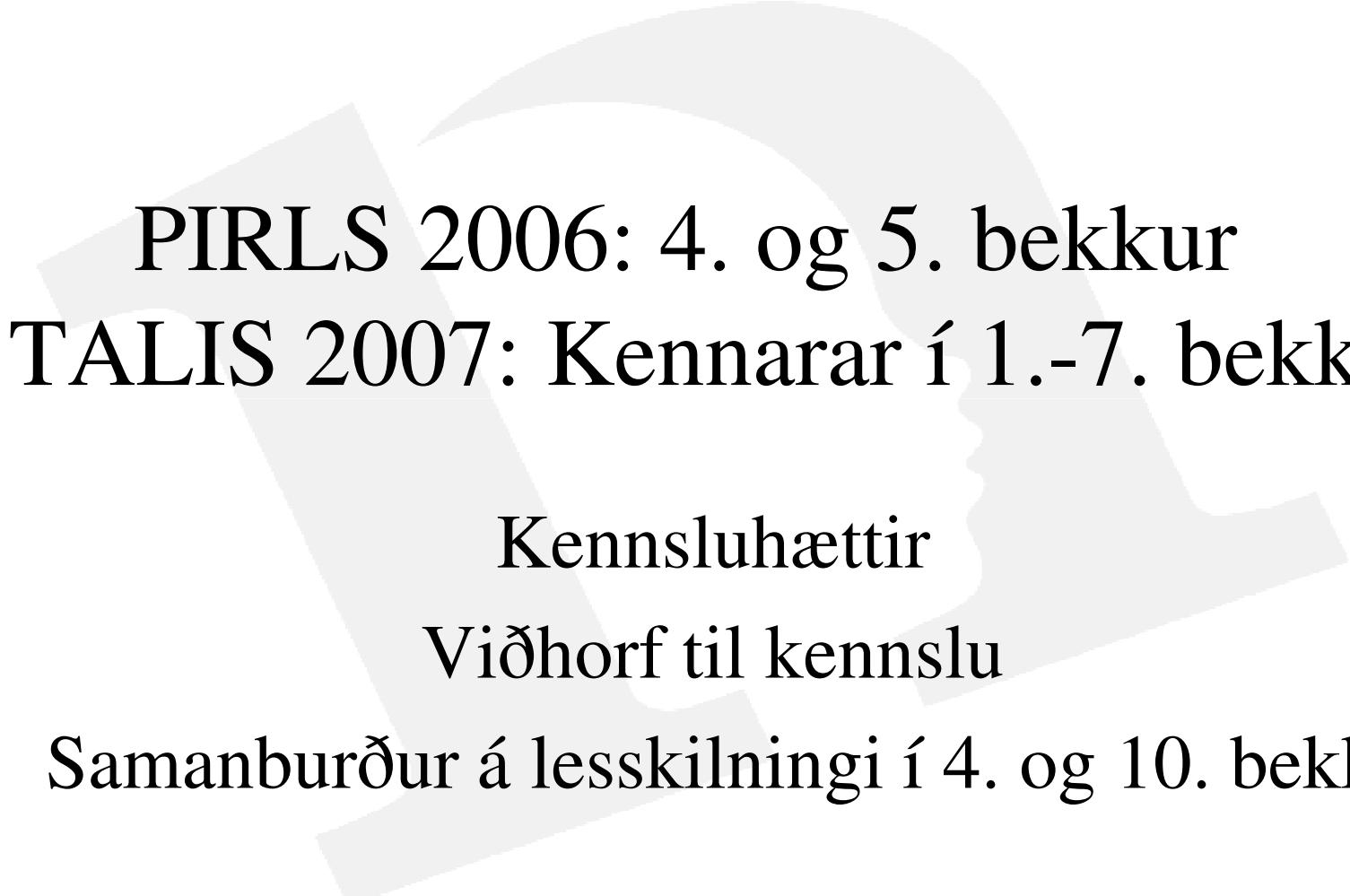


Umraeðufundur um PISA 2009

Námsmatsstofnun
6. desember 2011

Almar Miðvík Halldórsson





PIRLS 2006: 4. og 5. bekkur
TALIS 2007: Kennrarar í 1.-7. bekk

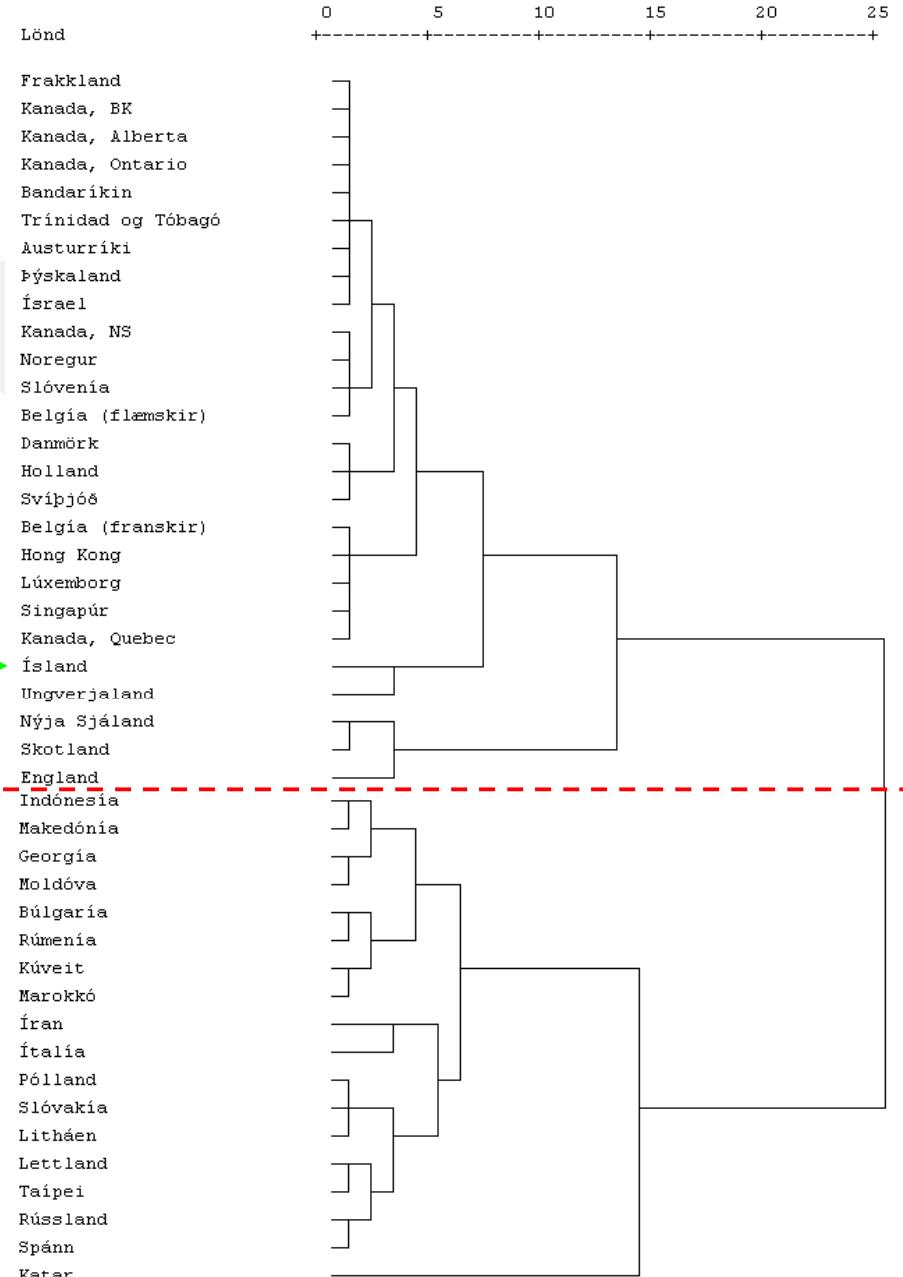
Kennsluhættir

Viðhorf til kennslu

Samanburður á lesskilningi í 4. og 10. bekk

Teaching reading: Characteristics

- Multiple methods within one class period
- Work alone by own agenda
- Work alone by a study plan
- Individualised teaching
- Grouping by different ability
- Grouping by similar ability
- All students taught together



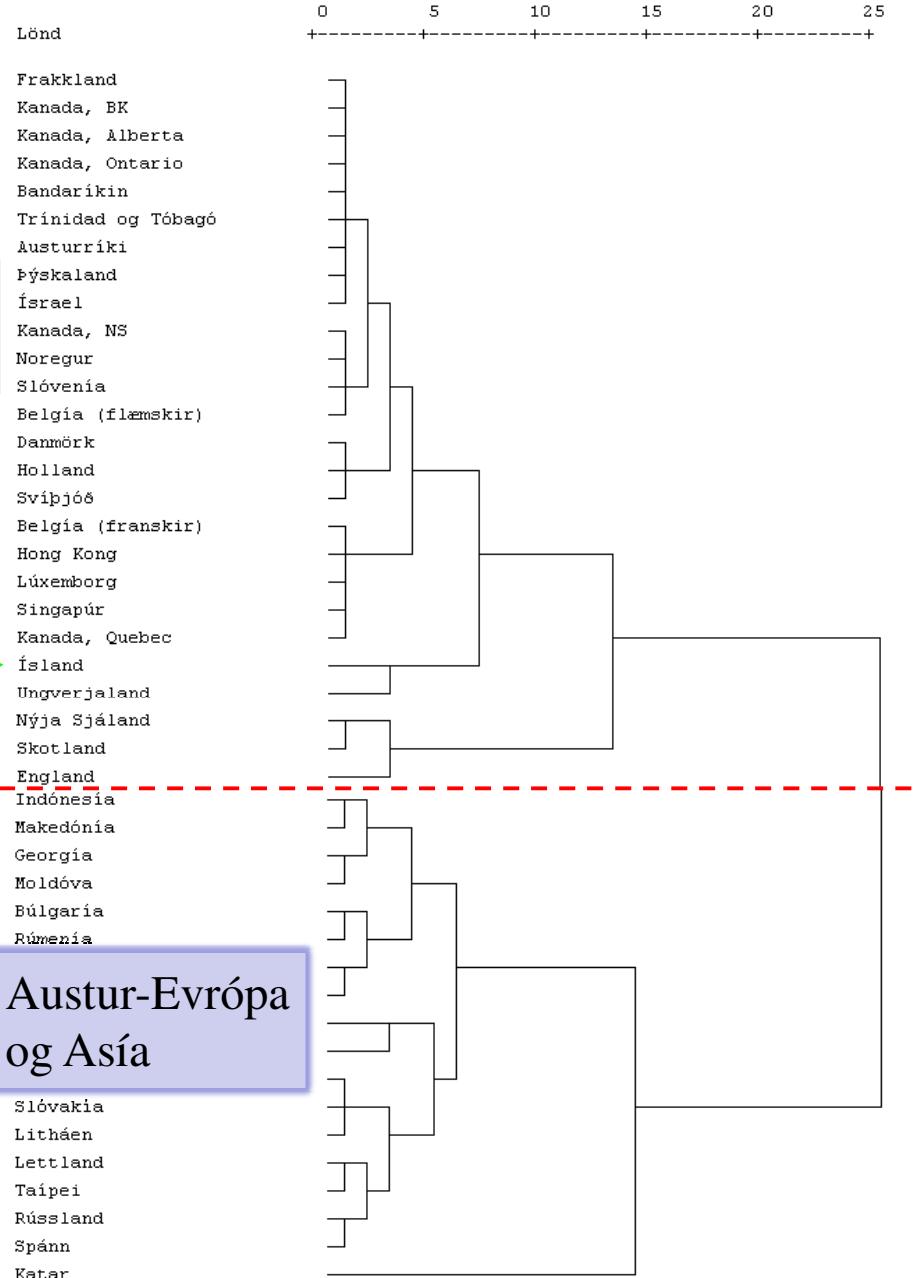
% of students with teachers who agree or strongly agree



PIRLS 2006

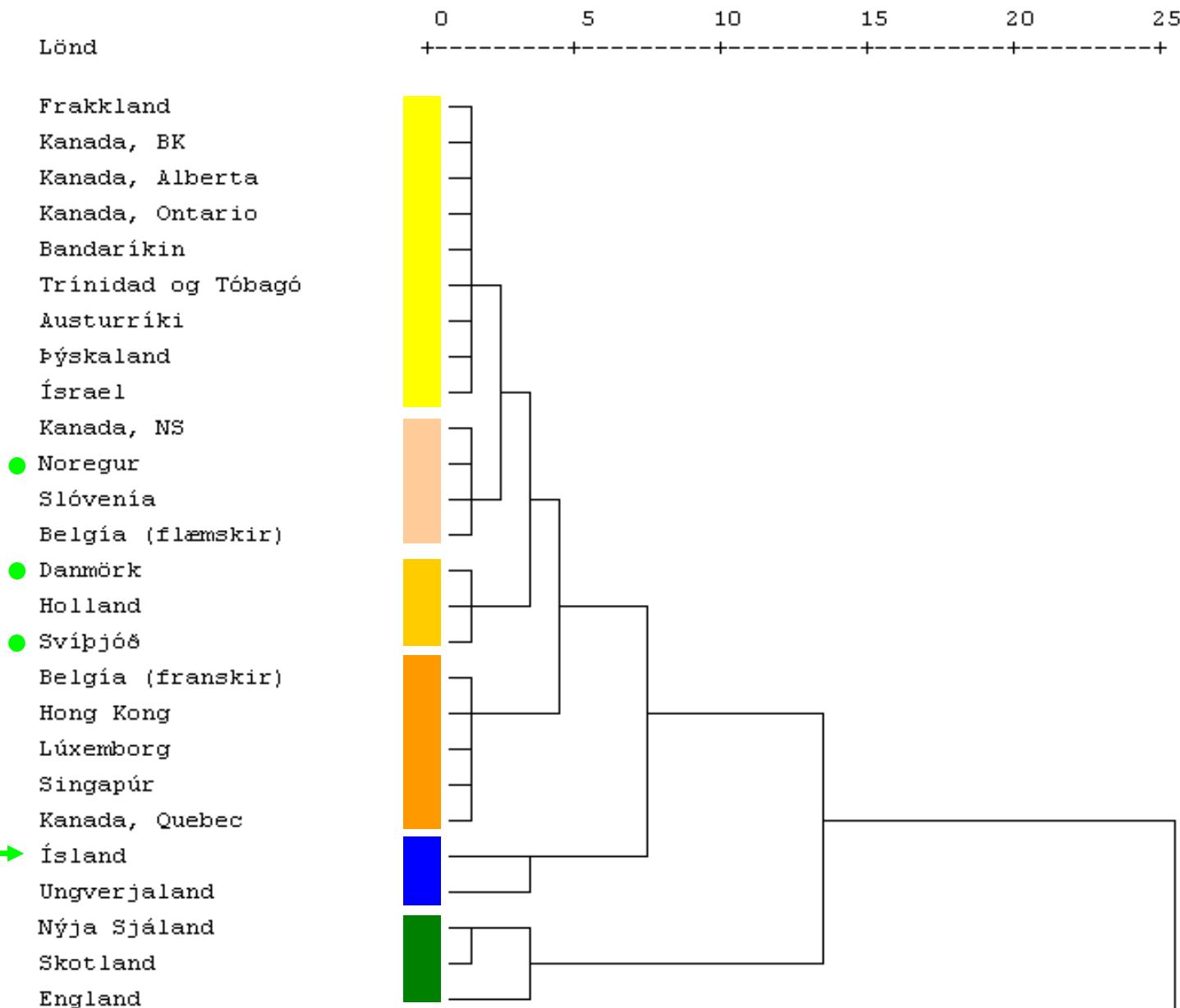
Lestrarkennsla

- Öllum í bekknum kennt í einu
- Með svipaða færni saman í hóp
- Með ólíka færni saman í hóp
- Einstaklingsbundin kennsla
- Nemendur vinna sjálfstætt samkvæmt áætlun
- Nemendur vinna sjálfstætt að eigin markmiði
- Nota fjölbreytt skipulag í kennslustundum

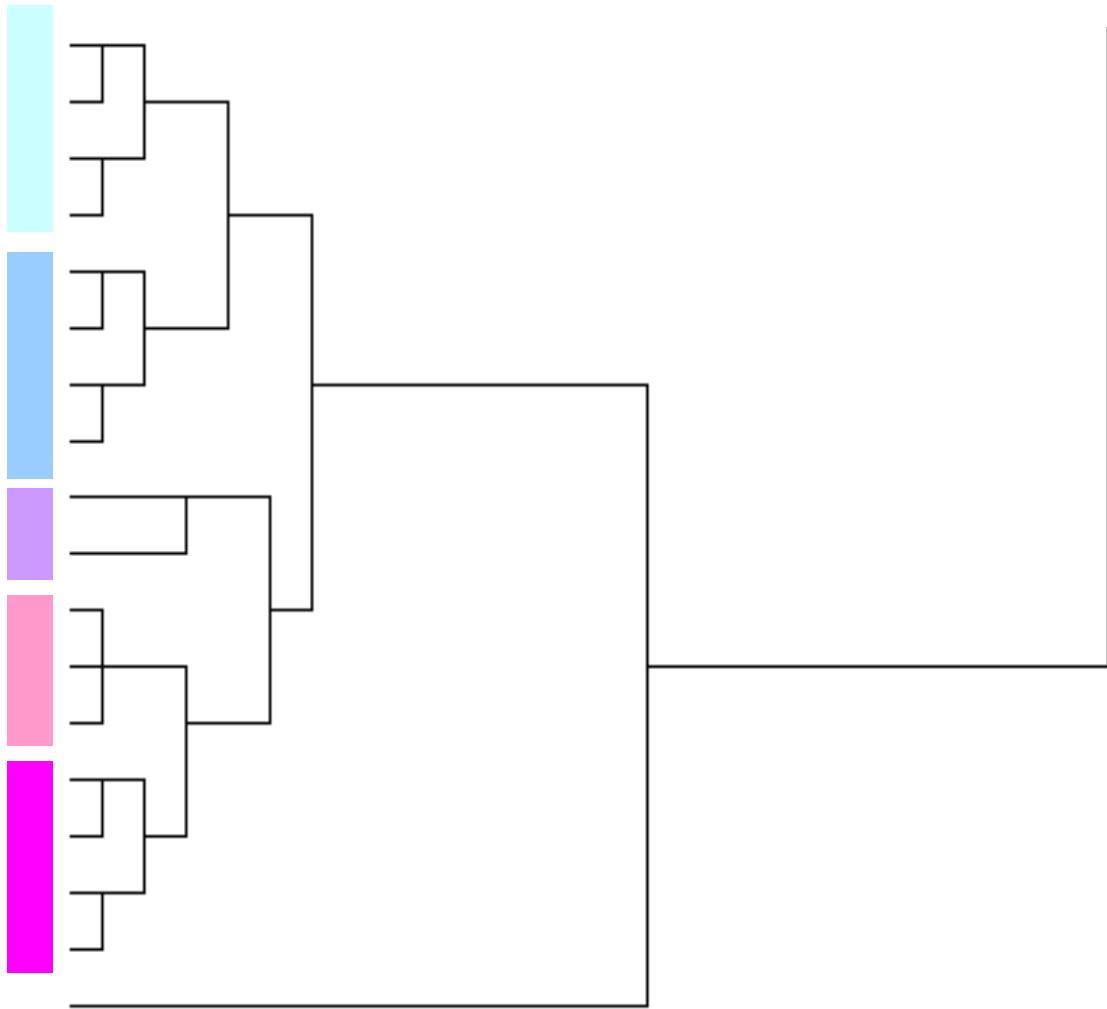


Hlutfall nemenda með kennara sem eru mjög sammála eða sammála

n



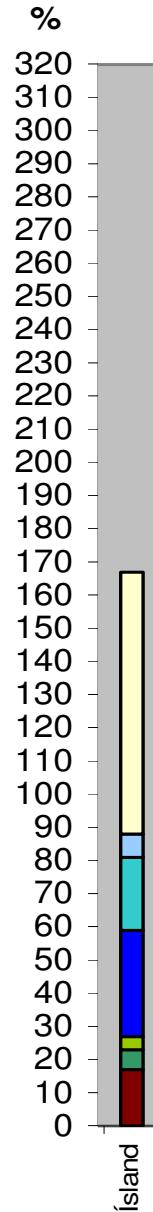
Indónesia
Makedónia
Georgia
Moldóva
Búlgaria
Rúmenia
Kúveit
Marokkó
Íran
Ítalia
Pólland
Slóvakia
Litháen
Lettland
Taipei
Rüssland
Spánn
Katar



Teaching reading: Characteristics

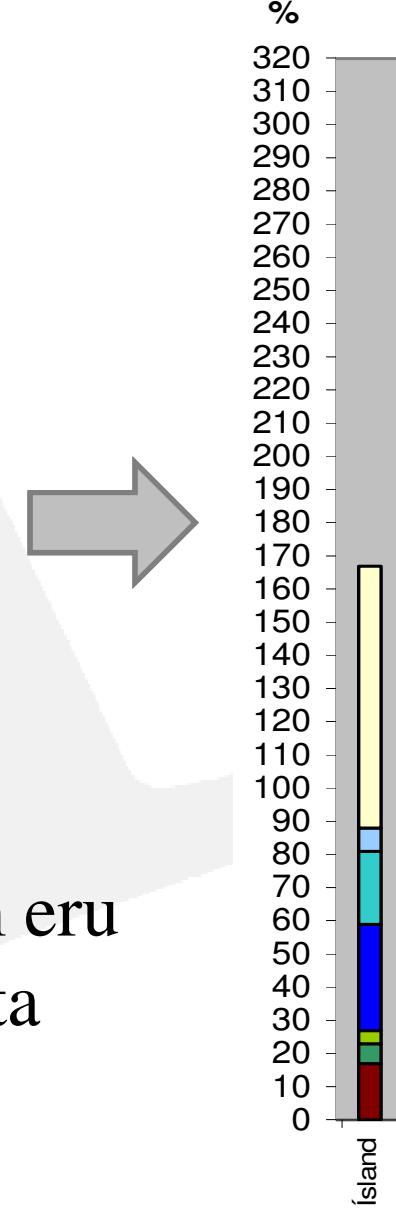
- Multiple methods within one class period
- Work alone by own agenda
- Work alone by a study plan
- **Individualised teaching**
- Grouping by different ability
- Grouping by similar ability
- All students taught together

- % of students with teachers who agree or strongly agree
- Cumulative %



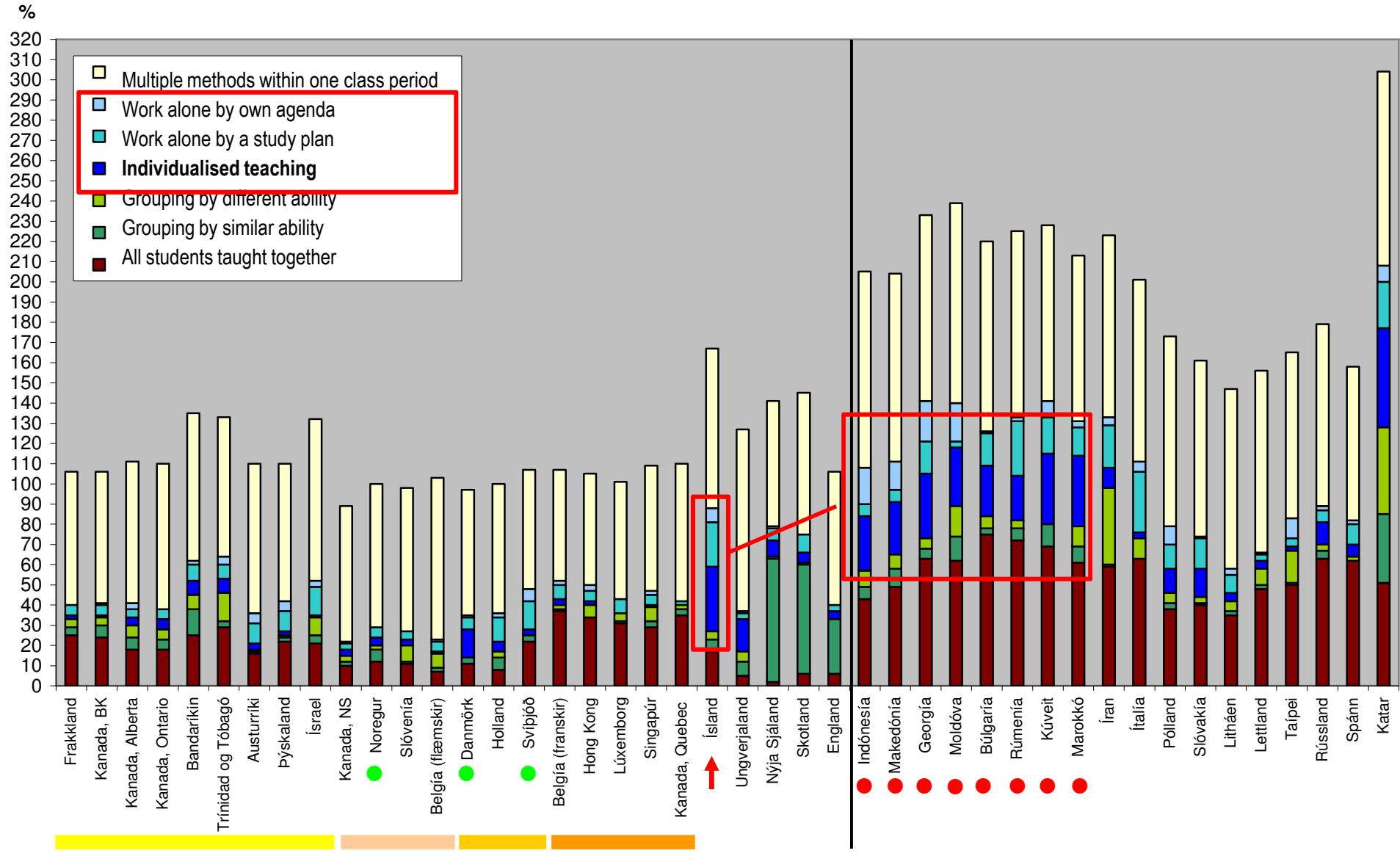
Einkenni lestrarkennslu:

- Fjölbreytt skipulag
- Nem. vinna sjálfstætt að eigin markmiði
- Nem. vinna sjálfstætt samkv. áætlun
- Einstaklingsbundin kennsla
- Með ólíka færni saman í hóp
- Með svipaða færni saman í hóp
- Kennir öllum bekknum í einu

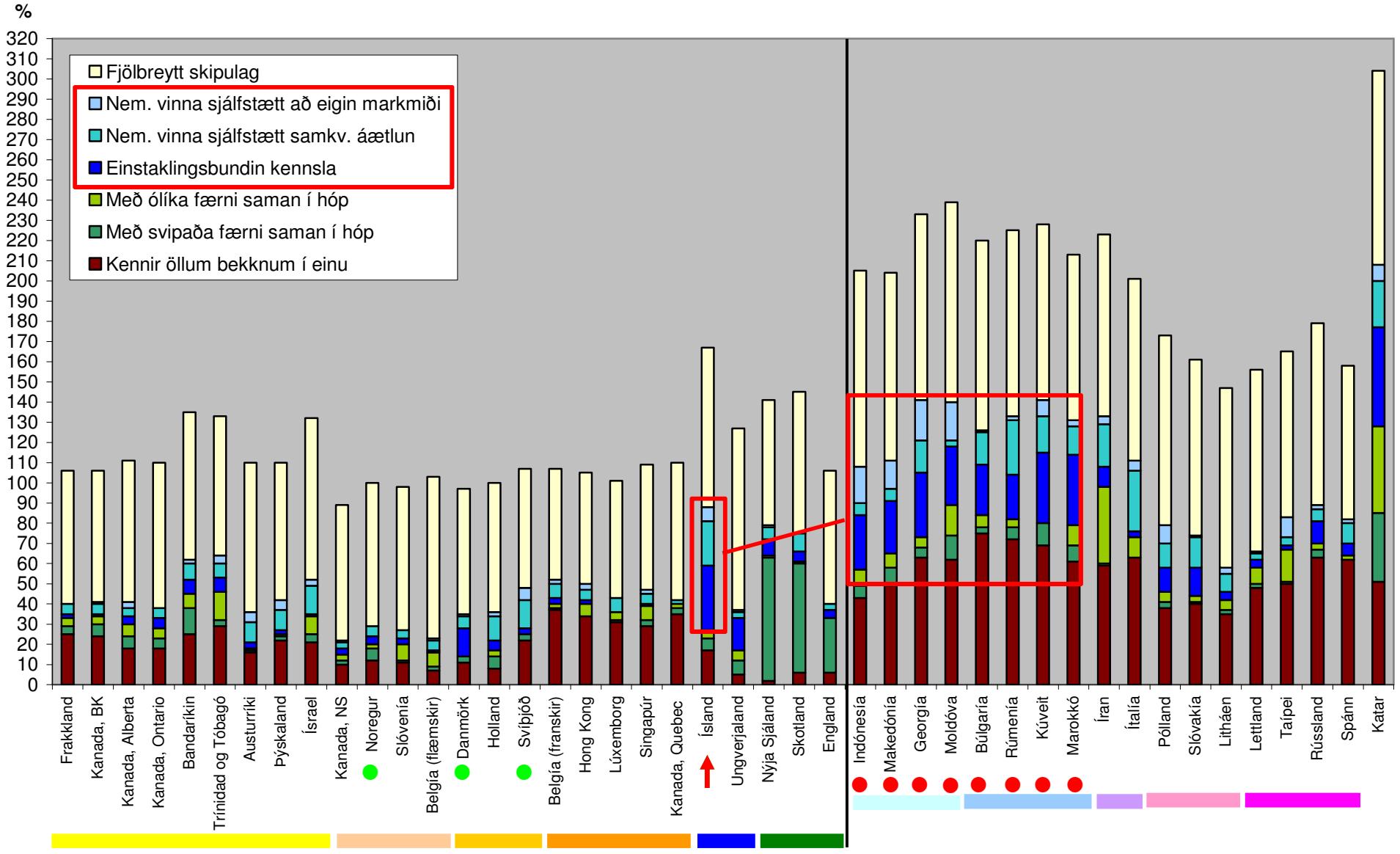


- Hlutfall nemenda með kennara sem eru mjög sammála eða sammála að þetta einkenni lestrarkennslu hjá þeim
- Samanlagt hlutfall

Teaching Reading: Characteristics



Einkenni lestrarkennslu



Teaching reading in 4th grade

- Icelandic students have about **three times** more individualised teaching in the classroom (32%) than is average in the participating countries in PIRLS (12%).
 - Icelandic teachers use less time in class to teach the whole class than is done on average.
 - They more often have students work in groups of by themselves in the class.
- FunFact: There is zero correlation between the amount of individualised teaching and reading performance in Iceland.

Interpretation: The case of Iceland

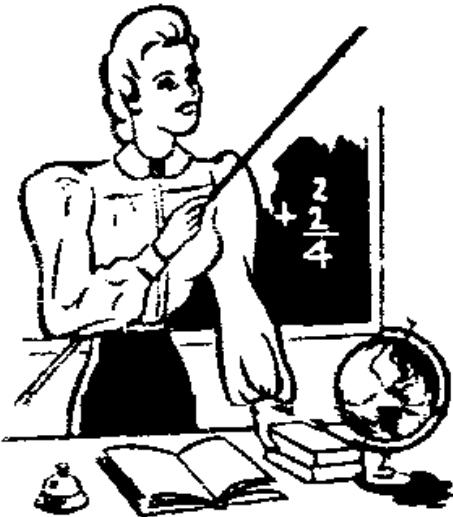
- In Iceland students in 4th grade are taught reading predominantly by individualised learning where students work alone with their study plan or own agenda and the teacher moves from student to student, presumably aiding those who ask for help.
- Assumption: It is very time consuming to focus on one child at a time all the time. In the meantime the rest of the class goes without the teacher's attention. There needs to be a balance.
- In Iceland very little time is allocated to teaching the whole class, unlike the Western tradition where most lessons are a mixed balance and whole-class teaching accounts for about half the teaching time.
- Icelandic teaching habits are a very special case. Combine the Western tradition of mixed technique with *one aspect* of an Eastern tradition that is high level of individualised teaching only.



An equality-based approach or simply a lazy approach?

n





TALIS 2007

Teaching And Learning International Survey

23 countries

Teacher Questionnaire

School Principal Questionnaire



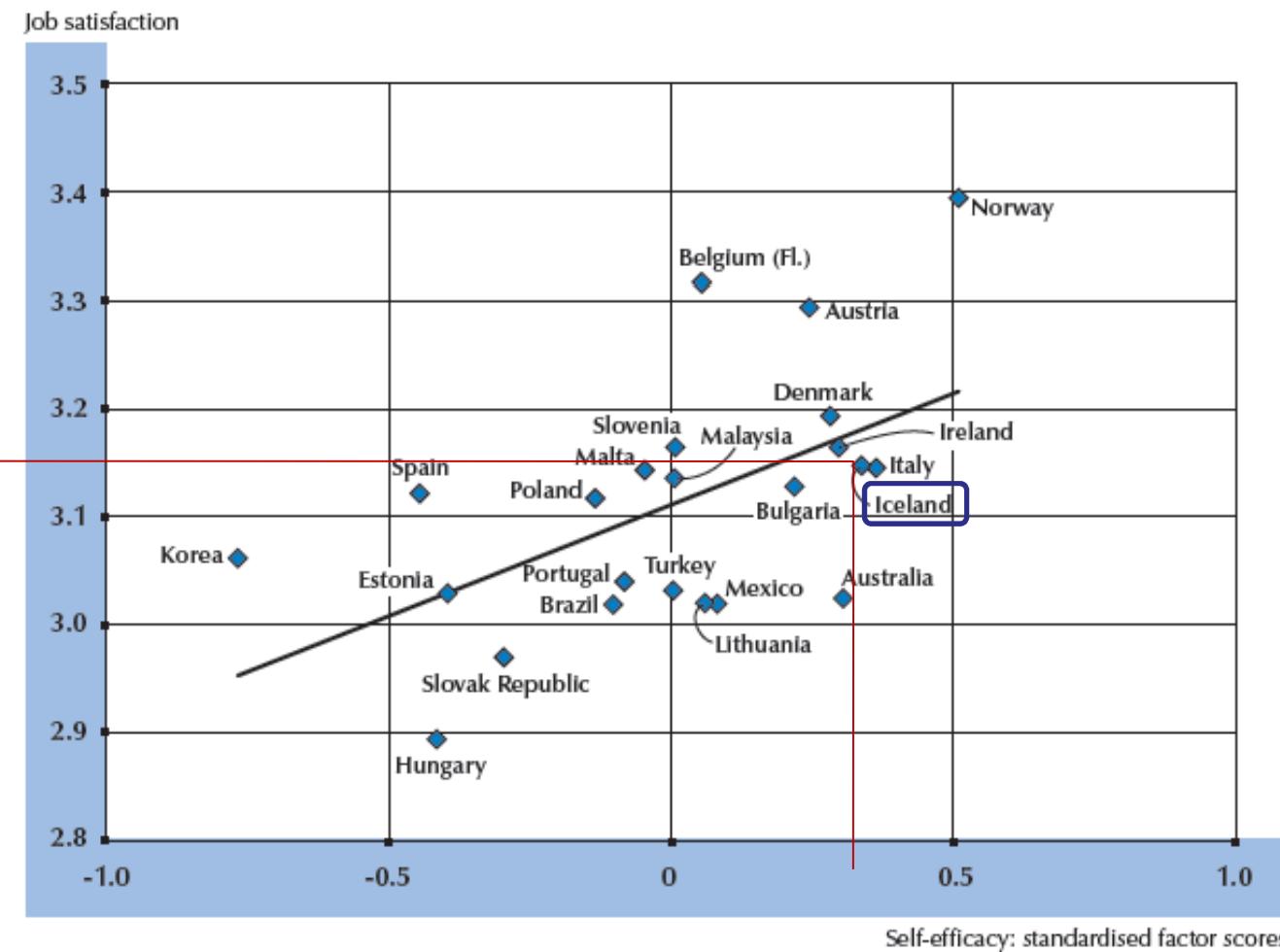
OECD: Creating Effective Teaching and Learning Environments

- „provides insights into how education systems are responding by providing the first internationally comparative perspective on the conditions of teaching and learning”
- „aims to help countries review and develop policies to make the teaching profession more attractive and more effective.”
- lower secondary education:
 - teachers’ professional development;
 - teacher beliefs, attitudes and practices;
 - teacher appraisal and feedback; and
 - school leadership

In Iceland, teacher job satisfaction and self-efficacy are **above** the TALIS average

Figure 4.15

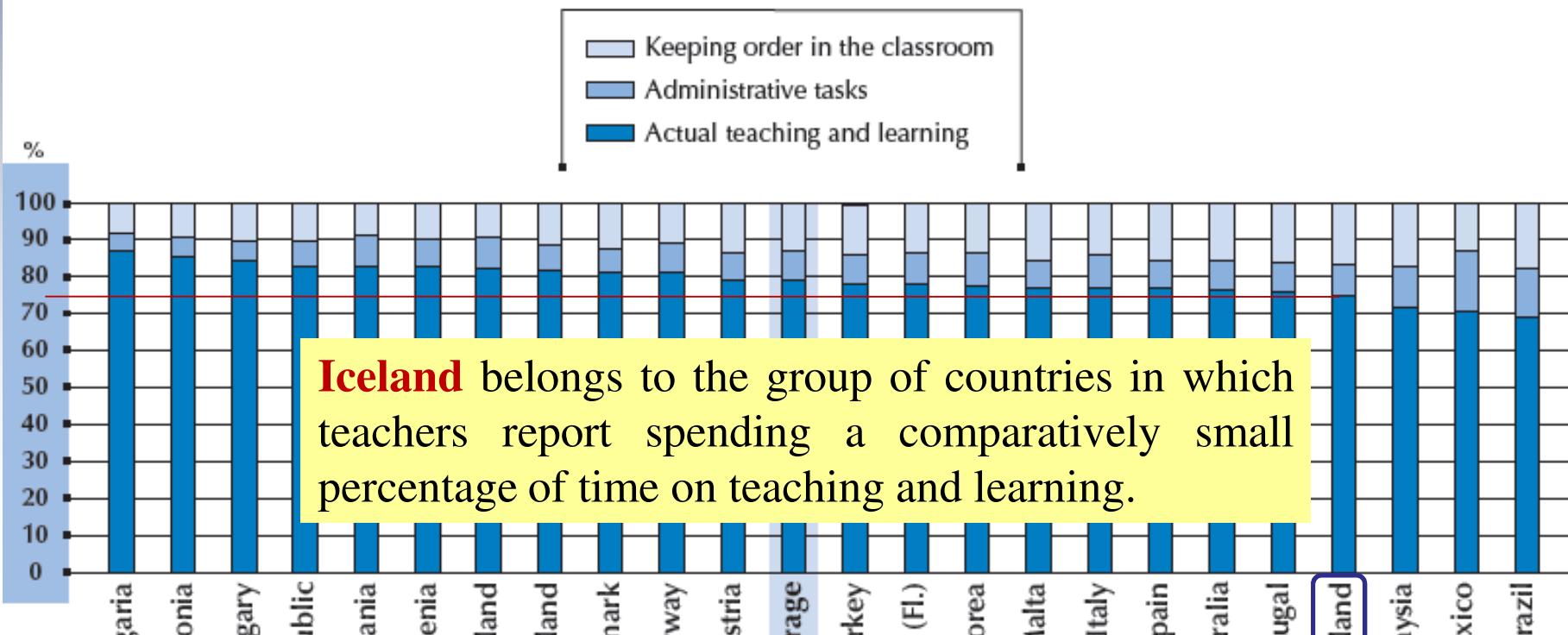
Country means of teacher self-efficacy and job satisfaction (2007-08)



Quality of the classroom environment

Figure 4.9

Distribution of time spent in the classroom during an average lesson (2007-08)

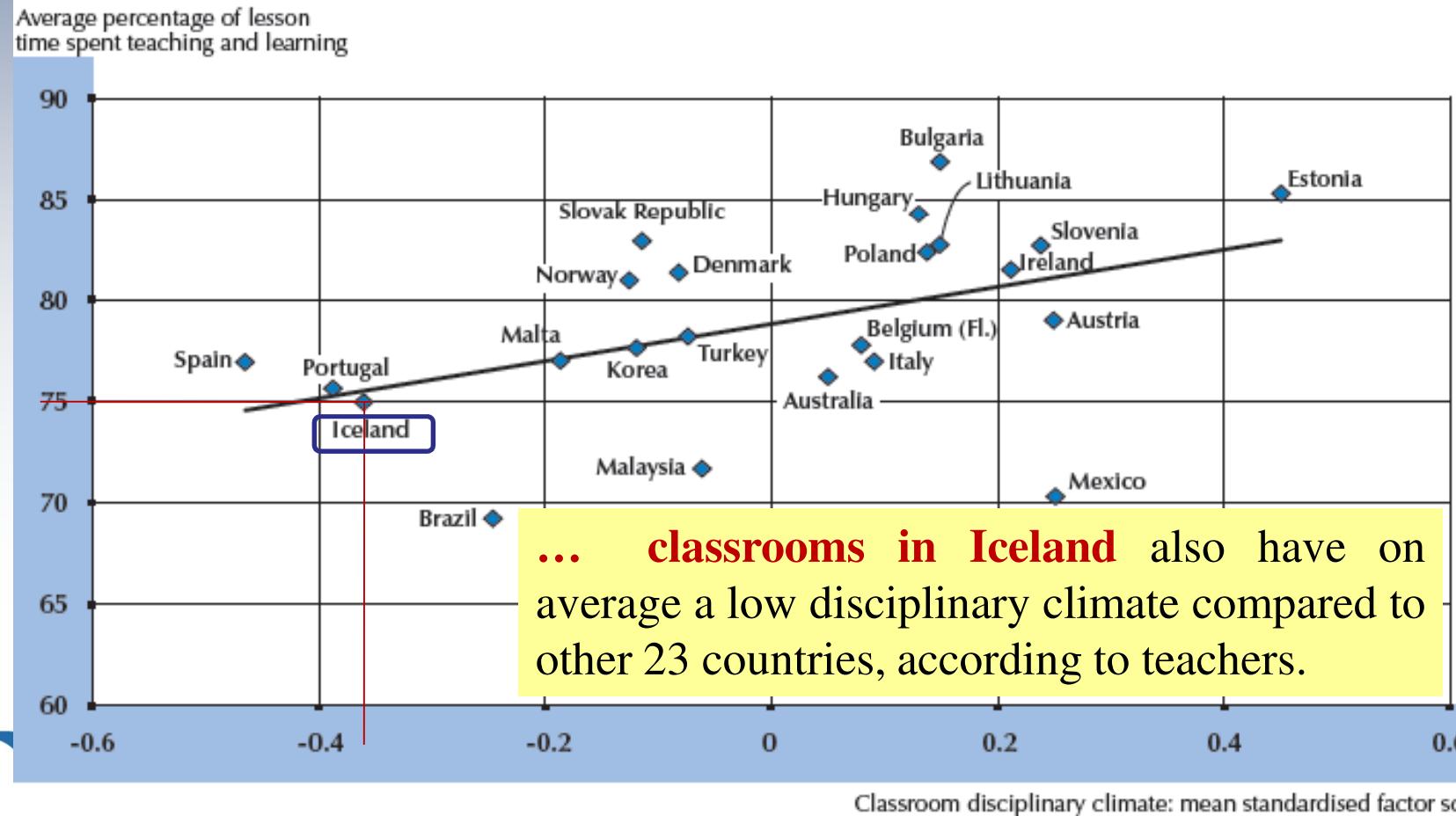


Iceland belongs to the group of countries in which teachers report spending a comparatively small percentage of time on teaching and learning.

Quality of the classroom environment

Figure 4.11

Country means for two indicators of the quality of the classroom environment (2007-08)



Professional development of teachers

- 77% of teachers in Iceland participate in professional development activities in the last 18 months, well below the TALIS average of 89% – the **4th lowest** of the 23 countries.
- Average number of days of development taken was 10,7 days, **the 9th lowest** and well below the TALIS average of 15,3 days.
- Iceland is one of the countries with the least unsatisfied demand for professional development, **the 3rd lowest**: 38% of teachers wanted more development than they received, well below the TALIS average of 55%.
- The areas of greatest development need for teachers in Iceland are:
 - teaching students with special learning needs (ISL: 23% TALIS: 31%);
 - student discipline and behaviour problems (ISL: 20% TALIS: 21%);
 - ICT teaching skills (ISL: 17% TALIS: 25%);
 - student assessment practices (ISL: 14% TALIS: 16%); and
 - teaching in Multicultural settings (ISL: 14% TALIS: 14%)



Teaching beliefs and practices

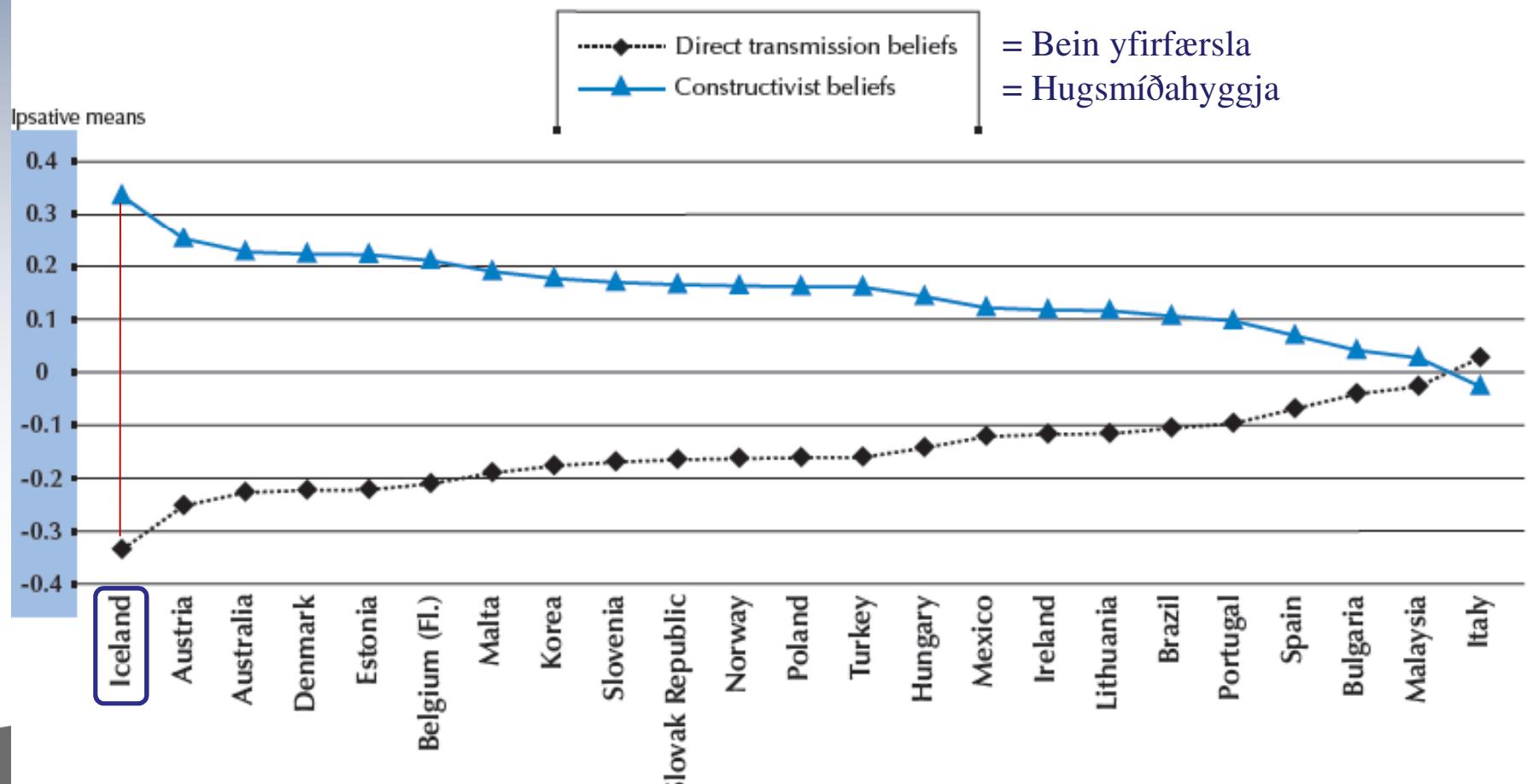
- „As in almost all countries teachers in Iceland predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs).”
- Of the 23 countries, Iceland has the **most pronounced constructivist view.**

Teaching beliefs and practices

Figure 4.2

Country profiles of beliefs about the nature of teaching and learning (2007-08)

Country mean of ipsative scores



Hugsmíðahygjan

- Jean Piaget (1896 – 1980)
- Barn gengur í gegnum þroskastig hugsunar, lokastigið er fullorðinsstigið.
- Vitsmunabroski hefst hjá barni þegar það öðlast reynslu og uppgötvar nýja hluti sem verða á vegi þess í umhverfinu.
- Talið að árangur sé hægt að auka í skólastofunni með því að láta nemendur þreifa sig áfram.
- Þuríður Jóhannsdóttir, lektor við KHÍ (2006): Þekking er afurð þess hvernig einstaklingar skapa merkingu úr reynslu sinni.
- Námsáætlunin verður að vera sveigjanleg samkvæmt þekkingu nemenda.
- Nemendur eru hvattir til að rannsaka og túlka upplýsingar sem þeir fá.
- Kennrarar spyrja opinna spurninga og koma af stað umræðu á meðal nemenda.
- Dregið úr mikilvægi einkunna og gildi staðlaðra prófa.
- Meiri áhersla á mat, t.d. leiðsagnarmat og heilstætt einstaklingsmat og nemendur þjálfaðir í að meta sína eigin frammistöðu



Félagsleg hugsmíðahyggja

- Lev Vygotsky (1896-1934): *Hugsun og tungumálið* (*Thought and language*)
- Börnum er hægt að skipta niður á ákveðin þroskastig út frá lærðómsgetu þeirra.
- Lærðómur á uppruna í félagslegu athæfi sem er í beinum tengslum við tungumálið.
- Hinn sanni lærðómur er þegar við erum fær um að nýta nýja þekkingu í framtíðinni.
- Kennarinn er vinnupallur (“*scaffolding*”) sem aðlagar sig að námsgetu nemandans.
 - Við skipulag námsáætlunar þarf að taka mið af samskiptum milli nemenda.
 - Það þarf að átta sig á því hvað barnið kann og hvað barnið er fært um að læra.
 - Nemendur leiddir inn í efnið og aðstoð við að finna leið til að vinna og leysa verkefnið.

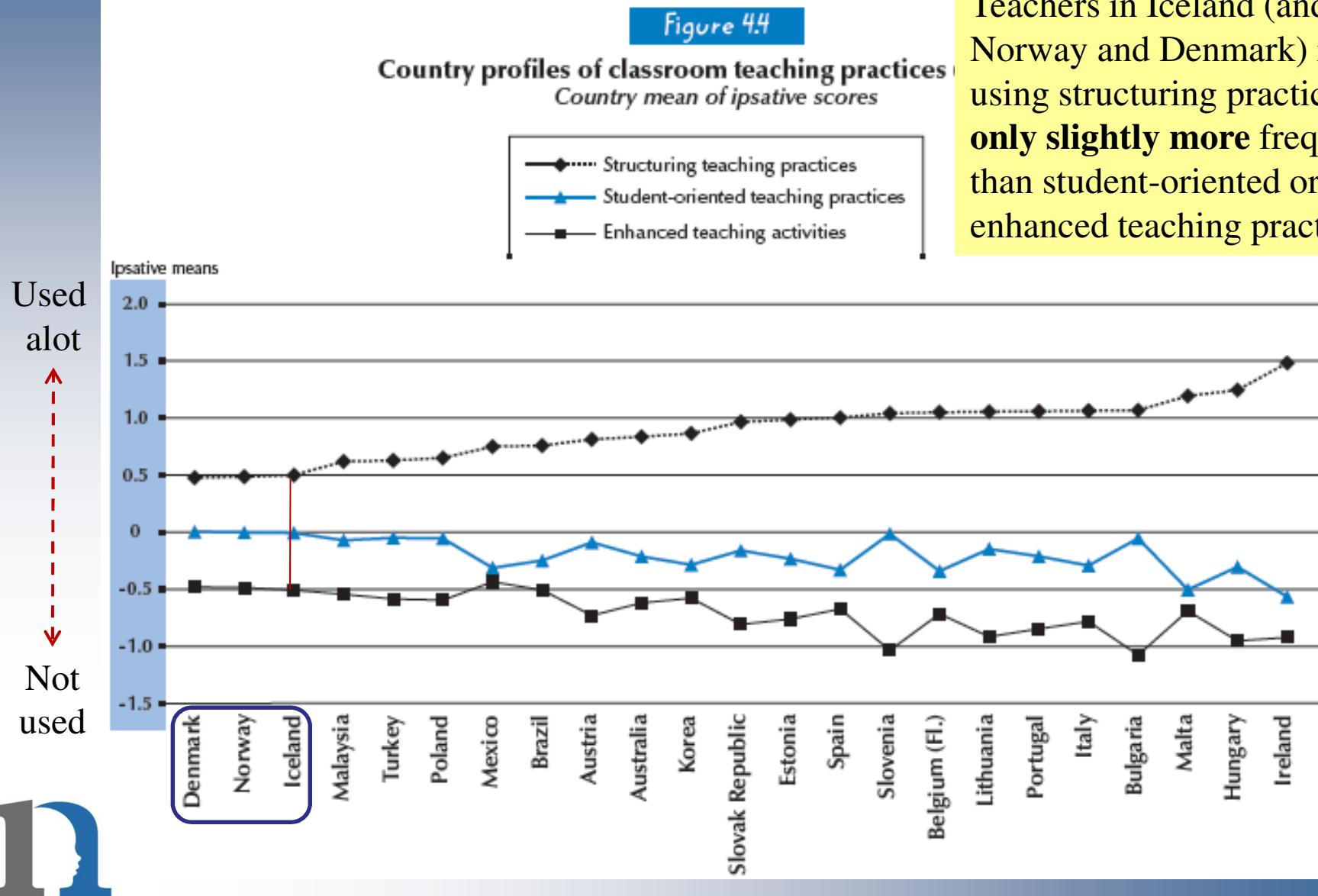


Teaching beliefs and practices

- “**Structuring practices**”
 - explicitly stating learning goals,
 - summary of earlier lessons,
 - homework review,
 - checking the exercise book, and
 - checking student understanding during classroom time by questioning students.
- “**Student-oriented practices**”
 - students work in small groups to come up with joint solutions,
 - ability grouping,
 - student self-evaluation, and
 - student participation in classroom planning.
- “**Enhanced activities**”
 - some student projects require at least a week to complete,
 - projects involve making a product,
 - writing an essay, and
 - debating arguments.



Teaching beliefs and practices

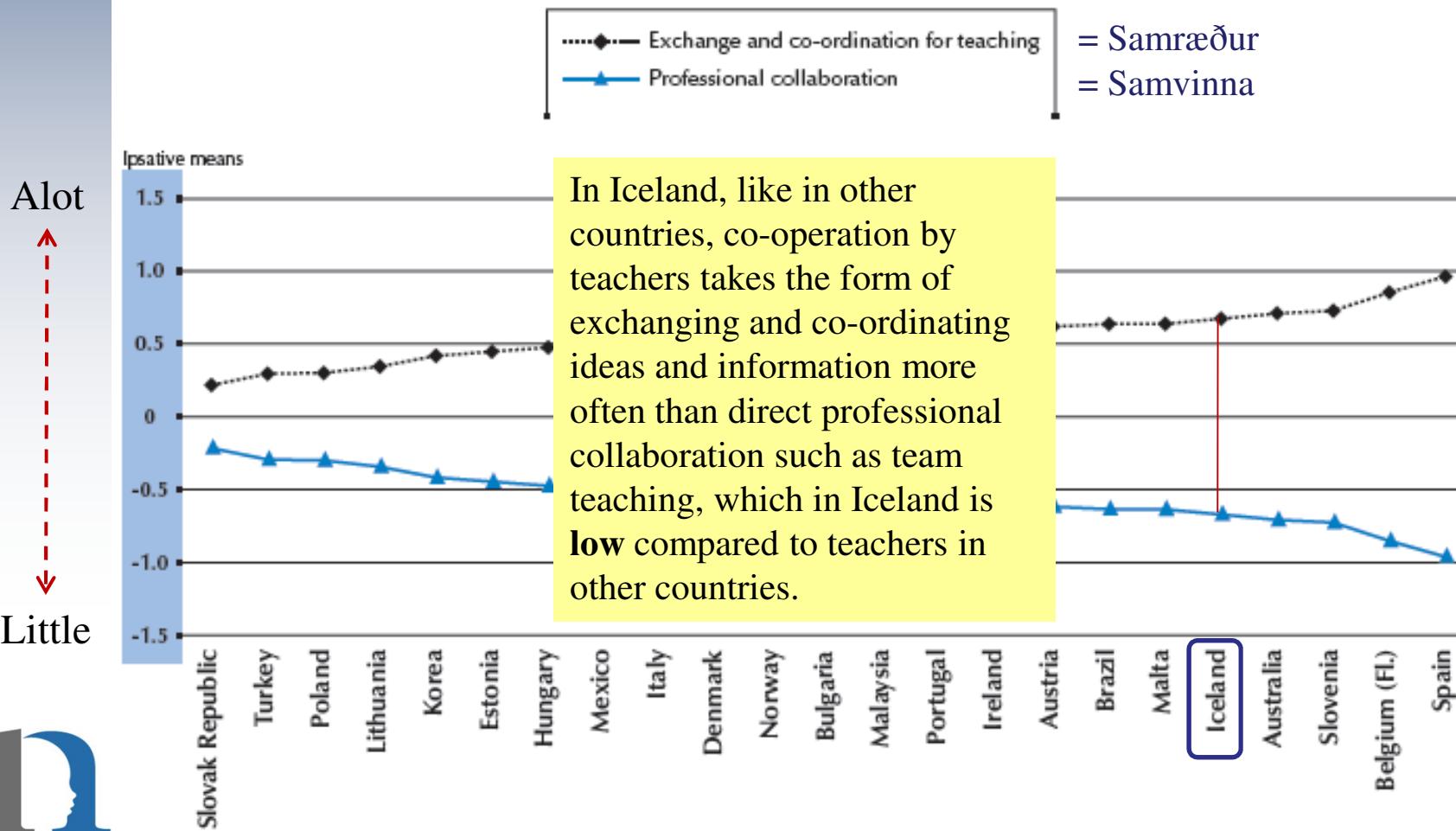


Teachers in Iceland (and Norway and Denmark) report using structuring practices **only slightly more** frequently than student-oriented or enhanced teaching practices.

Teaching beliefs and practices

Figure 4.7

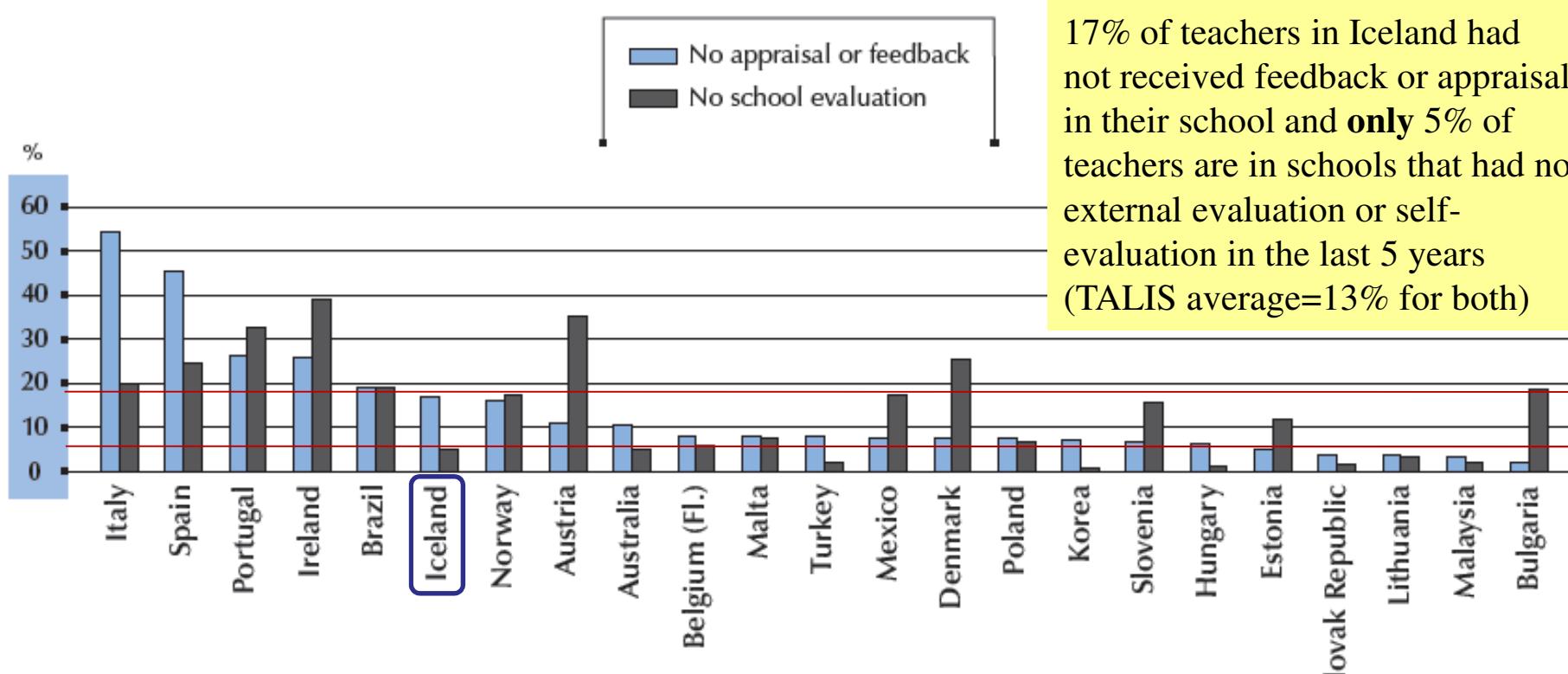
Country profiles for co-operation among staff (2007-08)
Country mean of ipsative scores



Teacher appraisal and school evaluation

Figure 5.3

Teachers who received no appraisal or feedback
and teachers in schools that had no school evaluation in the previous five years (2007-08)



- **School leadership**
 - In Iceland, school principals don't emphasize their management leadership styles; they have amongst the lowest average use of instructional leadership and administrative style of school leadership (**6th lowest**).
- **Job experience for teachers**
 - Length of experience of teachers in Iceland is firmly below the TALIS average: 23% of teachers have been working for 20 years or more - **the 5th lowest** (TALIS average is 36%)

TALIS samantekt

Íslenskir grunnskólar í alþjóðlegum samanburði
Áberandi er að:

- Starfsánægja kennara á Íslandi er yfir meðallagi í TALIS og trú kennara á eigin getu í starfi er sérstaklega sterk, svipað og í Danmörku. Hvort tveggja er þó áberandi sterkest í Noregi.
- Gæði námsandans í kennslustofunni eru afar slök á Íslandi, en að mati kennara fer hátt hlutfall kennslutímans, að meðaltali fjórðungur, fer í annað en nám og kennslu sem er í takt við það að agi í tínum er áberandi lítill.
- Pátttaka íslenskra kennara í faglegri starfsþróun er lítil, og í takt við það að *aðeins þriðjungur* telur sig þurfa viðbótarþjálfun, einna helst þá í málefnum nemenda með sérþarfir og um aga- og hegðunarmál.



TALIS samantekt

Íslenskir grunnskólar í alþjóðlegum samanburði
Áberandi er að:

- Hugsmíðahyggja, frekar en leiðsagnarhlutverk, er mest ríkjandi meðal kennara á Íslandi; bæði sem námskenning og einnig sem einkennandi þáttur kennslunnar, líkt og á hinum Norðurlöndunum.
- Samstarf íslenskra kennarar felst mun frekar í samræðum um kennsluáætlun og kennslufræði heldur en virkri samvinnu í kennslustofum.
- Mat á störfum kennara og skipulegt mat á starfi skólanna er mjög virkt á Íslandi.



TALIS samantekt

Íslenskir grunnskólar í alþjóðlegum samanburði
Áberandi er að:

- Íslenskir skólastjórar taka áberandi líttinn þátt í faglegri kennslustjórnun og gegna í litlum mæli leiðtogahlutverki meðal kennara innan skólans, þ.e. kennarar hafa áberandi mikið sjálfræði í faglegu starfi.
- Minna er um reynslumikla kennara á Íslandi, fjórði hver með a.m.k. 20 ára starfsreynslu en annars staðar er það almennt þriðji hver.

