



PISA – a Valuable Source

for Seeking Causes of Success or Failure

19 November 2014

Nordic Hotel Forum, Viru väljak 3, Tallinn, Estonia

Programme

- 10.00-10.30 Registration, morning coffee
- 10.30-10.40 Welcome words:
- Jevgeni Ossinovski, Minister of Education and Research of Estonia
 - Krista Kiuru, Minister of Education, Science and Communication of Finland
- 10.40-11.00 *Estonian challenge in basic education according to PISA*, Jevgeni Ossinovski, Minister of Education and Research of Estonia
- 11.00-11.40 Keynote: *PISA is not all-powerful in education but it enables us to seek causes*, Andreas Schleicher, Directorate for Education and Skills, OECD (recorded video presentation)
Q&A: Francesco Avvisati, PISA team, OECD (via video link)
- 11.40-12.10 *Curriculum of Basic Education – what are the needful emphases in Finland?*
Jorma Kauppinen, Finnish National Board of Education
- 12.10-12.35 *Individualized instruction - supporting high- and low-performing students at the same time*, Prof Jouni Välijärvi, Jyväskylä University, Finland
- 12.35-13.00 *Literacy performance in inclusive classes: Classmates of students with special education needs*, Almar M. Halldorsson, National Project Manager for PISA in Iceland (via Skype)
- 13.00-14.00 Lunch
- 14.00-14.30 *Difference in fit of the construct for ‘Excellent students in Science subjects; how do they differ from other students?* Dr Jasper Wouda, Senior consultant of Cito Institute for Educational Measurement
- 14.30-15.00 *Estonian success in PISA - what are the reasons behind that?* Imbi Henno, Tallinn University, Estonia
- 15.00-16.00 Panel discussion
- 16.00-17.30 Reception hosted by the Estonian Ministry of Education and Research



Biography of Speakers

Estonian challenge in basic education by PISA

Jevgeni Ossinovski, Minister of Education and Research of Estonia



Jevgeni Ossinovski has been the incumbent Minister of Education and Research since 26th of March 2014. He is a member of the Social Democratic Party. From 2011-2014, Jevgeni Ossinovski served in Riigikogu's XII parliament assembly. He graduated Tallinn Secondary Science School and received a bachelor's degree in philosophy from the University of Tartu. Mr Ossinovski has a master's degree in philosophy from the University of Warwick and master's degree in political science from London School of Economics and Political Science.

Short description of the presentation

Despite of the quite good results in PISA 2012, this survey revealed several challenges for Estonian educational system. We have to pay more attention to creating study environment where a potential of every students is development. Our educational system should guarantees high level teaching and learning equally for the Estonian and Russian speaking schools and boys and girls. Comparing other countries we can see that our schools should pay more attention to microclimate and students' well-being.

PISA is not all-powerful in education but it enables seek reasons

Andreas Schleicher



Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris.

As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD.

Short description of the presentation

The PISA study reflects the demands of the 21st century. The results of PISA give general understanding where we are. Every country has room for improvement, even the top performers. PISA shows what is possible in education, and it helps countries see themselves in the mirror of the education opportunities. Raising outcomes is easier said than done. The status quo has many



protectors, and countries need to be bold in thinking and in execution to effect real changes. Students' and principals' attitudes and opinions are essential, giving us understanding which is behind of performance. The results of PISA, PIAAC, and TALIS have shown relationships between each other.

Literacy performance in inclusive classes: Classmates of students with special education needs

Almar Miðvík Halldórsson



Almar is a research specialist at the Educational Testing Institute in Iceland. For the past decade he has worked on research projects and analysis on the basic school system disseminated through publications and presentations. He has had an active role in contextualising research results and moving the Icelandic education system to evidence based policy approach. He is the PISA NPM for Iceland.

Short description of the presentation

Historically, Iceland has a strong policy for individualised learning and inclusive schools. The policy is based on the UNESCO Salamanca Statement and Framework for Action for students with special needs from 1994 and has been rigorously enforced for the past 20 years, resulting in one of the most homogenous and equitable school system in the world. PISA results show a clear distinction between Iceland and many European countries, including Germany which has shown large inequality in opportunities to learn. A new research project was designed to evaluate performance and attitudes of classmates without special education in inclusive and non-inclusive classrooms to gauge potential disruptive effects of inclusion. Results are presented and discussed in the context of inclusive strategies and policy.

Individualized instruction - supporting high- and low-performing students at the same time

Jouni Välijärvi



Professor Jouni Välijärvi, PhD, is Professor in educational research and development at the Finnish Institute for Educational Research, University of Jyväskylä. He represents Finland in the IEA (International Association for the Evaluation of Educational Achievement) and is the National Project Manager of the OECD PISA study in Finland. He has headed a series of national research projects on curriculum, school assessment, teacher education and wellbeing of students, served in a number of national and international expert groups e.g. for the OECD and EU and published widely in his field.



Short description of the presentation

Studies on learning outcomes show that on a student level the variation of knowledge and skills is enormous. In reading and mathematics the lowest performing 10 percent of students is easily 6-8 years behind the best 10 percent of students. In countries like Finland where all kind of student learn together the need for pedagogical individualizing is more and more evident. New technology and new, more open learning environments provide new opportunities for that. However, innovative reforms of curricula and reforming of teachers' professional development are necessary to put this into practice.

Curriculum of basic education – what are the needful emphases in Finland?

Jorma Kauppinen



Jorma Kauppinen is Director of General Education at the Finnish National Board of Education. FNBE is a state agency working for the Ministry of Education and Culture and responsible for development of education and national core curriculum. Mr. Kauppinen has been working at the FNBE since 2001, first as a Head of the Upper Secondary School Unit and since 2009 as Director. Earlier he has been working as a teacher in basic education and as principal in upper secondary education. He has been a Member of the former Finnish Education Evaluation Council. Currently he is a member of the Steering Committee for Educational Policy and Practice of the Council of Europe and in 2011-2013 Chair of the Committee.

Short description of the presentation

The Finnish education system is known as a good and efficient education system. During the years 2012-2016 there is a curriculum reform in the general education. The Finnish National Board of Education is elaborating the new National Core Curriculum for the Finnish basic education (compulsory school) and it has to be finished until the end of Year 2014. After that education providers elaborate local curriculum which will be taken into force in August 2016. The new national core curriculum will be competence-based and tries to answer to the challenges of the future teaching and learning.



Excellent students in Science subjects: How do they differ from other students?

Jasper Wouda



Jasper Wouda is a research scientist and psychometrician at the Psychometric Research Centre of Cito, the national institute for educational measurement in The Netherlands. He is a specialist in the application of educational measurement models to monitor and evaluate the abilities of students.

Short description of the presentation

Students that excel in Science subjects also tend to excel in Maths subjects. This presentation tries to answer the question how the attitudes of these excellent students towards Science subjects differ from the attitudes of other students. Which features of schools and classes are perceived differently by these excellent students?

Estonian success in PISA - what are the reasons behind that?

Imbi Henno



Imbi Henno (McS, MA) is currently PhD student of Tallinn University and Chief Expert of Ministry of Education and Research of Estonia. She was national project manager for the OECD Programme for International Students' Assessment PISA 2006 and 2009 in Estonia.

Short description of the presentation

Estonian comprehensive educational system has been quite successful in supporting the learning of all students and Estonian students have achieved good results in international studies. However, those studies also revealed that, there were statistically significant differences in science competences in different language-instructions schools. There are fewer students compared to other high-performing countries at higher achievement levels. It raises the question about teaching/learning practices in Estonian schools. The empirical base of the study constitutes secondary analyses of data from the international comparative studies PISA 2006, 2009, 2012, and TALIS.