Erasmus+

Project No 2019-1-PL01-KA201-065421 ” Effective strategies in students' reading education”

Training in Giżycko: November 2020

Educating reading skills in schools in Poland

To be a reader, you first need to be able to read

This presentation is an illustration of the evaluation of the Polish educational system in terms of teaching students reading skills based on the PIRLS-2016 survey
.... and what it implies for readerships

The source of the information presented in the following slides is the Report

International Association for the Evaluation

of Educational Achievement

Educational Research Institute

PIRLS 2016

Results of the international survey of fourth-grade students' reading achievement

Authors: Krzysztof Konarzewski and Krzysztof Bulkowski

General information about the PIRLS survey

PIRLS (Progress in International Reading Literacy Study) is an international program for measuring school reading achievement for an average of ten-year-old students in their fourth year of schooling. It was launched in 2001 and is repeated every five years.

It is initiated and organized by the International Association for the Evaluation of School Achievement (IEA), an independent consortium of national research organizations and government agencies from nearly 70 member countries. In Poland this organization is represented by the Educational Research Institute in Warsaw.

The 2016 edition of PIRLS 2016 was attended by 50 independent states or autonomous constituent parts of states from all inhabited continents and over 287,000 students from over 10,000 schools.

The PIRLS program measures school achievements using a test developed by an international team of experts.

The research has three objectives:

1) to provide reliable and comparable data on school performance in the population of students from each country,

2) providing reliable information on the dynamics, i.e. changes in the level of achievement in each country that has participated in the survey more than once,

3) providing "contextual" data, i.e. information on the conditions under which teaching and learning takes place in each country.

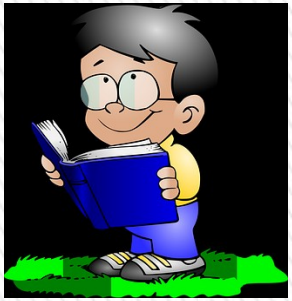
The measurement of achievement was made for children who went to school and met two additional conditions:

1) Complete the fourth year of schooling,

2) their average age at the time of testing was not lower than 9.5 years.

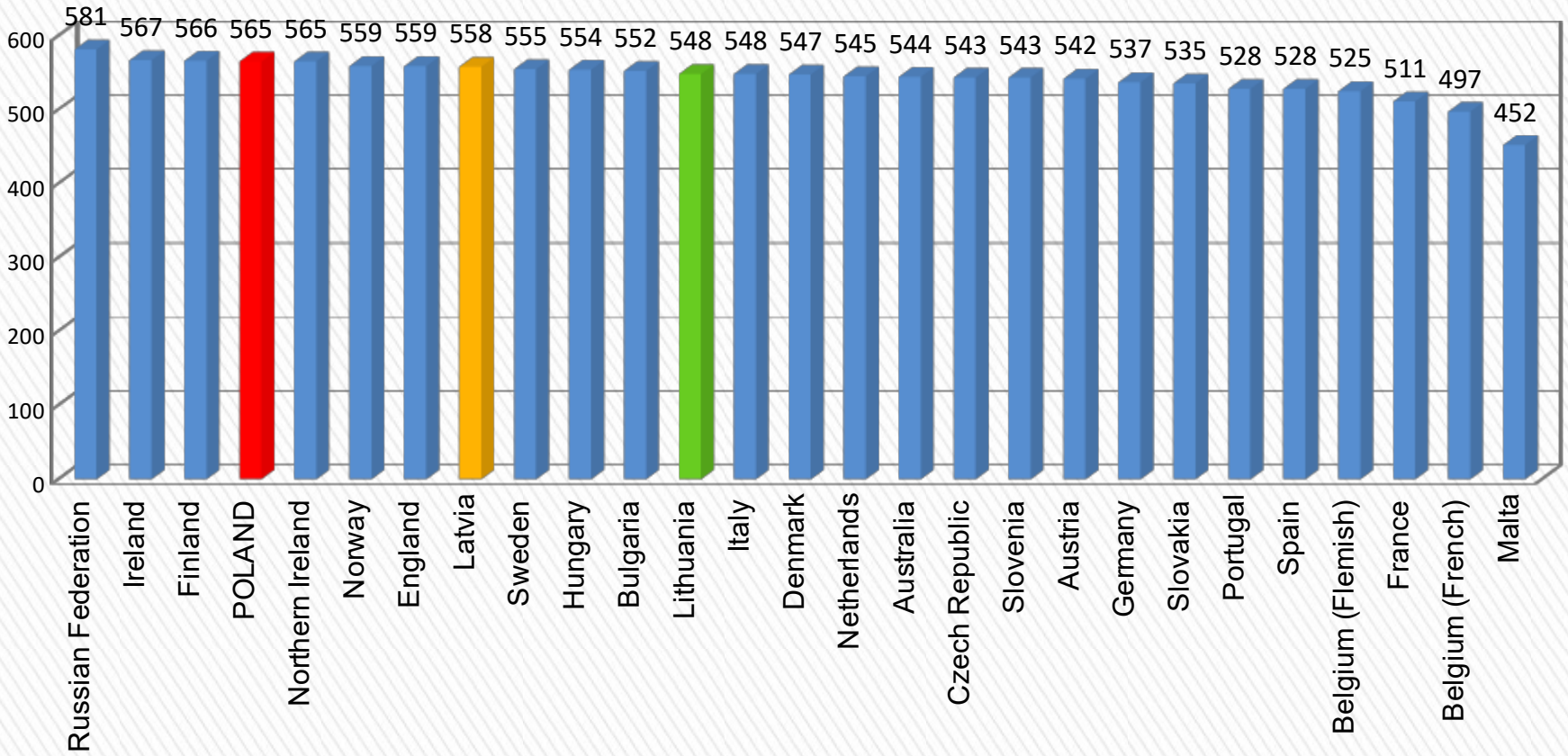
The test was conducted in schools from mid-April to the end of May 2016 at an individual date convenient for each school.

Structure of the completed Polish sample PIRLS 2016



Location	Number of schools	Number of branches	Number of students	Age of students
Village	56	71	1061	10,69
A city of up to 20 thousand inhabitants	17	32	577	10,68
City with 20-100 thousand inhabitants	35	67	1312	10,69
A city of over 100 thousand inhabitants	40	76	1463	10,58
Total	148	246	4413	10,65

Achievements of students in European countries in reading (average 500 points)



It's good !

Our students have achieved very good results

Nevertheless, it is difficult to accept the better results of students in Russia !!!

Level characteristics

Level 1 - 400 points.

Understands only single sentences.

Level 2 - 475 points.

Finds simple single information, draws conclusions from a single premise, interprets event sequences, is insensitive to language features.

Level 3 - 550 points.

Finds complex information, draws conclusions from several premises, interprets the causes of events and external causes of action, recognizes language and graphic means. Finds complex information, draws conclusions from several premises, interprets the causes of events and external reasons, recognizes language and graphic means.

Level 4 - 625 points.

Separates relevant information from irrelevant information in one place of the text, draws conclusions from many overt reasons, interprets functions and motives of action, distinguishes "syuzhet" from the plot, recognizes text segmentation

Level 5 - above 625 points.

Separates relevant and irrelevant information, draws conclusions from overt premises scattered in the text and the default ones, interprets characters' behaviors and interactions, assesses the impact of applied measures on the reception of the text.

Percentage distribution of results achieved by students at different levels in selected European countries

Country	Level 1	Level 2	Level 3	Level 4	Level 5
The Russian Federation	1	5	23	44	26
Northern Ireland	3	10	26	38	22
Ireland	2	8	28	40	21
POLAND	2	9	28	41	20
England	3	11	28	37	20
Bulgaria	5	12	28	35	19
Finland	2	7	29	44	18
Hungary	3	12	30	39	17
Norway	1	9	32	43	15
Sweden	2	10	31	43	14
Latvia	1	9	33	43	14
Lithuania	3	11	34	40	12
Slovenia	4	14	34	38	11

Comment by the author of the presentation

In the case of the Russian Federation, it is noted that a large percentage of students achieve top-level results, which may suggest the existence of special forms of work with the most talented students.

Indeed, there is a special school for gifted students in Kaliningrad - a "school for geniuses". (statement on the basis of cooperation between schools of Giżycko District and schools in Kaliningrad.

In the case of Bulgaria, a high percentage of pupils at level 1 is noted, which suggests the existence of a group of excluded pupils.

On the contrary, in the case of Lithuania and Latvia the share of students at the highest level is relatively low, which may suggest a lack of forms of work with the most talented students.

In the Report, the results are also broken down by text reading purposes

And so students in Poland achieved in the category:

literary experience - 567 points.

gaining knowledge - 564 points.

searching for information and simple inference - 560 points.

Text interpretation and evaluation - 570 points,

With an average of 565 points, the achievements in the individual goals are not significantly different, which indicates proper education.

On the basis of the research, it can be concluded that there is no gender equality.

The average girls' score in the whole study population exceeds boys' score by 19 points. In Poland the difference between girls and boys was 18 points.

The reasons for such good results in Poland

Suggestion of the author of the presentation

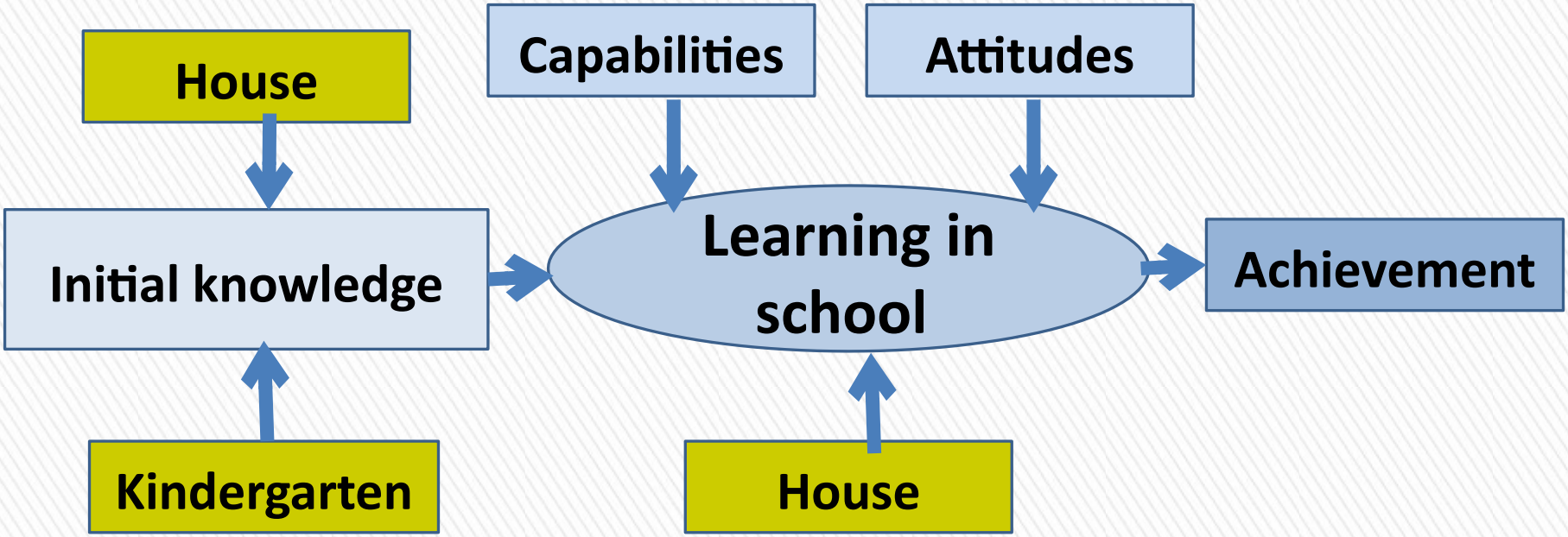
Cause No. 1
Highly qualified and experienced teachers

% of students taught by teachers with the given education in selected European countries

Country	Master's degree	Bachelor's degree	Post-secondary education	Secondary education
POLAND	100	0	0	0
Slovakia	98	2	1	0
Czech Republic	92	2	2	5
Finland	92	6	1	1
Germany	90	2	7	0
Bulgaria	76	18	6	0
Latvia	51	44	4	1
Federation of Ros.	43	37	19	0
France	42	44	11	3
Lithuania	27	70	3	0
Ireland	26	74	0	0
Spain	24	76	0	0
Norway	22	73	4	0
Sweden	13	81	5	0
England	8	92	0	0
Austria	5	26	68	0
Denmark	4	79	15	2
The Netherlands	4	91	4	1
Slovenia	2	62	36	0

Category I teachers „dyplomowany" 65%; category II teachers „mianowany" 22%; category III teachers „kontraktowy" 10%; category IV teachers „stażysta" 4%. Average age of teachers 44, average internship 20.3 years.

Cause No. 2
Favourable school surrounding



Factors influencing student achievement

The influence of home and kindergarten is particularly important

Home is the influence of the family, which has been included as a socio-economic status (SES)

In Poland, SES is defined as a common variance of seven order variables belonging to three categories:
1) Parental education (primary, primary, secondary, post-secondary, higher first degree, higher second degree, doctorate),
2) the professional status of parents (persons without occupation, unskilled workers, skilled workers, officials, business owners, professionals, managers),
3) furnishing of the apartment (number of places and devices used by the child).

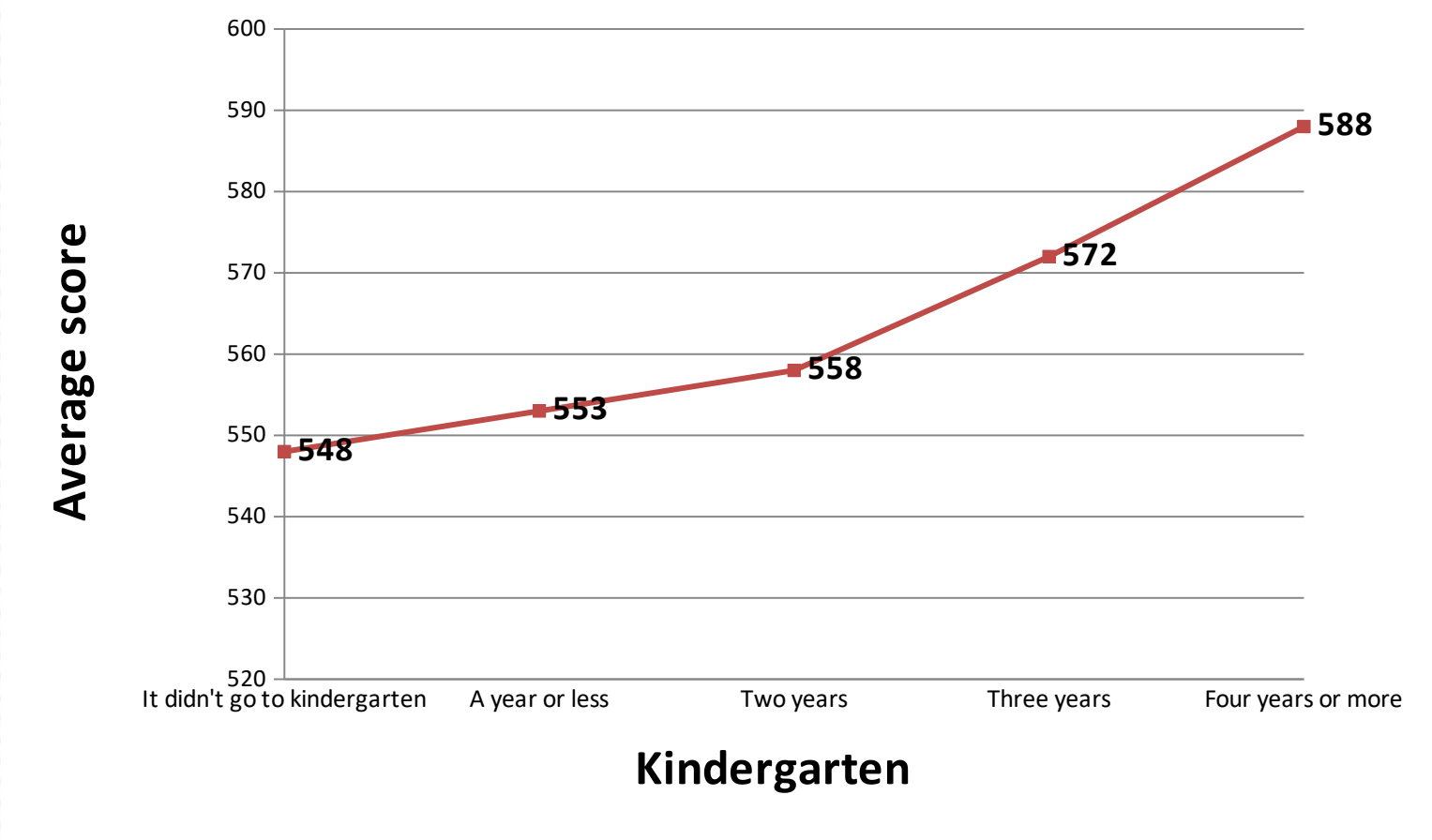
Dependence of student's achievements on the number of years in kindergarten and family status

In kindergarten	Percentage of children	Family average SES	Average score
It didn't go to kindergarten	17	-0,82	548
A year or less	15	-0,63	553
Two years	21	-0,35	558
Three years	33	0,17	572
Four years or more	15	0,47	588

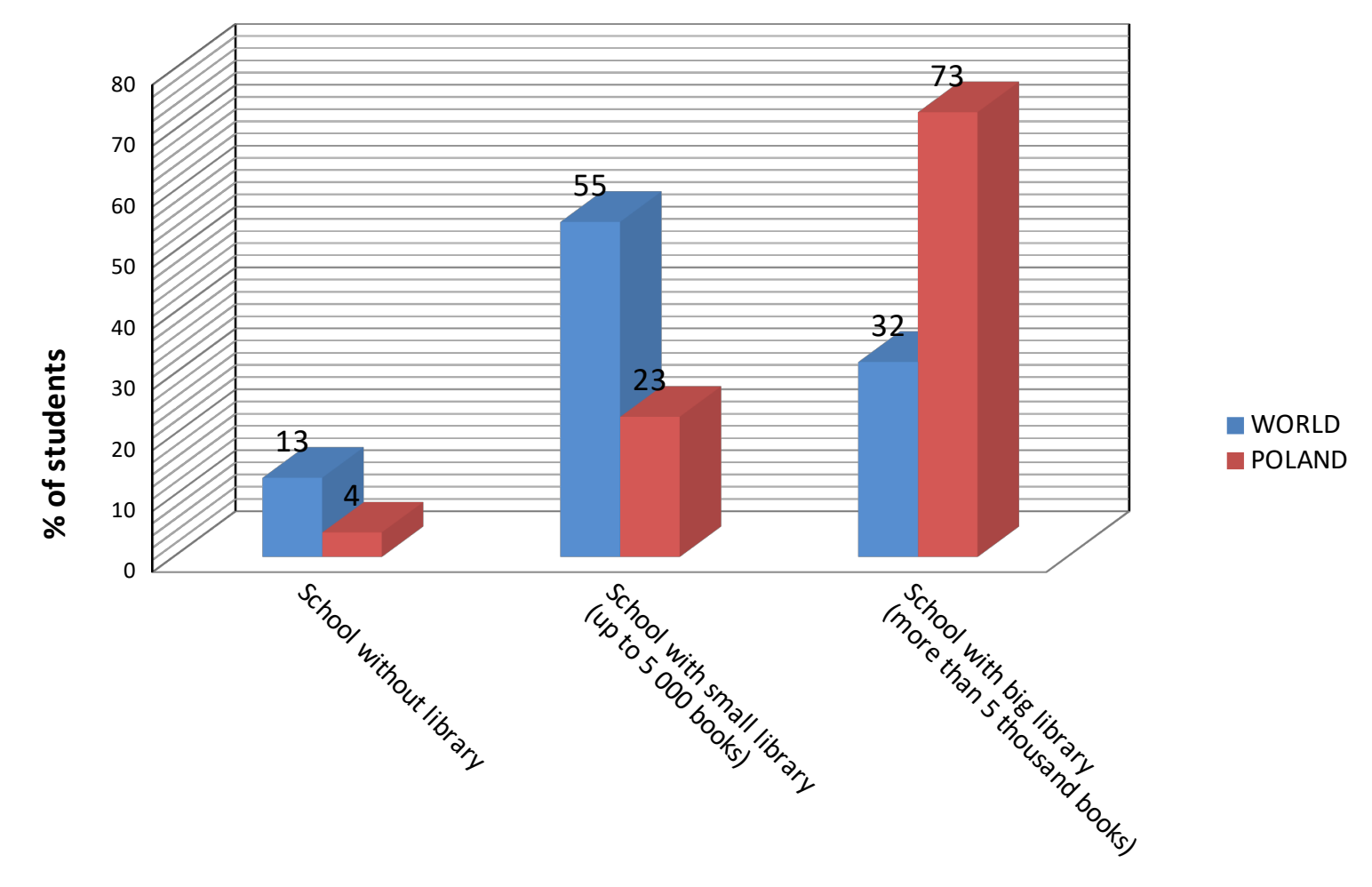
A characteristic phenomenon. The higher the SES, the longer the child is in kindergarten

In Poland, almost 70% of the surveyed children went to kindergarten for at least 2 years

Dependence of student's achievements on the number of years in kindergarten and family status



Cause No. 3
Help from librarians



In Poland most schools (73%) have a large school library (over 5 thousand books).

Cause No. 4
Teaching by professionals in class 4

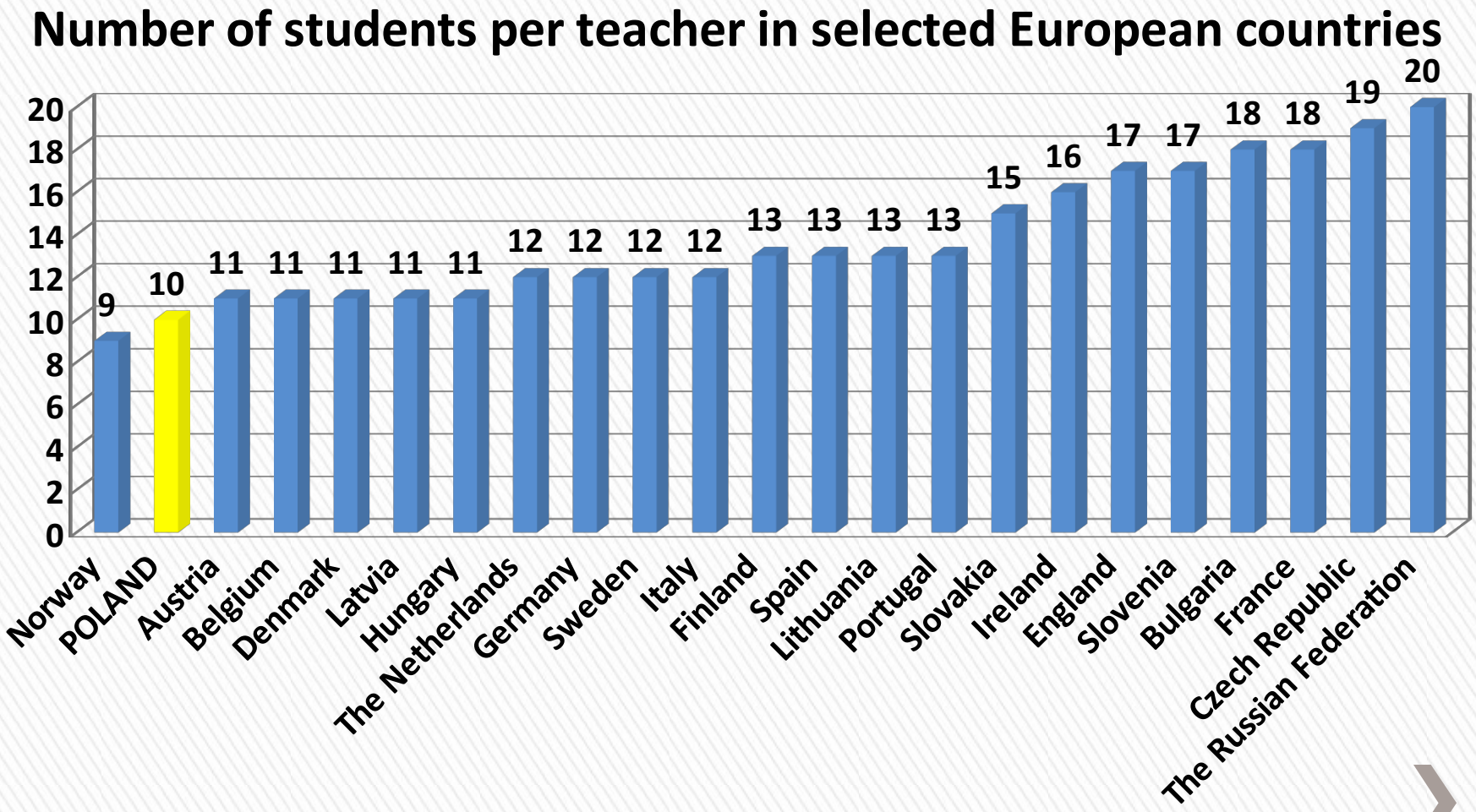
In Poland, in the fourth grade of the mother tongue (including reading skills) a specialist begins to teach - usually a master's degree in Polish philology

Achievements of students in Poland in PIRLS research

Year of PIRLS survey	average result	Ranking
2006 (class 3)	519	29
2011 (class 3)	526	28
2016 (class 4)	565	6

Note . In 2016, only Trinidad and Tobago surveyed students in grade 3, in some countries (England and the Netherlands) in grades 5 and 6 because students in these countries are starting school earlier and should be at least 10 years old.

Cause No. 5
Small number of students per teacher



If it is so good,
then why is it so bad
that is, if children are so well prepared to read,
then why don't they read later in adult life

Hypothesis

This is a different generation - those students who participated in the 2016 PIRLS survey will be able to be evaluated in 15-30 years

But the PIRLS study reveals existing threats

A significant number of teachers in Poland did not come across issues important in their daily work with children during their studies:

1) methods of measuring achievements in reading (37%),

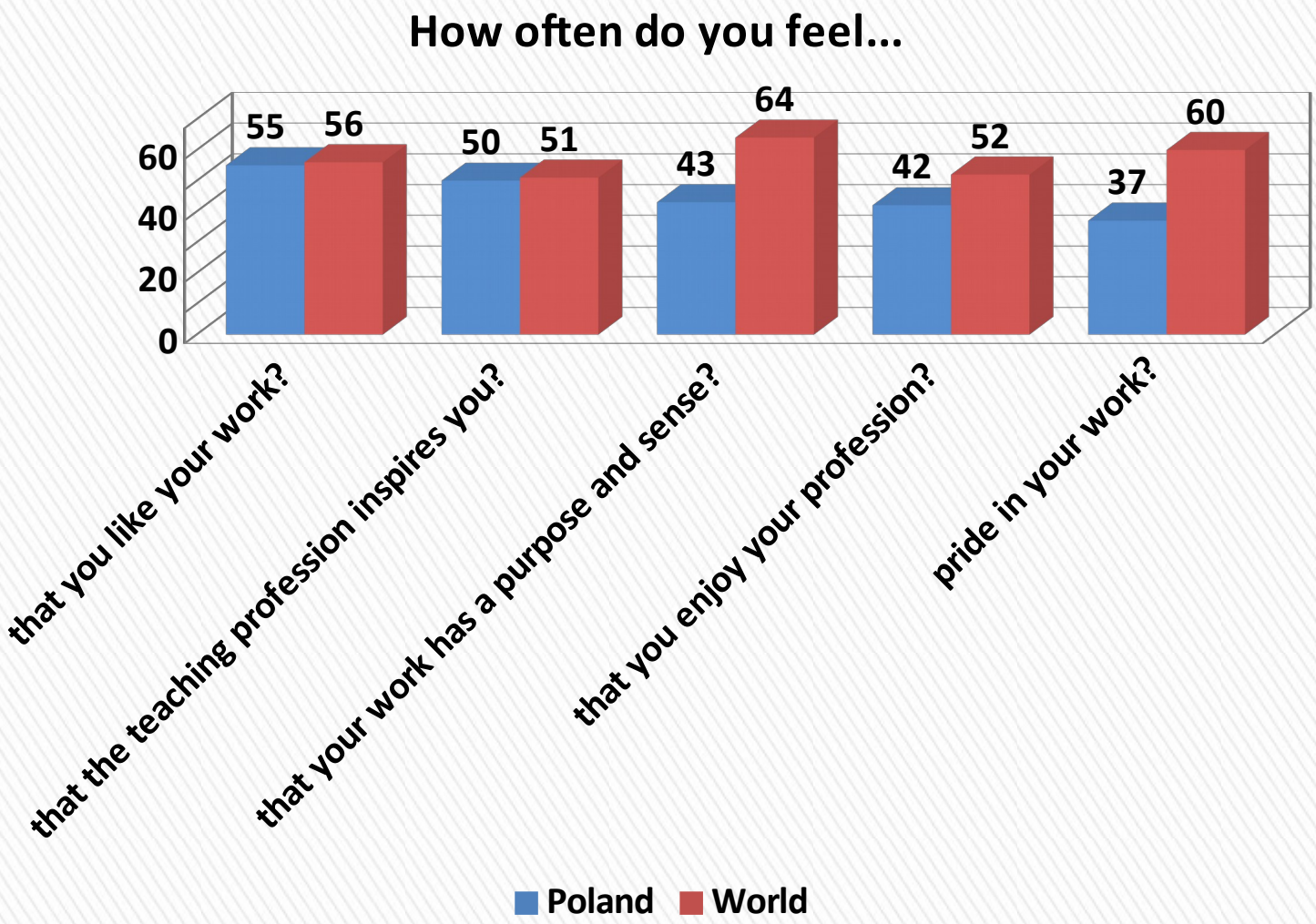
2)methods of compensatory classes in reading (29%),

3) special pedagogy (37%).

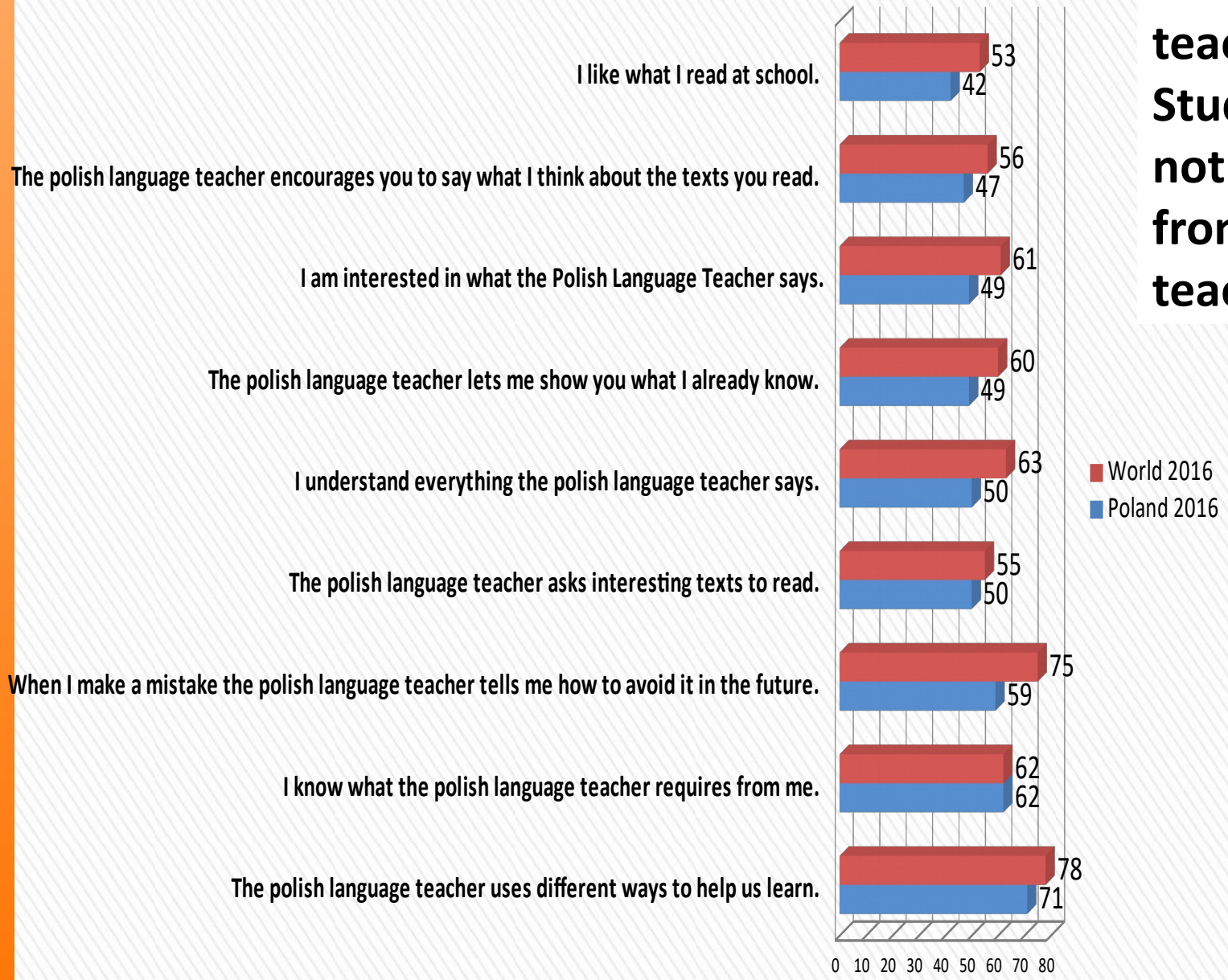
Polish schools rarely use computers during reading lessons. Only 5 percent of branches in Poland (and 10 percent in the world) have a computer at the disposal of each student. Only in 4 percent of branches in Poland (and in 24 percent of the world) there are several computers that can be used by students. The percentage of Polish Quaternary students practicing reading skills using information technology is lower than in the world. In the skill of writing with the use of a computer we take 4th place from the end.

Note
This study was done before the Covid -19 paddy and the widespread use of distance learning.
The situation may be different now.

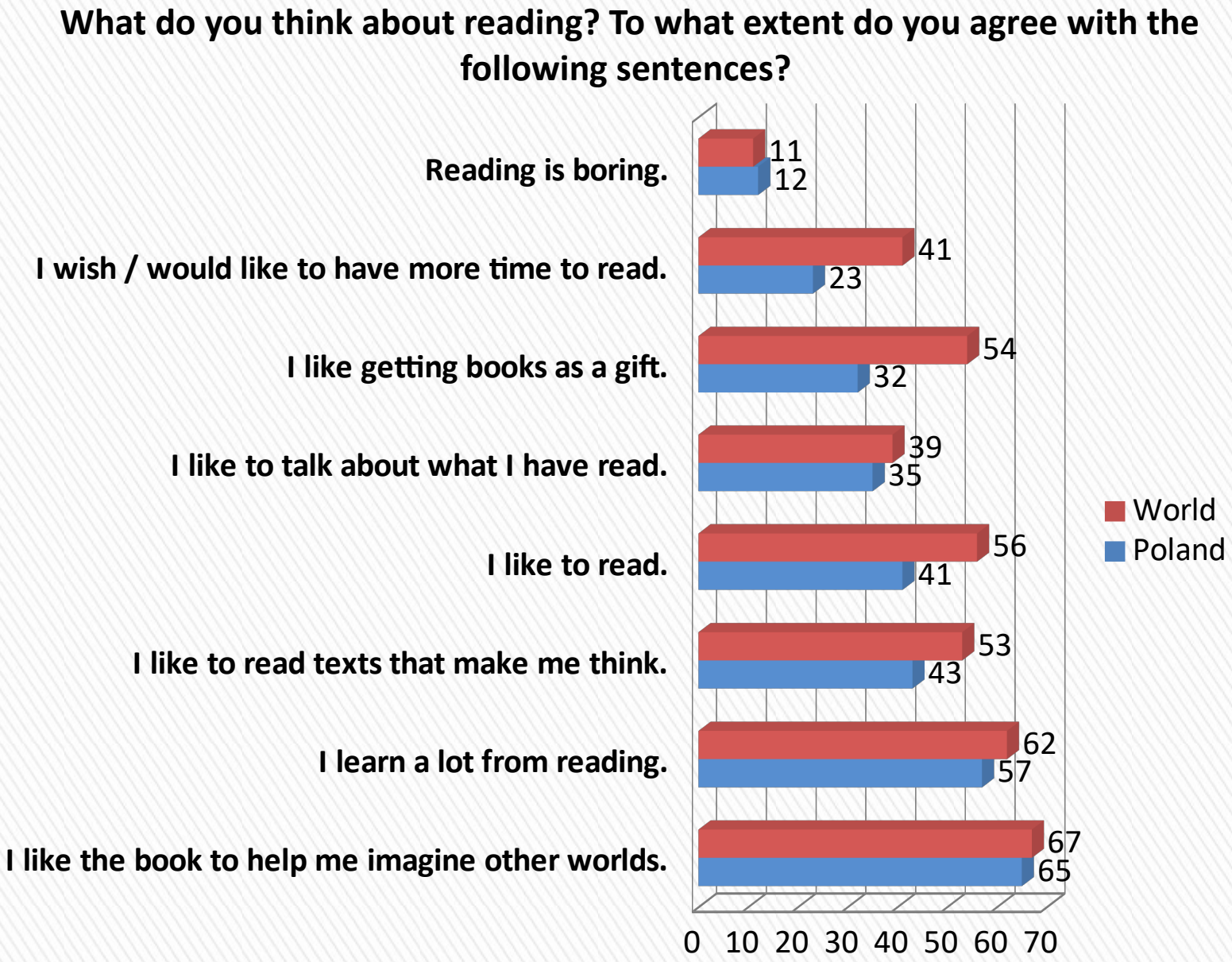
Teachers in Poland do not feel satisfied with their work



What do you think about reading lessons at school? To what extent do you agree with the following sentences?

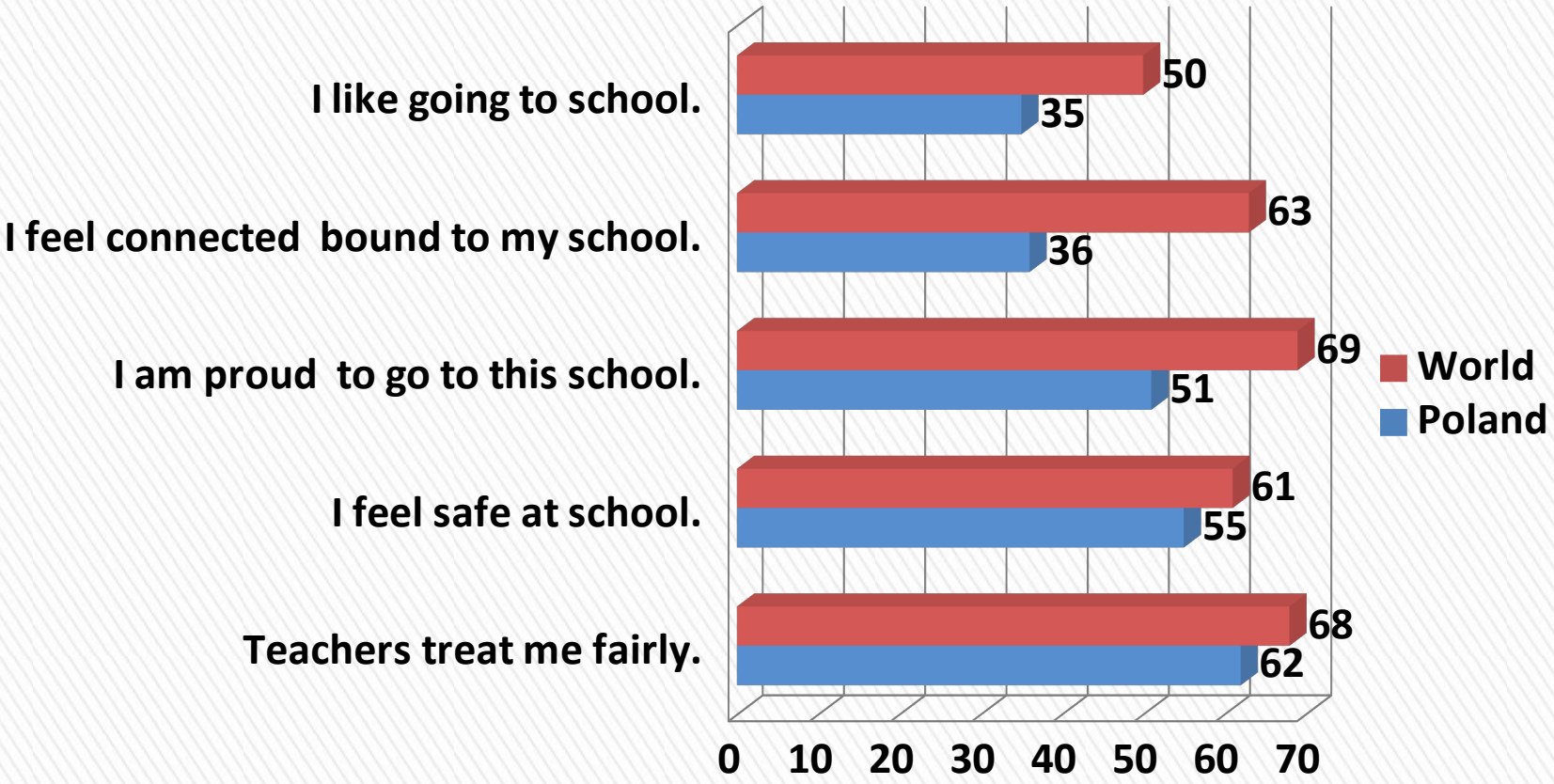


Students do not like teachers Students do not feel help from the teacher



Students do not like to read and do not like books

What do you think of your school? To what extent do you agree with the following sentences?

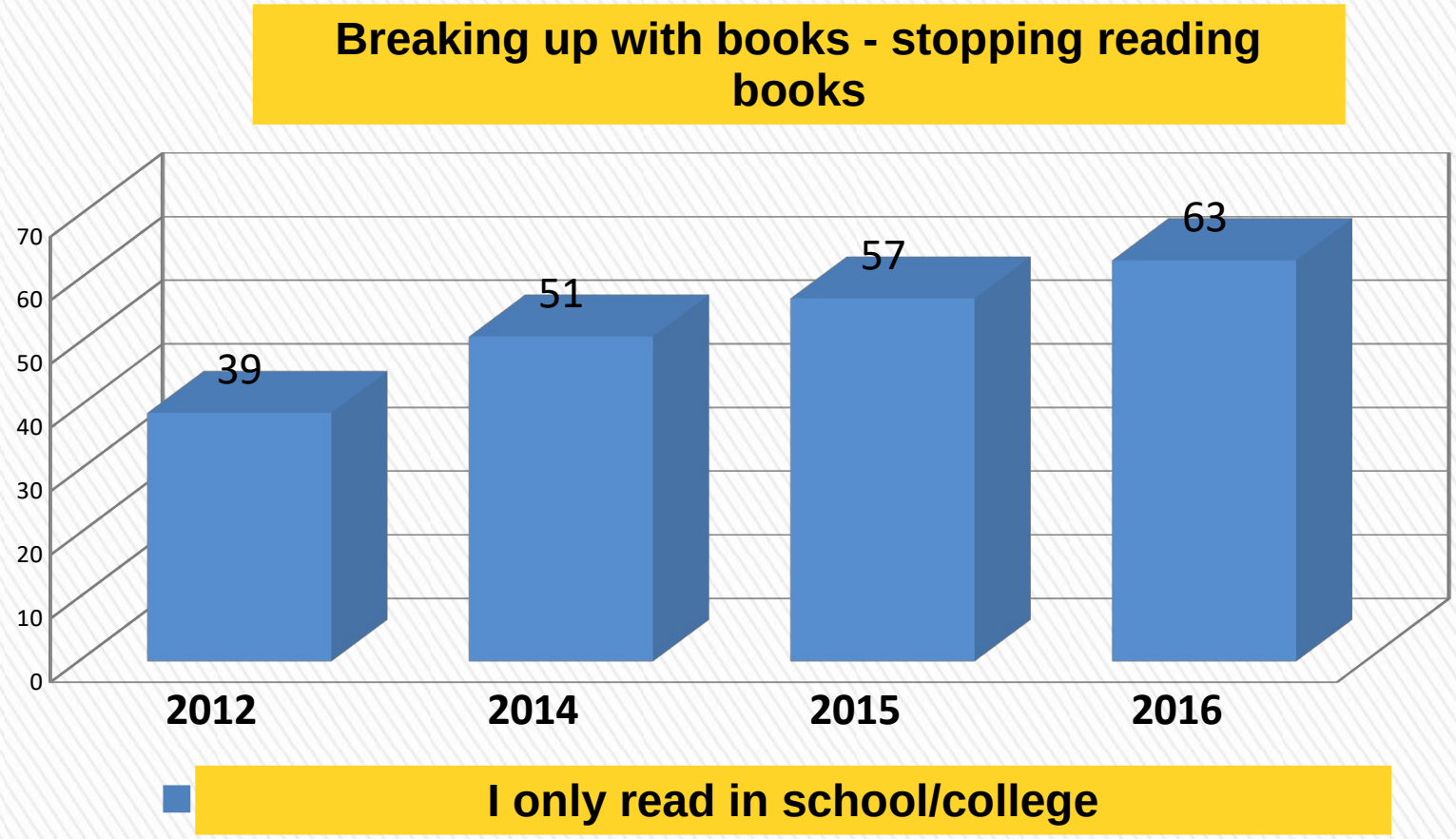


Students do not like school !!!

Commentary to these results (JIM TRELEASE)

People are focused on pleasure. This means choosing the food we like, listening to our favorite music and visiting friends we like. We get closer to what causes pleasure and withdraw from what causes discontent or pain.
If a child rarely experiences the "pleasure" of reading and increasingly encounters "unpleasantness", the natural reaction will be to withdraw.
Our goal is to create readers for life - graduates who continue to read and educate themselves throughout their lives. In fact we create school-age readers - people who read well enough to graduate but throw away books after the final exam .
This is a striking failure of the system (Mr. JIM TRELEASE speaks about the American educational system, but how current it is in relation to the situation in Poland)

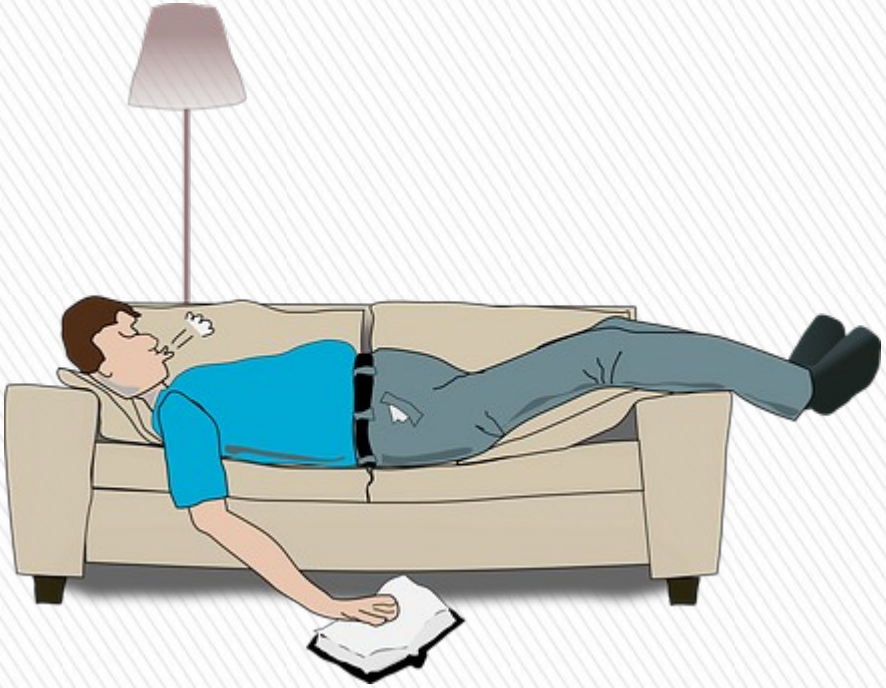
The statement of JIM TRELEASE, probably concerning the situation in the United States, is confirmed by research in Poland. The report of the National Library " State of readership in Poland in 2016" Authors: Izabela Koryś, Jarosław Kopeć, Zofia Zasacka, Roman Chymkowski, contains, among other things, a declaration of the reasons for not reading (breaking with a book).



While in the Report "Czytelnictwo dzieci i młodzieży, Warsaw: Institute of Educational Research Zasacka Z. (2014). finds the following statement
"A disturbing tendency to move away from reading books at the middle school age (14 -16 years) is noticeable.

Which means that the school (educational system) has failed to create lasting reading habits among a significant number of students.

So, the statement of JIM TRELEASE may be valid also in Poland.



Participants' own work

Read the summary of the "Results of the International Survey of Student Reading Achievement in the Fourth Year of Schooling". It can be found at https://pirls.ibe.edu.pl/wp-content/uploads/2020/10/Raport-PIRLS-2016.pdf - page 8 -11.

Describe one statement in the summary that confirms your findings and one that is different from what you know so far.

Make the description in your native language in a file format *.doc, *.docx, *. odt.

Send it to poradnia2dyrektor@wp.pl

Good luck