

Curriculum for Excellence- Is It On Your Radar?

SFEU

Hilton Hotel, Dundee

27 February 2008



EFFECTIVE CONTRIBUTORS



SUCCESSFUL LEARNERS

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Learning and Teaching Scotland

CONFIDENT INDIVIDUALS



Purposes of this session

Curriculum for Excellence:

- key messages
- current developments
- implications for our professional practice



Curriculum for Excellence: the national agenda

A **Smarter Scotland** to support the Government's overarching purpose of sustainable growth and its other strategic objectives

15 **national outcomes** in the Concordat with CoSLA characterising the kind of country the Scottish Government wants to build.

National outcomes include:

‘We are better educated, more skilled and more successful...
Our young people are successful learners, confident individuals, effective contributors and responsible citizens’

National indicators and targets include:

‘Increase the proportion of school leavers in positive and sustained destinations’



Ministerial foreword

Skills for Scotland: A lifelong skills strategy



“Scotland’s greatest asset is our people. We want to build a self-confident, outward looking Scotland” ...

“A smarter Scotland is at the heart of everything we want to achieve for this country.” ...

“We need successful learners, confident individuals, responsible citizens and effective contributors to build a smarter Scotland.”

Fiona Hyslop

Cabinet secretary for Education and Lifelong Learning

September 2007



Big themes

Focus on:

- transformational change
- responding to the challenges of the 21st century
- putting the needs of young people at the heart of our planning



The programme as a whole

Developing:

- approaches to how the curriculum as a whole should be constructed for each child and young person
- draft experiences and outcomes across the range of areas of the curriculum
- arrangements for assessment and qualifications
- accountability arrangements
- approaches to professional development

to support the values, purposes and principles of Curriculum for Excellence



Key messages

- Build on existing good practice
- Continue to improve standards in learning and teaching, attainment and achievement
- Literacy, numeracy and key aspects of health and wellbeing are the responsibility of all staff
- Promote more active and experiential learning in a variety of contexts
- Encourage young people to explain their own thinking
- 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



Approaches to learning and teaching

- Provide meaningful, relevant contexts, including the world of work
- Embed principles of Assessment is for Learning
- Use the draft experiences and outcomes imaginatively
- Literacy, numeracy and aspects of health and wellbeing are the responsibility of all staff
- Support young people with additional support needs
- Use resources within and beyond the college



Curriculum for Excellence: values, purposes and principles

Values

- Wisdom
- Justice
- Compassion
- Integrity

Purposes

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Principles

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



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

Organising learning

Organising learning through curriculum areas - to provide breadth

- Health and wellbeing
- Languages
- Mathematics
- Science
- Social studies
- Expressive arts
- Technologies
- Religious and moral education



Aspects which need to be planned for and reinforced across the curriculum

- Literacy
- Numeracy
- Key aspects of health and wellbeing
- Citizenship
- Enterprise
- Creativity
- Sustainable development



Proposed achievement framework

Level	Experience and outcomes for most children or young people
early	in pre-school and in primary 1
first	by end of P4, but earlier for some
second	by end of P7, but earlier for some
third	in S1 – S3, but earlier for some
fourth	fourth level broadly equates to SCQF 4
senior	in S4 – S6, but earlier for some



Example: literacy and English

Extract from literacy outcome at third level:

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.



Example: expressive arts

Art and design outcome at fourth level:

By effectively and assuredly working through a design process, I can develop and communicate imaginative and original design solutions in response to a personal design brief, demonstrating skills and qualities associated with employment in the creative industry sectors



Support materials

The
Curriculum
Review Group

Nov 2004

Progress &
Proposals

March 2006

Starter and
Reflective
Tool Kits

April 2006

Building
the
Curriculum1

Nov 2006

Building
the
Curriculum2

March 2007

Draft Learning
Experiences
and
Outcomes

Sept 2007 –
June 2008



Online support

- Website addresses:
 - www.curriculumforexcellencescotland.gov.uk
 - www.ltscotland.org.uk
 - www.glowscotland.org.uk



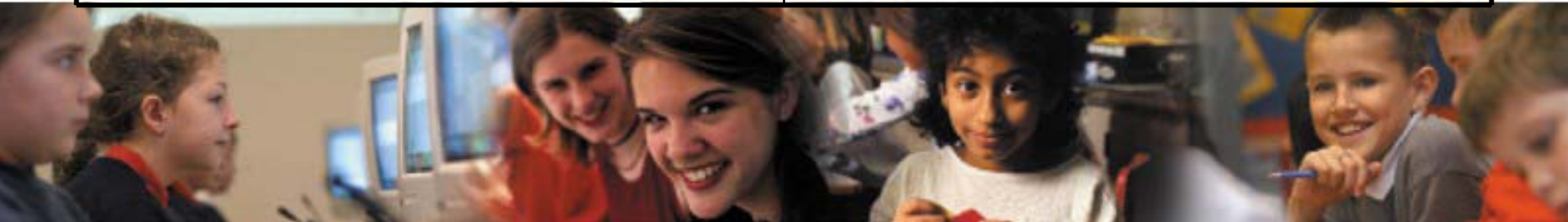
Current developments 2007 - 2008

- Publication of skills strategy: Skills for Scotland
- Phased publication of draft experiences and outcomes
- Publication of advice and guidance on the curriculum
- Consultation on SCQF 4 and 5
- Promotion of effective recognition of young person's wider achievement
- Roll-out of **glow**



Timeline for publication of draft experiences and outcomes

Tranche 1 – 17 September 2007	<ul style="list-style-type: none">• Numeracy• Science
Tranche 2 – 29 October 2007	<ul style="list-style-type: none">• Modern Foreign Languages
Tranche 3 – W/C 10 December 2007	<ul style="list-style-type: none">• Gaelic• Classical languages• Mathematics
Tranche 4 – W/C 21 January 2008	<ul style="list-style-type: none">• Expressive arts• Social studies
Tranche 5 – W/C 18 February 2008	<ul style="list-style-type: none">• Literacy and English• Gàidhlig
Tranche 6 – Mid April	<ul style="list-style-type: none">• RME• RE (denominational)
Tranche 7 – Mid May	<ul style="list-style-type: none">• Technologies• Health and wellbeing



Implications for my professional practice

- Get to know the key messages of Curriculum for Excellence
- Develop a good understanding of the central position of the four capacities and related skills and attributes
- Build the draft experiences and outcomes into your CPD priorities
- Look for opportunities to build partnerships with schools
- Use your leadership skills to introduce the draft experiences and outcomes to your team
- Reflect on the implications of Curriculum for Excellence on your approaches to learning and teaching
- Where possible, contribute to the focus groups and to the process of giving feedback

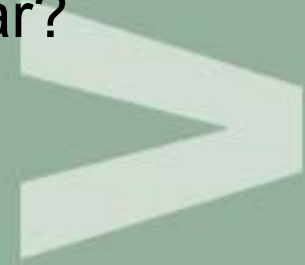


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