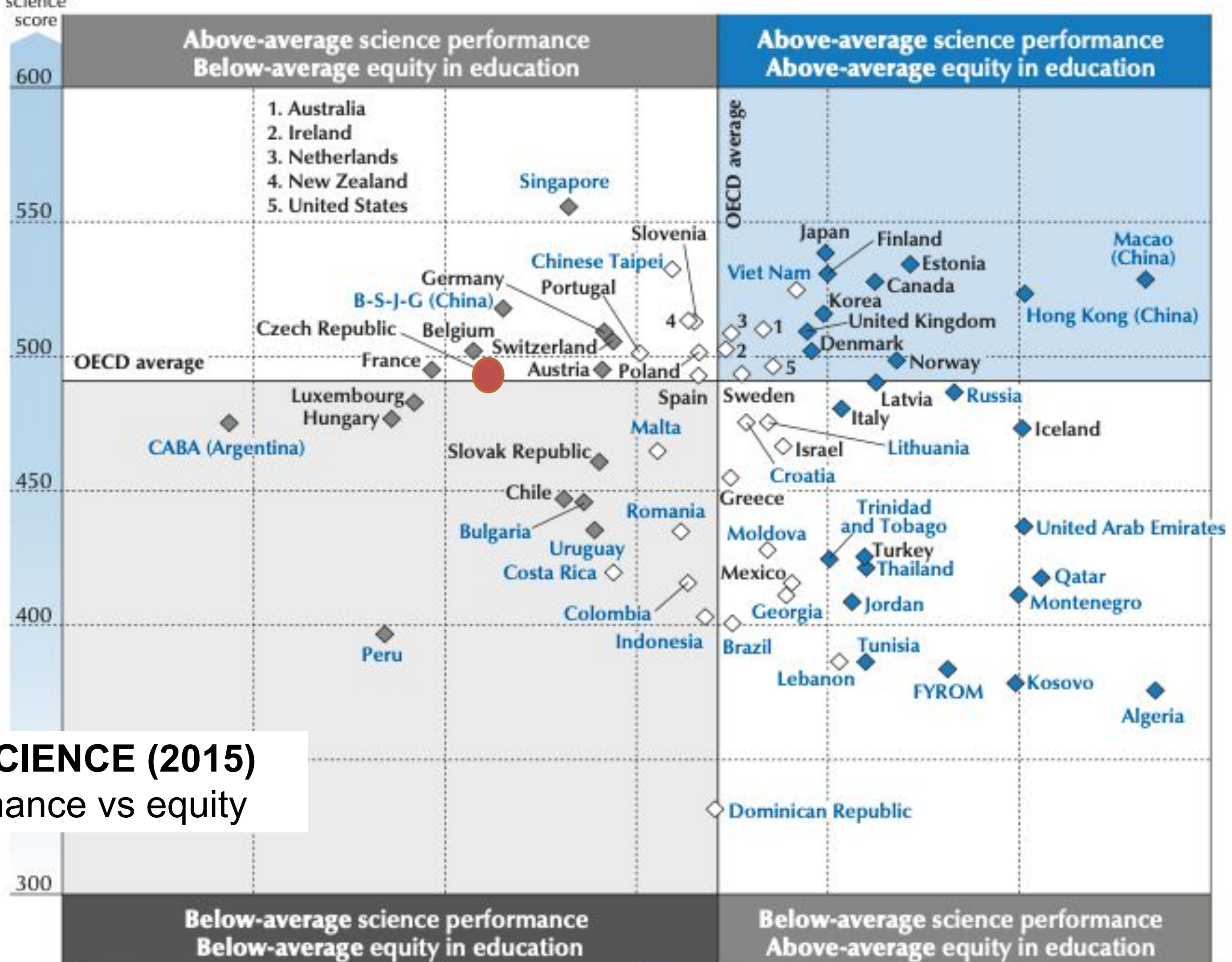
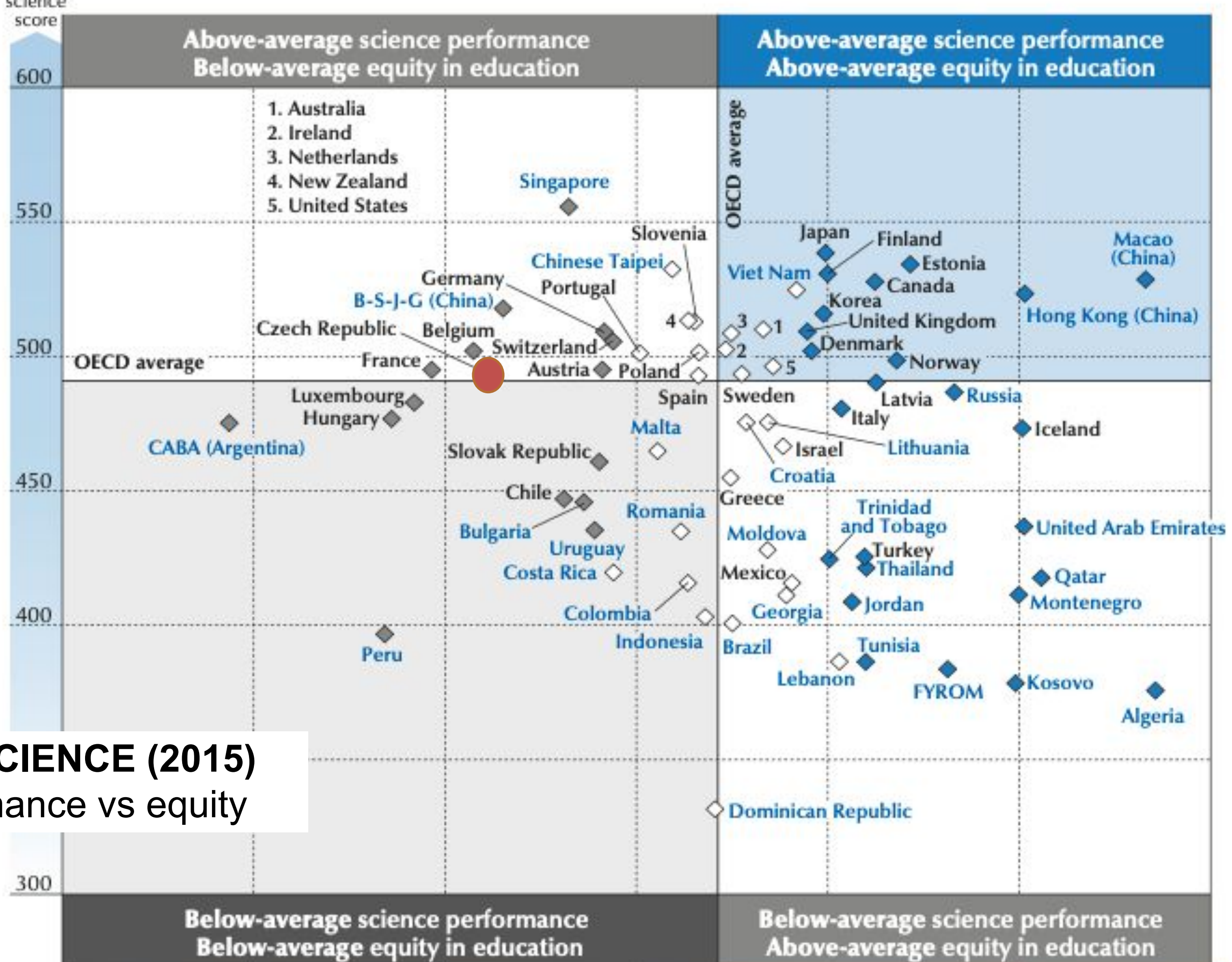


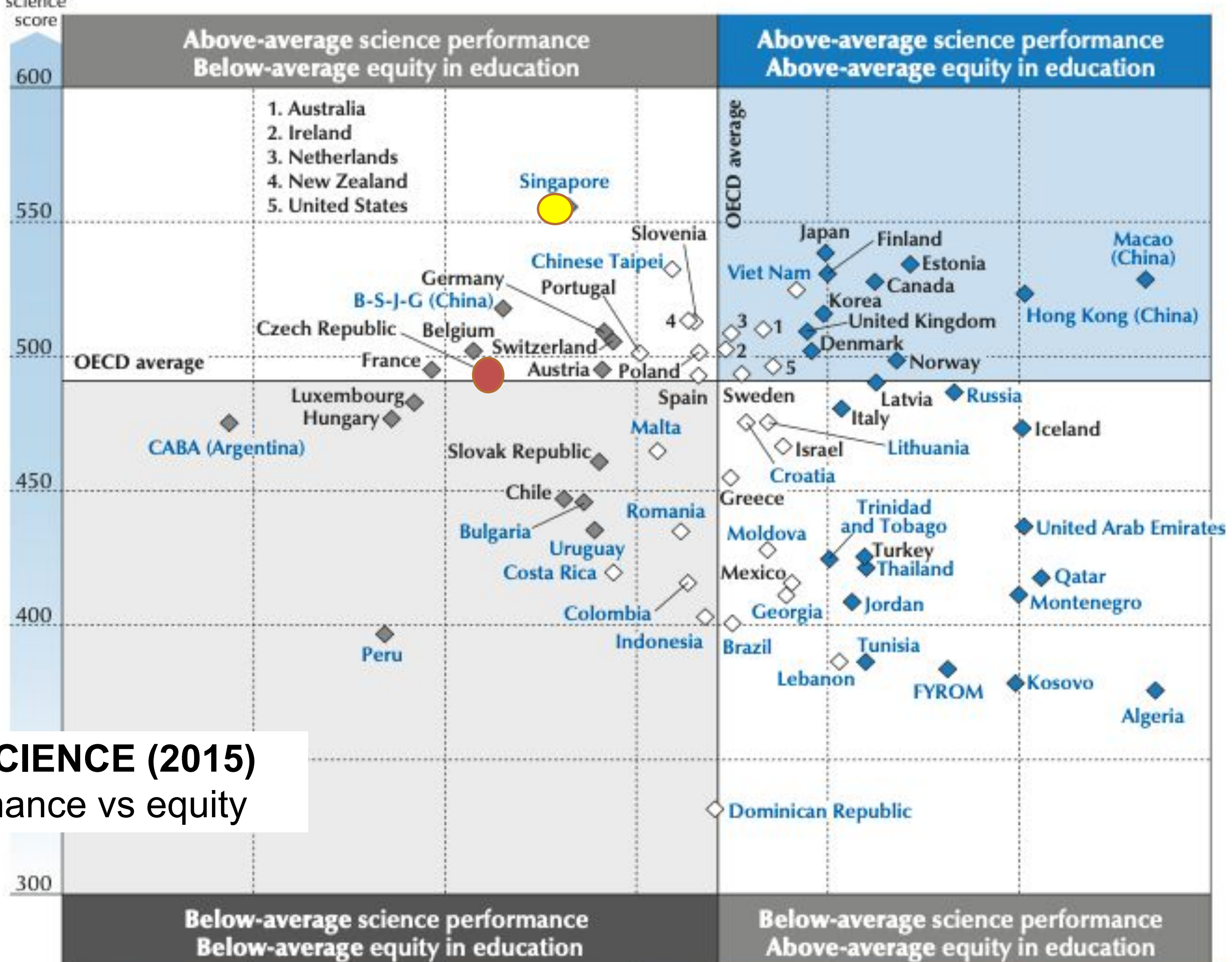
Success for Every Pupil Initiative conference 2023



PISA SCIENCE (2015)
Performance vs equity



PISA SCIENCE (2015)
Performance vs equity



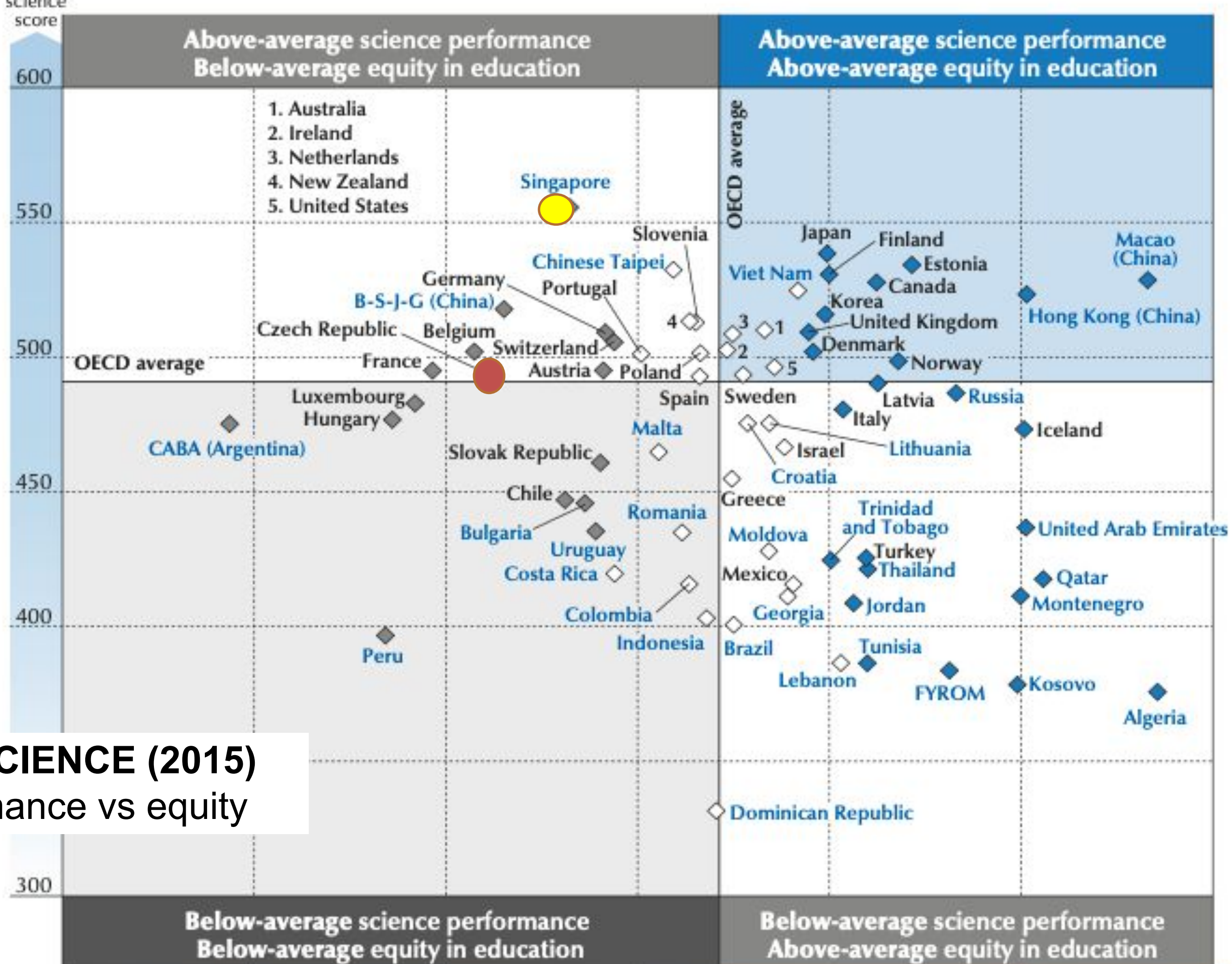
PISA SCIENCE (2015)
Performance vs equity



Genuinely high expectations for all students



‘A Clumsy Bird that Flies First
Will Get to the Forest Earlier’
– Chinese proverb.



PISA SCIENCE (2015)
Performance vs equity

A shift in mindset – and policy – for the Finns



“When we are 5 million, we can’t afford to drop anyone”

“The ‘old way of thinking’ gave way to the ‘new way of thinking’.”

“In Finland we like to give opportunity to everybody”

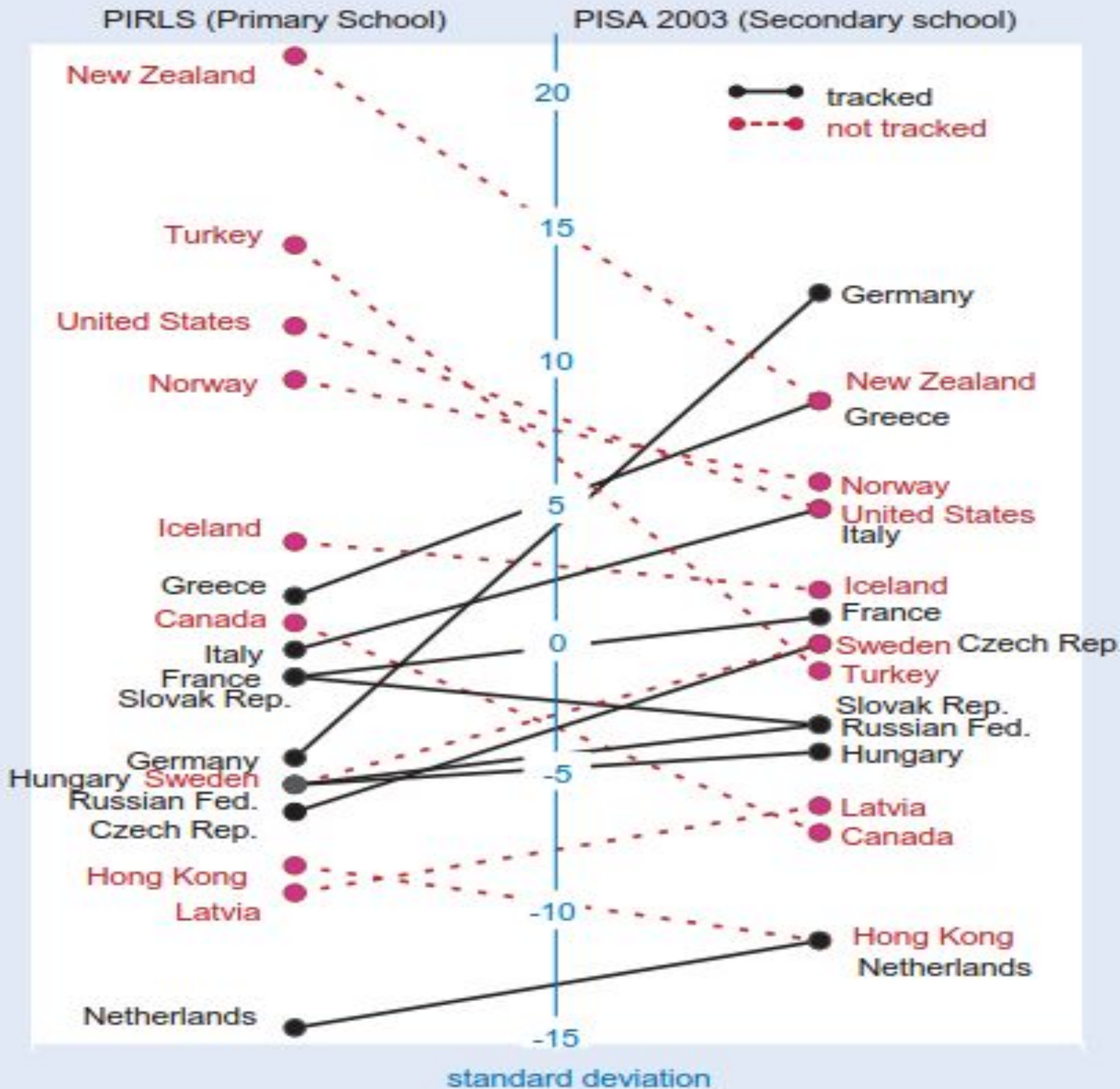
A similar system led to a similar culture in Japan



‘In Japan, we have very strong ideas about providing equal education to everyone. It is the tradition’.

Japanese headteacher

EDUCATIONAL INEQUALITY IN PRIMARY AND SECONDARY SCHOOL



“The results suggest that early tracking increases educational inequality. While less clear, there is also a tendency for early tracking to reduce mean performance.”

Hanushek & Wößmann (2005)

In Poland, a delay of school selection by *just one year* was estimated to have led to gains in PISA scores of over 120 points.

‘A dramatic improvement, hardly comparable to effects of any known educational policy’

- World Bank

Even within schools, students are taught together



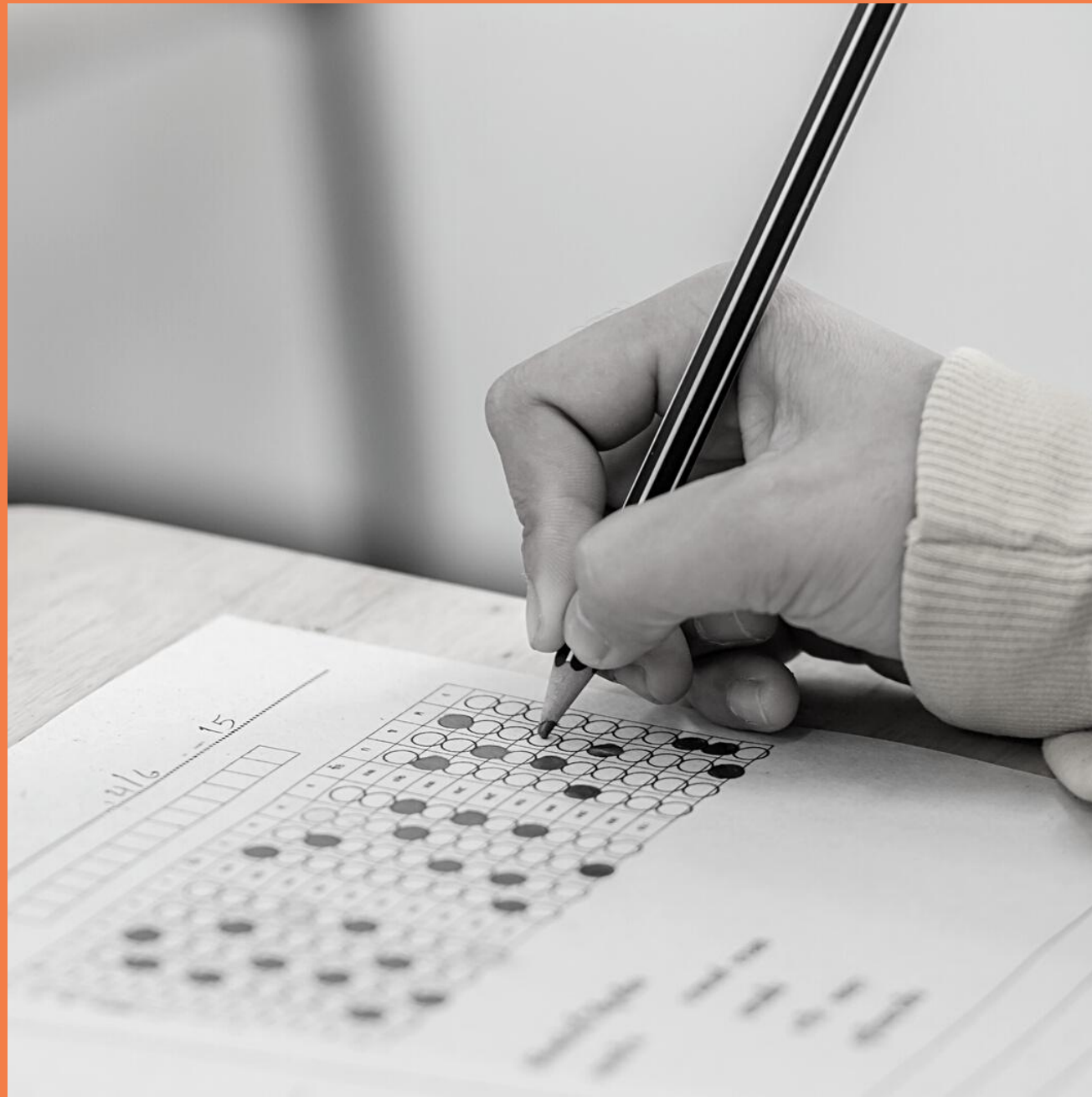
- Up to age 14/15, students in Finland, Canada, Estonia and Japan are taught together in the same classrooms.
- Instead of giving easier work to some students, they vary the **support** available to students, *and* give harder tasks to those who learn quickest.

But how on earth do they make it work?!



What leaders can do at a school-level to make this possible.

1. Design national and local curricula for focus and coherence.



- Schmidt and colleagues (2001) conducted an analysis of the maths and science curricula of over 40 countries and regions that participated in the TIMSS 1995 study.
- One of the two features most predictive of high performance was **focus**. The other was coherence.



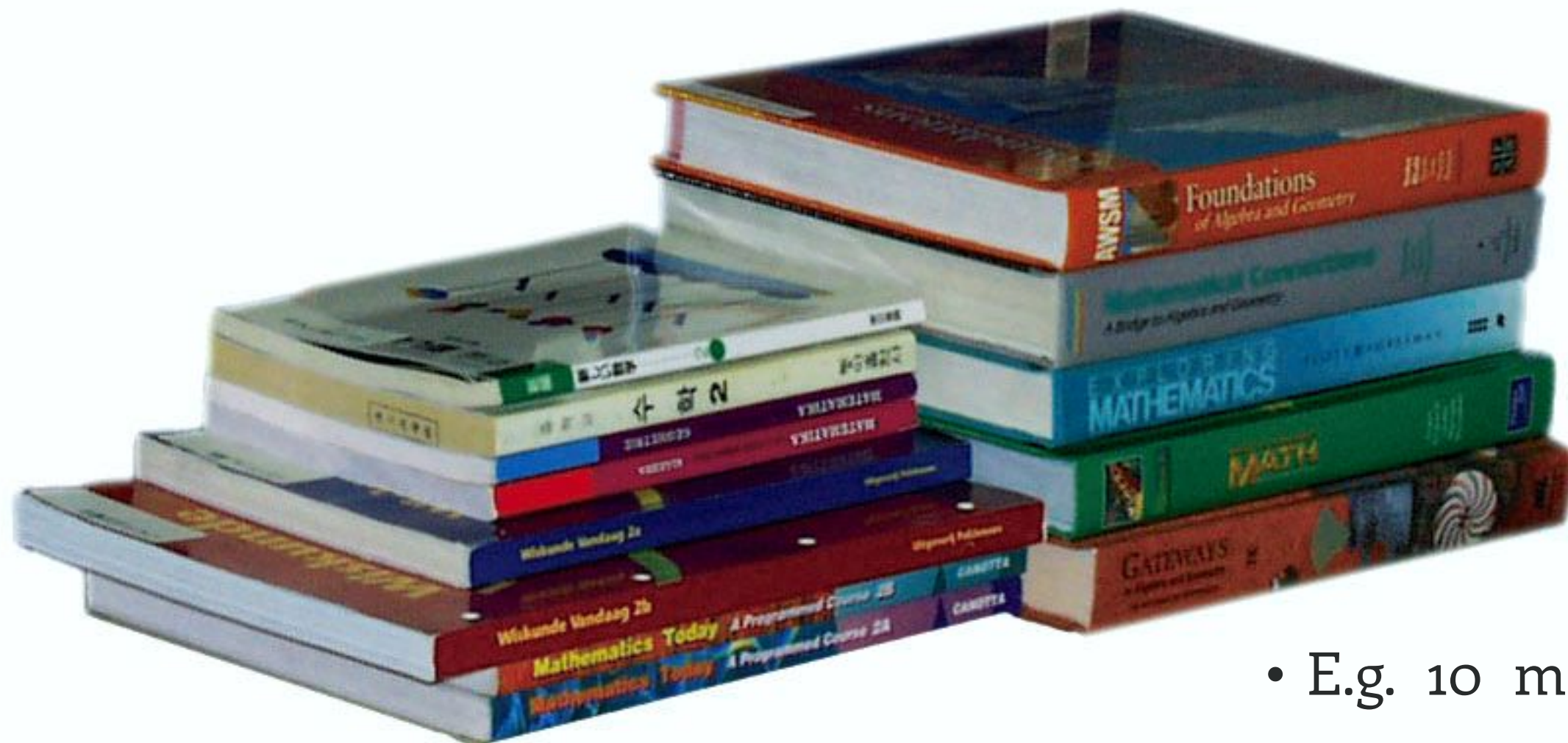
Focus

“The most significant difference I find is the depth of material covered. In Canada they do a little bit of everything, and they do it really fast, before you really get the essence of that part, and then they jump into something else. Whereas in China they go on about some knowledge for quite a long time, maybe several weeks before they move to the next topic, so you get a lot of practice, and you really know it.”

Sophie

Focus: fewer topics in greater depth

- Fewer topics are taught each year in top-performing countries. But there may be as many topics overall, because each topic does not need to be retaught, on account of the depth the first time.



- E.g. 10 mathematics topics in 8th grade rather than 30.

This is closely related to the 'mastery' approach to teaching

- Because fewer topics are covered per year, there is time to move through the curriculum at a pace that suits the class.
- Academically weaker pupils are supported to reach at least a basic standard, while more able pupils are encouraged to explore the content in depth.



Curricula Coherence

Knowledge and skills sequenced in a curriculum in an order such that at every stage, students have already studied the knowledge/skills they need to access the new learning.

E.g. Studying fractions before learning to multiply them.

2. Ensure excellence in planning through collaboration.

Weekly collaboration through timetabled lesson planning, and termly collaboration through lesson study.



3. Provide additional support from qualified teachers



It is the most qualified people who are tasked with solving the greatest educational challenges.

..and/or from their peers



*'I think when you are very talented – I mean this is realism, there are more talented and less talented people, that's just the way of life, we are different, luckily – the thing is that when you are more talented you learn, whatever you do. But in the same time, you learn different things when you have to support someone who hasn't got that kind of talent. And if you are in the same group, sooner or later you are in that situation where you say, **“well, don't you see, it works like this and this.”** And then you have a **different level of learning inside your head.** In that sense you learn more, and differently, and the less talented student also learns; the basic things at least.'*



Any questions?