Curriculum reform:
An education change perspective

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

Why reform?

What? International trends in education change

How? A focus on Implementation

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

<table>
<thead>
<tr>
<th>Above-average science performance</th>
<th>Below-average equity in education</th>
</tr>
</thead>
</table>

| Above-average science performance | Above-average equity in education |

| Below-average science performance | Below-average equity in education |

Percentage of variation in performance explained by socio-economic status

Czech Republic, Belgium, Germany, Switzerland, Austria, New Zealand, Slovenia, Poland, Spain, Sweden, Netherlands, Finland, Japan, Estonia, Canada, United States, Korea, United Kingdom, Denmark, Norway, Latvia, Italy, Iceland, Turkey, Mexico, Greece, Israel, Lithuania, Slovakia, Portugal, Luxembourg, France, Hungary, Chile, Canada, Japan, Turkey, Mexico, Greece, Israel, Lithuania, Slovakia, Portugal, Luxembourg, France, Hungary, Chile.
Key 1: Supporting student wellbeing

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

- Below-average science performance
  - Below-average life satisfaction
- Above-average science performance
  - Above-average life satisfaction

- Dominican Republic
- Mexico
- Costa Rica
- Brazil
- Montenegro
- Thailand
- Uruguay
- Colombia
- Croatia
- Lithuania
- Iceland
- Slovak Republic
- Luxembourg
- Russia
- Austria
- Switzerland
- Finland
- Germany
- France
- Belgium (excl. Flemish)
- Estonia
- Netherlands
- Ireland
- Latvia
- Portugal
- Spain
- United States
- Tunisia
- United Arab Emirates
- Hungary
- Greece
- Turkey
- Poland
- Slovenia
- United Kingdom
- Bulgaria
- China
- Japan
- Macao (China)
- Chinese Taipei
- Korea
- Hong Kong (China)

R² = 0.16

Mean science score

300  350  400  450  500  550  600
Key 2: Preparing for the future
Education 2030
Key 2: Ensuring that youth have the opportunity to complete their education
Key 2: Preparing for the future

- Distribution of 20-24 year-olds not in education, by work status (2013)

<table>
<thead>
<tr>
<th>Country</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>15</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Mexico</td>
<td>49</td>
<td>54</td>
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<td>Israel</td>
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<td>9</td>
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<tr>
<td>Turkey</td>
<td>46</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>43</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Austria</td>
<td>52</td>
<td>4</td>
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<tr>
<td>United States</td>
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<td>7</td>
<td>7</td>
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<td>New Zealand</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
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<td>17</td>
<td>7</td>
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<td>Italy</td>
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<td>Australia</td>
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<td>Canada</td>
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<td>Korea</td>
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<td>Hungary</td>
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<td>Switzerland</td>
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<td>France</td>
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</tr>
<tr>
<td>Austria</td>
<td>19</td>
<td>22</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Source: World Gallup Poll 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

- Disadvantaged students: 8.8%
- Investing early on: 6.1%
- System-level policies that promote or hinder equity: 1.9%
- Quality of secondary: 8.1%
- Quality of tertiary: 6.8%
- Transition between school and work: 8.0%
- Vocational education and training: 8.3%
- Learning environments: 2.8%
- School leadership: 13.9%
- Teachers: 3.1%
- School evaluation: 4.3%
- Student assessment: 4.0%
- System evaluation: 5.4%
- Education priorities: 2.9%
- Organisation of decision making: 2.8%
- Economic resources in education: 7.3%

Equity and Quality
Preparation for the Future
School Improvement
Evaluation and Assessment to Improve Student Outcomes
Governance
Funding
Equity: policies to support students from disadvantaged or diverse backgrounds

- **Finland:** National Core Curriculum for Instruction Preparing Immigrants for Basic Education (2009)
- **UK England:** Pupil premium
- **Ireland:** DEIS
- **ECEC:** Poland, Korea, Australia, Italy, Nordic Countries, Slovenia, United States...
- **Chile:** Law on Preferential Subsidies (2008)
- **Germany:** National Action Plan on Integration (2011)
- **France/Portugal:** Education Priority Zones
- **Austria:** New middle school reform

Increased likelihood of students in the bottom quarter of the ESCS index scoring in the bottom quarter of the mathematics performance distribution
Increased likelihood of immigrant students scoring in the bottom quarter of the mathematics performance distribution

Source: OECD, PISA 2012 Database, Table II.2.4a and Table II.3.4a.
Curricular reform: Making the content of learning more relevant

**UK:** Curriculum for Excellence (Scotland), and Welsh Curriculum for Life

**Sweden:** New curriculum (2011)

**Netherlands:** New curriculum (2016)

**Finland:** Curriculum reform (2014)

**Japan:** Course of Study

**Denmark:** National Common Objectives (2009)

**France:** Redistribution of learning time

**Italy:** Curriculum guidelines (2012)

**Slovenia:** Updated curricula (2012)
Australia: A broad vision for student learning
Estonia: knowledge, values, skills and competencies

The Estonian National Curriculum for Basic Schools 2014

Vision
The purpose of learning and education is to ensure the pupils’ moral, physical and social development and shaping of a comprehensive worldview by creating an age-appropriate, secure learning environment which supports the development of intellectual curiosity and learning skills, self-reflection and critical thinking, self-expression, social and cultural identity and participation in lifelong learning.

Core Values:
- general human values (honesty, compassion, respect for life, justice, human dignity, respect for self and others).
- social values (liberty, democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, environmental sustainability, rule of law, solidarity, responsibility and gender equality).

General competences:
- cultural and value competence;
- social and citizen competence;
- self-management competence;
- learning to learn competence;
- communication competence;
- mathematics, natural sciences and technology competence;
- entrepreneurship competence;
- digital competence.

Cross-curricular topics:
- lifelong learning and career planning;
- environment and sustainable;
- civic initiative and entrepreneurship;
- cultural identity;
- information environment;
- technology and innovation;
- health and safety;
- values and mores.

Subject fields or learning areas:
- language and literature;
- foreign languages;
- mathematics;
- natural science;
- social subjects;
- art subjects;
- technology;

Learning and Educational Objectives

The Development and Implementation of School Curriculum
Japan: knowledge, values, skills and competencies

How can I lead a better life and how can I interact with society and the world?

“Solid academic ability”, “rich sense of humanity” and “healthy body” are comprehensively structured.

What do I know? What can I do?
- Knowledge and skill

How can I use what I know and can do?
- Ability to think, make decisions, express oneself.
Wales: Four key enabling objectives for delivering the new curriculum
Enhancing vocational education and training (VET)

- **Japan**: Guidelines for enhancing provision
- **New Zealand**: Trades Academies (2009)
- **Canada**: Apprenticeship grants (2007-)
- **Portugal**: National Integrated Strategy (2012-14)
- **Denmark**: VET with academic exam (2010); Better More attractive VET (2014)
- **Italy**: Governance & Higher Technical Institutes (2011)
- **Germany**: Information & transitions into Tertiary
- **Luxembourg**: VET Reform (2008)

Enrolment of upper secondary students in pre-vocational or vocational programmes.
Evaluation and assessment: align to curriculum

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

Norway: Assessment for Learning (2010)

Chile: National Quality of Education Agency

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

Most common uses of student assessments according to school principals (2012)

- 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

Source: OECD, PISA 2012 Database, Table IV.5.5. OECD, PISA 2012 Database, Table IV.5.6.
Teacher policy: invest in professional capital

France: Reform of teacher training programmes (2013)
Finland: OSAAAVA programme (2010-16)
Mexico: Teacher Professional Service (2013)
Australia: Institute for Teaching and School Leadership (2010)
New Zealand: Teacher standards and Registered Teacher Criteria (2010-13)
United States: Teacher Quality Partnership Programme (2012)
Korea: Evaluation system (2010)

- Blue: Never observe other teachers' classes and provide feedback
- Orange: Never teach jointly as a team in the same class
- Red: Never engage in joint activities across different classes and age groups (e.g. projects)
- Green: Never take part in collaborative professional learning

Percentage of teachers

Countries: Spain, Iceland, France, Brazil, Flanders, Portugal, Finland, Croatia, Italy, Israel, Sweden, Mexico, Chile, Alberta, United States, Norway, Denmark, Average, Australia, Malaysia, Bulgaria, Estonia, Netherlands, Serbia, Slovak Republic, Abu Dhabi, Singapore, England (UK), Poland, Romania, Latvia, Japan, Korea
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)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveller Education Strategy</td>
<td>2006</td>
</tr>
<tr>
<td>Survey on Lifeskills in Primary (2009) and Post-Primary Schools (2012)</td>
<td>2009</td>
</tr>
<tr>
<td>Project Maths</td>
<td>2010</td>
</tr>
<tr>
<td>Intercultural Education Strategy</td>
<td>2010</td>
</tr>
<tr>
<td>Springboard programme</td>
<td>2011</td>
</tr>
<tr>
<td>Professional development for teachers and school leaders</td>
<td>2011</td>
</tr>
<tr>
<td>Initial Teacher Education Criteria and Guidelines for Programme Providers</td>
<td>2011</td>
</tr>
<tr>
<td>Higher education reforms</td>
<td>2011</td>
</tr>
<tr>
<td>National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-20</td>
<td>2011</td>
</tr>
<tr>
<td>Increase in reading instruction</td>
<td>2011</td>
</tr>
<tr>
<td>National Strategy for Higher Education to 2030</td>
<td>2011</td>
</tr>
<tr>
<td>ICT Action Plan</td>
<td>2012</td>
</tr>
<tr>
<td>Standardised assessment in literacy and numeracy</td>
<td>2012</td>
</tr>
<tr>
<td>School Self Evaluation: Guidelines for Primary Schools</td>
<td>2012</td>
</tr>
<tr>
<td>School Self-Evaluation: Guidelines for Post-Primary Schools</td>
<td>2012</td>
</tr>
<tr>
<td>Investing in education infrastructure</td>
<td>2012</td>
</tr>
<tr>
<td>Third Level Bursary Scheme – scholarship scheme</td>
<td>2012</td>
</tr>
<tr>
<td>Action Plan for Jobs</td>
<td>2012</td>
</tr>
<tr>
<td>Procedures for Induction and Procedures and Criteria for Probation</td>
<td>2013</td>
</tr>
<tr>
<td>Education and Training Boards Act</td>
<td>2013</td>
</tr>
<tr>
<td>SOLAS – New National Education and Training Authority</td>
<td>2013</td>
</tr>
<tr>
<td>Framework for Junior Cycle</td>
<td>2014</td>
</tr>
</tbody>
</table>
Secondary school banding
Improving schools plan
Masters of Educational Practice new teachers
National Literacy and Numeracy Framework
Annual reading and numeracy tests
National model for regional working on delivery of education services
National Leadership Development Board
School categorisation system

Education Workforce Council
Raise entry requirements to ITE
Qualified for Life

New Deal for the Education Workforce

A curriculum for life  A curriculum for Wales

Teaching tomorrow’s teachers
Implementation: of Curriculum
Teacher standards/Professional learning passport/Pioneer School Network
### Complexity between design and implementation of reforms

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Context of reforms</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reforms on key policy areas</td>
<td></td>
<td>Don't consider current/other policies</td>
</tr>
<tr>
<td>Large reform activity</td>
<td></td>
<td>Reform fatigue/lack of sustainability</td>
</tr>
<tr>
<td>Centered around policy design</td>
<td></td>
<td>Need to focus on implementation</td>
</tr>
<tr>
<td>Reform adoption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to create school learning cultures</td>
<td></td>
<td>Low understanding of school capacity</td>
</tr>
<tr>
<td>Evaluation research abound</td>
<td></td>
<td>only 10%</td>
</tr>
</tbody>
</table>
Need for policies to reach students and classrooms
Elements of education reform: a balancing act that goes beyond evidence base policy making

- **Design of reform: coherence**
  - Focus on student learning
  - Develop SLO
  - Data for improvement
  - Evaluation

- **Implementation**
  - Aligned
  - planned

- **Political context**
- Favorable edu environment
- Sustainable strategy
- Stakeholder engagement

Elements of education reform: a balancing act that goes beyond evidence base policy making
Education Policy Implementation: A change in the framework

- Problem definition
- 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

<table>
<thead>
<tr>
<th>Smart policy design</th>
<th>Inclusive stakeholder engagement</th>
<th>A conducive context</th>
<th>A coherent implementation strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify objectives related to wales development; PISA consultation; co-construction Pioneer schools</td>
<td>Political moment Consortia; school improvement plan</td>
<td>Co-construction Plan w/resources OECD</td>
<td>Resources/publications/capacity</td>
</tr>
<tr>
<td>Every 10 years Update curriculum For 2030 consultation; Pioneer schools</td>
<td>Political moment? Governance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reality of policy making/reform

- Norway
- Sweden
- Greece
- Japan
- Mexico
- Wales
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.

An international overview: can provide elements, principles and support for education reform.
Curriculum reform: An education change perspective: today's main messages

- Why reform?
- What? Equity/quality, curriculum, teachers
- How? Coherent implementation with stakeholder engagement

Equity, quality and well being
OECD Implementing policies: supporting effective change in education

Comparative analysis

Peer learning

Taylored implementation support
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!

Beatriz.pont@oecd.org (@beatrizpont)

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