

EQUITY IN EDUCATION:

Leadership for equity and excellence in education

ISNZ Annual Conference

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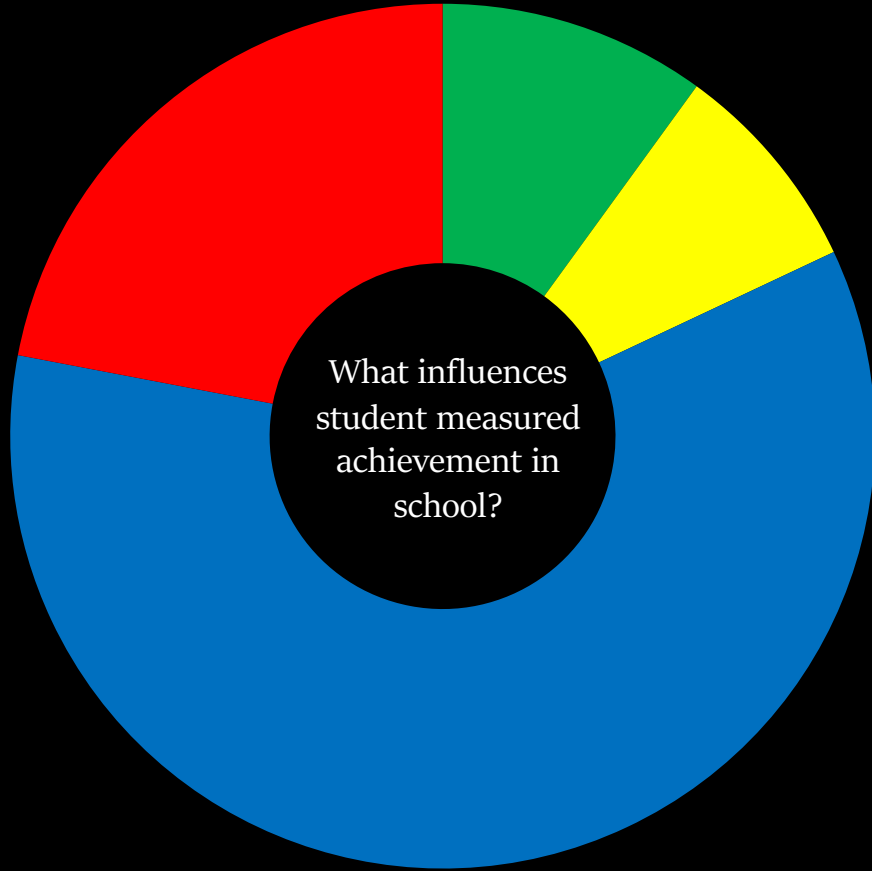
**Southern Cross
University**



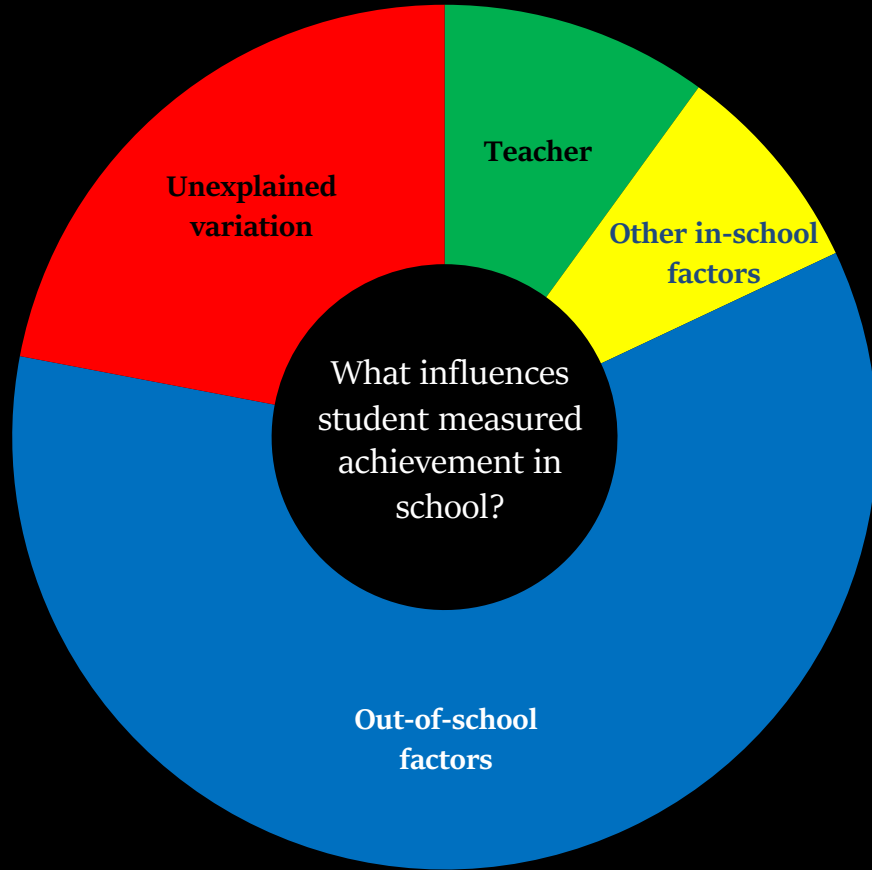
An inconvenient truth

“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



What influences
student measured
achievement in
school?



Teachers account for about 10% 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.



SO WHAT?

WHAT IS EQUITY?

The evolution of conceptions of 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 EDUCATION (OUTCOMES)

ADEQUATE EDUCATION

All children achieve outcomes at school that enables them to realise their passions and fully participate in society in a way of their own choosing.

+

SOCIAL EQUITY

Children from different social 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 the distribution of 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.”

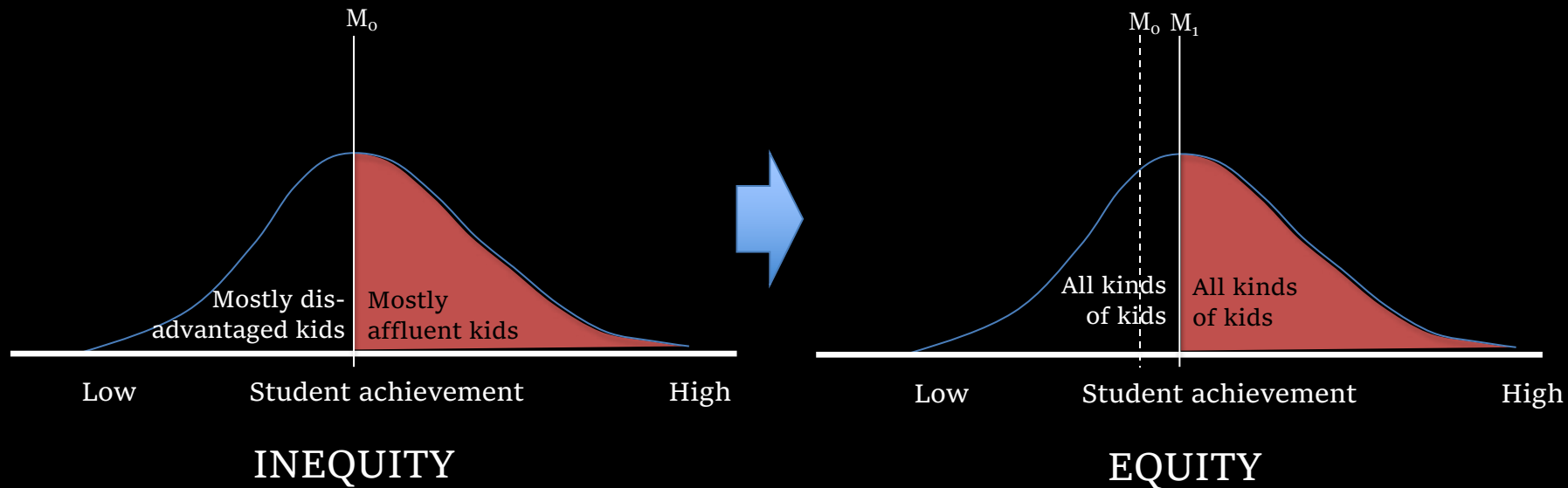
- OECD (2019)

EXAMPLE (Upper secondary education)

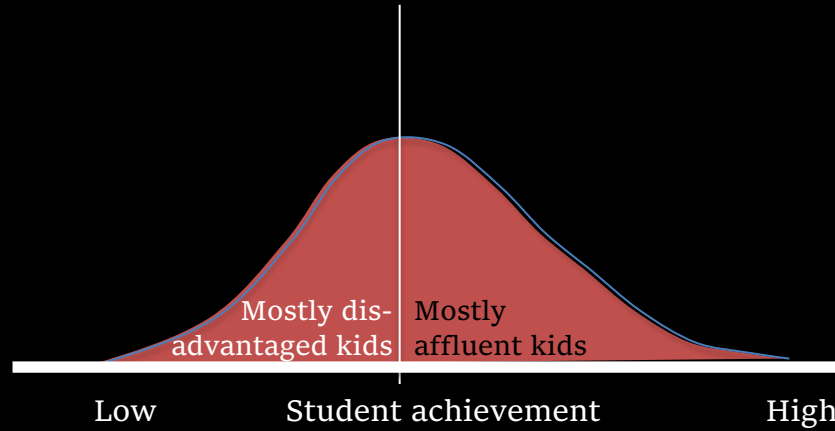
Full participation in modern society demands at least completion of upper secondary school, that is 11 to 13 years of formal schooling, or some equivalent. The OECD has adopted this level of achievement as an adequate education for all students: “Completion of upper secondary education is the “minimum educational attainment level for successful labour-market integration”.

- OECD (2018)

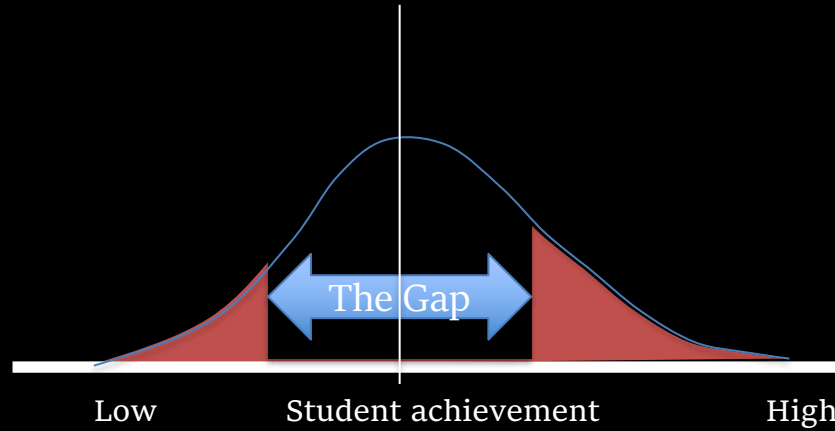
SOCIAL EQUITY



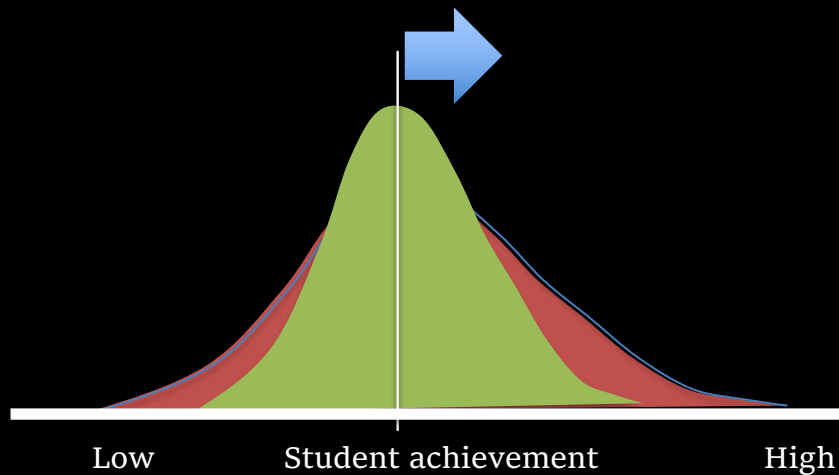
CLOSING THE GAP \neq EQUITY



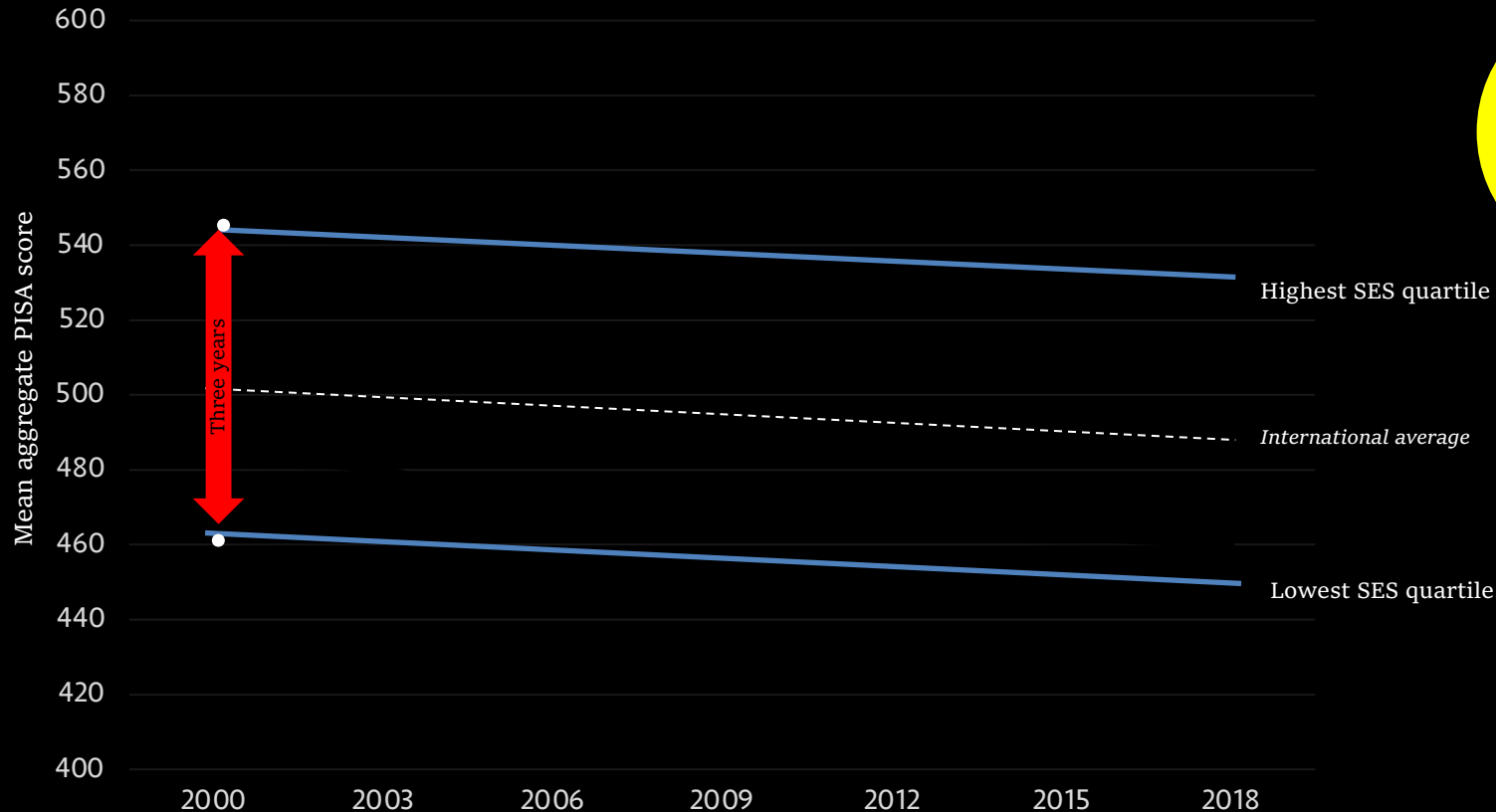
CLOSING THE GAP \neq EQUITY



CLOSING THE GAP \neq EQUITY

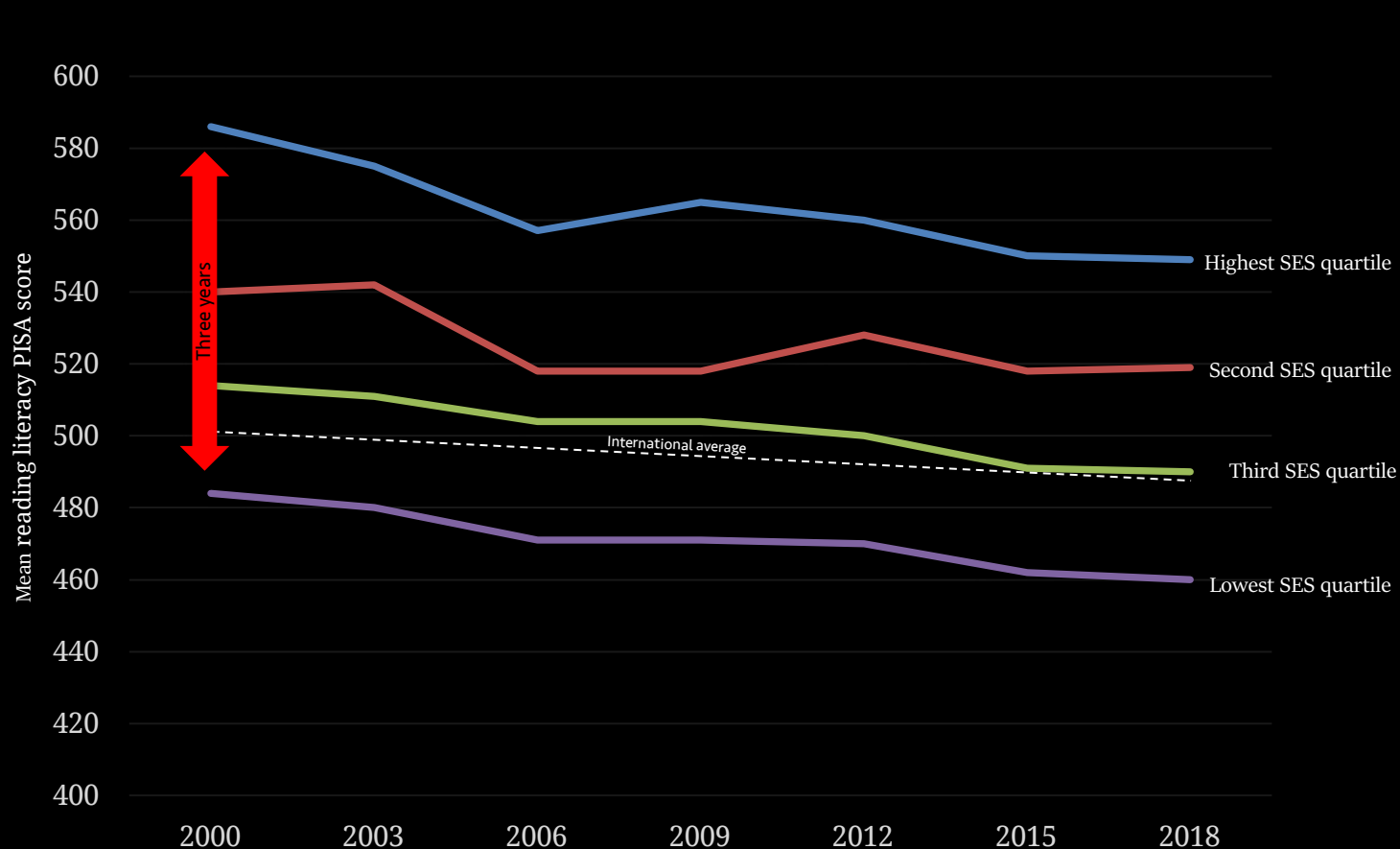


Average student academic achievement in OECD PISA by socioeconomic (SES) quartile



OECD
Achievement gap has remained large over time

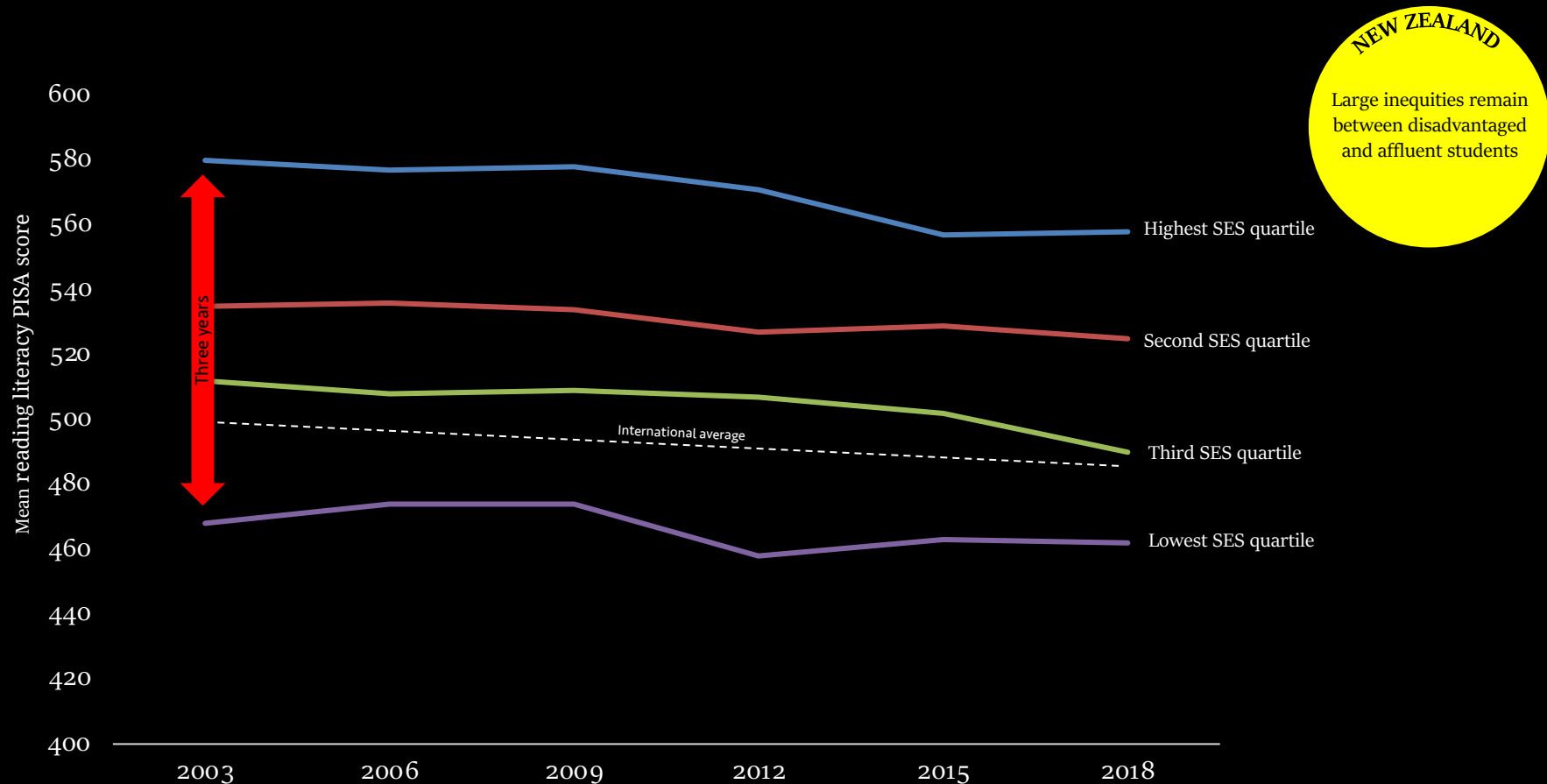
Average reading literacy PISA scores in Australia by SES quartile



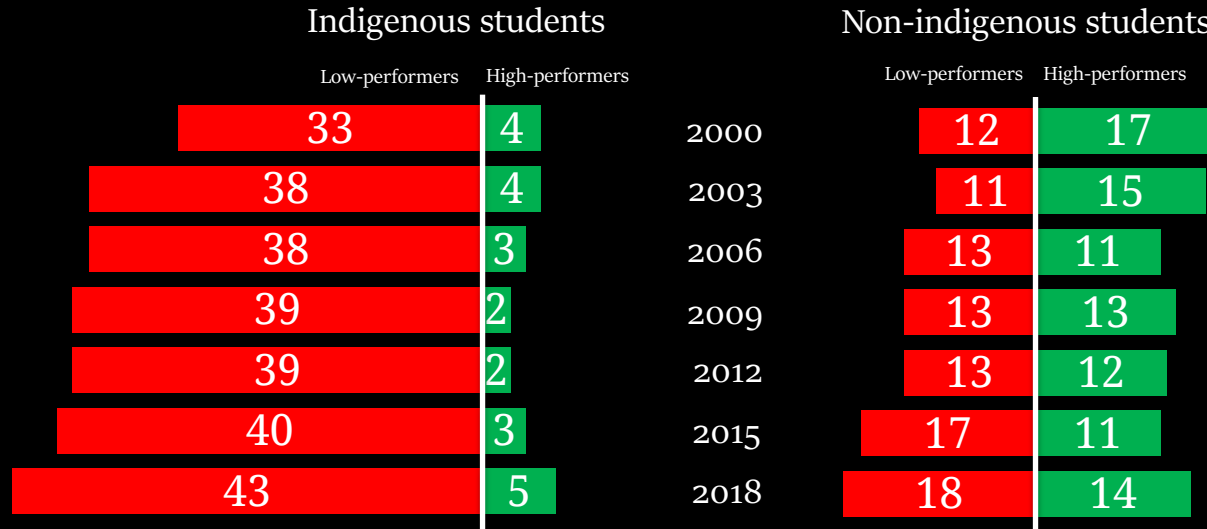
AUSTRALIA

Large inequities remain between disadvantaged and affluent students

Average reading literacy PISA scores in New Zealand by SES quartile

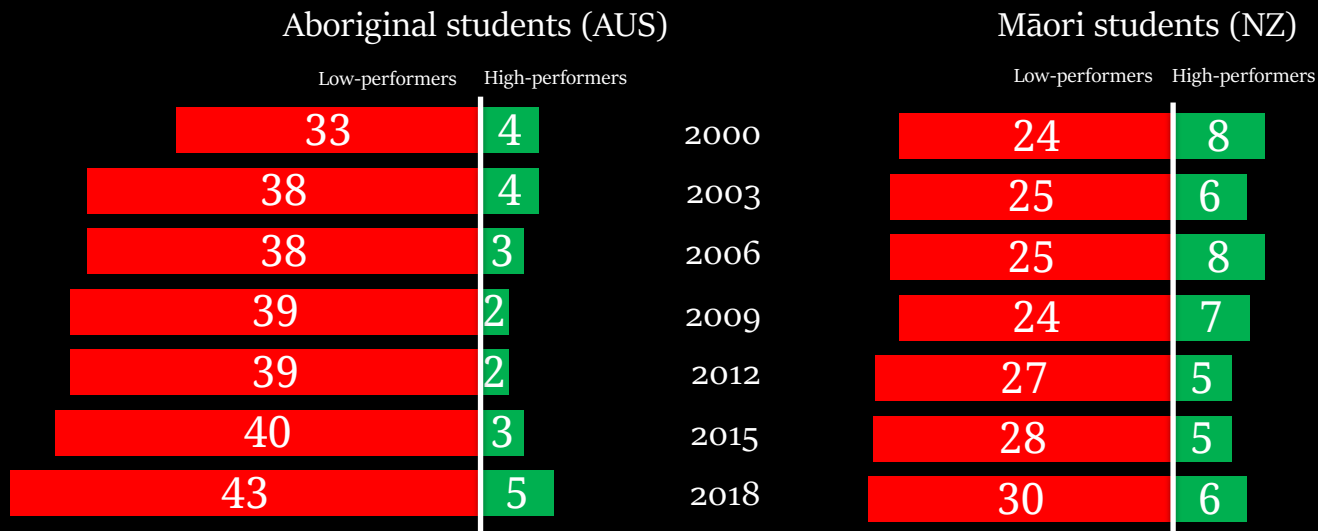


Proportions of low and high performers in Australia on the OECD PISA reading literacy proficiency scale by Indigenous background

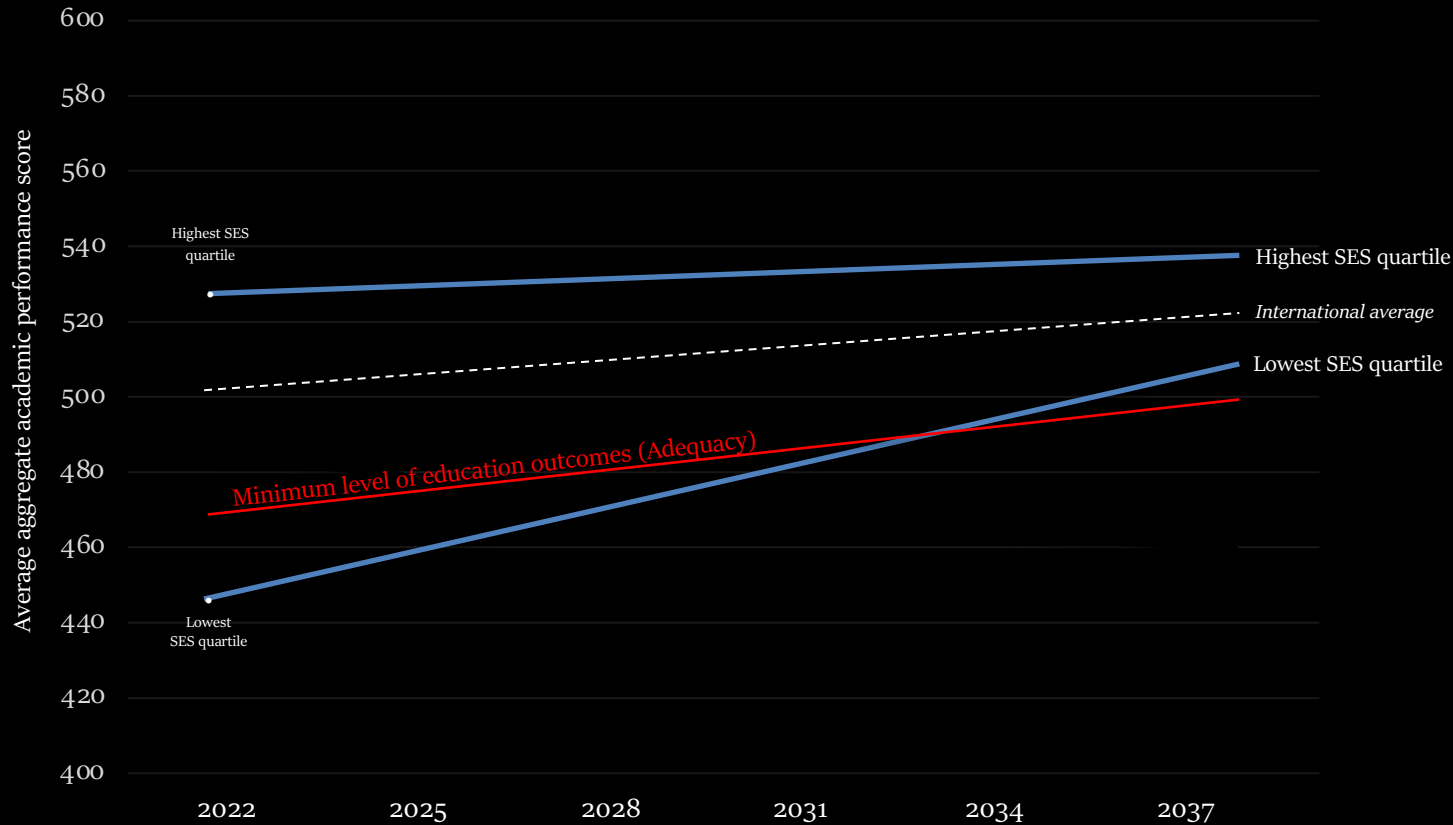


AUSTRALIA
Number of low-performing students is increasing

Proportions of low and high performers in Australia and New Zealand on the OECD PISA reading literacy proficiency scale



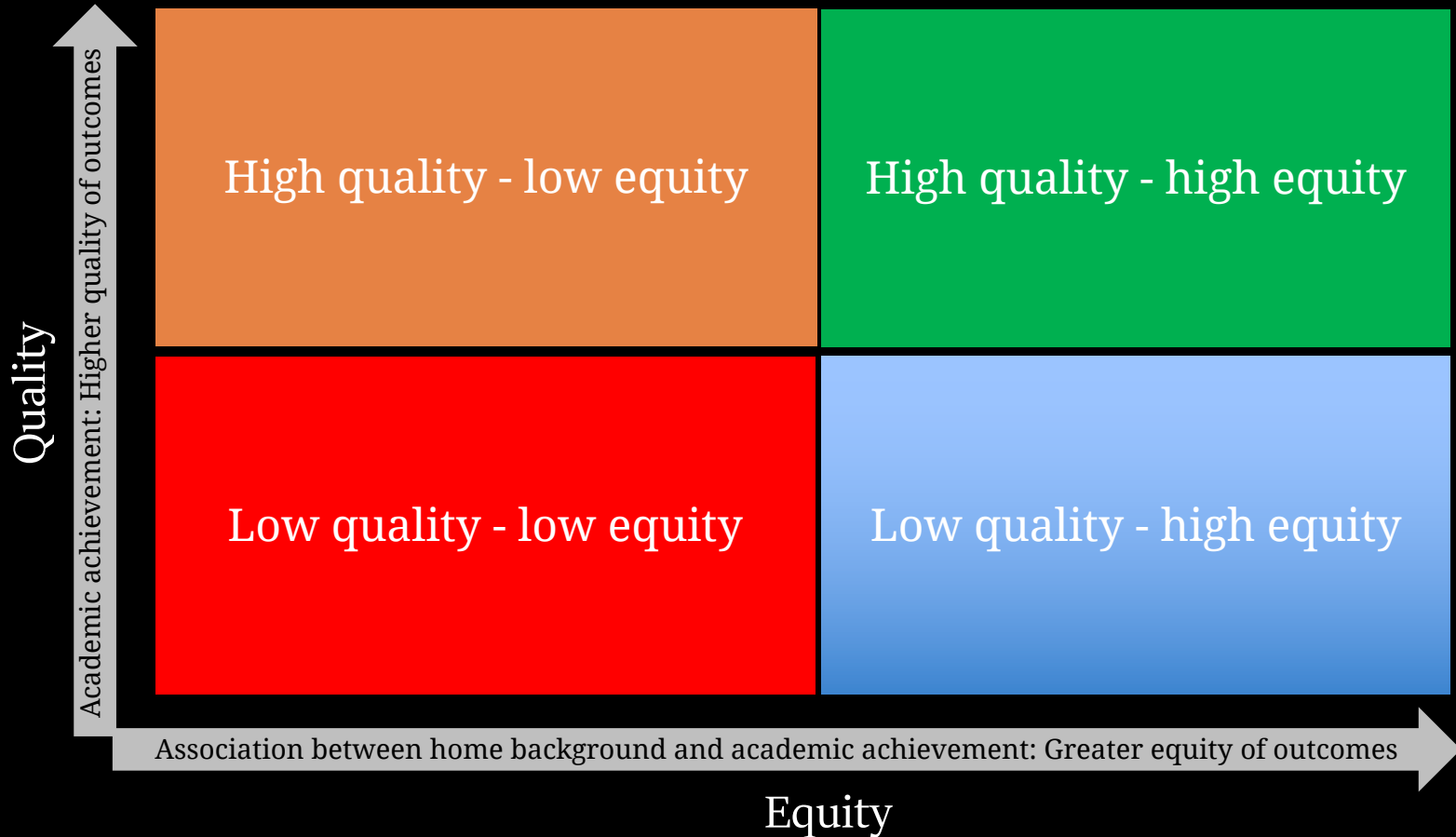
A Positive Scenario: Equity and excellence from 2022



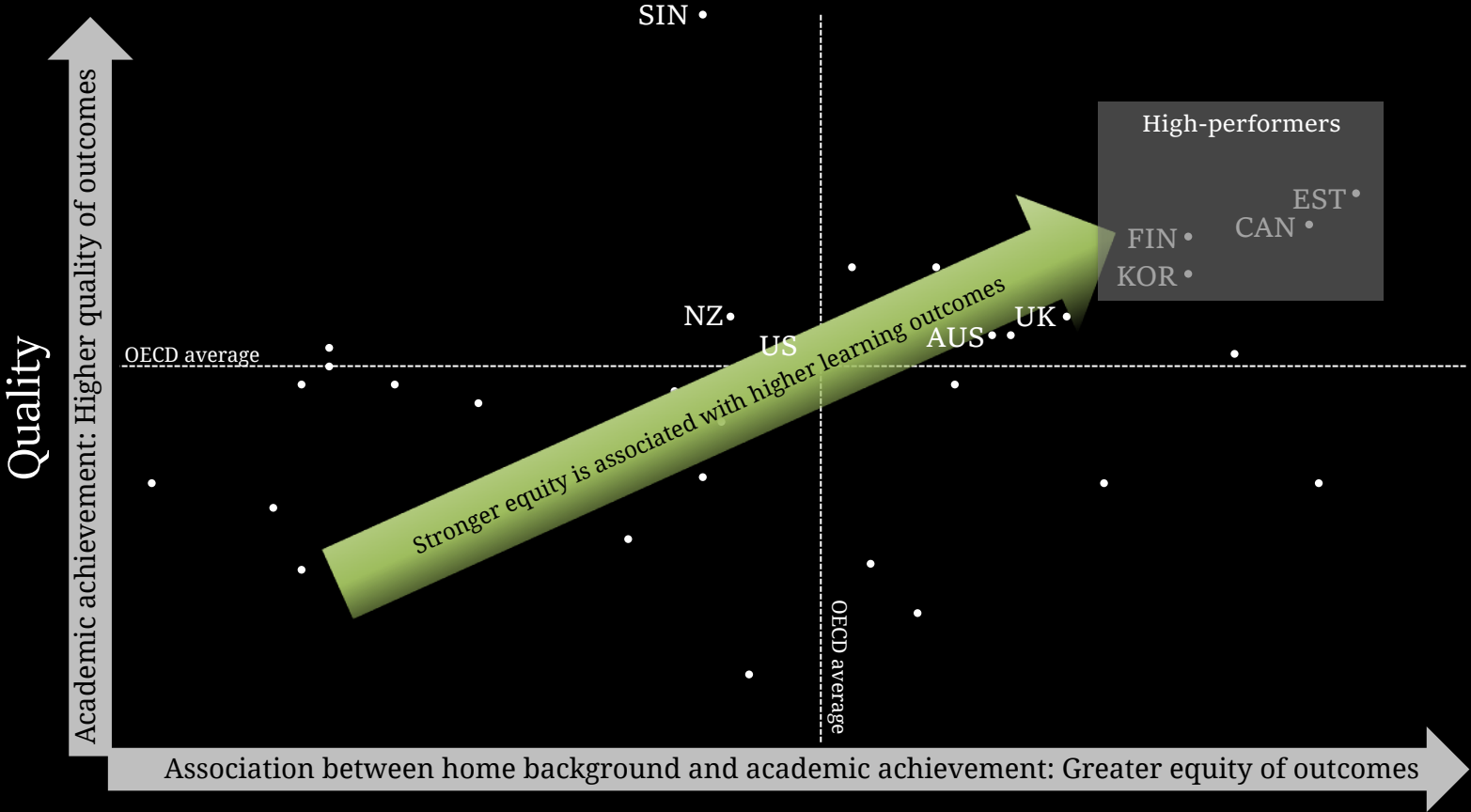
WORLD
Educational inequities gradually reduce over time

WHY EQUITY MATTERS?

Two dimensions of educational outcomes



Two dimensions of educational outcomes



Source: OECD (2019)

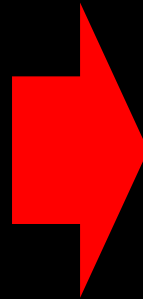
WHAT CAN WE DO?

LEADERSHIP 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.



Equity & excellence

REMEMBER:

“A child's learning is a function more of the characteristics of her/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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