AMPLIFY
INCLUSION LEARNING PLACE

22nd Annual
Learning Environments
Australasia Conference

15–17 May 2024
CENTREPIECE
Melbourne

BY DESIGN: NEW FOUNDATIONS FOR SCHOOLING

16 May 2024

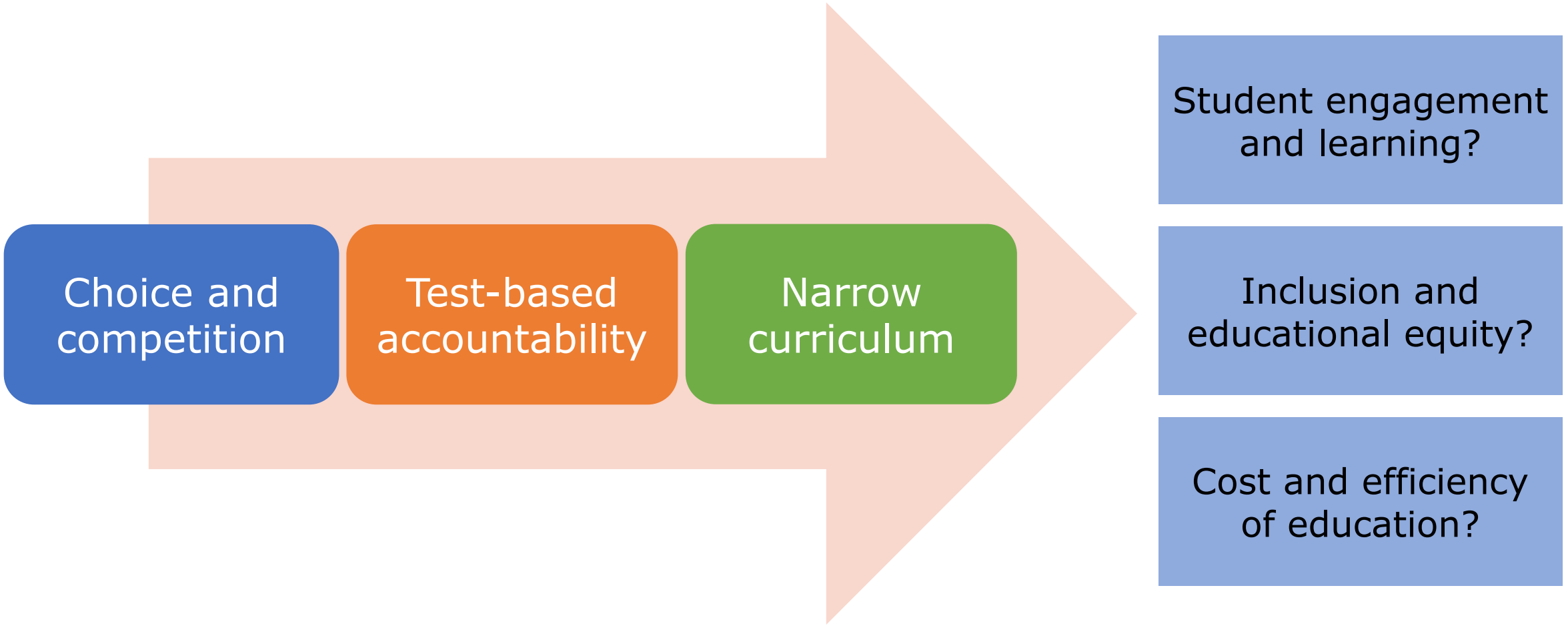
Pasi Sahlberg

THE UNIVERSITY OF MELBOURNE

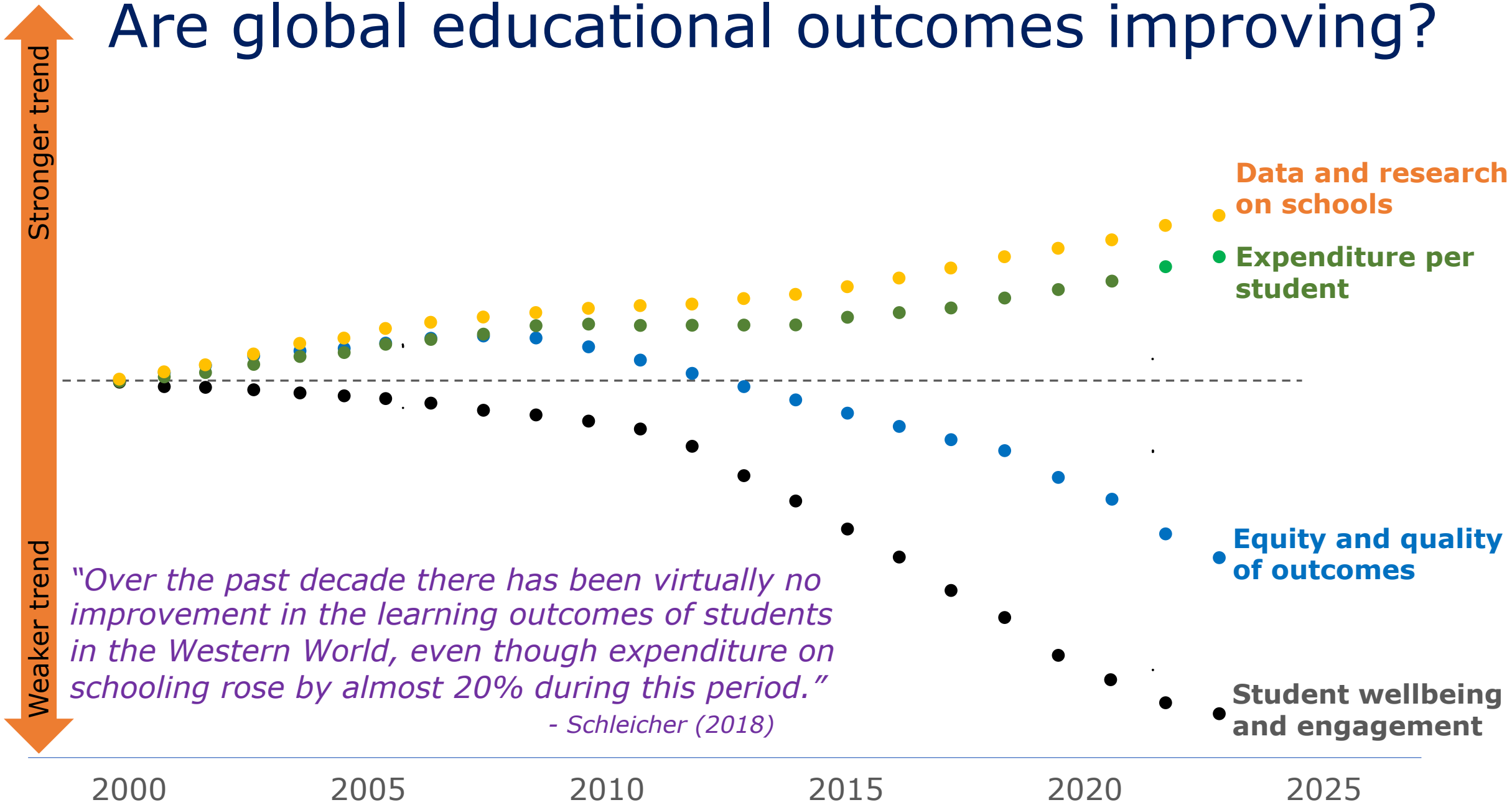
1. The State of Global Schooling
2. New Foundations for Schooling
3. Discussion

1:
The State of Global Schooling

Global education reform movement (GERM)



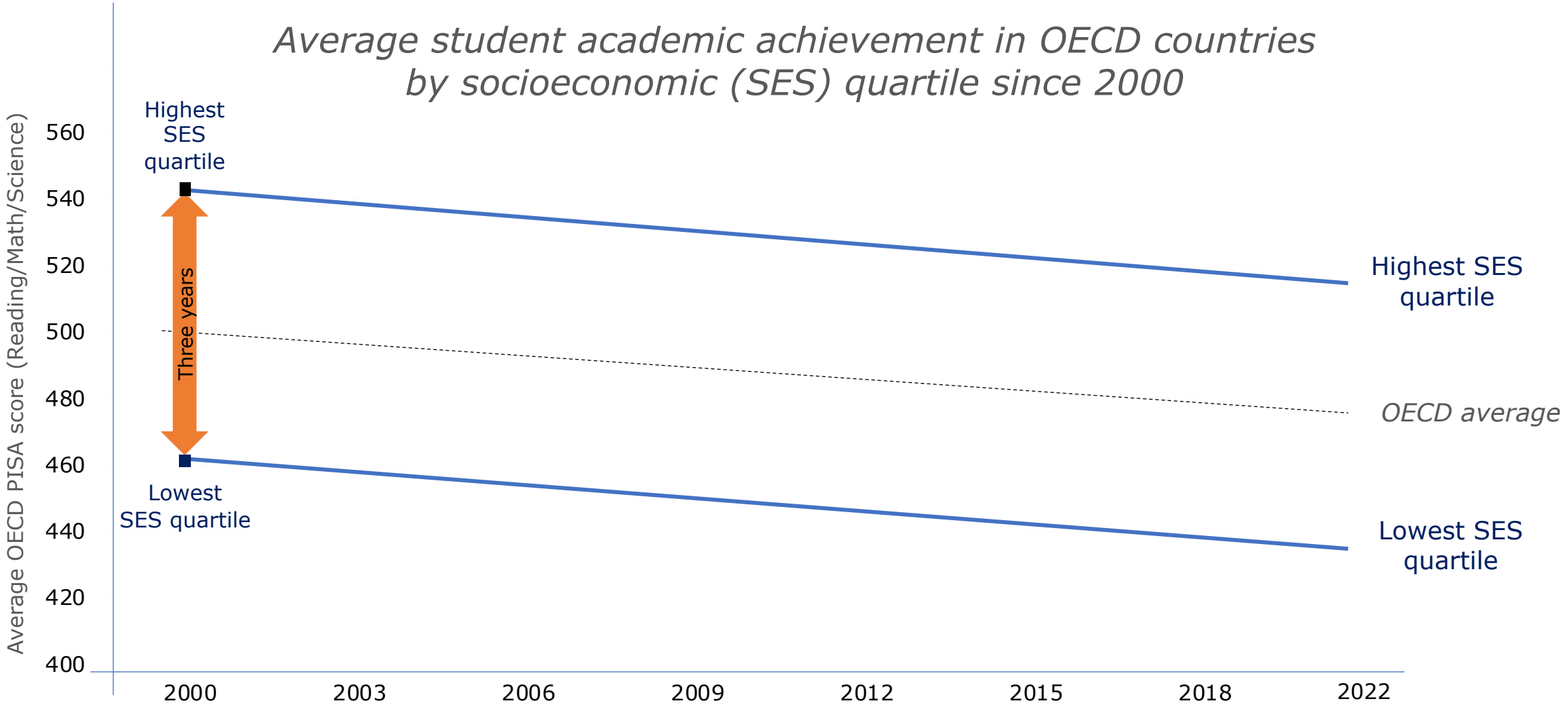
Are global educational outcomes improving?



"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."

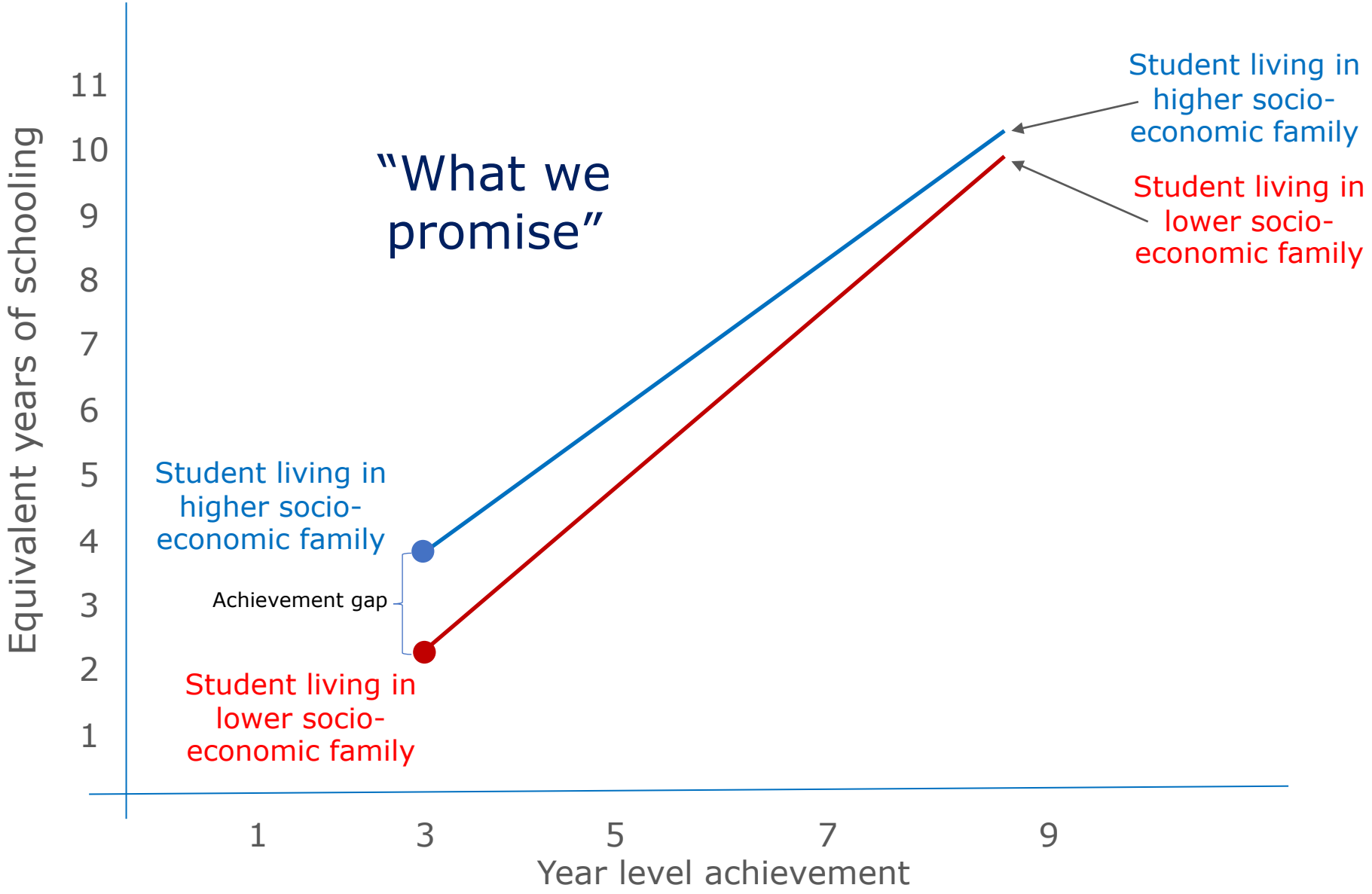
- Schleicher (2018)

Are achievement gaps narrowing?



Source: OECD PISA database

Does schooling level the playing field?



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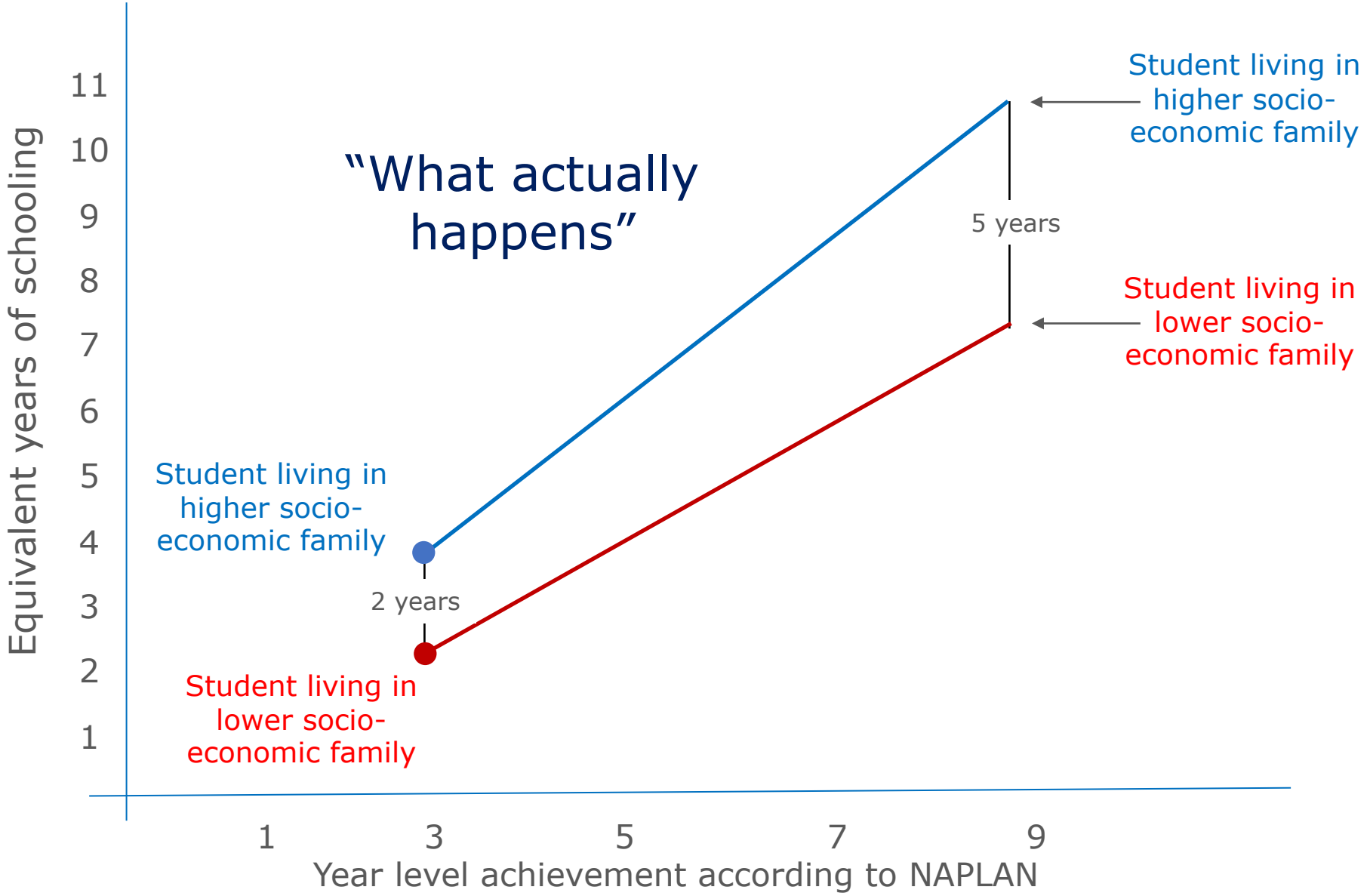
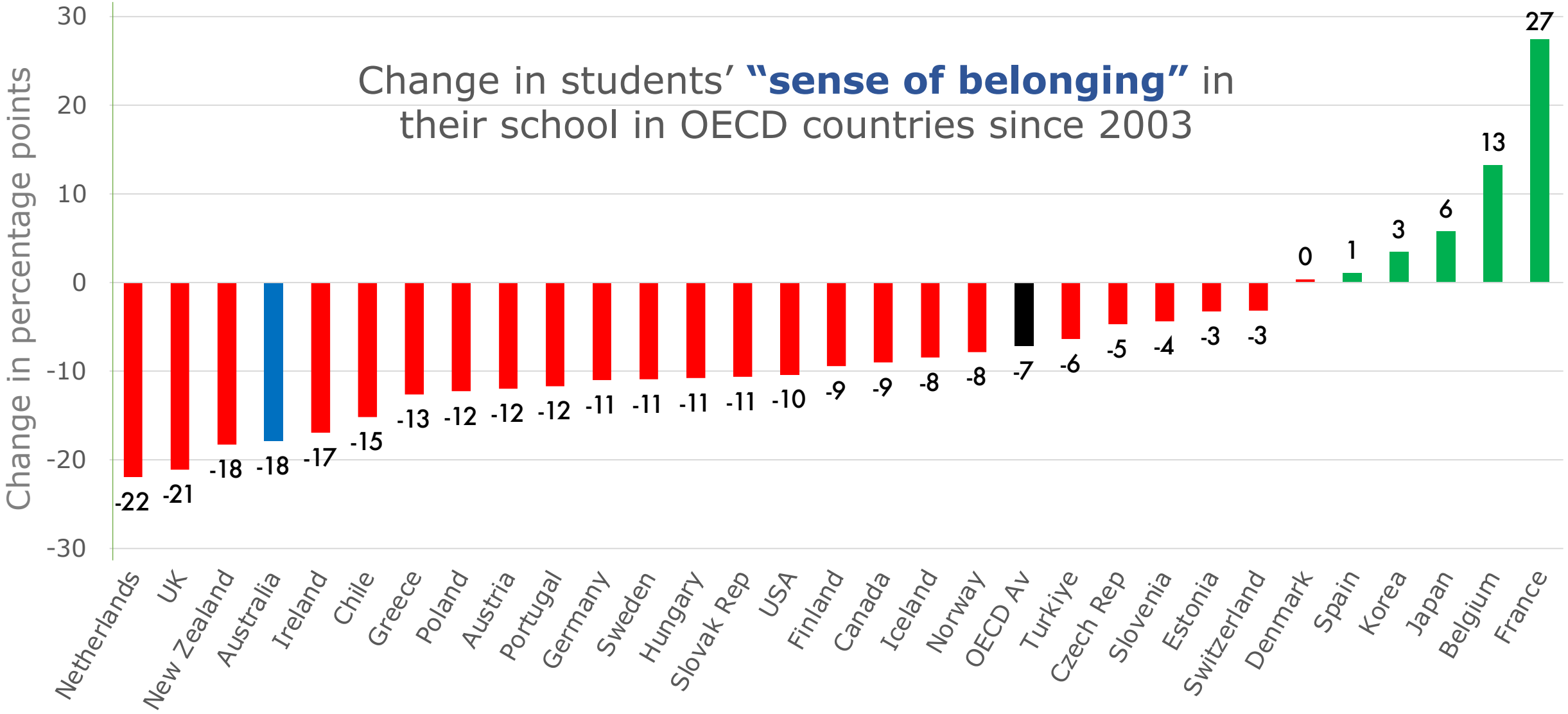


Source: ACARA and Productivity Commission (2023)

Do students think school is a place for them?



Source: OECD, PISA 2015 Results (Volume III): Students' Well-Being. Tables III 7.4 & III 7.5; OECD, PISA 2022 Results (Volume II): Learning During – and From – Disruption. Table II.B1.1.4

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

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

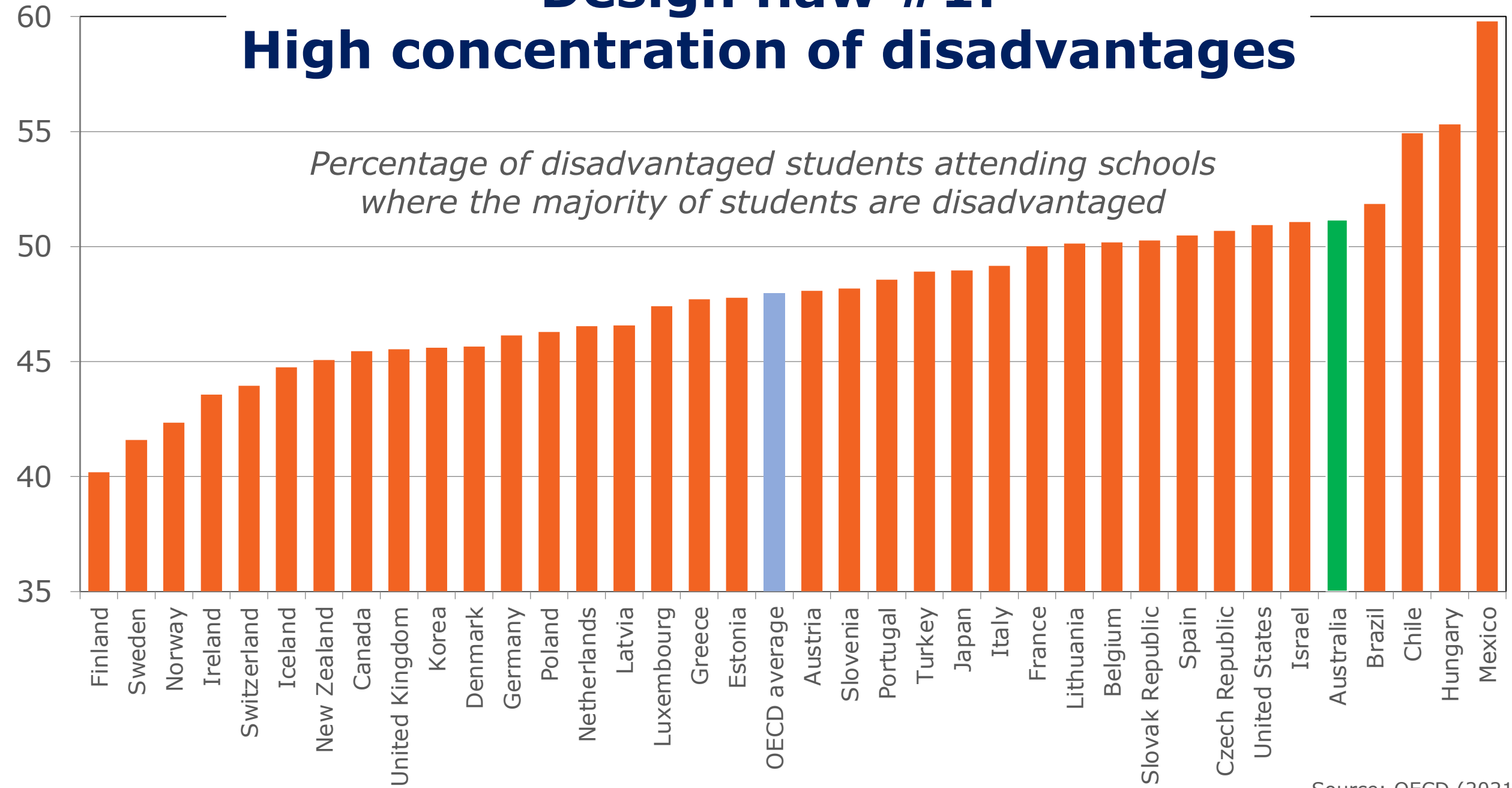
We can’t make education better and fairer using the same kind of thinking that led us to the global learning crisis!

2:
New Foundations for Schooling

We have world-class schools
– but not for everyone!

Design flaw #1:
High concentration of disadvantages

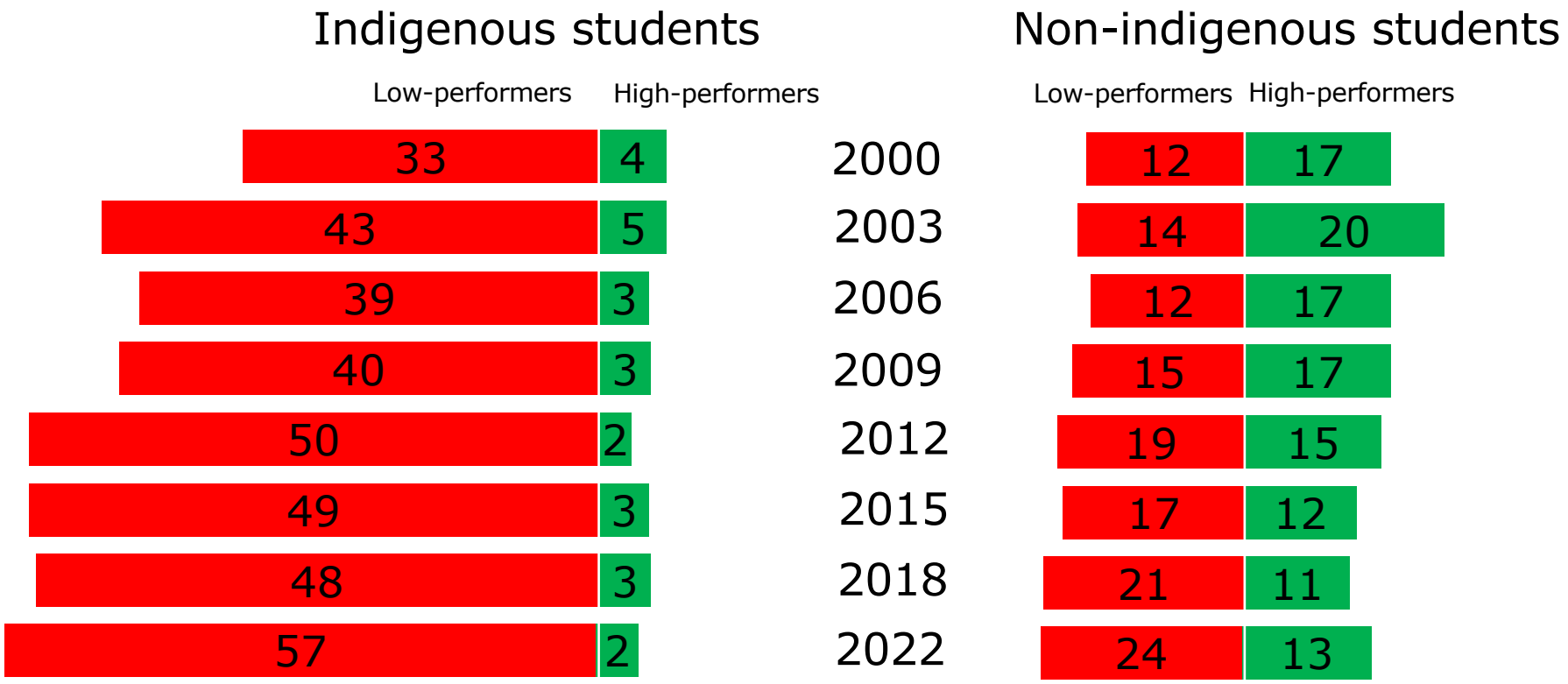
Percentage of disadvantaged students attending schools where the majority of students are disadvantaged



Source: OECD (2021)

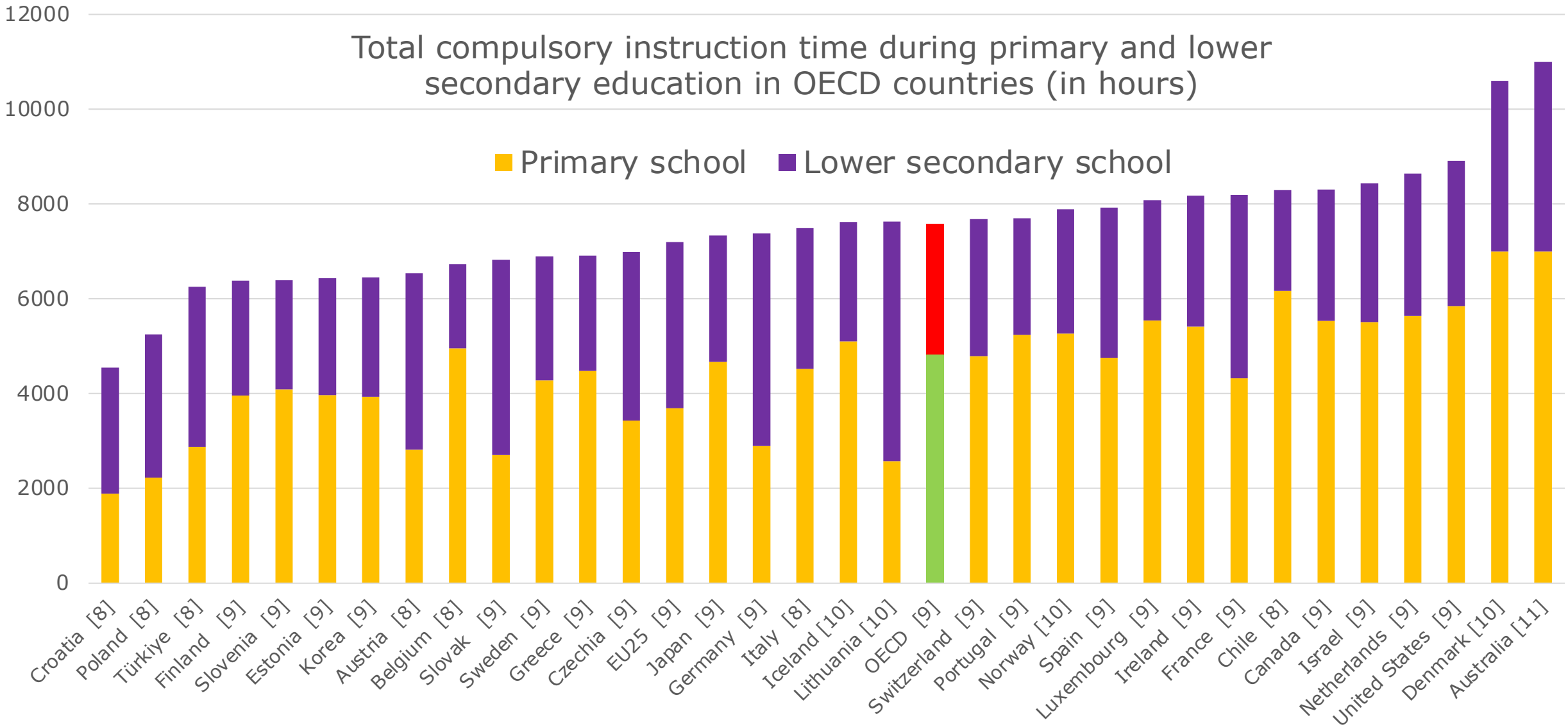
Design flaw #2: Systemic inequities

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



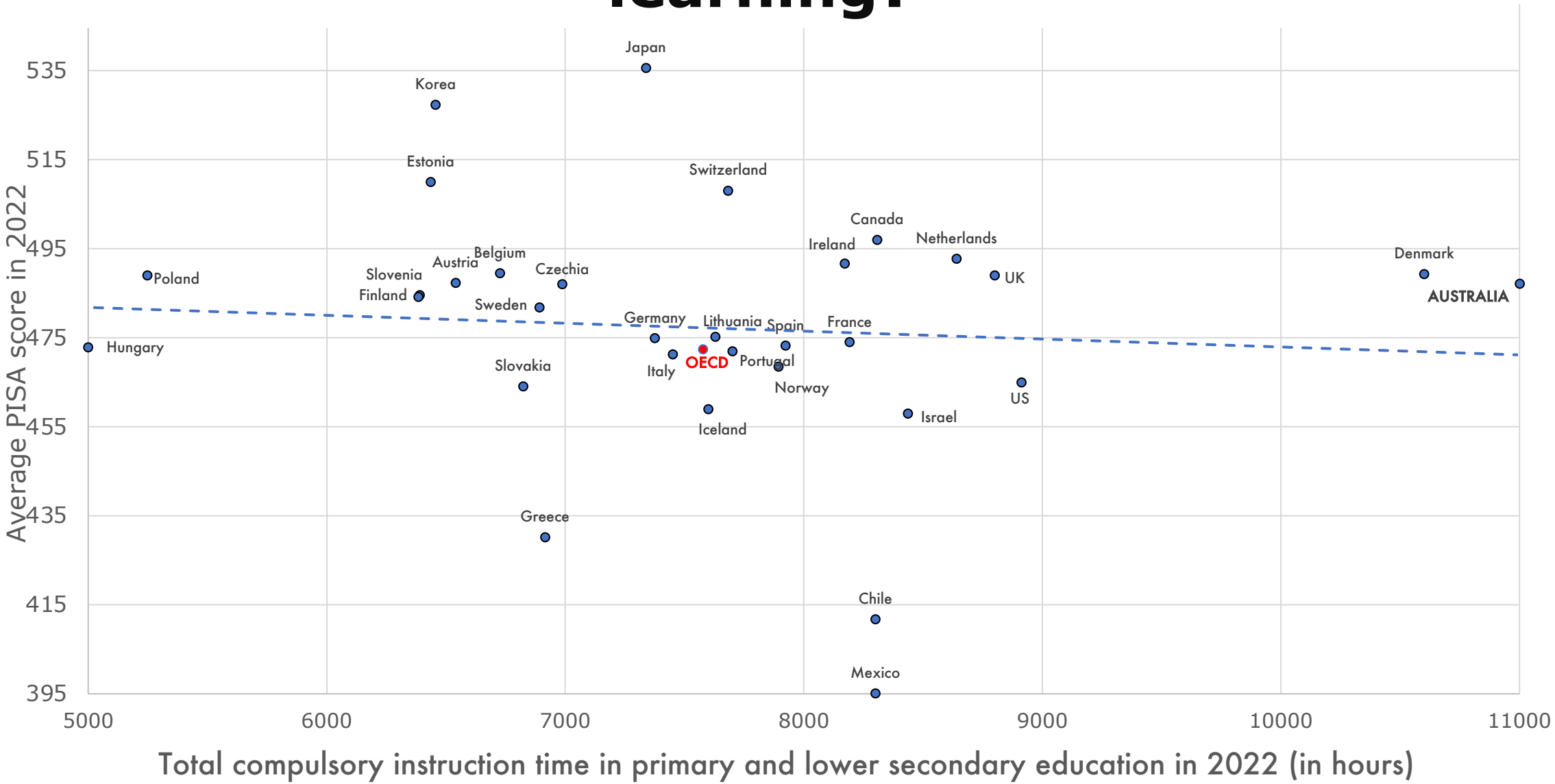
Source: ACER, 2023

Design flaw #3: Time



Source: OECD (2023)

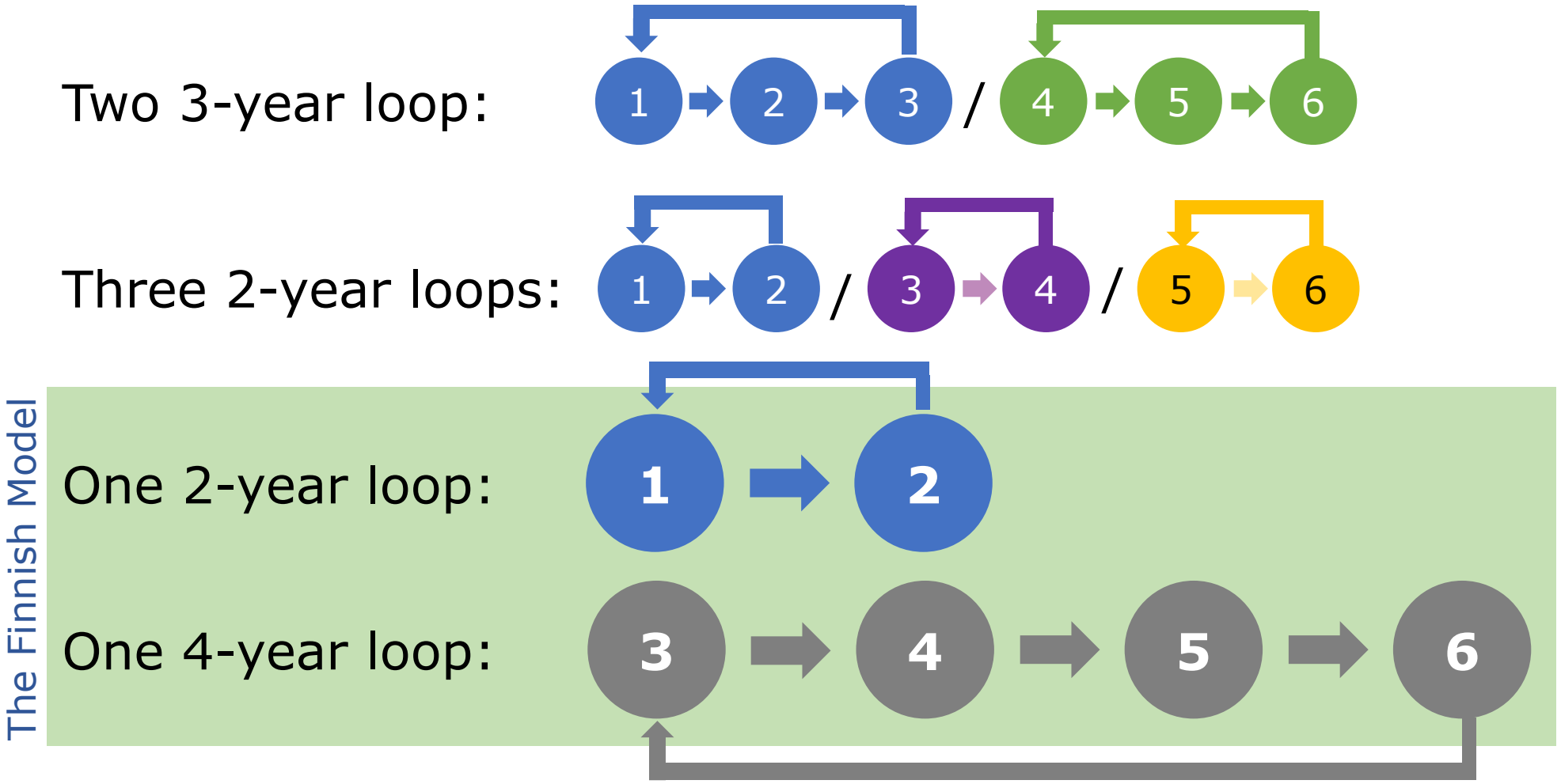
Does more instruction mean better learning?



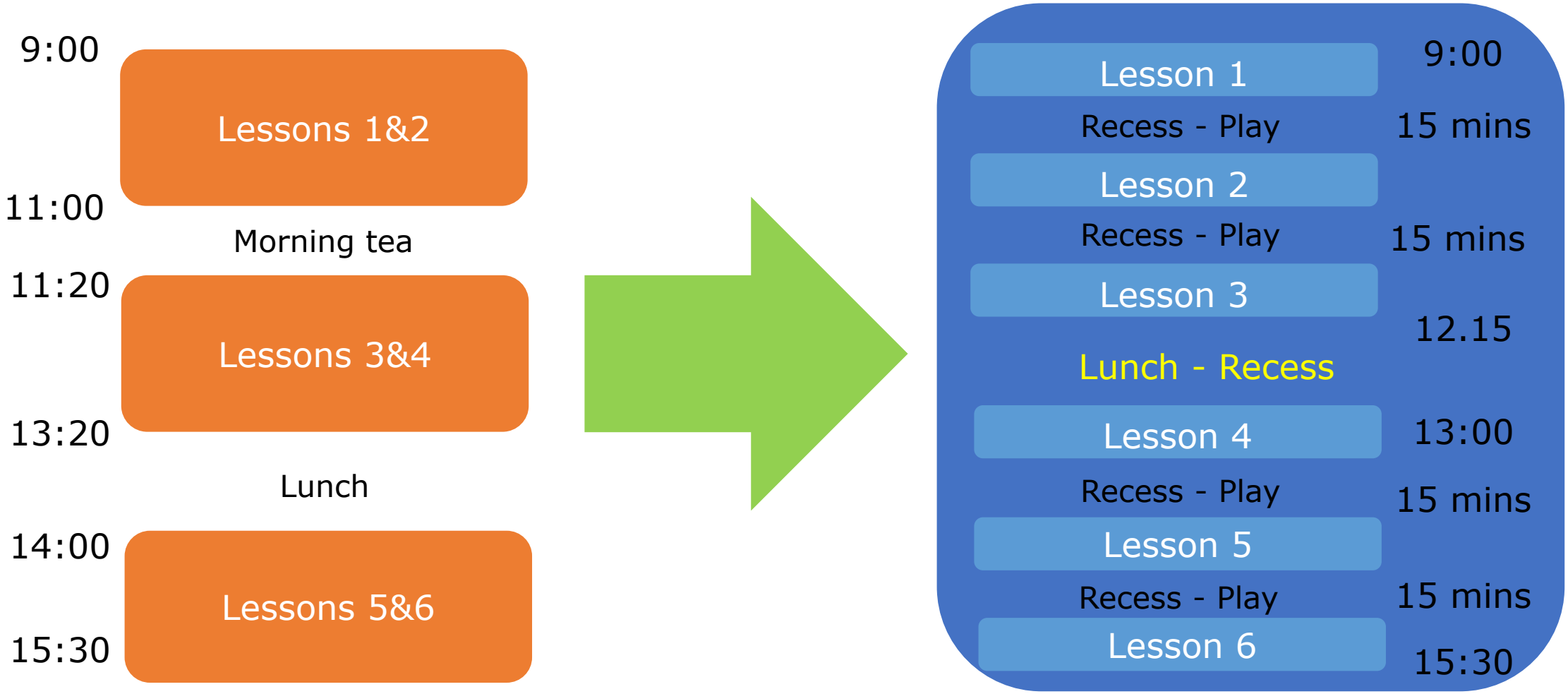
Source: OECD database

We need to shift focus from improvement to innovation.

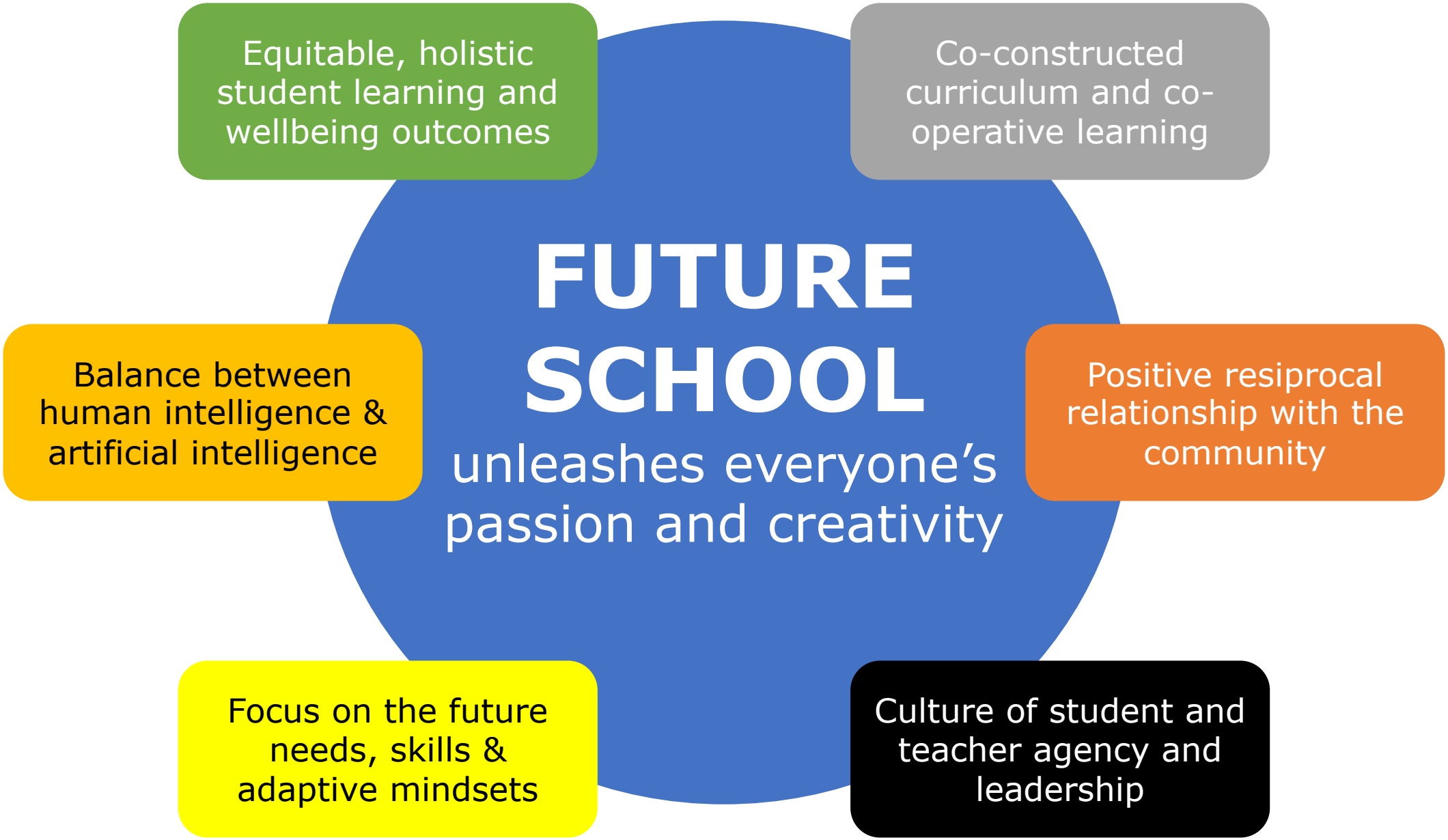
Innovation 1: 'Teacher looping'



Innovation 2: Restructure time



Innovation 3: Healthy daily lunch for all


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 & artificial intelligence
Positive resiprocal relationship with the community
Focus on the future needs, skills & adaptive mindsets
Culture of student and teacher agency and leadership

3:
Discussion

Thank you!