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AGENTŪRA



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Theme 4. Optional and Compulsory Curriculum: content planning

Webinar 1 Leading Curriculum Planning

1st December 2022

14.00 to 18.00

Jane English & Jane Doughty

Theme Four

In this series of webinars we will be considering:

- Leading curriculum planning webinar 1
- Thirty percent optional curriculum webinar 2
- Creating a high performance team webinar 3
- Using optional curriculum to develop competencies webinar 4
- Creating school wide CPD to support introduction of the new curriculum webinar 5
- Monitoring / evaluating optional curriculum in classrooms webinar 6

Your responses

Please let us know if there is any topic you would like us to include which you don't think will be covered by the six headings shown on the previous slide.

Place your comments in the chat box as this webinar proceeds and we will be pleased to take them into account.

International Consultant – Chris Tweedale



- School Principal in UK for 8 years
- Senior education policy adviser to UK Government for 6 years
- Schools Director for Welsh Government 2009-13
- CEO of three Multi Academy Trusts in England
- International consultant on national school systems and school leadership for British Council in Lithuania, Estonia, Nepal, China and India

International Consultant: Jane Doughty



- Principal of a secondary school 10 years.
- Director for Leadership Development National College for School Leadership
- Independent Consultant since 2013
- Recent contracts: Lithuania, Zimbabwe and Algeria

International Consultant: Jane English



Jane English

Retired Secondary School Principal

CEO of Multi-Academy Trust

British Council School Leadership Consultant

British Council Global Trainer and Validator

Consultant Croatia Curriculum Reform

Consultant Lithuanian Curriculum Reform

Working Together

We would like all participants to have a good experience during the webinars, please can you:

- Contribute to discussions – either unmute or chat box
- Share your experiences – to support learning
- In breakout groups, turn cameras/mics on to introduce yourselves and participate
- Return from the breaks promptly

Thank you

Webinar 1: Learning Outcomes

At the end of this webinar we will have considered:

- overall outcomes expected from introducing the new curriculum
- expected outcomes from the optional 30% curriculum
- curriculum audits and curriculum mapping
- summary of focus of future webinars:

creating and leading a high performance team

consultation processes

creating an implementation plan

Theme 4: Introduction

Presentation

**Saule Vingeliene,
National Agency for Education**

Theme 4: Questions and Comments

Please unmute for your questions and comments

– or type them into the chat box

Thank you

Lithuanian Curriculum Reform

- 70% curriculum determined centrally
- 30% curriculum – can be used flexibly by schools

National assessments will focus on 70% only

A Reminder: Requirements for the quality of the general curriculum framework

- Value orientation
- Rigour
- Dynamic change
- Focus
- Consistency
- Integrity
- Coherence

School level education content creation challenges

1. Develop and respond better to teaching opportunities and experiences that correspond to the needs, concerns, objectives and interests of pupils and the school community.
2. Highlight and integrate local resources in pupils' learning experiences by introducing school education into the local context.
3. Develop a curriculum adapted to new ideas on teaching and learning, increase the flexibility and creativity of teachers.
4. Respond to new educational ideas and technologies.
5. Exploit-the opportunities offered by new training programmes and evaluation structures.

Creation of educational content at school level
Analysis of discussions on the creation and/or updating of educational content, National Agency for Education, 2020

Improve student outcomes enabling them to perform at their potential

30% Discretionary Curriculum

At school level, the primary responsibility for the discretionary curriculum lies with the teacher.

Directors (Principals) recognise there is no local or regional responsibility for educational content solutions.

This approach by school directors (principals) reinforces the principle that Lithuanian schools can have a high degree of autonomy in relation to educational content.

Creation of educational content at school level
Analysis of discussions on the creation and/or updating of educational content, National Agency for Education, 2020

Role of the School Principal in the Curriculum Reform

1. Inspire teachers to deliver general programs.
2. Carry out a readiness analysis, agree on strategic directions for action.
3. To support teachers' initiatives to participate in updated curriculum processes / trainings at the municipal and national level.
4. Constantly inform the school community about the steps of implementing the updated curriculum.

How to introduce updated general framework?

Steps to be taken in the municipality according to K. Levin's Change Management Model

KAIP VEIKTI DIEGIANT ATNAUJINTAS BP?

Žingsniai savivaldybėje pagal K. Levino Pokyčio valdymo modelį

The Role of the Principal

“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”

“Investing time and effort to carefully reflect on, plan, and prepare for implementation will reap rewards later.”

Education Endowment Foundation

*PUTTING EVIDENCE TO WORK:
A SCHOOL’S GUIDE TO IMPLEMENTATION 2019*

Guidance Report

What research says

- There is a significant link between the direct participation of the head of the school in the preparation and implementation of the curriculum and pupils' learning achievements.
- When a school principal participates in the educational process, ignites and engages his/her teachers in the continuous improvement of teaching, he or she acts in a paradigm of leadership teaching, which is particularly effective in implementing education reforms and increasing school accountability for pupils' achievements. Marzano et al. (2011)

Optional Thirty Per Cent Curriculum

Schools have freedom to:

- decide what they want to teach
- supplement compulsory 70% curriculum
- develop cross curricular approaches
- use time to focus on competencies
- suspend normal timetable
- link with other schools

What else have you considered Please unmute to share your thoughts

Deciding on 30% Discretionary Curriculum

- Exciting Opportunity
- Use the mapping exercise as evidence
- Look at local, national and global priorities
- Talk to other Principals
- Talk to students
- Consult with staff, students, parents and wider community
- Talk to and engage employers
- Training needed for staff

So important to get it right !

Breakout Discussion 30% Discretionary Curriculum

In your groups discuss:

- your current thinking on **how** you will decide what to include in 30% curriculum time?
- share the evidence that has informed your current thinking

Please nominate someone in your group to report in plenary on three key points made during the discussion

Break

We will now take a 20 minute break

– please return promptly

Curriculum Mapping

Before deciding how to use 30% let's consider how curriculum mapping can support your thinking and inform decisions

Please watch the short video and be ready to share one key point from the video. Unfortunately there are no Lithuanian sub-titles – that's why we asked you to view the video before this session.

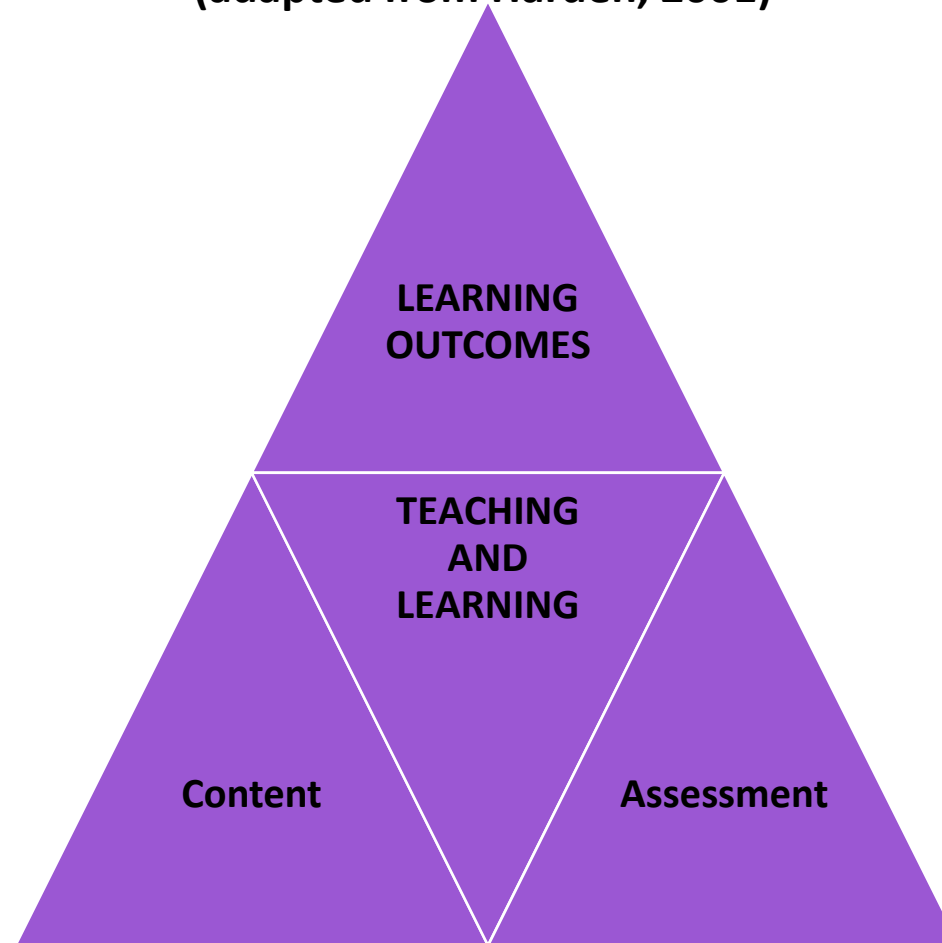
<https://youtu.be/XtNJGqbfJ9Q>

Curriculum Mapping



MAIN STRUCTURAL COMPONENTS OF CURRICULUM

(adapted from Harden, 2001)



A Curriculum Map

An effective curriculum map will:

- ensure quality and equal access to education for all pupils
- have a unified, clear, coherent plan
- have a "map" – which is a guide to achieving the agreed goals
- have a common understanding of the concepts

Leading to higher student outcomes

The purpose of curriculum mapping for implementing the Reform

1. To identify both subject content and competencies
2. To get a very good picture of what is being delivered to pupils in the school
3. To get a good picture of how it is being delivered (teaching and learning)
4. To identify how it is being assessed
5. To identify the quality of student outcomes

We then use the information we have gathered

1. To identify the gaps which the reform requires in the delivery of subject content and competencies
2. To identify different teaching and learning styles
3. To identify the areas which require improvement to student outcomes
4. Use it to inform our decisions on the 30% optional curriculum

We use this information to help us plan the implementation of the curriculum reform in school

Curriculum Mapping

- Is a very big job – though necessary for this reform
- Time consuming
- Hard work
- Requires a team of people
- Requires leadership
- Doing a thorough and good job pays dividends

Curriculum Mapping – pays dividends

After mapping you have:

1. Well organized and purposefully designed curriculum to facilitate effective learning.
2. Clarity regarding how the competencies are being addressed
3. Defined objectives and goals.
4. No academic gaps.
5. No unnecessary / unplanned repetitions.
6. Well-aligned across lessons, courses, subject areas, and grade levels

Quality Curriculum Maps

The highest quality curriculum maps will show:

- What is taught and assessed - clearly articulated
- Options for differentiated learning - identified and succinctly outlined
- Clearly described skills
- Assessments that are linked to skills and content
- Language and terminology that is easily understood

It will also enable readers to understand the map without requiring an explanation

Breakout Discussion

In your breakout groups share your experience of curriculum mapping.

Discuss how you think curriculum mapping can support your approach to developing the 30% curriculum.

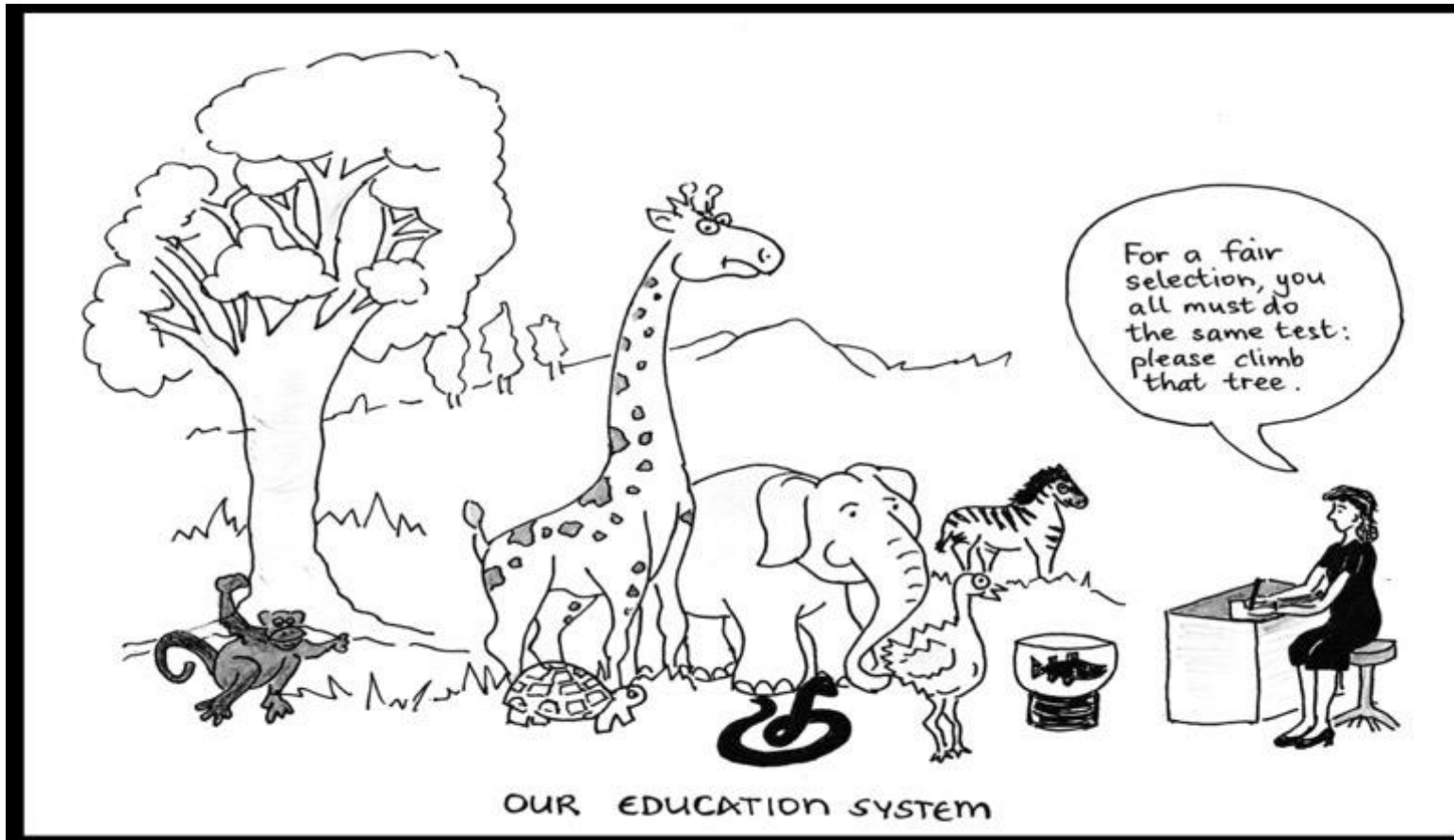
Identify two key points to share in the main room and decide who will speak on behalf of the group.

Break

We will now take a 25 minute break

– please return promptly

But remember -
Is it “fair” to treat everyone the same?



Meeting the needs of students

Clearly taking the needs of students into account is an important element in curriculum planning.

What thoughts do you have as to how the 30% optional curriculum can help to achieve inclusive classrooms so all students' needs are taken into account?

Please unmute to share your reflections

Curriculum Mapping: next steps

In webinar three we will consider in detail:

- creating and leading a high performance team
- the consultation processes
- creating an implementation plan

These are all important aspects of the curriculum mapping process – let's pause to talk about these three points

Curriculum Mapping: next steps

Personal actions and reflections

Please come to webinar 3 with your ideas on how you will create a high performing team to undertake the curriculum mapping process and how you will engage all staff in a consultation process so their views can be noted.

Curriculum Mapping: achieving coherence

“There are three aspects to curriculum coherence -

The first is national, the second is at school level and the third, where the real work is - at classroom level.

This is where it will have greatest impact for pupils.”

Mary Myatt (The Curriculum: Gallimaufry to coherence)

How we recognize a good programme?

- Reflecting the school's mission, vision and strategic aspirations;
- Well thought out and coherent – there are all the necessary elements and harmony with each other;
- Bringing together old, proven practices and new initiatives;
- Focused on the relevant needs of learners

Genuine curriculum programmes are those that reflect what is actually taught and how it is taught

Thank you

Thank you for all your contributions today – we look forward to seeing you at webinar 2.

December 5th 2022

14.00 to 18.00