

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
FOR EXCELLENCE
Putting learners at the heart of education

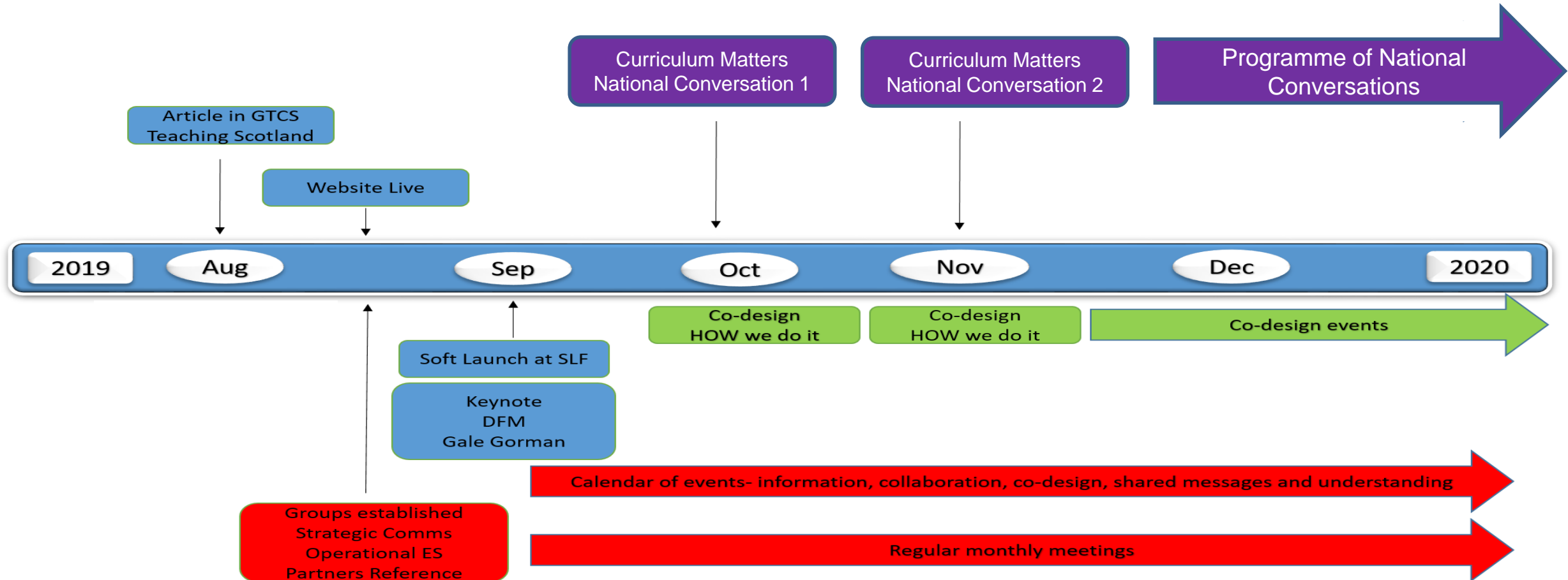
Scotland's Approach
What Matters?
How We Do It

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>

The Warm up



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**

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?



Successful Learners

with:

- > enthusiasm and motivation for learning
- > determination to reach high standards of achievement
- > openness to new thinking and ideas

and able to:

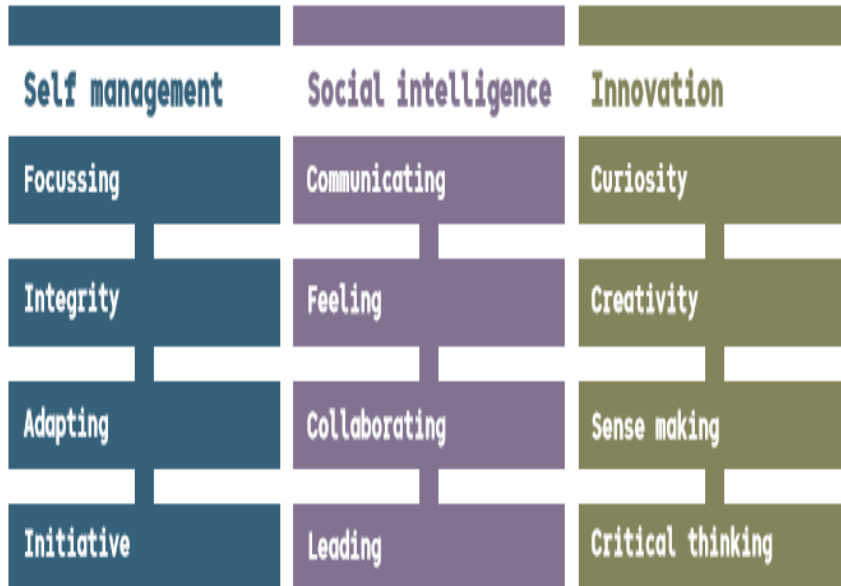
- > use literacy, communication and numeracy skills
- > use technology for learning
- > think creatively and independently
- > learn independently and as part of a group
- > make reasoned evaluations
- > link and apply different kinds of learning in new situations



Knowing the big ideas

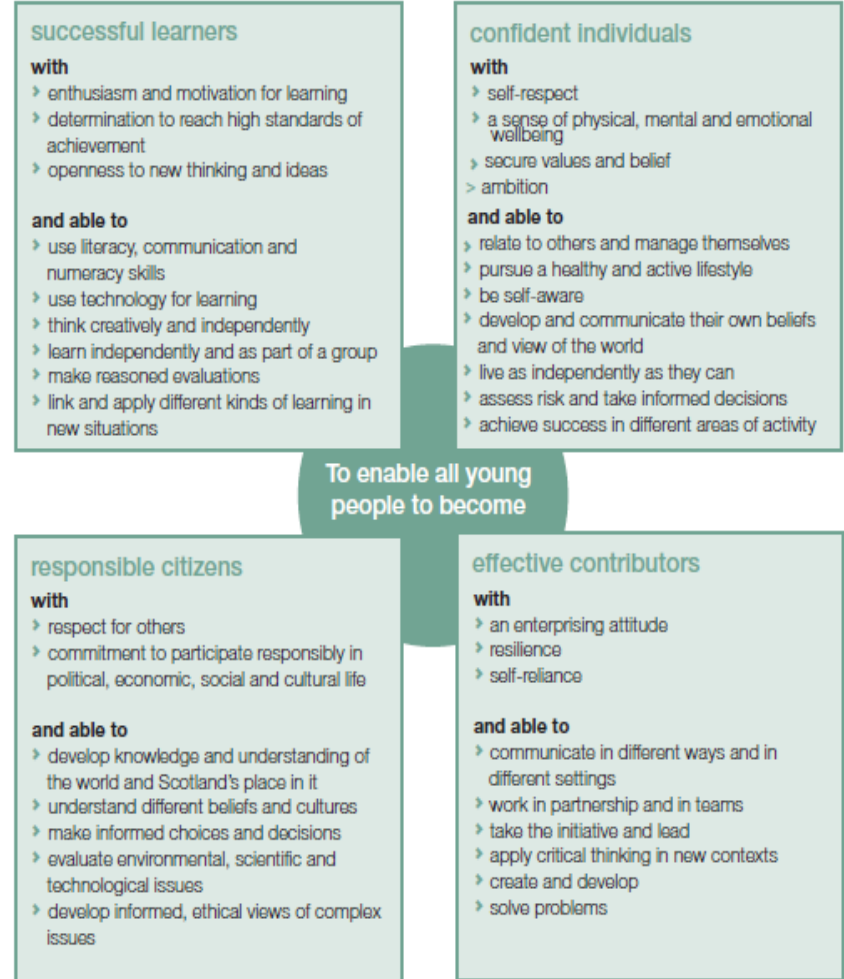
- Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example **meta-skills**

Skills 4.0



<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0/>

Four Capacities



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

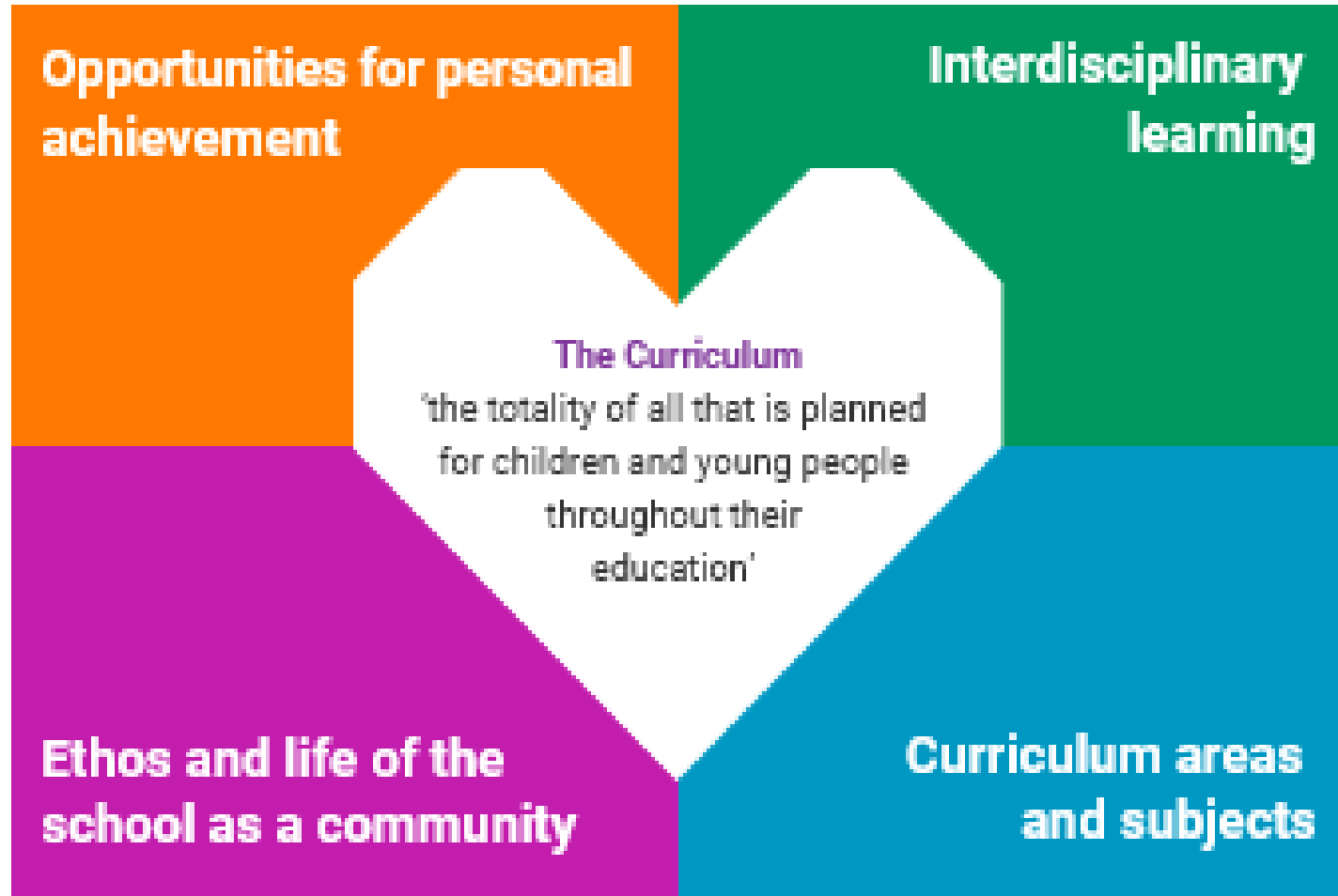
Focussing
Integrity
Adapting
Initiative
Communicating
Feeling
Collaborating
Leading
Curiosity
Creativity
Sense making
Critical Thinking

Growth Industries

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

Looking more closely at the four contexts

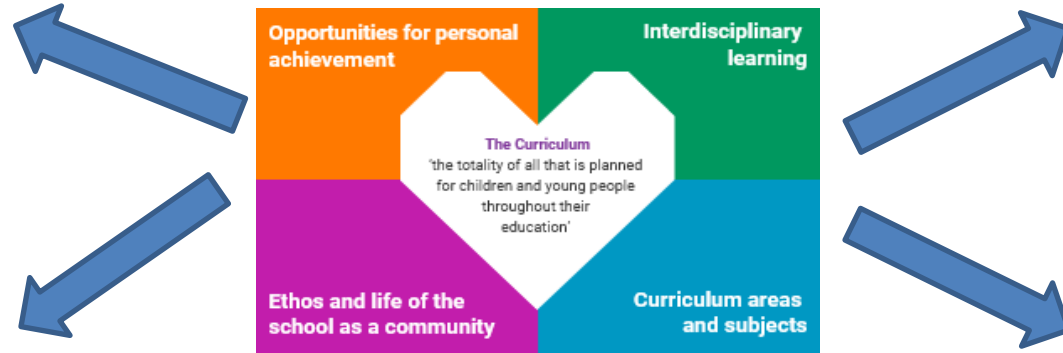
Four Contexts – printed on A3 and A4



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

For Scotland's learners, with Scotland's educators

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:

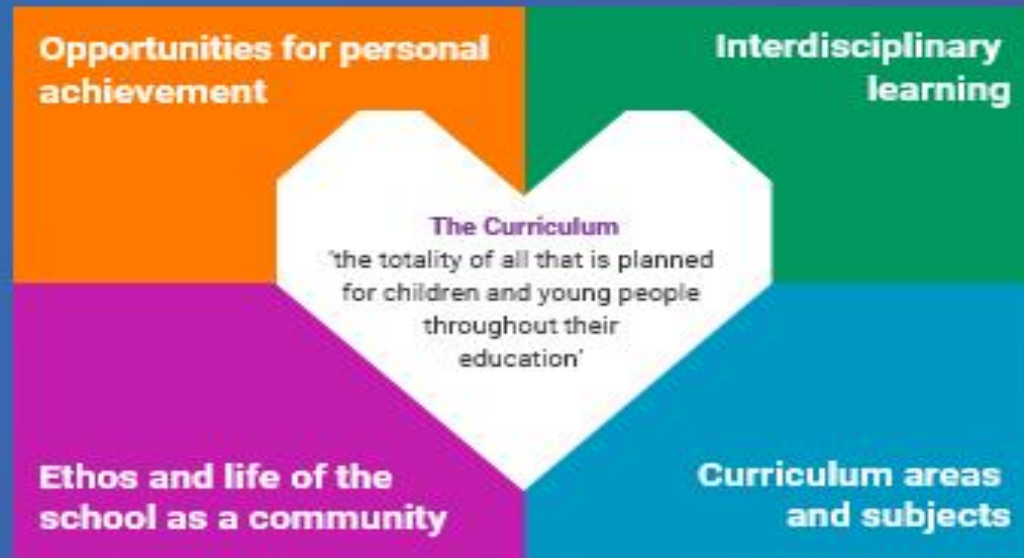
- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



Scotland's Approach What Matters? How We Do It

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:



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.

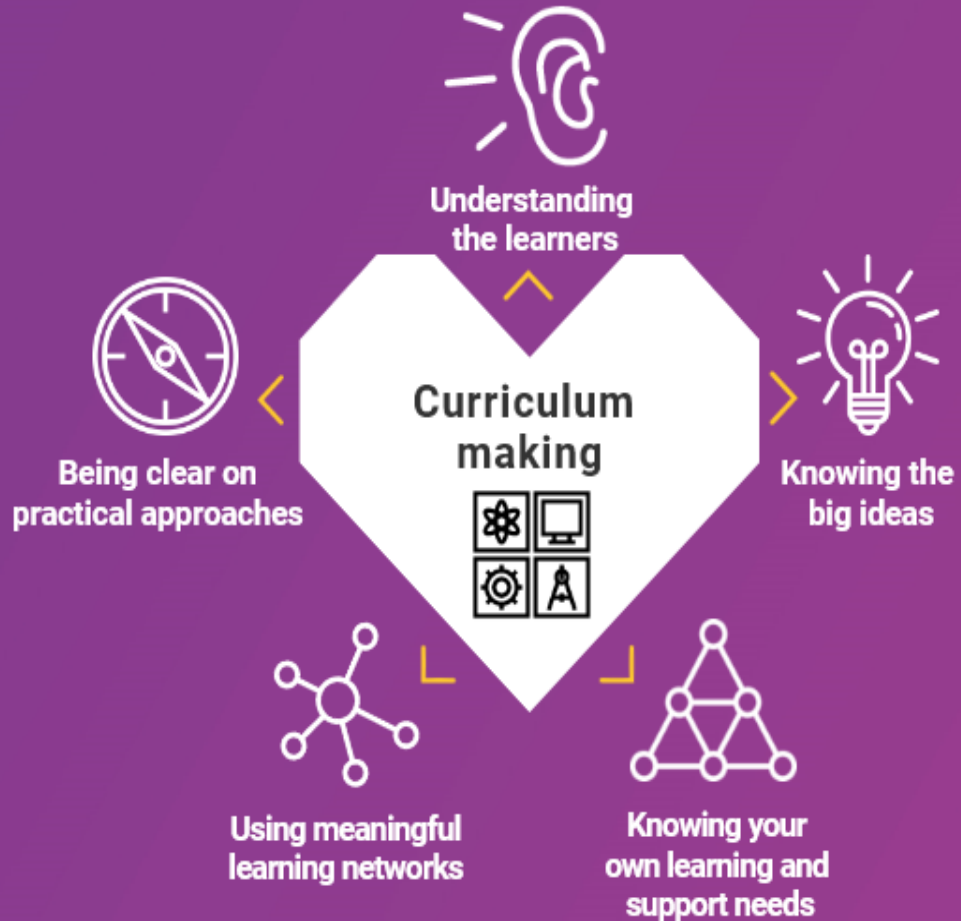
Curriculum Entitlements

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

- 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

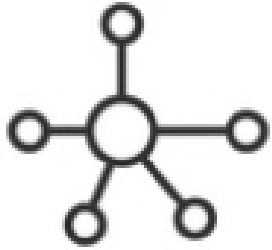
[Meta-skills – web link](#)

[Curriculum areas – web link](#)



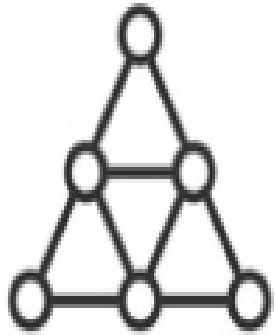
Being clear on practical approaches

- 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

Autumn Term	Curriculum Design
Spring Term	Assessment
Summer Term	ASN

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

Curriculum Matters – Planning for 1st National Conversation

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?

Four Capacities Task - pairs

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.



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and able to:

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- > 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 Co-sense – group task

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/>

Tomorrow's News

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

Date: January 2030

Tomorrow's News

Education in 2030

Delivering a dynamic curriculum that is adaptable, responsive, relevant and purposeful to meet the needs of our learners has resulted in:

Learning taking place in a much wider range of settings including virtual spaces. This has empowered learners to co-create their own personalised curriculum with a range of partners from their communities, employees, college and universities.

Learning pathways are progressive, with careful profiling beginning in the early years to effectively sign post learners' interests, strengths and areas for development. For learners facing barriers, this has been pivotal to closing the attainment gap.

Local, national and global influences are now key drivers and are embedded in the curriculum. IDL has been used successfully to promote sustainable developments and solutions.



*I have just finished school. I've had so many different experiences that have been delivered by not just teachers but a wide range of partners. My highlight was gaining a PDA in Augmented Reality Architecture.
Joanne, 18 years old*

For Scotland's learners, with Scotland's educators