

基調講演: 14:05~14:35

「国際調査から学ぶ: オーストラリアの研究者が見たPISA、TIMSS、PIRLS」

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Australia has a federal system of government, with the states and territories each responsible for their own educational administrations, albeit with similar overall structure. Collaboration on matters of policy takes place in the Ministerial Council of Education, Early Childhood Development and Youth Affairs (MCEECDYA), which is comprised of education ministers from all jurisdictions and the Commonwealth. In the *Melbourne Declaration on Educational Goals for Young Australians*,¹ MCEECDYA commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens", and to promoting equity and excellence in education. As a basis for reporting ongoing progress towards the goals, by drawing on agreed definitions of Key Performance Measures, MCEECDYA developed a *Measurement Framework for National Key Performance Measures*, which sets out the *National Assessment Program*.

The National Assessment Program encompasses tests such as the national literacy and numeracy tests (NAPLAN), three-yearly sample assessments in science literacy, civics and citizenship, and ICT literacy, and Australia's participation in international assessments PISA and TIMSS. Australia has participated in international tests of mathematics and science since the First International Mathematics Study in 1964, and has participated in all cycles of TIMSS (since it was the Third International Mathematics and Science Study in 1985) and all cycles of PISA. This is, however, the first cycle of PIRLS in which Australia has participated.

For Australia, participation in international studies enables policy makers and educators to compare the performance of Australian students with students in countries which may be our near neighbours, our trading partners or our competitors. Domestically, international studies provide information on how well Australian schools are providing for the educational needs of various sub-groups such as students with language backgrounds other than English, Indigenous students, geographically remote students and students from different socio-economic backgrounds. International studies also provide information on the strengths and weaknesses of Australian students in particular subject domains such as reading, mathematics and science, and more generic areas such as problem solving. This information is extremely valuable in identifying areas that require further attention in school curriculum or classrooms.

Participation in PISA is also important for Australian education as the increased sample (almost 17,000 students) enables more accurate reporting for the smaller states and for our Aboriginal and Torres Strait Islander population, and is also designed to provide a starter cohort for the Longitudinal Surveys of Australian Youth. Cohorts from PISA 2003, PISA 2006 and PISA 2009 became part of LSAY, providing a basis for investigating the enduring effects of the skills and knowledge measured in PISA.

To coincide with the release of the international PISA report, the PISA National Centre at the

¹ http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html

Australian Council for Educational Research re-analyses the national data and provides a full national report. This presentation will examine Australia's results in PISA 2009, and describe early reactions to these findings.

There are particular issues that are relevant to all OECD countries – one of these is equity. This presentation will discuss equity and the way in which it is measured in PISA in relation to achievement for Australia, Japan and a number of other countries.