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# Theme 4. Optional and Compulsory Curriculum: content planning

**Webinar 3: Implementing Curriculum Reform**

8th December 2022

14.00 to 18.00

Jane English & Jane Doughty

# 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

# Learning Outcomes

**At the end of this webinar we will have considered:**

- creating and leading a high performance team to implement the curriculum reform and managing change
- understanding the change management process
- establishing consultation processes to engage stakeholders
- drafting an implementation plan

# How we recognize a good programme?

- Reflecting the school's mission, vision and strategic aspirations;
- Well thought out and coherent – 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

**To achieve this all schools need highly effective teamwork**

# Curriculum Mapping: next steps

## Personal actions and reflections: a reminder

We asked you to come to this webinar 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.

Please unmute so we can consider your ideas about creating a high performing team – you will be able to share your thinking in a discussion group shortly.

# Creating a high performing team

What ideas do you have for creating a high performing team to undertake the curriculum mapping process.

You will have been thinking about things like, for example, the outcomes you want to achieve, how to select staff and the size of the team.

**Please unmute to share your ideas and reflections**

# What is a team?

Team - “is a small group of people who recognise the constructive need for conflict resolution by working together to adopt, implement and maintain effective solutions” (O’Neil, 2003)

We figured... "teams need to provide a compelling course of work and ensure a strong structure and supportive context, which is crucial to the team's success" (Hass ir Mortensen, 2016)

Teams are characterized by:

- shared objectives
- defined tasks are often complex, with interrelated sub-tasks
- immersive processes
- strong commitment
- collective experience

**Remember: a group of people isn't necessarily a team**

# Effective and Ineffective Teamwork

[https://youtu.be/O9\\_EHU5BKnQ](https://youtu.be/O9_EHU5BKnQ)

Watch the video and think about the different roles that  
can make a team more effective



# Belbin Team Roles

**Belbin (1993) - successful teams need a variety of roles to be performed, namely:**

**co-ordinator – leads the team and co-ordinates its efforts**

**motivator (shaper) – provides the drive and passion for the task**

**implementer – methodical, practical administrator - turns ideas into tasks**

**completer-finisher – makes sure the team sticks to timetables and completes tasks**

**innovator (plant) – imaginative person who is a source of ideas and proposals**

**monitor-evaluator – analyses, checks and looks for defects**

**resource investigator – sociable member - brings new contacts or ideas to the group**

**team worker – supports, encourages, and listens to others**

**specialist – provides specialist knowledge relating to tasks.**

# Teamwork success and dysfunctions (Lencioni, 2010)

## Successful:

- focus on results
- responsibility
- commitment
- constructive resolution of conflicts
- trust

## Dysfunctional:

- too little attention to the results
- avoidance of liability
- avoidance of commitment
- fear of conflict
- lack of trust

# How successful headteachers build effective senior teams

- Team structure - varied dependent on school context
- Clear and compelling purpose - direction
- Able and competent members - high quality, worked together for some time
- Clear and compelling operating rules - organization, communication decisions
- Strong team leadership - courage and direction
- Regular self evaluation - search for improvement

Bush et al, 2011

# Characteristics of a High Performing Team

What distinguishes a high performing team from satisfactory team?

- complementary skills and expertise – right skills for the tasks
- clarity of roles
- strong focus on outcomes
- highly effective leadership
- high expectations and standards - receptive to feedback

What about a team for curriculum mapping?

# Teamwork: its contribution to change and curriculum reform

Aristotle said, "The whole is greater than the sum of its parts"

Thus, working together as one effective team achieves better results than working as a group of individual people



## Discussion: A team for curriculum mapping

### In your breakout groups:

Share your ideas about creating a team to carry out curriculum mapping - what points from slides 7 to 11 have helped shape your thinking?

What are the most important factors that will enable the curriculum mapping team to succeed in its task?

Nominate a colleague to report back and identify two critical factors that will enable the team to succeed.

# Curriculum Reform - implementing change

School leaders are leaders in change management in their schools - they must be able to ensure that school teachers effectively implement new competency-based curriculum so that the reform programme is implemented and embedded effectively across the country.

There can be resistance to change so important to identify supporters on the staff:

- senior leadership team
- members of the curriculum mapping team
- staff who have piloted curriculum reform materials / processes

# Your experience of change

**Spend two minutes reflecting on your experience of change, using the statements in the blue boxes to stimulate your thoughts.**

**Please unmute and share two factors that led to the successful implementation of the change to achieve new practice.**

Think about a recent change you have implemented that has been successful

What kind of change was it? What was that change?

What factors led to successful implementation and embedding of new practice?



# Break

We will now take a 20 minute break

– please return promptly

# Models of Change: Kotter's 8-step change model

1. Create an atmosphere of change
2. Build a strong coalition for change
3. Creates a clear vision
4. Clarify and communicate a vision
5. Remove obstacles: to deliver vision
6. Create short-term goals and achievements
7. Achieve quick wins - combine smaller achievements and create a bigger change
8. Evaluate new approach and embed change

J. P. Kotter, 2008

# Models of Change: Kurt Lewin

## The 3 Stages of Change

- Step 1: Unfreeze - Lewin says people prefer the status quo – ie. their instinct is not to change, so these responses have to be “unfrozen” so individuals become receptive to change
- Step 2: Change (deforming) - Once you've “unfrozen” the status quo, you can begin to introduce new ideas and processes ready for implementing the change.
- Step 3: Refreeze. (Anchoring) – embedding the new practices into day to day work

# Linking the two models

Change by K. Lewin	Change by Kotter - 8 steps for change
Defrosting	<ol style="list-style-type: none"> <li>1 Creating a sense of necessity for change</li> <li>2. Building a coalition of change</li> <li>3. Creating a clear vision</li> </ol>
Reforming. (change)	<ol style="list-style-type: none"> <li>4 Communicating vision</li> <li>5 Empowering, removal of obstacles</li> <li>6 Creating short-term objectives</li> </ol>
Refreeze (anchoring)	<ol style="list-style-type: none"> <li>7 Achieving short-term goals (quick wins), creating a greater change</li> <li>8. Evaluating new approaches and embedding change</li> </ol>

## Discussion: Using change management models to implement the reform

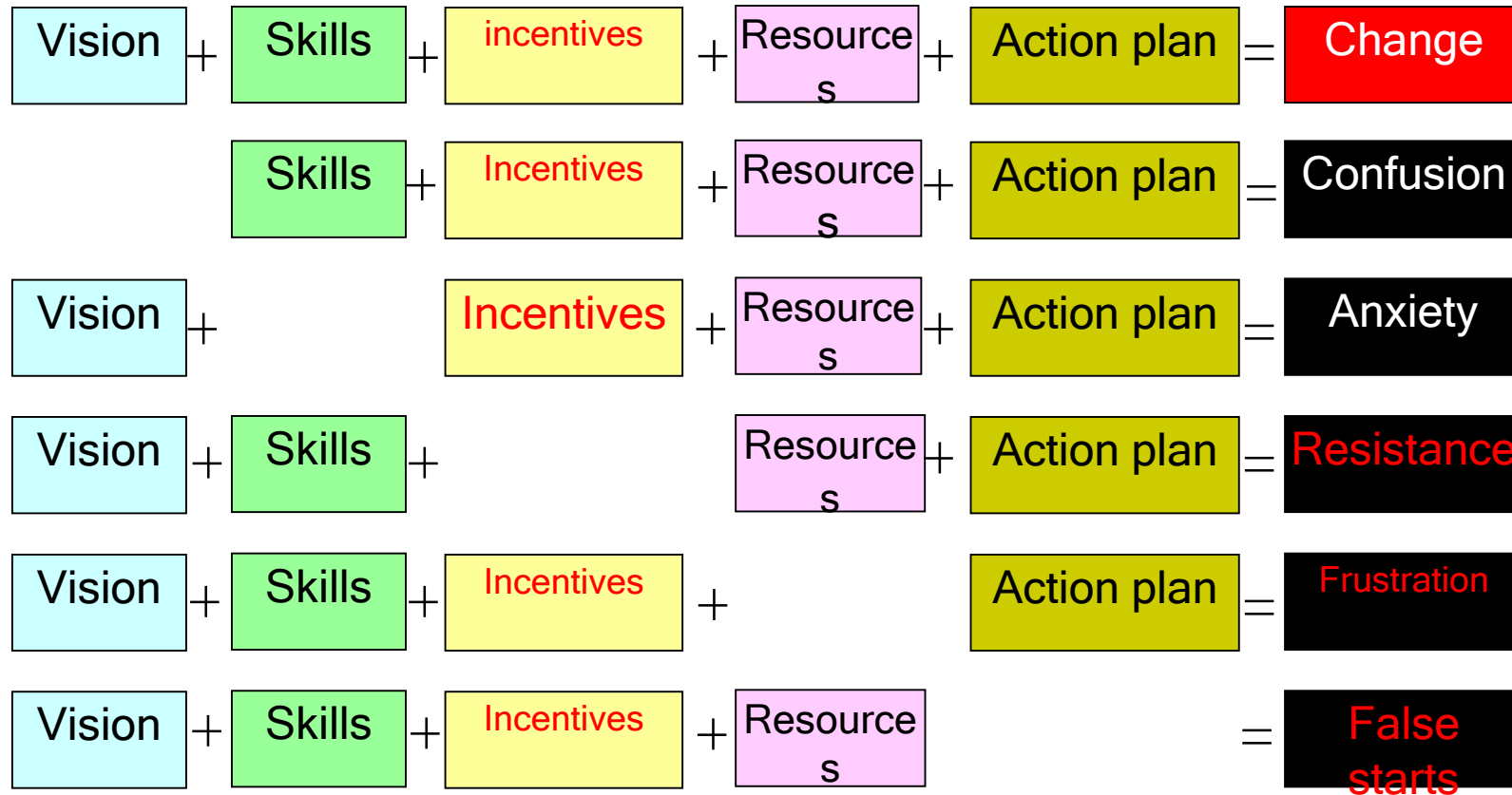
How useful are these models when introducing the Curriculum Reform, particularly planning for the 30% curriculum?

What questions do you have about the models?

Image: British Council

**Please unmute to share your thoughts**

# Change factors (by Knoster, Villa, Thousand, 2000)



# Resistance to Change

Introducing change often results in resistance – individuals prefer to continue doing what they have always done – its easier and safer.

In resisting change individuals erect barriers (excuses, reasons) in an attempt to stop the change from occurring.

Let's think about any barriers to change that you have experienced.

- What were the barriers?
- How did you try to resolve them?
- What can you learn from this to support the curriculum reform?

Please unmute to share your experiences

# Some Barriers to Change

- Fear of failure or feeling stupid
- Reluctance to let go
- Strong peer group norms
- Low trust organization
- Threat to core skills/competence
- Reluctance to experiment
- No perceived benefits

**Anything else to add?**

- Fear of the unknown
- Lack of information
- Misinformation
- Historical factors
- Threat to status
- Threat to power base
- Poor relationships





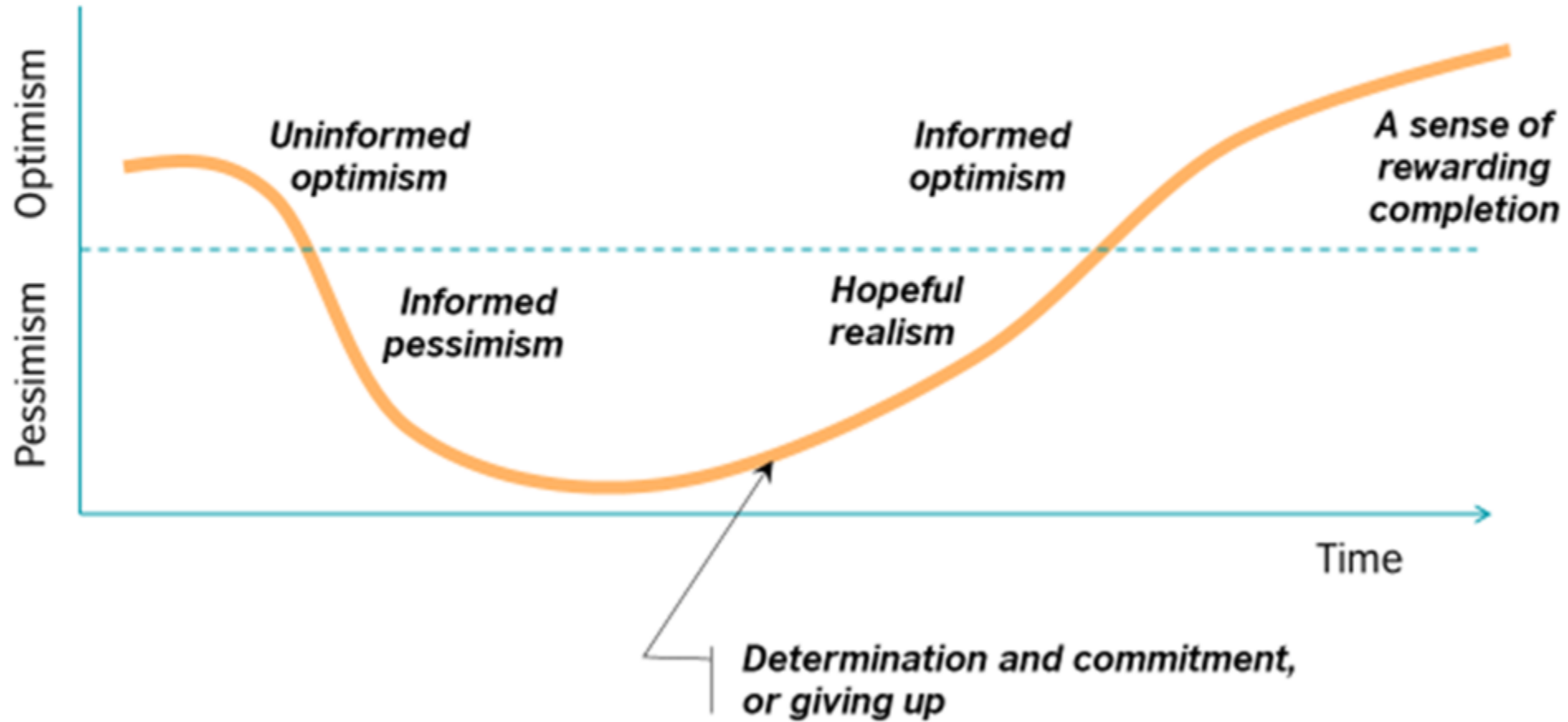
# Discussion Activity

“Fear of the unknown” and “fear of failure” can have a really negative impact on individuals’ behaviour and appetite for change

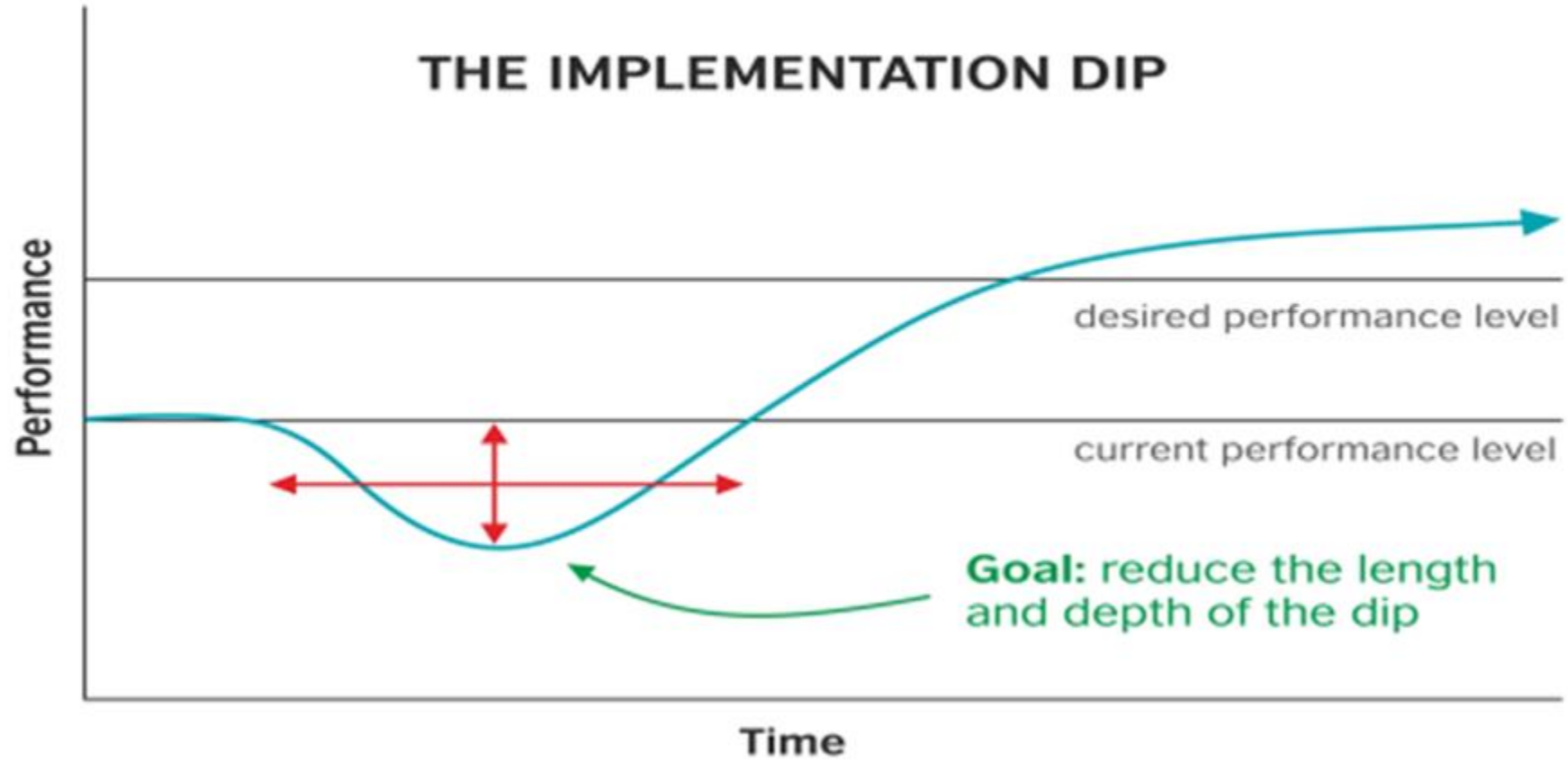
In your breakout groups share examples of you have witnessed and how you managed it. Discuss the steps you will take to minimize fear and anxiety amongst staff when the curriculum reform is introduced.

Identify two key points to share with the whole group

# Emotional Stages of Change



# Emotional Stages of Change



# Potential feelings as individuals experience change

Change in U-bending (adapted by Otto Schramer, 2007):

- Cynicism - we've done it before: it didn't work
- Fear - how will it affect my work?
- Frustration - take too long; don't know where to start
- Observation - I'll wait; let others try first
- Distraction - others have given up, maybe I should too
- Approval - this is a better curriculum approach
- Optimism - the new curriculum actually works
- Commitment - this is excellent; let's keep going



## Activity: introducing curriculum reform, including 30% optional curriculum

We have considered the potential:

- barriers to change
- impact of fear and anxiety
- impact of emotional stages of change

Reflect on your own context and identify any issues you think you may face as a result of 3 bullet points above.

**Record any points on your laptop / phone so you can take account of them when drawing up an implementation plan.**

# The Comfort Zone

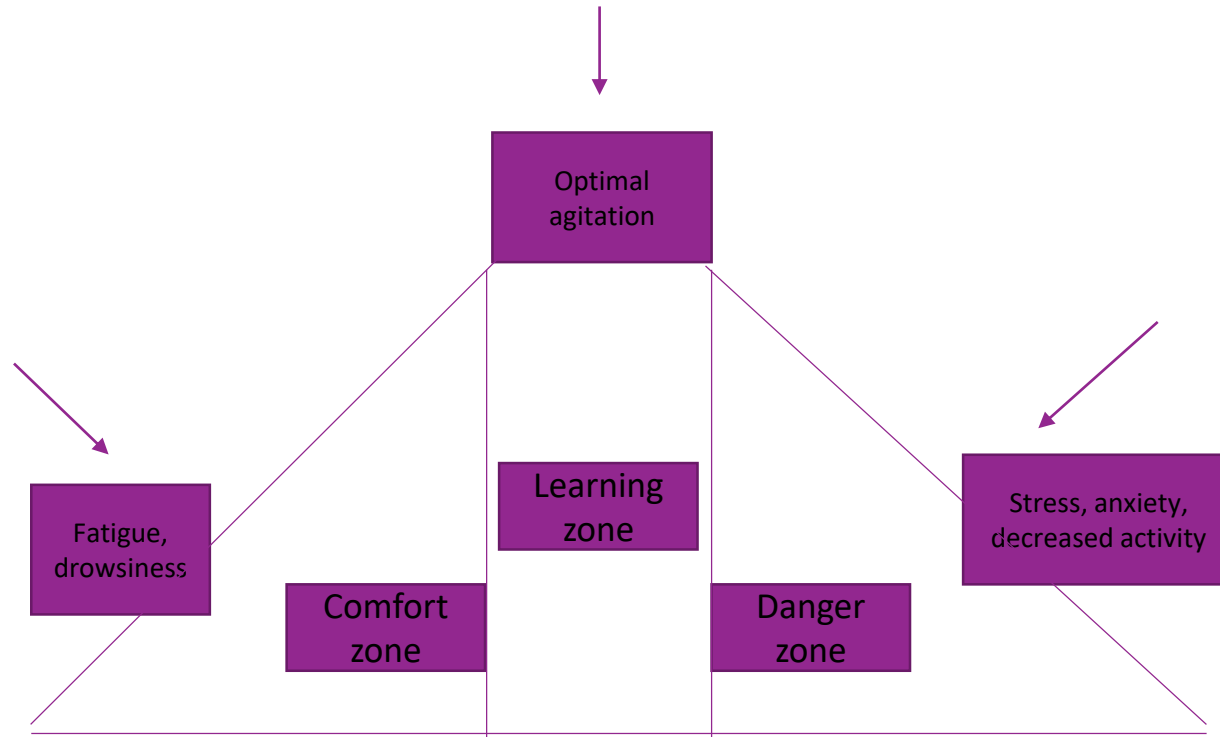
Living without challenges, stress and risk sounds like a dream.

However, such a dream can quickly turn into a nightmare when, without leaving the comfort zone, you lose activity, motivation and joy.

As standing water turns into a swamp,  
so a comfort zone is dangerous for our quality of life

Livija Kontvainienė

# Comfort zone hazards



## Comfort hinders perfection

Become passive, get tired faster.

## Learning zone

Optimal agitation and stress increase activity and help to achieve goals.

## Danger zone

Too much agitation and stress then activity again reduces.

# Exiting from the comfort zone: the stages

Comfort zone - leaving this zone requires curiosity

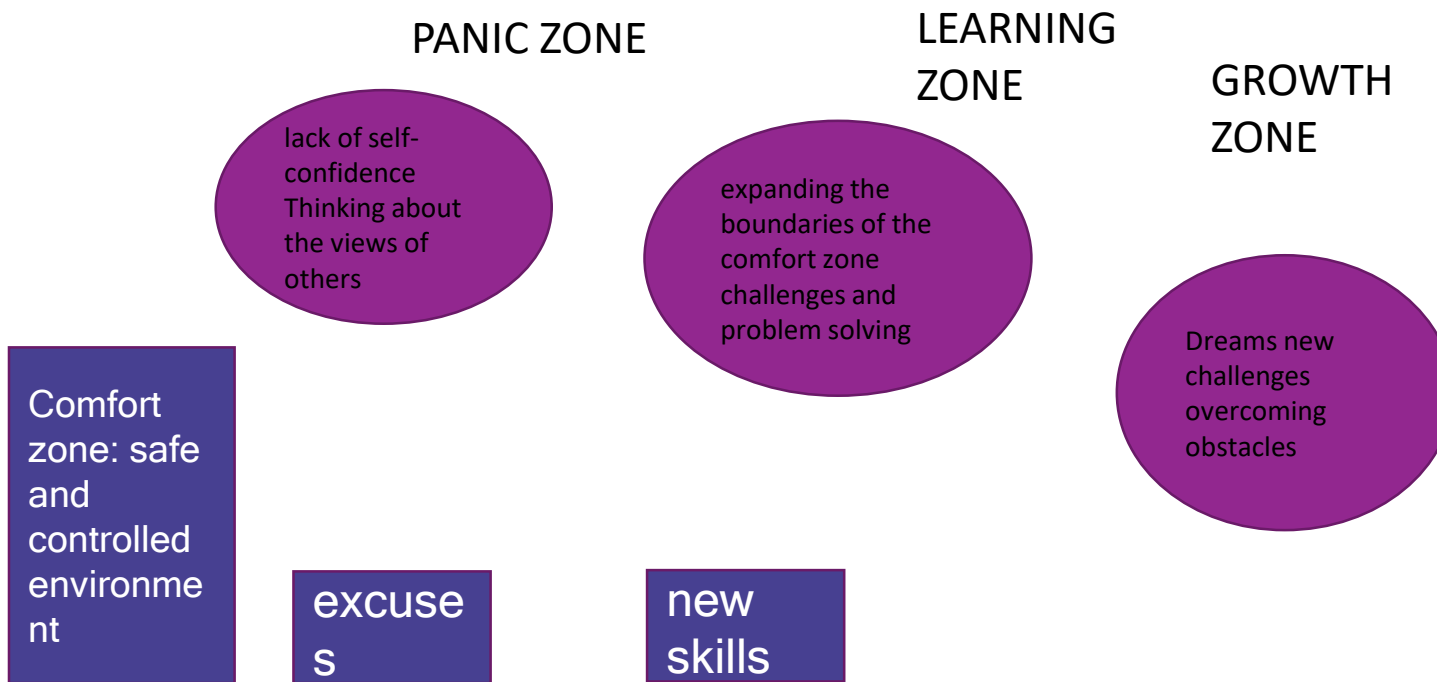
Panic zone this - may make individuals feel anxious

Learning zone - this is where new knowledge/skills can be learned

Growth zone - this is where individuals can achieve their goals.



# Benefits of leaving the comfort zone



## From comfort to growth

leaving the comfort zone, first feel **panic**

then start **learning** to cope with new challenges

finally, **growth** zone where dreams achieved, and obstacles overcome

# Sharing Reflections

Reflect on our discussions about change management - change processes, barriers, comfort zones and so forth.

What is the key message you are taking away that will help you successfully introduce and embed the new curriculum, including its optional element, into your workplace.

# Break

We will now take a 25 minute break

– please return promptly

# Consultation processes to engage stakeholders

Working with stakeholders – two aspects

- Sharing 70% compulsory curriculum – to promote understanding and gain support
- Engaging stakeholders in 30% curriculum – to generate and share ideas, seek support, agree contributions

# Engaging stakeholders in 30% curriculum

## Who:

- Parents
- Local businesses
- Employers
- Charitable organizations
- Voluntary groups

Any other groups?

# Engaging stakeholders in 30% curriculum

## How:

- Parents' events
- Focus group discussions
- Questionnaires
- Visits to organisations
- Networks and staff contacts

Any additional ways?

# Engaging stakeholders in 30% curriculum

Have:

- Clear communication strategy
- Agreed principles to support decision making
- Mechanism for collecting and processing responses / ideas
- Method to communicate summary of responses and decisions made
- Open day / evening to share plan for 30% curriculum

# Discussion

In your breakout groups discuss how you think your key stakeholders can contribute to the 30% curriculum – these could, for example, be activities during a suspended timetable day, community placements or experience in the workplace.

Identify some contributions they could make that would not normally be available to students.

Agree two key points to share with the main group



# Implementation Plan

## Creating a plan to:

- Identify members of the curriculum mapping team
- Agree team's brief and ways of working
- Set up a consultation process
- Process and share information gather during consultations

Outcomes from curriculum mapping and stakeholder consultation processes can then be used to inform implementation of the curriculum reform, including optional 30%.

# Thank you

Thank you for all your contributions today – we look forward to seeing you at webinar 4.

December 15<sup>th</sup> 2022

14.00 to 18.00