

# NEQMAP Webinar

*How to ensure universal learning?  
Findings and experiences from Asia-Pacific*

**Organized by  
UNESCO Bangkok & OECD**

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# Discussion

1. **How are the low-performers identified? Is there a mechanism to detect early signs of low-performing students?**
2. **How are the resources allocated to schools to ensure equity across schools?**
3. **How are teachers supported to help low-performing students?**

☞ ***“Schools for Improvement” & “Do-Dream Schools”***

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# 1. Introduction

- **Korea has acknowledged:**
  - The importance of identifying low-performing students at an early stage of learning through assessment, and
  - The importance of providing proactive educational interventions to support them at various levels
- **NAEA has been implemented:**
  - National Assessment of Educational Achievement
  - For quality assurance and improvement of effectiveness of education, together with rigorous research



## 2. Dilemmas of nation-wide evaluation

- **NAEA played a major mechanism role in detecting early signs of low-performing students:**
  - It has been used to measure the students' learning outcomes and characteristics, to evaluate the effectiveness of the national curriculum, & to provide systematic support
  - Some local-level assessments on students' learning are also conducted
- **Some concerns & challenges:**
  - National-wide top-down assessment may cause stress to the students
  - The assessment results open to public may create unwanted consequences: e. g. leading to evaluation of teachers' teaching, schools' accountability, teacher organizations' objections against to the practice of the assessment, etc.
  - Changes of the specifications of the NAEA have been made often, according to social demands and the government's education policies, resulting in difficulties to identify, diagnose, remedy and support low achievers in a stable, consistent manner

**NAEA (National Assessment for Educational Achievement) &  
LDA (Local Diagnostic Assessments for Curriculum Subjects)  
2012**

Age	School Level	Grade	Assessment	Targeted Subject	Developer/ Administrator
17	High School	3			
16		2	NAEA	Korean, Math, English	KICE
15		1			
14	Middle School	3	NAEA	Korean, Math, English	KICE
13		2	LDA (교과학습 진단평가)	Korean, Social Science, Math, Science, English	Local Offices of Education
12		1	교과학습 진단평가	Korean, Social Science, Math, Science, English	Local Offices of Education
11		6	NAEA	Korean, Social Science, Math, Science, English	KICE
10	Primary School	5	LDA (교과학습 진단평가)	Korean, Social Science, Math, Science, English	Local Offices of Education
9		4	LDA (교과학습 진단평가)	Korean, Social Science, Math, Science, English	Local Offices of Education
8		3	LDA (교과학습 진단평가)	Korean, Social Science, Math, Science, English	Local Offices of Education
7		2			
6		1			

# 3. NAEA's provision of evidence-based results

- NAEA has provided ample & rich information
- Evidence-based research data of students' learning outcomes & academic achievement have contributed:
  - to improving schools' effectiveness, students' learning and teachers teaching, and the relating policies and research



# 4. NAEA as a major mechanism for identifying and supporting lower achievers

- Purpose:
  - to measure students' learning outcomes and identify the characteristics and trends of learning, and to evaluate the quality of education
- Specifications of NAEA:
  - a representative, annual nation-wide evaluation
  - a census assessment for the targeted groups
  - 2009 ~ 2012: administered to all pupils of the target grades  
6<sup>th</sup> of primary, 3<sup>rd</sup> of middle & 2<sup>nd</sup> of high school students  
(3<sup>rd</sup> of middle schoolers = 15 years old, 2<sup>nd</sup> of high schoolers = 17 years old)
  - 2013 and onwards: only 3<sup>rd</sup> of middle & 2<sup>nd</sup> of high school students, with no primary school students involved
  - Subjects: Korean, Math and English
  - Students' level: determined by their attainment of basic academic level suggested in the national curriculum
  - Four categories: set out in accordance with the achievement standards of the national curriculum: outstanding, average, basic, and below-basic levels



## 5. Use of the NAEA results

- KICE provides individual schools with assessment results, for learning guidance
- Informed to the individual schools and to the public, including the percentages of by-subject achievement levels (average or higher, basic, below basic), school improvement, etc.
- Since 2014, no NAEA to primary school is put in place, LDA (Local Diagnostic Assessment for Curriculum Subjects) has played a major early detector role

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√ **The gap is acknowledged:**

- There is the educational achievement gap among the students in the big cities/towns and small villages/rural areas
- It is important to reduce the gap and increase the equity of education across the schools, throughout the country



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**KICE**  
KICE

## √ Proactive interventions are implemented:

- Provided to the schools located in small villages/rural areas with special, extra educational promotion and support
- Greater autonomy in student selection, recruitment allowed; additional budget support for building dormitories and improving old facilities, and placement of additional teachers are provided
- Free EBS (Educational Broadcasting System) learning materials (807,000 sets) for ESCS students who need extra social caring (public assistance recipients: 209,000 students) are provided
- Operations of after-school programmes in the rural areas with on-line contents and distance education methods accompanied with ICT devices
- Provide high-quality programmes available for all students in the country by supporting 1,000 new after-school programme instructors in rural areas, and in the areas with high concentration of students from lower-income and multi-cultural families (MOE, 2016)

➔ *“Schools for Improvement” & “Do-Dream Schools”*



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*“Schools for Improvement” & “Do-Dream Schools”*

- Schools or teachers are not left alone, but shared the accountabilities and supported within the educational systems
- Two representative policies to support low-performing students, which explain how teachers are supported to help low-performing students



*“Schools for Improvement” & “Do-Dream Schools”*

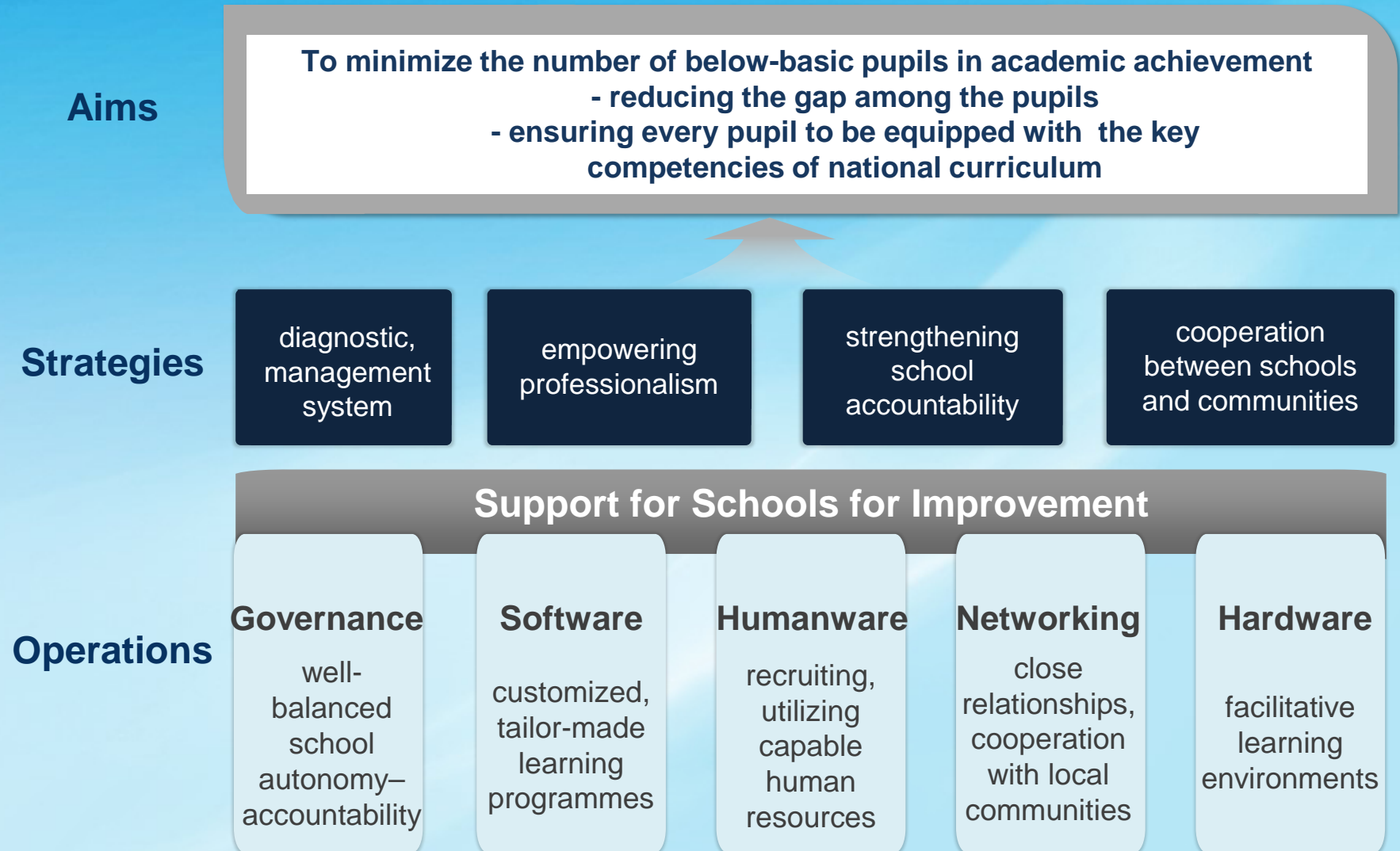
# “Schools for Improvement”

## 1) Overview:

- Needs for coping with the results of evaluative studies → a proactive strategic intervention
- Driven by a strong governmental initiative plan, ‘Zero Plan for Below-basic-level Pupils’ (2008)
- Implemented since 2009 as major national strategy to ensure ‘Basic Academic Achievement of All Pupils’
- Schools with a high percentile of below-basic in the NAEA were designated as Schools for Improvement
  - primary schools: more than 5%
  - middle & high schools: more than 20%
- Either designated by MoE or self-applied
- Renewed as “Do-Dream” Schools

# “Schools for Improvement”

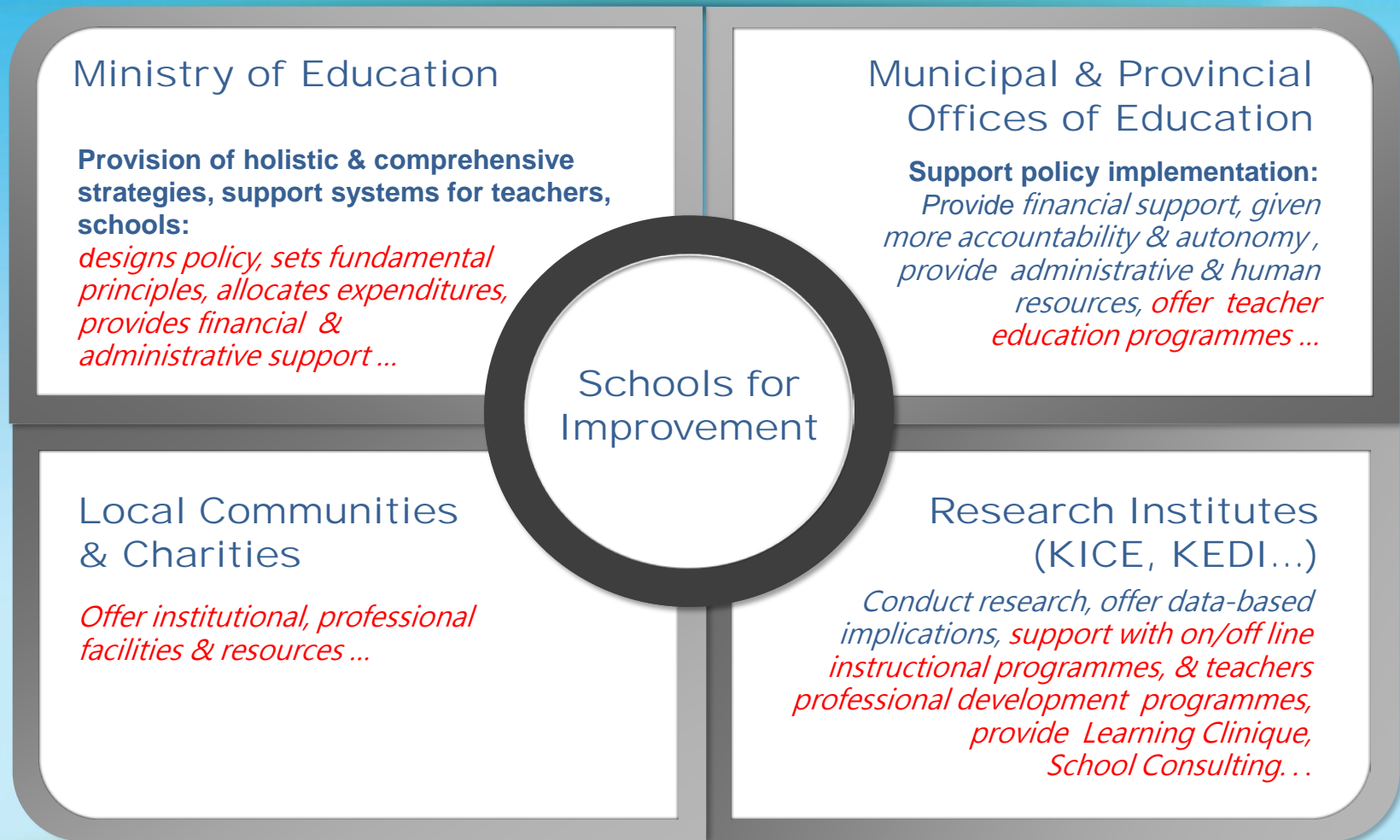
## 2) Aims, Strategies & Operations:





# “Schools for Improvement”

## 3) Cooperative implementation system:



# “Schools for Improvement”

## 4) Accountability of the Schools for Improvement:

- offer instruction in curricular subjects, apply multi-dimensional systematic approaches for underachieving pupils or those left behind as a result of any difficulties, including ADHD or depression
- develop diagnostic & remedial programmes, and learning monitoring & management programmes
- identify and analyse factors contributing to the under-achievement of pupils
- intensify customised learning, and apply cognitive, psychological and affective approaches according to the pupils' levels of achievement and types of difficulties
- strengthen teacher and parent education programmes
- receive cooperative and collaborative support from the ministry, municipal/provincial/local offices of education, research institutions, and other local communities and charities

# “Do-Dream Schools”

## 1) Overview:

- Not a new idea or policy, but a continuing policy of Schools for Improvement
- A more integrated policy
- To systematically support low achievers
- Implemented together with “Learning Clinic”
- “Do-Dream” (“두드림”) means *knocking*
- The dreams and talents of low achievers will be opened

## 2) Background:

- Since 2013, NAEA for primary school has been abolished
- In 2013, the percentage of low achievers has increased
- Various learning factors that have played a negative role such as ADHD, emotional & behavioural problems need to be concerned more professionally and systematically
- Integrated, comprehensive & student-centered approach
- Interconnected network among diverse policies, human recourse, communities, etc.

# “Do-Dream Schools”

## 3) Targets Schools:

- Schools apply, municipal/provincial offices of education designate *De-Dream Schools* (primary schools: 70%, middle schools: 30%)

## 4) Supporting Contents:

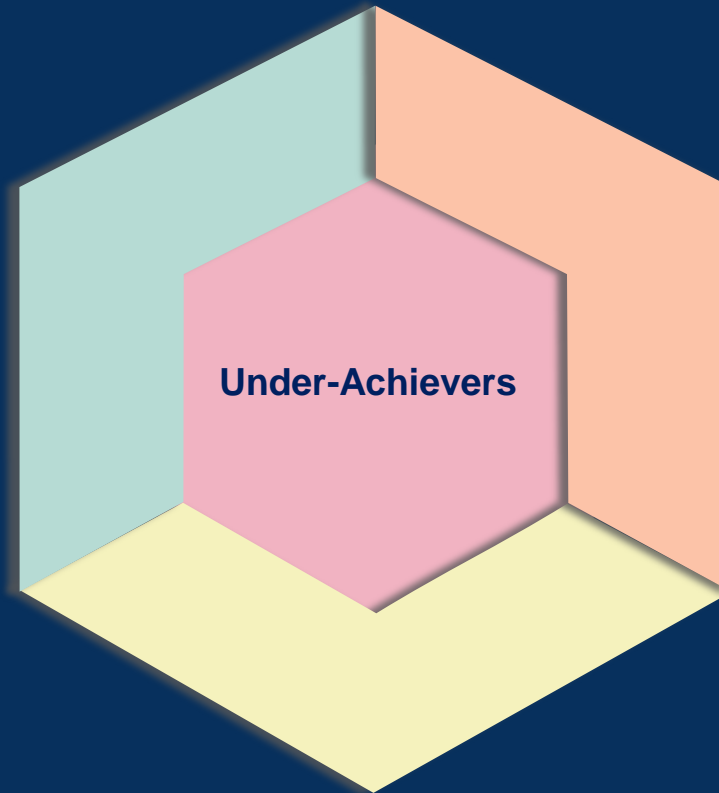
- Identify, diagnose the factors causing learning difficulties and under achievement
- Provide with tailor/individualised support: parents consulting/education, students consulting, learning coaching, out-school remedial healing/care



# “Do-Dream Schools”

- Students(Under-Achievers): Yi, Gang, Jung, Choi, Oh & Jang (2014: 13)

Lack of care  
(challenged, broken,  
multicultural families,  
etc.)



Learning Difficulties  
(fall behind, deficit,  
slow learners, etc.)

Emotional/Behavioral Problems  
(ADHD, depress, unstable, lack of attention, bullying, etc.)

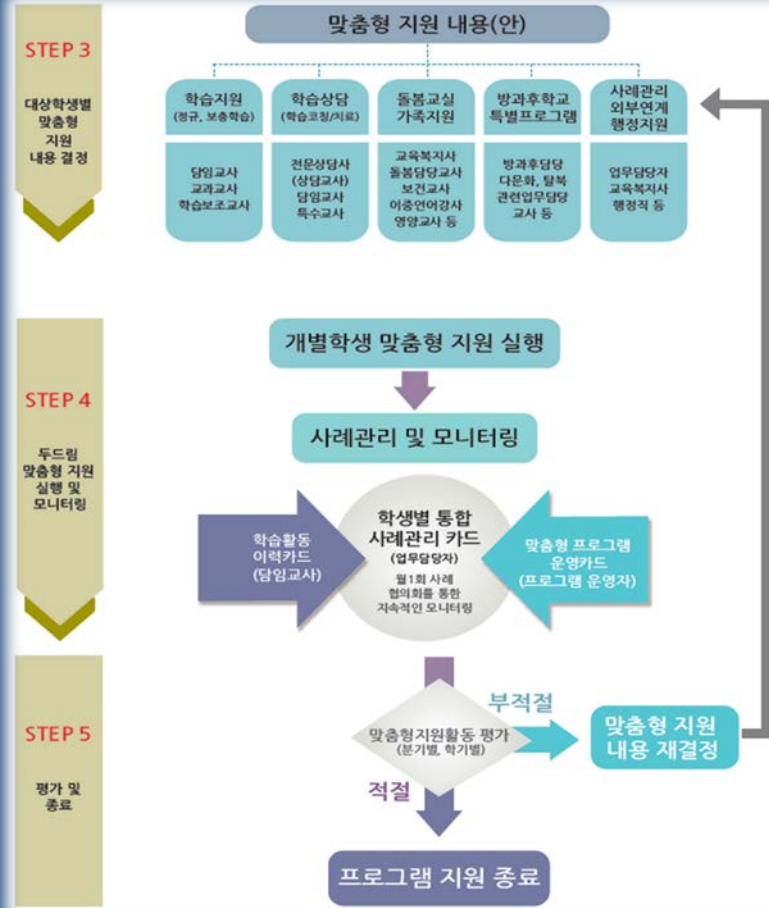
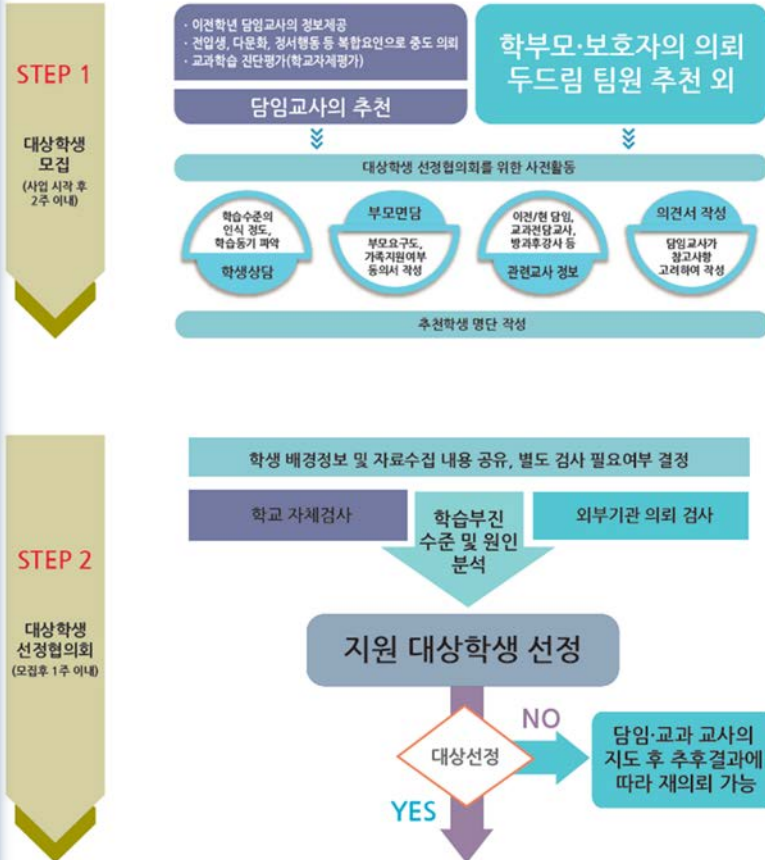
# “Do-Dream Schools”

- Do-Dream Support Contents: Yi, Gang, Jung, Choi, Oh & Jang (2014: 18)



# “Do-Dream Schools”

- Operational process: Yi, Gang, Jung, Choi, Oh & Jang (2014: 40-41)



- **Support for teachers:**

- Teacher education programmes for professional empowerment
- Activation of in/out-school learning communities, workshops, seminars
- Allocation of professional instructors & consultants for Learning Clinic
- Provision of consultants groups to support *Do-Dream Schools* operation
- Utilisation of peripatetic instructors/counsellors
- Offer parents education programmes
- Intra-school collaborations
- Networking & cooperating with welfare, care centers/communities including hospitals, medical clinics, social workers, etc.
- Selection, award, dissemination events with good school cases
- Inclusive of on & off-line support

and more....



[HTTP://WWW.CLASSROOM.RE.KR/MAIN.DO?S=CLASSROOM](http://www.classroom.re.kr/main.do?s=classroom) 

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초등교육    **중등교육**

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중학교, 고등학교 수업에 적용할 수 있는 다양한 자료와 정보를 찾아볼 수 있습니다.



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- 교수학습길잡이
- 교수학습자료
- 주제별자료

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[다보기 >](#)

- 네트워크 장비 점검 및 교체로 인하여 서비스가 일시 중... 2015-07-30
- 자료집, 동영상 탑재 제 16회 교실수업 개선 실천사... 2014-07-21
- 제 16회 교실수업 개선 실천사례 우수 연구 발표 및 ... 2014-07-15
- 외국의 교수·학습 혁신 정책 및 우수 사례 분석 세미나... 2011-12-12
- [정책토론회 안내] 기초학력 보장 정책 내실화를 위한 ... 2011-06-23

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교사의 전문성 향상을 위한 KICE 교사TV

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학습 : 지도 자료로 탁월한 KICE 교재안내

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교과별 평가문항 검색 및 다운로드




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생각하는 교육,  
우리들의 희망입니다.

**Thank you!**

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