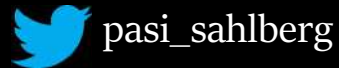


Achieving Equity and Excellence in Post-Covid Education

Bristol TeacherFest 2022

1st July 2022

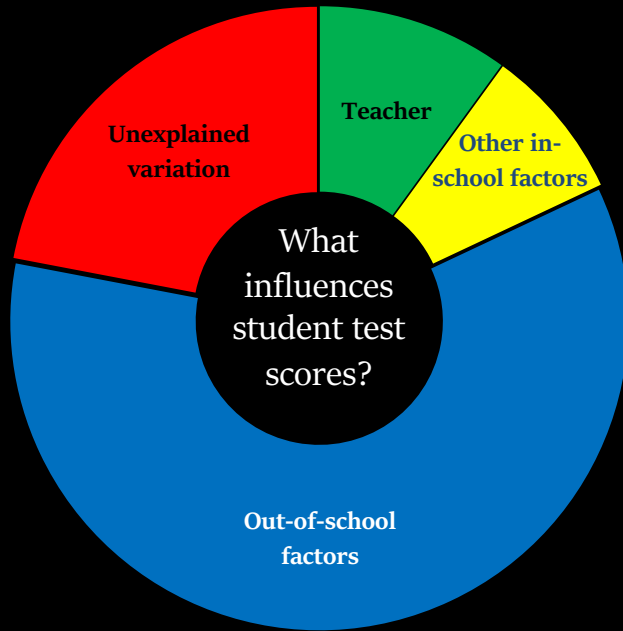


**Southern Cross
University**

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 measured student achievement, 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?

The conceptions of equity in education



Equality

Fairness

Inclusion

Adequacy

Equality of opportunity

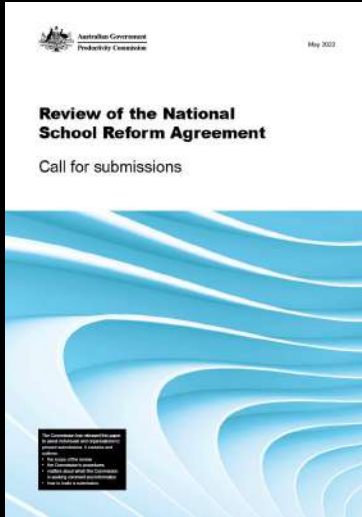
Equal access to quality curriculum and instruction

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

Indigenous status
Gender
Language
Domicile
Socio-economic background
Disability

EQUITY OF EDUCATION 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 equity groups because of their gender, class, race, ethnicity and domicile achieve similar education outcomes to ensure non-discrimination.

```
graph TD; A[ADEQUATE EDUCATION] --> C["All students should receive an adequate education, and learning outcomes for different equity groups should be similar."]; B[SOCIAL EQUITY] --> C;
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“All students should receive an adequate education, and learning outcomes for different equity groups should be similar.”

ADEQUATE EDUCATION

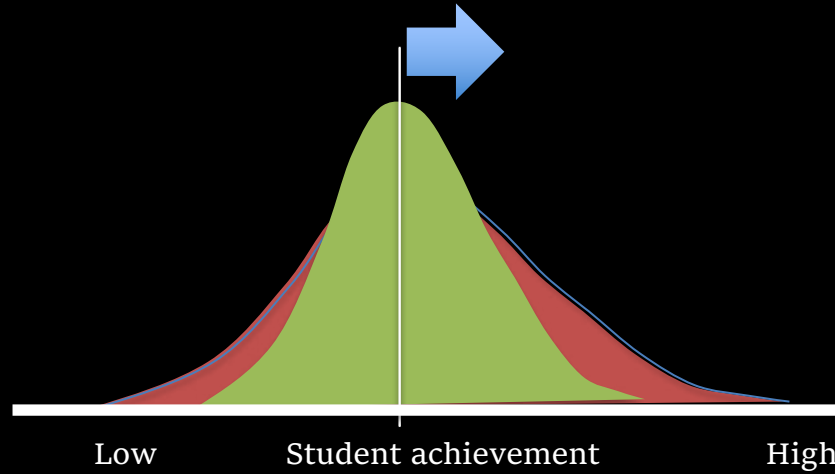
An adequate education means a minimum education outcome that is expected for all children. In other words, it is the level of education required for children to have a flourishing life as adults.

EXAMPLE (PISA reading literacy):

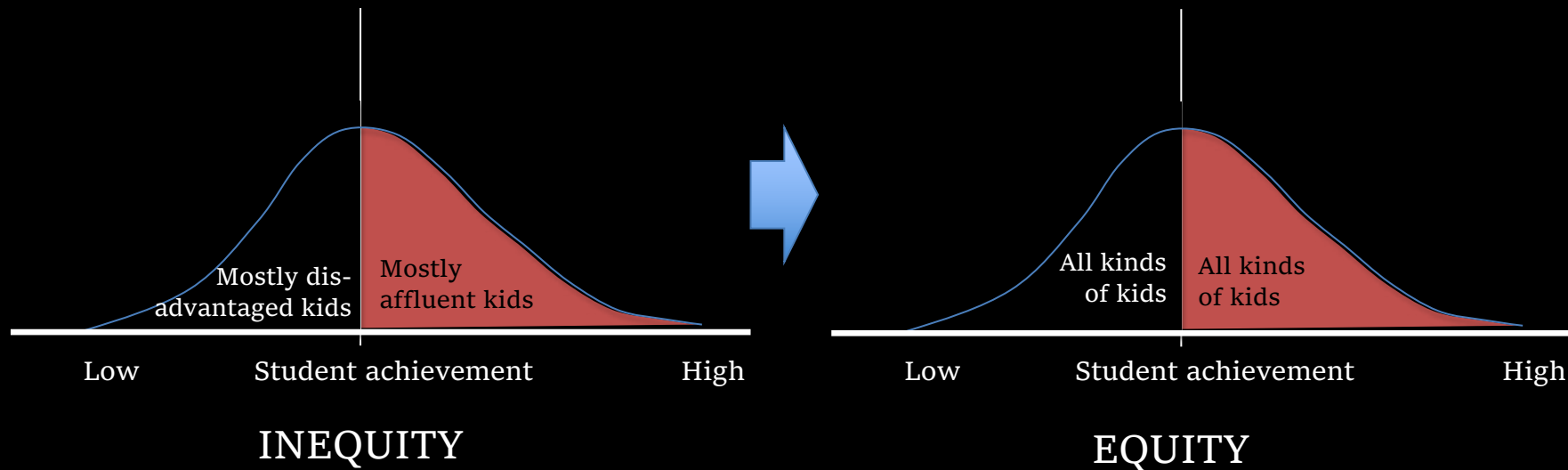
“Level 2 marks the point at which students have acquired the technical skills to read and can use reading for learning. At a minimum, these students are able to identify the main idea in a text of moderate length, find information based on explicit criteria, and reflect on the purpose and form of texts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

-(OECD 2019c, 17)

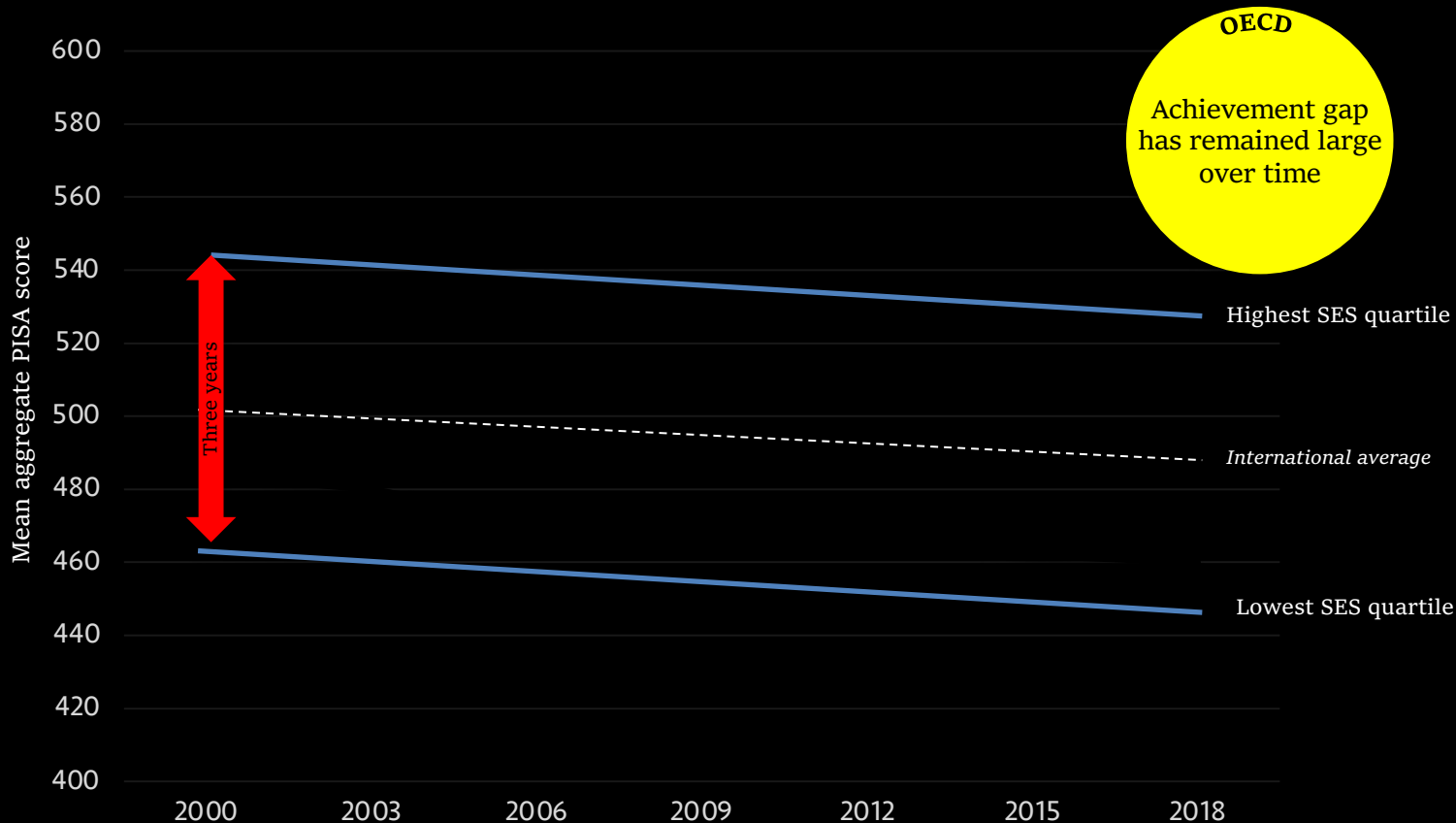
CLOSING THE GAP \neq EQUITY



SOCIAL EQUITY

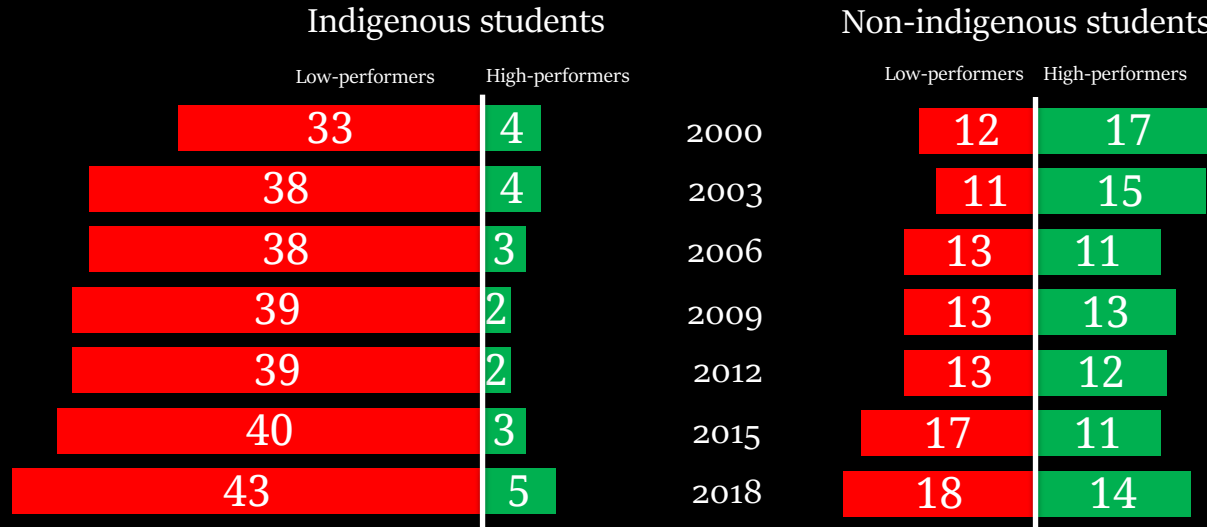


Average student academic achievement in OECD by socioeconomic (SES) quartile



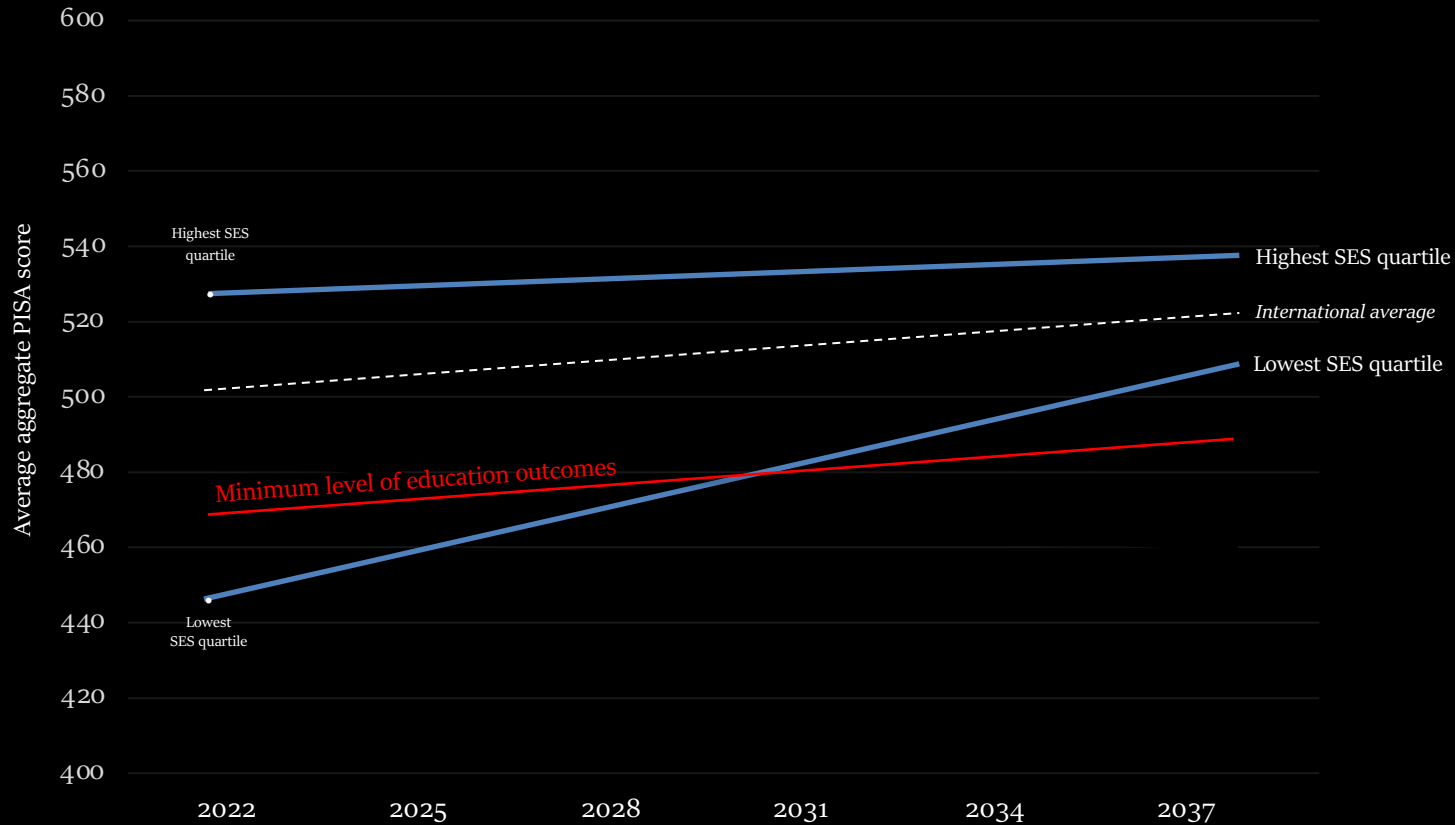
Source: OECD database

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

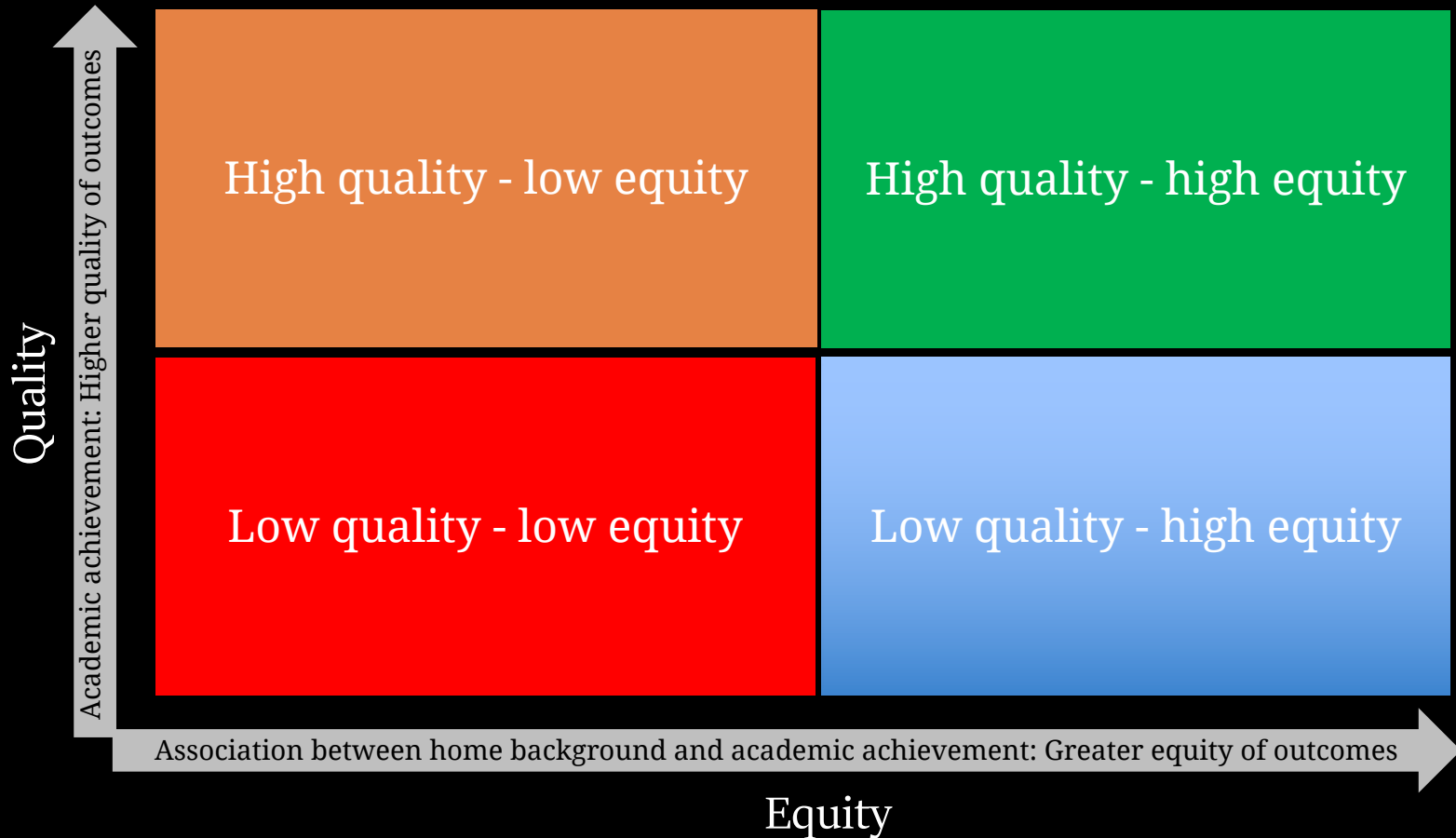
Equity and quality of education outcomes from 2022 (vision)



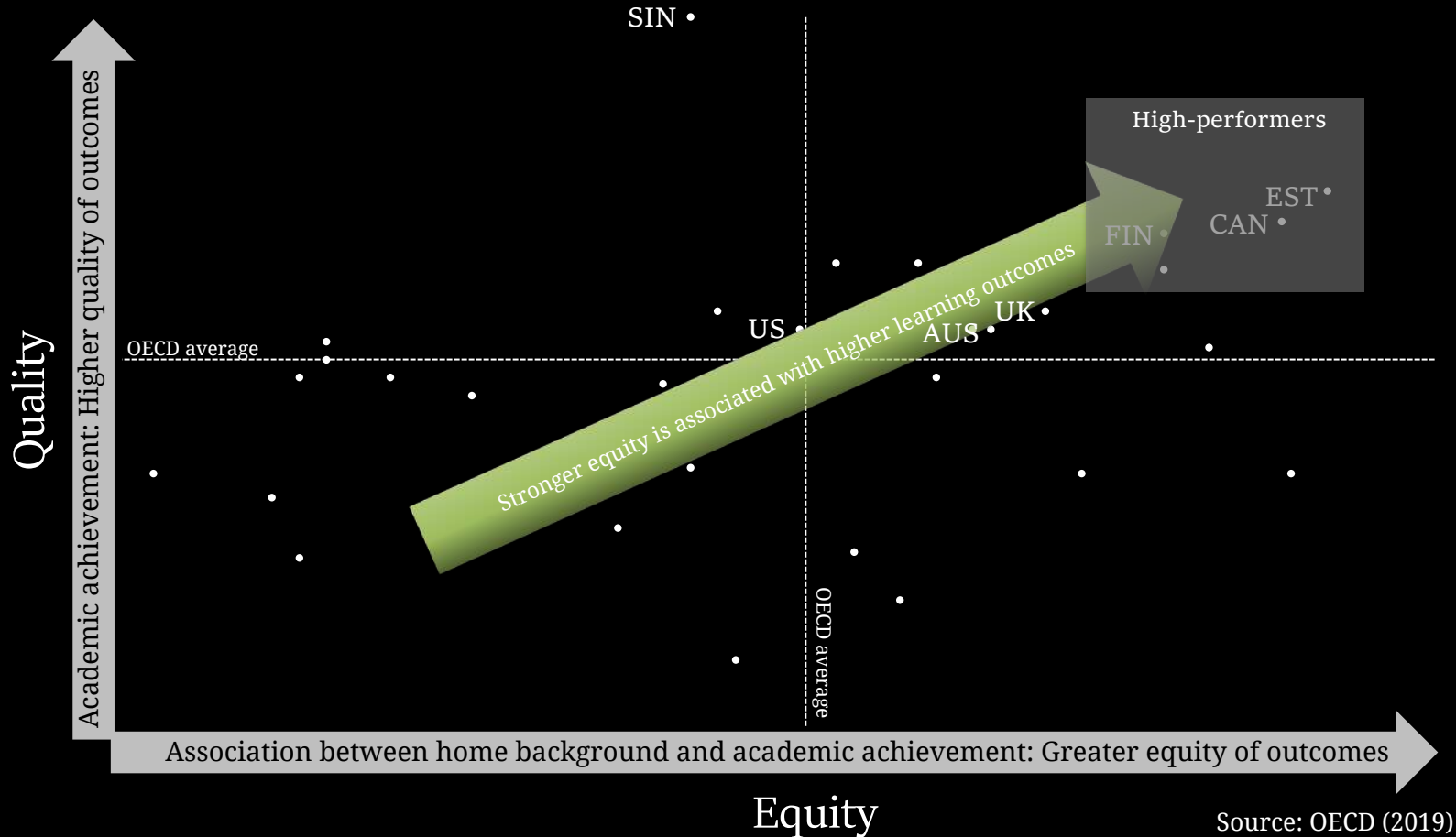
WORLD
Educational inequities gradually reduce over time

WHY EQUITY MATTERS?

Two dimensions of educational outcomes



Two dimensions of educational outcomes



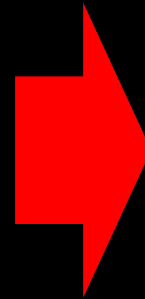
WHAT CAN WE DO?

TEACH FOR EQUITY:

Equity of curriculum: Design curriculum in accordance with the needs of different students and communities.

Equity of pedagogy: Choose teaching methods so that they best serve the needs and interests of different students.

Equity of assessment: Prepare all teachers to understand and use different assessment methods that support learning and wellbeing 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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