

# OECD Strategic Education Governance A perspective for Scotland

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## What CERI does

- ✓ Generate forward-looking research analyses and syntheses
- ✓ Identify and stimulate educational innovation
- ✓ Promote international exchange of knowledge and experience





## This presentation....

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- OECD CERI Strategic Education Governance
  - Fed into the consultation document for proposed reform in Scotland
    - Empowering teachers, parents and communities to achieve: Excellence and equity in education, pp 4-5
- A few key findings from an OECD review of the Scottish school system in 2015
- Further insights from PISA 2015 results (released December 2016)
- Some considerations for a successful reform
  - The need to balance autonomy with a constructive accountability mechanism
  - Not an easy task! A challenge shared among OECD systems
  - Promoting more strategic education governance





# OECD CERI - Strategic education governance

Meeting challenges of how to...

- ✓ Encourage strategic thinking
- ✓ Design accountability mechanisms
- ✓ Build capacity for policy making and implementation



Based on five key elements of **effective governance in complex systems**

- Get governance processes right
- Build in flexibility and adapt to unexpected events
- Involve stakeholders in open dialogue
- Look at the system as a whole
- Harness evidence and research effectively for policy reform





# OECD review in 2015

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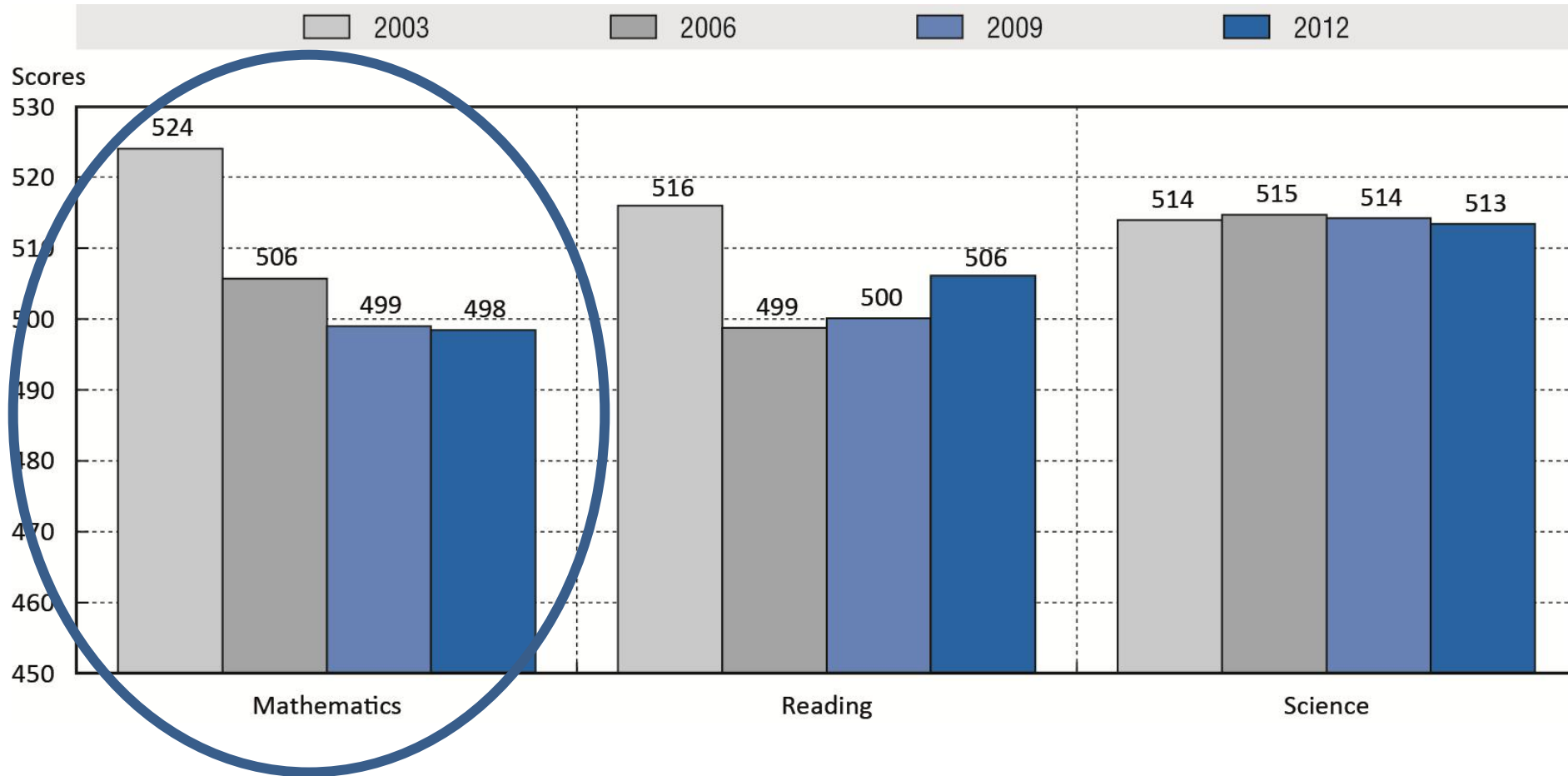
- Mixed evidence on overall quality of Scottish schooling
  - Scottish students performing above the OECD average in science and reading and at the average in mathematics (PISA 2012)
  - But some declining achievement levels on international data ... and also on Scottish data
  - Positive attitudes reported by Scottish teenagers (PISA 2012)
  
- Positive points for equity
  - Scottish schools are inclusive
  - Migrant students do well
  - But national data show persistent gaps between students in least and most deprived areas





# Significant drop in average performance of Scottish students in the PISA mathematics test

Between 2003 and 2012 when mathematics was the main part of the PISA test

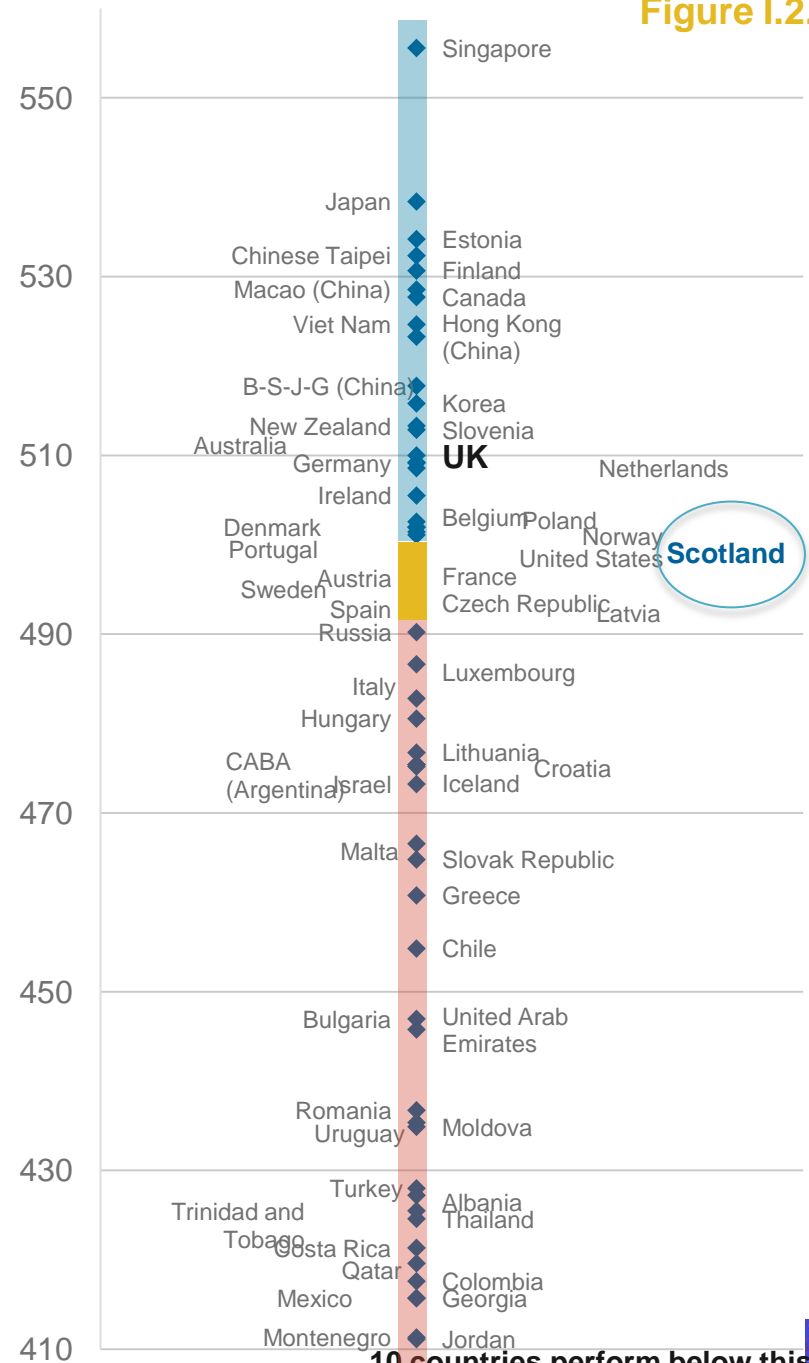


# Negative trend confirmed in PISA 2015 Science performance

- Scottish students performed at the OECD average in PISA 2015
- In earlier PISA surveys, their performance was above average (515 in 2006)
- A lower proportion of students performing well on the most challenging PISA science tasks

Mean score  
PISA 2015  
SCIENCE

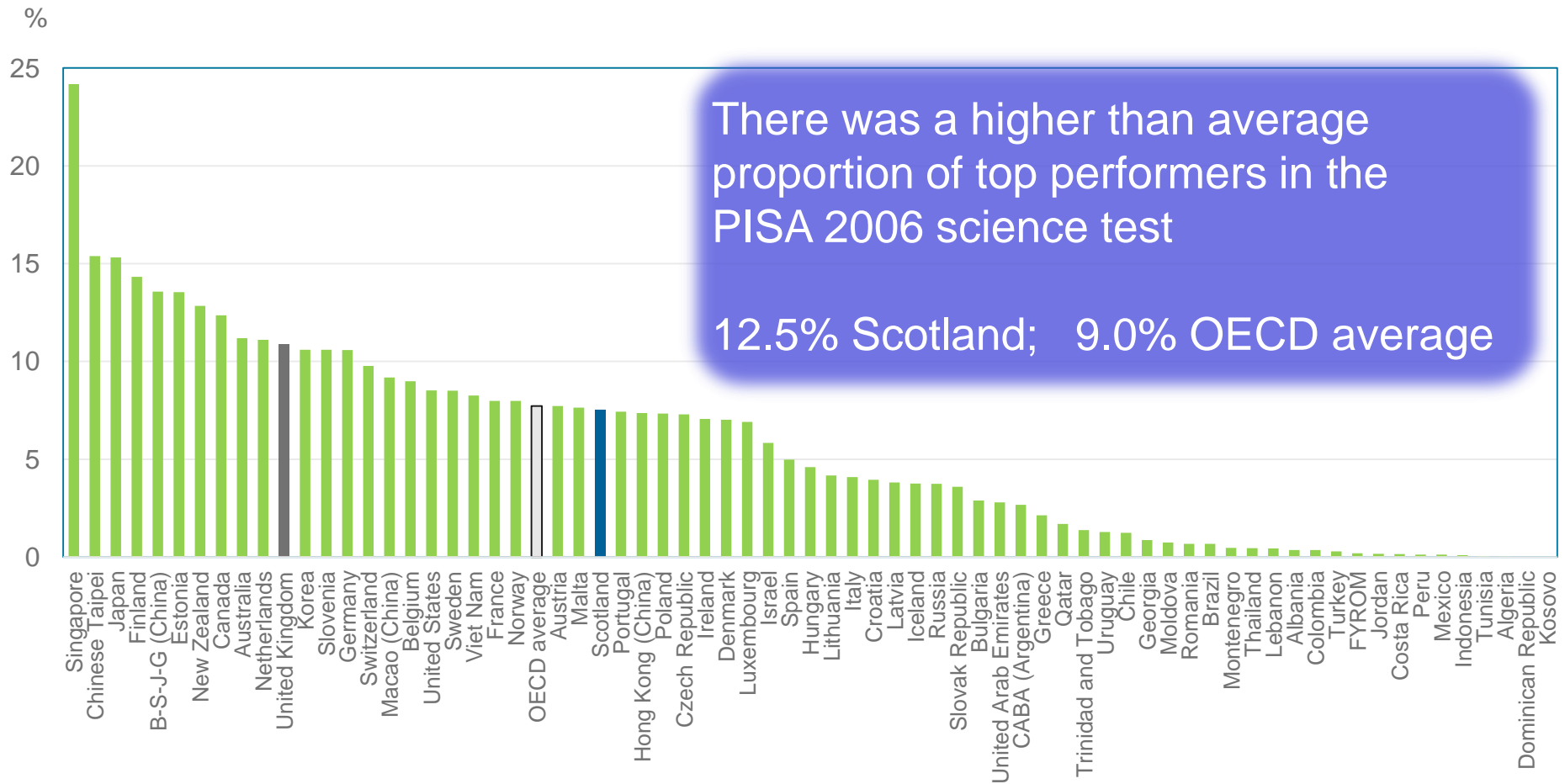
Figure I.2.14



# Scottish students losing ground at the top

Table I.2.2a

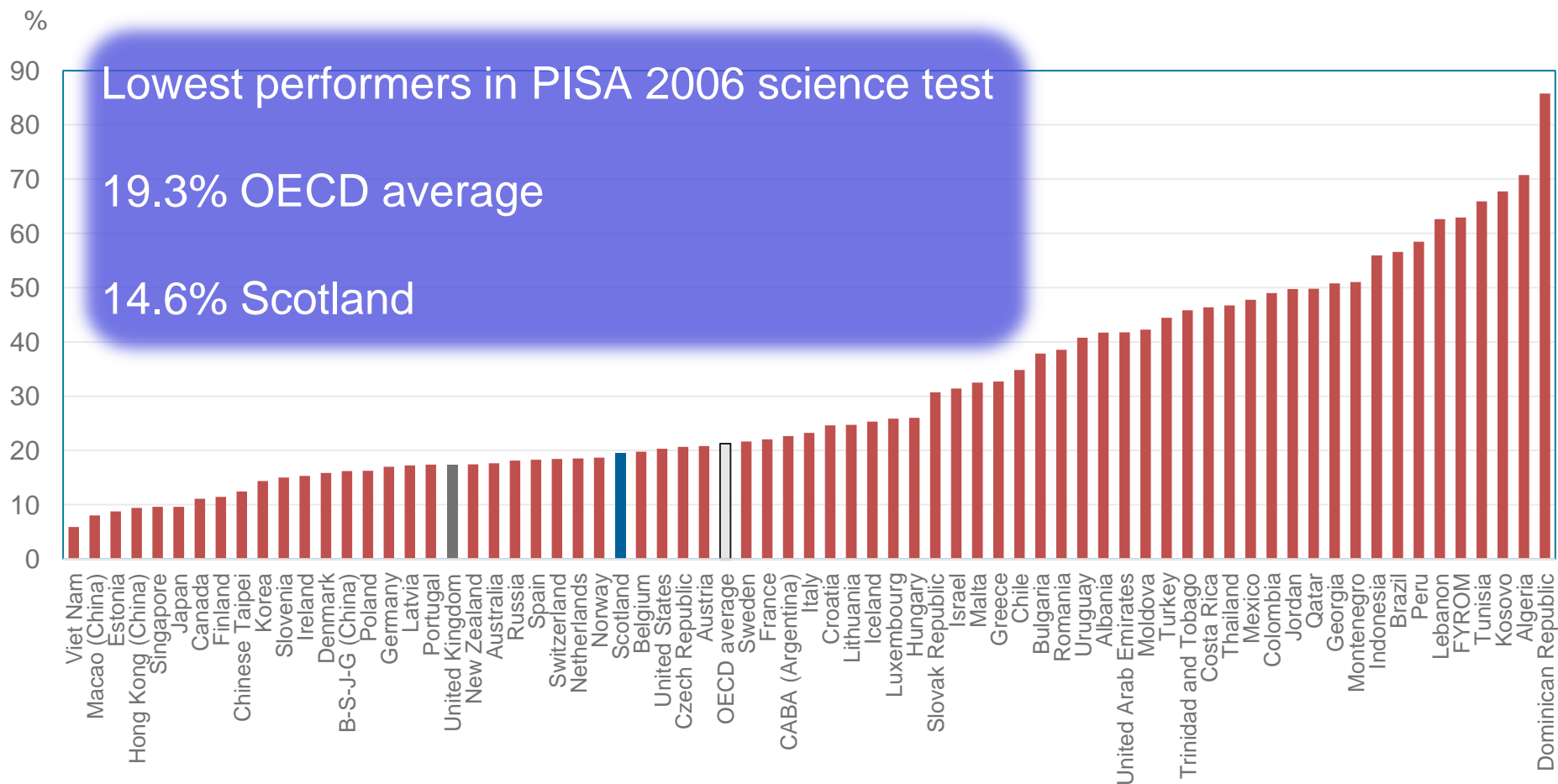
## Percentage of top performers in science (PISA 2015)





# Percentage of lowest performers in science (PISA 2015)

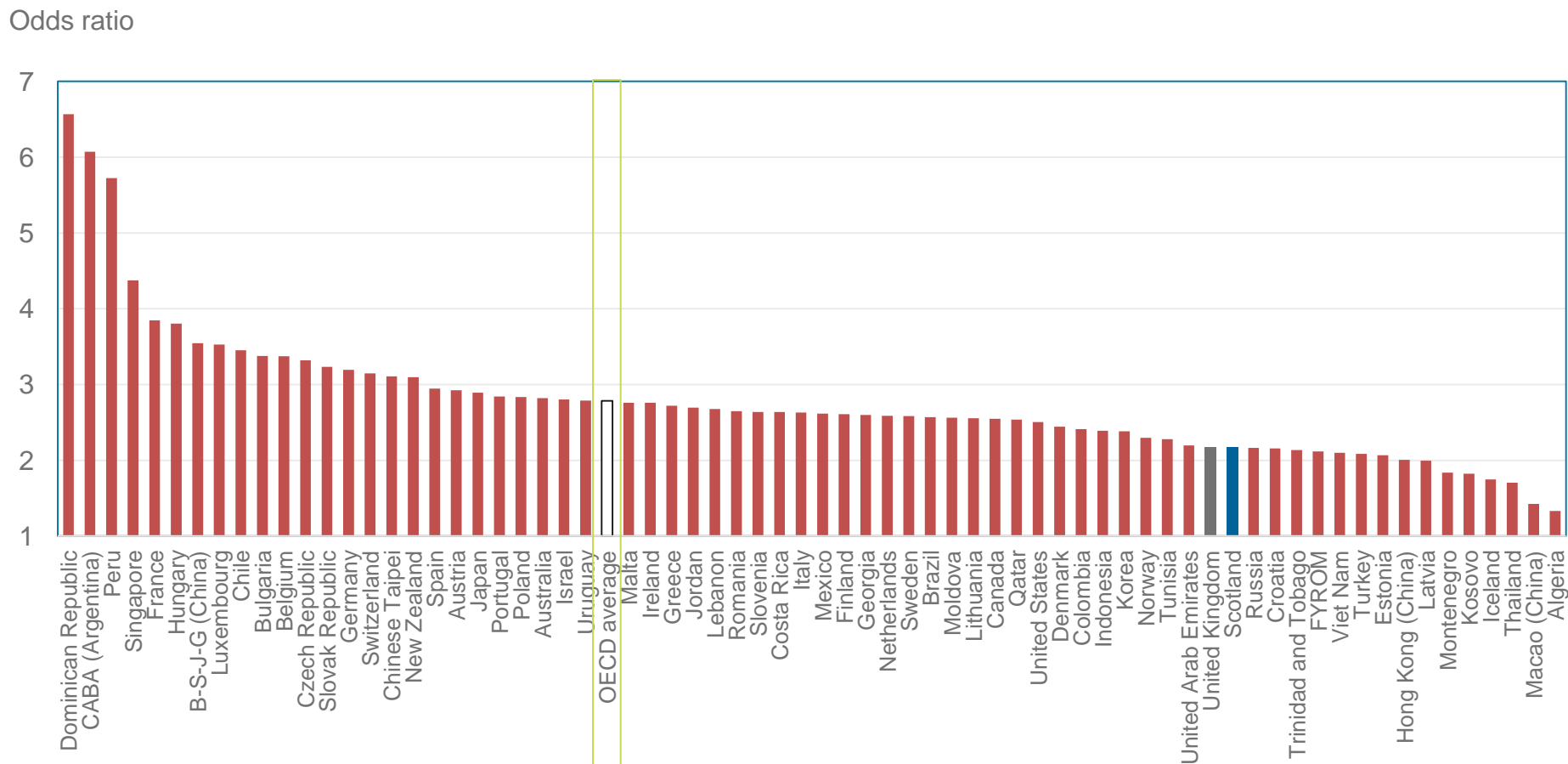
Table I.2.2a



# Disadvantaged Scottish students fare relatively better in basic science proficiency

Figure I.6.9

Odds ratio that disadvantaged students do NOT attain the baseline level of proficiency in science (PISA 2015)

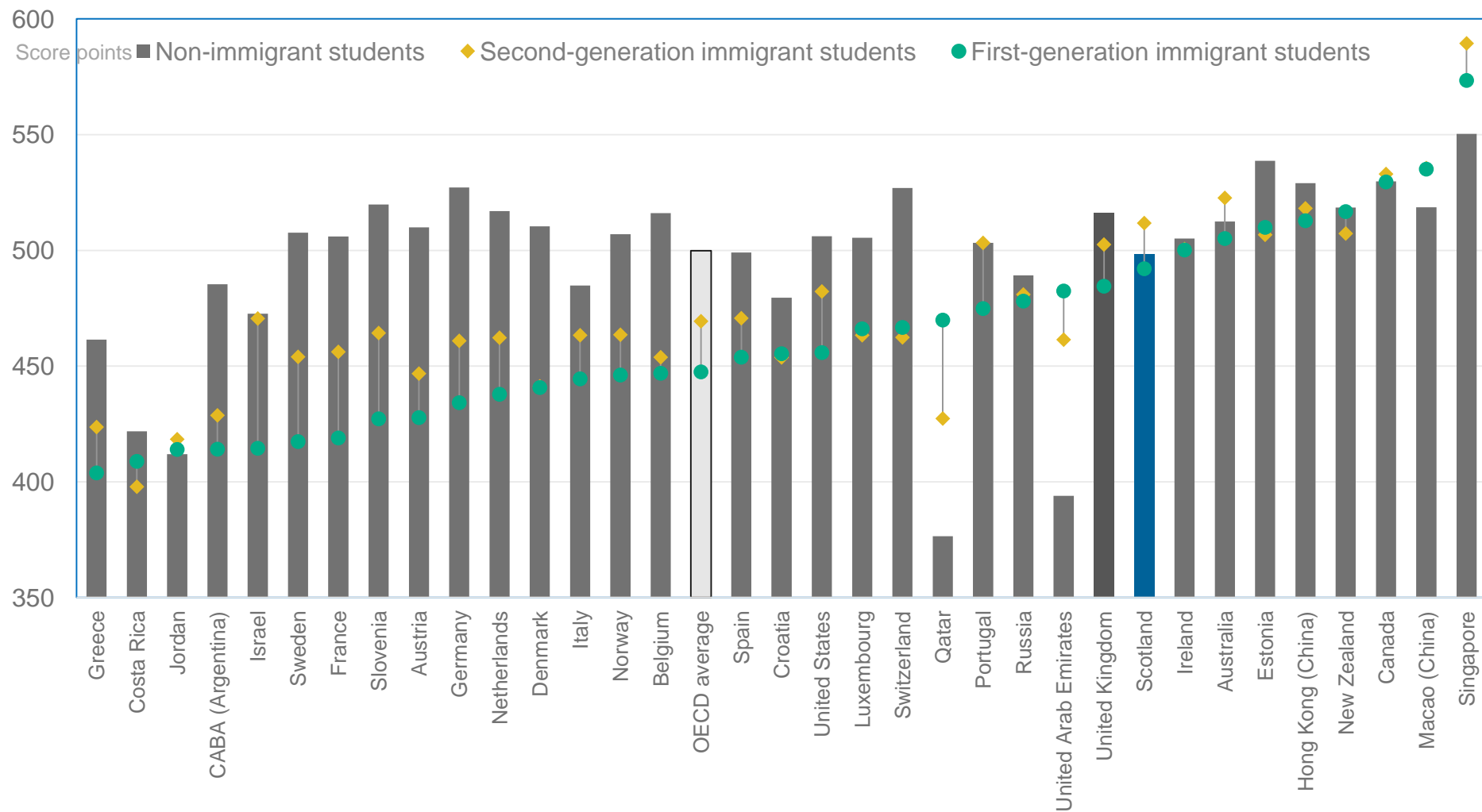




# Relative performance of immigrant students in science

Similar to other students in Scotland and stronger than counterparts in many other systems (PISA 2015)

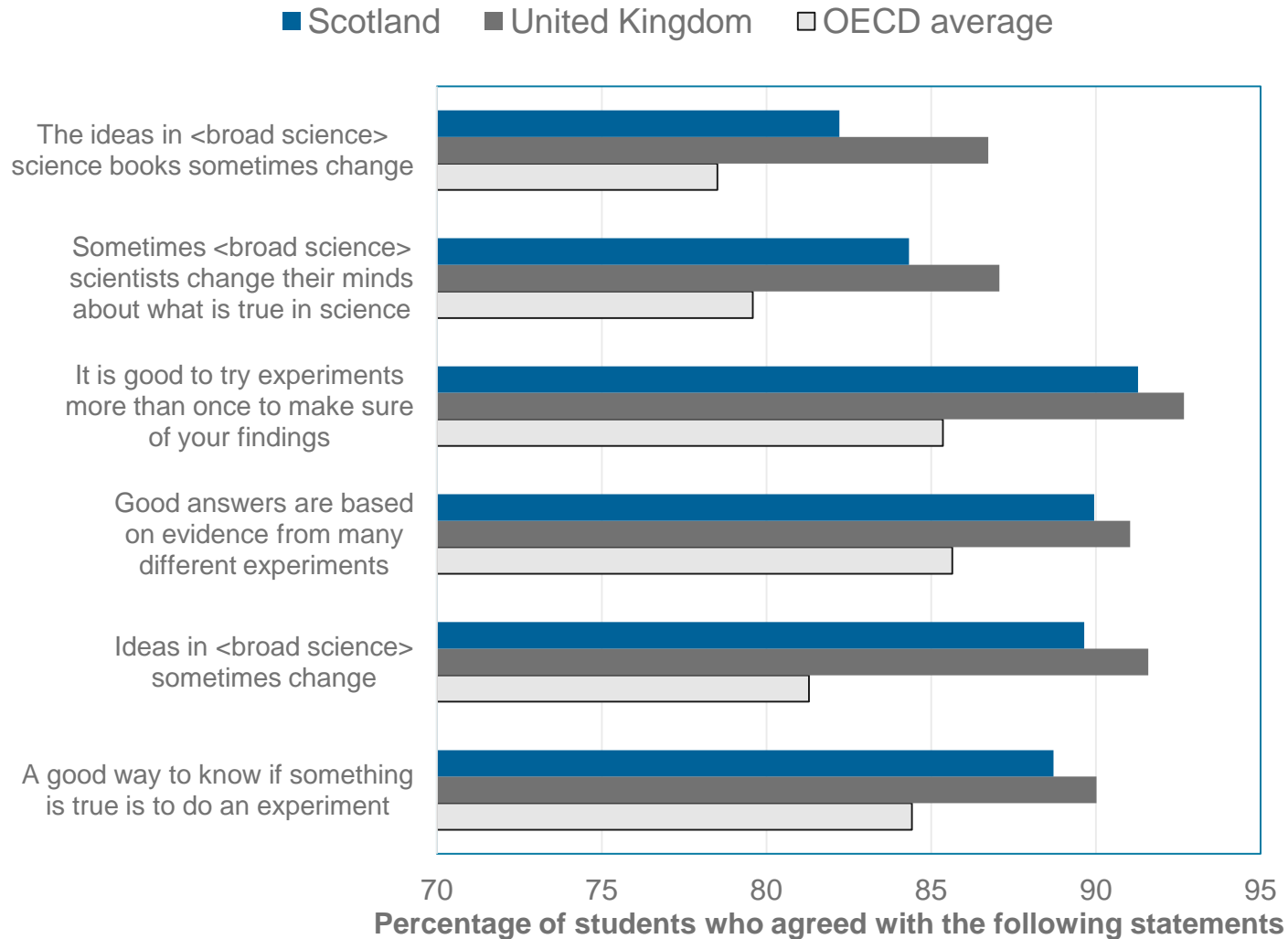
Figure I.7.4



# Scottish students report strong approach to acquiring scientific knowledge

Figure I.2.32

## Students' epistemic beliefs (PISA 2015)





# Complex systems: many actors involved and the need for a constructive accountability system

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- PISA survey cycles have allowed insight to **the greater number of actors involved in decision making**
  - Well established trend to greater responsibility at the school level
  - But starting to reverse between 2009 and 2015
    - Fewer principals reported having considerable responsibility over budget, hiring teachers or courses offered at school
- PISA 2015 highlighted **the interplay between autonomy and accountability**
  - Science performance better when principals report greater autonomy over resources, curriculum and other school policies
  - But especially in countries where
    - achievement data are tracked over time or posted publicly
    - principals report higher levels of educational leadership
- OECD Governance in Complex Education Systems case studies revealed challenges in striking this balance in all systems

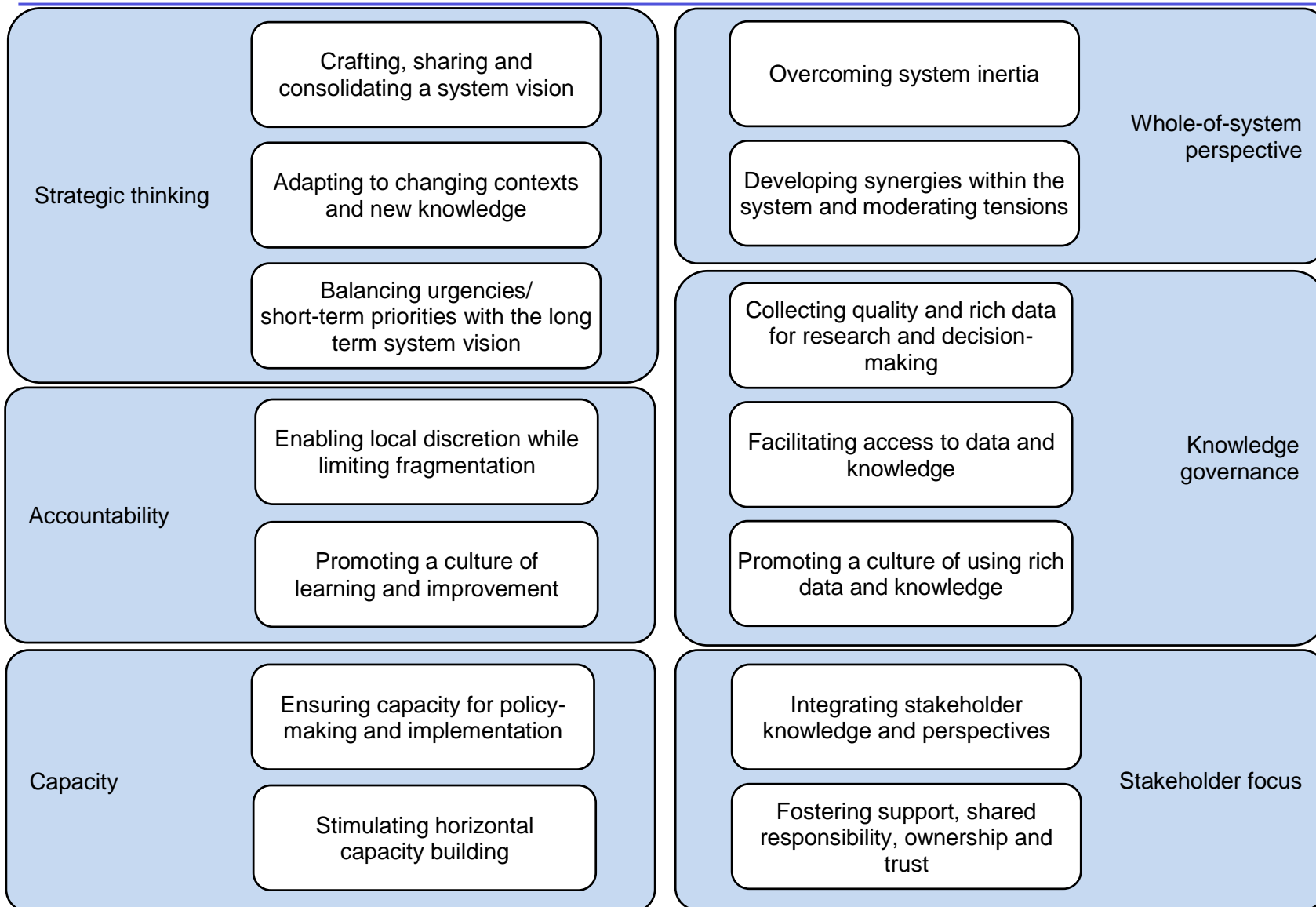


# Complex systems: stakeholder involvement, capacity building and constructive accountability

System	Focus of the case study	Implementation lessons
Flanders (Belgium)	Attainment targets & stakeholder participation	Overall context of multi-level governance
Germany	Building local capacity & promoting use of data	Local factors that influence the relative effectiveness
Poland	Implementation of new school supervision system	Logistical & structural issues; building trust in evaluation for improvement
Sweden	Devolution of decision making to municipal authorities	Lack of local capacity building & system vision
Netherlands	Improving the performance of weak primary schools	Dynamics of implementation; role of the media and parents
Norway	Implementation of formative student assessment programme	Dynamics of change and capacity building for teachers when going large scale



# A framework for strategic education governance



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**Thank you!**

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