



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa

Ministry Consultations: A series of seven topics

Topic One:

**Rationale and Principles for introducing the Curriculum Reform in
Lithuania**

24th August 2022

Introductions

- **Government Ministerial Presenters**
- **National Agency Presenters**
- **International Consultants**

Representative of the Ministry – dr. Jolanta Navickaitė



- Head of the Department of General Education, Ministry of Education, Science and Sports
- Doctor of social sciences (educology) (defended dissertation on the topic "The expression of transformational leadership of the manager in carrying out changes in the school", 2012, Kaunas University of Technology)
- Lecturer, researcher at the Institute of Education and Social Work of Mykolas Romeris University (2011-2021)

Representative of the National Agency for Education

Saulė Vingelienė



Head of the Division of Curriculum Development, performing the duties of the Deputy Director of Curriculum Department, National Agency for Education

Representative of the National Agency for Education dr. Vaino Brazdeikis



Vaino Brazdeikis

Director of Curriculum department, National
agency for Education

PhD Social Sciences

[CV](#)

International Consultant – Chris Tweedale



- School Principal in UK for 8 years
- Senior education policy adviser to UK Government for 6 years
- Schools Director for Welsh Government 2009-13
- CEO of three Multi Academy Trusts in England
- International consultant on national school systems and school leadership for British Council in Lithuania, Estonia, Nepal, China and India

International Consultant: Jane Doughty



- Principal of a secondary school 10 years.
- Director for Leadership Development National College for School Leadership
- Independent Consultant since 2013
- Recent contracts: Lithuania, Zimbabwe and Algeria

International Consultant: Jane English



Jane English

Retired Secondary School Principal

CEO of Multi-Academy Trust

British Council School Leadership Consultant

British Council Global Trainer and Validator

Consultant Croatia Curriculum Reform

Consultant Lithuanian Curriculum Reform

Introductions: participants

Please:

- Turn your camera on briefly
- Say hello in the chat box

During Webinar

- Please mute your microphone if not speaking
- Switch off your camera if not speaking

Thank you

Learning outcomes

At the end of this webinar you will:

- Be clear about Ministry's vision and timelines for introducing the curriculum reform
- Have a summary of progress to date, e.g. curriculum developments, pilot schools, etc
- Understand the purpose and format of the Consultations and its seven themes
- Understand the programme for this theme and its series of six webinars
- Review the rationale for change both globally and in Lithuania
- Know about some relevant international research evidence and case studies relating to curriculum reform

Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments !

Today's programme

Introductions

Rationale for curriculum reform and progress to date

Outline of consultation programme and its purpose

Topic 1 – programme for six webinars

Break - 30 minutes

Introduction to OECD Curriculum 2030 and EU curriculum 2030

International examples: Croatia, Wales, Scotland

Arrangements for next four webinars

NB we welcome questions and contributions at every stage of the agenda – please join in!

Lithuanian Curriculum Reform: principles and practice

Jolanta Navickaite

Presentation on the latest information about the Curriculum Reform - why it is being introduced, principles, how it was designed, expected outcomes and timeframe for implementation

15 minute presentation

The Curriculum Reform: progress to date

Saulė Vingelienė

Presentation on curriculum reform to include details of pilot schools, curriculum areas being piloted and evaluation outcomes

15 minutes

The Curriculum Reform

Questions and Points for Discussion

Please unmute and indicate you would like to speak

The Consultation Programme: purpose and format

Vaino Brazdeikis

Presentation on purpose and format of the consultations and expected outcomes together, with information about the seven consultation themes

15 minutes

The Consultation Programme

Questions and Points for Discussion

Please unmute and indicate you would like to speak

5 minutes

Topic 1: Rationale and Principles for introducing the Lithuanian Curriculum Reform

- Review the rationale for change both globally and in Lithuania
- Consider some relevant international evidence from OECD
- Review international curriculum models
- Introduction to curriculum reform in other countries

Topic 1: Rationale and Principles for introducing the Lithuanian Curriculum Reform

Webinar 1: Introduction to the topic

Webinar 2: School leadership: role of principals and deputy principals

Webinar 3: Teaching: role of teachers

Webinar 4: Methodologists and Specialists (national and municipal levels)

Webinar 5: Compilers of Competencies, upgraders of programs, writers of training programs

Webinar 6: Summary of topic and next steps

Break

At each webinar we will have a 30 minute break –
please return promptly to your lap top!

Rationale for Change

- Why do education systems across the globe need to change their curricular?
- What kind of approaches are international organisations suggesting?
- What do we know about education performance in Lithuanian schools?

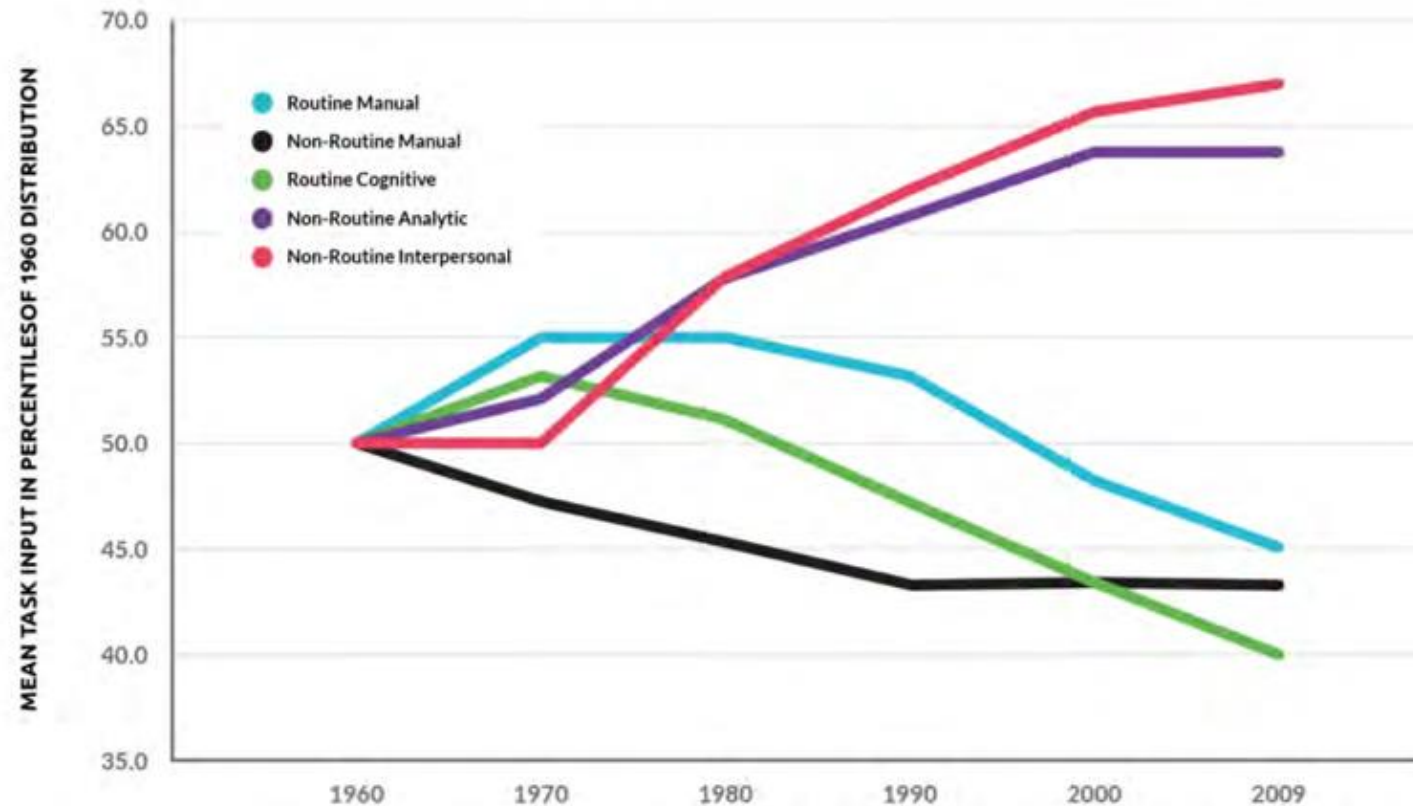
Global challenges for education

- Not all children in the world are given a primary education of 4 years.
- Too many of the most vulnerable, socially excluded/poor children are not yet in school.
- Those for whom education is available are often disappointed with its quality.
- Employers are telling us young people out of school do not have the necessary skills /competencies they want in the work place.
- The world is a very different place. –

summary from British Council



Change since 1960 in prevalence of types of tasks required for work



Note: This figure shows how the task composition performed by US workers has changed from 1960 to 2009. Source: Autor and Price (2013) in Bialik and Fadel (2018[8]), p.7.

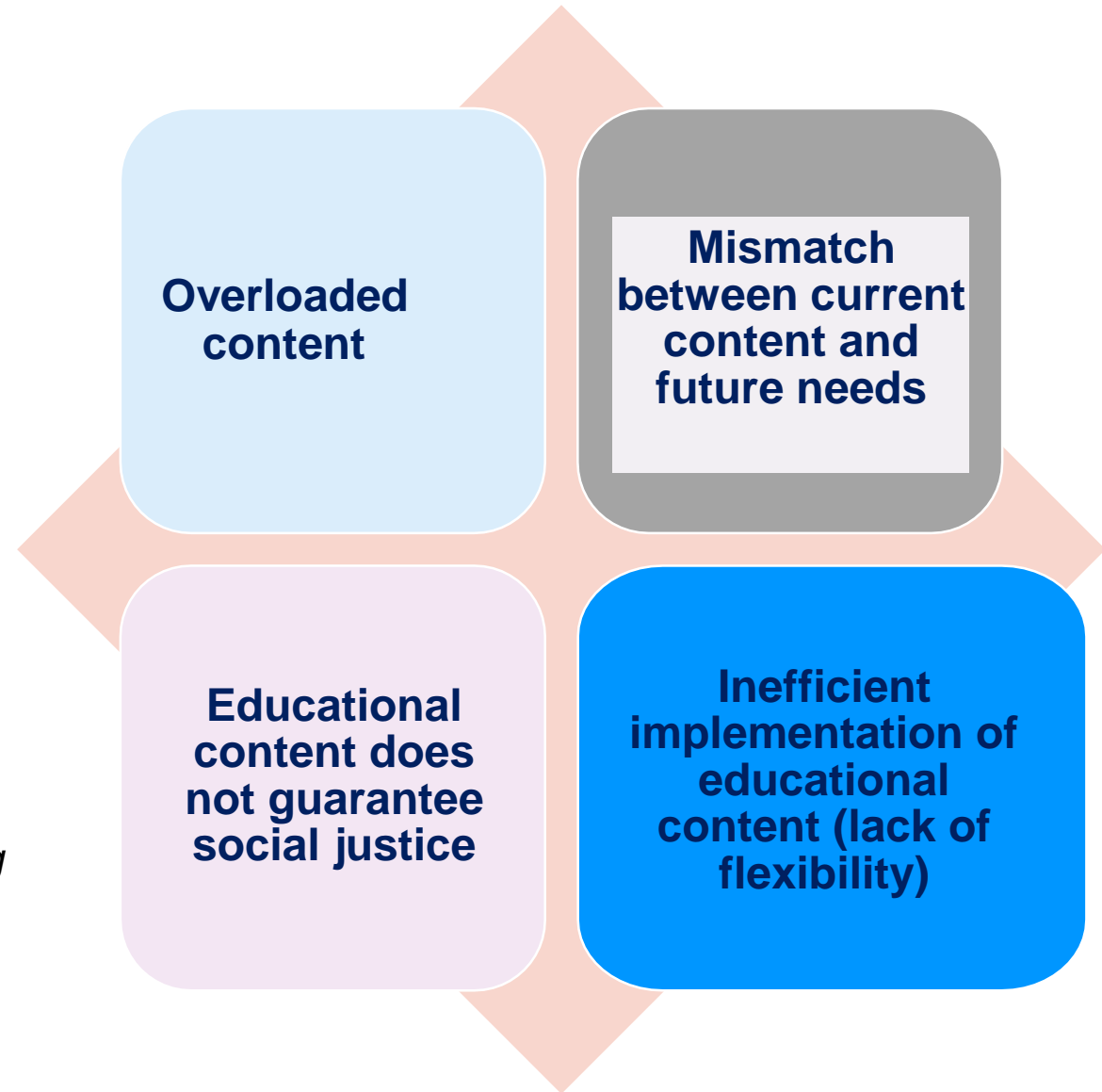
Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 Towards 2030: a new vision for education

- Knowledge and skills
- Live in dignity
- Fulfil potential
- Become responsible Global citizens
- Education is a fundamental human right
- Key to peace and sustainable development

Taken from a quote from
Irina Bokova,
Director-General of UNESCO 2015

**Why are countries making changes to
their education provision?**

*OECD. Future of Education and skills 2030. Learning
framework*



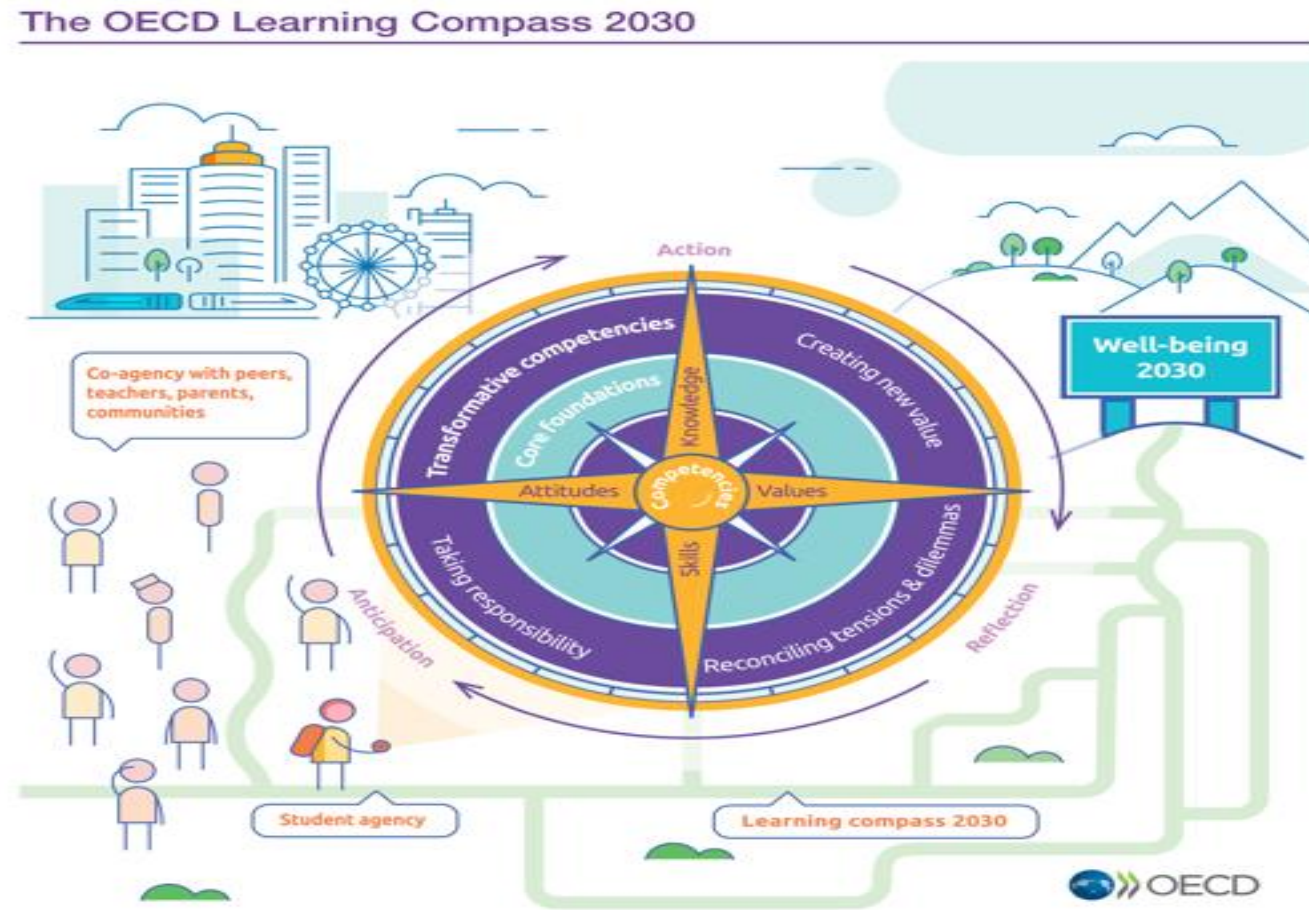
Frameworks for Educational Reform

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

OECD 2030 Learning Framework- Learning Compass

The Organization for Economic Cooperation and Development

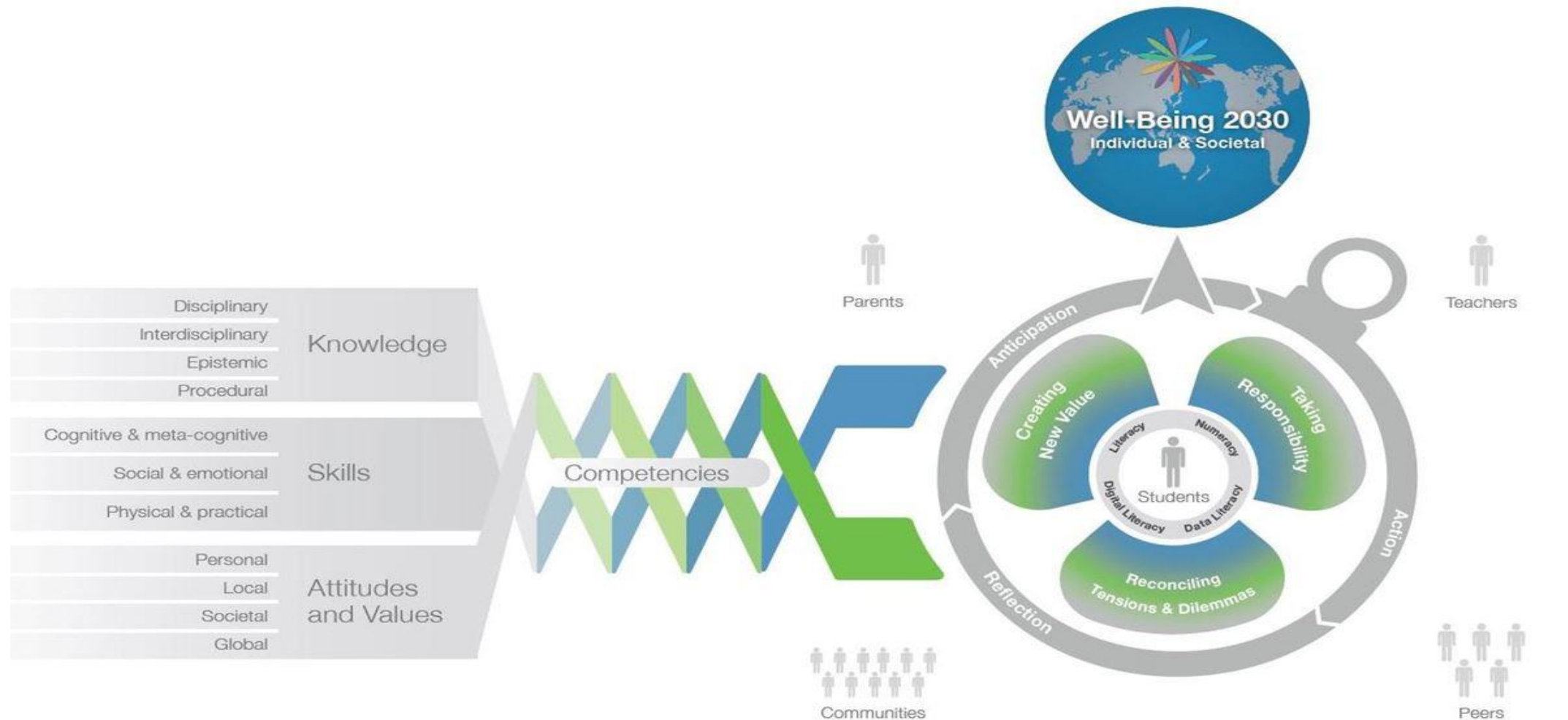
OECD Future of
Education and Skills
2030
Choice of two very
short videos, see URL
below



OECD- Video The Learning Compass

https://youtu.be/M3u1AL_aZjI

The European Commission's competence model



V14 | OECD Learning Framework 2030

UNESCO Transversal skills



Curriculum Responses to our Changing World

Global Impact - many jurisdictions are reviewing their school curriculum, including:

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

Reflections

Having looked at these different frameworks do you have any reflections on the similarities or differences to the reform in Lithuania?

The Response to the changing world in which we live



Lithuania Response to 2030

The focus of the strategic reform

To develop and implement a renewed general education curriculum for students from primary to upper secondary level to help children and young people develop knowledge, skills, dispositions and attitudes for success in their future personal, academic and professional lives

The guiding principles of the Lithuanian reform

1. To embed competencies in the subject curriculum
2. To offer meaningful learning content to develop student competencies.
3. To reveal links between different subjects, learning areas, real life and learning contexts.
4. To align general goals, learning objectives, classroom pedagogies and ways to assess learning outcomes.
5. To empower teachers to make relevant decisions about student learning through flexible curriculum approach.

Education in Lithuania- Highlights 2017 OECD

- Improving learning outcomes learning in ways that support a comprehensive, competency-oriented curriculum.
- Performance levels are not high.
- Few Lithuanian students perform at the highest achievement levels.
- Performance of Lithuania’s 15-year- olds trails that of its Baltic neighbours.
- A shared understanding of good teaching and how to achieve it has not been established.

Percentage of top performers in at least one subject

OECD Average	15.7%
Lithuania	11.1%

Education in Lithuania - Highlights 2017 OECD

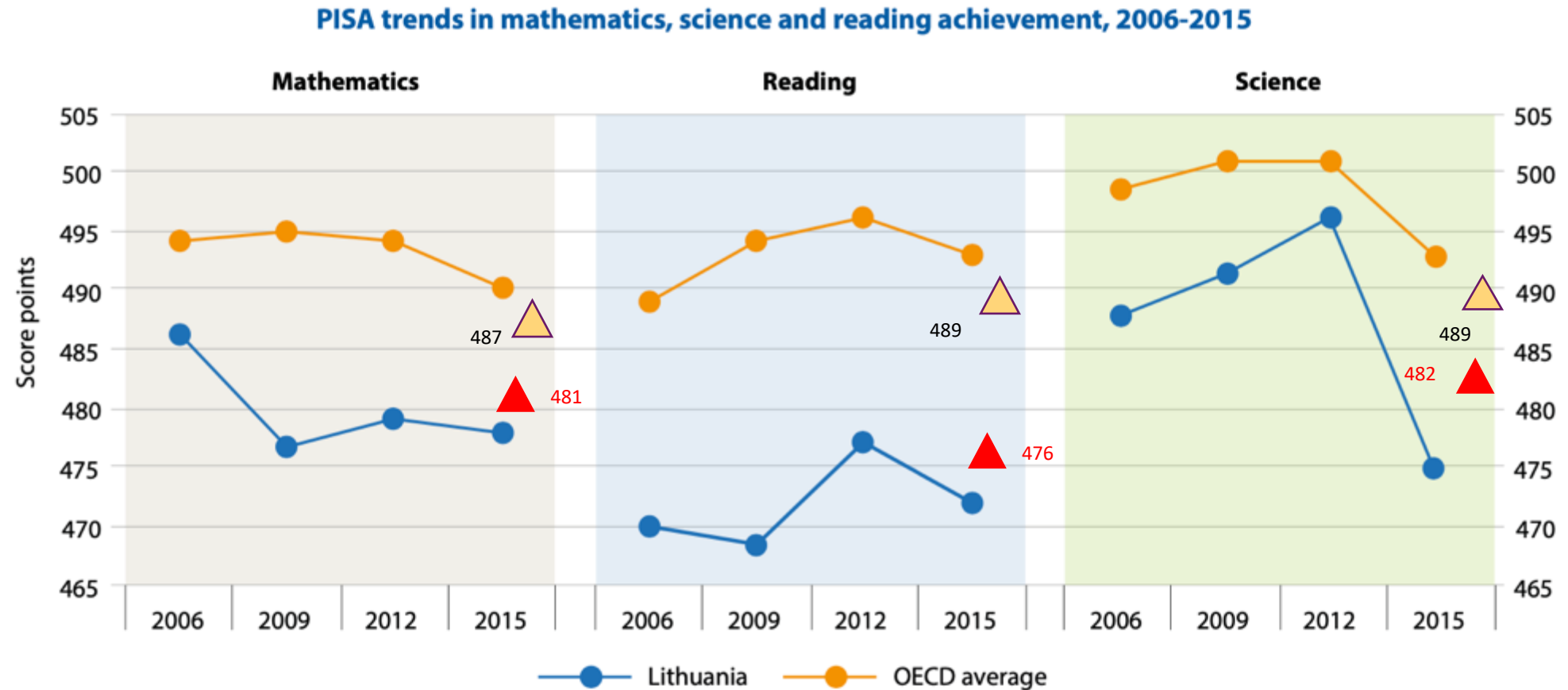
Four challenges to improve pupil outcomes



There needs to be:

- A focus on good use of assessment data by all teachers
- Better monitoring and reporting on disadvantaged students, it must improve
- Better quality assurance systems including including assessment and monitoring systems
- Better use of the human resources monitoring scheme

Education in Lithuania - Highlights 2017 OECD



Source: OECD (2017), *Education in Lithuania*, Reviews of National Policies for Education, <http://dx.doi.org/10.1787/9789264281486-en>

Purpose of updating the Lithuanian national curriculum

1. strengthen the development of personal characteristics and values;
2. create conditions for each student to achieve a higher result.;
3. to strengthen the development of personal securities provisions, social and emotional abilities, confidence in their powers, resilience, creativity;
4. include the development of a culture of trust, respect and tolerance for other opinions, cultural diversity, national self-awareness, citizenship, democratic dialogue and sustainable development;
5. create the conditions for each student to acquire a solid and sustainable knowledge base;
6. develop competencies in the content of subjects.

IN ORDER TO DEVELOP COMPETENCIES, IT IS IMPORTANT TO ENSURE THE CONSISTENCY AND CONTINUITY OF THEIR EDUCATION, TO BUILD ON THE INDIVIDUAL PROGRESS OF THE STUDENT AND TO FOCUS ON HIS/HER TALENTS AND STRENGTHS.

Guidelines for updating the general curriculum framework, 2019

Something to think about ?

When you come back from the break

How are are other principals, teachers and municipality officials about the current strengths and weaknesses of the current education system in Lithuania?

How do you know?

Break

15 minute break

International Examples of Curriculum Reform

The three examples provide a broad view of curriculum reform and, in two cases, highlight introduction of a competency framework

- Croatia
- Wales
- Scotland

You may wish to find out more about these initiatives in your own time

Croatia

School for Life



Reform of the Croatian curriculum

- The first steps in 2015.
- Launched in 2018.
- Expert groups, mentors, international consultants
- September 2018 –
 - 74 experimental schools
 - 48 primary schools,
 - 26 secondary schools
- Paused in May 2020 changes in Government and COVID Pandemic

Ended June 2021, evaluation taking place in 2022

Reform of the Croatian Curriculum - Leadership

- School Leaders
- 20 School Leaders
- Received school leadership training
- Created a training Road Map for all Principals across Croatia
- Became accredited school leadership trainers
- Created school leadership training materials for Croatia
- Delivered training to Croatian Principals

Major Investment to support the reform

- Loomen and Teams
- 100 mentors trained
- Four areas of training
 - Learning outcomes
 - Problem solving
 - Learning to learn
 - Coaching of teachers and Principals



Reform of the Croatian Curriculum - Challenges

1. Croatia, school management was more focused on administrative tasks than on leadership.
2. Not enough focus on leading teaching & learning
3. Realised that school structures were not set up to share leadership tasks with other staff members
4. Teachers' attitudes and expectations were linked to a significant increase in the resources needed for reform

Advice to principals in Lithuania?

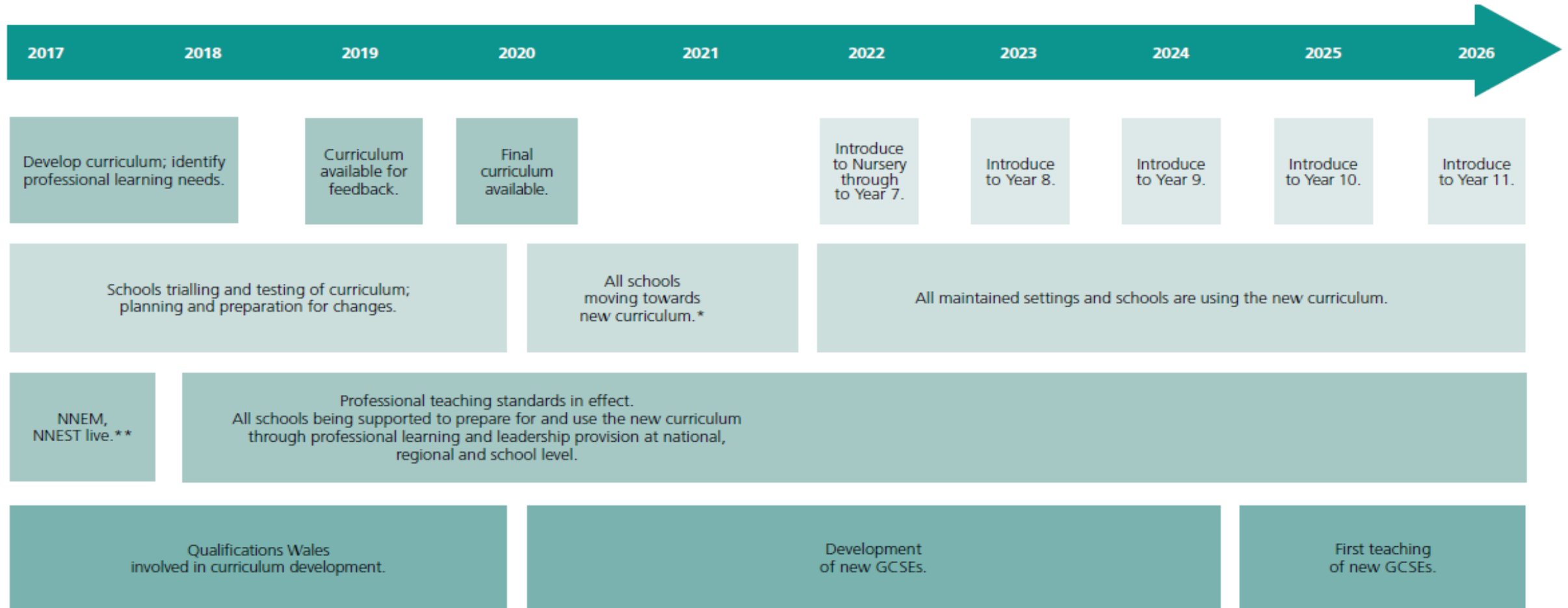
1. Stick together, help each other, communicate on social networks and share experiences.
2. Arm yourself with patience, talk, motivate, praise, be as involved as possible in change and participate everywhere.
3. Distribute Leadership to other staff
4. Get to know all parts of the reform.
5. Share your school's good practices with others

Wales

The Curriculum for Wales

- In 2013 Welsh Government reviewed several approaches to curriculum reform
- Engaged international curriculum reform experts to advise them on changes
- In 2015 they decided to go ahead with major curriculum reform bringing in competencies and identifying skills that young people must have to be citizens in the 21st Century
- Between 2015 and 2018 tested the new curriculum with 60 “Pioneer schools”

Preparing for curriculum change in Wales



Professional Learning priorities

- Great emphasis in Wales on Professional Learning and Teacher Standards
- Changed the Initial Teacher Education degree for new teachers
- Introduced a practice based Master's course for teachers





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Investment in Professional Learning

	2019-20	2020-21	2021-22
Annually to support regional Professional Learning and local programmes:	£15 mill	£12.3 mill	£14.4 mill
Annually to support the National MA and enquiry programmes:	£1 mill	£12 mill	£2.1 mill
Annual direct grants to schools:	£15 mill	£7 mill	£12 mill
Training for teachers:	All school closed to pupils for six days per year for teachers to prepare the curriculum		

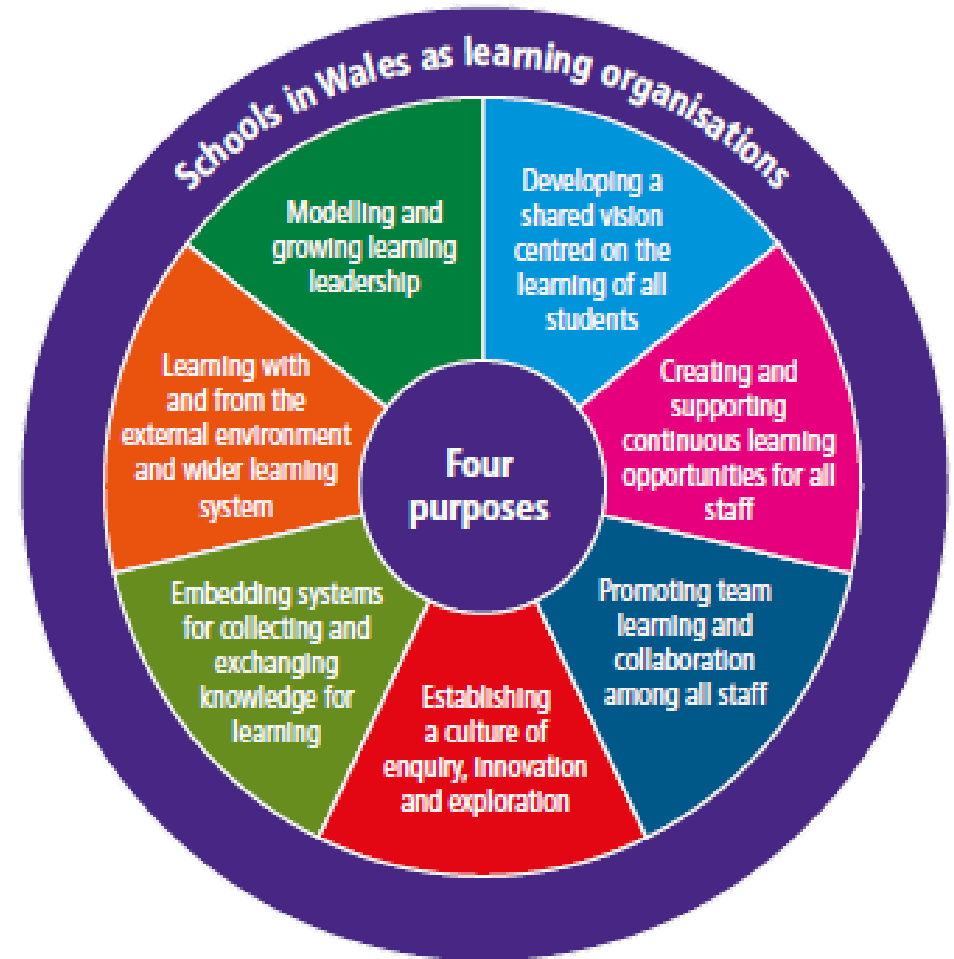
The new Curriculum in Wales

4 Purposes:

ambitious, capable learners;
enterprising, creative contributors;
healthy, confident individuals;
ethical, informed citizens.

6 Areas of Learning and Experience

Maths & Numeracy; Expressive Arts;
Humanities; Science & Technology;
Health & Wellbeing; Language, Literacy
and Communication.



Curriculum for Wales

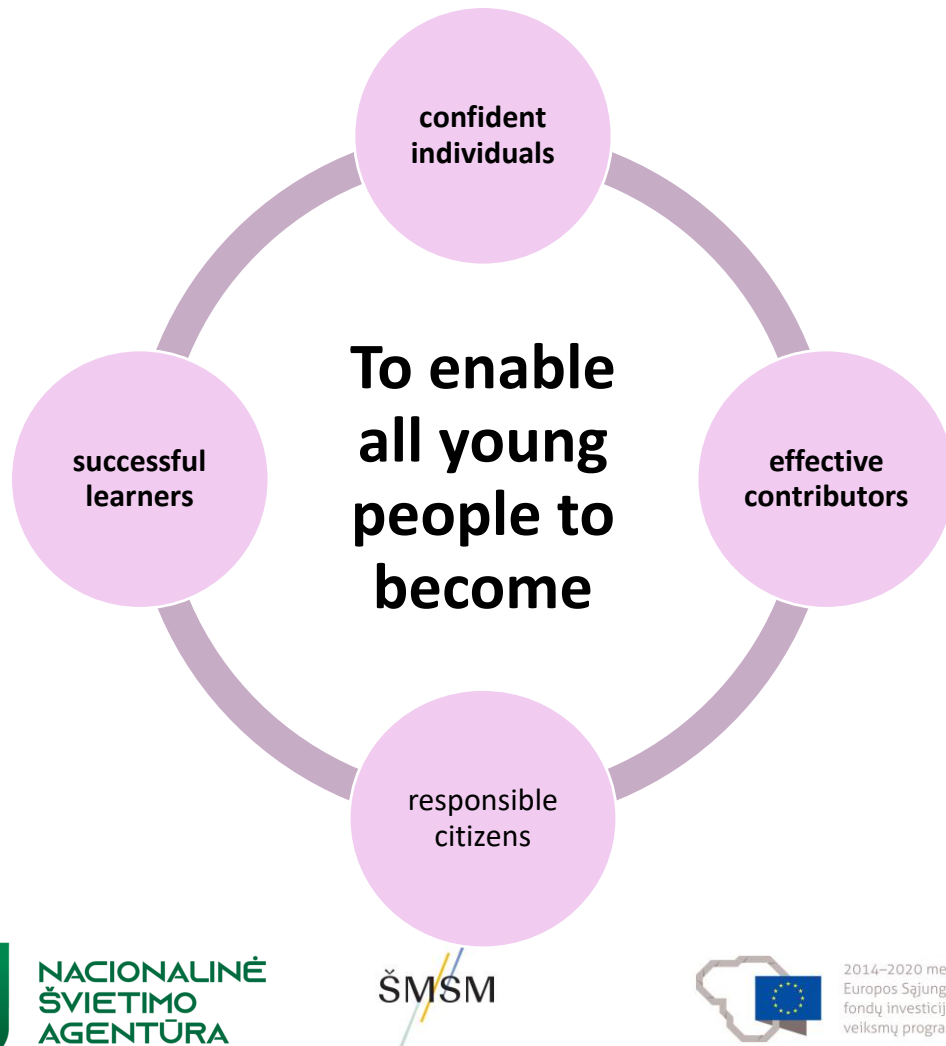
- Universal support from teachers on the four purposes of the curriculum
- Huge change for teachers to move from a 'content based' national curriculum to a skill-based curriculum designed by individual schools
- High risk and high reward changes when so many individual schools are asked to design 100% of their own curriculum.

Scotland: Curriculum for Excellence (CfE)

Background information:

- Development started 2004 – introduced to schools in 2010
- Coherent entitlement curriculum for all 3-18 students, updated 2018
- Broad General Education to age of 15 – core curriculum
- 15-18 – study for qualifications, awards, skills for life and work
- Opportunities to develop knowledge, skills and attributes to adapt, think critically and flourish in today's world
- Parallel reforms – e.g. Training new teachers; National Parent Forum, Leadership College

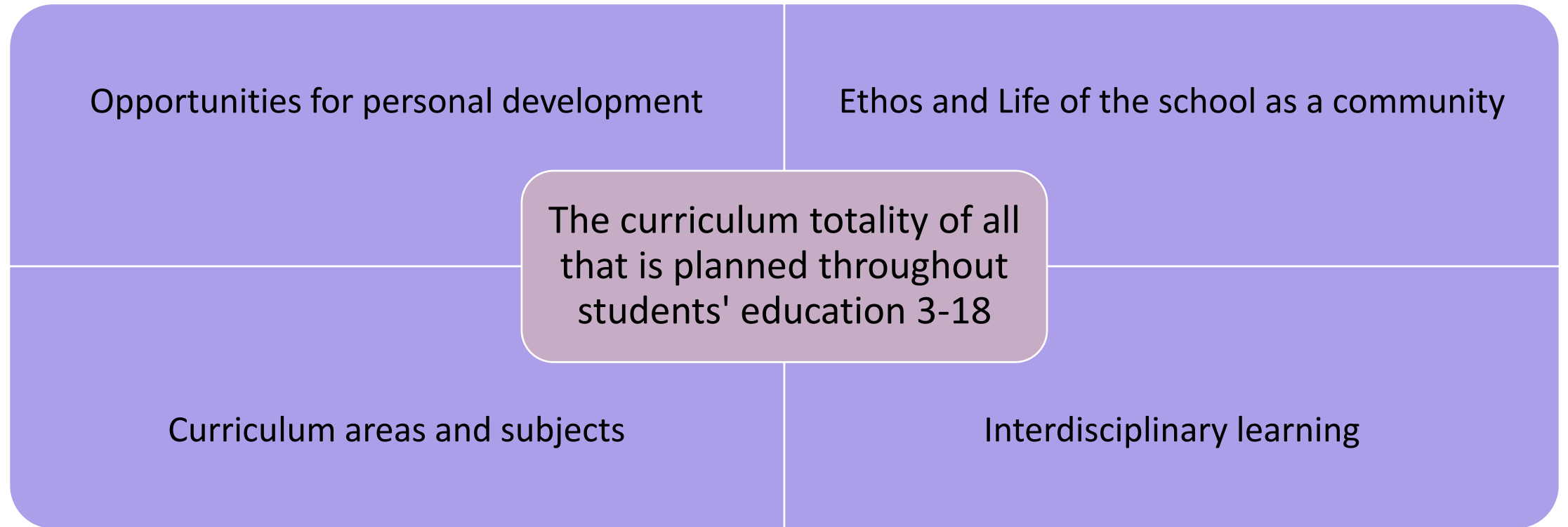
CfE: four fundamental capacities — recognizing life long nature of education



These four capacities recognize:

- the need for all students to know themselves and to develop relationships with others - family and community
- the knowledge, skills and attributes needed to thrive in interconnected digital and rapidly changing world
- Be able to be a democratic citizen and active shaper of that world

Curriculum Totality: planned and experienced across four contexts



Broad General Education for all: 3-15 years

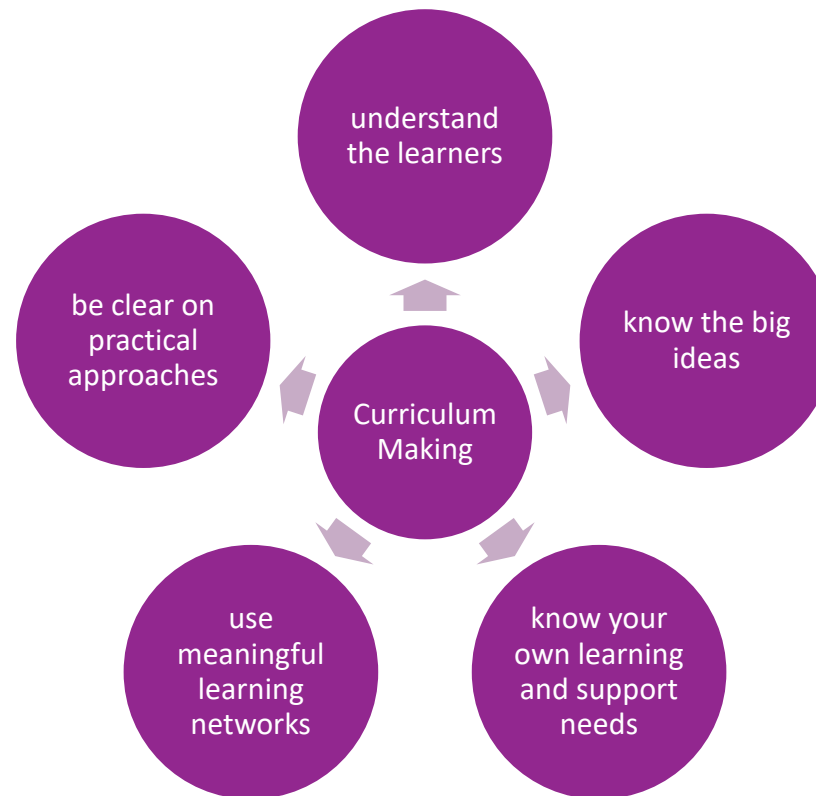
- Expressive Arts (music, dance, drama)
- Health and Well Being
- Languages
- Mathematics

Curriculum available in English and Gaelic

- Religious Education and Ethics
- The Sciences
- Social Studies (e.g. history, geography)
- Technologies

Curriculum available in English and Gaelic

Advice from Education Scotland to principals and teachers



CfE: OECD review 2021

“Scotland’s Curriculum for Excellence (CfE) offers an inspiring and widely supported philosophy of education.

Its framework allows for effective curricular practices and for the possibility of a truly fulfilling education for learners.

Building upon its commitment to education quality, Scotland can make adjustments within CfE’s flexible framework to achieve its potential for learners present and future”.

How successful is Scottish Reform?

OECD 2021 report:

- Students from challenging socio-economic backgrounds more resilient
- Scottish schools are inclusive
- General upward trend in attainment, global awareness and employment destinations
- Students show positive attitudes and connections to school
- Risk behaviour declining – smoking, drinking alcohol, disruptive behaviour

Challenges:

- Vision for CfE needs updating
- Curriculum 15-18 needs reviewing
- Maths attainment is declining

What has helped implementation?

- CfE introduced by consensus - CfE Management Board with range of stakeholders
- Education Scotland provides guidance resources and quality assurance
- CoE reform implemented through local authorities and headteachers
- System alignment and coherence now established – now need more focus on teaching and learning / research and evaluation

OECD, 2021

Take Aways

What will you takeaway from this webinar including any lessons from Croatia, Wales and Scotland?

Arrangements for Webinars 2, 3, 4 and 5

All participants should join each webinar for the first hour. So content and activities can be tailored to need, after the break the webinar will focus on specific groups as follows:

Webinar 2: focus on school leadership: for principals and Deputy principals

Webinar 3: focus on classroom teaching: for teachers

Webinar 4: focus on those with ministerial, agency and municipal responsibilities

Webinar 5: focus on those who compiled the competencies, upgraded the programs and writers of training programs

Please attend all webinars for the first hour – the remaining three hours are optional for non-specified participants, e.g. if you are not a school principal you need not attend the second part of Webinar 2.

Follow up work

Principals: please come to webinar 2 ready to share your experiences of the curriculum reform

Teachers: please come to webinar 3 with reflections on the curriculum reform

All participant please read the OECD
Lithuanian document 2017



https://smsm.lrv.lt/uploads/smsm/documents/files/tyrimai_ir_analizes/2020/OECD_ataskaita_LT_final.pdf

Readings

You may wish to find out more about the international case studies:

Croatia - British Council booklet will be available shortly

Scotland – OECD research read online or visit Education Scotland website

Wales – further information from www.gov.wales/curriculum-wales

Next Webinar

**Thank you for participating in today's webinar,
we look forward to seeing you at 10.00 on 31st August 2022**

Part 1 Reflections on OECD Highlights 2017 & Leadership for change

Part 2 Leading teaching & learning in the reform, your role as school leader