

Education 2040

Teaching Compass

- bridging with practice; a case for inclusive education -

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A Reminder - E2030 project's co-creation approach: Multi-stakeholders leadership, engagement, commitment to change

FG1

Government
representatives

FG2A

Teachers, school
leaders

FG2B

Teacher
educators
& trainers

Academic
experts

IOs, NGOs, foundations,
private sectors and other
social partners

FG2C

Aspiring
teachers

FG3

Students
themselves
(Alumni)



“If you want to go fast, go alone. If
you want to go far, go together.”
African proverb



A reminder: OECD Future of Education and Skills 2030 Project

Project
Start
2015

Phase I

2015 – 2018/19

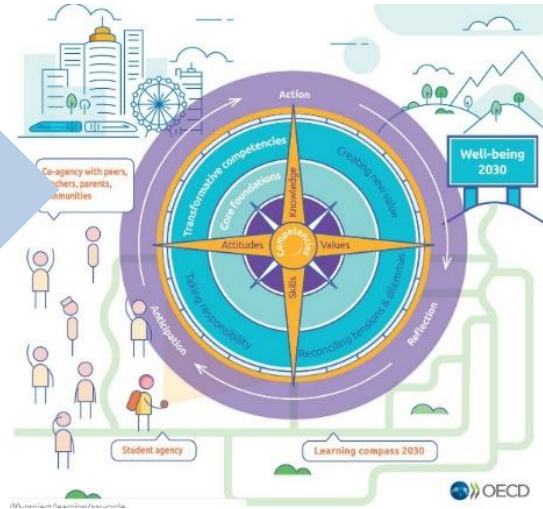
What?

Vision making

What kind of competencies will today's students need to thrive and shape a better future?

Curriculum analysis

What kind of competencies are embedded in the design / redesign of curriculum?



Launch of
**OECD Learning
Compass 2030**
in May, 2019

Phase II

2019/20 – beyond

How?

Vision making

What are teacher agency, teacher competencies and teacher well-being needed to put the learning compass a reality?

Curriculum analysis

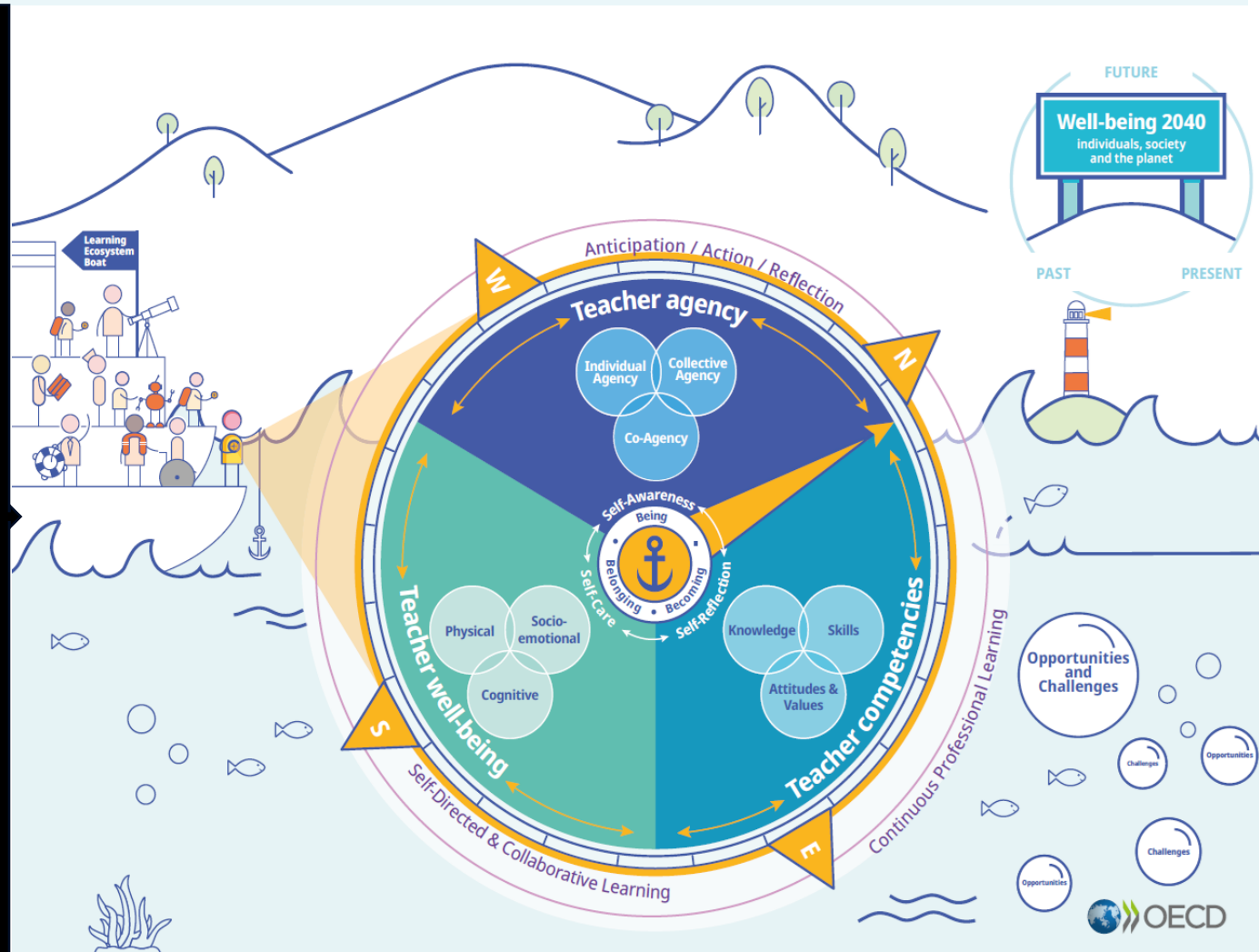
How to effectively implement curriculum?
How to design learning environments?



Currently under
development
**OECD Teaching
Compass 2030**



From the OECD Learning Compass.....to the OECD Teaching Compass



DRAFT VISUAL



Teaching Compass pillars: Anchor

Being – authentic self

- Professional identity, dignity, integrity
- Sense of purpose
- Meaning-making/ sense-making

Belonging – relationships in classroom & school community

- Psychological safety
- Caring and empowering relationships
- Community connection and school ethos



Becoming – professional growth and transformation

- Continuous professional learning
- Self-directed & collaborative learning
- Anticipate-Action-Reflection competency development cycle (from LC)



When the Compass doesn't Work: Risks of Losing the Anchor

- *Spinning Needle – Distraction, loss of focus, ambiguous goals*
- *Drifting Off the Intended Course – Loss of engagement, narrower focus, and accountability paradox*
- *Magnetic Distortion – Unconscious bias, external pressure and impaired perception*



Teaching Compass pillars: Teacher Well-being



Physical Well-Being

- Working conditions
- Work-life balance
- Physical health & safety

Cognitive Well-Being

- Intellectual engagement
- Sense of ownership
- Professional growth

Socio-Emotional Well-Being

- Self-worth & recognition
- Resilience
- Empathy, trust & collaboration
- Self-compassion





Teaching Compass pillars: Teacher Agency



Individual Agency

Teacher autonomy

Teacher voice

Teacher choice

Co-agency

In the classroom: w/ student; w/ AI agents (e.g. AI assistant, AI tutor, AI avatar, AI robot.)

In School: w/ peer teacher; w/ school leader; w/ another professional (e.g. social worker, career counsellor, lawyer, health specialist)

In Community: w/ a parent, w/ a community and social partner (e.g. companies, foundations, EdTech industries, etc.)

Collective Agency

- Collective efficacy
- Trust
- Team spirit
- School ethos
- Etc.



Teaching Compass pillars: Teacher Competencies



KNOWLEDGE

Traditionally included in Teacher Education:

- Disciplinary knowledge
- Knowledge of the curriculum
- Knowledge of assessment
- Pedagogical knowledge
- Procedural Knowledge

Evolving “new” demands:

- Knowledge of the Student
- Knowledge of themselves
- Knowledge about the world outside of school
- Epistemic knowledge
- Data, research & personalized learning
- AI literacy
- Neuroscience and human development, etc.

SKILLS

Cognitive and meta-cognitive

- Critical thinking
- Problem-solving
- Cognitive flexibility
- Scientific thinking
- Creativity, curiosity, etc.

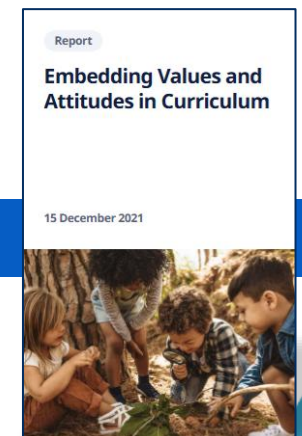
Socio-emotional

Physical and practical

- ICT/Digital skills
- Life skills: first-aid skills (emergencies)
- Stress management (physical and mental)
- Etc.

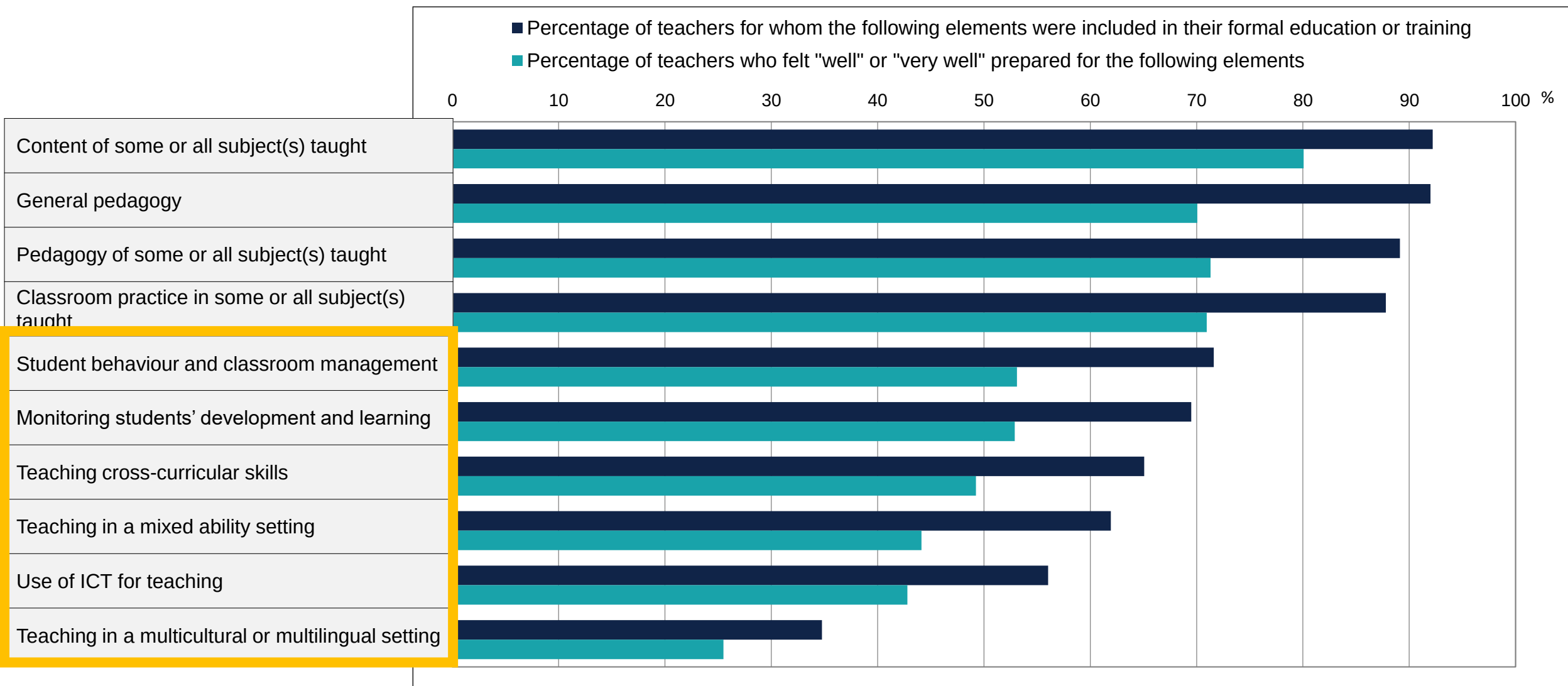
ATTITUDES & VALUES

- Personal level
- Local level
- Social level
- Human/universal level



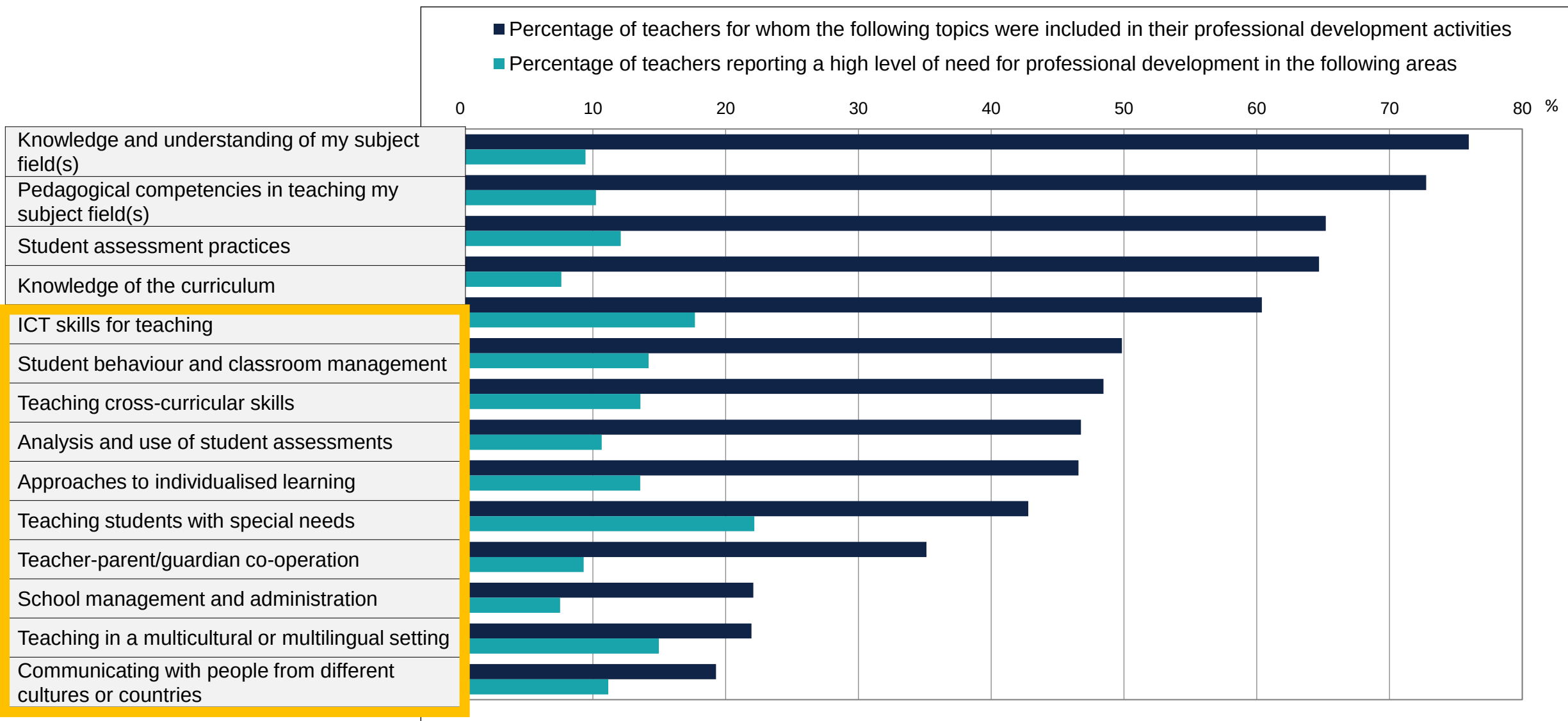


Content of teacher education and sense of preparedness for teaching



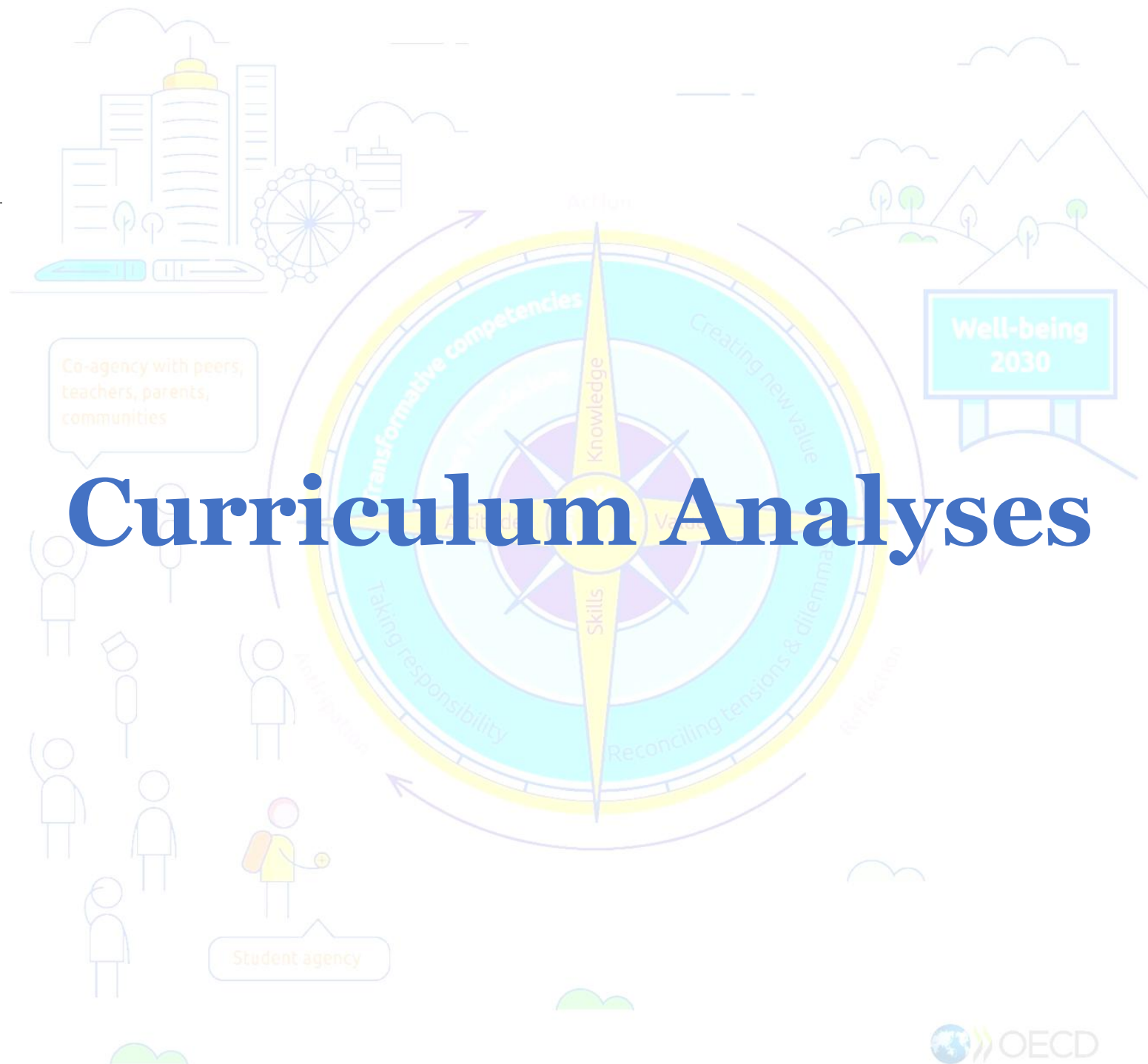


Participation in professional development for teachers and need for it





Curriculum Analyses



In parallel, we are advancing our curriculum analyses!

We have delivered...



**What Students Learn Matters:
Towards a 21st Century Curriculum**



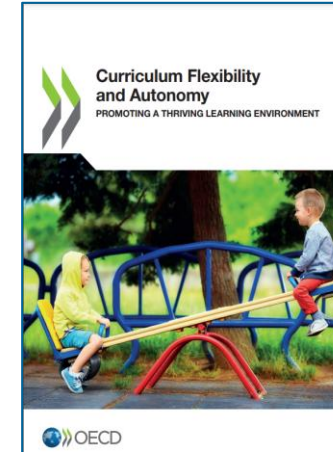
**Adapting Curriculum to Bridge Equity
Gaps: Towards an Inclusive Curriculum**



**Curriculum Overload:
A Way Forward**



**Embedding Values and Attitudes in
Curriculum: Shaping a Better Future**



**Curriculum Flexibility
and Autonomy: Promoting a
Thriving Learning Environment**

Coming,
2025!

**Ecosystem approach to
curriculum redesign,
implementation and
evaluation (tbc)**



We have also delivered...

Country-Specific Curriculum Reports

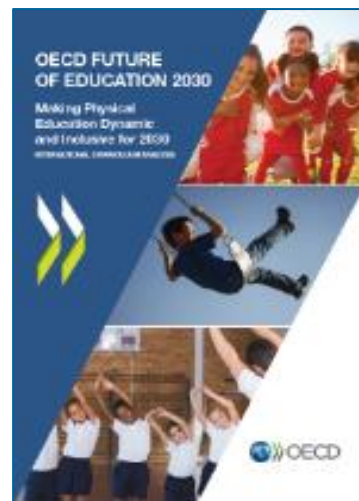


**An Analysis the
Netherlands
Curriculum Proposal**



**Curriculum Flexibility
and Autonomy in
Portugal**

Subject Specific Curriculum Reports



**Making Physical
Education Dynamic and
Inclusive for 2030**



**Mathematics Curriculum
Document Analysis (MCDA)
Working Paper**

Coming,
16 Dec 2024!

**An Evolution of Mathematics
Curriculum: where it was,
where it stands and where it
is going**

Consequences for Inclusive Education

- Inclusive education: revisiting key concepts and principles
- Current challenges for implementation
- Recommendations for bridging the gap

Inclusive education: Key concepts and principles

What is inclusive education?



Learners vulnerable to exclusion (SDG4)

- Acknowledges ***all* learners**, while recognising the need to specifically address the particular needs of some groups (i.e. migrants, refugees, those from disadvantaged socio-economic backgrounds, learners with disabilities)
- A focus on learners' **needs** in general, without labelling groups of learners: a move towards a **rights-based approach**
- A focus on the **system's capacity** to identify and remove barriers to learning.

Inclusive education benefits everyone



Learners:

- Improves **academic achievement**
- Enhances **social skills**
- Boosts **well-being**



Peers:

- Fosters **empathy** and **collaboration**
- Builds an **inclusive mindset**



Schools:

- More **cost-efficient** than segregated schools

Current challenges

Some facts...

- Decline in academic performance in EU countries (PISA, TIMSS)
- Growing early school leaving in some countries.
- Strong correlations with **well-being** and **belongingness**.
- Increase in diversity and awareness of diversity.
- Share of learners educated outside mainstream education: **ranging from 0.1% to over 7%** (ISCED 1+2, 2018/2019 academic year)
- Variations due to differences in:
 - Definitions of Special Educational Needs (SEN)
 - Assessment procedures
 - Financing mechanisms



I. Training and retaining teachers

- Teachers feel **unprepared** and report that they **need more training** to teach in multicultural/multilingual settings and learners with SEN (TALIS, 2018)
- **Key barriers:**
 - ✓ **Attractiveness of teaching profession**
 - ✓ **Teacher confidence and attitudes** that directly affect **learner outcomes** in inclusive settings.
 - ✓ Lack of **practical training** in inclusive methodologies.
 - ✓ Limited or fragmented **professional development opportunities** focused on inclusion

II. A context of polarization

- Inclusive education requires a societal consensus on the social and economic benefits of inclusion.
- Evidence-based approaches are challenged by the role of perceptions.
- “All means all” in a context of eroding democratic values.

III. Financing systems for inclusive education

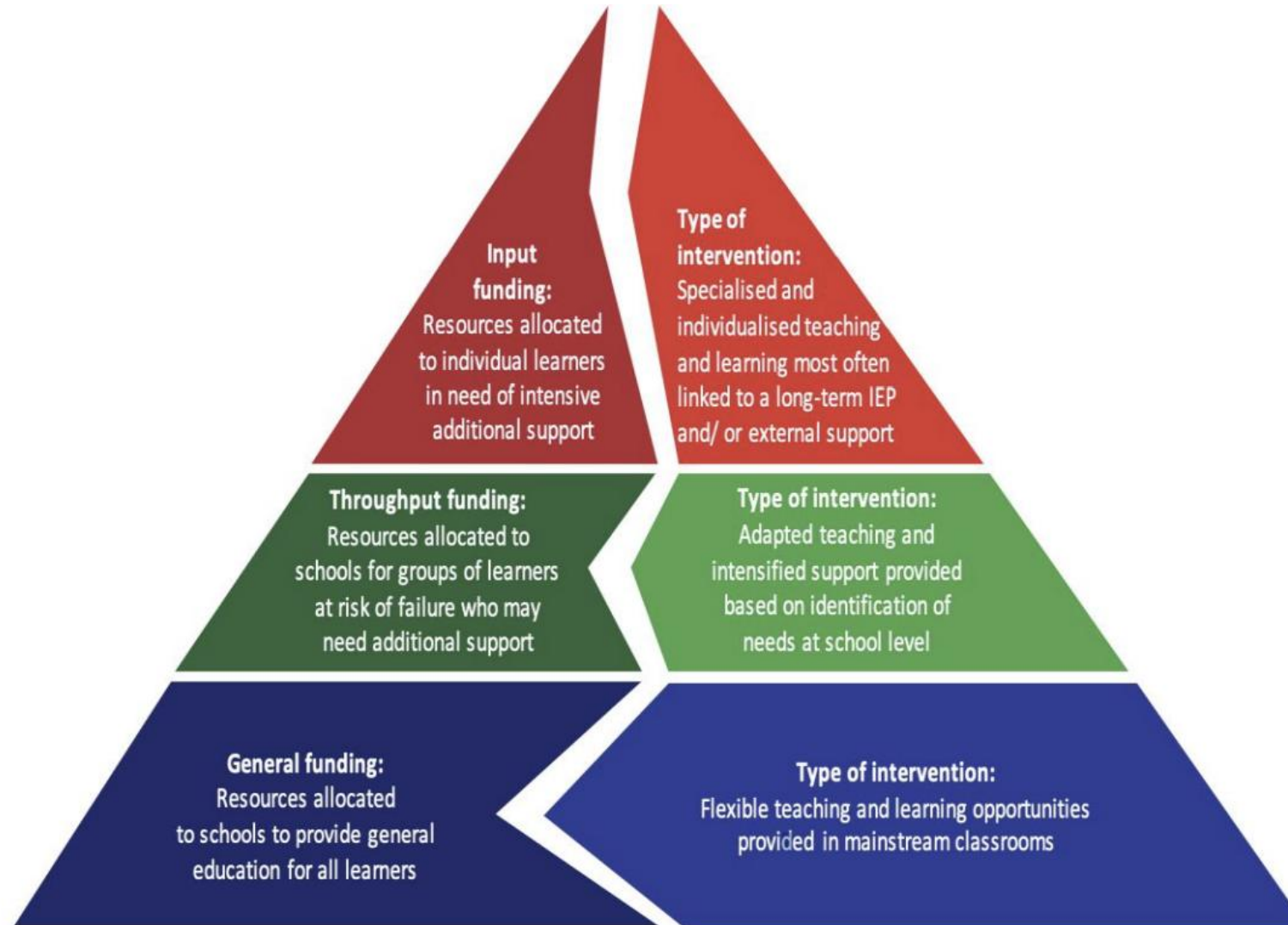


Figure 1 Resource allocation mechanisms for supporting learners in need



IV. Collecting data for inclusive education

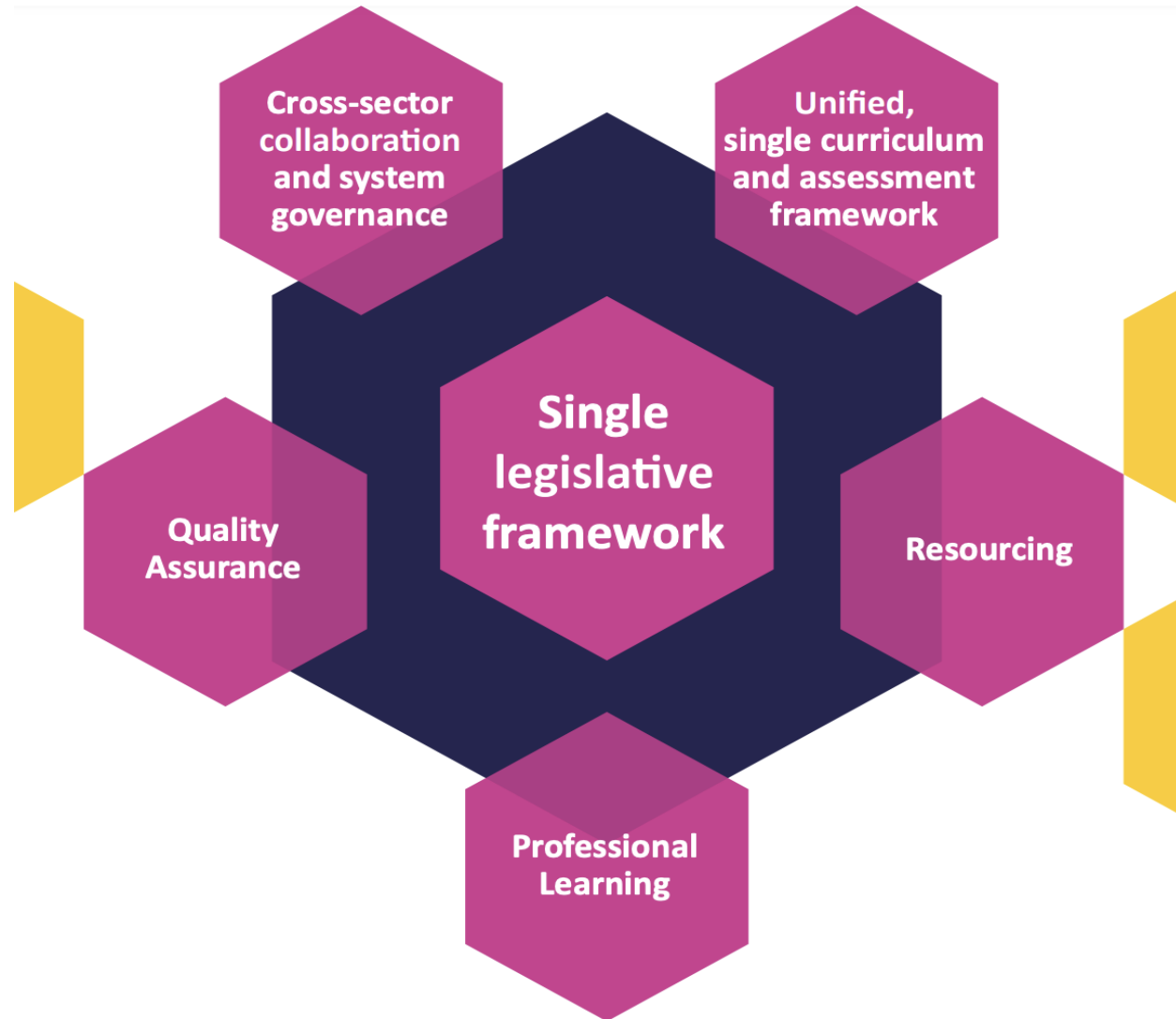
- **Lack of consistent monitoring frameworks** - when available, they often operate in **silos**
- Complexity of data collection due to learners' **diverse profiles and needs**
- **Limited resources** (i.e. trained professionals or accessible technology)
- Teacher **time constraints, overload**: difficulties in maintaining consistent and detailed records across schools
- **Resistance or a lack of awareness among stakeholders**

Recommendations to bridge the gap



Thinking about inclusive education integrated into global strategy

Key principles to support implementation



EASNIE: a body of evidence

Evidence of the Link Between Inclusive Education and Social Inclusion

A Review of the Literature

Preventing School Failure

Examining the Potential of Inclusive Education Policies at System and Individual Levels



Developing the *Profile for Inclusive Teacher Professional Learning*

Implementing the Teacher Professional Learning for Inclusion Phase 2 methodology

TPL4I

Financing Policies for Inclusive Education Systems

Financing Policy Self-Review Tool



Transforming Education in a Digital World to Enable Inclusive Learning Experiences

A think piece for education and technology stakeholders

Towards a Multi-Level, Multi-Stakeholder Quality Assurance, Monitoring and Accountability Framework

Thematic Country Cluster Activities Literature Review



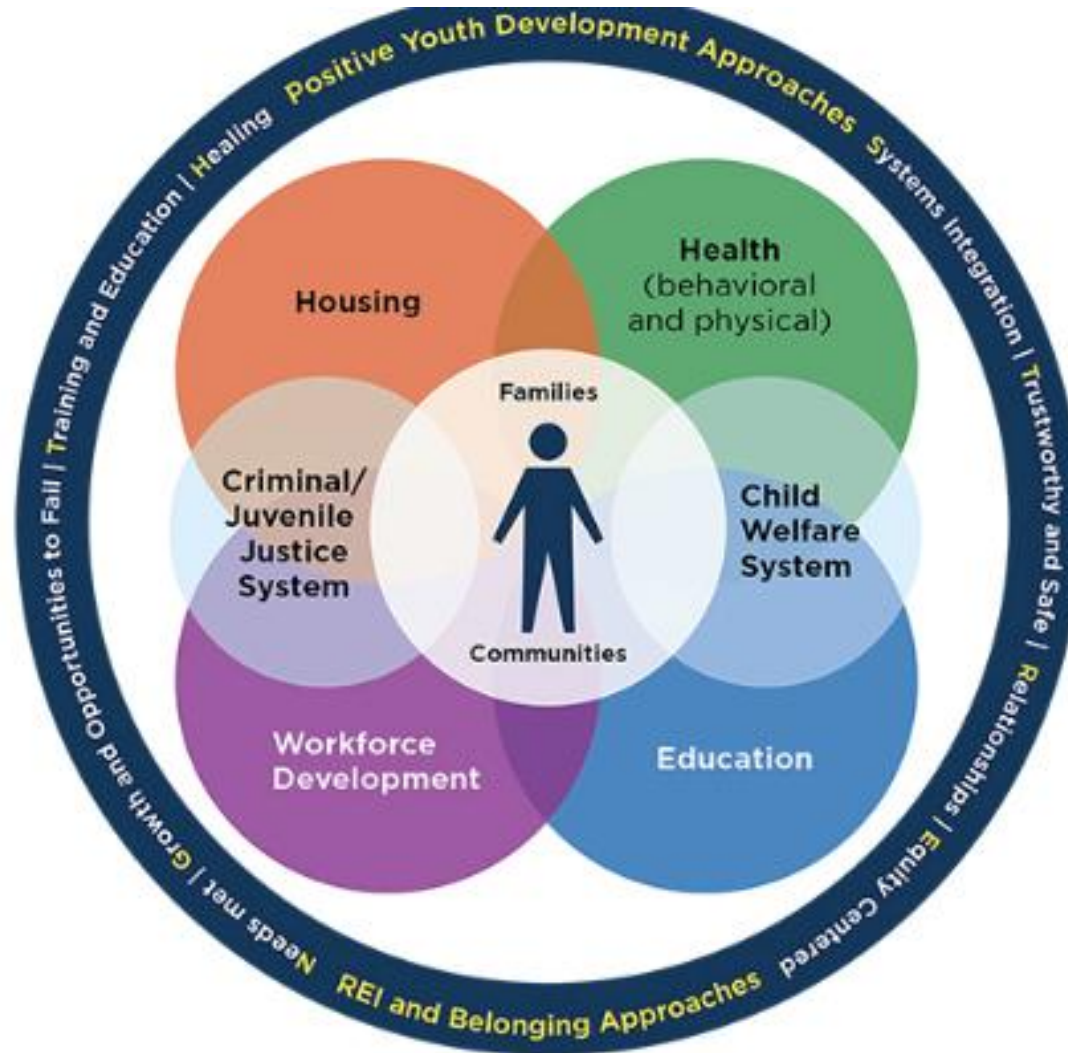
Voices into Action: Including the Voices of Learners and their Families in Educational Decision-Making

Final Summary Report

EUROPEAN AGENCY
for Special Needs and Inclusive Education



Cross-sectoral collaboration



Specialist provision specialists in mainstream schools

Challenges/opportunities:

- Development of resource centres in schools capitalising on the available specialty in special schools.
- Profile of initial preparation and professional development of teachers.
- Redesigning the 'grammar' of schools.

EASNIE's ongoing work

Learners and Families Shaping Action (LFSA)



- Countries involved: Bulgaria, Cyprus, France, Latvia, Slovakia and Switzerland
- Using information from learners and their families in monitoring and evaluation processes to improve inclusive education systems

Advancing Collaboration in Education (ACE)



- Countries involved: Finland, Iceland, Luxembourg, Norway, Poland and UK (Wales)
- Collaboration and cross-sector working at all system levels as a key factor in implementing inclusive policy

Recent thematic activities

Voices into Action (VIA)

- Involving the voices of learners and their families and effectively including them in decision-making

Building Resilience through Inclusive Education Systems (BRIES)

- Examining the impact of COVID-19 on education and identifying ways to build inclusive education systems that are more resilient to crises

Country System Mapping (CSM)

- Identifying the key features of all Agency member countries' education systems that impact on the effective implementation of legislation and policy for inclusive education in practice

Country Policy Development Support (CPDS)



CPDS is central to the Agency's role as an **agent for change**. It is an individualised activity for all Agency member countries and builds on the Country Policy Review and Analysis (CPRA) work (2014–2021).

CPDS aims to:

- gather available evidence of individual country policy and implementation across all the Agency's Key Principles;
- support countries **from where they are** in their policy development and implementation work;
- support countries to work towards their policy implementation goals.

Call to action

- ✓ For a **paradigm shift** → **collective responsibility**
- ✓ Inclusion as a **core goal** of educational policy at national and European levels



More information

www.european-agency.org

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