

Department of Education International

2024 DEi Conference

Spark, create, excel - think global, act local

13 - 14 May 2024 | Brisbane Convention & Exhibition Centre

From the big picture to leading future schools

13 May 2024

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1. The State of Global Education

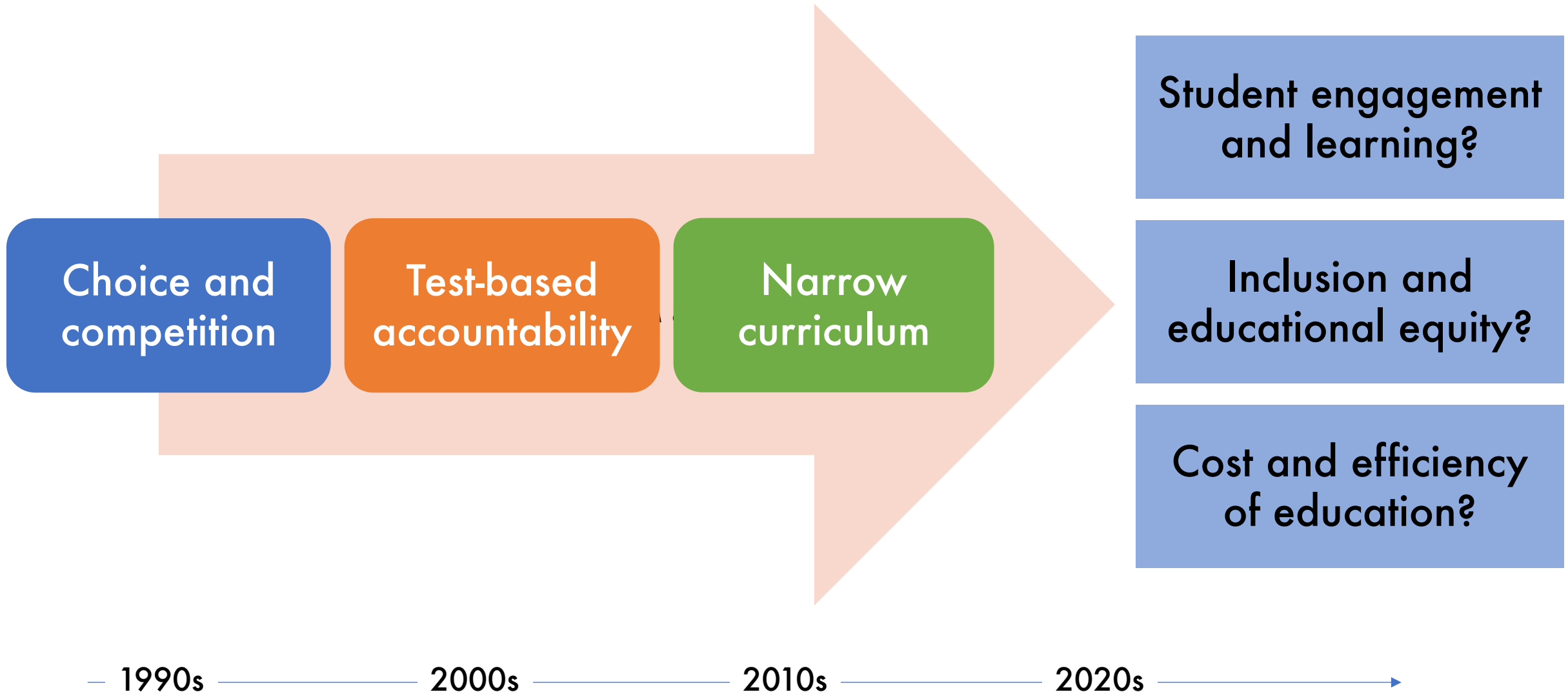
2. Australian Schools – Good Different

3. Leading Future Schools

1:

The State of Global Education

Global education reform movement (GERM)



Are global educational outcomes improving?

Stronger trend

Weaker trend

Data and research
on schools

Expenditure per
student

Equity and quality
of outcomes

Student wellbeing
and engagement

2000

2005

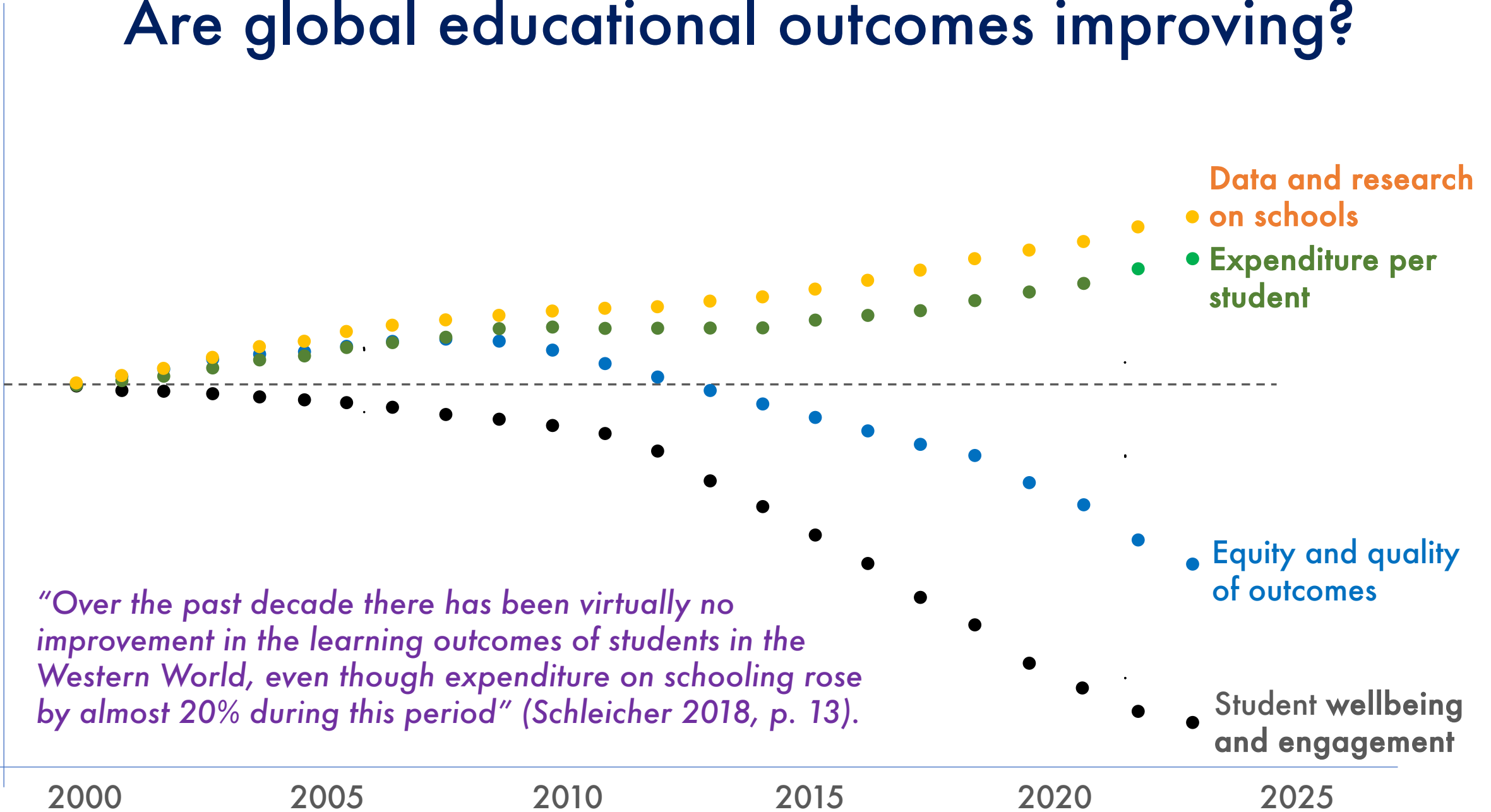
2010

2015

2020

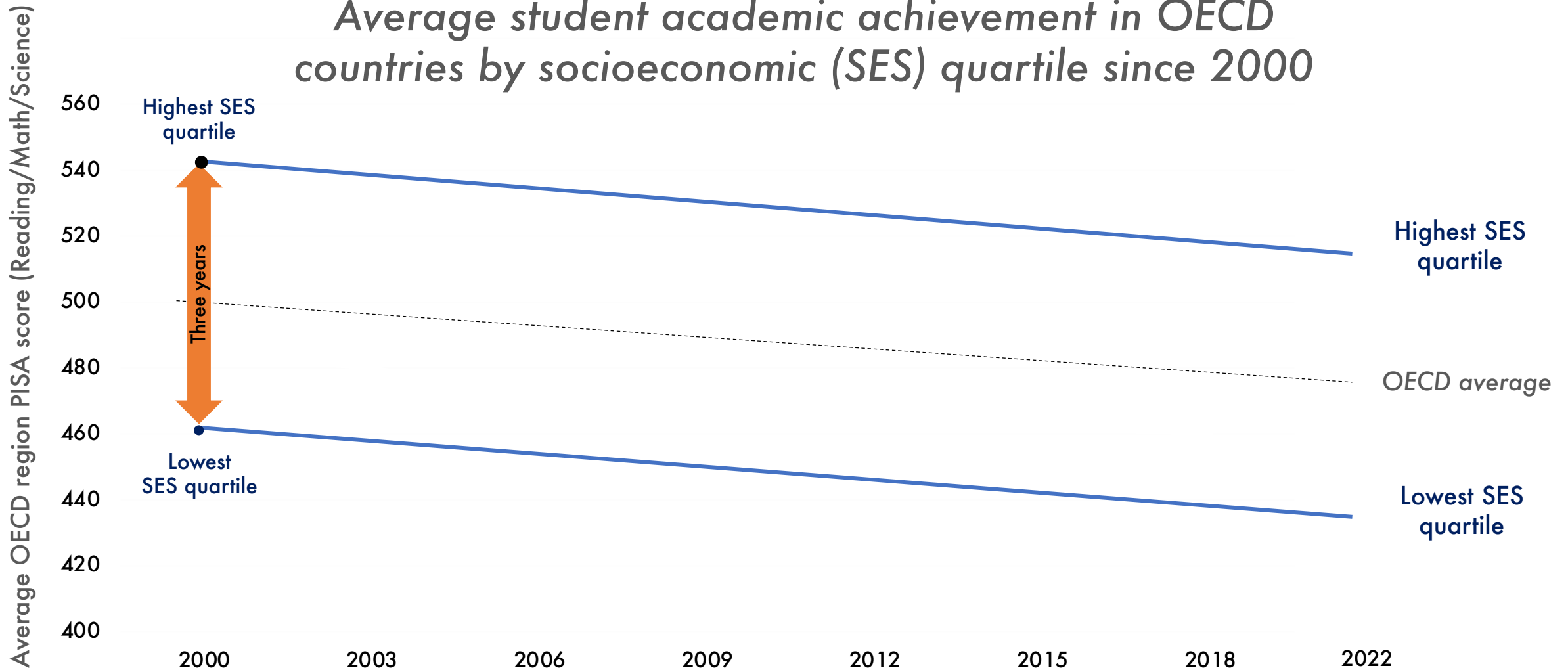
2025

“Over the past decade there has been virtually no improvement in the learning outcomes of students in the Western World, even though expenditure on schooling rose by almost 20% during this period” (Schleicher 2018, p. 13).

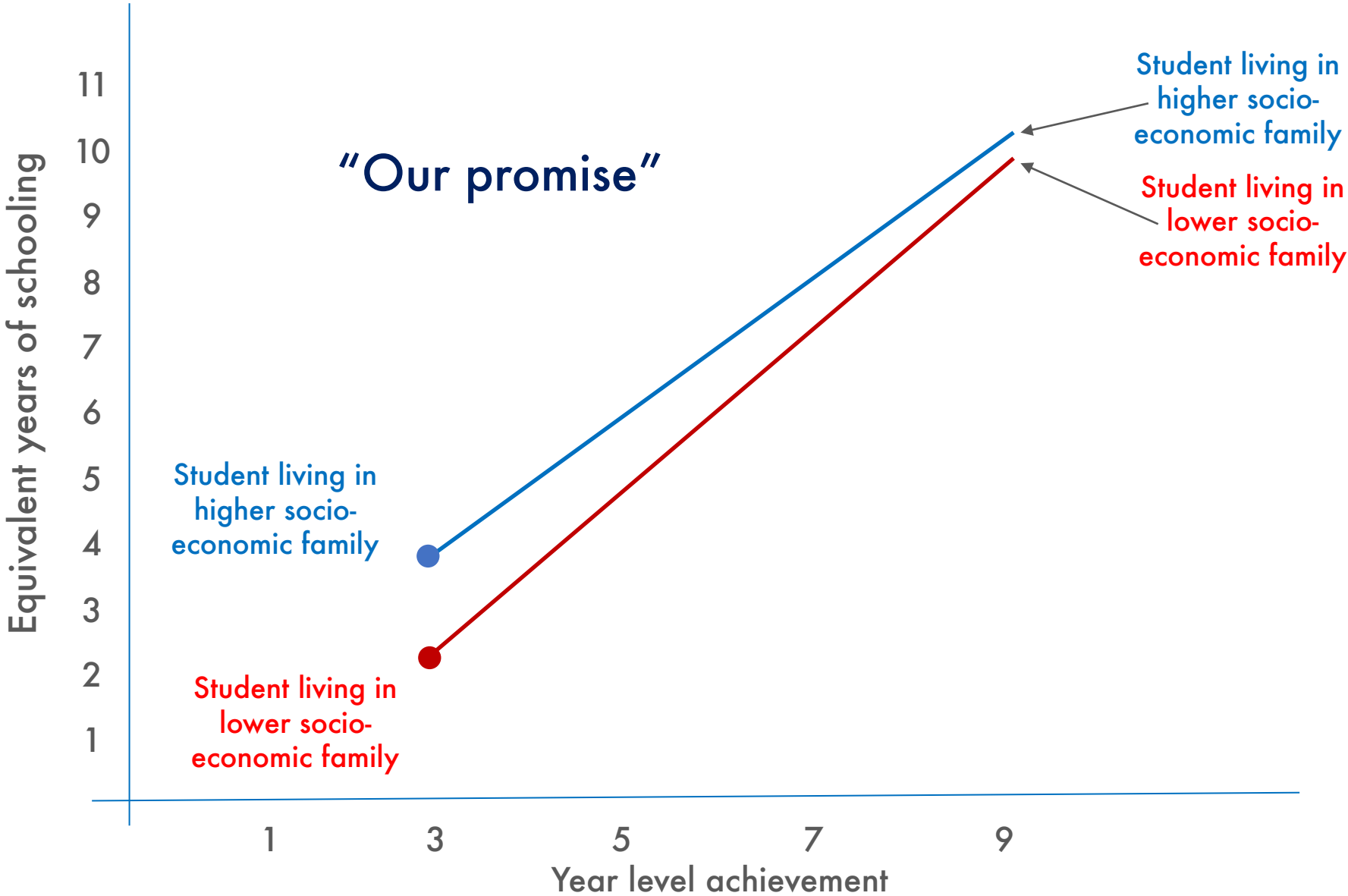


Are achievement gaps narrowing?

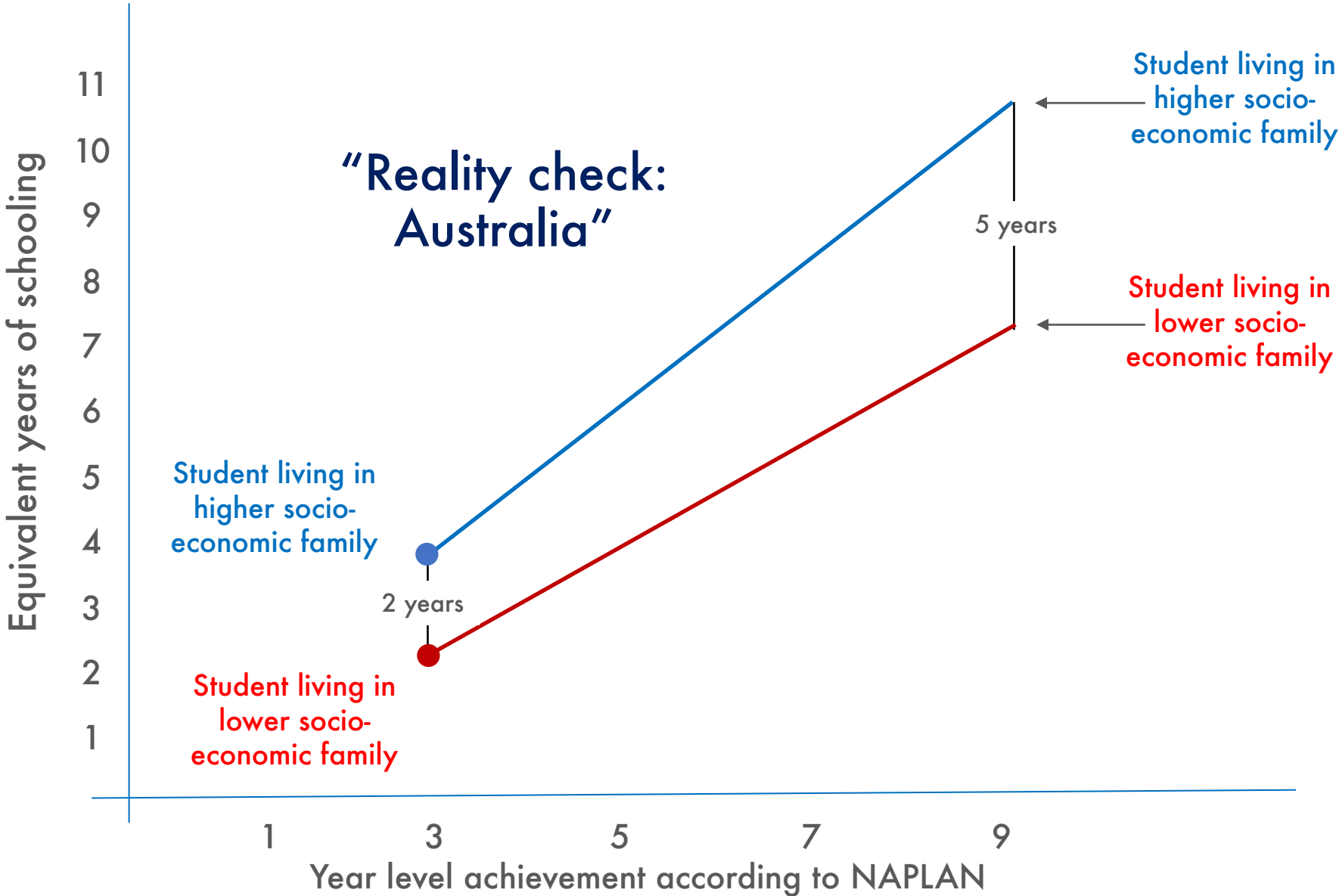
Average student academic achievement in OECD countries by socioeconomic (SES) quartile since 2000



Does schooling level the playing field?

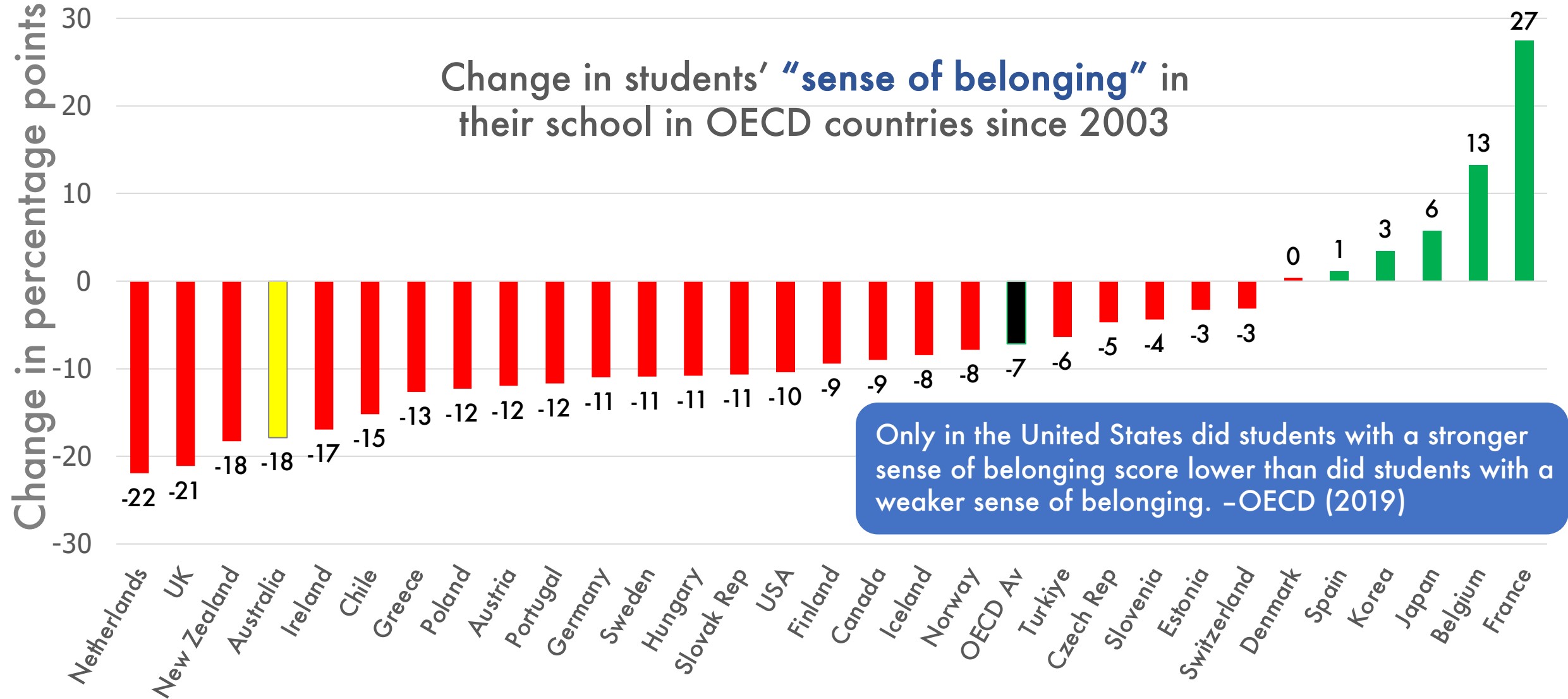


Does schooling level the playing field?



Source: ACARA and Productivity Commission (2023)

Do students think school is a place for them?





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 achievement gaps 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

We can't make education better and fairer using the same kind of thinking that led us to the global learning crisis!

2:

**Australian Schools –
Good Different**

We have a world-class school education
– *but not for everyone!*

We have a complex education system of system

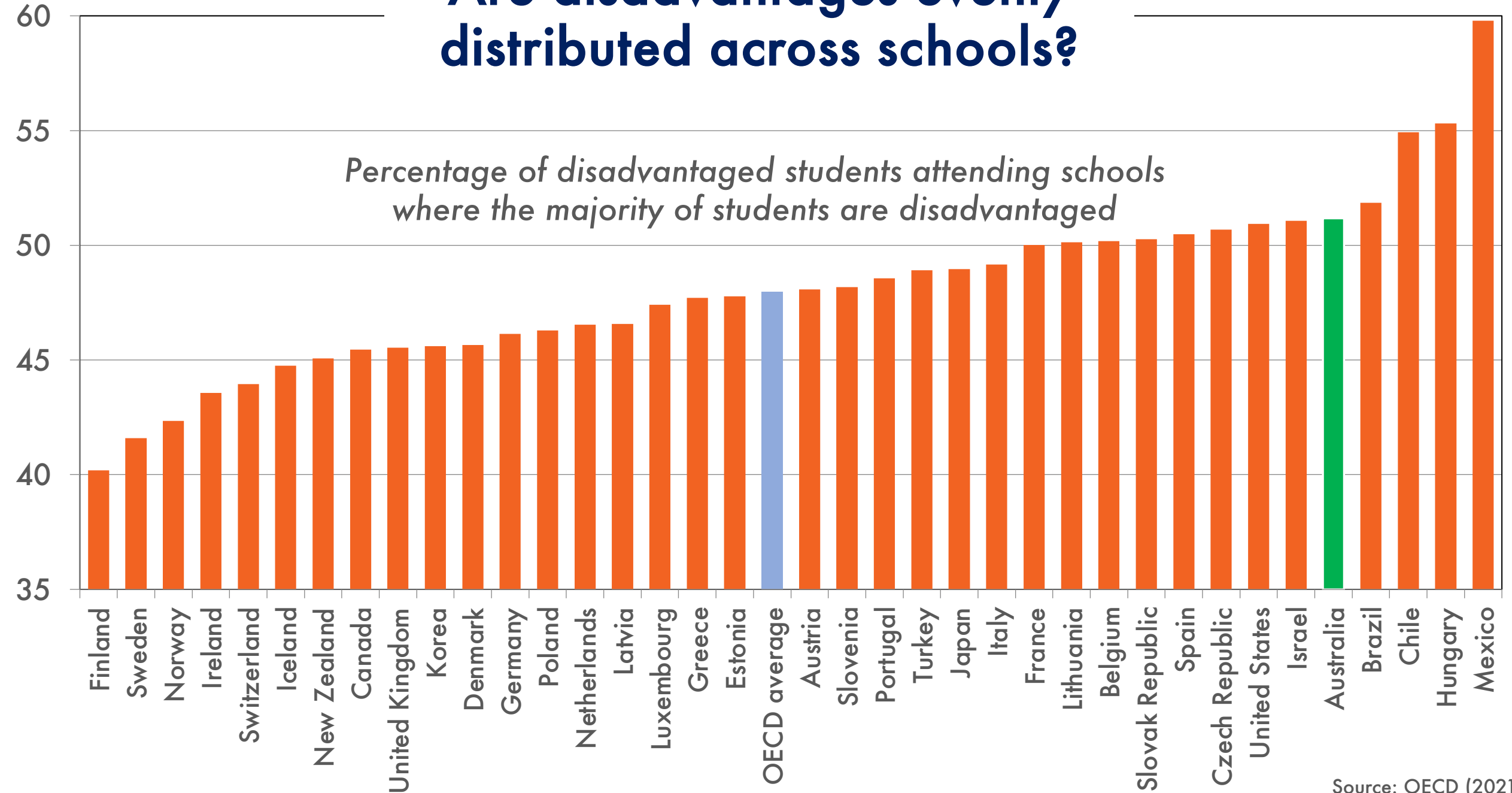
Proportion of students attending...

- Private schools
- Government schools



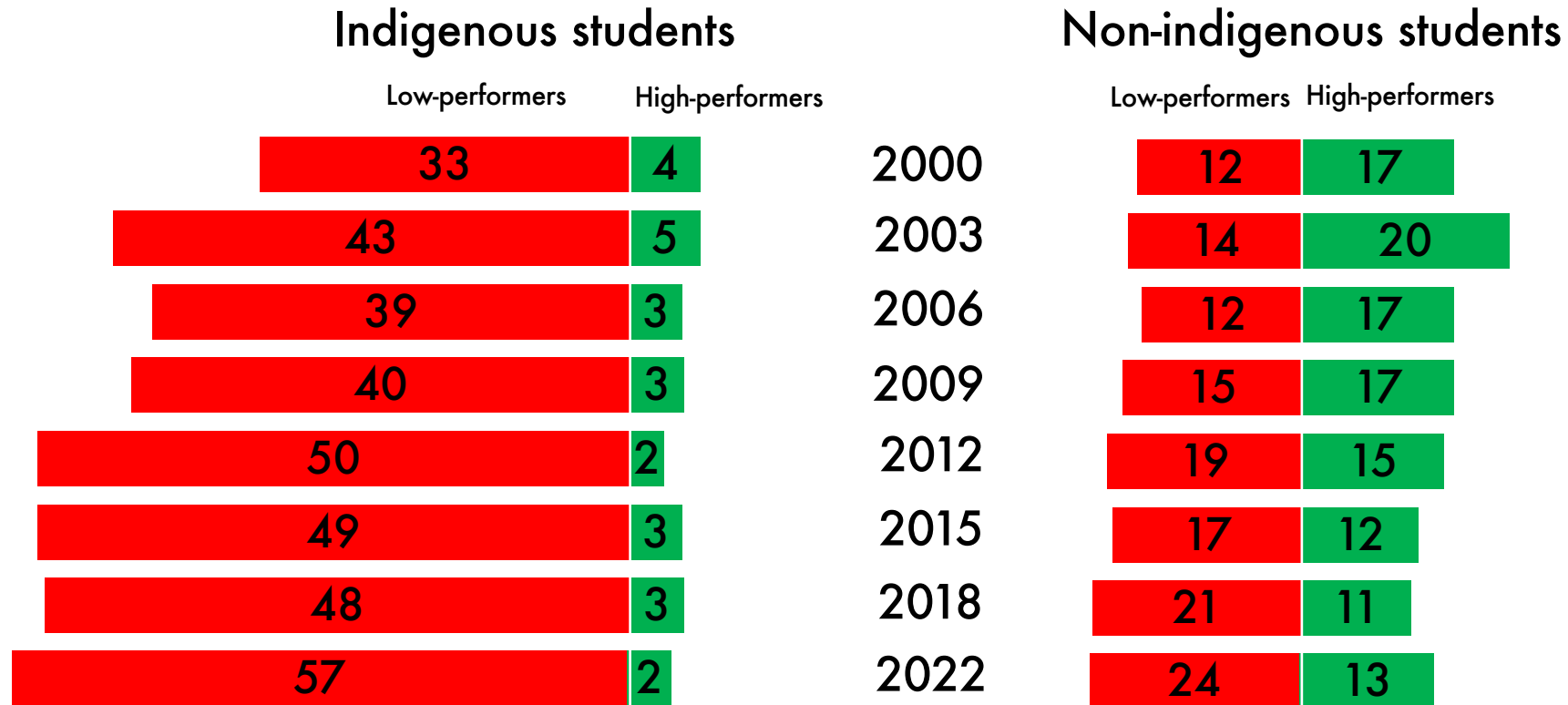
Are disadvantages evenly distributed across schools?

Percentage of disadvantaged students attending schools where the majority of students are disadvantaged



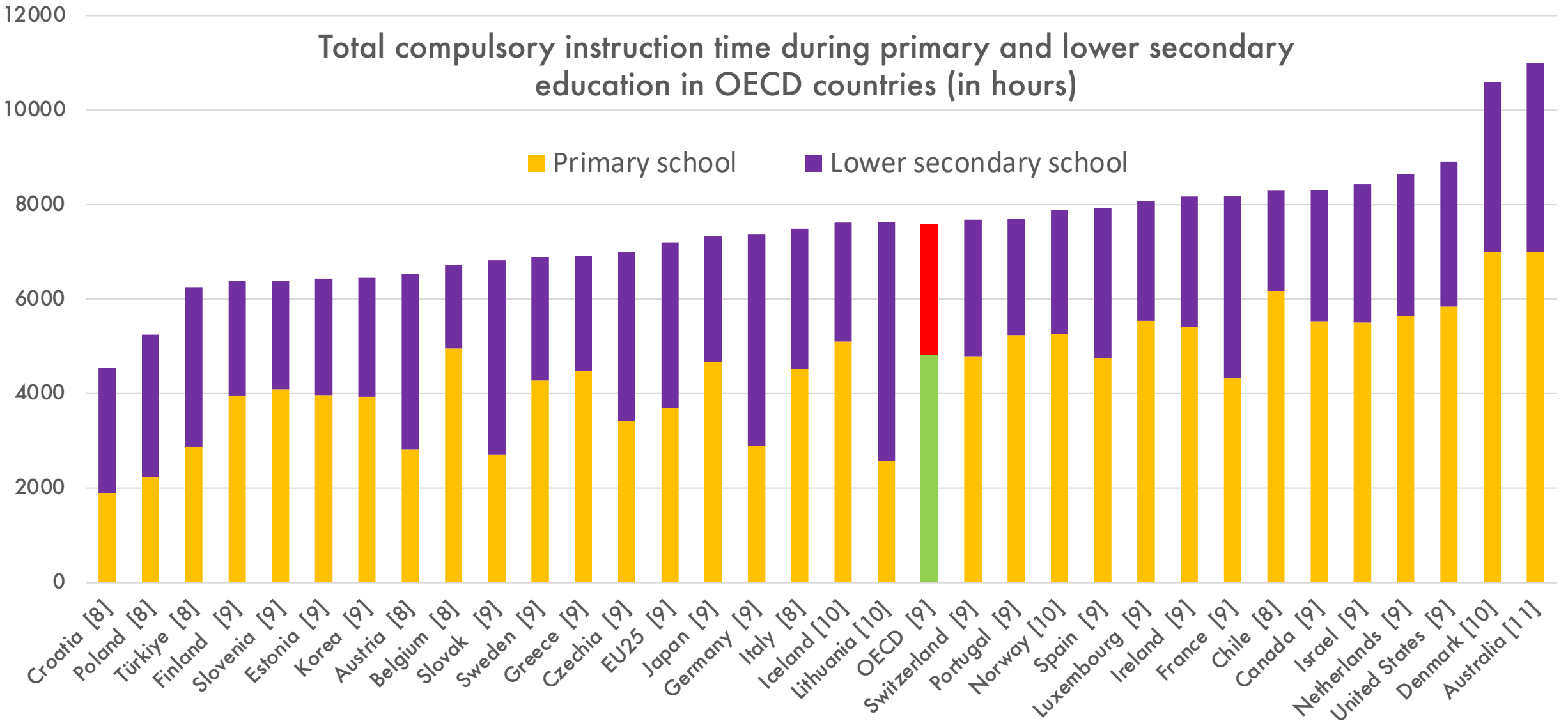
Are we leaving some kids behind?

Proportion of low and high performers in Australia on the PISA reading literacy proficiency scale by Indigenous background since 2000

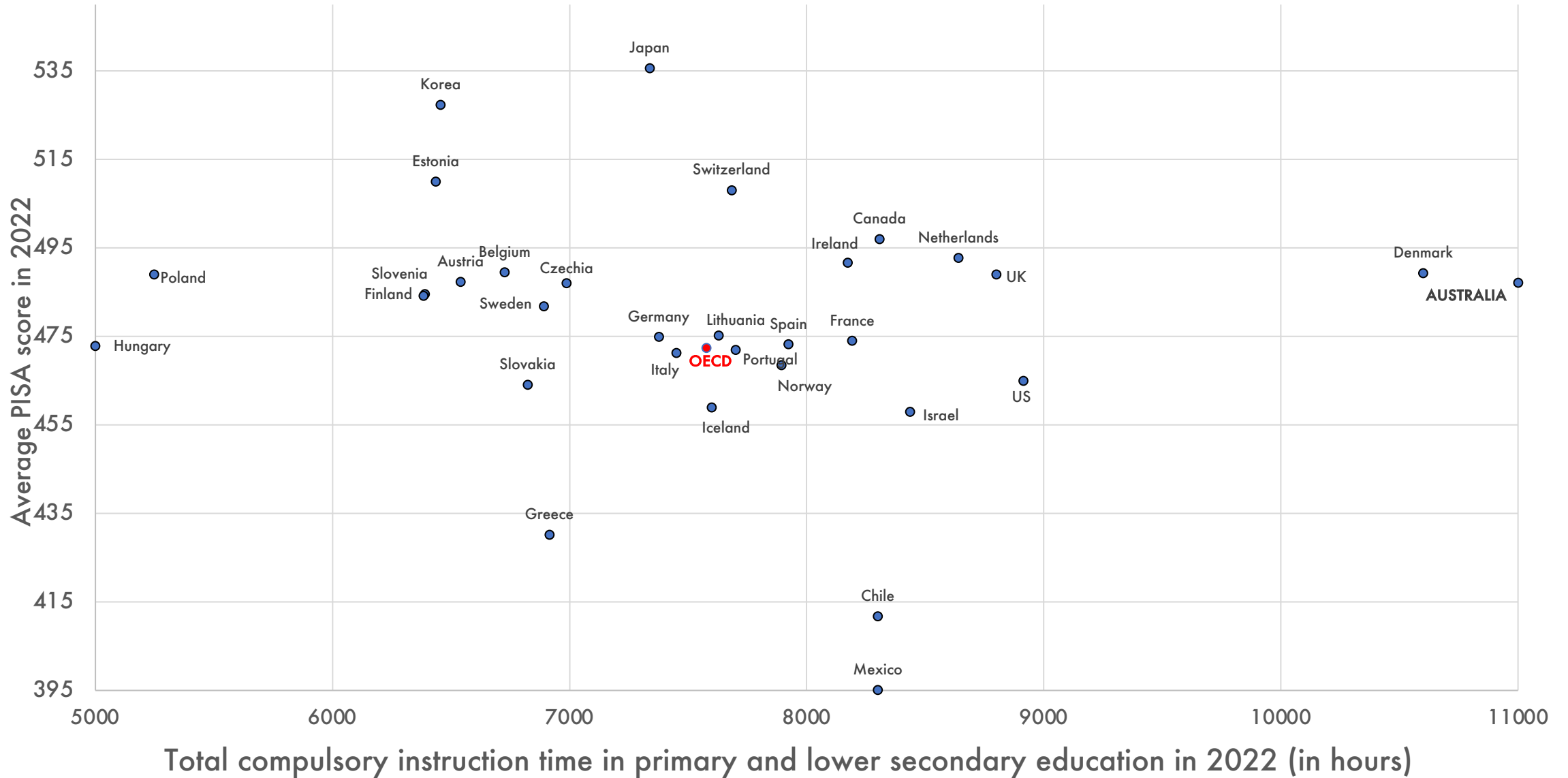


How much do kids have instruction?

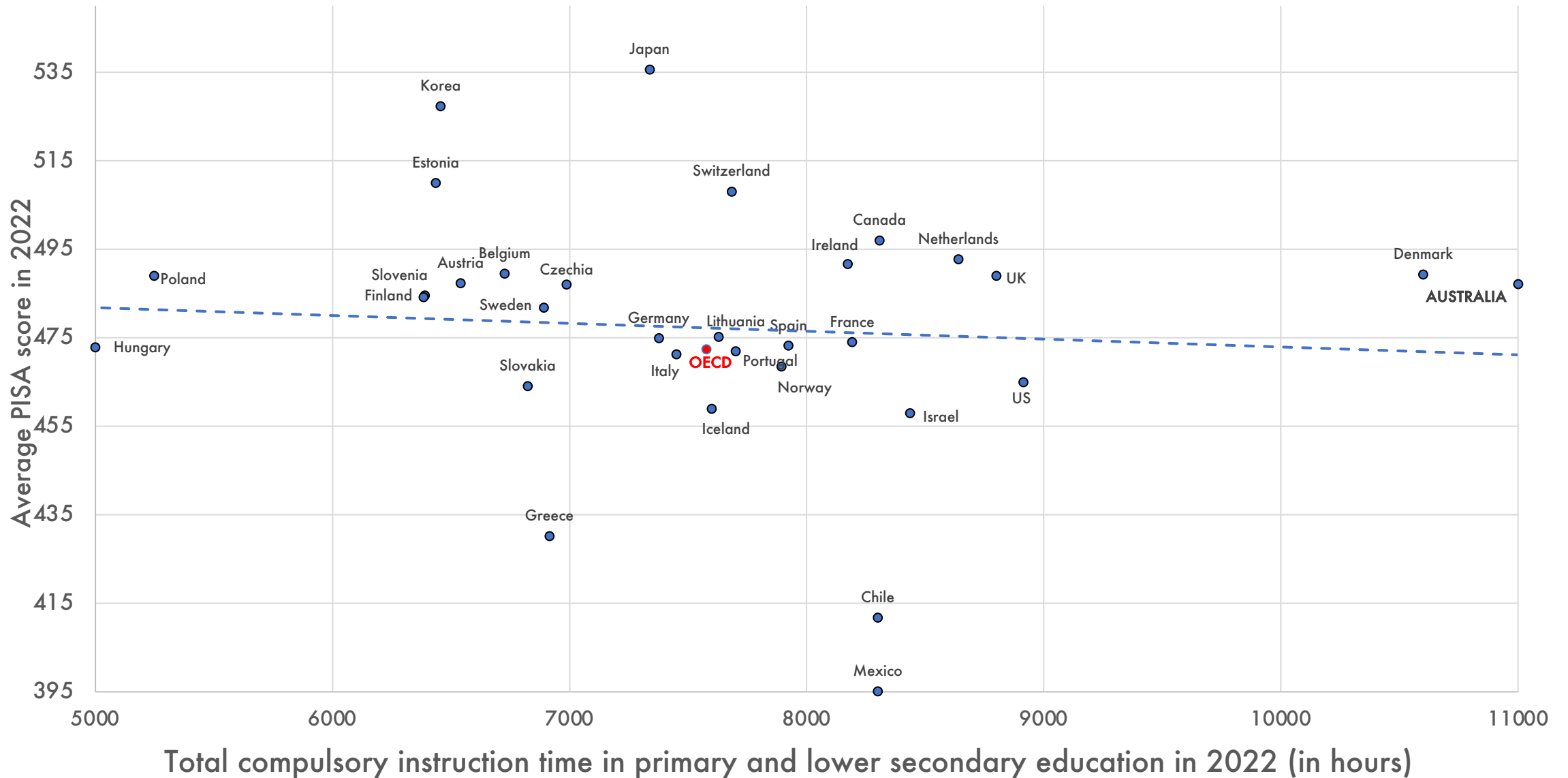
Total compulsory instruction time during primary and lower secondary education in OECD countries (in hours)



Does more instruction mean better learning?



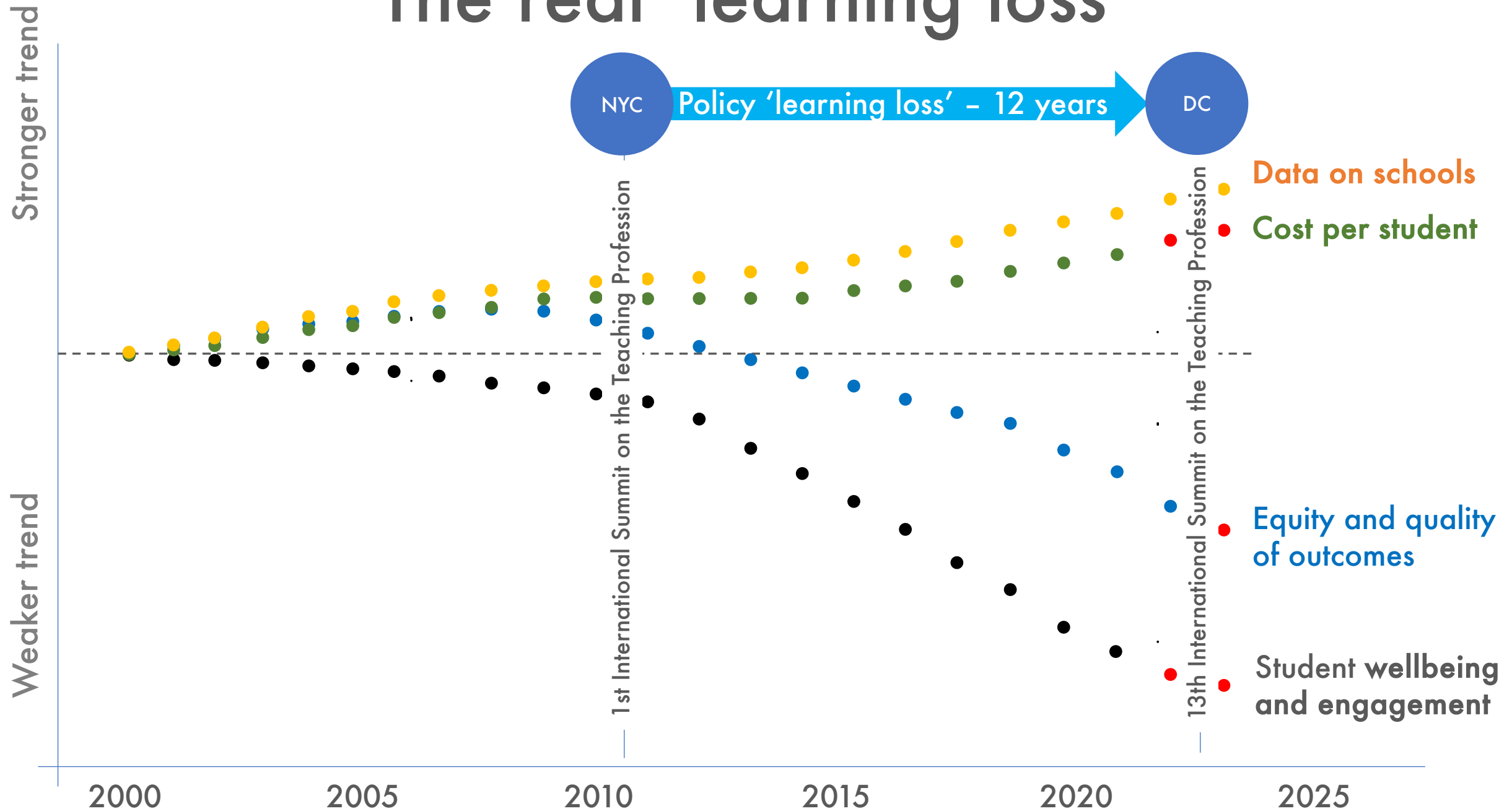
Does more instruction mean better learning?



A lone wolf stands on a rock in the foreground, looking towards the right. In the background, a large, gnarled tree with bare branches is silhouetted against a dark, reddish-brown sky. A large, bright full moon is visible in the sky, partially obscured by the tree's branches. The overall mood is somber and mysterious.

A lone wolf?

The real 'learning loss'



3:

Leading Future Schools

Equitable, holistic student learning and wellbeing outcomes

Co-constructed curriculum and co-operative learning

FUTURE SCHOOL

unleashes everyone's passion and creativity

Balance between human intelligence and artificial intelligence

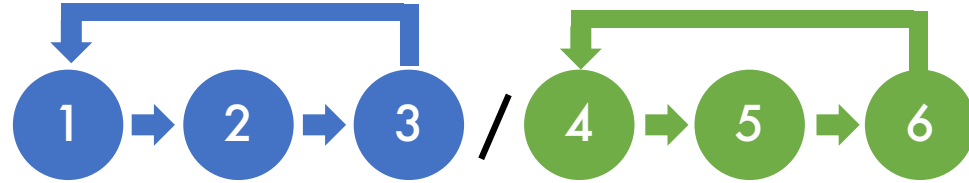
Positive reciprocal relationship with the community

Focus on the future needs, skills & adaptive habits of mind

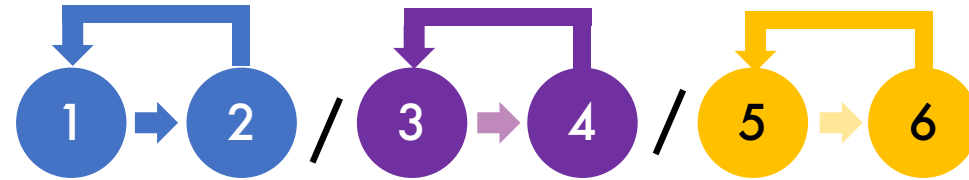
Culture of student and teacher agency and leadership

Idea 1: 'Teacher looping'

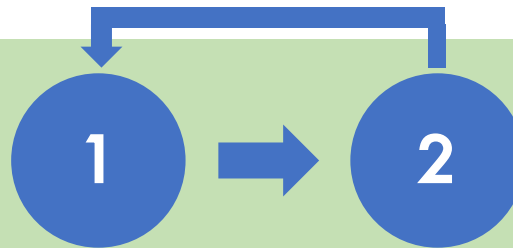
Two 3-year loop:



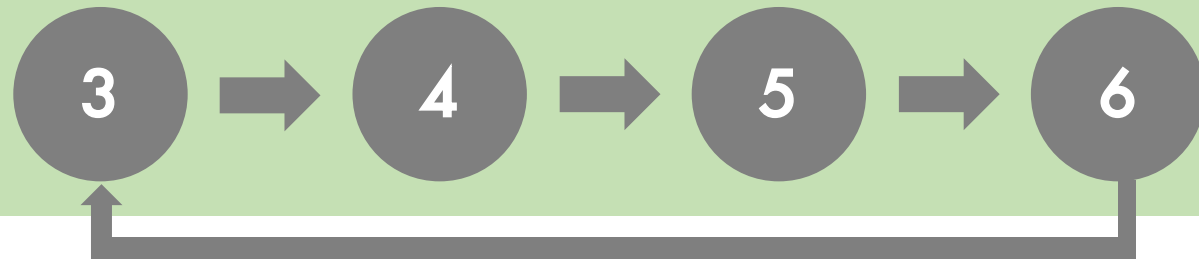
Three 2-year loops:



One 2-year loop:

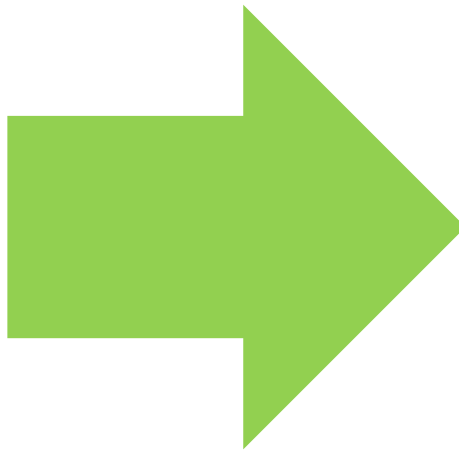
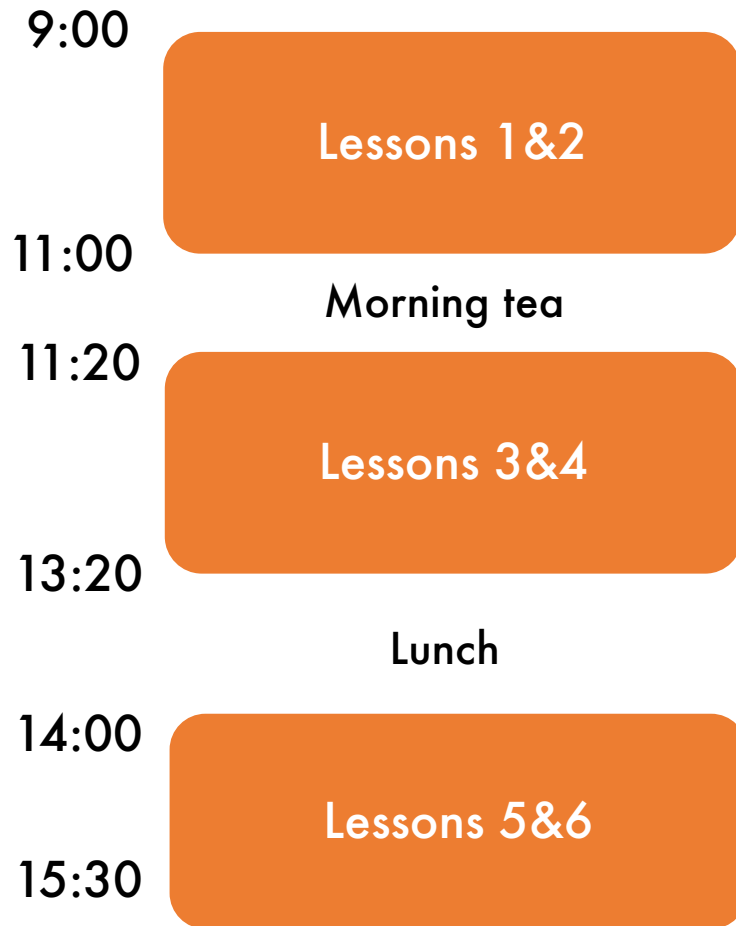


One 4-year loop:



The Finnish Model

Idea 2: Restructured time



Idea 3: Healthy daily lunch for all



Thank you!