SCOTLAND’S CURRICULUM FOR EXCELLENCE

Refreshed Narrative
OECD Review

CfE is the right approach for Scotland in the 21st Century

Requirement for a strong, fresh narrative

Aim: to ‘powerfully help to galvanise activity and enthusiasm’
Brief from the Curriculum and Assessment Board

Practitioners as the principal audience

Single framework that is clear to follow

Succinct and in plain English

An update to reflect the contemporary context
Membership of Curriculum Narrative Group

- **Derek Brown**, Director, Education and Families, North Lanarkshire Council
- **Fiona Brown**, Vice Principal, Forth Valley College
- **Jean Carwood-Edwards**, Chief Executive, Early Years Scotland
- **Joan MacKay**, Head of Curriculum Innovation, Education Scotland
- **Ken Muir**, Chief Executive, General Teaching Council for Scotland
- **Fiona Nicholson**, Vice-Chair, National Parent Forum of Scotland
- **Malcolm Pentland**, Head of the Curriculum Unit, Scottish Government
- **Mark Priestley**, Professor of Education, University of Stirling
- **Frank Thomson**, Locality Manager, CLD Managers Scotland
- **Pauline Walker**, Rector, Royal High School, Edinburgh
- **Jenny Watson**, Head Teacher, Middleton Park Primary School, Aberdeen to October 2018, then Senior Education Officer, Education Scotland
A resource to:

• celebrate the successes of Scotland’s curriculum
• build confidence for its future development
• stimulate fresh thinking
• promote professional dialogue about curriculum design
• strengthen partnerships to co-create and co-design
• Digital format

• Structured to support a process of engagement with curriculum design

• Sets out the current context

• Reinforces importance of four capacities, four contexts and the entitlements

• Focus on the *how*
Scotland’s curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

This resource has been prepared with and for teachers and other professional practitioners and applies to both English and Gaelic medium education. It re-visits the initial Curriculum for Excellence (CfE) narrative and sets it within the current context. It supports the process of engaging with the core principles of CfE and the development of practices that are fit for purpose.

https://scotlandscurriculum.scot
Scotland's Curriculum Refreshed Narrative

The Warm up

Programme of National Conversations

Curriculum Matters National Conversation 1
Curriculum Matters National Conversation 2

2019
Aug
Sep
Oct
Nov
Dec
2020

Article in GTCS Teaching Scotland
Website Live
Soft Launch at SLF
Keynote DFM Gale Gorman
Groups established Strategic Comms Operational ES Partners Reference

Calendar of events - information, collaboration, co-design, shared messages and understanding
Regular monthly meetings

Co-design HOW we do it
Co-design HOW we do it
Co-design events
How we do it?
Co-create and Co-design

Focus to provide illustrations / resources for the HOW section of the Refreshed Narrative and to build capacity

Example -
*Articulate and share your curriculum rationale*
Work with a group of HTs to co-design an event for Excellence in Headship. This could be adapted to create an online module for the Learning Platform and used as a resource to illustrate this on Refreshed Narrative site.

Discussion

What are the key areas where you feel schools are requiring support?

Effective ways of building capacity?
Curriculum Matters
National Conversations

Launched at SLF by Gayle Gorman

A series of National Conversations to engage with practitioners, to listen and to reflect about what is going well and help identify areas where support is needed.

This will begin in the autumn with a focus on Curriculum Design

Discussion

What could this look like?

Most effective ways of stimulating conversation on curriculum design?
Looking more closely at the four capacities
Knowing the big ideas
- Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills

Successful Learners with:
> enthusiasm and motivation for learning
> determination to reach high standards of achievement
> openness to new thinking and ideas

and able to:
> use literacy, communication and numeracy skills
> use technology for learning
> think creatively and independently
> learn independently and as part of a group
> make reasoned evaluations
> link and apply different kinds of learning in new situations

Four Capacities
How are we effectively using these to equip all of our children and young people with the skills and attributes they need to be able to thrive as democratic citizens in an ever-changing, ever more interconnected, digital world?

For Scotland's learners, with Scotland's educators
Knowing the big ideas

- Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills

Skills 4.0

Four Capacities

Successful learners

Confident individuals

Responsible citizens

Effective contributors

https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0/
Skills for the future – how does this shape our curriculum offer?

**Curricular Areas**
- Expressive Arts
- Health and Wellbeing
- Sciences
- Technologies
- RME
- Languages
- Numeracy and Mathematics
- Social Studies

**Meta Skills**
- Focussing
- Integrity
- Adapting
- Initiative
- Communicating
- Feeling
- Collaborating
- Leading
- Curiosity
- Creativity
- Sense making
- Critical Thinking

**Growth Industries**
- Food, Drink and Agriculture
- Digital and Creative
- Sustainable Tourism
- Energy and Engineering
- Financial and Business Services
- Life Sciences
- Public and Service Sector

For Scotland’s learners, with Scotland’s educators
Looking more closely at the four contexts
Four Contexts – printed on A3 and A4

- Opportunities for personal achievement
- Interdisciplinary learning
- Ethos and life of the school as a community
- Curriculum areas and subjects

The Curriculum
‘the totality of all that is planned for children and young people throughout their education’
Maths / Numeracy Team – Four Contexts

Maths competitions (UK Mathematical Trust, Scottish Mathematical Challenge, Mathematiques sans Frontieres, Maths wi nae Borders, DFM’s Maths Challenge)
Online weekly puzzles (Parallel, NRich, Puzzle of the Week)
Sumdog contests
Numeracy Leaders (St Marnock’s PS, Glasgow)
Maths ambassadors within schools
Cross stage working – possible use of Shetland fishing project (Numeracy Hub Grant funded 2018-19)

STEM projects
Enterprise Activities Virgin Money
School credit unions Credit Union
STEM ambassador inputs
Employer engagements
Financial Education e.g. Money Talks,
Digital / technology skills
Social Studies
Home economics Family Food Group

Maths Week Scotland
Parental Engagement e.g. Beattock Primary Pizza Maths Parents sitting N5
Celebration days – Pi Day, Fibonacci day Grange Academy
Numeracy across learning
Partnership working Glasgow Science Centre Big Chef, Little Chef
Community learning
Homework support initiatives Homework Kits
Transitions – possible use of Beeslack project (Improvement Hub)
Closing the gap

Making Maths Count
Early foundations in numeracy e.g. a buzz about numbers, number talks,
SEAL, numeracy frameworks e.g. Clacks Framework
Use of Applications of Maths and the new Higher Pedagogical approaches
Outdoor learning ideas, creativity ideas
Teacher forums, online resource sharing
Current research – link to usable collection
Keep these slides as a back up – if link doesn’t work for refreshed narrative
Scotland’s Approach
What Matters?
How We Do It

Scotland’s curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

• recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities

• recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world

• enable children and young people to be democratic citizens and active shapers of that world
As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

- Opportunities for personal achievement
- Interdisciplinary learning
- Ethos and life of the school as a community
- Curriculum areas and subjects

Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.
Curriculum Entitlements

Children and young people’s rights and entitlements are central to Scotland’s curriculum and every child and young person is entitled to experience:

• a curriculum which is coherent from 3 to 18

• a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland’s place in it and the environment, referred to as Learning for Sustainability

• a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities

• opportunities for developing skills for learning, skills for life and skills for work

• opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge

• support to help them move into positive and sustained destinations beyond school
Scotland's Approach
What Matters?
How We Do It

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this section sets out key considerations, activities and ways of working to support the process of curriculum making.

Understanding the learners

Being clear on practical approaches

Knowing the big ideas

Using meaningful learning networks

Knowing your own learning and support needs

Curriculum making
Understanding the learners

- Knowing children and young people and where they are on their individual learner journeys
- Listening to learners and being informed by their motivations and aspirations
- Empowering learners to have agency in their learning with opportunities for personalisation
- Using observations, assessments and feedback to design and develop the learning

[Agency: the capacity of individuals to act independently and to make their own free choices]
Knowing the big ideas

• Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example **meta-skills**

• Understanding and sharing the pleasure and benefits that come from learning

• Being clear on the knowledge and skills that underpin individual **curriculum areas**

• Being informed by shared vision, **values** and aims, locally and nationally

• Understanding drivers for improvement and how they align at national and local levels

• Being responsible for the development of literacy, numeracy and health and wellbeing across the whole curriculum for all learners. This includes digital literacy skills

**Meta-skills** – web link

**Curriculum areas** – web link

**Values** - CfE is underpinned by the values of wisdom, justice, compassion and integrity.
**Being clear on practical approaches**

- Having clear strategies for delivering excellence and equity for learners
- Agreeing the pedagogies that are best for purpose and the development needs of learners
- Reviewing and refining the curriculum against the **seven design principles**.
- Ensuring learners have clear progression pathways
- Making clear links between learning and the world of work
- Embedding **Creativity** and **Learning for Sustainability** in curriculum design
- Using knowledge of the local community and robust data to inform the curriculum offer
- Articulating and sharing curriculum rationale and narrative
Using meaningful learning networks

• Planning, enquiring and reflecting with other practitioners to optimise impact

• Collaborating with parents, carers, families and the community

• Developing and maximising the opportunities derived from partnerships across clusters, local authorities and Regional Improvement Collaboratives

• Building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum

• Using the outdoors and our built and cultural heritage to support learning

• Sharing, celebrating and reflecting on successes
Knowing your own learning and support needs

• Committing to career-long professional learning based around high quality, rigorous professional standards

• Committing to meaningful professional review and development

• Belonging to communities of practice and enquiry

• Developing collaborative practice locally, nationally and globally
Might use this with one group to get feedback
Curriculum Matters – National Conversations

Launched at SLF by Gayle Gorman

Co-designed by -
Education Scotland
Mark Priestley and team from Stirling University
Practitioners from Excellence in Headship

Curriculum Matters Conversations across the year for practitioners

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Autumn Term</td>
<td>Curriculum Design</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Assessment</td>
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<tr>
<td>Summer Term</td>
<td>ASN</td>
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Opportunity to engage with practitioners across Scotland, to re-ignite conversations and to listen and reflect about what is going well and help identify where support is needed. Discussions to be collated to help identify strengths and areas for development nationally.

Opportunity to build capacity within ES by working with RIT teams – this model could be further extended across RICs in future months

Venues – either school buildings or council buildings
Pilot Co-Design Session
Glasgow - 30th Sep or 8th or 9th Oct 12.30 – 3.30
This will work with 20 participants from the Teacher Leadership Programme. The participants will experience the session as well as co-designing and evaluating the programme for the national conversations.

Curriculum Matters - First National Conversation
Inverness - 28th November – 3.30 – 5.30 pm
60 – 80 participants

Suggested Format
- Introductions / Connectors / Setting the scene – still to be finalised
- Refreshed Narrative for Scotland’s Curriculum – overview using microsite
- Four Capacities Tasks in pairs – Slide 3
- Group Task – four capacities co-sense – in your setting Slide 4
- International Perspective – Mark Priestley – to be finalised - Skills 4.0 – Slide 5
- Tomorrow’s News – what will education look like in 2030 – Slide 6
- What are current strengths that will help us achieve this?
- What are the development needs to help us achieve this?
- Opportunities for this to be replicated – build capacity within ES / Practitioners
Four Capacities Task - pairs

Successful Learners with:
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Four Capacities Cards

Cards will be ‘dealt out’ - share two skills with a partner – one that you feel is a strength and one that you are currently developing.
Form groups of four – (four capacities cards are colour coded for each capacity)

Using the flip chart – explore the four capacities in your settings

What do you see?

What do you hear?

What do you feel?
Meta Skills - Skills 4.0

https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0/
Create a front page for Tomorrow’s News working in groups of 3

To achieve this vision for 2030 -
  What’s working well in our Scottish Education System?
  What are the development needs?
Use post its in two different colour

Create a research wall – What’s working well and Development needs
  Group the posts its for each category
  Reach agreement

Each participant given 8 stickers – choose top four for What’s working well and top four for Development Needs.

Discussion and agreement