Topic 1 -Ways and principles of implementing the recommendations for teaching the new content of the subject

Communication

Webinar 3

Part 1- For all Participants

9th September 2022

Jane English & Jane Doughty

Learning Outcomes

- To be aware of the difference between "giving information" and communication

- To consider the importance of communication in the success of the curriculum reform in Lithuania.

- To consider the different methods of communication relevant to the reform

- To consider methods of gaining support for the curriculum reform across a wide range of stakeholders

Communication

"When the trust account is high, communication is easy, instant, and effective."

Stephen R. Covey

"The art of communication is the language of leadership."

James Humes

What advice would Croatian Principals give to Principals in Lithuania?

1. Stick together, help each other, communicate on social network, exchange the experiences

2. Arm yourself with patience, talk, motivate, praise, be as involved in change as possible and be present everywhere.

3. Also, be well acquainted with all parts of the reform

4. Also share examples of good practice from your school with others.

Discussion -How good is the communication strategy for the Lithuanian Reform?

How would you rate the way the strategy has been communicated?

What methods have been used?

How well informed do you feel Lithuania stakeholders (parents, students, local communities) are about the reform, are there groups which know very little.

Communication

*"When we **listen** with intent to **understand** others, rather than with intent to reply, we begin true **communication** and relationship building. Opportunities to speak openly and to be understood come much more naturally and easily"*

Stephen Covey

*"Leadership is **communicating** to people their worth and potential so clearly that they come to see it in themselves."*

- Stephen R. **Covey** 28 Nov 2020 —

Communication

Most of us think we are good communicators.

- Articulate
- Clarity
- Organised
- Well prepared
- Knowledgeable
- Confident

Communication

We are not always so good at

- Active listening

- Non Verbal communication signals

- Taking and acting on feedback

- Showing respect for others' views even when negative.

Communication in a Reform

Too often viewed as the giving of information

Once we have informed people of content and timeline our job is done

We explain **what** is going to take place and **how** it is going to take place

We are not always good at;

Explaining the "why" we are introducing it

Or we assume everyone knows why we are doing it

We assume everyone is in favour of the reform

Don't give time to both hear and respect people's views

Communication and the Reform

The "What" is the new content, the competencies

The "How" is the time frame, the year groups

BUT

How much time has been spent on explaining "**Why"** we are introducing the reform.

OECD review, PISA scores, in country reviews.

There is a module of training devoted to the Rationale in the Tool Kit

Discussion -The Rationale for the Reform

1. How has this rationale been shared with stakeholders in Lithuania?

2. What have you done to share the rationale with others?

3. How knowledgeable are the different stakeholders in Lithuania?

4. How well is the reform supported by different groups of stakeholders?

Communication in 2022

"A matter that becomes clear ceases to concern us."
Friedrich Nietzsche- German philosopher

"Furious activity is no substitute for understanding."
H.H Williams- Tutor and lecturer in philosophy Oxford

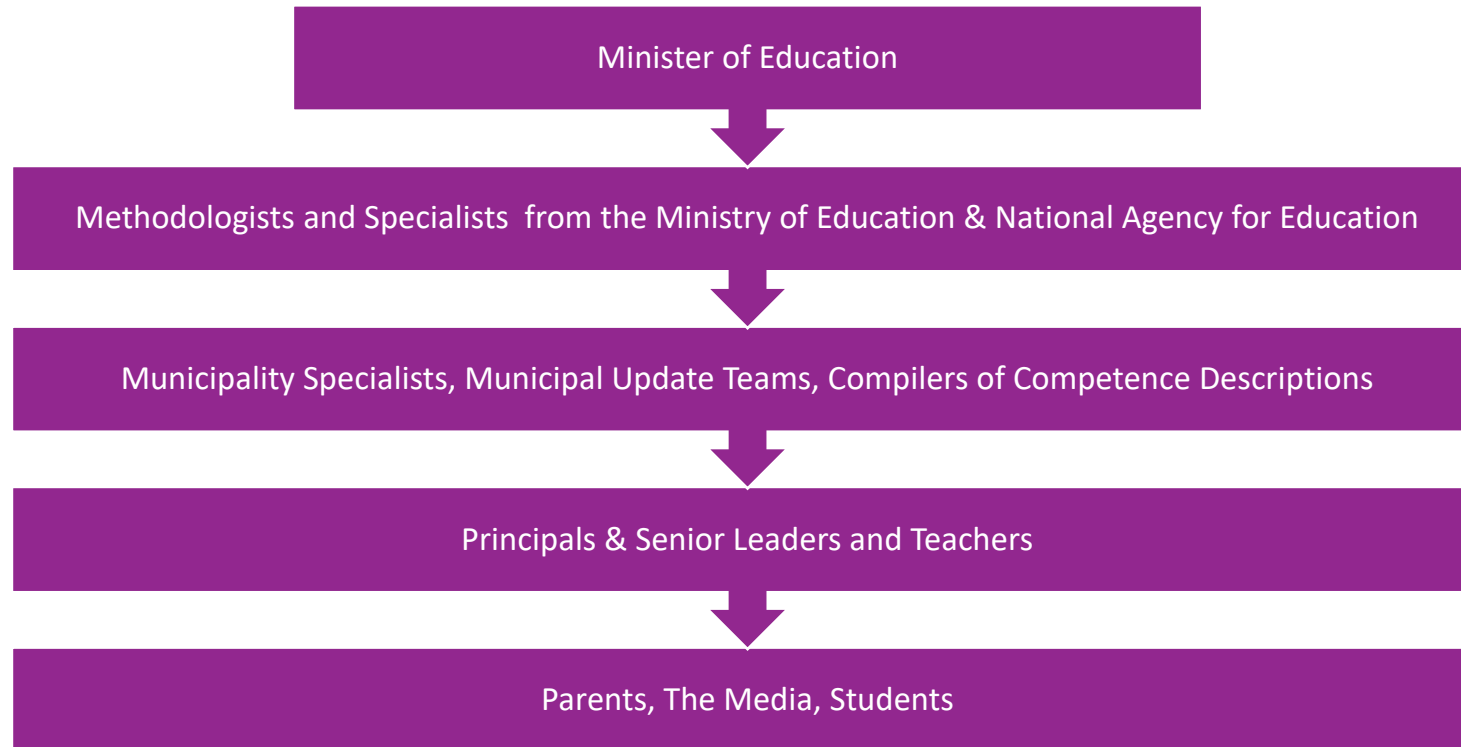"Nothing in life is to be feared. It is only to be understood."
Marie Curie- Polish/French Physicist/ Chemist, radioactivity
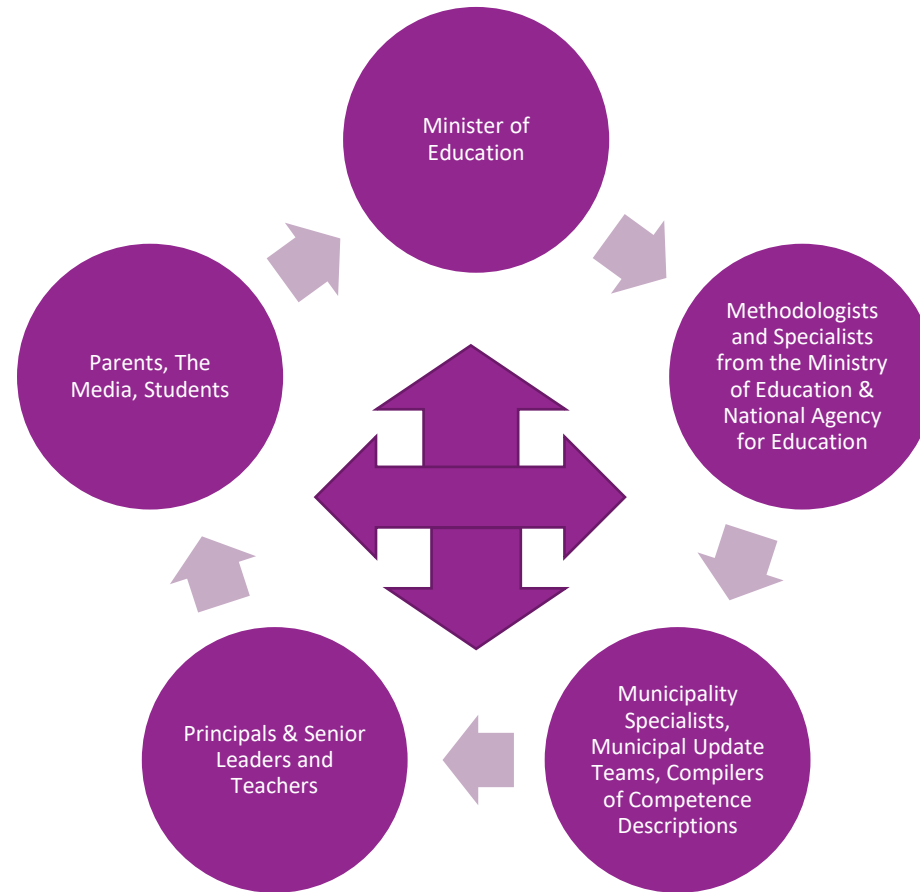
Communication in 2022

The stakeholders we must communicate effectively with and in turn communicate with others

- Principals & Senior Leaders
- Teachers
- Municipalities
- Trainers
- Parents
- The Media
- Students

Communication in 2022 (Information Giving- Top Down)

Minister of Education

↓

Methodologists and Specialists from the Ministry of Education & National Agency for Education

↓

Municipality Specialists, Municipal Update Teams, Compilers of Competence Descriptions

↓

Principals & Senior Leaders and Teachers

↓

Parents, The Media, Students

Communication in 2022 (Valuing Feedback, Discussion)

Minister of Education

Methodologists and Specialists from the Ministry of Education & National Agency for Education

Municipality Specialists, Municipal Update Teams, Compilers of Competence Descriptions

Principals & Senior Leaders and Teachers

Parents, The Media, Students

Creating ownership of the reform

Sense of working as a team

Discussion- Communication in 2022

1. In your role how have you entered into discussion with those people implementing the reform?

2. How have you gained feedback and what have you done with that feedback?

Communication in 2022

So many different communication tools

Fully or partially remote communication

Leaders and managers of the reform ability to communicate is more important than ever

Communication in 2022

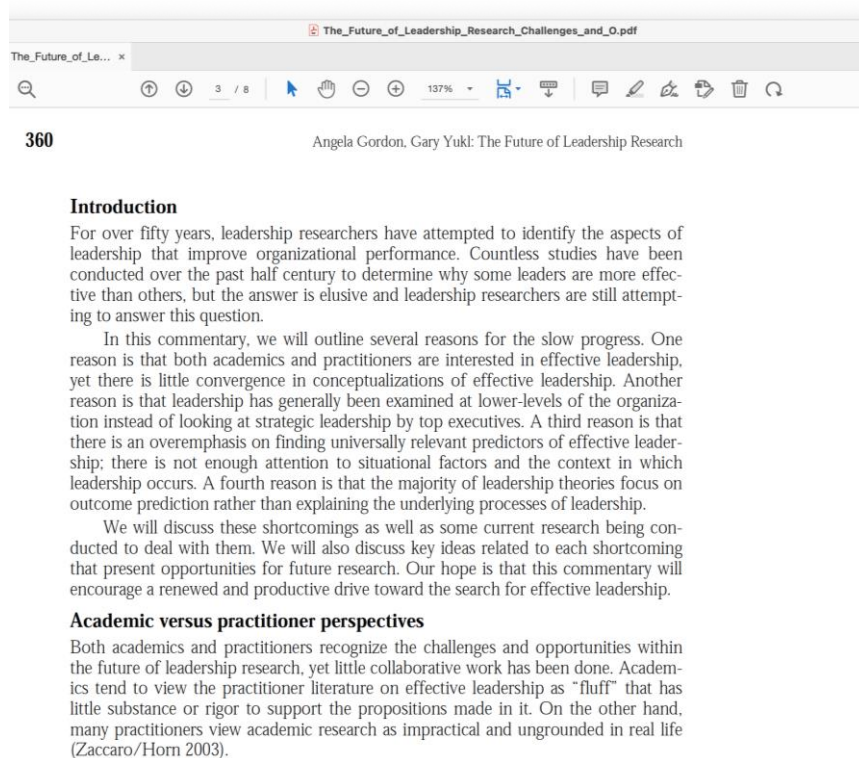Be clear and concise, less is often more, wordy documents are not helpful, less is more.

Be mindful of your non verbal communication and that of your audience

Too often we deliver a message giving no time or interest in hearing responses or questions. Active listening, hear the words but also the message
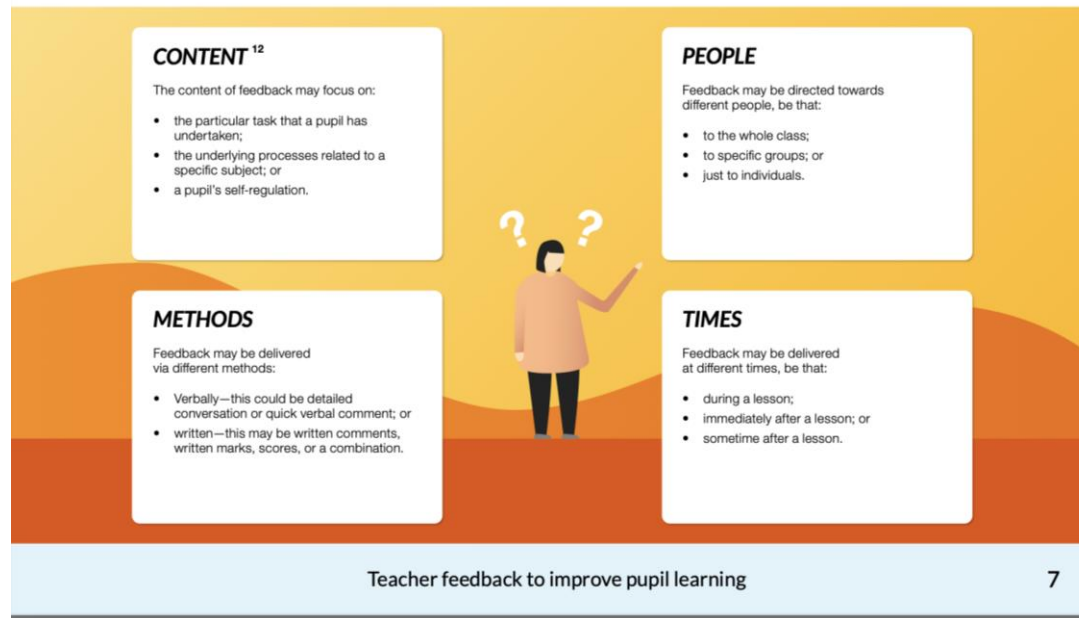
Communication 2022 Wordy Documents

Wordy Academic docs have their place
However,
stressed teachers and principals will
not read them

Communication 2022- User Friendly Documents

Figure 1: What is teacher feedback?

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Guidance Report
Education Endowment Foundation- October 2021

Communication 2022- Blogs to share good practice, solve problems

Short articles

Sharing successes and disasters

Interesting and informative

Useful for teachers and leaders of the reform

The Media

Croatia had issues

Be proactive

Share the rationale (better education for the children of Lithuania)

Share good news stories

Share updates, teachers have said …. We have changed ……

Parents and students often last to know

Parents and social media can be an issue

Be sure they know what is going on and why there is a reform

Change in styles of teaching will worry them

Actively invite them to give feedback at school, municipality and even ministry level , get them onboard.

Let them have their say

Parents and the local media can be a real issue

Parents and students often last to know

Pupils will be anxious about changes in teaching styles

Worried about exams, revising etc

They must understand why

They will fuel parents anxieties

Media opportunity, article written by a student or a radio interview

Communication to support the curriculum reform in Lessons from Wales (UK)

"Education in Wales: Our National Mission", a plan for 2017-21

A national vision

Inclusion of all key stakeholders in shaping the national mission and new curriculum

Communication methods

Online

Paper

Live

Communication to support the curriculum reform in Lessons from Wales (UK)

Communication methods

Minister question & answer sessions

Minister attended many events

Active on social media

Blog for stakeholders to keep up to date

Made published content easier to read and use

Careful monitoring helped get rid of rumour and myths and adjust communications

Creating a Positive organisational culture

"The most dangerous organization is a silent one," says Lorne Rubis in a blog post, [Six Tips for Building a Better Workplace Culture](#)

Authoritative managers who refuse to share information, aren't open to suggestions, and refuse to admit mistakes and accept criticism are likely to find their suggestions and criticisms met with defensiveness or even ignored altogether

Without that foundation of trust and transparency, even the smallest communication can be misconstrued and lead to misunderstandings and unnecessary conflict.

Develop a workplace communication strategy

A communication strategy is the framework within which your organisation conveys and receives information. It can—and should—outline how and what you communicate to customers (teachers, students, parents principals), stakeholders, and managers and employees.

Starting most broadly, your strategy should incorporate who gets what message and when. This ensures that everyone receives the correct information at the right time

For Webinar 6 on 29th September

Please be ready to share

1. What responsibility do you have for communicating the reform
2. How you have shared the important messages about the reform.
3. How you have gained feedback
4. What have you done with that feedback

Learning Outcomes

- To be aware of the difference between "giving information" and communication

- To consider the importance of communication in the success of the curriculum reform in Lithuania.

- To consider the different methods of communication relevant to the reform

- To consider methods of gaining support for the curriculum reform across a wide range of stakeholders

Break

15 minutes comfort break

Please return promptly

Topic 1 Ways and principles of implementing the recommendations for teaching the new content of the subject

Leading Teaching and Learning
Webinar 3:
Part 2 for Lithuanian Teachers

Jane Doughty and Jane English

9th September 2022

Learning Outcomes

At the end of this session you will be able to:

- use research evidence to promote improvements in student outcomes

- share information about the significance of high quality teaching

- explain and apply characteristics of effective teaching

- share strengths and weaknesses of teaching in Lithuanian schools

- link effective teaching strategies to the curriculum reform competencies

Session 2: Importance of Teaching

During this session we will consider:

- Research evidence on impact of teaching on student outcomes
- Importance of high quality teaching
- Characteristics of effective teaching

What do we know from international research?

In their international report for McKinsey, Barber and Mourshed concluded that there is strong consensus that high performance in education systems is dependent on the quality of teaching ......
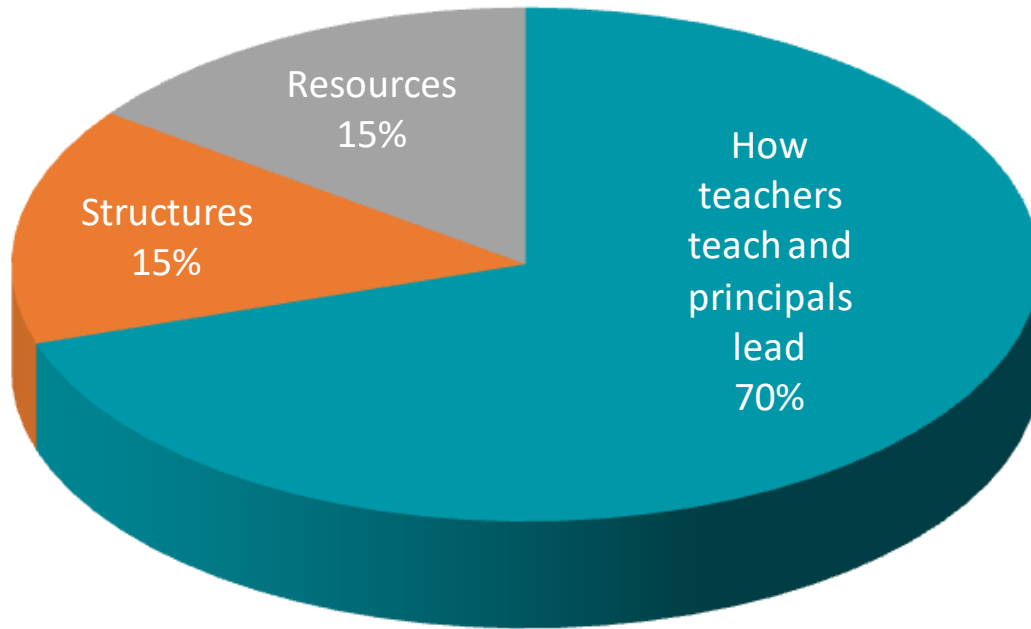
"the quality of an education system cannot exceed the quality of its teachers"

They concluded:

"the best school systems are those that have the best teachers"

Barber & Mourshed, 2007

Impact of leadership and teaching on student outcomes

Pie chart:
- How teachers teach and principals lead: 70%
- Structures: 15%
- Resources: 15%

The pie chart demonstrates

the huge impact of teachers and leaders on student outcomes

Barber, et al 2010

Importance of Teaching

Teachers are important because they change lives, inspire dreams and can push the limits of human potential.

Role is to:

- enable children and young people to achieve their potential and lead happy, fulfilled lives

- nurture, teach and raise children to become useful to society

- encourage growth in children and young people

- inspire, direct, and educate students with the knowledge they will use throughout their lives

In case you were in any doubt….

"The quality of teaching is by far the biggest factor within schools
that can make a difference to the achievement of
children and young people"

Coe, Aloisi, Higgins and Elliot Major (2014)

"Teachers have the greatest impact on pupil outcomes
- three times that of any other school factor"

RAND, 2019

*These findings are supported by other researchers including OECD, Hattie and Robinson

Words of wisdom …….

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

"Teachers don't impact for a year, but for a lifetime."

Anonymous

Breakout Activity 1: reflecting on the evidence

In your breakout groups:

Discuss the research evidence relating to the importance of teaching – how would you use this evidence to persuade colleagues of significance of teaching?

Identify two points to share with the whole group

15 minutes

Improving quality of teaching is needed because.....

"Learning outcomes, as measured by PISA, are consistently below OECD averages. Relatively few Lithuanian students perform at the highest achievement levels - performance of 15-year olds trails that of its Baltic neighbours".

(OECD 2017)

"Quality education is one of the most effective ways of reducing socio-economic inequalities and increasing social inclusion"

(EK komunikatas „Švietimo tobulinimas ir modernizavimas", (2016).

Teaching in Lithuanian Schools: international comparisons

"Compared to the OECD average, *1.5 times fewer* Lithuanian 15-year-olds reach the highest levels – fifth and sixth – levels of achievement and can perform the most complex tasks in mathematics, reading and science" (PISA, 2018)

2015-2019 The change in the results of mathematics and natural sciences of Lithuanian pupils is *positive*..., but

"according to the fields of educational content and cognitive abilities, mathematics knowledge and thinking, algebra, statistics and probabilities of 8th grade students; results in the field of earth sciences and nature science are *statistically significantly below average*' (TIMMS, 2019)

- 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's15-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 improve pupil outcomes

- 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

Lithuanian Studies: NEC* Data

"Achievements of mathematics, reading, writing and 8th grades in science and social sciences are growing" (2014-2018 NMPP, 2018), but …

"5.7% did not achieve a satisfactory level of achievement of the Lithuanian language, while mathematics – 20.07% of pupils" (PUPP, 2019);

'approximately one fifth of pupils in grades 4 to 8 believe that they are not able to learn'

"ICT literacy among 8th grade students is close to the international average,

but lags far behind European countries"…

*from 2019 – National Agency for Education Monitoring and Evaluation Department

According to external school evaluation

"Modern lessons are considered to be 60% of lessons"

(Education in the country and regions, 2019)

"Orientation towards pupils' needs is well assessed in less than a tenth of the schools assessed" (2011-2017)

" 20% of schools have improved assessment for education (teacher's activities), almost 10% – self-assessment of pupils, and another 13.2% of schools – the whole field of assessment"

Breakout Activity 2: Addressing Lithuanian Challenges

In your breakout groups:

Reflect on the challenges facing Lithuanian schools, drawing on your experience and the evidence on the previous six slides.   Share any questions you have and identify two actions you think could improve the quality of teaching in Lithuanian schools.

Reporting back: each group to share the two actions they have identified

20 minutes

Identifying Effective (Good) Teaching

(Ko and Sammons, 2016)

- clear about instructional goals

- good subject/pedagogical knowledge

- communicate what is expected and why

- make expert use of existing instructional materials

- are knowledgeable about their students

- teach meta-cognitive* strategies - opportunities to master them

- address higher- as well as lower-level cognitive objectives

- monitor understanding by regular appropriate feedback

- integrate their instruction with other subject areas

- accept responsibility for student outcomes

*thinking about thinking

In "Nine Claims about effective pedagogy, Husbands and Pearce said:

Effective pedagogies:

- give serious consideration to pupil voice

- depend on behaviour (what teachers do), knowledge, understanding (what teachers know) and beliefs (why teachers act as they do)

- involve clear thinking about longer term learning outcomes as well as short-term

   goals

- build on pupils' prior learning and experience

- involve scaffolding pupil learning

Effective pedagogies, continued:

- ınvolve a range of techniques, including whole-class and structured group work, guided learning and individual activity
- focus on developing higher order thinking and meta-cognition, and make good use of dialogue and questioning in order to do so
- embed assessment for learning
- are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account

Husbands and Pearce, 2012

Features of Inspirational (Outstanding) Teaching

- inspirational interaction through outcomes focused/agile pedagogy

- relentless, yet understated professionalism

- positive relationships and enjoyment

- good classroom/behaviour management

- positive and supportive climate

- formative feedback

- high quality learning experiences

- support from leadership and management that nurtures the teacher's talents and innovation

Blaylock, M et al, 2016

Inspirational Teaching

Research into inspirational teachers concluded that they:

- demonstrate genuine warmth and empathy
- create a sense of security about learning – encouraging experimentation
- use highly interactive whole class instruction
- encourage students to communicate frequently with one another
- develop meta-cognitive skills

P Sammons et al, 2014

Characteristics of great teaching

- Content subject (and competencies) knowledge
- Quality of instruction – questioning, assessment, giving students opportunities to practise
- Classroom climate – interactions with students, recognition of effort
- Classroom management – environment for learning
- Teachers' beliefs – about models of teaching / learning
- Professional behaviour – involved in CPD, collaboration with others

R Coe, 2015

Effective teaching is more than just knowledge of the subject

'.. teacher characteristics that are harder to measure, but which can be vital to student learning, include the ability:

to convey ideas in clear and convincing ways;

to create effective learning environments for different types of students;

to foster productive teacher-student relationships;

to be enthusiastic and creative; and

to work effectively with colleagues and parents'.

OECD, 2004

Breakout Activity 3

In your groups:

Reflect on the quality of teaching in your department / school. Share examples of excellent or good teaching. Discuss how teaching needs to develop / improve.

Given the curriculum reform ambitions, identify priorities for improving teaching quality. Be ready to share two priorities with the whole group.

20 minutes

Leading teaching and learning is:

- deciding the learning priorities in the curriculum

- ensuring teaching and learning policies are implemented consistently

- promoting dialogue / training relating to pedagogy

- monitoring and evaluating teaching in classrooms and students' progress

- taking care of the professional development of teachers;

- taking care of parents' participation in the educational process.
(adapted from Wise, Bradshaw, Cartwright, 2012)

You may not have a formal leadership role but as an experienced teacher, and one who is familiar with Lithuanian reforms, you have knowledge, skills and expertise to offer your school and your colleagues ......

Looking forward …….

Reflecting on this section of the webinar:

As the curriculum reform is implemented in your school, what experience do you think you can share with colleagues who are perhaps less familiar with the reforms?

Place your contribution in the chat box or unmute yourself to speak …

Break

30 minutes comfort break

Please return promptly –
please switch your camera on when you return,
you can switch it off when we begin

Session 3: Teaching and Curriculum Reform

Over the session we will consider:

- Introducing the curriculum reform – some recommendations

- Improving student outcomes - some lessons from research

- Developing teaching in Lithuanian schools

- The competencies – some teaching strategies

The purpose of "Supporting school teachers as leaders in the curriculum reform in Lithuania"

1. Ensure that Lithuania's curriculum reform is implemented successfully and impacts positively on student outcomes.

2. Raise standards of student attainment.

3. Provide support to teachers so they play their part in leading and managing the changes the reform requires in their schools.

4. Strengthen the positive impact of good teaching for children in Lithuanian schools ensuring students are well prepared for the world in which they will live and work.

5. Support Lithuania in developing a world class education system.

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2014–2020 metų Europos Sąjungos fondų investicijų veiksmų programa

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.

Recommendations for Lithuania (TIMMS, 2019)

- Balance the implemented educational content.

- Increase experimental activities.

- Strengthen pupil-centred education.

- Improve school attendance.

- Enhance the quality of learning in the lesson.

- Conduct secondary analyses to find direct targets to improve school performance.

Curriculum Reform: developing pedagogy

Four priorities for teachers who want to help their student learn more:

1. understand the content (*and competencies*) they are teaching and how it is learnt
2. create a supportive environment for learning
3. manage the classroom to maximise the opportunity to learn
4. present content, activities and interactions that activate their students' thinking

Coe, 2020

Impact of teaching strategies on student progress

Education Endowment Foundation(EEF) found through its RCT* research the following strategies have a positive impact on student progress:

- Digital Technology

- Collaborative learning

- Parental Engagement

- Peer tutoring

- Metacognition / self regulation

- Feedback to students

Breakout: session 3 Activity 1

In your breakout groups consider the six teaching strategies identified by EEF.

- Arrange them in order of impact on student progress – high to low

- Discuss the value of the strategies in a competency based curriculum

On your return be ready to share your "order of impact" and explain how you think one of the strategies can add value to the curriculum

20 minutes

Impact of Teaching Strategies on Student Progress (EEF)

Strategy	Impact	Comments
Feedback to students	+8	Medium evidence, cost effective
Metacognition /self regulation	+7	Strong evidence, cost effective
Peer tutoring	+5	Strong evidence, cost effective
Collaborative learning	+5	Strong evidence, cost effective
Digital technology	+4	Strong evidence, expensive (hardware)
Parental engagement	+3	Medium evidence, cost effective

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fondų investicijų
veiksmų programa

What's happening in lessons in Lithuanian schools?

- In only 50% of the lessons observed by external evaluators in 2018, did they see students being active participants in the lesson.

- In 20 % of all the lessons observed in 2018, the teaching material was in no way related to the student experience.

- In only 33% of the lessons observed, the teacher can qualitatively organize the assessment aspects – to indicate at the beginning of the lesson the criteria for assessing students' activities during the lesson, and at the end of the lesson to allow students to evaluate their activities.

- Social exclusion is increasing rather than decreasing in Lithuanian schools with more students from disadvantaged (low socio-economic and cultural environment) backgrounds.

- Kalvaitis, A. Aspects of modern lesson improving the quality of education in

- Lithuanian general education schools, 2020

What's happening in Lithuanian Schools?

- Only 60% Lithuanian students feel good at school (NEC, 2018)

- 12.5% students have a low level of satisfaction with their lives, more than half feel they have no support from their classmates (HBSC, 2018)

- 27.8% students suffer bullying and 19.3% bully others (HBSC, 2018)

- Lithuanian students are hardly ever able to use the potential of working in a group (PISA, 2015)

Presentation by I Rauiene, Ministry of Education (2022)

Classroom training: old styles of teaching versus new ways of teaching

TRADITIONAL LESSON

- Students write down everything the teacher says.

- Learning focuses on writing notes and remembering them.

- Students are judged on the quality of their notes.

- In preparation for the exam, students learn from their recorded material.

- Students take exams.

- The accumulated knowledge is forgotten.

Student learning focuses around the skills of remembering and shallow learning which is quickly forgotten

These are not the skills needed in today's world of work.

Classroom training: old styles of teaching versus new ways of teaching

MODERN LESSON

- Leadership of the class
- Clarity and structuring
- Harmonisation and enforcement
- Promotion of action
- Motivation
- Learning-enhancing environment
- Student orientation
- Focusing on competencies
- Respect for the diversity of pupils
- Variety of supply

Helmke. A. Lesson quality and teacher's professionalism: diagnostics, assessment, improvement. Vilnius, 2012

The Lithuanian competencies

- Social, emotional and healthy lifestyle competence
- Cognitive competence
- Competence in Creativity
- Citizenship competence
- Cultural competence
- Communication competence
- Digital literacy

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Focusing on the competence allocated to your group:

- Check everyone is clear about how the competence is defined.

- What subjects are especially important in promoting the specific competence?

- What examples can you share about how the competence has been / is going to be embedded in the curriculum.

- How can you, as a teacher, demonstrate leadership in embedding this competence?

20 minutes discussion

Room1
- Social, emotional and healthy lifestyle competence

Room2
- Cognitive competence

Room 3
- Competence in Creativity

Room 4
- Citizenship competence

Room 5
- Cultural competence

Room 6
- Communication competence

Room 7
- Digital literacy

Final Plenary

Following your discussions about the competencies what insights would you like to share with the whole group?

Please place your comment in the chat box or unmute to speak

Follow up work

Dont forget to:

- Talk to your headteacher about contributions you can make in the curriculum reform process

- Identify how you can offer leadership support to colleagues as the reforms are introduced / implemented in your school

Thank You

Thank you for all the contributions
you have made today and
we look forward to seeing you at the next session

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