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U Are we all on the same wavelength? Tuning in to teachers' and learners' needs in curriculum reform B

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Industrial Age

- Basic skills for the many
- Higher Ed for the few
- Factory production
- Hierarchical bureaucracy
- Relative lack of mobility

Information Age

- ☐ Knowledge for all (throughout life)
- ☐ Higher Ed for all
- ☐ Skills production
- ☐ Flatter organisations
- ☐ Social mobility (adapted from Keating 2005)

Curriculum change

- Facts
- T as authority
- Instruction
- Students as followers
- Content
- Norm testing

- Creativity
- T as guide
- Learning
- Learners as leaders
- Process
- Criterion testing

Problem perceptions (Li 1998)

- What is this new approach?
- I don't have training
- I have low English confidence
- My students lack motivation
- I have large classes
- The exams haven't changed

Seven aspects of school health

- ☐ Strong programme
- ☐ Achieving Head
- ☐ Head supports staff
- ☐ Head influences superiors
- ☐ Adequate classroom resources
- ☐ High teacher morale

Hope Enthusiasm Energy

☐ Doing right

☐ Understand change

☐ Make sense

☐ Share knowledge

☐ Build relationships

Fullan (2001)

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Teachers (West 2005):

- establish good pupil relations
- have standards
- use different approaches
- explore their classrooms
- evaluate outcomes
- talk about what they do

Action learning

Exploratory practice

Become a group

Consulting pupils about teachers (ESRC)

- ☐ arrive on time
- ☐ listen and look at you
- ☐ move around
- ☐ explain the lesson and break it up
- ☐ let you talk quietly if you finish
- ☐ choose work for different abilities
- ☐ tell jokes

Change change –
who wants change?

Things are bad enough
as they are.

(Lord Salisbury to Queen Victoria)