New Zealand 27
OECD average 30

Education Innovation Index

Innovation in education by category

Primary: 31 / 31

Maths: 33 / 35

Science: 36 / 29

Reading: 21 / 27

Innovation in education by type of practice

Independent knowledge acquisition: 45 (-0,6 to 44,5; -6,7 to 34,6) / 41

Teachers' peer learning: 47 (0 to 47,3; -1,2 to 40,8) / 42

School learning resources: 25 (-6,7 to 18,4; -22,6 to 9,8) / 32

Active learning practices in science: 22 (-0,4 to 21,7; -2,1 to 25,9) / 28

Rote learning: 20 (-5,9 to 14,2; -3,2 to 28,3) / 32

Assessment: 18 (-7,1 to 10,4; -9,3 to 16,9) / 26

Formal teacher training: 17 (-10,9 to 6,3; -17,2 to 6,4) / 24

School external relations and HRM: 14 (-3,6 to 10,2; -8,1 to 12,8) / 21

Other practices: 22 (-5,1 to 16,6; -6,6 to 14,2) / 21

ICT Innovation

Computer availability: 35 (-5,4 to 29,41; -30,5 to 8,5) / 39

Use of ICT in schools: 42 (0 to 41,9; -5,4 to 27,1) / 33

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.

New Zealand

Between 2006 and 2016, students in New Zealand have experienced a moderate level of innovation in education, a bit less than in an average OECD system. Changes in mathematics education practices have been close to the OECD average, but much lower for reading. Primary students in New Zealand experienced as much innovation as their OECD peers, suggesting that there was less change in secondary education practices. As the timeframe for secondary education was often just between 2011 and 2015, a secondary education innovation index was not computed (and this should be interpreted with caution). The use of technology in school has spread more than in other systems, but a big difference with other systems lay in an increased access to computers (while this typically decreased in other systems). Big changes occurred through the spread of teacher peer learning and independent knowledge acquisition in class.

Practices that changed the most

Primary

50 more students in 100 in maths and **43** more in reading frequently used computers to look up for ideas and information, at least once a week, reaching a **54%** and **84%** coverage respectively

74 more students in 100 frequently practised maths skills and procedures on computers, reaching an **87%** coverage

25 more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **29%** coverage

Secondary

34 more students in 100 had science teachers collaborating in preparing instructional material, reaching a **65%** coverage

42 more students in 100 had portable laptops or notebooks available for use at school, reaching a **75%** coverage

27 more students in 100 frequently used computers to look up for ideas and information in maths, reaching a **37%** coverage

Some trends in educational outcomes

Student satisfaction in primary education

Student enjoyment in primary science lessons

Teachers' collective ambition for their students in primary education

Academic outcome in primary science

Academic outcome in primary maths

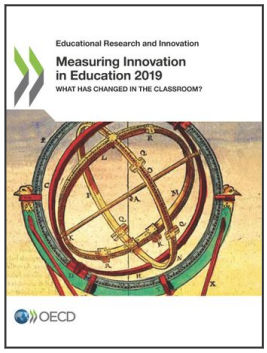
Teachers' collective self-efficacy in primary education

Equity of academic outcomes in primary reading

Equity of academic outcomes in primary science

Equity of academic outcomes in primary maths

Academic outcome in primary reading



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