

HOLISTIC THINK TANK

HTT SUMMIT 2023

INTERDISCIPLINARY SCHOOL SUBJECT (IDS)

MARCH 4TH 2023, 10:00-5:00 PM

The Ohio State University
Ohio Union 1739 North High Street Columbus
OH 43210 United States

We are bringing together teachers, leaders, and students to build meaningful, cross-curricular learning experiences that challenge and engage young people.

Featuring **PASI SAHLBERG**, a fierce advocate of hands-on, interdisciplinary learning in the Finnish system, we will showcase a full outline of our open-access Interdisciplinary School Subject, a cross-curricular framework and lesson database primarily aimed at ages 10-15.

This is an opportunity for all to share their ideas and experiences in order to create lasting change in our classrooms.

WE LOOK FORWARD TO SEEING YOU THERE!

A FREE EVENT breakfast & lunch provided



RESTORING THE HOLISTIC UNDERSTANDING OF EDUCATION

HTT Summit
The Ohio State University
Columbus, Ohio
4th March 2023

 [pasi_sahlberg](#)

The Interdisciplinary Subject Program (IDS)
is developed by Holistic Think Tank in cooperation with:



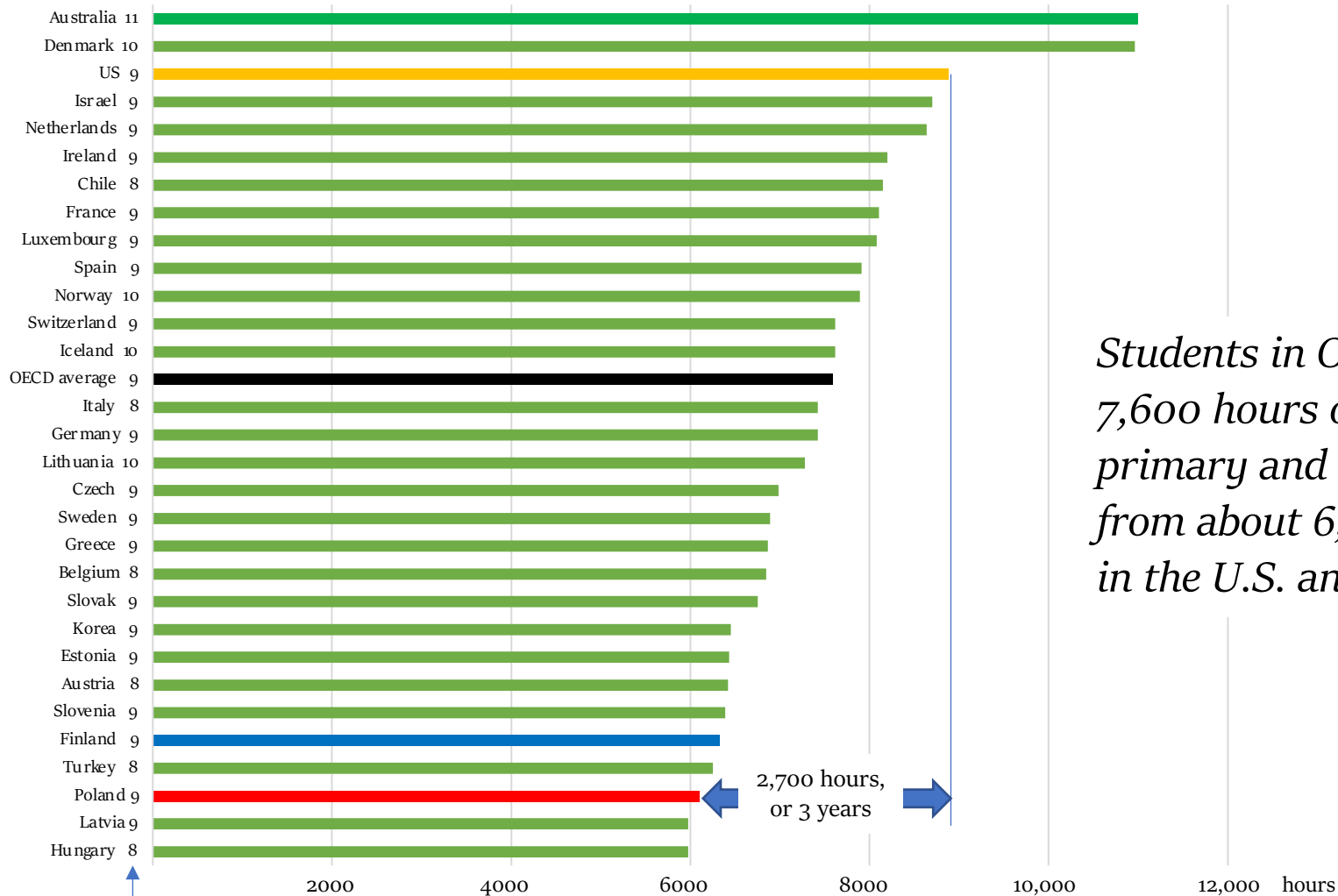
1. Myths About Finnish Schools
2. Trends in Global Education
3. Finnish Education as Global Inspiration
4. Holistic Understanding of Education
5. Conversation

1

Myths About Finnish Schools

No Homework

More Instruction Time



Students in OECD countries receive an average of 7,600 hours of compulsory instruction during their primary and lower secondary education, ranging from about 6,300 hours in Finland to 9,000 hours in the U.S. and 11,000 hours in Australia.

2,700 hours, or 3 years

Duration of primary and lower secondary education in school years

Compulsory instruction hours in primary and lower secondary education

No School Subjects

News › World › Europe

Finland schools: Subjects scrapped and replaced with 'topics' as country reforms its education system

With Finland radically reforming the way its children are taught, Richard Garner visits Helsinki to find out if the teachers approve

Richard Garner | Friday 20 March 2015 | 4 comments

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The Independent Online



Facts and myths about Finnish schools

Pasi Sahlberg

SEMINAR SERIES 290

Centre for Strategic Education (CSE) is the business name for IARTV ABN 23 004 055 556

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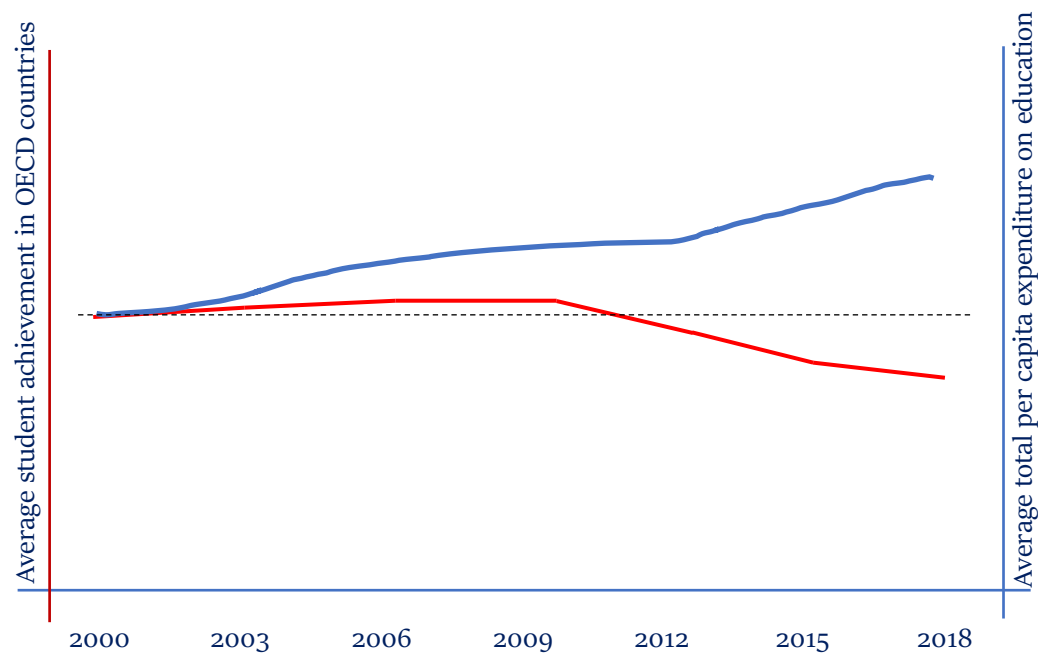


2

Trends in Global Education

1

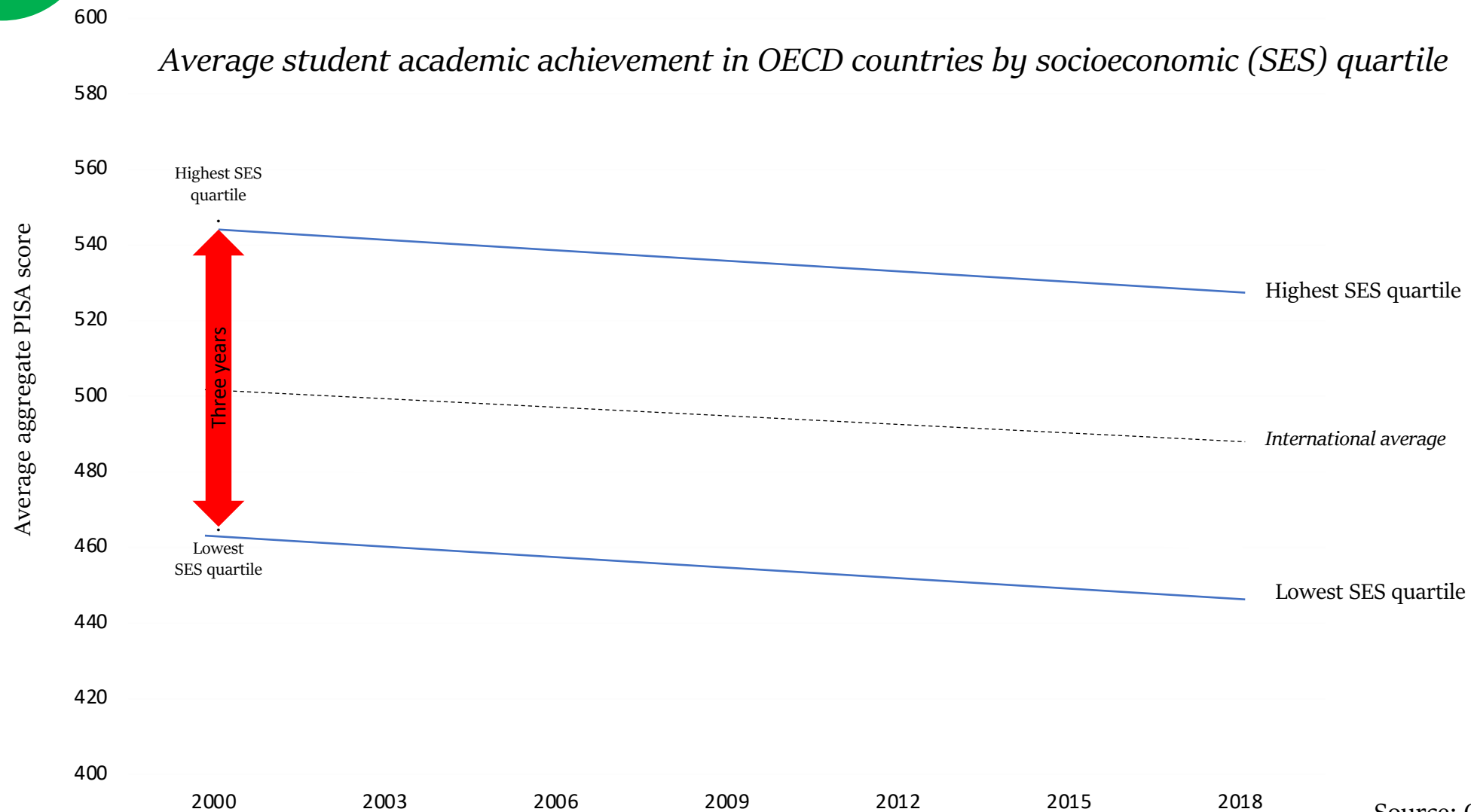
Education outcomes vs. spending



“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.”

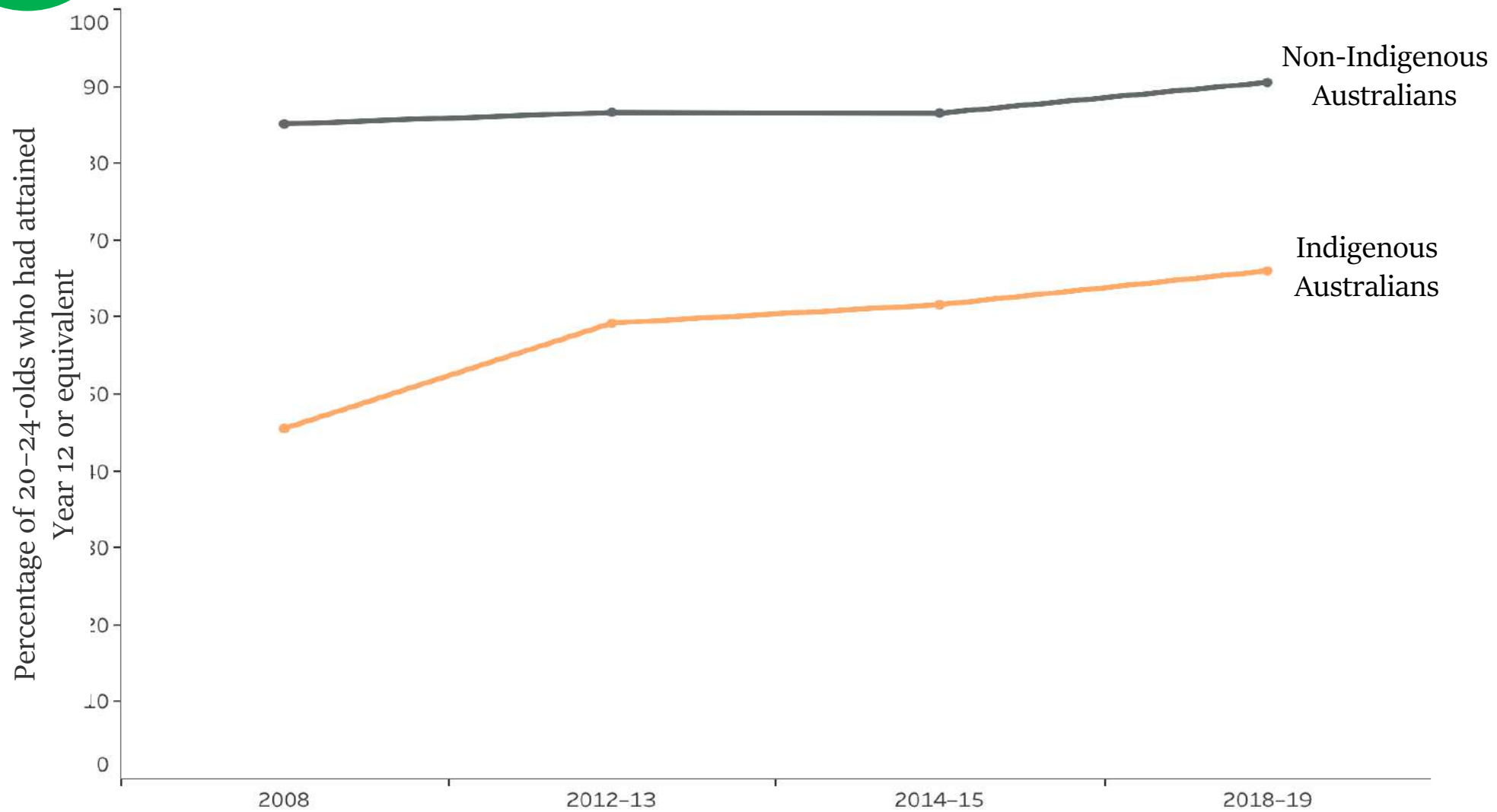
- UIS; OECD; IMF; World Bank databases

2 Large inequalities



2

Large inequalities

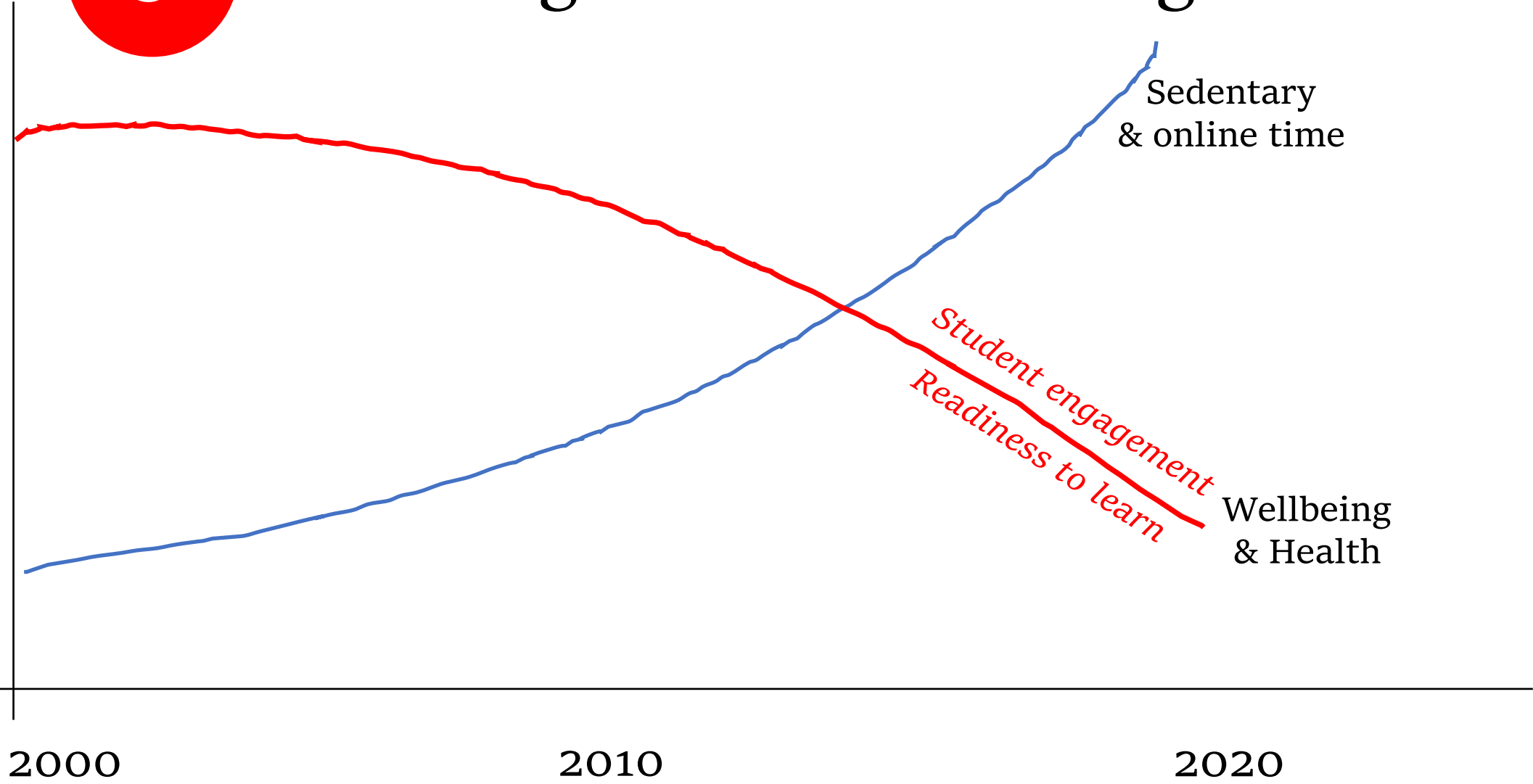


Source: Australian Government, 2022

3

Declining student wellbeing

Trends in Global Education





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.

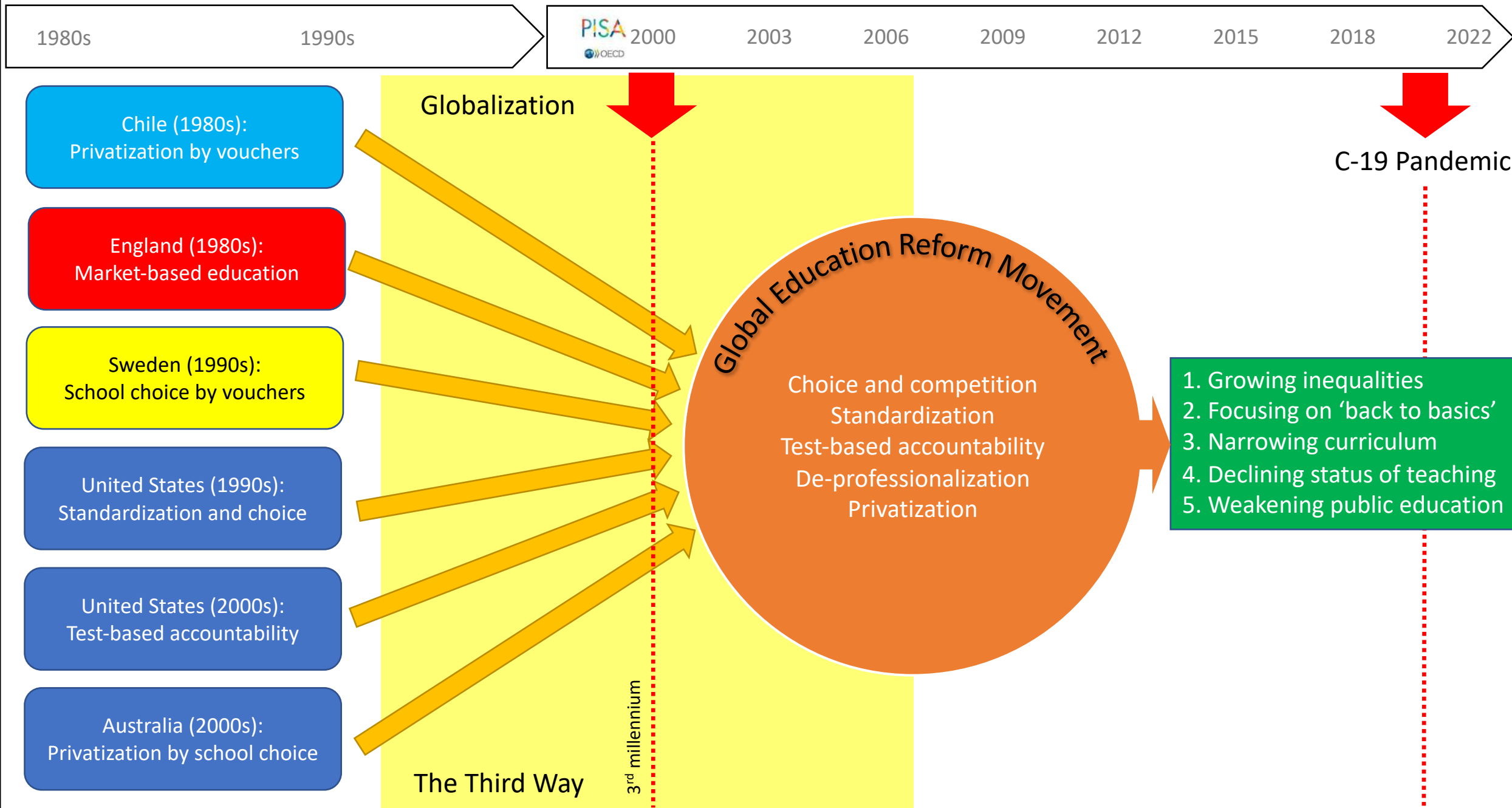
– World Bank Human Development Report 2018

A large, bright red circle with a white glow effect. Inside the circle, the word "Crisis!" is written in a white, bold, sans-serif font, tilted slightly upwards to the right.

Crisis!



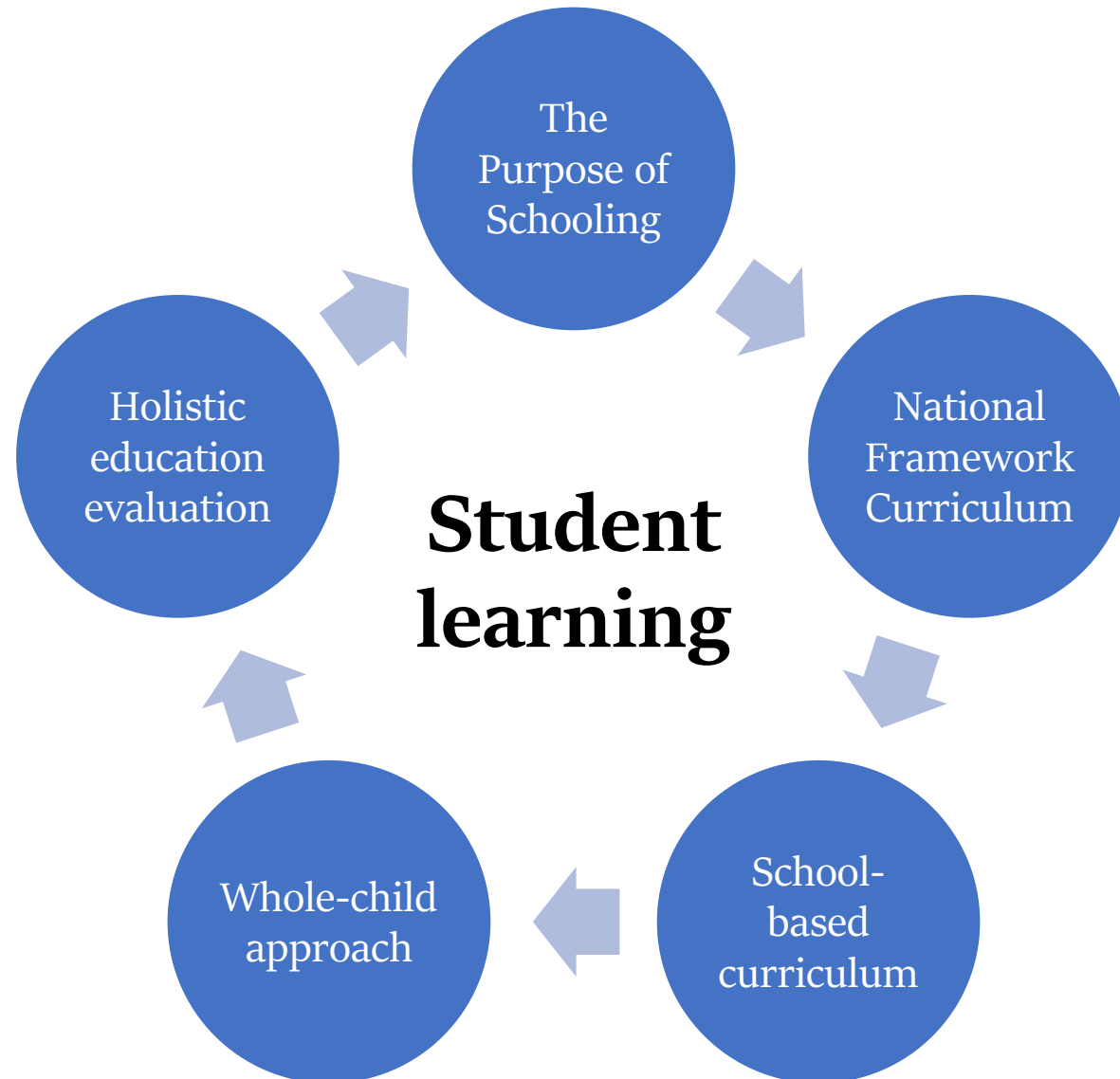
Finnish Education as Global Inspiration



CONFLICTING GLOBAL PARADIGMS



Whole-system approach to holistic education



Whole-system approach to holistic education

Common requirement:

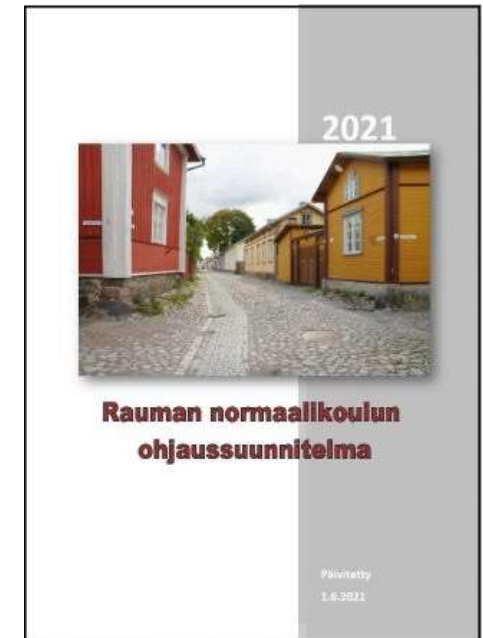
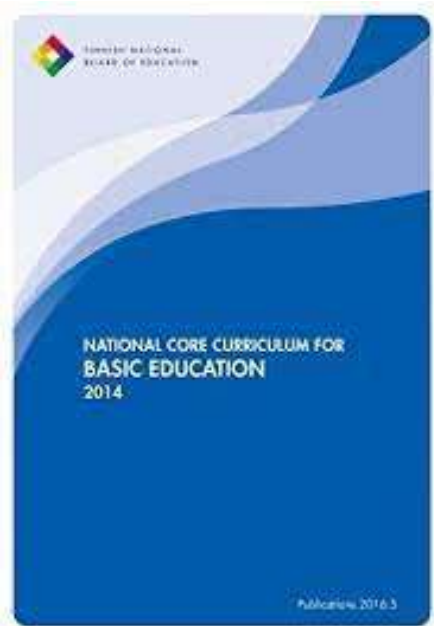
Every school must offer annually at least one interdisciplinary study period that enables phenomenon-based or problem-based learning for all students.

Local community design:

Districts and communities consider their peculiar conditions and opportunities, and provide guidelines to schools for curriculum planning.

School implementation:

Schools must engage all students in planning and evaluation of their interdisciplinary teaching and learning.



*“[Finnish school]... is built on a pedagogical imperative that teaching and learning in school are systematically tailored to the needs of each and every student, taking into account their individual differences. **It is guided by a clear purpose to educate the whole child**, to learn what to do with what you know, and to grow into humanity. The Finnish Way makes plain that collaboration with teachers, not confrontation, is the path to better results. The evidence is clear—and the road ahead should be, too.”*

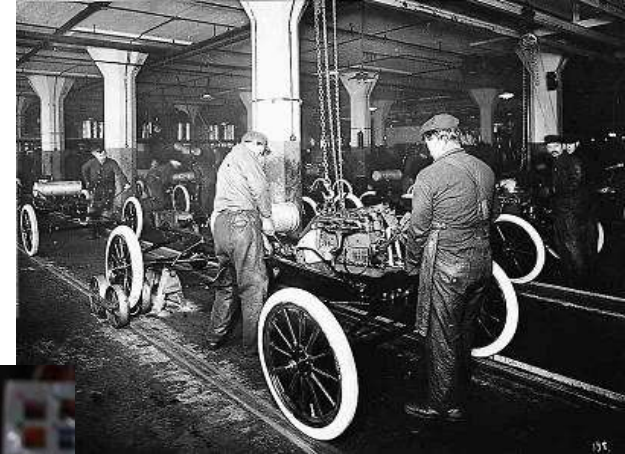
- Finnish Lessons (2021)

4

Holistic Understanding of Education

Three Common Models of Schooling

School Organization: **Industrial Model**



Social Interaction: **Competition Model**



Human intelligence: **Academic Model**



Transition to the Holistic Model of Schooling

School Organization: **Industrial Model**



Organic Model

Social Interaction: **Competition Model**



Cooperative Model

Human intelligence: **Academic Model**



Holistic Model

Interdisciplinarity

1 Rethink the purpose of schooling

1. From standardized production to personal growth
2. From passive consumers to active creators
3. From excellence for some to equity for all

2

Support curriculum design in schools

1. More flexible steering from the top
2. Prepare teachers to have agency in curriculum design
3. Trust teachers' collective professional wisdom

3

Engage young people as agents of change

1. Turning schools as children's favorite place to be
2. From having voice and agency towards student-led learning
3. Young people can do more than they are given credit for



Conversation

Thank you!