

# Introduction to IELTS in England

OECD's International Early Learning and Child Well-being Study

[www.oecd.org/edu/school/international-early-learning-and-child-well-being-study.htm](http://www.oecd.org/edu/school/international-early-learning-and-child-well-being-study.htm)

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# This presentation covers:

- International evidence for importance of early learning and early childhood education and care (ECEC)
- Development of IELS
- Aims and objectives of IELS
- Why England is taking part
- Stakeholders and feedback

# International evidence on importance of early learning outcomes

- Positive early learning outcomes are associated with positive outcomes in later childhood and adulthood, including educational attainment, socio-economic status, health and well-being
- Areas of early learning that are important for outcomes in later life include:
  - communication, language and literacy
  - numeracy and other non-verbal cognitive skills
  - self-regulation
  - social and emotional skills
  - physical development
- Family characteristics and the home learning environment are the strongest predictors of children's early development, especially parental well-being, parenting behaviours, parental education and family socio-economic status
- Children's participation in high-quality early education and care is also associated with positive outcomes

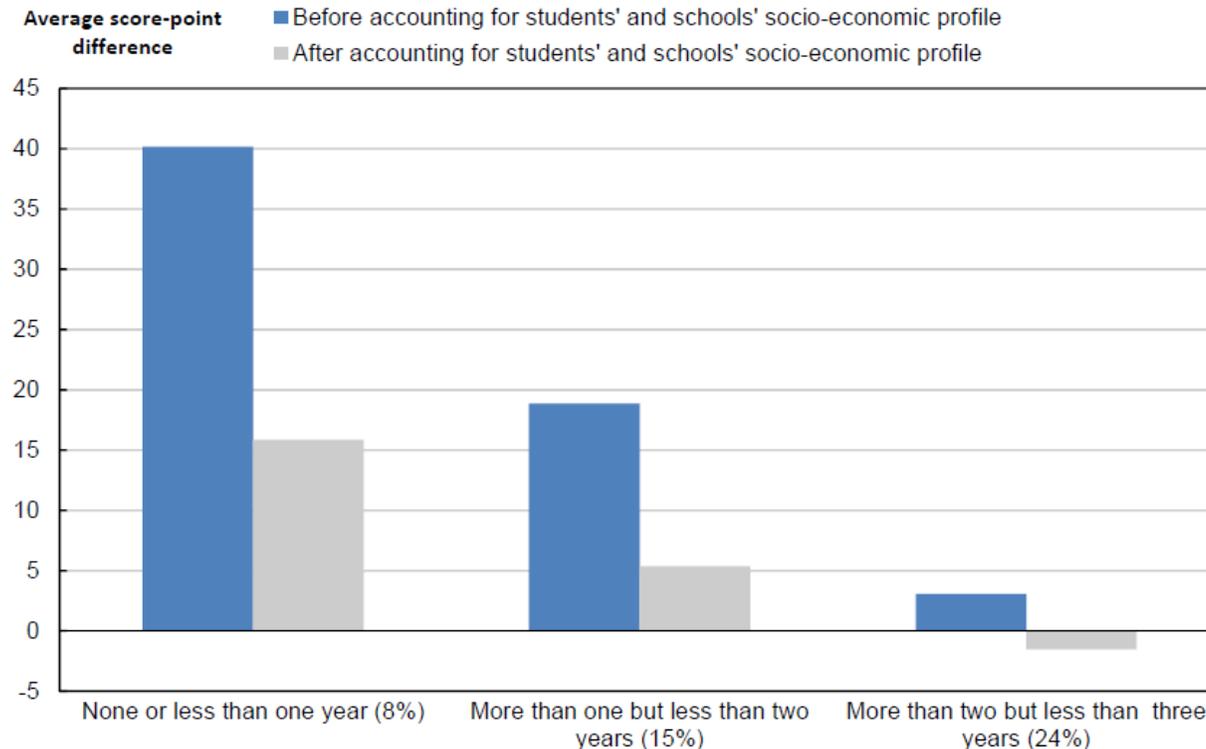


# OECD's internationally comparable evidence on early education and care

- Education at a Glance
  - Enrolment rates in early education and care
  - Staff to child ratios
  - Expenditure on early childhood education institutions
  - [http://www.oecd-ilibrary.org/education/education-at-a-glance\\_19991487](http://www.oecd-ilibrary.org/education/education-at-a-glance_19991487)
- Starting Strong 2017 and earlier thematic reports
  - Contextual factors
  - ECEC workforce
  - New TALIS Starting Strong Survey (2018)
  - <https://www.oecd.org/publications/starting-strong-2017-9789264276116-en.htm> and [http://www.oecd-ilibrary.org/education/starting-strong\\_25216031](http://www.oecd-ilibrary.org/education/starting-strong_25216031)

# PISA: influence of early education continues to age 15

**Average score-point difference in science performance across OECD countries, of 15 year-olds pupils who had attended early childhood education (ISCED 0) for 3 years or more (PISA 2015 data)**



# Development of IELS by OECD

- OECD's ECEC network: officials from OECD member countries
- Early Learning Group of participating and interested countries
- OECD IELS project management team of researchers and analysts responsible for study
- International Consortium: contractors responsible for developing and implementing IELS
  - ACER, IEA and cApStAn
- Expert Advisory Group
- Technical Advisory Group

# Advisors to OECD on IELTS

## OECD member countries (ECEC network and ELG)

### Technical Advisory Group (TAG)

- Prof. Iram Siraj
- Dr. Szilvia Papp
- ACER International Project Director
- IEA-Hamburg Participants
- ACER Participants

### Expert Advisory Group (EAG)

- Dr. Rosemary Cahill
- ACER International Project Director
- IEA-Hamburg Participants
- ACER Participants

## Trade Union (TUAC) representatives

### Other Experts

- Prof. Ottmar Lipp
- Prof. Clancy Blair
- Prof. Virginia Slaughter
- Dr. John Cresswell
- Dr. Sarah Buckley (ACER)
- Dr. Kate Reid (ACER)
- Roberta Lizzi (cApStAn)

# Aims and objectives of IEELS

- Understand children's early learning at **age 5** in **international comparison**
- Assess non-cognitive as well as cognitive skills
- Analyse the influence on children's learning and development of:
  - early childhood education and care (ECEC) experiences
  - home learning environment
  - individual and family characteristics
- Provide robust evidence that can be used to help improve children's early learning outcomes and overall well-being

# What will IELS tell us?

## Early learning domains

- Oral language and listening comprehension
- Vocabulary
- Phonological awareness

Emerging literacy skills

- Working with numbers
- Numbers and counting
- Shape and space
- Measurement
- Pattern

Emerging numeracy skills

- Working memory
- Mental flexibility/ adaptability
- Self-control

Self-regulation

- Trust (beliefs and expectations of others' behaviour)
- Empathy (interpreting/ predicting emotions)
- Prosocial behaviours

Social & emotional skills



# What will IELTS tell us?

## Contextual information

**Individual background**

- Age
- Gender
- Language
- Immigration background
- Parental SES
- Family composition

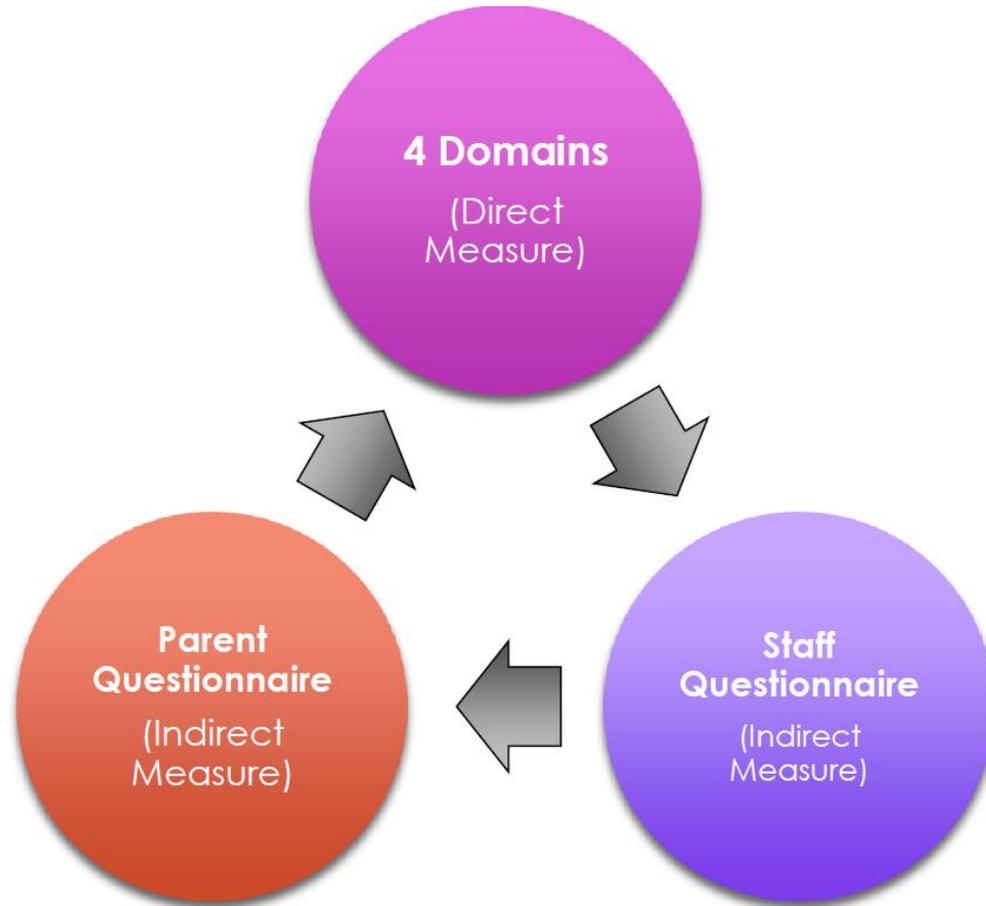
**Home learning environment**

- Relating with child
- Activities with child
- Home learning resources

**ECEC experience**

- Age of entry
- Duration
- Frequency
- Continuity
- ECEC type

# Triangulation of information in IELS



# Why England is taking part in IEELS

- High priority of early years
- Internationally comparable evidence on children's early learning and development
  - Assesses non-cognitive as well as cognitive skills
  - Collects important contextual information on children and families
- Help to ensure England can contribute to, and learn from, the development of IEELS
- Complement our existing evidence
- Learn from other countries

# Early years policy context in England

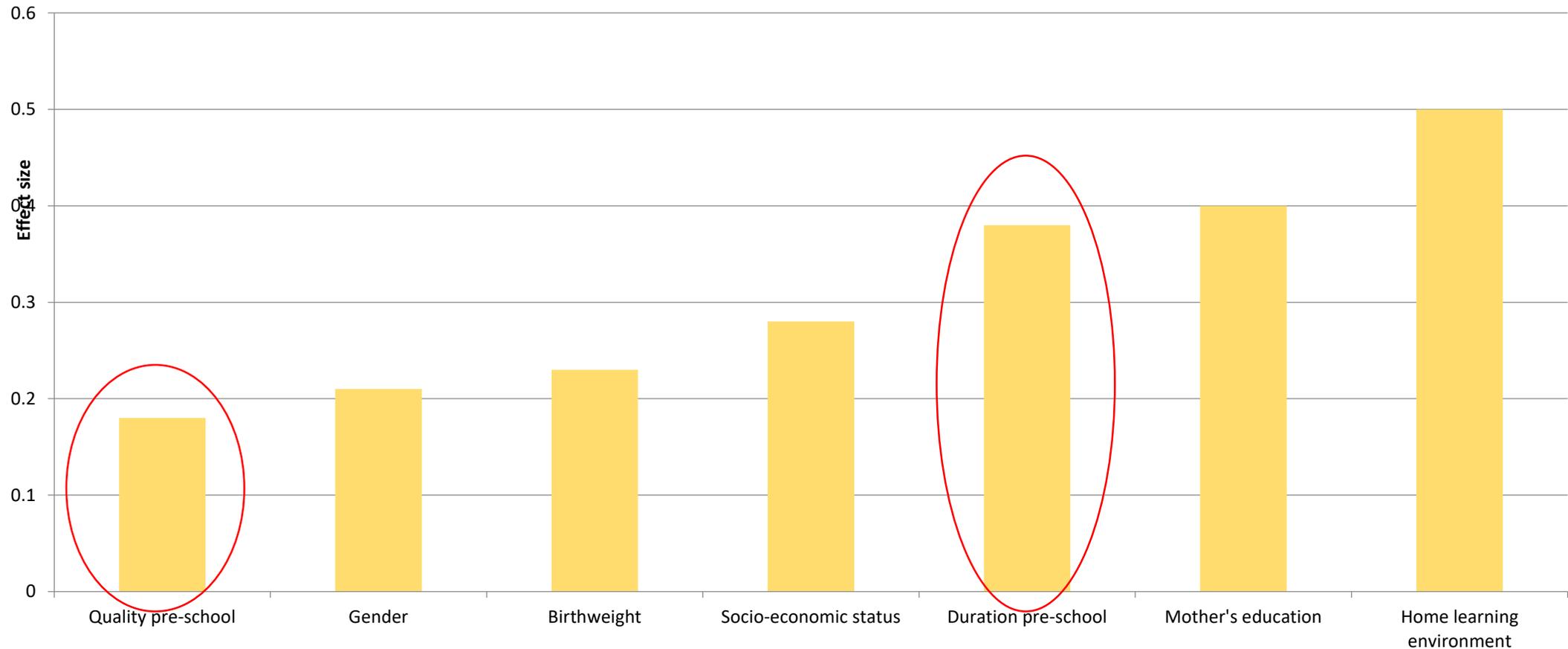
- Free early education entitlements: £6bn investment by 2020
  - 15 hours free early education:
    - The most disadvantaged 2 year olds
    - All 3 and 4 year olds
  - 30 hours free early education:
    - 3 and 4 year olds of working parents
  - Tax Free Childcare and Universal Credit childcare element
- “Unlocking talent, fulfilling potential” early years commitments:
  - Home Learning Environment support programmes; System Leadership Programme; English Hubs; EY Capital Fund; EY professional development fund
- Early Years Foundation Stage (EYFS)
  - Statutory framework setting the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe
- Primary assessment consultation: review of EYFSP early learning goals and development of baseline assessment

# Early years evidence: England

- Longitudinal research
  - Effective Pre-school, Primary and Secondary Education (EPPSE)  
<https://www.gov.uk/government/collections/eppse-3-to-14-years>
  - Study of Early Education and Development (SEED)  
<https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>
- Statutory assessments
  - Early Years Foundation Stage Profile (EYFSP) results  
<https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>
- Statistics on childcare and early years provision
  - <https://www.gov.uk/government/collections/statistics-childcare-and-early-years>

# EPPSE: influences on learning at age 5

Effect of contextual factors on child's literacy at age 5



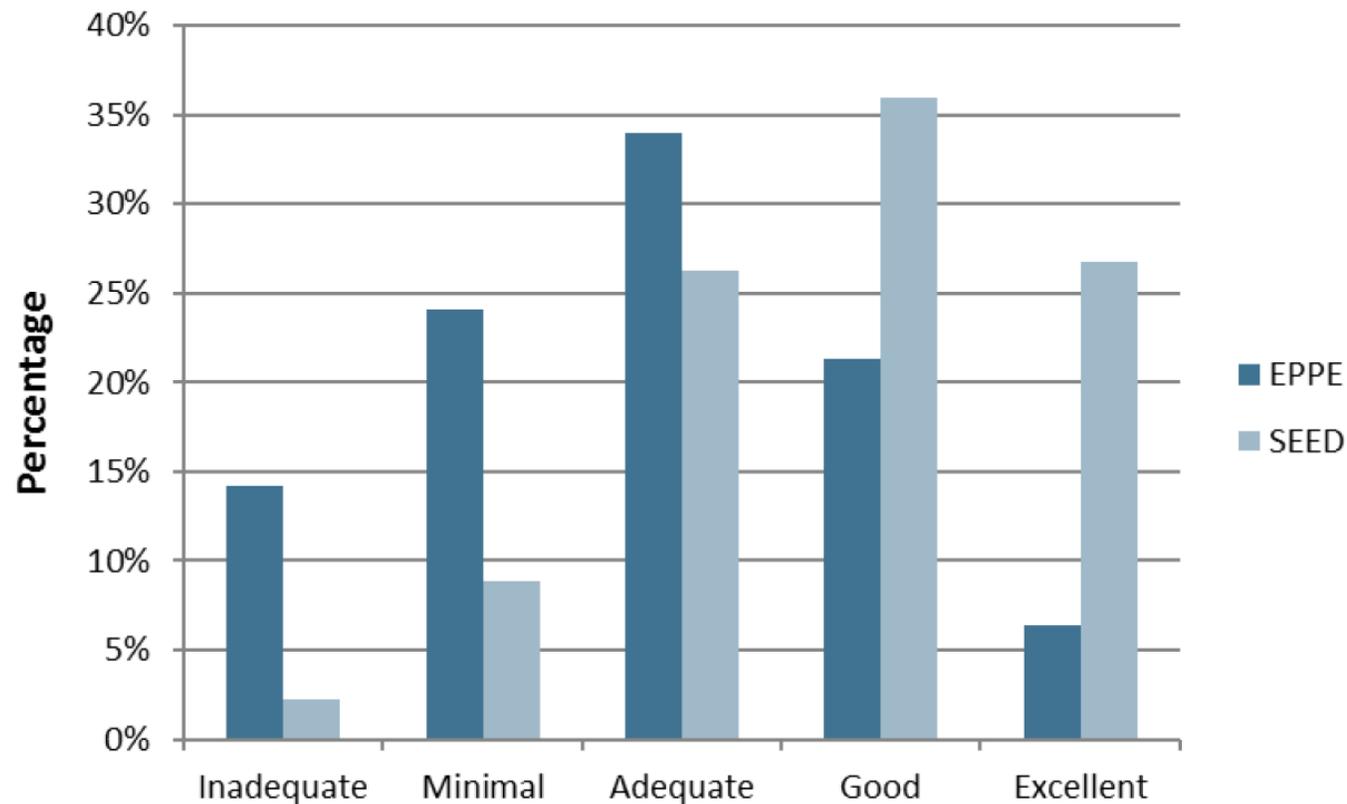
# EPPSE: influences at age 16

- **Attending any pre-school**, compared to none, predicted higher total GCSE scores including higher grades in GCSE English and maths. The more time students had spent in pre-school, the greater the impact.
- **Higher quality of pre-school** predicted higher total GCSE scores and English and maths grades. High quality was also linked to better self-regulation, pro-social behaviour and lower levels of hyperactivity.
- Students' examination attainment is more strongly influenced by the **education level of their parents** than by socio-economic status (SES) or family income.
- SES was one of the strongest predictors of social-behavioural outcomes.
- Positive parenting experiences, especially a more stimulating **Home Learning Environment (HLE)** in the early years, predicted better outcomes at all ages including GCSE results.



# SEED: quality of early years settings: comparison to EPPSE

ECERS-R quality scores measured by EPPE (1998-1999) and SEED (2014-2016)



# IELS timeline

- First wave of IELS (2018)
  - Implement in 3 to 6 countries, gain experience to refine the study methodology and instruments
- Future waves of IELS
  - Depending on the outcome of IELS 2018, repeat IELS periodically in a larger number of countries (dates and participants to be decided)

Activity	Numbers	Date
Pilot of parent and staff questionnaires	<20	Summer 2017
Field Trial	400+ children in 30 schools per country	Nov-Dec 2017
Review of Field Trial		Jan-May 2018
Main study	3000 children in 200 schools per country	Autumn 2018
Publication <ul style="list-style-type: none"><li>• International report</li><li>• National report</li></ul>		By early 2020

# Consultation and feedback in England

- National Advisory Committee for IELTS in England:
  - To provide independent advice, guidance and constructive feedback to DfE and NFER.
  - Draws members from a range of independent organisations and individuals.
  - Input on implementation of IELTS in England from start to finish: design, communications, recruitment of participants, reporting and dissemination of results.
- [IELS.enquiries@education.gov.uk](mailto:IELS.enquiries@education.gov.uk)

# National Advisory Committee for IELTS in England

## **Education (including early education) sector representatives:**

- Action for Children
- Early Education
- Families and Childcare Trust
- Early Childhood Forum (ECF)
- Challenge Partners
- Primary school headteachers

## **Representatives of teaching unions and associations:**

- ASCL
- NAHT
- NASUWT
- National Education Union (NEU)
- Voice the Union

## **Academics and researchers:**

- Tony Bertram and Christine Pascal, Centre for Research in Early Childhood (CREC) (joint members)
- Paul Morris, UCL IoE
- Szilvia Papp, Cambridge University
- Carolyn Silberfeld, Early Childhood Studies Degrees Network (ECSDN)
- Iram Siraj, UCL IoE
- Kathy Sylva, Oxford University
- Peter Tymms, Durham University
- Mathias Urban, Dublin City University

# IELS in summary

- Will provide valuable internationally comparable evidence on early learning outcomes
- Has been developed in consultation with OECD member countries and a range of international and national stakeholders
- Draws on a thorough review of existing international evidence on how early learning shapes future attainment and wellbeing
- Covers non-cognitive as well as cognitive skills; collects important contextual information
- Gathers evidence from parents and teachers as well as via age-appropriate direct assessment of children
- Relevant to England