TEACHERS AND CURRICULUM IMPLEMENTATION: EXAMPLES FROM CYPRUS

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Complicating understandings of curriculum reform

"Educational reforms involving changes in teaching practice fail with such monotonous regularity because enlightened reform rhetoric and the generosity of spirit that impels people to attempt to change things simply come into direct conflict with institutional realities"
(Kliebard, 2002)

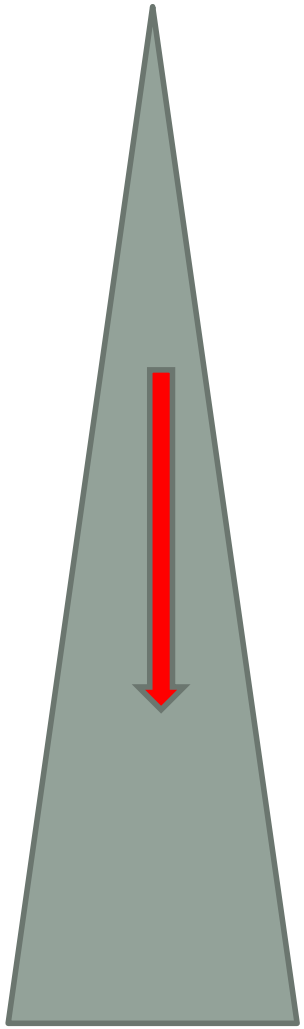
Curriculum AND change as notions inherently connected

- Any work in curriculum development as an attempt to change towards something different (e.g. pedagogical ideal, purpose, means etc)
  - Different orientation
  - Different degrees (reform, change, innovation, review?)
- Any design, development, implementation or evaluation of a programme as a circular process of change
- Requires similar conditions to other kinds of educational change to be enabled, facilitated
  - Although unavoidable, still “threatening” (emotions, stakeholders)
  - Requires support, facilitation, time, process NOT product

(Lovat and Smith, 1995)

3 approaches to curriculum change

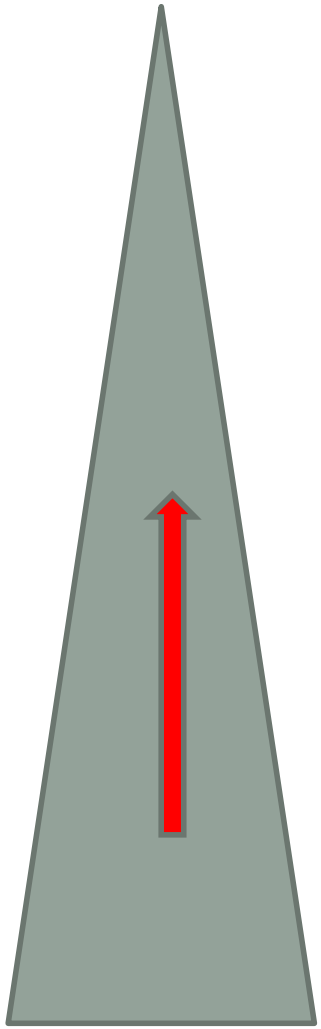
(MacDonald, 2003)



1. Top-down

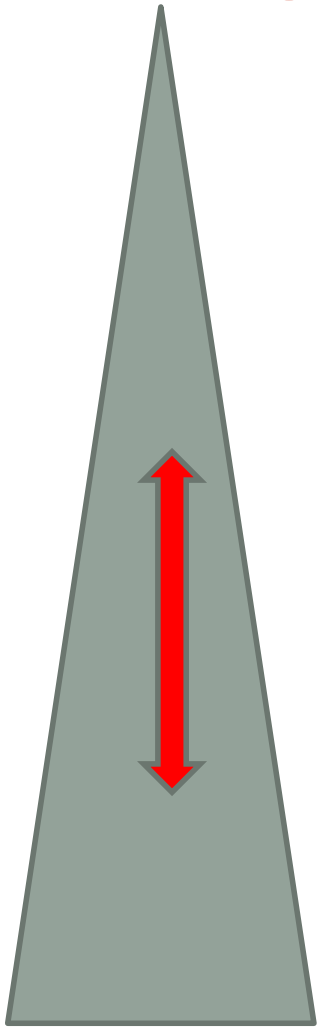
- Change or Innovation imposed from above by administration and curriculum designers/subject-area experts to teachers
- Constricting/minimizing teacher influence or mediation
- Key aim: fidelity between
  - conception and implementation
  - objectives-content-assessment (teacher proof curriculum packages)
- Research focus on managing procedures of dissemination and implementation

2. Bottom-up



- Research end of 1970s to early 1980s showing the difficulties of the implementation of top-down, teacher-proof curriculum packages, highlighting instead
  - How change was transformed
  - How local forces (teachers and school contexts) played a key role in the “gap” between conception and implementation
  - How historical-political-social-cultural conditions constrict or enable possibility for change in specific contexts
- Recognition of teachers as the “real experts”
  - action research
  - school-based curriculum development
- Issues with funding, systematic support and evaluation

3. Partnerships



- 1980s and 1990s research, critique and re-evaluation of extreme forms of SBCD contributed to re-assessment and indicated that, even when initiated by teachers, there was still gap between theory-conception and implementation of change.
- New model of curriculum change: partnership between administrators, curriculum designers, professional associations, researchers, teacher educators, teachers, parents, pupils etc.
- Introducing change is
  - difficult, messy and multi-dimensional,
  - shaped by the local context,
  - needs to include the teacher and
  - is more effective if both top-down and bottom-up partnerships are pursued.

Beyond 1, 2 or 3…
4. Curriculum change and the postmodern world

- Macdonald (2003) concludes that curriculum change cannot follow these 3 modernist approaches which assume education to have
  - linearity
  - control
  - clearly defined plans and results

4th approach which interprets changes from a postmodern understanding of the world which

-focuses on multiplicity and difference,

-recognises shifts in time, space, boundaries,

-recognises the Self as socially and historically constructed/constituted

Example of Curriculum Change in the UK (difference space-time)

Internal (1960s-70s)

- Invention might be seen as change formulation;
- Promotion as change implementation;
- Legislation as policy establishment;
- Mythologization as established or permanent change

External (1980-…)

(CAP)-Curriculum as Prescription

- Change formulation.
- Change promotion
- Change legislation
- Change establishment

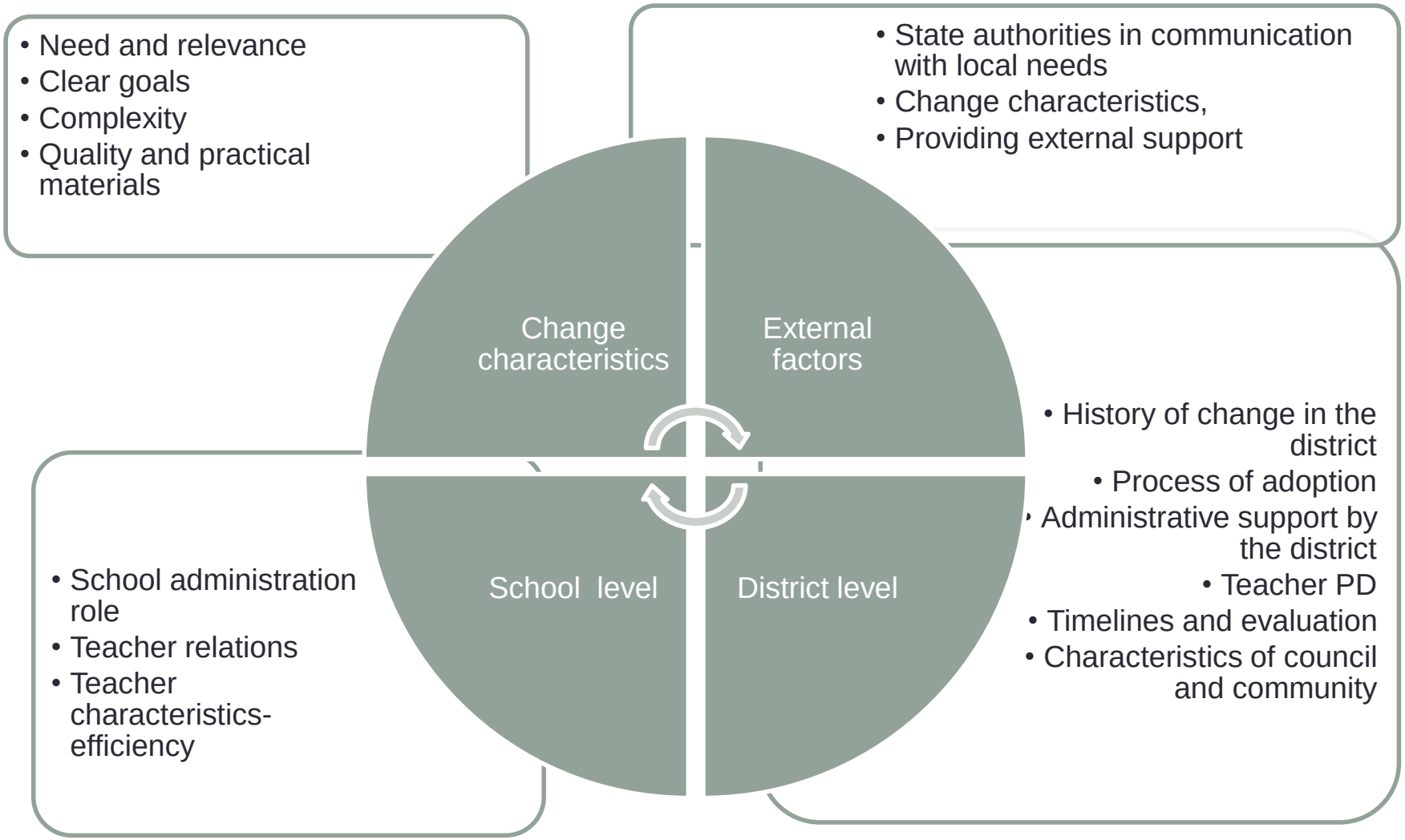
Danger of ignoring or taking for granted
teachers' professional beliefs and sense of personal mission
Inherent VS Taken for granted
(Goodson, 2007)

Why does curriculum reform repeatedly fail? (20th century USA)

(Kliebard, 2002)

- Curriculum as wide as …life: no focus, scattered change
- Nothing else changes: schooling and structures stable, only change rhetoric changes
- Curriculum reform orientation in tension with broader sociopolitical trends of an era
- From intellectual to bureaucratic organization of educational administration professional culture: change for change itself, no direction

Factors influencing implementation of curriculum change (Snyder, Bolin, Zumwalt, 1992 on Fullan)



Successful change?
(Rogers & Shoemaker, 1971)

- Relative advantage
- Status
- Relative reward
- Compatibility
- Complexity
- Triability

Similarly when researching "implementation" of curriculum change

(Snyder, Bolin & Zumwalt, 1992)

- **Curriculum Implementation** (Fidelity Perspective): teaching as fidelity to the implementation by teachers in classrooms of the official curriculum developed by "experts" [implementation gap, teacher proof curricula, curriculum alignment]

- **Mutual Adaptation**: mutually adapting the curriculum to the local context as a process of negotiation between "experts" and teachers; more egalitarian relations

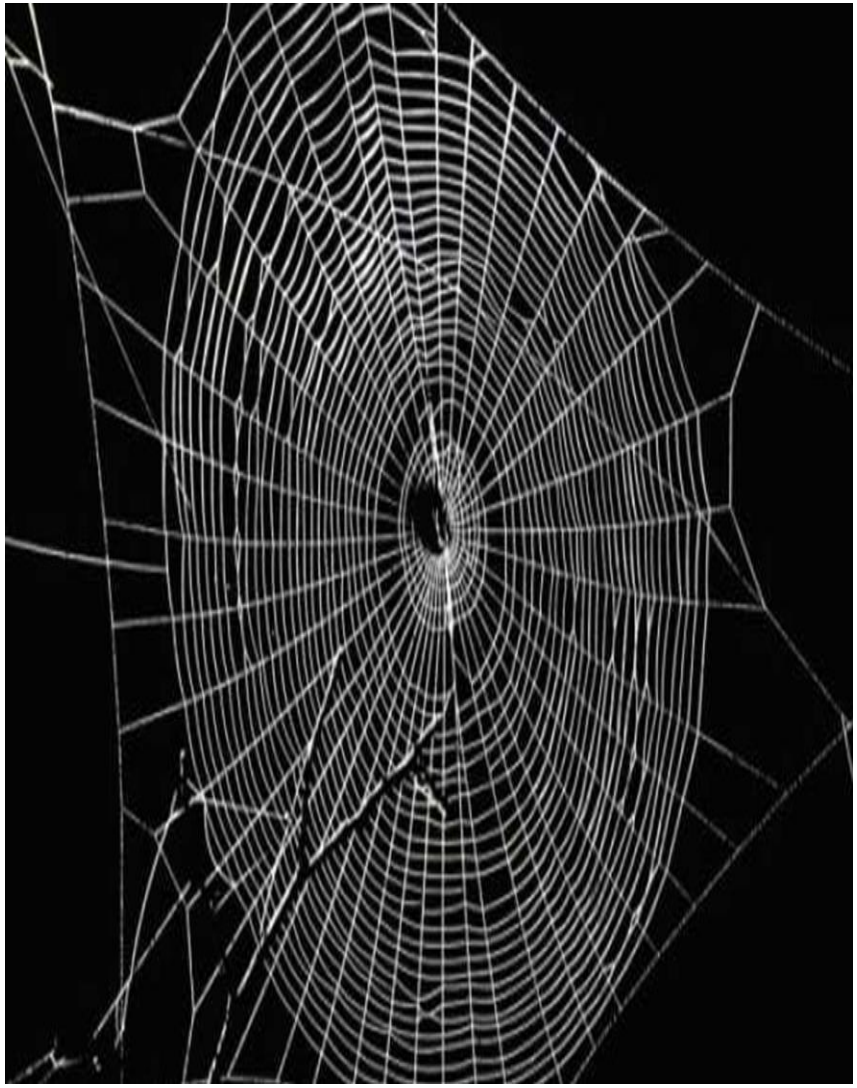
- **Curriculum Enactment**: enactment as a process of interaction between teachers, children, materials and the official curricular framework in class
  - Curriculum as the construction of (personal) meaning by all actors involved in this process

Curriculum: “A complex web of enactment”: spider-web metaphor

Curriculum making

“as **occurring across multiple sites,** in **interaction and intersection with one another**, in often unpredictable and context-specific ways, producing unique social practices, in constant and complex interplay, wherein power flows in non-linear ways, **thus blurring boundaries between these multiple sites**.”

(Priestley & Philippou, 2018, p. 153).

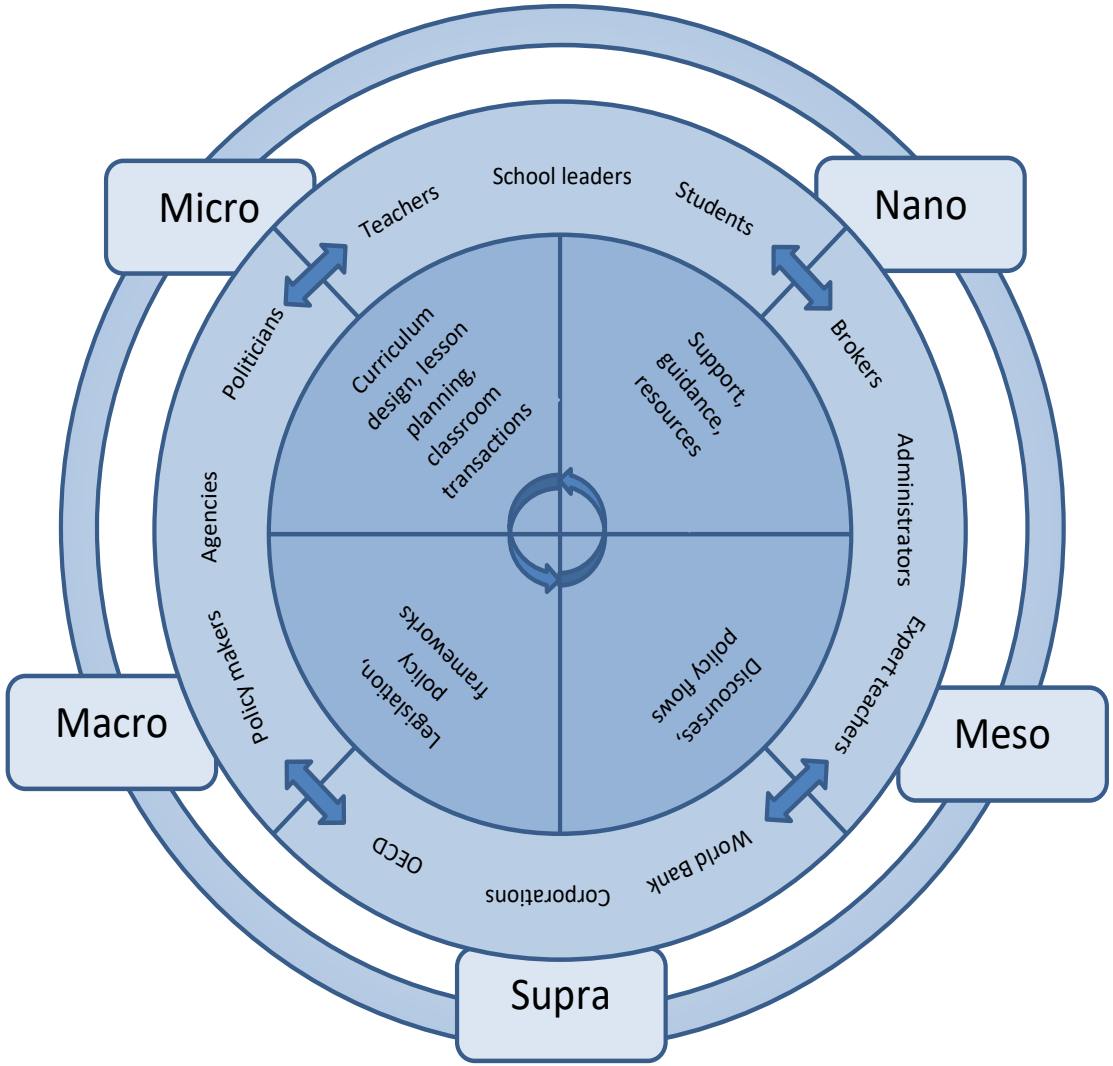


Curriculum as social practice
'Sites' of curriculum making

Table 2. Sites of Curriculum Making.

Site of Activity	Examples of Activity	Examples of Actors
Supra	Transnational curricular discourse generation, policy borrowing and lending; policy learning	OECD; World Bank; UNESCO; EU
Macro	Development of curriculum policy frameworks; legislation to establish agencies and infrastructure	National governments, curriculum agencies
Meso	Production of guidance; leadership of and support for curriculum making; production of resources	National governments; curriculum agencies; district authorities; textbook publishers; curriculum brokers; subject-area counselors
Micro	School-level curriculum making: programme design; lesson-planning	Principals; senior leaders; middle leaders; teachers
Nano	Curriculum making in classrooms and other learning spaces: pedagogic interactions; curriculum events	Teachers; students

(Priestley, Alvunger, Philippou & Soini, 2021)



CURRICULUM MAKING IN SITES OF ACTIVITY

- A lesser linear view
  - Granularity
  - Sites, actors and activities – how curriculum is made
  - Actors can operate across multiple sites (e.g. Cyprus subject-area counsellors)

M. Priestley, D. Alvunger, S. Philippou. & T. Soini, (2021). *Curriculum making in Europe: policy and practice within and across diverse contexts*. Bingley: Emerald.

“But remember: ideal types, or models, are ideal.

They are, essentially, teaching or analytic tools that help us clarify our thinking.

Curriculum in the real world seldom if ever matches the ideal type; it is most often a hybrid of many types”.

(Hoadley & Jansen, 2009)

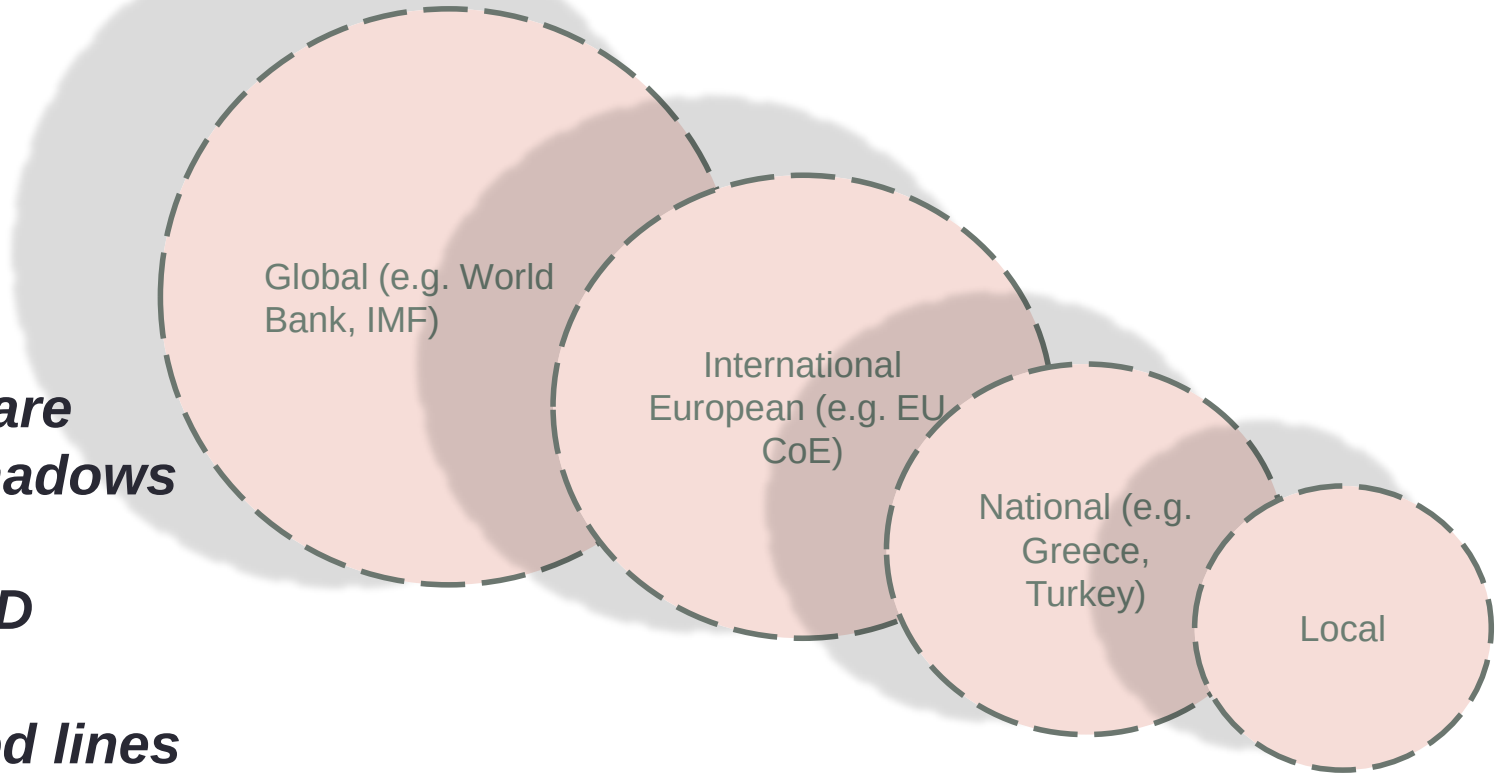
EXAMPLES FROM THE REPUBLIC OF CYPRUS

Recent Curriculum Review 2004-2016

VS **Curricula [as official texts]**

always-already

amidst local, national, international, global forces



Beware of the shadows

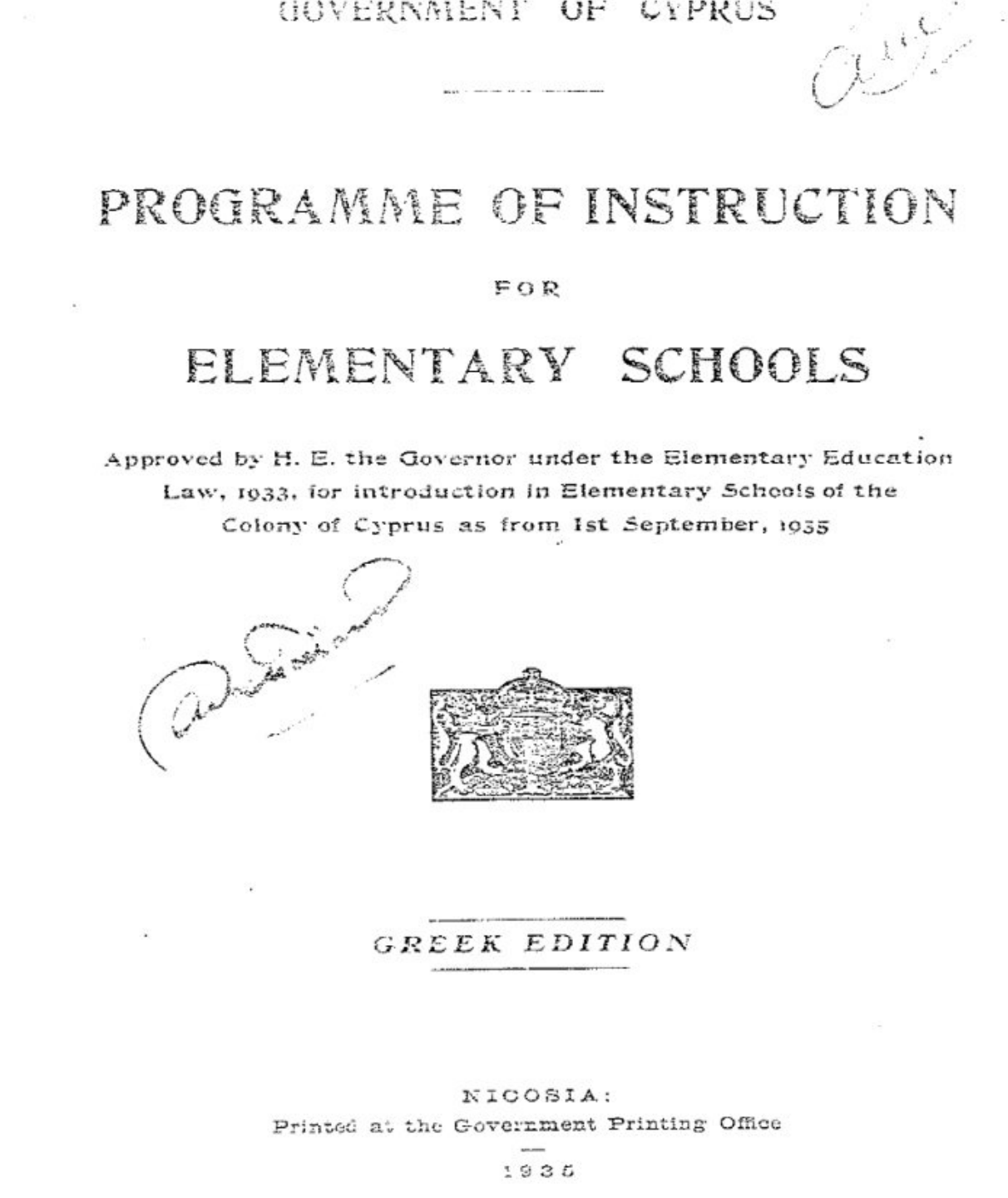
AND

the dotted lines (tensions, gaps, conflicts, translation, re-contextualisation…)

Some initial notes…on Cyprus [a narrative]

- an island lying on the borders of (traditional geographical definitions of) Europe and the EU
- a Mediterranean country with a recent colonial past as part of the British Empire (1878-1960)
- a young democracy and one of EU's most recent (small) member-states since 2004,
- hosting an intractable socio-political problem rooted in antagonist nationalisms between Greek-Cypriots and Turkish-Cypriots, Greece and Turkey since the 1950s
- In the aftermath of economic crisis: crash of 2013 and subsequent IMF Programme
- Population:
  - Greek Cypriot majority, indigenous population includes Turkish Cypriots, Armenians, Maronites and Latins
  - Recent experience with immigration (in '90s); permanent immigrants mostly from former Soviet Union
  - Immigration from Asia and more recently Middle East & Africa

…and conflict: post-conflict, conflict sensitive, other?



GOVERNMENT OF CYPRUS

PROGRAMME OF INSTRUCTION

FOR

ELEMENTARY SCHOOLS

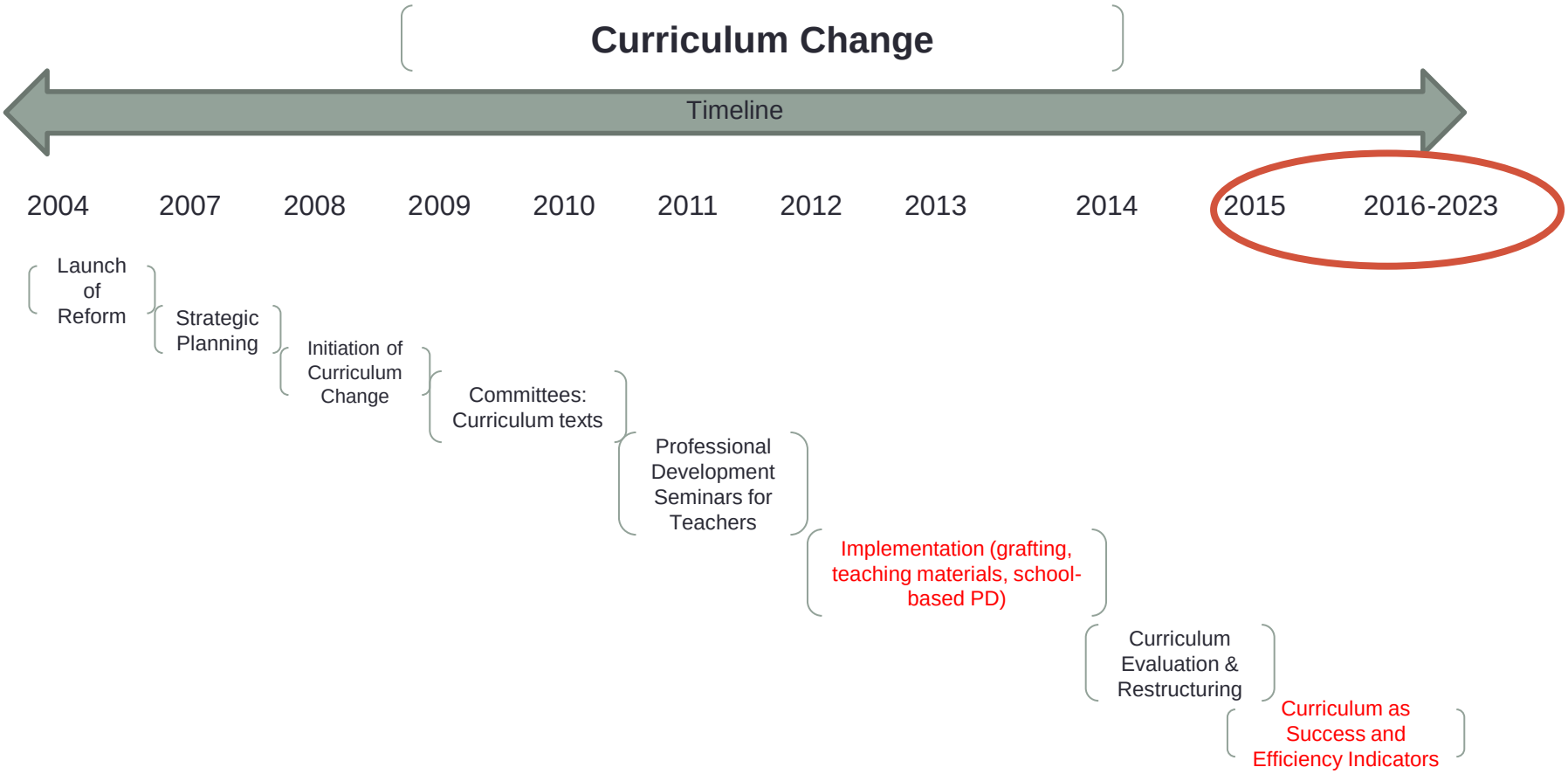
Approved by H. E. the Governor under the Elementary Education Law, 1933, for introduction in Elementary Schools of the Colony of Cyprus as from 1st September, 1935

GREEK EDITION

NICOSIA:
Printed at the Government Printing Office
1935

Political Text: curriculum as 'programme of instruction' and 'analytikon programma' *1898, 1912, 1935, 1946*, 1963, 1973, 1981, 1994, 2010 (Philippou, 2014)

Educational Reform: A Timeline



Supranational discourses:
Learning outcomes, efficiency, accountability

Education Reform Committee (2004a, p.9; 2004b, p.103):

"*Considering the above we PROPOSE:*

• *Review of the philosophy/purposes and aims of education as proposed above.*

• *Review of the concept, content, teaching and evaluation of General Education with:*

-Support of the subject of citizenship education

-the formation of a "cross-curricular" programme of Neohumanist paideia, which combines humanities, scientific and technological knowledge and cultivates critical thinking and humanistic values"

Re-positioning teachers as professional pedagogues

Teachers' construction as professionals at the onset of the Reform (2004) as organically linked to their participation in decision-making processes and to their professional autonomy:

> [a D]emocratic educational system, where the educator (elementary school teacher, secondary school teacher) participates in decision-making processes, is recognised and is treated as a "professional pedagogue" **with relative autonomy in curriculum development and teaching at the microlevel of the school unit and the classroom** (MoEC, 2004a, p. 20).
>
> […]
>
> The **delegation of more initiatives to educators for issues relating to teaching, curriculum development and evaluation is in accordance with the tendency for a relative autonomy of the pedagogue.** This is also referred to as a move toward the professionalisation of teachers (MoEC, 2004a, p. 99).

And later,

> A heavily loaded curriculum program restricts the pedagogical role of the teacher, who rushes through the coverage of subject matter without being able to **exercise his (sic) pedagogical autonomy over differentiated instruction and teaching that facilitates learning for all students**. Instead, an abbreviated [συνοπτικό] curriculum program supports the approach of classrooms as life-workshops and **allows the teacher to take initiatives and develop instructional interventions needed for quality and effective teaching** (MoEC, 2010, p. 15).

The vision of the Curriculum Reform (Curriculum Review Committee, 2008):

A vision for a **Democratic and Humane School**
inclusive (by being differentiated, not uniform)
child/human at the centre but access to quality education/knowledge

(Stylianides, 2012)

CASE I:
NEW CURRICULUM TEXTS IN PRIMARY EDUCATION

And policy documents for/around them

New Curriculum Texts (2010a): Public consultation

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».

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New Curriculum Texts (2010b): Disseminated to Schools

General introduction of 2 pages

Volume I: 290 pages of subject-area syllabi

Volume II: 373 pages of subject-area syllabi

…and the materiality of paging and color-coding

ΠΕΡΙΕΧΟΜΕΝΑ ΤΟΜΟΥ Α'

Νέα Ελληνική Γλώσσα	9-70
Λογοτεχνία	71-98
Αρχαία Ελληνική Γλώσσα και Γραμματεία	99-120
Αγγλικά για το Δημοτικό	121-138
Ξένες Γλώσσες Γυμνασίου - Λυκείου	139-158

1. Εισαγωγή

Το σχολείο έχει ουσιαστικό ρόλο στην υγεία των μαθητών/τριών. Η συστηματική εφαρμογή προγραμμάτων αγωγής υγείας στη σχολική μονάδα συμβάλλει στην αντιμετώπιση αριθμού κοινωνικών προβλημάτων που αφορούν στο κάπνισμα, στο αλκοόλ, στην παραβατικότητα, στα σεξουαλικά μεταδιδόμενα νοσήματα, στις ανεπιθύμητες εγκυμοσύνες, στην οδική ασφάλεια, στον ρατσισμό κλπ. και στην κοινωνική συνοχή στη κοινότητα. Συμβάλλουν επίσης, στην εκπλήρωση των εκπαιδευτικών και κοινωνικών στόχων του σχολείου και στη διαμόρφωση πολιτών που γνωρίζουν πώς να διεκδικούν βελτιωμένες συνθήκες ζωής. Η Αγωγή Υγείας υποστηρίζει συμμετοχικές και δημοκρατικές διαδικασίες, προωθεί ενεργητική και βιωματική μάθηση και αναπτύσσει νέες δεξιότητες συνεργασίας σχολείου, οικογένειας και κοινότητας.

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ΑΓΩΓΗ ΥΓΕΙΑΣ

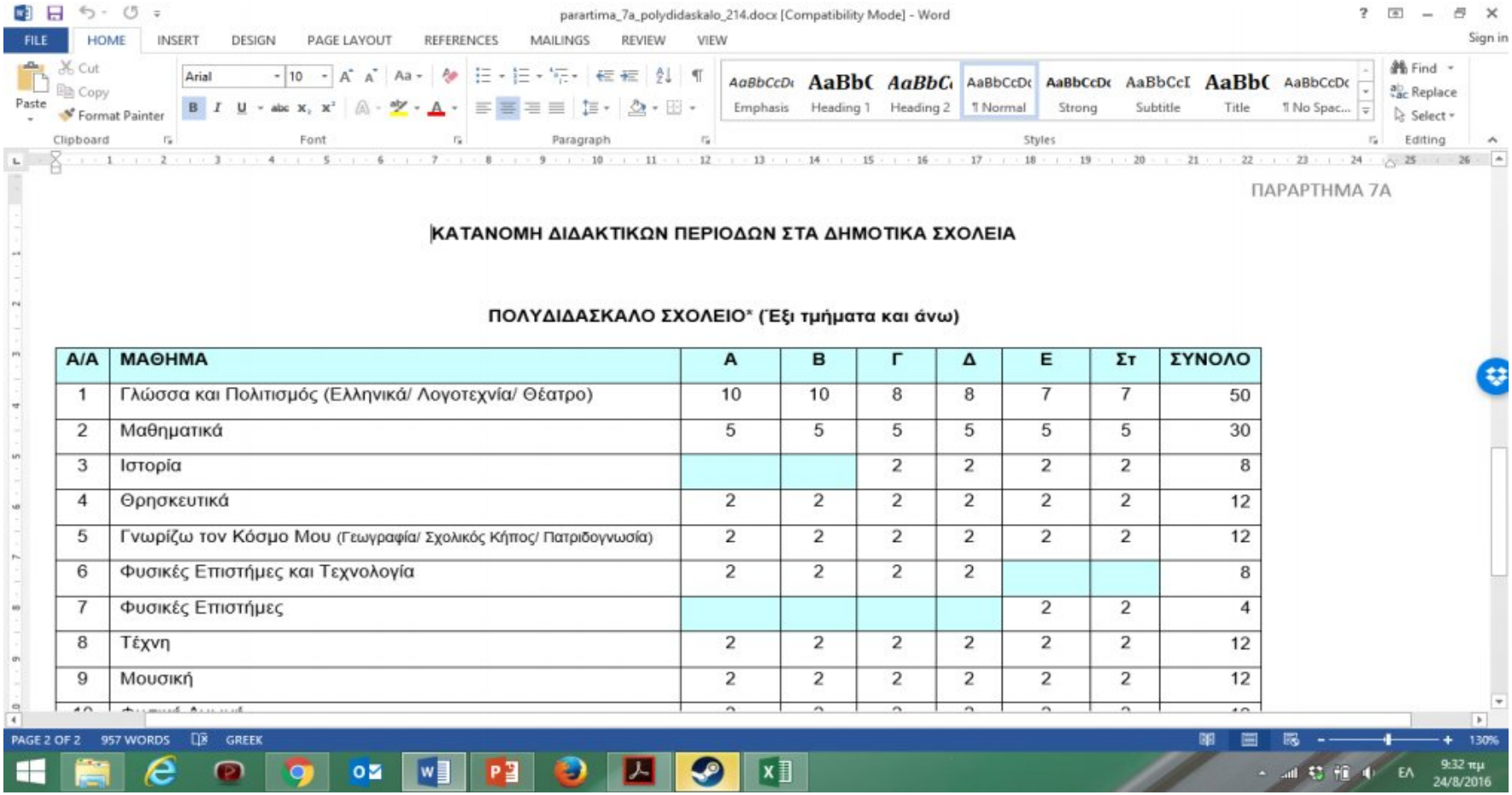
Subject-areas in the 1996 and 2010 primary education curriculum texts

(Philippou & Karagiorgi, 2014)

Προηγούμενο ΑΠ (1996)	*Νέο ΑΠ (2010α,β)*
Νεοελληνική γλώσσα ---------- ----------	Νέα Ελληνική Γλώσσα Λογοτεχνία Θεατρική Αγωγή
Γνωρίζω, δεν ξεχνώ και αγωνίζομαι	----------
Μαθηματικά	Μαθηματικά
Κοινωνικά θέματα -Σπουδή περιβάλλοντος -Ορθόδοξη Χριστιανική Αγωγή -Ιστορία -Γεωγραφία -Αγωγή του Πολίτη	 ---------- Θρησκευτικά Ιστορία Γεωγραφία Περιβαλλοντική Εκπαίδευση/Εκπαίδευση για την Αειφόρο Ανάπτυξη Κοινωνική και Πολιτική Αγωγή
Επιστήμη (+ Σχολικός Κήπος)	Φυσικές Επιστήμες για το Δημοτικό
Αγωγή παιδιών με ειδικές ανάγκες	----------
Αγγλική γλώσσα	Αγγλικά για το Δημοτικό
Μουσική	Μουσική
Φυσική Αγωγή	Φυσική Αγωγή
Τέχνη	Εικαστικές Τέχνες
Σχεδιασμός - Τεχνολογία	Σχεδιασμός και Τεχνολογία
Οικιακή Οικονομία	----------
Αγωγή Υγείας	Αγωγή Υγείας

Πίνακας 1: Γνωστικά αντικείμενα όπως περιλαμβάνονται στα ΑΠ (1996 και 2010) για τη Δημοτική Εκπαίδευση

Timetables continue to meticulously structure/assign time per subject-area



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ΠΑΡΑΡΤΗΜΑ 7Α

ΚΑΤΑΝΟΜΗ ΔΙΔΑΚΤΙΚΩΝ ΠΕΡΙΟΔΩΝ ΣΤΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ

ΠΟΛΥΔΙΔΑΣΚΑΛΟ ΣΧΟΛΕΙΟ* (Έξι τμήματα και άνω)

Α/Α	ΜΑΘΗΜΑ	Α	Β	Γ	Δ	Ε	Στ	ΣΥΝΟΛΟ
1	Γλώσσα και Πολιτισμός (Ελληνικά/ Λογοτεχνία/ Θέατρο)	10	10	8	8	7	7	50
2	Μαθηματικά	5	5	5	5	5	5	30
3	Ιστορία			2	2	2	2	8
4	Θρησκευτικά	2	2	2	2	2	2	12
5	Γνωρίζω τον Κόσμο Μου (Γεωγραφία/ Σχολικός Κήπος/ Πατριδογνωσία)	2	2	2	2	2	2	12
6	Φυσικές Επιστήμες και Τεχνολογία	2	2	2	2			8
7	Φυσικές Επιστήμες					2	2	4
8	Τέχνη	2	2	2	2	2	2	12
9	Μουσική	2	2	2	2	2	2	12

Request for teacher ALL subject-areas for children's holistic development

(MoEC, 30.8.2010, Αρ. Φακ.: 7.11.09/6; 5.13.04.3)

Learning Outcomes and Content Organised along Success and Efficiency Indicators (MoEC, 2016)

ΓΝΩΣΤΙΚΟ ΑΝΤΙΚΕΙΜΕΝΟ: ΓΕΩΓΡΑΦΙΑ

ΤΑΞΗ Α΄ ΔΗΜΟΤΙΚΟΥ		
ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ **ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ**		**ΑΝΤΙΣΤΟΙΧΑ ΔΙΔΑΚΤΕΑ** **ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ**
Οι μαθητές και οι μαθήτριες να είναι σε θέση να:		***Πληροφορίες, Έννοιες, Δεξιότητες, Στρατηγικές/Τρόπος σκέψης, Στάσεις/Αξίες***
1	Εντοπίζουν και περιγράφουν πού βρίσκονται αντικείμενα στον χώρο του σχολείου τους σε σχέση με τον εαυτό τους.	**1.1** Στοιχεία του χώρου **1.1.1** Ιδιότητες αντικειμένων του χώρου: χρώμα, σχήμα, μέγεθος **1.1.2** Ονόματα αντικειμένων του χώρου (π.χ. θρανίο, αντικείμενα στη σάκα και στην κασετίνα) **1.2** Θέση του εαυτού **1.2.1** σε σχέση με άλλα στοιχεία του χώρου ή άλλους ανθρώπους (π.χ. συγκεκριμένων φυτών στον κήπο) και **1.2.2** με χρήση των εννοιών μπροστά από, πίσω από, κοντά σε, μακριά από, δεξιά, αριστερά
2	Εντοπίζουν και περιγράφουν πού βρίσκονται αντικείμενα στον χώρο ή τόποι σε σχέση με άλλα αντικείμενα ή άλλους τόπους.	**2.1** Θέση ενός στοιχείου του χώρου (π.χ. στο θρανίο τους, στο σχολείο, στον κήπο του σχολείου) με συνδυασμό **2.1.1** σημείων αναφοράς του περιβάλλοντός τους και **2.1.2** των εννοιών κοντά, μακριά, δίπλα, δεξιά, αριστερά, μέσα, δίπλα από, ανάμεσα, μπροστά, πίσω **2.2** Θέση των πολικών περιοχών και του Ισημερινού της Γης στον πλανήτη (π.χ. η περιοχή του Βόρειου Πόλου βρίσκεται πάνω από τον Ισημερινό)

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ
ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
Οικοσελίδα | Συνδέσεις | Ανακοινώσεις | Επικοινωνία
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
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
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ΑΝΑΠΤΥΞΗ - ΒΕΛΤΙΩΣΗ ΣΧΟΛΙΚΗΣ ΜΟΝΑΔΑΣ
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CASE II: CURRICULUM COMMITTEES

Developing the new curriculum texts (2008-2009) for 21 subject-areas

Process of Practicing Teachers' Participation in Subject Area Committees (1/3)

- Open invitation to all practicing teachers (from all levels and subjects) through official circular on 30.1.2009 entitled "Participation in working groups for the design of curricula per subject-area"
- To submit their 'interest' by 13.2.2009 to the Office of the MoEC.
- Applications accompanied by CV and all certifications
- Individuals selected would work in groups per subject-area or field under the responsibility of the Curriculum Reform Committee and in collaboration with the coordinators (academics appointed by the Minister)
- To start work immediately and complete their work by 30.6.2009

Process of Practicing Teachers' Participation in Subject Area Committees (2/3)

- Required qualifications:
  - At least three years of teaching experience
  - Very good knowledge and awareness of curriculum formation [διαμόρφωση] in the European context
  - Very good knowledge of the subject area with teaching experience across grades
  - Involvement in out-of-school creative activities involving students or parents

All applications (n=360) were accepted (March 2009), and teachers worked under 21 subject area committees alongside 53 appointed academics, while seconded teachers acted as coordinators and school inspectors as external advisors, communicating directly with the academics

Process of Practicing Teachers' Participation in Subject Area Committees (3/3)

- March-October 2009: work within subject area committees to produce extensive curriculum texts/syllabi as per subject area
- October 2009-March 2010: Editing of original texts into shorter versions by academics and coordinators
- March 2010: Publication of draft curriculum texts to be subjected to public dialogue
- March–June 2010: Professional development for practicing teachers participating in the committees directed by academics
- September 2010: Dissemination of "finalized" curriculum texts

Elementary Teachers' experience of involvement in these committees

- Cases of 24 primary school teachers who volunteered to participate
- Policy rhetoric level: marketed as an example of the reform being bottom-up or even a 'democratic endeavour'

BUT

- Committee teachers constituted [as (non)expert subjects]:

within the committees these teachers were largely constituted as subjects and were subjected to institutional(ized) power relations that were productive of and produced by particular constructions of knowledge/expertise which further solidified or confirmed existing hierarchies of power/knowledge and 'regimes of truth' which constituted primary school teachers' expertise as less valuable, credible and legitimate (Theodorou, Philippou & Kontovourki, 2017).

BUT

- They were also possible to resist those during and after the work of the Committees (multiple forms of resistance, Theodorou, Philippou & Kontovoruki, 2015; 2018)

CASE III

Teacher Professional Development (on/for the new Curricula) and implementation

PD forms (ex.)

- **inter-institutional or organisational partnerships**
  - professional development schools,
  - other university-school partnerships,
  - other inter-institutional collaborations,
  - school networks,
  - teachers' networks
  - distance education
- **small group or individual models**
  - supervision;
  - students' performance assessment;
  - workshops, seminars, courses;
  - case-based-study;
  - self-directed development;
  - co-operative or collegial development;
  - observation of excellent practice;
  - teachers' participation in new roles,
  - skills-development model,
  - reflective models,
  - project-based models,
  - portfolios, action research,
  - use of teachers' narratives;
  - generational or cascade model;
  - coaching/mentoring

Villegas-Reimers (2003)

Models of Continuous Teacher PD (Kennedy, 2014)

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Increasing capacity for professional autonomy

Table I. Spectrum of CPD models.

TEACHER LEARNING: A CONCEPTUAL FRAMEWORK	
KNOWLEDGE-PRACTICE RELATIONSHIP	What is understood or assumed to be the relationship of knowledge and practice? What is assumed about how "knowing more" and "teaching better" are connected?
IMAGES OF KNOWLEDGE	What knowledge are teachers assumed to need in order to "teach better"? What are the domains, sources, or forms of that knowledge? Who generates that knowledge? Who evaluates and interprets that knowledge?
IMAGES OF TEACHERS, TEACHING, AND PROFESSIONAL PRACTICE	What is assumed about the nature of the activity of teaching? What is included in the idea of "practice"? What are assumed to be the primary roles of teachers in and out of classrooms? What is the relationship of teachers' work in and out of classrooms?
IMAGES OF TEACHER LEARNING AND TEACHERS' ROLES IN EDUCATIONAL CHANGE	What is assumed about the roles teachers and teacher learning play in educational change? What are assumed to be the intellectual, social, and organizational contexts that support teacher learning? What is the role of communities, collaboratives, and/or other collectives in these?
CURRENT INITIATIVES	What are current initiatives in teacher education, professional development and/or teacher assessment that are based on these images?

Models of Teacher Education

Science or content approach (knowledge *of* practice)

Craft or technical approach (knowledge *in* practice)

Reflective approach (knowledge *for* practice)

(Cochran-Smith & Lytle, 1999; 2001)

Aims of PD (MoEC, 2010c)

- informing teachers and others of the general orientation and principles of the new curricula,
- facilitating their acquaintance with the content and methodology of new subject-area syllabi, and
- preparing teachers to engage in related practice

(Cf. Philippou, Kontovourki and Theodorou, 2016)

Four Phases of PD

(for different groups of actors, MoEC, 2010c)

- Phase 1 (September–October 2010): ministry officers, school principals, and subject area counsellors.
- Phase 2 (September–October 2010): school inspectors and subject-area supporters.
- Phase 3 (November 2010–February 2011): small number of teachers on given subject-areas to inform their teaching; guidance of subject-area counsellors
- Phase 4 (MoEC, 2010c): compulsory participation of all public school teachers (MoEC & Pedagogical Institute, Αρ. Φακ. ΠΙ 7.7.09.16, 08.10, 2010) in mass information seminars in December 2010-January 2011.
  - led by school inspectors, academics, and subject-area supporters,
  - on the general orientation of the new curricula and
  - on the content of key syllabi (math and Greek language arts, plus one among music, art, physical education, science, and home economics).

After mass centralized PD to “inform” on new official curriculum in 2010-2011

Teachers’ positioning along the axes of guidance and autonomy

– Sense of Agency–Autonomy +

Spectators Receivers Implementers Reformers

\+ Guidance -

(Philippou, Kontovourki & Theodorou, 2014)

And respective challenges for implementation 2011-2013

"Ναι, στην αρχή της χρονιάς, στο πρώτο τρίμηνο, επροσπαθήσαμε να οργανώσουμε τα μαθήματα [in subject 1] [....] με βάση ενότητες, τζαι να τις δούμε διαθεματικά. [....] Ναι, τα εφαρμόσαμε [in subject 2] γιατί εσταλήκαν και καινούρια φύλλα εργασίας για κάποια μαθήματα, [in subject 3] σίγουρα με βάση όλες τούτες τις αρχές που εμάθαμε [...], [in subject 4], [in subject 5] γιατί εν εντελώς καινούργιο μάθημα [....], άρα ούτως ή άλλως έπρεπε να το χρησιμοποιήσεις… (γέλια) [...] Ή στο σχολείο μας, συζητούμε τα στες συνεδρίες προσωπικού ή τζαι κατ' ιδίαν με τη Διευθύντρια, η οποία μας καλεί, ξέρω 'γω, κάθε δεκαπέντε μέρες στο γραφείο της για να συζητούμε τις [implementation in subject 1]" (Interview 14/2012)

(Theodorou, Kontovourki & Philippou, 2015)

And respective challenges of implementation 2011-2013

Myself, with all these years of experience and I feel it's more difficult than when I was a newly-appointed teacher . I need a lot of time to prepare, and put material together and many, many hours of study through the internet for the information that exists in the web-site for the New Curricula which is constantly updated, there's new information uploaded all the time (Interview 4, 2012)

[I]t's become a non-humane school for teachers. This is what these two years have shown, because we struggle, but we see that, it's like killing yourself daily, to be able to do all this new things, to try and cope, and put it in our classrooms (Interview 21, 2013)

(Philippou, Kontovourki & Theodorou, 2016)

CASE IV

Subject-Area Counsellors

(PD and Teaching Material Development)

Sites of curriculum making as social activity

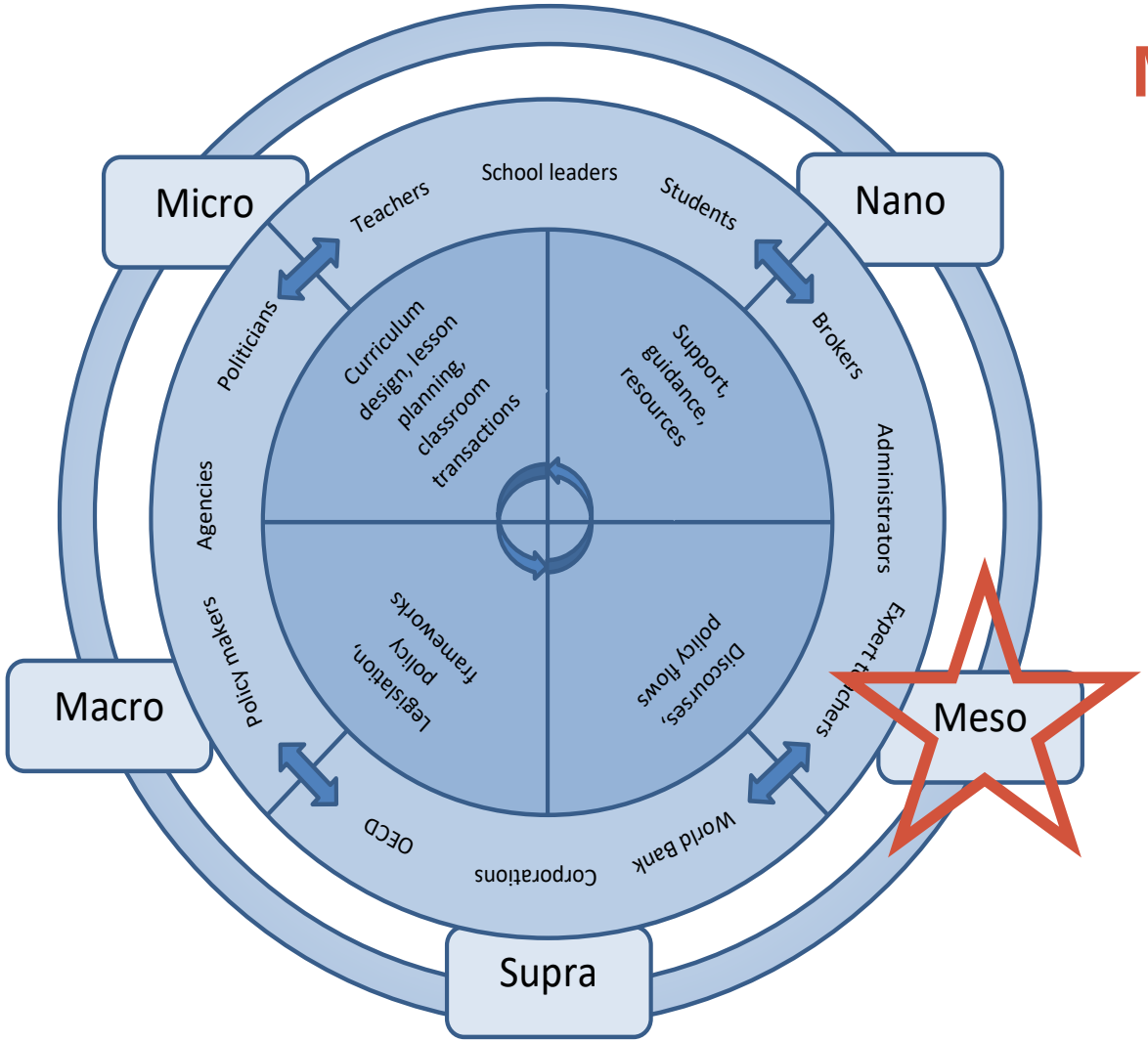
Table 2. Sites of Curriculum Making.

Site of Activity	Examples of Activity	Examples of Actors
Supra	Transnational curricular discourse generation, policy borrowing and lending; policy learning	OECD; World Bank; UNESCO; EU
Macro	Development of curriculum policy frameworks; legislation to establish agencies and infrastructure	National governments, curriculum agencies
Meso	Production of guidance; leadership of and support for curriculum making; production of resources	National governments; curriculum agencies; district authorities; textbook publishers; curriculum brokers; subject-area counselors
Micro	School-level curriculum making: programme design; lesson-planning	Principals; senior leaders; middle leaders; teachers
Nano	Curriculum making in classrooms and other learning spaces: pedagogic interactions; curriculum events	Teachers; students

(Priestley, Alvunger, Philippou & Soini, 2021)

What happens when actors move between sites?

CURRICULUM MAKING IN SITES OF ACTIVITY



- A lesser linear view
  - Granularity
  - Sites, actors and activities – how curriculum is made
- Actors can operate across multiple sites (e.g. Cyprus subject-area counsellors)

M. Priestley, D. Alvunger, S. Philippou. & T. Soini, (2021). *Curriculum making in Europe: policy and practice within and across diverse contexts*. Bingley: Emerald.

Subject-Area Counsellors as Emergent Meso-Site of Curriculum Making

- **The subject-area counsellor as hybrid expert subject**
  - As both an (academic) expert and a practitioner, on par with, rather than on top of, teachers
  - As mediators and supporters
  - As intermediaries (bottom-up change?)
- **The subject-area counsellor as subject and object**
  - Demands rendering them flexible subjects e.g. time (any time), means of reach (via their personal phones), space (through on-site visits at the school); differential reponse
  - The institutional context (the macro-site) constrained them by limiting either material or non-material resources
  - Challenged by teachers in differential ways (e.g., appropriate expertise, availability, type of guidance expected).
  - The production of materials as curriculum making eventually wanes the primacy of counsellors over time.

(Kontovourki, Theodorou & Philippou, 2021)

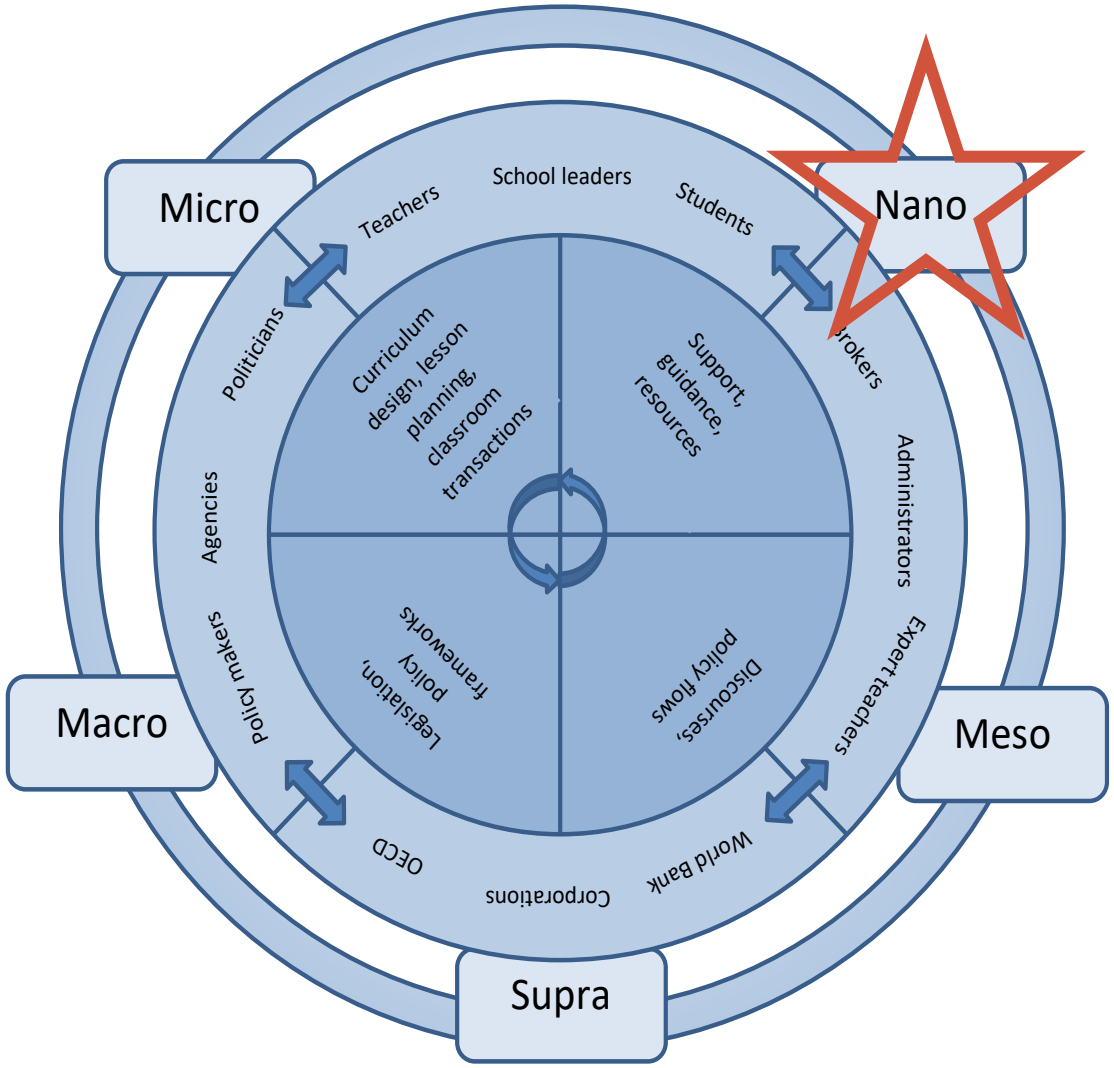
Curriculum-making In-context

- A multi-sited series of social practices that cannot be differentiated by institutional boundaries, but which is rather emergent in social interaction
  - Subject-area counsellors as an emergent, meaningful meso-level
  - The meso-level to refer not to institutional entities but rather to the roles attributed to and performed by this subject
  - Counsellors as blurring the boundaries between sites, and ***becoming themselves sites of curriculum making*** that were possible at the nexus of personal and institutional circumstances

(Kontovourki, Theodorou & Philippou, 2021)

CASE V

Curriculum making in the classroom (nano-site of social practice)



Focus on the nano

- To explore how these sites are brought together and become present as 'curriculum events' by tracing other sites in specific nano-events
- Curriculum something **that is made** as practitioners, materials and others come together to work with each other

M. Priestley, D. Alvunger, S. Philippou. & T. Soini, (2021). *Curriculum making in Europe: policy and practice within and across diverse contexts*. Bingley: Emerald.

Curriculum making in the nano-site

Focus:

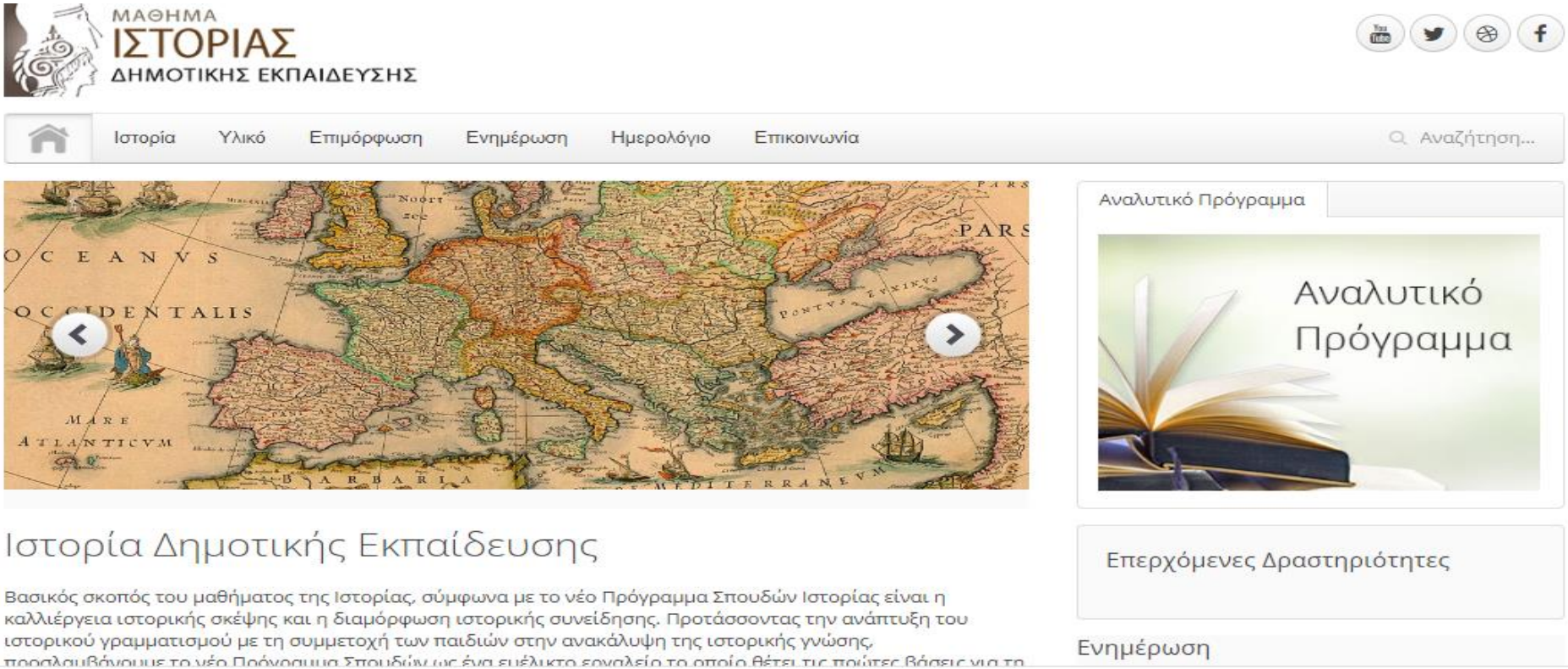
- to explore, through the enactment of (a History) curriculum in a classroom with a teacher (Niki), **how curriculum making is instantiated/made through teaching**
- **to render visible connections with the supra, macro, meso and micro-sites i.e. how it** organically occurs **within** and **across sites of social activity**

During a period of **transition to new subject-area elementary curricula** in the Republic of Cyprus to explain both stability **and** change of History education and schooling.

(Philippou, 2020)

History (Primary Public Schools)

- Distinct subject-area traditionally for Years 3-6
- **New curriculum (2010/2015):** removed from Years 1-2 (content used to be part of an interdisciplinary subject with Geography as “Environment Study”)
- **New timetables (2015): History** amounting to 2 periods per week for all elementary grades Years 3-6 (8-12-year-olds)



A re-structured official curriculum text into success and efficiency indicators (2015/2016): a disciplinary turn

ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ ΚΑΙ ΕΠΑΡΚΕΙΑΣ – ΙΣΤΟΡΙΑ Γ' ΤΑΞΗ ΔΗΜΟΤΙΚΟΥ

3. Παλαιολιθική Εποχή (2500000 π.Χ. -7η χιλιετία π.Χ.)	
ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ	ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ
Οι μαθητές και οι μαθήτριες να είναι σε θέση να:	
3.1 Αναφέρουν τους λόγους και τους τρόπους μετακίνησης στην Παλαιολιθική εποχή και αιτιολογούν τις αλλαγές και συνέχειες σε σχέση με το σήμερα. (Α)(Β)(Δ)(Ε)(ΣΤ)(Ζ)	3.1 (α) Λόγοι μετακίνησης των ανθρώπων στην Παλαιολιθική εποχή (συνεχείς μετακινήσεις - νομαδικότητα σε αντιπαραβολή με τη μόνιμη εγκατάσταση, έμφαση στο γεγονός ότι δεν έχουν μόνιμο χώρο εγκατάστασης και διαμένουν σε σπηλιές σε αρκετές περιπτώσεις). (β) Χώροι μετακίνησης στην Παλαιολιθική εποχή. (γ) Μέσα μετακίνησης στην Παλαιολιθική εποχή. *(δ) Αλλαγές και συνέχειες στο θέμα της μετακίνησης (λόγοι, τρόποι, χώροι) των ανθρώπων ανάμεσα στην Παλαιολιθική εποχή και το σήμερα.*[2]
3.2 Αναφέρουν βασικά χαρακτηριστικά της καθημερινής ζωής των ανθρώπων στην Παλαιολιθική εποχή και αιτιολογούν τις αλλαγές και συνέχειες σε σχέση με το σήμερα. (Α)(Δ)(ΣΤ)(Ζ)	3.2 (α) Ενδυμασία στην Παλαιολιθική εποχή. (β) Διατροφή στην Παλαιολιθική εποχή (κυνηγοί και τροφοσυλλέκτες). (γ) Υλικά που χρησιμοποιούσαν οι άνθρωποι στην Παλαιολιθική εποχή (αναφορά και στη χρήση της φωτιάς). (δ) Εργαλεία που χρησιμοποιούσαν οι άνθρωποι στην Παλαιολιθική εποχή. (ε) Ασχολίες των ανθρώπων στην Παλαιολιθική εποχή. *(στ) Αλλαγές και συνέχειες στην καθημερινή ζωή ανάμεσα στην Παλαιολιθική εποχή και το σήμερα.*
3.3 Αναφέρουν τις κύριες αντιλήψεις των ανθρώπων της Παλαιολιθικής εποχής και αιτιολογούν τις αλλαγές και συνέχειες σε σχέση με το σήμερα. (Α)(Γ)(Δ)(ΣΤ)(Ζ)	3.3 (α) Θέματα που απασχολούσαν τους ανθρώπους της Παλαιολιθικής εποχής. (β) Τρόποι έκφρασης των ανθρώπων στην Παλαιολιθική εποχή. *(γ) Αλλαγές και συνέχειες στις αντιλήψεις των ανθρώπων ανάμεσα στην Παλαιολιθική εποχή και το σήμερα.*

Learning outcomes as student abilities

Content to be taught: information, concepts, skills, strategies/way of thinking, attitudes/values

New curriculum (2010/2015): An inquiry approach to History

- Aims and philosophy prioritized “historical thinking” and “historical consciousness,” to be achieved through “historical literacy” comprising:
  - substantive knowledge (of “what happened in the past”)
  - substantive “concepts used in historical accounts”
  - disciplinary understanding (“how we learn about the past, the methods and processes of the science of History, the forms of historical knowledge and their boundaries”).

As opposed to

“best story-collective” and ethnocentric or nationalist approaches

(for Cyprus, see e.g. Philippou, 2012; Perikleous, 2011; 2013; Makriyianni & Psaltis, 2007)

History (Elementary Public Schools)

- **New materials (replacing or complementing old) (PD-secondments):**
  Printed (Cyprus, Greece); Digital; Objects/Materials (Ministry Warehouse)
  Supra, macro and meso-micro as coming together

ΜΑΘΗΜΑ
ΙΣΤΟΡΙΑΣ
ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

Ιστορία | Υλικό | Επιμόρφωση | Ενημέρωση | Ημερολόγιο | Επικοινωνία | Αναζήτηση...

Οικοσελίδα / Υλικό / Πηγές - Διδακτικά Εγχειρίδια

Πηγές - Διδακτικά Εγχειρίδια

Εκδόσεις για Γ' Τάξη

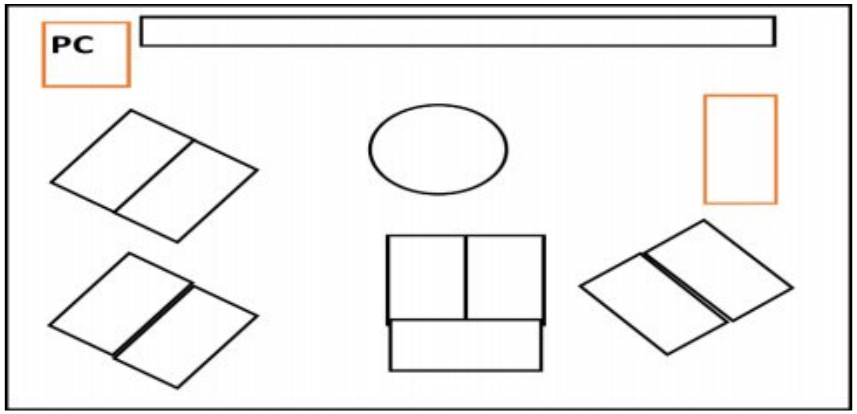
Θέμα	Αρχείο
Τι αλλάζει και τι μένει το ιδιο από την Παλαιολιθική Εποχή μέχρι σήμερα; (Κάρτες Εργασίας), Ιστορία Γ' Τάξης Δημοτικού, Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο Κύπρου, Υπηρεσία Ανάπτυξης Προγραμμάτων, Έκδοση: 2013.	
Η Ιστορία μου, οι ιστορίες μου, η ιστορία μας, οι ιστορίες μας, Φύλλα Εργασίας, Γ' Τάξης Δημοτικού, Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο Κύπρου-Υπηρεσία Ανάπτυξης Προγραμμάτων, Έκδοση: 2013.	
Διδακτικές προτάσεις και ιδέες για εκπαιδευτικούς που διδάσκουν Ιστορία, Ιστορία Γ'τάξης Δημοτικού, Παιδαγωγικό Ινστιτούτο Κύπρου, Υπηρεσία Ανάπτυξης Προγραμμάτων, Έκδοση:2013.	
Ο άνθρωπος και η ιστορία του: Από το λίθο στον πηλό, Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο Κύπρου Υπηρεσία Ανάπτυξης Προγραμμάτων, Α Έκδοση: 2000.	
Ο άνθρωπος και η ιστορία του: Από τον πηλό στο μέταλλο, Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο Κύπρου Υπηρεσία Ανάπτυξης Προγραμμάτων, Α Έκδοση: 2001.	

Inquiry-based History in curriculum texts and materials, PD, units

- Addition of new content (personal and local history)
- Textbooks from Cyprus and Greece
- Teaching units and supplementary materials included resources
  - material objects traditionally used in schools (e.g. historical wall maps, models),
  - Extending to numerous digital (projectable) resources, available to teachers through the MoEC's web-site for History and related PD (e.g. ppts, tables, videos, maps, diagrams, signs-labels).

Niki as a teacher-in-classroom

- Grade 3 (homeroom, LA, History, Health Education)
  - 17 lessons in H
- 3 previous years in 3rd Grade (after several in 1st Grade)
- Professional biography: academic credentials of MA, continuous PD, reputation
- Prioritising academic professionalism which informed curriculum making in her class (Kontovourki, Philippou & Theodorou, 2018)



The Macro in the Nano

- Niki: “Have you found it in your source? Have you underlined them? Didn’t we say that, **like in Greek [Language Arts],we locate ….**” She asks students to find and underline their answer in the textbook page 98, like they do when they read a text in Language Arts. She advises students **“I put my finger at the 3rd paragraph. We take our ruler** […] seeds, nuts […]. Kids what else? What else?” (OL2)
- **“Collapsing” of boundary between LA and H: localized meanings of LA**
  - when explaining to students that reading the textbook for homework is a way of them learning the historical content (OL2),
  - when asking that key points were noted in their exercise books to later help them “have everything together and go back to them and remember them” (OL6),
  - when insisting on students’ oral expression to be elaborate (complete answers as if written)

The Meso in the Nano

- Working to “extract” evidence from multiple sources to find out **with varying degrees of certainty using their special vocabulary (also on the classroom walls in cards like “there is no evidence, perhaps, probably, possibly, certainly/for sure, impossible”)**

Διδακτικό και μαθησιακό υλικό

- Αναρτημένο λεξιλόγιο διαβαθμισμένης βεβαιότητας σε καρτέλες: αποκλείεται, δεν υπάρχουν ενδείξεις ότι…, ίσως, μάλλον, πιθανόν, πιθανότατα, όλες οι ενδείξεις δείχνουν ότι…, σίγουρα, σύμφωνα με….
- Ατομική πλαστικοποιημένη καρτέλα (μικρός πίνακας), μαρκαδόροι νερού και σφουγγαράκι.
- Διαδραστικός πίνακας· ή Η.Υ. και προβολέας για την παρουσίαση σε PowerPoint.

DISCUSSION

Implications?

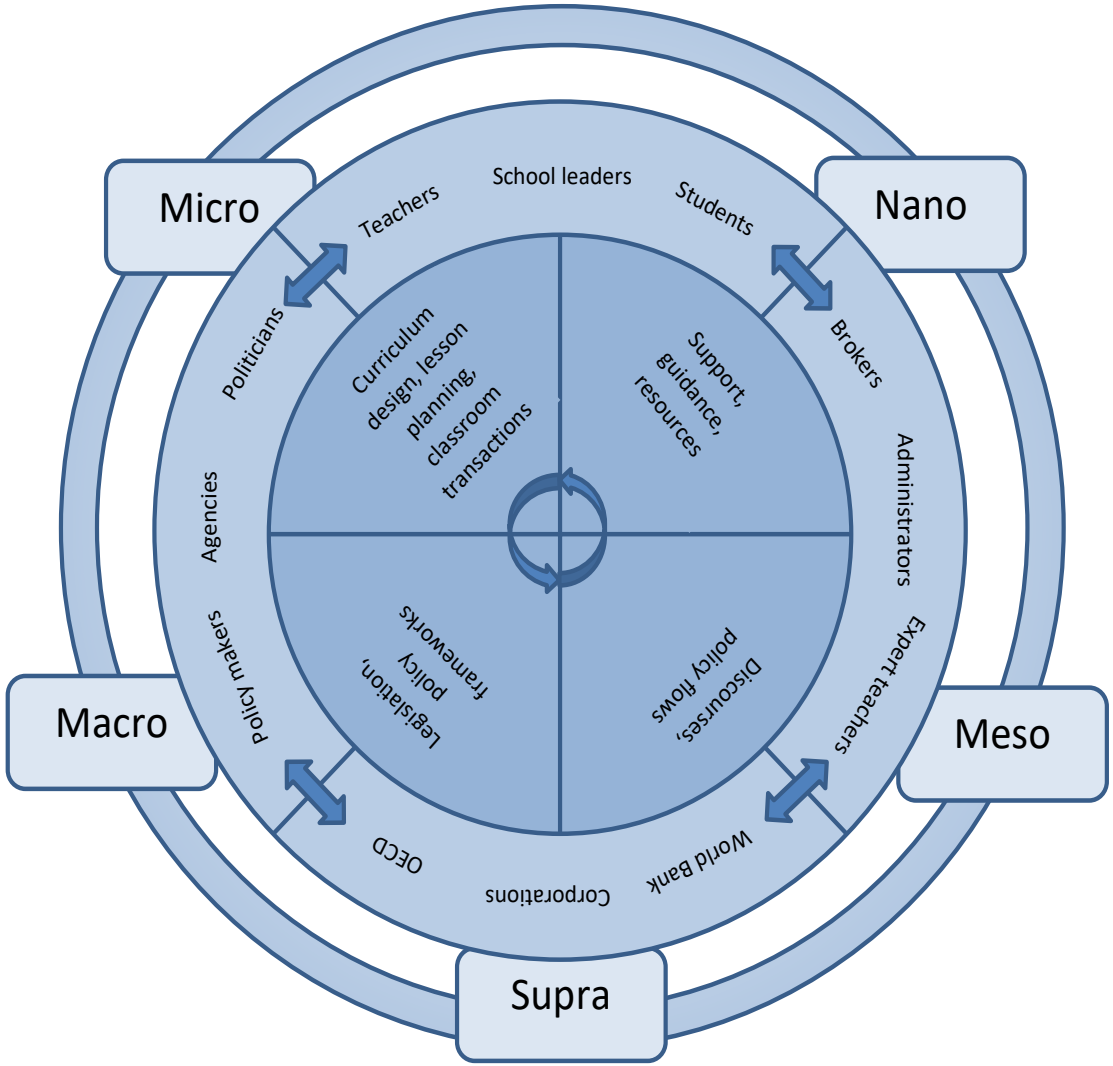
"We need to engage with and be informed by pertinent empirical studies into the complexity of curriculum making at the societal, institutional and classroom levels".

(Deng, 2021, p. 19).

One way of addressing complexity:

Illustrating curriculum making as emergent and contingent in everyday classroom practice

as blurring the boundaries between 'levels'



SITES OF ACTIVITY

- Sites, actors and activities – how curriculum is made (Alvunger et al., 2021)

- **NOT a normative model**
- **NOT JUST a descriptive tool**
- **BUT a heuristic for analysis and interpretation**

- Problematises modernist/bureaucratic understandings of power which assume linear and predictable movement and are dominated by thinking about curriculum making as (faithful) implementation "from" policy "to" practice

(Priestley & Philippou, 2018)

Problematizing linear and humanist conceptualizations of curriculum change

Complexity and contingency of curriculum making in each and across sites conditioning curriculum change to multiple temporalities

- History as case where a disciplinary approach was adopted at sites of curriculum policy and (some) materials-PD

(Philippou, 2020)

- BUT im-materiality mediates its disciplinarity esp. nano-site where the gravity of the im-materiality of curriculum change was visible
  - between the different grades, for which formal curricula and materials followed different disciplinary rationalities
  - within each grade, as sedimented practices of schooling and history education continued to shape and being shaped by teachers, pupils and non-human actants.

(Philippou, 2020; Philippou & Kontovourki, 2021)

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