



# Umræðufundur um PISA 2009

Námsmatsstofnun  
27. september 2011

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**Hefur dregið úr aga í  
grunnskólum á undanförnum  
áratug?**

## Has discipline in school deteriorated?

- Students who reported that there are few disciplinary problems in their classes perform better in PISA than those who reported that a lack of discipline in class disrupts learning.
- Between 2000 and 2009 classroom discipline improved in many countries that participate in PISA, and the majority of students in OECD countries enjoy orderly lessons.
- Generally, countries where discipline in the classroom improved between 2000 and 2009 are also those where students reported better relations with their teachers.

### The atmosphere in the classroom can affect student performance.

Classrooms and schools with more disciplinary problems are less conducive to learning, since teachers have to spend more time creating an orderly environment before instruction can begin. Interruptions in the classroom disrupt students' concentration on, and their engagement in, their lessons. Results from PISA 2009 show that disciplinary climate is strongly associated with student performance. Students who reported that their reading lessons are often interrupted perform less well than students who reported that there are few or no interruptions in class.

Popular belief has it that every successive crop of students is less disciplined than the one before it, and that teachers are losing control over their classes. But popular belief has it wrong: according to data gathered in PISA 2009, the majority of students in OECD countries enjoy orderly classrooms, and between 2000 and 2009, discipline in school did not deteriorate – in fact, in most countries it improved.

### The trend is towards more orderly classrooms...

On average across OECD countries, the percentage of students who reported that their teachers do not have to wait a long time for them to quieten down increased by six percentage points – up to 73% in 2009 from 67% in 2000. In no country did the percentage of students who reported favourable conditions in this regard decrease. As many as 25 of the 38 countries with comparable data recorded improvements in school disciplinary climate; the remaining 13 countries showed no change. Improvements were particularly large – more than 10 percentage points – in Germany, Israel, Italy, Spain, Sweden, the partner country Indonesia, and the partner economy Hong Kong-China.

# Lesskilningur 15 ára nemenda á Íslandi og í öðrum löndum í PISA 2009



	Lesskilningur			Færnisvið lesskilnings			Textaform verkefna	
				Endurheimt upplýsingar	Skilningur og túlkun á efni	Íhugun og mat á innihaldi	Samfelldur texti	Ósamfelldur texti
	Staða m.v. Ísl.	Meðaltal	Staðalvilla	Staða m.v. Ísl.	Staða m.v. Ísl.	Staða m.v. Ísl.	Staða m.v. Ísl.	Staða m.v. Ísl.
Sjanghæ Kína	▲	556	(2,4)	▲	▲	▲	▲	▲
Kórea	▲	539	(3,5)	▲	▲	▲	▲	▲
Finnland	▲	536	(2,3)	▲	▲	▲	▲	▲
Hong Kong Kína	▲	533	(2,1)	▲	▲	▲	▲	▲
Singapúr	▲	526	(1,1)	▲	▲	▲	▲	▲
Kanada	▲	524	(1,5)	▲	▲	▲	▲	▲
Nýja Sjáland	▲	521	(2,4)	▲	▲	▲	▲	▲
Japan	▲	520	(3,5)	▲	▲	▲	▲	▲
Ástralía	▲	515	(2,3)	▲	▲	▲	▲	▲
Holland	-	508	(5,1)	▲	-	▲	-	▲
Belgía	▲	506	(2,3)	▲	-	▲	-	▲
Noregur	-	503	(2,6)	-	-	▲	-	-
Eistland	-	501	(2,6)	-	-	-	-	▲
Sviss	-	501	(2,4)	-	-	-	-	▲
Pólland	-	500	(2,6)	▼	-	-	-	-
Ísland		500	(1,4)					



# Caning





## [http://en.wikipedia.org/wiki/Caning\\_in\\_Singapore](http://en.wikipedia.org/wiki/Caning_in_Singapore)

### School caning

- Caning is used as a form of corporal punishment in *primary* and, especially, *secondary* schools, and also in one or two *post-secondary colleges*, to maintain **strict discipline** in school. This is applicable *only to male students*: it is illegal to cane girls. The punishment is administered formally along traditional British lines, typically in the form of a predetermined number of vigorous cuts across the seat of the student's trousers as he bends over a desk or chair.
- The *Ministry of Education* encourages schools to punish boys by caning for serious offences such as *fighting, smoking, cheating, gangsterism, vandalism, defiance and truancy*.<sup>[24]</sup> Students may also be caned for repeated cases of more minor offences, such as *being late repeatedly in a term*. The punishment may be administered only by the Principal or Vice-Principal, or by a specially designated and trained **Discipline Master**. At most schools, caning comes after detention but before suspension in the hierarchy of penalties.<sup>[25]</sup> Some schools use a *demerit points system*, whereby students receive a mandatory caning after accumulating a certain number of demerit points for a wide range of offences.<sup>[25]</sup>



- Under Ministry regulations, the punishment should not exceed a *maximum of 6 strokes*, and can only be administered on the palms or buttocks using a light rattan cane of about 4 feet long.<sup>[26]</sup> However, the majority of the canings range from one to three very hard strokes, applied to the seat of the boy's trousers or shorts.<sup>[25]</sup>
- Canings in schools may be classified as:
  - Private caning: Boy is caned in the principal's office
  - Class caning: Boy is caned in front of his class
  - Public caning: Boy is caned on stage during assembly in front of the whole school population, to serve as a warning to potential offenders as well as to shame the student. It is usually reserved for serious offences committed like fighting, smoking, vandalism.



- School caning is a solemn and formal ceremony. Before the caning, the Discipline Master usually *explains the student's offence to the audience*. Next, a protective item (book or file) will be tucked into the boy's trouser waistband to protect the lower back from mis-strokes.<sup>[25]</sup> He will be directed to bend over a table or a chair, with his buttocks pushed a little up and back. In this position, the boy will be caned across his buttocks, according to the number of strokes prescribed. He will normally experience superficial bruises and weals for some days after the punishment.<sup>[27]</sup>
- Certain schools have special practices for caning, such as making the student *change into PE attire for the punishment*. Some schools require the student to read out a public apology before receiving his strokes.
- Boys of any age from 6 to 19 may be caned, but the majority of canings are of secondary school students *aged 14–16 inclusive*.<sup>[25]</sup> The Ministry of Education recommends that the student receive counselling before and/or after his caning.
- Routine school canings are naturally not normally publicised, so cases only get reported in the press in rare special cases.<sup>[28][29][30][31][32][33]</sup>





<http://www.corpun.com/09archive/sgs00910.htm#21695>

- **AsiaOne.com, Singapore, 13 October 2009**
- **Students distressed by public canings just days before exams**
- **Parents wonder if punishment was really necessary and appropriate.**

Some primary school students were left traumatised after two public canings were carried out at their school, just a few days before the exams.

Parents of distraught kids wondered if the punishment was really necessary and appropriate, reported Wanbao.

Within five days before the start of exams, two primary 5 boys were caned in front of the whole school.

According to a parent, Mrs Liang, 40, her daughter who is a student at the school in Sembawang had told her about how the students were caned on stage.

Both were made to place their hands on a table as they were caned on their backs by the discipline master. One student was caned on Oct 2, while the other was caned on Oct 6.



"My daughter was very scared and cried when she told us about the incident. She said she didn't dare to go to school." said Mrs Liang, who used to teach as well. "She also described how *some girls even cried during the caning.*" Mrs Liang said she was worried that the incident could have an effect on *the students' emotional and mental state*, and consequently affect their results.

She felt the punishment meted out was too harsh and that the school authorities should have *considered other measures such as counselling instead.* The caning could also have been carried out in private, instead of publicly, said Mrs Liang.

When contacted by Wanbao reporters on the issue, the principal stated that the school takes a very strong stance on maintaining good discipline and instilling students with the right values, but maintained that it also *adheres strictly to the education ministry's guidelines.* Corporal punishment is used only as *a last resort*, said the principal.

*The students who were caned had undergone counselling*, and were told why the punishment was necessary. The principal told reporters that teachers would do their part in reiterating the school's position to students and also reassure them.



## Guidelines on caning students

According to another primary school principal interviewed by *Wanbao*, the Ministry of Education has strict regulations on disciplinary measures that can be taken.

For example, only boys are allowed to be caned and they cannot be caned more than six times. It must also not be done 'in the heat of the moment', and at least one other teacher must be present when the punishment is carried out.

*Parents will be notified after the caning* and counselling provided if necessary, said the principal. He also stated that caning is usually only decided upon as a 'last resort'.

“Of 100 parents surveyed 57 said that caning was an acceptable form of punishment and they had used it on their children.”

- *Sunday Times Singapore, jan 2009*





Popular belief has it that every successive crop of students is less disciplined than the one before it, and that teachers are losing control over their classes. *But popular belief has it wrong*: according to data gathered in PISA 2009, the majority of students in OECD countries enjoy orderly classrooms, and between 2000 and 2009, discipline in school did not deteriorate – in fact, in most countries it improved.

- *Between 2000 and 2009 classroom discipline improved in many countries that participate in PISA, and the majority of students in OECD countries enjoy orderly lessons.*
- *Students who reported that there are few disciplinary problems in their classes perform better in PISA than those who reported that a lack of discipline in class disrupts learning.*
- *Generally, countries where discipline in the classroom improved are also those where students reported better relations with their teachers.*

## Hve oft gerist eftirtalið í íslenskutímum hjá þér?

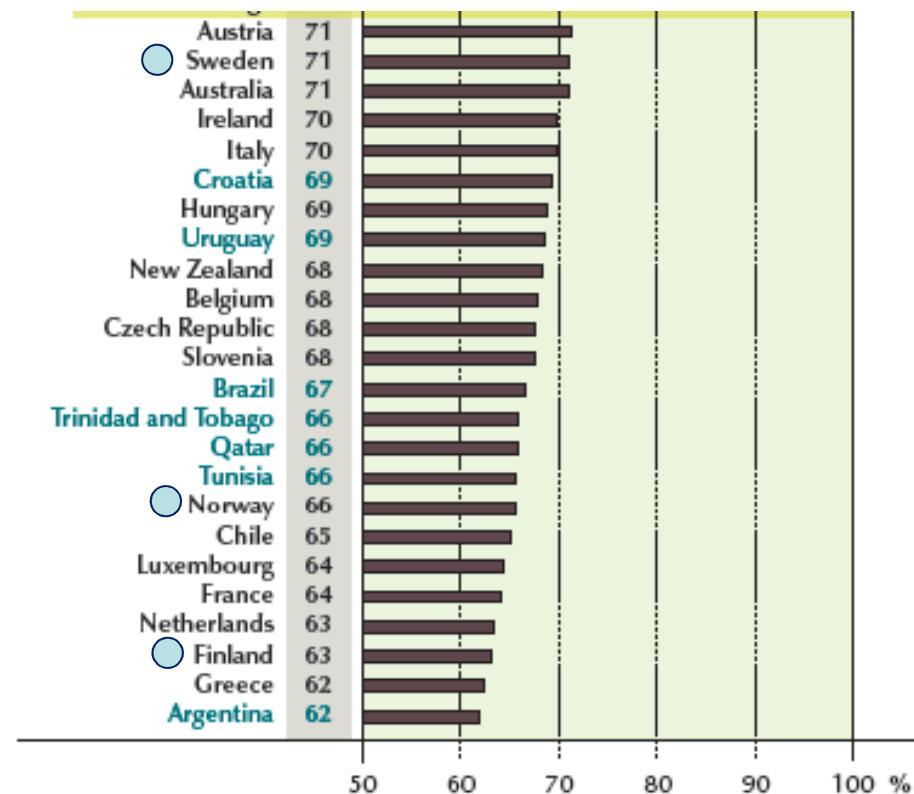
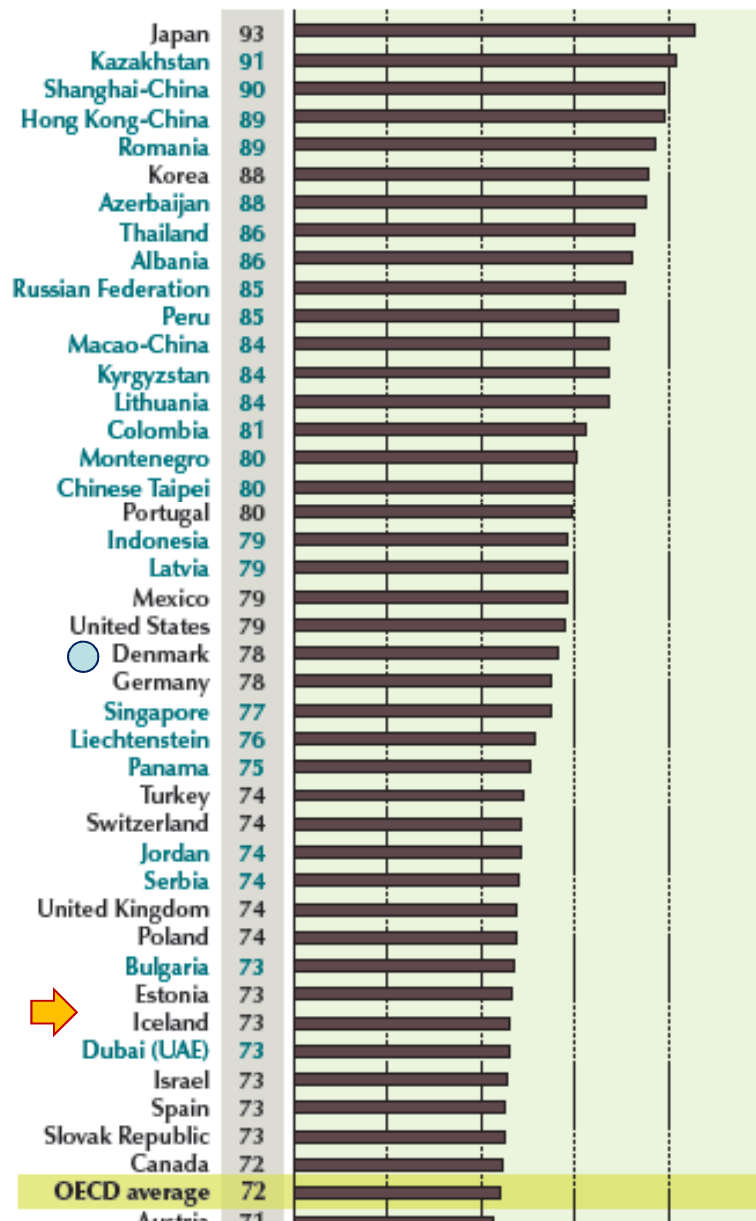
*(Vinsamlegast merktu aðeins í einn reit í hverri röð)*

	<i>Aldrei eða næstum aldrei</i>	<i>Kemur fyrir í tímum</i>	<i>Í flestum tímum</i>	<i>Í öllum tímum</i>
a) Nemendur hlusta ekki á það sem kennarinn segir.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Það er hávaði og óróleiki.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Kennarinn þarf að bíða lengi eftir að nemendur þagni.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Nemendur eiga erfitt með að vinna vel.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Nemendur byrja ekki að vinna fyrir en langt er liðið á kennslustundina.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## Students report calm classrooms

Percentage of students who reported that the teacher “never or hardly ever” or “in some lessons” has to wait a long time for students to quieten down

% of students  
in PISA 2009



## *Disciplinary climate improves 2000 - 2009*

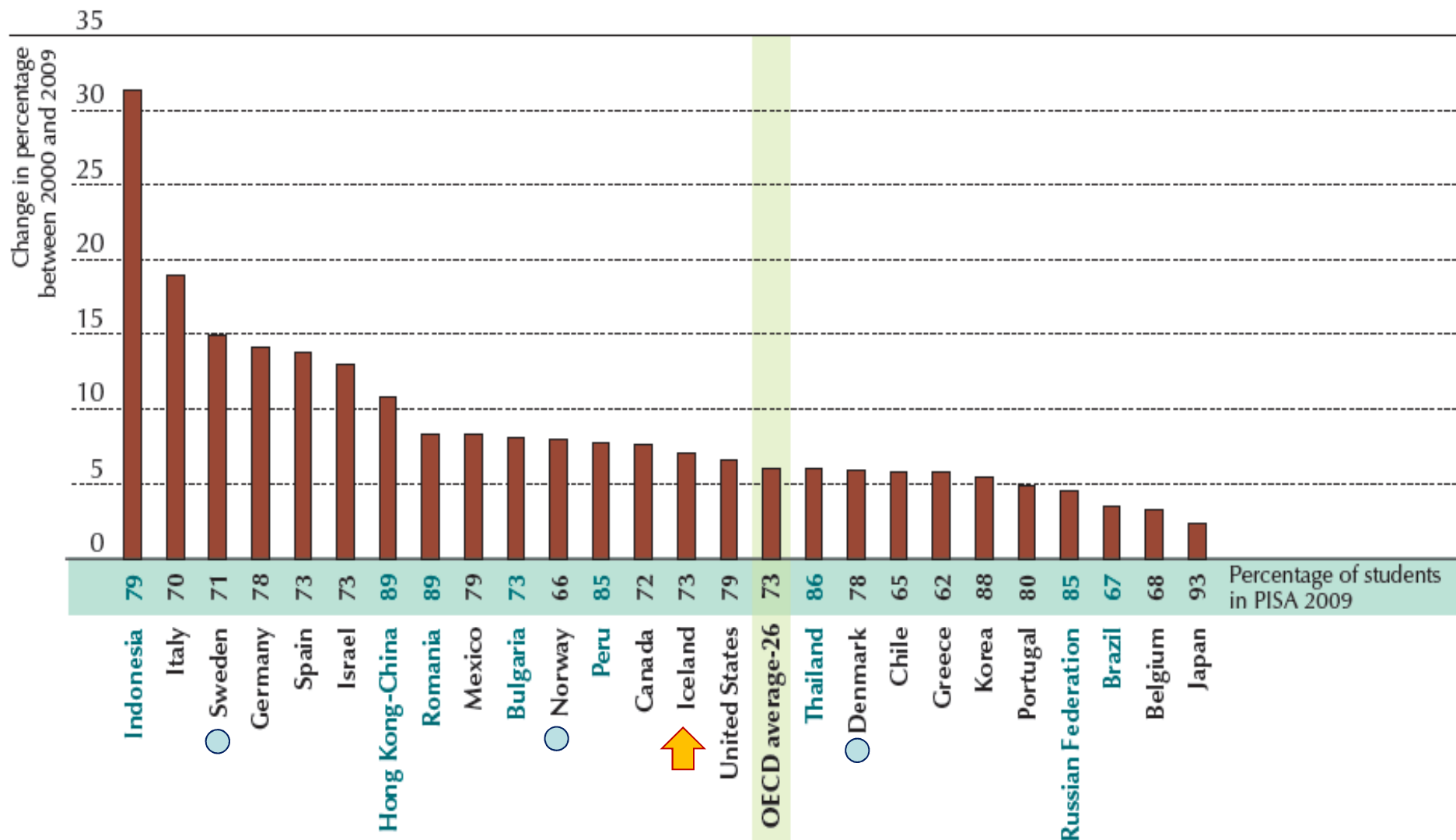
On average across OECD countries, the percentage of students who reported that their teachers do not have to wait a long time for them to quieten down increased by six percentage points

- Up to 72% in 2009 from 66% in 2000.



## Improvement in class discipline between 2000 and 2009

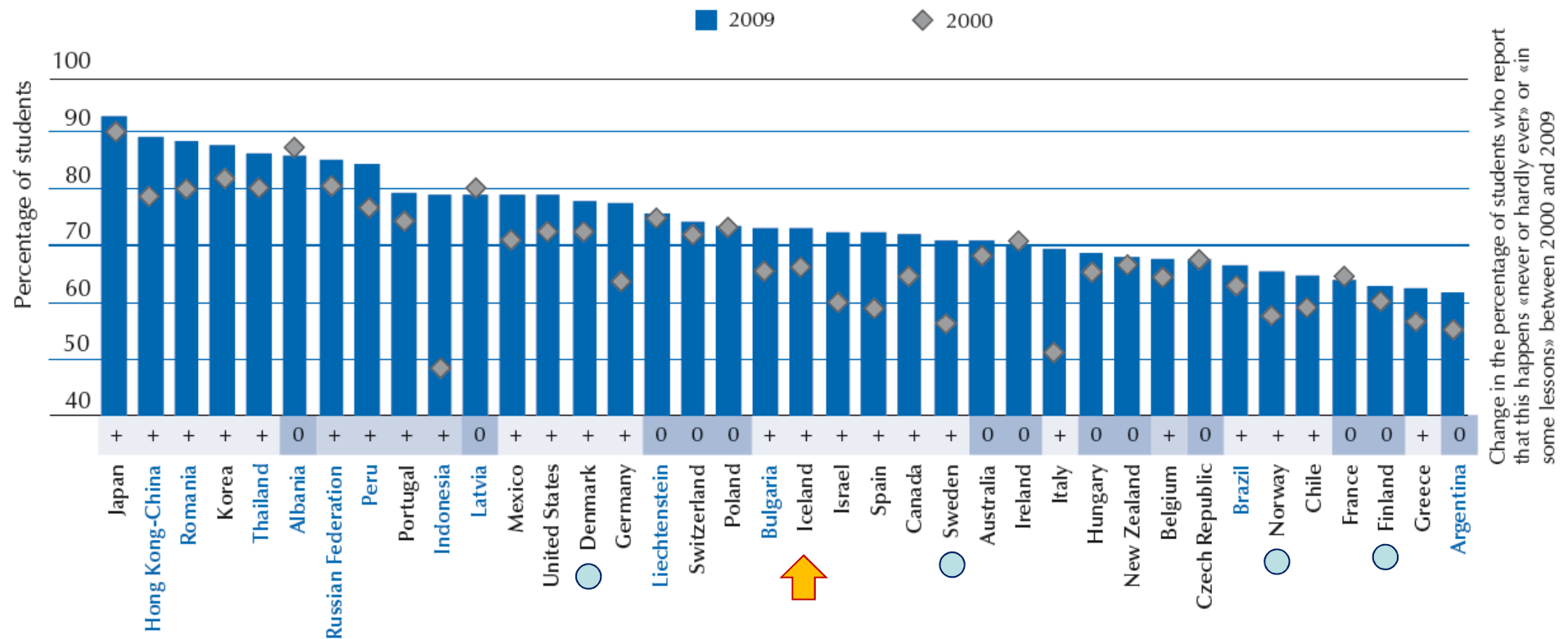
Change in the percentage of students who reported that the teacher  
“never or hardly ever” or “in some lessons” has to wait a long time for students to quieten down



95% confidence level

2009 higher than 2000	2009 lower than 2000	No statistically significant difference
+	-	0

*The teacher has to wait a long time for the students to quieten down*



## *Teacher student relations 2000 - 2009*

Between 2000 and 2009, the increase in the proportion of students who reported that their teachers “really listen to what I have to say” exceeded 10 percentage points in Germany, **Iceland**, Japan, Korea and the partner country Albania.

## Hve ósammála eða sammála ertu eftirfarandi staðhæfingum um kennarana í skólanum þínum?

*(Vinsamlegast merktu aðeins í einn reit í hverri röð)*

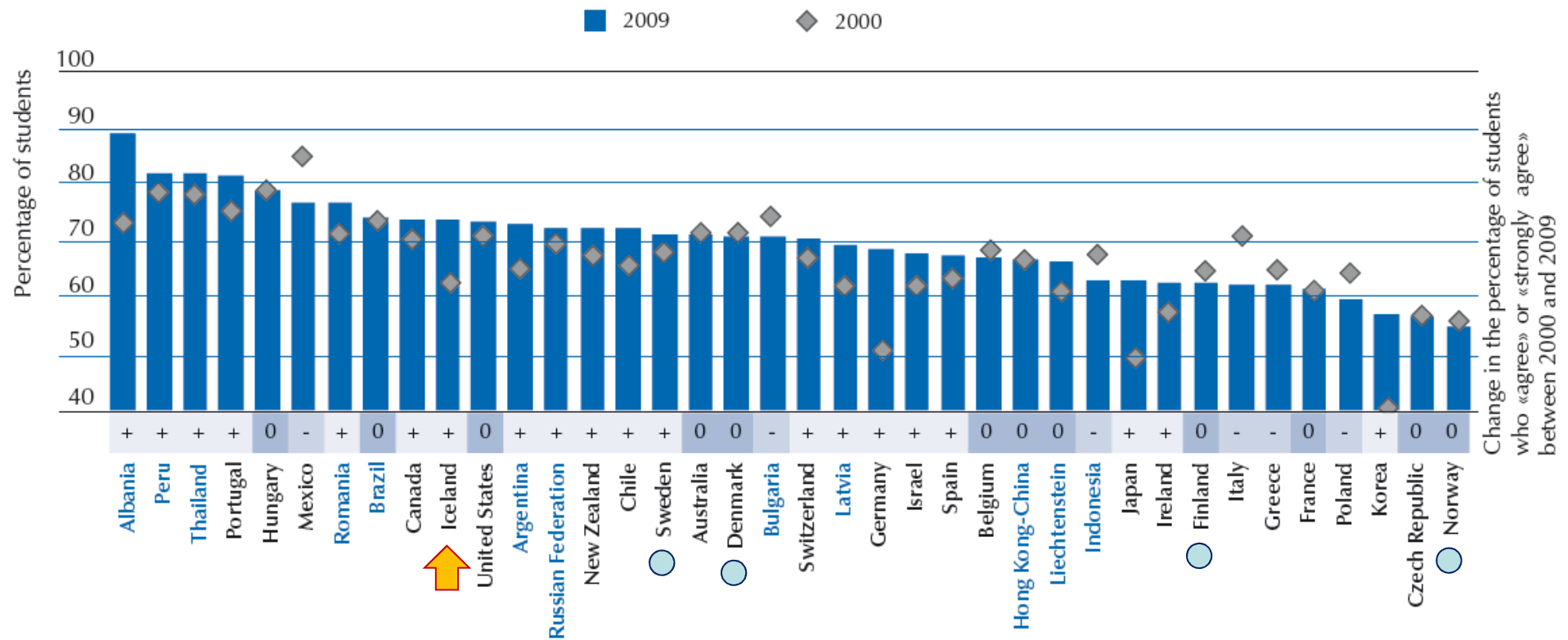
	<i>Mjög ósammála</i>	<i>Ósammála</i>	<i>Sammála</i>	<i>Mjög sammála</i>
a) Mér semur vel við flesta kennarana mína	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Flestir kennararnir mínir eru áhugasamir um velliðan mína	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Flestir kennararnir mínir hlusta vel á hvað ég hef að segja	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Ef mig vantar auka aðstoð þá fæ ég hana frá kennurunum mínum	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Flestir kennararnir mínir eru sanngjarnir við mig	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## Úr skýrslu OECD um PISA 2009

95% confidence level    2009 higher than 2000    2009 lower than 2000    No statistically significant difference

95% confidence level    +    -    0

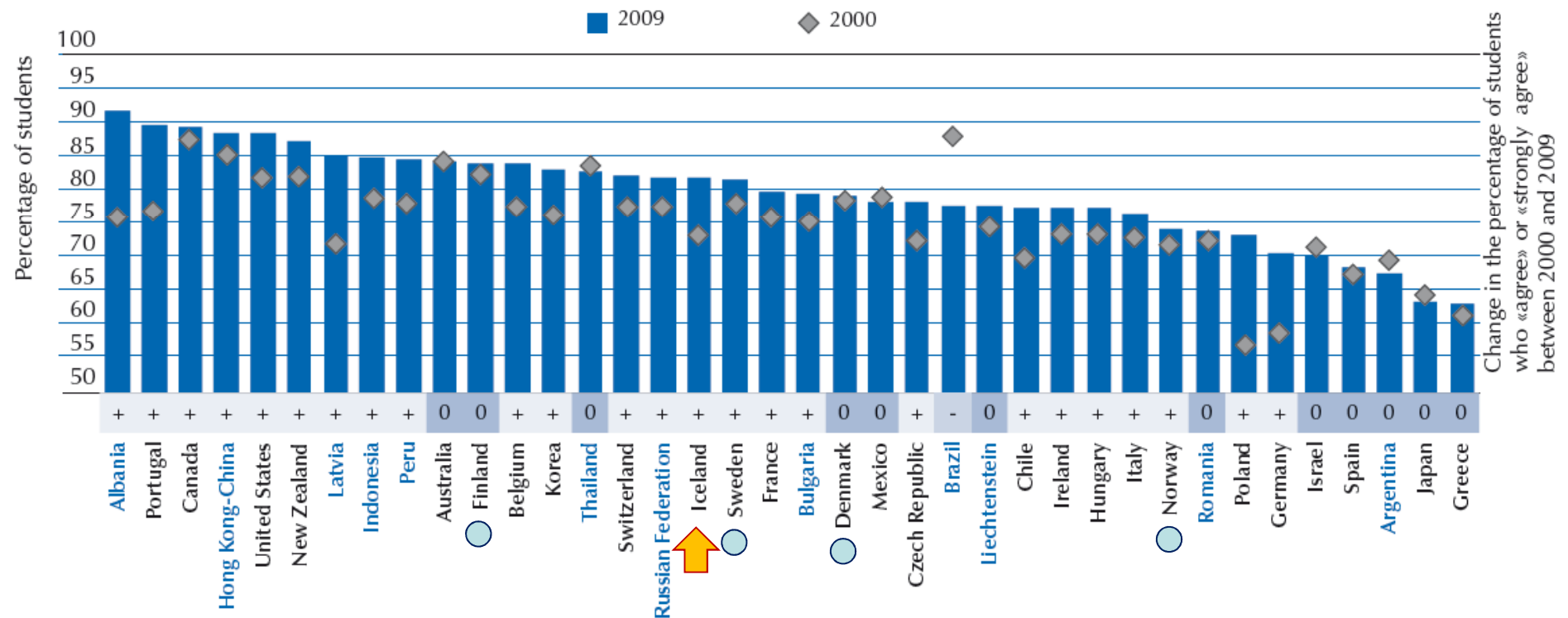
*Most of my teachers really listen to what I have to say*



95% confidence level

2009 higher than 2000	2009 lower than 2000	No statistically significant difference
+	-	0

*If I need extra help, I will receive it from my teachers*



## *The bottom line*

PISA offers no evidence to support the notion that discipline in school is a growing problem and that students are becoming progressively more disengaged from school. In fact, between 2000 and 2009 discipline in school and teacher-student relations improved.





# Vol 3 – ch. 4: The learning environment

## Disciplinary climate

■ Figure IV.4.2 ■

### **Students' views of how conducive classrooms are to learning**

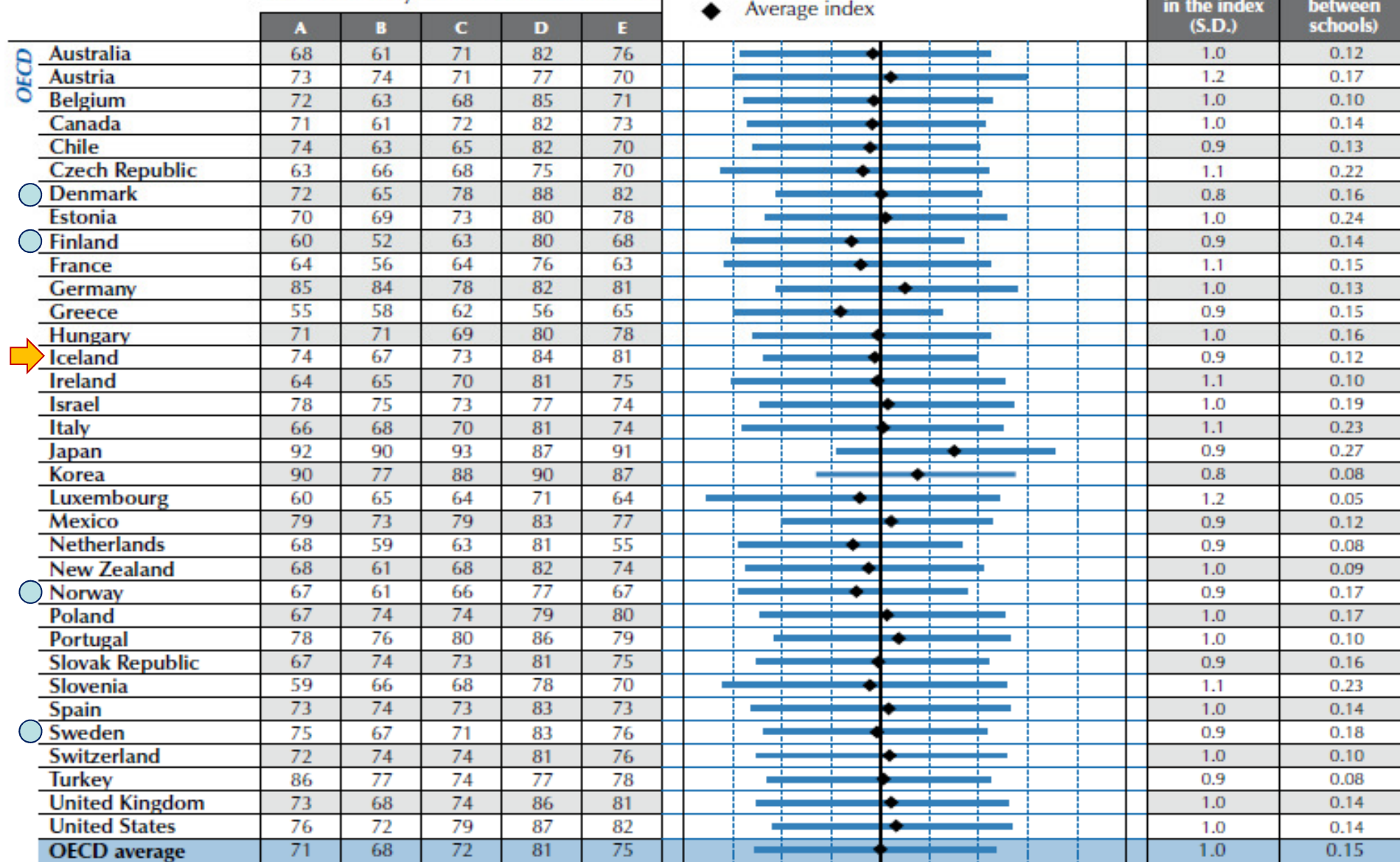
*Index of disciplinary climate based on students' reports*

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- A Students don't listen to what the teacher says.
- B There is noise and disorder.
- C The teacher has to wait a long time for the students to quieten down.
- D Students cannot work well.
- E Students don't start working for a long time after the lesson begins.

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Percentage of students reporting that the following phenomena happen "never or hardly ever" or "in some lessons"



# *PISA in Focus*

- [www.pisa.oecd.org](http://www.pisa.oecd.org)
    - **PISA in Focus - monthly policy-oriented notes**
    - Focus 4
- [www.oecd.org/document/45/0,3746,en\\_32252351\\_32235731\\_48363181\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/45/0,3746,en_32252351_32235731_48363181_1_1_1_1,00.html)