

3rd International Symposium  
Educational Policy and Reform in a Global Age  
Cross-Cultural Perspectives

Reflecting on Discussion – Day 1

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## Some Key Words

- **Berliner** - High Stake Tests as a policy instrument ineffective in producing higher performances
- **Valijarvi** - Declining achievement among low achievers in Japan; comprehensive schools and professional teachers in Finland.
- **Sato** – Reform creating crisis; Decline in trust in teachers; escape from learning
- **Kim** – Research/Policy towards key competences; new curriculum; active policies to shift to key competences

# Issues (1) – Definition/Measurement

- What is PISA measuring?
  - Difference from TIMMS
  - Any bias?
- Implications of Distribution/Variance
  - Is basic competence more difficult to enhance among low achievers?

## Issues (2) – School/Teachers

- Differentiated/Track system vs. comprehensive schools – Social contexts and internal mechanisms
- Effects of involving both low and high achievers in a single class; implications of ability
- The effects of Teacher training, authority/ incentives/ constraints given to teachers

## Issues (3) – Policies/Politics

- Policies to enhance key academic competences are failing – why?  
Alternatives?
- Pressure for enforcing accountability measures - decline in motivation among teachers – low performances
- School/teacher autonomy – responsibility/accountability

## Issues (3) – Policy/Politics

- Problems in Japan – Declining effectiveness of a Japan mode – Failure in finding a new mechanism
- Differences in East Asia
- More excitement for tomorrow !!