

Curriculum for Excellence: from prescription to flexibility

(...and back again?)

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CfE: the continuing paradox

- **broad and continuing welcome for greater flexibility**

.....but with:

- **demands for exemplification**
- **differing views on how this extra detail is to be provided**
 - **(teaching materials or development of thinking)**

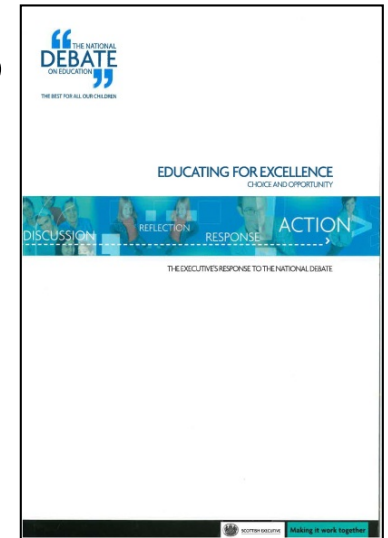
Curriculum Prescription or Flexibility?

- the case for change

- National Debate on Scottish education (2002-3)
- Global factors, international comparisons, research
- Emerging technologies
- OECD report 2007
 - *'Quality and equity of schooling in Scotland' (2007).*

National Debate on Education 2002-3

- More responsibility to schools
- Reduce overcrowding / overload
- More flexible curriculum with a well-balanced 'core'
- Simplify and reduce assessment and time spent on exams
- Create learning and teaching programmes that meet learner needs
- Increase access to vocational qualifications



Wider factors – persistent ‘wicked issues’

- the deprivation / expectation / aspiration link
- raise standards in maths, science and basic skills
- create space for engaging learning and teaching
- establish a stronger base before qualifications:
 - the ‘educated Scot’
- prepare for future learning, life and work

OECD 2007

“Scotland enters the 21st century burdened with inequalities and institutional rigidities of the past...

...and facing a future which will entrench these without clear-sighted and vigorous leadership”

+OECD praised Curriculum for Excellence 'breadth of vision and commitment to both high standards and social inclusiveness'

+So - the case for change is clear

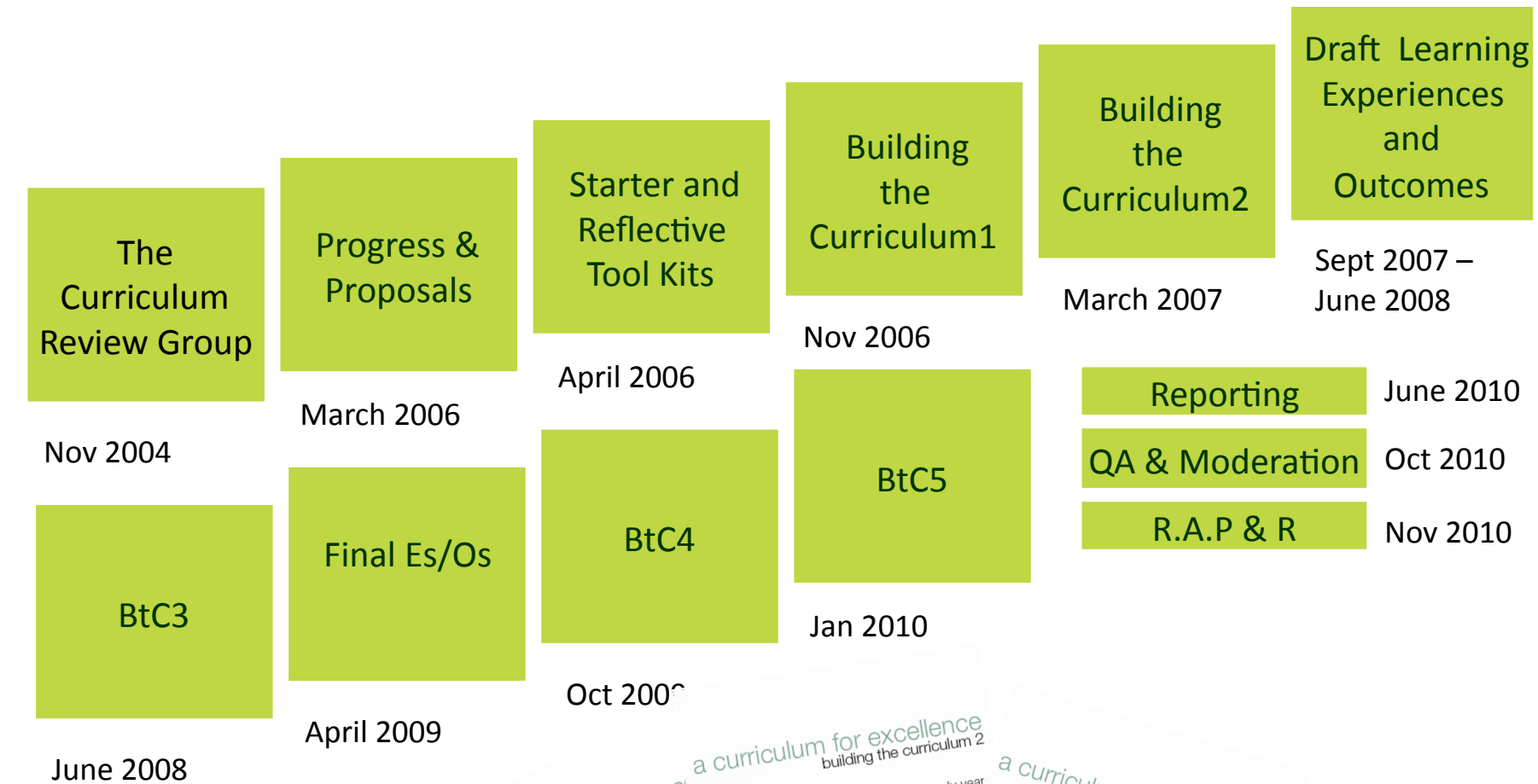
CfE: more than just the Curriculum

- Curriculum coherence 3 – 18
- More open statements of ‘experiences and outcomes’
- Literacy, numeracy and health & wellbeing central
- Approaches to effective learning and teaching
- Assessment and qualifications
- Flexibility in the structure of the curriculum

Approaches to Learning and Teaching

- provide **active learning** opportunities
- allow for choice
- encourage **independence**
- give children and young people ownership
- encourage **learning in depth** – for example by encouraging children and young people to explain their thinking
- help children and young people to **make connections** and transfer their learning to **new situations**
- provide **meaningful, relevant contexts**, e.g. the world of work
- apply the practices of Assessment is for Learning

Age 3-18: Policy or Framework?

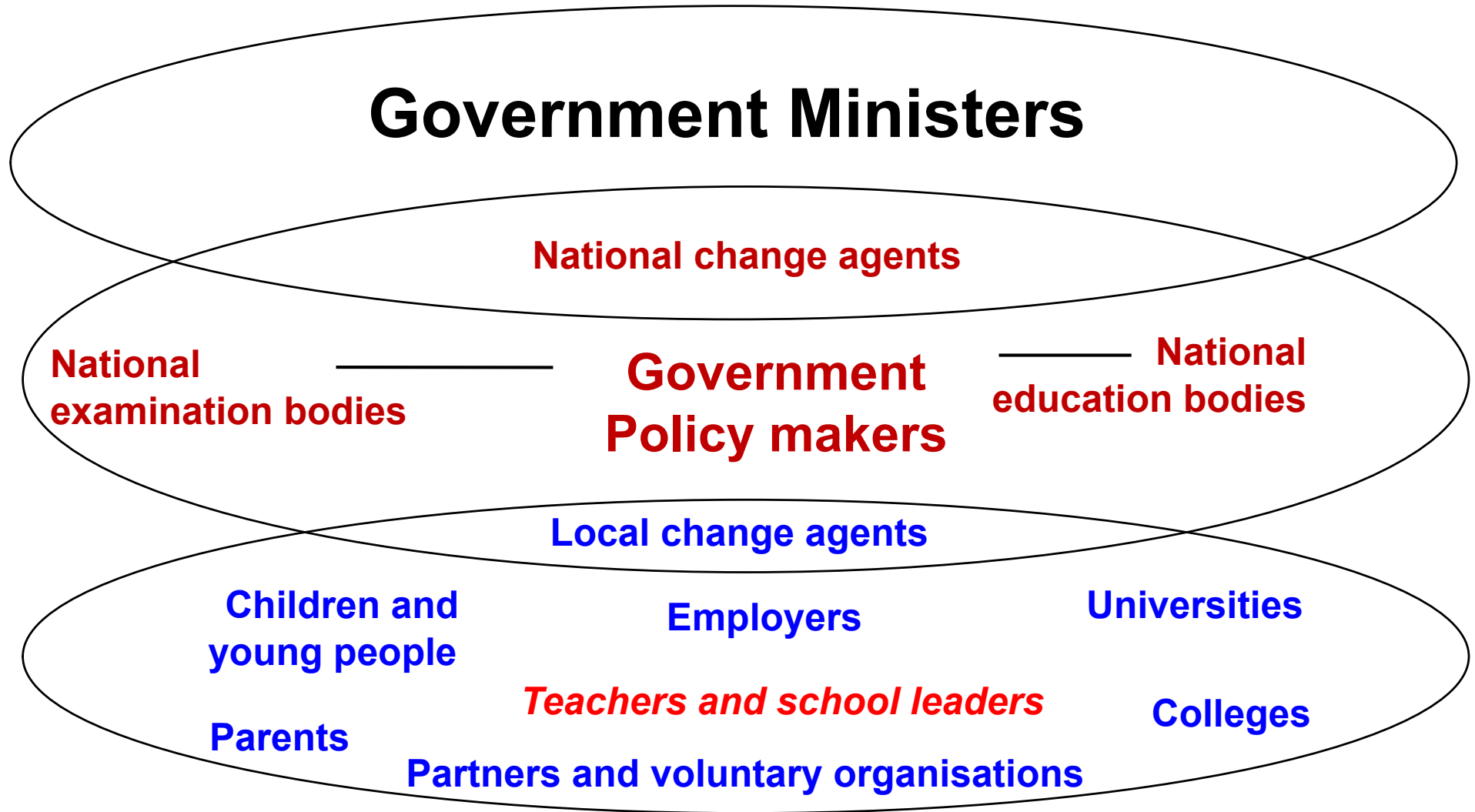


Transforming lives through learning

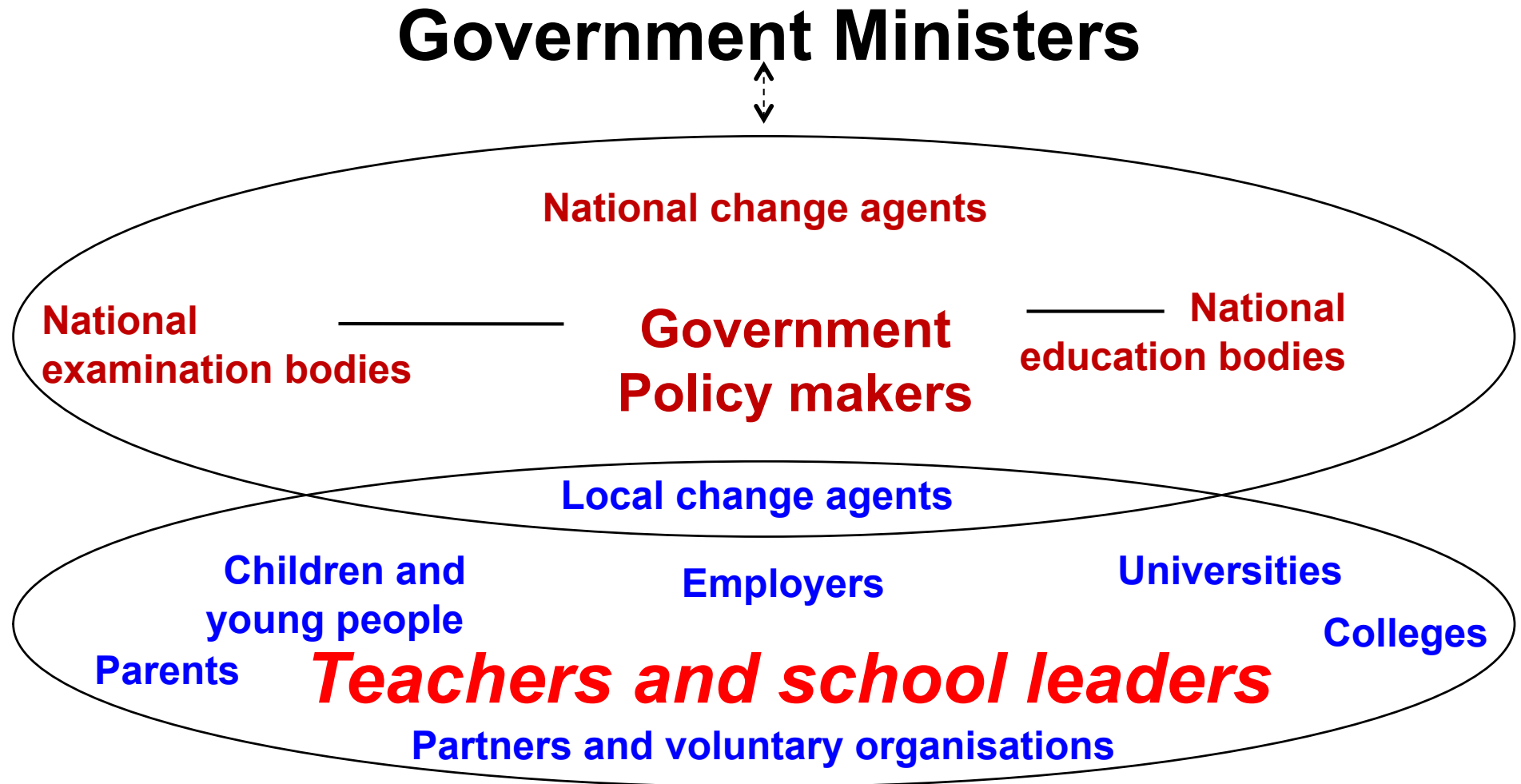


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Change: who was involved in the *development*?



Change: who is involved in *making it happen*?



Implementation: Key Challenges

- The point at which teachers engage with change
- The slow change / 'status quo excuse'
 - What works? What will inspectors, employers, universities say?
- The role of inspection: *caution or catalyst?*
- The genuine concerns of parents about a new system
 - interested *when* it affects their child
 - currency and credibility untested
 - comfort in existing similarities across schools

People, place and environment

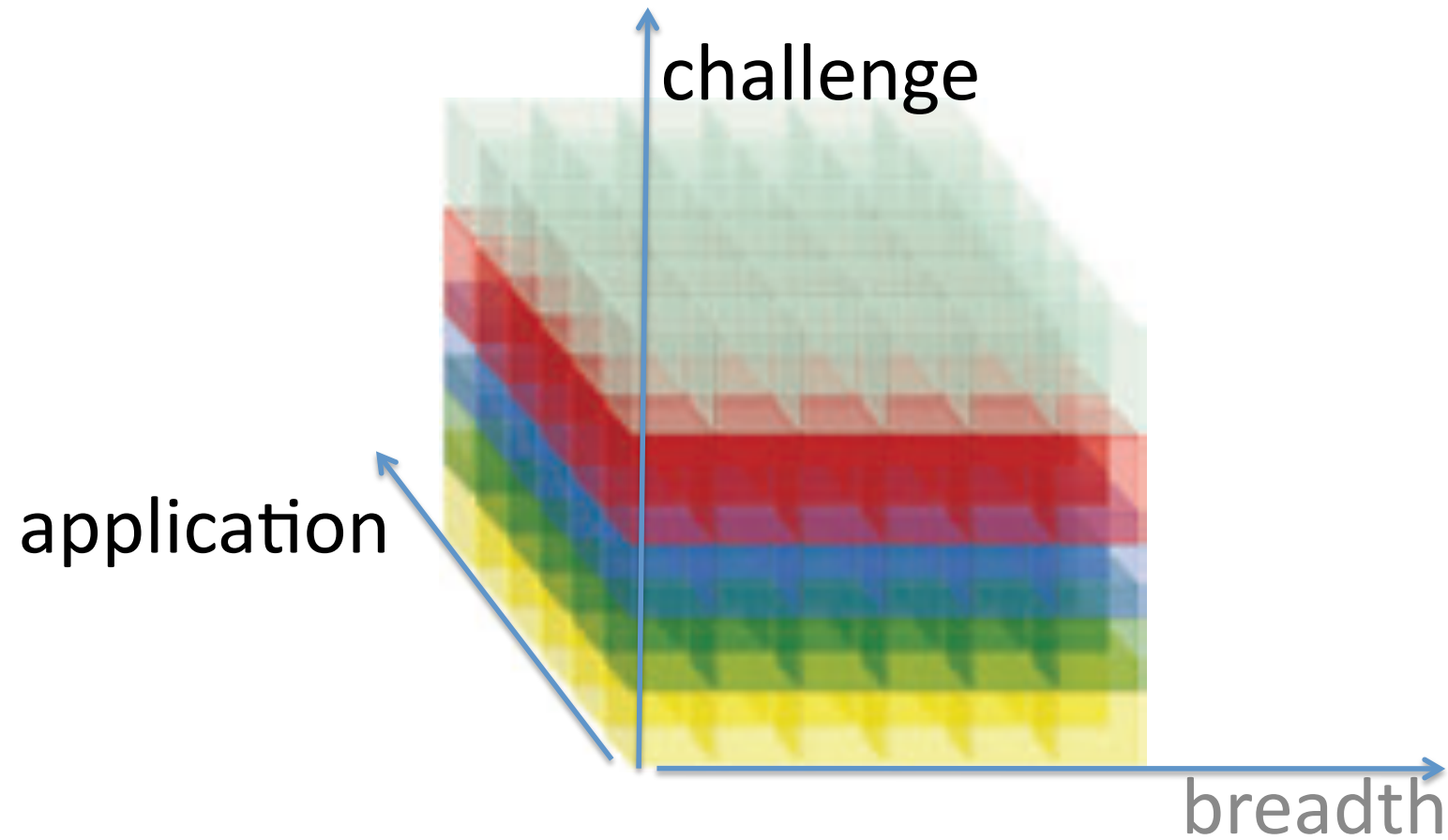
Early	First	Second	Third	Fourth
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me.</p> <p>SOC 0-07a</p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.</p> <p>SOC 1-07a</p>	<p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed.</p> <p>SOC 2-07a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</p> <p>SOC 2-07b</p>	<p>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.</p> <p>SOC 3-07a</p>	<p>I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types.</p> <p>SOC 4-07a</p>
<p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.</p> <p>SOC 0-08a</p>	<p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p>SOC 1-08a</p>	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p>SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p> <p>SOC 2-08b</p>	<p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p> <p>SOC 3-08a</p>	<p>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p> <p>SOC 4-08a</p>

Social studies – Second Level

- I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.

SOC 2-07b

CfE Progression and Assessment



The exemplification challenges

- What? How much?
- Excellent practice, good practice or emerging practice
- Ministerial requests for 'CfE in action'
- The high stakes exemplification: preparing for exams?
- Pressures from professional associations:
 - workload, conditions of service, pensions

Over-celebration or exemplification promotes prescription

Exemplification: the continuing dilemma

- **New exam 'shambles'**
- **Schools might delay bringing in new Highers**
- **Curriculum for chaos as councils claim new exams are 'shambolic'**

Flexibility: so what are we doing about it?

Reminders of fundamental principles

- CfE is evolution, not revolution
- The National Debate messages
- Futures and uncertainties: pupils will live into 22nd C
- Intelligent accountabilities – comparing performance

Teachers matter (the answer to CfE)

- High quality teachers develop high quality learners
- Promote culture of professional learning
- Improve leadership at all levels

CfE: So what's next?

- New qualifications introduced from 2014
- New professional standards for teachers
- New 5-year 'professional update' for teachers
- New Scottish College of Educational Leadership
- New closer working schools – colleges for VET
- First pupils leave school for university in 2015-16
- OECD review of CfE Implementation 2015

Tightening the relationship between:

TEACHING / LEADERSHIP / CURRICULUM / ACCOUNTABILITY

CfE: the tension

- Prescription v flexibility
- Professional learning v exemplification



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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

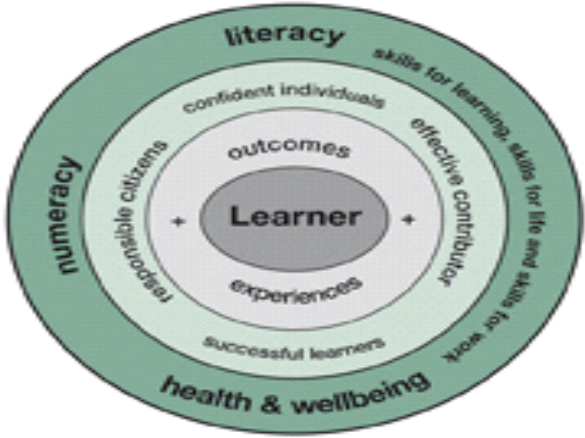
Progression and Levels of Achievement from ages 3-18

Level	Stage
Early	The pre-school years and P1, or later for some. Age 3-6
First	To the end of P4, but earlier or later for some. Age 9
Second	To the end of P7, but earlier or later for some. Age 12
Third	S1 to S3, but earlier for some. Age 15. The fourth level broadly equates to Scottish Credit and Qualifications Framework (SCQF) level 4.
Fourth	
Senior	S4 to S6, and college or other means of study. Age 18

Assessment: what do progress and achievement look like?

- **Breadth** of learning
- **Challenge** within learning
- **Application** of learning in new and unfamiliar situations

(how well rather than how much / how fast)

<p>Values</p> <p>Wisdom, justice, Compassion, integrity</p>	<p>The Totality</p> <ul style="list-style-type: none"> • Ethos and life of the school • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p>Effective teaching and active, sustained learning</p>
<p>Experiences and outcomes</p> <p>Expressive arts Languages Health and wellbeing Mathematics and numeracy Religious and moral education Sciences Social studies Technologies</p>		<p>The curriculum includes entitlements</p> <ul style="list-style-type: none"> • Coherent curriculum 3 to 18 <ul style="list-style-type: none"> • Broad general education from age 3 to the end of S3 • Senior phase: opportunities for qualifications and other opportunities to develop the four capacities <ul style="list-style-type: none"> • Learning through experiences and outcomes across all curriculum areas
<p>Support:</p> <ul style="list-style-type: none"> •for learning •through choices and changes •into positive and sustained destinations 	<p>Principles for planning:</p> <p>Challenge and enjoyment Breadth Progression Depth Personalisation and choice Coherence Relevance</p>	<ul style="list-style-type: none"> • CPD • Self-evaluation and accountability • Assessment, qualifications <p>aligned with purposes</p>