

Senior Secondary Education

Secondary Subjects/Courses

Upgrading Subjects/Courses: Criteria

Dr Phil Lambert PSM

phillambertconsulting@gmail.com

Twitter: @DrPhilLambert

LinkedIn: Dr Phil Lambert PSM

Facebook: Phil Lambert Consulting

- 
- **Reflections from Days 1 and 2:
Emerging themes**
 - **Examples of secondary education
subjects and courses**
 - **Criteria for upgrading
subjects/courses**

Reflections from Day 2

- What are the key emerging themes from the discussions held on Day 1 and Day 2?
 - Changes to the Lithuanian structure/model?
 - Approaches in other countries/jurisdictions that are worth considering for Lithuania?
 - 3 key principles: Equity? Flexibility? Student Agency? Alignment? Differentiation? Pathways?

Day 3: Subjects/Courses

- **Mandatory/Core**
 - Tradition
 - Public/Political expectations
 - National economic interest
- **Electives**
 - Student diversity
 - Pathway development
- **Emerging/Engagement**
 - Transitioning school to post-school
 - Contemporary/futures-focussed
 - Advanced standing
 - Gifted/talented
 - Work-skills

Subjects/Courses: Mandatory/Core

- **Minimum**

- National Language/s

- **Core**

- National Language/s; Mathematics; Science/s

- **Balanced**

- One mandatory subject/course from disciplines:
 - Languages
 - Arts
 - Humanities
 - Sciences
 - Mathematics
 - Technologies
 - Health/Physical Education

Subjects/Courses: Mandatory & Electives

Disciplines	Mandatory?	Non-mandatory
<i>Languages</i>	National Language/s (levels 1, 2 etc)	Foreign languages
<i>Arts</i>	Visual Arts Music	Dance Drama Media Arts
<i>Humanities</i>	History Modern History Ancient History Geography	Business Studies Economics/Commerce Psychology Sociology Philosophy Religious Education/Religion
<i>Sciences</i>	Science (levels 1, 2 etc) Biology Chemistry Physics	Earth Sciences
<i>Mathematics</i>	Mathematics (Levels 1, 2 etc)	
<i>Technologies</i>	Information Technologies/Computer Science	Design and Technology Digital Technologies
<i>Health Physical Education</i>	Health; Physical Education	
<i>Vocational Education</i>	VET courses	Work Studies

Subjects/Courses: Emerging/Engagement

Futures-Focused	Diversity/Engagement
Global Politics	Ceramics
Environmental Science	Photography
Legal Studies	Food Study
Entrepreneurship	Theatre
Community Studies	Classical Studies
Nutrition	Sports Coaching
Outdoor Education	Indigenous Studies
Tourism	Society and Culture
Software Design	Marine Studies
Astronomy	Textiles and Design

Subjects/Courses:

Workshop Task 1

What should be the Minimum/Core for Lithuania?

Should students select electives from each discipline (balanced) or specialise/have open choice?

Which electives that are now available in Lithuania are important to retain? Why?

Which new elective subject areas/courses need to be considered? Why?

Criteria for Upgrading Subjects/Courses

- **Benchmarking**
 - Selection
 - Process
- **Review**
 - Rigour – current research
 - Relevance – purpose/need
 - Agreed Principles
- **Cohort analysis**
 - Diversity of learner needs/capabilities
 - Interest
- **Levelling**
 - Range (general; intermediate; advanced)
- **Workforce analysis**
 - Teachers' capabilities
 - Professional learning; workforce planning/recruitment

Criteria for Upgrading Subjects/Courses: Benchmarking

■ Selection

- Select 3 or 4 countries to compare your current subject areas against
 - Choose at least one country that is similar to Lithuania and that typically outperforms your country in PISA or similar
 - Choose two other different countries (ie from an English-speaking country; Asia; North America) – these should also be countries that outperform your country or who are generally regarded as high performing

■ Process

- Compare subject matter taught and learning objectives (achievement standards)
 - Identify gaps
 - Identify differences/similarities in demand/expectations

Criteria for Upgrading Subjects/Courses: Review

- **Rigour**
 - For each subject area/course - What does the academic literature about the knowledge, skills and understanding to be taught/learnt?
- **Relevance**
 - For each subject area/course – Is there subject matter that is "out-of-date"/no longer relevant? How does this content (k, s or u) contribute to further learning or prepare the student for life/further study/work?
- **Agreed Principles**
 - For each subject area/course – To what extent does this subject/course align with our principles, eg:
 - Equity - meets the needs of students it is intended?
 - Flexibility – is designed for a specified learner group?

Criteria for Upgrading Subjects/Courses: Cohort Analysis

- **Diversity of learners**
 - Using various data sets (survey; past graduation data)
 - Confirm the nature of the learners now undertaking secondary schooling in Lithuania
 - Determine the major cohort groupings (eg consolidating basic skills; preparation for vocational training; exploring options; higher education)
 - Assess the extent to which each current subject area/course meets one, all, some or none of these groups)
- **Interest**
 - Consult with students (past, present and future) to rate the subject areas/courses of most, moderate and least interest (and why)

Criteria for Upgrading Subjects/Courses: Levelling

■ General

- Transition from basic education subjects
- Subject matter relevant for life, work and for basic access to university

■ Intermediate

- Subject matter that enhances knowledge and skills acquired in basic education and that is generally relevant for different tertiary courses in humanities, languages, mathematics and sciences

■ Advanced

- Subject matter that extends students' knowledge and skills already acquired in basic education and that which has a direct correlation with high level tertiary courses (ie engineering; medicine; law)

Criteria for Upgrading Subjects/Courses: Workforce Analysis

- **Teachers' Capabilities**
 - **Develop teacher workforce profile:**
 - Qualifications
 - Subject area expertise/experience
 - **Assess capability gaps:**
 - Subject matter
 - Pedagogical skill
- **Professional learning; Workforce Planning/Recruitment**
 - **Professional Learning:**
 - Training courses
 - **Workforce Planning/Recruitment**
 - Re-deploy/retrain
 - Recruit and train

Criteria for Upgrading Subjects/Courses: Workshop Task 1

Benchmarking – which countries/jurisdictions would you consider benchmarking against?

What is your view regarding the diversity of learners within the current cohorts undertaking secondary schooling? Is each group currently catered for or only some or one?

What “levels” would you consider including in your curriculum structure and for which subject areas (Mandatory/Core only?; all?)

What professions outside of teaching might provide potential new teaching recruits?



Questions/Comments/Concerns