



FACULTY
OF EDUCATION
Charles University

IRDE

Curriculum Change Across Europe

Revising frameworks before and after the covid

Institute for Research and Development of Education

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pages.pedf.cuni.cz/uvrv-en

**Pryč s Newtonovými zákony.
Podle ministerstva na ně žáci
nestačí. Akademici rezolutně
protestují**

REVIZE VZDĚLÁVACÍCH PROGRAMŮ



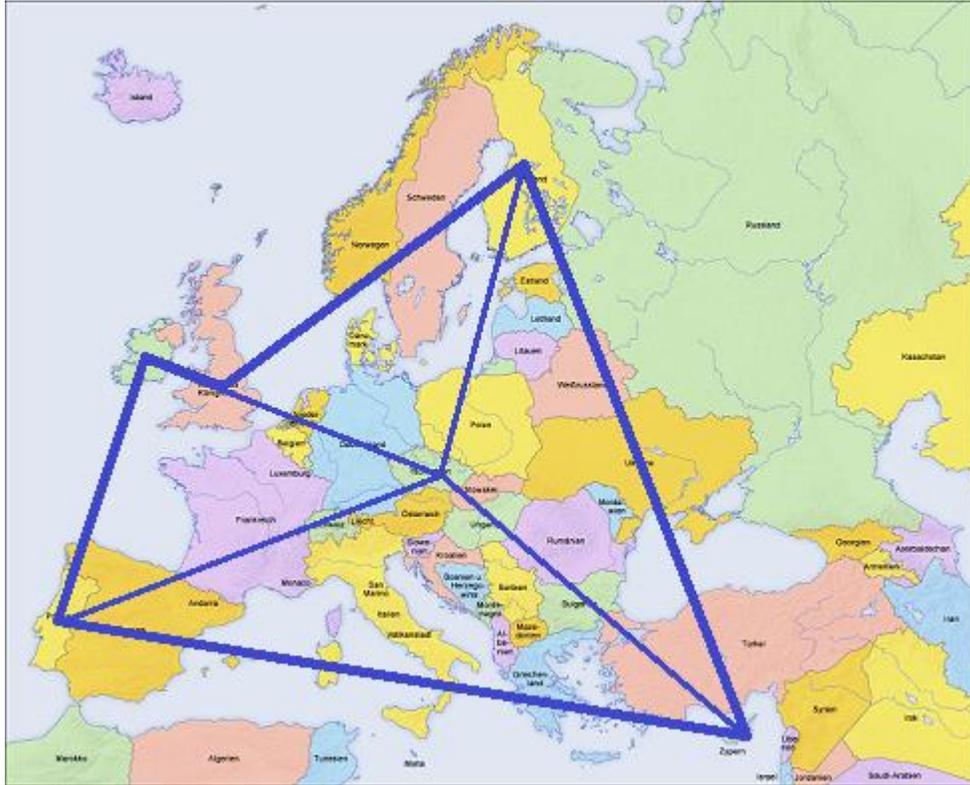
- The Czech Republic:

2021 „Small revision“
of Curricular Framework

„Large revision“ yet to come



- **Audrey Doyle** Assistant Professor in the School of Policy and Practice, Dublin City University
- **David Leat** Professor of Curriculum Innovation at Newcastle University, UK; Visiting Professor at the University of South East Norway
- **Ana Mouraz** Researcher and Assistant Professor at the University of Porto at Open University Portugal, Lisbon
- **Stavroula Philippou** Assistant Professor in Curriculum and Teaching at the University of Cyprus, Cyprus
- **Tiina Soini** Research Director at the Faculty of Education and Culture, Tampere University, Finland; Adjunct Professor in Philosophical Faculty, University of Eastern Finland



*The discussion moderated by
Dominik Dvořák and Daniel
Pražák,*

*Institute for Research and
Development of Education,
Faculty of Education,*

Charles University, Prague.

Five nations:

- What is perceived as most problematic in actual curricula?
- Are there any efforts to address "curriculum overload"?
What has been dropped?

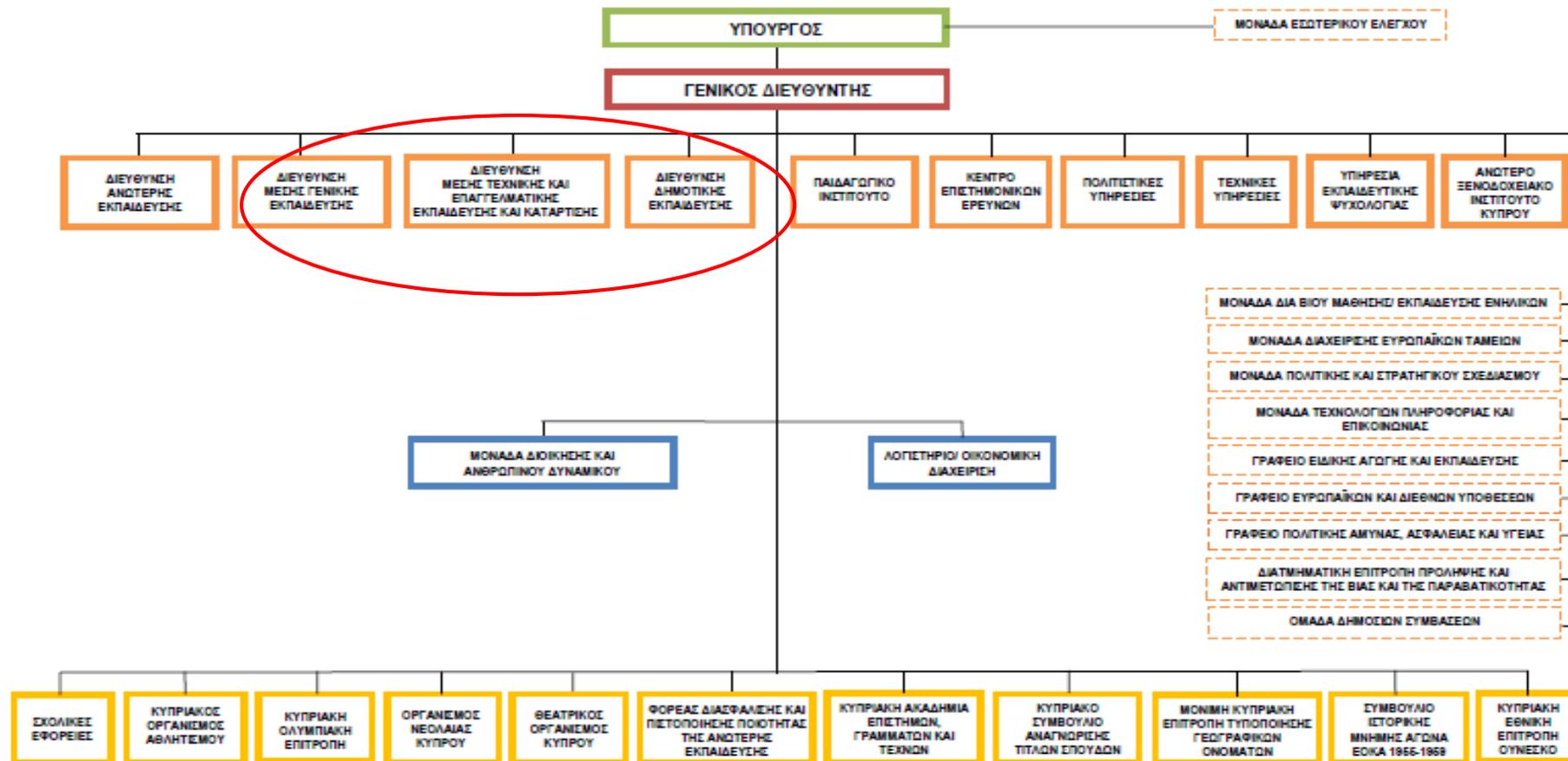
Republic of CYPRUS



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Pyramidal/hierarchical organization of schooling

ΟΡΓΑΝΟΓΡΑΜΜΑ ΥΠΟΥΡΓΕΙΟΥ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ 2020



Disciplinarity as foundational rationality during the course of Reform (2004-2016):

- Organising principle of official primary and secondary curricular texts in 2010 and 2016
- Organising principle of professional development process for implementation of new curricula between 2010-2013;
 - Emergence of subject-area counsellors
- Organising principle of the evaluation of these curricula in 2013-2014
- Organising principle of the re-structuring of curricula into success and efficiency indicators in 2015-2016
 - Timetables meticulously structure/assign time per subject-area
 - Introduction of term central examinations for secondary education

Teacher autonomy?

New Curriculum Texts (2010a):

General introduction of 15 pages

Volume I: approx. 490 pages of subject-area syllabi

...and the materiality of paging and color-coding

ΠΕΡΙΕΧΟΜΕΝΑ

Νέα Ελληνική Γλώσσα

21-32

Λογοτεχνία

33-54

Ιστορία

55-84

Αρχαία Ελληνική Γλώσσα και Γραμματεία

85-102

Θρησκευτικά

103-112



1. Εισαγωγή

Σκοπός του Προγράμματος Σπουδών της Αγωγής Υγείας είναι η προαγωγή της ψυχικής, σωματικής και κοινωνικής ευεξίας των μαθητών ως εφόδιο ζωής, αφενός με την ανάπτυξη προσωπικών και κοινωνικών ικανοτήτων και αφετέρου με τη συλλογική δράση ως προς την αναβάθμιση του κοινωνικού και φυσικού περιβάλλοντός τους.

Το πρώτο μέρος του σκοπού «η προαγωγή της ψυχικής, σωματικής και κοινωνικής ευεξίας των μαθητών» αναφέρεται στο Περιεχόμενο και στην ανάγκη για προαγωγή της υγείας ολιστικά (σωματική, ψυχική και κοινωνική πτυχή της υγείας), ως εφόδιο ζωής και όχι ως αντικειμενικό σκοπό για τον κάθε πολίτη. Η υγεία στο Πρόγραμμα Σπουδών δεν αντιμετωπίζεται απλά και μόνο ως η έλλειψη κάποιας ασθένειας αλλά ένα κοινωνικό και προσωπικό εφόδιο για «καλή ζωή».



MENΟΥ

- Οικοσελίδα
- Αναδόμηση ΑΠ -
- Πολιτική Δεικτών Επιτυχίας και Επάρκειας ▶
- Πολιτική των Δεικτών Επιτυχίας και Επάρκειας
- Προγράμματα Σπουδών
- Νέα Ωρολόγια ▶
- Εκπαιδευτικό Υλικό ▶

ΑΝΑΛΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ | ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ - ΕΠΑΡΚΕΙΑΣ

Προγράμματα Σπουδών

Συγκεντρωτικός πίνακας αλλαγών (Ιούνιος 2018)

Θέμα	Αρχείο
Συμβατότητα Δεικτών Επάρκειας και Επιτυχίας με τον πραγματικό διδακτικό χρόνο (Αναθεώρηση Δεικτών Επάρκειας και Επιτυχίας)	

Προγράμματα Σπουδών ανά Μάθημα

Γνωστικό Αντικείμενο	Αναλυτικό Πρόγραμμα 2010	Αναθεωρημένοι Δείκτες Επιτυχίας - Επάρκειας	
		Δημοτικό (ΑΠΡ 2019)	Γυμνάσιο/Λύκειο (ΣΕΠΤ 2019)
Αγωγή Υγείας			
Βιολογία			
Γεωγραφία			



ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ

- Αγγλικά
- Αγωγή Υγείας
- Γεωγραφία
- Ελληνικά
- Διαθεματικά
- Εικαστικές Τέχνες
- Επίκαιρα
- Θρησκευτικά
- Ιστορία
- Λογοτεχνία
- Μαθηματικά
- Μουσική
- Περιβαλλοντική Εκπαίδευση / Εκπαίδευση για την Αειφόρο Ανάπτυξη
- Σχεδιασμός & Τεχνολογία - Ψηφιακές Τεχνολογίες
- Φυσικές Επιστήμες
- Φυσική Αγωγή

ΠΡΟΔΗΜΟΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ

- Προδημοτική Εκπαίδευση

ΕΝΣΩΜΑΤΩΣΗ ΤΠΕ

- Ενσωμάτωση Τεχνολογιών Πληροφορίας και

ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

Καλωσορίσατε στον ιστότοπο που φιλοξενεί το Εκπαιδευτικό Υλικό της Δημοτικής Εκπαίδευσης !



Ο ιστότοπος αυτός δημιουργήθηκε και ενημερώνεται με κύριο στόχο την ενίσχυση του έργου των εκπαιδευτικών της Δημοτικής Εκπαίδευσης προσφέροντας πλούσιο εκπαιδευτικό υλικό για όλα τα μαθήματα που διδάσκονται στα Δημοτικά Σχολεία. Πέρα από το εκπαιδευτικό υλικό υπάρχουν αρκετά δειγματικά μαθήματα για την αξιοποίηση και ενσωμάτωση της τεχνολογίας στη διδασκαλία.

Παράλληλα ο/ επισκέπτης/ρια μπορεί να βρει και να συνδεθεί άμεσα με εκπαιδευτικές διαδικτυακές συνδέσεις από τον κυπριακό, ελληνικό και διεθνή εκπαιδευτικό χώρο.

Ο ιστότοπος ενημερώνεται με χρήσιμες ανακοινώσεις και εκπαιδευτικά νέα



*Simultaneous/Ongoing trends
(towards disciplinarity and
hierarchisation between subject-areas):*

- Teacher Selection Scheme through written exams launched in 2017 on
 - Language
 - General skills
 - **Didactics [Language and Mathematics] as in Curriculum Texts**
- And in addition to
 - Experience
 - University degree [year of graduation and grade]
 - Additional credentials
 - Army service [for male applicants]

ENGLAND



David Leat

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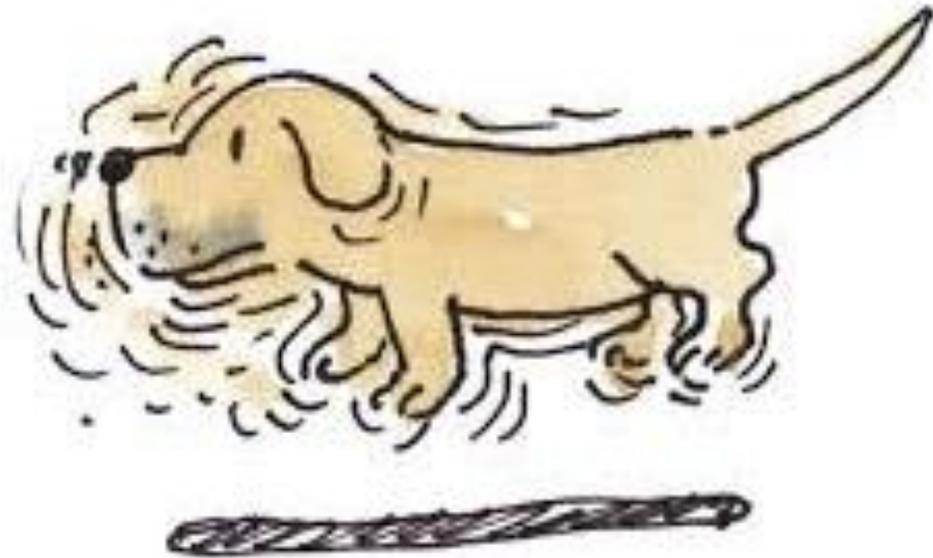
Recent history of curriculum reform? The case of England in 3 metaphors: (1) 'Oases in the desert'.

- NC reformed in 2013/14 as subject based curriculum - influenced by 'powerful knowledge' arguments 'the best that has been thought and said';
- Over last 30 years very little attention to curriculum development in teacher education;
- Most teachers, play safe, 'deliver' a subject curriculum, prepared by others;
- A few oases – e.g. SchoolXP (Doncaster) and some primary schools (Ignite Trust)



What gets emphasised in the curriculum framework? (2) 'The tail wagging the dog'.

The inspection and exam system TAIL wagging the school curriculum DOG



- Inspection (Intent, Implementation and Impact) has a focus on asking children what they can **remember** from lessons. Subject curriculum is now inspected not just results;
- Many secondary schools have introduced 'retrieval' practice, aimed at retention of substantive knowledge to prove 'impact';
- Only subject learning is judged on 'impact'. Ebacc also an influence.

FINLAND



Tiina Soini

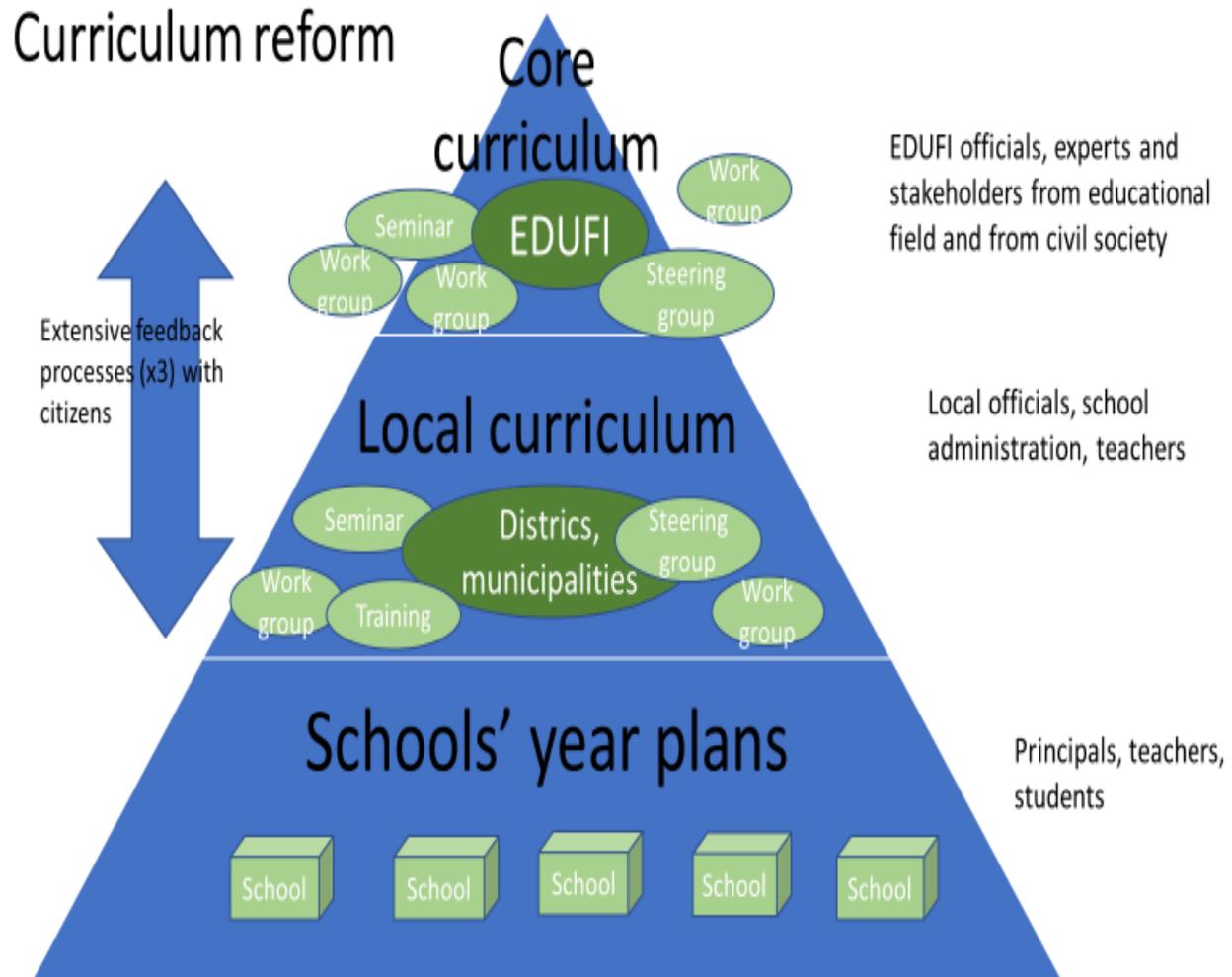
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Adjunct Professor in
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Finnish school curriculum

- Distribution of lesson hours for basic education and the minimum number of lessons for core subjects are decided by the Government.
- Three level system: **core curriculum** provides the central steering document, **local curriculum** translates, supports and coordinates implementation at districts and municipalities and, **school level year plans** guide the enactment and development work in schools.
- System relies heavily on autonomy of districts, schools and teachers. No inspections in school or standardized testing in comprehensive school.
- The national curriculum is reformed approximately in every ten years. The reforms are planned and led by officials of Finnish National Agency for Education.
- The process is very participatory involving stakeholders from different levels of the system.

<https://www.oph.fi/en>



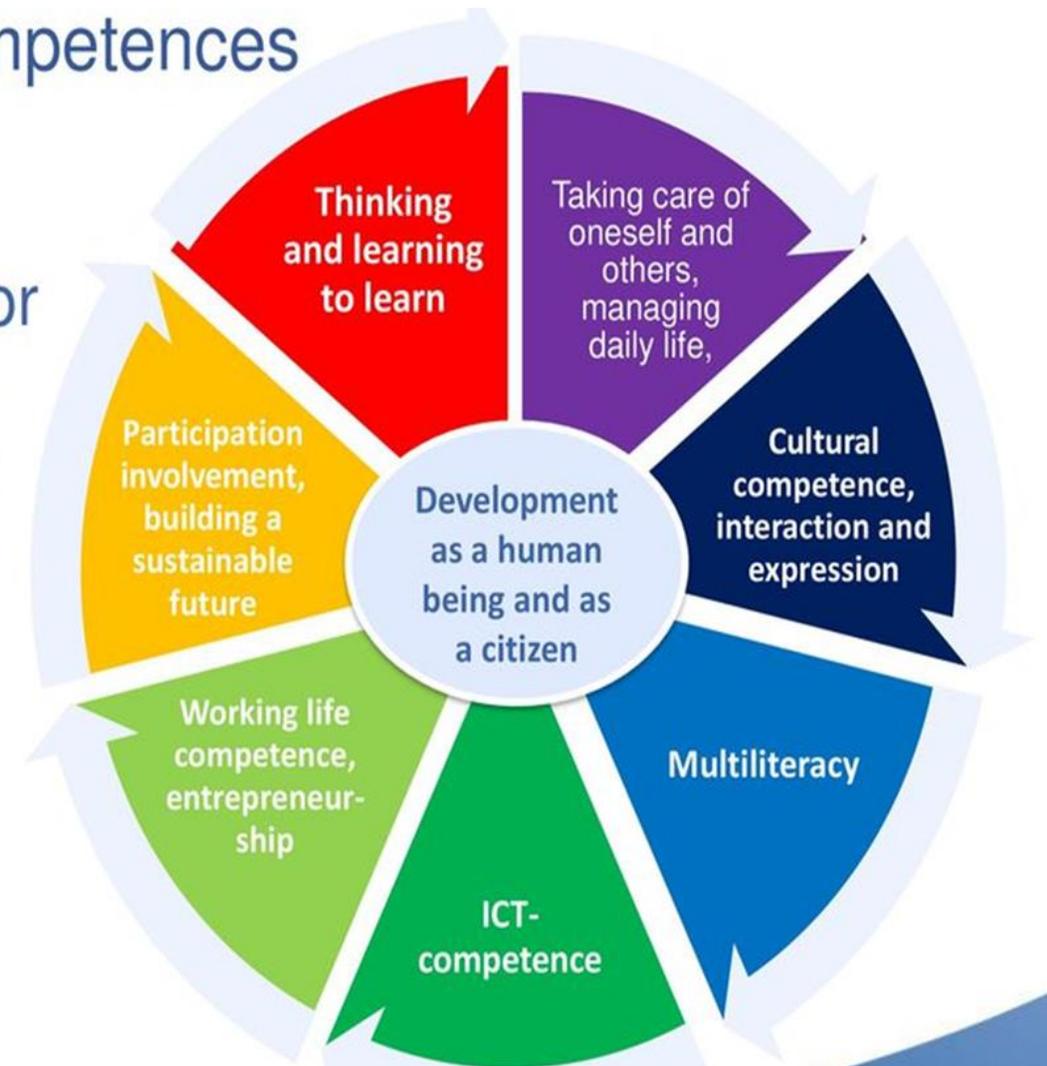
Contents and aims in the current curriculum

- Finnish core curriculum introduces challenging general aims plus quite extensive subject contents.
- The subject contents have not changed a lot in recent reforms, there are some additions but not much has been removed.
- Phenomenon-based orientation that is Integrating subjects into 'multidisciplinary learning modules' is one attempt to change the perspective on contents.
- These modules also aim to facilitate both pupil and teacher collaboration.

Rethinking competences

National Goals for Basic Education and Transversal Competences

- knowledge
- skills
- values
- attitudes
- will/volition



Problematic features?

- Core curriculum is rich document -> a lot of possibilities. Combined with high autonomy it requires sense-making about the aims of curriculum in every level of the system -> takes a lot of time and resources which are not allocated in teachers work.
- Teachers mostly agree with the reform aims; however, they are somewhat burdened by development work. Some of them view the aims too challenging when simultaneously implementing inclusion - there are changes in families and society that also challenge teaching.
- International (supra level) influence on the national level is a concern in Finland. For example, some consider that transversal competences (competence discourse) is a trendy addition coming from outside and possibly creating inequality.
- There is wide understanding that we want to maintain the idea of “accountability by trust” and “comprehensive school as school for all” and most importantly high-quality teachers.

IRELAND



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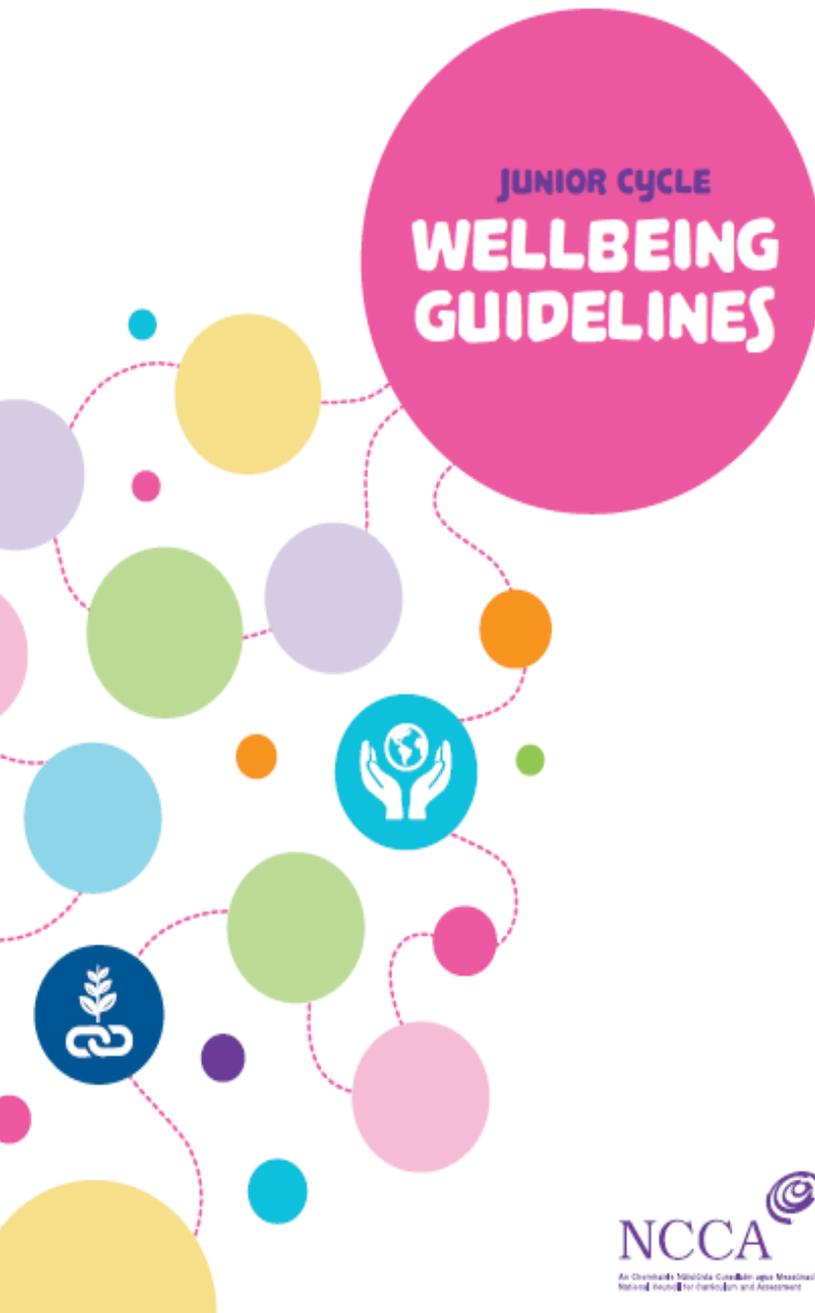
What are the most problematic features for Junior Cycle in Ireland?

- New curriculum has 3 components: 8 Principles; 24 Statements of Learning (high level generic statements of learning intent) & 8 key skills
- From the 24 Statements of Learning each subject has shifted to a specification and Learning Outcomes, away from specifying content.
- Rhetoric around "dumbing down", "unpacking" Learning Outcomes and "depth of learning" that was not substantiated by any research.
- The Junior Cycle has previously been a trial run for the Leaving Certificate which feeds into matriculation.
- Junior Cycle proposes teacher autonomy & agency but strangled by the Leaving Certificate (Gleeson, J. Klenowski, V. & Looney, A., 2019)



Framework for Junior Cycle

2012



JUNIOR CYCLE
**WELLBEING
GUIDELINES**

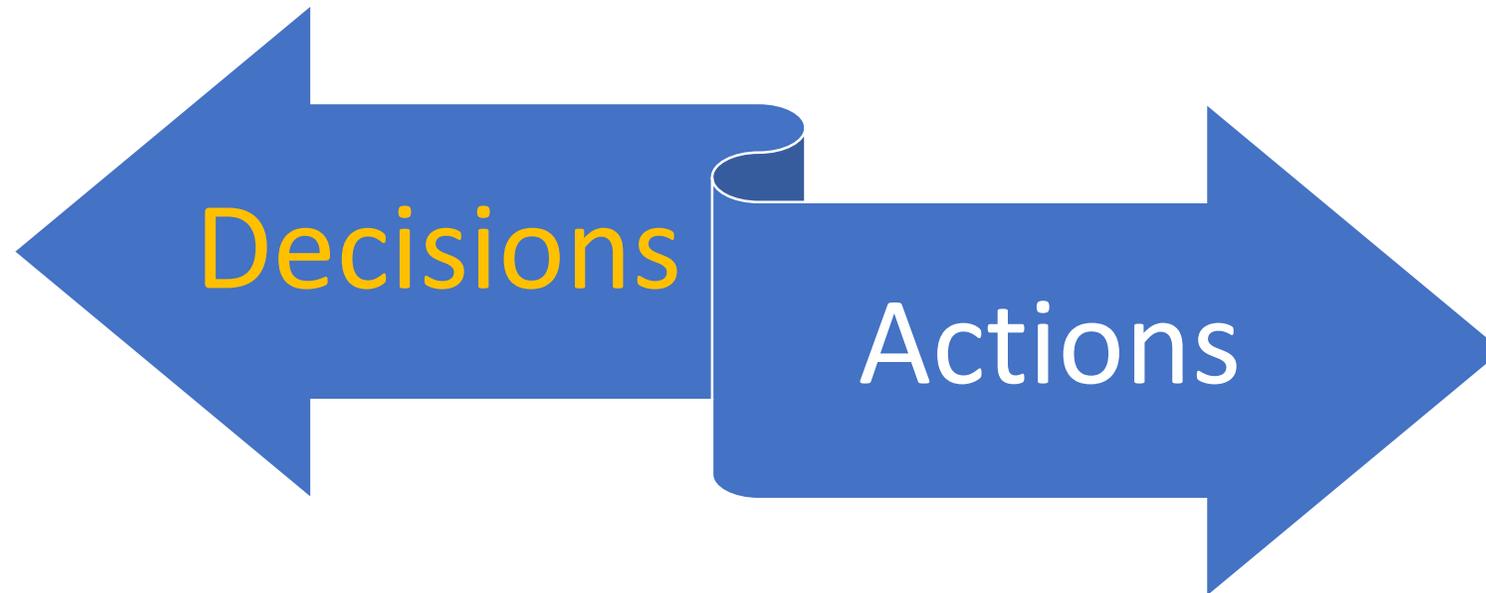
Are there efforts to address "curriculum overload" and "trim" the curriculum framework?

- Thinking from teachers is that the courses have broadened rather than narrowed.
- Less time available as 400 hours over 3 years for Wellbeing.
- e.g. history has 2 options which means you can leave things out like time, Ancient Ireland, French revolution – but depends on how the teacher plans and structures.
- e.g. Science – Earth and space are back on the curriculum. However, Physics - light, magnetism, sound and heat are not named. Biology – skeleton is omitted: Chemistry – no mention of balancing chemical equation.
- Dependent on teacher content knowledge to include them.

PORTUGAL



Ana Mouraz
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When saying and acting are differently oriented

(1) What is perceived as most problematic feature of the actual Curricular framework in your country?

Since 2018, each Portuguese school has freedom to present an innovative plan to organize curriculum (mainly until 9th grade) in order to be more significant and more pupil based. By law (from 2018), national Portuguese curriculum is now competences oriented...

But the vast majority of schools and teachers still act as subject matter delivers. They usually argue that their role is to prepare students to the next education level, to the national exams, to the Higher Education system.

To sum up:
in spite of their complains regarding lack of autonomy, teachers and schools have freedom to organize curriculum at a micro level, but the vast majority don't do it.

(2) Are there any efforts to address "curriculum overload" and trim the curriculum framework?

Portuguese national curriculum is organized aiming a final profile of students.

However, subject matters included in the curriculum are the same as 16years ago, as syllabus of these subject matters are too.

Everyone says that syllabuses are huge, but no one want to cut anything. (if so, it will be understood as a subject matter less important)

At the same time society and media still press schools to include other issues and skills that seem to lack in citizens behavior

- Your questions?

How does the covid19 change the school curriculum? Is it a chance for change or a threat to fair access to balanced curriculum?

Republic of CYPRUS



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How does the pandemic change the school curriculum

- Change or re-establishment of hierarchies between
 - Subject-areas
 - Kinds of knowledge
 - Levels of education-central role of Ministry (e.g. protocols, online material, educational television)
- Primary education
 - Combination of asynchronous and synchronous distance learning
 - Additional synchronous distance learning for upper primary
 - Digital divide
 - Marginalization of “secondary subjects”
- Secondary education
 - Prioritization of final upper secondary class for university preparation exams for return to classrooms (2nd lockdown)
 - Digital divide
 - Anxiety over “covering content”-online teaching and learning as “lost”?

ENGLAND

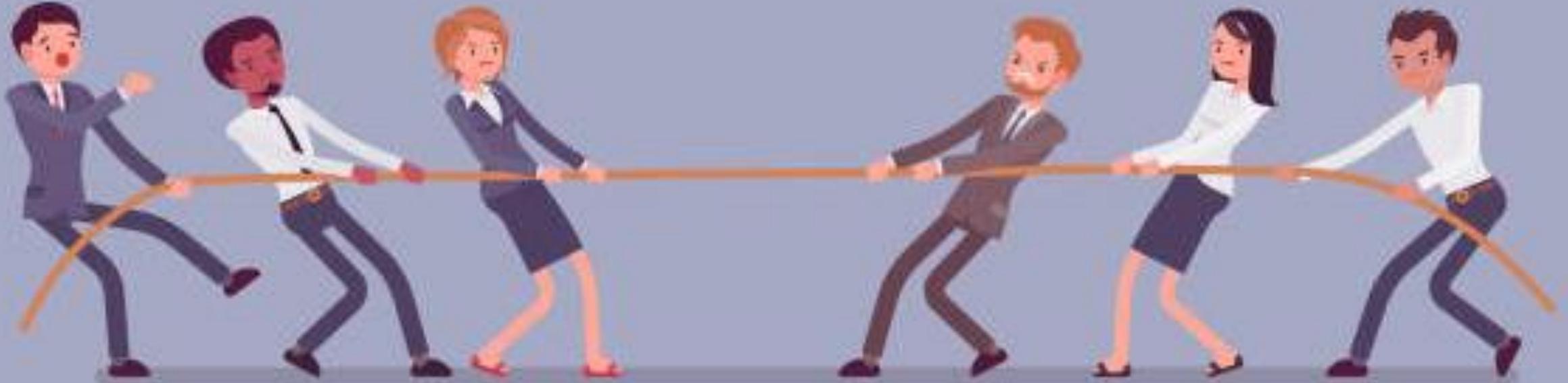


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Rethink aims, structures, processes

More of the same to catch up



How does the pandemic change the school curriculum – (3) ‘The Tug of War’.

- There is very considerable concern about widening inequalities – some children lacking home environment, food, IT, support and motivation;
- The government has funded some ‘favourite’ schools and people ([Oak National Academy \(thenational.academy\)](#)) to produce thousands of online lesson – very traditional – schools are doing mainly English and maths;
- But some rethinking about flexibility offered by digital learning and need to address individual and community thriving (Bildung!).

FINLAND



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Two months of total school lockdown (March-May 2020). Distance teaching continued through all that time. Teachers and schools had a great autonomy to decide how to adjust. Some did well, some had difficulties. Most problems in applying 'continuous assessment'.

Not affected curriculum or contents as such but accelerated the already planned digitalization of teaching, as well as shift from "teaching textbook" to using multiple resources in teaching.

Distance and digitalized teaching has increased need for support. There is a general concern that we may have a risk of "losing" some children and adolescence.

There are several research projects trying to identify what can we learn from the situation caused by the pandemic. For example, new pedagogical practices, new networks, new ways of interacting with students and between professionals.

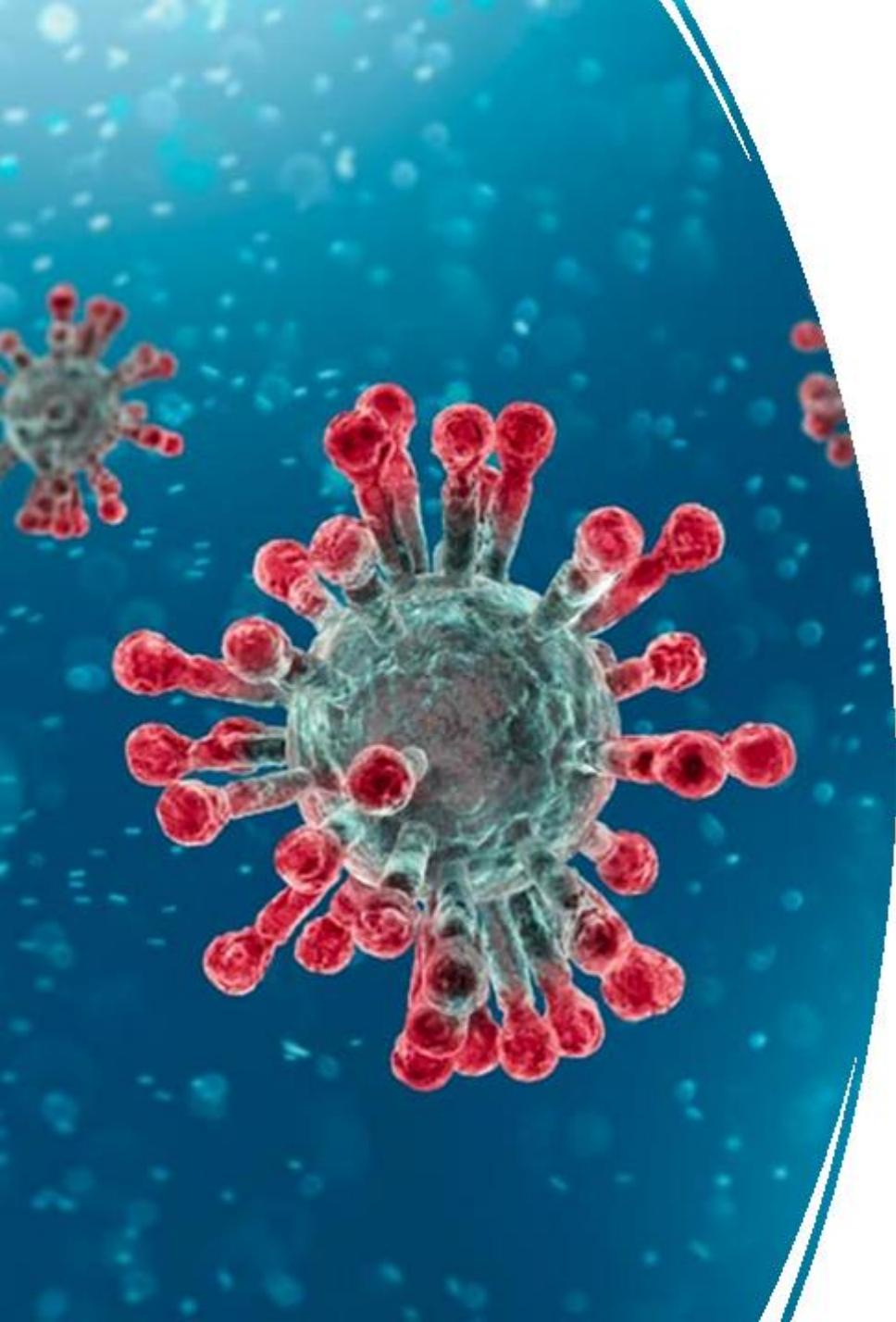
COVID-19?



IRELAND



- **Audrey Doyle**
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Changes during Covid-19?

Junior Cycle state examinations were cancelled.

Leaving Certificate was mainly determined through Calculated Grades process –teachers graded and ranked their own students before a process of standardisation ensued.

More engagement when classes were interactive & collaborative (Devitt, A. et al., 2021, Teaching and Learning during School Closures; Lessons Learnt)

Need for social contact (Dempsey, M., Burke, J., 2021, Lessons Learned: The experiences of teachers in Ireland during the 2020 pandemic).

Subjects like Physical Education; Religious Education; Civil, Social & Political Education, Social, Personal and Health Education were not as significant as examination subjects.

PORTUGAL



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(3) How does the pandemic change the school curriculum (in terms of scope)? Do you witness narrowing the curriculum?



A story: Because of the pandemic last year, 2020, the exams for access to higher education have undergone major changes. The most important were:

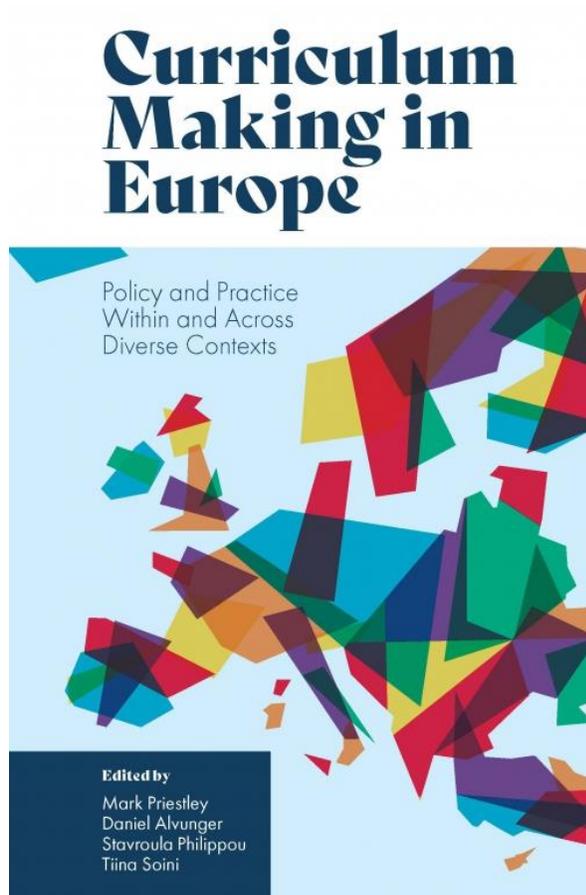
1 – By the end of high school (12th grade) Students did only the national tests concerning the specific subject matters necessary to apply for the courses they which.

2 - The tests had mandatory items of a structural nature and a set of items in which only a pre-determined number counted for the classification (for example, 15 out of 25). all the scores obtained by the student were included on a digital platform, which automatically selected the best scores obtained in the number of mandatory items.

a chance for change...
...As online classes taught teachers that they need to organize curriculum on students' activities rather on teachers' explanations, otherwise students will be more attentive to Dr. Google...

a threat to fair access to balanced curriculum
Those who were at risk will be after more excluded (and not only because they don't have internet connections at home...)

Key reference:



Priestley, M., Alvunger, D., Philippou, S. & Soini, T. (Eds.), *Curriculum Making in Europe: Policy and Practice Within and Across Diverse Contexts*. Bingley: Emerald.

