

# **Using School and Teacher Effectiveness Research to Promote School Improvement & Enhance Equity in Education**

*Presentation for  
In Search of Equitable & Sustainable Development: From  
the Global to the Company  
Executive Training Programme*

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# Content of Presentation

- **Context & origins of School Effectiveness Research**
- **Issues - consistency, stability & differential effectiveness**
- **Characteristics of more and less effective schools**
- **School effectiveness & school improvement knowledge base**
- **Importance of teaching & school leadership**
- **Case studies of effective schools**
- **Pre-school influences – the EPPE3-11 research**
- **Implications for the promotion of equity**

# Defining Equity and Equality in Education

- ▶ **Formal equality of access/provision**
  - ▶ **Equality of participation (treatment)**
  - ▶ **Equality of outcome**
- 
- Although school (& pre-schools)s are important in the development of social inclusion wider social and economic policies are also highly relevant
  - School effectiveness & improvement research seeks to study and work with practitioners to enhance understanding about the processes of effective and improving schools in different and equity considerations remain a key focus

# Equity Challenges for Educators

Students from disadvantaged backgrounds are more likely than others to experience educational failure – e.g. role of gender, SES, ethnicity/caste/religion, region (urban/rural) – those ‘at risk’ .

## Reasons for addressing such failure

***philosophical/ethical*** - to promote fairness improvement in quality of life and opportunities for all groups, to encourage positive attitudes to future learning and self-esteem

***political*** - to promote social cohesion and inclusion and empower young people as citizens to participate in a successful democracy

***economic*** - to promote future prosperity, meet needs of economy & employers, prevent waste of talent & avoid social/economic burden on public purse

# Origins of SER

- **Early years of 20th century unrealistic expectations about the impact of free schooling**
- **During 1960s emphasis on social determinants of achievement (SES, IQ, race), US research claimed the school had little impact**
- **During 1970s-80s growth of SER movement considering relative differences between schools**
- **Creation of ICSEI, links between SER and school improvement fields promoted**
- **Mid 1990s onwards increasing policy and practitioner interest in school improvement but also criticisms and ambivalence**

# Focus of SER

**The central focus a belief in the potency of social institutions**

**‘the idea that schools matter, that schools do have major effects upon children’s development and that, to put it simply, schools do make a difference’ (Reynolds & Creemers, 1990)**

**Foci of SER studies include identifying the:**

- ❖ **Size and extent of school effects**
- ❖ **Characteristics that promote better student outcomes**
- ❖ **Effective teaching**
- ❖ **Influences of context on outcomes**
- ❖ **Processes of institutional change**
- ❖ **Long term impact of schools & schooling on life chances**

# Aims & Goals of Early SER

To promote Equity and Excellence

- *Clientele* - poor/ethnic minority students
- *Subject matter* - basic skills reading & maths (elementary/primary schooling)
- *Equity* - children of urban poor should achieve at same level as those of middle classes

# Importance of Student Outcomes

**‘For us the ‘touchstone’ criteria to be applied to all educational matters concern whether children learn more or less because of the policy or practice’ Reynolds 1997**

**‘An effective school is one in which students progress further than might be expected from consideration of its intake’  
Mortimore 1991**

**SER & TER seeks to identify the ‘Value Added’ by schools or teachers to student outcomes**

**Such VA approaches to study school or teacher effects are in use in a range of countries eg England, Chile, US**

# The Impact of Intake

**‘Natural justice demands that schools are held accountable only for those things they can influence (for good or ill) and not for all the existing differences between their intakes’**

**(Nuttall 1990)**

**SER seeks to disentangle the impact of prior attainment and background characteristics from the impact of school and classes/teachers on students’ academic progress or social/affective educational outcomes**

# Complexity in Judging Performance

Definitions of effectiveness are dependent on:

- *choice of outcome measures* (focus on basic skills/exams gives only a partial picture of effectiveness) need social, affective and cognitive
  - *methodology* and adequacy of intake controls contextualised 'value added'
  - *timescale* – 3 years is minimum for a trend in school performance
- 'Effectiveness is not a neutral term. Defining the effectiveness of a particular school always requires choices among competing values ... the criteria of effectiveness will be the subject of political debate' (Firestone, 1990)

# Size & Importance of School and Teacher Effects

Reviews of SER suggest 5-18% of variance in individual student attainment is attributable to differences between schools after control for intake including prior attainment levels

Studies of teacher effects suggest a higher figure 15-30%  
The combined school & teacher effect may be between 15 to 40% depending on outcome and sample studied

Critics argue these differences are 'trivial' but fail to recognise that measures such as SES or low income eg FSM by themselves account for only a small % of total variance in individual students' outcomes (typically 3-8%)

This does not mean SES is unimportant it just that there is a lot of variation within SES or income groups, knowing a particular student's SES is not a very good predictor of their actual attainment level! It is a powerful predictor at the group level.

# **Effectiveness is a *retrospective, relative concept* that is time and outcome specific**

- **Effective in promoting which outcomes?  
the *what* of effectiveness**
- **Effective for which student groups?  
the *who* of effectiveness**
- **Effective over what time period?  
the *when* of effectiveness**

**These questions provide a focus for school self evaluation & review and the development of improvement initiatives - they have important implications for the promotion of equity**

# Schools Matter Most for Disadvantaged Students

- The size of school effects for black students were almost twice as large as for white students in the US
- Differences between public and private schools almost twice as large for low SES students as for middle class students, differences between schools for high SES students are small in US
- School effects vary for students by race and low prior attainment in England. School effects larger for initially low attaining and for black Caribbean students

*Schools matter most for underprivileged and/or initially low achieving students. Effective or ineffective schools are especially effective or ineffective for these students*

After Scheerens & Bosker 1997

# The Processes of Effective Schools

1. The processes of effective leadership
2. The processes of effective teaching
3. Developing & maintaining a pervasive focus on learning
4. Producing a positive school culture
5. Creating high (& appropriate expectations for all)
6. Emphasising student responsibilities & rights
7. Monitoring progress at all levels
8. Developing staff skills at the school site
9. Involving parents in productive & appropriate ways

After Teddlie & Reynolds 2000

# The 'ineffective' school

(Reynolds 1995)

- **Non-rational approach to evidence**
- **fear of outsiders**
- **dread of change**
- **capacity for blaming external conditions**
- **set of internal cliques**
- **lack of competencies for improvement**

*..may have inside itself multiple schools formed around cliques and friendship groups  
.. There will be none of the organisational, social, cultural and symbolic tightness of the effective school*

# Processes for School Improvement

- Clear leadership
- Developing a shared vision & goals
- Staff development & teacher learning
- Involving pupils, parents & community
- Using an evolutionary development planning process
- Redefining structures, frameworks, roles & responsibilities
- Emphasis on teaching & learning
- Monitoring, problem-solving & evaluation
- Celebration of success
- External support, networking & partnership

Several interesting & well tried models have been developed eg:

*Improving the Quality of Education for All (IQEA)*

*High Reliability Schools*

*Success for All*

# **FEATURES OF AN EFFECTIVE SCHOOL CULTURE**

**Three essential 'core' conditions which together create a positive school culture:**

- professional high quality leadership & management**
- a concentration on teaching and student learning**
- a learning organisation - a school with staff willing to be learners & participate in staff development**

***The Intelligent School* MacGilchrist, Myers & Reed, 1997**

# KEY FACTORS FOR DEPARTMENTAL EFFECTIVENESS

- Quality of teaching in the department;
- Extent to which departmental staff work together as a team;
- Commitment/enthusiasm of teaching staff;
- High expectations of students;
- Good behaviour management;
- Extent to which independent student learning is fostered;
- Focus on improvement in academic results especially student progress

# **EFFECTIVE SCHOOLS & DEPARTMENTS: SCHOOL CULTURE**

**The research identifies three dimensions of culture and relates findings to SE theory and models**

§ ***Order*** - behaviour, policy & practice

§ ***Academic emphasis***

§ ***Student-focused approach***

**It emphasises the need for these aspects to be mirrored at each level in academically effective secondary schools & stresses importance of leadership**

***Forging Links* - Sammons, Thomas & Mortimore, 1997**

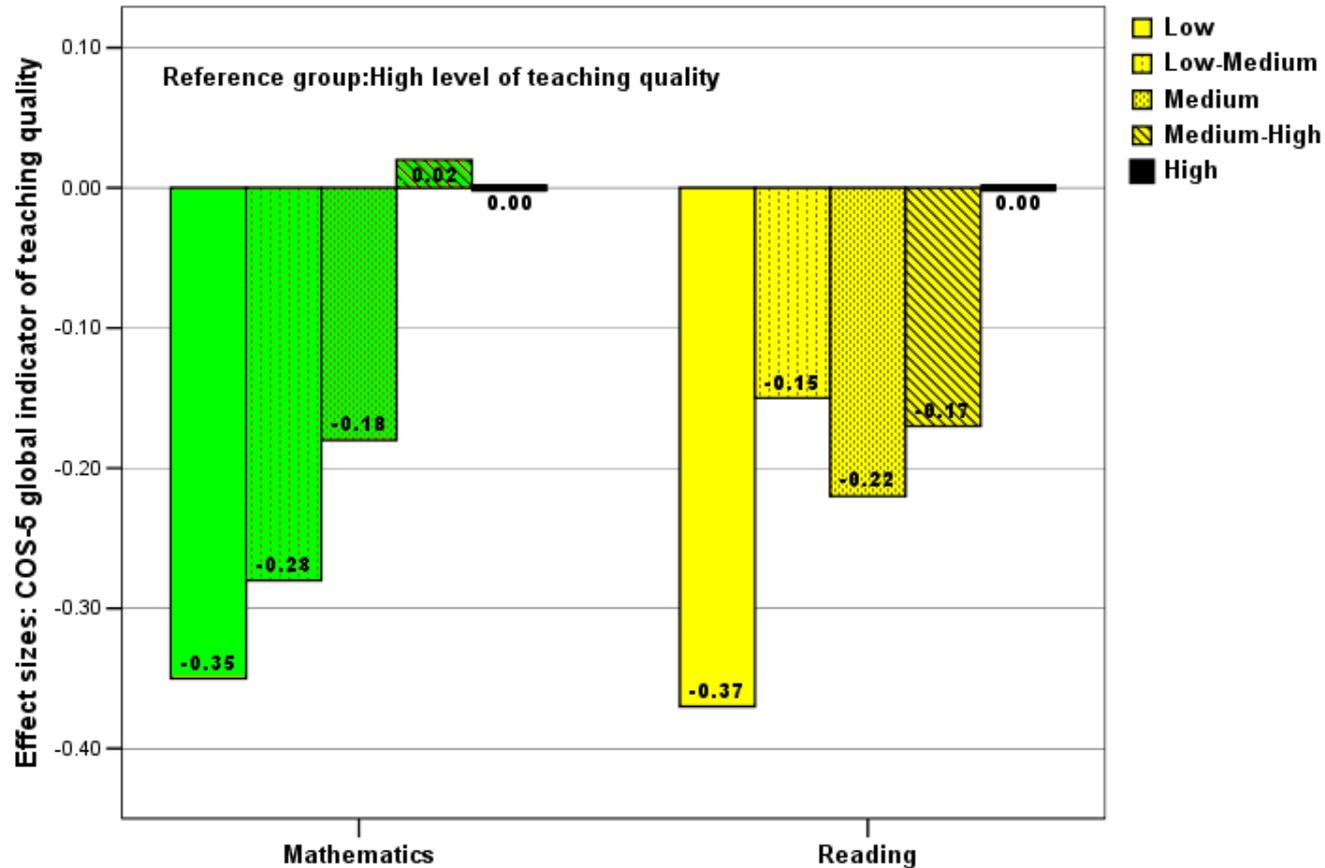
## RELATIVE SIGNIFICANCE OF TEACHER EFFECTS

Of all the contextual variables that have been studied to date (indicators of school socioeconomic status, class size, student variability within classrooms, etc.), ***the single largest factor affecting academic growth of populations of students is differences in the effectiveness of individual classroom teachers.***

When considered simultaneously, the magnitude of these differences dwarf the other factors... Also, ***the effects of teachers appear to be cumulative.*** At the extreme, a high-high-high sequence [of 3-year teacher effects of 5th grade pupils] resulted in more than a 50 percentile point higher score in 5th-grade math achievement than the low-low-low sequence.

(Rowe 2006)

# What matters in the classroom: *Teaching quality*



Overall, observed Y5 *Teaching quality* is a significant predictor of better cognitive progress from Year 1 to Year 5 in both Reading and Maths.

# GENERAL PROFILE OF EFFECTIVE TEACHERS RESEARCH REVIEWS

- ❖ Clear about instructional goals
- ❖ Knowledgeable about curriculum content and the strategies for teaching it
- ❖ Communicate to their students what is expected of them – and why
- ❖ Make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content

- ❖ Knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge
- ❖ Teach students meta-cognitive strategies and give them opportunities to master them
- ❖ Address higher- as well as lower level cognitive objectives
- ❖ Monitor students' understanding by offering regular appropriate feedback
- ❖ Integrate their instruction with that in other subjects areas
- ❖ Accept responsibility for student outcomes

» (Porter & Brophy , 1988)

# INEFFECTIVE CLASSROOM PRACTICES

- Inconsistent approaches to the curriculum and teaching
- Inconsistent expectations for different learners lower for low SES
- An emphasis on supervising and communicating about routines;
- Low levels of teacher-student interactions
- Low levels of student involvement in their work
- Student perceptions of their teachers as not caring, unhelpful, under-appreciating the importance of learning and their work
- More frequent use of negative criticisms and feedback

(Stoll & Fink, 1994)

## **Improving City Schools: key features of teaching**

- **a high degree of consistency across the school**
- **high expectations of pupils, matched by well planned support to help them meet the challenges of the work**
- **skilful management of pupils in classrooms and effective use of time and resources**
- **motivating teaching methods & materials, planned with the improvement of basic skills in mind**

**Ofsted 2000**

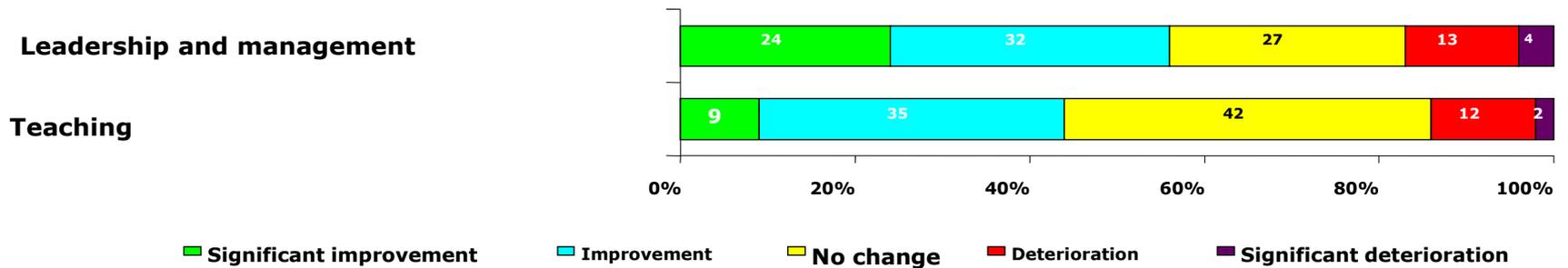
# Effective Classroom Practice Observation Study

## Key Features of More Effective Teaching

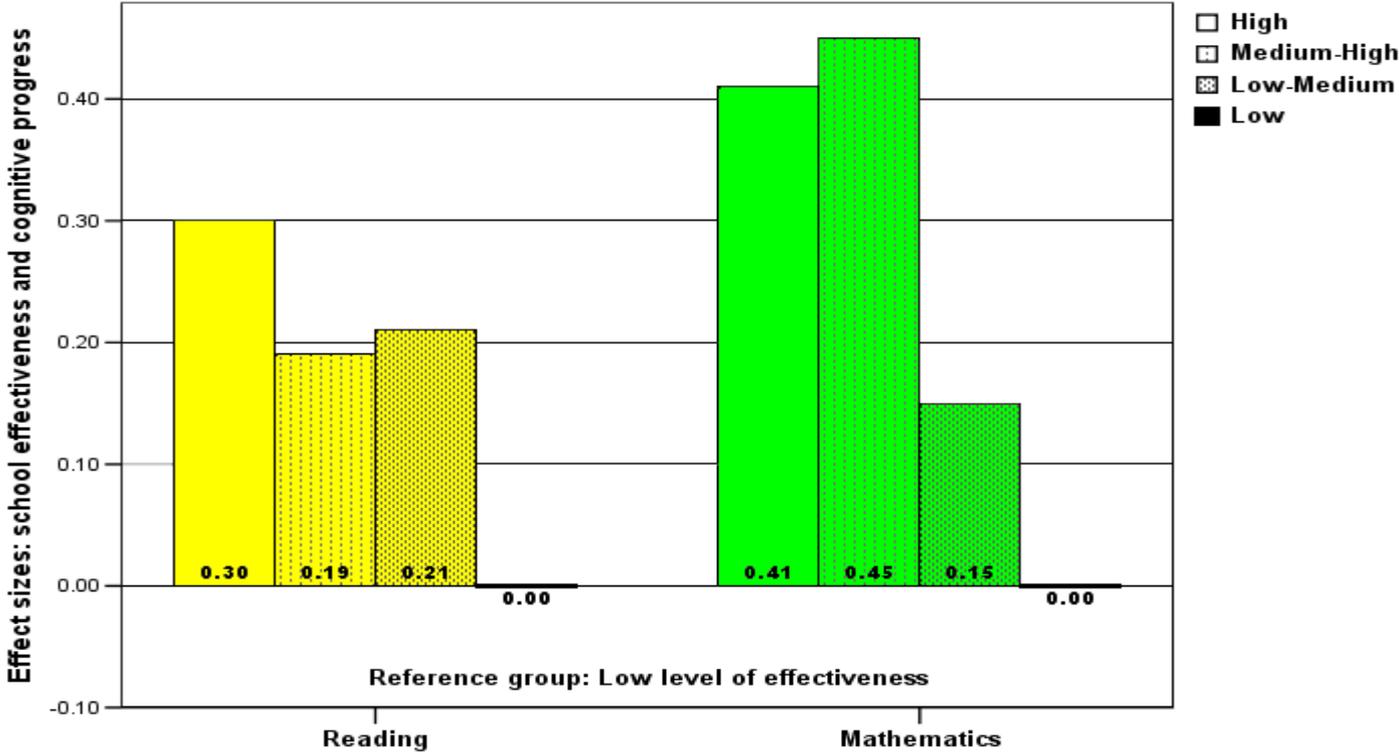
- *Clear and coherent lesson in a supportive learning climate*
- *Engaging students with assignments and activities*
- *Positive classroom management*
- *Purposive learning*
- *Quality questioning and feedback for students*

**These features can be seen as necessary and key characteristics of effective, high quality teaching across different sectors, subjects and contexts.**

# Primary schools: change of inspection judgements from first to second inspection (% of schools)



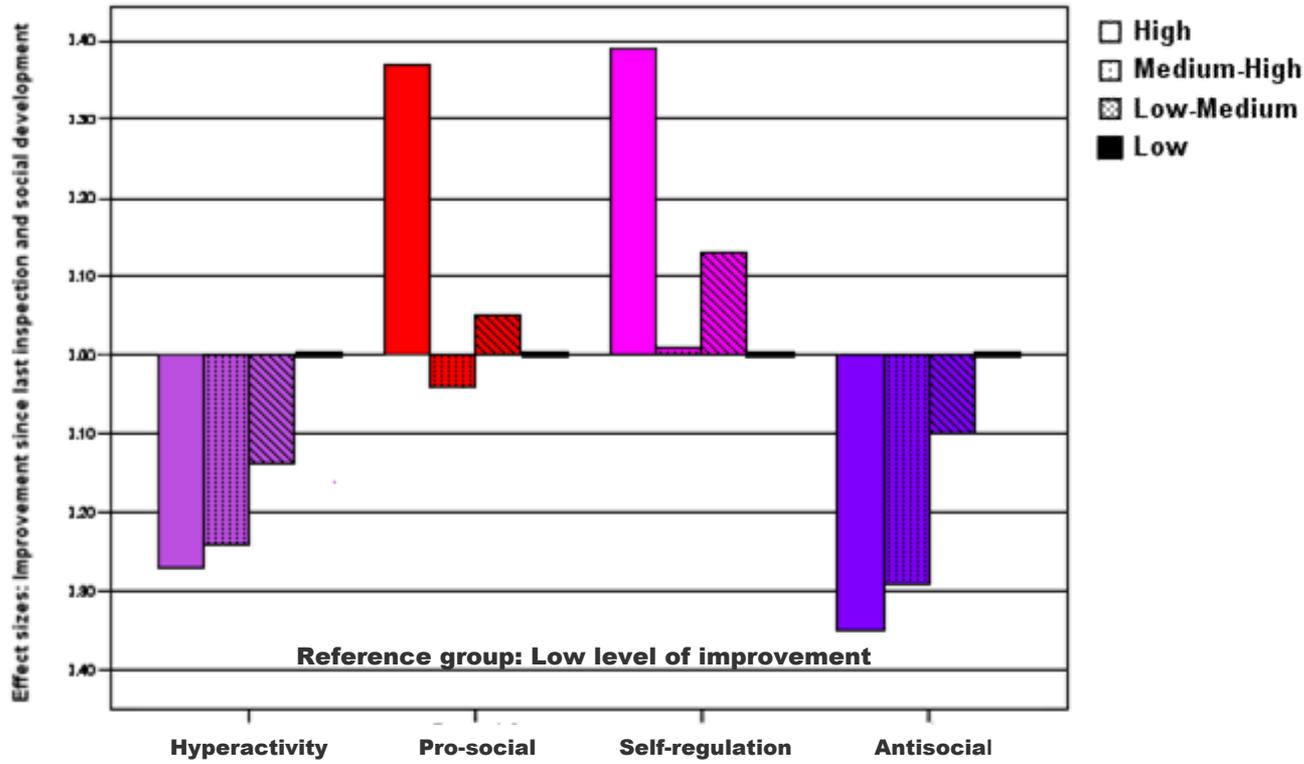
# Quality matters: Ofsted inspection measures School effectiveness and cognitive progress



Attending a school judged by Ofsted as more effective made a difference to Maths progress, Reading and for Self-regulation. Other progress measures show effects that were in a similar direction but were not statistically significant.

# Quality matters: Ofsted inspection measures

## School improvement and social/behavioural development



Schools Ofsted judged had shown most improvement since the last inspection predicted better progress for our sample in, Self-regulation, Pro-social behaviour and improvements in terms of reduced Anti-social behaviour and Hyperactivity as well as better progress in Maths.

# Improving Schools in Disadvantaged Settings

## Focus on:

- Teaching & learning
- Enhancing leadership capacity
- Creating an information rich environment
- Creating a positive school culture
- Building a learning community
- Promoting continuous professional development
- Involving parents
- Engaging external support.

(Muijs et al 2004)

# Improvement of Robert Clack: Case study

**In 1996 one of 'worst' schools ever seen by inspectors**

- **Serious problems of low attainment & poor behaviour**
- **Staff termed the school a 'zoo' where students '*could do what they wanted, many kids were running riot*' drug dealing in playground**
- **Weak staff morale, difficulties in recruitment & retention, falling pupil rolls & serious budget deficit**
- **Context highly disadvantaged community highest % council housing & one parent families lowest % adults with educational qualifications in country, high % low income families (FSM)**

**BUT sustained improvement 1996-2013**

**%GCSE 5A\*-C      1996 17%, 1998 23%, 2001 39%, 2004 58%  
2006 79%, 2013 92%**

**Current attainment above national average & 'like with like' CVA comparisons very high in comparison with similar schools**

**School now oversubscribed & highly regarded by local community, still serves highly disadvantaged intake & increased ethnic diversity**

# Robert Clack: Some explanations for success

- Excellent leadership & support from governors and LEA
  - A culture of collaboration, high expectations of teachers and pupils, care invested in staff development, respect for students' right to learn and teachers' right to teach
- 'we still have difficult pupils but we don't have classes out of control'*
- Creation of a relaxed, cooperative learning environment where learning enjoyed and teachers find professional satisfaction
  - Emphasis on rewards and support, using data and target setting

Haydn 2001

- 'The good quality of teaching has been responsible for the significant raising of standards since the last inspection'
- The school adopted a standard lesson model the Robert Clack Good Lesson developed collaboratively by staff and used consistently
- 'Behaviour is good in classes, learners are attentive and work well together .... Behaviour problems are dealt with quickly, in fair, consistent and positive ways'

Ofsted Inspection 2004

# Robert Clack: Transforming school culture

*In some parts of the community there is a violent, aggressive, anti-social culture. Within the school we have created an alternative community in which achievement is 'cool' and caring for others is the normal expectation'* Assistant headteacher

*'We teach students the meaning of responsibility. We have a responsibility to them, to provide them with a high quality education and ensure they achieve their potential. They also have a responsibility to themselves and to those around them to ensure that as a community we respect and support each other'* Headteacher

- There is an emphasis on celebrating achievement and a whole school approach, including literacy support across the curriculum with provision of a very wide range of extra-curricular activities and emphasis on participation in sport.
- Looked after children, SEN, EAL and gifted & talented receive good support and make good progress
- Team work is a strength and morale is high
- Leadership outstanding and communication within school excellent

Ofsted Inspection 2004

# **Schools that Make a Difference (1)**

## **12 Canadian Secondary Schools in Low-income settings**

- **The role of the secondary school is especially important for students from low income environments. Schools can reduce social inequalities by stressing clear expectations and supportive structures and services**
- **Need for schools to tackle areas over which they have most control (culture, leadership & classroom practices)**
- **The importance of the role and person of the principal is greater in schools with low-income environments**
- **Three defining elements of climate: security, examinations and personal relationships. In their general approach to teaching and learning these schools appear to be traditional**
- **The elements of success in these schools do not seem to differ significantly from those found in the research literature. Successful low-income schools are simply successful schools. They are 'no excuses' schools which have accepted the responsibility to create high achievement for all students, irrespective of their socio-economic backgrounds**

# **Schools that Make a Difference (2)**

## **18 High Attainment Welsh Primary Schools in Disadvantaged Settings**

**Results pointed to features of school culture:**

- Key role of headteachers who actively developed leadership capability throughout the school – leadership density & depth supported by team working & participation in decision making**
- Important contribution by Governing bodies to support leadership**
- Staff ‘passionate’ about their work, high levels of commitment & engagement**
- Strong emphasis on parental participation to engender their engagement & commitment to work of the school**
- ‘Mindset’ of school – empowered & proactive optimism, highly reflective approach, an ‘accept & improve’ outlook, very high aspirations, ideals & expectations, a willingness to praise, a caring attitude & pride in the school**

# Education for social inclusion: perspectives from the Includ-Ed project

John Holford & Engel (2009) University of Nottingham

## Case Studies of 3 Effective & Improved English Schools

- High proportions of ethnic minority students (above 80<sup>th</sup> percentile nationally)
- High proportions of English Additional Language (EAL) students
- In top 20% most deprived areas in the country (students eligible to receive free school meals higher than national average)
- High proportions of students with Special Educational Needs (SEN)
- Successful schools (high Contextual Value Added scores, academic attainment over time, good practice related to inclusion and community cohesion, Ofsted results)

Findings organised around three themes of effective educational practice:

- High expectations
- Structural issues around turning expectations into practice
- Inclusion as an ethos throughout the school

# High Expectations

**View: “we have high expectations for all students”**

- **Authentic belief in all students’ abilities to make academic progress,**
- **Encouraging students to continue studying,**
- **Providing opportunities for students to explore opportunities to continue studying or successfully enter labour market,**
- **Building student’s own expectations; engaging and encouraging parents and families.**
- **Majority did continue studying (at college/university)**

# Expectations as a Practice

- Commitment to the individual student (operational and strategic planning),
- Extension of learning time:
  - Staying at school after classes to receive **homework support**. Extended day school including afternoon & holiday clubs.
  - **Learning Mentor** (community member, parent, volunteer).
  - **Learning Buddies**, pairing an older child with a younger child.
- Strategic use of additional human resources (staff collaboration, use of volunteers, placement of most qualified staff, including upper management)

## Expectations as a Practice, cont.

- Personal interviews with senior management staff,
- Extensive individual consultation for students with SEN,
- Regular career advice provided and assistance with applications,
- University students and former students as role models,
- Ensuring that no course of study is a dead-end.

# Inclusion as an ethos

- Inclusion more than singular or set of collective practices;
- Schools and programmes were identified as having an 'inclusive spirit', an 'ethos of inclusion', and a 'positive atmosphere';
- Philosophy and ethos matched by policy and practice;
- Diversity not regarded in subtractive manner, reflected in students' acceptance of difference;
- 'Barrier Free' school setting.

# High Reliability Schools (HRS)

Reynolds, Schaffer & Stringfield 2008

- A focus on heightening organizational **reliability** produced large, long-term measured outcome gains in secondary schools.
- 
- Long-term success came where schools worked together with district support. *The authors, the teachers, the heads and the districts used Teacher Effectiveness , School Effectiveness and Systemic Effects research to “co-construct” the reform.*

# Leadership matters: Results from the Leadership & Pupil Outcomes Project

Poor leadership is a well documented feature of ineffective schools in research and inspection evidence

## *7 Strong Claims* – Review by Leithwood et al 2006

- School leadership second only to classroom teaching as an influence on student learning
- Almost all successful leaders draw on the same repertoire of basic leadership practices
- Ways leaders deploy these are responsive to school context
- School leaders improve teaching & learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions

Studies of highly improved and effective schools indicate that staff perceive leadership of the head teacher to be a crucial factor in their success (Sammons, Gu & Mehta, 2008; Day et al 2009)

# Most frequently cited specific Actions/Strategies taken leading to Improved pupil outcomes (survey)

## Primary Heads

Encouraging the use of data and research	(28%)
Improved assessment procedures	(28%)
Teaching policies and practices	(26%)
Changes to pupil target setting	(20%)
Strategic allocation of resources	(20%)
Providing and allocating resources	(19%)
Promoting Leadership Development and CPD	(16%)

## Secondary Heads

Encouraging the use of data and research	(34%)
Teaching policies and practices	(28%)
Change school culture	(21%)
Providing and allocating resources	(20%)
Improved assessment procedures	(19%)
Monitoring of departments and teachers	(16%)
Promoting leadership development and CPD	(15%)

# The Role of the Headteacher

## The Primacy of the Head teacher

Head teachers are perceived as the main source of leadership by school key staff. Their leadership practice shapes the internal processes and pedagogic practices that foster improvement in school and classroom conditions and better pupil outcomes, especially for schools in challenging circumstances.

## Leadership Qualities and Values

Head teachers are adaptable in their leadership and management strategies, within a core values framework governed by principles of care, equity and performance.

## Expectations and Outcomes

Head teachers' expectations and aspirations emanated from a view of pupil achievement which incorporated improved behaviour, academic, personal and social and affective dimensions.

# The Role of the Headteacher (cont.)

## Leadership and Strategic Change

Head teachers used a range of strategies in building the effectiveness capacity of the school and promoting improvement.

e.g. addressing vision, raising expectations, staff development, distributing leadership, restructuring, enhancing pedagogy & promoting a positive, achievement focused culture.

## Leadership Differences by Improvement Groupings

Schools which improved from a low point (i.e. from low to moderate/high) have made the most changes and laid more emphasis on raising expectations, use of data, assessment and staff development.

# A Primary School's Line of Success

Success of leadership in terms of effect upon broad pupil outcomes

## 1. Coming out of special measures (1999-2000)

Enriching teaching and learning environment  
 Making school secure  
 Improving teaching and learning in classrooms  
 Leading by example  
 Establishing a student behaviour policy and improving attendance  
 Vision and values  
 Developing resources

## 2. Taking ownership: an inclusive agenda (2000-2002)

Vision and values: developing school's mission  
 Distributing leadership  
 Persisting priority on teaching and learning:  
 • becoming a thinking school  
 • curriculum development  
 Performance management and CPD  
 Inclusivity: integrating students from different social and cultural backgrounds  
 Focus on monitoring and evaluation

## 3. Developing creativity (2002-2005)

Restructuring leadership  
 Involving community  
 Assessment (personalised)  
 Placing staff well-being at centre of school improvement  
 Broadening horizons

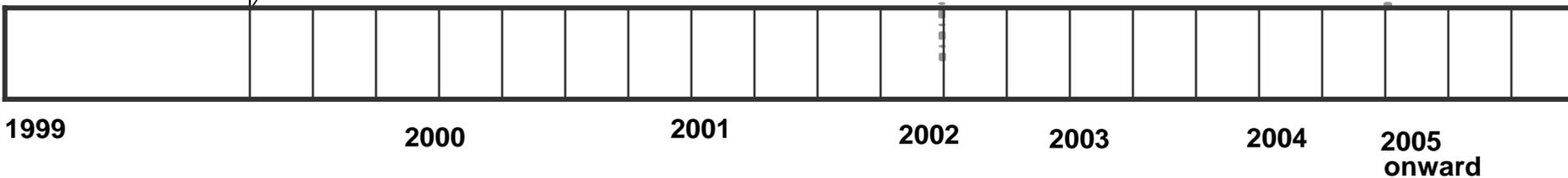
**Ofsted Inspection 2007 (Outstanding)**

**Ofsted Inspection 2002 (Very Good)**

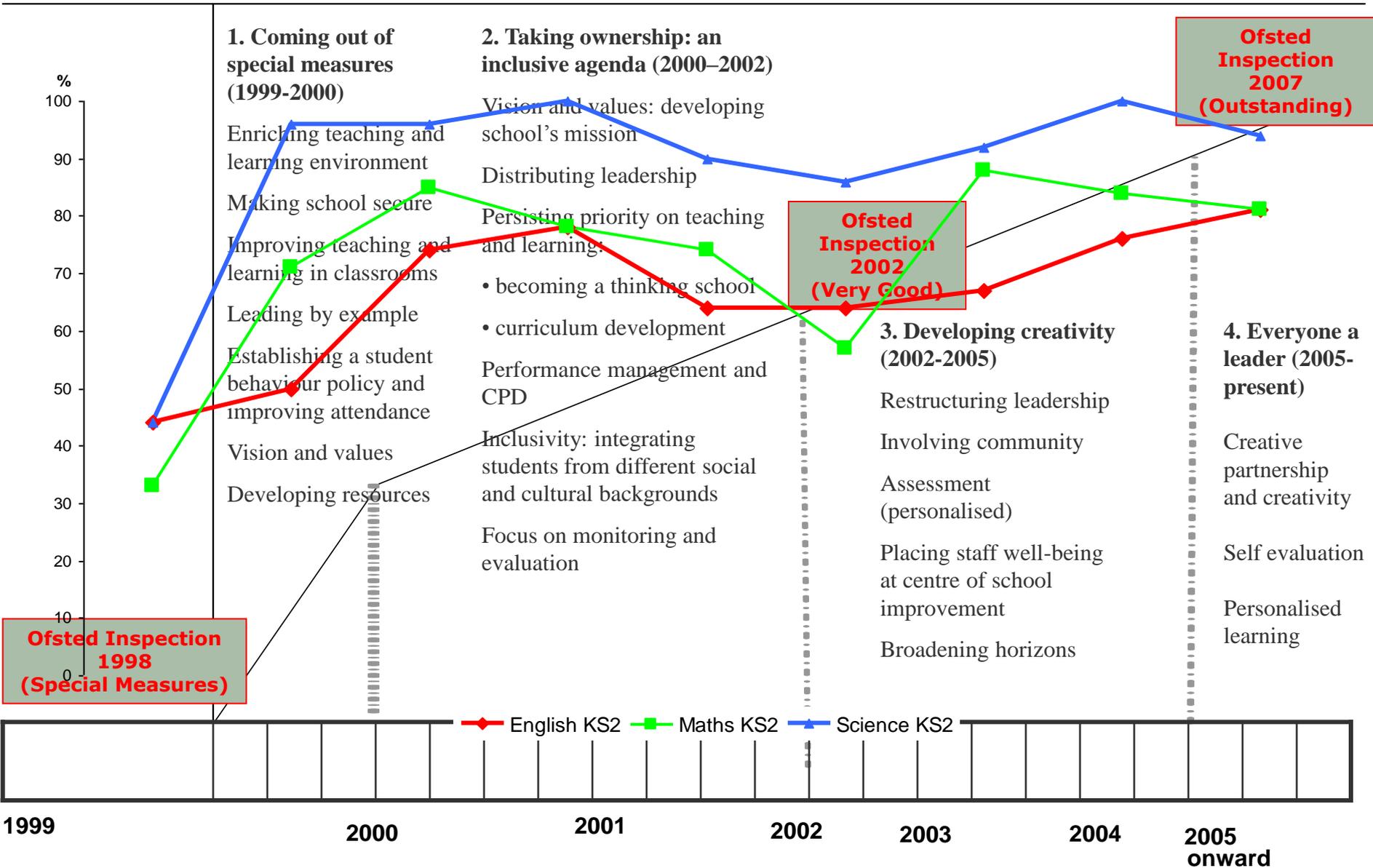
## 4. Everyone a leader (2005-present)

Creative partnership and creativity  
 Self evaluation  
 Personalised learning

**Ofsted Inspection 1998 (Special Measures)**

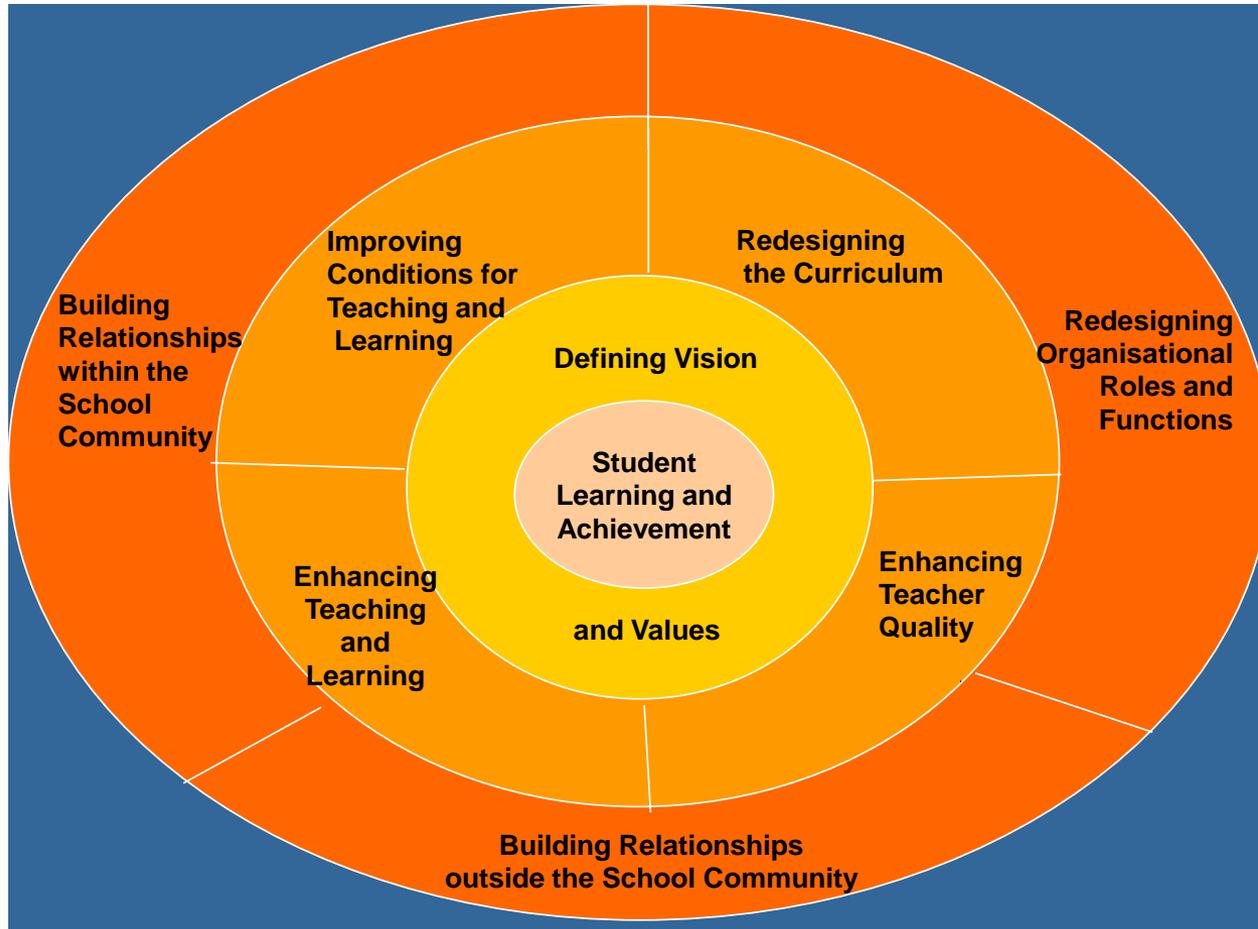


# A Line of Success & changes in KS2 national assessment results



# Integrating the Quantitative & Qualitative Evidence

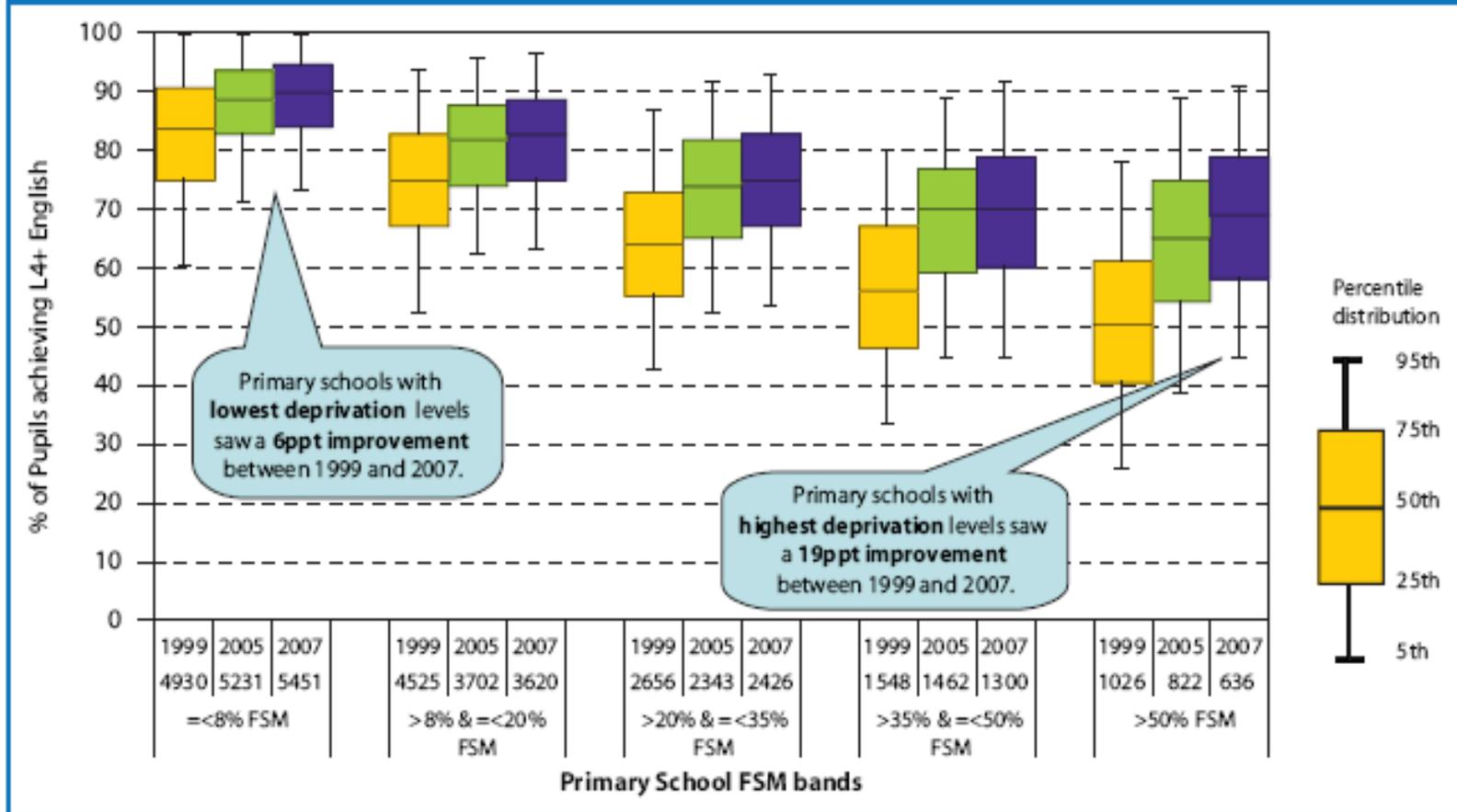
## Strategies for improving student learning and achievement



# Inspection studies of schools in challenging circumstances in England

- A number of themes emerged which were common to most or all of the schools. These included, great attention to the quality of teaching and learning; outstanding & well distributed leadership, the assessment and tracking of students' progress; target-setting, support and intervention; attracting teachers and growing leaders; great consistency across the school; continuously looking for ways to improve.
- The success of these schools is due not simply to what they do but the fact that it is rigorously distilled and applied good practice, cleverly selected and modified to fit the needs of the school. The schools do not value innovation for its own sake, but only when it adds something extra.

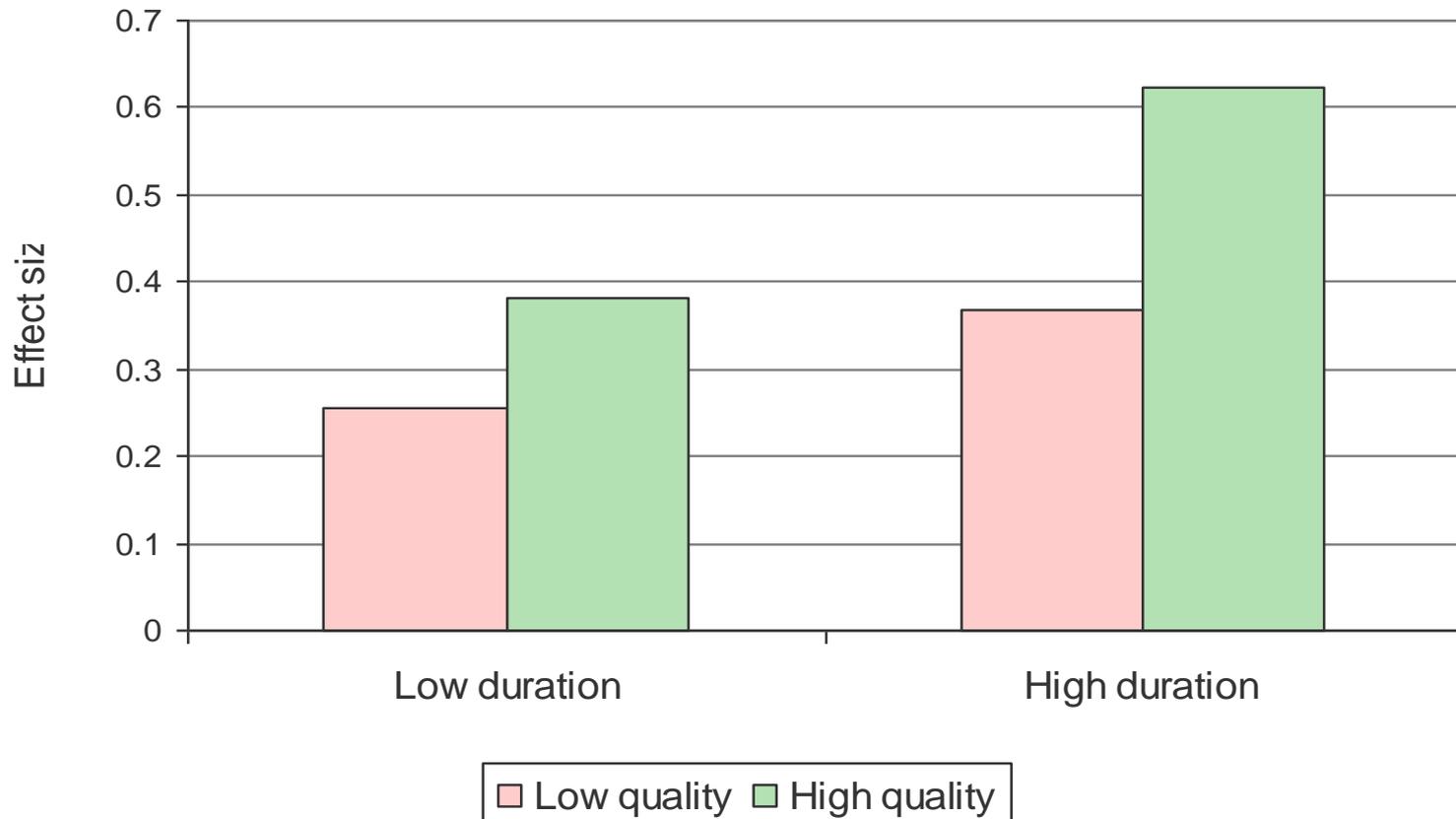
# Chart 4 – Primary schools which serve more deprived pupils have narrowed the attainment gap with schools serving more affluent pupils



# Pre School Matters Too

Effect of quality and duration of pre-school (v none) on pre-reading at school entry EPPE research (Sylva et al 2004)

## Pre-reading at school entry

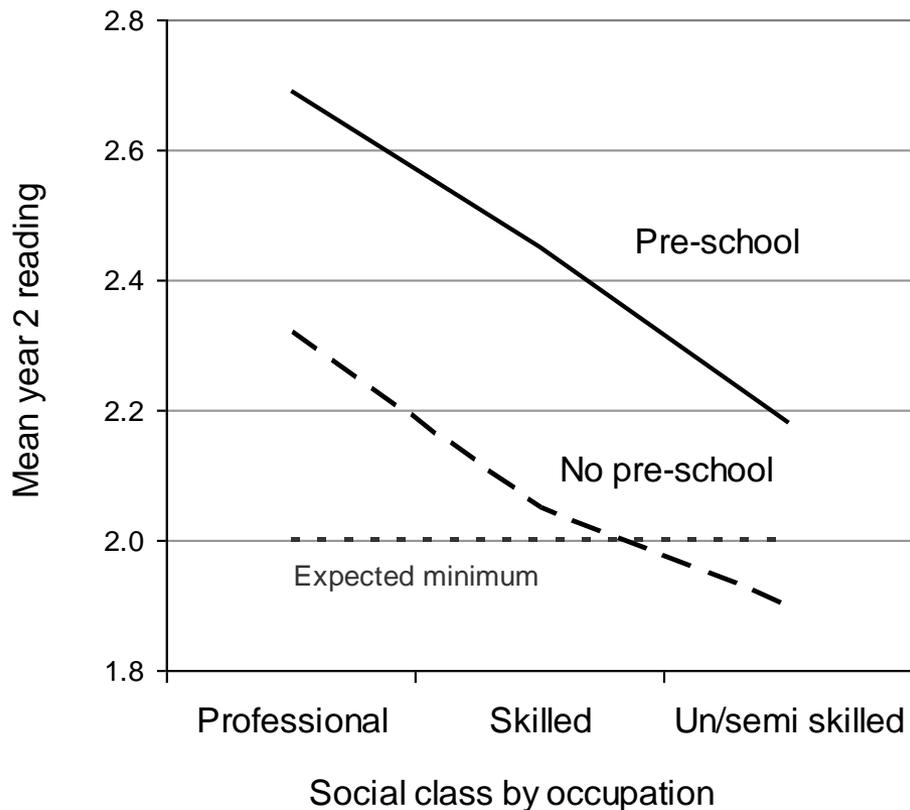


# Pre-school Improves Outcomes for Low SES Groups

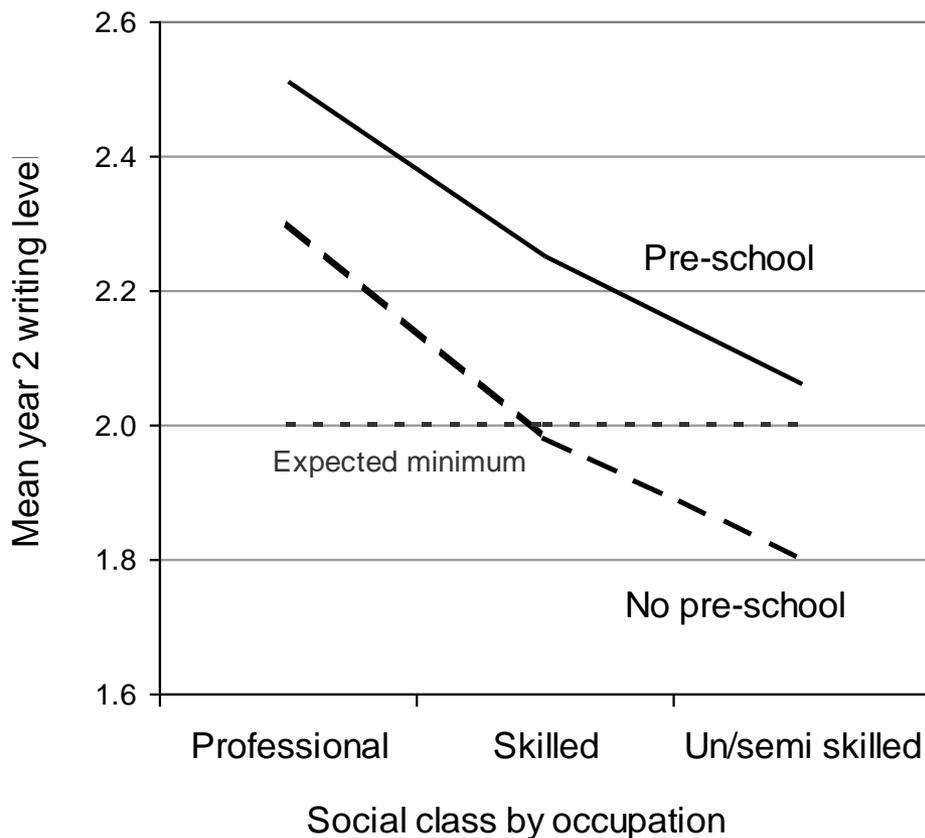
## Contribution of Social class & pre-school to literacy attainment (age 7)

### EPPE Research

READING at key stage 1, social class and pre-school experience

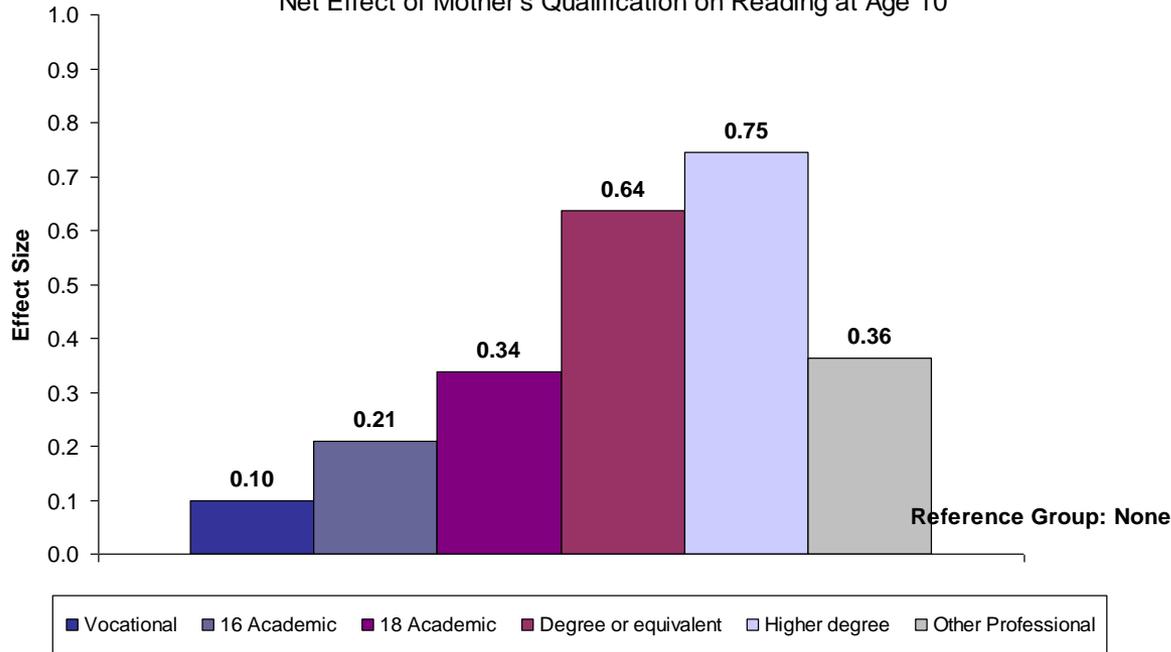


WRITING at key stage 1, social class and pre-school experience



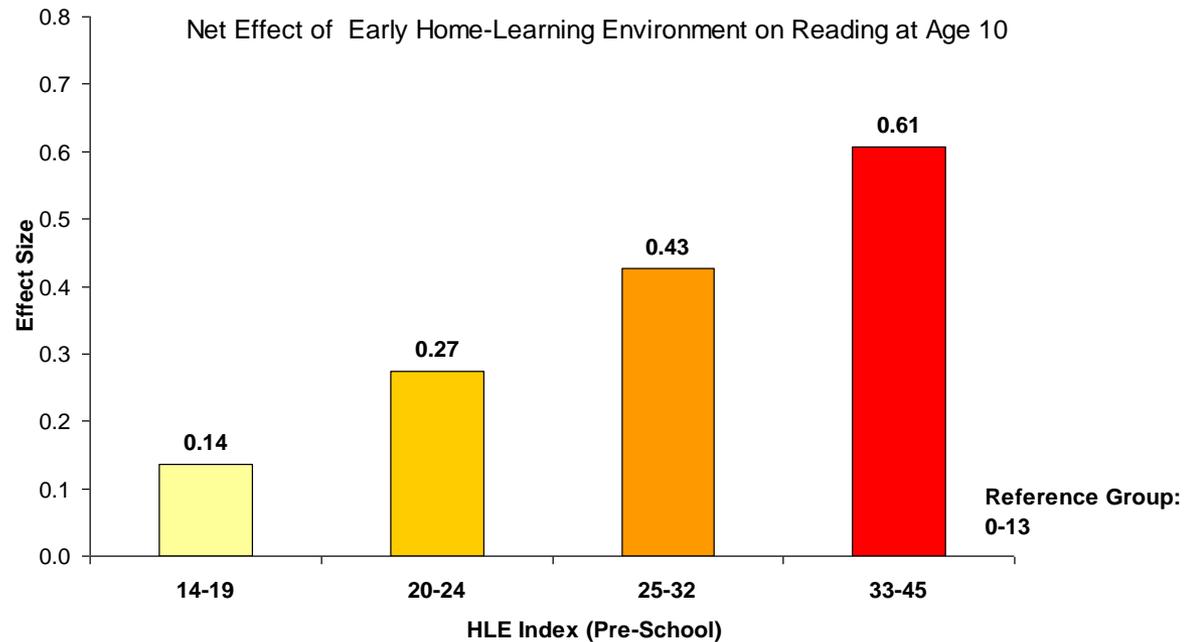
# Mother's Qualification

Net Effect of Mother's Qualification on Reading at Age 10

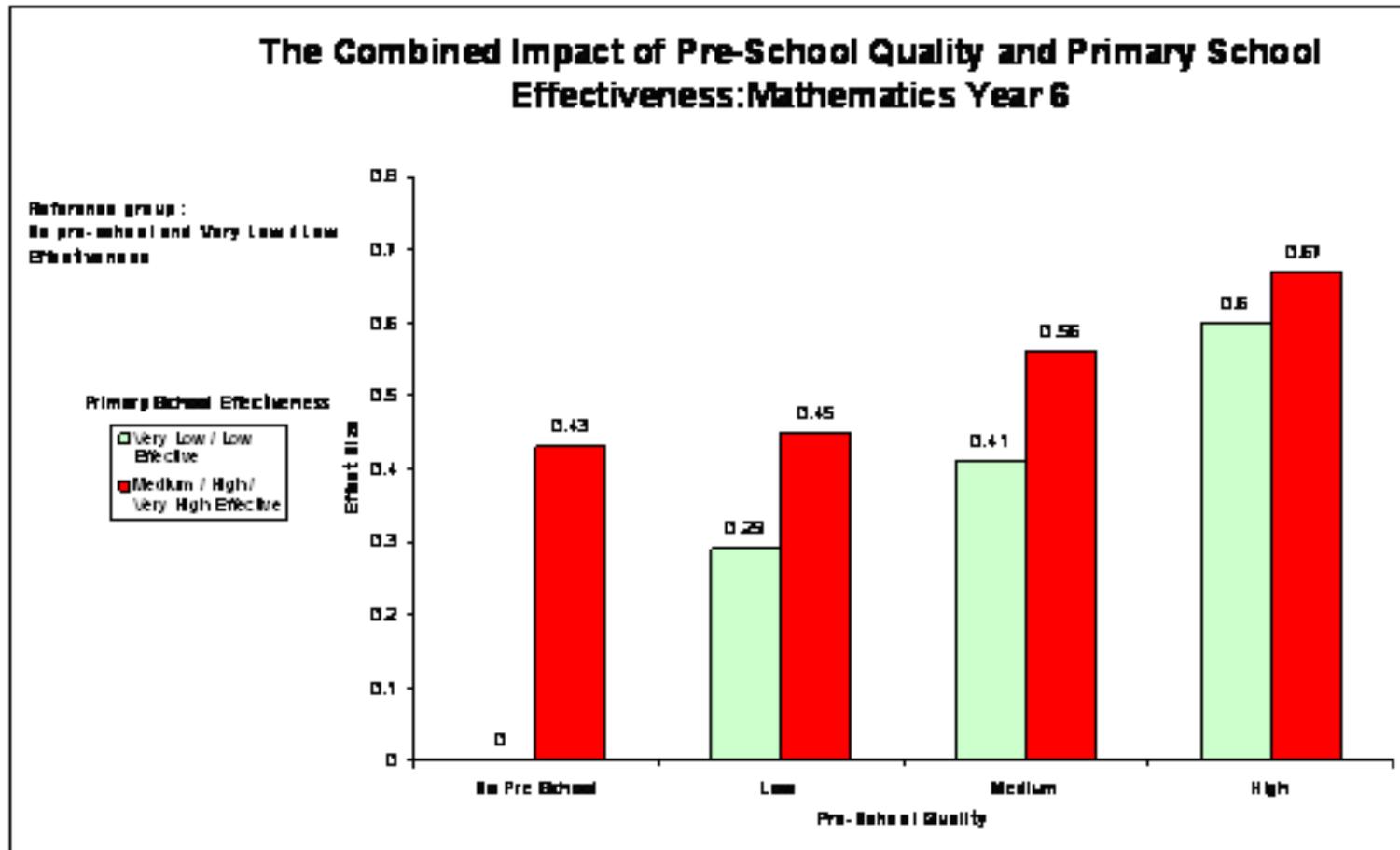


# HLE (Early Years)

Net Effect of Early Home-Learning Environment on Reading at Age 10



# The Combined Impact of Pre-school Quality and Primary school Effectiveness on Maths



The better the quality of pre-school the higher the attainment, and the more academically effective the primary school the higher the attainment.

Children who did not attend pre-school gain a particularly strong benefit from attending a more academically effective primary school.

# Some messages from research & evaluation

- **Pre-school** provides children with a better start to school and is particularly important in improving attainment for low SES pupils
- For disadvantaged groups the academic effectiveness of the school attended is particularly important, **school effects are larger for low SES/low income & minority students**
- **SER & TER** provides an important **evidence-base on the correlates of effective schools and teaching** and has stimulated school improvement initiatives at national and local level.
- **Schools serving disadvantaged groups face additional challenges and require additional support for improvement, leadership capacity and a focus on the core purposes of teaching and learning and creating a safe, supportive orderly school climate with high expectations are essential features**
- For the most vulnerable groups of pupils **intensive, high quality, structured and targeted interventions** are still needed at an early stage eg Reading Recovery

# Implications for Policy & Practice

- Education reform requires extra resources linked to clear plans for improvement based on best available evidence (research & inspection) & a focus on enhancing student learning & outcomes
- Match accountability pressure by support for schools (professional, & in curriculum, financial and material resources)
- Recognise :
  - that schools serving disadvantaged groups need extra support to retain & attract good teachers and leaders
  - the importance of early intervention and targeted support
- Make the recruitment of disadvantaged students financially attractive to schools to encourage more balanced intakes
- Ensure that planning for improvement becomes the norm in all schools
- Monitor equity in outcomes and focus on reducing the achievement gap, giving greater attention to early intervention
- Celebrate, study and spread successful practice & promote professional development

# International comparisons

- **PISA , TIMMS, PIRLS** provide snapshots of system performance and variation by groups (gender, SES, ethnicity) at regular intervals. They have a major impact on policy e.g. 'PISA shock' in Germany 2000
- The OECD is very influential e.g. publishes Evaluation & Assessment reports on individual countries.
- Major international companies are also having an impact .
- The McKinsey Report 'How the world's best-performing school systems come out on top' (2007) and 'How the world's most improved school systems keep getting better' (2010)
- Pearson funded 'The Learning Curve' 2012, 2014 Economist Intelligence Unit reports.
- OECD estimates that half the economic growth in developed countries in the last decade came from better skills.
- Before focussing on 21<sup>st</sup> century skills developing countries must teach basic skills more effectively to all students & reduce the equity gap in skills.
- Better adult retention of skills depends on how often, and the environment within which they are used, personal & workplace.

**In the light of SER & TER findings how do you evaluate your education system?**

**What are the implications for policy makers, practitioners, employers?**

**Access to high quality pre-school?**

**Resources for disadvantaged groups?**

**Outcomes & trends at national, regional & local levels?**

**Quality & effectiveness of schools/teaching?**

**In the Learning Curve Report 2014 Columbia ranked 36 out of 40 countries with no change in rank from 2012**