

# Scotland's Colleges Early Years Steering Group Meeting 26<sup>th</sup> January 2010

College Sector Professional Advisers  
CfE update  
Val MacDonald



Two Professional Advisers recruited to Scottish Government March 2009

To advise Scottish Government on college sector perspectives on 'Curriculum for Excellence'

To help further implement the 'Curriculum for Excellence' in Scotland's Colleges

To act as an Ambassador for the Scottish Government



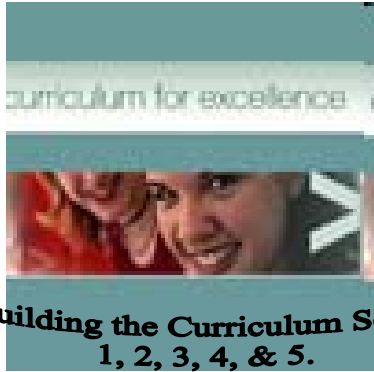
# Policy Context



# Policy Documents/Guidance

curriculum for excellence  
The Curriculum Review

## Management Board Discussion Papers



Getting Started with the Experiences and Outcomes



Assessment for Learning for Excellence

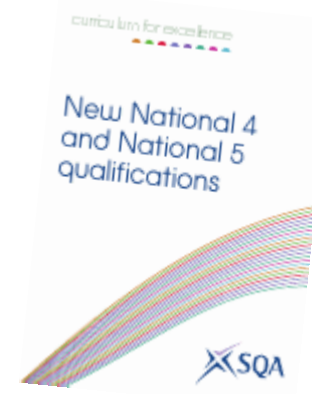
Strategic Vision  
Key Principles

**AiFL**  
ASSESSMENT  
IS FOR LEARNING



The Early Years Framework

COSLA



New National 4  
and National 5  
qualifications

SQA



# Policy Context

*The Building the Curriculum series provides advice, guidance and policy for Curriculum for Excellence.*



RESPONSIBLE CITIZENS



EFFECTIVE CONTRIBUTORS



SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS



SCOTTISH EXECUTIVE

curriculum for excellence  
The Curriculum Review

## Building the Curriculum 3, A Framework for Learning



### Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

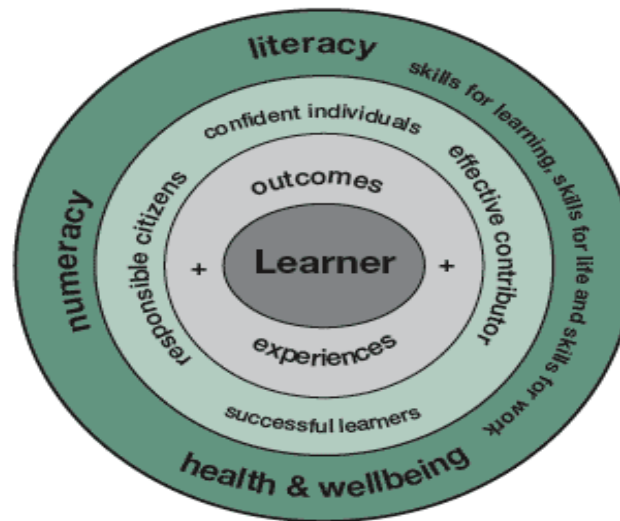
### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**support the purposes of learning**

# curriculum for excellence

## 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

# Key Features BtC 3

- A values based curriculum with aspirations for all of Scotland's young people
- Freedom and responsibility - a focus on outcomes rather than inputs
- Focus on "the learner at the centre"
- Focus on engaging, active and enterprising learning and teaching linked to assessment
- Focus on partnership working



# Key messages BtC 3

- Build on existing good practice
- Continue to improve standards in learning and teaching, attainment and achievement
- Promote more active and experiential learning in a variety of contexts
- Encourage young people to explain their own thinking



# Key messages BtC 3

- Help young people to make connections across the curriculum
- Help young people to see the relevance of their learning and to apply it in different situations
- Literacy, numeracy and health and wellbeing are the responsibility of all staff



# Experiences and Outcomes

Recognises the importance of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning.

An outcome represents what is to be achieved.



# Experiences and Outcomes

Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the four capacities.

They apply to the totality of experiences which are planned for children and young people, including the ethos and life of the school and interdisciplinary studies as well as learning within curriculum areas and subjects.



The experiences and outcomes provide a basis for planning for both lateral (broadening and enriching) and vertical (becoming more challenging) progression.

Starting Point Principles of Practice



# The Senior Phase



- Structuring the curriculum flexibly to take account of the proposals on qualifications
- Balancing the key place of qualifications with providing other planned opportunities for personal achievement
- Working with other partners who contribute to the young person's learning
- Supporting young people into positive and sustained destination



# Thank-You

