

From Global Disruption to Better Schools for All: EQUITY, EXCELLENCE, AND LEADERSHIP IN A POST-PANDEMIC WORLD

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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



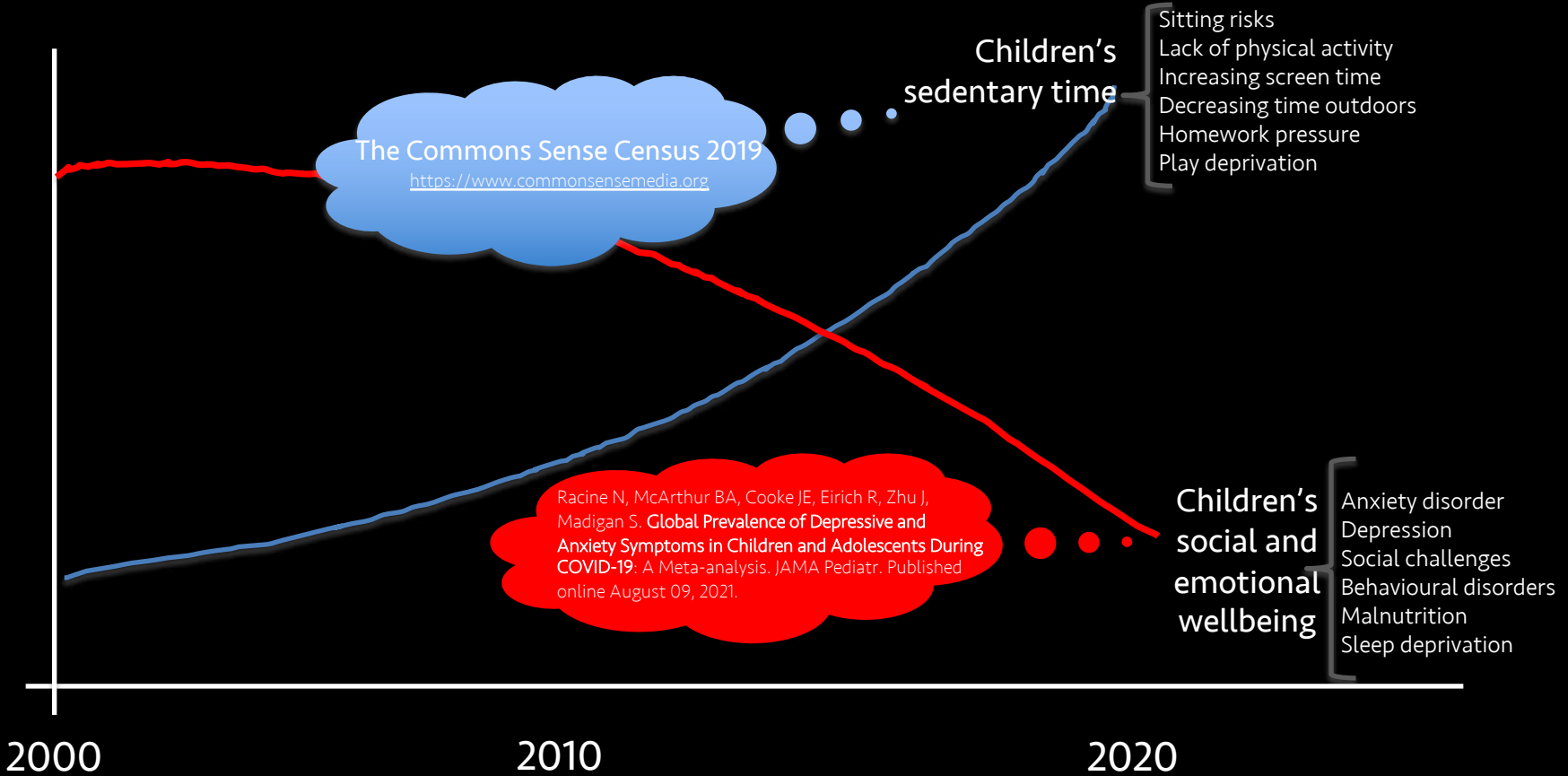
The performance differences across the OECD countries between the most socio-economically advantaged and disadvantaged students is equivalent to over 3 years of schooling. –PISA 2018



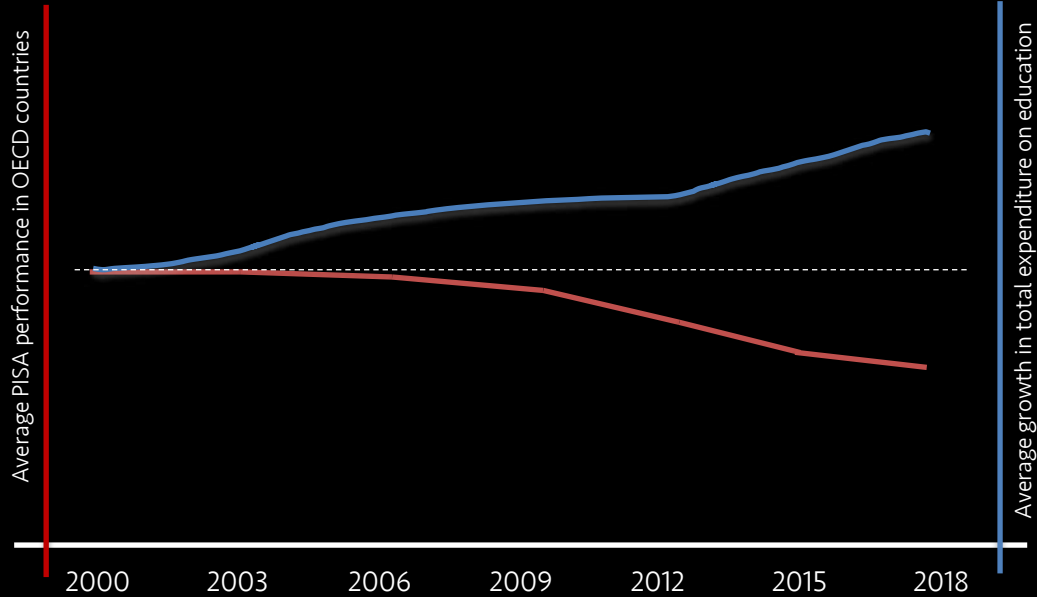
There is a global learning crisis that amplifies educational inequalities that severely hobbles the disadvantaged youth who most need the boost that a good education can offer. – World Bank Human Development Report 2018

A large, semi-transparent red circle containing the word "Crisis!" in white, slanted text.

Global trends: Student wellbeing and sedentary time

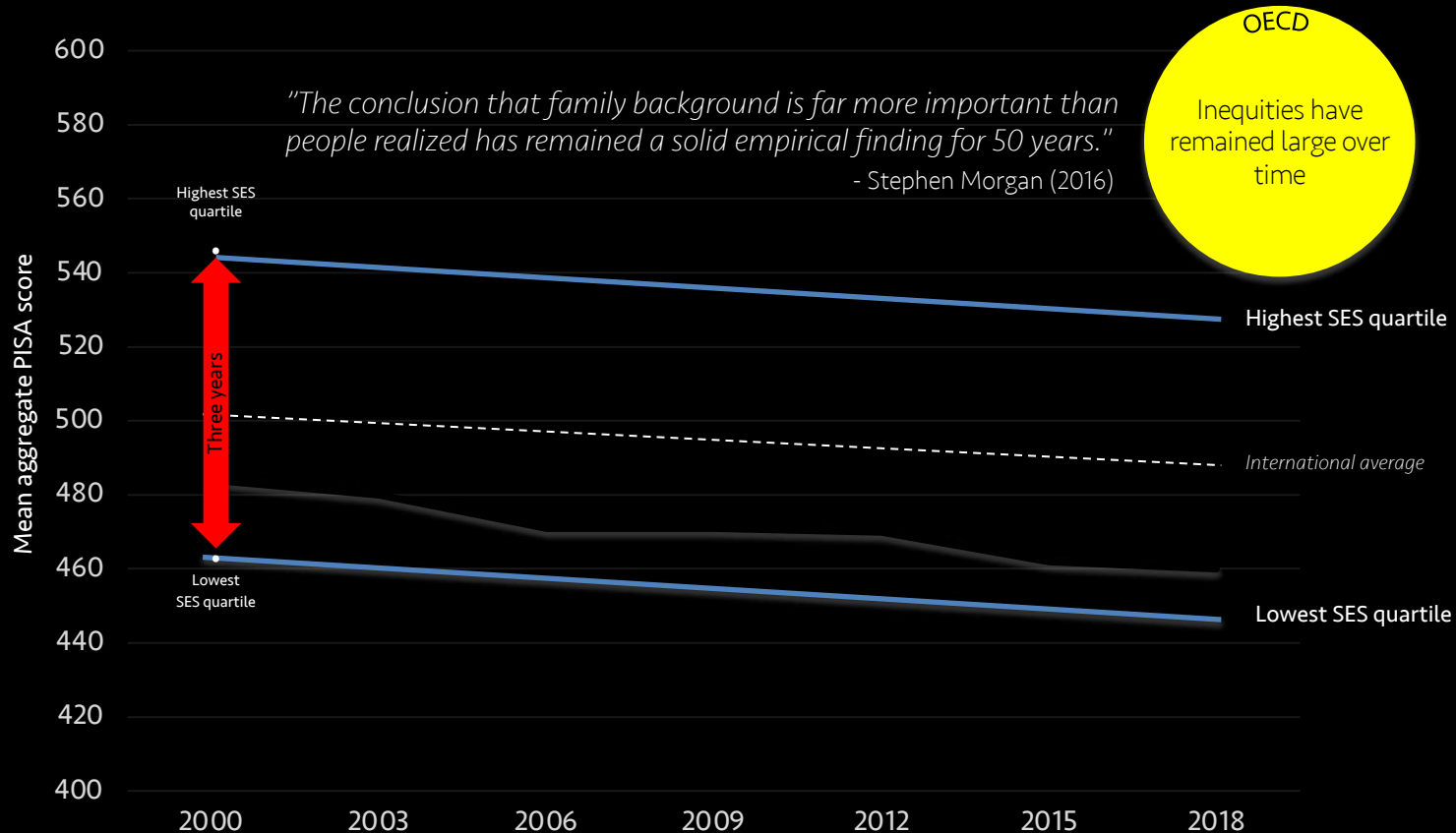


Global trends: Student learning and education spending



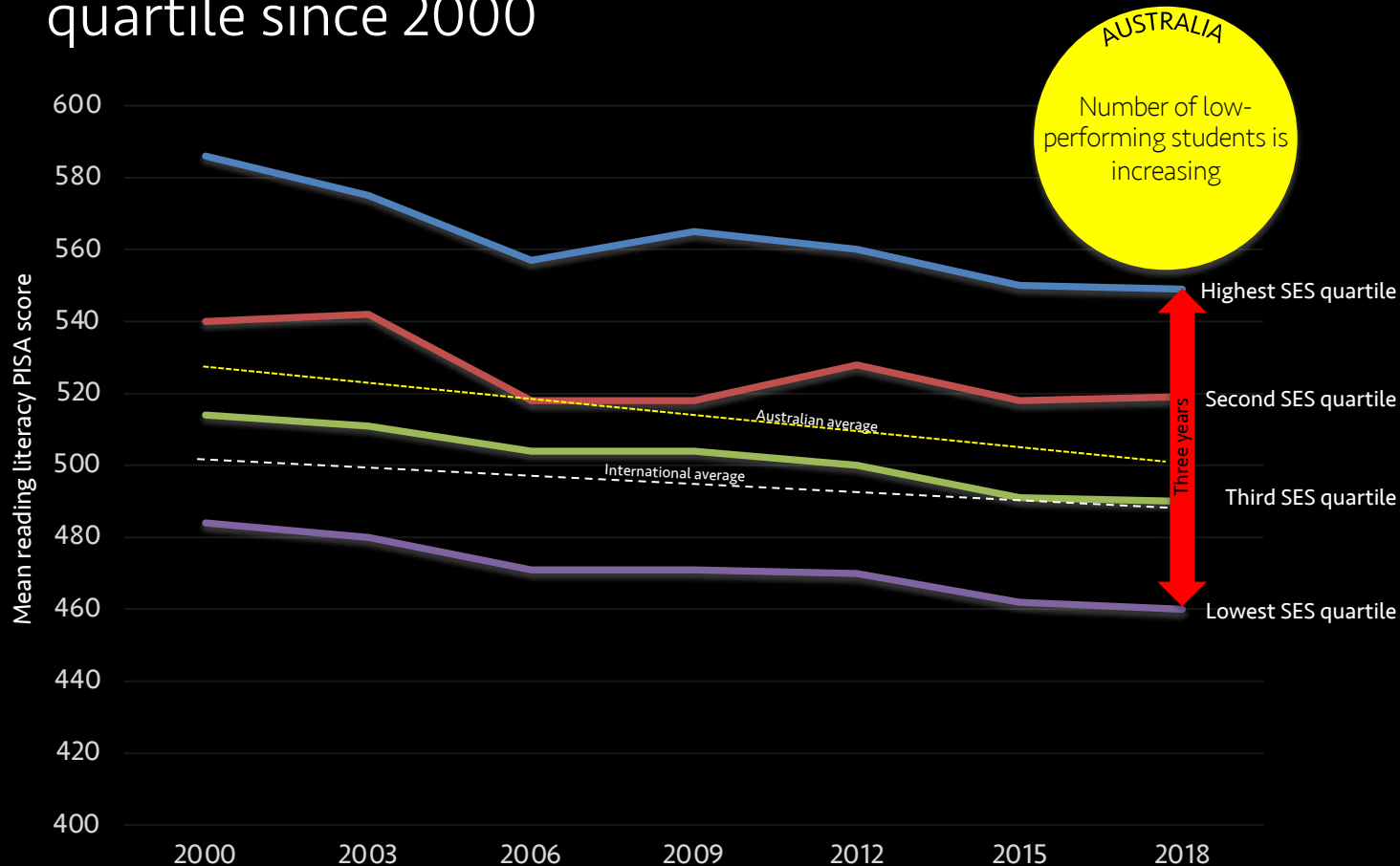
Source: OECD database (2020)

Average student academic achievement in OECD PISA by socioeconomic (SES) quartile since 2000

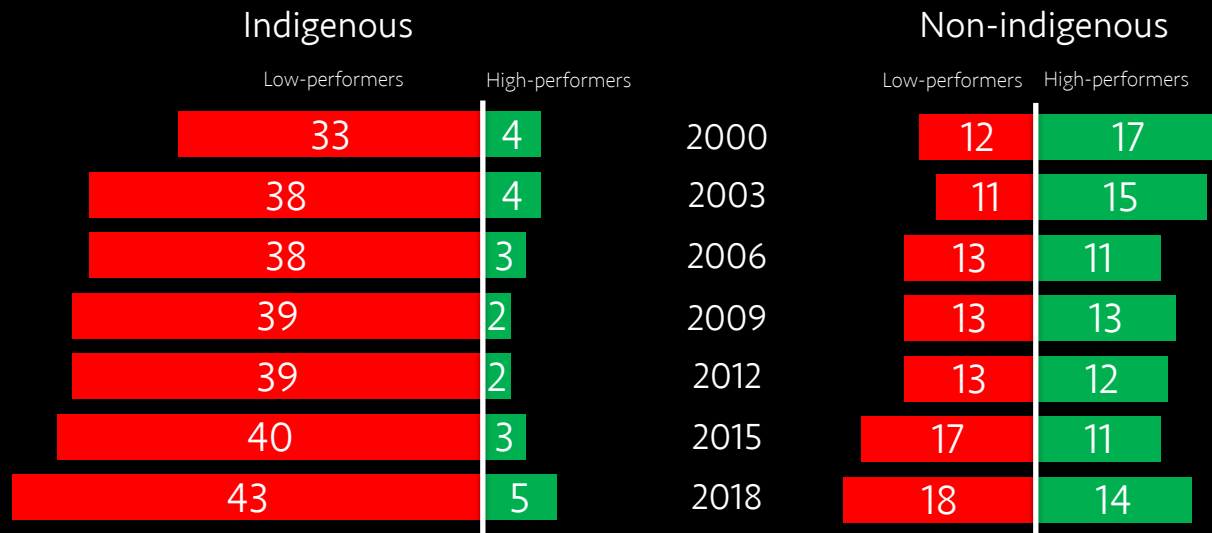


Source: OECD database

Average reading literacy PISA scores in Australia by SES quartile since 2000



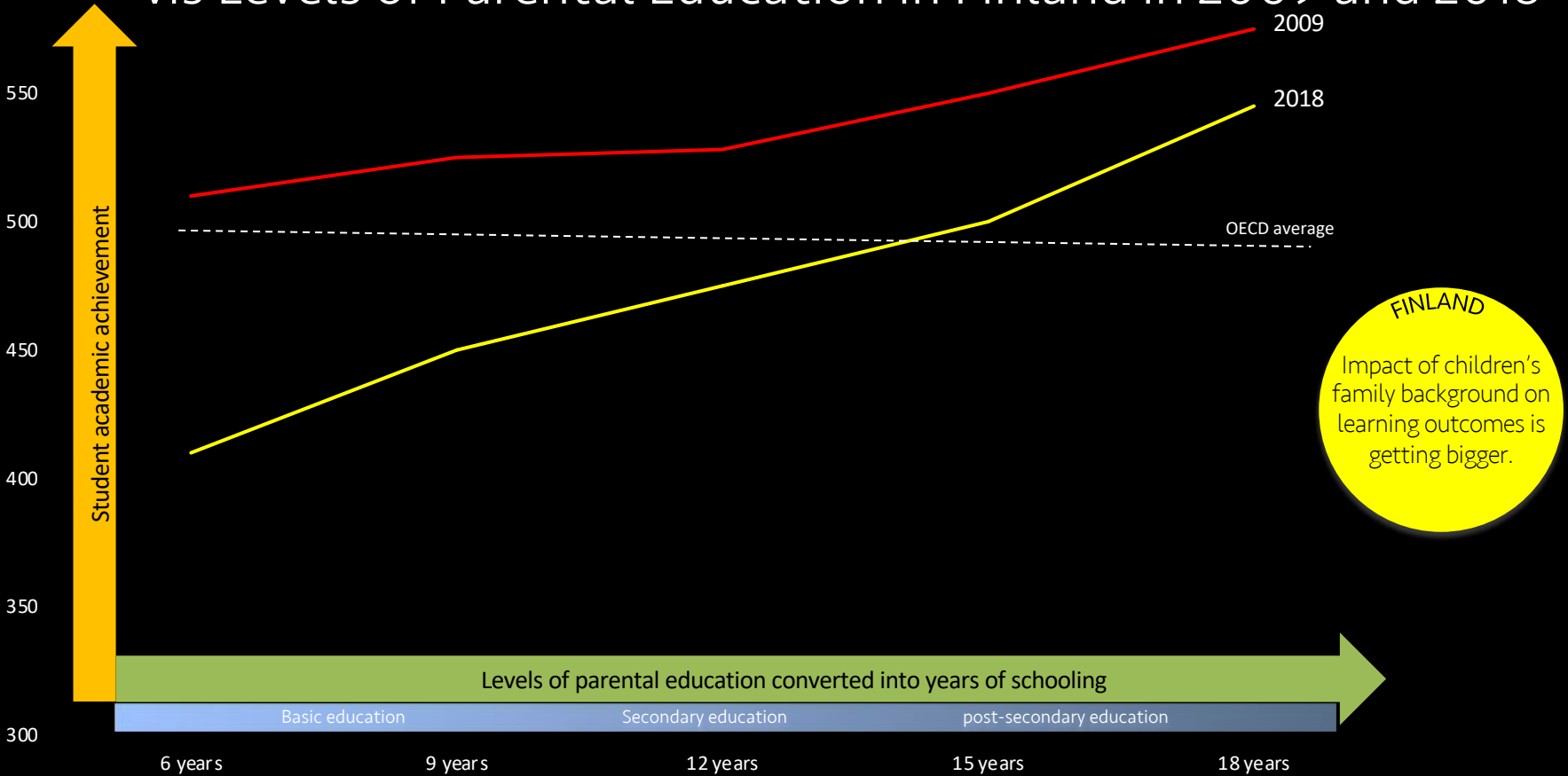
Proportions of low and high performers in Australia on the PISA reading literacy proficiency scale by Indigenous background since 2000



AUSTRALIA

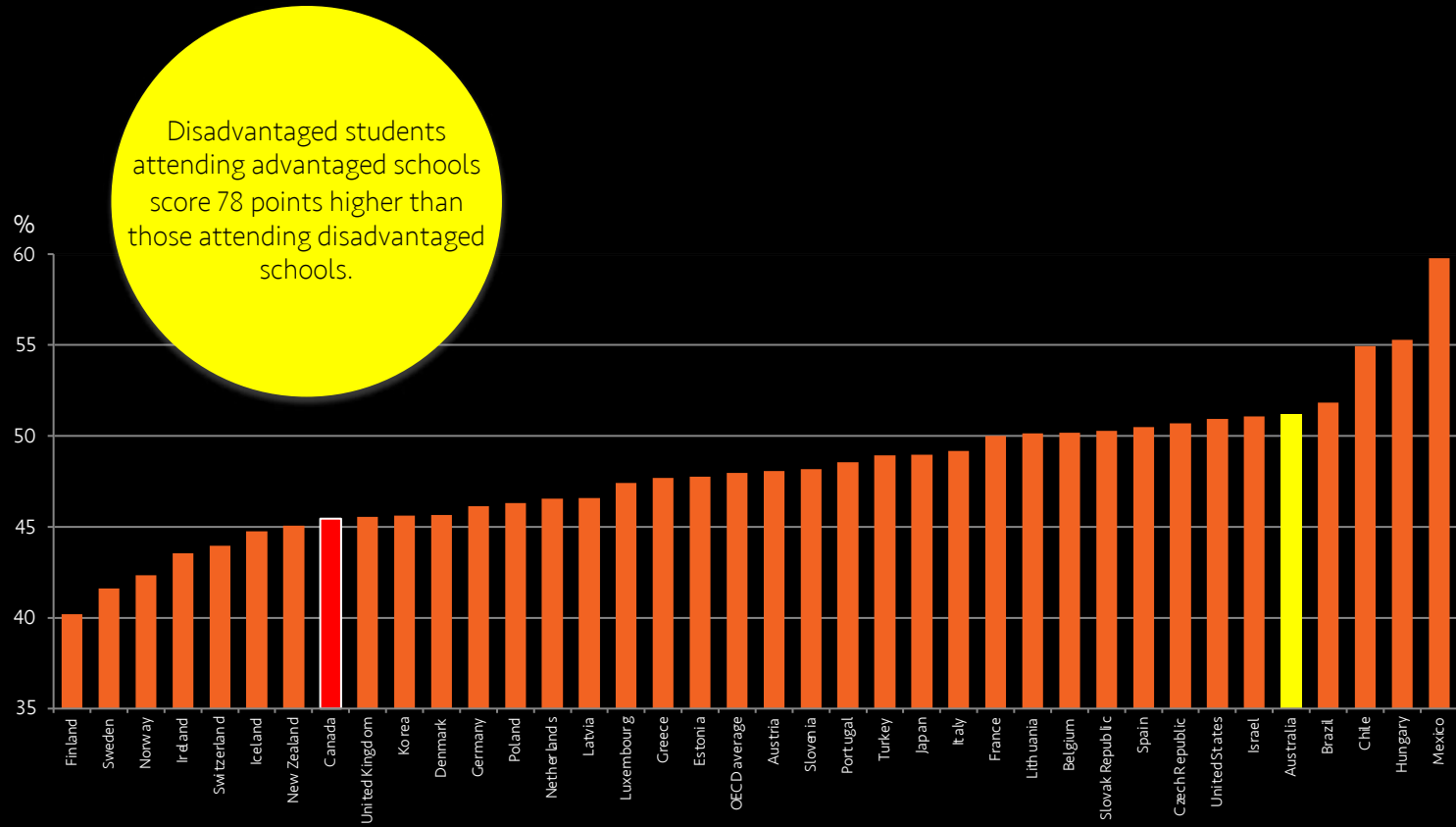
Number of low-performing Indigenous students is increasing

Average PISA Score in reading, mathematics and science vis-a-vis Levels of Parental Education in Finland in 2009 and 2018



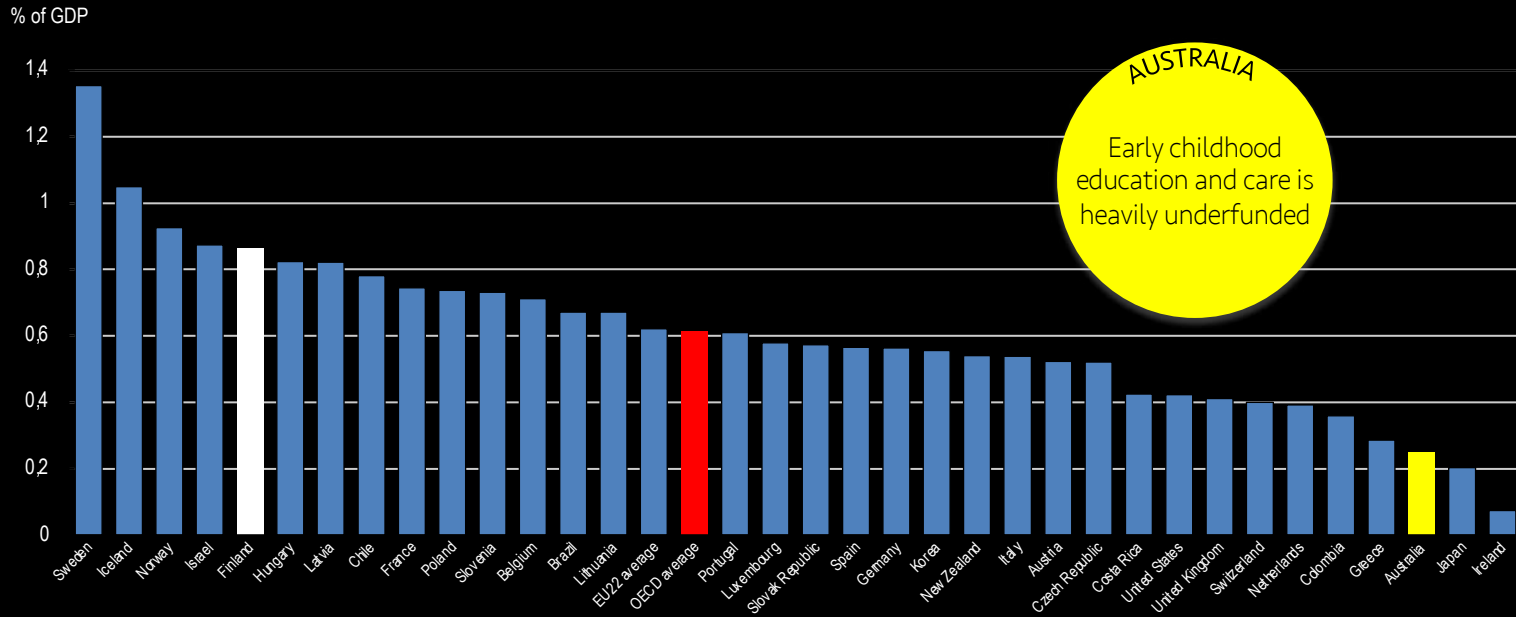
FINLAND
Impact of children's family background on learning outcomes is getting bigger.

How many disadvantaged students attend disadvantaged schools



Source: OECD, 2019

Investments in early childhood education in OECD countries



Source: OECD, 2019

POST-PANDEMIC EDUCATIONAL LEADERSHIP

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



Post-pandemic recovery and educational leadership must focus on:

- (1) fixing the pre-existing educational inequalities, and
- (2) envisioning positive futures of education.

1

'Learning loss' is a negative narrative

- Most of what is learnt in school will be 'lost' anyway
- Kids: "You can't lose something you never had"
- Where students 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

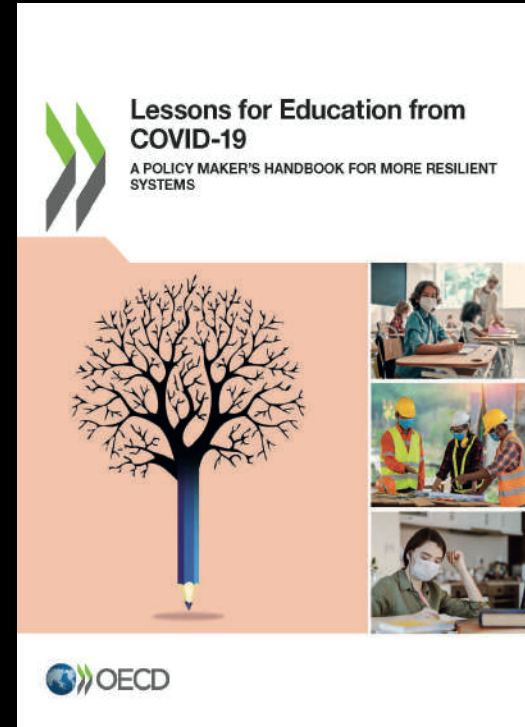
to reach 50% of the United States' 53 million schoolchildren

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

2

Systems that have less bureaucracy act faster and better

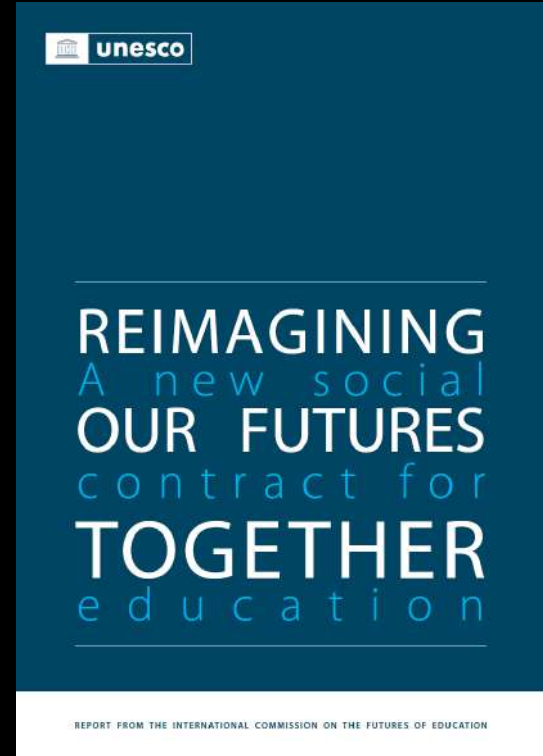
- Teachers and principals as frontline professionals
- Trust in schools leads to more creative decisions
- Networks of schools can be more effective than central administration in uncertainty



3

The clash of global education giants can change current narratives

- Accepting that the Global Education Reform Movement has led many systems into troubles
- Finding better balance between humanity (UNESCO) and economy (OECD) as rationales of recovery
- New positive alternatives to think about education futures



THANK YOU!



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