



NACIONALINĖ
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Finansuojama Europos socialinio fondo lėšomis

Topic 1 Webinar 6

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

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29th September 2022

Learning Outcomes

- To identify ways to collaborate in future to help secure implementation of the curriculum reform
- To consider research findings into partnership and collaboration
- To share action(s) taken to embed learning from the webinars
- To broaden approaches through learning from actions taken by other colleagues
- To identify action plan to continue supporting the curriculum reform
- To evaluate the six webinars – using a google form

For Webinar 6 – 29th September 2022

You were all asked to come prepared to discuss at least one action you have taken in your role as a result of the webinars.

Please be ready to share your action(s) during this webinar after our first break.

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

Please unmute and share your experiences of communicating 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

Working Together

How can different educational stakeholders collaborate and work together effectively to implement and embed the curriculum reform?

What do we mean by collaboration?

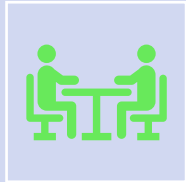
Collaboration is working together to improve outcomes

Collaboration is not a task to complete then move on, it's an ever-changing, ongoing process.....

Teacher collaboration occurs when teachers work together to increase student learning and achievement.....

Schoology.com, 2020

What do we mean by partnership?



A partnership: two or more people working towards mutual goals
can be formal or informal
to be effective should benefit both sides



Educational partnership – to enhance student learning / improve the schools

Partners can include those interested in or committed to enriching educational experiences for students, families, schools, and the community

Partnerships: decisions should be made collaboratively

Working together: 10 principles of professional collaboration

1. Shared autonomy: less dependence on power, but more interdependence;
2. Shared act: a shared belief that by working together, we will give more to our students;
3. Joint research: and looking into problems, looking for solutions based on data;
4. Shared responsibility: we all teach our children, not my children;
5. Joint initiatives are encouraged: fewer individual initiatives, but more joint initiatives;
6. Purposeful dialogue about students' learning;
7. Joint work: joint training, joint planning, activity study, feedback....
8. Co-operation based on meaningful and long-term educational goals;
9. Co-operation with students, their inclusion in educational change;
10. Together, a vision of education is being developed and implemented.

Lithuanian Good School Concept, 2015

This states that a school community is:

- a community of learning and reflection
- a learning community where those who learn are encouraged, respected and supported
- a school that assesses itself and learns from its experience
- a school where members can formulate their objectives, create a vision, and match personal objectives with the objectives of the school community

this is a school community where collaboration and partnership flourish

<http://www.nmva.smm.lt/wp-content/uploads/2017/11/Geros-mokyklos-koncepcija-angl%C5%B3-kalba.pdf>

Lithuanian Good School Concept, 2015

This concept promotes:

- Open teaching/learning environment
- Move from traditional classroom spaces to “classrooms without borders”
- Teaching/learning in corridors, library, school yard and other spaces inside and outside school.

Partnerships with other schools and community groups encourages
open teaching and learning

Discussion 1: Collaboration and Partnership

Drawing on your experience of the Reform, in your groups discuss how you can work collaboratively with colleagues to embed the Reform. You may like to think about:

- How existing regional /local support groups can support schools.
- How new partnerships could be established to support schools as they implement and embed the reform
- How collaboration could be a vehicle for gathering feedback.

Be ready to share with the whole group

15 minutes

Building a Professional Learning Community

Principles:

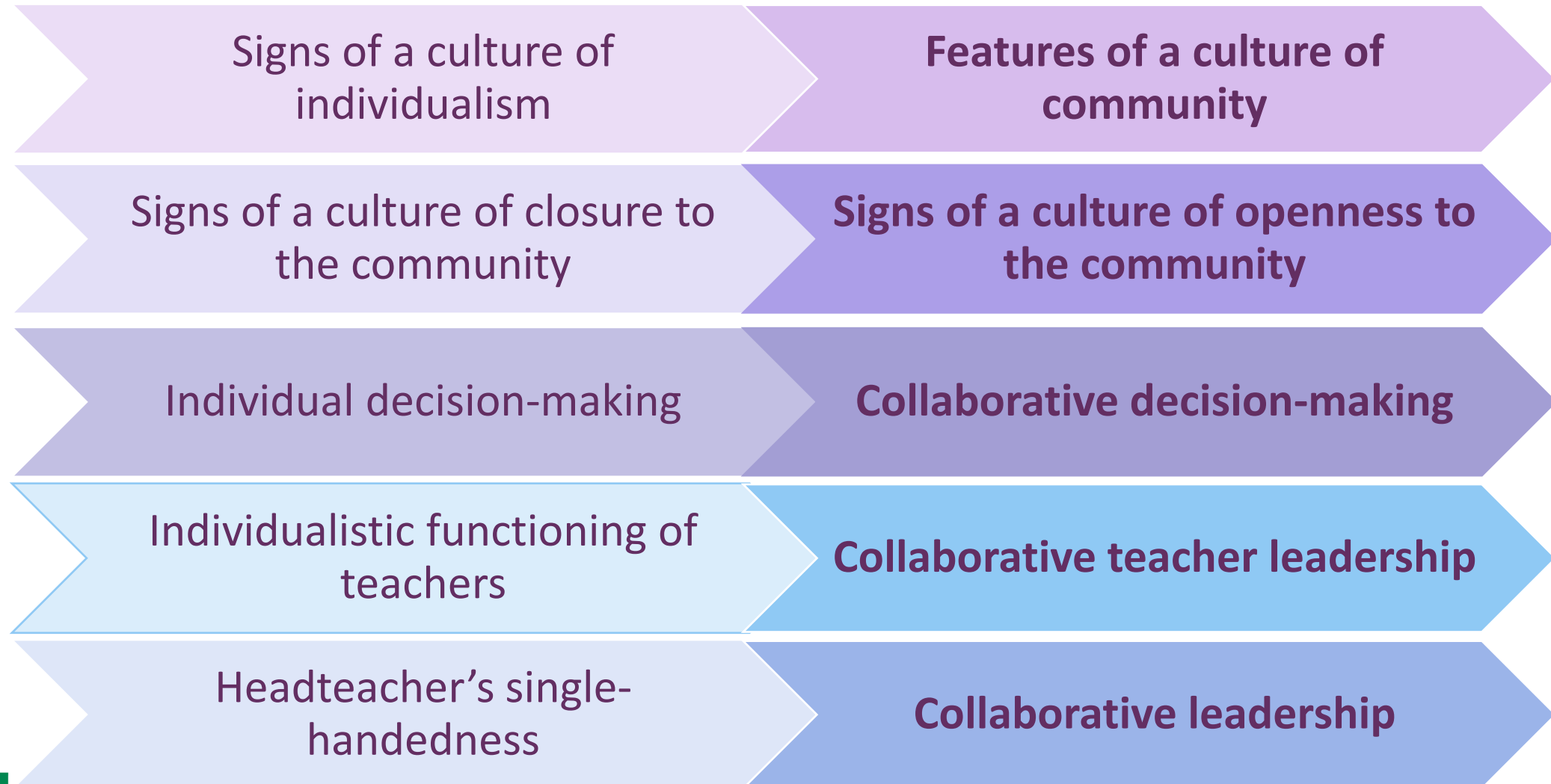
- 1 shared values and vision
- 2 collective responsibility for students' learning and outcomes
- 3 reflective professional enquiry
- 4 collaboration focused on learning
- 5 group as well as individual professional learning
- 6 openness, networks and partnerships
- 7 inclusive membership
- 8 mutual trust, respect and support

Curriculum Reform: Rethinking the school culture in Finland

Schools as learning communities



What kind of educational culture will support curriculum reform and competence-based curriculum?



Features of a learning community

Finnish Basic Education National Core Curriculum, 2014

1

Shared vision of
its role and
future

2

Involvement and
participation in
all levels

3

Personal and
professional
development

4

Openness to
new ideas and
approaches

5

Teamwork and
learning from
each other

6

Taking risks and
learning from
mistakes

Discussion Activity 2: Cultural conditions in the learning community

Shared and distributed leadership

Mutual enquiry, innovation and self evaluation

Anything missing?

Immersive rituals, traditions

Trust-based relationships and "critical friends"

Joint research, innovation, continuous self-assessment

Shared responsibility, global engagement

Inspiring goals and clear direction of movement

Agreed policies and common practices

Discussion Activity 2

Working in Groups

- Discuss the eight cultural conditions of a learning community
- Agree which ones you think are critical to a learning community in your educational context
- Is there anything missing?

20 minutes

Structural Conditions for Learning Community

- Implementation plans
- Resources allocated
- Effective communication
- Time for joint action
- Space for joint activities
- Planning and co-ordination for professional development
- Employee selection, induction and resignation policies

• adapted from Bolam et al 2005



Working Collaboratively and in Partnership

We will be returning to this theme in Part 3 of the webinar
– after you have had an opportunity to share actions
you have taken as a result of the webinars you have attended.
We will consider school collaboration and partnership working.

Break

We now have a 15 minute break

Please return promptly and switch your cameras on when you return

Thank you

Webinar follow up: Actions Taken

You were all asked to come prepared to discuss at least one action you have taken in your role as a result of the webinars.

Now is your opportunity to share, we will visit all groups with a translator

Discussion Group

In your discussion groups, share an action you have taken following the webinars to support your work on the curriculum reform.

In your groups, please give each person two minutes to share their action.

One person to report to main group:

- Share the number of contributions made
- Summarise key points

40 minutes

Plenary

Group presenter please share:

- the number of contributions made during breakout discussion
- Summary of key points

All colleagues – please contribute through the chat box

Summary: key actions

Evaluation of Theme 1: Six Webinars

We are interested in receiving your feedback on theme 1 and the six webinars we have delivered.

An evaluation form is available in the chat box - please click on the link to retrieve

Break

We now have a 30 minute break

Please return promptly and switch your cameras on when you return

Thank you

Building Capacity for Curriculum Reform

Progress of educational reform depends on teachers' individual and collective capacity and its link with school-wide capacity for promoting pupils' learning.

Building capacity is therefore critical to the curriculum reform

Capacity is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support.

Collaborative Learning Communities and Professional Learning Communities appear to hold considerable promise for capacity building for sustainable improvement.

(adapted from Stoll et al, 2006)

Effective leadership behaviours

Develop Organizations to Support Desired Practices

- Build a collaborative culture and distribute leadership
- Structure the organisation to facilitate collaboration
- Build productive relationships with families and communities
- Connect the school to its wider environment
- Maintain a safe and healthy school environment
- Allocate resources in support of the school's vision and goals

Leithwood, Harris and Hopkins (2019)

Within school collaboration

Collaboration between teachers:

- develops practice and enables outstanding practitioners to influence others
- encourages sharing of practice and resources
- strengthens team work and commitment to shared goals
- embeds trust and enhances school culture

This practice will facilitate achievement of school wide objectives and ambitions

Within school collaboration

Teaching profession is instinctively collaborative so teachers can:

- work collaboratively across subjects to embed the competencies
- collaborate to produce new curriculum resources
- work together to develop appropriate teaching strategies and improve teaching to deliver the curriculum reform

School leaders should facilitate and support such collaboration

Collaboration between schools

School-to-school collaboration offers:

- huge potential for sharing learning and expertise (between teachers) across systems
- provision of support to schools that are struggling
- ‘joined up’ provision that meets the needs of all children
- opportunities for innovation.

Greany 2021

Collaboration between schools

Successful collaboration needs:

- shared goals,
- shared attributes, such as solidarity, altruism, loyalty, reciprocity and trust
- engagement at appropriate levels from within partner organisations
- sufficient resources (including time)
- shared protocols
- routines that guide action
- skills to ensure resulting practices are best they can be

Greany 2021

School-to-School Collaboration

School-to-school partnership was most effective when:

- Schools have similar characteristics.
- Schools are within reasonable travelling distance.
- Schools have staff time and commitment from both parties
- partnerships exist at different levels of seniority in the schools

Sumner and Wespieser

System wide Collaboration

Collaboration between all groups involved in the reform – some suggestions:

- Writers visiting schools – to support and gather feedback
- Municipalities – organizing discussion forums and training for teachers
- Ministerial and municipality colleagues visiting lessons
- Principals promoting local subject based teachers' groups

Any other suggestions?

Partnerships with the Community

Forming links with community groups adds value to students' learning by:

- increasing mutual understanding between school and community groups
- facilitating two way communication between school and its community
- creating opportunities for visits / placements in the community
- creating opportunities to invite visitors to the school to share their expertise
- identification of work placements for older students
- access to community and business resources

Remember: Successful partnership working

.... depends on the development of mutual trust and respect between practitioners, community groups, parents and others.

The skills, knowledge and experiences that all partnership members contribute should be used to support children's learning.

The development of good relationships when things are going well can make it easier for practitioners and other groups to make contact when any of them has a concern.

Breakout Activity

Identify a successful partnership you have been involved with recently.

Share with your colleagues, identify what made it successful and discuss how you can use this experience in your curriculum reform work.

10 minutes

Planning for Curriculum Reform

Implementing change requires identifying clear action plan that covers:

- Outcomes expected – success criteria
- Evaluation strategy
- Actions to be taken – when and by whom
- Resources required
- Risk analysis

Creating an Action 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 day’s 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

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



Take Aways- Discussion

What one thing will you take away from these webinars?
How might you use the experiences in your work?

Please unmute to share your comments

Action Planning

What new action(s) are you going to take to implement the curriculum reform and improve student outcomes?

What outcomes do you hope to achieve?

Please share your action in the chat box

Thank you

Thank you all for your many contributions throughout the six webinars

- and good luck with your continued work implementing and

embedding the curriculum reform