# Reforming Secondary Education

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# Day 1 Trends Models Day 2

- Examples of secondary education structures from some selected countries
- Credits and Credentialling options
- Day 3
  - Subject Area/Course options and pathways
  - Criteria for upgrading courses
  - Process for subject area/course re-design
- Day 4
  - Decision-making: Principles and Priorities; structure and pathways; Credentialling; Implications

Day 1: Trends What are the mega-trends in secondary education?

- Equity v Market forces
- Student agency/Choice v National interest
- Relevance
- Deep learning (extended sessions)
- Differentiation course levels
- Multiple Pathways
- Retention
- Blended academic & vocational courses
   Micro-credentialling

# Trends: Equity v Market Forces

#### Equity

- Ensuring that all students access the same curriculum (a curriculum guarantee)
- Each student attends their designated school

#### Market Forces

- All schools required to provide minimal mandatory subject areas
- Schools free to respond to students' interests and market their course structures
- Students free to choose which school's program best meets his or her interests

# Trends:

Student Agency/Choice v National Interest

Student Agency/Choice

- Open: Each student is entitled to develop their personal course plan based on personal interest
- Limited: Each student's personal course plan must be balanced to ensure at least one humanities or arts course is undertaken

#### National Interest

Mandatory subjects and groupings of subjects (eg each student must include at least 3 STEM subject courses; each student must include a vocational course in either a business or hospitality field)

 Designated targets (90% completion of Grade 12; 80% graduate with score/s eligible for university)

# Trends: Relevance

- Subject Areas/Courses must be relevant in terms of future career interests
- Courses do not replicate/repeat content covered in basic education (Secondary Education is not "more of the same")
- Each course must have a clear and specific purpose (ie pre-requisite for following a pathway eg into the health sector; ICT)
- Each course involves the practical applications of what is being learnt – assessment is authentic not based on examinations but how one applies what has been learnt

# Trends: Deep Learning

Timetables are based around extended periods of learning (eg 90 min sessions)

- Course content is reduced for in-depth acquisition of knowledge and skills
- Fewer subject areas are included in an individual student's program (eg 5 courses)

Grade 11 enables students to take a larger number of courses which is then reduced in Grade 12 based on interest and ability

Students are in reduced class size groups to enable greater interaction with their teachers

# Trends: Differentiation

 Subject Area/Courses are developed and structured to enable students to select courses targeted at different ability levels (eg general; intermediate and advanced)

- Some courses take place outside of normal school hours (ie advanced course students)
- Some courses provided through distance education (ie for small cohorts in each school)
- Course provision is extensive and includes both traditional subject areas/courses and emerging area courses and advanced-standing university courses

# Trends: Multiple Pathways

- Secondary education can be undertaken by anyone (at any age after completing basic education)
- Students can extend the period needed to complete Grades 11 and 12 (ie taken over 5 years with one or two subjects/courses a year)
- Students can undertake a limited number of subjects in each of the 2 years and complete the final assessment requirements over the 2 years (ie less subjects each year and they complete all that is required over the 2 years in a single year)

# Trends: Retention

 School leaving age raised (ie to 17 or 18) to ensure the majority of students complete Year 12 and receive a credential

Recognition that there is a direct correlation between certification/qualifications and individual/national wellbeing (social, health, economic) – particularly in the case of young women

Curricula restructured to accommodate a greater mix of students than who previously completed grade 12

# Trends:

**Blended Academic & Vocational Courses** 

- Overcoming the stigma (in some countries) of a two-streamed model academic or vocational
- Vocational courses (VET in schools) included in the suite of courses from which students can develop their grades 11 and 12 course program
- Popular VET in schools courses often linked to current or future post-school plans regarding part-time employment (eg hospitality; childcare) such as when at university
- Advanced standing into post-school VET or university courses

# Trends: Micro-credentialling

Senior secondary schooling over grades 11-12 structured around the accumulation of microcredentials (short-course, externally issued) with less emphasis on a final exam

Entry into university based on a range of measures including via a portfolio of microcredentials

School-based assessment given significant importance including judgements regarding competencies (both cognitive and noncognitive capabilities)

# Trends: Workshop Task 1

#### Which trends/directions do you find appealing?

#### Why?

Trend	Preferred direction?	Why?
Equity v Market forces		
Student choice v National Interest		
Relevance		
Deep Learning (extended sessions)		
Differentiation – course levels		
Multiple Pathways (time and personalised program)		
Retention		
Blended academic and vocational		
Micro-credentialling		



#### **Plenary**

# Which trends/directions do you find appealing? Why?

# Day 1: Models What models of secondary education might Lithuania consider?

#### Senior Secondary (Over 2 years)

- All Mandatory Courses levels/single (No Electives)
- Core (Mandatory) levels/single + Balanced Elective Choices
- Core (Mandatory) levels/single + Specialised Pathway Choice
- Core (Mandatory) levels/single + Open Choice Electives
- No core (mandatory) levels/single; balanced/specialised/open

#### Grade 11 (Preliminary) and Grade 12 (Final)

- Grade 11 Core (mandatory) levels/single + suite of 5 or 6 courses (balanced) leading to a slightly reduced number of courses in Grade 12
- Grade 11 Core (Mandatory) levels/single + mix of short & extended courses leading to a reduced number of courses for Grade 12
   Other?

# Models (over 2 years): All Mandatory

#### **Benefits**

- Simple to administer
- Few teacher workforce management issues

- Favours adults over students
- Likely issues include poor retention, poor attendance and behaviour concerns
- Outward appearance of equitable but outcomes will be inequitable

# Models (over 2 years): Core (Mandatory) + Balanced Elective Choices

#### **Benefits**

- Simple to administer
- Few teacher workforce management issues
- "Well-rounded" students

- Forces students to undertake learning areas they dislike or do not perform well in
- Only gives students a limited sense of choice
- Limits the capacity of the schooling system to develop students with strong capability in priority areas

# Models (over 2 years): Core (Mandatory) + Specialised Pathway Choice/s

#### **Benefits**

- Enables students to develop strength in learning areas they are good at and are interested in
- Enables links to be made by teachers and students to future career pathway
- Students are likely to maintain engagement in class

- A poor choice of a specialist area can lock a student into an area after their interest has waned/changed
- Teacher workforce management challenges for school systems and schools where some learning areas or courses become unpopular (retraining; redeployment)

# Models (over 2 years): Core (Mandatory) + Open Elective Choices

#### **Benefits**

- Enables students to explore a range of courses (they could specialise in one or more or be general)
- Gives students a greater sense of agency in planning their own learning program
- Students are likely to maintain engagement in class

- Teacher workforce management challenges for school systems and schools where some learning areas or courses become unpopular (retraining; redeployment)
- Potential competition between learning areas and courses to attract students

# Models (over 2 years): No core – Balanced; Specialised; Open Elective Choices

#### **Benefits**

- Students are in control of their own learning program
- Student engagement likely to be strong

- Assumes that all that a student needs for later life as fundamental learning has been acquired by Grade 10
- Many teacher workforce management issues
- Public perception that traditional mandatory areas such as the national language and mathematics are devalued
- Nation's influence on broader workforce planning is significantly reduced

# Models

(Grade 11 - Preliminary; Grade 12 - Final) Preliminary = Core + A suite of courses (balanced) eg 5 or 6 Final = Core + Reduced suite of courses eg 4

## **Benefits**

- Grade 11 seen as preparation for determining future study/career by exploring options
- Ensures mandatory courses are followed through as a transition from Grade 10
- Enables students to focus on a reduced suite of subject areas

## Limitations

 Potential impact in some schools if students do not select some courses from a learning area

# Models

(Grade 11 - Preliminary; Grade 12 - Final) Preliminary = Core + Mix of Short and Extended Courses eg 8 Final = Minimal Core + Reduced Suite of Courses eg 4

# **Benefits**

- Grade 11 seen as preparation for determining future study/career by exploring options
- Ensures mandatory courses are followed through as a transition from Grade 10
- Students can follow the courses they perform best in and like in greater depth

### Limitations

 Teacher workforce management challenges for school systems and schools where some learning areas
 Potential competition between learning areas and courses to retain student numbers into Grade 12

# Models

#### **Other?**

# Models: Workshop Task 1

What is not working well in Lithuania's current model? What model/s do you prefer?

What implications need to be taken into consideration?

Models	Implications	Rating?
2 year models		
All mandatory courses (no electives)		
Core + balanced elective choices		
Core + specialised elective choices		
Core + open elective choices		
No core – open choice electives		
Grade 11 Preliminary; Grade 12 Final		
Grade 11 – core + suite of 5 or 6 courses; Grade 12 reduced number of courses		
Grade 11 core + mix of short and extended; Grade 12 reduced number of courses		
Other?		



#### Plenary

# What is not working well in Lithuania's current model?

#### What model/s do you prefer?

# What implications need to be taken into consideration?

# **Questions/Comments/Concerns**