# OECD Schools+ Network

*Our Cognitive Engagement Journey in the OECD Schools+ Network*

Nina Ferguson, Pearson Road Elementary

Jim Laird, École George Elliot Secondary

Schools+    ))) OECD

kʷu limt p cyɬap

we are glad that you have arrived

We acknowledge that we are learning together on the unceded, Traditional Territory of the Okanagan, Syilx, People.

kʷu limt p cyɬap

nous sommes si heureux que vous soyez arrivés

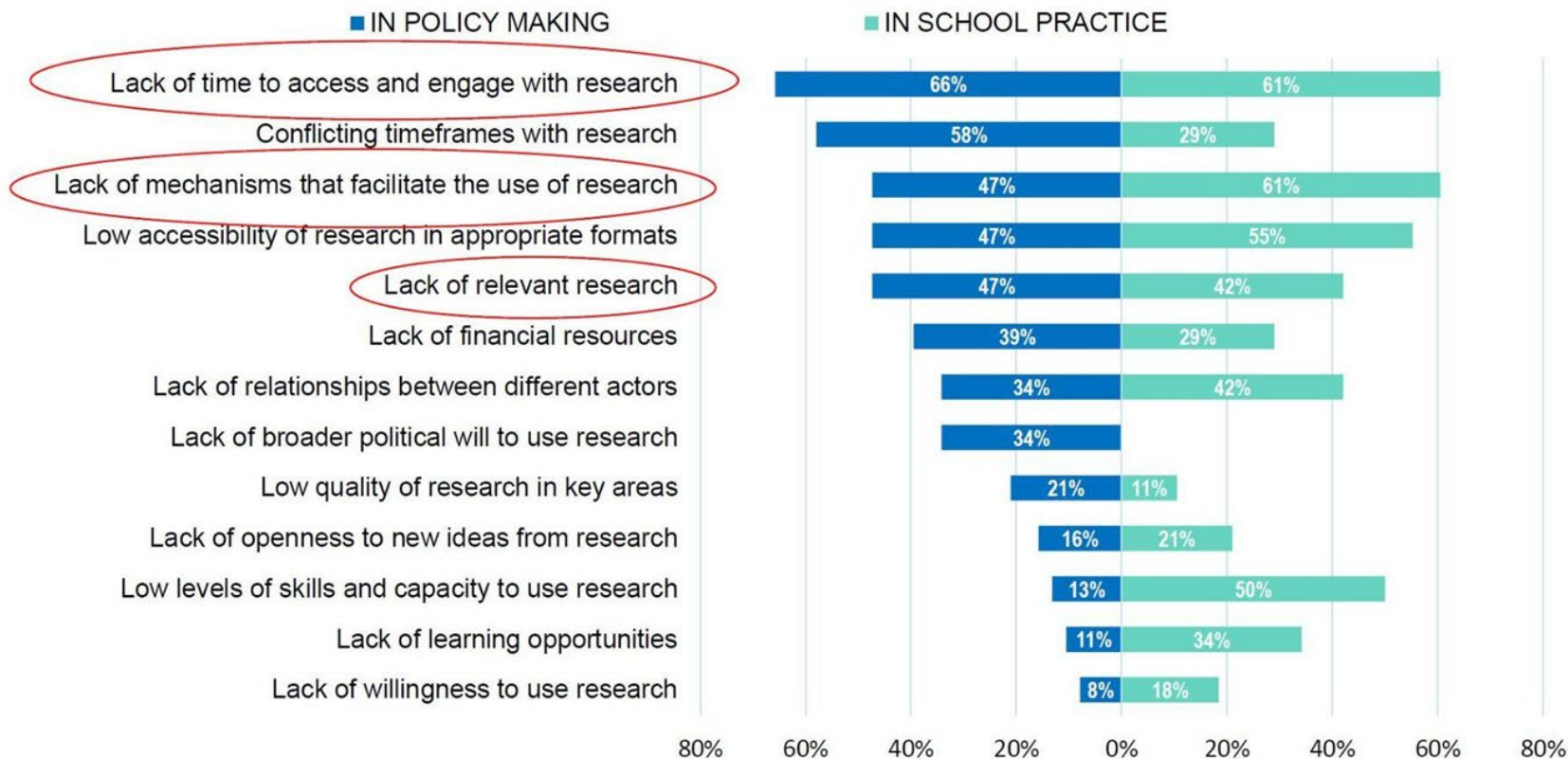Nous reconnaissons que nous apprenons ensemble sur le Territoire traditionnel, non cédé, du peuple Syilx de l'Okanagan

# Innovation and change are usually driven from the ground up

# Many disconnects between research, practice and policy

Using education research evidence in policy and practice



■ IN POLICY MAKING ■ IN SCHOOL PRACTICE

| | IN POLICY MAKING | IN SCHOOL PRACTICE |
|---|---|---|
| Lack of time to access and engage with research | 66% | 61% |
| Conflicting timeframes with research | 58% | 29% |
| Lack of mechanisms that facilitate the use of research | 47% | 61% |
| Low accessibility of research in appropriate formats | 47% | 55% |
| Lack of relevant research | 47% | 42% |
| Lack of financial resources | 39% | 29% |
| Lack of relationships between different actors | 34% | 42% |
| Lack of broader political will to use research | 34% | |
| Low quality of research in key areas | 21% | 11% |
| Lack of openness to new ideas from research | 16% | 21% |
| Low levels of skills and capacity to use research | 13% | 50% |
| Lack of learning opportunities | 11% | 34% |
| Lack of willingness to use research | 8% | 18% |

Source: OECD/CERI *Strengthening the Impact of Education Research* project policy survey Who cares about using education research in policy and practice?
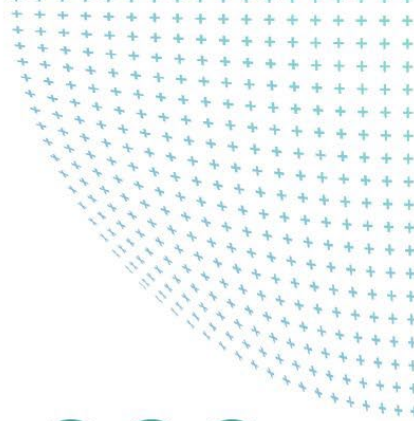
How can we connect and empower all these islands of innovation to drive education transformation?
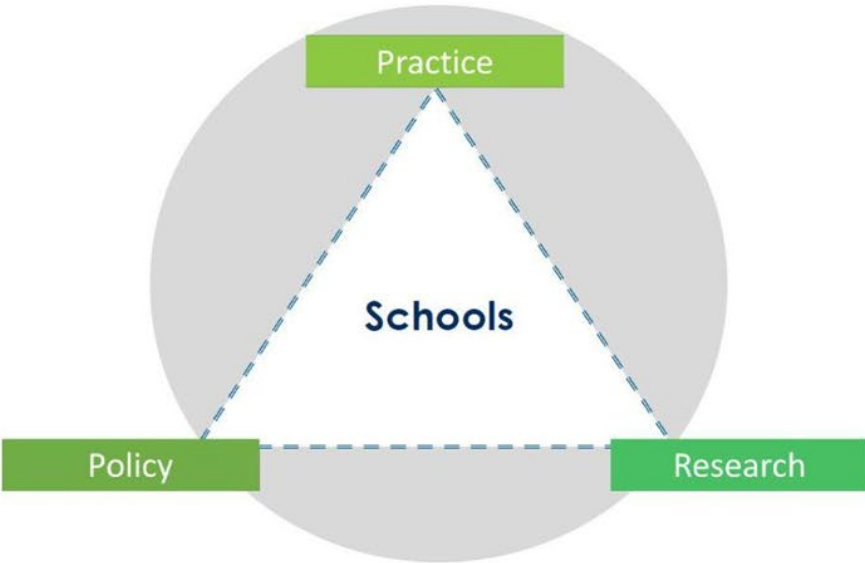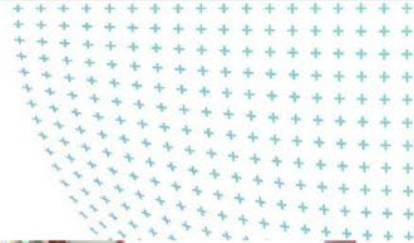
# Schools Learning Circle - Who are we?

**40** countries

**130** schools

**118,000** students

# Schools+
# A new global network working closely with schools to support innovation, learning and exchange

# Developing a Toolbox of Effective Classroom Practices for Schools

**Common Framework**

**Evidence Mapping**

**Implementation expertise**

**Toolbox of Effective Classroom Practices**

Map out current definitions of pedagogy to develop a coherent set of definitions that work across contexts.

Synthesize and examine the strength of evidence on each pedagogical dimension.

Gather schools' expertise on enabling conditions for their effective implementation and tangible examples of practice.

# What are the five thematic areas?

| Classroom Interaction | Cognitive Engagement | Formative Assessment | Quality of Subject Matter | Social-Emotional Support |
|---|---|---|---|---|
| Collaboration | Ensuring a good level of challenge | Learning goals | Making connections | Fostering a nurturing climate |
| Discussion and dialogue | Multiple perspectives | Eliciting student thinking | Patterns and generalisations | Student-student relationships |
| Questioning | Practice opportunities | Feedback | Procedures and methods | Teacher-student relationships |
| Explanations and elaboration | First-hand experiences | Aligning to student thinking | Epistemic knowledge | Explicitly teaching and practising skills (e.g., metacognition) |
| | Meaningful, real-world contexts | | Clarity and accuracy | |

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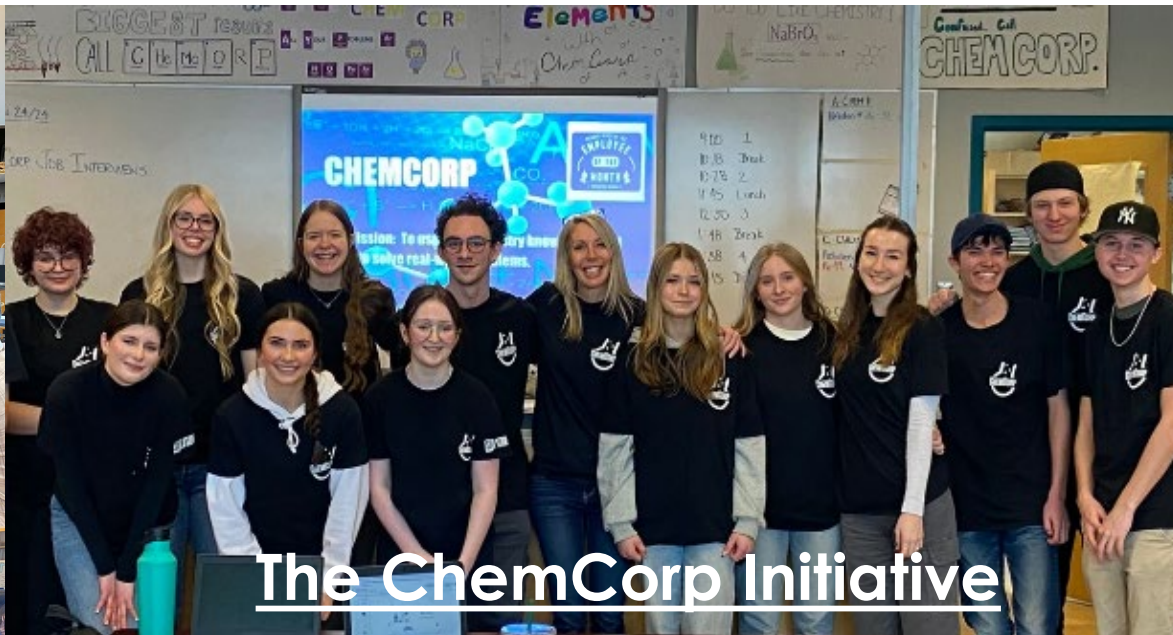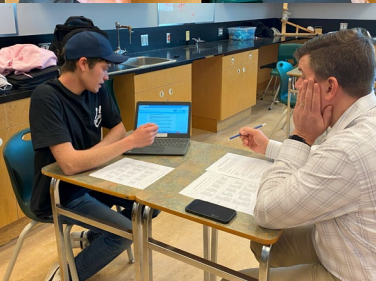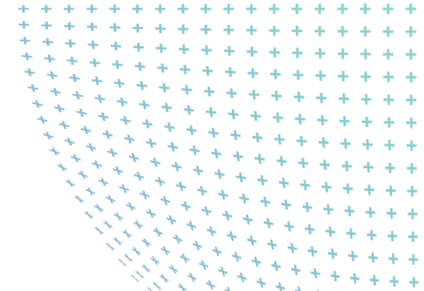| Classroom Interaction | Cognitive Engagement | Formative Assessment | Quality of Subject Matter | Social-Emotional Support |
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# Igniting the Pʔax (spark)

Pearson Road Elementary
Land Based Learning Community

How can we remove barriers so that learners and leaders can take the "ceiling" off classrooms?

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# How can we share tangibly the professional knowledge that underpins the inspiring practice?



The ChemCorp Initiative

# *Questions*
## *(10 mins)*

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