


# Leading and learning in the post-pandemic: How to do the right thing?

NSWDPA Professional Learning Day

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Sydney, NSW

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1. The state of education pre-C19
2. The leadership challenge
3. Do the right thing

# 1 The state of education pre-C19



*260 million children, adolescents and youth are not at 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.*

*–OECD PISA 2018*



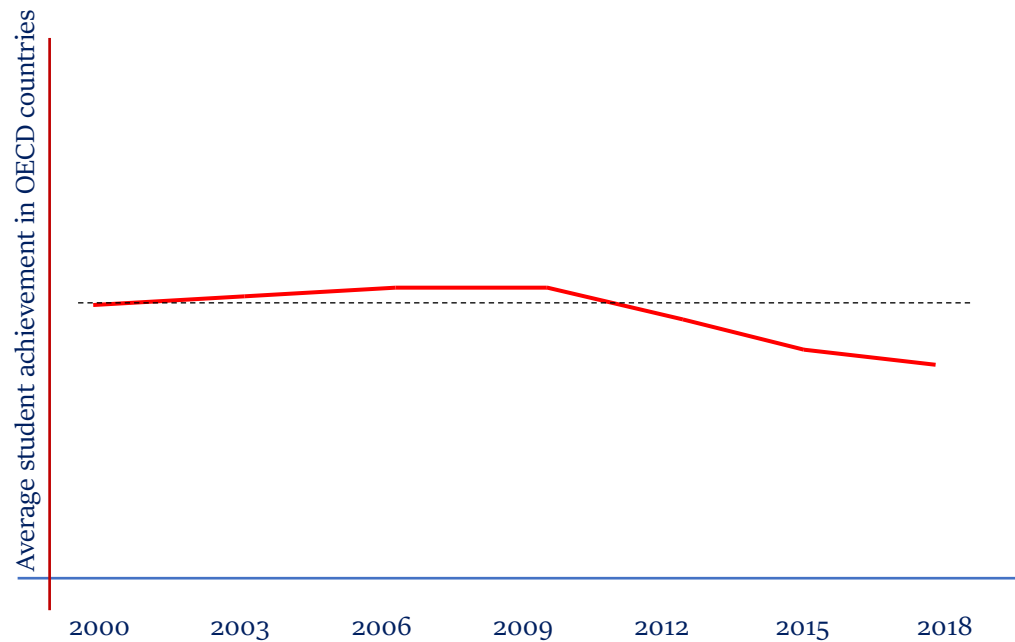
**THE WORLD BANK**

*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*

## 1

# Education outcomes vs. spending

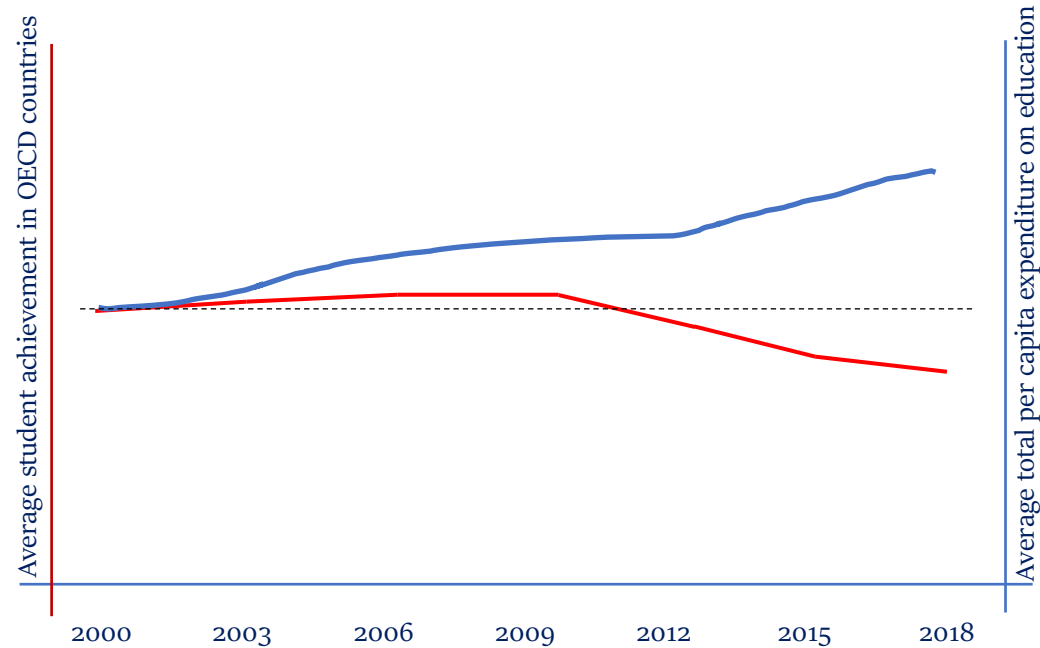


*“The average trend in academic performance across OECD countries with valid data in all seven assessment cycles is hump-shaped: the slowly improving trend observed up to 2012 was followed by a decline between 2012 and 2018.”*

- OECD PISA 2018 Results , Vol 1 (2019)

## 1

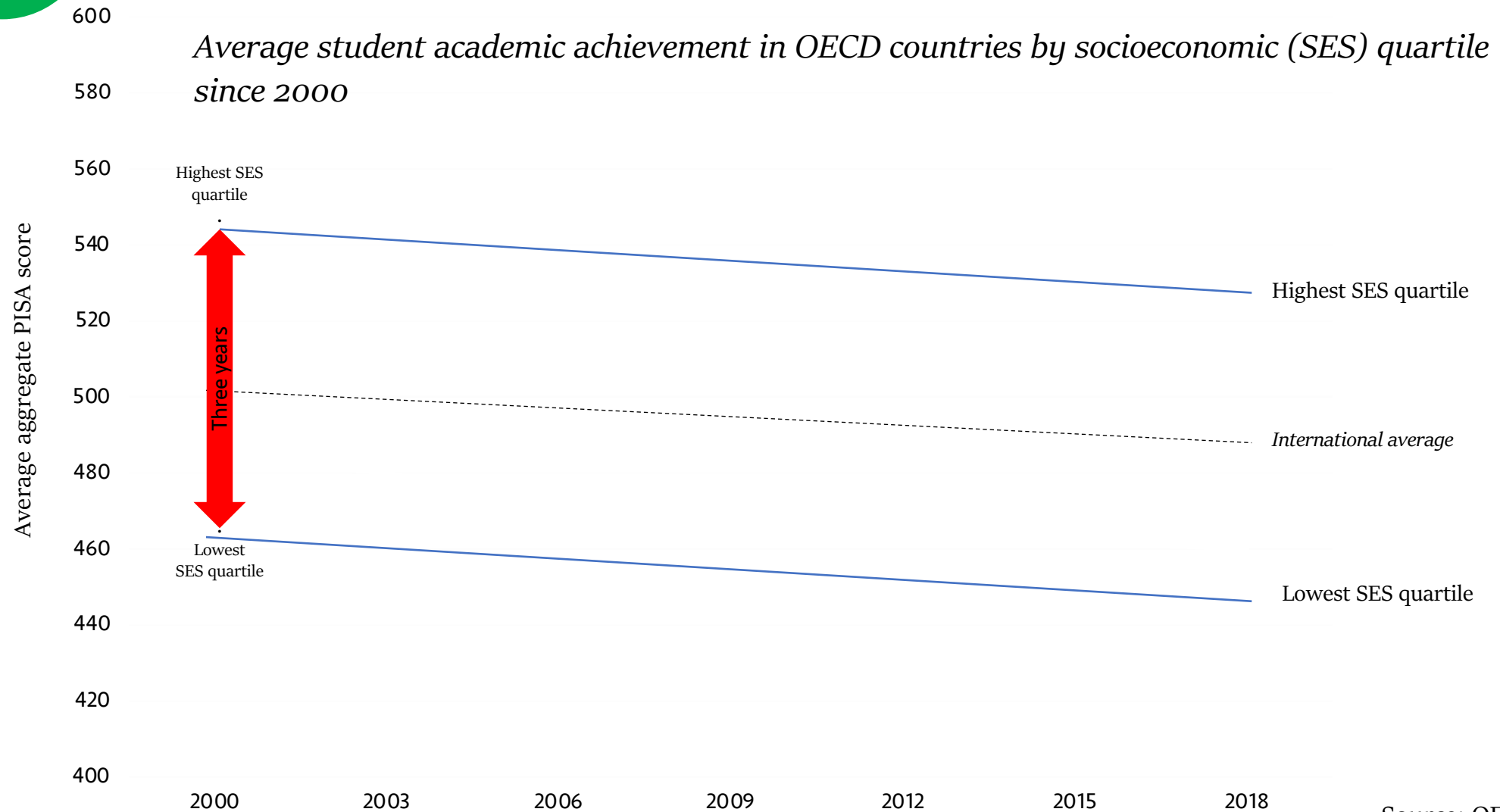
# Education outcomes vs. spending



*“Real spending on education has grown steadily over the last 10 years. But government education spending as a share of GDP has remained flat in the past 10 years.”*

- UIS; OECD; IMF; World Bank databases

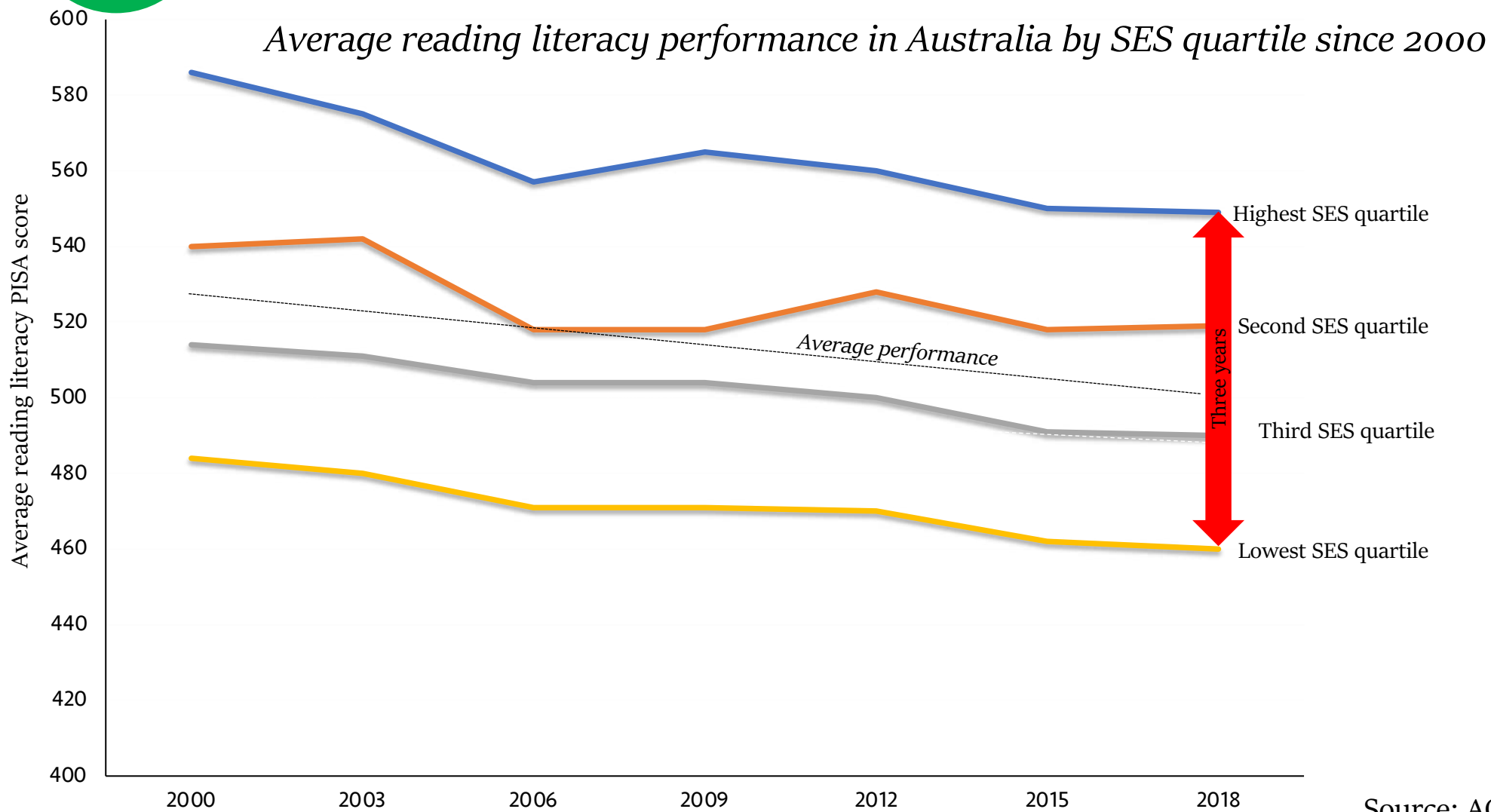
## 2 Large inequalities



Source: OECD 2021

## 2

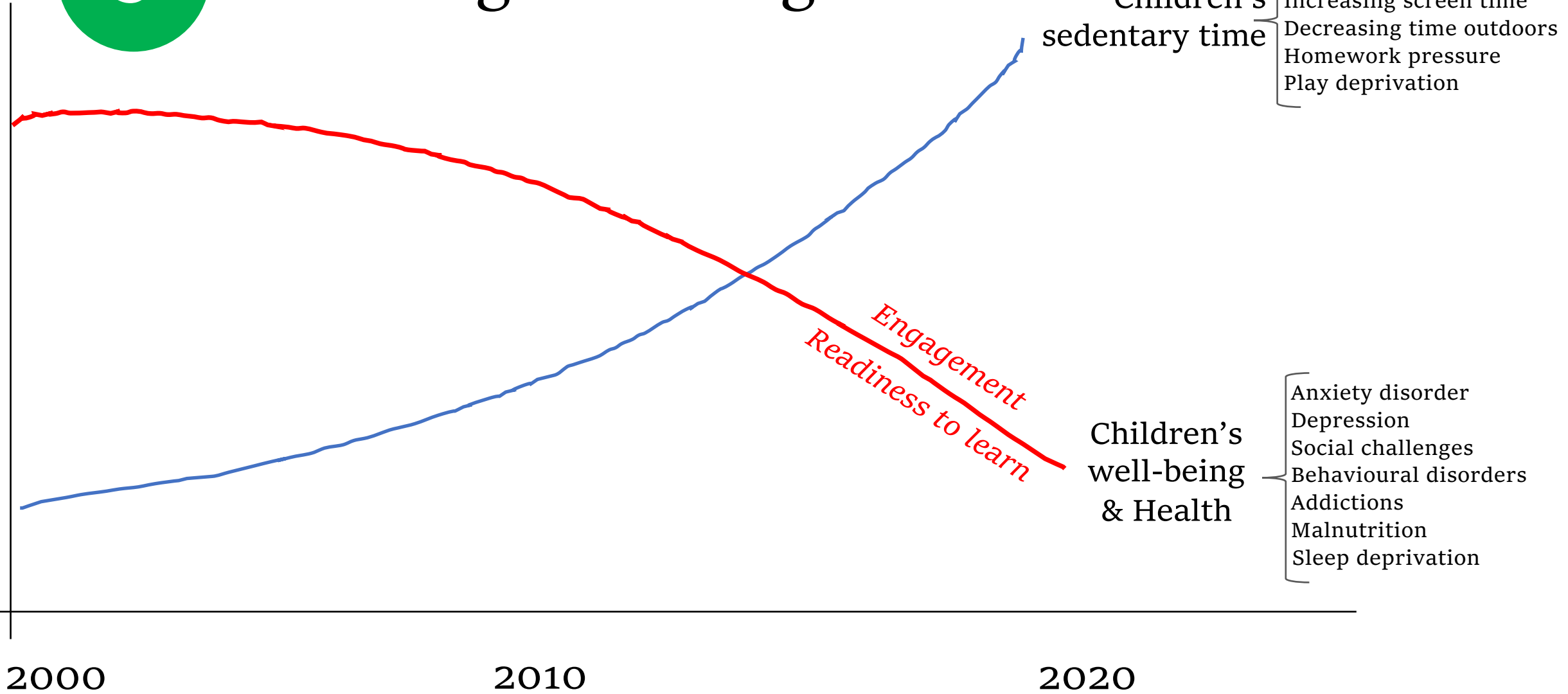
# Large inequalities



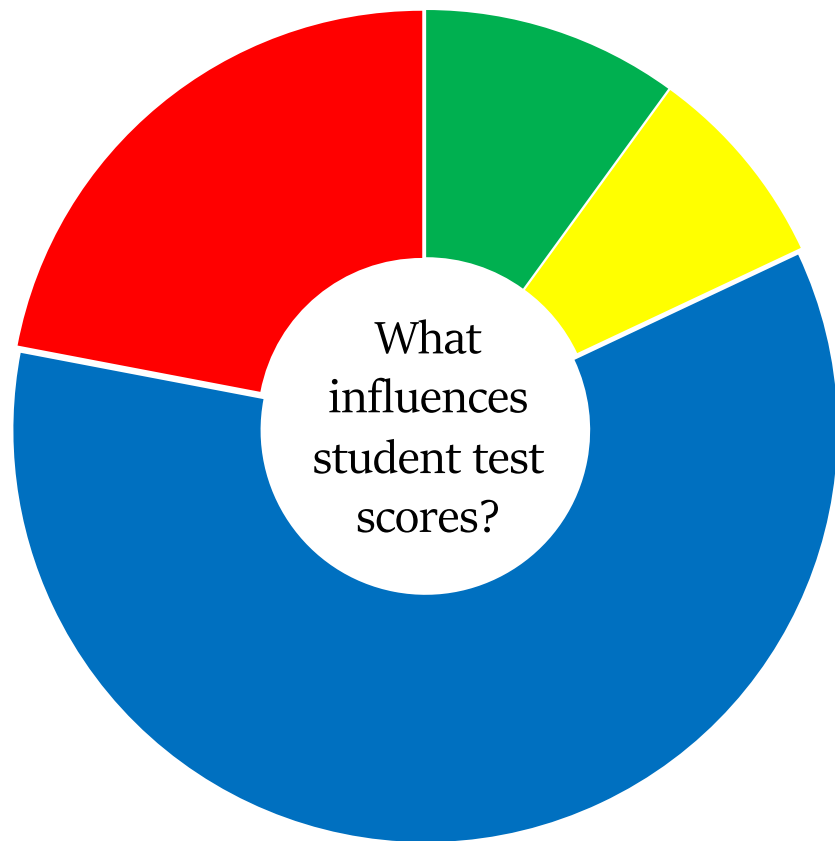


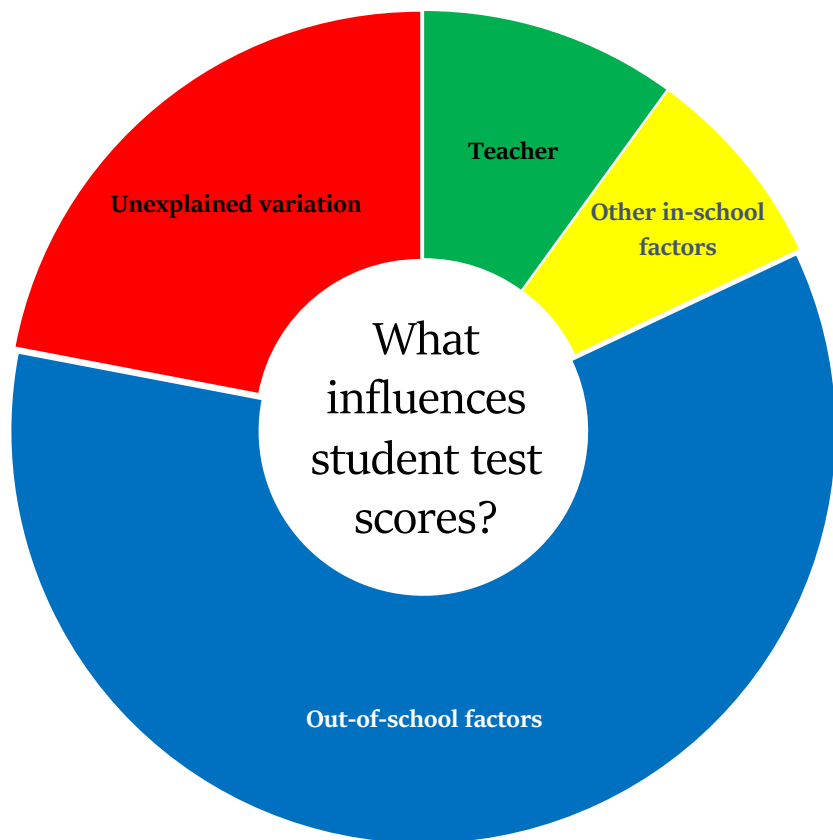
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# Declining wellbeing



## 2 The leadership challenge





*“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)

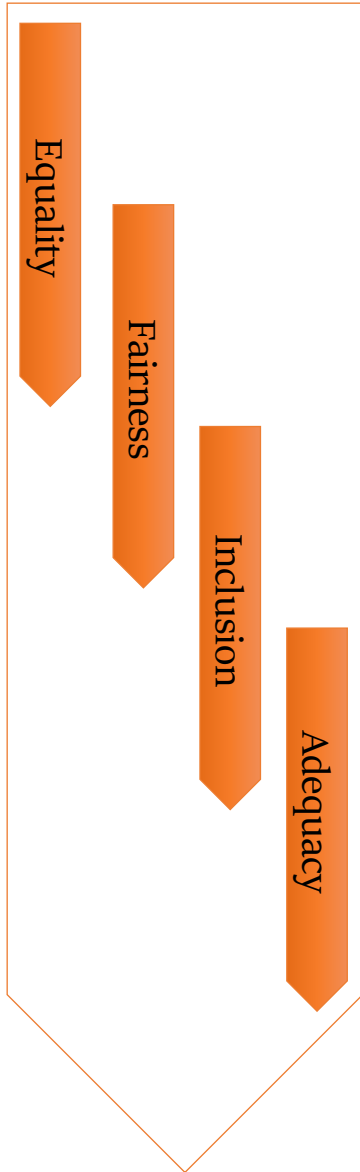
## WHAT CAN STANDARDISED TESTS USED FOR?

	NAPLAN Census-based	PISA Sample-based
Monitoring education system performance	yes	yes
Accountability	depends	no
School improvement	no	no
Individual student learning and growth	no	no
Information on school quality	no	no

## Why standardised tests should not be used to judge the quality of the school?

1. The mismatch between what is taught at school and what is tested through standardised tests;
2. Best test questions spread out students' test scores so that they are answered correctly by 40 to 60 percent of the students;
3. Student performance on standardised tests is mostly influenced by three causative factors of which only one is linked to teaching quality:
  - (a) a student's native intellectual ability,
  - (b) a student's out-of-school learning, and
  - (c) what's taught in school.

# Understand equity in education



*Equality of opportunity*

*Equal access to quality curriculum and instruction*

*Equality of outcomes*

*Raising the bar & closing the gap*

*Equity and adequacy (of outcomes)*

# EQUITY OF OUTCOMES

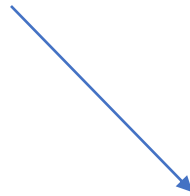
## ADEQUACY OF EDUCATION

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

+

## FAIRNESS OF EDUCATION

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



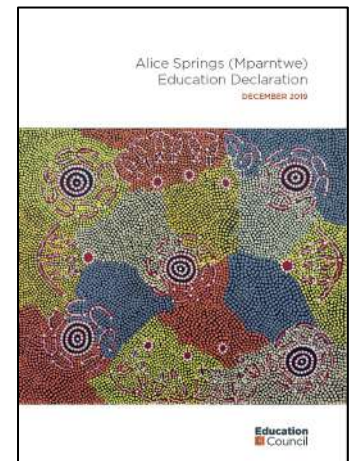
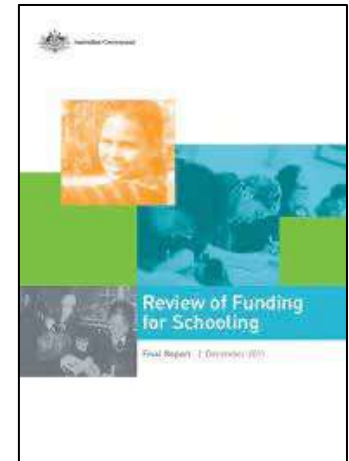
“All students should receive an adequate education, and school outcomes for different social groups should be similar.”

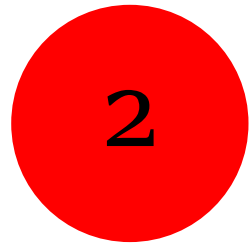


3 Do the right thing!

# 1 Keep the promise

- The Declaration of the Rights of the Child (1990)
- The Review of Funding for Schooling (2011)
- The Alice Springs (Mparntwe) Declaration (2019)





## Better school for all through whole-child approach to...

- equity of curriculum
- equity of pedagogy
- equity of assessment

# 3 Promote positivity

- From 'learning loss' to where students have gained
- From conformity to trust (yes, we can)
- From student voice to student agency (yes, they can)

# Thank you!

