



COVID AND EDUCATION: BUILDING RESILIENT AND ADAPTIVE SYSTEMS

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As we begin 2021...

Education authorities are responding on two timescales:

- the current public health challenges for schools
- the mid-term strategy for the next 18-24 months



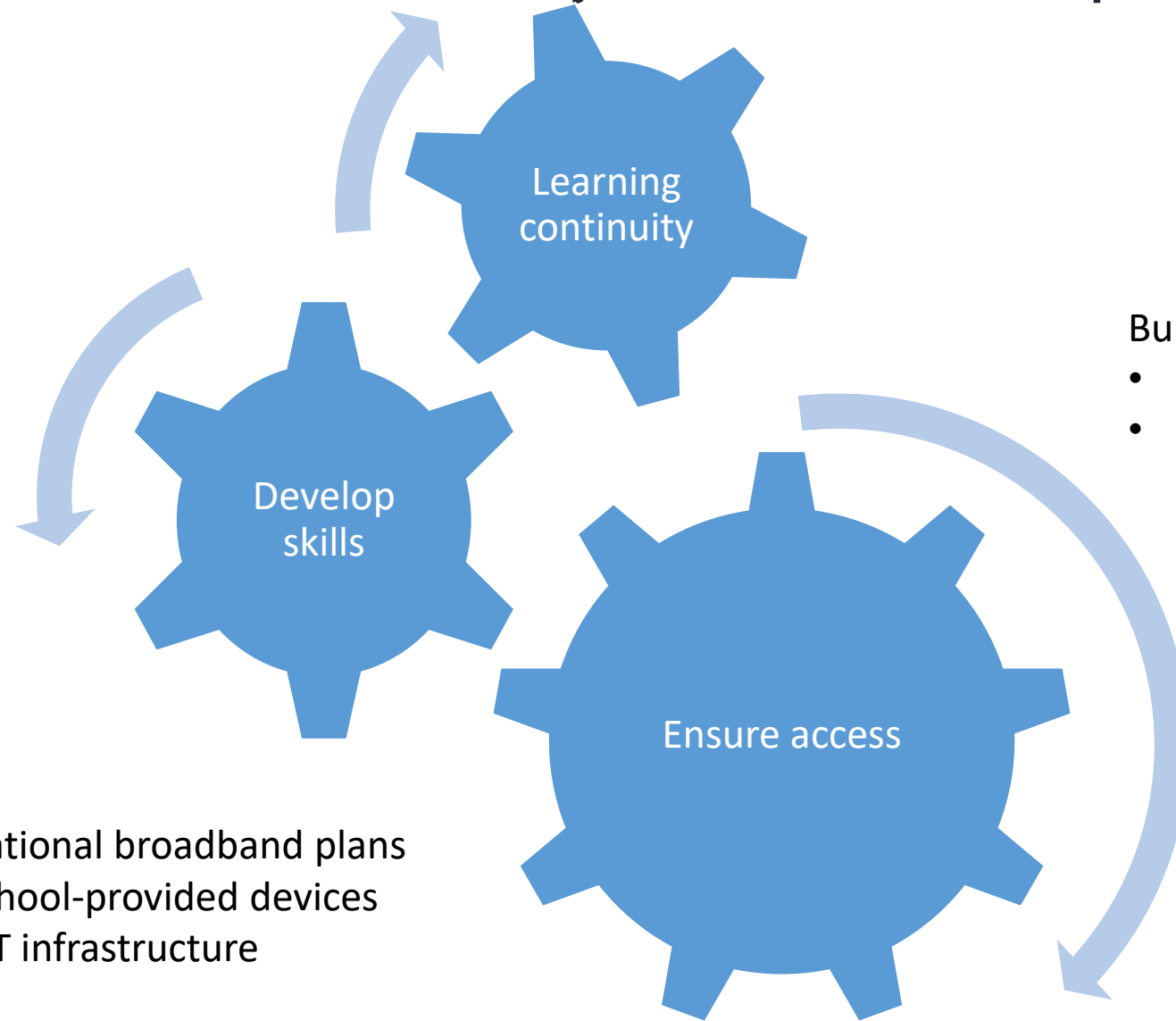


2021: ongoing disruption

- **Ensuring safety and hygiene**
 - actual and perceived
- **Assessing progress/mitigating the impact of learning losses**
- **Ensuring well-being (students and teachers)**

Digital learning: inclusion, literacy and citizenship

- Curriculum development and expansion
- School-based interventions; hybrid learning
- Extracurricular opportunities



- National broadband plans
- School-provided devices
- ICT infrastructure

- Building capacity
- Teacher education
 - Partnerships



ICT skills in teacher education

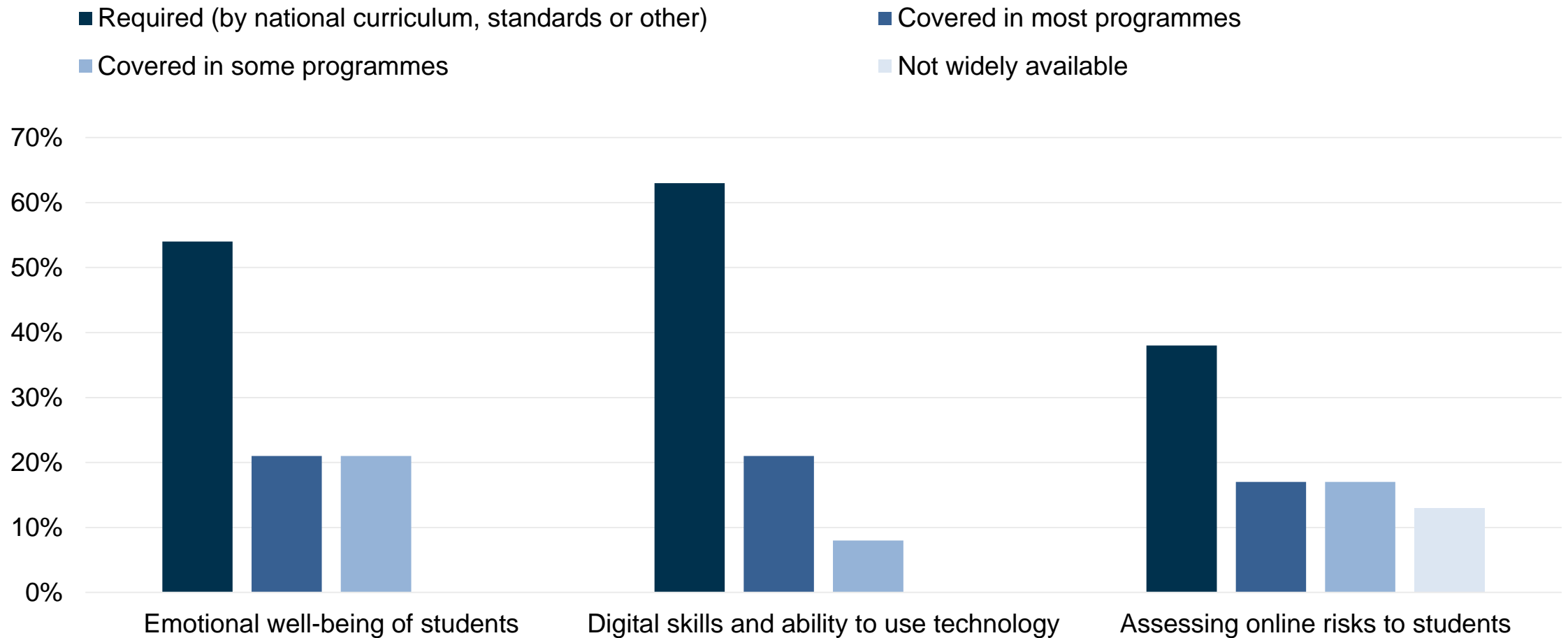
Participation in professional development for teachers and need for it



Source: OECD, TALIS 2018 Database, Tables I.5.18 and I.5.21.



Topics covered in teacher education (initial and continuing professional development)

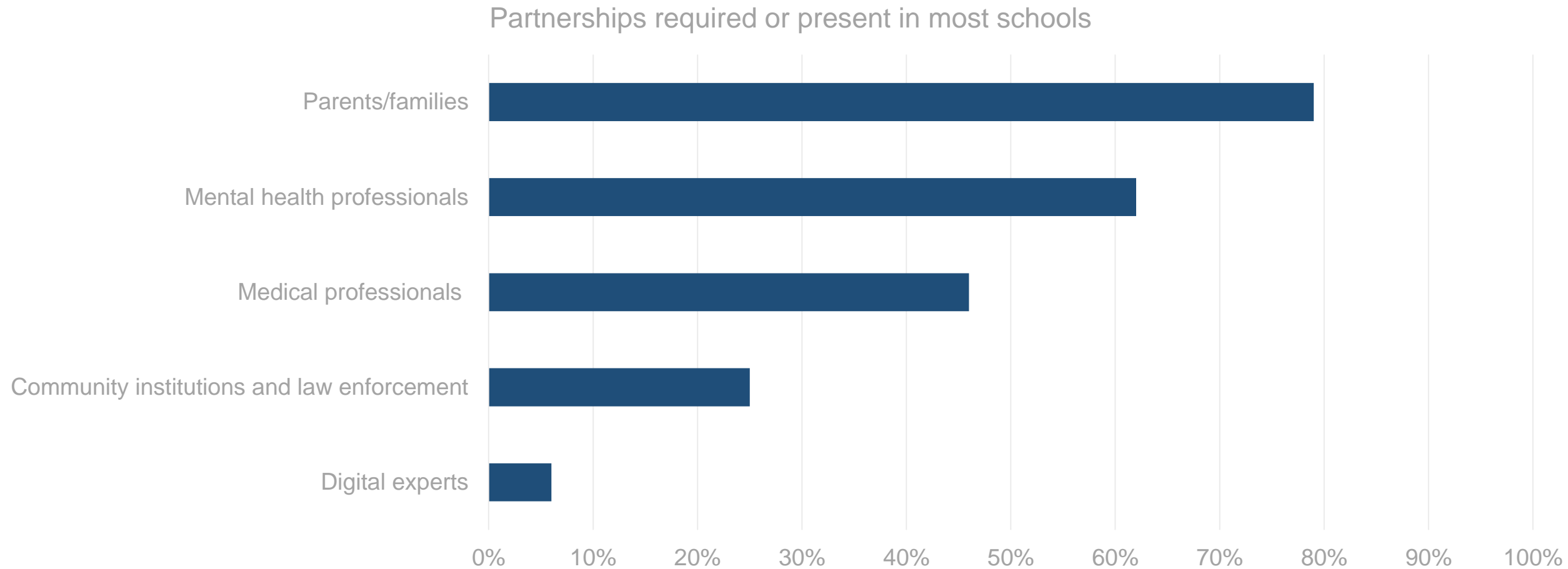


Source: 21st Century Children Policy Questionnaire





Partnerships between schools and external actors



Source: 21st Century Children Policy Questionnaire





The next 12-24 months: an opportunity?

- **Harnessing innovation**
- **Reimagining accountability**



The vast majority of teachers have a positive attitude towards change and innovation...



Teachers' views on their colleagues' attitudes towards innovation

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements

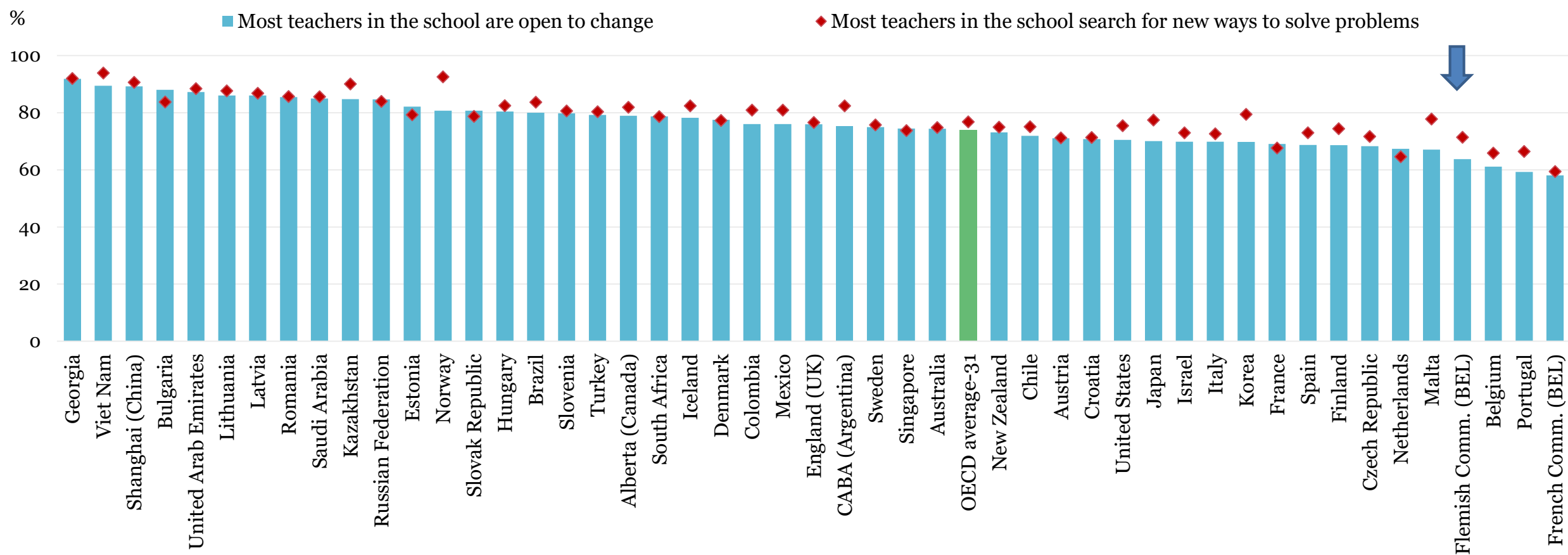


Table I.2.35



INNOVATION

Creating and evolving for
improvement



What is the cost of inaction, or of
not improving
methods/strategies/approaches?

RISK AVOIDANCE



Minimising risk and error

Accountability



Taking risks means that there is the possibility of failure. Although it can be politically difficult, learning from what does not work is key.

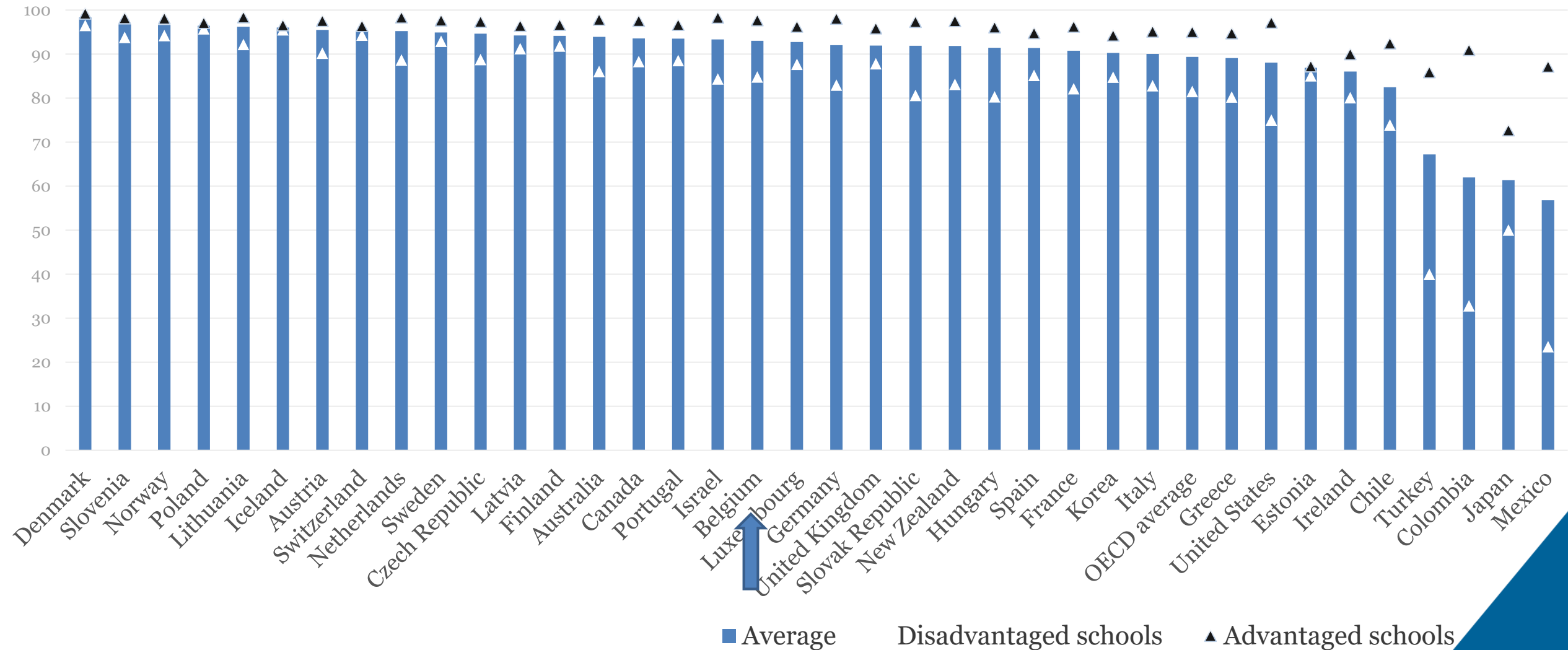


The next 12-24 months: an opportunity?

- **Remembering the power of the physical world**
- **Supporting the most vulnerable**



Student access to computers for schoolwork





VIRTUAL

Digital connection can empower disadvantaged groups by enhancing weak ties and providing support.



What is the balance between the digital environment and old-fashioned physical interaction?

FACE-TO-FACE



In-person communication is more impactful in strengthening and maintaining relationships

Teacher effectiveness

Peer relationships



How can the traditional role of schools as places where students encounter and experience difference be realised in virtual spaces?



The next 12-24 months: an opportunity?

- **Reinforcing capacity**
 - Professional development; partnerships
- **Building system resilience**
 - Adaptability/responsiveness/efficiency
- **Preparing resources**
 - Infrastructure/competencies/priorities



New roles for teachers require new knowledge

- ***Instruction, assessment, learning***
- ***Leadership for change: effectively engage with colleagues/key partners to collectively lead learning***





Prevalence of deeper forms of professional collaboration



Professional collaboration

Percentage of lower secondary teachers who report engaging in the following collaborative activities in their school at least once a month

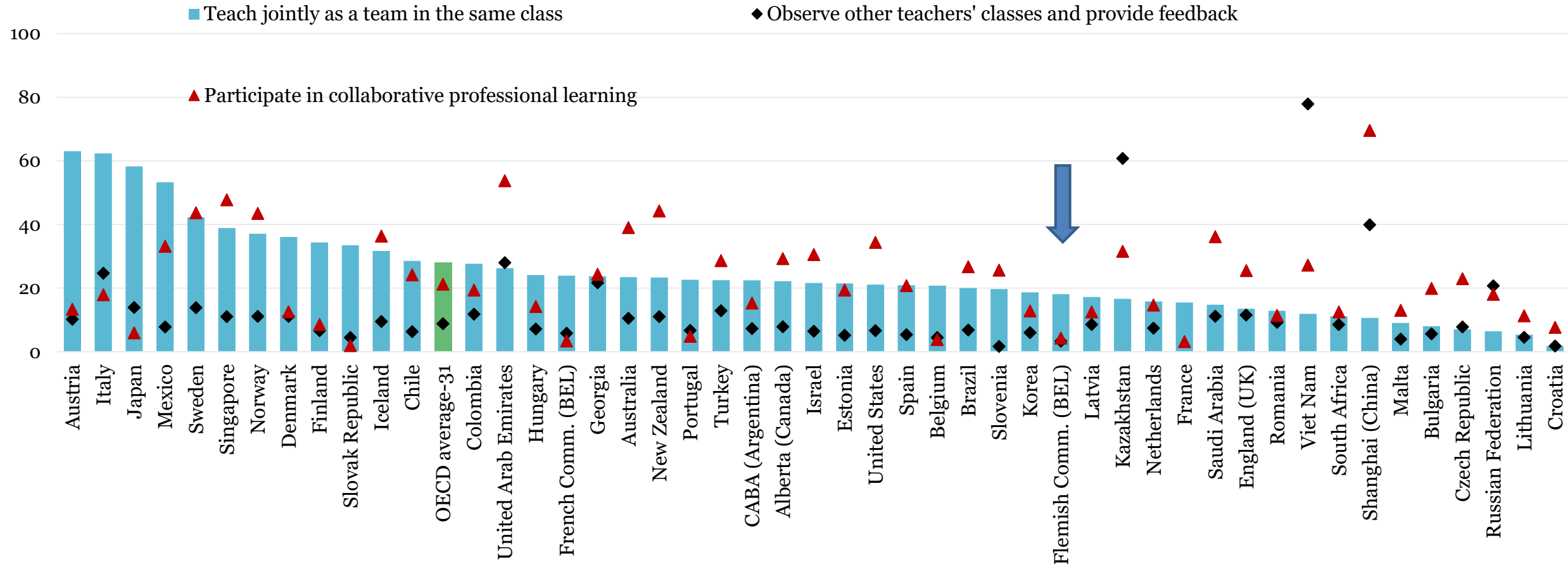


Fig II.4.2/A



MODERNISING

Incremental process of
improvement



Is our vision for the future of
schooling understood as an
incremental process of modernising?
Or as a process of radical disruptive
transformation?

DISRUPTING



Completely different ways of
thinking and engagement

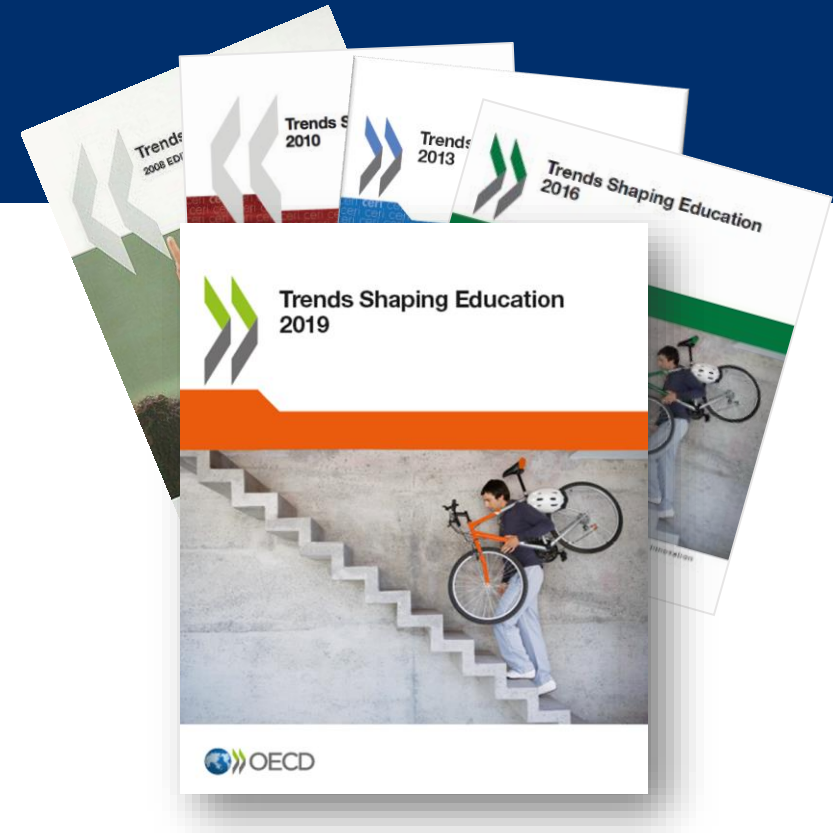
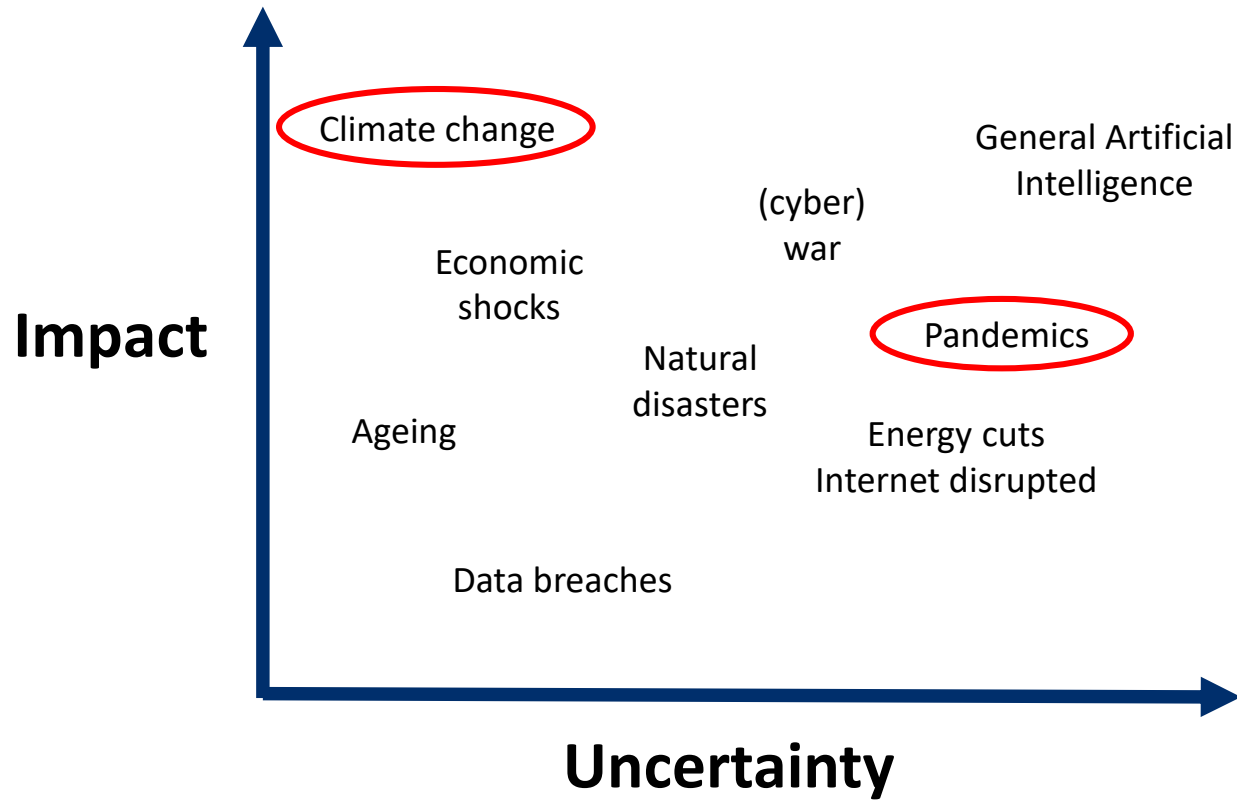
Cutting-edge technology



Modernising can and does masquerade as disruption. If disruption is called for, it will require completely different ways of thinking and engagement to deliver.

But the future likes to surprise us

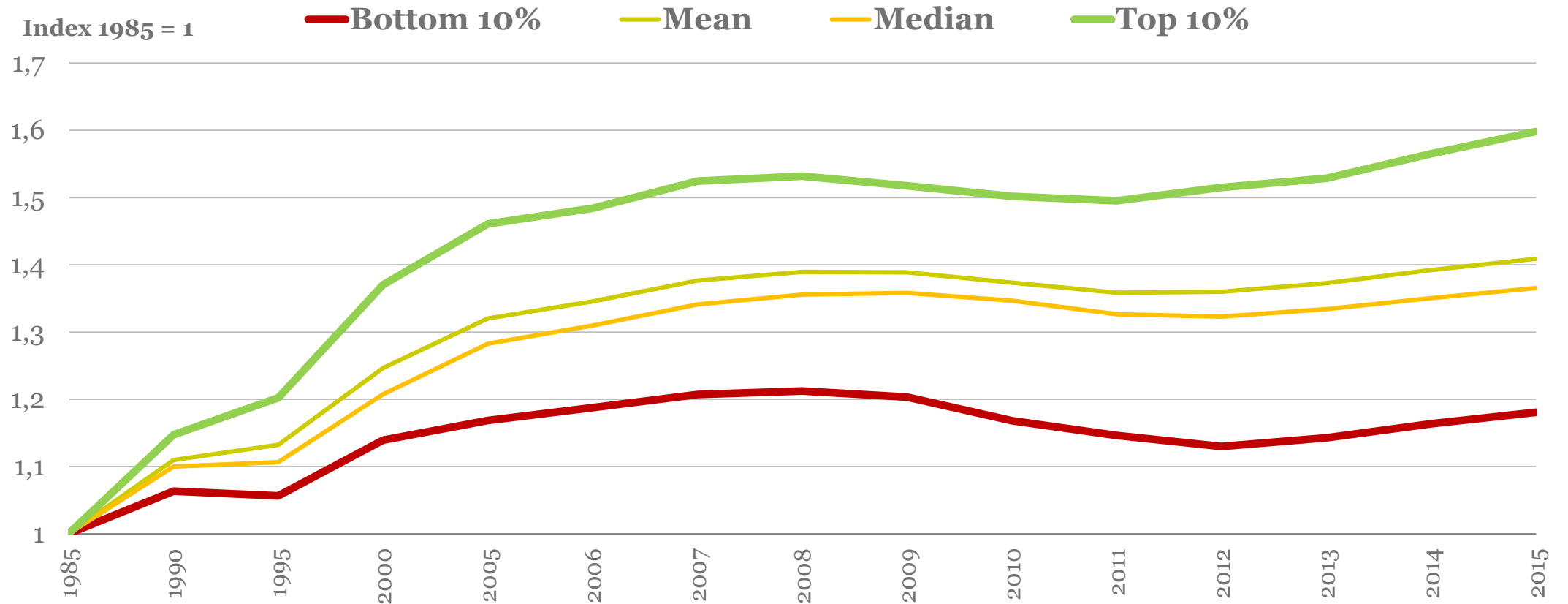
Some events are foreseeable but not all...





Growing inequality

Trends in real household incomes by percentile, OECD average, 1985-2015

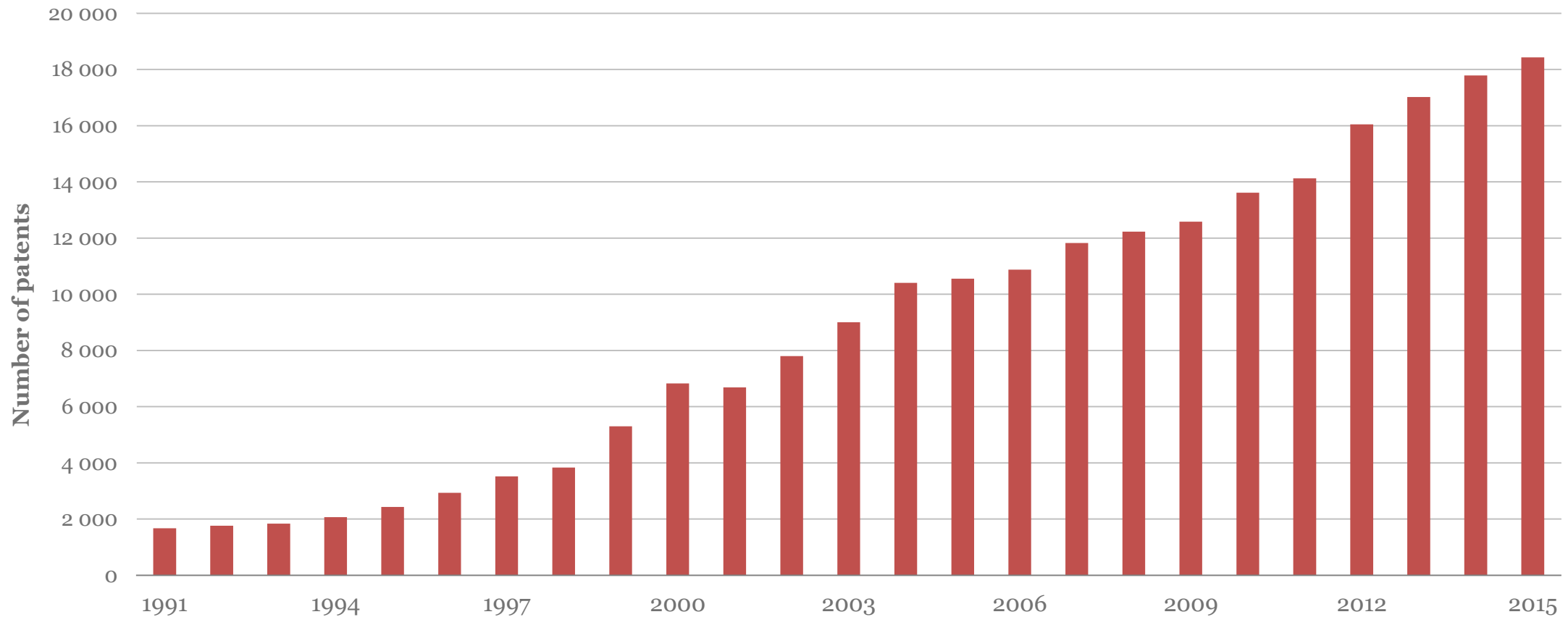


Source: OECD (2018), *A Broken Social Elevator? How to Promote Social Mobility*, <https://doi.org/10.1787/9789264301085-en>.



The growth in AI technologies

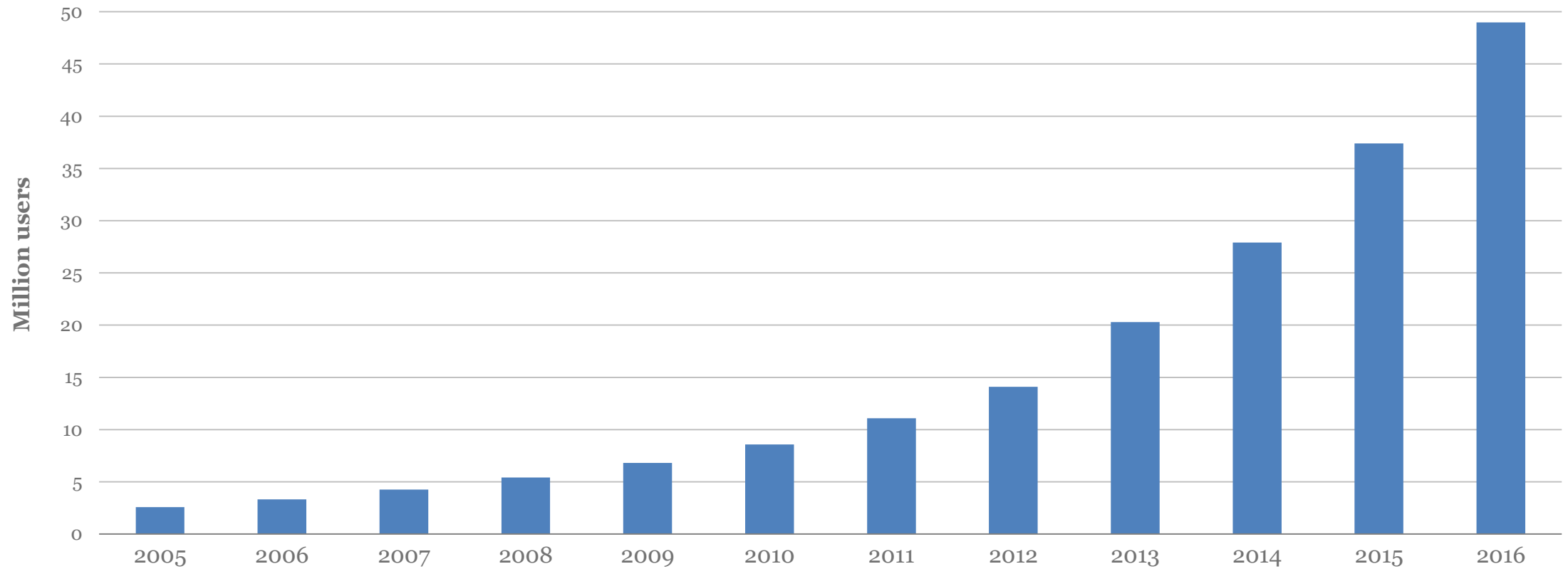
Number of patents in artificial intelligence technologies, 1991-2015



Source: OECD (2017), *OECD Science, Technology and Industry Scoreboard 2017: The digital transformation*, <http://dx.doi.org/10.1787/9789264268821-en>.



Growing virtual freelancing

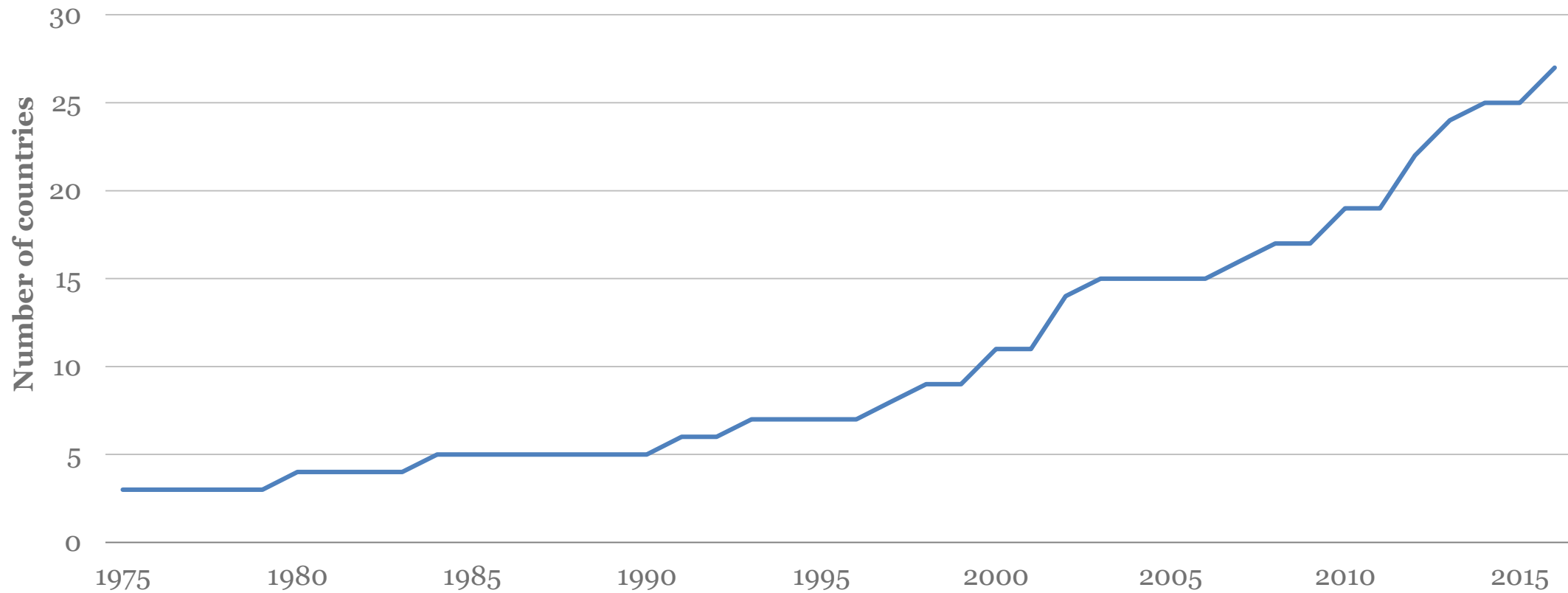


Sources: OECD (2017), *OECD Employment Outlook 2017*, https://doi.org/10.1787/empl_outlook-2017-en.



Fathers becoming more involved

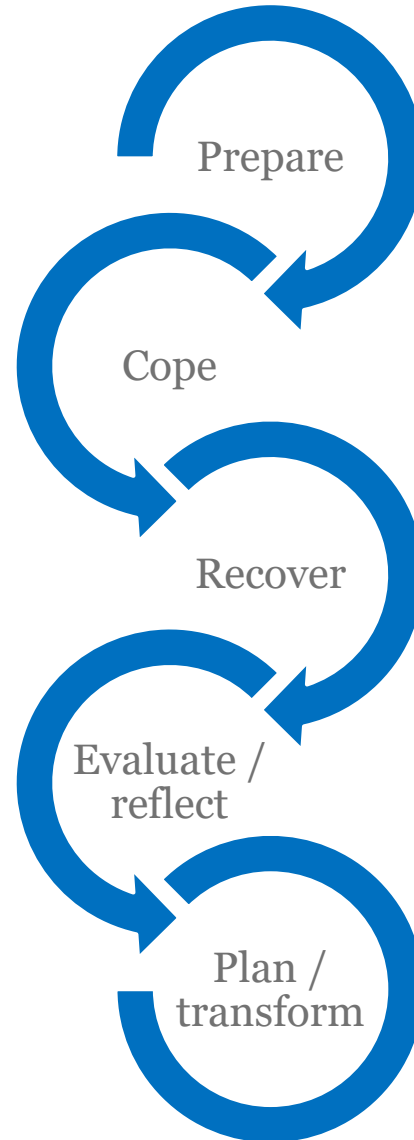
Number of OECD countries granting paid paternity leave, 1975-2016



Source: OECD (2018), "Length of paid father-specific leave (indicator)", OECD Gender Data Portal, <http://www.oecd.org/gender/data/>.



Back to business but not back to normal





Thank you!

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