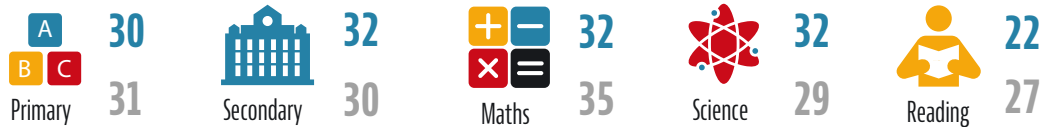


Singapore 30

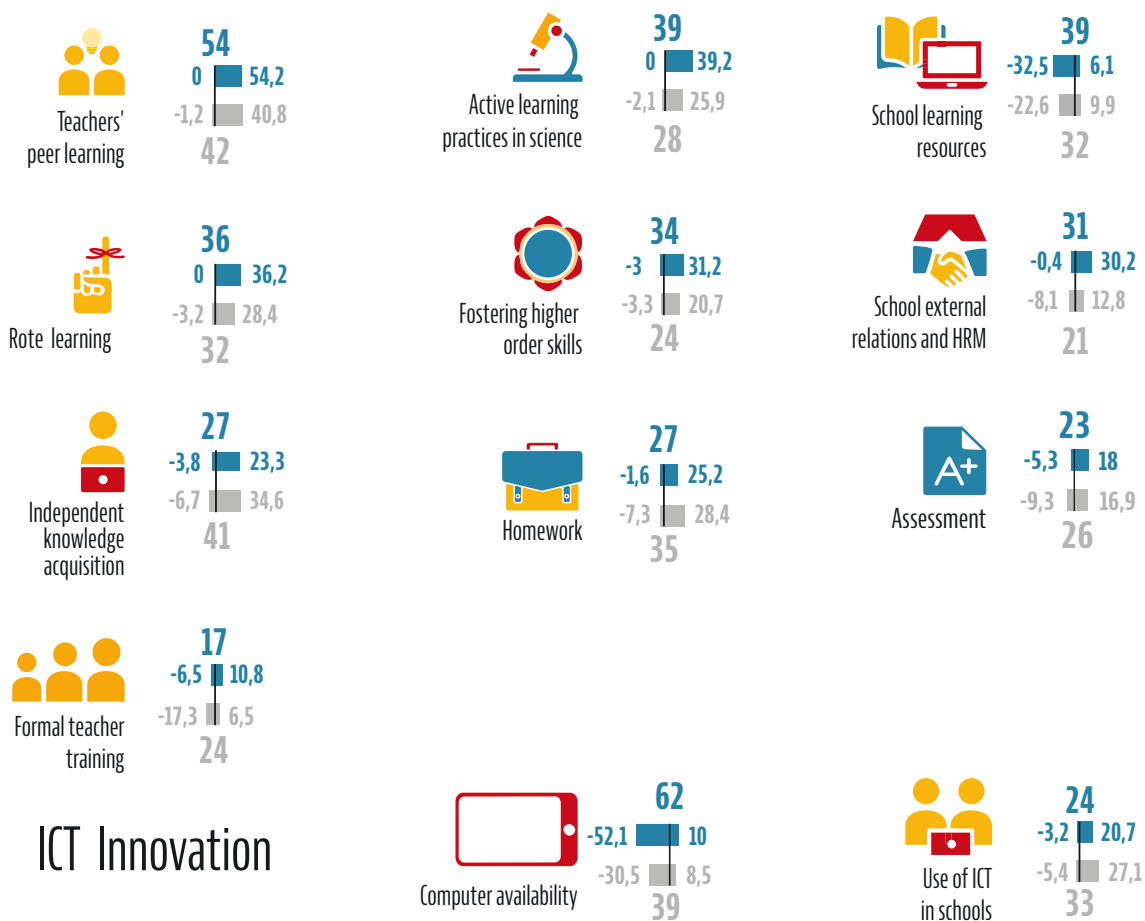
OECD average 30

Education Innovation Index

Innovation in education by category



Innovation in education by type of practice



ICT Innovation

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Singapore

Between 2006 and 2016, Singapore has experienced a moderate level of innovation in education, on par with the OECD average. Innovation has been almost equally distributed between primary and secondary education. Changes in maths and science practices were moderate (though below the OECD average in maths), and small in reading, an area where practices remained relatively stable. Access to computers in school decreased, to an even greater extent than in OECD systems, while the use of ICT spread a bit, though less than in the OECD area. Major areas of innovation lay in the spread of teacher peer learning practices and the scale up of active learning practices in science, rote learning practices, as well as practices fostering students' higher order skills.

Some trends in educational outcomes



Academic outcome in primary reading
Academic outcome in primary and secondary maths
Academic outcome in secondary science
Student satisfaction in primary education
Student enjoyment in primary and secondary science lessons
Teachers' collective ambition for their students in primary and secondary education
Equity of academic outcomes in secondary science
Equity of academic outcomes in secondary maths



Academic outcome in primary science
Student satisfaction in secondary education
Teachers' collective self-efficacy in primary and secondary education
Equity of academic outcomes in primary reading
Equity of academic outcomes in primary science
Equity of academic outcomes in primary maths

Practices that changed the most

Primary

44 more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **59%** coverage

44 fewer students in 100 in maths and **38** less in reading had computers (including tablets) available to use during lessons, reaching a **37%** and **55%** coverage respectively

31 more students in 100 had teachers with assistance available to work with students who have difficulty in reading, reaching a **32%** coverage

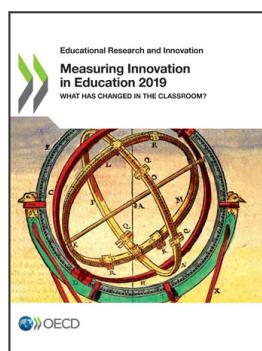
Secondary

38 more students in 100 in maths and **38** more in science systematically discussed homework in class, reaching a **68%** and **73%** coverage respectively

36 more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **54%** coverage

33 more students in 100 had portable laptops or notebooks available for use at school, reaching a **79%** coverage





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