Catching Up on Lost Learning — Part 2: Condensing a Curriculum in Response to COVID-19

10 September 2020
Agenda

1. Welcome and introduction — Charlotte Bergin, INEE
2. Overview and framing — Brenda Bell, AEWG/EDC
3. COVID-19 guidance — Shari Bernstein, AEWG Consultant
4. Panel interview — Kayla Boisvert, AEWG Consultant
   a. Ministry of Education, Liberia — Felicia Sackey Doe-Sumah, Assistant Minister for Basic and Secondary Education
   b. Department of Education, Philippines — Jocelyn Andaya, Director, Bureau of Curriculum Development
5. Moderated discussion/Q&A
Improving Accelerated Education Programme (AEP) Quality

- AEPs included by more governments in national education plans and policies
- AEPs better resourced by all key stakeholders for scale and quality
- Quality of AEPs improved
- AE Evidence Base strengthened
What is the role of curriculum in helping learners catch up?

How can learners catch up?
What is a catch-up programme?

AEWG definition of a Catch-Up Programme:

- A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption
- Provides students with opportunity to learn content missed because of the disruption and supports their return to the formal system
COVID-19 PATHWAYS FOR THE RETURN TO LEARNING:

Guidance on Condensing a Curriculum
Purpose of the Guidance

➢ Practical and flexible
  ○ Adaptable to the local context
  ○ Designed for use by a variety of stakeholders
  ○ Can be used for distance learning, in-class instruction and blended learning

➢ Focuses on primary school
  ○ Offers an overview of guiding principles and best practices for condensing a curriculum to meet the goals of primary education.

➢ Part of an overall instructional response to COVID-19
  ○ Systemwide catch-up programmes
  ○ Non-formal options

For more information on education options in response to COVID-19, see the AEWG COVID-19 Decision Tree.
What is a Condensed Curriculum?

Condensed Curriculum = Prioritised Curriculum

A condensed curriculum prioritises high-leverage, transferable knowledge and skills in literacy, mathematics, thinking skills and problem solving.

In response to COVID-19, it addresses:
- Lost learning time
- Essential grade-level knowledge and skills
- Success at the next grade-level
- Social-emotional needs through social-emotional learning
Priority Outcomes

Priority outcomes are comprehensive and complex

- Essential knowledge and skills that can be used across multiple subject areas
  - Literacy
  - Mathematics
  - Thinking Skills
  - Problem Solving

Success at the current grade-level. Success at the next grade level.

There are two ways to establish priority outcomes:

1. Select from standard curriculum
2. Develop, by synthesizing learning outcomes in the standard curriculum.
The three main criteria for priority outcomes are:

**ENDURANCE**

Priority outcomes should focus on knowledge and skills that learners will need throughout their lives.

*Examples:* Reading comprehension, writing, mathematics, and critical thinking are enduring skills that learners will need throughout their lives.

**LEVERAGE**

Priority outcomes should focus on knowledge and skills that can be used across multiple subject areas.

*Examples:* Understanding informational texts and identifying important information helps learners in science and social studies, as well as language arts. Creating graphs and interpreting data helps learners in science and social studies, as well as mathematics. Analysing the meaning of a question or problem and responding to it are skills that can be applied to any subject area.

**ACADEMIC SIGNIFICANCE**

Priority outcomes should focus on knowledge and skills learners need to be successful in the next level of instruction and to do well on required exams.

*Examples:* Learners need to understand subtraction and know how to subtract in order to learn long division. Learners need to learn to write a well-organised paragraph in order to learn how to write a well-organised essay.

Knowledge and skills that are most likely to appear on nationally mandated exams should also be addressed in priority outcomes.
1. Use clear criteria to establish priority outcomes.

2. Determine a learning sequence that focuses instruction on priority outcomes and includes revision of prerequisite skills.

3. Develop a pacing guide that suggests a number of lessons for each part of the learning sequence.

4. Build SEL activities that support the well-being of teachers and learners.

5. Create sample lesson plans with examples of engaging instructional practises for physically distanced and distance learning.
Getting Started

Before condensing:

Ensure financial support.

Identify who will lead.

Gather resources.

Identify teams to condense each grade level.

Condensing a Curriculum: Getting Started

1. Ensure the financial support needed to develop and implement a condensed curriculum.
   A condensed curriculum may be developed at the national, local, or school level, depending upon the human, capital, and financial resources available. If there are not adequate resources to develop and distribute a national condensed curriculum, local or school-based personnel can receive training on condensing curriculum, which will ensure the delivery of high-quality instruction on essential skills and knowledge.

2. Identify who will lead the work of condensing a curriculum.
   The work may be led by M EAs, implementing partners, or curriculum developers. These organizations may condense the curriculum themselves or they may hire school-based practitioners to do so. Decisions about instructional time and subject areas will be made at this level.

3. Gather needed resources.
   Ensure current national curriculum guides and teaching and learning materials are available for each grade level that will be condensed.

4. Identify teams to condense curriculum for each grade level.
   Initially, the work of condensing a curriculum should happen grade level by grade level.

5. Provide training and time to teams responsible for condensing the curriculum.
   Ensure everyone working to condense the curriculum has a common understanding of terms and definitions, and understands the process of identifying priority outcomes and lesson sequencing.

6. Give teams time to establish priority outcomes for literacy and mathematics, and develop social-emotional learning activities for each grade level.
   The priority outcomes for literacy should be recorded on one document and the priority outcomes for mathematics should be recorded on another. This will make it easier to review them for vertical alignment.

7. Review the priority outcomes for vertical alignment.
   After priority outcomes have been established for each grade level for literacy, for mathematics, and for social-emotional skills, they should be reviewed, beginning with the lowest grade condensed and ending with the highest, to ensure there is a vertical pathway in which the priority outcomes of each grade level are clear and support learning at the next level. Some changes to priority outcomes may occur during this process.

8. Use the planning tips to create panel learning sequences and model lesson plans.
   Prioritization for distance learning should be taken into account when developing both pacing guides and model lessons. SEL should also be integrated into lesson plans.

9. Develop a communication strategy around the condensed curriculums.
   Ensure that teachers, parents, and community members understand the importance of learners’ acquisition of key knowledge and skills in literacy and mathematics as a foundation for future success.
Getting Started

Provide training.

Give teams time to establish priority outcomes and develop SEL activities.

Review priority outcomes for vertical alignment.

Use the planning tips for sequencing and pacing.

Develop a communication guide.

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**Condensing a Curriculum: Getting Started**

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- 2. Identify who will lead the work of condensing a curriculum.
   The work may be led by MAA, implementing partners, or curriculum developers. These organizations may condense the curriculum themselves or they may have school-based practitioners do so. Decisions about instructional time and what subject areas will be reduced or eliminated are made at this level.

- 3. Gather needed resources.
   Ensure current national curriculum guides and teaching and learning materials are available for each grade-level that will be condensed.

- 4. Identify teams to condense curriculum for each grade-level.
   Initially, the work of condensing a curriculum should happen grade-level by grade-level.

- 5. Provide training and time to teams responsible for condensing the curriculum.
   Ensure everyone working to condense the curriculum has a common understanding of terms and definitions, and understands the process of identifying priority outcomes and lesson sequencing.

- 6. Give teams time to establish priority outcomes for literacy and mathematics, and develop social-emotional learning activities for each grade-level.
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- 9. Develop a communication strategy around the condensed curriculum.
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Felicia Sackey Doe-Sumah
Assistant Minister, Basic and Secondary Education
Ministry of Education
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JOCELYN DR ANDAYA
Director IV
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Philippines
WHAT STEPS DID YOU TAKE to condense the curriculum?

- Prepared weekly lesson packets for grades 1-5 and distributed to parents
- Identified **curriculum topics** that were covered pre-COVID closure (grading periods 1-3) for grades 6-12
- Identified **competencies and skills** needed by learners to transition to the next level (grading periods 4-6).
- Used **Teaching by Radio** programs to cover these competencies and skills, using modified lessons
- MoE Divisions of Basic and Secondary Education, Teacher Education and Curriculum worked together to identify **priority lessons**. The entire curriculum was mapped to cover lessons for catch-up classes for grade 6-12
WHO WAS INVOLVED in condensing the curriculum?

During planning and implementation:
The Ministry of Education, Center of Excellence and educational partners were involved in the planning and implementation of the curriculum adjustment process, including some teachers and administrators. Used E-platform for meetings.

Current support and roll-out:
Ministry of Health, local partners and UNICEF to develop psychosocial support (PSS) materials to be used by teachers and the PTAs, drawing on materials used previously post EBOLA.
Community engagement and awareness, using materials from Civics portion of curriculum
Preparing support materials for parents of ECE students.
WHAT STEPS DID YOU TAKE to condense the curriculum?

K to 12 Curriculum Guide (CG)

- Essential Learning Competencies
  - Aligned with frameworks
  - Connects content to higher concepts across content areas
  - Applicable to real life situations
  - If students left school, it is important to have this competency over others
  - Would not learn this outside of school

- Most Essential Learning Competencies
  - Enduring understanding
  - Subject ‘wholeness’
  - Measurability (clarity and comprehensiveness)
  - Compliance with content and performance standards

Department of Education-Bureau of Curriculum Development - JDRA
How are curricular changes being rolled out?

- Basic Education Learning Continuity Plan
- Cascade Model Orientation/Training for Field Supervisors and Teachers and parents
- Learning Delivery Modalities
  - Face to face
  - Distance Learning
  - (Modular, Online, Educational TV, Radio-Based instruction, Blended, Homeschooling)
- Learning Resources
  - (Modules, videos)
- Revised Classroom Assessment

Department of Education-Bureau of Curriculum Development
Moderated Discussion

1. Brenda Bell, AEWG, EDC
2. Shari Bernstein, AEWG Consultant
3. Felicia Sackey Doe-Sumah, Assistant Minister for Basic and Secondary Education, Ministry of Education, Liberia
4. Jocelyn Andaya, Director, Bureau of Curriculum Development, Department of Education, Philippines
5. Martha Hewison, AEWG, UNHCR
6. Chrystal Holt, AEWG, Save the Children
Moderated Panel

- Welcome and introduction — Charlotte Bergin, INEE
- Overview and framing — Brenda Bell, AEWG/EDC
- COVID-19 guidance — Shari Bernsten, AEWG Consultant
- Asst. Minister Felicia Sackey Doe-Sumah
- Direk Joyce
- Brenda Bell
Questions?