

Reading in the digital world (PISA)

Student performance



Flanders reading score PISA

2000

2003

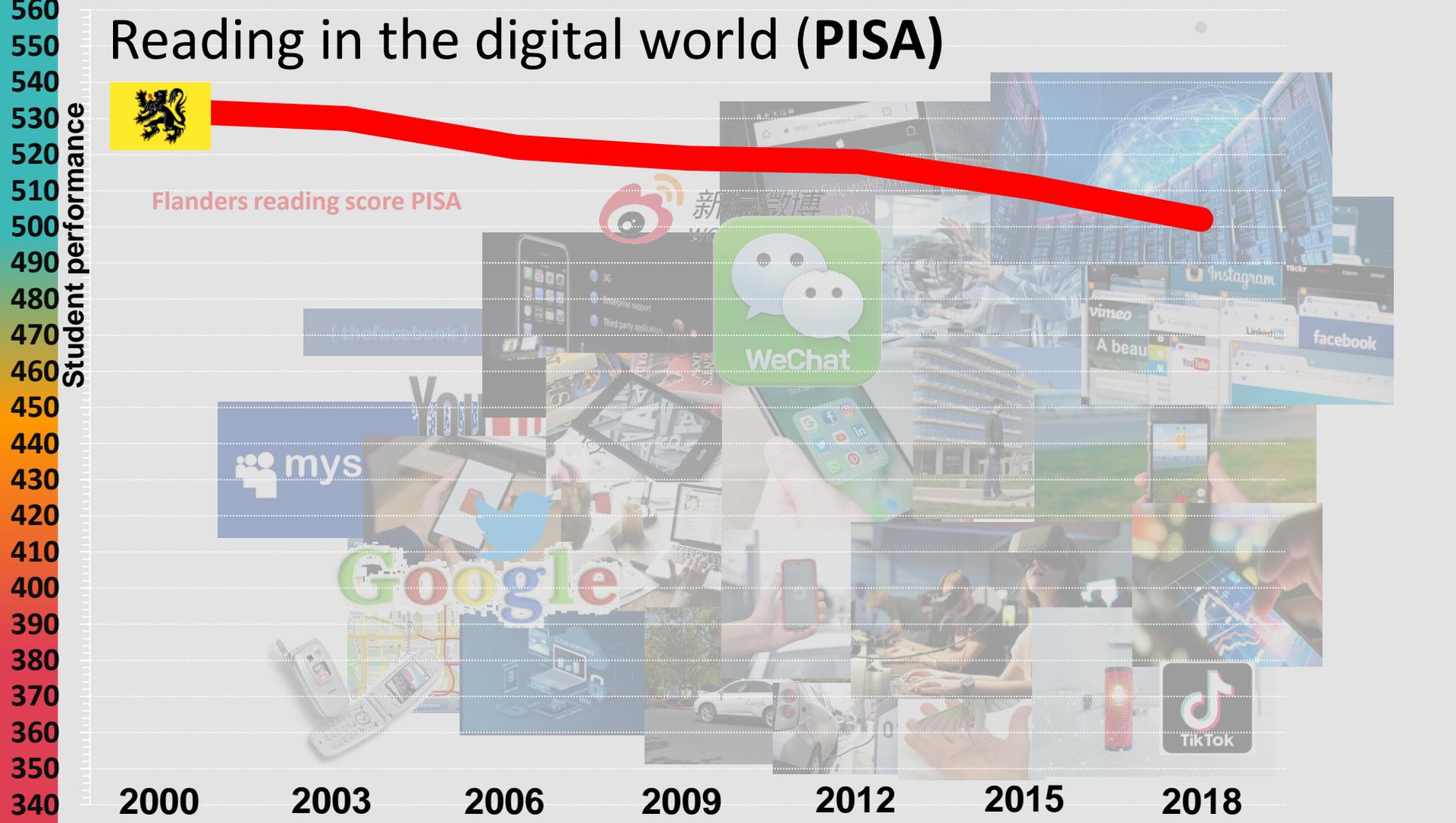
2006

2009

2012

2015

2018



Digitalisation



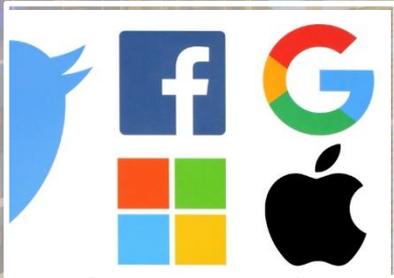
Democratizing



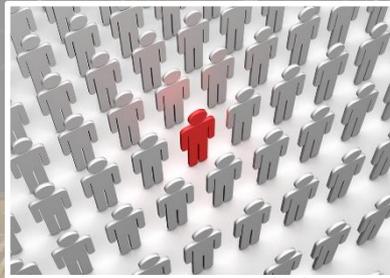
Particularizing



Empowering



Concentrating



Homogenizing

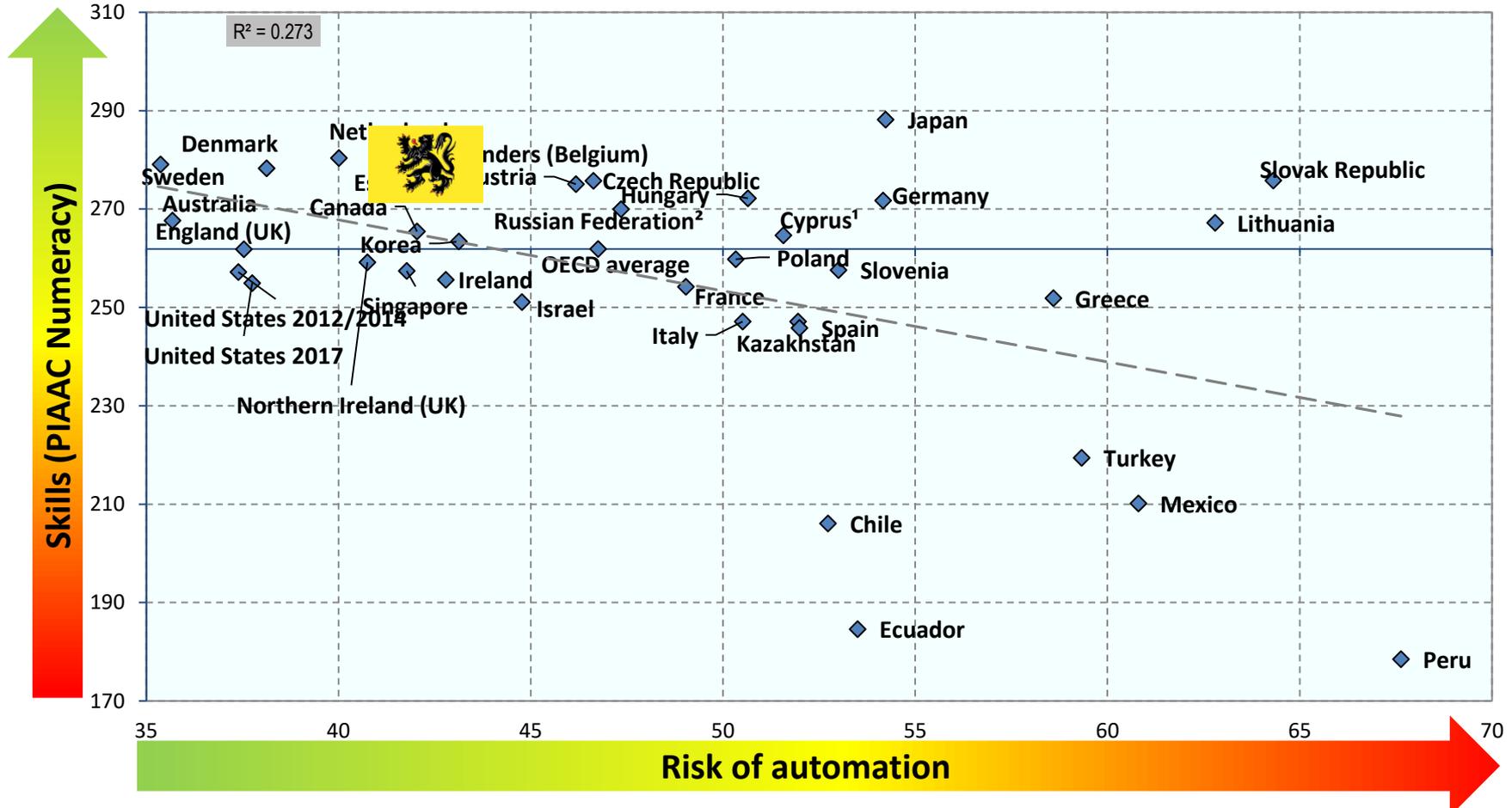


Disempowering

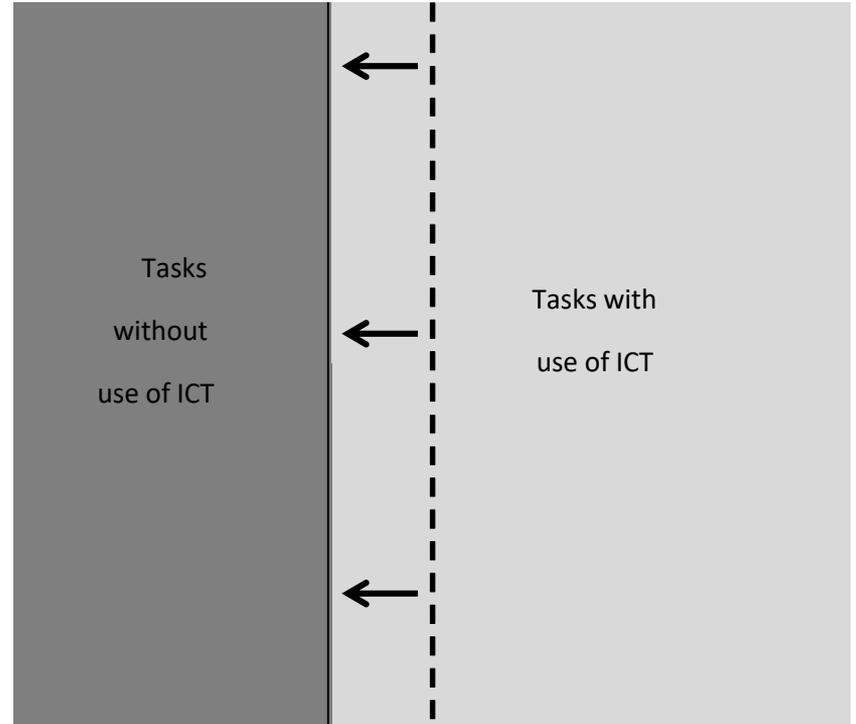
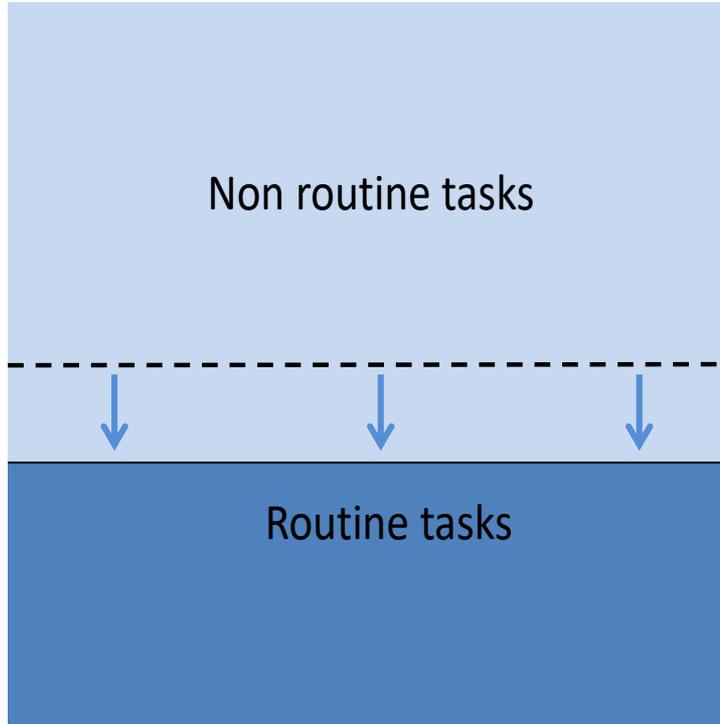
The new nature of the firm

- Digital “**platform**” **technology** drives the (re)organisation of firms
- **Small units** of employment with global reach require re-think of what “small” means (employment or revenue to market share)
- Peer-to-peer markets are **blurring the distinction between a consumer and a business**
- Governments **work with platforms** to implement policies

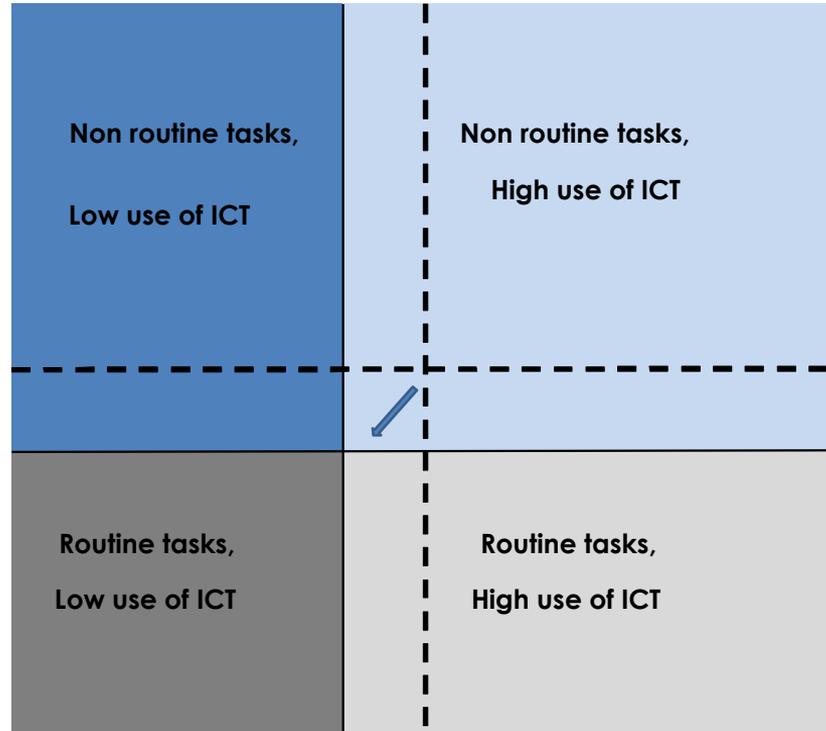
Skills and the risk auf automation



TWO EFFECTS OF DIGITALISATION



TWO EFFECTS OF DIGITALISATION



INSIDE: A 14-PAGE SPECIAL REPORT ON TECH STARTUPS

The
Economist

JANUARY 18TH-24TH 2014

Economist.com

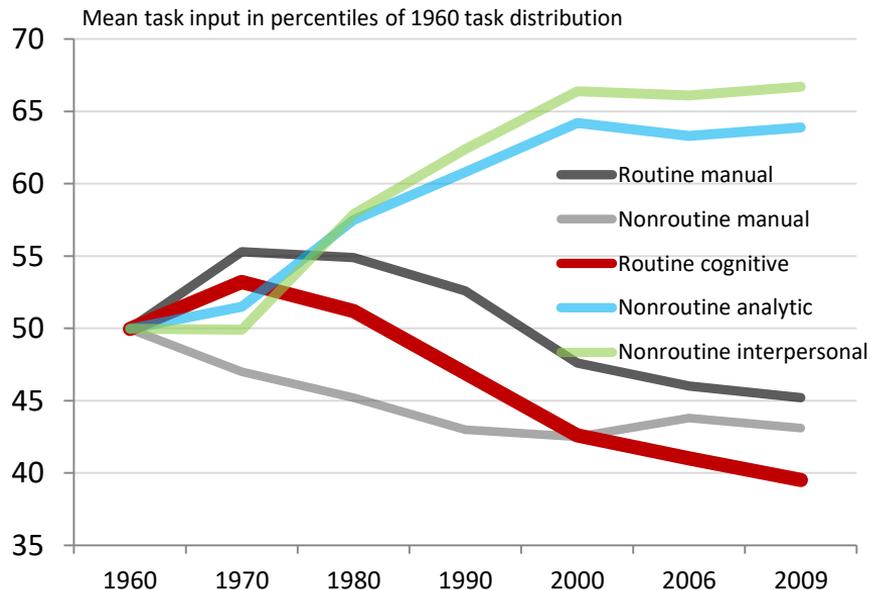
If the French ran America
China cracks down on microblogs
New opportunities for organised crime
Regulators go soft on Europe's banks
Google and the internet of things

Coming to an office
near you...

What today's
technology will do to
tomorrow's jobs



The kind of things that are
easy to teach are now easy
to automate, digitize or
outsource



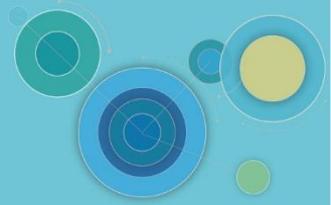
Transformative competencies



- Creating new value
- Taking responsibility
- Reconciling tensions & dilemmas

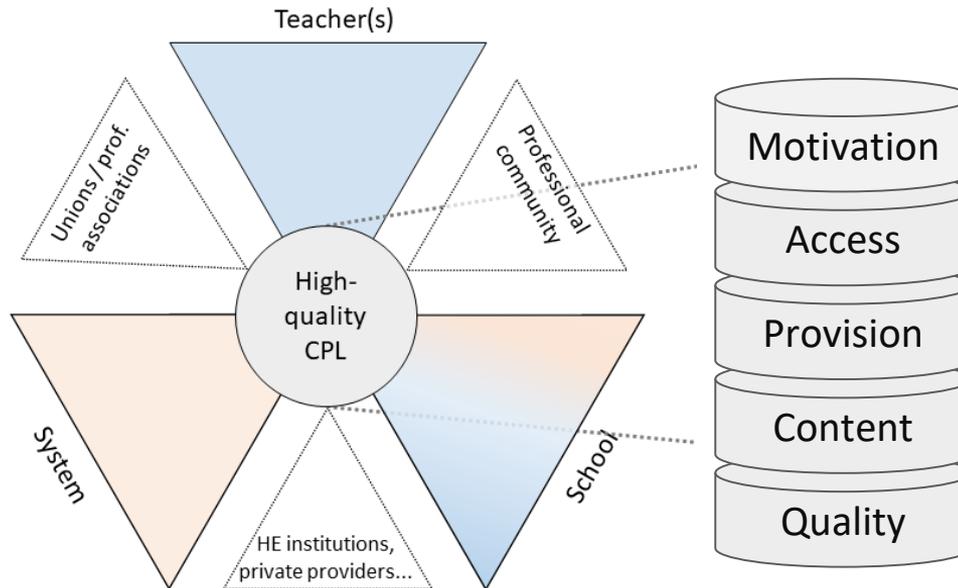


The OECD TPL study



Continuing Professional Learning (CPL) = all formal and informal activities aimed at helping teachers to update, develop and broaden their skills, knowledge and expertise

**3 levels
of action**

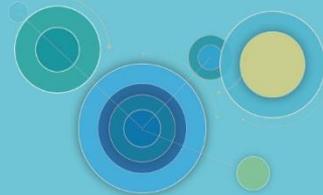


**and 5 policy
dimensions**



The diagnostic study for Flanders

11-25 January 2021



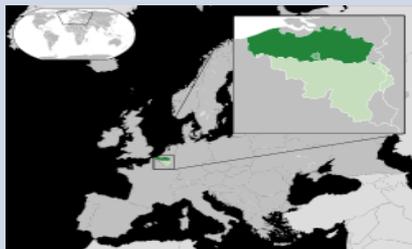
Analysis

Analytical framework
International data
Review of research



Background report

Prepared by Flemish
Department of Education
and Training
Based on OECD guidelines



(Virtual) country visit

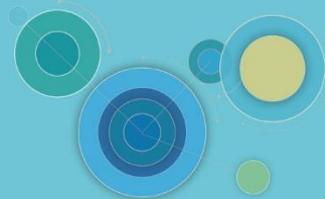
International experts
Stakeholder interviews
School visits





The diagnostic study for Flanders

11-25 January 2021



(Virtual) country visit

International experts:

Claire Sinnema (University of Auckland, New Zealand)

Louise Stoll (Institute of Education, University College London, UK)



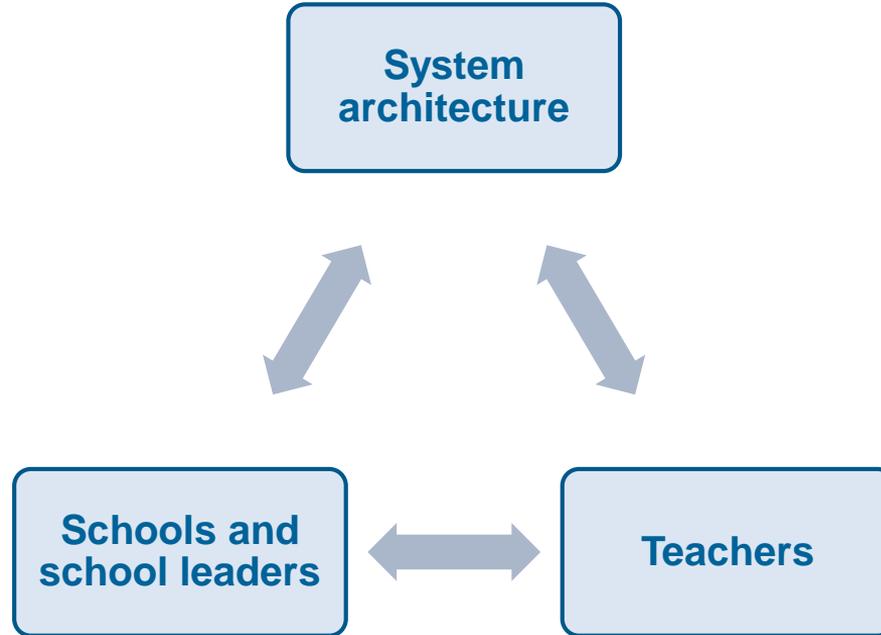
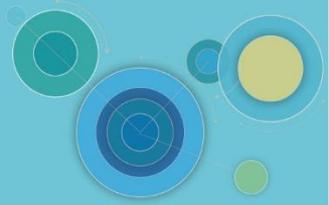
Stakeholder interviews:

46 meetings / 130 individuals

- Ministry of Education and Training
- Pedagogical Advisory Bodies
- Representatives of teachers, teacher trainers, parents and students
- Various CPD providers
- 2 Research seminars
- 4 school visits

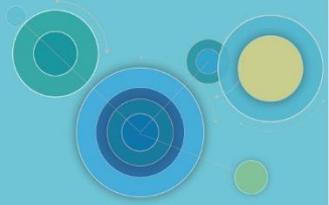


Three perspectives on TPL





A SWOT diagnosis



Strengths	Weaknesses
Internal to the TPL system	
Opportunities	Threats
Part of the wider environment in which TPL operates	



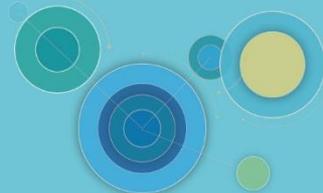
SYSTEM PERSPECTIVE

Creating a system that promotes continuing
professional learning





System perspective

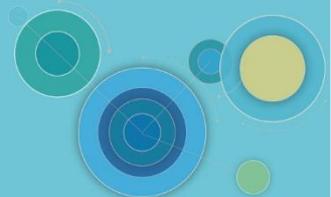


Strengths

- **System-level commitment** to strengthening teachers' continuing professional learning
- **Gradual change in CPL approaches** across providers towards evidence-informed practice and innovation
- **Emerging connections across actors within and beyond the education system** in supporting effective CPL



System perspective



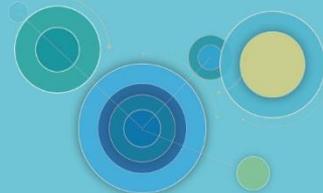
Strengths

Weaknesses

- **System-level commitment** to strengthening teachers' continuing professional learning
 - **Gradual change in CPL approaches** across providers towards evidence-informed practice and innovation
 - **Emerging connections across actors within and beyond the education system** in supporting effective CPL
- **CPL is not reflected as a core aspect of teachers' work** in broader workforce policies
 - There is **limited information on and evaluation of CPL** at a system level
 - **System fragmentation and limited coordination** among CPL providers result in a sub-optimal CPL offer



System perspective



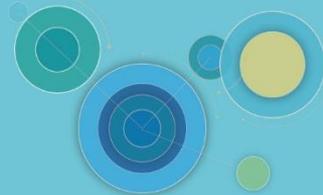
Threats

Opportunities

- **Low status and attractiveness** of the teaching profession, with teachers described negatively in the media
- **There is limited attention to lifelong learning** in Flemish schools, mirroring the situation in Flanders more broadly
- While various reforms are underway, **insufficient focus on alignment, sequencing and co-construction** may hinder their successful implementation



System perspective



Threats

Opportunities

- **Low status and attractiveness** of the teaching profession, with teachers described negatively in the media
 - **There is limited attention to lifelong learning** in Flemish schools, mirroring the situation in Flanders more broadly
 - While various reforms are underway, **insufficient focus on alignment, sequencing and co-construction** may hinder their successful implementation
- **Co-constructing CPL principles** and a **shared vision for the teaching profession** in the context of the new curriculum
 - **Linking key aspects of teacher policy to expectations for professional growth** (e.g. teacher appraisal, career structure and time use regulations)
 - **Building on COVID-related digitalisation** to develop more direct channels for communication with schools and practitioners



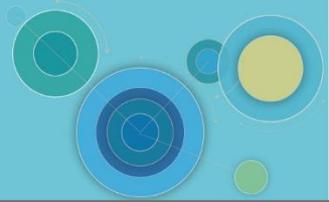
SCHOOL PERSPECTIVE

Embedding professional learning in schools





School perspective

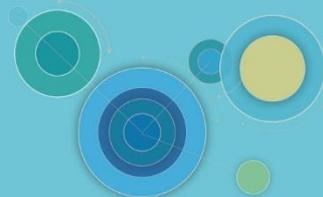


Strengths

- All schools develop a **CPL policy**
- **School leaders have considerable autonomy** in shaping CPL policy
- **Emergence of collaborative learning practices** within schools and across schools through school communities



School perspective



Strengths

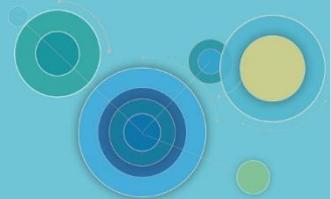
Weaknesses

- All schools develop a **CPL policy**
- **School leaders have considerable autonomy** in shaping CPL policy
- **Emergence of collaborative learning practices** within schools and across schools through school communities

- Policy making **capacity related to CPL is variable**
- **Needs identification does not sufficiently consider evidence**, including on student needs, and **evaluation of CPL quality at the school level is limited**
- **Insufficient transfer** to classroom level



School perspective



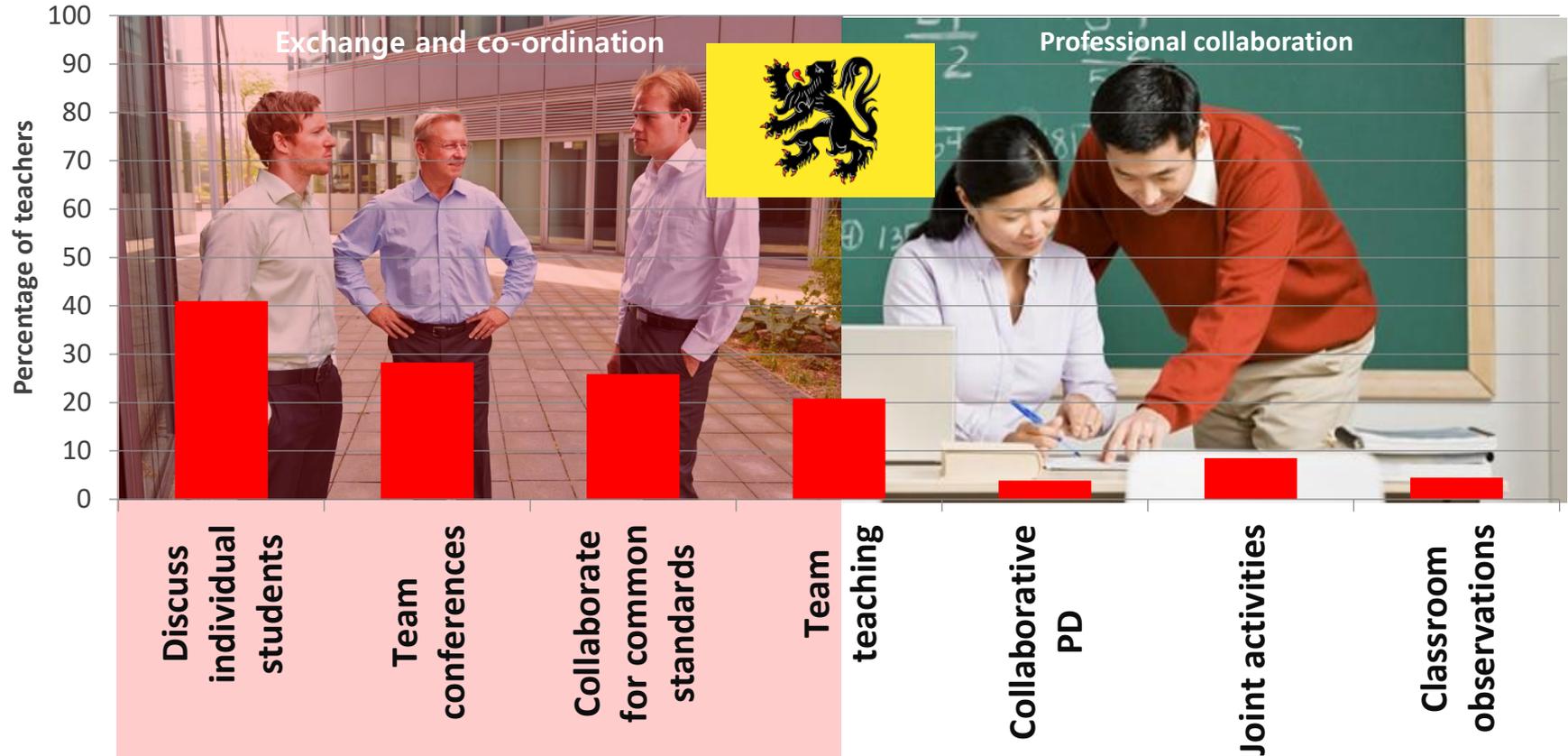
Threats

Opportunities

- **Insufficient embedding of shared leadership** inhibits school support for CPL
- **Limited professionalisation support for school leaders and boards**
- **Time and resource constraints hinder transfer of new learning** into everyday practice

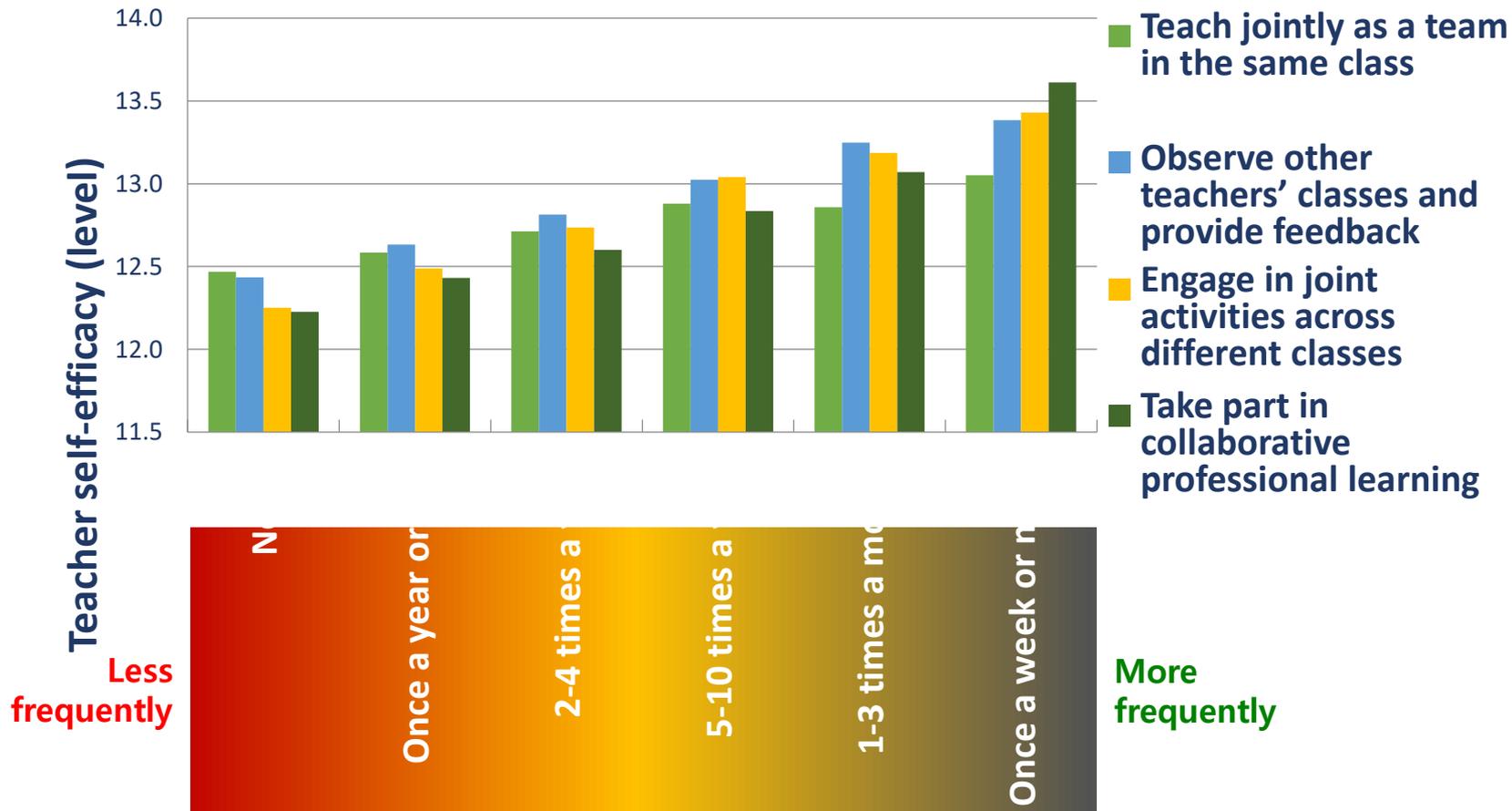
Teacher professional collaboration

Percentage of lower secondary teachers who report doing the following activities at least once per month



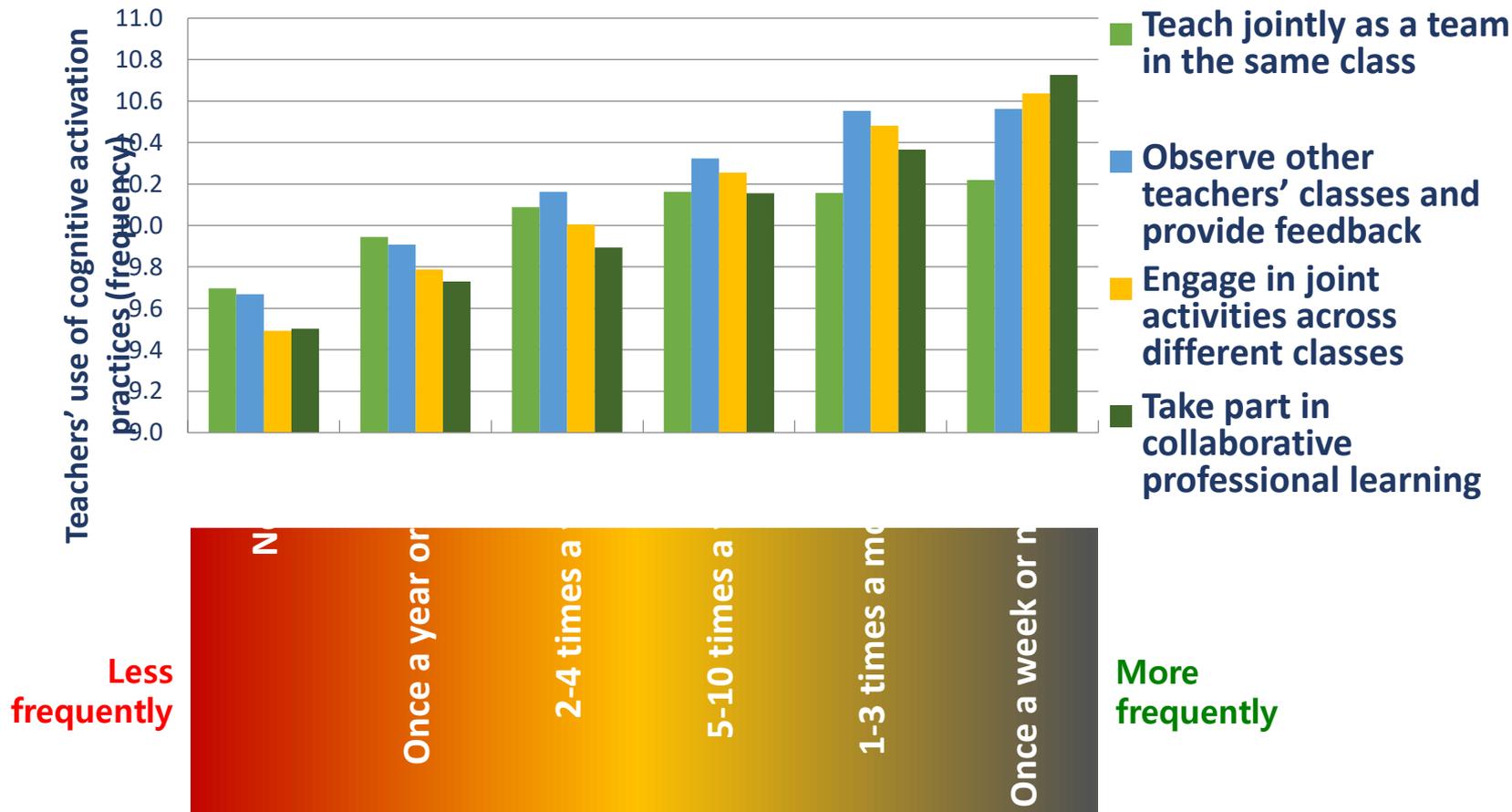
Teachers' self-efficacy and professional collaboration

OECD average-31



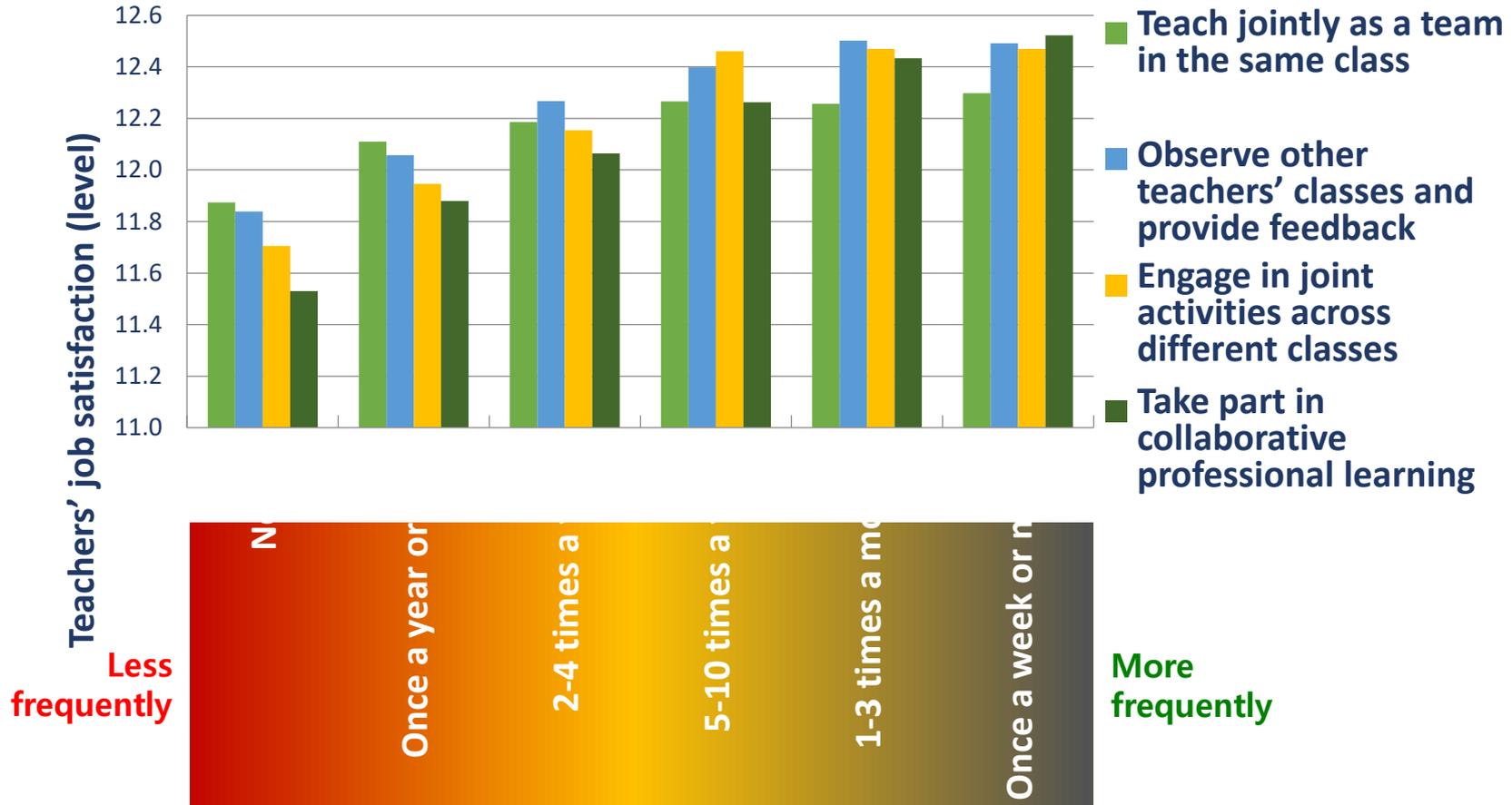
Teachers' use of effective teaching practices and professional collaboration

OECD average-31



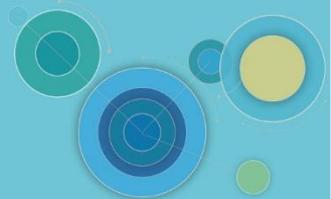
Teachers' job satisfaction and professional collaboration

OECD average-31





School perspective



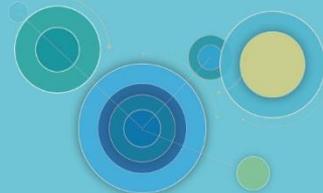
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School perspective



Threats

Opportunities

- **Insufficient embedding of shared leadership** inhibits school support for CPL
- **Limited professionalisation support for school leaders and boards**
- **Time and resource constraints hinder transfer of new learning** into everyday practice
- Potential for **co-construction and strategic development of school leadership competence framework**
- **Deepening evidence-informed practice** to target and prioritise resources for CPL
- **A new curriculum and COVID-related digitalisation as opportunities** for collaborative professional learning



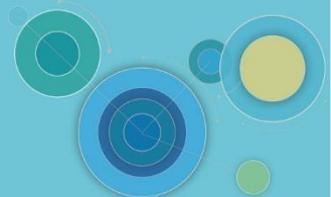
TEACHER PERSPECTIVE

Embedding professional learning in teaching
practice





Teacher perspective

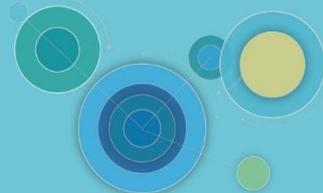


Strengths

- Some teachers have experienced the big pockets of **excellence** in the system that can be leveraged
- Growing recognition by teachers of the need for more **robust, embedded, extended and impactful** professional learning approaches
- New teachers can expect and have access to a formal programme of **induction**



Teacher perspective



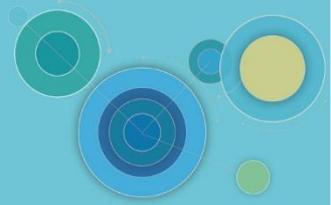
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Weaknesses

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- Growing recognition by teachers of the need for more **robust, embedded, extended and impactful** professional learning approaches
- New teachers can expect and have access to a formal programme of **induction**
- Critically low levels of teachers' **time** spent engaged in CPL.
- **Traditional, transmission-oriented CPL approaches** addressed to individual teachers remain commonplace; with CPL not necessarily spanning the career, and highly dependent on leadership capability and school conditions
- **Variable quality** of CPL - rarely embedded, sustained opportunities to learn about/through inquiry or engage with data, research, beliefs

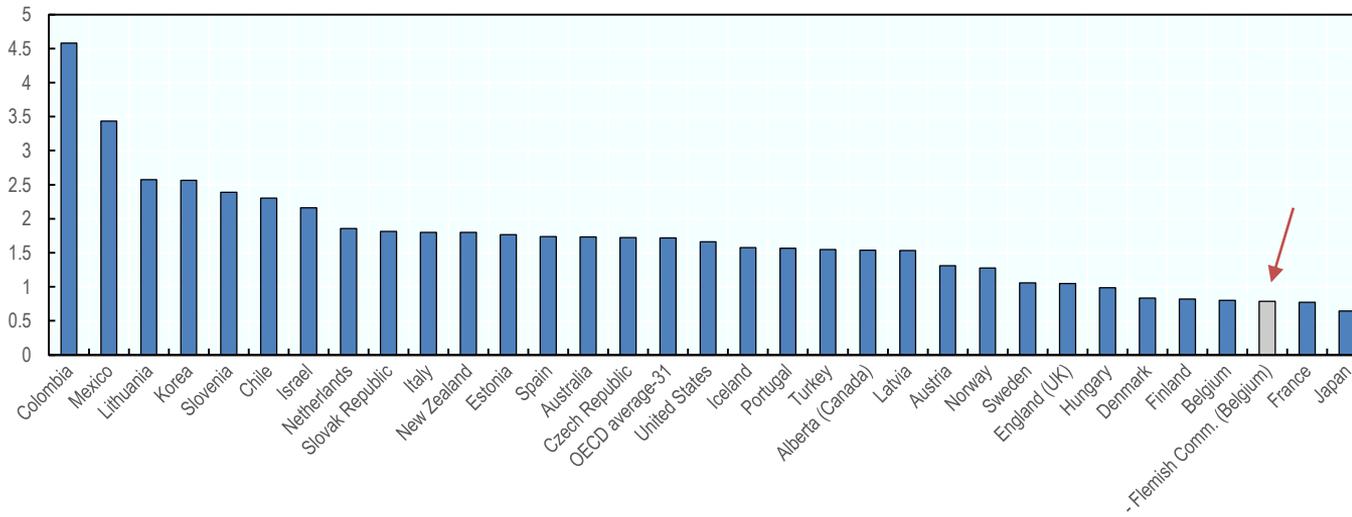


An international perspective Time spent by teachers on PD



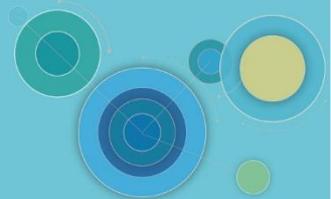
Time spent by teachers on professional development

Average number of hours (i.e. 60 minutes) spent by lower-secondary teachers on professional development in the most recent complete calendar week prior to the survey





Teacher perspective



Threats

Opportunities

- **Curriculum aspirations** will not be realised and achievement decline turned around without teachers access and receptiveness to and engagement in high quality CPL
- **Flat career structure** for teachers means little recognition and motivation for CPL
- The new **curriculum** as a lever to develop teachers' commitment to shared aspirations which becomes the focus of high quality CPL
- Developing structures, supports and improved system conditions to **promote lifelong learners** and enable more **teacher leadership**



THANK YOU!

