

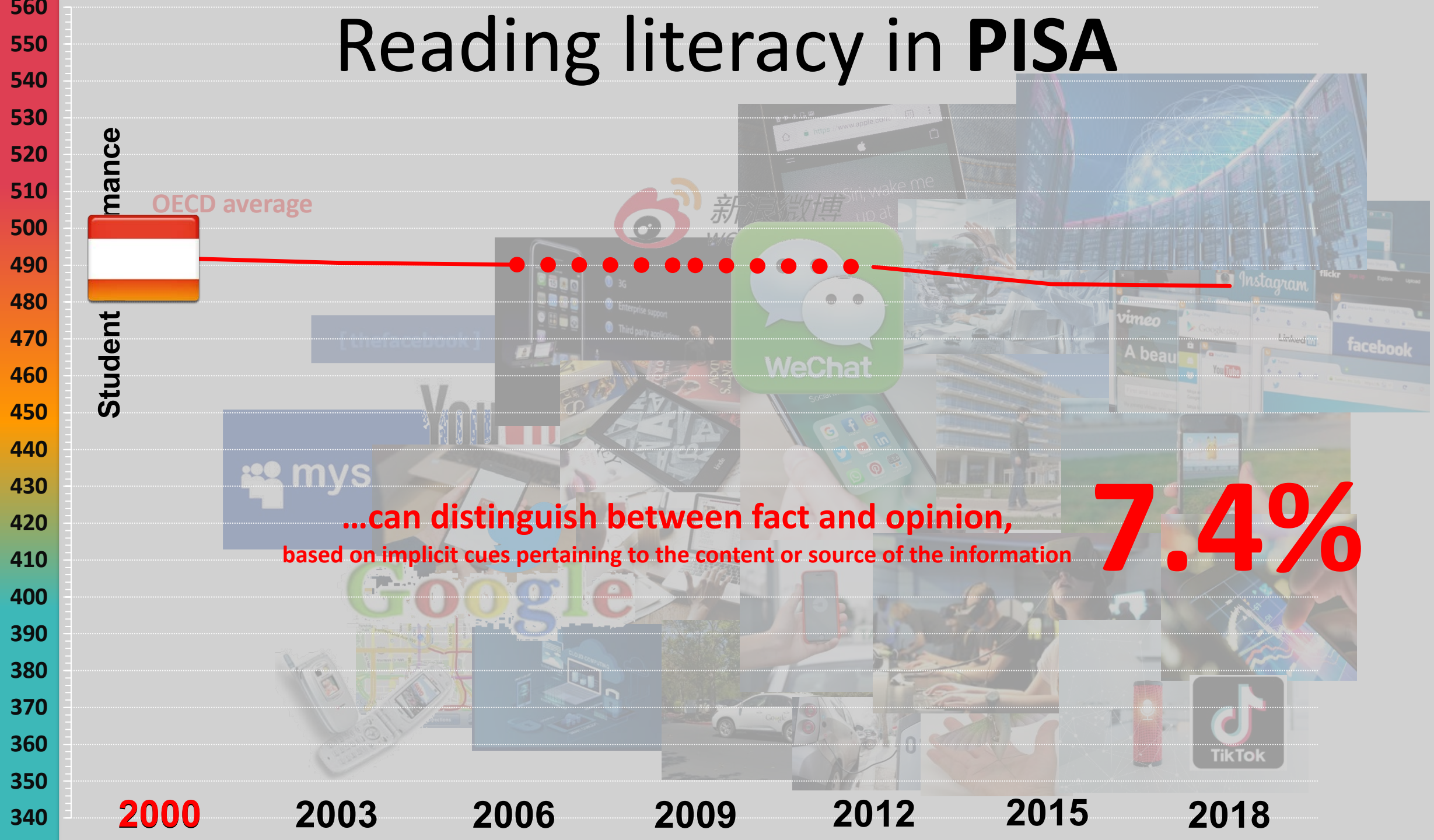


Preparing learners for their future, not our past

Reading – key to success in the 21st century

Andreas Schleicher, Director, OECD – Directorate for Education and Skills

Reading literacy in PISA



Reading literacy in PISA

Student performance

 B-S-J-Z (China)
 Singapore

2000

2003

2006

2009

2012

2015

2018



OECD average



36% enrolled



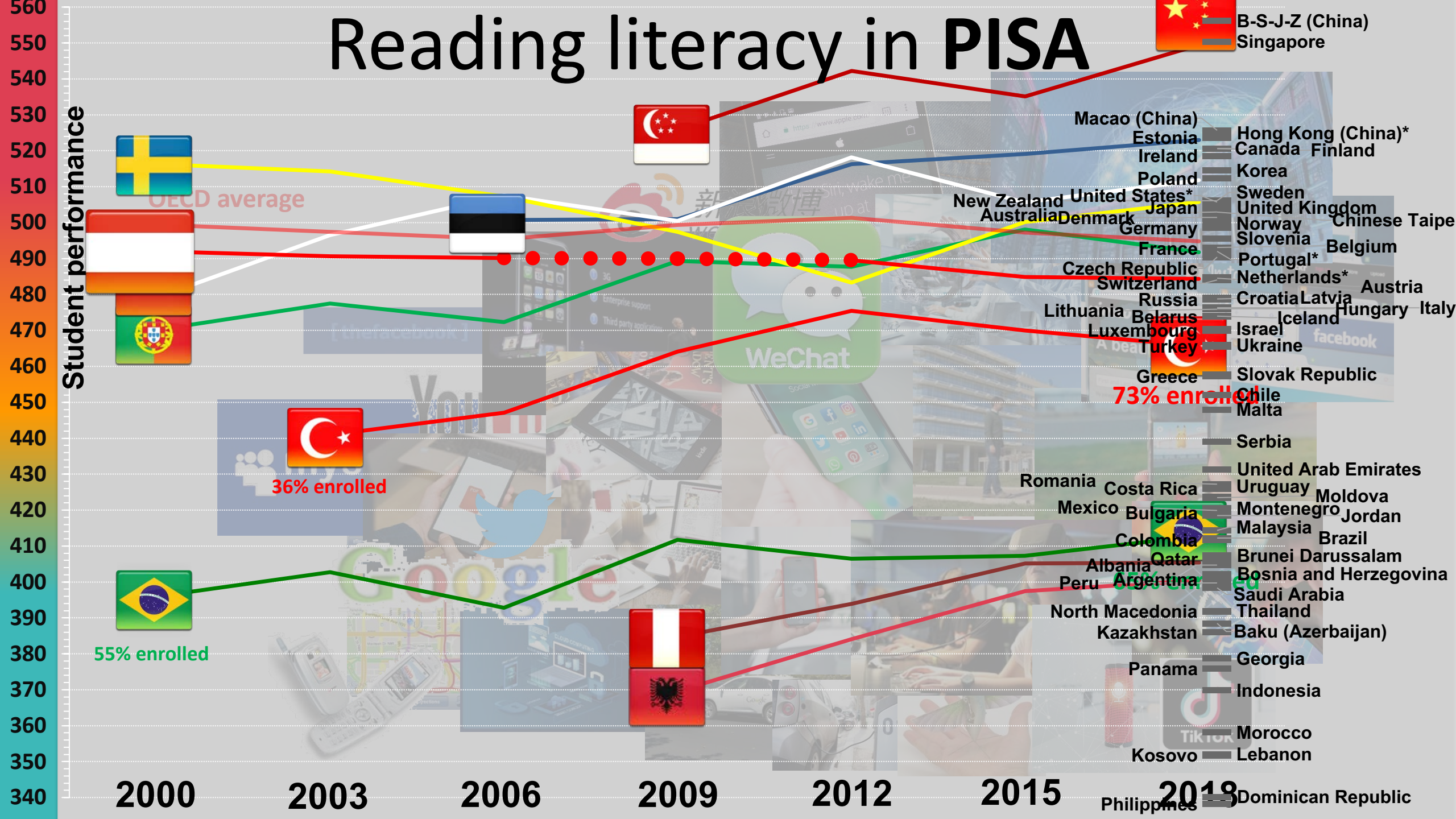
55% enrolled



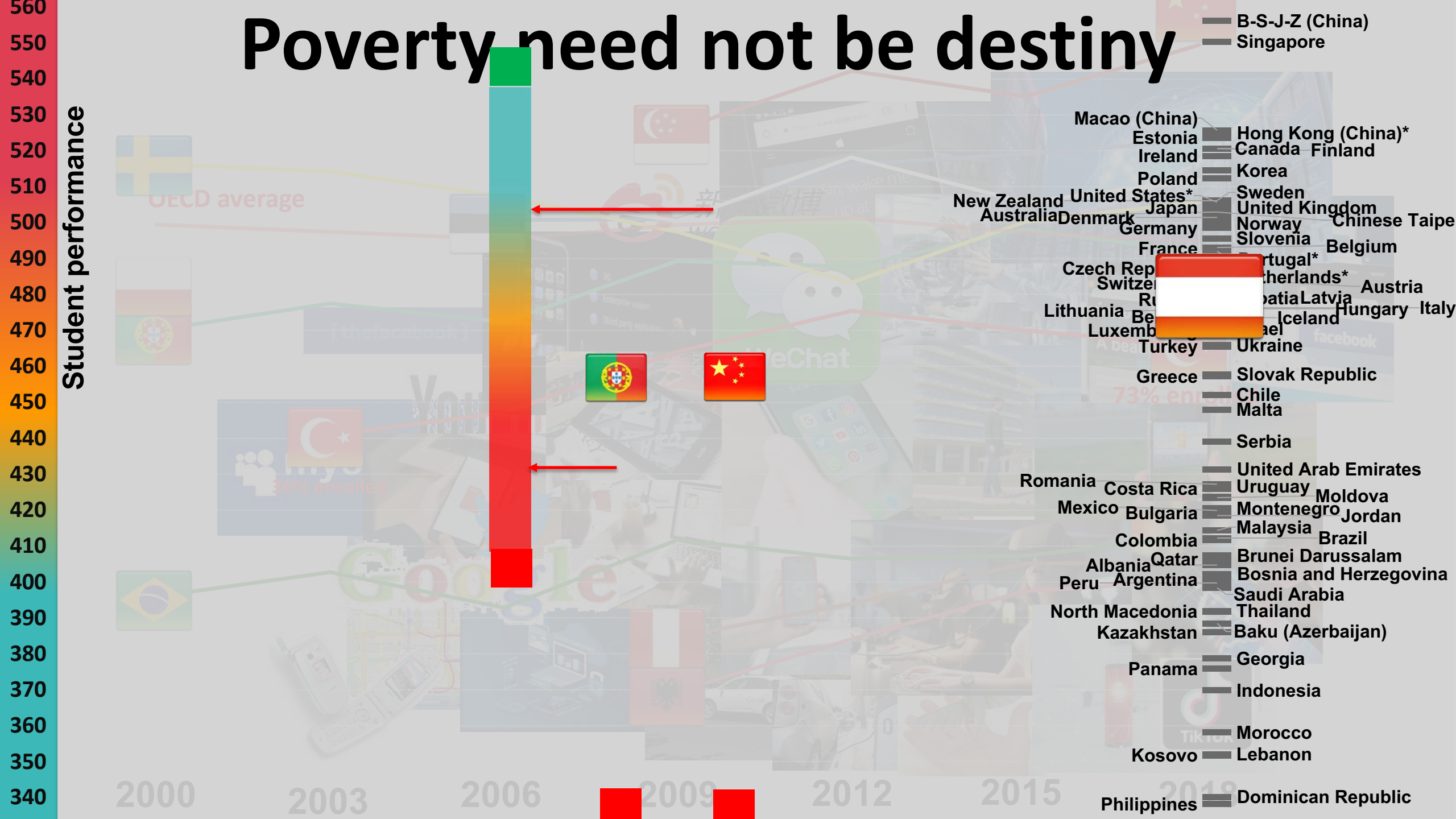
73% enrolled



- Macao (China)
- Estonia
- Ireland
- Poland
- New Zealand
- Australia
- Denmark
- Germany
- France
- Czech Republic
- Switzerland
- Lithuania
- Belarus
- Luxembourg
- Turkey
- Greece
- Romania
- Mexico
- Colombia
- Albania
- Peru
- North Macedonia
- Kazakhstan
- Panama
- Kosovo
- Hong Kong (China)*
- Canada
- Finland
- Korea
- Sweden
- United Kingdom
- Norway
- Slovenia
>
- Portugal*
- Netherlands*
- Russia
- Croatia
- Latvia
- Hungary
>
- Italy
- Belgium
- Chinese Taipei
- Austria
- Israel
- Ukraine
- Slovak Republic
- Chile
- Malta
- Serbia
- United Arab Emirates
- Uruguay
- Moldova
- Montenegro
- Jordan
- Malaysia
- Brazil
- Brunei Darussalam
- Bosnia and Herzegovina
- Saudi Arabia
- Thailand
- Baku (Azerbaijan)
- Georgia
- Indonesia
- Morocco
- Lebanon
- Philippines
- Dominican Republic



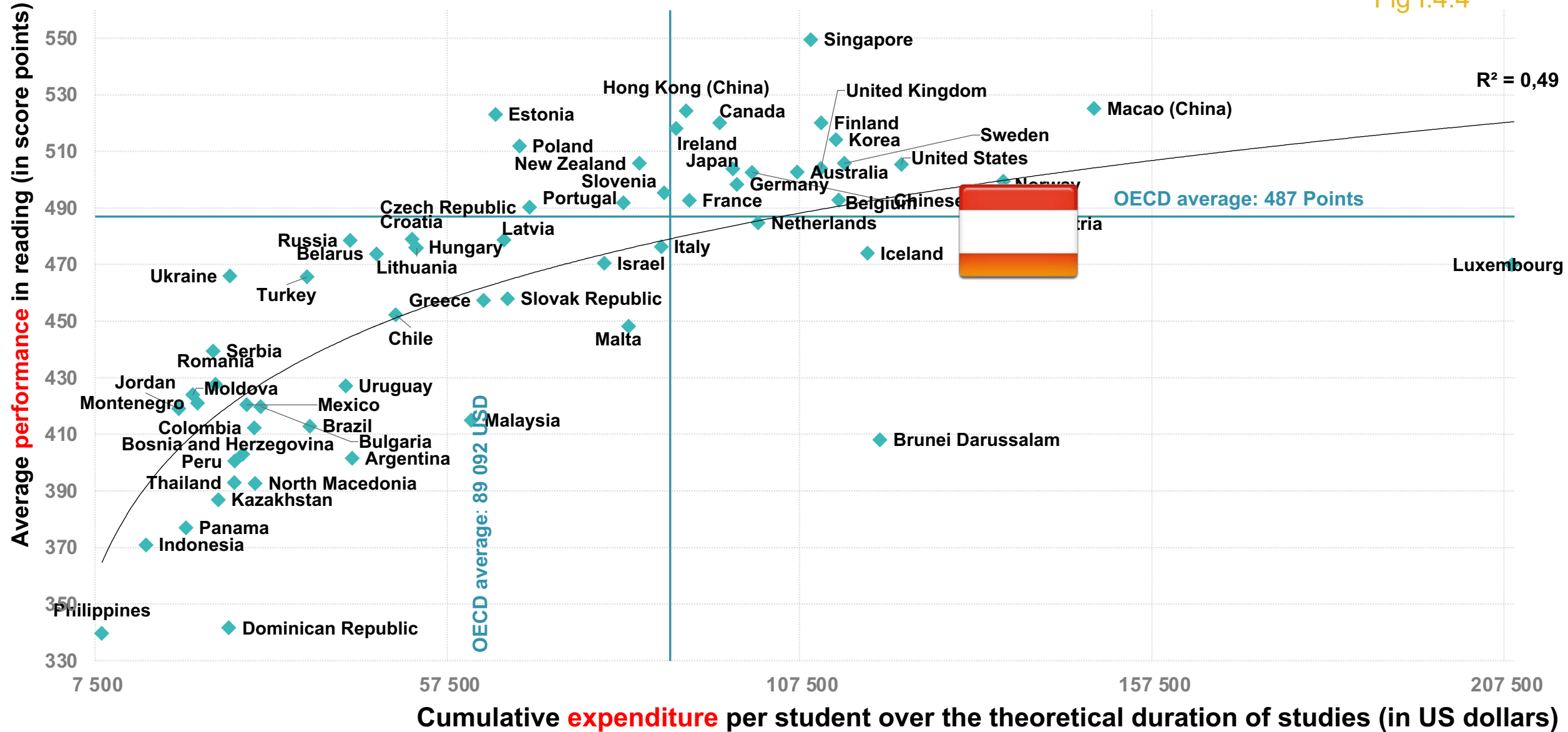
Poverty need not be destiny





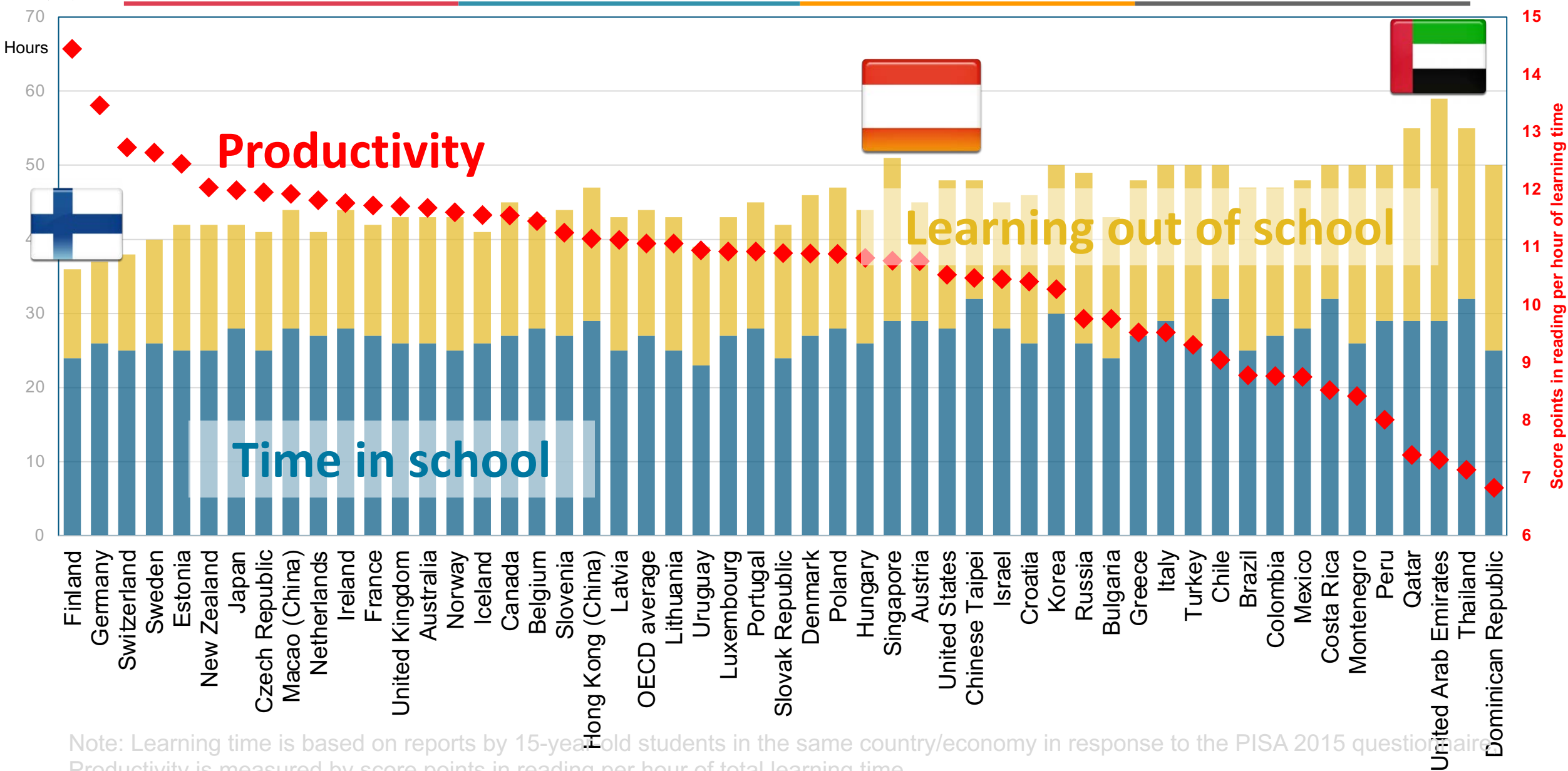
Money is necessary but not sufficient

Fig I.4.4





Learning time ≠ learning outcomes



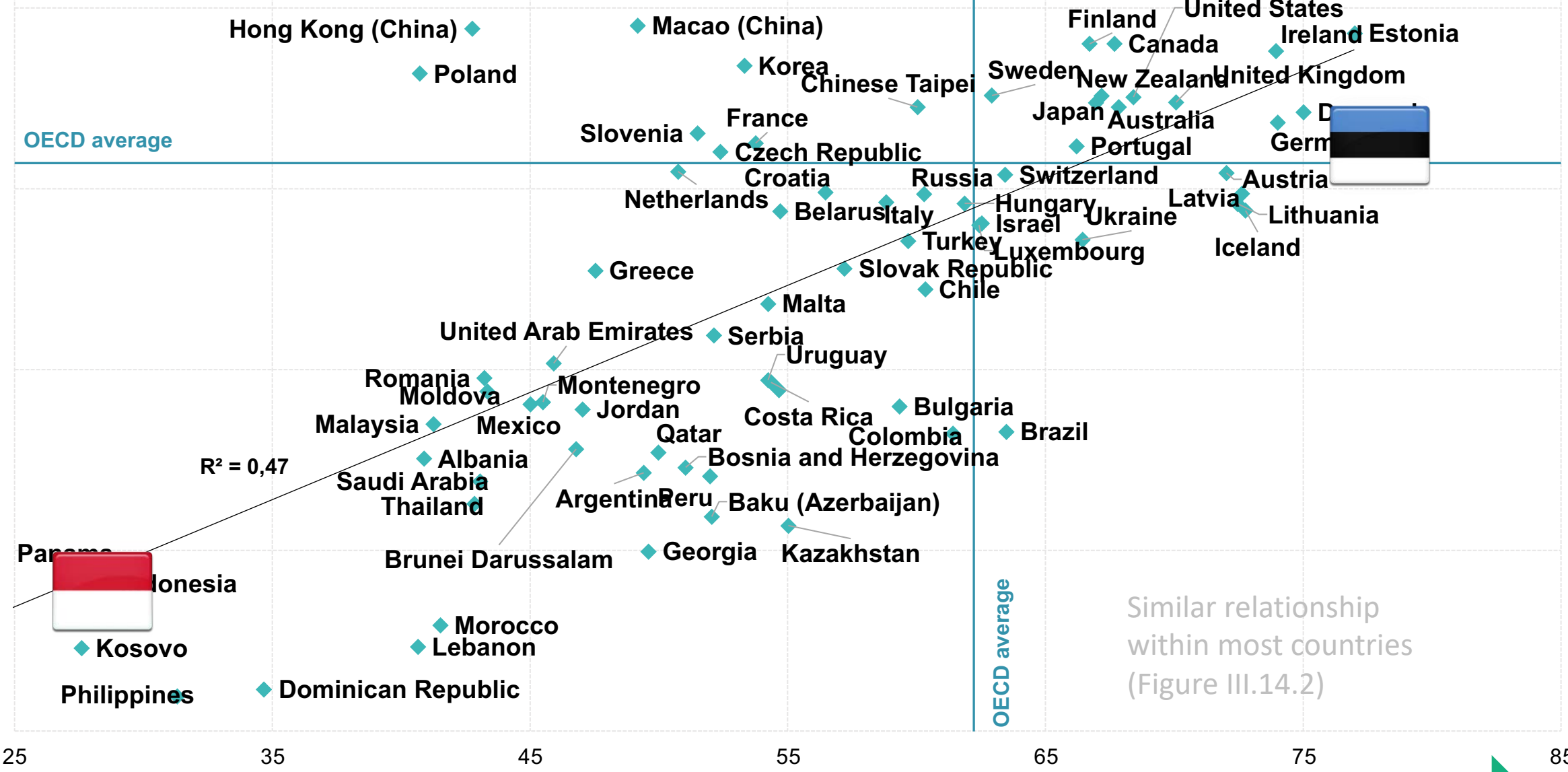
Note: Learning time is based on reports by 15-year-old students in the same country/economy in response to the PISA 2015 questionnaire. Productivity is measured by score points in reading per hour of total learning time.

Growth mindset and reading performance



Higher performance

Average reading score



$R^2 = 0,47$

25

35

45

55

65

75

85

OECD average

Similar relationship within most countries (Figure III.14.2)

More students holding a growth mindset

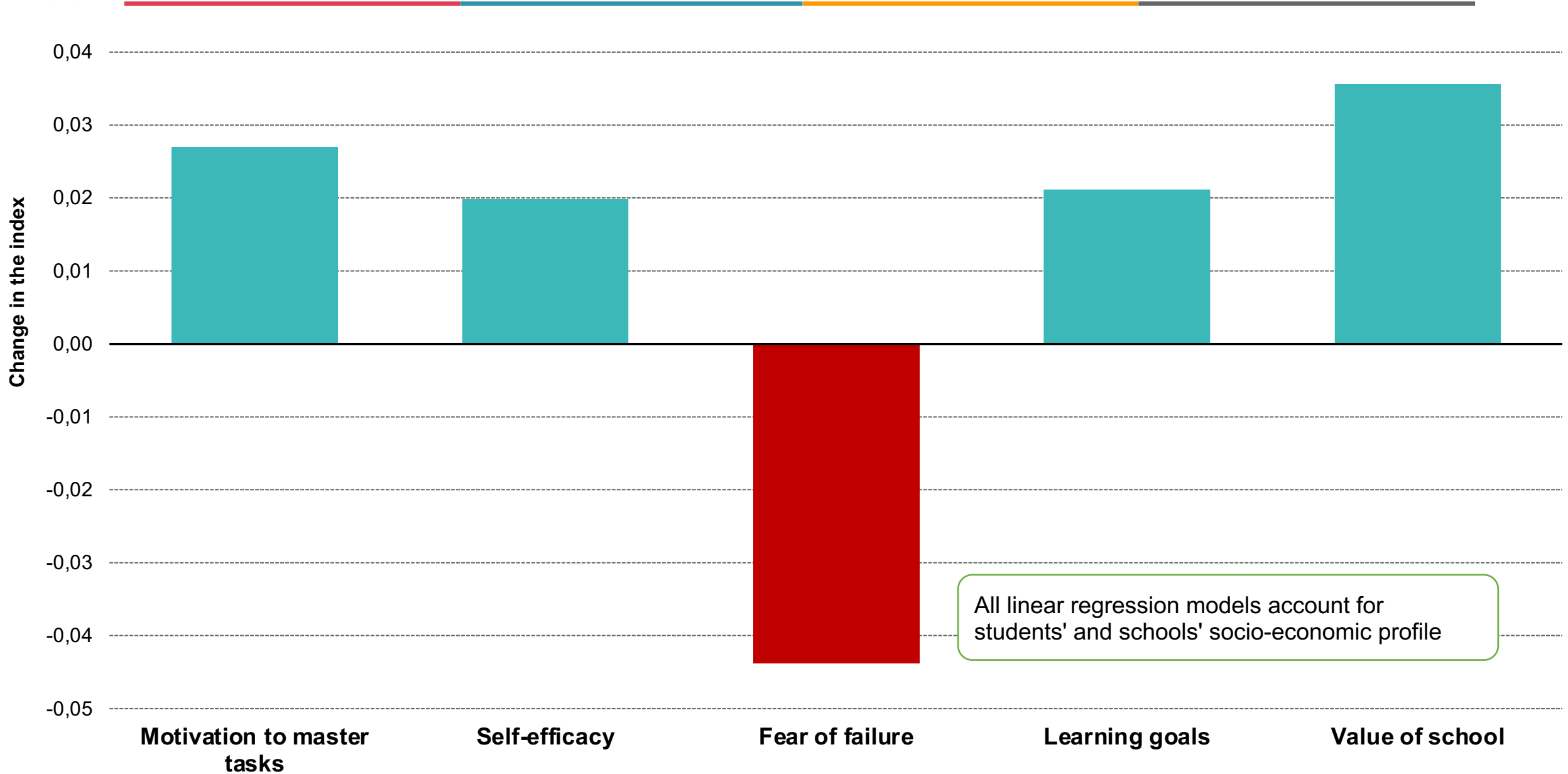
Percentage of students who disagreed or strongly disagreed that their intelligence cannot change very much (%)



Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

Fig III.14.5

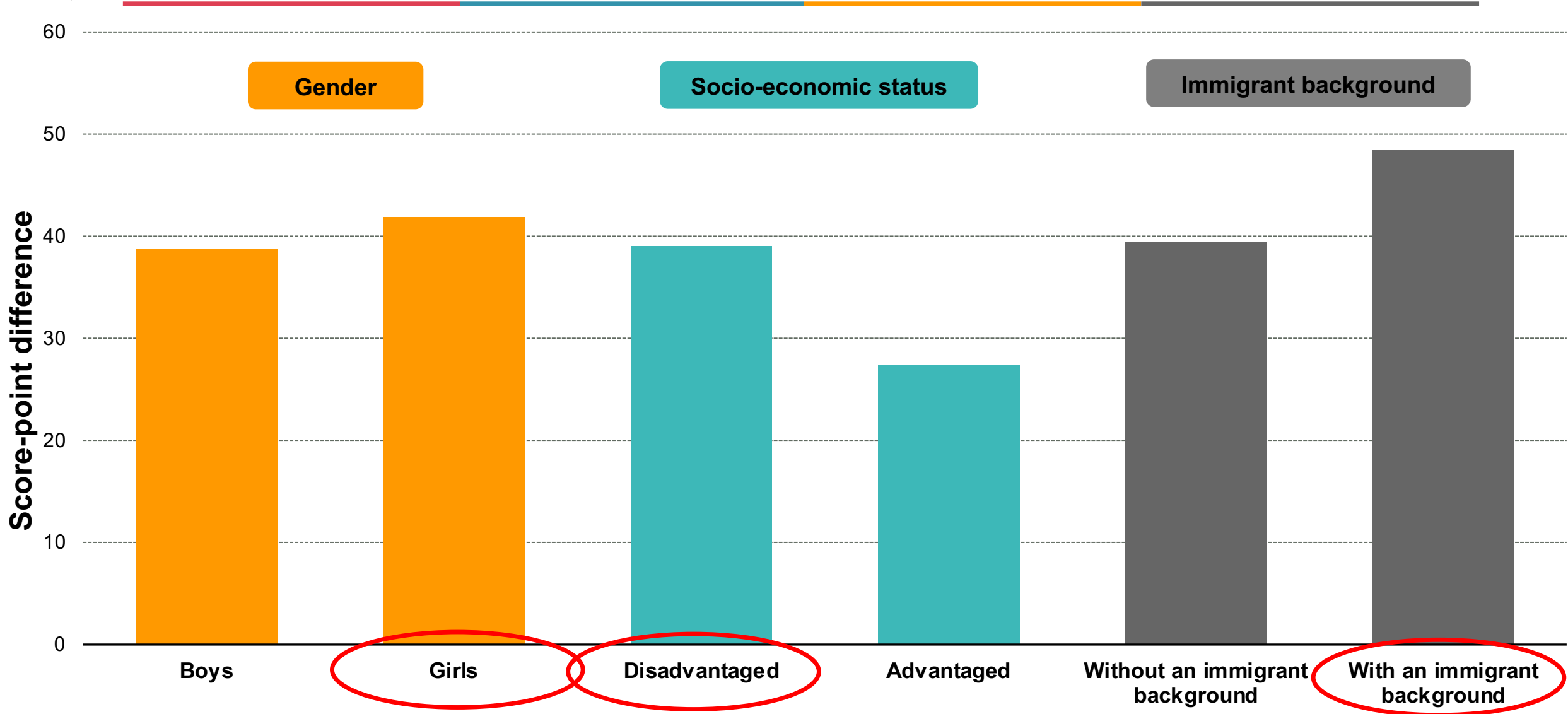




Growth mindset matters more for some groups

Students who disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much", by the following groups of students

Fig III.14.4



What school life means for students' life

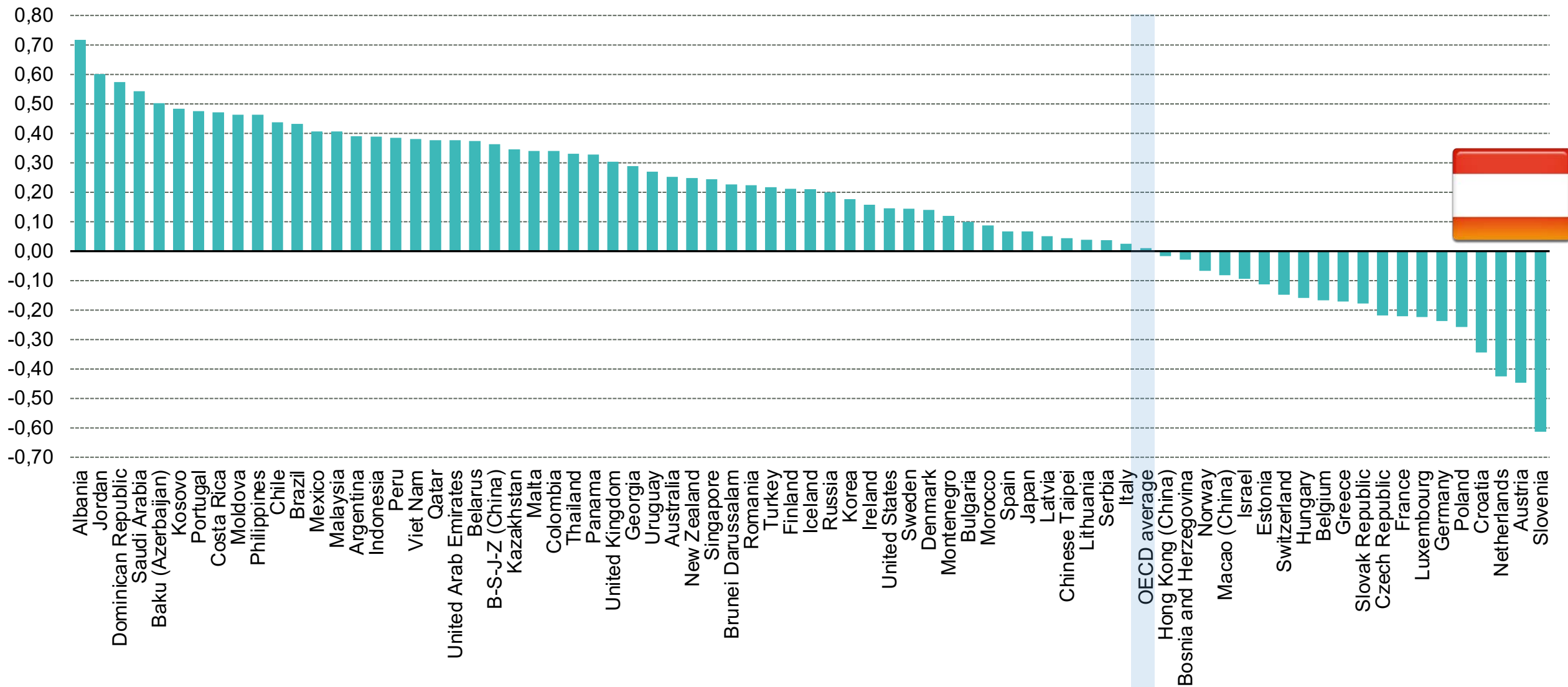




Index of teacher support

Fig III.6.2

Mean index

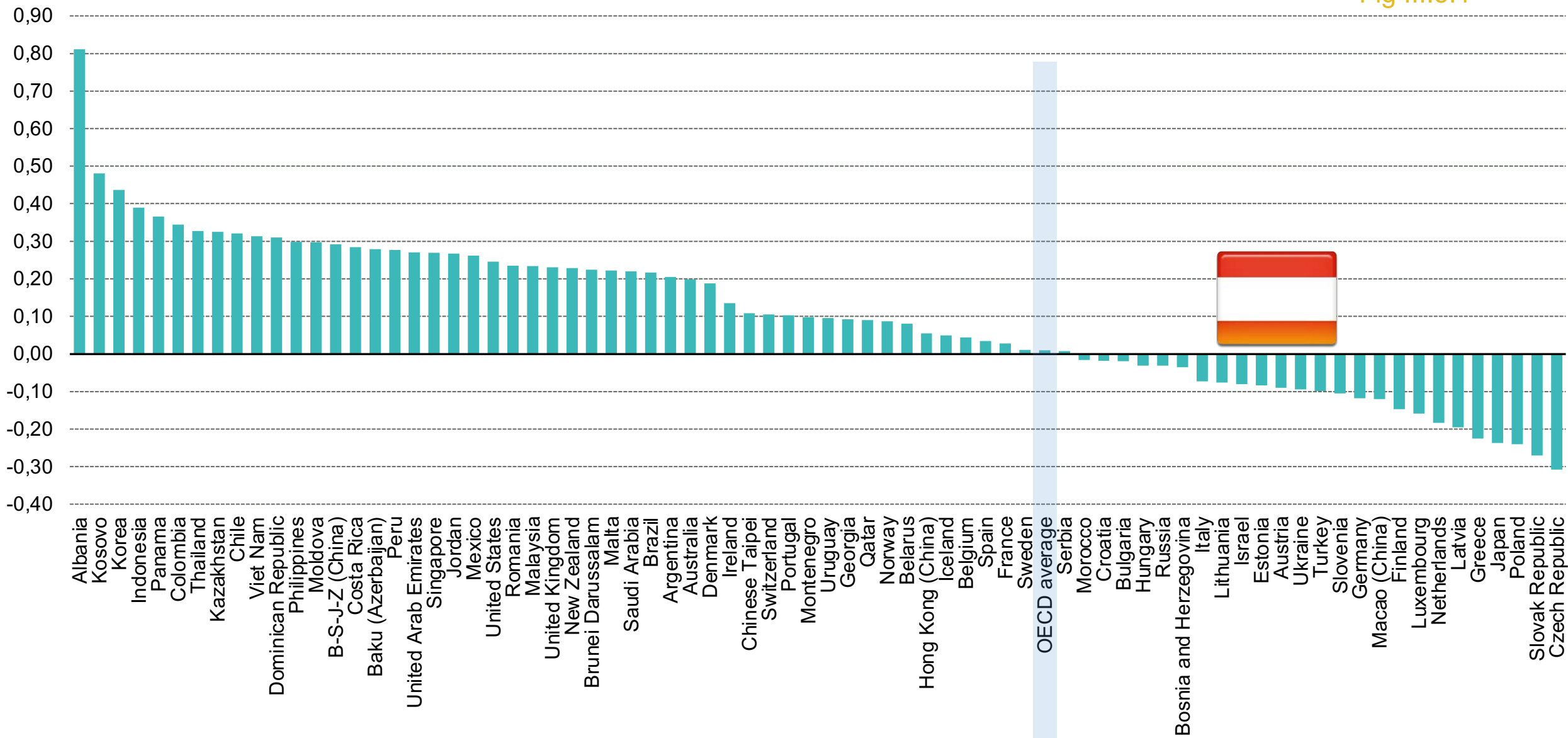




Teacher enthusiasm

Mean index

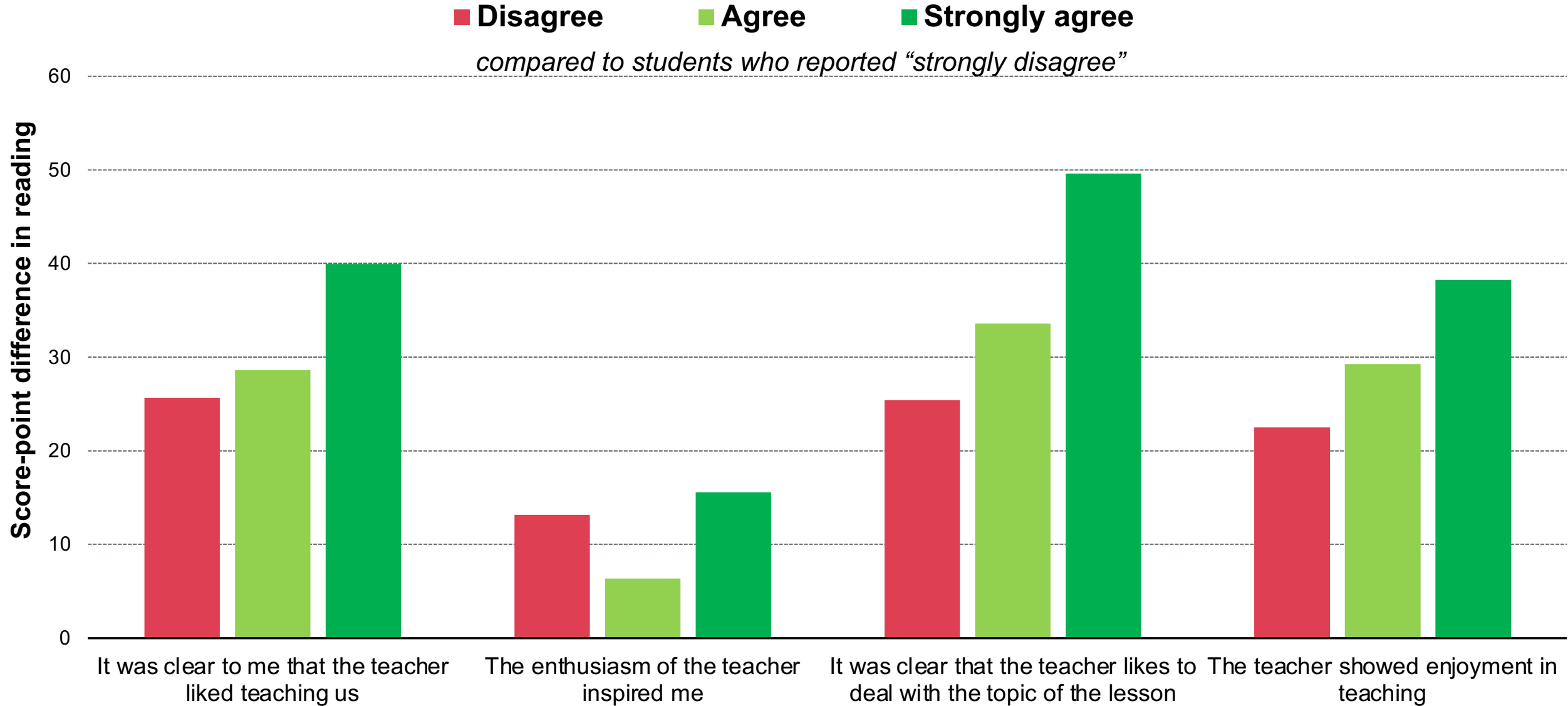
Fig III.5.1





Teacher enthusiasm and reading performance

Fig III.5.3

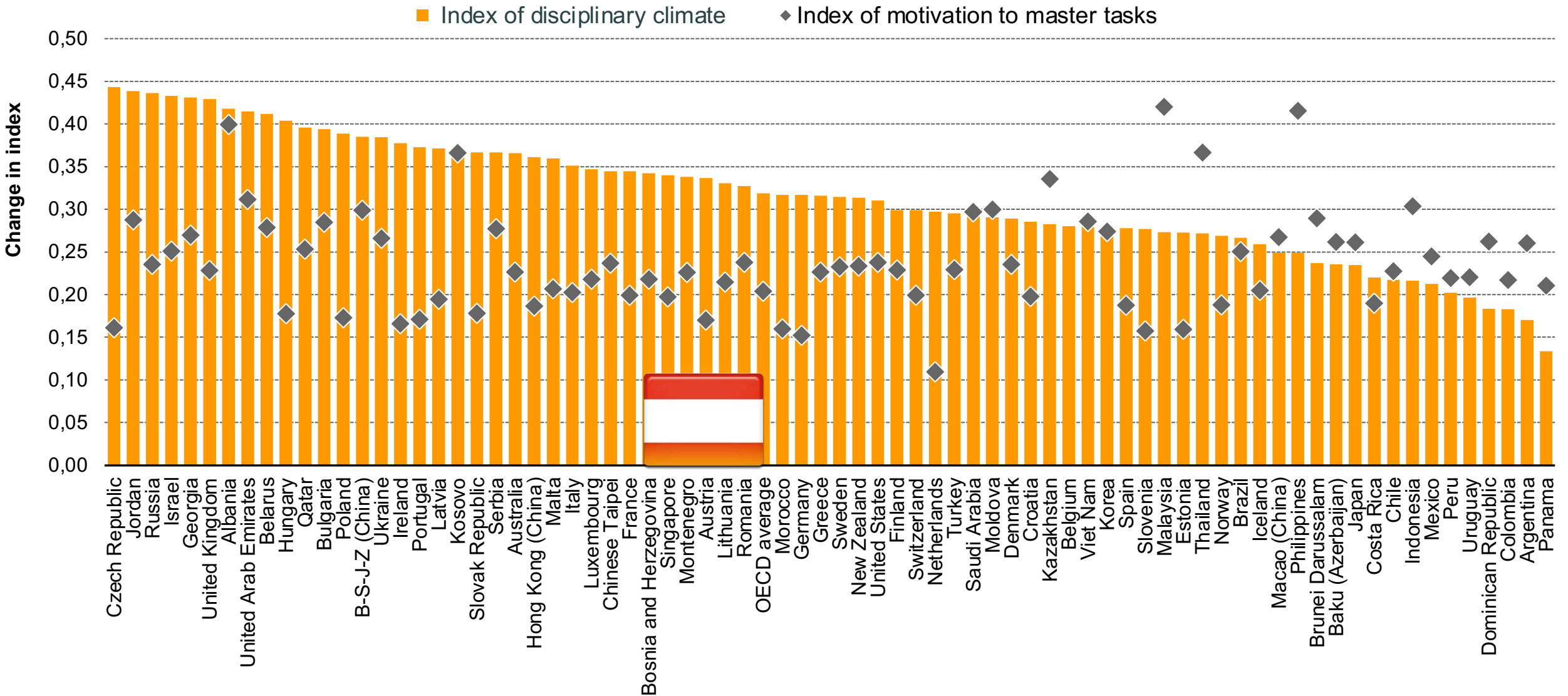




Students reported a better disciplinary climate/more perseverance when their teacher showed more enthusiasm

Fig III.5.4

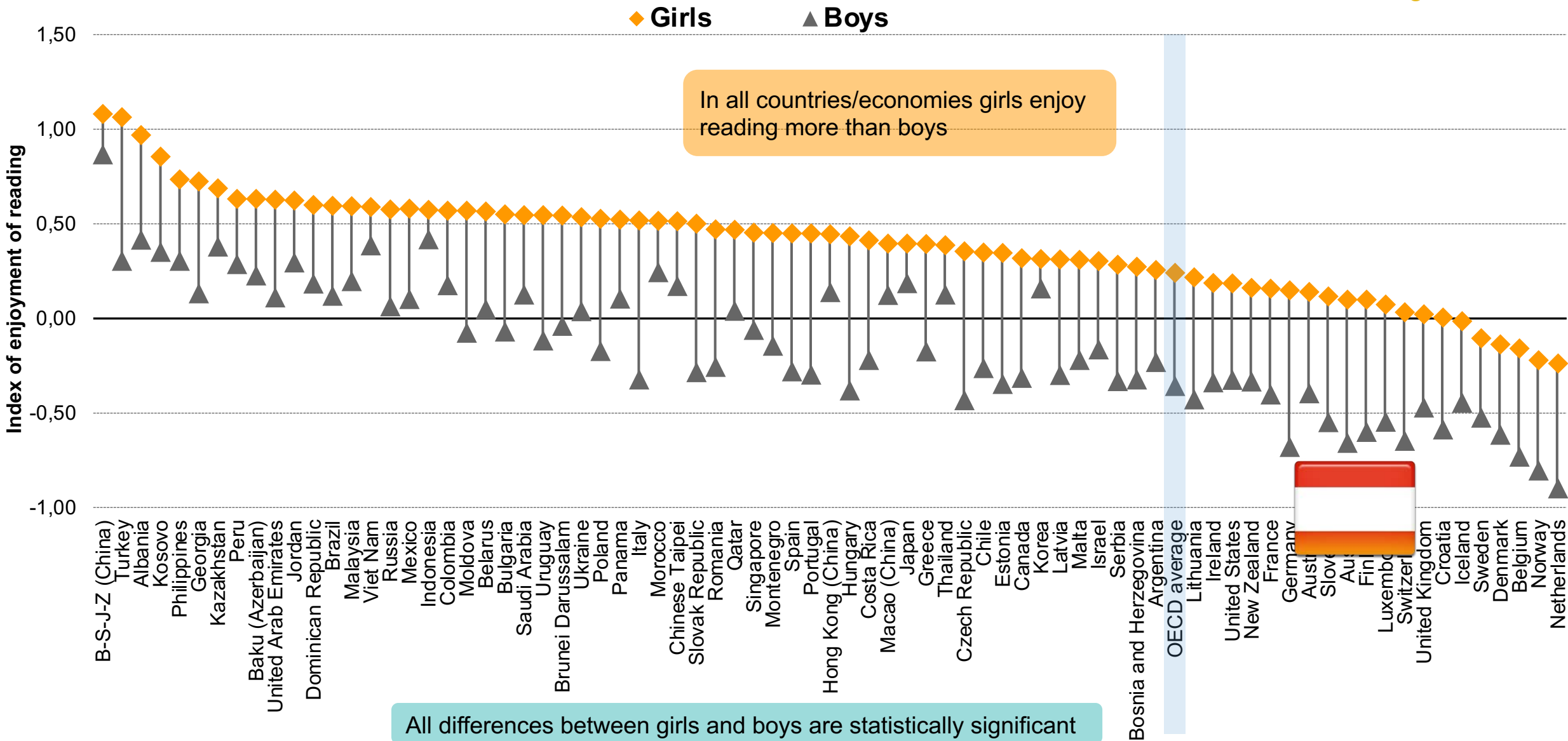
Change in index associated with a one-unit increase in the index of teacher enthusiasm





Gender gap in enjoyment of reading

Fig II.8.1

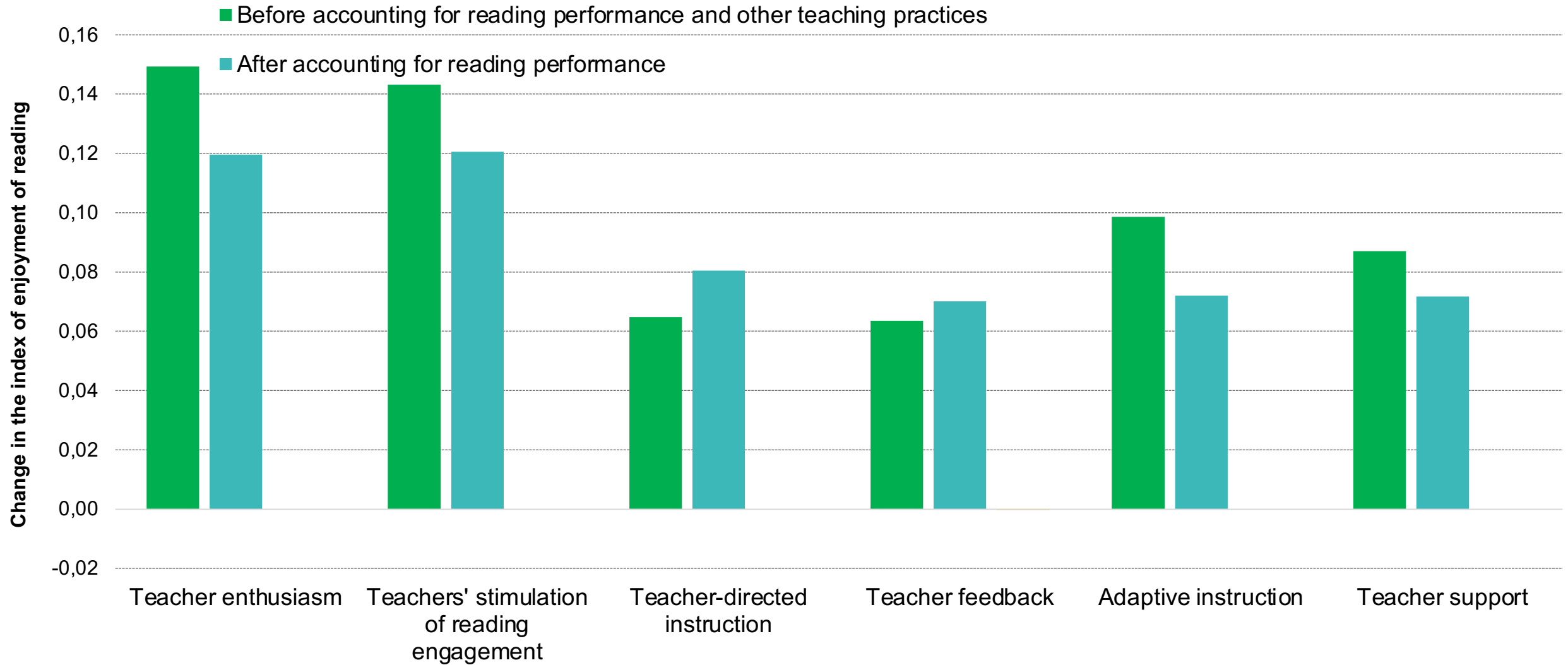




Enjoyment of reading and teaching practices

Fig III.6.5

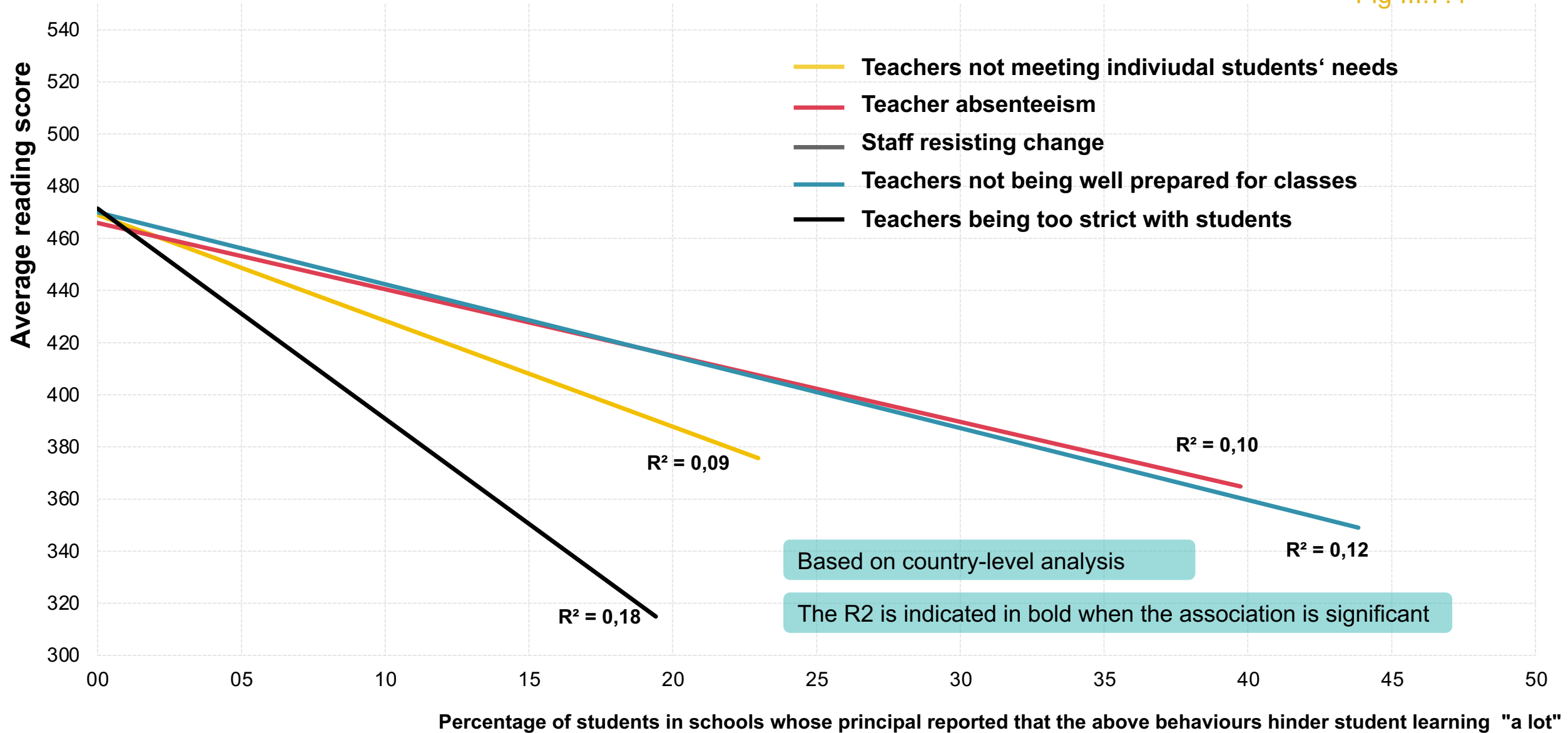
Change in the index of enjoyment of reading





Teacher behaviour hindering learning and reading performance

Fig III.7.4




Social background

Immigration

Location

Gender

Inclusion

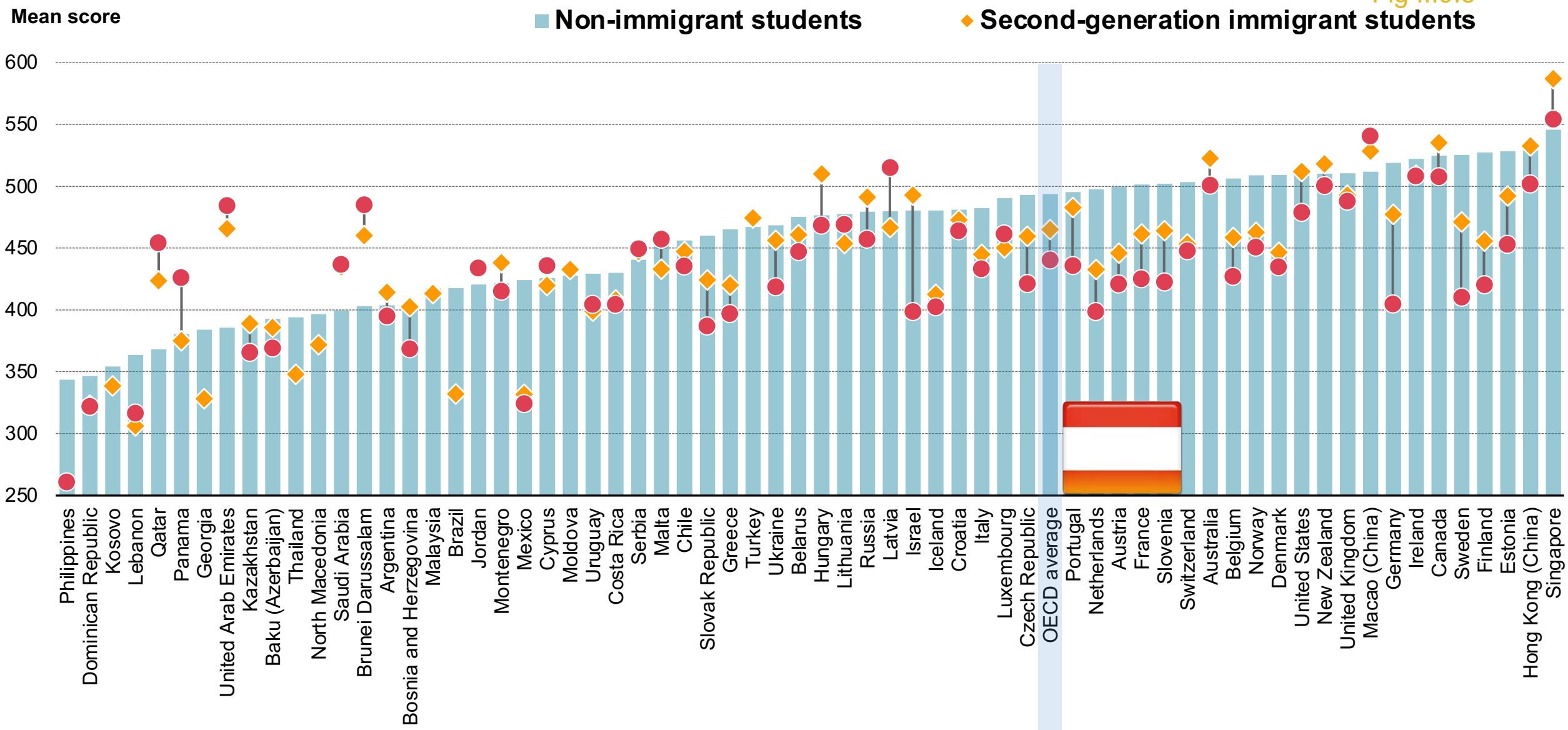


The right to be equal
The right to be different



Average performance in reading, by immigrant background

Fig II.9.5

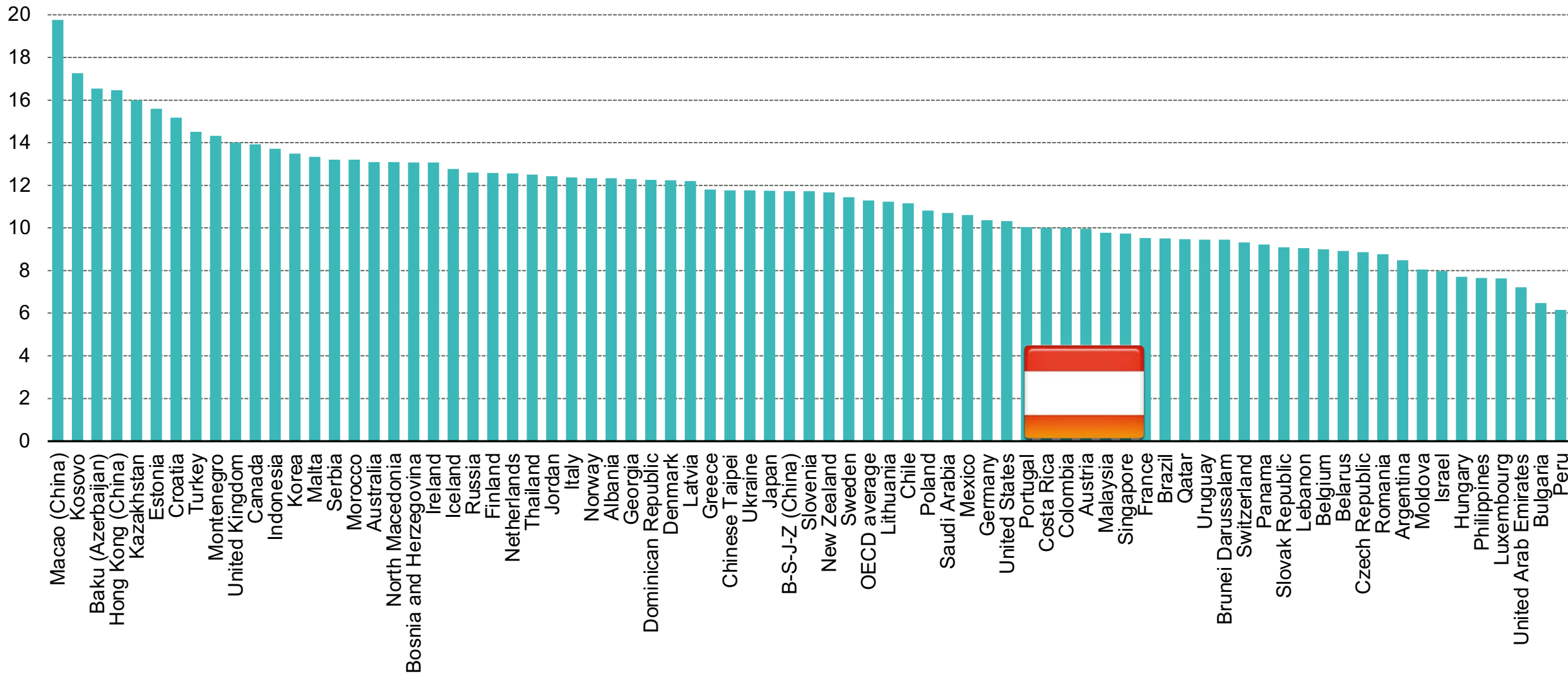




Against the odds: Academic resilience




Fig II.3.1

Percentage of disadvantaged students who scored in the top quarter of reading performance in their own country (academically resilient students)





Compounding disadvantage

	Students with disadvantaged social background	Students with advantaged social background
Growth mindset		
Positive feeling		
Life satisfaction		
Sense of belonging		
Bullying		
Discipline		
Teacher enthusiasm		
Teacher support		
Co-operation		

Thank you

Find out more about our work at www.oecd.org/pisa

- PISA 2018: *Insights and Implications*
- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students' Lives*

Take the test: www.oecd.org/pisa/test

FAQs: www.oecd.org/pisa/pisafaq

PISA indicators on Education GPS: <http://gpseducation.oecd.org>

PISA Data Explorer: www.oecd.org/pisa/data

Email: Andreas.Schleicher@OECD.org