

A talkshop on
MISSION POSSIBLE:

“Leadership for engagement and wellbeing of every student”

VIKTIGSTE LEDER 2023

26 April – Oslo, NORWAY

 [pasi_sahlberg](#)

1. The state of global education

Break 10.40-11.10

2. Our Grand Challenge

Break 12.00-12.10

3. Mission possible

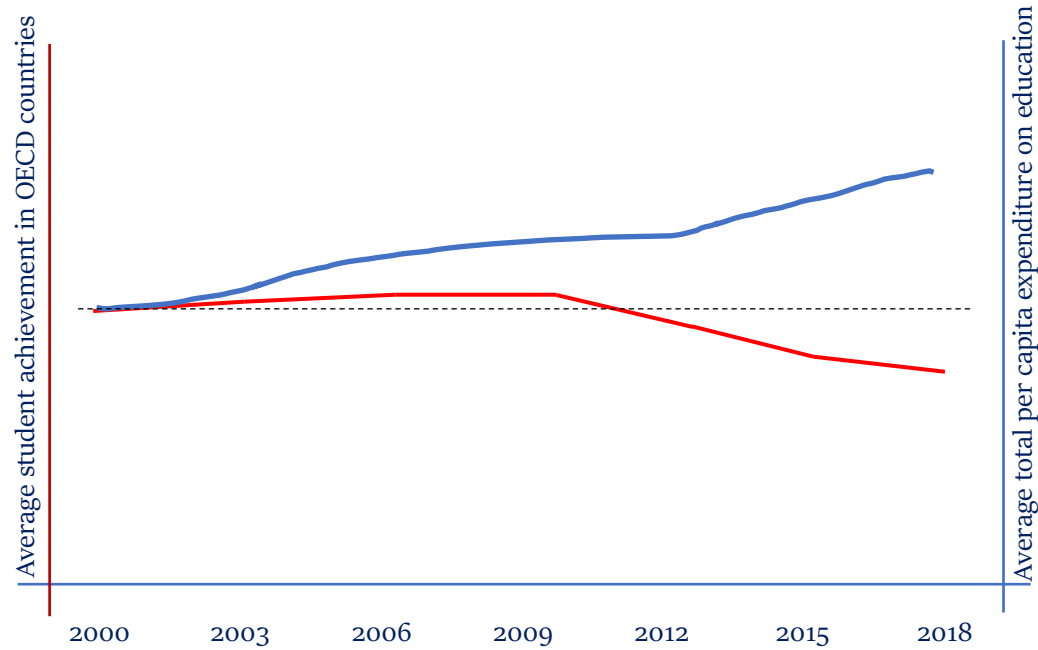
Question:

In one word, how has the pandemic affected education?

1 The state of global education

1

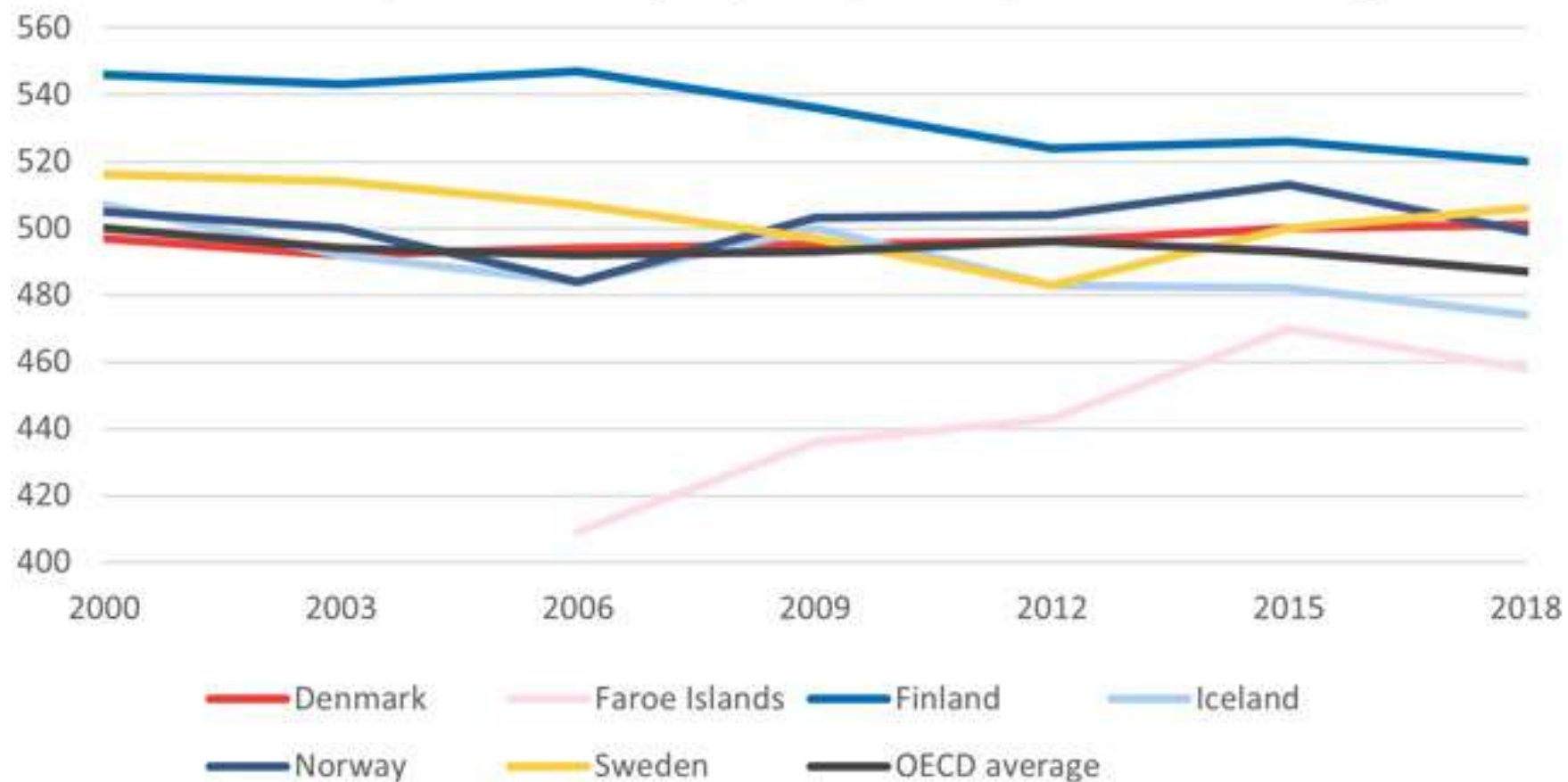
Education outcomes vs. spending



“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.”

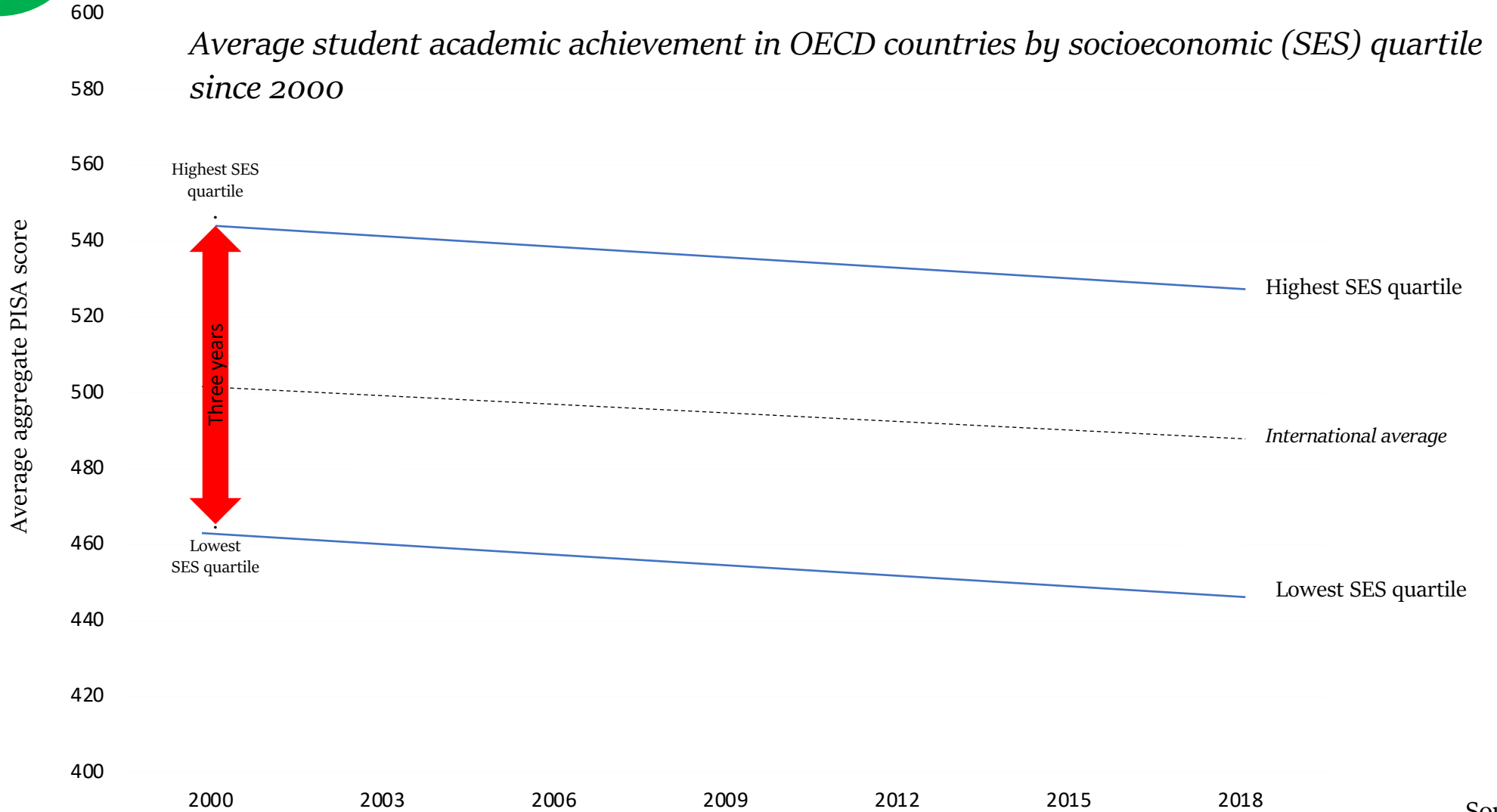
Sources: UIS; OECD; IMF; World Bank databases

Student performance by reporting country and time - reading



2

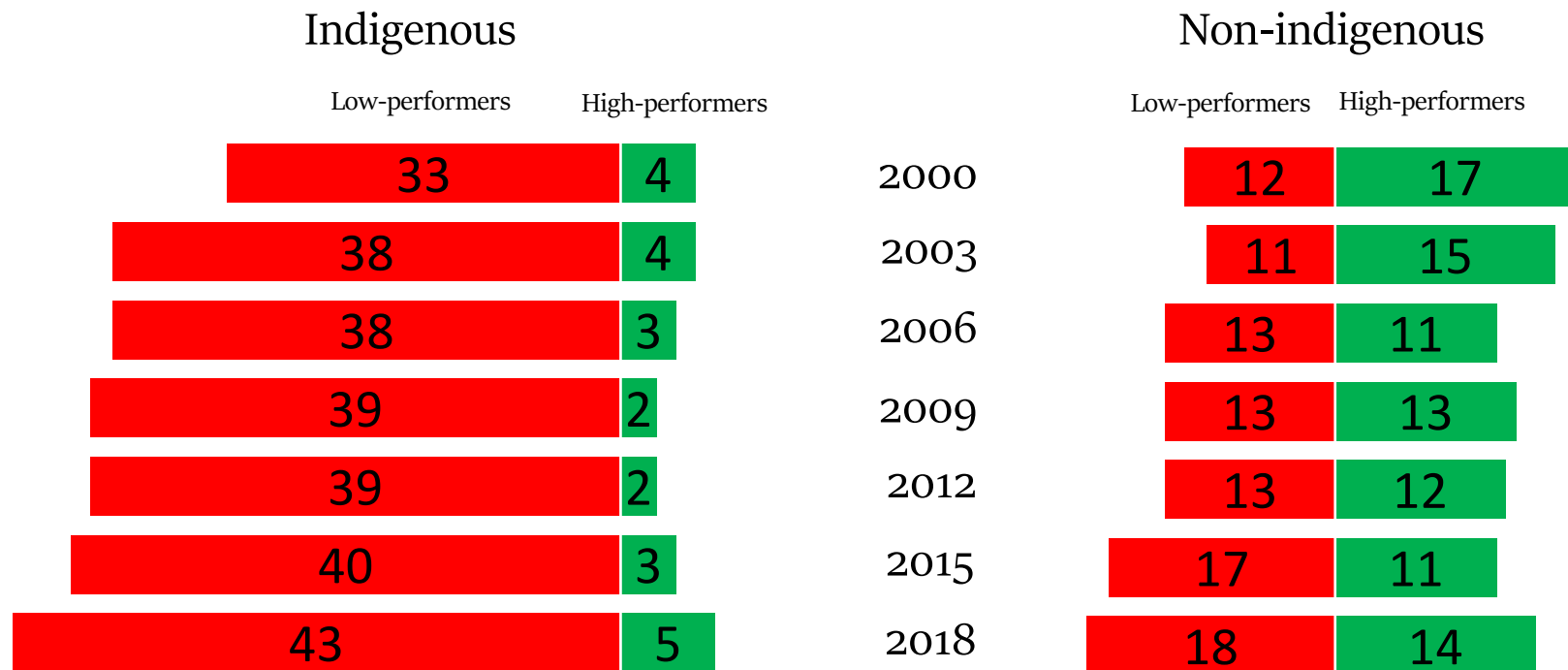
Large inequalities



Source: OECD 2021

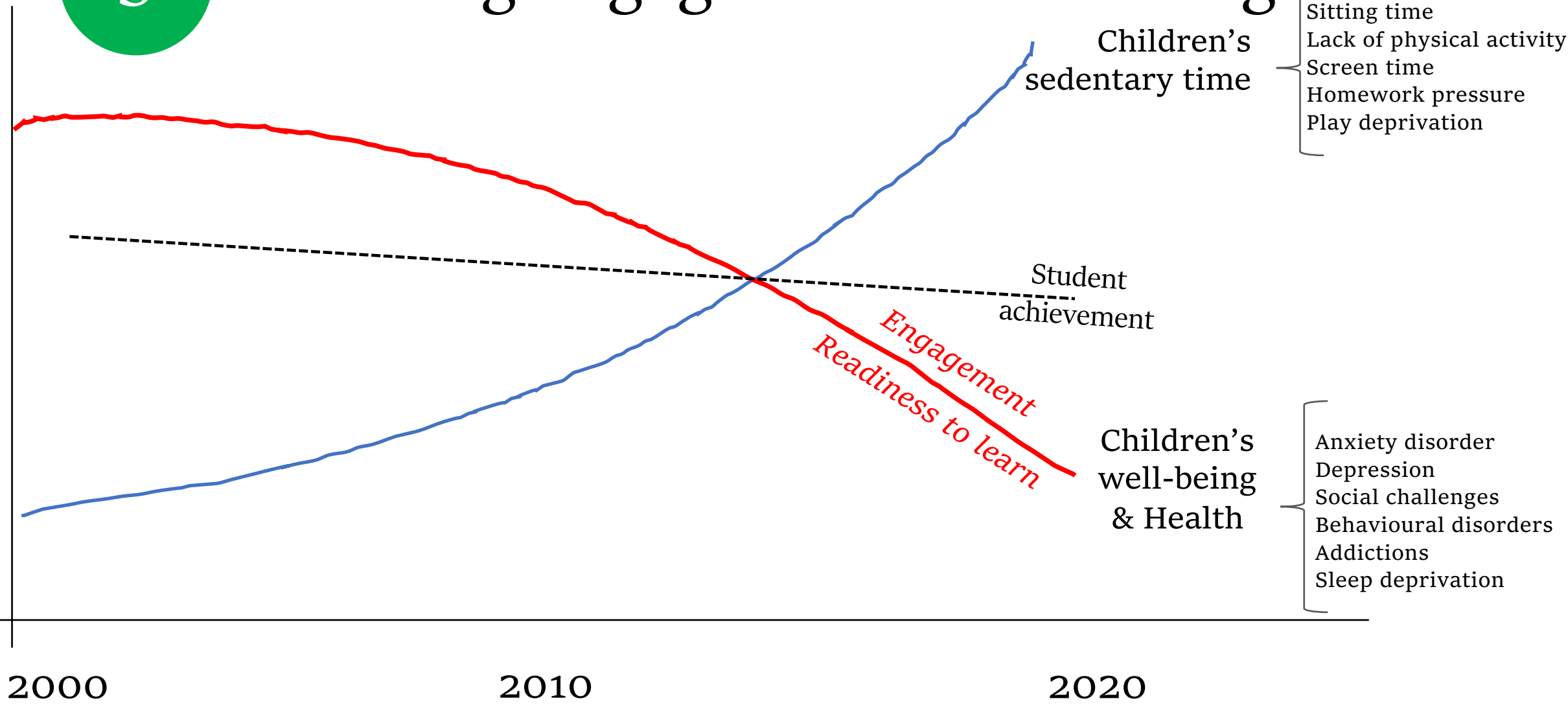
2 Large inequalities

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



3

Declining engagement & wellbeing



Global conclusion



“260 million children, adolescents and youth are not at school and only three quarters of 15-year-olds in middle income countries attend 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. –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



Question:

Why do education reforms
so often seem to fail?

2 Our Grand Challenge

Less and less young people are engaged
in and benefiting from schooling.

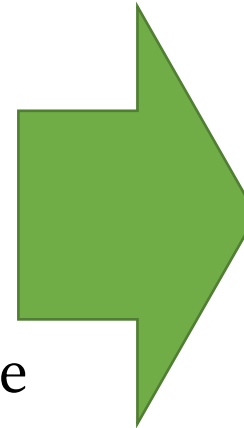
Fewer and fewer teachers find teaching
inspiring and rewarding.

STUDENTS

Sources of intrinsic motivation

Basic academic achievement and test scores are not intrinsic motivators for good learning.

Learning, purpose, and wellbeing are intrinsic motivators.



TEACHERS

‘Back to basics’ and test scores are not intrinsic motivators for inspirational teaching.

Students’ curiosity, engagement, creativity, and thrive for excellence are intrinsic motivators.

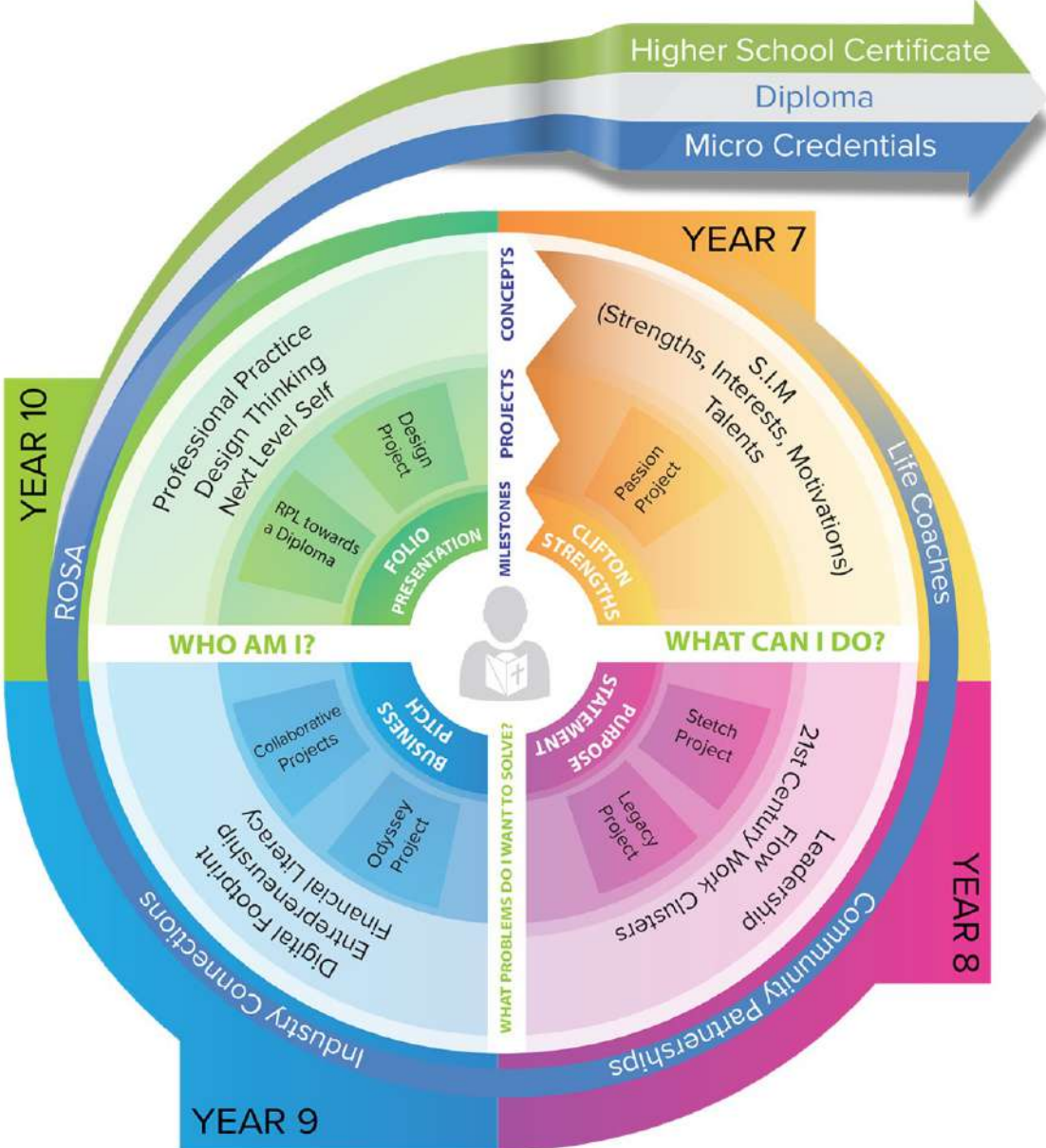
What do young people expect?

Engagement

Excellence

Ethics

Example: Life Design in St Luke's (Sydney)



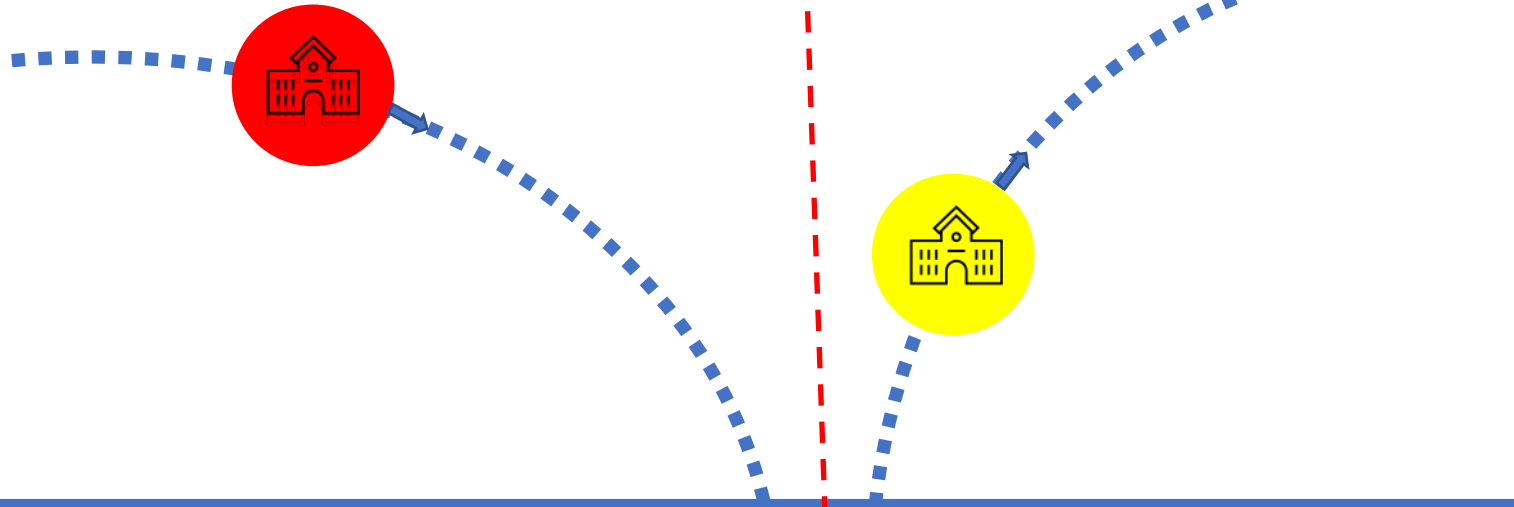
Question:

What is the Norwegian education challenge that keeps you awake?

Bouncing back different

Old paradigm
“Industrial schooling model”

New paradigm
“Humanity schooling model”



Recent past (2000-2022)

2023
The year of
opportunities

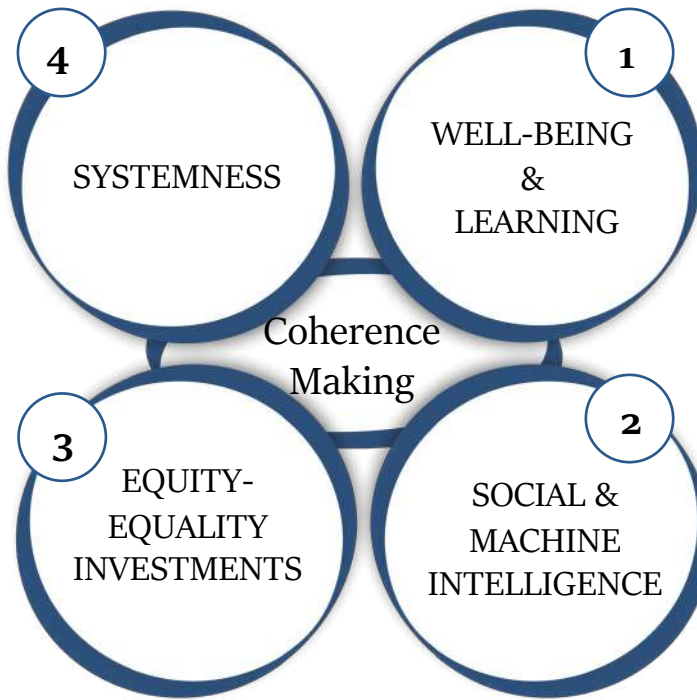
Near future (2024-2030)

The Humanity Paradigm

Actions taken to enable all living things to cope, develop and flourish under the complicated and adverse conditions of complex society.

People becoming aware that they are part of a larger entity, and striving to understand their own context, and to build connections in order to improve the system as a whole.

Fairness of investments in developing people and society that produce greater equality of outcomes to reduce the gap among social groups.



People can no longer survive unless they have a sense of purpose, belonging, and well-being in society combined with dynamic learning.

Individual and group capacities to use technology, including AI, for the benefit of humankind and the universe.

3 Mission possible

The common responses to disruption

Declining student achievement

Back to basics curriculum

'Learning loss' after the pandemic

Tutoring and testing

Fewer and fewer students engaged

Responses

Student voice

Worsening wellbeing and health

Treatment and cure

Declining interest in becoming teacher

Making teaching easier

The conclusion is that education system leaders have not been doing **enough things differently enough** to be on course for quality education for every child.

New response to change

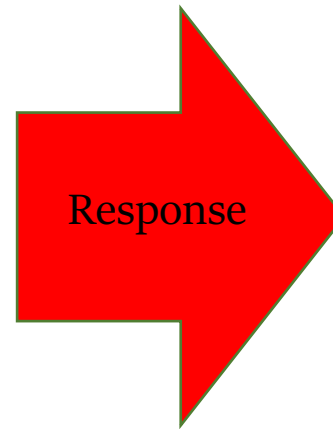
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Humanity Model
of Schooling

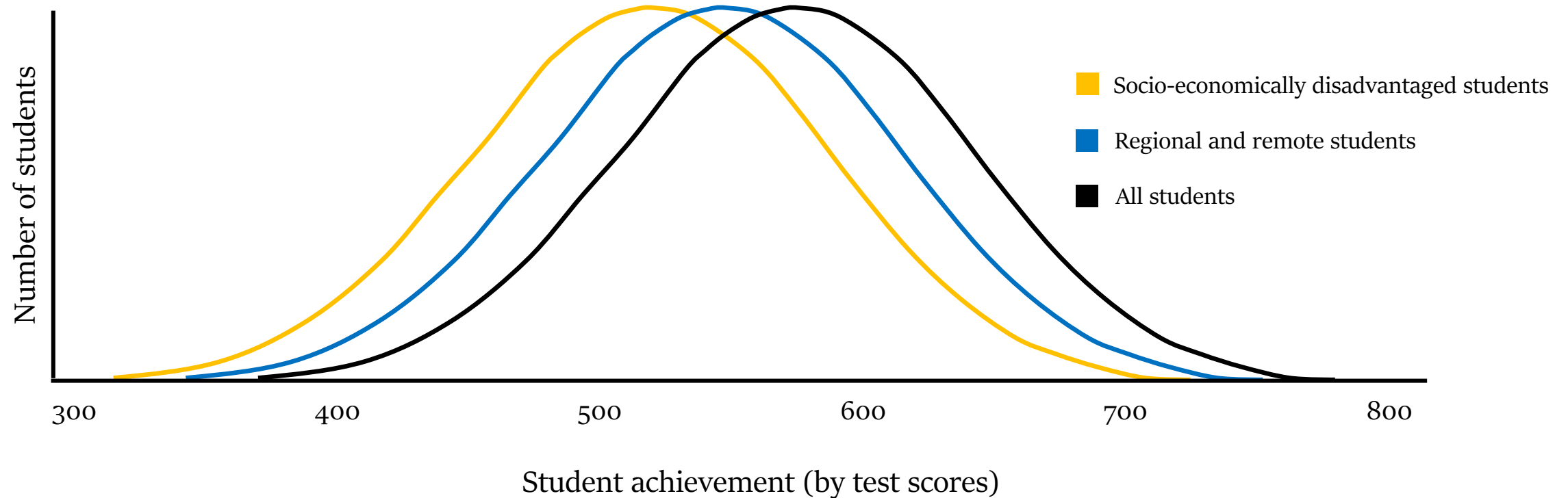
What is the most important thing your school currently does to address the future challenge?

Three suggestions

1

System: Invest in equity and inclusion

Inequitable distribution of students' test scores



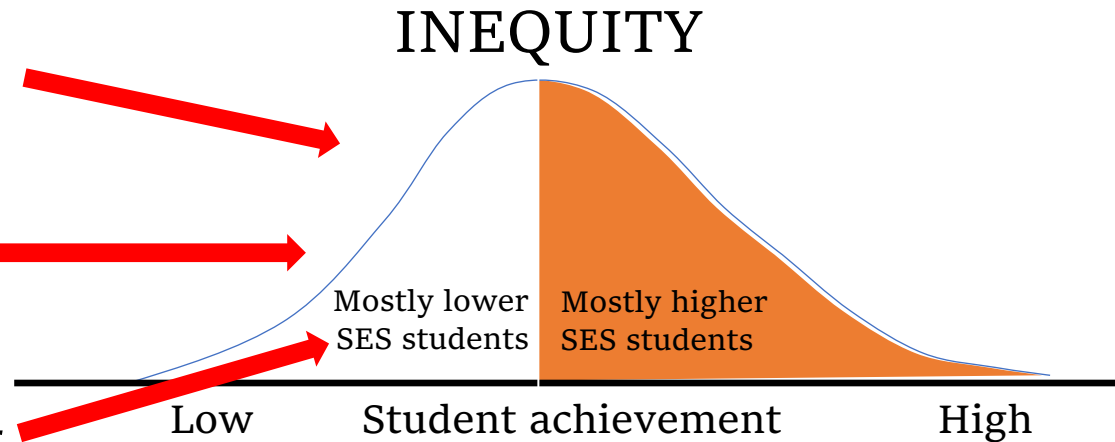
1

System: Invest in equity and inclusion

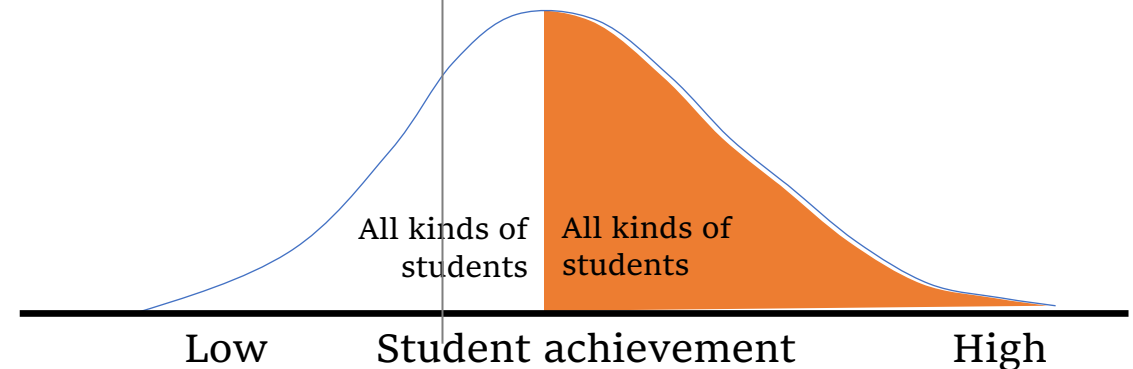
Targeted support

Smart inclusion

Holistic wellbeing

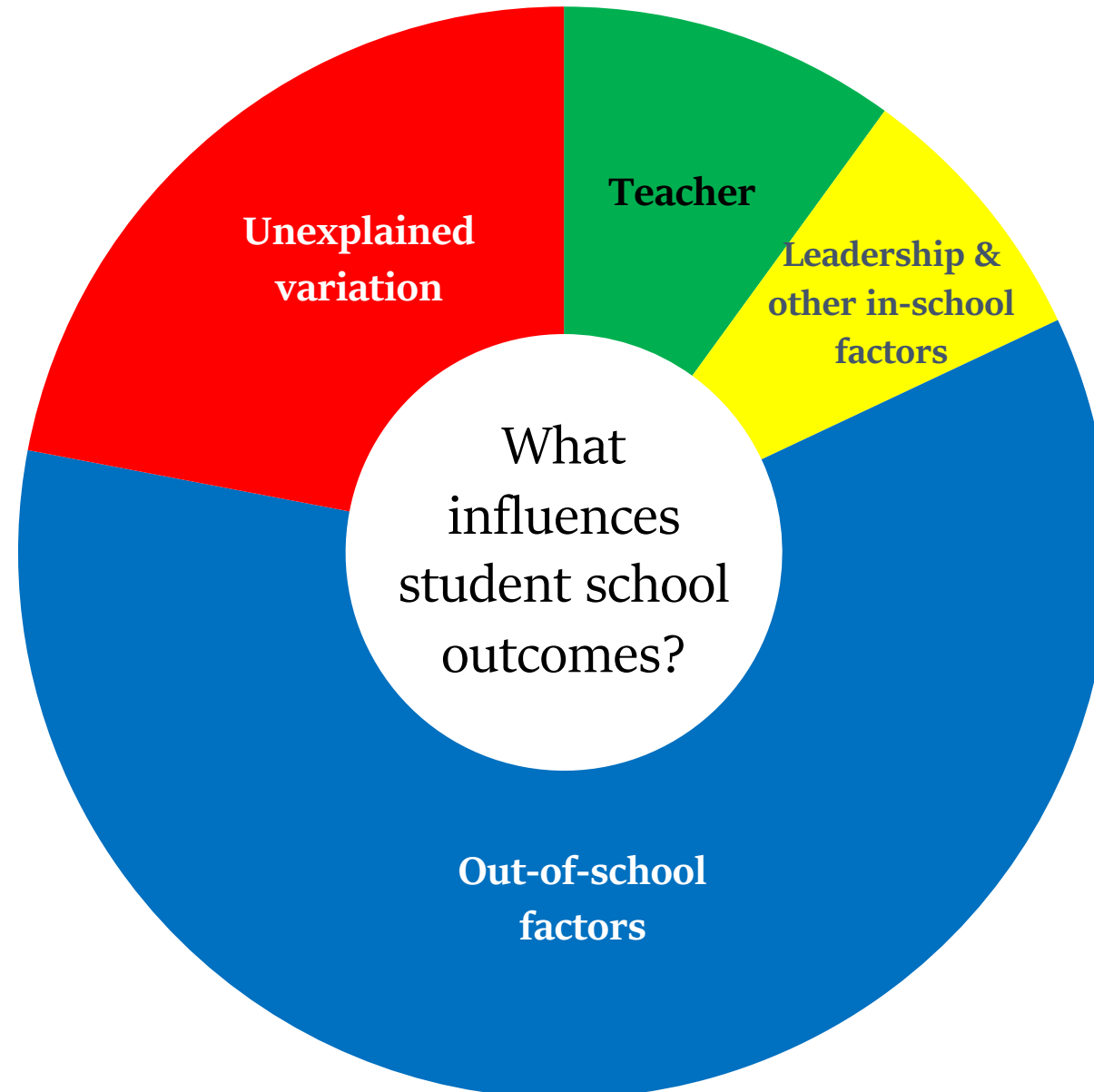


EQUITY



2

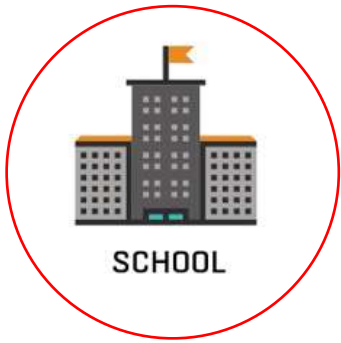
Local: Create networks of engagement



Source: Haertel (2013); Berliner (2014)



HOME



SCHOOL

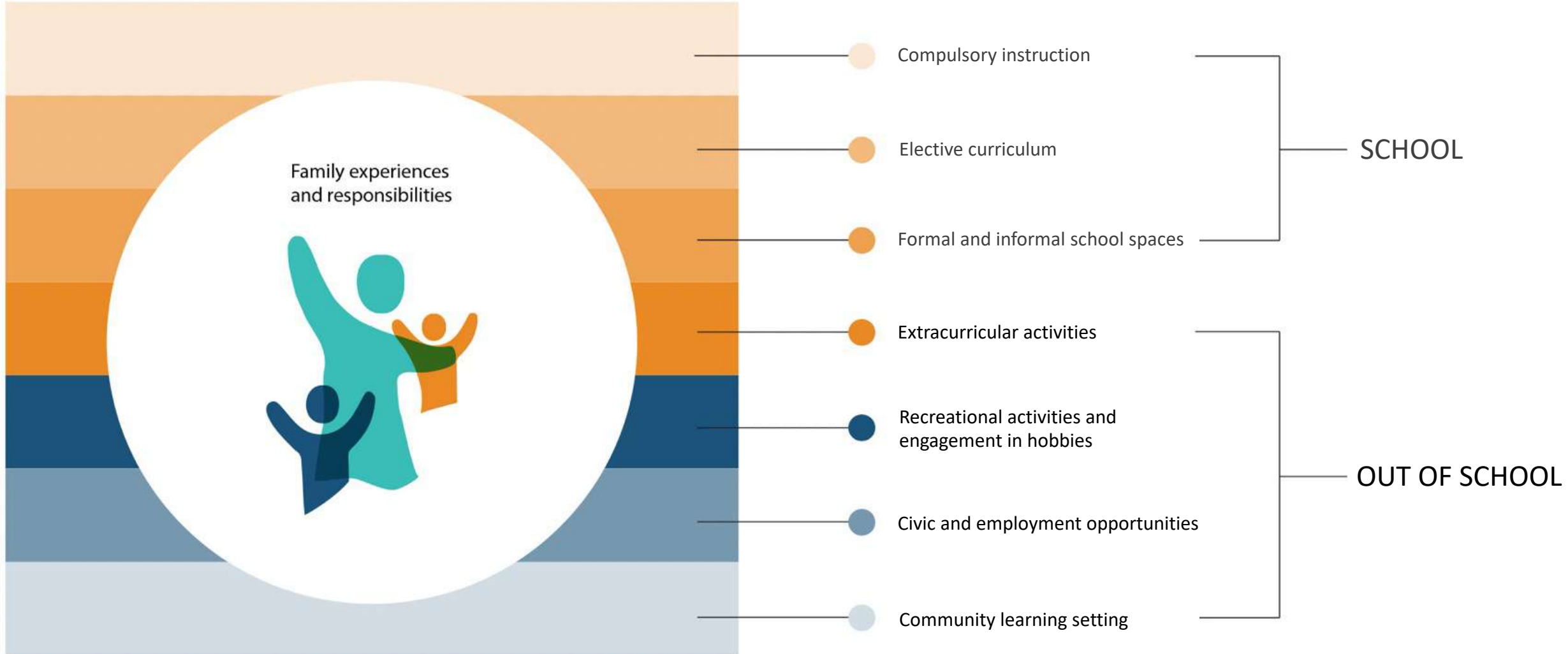


COMMUNITY



PEER
INTERACTION

Where students learn?



3 School: Build internal systems

Create new opportunities to explore the views of the grassroots, middle, and top levels with respect to promoting mutual understanding, common ground, and practical solutions.

WHAT? School as children's favourite place to be

HOW? From student voice to authentic co-design and collaborative learning

WHY? Young people have much more capabilities than they are given credit for

If not now, then when?

If not you, then who?

Thank you!