LEARNING FROM THE CRISIS: BUILDING RESPONSIVE AND RESILIENT EDUCATION SYSTEMS AND SCHOOLS

Tracey Burns 15 June 2020





Education authorities are preparing responses on two timescales:

- the immediate return to school
- the mid-term strategy for the next 18-24 months





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



Learning from home: Access to a quiet place to study



Fig A1

Learning from home: Access to a computer for school work

Percentage of students that have access to a computer they can use for school work % Disadvantaged schools Average Advantaged schools 100 90 80 70 60 50 40 30 20 10 Crosur Bulgaria Bosnia and Herzegovina Bosnia and Herzegovina OECD average UNT: 0 N Poland Austria Republic Denmark Slovenia Hornay UKraine Serbia Gernany Republic Hungary Nontenegro Pornania Moldova (China) Japan Mexico BS-J-2 (China) Japan Mexico

Fig A2

Learning from home: Sufficient number of digital devices for instruction





Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction



ICT skills in teacher education

Teaching students with special needs ICT skills for teaching Teaching in a multicultural or multilingual setting Student behaviour and classroom management Teaching cross-curricular skills Approaches to individualised learning Student assessment practices Communicating with people from different cultures or countries Analysis and use of student assessments Pedagogical competencies in teaching my subject field(s) Knowledge and understanding of my subject field(s) Teacher-parent/guardian co-operation Knowledge of the curriculum School management and administration 0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0 80.0

Participation in professional development for teachers and need for it

Percentage of teachers for whom the following topics were included in their professional development activities

Percentage of teachers reporting a high level of need for professional development in the following areas

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

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

- Required (by national curriculum, standards or other)
- Covered in some programmes

- Covered in most programmes
- Not widely available



Source: 21st Century Children Policy Questionnaire

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- Harnessing innovation
- Reimagining accountability
- Remembering the power of the physical world
- Supporting the most vulnerable



Reinforcing capacity

- Professional development; partnerships

- Building system resilience
 - Adaptability/responsiveness/efficiency
- Preparing resources
 - Infrastructure/competencies/priorities



Back to business but not back to normal







For more information:

www.oecd.org/education/ceri/trends-shaping-education

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