

Leading and Implementing Curriculum Change

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Successful Education Reform

1

Focus on *learner outcomes*

2

Concentrate on the learning level and the *instructional behaviours and practices* of teachers

3

Focus on *collaboration* that enable teachers to enquire into practice in order to improve learning outcomes

Two Questions

What form of leadership is needed to deliver curriculum change?

How do teachers lead the implementation of curriculum change?



Leadership Matters

- In shaping and delivering any new reform initiative.
- Teacher leadership is pivotal in delivering and implementing curriculum change.

Leadership -What We Know



Under the right conditions leadership can make a significant difference to student outcomes



Instructional leadership and distributed leadership practices make the most difference to student learner outcomes



A clear focus on leading teaching and learning processes is critical to improve student learner outcomes



What form of leadership is needed to deliver curriculum change?

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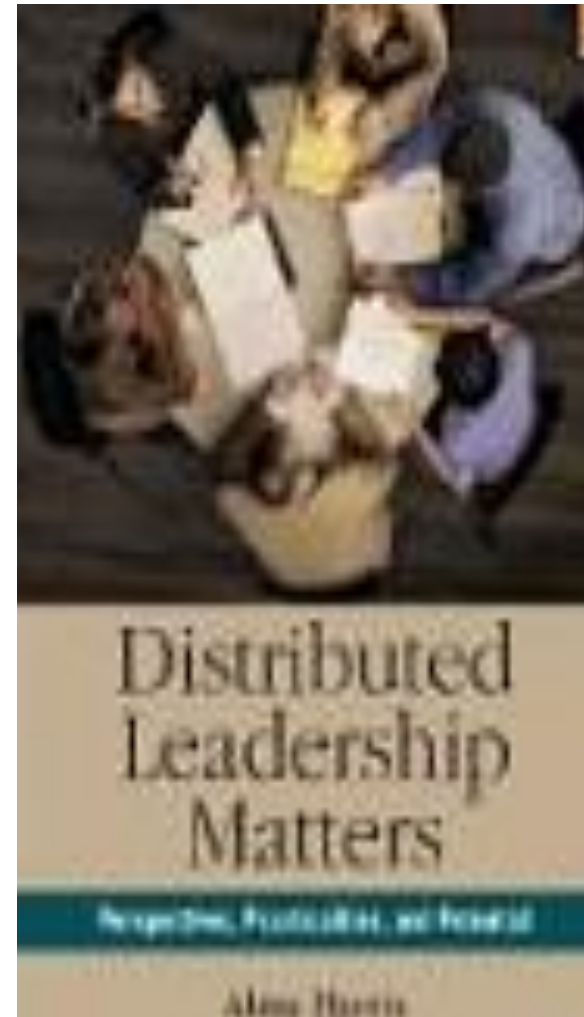


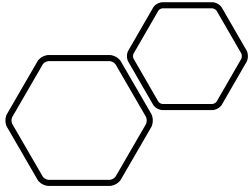
Distributed Leadership MATTERS (Harris, 2013)

- Leadership shifts according to need
- Collaborative teams formed for specific purposes
- Team membership changes according to task, roles and expertise

The *practice* of leadership –
matters more than the *who* of
leadership

Connections and relationships
between teachers that *builds*
leadership capacity





Implications: (Harris 2008)

- Everyone has the potential to lead under the right conditions.
- Formal leaders create those conditions.
- **Teacher as Leaders of Curriculum Change**



How do
teachers lead
the
implementation
of the new
curriculum?

Professional Learning Communities

- **Teachers** working in a collaborative way in order to improve **student outcomes**.
- A collective infrastructure for **delivering curriculum change**




Professional Learning Communities in Wales (PLCs)

- <https://hwb.gov.wales/professional-development/professional-learning-communities>

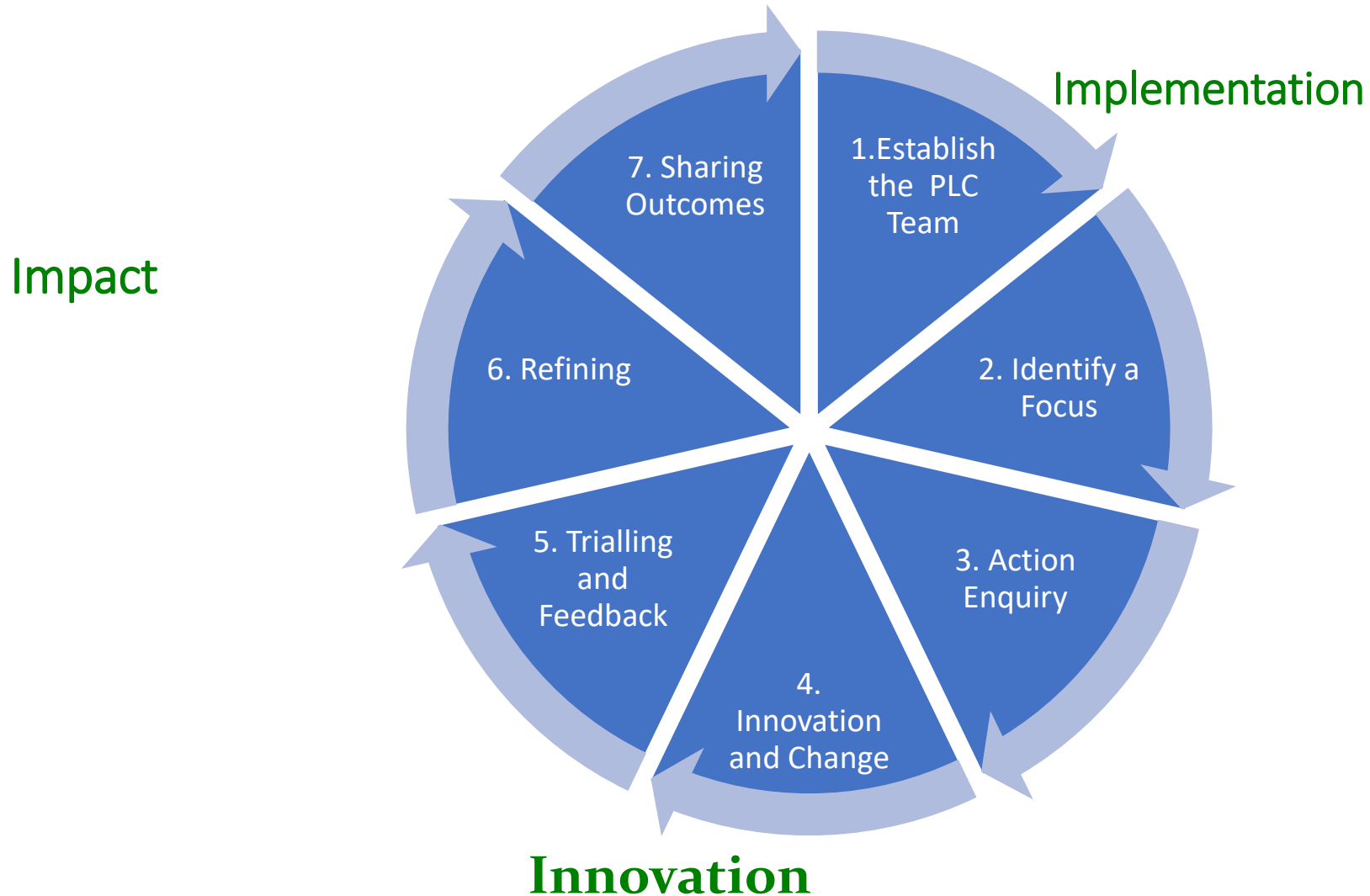


Using PLCs to Implement Curriculum Change

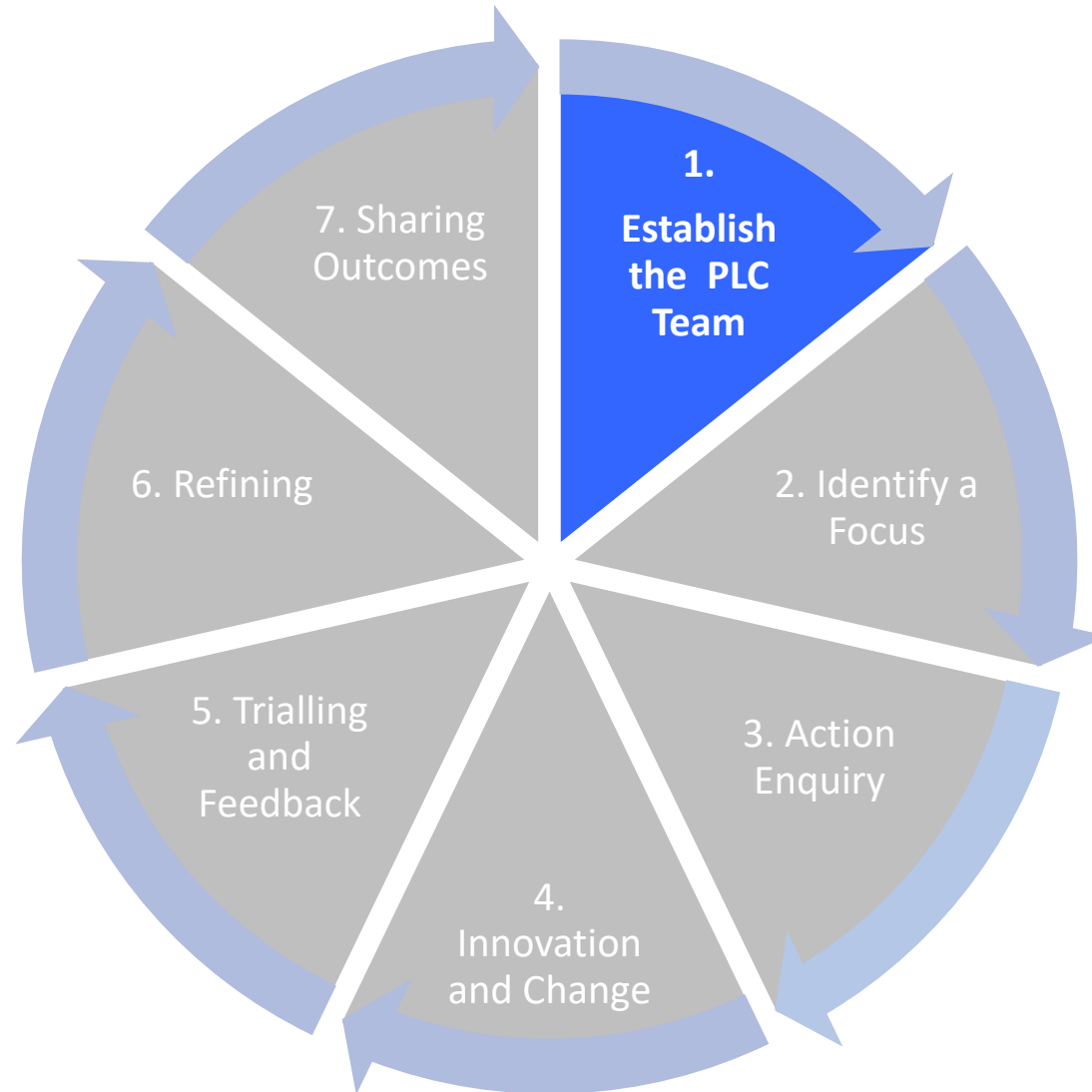
1. Focus of collaboration must be **about some curriculum aspect e.g. cross-curricular themes**
 2. Teachers engage in enquiry and innovation on **a curriculum theme or topic**
 3. New knowledge and practices, about the **curriculum** that can be shared within and across schools.
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Implementing Curriculum Change through PLCs

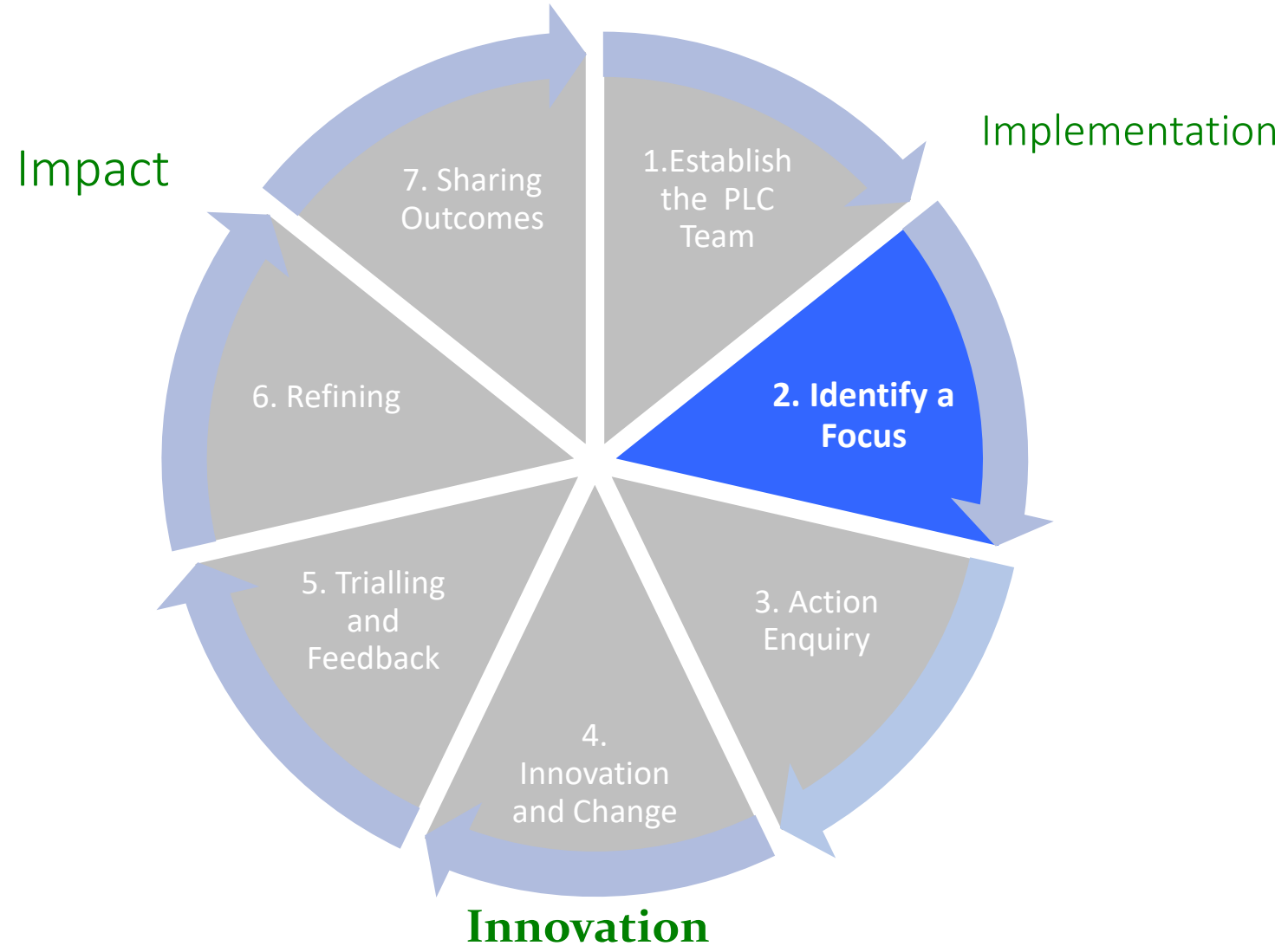
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Phase 1 of a PLC



Phase 2 of a PLC



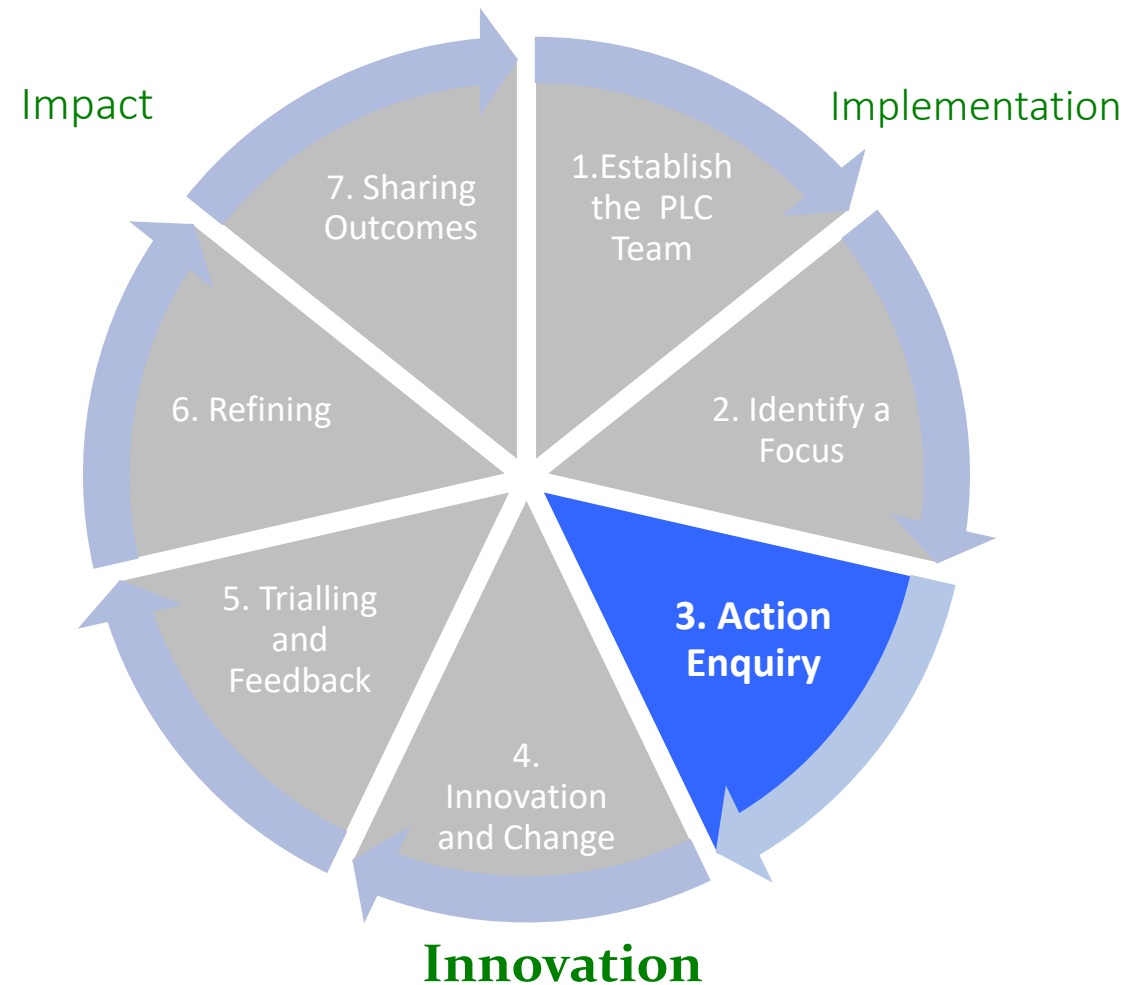
Phases of a PLC

What is the curriculum focus?

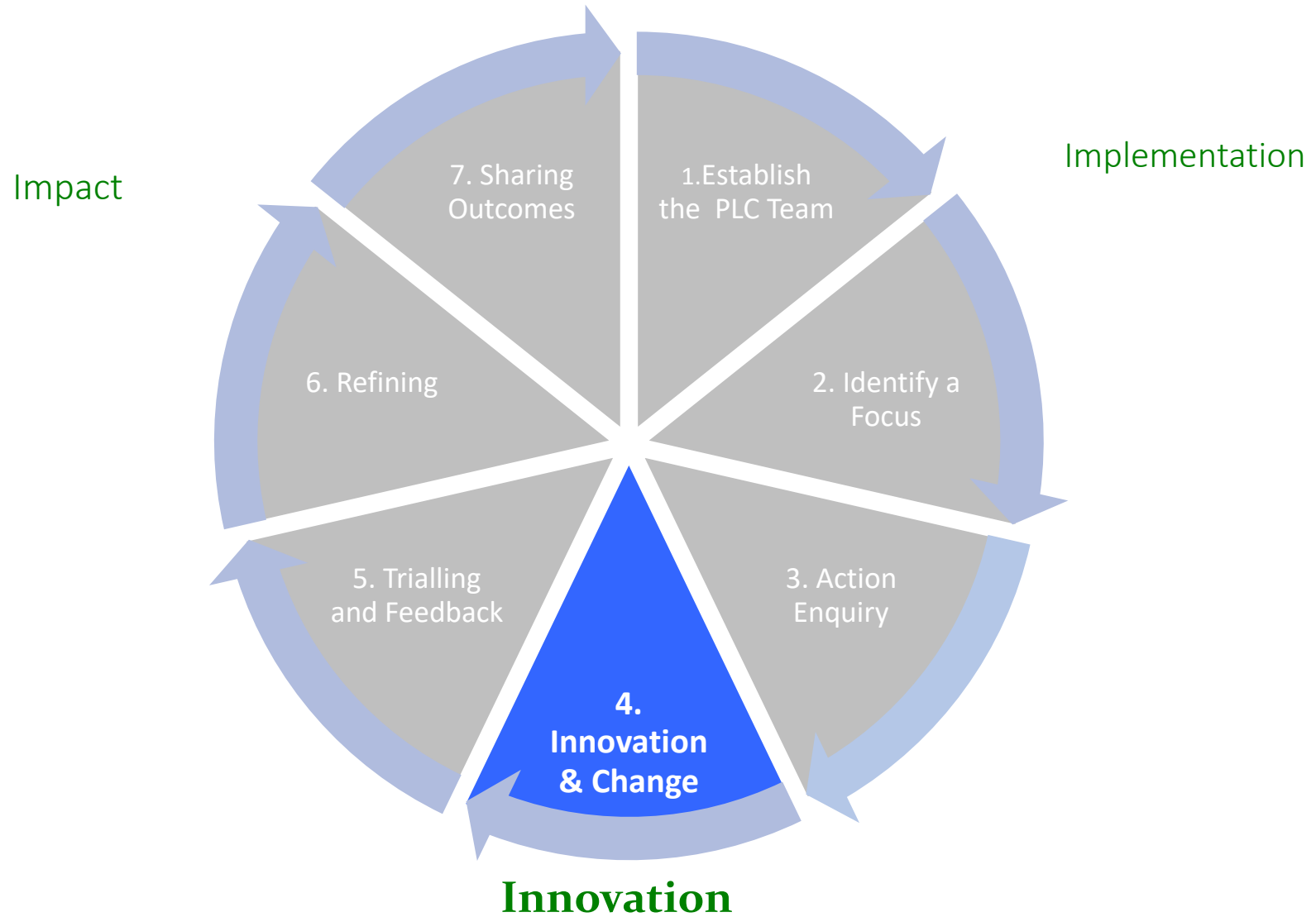
How do other teachers teach this?

Where can we get more information?

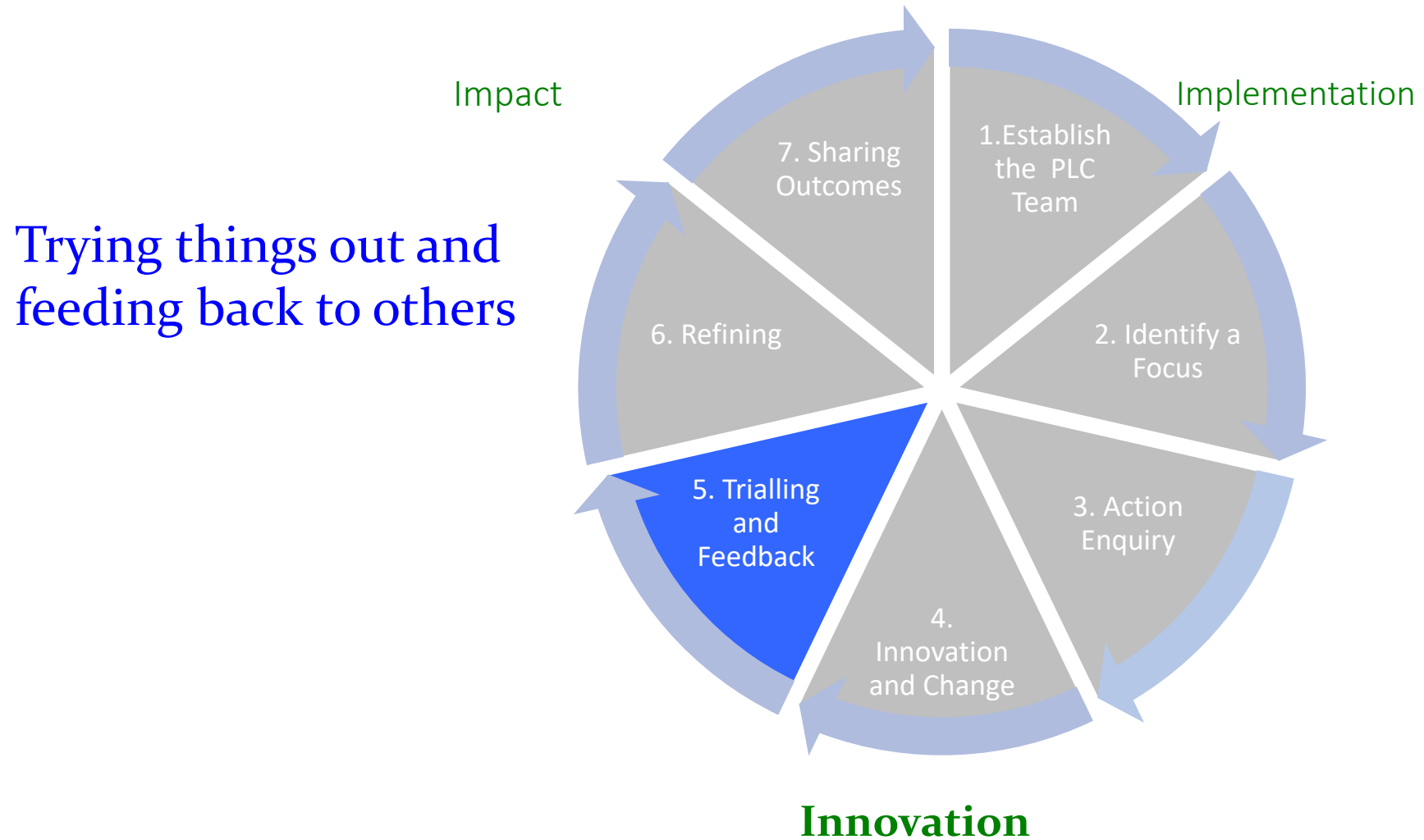
What do we agree to do next?



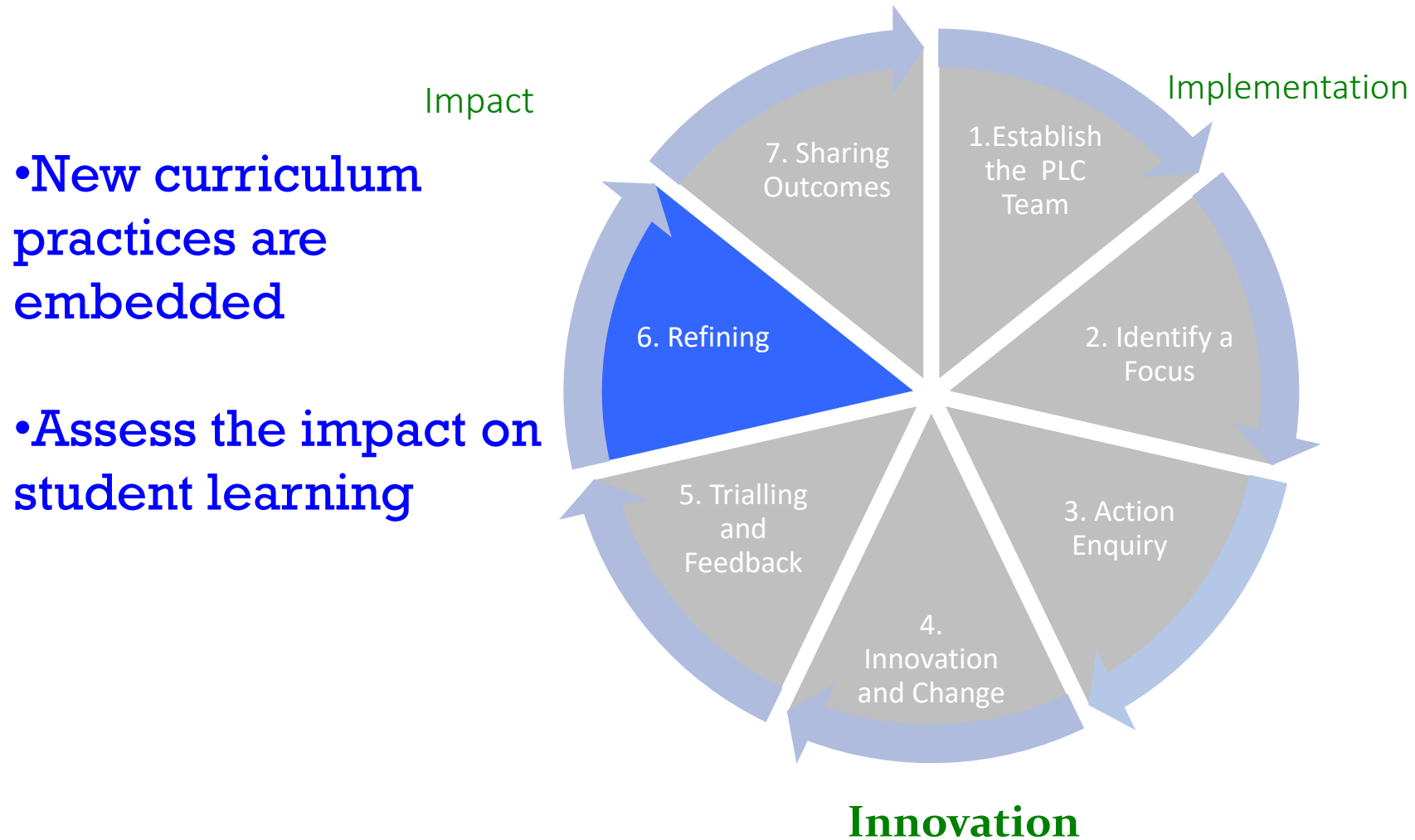
Phase 4 of a PLC



Phase 5 of a PLC

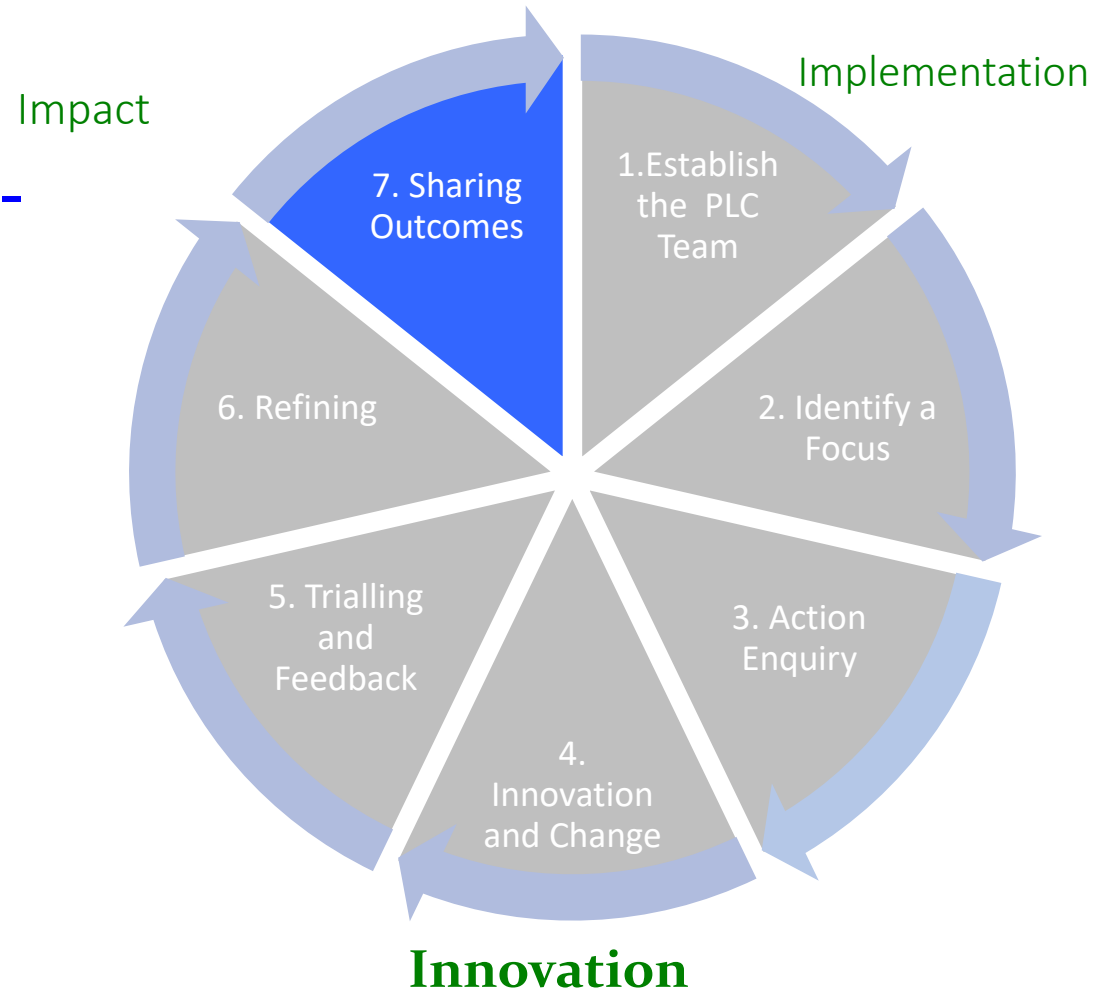


Phase 6 of a PLC



Phases of a PLC

Sharing Good Cross-Curricular Practice within and between schools



Professional Learning Communities (PLCs)

You do not '**DO PLCs**' once a week or once a term.

Rather, being a member of a PLC is a constant **on going** process where teachers work **collaboratively** in cycles of enquiry to achieve better **results** for the students they teach through **curriculum innovation**.

Jones 2013



Disciplined Collaboration

Disciplined collaboration means that teachers work *interdependently* through a process of focused and *rigorous* enquiry in order to improve their own practice and the practice of others.

In essence, disciplined collaboration is fundamental to the *delivery of curriculum change*.

(Source -Harris and Jones, 2012: Jones, 2013)

Other forms of Teacher Collaboration

Learning
Walks

Lesson Study

Peer
Observation

Instructional
Rounds

Peer Triads

Coaching and
Mentoring

Leading and Implementing Curriculum Change requires



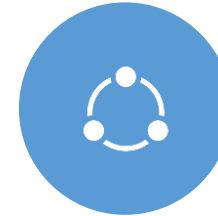
PURPOSEFUL
COLLABORATION



TEACHER LEADERSHIP



A CLEAR CURRICULUM
FOCUS



SHARING OF NEW
PRACTICES TO DELIVER THE
CROSS-CURRICULAR THEMES



EMBEDDED EVALUATION
PROCESSES THAT
DEMONSTRATE IMPACT



PEDAGOGICAL INNOVATION
AND CHANGE



Pedagogical Innovation and Change

“A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught.”

— Dylan Wiliam

Reflections and Questions

