

Curriculum and Assessment Board

Meeting 6 – Friday 15 March 2019 (09.30 – 12.30)
Dundee Science Centre, Dundee

Minute of Meeting

Attendees

Members and Substitutes

Andy Griffiths	Association of Directors of Education in Scotland (ADES)
Peter McNaughton	ADES
Robert Hynd	Community Learning and Development Managers Scotland
Ken Thomson	Colleges Scotland
Eddie Follan	Convention of Scottish Local Authorities (CoSLA)
Jean Carwood-Edwards	Early Years Scotland
Andrea Bradley	The Educational Institute of Scotland (EIS)
Gayle Gorman	Education Scotland (Co-Chair)
Alan Armstrong	Education Scotland
Mike Corbett	NASUWT
Fiona Nicholson	National Parent Forum of Scotland (NPFS)
Adrian Watt	School Leaders Scotland (SLS)
John Edward	Scottish Council of Independent Schools
John Kemp	Scottish Funding Council (SFC)
Fiona Robertson	Scottish Government (Co-Chair)
Lesley Sheppard	Scottish Government
Kevin Campbell	Scottish Secondary Teachers Association (SSTA)
Gill Stewart	Scottish Qualifications Authority (SQA)
Neville Prentice	Skills Development Scotland (SDS)
Peter McGeorge	Universities Scotland
Louise Hayward	University of Glasgow
Mark Priestley	University of Stirling

Young Representatives

Ines	Balfron High School
Sophie	Balfron High School

Secretariat

Malcolm Pentland	Scottish Government
Liam Cahill	Scottish Government

Additional Attendees

Ken Muir	General Teaching Council for Scotland (for agenda item 4)
Gillian Hamilton	Education Scotland (for agenda item 5)

Apologies

Tim Wallace	AHDS
Jim Metcalfe	College Development Network
Nicola Dickie	CoSLA
Sheena Devlin	Regional Improvement Collaboratives
Linda Pooley	Scottish Government
David Barnett	SLS
Aileen Ponton	Scottish Credit and Qualifications Framework (SCQF)

1. Welcome and introductions

1.1 The co-chairs welcomed members to the sixth meeting of the Board and noted apologies as above. The co-chairs then handed over to Simon Reynolds, Science Learning Manager at the Dundee Science Centre who provided Board members with an overview of the Centre's work. This included details on how the Centre works with schools to accommodate visits linked to Curriculum for Excellence, runs professional development sessions for education practitioners and takes science education into the wider community.

2. Tour of the Dundee Science Centre

2.1 Board members were then invited to follow staff from the Science Centre who led a tour of the building.

3. Minutes and actions from the last meeting

3.1 The minute and actions arising from the Board's last meeting held on 18 January 2019 were introduced.

3.2 The following comments were made in relation to the minute of the Board's fifth meeting:

- A question was raised as to whether the topic of senior phase design would be discussed again by the Board and the co-chairs confirmed an openness to return to the subject at an appropriate time.
- It was noted that the minute of the last meeting omitted a suggestion that the Board should present on work to refresh the curriculum narrative at the Scottish Learning Festival in September 2019.

Action: The Board's secretariat to amend the minute of meeting 5 (18 January 2019) to record the suggestion that the Curriculum and Assessment Board should cover the refreshed curriculum narrative at the next Scottish Learning Festival.

4. Curriculum for Excellence: update from the narrative sub-group

4.1 The co-chairs introduced paper CAB-06(01) and a presentation on the proposed refreshed narrative on CfE for practitioners. The co-chairs then reminded members that the Board agreed to reconsider the narrative around Curriculum for Excellence at its second meeting and a subset of the Board, in collaboration with relevant non-Board members, had been taking this work forward. The co-chairs then asked Board members to provide comment on: the clarity, value and usefulness of the proposed refreshed narrative; the design and digital presentation of the proposed narrative; and the best ways to deploy and disseminate the refreshed narrative to ensure awareness and traction across the education sector in Scotland.

4.2 Board members were generally supportive of the content presented to them with various comments on how it could be helpful for practitioners (both as a point of entry for new practitioners and for those longer in service) and how it provided a simple and logical overview. Members also made the following specific points on content:

- It will be important to engage with class teachers on the proposed narrative.
- It could have a slightly greater emphasis on DYW and the Learner Journey reflected.
- There is a need to review what is being said about assessment – language around assessments implying they are ‘things’.
- On occasion the narrative is perhaps too conceptual.
- It could benefit from more specific reference to ‘teachers’ to emphasise empowerment.
- The suggestion of parallel learner and parent/carer narratives was welcomed.
- The narrative is helpful in ensuring that all practitioners know what the aims of CfE are however, there is also work to be done to measure the impact of such work and specifically how many learners are receiving the CfE entitlements. It was however noted that the National Improvement Framework had set the foundations to measure the progress of improvement within Scottish education.
- More could be done to emphasise the inclusive nature of CfE and as part of this it may be sensible to start to review some of the other core curriculum guidance.
- The young representatives at the meeting felt that it made sense to them and would make sense to other learners.
- It is vital that this work is supported by an effective dissemination strategy once it is completed.

4.3 On the proposed design, there was widespread support of the ‘Learners at the Heart’ design and no objections from members to proceed with this.

4.4 On next steps, it was agreed that any refined content could be shared with CAB in correspondence. The Board considered how a finalised narrative could be best deployed and disseminated and made the following points for consideration by the group working on the refreshed narrative:

- How do we best use the narrative to inspire practitioners and link it to empowerment messages?
- How can we spark a widespread/national discussion focussed on understanding the processes of curriculum making?
- Consideration should be given to using a variety of channels, including social media and film; and whether there is value in having some hard copy material on the narrative (i.e. leaflets, posters).
- Consideration should be given to using this year's Scottish Learning Festival as a launching pad.

4.5 The co-chairs summed up the discussion and stated an openness to continue to take comments on the refreshed narrative and for the sub-group to proactively engage with groups across the education sector. It was noted that the Board's comments would be fed into further development of the narrative with a view to producing a revised version that can be further discussed by Board members through correspondence. The co-chairs recorded the Board's appreciation to those involved in developing the refreshed narrative to the point it is now at.

Action: The Chair of the narrative sub-group to feed the Board's comments into further development of the refreshed narrative and to seek comment from the Board once a further revised narrative is produced.

5. Support for professional learning in relation to curriculum and assessment

5.1 The co-chairs introduced paper CAB-06(02) and a presentation on Education Scotland's support for professional learning including: the implementation of the Professional Learning Strategy; the enhanced leadership development offer; the development of a new approach in relation to subject specific professional learning; and how a newly restructured Education Scotland will support professional learning.

5.2 Following the conclusion of the presentation Board members were asked if there were aspects of professional learning that had been missed from Education Scotland's offer and if there was any support or advice in relation to professional learning that could be offered to Education Scotland as it moves to a regional working model.

5.3 Board members made the following comments:

- The support offered in relation to curriculum design was welcomed but it was noted that practitioners needed time to properly engage with learning in this area. It was also stated that practitioners should be encouraged to innovate when learning about curriculum design.
- It was positive to see Education Scotland's commitment to work with the Regional Improvement Collaboratives and local authorities in this area. It was however suggested that collaboration should also extend to community learning and development sector.

- It was suggested that Education Scotland should draw links between this work and 'Teaching Scotland's Future' as well as thinking about how they measure the impact of interventions.
- There is a need to ensure that Education Scotland's support offering is responsive and meets the changing needs of practitioners.
- It is important that practitioners feel their professional learning is recognised and therefore appropriate accreditation should be considered.
- The focus on curricular and subject areas should not be so strong that the offering become less relevant to the early years sector where interdisciplinary learning and transitions are often more of a focus.

5.4 The young representatives made the following comments:

- It is important to young people that teachers have good subject knowledge and a passion for what they are teaching. This means young people are more likely to be enthusiastic about learning.
- Young people appreciate it when teachers build relationships with them and clearly show that they want them to succeed.
- Young people are aware that teachers sometimes have a tough job and therefore they value when teachers go above and beyond what is expected of them.
- It is appreciated when teachers get to know young people, treat them as individuals and give them responsibility.
- Teacher shortages have an impact for young people but when teachers are available, young people can see how their education relates to the four capacities within CfE and this is particularly true in primary education.

5.5 The co-chairs summed up discussion noting that:

- resource constraints place a challenge on professional learning but that the independent panel on career pathways is considering the issue;
- Education Scotland is actively looking to support professional learning across the full breadth of the 3-18 learner journey;
- accreditation is important but we must be clear to practitioners on how credits can be gained;
- Education Scotland are looking at options to measure the progress and impact of this work; and
- it may be prudent for the Board to consider this work again at an appropriate time in the future.

Action: Education Scotland to feed comments from the Board into future work to support professional learning.

6. Update of empowering schools work

6.1 The co-chairs introduced paper CAB-06(03) and informed the Board that it provided an update on the actions of the School Empowerment Steering Group

including the co-production of Empowering School Leaders guidance and a Headteachers' Charter on School Empowerment.

6.2 Board members made the following comments:

- The prominence of school empowerment over simply Headteacher empowerment was welcome.
- While the move to empower the system is welcome we should also be cognisant of actions that inadvertently disempower the system.
- Members of the Association of Heads and Deputes in Scotland were supportive of this work.

6.3 The co-chairs summed up discussion and asked that Board members continue to disseminate this work. The co-chairs also committed to keeping the Board up-to-date with the progress of this work.

7. Any Other Business

7.1 The co-chairs asked Board members to raise any other business. In response the Colleges Scotland representative referenced the update on STEM bursaries that had been circulated with the meeting papers and noted that Colleges Scotland were supportive of home economics being included in that scheme.

7.2 In closing the co-chairs informed Board members that the next meeting would take place on 6 June 2019 at a yet undecided venue. The Board's secretariat would be in touch to communicate final arrangements.

Action: The Board's secretariat to inform Board members of the date and venue of the next meeting.

Meeting concludes

List of actions

- 1. The Board's secretariat to amend the minute of meeting 5 (18 January 2019) to record the suggestion that the Curriculum and Assessment Board should cover the refreshed curriculum narrative at the next Scottish Learning Festival.**
- 2. The Chair of the narrative sub-group to feed the Board's comments into further development of the refreshed narrative and to seek comment from the Board once a further revised narrative is produced.**
- 3. Education Scotland to feed comments from the Board into future work to support professional learning.**

- 4. The Board's secretariat to inform Board members of the date and venue of the next meeting.**

Curriculum and Assessment Board Secretariat
Scottish Government