



Virtual Launch of the Latest Future of Education and Skills 2030 Curriculum Analysis Report

Embedding Values and Attitudes in Curriculum: Shaping a Better Future

Virtual Launch Event | 15 December 2021 | 16:00-18:00 CET

Welcome!

We will begin in a couple of minutes.

You may ask questions via the Q&A function on your ZOOM tab.

The moderator will take the most relevant questions live.

Thank you!

#FutureReadyCurricula oecd.org/education/2030-project

For smooth preparation of your break-out rooms, we ask that you please rename yourself as follows:

1. Focus Group Number
2. First name and LAST NAME
3. Country name

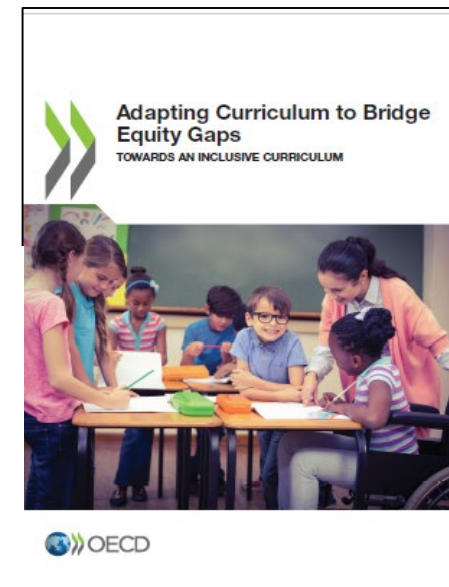
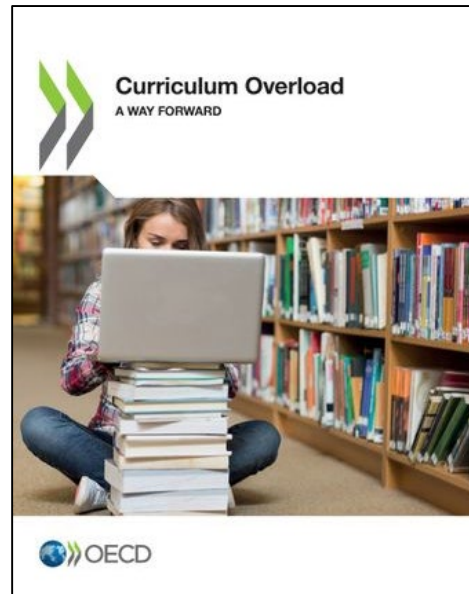
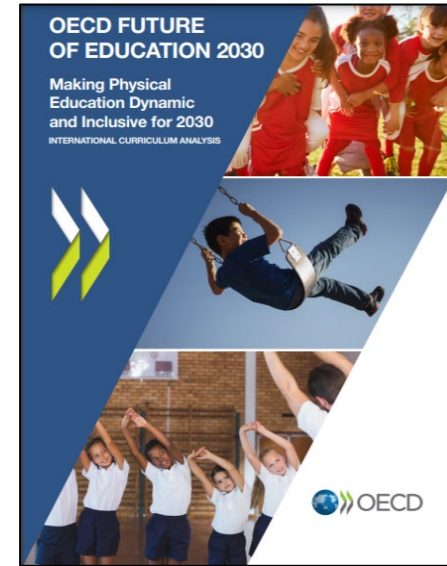
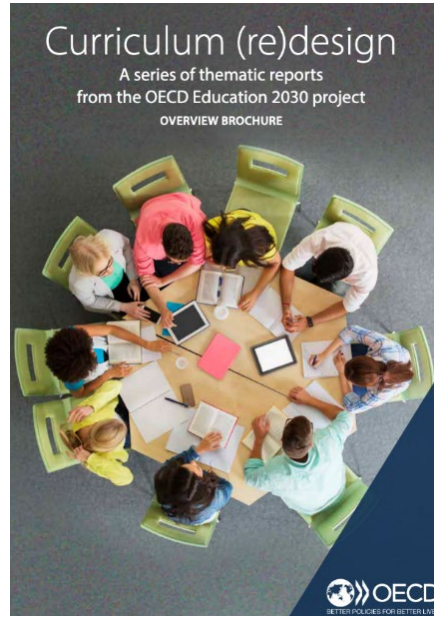
Examples:

FG1_Suzanne DILLON_Ireland

FG2_Hilary DIXON_Australia

FG3_Dilay KALINOGLUE_Turkey

Before we launch our new report – a quick reminder: previous curriculum analysis reports

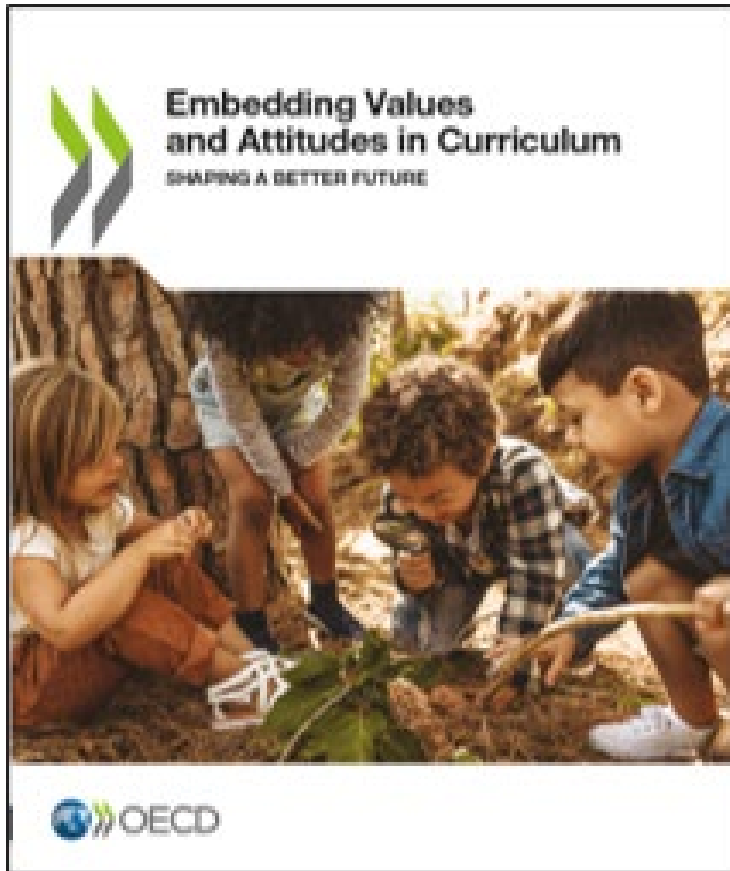


Setting the Scene for the Launch: what is your experience?

Poll – values in curriculum



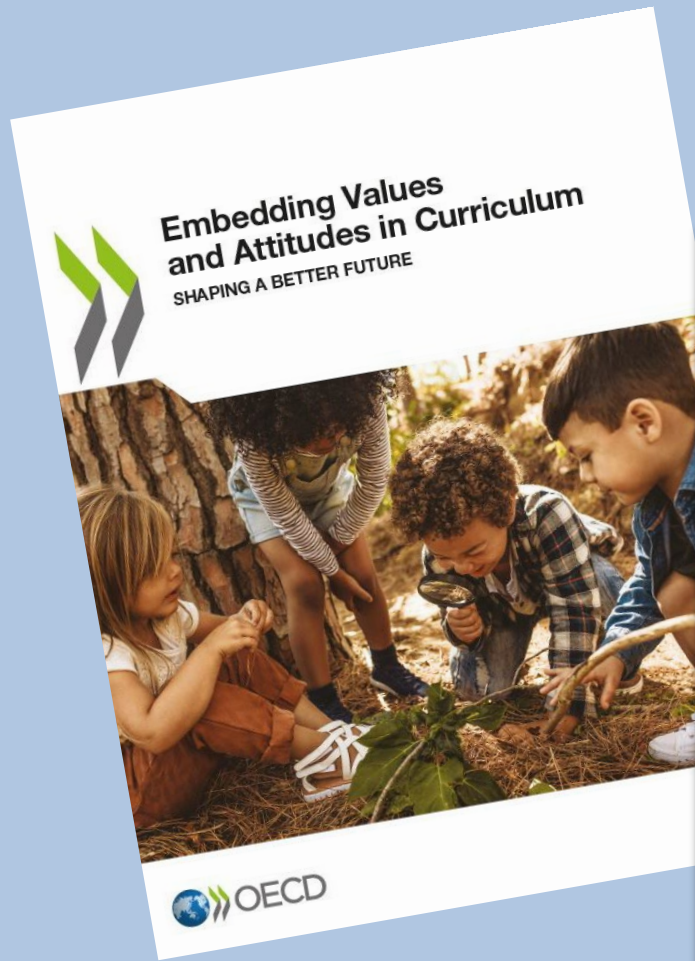
Reminder: there's no right answer. So please freely answer!



1. **Which values?** Which three values do you think matter most for shaping a better future towards our common good?
2. **From who?** Who is the biggest influence on your personal development of attitudes and values ?
3. **Where in curriculum?** Within school, in which three subject areas do you think students can best develop attitudes and values?

Key highlights of the latest E2030 curriculum report
***Embedding Values and Attitudes in Curriculum:
Shaping a Better Future***

Andreas Schleicher, Director, Directorate for Education and Skills, OECD



**Virtual launch of the E2030
curriculum analysis report:**

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

15 December 2021



Andreas SCHLEICHER

Director

Directorate for Education and Skills, OECD





**The role of attitudes and values
for shaping a better future**

Students will need to reconcile tensions, dilemmas and trade-offs

Infinite growth imperative

Financial economy

The wealthy

Gross domestic product

Technology

Governance

Finite resources of planet

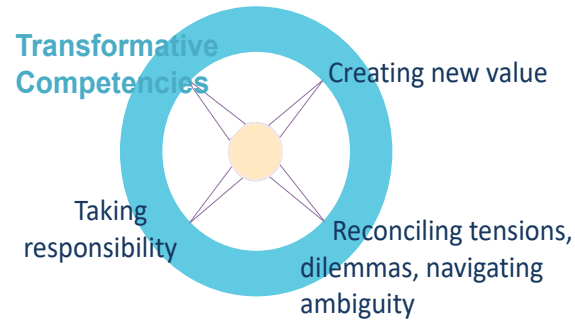
Real economy

The poor

Well-being of people

Social needs

Voicelessness of people



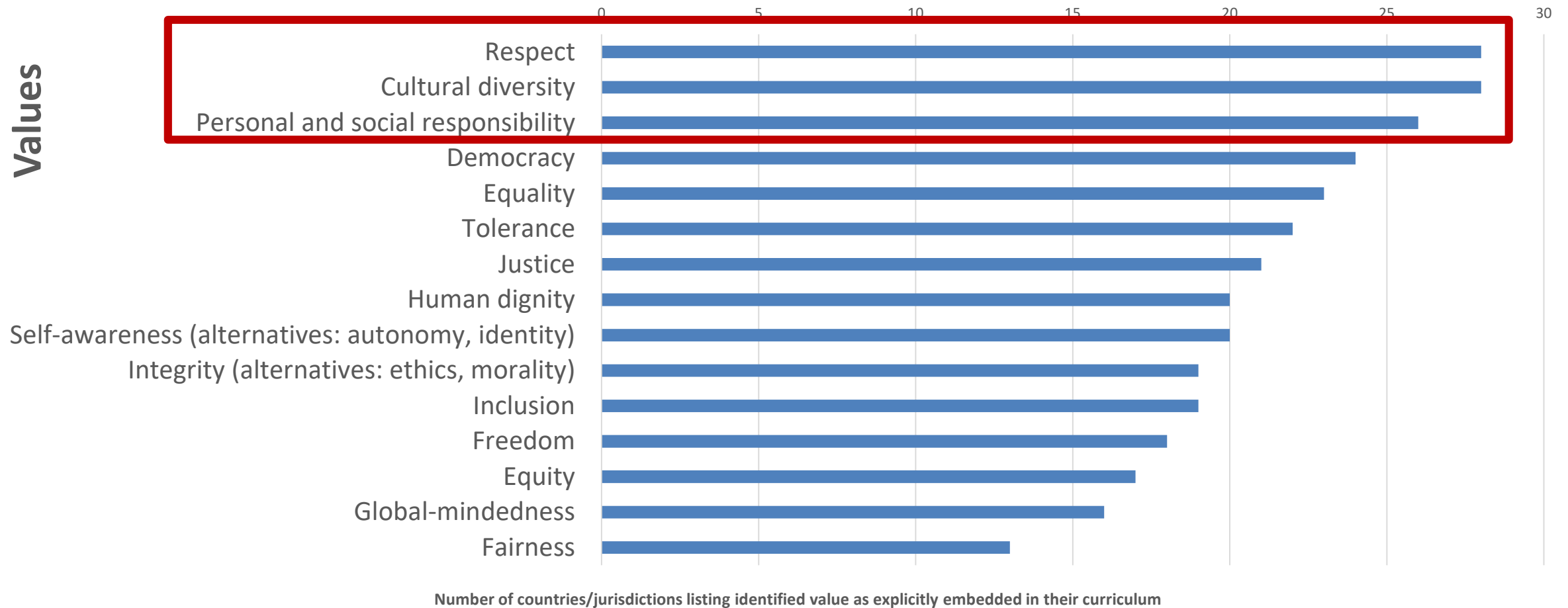
**Transformative
Competencies**

Creating new value

**Taking
responsibility**

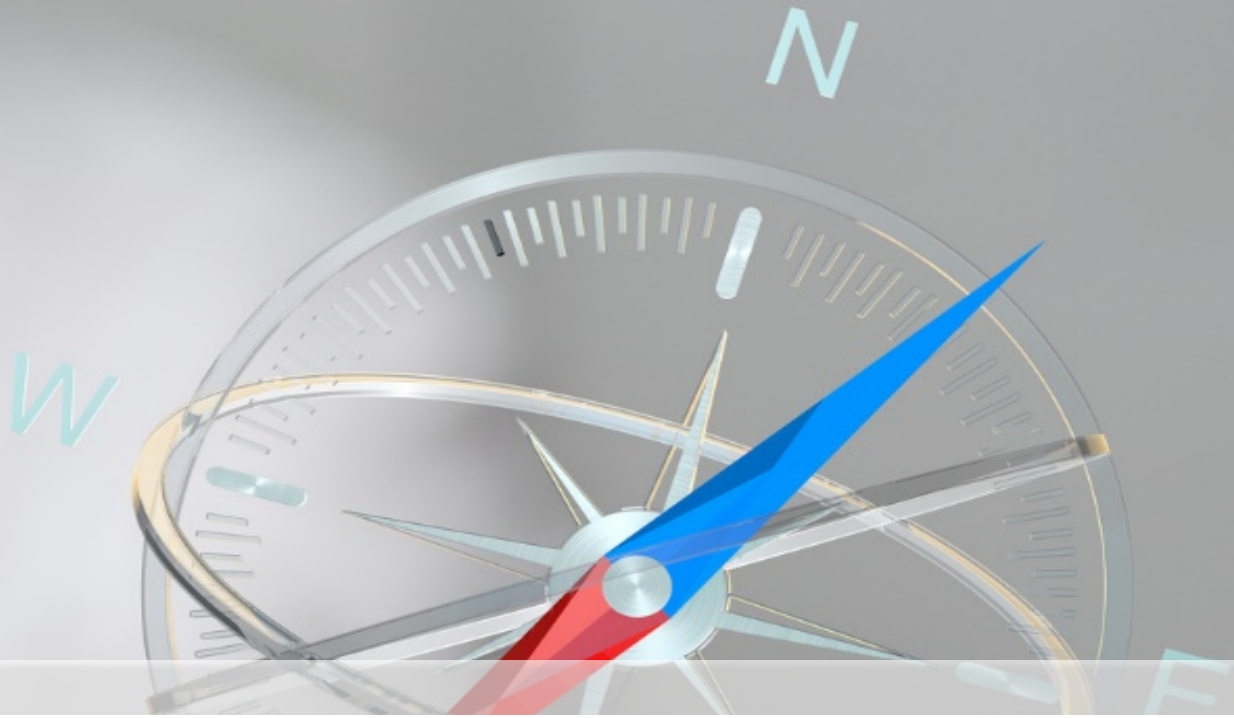
**Reconciling tensions,
dilemmas, navigating
ambiguity**

Common values explicitly embedded in curricula by countries/jurisdictions (out of 37 countries/jurisdictions participating in the E2030 PQC exercise)



Number of countries/jurisdictions listing identified value as explicitly embedded in their curriculum

Notes: Table is in descending order by number of countries/jurisdictions listing identified value as explicitly embedded in their curriculum. 1. Values listed in table are highlighted in OECD Learning Compass 2030 concept note on attitudes and values for 2030. 2. Responses for these countries/jurisdictions were submitted by independent researchers, not government officials. Source: Data from E2030 PQC, item 1.2.1.1.



Embedding attitudes and values into curriculum

Four typical strategies to embed values into curriculum

1

Articulating attitudes & values as part of cross-curricular competencies

e.g. Australia, British Columbia (Canada), Chile, Portugal, Norway, Brazil

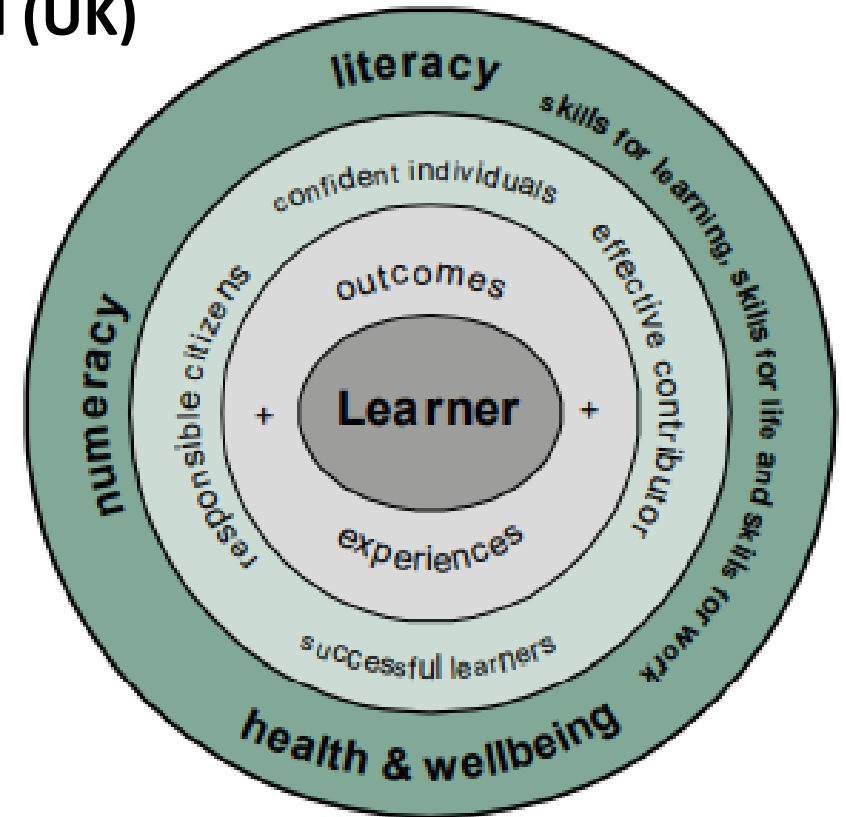


Example of Scotland (UK)

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

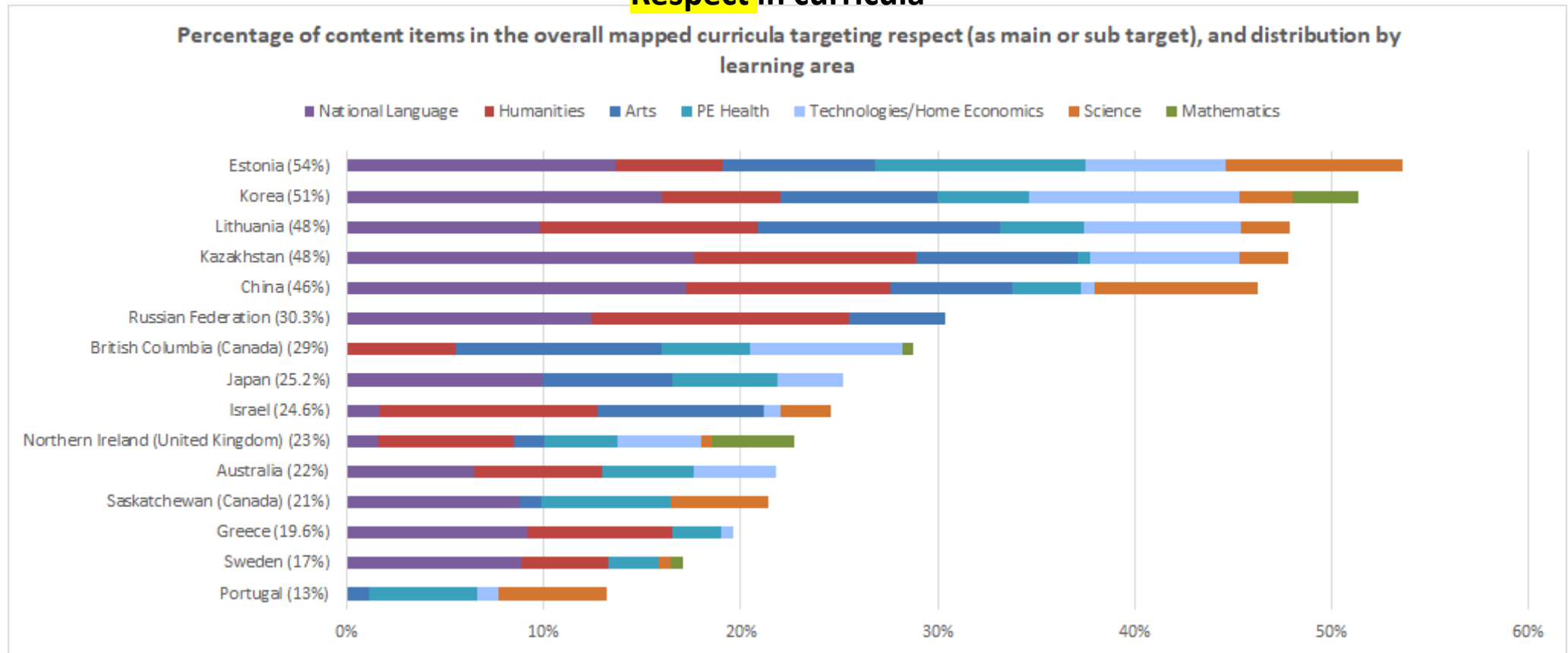


Four typical approaches to embed values into curriculum

2

Embedding attitudes & values into subject specific content

Respect in curricula



Notes: The percentage bar next to the country name refers to the total percentage of the mapped curriculum that embeds the competency. Graph bars ordered by decreasing total percentage of mapped items targeting the competency across learning areas. Source: OECD (2020_[42]), Future of Education and Skills 2030 Curriculum Database, E2030 Curriculum Content Mapping exercise, <https://www.oecd.org/education/2030-project/curriculum-analysis/data/Distributions-of-competencies-across-learning-areas-subjects-data.xlsx>.

Four typical approaches to embed values into curriculum

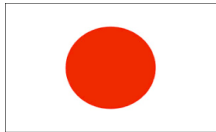
3

Creating specific subjects

Examples



Ireland “Social, Personal and Health Education”



Japan “Moral education”



Singapore “Character and Citizenship Education”



Mexico “Civic Education and Ethics”

Four typical approaches to embed values into curriculum

4

Connecting schools to communities and the social context

e.g. Service-learning, community service programmes

Research suggests such activities:

- Improve their *self-confidence, self-efficacy* and *resilience*, as well as their *awareness and appreciation of diversity* in society
- Develop greater ability to *avoid risky behaviours*
- Help *close the achievement gap* in lower-performing schools
- Help students *discover the intrinsic value of community service* and develop *service-oriented habits and behaviours*.

Country example:

- Hong Kong (China), “**Other Learning Experiences (OLE)**” is an integral part of the senior secondary curriculum, alongside the core and elective subjects, to nurture students’ values and attitudes.



Volunteering in the community,
Amala Education



**Challenge in the school environment:
Conflicting views, among schools and or among
teachers within schools**

Examples of types of tensions facing countries



Ireland

what the state might deem as appropriate values

what the patron bodies of schools might deem appropriate



New Zealand

the values held by schools

those held by the communities



Poland

curriculum autonomy and flexibility

varying implementation



India

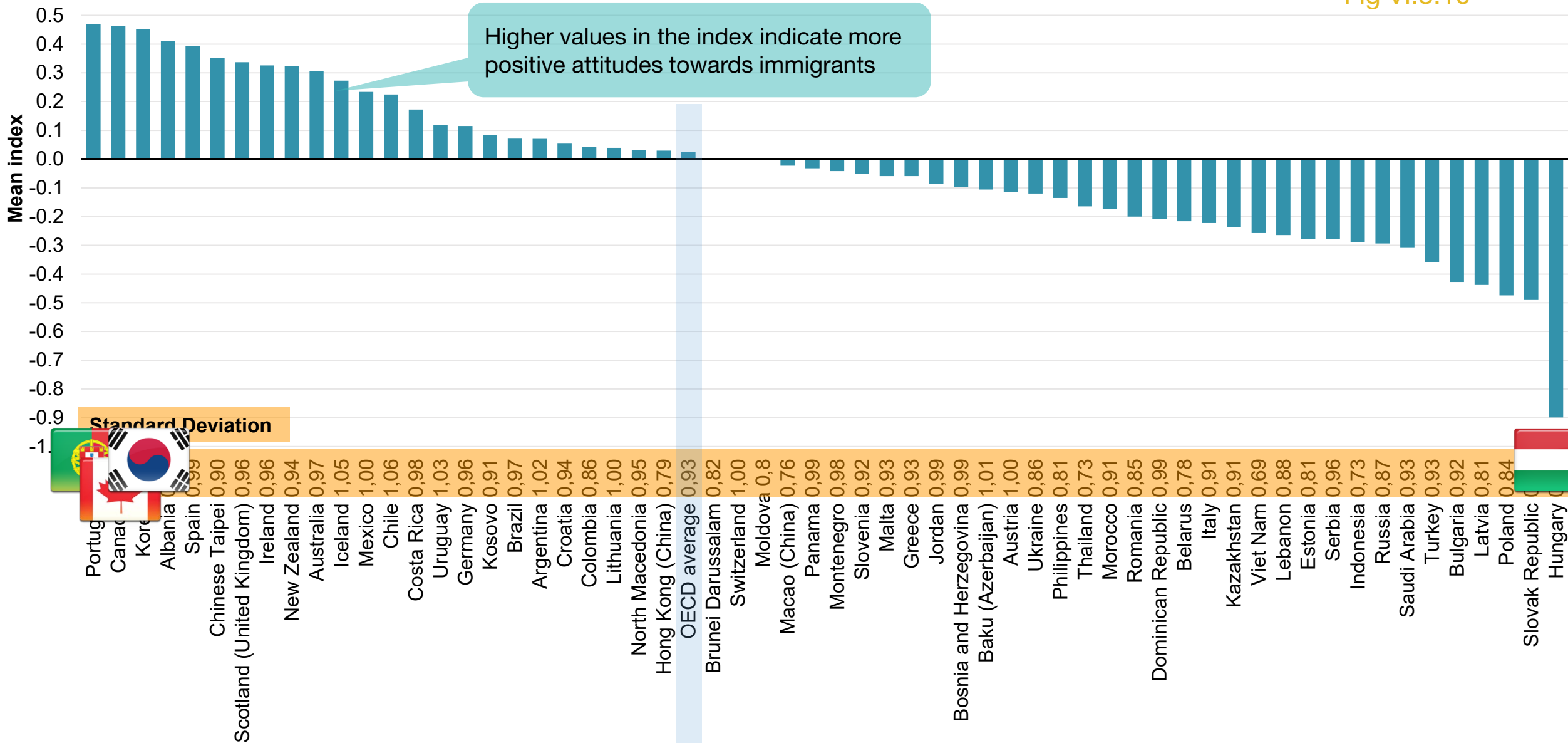
teachers' own values and beliefs

those values in the curriculum



Students' attitudes towards immigrants

Fig VI.3.10

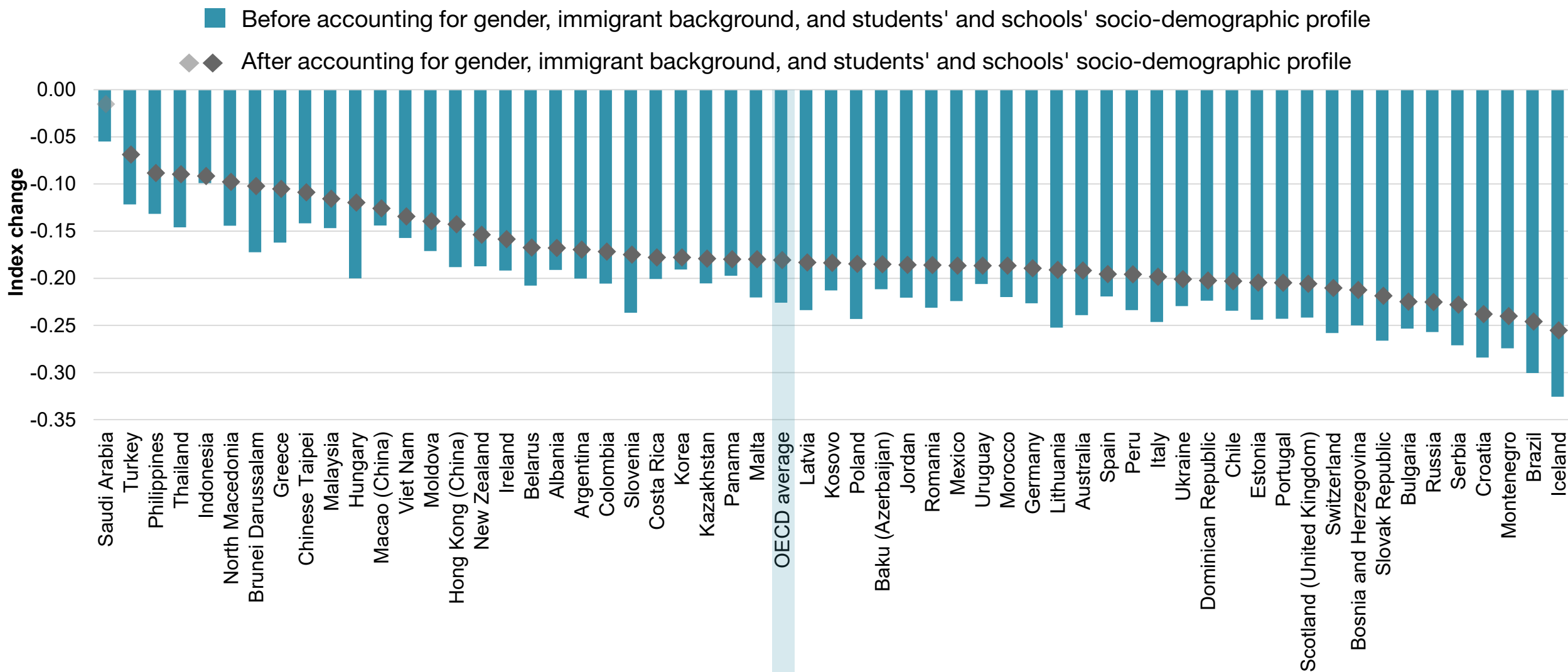




Perception of discrimination at school **relates negatively** to students' respect for people from other cultures

Fig VI.8.10

Change in the index of students' respect for people from other cultures associated with a one-unit increase in the index of discriminatory school climate

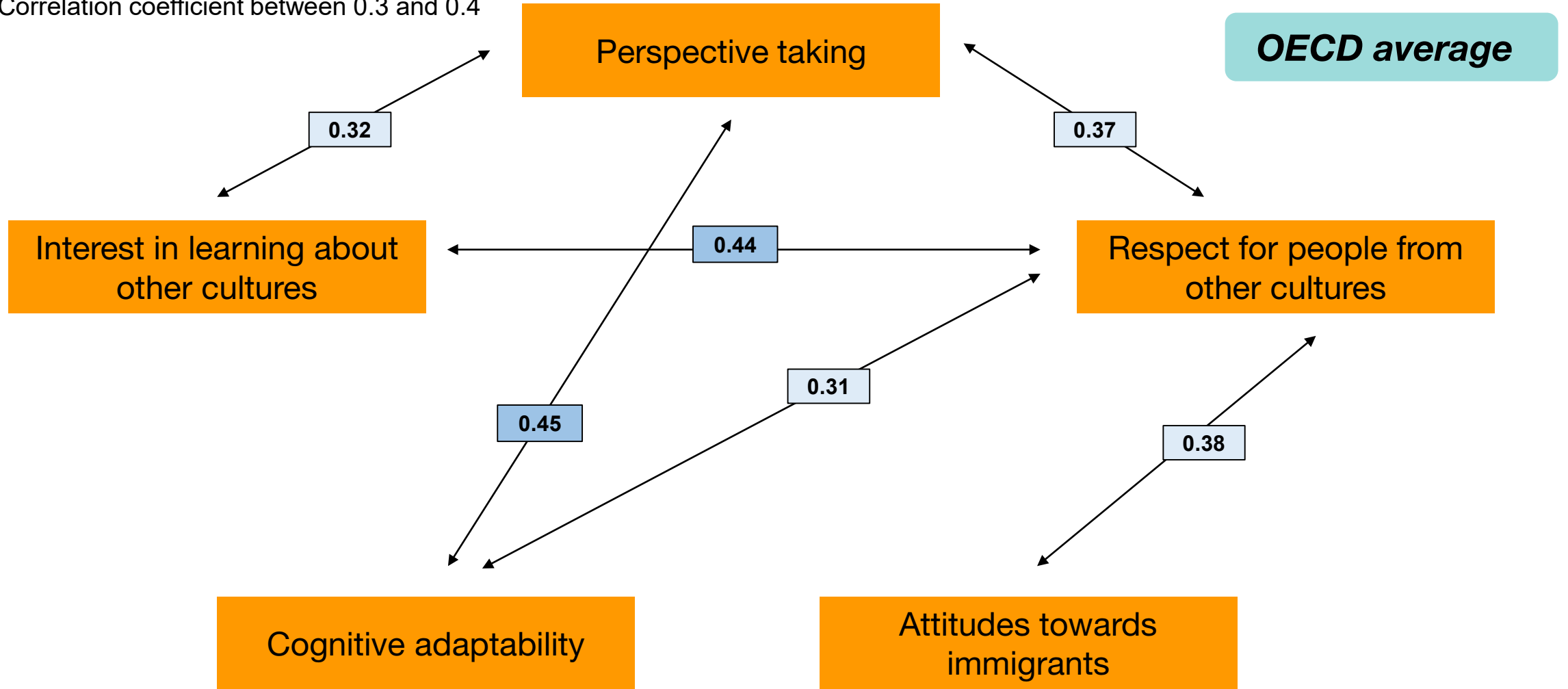




Connections between students' intercultural attitudes and dispositions

Fig VI.3.14

- Correlation coefficient between 0.4 and 0.45
- Correlation coefficient between 0.3 and 0.4



OECD average

Based on students' reports

Lessons learned relevant to the **school environment**

- 1. Prepare and support schools and teachers to be able to reconcile the tension and dilemmas** associated with values and attitudes.
- 2. Reassure teachers by preserving the integrity of subject-area content** and appropriately addressing values in their learning contexts.
- 3. Make conscious efforts to reflect student voice.**



Alignment with other policies and practices

Three key areas of curriculum alignment challenges and strategies on attitudes & values

1

With assessment



2

With pedagogies & textbooks



3

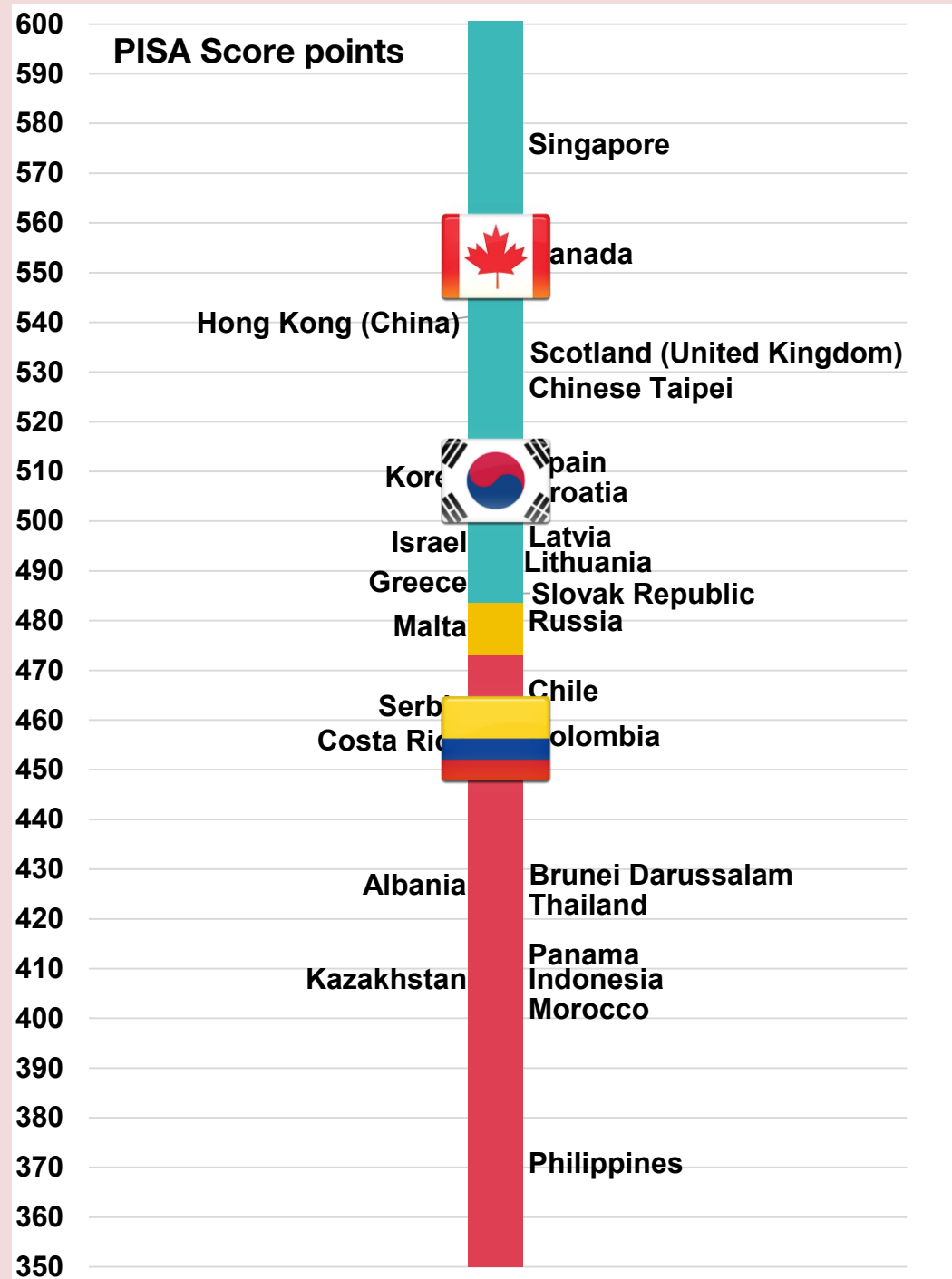
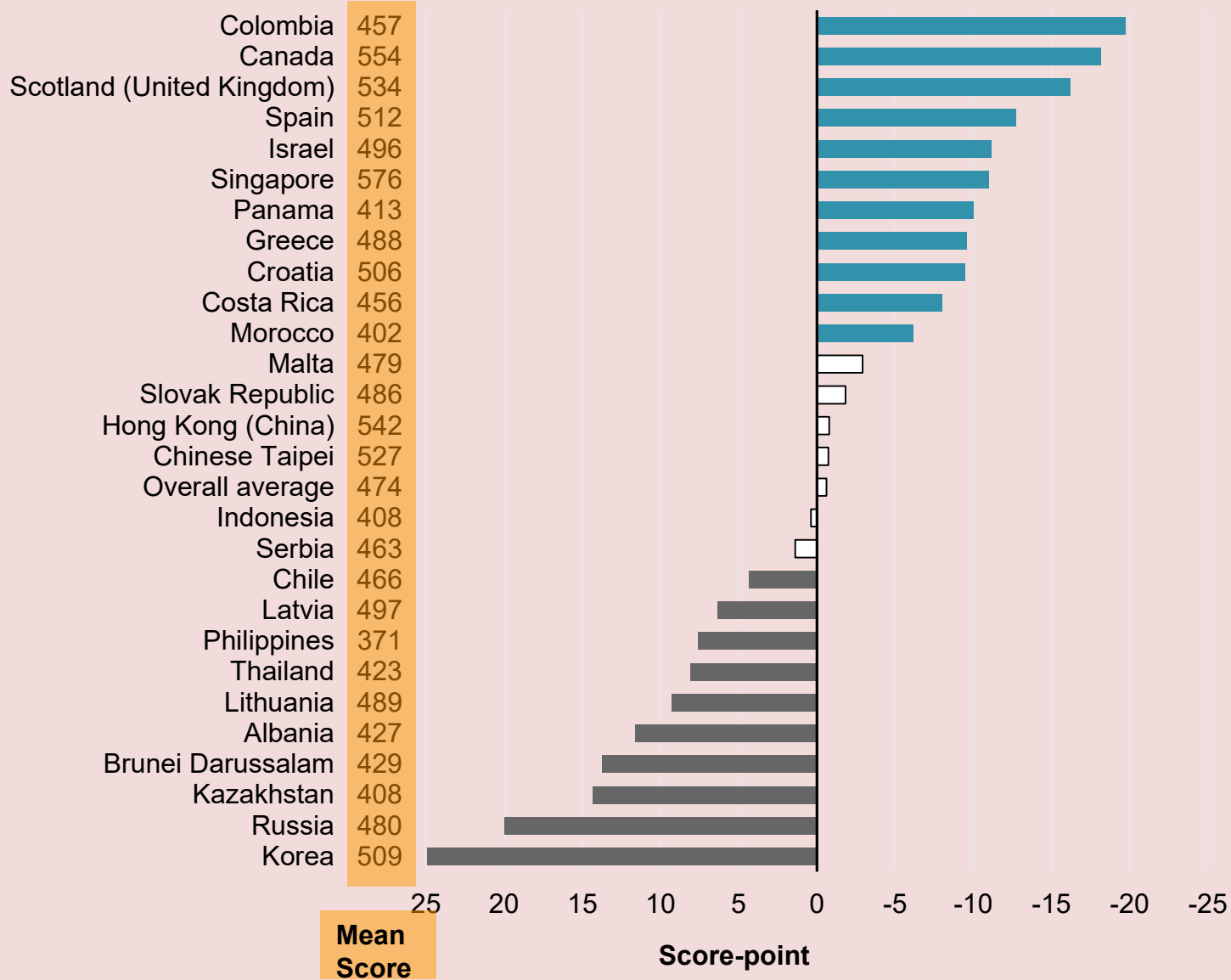
With teacher education and support





Performance on the global competence test

Score-point difference between actual and *expected* performance in global competence (based on reading, math and science)

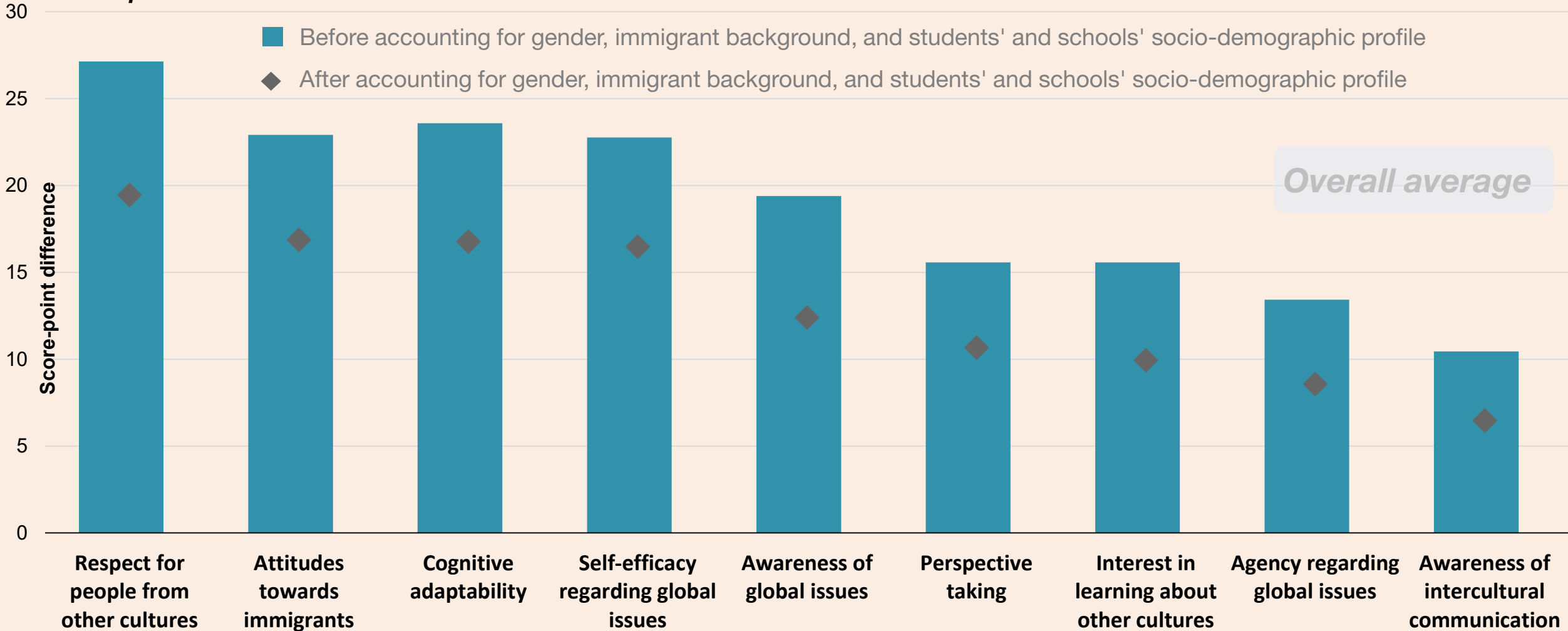




Students' attitudes and dispositions **predict** performance in global competence

Fig VI.6.10

Score-point difference associated with a one-unit increase in the indices of students' attitudes and dispositions

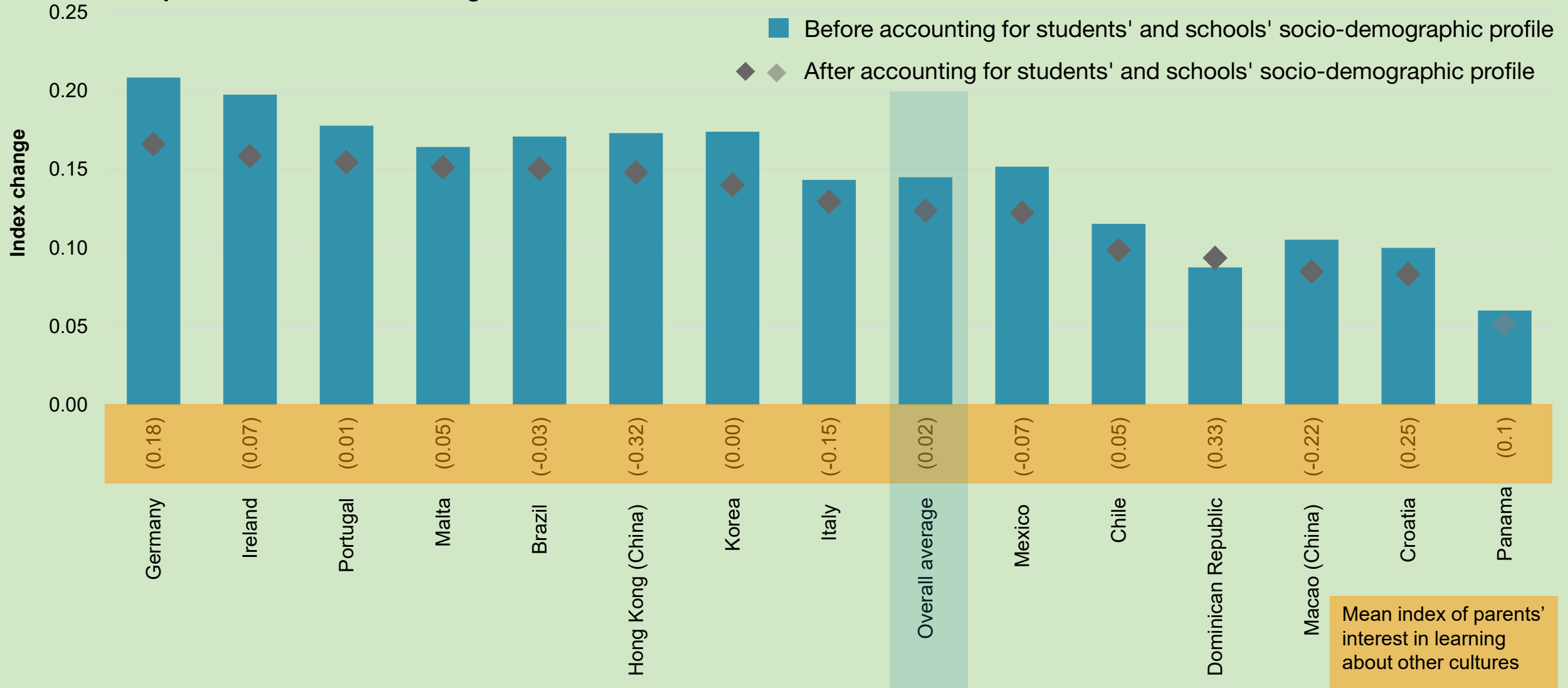




Students' and **parents'** interest in learning about other cultures

Fig VI.3.4

Change in students' interest in learning about other cultures associated with a one-unit increase in the index of parents' interest in learning about other cultures



Lessons learned relevant to alignment with other policies and practices than curriculum design itself

- 1. Acknowledge** that some values are “**caught**”, “**sought**” and “**aspired to**” – not directly “**taught**”.
- 2. Be aware of risks and opportunities** in messaging through **social media**.
- 3. Consider** not only **validity and reliability**, but also **authenticity, feasibility, sustainability, costs and scalability** when assessing attitudes and values.

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www.oecd.org/education

www.oecd.org/skills

gpseducation.oecd.org

oecdeducationtoday.blogspot.fr/



@OECDEduSkills

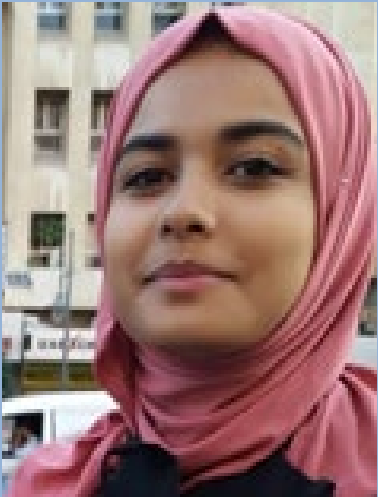


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Launch panel of representatives of the E2030 multi-stakeholder community



Sarah Alsubayai
Student, Amala
Education, Jordan



Pierre Winicki
President of
TrustInside, Founder
of *Institut
Confiances* think tank



Dr. Laura-Ann Currie
Head of Inclusion,
Health and
wellbeing and Equalities,
Education Scotland:
National Directorate






**HRH Princess
Laurentien** of the
Netherlands,
UNESCO Special
Envoy on Literacy
for Development



Andreas Schleicher
Director,
Directorate for
Education and Skills
OECD

Your Tree of Trust: Analysis of your 7 trust ingredients

| | |
|--|--|
|  <p>To maintain with care</p> |  <p>To dig deeper</p> |
|  <p>To maintain</p> |  <p>To dig</p> |

| | Our suggestions |
|--|---|
| Right of failure, trial and error | |
| I accept criticisms |  |
| I have the right to make a mistake at school |  |

Curriculum for Excellence: Excellence and Equity for all



Social Justice values of inclusion, collaboration, cooperation, equal access, and equal opportunity.

Social Justice embedded across policy areas



Values of inclusion, collaboration, cooperation, equal access, and equal opportunity.



OECD FUTURE OF EDUCATION AND SKILLS 2030

E2030 World Café: Small group dialogues

Questions for E2030 World Café: Small group dialogues

1. Which of the key highlights of the report or the panel discussions struck you the most?
2. Through today's participation, have you changed your views on teaching and learning attitudes and values to some extent? If yes, how? Is there anything you might do differently, or might you try something new?



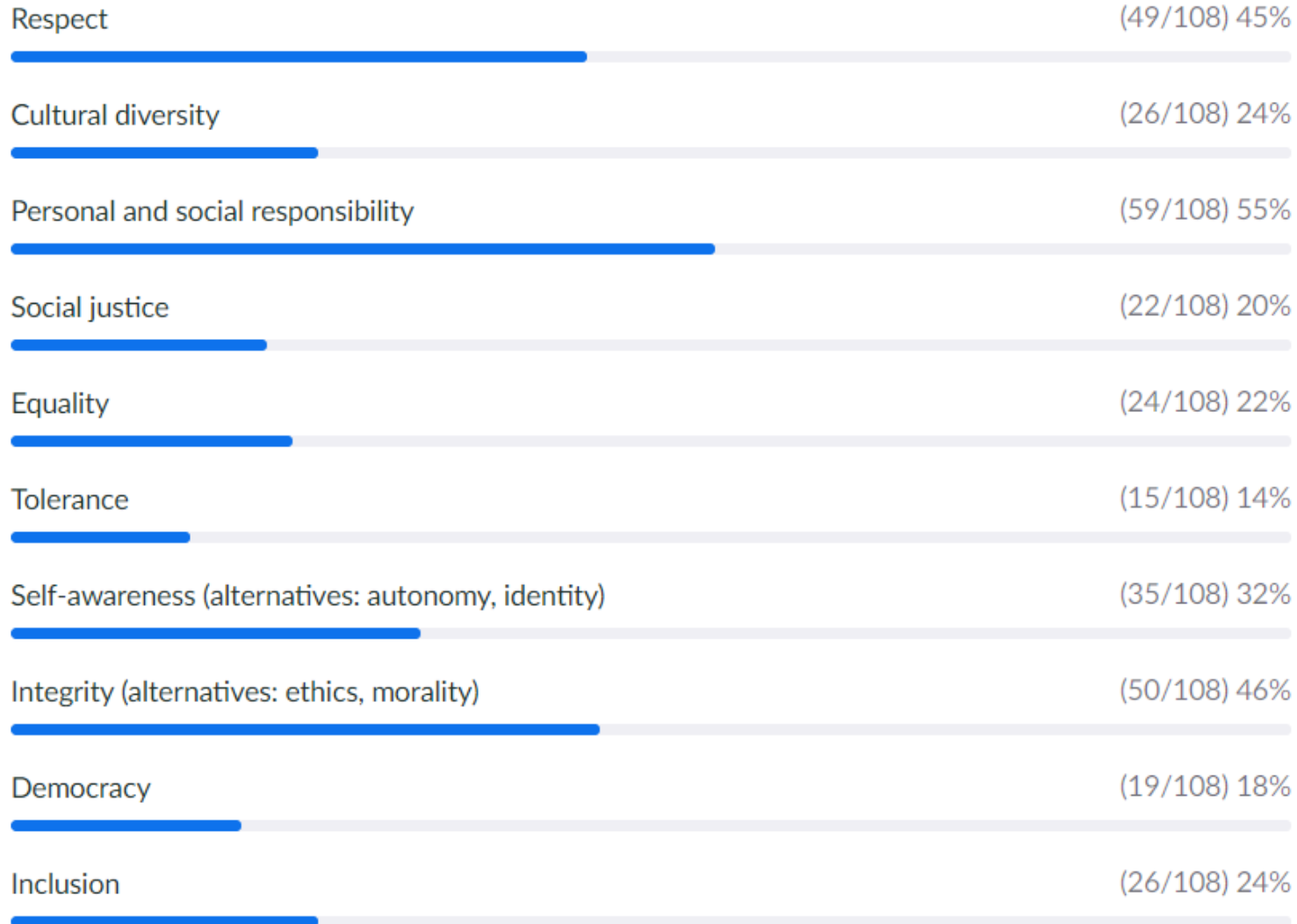
OECD FUTURE OF EDUCATION AND SKILLS 2030

Poll results from opening item

1. Which three values do you think matter most for shaping a better future towards our common good?

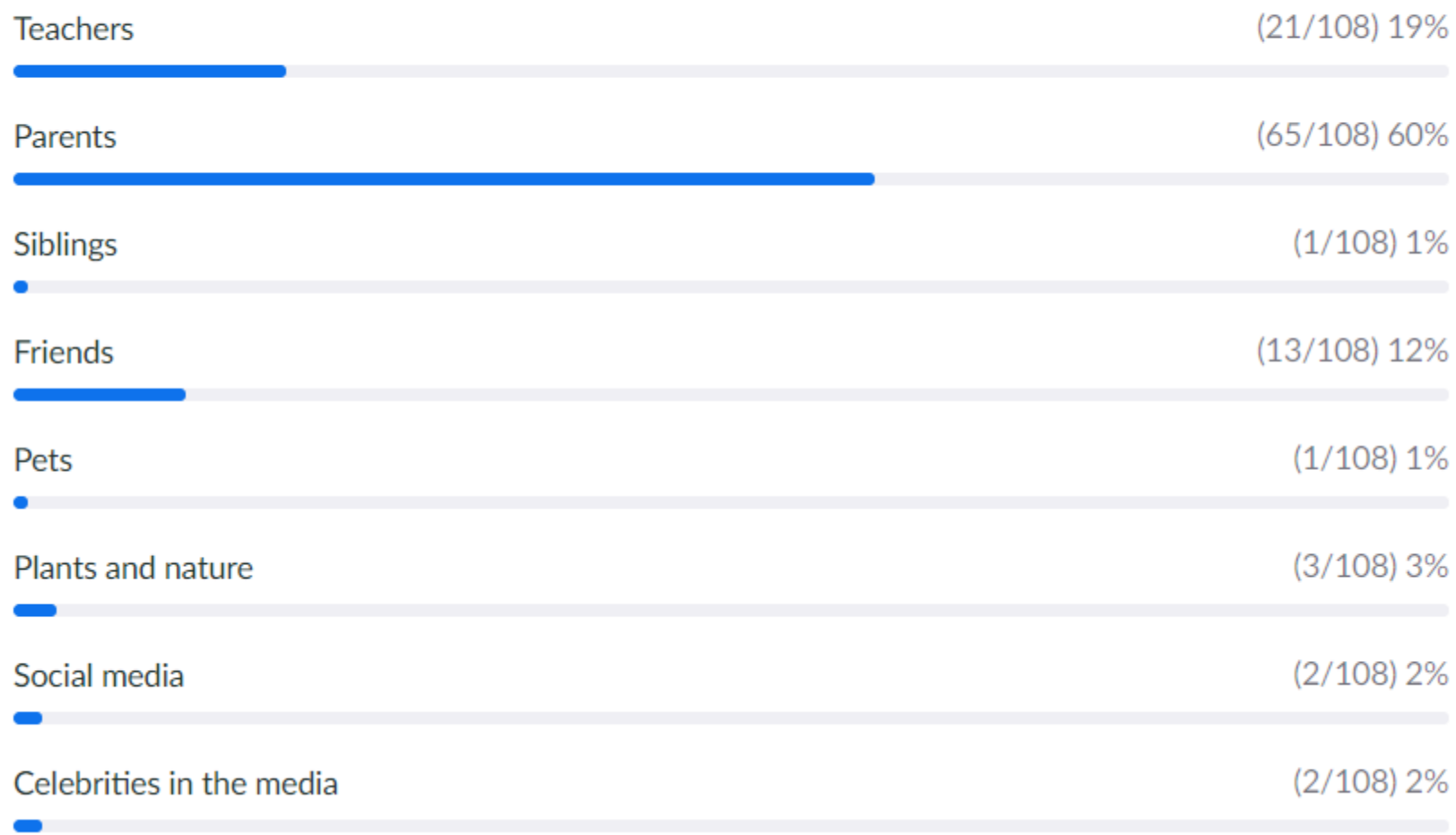
(Multiple Choice) *

108/108 (100%) answered



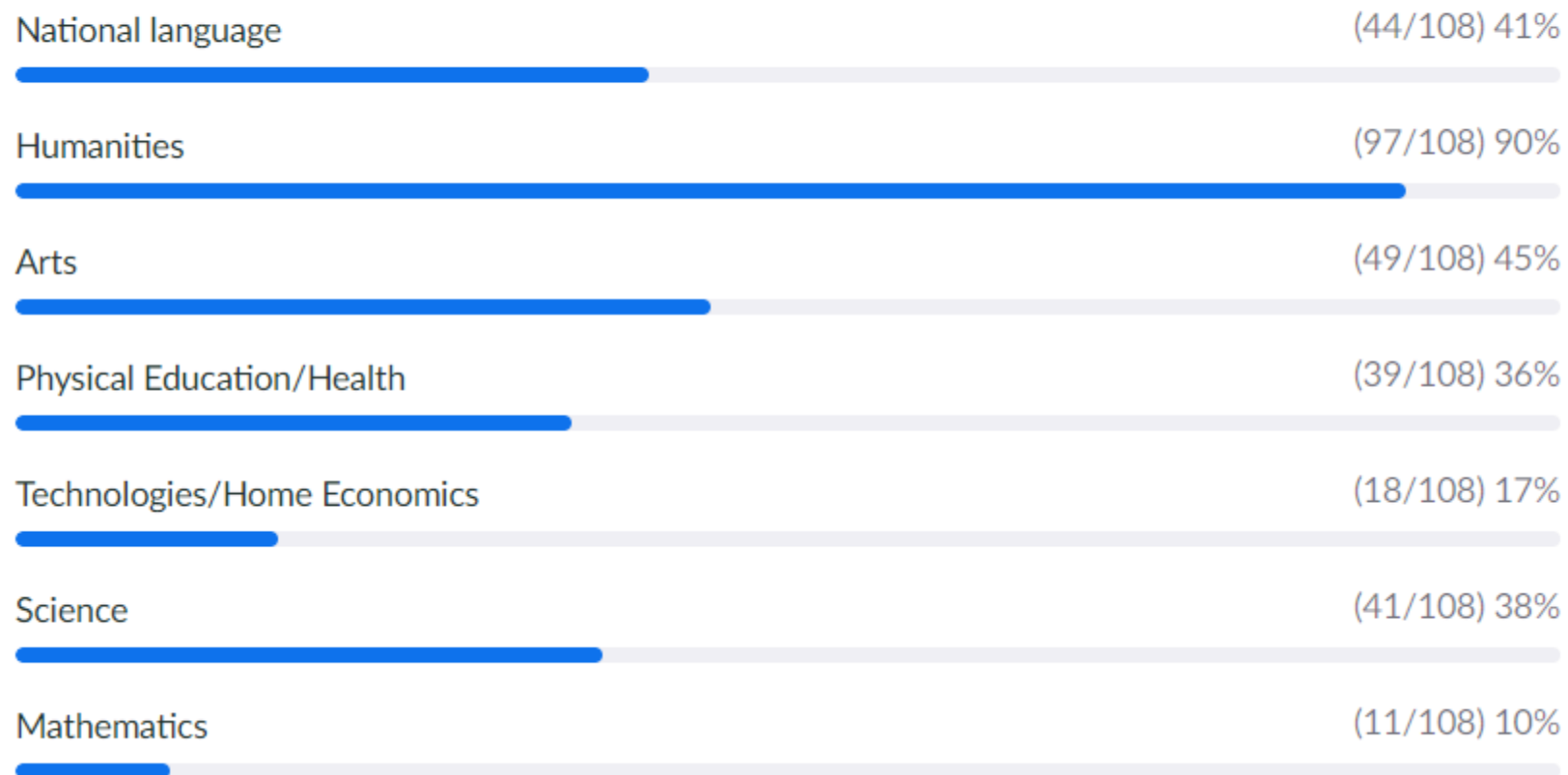
2. Who is the biggest influence on your personal development of attitudes and values? (Single Choice) *

108/108 (100%) answered



3. Within school, in which three subject areas do you think students can best develop attitudes and values? (Multiple Choice) *

108/108 (100%) answered





OECD FUTURE OF EDUCATION AND SKILLS 2030

Closing remarks and next steps

Your Voice Matters!

www.oecd.org/education/2030-project

SECONDARY SCHOOL STUDENTS WANTED!

**How could your learning experience..
..be improved?**

Use your voice and participate in the Education 2030 Student Voice Campaign

How? (It's easy!)

- ✓ Access bit.ly/2030StudentVoice
- ✓ Choose one of the six curriculum issues
- ✓ Think about your response
- ✓ Draft a script
- ✓ Make a 1-1:30 minute video

Selected videos
will be added to the
OECD Education
2030 website!

Deadline: 31 January 2022

Make sure
your video
has good
sound quality!



- During the launch event, please use the following hashtag on social media for posts specific to the launch of the report:

#FutureReadyCurricula

- Please encourage students around you to join **our E2030 Student Voice Campaign!** We are collecting videos of students talking about curriculum issues at bit.ly/2030StudentVoice. The deadline for submissions has been extended to **31 January 2021**.