



Influence of IEA studies in the Spanish curriculum

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IEA Studies

- PIRLS 2006, 2011
- TIMSS 1995, 2007, (Basque Country), 2011
- ICCS 2009

What do we know about reading literacy?

The results from reading assessments

- . PIRLS 2006



- . Other studies

- . PISA 2000, 2003, 2006, 2009

- . Spanish Primary Education Evaluation: 1995, 1999, 2003, 2007, 2009

Environment, activities, learning

Age																	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Language development			Develop reading skills			Learn to read			Read to learn			Commitment and enjoyment					

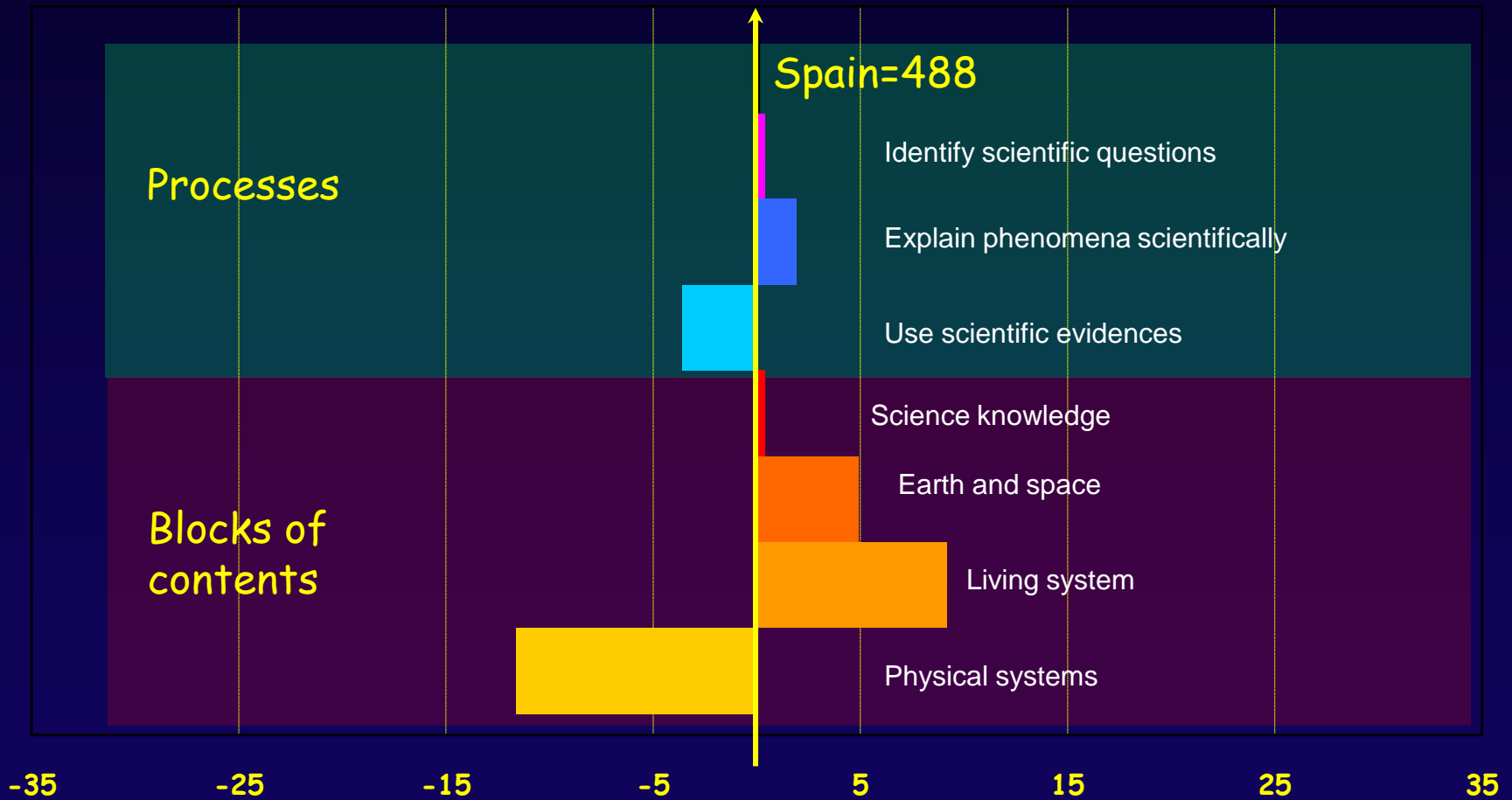
Reading skills development

Direct and sistematic teaching of reading skills
 Daily contact with different kind of texts
 Instruction in vocabulary and comprehension
 Integration of reading and writing

Assessment of reading processes

Diagnostic eval 4th primary 2009 2nd secondary 2010	PIRLS 2011	PISA / ERA 2009
Aproximation and identification Organization 45%	Localize and get information Execution of direct inferences 50%	Access Obtaining information 25% / 33%
Integration Synthesis 30%	Interpretation of ideas and informations Integration 30%	General comprehension Interpretation and integration 50% / 33%
Reflection Valuation Transference and application 25%	Analysis Evaluation 20%	Reflection Evaluation 25% / 33%

Science results according to processes and contents





Spanish students

Understand...

- Explicit information and texts general idea, mainly when they provide information.
- Literal aspects when previous complex knowledge is not necessary.

Are able to...

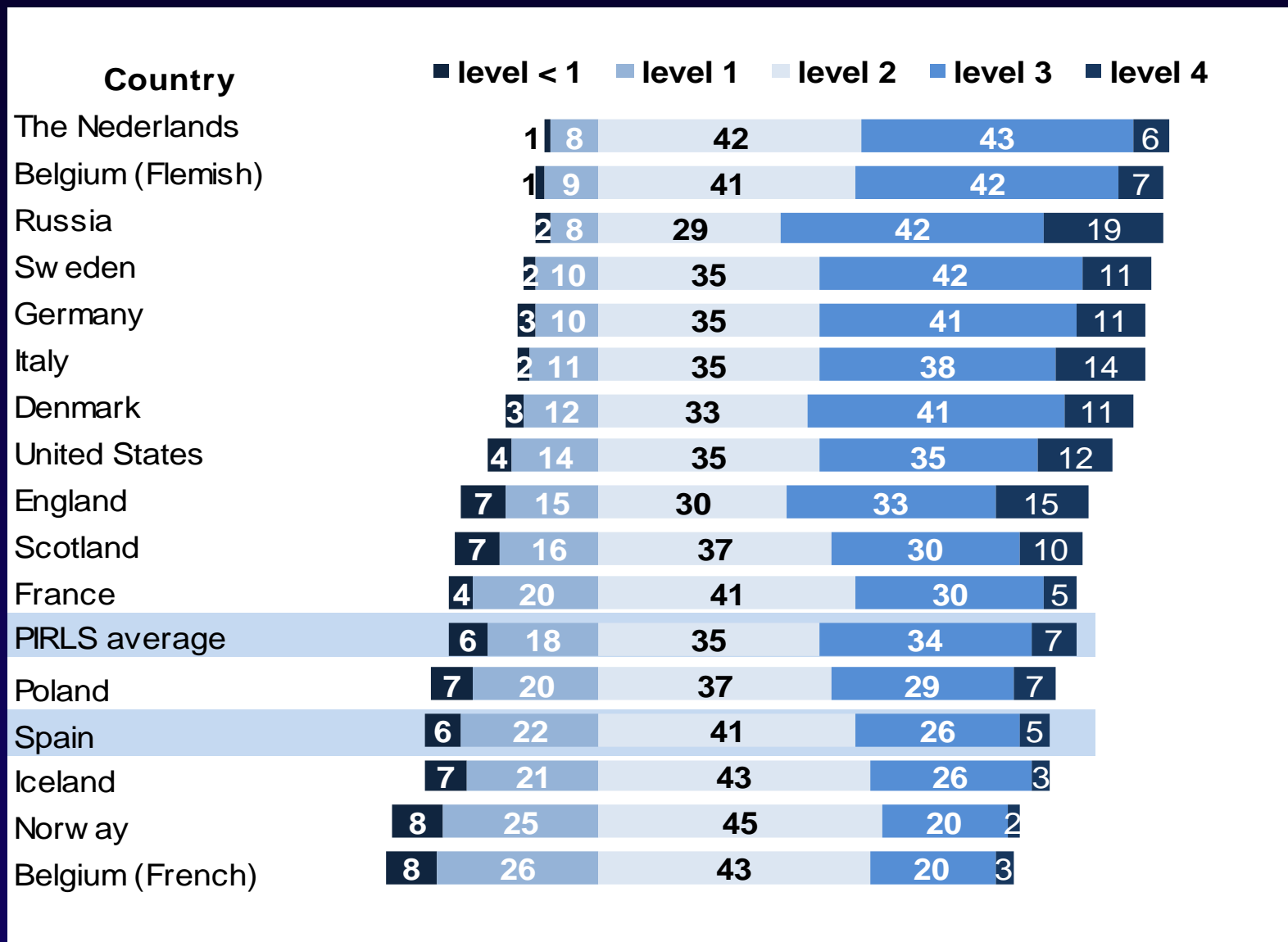
- Make inferences and simple assessments from instructive or informative texts.



Spanish students find difficult to...

- Understand further away from literalness, to integrate, organize and reproduce a text.
- Make inferences and assess literary texts.
- Link the text information with their previous knowledge.

Performance Levels: PIRLS 2006



Description of performance levels

Exhibit 2.4 Description of the PIRLS 2006 Low International Benchmark of Reading Achievement

PIRLS 2006
4th Grade

Low International Benchmark

400

Literary

When reading literary texts, students can:

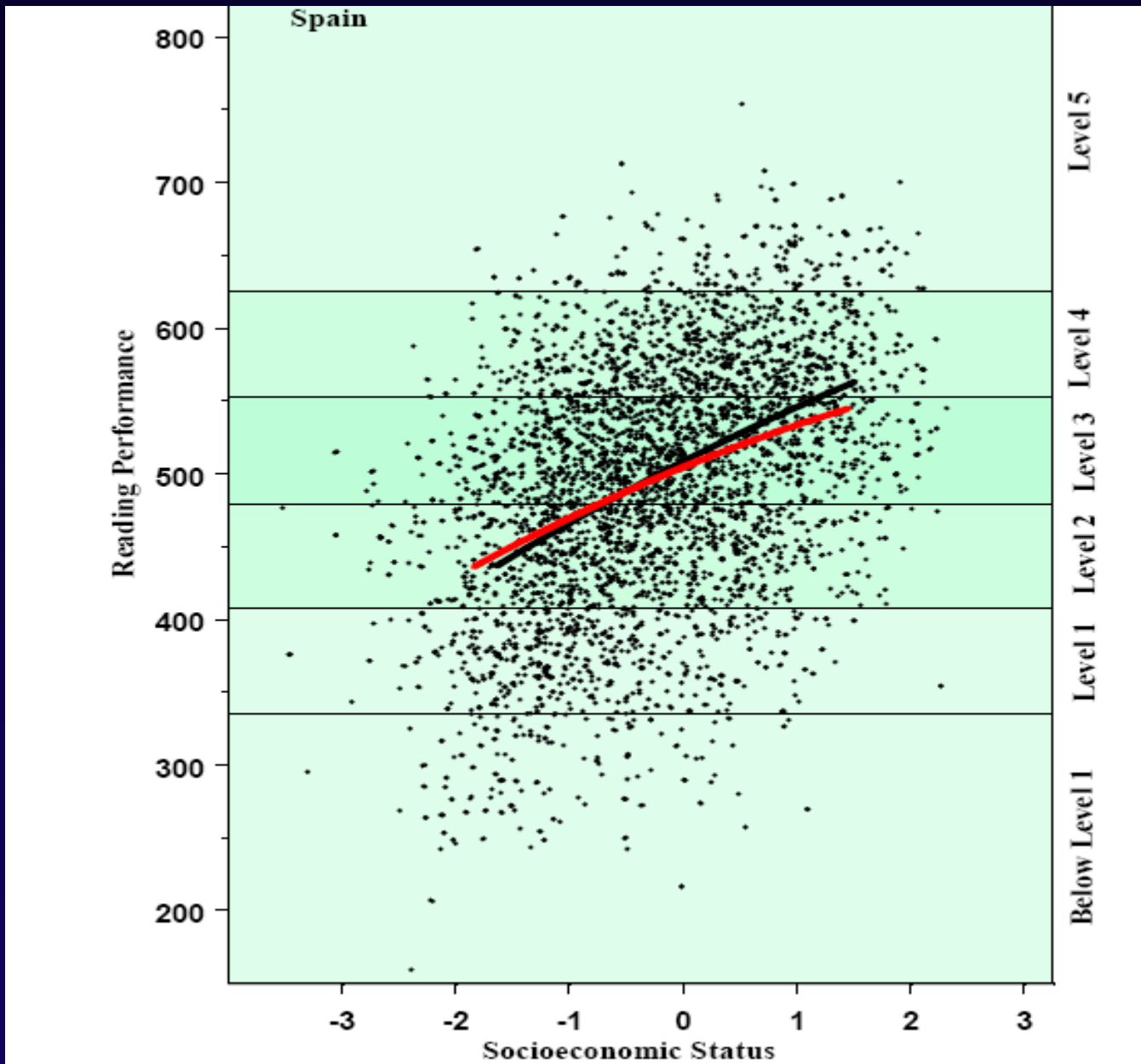
- Recognize an explicitly stated detail
- Locate a specified part of the story and make an inference clearly suggested by the text

Informational

When reading information texts, students can:

- Locate and reproduce explicitly stated information that is readily accessible, for example, at the beginning of the text or in a clearly defined section
- Begin to provide a straightforward inference clearly suggested by the text

Socioeconomic status



What do we know about other areas?

The results from other assessments

- . TIMSS
- . ICCS



LOE aims

- The Public Authorities will give special priority to all the factors which favour quality education and, in particular, the qualification and training of teachers, team working, the provision of educational resources, research, experimentation, innovation, **the promotion of reading and the use of libraries**, autonomy regarding pedagogy, organisation and management, the role of the school head, educational and professional guidance, inspection and evaluation.
- **"...In order to encourage reading habits, some time will be dedicated to this in the teaching of all subjects..."**
- **"...Reinforce reading habits and study and discipline habits as necessary conditions for efficient learning and as a means of personal development..."**

Citizenship in LOE

Social and citizen basic competence.

Area and subjects about citizenship education and human rights.

+

Education plan.

+

Opening of schools to the environment and implication of the whole society.

Citizenship education: area and subjects

Aims:

- To educate free citizens, skilled workers and active citizens.
- To reflect on the human rights and the constitutional values.

Learning adjustment:

- In the first stages attention is paid to the personal autonomy development, behaviors and social habits.
- Progressively: analysis and theoretical reflection on constitutions, democratic State and human rights.

Subject

4th grade Primary Education	2nd/3rd grade Compulsory Secondary Education	1st grade Post Secondary Education
<ul style="list-style-type: none"> • "Education for Citizenship and Human Rights" 	<ul style="list-style-type: none"> • "Education for Citizenship and Human Rights" 	<p>"Philosophy and Citizenship "</p>
<ul style="list-style-type: none"> • 2 hours a week 	<ul style="list-style-type: none"> • 2 hours a week 	<p>2 hours a week</p>
<ul style="list-style-type: none"> • Tutor teacher 	<ul style="list-style-type: none"> • Social Science or Philosophy teacher 	<p>Philosophy teacher</p>

Project Leer.es

Its objective is to promote reading among children and young students. This project also offers activities and sources for teachers of all subjects and education stages; it offers advice and sources to families so that they can accompany their children in their learnings.

Leer.es has not got as an only objective to promote reading in the traditional sources, but it bets as well for spreading reading to other digital formats as computers, Internet or social networks and Escuela 2.0.





School Libraries

School Libraries has got a priority role within the Reading Promotion Plan, since schools are the places where the reading habit is acquired and developed. The School Library is conceived as a documentary resource center with three prime objectives:

- Facilitate access to information to all the members of the school community
- Promote the teaching work carried out by teachers
- Have a main role in the school reading promotion

An application for School Libraries (ABIÉS) has been created to help the management of School Libraries



SCHOOL LIBRARIES

- Schools will have a school library.
- The Education Administrations will gradually complete the provision of school libraries. To this end, they will draw up a plan to reach the said objective, within the implementation period of this Law.
- School libraries will help to foster reading habits and provide students with access to information and other learning resources related to their subject areas and help develop critical awareness of how to use them. Furthermore, libraries will contribute to putting into effect the stipulations of Articles 19.3 and 26.2 of the present Law.
- The organisation of school libraries must allow them to function as an open space for the educational community in the respective schools.
- Schools may reach agreements with their respective municipalities to use municipal libraries for the purposes stipulated in this Article.