

# Implementing curriculum change:

## Top tips

ERO looked at practices that support effective curriculum change implementation. This framework tool sets out three practices that make a big difference.

The keys to effective curriculum change implementation are...

### 1 Get ready

**Getting ready for implementing curriculum change means:**

**1. Being clear about what is happening and why**

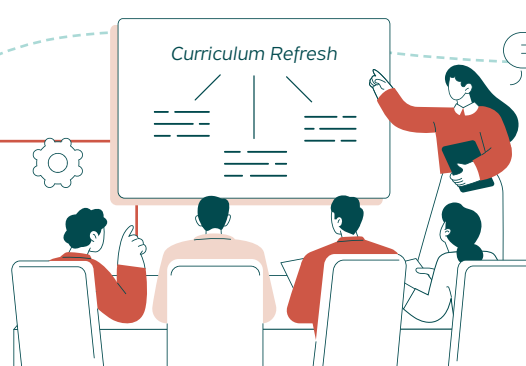
- get information from credible sources
- connect it with your school context and vision
- use professional networks for sense-checking
- be sure to communicate the purpose of the change

**2. Connecting everyone involved**

- ensure all members of your school community are on board, including teachers, parents and whānau, support staff, board members, and students

**3. Setting expectations**

- be clear about what **must** be done
- show teachers what 'good' implementation will look like and check for shared understanding



### 2 Get set

**Getting set for implementing curriculum change means:**

**1. Developing a plan**

- break the overall change down into a series of small, manageable steps
- consider your school's context – student needs, staff capability, access to support
- identify a clear sequence of actions and timeframes

**2. Establishing a leader**

- decide who will be the person responsible for overseeing the implementation eg. DP, syndicate lead, learning area expert
- support this leader to oversee communications, set clear expectations, support staff, and monitor change

**3. Connecting teachers with the guidance, resources, and PLD to know what to do**

- find out what supports are available, e.g. PLD, online resources, models of good practice and expert teachers



### 3 Go

**Actually implementing curriculum change means:**

**1. Supporting teachers to make changes**

- actively support teachers by building in practices such as regular observations and feedback, mentoring, and regular collaboration time

**2. Monitoring how things are going**

- ensure change is taking place through: Walk arounds, lesson observations, monitoring student achievement data, gathering student voice, and regular practice sharing

**3. Adapting as needed**

- be prepared to revisit and review plans when things aren't working
- understand barriers before finding solutions



**More info:**

Want more detail, including evidence-based strategies and stories? Check out our full good practice guide here at [evidence.ero.govt.nz](https://evidence.ero.govt.nz)

