

European School Heads Association (ESHA)
“School Leadership 2020+: Trends & Challenges”

18 – 21 May 2022, Limassol, Cyprus



**PISA
for
Schools**

**The PISA for
Schools project:**

**Empowering teachers
and school leaders
through global
connections and
international
benchmarking**

**Global Teaching
InSights:**

teaching and learning through
classroom videos



Tanja Bastianić
Policy Analyst, OECD, Paris



Organisation for Economic Co-operation and Development (OECD) – quick facts



Paris based, staff of 3 000
around 200 in Education and Skills Directorate



Better policies for better lives



500 publications/year, PISA test, Economic Outlook, OECD.Stat, etc.



38 member countries: 23 of the 27 EU countries plus US, Canada, Australia, New Zealand, Japan, Korea, Mexico, etc.



OECD Directorate for Education and Skills



Measuring outcomes

- conduct international assessments of learning outcomes (like PISA, PIAAC, TALIS)



Teaching and learning

- understanding of how students learn and teachers teach is at the core of education policy



Policy development and implementation

- review the education and skills systems in countries, and assist in developing and implementing policies to improve those systems



Innovation and the future of education

- provide policy makers with a deeper understanding of how the way we innovate is changing, and what this implies for education and training policies



What skills do students need to
succeed?



Building a “portfolio” of skills to thrive in the 21st century

Technical skills

Know-what and know-how

Behavioural and social skills

Self-confidence, energy, perseverance, passion, leadership, collaboration, communication



Skills in thinking and creativity

Creativity, critical thinking, observation, imagination, curiosity, ability to make connections, metacognition

Building the skills needed to thrive in the 21st century...

Creativity

Critical Thinking

Problem Solving

Innovation

Collaboration

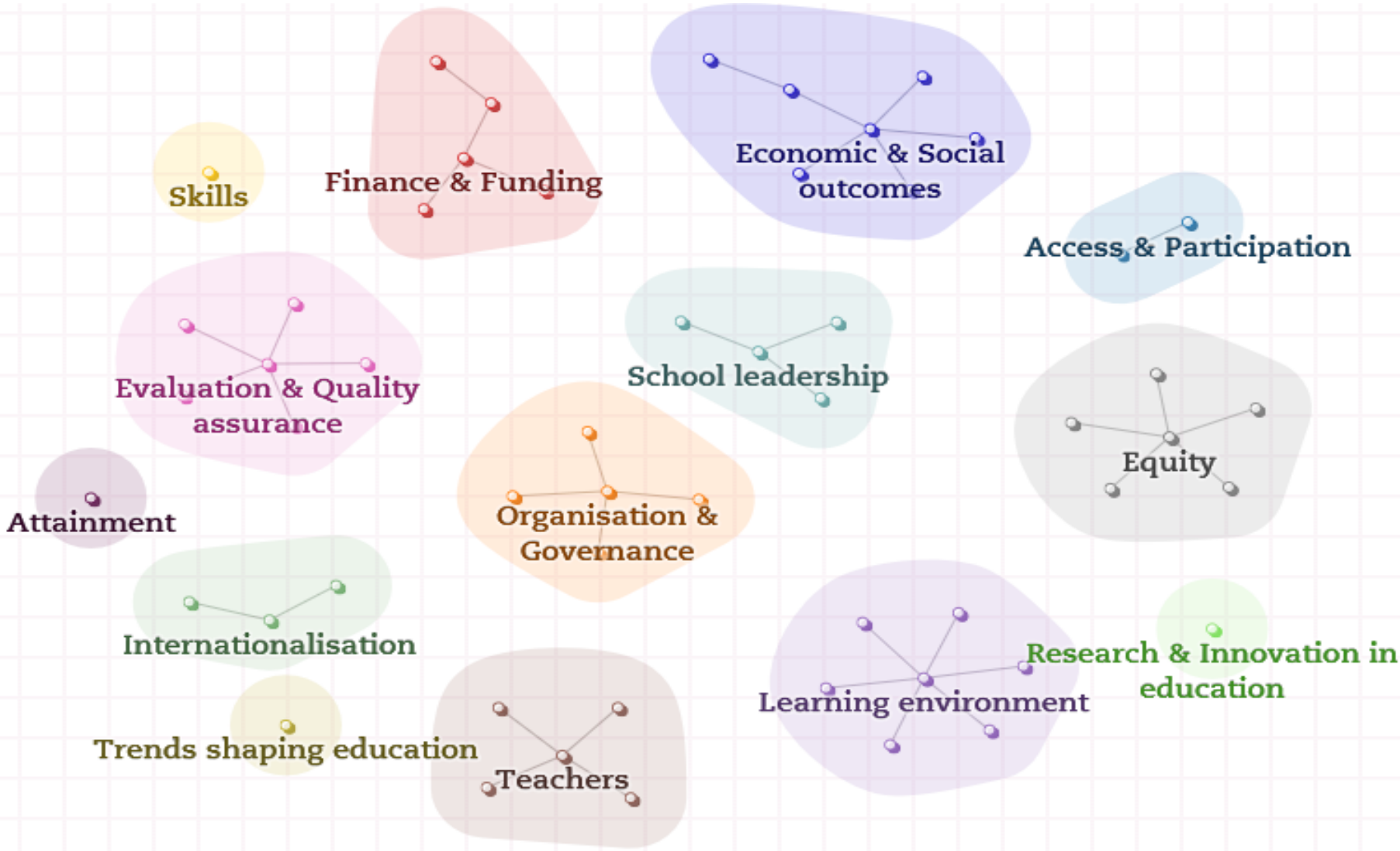
Data Gathering

Communication





Successful education system...





How do we measure skills for
success?



What PISA offers?



- instrument to monitor quality and equity of education system in countries
- tool to learn and improve:
 - Collaboration between countries, experts and stakeholders, sharing experiences, policies and best practices
 - Data triangulation combining the perspectives from students, teachers, principals, parents and policy-makers
 - Evidence-based and constructive dialogue





Key features of PISA 2018



The content

Focus on reading, mathematics and science

Background questionnaires

Students: their background, attitudes, dispositions and beliefs, their homes, and their school and learning experiences

School principals: school resources and organisation, and the learning environment

Additional optional questionnaires for **parents** (involvement school and learning), **teachers** (who they are and teaching practices) and **students** (e.g. well-being)

The assessment

Computer-based tests

Assessments lasting a total of **two hours**



The students

Almost **600 000** 15-year-old students from 79 countries

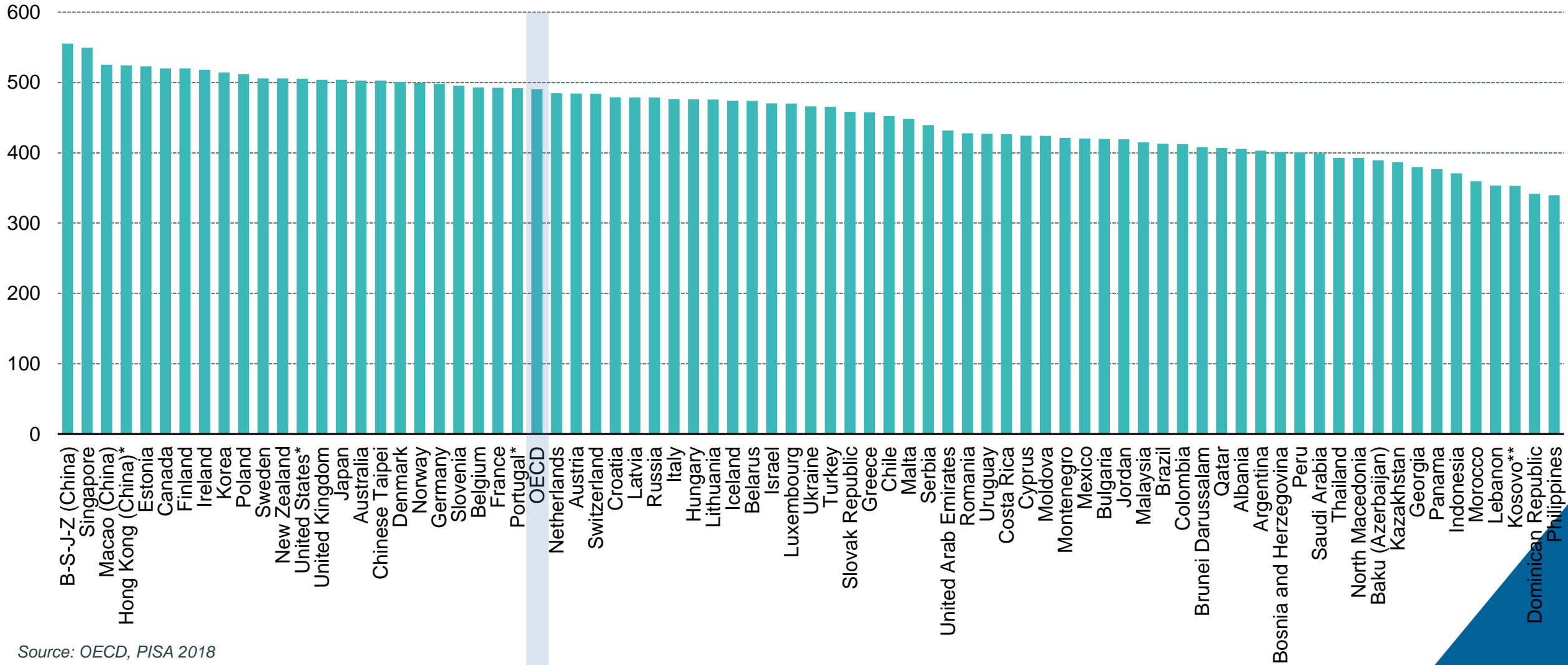




Mean reading performance

Fig II.3.1

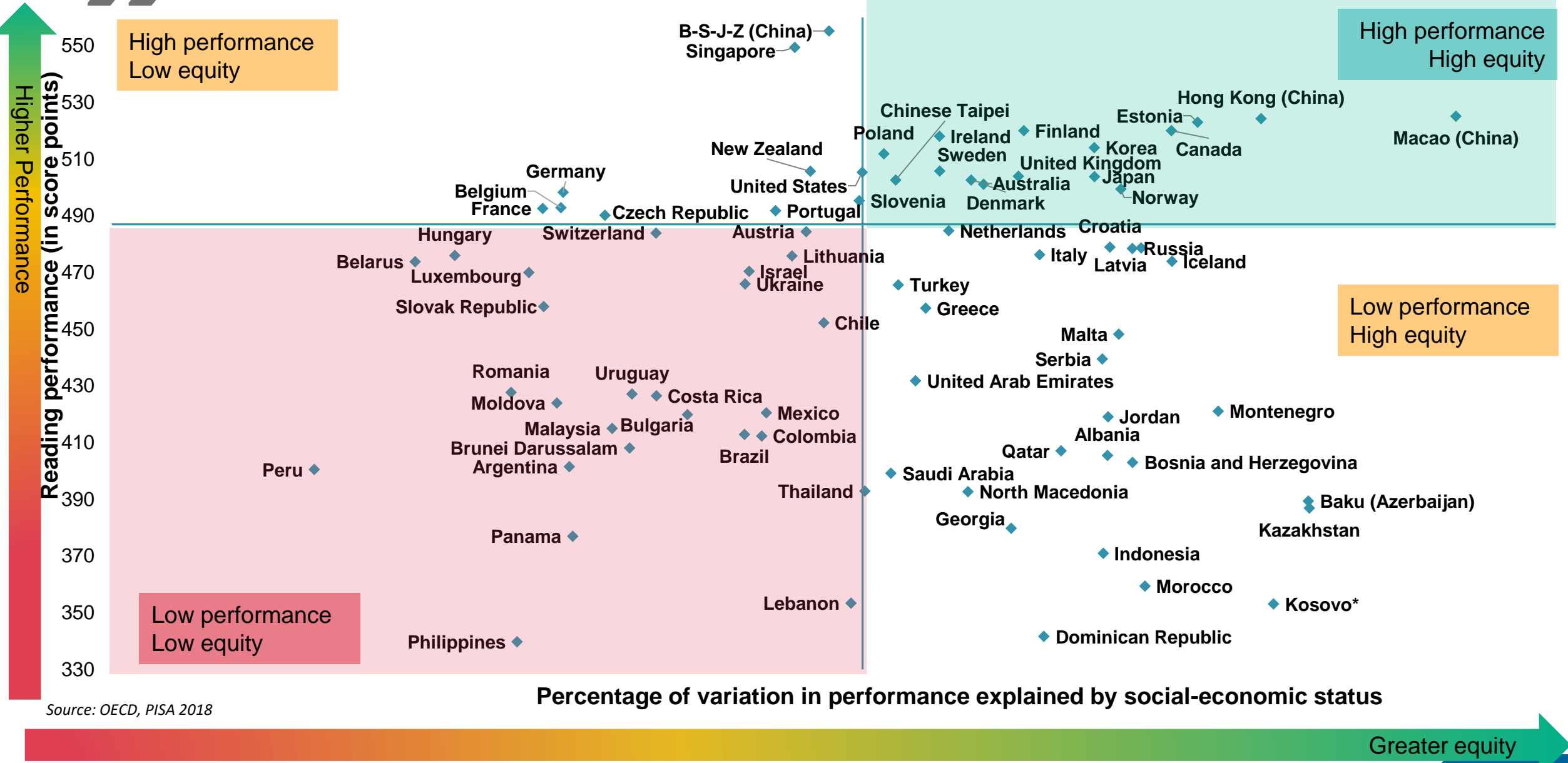
PISA score



Source: OECD, PISA 2018



Reading performance and equity in PISA 2018

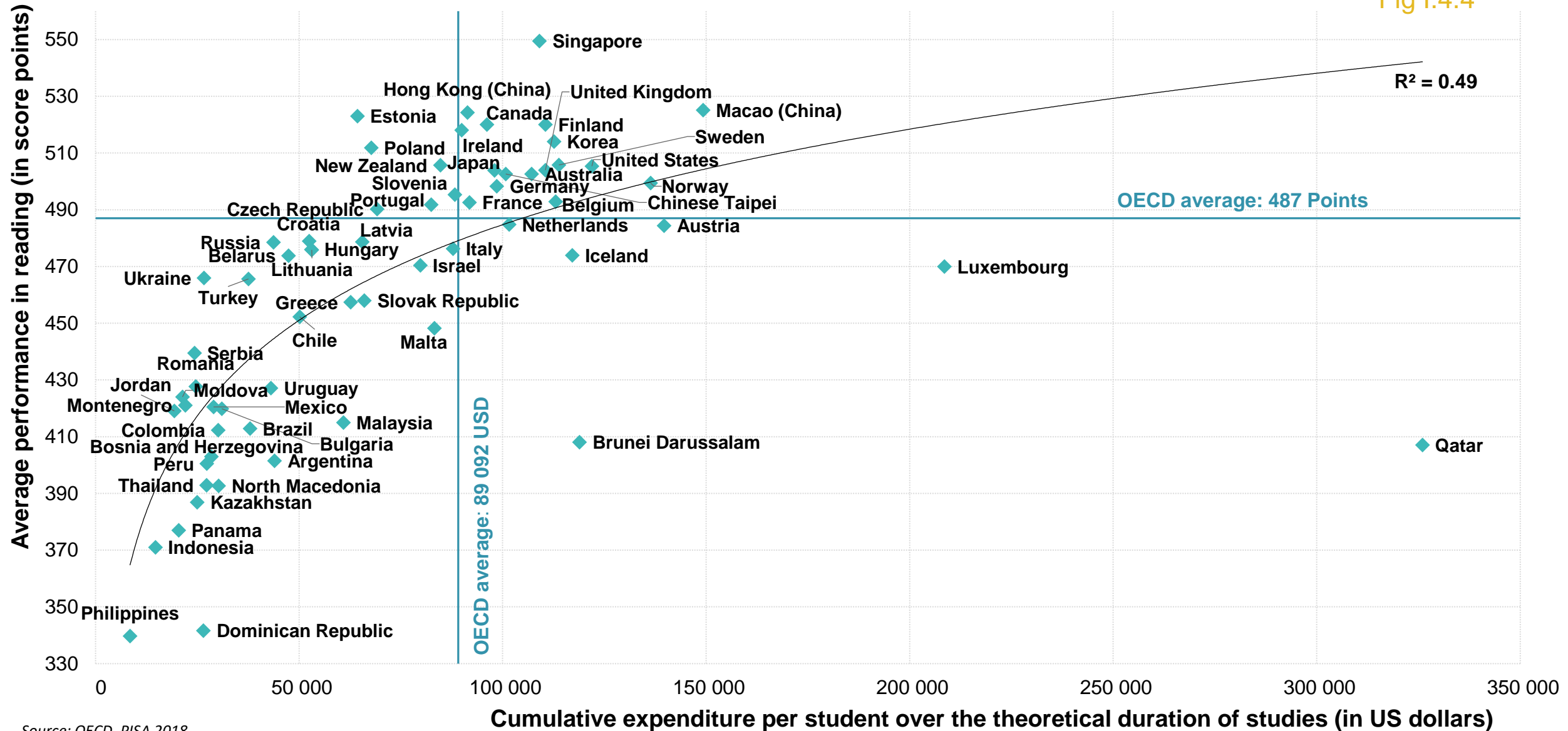


Source: OECD, PISA 2018



Mean reading performance and spending on education

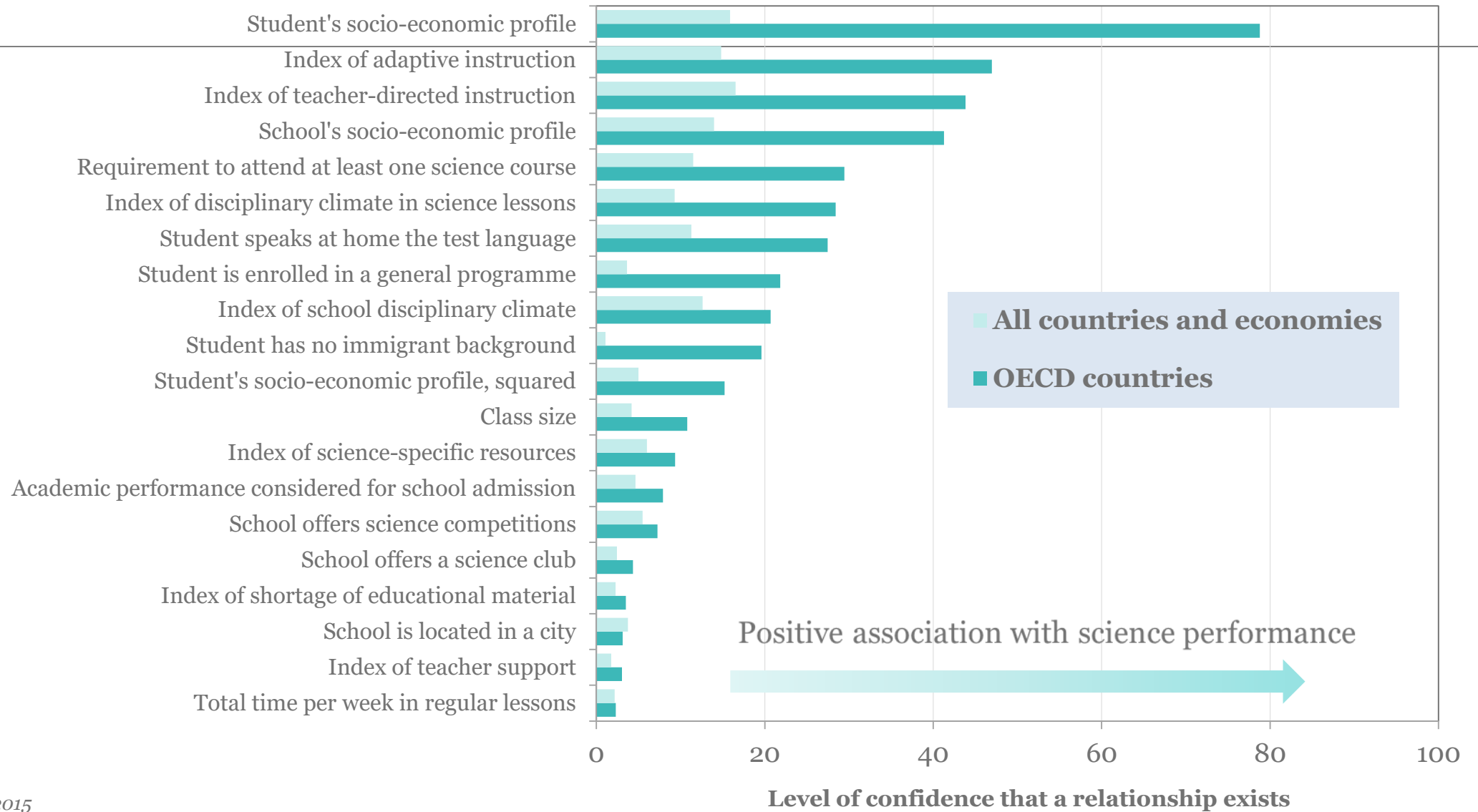
Fig I.4.4



Source: OECD, PISA 2018



Predictors of student performance



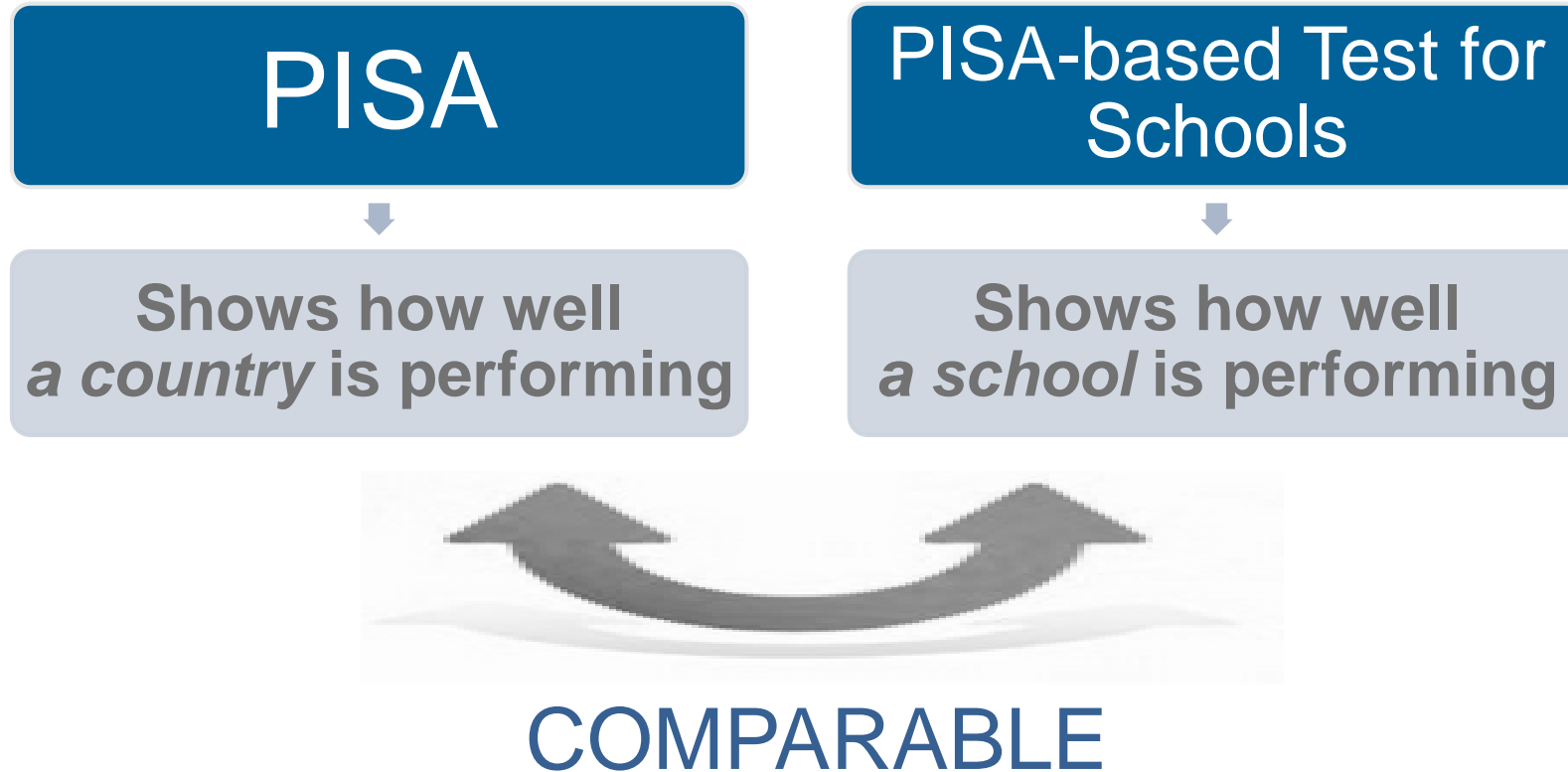


From PISA to PISA for Schools



PISA and PISA-based Test for Schools

PISA and PISA-based Test for Schools (PBTS) measure how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts

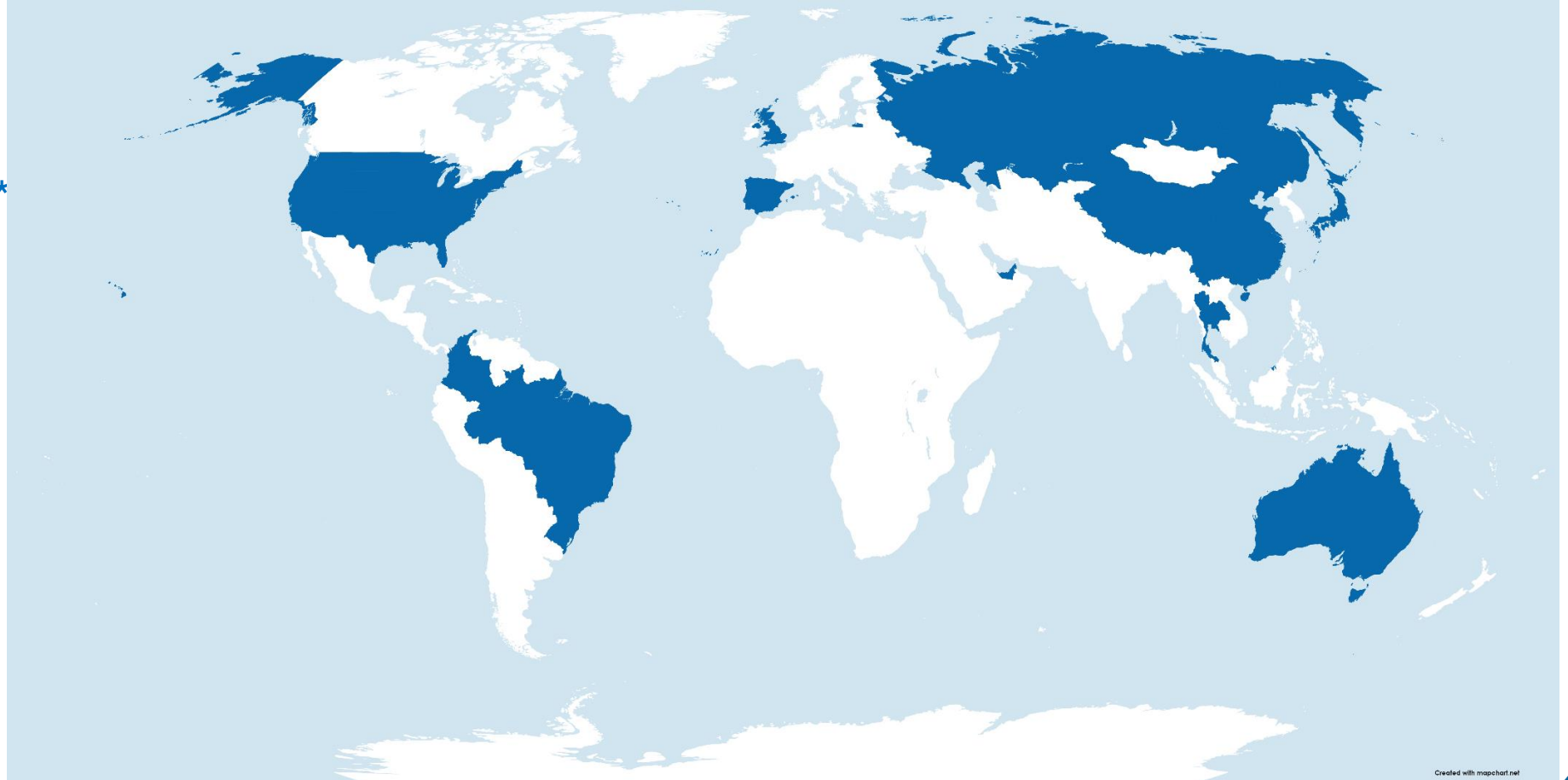




PISA for Schools: a global community of educators

Participating schools in 15 countries:

- Andorra
- Australia*
- Brazil*
- Brunei Darussalam
- People's Republic of China*
- Colombia
- Japan
- Kazakhstan*
- Portugal
- Russian Federation
- Spain
- Thailand*
- United Arab Emirates
- United Kingdom*
- United States*



* countries currently active



Key facts on the PISA-based Test for Schools

15-year-olds



Like PISA, the PISA-based Test for Schools is **designed to assess secondary school students** near the end of their compulsory education

+9 000 school tests



Since launch, over 300,000 students have participated in the assessment, which has been administered **over 9 000 times in schools in +10 countries**

Timing



The assessment takes **2 hours** to complete and focuses on how well students can apply their skills in **reading, mathematics and science**

30 minutes



The student questionnaire takes **30 minutes** and delivers valuable insights into **socio-economic background, social and emotional skills**, etc.

+10 languages



The assessment is delivered in the **language of instruction**, and is offered on the digital platform in several languages (e.g. English, Portuguese, Spanish, Japanese, Russian)

Digital delivery



All items are available in digital format, **both online and offline**, for streamlined delivery via the **international platform**

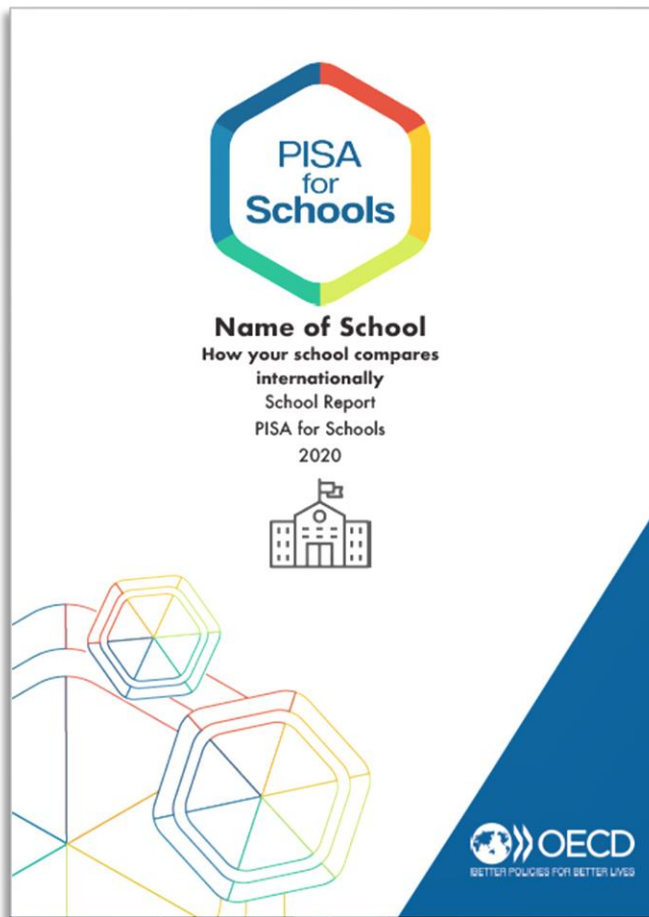




What data do schools receive?





















School Report



1. Executive Summary

Comparative statements describe results that are statistically significant at a 95% confidence level. Performance is reported on a scale having a mean score of 500 and a standard deviation of 100 across OECD participating countries.

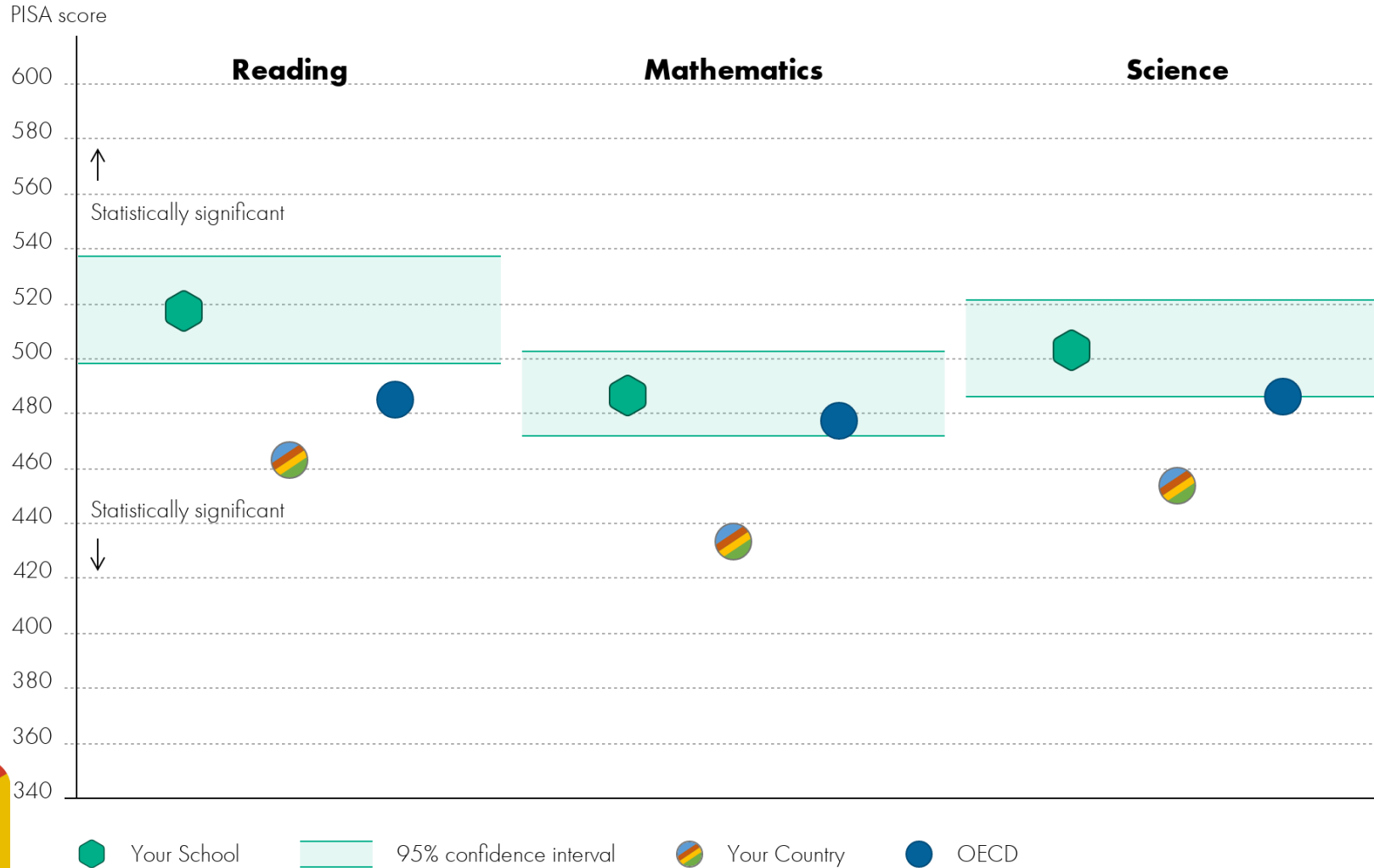
Your School Name

| |  Reading |  Mathematics |  Science |
|--|--|---|---|
| Average performance of your school | 518 which is higher than Your Country  463  OECD 485 | 487 which is higher than Your Country  434  OECD 478 | 504 which is higher than Your Country  454  OECD 486 |
| Gender differences in performance | Girls and boys perform similarly | Girls and boys perform similarly | Girls and boys perform similarly |
| Socio-economic differences in performance | Most and least advantaged students perform similarly | Most and least advantaged students perform similarly | Most and least advantaged students perform similarly |
| Student engagement and feelings |  69% Believe what they learn in science is important for their future.  20% Observe their teachers providing individual help to struggling students.  21% Experience noise and disorder. | | |
| Social and emotional skills | The strongest relationships between social and emotional skills and life outcomes were observed for: <ul style="list-style-type: none">  Classroom disciplinary climate ↔  Curiosity  Students' perceived health ↔  Optimism  Students' overall life satisfaction ↔  Optimism | | |

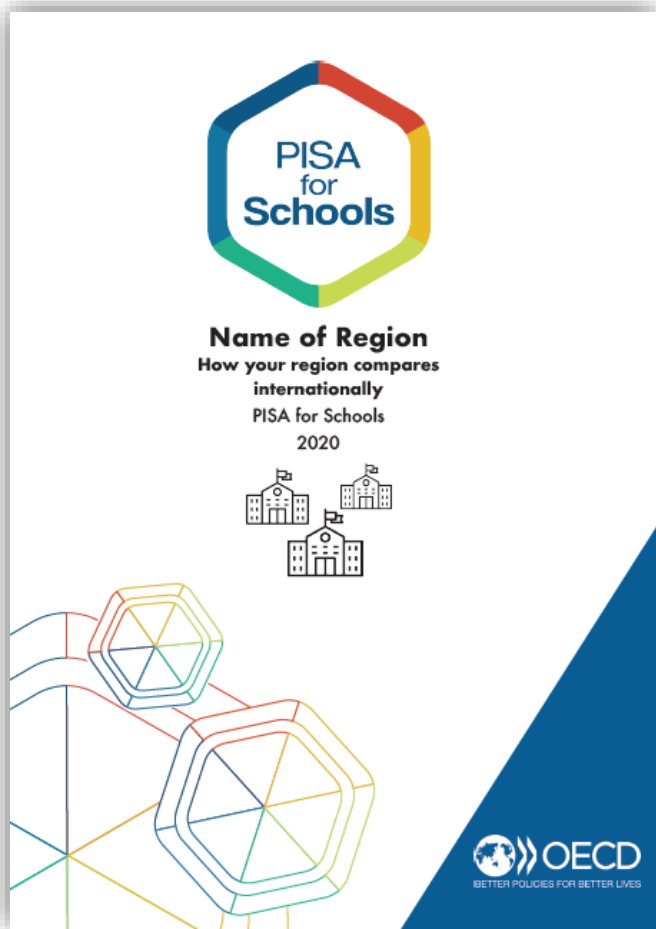




Compare your school to your and other countries



Tailored Group Report



PISA-based Test for Schools results can be the subject of further analysis by the OECD such as:

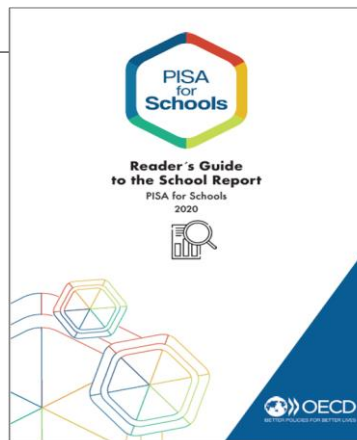
- a. Territorial
In Russia each participating region received a report based on a representative sample of schools
- b. Subgroups
In Thailand a thematic report will focus on the specific subgroup of disadvantaged students



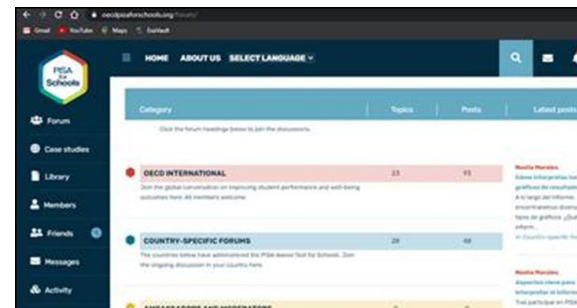
PISA for Schools post-assessment support to schools



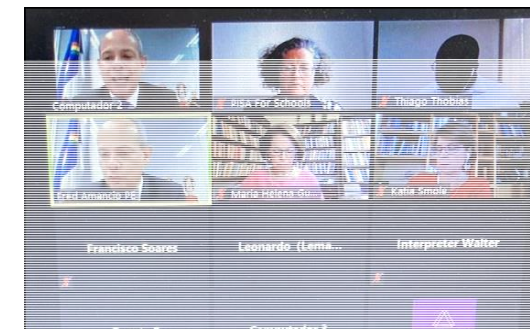
Reader's Guide and Video Tutorials
to help schools explore and understand their report



PISA for Schools Online Community Forum
to engage in peer-learning with other schools



Post-assessment workshops
to increase data literacy and help school improvement





How have schools and school systems
used PBTS data?



PBTS as a focused data source: Thailand



- Thailand joined the project as means to **collect high quality data**
 - Commissioned by an educational state-funded fund **focusing on equity**
 - Monitoring **bursary recipients' learning outcomes** and gap to population
 - “Soft skills” such as **motivation**, fear of failure and **growth mindset**
 - **66 schools** throughout the country in a **convenience sample**
- **Outputs**
 - Individualized **school reports**
 - Tailored group report **focusing on equity issues**
 - Technical **capacity building** and post-assessment events





PBTS as a school monitoring tool: Brazil



- Brazil joined the project to monitor and **benchmark public schools** with excellent academic performance
 - Initially funded by an NGO to **monitor schools** in a disfavoured region in Brazil
 - Started in 2017 with 46 schools in a **convenience sample**, more than 600 in 2021
 - Many repeat schools interested in **longitudinal monitoring**
- **Outputs**
 - **School Reports** that were discussed within the Brazilian community
 - **Datasets** with school indicators were delivered to schools and partners
 - Series of **post-assessment events**





Global Teaching InSights



Global Teaching InSights

www.globalteachinginsights.org

A digital space for the education community to:

- **Observe how teachers teach in different countries**, overcoming the boundaries that prevent pedagogical traditions to learn from each other.
- **Exchange and share** to disseminate teacher expertise and classroom know-how.
- **Collaborate** to develop public goods and advance the professional knowledge base that can push our pedagogical frontiers in the 21st Century.

The screenshot displays the website's interface. At the top, there is a navigation bar with the logo and menu items: Home, Observing Teaching, Teaching Survey, Education During Covid-19, and About. The main content area features a video player showing a teacher at a chalkboard. A blue text box at the bottom of the video reads: "T: you find the solutions and then factorise the equation." To the right of the video is a comment section with three visible comments from users SM, SS, and SN. The comments discuss the effectiveness of reteaching methods. The browser's address bar shows the URL: oecd.mediaspace.kaltura.com.



Classroom videos showcase six key teaching domains in a diversity of classrooms and contexts



Classroom Management



Social Emotional Support



Classroom Talk



Cognitive Engagement



Quality of Subject Matter



Responsiveness

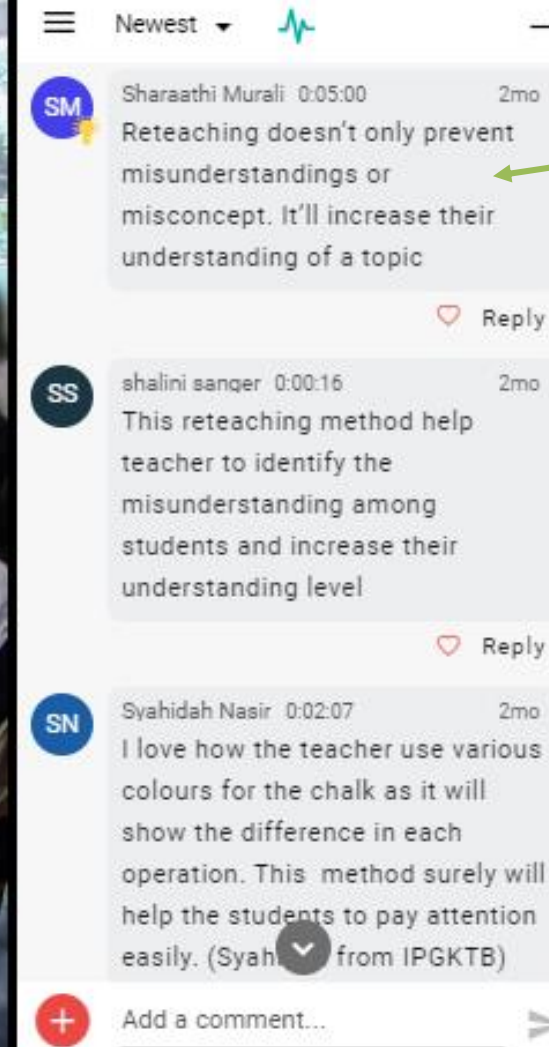


Beyond just watching, empowering a global dialogue



T: you find the solutions and then factorise the equation.

Choose your language



Comment on specific timestamps of the video and dialogue with other professionals

Additional Features:

- View teaching materials of the classroom
- Information to provide context
- Ability to search videos by tags
- Viewing hints and key moments for each video



Just released: Observation Masterclasses on Mathematics Teaching

- 22 Groups of academics and teachers from around the world have unpacked and analysed the complexity of mathematics teaching distilling key moves, alternative approaches and reflections for one's own practice.
- Open for comment and dialogue to empower global classroom observation and advance the professional knowledge base of teaching.

The video shows a classroom scene. A teacher in a dark blue shirt is pointing at a grid on a whiteboard. A student in a white shirt is looking at the grid. The whiteboard has a date 'April 17, 2018' and names 'Ms. Cortez', 'Ms. L...', and 'Monica'. There is a play button in the center of the video player. The video player has a progress bar at the bottom showing 6:30 / 21:13. The video title is 'Comparing Fractions 5/10 & 1/2: Representations of Student Work in Facilitating'.

SELECTING STUDENT WORK?

The three different representations from the class can be seen here. We wondered how the teacher made her decision to take up the three student representations in the discussion, and not the other solution representations other students could have drawn during the individual seatwork time. Were the three representations brought up were representatives of many student work overall, and how could this have been approached in different ways?

^ Reply

Francesca Martignone 13d
Showing and discussing different solutions with students (both correct and incorrect) explaining the reasons for the choices and

Add a comment...



Crowdsourcing teacher initiatives on key issues: Teaching for Climate Action



From July – December 2021, the OECD, UNESCO and Education International ran the **Teaching for Climate Action** initiative to gather teacher expertise on what makes a difference in promoting student agency and helping students to act and lead on climate matters. Teachers from across the globe shared initiatives on the Global Teaching InSights platform.

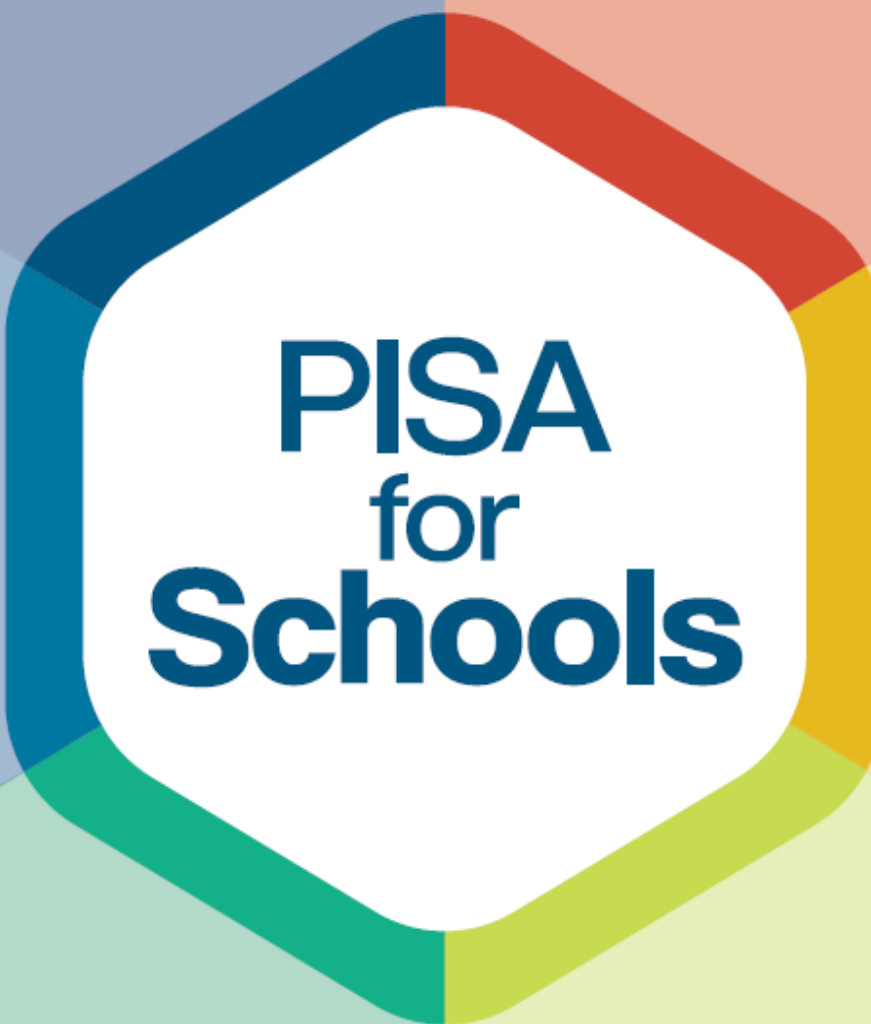
Over 850 teachers actively contributed to this initiative, with engagement from more than 6500 visitors across 157 countries.

40+ initiatives: Available on the [Global Teaching InSights](#) (GTI) with opportunities for teacher-led dialogue and peer exchange

3 Conversations on Teaching: bringing together teachers and experts to discuss on student empowerment, teaching climate action across school subjects, and the role of professional collaboration (watch again [here](#))

Summary of InSights: providing teachers key messages and initiatives exchanged concrete ideas to consider in taking climate education into their own classrooms and leveraging findings to policy-makers.

 Watch the summary video, *How to teach for Climate Action*, [here](#)

The logo for PISA for Schools is a white hexagon with rounded corners, centered on a background of six overlapping triangles in shades of blue, orange, yellow, green, and light blue. The hexagon has a thick, multi-colored border that follows the colors of the background triangles. Inside the hexagon, the text "PISA for Schools" is written in a bold, dark blue sans-serif font. "PISA" is on the top line, "for" is on the second line, and "Schools" is on the third line in a larger font size.

PISA
for
Schools

For more information see:
www.oecd.org/pisa/pisa-for-schools/

www.globalteachinginsights.org

Thank you!

Tanja.BASTIANIC@oecd.org