

Managing for @ School of Success

Curriculum Components (innovative aspects associated with different components of the Curriculum)

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TASK for Working Group

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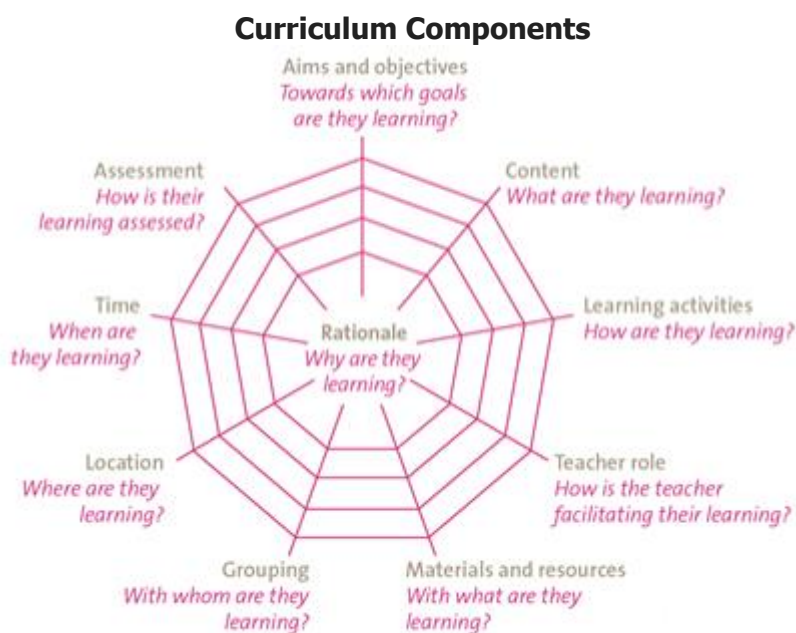
N.B. In the constitution of the groups, a heterogeneous distribution of entities and countries is attempted.

Plan:

Based on **Nienke Nieveen's Curriculum Components** (figure below) identify innovative aspects associated with different components of the Curriculum.

Short Notes:

- ✓ The Head teachers are the Curriculum decision makers
- ✓ There are different perceptions of Curriculum
- ✓ If we change one of the components of the Curriculum, this may imply changes in other components
- ✓ In the figure below, the components of the Curriculum are the “cobwebs”
- ✓ In which components is easier / more difficult / more interesting / missing / ... discuss the Curriculum?
- ✓ (This activity also intends to "prepare" the visit to the Education Show in UK Training Event)



Adapted from: **Nieveen, Nienke (2017)**. "Crossing boundaries: Curriculum traditions meet". Workshop delivered at EERA Summer School (Network 3), University of Stirling, Stirling 18th June.

Task:

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate**.

Aims and objectives	
Content	
Learning activities	
Teacher role	
Materials and resources	
Grouping	
Location	
Time	
Assessment	
Rationale	

Canas de Senhorim Group of Schools

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate**.

Curriculum componentes	Question	Innovations
Teacher role	How can teacher innovate in his day-to-day role?	<p>We can innovate in the following aspects:</p> <ul style="list-style-type: none"> • adapting the materials/ressources/technologies to the different groups of students; • promote debates about themes that interesting students, what requires a comprehension/ knowledge of the their everyday life; • create an environment where the students can learn according their needs, where they can share their experiences and help each other.
Assessment	How can we assess studente's work?	<p>Teachers can promote autonomy and responsibility at the same time that they evaluate student's work (not only contents, but also attitudes). We can innovate in the following aspects:</p> <ul style="list-style-type: none"> • giving opportunities to improve their grades – the students could get extra credits by doing extra works (always different) that they can use where/when they have more difficulties; • diversifying the strategies of evaluation according the skills of each student; • make evaluation moments more flexibles, according to students pace of work/learning

Branston Junior Academy – United Kingdom

Task: Choose two components where it is easier and more effective to make innovation...indicate how you can innovate...

Learning activities:

Whilst the UK has a National Curriculum, which specifies the 'Learning Objectives' and 'Key Performance Indicators', a Teacher has a lot of freedom to choose *how* the objectives will be presented to the children.

- A Teacher can choose to create a learning activity that is pertinent to only one specific subject (eg; History), or they can choose to merge several subjects together in a more cross-curricular fashion (eg; writing a letter to a historical character; thus practising the literacy skills of letter-writing, as well as learning about a period of history and the main characters involved.)
- A Teacher can choose to use different inspirational methods of presenting the learning activity; such as using art, drama, story, film clips, IT equipment. These are intended to inspire the children.
- A Teacher can choose to invite speakers in to present to the children or organise a visit to somewhere – giving first-hand experience to inspire the children in the learning activity.
- Depending on the purpose of the lesson, a Teacher can choose to create a hands-on, experimental learning activity, where the children learn through exploration and discovery. Or the Teacher can choose to create a more theoretical approach to the lesson. Sometimes the Teacher might choose to use rote learning and/or repetition to ensure that children understand the objective.
- Whilst some educationalists believe that 'VAK' – the different learning styles of Visual, Auditory and Kinaesthetic, is no longer a valid way of organising learning activities to cater for children's individual needs; many Teachers believe it is a good starting point in ensuring that learning activities become far more personalised towards individual children. A teacher can ensure that over the period of a lesson, or a day or indeed a week; that there is balance of learning activities which rely on visual, auditory or kinaesthetic approaches to accessing the objectives; thus ensuring that all children will be able to access the curriculum.

Teacher role:

In previous times, the role of the Teacher was very much that of the 'Instructor' – the Teacher stood at the front of the classroom and spouted knowledge and the children were expected to passively take this information on board. Whilst there is still sometimes the need for a Teacher to be the 'expert' and present key facts to the children; this is now not the only role that a Teacher can undertake.

- Sometimes a Teacher can choose to be a facilitator – they provide the learning experience for the children and allow them to explore and realise the learning. The Teacher works alongside the children, prompting where necessary and providing the scaffolding so that the child learns for themselves. The Teacher may then summarise at the end of the lesson, to ensure that the learning objective has been identified and understood by all.
- Sometimes a teacher can choose to be a demonstrator – making clear the learning objective right at the start of the lesson. The Teacher demonstrates the skills needed to carry out the task they have planned (eg; how to solve a particular type of mathematical problem) then allow time for the children to practice carrying out the skills.
- Sometimes a Teacher may start the lesson by introducing the ‘Learning Objective’ – making it very clear right from the start, what the purpose of the lesson will be. At other times, the Teacher may choose to clarify the learning at the end, thus allowing the children time to explore first.

Vila Nova de Paiva Group of Schools

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate**.

Curriculum componentes	Question	Innovations
Teacher role	How does the teacher adapt to change?	<p>The school is being systematically confronted with new demands and challenges. In this context, teachers are also faced with new realities for which they have to adapt.</p> <p>These realities require different positions on the part of the teachers, beginning with the opening for change. The change presupposes, therefore, that the teachers carry out contextualized formation, they promote the collaborative work, they develop partnerships, they involve the students in the process of teaching and learning.</p>
Rationale	Why are they learning?	<p>At present, schools prepare students for the future performance of functions that do not yet exist. This paradigm refers to some questions: What to teach? How to teach? How do students learn?</p> <p>As for the last question, it is important to realize how students learn. This is the only way the school can meet expectations and promote teaching. On the other hand, it becomes increasingly pertinent to involve students in their learning process so that learning is meaningful and simultaneously promotes lifelong learning.</p>

Gemeente 's-Hertogenbosch - The Netherlands

Innovatie Educatie 2032

M. Spijkers Stallaert

Assessment and examination in the future!

The current emphasis on transferring knowledge will be brought more into balance with the other two main objectives of education at the school of the future:

1. personal development and
2. preparation for participation in society.

In this, other Balance, the Platform considers a contemporary way of testing and examining. The Platform believes that forms of central examination remain important, so that students meet the requirements for further education. But some skills are only 'noticeable' rather than measurable. For example in the experiences that students have gained, the responsibility they have shown, the initiatives they have taken, the cooperation they have shown and the self-confidence they have developed. It is important to assess and appreciate such qualities. Supervision of education can stimulate attention for this.

We then assume a holistic approach to children. Not only product is important but also the process and especially what students show there. In the Development Focused Education we use the circle of B. van Oers (B. van Oers 2001). See the circle of B. van Oers:

It is therefore important and the advice to our education 2032:

An e-portfolio is the way to monitor and evaluate the development of children. An example of such an e-portfolio is currently being developed. It bears the name Mevolution. In this e-portfolio, the 4-phase model of research and design learning is the model to give students the space to work on their own development: they themselves are at the wheel!

A movie has been made about this which is on youtube:

<https://www.youtube.com/watch?v=jRlrojsmn6U>

After such a cycle, a learning certificate could be placed in the product phase (harvest phase), which is assessed by several experts. When the product is tested as a proof of learning, a valid test could be the follow-up so that a thorough and appropriate pupil tracking system is the result.

In the learning certificate, the broad intentions are taken into account alongside knowledge and skills. These are the intended competences that are so relevant for students.

These learning certificates could Be images, presentations that are accessible to all those involved (pupils, parents, teachers, experts).

This should Be an easily accessible e-portfolio that can easily incorporate learning certificates. The idea is that there Will Be an app that uploads recordings, presentations ad puts them in te right category.

With this e-portfolio you give space to personalized working, measuring (learning proof) ad brands of broad intentions (competences) in development ad testing it to measure to take a good next step in te area of immediate development.

You also include te relationship in this e-portfolio. OGO educatie assumes that te child learns in relation to another. We think of educatie needs, coaching ad guidance, cooperation. (Vygotsky 1978)

I would therefore like to share this advice wit te Educatie 2032 platform.

How did we get this idea that entails this innovation?

In te network of innovation schools, network of Development-oriented educatie, network of Ondernemend Den Bosch, a lot has been discussed about what a portfolio should look like.

It goes without saying that an e-portfolio fits this time, supported by accessible technology.

In 2014 we met Tom Oosterhuis, te designer of te e-portfolio Mevolution, in te entrepreneurial network of Den Bosch. We started wit a reconnaissance phase, together wit otter schools for PO ad VO.

In a PLG (E. Verbiest 2015) we are going to join forces in how Mevolution should look like, wit te aim of capturing te research ad design learning in an e-portfolio. We aim to optimize te learning process (P. Theune). In te designing, research-based learning we continuously apply progressive recontextualization (B. van Oers 2014).

A beautiful innovation that fits in te ideas of Leathwood. (20120) He appoints ad maintains relationships in networks because these are foundations for sustainable innovation. This innovation fits our vision, we are motivated ad place it in te context of educatie 2032. It is a joint course ad te point on te horizon is clear. An e-portfolio in which te development of children is recorded in crucial moments that are followed up by appropriate tests. We are active in this innovation, build wit, take risks, show courage. We take plenty of time for this innovation so that everyone goes along wit te development. Teachers are increasingly professionalised in te concept of research ad design learning.

Also outside of school, our parents as partners, for example, take part in te innovation because te goal is that this innovation makes an important contribution to te performance of students. (Marzano 2007) In this innovation we also get te chance to use parents as experts.

An e-portfolio in which the development process as well as the product is recorded is the advice I would recommend to the 2032 working group on education because it is an answer to how and by means of what you can test and examine in a different way. This is done consistent to the holistic view of students and they experience autonomy. In this way we give children all the opportunities, and they are addressed by intrinsic motivation, commitment, broad intentions and meaningful activities.

November 2017: Innovation Co teaching in KC 't Schrijverke

Miriam Spijkers

In an innovation it is important to use the below mentioned model of Knoster

Co teaching means :

A regular group with two teachers. Together they hold the responsibility for all children in the classroom. In the group there are 5 to 7 children with special needs. Both teachers are there for all the children.

1. Vision

All teachers, the principal, and even the board of the school believe in this concept. This concept is for us the answer to the question on how our school can best shape all inclusive education. First parents were hesitant but after two years they understood our innovation and they agreed with that.

2. Skills

Our teachers have developed their skills for several years and are still continuing with courses and networking.

3. Incentives

Colleagues are inspired because they see that they are doing a good job. Also they are inspired through scientists who coach and monitor the innovation. Funds for this innovation are not yet structural. It is difficult to get the funds we spend refunded from the partnership for pupils with special needs.

4. Resources

The problem is that the board gives an advance to make the resources available. It is difficult to get these resources back from the partnership for pupils with special needs. The resources are not yet structural. Here lies the biggest problem for the innovation coteaching.

5. Action Plan

The workgroup of coteachers have developed a multiple year and a one year projection in which they handle the P-D=C-A cycle. In this way the continuity of development is guaranteed.

Model for Managing Complex Change



Adapted from Knoeter, T. (1991) Presentation in TASH Conference, Washington, D.C. Adapted by Knoeter from Enterprise Group, Ltd.

I Spoleczne Liceum Ogólnokształcące im Unii Europejskiej w Zamosciu – Poland

Assessment- How is their learning assessed?

Formative assessment.

- It gives meaning to science itself, it can not be an end in itself.
- Teaches how much effort to put in order to get positive.
- Monitors progress and leads to championship.
- He emphasizes what good has come about.
- Draws attention to errors as elements on which to work and improve them.
- It gives tips on what to do to go one step further.
- Teaches you to experience defeats as opportunities for growth and improvement.

Rationale- Why are they learning?

"The hike will give you happiness, and not its purpose"-a quote from the film "Peaceful Warrior".

- Learning is an exciting adventure.
- Learning to know the taste of failure and success.
- Learning to change: we learn to overcome difficulties, we learn responsibility, we learn how to change a failure into success.
- Gaining the skills and knowledge needed to achieve the stated objectives.
- We know the joy of cooperation in joint implementation tasks.

How are we implementing these two components in our school?

For example, we carry out with our students a program created as part of the Heroic Imagination Project (HIP). It is based on the study of one of the greatest social psychologists, prof. Philip Zimbardo .

The Mindset Intervention: Replacing Fixed Mindset with Growth Mindset

Psychology of motivations and achievements - how to replace a permanent attitude with a developmental attitude?

The belief that intelligence or skills are permanent inhibits motivation for learning and development. However, the developmental attitude allows you to consciously develop abilities and improve your achievements. Learning can become fun and take on new challenges even more satisfying. In the Heroic Imagination Project, we teach how to shape a development-oriented attitude, we help to overcome limitations and misconceptions about ourselves. The developmental attitude develops motivation and perseverance, supports in the constant search for paths of personal development, allows to convert defeat into success and build self-esteem.

Sátão Group of Schools

Our group chose the following CURRICULUM components:

1. Learning activities
2. Location

In the first point, Learning activities, we consider that one can innovate doing the following:

- proposing or preparing more practical activities
- leaving books at school so that children have opportunities to do other activities in non-school time
- stimulating curiosity
- Involving the community/family in learning activities
- promoting teamwork and team learning
- providing resources and organizing creative tasks
- increasing peer work

For the second point, Location, we consider that one can innovate doing the following:

- Changing the traditional organization (layout) of the classroom, for example, by creating "agoras"
- Make classroom space more welcoming, for example, with green corners and laboratories to differentiate time and learning content
- Decorating school spaces
- Using all spaces, for example, corridors
- Use the walls of the schools to place the works of the children / students
- Involve the children in the construction of their own school material, because as more personalized is the school material as more motivation the students have

Istituto Omicomprendivo "Ridolfi- Zimarino" – Italy

Curriculum Components

In recent years, the teaching of the Italian school has undergone significant changes thanks to the impulse of the requests coming from Europe: we are moving from teaching focused on contents and on disciplinary knowledge to that based on the concept of competence.

The Italian school is therefore committed to transposing in terms of competence what was previously indicated in terms of knowledge and disciplinary skills and also the assessment takes into account what are the skills that the student must possess at the end of a certain cycle of education and through which tools and teaching methods to reach them.

Recently, Legislative Decree 62 of May 2017 recalls the attention of the Teaching Body on the concept of competence and clarifies that the acquisition of civic and citizenship skills can be assessed within the historical geographical area and that they contribute to the definition of vote of pupil behavior.

Although Italian teaching is still based on the development of the National Curriculum (National Guidelines, Guidelines for High Schools, Technical Institutes and Professional Institutions) in which the knowledge that the student must possess the term is reported in detail for each experiential or disciplinary area of the class attended, on the other hand there is a new protagonism of the teaching body that if adequately supported by the leadership of the Headmaster can lead the school to change and innovation.

Surely the areas on which it is possible to intervene and on which the signs of change are more evident are:

- The role of the teacher
- Materials and resources

These two aspects are in fact closely related and mutually influence each other, producing positive effects.

Innovation in the school is certainly linked to the motivation and the need of the teaching staff to change their teaching methods. Today the teacher has to face new challenges: formal learning, scholastic learning, is increasingly influenced by informal

and non-formal learning; in recent years new generations of students have entered the school, the "digital natives", that is, children and adolescents who, since birth, have become familiar with interactive screens and IT devices connected to the network; the skills that digital natives develop from an early age are the sharing, the research, the active construction of their knowledge, skills that do not find space in the educational organization of school work in which the transmission of knowledge is mainly linked to the frontal lesson .

To meet the new way of learning of the students, the teacher must necessarily reflect on his role and ask himself about which teaching tools and methods to implement to facilitate learning.

To meet these new needs, the Ministry of Education, through the Regional Scholastic Offices, is proposing training courses for teachers on the use of new technologies and on new teaching methods (cooperative learning, flipped classroom ...); the Teaching Card was also introduced for the purchase of books, software, PCs, tablets and for the payment of training courses and finally the "bonus bonus" is assigned by the Headmaster as a teacher also on the basis of their ability to achieve educational innovation projects.

Staff training therefore influences teaching and influences learning activities; trained teachers stimulate learning through innovative methodologies such as frequent use of laboratories, research and laboratory activities, sharing of materials through internet connection.

Even the classrooms in recent years are being transformed: through the National School Digital Plan and the PON FESR schools were able to respond to calls for tenders with national and European funds for the financing of new technological equipment such as LAN-WLAN networks, software, LIM , PC, 3D printers, creative ateliers. The digitally enhanced classrooms in which the use of new technologies integrates teaching allows both laboratory and group activities as well as individual research and study activities.

Therefore teacher training and their propensity to get involved and accept new challenges, along with the presence of materials and resources contribute to change and educational innovation. The role of the Headmaster is therefore strategic because its task is to stimulate and motivate teachers to review their teaching methods but also to be careful to intercept funding for the purchase of materials and to ensure that these energies and resources have a positive impact on the school curriculum and on the learning of the students.

Nelas Group of Schools

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate**.

Curriculum componentes	Question	Innovations
Teacher role	How is the teacher	Nowadays the teacher needs to be creative, joyful and enthusiastic; he needs skills to engage

	facilitating their learning?	<p>students in learning. We can innovate in the following aspects:</p> <ul style="list-style-type: none"> • teachers' training – it can make the difference in promoting active methodologies and strategies to keep the students motivated. • promoting good relationships with the children at school - it creates a nice atmosphere for learning- The teacher sets the mood/tone and it's reflective: if you convey happiness and contentment students will very probably react positively. • working in small groups – it helps students to learn and work more successfully. • mixed ability students in a class – students share ideas and knowledge • individualized teaching – each student has his own way of learning and needs. • collaborative work with other teachers – different areas of learning that come together to create new learning experiences.
Rationale	Why are they learning?	<p>Society and the world are changing very quickly. Students need to deal with problems and be able to adapt themselves to a more and more complex world. How can we sparkle their inside motivation for learning?</p> <ul style="list-style-type: none"> ☐ Finding out students' motivation for learning. ☐ Exploring students' expectations. ☐ Helping students define their own goals for the future/a project for their life ☐ Challenging students. ☐ Linking learning to everyday life, their family life, relationships and experiences – learning is everywhere. ☐ Changing attitudes to learning: responsibility (recognizing what they are learning as important and useful, taking responsibility for their own learning, acknowledging what the goals of the learning program(s) are; understand how these goals will be assessed / evaluated; recognising whether they are on track to accomplish those goals; evaluating their own learning as they go along) , reflection/metacognition (thinking about their thinking helps them make greater sense of their life experiences

		and start achieving at higher levels, thinking about which abilities are strengths and weaknesses; thinking about how you are learning makes it easier to set goals; evaluating their learning strategies, students become more self-reliant, flexible, and creative), respect (regarding the feelings, wishes, or rights of others as well as getting admiration for their abilities, qualities, or achievements), resilience (improving their capacity to recover quickly from difficulties as life is not easy, preparing to be independent, critical-thinking, adaptable; developing the ability to cope and thrive in the face of challenges or adversity; gain the competence and understanding to persevere and make progress through their mistakes), relationship (learning how to live together and get on well with others; developing strong, lasting friendships / relationships; being able to cooperate with their peer group and adults: developing a sense of school belonging encouraging students to participate cooperatively).
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Confederacion Espanola de Centros de Ensenanza Asociacion C.E.C.E. – Spain

Learning activities and Material resources are two aspects of the curriculum in which innovation can be more present and effectively approached.

Learning activities

How can we innovate regarding the learning activities? First of all, our main focus should be the empowerment of motivation in order to improve students' learning. Motivation is generally related to methodology and methodological innovation thus usually leads us to a successful learning. For instance, gamification or flipped classroom, which can be part of more complex projects that rather than focus on one subject they embrace different areas of knowledge. Learning by playing should also be taken into account when talking about methodology due to the positive impact that learning by doing has on students. Playing gives you a huge variety of means of expression that makes the learning process even more inclusive. Besides, it gives you the opportunity to talk about the different ways of reaching the same result, highlighting the point that every way is valid. Technology has already been in

kids' lives and it should also be included in the learning practices. Students at home learn how technology is useful in their leisure time, but what about technology as a tool for learning? Nevertheless, teachers need to be aware of the digital competences and guide the access of kids to technology.

Material and resources

We strongly consider resources and materials used in class as an aspect which needs time to stop and think about. Teachers need time enough to prepare motivating material which Will be able to be manipulated and used in the learning process.

Taking into account how technology is taking part of our students' daily routines we think it is important to introduce these components and technologies in our lessons as tools to ease and make the learning process more motivating.

When creating and designing these materials or resources, teachers may consider multiple intelligences. Every student has a different and unique way of learning and entrance of the knowledge so all material created must contemplate it. As teachers, we have to personalize as maximum as possible the learning process and creating individual, motivating and useful material to use in class is the beginning of a valid teaching process.

The two components of the Curriculum we are now making some innovation are

- The learning activities
- The teacher role

Students are working in cooperative groups and we are introducing flipped classroom. So that teacher's role is changing from "the person who gives the knowledge" to "the person who facilitate the learning".

Penalva do Castelo Group of Schools

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate**.

Curriculum componentes	Question	Innovations
Teacher role	How does the teacher adapt to change?	<p>This component is not the easiest to implement, but in my opinion it is the one that most needs innovation.</p> <p>The teacher is one of the focal points for change, for nothing will change if there is no commitment and involvement. It is therefore necessary to dignify the professional status of teachers in order to be able to exercise their skills in implementing the curriculum in order to change society.</p> <p>Schools should create mechanisms that facilitate curriculum development and the construction of their own projects, trusting professionals and believing that they are the ones who know the best solutions for promoting the best learning.</p> <p>Top leaders and intermediaries are key in this process in order to promote cooperation and collaboration among teachers, finding spaces and common times for discussion. The best contribution of each teacher should be valued and, above all, of listening to the educational community, so that educational projects are assumed by all and shared.</p>
Materials and resources	With what are they learning?	<p>Everything changes very quickly in our lives and the school can not remain indifferent to this change. Technology has come to modern classrooms and this is an irreversible process. With the emergence and popularization of smartphones, tablets and other equipment with Internet access, the content is no longer only in blackboards and in notebooks and books as it was in the schools of yesteryear.</p> <p>The role of the teacher has also changed. It ceased to be the absolute holder of knowledge to become the mediator, providing favorable situations for the student to operate on knowledge, transforming it into knowledge.</p> <p>In this context, the current challenges posed to the school are enormous, requiring technological resources in the classroom, accessible to all students and teachers trained to make their management. This is a permanent challenge for all of us.</p>

Mangualde Group of Schools



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