



NACIONALINĖ  
ŠVIETIMO  
AGENTŪRA



Kuriamė  
Lietuvos ateitį  
2014–2020 metų  
Europos Sąjungos  
fondų investicijų  
veiklos programa

Finansuojama Europos socialinio fondo lėšomis

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

**Webinar 5**

16<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:

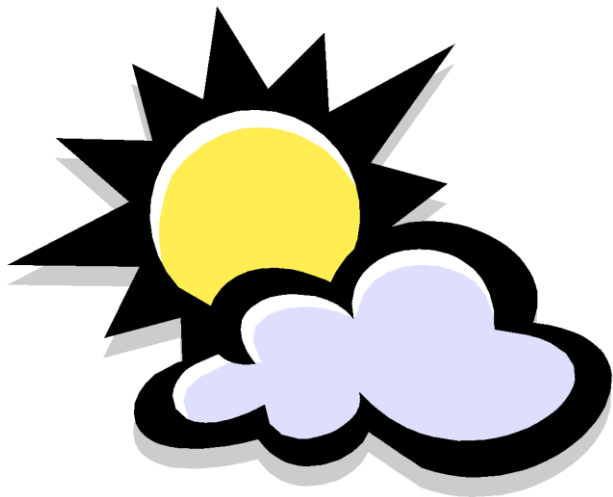
- To consider how good practice is identified and celebrated
- To review strategies for disseminating practice, particularly good practice
- To share practical tools to help schools implement curriculum into schemes of work and lessons
- To consider communication channels and strategies for ensuring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

# Learning Outcomes

1. To learn more about the education centres in supporting the reform
2. To consider Joint Practice Development as a tool to support the development of teaching and learning within the reform
3. To consider Lesson Study as a tool to support the development of teaching and learning within the reform.
4. To consider two change models, Lewin and Kotter and learn lessons from how Kotter was used in Wales.
5. To consider the importance of well being of staff as the reform begins

# Change

by Kurt Lewin



1. Atšildymas  
*Defrosting*



2. Reformavimas  
*Re-shaping*



3. Įtvirtinimas  
*Anchoring*

# Change

*by Kurt Lewin*



# Kurt Lewin

- 1. Unfreeze.** First, a team or organization must unfreeze their current process and perceptions when preparing for upcoming changes. *likened to unfreezing a block of ice .*
- 2. Change.** Once the team or organization is no longer frozen, it's time to implement change. . *pouring it into a mould..*
- 3. Refreeze.** ... *refreezing it in a new shape*

# The three stages

## are Unfreeze Change and Refreeze

<b>Unfreeze</b>	<ul style="list-style-type: none"><li>• The reasons for the change;</li></ul>
<b>Change</b>	<ul style="list-style-type: none"><li>• The process of its implementation; and</li></ul>
<b>Re Freeze</b>	<ul style="list-style-type: none"><li>• What's expected of them once the change has been made</li></ul>

# Kurt Lewin

each stage requires careful management,

The first stage is probably the most important, as it requires everybody across the board to understand the need for change, with a view to ultimately embracing it.

The key is good communication throughout the stages. This will help to empower the team to embrace new ways of working, and ultimately give them the confidence to face further changes in future.



# 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

# K. Lewin and J.P. Kotter model interfaces

Change by K. Lewin	Change by J.P. Kotter
Defrosting	Creating a sense of necessity for change
	Building a coalition of change
	Creating a clear vision
Reforming	Communicating vision
	Empowering, removal of obstacles
	Creating short-term objectives
Anchoring	Achieving short-term goals (quick wins), creating a greater change
	Evaluating new approaches and embedding change

# Implementing the new Curriculum in Wales

## Developing Curriculum and Managing Change at Morryston Comprehensive School Wales 5.33min Using Kotter Change theory

<https://youtu.be/UfqITaDBL68>

Lithuanian subtitles

# Breakout 1

What is your view of the approach that Morryston Comprehensive school took to accelerate implementation of the new Welsh curriculum?

How might this approach work in Lithuania?

Please nominate one of your group to give feedback

# Lesson Study

Lesson Study is a model of teacher-led research that originated in Japan

A triad of teachers work together to target an identified area for development in their students' learning

Participants collaboratively research, plan, teach and observe a series of lessons

Teachers plan together and then observe each other's lessons, provide feedback and identify ways of improving the lesson

# Video on Lesson study

**Lesson Study: a powerful approach to improving teaching**

<https://youtu.be/JMiRIRro86E>

1 min 54 with Lithuania subtitle

# Review of the Video- unmute activity

1. What key points do you take from this video?
2. How would lesson study be a useful tool over the next few months in Lithuania?

# Welcome to our Guest Speaker

Vitalija Bujanavičienė

Head of the Association of Municipality Education Centres

The role of Centres in the curriculum reform

16th of March, at 16.00.



# JOINT PRACTICE DEVELOPMENT

“It is an activity that focuses on teachers’ practice, what they do not merely what they know”

“It is a development of the practice, not simply a transfer of it from one person or place to another, and so it is a form of school improvement”

D Hargreaves (2011)

# JOINT PRACTICE DEVELOPMENT

- It is focused on improvement – not just moving practice from one person to another or one place to another
- It is designed to create opportunities for teachers to challenge their own and others' practice

Traditional continuing professional development (CPD) is largely based on transferring knowledge or “best practices” from an expert to others. Research demonstrates this rarely leads to change and improvement – in JPD individuals are learning from one another and developing their practice.

# JOINT PRACTICE DEVELOPMENT

It has three characteristics:

- Involves interaction and mutual development related to practice
- Recognises that each person in the interaction has something to offer - assumes mutual beneficial learning
- Informed by evidence and research – so can involve activities like lesson study, collaborative enquiry and action research

# JOINT PRACTICE DEVELOPMENT

## *Conditions for successful JPD*

- Schools need to have culture of collaborative enquiry and high levels of trust between staff and leadership
- Challenging practice, sharing ideas, engaging in rigorous, evidence based debate and willingness to try new/difference practices will not occur without open, honest collaboration with high levels of trust

# JPD: what can we learn from research and International studies

## High-performing jurisdictions promote collaboration between teachers:

Hong Kong - Collaborative Lesson Planning (Jensen, 2016):

- Teachers are allocated scheduled time to collaboratively plan lessons following a study pattern akin to lesson study
- Supported by external experts from Education Bureau
- Map of progression in planning skills from Initial to Developing to Mastery

China - subject-based 'teaching study groups' (OECD, 2011):

- Senior teachers on reduced timetable participate
- Groups write lesson plans for all teachers to use
- Regular visits to other district schools to observe demonstration lessons
- Local groups supervised by district and provincial groups

# JPD: what can we learn from research and international studies

**High-performing jurisdictions promote collaborative enquiry amongst teachers that is frequently focused on developing subject expertise:**

Ontario: Teacher Learning and Leadership Program (Darling-Hammond, 2011):

- 591 projects
- 61% with a single subject-specific focus
- Evaluation showed impact on participating teachers, their schools and other district schools

Singapore:

- Subject-based network learning communities (Darling-Hammond, 2011):  
Teachers' Network Learning Circles

# Breakout Session 2

1. What's the difference between CPD and JPD?
2. Which do you think would be most useful as the curriculum reform begins and why?

Please nominate one of your group to give feedback

# 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 3 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?

Please nominate one of your group to give feedback

# Thank you

Thank you for all your contributions today

We look forward to seeing you at the Final webinar  
March 17<sup>th</sup> at 14.00