Improving Schools in Sweden

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OECD Directorate for Education and Skills

Stockholm
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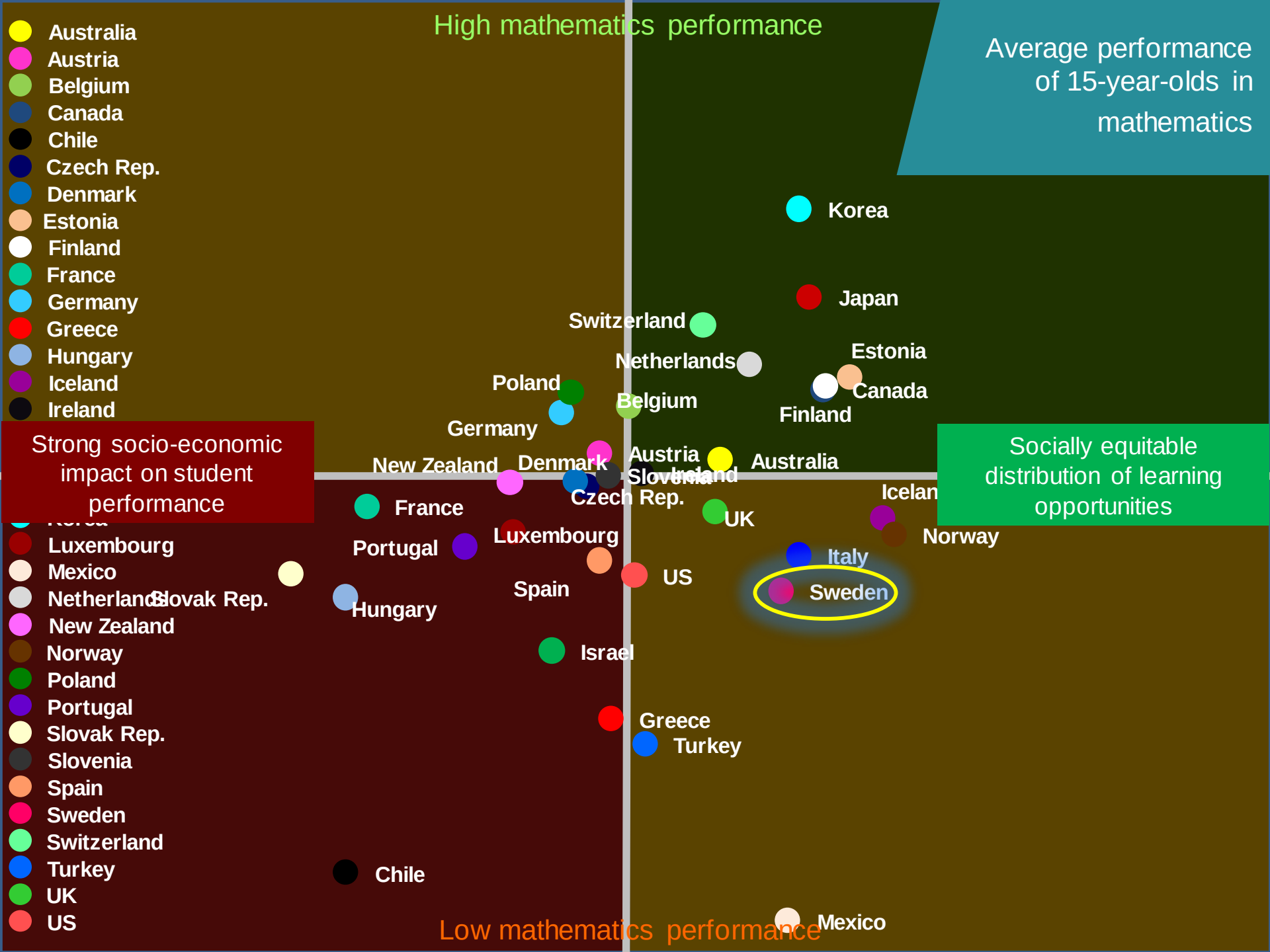
OECD
BETTER POLICIES FOR BETTER LIVES


High mathematics performance
Average performance of 15-year-olds in mathematics
Strong socio-economic impact on student performance
Socially equitable distribution of learning opportunities
Low mathematics performance
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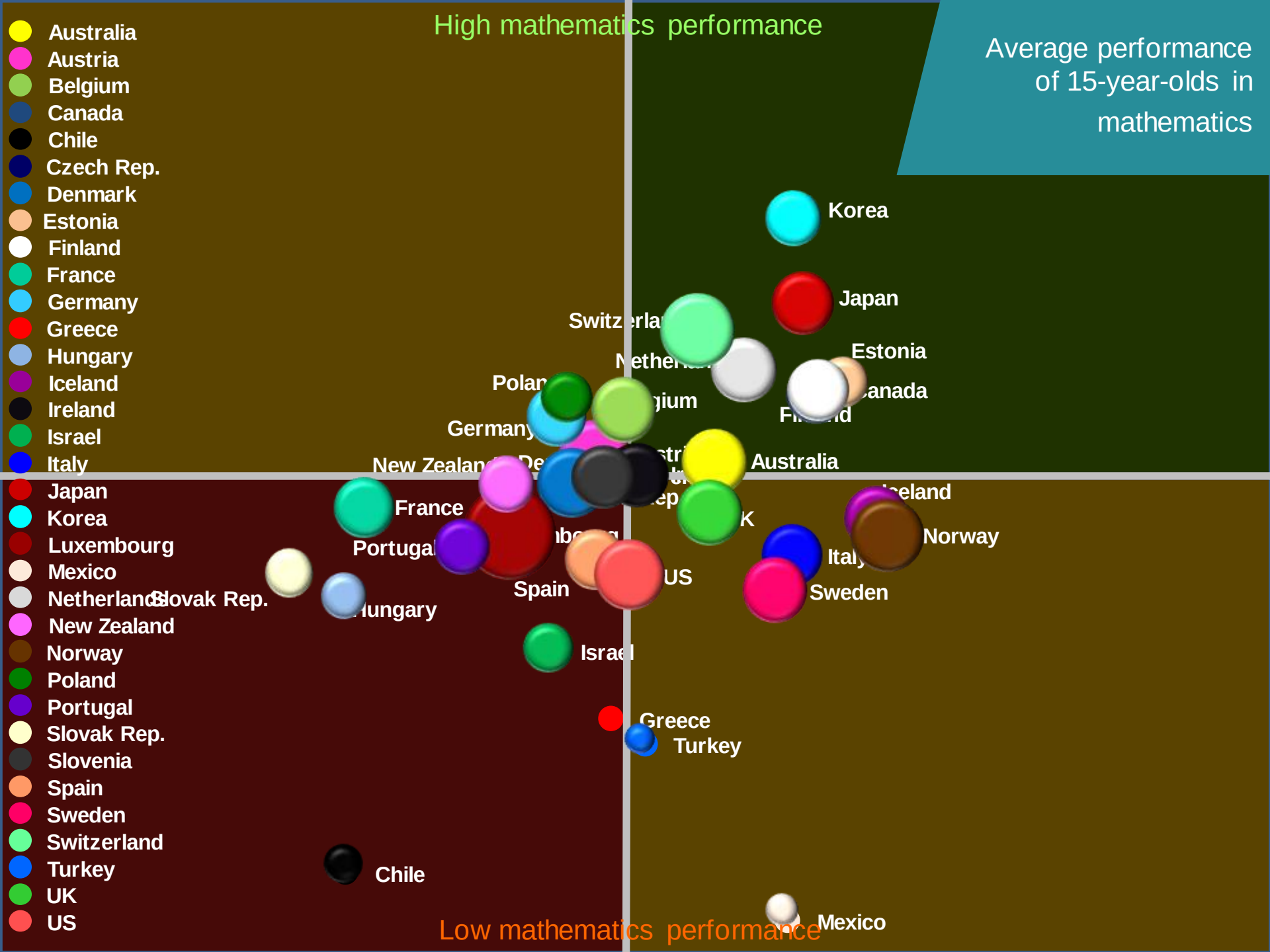
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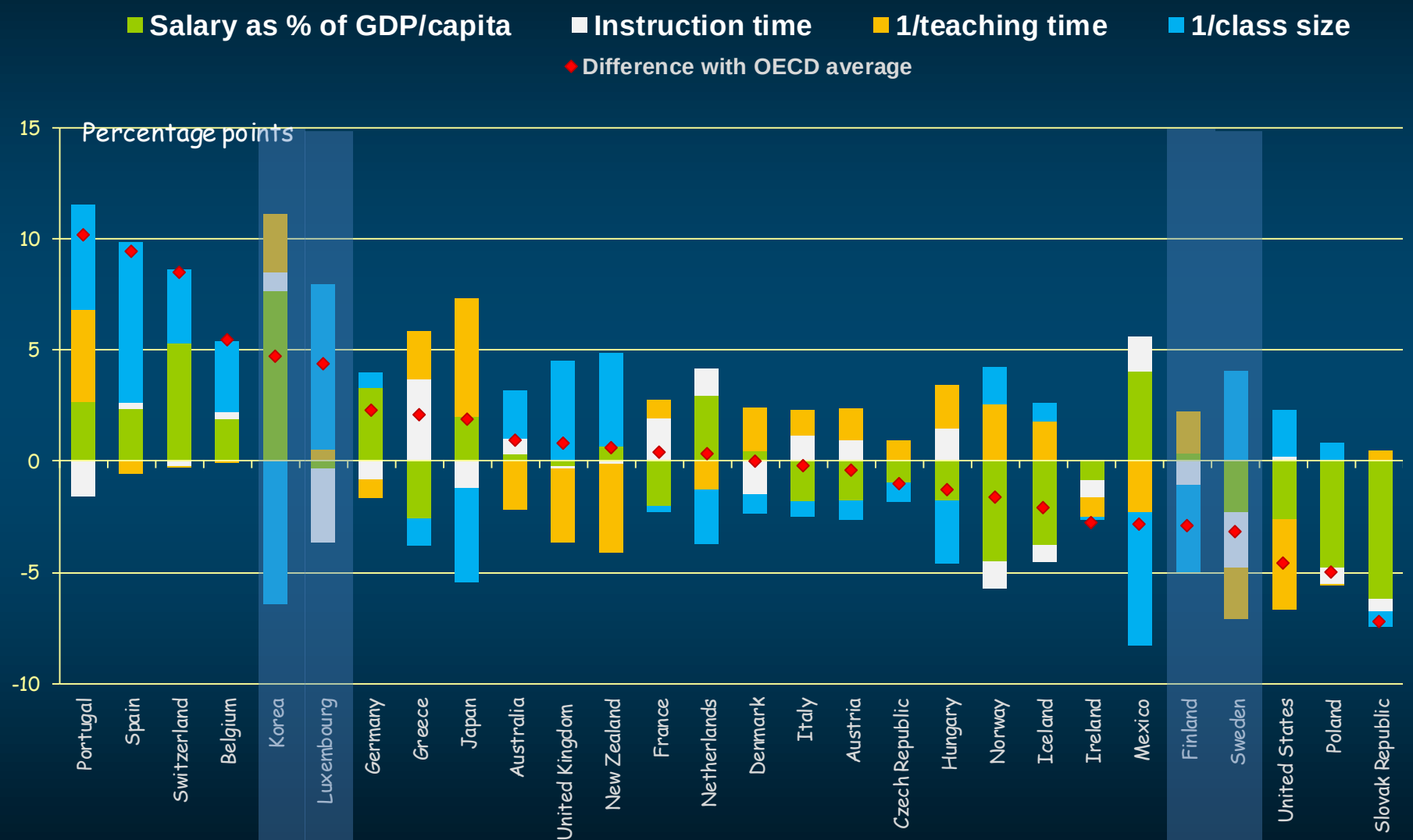
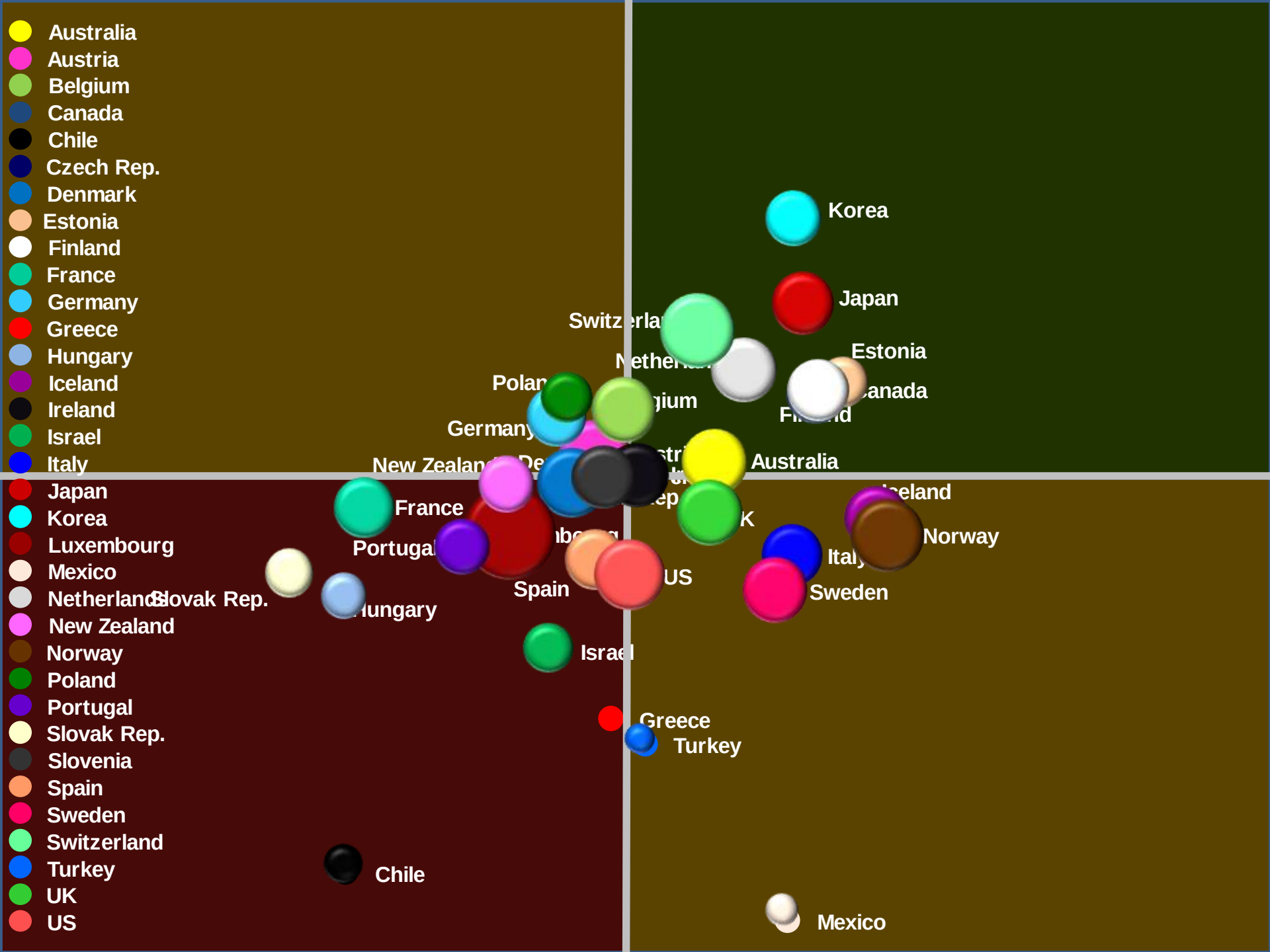
Contribution of various factors to upper secondary teacher compensation costs, per student as a percentage of GDP per capita

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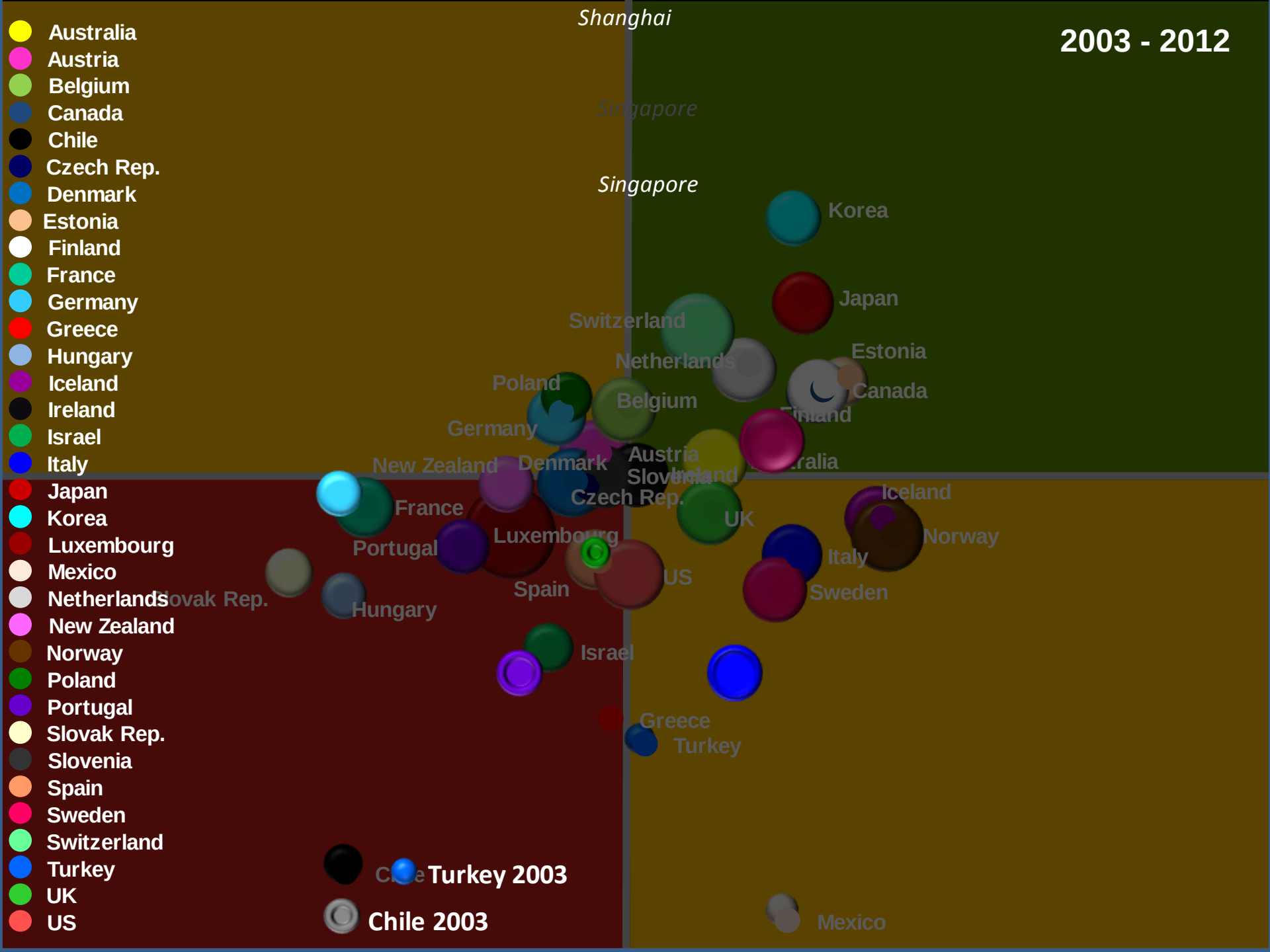
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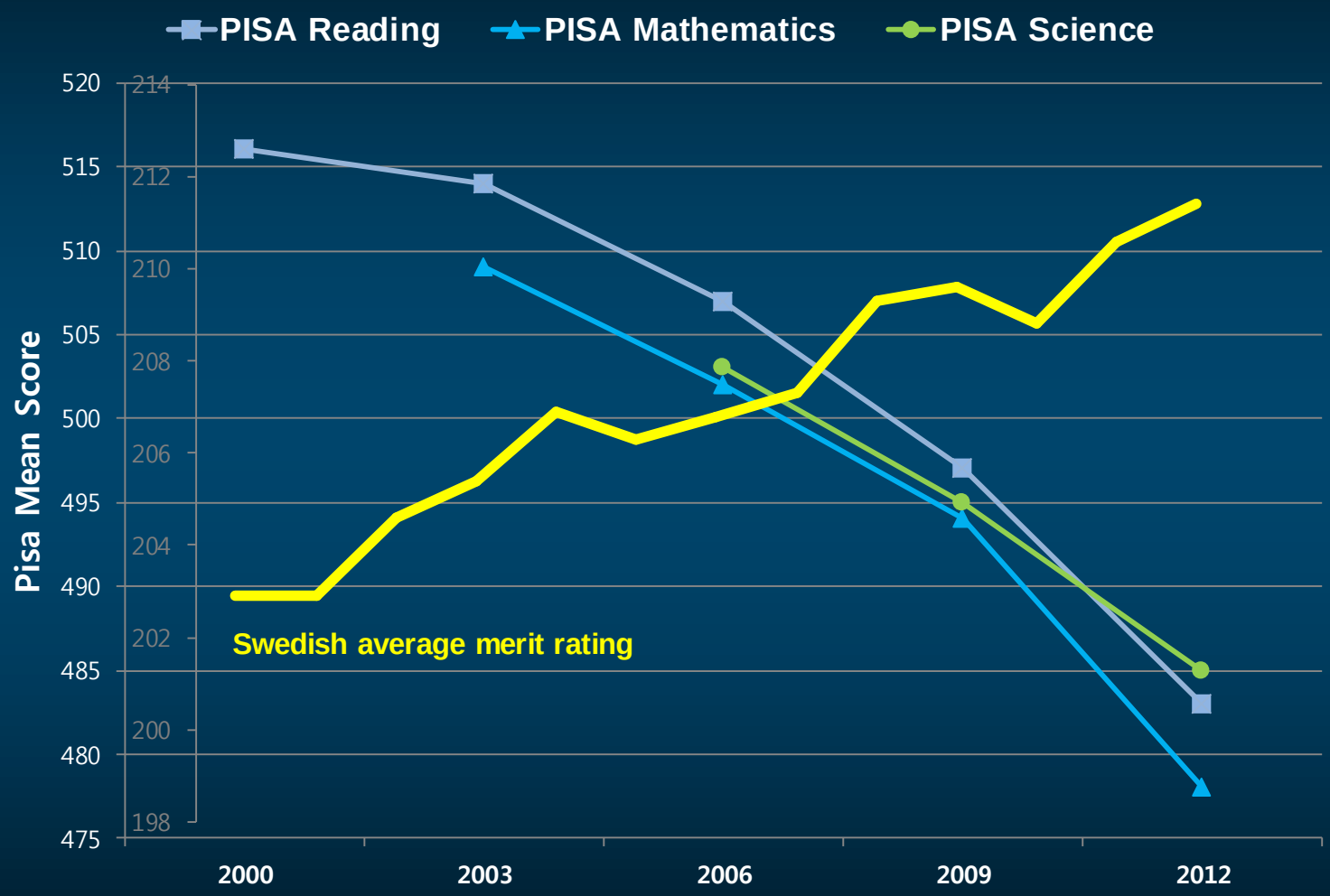
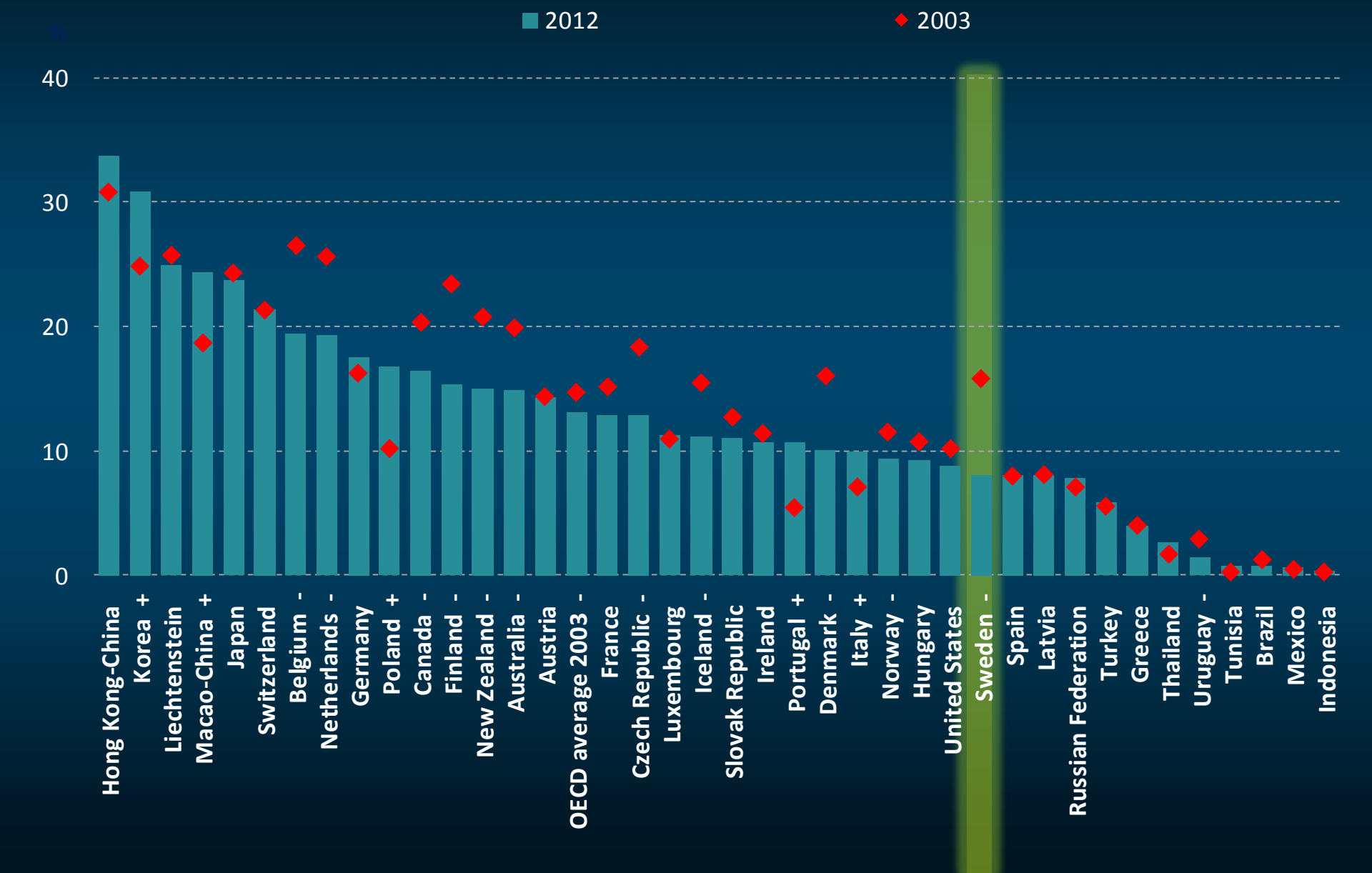
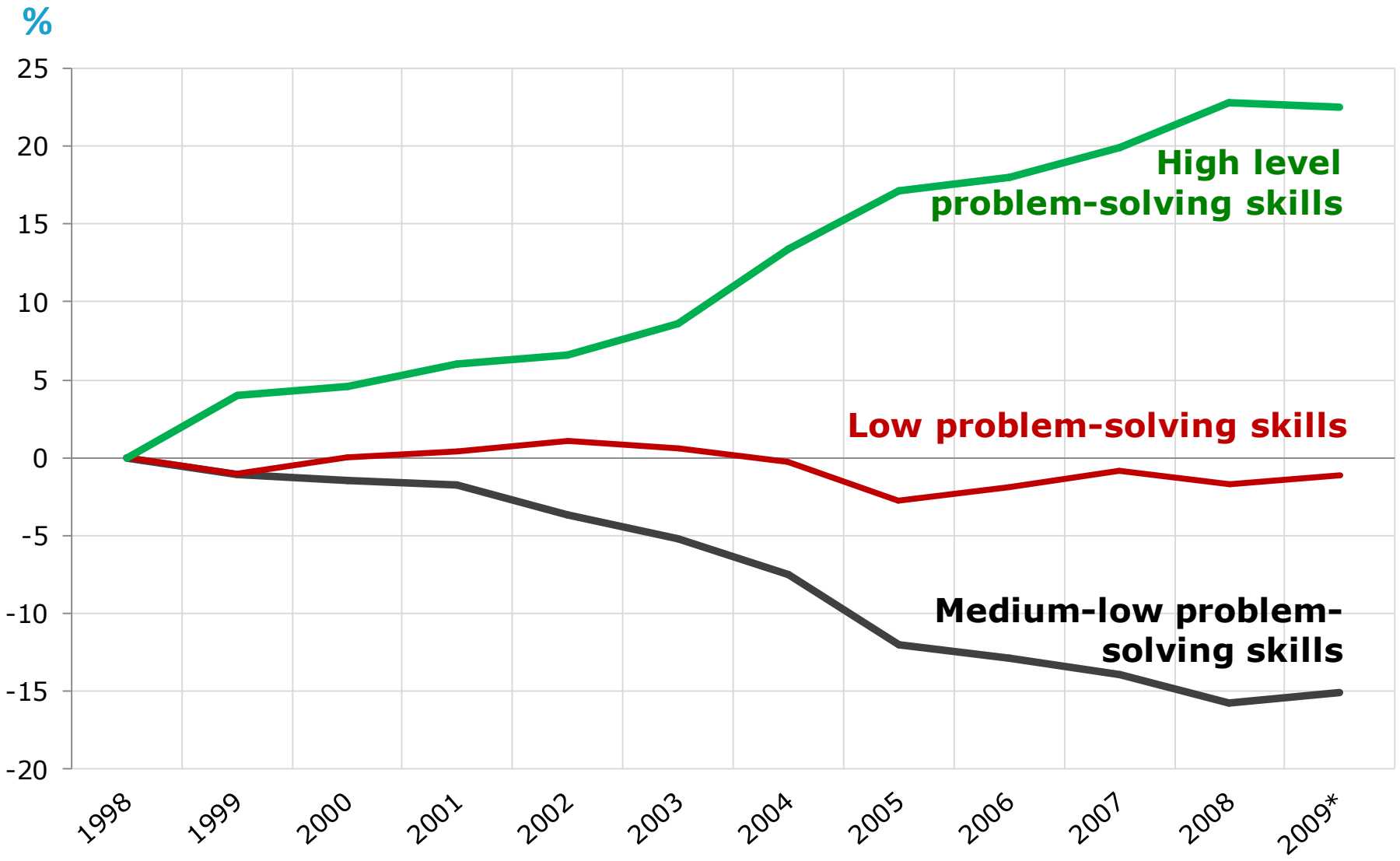
A broad consensus on the need for reform



The share of top performing students (Level 5 or 6) has decreased



Evolution of employment in occupational groups defined by problem-solving skills



Sweden: A system in urgent need of change

Strengths

1) A **broad consensus** on the need for change and support for school reforms.

2) **A comprehensive school system** that emphasises inclusion

3) **High student motivation** for learning and **positive student-teacher** relationships.

4) A long-standing **tradition in investing in and supporting** disadvantaged students.

Challenges

1) **Student performance** has deteriorated and **learning environments** are not always conducive to learning.

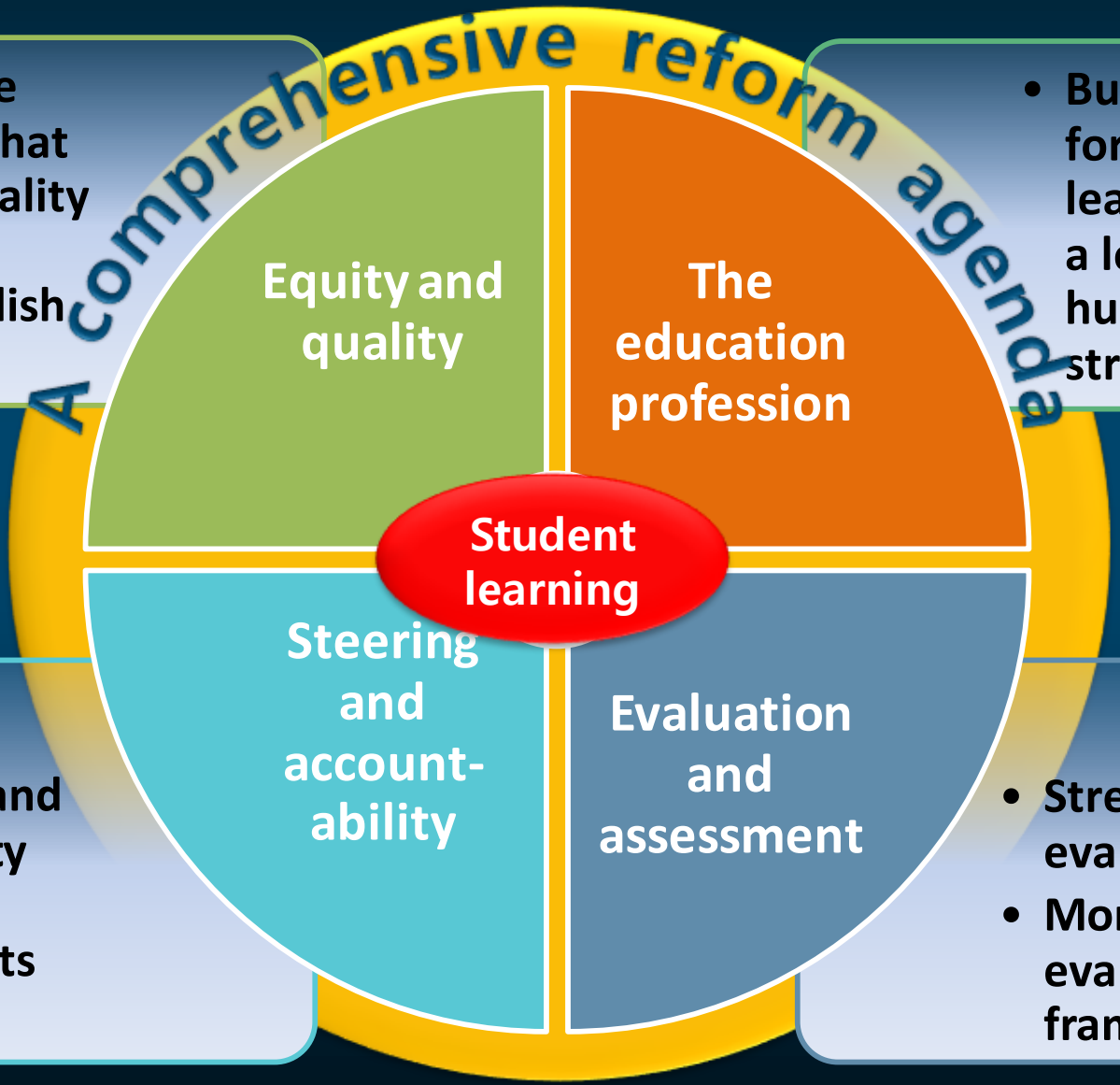
2) Conditions to nurture an excellent **teaching profession** are not adequate and **pedagogical leadership** is insufficiently prioritised.

3) Local autonomy is not matched with **adequate capacity** and **accountability.**

4) **Assessment and evaluation** arrangements remain underdeveloped.

5) There is a lack of clarity on **education priorities** and **lack of a strong strategy**.

A comprehensive reform agenda for school improvement



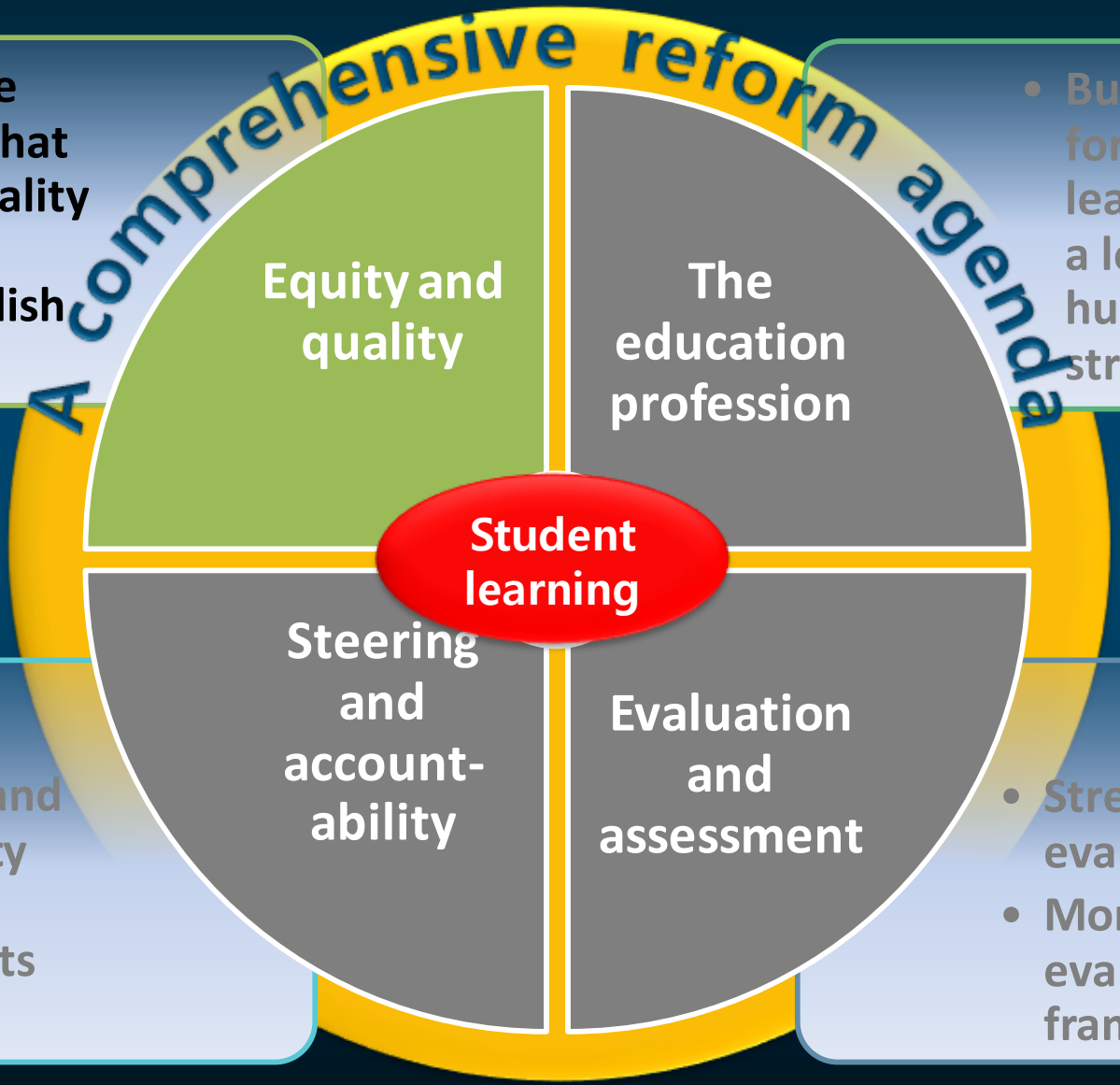
- Establish the conditions that promote quality with equity across Swedish schools

- Build capacity for teaching and learning through a long term human resource strategy

- Steer policy and accountability focused on improvements

- Strengthen school evaluation
- Monitoring and evaluation framework

A comprehensive reform agenda for school improvement



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Recommendation 1: Promote equity with quality across Swedish schools

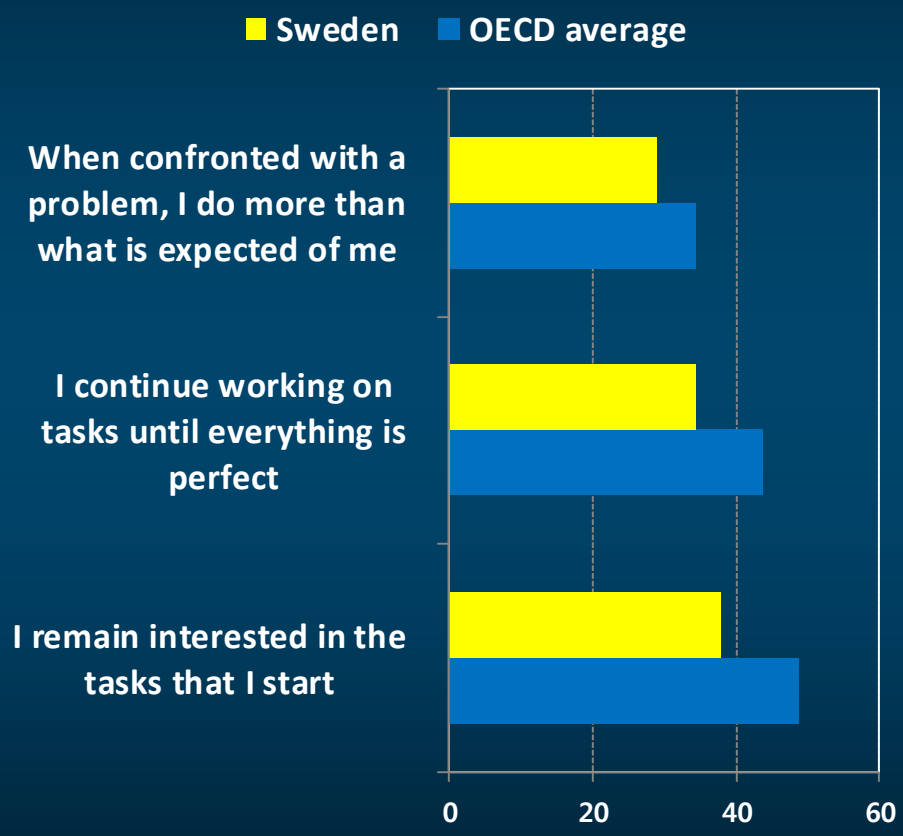
Policy actions:

Set high expectations for all students building on the existing curriculum.

Consolidate support to disadvantaged groups.

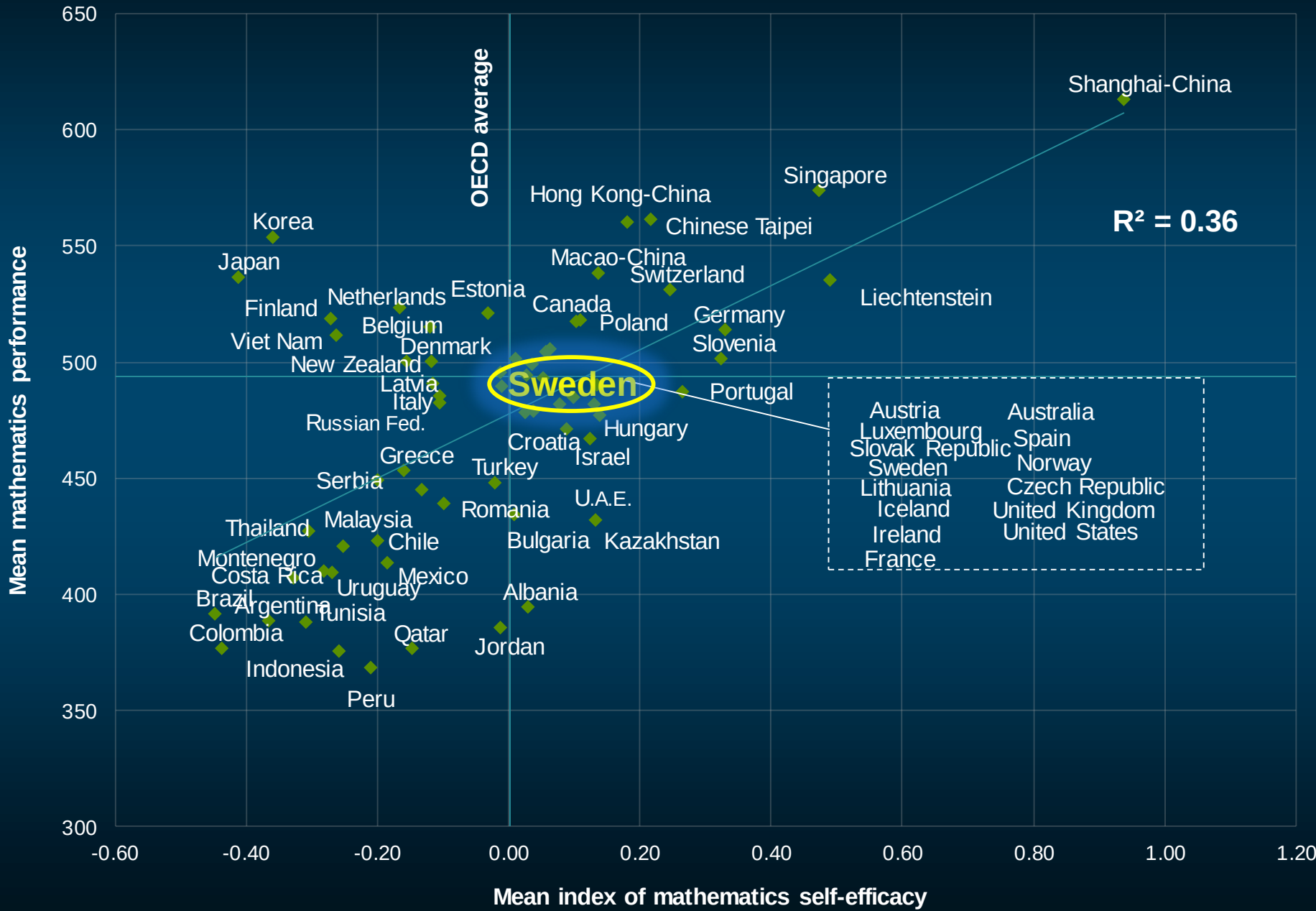
Review school funding to ensure quality learning opportunities for all students.

Revise school choice arrangements to ensure quality with equity.



Countries where students have stronger beliefs in their abilities perform better in mathematics

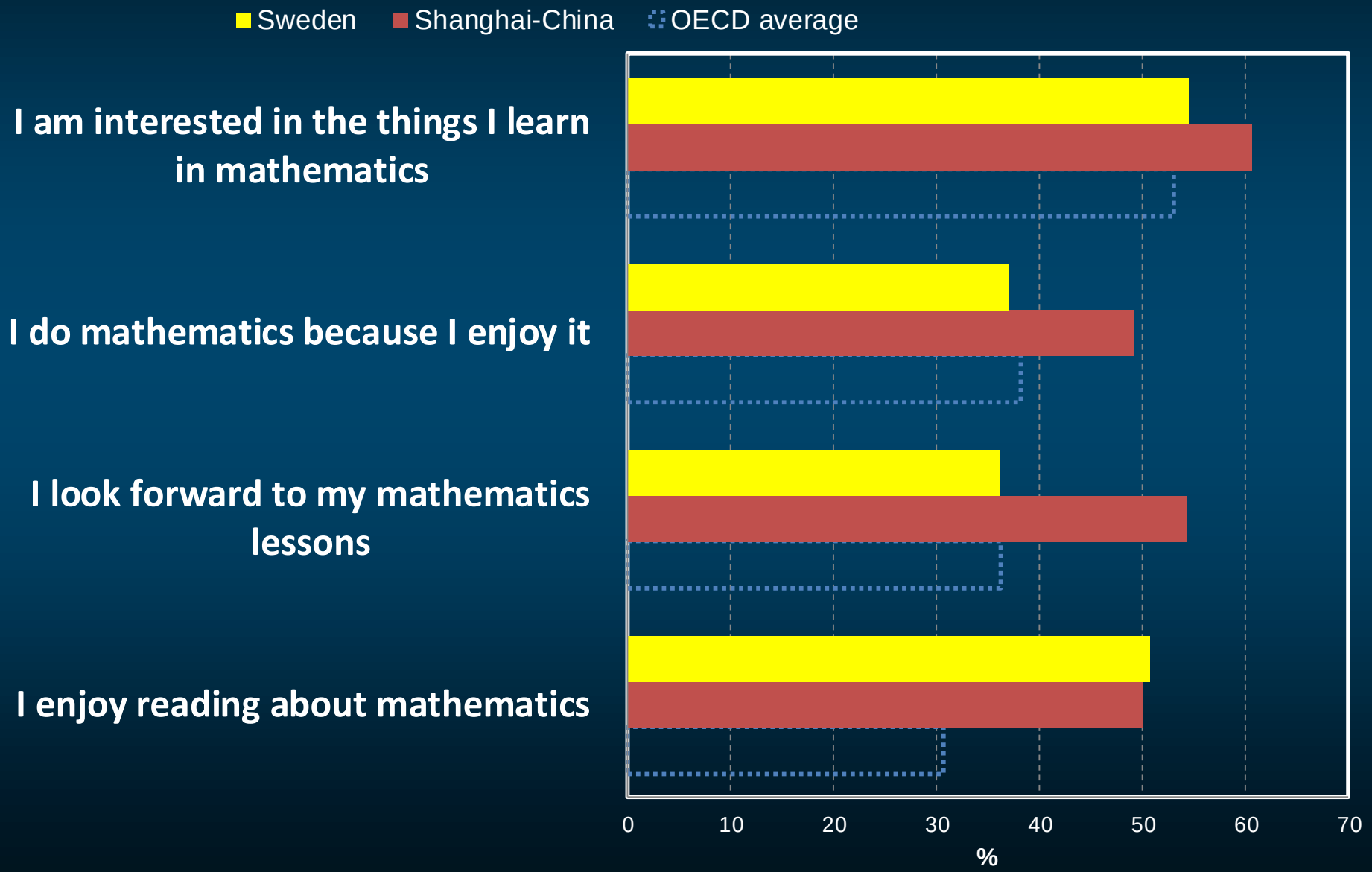
Fig III.4.5



Motivation to learn mathematics

Fig III.3.9

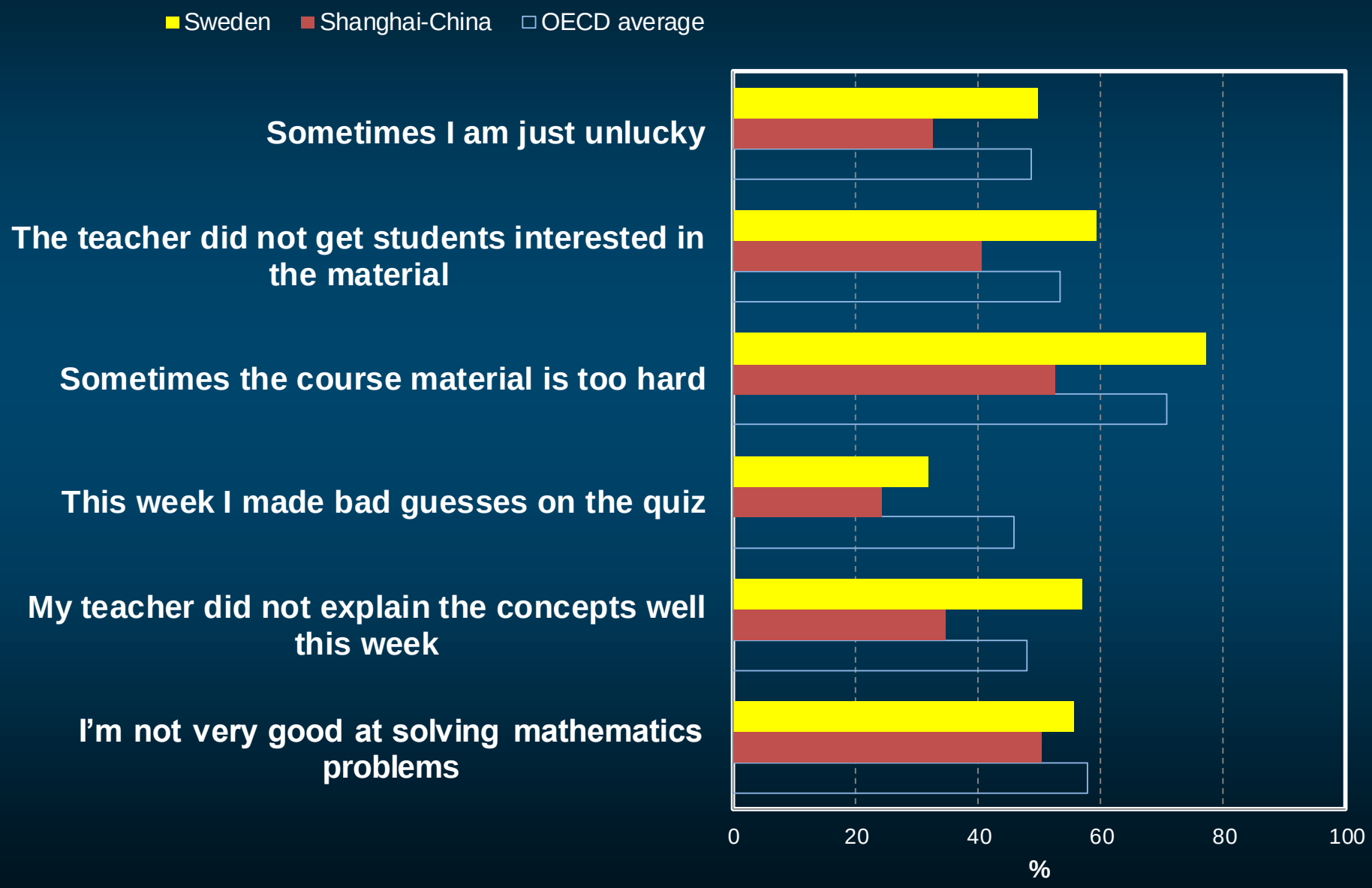
Percentage of students who reported "agree" or "strongly agree" with the following statements:



Perceived self-responsibility for failure in mathematics

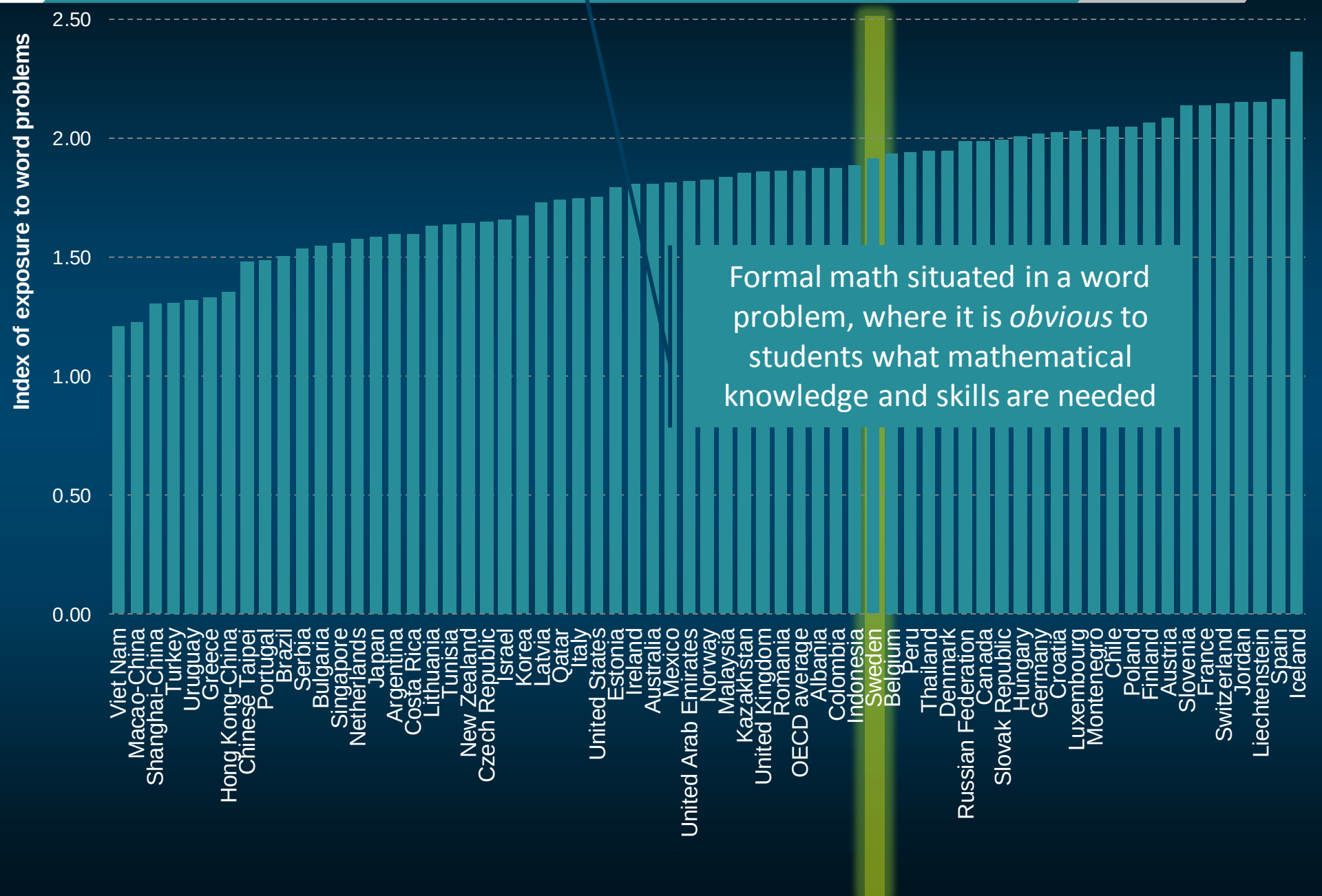
Fig III.3.6

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



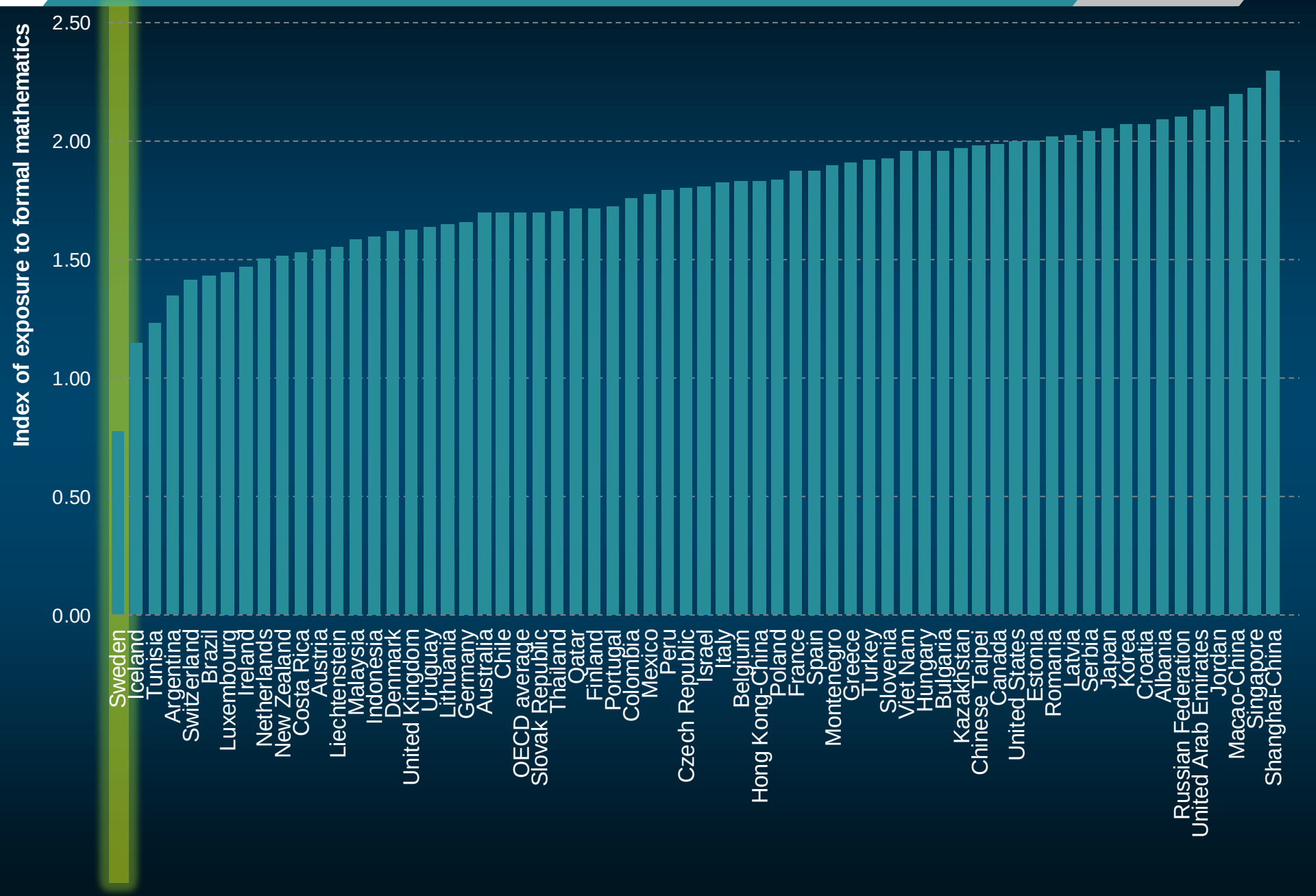
Students' exposure to word problems

Fig I.3.1a

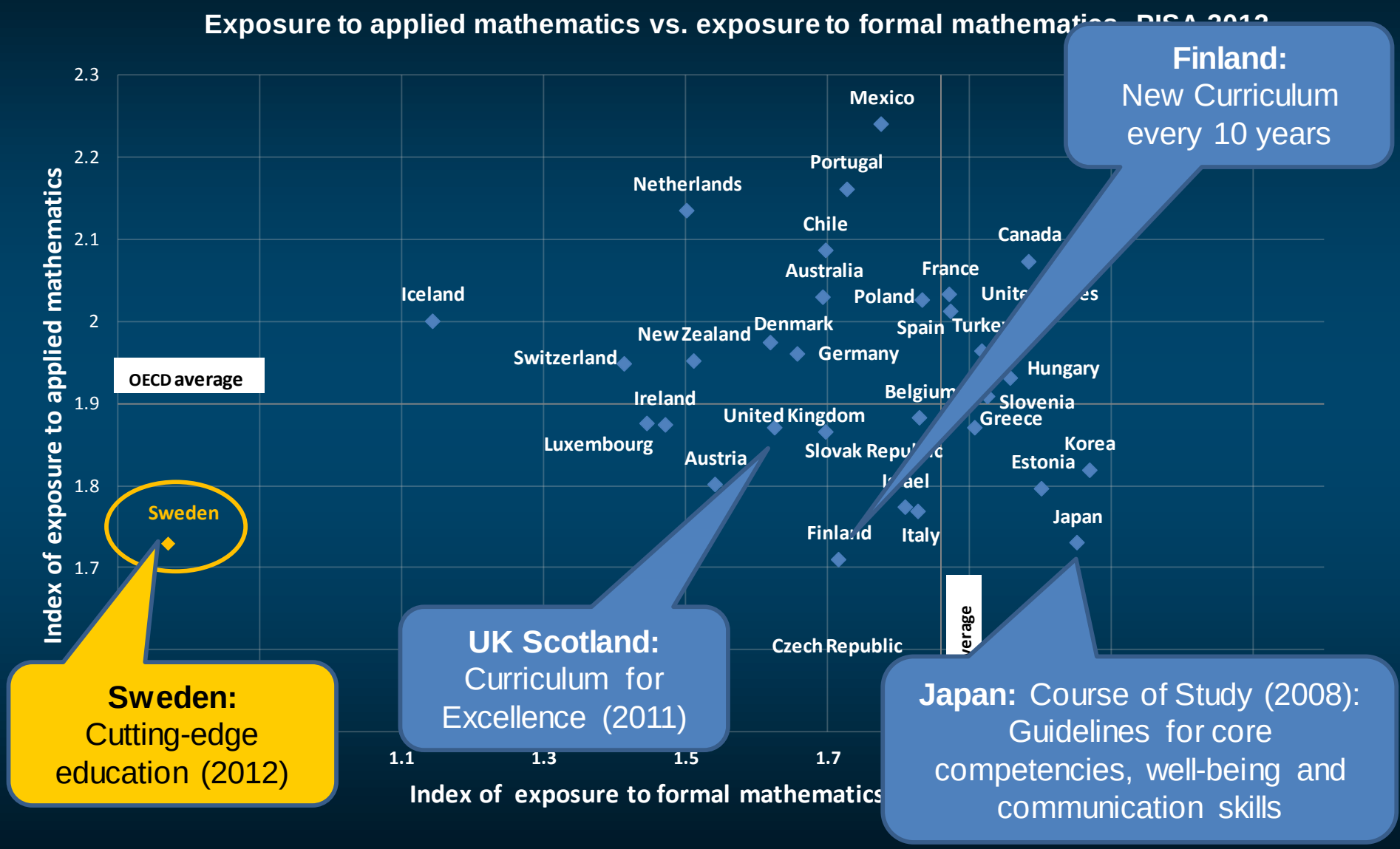


Students' exposure to conceptual understanding

Fig I.3.1b



Set high expectations for all students building on the existing curriculum (2011)



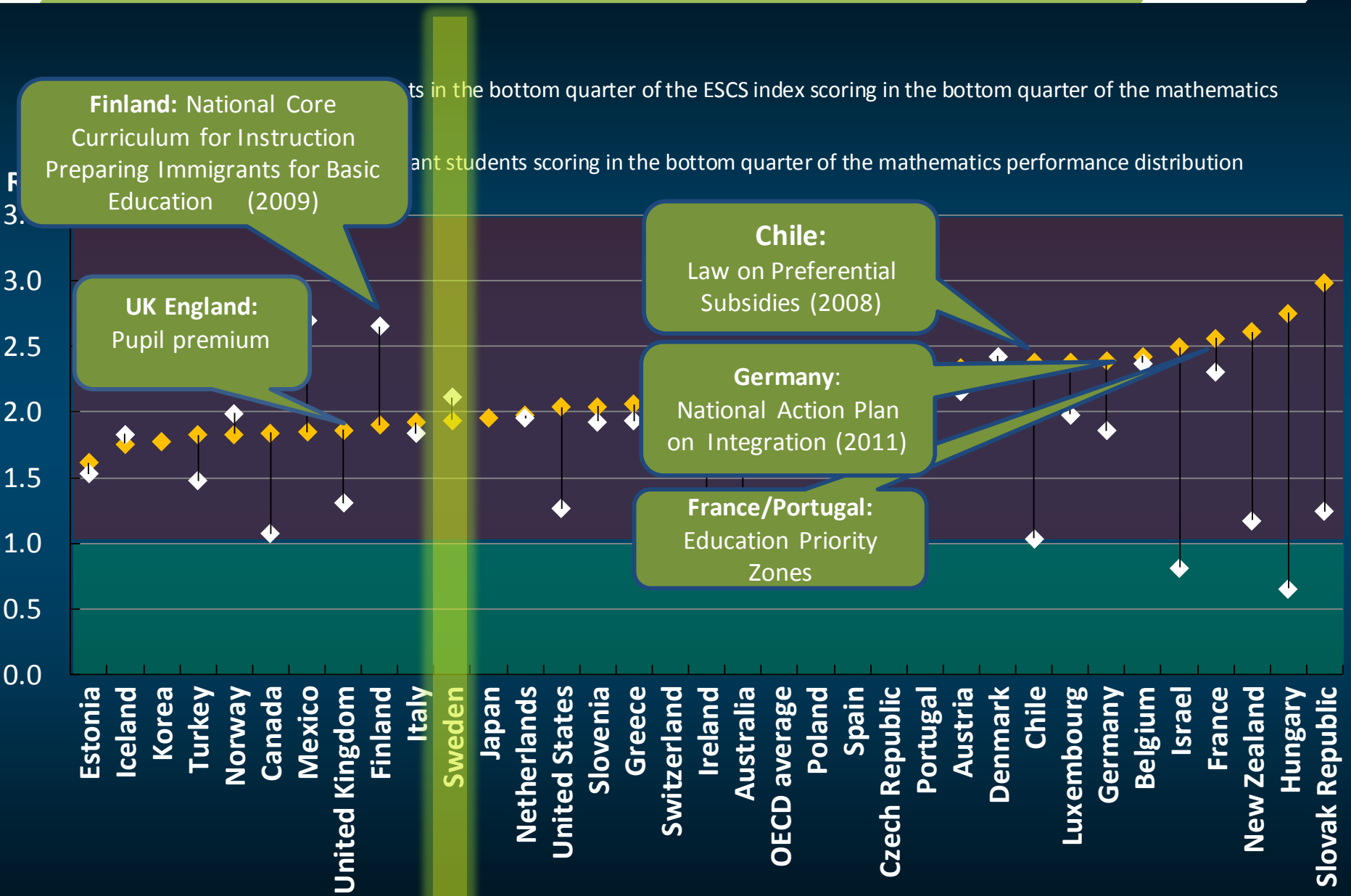
Finland: New Curriculum every 10 years

Sweden: Cutting-edge education (2012)

UK Scotland: Curriculum for Excellence (2011)

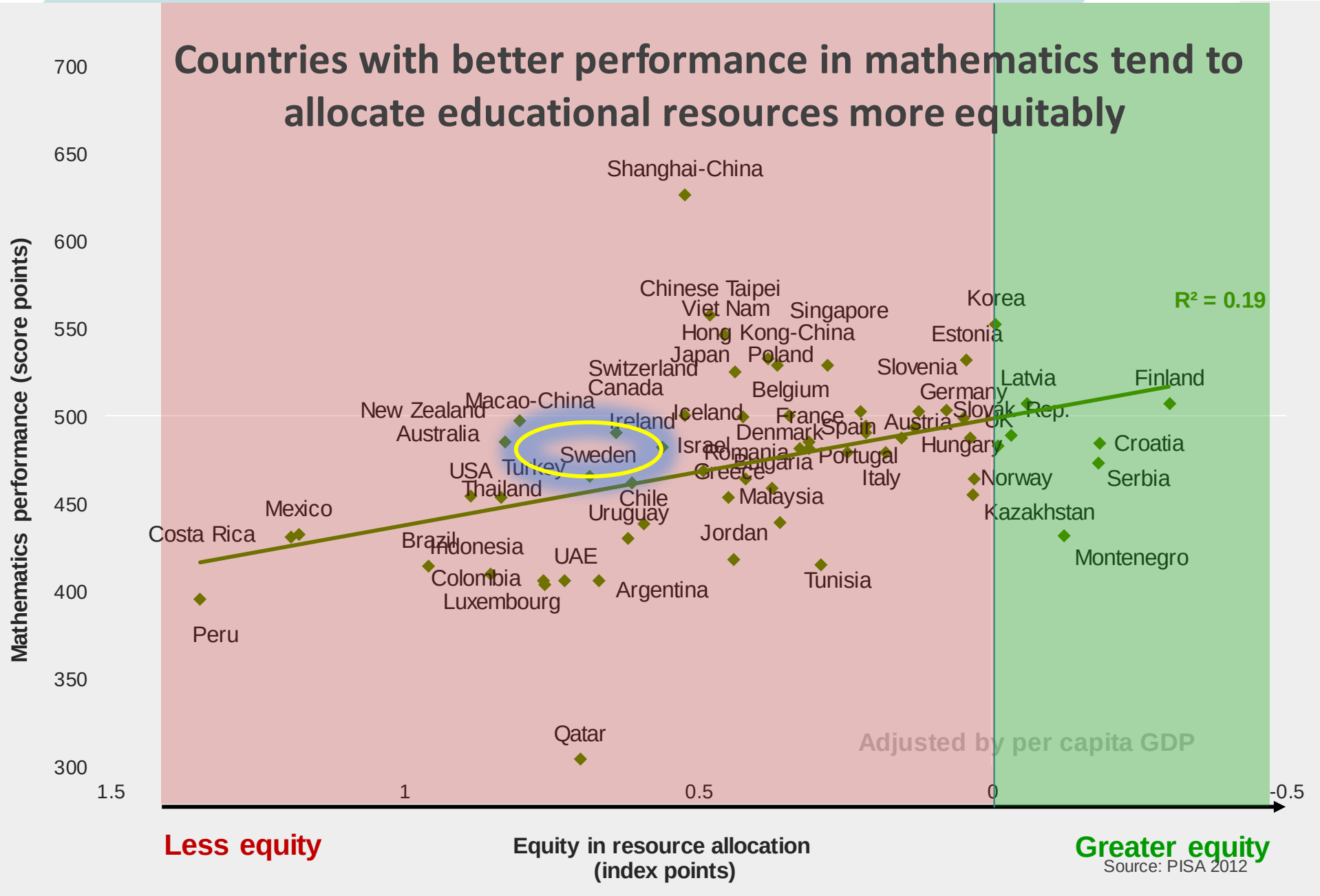
Japan: Course of Study (2008): Guidelines for core competencies, well-being and communication skills

Students from disadvantaged or diverse backgrounds face higher risk of low performance (PISA)



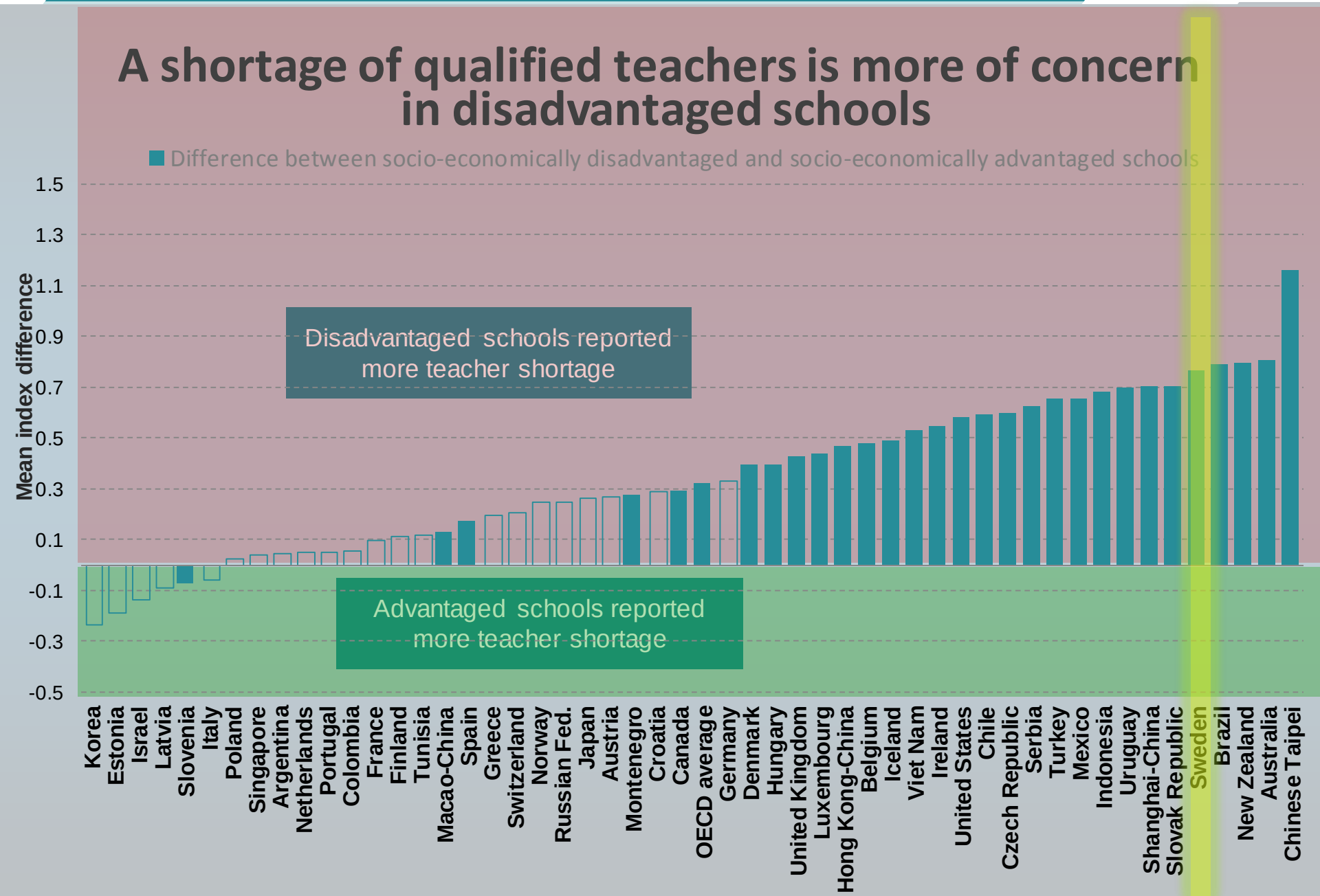
Source: OECD, PISA 2012 Database, Table II.2.4a and Table II.3.4a.

Align the resources with the challenges

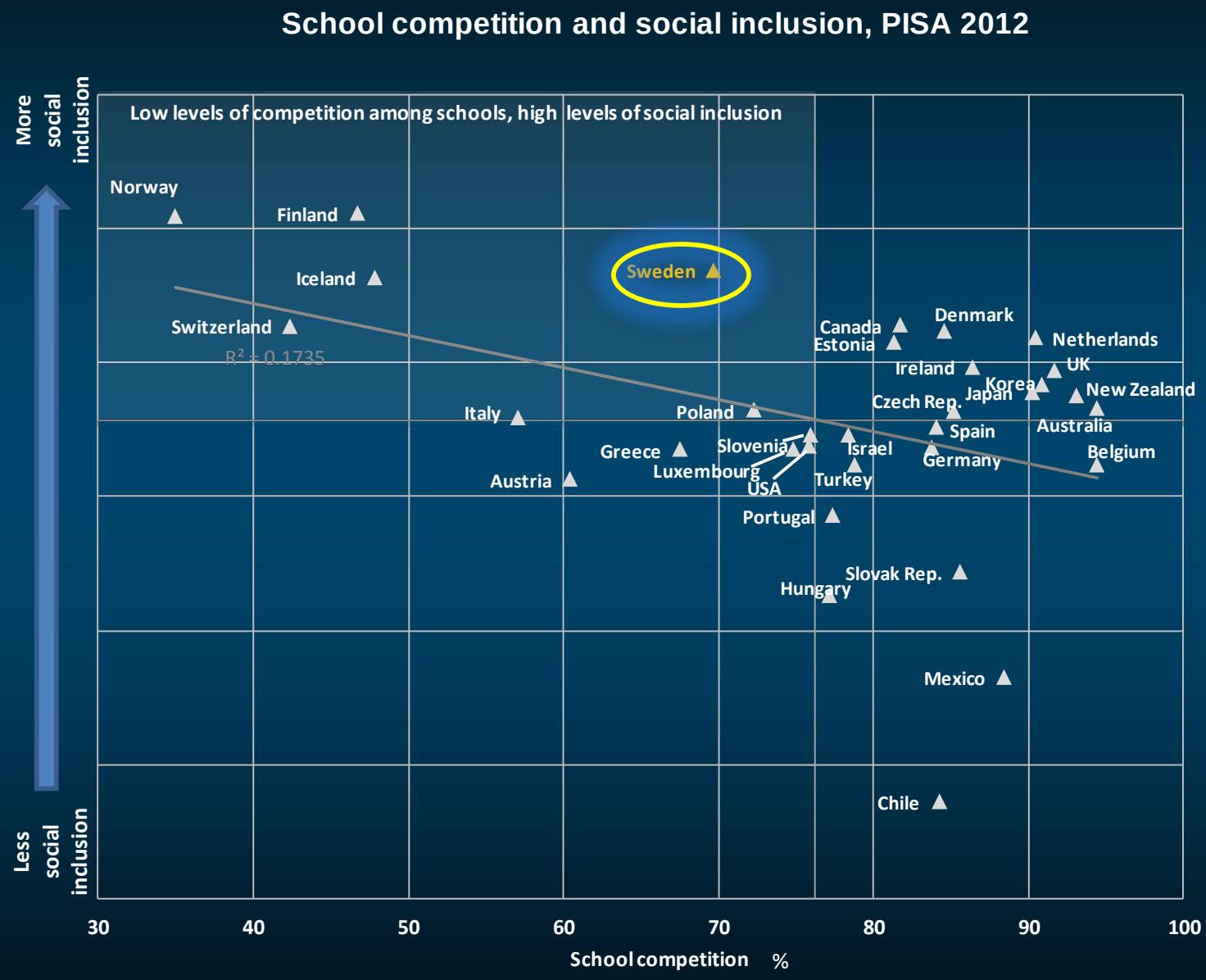


Source: PISA 2012

Review school funding to ensure quality learning opportunities for all students



Revise school choice arrangements to ensure quality with equity



Square school choice with equity

Controlled choice

Financial incentives

Inform parents

Foster collaboration among teachers and schools

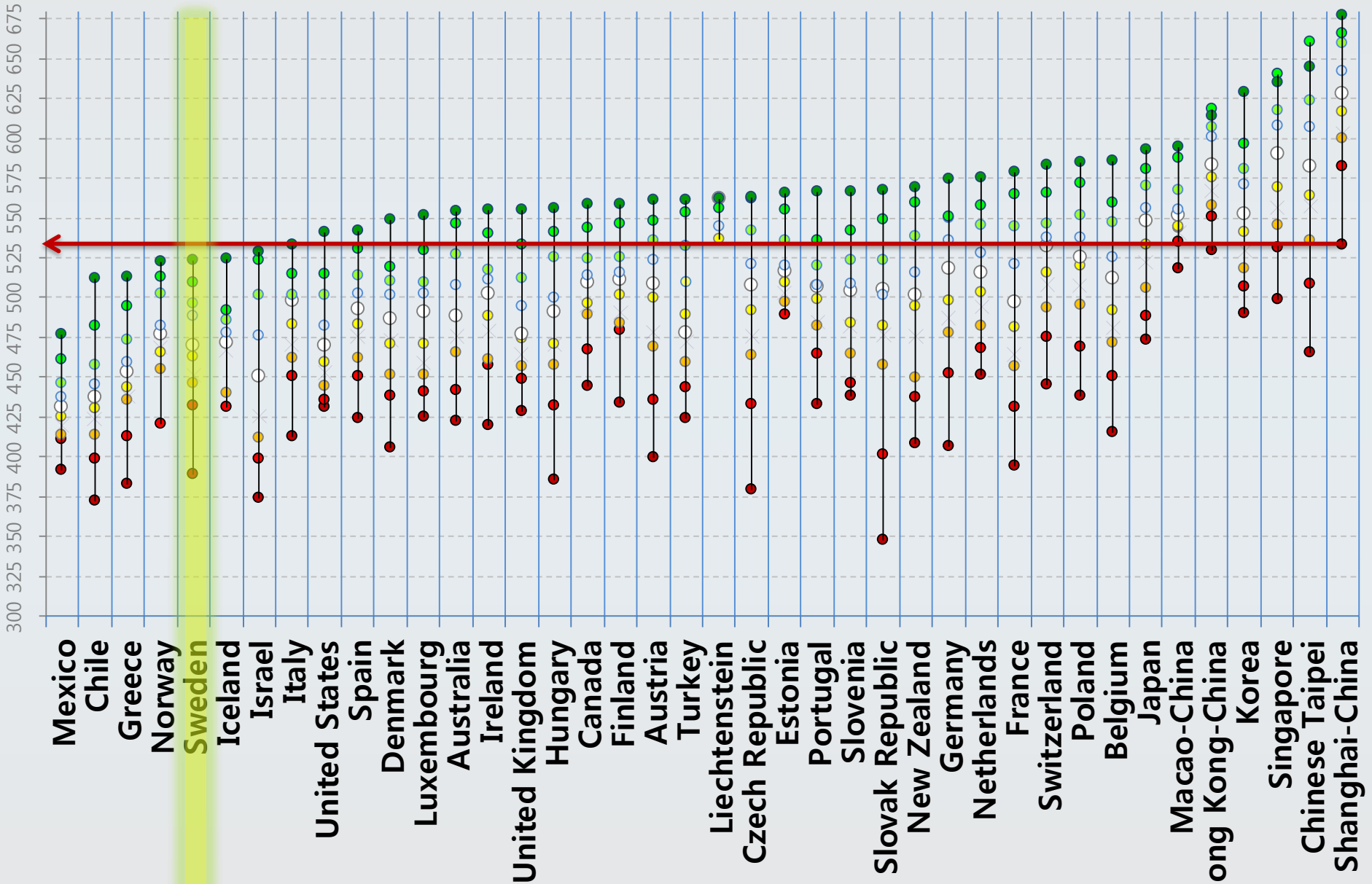
Use student and school assessments

Financial incentives for schools

Assistance for disadvantaged parents

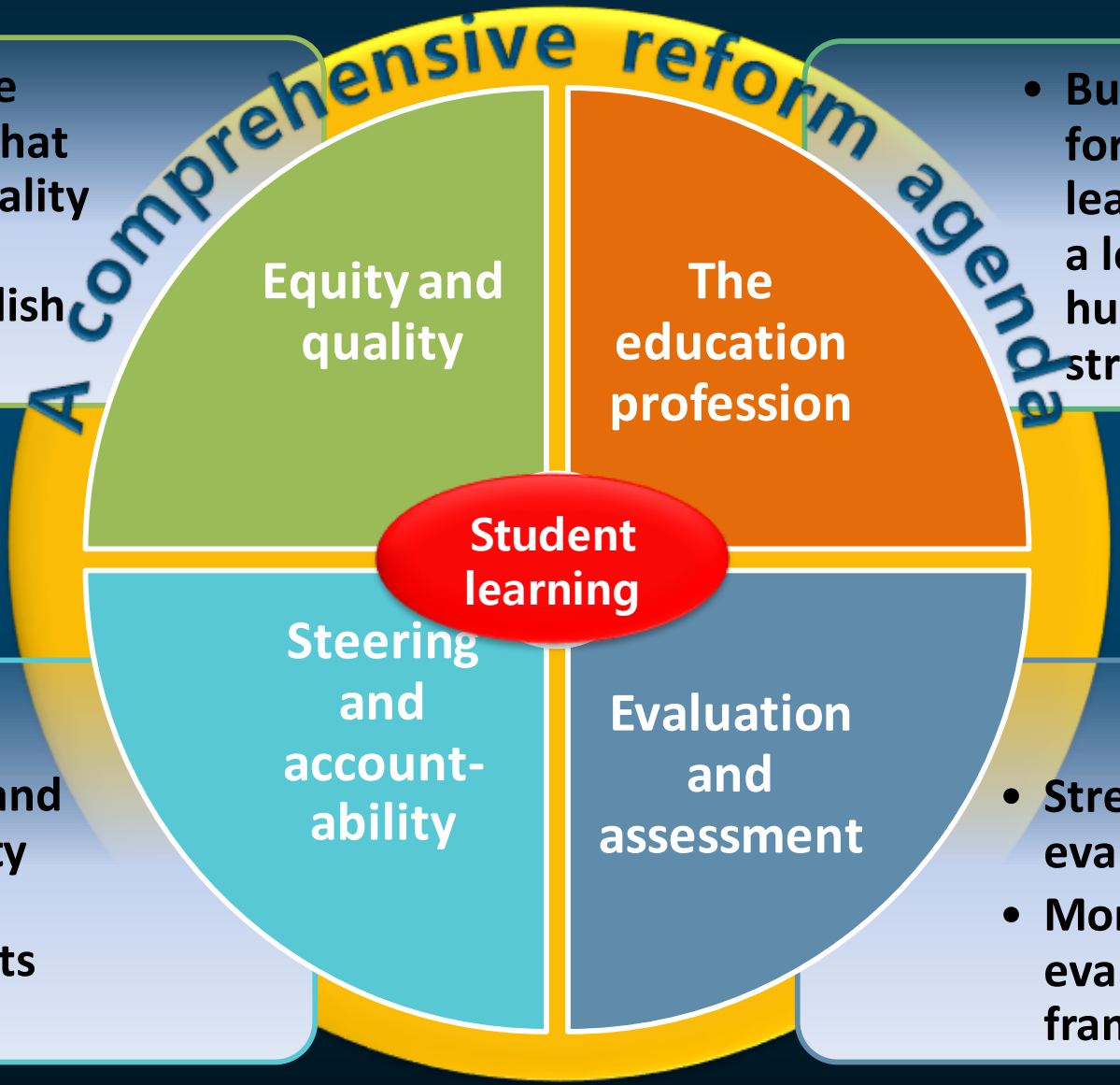
Poverty isn't destiny

PISA performance by decile of social background



Source: PISA 2012

A comprehensive reform agenda for school improvement



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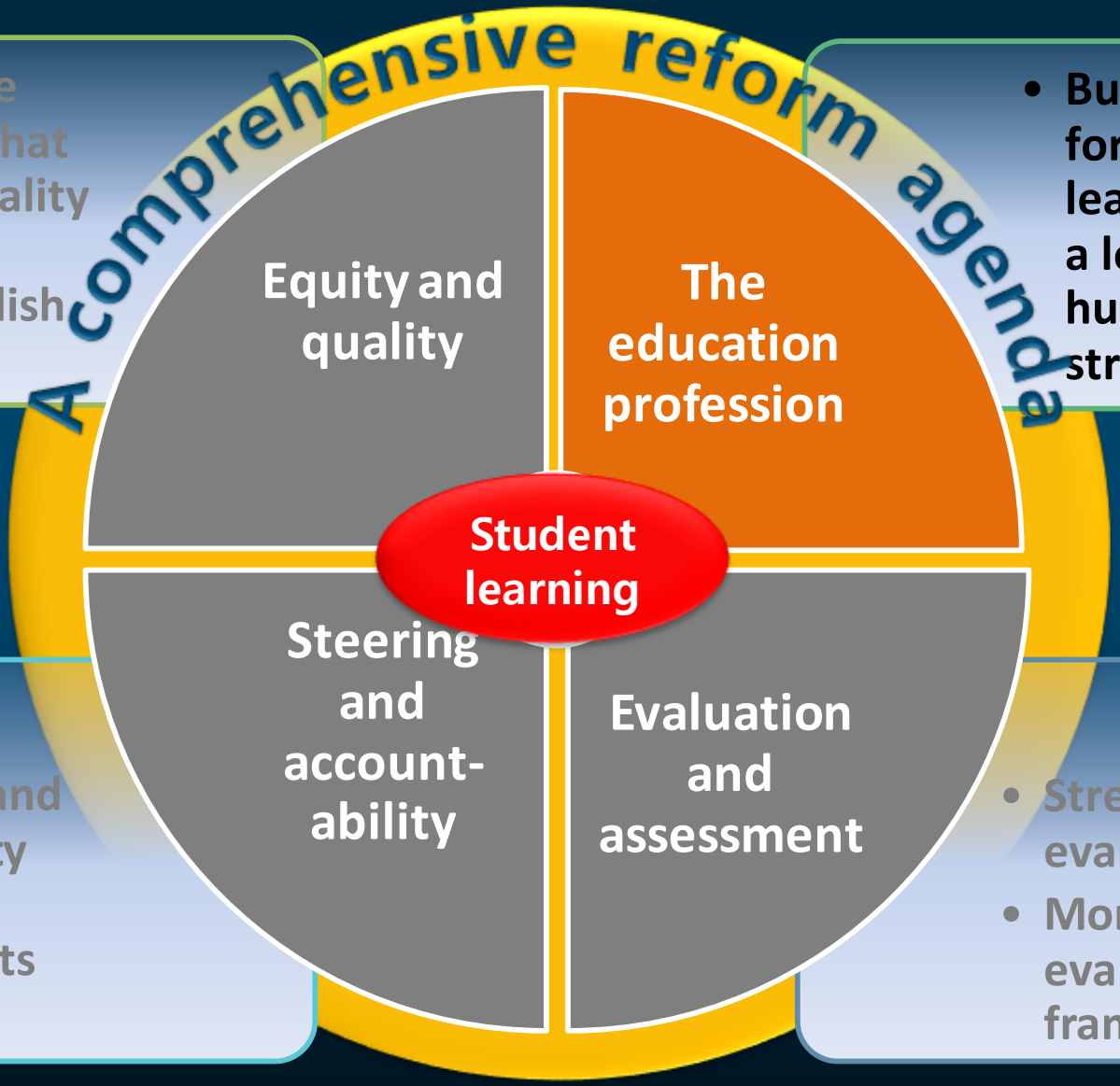

- Establish the conditions that promote quality with equity across Swedish schools

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Recommendation 2: Building capacity for teaching and learning through a long-term human resource strategy

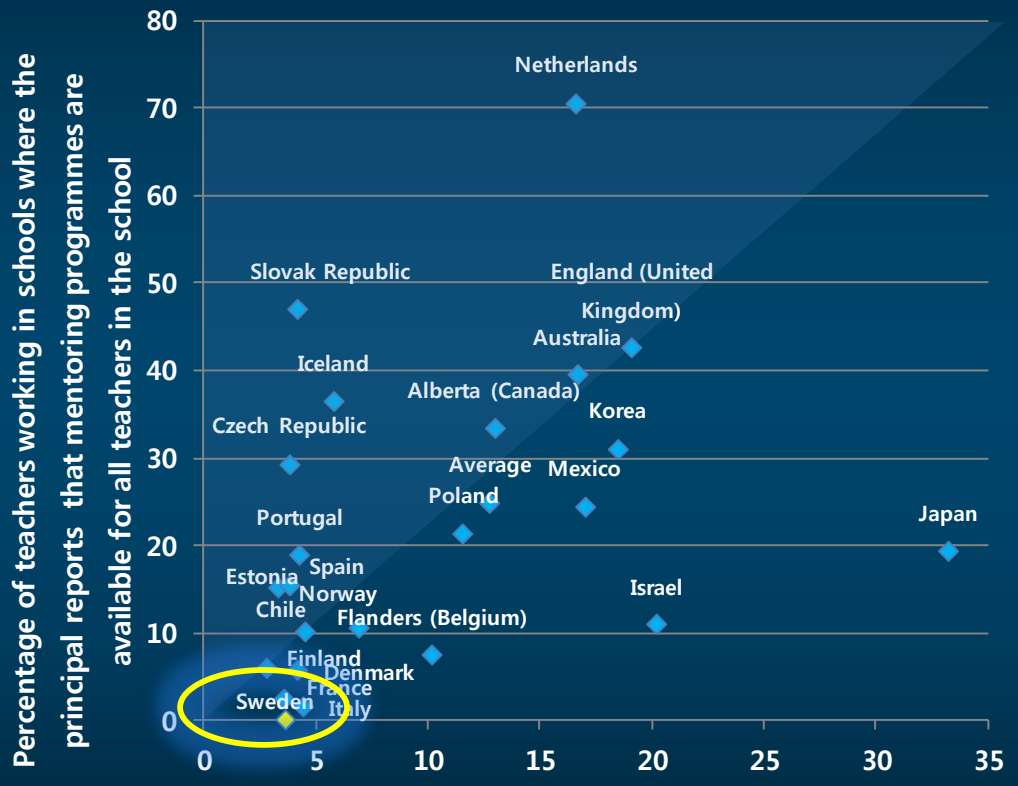
Policy actions:

Create a publicly-funded National Institute of Teacher and School Leader Quality.

Review the number and quality of existing teacher education providers.

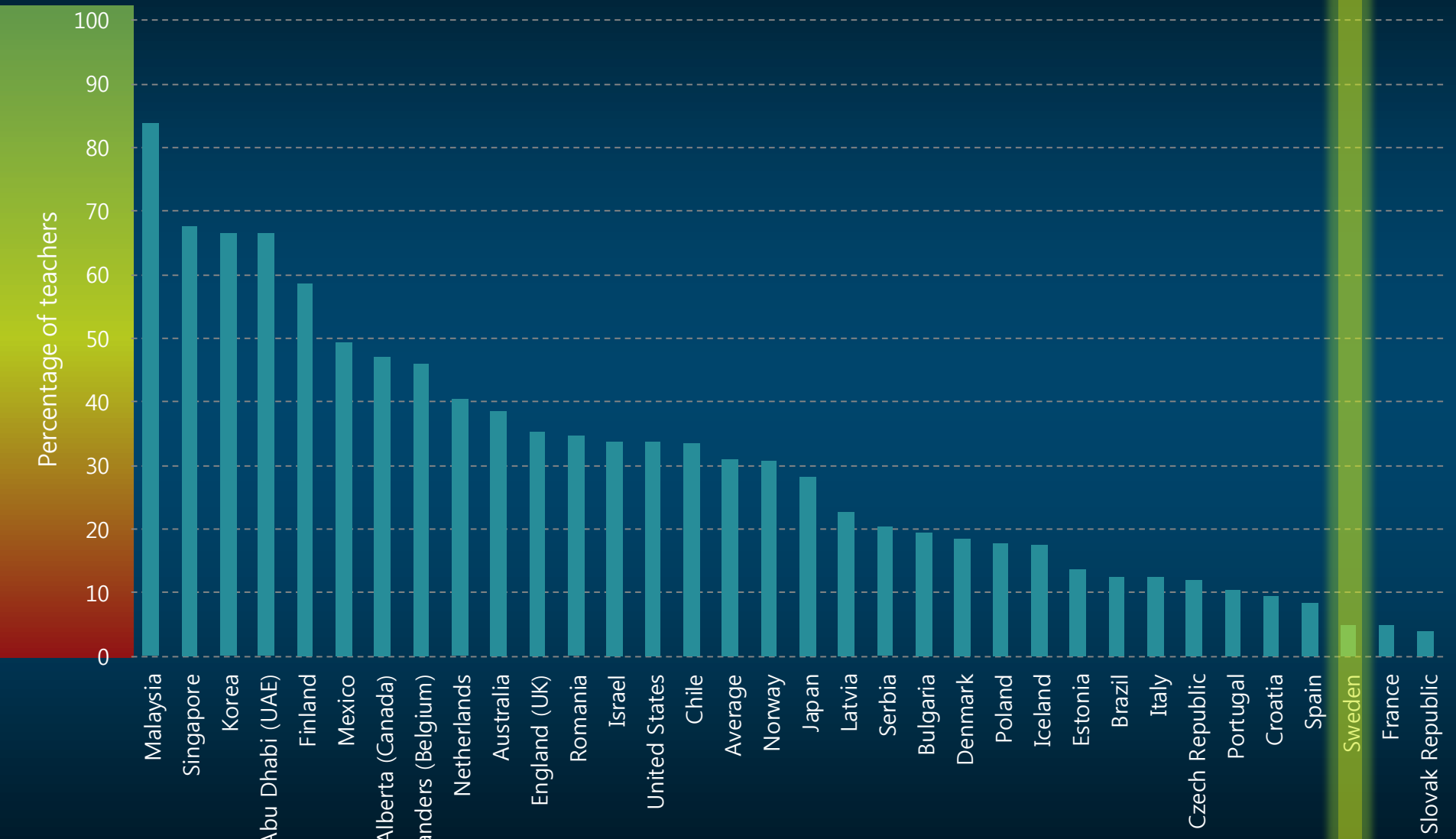
Improve the attractiveness of the teaching and school leadership profession.

Availability of and participation in mentoring activities, TALIS 2013



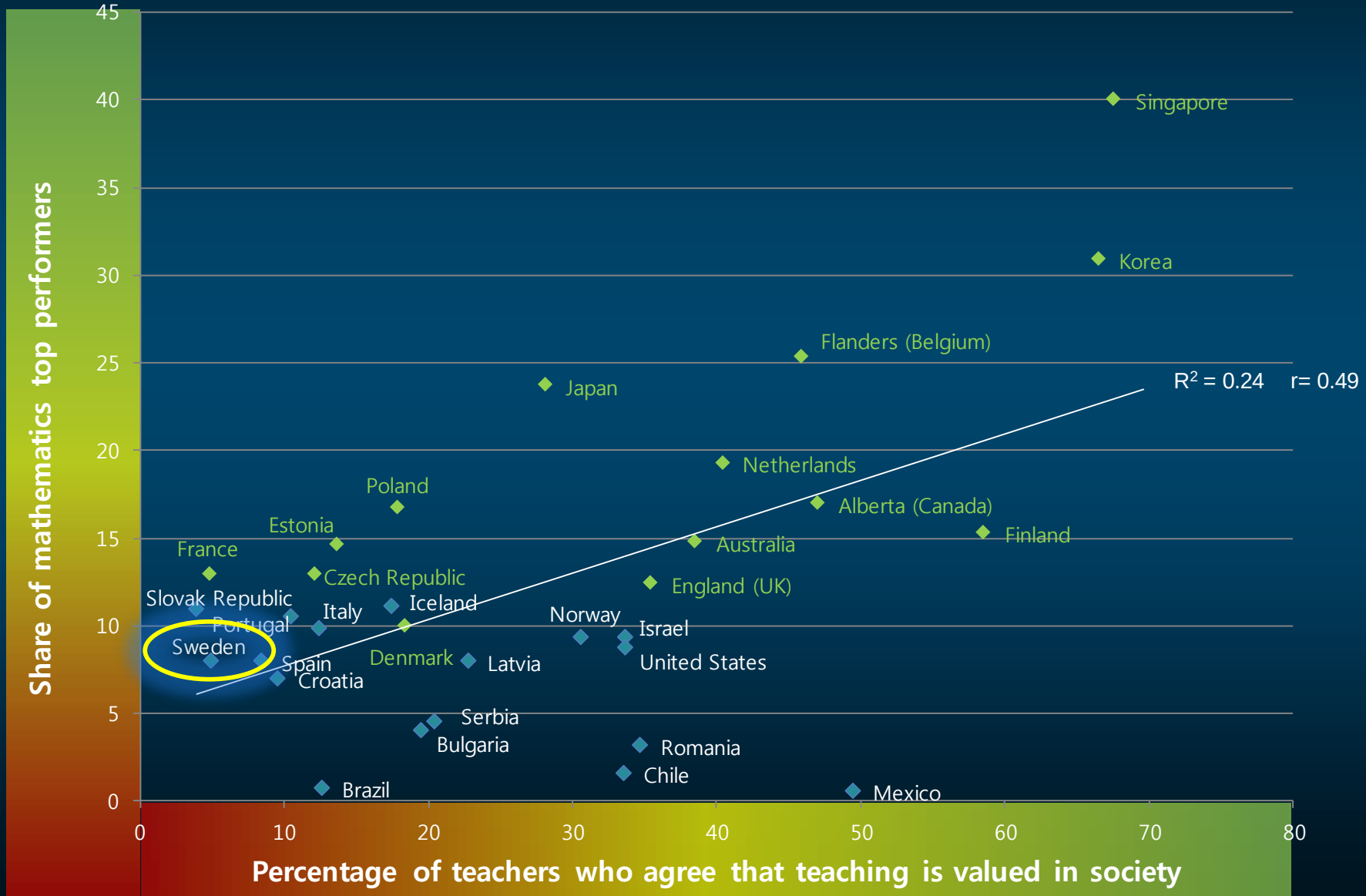
Teachers' perceptions of the value of teaching

Percentage of lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society

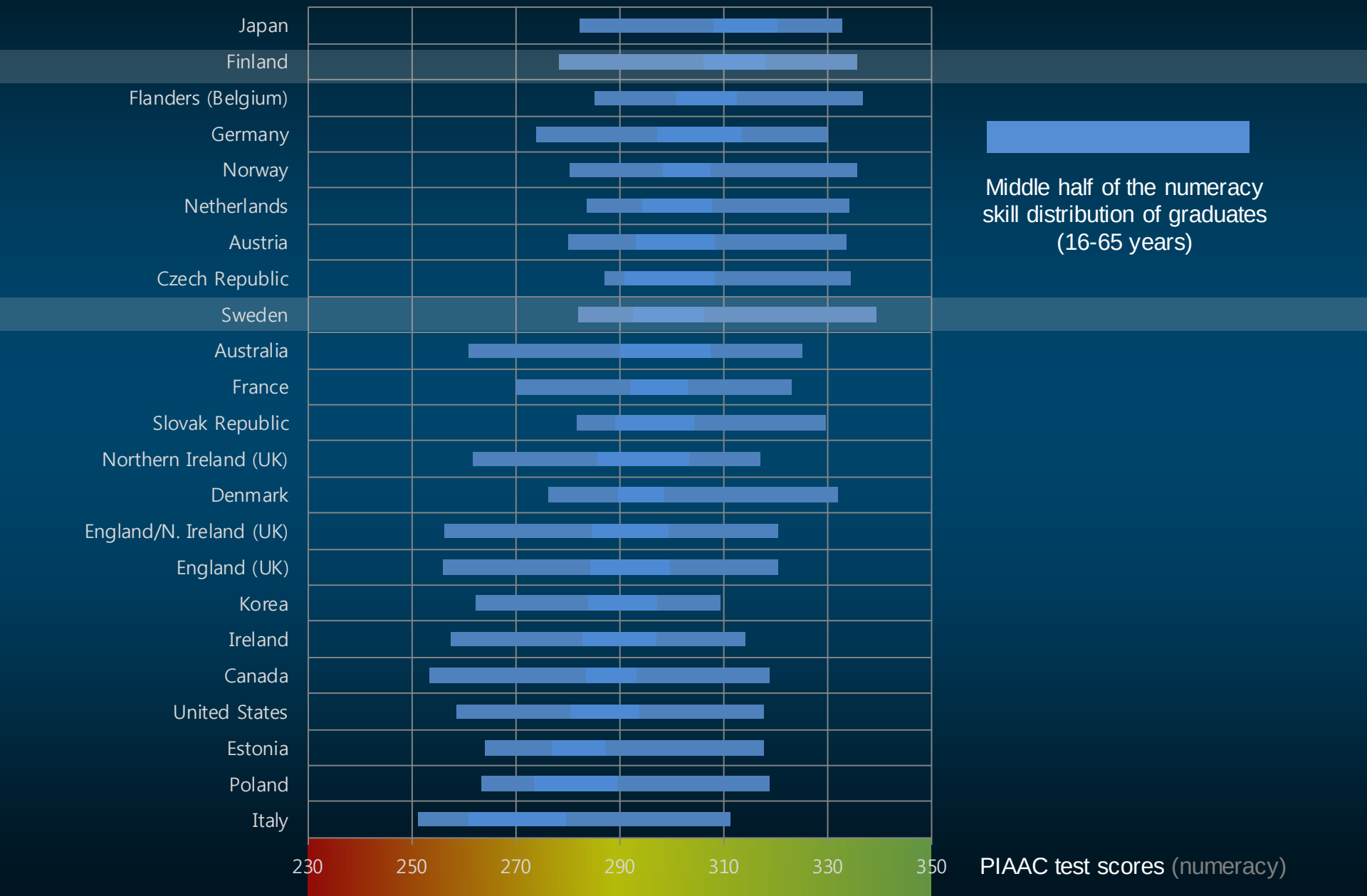


Countries where teachers believe their profession is valued show higher levels of student achievement

Relationship between lower secondary teachers' views on the value of their profession in society and the country's share of top mathematics performers in PISA 2012



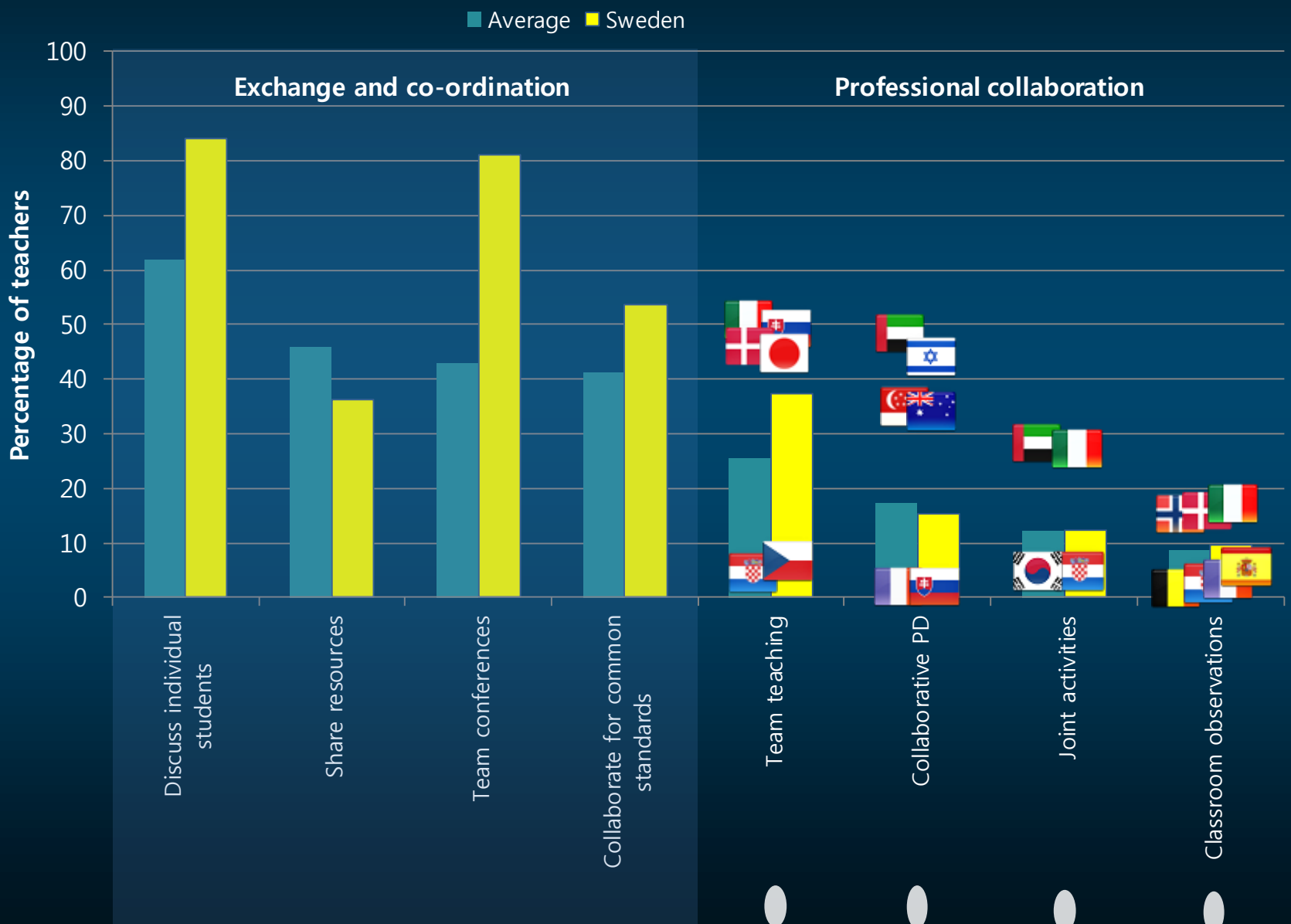
Teacher skills and graduate skills (numeracy)



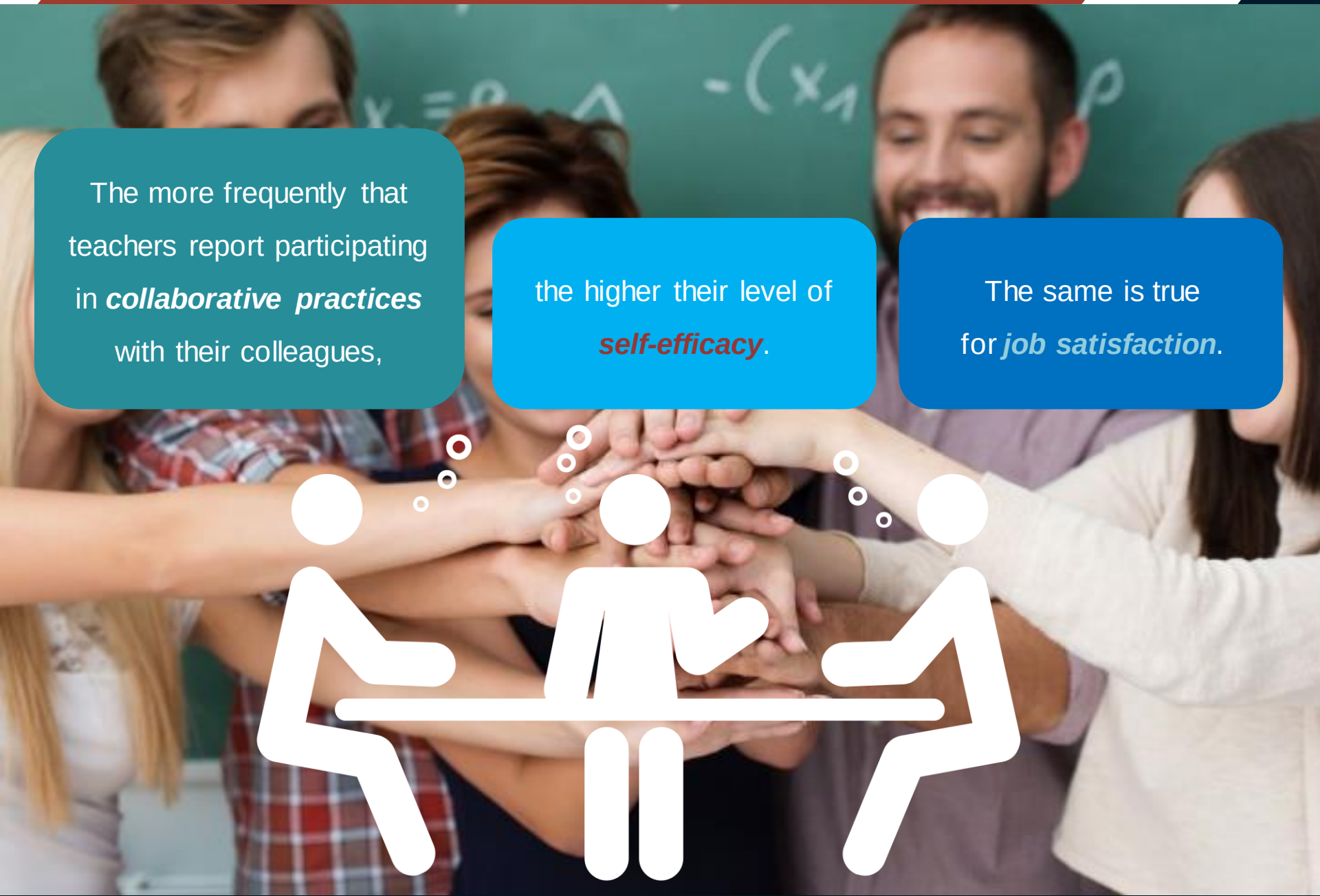
Teacher skills and graduate skills (numeracy)

Teacher co-operation

Percentage of lower secondary teachers who report doing the following activities at least once per month



Drivers of job satisfaction and effectiveness - collaboration

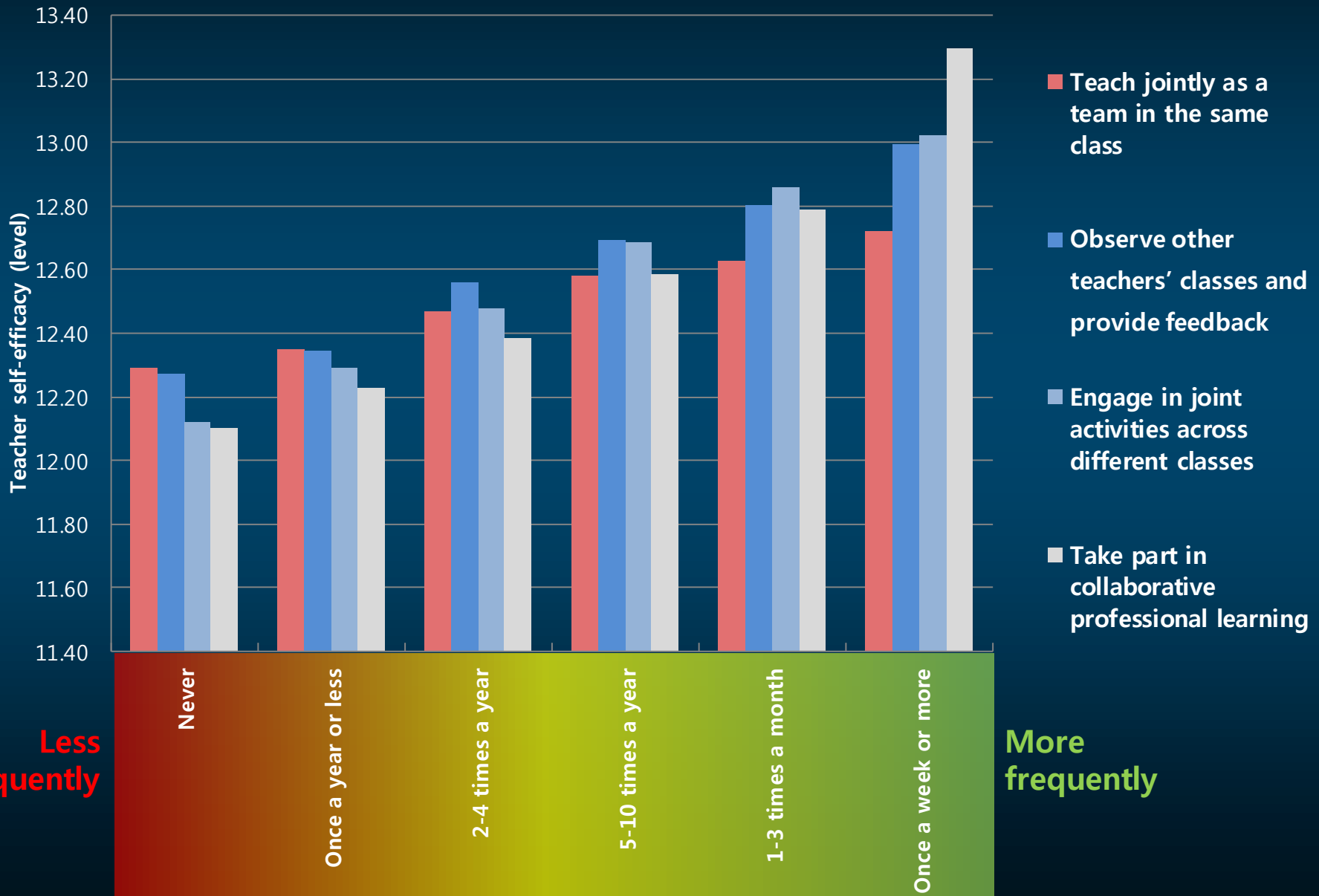


The more frequently that teachers report participating in ***collaborative practices*** with their colleagues,

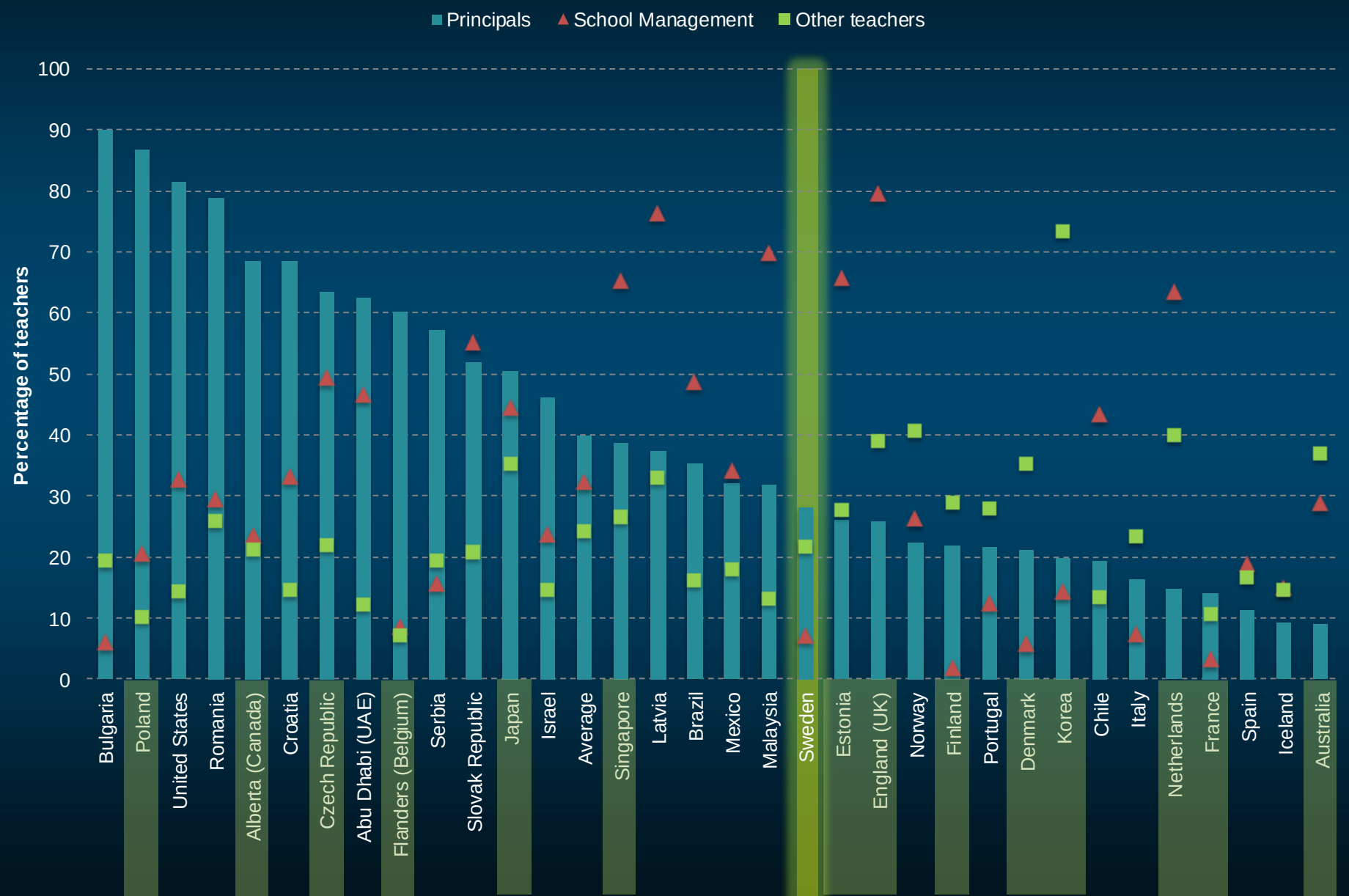
the higher their level of ***self-efficacy***.

The same is true for ***job satisfaction***.

Teachers Self-Efficacy and Professional Collaboration

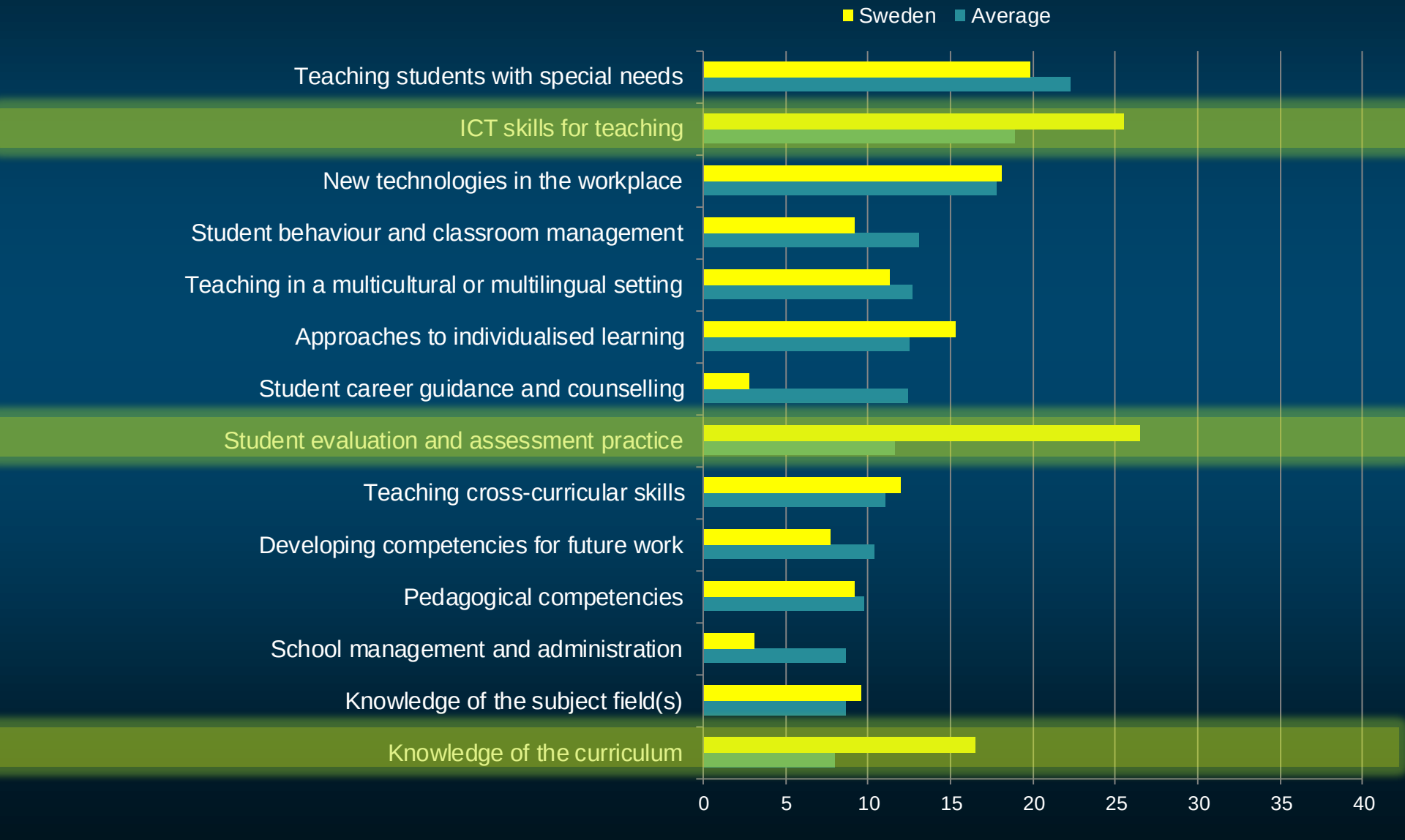


Teachers feedback :
direct classroom observations



Teachers' needs for professional development

Percentage of lower secondary teachers indicating they have a high level of need for professional development in the following areas



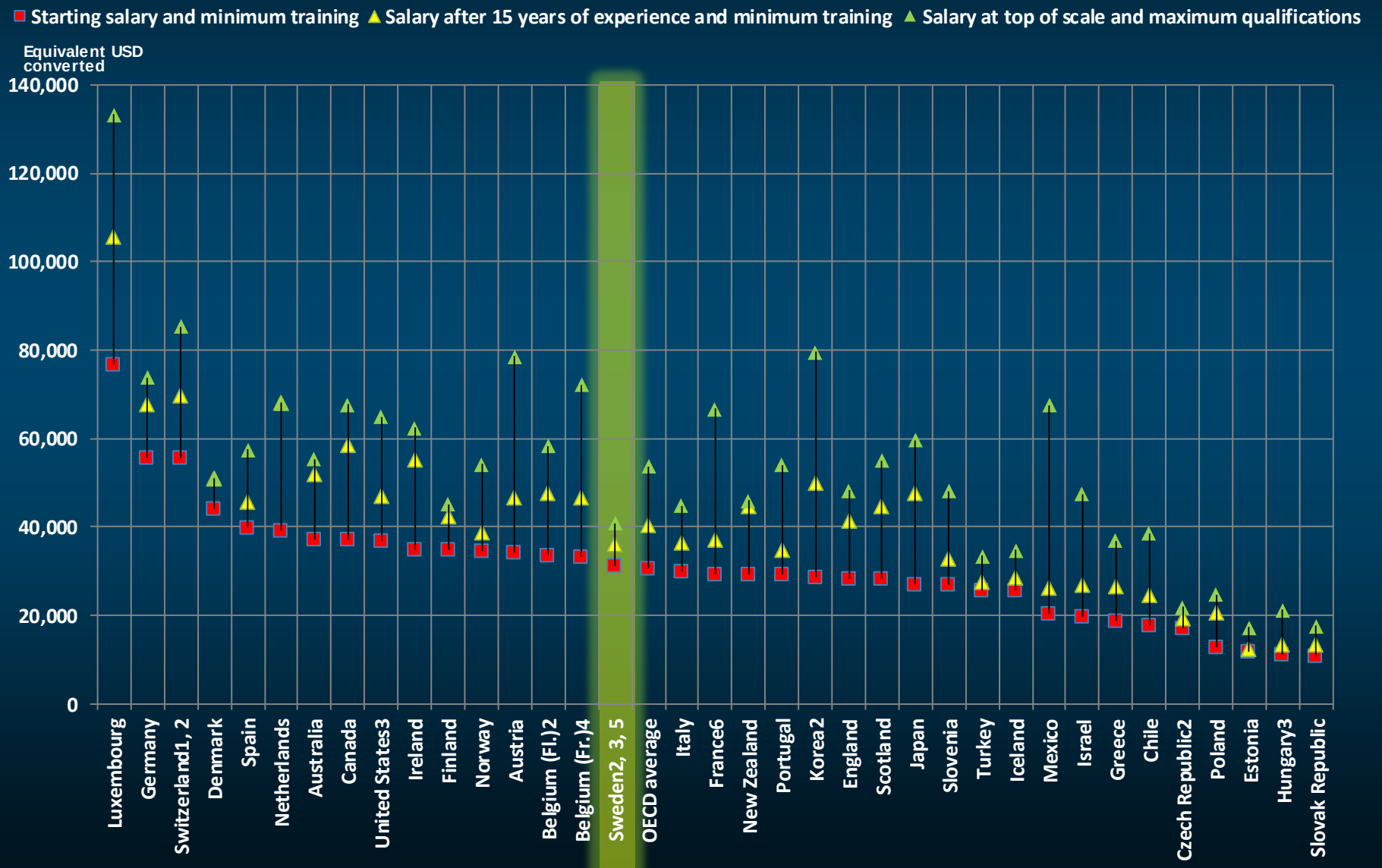
Impact of professional development

Regardless of the content, ***over 3/4 of teachers*** report that…

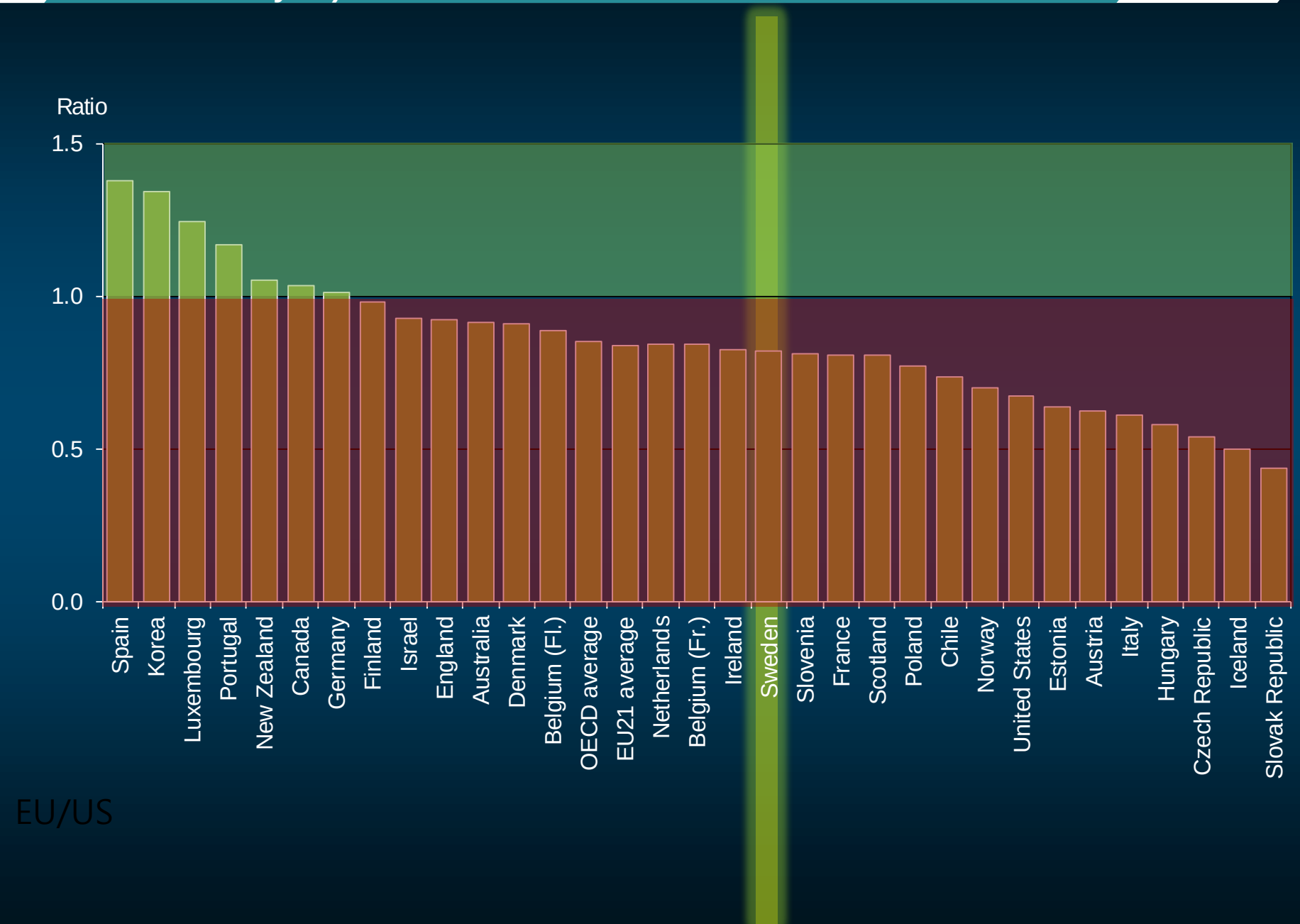
…the ***professional development*** in which they have participated has had a ***positive impact on their teaching***.

Improve the attractiveness of the teaching and school leadership profession

Lower secondary teachers' salaries at different points in their careers (2012)



Ratio of teachers' salary to earnings for full-time, full-year workers with tertiary education aged 25-64 (2011 or latest available year)



EU/US

Implementing highly effective teacher policy and practice

Improve the societal view of teaching as a profession

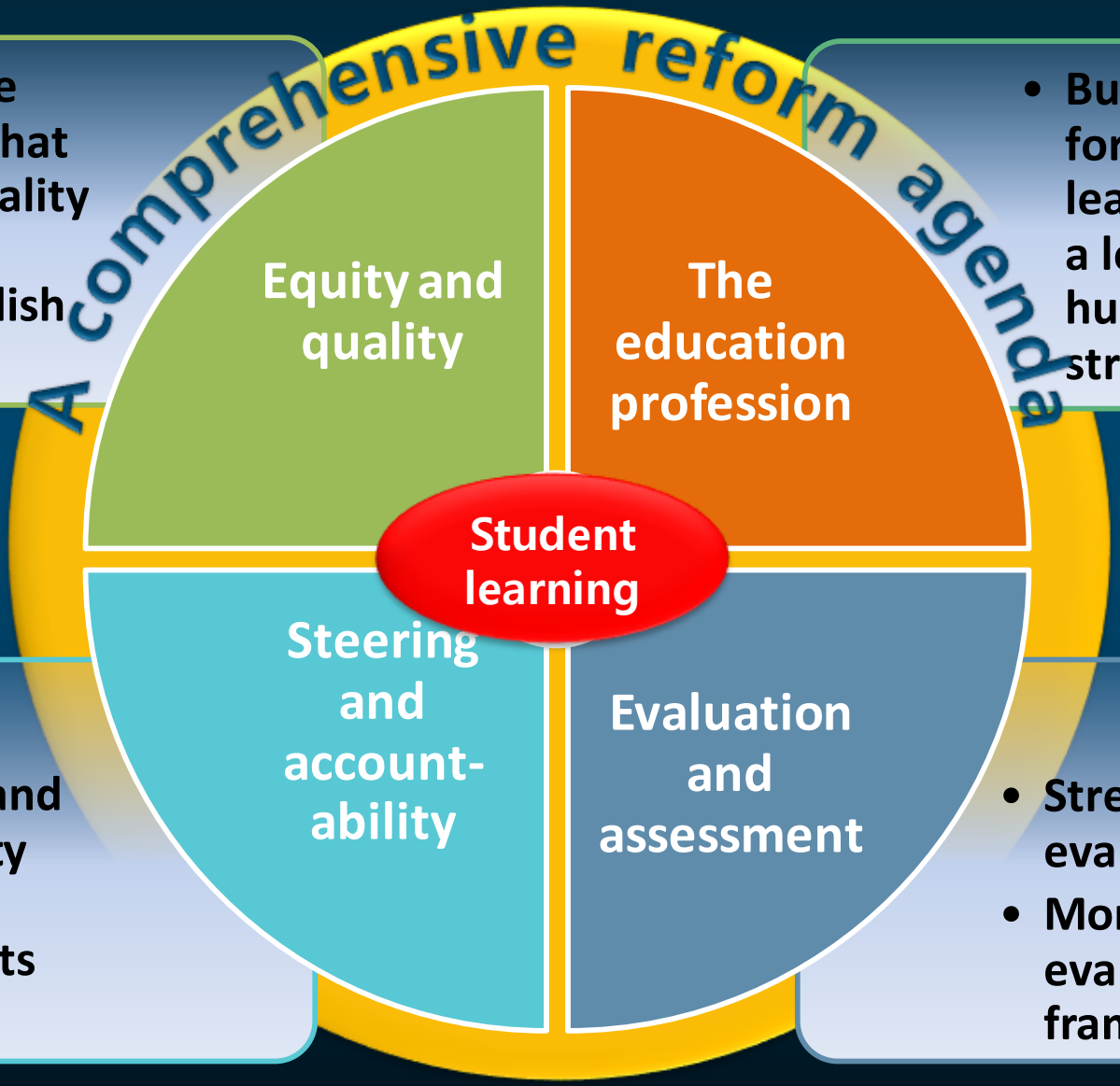
Recruit top candidates into the profession

Developing Teaching as a profession

Retain and recognise effective teachers – path for growth

Support teachers in continued development of practice

A comprehensive reform agenda for school improvement



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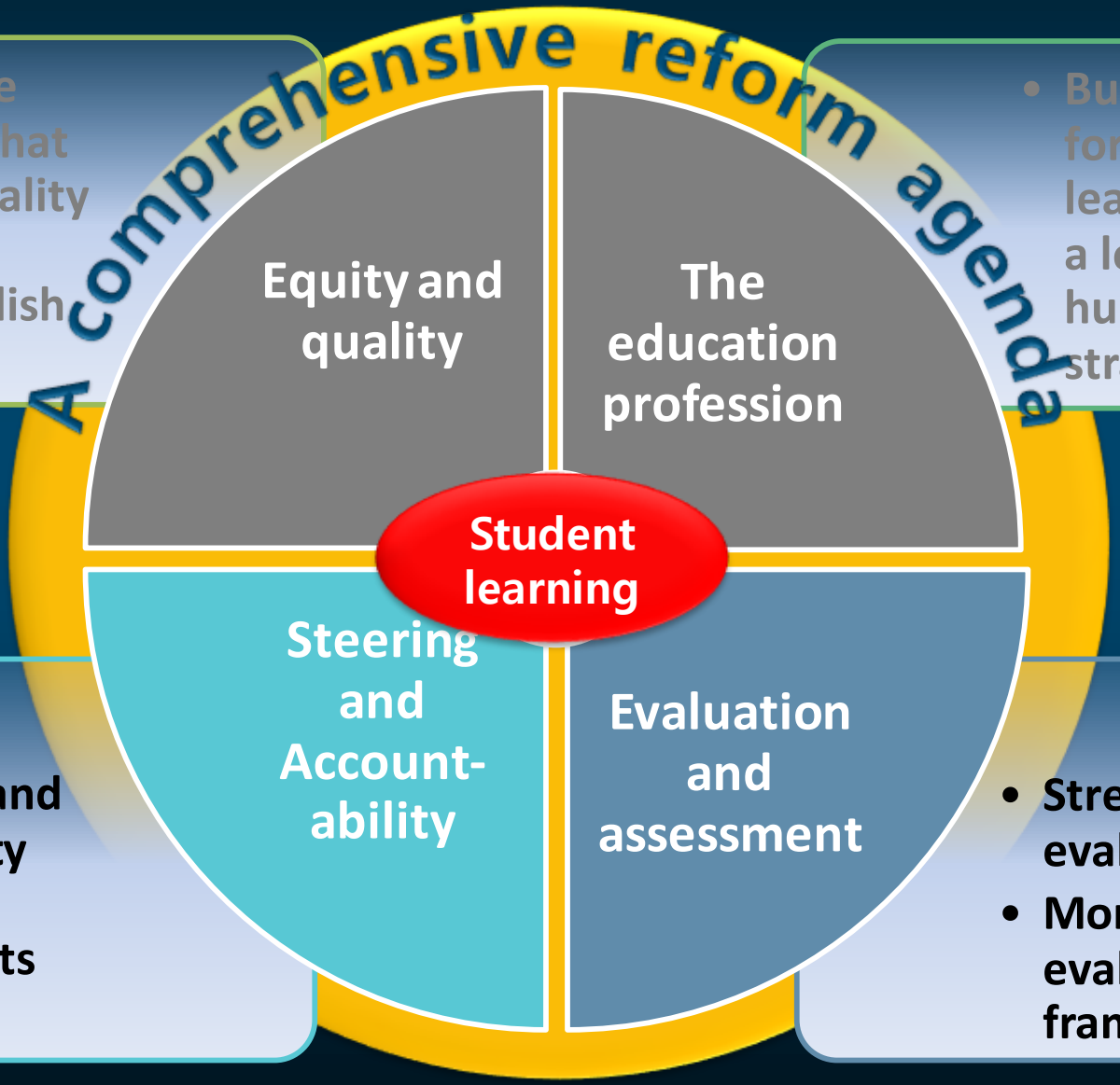

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Recommendation 3: Strengthen steering of policy and accountability with a focus on improvement

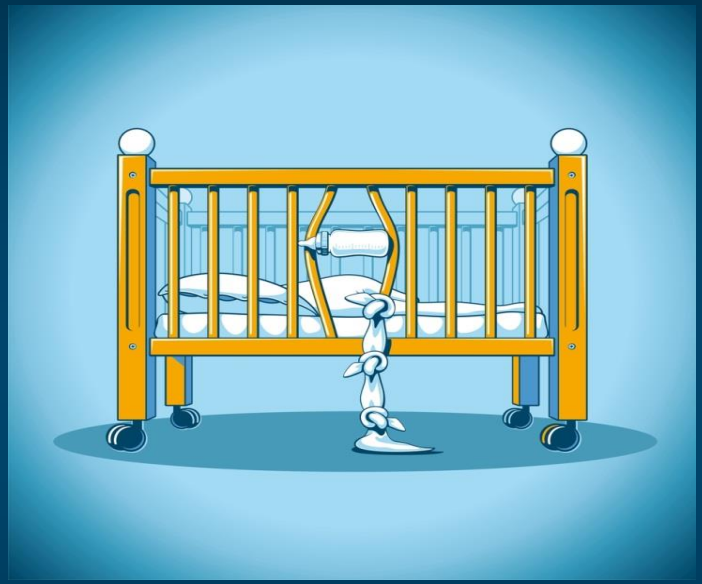
Policy actions:

Together with key stakeholders define a set of ambitious education priorities.

Develop a comprehensive national school improvement strategy.

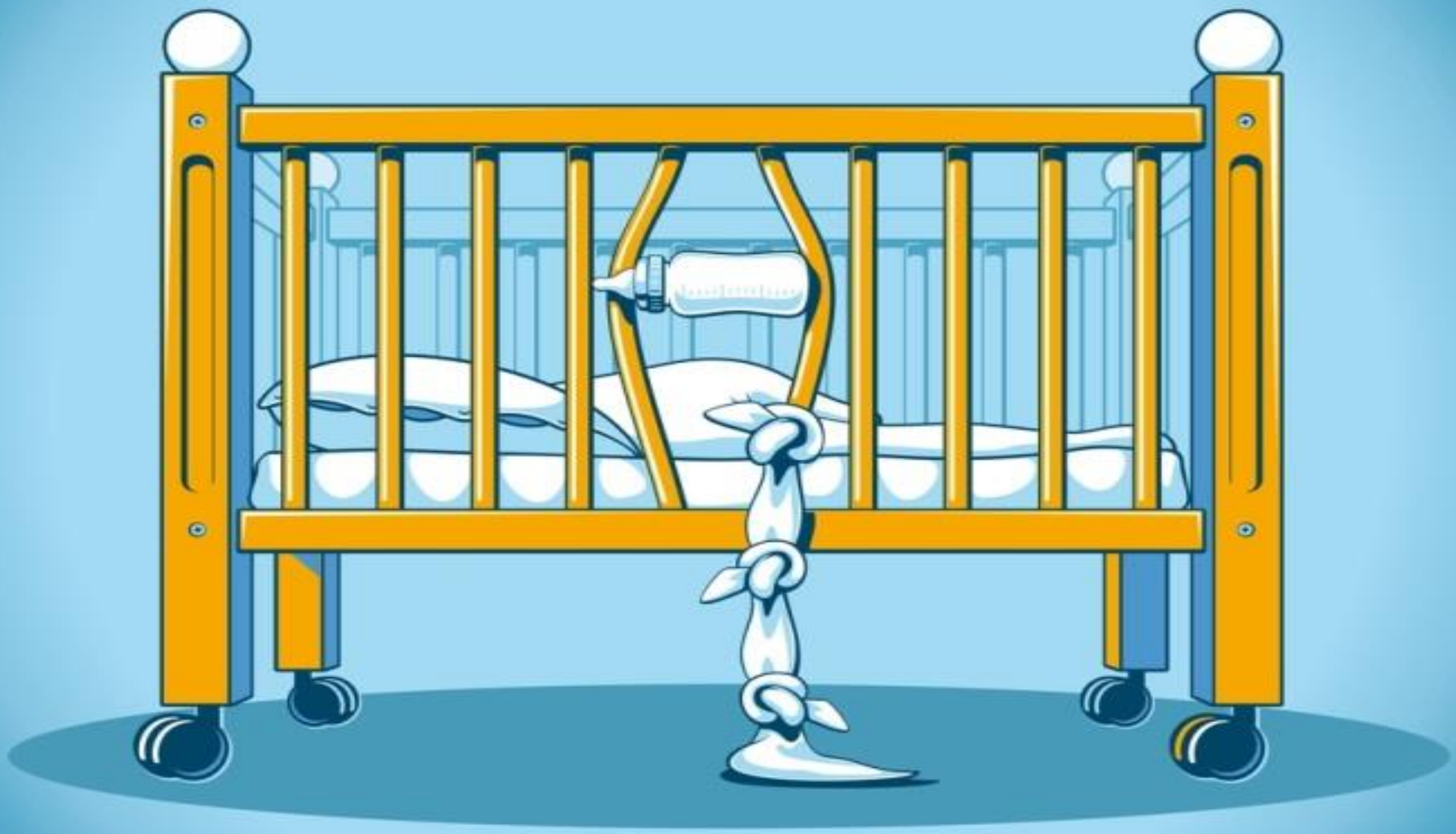
Strengthen school self-evaluation and planning through an agreed set of indicators.

Strengthen the School Inspectorate to help shift a culture of administrative compliance to responsibility for improvement.



Align autonomy with accountability

Align autonomy with accountability

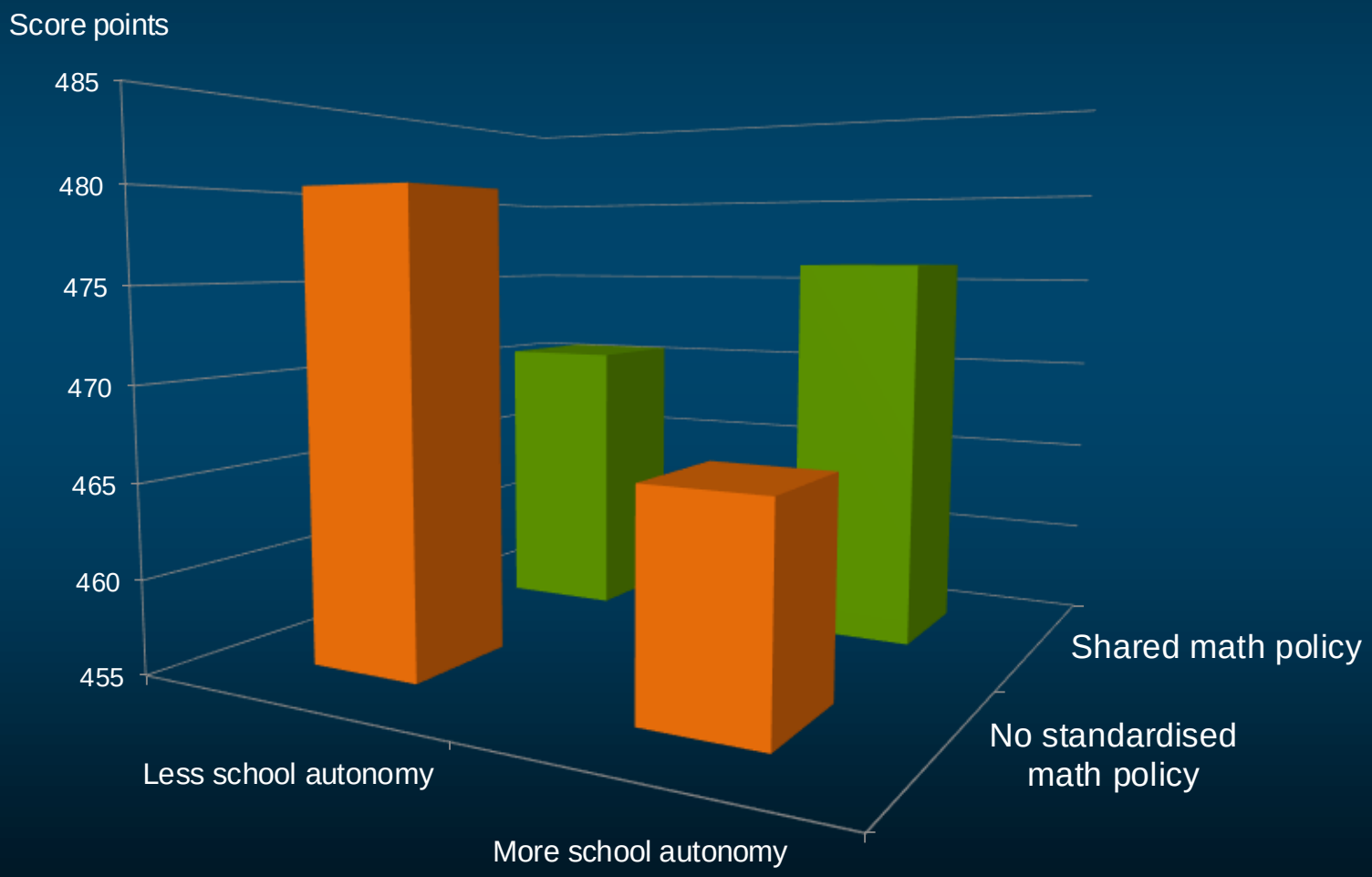


The question is not how many charter schools you have but how you enable every teacher to assume charter-like autonomy

Schools with more autonomy perform better than schools with less autonomy in systems with shared math policies

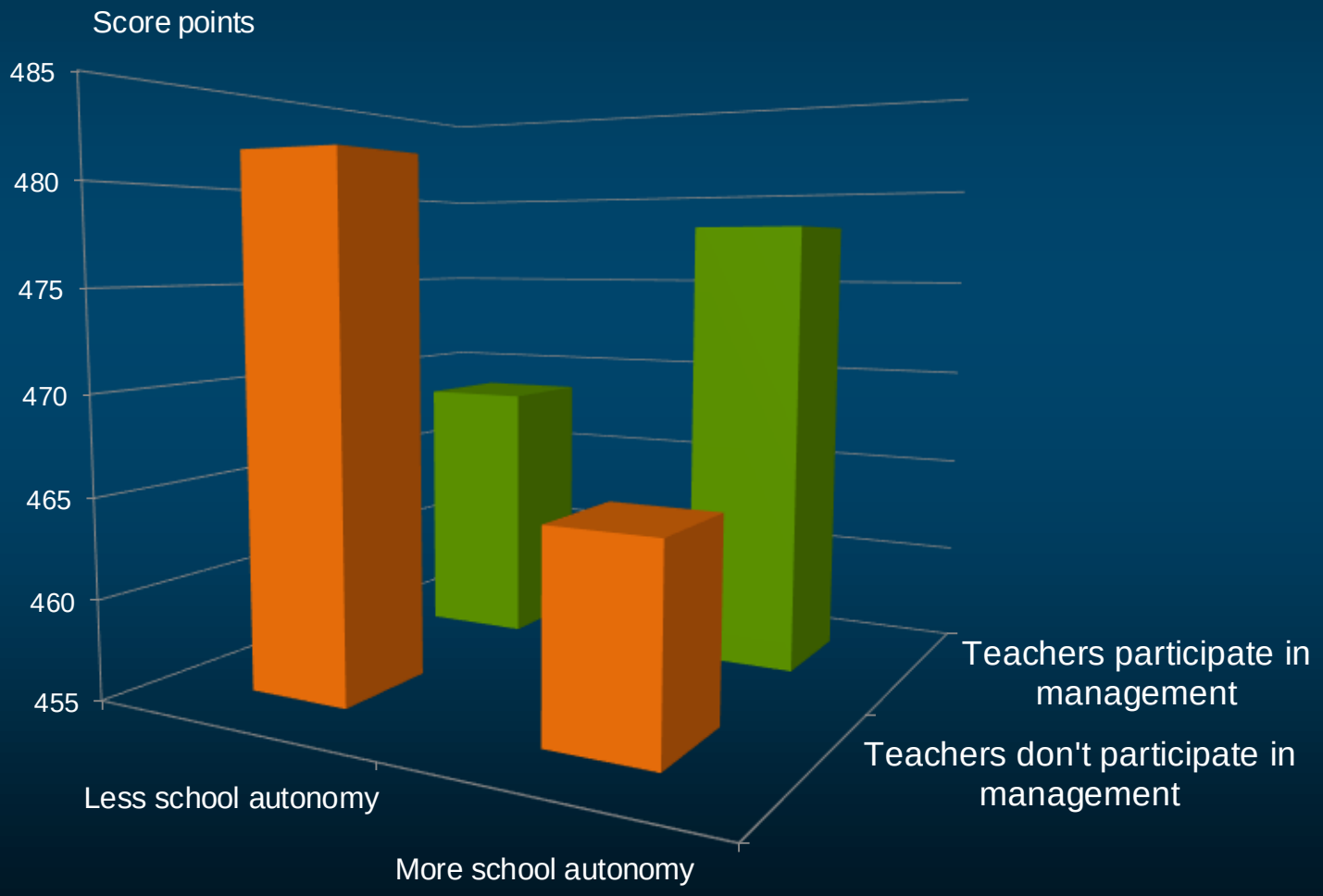
Fig IV.1.16

School autonomy for curriculum and assessment x system's extent of implementing a shared math policy (e.g. curriculum and instructional materials)



Schools with more autonomy perform better than schools with less autonomy in systems with more collaboration

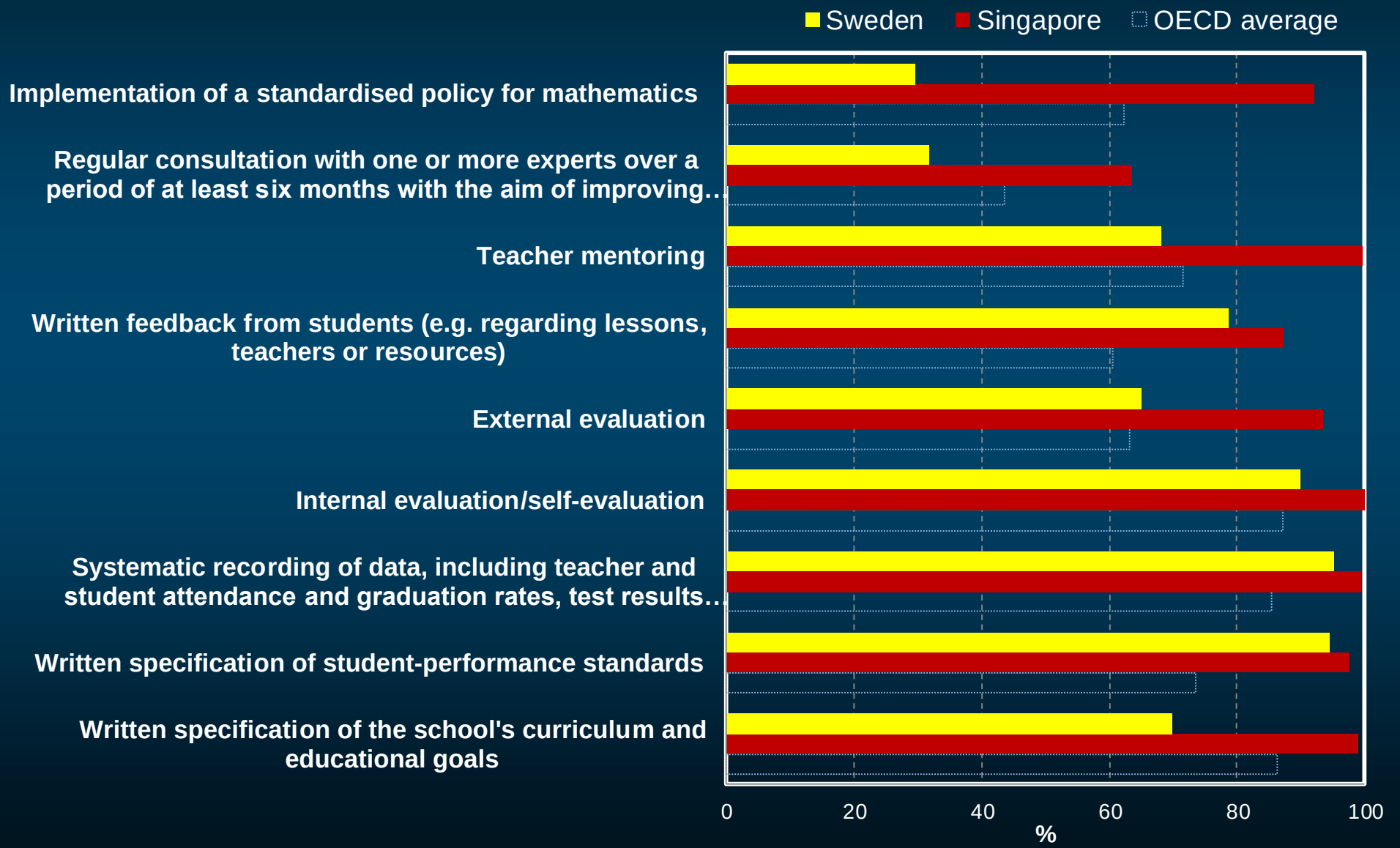
School autonomy for resource allocation x System's level of teachers participating in school management
Across all participating countries and economies



Quality assurance and school improvement

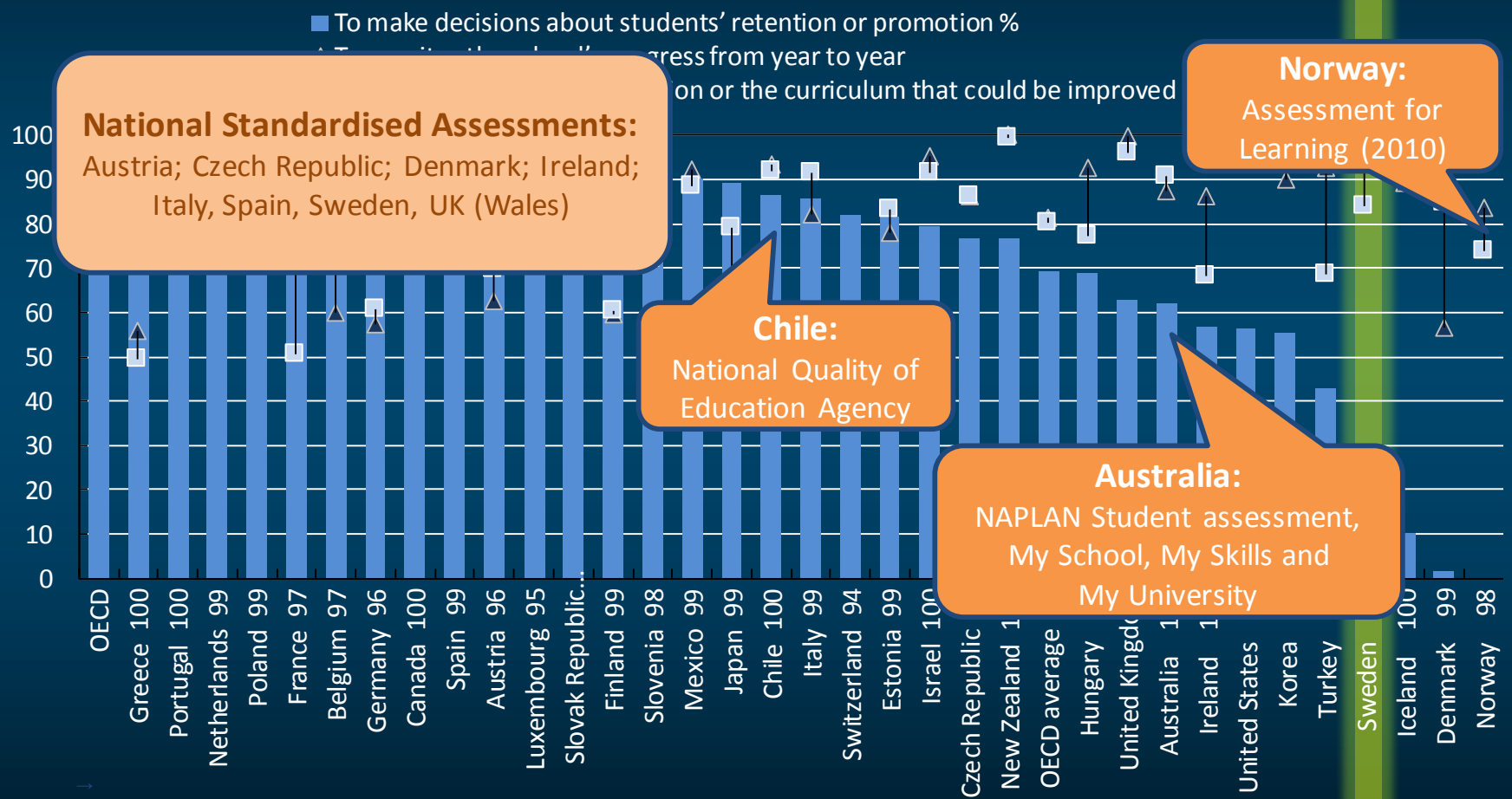
Fig IV.4.14

Percentage of students in schools whose principal reported that their schools have the following for quality assurance and improvement:



Enhancing evaluation and assessment to improve student outcomes

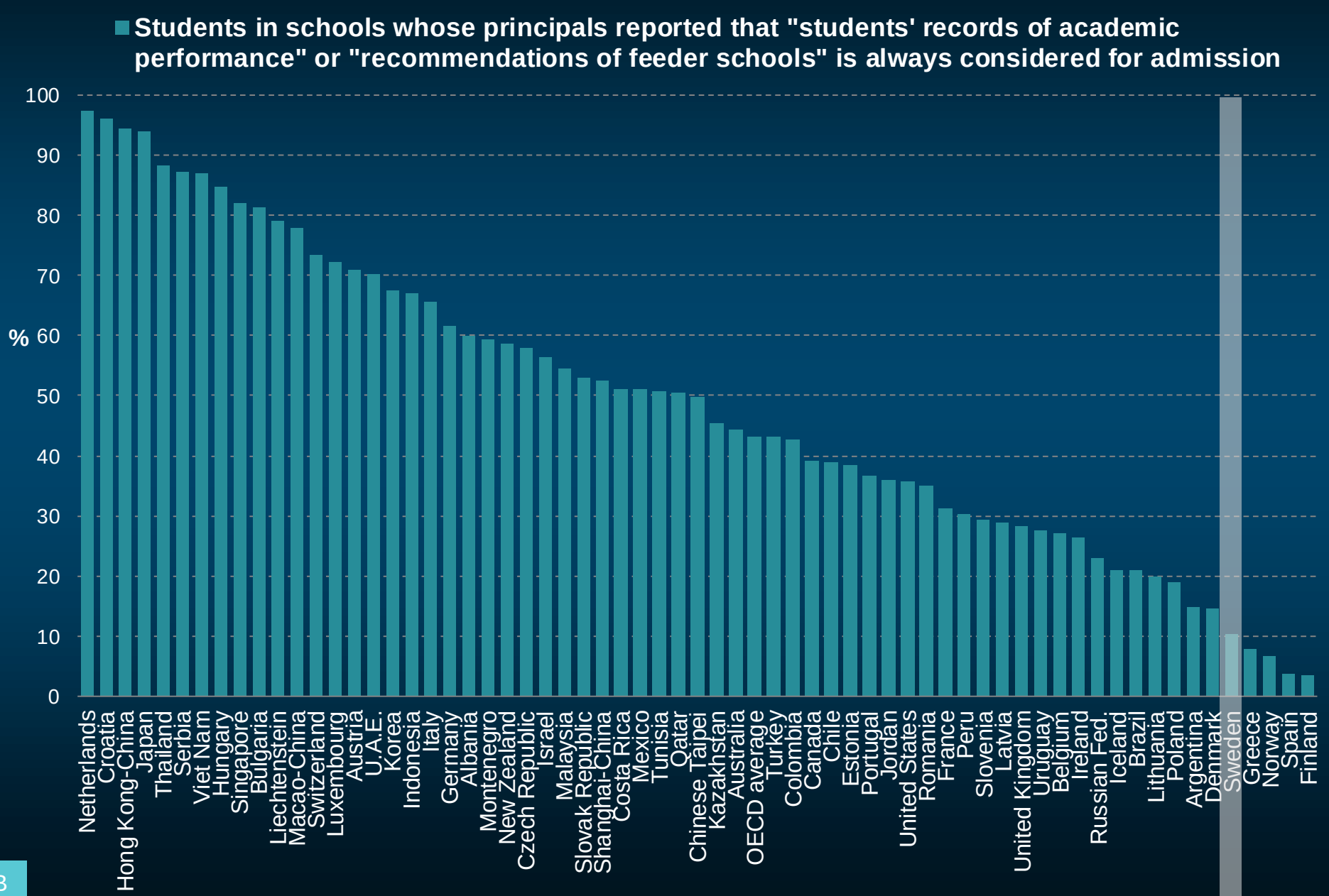
Most common uses of student assessments according to school principals (2012)



Source: OECD, PISA 2012 Database, Table IV.5.5. OECD, PISA 2012 Database, Table IV.5.6.

Most schools look at students' past academic performance when considering admission

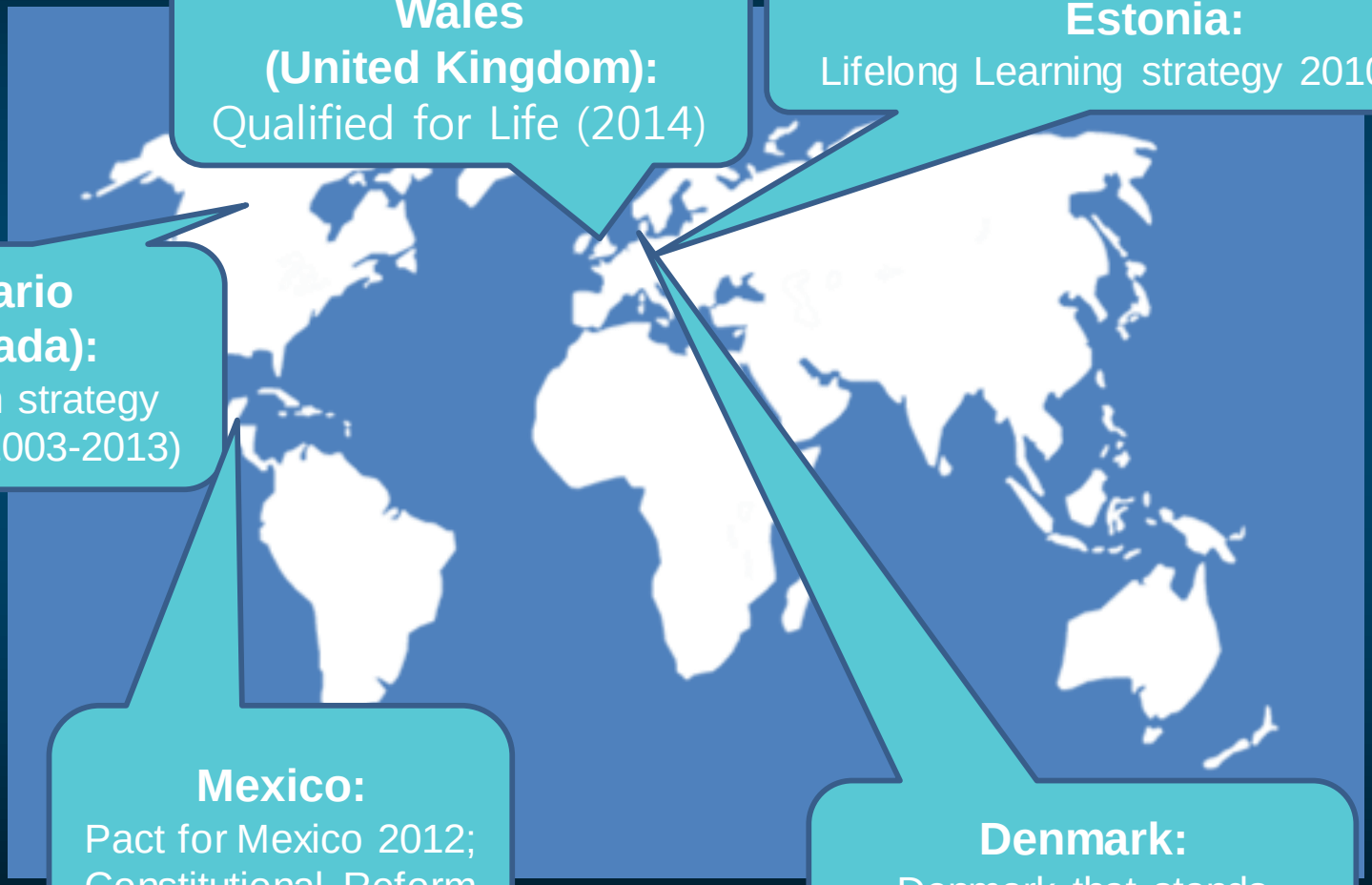
Fig IV.1.6



B

Develop a comprehensive national school improvement strategy founded on a set of ambitious priorities

Many countries defined general education strategies



Wales (United Kingdom):
Qualified for Life (2014)

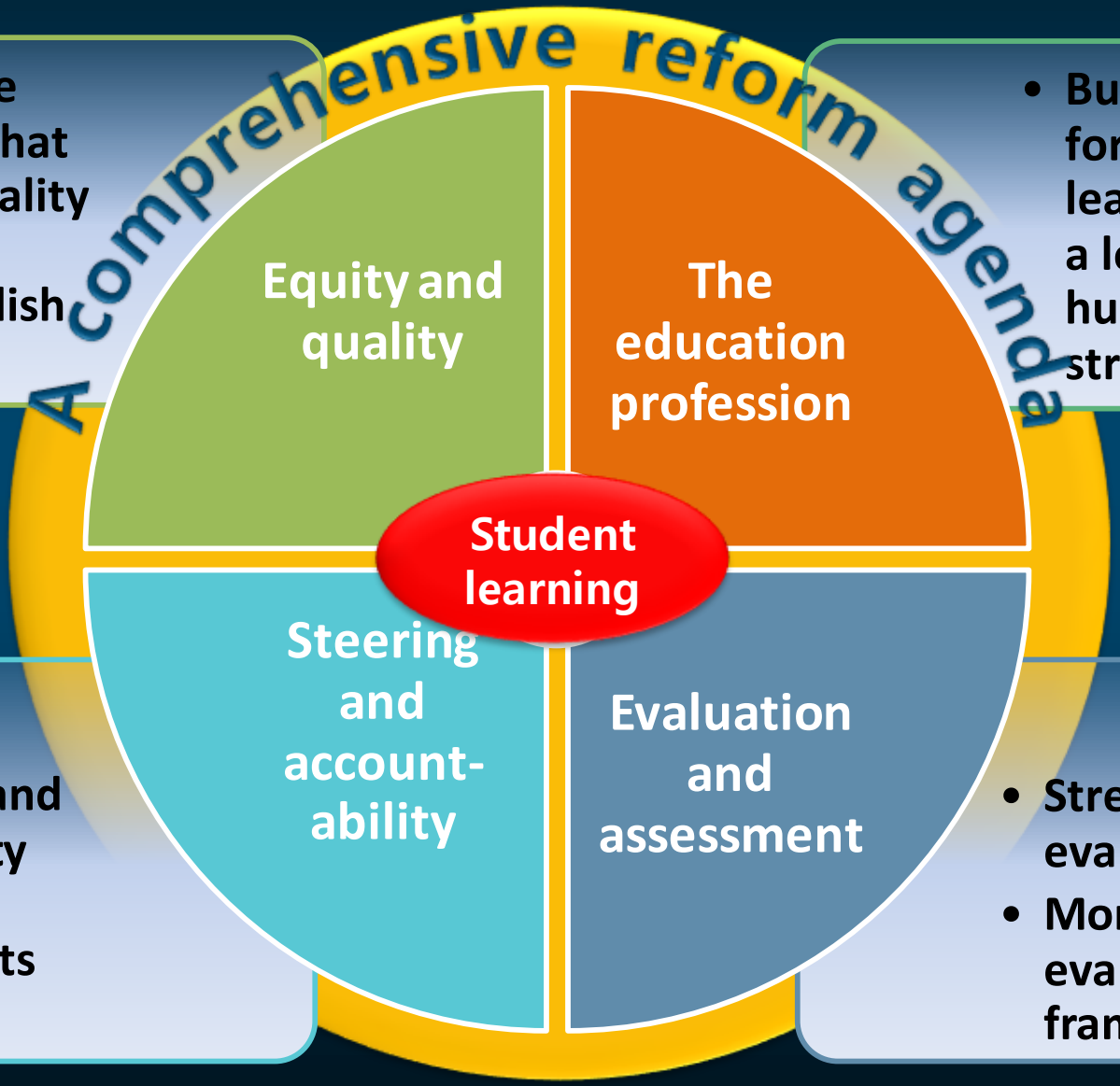
Estonia:
Lifelong Learning strategy 2010-2014

Ontario (Canada):
Education strategy (Phase I: 2003-2013)

Mexico:
Pact for Mexico 2012; Constitutional Reform (2012-13)

Denmark:
Denmark that stands together (2011); Folkeskole reform (2013)

A comprehensive reform agenda for school improvement



- Establish the conditions that promote quality with equity across Swedish schools

- Build capacity for teaching and learning through a long term human resource strategy

- Steer policy and accountability focused on improvements

- Strengthen school evaluation
- Monitoring and evaluation framework

Reform challenges

- Reforms that bypass the classroom
- Insufficient investment in capacity
- Insufficient attention to context

Elements of success

- Focus on the instructional core
- Focus on leadership and teacher capacity
- Policy alignment
- Understanding and engaging stakeholders

What it all means

Average education systems		High performers
	Student inclusion	
Some students learn at high levels		**All** students need to learn at high levels
	Curriculum, instruction and assessment	
Routine cognitive skills, rote learning		Learning to learn, complex ways of thinking, ways of working
	Teacher quality	
Few years more than secondary		High-level professional knowledge workers
	Work organisation	
'Tayloristic', hierarchical		Flat, collegial
	Accountability	
Primarily to authorities		Primarily to peers and stakeholders

Thank you! Tack!

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