

Lower Secondary and Upper Secondary Scenarios:



In your school's leadership groups, select one of the scenarios that interests you or is applicable and discuss the context and the questions posed. How would your leadership team implement the scenario you selected? How do respond to the questions raised? We will share your discussion as part of the larger group.

1. Schools should be accessible and welcoming supportive places and spaces for a range of pupils, including those with special education needs. When you walk through classrooms, you see pupils differentiated by preferential seating; however, most pupils are working on the same task and the same text/resource. There are some pupils using laptops and some accommodated for hearing issues. Under-achievement including effort and attention are the main concerns raised at the in-school meetings. Some teachers say they lack the experience in differentiating for a greater range of learners. They ask you, "What are you looking for when you come into classrooms"? What should we be doing? What do you do? What will be the indicators of change? How will you monitor the inquiry?
2. Your school's demographics are changing. There were some refugee/immigrant pupils in your school, but now more families have moved in and their children are attending and the teachers are talking that school is becoming more diverse. Many of these pupils' parents are underemployed and poverty is an issue. They speak different languages at home and may come from different religious backgrounds. The Norwegian Ministry of Education and Research notes "many students from immigrant backgrounds, especially those who have immigrated themselves do less well than their Norwegian-born peers. There is a wider gap than from Sweden and the Netherlands. Teachers are not confident of their abilities to support and be responsive to these pupils. Teachers have selected equity and supporting diversity as the focus for their inquiry. These approaches may be ways to begin. Which for your school/kommune make sense? What resources and strategies will you suggest teachers begin to explore and implement? What will success look like?
 1. What do your demographic data say?
 2. Who is achieving and who is underachieving and in what areas?
 3. How are the immigrant/refugee pupils doing academically?
 4. What are the books that reflect your pupils are available? What could your pupils be reading in their courses that are more equitable?
 5. What practices and approaches might make the pupils feel they are welcomed and represented?
 6. What are the pictures in classrooms and halls that are representative of all your pupils?

<https://www.udir.no/laring-og-trivsel/lareplanverket/forsoek-og-pagaende-arbeid/bruken-av-lareplan-norsk-for-spraklige-minoriteter-med-kort-botid/>

3. The professional inquiry your teachers have selected is ‘Livsmestring’ or well-being. Research indicates that schools that focus on ways to make pupils feel safe, secure and welcomed are more likely to be successful in their schooling. COVID-19 has increased anxiety and depression among pupils. The surveys indicate your pupils are spending more time on social media and that too is having some negative effects. Where will you begin the inquiry and discussions with teachers, and why? What types of pupil work will be gathered and shared in moderated discussions? How will you know if you are successful? What will be the indicators of success?
4. Most teaching/instruction is teacher centred. You are trying to make learning and thinking more visible and transparent to pupils. To build pupil ownership, they need to understand what and why they are learning and what quality work looks like. Some teachers are effectively using learning goals and rubrics/success criteria. Most of the goals and rubrics/success criteria are teacher created and some are co-constructed with their pupils. There is an inconsistent use of ‘assessment for learning’ and pupil achievement data to inform classroom practices; however pupils whose teachers are engaging them in their learning have better attendance and improved marks and attitudes. Where will you begin the inquiry and discussions with teachers, and why? What strategies and resources will you suggest? How will you know if you are successful? What indicators will be monitored and how?
5. You and the teachers have analyzed the pupils’ achievement outcomes and find that boys are underachieving, which is a problem in Norwegian schools. There are more likely to be non-compliant in doing their work, their marks are lower and they are more likely to drop out of school. The Norwegian Ministry of Education and Research notes that, “lower secondary grades are the single most important factor for predicting who will not complete upper secondary. For Norway, over 75% complete within 5 years, but that rate is lower for males. “Girls from immigrant backgrounds are more likely to complete upper secondary than boys from immigrant backgrounds”. Additionally in Norway, 14% of young people in the 16-25 year range are neither enrolled nor completed their upper secondary education or training. Your teachers understand that the boys appear not be engaged in their lessons and are laying on their computers. Raising boys’ outcomes and engagement will be the inquiry focus. Some teachers have volunteered to try some new strategies and be innovative in the content and instruction. What resources and strategies will you suggest teachers begin to explore and implement? What are you observing when you visit classes? How will you know you have been successful?
6. The teachers are interested in beginning student inquiry to develop critical and creative thinking skills. They were concerned that pupils couldn’t distinguish between fact and fiction very well. They want to make sustainability as part of their inquiry. You are going to use the pupil inquiry prompts and the materials from OECD in their bank of lesson plans.

What type of inquiries will you use with your pupils and why? How will the teachers organize themselves? How will you know they are successful?

<https://www.oecd.org/education/fostering-students-creativity-and-critical-thinking-62212c37-en.htm>

7. You have been looking at your pupils' selection of courses. According to the Norwegian Directorate for Education and Training, Male pupils make up 95% of the enrollment in the Building and Construction and Electrical Engineering programmes. They have lower enrollment in Information Technology, Physics, Technology and Research and Mathematics R2 and X. Young women have higher levels of enrollment in Biology, Chemistry and Geosciences. You as a school want to encourage and support more females into the traditionally male fields. What will be your approach? How will they support young women in their choices? How will you track change?

