Emerging trends of education systems and policies

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Towards EFA 2015 and Beyond

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Outline of presentation

- Using statistics and indicators
- Economic implications
- Making a difference
Using statistics and indicators

- **Inputs**
  - Focus here for many years
  - Comparisons used to promote increased expenditure

- **Processes**
  - Limited initially to things resources turned into
  - Some focus now on teachers and teaching

- **Outputs/outcomes**
  - Link to curriculum (PISA cf IEA TIMSS)
  - Addition of ‘so-called’ 21st century skills

- **Value of targets to focus attention**
  - EFA a very important contribution to improvement
Economic implications

- Money matters for education
  - Overall but relationship with achievement weak
  - Denmark and Finland comparison in PISA 2000
    - Demark: average performance, high expenditure
    - Finland: high performance, average expenditure

- Education matters for money
  - National benefit
    - Increase in GDP if more education
    - Greater increase in GDP if education better
  - Individual benefit in salary premiums

- Looking beyond GDP
  - OECD, Stiglitz/Sen/Fitoussi
  - Australia: ANDI
Making a difference

- Interpreting correlations
  - Number of given names correlates with intelligence
  - Will giving three names increase intelligence

- Using international and interstate comparisons
  - Data mostly point in time, cross country comparison
  - Some trend data strengthen conclusions
Variation of performance within schools

OECD, UNESCO (2003), Literacy skills for tomorrow’s world: further results from PISA 2000, Table 7.1a, p.357.
Trends in PISA reading performance

- Finland
- Korea
- Hong Kong
- Canada
- New Zealand
- Australia
- Poland
Making a difference

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- Using interschool comparisons
Performance vs socio-educational advantage

Index of socio-educational advantage (ICSEA)

Mean literacy and numeracy

School A

School B

School C
Welcome

My School enables you to search the profiles of almost 10,000 Australian schools.

You can quickly locate statistical and contextual information about schools in your community and compare them with statistically similar schools across the country.

A note from ACARA

The third release of the My School website provides further information with which schools and their communities can monitor their effectiveness. A clear picture of progress over time can be seen with data over four years from 2008 to 2011.

As before, schools can compare themselves with other schools that serve similar students and can compare their progress over the years with those schools. In the new version of the website, they can also compare their progress against that of others with the same starting point in 2008.

The greatest value of the site will come to those schools that open up productive discussions with other schools that are doing better in similar circumstances to help them review and improve their own practices. The site reports on all schools so those conversations can occur across geographic and school system boundaries.

The initial release of the website in January 2010 provoked much discussion on the validity and utility of the data it contained and the way in which those data were presented. It has been interesting to see the shift in the discussion since then. Analysts and press correspondents are much less likely now to challenge the data than to use them to clarify their thinking and support their arguments. That is very encouraging evidence of the value of My School.
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### Student background 2011

#### Index of Community Socio-Educational Advantage (ICSEA)

<table>
<thead>
<tr>
<th></th>
<th>School ICSEA value</th>
<th>Average ICSEA value</th>
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<tbody>
<tr>
<td></td>
<td>1178</td>
<td>1000</td>
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#### Data source

<table>
<thead>
<tr>
<th></th>
<th>Parent information</th>
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#### Distribution of students

<table>
<thead>
<tr>
<th></th>
<th>Bottom quarter</th>
<th>Middle quarters</th>
<th>Top quarter</th>
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</thead>
<tbody>
<tr>
<td>Percent</td>
<td>3%</td>
<td>2%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

#### School distribution

- 3%
- 2%
- 22%
- 74%

#### Australian distribution

- 25%
- 25%
- 25%
- 25%

Percentages are rounded and may not add up to 100.
Making a difference

- Interpreting correlations
  - Number of given names correlates with intelligence
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- Using interschool comparisons

- Specifying entitlements through the curriculum
  - Content (knowledge, understanding and skills)
  - General capabilities/21st century skills

- Improving teachers and teaching
  - Recruitment, preparation, development
Thank you.

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