COVID-19 AND CHALLENGES FOR EDUCATIONAL QUALITY: REPAIRING LEARNING LOSS AND TEACHER AGENCY

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AGENDA

1. Learning loss
2. Teacher agency and moving forward: catch-up programmes

Questions for the audience:

Which groups and school phases are most affected?

Which teachers/schools are best placed to prevent/repair learning loss?

ICSEI online research lab: April to November 2020.

13 academics and practitioners from 10 countries (*Netherlands*, *Canada [Ontario and British Columbia]*, *England*, *Wales*, *Australia*, *US*, *Trinidad and Tobago*, *Indonesia*, *Italy and Chile*).

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LEARNING LOSS

What is learning loss?

Political sensitivity of the term…

Who has 'lost' learning?

How do we know?

GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier. [1]

"…EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION." [2]

Parents with the means invest more time and money than ever before in their children while lower-income families, which are now more likely to be headed by a single parent, are increasingly stretched for time and resources. [3]

LOW-INCOME YOUTH LACK OPTIONS IN THE SUMMER, and sometimes come to the library because it's air conditioned. [4]

What Happens to Children DURING THE SUMMER?

During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call "SUMMER SLIDE" while better off children build their skills steadily over the summer months.

2/3

SUMMER LEARNING LOSS accounts for about two-thirds of the ninth grade achievement gap in reading. [2]

How Summer Learning Can Help CLOSE the Achievement Gap.

SUMMER LEARNING PROGRAMS TARGETED TO LOW-INCOME STUDENTS can help close the achievement gap that has been

FOR EVERY ONE LINE OF PRINT READ BY LOW-INCOME CHILDREN, MIDDLE-INCOME CHILDREN

WHAT IS LEARNING LOSS?

Comparison of learning and development in the period of lock down, compared to previous 'normal' years.

Are students learning less during lockdown than in a typical year?

HOW DO WE KNOW? HOW TO MEASURE?

Netherlands:

- Poll of school heads in primary education: only 11% of school heads had concerns over learning loss in May

- Engzell et al (October 2020; 'the Oxford study'): comparing assessment outcomes before and after lock down

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Primary school closures did hit standards, seriously hurt some pupils' learning levels

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THE DUTCH 'OXFORD' STUDY

Students lost two thirds of expected progress whilst learning from home.

These losses are evident in all grades 4 through 7 and across three subject areas: Maths, Spelling, and Reading.

Students from parents with low educational background are disproportionately affected.

In the most low-resourced households, the size of the learning slide is up to 55% larger than in the general population.

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HOW DO WE KNOW?

Difficulty in measuring learning loss and attributing it to school closure (teaching was disrupted longer than closure).

World bank scenario's:

- Percentage of efficiency in learning (e.g. optimistic scenario: schools closed for 3 months and remote learning operating at 60% efficiency)

- Proportion of gains made in a normal year (e.g. optimistic scenario is 0.3 years of quality-adjusted schooling lost).

Emphasis on test scores and academic subjects

WHOSE LEARNING LOSS?

- Students from parents with low/high educational backgrounds
- Students from low-resourced homes (lack of IT and internet access)
- Students from parents who both work
- Younger versus older students
- Students with special educational needs
- Students from schools with varying teaching philosophies (e.g. executive skills, self-regulation)
- Boys versus girls

Relevant to understand ways forward, teacher agency and school quality

Concerns over rising inequality

TEACHER AGENCY

- Have teachers been able to change their practice to ensure (the continuation of) learning and students' well-being during the pandemic?

- Which conditions have facilitated and/or impeded this?

- Agency: teachers who, alone or in groups, in a given situation, make decisions, take initiatives, act proactively rather than reactively, and deliberately strive and function to reach a certain end (Imants and Van der Wal, 2020; Bandura; social cognitive theory) .

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TEACHER AGENCY

- Individual capacities (skills, knowledge, beliefs)
- Perceived self-efficacy
- Collective agency
- Enabling environment: physical and relational constraints

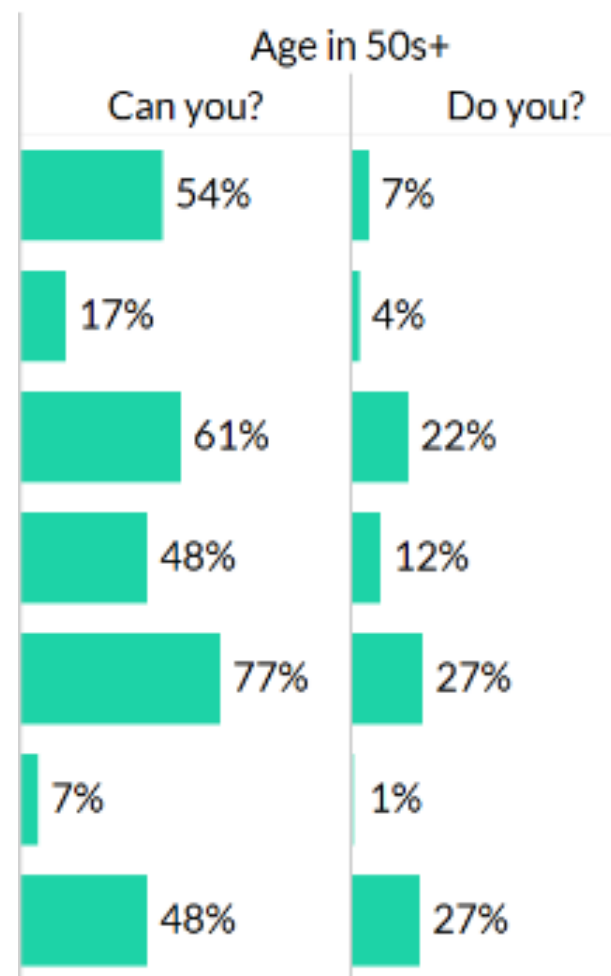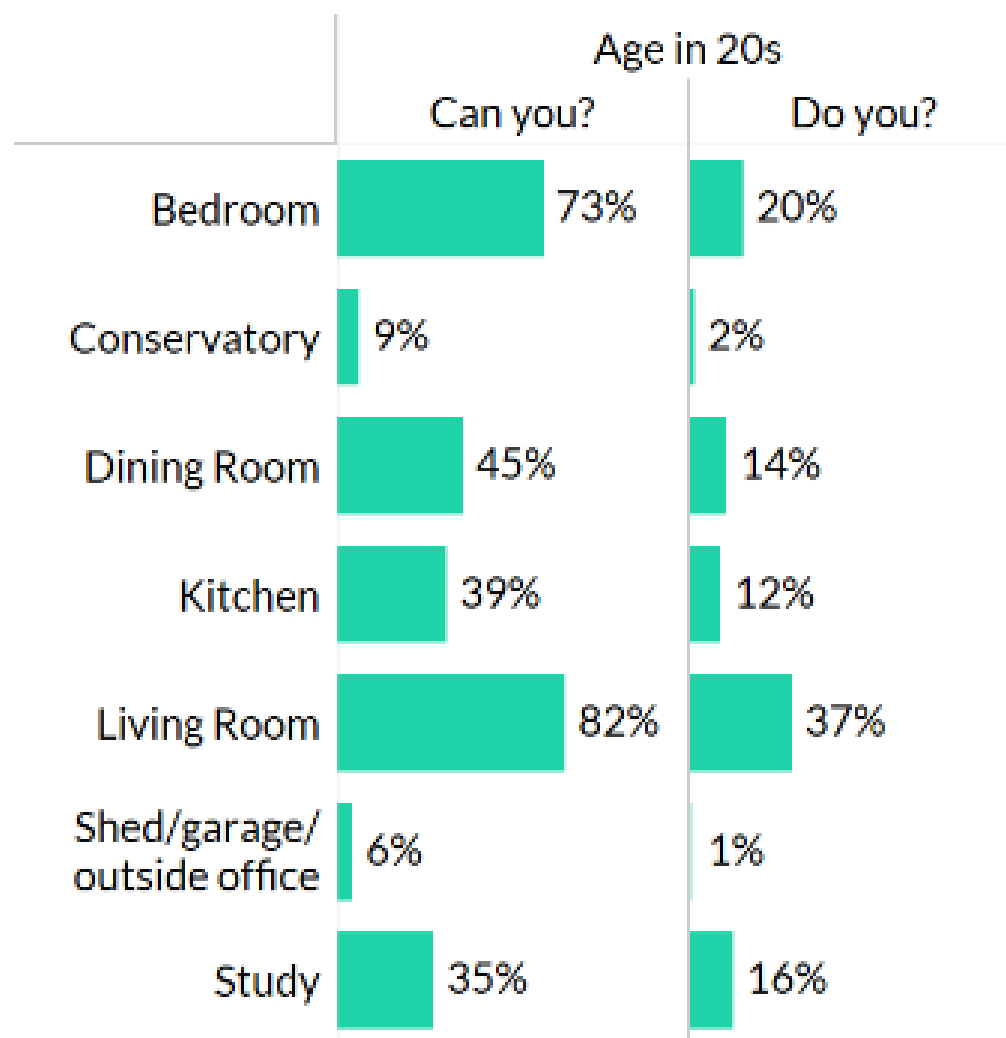# TEACHER AGENCY

Agency varies over phases of disruption

1. Initial closure and sense of crisis: develop new skills, copy and paste of in-school models, individual responses and high workload and mental stress.

2. Part opening: developing blended modes

3. Full opening but with physical distancing

4. Full/part opening with catching-up…

5. Then a second closure: well-being of students and (increasingly) parents, lack of motivation, teachers having to combine in-school and online teaching
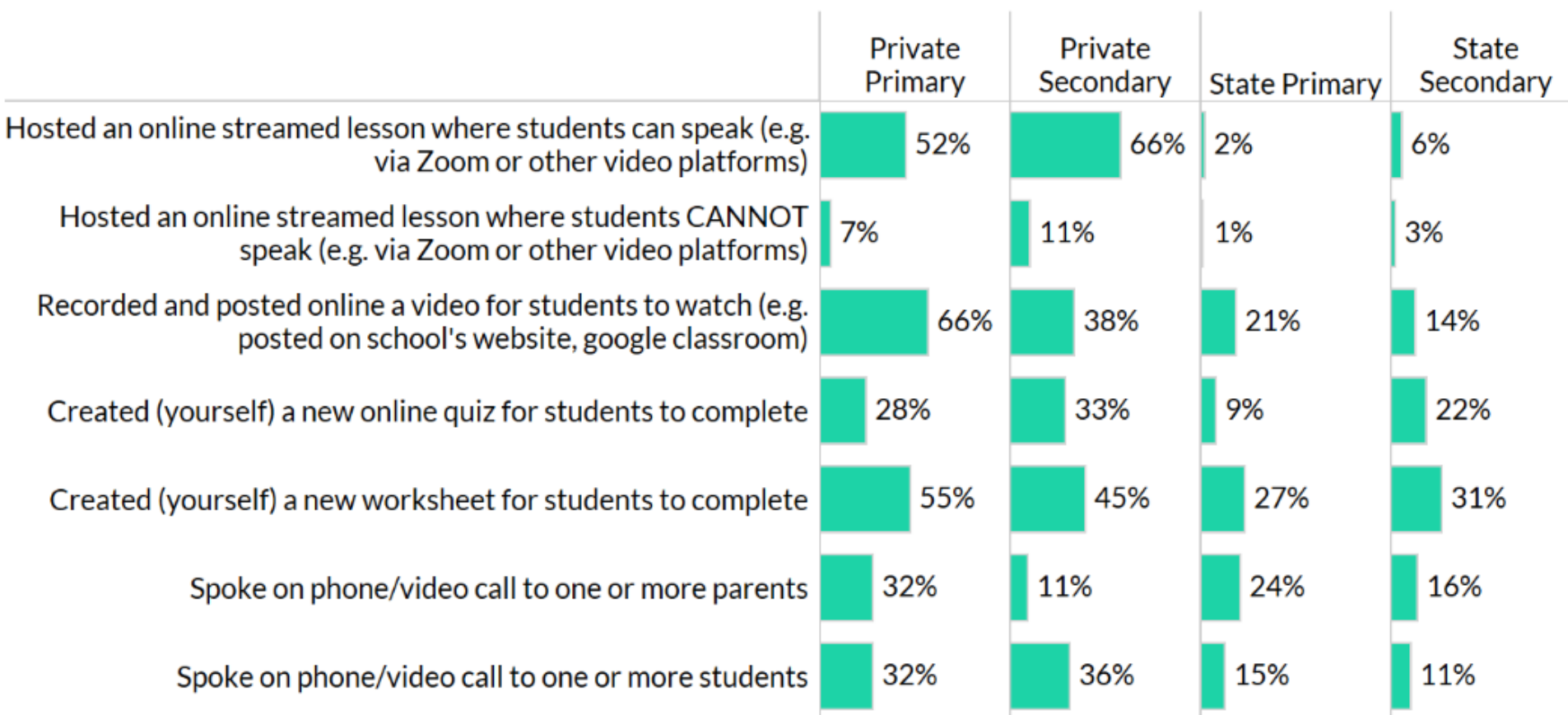
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TEACHER AGENCY

Responses vary for/by:

- Teachers: consideration of long-term benefits (spill-over learning for 'regular' teaching, or valuing online/remote teaching in its own right)

- How the school is affected by the pandemic and the student population

- Teachers' home environment (e.g. having to teach their own children)

TEACHERTAPP UK

Where could you work? Where do you work?

	Age in 20s		Age in 50s+	
	Can you?	Do you?	Can you?	Do you?
Bedroom	73%	20%	54%	7%
Conservatory	9%	2%	17%	4%
Dining Room	45%	14%	61%	22%
Kitchen	39%	12%	48%	12%
Living Room	82%	37%	77%	27%
Shed/garage/outside office	6%	1%	7%	1%
Study	35%	16%	48%	27%

TEACHERTAPP UK

Which of the following, if any, have you done TODAY? (Tick any that apply)

	Private Primary	Private Secondary	State Primary	State Secondary
Hosted an online streamed lesson where students can speak (e.g. via Zoom or other video platforms)	52%	66%	2%	6%
Hosted an online streamed lesson where students CANNOT speak (e.g. via Zoom or other video platforms)	7%	11%	1%	3%
Recorded and posted online a video for students to watch (e.g. posted on school's website, google classroom)	66%	38%	21%	14%
Created (yourself) a new online quiz for students to complete	28%	33%	9%	22%
Created (yourself) a new worksheet for students to complete	55%	45%	27%	31%
Spoke on phone/video call to one or more parents	32%	11%	24%	16%
Spoke on phone/video call to one or more students	32%	36%	15%	11%

TEACHER AGENCY

Responses vary for/by:

Environment

- School: coordination and planning (e.g. rota and coordination of platform and communication to families)

- Students' home environment and IT/internet access and support

- Educational partnerships

- System-level coordination

FINAL REFLECTIONS: CATCH UP PROGRAMMES

Catch up-programmes in the Netherlands: decentralized programme

Examples internationally: national tutoring programme in England

Building back better…

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EFFECTIVITEIT PROGRAMMA'S

Inhaal- en ondersteuningsprogramma's, hoe effectief zijn die? **LEARN!** en **ROA** doen gezamenlijk onderzoek om dit vraagstuk te beantwoorden.