

Izobraževanje danes – kje smo in kam gremo?

Education today - where are we and where are we going?

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Thermana Laško Hotel, Slovenia

- Thank you for inviting me to be part of this important conversation in Slovenia

Education today - where are we and where are we going?

- Hvala, ker ste me povabili, da sem del tega pomembnega pogovora v Sloveniji

Izobraževanje danes – kje smo in kam gremo?



My thesis is that.....

- Education is in a process of transformation
- Societies are changing quickly with an expectation that the pace of change is likely to increase
- Education is changing to reflect and to inform new visions of society
- In this presentation I will explore two aspects of this new vision and consider implications what we have learned about how ideas might become real in education



Izobraževanje po svetu je v tranziciji

Around the world education is in transition



Izobraževanje po svetu je v tranziciji

Around the world education is in transition



uč



Današnja izobrazba - kje smo?

Education today - where are we?

*What our children and young people learn during their time at school has **never been more important** yet, at the same time, the task of determining what that learning should be has **never been more challenging**.*

Donaldson, 2018

Curriculum and Assessment for the 21st century: the search for the Holy Grail



WALES

Ambitious, capable learners ready to learn throughout their lives
Enterprising, creative individuals ready to play a full part in life and work
Healthy, confident individuals ready to live fulfilling lives as valued members of society
Ethical, informed citizens ready to be citizens of Wales and the world

SINGAPORE

Confident person;
Self-directed learner;
Active contributor;
Concerned citizen.

AUSTRALIA

Successful learners
Confident and creative individuals
Active and informed citizens

ALBERTA

Engaged thinkers and ethical citizens with an entrepreneurial spirit;
Strive for engagement and personal excellence in their learning journey;
Employ literacy and numeracy to construct and communicate meaning; and
Discover, develop and apply competencies across subject and discipline areas for learning, work

SCOTLAND

Successful learners
Confident individuals
Effective contributors
Responsible citizens

FINLAND

Knowledge and skills for life and for further study
Support each pupil's linguistic and cultural identity – passing on the culture but also create new culture
A tool for developing educational capital and enhancing equality and a sense of community

NORTHERN IRELAND

Empower young people to achieve their potential and to make informed and responsible decisions throughout their lives;
Develop the young person as an individual, as a contributor to society, the economy and the environment

ENGLAND

Provide pupils with an introduction to the essential knowledge they need to be educated citizens
Introduce pupils to the best that has been thought and said, and help engender an appreciation of human creativity and achievement.



21. stoletje Izobraževalni Sveti gral

The 21st century Educational Holy Grail

- Vizija za ekonomsko vzdržno, družbeno pravično in vključujočo demokracijo
- Vision for economically viable, socially just participative democracies



Skupni elementi vizije

Common Elements of this Vision

- Healthy, confident individuals - **Zdravi, samozavestni posamezniki**
- Ambitious, capable learners - **Ambiciozni, sposobni učenci**
- Self-directed learners - **Samostojni učenci**
- Ethical, informed citizens - **Etični, obveščeni državljani**
- Passing on culture but also creating a new culture- **Prehod na kulturo pa tudi ustvarjanje nove kulture**



Realising the vision involves addressing ideas that cannot be separated

1. Healthy, confident individuals - **Zdravi, samozavestni posamezniki** **become** Ambitious, capable learners - **Ambiciozni, sposobni učenci**
2. Self-directed learners - **Samostojni učenci**
become Ethical, informed citizens - **Etični, obveščeni državljani**
3. Curriculum Development that means to lead to real change is complex and has to be undertaken with Integrity – the Integrity of Change

Razvoj kurikulumu, ki vodi k resničnim spremembam, je zapleten process in ga je treba izvesti z integriteto - celovitost sprememb.



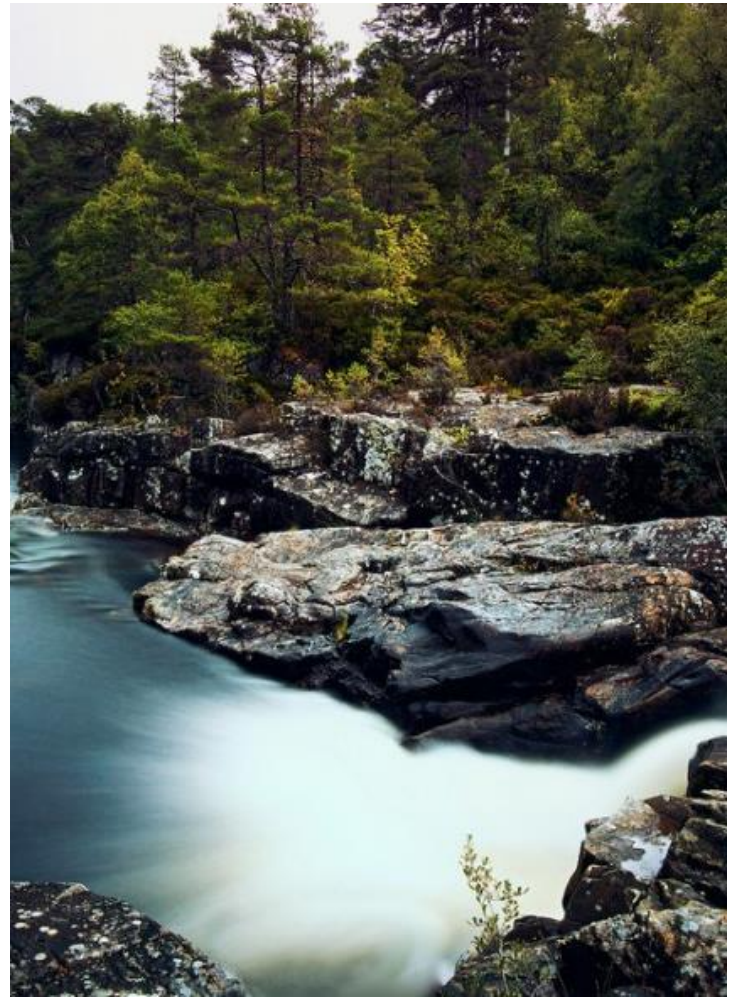
Idea One:

Healthy, confident individuals - **Zdravi, samozavestni
posamezniki**

become

Ambitious, capable learners - **Ambiciozni, sposobni
učenci**





Scotland – the image



SCOTLAND'S CITIES

Scotland's Society
The 80/20 split





The 20 split.....



Glas učenca – most do učenja



Harry Burns, Chief Medical Officer, 10th Kilbrandon Lecture, University of Glasgow

- *Weunderstand from living in the West of Scotland that poor social conditions are associated with and lead to poor health. As a doctor in the Royal Infirmary, however I never once wrote a death certificate that said the cause of death was living in a horrible house or unemployment..... Observing this link in the East End of Glasgow was what started me off on a journey that leads me to conclude, that the way in which we nurture children, the way in which we bring children into the world, and the way in which we look after them in the first years of life is absolutely critical to the creation of physical, mental and social health.*



The Adverse Childhood Experiences (ACE) Study (17,000 American adults) evidenced the relationship between adverse childhood experiences, eg, abuse, witnessing domestic violence, serious household dysfunction, and a number of health and social outcomes.

Children - four or more adversities in their lives

- seven and a half times more likely to become alcoholic than children who had no experience of these adversities.
- What happens to you in very early life predicts your chances of experiencing these psychosocial problems.



Study of men in Finland at high risk from premature heart disease (Everson et al, 2000).

- link between hopelessness and heart disease
- men who are most pessimistic about the future were four times more likely to die of heart disease and two and a half times more likely to die of cancer than men who were optimistic about the future.



Study of adults who as children had been in concentration camps (Antonovsky,1993)

- adults who stayed healthy after their experience in concentration camps had ‘a sense of coherence’
- able to make sense of the external environment; have the internal resources to rise to the challenge and to want to rise to the challenge.



Jimmy Reid, trades union activist,
Rector of the University of Glasgow, Inauguration address,
1972

- *“Let me right at the outset define what I mean by alienation. It is the cry of men who feel themselves the victims of blind economic forces beyond their control. It’s the frustration of ordinary people excluded from the processes of decision making. The feeling of despair and hopelessness that pervades people who feel with justification that they have no real say in shaping or determining their own destinies.”*



In 21st century Education -hope, purpose, understanding, control and community are central ideas

They bring renewed energy to the pedagogies of assessment for learning

(Black & Wiliam, 1998, Hattie & Timperley, 2007, Wyatt-Smith, Klenowsky, & Colbert , 2014, Smith, 2016)

- *The prime purpose of assessment is to use evidence to enhance learning not to label, judge and categorise (Norway)*
- *The only point when assessment is entirely summative when a young person transitions beyond school.....for then the purpose has changed – the distribution of scarce resources*



In 21st century Education -hope, purpose, understanding, control and community are central ideas

They bring renewed energy to the importance of socio-cultural learning (Vygotsky, 1978, James, 2012)

- *‘For countries that have implemented curriculum and assessment reforms in such a context of competition, audit and accountability there have been some unintended consequences. These consequences have occurred consistently over time, with remarkable similarities between countries. (Klenowski & Carter, 2016)*



- negative consequences on student motivation for learning (Harlen & Deakin-Crick, 2003)
- less attention to creativity and personal and social development (Gordon & Reese, 1997; Leonard & Davey, 2001).
- extrinsic motivation leading to superficial rather than sustained and substantive learning (Crooks, 1988)
- test anxiety can have negative effects on learning, particularly for more vulnerable learners (McDonald, 2001)
- narrows the curriculum and limits teaching methods (Johnston and Mclune, 2000),



In 21st century Education -hope, purpose, understanding, control and community are central ideas

They bring renewed energy to the importance of the voice of the young person

- Pupil Voice is not at the edge of education for those who are interested in it
- **It is the core of education**
- It is an essential part of bringing pupils in to education – it is the heart of assessment
- **Knowing and Sharing what is to be learned (more than knowing and telling)**
- Opening up the Black Box (Black and Wiliam, 1998)
- **Slovenia's work in recognising the importance of this area is impressive**

(Rommetveit, 2003, Lundy & Cook-Sather, 2016, Hayward, 2014)

Internationally - More Intelligent Accountability

- Systems that encourage educational practices that are consistent with the vision
- Singapore, Wales, Scotland, New Zealand, Ontario

(O'Neill, 2002, Hayward, MacBride & Spencer, 2017)



In summary –

For all our young people to become healthy, confident individuals - **Zdravi, samozavestni posamezniki**
and Ambitious, capable learners - **Ambiciozni, sposobni učenci**

- Education cannot work in isolation – services must work together to a shared vision (health, housing, education..)
- Education has a part to play
 - research, policy and practice needs to be in better alignment
 - formative assessment is key in building confidence and self esteem, resilience and participating as a citizen in a school
- **Izobraževanje ne more delovati ločeno - področja se morajo povezovati**



Idea Two

- Self-directed learners - **samostojni učenci**
become
- Ethical, informed citizens - **etični, obveščeni**
državljeni



What Matters in the Curriculum for an educated citizen for the 21st century ?

- An example in reading - Is it enough to be able to read the words on the Brexit bus?



What Matters

Construct under-representation in assessment is one of the major threats to validity in the curriculum (Messick, 1989)

- Is there an adequate construct of reading in the curriculum?
- Are we assessing what matters or what it is easy to measure?



Measuring what is easy to measure rather than what matters

- An example from reading tests in England, eg, The Phonics Screening Check
‘requires six-year-old children to decode a series of 40 words that are a mixture of real words and pseudowords ‘ (Wyse, 2015, BERA)
- This will do exactly what it says on the tin
 - it will check children’s phonics
 - is this an assessment of all that matters children’s reading development?



Critical literacy is more challenging to assess than mastery of phonics **yet for 21st century citizens.....**

- Assess the extent to which young people can challenge assumptions in texts, dominant ideologies, and ‘political pronouncements’ (Shor, 1999).
- **Develop students’ ‘intellectual agency’**
 - more than comprehension of texts,
 - they must be able to think critically, independently (Fairfield, 2012).
 - a successful literacy curriculum should help students not only to critically analyse and evaluate text but to analyse the interests served by texts and information, eg, in the media, why particular texts are selected and how different groups are represented in texts. (Zacher, Pandya & Avila, 2014)



Idea Three:

Curriculum Development that means to lead to real change is complex and has to be undertaken with Integrity – the Integrity of Change

Razvoj kurikulumuma, ki pomeni uvajanje resnične spremembe, je kompleksen proces in mora biti izveden z integriteto - integriteto spremembe



We know what doesn't work....DTIP



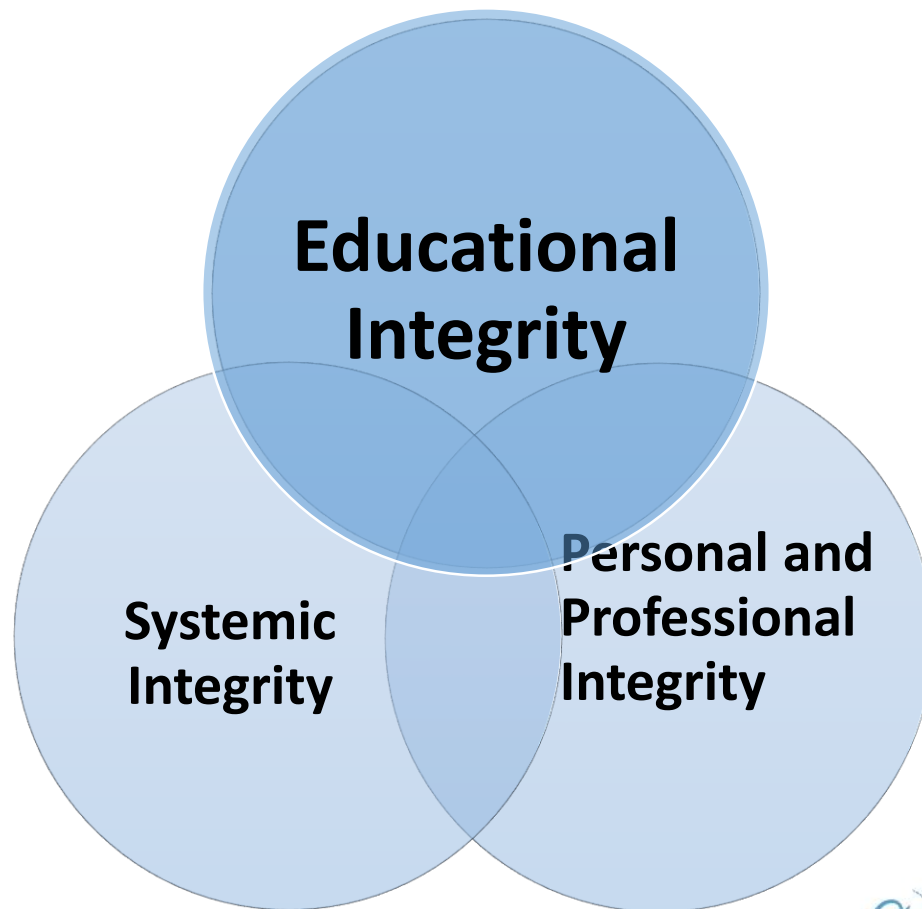
ATIS.....



Glas učenca – most do učenja



What matters in the process of change?



Change needs to be carefully planned as part of the process of curriculum and assessment development

- **Educational Integrity**

- clear and consistent statements about why change matters for the learning of young people – if there is not evidence that the innovation will improve young people's life chances why do it?

- **Personal and Professional Integrity**

- involve teachers, policy makers and researchers in the change process and respect the different roles that each will play- co-construction

- **Systemic Integrity**

- ensure that different policies and their enactment reinforce one another rather than conflict with one another

(Hayward & Spencer, 2010)



Slovenia has much of which to be proud

- The work on pupil voice
- The commitment of teachers evident in so many people here today
- The willingness to learn and to work with colleagues internationally all determined to address challenges outlined today- policy makers and researchers involved in the International Educational Assessment Network (12 countries with populations of a size where certain models of change are possible)



Education today - where are we going?

- Curriculum, assessment and pedagogy fit for the 21st century and explore progression and learning
- Working with people rather than doing things to people – the voices of learners, teachers, other professionals, parents, policy makers, researchers and politicians
- Working beyond education with other public and private services
- Using approaches to change that are informed and sustainable.



Thank you for letting me share thoughts with you
and I look forward to learning with you over the
coming years.

Hvala, ker ste mi dovolili deliti misli z vami in veselim
se učenja z vami v prihodnjih letih.



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