Leading teaching and learning in the curriculum reform, your role as a Principal

Jane English & Jane Doughty webinar 2

31st August 2022

Programme for the Webinar

10.00   Reflections on OECD Report

all participants

               Leadership for Change International Examples of Curriculum Reform

11.00   Comfort Break 15 minutes
11.15.   High quality leadership
principals   Role of Principal in Curriculum Reform
12.30   Break- Approx 30 minutes
13.00   Curriculum Mapping
               Action planning
14.00.   Next steps

Purpose of webinar: part 1

- Reflections on OECD 2017 report
- <mark>Leadership for change we take this out and keep for session 3</mark>
- International examples of curriculum reform

This is what we asked you to do last week

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

Follow up work: your reflections

We asked you to revisit the OECD Review of education in Lithuania 2017– this is a document you will be familiar with

Some reminders: Highlights 2017 OECD

- Improving learning outcomes and 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

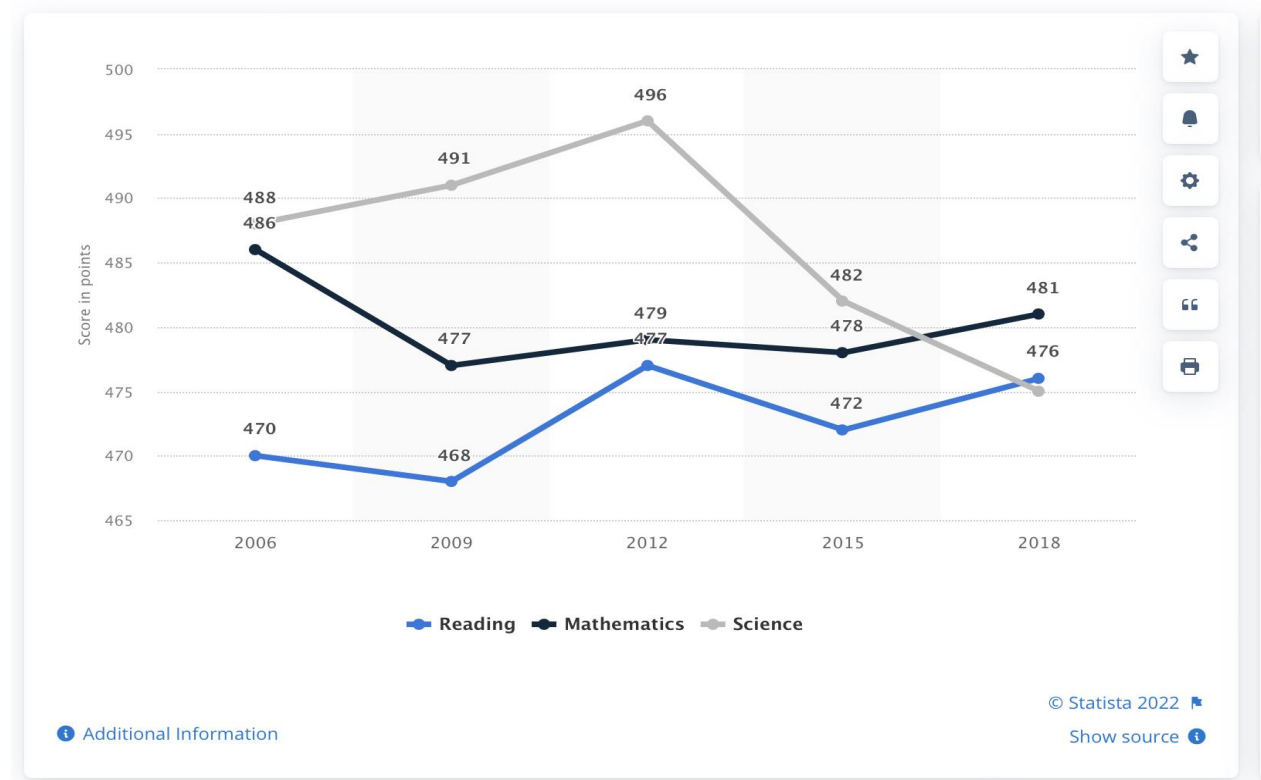- A shared understanding of good teaching and how to achieve it has not been established

Education in Lithuania- Highlights 2017 OECD
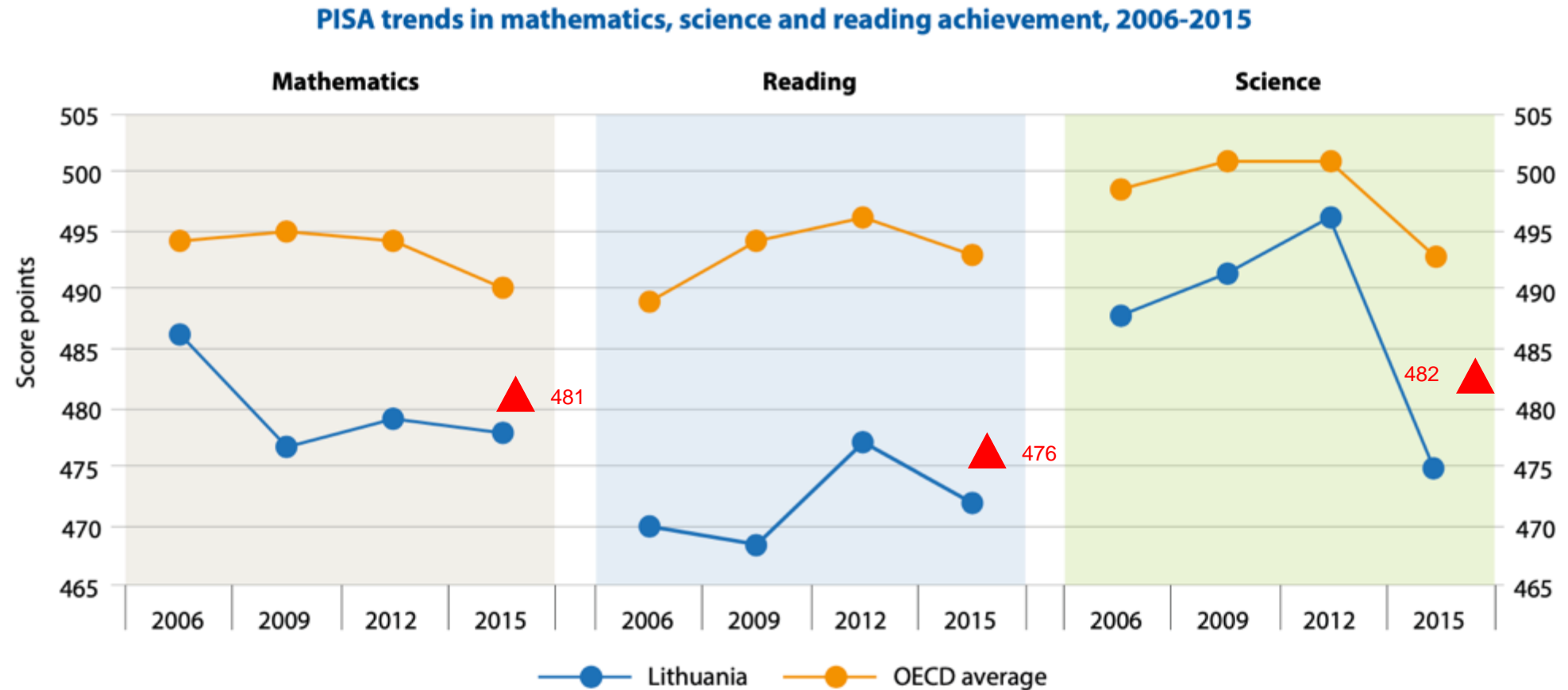# Four challenges to address to improve pupil outcomes

- Focus on good use of assessment data by all teachers
- Better Monitoring and reporting on disadvantaged pupils, it must improve
- Better Quality assurance systems including including assessment and monitoring systems
- Better use of the human resources monitoring scheme

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Programme for International Student Assessment (PISA) score for Lithuania from 2006 to 2018 by category

Education in Lithuania - Highlights 2017 OECD
2018 PISA data added in red

PISA trends in mathematics, science and reading achievement, 2006-2015

Score points

Mathematics — 481

Reading — 476

Science — 482

Lithuania — OECD average

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

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Breakout session -Using evidence to inform practice

Further reflections on OECD findings?

Given OECD findings, how do you think the curriculum reforms will help address the issues

Given your role in the curriculum reform process – what do you think your priorities for action will be?

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
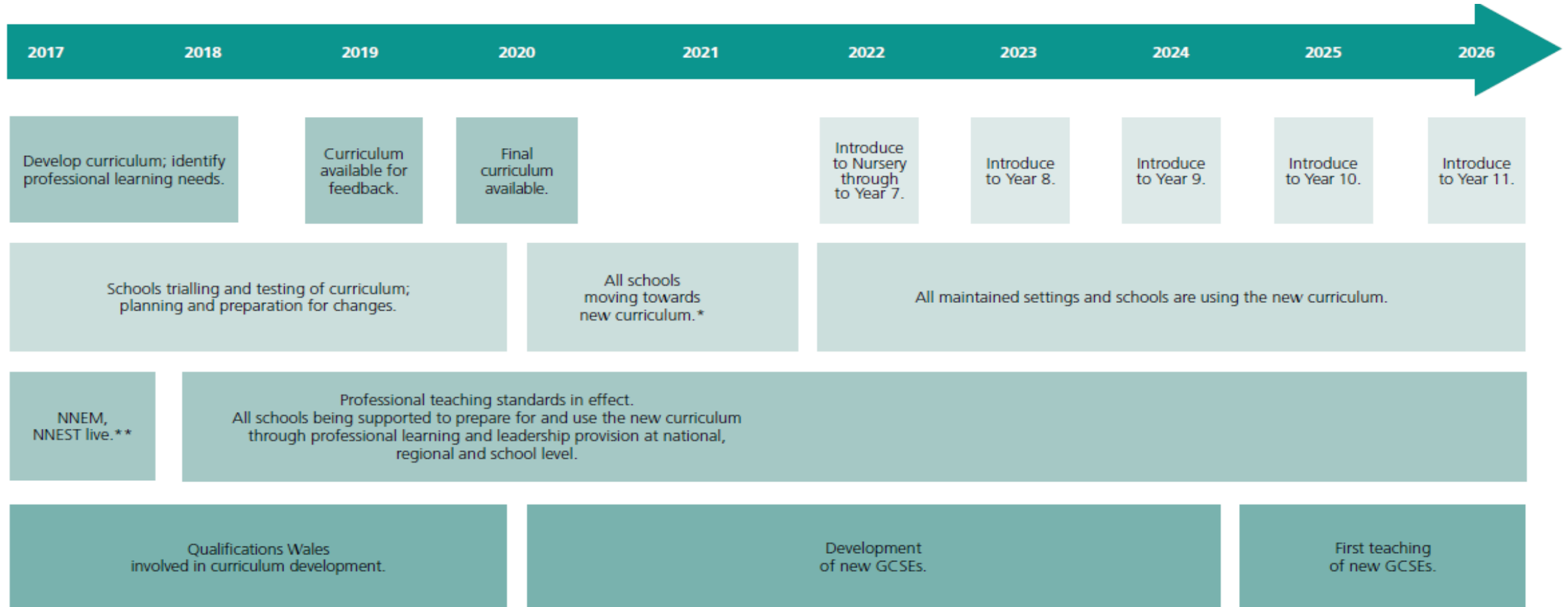
Advice to principals in Lithuania?

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

Timeline: 2017 — 2018 — 2019 — 2020 — 2021 — 2022 — 2023 — 2024 — 2025 — 2026

Develop curriculum; identify professional learning needs. (2017)

Curriculum available for feedback. (2019)

Final curriculum available. (2020)

Introduce to Nursery through to Year 7. (2022)

Introduce to Year 8. (2023)

Introduce to Year 9. (2024)

Introduce to Year 10. (2025)

Introduce to Year 11. (2026)

Schools trialling and testing of curriculum; planning and preparation for changes.

All schools moving towards new curriculum.*

All maintained settings and schools are using the new curriculum.

NNEM, NNEST live.**

Professional teaching standards in effect.
All schools being supported to prepare for and use the new curriculum through professional learning and leadership provision at national, regional and school level.

Qualifications Wales involved in curriculum development.

Development of new GCSEs.

First teaching of new GCSEs.

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

The five professional standards for teaching and leadership

Working as one...
to secure effective pedagogy
with overarching values and
dispositions

PEDAGOGY

COLLABORATION

Values and dispositions

LEADERSHIP

INNOVATION

PROFESSIONAL LEARNING

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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.
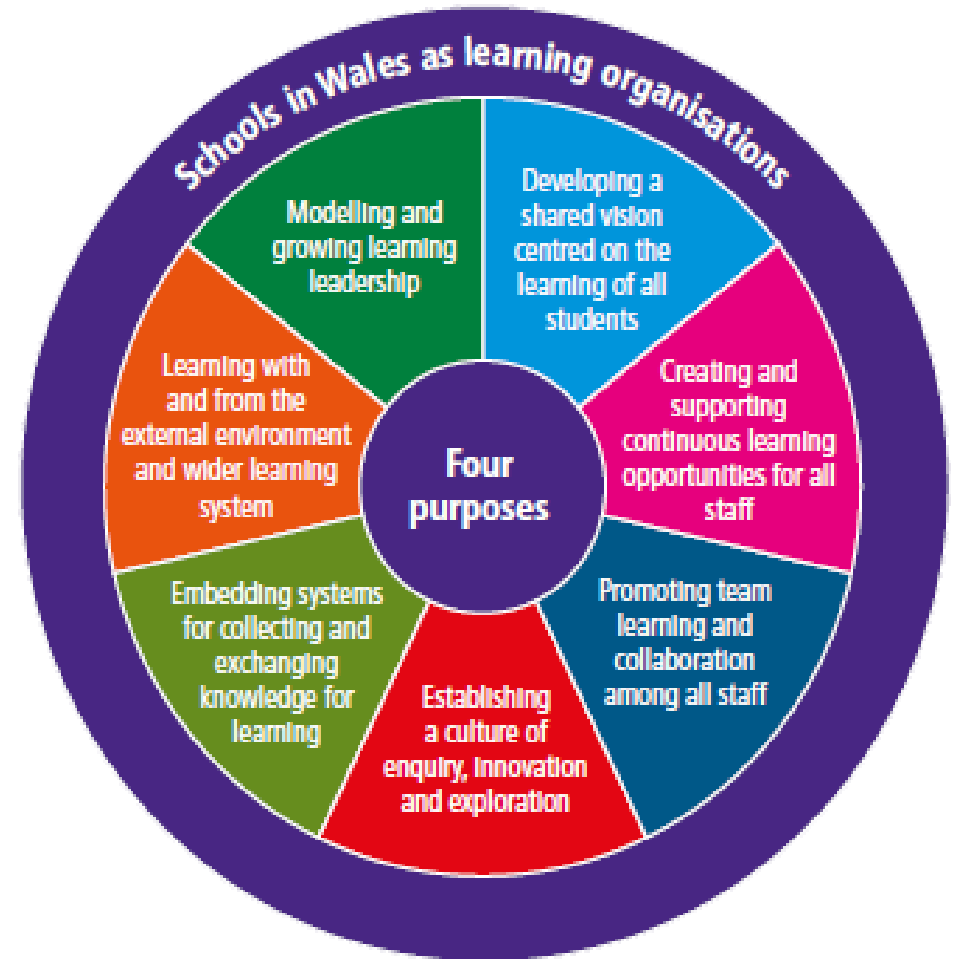
Curriculum for Wales

- 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

confident individuals

successful learners

To enable all young people to become

effective contributors

responsible citizens
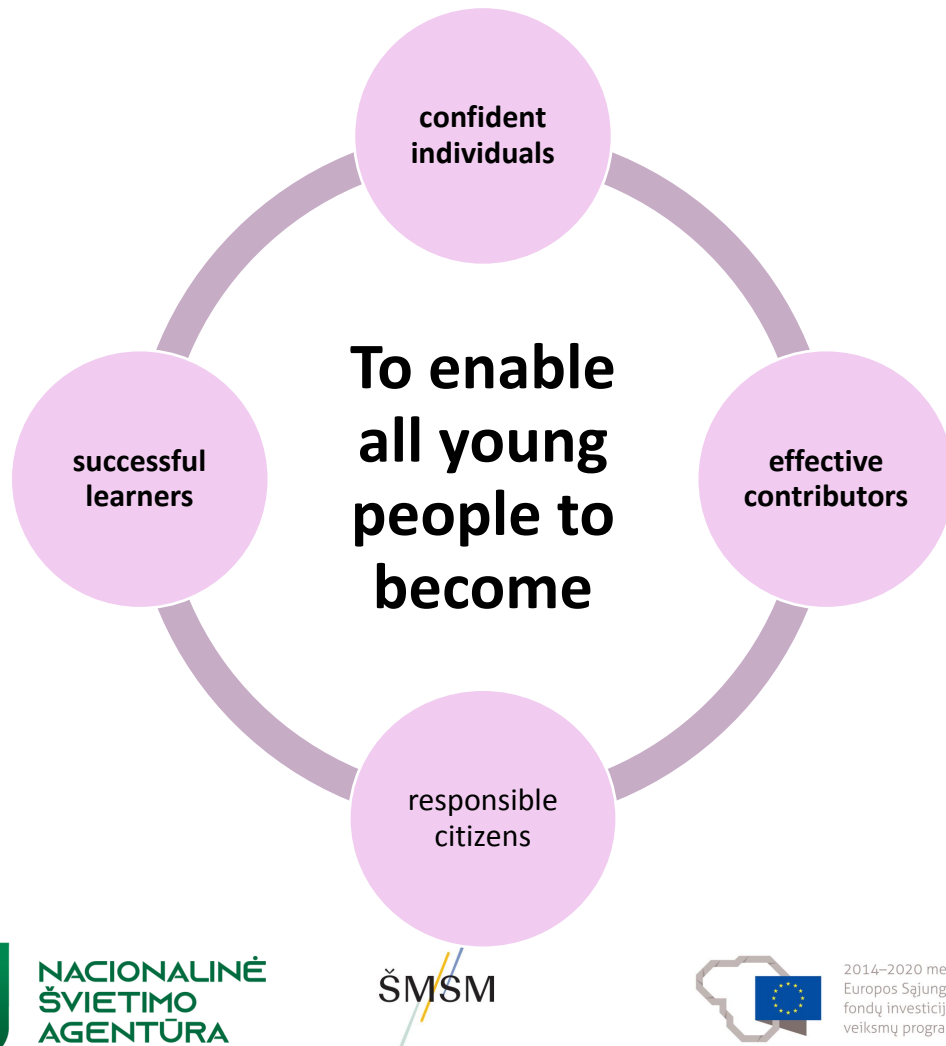
These four capacities recognize:

- 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

Opportunities for personal development

Ethos and Life of the school as a community

The curriculum totality of all that is planned throughout students' education 3-18

Curriculum areas and subjects

Interdisciplinary learning

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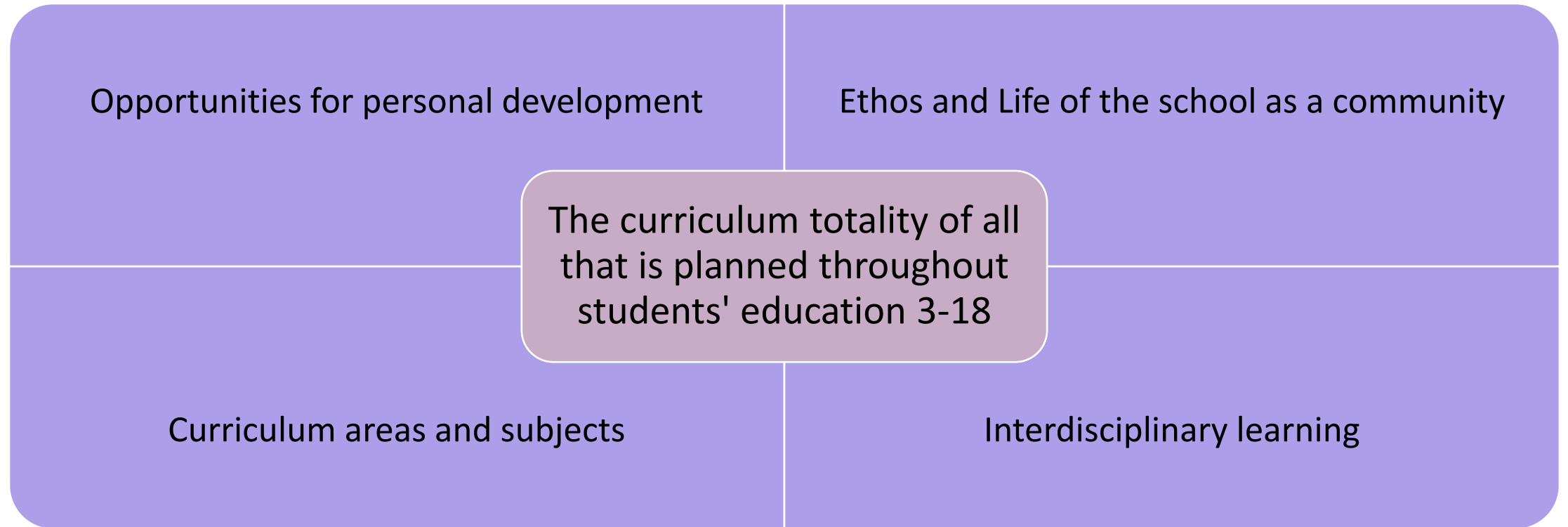
Broad General Education for all: 3-15 years

- 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
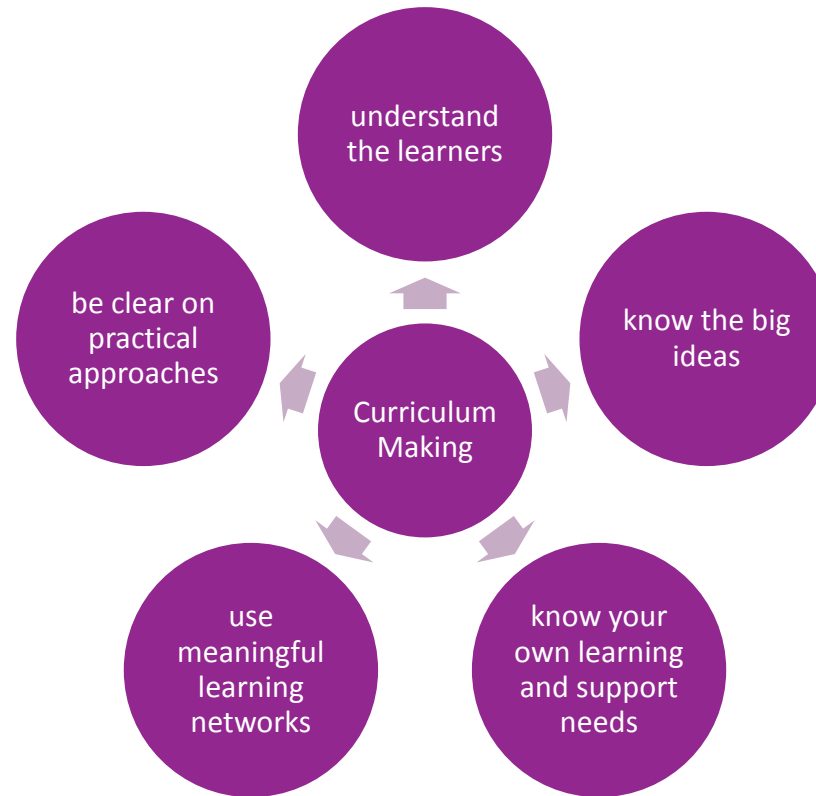
CfE: OECD review 2021

"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

- CfE 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

Breakout Groups

What will you takeaway from the lessons learnt from Croatia, Wales and Scotland?

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

Implementing Curriculum Reform: Role of Leadership

Leadership at all levels is critical to success:

Ministerial and municipal leaders: strategic & system* leadership

Creators of national resources: organizational & creative leadership

Principals and school leaders: school, team and system leadership

Teachers: team and classroom leadership

Leadership at all levels

- different roles with discrete leadership responsibilities

- together create powerful force for sustained, successful curriculum change

* System leadership: national, municipal and leading beyond your school

What do successful change leaders do?

- Set and communicate the vision
- Guide the process from start to finish – initiate, strategise, execute,

- Recognise successes

What do successful change leaders do?

Given the leadership responsibilities you have:

- what behaviours do you / will you model to ensure the curriculum reform is implemented successfully?

- how will you support the implementation process, including support for colleagues?

What's your unique leadership contribution?

- "School leaders play a crucial role in curriculum reforms, as they can guide and mediate its effective implementation at the school level" (OECD 2020)

- Given the understanding teachers have of their students' needs through their daily interactions with them, their input is particularly relevant for curriculum and instruction (Hargreaves and Fullan, 2011)

- Ministerial and municipal specialist leaders can manage the implementation plans, promote the vision and support schools

- Resource creators can promote the materials, support schools and teachers

Three Cs of Change Leadership

3 skills link process and people aspects of change and all necessary for effective change leadership:

1. Communicate.

Unsuccessful leaders tend to focus on the "what" behind the change. Successful leaders communicate the "what" *and* the "why."

2. Collaborate.

Successful leaders work across boundaries, encouraged colleagues to break out of their silos, and refuse to tolerate unhealthy competition. Unsuccessful change leaders fail to engage colleagues early and often in the change process.

3. Commit.

Leaders who negotiate change successfully are resilient, persistent and willing to step outside their comfort zone. They devote more of their own time to the change effort and focus on the big picture. Unsuccessful leaders fail to adapt to challenges, express negativity and are impatient with a lack of results.

Centre for Creative Leadership (2020)

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Strong Change Leaders

"Strong change-leaders don't just ensure that new processes and tools are incorporated into daily workflows — they inspire belief and confidence in their employees that they all can and should embrace something new".

P. Geldart, 2020

Commit to Change: Reflections

Think about the following in relation to your own behaviour and actions:

- What evidence can you share to demonstrate your resilience and persistent?

- What examples do you have of stepping outside your comfort zone?

- How much time have you devoted to the change effort and a focus on the big picture?

- When have you expressed negativity and been impatient with a lack of results?

Reflection for Webinar 3

Please come to webinar 3 ready to share your views on the quality of teaching and learning in Lithuania. What do you think students in Lithuania say about their classroom experiences?

If you work in a school reflect on the quality of teaching and learning in your school. What would students in your school say about their experiences in the classroom?

Break

We will now break for 15 minutes

Principals please return promptly and turn on your screen when you return

Purpose of webinar: part 2

- Looking at the impact of high quality leadership

- Revisiting the need for improvement in Lithuania

- The role of the Principal in preparing for the reform

- A brief introduction to distributive leadership, collaboration and coaching

- Curriculum mapping and classroom auditing

- Creating an action plan

Distributive Leadership, Collaboration Coaching

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The best school leaders
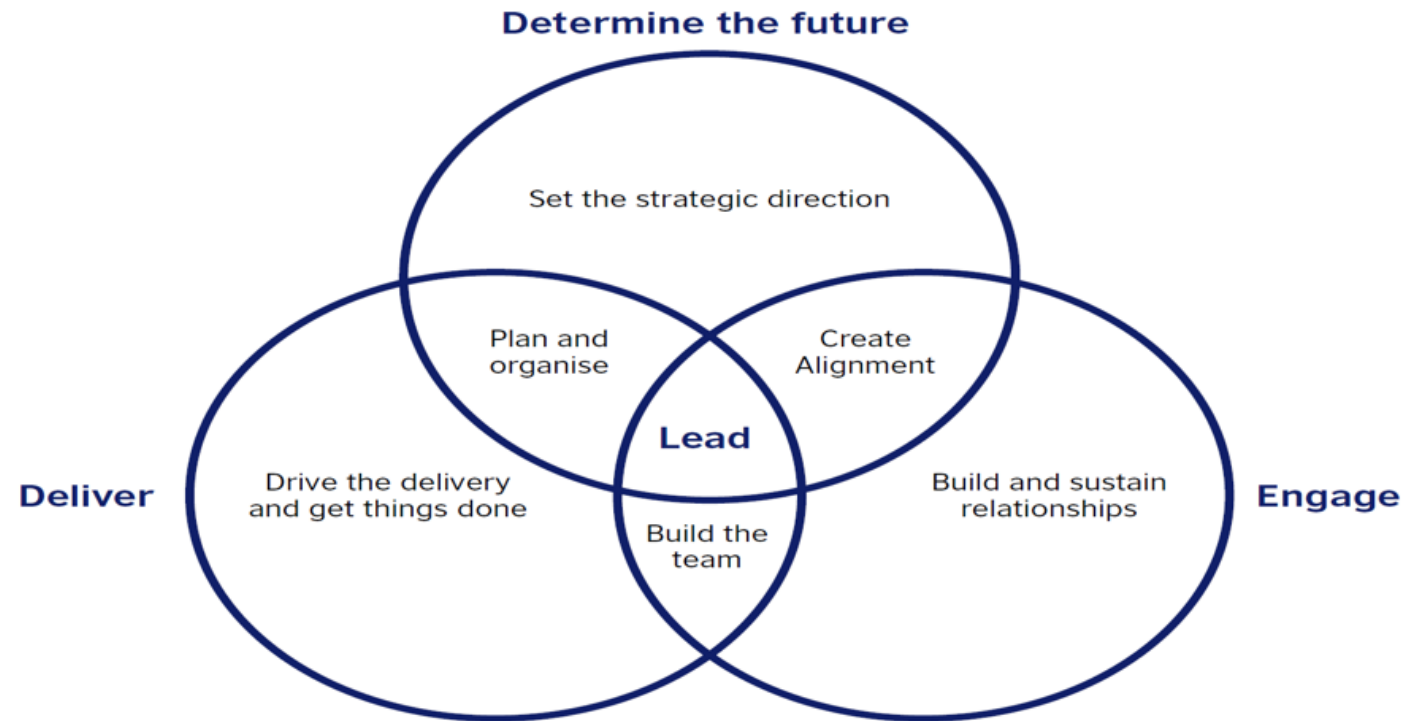
What successful leaders do

Beliefs, attitudes, attributes

- Focus on student achievement ahead of personal interests
- Resilient, persistent but adaptable
- Deep understanding of people and context
- Take risks and challenge beliefs and behaviours
- Self-aware and willing to learn
- Optimistic and enthusiastic

(Barber, Whelan, Clark, 2010)

The role of a Principal and Senior Leader

"School headteachers in high performing systems devote around 80% time to improving teaching and learning"

McKinsey, 2010

"Instructional leadership actions are amongst the strongest predictors of performance".

OECD 2016

Leading the reform in your school

- A focus on teaching and learning
- Distributing leadership
- No middle leaders
- Providing training
- Introducing Coaching
- Communication
- Auditing current practice in school
- Forming a team to take the reform forward
- Creating a plan of action
- Collaboration in school and across schools

Distributive leadership or Shared Leadership What is it?

It equates with shared, collective and extended leadership practice that builds the capacity for change and improvement.

Distributed leadership means mobilising leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement

Genuine distributed leadership requires high levels of trust, transparency and mutual respect.

Professor Alma Harris 2014

Distributed Leadership or Shared Leadership

Distributed leadership provides teachers with the opportunities to become leaders in different scales, times, and formats

- Suitable for finding harmonious relations between conflicting groups
- Suitable for working with competent employees
- Gives aspiring leaders an opportunity to gain leadership experience
- Uses knowledge & expertise from people not currently in a leadership role
- By sharing or distributing leadership to others they will feel a responsibility to the success of the reform in their school.

(Frost & Harris, 2003).

Distributed leadership or Shared Leadership

Professional collaboration is the foundation for distributed leadership but this has to be purposeful and disciplined.

It is not good enough to have working groups - teams or even professional learning communities - that cooperate rather than collaborate.

Do not confuse Cooperation with Collaboration

focused collaboration is a skill that has to be acquired, repeated and practiced in context

Cooperation depends upon loose social connections and is a weak basis for improvement

Professor Alma Harris 2014

Distributed leadership or Shared Leadership

the differences between high performing and low performing schools can be attributed to different degrees of leadership distribution.

High performing schools widely and wisely distribute leadership (Leithwood et al., 2009).

Collaboration within school and with other schools

Collaboration and distributive leadership are linked

You cannot have good distributive leadership without collaboration

Teachers collaborating within subjects within their own school

Teachers collaborating with teachers in other schools

Principals collaborating with each other

Municipality collaboration

Collaboration and Cooperation

Collaboration implies shared ownership and interest in a specific outcome.

Example- Let's work together on a shared teaching and learning policy for use in both our schools

Cooperation, could just mean that you've given me help on something I'm working on.

Example- Please look at my teaching and learning policy and tell me what you think

Coaching as a school policy

- Used by Principals and Mentors in the Croatian Reform

- Requires investment of time

- Requires significant training to become a good coach

- Can be used to support improvement in teaching & learning

- Can help to change the culture allowing more autonomy to staff

Coaching as a style of leadership

- Helps staff identify their strengths

- Encourages staff to have long-term development goals

- Provides on-going support and feedback

- Encourages staff to identify their own solutions

Staff move away from waiting for the Principal to tell them the solution

Using Coaching as a whole school policy to support the reform

"Coaching is a process that empowers other people".
(Whitmore, 1997)

"Coaching is designed to reveal another person's capabilities and thus improve his performance".
(Whitmore, 2002)

"Coaching is an aid to learning for yourself".
(Whitmore, 2002)

Principals could consider introducing a Coaching programme to support the introduction of the reform

Breakout Session- Discussion

How might you use one or more of the following:

- distributed leadership,
- collaboration and
- coaching

to help you implement the reform?

Second short break

Please return promptly

Where do we start?- Classroom Audit

- Audit of content and competencies (curriculum mapping)
- Audit of the quality of teaching and learning
- Identify good practice and areas needing improvement
- Share the auditing tasks
- Use the knowledge to bring people into implementation team
- Use the knowledge to create a plan

Curriculum Mapping

- Is a very big job, necessary for this reform

- Time consuming

- Hard work

- Requires a team of people

- Requires leadership

- Doing a thorough and good job will pay dividends

The Role of the headteacher

It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools."

"Investing time and effort to carefully reflect on, plan, and prepare for implementation will reap rewards later."

Education Endowment Foundation

PUTTING EVIDENCE TO WORK:
A SCHOOL'S GUIDE TO IMPLEMENTATION 2019

Guidance Report

The purpose of curriculum mapping for implementing the reform

1. To identify both subject content and competencies

2. To get a very good picture of what is currently being delivered to students in the school

3. To get a good picture of how it is being delivered (teaching and learning)

4. To identify how it is being assessed

5. To identify the quality of student outcomes in all areas.

We then use the information we have gathered

# The purpose of curriculum mapping for implementing the reform

We then use the information we have gathered

1. To identify the gaps which the reform requires in the delivery of subject content and competencies
2. To identify different teaching and learning styles
3. To identify the areas which require improvement to student outcomes
4. Use it to inform our decisions on the 30% optional curriculum

We use this information to help us

plan the implementation of the curriculum reform in school

A Road map

Tes
James Bullous
November 2018
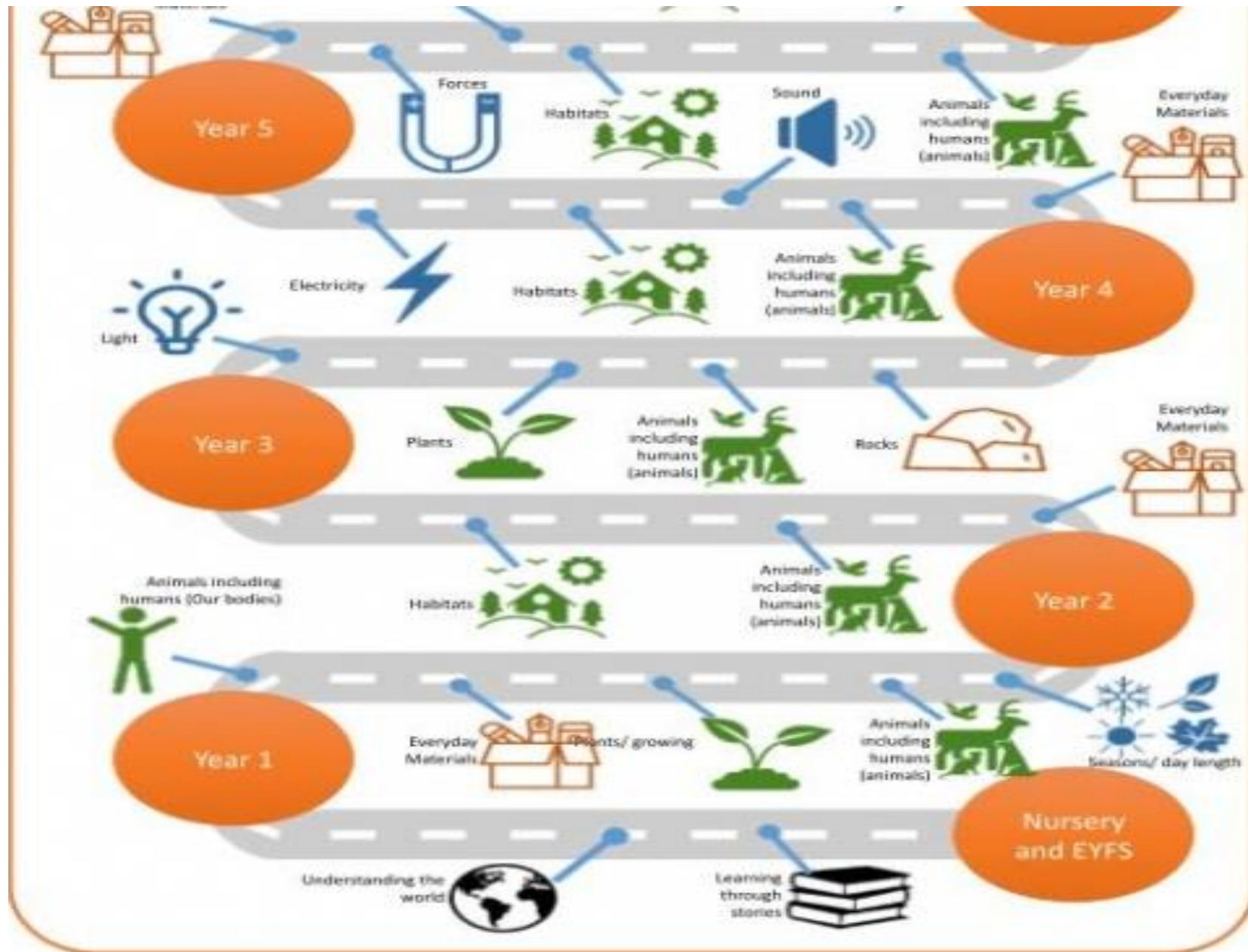
How will classroom activity change in light of the reform

- New content

- Competencies

- Teaching and Learning styles.

- Misunderstanding regarding relationship between content and competencies

- Collaboration in school and across schools

- Assessment

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Checking & updating our Teaching & Learning systems

1. Teaching & Learning Policy
2. Induction process for new staff
3. Template for lesson planning with guidance
4. Lesson observation template
5. Marking & Feedback policy
6. Systems for looking at pupil data regularly
7. Shared programme of lesson observations and learning walks
8. Ask the children

Is it being done in enough depth and with enough rigour?

What do children tell us?

1. Teachers talk too much.

2. They talk at pupils

3. Pupils want teachers to check they understand

4. Like variety of activities

5. Enjoy being challenged

6. Some feel they get missed out

7. They want work at the right level for them

8. Like teachers to give praise

9. The best teachers like children!

A checklist

1. Is there a constant focus on Teaching and Learning
2. Do you have a shared understanding of high quality learning across the school?
3. Is there a written definition of high quality learning?
4. Do teachers know what is expected of them e.g. planning lessons?
5. Do you have classroom expectations understood by children, staff and parents?
6. Is there an agreed policy on marking & feedback?
7. Is there a shared understanding of what a good lesson looks like?
8. Do teachers receive regular feedback on their teaching?
9. How are teachers encouraged to work together

What do we do with the information?

Give good feedback to teachers on what we have found

Provide training where there are gaps

Share good practice across the school

Give appropriate praise often

Use the information to help formulate the curriculum reform plan

Formulating our plan

- Keep simple
- Ensure it is based on the evidence we have collected
- Share it with the school community
- Make sure it is visible
- Refer to it often
- Build in an evaluation strategy at outset

Implementing the plan

- Not enough attention given to implementation
- New ideas often an add on task on top of the days work
- Last minute, not enough planning
- Don't try to do everything at once
- Do things well
- Are there things we can stop doing to create time
- Communication
- Training for staff

Breakout Session-

How might you audit what is taking place in your school in readiness for implementing the reform?

Action planning, what have I got to do as Principal to ensure teaching and learning changes in my school as part of the curriculum reform

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What do we know about Lithuania?

We know from the 2017 OECD report that pupil outcomes are not as good as they should be:

"Strengthening performance monitoring and ensuring quality. Improvement requires careful attention to performance. Lithuania has established data systems and school assessments, but has not fully used these to improve teaching or leadership, or to assure quality."

What is my role in my school to implement the reform

- Your leadership will result in its success or its failure
- To create a vision
- You cannot do it alone
- To share or distribute leadership to others
- To create an implementation team
- To use the information from the curriculum mapping & classroom audit
- To create a plan
- To evaluate and adjust the plan
- Communicate effectively and keep everyone on board

Where will I start?

How much detail do I know about the curriculum being delivered?

Is the information on teaching and learning recent?

Do I have good data about pupil performance in all subjects?

Are there groups of students who underperform badly in comparison to others?

Is there a subject which always underperforms?

What about refugee children, what experience are they getting?

Where will I start?

Do I have ambitious staff who might like to play a role in the Reform Team?

Are there young staff who are passionate about teaching who would like to join?

How well informed are the staff about the reform?

How well informed are students and parents?

Are there other schools we could collaborate with?

Do we have good practice to share with others?

What training have staff received, what can we offer from within the school?

What lessons have been learnt from the pilot schools? Can I visit?

What am I going to do when I get back to school

- Meet with your leadership team

- First discussion on how to move forward

- Create an implementation team

- Involve the dissenters

- Revisit your school vision in light of the curriculum reform

- Create a plan

- Set up communication to inform parents and the local community

Creating an Action plan

- Keep it simple
- Creating the plan is as important as the plan
- Involve people, consult, win hearts and minds
- Everyone should have the plan
- Evaluate the plan
- Celebrate all successes

A very simple action plan template

Action Plan Template …………………………….

Name of person completing the plan ………………………….

Date ……………………………..

Actions to be taken	By whom	By when	Expected outcomes	Success Criteria	RAG

Possible scenarios in schools

I am going to wait until someone tells me what I have to do 👎

I am the leader of the school we need to start planning so we are ready to go 👍

I want to be the best teacher I can be so I need to be familiar with this reform 👍

Breakout session

Action planning, what have I got to do as Principal to be ready for the curriculum reform and improve pupil outcomes?

Plenary

What will you be taking away from today's session?

What will you be doing back in your school ?