Learning from Curriculum Reform in other countries
Webinar 5 (Part 2)

Jane English & Jane Doughty

23 September 2022

Learning Outcomes for Webinars 4 and 5

- To gain knowledge of curriculum reform in other countries

- To learn lessons from those countries relevant to Lithuania

- To hear perspectives from other key stakeholder groups

- To consider any adjustments or actions to take from knowledge and experience of other curriculum reforms

Webinar 5

In Part 2 of this topic we will consider:

- Key stakeholders: school leaders

  teachers

- Supporting key stakeholders to embed curriculum reform

- Actions you can take to support the curriculum reform

Curriculum Reform: recap

- Response to a quick changing world

- Equip children with knowledge, skills and competencies needed for their future.

- Requires inclusive stakeholder engagement

- Used to be top down approach

- Shifted to bottom up recognising central role of teachers

Change is essential

"If we always do what we have always done, we always get what we always got" -Henry Ford

"If children in school keep on learning what was taught to their parents, they will not be appropriately prepared for a more uncertain future characterised by an ever changing environment" OECD, 2018

- *Estonia, Finland, Japan, Norway, Wales (UK)*

- *More than 40 countries in OECD led Education 2030 project, including Lithuania*

Promoting curriculum reform to schools across Lithuania

During the last webinar we considered importance of communication.

There are 971 primary/ lower secondary/ gymnasium schools and 62 vocational training institutions in Lithuania

Do we know what proportion of schools:

- understand the curriculum reforms?

- have been involved in developing the curriculum reform materials?

- are actively engaged in the reform?

Implementation

" curriculum implementation corresponds to the means to accomplish desired objectives, and for the new curriculum to bear fruit, it needs to be translated into classroom practice" – Michael Fullan 2015

School leaders and Teachers

- Not passive in the process

- Key players

- Adapt materials, match curriculum goals and principles

Curriculum Reform: some reflections

In Webinar 2 we asked school leaders to share their reflections on the reform to date ....

In Webinar 3 – teachers shared their reflections with us

The next slide summarises some of the points they made

Curriculum Reform: some reflections

In Webinar 2 school leaders said:

In Webinar 3 – teachers said:

Discussion

Do you have any comments and questions you would like to raise about school leaders' and teachers' feedback?

Please unmute to speak or write your comment in the chat box

10 minutes

Embedding Change Successfully

Schools that are successful at implementing curriculum reform:

- achieve their goals and implement plans effectively

- demonstrate strong commitment to reform through leadership – **principals are the gatekeepers**

- have school leaders who demonstrate commitment through words and **actions**

- have strong team work – staff work together well and respect each other

- have collaborative culture - sharing and working together across the school is highly effective

- have staff who behave consistently and implement school policies in a consistent way

- have open discussion about new initiatives which achieves staff commitment

- have a positive, "can do culture"

School culture and impact of leadership

"School leaders play a crucial role in fostering school culture, creating a positive working environment suitable for the school community"   (R. Dinsdale, 2017)

"School leaders, especially principals, have a key role to play in setting direction and creating a positive school culture, including an active school approach" (C. Day, P. Sammons, K. Gorgen, 2020)

"School leaders who create a positive school culture by using transformative leadership practices indirectly (positively) affect pupils' achievements" (Quinn et al., 2015)

School leaders are a key change maker

- Croatia brought school leaders in late to the reform

- Scotland involved its headteachers

- In Wales headteachers were consulted and individuals were seconded to support the reform

Jackson and Davis (2000, p. 157[114]) state that "no single individual is more important to initiating and sustaining improvement in middle grades school students' performance than the school principal".

- Initiating the reform
- Communicating the reform
- Convincing teachers
- Set up collaboration
- Promoting professional development
- Setting up professional learning communities

Advice from Education Scotland to principals and teachers
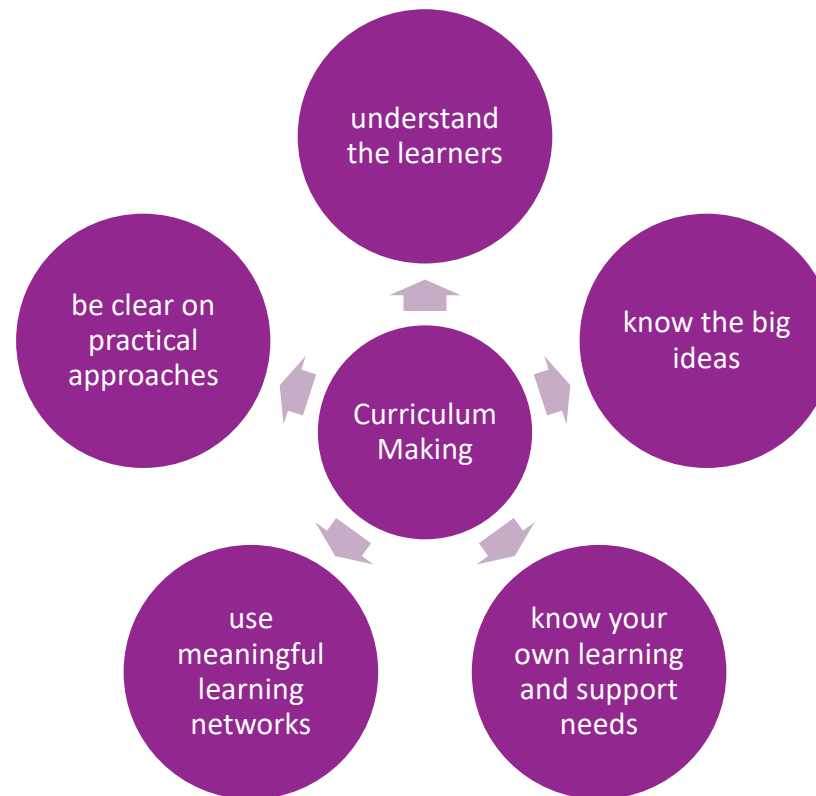
Discussion: school leaders engagement in the reform

- How many principals are currently actively engaged in the reform?

- How many principals are well informed about the reforms?

- What further actions could be taken to increase engagement and commitment?

Please post your comments in the chat box or unmute to share

Why should principals be actively involved in the reform?

School leaders are:

- "gatekeepers" – they can facilitate / block change
- agents of change – determining the pace, style and priorities of change
- key role models – what they say and do in response to the reforms has a significant impact on staff (positive or negative)
- experienced professionals with significant expertise to lead change projects

Change Projects: why they can fail

The key reasons for a change project to failure are:

- Employee resistance to change (39%)
- Lack of support for the change from management/leadership (33%)
- Inadequate resources or budget (14%)
- Other obstacles (14%)

(Meliorate, 2022)

NB: Strong leadership needed to address two main causes of failure

Role of leadership in change projects

Successful change leaders will:

- **Advocate:** An effective change leader "walks the walk," meaning leaders need to model the behaviours they want employees to follow

- **Communicator:** Leaders need to communicate the change effectively to all staff

- **Staff Resistance -** A vital role of leadership is to identify and address staff resistance to change

- **Liaison:** liaise between the change management team and staff to help keep a smooth flow of communication going in both directions

- **Coach: Mentor:** Effective leadership and change management involves guiding and coaching staff

What would you like to add to this list? Please write your ideas in the chat box

Teachers are the foremost implementers of the reform

"They are the core unit of change " Michael Fullan 2015

Teachers need effective autonomy in the classroom
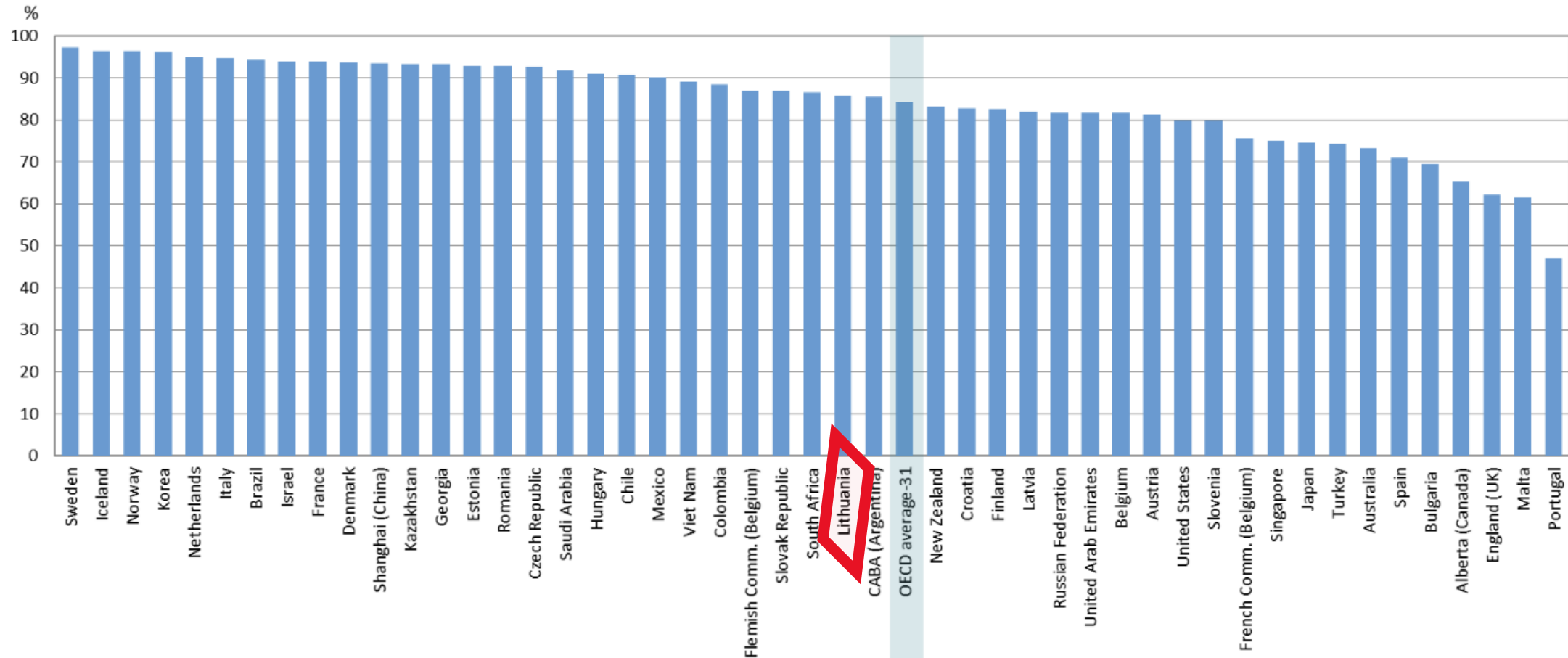
Talis 84% on average across OECD

Lithuania slightly above average at 87%

Limited association of autonomy and adaptation of teaching methods

Highlights need for professional development

Selection of future teachers and development of existing teachers is key

Teachers autonomy in determining course content TALIS 2018

Teacher Collaboration

Talis – autonomy leads to collaboration

- shared commitment, responsibility, and goals focused on improving student learning;

- teacher support for one another in innovating practices and encouraging risk-tasking;

- adequate time and space to develop norms of engagement and build shared repertoires of practice

- conversations focused on classroom instruction

(McLaughlin and Talbert, 2001[73]; Little, 2002[74]; Stein and Coburn, 2008[75]; OECD, 2020[68]).

Teacher confidence so important

In the case of curriculum reform, if teachers are confident they can manage original learning materials and ways of teaching and learning, they are more likely to have a positive attitude towards the new curriculum while facing less stress, fear and uncertainty that might prevent them from implementing the reform. Studies have indeed suggested that faced with changes, individuals will not perform well if they are not confident about their abilities

(Conner, 1993[79])

Teachers as the key implementers

Teacher's ownership of the new curriculum is essential to support change

- Wales: Building a network of pioneer schools

- Ireland: An ambitious three-phased national consultation

"The role of teachers and school leaders is pivotal in initiating and sustaining curriculum implementation, and little can be achieved, and sustained, without their engagement." Curriculum reform: a literature review to support effective implementation- EDU/WKP(2020)27

Teacher selection

"High-performing education systems, such as Singapore, Finland, Canada and Australia,have well-developed policies that train and support teachers as a profession" (Darling-Hammond, 2017[137]).

OECD on initial teacher education reviewed teacher policies in seven countries, including Australia, Japan, Korea, the Netherlands, Norway, the United States and Wales (The study concluded that countries should invest in initial teacher education and induction so candidate teachers would be able to adapt to the new curriculum (OECD, 2019[134]).

Selecting teachers in Finland

Teacher education programmes in Finland are extremely selective as they recruit from the top quartile of upper secondary graduates

Teacher development

"There is consensus that teacher's professional development is crucial for a successful curriculum implementation"

(Desimone, 2002[130]).

It can bring about

- Changes to teacher beliefs

- Develop interaction

- Change and develop pedagogical principles

Improving Teacher Quality in Wales

- Revises the Standards for Newly Qualified Teachers.

- establishes a revised accreditation process for providers of initial teacher education.

- the role of Estyn (the Inspectorate in Wales) within initial teacher education be reviewed once a revised accreditation process is fully in place.

- Guidance for Inspection for schools be revised to include specific recognition of the contribution of a school to initial teacher education.

- Primary Bachelor of Arts qualified teaching status in its current form be phased out and replaced by a four-year degree with 50% of students' time spent in main subject departments.

Improving Teacher Quality in Wales

- monitors closely the impact of financial incentives on recruitment, particularly taking into account different funding levels in comparison with those available in England.

- a pedagogical dimension linked to a network of five centres of pedagogical excellence across Wales.

- resolve future provision of initial teacher education through a process of competitive tendering with the Teacher Education Accreditation Board making the final decision as to how many universities should become accredited providers.

Teachers as the key implementers

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Discussion

- How is the role of teachers and school leaders in the reform viewed in Lithuania?

- What do you think could be done to help them in their work in introducing the reform – *for example, training programmes, links with pilot schools, local support groups*

- How are you changing the approach to preparing the next generation of teachers?

In your breakout groups discuss the three points and identify two key actions to share with the whole group.

15 minutes.   Mixed groups

Summary of Lessons learnt

School leaders key change makers	Role of school leaders in leading change	Teacher autonomy
Teacher collaboration	Teachers key implementers	Teacher selection, development, monitoring

Future Actions

Reflect on this webinar and the previous one:

Given your responsibilities in the curriculum reform process what action do you think you can take to:

- Further develop understanding about the principles and implementation of the reform

- Develop stronger school leadership and teacher engagement to deliver the reform

Please place your ideas in the chat box

Learning Outcomes for Webinars 4 and 5

- To gain knowledge of curriculum reform in other countries

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Webinar 6

Can you all please come to Webinar 6 prepared to discuss at least

one action you have taken as a result of the five webinars.

Thank you

Break

We now have a 15 minute break

Please return promptly and switch your cameras on when you return

Thank you

Topic 1 Webinar 5

Topic 1 -Ways and principles of implementing the recommendations for teaching the new content of the subject

Group 4 Compilers of Competence Descriptors, Updaters of Framework Programs and Implementation

Jane English & Jane Doughty

23rd September 2022

Learning Outcomes

- To identify ways, with your expertise, you can support schools in the successful introduction of the curriculum reform

- To consider your use of the 3 "C's" of Change Leadership

- To reflect on research findings re: developing training programmes with impact

- To consider how training materials can be delivered to achieve impact

Some reminders: Highlights 2017 OECD

- Improving learning outcomes and learning in ways that support a comprehensive, competency-oriented curriculum

- Performance levels are not high

- Few Lithuanian students perform at the highest achievement levels

- Performance of Lithuania's 15-year- olds trails that of its Baltic neighbours

- A shared understanding of good teaching and how to achieve it has not been established

Implementing Curriculum Reform: Role of Leadership

Leadership at all levels is critical to success:

Ministerial and municipal leaders: strategic & system* leadership

Creators of national resources: organizational & creative leadership

Principals and school leaders: school, team and system leadership

Teachers: team and classroom leadership

Leadership at all levels

-    different roles with discrete leadership responsibilities

-    together create powerful force for sustained, successful curriculum change

* System leadership: national, municipal and leading beyond your school

What's your unique leadership contribution?

- "School leaders play a crucial role in curriculum reforms, as they can guide and mediate its effective implementation at the school level" (OECD 2020)

- Given the understanding teachers have of their students' needs through their daily interactions with them, their input is particularly relevant for curriculum and instruction (Hargreaves and Fullan, 2011)

- Ministerial and municipal specialist leaders can manage the implementation plans, promote the vision and support schools

- Resource creators can promote the materials, support schools and teachers

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Your role in the curriculum reform:
our understanding

Your role has involved:

Creating and writing documents and materials for schools - completed

Your future role:

Developing Training programes for updated subjects - ongoing

Delivering training between October 2022 and May 2023 to 4,950 teachers – possible future role

Your substantive role:

University lecturer, school teacher, consultant?

Discussion: Your responsibilities for the success of the curriculum reform

Discussion in breakout rooms

- In your group, share experiences of creating materials for the reform

- What went well? What was a challenge?

Agree one success and one challenge to report back

- Reflecting on the work you have done to date, how do you think you can support the implementation process to ensure success?

Identify 2 points to share in the main group

15 minutes

Three Cs of Change Leadership

3 skills link process and people aspects of change and all necessary for effective change leadership:

1. Communicate.

Unsuccessful leaders tend to focus on the "what" behind the change. Successful leaders communicate the "what" *and* the "why."   (webinar 3)

2. Collaborate.

Successful leaders work across boundaries, encouraged colleagues to break out of their silos, and refuse to tolerate unhealthy competition. Unsuccessful change leaders fail to engage colleagues early and often in the change process. (webinar 6)

3. Commit.

Leaders who negotiate change successfully are resilient, persistent and willing to step outside their comfort zone. They devote more of their own time to the change effort and focus on the big picture. Unsuccessful leaders fail to adapt to challenges, express negativity and are impatient with a lack of results.

Three Cs of Change Leadership

How relevant and significant are:

- Communication

- Collaboration

- Commitment

To your ongoing roles?

Communication: Your role

You have expertise in relation to the materials so you can:

- Facilitate school leaders and teachers' understanding of the materials
- Engage in dialogue – formally and informally to increase awareness
- Gathering feedback on strengths and weaknesses of the materials
- Respond positively to questions and concerns
- Challenge misconceptions and / or negative views

Remember: communication is a **two** way process

Communication Barriers

What can get in the way of effective communication?

- Different interpretation of information

- Emotional reaction by audience / teachers

- Lack of communication skills- need clarity, good listening skills, active engagement

- Discrepancy between verbal and non-verbal information

- School leaders' and teachers' expectation

- Authors of materials sometimes block feedback – consciously and unconsciously!

- Anything else?

Listening – we all think we are good listeners!

Some of the dangers as a listener are that we:

- hear only what we want to hear – block negative comments

- don't focus or concentrate on what the person is saying – our minds wander

- fail to put ourselves in other people's shoes

- think we know what other people are talking about

- listen to the words but miss the music (emotions)

- have 'already heard that' and made up our minds.

Collaboration: Your role

With your knowledge and expertise you can:

- Encourage school leaders and teachers to work together to introduce the reform

- Facilitate sharing of resources across schools

- Establish local support groups for teachers to learn from each other

Difference between Collaboration and Cooperation

Collaboration implies shared ownership and interest in a specific outcome.

Example. - Lets work together on designing a monthly news letter on reform updates and examples of good practice

 Co-operation, could just mean that you've given me help on something I'm working on.

Example- Can you have a look at a survey I have produced for Principals to get their feedback, let me know what you think

Examples of Collaboration

Collaborating on shared documents. ...

Working on tasks and projects. ...

Discussing work challenges on team communication channels. ...

Video calls and meetings, with a tight agenda

Brainstorming with whiteboards. ...

Jointly developing and sharing resources

Using the right tools to collaborate can make all the difference.

Commitment: Your role

With your knowledge and expertise you should:

- Demonstrate your commitment to the curriculum reform process through what you **say** and **do**
- Act as a positive role model at all times
- Show positive enthusiasm for the curriculum reform, e.g. writing possible articles in press / magazines
- Change your own practice in line with the reform

Commitment to change

Research demonstrates:

- Leaders' commitment plays a key role in successful implementation and embedding of change

- Lack of commitment leads to disillusionment and loss of confidence

- "do what I do" has a positive impact on others' behaviour whilst "do as I say" only has limited or and sometimes negative impact

Discussion Breakout - The 3 C's of Change

Taking the 3 C's of change into account discuss how you can work with schools to:

- promote and embed the curriculum reform materials
- gather feedback on how the materials work in practice

Identify two actions for each bullet point you intend to take

Discuss how you can collaborate with each other to strengthen and ensure your ongoing commitment to the reform

20 minutes

Break

We now have a 30 minute break

Please return promptly and switch your cameras on when you return

Thank you

Creating training materials

A number of you are involved in creating training materials that will:

- Raise teachers' awareness of the reform and materials

- Develop teachers' knowledge and understanding of the materials

- Develop teachers' skills so they can use the materials effectively

- Encourage commitment to the reform and materials and so embed new practices in schools

What else would you add to this list?

Let's remember….

Purpose of training programme is to:

- Enable teachers to deliver the curriculum reforms successfully

- Improve quality of teaching in Lithuanian classrooms

So that:

Student outcomes improve and improvements are sustained over time
- this is education's core purpose

Teaching Toolkit: Improving Student Outcomes

Following his research, Rob Coe has produced a Teaching Toolkit that focuses on improving student outcomes

To improve student outcomes teachers should:

1. understand the content they are teaching and how it is learnt

2. create a supportive environment for learning

3. manage the classroom to maximise the opportunity to learn

4. present content, activities and interactions that activate their students' thinking

Coe, 2021

Your training programme can mirror and reinforce these principles

Effective teacher professional development

1. Is content focused
2. Incorporates active learning
3. Supports collaboration
4. Uses models of effective practice
5. Provides coaching
6. Offers feedback and reflection
7. Is of sustained duration

- (Darling-Hammond, Hyler and Gardner,2017. Learning Policy Institute)

Discussion: Current Practice

Reflect on your recent experience of professional development – either as a writer, trainer or participant.

Of the seven key principles identified by Darling-Hammond, Hyler and Gardner in their international study, which ones resonate with you? Are there any that you think are not applicable to the Lithuanian context?

Please share your thoughts in the chat box or unmute to speak

Is content focused

- Focuses on specific teaching strategies

- Linked with specific curriculum content

- Contextualised in classroom

Key messages for designing your training?

Incorporates active learning

- Designing and trying out teaching strategies
- Engage in same style of learning they are designing for pupils
- Interactive activities
- Not all lecture style

Active learning should be built into both design and delivery it will:

- Promote teachers' learning
- Enable skills to be practised
- Encourage collaboration
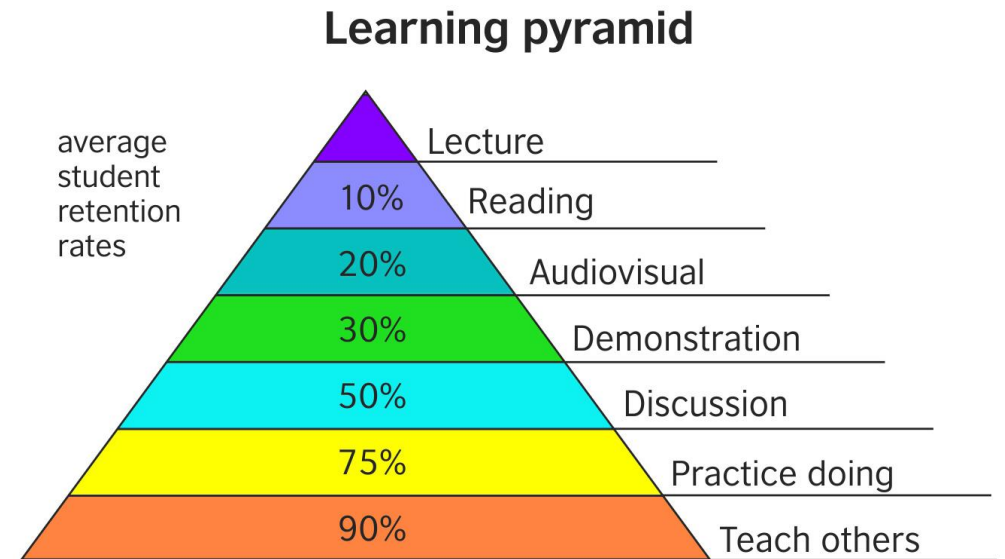- Help embed change in school classrooms

Lecture styles do not achieve these outcomes

Designing CPD Experiences

When designing CPD take account of:

- Building knowledge
- Motivating teachers
- Developing teaching techniques
- Embedding practice

Education Endowment Foundation, 2021

Learning pyramid

average student retention rates

- Lecture
- 10% Reading
- 20% Audiovisual
- 30% Demonstration
- 50% Discussion
- 75% Practice doing
- 90% Teach others

Source: National Training Laboratories, Bethel, Maine

Designing CPD Experiences

A *Build knowledge*

— Managing cognitive load — Revisiting prior learning

B. *Motivate teachers*
— Setting and agreeing on goals
— Presenting information from a credible source
— Providing affirmation and reinforcement after progress

Education Endowment Foundation (EEF), 2021

Designing CPD Experiences

Develop teaching techniques

— Instruction
— Social support
— Modelling

— Monitoring and feedback — Rehearsal

D. *Embed practice*
— Providing prompts and cues
— Prompting action planning
— Encouraging monitoring
— Prompting context specific repetition

EEF, 2021

Discussion

Breakout groups:

In your groups consider the following:

1. If you are involved in devising training programmes, what key principles do you need to take account of to ensure your training changes teachers' practice?

2. If you are not involved in devising training programmes, what advice would you give colleagues to ensure the training is a success?

Be ready to report on key points made in your group.

15 minutes

Delivering training programmes

You may be responsible for delivering the training programmes having been involved / not involved in the design

The impact training has on changing practice depends on both:

- Design of programme, materials and resources

- Delivery of the programme

Both elements need to be consistently high quality

Effective teacher professional development

1. Is content focused
2. Incorporates active learning
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- (Darling-Hammond, Hyler and Gardner,2017. Learning Policy Institute)

Supports collaboration

- Teachers share ideas
- Create learning communities

The materials should allow such collaboration, trainers facilitate it

Models effective practice

- Models of effective instruction provide clear vision of what best practice looks like

- Model lesson plans

- Sample pupil work

- Peer observations

- Video case studies

Teachers need to see how to change and what good looks like

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Provides coaching

- One-to-one sharing of expertise
- Focus on teacher's individual needs

School based coaching can help teachers to embed new practice

Offers feedback and reflection

- Build in time for teachers to receive feedback during the training sessions

- Provide opportunities to discuss how to make changes

- Facilitate reflection on the success and impact of the changes in school

- Trainers should both give and gather feedback

- Giving feedback supports teachers' development

- Receiving feedback helps trainers improve delivery

- Facilitate feedback from school practice through online discussion groups, follow up evaluations, etc

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Is of sustained duration

- Provides teachers with time to learn

- To practise changes

- To implement changes

- To reflect on those changes

If training is one off event how can you engage schools to support teachers post training?

Discussion

Breakout groups

If you were responsible for organising the training programme for teachers over the next 12 months, what key areas should be covered and how might you organise the training (e.g. face to face, on-line, regionally, locally)

Be ready to share your group's reflections with the whole group

15 minutes

Take Aways- Discussion

What one thing will you take away from this webinar?

How might you use it in your work?

Please place your comments in the chat box or unmute to share verbally

Learning Outcomes

- To identify ways, with your expertise, you can support schools in the successful introduction of the curriculum reform

- To consider your use of the 3 "C's" of Change Leadership

- To reflect on research findings re: developing training programmes with impact

- To consider how training materials can be delivered to achieve impact

For Webinar 6 – 29th September 2022

Please come prepared to discuss at least one action you have taken in

your writing role as as a result of these five webinars

Thank you for your contributions today