Education in times of uncertainty: Positive take-aways from the pandemic

• Tracey Burns
• Strategic Advisor and Distinguished Research Fellow
• National Center on Education and the Economy (Washington, DC)

• Brussels
• 9 June 2022
As we move through 2022...

Education authorities are responding on two timescales:

- the current challenges for schools
- the mid-term strategy for the next 12-24 months
Current challenges

- Ensuring safety and hygiene
  - actual and perceived
- Assessing progress/mitigating the impact of interrupted schooling
- Supporting well-being (students and teachers)
The next 12-24 months

- Harnessing innovation in teaching and learning
- Supporting the most vulnerable
- Building system resilience
Reminder of essential role of schools
Huge innovation in teaching and learning
Harnessing innovation

- Pedagogies, platforms, power
- Reimagining accountability
- Remembering the power of the physical world
New roles for teachers require new knowledge

- *Instruction, assessment, student support*
- *Configuration of space and time*
- *Leadership for change*
Teachers have a positive attitude towards change

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

Table I.2.35
ICT skills in teacher education

Participation in professional development for teachers and need for it

- Teaching students with special needs
- 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

Source: OECD, TALIS 2018 Database, Tables I.5.18 and I.5.21.
Trends in digital technologies

- Increasing access
- Children as content creators
- Online civic engagement
- Safety/Justice by design
- Increasing time online
- Use in young children
- IoT, AI, Social Robots
- Instagram, TikTok, > Facebook
- Exposure to digital risks
- Digital Divides
- Myth of the digital native
Key role of well-being
COVID-19: Ensuring student learning and well-being

Reinforce digital resources and skills
- Ensure adequate access, resources, digital skills
- Minimise digital risks while maximising resilience and opportunities; focus on privacy and safety by design; industry and government action

Academic, physical, emotional well-being
- Continuation of needs-based meal programmes; physical activity
- Maintaining and building social bonds
- Supporting holistic well-being
Boosting resilience & protective factors

Families & friends
- Provide support
- Healthy relationships boost skills

Coping mechanisms
- Social & emotional skills, involvement in activities, media literacy
- Problem solving, communication, insight building, assertiveness

Strong relationships

Teachers
- Positive relationships help students handle stress; associated with higher outcomes
- Negative relationships impact learning, resilience, belonging

Student Well-being

Personal resources

Effective programmes

Prevention + intervention
- Whole of school approaches are most effective
- Incorporating and evaluating evidence-based practices

## Partnerships promoting well-being

<table>
<thead>
<tr>
<th><strong>0-24 collaboration (Norway)</strong></th>
<th>![Norway flag]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation between ministries, directorates and county Governors to facilitate services for vulnerable youth under the age of 24</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mana Ake - Stronger for Tomorrow (Canterbury, New Zealand)</strong></th>
<th>![New Zealand flag]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation between the Ministries of Health and Education for the provision of mental health support in schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Czech Republic</strong></th>
<th>![Czech Republic flag]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration amongst school, counselling facilities and parents for children with special needs to establish specialized education plans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AfterZone program (Rhode Island, USA)</strong></th>
<th>![USA flag]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide after-school programming for middle school students in collaboration with community organisations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Les Cellules bien-être (Belgium, French community)</strong></th>
<th>![Belgium flag]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools set up well-being unit with partners from various sectors (health, youth assistance etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Education can not do it alone

Partnerships required or present in most schools

- Parents/families: 80%
- Mental health professionals: 70%
- Medical professionals: 50%
- Community institutions and law enforcement: 30%
- Digital experts: 10%

Renewed commitment to supporting the most vulnerable
Encouraging the return of vulnerable populations to school

Costa Rica, Estonia, Poland, Portugal, Hungary, Spain and Turkey provided financial incentives such as cash, food or transport or waived school fees to disadvantaged students.
Shining a light on the cracks

• Longstanding, multi-faceted challenges for all systems

• Compounding risk and disadvantage

• What will it take to make real progress?
Necessity of building system resilience
Building system resilience

- **Adaptability/respondiveness/efficiency**
- **Preparing resources**
  - Infrastructure/competencies/priorities
- **Reinforcing capacity**
  - Professional development; partnerships
Back to business but not back to normal

Prepare
Cope
Recover
Evaluate / reflect
Plan / transform
Reminder: The future will surprise us!
Thank you!

tburns@ncee.org