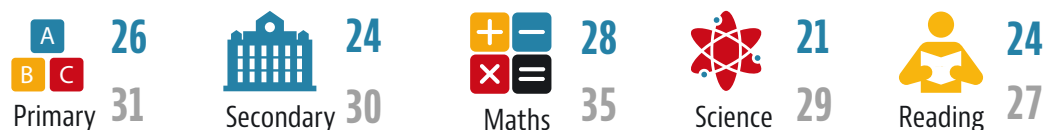


Ontario (CA) 24

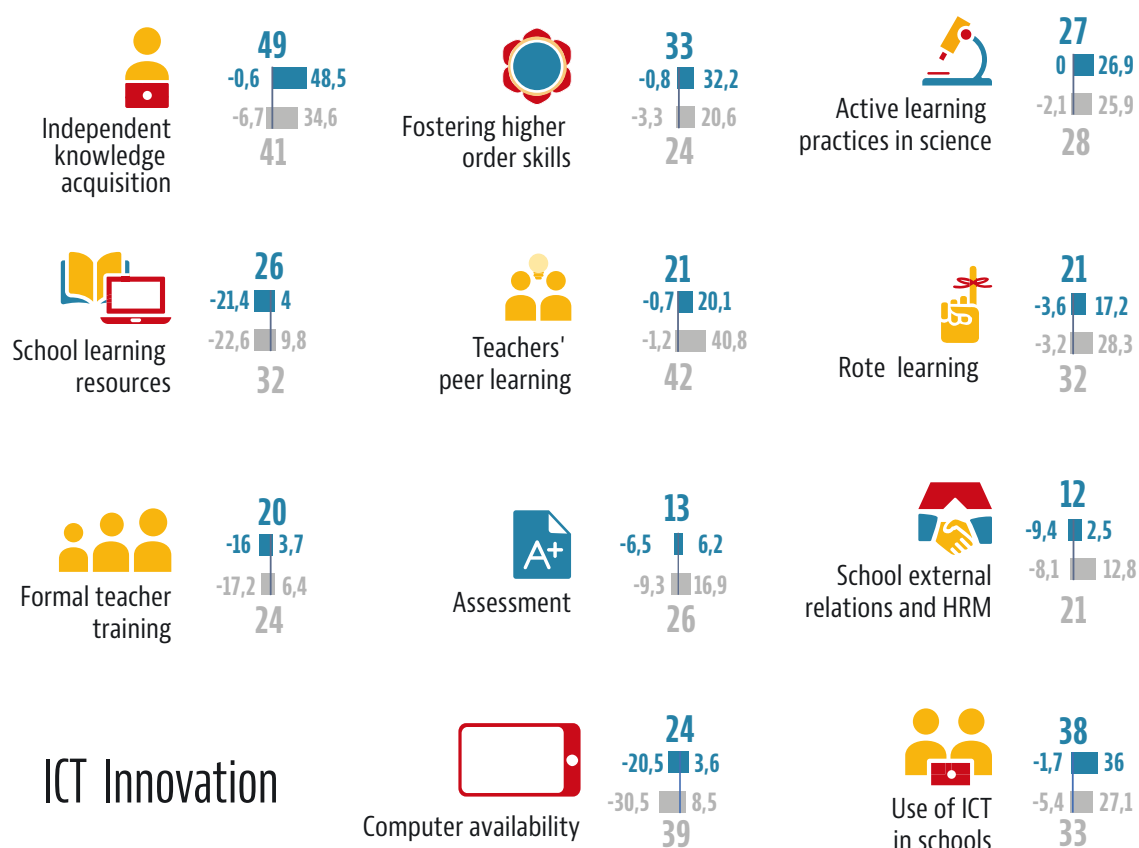
OECD average 30

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 an expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Ontario (CA)

Between 2006 and 2016, educational innovation in Ontario (Canada) has been modest, and much lower than in other OECD education systems. The change in practices has been slightly larger in primary than in secondary education, but both remained markedly below the OECD average. Innovation in maths has been higher than in reading and science, though still below the OECD average. As in other OECD systems, technology education has taken the form of a decrease in computer availability, but a scale up of practices using computers in teaching and learning. Innovation has mainly taken place in three types of teaching and learning practices: independent knowledge acquisition in class, the fostering of higher order skills and active learning practices in science. The education system in Ontario remained relatively stable when compared to neighbouring Quebec.

Practices that changed the most

Primary

54 more students in 100 frequently practised maths skills and procedures on computers, reaching a **59%** coverage

28 more students in 100 had their teachers participating in a programme for improving students' critical thinking or problem solving skills in maths lessons, reaching an **81%** coverage

21 less students in 100 had a science laboratory available for use at school, reaching a **7%** coverage

Secondary

35 more students in 100 systematically discussed maths homework in class, reaching an **82%** coverage

28 more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **47%** coverage

25 more students in 100 frequently processed and analysed data on computers in maths, reaching a **27%** coverage

Some trends in educational outcomes



Student satisfaction in primary and secondary education

Student enjoyment in primary and secondary science lessons

Teachers' collective ambition for their students in primary education



Academic outcome in primary and secondary science

Academic outcome in primary and secondary maths

Teachers' collective ambition for their students in secondary education

Teachers' collective self-efficacy in primary and secondary education

Equity of academic outcome in primary reading

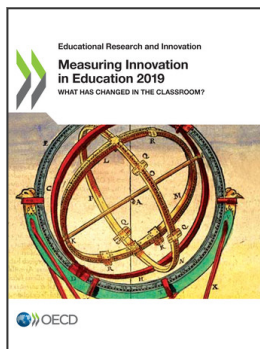
Equity of academic outcome in primary and secondary science

Equity of academic outcome in primary and secondary maths



Academic outcome in primary reading





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