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# Theme 7: Organisation of Dissemination of Good Practice in Developing Competencies

**Webinar 2**

7<sup>th</sup> March 2023

14.00 to 18.00

Jane Doughty and Jane English

# Theme 7: Organisation of Dissemination of Good Practice in Developing Competencies

## Purpose of theme 7:

- To consider how good practice is identified and celebrated
- To review strategies for disseminating practice, particularly good practice
- To share practical tools to help schools implement curriculum into schemes of work and lessons
- To consider communication channels and strategies for ensuring key information / practice is heard and understood
- To identify strategies to engage all teachers, including reluctant ones, in the curriculum programmes

# Learning Outcomes

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

- Considered priorities and challenges facing schools as they prepare to introduce the curriculum reforms
- Discussed the issues schools and others working with schools have identified
- Looked at how to address issues so teachers and school leaders approach implementation with confidence
- Considered concept of motivation and role it can play in change
- Identified strategies for strengthening teachers' motivation
- Consider the impact of the reform on health and well being

# September- the curriculum reform begins

How ready are you?

How ready are your teachers?

How well informed are your parents

What time have you identified to work on the reform?

How will you be planning to spend the time between now and the start of next term?

What CPD have you put in place for your staff?

# Breakout 1

What is the most successful thing you have done to date to introduce the reform?

What are your greatest challenges between now and when the reform starts?

Please identify one member of the group to give feedback

# The toolkit to support the curriculum reform in Lithuanian schools

- Co Created by Lithuania headteachers and international consultants
- 8 modules of the toolkit
- Each module designed to support headteachers introducing the reform
- Training provided for each module
- Lithuanian headteachers trained to deliver these modules
- Materials can be used by participants.

# Training programme organisers and lecturers

- 1 section: Virginija Rupainienė, Jūratė Valuckienė, Asta Zavadskienė
2. section: Daiva Marozienė, Asta Skeirienė, Jolanta Martyncevienė, Raimonda Jarienė
- 3 section: Bronė Narkevičienė, Virginija Vaitiekienė, Jolanta Gudelienė, Jolita Petkevičienė
- 4 section: Saulius Jurkevičius, Irma Kačinauskienė, Jurgita Mackevičiūtė, Daiva Penkauskienė
5. section: Gediminas Čapkauskas, Daiva Liumparienė, Elmyra Jurkšaitienė, Giedrė Volungevičienė
6. section: Arvydas Girdzijauskas, Rita Juškevičienė, Loreta Tamulaitienė, Giedrė Romaškienė
7. section: Danutė Valiūnienė, Edita Rabizaitė
8. section: Eglė Pranckūnienė, Jolita Morkūnaitė, Lina Venskutė, Rolandas Kučiauskas

# The content of the Toolkit - 8 modules

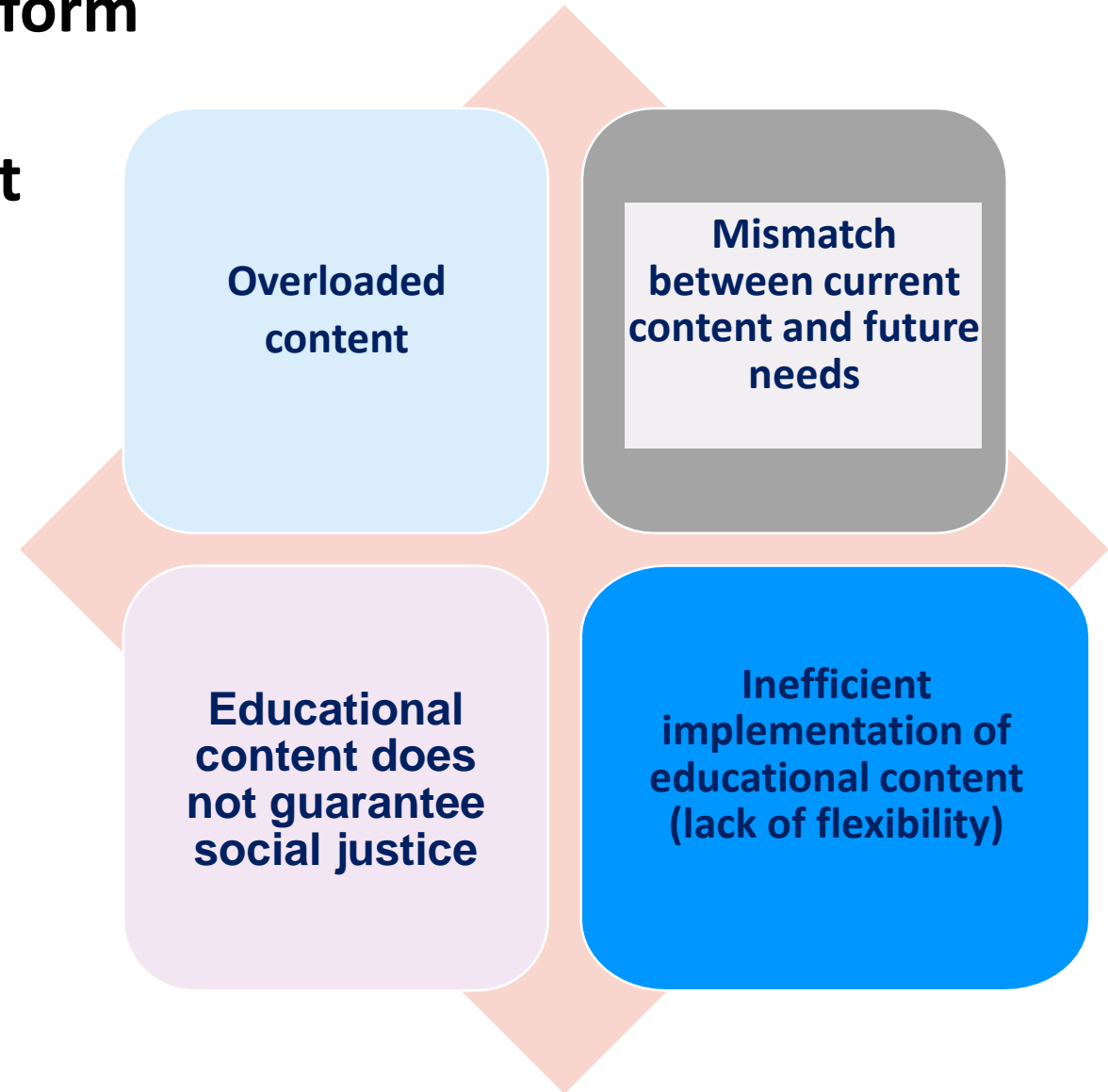
Number	Name of the toolkit module
1	<b>Rationale for developing the leadership of teaching and learning to support the introduction of the Lithuanian curriculum reform</b>
2	Leading & Managing Change to Implement the Reform
3	Strategic Planning, Monitoring & Evaluation
4	Leading Teaching & Learning Part 1 Curriculum
5	Leading Teaching & Learning Part 2 Pedagogy
6	Coaching & Mentoring
7	Digital Literacy & Blended Learning
8	Working in Partnership



# The Rationale for the Curriculum Reform

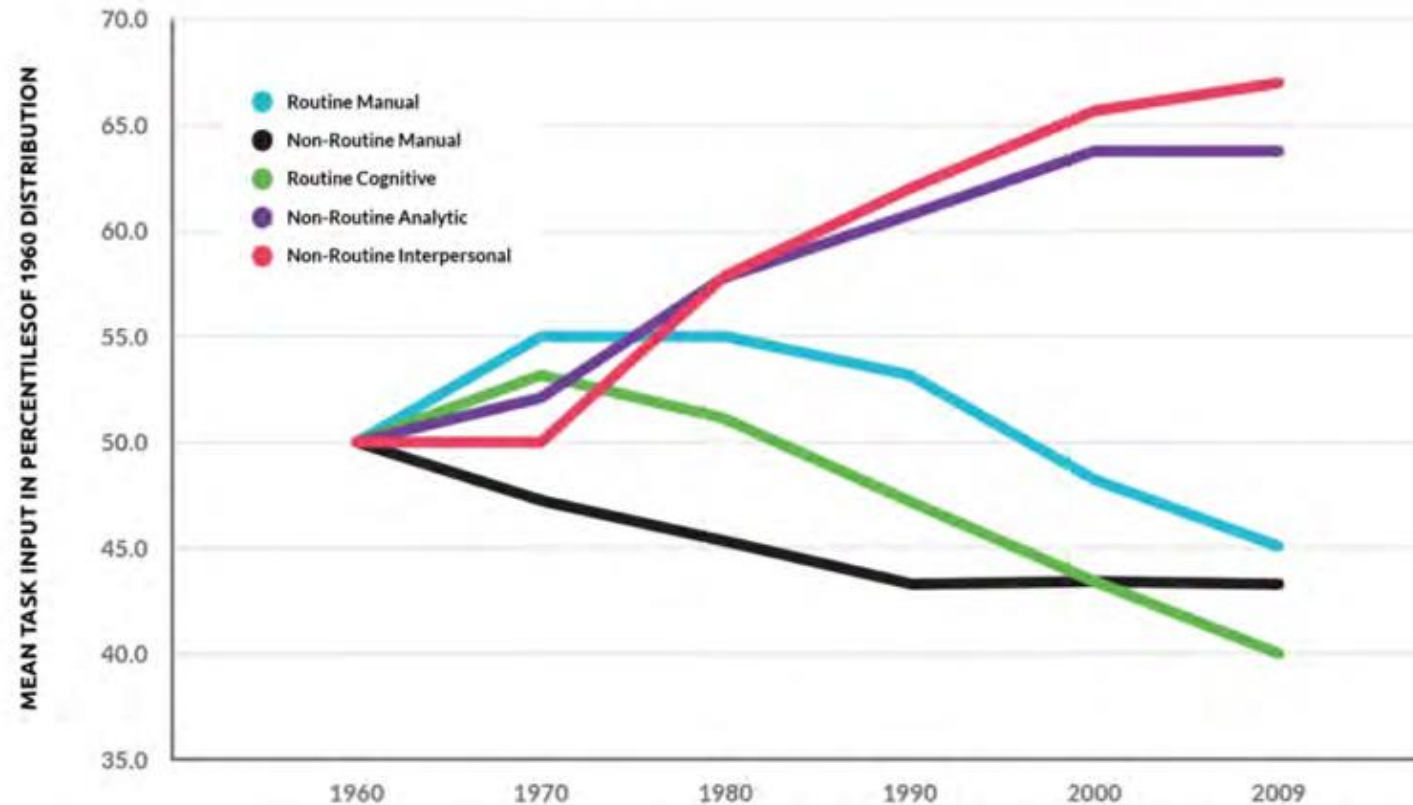
Teachers, parents and students must understand **WHY?**

Why are countries making changes to their education provision?



*OECD. Future of Education and skills 2030. Learning framework*

# Change since 1960 in prevalence of types of tasks required for work



The Rationale for the Curriculum Reform

Note: This figure shows how the task composition performed by US workers has changed from 1960 to 2009. Source: Autor and Price (2013) in Bialik and Fadel (2018[8]), p.7.

# The Response to the changing world in which we live

## Global Impact

- Australia (7 general capabilities; 3 priorities)
- Brazil (10 general competencies)
- British Columbia (3 core competencies)
- Finland (7 competencies)
- Japan (3 competencies “Zest for Life”)
- Kazakhstan (6 values; 5 core skills)
- Qatar (7 key competencies)
- Singapore (8 core skills and values)

**The Rationale for the Curriculum Reform**



## Lithuania Response to 2030

### The focus of the strategic reform

To develop and implement a renewed general education curriculum **for students** from primary to upper secondary level to help children and young people develop knowledge, skills, dispositions and attitudes for success in their future personal, academic and professional lives

## The guiding principles of the Lithuanian reform

1. To embed competencies in the subject curriculum
2. To offer meaningful learning content to develop student competencies.
3. To reveal links between different subjects, learning areas, real life and learning contexts.
4. To align general goals, learning objectives, classroom pedagogies and ways to assess learning outcomes.
5. To empower teachers to make relevant decisions about student learning through flexible curriculum approach.



## Education in Lithuania- Highlights 2017 OECD

- Improving learning outcomes 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.

# How are you going to motivate your staff?

Some will be very enthusiastic

Some will be very anxious

Some will very resistant

Some will say “we have been here before” with a curriculum reform

Some will state they have “no time to prepare”

Some might even say “it wont make any difference”

# Motivation

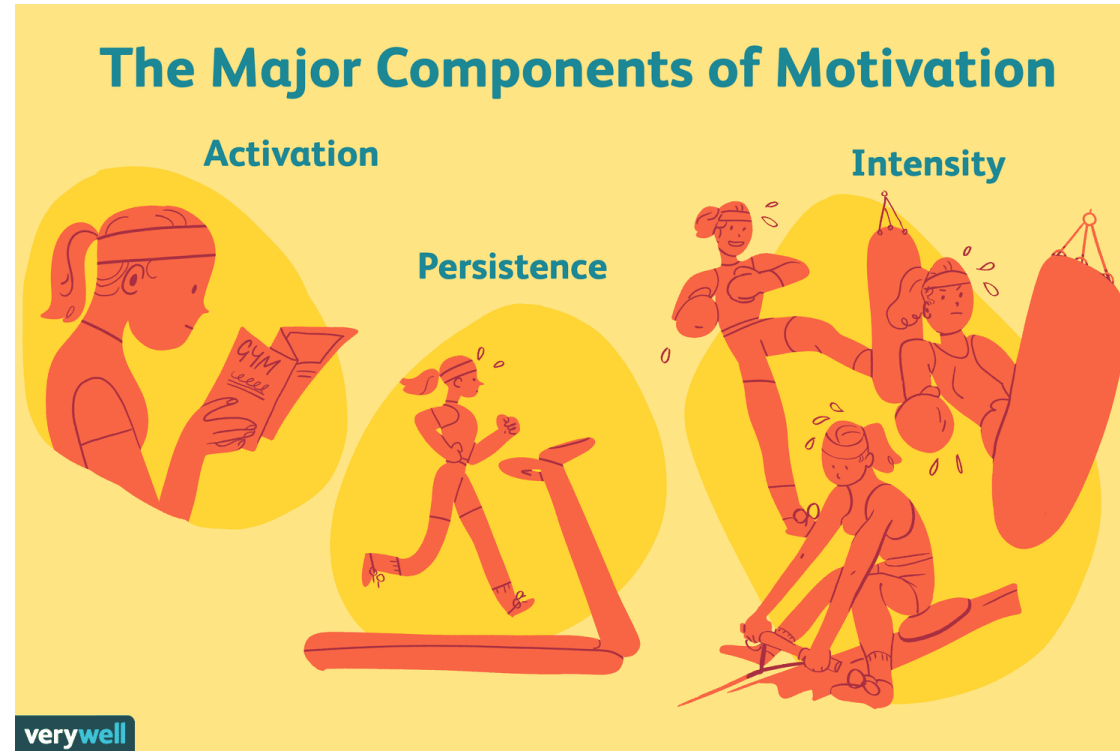
The term "motivation" describes *why* a person does something. It is the driving force behind human actions.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviours.

Verywell Mind



# Motivation



1. Activation
2. Persistence
3. Intensity

# Motivation

- **Activation** is the decision to initiate a behaviour. An example of activation would be enrolling on a university course in order to gain a degree.
- **Persistence** is the continued effort toward a goal even though obstacles may exist. An example of persistence would be showing up for your degree class even though you are tired from staying up late the night before.
- **Intensity** is the concentration and vigour that goes into pursuing a goal.<sup>5</sup> For example, one student might coast by without much effort (minimal intensity) while another student studies regularly, participates in classroom discussions, and takes advantage of research opportunities outside of class (greater intensity)

# Types of Motivation

- **Extrinsic motivation** arises from outside of the individual and often involves external rewards such as trophies, money, social recognition, or praise.
- **Intrinsic motivation** is internal and arises from within the individual, such as doing a complicated crossword puzzle purely for the gratification of solving a problem.<sup>2</sup>
- **Family motivation** An example of this type is going to work when you are not motivated to do so internally (not intrinsic motivation), but because it is a means to support your family financially.

# Motivation

Dörnyei and Ushioda ([Citation2001](#), [Citation2011](#)) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour.

Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity.

# Breakout 2

How would you describe the motivation to start the curriculum reform amongst your colleagues?

How do you know?

What next to maintain or develop their motivation?

# Teacher motivation

teacher motivation has been recognized in different empirical studies as a key factor in strengthening teaching effectiveness ([Han and Yin, 2016](#))

teacher well-being ([Yildirim, 2014](#)),  
educational reform ([Moolenaar, 2012](#))  
student motivation ([Vangrieken et al., 2015](#)).

It is seen as essential for school improvement, educational equality, and student success ([Mintrop and Ordenes, 2017](#)).

Hence, the relevance and mutual interdependency of teacher motivation and teacher collaboration have been demonstrated in different studies ([Vangrieken et al., 2015](#)).

Teachers in a collaborative school culture seem to demonstrate increased motivation.

# Teacher Motivation- UNESCO

With teacher motivation driven by a combination of intrinsic and extrinsic factors, finding the proper incentives to influence them is complex and multifaceted (*Crehan, 2016; Martin, 2018*).

Measures that improve teachers' professionalism, such as collaboration and continuous professional development, have also been shown to improve motivation (*Cordingley et al., 2019; Education Commission, 2019; Tournier et al., 2019*)

School leaders can play a vital role in inspiring teachers, by offering support, consistent standards, and effective evaluation and accountability structures. Such support from school leaders can further improve professionalism and reduce rates of teacher absenteeism (*Education Commission, 2019; Martin, 2018; TTF, 2016*).

# Weak teacher management structures

Many countries have weak teacher management systems. School leaders often do not have suitable training or background experience to provide teachers with proper support or oversight (*Chiriboga Montalvo and Pinto Haro, 2019; Tournier et al., 2019; Yimam, 2019*).

This can lead to teachers losing trust in their leadership and the established system, lowering expectations and motivation (*Cordingley et al., 2019*).



# Accountability and feedback structures

School heads cannot expect to have motivated and high-performing teachers without setting out proper guidance and expectations. Written standards with indicators of success to strive towards can provide teachers with direction and motivation (UNESCO, 2019b). Policies should also include a focus on leaders providing oversight and feedback to foster teacher improvement (Martin, 2018; UNESCO IICBA, 2017)

# Introduce more collaboration and professional development

By purposely incorporating opportunities for collaboration and quality professional development, well-designed teacher policies can build professionalism (Tournier et al., 2019).

When teachers work together in a collaborative and mutually supportive environment, their motivation and confidence can begin to build (Crehan, Tournier, and Chimier, 2019; Education Commission, 2019; STiR Education, n.d.).

Teacher networks have been found to increase the amount of time teachers spend in the classroom, leading to gains in actual teaching time (Jeevan, 2017).

Collaboration can lead directly to senior teachers providing important professional development for their junior colleagues (Tournier et al., 2019).

Professional development should include relevant topics that teachers can use, otherwise it could have a demotivating effect by seeming to teachers to be a waste of time and resources

# Increase teacher inputs to leadership decisions

To better encourage teachers to feel they have a stake in the education system, they should be involved in decision-making processes whenever possible. Seeking teacher input at both the school and system level can lead to higher feelings of agency and improve overall motivation (*Calvert, 2016*).

# Top tips to promote teacher motivation

1. Make yourself available
2. Publicly praise teachers
3. Encourage teachers to reward and praise each other
4. Find a small budget for extras, coffee, cakes etc
5. Provide good quality CPD
6. Provide opportunities to visit other schools
7. Give teachers a voice
8. Empower teachers strengths
9. Recognise key stress times and reduce it where possible
10. Encourage collaboration

# Case studies – 4 situations

1. A long serving member of staff who is a good teacher is not engaging with the new reform “saying when someone tells me what to do I will do it”
2. A young member of staff is full of enthusiasm and is off being very busy doing all sorts of things which are not appropriate and wasting time.
3. You have set up a team to look at the delivery of the competencies across the curriculum but they have a lot of meetings but nothing seems to be moving forward.
4. One of your senior team in charge of curriculum mapping is looking exhausted and starting to make mistakes which is unusual

# Breakout 3

Look at the four case studies, we will allocate a case study to each room for discussion.

What are the issues the case studies have identified?

How would you deal with the situation and resolve the problems?

# How will the team you work with respond when things go wrong?

- Failure is a part of working life
- Some people grow and rise to the top after a failure
- Others will collapse and never recover
- The key to success is optimism
- People who don't give up, consider any setback as temporary

*Martin E.P Seligman "Flourish: A Visionary New Understanding of Happiness and Well Being"*

# How resilient is your team?

How will they cope when things go wrong?

How will they cope with external criticism?

How are you going to monitor their mental health and well being?

What measures will you put in place to ensure everyone stays fit and healthy?



# Two aspects of Resilience?



Stress and Burnout

Well Being

# Stress and Burn Out

- Mental attitude
- Not the situation but how you react
- Lack of ability to stand back and reflect
- Sense of pride in working impossibly long hours like others in the community
- Perfectionists
- Desire to prove themselves to themselves and others
- Little experience of failure
- Sacrificed personal life for need to be successful and receive praise
- Limited self awareness and self management

# Promoting Well Being

- A healthy work life balance
- Time for reflection
- Networking with other coordinators or colleagues
- Pursuing other professional development opportunities
- Valuing your work and valuing yourself
- Balancing need for high standards against excessive work load

*“Promoting well being is at least as valuable as avoiding stress” UK HSE 2011*

# Resilience is restored when something good happens

- Resilience takes you for a walk out your office when you are about to explode with anger to find a pupil who is delighted to show you the paper fish they have just made and you remember why you do what you do

Resilience is restored

- When someone thanks you for all your hard work and support
- Hearing the choir practicing for the concert
- A phone call from a parent thanking you for all your help and support
- When the football team wins a match and are bursting with excitement

# Breakout 4 Addressing Well Being and Resilience

1. What do you do to look after your own mental health and to be resilient?
2. What does your school do to support teacher's mental health and to be resilient?
3. What actions might you take to strengthen your own resilience and that of your team?

# Thank you

Thank you for all your contributions today

We look forward to seeing you at Webinar 3  
March 9<sup>th</sup> at 14.00