



MINISTRY FOR
CHILDREN, EDUCATION
AND GENDER EQUALITY

Skoleejerens strategiske udfordring

Chefkonsulent Jørn Skovsgaard

Repræsentationer & Medlemskaber

- Diskussionfora

- OECD Education Committee
- OECD Centre for Educational Research and Innovation
- OECD Skills Strategy AB
- OECD Education 2030
- OECD Efficient Allocation of Resources in Schools
- OECD Innovation Strategy AB
- Asia Europe Meeting (ASEM) – Fostering Innovative and Entrepreneurial Competences in Education

Nøglekompetencer i videnssamfundet - En overordnet konceptuel ramme

Hvorfor uddannelse:

for individet:

- Aktivt borgerskab
- Beskæftigelsesmuligheder
- Personligt velvære

Værditilvækst -

for samfundet:

Social sammenhængskraft
Human Kapital
Kulturel diversitet

Nøglekompetencer i videnssamfundet

- En overordnet konceptuel ramme

- **Hvorfor:**

- Beskæftigelse - Human kapital
- Medborgerskab-Sammenhæng
- Velvære - Diversitet

Key Competences **(DeSeCo)**

- **Act autonomously**
 - act in the big picture, taking responsibility, understanding rights/limits
- **Using tools interactively**
 - language, symbols, capitalising technology's potentials
- **Interact in heterogeneous groups**
 - relate well to others, co-operate, work in teams, solve conflicts

Nøglekompetencer i videnssamfundet

- En overordnet konceptuel ramme

Hvorfor:

- Beskæftigelse
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 - Sammenhæng
- Velvære
 - Diversitet

Key Competences

- Act autonomously
- Using tools interactively
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OECD Education 2030 Viden færdigheder holdninger

• **Kommunikative**

- ✓ Tale/ Lytte
- ✓ Læse/ Skrive
- ✓ Forhandle/ Mediere

• **Analytiske**

- ✓ Operere i formal-logiske systemer
- ✓ Skabe modeller
- ✓ Sociologisk forestillingsevne

• **Sociale og emotionelle**

- ✓ Motivation
- ✓ Sundhed
- ✓ Emotionel ballance

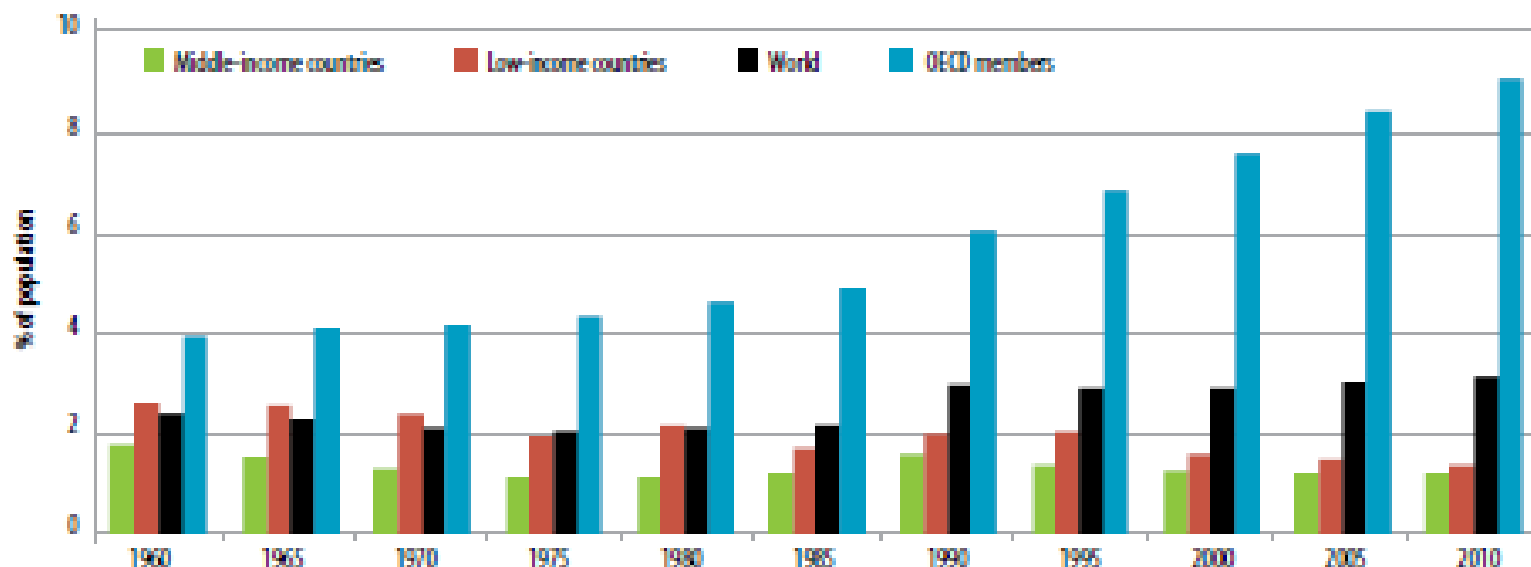
Megatrend 1: Globalisering



Globalisering – en folkevandring!

Figure 1.5. Increasing immigration across the OECD

Immigrants as a share of national population 1960-2010



Note: International migrant stock is the number of people born in a country other than that in which they live.

Source: World Bank (2015), "Trends in Migrants Stock (as a % of population)", World Development Indicators.

Megatrend 1: Globalisering

And education?

- Economies are becoming increasingly intertwined and interdependent. How can education nurture the kind of transferable skills to cope and adapt to economic uncertainty and change?
- Increasing competition in global markets has promoted the widespread notion that countries need constant innovation to maintain their competitive position. Does education foster and value the creativity necessary to be innovative?
- Just as our world has changed, so too has education, becoming increasingly mobile and flexible. How well do initiatives such as online learning, MOOCs, and lifelong learning deliver on their promises? How can they be strengthened?

Megatrend 2: Nationalstaten udfordres

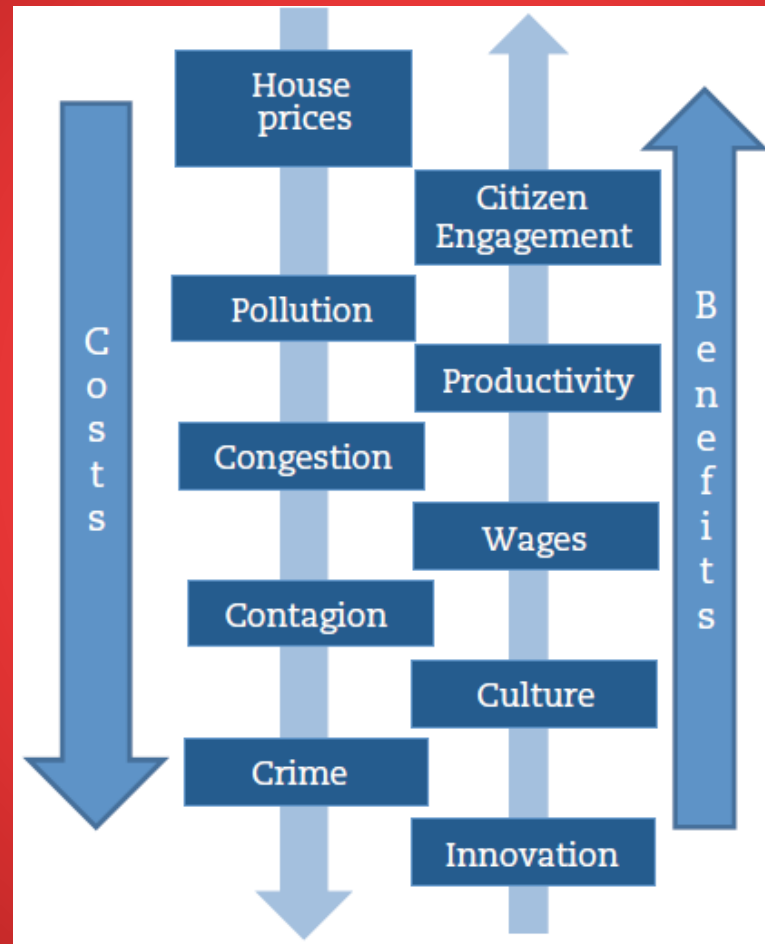


Megatrend 2: Nationalstaten udfordres

And education?

- As health and pension expenditures increase, national governments are expected to face increasingly tight budgets. How might education co-operate with other sectors to tackle the public policy challenges from a cross-governmental perspective? Should other actors, such as citizens and companies, help finance the education system?
- With workers living longer and spending more time in the labour market, how can current education systems prepare their students with the skills necessary to adapt to constantly changing labour market demands?
- Ageing populations and later retirement age in many OECD countries mean that the proportion of the population within working age range (15-65 years) will increase in the future. What is the role of lifelong learning (formal and informal) in reinforcing and supporting the skills and mental health of the oldest workers? Of the retired?

Megatrend 3: Urbanisering

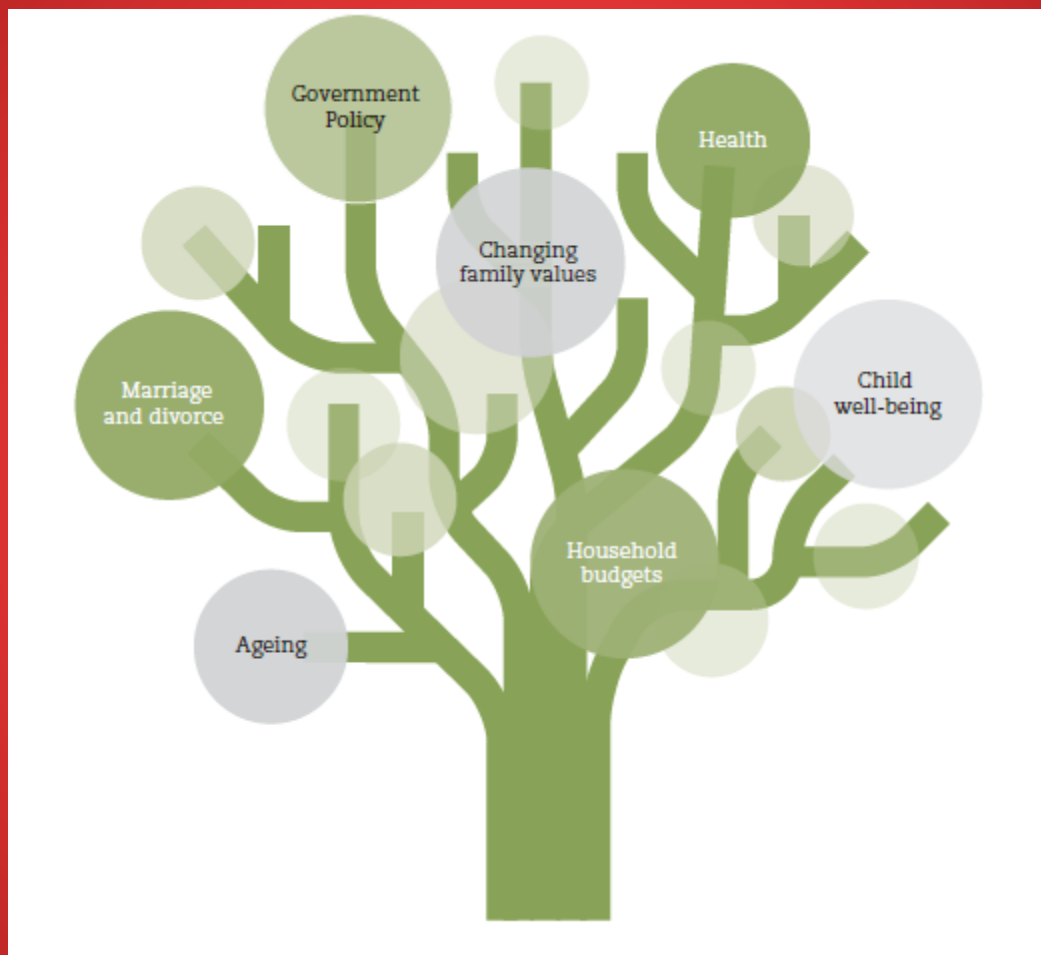


Megatrend 3: Urbanisering

And education?

- How can education planners address infrastructure and supply issues that arise from quickly growing urban areas, and in parallel the potential shrinkage in rural zones?
- Some of the most disadvantaged schools are found in inner cities. How can schools in low-income neighbourhoods attract and retain highly qualified teachers?
- Higher productivity of cities creates more job opportunities. How can school systems ensure that they are equipping their graduates with the skills needed to successfully transition to the labour force?

Megatrend 4: Nye familiemønstre

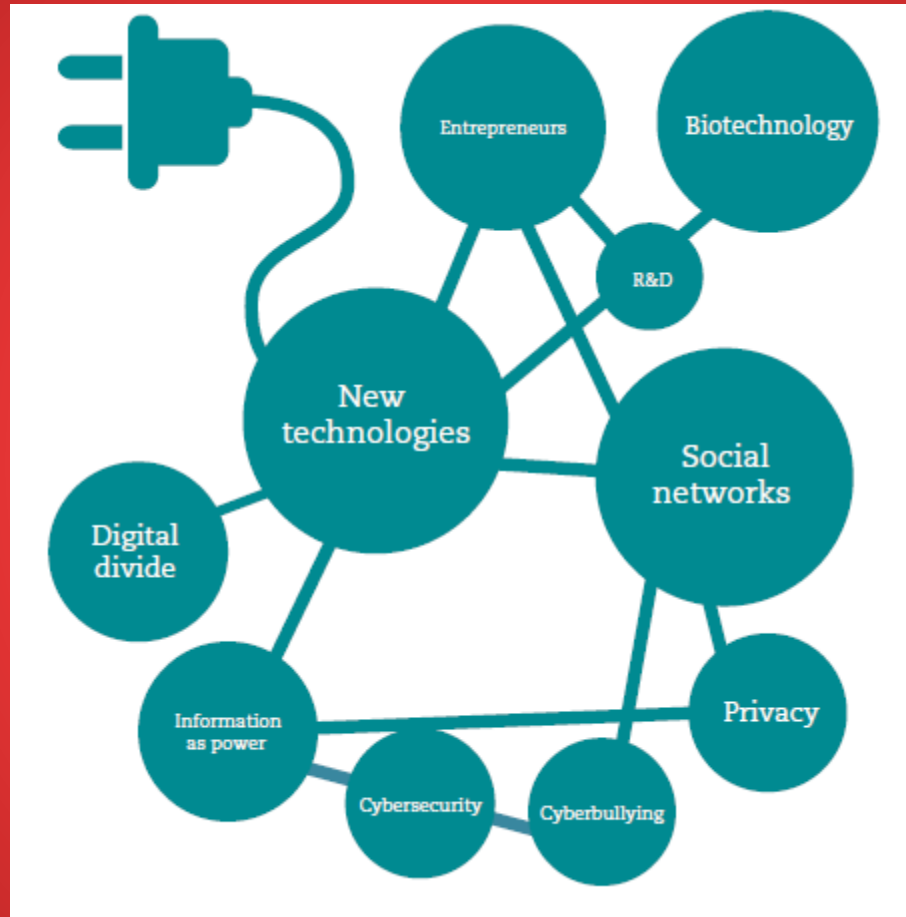


Megatrend 4: Nye familiemønstre

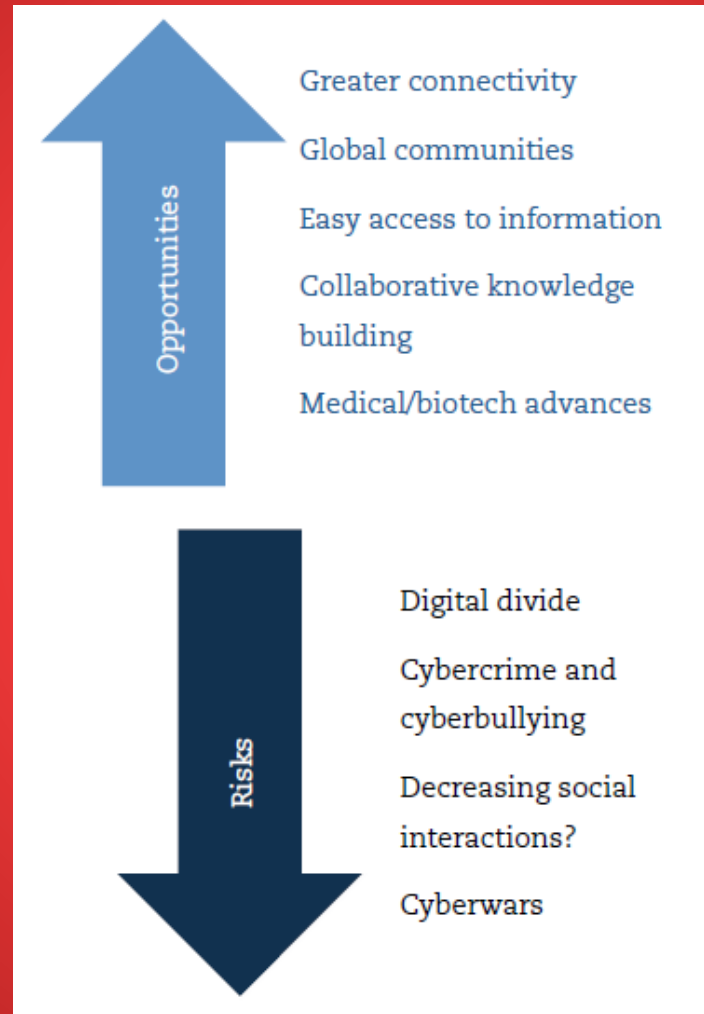
And education?

- Effective education at the school level relies on good home-school relations. Does the growing diversity of family structures affect the nature of these relationships? If so, how?
- Are schools taking full advantage of the professional experience that older parents might bring to the classrooms? Conversely, are older, better educated parents more likely to demand more say in their children's education, potentially a challenge for teachers and schools?
- Children will be increasingly more likely to come from non-traditional families (for example, mixed-race or same-sex couples). What role do educators have in encouraging open discussion of and shaping attitudes towards these issues?

Megatrend 5: Fagre nye verden



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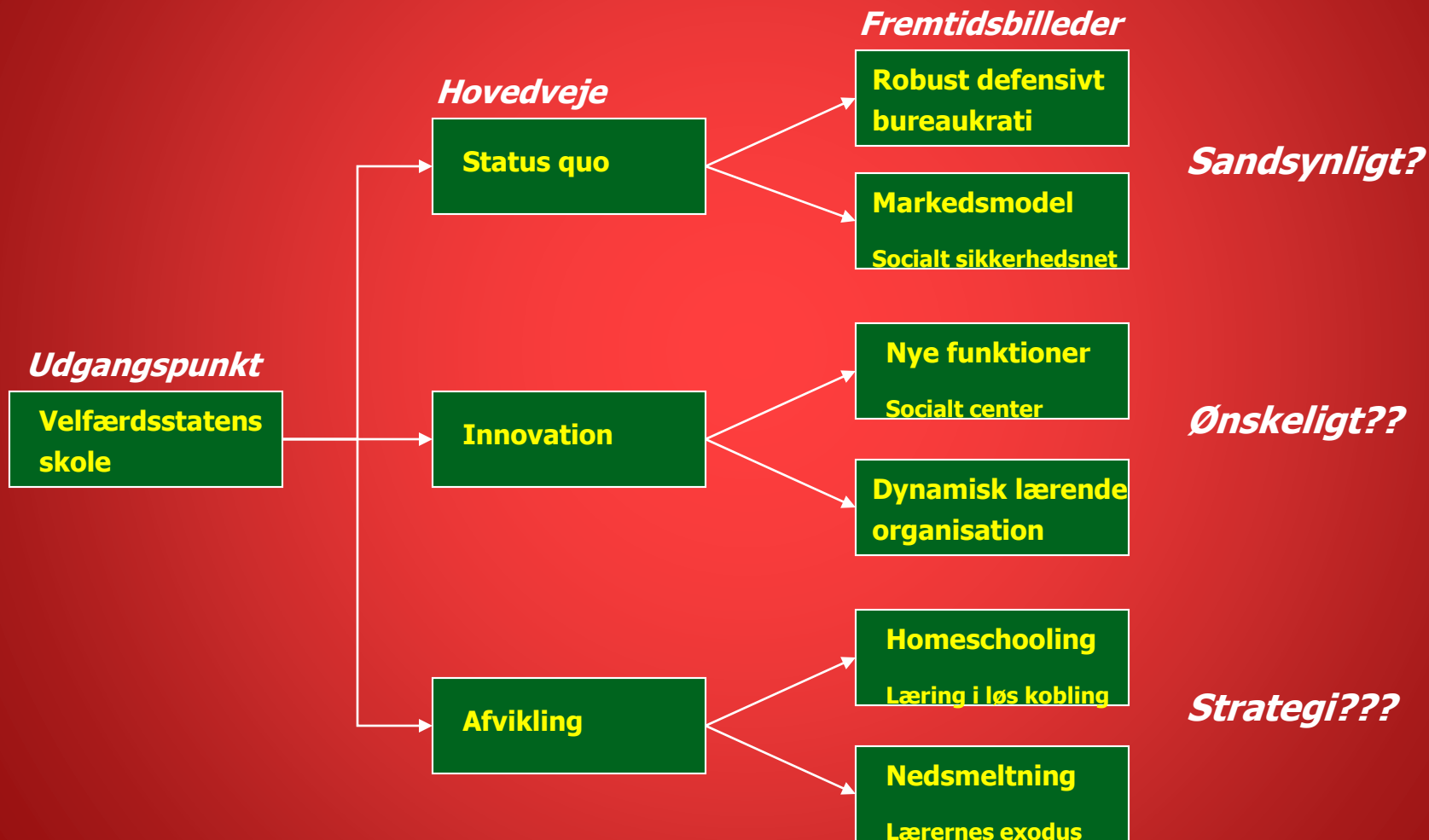


Megatrend 5: Fagre nye verden

And education?

- ICT has the potential to allow more self-paced, interactive and personalised learning. How much more should this potential be exploited, whether in schools, vocational or higher education or non-formal learning for adults? Can it be over-done?
- There has been a dramatic growth in the amount of information available and the ease with which anyone can upload materials. How can educators develop their students' critical capacity to use and contribute to this wealth of information?
- Teachers' use of ICTs often lags behind the technical skills required by students by the time they enter the workplace. How can education ensure that students develop these skills? And how might teachers be better prepared for teaching and using technology?

Scenarier for skolens fremtid



Skolens strategiske landskab

Felt Niveau	Effekt - output, målopfyldelse	Operationelt - handling, interaktion	Kontekst - rammer, betingelser
Individ - eleven/ læreren	Holdninger Viden Færdigheder	Attituder Engagement Adfærd	Baggrund Forudsætninger Kvalifikationer
Gruppe - klassen, holdet	Kvalitet i undervisningen Relationer Involvering af forældre	Pædagogik Kodex for samvær Inklusion/ Eksklusion	Læringsmiljø Arbejdsbetingelser Skolens infrastruktur
Organisation - skolen, afdelingen	Legitimitet, renommé "Added value" Elevernes sociale skæbne	Arbejdsdeling Eksternt samarbejde Selvevaluering	Skoledistriktet Bygninger Budget
Forvaltning - kommunen	Lokalområdets prestige Målrational udnyttelse af ressourcer	Skolestruktur Lokale prioriteringer Allokering af ressourcer	Lokalområdets demografi Erhvervsstruktur Urbanisering
System - staten, EU, OECD	Human capital Social cohesion Cultural diversity	Den politiske offentlighed National udd.politik Internationale analyser	Lovgivning Overenskomster Den overordnede socioøkonomiske udvikling

Skolens strategiske landskab

Klargøre sig sit udgangspunkt

Felt Niveau	Effekt - output, målopfyldelse	Operationelt - handling, interaktion	Kontekst - rammer, betingelser
Individ - eleven/ læreren	Holdninger Viden Færdigheder	Attituder Engagement	Baggrund Forudsætninger Kvalifikationer
Gruppe - klassen, holdet	Kvalitet i undervisning Relationer Involvering af forældre	-Status -Forventede ændringer -Ønskeligt feed-back Fusion	Læringsmiljø Arbejdsbetingelser Skolens infrastruktur
Organisation - skolen, afdelingen	Legitimitet, renommé "Added value" Elevernes sociale skæbne	Eksterne samarbejde Selvevaluering	Skoledistriktet Bygninger Budget
Forvaltning - kommunen	Lokalområdets prestige Målrational udnyttelse af ressourcer	Skolestruktur Lokale prioriteringer Allokering af ressourcer	Lokalområdets demografi Erhvervsstruktur Urbanisering
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Skolens strategiske landskab

Definere sine mål

Felt Niveau	Effekt - output, målopfyldelse	Operationelt - handling, interaktion	Kontekst - rammer, betingelser
Individ - eleven/ læreren	Holdninger Viden Færdigheder	Attituder Engagement Adfærd	Baggrund Forudsætninger Betingelser
Gruppe - klassen, holdet	Kvalitet i undervisningen Relationer Involvering af forældre	Pædagogik Kode Inklusion	Lærere Betingelser Infrastruktur
Organisation - skolen, afdelingen	Legitimitet, renommé "Added value" Elevernes sociale skæbne	Arbejdsdeling Eksternt samarbejde Selvevaluering	Mål Betingelser Infrastruktur
Forvaltning - kommunen	Lokalområdets prestige Målrational udnyttelse af Ressourcer	Skolestruktur Lokale prioriteringer Allokering af ressourcer	Lokalområdets demografi Erhvervsstruktur Urbanisering
System - staten, EU, OECD	Human capital Social cohesion Cultural diversity	Den politiske offentlighed National udd.politik Internationale analyser	Lovgivning Overenskomster Den overordnede socioøkonomiske udvikling

-Status
-Kriterier
-Mål
-Evaluering

Skolens strategiske landskab

Implementeringen

Felt Niveau	Effekt	Operationelt	Kontekst
	- output, målopfyldelse	- handling, interaktion	- rammer, betingelser
Individ - eleven/ læreren	Holdninger Beskrivelse Planlægning Involvering Kontrol	Attituder Engagement Adfærd	Baggrund Forudsætninger Kvalifikationer
Gruppe - klassen, holdet	Forældre	Pædagogik Kodex for samvær Inklusion/ Eksklusion	Læringsmiljø Arbejdsbetingelser Skolens infrastruktur
Organisation - skolen, afdelingen	Samfund "Added value" Elevernes sociale skæbne	Arbejdsdeling Eksternt samarbejde Selvevaluering	Skoledistriktet Bygninger Budget
Forvaltning - kommunen	Lokalområdets prestige Målrational udnyttelse af Ressourcer	Skolestruktur Lokale prioriteringer Allokering af ressourcer	Lokalområdets demografi Erhvervsstruktur Urbanisering
System - staten, EU, OECD	Human capital Social cohesion Cultural diversity	Den politiske offentlighed National udd.politik Internationale analyser	Lovgivning Overenskomster Den overordnede socioøkonomiske udvikling

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Tak for jeres opmærksomhed –
for yderligere information:

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