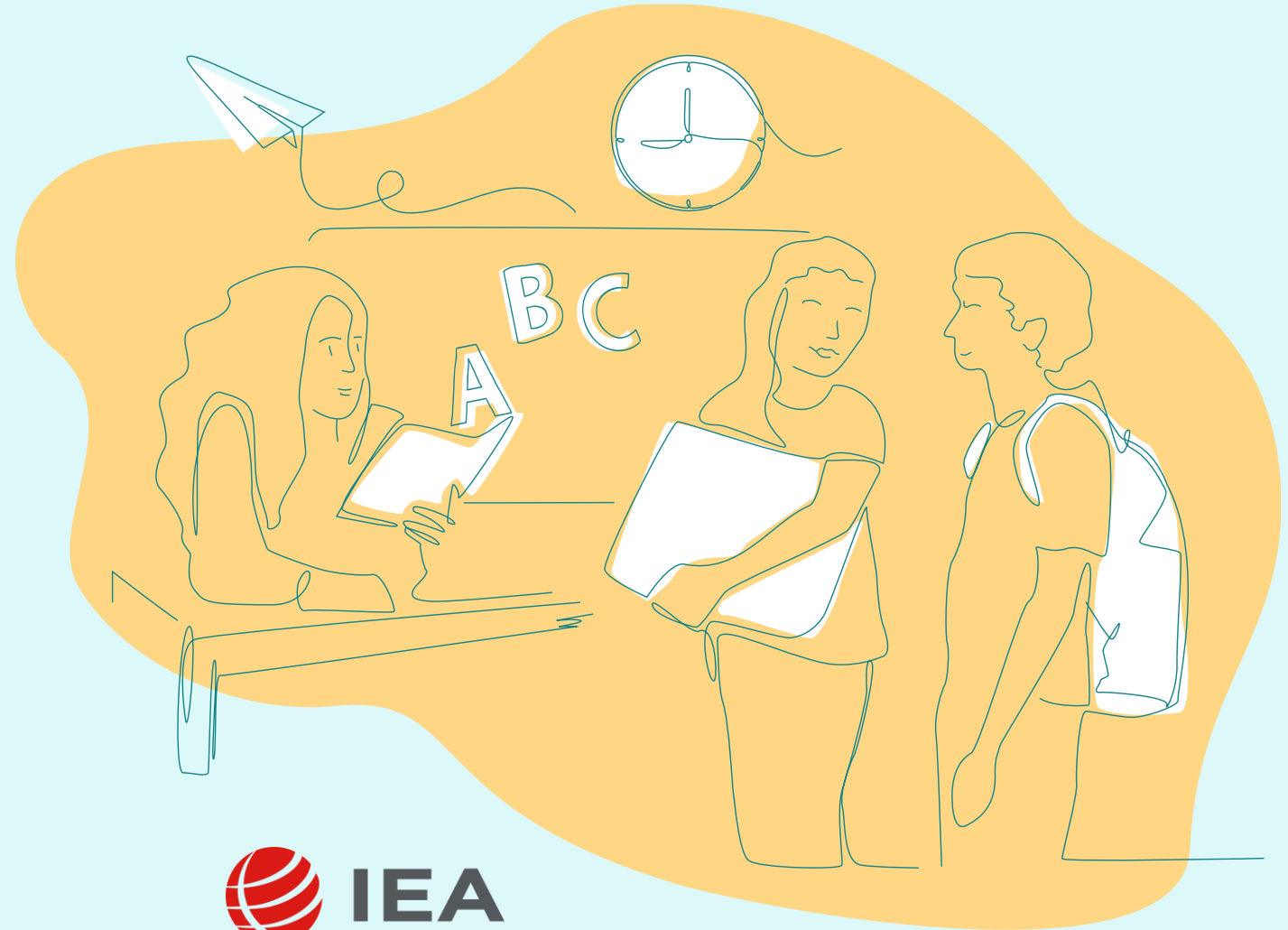


# #Giving Back to Teachers

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Thursday 4 May 2023

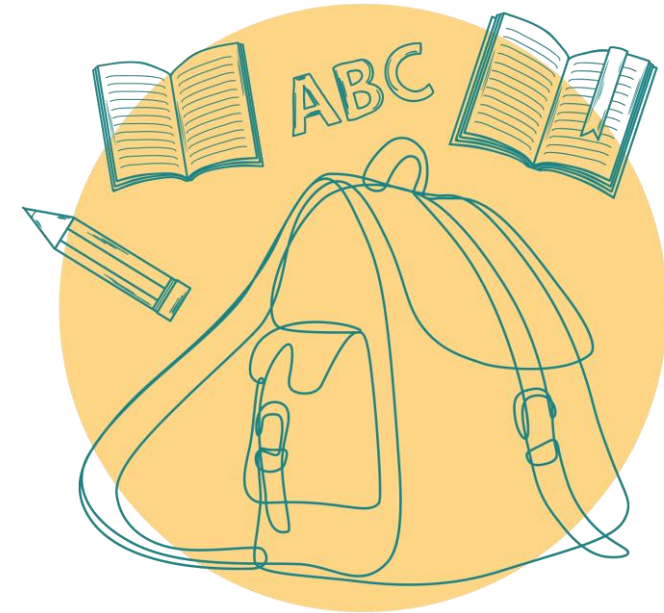


# Introduction to IEA

## International Association for the Evaluation of Educational Achievement

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- Non-governmental research organization, founded in 1958
- Independent, international cooperative of national research institutions and governmental research agencies
- Conducts large-scale comparative studies of educational achievement and other aspects of education
- More than 60-member country institutions; nearly 100 education systems participate in IEA studies



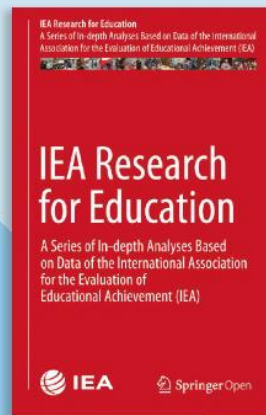
**“IEA conducts large-scale studies to better understand education practices, processes & policies in order to improve quality teaching & learning within and across systems of education”**



# Supporting Secondary Analysis

All IEA data and publications are available open access

IEA Research  
for Education



Launched in 2016

IEA Research for  
Educators



Launched in 2022

IEA Compass:  
Briefs in Education



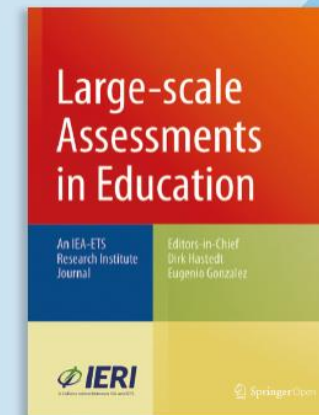
Launched in 2016

IEA  
Teacher Snippets



Launched in 2022

Large-scale Assessments  
in Education Journal



Launched in 2013

# Introduction to IEA

*Researching education, improving learning*

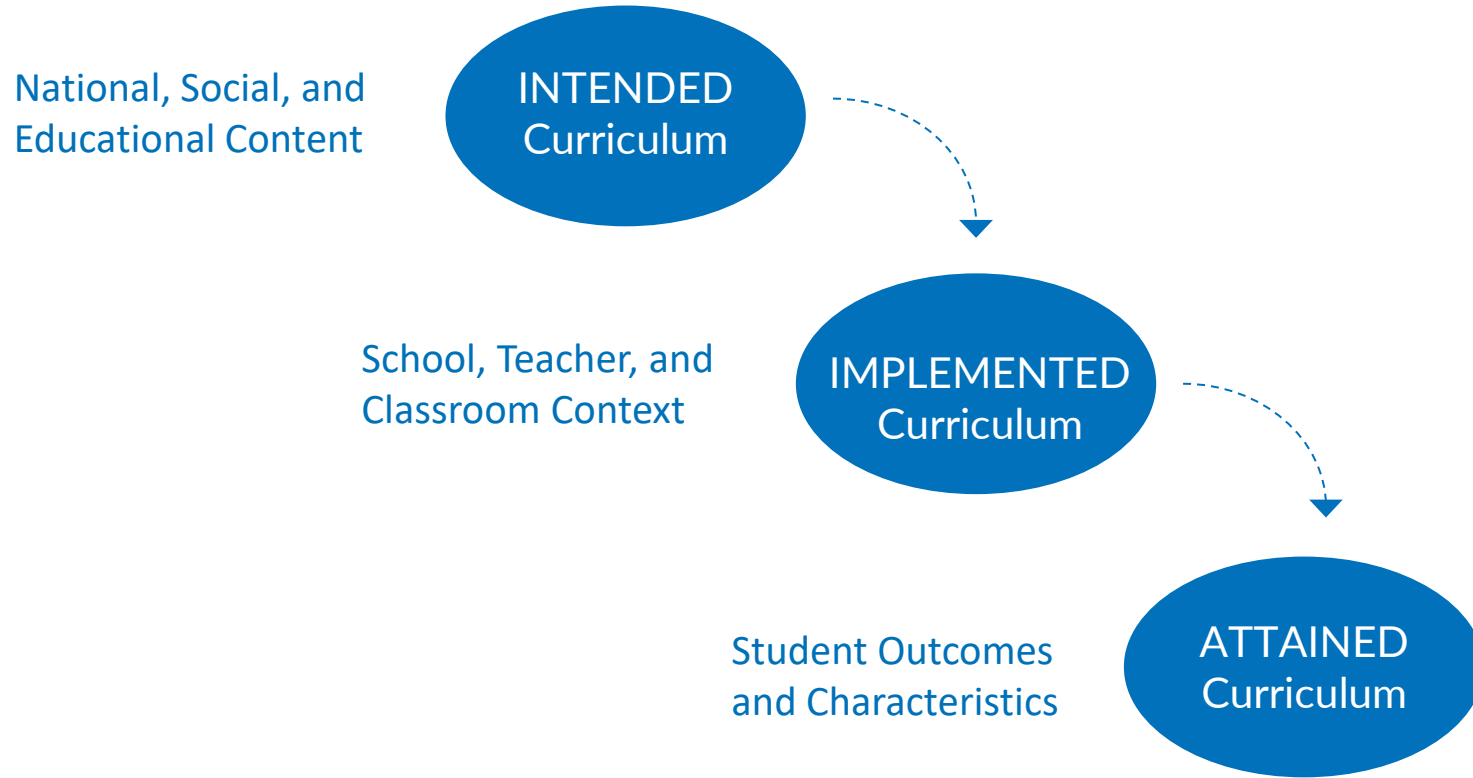
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IEA's studies are unique as they are:

- Grade based
- Developed around a curricular model
- Linked to national curricula
- Conducted in regular cycles to provide trends in educational achievement



# Unique Study Design



# Focus on PIRLS

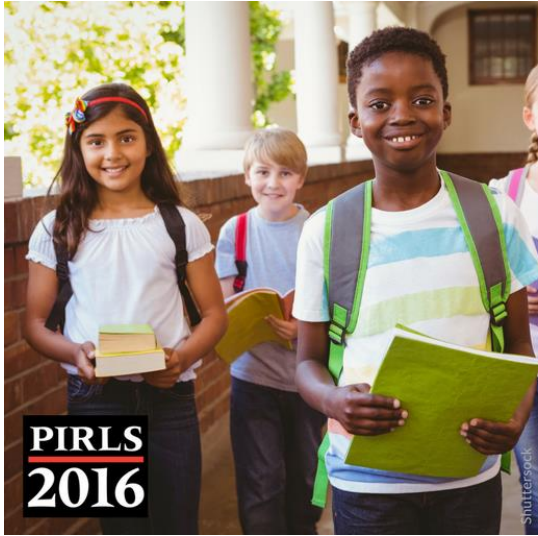
## Progress in International Reading and Literacy Study

---

- Assessment of 4th grade students, conducted every 5 years since 2001
- Provides internationally comparative data on how well children read by assessing students' reading achievement
- Provide vital information about educational performance at primary level
- Direct links between teachers and the assessed students
- Around 319,000 students, 16,000 teachers and 12,000 schools participate PIRLS
- Recognized by UNESCO for measuring progress towards SDG 4.



# PIRLS 2016: Example International Results



PIRLS  
2016



## MORE GOOD READERS

Trends indicate an increase in good readers internationally  
| PIRLS 2016 |

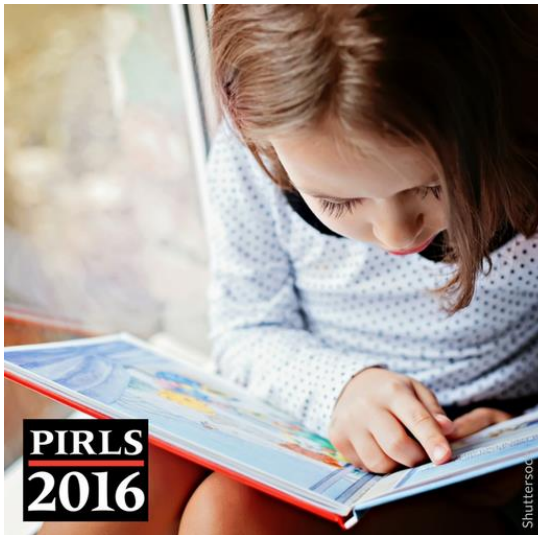


PIRLS  
2016



## EARLY START IN LITERACY

Primary education and early literacy activities with parents enhance the reading achievement  
| PIRLS 2016 |

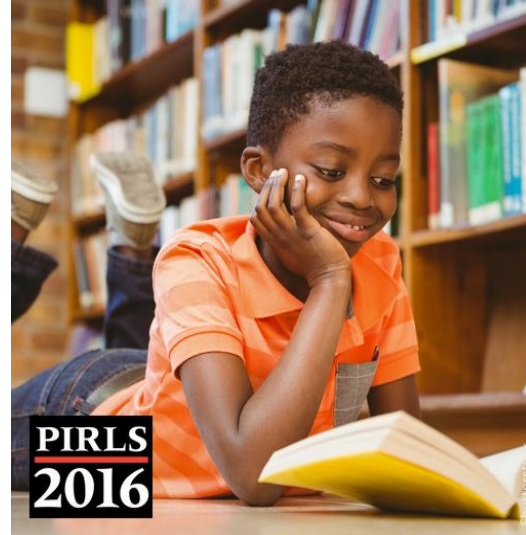


PIRLS  
2016



## MORE GIRLS THAN BOYS ARE GOOD READERS

The gender gap in reading achievement has favored girls since 2001  
| PIRLS 2016 |



PIRLS  
2016



## GOOD READERS

enjoy reading, attend school regularly, have good nutrition and receive enough rest

| PIRLS 2016 |



# Giving Back to Teachers

Our research would not be possible without teachers!

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- Challenges to offering IEA data back to schools and teachers
- New peer-reviewed series directed at teachers and educators
- Translating relevant IEA research findings into evidence-based practice



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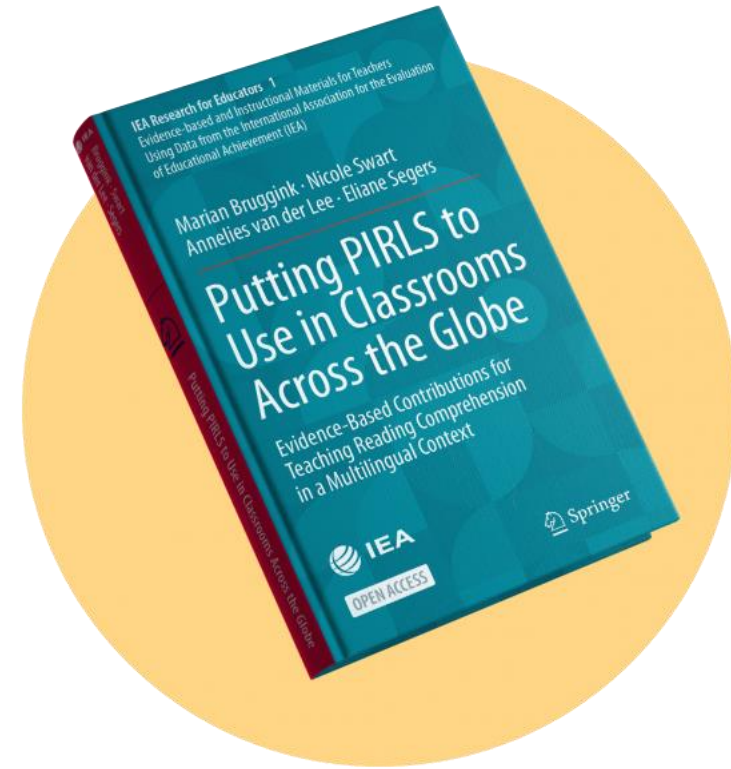
EXPERTISECENTRUM  
NEDERLANDS



# Purpose of this book

## Strengthen teaching in reading comprehension by using evidence from PIRLS

- Part 1: From research to practice
  - Chapter 1: Theories of reading comprehension
  - Chapter 2: Evidence-based didactic principles and practical teaching suggestions
  - Chapter 3: Exploring reading comprehension skills using PIRLS
- Part 2: Reading comprehension in a multilingual classroom
  - Chapter 4: Reading comprehension and multilingual students
  - Chapter 5: Good practices in teaching reading comprehension from five PIRLS countries



# Part 2: Multilingual classroom



## Good practices from Chile

Picture: Colegio Técnico Profesional Los Acacios

In Chile, the main language is Spanish. There are some indigenous languages like Mapudungun or Aymara, but only a small population speaks one of these as their main language. Therefore, the prevalent main language of instruction in the national educational system from grade 1 to 12 is Spanish. Immigrants comprise only a small percent of Chile's population, and most of them come from other Spanish speaking countries within Latin America. In Chile, schools are mandated to develop reading skills and a positive attitude toward reading through guided reading in class and home reading. The national curriculum states that reading skills and strategies in writing and oral skills are fundamental. Although the curriculum does not indicate a percentage or amount of total instructional time to be devoted to reading, the goals and objectives related to reading have preeminence over writing and oral skills.

### ABOUT COLEGIO TÉCNICO PROFESIONAL LOS ACACIOS

Colegio Técnico Profesional Los Acacios is an educational institution located in the south central zone of Chile, in the city of Concepción, specifically in the Biobío region. This school provides primary and secondary education for children and youth in the local area.



## Good practices from Chinese Taipei

Picture: Classroom at Donghe Elementary School

Right picture: Donghe Elementary School

Mandarin Chinese is the official language of Chinese Taipei, as well as the language of instruction for most subjects at all school levels. Other local languages include Taiwanese, Hakka, and indigenous languages. The Chinese reading curriculum contains general goals for students' academic attainment and requirements for the three levels of basic education, as well as guidelines for reading materials and instruction. The goal of reading instruction in primary grades is to cultivate students' abilities to use the Chinese language. Students are expected to listen, speak, read, and write effectively in order to think, comprehend, reason, coordinate, create, appreciate, and participate in discussions. Moreover, students should be motivated to read extensively, to appreciate literature and Chinese culture, and to use the internet and other tools for independent learning.

### ABOUT DONGHE ELEMENTARY SCHOOL

Donghe Elementary School is a small school in the mountains in the western part of the country. The school includes speakers of the Sinyin, Atayal, and Hakkia languages, and new immigrant children who speak other languages.



## Good practices from England

Picture: Chesterton primary school

England is a linguistically diverse country. The top 10 most commonly spoken languages in England besides English, the official language, are Polish, Punjabi, Urdu, Bengali, Gujarati, Arabic, French, Chinese languages, Portuguese, and Spanish. The most linguistically and ethnically diverse area is London. The curriculum in England focuses on essential subject knowledge and skills. It contains detailed provisions for teaching English in primary schools. Emphasis is placed on phonic knowledge, vocabulary development, grammar, punctuation and spelling, handwriting and spoken English. Another important aspect of the curriculum is that reading for pleasure is encouraged. Schools have some leeway in determining how they achieve the goals and standards outlined in the curriculum.

### ABOUT CHESTERTON PRIMARY SCHOOL

Chesterton Primary School is a larger than average state-funded school situated in an area of high deprivation in South West London. The percentage of pupils who speak English as an additional language is in the top 20% of all schools nationally. More than half of the parents have limited spoken and written English and the percentage of pupils from ethnic minority backgrounds is 87%. Chesterton Primary School is a Teaching School, Mathematics and English Hub, and an Early Years Hub which means that it supports other state-funded schools in London to improve their provision and outcomes across the curriculum.



Picture: Isaac peral primary school

Although the official language in Spain is Castilian Spanish, four other official languages are used in the different autonomous communities: Catalan, Galician, Valencian, and Basque. The language of instruction is Castilian except in communities with another official language, in which case schools use two official languages during instruction. The main goal of Castilian language and literature instruction is for students to achieve competence in the linguistic skills of listening, speaking, reading, and writing in an integrated manner. In addition to introducing students to reading and understanding literary texts, the language curriculum includes the study of language itself. The starting point for linguistic education is the level of fluency that students have acquired at the beginning of primary education, which aims to broaden this competency, so students can participate in the various social spheres they will encounter.

### ABOUT ISAAC PERAL PRIMARY SCHOOL

Isaac Peral Primary School is located in the northeast region of Spain, on the outskirts of Barcelona, in the town of Terrassa. Being a local school, it only has one single class per course, offering neighborhood schooling for about 230 children aged 3 to 12 years old. The neighborhood's inhabitants are mostly working class, and during the past decades the number of immigrants has increased considerably, with many from Africa and Latin America. So, most of our students have either Arabic or Spanish as their mother tongue. The first language of the school is Catalan, with Castilian Spanish and English as the foreign languages.



## Good practices from Georgia

Picture: Students work together for a reading comprehension activity

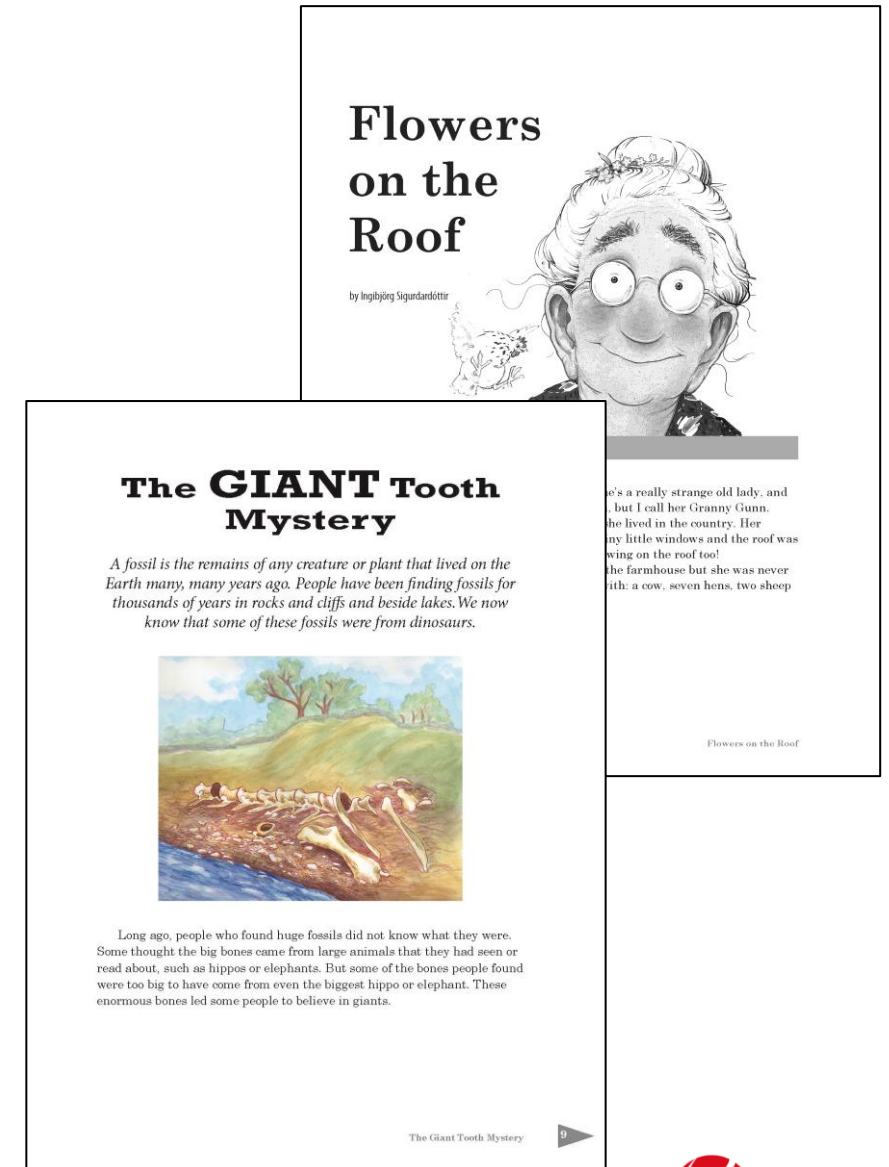
The official language of the Republic of Georgia is Georgian, a member of the South Caucasian (Kartvelian) family of languages that uses a unique alphabet known since the fifth century AD. In addition to Georgian, Abkhaz is an official language in the Abkhazian region. All schools in Georgia must meet the national curriculum guidelines. The national curriculum emphasizes student-centered teaching and learning approaches and includes a modified curriculum for students with special needs. The curriculum has been translated and adjusted to meet the needs of minority groups. The Georgian language occupies a central role in the national curriculum, and Georgian language and literature is taught from grade 1 to 12. However, Georgian language and literature is not considered a separate curricular subject, it is seen as a tool for teaching and learning all subjects.

### ABOUT BOLNISI MUNICIPALITY VILL DARBAZI PUBLIC SCHOOL

Bolnisi Municipality Vill Darbaži Public School is located in the mountainous village of Darbaži in East Georgia, in the Kvemo Kartli Region. Bolnisi Municipality is mainly populated with ethnically Georgian and Azerbaijani families, but in Darbaži the majority of the population is ethnically Azerbaijani. The school is Azerbaijani, therefore the primary language of teaching is Azerbaijani, Georgian, the state language of the country, is taught as a second language for five academic hours per week.

# For Practice: PIRLS Passages

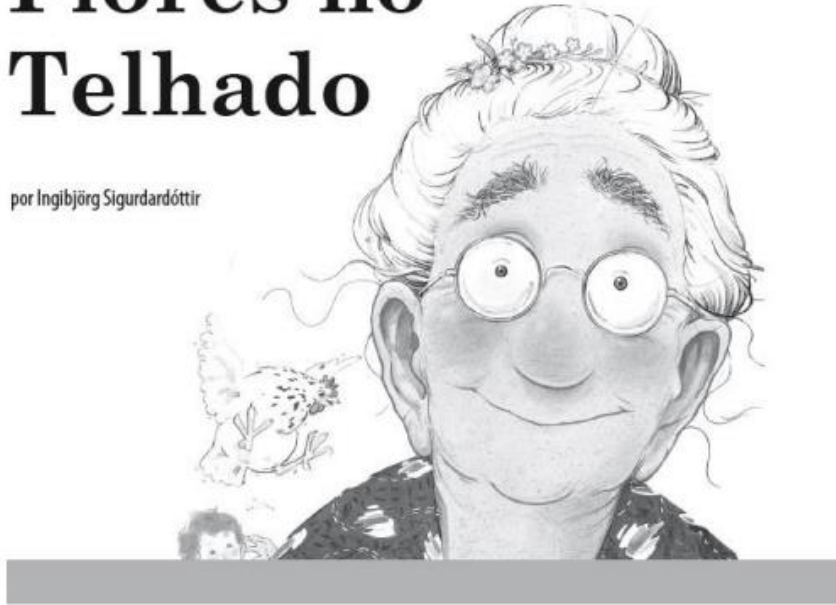
- Book is accompanied by further teacher resources:
  - Released study items and passages that offer teachers concrete examples to include in their lesson plan
  - Related scoring guides and country data
  - *IEA Teacher Snippets*, which offer practical ideas for the classroom based on data from IEA studies and are a short publication that lend themselves to translation
- Can all be found on IEA website to freely access, download, or print and use in the classroom:  
[iea.nl/publications/introducing-iea-resources-teachers](http://iea.nl/publications/introducing-iea-resources-teachers)



# For Practice: Translated

## Flores no Telhado

por Ingibjörg Sigurdardóttir



**P**osso falar-vos de uma avozinha que eu conheço? É uma velhota bastante esquisita e tão cheia de vida! O seu nome verdadeiro é Genoveva, mas eu trato-a por avozinha Veva. Antes de vir morar no nosso prédio, ela vivia no campo. A sua casa na quinta era tal e qual uma casa de bonecas. Tinha janelinhas minúsculas e o telhado estava coberto de relva. E também cresciam flores no telhado!

A avozinha Veva tinha vivido sempre sozinha em casa, mas nunca se sentia só, porque tinha muitos animais para brincar: uma vaca, sete galinhas, duas ovelhas e um gato.

Um dia a avozinha Veva ficou doente.

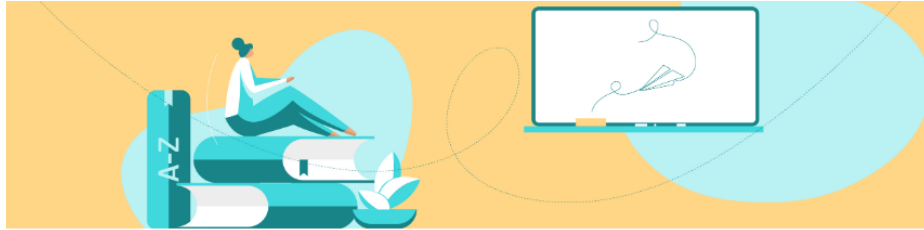
## O Mistério do Dente GIGANTE

*Os fósseis são vestígios de criaturas ou de plantas que viveram na Terra há muitos, muitos anos. Ao longo de milhares de anos, as pessoas têm encontrado fósseis em rochas e falésias e junto de lagos. Sabemos agora que alguns desses fósseis eram de dinossauros.*



Há muito tempo, as pessoas que encontravam fósseis enormes não sabiam o que eram. Algumas pensavam que os ossos grandes eram dos maiores animais que elas já tinham visto ou acerca dos quais tinham lido, tais como hipopótamos ou elefantes. Mas alguns dos ossos que as pessoas encontravam eram demasiado grandes para poderem ser do maior hipopótamo ou elefante. Esses ossos enormes levaram até algumas pessoas a acreditarem em gigantes.

# IEA Teacher Resources



## Introducing IEA Resources for Teachers

Welcome to the new, dedicated space for teachers. This space provides resources for teachers based on research findings from IEA.

Teachers are essential to the work of IEA. To give back, IEA has launched two publications aimed to give teachers tools, information, and ideas to implement in the classroom as education systems and curricula develops. *IEA Teacher Snippets* and *Research for Educators* book series aim to highlight and translate practical information derived from IEA studies that spark conversation.



### Gain insights

Into student performance through IEA research findings



### Inspire teachers

by presenting strategies and real-life case studies from other classrooms



### Spark conversations

and connect research with practice

## IEA Research for Educators

A new IEA publication written for teachers, researchers, and practitioners that provides evidence-based and instructional materials for the classroom. More than a book series, volumes contain country-specific data, passages, and items used in IEA studies.

[Discover Research for Educators](#)



## IEA Teacher Snippets: Inspiration for the Classroom

*IEA Teacher Snippets* is a short-format, adaptable series highlighting practical information derived from IEA studies that spark conversation. For customization beyond translation, Snippets are available in multiple languages and based on country-specific data.




[Discover Snippets](#)



# IEA Teacher Snippets

- *Teacher Snippets* offer practical ideas for the classroom based on data from IEA studies
- Easily adaptable and translatable publication series
- In addition to receiving insights based on data *Teacher Snippets XL* provide additional resource for hands-on learning
- Offers teachers concrete examples to include in their lesson plan
- All *Teacher Snippets* are available on the IEA Website:

<https://www.iea.nl/publications/iea-teacher-snippets>



## HOW TO HELP STUDENTS DEVELOP READING COMPREHENSION SKILLS

Five Key Principles for Teaching Reading Comprehension,  
Illustrated With a Text From PIRLS

- 1) Reading in a meaningful and functional context**  
Students should experience that reading and having well-developed comprehension skills can be important, valuable, and useful to them. The reading materials, reading purposes, and reading approach should therefore be authentic and resemble real-life reading tasks.
- 2) In-depth interaction with texts**  
Interacting on the content of the text has a positive influence on student's reading comprehension. By discussing the content of the text, and specifically the information needed to reach the reading goal, students gain new insights that they themselves did not think about, leading to a better understanding of the text.
- 3) Explicit instruction in a limited set of reading strategies**  
Using reading comprehension strategies can be an effective way to enhance comprehension. There is evidence for a limited set of strategies to have a positive effect on reading comprehension, especially when they are taught in a meaningful way and used in combination.

EFFECTIVE READING STRATEGIES	
<ul style="list-style-type: none"><li>• Making predictions and setting reading goals</li><li>• Asking questions</li><li>• Visualizing the content of the text</li><li>• Recognizing text structure</li></ul>	<ul style="list-style-type: none"><li>• Making connections</li><li>• Summarizing</li><li>• Monitoring and clarifying comprehension</li></ul>

- 4) Integrating reading education with other subjects**  
By reading texts from other school subjects, students not only acquire new knowledge and subject-specific words, but they also learn to apply reading skills in other types of texts. Also, integrating reading with writing can lead to better reading comprehension as well as better writing skills.
- 5) Monitoring factors associated with reading comprehension and differentiating instruction**  
Monitoring students reading development by using summative and formative tests, reveals student differences in their level of reading comprehension and in their educational needs. Differentiation can be achieved by giving explicit instruction in word meaning, the use of reading strategies, and text structure.

**“Interacting on the content of the text has a positive influence on student’s reading comprehension.”**



# Release of PIRLS 2021: 16 May



  **TIMSS & PIRLS**  
BOSTON COLLEGE

## Register to attend!

Launch of the PIRLS 2021  
International Report and Results

*Tuesday, 16 May 2023*  
10:00–12:00 CEST

# PIRLS 2021 Countries

Albania  
Australia  
Austria  
Azerbaijan  
Bahrain  
Belgium (Fl.)  
Belgium (Fr.)  
Brazil  
Bulgaria  
Canada  
Chile  
Chinese Taipei  
Croatia  
Cyprus  
Czech Republic  
Denmark  
Egypt  
England  
Finland

France  
Georgia  
Germany  
Hong Kong SAR  
Hungary  
Iran  
Ireland  
Israel  
Italy  
Jordan  
Kazakhstan  
Kosovo  
Latvia  
Lithuania  
Macao SAR  
Malta  
Montenegro  
Morocco  
Netherlands  
New Zealand

North Macedonia  
Northern Ireland  
Norway  
Oman  
Poland  
**Portugal**  
Qatar  
Russian Federation  
Saudi Arabia  
Serbia  
Singapore  
Slovak Republic  
Slovenia  
South Africa  
Spain  
Sweden  
Turkey  
United Arab Emirates  
United States  
Uzbekistan

## Benchmarking Participants

Ontario, Canada  
Quebec, Canada  
Denmark, 3<sup>rd</sup> grade  
Moscow City, Russia  
South Africa 5<sup>th</sup> grade  
Abu Dhabi, UAE  
Dubai, UAE

**Thank you!**  
**Any questions are**  
**welcome ☀**



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