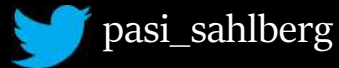


EQUITY REVISITED:

Leadership for equity and adequacy in education

ACT Directorate of Education Leadership Conference

2nd June 2022

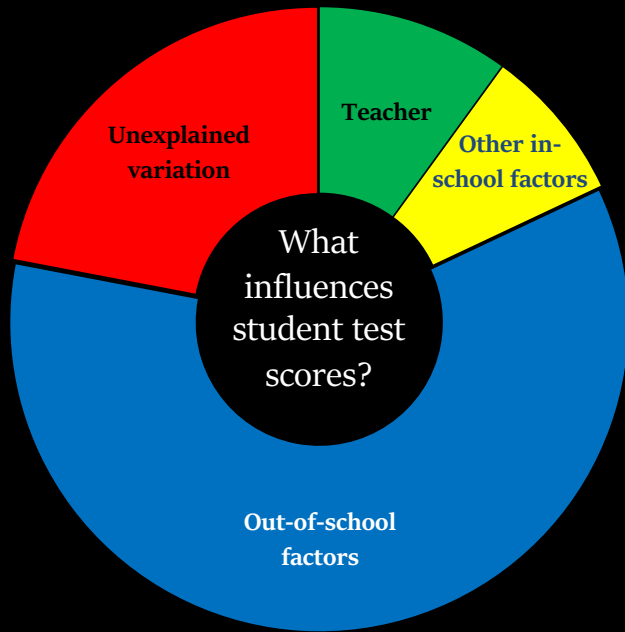


**Southern Cross
University**

An inconvenient truth

**“It ain’t what you don’t know that gets you into trouble.
It’s what you know for sure that just ain’t so.” - Mark Twain**





“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)

The conclusion that family background is far more important than people think has remained a solid empirical research finding for the past half a century.



WHAT DOES THAT MEAN?

WHAT IS EQUITY?

Evolution of the concept of equity in education



Equality

Fairness

Inclusion

Adequacy

Equality of opportunity

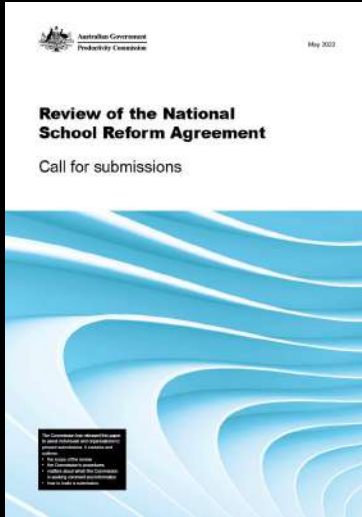
Equal access to quality curriculum and instruction

Equality of outcomes

Raising the bar & closing the gap

Equity and adequacy (of outcomes)

National Measurement Framework for Schooling in Australia



KEY PERFORMANCE MEASURES

Participation in education

Academic achievement

Educational attainment

Equity

Indigenous status

Gender

Language

Domicile

Socio-economic background

Disability

EQUITY OF OUTCOMES

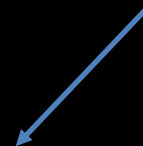
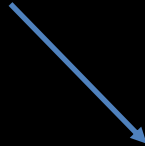
ADEQUATE EDUCATION

All children receive an education that enables them to realise their talents and fully participate in society in a way of their own choosing.

+

SOCIAL EQUITY

Children from different groups because of their gender, class, race, ethnicity and domicile achieve similar education outcomes to ensure non-discrimination.



“All students should receive an adequate education, and school outcomes for different social groups should be similar.”

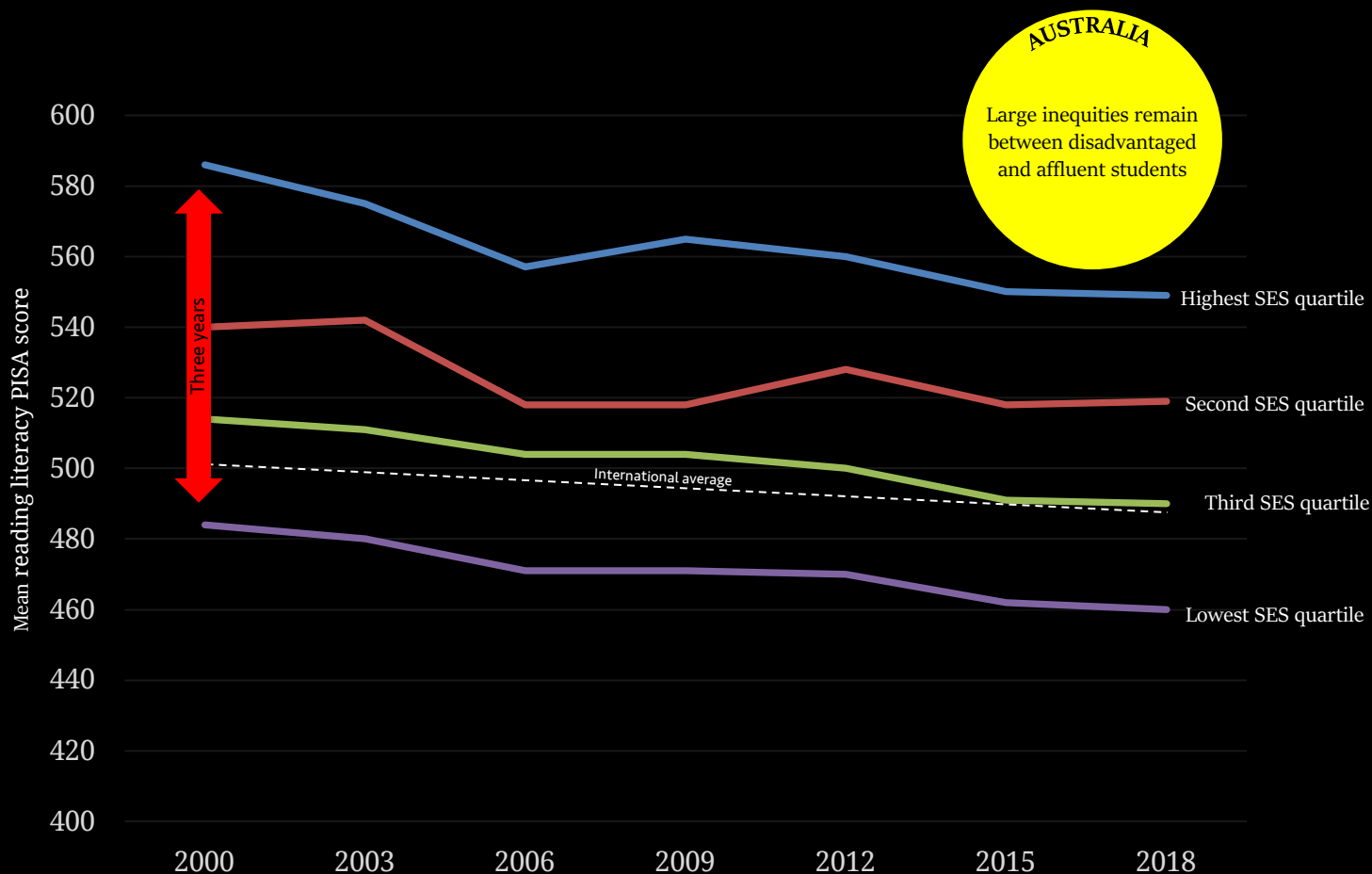
ADEQUATE EDUCATION

An adequate education means a minimum education outcome that is expected for all children. In other words, it is the level of education required for children to have a flourishing life as adults.

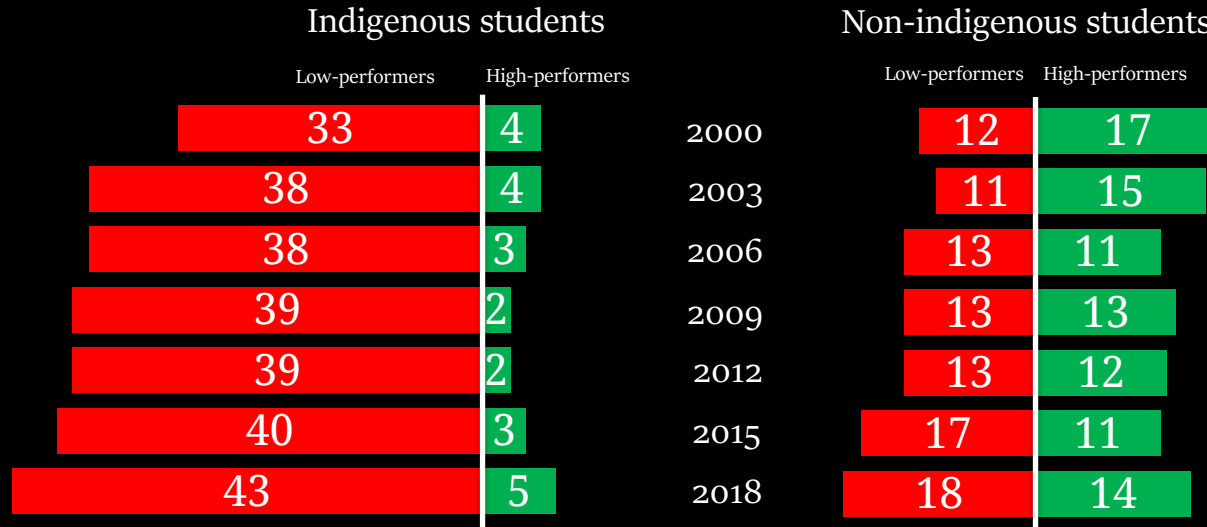
“Level 2 marks the point at which students have acquired the technical skills to read and can use reading for learning. At a minimum, these students are able to identify the main idea in a text of moderate length, find information based on explicit criteria, and reflect on the purpose and form of texts when explicitly directed to do so.”

-(OECD 2019c, 17)

Average reading literacy PISA scores in Australia by SES quartile

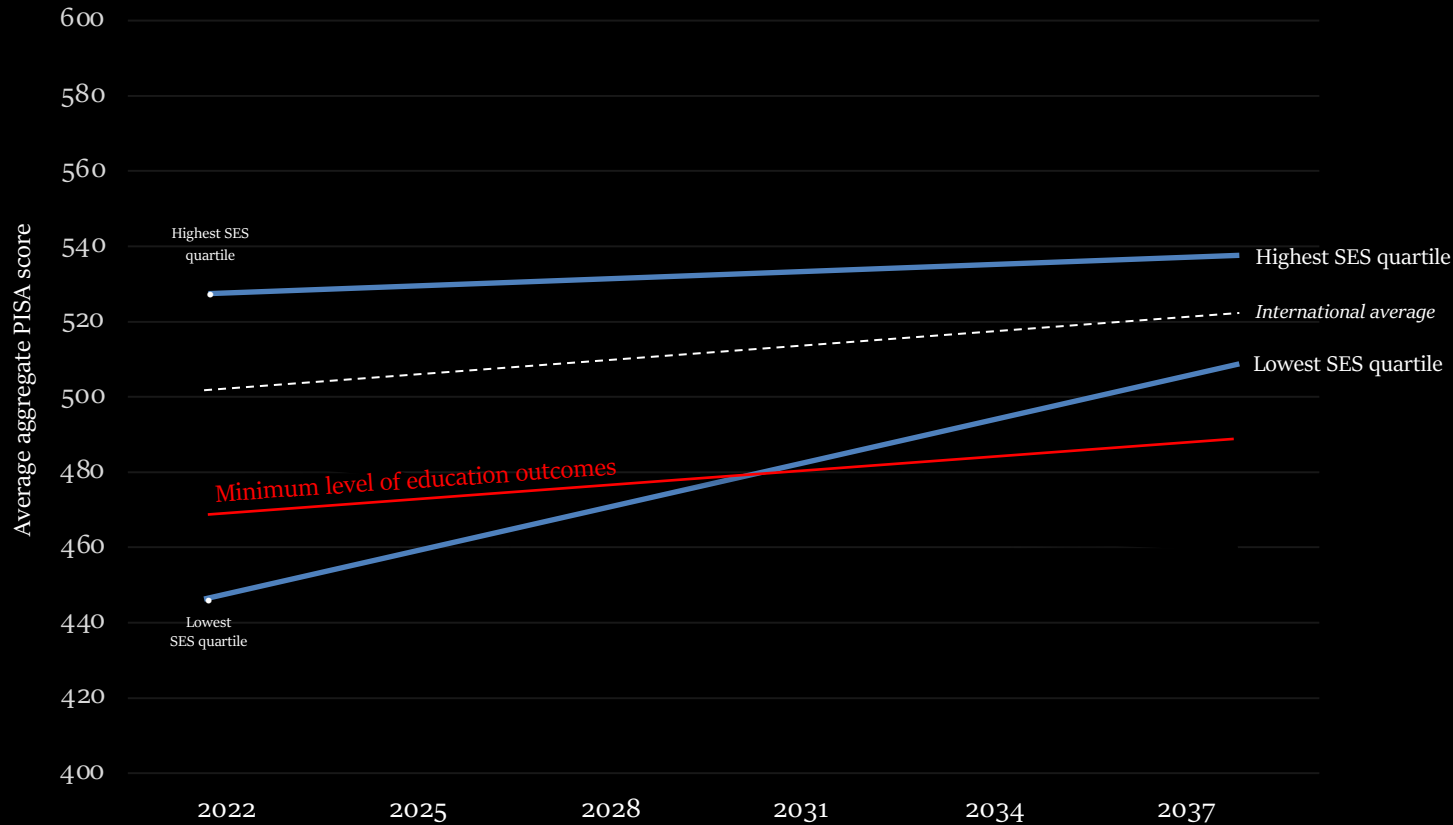


Proportions of low and high performers in Australia on the PISA reading literacy proficiency scale by Indigenous background



AUSTRALIA
Number of low-performing students is increasing

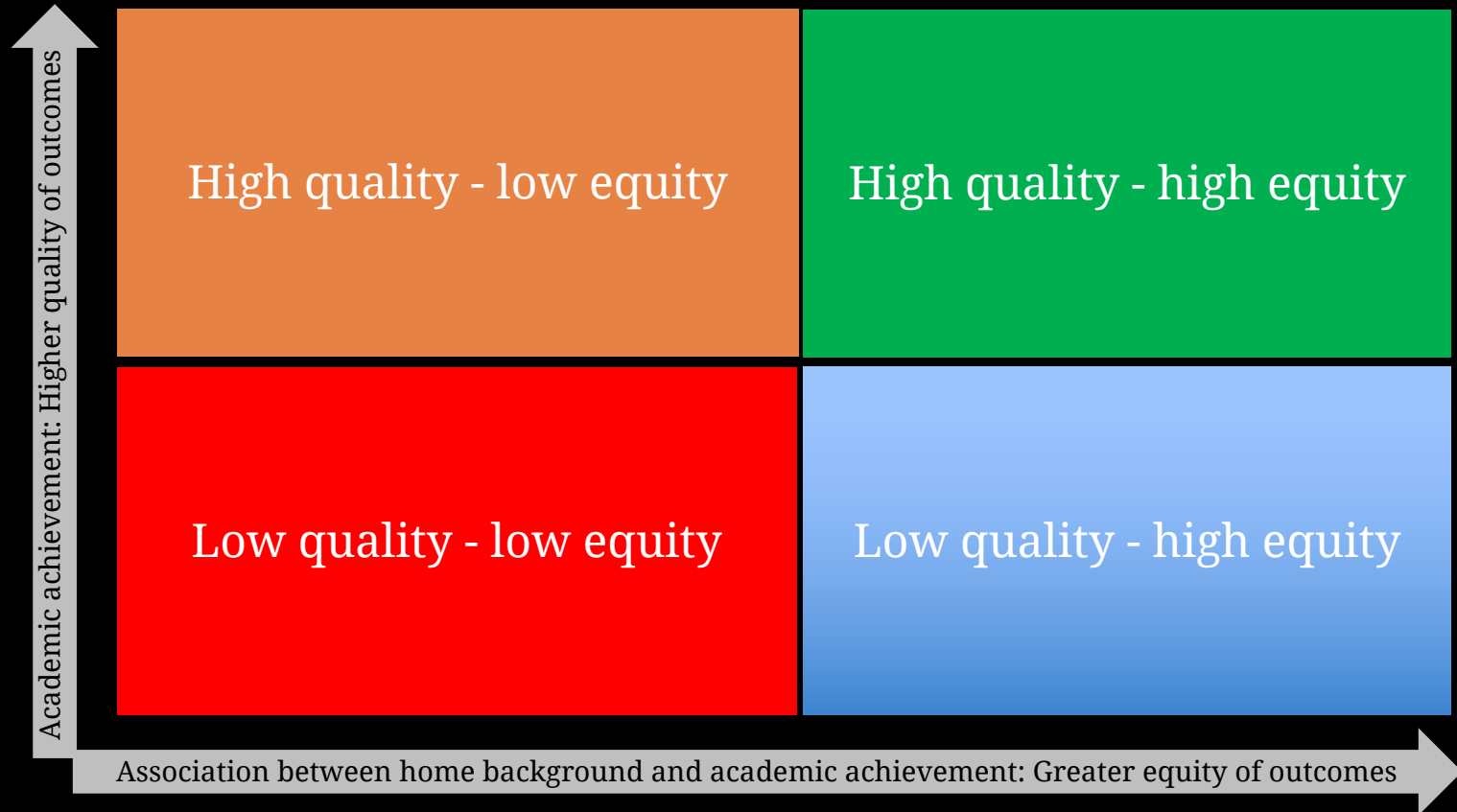
Equity and adequacy of education outcomes since 2022 (preferred future)



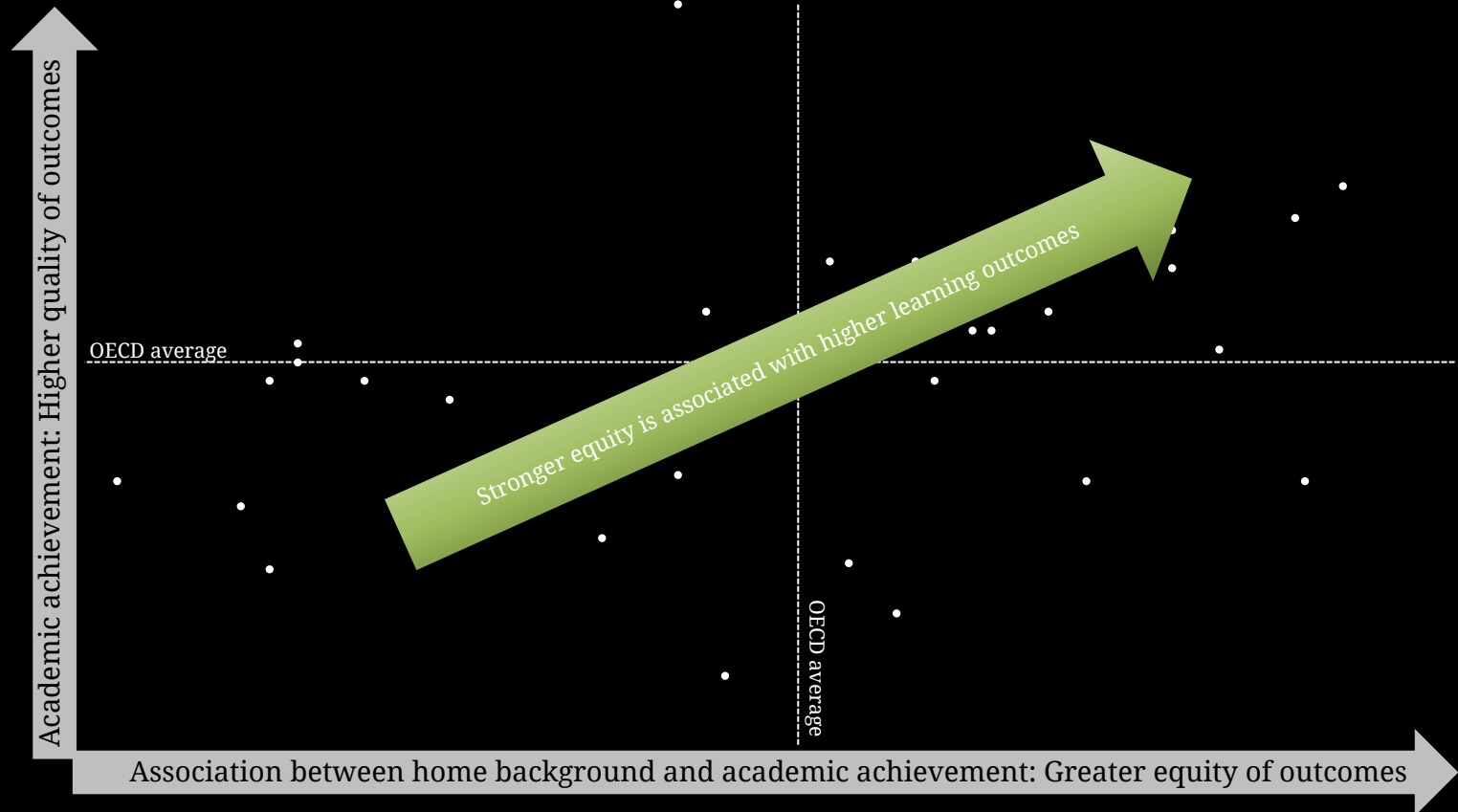
WORLD
Educational inequities gradually reduce over time

WHY EQUITY MATTERS?

Two dimensions of educational outcomes



Two dimensions of educational outcomes



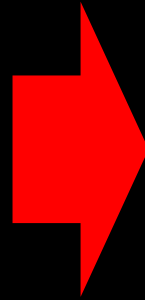
WHAT CAN WE DO?

LEADERSHIP FOR EQUITY AND ADEQUACY:

Equity and adequacy of curriculum: Policy-makers design curriculum in accordance with the needs of different students and communities.

Equity and adequacy of pedagogy: Schools plan teaching and learning methods so that they best serve the needs of different students.

Equity and adequacy of assessment: Policy-makers and schools together equip teachers to use different assessment methods to support learning and growth of all students.



Equitable
education

“A child's learning is a function more of the characteristics of his classmates than of those of the teacher.”

- Coleman (1966)

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

- OECD (2018)

THANK YOU!

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