

# 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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## Group 1

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

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

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

## Group 2

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

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

	<p>curriculum to hold on to.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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"> <li>• The Head teacher is a very important leader in innovation. He has to have vision and leadership qualities</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• If your headmaster hasn't got a clear vision the teachers get unsure about the direction in which they are moving.</li> <li>•</li> </ul>
<p>Q4 – Students identify with the vision of the school</p>	<ul style="list-style-type: none"> <li>• For students the vision of the school offers stability during their years at school. They can identify themselves with the school through the vision.</li> <li>• If the parents know the vision that the leader has, they can assess if the school is</li> </ul>	<ul style="list-style-type: none"> <li>• It is necessary to communicate our vision to the students to increase the feeling of relevance.</li> <li>• The students maybe resistant to change.</li> <li>• Vision should be a shared vision. Students should be encouraged to participate in creating the vision, in</li> </ul>

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

	<p>that the current curriculum doesn't take into account.</p>	
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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**

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

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

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

## Group 4

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

<b>Question</b>	<b>Positive Evidences</b> (only three)	<b>Constraints</b> (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"> <li>• You may reorganize your classroom</li> <li>• You may use new materials and pedagogical instruments</li> <li>• You can combine or link different subjects (e.g. cooking and culture)</li> </ul>	<ul style="list-style-type: none"> <li>• Exams must be prepared sufficiently</li> <li>• Teacher's and parent's mentality (resistance to innovation)</li> <li>• Time: curriculum is very extended (Italy, Portugal, not NL), no time/room left for innovation</li> <li>• </li> </ul>
Q2 – The school curriculum allows innovation	<ul style="list-style-type: none"> <li>• In Pr Ed more than Sec Educ</li> <li>• 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</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• E.g. mathematics teacher does not like to be linked to different subjects</li> <li>• Difficulties with teachers: they have not been educated to be innovative</li> <li>• There are no <b>new</b> teachers in some Portugese schools: less children, less teachers needed. Problem for the</li> </ul>

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

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

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

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