

The background of the slide is a composite image. It features a small, stylized globe in the center. On top of the globe is a city skyline with several skyscrapers. The globe is surrounded by a blue, swirling pattern that resembles a nebula or a galaxy. The overall color scheme is dark blue and black, with white text and a bright blue logo in the top left corner.

# **Curriculum Reform**

**Dr Phil Lambert PSM**



- 
- **Global Developments: Impact on Education**
  - **Curriculum Change**
    - Why?
    - When?
    - How?
  - **Principles in Curriculum Redesign**
    - Quality
    - Specificity
  - **Competencies**
    - OECD Education 2030 CCM
  - **Reform Logic**



# **Global Developments:**

## **Impact on Education - What?**

- **Revolutionary technological change including new forms of communication**
- **The shift from Information to Knowledge economies**
- **Global connections: social, business, services**
- **Social changes – diversity of cultures, beliefs, opinions, values**
- **A VUCA world: volatile, unpredictable, complex, ambiguous**

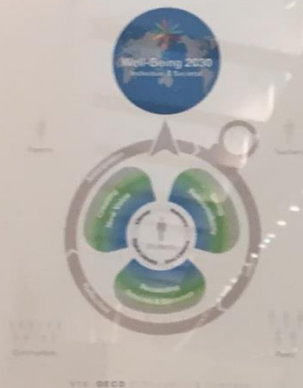




VISITEURS  
VISITEURS

# Global Developments: **Impact on Education** - Response

- Global interest in competencies (knowledge, skills, attitudes and values for this Century)
- *Without a definitive paradigm shift, many curricula will continue to fail to facilitate learning, they will continue to register poor learning outcomes, and they will remain irrelevant for the future (UNESCO, 2017)*
- PISA surveys: 2015 collaborative problem solving; global competence in 2018 and creative thinking in 2021; social and emotional skills currently under development



# EDUCATION 2030

The Future of Education and Skills

**ROOM CC12**

↓ 0 Château Gardens  
Jardins du Château → -1

ths  
station





# EDUCATION 2030

The Future of Education and Skills

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→ -1

ths  
station

# **Global Developments:** **Impact on Education - Response**

- **OECD Education 2030 Learning Framework**
- **UNESCO Transversal Skills**
- **US National Research Council: Deeper Learning and 21st Century Skills**
- **P21 (Partnership for 21st Century Learning)**
- **European Commission: Framework of Competencies for Lifelong Learning**







# **Global Developments:** **Impact on Education - Themes**

- **Economic competitiveness: Re-calibrating for a knowledge-based economy (new knowledge; new value)**
- **Employability skills and dispositions**
- **Citizenship (and identity)**
- **Social cohesion/Diversity**
- **Personal/Social Characteristics**





# Global Developments: **Impact on Education** - Response



# Global Developments: Impact on Education - Response

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





# Global Developments: Impact on Education - What?

- Being **literate** and **numerate** – strong foundations
- Being **agile** - having the flexibility of mind and the skills/capacity to respond to unknown or unexpected circumstances
- Being **compassionate** – committed to reducing violence; respecting others, social cohesion
- Being **innovative** – acquiring entrepreneurial and innovative skills and attitudes
- Being **reflective and critical in one's response** – having social entrepreneurial behaviours; pro-social skills and behaviours



# Global Developments: Impact on Education - What?

- Being **Global** in one's response and thinking – international engagement skills and behaviours
- Being **digitally literate** – having the skills/disposition to adapt to new technologies and understanding of risk
- Being **positive about one's own potential and contribution** – wellbeing (personal and social); creating new value
- Being **fair and just** – sustainability (social; environmental; economic)
- Being **reliable** – obligation to others; pro-environment







# Curriculum Change:

## Why? When? How

- **Why:** Relevance; Quality Review; Benchmarked
- **When:** Typically around 7 years (within a decade)
- **How (options; considerations):**
  - Comprehensive (all subject areas/learning areas) at the same time
  - Phased – scheduled over set time
  - Responsive – as needed (responsive to social/technical/scientific changes; new issues; changed perspectives)



# Principles in Curriculum Design: **Quality Criteria**

- **Rigour:** The content and learning outcomes (standards) address the knowledge, understanding, skills, attitudes and values that prepare students for success beyond school. Based on established disciplinary foundations and are developmentally appropriate
- **Coherence:** The standards reflect a meaningful structure including the relationships between the different elements and terminology, as appropriate, within the subject area. Teachers and students can obtain an understanding of the overall intentions and design of the curriculum...there is also coherence with prior-to school learning
- **Focus:** The key concepts and skills to be acquired are clearly identified and the content included in the curriculum is of an appropriate length to enable in-depth learning of these key concepts and skills.
- **Alignment:** Curricular expectations, and assessment practices and regimes are in agreement and work together to provide guidance for educators' efforts to facilitate students' progress toward desired learning outcomes; prior-learning also aligns with later learning





# Principles in Curriculum Design:

## Specificity

- **Structure (options; considerations):**
  - Framework
  - Curriculum
  - Syllabus
- **Standards (options; considerations):**
  - Content (knowledge, skills, values and attitudes) – What teachers will teach
  - Learning Outcomes (achievement standards) – What students will know and be able to do
  - Performance Standards (learning outcomes set at different levels of achievement)
  - Content and Learning Outcomes
  - Content and Performance Standards
- **Competencies and Subject Matter**

# Competencies & Subject Matter: Options & Considerations

Vision  
Statement/s

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# Competencies & Subject Matter:

## Options & Considerations

Vision Statement/s	
Vision Statement/s	Broad Aims & Goals

# Competencies & Subject Matter: Options & Considerations

Vision Statement/s		
Vision Statement/s	Broad Aims & Goals	
Vision Statement/s	Broad Aims & Goals	Subject area specific competencies *unstructured



# Competencies & Subject Matter: Options & Considerations

Vision Statement/s		
Vision Statement/s	Broad Aims & Goals	
Vision Statement/s	Broad Aims & Goals	Subject area specific competencies *unstructured
Vision Statement/s	Broad Aims & Goals	Competencies embedded In subject areas (where relevant) *structured

# Competencies & Subject Matter: Options & Considerations

Vision Statement/s			
Vision Statement/s	Broad Aims & Goals		
Vision Statement/s	Broad Aims & Goals	Subject area specific competencies *unstructured	
Vision Statement/s	Broad Aims & Goals	Competencies embedded In subject areas (where relevant) *structured	
Vision Statement/s	Broad Aims & Goals	Subject area specific Competencies *un/structured	General/cross-curricular competencies * un/structured



# OECD Education 2030

## *Education 2030 Learning Framework*

### ■ What it isn't

- A global curriculum
- A rejection of knowledge (disciplinary knowledge and fundamentals)

### ■ What it is

- A framework for countries to draw on when developing, reviewing or revising curricula
- The basis for global dialogue about priorities, content relevance, balance, the purpose of schooling, challenges, solutions...
- The basis for identifying design principles to avoid overload; enable deep learning and for advancing work on assessment strategies and initiatives





### Session 8: Purpose

- To enable participants to further practise mapping content using the ranking scale
- To practise mapping authentic content drawn from the curricula of different countries/jurisdictions across a sample of different competencies

Phil Lambert

SECRETARIA

SUEDE

PORTUGAL

CANADA

SECRETARIA

AUSTRALIE

THE FL  
OF ED  
AND  
Edu

on 7

Competency  
Nomenclature

11-20-2018

WORLD EDUCATION  
#18 SEPTEMBER

Self-Reflection	
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89	90
91	92
93	94
95	96
97	98
99	100



SUEDE

SECRETAR

PORTUGAL

### Session 8: Purpose

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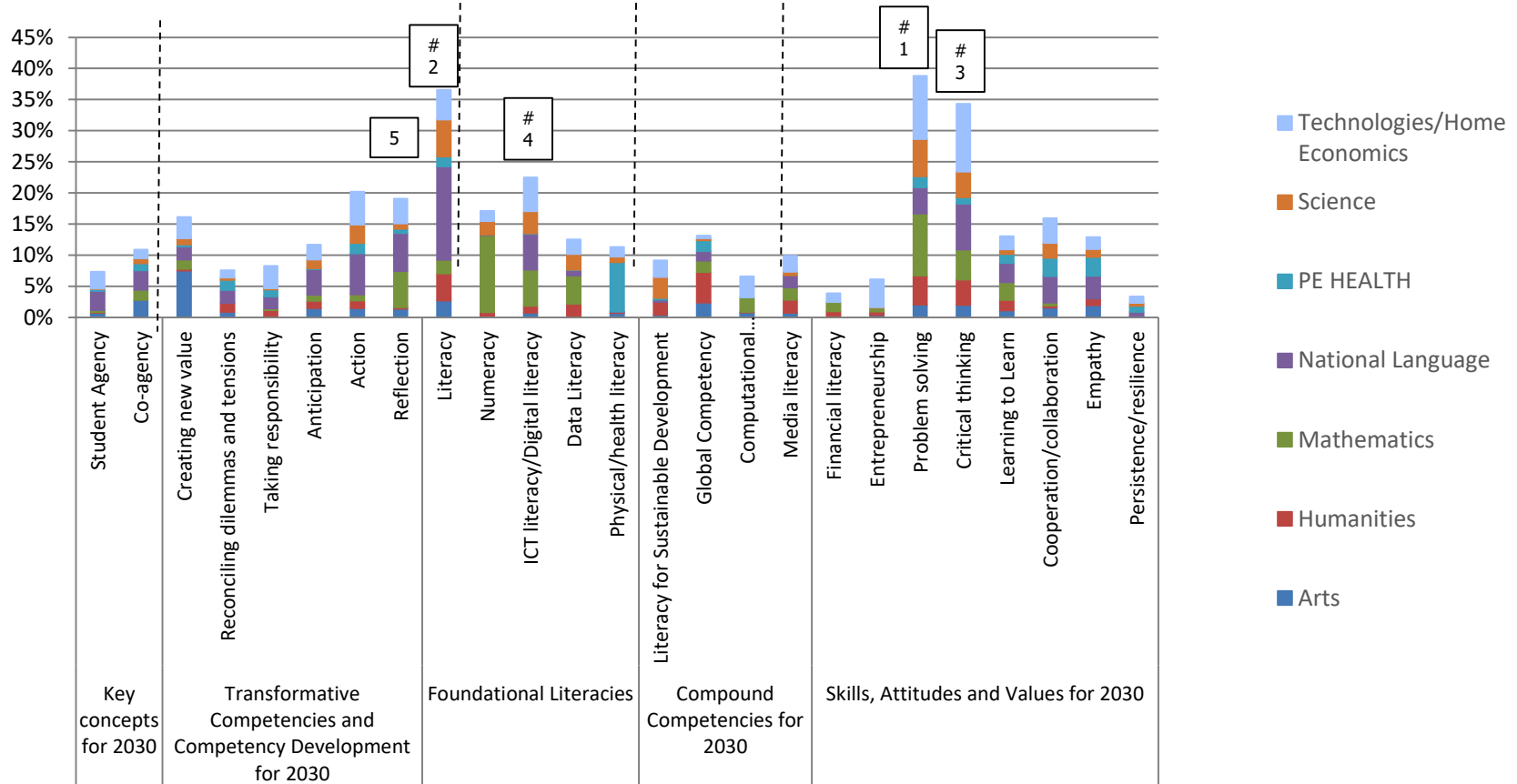
# OECD Education 2030: **CCM**

- **CCM**: Curriculum Content Mapping
- Mapping OECD Education 2030 competencies
- 12 Countries involved
- Pilot Study; Field Trials; Main Study
- Development of “Heat Maps”
- Analysis – Which countries/jurisdictions are targeting which competencies and how?
- Strengths and Areas for Consideration

# CCM: Targeted Competencies

**#1 Problem solving, #2 Literacy, #3 Critical thinking, #4 ICT literacy/digital literacy, #5 Reflection**

*The most highly rated competencies are related to cognitive outcomes, on average across countries/jurisdictions*





# CCM: Heat Map

## ■ Sample: Physical Education/Health

COMPETENCIES  PHYSICAL EDUCATION/HEALTH (PEH) CONTENT		Skills, Attitudes & Values for 2030								Key concepts of the 2030 Learning Framework				Competency Development Cycle for 2030			Compound Competencies for 2030				
		Communication (multi-literacies);(CT)	Cooperation/collaboration	Critical thinking	Problem solving	Self-regulation/self-control	Empathy	Respect	Persistence/resilience	Student agency (e.g. motivation, purposefulness, growth mindset)	Creative thinking	Responsibility	Conflc resolution	Anticipation	Action	Reflection	Global Competency	Literacy for Sustainable Development	Entrepreneurship/enterprising	Digital literacy	Computational thinking/programming/coding
Content Codes	Strands and sub-strands	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
	<b>Games and Sports Skills</b>																				
PHG1	Fundamental to advanced skills, understanding and attitudes required for minor games (e.g. ball skills; hitting/striking balls) and learning specific games for individuals, pairs and teams.	3	3	3	3	2	2	3	2	2	3	3	1	1	4	3	3	1	1	2	1
PHG2	Knowledge and understanding; skills; attitudes concerning particular sports; can include being a player or a referee/umpire and appropriate behaviours and learning about cooperation/teamwork. Learning rules.	3	3	3	3	2	2	3	2	2	3	4	2	1	4	3	3	1	1	2	1
	<b>Movement skills and concepts</b>																				
PHM1	Skills concerning the movement of the body through space (e.g. running, hopping, skipping). Gymnastics may be included as an area of learning. Swimming.	2	1	3	3	1	1	1	2	3	3	3	1	1	4	3	2	1	1	2	1
PHM2	Knowledge and understanding regarding key movement concepts, such as force, speed, projection etc.	2	1	3	3	1	1	1	1	3	3	3	1	1	4	3	1	1	1	2	1
	<b>Physical Fitness</b>																				
PHF1	Knowledge and understanding, skills and attitudes regarding maintaining fitness for a healthy lifestyle. Daily fitness exercises may be included.	2	2	3	3	2	2	1	2	3	3	3	1	1	4	3	2	2	1	2	1
	<b>Dance/Rhythmic Movement</b>																				
PHD1	Knowledge and skills regarding rhythmic movement, creative dance or folk dancing.	3	3	3	3	2	1	1	2	2	3	1	1	1	4	2	2	1	1	2	1
	<b>Outdoor Education/Recreation Activities and Life Style Activities</b>																				
PHO1	Understanding, skills and attitudes to enable physical, mental and spiritual practices concerning the human body. Such practices include yoga and martial arts, e.g. judo.	2	2	3	3	2	2	2	2	2	3	3	1	1	4	3	2	1	1	2	1
PHO2	Knowledge and understanding, skills and attitudes regarding activities and pastimes that students can engage in outside of school, e.g. hiking, skating, skiing, surfing, etc.	2	2	3	3	2	1	2	2	2	3	3	1	1	4	3	2	1	1	2	1
PHO3	Knowledge and understanding, skills and attitudes concerning human connectedness with nature.	2	2	2	1	2	1	2	1	2	3	1	1	1	4	2	1	3	1	1	1
	<b>Food and Nutrition</b>																				
PHF1	Knowledge and understanding and attitudes related to food groups and health food choices.	2	1	3	3	1	3	2	1	2	3	2	1	2	3	3	3	2	1	2	1
	<b>Relationships Education</b>																				
PHR1	Skills and attitudes concerning the formation and maintenance of relationships. This can include the development of understandings concerning positive relationships and strategies for managing negative relationships or identifying inappropriate relationships.	3	3	3	3	1	3	3	2	2	3	3	3	2	3	3	3	1	1	2	1
PHR2	Knowledge and attitudes regarding human sexuality including reproduction.	3	1	3	2	1	1	3	1	2	3	3	3	2	3	3	3	1	1	2	1
	<b>Safety</b>																				
PHS1	Knowledge, skills and attitudes regarding specific risks and dangers which may include road safety; water safety; sun protection; fire safety; first aid; sanitation; protective behaviours (e.g. child protection); drug education (e.g. alcohol and illicit drugs).	3	2	3	3	1	3	3	2	3	3	4	1	2	4	3	2	2	1	2	1
	<b>Wellbeing/Mental Health and Managing Stress</b>																				
PHW1	Knowledge, skills and attitudes concerning strategies for dealing with difficulties encountered; identifying strengths; thinking positively; developing resilience and how to manage difficult situations; and how to maintain wellbeing through safe and healthy choices. Issues such as body image can also be included.	3	2	3	3	2	3	3	2	3	3	3	3	2	4	3	3	1	1	2	1
PHW2	Knowledge and understanding, skills and attitudes concerning identifying and managing stress by recognising causes, indicators and strategies and actions to be taken to manage stressful situations.	3	2	3	3	2	3	3	2	3	3	2	2	2	4	3	2	1	1	2	1

# CCM: Heat Map

## Lithuania: Arts

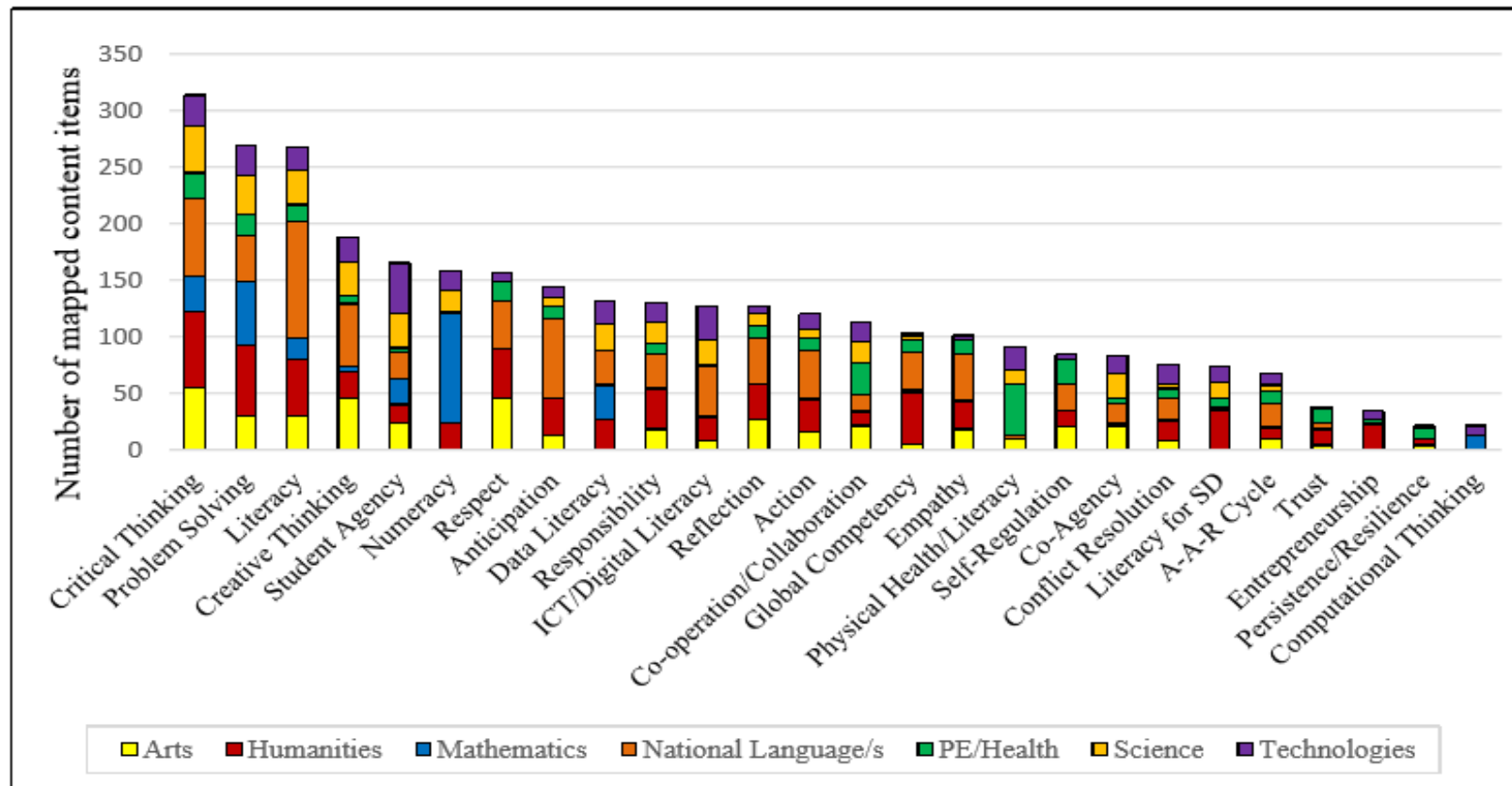
CONCEPTS/COMPETENCIES/CONSTRUCTS		Foundational Literacies					Skills, Attitudes & Values for 2030								Key Concepts for 2030		Transformation Competencies and Competing Development for 2030						Compound Competencies for 2030				
		Literacy	Numeracy	CT Learning/Digital Literacy	Media Literacy	Visual Literacy	Computational Literacy	Cultural Literacy	Financial Literacy	Self-regulation of Personal	Empathy	Respect	Participatory Literacy	Trust	Learning to Learn	Social Skills (Self-awareness, self-regulation, social skills, relationship management, responsible decision-making)	Digital Competencies (Digital literacy, digital citizenship, digital safety, digital security, digital identity)	Creating Innovative	Being Responsible	Having the Ability to Solve Problems	Being Resilient	Being Adaptable	Being Healthy	Being Environmentally Conscious	Being Socially and Civically Engaged	Being Personally and Emotionally Resilient	Entrepreneurship
2020		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Subject/Content/Competency/Activities		If a curriculum content item is located in another learning area/phase, indicate where it is included using the drop-down menu below. (Column 26) Note: If the curriculum content item is included in more than one learning area, you can use the additional subject menu (column 26) to select other learning areas.																									
Visual Arts		Content Item Location: Content Item Location 2 (if applicable)																									
The contribution of visually and globally recognized artists, their works and the associated cultural heritage		1	1	1	2	1	1	1	2	1	1	2	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1
The history of visual arts, including major visual artists		2	1	2	2	1	1	1	2	1	1	1	1	2	2	1	2	2	2	1	2	2	2	1	1	1	1
Artistic techniques and aesthetic qualities used in different artworks (e.g. paintings, sculptures, ceramics, textiles etc.)		3	2	2	1	1	1	1	2	2	2	2	1	2	1	3	1	1	2	1	1	1	1	1	1	1	1
Artworks involving the production and creation of different kinds of artworks (e.g. paintings, sculptures, ceramics, textiles etc.)		2	1	1	1	1	1	1	3	1	1	1	1	2	1	3	1	1	1	2	1	2	1	1	1	1	1
Artistic knowledge/skills and their expression through visual artworks		1	1	2	1	1	1	1	1	1	1	2	1	2	2	1	2	1	2	1	2	1	2	1	1	1	1
The work of artists in visual arts, how to think like artists, how visual artists contribute to and relate to real-world/global knowledge		1	1	2	2	1	1	1	1	1	1	1	1	2	1	2	1	1	1	2	1	2	1	1	1	1	1
Visual, ethical and legal issues in visual artworks (e.g. copyright)		2	1	1	1	1	2	1	2	2	1	1	2	1	1	1	1	1	2	1	1	1	1	2	1	1	1
Dance																											
The contribution of visually and globally recognized dancers and choreographers and their works (contemporary and classical to cultural heritage)		1	2	2	1	2	2	1	2	2	2	2	1	1	2	1	2	2	2	2	2	2	2	2	1	1	1
The history of dance arts, including major dance artists		1	2	2	1	2	2	1	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	1	1	1	1
Artistic techniques and aesthetic qualities used in different dance performances		1	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	2	1	1	1	1	1	1	1
Artworks involving the production and creation of choreographed and non-choreographed dance		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Artistic knowledge/skills and their expression through dance		1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
The work of dancers, how to think like dancers, how dancers contribute to and relate to real-world/global knowledge		1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Visual, ethical and legal issues in dance (e.g. copyright of choreography, expression and plagiarism)		1	1	2	1	2	2	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Music																											
The contribution of visually and globally recognized musicians, composers and their works (contemporary and classical to cultural heritage)		1	2	2	1	1	1	2	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	2	1	1	1
The history of music arts, including major music artists		1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	2	2	2	2	2	1	1	1	1
Artistic techniques and aesthetic qualities used in different music performances		1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	2	2	2	2	2	1	1	1	1
Artworks involving the production and creation of choreographed and non-choreographed music		1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
Artistic knowledge/skills and their expression through music		1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
The work of artists in music (e.g. composers, performers, etc.), how to think like artists in music, how music contributes to and relates to real-world/global knowledge		1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Visual, ethical and legal issues in music (e.g. copyright of songs, expression and plagiarism)		1	2	2	1	2	2	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Performing Arts																											
The contribution of visually and globally recognized artists, choreographers and their works (contemporary and classical to cultural heritage)		1	2	2	1	1	1	2	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	2	1	1	1
The history of performing arts, including major performing artists		2	2	2	1	1	1	2	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	1	1	1	1
The elements and construction of drama and its different drama performances		2	2	2	2	2	2	2	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	2	1	1	1
Artistic techniques and aesthetic qualities used in different drama performances		1	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Artworks involving the production and creation of drama and its different drama performances		1	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Artistic knowledge/skills and their expression through drama		1	2	2	2	2	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
The work of artists in drama (e.g. actors, playwrights, etc.), how to think like artists in drama, how drama contributes to and relates to real-world/global knowledge		1	2	2	2	2	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Visual, ethical and legal issues in drama (e.g. copyright of scripts, expression and plagiarism)		1	2	2	2	2	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Media Arts																											
The contribution of visually and globally recognized artists		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
The history of media arts, including major media artists		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Technical and creative elements of media arts used in different media artworks		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Artworks involving the production, creation and presentation of media artworks		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Artistic knowledge/skills and their expression through media artworks		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
The work of artists in media arts, how to think like artists in media arts, how media arts contribute to and relate to real-world/global knowledge		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Visual, ethical and legal issues in media arts (e.g. copyright, personal data protection)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

## ■ Lithuania: Humanities

ACADEMIC, PERSONAL, SOCIAL, ENVIRONMENTAL, AND CAREER LEARNING GOALS			CONCEPTS, THEMES, AND CONSTRUCTS		Foundational Literacies		Skills, Attitudes & Values for 2030										Key Concepts		Transformation Competencies and Competency Development for 2030						Compound Competencies for 2030					
					Literacy	Numeracy	ICT Basic Digital Literacy	Media Literacy	Financial Literacy	Computational Literacy	Civic Literacy	Critical Thinking	Problem Solving	Self-regulation of Learning	Empathy	Resilience	Personal and Social Responsibility	Teamwork	Learning to Learn	Knowledge Management and Information Literacy (Knowledge Management, Information Literacy, and Digital Literacy)	Complex Systems Thinking and Systems Literacy (Complex Systems Thinking, Systems Literacy, and Digital Literacy)	Design Thinking	Values Education	Global Citizenship	Health and Well-being	Sustainable Development Goals (SDGs)	Computational Thinking and Coding	Financial Literacy	Entrepreneurship	
Subject/Topic/Issue/Goal/Outcome	Learning Area/Domain/Field	Is the curriculum content item located in another learning area, please indicate where it is included using the dropdown menu below. If not, if the curriculum content item is included in more than one learning area, you can use the additional dropdown menu column (C2) to select other learning areas	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
Examples	10. Earth and its major regions, landforms, climate patterns, natural impact on places		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	11. Forces interact to shape a cultural, ethnic, religious, social, economic and cultural diversity of the world, human environment patterns		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	12. Citizens interact globally, citizenship and sustainable development education, including environmental sustainability, education for sustainable development, and peace and education relating to human rights and fundamental freedoms		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	13. The work of geography, how to think and write like a geographer, how geography contributes to address local, national and global challenges (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	14. Activities involving information analysis, search of relevant source material (written and oral), the identification and use of different techniques, observations and accounts (both primary and secondary sources) information and communication from source material, communication (including following inquiry) e.g. the preparation of reports on place based or cultural theme (evidence)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	15. Moral, ethical and global issues in geography (e.g. environmental protection)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	16. Local, national and global wellbeing (physical, spiritual, cultural)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	17. Specific use of evidence in the history of the world along with symbols and communication (local, national and global) (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	18. Individuals who have made or are making contributions to local, national and global issues		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	19. Geography education sustainability		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Examples	20. Geography education sustainability and sustainable development education, including environmental sustainability, education for sustainable development, and peace and education relating to human rights and fundamental freedoms		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	21. The work of historians, how to think and write like a historian, how history contributes to address local, national and global challenges (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	22. Activities involving information analysis, search of relevant source material (written and oral), the identification and use of different techniques, observations and accounts (both primary and secondary sources) information and communication from source material, communication (including following inquiry) e.g. the preparation of reports on place based or cultural theme (evidence)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	23. Moral and ethical issues in history (e.g. civil resistance can be called differently by different people)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	24. Civic Literacy		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	25. Political structures and forms of government (local, national and global)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	26. Geography education global citizenship and sustainable development education, including environmental sustainability, education for sustainable development, and peace and education relating to human rights and fundamental freedoms (e.g. gender equality, peace and non-violence, cultural diversity)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	27. How to think and behave as a citizen of a nation, as a global citizen, how citizenship contributes to address local, national and global challenges (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	28. Activities involving information analysis, search of relevant source material (written and oral), the identification and use of different techniques, observations and accounts (both primary and secondary sources) information and communication from source material		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	29. Activities involving participatory approaches (citizenship in ethics and societal schools)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
30. Moral and ethical issues in citizenship (e.g. collective interest vs. individual interest)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Examples of Ethics/Values	31. Principles of economic and business ethics (e.g. corporate governance and common morality, core and boundary practices, employee and employer's conduct, development (different types of economic systems and services, quality of life)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	32. Geography education global citizenship and sustainable development education, including environmental and socio-economic sustainability, education for sustainable development, and peace and education relating to human rights and fundamental freedoms		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	33. How to think and behave as a citizen of a nation, as a global citizen, how citizenship contributes to address local, national and global challenges (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	34. Activities involving participatory approaches (citizenship in ethics and societal schools)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	35. Moral and ethical issues in citizenship (e.g. collective interest vs. individual interest)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	36. Principles of economic and business ethics (e.g. corporate governance and common morality, core and boundary practices, employee and employer's conduct, development (different types of economic systems and services, quality of life)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	37. Geography education global citizenship and sustainable development education, including environmental and socio-economic sustainability, education for sustainable development, and peace and education relating to human rights and fundamental freedoms		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	38. How to think and behave as a citizen of a nation, as a global citizen, how citizenship contributes to address local, national and global challenges (e.g. climate change)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	39. Activities involving participatory approaches (citizenship in ethics and societal schools)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	40. Moral and ethical issues in citizenship (e.g. collective interest vs. individual interest)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

# CCM: Main Target Competencies

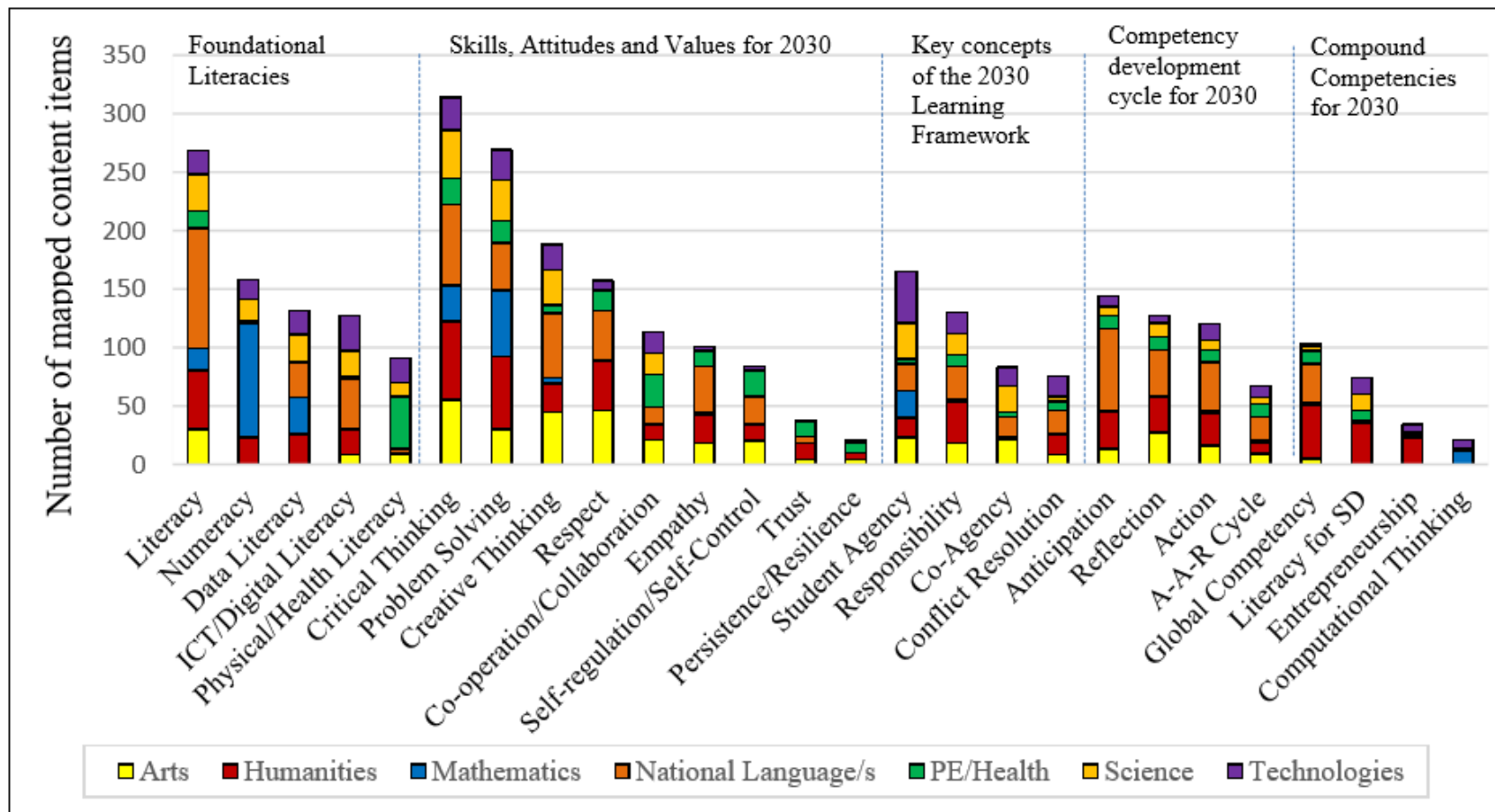
Figure 2.1. Main target competencies by learning areas



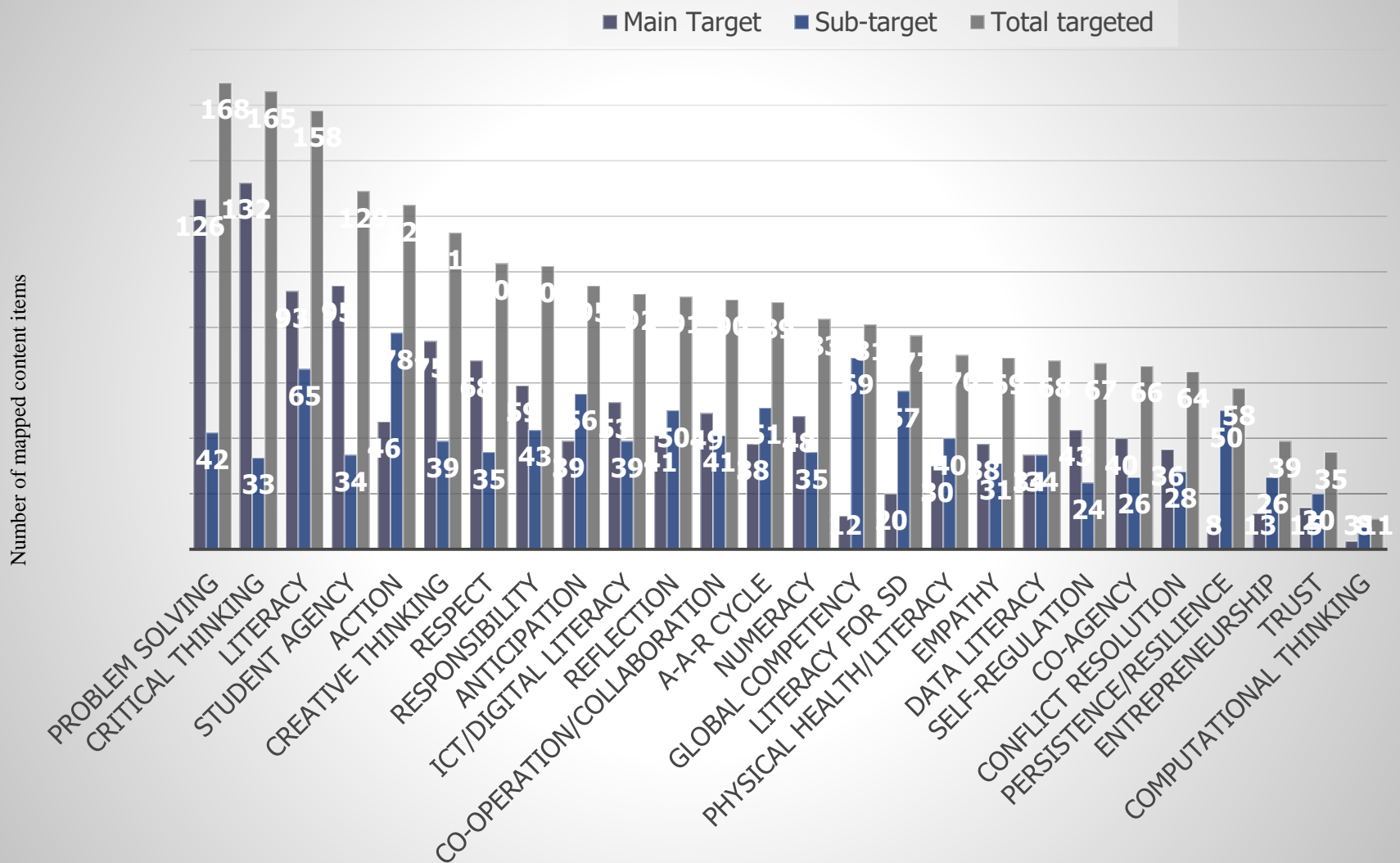


# CCM: Main Target Competencies

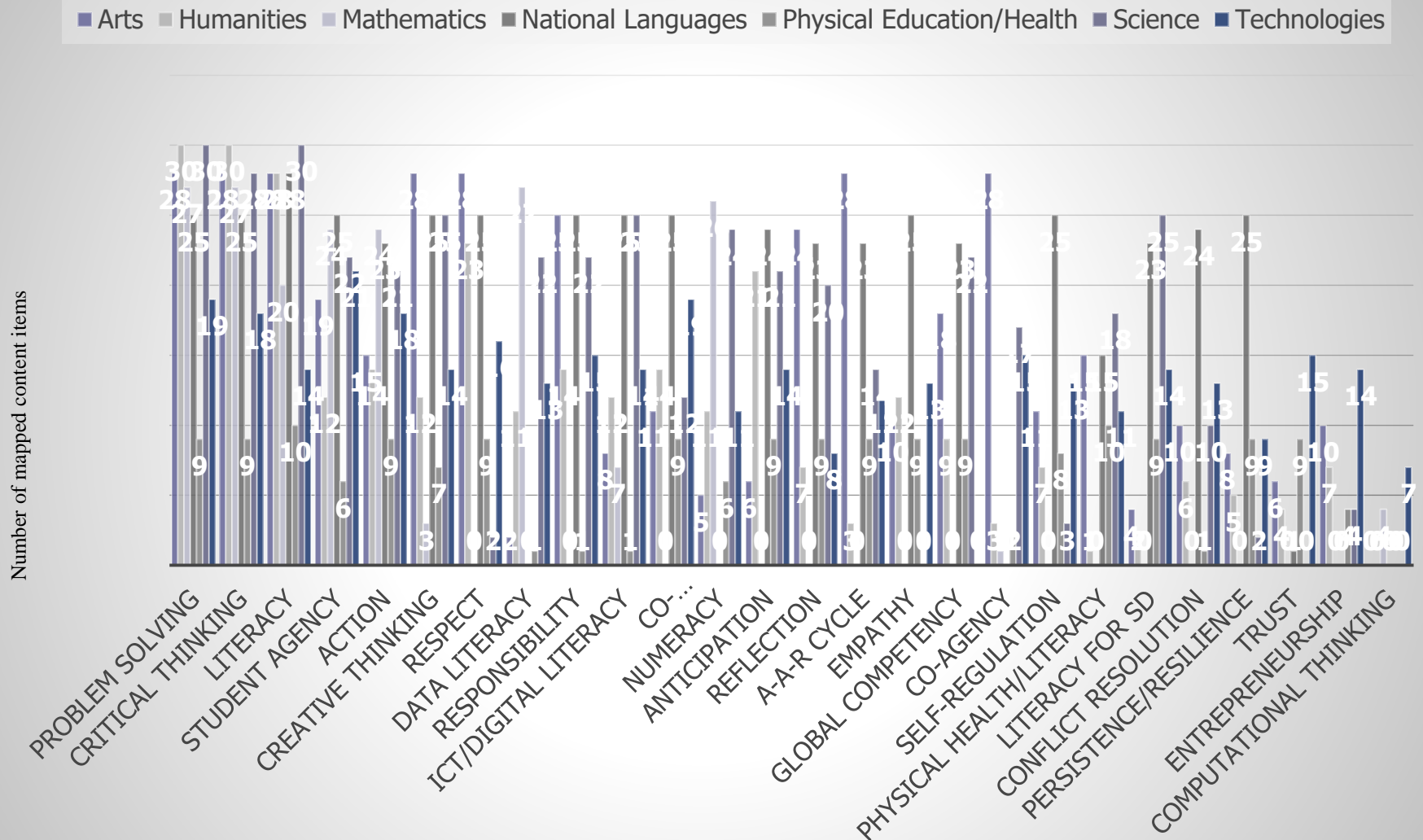
Figure 2.2. Main target by competencies/constructs/concepts and learning areas



# Lithuania: Targeted Competencies



# Lithuania: Competencies by Learning Area







# CCM: Lithuania

## Tentative Findings/Observations:

- **Highly targeted:**
  - Literacy
  - Critical Thinking
  - Respect
  - Responsibility
- **Low targeting**
  - Creative Thinking (creating new value)
  - Global competency
  - Entrepreneurship
  - Computational Thinking
  - Financial Literacy
  - Data Literacy
  - Resilience



# CCM: Lithuania

## Tentative Findings/Observations:

- Limitations:
  - Comparative standards (benchmarked against other countries) - gaps in what is taught in mathematics in junior secondary years
  - Knowledge transfer (over-emphasis on **know about** rather than **know how (procedural); relational (interdisciplinary)**)
  - Problem Solving – problems but **not highly targeted** in ways that enable students to acquire a range of strategies
  - Arts - appear to **incorporate many** (possibly too many) competencies



## **Vision/Goals**

The root purpose of schooling

### **Curriculum**

the intended knowledge, skills, attitudes and values for students to learn

### **Teaching**

what is taught and how its is taught – the implemented or experienced curriculum

### **Assessment**

how we know what students have learnt and/or how they are progressing - the achieved curriculum

### **Reporting**

how this information is shared with students, parents and other interested parties



# Reform Logic

**Vision**



```
graph TD; Vision[Vision] --> Curriculum[Curriculum]; Curriculum --> Teaching[Teaching & Learning]; Teaching --> Assessment[Assessment]; Assessment --> Reporting[Reporting];
```

A vertical flowchart on the left side of the slide, enclosed in a white border. It consists of five purple rectangular boxes stacked vertically, each containing white text. The boxes are connected by downward-pointing purple arrows. The text in the boxes, from top to bottom, is: 'Vision', 'Curriculum', 'Teaching & Learning', 'Assessment', and 'Reporting'. The right side of the slide is a large, empty purple rectangle.

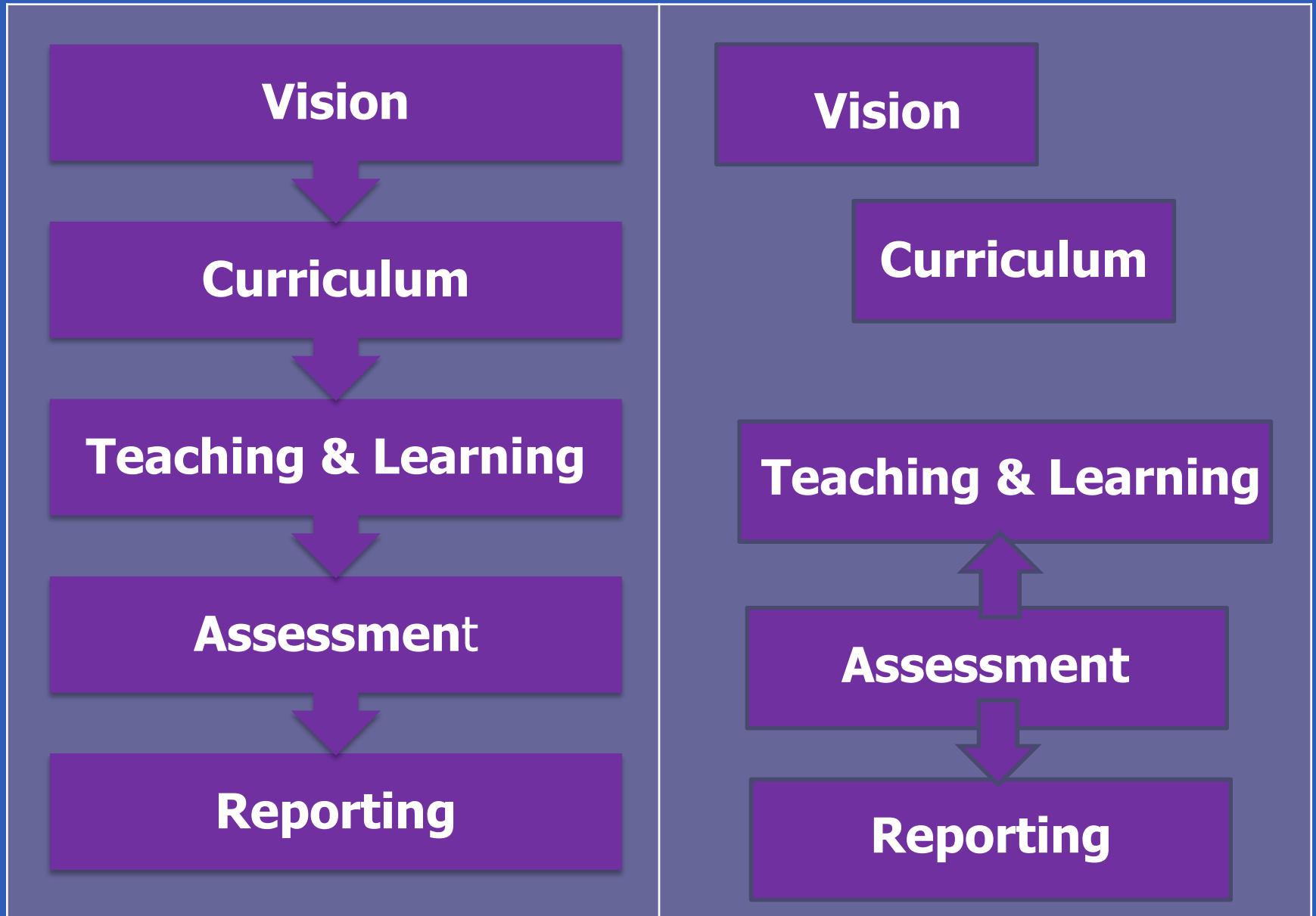
**Curriculum**

**Teaching & Learning**

**Assessment**

**Reporting**

# Reform Logic





ALMA MATER VILNENSIS



**Questions/Comments/Concerns**