



NACIONALINĖ  
ŠVIETIMO  
AGENTŪRA



2014–2020 metų  
Europos Sąjungos  
fondų investicijų  
veiksmų programa

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

# **Learning from Curriculum Reform in other countries ( Part 1)**

## **First Session Webinar 4**

**For all Participants**

Jane English & Jane Doughty

15<sup>th</sup> September 2022

# Learning from Curriculum Reform in other countries

Two 1 hour webinars for all participants

Webinar 4 Part 1

Webinar 5 Part 2

# Learning from Curriculum Reform in other countries

## Learning Outcomes for Webinar 4 & Webinar 5

- To gain knowledge of curriculum reform in other countries
- To learn lessons from those countries relevant to Lithuania
- To hear perspectives from other key stakeholder groups
- To consider any adjustments or actions to take from knowledge and experience of other curriculum reforms

# Webinar 4

**We will consider:**

- **Rationale for curriculum reform**
- **Context of curriculum reform**
- **Definitions of curriculum reform**
- **Engagement of stakeholders**
- **Monitoring processes**

# Webinar 5

## We will consider:

- Key stakeholders: school leaders  
teachers
- Supporting key stakeholders to embed curriculum reform
- Identifying actions to take to support the curriculum reform

# Curriculum Reform

- Response to a quick changing world
- Equip children with knowledge, skills and competencies needed for their future.
- Requires inclusive stakeholder engagement
- Used to be top down approach
- Shifted to bottom up recognising central role of teachers

# Curriculum Reform in Finland: purpose and scope

## Pedagogical reform

- transforming from WHAT to learn to HOW to learn

## Building integrity of basic education

- transversal competences,
- school culture,
- connections and collaboration between subjects

## Developing school culture by renewal of

- pedagogical thinking
- learning environments
- working approaches
- assessment

## Curriculum as a digital tool

- producing web-based E-Curriculum with more practical functions for everyday use

# Readings

We asked you in Webinar One to look at some international case studies, for example:

Croatia - British Council booklet will be available shortly

Scotland – OECD research read online or visit Education Scotland website

We hope you have had time to look at some case studies and we would like to hear your reflections during this webinar.

Please add your comments to the chat box or unmute to speak

# Change is essential

*“If we always do what we have always done, we always get what we always got” - Henry Ford*

*“If children in school keep on learning what was taught to their parents, they will not be appropriately prepared for a more uncertain future characterised by an ever changing environment” OECD, 2018*

- *Estonia, Finland, Japan, Norway, Wales (UK)*
- *More than 40 countries in OECD led Education 2030 project, including Lithuania: Šarūnė Nagrockaitė (Vilnius University) and Irena Raudienė (Ministry of Education and Science) are quoted in the contributors' list*

# Patterns emerging

Curriculum reform is a national affair

- Well being
- Learner agency
- Problem solving

Skills to navigate an uncertain world

# The definition of Curriculum Reform

## Van den Akker 2010

- “*A plan for learning*” - a set of guidelines for what students should learn and be taught

## Stoll et al 2006

- Materials and documents, textbooks

## Saavedra and Steele 2012

- Curriculum design, teaching methodology , class size, learning hours, learning objectives , assessment and examination practices

## IGI Global, 2022

- The process of making changes to the **curriculum** with the intent of making learning and teaching more meaningful and effective.

# Discussion Group

**How is the curriculum reform defined in Lithuania?**

**What are the key features of your curriculum reform?**

Breakout groups by role

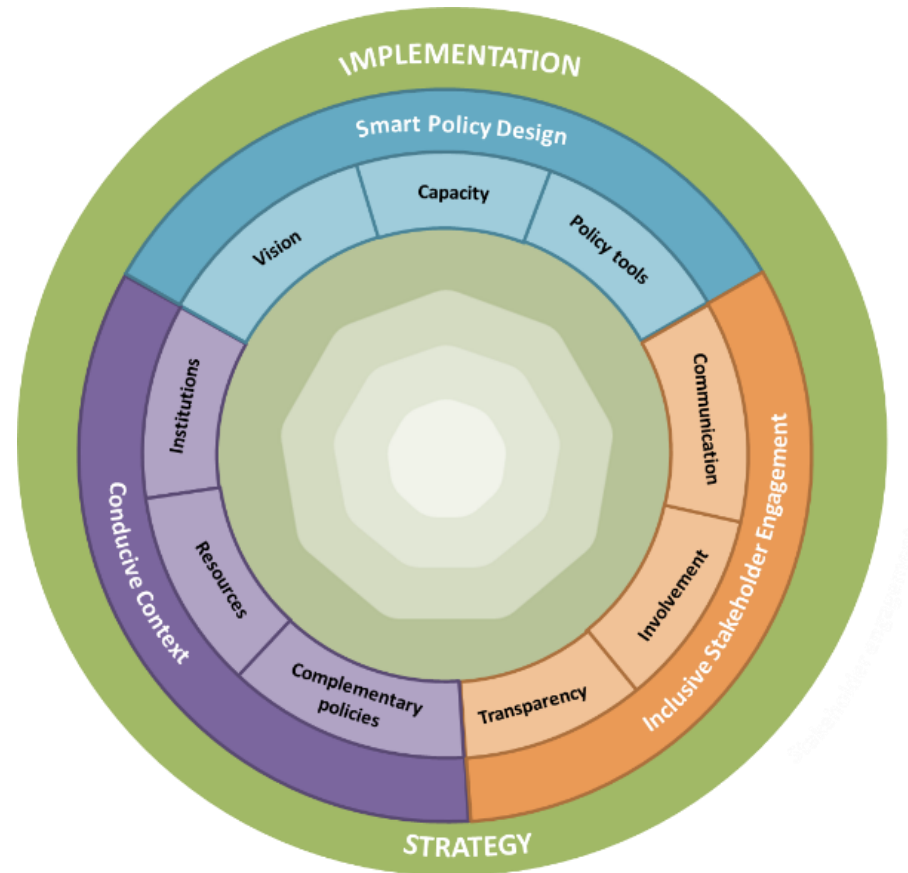
15 minutes

# Implementation Framework

Three dimensions

1. Smart policy design
2. Inclusive stakeholder engagement
3. Conducive context

Curriculum reform can be seen as a process that aims to change the objectives of learning and the way learning takes place



Source: OECD (2020[9]), “An implementation framework for effective change in schools”, OECD Education Policy Perspectives, No. 9,

# Implementation

“ curriculum implementation corresponds to the means to accomplish desired objectives, and for the new curriculum to bear fruit, it needs to be translated into classroom practice” – Michael Fullan 2015

Therefore, teachers:

- Not passive in the process
- Key players
- Adapt materials, match curriculum goals and principles

# Scotland: what helped implementation?

- Curriculum for Excellence (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

# Curriculum Reforms take time

For instance during curriculum reform in Hong Kong, the tight timing imposed on teachers and principals was seen as undermining the effective implementation of the policy *(Cheung and Wong, 2012[20])*.

Japan (ten year cycles),

Singapore (six years with a mid-review at the 3-year-mark),

Finland (ten year cycles)

Ontario (seven year cycles) *(Sargent et al., 2010[52])*.

Flexibility to allow change and adaptation

# Learner at the centre of the curriculum

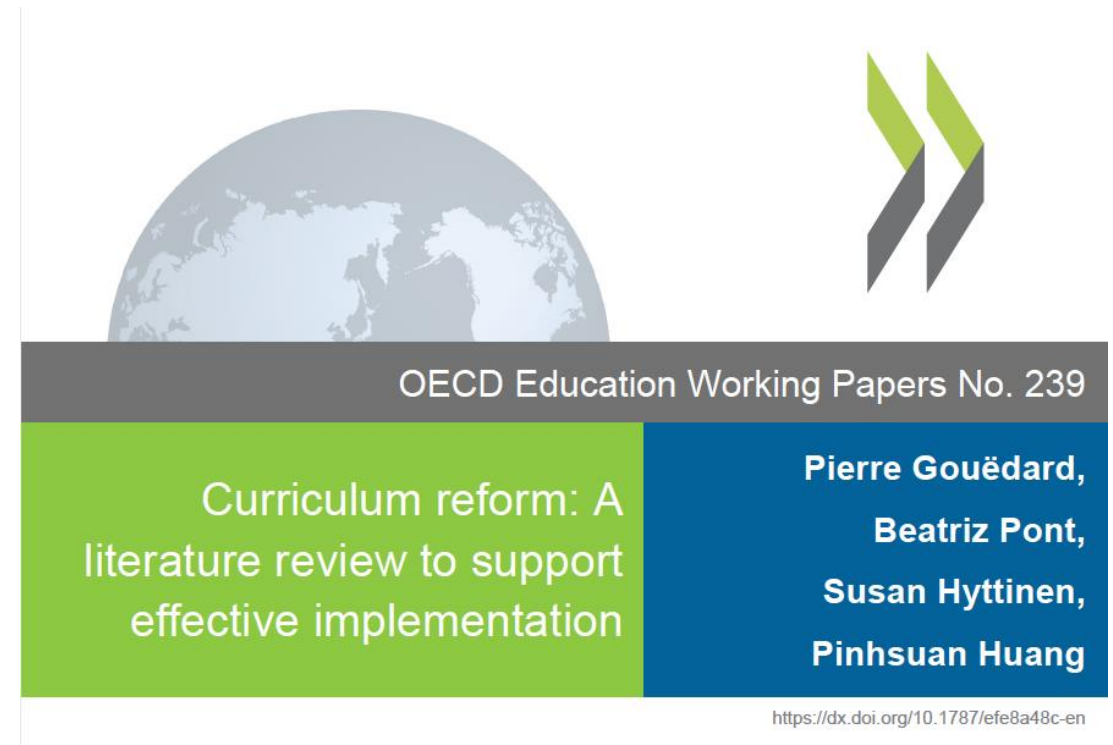
A new trend across a number of countries:

- Japan new curriculum 2020-2022- active learning and proactive and interactive pedagogy
- Wales 2022 focusing on the needs of Welsh speakers
- Scotland 2016 Curriculum for Excellence – focusing on four fundamental capacities

# Supporting materials

- Well designed pedagogical materials
- Japanese Ministry of Education provides free text books
- Scotland – online resources
- Croatia had Loomen web based resources.

Look at experience of other countries



# Pause for Reflections .....

- Implementation Strategy – are all the key stakeholders familiar with the Lithuanian Implementation Strategy
- Timeline – has sufficient time been allowed to prepare for and embed for new curriculum?
- Are learners at the centre of the reform process?
- Are school leaders and teachers positive about the supporting materials?

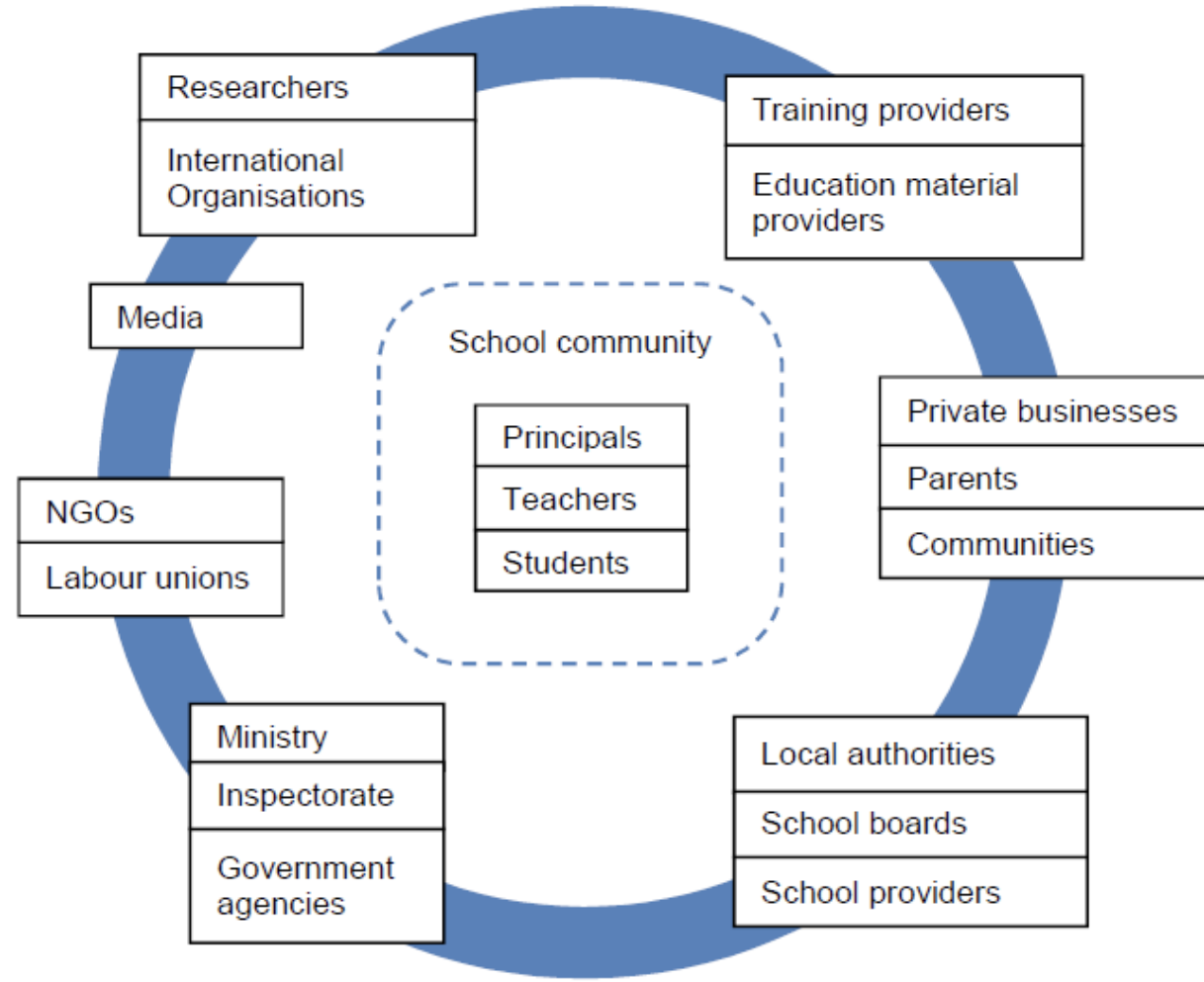
# Pause for Reflections .....

If your response is “yes” to any or all of the statements on slide 19 – what evidence can you share to support your judgement?

If your response is “no” to any or all of these statements – what evidence can you share to support your judgement?

**Please place comments in the chat box or unmute to speak**  
(10 mins)

# Engagement of stakeholders



Source: Burns and Köster (2016[89]),  
Governing Education in  
a Complex World,

# Engagement of stakeholders

Early involvement of stakeholders as a way to build support for the new curriculum

- Finland: Early inclusive consultation during curriculum design process
- Singapore: Focus groups discussions during the planning phase
- Japan: Developing collective sense-making through the Lesson Study

# Stakeholders: Building Partnerships with Parents

## An example:

**“The skills, knowledge and experiences that all parents and practitioners contribute, should be used to support children’s learning.**

**The development of good relationships when things are going well can make it easier for both parents and practitioners to make contact when either of them has a concern.”**

Education Scotland, 2016

# Discussion: Engagement of Stakeholders

- **Who are the key stakeholder groups?**
- **What engagement has taken place to date?**
- **What is planned for the future?**

Discuss these key points in your groups – what evidence do you have that there is a good understanding of the curriculum reform?

Given that engagement is critical – what do you think needs to happen in future to strengthen understanding and commitment?

15 minutes

# Communication: some lessons

“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**

# Lessons in Communication

## 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

# Responsibility for curriculum reforms

- France: A central counsel at the heart of curriculum design
- Ireland: A central agency is responsible for curriculum implementation
- Japan: National guidelines frame school-based curriculum
- Scotland: Education Scotland, supported by consultative groups

# Finance

Teachers in Scotland said lack of Finance hindered reform

Canada termination of funding, downfall of effective reform

Funding must be available to support beyond the initial implementation stage

# Information Communication Technology

Expands students access to knowledge

Pandemic made it a necessary skill

Teacher collaboration

Sharing and enriching materials

Foster project based and enquiry based learning

Foster cooperative learning

Deliver formative real time assessment

Provide remote virtual learning labs

However, be mindful of equity issues

# Monitoring the progress of the reform

Japan, a “Plan – Do – Check – Act” cycle takes place in every school.-

Education Policy in Japan: Building Bridges towards 2030, Reviews of National Policies for Education,

Portugal: A phasing in strategy to identify good practices

Source: OECD (2018[45]), Curriculum Flexibility and Autonomy in Portugal - an OECD Review, OECD Publishing, Paris.

New Zealand: A research programme on school approaches

Source: Cowie Hipkins et al. (2009[43]), Curriculum Implementation Exploratory Studies: Report to the Ministry of Education, New Zealand Council for Educational Research, Wellington.

Wales: An external monitoring institution follows implementation progress

Source: Estyn (2018[46]), Curriculum innovation in primary schools.

Estonia: System level monitoring to support the national education strategy

Source: Estonian Ministry of Education and Research (2015[47]), Estonian Ministry of Education and Research (2015), The Estonian Lifelong Learning Strategy 2020.

# Discussion Group: Monitoring

In your breakout groups consider the following questions:

- How will the implementation of the reform be monitored?
- And by whom?
- How will you know if the reform has been successful?

Please identify two key success criteria to share with the whole group

# Summary of Lessons learnt

Clear definition  
of the reform

Engagement of  
stakeholders

Communication  
with  
stakeholders

ICT and Finance

## Discussion What will you take from this webinar?

What key lessons learnt by another countries will you take from this webinar?

How will this learning impact on your practice?

10 minutes

# Learning Outcomes for Webinars 4 and 5

- To gain knowledge of curriculum reform in other countries
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# 15 Minute Break

- 1
- 5 Minute Comfort Break

Please return promptly and switch on your cameras, as soon as we start you may turn them off

- Group 3
- Methodologists and specialists from the Ministry of Education, Science and Sport and the National Agency for Education AND Municipal Curriculum Update (UTA) teams testing school snippets



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## Topic 1 Webinar 4- Session 2

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

**Group 3 Methodologists and specialists from the Ministry of Education, Science and Sport and the National Agency for Education AND Municipal Curriculum Update (UTA) teams testing school snippets**

Jane English & Jane Doughty  
15<sup>th</sup> September 2022

# Learning Outcomes

- To identify ways you as a leader can support schools in the successful introduction of the curriculum reform
- To consider your use of the 3 “C’s” of Change Leadership
- To consider how distributive leadership may be appropriate in your role
- To consider the use of coaching within your organisation
- To consider effective collaboration activities to support the introduction of the reform

# 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

# 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'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

# What are your ongoing responsibilities in ensuring the success of the curriculum reform?

Discussion in breakout rooms

1. What are your ongoing responsibilities in ensuring the success of the curriculum reform?
2. How will you support the implementation process?
3. Which colleagues will you work with and what plans do you have to work with them
4. How will you measure success?

# 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.” (webinar 3)

## 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.

# 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*

*Distributive leadership is useful in Reforms at every level, Ministerial, Municipal, National Training agency*

# Distributive 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 practised in context

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

*Professor Alma Harris 2014*

# Difference between Collaboration and Cooperation

Collaboration implies shared ownership and interest in a specific outcome.

Example- Let's work together on designing a conference to update schools on the curriculum reform

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

Example- I have produced an action plan for greater use of digital literacy, tell me what you think

# Collaboration Tools

1. Establish group goals and norms
2. Ensure discussion and dialogue
3. Work through conflict
4. Develop problem solving and decision making strategies
5. Ensure all voices are heard
6. Ask what if?
7. Open communication

How to be a collaborative leader

[Matthew Joseph, Ed.D.](#)

January 30, 2018

# Examples of Collaboration

Collaborating on shared documents. ...

Working on tasks and projects. ...

Discussing work challenges on team communication channels. ...

Video calls and meetings, with a tight agenda

Brainstorming with whiteboards. ...

Jointly developing and sharing resources

Using the right tools to collaborate can make all the difference.

# Discussion Breakout- Collaboration

1. What collaborative activities have you instigated or plan to instigate to support schools in the introduction of the reform?
2. What do you want to gain from these activities?
3. How will you measure collaboration is taking place and not just cooperation?
4. How might you increase the amount of collaboration you undertake in your role in supporting the reform?

# Addressing the implementation gap

There is a missing step between the intention, and the realisation of this curriculum renewal, crystallising what has been coined in the literature “the implementation gap”.

The vision of curriculum reform signifies the purpose of the curriculum change. It covers the questions of **why** the curriculum reform is needed, **what** kind of curriculum is preferred, and **how** the desirable changes could be achieved.

*CURRICULUM REFORM: A LITERATURE REVIEW TO SUPPORT EFFECTIVE IMPLEMENTATION- OECD Education Working Papers No. 239*

# System wide reform- lessons from Croatia

Support **system-wide reform** by recognising the role of everyone across the system, understanding the importance of relationships in curriculum realisation efforts, and ensuring a wider set of policies is aligned with the purpose of the reform.

Along the path of change: practical lessons from supporting curriculum reform in Croatia – British Council- 2022

# System wide reform- lessons from Croatia

## Pay attention to the whole system

1. Teachers
2. Pre-service & In-service teacher education
3. Teacher accreditation
4. School inspection
5. Quality assurance
6. Teacher & school leader evaluation and professional standards
7. Exams and qualifications
8. Leadership development
9. Ongoing monitoring and evaluation
10. Professional learning of other support role, e.g. librarians

# System wide reform- lessons from Croatia

## Develop Relationships across the system to support the curriculum

1. Access to resources of others
2. Support to meet new challenges
3. No one has all the skills, make interaction, connecting and collaboration easy
4. Build relational ties across many people and diverse situations
5. Create opportunities for people to get to know each other
6. Create conditions for reform ideas to be passed around
7. Strong trusted relationships so activity can be tried out

# System wide reform- lessons from Croatia

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# System wide reform- lessons from Croatia

## Focus on the long term

Significant impact in 3 years

Provision to scale up the reform and sustainability

Time for teachers to digest the new curriculum

Time to produce text books

Policy continuity

Create a core group of knowledgeable teachers and school leaders

Core group supports the wider group of educators joining the reform

# Discussion – Breakout sessions

Select two lessons learnt from Croatia which you think might be relevant to Lithuania

How will you ensure these lessons are addressed in Lithuania?

# 30 Minute Break

30 minutes comfort break

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

# Could coaching support the reform?

Within your organisation or working group, National Agency,  
Municipality, Ministry

For Principals

For Teachers

Provide training

Support implementation

# Coaching Definition

*Coaching is the art of facilitating the performance, learning and development of another.*

(Myles Downey, 2003)



# Coaching definition

- *A relationship and process by which a coach facilitates the success of others through a belief in that person's / team's ability to find their own solutions and to enhance performance.*



# Why use Coaching?

- People should be empowered to come up with their own solutions.
- People have a greater commitment to something they have created and developed themselves.
- People need both support and challenge.
- Coaching fits well with a shared leadership approach



# Coaching activity

“Coaching is an activity focused on employee learning. Coaching empowers employees and encourages them to take responsibility for their own development.”

(Hunt and Weintraub 2010)



# What Coaching doesn't mean in this context

- cramming schools for exams
- giving students one-to-one tuition in specific subjects
- giving instructions to teams (some sports coaches do this).



# Coaching and the reform

*Unlocking a person's potential to maximise their performance. It is about helping them learn rather than teaching them.*

(John Whitmore, 2009)



@ Mat Wright

Just what we want from teachers and principals who are delivering the implementation of the reform

# Is there a place for coaching in your work?

"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)

# Is there a place for coaching in your work?

It doesn't have to be introducing coaching into schools

How else might you use coaching;

- Improve performance in the organisation
- Resolve complex situations
- Generate good ideas
- Develop personnel
- Generate a culture of coaching leadership styles

# Breakout activity- Coaching & the Reform

**In your breakout groups:**

**Drawing on the definitions of coaching:**

1. Identify one reason why your group thinks coaching can add value in the context of your work
2. How would you set about introducing coaching in your organisation or with specific stakeholders?

Nominate one person to report back

# Introducing coaching

Provide training for a number of stakeholder groups

Any organisation or group could introduce coaching

Provide coaching for Principals

Support Principals in introducing coaching across their school

Provide coaching opportunities for teachers

Provide opportunities for school leaders to consider coaching as a leadership style

**The Tool Kit has a module of training on Coaching**

# Coaching in the Croatian Reform

Key part of Professional Development in the reform

Coaching training for Mentors

Coaching training for school leaders

Coaching teachers

Coaching each other

# Dependency Culture

School leaders wanted answers

Teachers wanted answers

Coaching style of leadership

Coaching style conversation from Mentors

Introduction of coaching as part of Professional Development

# Discussion- Using Coaching in schools

1. How might coaching be useful in schools?
2. In your role how might you help schools introduce or use coaching?

# Take Aways- Discussion

What one thing will you take away from this webinar?  
How might you use it in your work?

# Learning Outcomes

- To identify ways you as a leader can support schools in the successful introduction of the curriculum reform
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# For Webinar 6 – 29<sup>th</sup> September 2022

Please be prepared to discuss at least one action you have taken as a result of these five webinars

# Thank You

## Thank you for joining us