

Excellence and equity Policy lessons from PISA

Grandes rencontres sur la persévérance scolaire
4 November 2013

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Average school systems

Some students learn
at high levels

Uniformity

Curriculum-centred

Learning a place

Low status of the
teaching profession

Prescription

Delivered wisdom



High performers in PISA

All students learn
at high levels

Embracing diversity

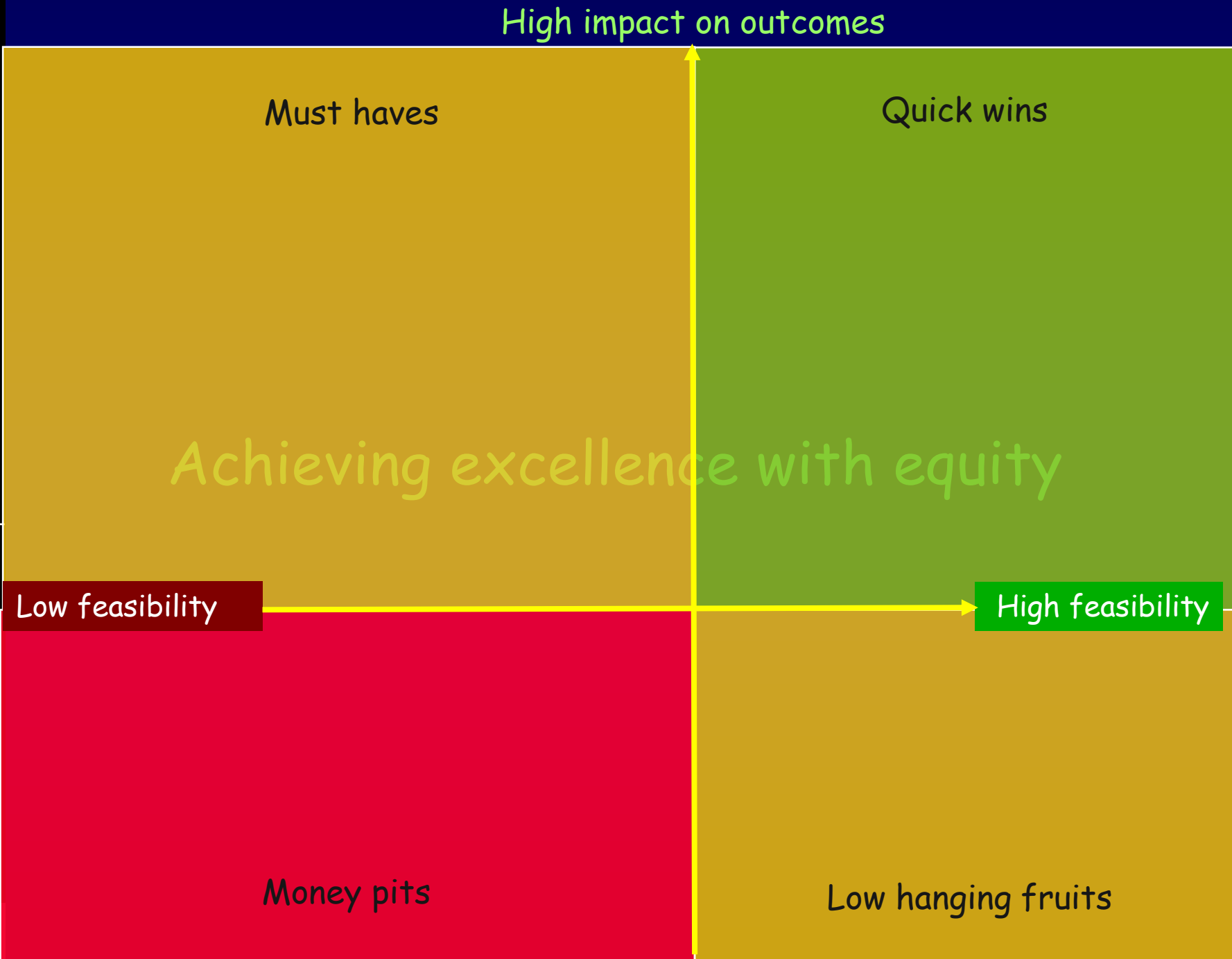
Learner-centred

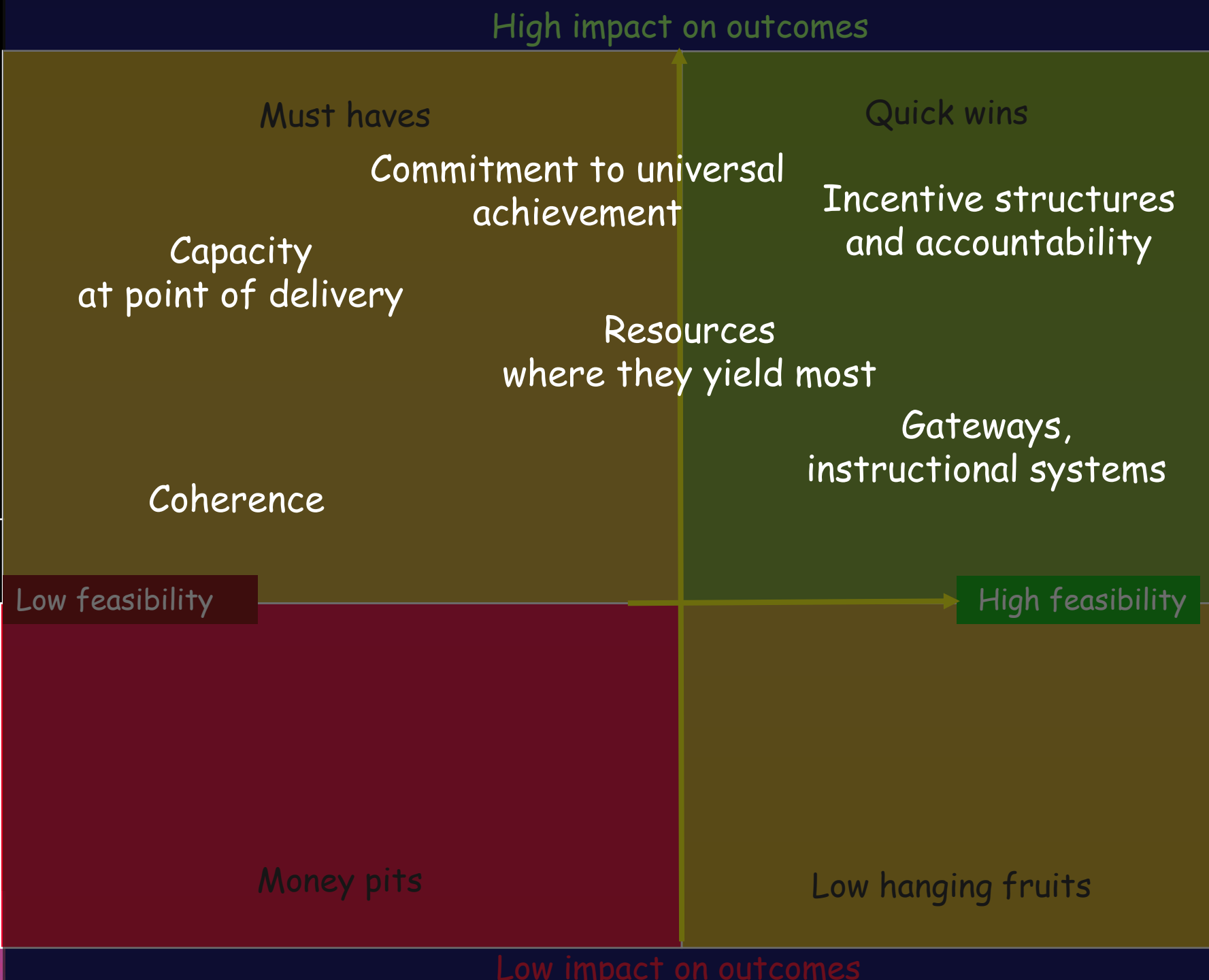
Learning an activity

Countries attract and develop
high quality teachers

Informed profession

User-generated wisdom





- A commitment to education and the belief that competencies can be learned and therefore all children can achieve
 - Universal educational standards and personalisation as the approach to heterogeneity in the student body
 - Clear articulation who is responsible for ensuring student success and to whom

Conference

Low feasibility

High feasibility

Money pits

Low hanging fruits

High impact on outcomes

Must haves

Quick wins

Commitment to universal
achievement

Incentive structures

Capacities
at point

Coh

Low feasibility

- Clear ambitious goals that are shared across the system and aligned with high stakes gateways and instructional systems
 - Well established delivery chain through which curricular goals translate into instructional systems, instructional practices and student learning (intended, implemented and achieved)
 - High level of metacognitive content of instruction
 - Innovative learning environments

Money pits

Low hanging fruits

Low impact on outcomes

□ Capacity at the point of delivery

- Attracting, developing and retaining high quality teachers and school leaders and a work organisation in which they can use their potential
- Instructional leadership and human resource management in schools
- Keeping teaching an attractive profession
- System-wide career development

Quick wins

Incentive structures
accountability

Gateways,
functional systems

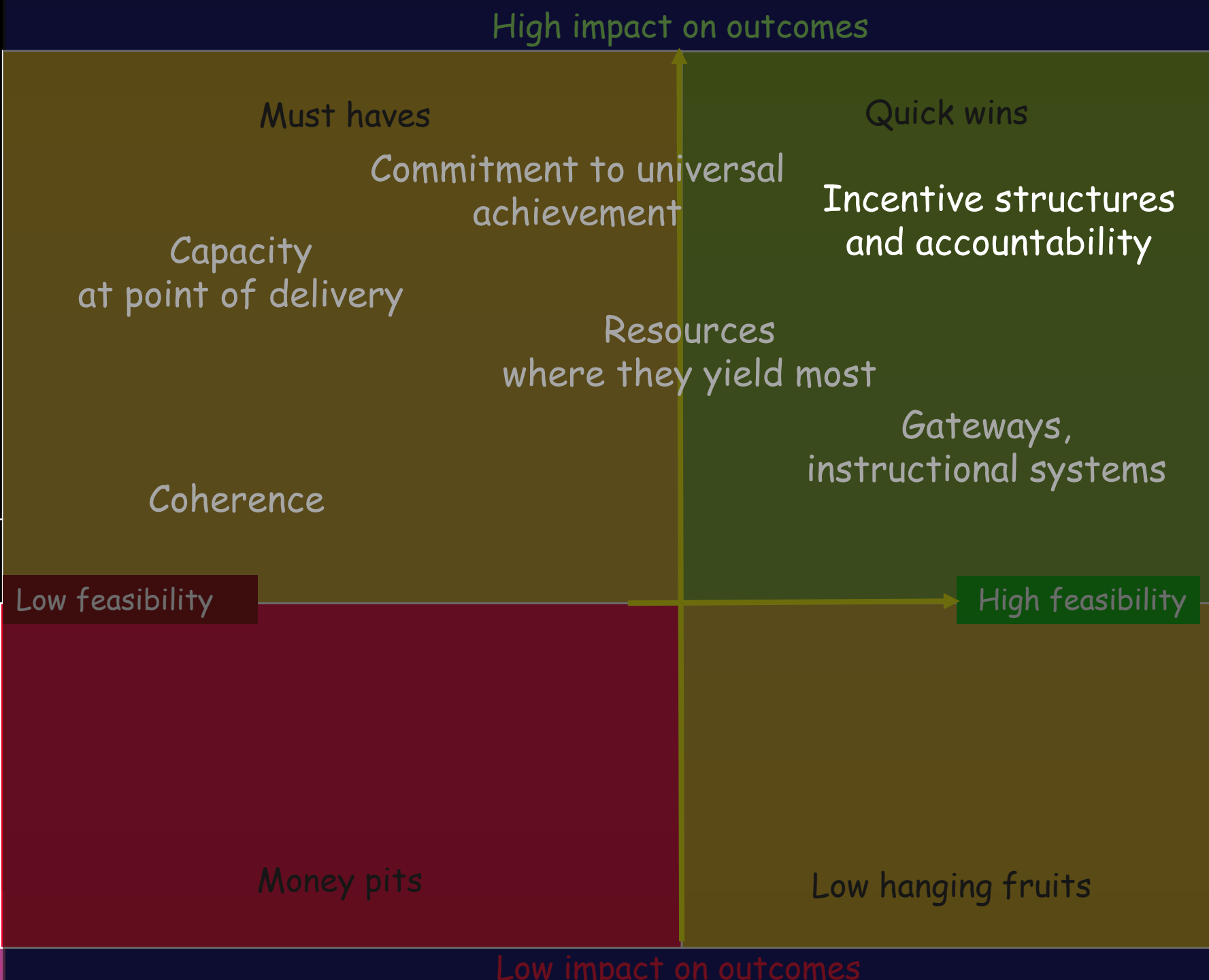
Low feasibility

High feasibility

Money pits

Low hanging fruits

Low impact on outcomes



□ Incentives, accountability, knowledge management

- Aligned incentive structures

For students

- How gateways affect the strength, direction, clarity and nature of the incentives operating on students at each stage of their education
- Degree to which students have incentives to take tough courses and study hard
- Opportunity costs for staying in school and performing well

For teachers

- Make innovations in pedagogy and/or organisation
- Improve their own performance and the performance of their colleagues
- Pursue professional development opportunities that lead to stronger pedagogical practices
- A balance between vertical and lateral accountability
- Effective instruments to manage and share knowledge and spread innovation - communication within the system and with stakeholders around it
- A capable centre with authority and legitimacy to act

School autonomy, accountability and student performance

Impact of school autonomy on performance in systems with and without accountability arrangements

PISA score in reading

500

490

480

493

498

495

489

School autonomy in resource allocation

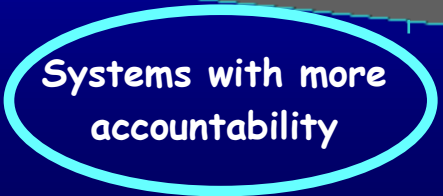
Schools with more autonomy

Schools with less autonomy

Systems with more accountability

Systems with less accountability

System's accountability arrangements



High impact on outcomes

- ❑ Investing resources where they can make most of a difference
 - Alignment of resources with key challenges (e.g. attracting the most talented teachers to the most challenging classrooms)
 - Effective spending choices that prioritise high quality teachers over smaller classes

structures
ability

s,
systems

Low feasibility

High feasibility

Money pits

Low hanging fruits

Low impact on outcomes

High impact on outcomes

Must haves

Quick wins

Commitment to universal
achievementIncentive structures
and accountabilityCapacity
at point of deliveryResources
where they yield mostGateways,
instructional systems

Coherence

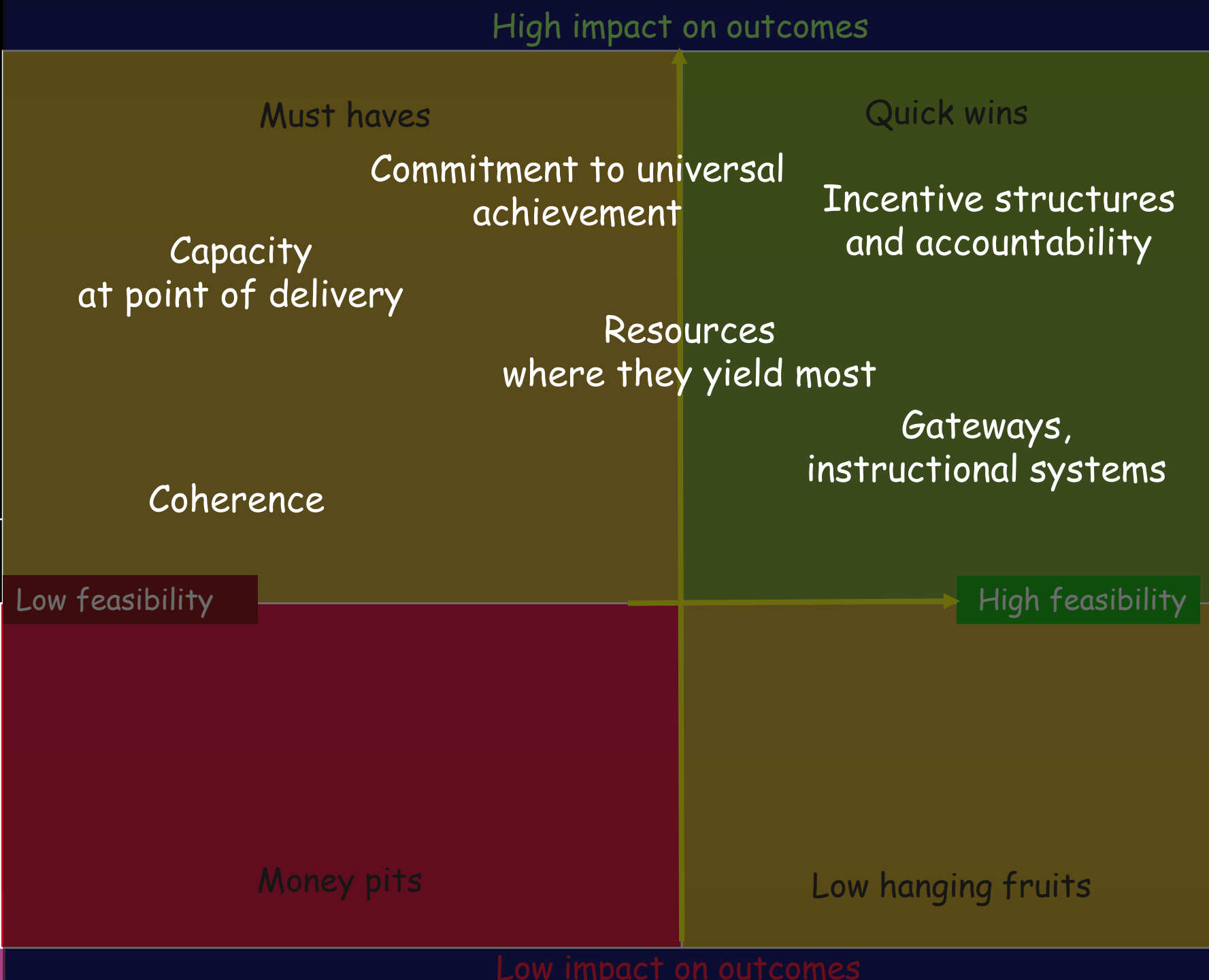
□ Coherence of policies and practices

- Alignment of policies across all aspects of the system
- Coherence of policies over sustained periods of time
- Consistency of implementation
- Fidelity of implementation (without excessive control)

High feasibility

Low hanging fruits

comes



Education reform trajectories

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Excellence and Equity
Policy lessons from PISA

The old bureaucratic system

Student inclusion

The modern enabling system

Some students learn at high levels

All students need to learn at high levels

Curriculum, instruction and assessment

Routine cognitive skills, rote learning

Learning to learn, complex ways of thinking, ways of working

Teacher quality

Few years more than secondary

High-level professional knowledge workers

Work organisation

'Tayloristic', hierarchical

Flat, collegial

Accountability

Primarily to authorities

Primarily to peers and stakeholders

Montreal, 4 November 2013
Andreas Schleicher

Find out more about PISA at...

- OECD www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
- Email: Andreas.Schleicher@OECD.org

Thank you!

... and remember:

Without data, you are just another person with an opinion