OECD preliminary views on the "**Project for Autonomy and Flexibility**"

9 February 2018

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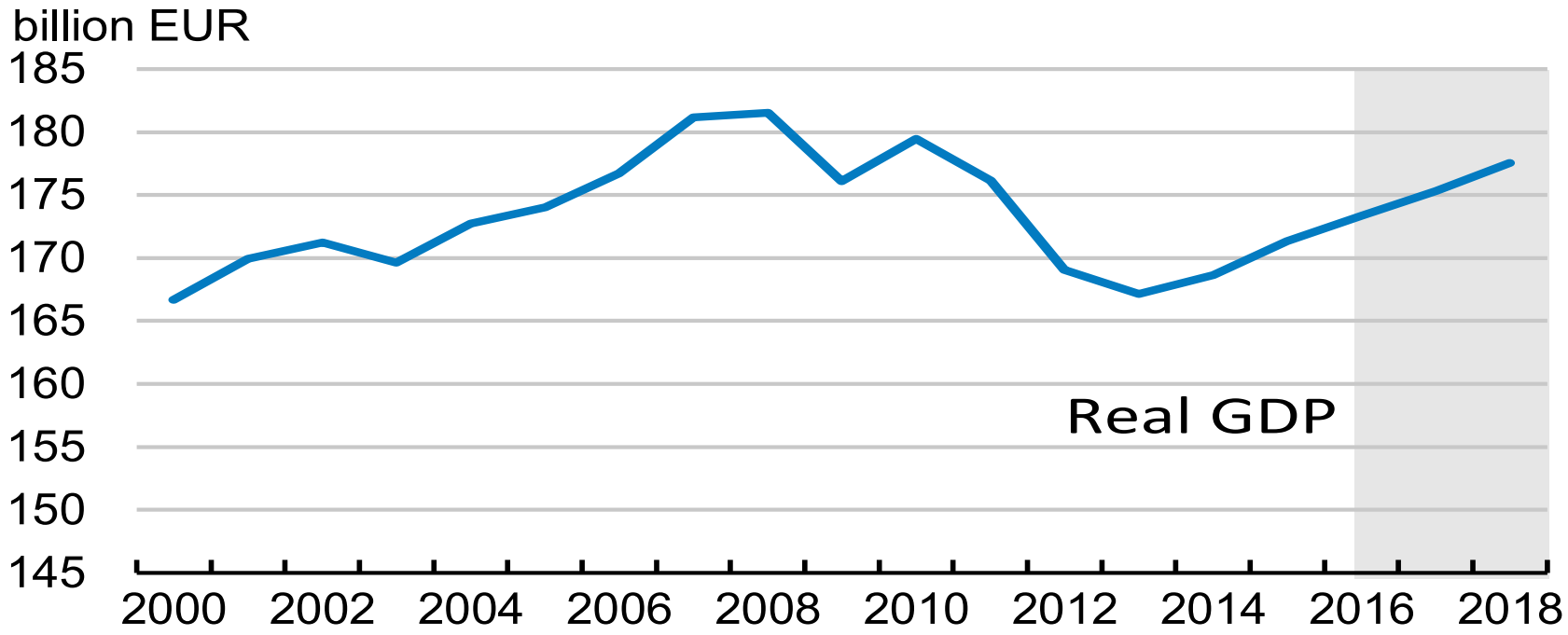
Today's focus ---

Structure of analysis:

- Bigger picture
- Overall strategy
- Curriculum design
- Curriculum implementation

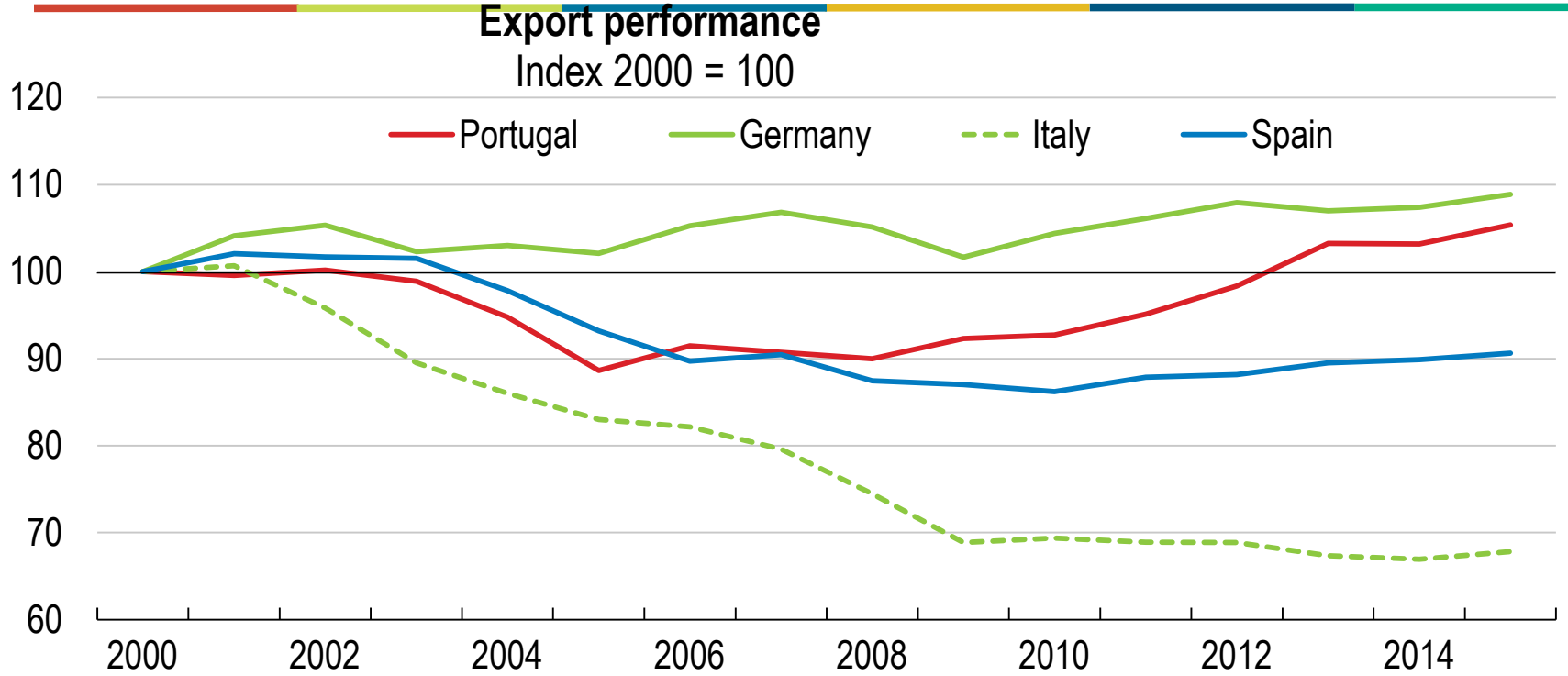
Bigger picture: Today’s Portugal

The economy is recovering



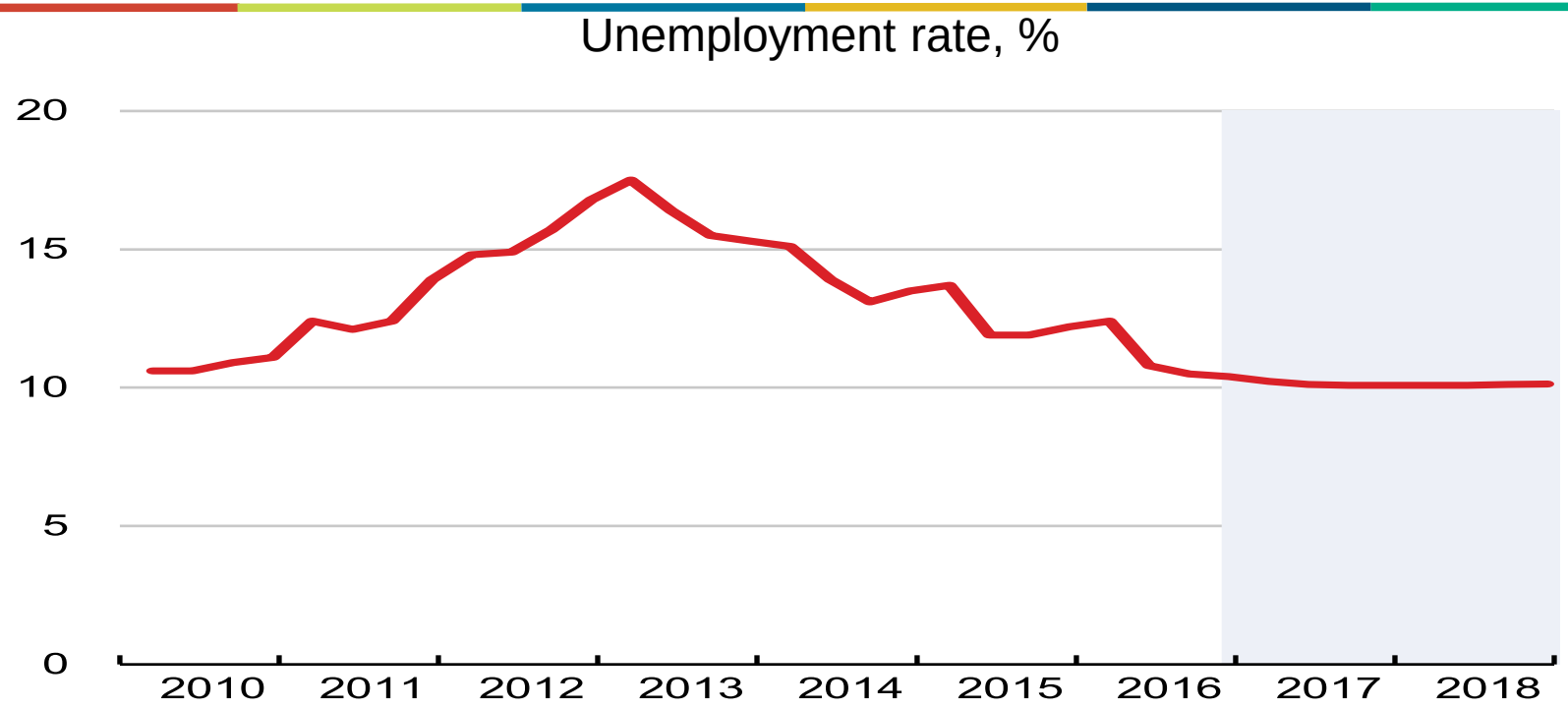
Source: Calculations based on OECD Economic Outlook: Statistics and Projections (database).

Competitiveness has improved



Export Performance measures the expansion of a country's exports relative to the expansion of import demand from its trading partners. Improvements in export performance reflect rising market shares in the imports of trading partners.
Source: OECD (2016), OECD Economic Outlook: Statistics and Projections (database).

Unemployment is falling

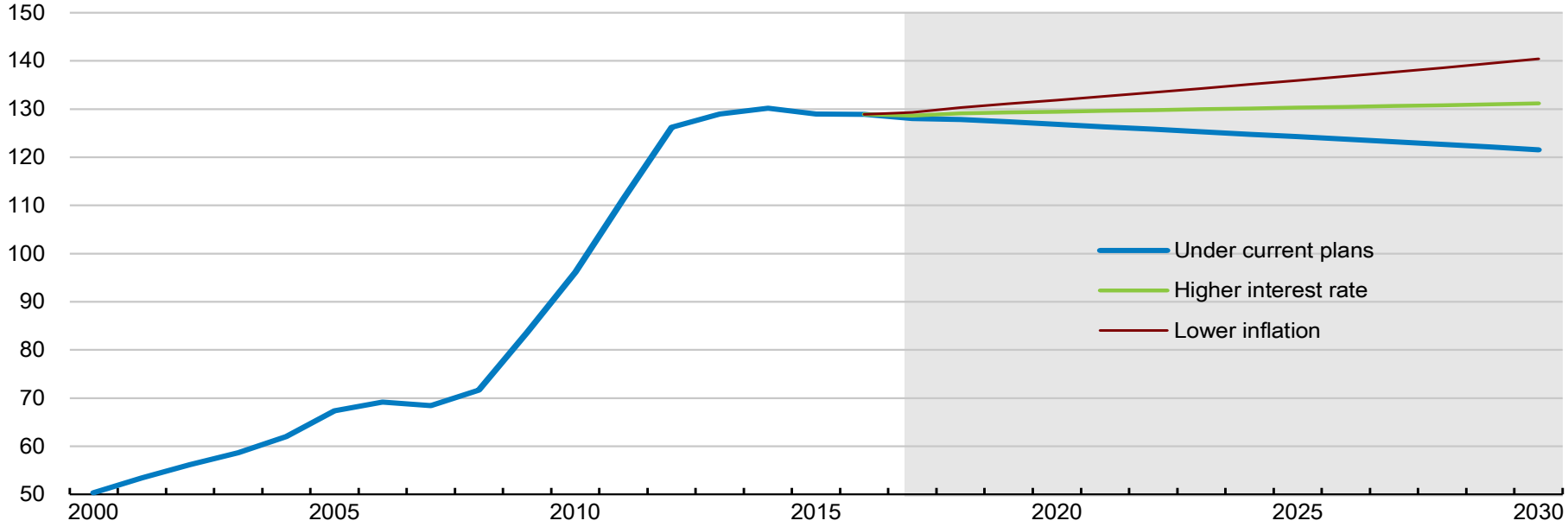


Source: OECD (2016), OECD Economic Outlook: Statistics and Projections (database) and Banco de Portugal (2016), "General Statistics", BPstat (database).

However…some vulnerabilities remain

Public debt is high

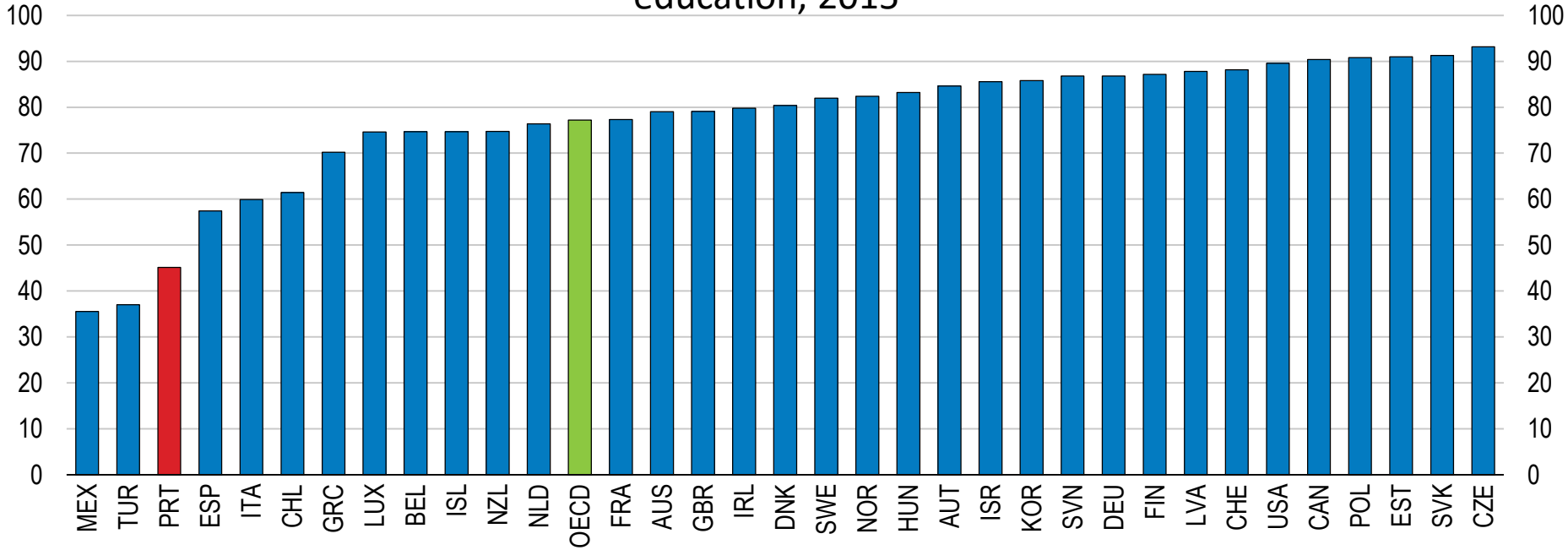
General government debt, Maastricht definition, per cent of GDP



Source: Calculations based on OECD (2016), *OECD Economic Outlook: Statistics and Projections* (database).

Improving skills is key

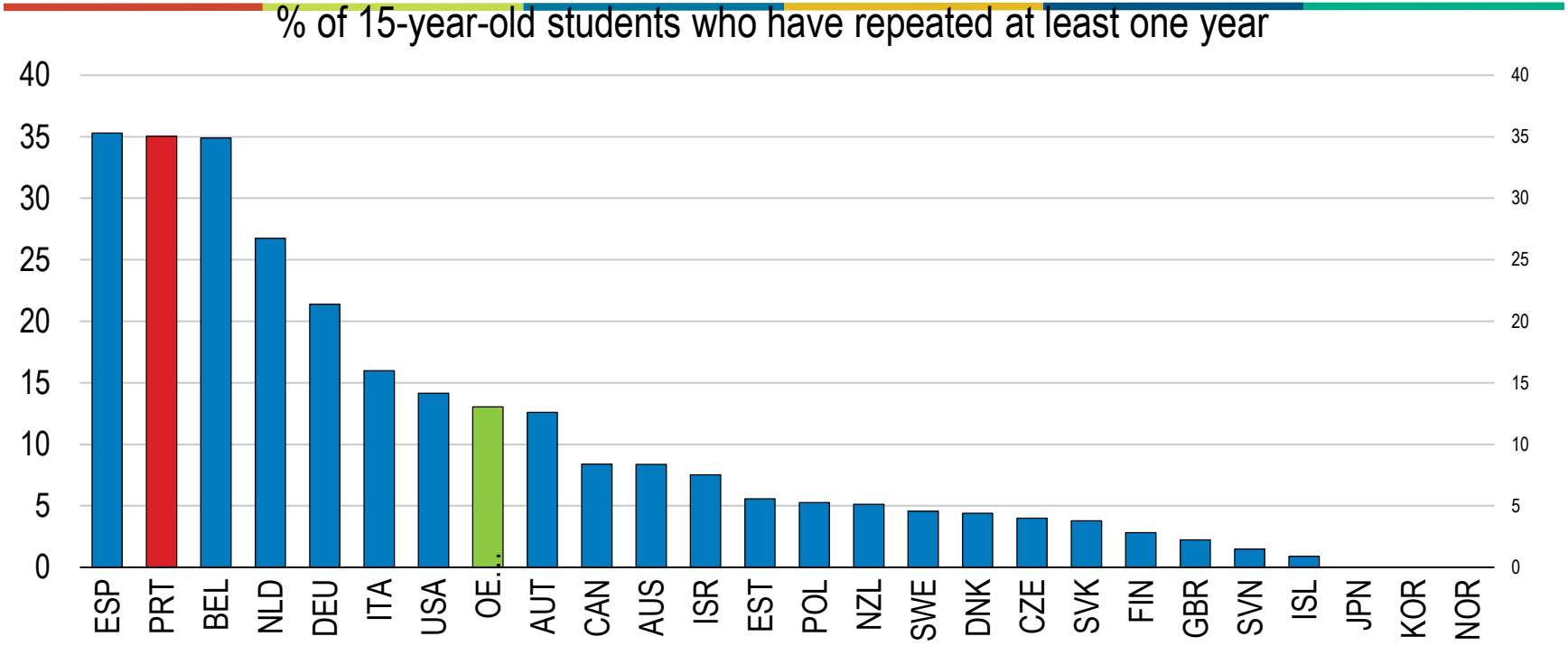
Percentage of working age population having attained at least upper secondary education, 2015[1]



1. Working age population: 25-64 years-olds.

Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*.

Grade repetition is too commonly used



Source: OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*.

What is “Tomorrow’s Portugal”?

The percentage of foreign-born students are increasing: It is becoming more ethnically, culturally, and linguistically diverse

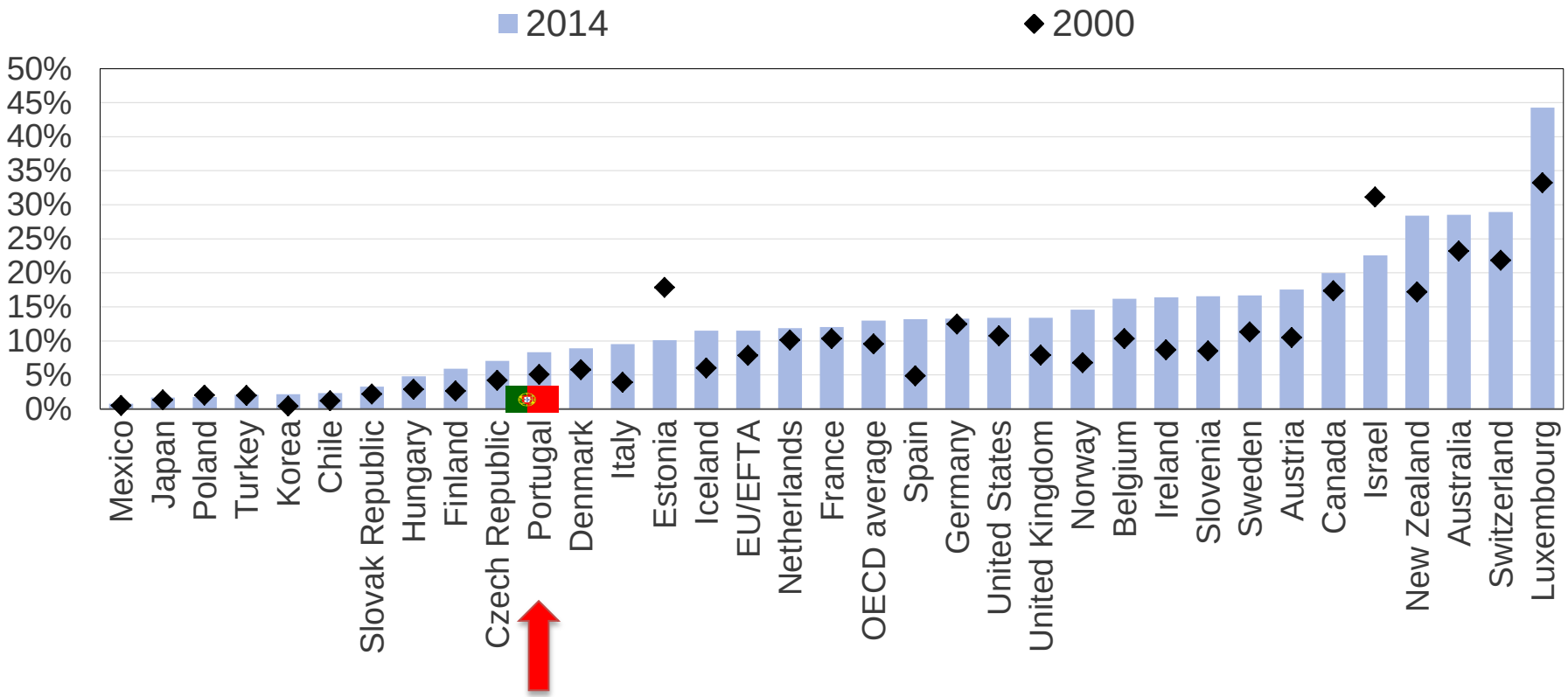


Figure I.2.18

Global competence (PISA)

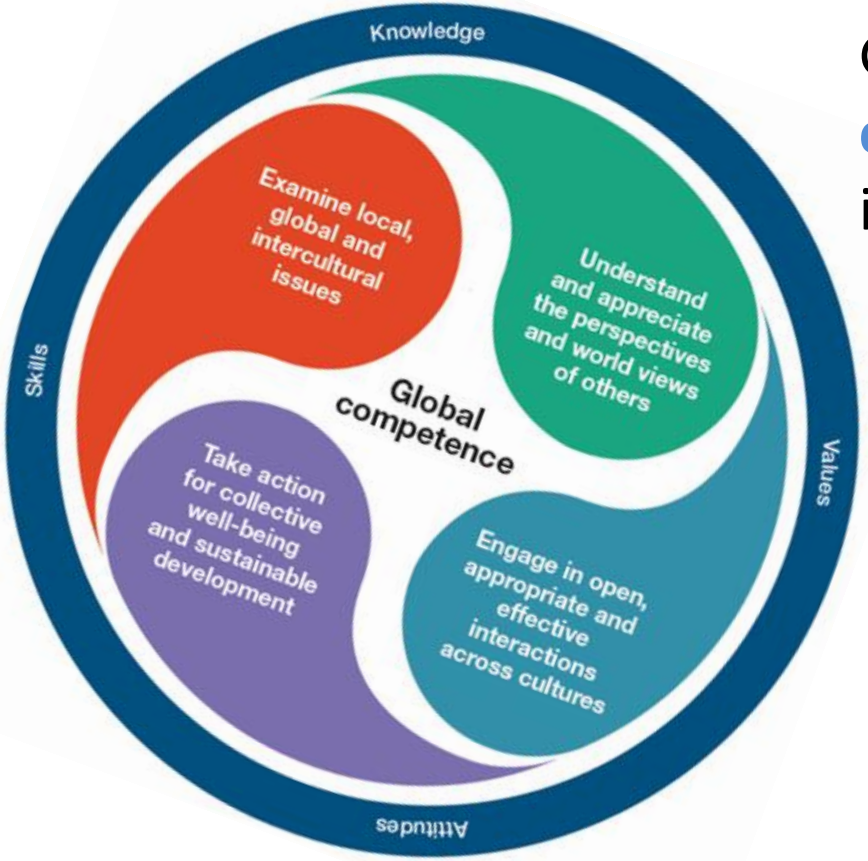
Global competence (PISA)

Knowledge of **global issues** and **intercultural issues**

Content domains:

- Culture and intercultural relations
  (as students engage in learning about other cultures they recognise multiple, complex identities and avoid categorising people through single markers)
- Socio-economic development and interdependence
- Environmental sustainability
- Global institutions, conflicts and human rights

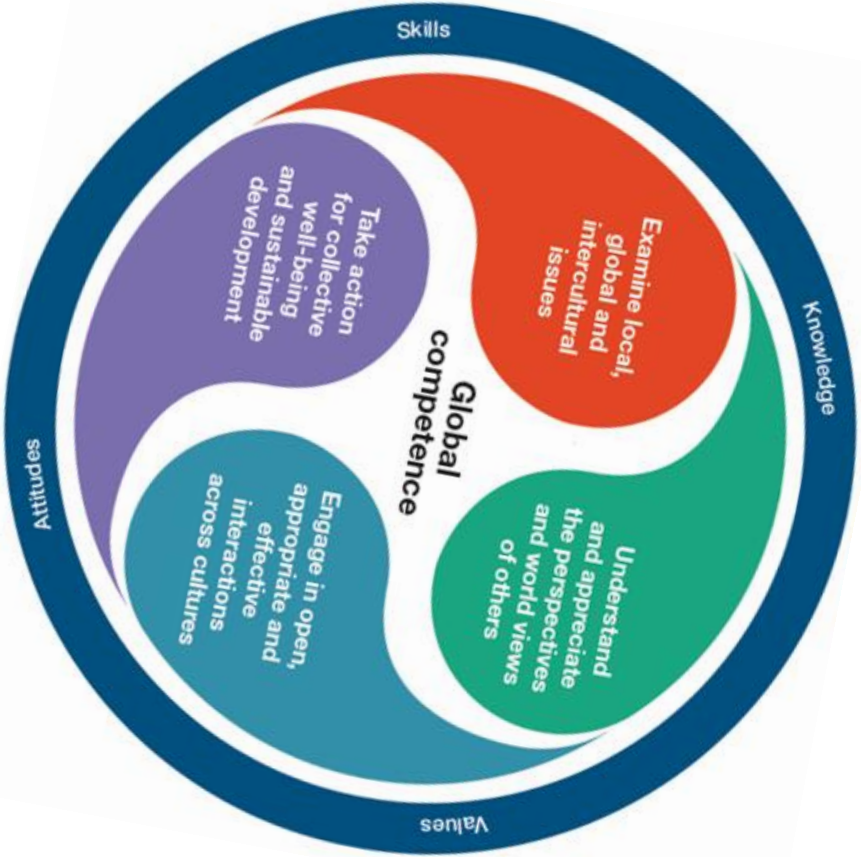
Global competence (PISA)



Global competence builds on specific **cognitive and socio-emotional skills**, including

- Reasoning with information
- Communication in intercultural contexts
- Perspective-taking (the cognitive and social skills to understand how other people think and feel)
- Conflict resolution
- Adaptability

Global competence (PISA)



The mind-set that students adopt towards a person, a group, an institution, an issue, a behaviour or a symbol

Openness towards people from other cultural backgrounds

Respect for cultural differences

Global-mindedness

Global competence (PISA)

Values go beyond attitudes as they transcend specific objects or situations

People use them consciously and unconsciously as reference for judgements

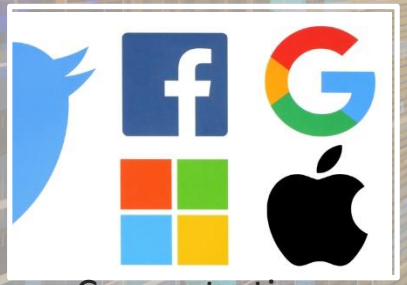
- **Human dignity**
- **Cultural diversity**

Digitalisation and children

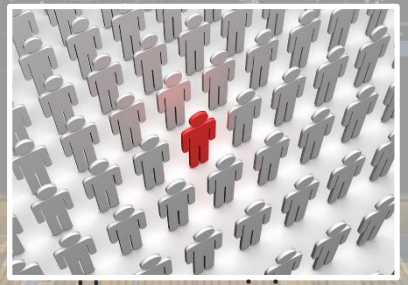
Democratizing

Particularizing

Empowering



Concentrating



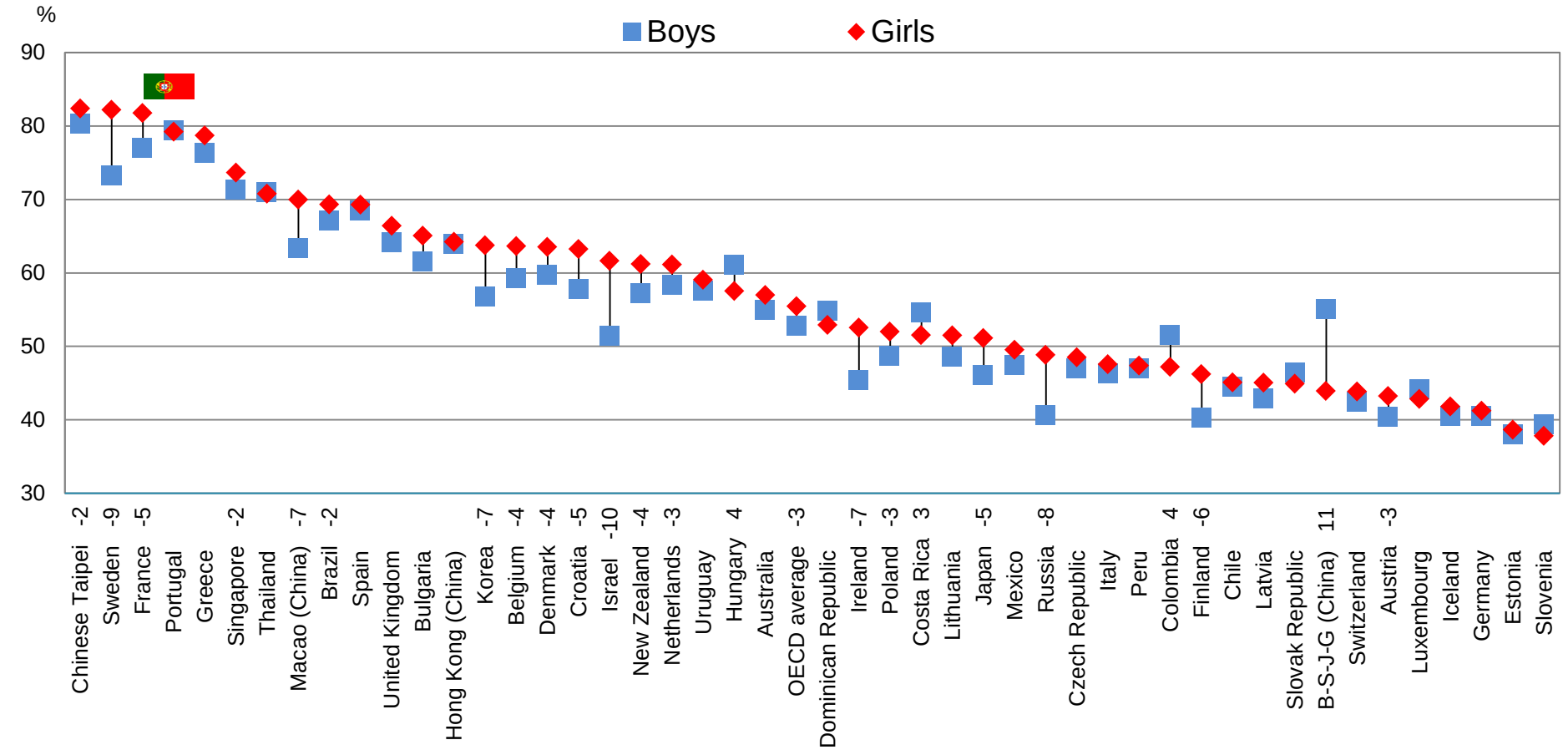
Homogenizing

Disempowering


Pokémon
GO

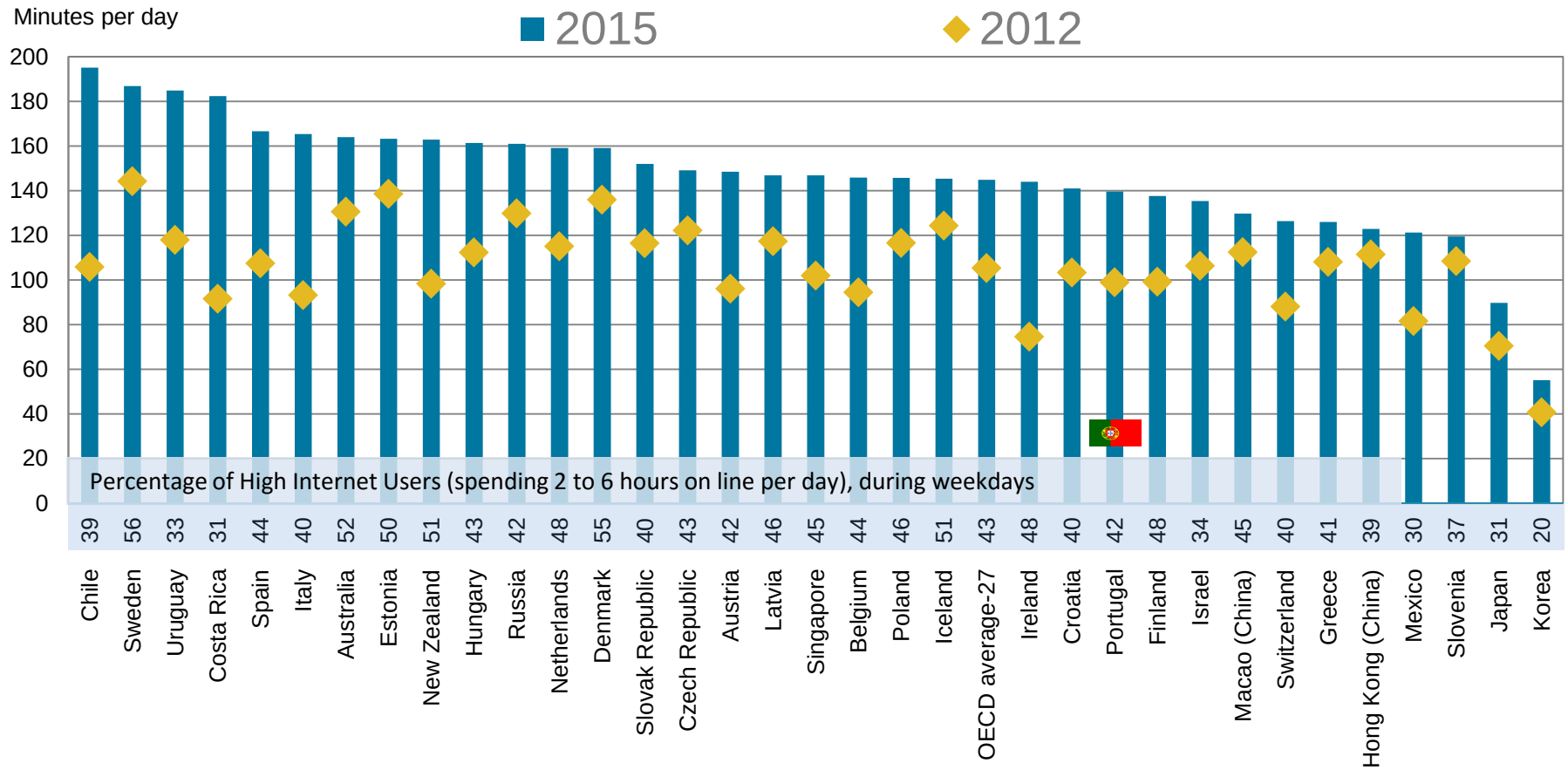
15-year-olds feeling bad if not connected to the Internet (PISA)

Figure III.13.6



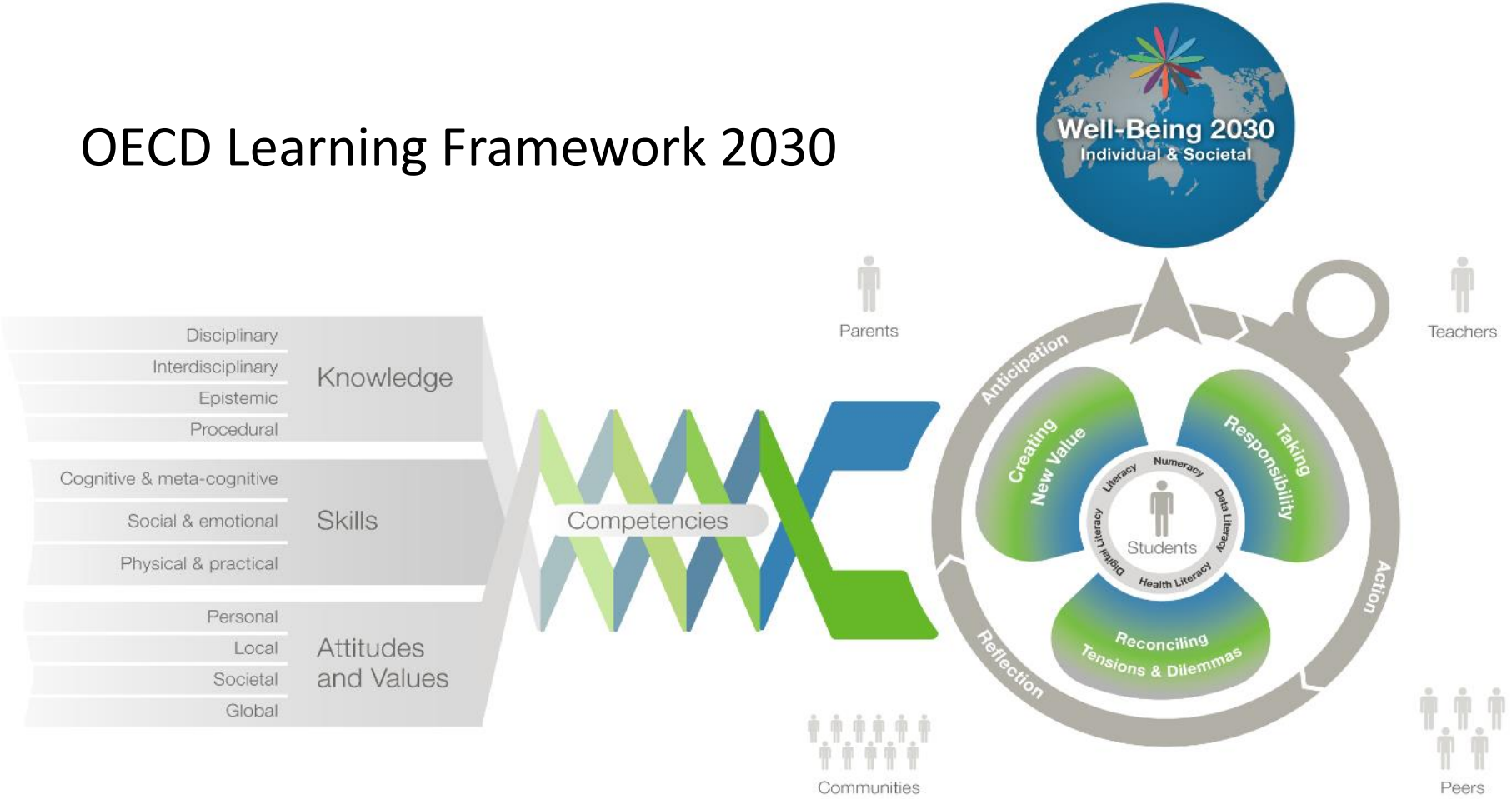
Increase in time spent on line outside school on a typical school day

Figure III.13.3

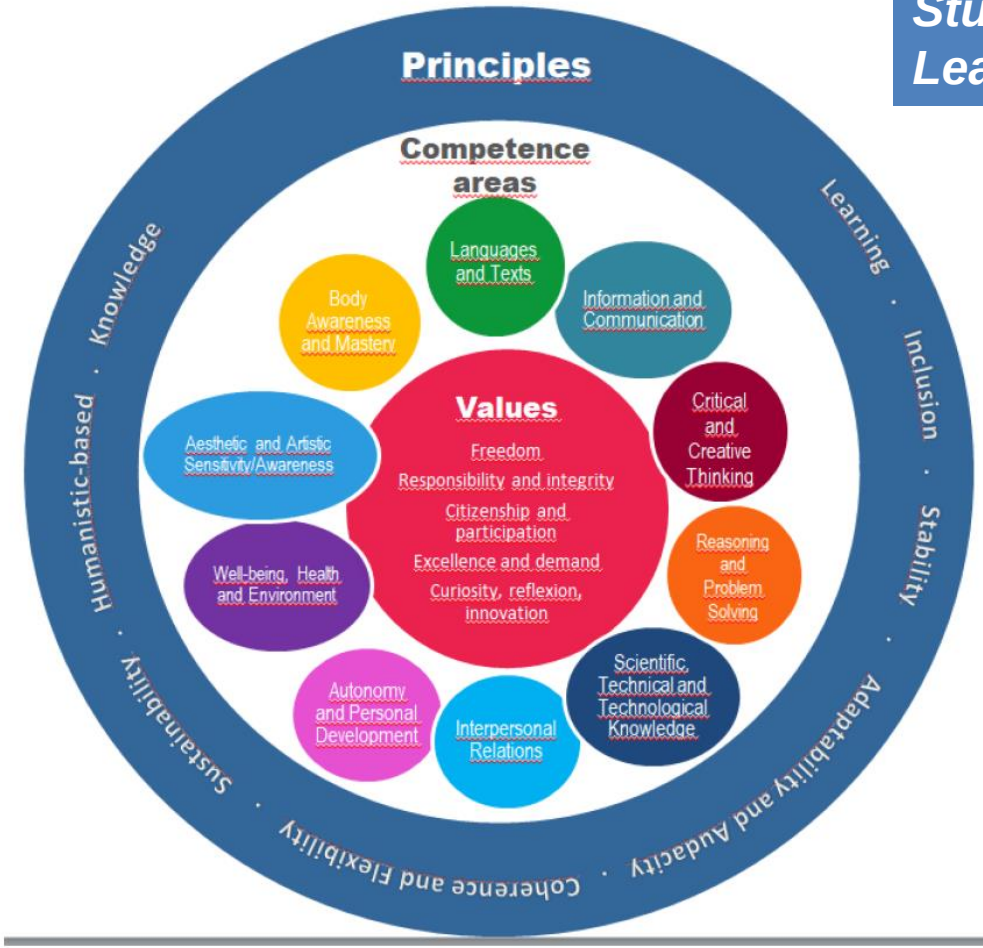



What kind of competencies do today’s students need to create a new future of Portugal?

OECD Learning Framework 2030



Underlying concepts of the ***Portuguese Student Profile*** is in line with *the* ***OECD Learning Framework 2030.***

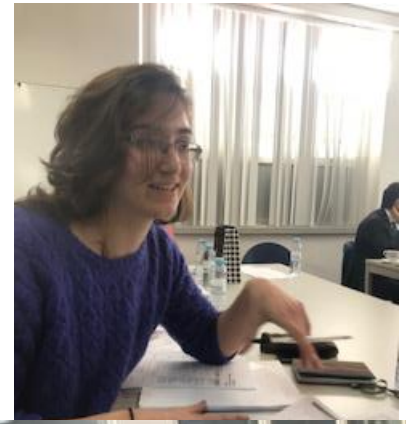


Picture 1 – Conceptual Framework for the *Students' Profile by the End of Compulsory Schooling*

Other initiatives to achieve a better future

- National Program for Promoting School Success
- National Education Strategy for Citizenship
- Essential Core curriculum
- Investment in Pre-school and Transition to Preschool
- In-service training
- New law for inclusion
- Changes in assessments (focusing on formative assessment and diversity of instruments)
- InCode 2030
- National Reading Plan and network of school libraries

OECD visit the pilot schools and non-pilot school
15-19 January 2018



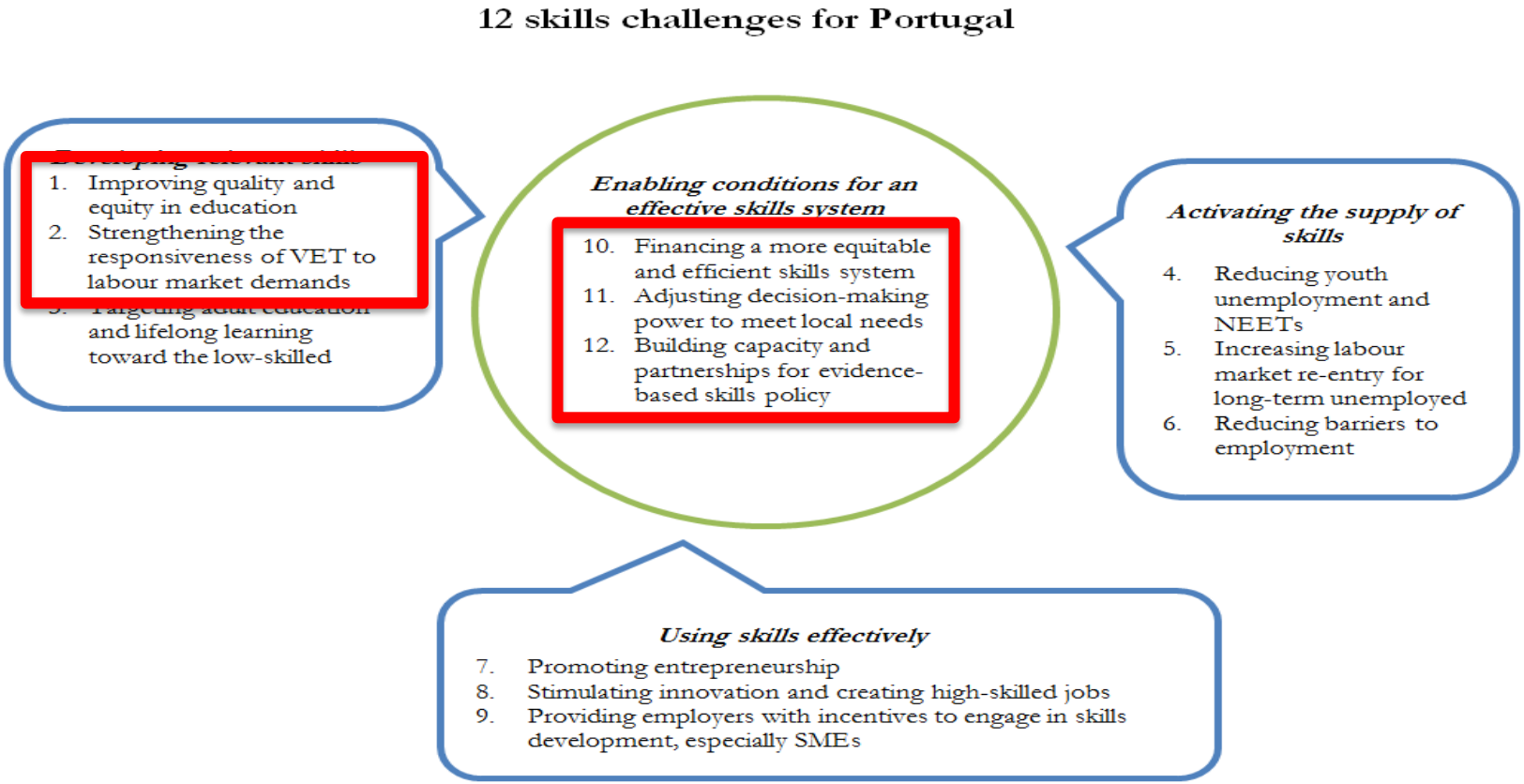
What we saw…

- Overall Strategy -

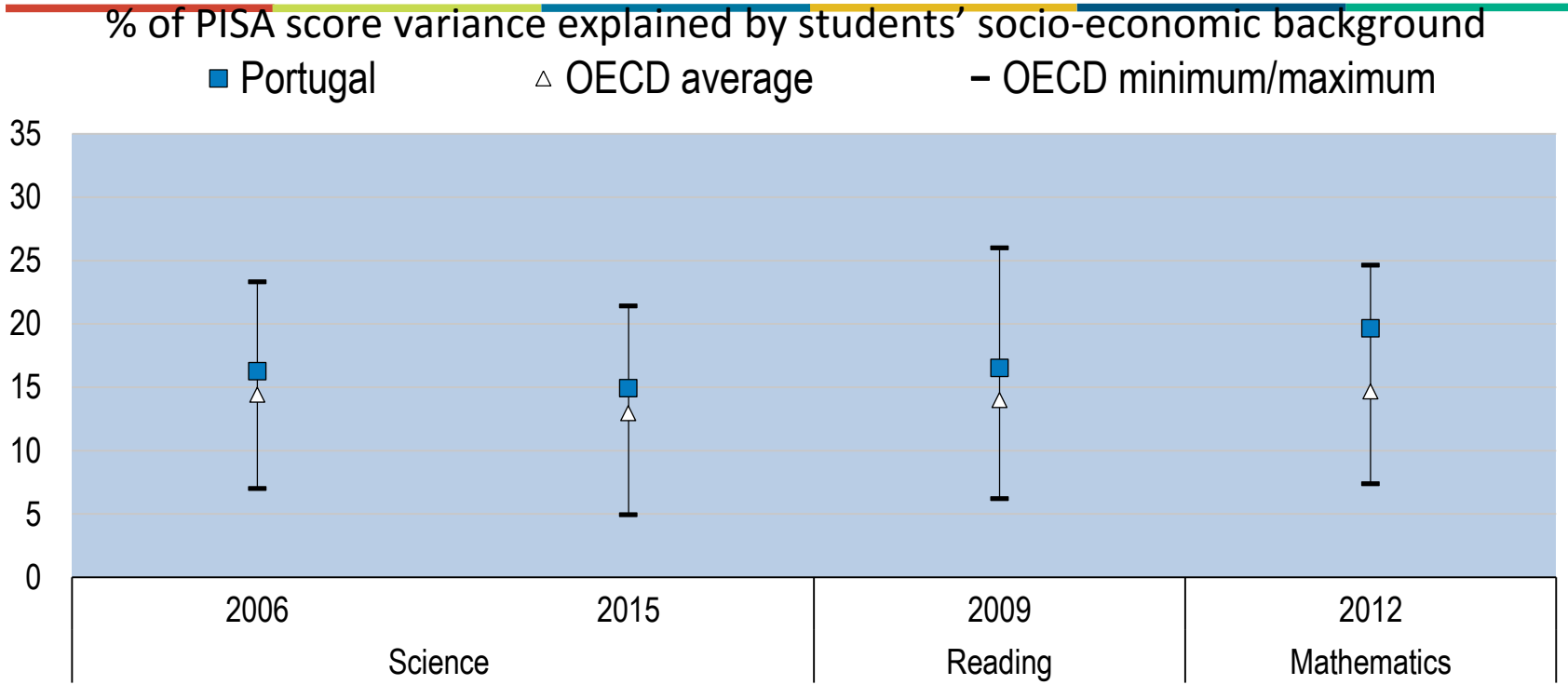
STRENGTHS:

- Strategic thinking: there is a clear Theory of Action" for a change.
- "Student profile" with broadened outcomes as well as a strong sense of ownership
- Strategic approach to communications, e.g. 'Student Profile Day' on 15 January 2018
- The 'openness for reflections' of the Ministry in respect of the pilot.

The pilot project is in line with the national skills strategy:
Portugal's National Skills Strategy Diagnostic Phase 2014-2015



The pilot project is in line with the inclusion strategy because **inequities in the education system persist**

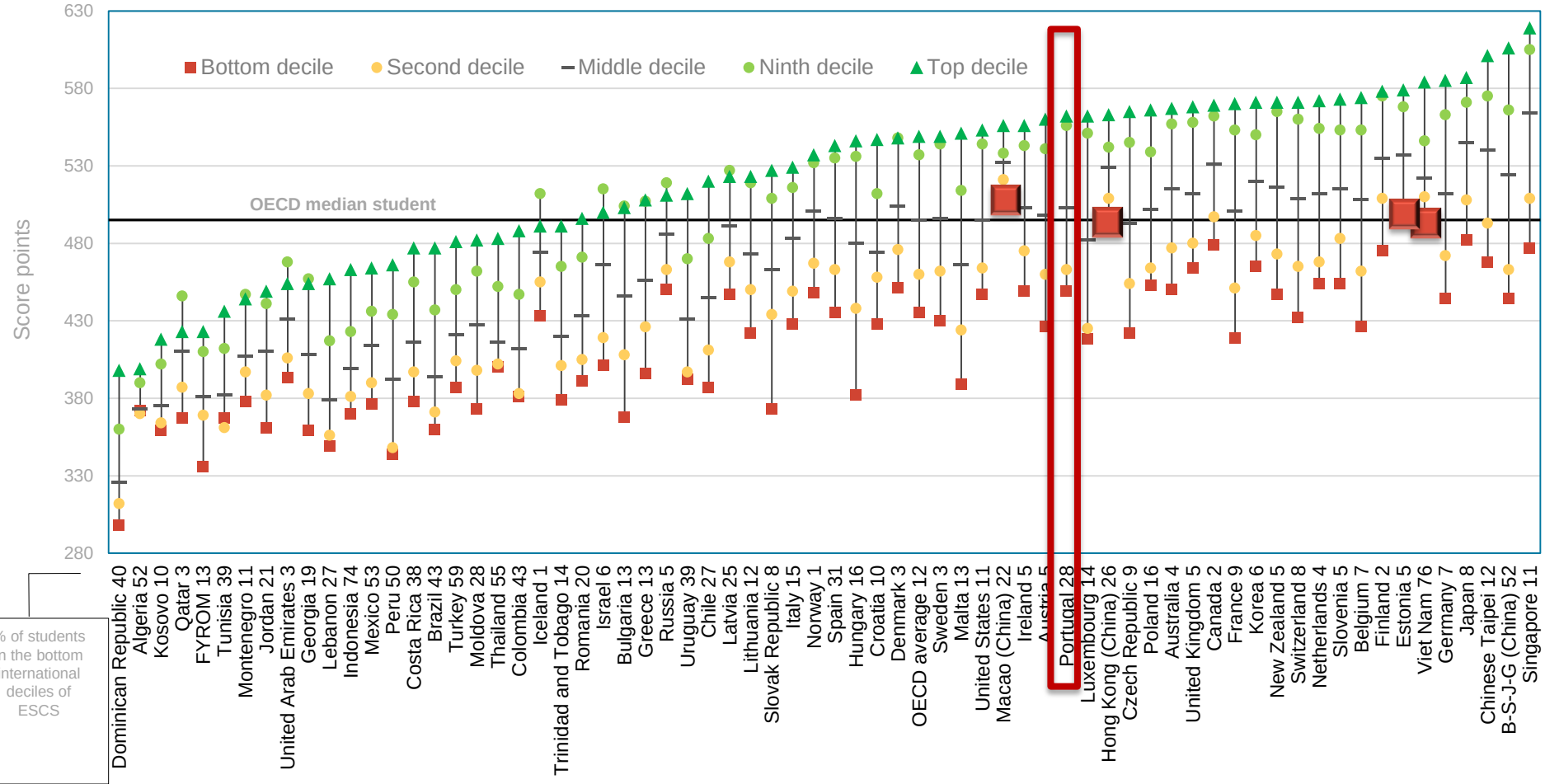


Source: PISA 2015 Results: Excellence and Equity in Education (Vol. I); *PISA 2012 Results: What Students Know and Can Do (Vol. I); PISA 2012 Results: Excellence Through Equity (Vol. II)*; *PISA 2009 Results: Overcoming Social Background (Vol. II)* and *PISA 2006, Vol. 2: Data*.

Poverty is not destiny - Science performance

by international deciles of the PISA index of economic, social and cultural status (ESCS)

Figure I.6.7

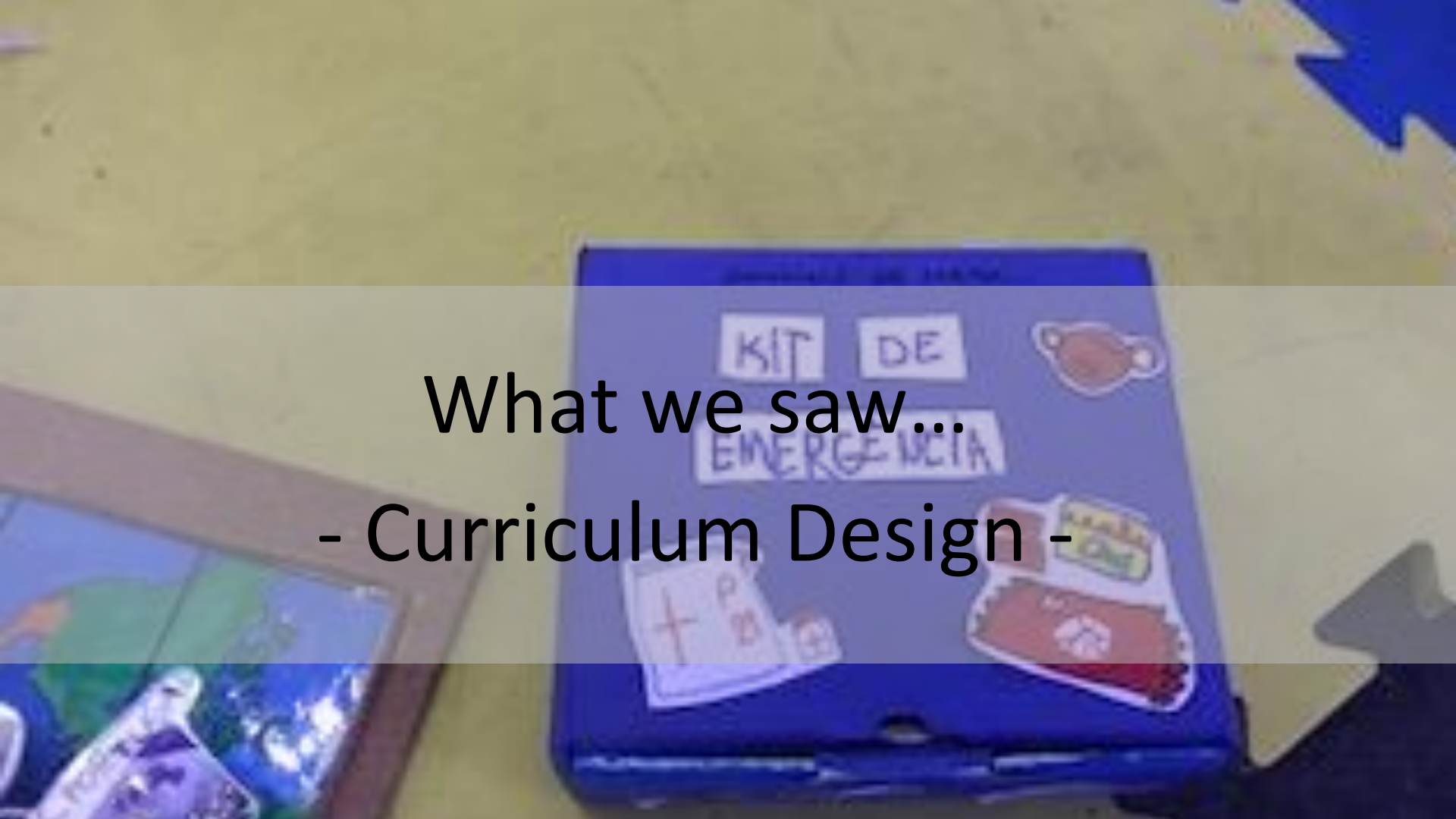


CHALLENGES

- Conflict with associated assessments/ articulation between different types of assessment (internal/external)
- Misunderstanding that “greater flexibility in the curriculum” and “essential learning lead to “lowering learning standards”
- Conflict with dominant model of high centralization: inherent conflicts between the learning model implicit in the pilot project and the existing highly prescribed, centralized system
- Culture clash: students experience of participative, relevant, competency-based approaches in the flexible curriculum, in comparison with deeply dissatisfied with the ‘traditional’ offer in schools
- Further engagement of non-pilot schools into national initiatives e.g. student profile.

RECOMMENDATIONS

- Intensify collecting evidence of impact of the pilot
  - evidence of improved student engagement and outcomes;
  - evidence of improved teacher well-being;
  - evidence of good practice at all levels.
- Prioritise investment in capacity building to develop teacher and leadership skills.
- Launch a debate on entrance to university to align it with Student Profile
- Fulfil the promise to extend the project to all schools in 2018/19, making clear the voluntary nature.
- Prepared for expected/ unexpected consequences
- Ensure continuity of this change with a long time frame to ensure real effects.



What we saw…

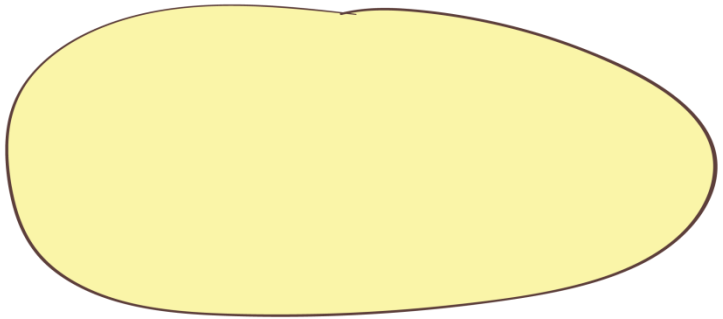
- Curriculum Design -

Curriculum Overload

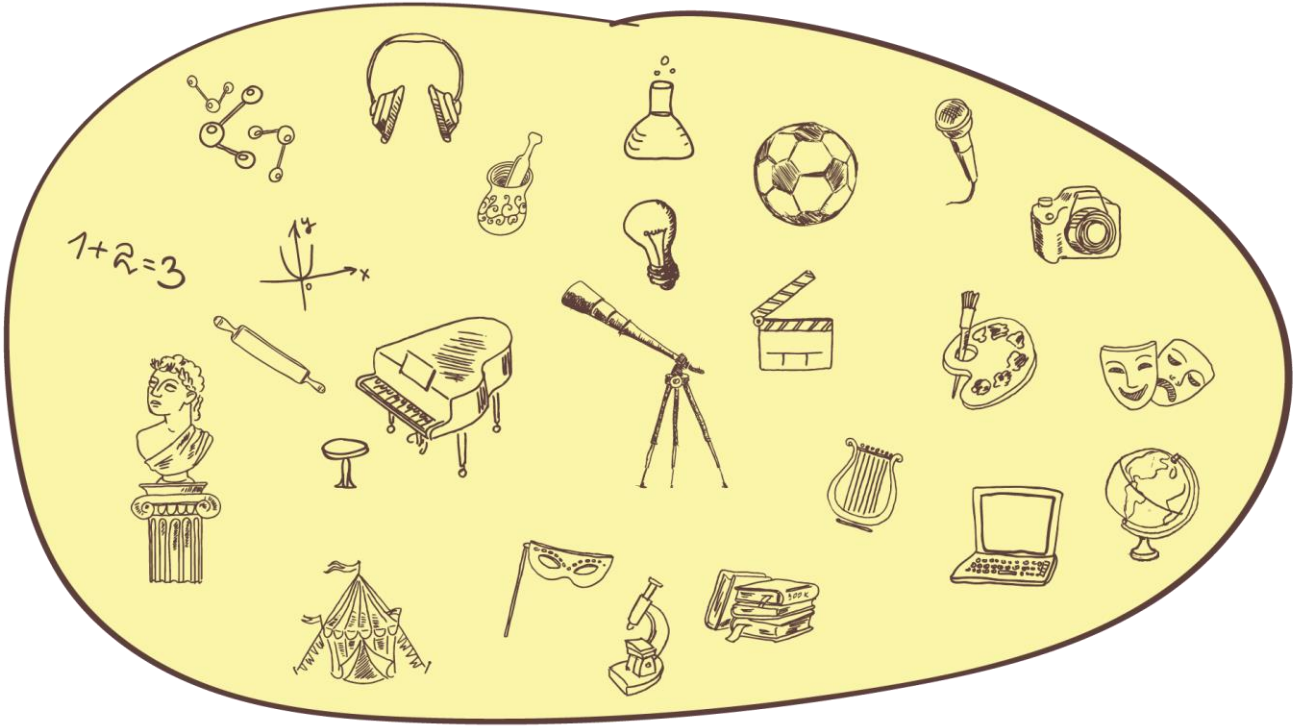
Students often lack sufficient time to master key disciplinary concepts or, in the interests of a balanced life, to nurture friendships, to sleep and to exercise. It is time to shift the focus of our students from "more hours for learning" to "quality learning time".

Curriculum overload

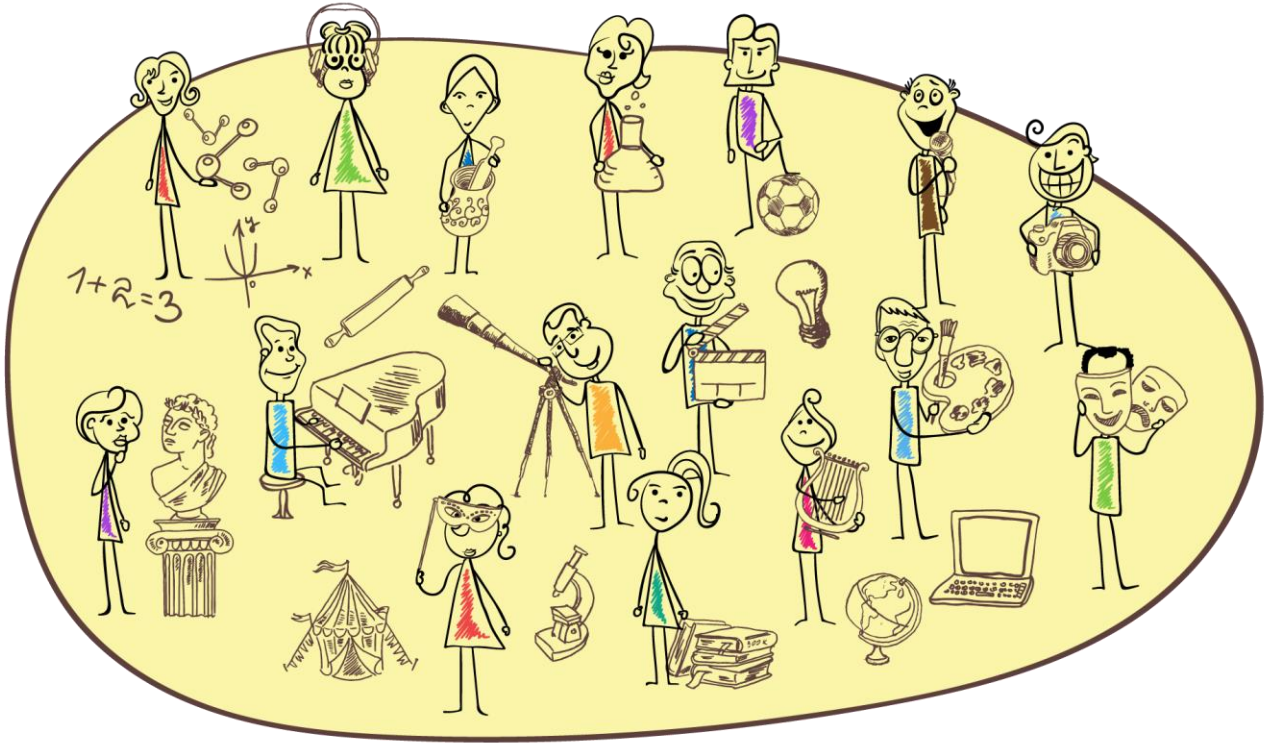
What is also happening within curriculum space with traditional subjects……



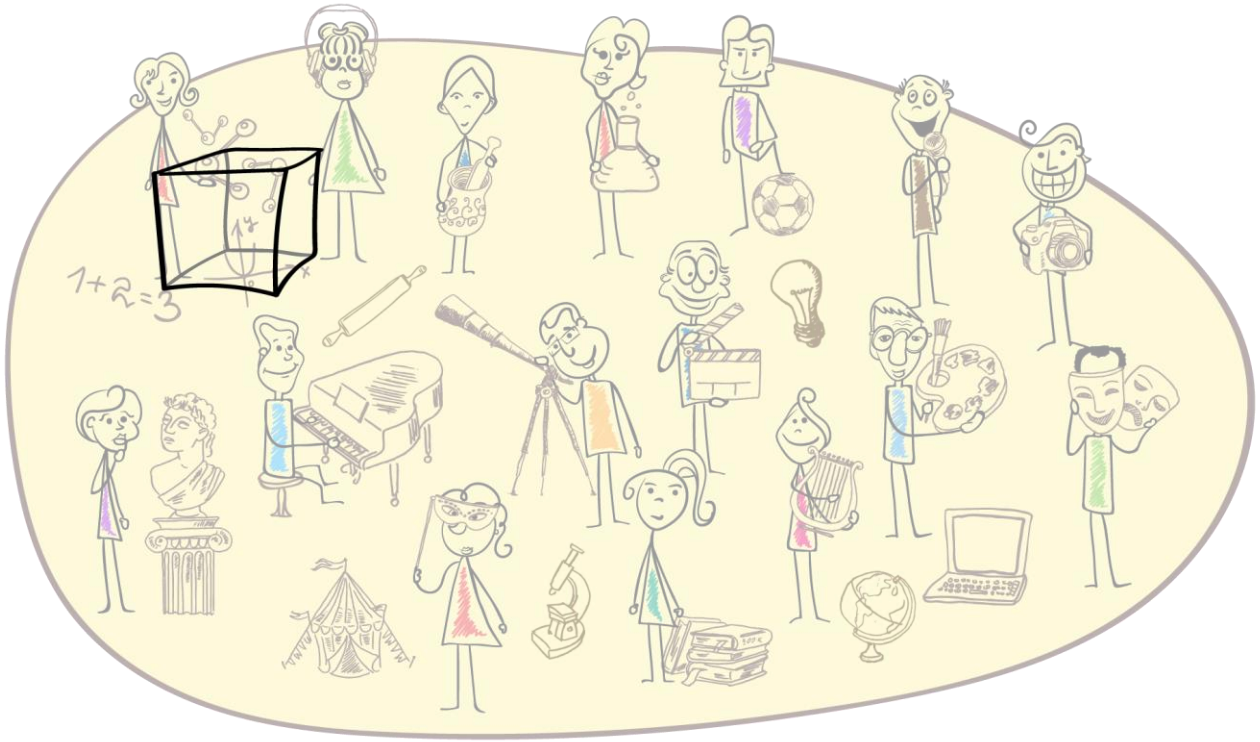
Curriculum overload - The multi-faceted world of knowledge



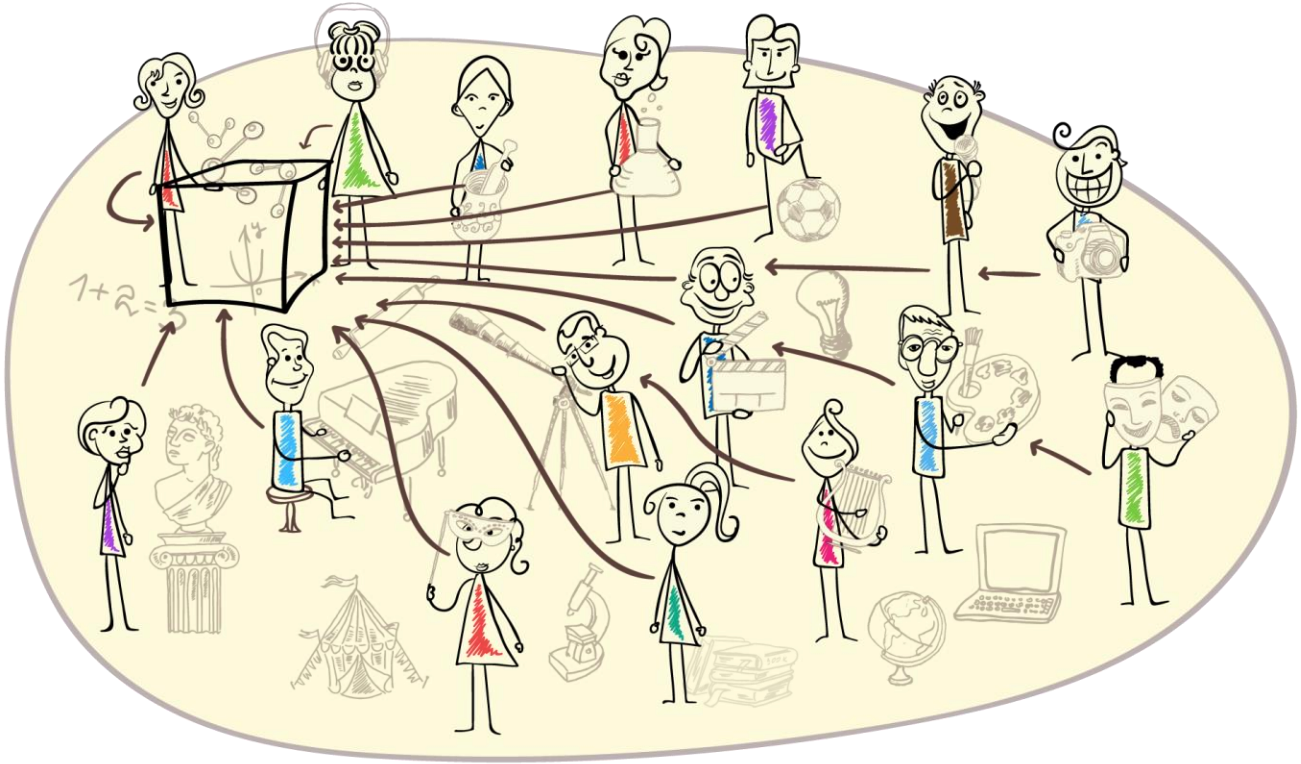
Curriculum overload - The human world of knowledge



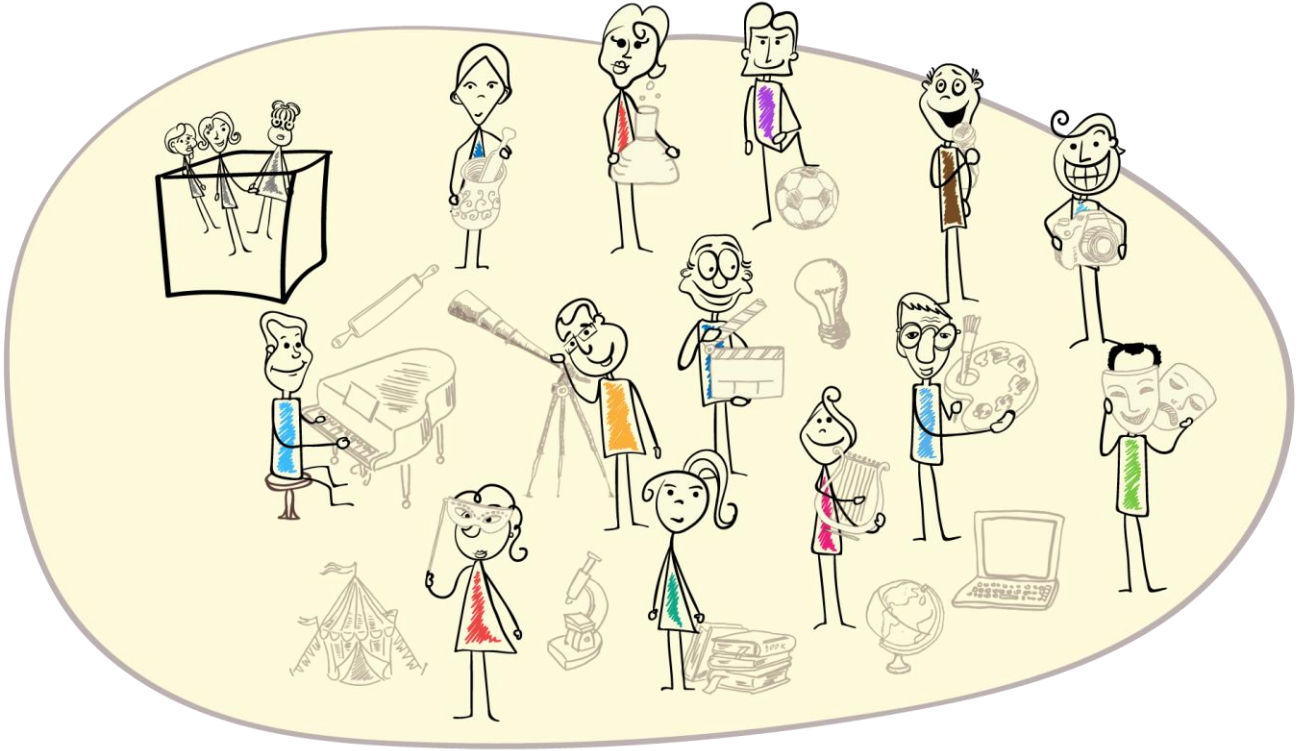
Curriculum overload - The small world of the curriculum



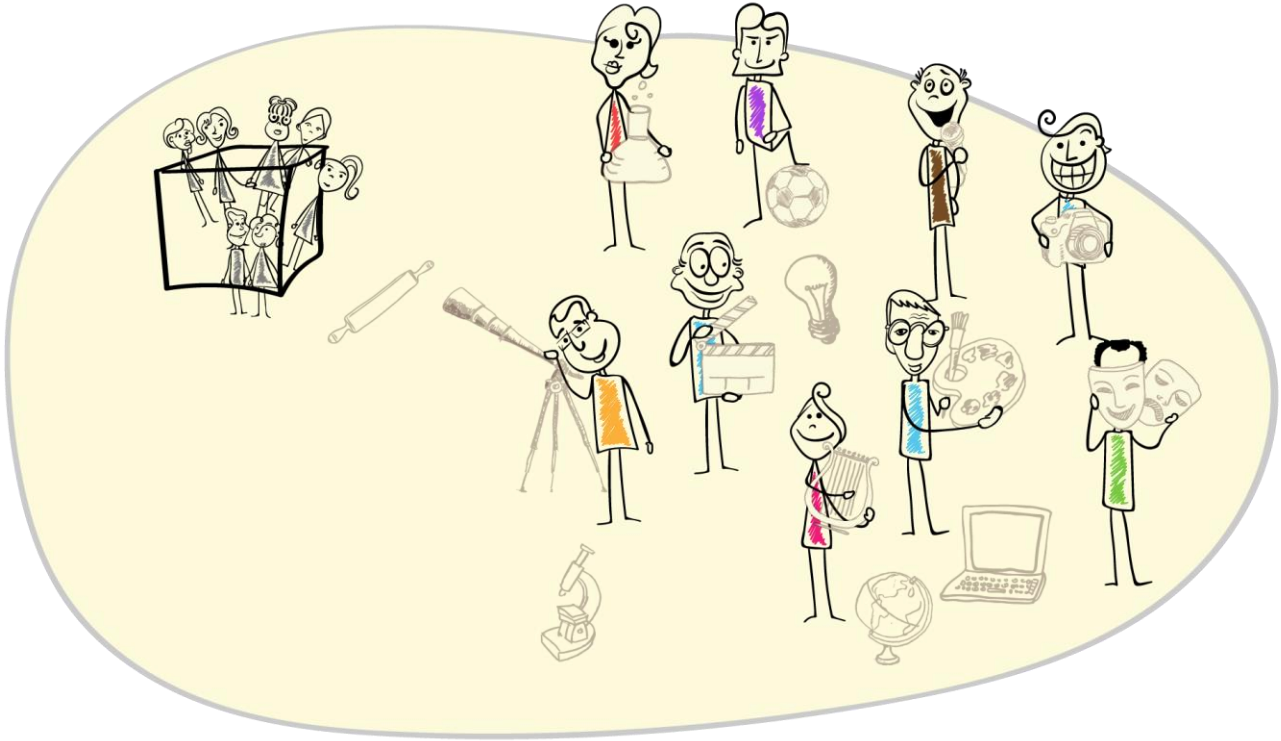
Curriculum overload - The small world of the curriculum



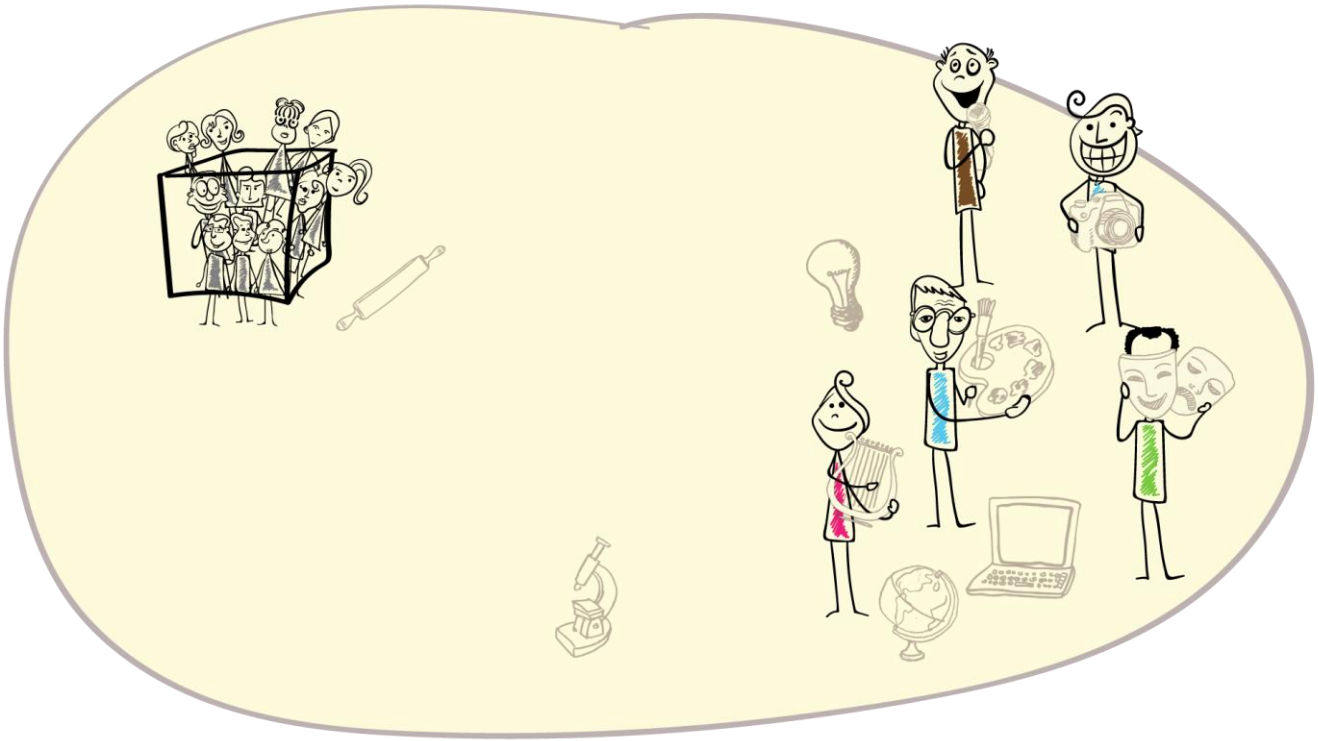
Curriculum overload - The small world of the curriculum



Curriculum overload - The small world of the curriculum



Curriculum overload - The small world of the curriculum



Curriculum overload - The small world of the curriculum

Degrading student learning to machine learning where technology will make humans obsolete

The ‘productivity’ puzzle

Making learning time productive so that students can build their academic, social and emotional skills in a balanced way

Learning time and science performance

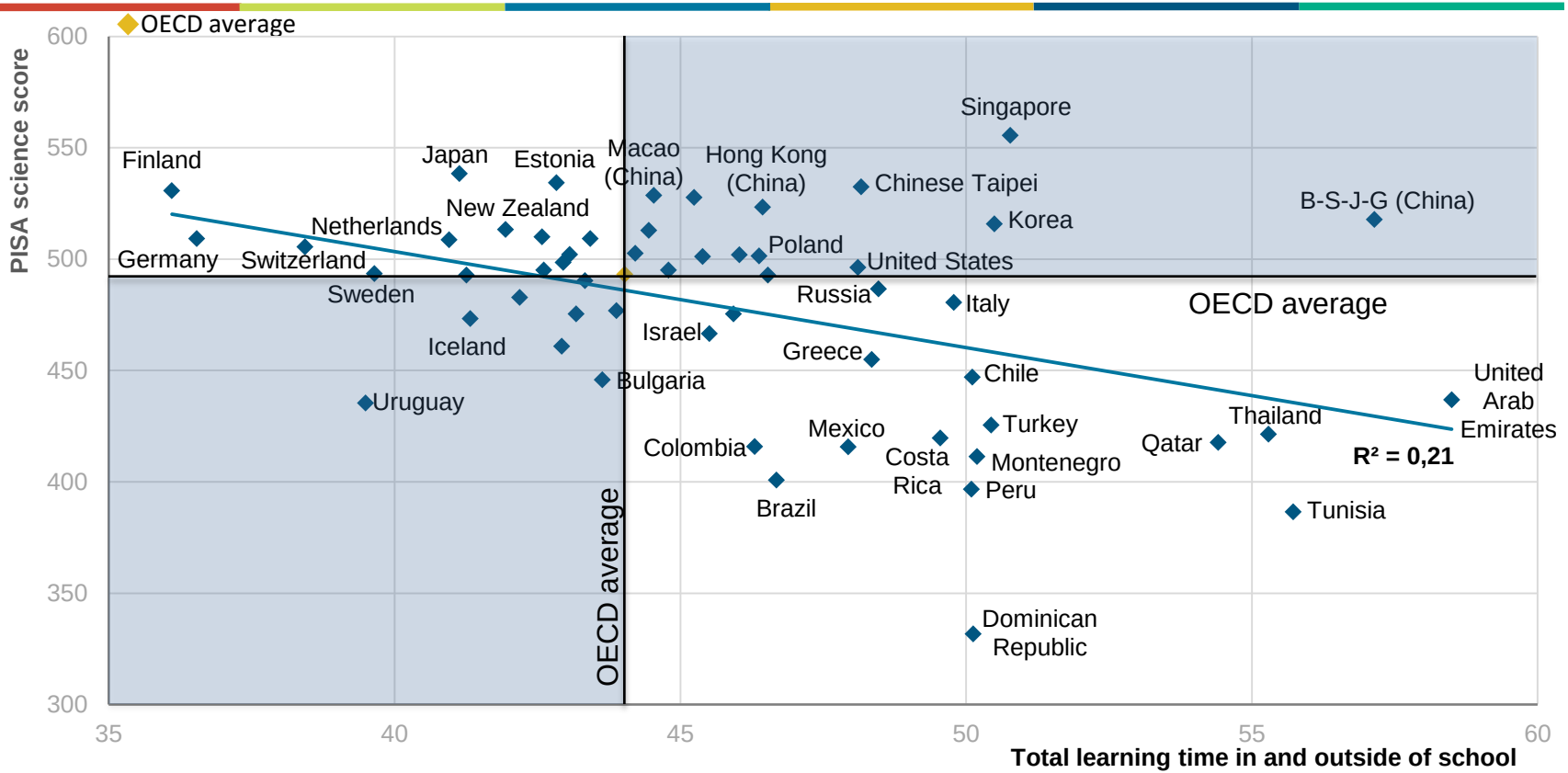
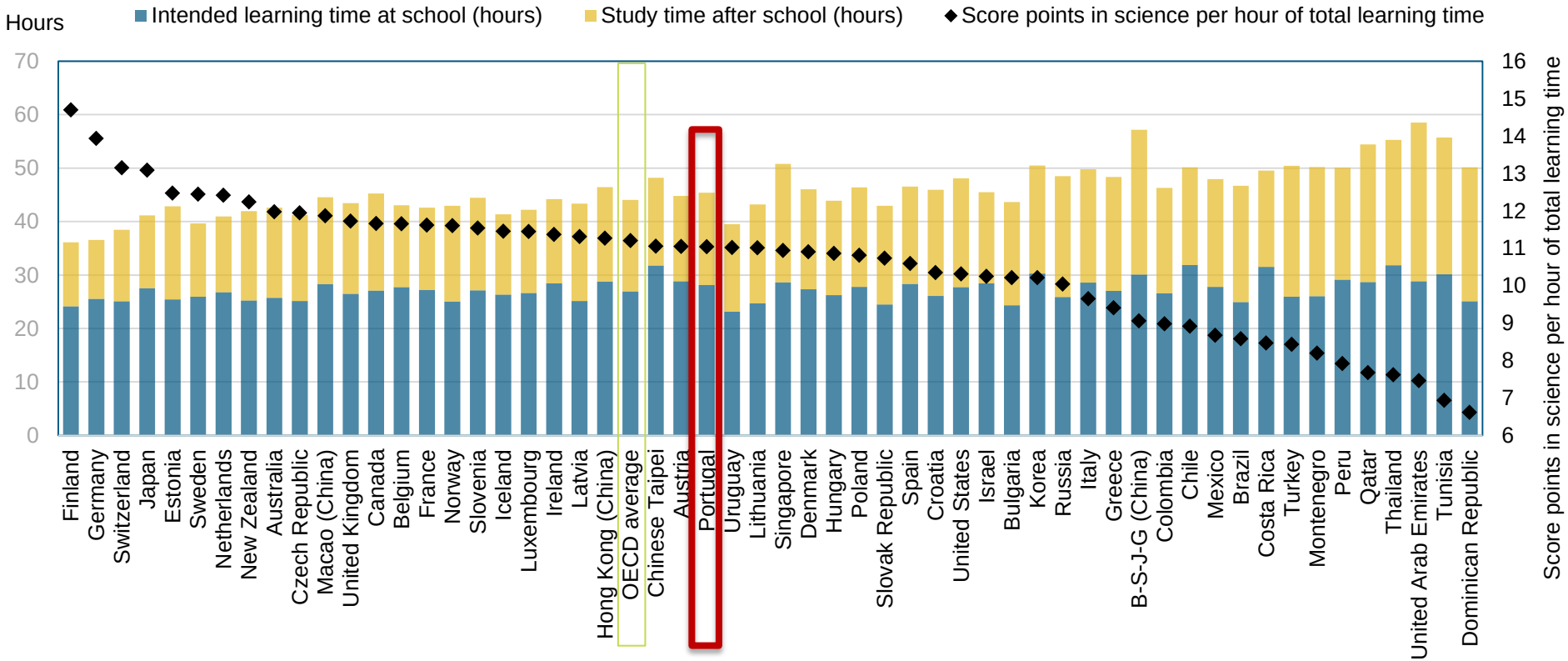


Figure II.6.23

Learning time and science performance



STRENGTHS

- The process involved hearing headmaster, teacher societies, Unions, the National Council for Education, researchers, social partners, parent representatives, students; and thus, sstakeholders understood the broader vision for the purposes of education as outlined by the pilot project and the student profile.
- The pilot project (not compulsory) gives legal space for all schools to spontaneously and progressively adhere to the possibilities for curriculum design, especially, exemplar schools justification for experimental pedagogies, e.g. project-based learning and formative assessment.
- The pilot enabled teachers to design and experience meaningful in-school professional development.
- The pilot project enabled teachers to experience and value diversity in curriculum for inclusion and equity.

STRENGTHS

- The pilot project enabled students to experience and value the following elements of curriculum design to strengthen the design principle of “authenticity”.
  - Opportunity to learn how to work and learn together with peers (sometimes across different grades)
  - Opportunity to build positive relationships with teachers
  - Opportunity to make choices that reflects their interests
  - Opportunity to present their work that went beyond the teacher, into the community, for purposes other than grades, such as presenting at science fairs and using relevant knowledge and skills to solve school and community issues
  - Relevance to future (university work, professional work, becoming a citizen)
  - Opportunity to connect schools with professionals in the community
  - Diversity of learning methods (e.g. active learning)

OECD Design Principles (work in progress)

Concept, content and topic design:

- **Student agency**
- **Rigor**
- **Focus**
- **Coherence**
- **Alignment**
- **Transferability**
- **Choice**

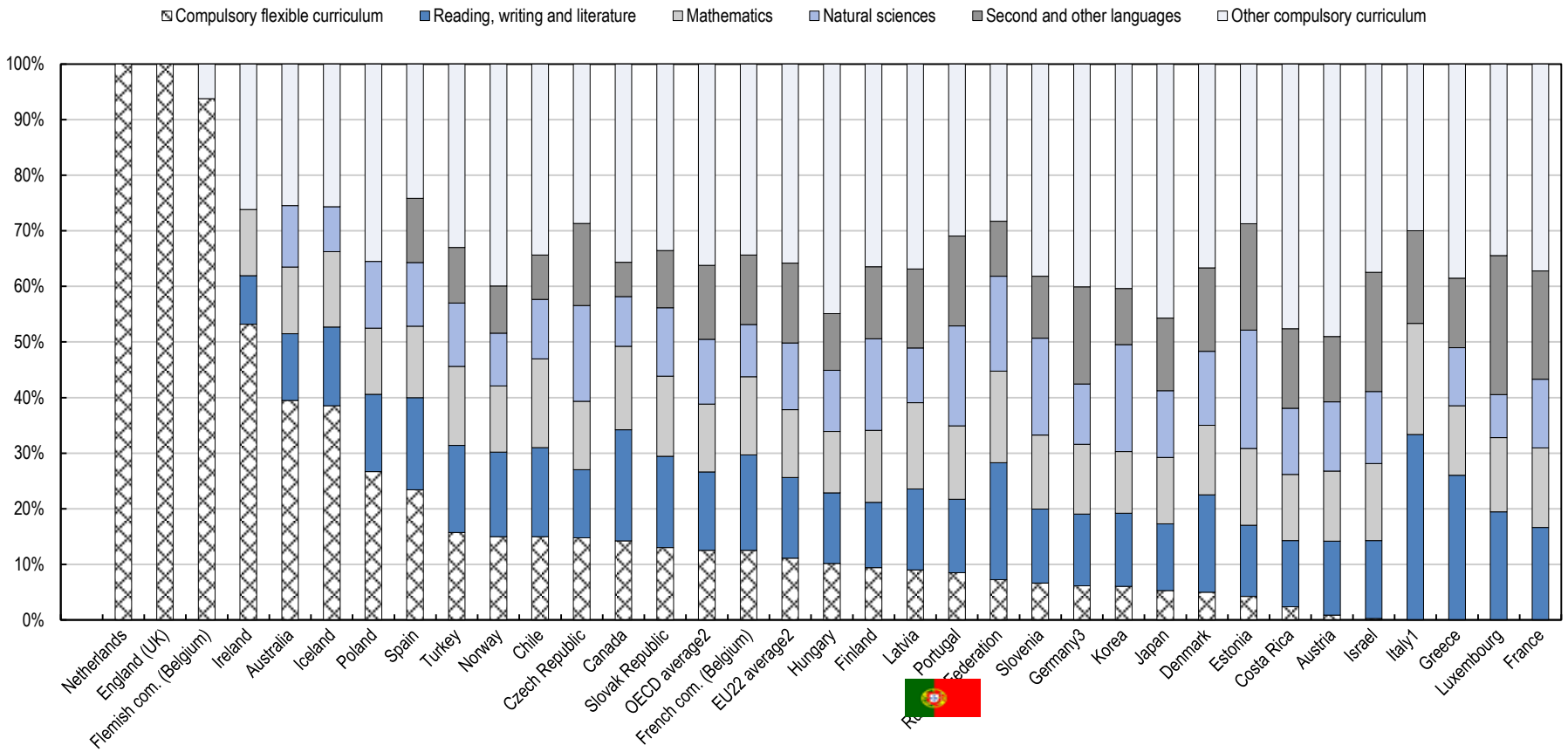
Process design:

- **Teacher agency**
- **Authenticity**
- **Inter-relation**
- **Flexibility**
- **Engagement**

CHALLENGES

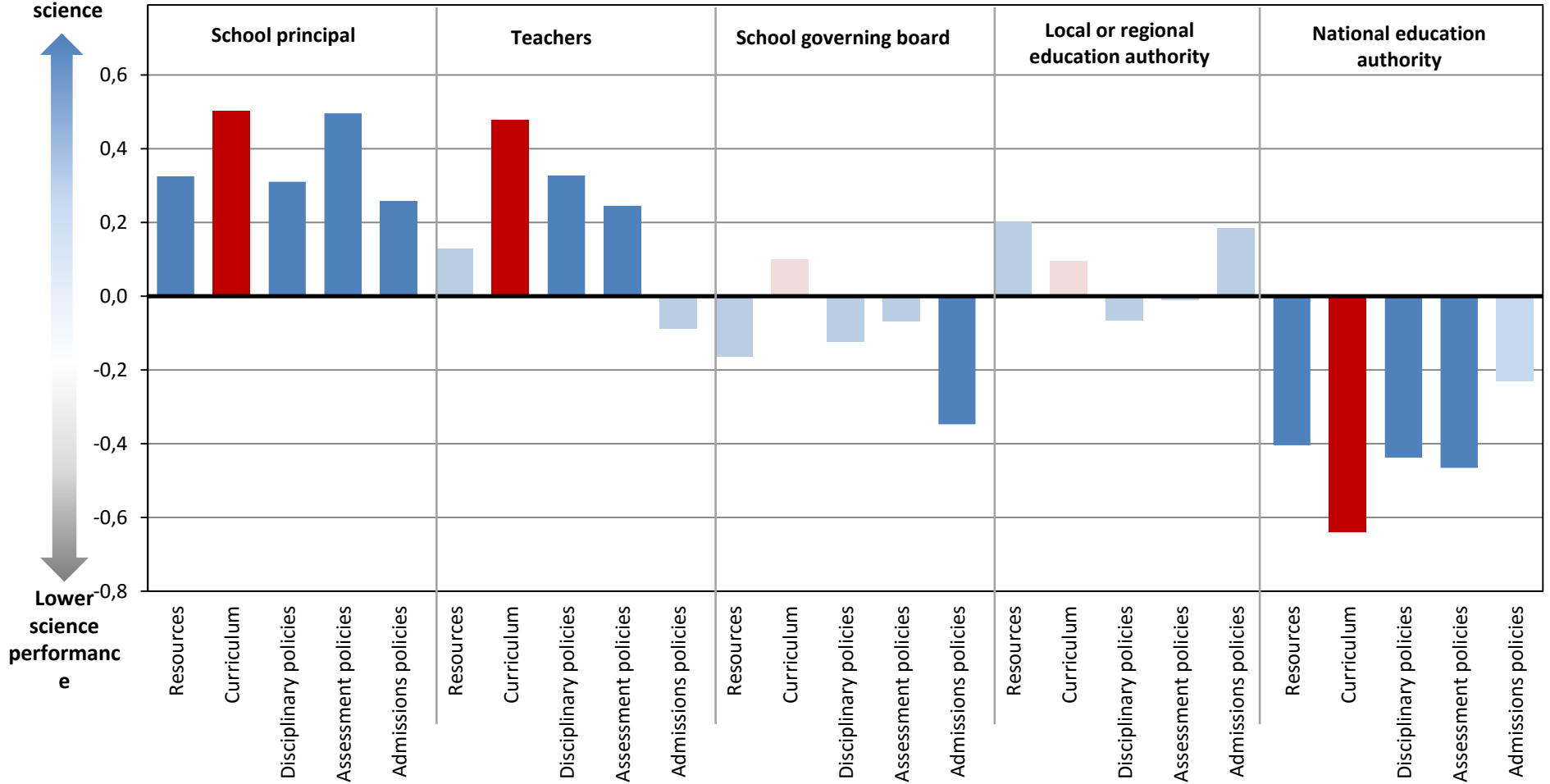
- Dilemma between two worlds when designing curriculum: teaching for the national exam vs. active learning, formative assessment, etc.
- Technical complexities e.g. structure school time, arranging inter-disciplinary learning when designing curriculum flexibility
- Scaling and sustainability: e.g.
  - Prioritizing student learning and engagement
  - A culture of learning, trust, creativity, thoughtful risk taking,
  - Regular practice of faculty collaboration; students collaboration, reflection and action to improve practice; engaging and building partnerships with community and other stakeholders
- Managing differences between school practices.

Instruction time per subject in general lower secondary education (2017)



Source: OECD (2017), Table D1.3b. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Correlations between the responsibilities for school governance[1] and science performance



Source: OECD, PISA 2015 Database.

PISA Figure II.4.8

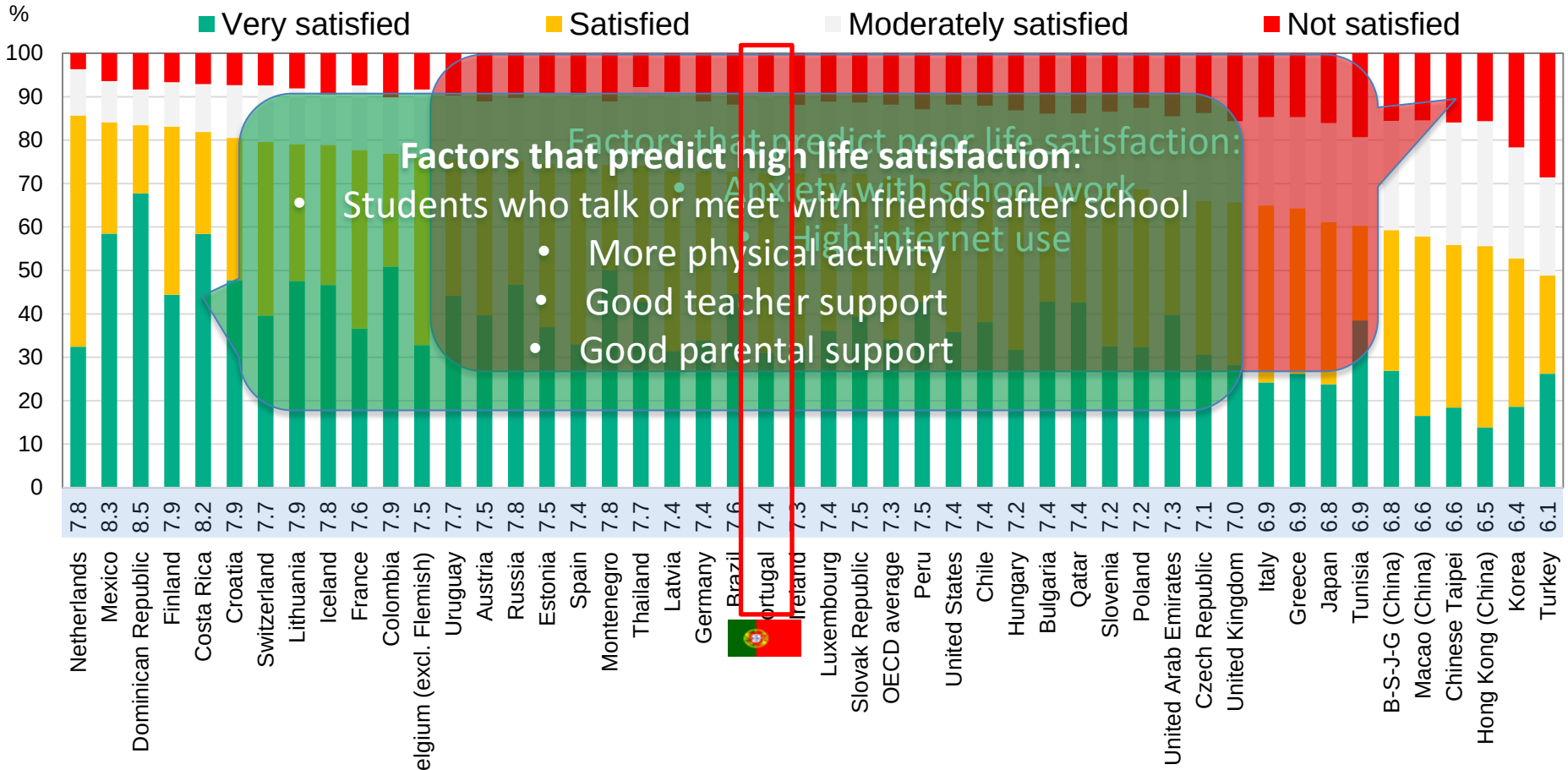
RECOMMENDATIONS

- Continue to gather feedback from teachers on the pilot experiences, research on different models of curriculum design and share them with all schools to ensure equity
- Identify “lighthouse schools” so other schools can visit and see the successful pilot projects, student profile, and policy in action – but keep resistance to “standardiese”.
- Continue to ensure that the pilot project spreads within schools, to ensure equity and equal access to all students
- Build clarity about competence to be attained by students with ICT to support better flexible curriculum design

What we saw…

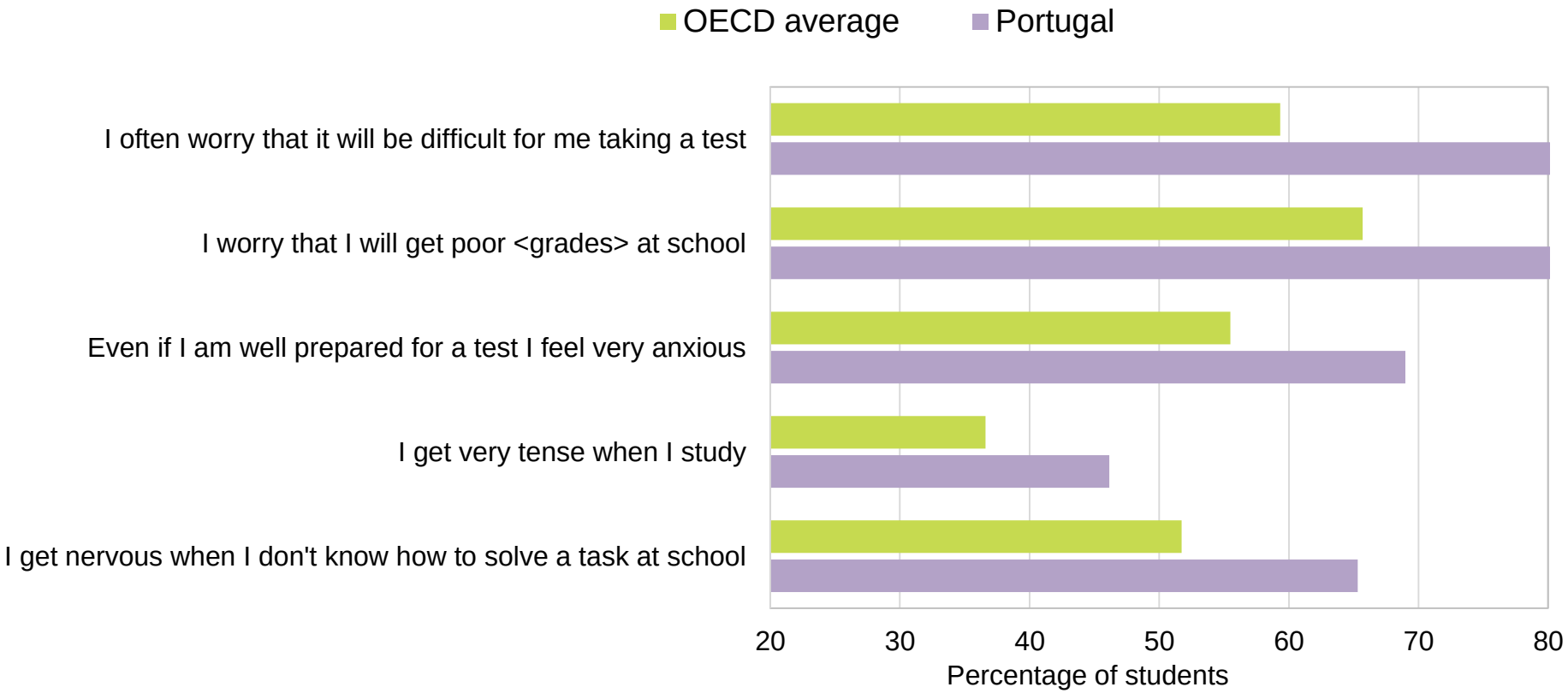
- Curriculum Implementation -

Life satisfaction among 15-year-old students



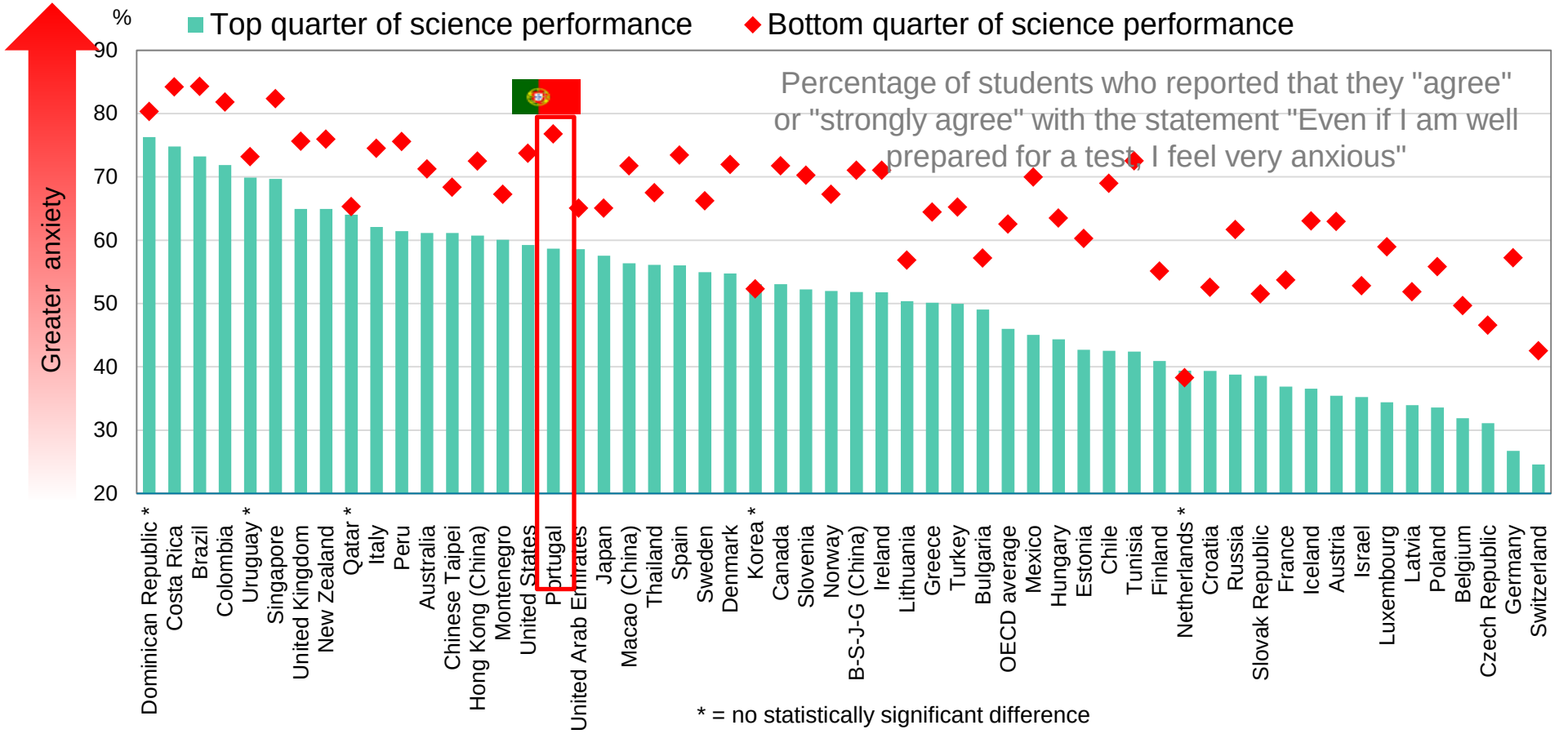
Prevalence of schoolwork-related anxiety

Figure III.4.1(1)



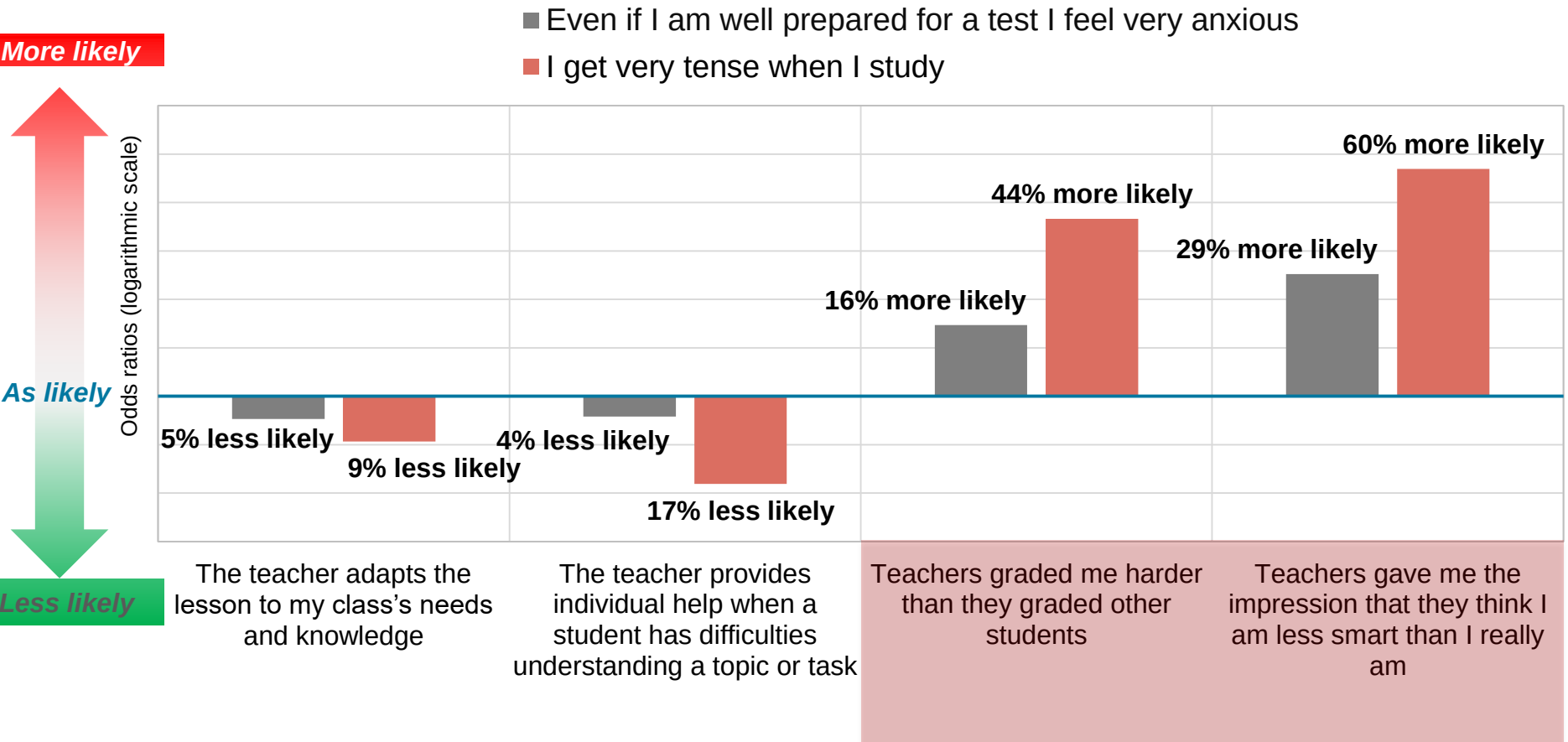
Schoolwork-related anxiety among students in the top and bottom quarters of science performance

Figure III.4.2



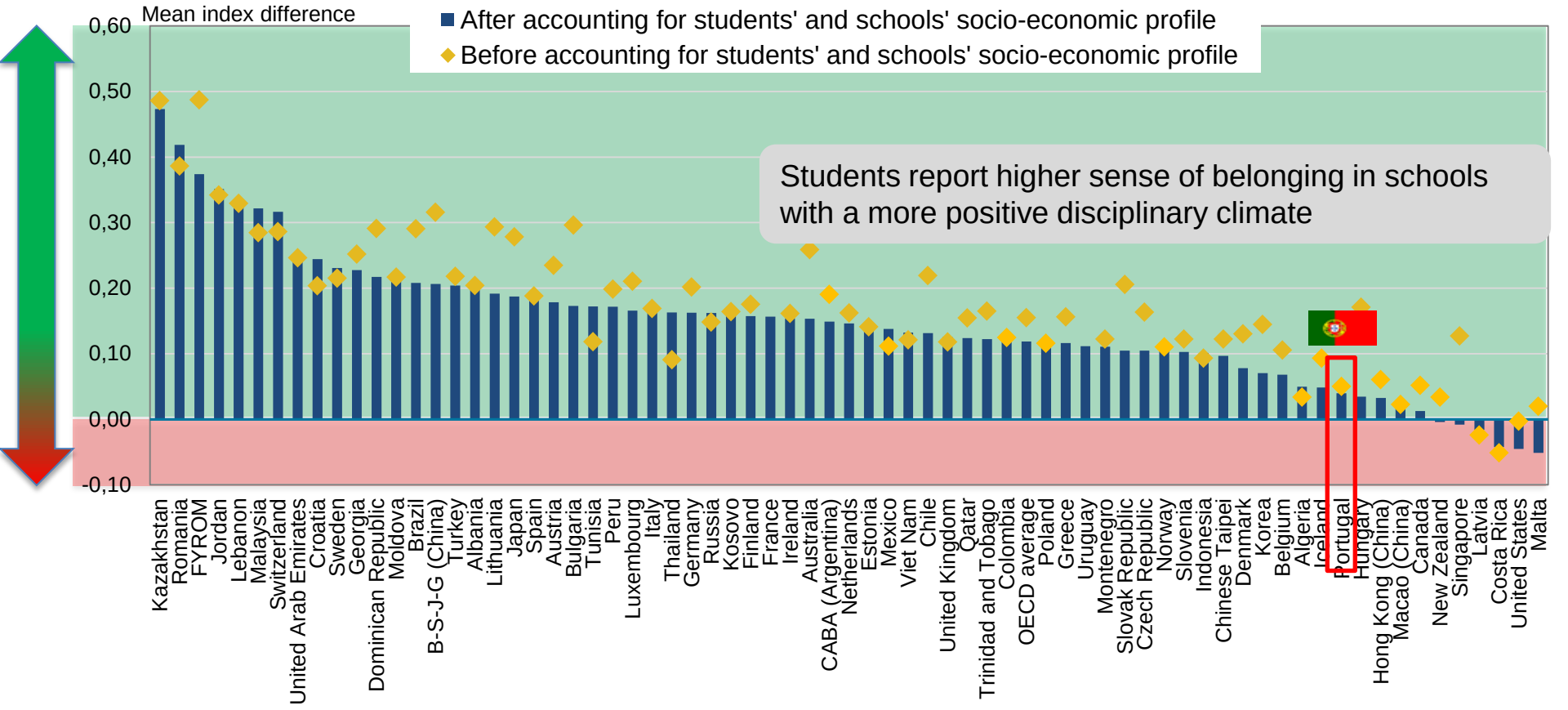
More teacher support and less anxiety

Figure III.4.5



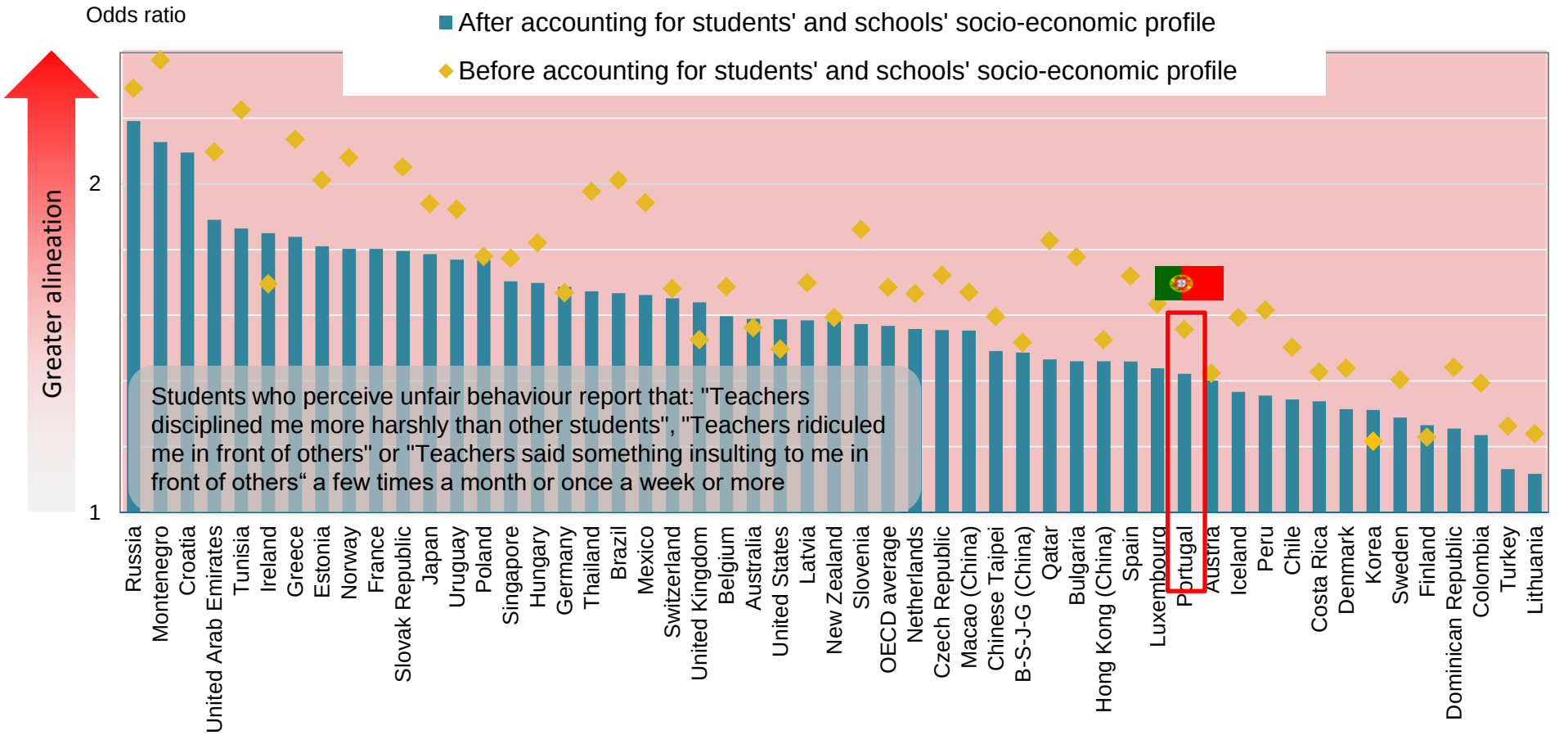
Sense of belonging relates to disciplinary climate

Figure III.7.6

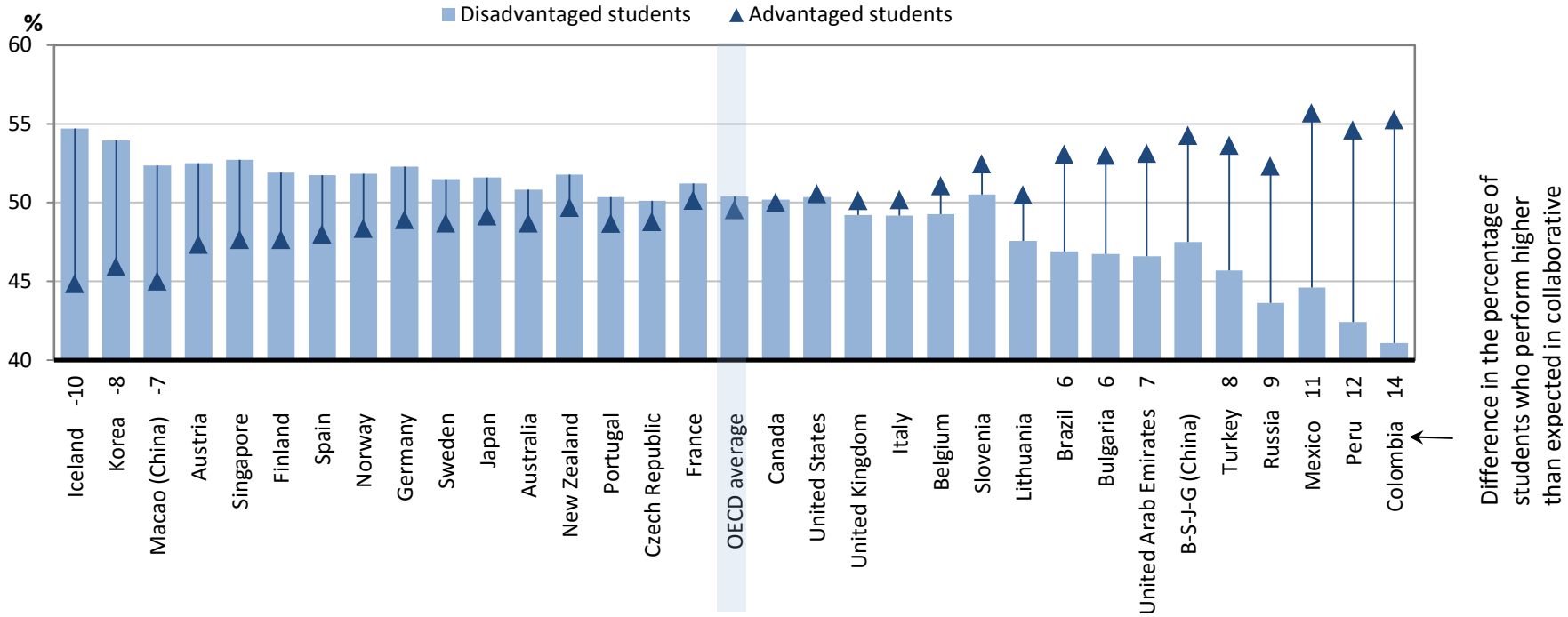


Students' who perceive teachers' unfairness are feeling more likely as outsiders

Figure III.7.9



Relative performance in collaborative problem solving, by socio-economic status



Source: PISA 2015 Results (Volume V): Collaborative Problem Solving. *Figure V 4.9*

STRENGTHS – school and teacher level

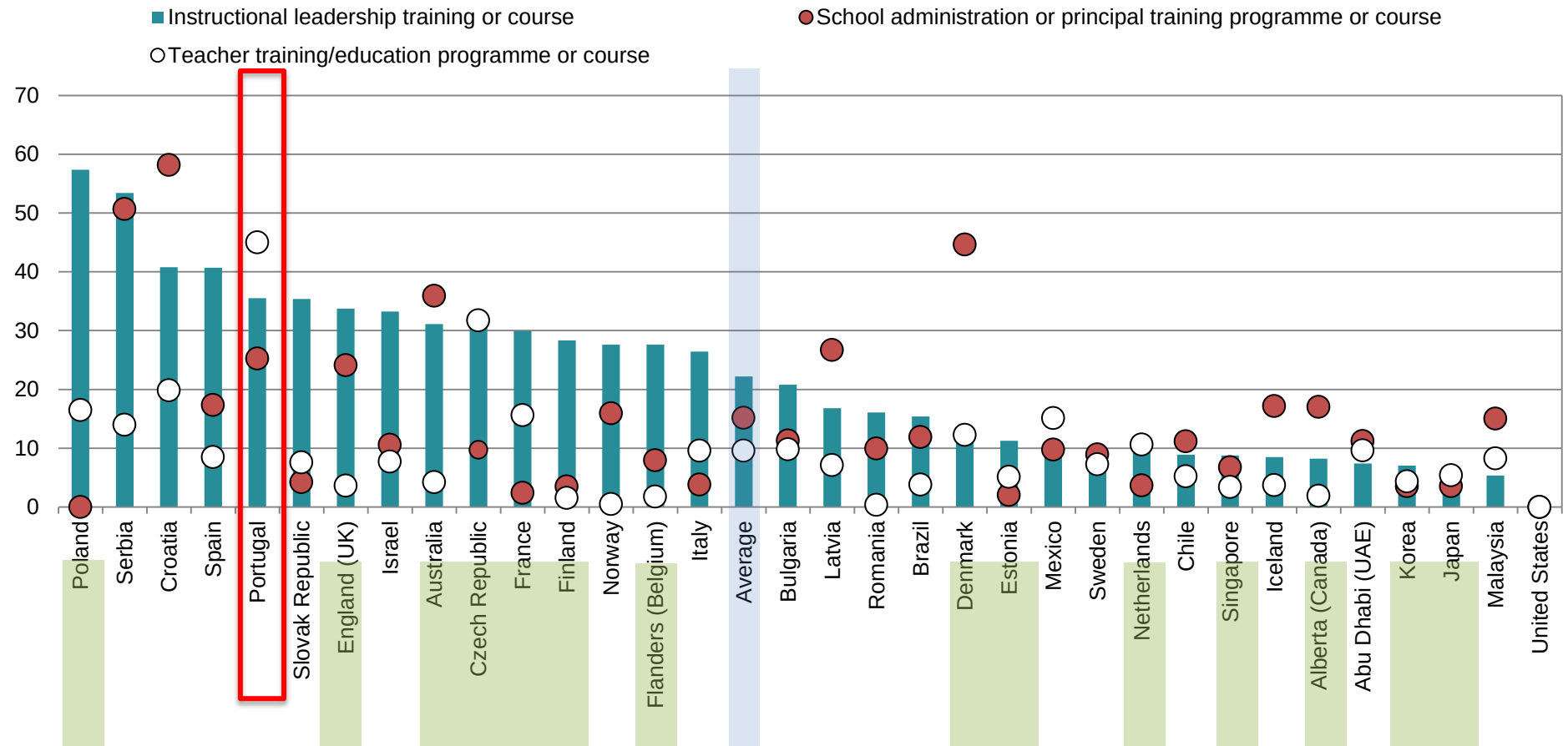
- The voluntary nature of the flexibility ensure incremental change for school leaders and teachers.
- The pilot helped to identify enthusiastic school leaders and teachers, as a source holder of good practices e.g. teachers working together
- The pilot empowered exemplar teachers by legitimising and endorsing good practices
- The pilot gathered emerging and existing evidence of teacher innovation, leadership, and creativity as well as teacher well-being.

CHALLENGES – School and teacher level

- The cultural shift for school leaders and teachers: from preparing for the national exam to more collaborative form of working, different role of teachers, valuing student agency and co-agency
- Networking and professional exchange: It is arranged rather ad hoc or informally. The degree and relevance is up to school leaders.
- Teaching workforce structure and status: older than the OECD average, status of teaching profession.
- Different degree of curriculum innovation within and across schools.

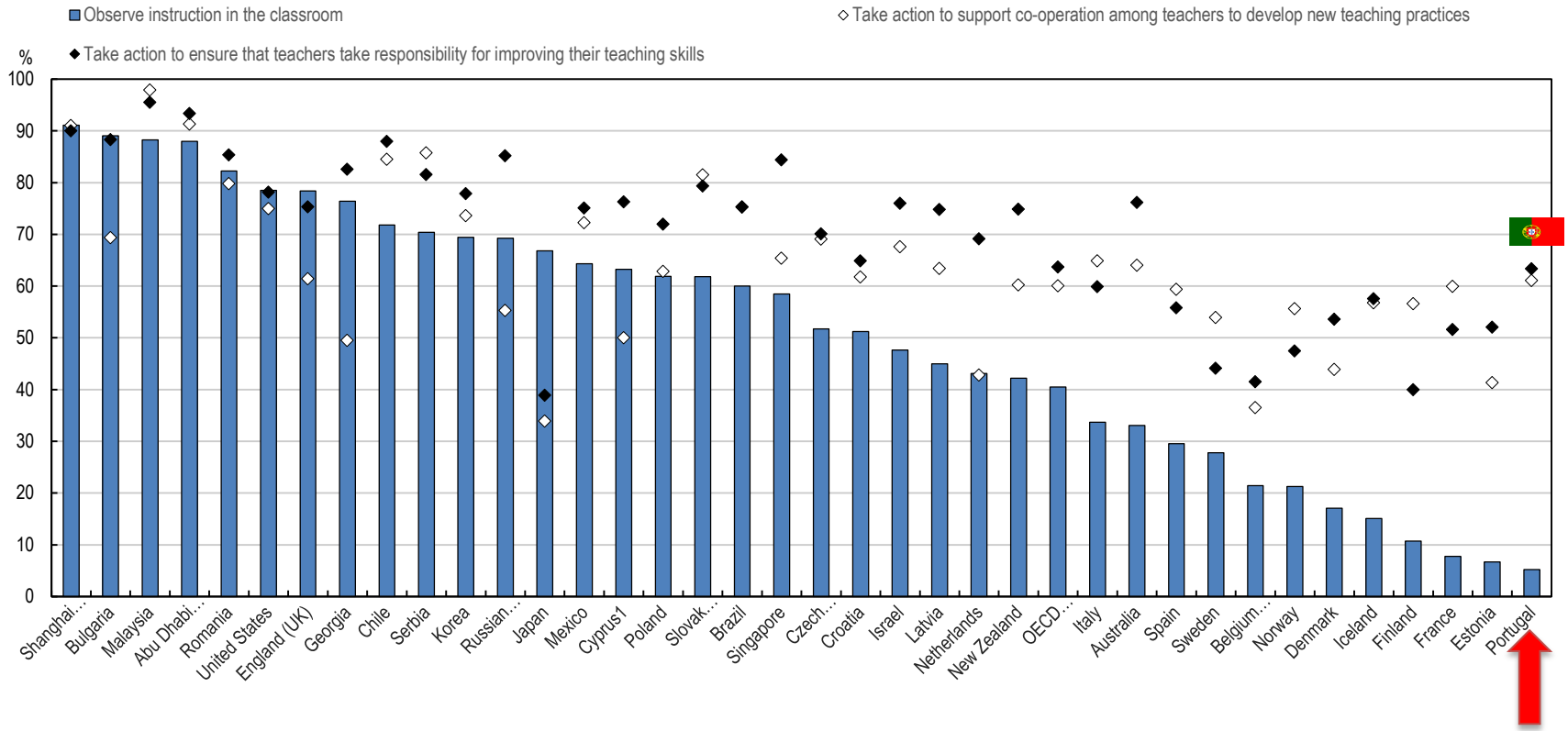
Elements not included in principals' formal education

Percentage of lower secondary principals whose formal education did not include:



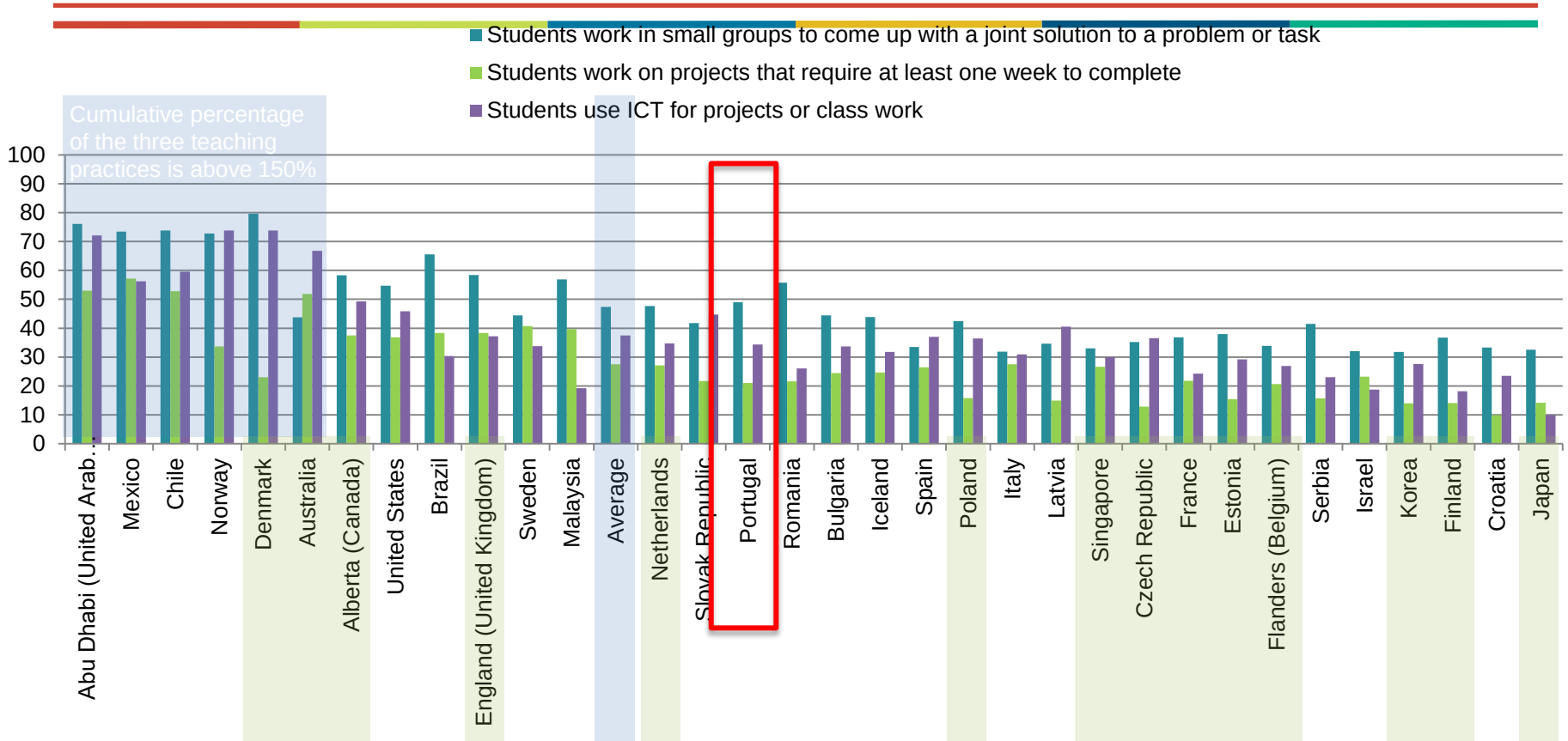
Collaboration between teachers and principals in lower secondary education (TALIS 2013)

Percentage of principals who report having engaged "often" or "very often" in the following leadership activities during the 12 months prior to the survey



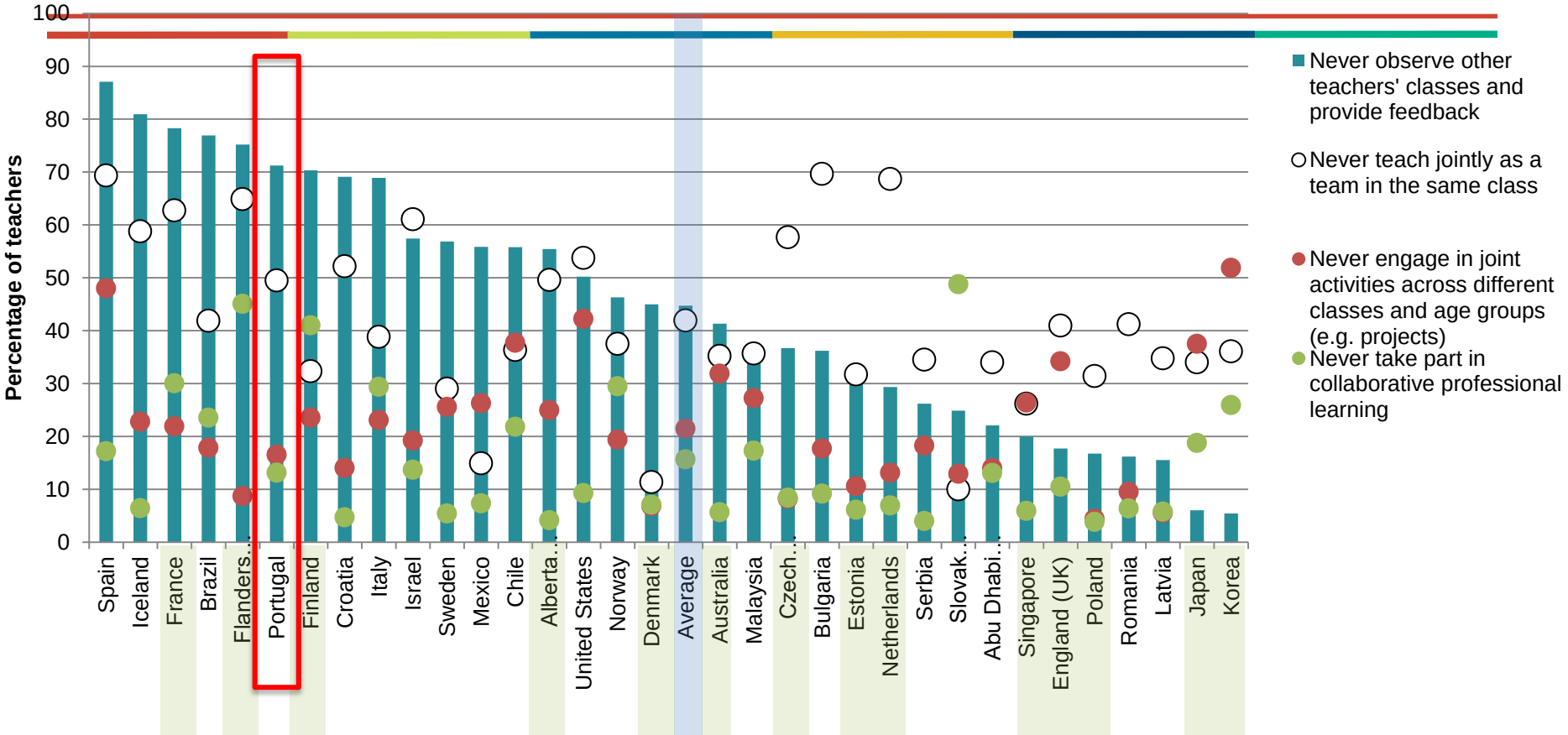
Teaching practices by country

Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

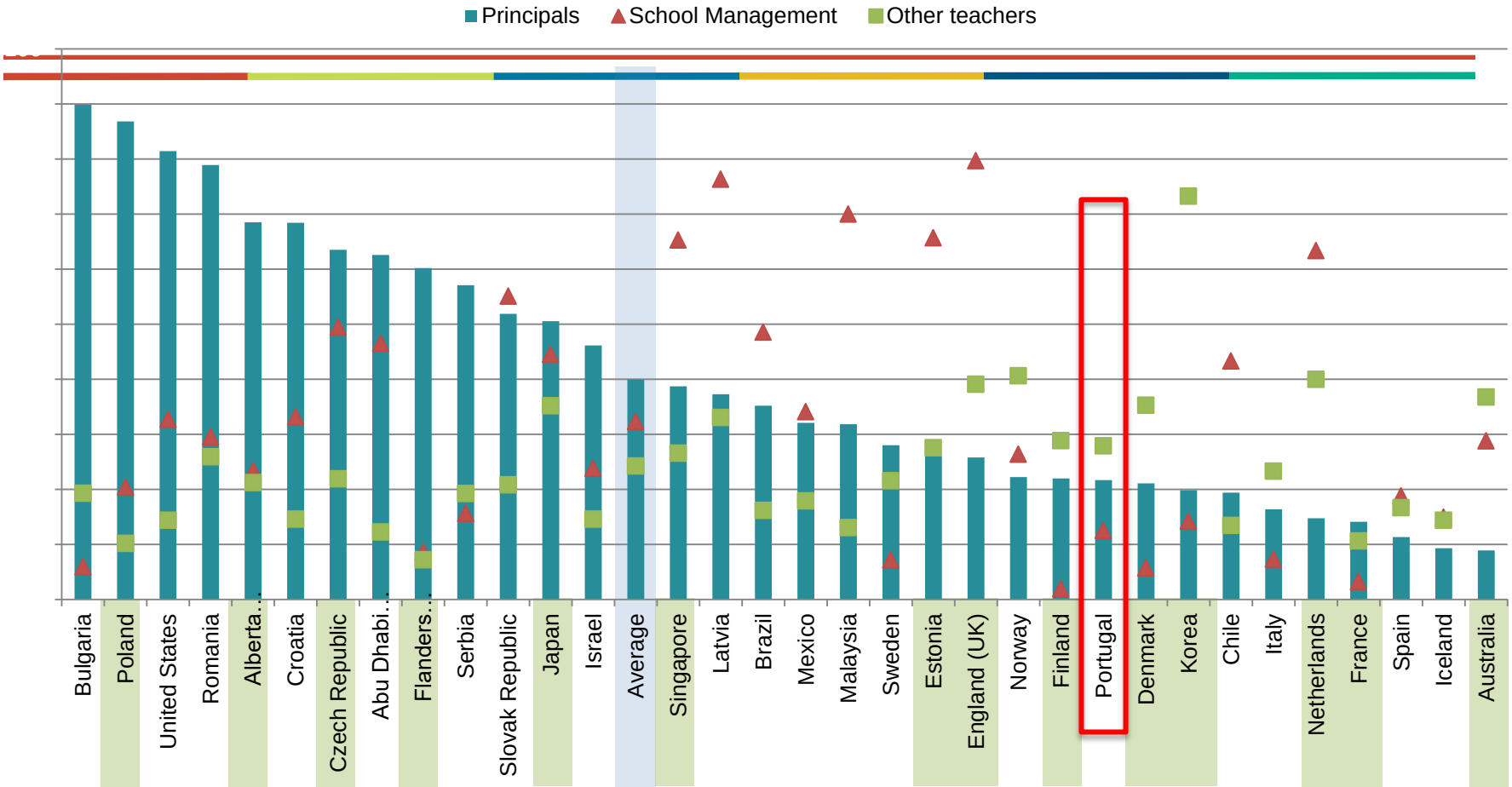


Teacher co-operation: Professional collaboration

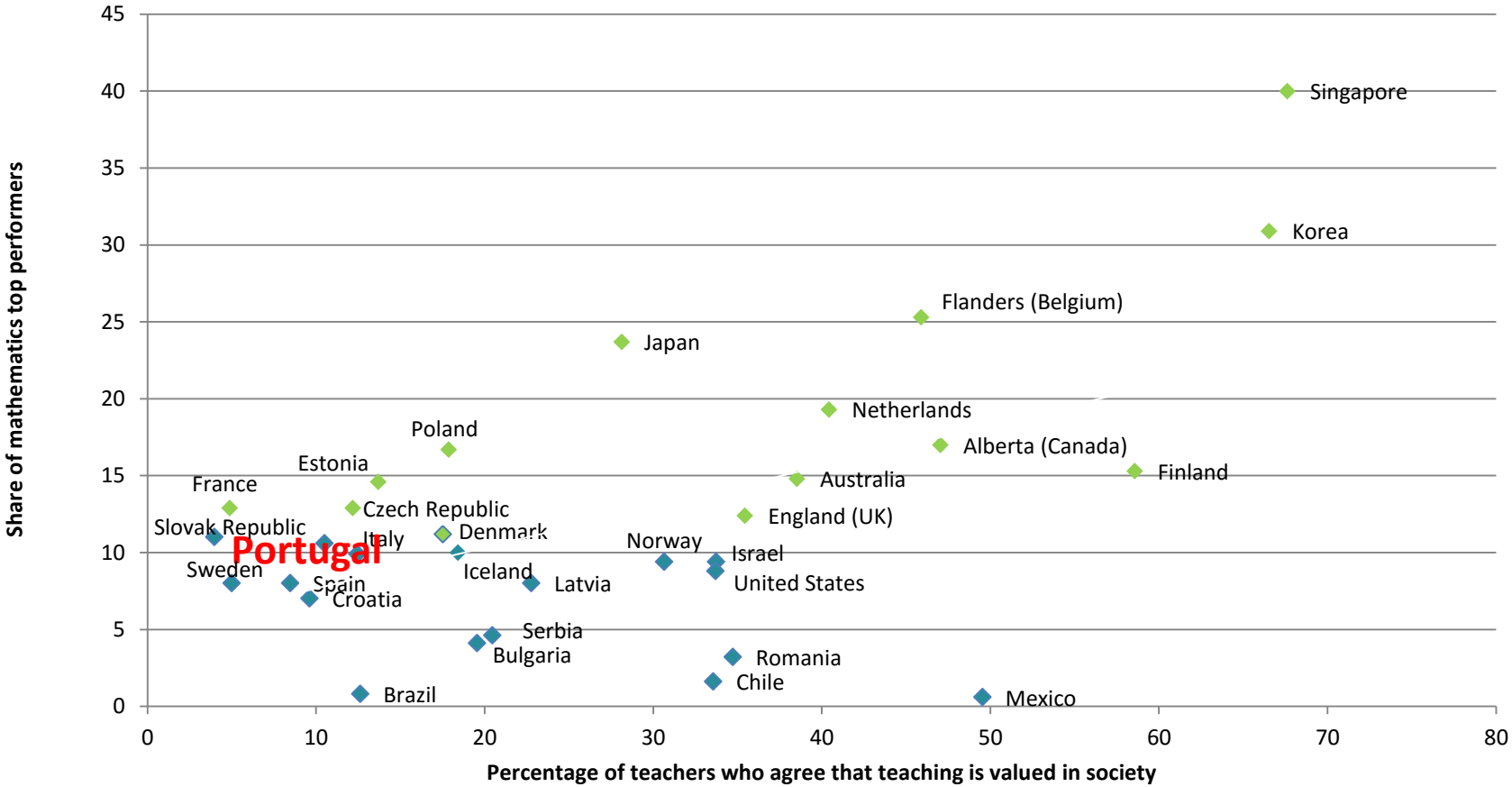
Percentage of lower secondary teachers who report **never** doing the following activities



Teachers feedback :
direct classroom observations



Countries where teachers believe their profession is valued show higher levels of student achievement



RECOMMENDATIONS – School and teacher level

- Ensure continuity from past, now, and future
- Prioritize school leadership training
- Use the pilot as an opportunity to cultivate/ change a culture of teacher feedback
- Create a new path to teaching profession (as part of the preparation of retirement of a large teaching workforce) e.g. pedagogical support qualifications e.g. ICT, project management
- Collect exemplars e.g. specific features of good practices, emerging models of “interdisciplinary subjects”, different assessment practices;
- Capitalise on the existing channels e.g. school clusters, network of libraries, association of professional subjects to share good practices