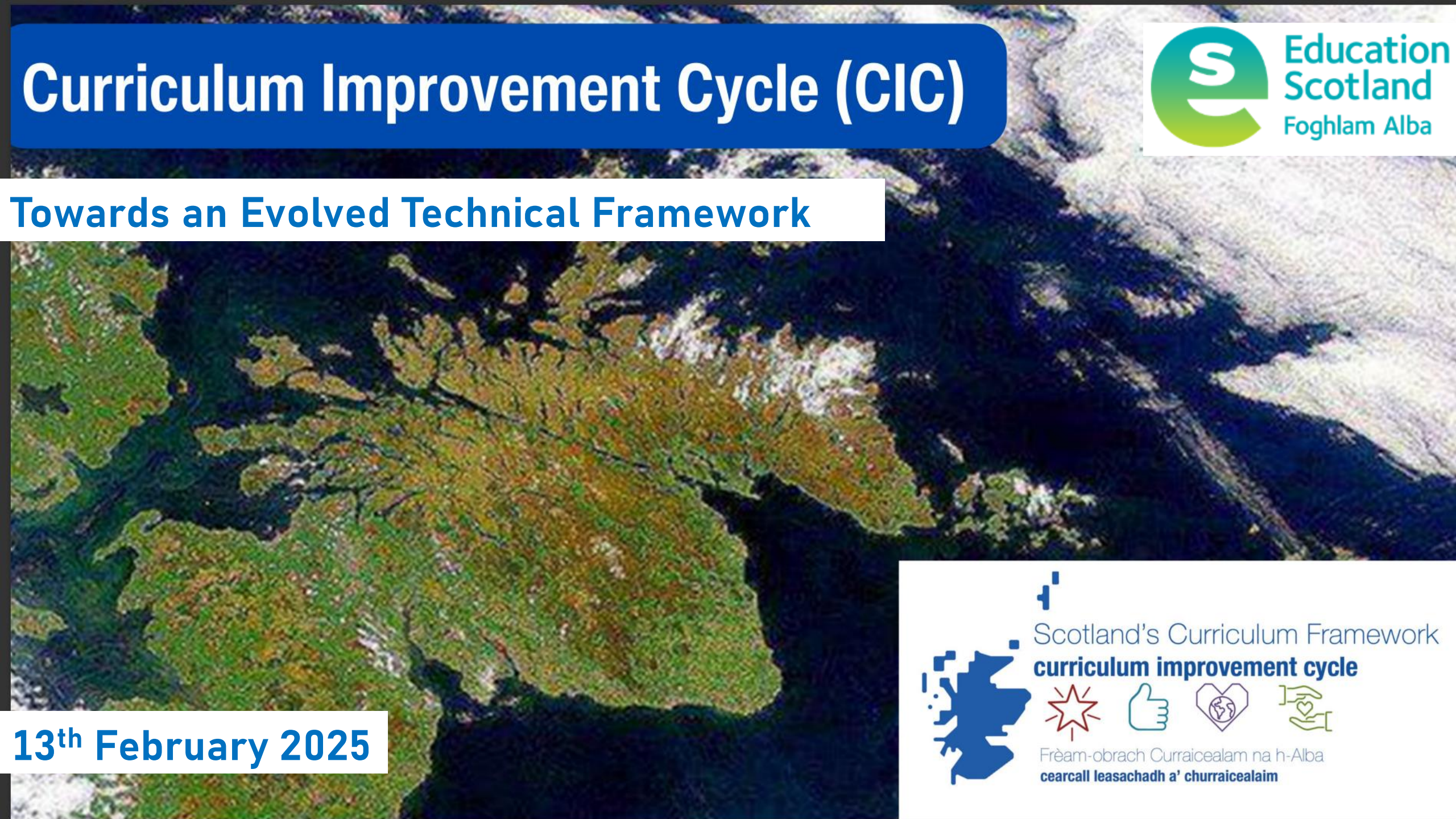
Curriculum Improvement Cycle (CIC)

Education Scotland
Foghlam Alba

Towards an Evolved Technical Framework

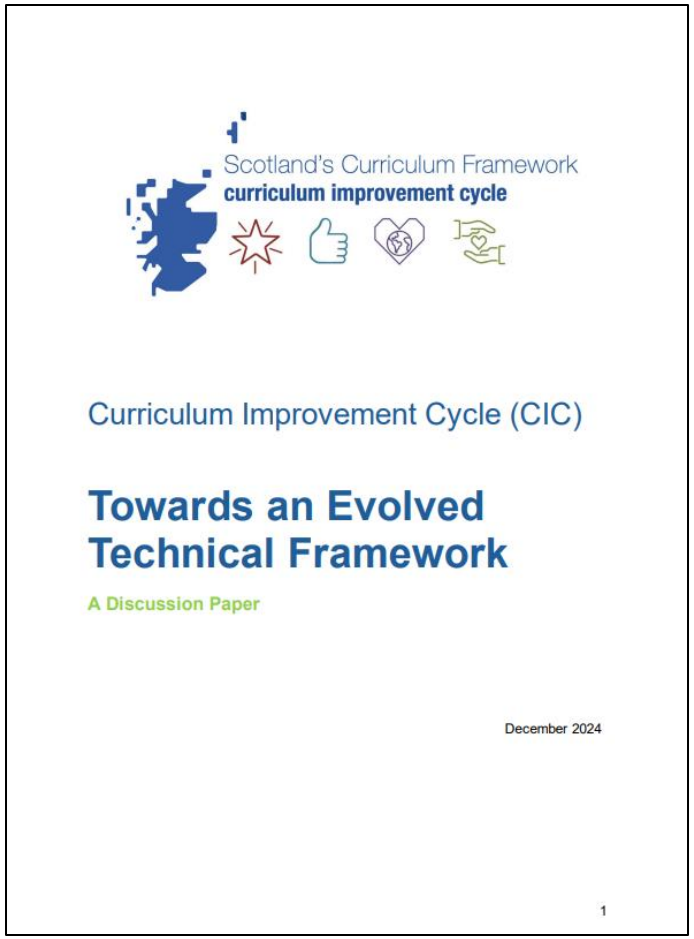


Scotland's Curriculum Framework
curriculum improvement cycle
Frèam-obrach Curraicealam na h-Alba
cearcall leasachadh a' churraicealaim

13th February 2025

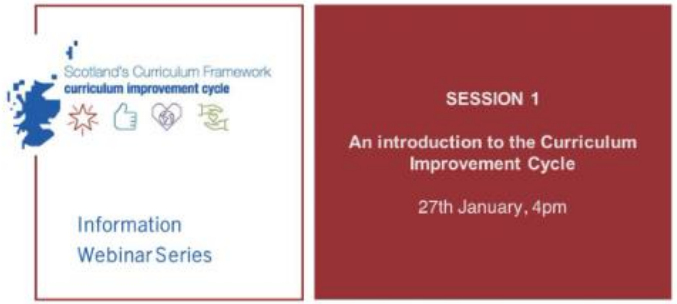
Today

- Introduction & re-cap of Webinar #1 & #2
  - Ollie Bray
- Towards an Evolved Technical Framework
  - Andy Creamer
- Next Steps and Communication
  - Ollie Bray



CIC – Information Webinar Series

SESSION 1: AN INTRODUCTION TO THE CURRICULUM IMPROVEMENT CYCLE



27th January, 4pm

SESSION 2: THE BACKGROUND AND CASE FOR CHANGE

5th February, 4pm

SESSION 3: TOWARDS AN EVOLVED TECHNICAL FRAMEWORK

13th February, 4pm

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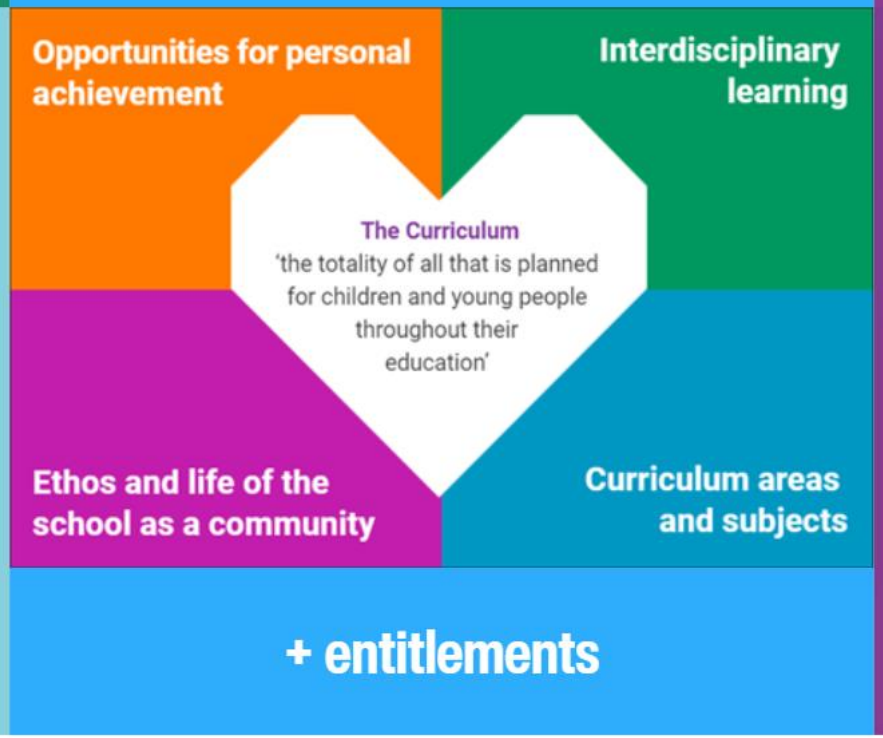
scotlandscurriculum.scot

Scotland's curriculum framework

Why

What



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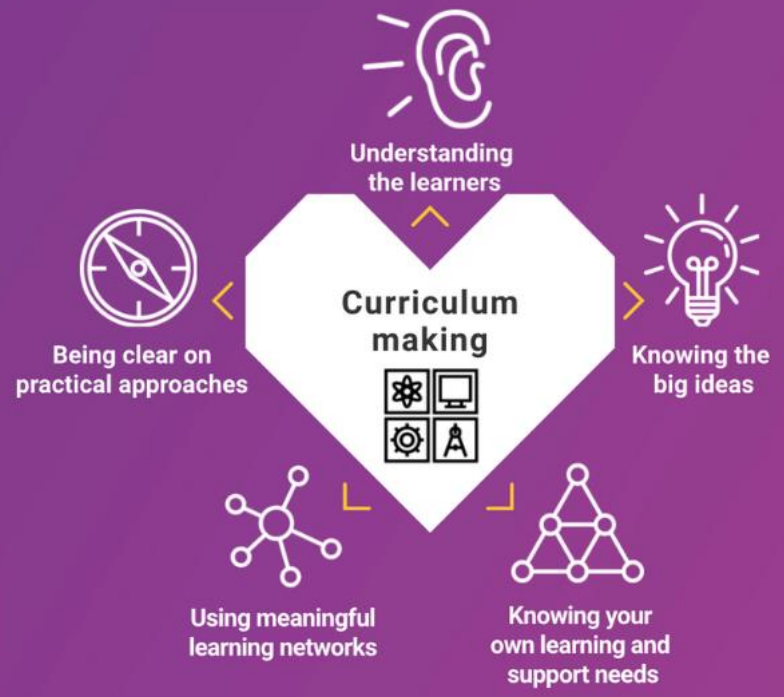

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1

Review evidence and feedback from practice;
on how the curriculum is working, including research to identify areas for closer focus.

Analyse findings from the National Discussion report along with other key education reports.

analysing

engaging and co-creating

2

Planning, consultation and processing of feedback;
inclusive engagement with co-design partners to test draft workstreams.

Mobilising the system around the new workstream approach and implementation.

Once the new adopted approach is mainstream, the cycle **begins again in terms of monitoring and evaluating delivery through inspectorate report evidence, research and feedback.**

4

mobilising, monitoring and evaluating

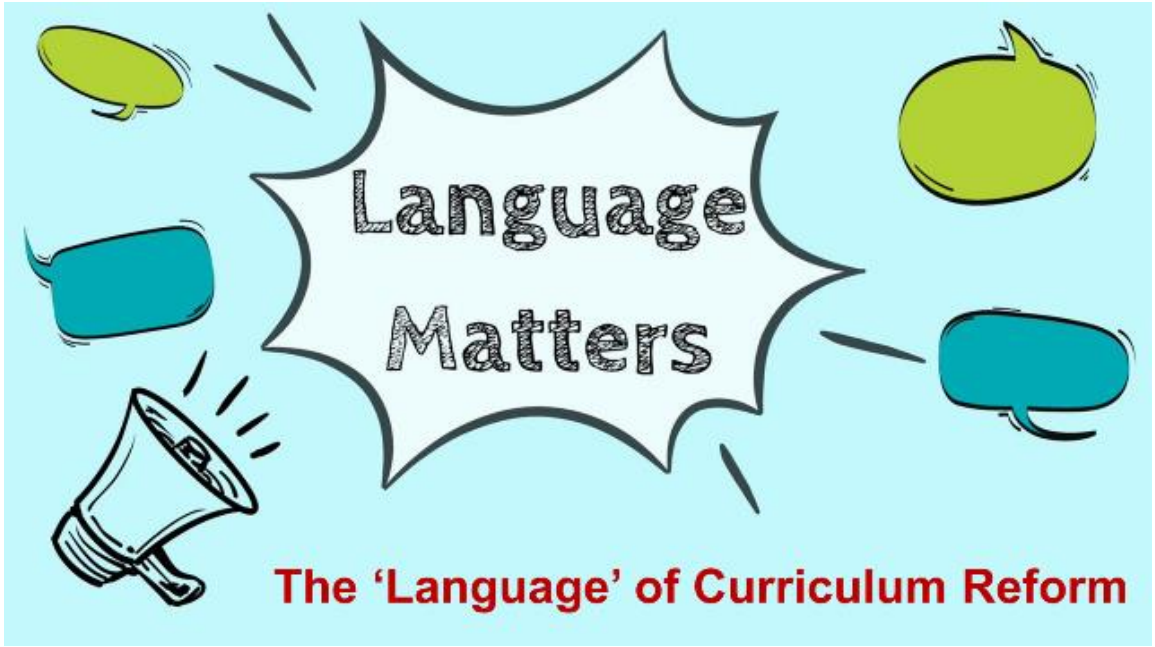
sharing, learning and adopting

Local capacity building and professional development;

piloting, development of **support material**, sharing of **best practice**, learning from the experiences of learners, practitioners and teachers.

3

Holistic review of Scotland's Curriculum once every 10 years -
e.g. a National Discussion type exercise



attribute/s; Big idea/s; capacity/ies; concept; curriculum; curriculum design; curriculum making; inter-disciplinary learning (IDL); knowledge; pedagogy; Scotland's Curriculum Framework; service design; skill(s) and technical framework.

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The Technical Framework within a curriculum is used by teachers and practitioners to plan what children and young people will learn. In Scotland this would include guidance such as the Es&Os, Benchmark and approaches to moderation.

Scotland's Curriculum Framework

Overarching Framework

The Purposes: The Four Capacities

Statutory Framework	Policy Framework	Technical Framework	Qualifications Framework
eg: Number of days a school is open, Registration, etc.	**eg:** 1+2 Languages, 2hrs / periods of PE, etc.	**eg:** Es & Os, Benchmarks, National Guidance, Course Specifications, Moderation, Responsibilities of All, etc.	**eg:** SCQF Credit Rates Qualifications (including SQA Qualifications).

Curriculum Improvement Cycle (CIC)

Towards an Evolved Technical Framework

A Discussion Paper

December 2024

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Reflective Questions

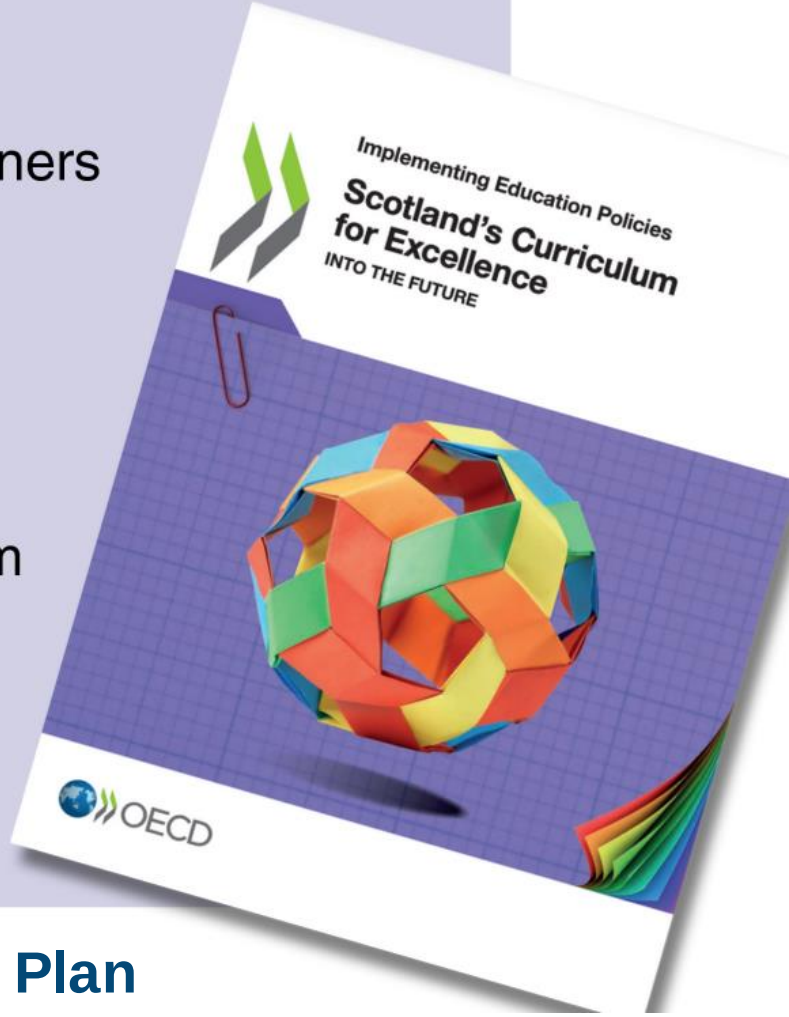
- Which of the key issues such as clarity on knowledge or disconnect between BGE and senior phase should be our key priorities to address in an evolving technical framework ?
- In what ways can teacher and practitioner agency and autonomy be promoted in an evolving technical framework ?
- What opportunities may arise from having a consistent framework from 3-18?
- What are the key aspects that need to be considered for successful implementation of a new technical framework?
- Any other thoughts?

Re-assess CfE's aspirational vision against emerging trends in education to take account of evolutions in education and society (1.1)

Find a better balance between breadth and depth of learning throughout CfE to deliver Scotland's commitment to providing all learners with a rich learning experience throughout school education (1.2)

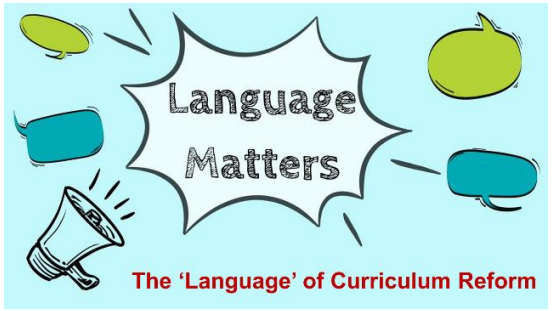
Adapt the Senior Phase to match the vision of CfE (1.3)

Continue building curricular capacity at various levels of the system (1.4)



OECD Action Plan

Towards an Evolved Technical Framework



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Evolving the Technical Framework

Views of teachers from pilot curriculum reviews and CIC groups

OECD and other SG commissioned independent review recommendations

Analysis of international approaches to curriculum review

Engagement with international educators and education systems

Education Research and international evidence

Key features of high performing systems

"provide parameters for the selection of content and a process for prioritising and deprioritising"

"GREATER CLARITY ON THE KNOWLEDGE AND SKILLS LEARNERS SHOULD HAVE AT KEY POINTS IN THEIR LEARNING"

"clarity on progression from Early Learning and Childcare (ELC)"

"clarity on the role and purposes of knowledge and skills"

Criteria for an evolved technical framework emerging from the pilot curriculum reviews

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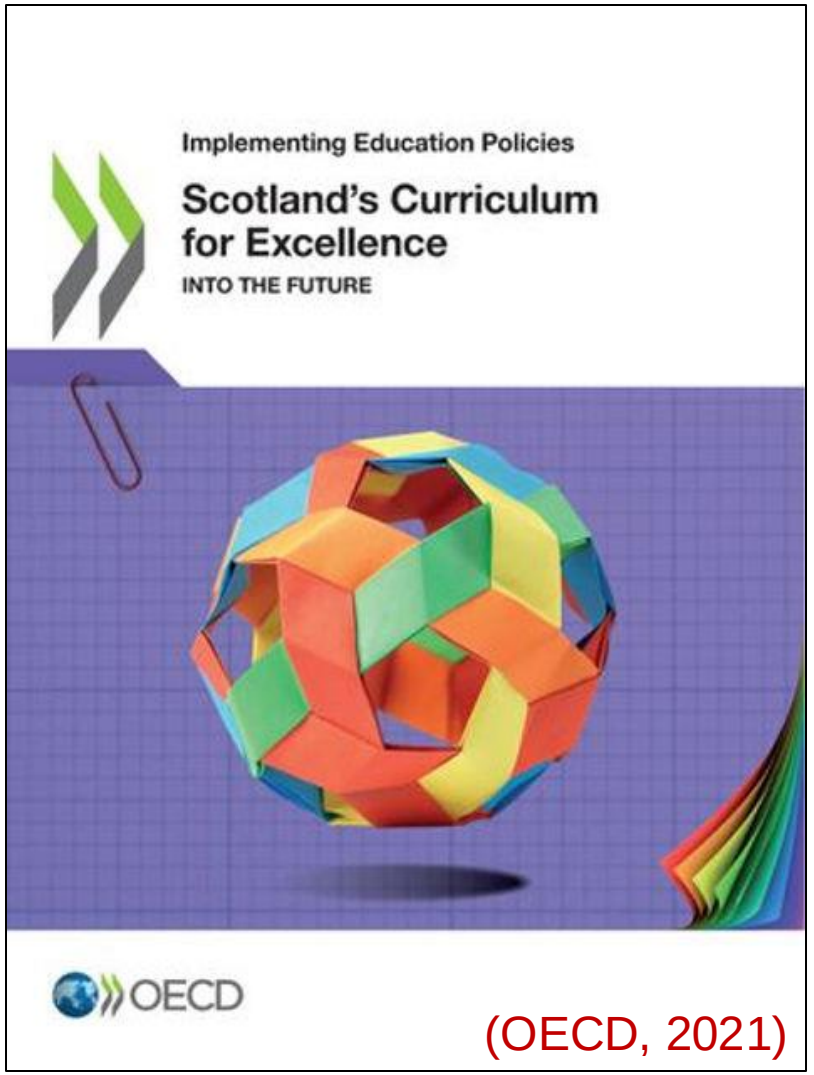
"adaptable to realities of the differing nature of sectors and curriculum areas"

"flexibility and autonomy at the level below the key ideas"

"a 3-18 'framework' alignment and consistency with Senior Phase"

"a clear position in terms of cross curricular themes and expectations"

“To provide more detail without drifting towards strict specification in learning areas, **it may be a helpful first step to formulate big ideas,** as a growing number of education systems have been developing. Systems such as British Columbia (Canada), Korea, Norway and Singapore have been selecting broad overarching themes that relate to a number of subjects within curriculum areas of learning.”



(OECD, 2021)

Insights from high-performing school systems:

A Comparative Study- Korea, Hong Kong, Finland, Estonia, British Columbia: Master 2023

The position of knowledge in high performing systems:

Frameworks are organised around traditional disciplinary knowledge such as national language and literature, mathematics, science, and the social sciences

High priority to developing students' **deep understandings of essential disciplinary concepts**, principles, and methods which may be relatively few in number.

Opportunities for students to develop **deeper conceptual understandings** and **apply their learning to a variety of meaningful, often real-world, contexts**.

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Developing Conceptual Understanding

Know-Do-Understand

‘Curriculum statements need to make clear what children should know factually, understand conceptually and be able to do in [and across] different disciplines’

(Erickson 2012)

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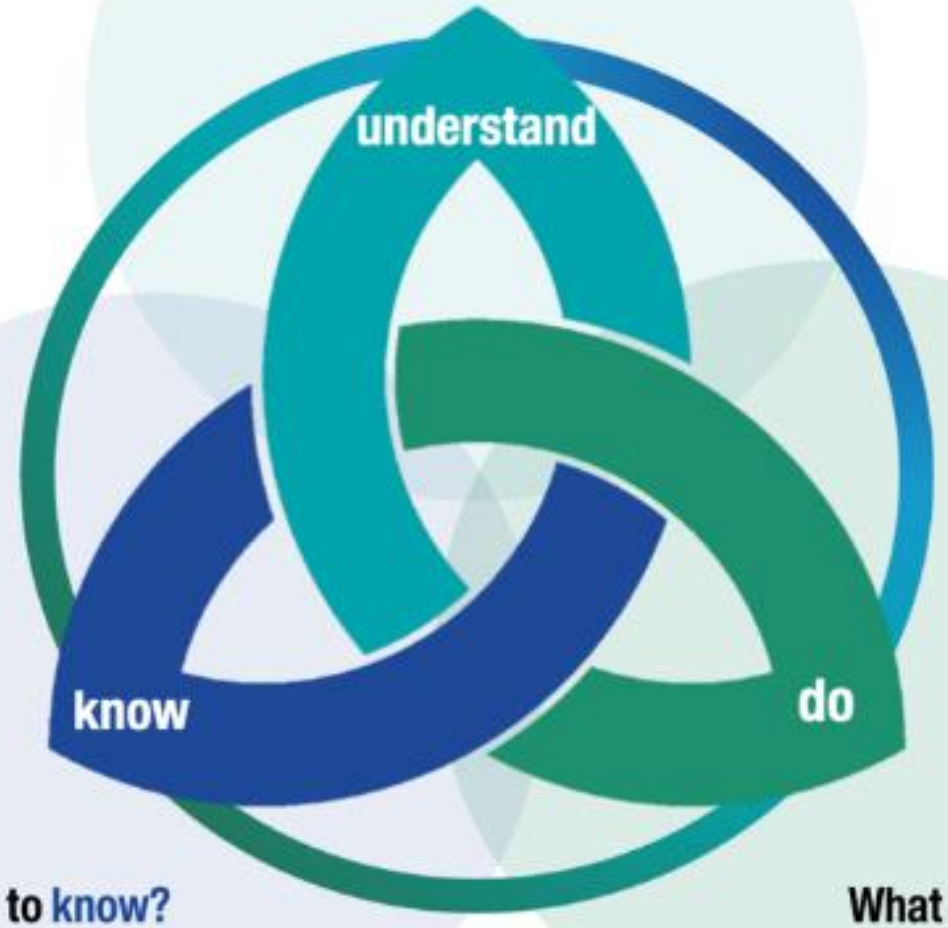
What do we want learners to understand?



What do we want learners to know?

What do we want learners to do?

Outline – Technical Framework

What do we want learners to UNDERSTAND-

What do we want learners to KNOW and be able to **DO-**

What do we want learners to know and be able to do at different stages in their learning journey –

Outline – Technical Framework

What do we want learners to UNDERSTAND-

The Big Ideas

What do we want learners to KNOW and be able to **DO-**

Conceptual Knowledge and Skills

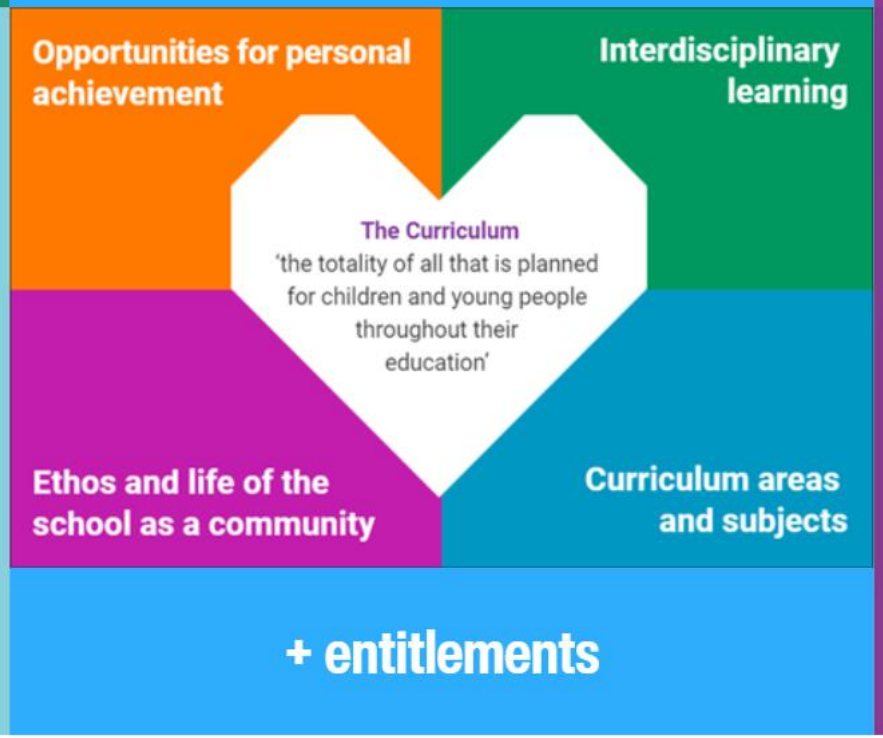
What do we want learners to know and be able to do at different stages in their learning journey –

PROGRESSION across the learning journey

Scotland's curriculum framework

Why

What



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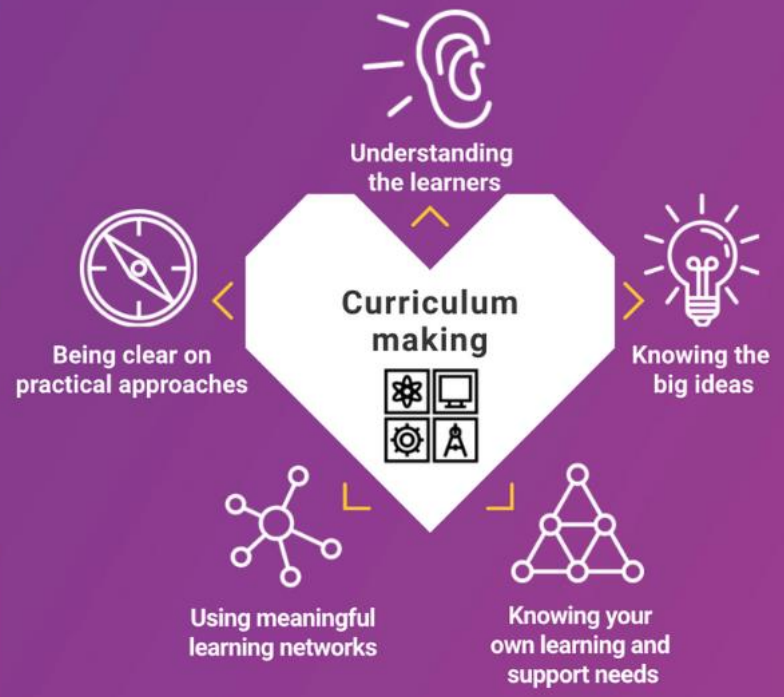

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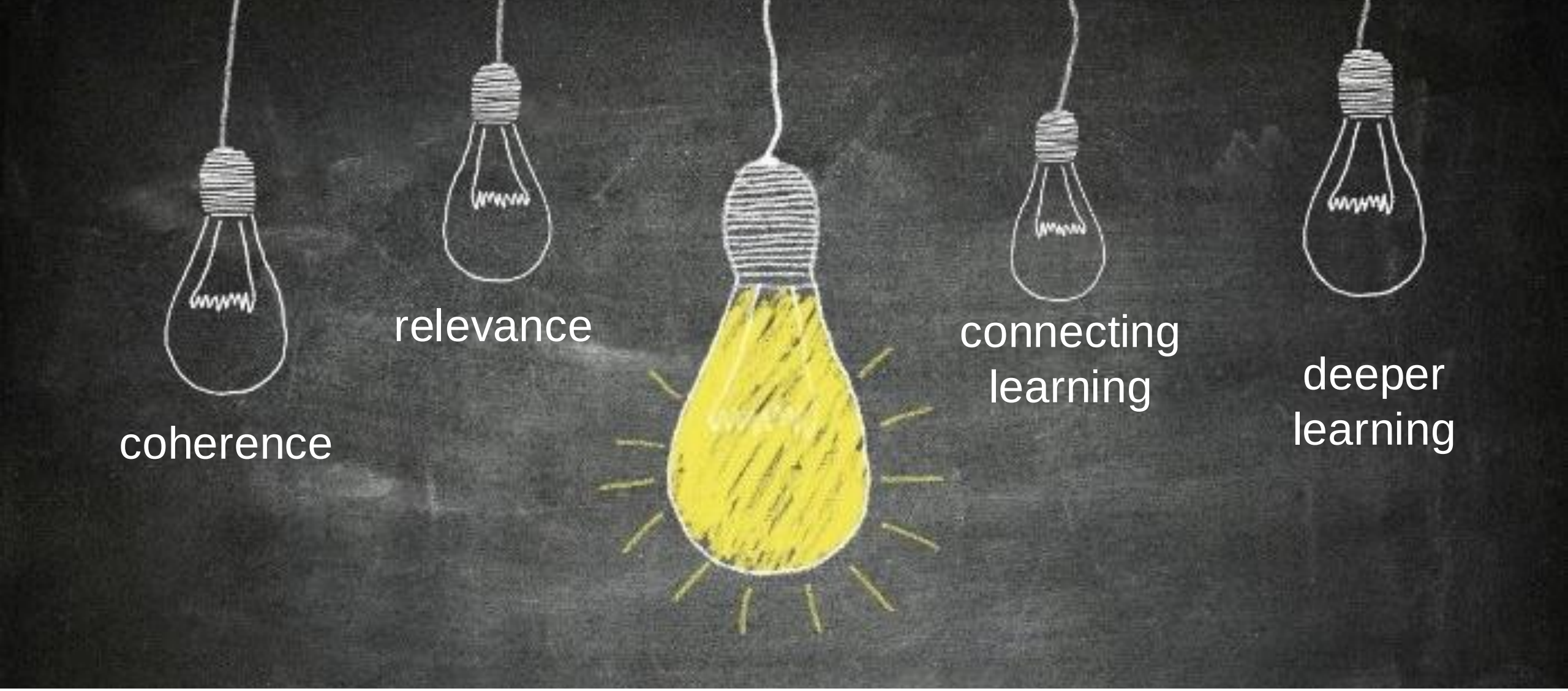


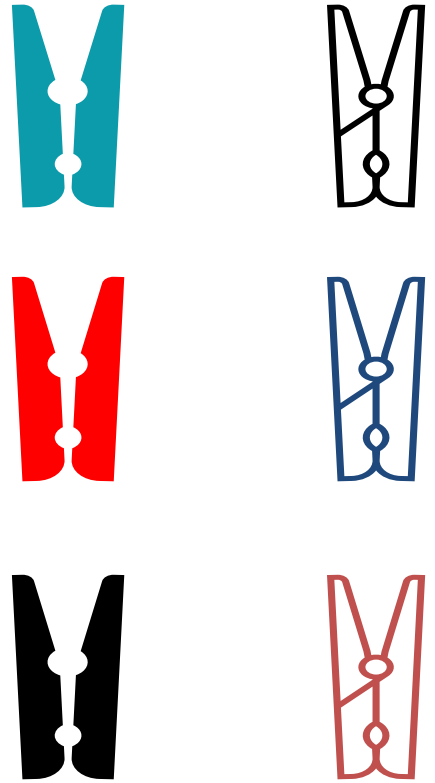
The Case for a ‘Big Ideas’ Approach

“Big Ideas are generalised summaries of what we want students to understand by the end of their journey through the curriculum (or cross curricular area) in school. They are common destinations, which can be reached by many alternative routes. Because Big Ideas describe what we want students to understand, they frame the questions that lead to that understanding. They are unable to do this without contexts provided by content”.

“The development of **big ideas provide a rationale and a framework for inclusion of particular topics and types of study within the school curriculum”**.

“Big Ideas perform a similar role in students’ learning as concepts in that they **are ‘pegs’ on which students can hang the myriad pieces of knowledge they acquire over the years of study in order to make sense of them”**.

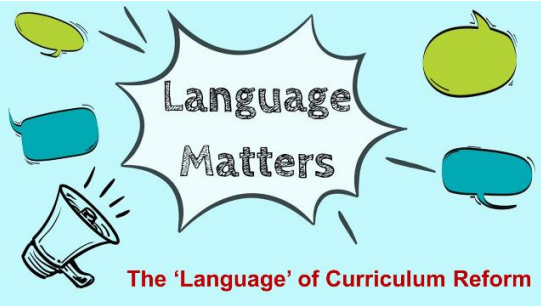
“It is therefore unlikely that students will ever encounter a unit of work with the name of a Big Idea as its title, but in every unit of work the learning outcomes will be defined in relation to them”.



‘Big Ideas’ mean different things in different parts of the world

A **‘Big Idea’** captures the core understanding children and young people will develop throughout their curricular journey from early years onward.

It will set out **overarching ideas /concepts,** have relevance for learners, support progression and the selection of content



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Early prototyping

- These are illustrations and **not the final 'product'**
- The examples you have focus on knowledge , there would be similar information re skills
- They have been developed at pace – and it is challenging
- They are **based on the current Es&Os** – the CIC groups will determine the future
- We are trying to **illustrate opportunities** – ie clarity, flexibility, progression etc
- The **process will be iterative**
- This is **not the curriculum** it is one part and aims to clarify and simplify something that there are currently issues with

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Big Idea 1: Planet Earth	Big Idea 2: Forces, electricity and waves	Big Idea 3: Biological systems	Big idea 4: Materials	Big Idea 5: Topical science
The ***Planet Earth*** curriculum area focuses on the **interconnected** systems and processes of **Earth**, our **solar system**, and the broader universe. Learners explore how Earth's four subsystems (land, water, air and life) are **interdependent** and essential for **sustaining** life. They develop an understanding of the relationships between **living things and their environment,** recognising the **diversity** of life and the **processes** that support it. Learners also examine the **impact** of human activities on all forms of life and acknowledge that Earth provides the **resources** necessary to **sustain** life, except for energy from the Sun. As stewards of these **finite** resources, learners are encouraged to understand the vital interactions between **Earth's systems and the solar system.** This understanding equips them to address the challenges facing our planet and make informed decisions to protect and responsibly use **Earth's resources**.	The ***Forces, Electricity and Waves*** curriculum area encourages learners to investigate a range of physical phenomena, including **light**, **sound**, **heat**, **electricity**, **magnetism**, **waves**, **forces**, and **motion**, all connected by the unifying concept of energy, which changes form without being lost. Through the study of physics, learners develop a deeper understanding of how different aspects of the physical world **interact** and how these interactions can be modelled and represented. This understanding supports learners in exploring current issues and challenges, while also considering **innovative technological** solutions grounded in physical principles.	***Biological systems*** provide explanations about the **organ systems** of the human body and how the physiological processes and interactions of these systems enable survival and interaction within their environment. Learners develop an understanding of biology at a **cellular** level and that all the basic functions of life are the result of what happens inside the **cells** which make up an organism. Learners will also explore the processes by which **genetic information** is passed on from one generation to the next, identifying patterns of **inheritance** and progress to be able to make more informed judgement about social, ethical and biological implications of the use of data derived from **genetic** information.	The ***Materials*** curriculum area helps learners to explore **materials**, focusing on developing an understanding of **matter** and the **chemical changes** it undergoes. Learners explore the **composition** and **properties** of **materials**, the **changes** they experience, and the **energy** involved in these processes. They apply their understanding of the fundamental **properties** of **materials** to interpret the world around them, considering the behaviour of **elements, mixtures**, and **compounds**. Learners communicate their findings using the **symbols** and conventions of **chemistry**. This knowledge helps them address science-related challenges, such as **environmental sustainability**, and the development of **new materials**, medicines, and **energy** sources.	The **Topical Science** curriculum area helps learners explore and understand what **science is** and how **scientists work**. They develop the **skills**, **attitudes**, and **values** needed to build a foundation for **understanding** the world. Learners appreciate that **scientific knowledge** is both reliable and constantly evolving in response to new evidence. They gain insight into how **scientific investigations** are conducted and recognise the **social value of scientific knowledge**. By exploring **current science issues**, learners understand how scientific ideas are **communicated** and learn to **link** scientific knowledge to **everyday decisions and actions**. These outcomes are explored through key contexts where **scientific knowledge** has developed and continues to evolve.

Sciences Concepts

Big Idea 1: Planet earth	**Big Idea 2: Forces, Electricity and Waves**	**Big Idea 3: Biological systems**	**Big Idea 4: Materials**	**Big Idea 5: Topical science**
Biodiversity & interdependence	Forces	Body systems & cells	Properties & uses of substances	Topical science
Energy source & sustainability	Electricity	Inheritance	Earth's materials	
Processes of the planet	Vibrations & waves		Chemical changes	
Space				

Science – Second level

Planet Earth

Biodiversity and interdependence: Biodiversity and human impact.
Energy sources and sustainability: Energy conservation and transfer.
Processes of the planet: Water cycle.
Space: Solar system features.

Forces, electricity and waves

Forces: Force of gravity and friction and measuring forces.
Electricity: Circuits displayed in circuit diagrams and understanding how electrical components work.
Waves: Properties of light.

Biological systems

Body systems and cells: Body systems, health and microbiology.
Inheritance: Life cycles and inherited vs non-inherited characteristics.

Materials

Properties of substances: States of matter.
Earth's materials: Rocks.
Chemical changes: Physical and chemical changes.

Inquiry and investigative skills

- Formulate questions and predictions, with assistance
- Identify dependent, independent and control variables, with assistance
- Design investigations
- Select appropriate methods of recording data/observations
- Draw basic conclusions
- Report collaboratively and individually, using a range of methods
- Collate, organise and summarise findings, with assistance
- Use appropriate scientific vocabulary and acknowledge sources, with assistance
- Evaluate investigations and suggest one improvement

Scientific analytical thinking skills

- Apply scientific analytical thinking skills to less familiar contexts
- Apply understanding, and a combination of more than one science concept, to solve problems

Scientific literacy

- Present a reasoned argument based on evidence, and engage with the views of others
- Demonstrate understanding of the relevance of science to their future lives
- Relate scientific skills to a wide variety of STEM careers

Second Level		**Biodiversity and interdependence** The diversity shown amongst living things with regards survival and extinction. **Processes of the planet** necessity of water water conservation the water cycle	**Forces** An object's shape and the density of the material affect buoyancy	**Body systems and cells** Body systems structure and function. Potential health problems associated with different organ systems. Growth and action of different microorganisms.	**Properties and uses of substances** Phases of matter & changes of state. Physical and chemical ways of changing materials. Mixtures – separate using a difference in component properties.	**Topical science** Science impact on everyday lives.
		Biodiversity and interdependence Interactions and energy flow between plants and animals in food chains and food webs. Beneficial uses of plants to society. Risks and benefits of fertiliser use. **Energy sources and sustainability** Conservation of energy transforming energy from one form to another.	**Electricity** Components in a circuit transfer energy. Simple circuits as circuit diagrams using component symbols.	**Inheritance** Differences in the stages of development in the lifecycles of plants and animals.	**Chemical changes** Conservation of water uses of water.	**Topical science** The links between scientific skills and STEM careers.
		Energy sources and sustainability Renewable and non-renewable energy sources. **Space** Key features of the solar system.	**Forces** Gravity. Measuring forces. Force of friction. **Vibrations and waves** Properties of light.	**Inheritance** The role of genes in determining inherited characteristics and be able to categorise characteristics as inherited and non-inherited. The uniqueness of a person's DNA fingerprint.	**Chemical changes** Chemical reactions. Making new products. **Earth's materials** Types of rocks that make up Earth's surface.	**Topical science** Items of current scientific interest at school, community, national and global level. Ethical, moral, economic etc factors around topical science issues.

Second Level

Risk taking
Substances can have both a positive and negative impact on the human body

Substance misuse has consequences for mental and emotional wellbeing

Substance misuse can effect decision making and life choices

Rights and Responsibility
There are actions that can help others in trouble who have misused substances

Choice and Decision- making
Attitudes to the use of substances can be influenced by culture, peers and the media

Relationships
The body undergoes changes during puberty, and this helps to understand what happens as the body grows

Sexuality is a part of life and should be respected

Parenthood requires caring for others and involves patience, responsibility, and empathy.

Respecting personal space and setting boundaries helps build healthy relationships.

Different types of abuse exist and it is important to recognise and prevent harmful situations.

Career & Pathways
Different jobs and careers have different responsibilities and require different skills.

Individuals can access training to help prepare them for different jobs and careers

Diet & Nutrition
Food has a journey from source to consumer

Nutritional needs can be met by healthy eating guidelines

Food labelling can help us make more informed and healthier choices

Life stages may affect dietary requirements and with personal preferences can result in dietary restrictions

Food allergies and cultural practices can influence food choice

Rights and Responsibility
Access to food is a basic human right

Safety & Hygiene
Food handling and preparation requires safe and clean practices

Choice and Decision-making
Consumer behaviour is influenced by advertising and media techniques.

Active & Healthy Lifestyles
Sleep is essential for growth, development, and overall health

Rest helps the body recover from physical activity and mental exertion

Healthy choices can have a positive impact on your mental, emotional, social and physical health and wellbeing

Physical activities can benefit health and wellbeing

Fitness
The body uses different energy systems for different types of activities

Stamina is the ability to sustain physical activity over time

Flexibility is the range of motions in joints and muscles

Strength is the ability of muscles to exert force

Tactics and strategies
Team tactics and formations can be used to improve performance

Tactics can respond to the strengths and weaknesses of opponents

Movement, Body and Performance
Skills and strategies impact on performance

Feedback can help plan improved performance

Position of knowledge

- Statements should provide clarity on what learners should know at different points in their learning to develop conceptual understanding
- Clarity on what is progression in knowledge and how it develops conceptual understanding
- Outlines the knowledge that would be expected at different levels
- Context free as far as possible - decisions on context to use are left to teacher
- Flexible to respond to natural differences across curriculum areas- broad levels or broken down into stages as appropriate to curriculum areas and the structure of knowledge in these areas

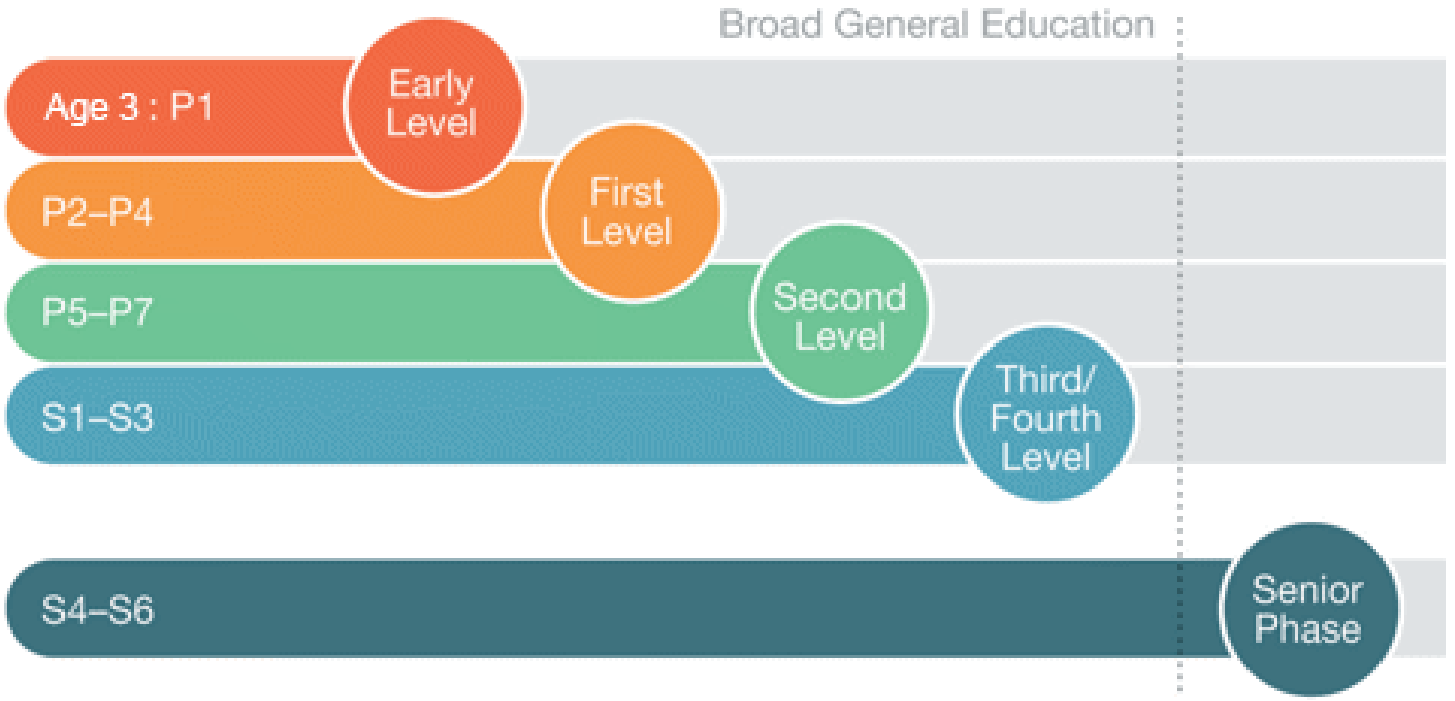
Outline 3-18 (Example Illustration)

Curriculum Area	Broad General Education (CfE Levels)					Possible Senior Phase Qualification Pathways								
Maths	Early Level	1st Level	2nd Level	3rd Level	4th Level	SCQF L5 SCQF L5 SCQF L5			SCQF L6 SCQF L6			SCQF L7 SCQF L7		
Social Studies	Early Level	1st Level	2nd Level	3rd Level	4th Level	SCQF L5 SCQF L5 SCQF L5	SCQF L5		SCQF L6 SCQF L6 SCQF L6	SCQF L6 SCQF L6 SCQF L6		SCQF L7 SCQF L7 SCQF L7		
Science	Early Level	1st Level	2nd Level	3rd Level	4th Level	SCQF L5 SCQF L5 SCQF L5	SCQF L5 SCQF L5		SCQF L6 SCQF L6 SCQF L6	SCQF L6 SCQF L6 SCQF L6		SCQF L7 SCQF L7 SCQF L7		

Coherence & Clarity

Levels:

- Position of Fourth Level
- Purpose of Fourth Level
- Relationship between Fourth Level and SCQF Level 4 (inc: National 4) as part of a 3-18 framework



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Cross Curricular Expectations

CIC: addressing existing inconsistencies and incoherences

curriculum for excellence:
responsibility of all practitioners

Health and wellbeing across learning
Literacy across learning
Numeracy across learning

6

curriculum for excellence:
health and wellbeing
experiences and outcomes

www.curriculumforexcellencescotland.gov.uk

smarter scotland SCOTTISH GOVERNMENT
HMIe improving Scottish education
SQA
Learning Teaching Scotland

Numeracy is the knowledge, skills and attributes needed in order to apply and use mathematics in everyday life, at home, work or in a learning environment.

Number Sense

Having an understanding and sense of number is crucial for everyday life, study and work. The concepts of counting, types of numbers and their structure, arithmetic operations, proportional reasoning, estimation and comparison remain consistent when applied across a range of contexts. A robust understanding of and mathematical language, and an ability to reason algebraically are all needed to develop and choose valid strategies to solve previously unseen problems, and to communicate clearly decisions and solutions.

Spatial Understanding

Spatial understanding allows us to negotiate the physical space in which we live. The concept of position and movement provides a language to describe the location of objects and allows for the development of a sense of direction. Measurements of length, area, volume, angle, mass, time and temperature can be described and made using appropriate language, scales and units of measurement. The shape and properties of everyday items impact on how they are designed and used. Through exploring these ideas, we can move beyond what we can see in front of us and begin to visualise what could be.

Making Sense of Data

Data can be gathered, presented and analysed to help understand the world, solve problems and make informed decisions. Data can be quantitative or qualitative and presented in different forms to help interpret and understand it. Representations of data may be misleading, either intentionally or accidentally so care must be taken in interpreting what they do or do not show.

Probability helps us predict the behaviour of events where the outcome is uncertain. Appropriate language can be used to describe the likelihood of an event happening to make informed decisions, calculate risk and think critically about future plans.

"provide parameters for the selection of content and a process for prioritising and deprioritising"

"GREATER CLARITY ON THE KNOWLEDGE AND SKILLS LEARNERS SHOULD HAVE AT KEY POINTS IN THEIR LEARNING"

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"flexibility and autonomy at the level below the key ideas"

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Scotland's curriculum framework

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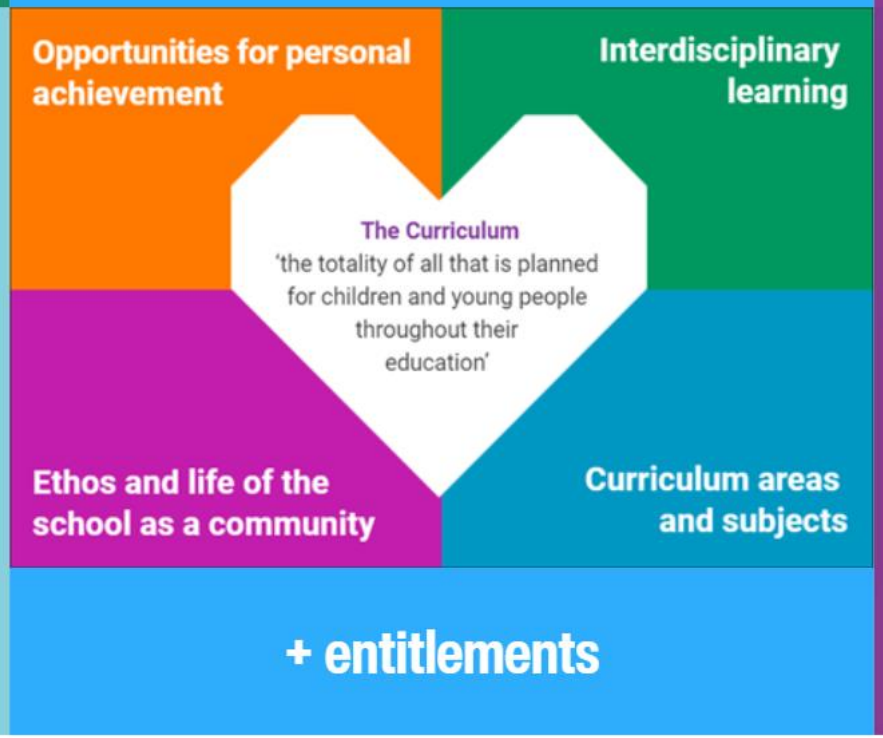

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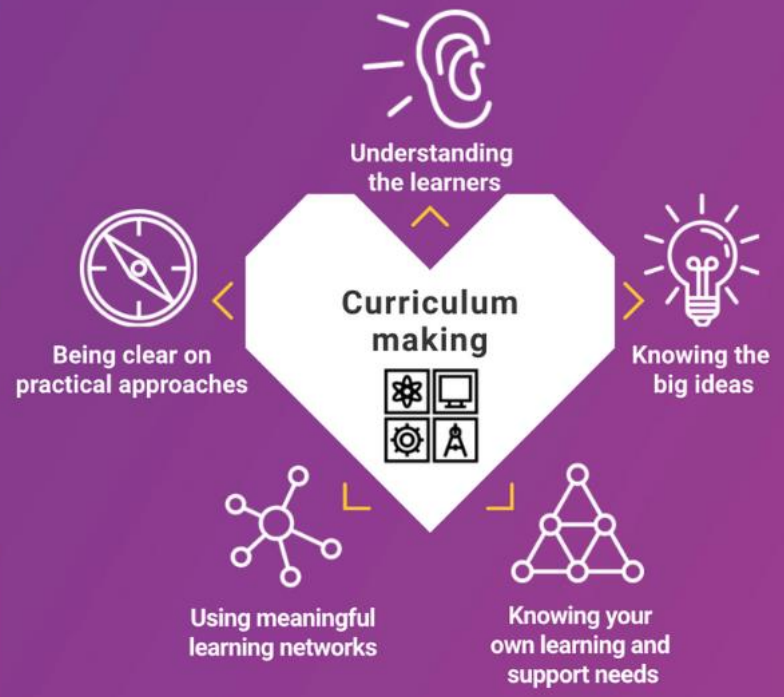

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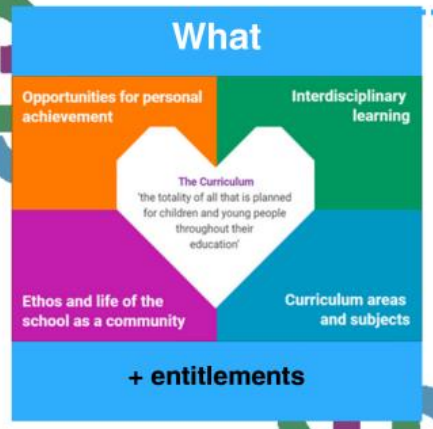
The interconnected layers of Scotland's Curriculum Framework

Why

The purpose of Scotland's Curriculum is to enable **all** children and young people to be **individuals**, **contributors**, **citizens** and **learners**.

To realise the **why...**

What

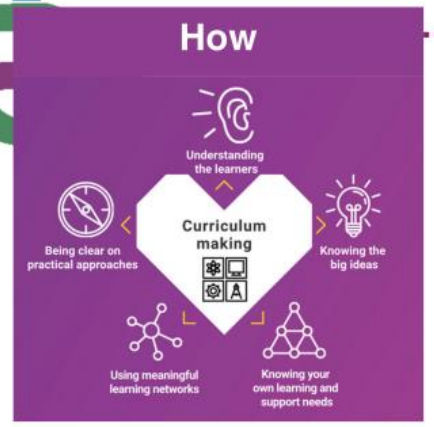


What do **all** children and young people need to **understand** across the curriculum to help them be individuals, contributors, citizens, learners?

What key conceptual **knowledge** and **skills** do **all** children and young people need to help their understanding?

What is the expected **knowledge** and **skills** required to help **all** children and young people make **progress** at each stage?

How



How should the **interactions**, **experiences, spaces** and **time** of learning environments be best organised and approached - alongside the consideration of the four contexts for learning - to allow **all** children and young people to flourish and develop their expected knowledge and skills?

How best can **capacity building**, **professional learning** and **support materials** for educators across **all** sectors be developed to support effective organisation and informed pedagogical teaching and learning approaches?

Scotland's Curriculum Framework
curriculum improvement cycle

Frèam-obrach Curraicealam na h-Alba
cearcall leasachadh a' churraicealaim

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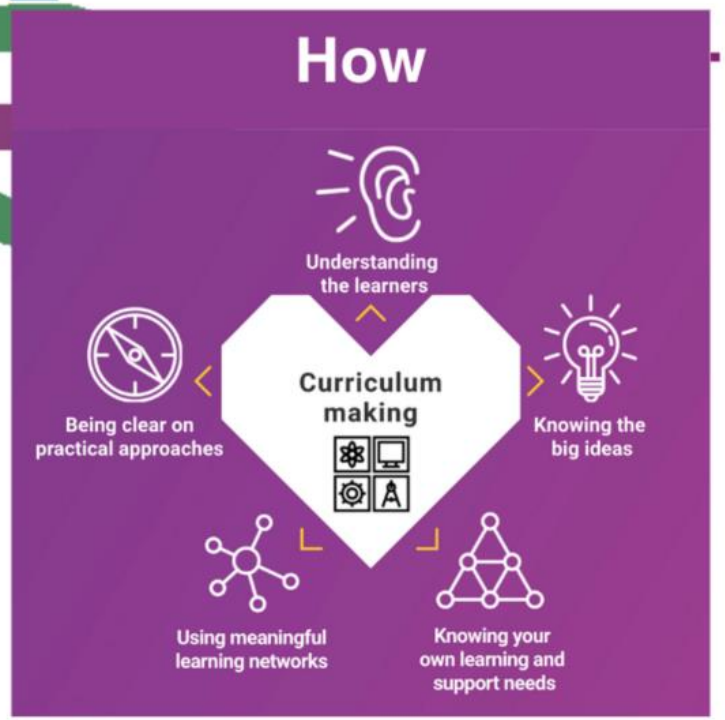

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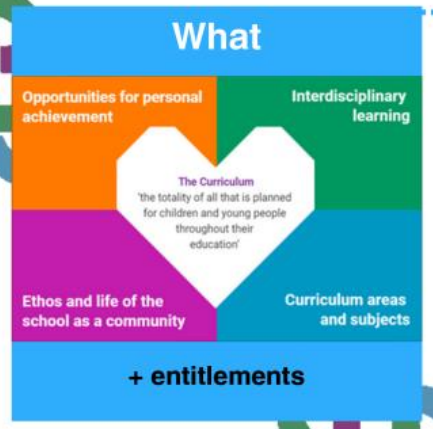

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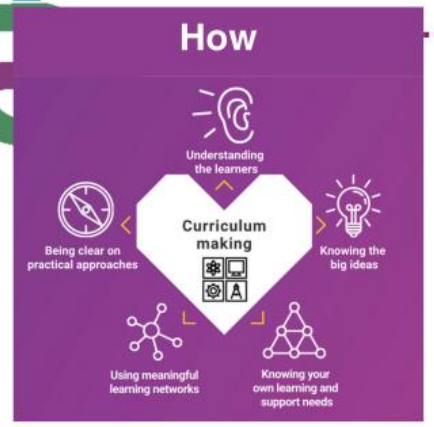

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Scotland's Curriculum Framework
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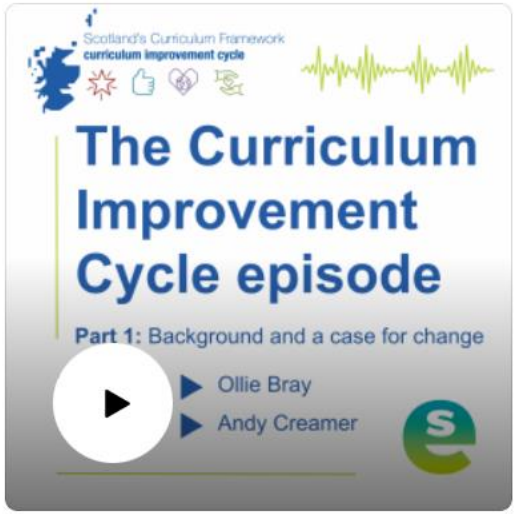
Curriculum Improvement Cycle (CIC)

Towards an Evolved Technical Framework

A Discussion Paper

December 2024



SESSION 3: TOWARDS AN EVOLVED TECHNICAL FRAMEWORK

13th February, 4pm

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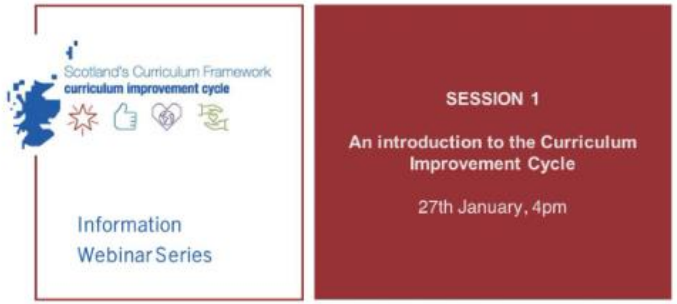
Next Steps and Communication

CIC – Information Webinar Series

SESSION 1: AN INTRODUCTION TO THE CURRICULUM IMPROVEMENT CYCLE



27th January, 4pm

SESSION 2: THE BACKGROUND AND CASE FOR CHANGE

5th February, 4pm

SESSION 3: TOWARDS AN EVOLVED TECHNICAL FRAMEWORK

13th February, 4pm

Key Background Publications

November 2024:

- A case for change: findings from the pilot curriculum reviews - live

December 2024:

- Language Matters – a glossary of terms - live
- Towards a new technical framework - live

March 2025:

- Working together to make change happen

June 2025:

- The journey to change

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Leave feedback on this session


Thank You