

Implementing Curriculum Change

The Role of the School Leader

Advance organiser

- Differences and similarities
- Traditional and modern approaches
- The curriculum] international
- Managing change] and
- Leadership...] Scottish perspectives

...and, of course, some reflections on the future

The big issues

Curriculum: Educating the whole child

Change: moving out of your comfort zone

Leadership: unlocking leadership across the organisation

- Pedagogy
- CPD
- Collegiality

Curriculum - perspectives

Traditional

- Content – prescribed, examined, differently valued
- Teaching – didactic, recall-intensive, linear
- Learning – passive, superficial, utilitarian

21st century

- dynamic, relevant, generative
- interactive, creative, flexible
- active, deep, thoughtful

Curriculum – international perspectives

- Bruner -1960s; focus on thinking, a ‘courteous translation’
- AifL - research-based, formative assessment, pupil involvement
- TfU - teaching for the unknown; focus on ‘understanding’, research-based

Curriculum – Scottish perspective

- Post War Changes – piecemeal, contested, slow
- 2004 – CfE - pedagogy, trust in teachers, ‘intelligent accountability’
- Principles - Depth; relevance; challenge and enjoyment; personalisation and choice
- 2011 challenges? – “levels” of attainment; impact of exams, interdisciplinary

Change – models

Traditional

Exam-led - downward pressure, high-stakes, external scrutiny

Centrally-driven - disempowerment, Postman Pat, restrictive

Piecemeal - slices of the age cohort, disjointed, incoherent

21st century

Involvement

Professional Autonomy within guidelines

Life-long learning

Change – research evidence

- Michael Fullan - engagement, empowerment, commitment
- CPD - teacher learning communities; on-line modules; collaborative engagement; focus on pedagogy
- Transparency - involvement of parents; end-users; public

Change approach

- Scottish

- National
 - Investment in AifL / active learning; rhetoric
- Local
 - LAs; families of schools
- Others
 - Tapestry –
TLCs (DW);
TfU (DP);
The Silk Road

Leadership

Traditional

- Authority-focused, accountability, lonely
- Characteristics, bullet-points, traits
- Stressful, alienating, “all the troubles of the world”

21st century

- distributed, collaborative
- context-specific
- supportive, team-based

Leadership the Challenges

- Equality is the key to economic, cultural and social improvement
Starting early and removing barriers
Vygotsky: “If a child appears unable to learn...”
- Enhancing teacher professionalism
Improving levels of consistency
Wiliam: teacher learning communities
- Opening up the schools
The hub of the community?
Boyd: “Parents as Partners”
- Culture of self-evaluation
Moral duty to share what we do well
Mortimore: The Nordic, not the English, model!

Some enduring truths

- Implementing curriculum change cannot be done by *dictat*
- Implementing curriculum change is not easy nor quick
- Implementing curriculum change needs broad-based agreement
- Implementing curriculum change must have PEDAGOGY at the centre

The role of leadership in curriculum change

- Facilitation
- Vision
- Support
- CPD

Selected references

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