Establishing Context for Discussion of School Factors

Transitions
1. What assistance is available to children making the transition from home to a school environment?
2. How many children participate?
3. Are there groups of parents who do not send their children to preschool?
4. How do preschool programs promote the literacy development necessary for school?
5. Is the value of preschool promoted?
6. With their focus on single grades, neither PISA nor PIRLS address school-to-school transitions. Are students adequately prepared for transitions throughout their schooling?

Management and Leadership
1. How high was your country’s perception of a positive school climate?
2. Does the school climate rating correlate in the expected way with student reading literacy achievement? If not, how might this be explained?
3. What can you do to create a more positive school climate?
4. How much time do principals spend in curriculum development and pedagogy support activities?
5. If principals spend too much time on administrative tasks, how should time be allocated?
6. Do school principals support decision making by teachers and other stakeholders about literacy curriculum and practices?
7. What factors constrain or enable decision making about reading instructional practices in schools?
8. How often are professional development opportunities provided?
9. How influential are principals in encouraging or limiting professional development participation?
10. In what ways are teachers more effective with children and young adults as a result of ongoing professional development?
Resources and Structure

1. Are resources appropriate and in balance? What resources are in scarce supply?
2. How are school resources distributed among schools?
3. Are schools supplied with instructional resources, such as well-stocked libraries, teacher instructional materials, and computers?
4. In some countries, why do some students achieve high levels of reading literacy despite unfavorable circumstances?
5. Do national and local governments, parents, schools, and teachers support multiple school types?
6. How selective are schools in admitting students?
7. Are decision makers and the public aware of the impact of multiple school types and student selection on achievement?