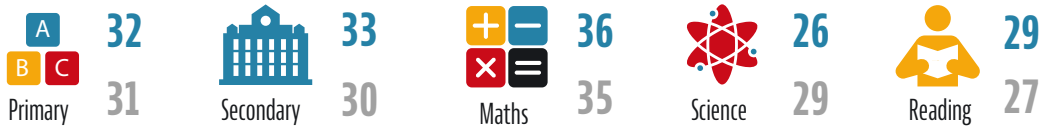


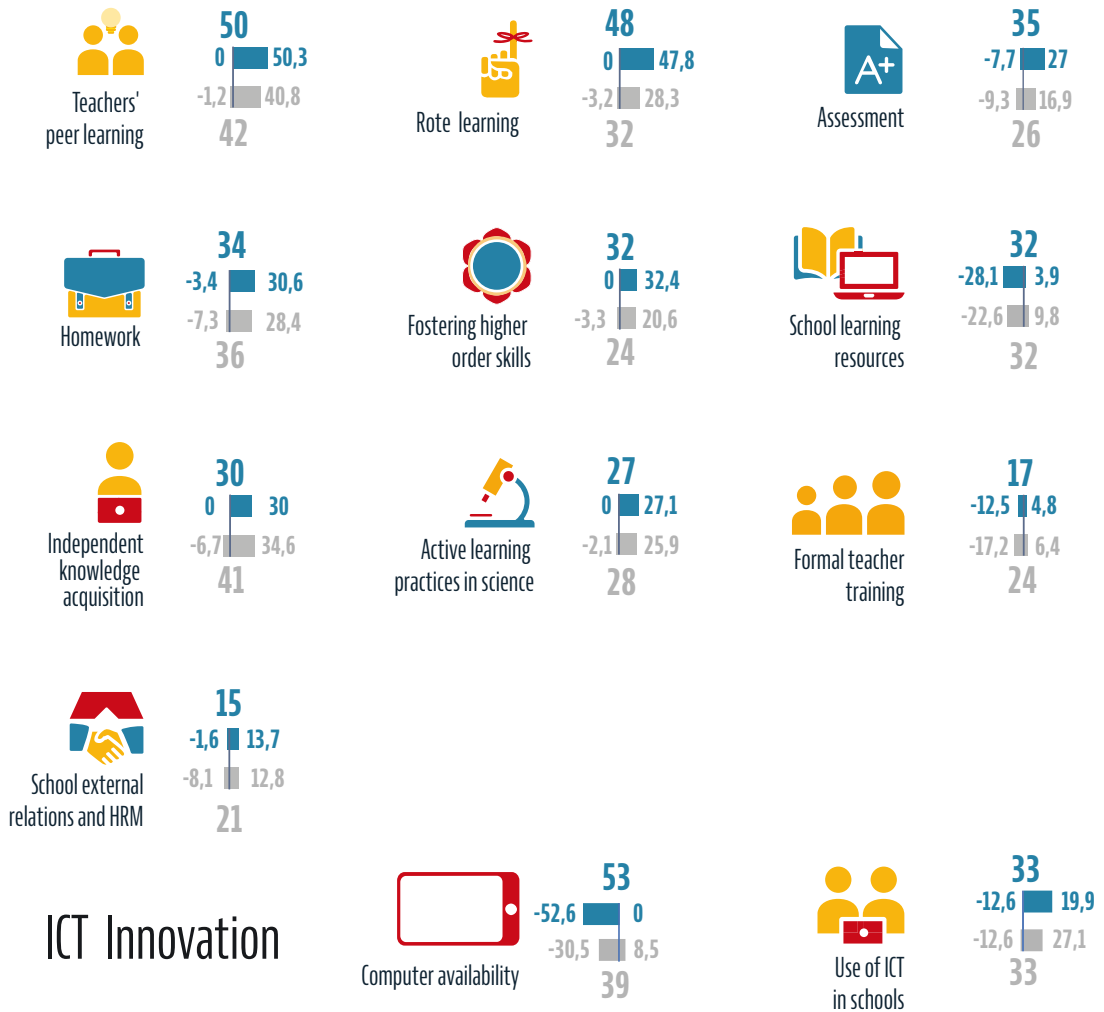
England (UK) 33 | Education Innovation Index

OECD average 30

Innovation in education by category



Innovation in education by type of practice



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.



England (UK)

Between 2006 and 2016, England experienced a moderate level of innovation, slightly above the OECD average. Innovation was almost equally distributed between primary and secondary education. There was much more innovation in mathematics practices compared to science and reading, even though only innovation in science was below the OECD average. The relatively high innovation in maths is mainly due to increases in the prevalence of ICT based practices and peer learning among maths teachers. While access to computers in school has dropped, the increased use of ICT was modest compared to other OECD systems. Innovation has mainly been driven by the diffusion of peer learning among teachers and the greater emphasis on rote learning, assessment and homework. Practices to foster higher order skills have also gained more ground than in other OECD systems.

Practices that changed the most

Primary

43 less students in 100 had computers (including tablets) available for use during reading lessons, reaching a **55%** coverage

43 more students in 100 had teachers with assistance available to work with students who have difficulty in reading, reaching a **62%** coverage

34 more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **35%** coverage

Secondary

38 more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **61%** coverage

33 more students in 100 in science and **31** more in maths systematically discussed homework in class, reaching a **46%** and **44%** coverage respectively

24 more students in 100 frequently practised maths skills and procedures on computers, reaching a **31%** coverage

Some trends in educational outcomes



Academic outcome in primary reading
 Student satisfaction in primary education
 Student enjoyment in primary and secondary science lessons
 Teachers' collective ambition for their students in primary and secondary education
 Teachers' collective self-efficacy in secondary education

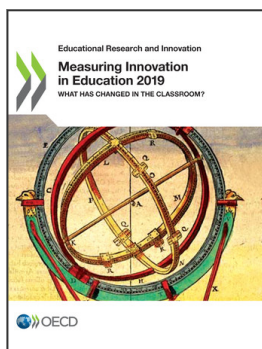


Academic outcome in primary and secondary science
 Academic outcome in primary and secondary maths
 Student satisfaction in secondary education
 Equity of academic outcomes in primary reading
 Equity of academic outcomes in primary and secondary science
 Equity of academic outcomes in primary and secondary maths



Teachers' collective self-efficacy in primary education





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