Challenges of today’s school:
1. student diversity

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Proportions of students with insufficient reading skills (PISA 2015)
These students typically can....

locate a single piece of explicitly stated information in a prominent position in a short, syntactically simple text with a familiar context and text type, such as a narrative or a simple list. The text typically provides support to the reader, such as repetition of information, pictures or familiar symbols. There is minimal competing information. In tasks requiring interpretation the reader may need to make simple connections between adjacent pieces of information.
Proportions of students with advanced reading skills (PISA 2015)
These students typically can....

retrieve information by locating and organising several pieces of deeply embedded information, inferring which information in the text is relevant. Reflective tasks require critical evaluation or hypotheses, drawing on specialised knowledge. Both interpreting and reflective tasks require a full and detailed understanding of a text whose content or form is unfamiliar. For all aspects of reading, tasks at this level typically involve dealing with concepts that are contrary to expectations.
Proportions of students with insufficient mathematical skills (PISA 2015)
These students typically can solve these problems:

Mei-Ling from Singapore was preparing to go to South Africa for 3 months as an exchange student. She needed to change some Singapore dollars (SGD) into South African rand (ZAR).

Mei-Ling found out that the exchange rate between Singapore dollars and South African rand was:

1 SGD = 4.2 ZAR

Mei-Ling changed 3000 Singapore dollars into South African rand at this exchange rate.

How much money in South African rand did Mei-Ling get?

Answer: ..................................................
Proportions of students with advanced mathematical skills (PISA 2015)
These students typically can solve these problems:

Looking at the diagram, the teacher claims that Group B did better than Group A in this test. The students in Group A don’t agree with their teacher. They try to convince the teacher that Group B may not necessarily have done better.

Give one mathematical argument, using the graph, that the students in Group A could use.

Answer: ..................................................
We (should) educate all these students in same classrooms

Research shows that in systems in which students are tracked according to cognitive abilities:

• average results are same but differences are increasing
• students in lower tracks achieve worse results than they would have achieved in a comprehensive system and vice versa
• the assignment to tracks is not just: students with low socio-economic status and immigrant students are more often assigned to lower tracks
• students in lower tracks obtain education of lower quality than students in higher tracks
Percentage of the between-school variation in reading performance explained by schools' ESCS (PISA 2009)
Situation in the Czech Republic

- Early tracking
- Substantive differences between schools
- School choice
- Education policy measures supporting inclusion
School performance hindered by inadequate or poor quality educational materials (PISA 2015)
Thank you !