THE OECD-SWEDEN EDUCATION POLICY REVIEW Main issues and next steps

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OECD Education Policy Reviews

Improving Schools in Wales: An OECD Perspective

Reviews of National Policies for Education Improving Lower Secondary Schools in Norway

Reviews of National Policies for Education Quality and Equity of Schooling in Scotland

Improving Education in Mexico A STATE-LEVEL PERSPECTIVE FROM PUEBLA We provide <u>external</u> and <u>independent assessments</u> of education policy and practice, from an

international perspective, to raise education outcomes

Drawing on OECD knowledge and data and international best practices

We provide tailored advice in education policy: Education Policy Reviews



Knowledge from international evidence

Contextualization to country's needs Recommendations, considerations and specific proposals

OECD-Sweden Education Policy Review





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Change in mathematics performance throughout participation in PISA, 2003-2012 annualised

Mathematics score-point difference associated with one calendar year







Percentage of top performers in mathematics in 2003 and 2012



Percentage of 15 year olds below level 2 in 2003 and 2012

Proportion of 15 year olds that do not reach a minimum level (below level 2), PISA

2003 and 2012



Student motivation (15 year olds) to learn mathematics, 2012 PISA

Percentage of students who reported "agree" or "strongly agree" with the following statements:



Student perceived self-responsibility for failure in mathematics, 15 year olds, 2012 PISA

Percentage of students who reported "agree" or "strongly agree" with the following :



Student truancy reported by 15 year old students and principals 2012, PISA



Students' reports on having arrived late for school² (%)

Teacher professional training needs, 2013, TALIS

Proportion of teachers in lower secondary education that point to a need for professional development in the following areas:



14

Teachers' view of the way society values the teaching profession, 2013

15

Percentage of lower secondary education teachers who "strongly disagree", "disagree", "agree" or "strongly agree" with statement: I think that the teaching profession is valued in society, TALIS 2013



Teacher availability of and participation in mentoring activities, 2013

Percentage of lower secondary education teachers whose school principal reports that mentoring is available for all teachers in the school and the percentage of teachers who report presently having an assigned mentor, TALIS 2013



an assigned mentor to support them



School leaders distribution of work, 2013

Proportion of time that school leaders in lower secondary education devote to selected activities throughout the school year, TALIS 2013



- Admin/leadership
- Curriculum/teaching
- Students
- Parents/guardians
- Community

Other

Resources: Overall funding and equity in school resource allocation and mathematics performance



Governance: percentage of decisions taken in public lower secondary schools at each level of government, 2011



School competition and academic performance (PISA 2012)





Strengths

1. Public commitment to education and to equity is high

2. Recognition of the need for change and general support for recent reforms (e.g. curriculum)

3. Efforts to develop teachers underway (ITE, i.e. first teachers and first subject teachers)

4. Emerging assessment and evaluation culture

5. Decentralisation and autonomy can lead to examples of local good practice

Challenges

1. Need to raise expectations of student performance and develop learning environments that are conducive to learning for all students and address high variability across system

2. Build the capacity of the teaching profession to improve teaching and learning

3. Strenghten accountability and gear evaluation and assessment arrangements to focus on continuous improvement

4. Steer policy and focus on improvement to adapt to current governance structure.



Consolidate the **conditions to promote equity and quality across Swedish schools** and municipalities. At the school level set high expectations, early interventions and use of formative assessment.

Build capacity for improved teaching and learning through a long term human resource strategy. Review ITE, set standards, focus on pedagogy and leadership capacity.

Steer policy to focus on improvement: Move from a culture of compliance to one of responsibility and accountability for improvement. Define and support the implementation of key priorities and follow up with evaluation

OECD-Sweden Education Policy Review Process: Support Sweden in Reform Efforts



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Thank you! Tack!

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