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curriculum for excellence

SUCCESSFUL LEARNERS > CONFIDENT INDIVIDUALS > RESPONSIBLE CITIZENS > EFFECTIVE CONTRIBUTORS

# Curriculum for Excellence – Milestones

- ACE Resonance
- The Gathering
- College 'Scrapbook'
- “Thinking Inside the Box”
- Shifting?



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# Shifting .....

- Systems
- Curriculum
- Staff



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Systems

- Partnership / Collaboration / Collective
- Learner Experience <-> System Resources
- Progression – Qualifications & Capacities

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- . Skills Acquisition / Capacity Building
- . Assessment Practices will follow and support the new curriculum



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Staff

- . Enhanced professionalism
- . Learner and Learning Centred People
- . Professional Learning

6. Practitioners being empowered to and taking responsibility for directing their own development with the aim of improving outcomes for learners is vital. Senior leaders help practitioners to do this by creating a suitable culture of improvement in their establishments. They ensure that all are engaged in the process of development and are fully supported. They focus on creating time and space for their colleagues to reflect and engage in discussion about teaching and learning.
7. Partnership needs to extend beyond individual establishments to embrace the range of professionals who support learning in its broadest sense. It needs to involve multi-agency training and development where appropriate.
8. A mixed economy of approaches to professional development will be required, and the aim will be cultural rather than technical change. Change needs to build from establishments outwards with appropriate support from the centre.

*“Next practices – emergent innovations that could open up new ways of working – are much more likely to come from thoughtful, experienced, self-confident practitioners trying to find new and more effective solutions to intractable problems.”*

Charles Leadbeater

*Curriculum for Excellence* embodies a new way of working. It recognises that sustained and meaningful improvement should, to a significant extent, be shaped and owned by those who will put it into practice. Within a broad framework of experiences and outcomes, it aims to provide the space and incentive to develop the capacities of our young people as successful learners, confident individuals,

