

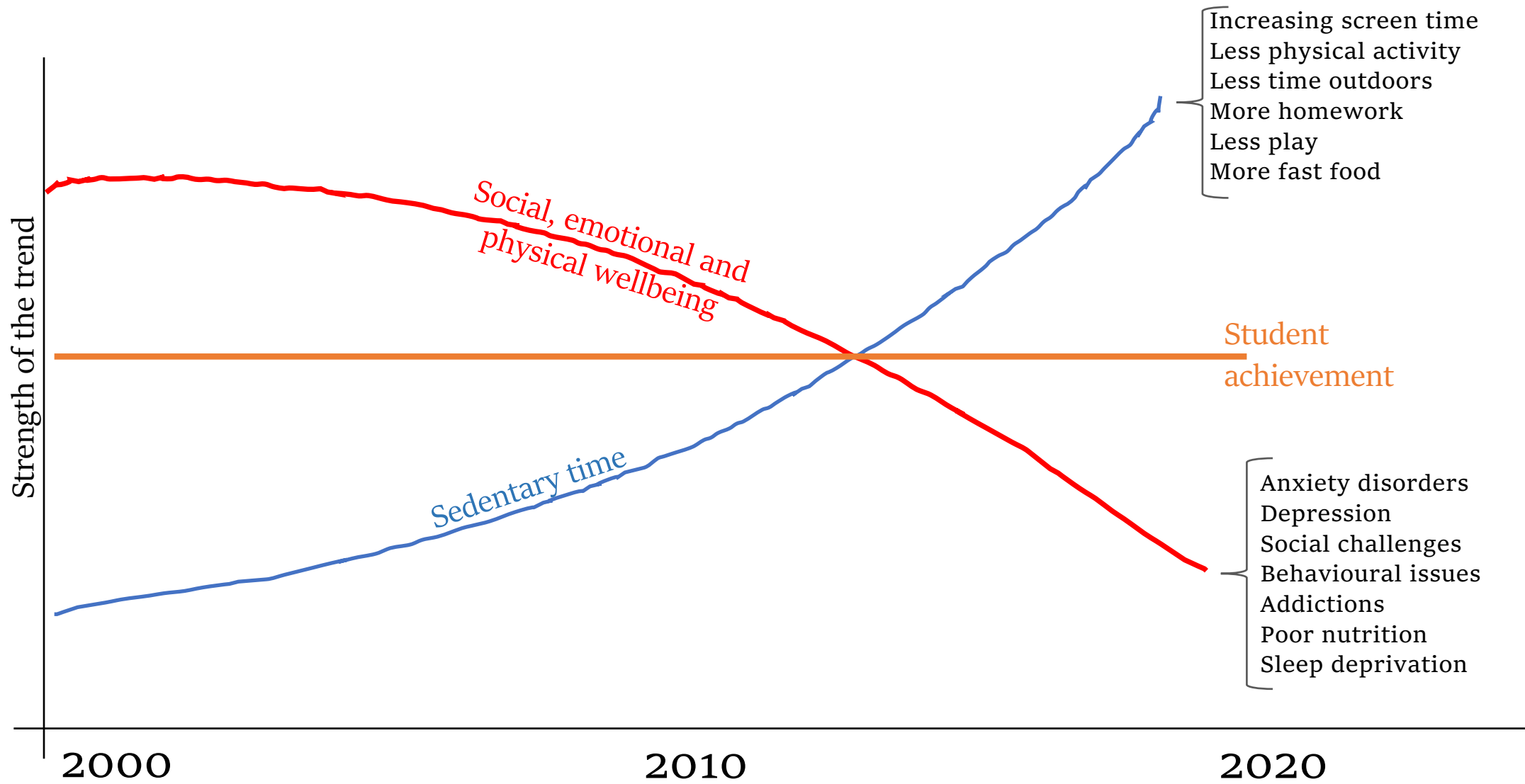
2022 APPA National Conference – Sydney – 1-4 November

Thursday 3rd November · Pasi Sahlberg



APPA
— **2022** —
reCONNECT • reENGAGE
— reIMAGINE —

re·CONNECT



Focus on whole child



← reCONNECT →





Building it back different Schools as multi-opportunity communities



Reconnect heart & mind

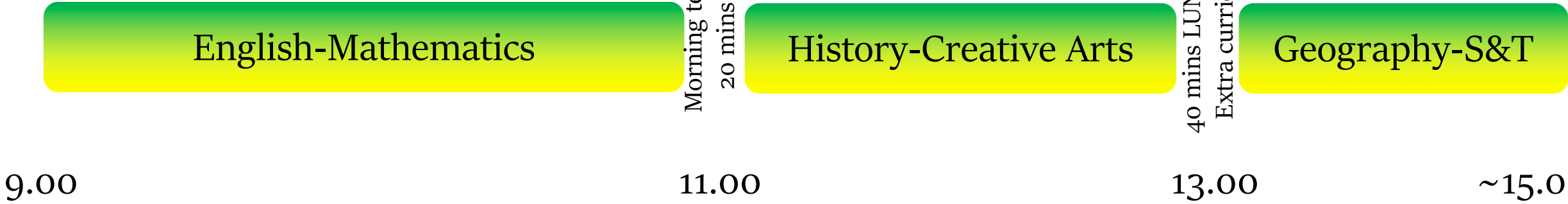
re·ENGAGE

85%

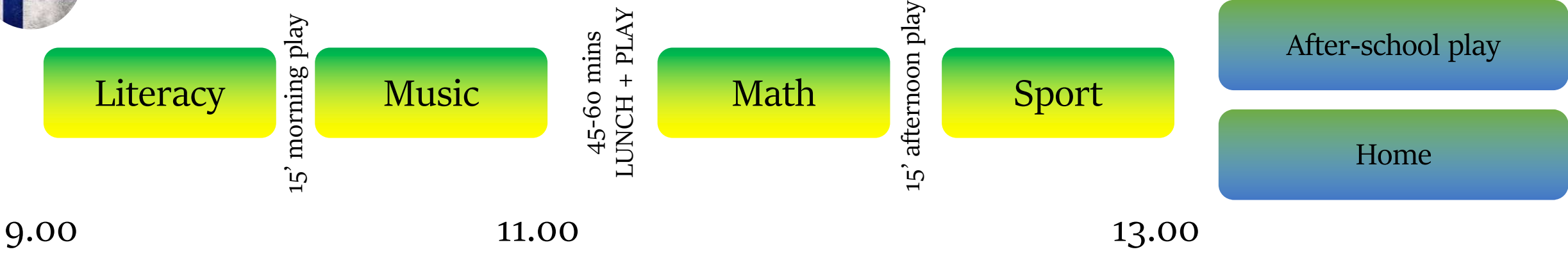
of parents say kids today spend less time **PLAY**ing than they did when they were their children's age.

80%

of parents believe that children are under pressure to grow up too quickly.



Example of a typical Year 1 school day





Long-term impacts of **PLAY** deprivation include:

- depression
- aggression
- reduced self-control
- poor resilience
- obesity

Why **PLAY**?

Working
memory

Flexible
thinking

Self-
control

Executive functions

Creativity

Curiosity

Collaboration

Risk-taking

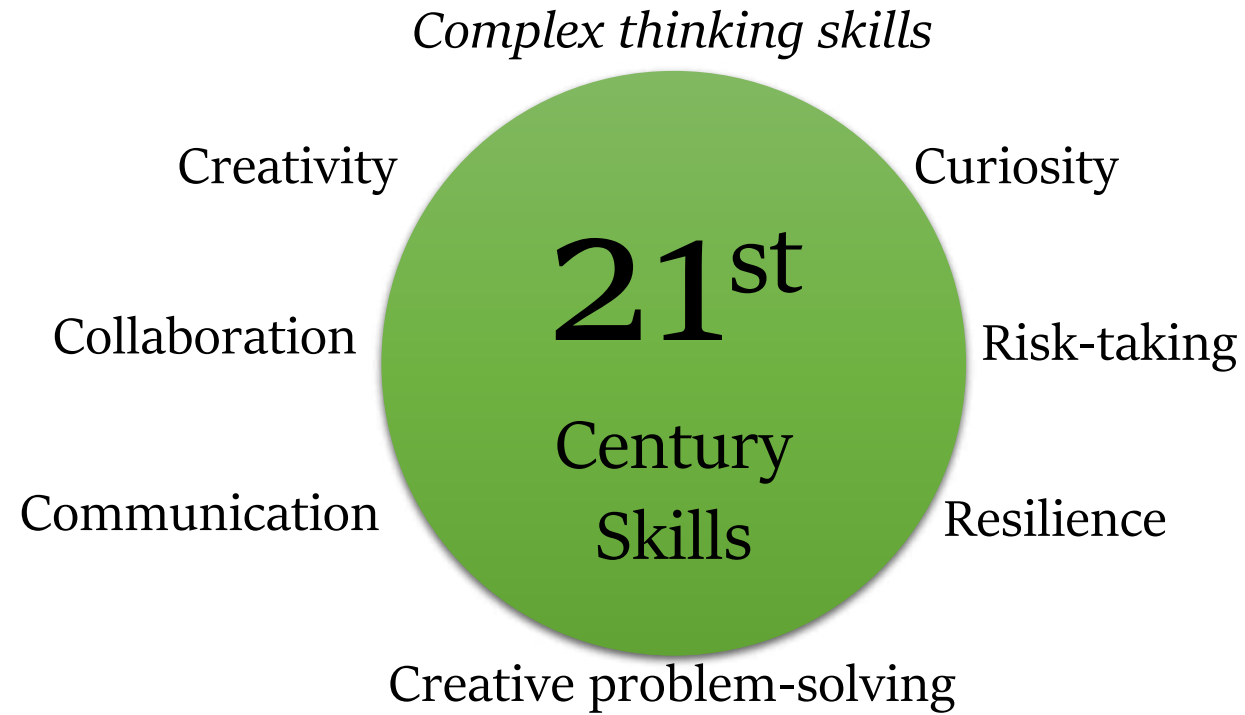
Communication

Resilience

Creative problem-solving

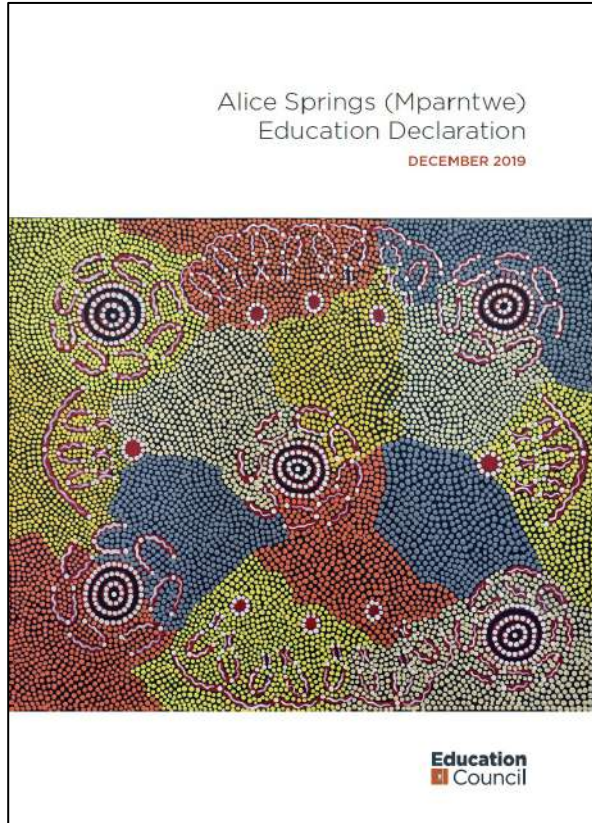
Benefits of
PLAY

Hence **PLAY!**



Let the children **PLAY**

re·IMAGINE

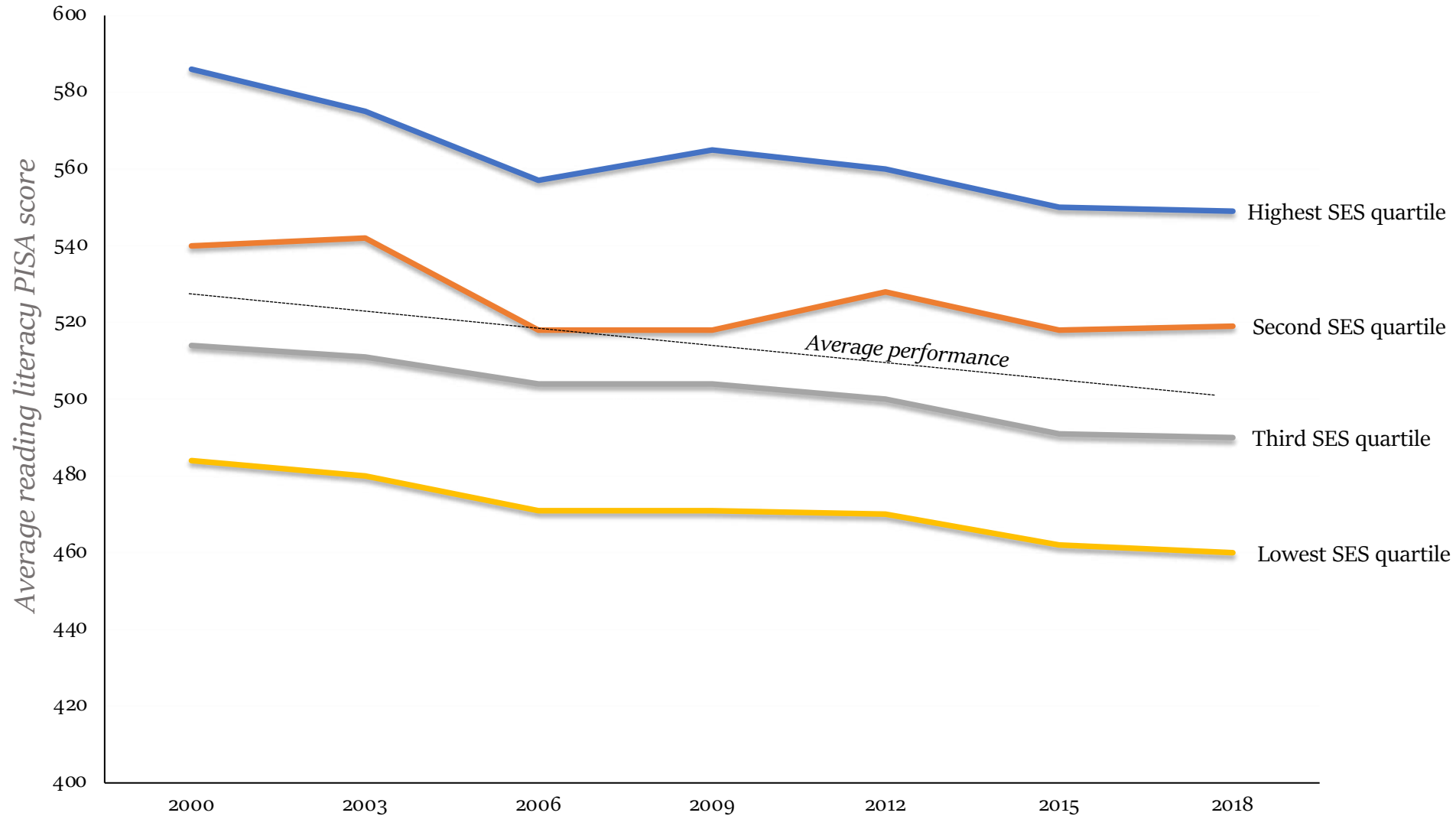


“Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.”

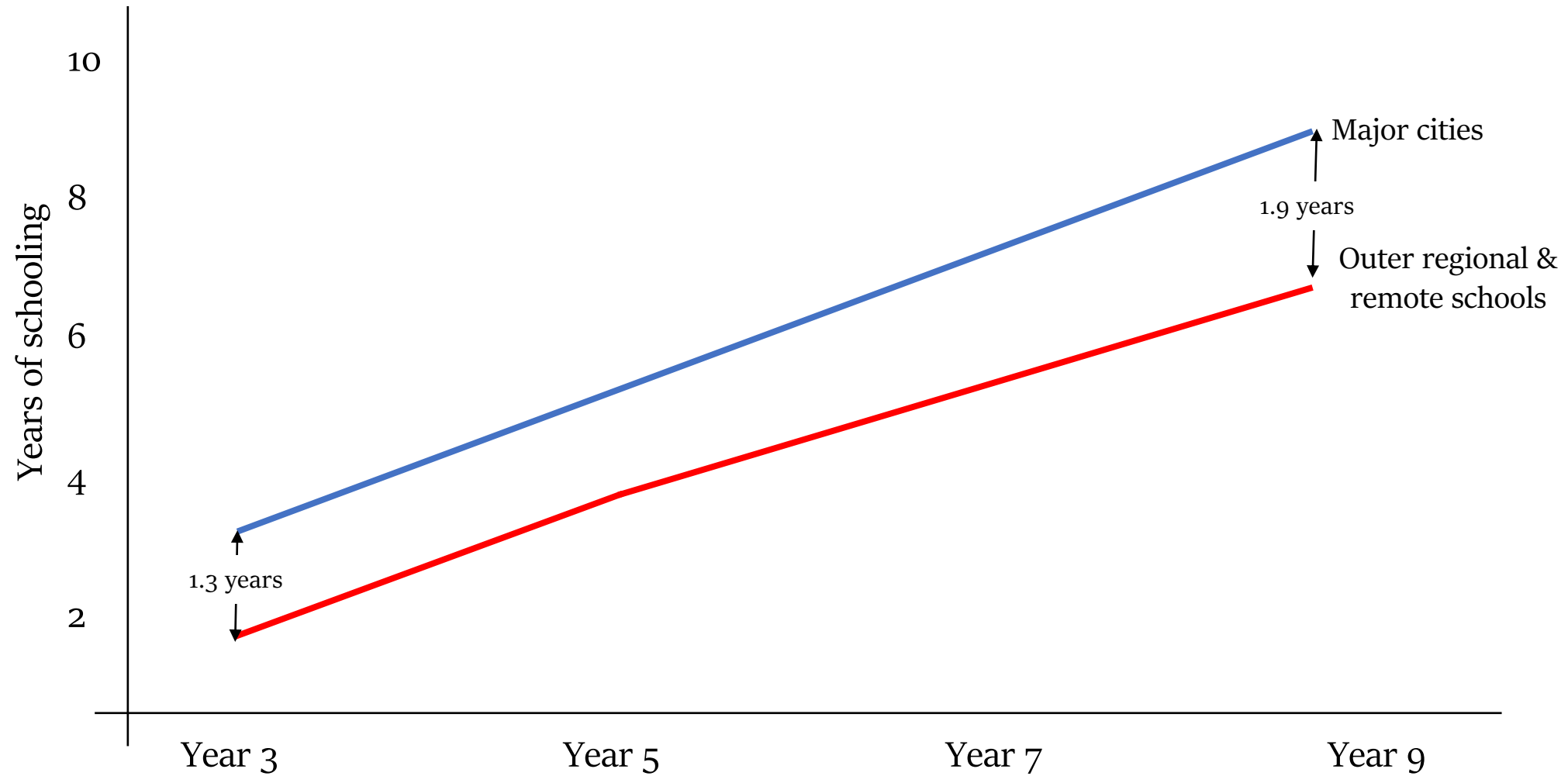
Goal 1:

The Australian education system promotes excellence and equity

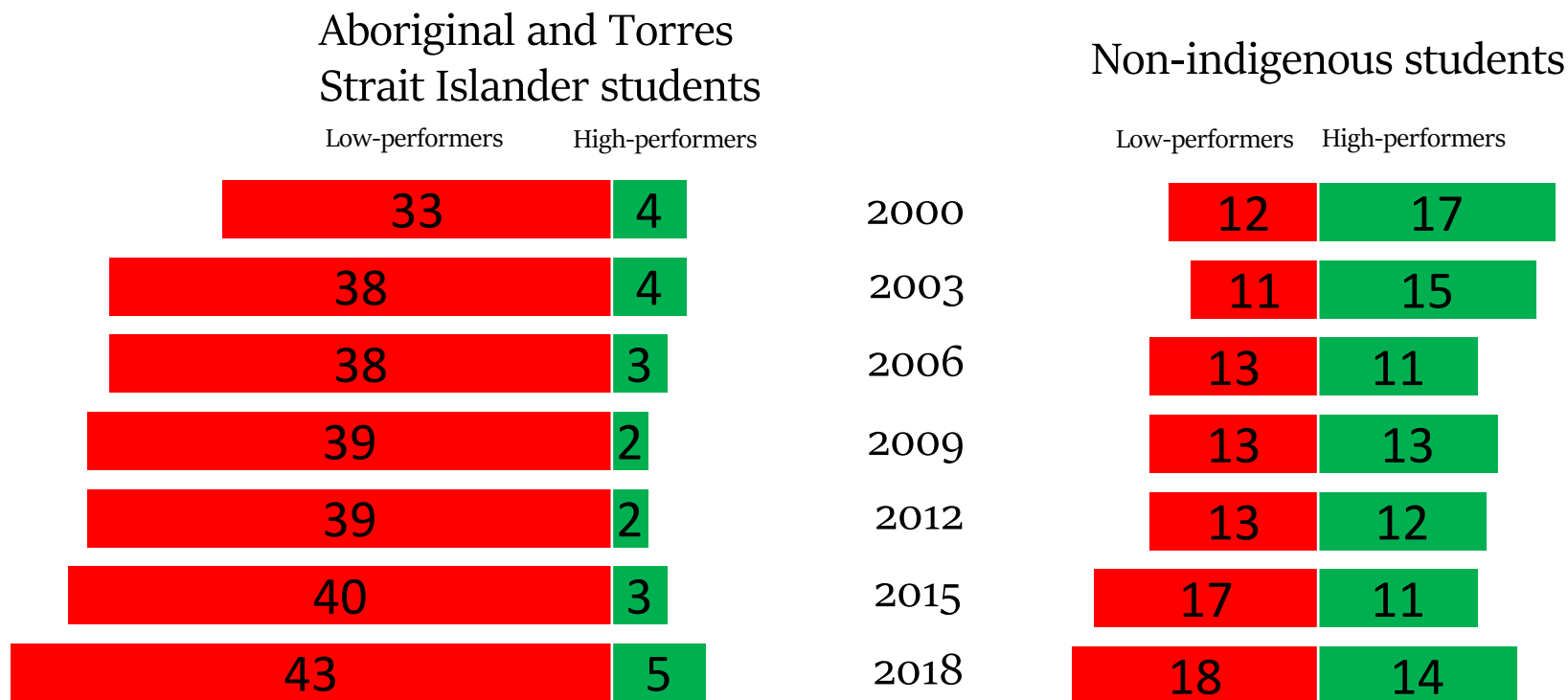
Average reading literacy performance (age 15) by SES quartile

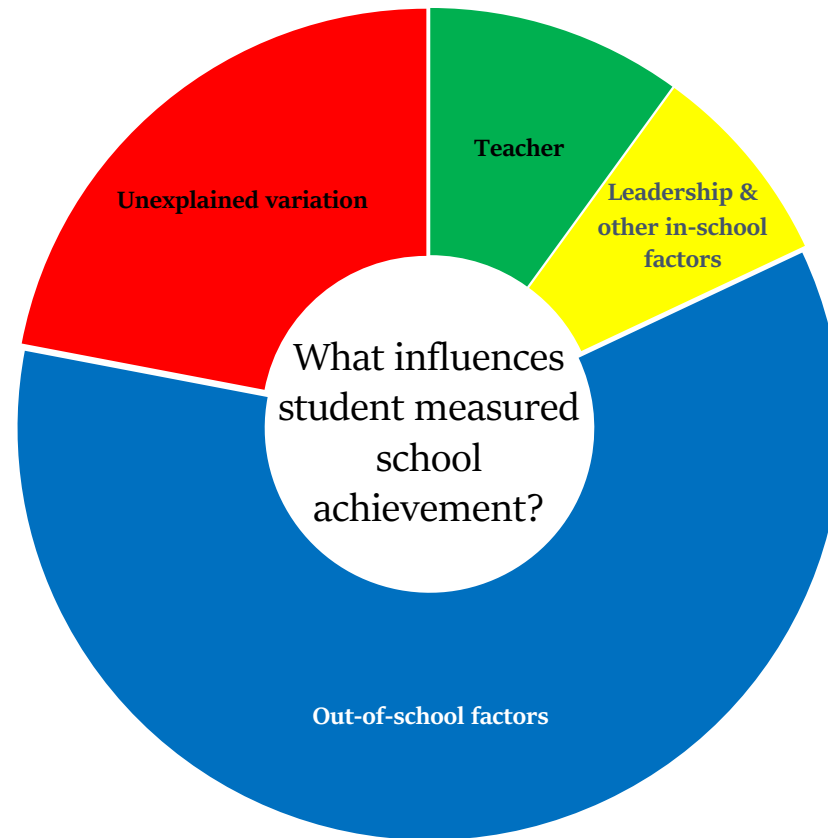


Urban-rural learning gap from Year 3 to Year 9



Percentage of low and high achieving 15-year-old students on the reading literacy proficiency scale





Because teachers account for about 10% to 15% of the variability in test scores, the majority of opportunities for improving the quality and equity of education are found in the system-level conditions.

- American Statistical Association (2014)



HOME



SCHOOL

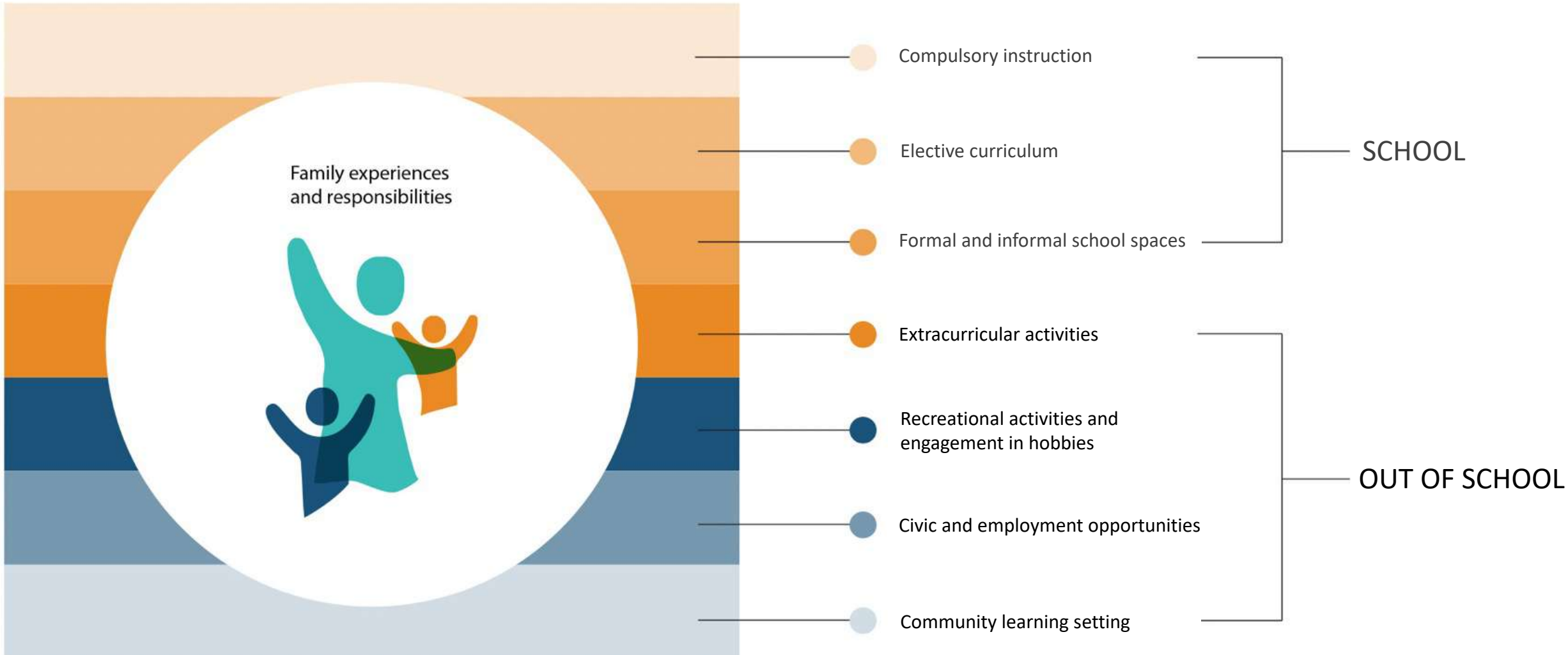


COMMUNITY

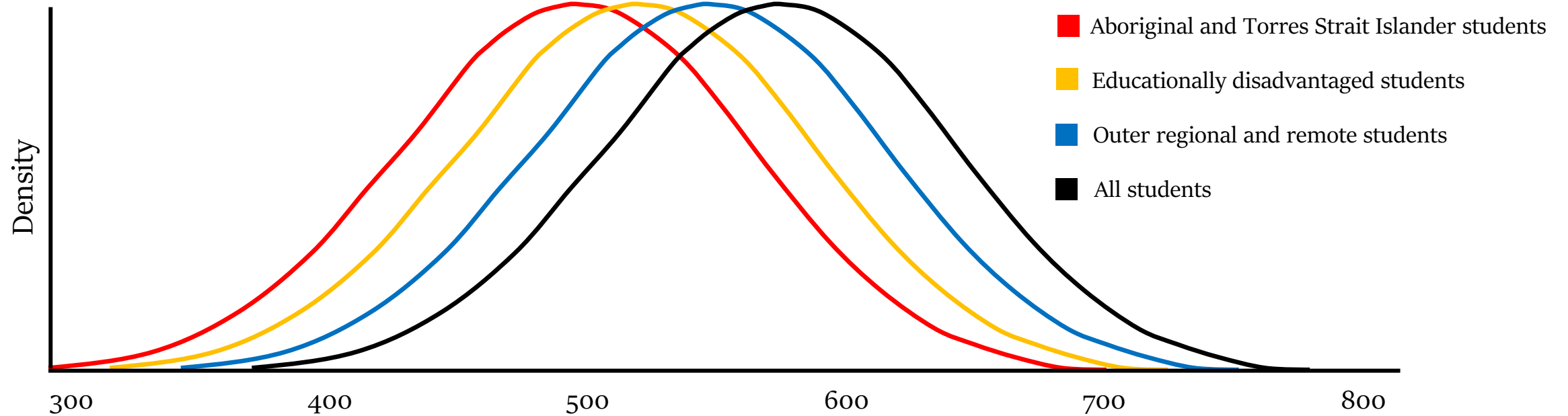


PEER INTERACTION

Where kids learn?



Unequal distribution of students' test scores



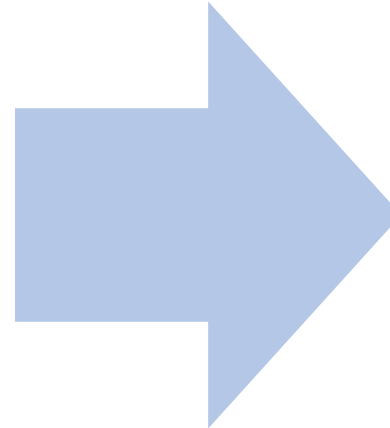
INDIVIDUAL DIMENSION:

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

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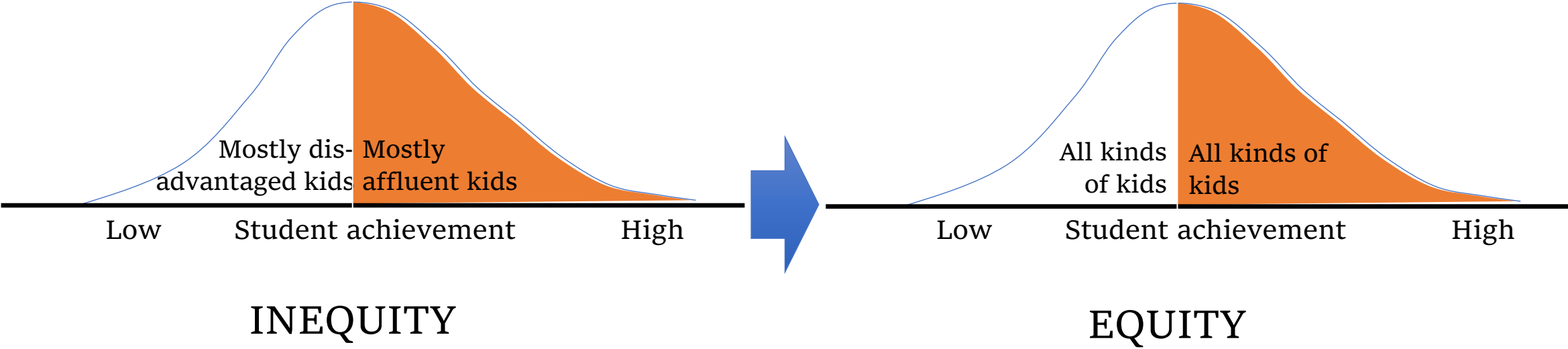
SOCIAL DIMENSSION:

Children from different social groups should achieve similar average education outcomes, and the distribution of these outcomes should be similar.



Equity means that all students receive an adequate education, and that the distribution of learning outcomes for different social groups is similar.

Leadership to equitable education



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

Excellence through equity

re·JOICE

THANK YOU!

