



Quelle: IEA (Hrsg.), TIMSS 2019. International Results in Mathematics and Science (2020), Exhibit 8.2.

„The quality of teachers’ instruction is largely influenced by the disciplinary climate in the classroom, which in turn shapes the quality of student learning experiences. Classrooms with frequent disruptions tend to reduce teachers’ instruction time and distract teachers from their intended instruction plans.“

OECD (Hrsg.), Benchmarking the Performance of China's Education System (2020), S. 62.

„Students who reported constant levels of in-classroom disruption scored on average 30 points less on the PISA reading assessment than those who did not. [...] About 30 % reported that students do not listen to the teacher and that there is noise and disorder in every or most lessons.“

OECD (Hrsg.), Crime & punishment (2020), S. 3.

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