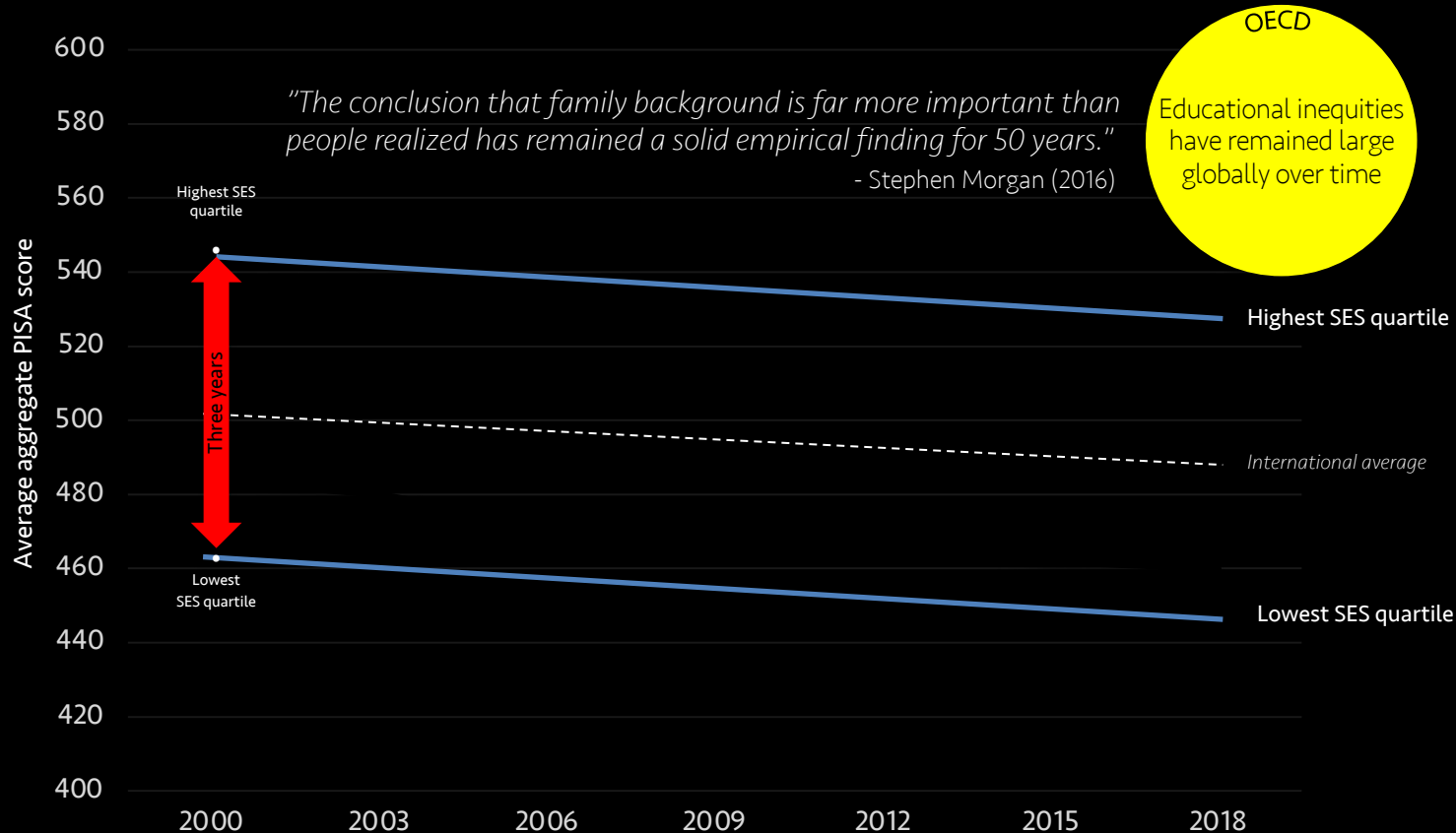


Source: OECD database (2022)

Global trend 2: Student wellbeing and sedentary time



Global trend 3: Average student academic achievement in OECD countries by socioeconomic (SES) quartile since 2000



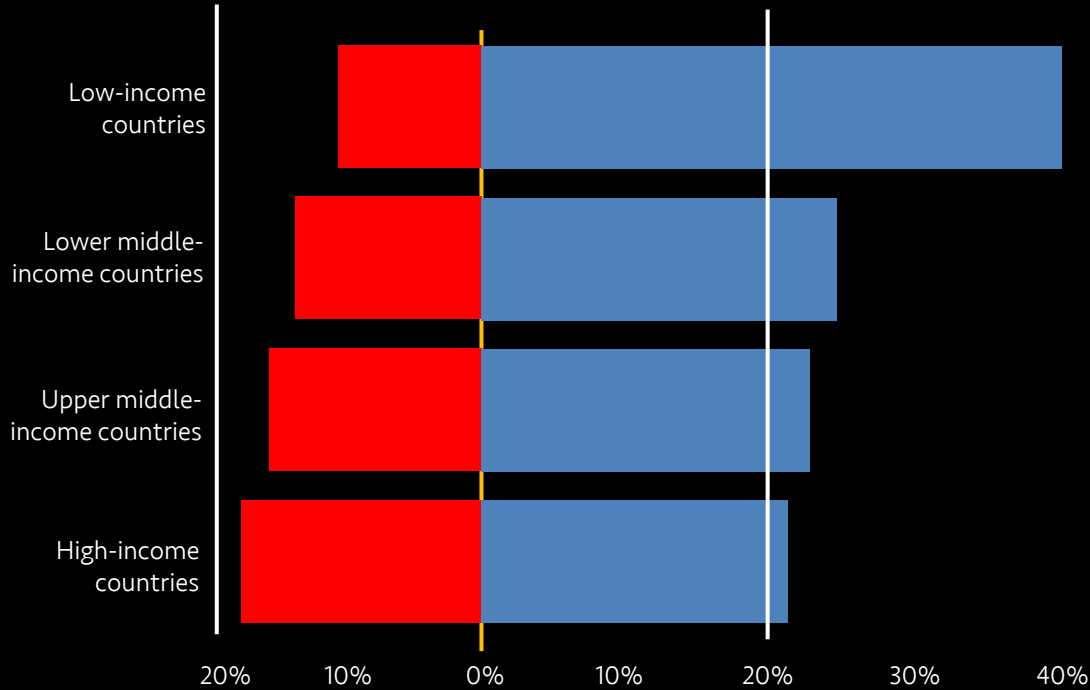
"The conclusion that family background is far more important than people realized has remained a solid empirical finding for 50 years."

- Stephen Morgan (2016)

OECD
Educational inequities have remained large globally over time

Distribution of total public education funding by income quintile

Lowest quintile Highest quintile

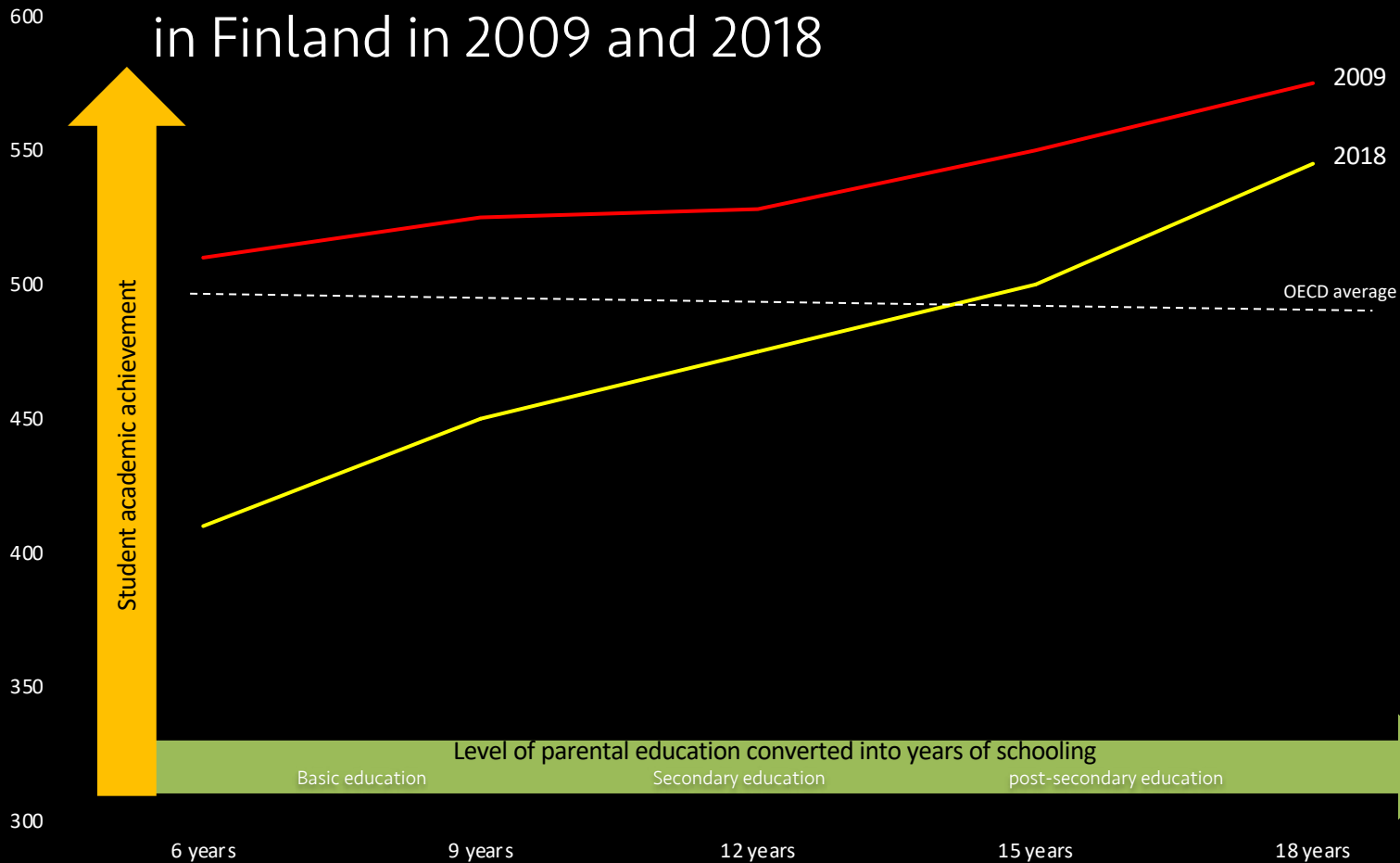


Distribution of total public education funding by income quintile

The World

Public spending on education is highly unequal, with wealthier families capturing a greater share of the available resources.

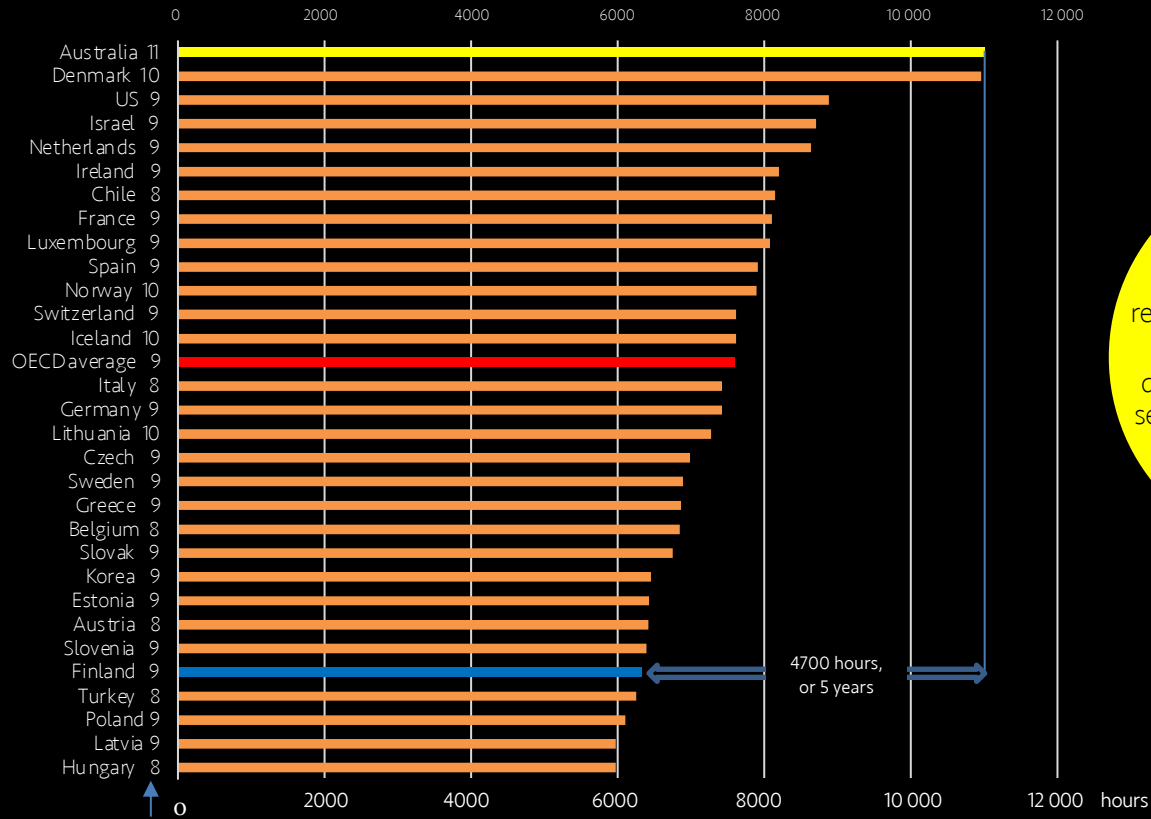
Student achievement vis-a-vis levels of parental education in Finland in 2009 and 2018



Source: Finnish Lessons 3.0 (2021)

THE AUSTRALIAN CHALLENGE

Compulsory instruction hours in primary and lower secondary education



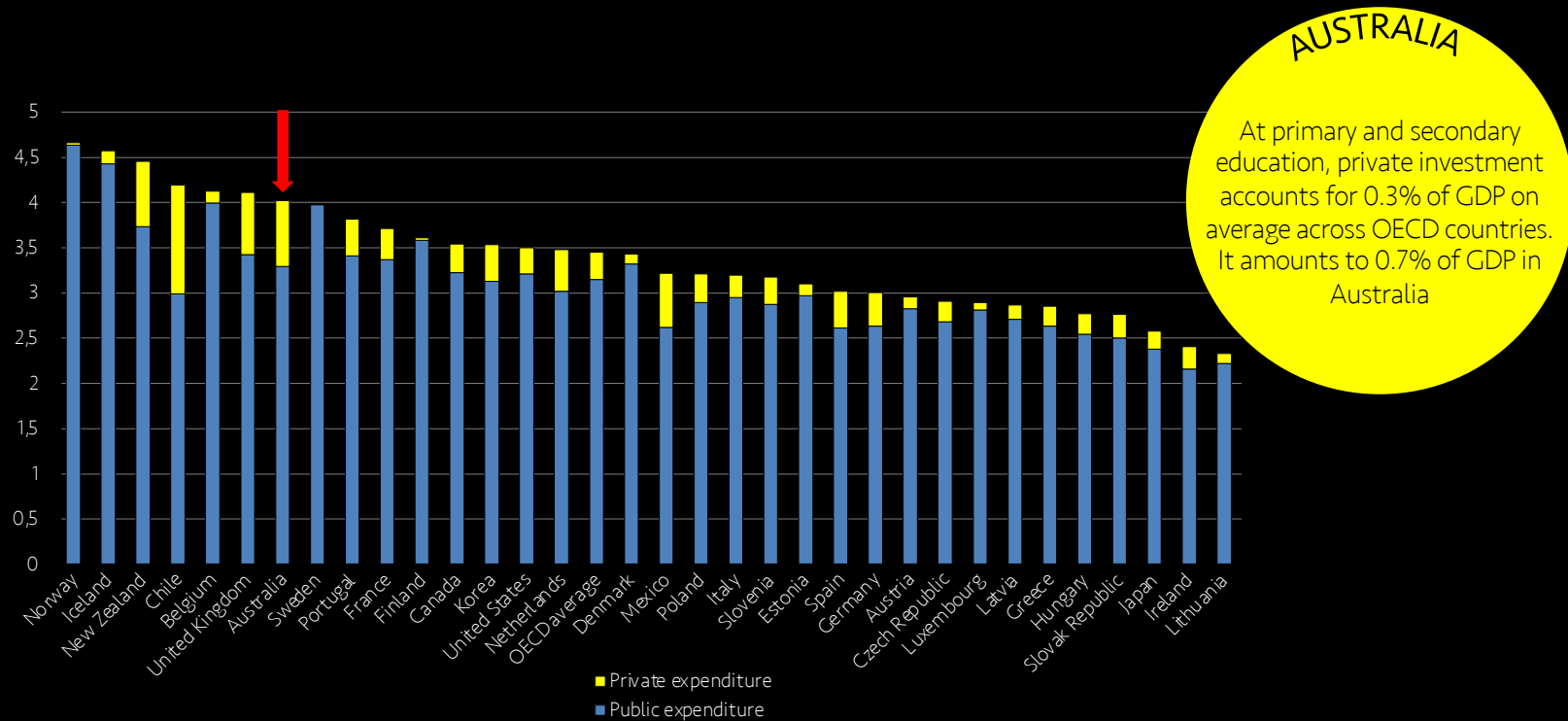
AUSTRALIA

Students in OECD countries receive an average of 7638 hours of compulsory instruction during their primary and lower secondary education, compared to 11 000 hours in Australia.

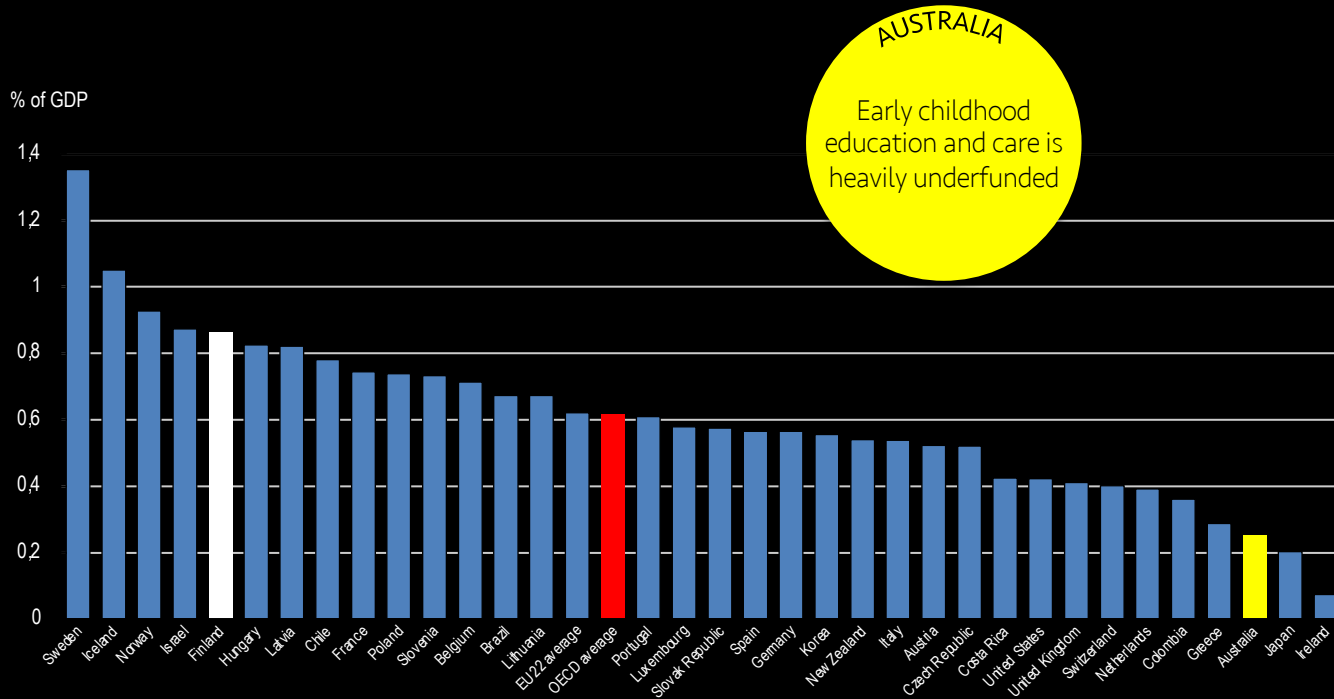
Duration of primary and lower secondary education

Source: OECD 2021

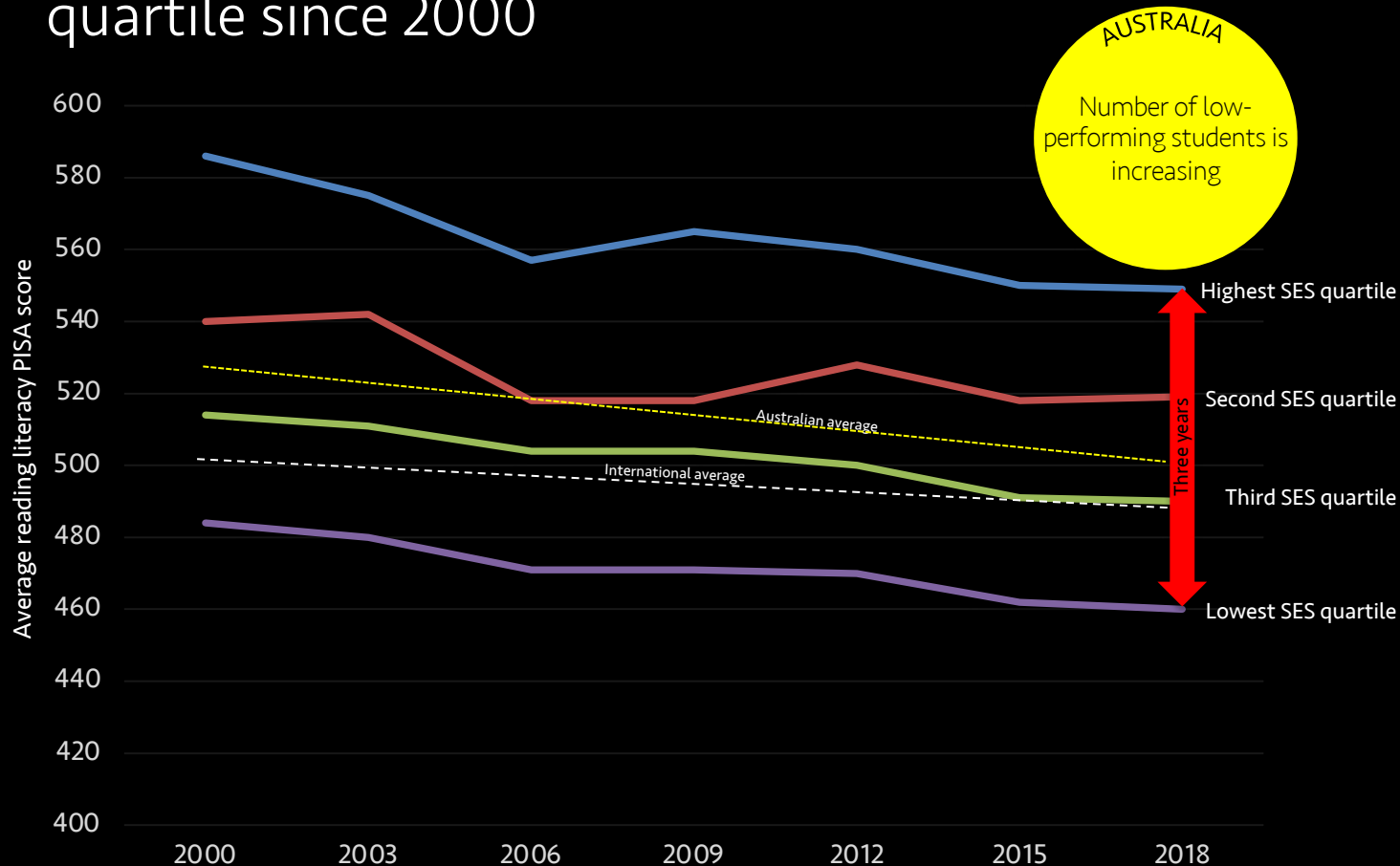
Total expenditure on primary, secondary and post-secondary non-tertiary institutions as a percentage of GDP in 2018



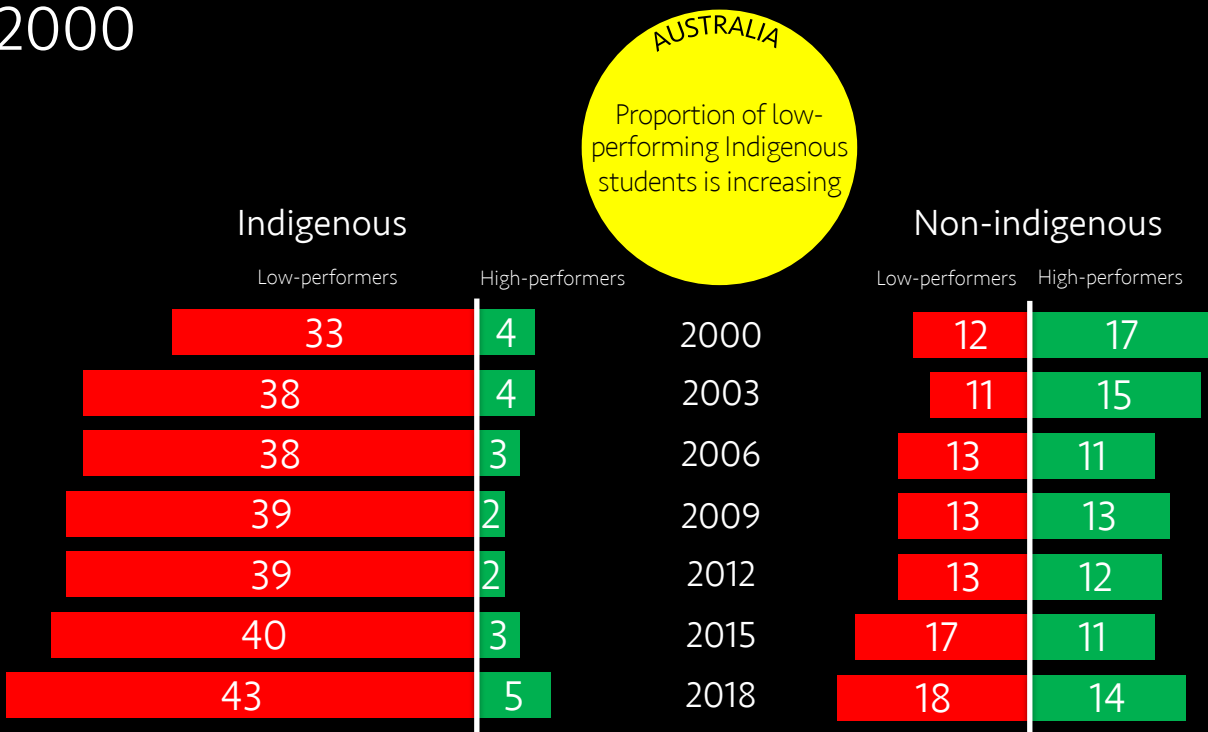
Investments in early childhood education in OECD countries in 2018



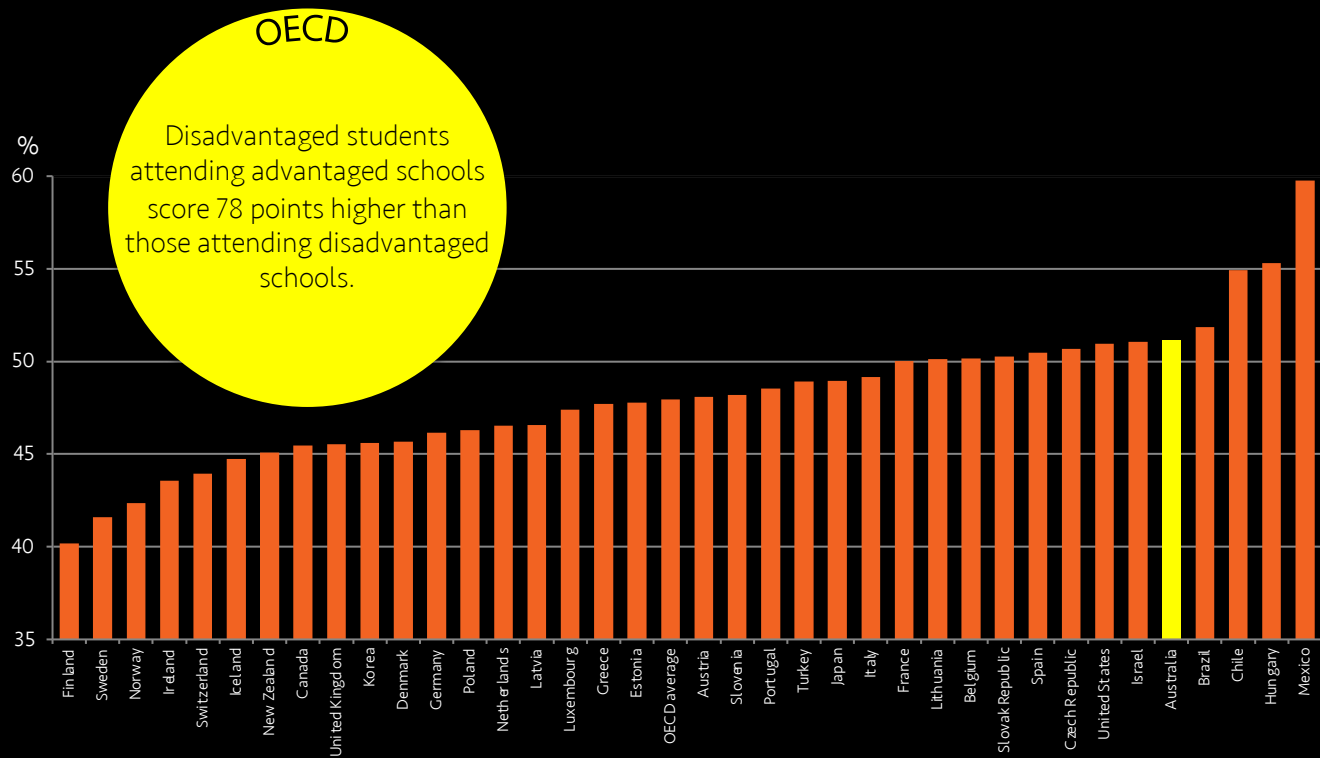
Average reading literacy performance in Australia by SES quartile since 2000



Proportion of low and high performers in Australia on the PISA reading literacy proficiency scale by Indigenous background since 2000



Proportion of disadvantaged students attending disadvantaged schools in OECD countries in 2018



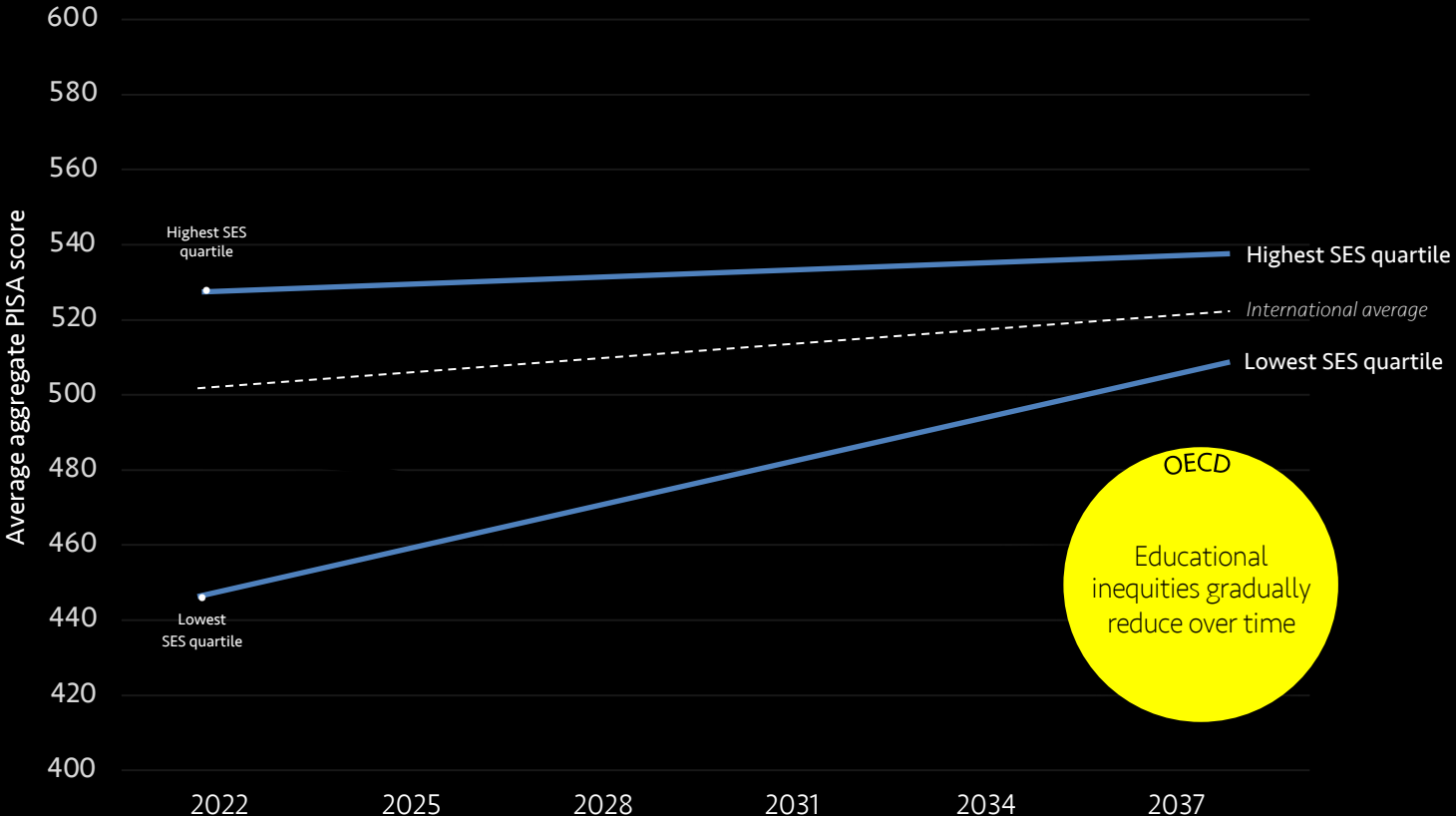
FROM GLOBAL CRISIS TO BETTER SCHOOLS FOR ALL

“I'll guarantee if you walk into any pet shop in Australia, what the resident *galah* will be talking about is transforming education.”



Leadership for educational and social recovery must focus, first and foremost, on fixing the pre-existing educational inequalities.

Average student academic achievement by socioeconomic (SES) quartile since 2022 (preferred foresight)



OECD
Educational inequities gradually reduce over time

1

‘Learning loss’ can be an expensive myth: Let’s build on real learning

“Young people see it differently. They wonder how you can lose something you never had. Instead, they value where they have gained and what does it mean to them?”

Significant investments will be required to catch up on lost learning.

What might it cost? Examples of scaling existing evidence-based approaches

Acceleration Academies

6 months of additional learning over 2 weeks of vacation academies

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8–12 students
- \$1,600 per student per year

\$42 billion

to reach 50% of the United States’ 53 million schoolchildren

High-intensity tutoring

1–2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- 2 students per teacher
- \$2,500 per student per year

\$66 billion

to reach 50% of the United States’ 53 million schoolchildren

Source: McKinsey projections, based on studies by *Educational Evaluation and Policy Analysis*, *EdResearch for Recovery Project*, and *Hamilton Project*.

2

Individual 'teacher quality' is a misleading myth: Let's invest in fixing inequalities

"Teachers are important, but since they account for about 10% to 15% of the variability in students' measured academic achievement, the majority of opportunities for improving the quality of education are found in the system-level conditions".

Politics Federal Education

Education Minister blames 'dud teachers' for declining education results

By Lisa Visentin
March 17, 2022 — 5:57pm

Save Share A A A 658

Acting federal Education Minister Stuart Robert has blamed "dud teachers" for the decline in the academic results of Australian students while praising independent schools for employing only quality teachers and delivering a model example of education.

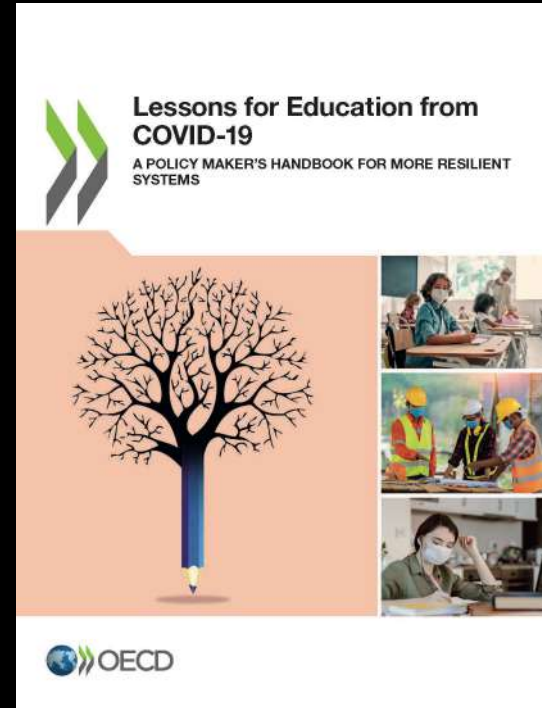
In a speech to an independent schools conference on Thursday, Mr Robert criticised a "bottom 10 per cent of teachers" who "can't read and write" as a key reason for Australia's plummeting performance in the international education benchmark tests.



3

Nations with lighter administration act better and faster: Let's see teachers as frontline professionals

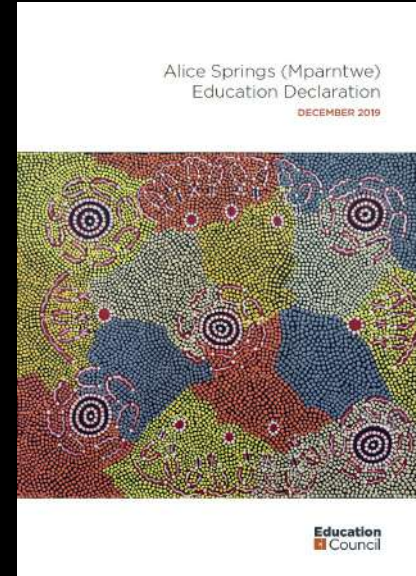
“Trust in teachers’ collective professional judgment and wisdom. It leads to more creative solutions and practice for children and schools than compromises made at higher levels of hierarchy.”



4

Promise is a promise: From global crisis to a better school for every child

“We have world class education in Australia, but it isn’t for everyone. We know what our problems are, and what high-quality education looks like. It seems like we are trying hard to win wrong race. We need to change course before it’s too late. A good start would be to keep earlier promises.”





Pasi Sahlberg (2022). "By Design: New foundations for teaching and learning", The Griffith Review, vol 75, pp. 84-97.

THANK YOU!



Download this presentation from: www.pasisahlberg.com