

# Improvement of reading literacy in Navarra: a teachers and students training plan

*The use of PISA to inform school-level practices*

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# Index

1. Context.
2. Contribution to the sub-theme of the conference.
3. The plan: approach and methodology.
  - 3.1. Approach
  - 3.2. Structure and operating.
  - 3.3. Goals
  - 3.4. Results and findings
4. Lessons learned.

# 1. Context

## Spanish Education System



- Participation in PISA: since 2000.
- Spanish system of Secondary School: ESO  
(*Educación Secundaria Obligatoria - Compulsory secondary school*)

AGE	GRADE
12 years old	1ST of ESO
13 years old	2nd os ESO
14 years old	3 <sup>rd</sup> of ESO
15 years old	4 <sup>rd</sup> of ESO

# 1. Context: region of **Navarra**.



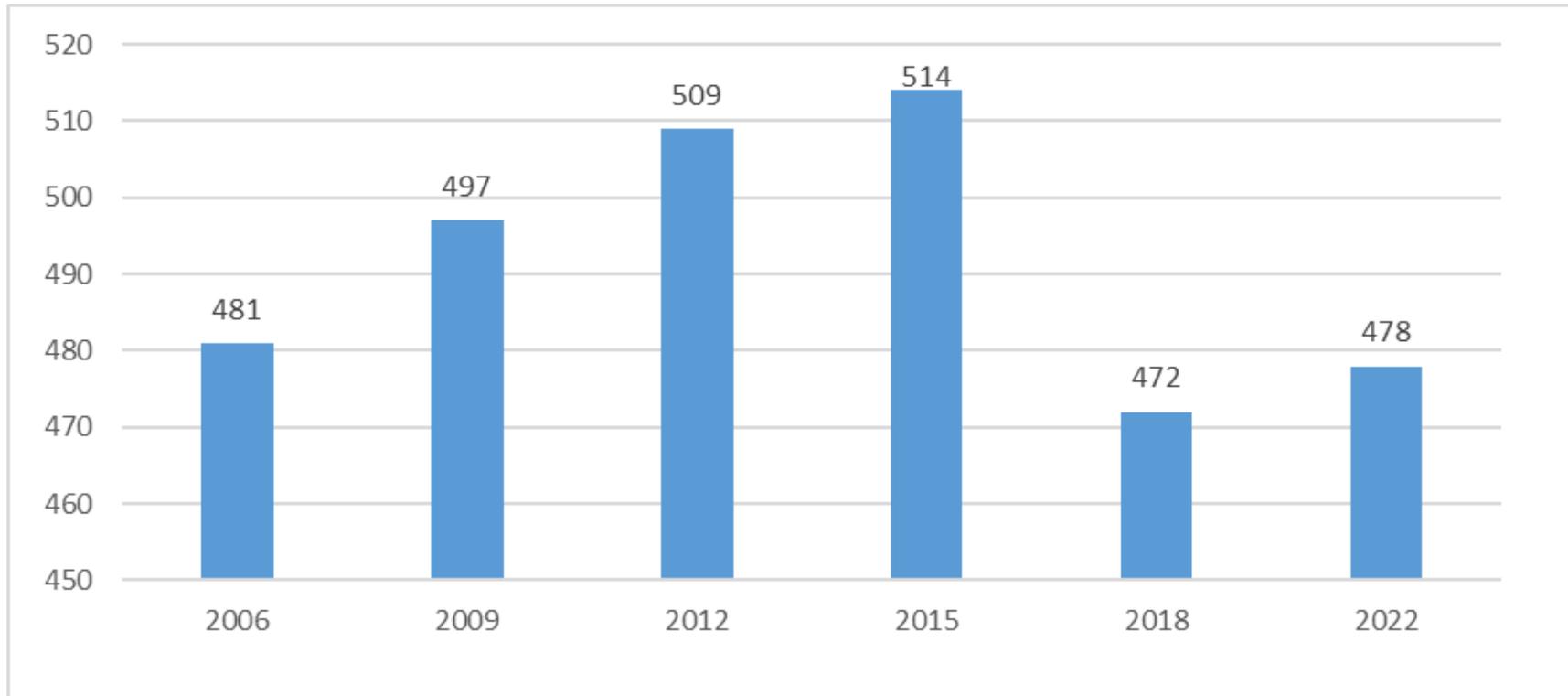
# Navarra

- (In Spain there are 17 regions - Comunidades Autónomas)
- 672.155 habitants.
- Two official languages: Spanish and Basque
- Navarra is a region with some **competencies in Education**.
- Teachers belonging to schools funded by the State must do 35 hours of training per year.
- Navarra's participation in PISA with its own sample: since 2006
- 2008-2010: this plan was already in place.

# PISA results in reading literacy since 2006

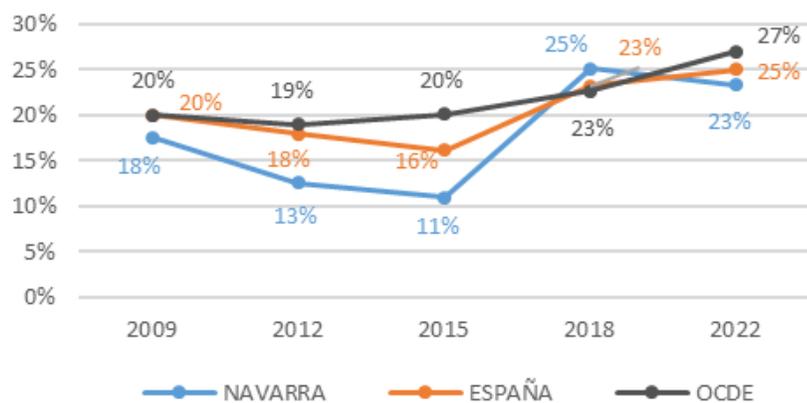
	2000	2003	2006	2009	2012	2015	2018	2022
Navarra			481	497	509	514	472	478
Spain	493	481	461	481	488	496	477	474
OCDE	492	494	489	493	496	493	487	476

# Navarra's results in reading literacy since 2006

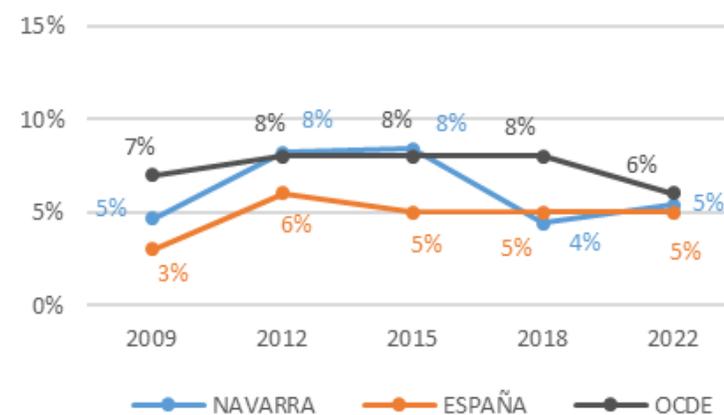


# Evolution of levels in Navarra 2009-2022

## Lower levels evolution



## Higher levels evolution



# Percentage of students at the different levels of reading proficiency

## PISA 2022 – Navarra

< level 1b	Level 1b	Level 1a	Level 2	Level 3	Level 4	Level 5	Level 6
1.1	5.7	16.6	27.0	27.4	16.8	4.7	0.7
23.4%			71.2%			5.4%	

**23.4 %** of students can not attain the basic competences or use their reading skills to acquire knowledge and solve a wide range of practical problems.

## 2. The use of PISA to inform school-level practices

- On the basis of PISA results and framework, a **teacher training plan** was designed.
- This plan is designed to have a **direct impact on the students**, as we want pupils to immediately benefit from it.

How?

The plan entails two tasks that have to be developed with the students, as class material. The aim is to extend this approach comprehensively throughout the school.

# 3. The plan: approach and methodology

3.1. Approach

3.2. Goals

3.3. Structure

3.4 Phases

3.5. Results and findings

# 3.1. Approach

Based on:

- **PISA reading framework:** text clasification, cognitive processes, responses format and megacognitive competencies, “evaluation culture”.
- **Interactive reading model:** we can and we must show pupils how we activate these competencies and strategies.

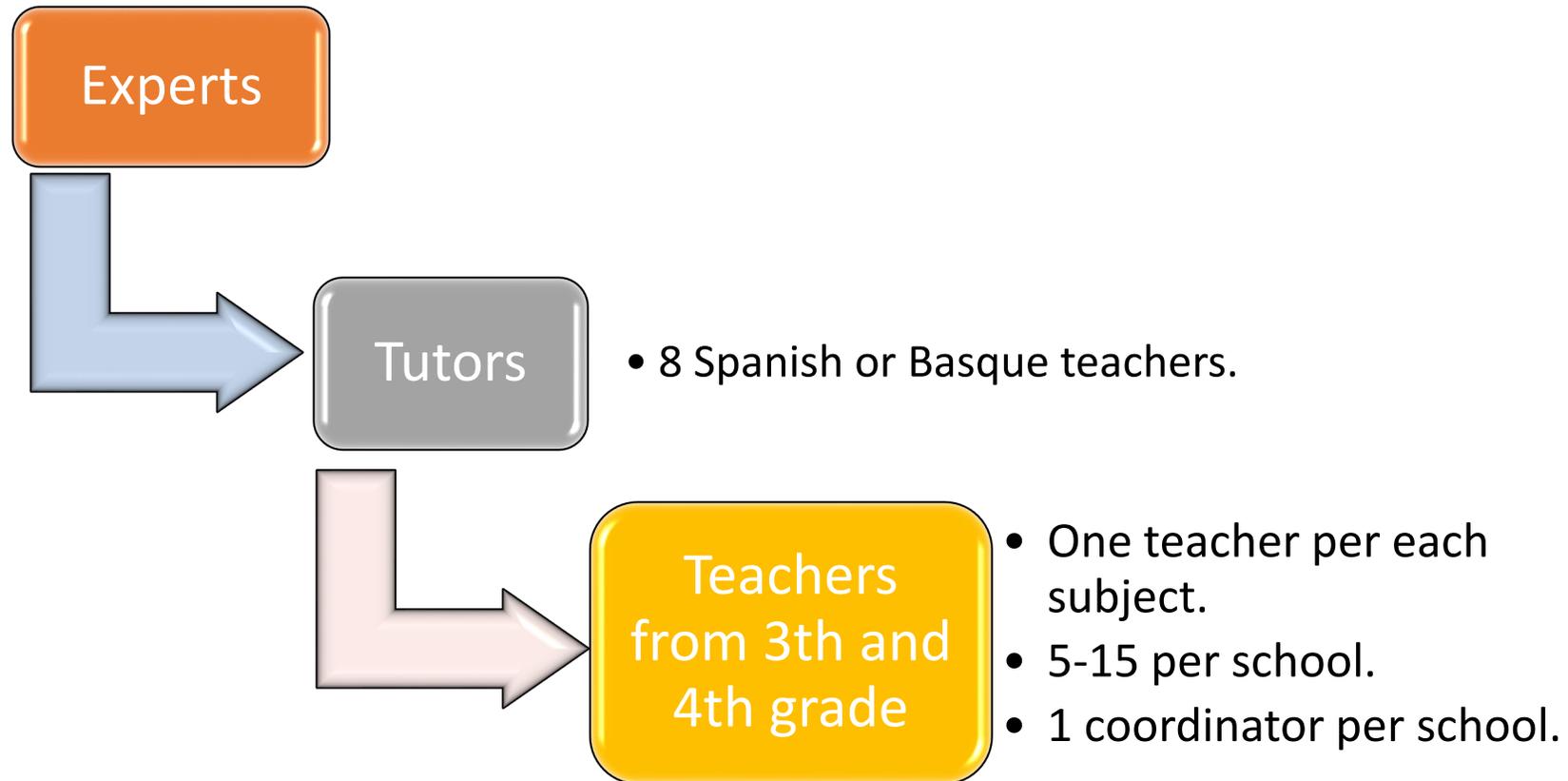
## 3.2. Goals

The plan is based on this statement: reading comprehension problems prevent students from learning.

How can we improve the current situation?

- Helping teachers to **ensure their students develop and use reading strategies**, and furthermore, make them aware of this: metacognition.
- Working with teachers from all the departments and subjects: **sharing responsibility**.
- Building a **resource bank**.

## 3.3. Structure





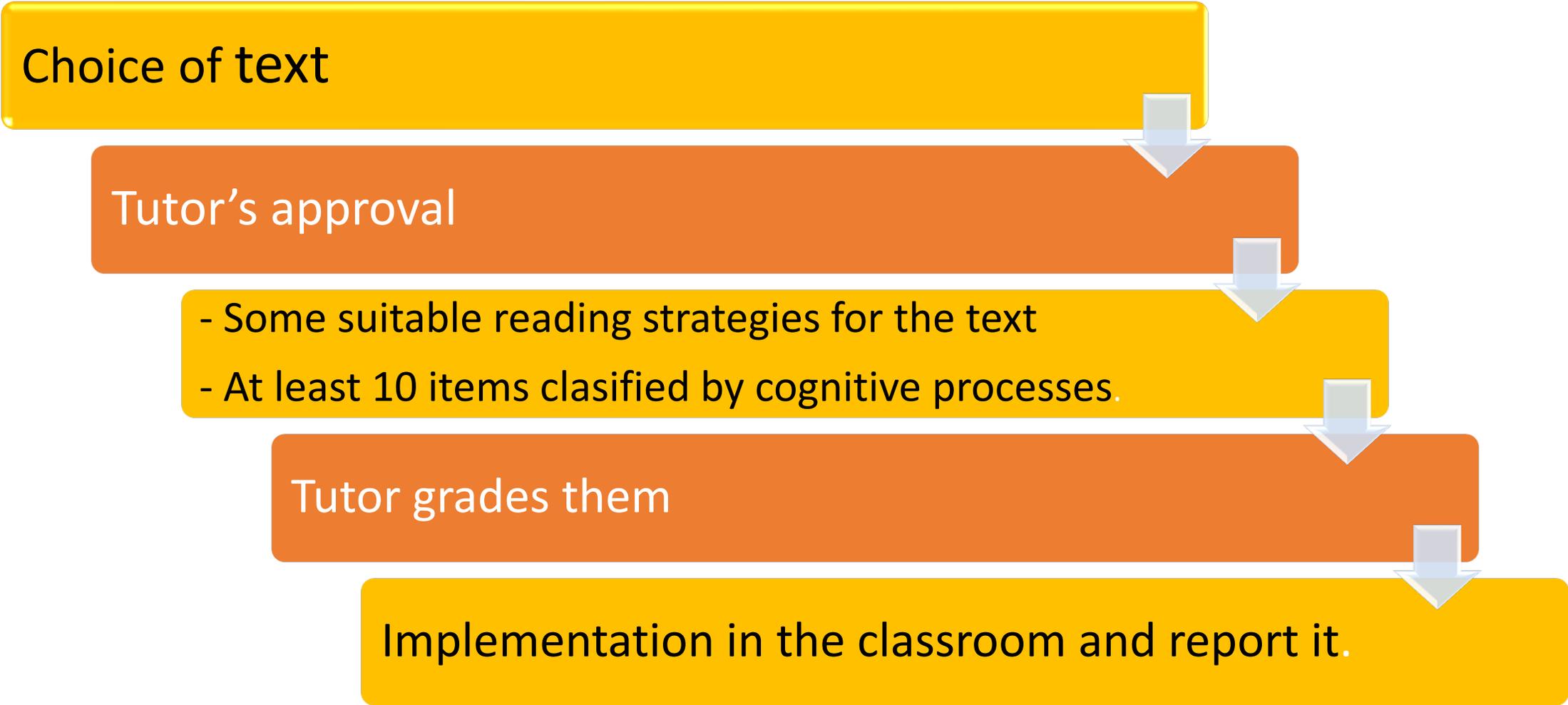
Tutors	Teachers
8	492
1	60 approximately

## 3.4. Phases

Phase	
1	<b>Some experts</b> trained 8 tutors during 4 months
2	<b>Tutors</b> train teachers: <ul style="list-style-type: none"><li>▪3 sessions (2,5 h): cognitive processes, reading strategies, interactive model...</li><li>▪Mandatory presence</li><li>▪Small tasks between sessions.</li></ul>
3*	<b>Teachers:</b> two main assignments throughout the school year (same task to be done twice): work on a text, using what has been learned in the previous lessons. Teachers are expected to use texts from their class notes or class books. Later they will use these tasks with their students.
4	Selection of the best texts in order to create a <b>resource bank</b> in a public web site.
2025-2026	1st and 2nd grade of secondary school and Primary School.

\*Phase 3: assignments (to be done twice)

Choice of text



```
graph TD; A[Choice of text] --> B[Tutor's approval]; B --> C["- Some suitable reading strategies for the text<br/>- At least 10 items clasified by cognitive processes."]; C --> D[Tutor grades them]; D --> E[Implementation in the classroom and report it.];
```

Tutor's approval

- Some suitable reading strategies for the text
- At least 10 items clasified by cognitive processes.

Tutor grades them

Implementation in the classroom and report it.

## 3.5. Results 2008-2010

	2000	2003	2006	2009	2012	2015	2018	2022
Navarra			481	497	509	514	472	478
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## 4. Lessons learned

- We thought this approach was already established, but it is not. Teachers need strong examples and models of how to implement this approach in their day to day work, in every subjects, (sometimes science teachers feel that improving reading skills does not concern them).
- There is a certain rejection of external evaluation and the main objective of PISA is misunderstood: there is still a lot of work to be done.
- Teachers underestimate the big value of PISA frameworks.
- This plan is a simple way whereby this approach and the interactive reading model can be spread.
- Some shortcomings: we need to look more closely at the needs of students who are not proficient in Spanish and at language disorders.
- **We need some devices to consolidate this approach overtime.**