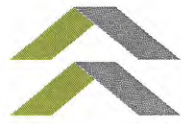


# Netherlands webinar on lessons from the COVID-19 disruption of schooling

## Insights from the School Resources Review & Teachers' Professional Learning Study



## School Resources

# Value for money in post Covid-19 education

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### **Making the economic case for education**

- Investment in medium/long-term economic growth
- Additional resource requirements for equity

### **Demonstrating efficient and equitable use of scarce resources**

- Linking spending choices to school system priorities
- Building capacity and monitoring effectiveness at the school, local and system level

### **Priorities in post COVID-19 education**

- Re-imagining the role of teachers and teaching
  - Effective use of time
  - Effective use of technology
  - Rethinking professional learning



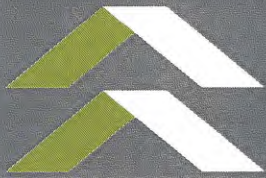
**For further information**

**The following papers will be available soon**

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- Not Enough Hours in the Day: Policies That Shape Teachers' Use of Time
- ICT Resources in School Education: What Do We Know From OECD Work?
- Using ICT to Support Teachers' Professional Learning
- Policies to Support Teachers' Continuing Professional Learning: A Conceptual Framework and Mapping of OECD Data
- Concept note for an international conference on value for money in post COVID-19 education

Please contact:  [@oecd.org](mailto:_____@oecd.org)



# ADDITIONAL MATERIAL



## Teachers' use of time post COVID-19

### Supporting teachers in prioritising their time

#### Linking teachers' time use and school/system priorities

- Co-constructing shared sense of “core activities” (Wales)
- Leaving sufficient autonomy at school level (Portugal)

#### Reflecting on the staff mix and division of labour in schools

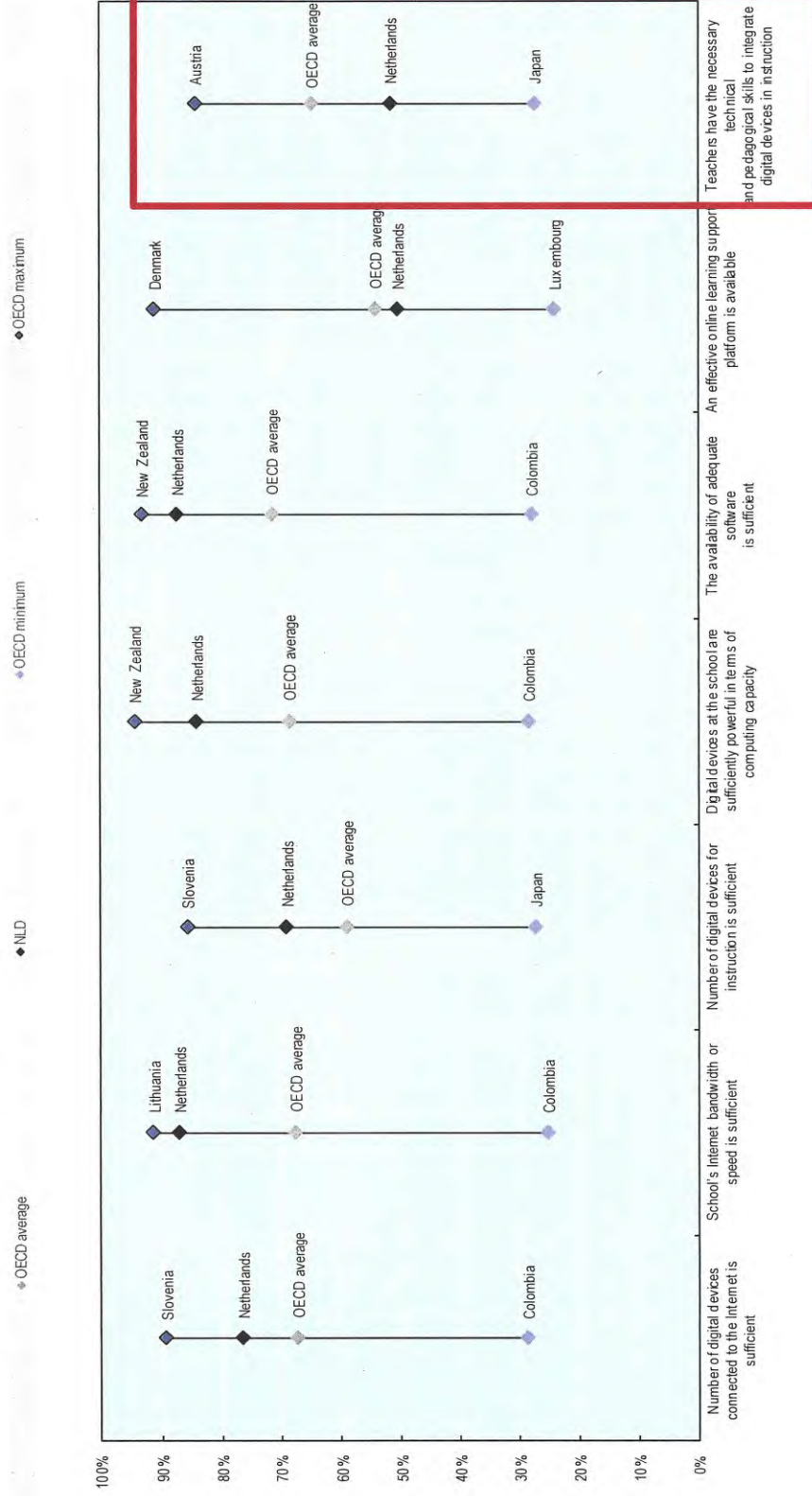
- New roles have emerged in the COVID-19 context (Japan, Estonia)
- But there are limits to specialisation

#### Use of technologies to support core tasks and save time on other activities

- ICT may support teachers in core tasks and help them reduce time spend on non-core tasks (Korea)

## Supporting teachers in using ICT effectively

Percentage of students in schools whose principal agreed or strongly agreed with the different statements about the school's capacity to enhance learning and teaching using digital devices

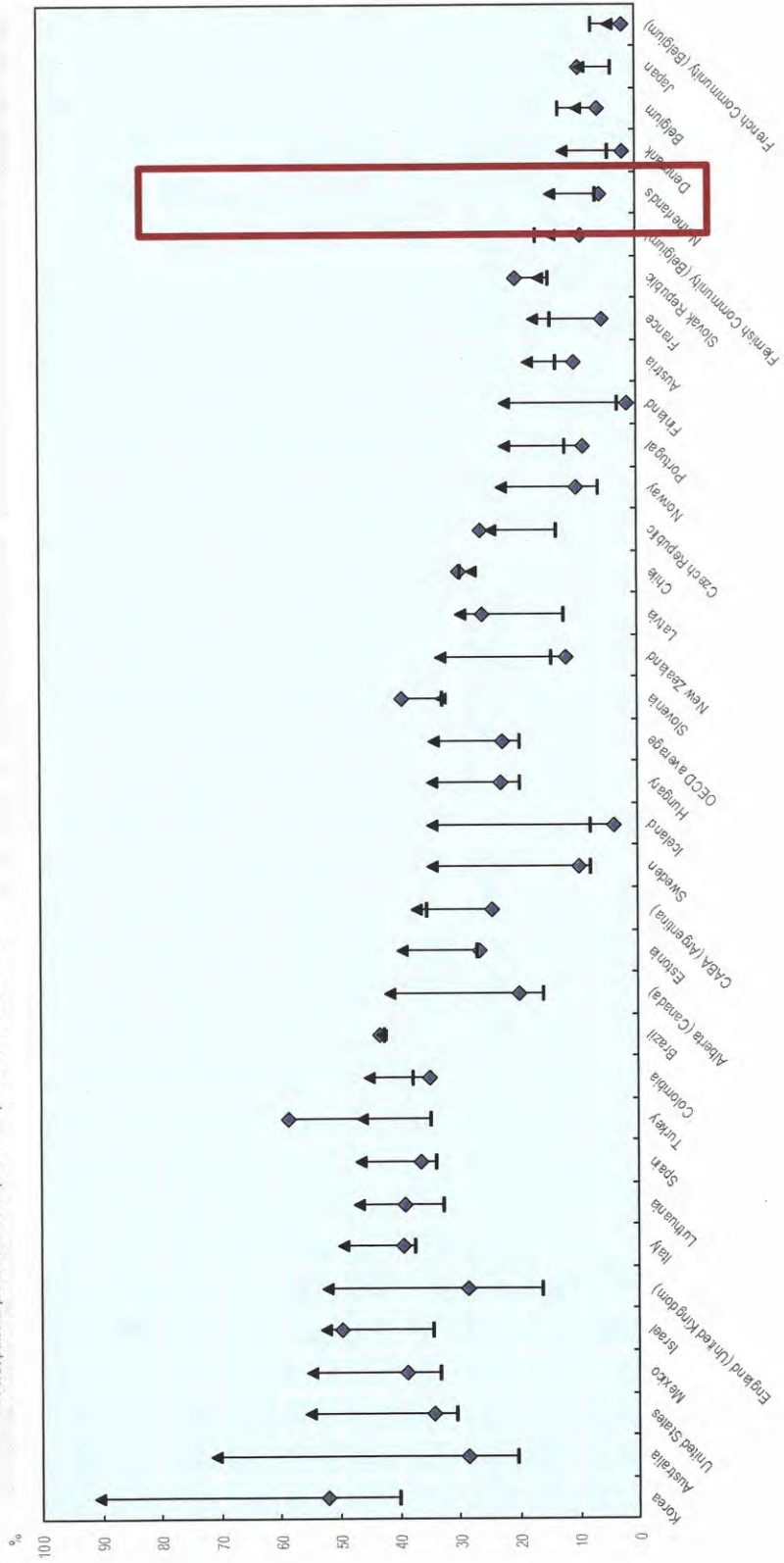


Source: OECD calculations based on PISA (2018)



# Teachers' professional learning Participation in online professional learning

- ◆ Part of induction when began work at this school: Online courses/seminars
- ◆ Part of induction when began work at this school: Online activities (e.g., virtual communities)
- ▲ Participated in professional development activity: Online courses/seminars



Source: OECD  
calculations based on  
TALIS (2018)



## Teachers' professional learning post COVID-19 Supporting the continuity of teachers' learning

### Some insights from research on teachers' professional learning online

- **Principles that enhance the effectiveness of face to face professional learning can also guide online TPL:** e.g. sustained duration, active learning, coherence with teachers' knowledge and belief as well as wider policies, embedded in collective practice
- **Key aspects in online TPL:** "Hooks" to teachers' own practices; blended environments more beneficial than purely virtual ones; important role of moderators in encouraging member participation, guiding and ensuring the continuity of the community
- **Challenges:** Workload and equity where professional learning takes place outside working hours; alignment with curriculum; role of private companies and whether materials made available for free will remain so; moving from sharing of materials to deep learning



# Teachers' professional learning post COVID-19

## Adopting a broad concept of professional learning

**Goals:** Set at the **system, school and classroom level**, driven by different contexts and needs, based on monitoring of students' progress

**Actors: Teachers** – individually and collectively – in collaboration with **school leadership** play a key role in adapting professional learning goals to local contexts and shaping learning activities

**Formats, settings and formality:** A continuum of formal and informal learning opportunities that teachers may engage in **at home, on school premises or off site**

Setting	more formal ←	Typical degree of formality	→ less formal
<b>Private</b>	Online courses and seminars Self-study with monitored outcomes		Ex change on online platforms Self-study without monitored outcomes
<b>School-based</b>	Workshops and on-the-job training Structured induction programmes Observation as part of formative appraisal Structured coaching and mentoring		Professional learning communities (1) Peer exchange and collaboration Peer and self-observation Ad-hoc coaching and mentoring
<b>Off site</b>	External courses and seminars Qualification programmes Teacher conferences		Inter-school exchanges Teacher networks



# IMPLEMENTING EDUCATION RESPONSES TO COVID

[Redacted], OECD

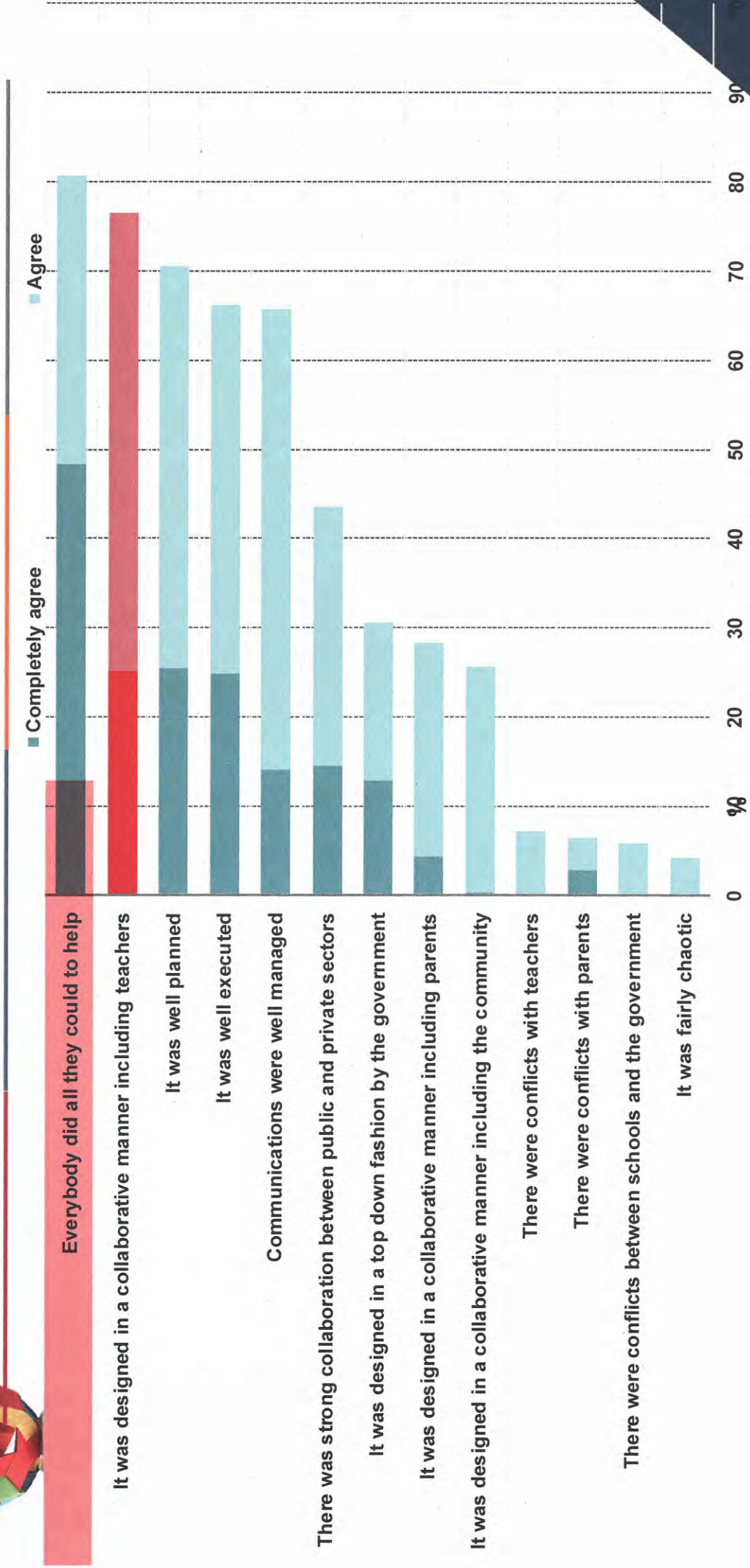
July 2020 (virtual meeting)





# Evaluation of the strategy for education continuity

(Averages across 36 countries, May 2020)





## A coherent implementation framework to support countries in developing a policy response to the crisis

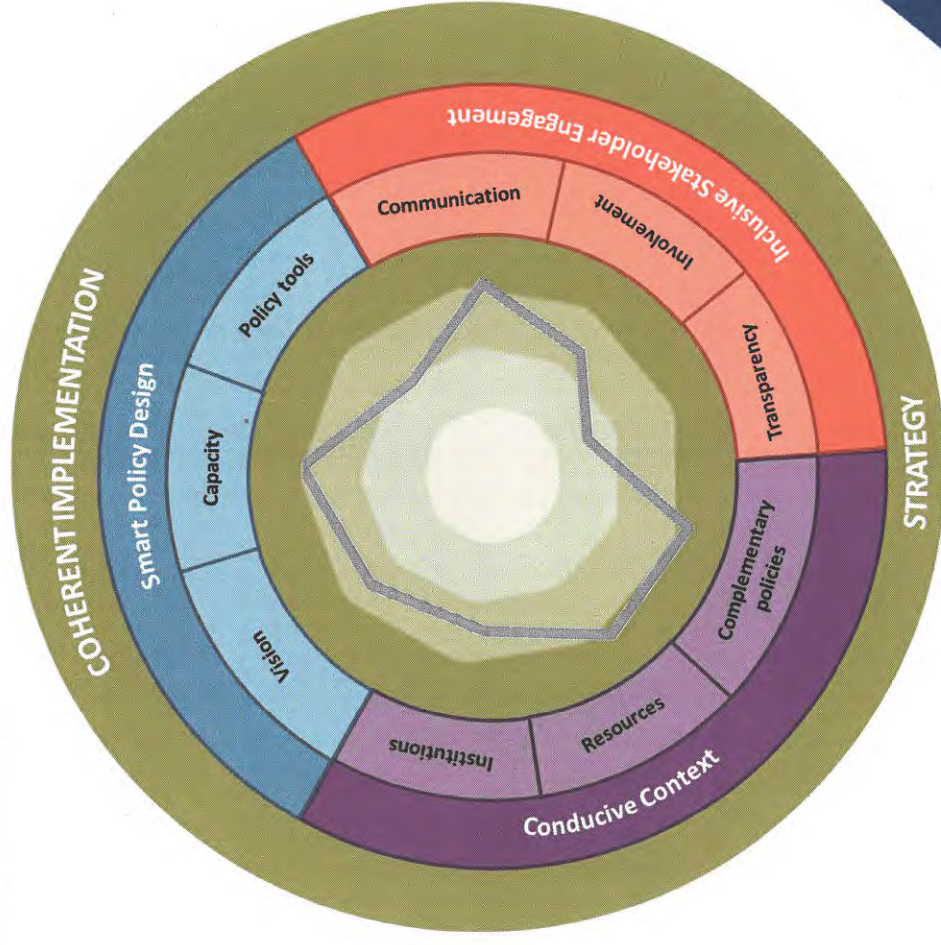
The crisis – lessons learned are an opportunity and can pave the way for strategic implementation processes to ensure quality, equity and well-being in education.

### In times of crisis:

- Resources, time and capacity are binding
- Evidence is limited

### An implementation framework:

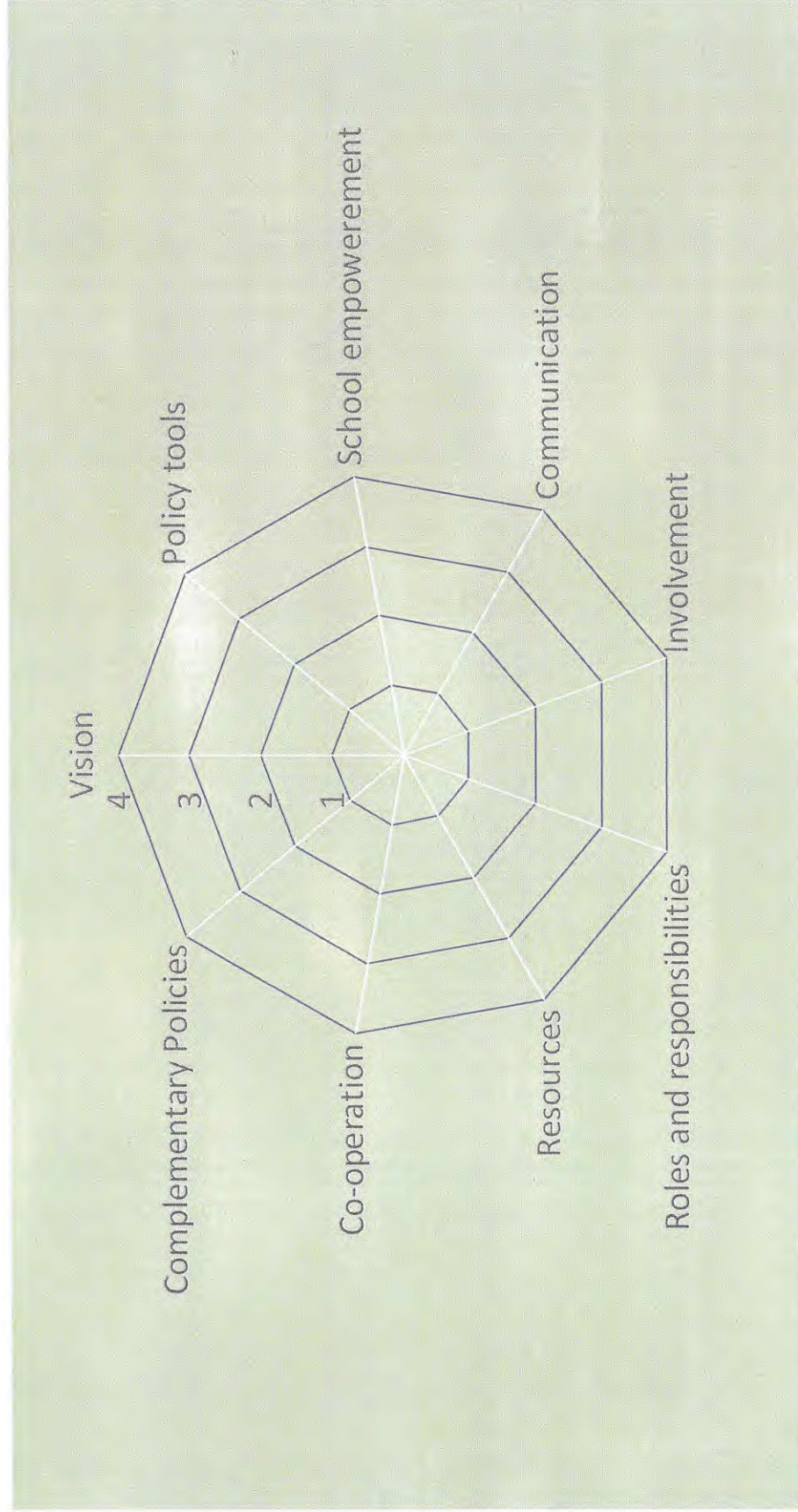
- Can save time, efforts, and result in better outcomes.
- Weave together contextual factors, engagement of stakeholders and the policy design in an actionable way so that the policy can reach its intended objectives
- For COVID-19 education measures, consider available human and technological resources, engaging stakeholders and developing a policy that takes into consideration student and school health, wellbeing and learning.







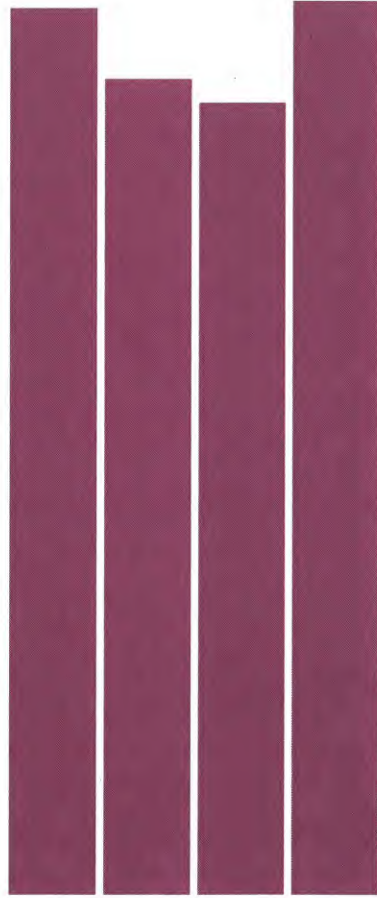
## Progress with the education response implementation strategy?



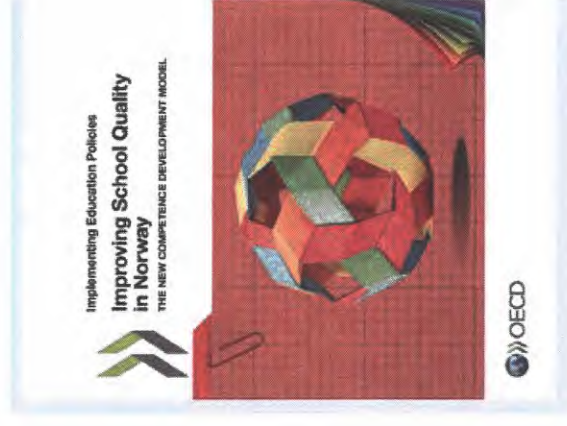


Thank you. For further information

Policy Advice and Implementation Division



- [www.oecd.org/education/implementing-policies](http://www.oecd.org/education/implementing-policies)





## IEP toolkit: Identify key contextual factors relevant to the crisis

### Assess the available resources

- What are the technical (broadband coverage, laptops, tablets) in schools and homes and financial resources (budget leeway) available?
- What are the financial, logistical, and other welfare targeted support required for those from a disadvantaged background or those at risk of dropping-out who have limited access to resources?

### Broaden co-operation with potential partners

- How can you build on existing school networks, national pedagogical centres or other institutions to develop your strategy?
- How can you build potential partnerships with non-profit or private actors to enhance the education system response capacity in the short term?

### Consider health, welfare and assessment policies in the education response

- How can you include health consideration and health experts to inform your decision-making processes at different levels?
- How can the range of services, other than educational (e.g. meal distribution, mental health support, counselling services), that are essential be continued?
- How can assessment practices be adapted? In particular, how can the agenda and potential reorganisation of high-stakes examinations be clarified?



## IEP toolkit: consider stakeholders as the main drivers of change

### Co-construct the education response with key stakeholders

- What type of consultation processes can bring in teachers, school principals, parent associations, education and health specialists, to shape a solution adapted to stakeholders' reality?
- How can insights on feasibility of policy response be drawn quickly, to balance engagement and reactivity?

### Focus responsibilities of the different stakeholders on supporting education delivery

- How can responsibilities and expectations be clarified to ensure consistency in the delivery of education?
- What kind of guidelines at central level be drawn that provide room for local adaptation?

### Build on existing tools for communication

- How can contact between stakeholders across the system be maintained to cultivate trust?
- How can existing communication platforms be used for communicating coherent messages on the policy and on best practices?



## IEP toolkit: design an educational policy informed by the educational impact of the crisis to respond to school needs

### Define a guiding vision with strategic principles

- What will be the guiding vision that refers not only to performance, but also include equity and well-being?

### Choose the adequate mode and support for education delivery

- What is the mode of education delivery that is suitable according to the previous assessment of resources available and feedback by stakeholders?
- How can technology, distance and hybrid models of learning be developed to enhance opportunities for teacher-student interactions during physical school closures or other emergency situations?

### Empower schools in the delivery of learning and build the system resilience for the future

- What kind of organisational structures can be introduced to schools to ensure readiness for change, self-efficacy, and innovation adoption?
- What kind of professional development to support learners in their instructional approach?



## IEP toolkit: make the strategy actionable

### Shape and communicate the implementation strategy

- How will the different elements be weaved together into a coherent and compelling strategy that spells out clear responsibilities, resources, and timeframes?
- In what kind of document will this strategy be provided?

### Monitor to understand progress and potential pitfalls

- How will systematic feedback be provided to monitor progress with implementing the education measures?
- How can the strategy take on board the feedback and be adjusted in case of need?

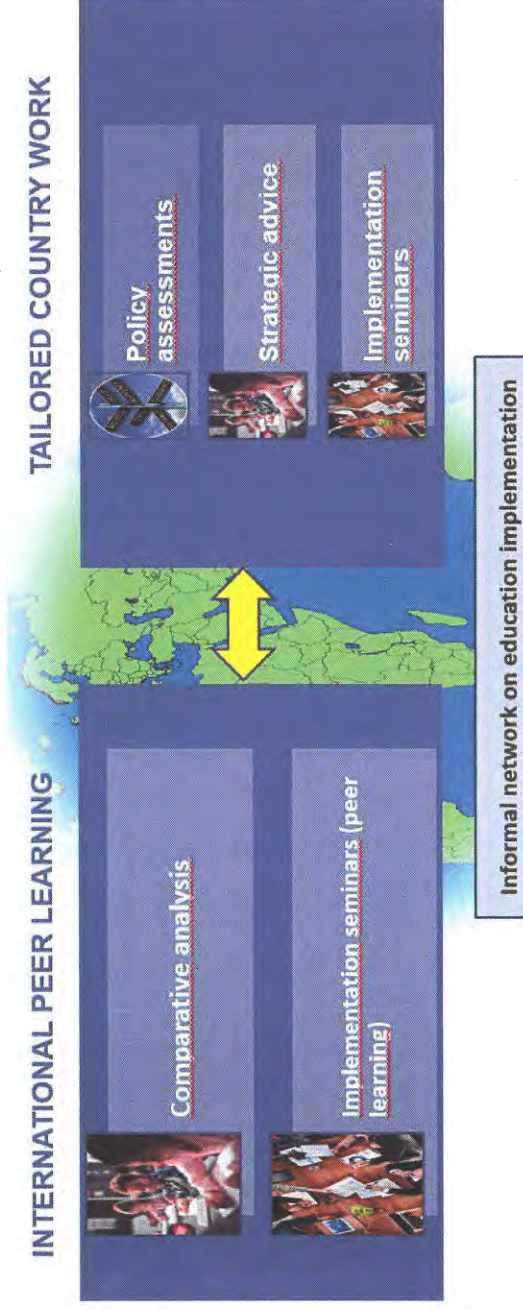
### Establish a communication strategy that can reach different audiences

- What kind of communication and engagement campaigns will be designed to ensure they reach different audiences such as teachers, students, parents or regional or local system leaders?



## Education policy implementation: the project

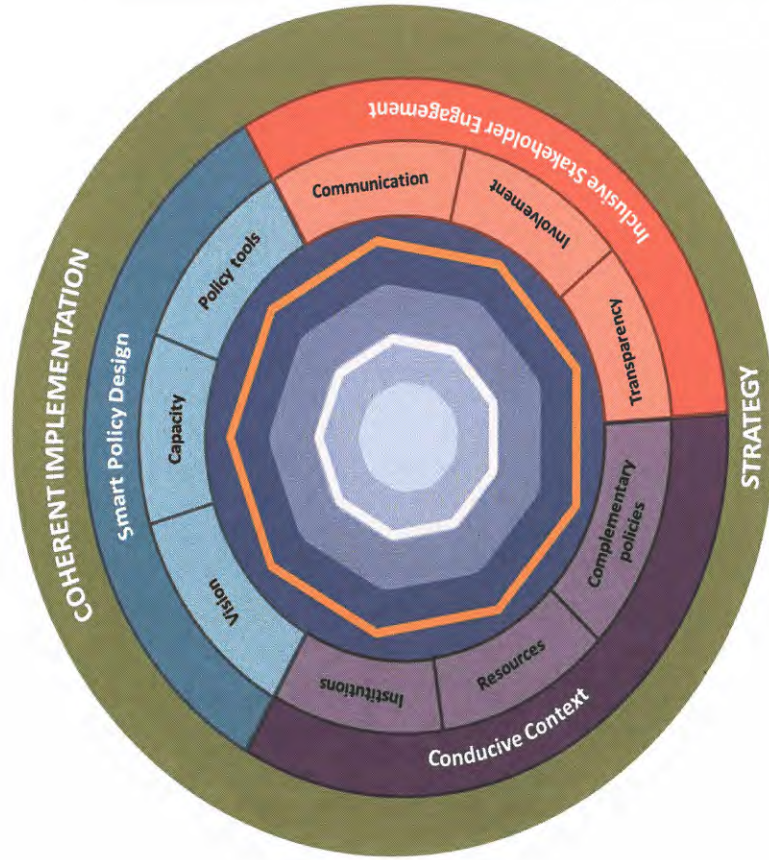
- How can education policy implementation processes be designed to ensure that policies bring about effective educational change in schools?
- What types of implementation strategies can be pursued for school improvement policies?
- What kind of information/data can help policymakers understand progress with implementation of their reforms?



Austria 2019-20 EDU Monitoring	Estonia 2019-20 EDU Monitoring	Ireland 2019 Sr Cycle Review	Mexico 2018 Education Strategy
Norway 2019-20 Competence Development	Scotland 2019-20 Curriculum	Wales 2019-20 Curriculum	



# Education policy implementation: analytical focus



**Smart policy design**

- The policy is driven by a **vision**, has identified relevant **policy tools**, and is informed by the **capacity** of different stakeholders who will be taking it forward.

**Inclusive stakeholder engagement**

- **Communication** targets different groups of stakeholders, who are **actively engaged** throughout the whole process, and have **clear roles transparent to all**.

**Conducive context**

- The policy is **adapted to the context** (political, institutional and socioeconomic); aligns to governance and to other **complementary policies**.

**Coherent implementation strategy**