THE OECD AND EDUCATION
The Organisation for Economic Co-operation and Development

- Inter-governmental organisation with strong focus on data and analysis, created 50 years ago

- 34 OECD member countries: Europe, Israel & Turkey; N & S America; E Asia; Australia & NZ ... increasingly working with other countries

- Not just economic analysis and policy, also public governance, trade & agriculture, environment, science & technology, development, employment, social policy... and education
Education at OECD

- Education always on the OECD agenda, early work on science, economics of education, & planning
- 1968: creation of the Centre for Educational Research & Innovation (CERI) and soon after education integrated with employment and social policy (not science & technology)
- So, PISA (first survey in 2000) a relatively recent part of OECD’s work on education
- Separate Directorate for Education, 2002
WHY INNOVATION? WHY US?
Why not ‘business as usual’?

- Education’s policy priority is rising – greater visibility, higher stakes
- The world is rapidly changing:
  – Job changes speeding up – preparing for what?
  – Young people changing – ‘new millennium learners’
  – Global economic and political change happening visibly – e.g. Atlantic to Pacific, Arab Spring
- The means at our disposal changing - resources for education? Finding new ‘radically efficient’ solutions
Why innovation in education?

• Even on basic measures, systems and existing models are not performing well: on PISA, nearly 20% of 15-year-olds failed to reach level 2 in reading in 2009 across OECD countries – significantly higher in Austria.

• But we are facing more demanding agendas: knowledge & cultural transmission… but also deep learning, 21st century competences, foundations for lifelong learning.
Why learning?

- **Knowledge central** to our societies and economies - therefore, learning also central

- Strong focus and advance in measuring learning outcomes. **But how to change outcomes?** What learning environments?

- The sense of **reaching the limits of educational reform** invites a fresh focus on learning itself
Learning, yes... 
...but not at the expense of education

The continued need for socialisation into shared culture and robust personal values...

... if anything accentuated in light of changes in family and media environments of young people, diversity and equity imperatives

So learning and education, not learning as a private technical accomplishment but with & through others – Learning environments
COMMON FRAMEWORK IMPLICIT IN MUCH RESEARCH AND DISCUSSION OF SCHOOLING AND LEARNING

SYSTEM

SCHOOL

CLASS

TEACHER

LEARNER
Why look beyond this framework when our focus is on learning?

- Expressed in terms of institutional structures not configurations of learning – **not learning-focused**
- Assumes existing institutions, discouraging consideration of innovations, hybrid or non-formal learning – **not innovation-focused**
- Single schools, single classes, single teachers, encourages fragmented and snapshot thinking – **not holistic, not about environments**
Story so far…

- We have to innovate
- Need to focus on learning
- Learning and education
- Need holistic micro-level understanding and models to revamp education – innovative learning environments (ILEs)
- But we also need:
  - Understanding of how we might grow ILEs
  - The bigger picture, systems thinking
The ILE Project
ILE aims to inform practice, leadership and reform through analysis of innovative configurations of learning for children & young people, by:


2. Innovative Configurations of Learning ("Innovative Cases" Strand) (120-150 cases + 35 case studies) 2009 - 2012

3. Analysing & exchanging change strategies ("Implementation and Change" Strand) – starting now

Around 30 countries/regions/organisations have “joined” – the ILE ‘network’ - taking an active role in the ‘Innovation’ and ‘Implementation’ strands and anchoring them in real-world systems.
<table>
<thead>
<tr>
<th>Substantial international interest and participation</th>
</tr>
</thead>
</table>
| **Austria**  
**Chile**  
**Denmark**  
**Finland**  
**Hungary**  
**Israel**  
**Korea**  
**Mexico**  
**Norway**  
**Portugal**  
**Sweden**  
**Slovenia**  
**Spain**  
**South Africa?**  
**Czech Rep?** | **Victoria, South Australia, (Australia), Alberta, British Columbia (Canada), Thüringen (Germany), Nuevo Leon (Mexico), Berne & Ticino (Switzerland), Ohio (US), Hong Kong, China Belgium (French community)? Mass. (US)? Baden-Württemberg (Germany)?** | **ENSI (Environment and School Initiatives), Cognition Institute (New Zealand), Stupski & Nellie Mae Educational Foundations (US), Microsoft Partners in Learning (US), Innovation Unit (England), Jaume Bofill Foundation (Catalonia), IMTEC (Norway)** |
CONCEPTUALISATION OF LEARNING ENVIRONMENTS IN ILE
ILE understanding of the ‘micro’ environment level

Who learns? Profile of the learner

With whom? those engaged in teaching and orchestrating learning

Learning what: competences, knowledge, values; formal and non-formal

Where? With what? facilities, space and technology

How? Leadership, scheduling, groupings, pedagogies, assessments

Learners

‘Teachers’

Content

Resources

Organisation
Inside the ‘Black Box’ - Dynamics and Organisation of Learning Environments

Learning leadership

Learning activities

resources

content

‘teachers’

learners

LEARNING

Evaluation and assessment: transforming learning information into usable knowledge

Information about learning activities, learners, and outcomes

Learning Feedback
THE ‘LEARNING RESEARCH’ STRAND
1. Analysing & Designing Learning Environments for the 21st Century
   Hanna Dumont & David Istance
2. Historical Developments in the Understanding of Learning
   Erik De Corte
3. The Cognitive Perspective on Learning
   Elsbeth Stern & Michael Schneider
4. The Crucial Role of Emotions & Motivation in Learning
   Monique Boekaerts
5. Developmental & Biological Bases of Learning
   Cristina Hinton & Kurt Fischer
6. Formative Assessment
   Dylan Wiliam

7. Technology and Learning
   Richard Mayer
8. Cooperative Learning & Group-work
   Robert Slavin
9. Inquiry-based Learning
   Brigid Barron & Linda Darling-Hammond,
10. The Community and Academic Service Learning
    Andrew Furco
11. The Effects of Family on Learning
    Barbara Schneider, Keesler & Morlock
12. Implementing Innovation: from visions to everyday practice
    Lauren Resnick, James Spillane, Goldman & Rangel
13. Future Directions
    OECD (Istance & Dumont)
Powerful learning environments should:

• Make learning central, encourage engagement, and be where learners come to understand themselves as learners
• Ensure that learning is social and often collaborative
• Be highly attuned to learners’ motivations and the importance of emotions
• Be acutely sensitive to individual differences including in prior knowledge
• Be demanding for each learner but without excessive overload
• Use assessments consistent with its aims, with strong emphasis on formative feedback
• Promote horizontal connectedness across activities and subjects, in-and out-of-school

Do all of these, not one or two – demanding agenda
Learning environments should be:

- **Learner-centred**: highly focused on learning but not as an alternative to the key role for teachers
- **Structured and well-designed**: needs careful design and high professionalism alongside inquiry & autonomous learning
- **Profoundly personalised**: acutely sensitive to individual and group differences and offering tailored feedback
- **Inclusive**: such sensitivity to individual and group differences means they are fundamentally inclusive
- **Social**: learning is effective in group settings, when learners collaborate, and when there is a connection to community.
THE ‘INNOVATIVE CASES’
Innovative Learning Environments

- Focused on **reconfigured learning arrangements** at the micro level
- In educational, physical, social, & geographical contexts – **environments**
- Departures from the traditional approach of most general or vocational education – they are **innovative**

- Serve the learning needs of **children and/or adolescents** (3-19 years, or age bands within)
- Fulfil a full **set of learning and educational needs**, not very part-time
- **Formal or non-formal**, or both, maybe in schools, maybe not
Our micro framework helps us analyse innovative cases

Innovative approaches to scheduling, groupings, pedagogies, assessment, guidance

Innovations in the profile of the learners

Offering new foci for content, competences and knowledge

Innovations regarding those engaged in teaching and orchestrating learning

Innovative uses of infrastructure, space and technology
‘Innovative Cases’ on-going

- Universe cases and Inventory case studies now largely uploaded on the CERI website
- Summaries of Universe cases
- Preparing publication analysing cases of innovative learning environments from around the world (2012)
- Knowledge base on innovative learning environments, plus user-friendly materials
- Seminars and events in different ILE jurisdictions (as in Innsbruck)
- Main international conferences, 2011 (Banff, October 10-12), next one in early 2013 (Chile), beyond?
THE FRAMEWORK FOR ‘IMPLEMENTATION & CHANGE’
Learning environments embedded in a wider systemic framework

‘Atomic’ level – individual classes & learning episodes

**Micro level**
Environments – learning & institutional

**Meso level**
Networks of environments & of practice

**Macro level** - System & ed. authorities
Four-way ILE Change Framework

• 1. Designing, sustaining and building capacity in individual learning environments in line with TNOL principles (*micro learning*)
• 2. Aligning learning environments with educational organisations and their institutional structures (*micro organisations*)
• 3. Environments connected to others in diverse networks and professional communities focused on learning - critical for sustainability and for “going to scale” (*meso level*)
• Policy as building capacity and creating conducive climates or incentives for micro and meso change (*macro level*)
One scenario using earlier OECD schooling scenarios

• Strong shared foundations – re-schooling to age 13/14, including early childhood

• Building on the foundation: more diverse high quality pathways for all - re-schooling and de-schooling but... shorter?

• Initial systems and lifelong learning
Thank you!

David.istance@oecd.org