arc
Education Project

ARC Thoughtmeet™
Summary
Thursday, June 04, 2020
A Focus on Equity

Contact

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System Highlights

ICELAND, IRELAND, NOVA SCOTIA, SASKATCHEWAN, SCOTLAND, URUGUAY, WALES, INTERNATIONAL CONFEDERATION OF PRINCIPALS.

Iceland

- Iceland is actively pursuing its well-developed legal framework Education for all (2008). Their national curriculum for inclusive education (2011) has been implemented at all school levels.

- Since 2015, there has been an ongoing reform to improve inclusive practices with multi stakeholder engagement and extensive support from the European Agency of Inclusive Education and Special needs.

- Progress is externally audited in order to ensure goal achievement, including findings and recommendations for continued improvement for all stakeholders.

Nova Scotia
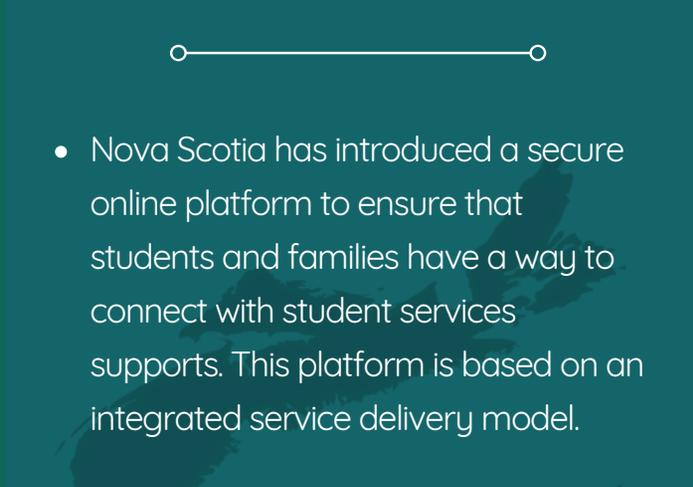
- Nova Scotia has introduced a secure online platform to ensure that students and families have a way to connect with student services supports. This platform is based on an integrated service delivery model.

- In order to ensure that families have the necessary supplies at home to support their children, Nova Scotia has procured various school supplies for families to support at-home learning.

- A virtual meal pilot project is in place that simultaneously supports the operation of rural restaurants and provides access to meals for those students who previously would have relied on their school program as part of their nutritional intake..

Scotland

- Scotland is reducing its equity gap in targeted schools, especially at the primary level.

- To this end, their work has been significant in terms of funding, support and scale.

- Currently, schools are demonstrating small incremental and sustainable improvements in literacy and mathematics.

- Their latest data sets show an overall improvement in the majority of measures.

Uruguay

- Uruguay has had great results in terms of the channels and infrastructure available for Uruguayan students to stay in touch with their teachers during school closures. Ninety-five percent of students have maintained contact with their teacher.

- There is not much variation in terms of access to the internet and our platforms. The platforms are mainly used to maintain contact with their teachers who are critical to students' wellbeing and emotional health.

- Simultaneously, the platforms' real-time information system allows Uruguay to monitor the level of engagement of the most vulnerable student population which could enable us to design specific measures to close the gap in terms of learning outcomes.

Wales

- Wales has taken a cross-government approach to ensure children are safeguarded and that vulnerable children and young people have the support they need.

- They have seen good examples of remodeling of provision through a school/ childcare hub approach; delivery of services has been innovative and collaborative and has made use of online technologies and community support.

- Despite the challenges of teaching and learning during Covid-19, the Welsh government is also maintaining a strong and continued commitment to online learning, especially of Welsh language skills development.

- To do so, the Welsh government is working with its technology suppliers and strategic partners across the system.

Ireland

- Ireland has been focussing on customized supports for students at risk and students with special educational needs.

- They have prepared Guidance documents for schools on how to support continuity of schooling for these cohorts of students. They have also continued to provide a school lunches scheme despite school buildings being closed.

- Additional information and technology funds have been made available to schools in order to facilitate the sharing of devices with students who do not have access.

- They are also working on developing summer programs for students with SEN and at risk of educational disadvantage aimed at mitigating regression.

Saskatchewan

- Saskatchewan has moved closer to ensuring equity in its First Nations, Métis and Inuit (FNMI) student population through actions related to our Education Sector Strategic Plan's FNMI Student Engagement and Graduation Rates outcome.

- Some of these actions include: encouraging practices that ensure FNMI languages and cultures are valued and supported; emphasizing equitable opportunities and outcomes for FNMI learners, and ; ensuring that all learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations, Inuit and the Métis Nation.

- To achieve this, Saskatchewan is sharing the management of the provincial education system by ensuring respectful relationships and equitable partnerships with FNMI peoples at the provincial and local level.

ICP

- At their latest conference, ICP has been ensuring that a common understanding of equity vs. equality amongst its members. The goal was to do so in order to draw together perspectives on equity from across the world.

- Delegates were asked to sum up in one or two sentences what equity meant to them. Their perceptive and wide-ranging responses demonstrate the breadth of the concept and the difficulties of addressing equity through a one-size-fits-all approach.

- For example, in South Africa, equity is about removing barriers that impede certain youth and adult populations from reaching their full potential while in Australia, it's about continuous engaging in the process of inclusion, i.e., difficult conversations, and self-awareness.

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