

RESPONSIBLE CITIZENS

# Curriculum for Excellence – Updated Professional Advisers College presentation.. 15 January 2010



EFFECTIVE CONTRIBUTORS



SUCCESSFUL LEARNERS

## Val MacDonald & Ian Butchart

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# ‘Professional Adviser’ working context..

- To advise Scottish Government on college sector perspectives on ‘Curriculum for Excellence’ (by contributing to 13 policy ‘workstreams’)
- To aid the implementation of ‘Curriculum for Excellence’ in Scotland’s Colleges
- Our stakeholders
  - Scotland’s Colleges/SFEU
  - Principals’ Convention
  - College sector CfE Steering Group
  - CfE Management Board
  - Partners in other sectors
  - Scottish Government

# A non party-political policy adoption based on educational need..

- HMIE (Improving Scottish Education, 2006)
  - ‘Scottish education does many things well, but many young people do not develop the competences, capabilities and values necessary for ...’
- OECD (Quality & Equity in Schooling in Scotland, 2008)
  - ‘Scottish education has many strengths but continuing inequality...’

# Addressing these concerns implies..

- A coherent & inclusive curriculum 3-18
- A focus on outcomes
- A broad general education
- A senior phase with the promise of a positive and sustained destination
- Appropriate qualifications
- Skills development
- A focus on literacy, numeracy and health & wellbeing
- Appropriate pace and challenge
- Appropriate support for learners and learning

Four documents published: -



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**BtC 1 - The Contribution of Curriculum Areas**

**BtC 2 - Active Learning in the Early Years**

**BtC 3 - A Framework for Learning**

**BtC 4 - Skills for Life, Learning and Work**

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# a curriculum for excellence

building the curriculum 1

the contribution of curriculum areas



# a curriculum for excellence

building the curriculum 2

active learning in the early years



# curriculum for excellence

building the curriculum 3

a framework for learning and teaching



curriculum for excellence  
building the curriculum 4  
skills for learning, skills for life  
and skills for work

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## 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

## confident individuals

### with

- > self respect
- > a sense of physical, mental and emotional wellbeing
- > secure values and beliefs
- > ambition

### and able to

- > relate to others and manage themselves
- > pursue a healthy and active lifestyle
- > be self aware
- > develop and communicate their own beliefs and view of the world
- > live as independently as they can
- > assess risk and take informed decisions
- > achieve success in different areas of activity

To enable all young people to become

## responsible citizens

### with

- > respect for others
- > commitment to participate responsibly in political, economic, social and cultural life

### and able to

- > develop knowledge and understanding of the world and Scotland's place in it
- > understand different beliefs and cultures
- > make informed choices and decisions
- > evaluate environmental, scientific and technological issues
- > develop informed, ethical views of complex issues

## effective contributors

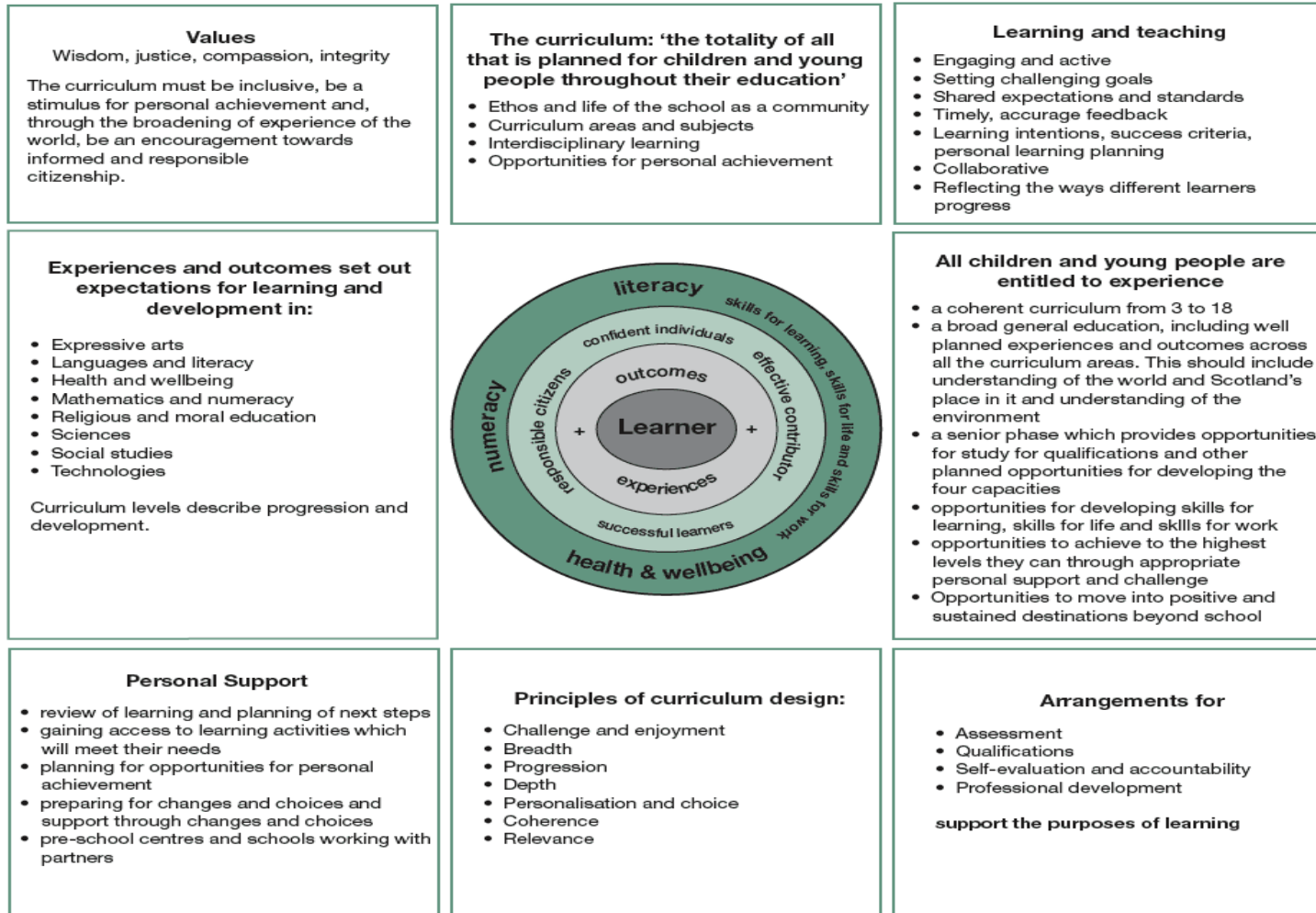
### with

- > an enterprising attitude
- > resilience
- > self-reliance

### and able to

- > communicate in different ways and in different settings
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- > create and develop
- > solve problems

# A curriculum framework for learners 3 to 18 - schematic guide for curriculum planners



# Scottish Government Policy Work-streams

- Curriculum Review & Structure
- Qualifications
- Assessment
- Recognising Achievement/S3 Profile
- Providing Support for All Scotland's Children and Young People
- MCMC
- Links to the College Sector
- Skills for Learning, Skills for Life and Skills for Work
- CPD
- Senior Phase
- Scottish Survey of Achievement
- Communication & Engagement
- National Assessment Resource (NAR)

# Curriculum for Excellence Websites;

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

<http://www.scotlandscolleges.ac.uk/Welcome.html>

# BtC 4 – Skills for Learning, Life and Work

## Curriculum for Excellence - The guidance - Building the Curriculum 4

Key messages –

- **skills development is essential to successful learning**
- **All young people (3-18) are entitled to develop skills for learning, life and work**
- **Skills development is across all sectors, all curriculum areas and is the responsibility of all practitioners**
- **Focus on active learning and learning in practical contexts**
- **Young people should be aware of the skills they are developing**
- **Assessment should help learners understand why skills are important and how they are developing these skills**
- **entitlement to personal support to enable gain from skills development**
- **CfE can only be delivered through partnership working – all establishments need a common understanding and language around skills development..**

# BtC 5 – Assessment Framework Curriculum for Excellence - Assessment and achievement

## Key messages -

- Assessment follows & reinforces curriculum
- Standards & expectations – defined by ‘experiences & outcomes,’ their senior phase equivalent, and specifications for qualifications & awards
- Ensuring consistency in standards & expectations
- Continuing CPD and a National Assessment Resource (NAR)
- Reporting to Parents
- Monitoring standards over time literacy & numeracy at P4,P7 and S2
- Informs self evaluation for improvement

# New Qualifications -

[http://www.sqa.org.uk/sqa/files\\_ccc/CfE.pdf](http://www.sqa.org.uk/sqa/files_ccc/CfE.pdf)

- **National 4 (SCQF level 4) -assessed internally - not graded**
- **National 5 (SCQF level 5) - assessed internally and externally – graded A- D**
  - Replaces Standard Grades & Intermediate 1&2
  - Focus on skills, applied learning and personalisation
  - Facilitates progress from ‘broad general education’ through SCQF
- **Literacy & Numeracy Awards**
  - Awarded at SCQF 3, 4 and 5
  - Awarded S3 onwards
  - Not graded
  - Portfolio based, externally assessed by SQA
    - Specifications published 2011; Awarded 2013 onwards
- **Scottish Baccalaureates – languages & science**
- **Access 1, 2 &3, Highers and Advanced Highers to be revised in light of CfE**

# Progress Indicators sought by Scottish Government from Local Authorities, Colleges, Universities and their partners

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- All establishments are using CfE guidance to self-evaluate and it is reflected as a key priority in all improvement plans
- Each establishment is using Building the Curriculum 3 to review its whole curriculum and has identified implications for practice.
- Partnerships between schools and colleges, early years settings; the third sector; employers etc are in place with agreed work and projects underway.
- CPD to support CfE adoption which identifies the priorities for staff development within establishments; partnerships among establishments and among specific staffing groups, e.g. headteachers, college principals, literacy specialists, peripatetic staff or teaching assistants.

# Progress Indicators sought by Scottish Government

- That all practitioners and those who are training are familiar with:
  - the values and principles of CfE
  - the experiences and outcomes within the curriculum, including for their subject/ stage
  - the advice on literacy, numeracy, health and wellbeing as responsibility of all.
  - are able to identify examples of improvements in learners' experiences and in standards of achievement related to implementation

# Progress Indicators sought by Scottish Government

- **Colleges**
  - Colleges can describe the partnership arrangements in place with schools which will support young people's progress in the senior phase.
- **Teachers** are able to describe to parents
  - how the teaching and learning is providing children with breadth, depth and challenge
  - how the learning and experiences of children and young people at transitions are built on to ensure progress in their learning
  - how timetabling arrangements will reflect cfe principles

# Funding Council expectations of colleges

- ‘To implement the provisions of Skills for Scotland: a Lifelong Skills Strategy..’
- ‘To work to towards the overarching MCMC strategy’
- ‘To work to towards the overarching strategy for 16+ Learning Choices’
- ‘To work to towards the overarching strategy for Curriculum for Excellence’

# HMIE Work Related Learning Conference, Glasgow, 9th September 2009.

- ‘CfE embodies the kind of response we need to the challenges of effective (work related) learning’
- ‘the prime test will be the raising of standards across the population’
- ‘translate aspiration into action – we now need to “operationalise” the theory of CfE’

Graham Donaldson, HMIE Senior Chief Inspector

# Latest developments in public domain

- Management Board Discussion Papers

- The Senior Phase [Curriculum for Excellence - Curriculum for Excellence home](#)
- CPD [Curriculum for Excellence - Curriculum for Excellence home](#)
- Updated (CfE) Programme Framework [Curriculum for Excellence - Key documents - Management Board](#)

# Status of the elephant..

- Now firmly ‘in the room...’
  - All the sources of governance for Scotland’s colleges now have overt expectations of colleges regarding the implementation of Curriculum for Excellence..

# Challenges for the College Sector

- Patchy awareness and understanding levels
- Complacency of 'we do that already' stance
- Complacency of CfE = School/College Partnerships
- Recognition that CfE is not just for Schools, and will impact on further and higher education
- Translating the theory into practice

# Positives for the College Sector

- A growing awareness that much college practice is currently resonant with and contributing to Curriculum for Excellence
  - Learner centrality
  - Skills development
  - Assessment/moderation approaches
  - Quality standards
  - Appropriate qualifications eg Skills for Work
  - Support for learners
  - Partnership working
  - Transitions/progression
  - Pace/challenge/enjoyment

# What does that mean for implementation..?

- Ensuring that awareness and understanding exists amongst lecturers and managers in colleges
  - Of what CfE is about
  - The implications for their practice
  - The implications for change
  - How they will approach that change
- Adoption of CfE based on self-evaluation
  - Don't throw away existing good practice
  - look critically at it so that improvement and raising standards can be planned..

## Closing question...

- How can we ensure that improved learning, teaching, achievement and attainment is the result of implementing a Curriculum for Excellence in our sector..?

curriculum for excellence

**Thank-you**

