

Managing for @ School of Success

Curricular organization projects

WORK IN SMALL GROUPS.

*The discussion of the above issues should highlight **Positive Evidences** and **Constraints***

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1. Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group

Question	Positive Evidences (only three)	Constraints (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	<ul style="list-style-type: none"> • Teachers are open to try new methodologies – as can be seen by workshops attendance. • Syllabus can be easily linked to real life. • Developing students’ skills helps to be more creative. 	<ul style="list-style-type: none"> • Teachers think that academic results are good enough so they don’t need to change • Theoretical subjects are not so easy to promote creativeness.
Q2 – The school curriculum allows innovation	<ul style="list-style-type: none"> • Curriculum more based on skills promotes a variety of methodologies. • School prepares children for life. Society is changing and more demanding. • Technologies and cooperative work are facilitators of innovation. 	<ul style="list-style-type: none"> • Timetables are difficult to organize- they depend on a lot of issues. • Teachers need to be prepared and some of them are not so motivated and willing to learn about new things.
Q3 – The Head teacher promotes school teachers’ innovation	<ul style="list-style-type: none"> • He may take some organizational measures to facilitate and motivate teachers to innovation. 	<ul style="list-style-type: none"> • If the school is failing, it is less likely the headmaster let the teachers take risks.

	<ul style="list-style-type: none"> • He needs to allow the teachers to take risks- sometimes they might fail but it´s OK. • Head teacher is for innovation as long as he knows how the staff is willing to improve. 	<ul style="list-style-type: none"> • It takes time to build a trust – he is not able to make changes alone, he needs partners, intermediate leaderships... mediators are important as well as parents. • Teachers have to understand that it is important to change since school is not the same anymore.
<p>Q4 – Students identify with the vision of the school</p>	<ul style="list-style-type: none"> • In England you have a coherent vision that links with other aspects of the school life- behavior, management, rules.. • The school council is a place where the students voice their opinions about the school and it is valued. 	<ul style="list-style-type: none"> • In Poland and Portugal the values and vision are discussed and written in documents but they are not so visible and clear for the students •
<p>Q5 – The participation of the school in projects allows to develop the Curriculum</p>	<ul style="list-style-type: none"> • Students are motivated to participate in projects. • Project work is expanding in Portugal. • There is a large range of issues that can be discussed and shared by students when schools are involved in projects. 	<ul style="list-style-type: none"> • It takes money and time so you have to know that the project is going to have impact on a lot of children. • It is not so easy to assess the impact of projects on the

		development of students.
Q6 – Innovative forms of assessment, change the Curriculum	<ul style="list-style-type: none"> • Motivation is much higher and students learn more. • If you change the way of assessment the curriculum approach has to change. • A variety of tools and applications are available to diversify and connect curriculum with learning strategies. 	<ul style="list-style-type: none"> • It takes more time to prepare and collect information.

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Question	Positive Evidences (only three)	Constraints (only two)
<p>Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching</p>	<ul style="list-style-type: none"> • The curriculum is a little bit closed in reference to content but not in how the teachers can teach, so they can be creative • Teacher minds are changing and this attitude pushes them to be creative • 	<ul style="list-style-type: none"> • Teachers are scared if they have to be creative because they think that maybe they don't learn and they feel uncomfortable. • It's generating extra time • Preparing and searching creative ideas takes time and teachers want to spend this time with the students in the classroom
<p>Q2 – The school curriculum allows innovation</p>	<ul style="list-style-type: none"> • Some countries have a lot of opportunities within the curriculum to innovate • It's for some schools very comfortable to have a fixed 	<ul style="list-style-type: none"> • Not every innovation works and you have always to check if you are in line with the curriculum • We need more training about digital competences and

	<p>curriculum to hold on to.</p> <ul style="list-style-type: none"> You can use innovation's tools (if you arrive at the end of each period or level) and expand the minimum contents which the government provided. 	<p>although the curriculum allows innovation several teachers are not ready</p>
<p>Q3 – The Head teacher promotes school teachers' innovation</p>	<ul style="list-style-type: none"> The Head teacher is a very important leader in innovation. He has to have vision and leadership qualities 	<ul style="list-style-type: none"> If your headmaster has'nt got a clear vision the teachers get unsure about the direction in which they are moving.
<p>Q4 – Students identify with the vision of the school</p>	<ul style="list-style-type: none"> For students the vision of the school offers stability during their years at school. They can identify themselves with the school through the vision. If the parents know the vision that the leader has, they can assess if the school is 	<ul style="list-style-type: none"> It is necessary to communicate our vision to the students to increase the feeling of relevance. The students maybe resistant to change. Vision should be a shared vision. Students should be encouraged to participate in creating the vision, in

	<p>suitable for their children or not.</p> <ul style="list-style-type: none"> • 	<p>order for them to own it.</p>
<p>Q5 – The participation of the school in projects allows to develop the Curriculum</p>	<ul style="list-style-type: none"> • This participation enriches the curriculum because it allows it to deepen. • From the projects students and teachers get ideas which will improve the curriculum • 	<ul style="list-style-type: none"> • If there are too many participants and too many ideas the main focus may be lost. • Innovations may cost too much money
<p>Q6 – Innovative forms of assessment, change the Curriculum</p>	<ul style="list-style-type: none"> • We have to have new ways to evaluate so the evaluation is connected with the process that the student uses to learn. • If your testing is summative and you change into formative testing then you create growth mindset instead of grades. So this form of assessment changes the curriculum • Other skills and items maybe discovered 	<ul style="list-style-type: none"> • We have to be able to ensure that they methods and ways of testing the innovation is fair and efficient. • There maybe a lot of parents who don't want to change the curriculum, maybe they need encouraging to think differently.

	that the current curriculum doesn't take into account.	
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Group 3

1. Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group

Question	Positive Evidences (only three)	Constraints (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	<ul style="list-style-type: none"> • In the way of teaching • In choosing new methodologies • In cooperate learning 	<ul style="list-style-type: none"> • The curriculum in the south of Europe were very closed • With more money we can manage assistance in the classrooms, it give more possibilities to organize
Q2 – The school curriculum allows innovation	<ul style="list-style-type: none"> • You can work in pilots, sometimes its allowed to experience • Not only working in subject But from in an holistic view ICT allows us to innovate 	<ul style="list-style-type: none"> • If the curriculum is more flexible ,we can make the change • We need our time to get the results • older teachers don't make the move to change the education • We have no time to innovate • You can't choose your own teachers • The government recommends innovations, but only

		in words, in theory but not in the practice
Q3 – The Head teacher promotes school teachers’ innovation	<ul style="list-style-type: none"> We are partners in this project, and we are stimulating teachers to innovate Students are more motivated when a headteacher stimulates them We promote continuous teacher’s training 	<ul style="list-style-type: none"> Opposition of teachers to change <i>status quo</i> There was a big investment in ICT (in some countries) years ago, now the investment has been reduced and the equipment is obsolete. In other countries we have to present a plan and if it is well prepared and funds are available you can get it.
Q4 – Students identify with the vision of the school	<ul style="list-style-type: none"> In the Netherlands each school can describe its own vision as private schools can do in other countries. Parents can choose the school because of the vision, so parents and students can identify with the vision. With the portfolio, students can work for 	<ul style="list-style-type: none"> In public schools in Italy, Portugal and Spain, the vision is the same in all schools, so that it is difficult to identify with them.

	reaching the vision of school	
Q5 – The participation of the school in projects allows to develop the Curriculum	<ul style="list-style-type: none"> • The projects open minds to other ways of working, curriculums of other countries, new things we don't have... • Participate in visits, stakeholders, partnerships... help schools to develop the curriculum • We must ask ourselves what does the population need. 	<ul style="list-style-type: none"> • Some innovations are done only for a year without planning them, so it is forgotten next year. • Some teachers think that visits, collaboration with enterprises is loose the time because they are not teaching the curriculum
Q6 – Innovative forms of assessment, change the Curriculum	<ul style="list-style-type: none"> • Planning each year to change weak points of assessment • Formative evaluation can make changes in the curriculum because the students are involved in the responsibility of development • 	<ul style="list-style-type: none"> • Innovation involves having more time for monitoring •

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<p>Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching</p>	<ul style="list-style-type: none"> • You may reorganize your classroom • You may use new materials and pedagogical instruments • You can combine or link different subjects (e.g. cooking and culture) 	<ul style="list-style-type: none"> • Exams must be prepared sufficiently • Teacher’s and parent’s mentality (resistance to innovation) • Time: curriculum is very extended (Italy, Portugal, not NL), no time/room left for innovation •
<p>Q2 – The school curriculum allows innovation</p>	<ul style="list-style-type: none"> • In Pr Ed more than Sec Educ • E.g. new European-wide emphasis on ‘citizenship’ may help to ask contributions from several other subjects (human rights, gender etc), it creates opportunities for innovations • 	<ul style="list-style-type: none"> • E.g. mathematics teacher does not like to be linked to different subjects • Difficulties with teachers: they have not been educated to be innovative • There are no new teachers in some Portugese schools: less children, less teachers needed. Problem for the

		<p>future once retirements are coming!</p> <ul style="list-style-type: none"> • New teachers are digital natives: they will bring the innovation. • Teachers training institutes need to be more innovative
<p>Q3 – The Head teacher promotes school teachers’ innovation</p>	<ul style="list-style-type: none"> • Portugal: Yes e.g. provide courses for innovation • Provide access to innovative (internet) frameworks. Teachers may apply these in their classrooms • Joining new (international) projects from government • Long distance learning • Innovation meetings and workshops with teachers • (E-)Twinning projects between schools / teachers (students like it!) 	<ul style="list-style-type: none"> • The law: too rigid. Inspection doesn’t agree with some innovative approaches – you need permission from general direction of education. This takes a very long time in Portugal. • Teachers don’t want, don’t accept innovation (or: the head teacher needs more competences to inspire, to attract to innovate etc) • Limited budget (or time)

	<ul style="list-style-type: none"> • European exchange of teachers and pupils 	
<p>Q4 – Students identify with the vision of the school</p>	<ul style="list-style-type: none"> • Students know some curriculum changes (derived from the vision) i.e. about team working, respecting the others 	<ul style="list-style-type: none"> • Students know the institutional instructions but have no interest in vision, that's not common in Portugal, no interest either by parents • There is a <i>culture</i> of instruction (Port/It) • Teachers have problems with working together with students, they prefer instructions – whether the students fall asleep or not • Teachers are not open for suggestions from the students (“we know better, what can we learn from a student?”) • maths and language remain more important
<p>Q5 – The participation of the school in projects allows to develop the Curriculum</p>	<ul style="list-style-type: none"> • Improvement of multicultural skills, language skills, cooperation • Projects lead to more integrative views on the curriculum. You learn 	<ul style="list-style-type: none"> • Available time • Hesitation of teachers to open their classrooms, to change their mindset, even to participate in (European) projects • Italy max 20-22 hrs per week for lessons, maybe

	to see with a different eye, from a distance	2 for meetings. Any other task or project requires extra salary, according to their culture (and the unions)
Q6 – Innovative forms of assessment, change the Curriculum	<ul style="list-style-type: none"> • Innovative assessment is derived from new visions. These will lead to changing the curriculum • Direct relation between assessments and curriculum: curriculum may also change the assessment forms! • Introduction of technology can change the curriculum 	<ul style="list-style-type: none"> • Inspections and laws prevent changing assessments and curriculums • Parents request tests • Instruction of vision on curriculum is opposed to changes/innovations of the assessment forms

This project has been funded with support from the European Commission.
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