Topic 2

Didactics of higher achievement integration of interdisciplinary topics and coherence of subjects

Webinar 2

Improving outcomes through Curriculum Reform

Jane Doughty and Jane English

Thursday 6th October 2022

Part 1 Learning Outcomes

- To share the action(s) you can take to support improvements in student outcomes

- To evaluate international examples demonstrating impact of curriculum reform on student outcomes

- To consider role of curriculum reform and benefits it offers in raising student outcomes

- To review potential risks in relation to introducing curriculum reform to student outcomes;

Education in Lithuania - Highlights OECD, 2017

Remember in Webinar 1 we considered the fact that:

- Performance levels of students 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.

and you suggested reasons why you think this is the case .....

Reasons why student performance is not high

You said, for example:

Would you like to add anything else to this list?

Reflections following Webinar 1

We asked you to come to the webinar today with your reflections on webinar 1 and be ready to share an action you plan to take in your role to support improving student outcomes in Lithuanian schools.

We are keen to hear you ideas, please unmute to share

Skills and Expertise for now and the future

The OECD Skills Strategy 2019 identifies a broad range of skills that matter for economic and social outcomes, including:

- **Foundational skills**: Including literacy, numeracy and digital literacy.

- **Transversal cognitive and meta-cognitive skills**: Including critical thinking, complex problem

- solving, creative thinking, learning to learn and self-regulation.

- **Social and emotional skills**: Including conscientiousness, responsibility, empathy, self-efficacy and collaboration.

- **Professional, technical and specialised knowledge and skills**: Needed to meet the demands of specific occupations.

- Source: OECD (2019[1]), *OECD Skills Strategy 2019: Skills to Shape a Better Future*, https://dx.doi.org/10.1787/9789264313835-en.

Current position: the challenge

- Young people have comparatively low levels of cognitive and socio-emotional skills - this has not

  improved over time.
- There remain large gaps in skill levels and educational attainment between

  students from disadvantaged and advantaged backgrounds.
- Higher levels of cognitive skills (e.g. literacy, problem solving), social and emotional skills (e.g.

  perseverance, teamwork) are required
- The COVID-19 pandemic has been a major test of the ability of institutions, teachers and

  families to equip young people with skills through remote learning, without leaving any

  students behind.

(OECD 2021)

Curriculum Reform: raising outcomes

Does curriculum reform raise student outcomes?

What can we learn from:

- England

- Scotland

- Finland

examples of curriculum reform

Curriculum Reform in England

Learning to read through synthetic phonics:

- Ministry: in 2012 synthetic phonics became compulsory as the method of learning to reading in all state primary schools

- Other approaches to teaching of reading stopped

- Percentage of year 1 children meeting expected standard in reading risen from 58% to 82%

- 92% of children achieving expected standard by Year 2 (age 6)

- EEFL: phonics teaching adds 5 months progress (low cost, strong evidence)

- There is evidence that synthetic phonics has helped disadvantaged children

NACIONALINĖ ŠVIETIMO AGENTŪRA

ŠMSM

esfa EUROPOS SOCIALINIO FONDO AGENTŪRA

Kuriame Lietuvos ateitį

Finansuojama Europos socialinio fondo lėšomis

How was this reform embedded?

Across 3,500 primary schools:

- Directive from the Ministry

- Many teachers already using this method

- Professional development offered to all teachers and new teachers trained prior to taking up first appointment

- Teaching of phonics included in the Ofsted inspection framework

Curriculum Reform in England: the critics

However phonics not well received by all:

- Tests measure how good children are at phonics – rather than reading (UCL, 2022)

- PISA reading scores show little improvement

- Phonics do not promote a "love of reading" for its own sake

- A mixed approach would be more appropriate - teachers should be given more flexibility to take needs of individual children into account

Remember: listen to critics as well as supporters

Curriculum Reform in Scotland

OECD Report 2021

After ten years:

- Students from challenging socio-economic backgrounds are more resilient

- General trend in attainment is upward

- Students show positive attitude and connections to school

- Risk behaviour declining – smoking, drinking alcohol, disruptive behaviour

Curriculum Reform in Scotland

- Teachers are well-trained and respected professionals in Scotland

- School leaders have developed strong pedagogical leadership capacities.

- Both are committed to varied teaching approaches for student learning and have proven their ability to develop schools' own curricula.

- Curriculum design and continuous improvement require time and professional investment, which schools can only achieve with ongoing support from the system.

OECD, 2021

Curriculum Reform in Scotland

Is it all good news?

- Maths attainment is declining

- Curriculum 15-18 needs reviewing

- Pandemic disproportionately adversely affected students from challenging socio economic backgrounds

Remember: keep the curriculum under review

Supporting Curriculum Reform in Scotland

Attainment Challenge

- Introduced 2016 to close attainment gap between groups of students, particularly those from disadvantaged backgrounds

- Additional funding provided to schools to support specific students

- Scottish Parliamentary Committee (2022) recognises and commends the excellent work being done by individual schools and local authorities - commitment of teachers and headteachers was striking and inspirational.

- However, Audit Scotland found the poverty-related attainment gap remains wide with limited progress on closing the gap and that inequalities have been exacerbated by Covid-19.

Supporting Curriculum Reform in Scotland

- The attainment challenge has heightened knowledge and awareness of the barriers faced by children and young people living in poverty and what works in trying to tackle them.

- Important to understand the full extent to which the pandemic has impacted on closing the poverty-related attainment gap.

- There is a need to establish a national baseline on which to base post-pandemic targets - Scottish Government to establish a national baseline for measuring progress in closing the attainment gap following the pandemic.

Breakout Discussion

Given the OECD, 2021 evidence and learning from other countries,

how will you monitor the impact of the curriculum reform on student

 outcomes?

Discuss in your groups and nominate a colleague to share key points made.

Curriculum Reform Process: cultural benefits

- Enables profession to draw on evidence from research and best practice

- Encourages a focus on areas that historically have needed improvement e.g. attainment of some groups of students

- Provides injection of energy and enthusiasm into the profession

- Allows identification of creative and innovative solutions to seemingly intractable problems

- Creates inclusive working environment where all members of educational community can contribute

Curriculum Reform: potential benefits

- Raises ambition and motivation across the system – teachers, parents, students

- Raises the bar: Improves quality of teaching at all levels – good become excellent; average become good; etc

- Improves learning experience for students – active, participatory, relevant

- Improves outcomes for all students, particularly disadvantaged students

- Enables young people to enter the world of work with highly relevant skills

Curriculum Reform: the risks

Will the Curriculum Reform lead to faster progress and improved outcomes?

- Change can bring an initial dip in performance - both teachers and students
- School inspection and examinations fail to change at the same pace as the reform
- Some schools / teachers / parents may not support the Reform
- Insufficient training / resources to support the change
- New approaches may favour some students rather that others
- Any other risks?

Breakout Discussion

Drawing on your knowledge of the curriculum reform, what is it about the reform that will help achieve improve student progress?

What key risks would you identify?

Nominate a colleague to report back on the key points made during your discussion

Part 1 Learning Outcomes

- To share the action(s) you can take to support improvements in student outcomes

- To evaluate international examples demonstrating impact of curriculum reform on student outcomes

- To consider role of curriculum reform and benefits it offers in raising student outcomes

- To review potential risks relation of introducing curriculum reform to student outcomes;

Break

We will now break for 15 minutes.   If you are a principal or school leader please return promptly to your screens and turn your cameras on so we know you are ready for Part 2.

Thank You

Topic 2

Didactics of higher achievement integration of interdisciplinary topics and coherence of subjects

Webinar 2 Part 2

Improving outcomes through Curriculum Reform

School Leaders

Jane Doughty and Jane English

Thursday 6th October 2022

Part 2:   Learning outcomes

- To consider the role of school leaders in monitoring student progress – international evidence and practice

- To evaluate whole school monitoring, evaluating and review (SSE) systems, learning from international studies

- To share experiences of how Lithuanian principals monitor student progress in their schools

- To consider student learning/metacognition - international evidence and practice

- To discuss actions you take when student progress is low

Education in Lithuania- Highlights 2017 OECD

- 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.

Education in Lithuania- Highlights 2017 OECD

We know from the 2017 OECD report performance monitoring is not as good as it 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."

OECD Lithuania Student Performance PISA 2018

In **reading literacy**, the main topic of PISA 2018, 15-year-olds in Lithuania score

476 points

compared to an average of 487 points in OECD countries.
Girls perform better than boys with a statistically significant difference of 39 points (OECD average: 30 points higher for girls).

Monitoring and Evaluating Student Progress

Principals' role

- What is your role in monitoring and evaluating student progress?
- What kind of information do you have?
- How do you use this information?
- How do you compare your progress data to local, regional and national schools?
- How do you decide what action, if any, to take?

Please reflect on these questions as we consider international practice

School Self Evaluation / Review

"School self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning".

School self-evaluation for school improvement: what works and why? Chapman and Sammons, 2013

Monitoring, reviewing and evaluating school practices are fundamental to understanding student progress
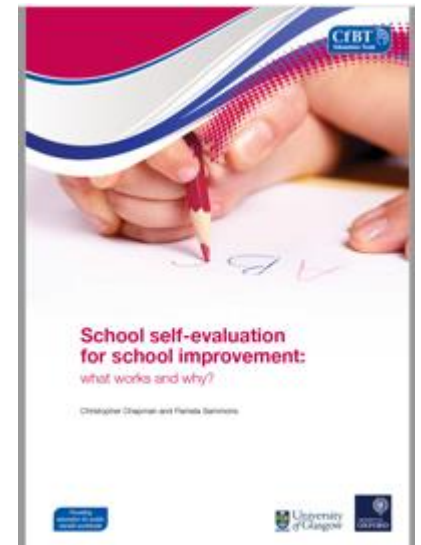
SSE: current status

"School self-evaluation (SSE), described as an evidence-based improvement mechanism has acquired increasing traction in most education systems and has become an expectation or a legal requirement for schools in many jurisdictions" (OECD, 2013)

and

It is **compulsory** in two-thirds of European countries (European Commission /EACEA/Eurydice, 2015)

Is it compulsory in Lithuania and how do you approach SSE?

Please unmute to share your experiences

International Experience

In most education systems, school evaluation has evolved from compliance with school inspection towards an increasing emphasis on internal review or school self-evaluation (SSE) Brown et al, 2018

Many established school inspection systems around the world, including, for example, the Department of Education and Skills, Ireland; (DES), Education Scotland; the Education Review Office, New Zealand, now consider **SSE and external Evaluation as complementary processes for school improvement.**

SSE and external evaluation are now perceived as mutually beneficial to each other and part of an

ongoing school improvement process,

OECD, 2018

International Experience

Role of students in SSE

Brown et al. (2021) highlighted the recommended roles for students in national SSE guidelines of four European countries:

- Role providing feedback (Ireland);
- Role in representative membership of the SSE team and providing feedback (Portugal and Turkey);
- Recommended but no national guidelines on the role of students in SSE (Belgium).

In a study exploring data-used by Irish schools for the purpose of SSE, 12 out of 13 schools consulted students on their attitudes to numeracy, literacy, teaching and learning and student behaviour. Students completed surveys which informed the schools' SSE reports, and were used to establish baseline data for target setting and improvement plans (O'Brien et al., 2019).

International Experience:
What makes effective school self evaluation?

Self-improving schools require a culture that is committed to and recognises the value of self-evaluation in its own right, not as a precursor to external inspection (Macbeath, 1999).

Collaboration is fundamental to self-improving school cultures. Embedding collaborative reflective practice – such as peer review and learner feedback – allows all stakeholders to feel valued when contributing to school improvement.

Singapore and Estonia, both of which use self-evaluation in their efforts to achieve school improvement, have significantly higher levels of participation in self- or peer-to-peer observation compared to OECD and TALIS averages (OECD, 2020).

International Examples: Ontario, Canada

To ensure SSE is successful, in Ontario a leadership framework was developed to cultivate the core leadership capacities needed in a self-improving education system.

Leaders need to be able to:

a. set clear and workable goals for improved practice

b. align resource allocation with school improvement priorities

c. promote collaborative school learning cultures

d. use and encourage the use of data effectively

e. engage effectively in critical conversations for school improvement.

International Example: England

- School Self Evaluation promoted by Government in 2004

- SEF –form required to be completed prior to school's Ofsted Inspection

- Resulted in "ticking boxes and focus on management processes" rather than school improvement

- Over past decade SSE processes very much owned by schools – evidence used in Ofsted inspections to answer question "how well do you know your school"

Finansuojama Europos socialinio fondo lėšomis

England: Purpose of SSE

In the UK school leaders said purpose of SSE is:

- preparation for inspection
- raising standards in school
- professional development
- building school capacity to respond to and manage change

What is the purpose of School Self Evaluation in Lithuania?
- generate personal and professional development and school improvement?
- to regulate and monitor practice and standards?

Please unmute to share your thoughts

www.britishcouncil.org

NACIONALINĖ
ŠVIETIMO
AGENTŪRA

ŠMSM

esfa
EUROPOS
SOCIALINIO
FONDO
AGENTŪRA

Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa

Finansuojama Europos socialinio fondo lėšomis

What makes effective school self evaluation?

Six common elements found across effective evaluation systems:

a. school leadership

b. a national support system

c. school culture

d. evaluation literacy and data use

e. critical perspective

f. stakeholder engagement.

A reminder: the meaning of Student Achievement

Student achievement is made up of two parts

Attainment = working at expected level or working at an even better level

Progress = can be described as how well students have progressed from their starting point

Student Achievement

Achievement = Attainment + Progress

A reminder: the meaning of Student Achievement

Pause …….

Can we pause to check terminology –
are the definitions of attainment, progress and attainment compatible
with Lithuanian terminology?

Breakout Discussion

Reflecting on SSE practice in Lithuanian schools and drawing from international evidence when you monitor and evaluate student progress what methods do you use to collect data?

Identify your group's top three points

Nominate a colleague to report back on the groups behalf

Self Evaluation Tools

- Lesson observation & feedback

- Learning Walks

- Student, staff, parent, focus groups

- Student, staff, parent survey

- Tracking a student for a day

- Looking at books

- Student achievement data

- Teacher class performance data

Which of the tools listed do you think would provide valuable information about student progress?

- Progress – in a lesson / series of lessons

- Progress over a school term

- Progress over a school year

NACIONALINĖ ŠVIETIMO AGENTŪRA

ŠMSM

esfa EUROPOS SOCIALINIO FONDO AGENTŪRA

Kuriame Lietuvos ateitį

Finansuojama Europos socialinio fondo lėšomis

Monitoring progress: sources of information

Assessment data

- *Summative assessment*: (e.g. test results give information about student attainment and if baseline available student achievement)

- *Formative assessment:* (e.g. quality of feedback in books or given verbally in lessons helps to judge progress students are making)

Both summative and formative assessment can support progress:

- By showing students what to do to improve

- Enabling teachers adapt teaching in the light of what assessment is telling them

NACIONALINĖ
ŠVIETIMO
AGENTŪRA

ŠMSM

esfa
EUROPOS
SOCIALINIO
FONDO
AGENTŪRA

Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa

Finansuojama Europos socialinio fondo lėšomis

Looking at Achievement, Attainment & Progress

Principals' role in monitoring progress:

- Regular meetings with subject leaders to review data

- Keeping in touch by visiting classrooms

- Focus group discussions with students

- Analysis of termly data - by year group, subject, class

- Review a sample of work books

Don't wait until the end of the school year – that may be too late!

Looking at Achievement, Attainment & Progress

- Attainment data

- Progress data

- Targets set for pupils

- Targets set for staff

- Current data

- Overtime (the past 6 months)

- By age group

- By subject

- Groups of learners (boys, girls, disadvantaged)

- Comparison with regional / national data

OECD research 83% high risk of low performance

- Socio economically disadvantaged girl

- Single parent

- Rural area

- Immigrant background

- Speaks different language at home to in school

- No pre-primary education

- Has had to repeat a grade

- Now enrolled in vocational track

Why do Students fail to make progress?

Students underperform because:

- Students are trapped in a circle of poor performance
- Lack of basic skills, e.g. poor reading and writing skills
- Demotivated by historical failure – lack self confidence
- Failure to understand what is being taught
- Poor school attendance – health challenges
- Low expectations by teachers
- A combination of many factors
- Anything else?

Breakout Discussion

Share your reflections about the progress students are making in your school. Explain what you are doing to improve student progress.

You may like to select a specific year group or subject to talk about.

Nominate a colleague to report key messages on the group

Break

We will now break for 30 minutes.   Please return promptly to your screens and turn your cameras on so we know you are ready.

Thank you

Principal's role in improving student progress

School culture:

- Set high expectations – amongst staff, students, parents
- Create a "can do" positive culture
- Reward effort as well as achievement
- Recognise progress at all levels
- Create safe and harmonious environment

What else could you do?

Principal's role in improving student progress

School Management:

- Devise formative and summative assessment policy – monitor its use

- Create effective data collection systems

- Know the data and use it smartly – don't collect too much data

- Hold teachers to account for student progress and outcomes

- Involve parents in their daughter/son's progress

- Focus on strategies that make a difference to student progress

What has the most impact on student outcomes?

Which of these have the most impact on student outcomes?

Which one is the most important?

Pupil mobility

Classroom discussion

Feedback

Co-operative learning

Individualised instruction

Study skills

Students' expectations of themselves

Open plan teaching spaces

Holding pupils back a year if needed

Hattie 2012

NACIONALINĖ
ŠVIETIMO
AGENTŪRA

ŠMSM

esfa
EUROPOS
SOCIALINIO
FONDO
AGENTŪRA

Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa

Finansuojama Europos socialinio fondo lėšomis

Improving progress: strategies that work

Strategy	Cost	Evidence	Progress in months
Feedback to students	£	+ + + +	+ 6
Individualised instruction	£	+ +	+ 4
Mastery learning	£	+ +	+ 5
Metacognition	£	+ + + +	+ 7
Setting / streaming	£	+	0
Within class attainment groups	£	+	+2
Repeating a year	£££££	++	-3
			Education Endowment Foundation, 2022

Metacognition

"Evidence suggests the use of 'metacognitive strategies' – which get students to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well."
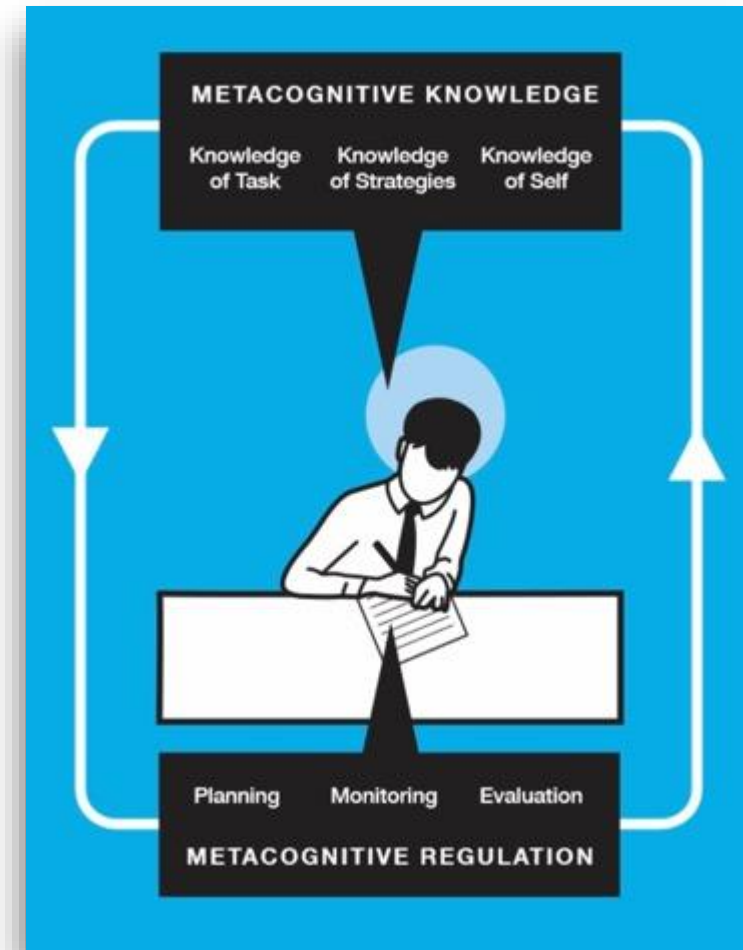
(Education Endowment Foundation, 2020)

www.britishcouncil.org

Metacognition – what is it?

https://www.youtube.com/watch?v=HZrUWvfU6VU

What do we mean by metacognitive strategies?

- 'cognition about cognition'

- 'thinking about thinking'

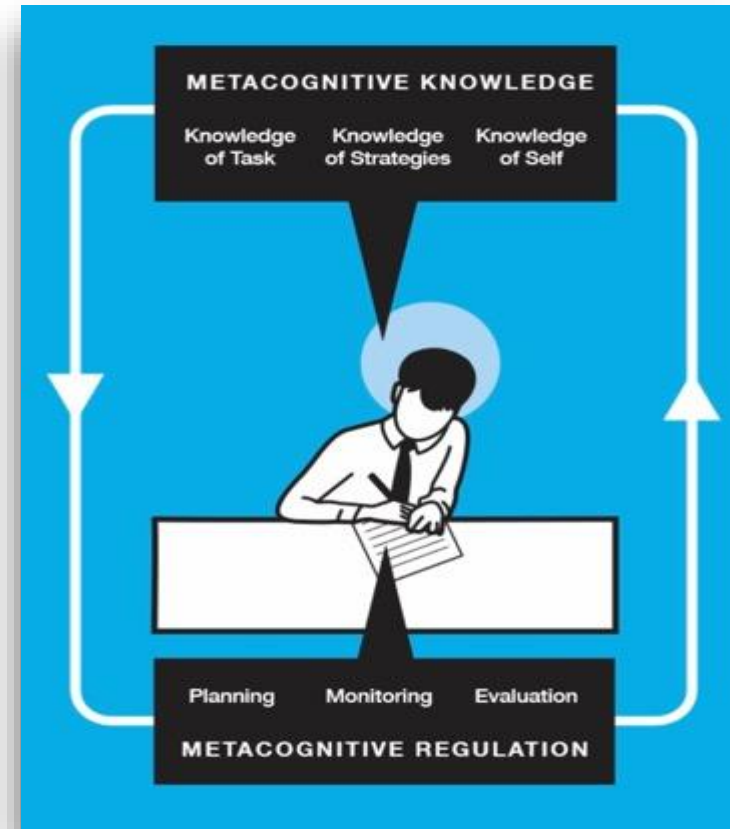- 'knowing about knowing'

- being 'aware of one's awareness'

What do we mean by metacognitive strategies?

Photo: www.pexels.com

METACOGNITIVE KNOWLEDGE

Knowledge of Task   Knowledge of Strategies   Knowledge of Self

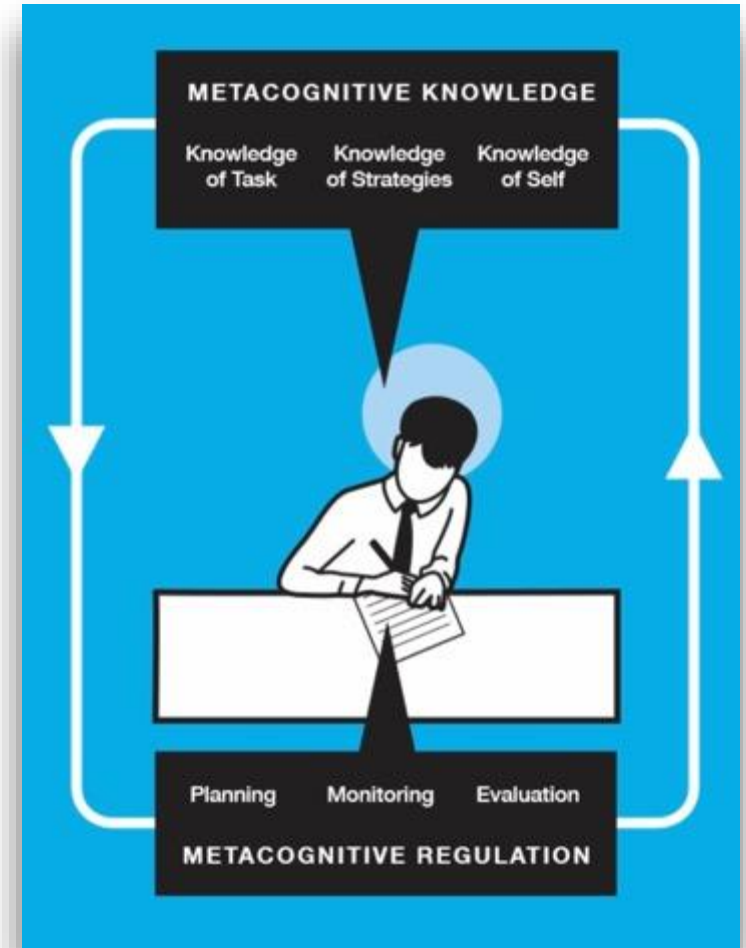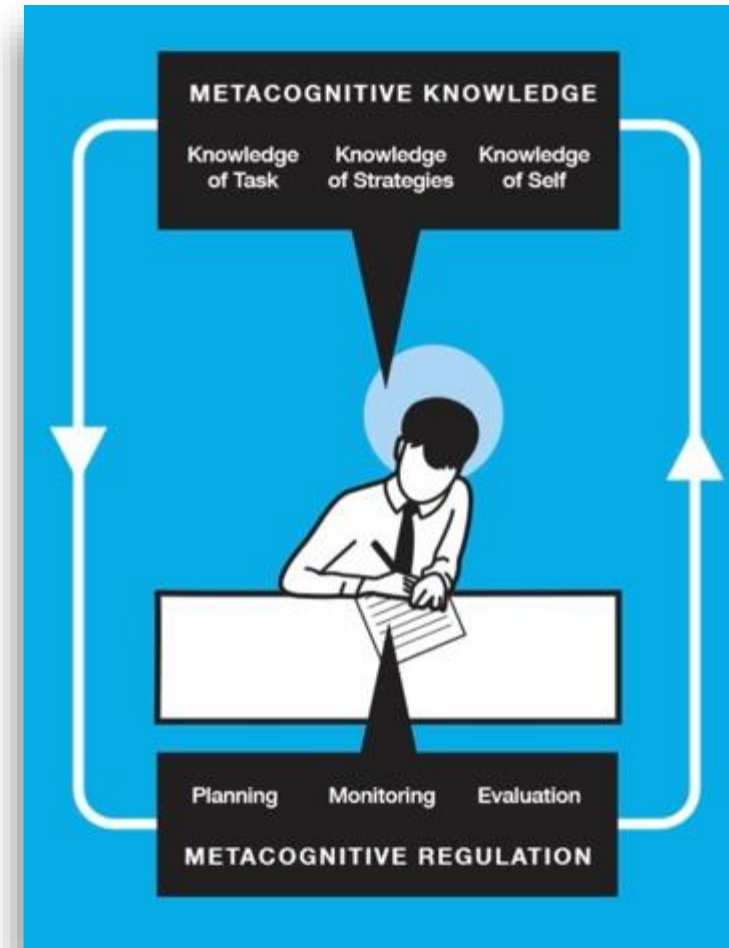Planning   Monitoring   Evaluation

METACOGNITIVE REGULATION

Education Endowment Foundation

What do we mean by metacognitive strategies?

Photo: www.pexels.com

Education Endowment Foundation

METACOGNITIVE KNOWLEDGE

Knowledge of Task   Knowledge of Strategies   Knowledge of Self

Planning   Monitoring   Evaluation

METACOGNITIVE REGULATION

Finansuojama Europos socialinio fondo lėšomis

What do we mean by metacognitive strategies?

Photo: www.pexels.com

Education Endowment Foundation

Finansuojama Europos socialinio fondo lėšomis

What do we mean by metacognitive strategies?

What does a self-regulated learner look like?

Zimmerman gives a helpful description of what a successful self-regulated learner looks like:[4]

'These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'

Zimmerman, B.J. (2010)

Remember that…………

- The most effective learners self-regulate and organise their approach to learning, so…

- Metacognition is a high-impact approach to improving attainment, especially of disadvantaged learners

- It can be taught

- It is especially powerful when subject-specific

Reflections

Reflecting on your learning from today's webinar what further action will you take at school to improve student progress and so address student under-performance?

Please unmute to share your thoughts

Part 2:   Learning outcomes

- To consider the role of school leaders in monitoring student progress – international evidence and practice

- To evaluate whole school monitoring, evaluating and review (SSE) systems, learning from international studies

- To share experiences of how Lithuanian principals monitor student progress in their schools

- To consider student learning/metacognition - international evidence and practice

- To discuss actions you take when student progress is insufficient

Thank You

Thank you for your contributions today

– we look forward to seeing you at the next webinar on

14th October 2022