



Curriculum reform: An education change perspective

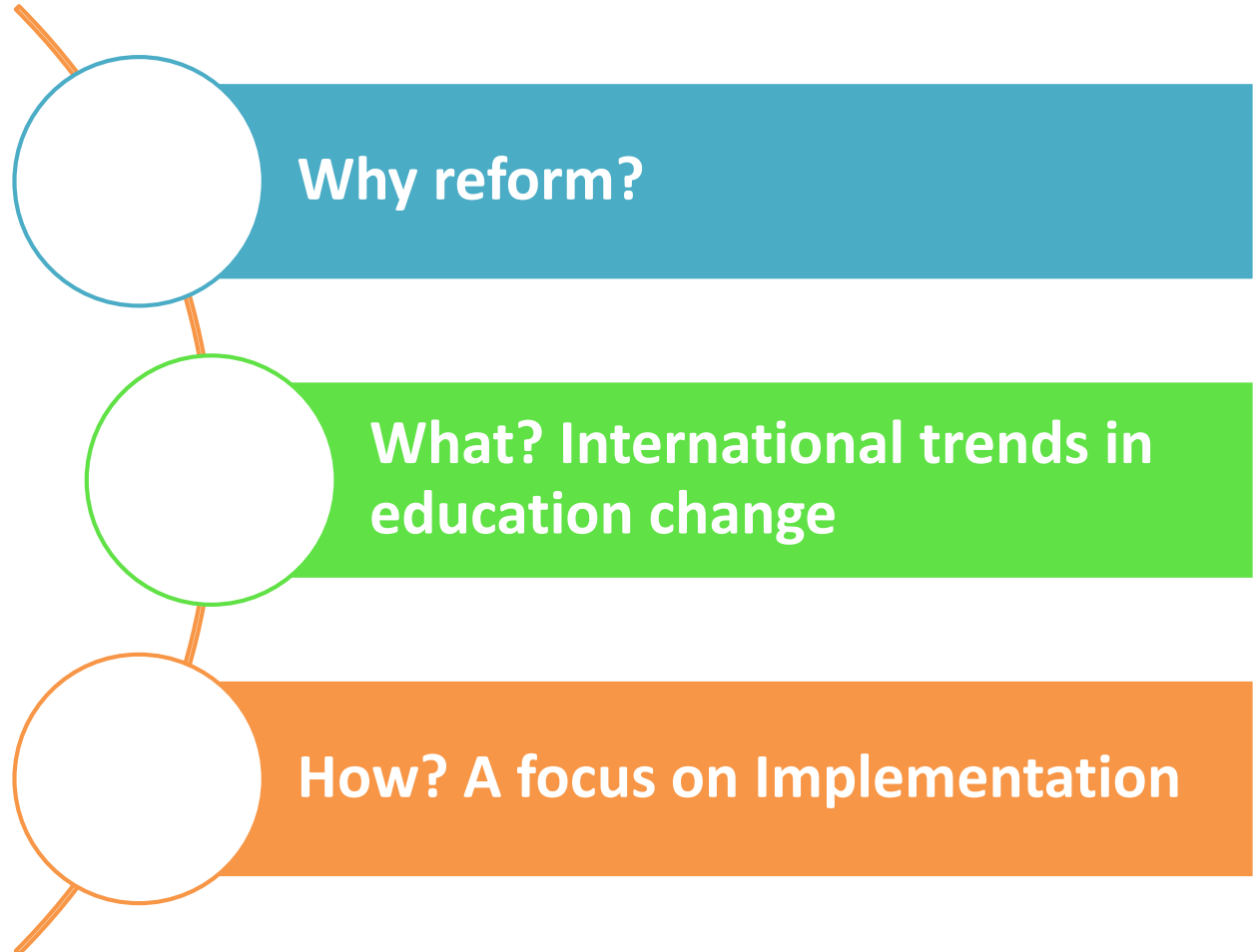
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Policy Advice and Implementation Division
Directorate for Education and Skills
OECD

Dublin, Ireland, February 19 2018



Curriculum reform: An education change perspective: today's main messages

Equity,
quality
and well
being





Global trends shaping our education systems



International trade



More diverse communities



The digital society



Greater accountability



Focus on equity and quality

Need to invest in education for better outcomes



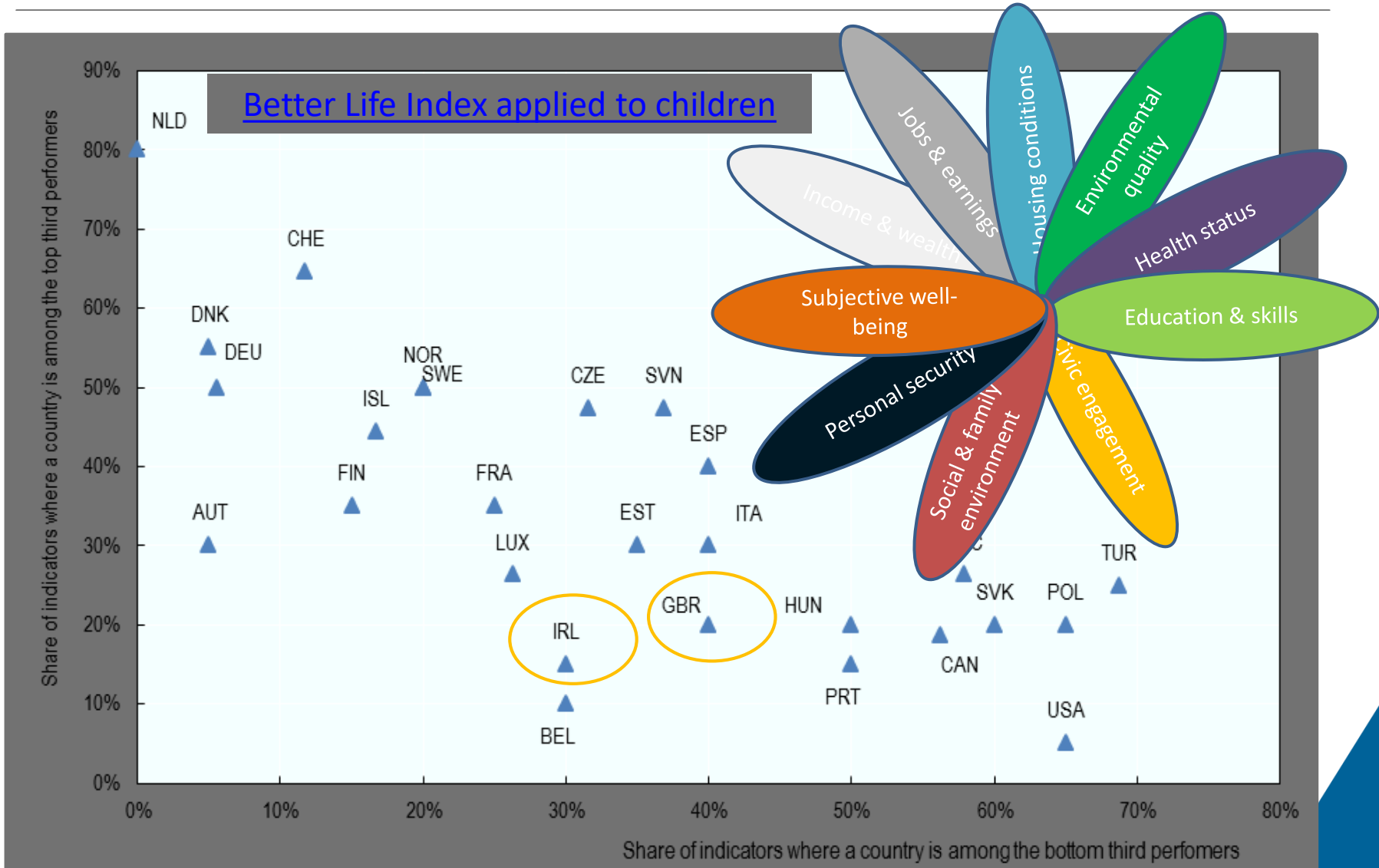
A new narrative: Shifting from GDP per capita towards inclusive growth

Inclusive growth

*economic growth that creates opportunities for all segments of the population and **distributes the dividends of increased prosperity**, both in monetary and non-monetary terms, **fairly across society**.*



Aiming to move from growth to wellbeing: a multidimensional concept ([Better Life Index](#))





Key 1: delivering excellence with equity in education, PISA 2015

Mean performance in science and strength of the socio-economic gradient

- ◆ Strength of the relationship between performance and socio-economic status is above the average
- ◇ Strength of the relationship between performance and socio-economic status is not statistically significantly different from the average
- ◆ Strength of the relationship between performance and socio-economic status is below the average

Mean science score

600

550

500

450

400

350

Above-average science performance
Below-average equity in education

Above-average science performance
Above-average equity in education

Below-average science performance
Below-average equity in education

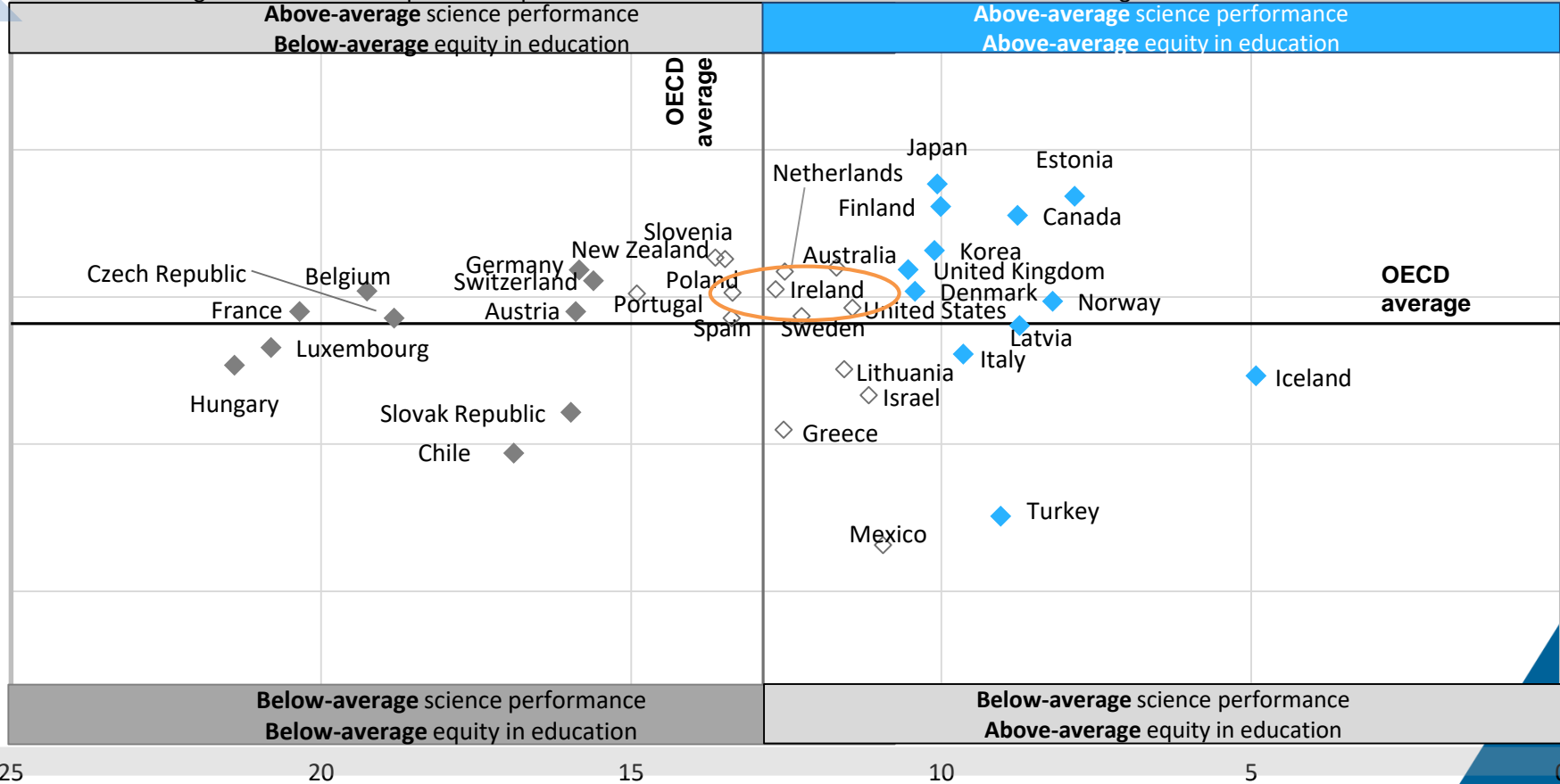
Below-average science performance
Above-average equity in education

OECD average

OECD average

25 20 15 10 5 0

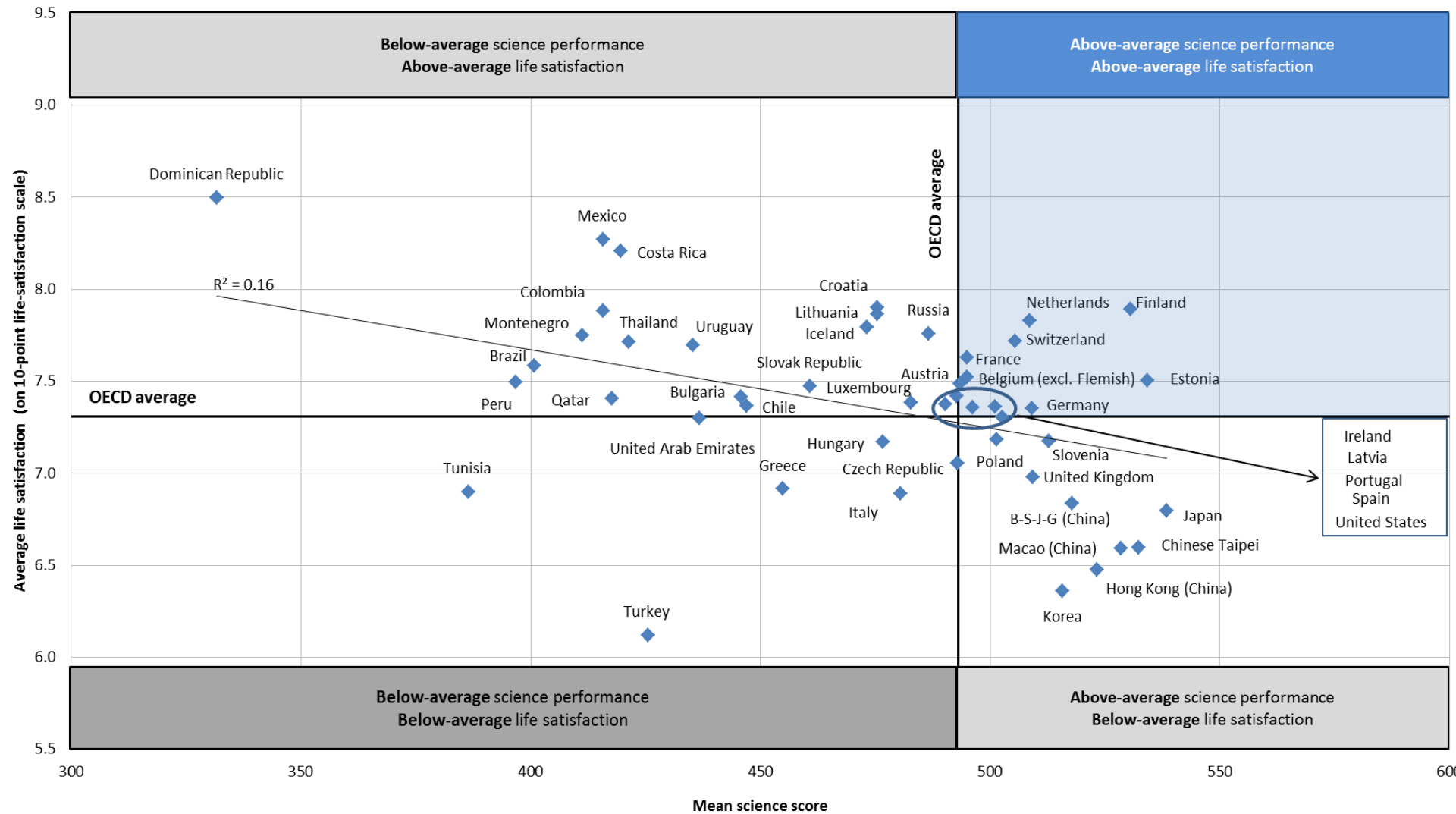
Percentage of variation in performance explained by socio-economic status





Key 1: Supporting student wellbeing

Index of life satisfaction (0-10) and performance, 15 yr olds, PISA 2015





Key 2: Preparing for the future

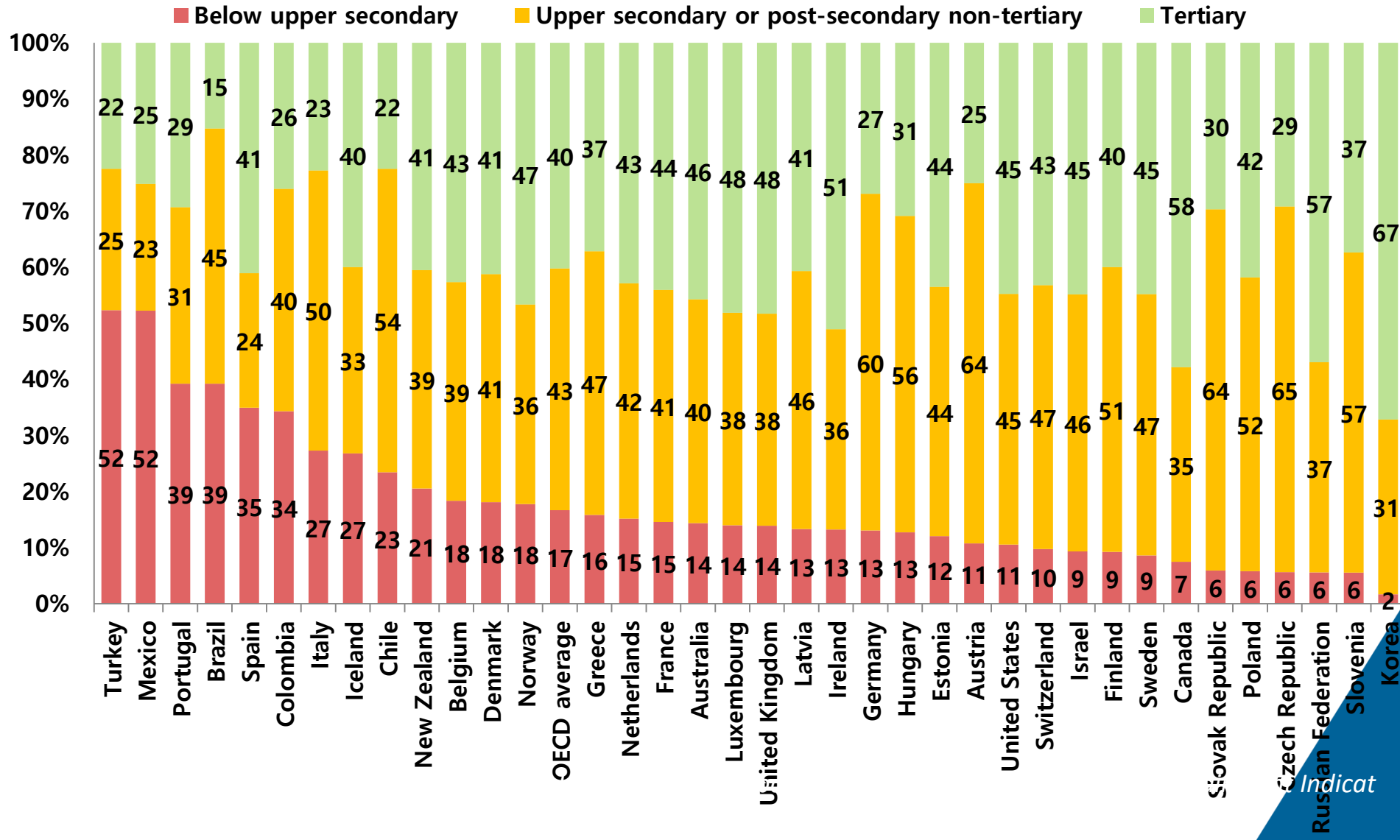
Education 2030

What do children have to learn?



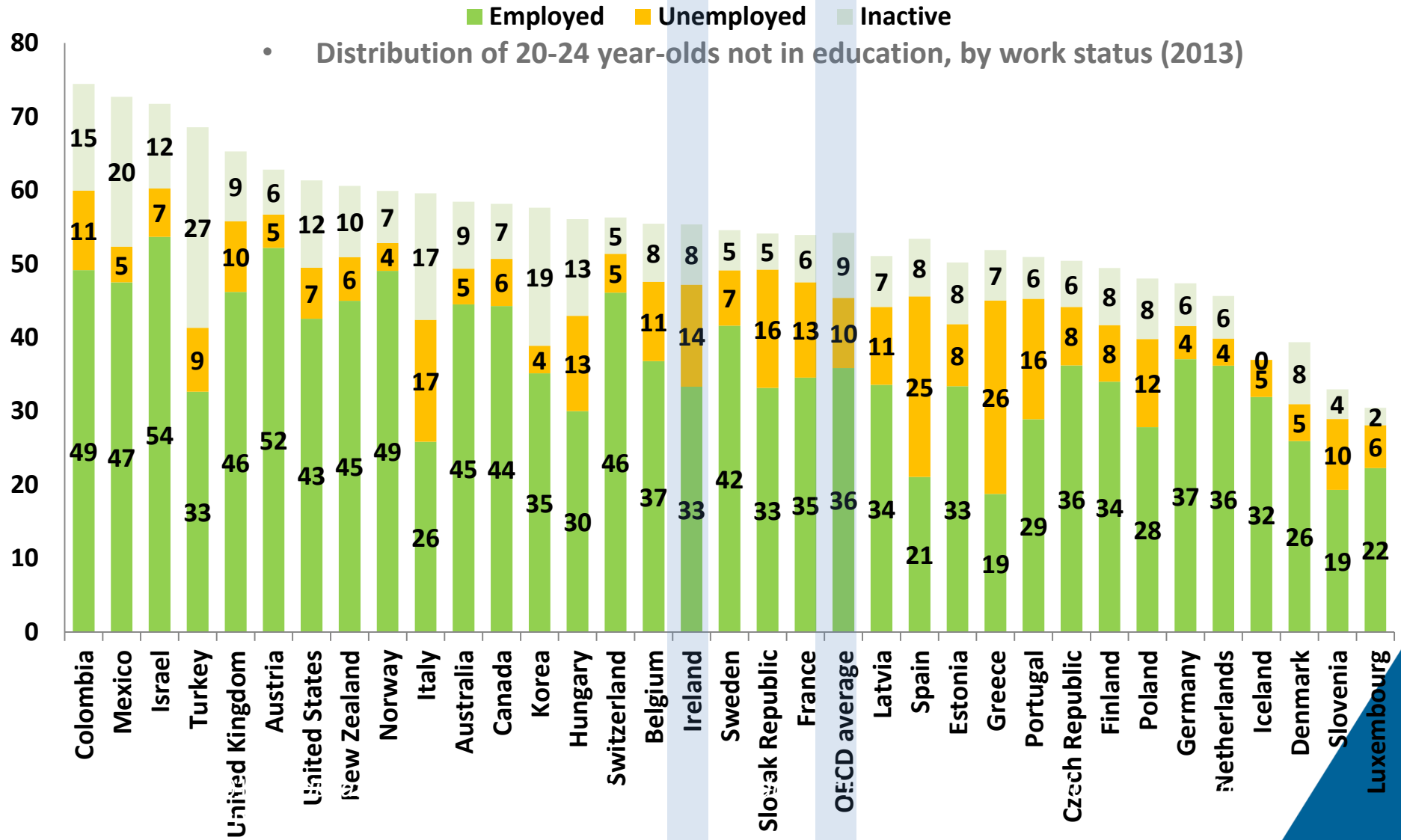


Key 2: Ensuring that youth have the opportunity to complete their education



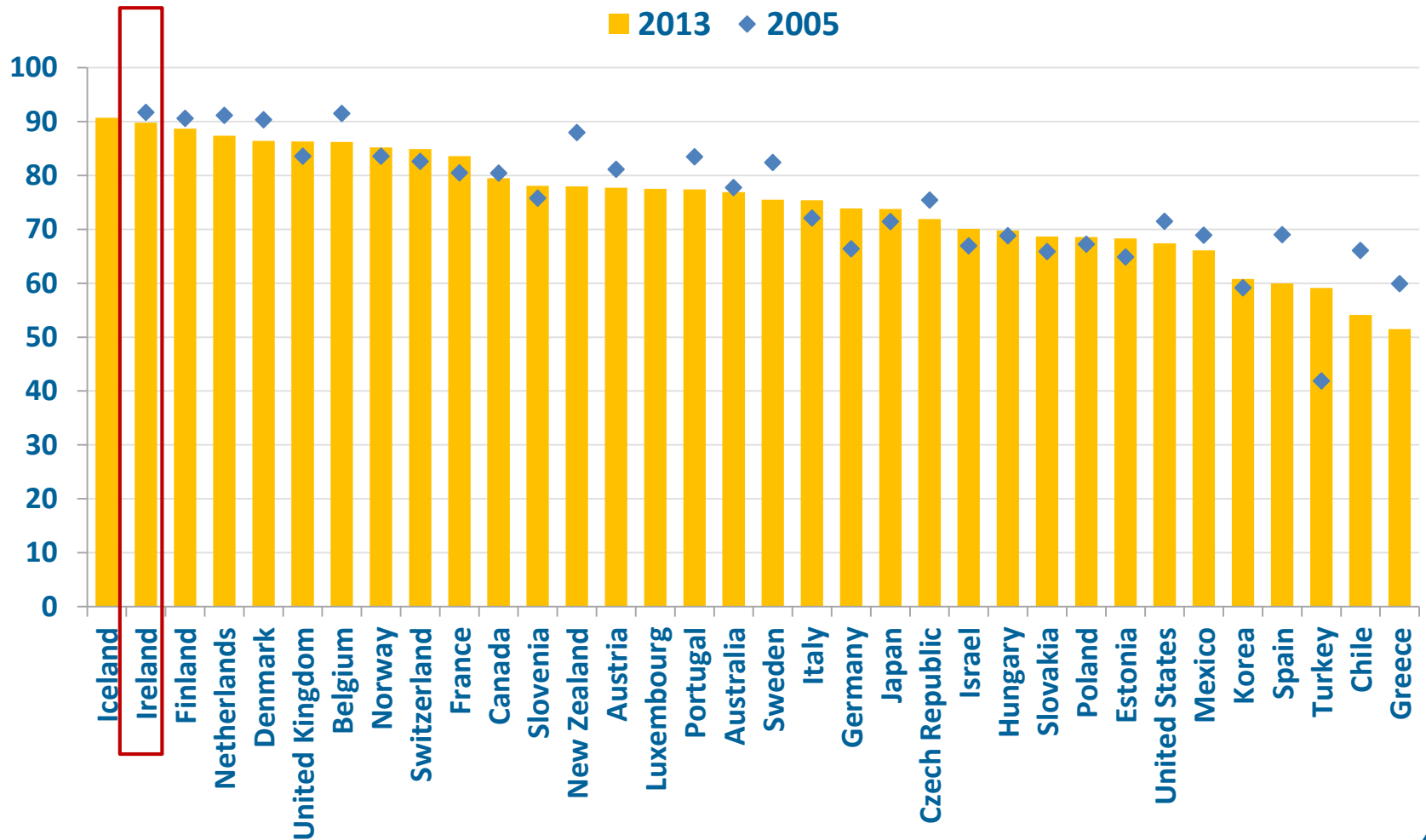


Key 2: Preparing for the future





Building on existing public confidence in education system, 2005, 2013





What education policies for this new paradigm?



LEARNING

Equity with quality: all students learning

- Curriculum: knowledge, competencies & values
- Student agency



PROFESSIONALS

Professional capital: human, social & decisional

Develop schools as learning organisations



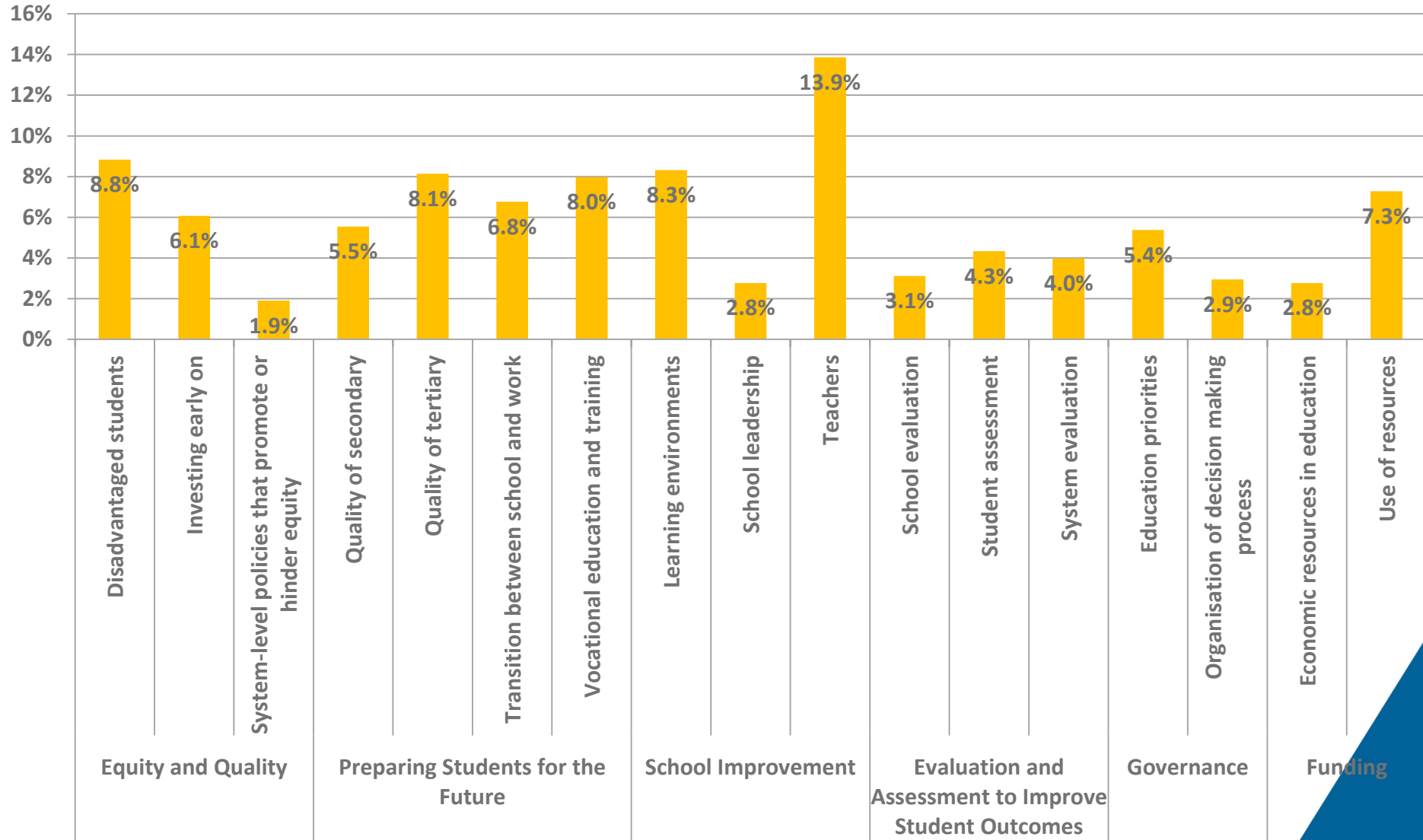
SUPPORT

Governance beyond education, school organization, IT, evaluation, data, improvement capacity
Families, Communities

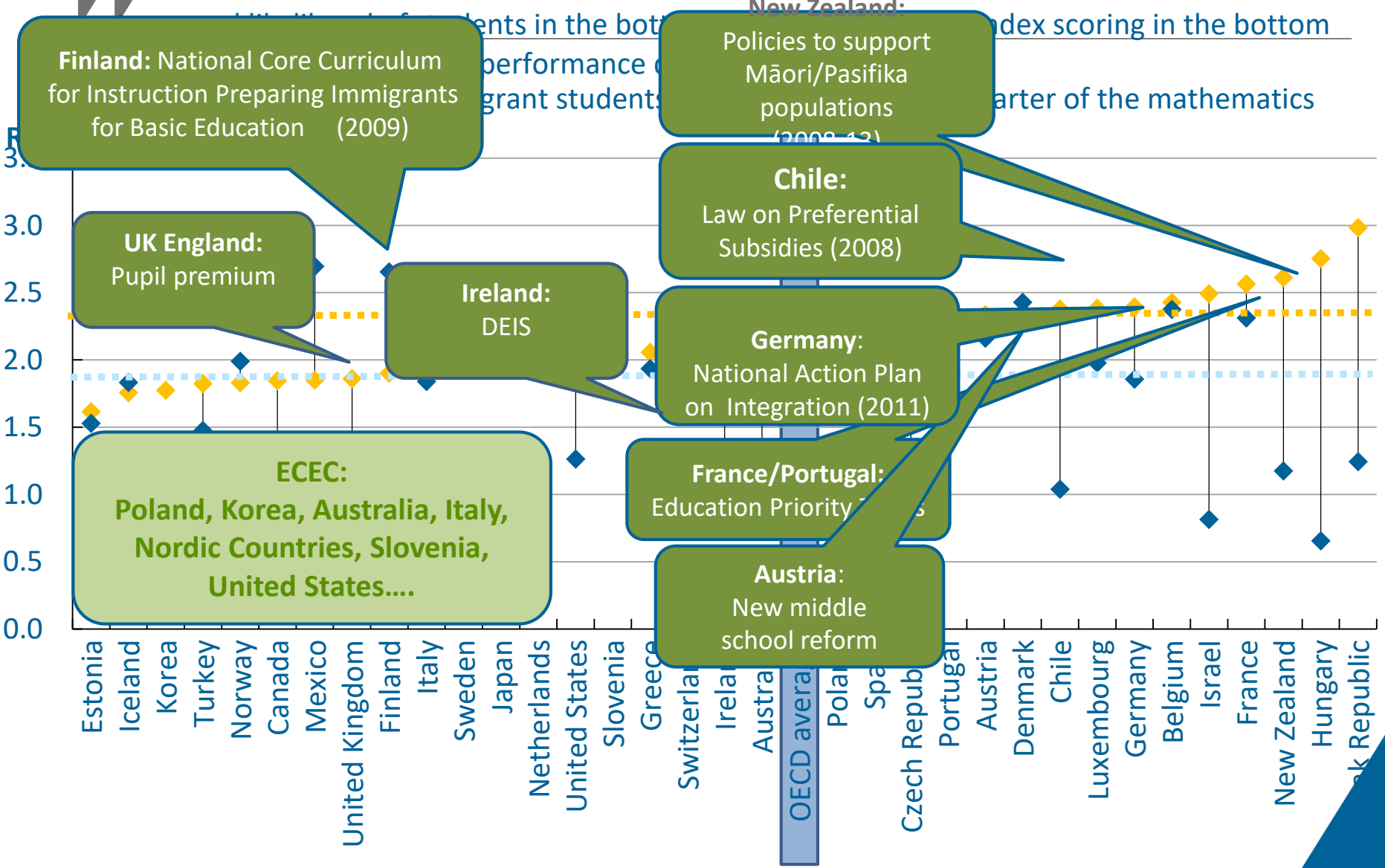
Wellbeing



Education policy in OECD 2008-2014: Teachers, equity and curriculum reform

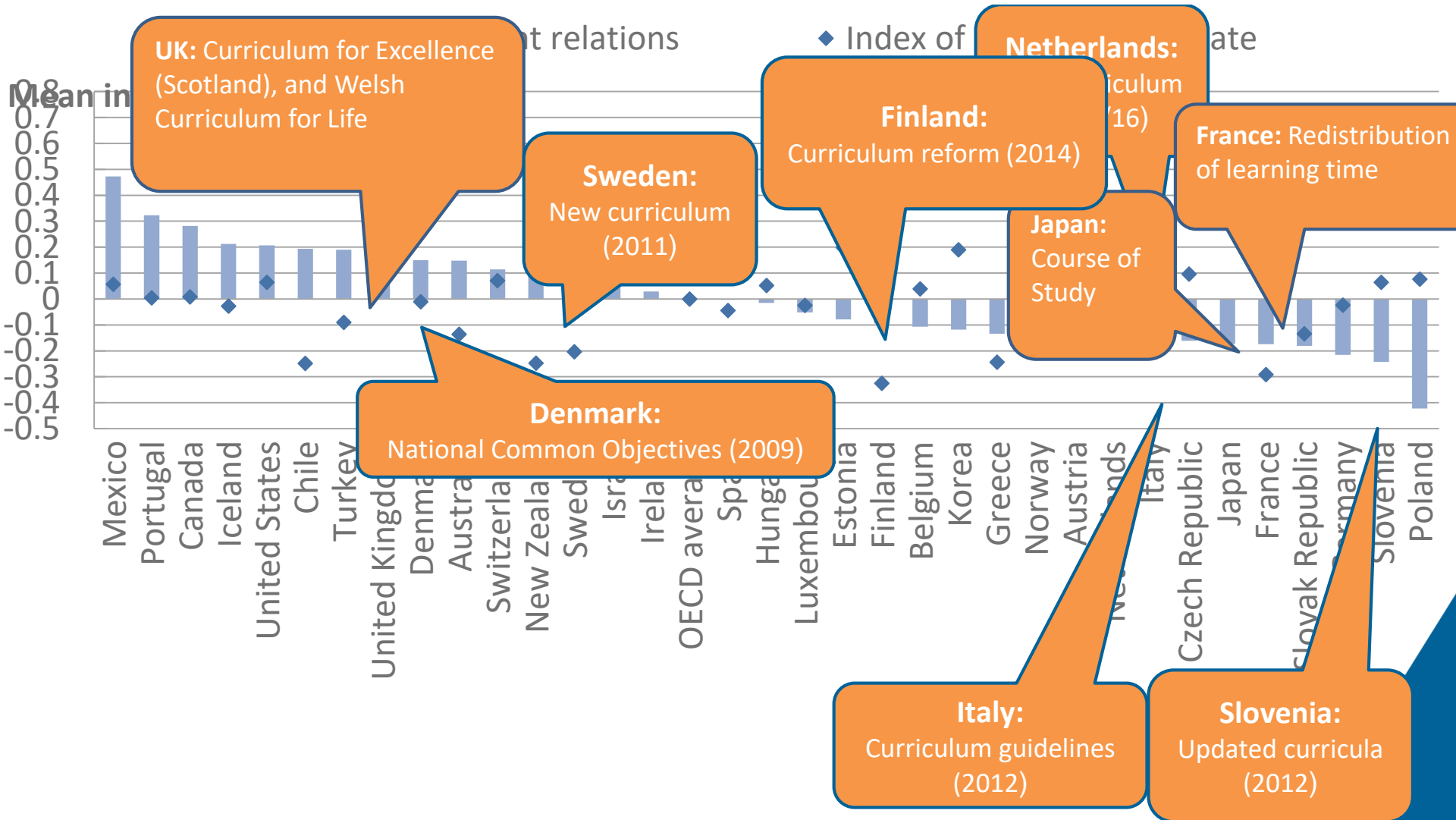


Equity: policies to support students from disadvantaged or diverse backgrounds





Curricular reform: Making the content of learning more relevant



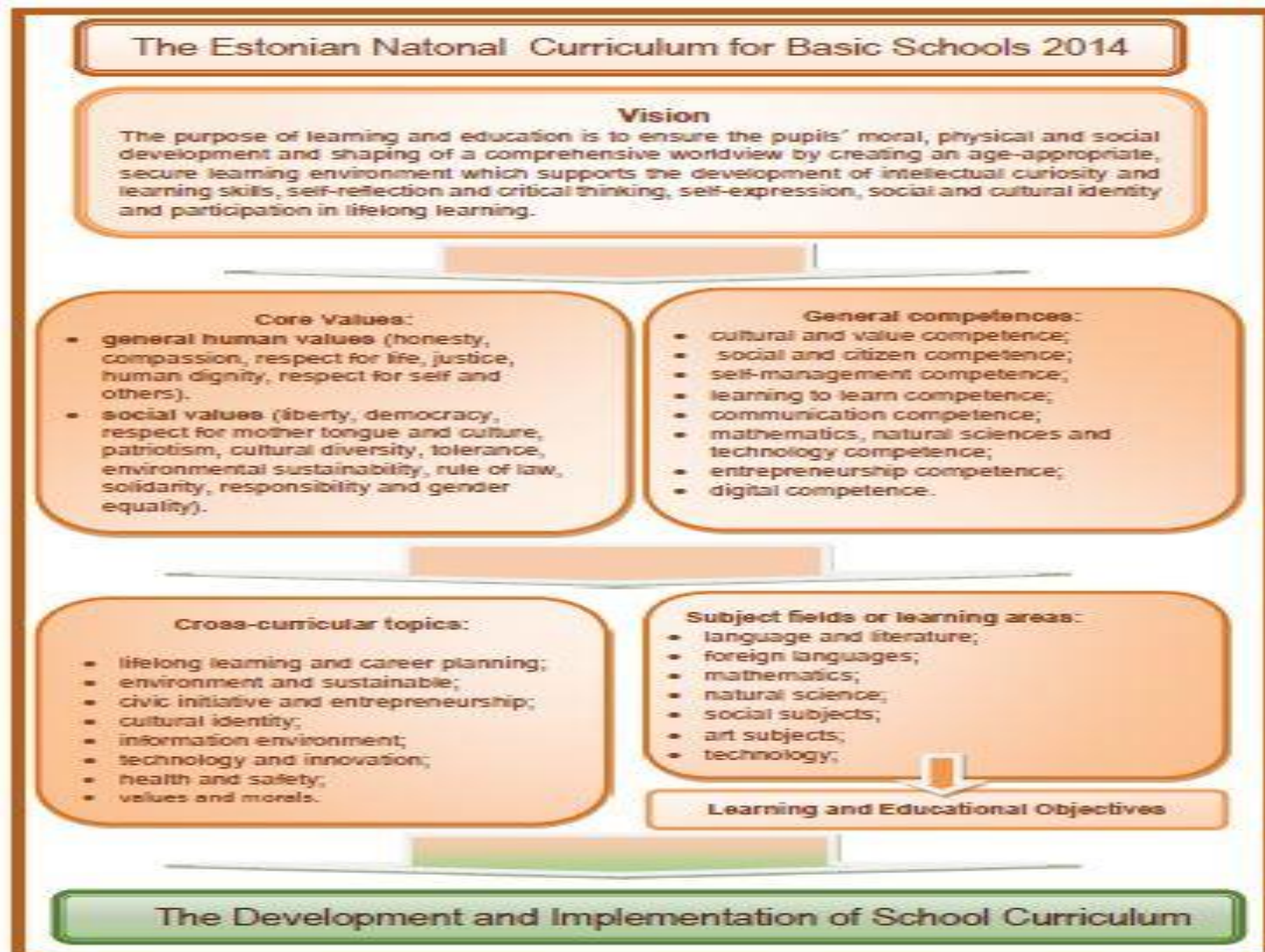


Australia: A broad vision for student learning



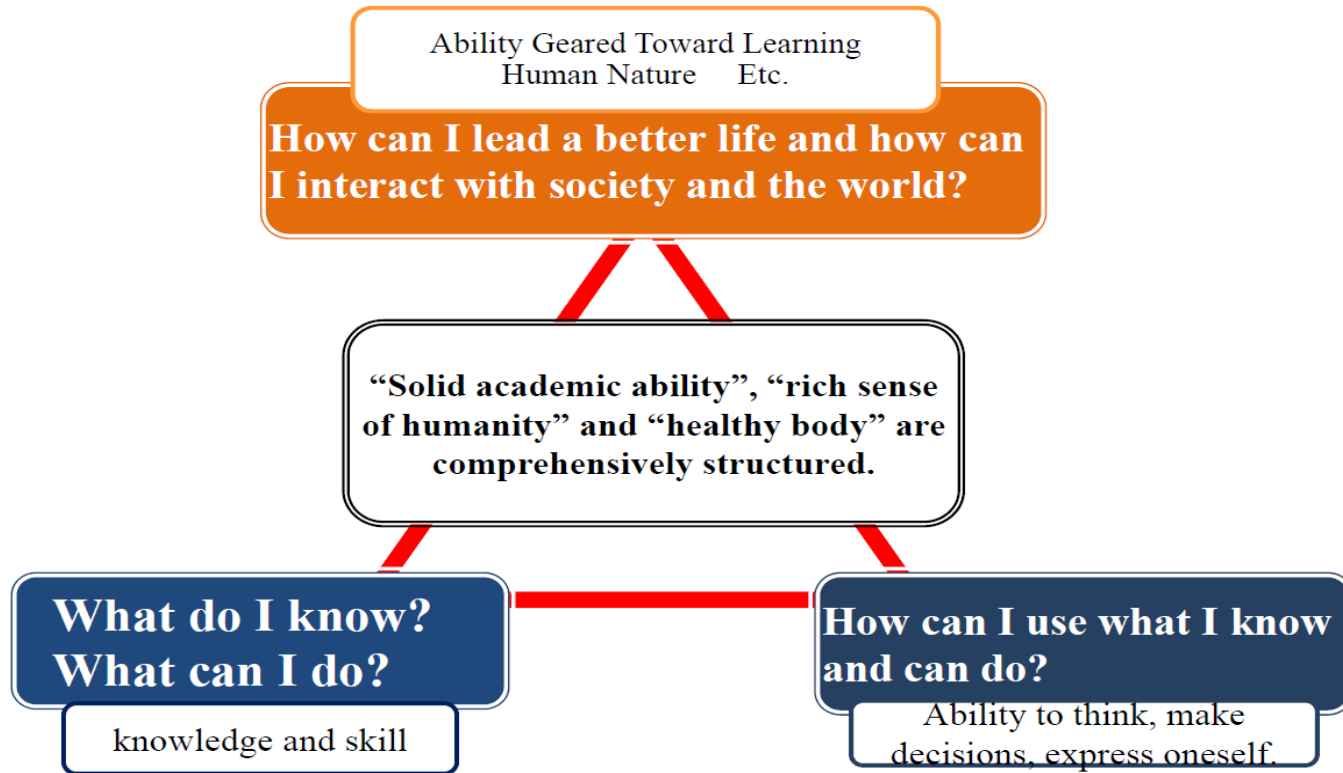


Estonia: knowledge, values, skills and competencies



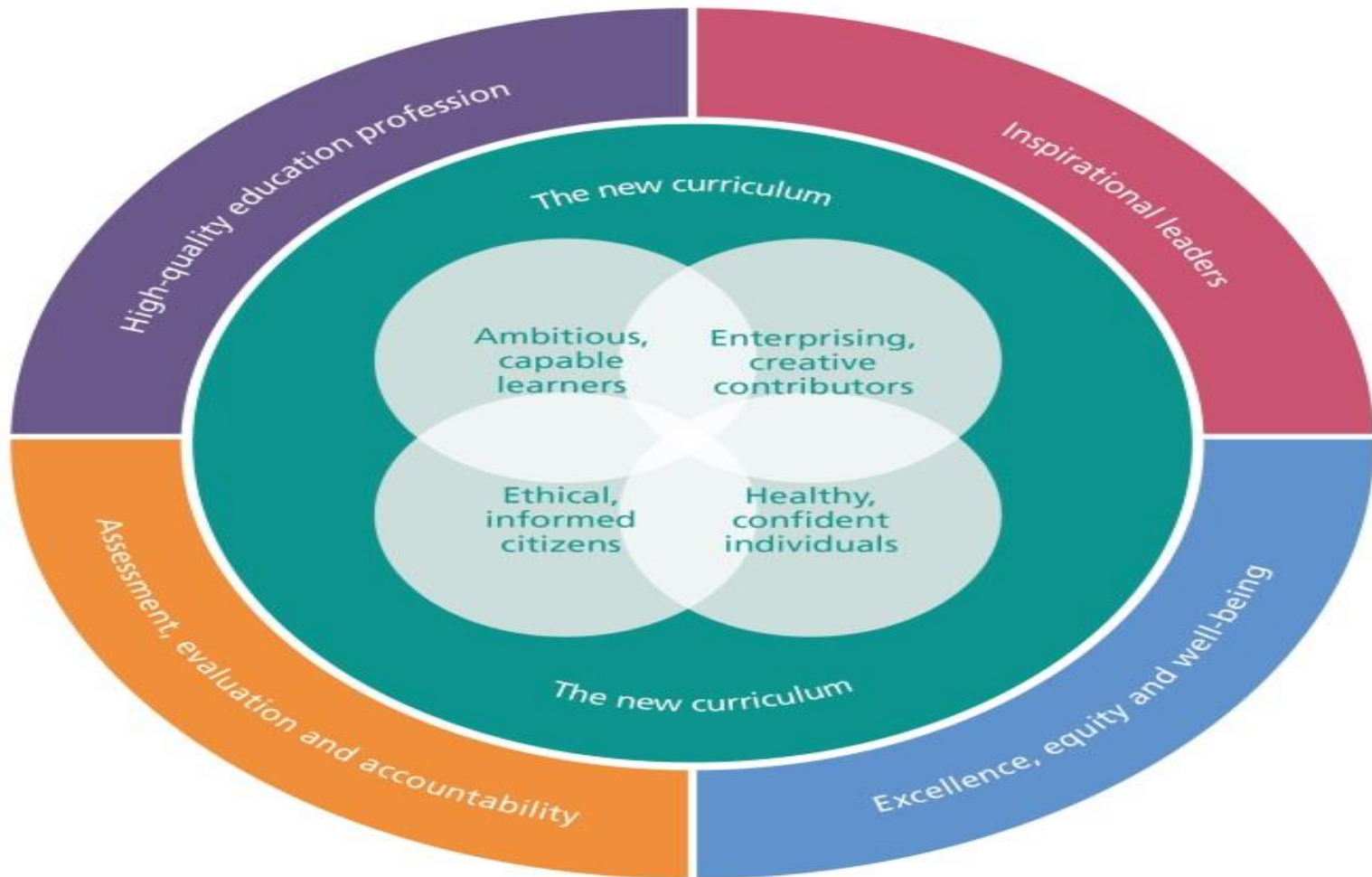


Japan: knowledge, values, skills and competencies



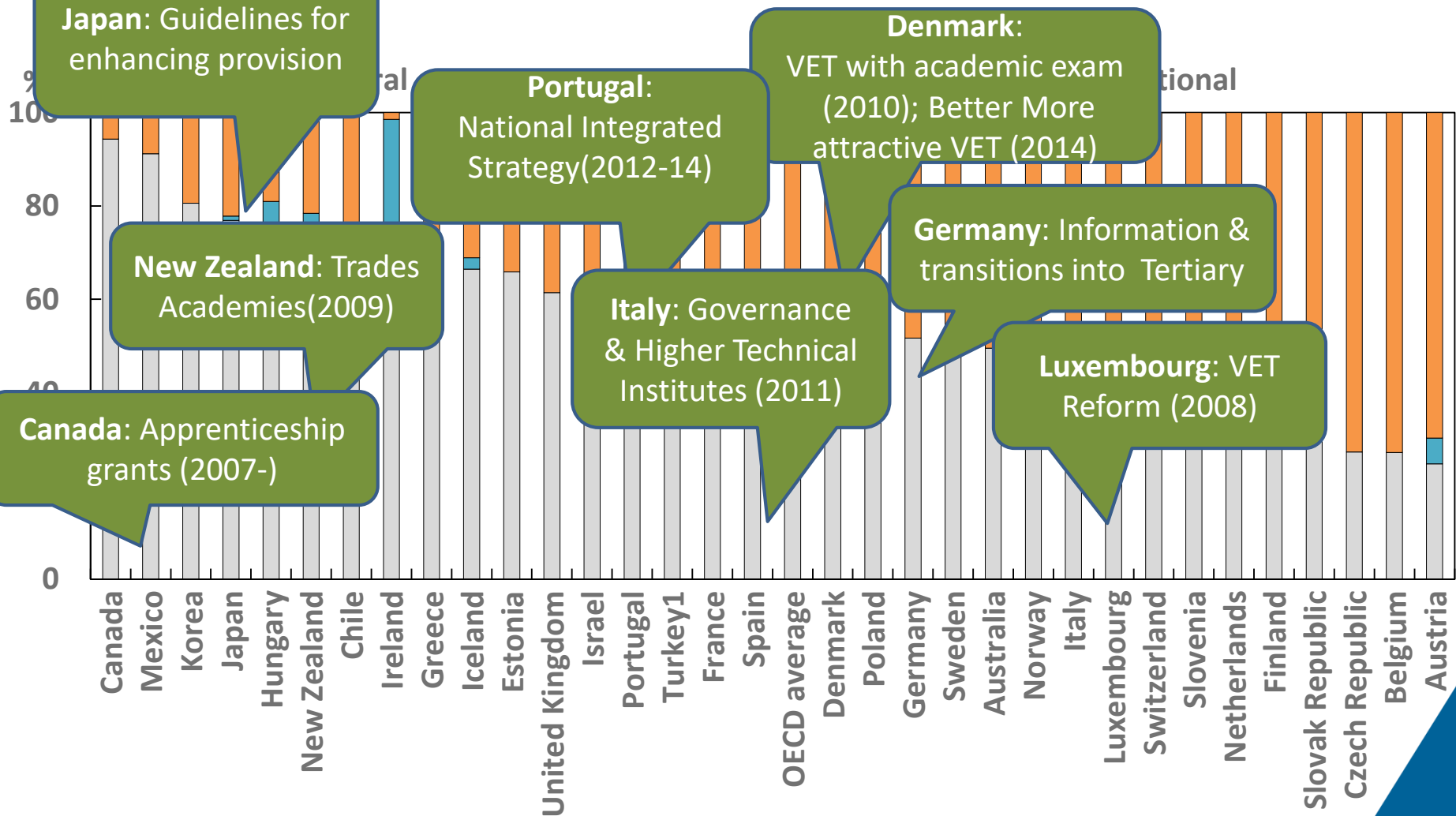


Wales: Four key enabling objectives for delivering the new curriculum



Enhancing vocational education and training (VET)

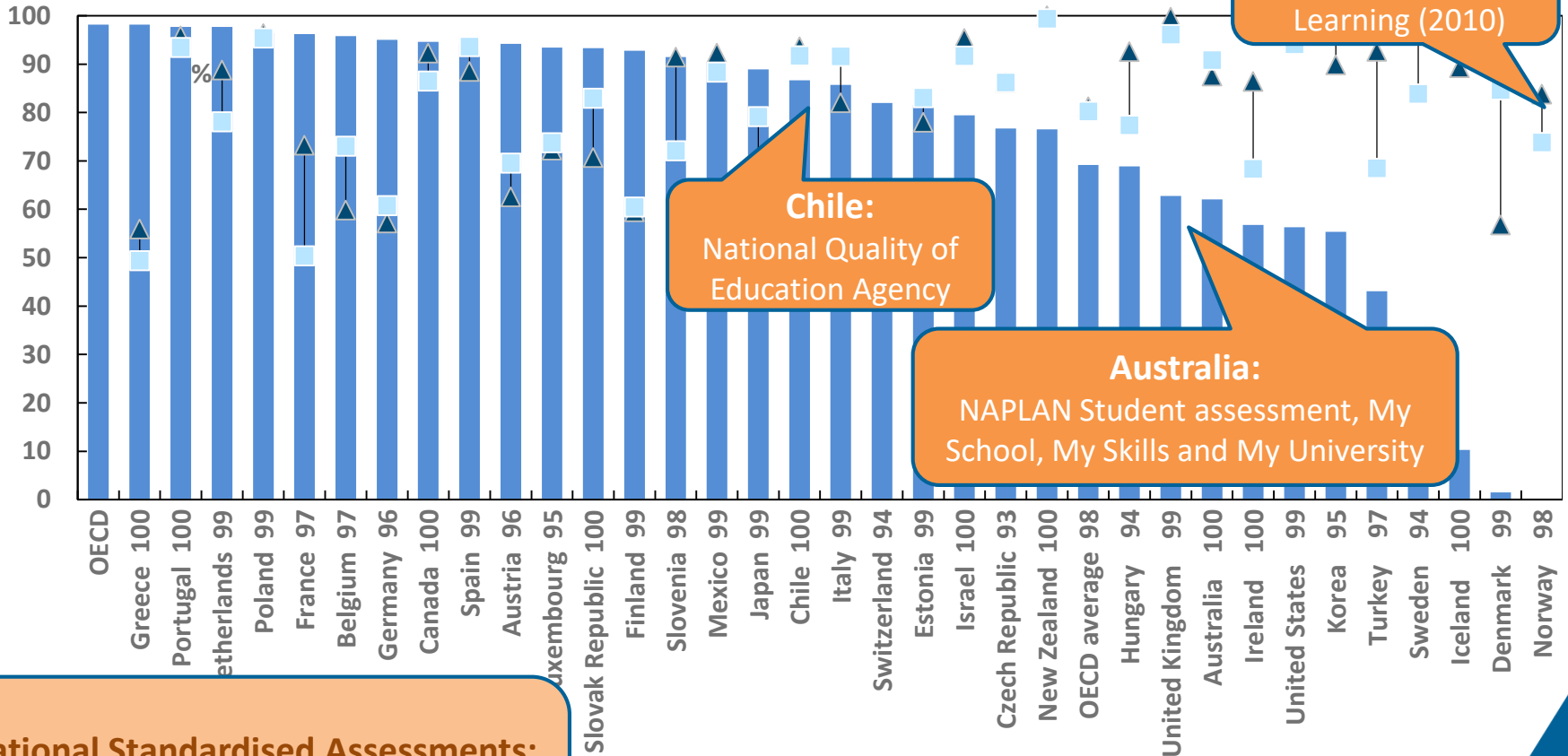
Enrolment of upper secondary students in pre-vocational or vocational programmes





Evaluation and assessment: align to curriculum

- To make decisions about students' retention or promotion %
- ▲ To monitor the school's progress from year to year
- To identify aspects of instruction or the curriculum that could be improved



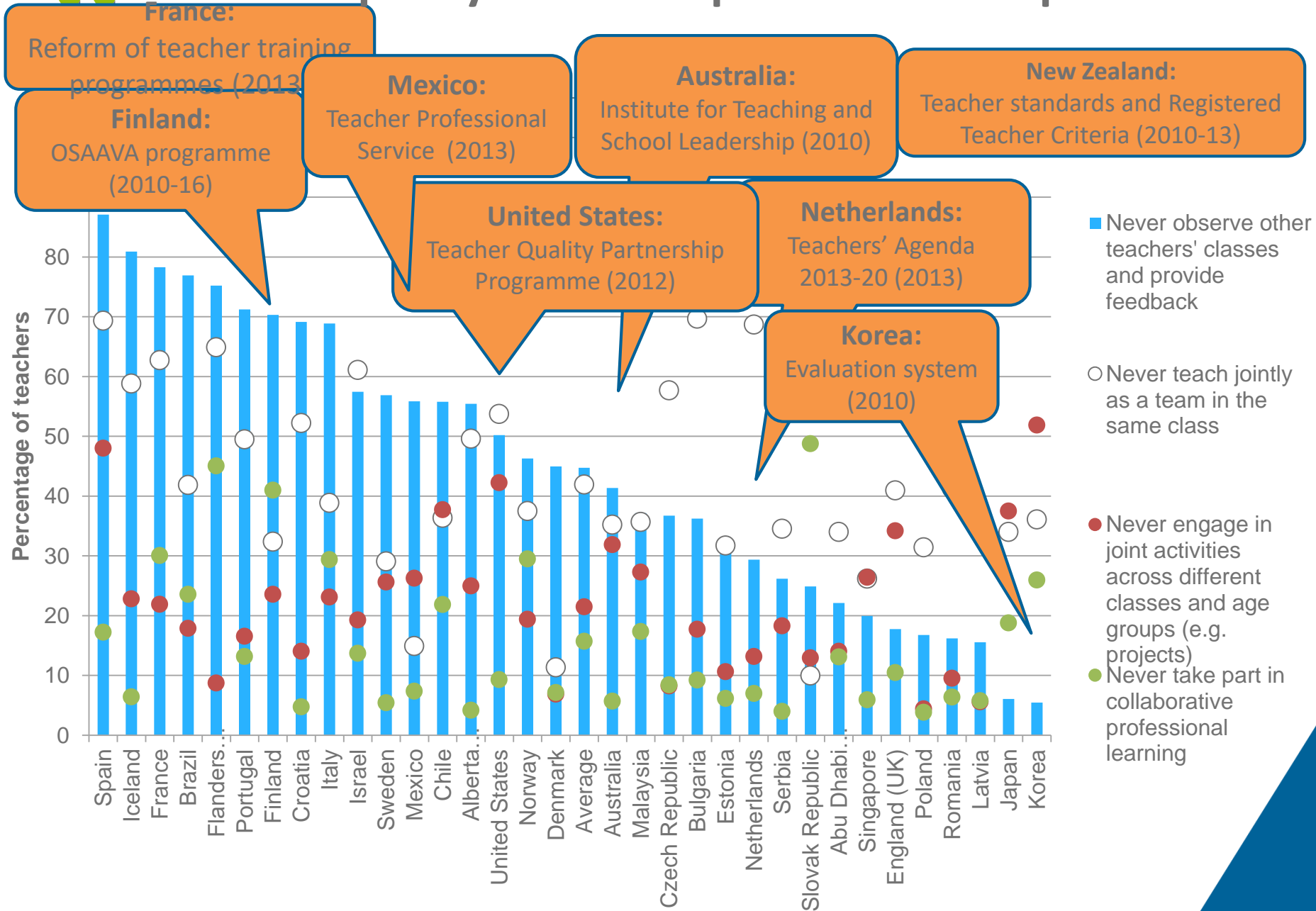
Norway:
Assessment for Learning (2010)

Chile:
National Quality of Education Agency

Australia:
NAPLAN Student assessment, My School, My Skills and My University

National Standardised Assessments:
Austria; Czech Republic; Denmark; Ireland; Italy, Spain, Sweden, UK (Wales)

Teacher policy: invest in professional capital





Australian reforms 2008-2014 (07,10, 13)

- 2008**
 - Smarter Schools National Partnership for Low Socio-economic Status School Communities
 - Closing the Gap: Indigenous Early Childhood Development
 - National Assessment Program – Literacy and Numeracy
 - National Partnership Agreements (Smart Schools)
 - Melbourne Declaration on Educational Goals for Young Australians
- 2009**
 - National Partnership on Youth Attainment and Transitions
 - VET targets
 - National targets for higher education
 - Australian Early Development Index
 - National Education Agreement
 - Investing in Early Years – National Early Childhood Development Strategy
 - National Agreement for Skills and Workforce Development
 - National Partnership on Improving Teacher quality
- 2010**
 - National Professional Standards for Teachers
 - Aboriginal and Torres Strait Islander Education Action Plan
 - Higher Education Participation and Partnerships Programme
 - My School website, My Skills and My University website
 - Review of Funding for Schooling
 - Australian Institute for Teaching and School Leadership
- 2011**
 - Australian Professional Standards for Principals
 - Australian Qualifications Framework
 - Skills Quality Authority
 - Tertiary Education Quality and Standards Agency
- 2012**
 - The National Quality Framework for Early Childhood Education and Care (NQF)
 - National Foundation Skills Strategy for Adults
 - Advancing Quality in Higher Education
 - The Australian Workforce and Productivity Agency
 - My University website
 - National Partnership Agreement on Skills Reform
- 2013**
 - National Partnership Agreement on Universal Access to Early Childhood Education (replaced National Partnership on Early Childhood Education - 2008)
 - Accreditation of Initial Teacher Education Programmes
 - Australian Charter for the Professional Learning of Teachers and School Leaders
 - Australian Teacher Performance and Development Framework
 - New Colombo Plan
 - Education Act
- 2014**
 - Teacher Education Ministerial Advisory Group
 - Upholding-Quality Indicators for Learning and Teaching measures
 - Students First



Irish reforms 2008-2014 (07,11)

Delivering Equality of Opportunity in Schools: Action Plan for Educational Inclusion (DEIS)	2005
Traveller Education Strategy	2006
Survey on Lifeskills in Primary (2009) and Post-Primary Schools (2012)	2009
Project Maths	2010
Intercultural Education Strategy	2010
Springboard programme	2011
Professional development for teachers and school leaders	2011
Initial Teacher Education Criteria and Guidelines for Programme Providers	2011
Higher education reforms	2011
National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-20	2011
Increase in reading instruction	2011
National Strategy for Higher Education to 2030	2011
ICT Action Plan	2012
Standardised assessment in literacy and numeracy	2012
School Self Evaluation: Guidelines for Primary Schools	2012
School Self-Evaluation: Guidelines for Post-Primary Schools	2012
Investing in education infrastructure	2012
Third Level Bursary Scheme – scholarship scheme	2012
Action Plan for Jobs	2012
Procedures for Induction and Procedures and Criteria for Probation	2013
Education and Training Boards Act	2013
SOLAS – New National Education and Training Authority	2013
Framework for Junior Cycle	2014



The Welsh education reform journey





Complexity between design and implementation of reforms

Strengths

Weaknesses

Context of reforms

Reforms on key policy areas

Don't consider current/other policies

N of reforms

Large reform activity

Reform fatigue/lack of sustainability

Reform process

Centered around policy design

Need to focus on implementation

Reform adoption

Need to create school learning cultures

Low understanding of school capacity

Evaluation

Evaluation research abound

only 10%

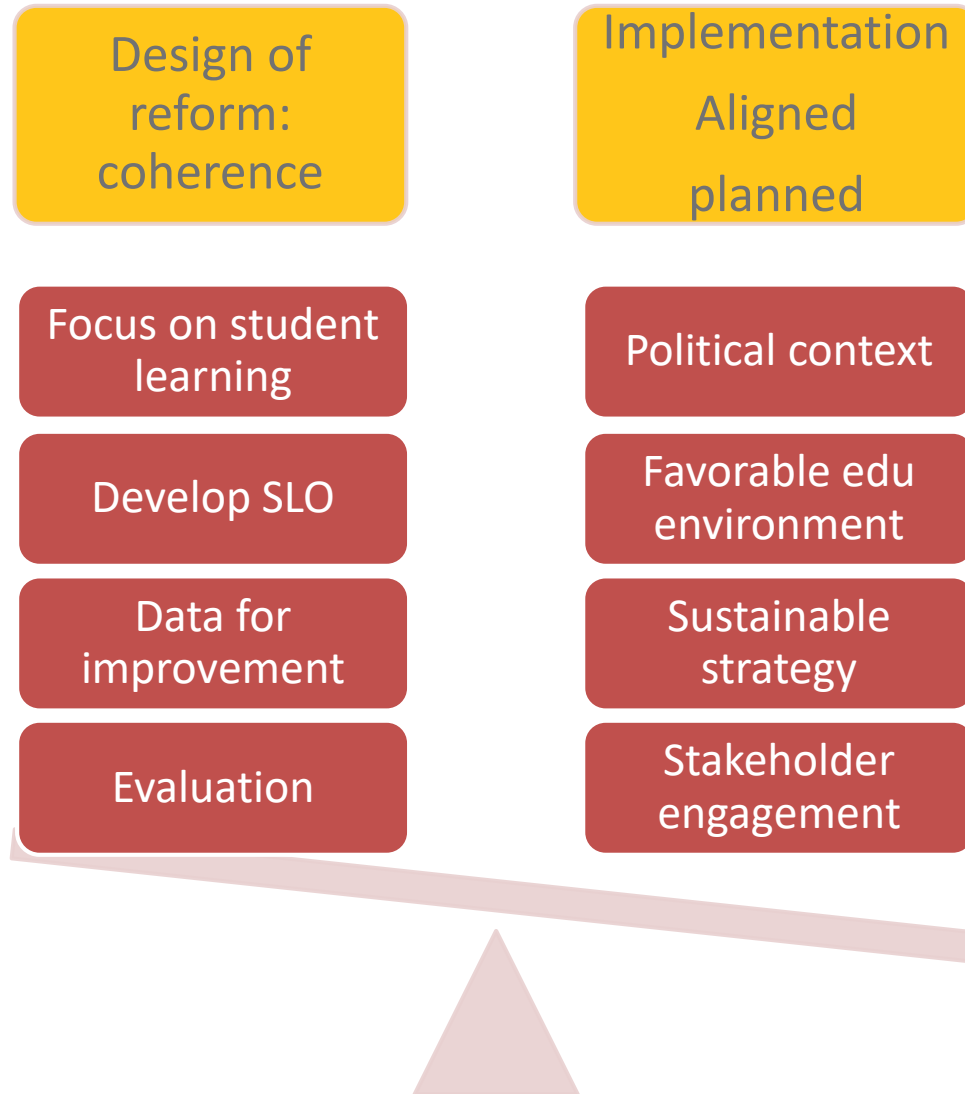


Need for policies to reach students and classrooms





Elements of education reform: a balancing act that goes beyond evidence base policy making





Education Policy Implementation: A change in the framework

Problem def

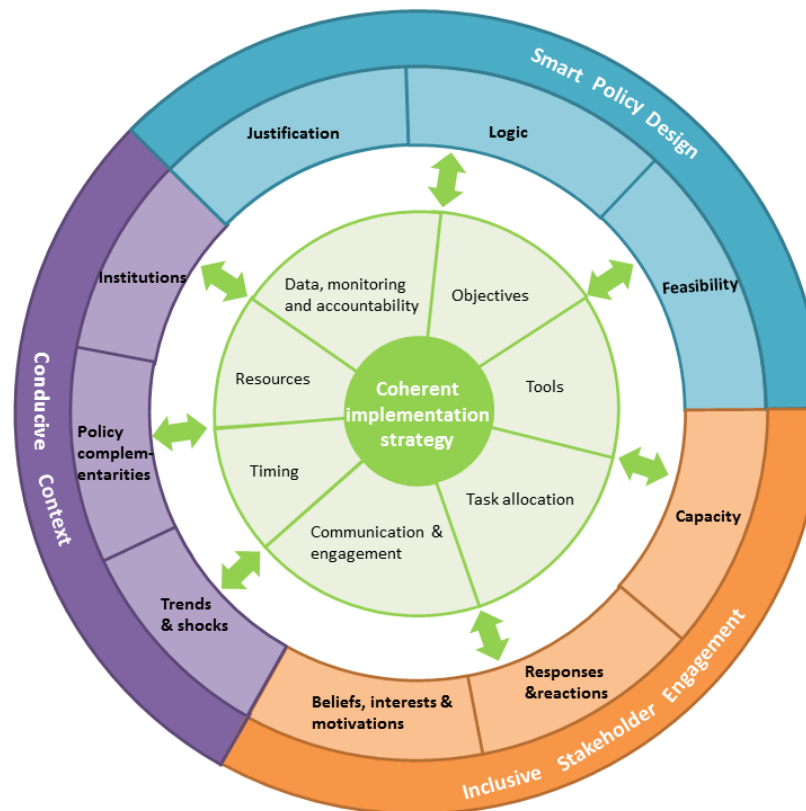
Agenda setting

Policy options

Policy development

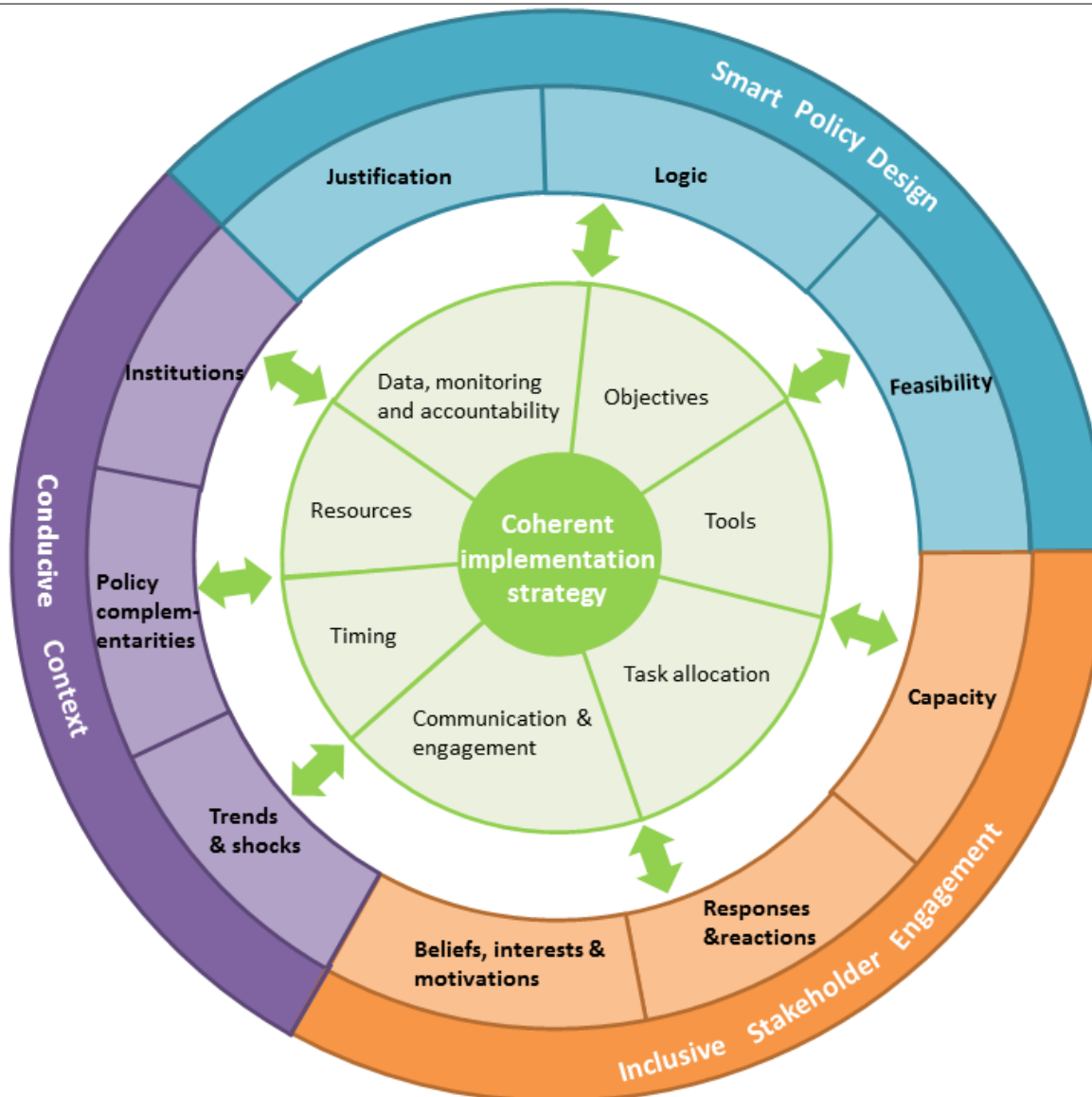
Policy implementation

evaluation





Education policy implementation: from top down to horizontal





Dimensions of effective policy implementation

Smart policy design

- Policy at least partially defined before implemented. Justification, validity of causal theory and goals, complementarity with policies and feasibility to be considered.

Inclusive stakeholder engagement

- actors can interpret, react and influence implementation. Including them throughout the process facilitates success.

A conducive context

- The process' features are adapted to the structures of its system at a given time, to the particular actors, and around the specific educational policy.

A coherent implementation strategy

- Outlines concrete measures to make the policy design operational, with sufficient resources, capacity building, communications, and engaging stakeholders.

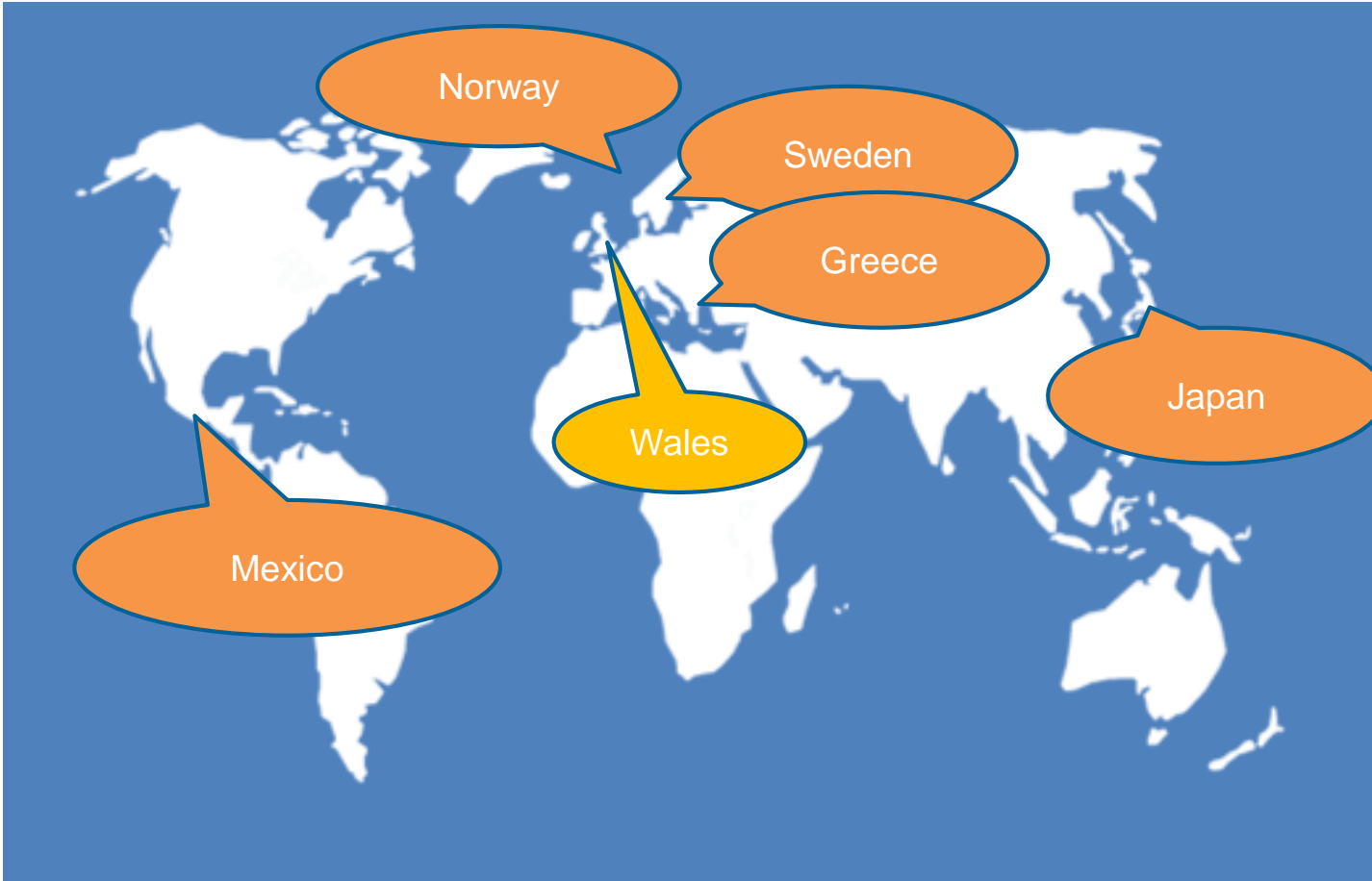


Dimensions of effective policy implementation

	Wales	Japan
Smart policy design	Clarify objectives related to wales development; PISA	Every 10 years Update curriculum For 2030
Inclusive stakeholder engagement	consultation; co-construction Pioneer schools	consultation; Pioneer schools
A conducive context	Political moment Consortia; school improvement plan	Political moment? Governance
A coherent implementation strategy	Co-construction Plan w/resources OECD	Resources/publications/capacity



Reality of policy making/reform



An international overview: can provide elements, principles and support for education reform.

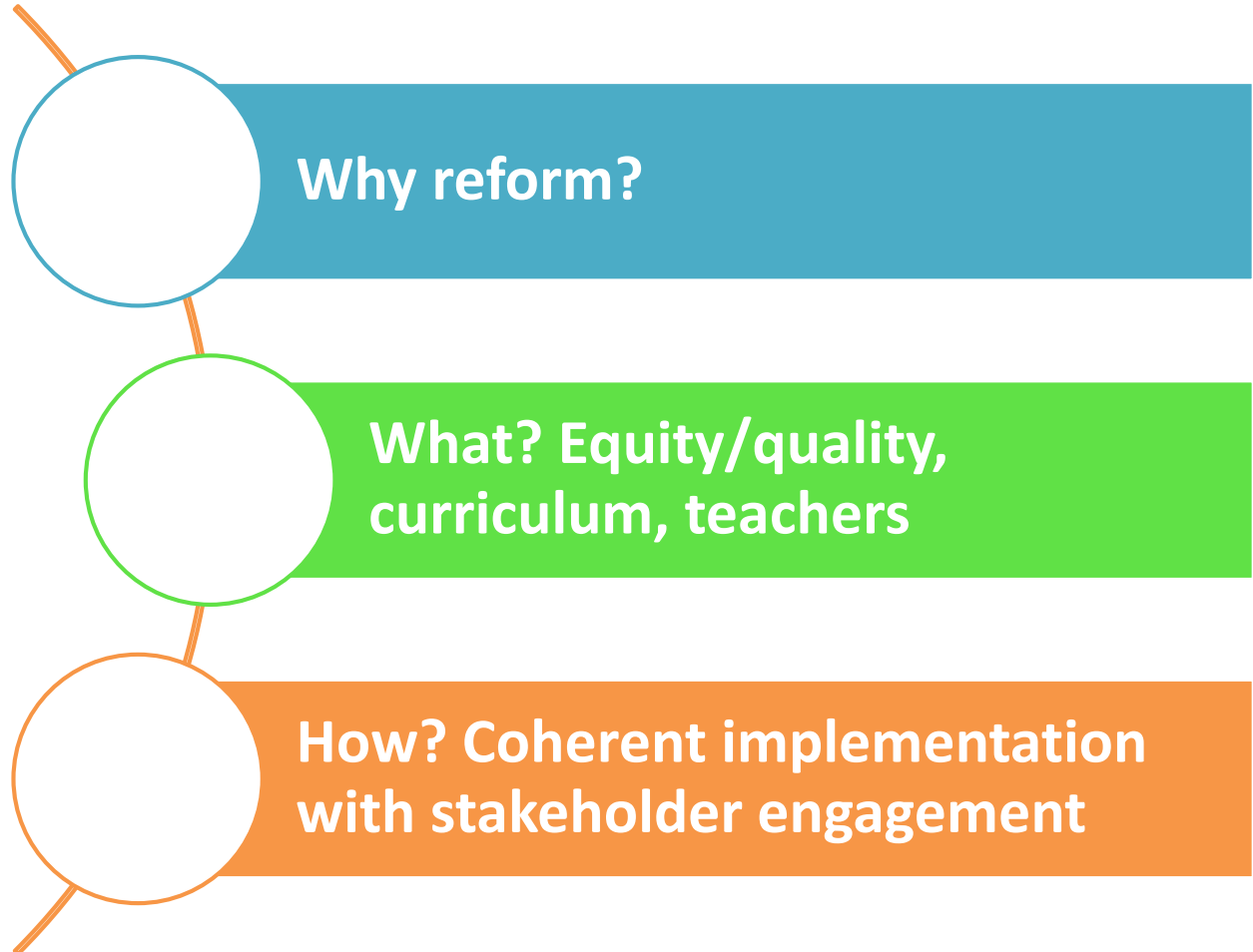


There is no one model for success. Each education system can reach results combining policies based on evidence and implementation processes adapted to the context and concrete challenge. Key to focus on schools and students; investment in developing SLO and engagement of stakeholders.



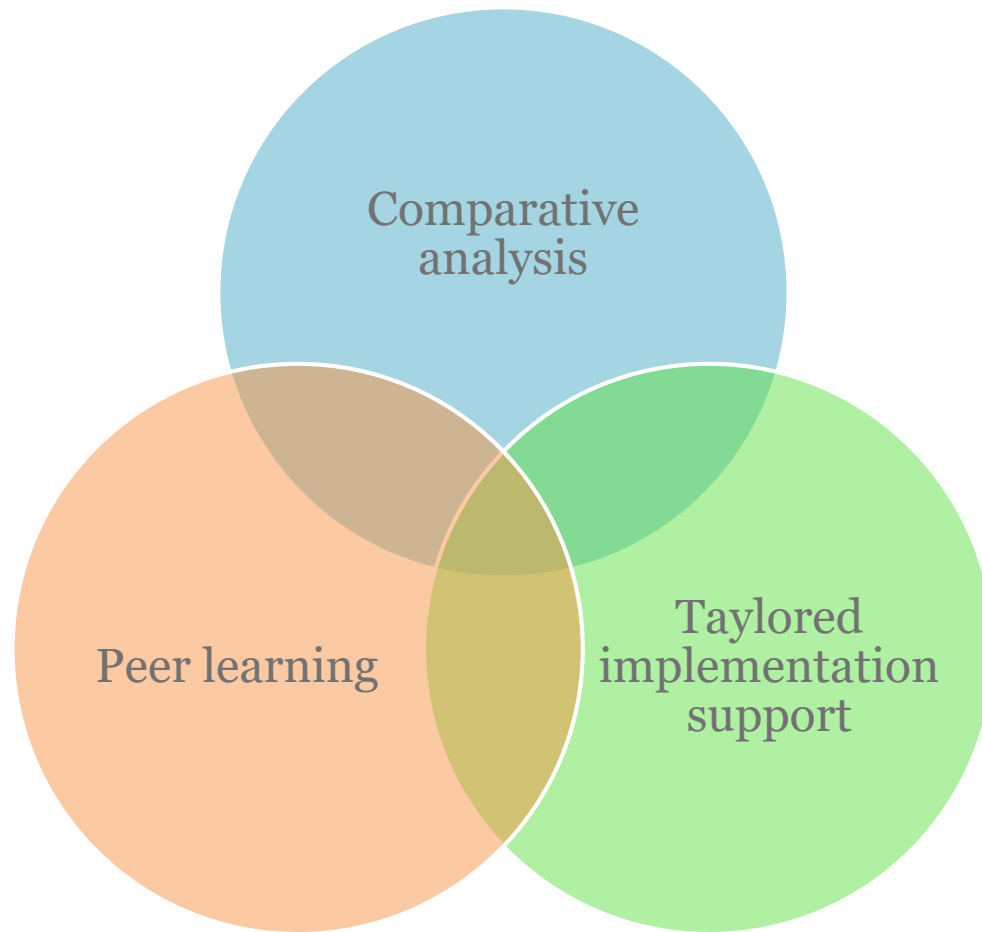
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Equity,
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OECD Implementing policies: supporting effective change in education





OECD Implementing policies: supporting effective change in education

Comparative analysis: analytics and implementation frameworks

Generic

Curriculum reform

Schools as learning organisations

TBC

Peer learning and capacity building

Implementation Institute

Webinars

Seminars

Bi annual series

Taylored implementation support

Data gathering

Rapid policy assessment

Strategic advice

Stakeholder engagement

Publication



Thank you!

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