



Cardiff  
Metropolitan  
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Centre for International Research  
into Leadership in Education

Y Ganolfan ar gyfer Ymchwil Ryngwladol  
Arweinyddiaeth mewn Addysg

**CIRLE**



'Leadership Matters' Seminar

Guest Speaker

**Professor  
Pasi Sahlberg**

Professor of Education,  
University of Melbourne

*'Leadership for Better and Fairer  
Schools: What teachers and school  
leaders can do?'*

Seminar 'Leadership Matters'

Siaradwr Gwadd

**Yr Athro  
Pasi Sahlberg**

Athro Addysg,  
Prifysgol Melbourne

*'Arweinyddiaeth ar gyfer Ysgolion  
Gwell a Thecach: Beth all athrawon  
ac arweinwyr ysgol ei wneud?'*

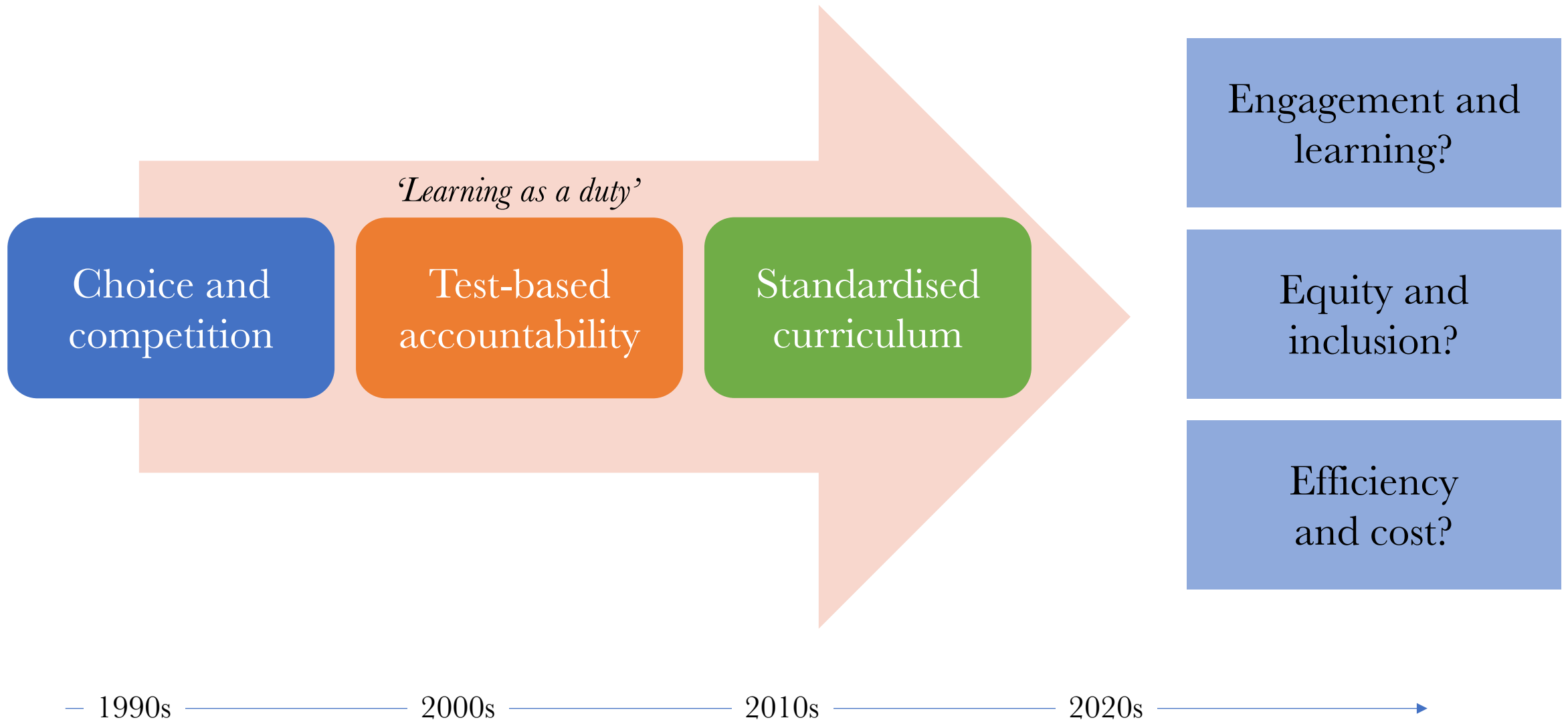
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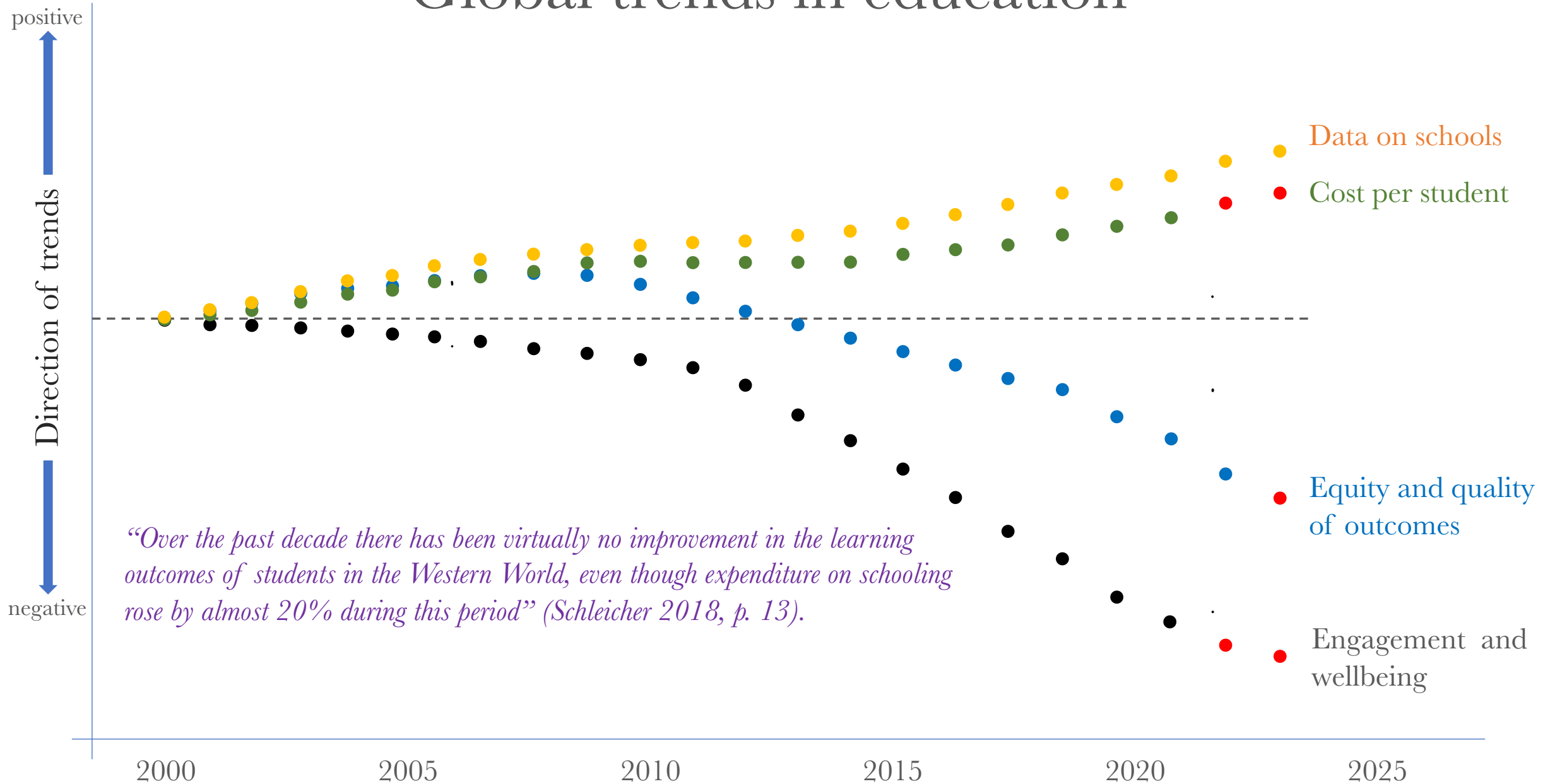
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# The State of Global Education

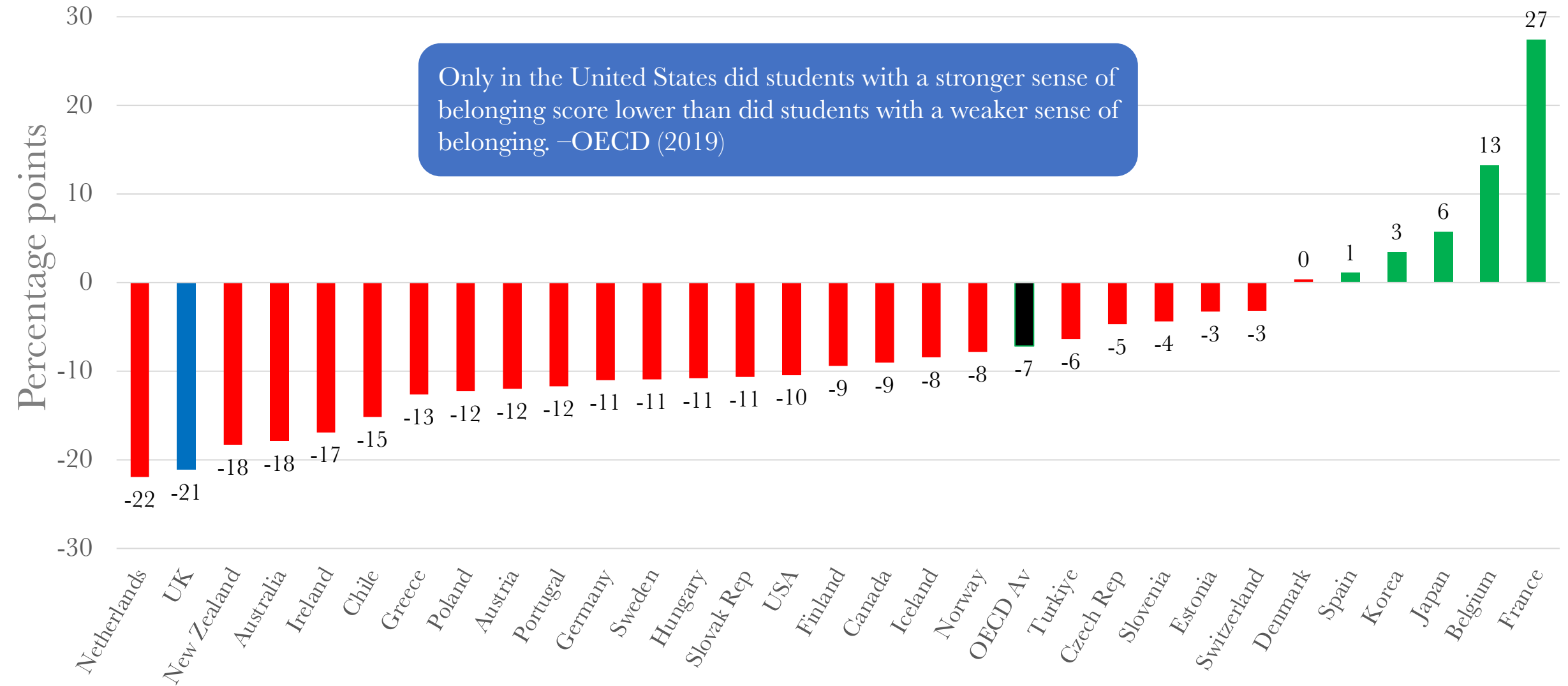
# Global education reform movement



# Global trends in education

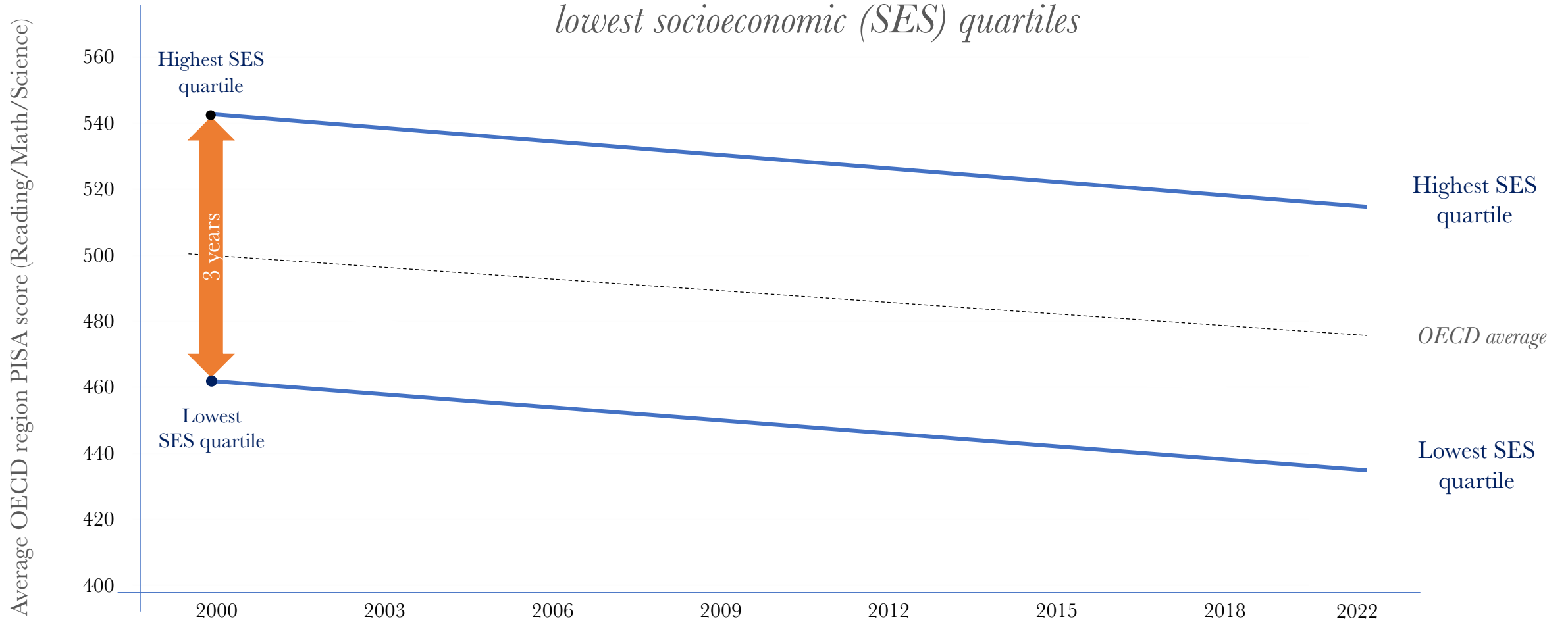


# Change in students' *“sense of belonging”* at school

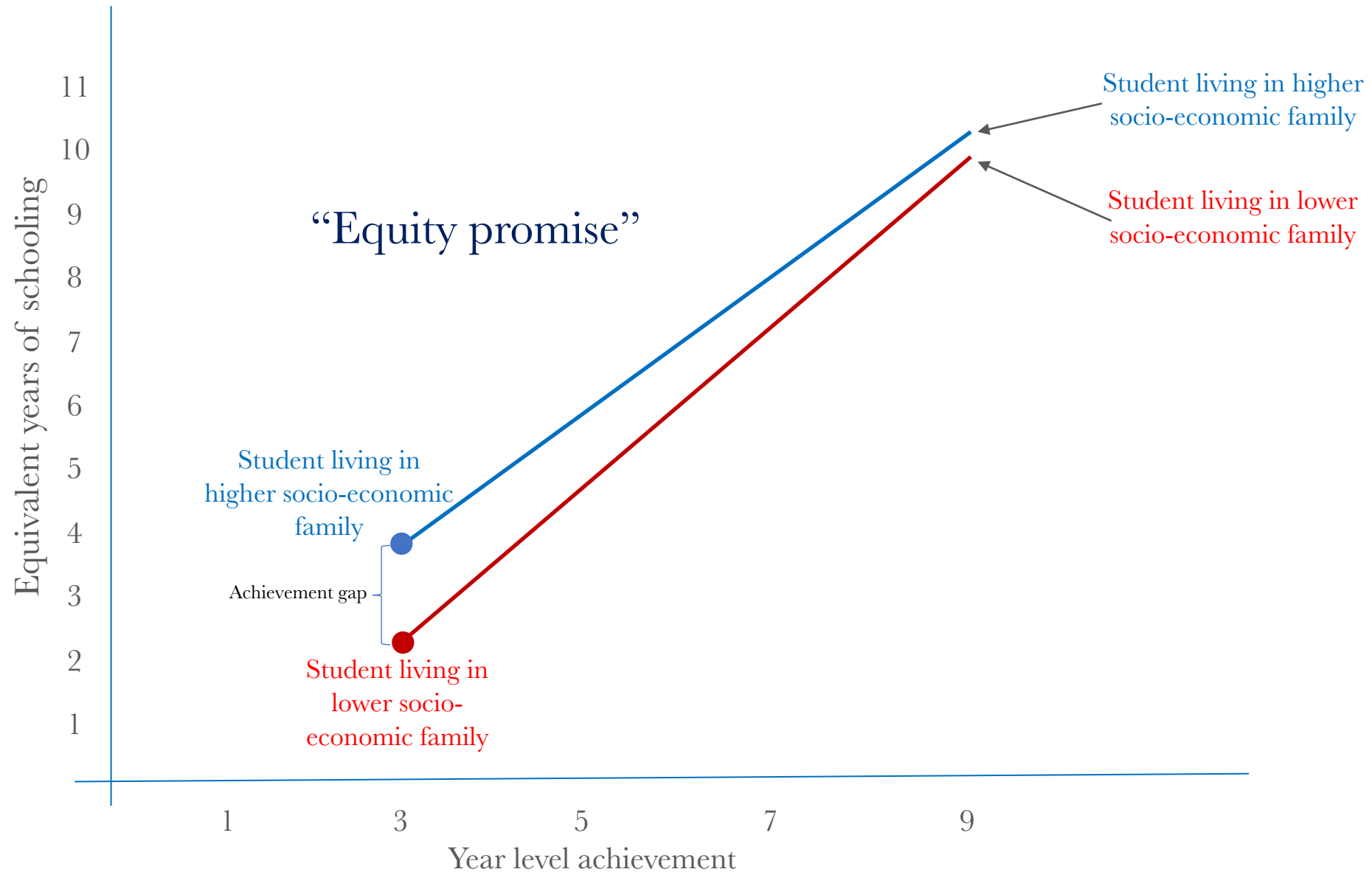


# Achievement gaps since 2000

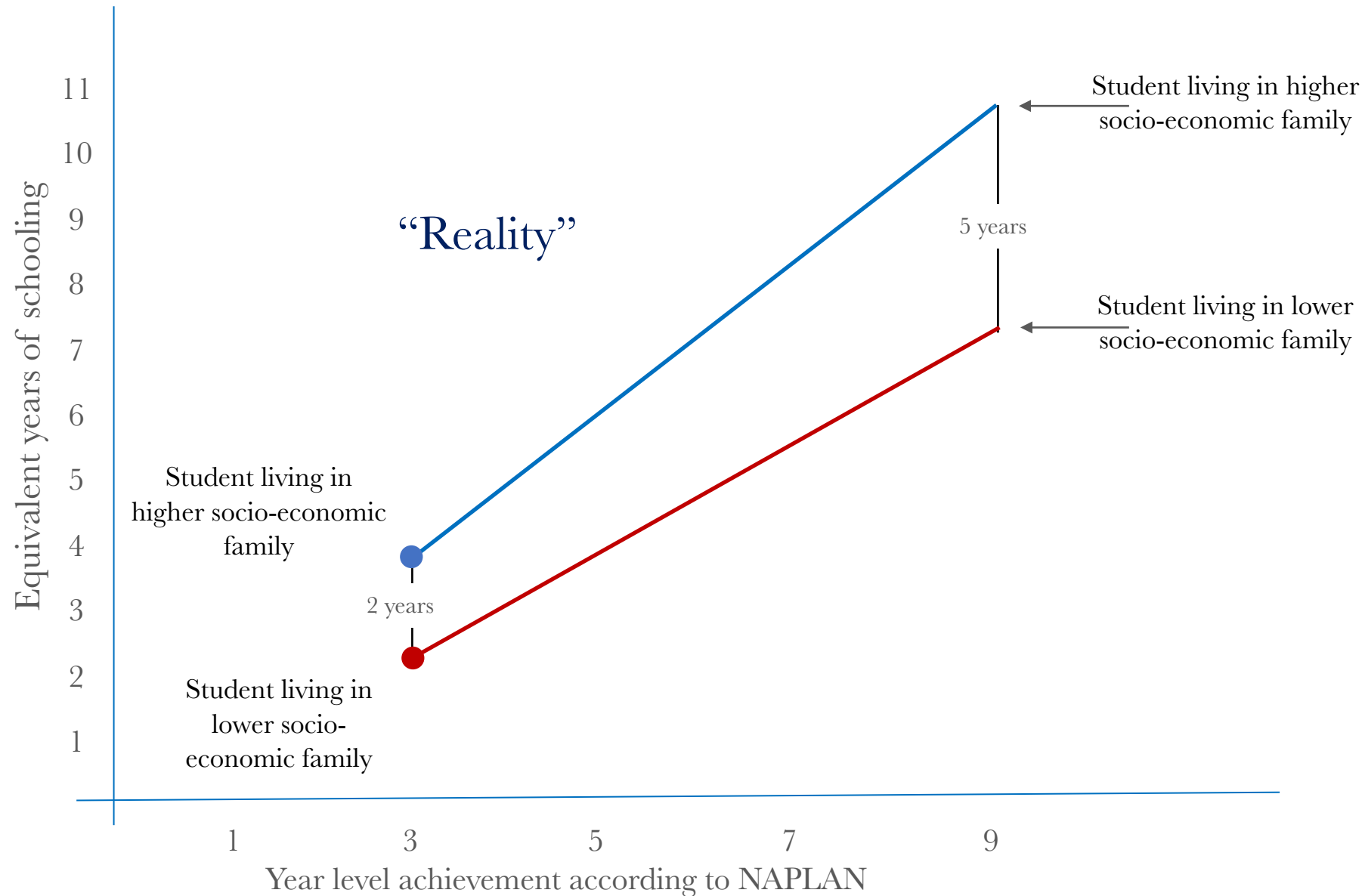
*Average student academic achievement in OECD countries in highest and lowest socioeconomic (SES) quartiles*



# Does schooling level the playing field?



# Does schooling level the playing field?



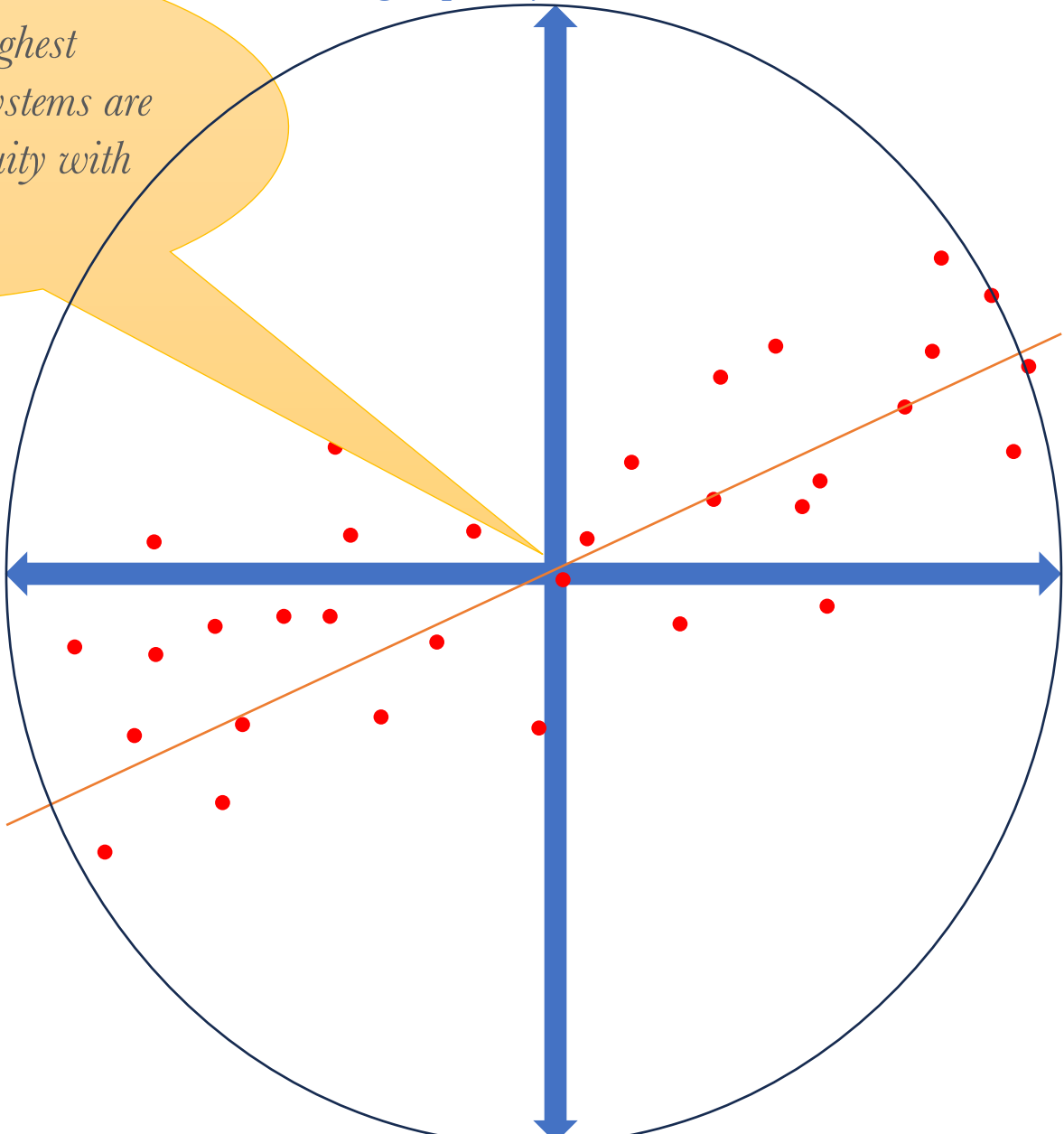


High quality of outcomes

OECD: *“The highest performing education systems are those that combine equity with quality.”*

Low equity of outcomes

High equity of outcomes



Low quality of outcomes



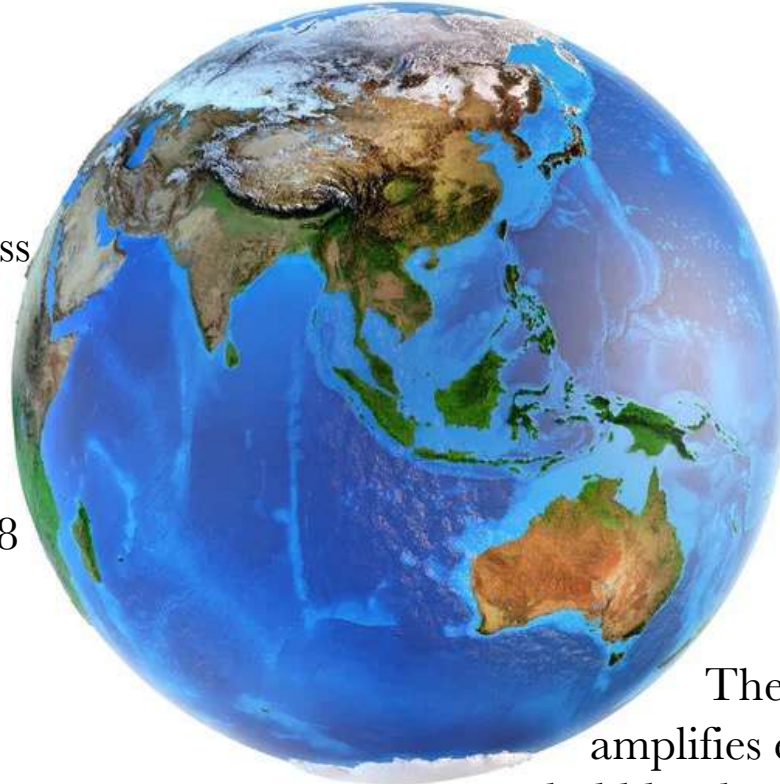
260 million children, adolescents and youth **are not at school** and just half of them achieve the basic level of proficiency required.

– 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.

– Human Development Report 2018

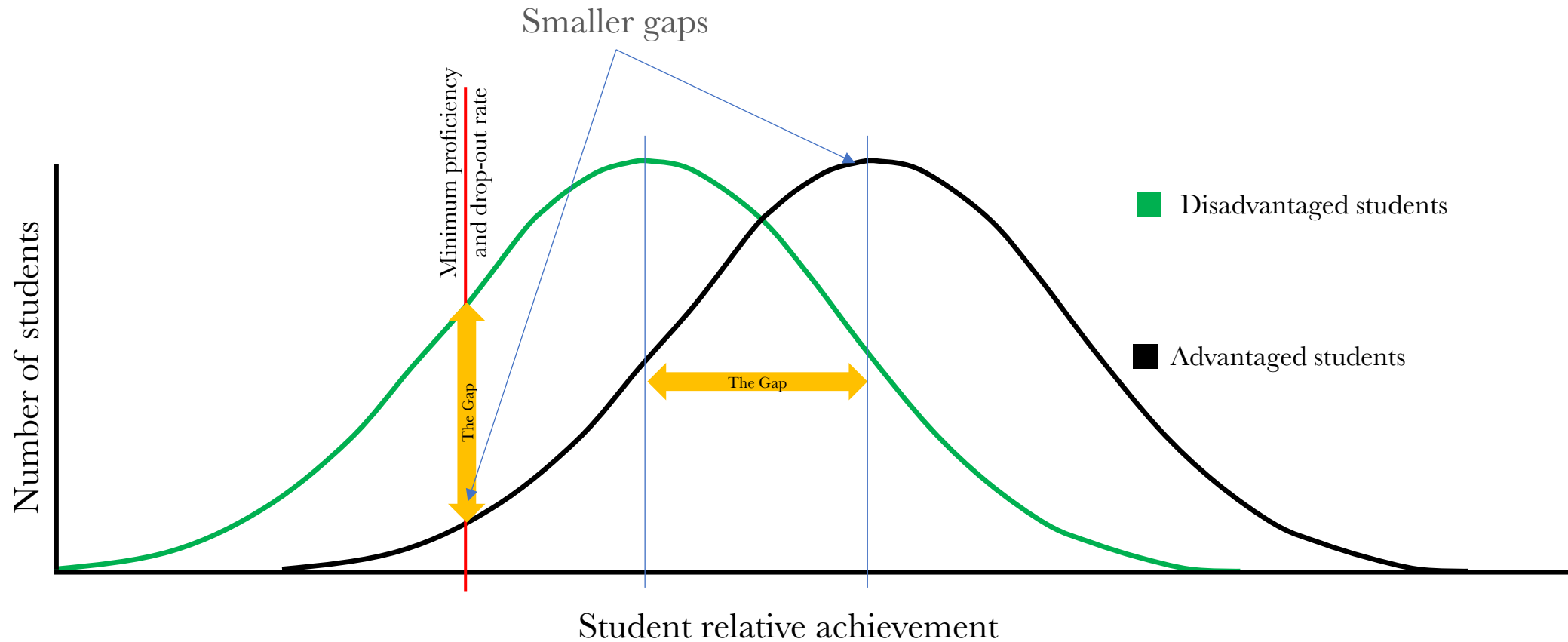
What's your conclusion?

We'll not manage to have better and fairer schools using the same kind of thinking that has led us to the current global learning crisis!

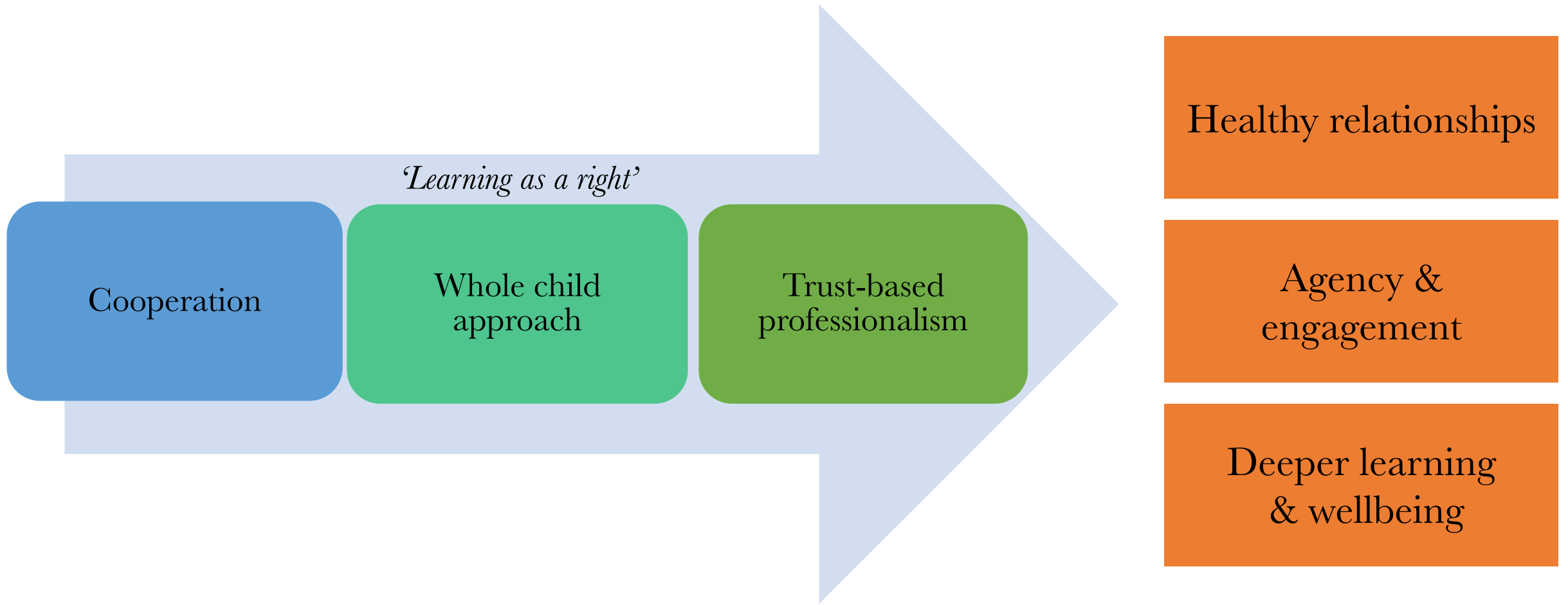
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What can we do?

# Understanding equity of education



# Co-creating new direction for better and fairer schools



— 2020 ————— 2025 ————— 2030 ————— 2035 —>

We need more innovation,  
not just improvement.



# 1 Teacher looping for healthier relationships

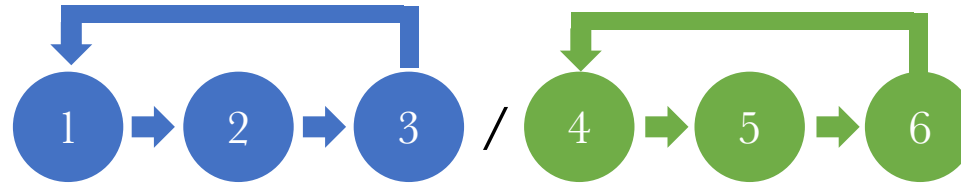
‘Looping’ is an old educational practice in which whole class is taught by the same teacher in two or more sequential years in school.

Research shows that looping is linked to

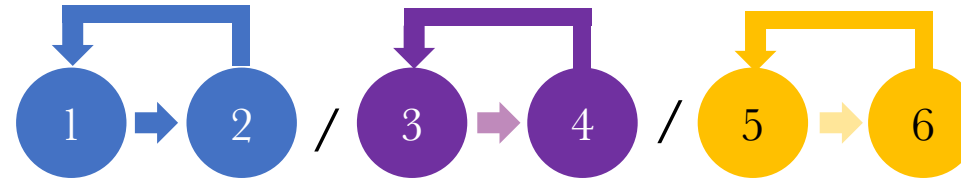
- (1) healthier peer and student-adult relationships,
- (2) improved student engagement, wellbeing and learning,
- (3) better teacher job satisfaction.

# Examples of 'teacher looping'

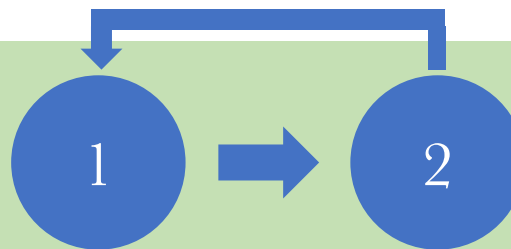
Two 3-year loop:



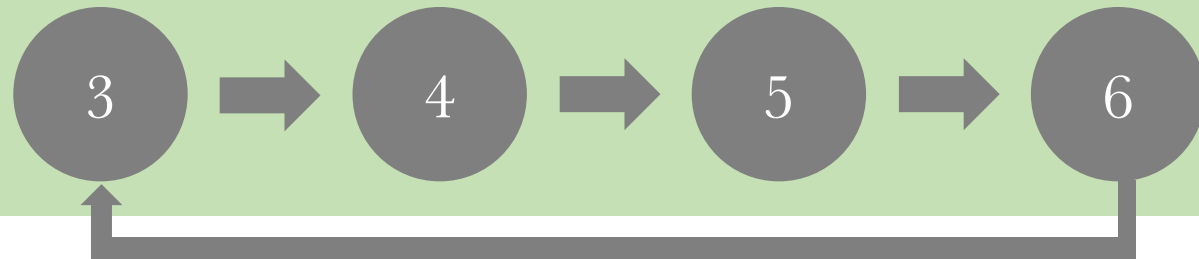
Three 2-year loops:



One 2-year loop:



One 4-year loop:



The Finnish Way

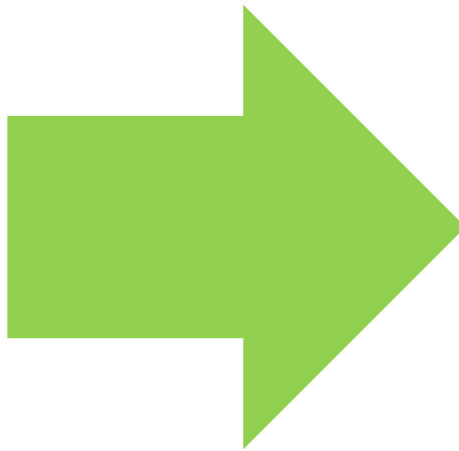
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# Daily schedules that support student agency

Child development studies suggest that the time for which a child typically can maintain active focus on a task (e.g., reading or mathematics) in primary school ranges from about 10 mins to 30 mins. School schedules should be adjusted to children's ability to learn and their natural need to play.

“A primary cause of the rise in mental disorders is a decline over decades in opportunities for children and teens to play, roam, and engage in other activities independent of direct oversight and control by adults” (e.g., Gray et al., 2023).

# Child-friendly school plan



# 3 Equity by healthy food and good music

Healthy food and engaging in music are essential elements for children to learn well and be well. Students with access to healthy meals and playing music have been shown to have greater overall engagement in schools and thereby better wellbeing and learning outcomes.

*“Schoolwide free-meal programs fuel better classroom outcomes for students.”*  
(Brookings Institute, 2021)

Music promotes children's well-being and learning by nurturing their emotional, social, cognitive, and physical development and fostering a sense of joy, connection, and fulfilment in their lives that enhance equity.

Educational leaders at all levels must prioritise equity to create inclusive and engaging educational environments. This includes setting clear goals for equity, providing necessary resources, and promoting practices that support all students, especially those from marginalized backgrounds.

—Alma Harris



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