



“Diversity, Equity and Inclusion (DE&I) in Action” MARATHON OF EVENTS - MARCH 2023

“Putting the draft OECD Learning Compass for Mathematics in action”

22 March 2023 (14.00-15.30 CET)

[Registration link](#)

Redesigning mathematics curriculum in a way that supports students to be “future-ready” is a shared concern among policy makers, curriculum designers, mathematics experts, teachers and students alike with growing aspirations for a new vision for better and deeper learning of mathematics that can inform not only curriculum redesign, but also teaching practices and forms of assessment.

The OECD Learning Compass for Mathematics is an extension of the [OECD Learning Compass](#), a shared vision outlining the types of competencies students need today to thrive in the future. You are invited to join this event to learn more about the OECD Learning Compass for Mathematics and to support schools around the world to move towards a new vision of math education, one that aims at deeper and more equitable learning for students. You are welcome to engage with our wide international community of stakeholders and take part in this co-creation for the OECD Learning Compass for Mathematics.

Objectives:

- To learn more about the evolving OECD Learning Compass for Mathematics, which articulates a future-oriented vision of math learning;
- To see examples of the OECD Learning Compass for Mathematics in practice from different countries;
- To take part in finalizing the OECD Learning Compass for Mathematics and in supporting the case for “future-oriented” transformation of math curricula around the world., one that aims at deeper and more equitable learning.

Draft agenda:

Time/Duration (CET)	Theme	Speakers
13:30-14:00 (30 min)	Technical check in	
14:00 – 14:05 (5 min)	Part 1) Warm welcoming and introduction of chair	<ul style="list-style-type: none"> • Miho Taguma, project manager E2030 • Jenny Lindblom (chair), co-leader of OECD MCDA (Mathematics Curriculum Document Analysis) group
14:05 – 14:25 (20 min)	<p>Part 2) Setting the scene - Panel:</p> <p>Listening to the perspectives of government representatives, teachers and students.</p> <p><i>The OECD Learning Compass for Mathematics as a new vision for math teaching and learning in schools</i></p>	<p>Moderator: Jenny Lindblom</p> <ul style="list-style-type: none"> • Marc van Zanten, Netherlands Institute for Curriculum Development SLO, department of mathematics • Muzzamil Mohammed, Math teacher, The Riverside School, India

	<ul style="list-style-type: none"> - Why do we need a Math learning compass? - Epistemic knowledge: how has the covid pandemic been used in classrooms to help students “think like a mathematician”? 	<ul style="list-style-type: none"> • Finnian King, Student, Trinity College Dublin, Ireland
14:25 – 14:55 (30 min)	<p>Part 3) What does the OECD Learning Compass for Mathematics look like in practice?</p> <ul style="list-style-type: none"> - Local examples from Japan and Singapore - Connections to PISA math framework 	<p><i>Chair: Jenny Lindblom</i> <i>Moderator: Miho Taguma</i></p> <ul style="list-style-type: none"> • Keiichi Nishimura, Professor of Mathematics Education, Tokyo Gakugei University, Japan • Ruth CHAN, teacher, Head/Curriculum, Head/Assessment NUS High School for Mathematics and Science, Singapore • Zbigniew Marciniak, Professor of mathematics at the University of Warsaw, Poland; Vice-chair of OECD/PISA expert group
14:55 – 15:20 (25 min)	<p>Part 4) Dialogue/working time (in Breakout rooms)</p> <ul style="list-style-type: none"> - Sharing your examples/stories of how the covid pandemic has been used in classrooms to help students “think like a mathematician” - Invitation for participants to support the case for the OECD Learning Compass for Mathematics aiming at deeper and more equitable learning. 	<p><i>1 moderator & 1 notetaker per group volunteer once in the breakout session</i></p>
15:20 – 15:30 (10 min)	<p>Part 5) Closing remarks and next steps</p>	<ul style="list-style-type: none"> • Chair and the OECD Secretariat