

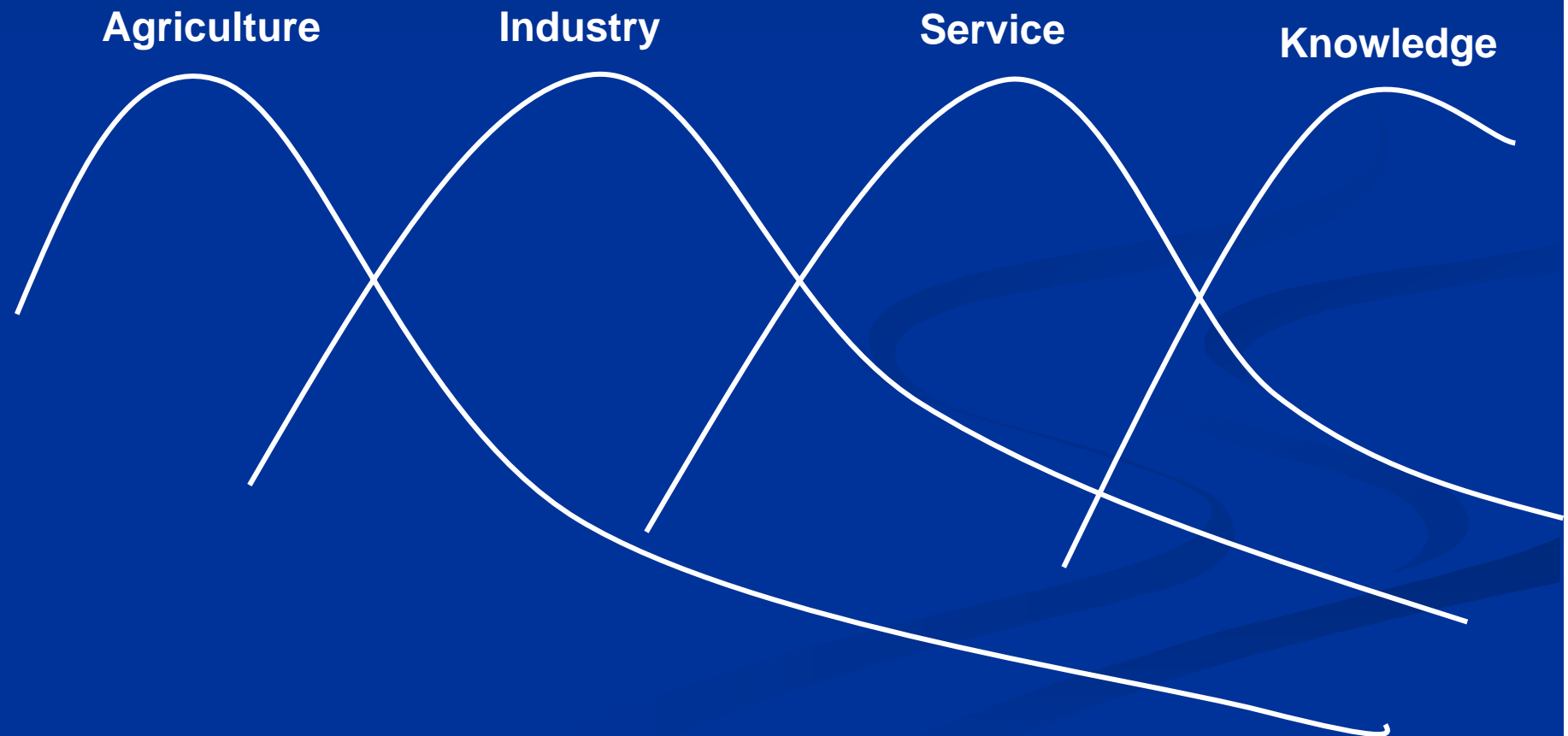
# *Interest in International Education Policy*

**Susan Sclafani  
Chartwell Education Group**

*Draft, do not use it as reference yet*

# Knowledge-based Society

Jørn Skovsgaard  
Ministry of Education, Denmark



# Implicit ideological Goals for Education

## Agriculture:

*Subservient and useful subjects*

## Industry:

*Disciplined workers/ assertion of rights and duties*

## Service:

*Motivated and self-reliant citizens*

## Knowledge:

*Risk-taking entrepreneurs, focused on the global context and technological advance*

Jørn Skovsgaard, Ministry of Education, Denmark

# 21st Century Skills

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- ✦ **Mastery of core knowledge** in key content areas, such as math, science and foreign languages, as well as the ability to use that knowledge;
- ✦ **Personal responsibility**, including the ability to work with others in order to acquire knowledge throughout their lives;
- ✦ **Skills to communicate clearly** with those of different cultures, both orally and in writing and in more than one language; and
- ✦ **The ability to use information and communication technologies** and to apply computer literacy skills in real-world situations.<sup>2</sup>

The Partnership for 21st Century Skills

# How Pisa Analysis is Affecting International Education Policy

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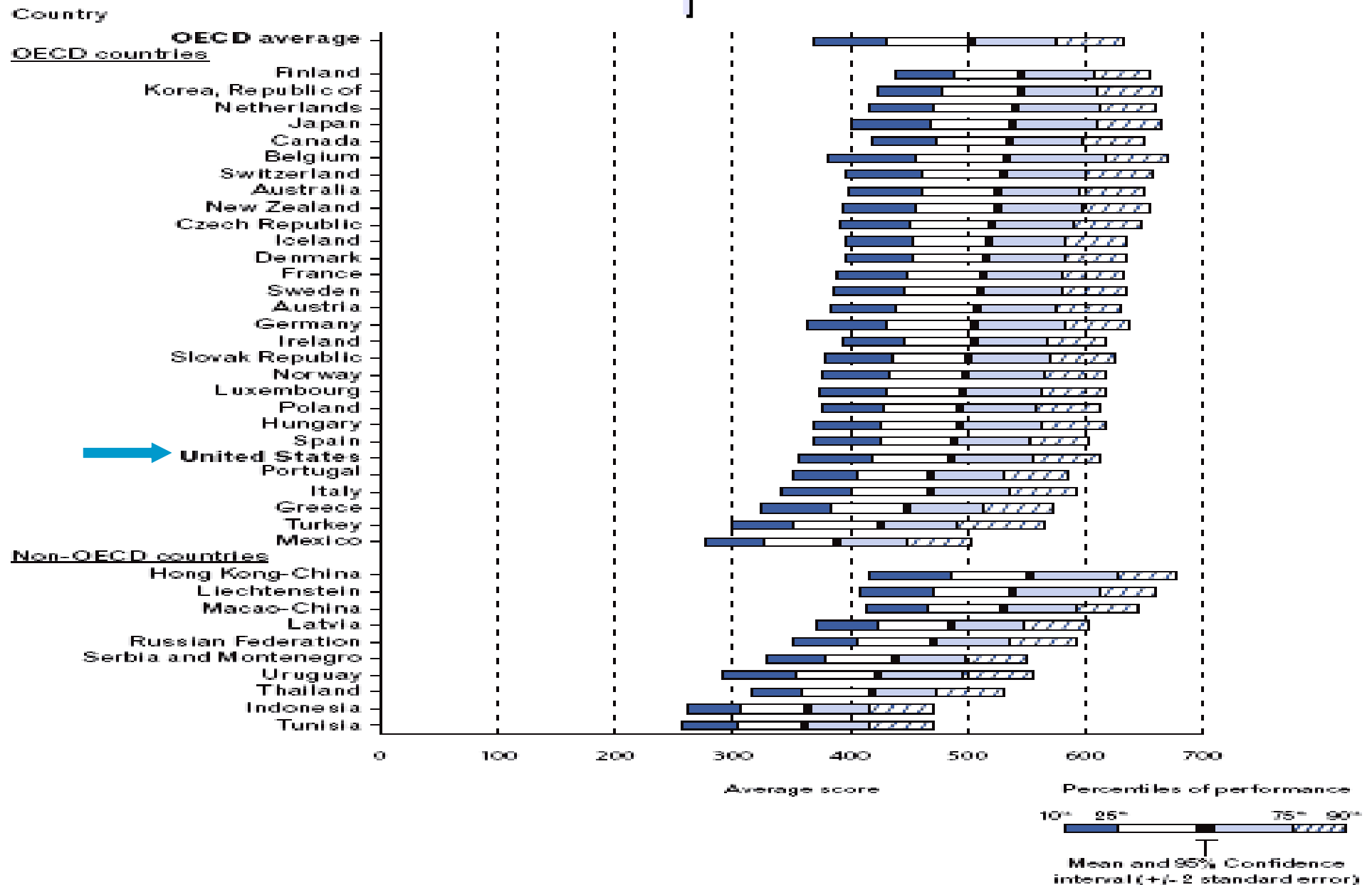
# Key features of PISA 2003

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- Information collected
  - volume of the tests
    - 3½ hours of mathematics assessment
    - 1 hour for each of reading, science and problem solving
  - each student
    - 2 hours on paper-and-pencil tasks (subset of all questions)
    - ½ hour for questionnaire on background, learning habits, learning environment, engagement and motivation
  - school principals
    - questionnaire (school demography, learning environment quality)
- Coverage
  - PISA covers 15-year-olds in school
  - PISA countries cover roughly nine tenths of the world economy

# PISA 2003: Mathematics Literacy

Figure 4. Distribution of combined mathematics literacy scores of 15-year-old students, by country: 2003



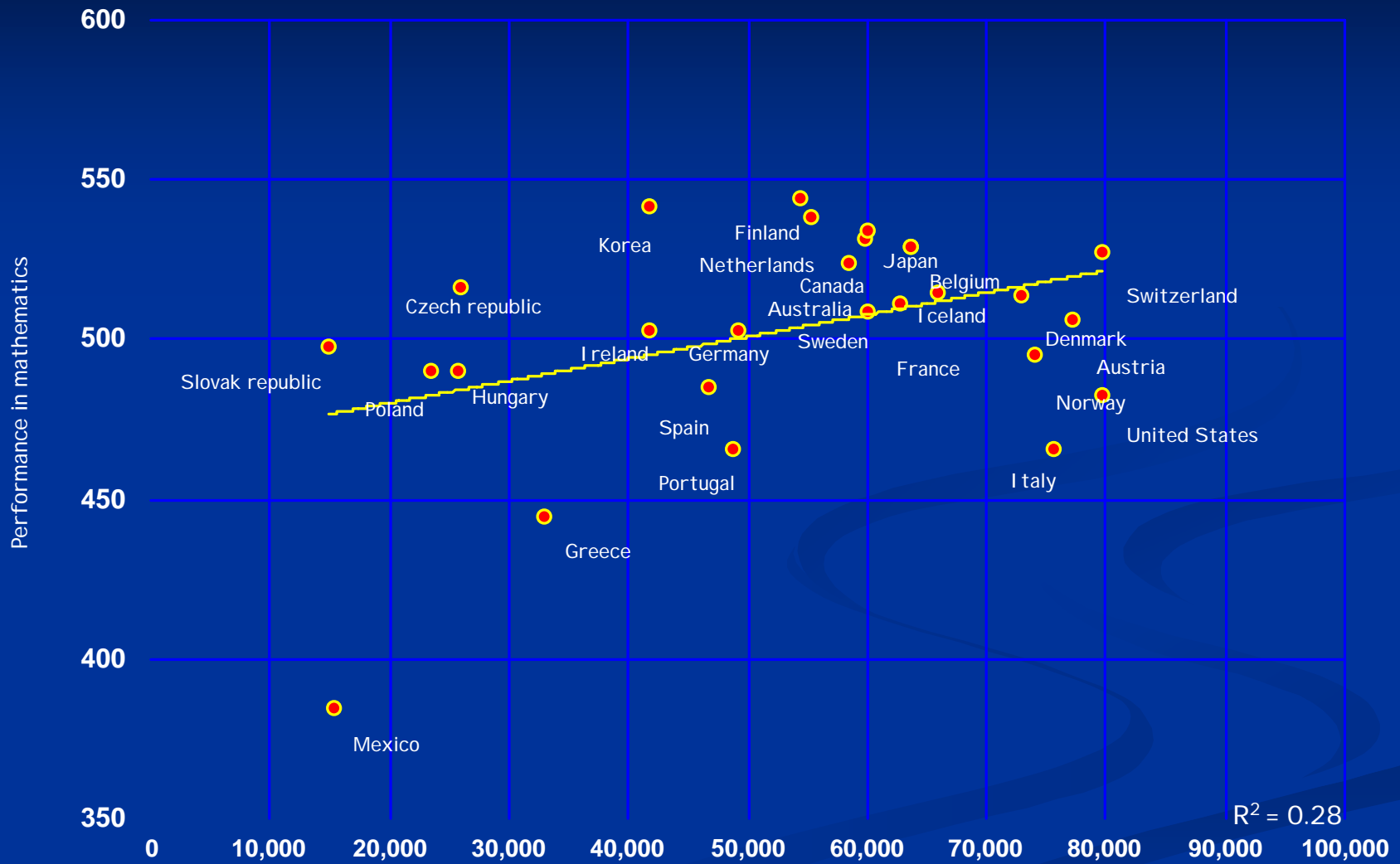
# PISA provides five key benchmarks for the quality of education systems

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1. Overall performance of education systems
2. Equity in the distribution of learning opportunities
  - Measured by the impact students' and schools' socio-economic background has on performance, not just by the distribution of learning outcomes
3. Consistency of performance standards across schools
4. Gender differences
5. Foundations for lifelong learning
  - Learning strategies
  - Motivation and attitudes



# Money matters but is not all that does



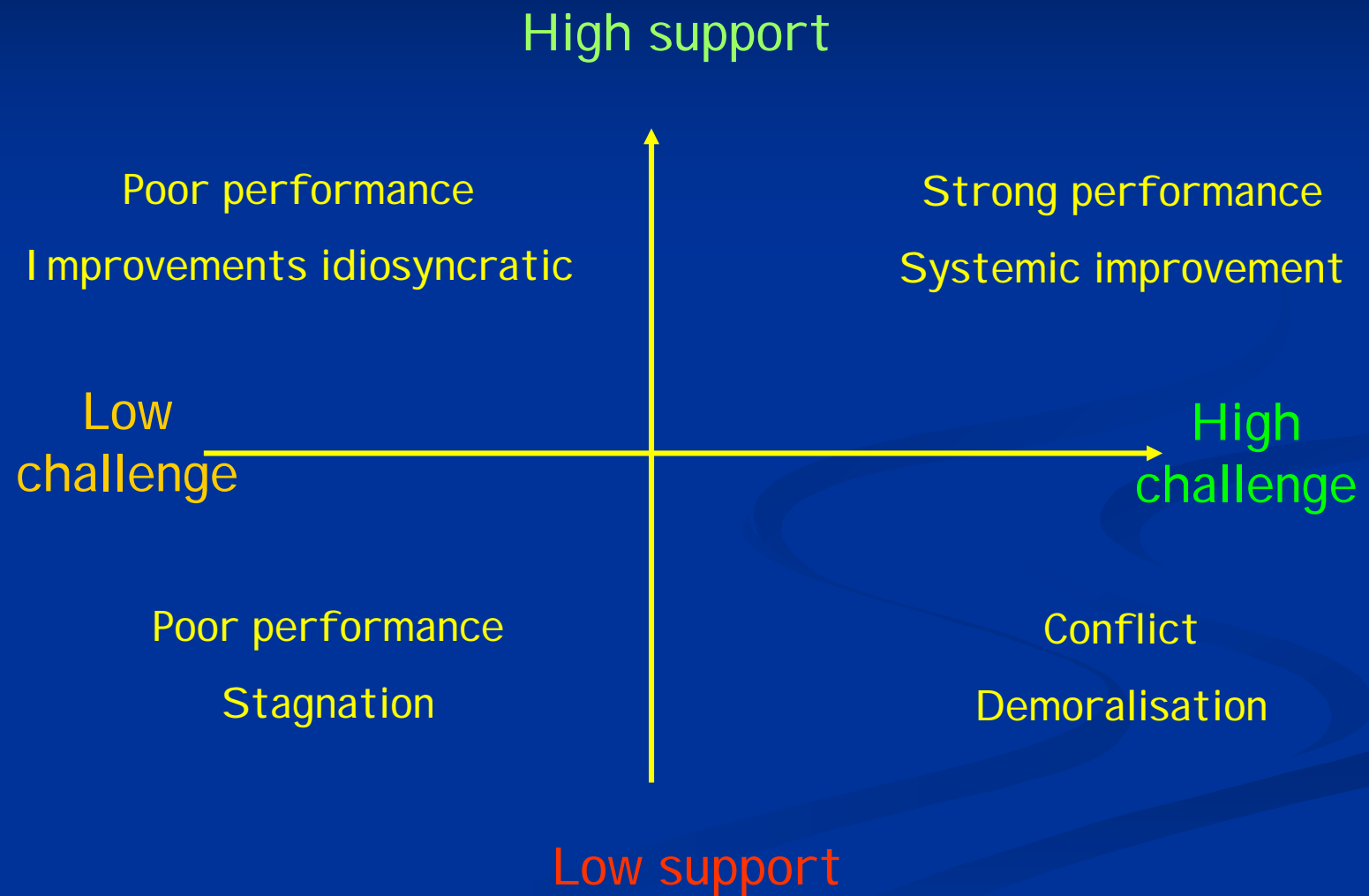
# PISA Research on Climate

## A culture of performance raises standards

- High expectations
- Readiness to invest effort
- Enjoyment of learning
- Strong disciplinary climate
- Good teacher-student relations

Students' perception of teacher-student relations and classroom disciplinary climate show the strongest relationships

# Challenge and support



# Governance of the School System

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In many of the highest performing countries

- A combination of school-based decision-making and national/system policies ensure fair distribution of educational opportunities
- Standards and curricula are provided at national/system levels
- Evaluation and support systems are implemented by professional organizations
- External assessments are combined with individual reports and feed-back mechanisms to provide clear information on student learning progress

# Setting Standards

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- Some nations define broad educational goals
- Others formulate specific performance expectations
- Others use performance benchmarks for students at particular ages or grade levels
- Test options: Minimum standards, targets defining excellence, normative performance benchmarks

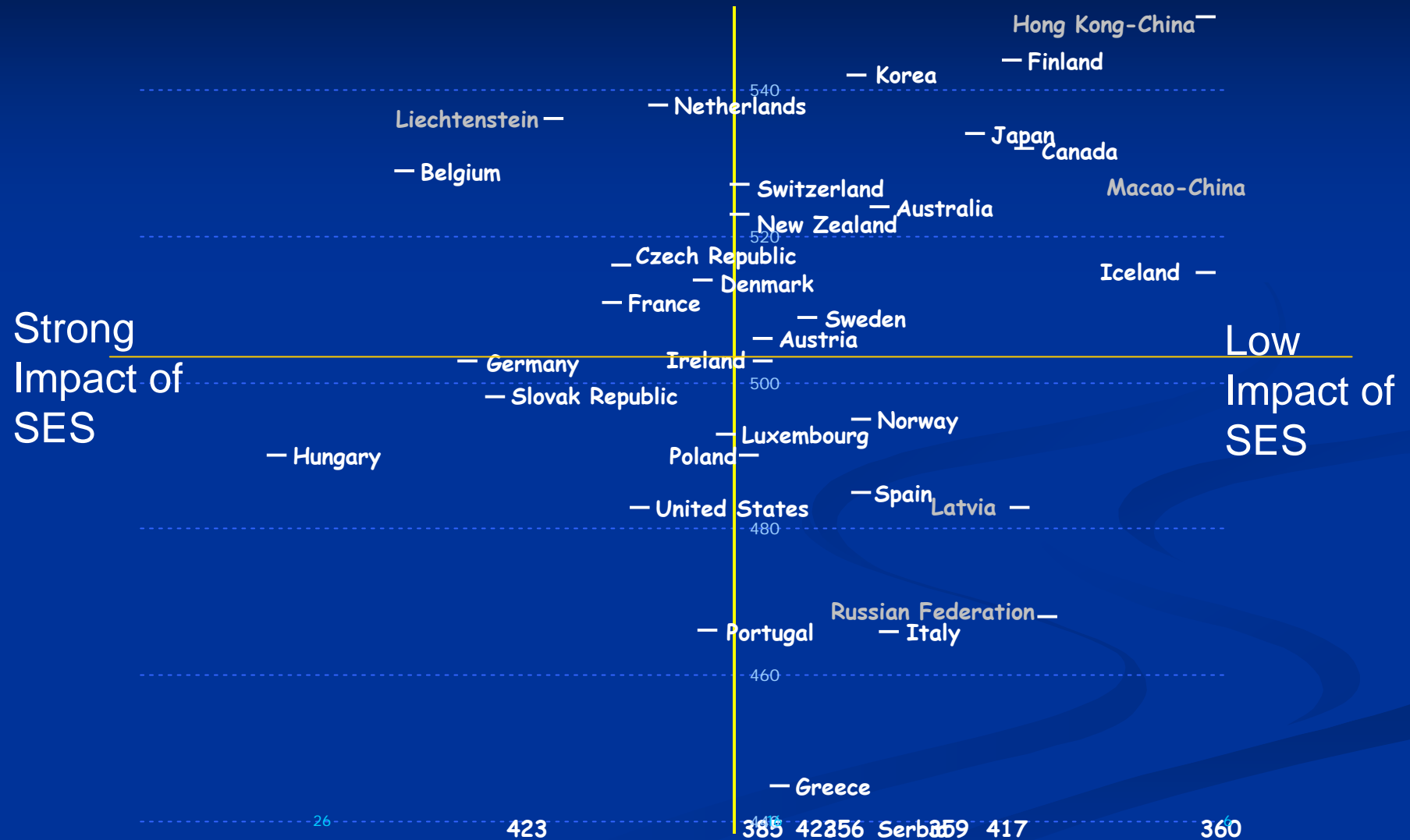
# Monitoring and Assessment

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## Options for Use of Evaluations

- Identify best practices and common problems to improve and learning environments
- Publicize comparative results of schools to enable parents to make choices or ensure funds follow students

# PISA Performance and SES



# Instruction

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## In the highest performing countries

- Schools and teachers have clear strategies and approaches for teaching heterogeneous groups of learners
  - Individualised learning processes
  - Poverty and migration seen as challenges to be addressed
  - Integrated assistance offered in addition to class time
- Students offered a variety of extra-curricular activities and differentiated support structures e.g. school psychologists or career counsellors
- Tracking or streaming is introduced, if at all, at later stages

# Support systems and professional teacher development

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## In the best performing countries

- Effective support systems located at individual school level or in specialized support institutions
- Teacher training programs with selective entry
- Training of pre-school personnel closely integrated with training of teachers
- Continuing professional development a regular part of the system
- Special training and professional development for school administrators

**Creating a knowledge-rich profession in which schools and teachers have the authority to act, the necessary knowledge to do so wisely, and access to effective support systems**

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