

A Curriculum for Excellence

SCOTLAND'S LEARNING JOURNEY

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My *Curriculum for Excellence* CV

- 2002/03 - National Debate on Education
(strong responses from Langside College)
- 2003/04 - Ministerial Review Group
(produced *A Curriculum for Excellence*)
- 2005/07 - Curriculum Review Programme Board
(produced **Building the Curriculum 3**)
- 2008/present - *Curriculum for Excellence* Management Board
(advising Government on programme implementation)

Values

Wisdom, justice, compassion, integrity

The curriculum must be:

- inclusive
- a stimulus for personal achievement and, through the broadening of experience of the world,
- an encouragement towards informed and responsible citizenship

Curriculum for Excellence has a foundation in Scottish Democracy!

My reflections – as a member of the Curriculum Review Group

- learning is at the heart of effective democracy
- learning should promote social inclusion **and** economic success
- learning should be enjoyable
- learning should be the business of **all** Scots
- learning should be both an individual and collective process (a series of journeys)
- learning should take place throughout life

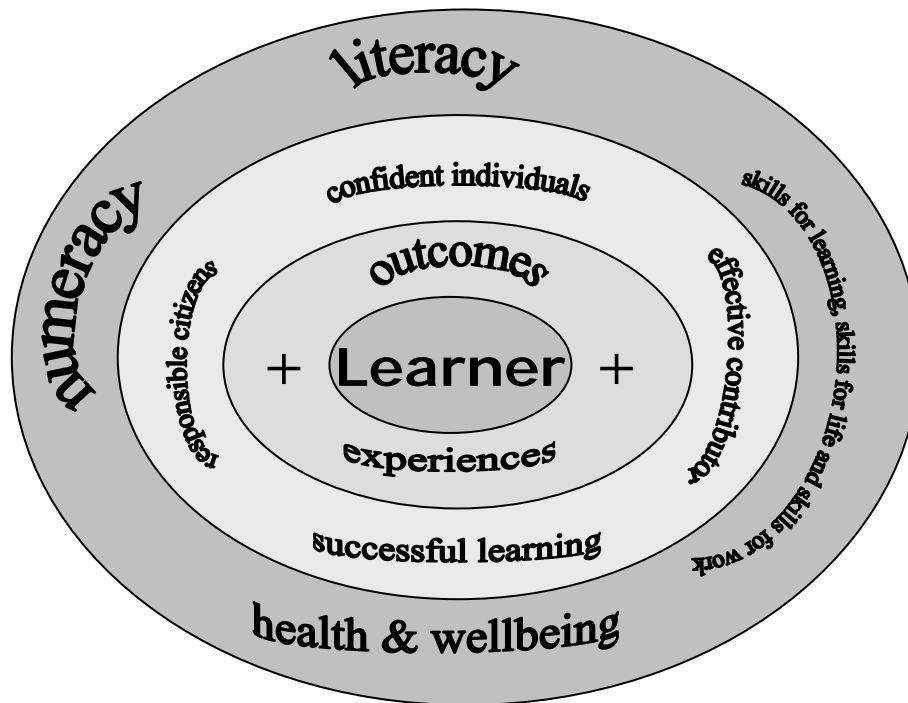
'The Four Capacities'

Effective Contributors	Successful learners
Confident individuals	Responsible Citizens

Taken together ... they amount to the 'single outcome' against which to measure the performance of Scotland's learning

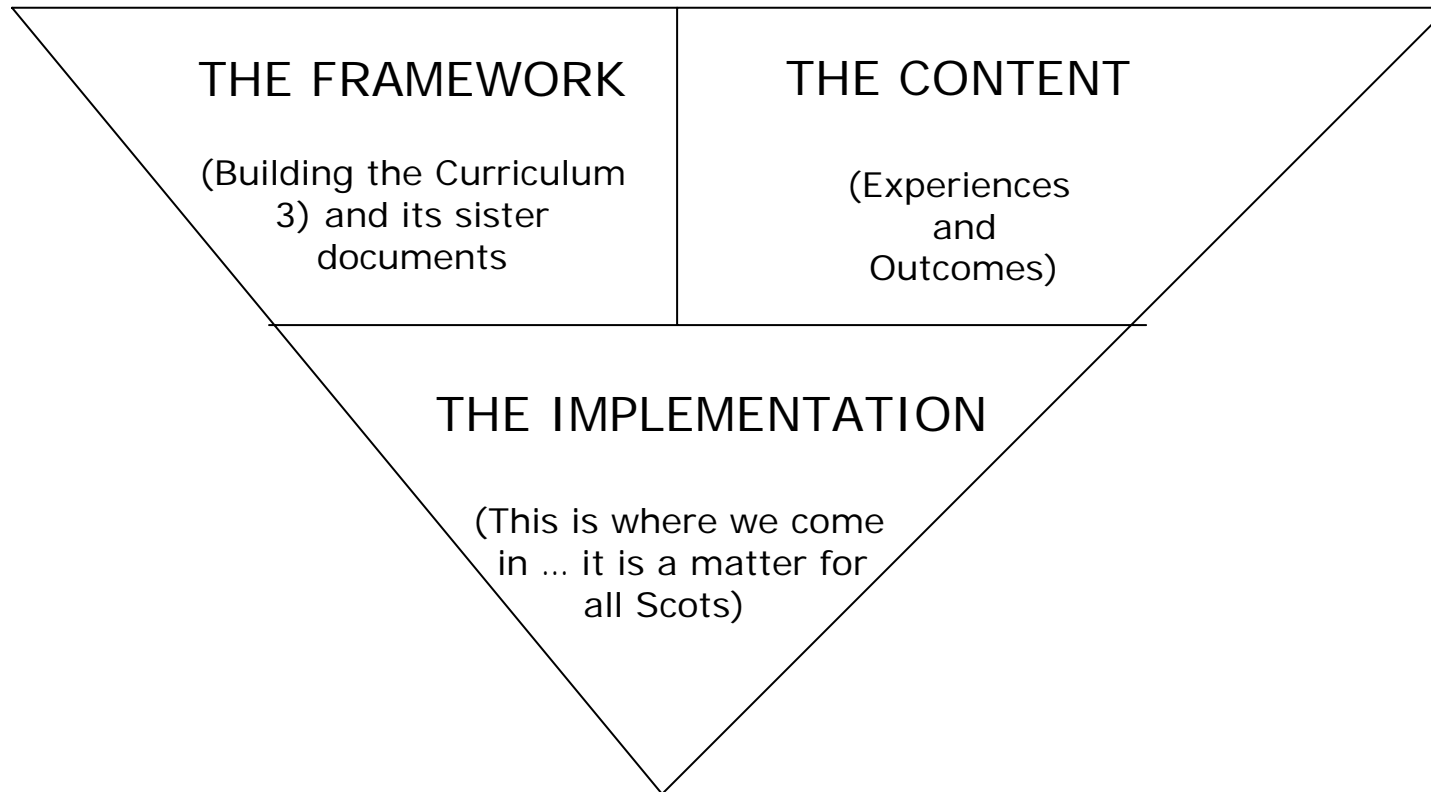
Curriculum for Excellence

The "Definitive" Diagram



SCOTLAND LEARNING in the 21st Century

Keeping it simple



The College sector is vital to the successful implementation of *Curriculum for Excellence*

- it is already a significant facet of the Scottish learning system
- the school/college programme has been “successful”
- we have a unitised, individualised curriculum
- we have also delivered ‘system transformation’
 - the 1984/5 Action Plan
 - HN Modernisation

...contd

- we have 'rebalanced' our curriculum
 - academic/vocational parity
 - teaching and learning
 - teaching and assessing
 - celebration of wider achievement
 - even, knowledge and skills
- other sectors might learn from us
 - structures (eg faculties)
 - integration (eg of core skills)
 - earned autonomy (HMI engagement model)
 - flexible approach to access & entry (not all qualifications based)
 - seamless progression models ... this is the most important lesson

The College sector might be seen as a TROJAN HORSE

Colleges and CfE – Progress to Date

- represented on CfE Management Board
- appointment of college sector advisers
- active involvement in all CfE workstreams
- Principals' Convention task group (Chaired by Tom Drake)
- every college has CfE in its learning and teaching strategy
- process of active communication, eg through Broadcast, CfE News
- school/college partnerships – close partnership working at local level
- college sector implementation plan for CfE ... by end November

Challenges facing the *Curriculum for Excellence* programme

- *Curriculum for Excellence* – the 'brand'
- implementation
 - pace and milestones ... is Scotland ready?
 - sectors and interests ... is everyone on board?
 - politics ... have we reached common understanding?
 - content ... is it comprehensive?
 - who leads? ... ADES/Head Teachers?
 - who takes responsibility ... teachers, local authorities, all professionals, everyone?
- financial consequences
- 'other' consequences
 - for teacher training
 - for the learner experience & their skills development
 - for 'receiving' institutions & employers
 - for the qualifications authority
 - for CPD & joint working across education sectors

Scottish Government have identified some challenges for the college sector

- is there patchy awareness within and/or among colleges?
- high levels of complacency? – ‘we do that already!...’
- is CfE restricted to school/college partnerships?
- is it recognised that CfE is not just for schools but will impact on further and higher education?

..... and the Scottish Funding Council?

The Cabinet Secretary's Guidance letter of November 2008 is typically explicit in relation to CfE the Funding Council is charged...

"....to develop our own outcomes of further and higher education in Scotland which will deliver current and planned activity that assist in the delivery of the national outcomes ...;

and

".... to consider how these outcomes can support transforming the learning experience for all young people through Curriculum for Excellence..."

and Langside College?

We have recognised that

- we must **learn the language** of *Curriculum for Excellence*
 - 'outcomes and experiences'
 - 'skills for learning, skills for work, skills for life'
- we must **continue to engage** with the implementation of *Curriculum for Excellence* and accept that we too have lessons to learn
 - the *Building the Curriculum* series
 - links with schools, authorities, colleges, universities and businesses
 - contribute locally and nationally to design and implementation
- we must **see *Curriculum for Excellence* as our business** ... it is what we do
 - in our plans and strategies (eg baccalaureates), or literacy and numeracy certification
 - in our day-to-day working lives

We are talking about the first COMPREHENSIVE LEARNING system in Europe ... ever ... that makes it a matter for all of us

More specifically

our preparations to date include:

- Keynote speech at the annual Staff Development Conference by the Principal (that's me!)
- Allocation of 20 hrs minimum (per full time equivalent member of staff) in session 2009/10 for *Curriculum for Excellence* development work
- Partnership with 2 local authorities to jointly deliver the new Scottish Baccalaureate in Science and Modern Languages

..... contd

- Establishment of a joint working group with local secondary schools to share preparatory workstreams and to focus on the College's history of delivering the four *Curriculum for Excellence* capacities **and** the school sector's progress in *Assessment is for Learning*
- Strategic Management Team members on the *Curriculum for Excellence* Assessment group (and other workstreams) allowing the College to contribute to the development and the piloting of new assessment approaches
- Full involvement in the development & delivery of literacy & numeracy qualifications in the Glasgow context using extensive experience from Glasgow's Community Learning Partnership (GCLSP)
- Maximum use of Really Simple Syndication (RSS) link to *Curriculum for Excellence* area on LTS website

..... contd

- Provision of opportunities in the College's self evaluation systems for reflective practice and incremental inclusion of experiences & outcomes outlined in *Building the Curriculum 3*
- Creation of a [Weblink](#) to 'This is what we do': *Curriculum for Excellence* showing examples of how the College is applying the four capacities in its curriculum
- Commencement of a *Curriculum for Excellence* mapping exercise of the current portfolio to identify areas for upgrade