

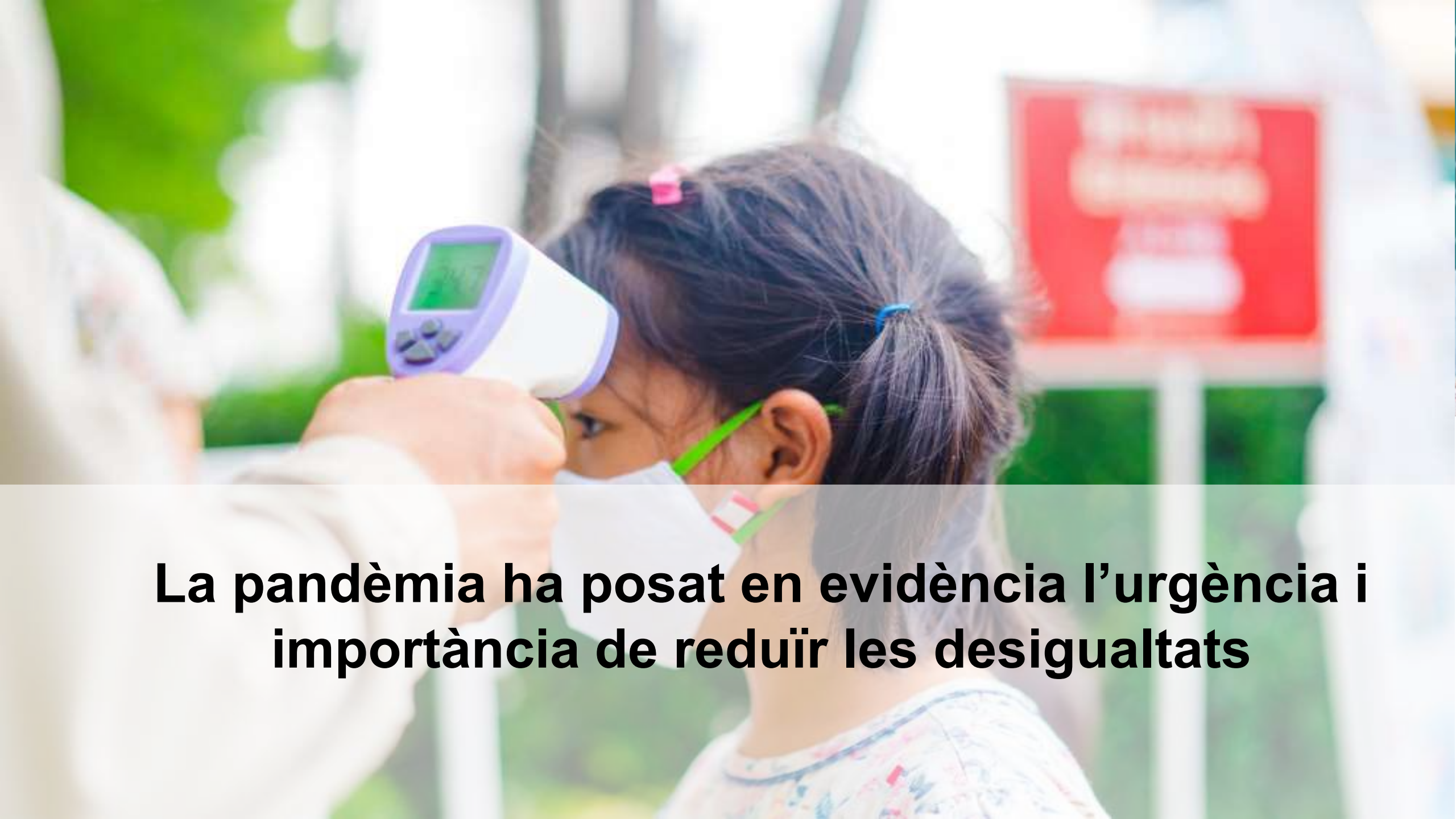


L'EQUITAT EDUCATIVA

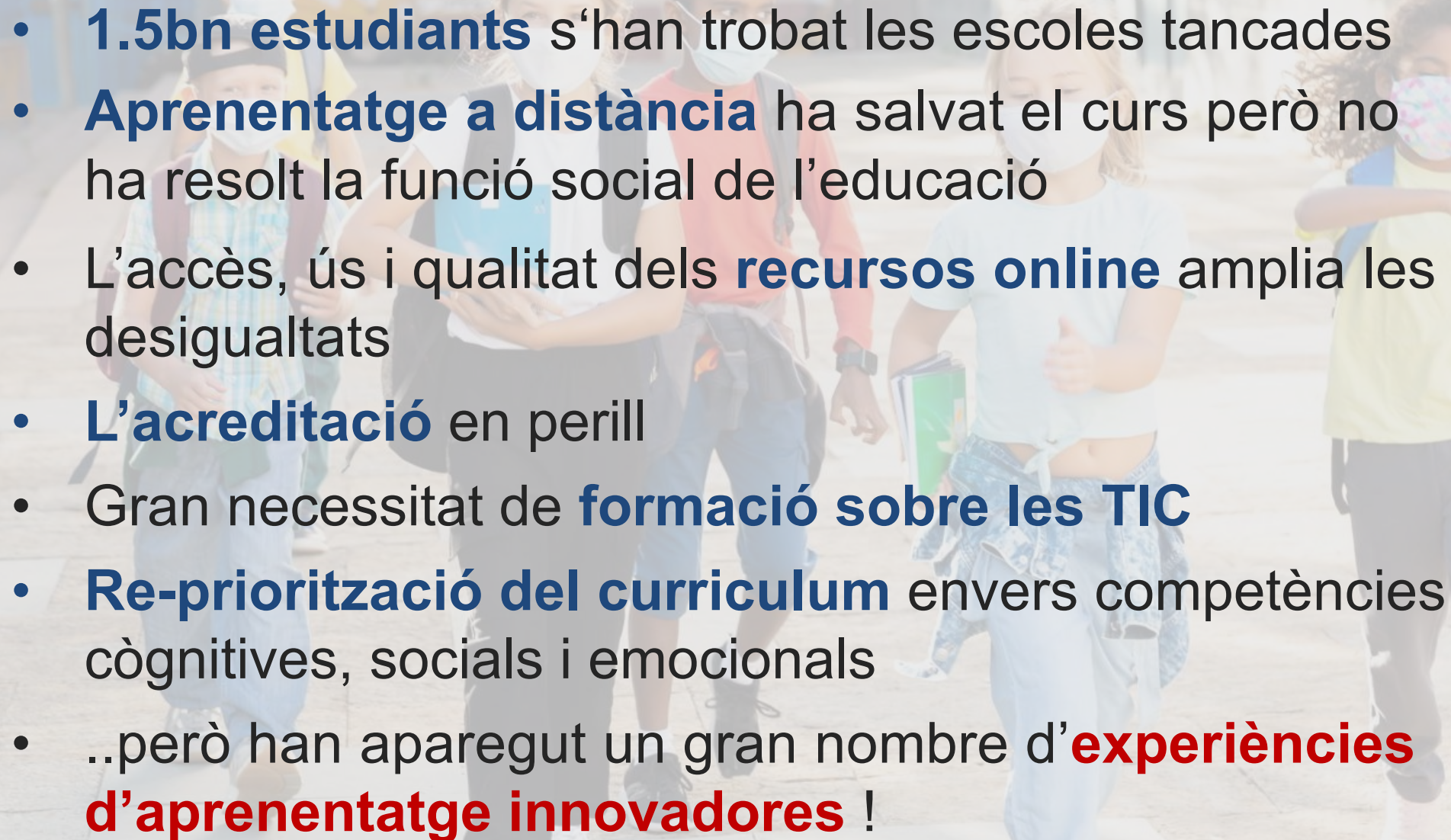
Presentació al Consell Superior d'Avaluació del Sistema Educatiu

4 març 2021

Anna Pons, Analista i Líder del projecte Global Teaching InSights



La pandèmia ha posat en evidència l'urgència i importància de reduir les desigualtats

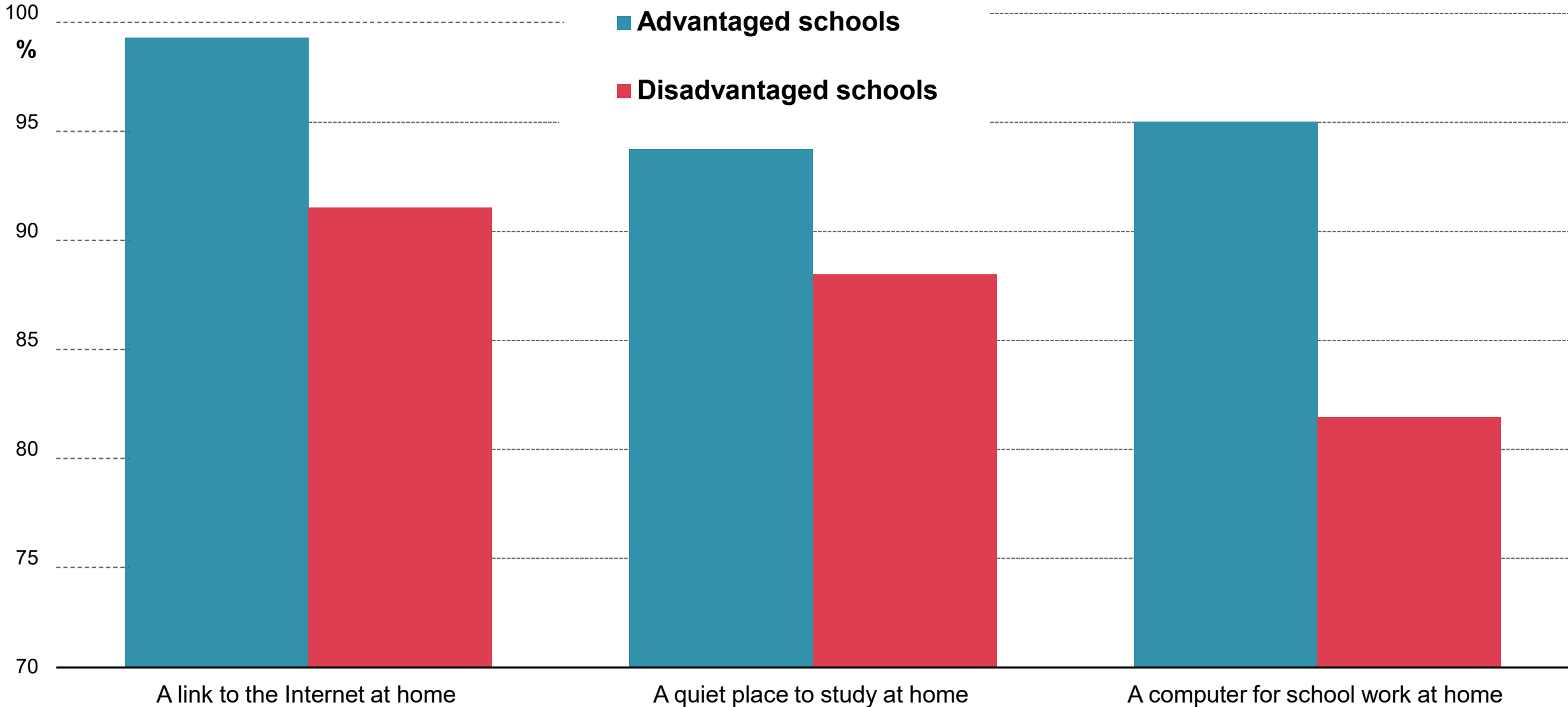
- 
- **1.5bn estudiants** s'han trobat les escoles tancades
 - **Aprenentatge a distància** ha salvat el curs però no ha resolt la funció social de l'educació
 - L'accès, ús i qualitat dels **recursos online** amplia les desigualtats
 - **L'acreditació** en perill
 - Gran necessitat de **formació sobre les TIC**
 - **Re-priorització del currículum** envers competències cògnitives, socials i emocionals
 - ..però han aparegut un gran nombre d'**experiències d'aprenentatge innovadores** !



El mínim necessari a casa

OECD average

Fig V.9.1

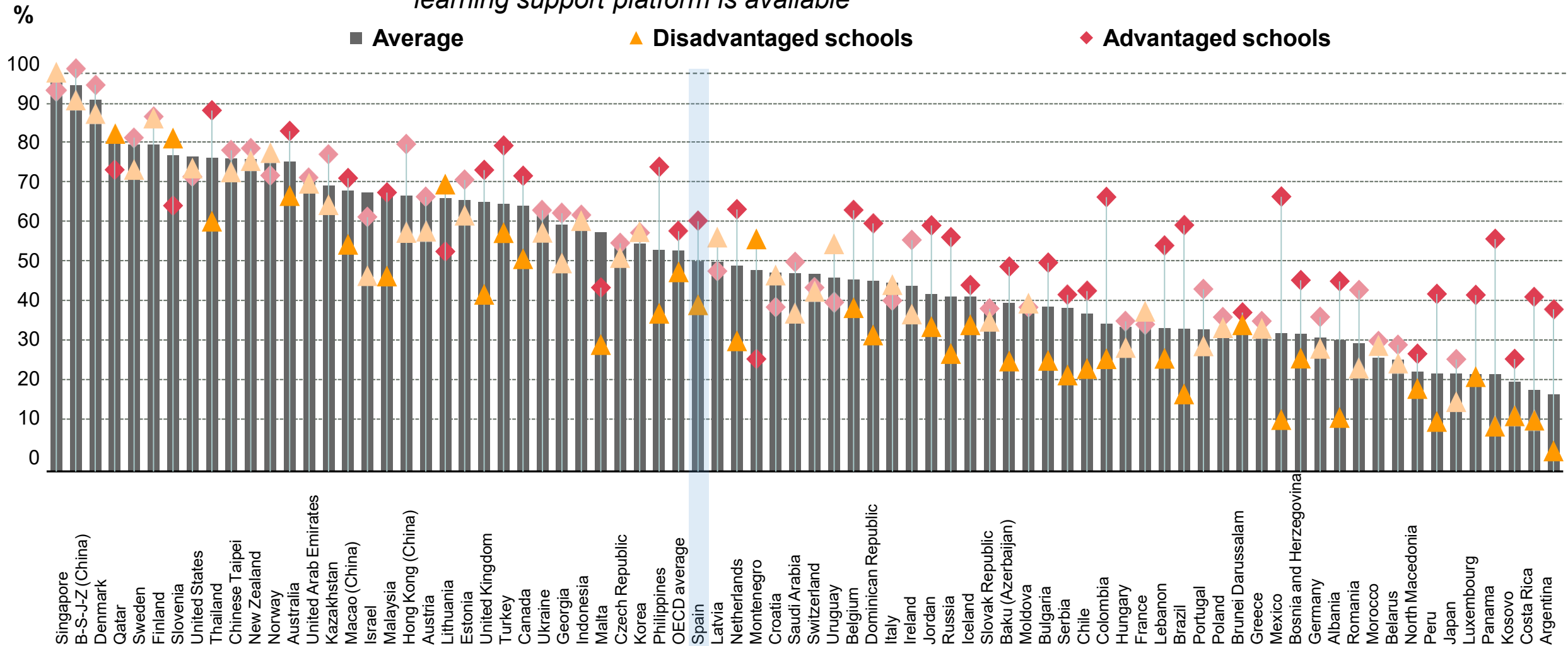




Disponibilitat a l'escola d'una plataforma d'ensenyament online

Table V.B1.5.15

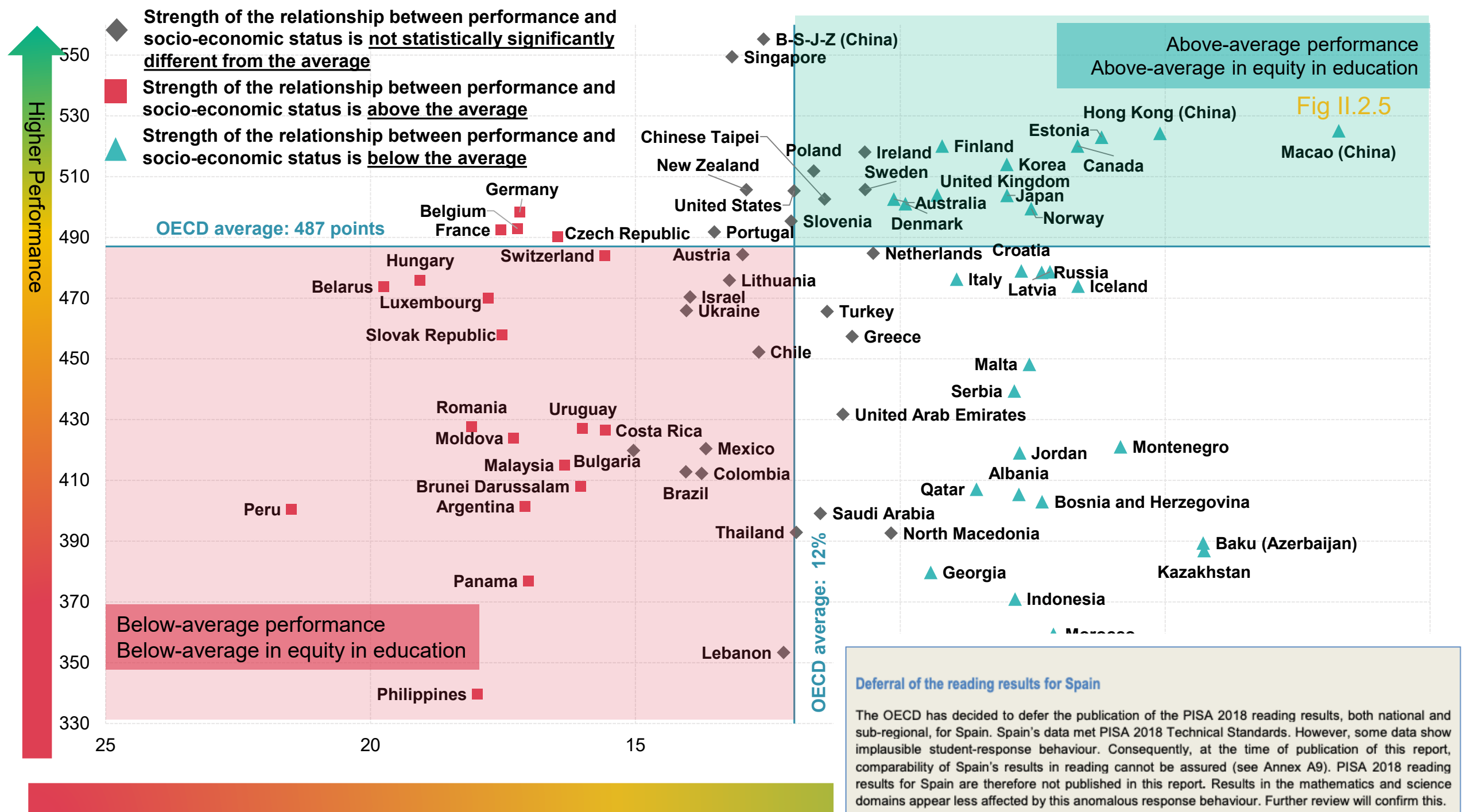
Percentage of students in schools whose principal agreed or strongly agreed that an effective online learning support platform is available



Based on principals' reports



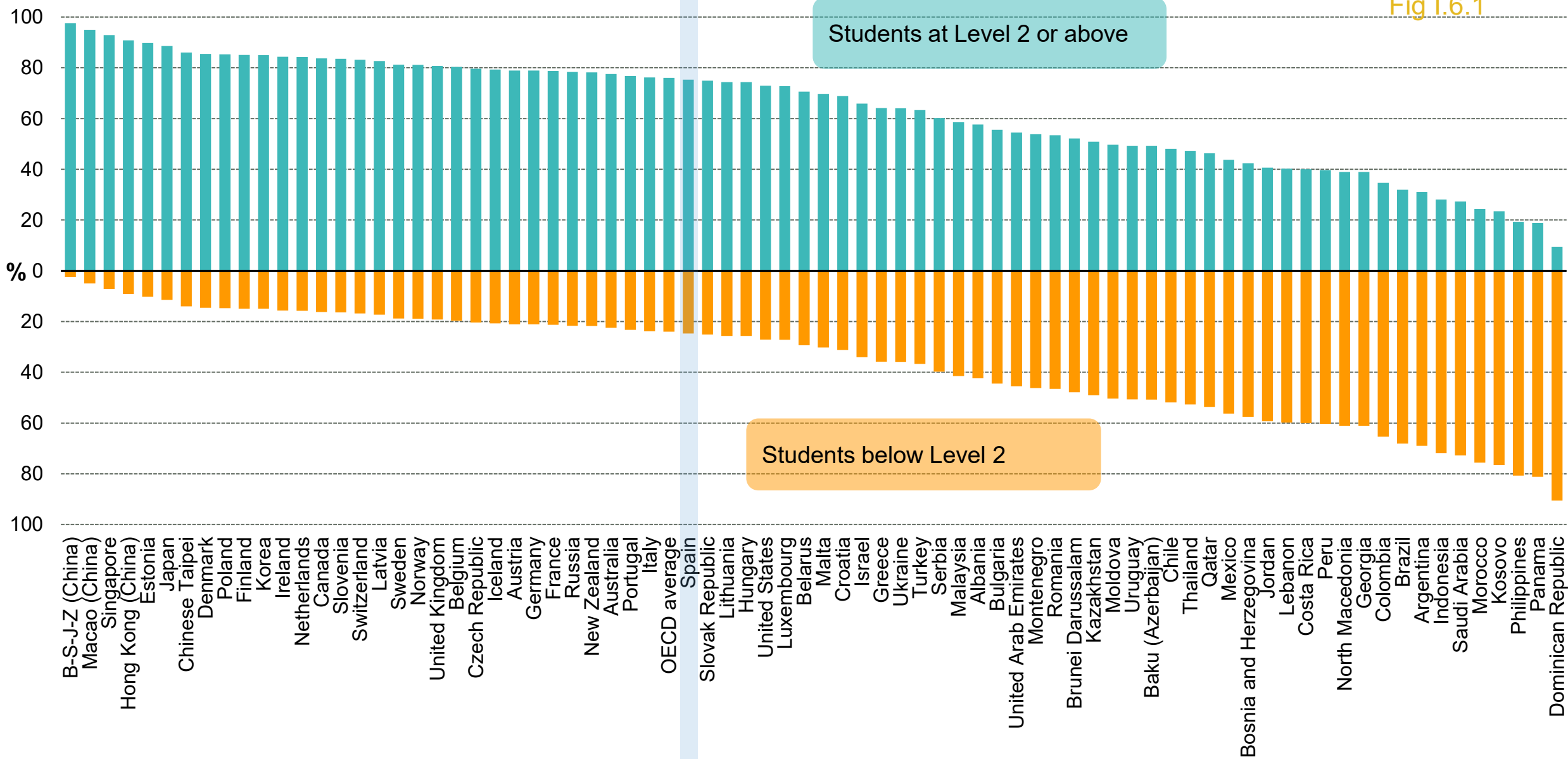
MESURAR I CHARACTERITZAR LES DIFERÈNCIES





Indicador d'un nivell mínim en competències clau (PISA reading, 2018)

Fig I.6.1

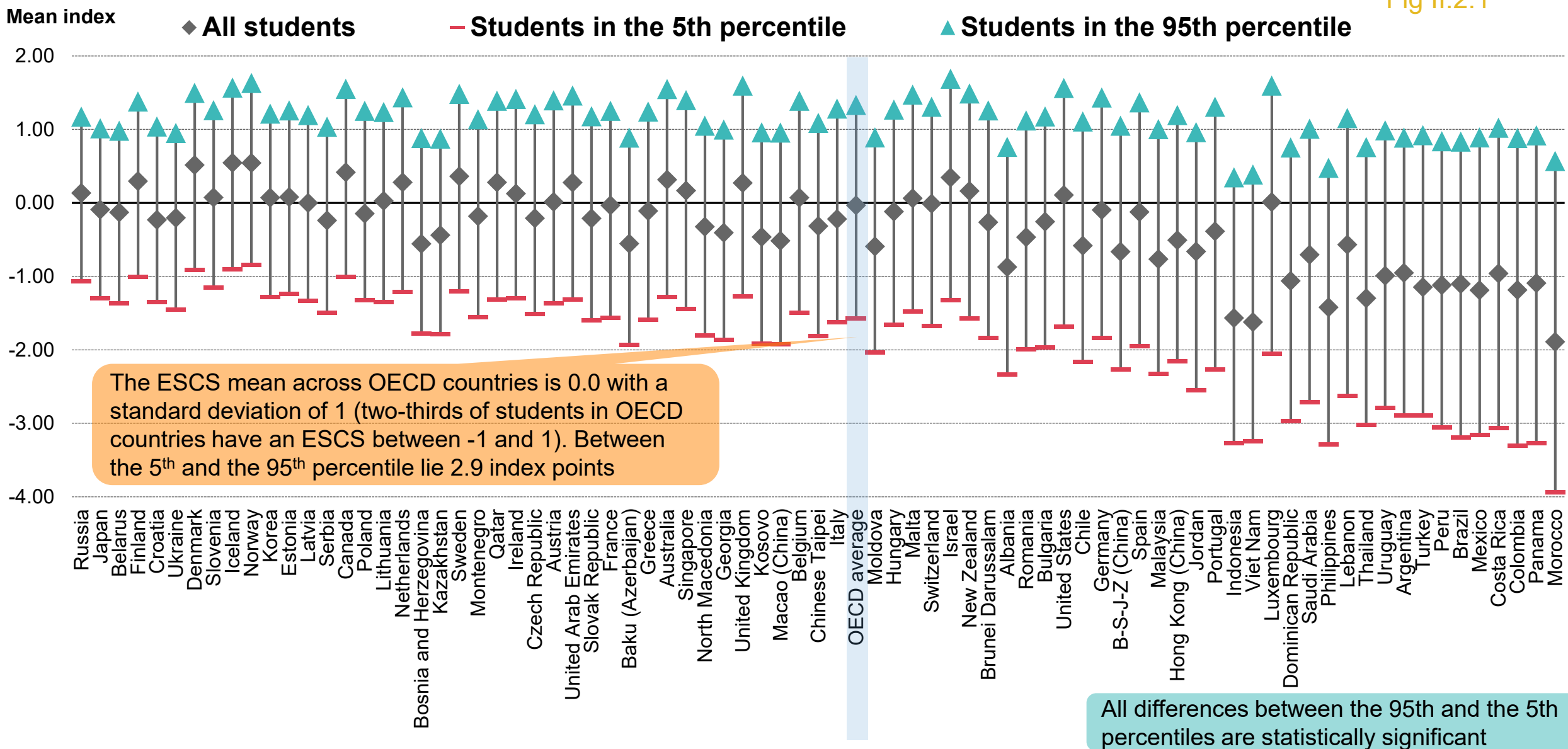




Heterogeneity in socio-economic status within countries

PISA index of economic, social and cultural status (ESCS)

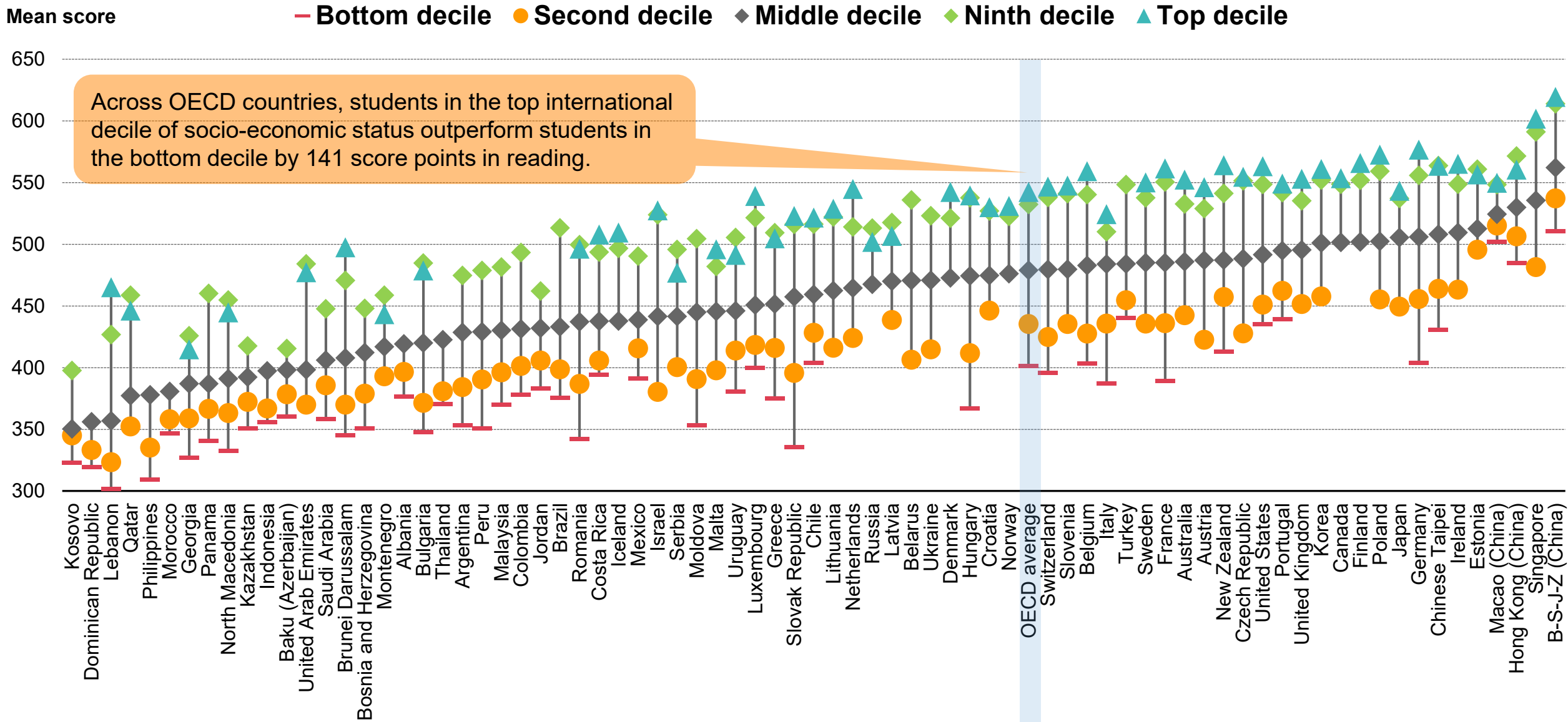
Fig II.2.1





Mean performance in reading, by international decile of socio-economic status

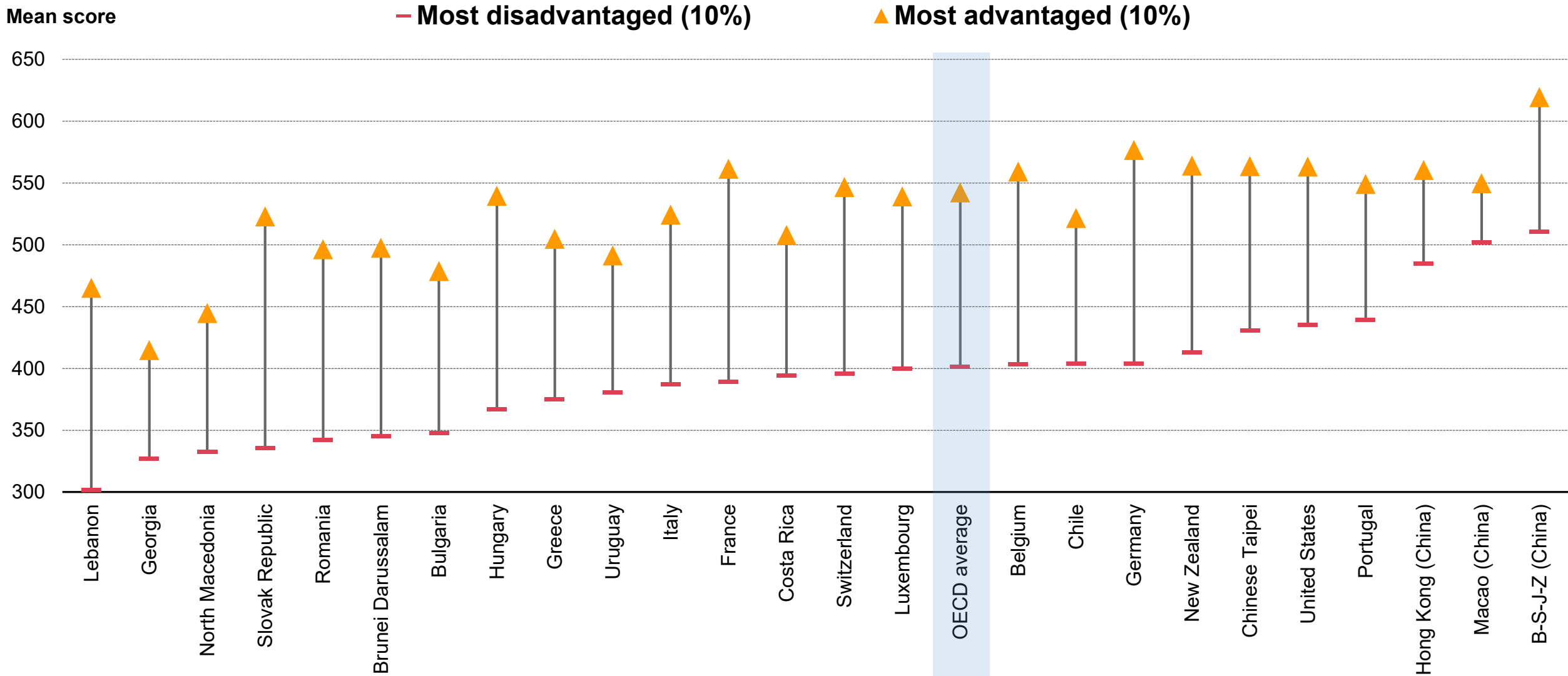
Fig II.2.2





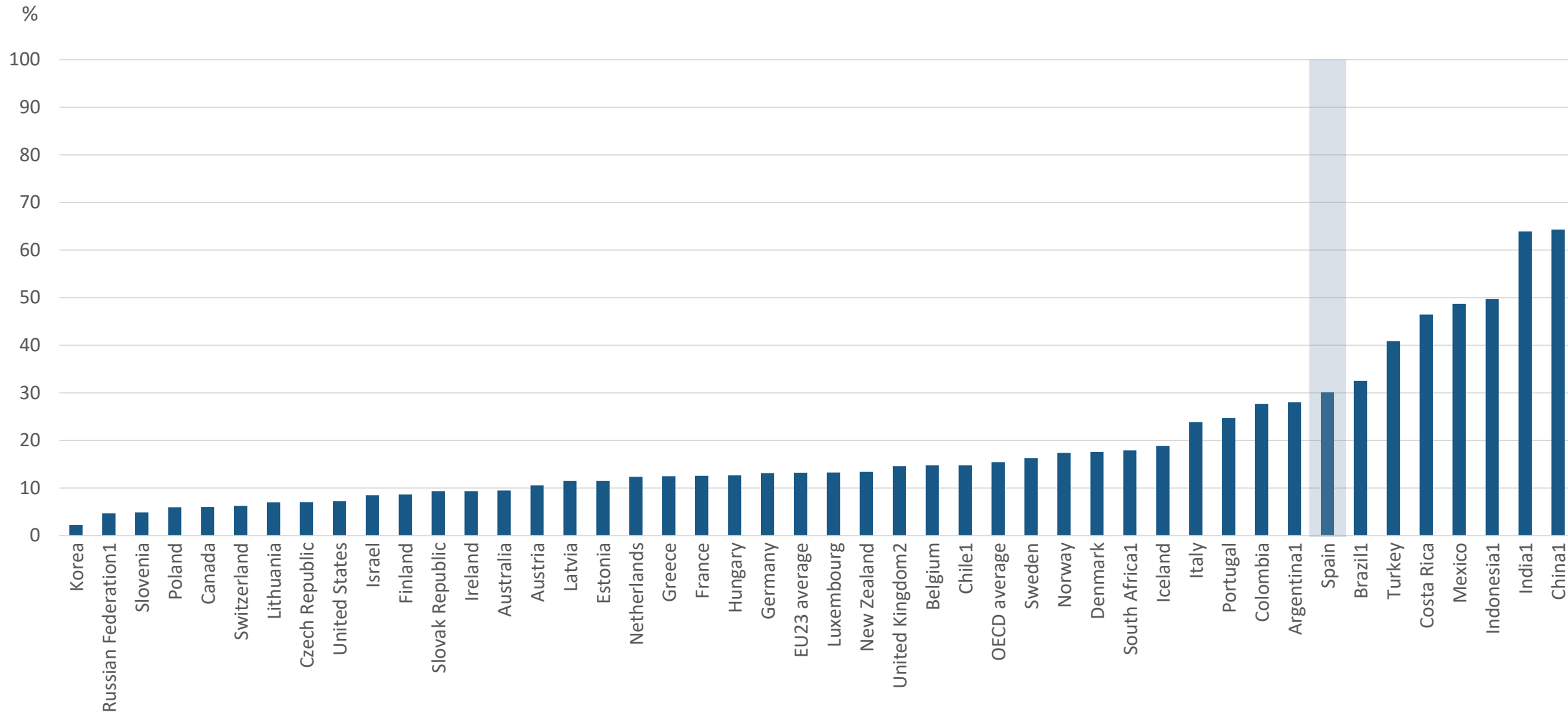
Mean performance in reading, by international decile of socio-economic status

Fig II.2.2





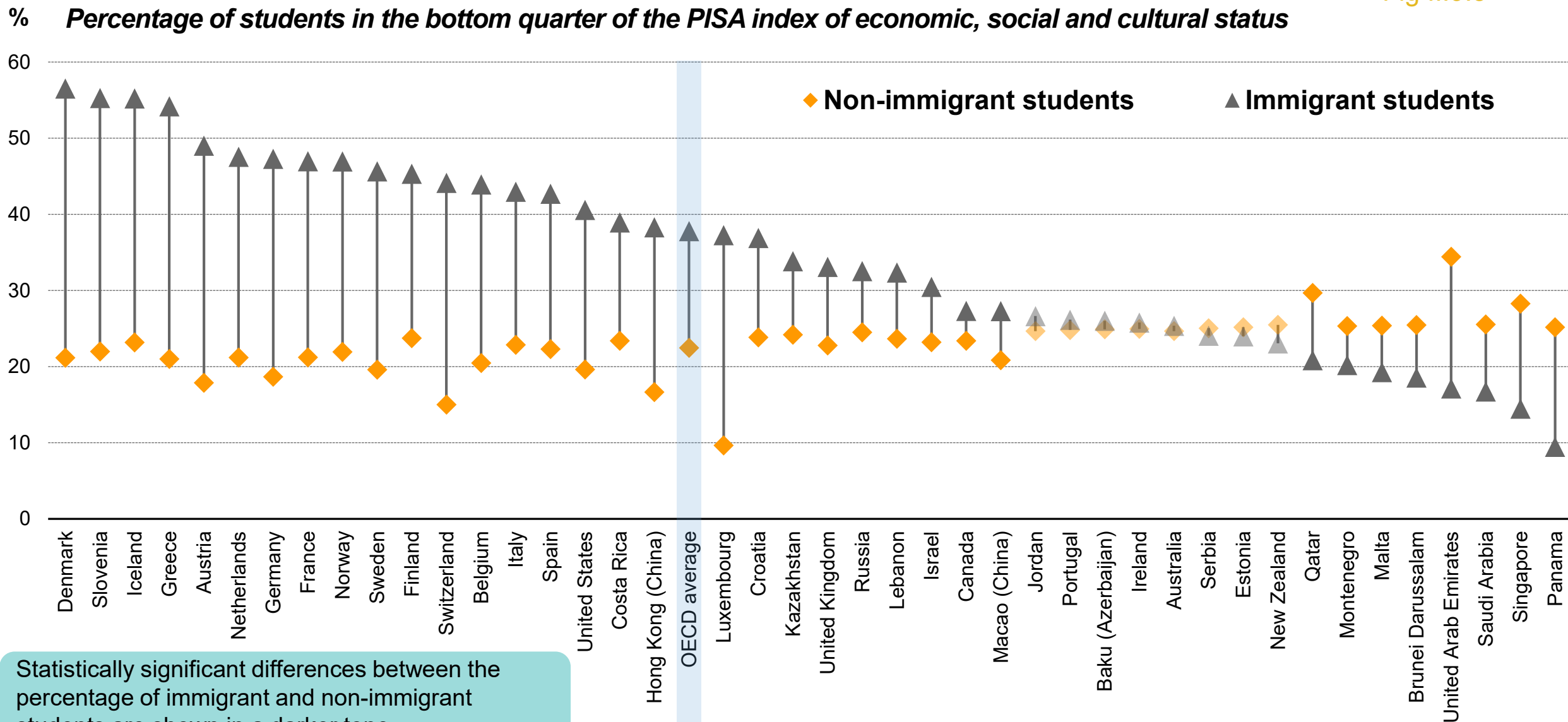
Below upper secondary





Percentage of disadvantaged students, by immigrant background

Fig II.9.3



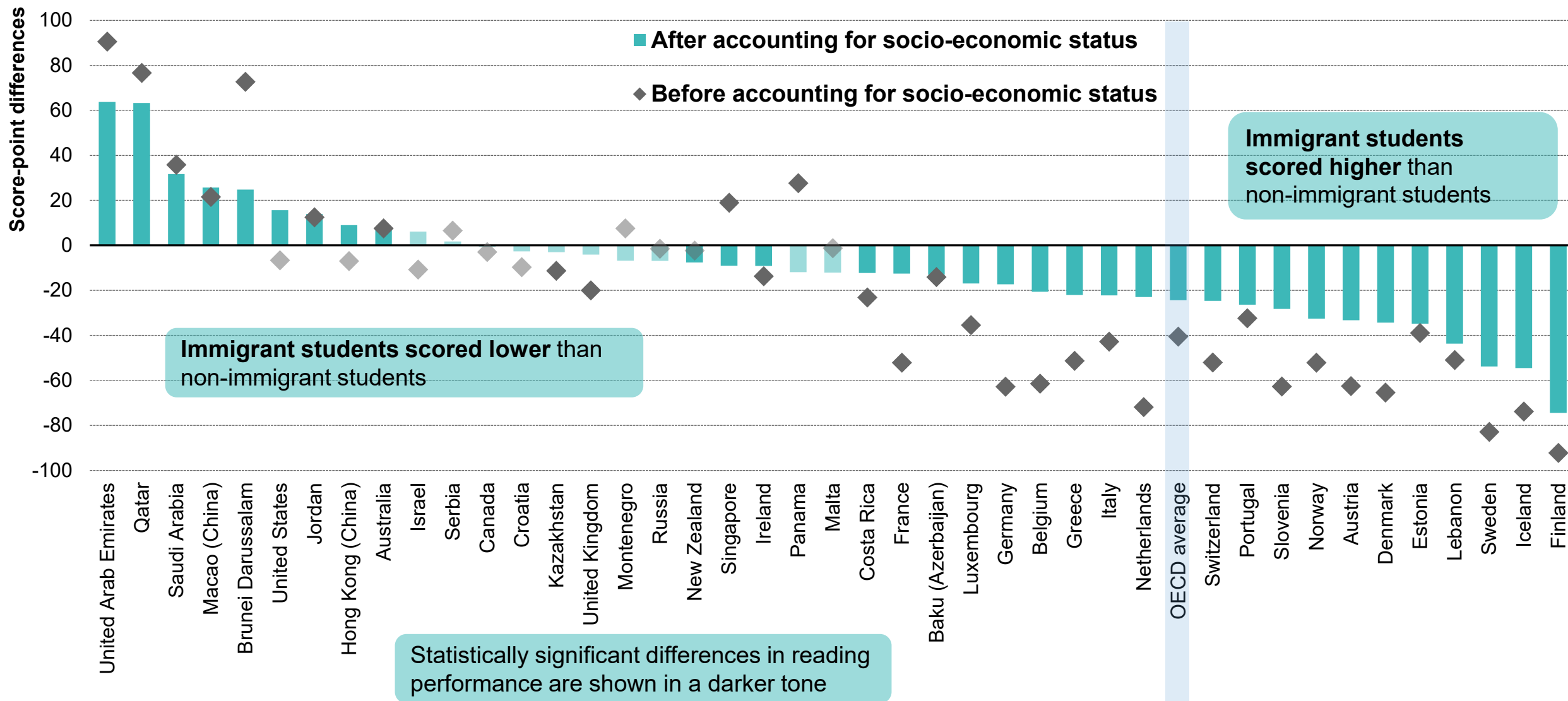
Statistically significant differences between the percentage of immigrant and non-immigrant students are shown in a darker tone



Difference in reading performance, by immigrant background

Fig II.9.6

Score-point difference in reading performance between immigrant and non-immigrant students





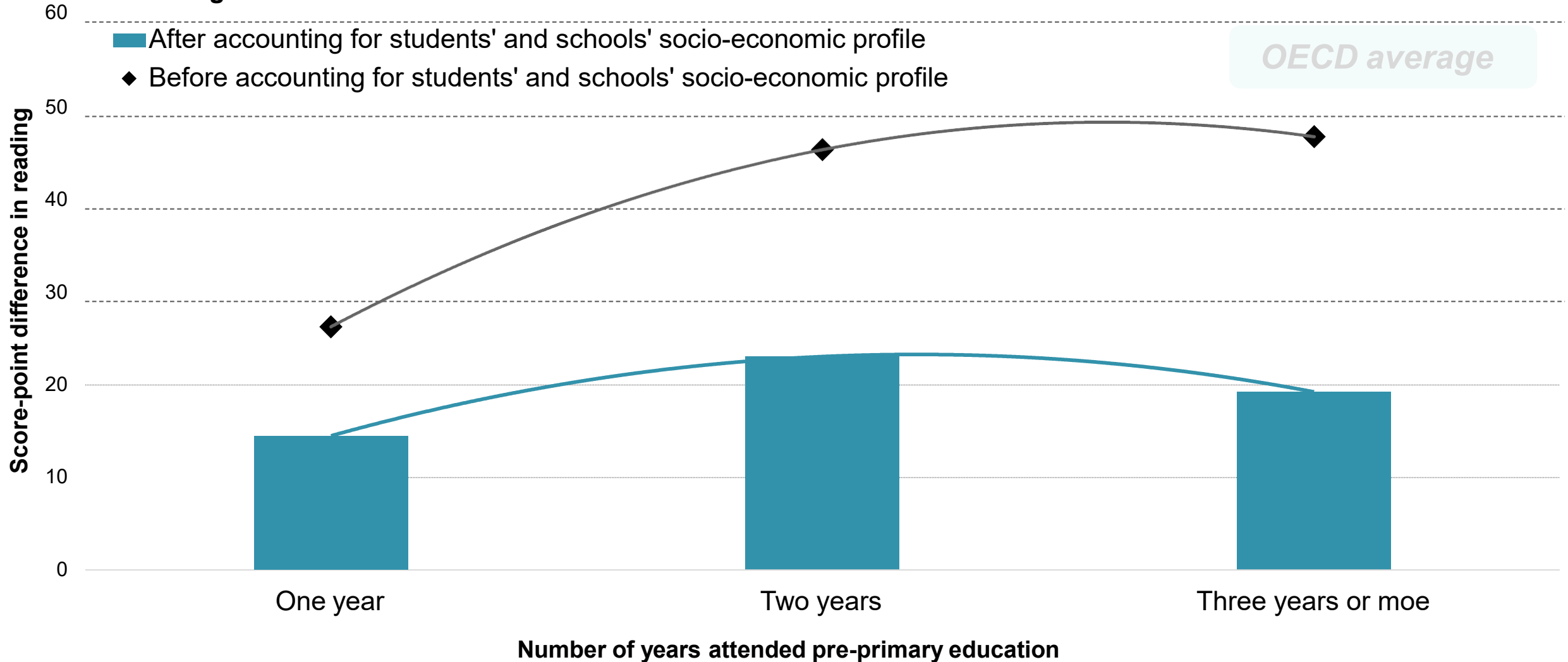
PREVENIR



No començar tard la 'carrera educativa'

Fig V.2.4

Performance advantage of students relative to those who had less than a year of pre-primary schooling

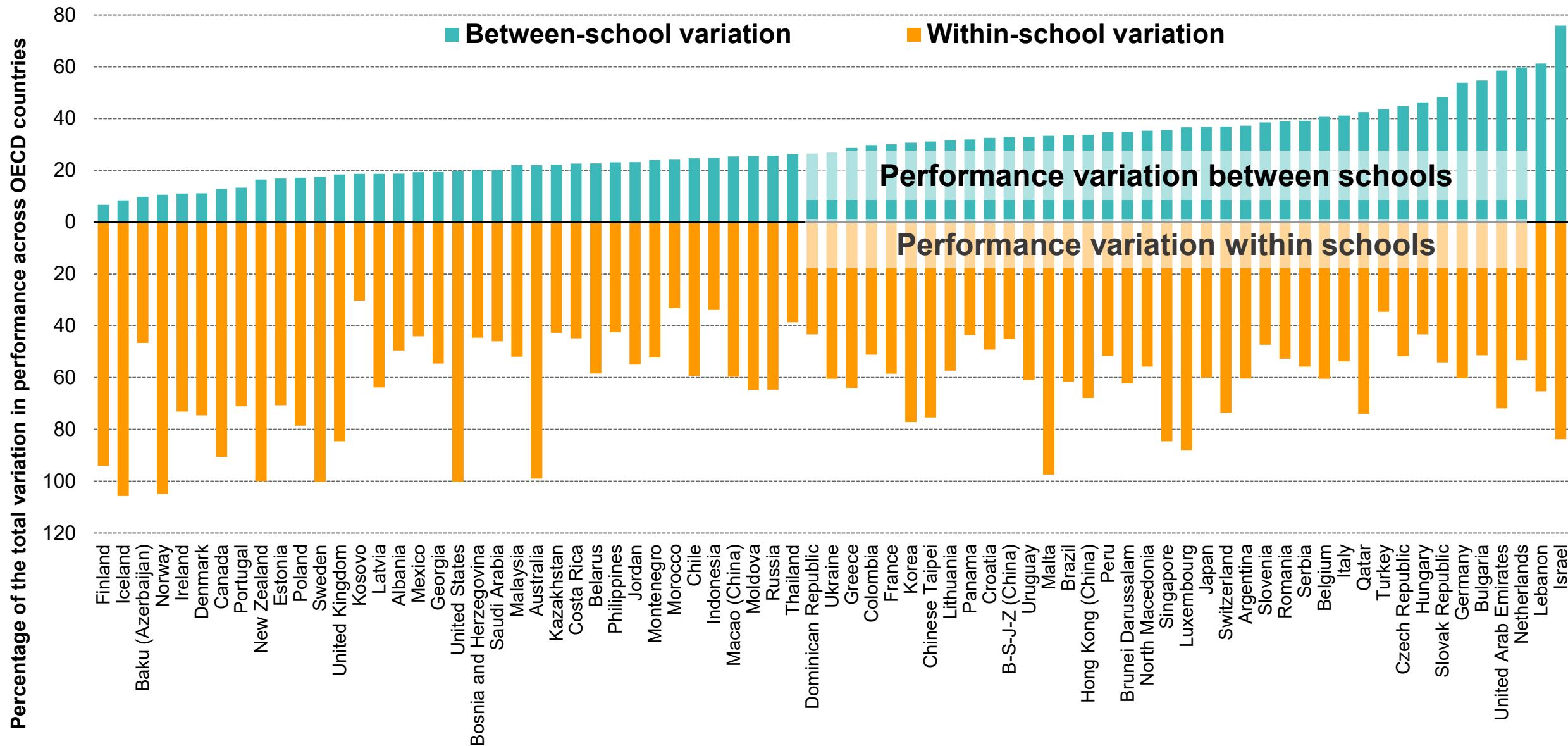




I, si no importés l'elecció d'escola?

Variation in reading performance between and within schools

Fig II.4.1

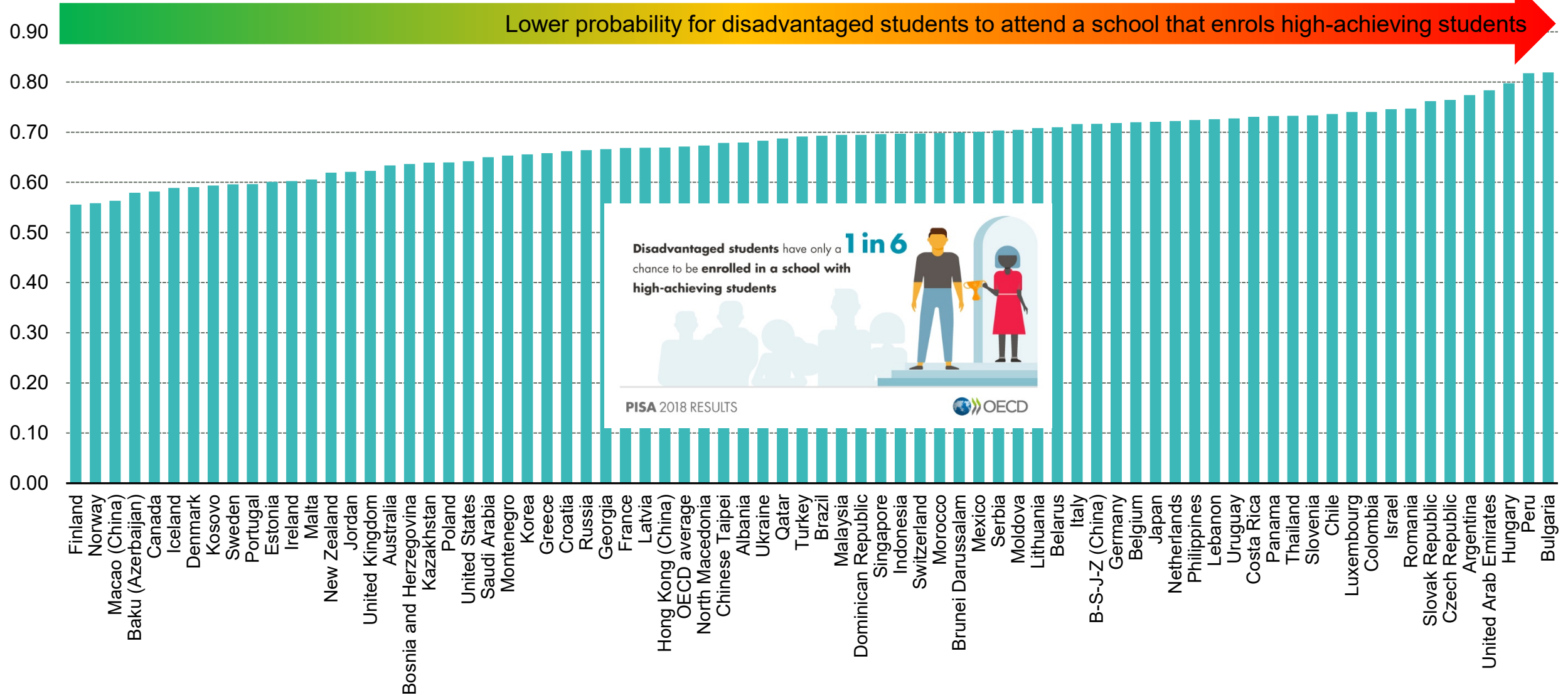




Els estudiants desfavorits només tenen 1 entre 6 possibilitats de tenir estudiants d'alt rendiment a la classe

Fig II.4.4

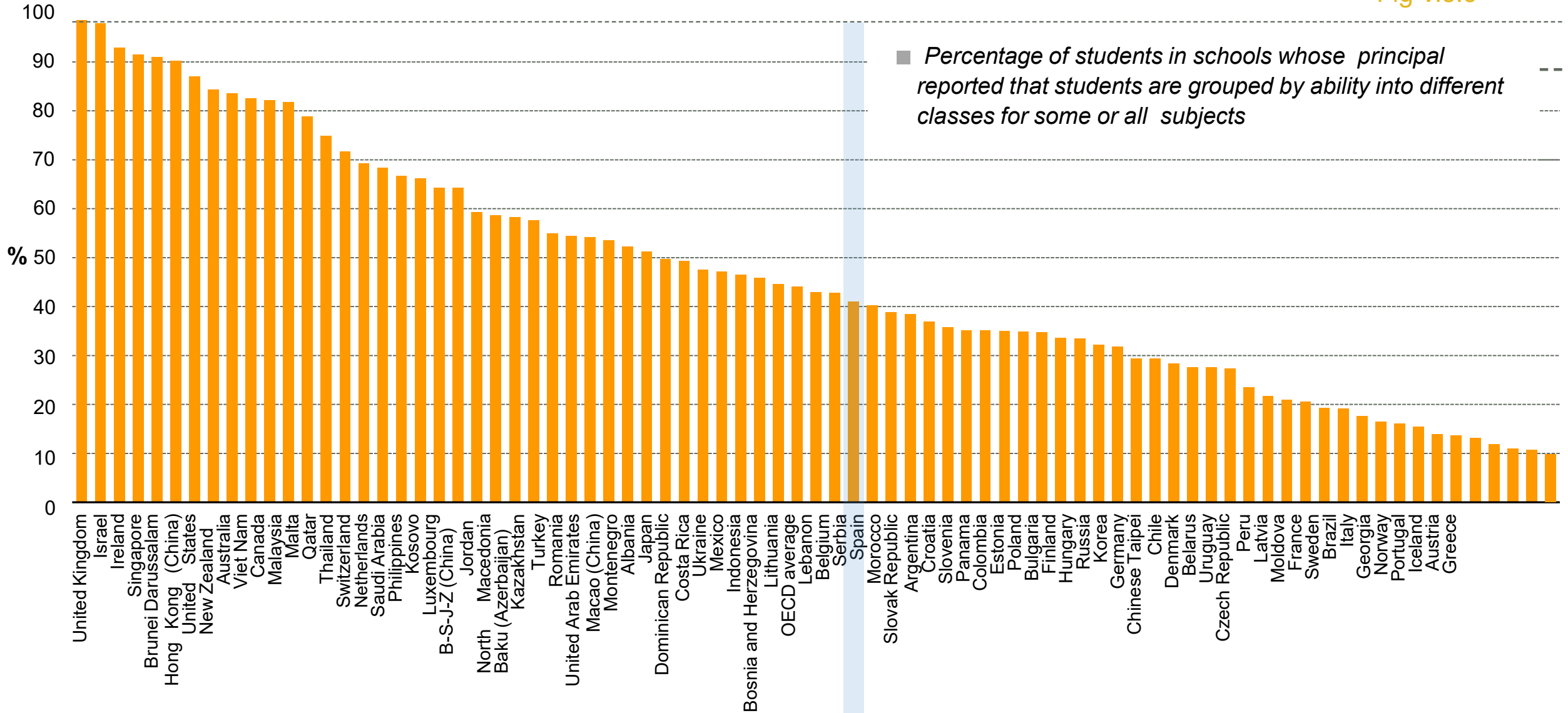
Isolation index





Evitar l'homogeneïtat dels grups

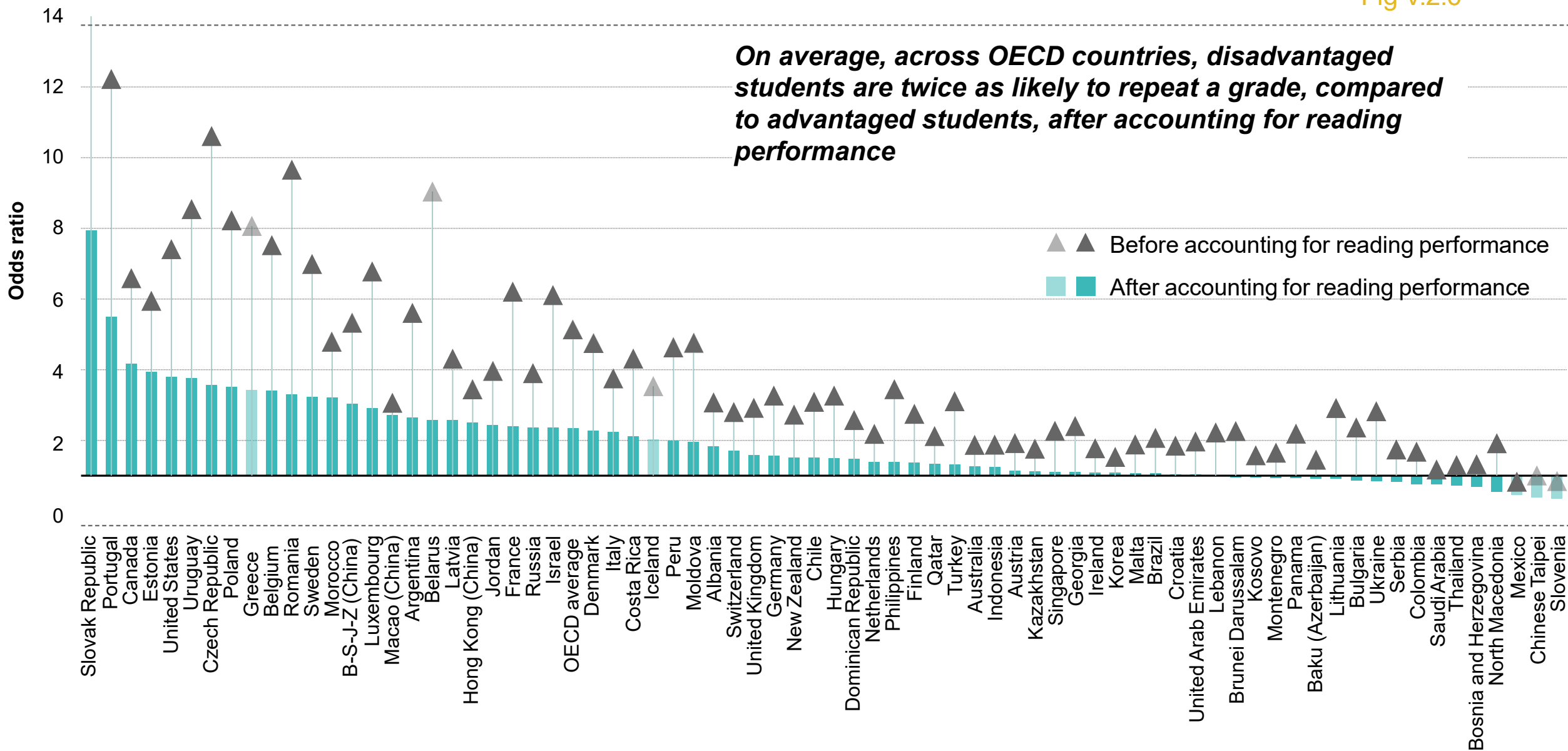
Fig V.3.6





Limitar l'ús de la repetició

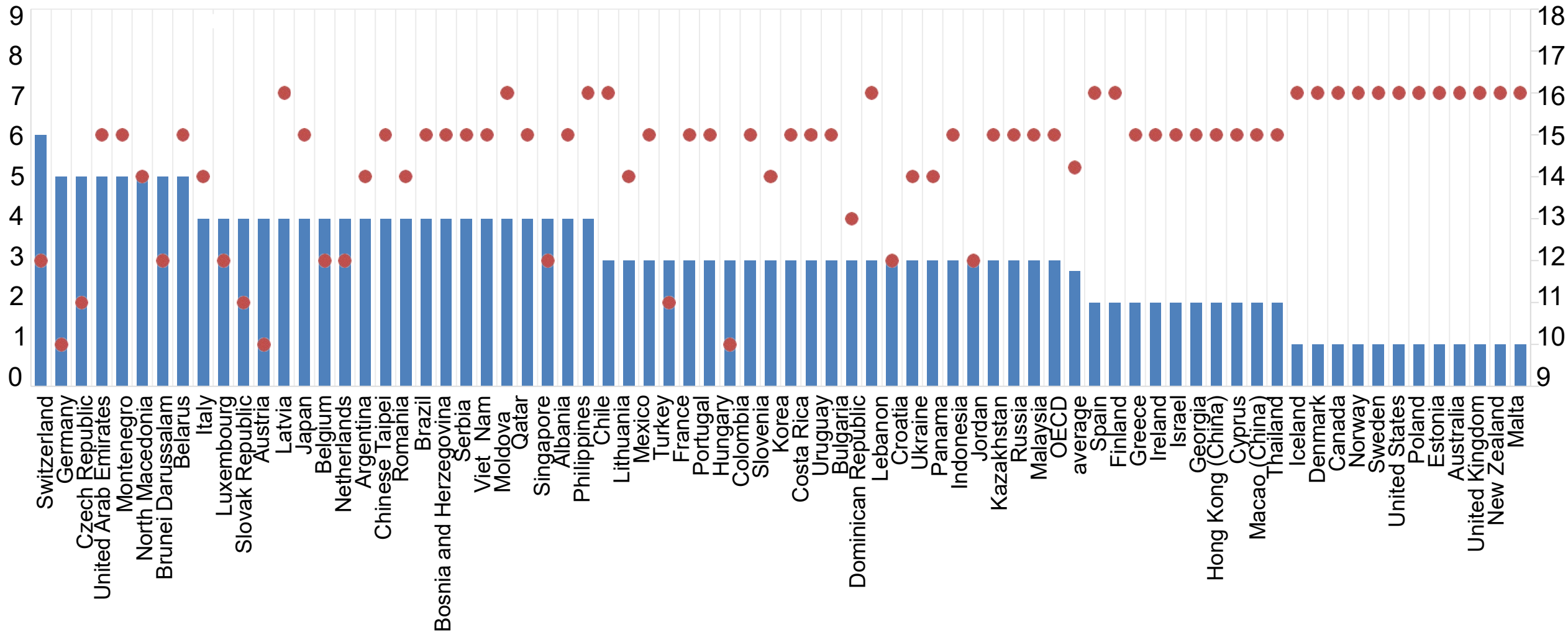
Fig V.2.6





Endarrerir l'edat de selecció i crear pasarel.les

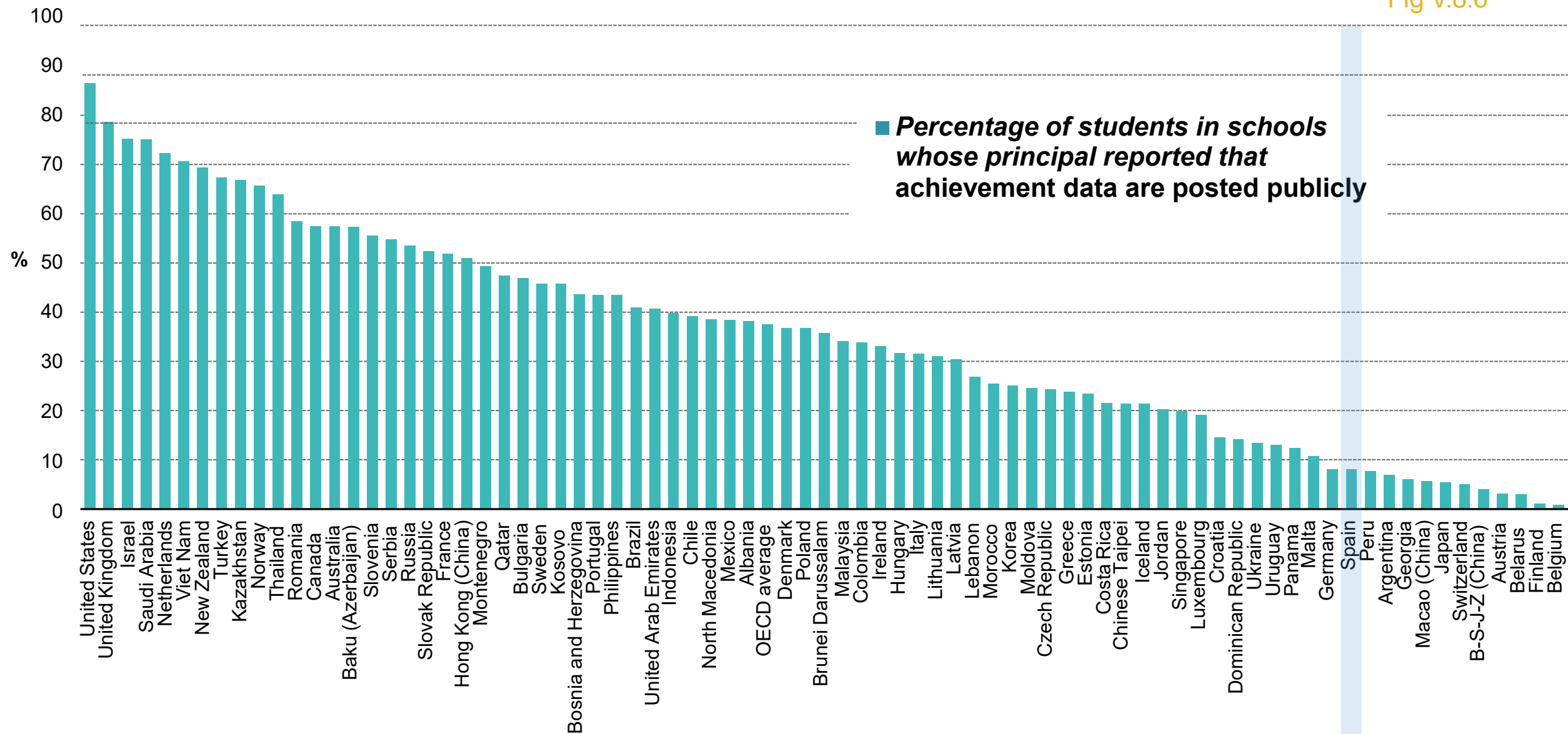
- Number of school types or distinct education programmes available to 15-year-old students (left axis)
- First age at selection in the education system (right axis)





La publicació dels resultats: revulsiu o estigmatitzador?

Fig V.8.6



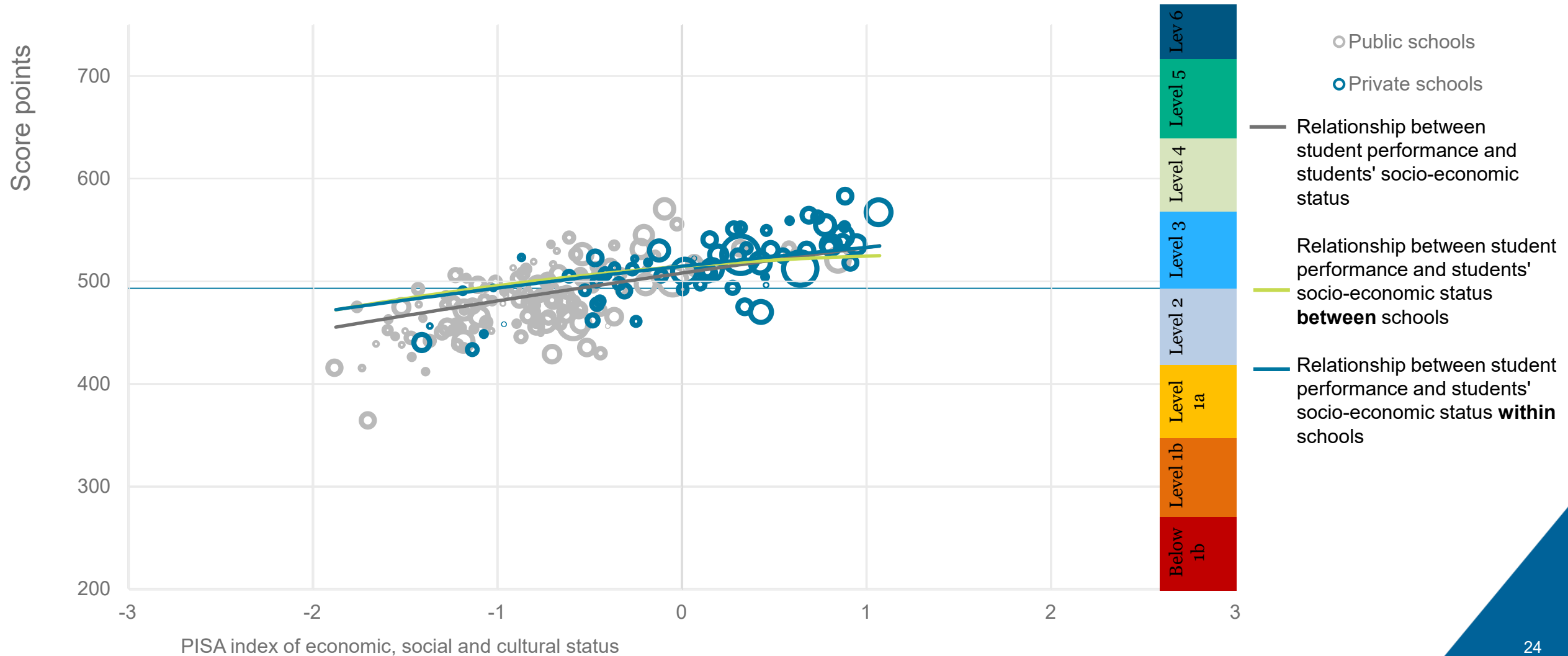


CURAR



Focalitzar programes i intervencions

La relació entre el rendiment dels centres i el perfil socio-econòmic a Espanya, PISA 2015



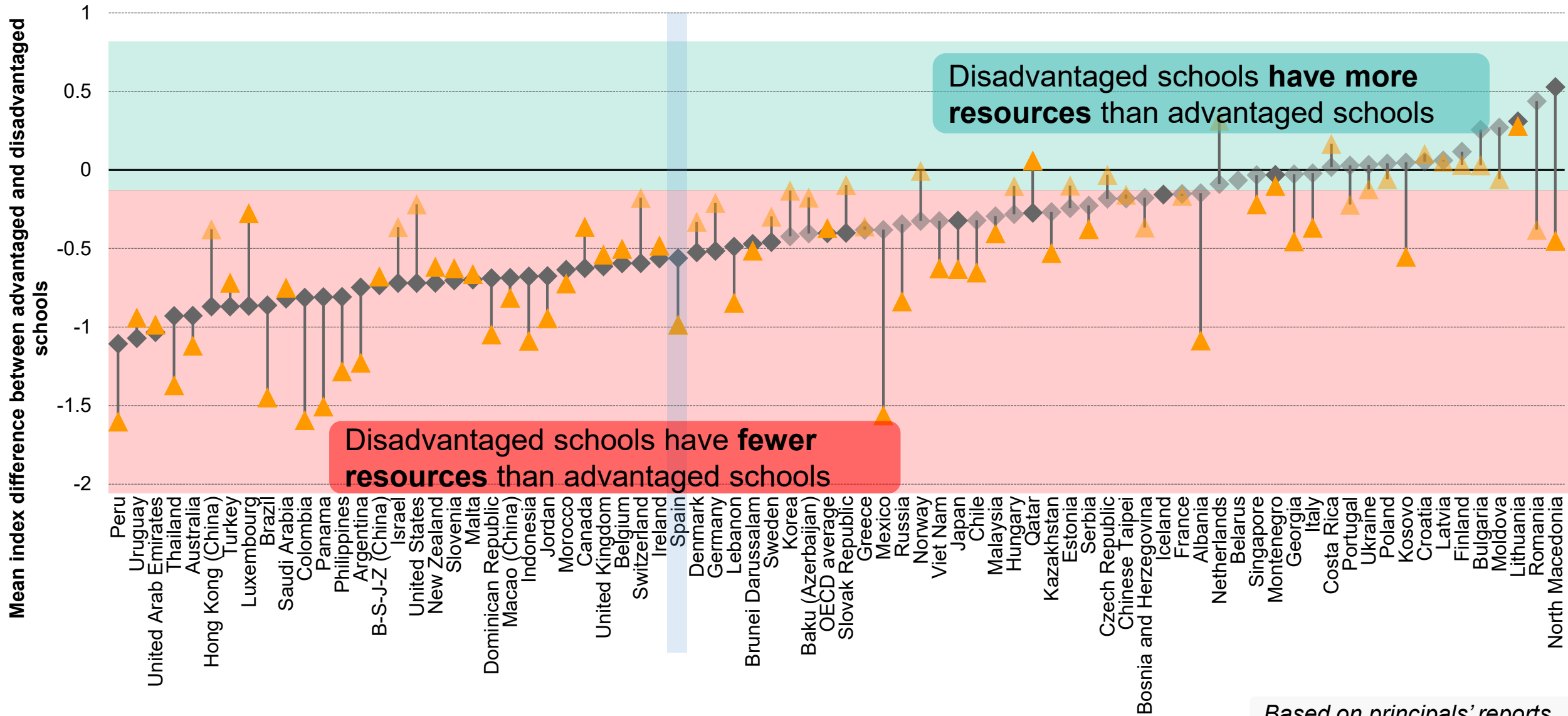


Pocs sistemes aconseguen alinear recursos i necessitats

◆ Index of shortage of education staff

▲ Index of shortage of educational material

Fig II.5.5

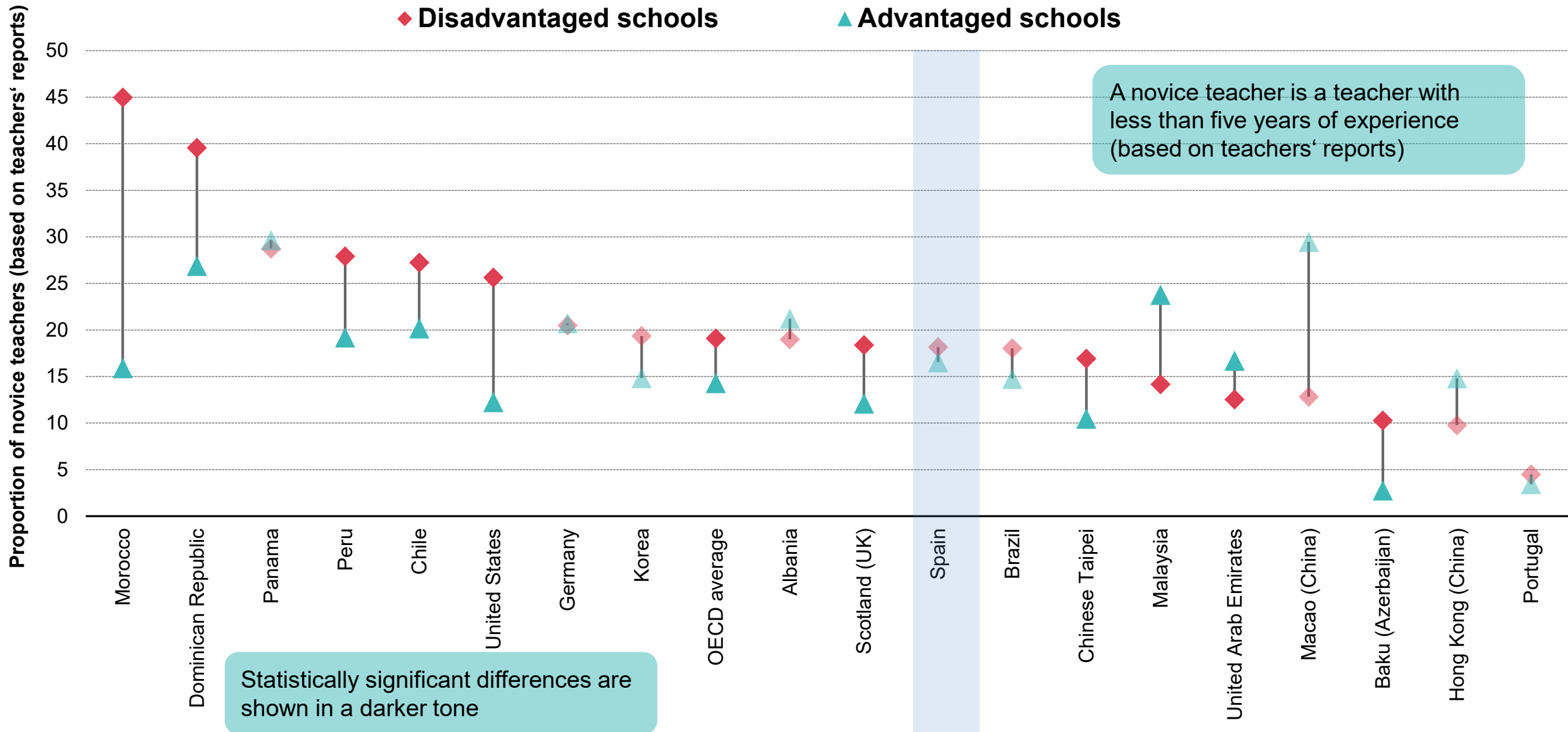


Based on principals' reports



Els docents novells tendeixen a treballar en centres més desafavorits

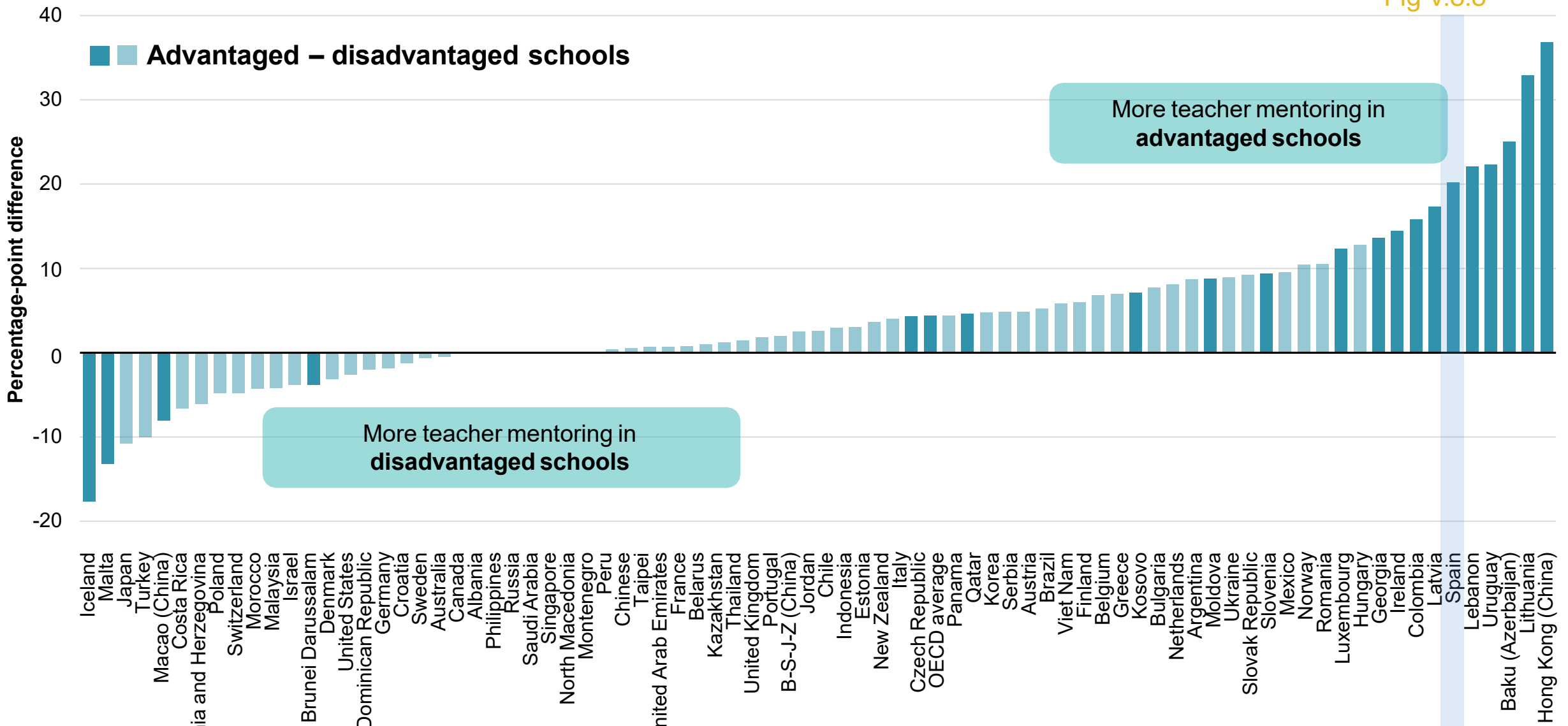
Fig II.5.3





.. i tendeixen a participar menys en programes d'inducció

Fig V.8.8

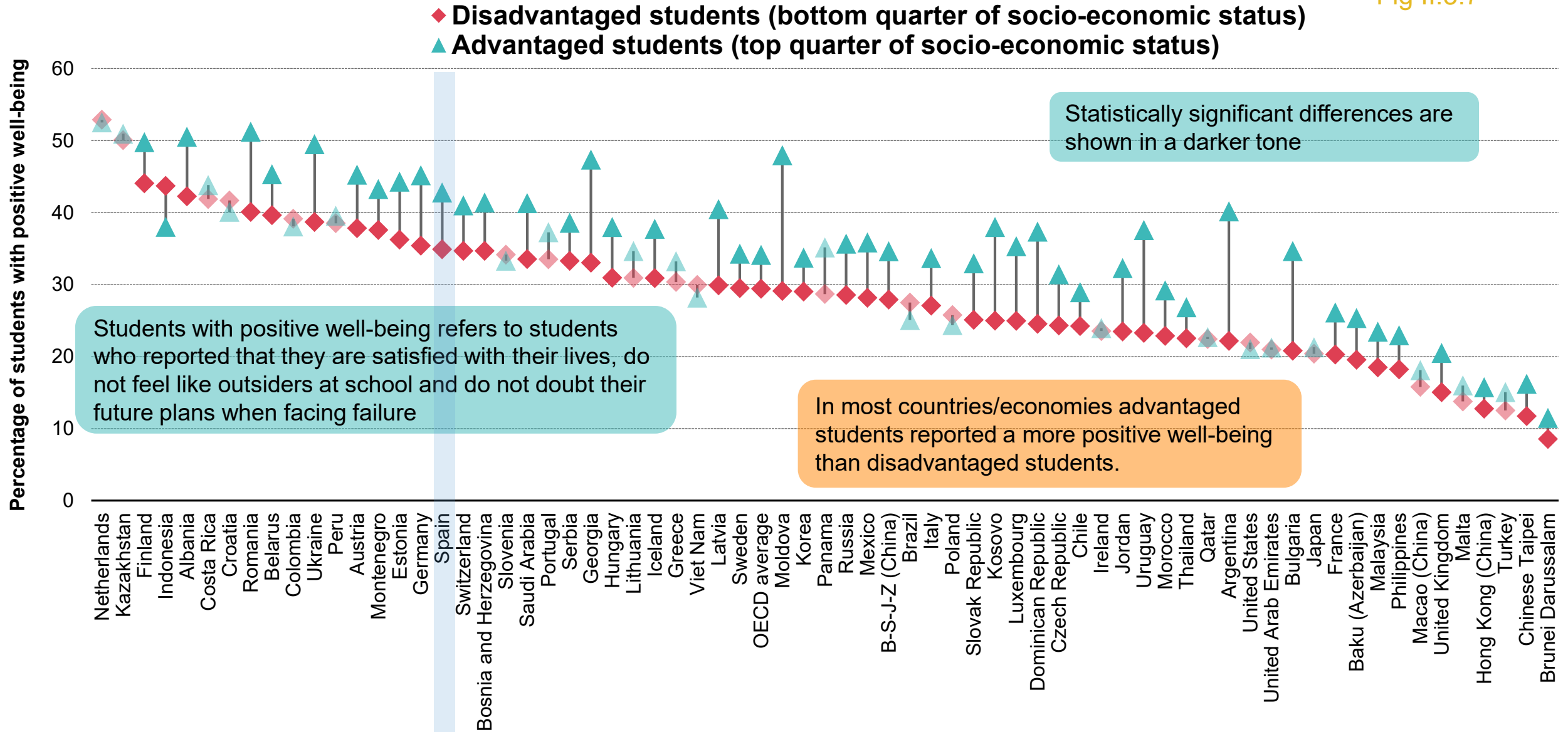


Based on principals' reports



El benestar dels estudiants

Fig II.3.7

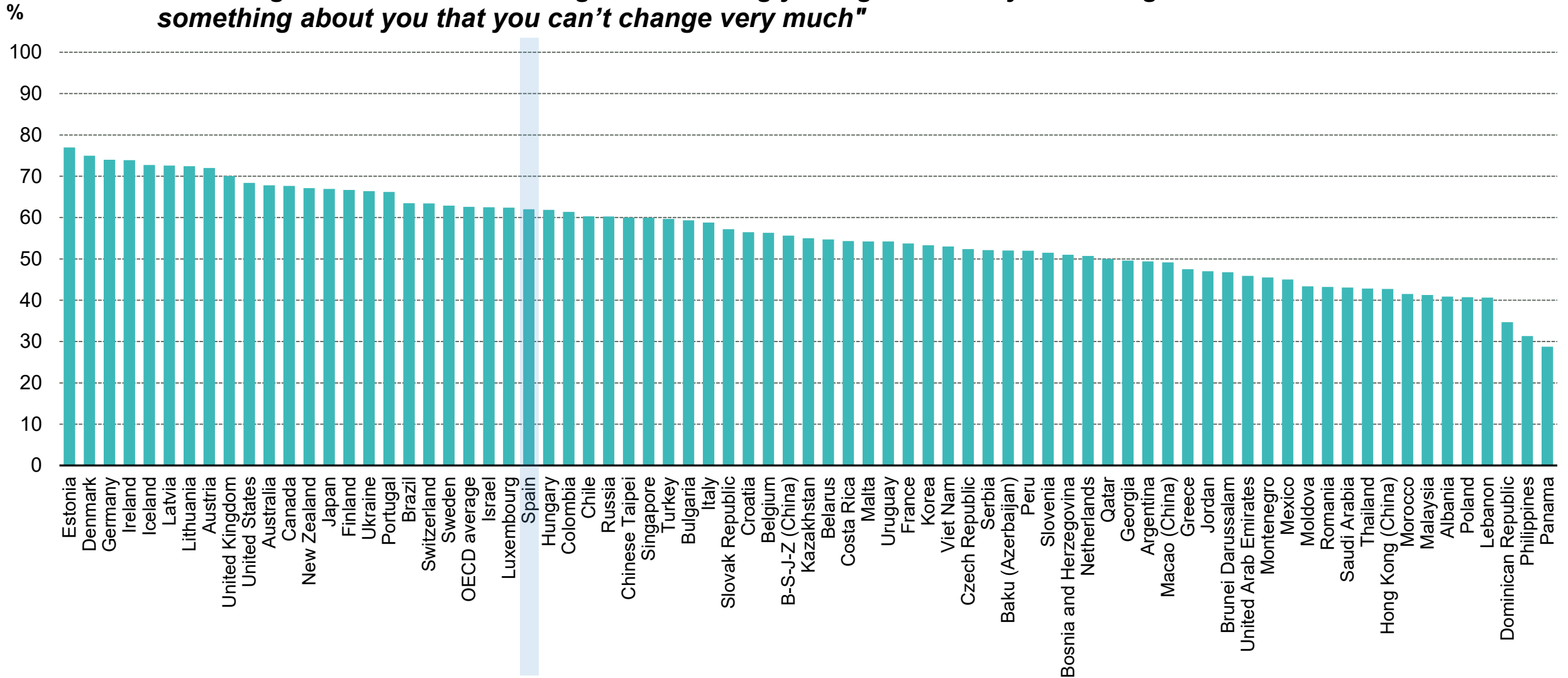




Growth mindset

Fig III.14.1

■ **Percentage of students who disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much"**

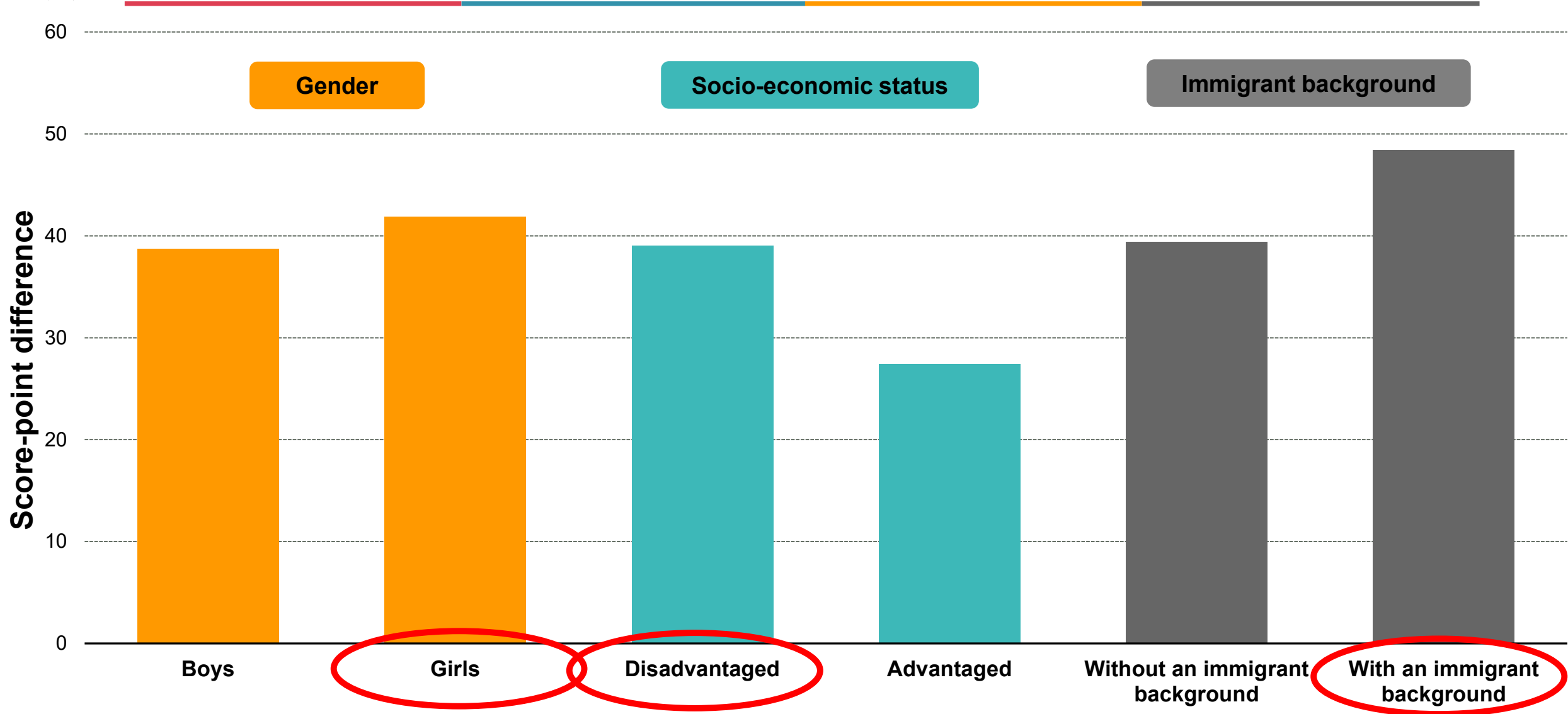




Growth mindset segons el perfil de l'estudiant

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

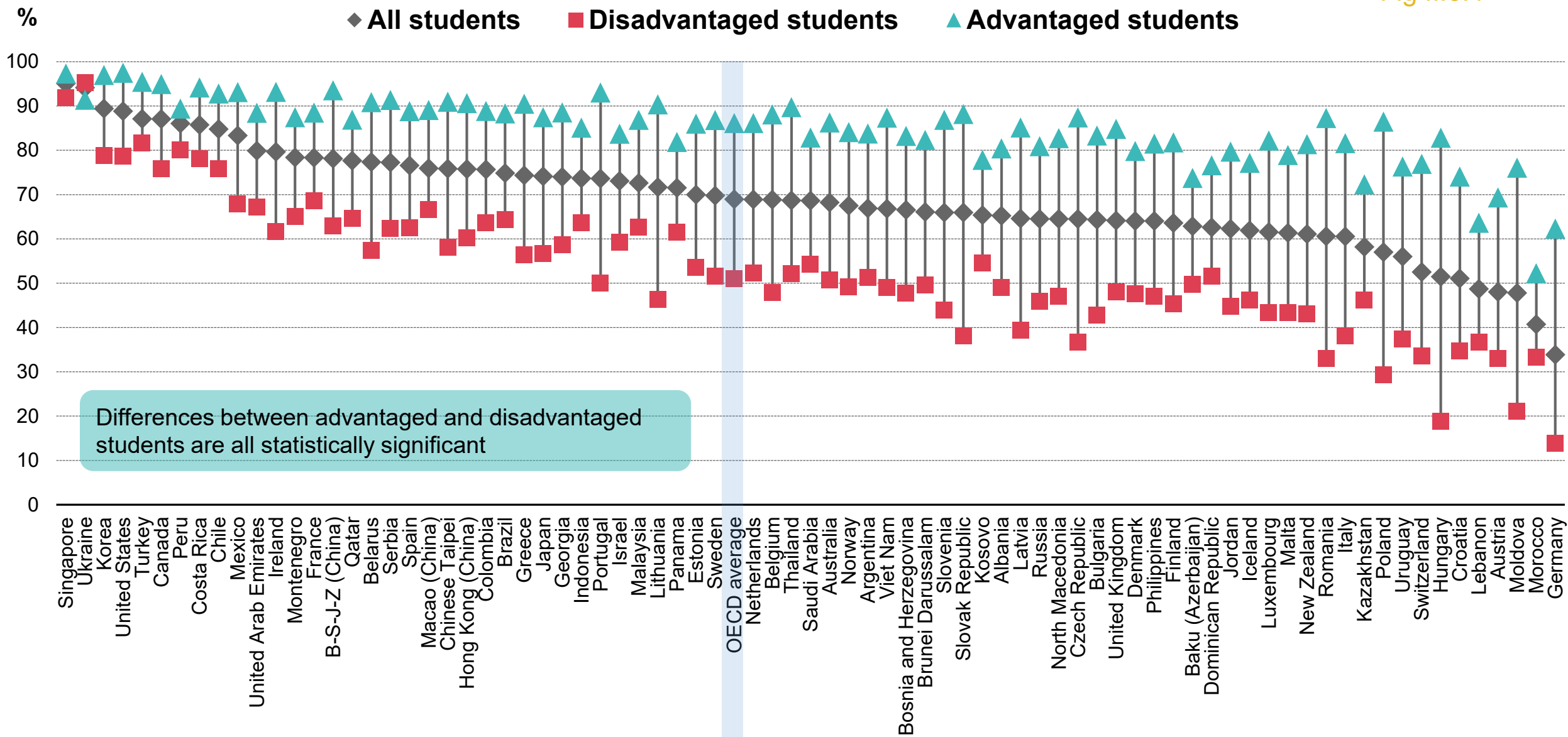
Fig III.14.4





L'aspiració universitària

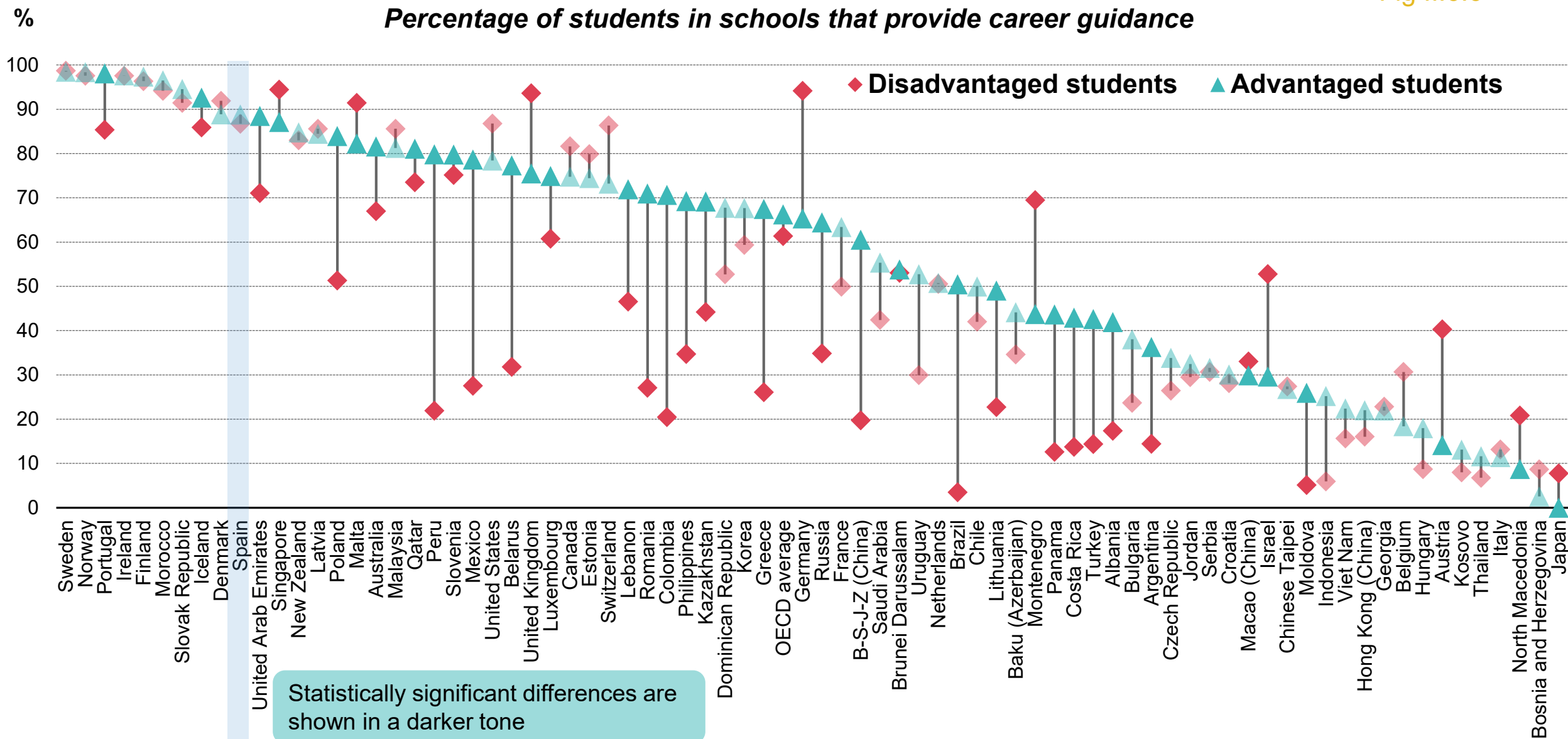
Fig II.6.4





L'orientació educativa i professional en els centres educatius

Fig II.6.6

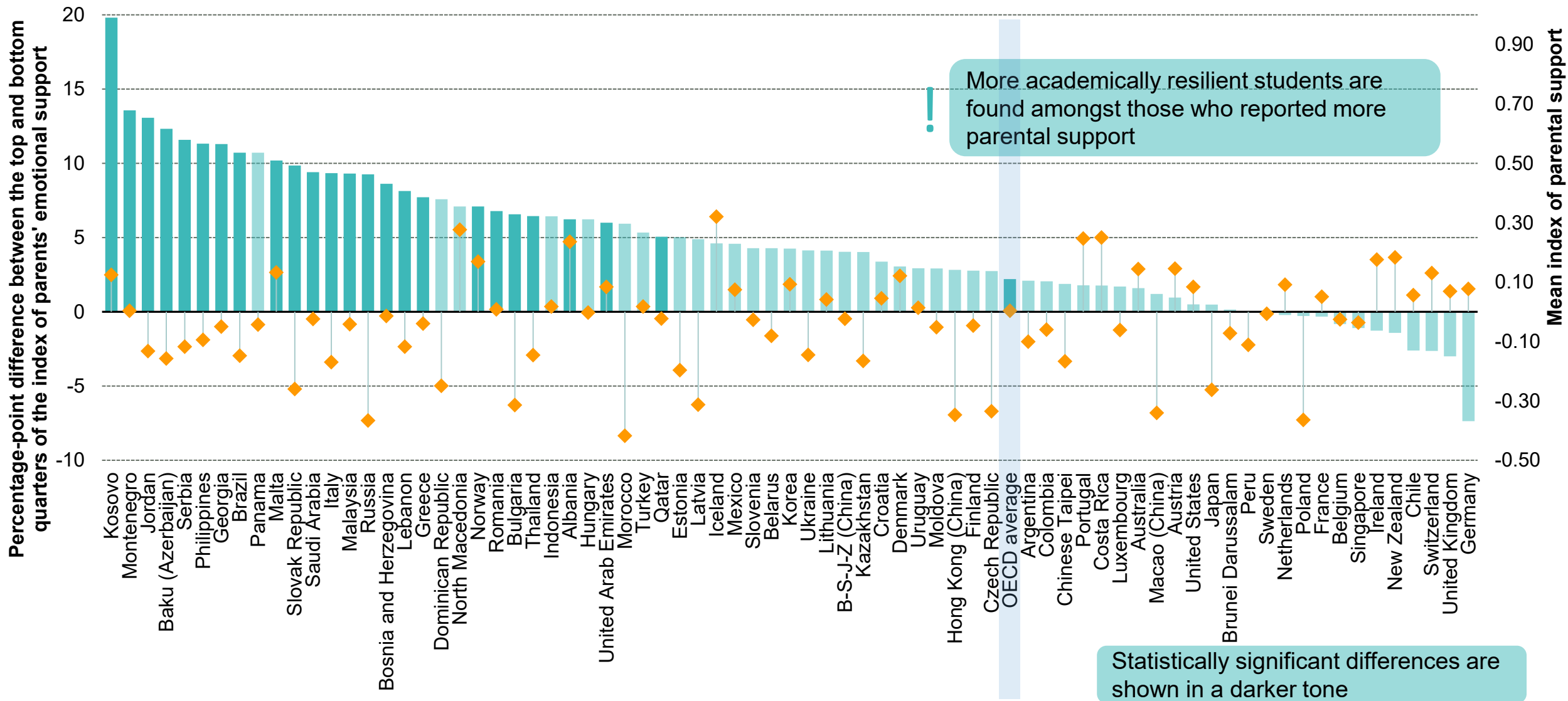




Involucrar els pares

Fig II.3.2

■ Academically resilient students ◆ Mean index of parents' emotional support



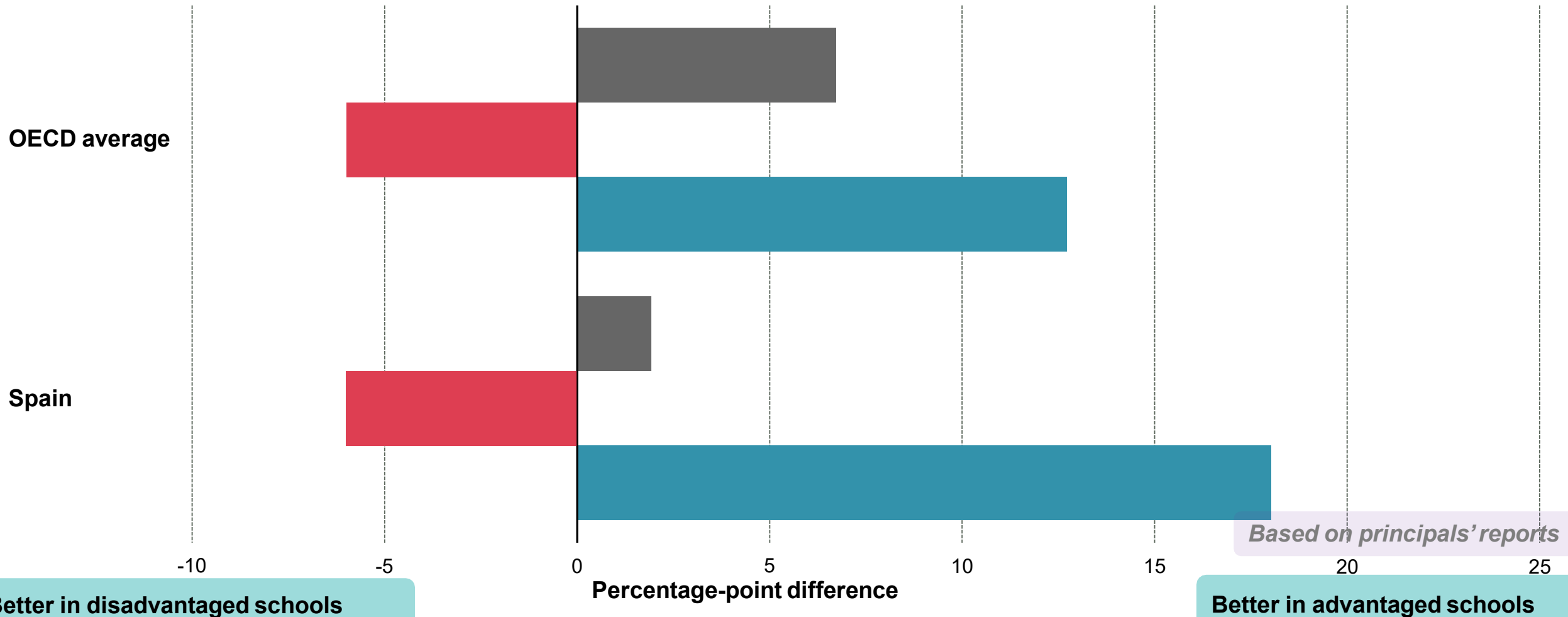


Més enllà de l'escola

Table V.6.19

Difference between advantaged and disadvantaged schools:

- Room(s) where students can do their homework
- Staff provides help with homework
- Peer-to-peer tutoring



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www.globalteachinginsights.org



S: Thank you very much.
T: Thank you.

T: Applause for you, very well!

数学計算しよう!

① $(x+5)^2 = 39+25$ ② $(2x+10)^2 = 256$

A	月火水木金	6	月火水木金
1	般業社団協	1	般業社団協
2	接社業体社	2	接社業体社

DIFERENTES TIPOS DE TAZAS

TAZAS

TAZAS

TAZAS

TAZAS

TAZAS