



Thanks for your patience... the session is about to begin...

Please put your name and location in the chat pane.



# Excellence in Headship

## Developing a Curriculum Rationale

### Online

# Facilitators

- Gordon Bone Lead Specialist EiH
- Chris French Lead Specialist EiH
- Andy Travis Lead Specialist EiH

# What works in online meetings

- The aim today is to be as relaxed and conversational as possible. As such, **this event will not be recorded**. We want you to be comfortable and to speak as freely as you want to.
- You all have something valuable to contribute but you are **not expected to be experts**. Quite often a conversation can raise more questions than answers, this session is a non-judgemental, collective thinking and sharing space.
- **Everyone is invited to share** their experiences, thoughts, ideas, resources, questions and worries.

# Expectations

Think – ‘For what reason am I here?’

Post it in the chat pane- first thoughts as to reason for being here today.



# Developing your school curriculum rationale

Purpose of this session to:

- Give time to reflect on the Refreshed Narrative on Scotland's Curriculum.
- Discuss and network with colleagues.
- Review a range of tools that will assist in the **process** of developing your school curriculum rationale

# Model of Professional Learning

We are ALL learners and our learning benefits all of us

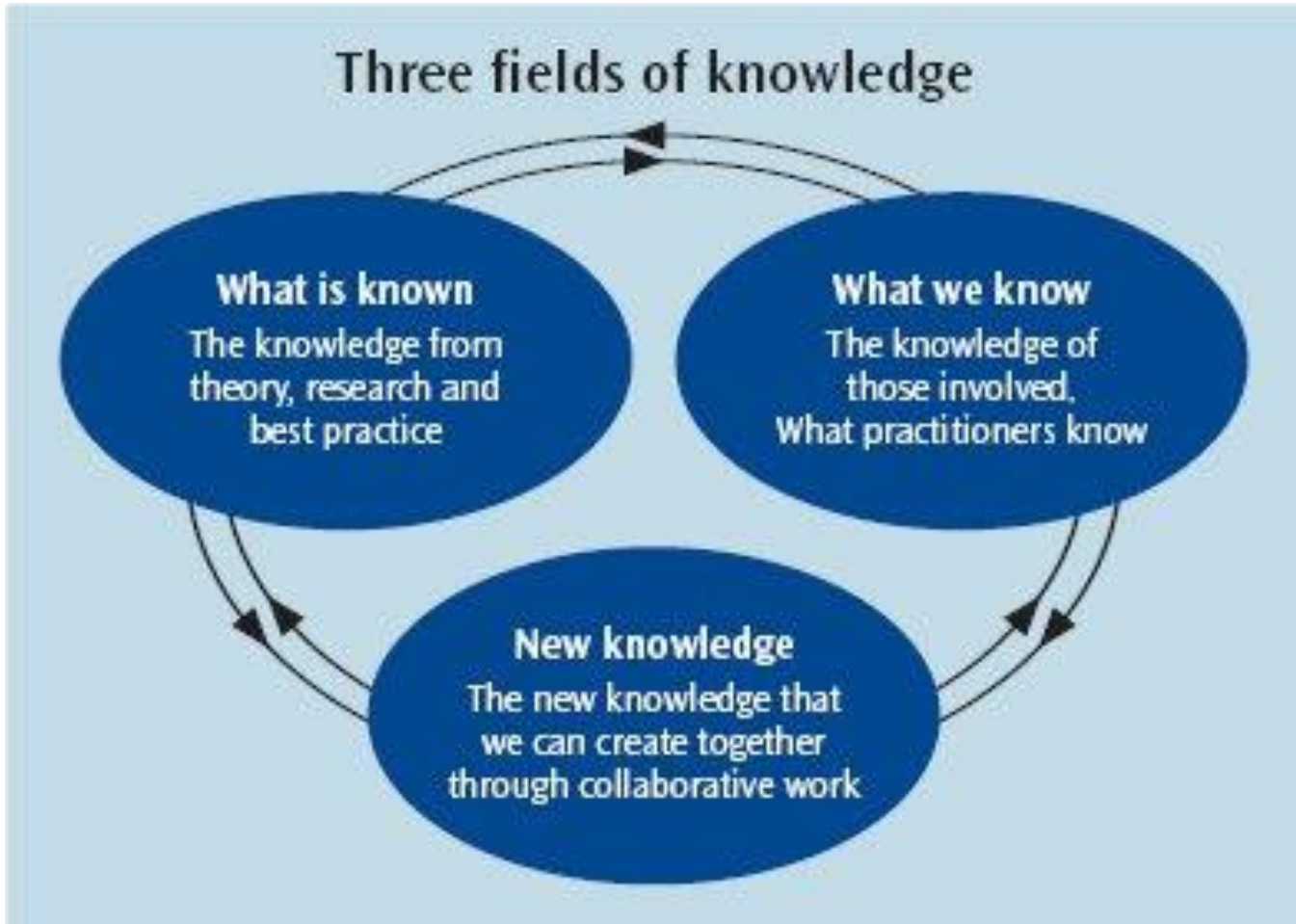
Learning by enquiry

Learning as a collaborative

Learning that deepens knowledge and understanding



# Three fields of knowledge





# Curriculum- What does it mean to you?



- Put your initial thought in the chat pane
- By working around the meeting adding a 'scoop' of information we will build up our group knowledge

“No curriculum development without professional development”

"by virtue of their meaningfulness curricula are not simply instructional means to improve teaching but are expressions of ideas to improve teachers“ p68

(Stenhouse 1975)

# CfE – modern 'international' curriculum

- Emphasis on generic skills. Competencies. But not skills v knowledge!
- Learner centred. Student agency. Active learning
- Teachers must act as change agents- creating the curriculum.
  - Reduced prescription means an intended curriculum that needs to be enacted.
  - Sense making, bring the document into action. Curriculum making a living process
  - Context
- Partnerships. In/between schools, community, agency, business partnerships

# Aberdeen 2022 – where are the learning opportunities?



What is your context?



Where are the learning opportunities?



# The Organisation for Economic Co-operation and Development (OECD) Review 2015

CfE is the right approach for Scotland in the 21<sup>st</sup> Century

Requirement for a strong, fresh narrative

Aim: to 'powerfully help to galvanise activity and enthusiasm'



# OECD (2021) Recommendations for next steps: Focus on student learning progress

- 1.1 Re-assess Curriculum for Excellence's (CfE) aspirational vision against emerging trends in education
- 1.2 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
- 1.3. Adapt the Senior Phase to match the vision of CfE Scotland
- 1.4. Continue building curricular capacity at various levels of the system using research



# Policy tension

A shifting policy discourse (excellence, equity, collaboration, empowerment, attainment, leadership) and the persistence of tensions resulting from accountability mechanisms have made the enactment of CfE challenging for many teachers.”

(Humes and Priestley (2021)

Curriculum Making in Europe: Policy and Practice within and Across Diverse Contexts by Professor Walter Humes and Professor Mark Priestley (2021) –

<https://www.emerald.com/insight/publication/doi/10.1108/9781838677350>

# Curriculum making as a social activity within and between levels

Site of activity	Examples of activity	Examples of actors
SUPRA	Transnational curriculum discourse. Curriculum policy lending/borrowing. Policy learning	OECD, EU, World Bank
MACRO	Developing policy frameworks. Legislation	National govt., National curriculum agencies
MESO	Developing policy guidance. Leadership and support of curriculum making	National govt., National curriculum agencies. RIC, LA, RIT, subject and sector organisations
MICRO	School level curriculum making, curriculum planning, lesson planning	HT, school leadership teams, PT, teachers
NANO	Curriculum making in class and learning spaces. Learning interactions	Teachers and learners



# Refreshed Narrative on Scotland's Curriculum



**SCOTLAND'S CURRICULUM**  
FOR EXCELLENCE  
Putting learners at the heart of education

<https://scotlandscurriculum.scot>

For Scotland's learners, with Scotland's educators

# Common purpose – endorsed across leadership



# Key Messages

## A resource to:

celebrate the successes of CfE and build confidence for future development

maximise and develop opportunities to meet the aspirations of our learners

stimulate fresh thinking about Scotland's curriculum

engage in professional dialogue in curriculum design and inspire, share and nurture innovation.

# Scotland's Approach - four capacities

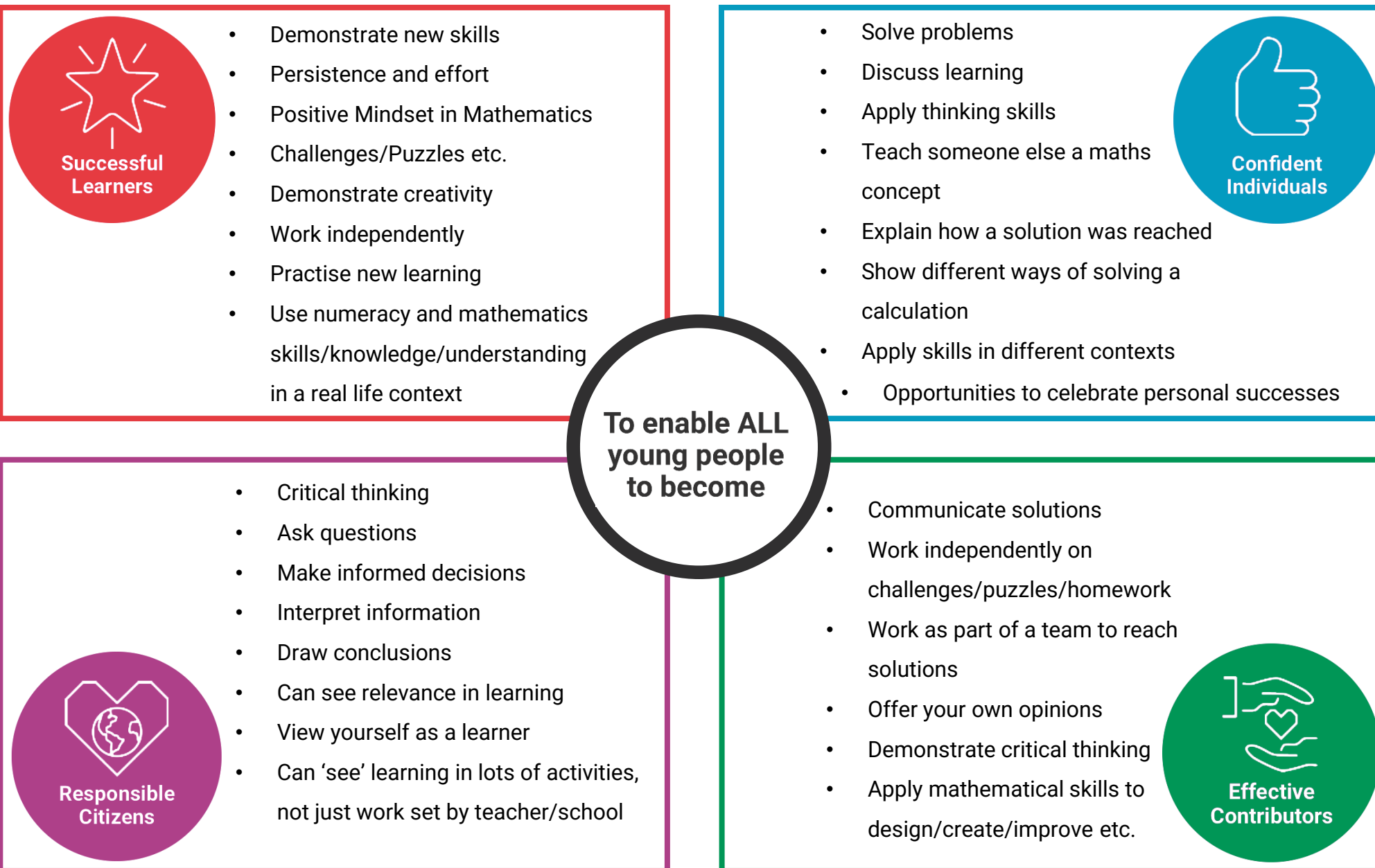
Choose one of the capacities that is well developed in **you**.



# Scotland's approach - the four capacities



# Numeracy and Mathematics – example of using four capacities to articulate skills and attributes in a curricular area



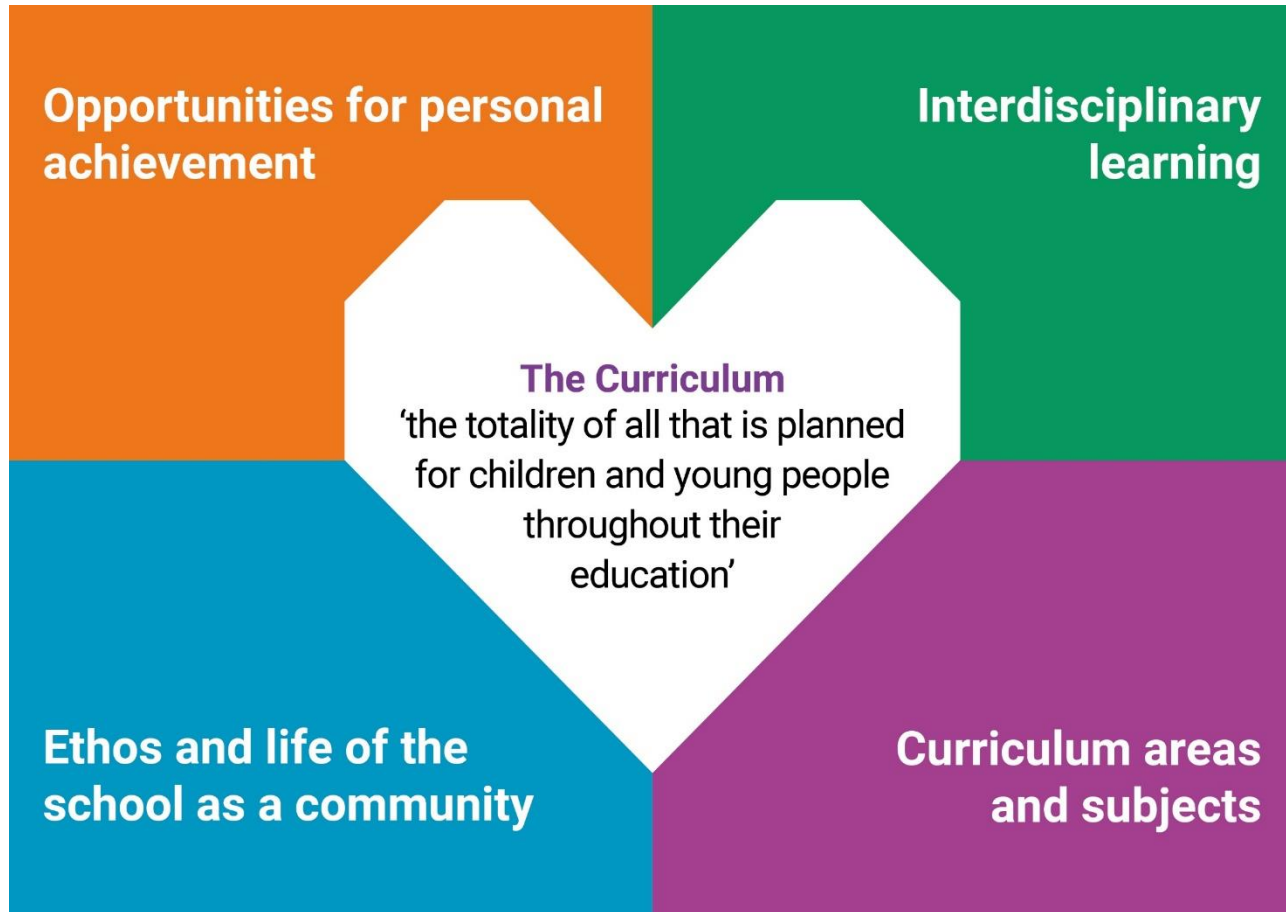


# Your unique setting

Where are the opportunities that build the four capacities in your school and across your community?



# Where do you think the most effective learning takes place in your context?



Think

Pair

Share



# Maths / Numeracy Team – Four Contexts

Maths competitions ([UK Mathematical Trust](#), [Scottish Mathematical Challenge](#), [Mathematiques sans Frontieres](#), [Maths wi nae Borders](#), [DFM's Maths Challenge](#))

Online weekly puzzles ([Parallel](#), [NRich](#), [Puzzle of the Week](#))

Sumdog contests

Numeracy Leaders (St Marnock's PS, Glasgow)

Maths ambassadors within schools

Cross stage working – possible use of Shetland fishing project (Numeracy Hub Grant funded 2018-19)

STEM projects

Enterprise Activities [Virgin Money](#)

School credit unions [Credit Union](#)

STEM ambassador inputs

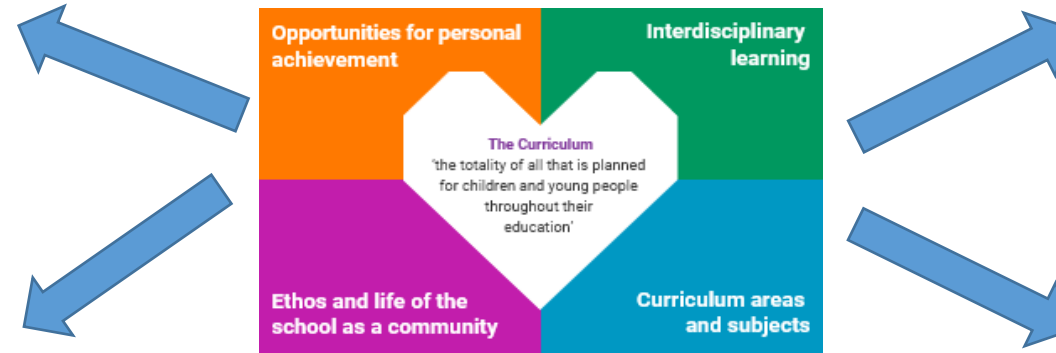
Employer engagements

Financial Education e.g. [Money Talks](#),

Digital / technology skills

Social Studies

Home economics [Family Food Group](#)



## [Maths Week Scotland](#)

Parental Engagement e.g. [Beattock Primary Pizza Maths Parents sitting N5](#)

Celebration days – Pi Day, Fibonacci day [Grange Academy](#)

Numeracy across learning

Partnership working [Glasgow Science Centre Big Chef](#), [Little Chef](#)

Community learning

Homework support initiatives [Homework Kits](#)

Transitions – possible use of Beeslack project (Improvement Hub)

Closing the gap

## [Making Maths Count](#)

Early foundations in numeracy e.g. [a buzz about numbers](#), [number talks](#),

SEAL, numeracy frameworks e.g. [Clacks Framework](#)

Use of [Applications of Maths](#) and the new Higher

Pedagogical approaches

Outdoor learning ideas, creativity ideas

Teacher forums, online resource sharing

Current research – link to usable collection

# Coffee



# Developing your curriculum rationale

Start with WHY.

Getting the ideas out

Imagine if ...

Understanding your learners

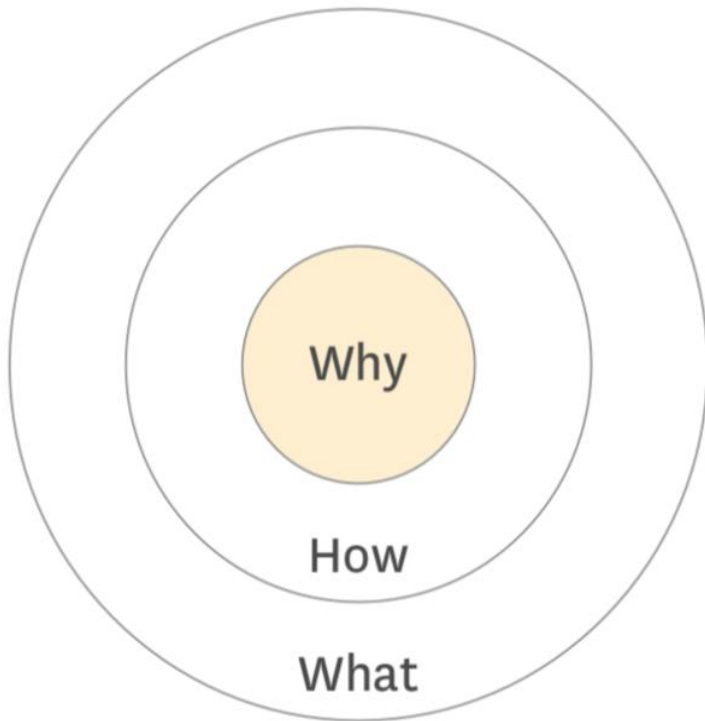
- Empathy maps
- Personas

Data driven design

*“We each need to take the time to decide what it is that we believe education is for; not because someone tells us, or the rules dictate, but because we believe it is right and just. Once we have an image of the future we prefer, getting there is possible. It may be difficult; we may have to change, to learn, to live in dissonance, and to stand firm in our beliefs. But it is possible”*

(Earl, 2003, p.4).

# Why?



- Why. What is your cause? What do you believe?
- How. What are your strategies, partnerships and underlying processes?
- What. What will you do? What will your visible outputs be?

# Curriculum for Excellence- The children and young people in your community can thrive and strive in the 21st century

IMPORTANT

VERY IMPORTANT

CRITICAL

# Understand the learners



Knowing young people and where they are on their individual learner journeys.

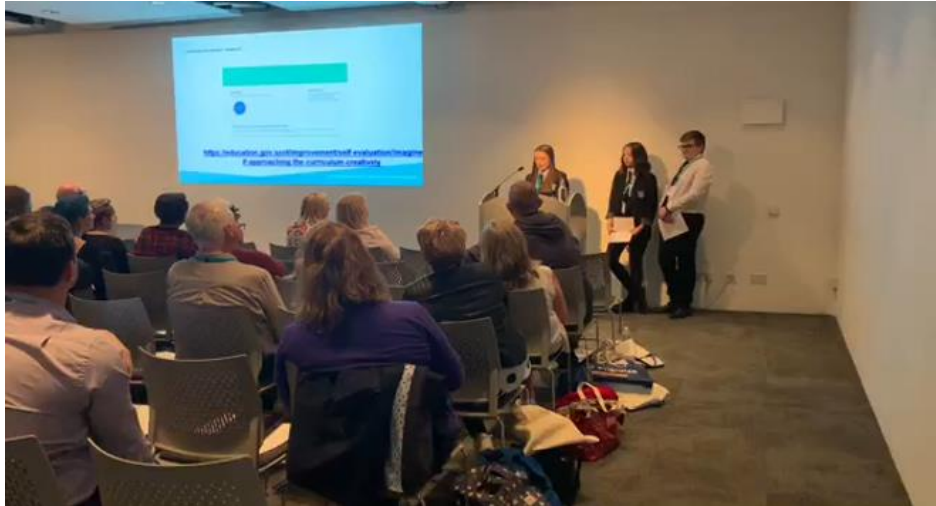
Listening to learners and be informed by their motivations and aspirations.

Empowering learners to have agency in their learning with opportunities for personalisation and choice.

Using observations, assessments and feedback to design and develop the learning.



# Understand the learners – Imagine if ....



Approaching the curriculum creatively

- Creative approach to capturing the needs and wishes of learners
- All ages and stages. 45-60 minute workshop used with class-sized groups.
- The Imagine If... statements generated can inform rich discussion around improving the curriculum that your school, establishment or learning environment offers founded on the voices of learners.



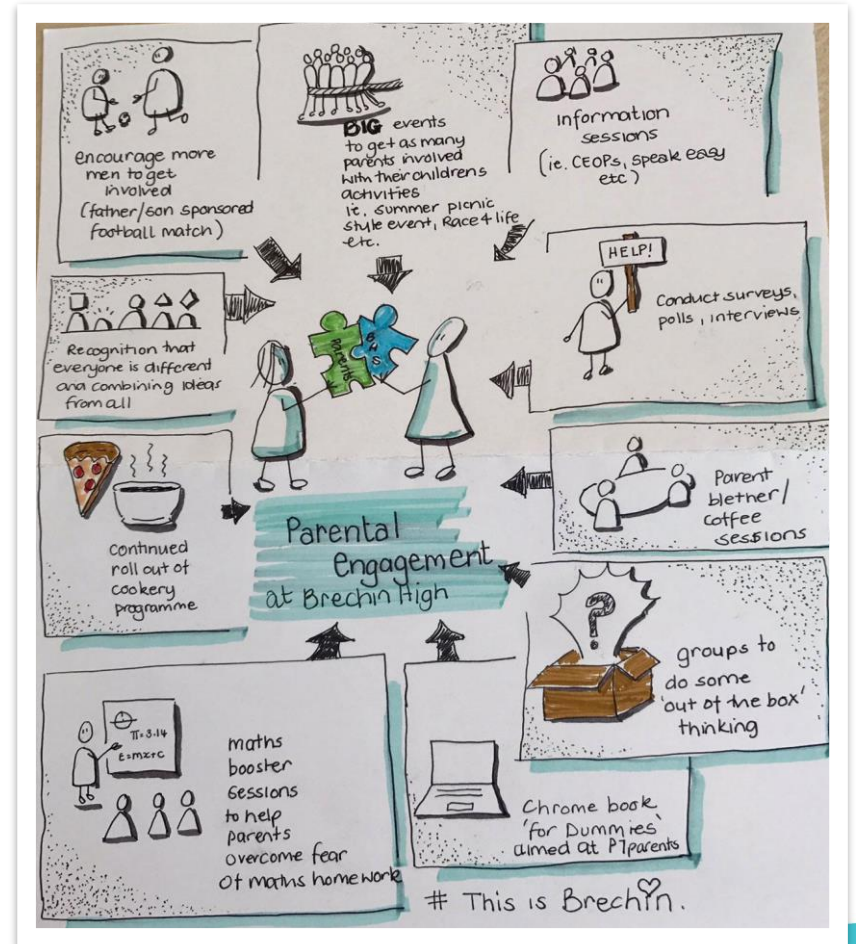
# Imagine if ....

- Imagine if maths and English were not the most important subjects.
- Imagine if school was not as technologically advanced and would do things the old-fashioned way – with paper.
- Imagine if school was a camp.
- Imagine if school was a drop-in.
- Imagine if hours were more flexible.
- Imagine if classes were more open – you could take whatever classes you want.
- Imagine if you could choose your teachers.
- Imagine if school wasn't all about the grades you leave with.
- Less stress and more opportunities to do your own research/studying
- We rewarded working together collaboratively more than individual achievement

# Imagine if ... points to ponder

How could you use Imagine if .. to listen to learners and understand their motivations and aspirations?

Could it be used with other stakeholders to help shape the curriculum offer?



# Pupil researchers

How could this tool be used?

What impact could it have?

Who would you use it with?



<https://vimeo.com/277312669>

Pupils as the researchers to inform the school planning process.

This film shows the impact of involving pupils in observing younger children and using their findings to transform a play space.

# Empathy map

Empathy Mapping

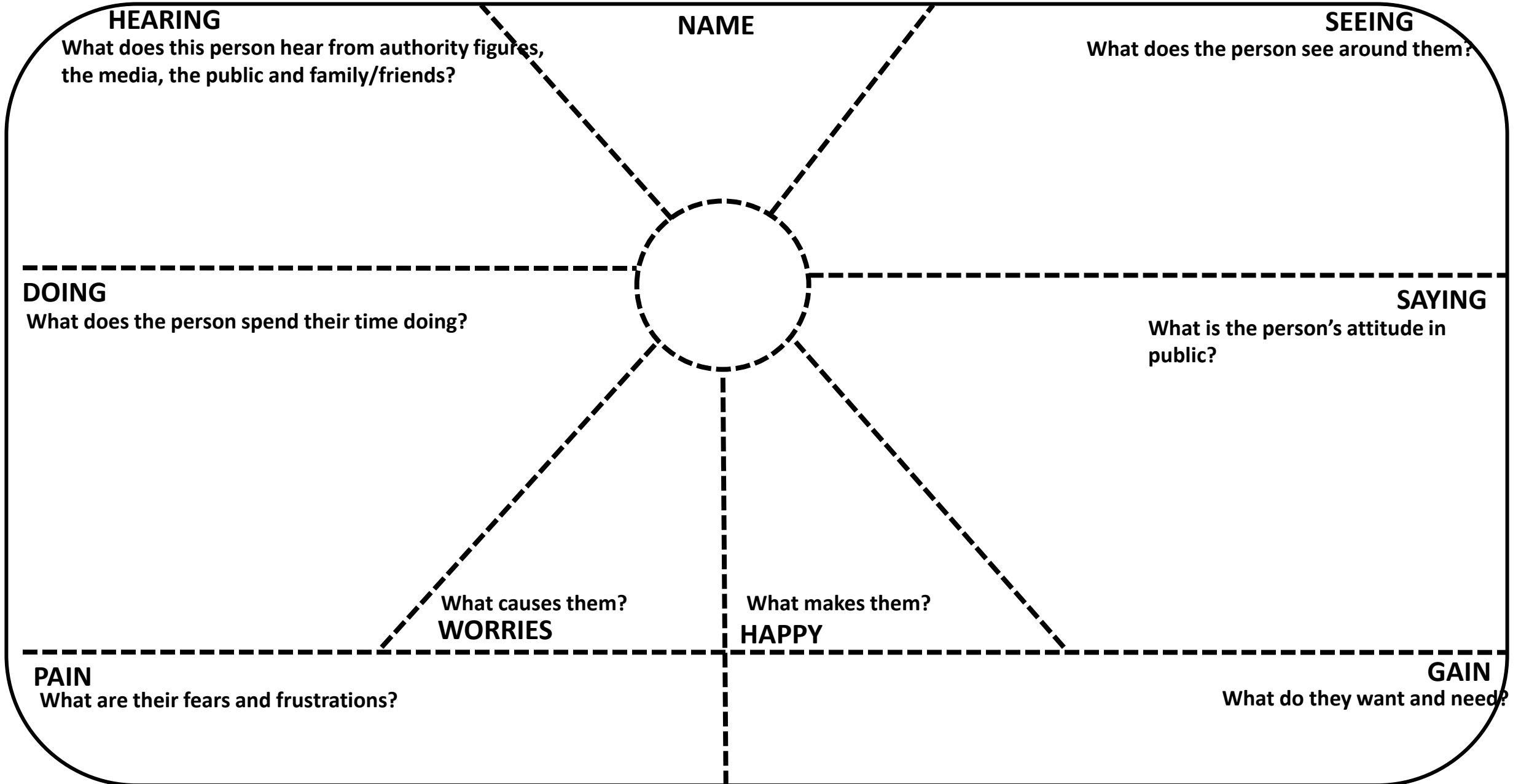
‘Walking in someone else’s shoes’

Valuable tool to use voice to shape the curriculum and to ensure that our learners are active shapers of their future world

# Empathy Map

<b>Situation</b>	
<b>Say and do</b>	Feels
	Thinks
<b>Pain (obstacles, needs)</b>	Gain (hopes, aspirations)

# Empathy Map





# Empathy Walk

## SOCIAL SUBJECTS.

### Hearing

what do I hear?

SILENCE  
HEATING & WHIRRING  
DOORS CLOSING ELSEWHERE

### Seeing

what do I see?

LOTS OF DESKS IN ROWS  
MATERIALS ON WALLS  
DIRTY, CORNERED WINDOWS  
OLD FASHIONED FURNITURE  
PUPIL MATERIALS  
ON FLOOR  
GREEN BOXES

### Doing

what do I do?

LOOK AT THINGS ON WALL  
SIT IN SEAT  
CLOSED DOOR! APPROACH  
SLEEP.

### Saying

what do I say?

LOTS OF CLUTTER ABOUT.  
TOO MUCH ON WALLS  
SIMPLIFY + LINK IT. TO VR  
LET ME HAVE SOME FUN!  
WHY DO WE DO THIS?



### Gain/Needs

what are my needs?

BRIGHTER ROOM  
FLEXIBLE SEATING  
WATER MACHINES IN ROOMS  
OPEN PLAN ROOMS  
FUN! EXCITEMENT!  
LEAD SOME LEARNING.

### Pain/Fears

what are my pain points?

TIME - BOREDOM - WANT OUT.  
MONEY - DAM DREAMING  
OLD FASHIONED TECHNIQUES.  
NO LINK TO ANY VOCATIONS  
ONE DOCUMENT -> 140 (TICKS A BOX)

# Persona

Personas are fictitious characters created to represent different groups of people based on the views and experiences of the group. Personas are developed to represent young people and help practitioners to see how these young people will interact with their service.

Personas encourage people to focus on the needs of the persona, rather than revert to their own personal opinions/biases. Personas provide an anonymous but believable character to focus on and design your service around.



# Persona

Saying.....?

Name:

Age:

Draw your person:

Background:

Career/Work life:

Personal life: What is their home life like?

What are their Interests

What is important to them?

What causes them major worries?

# Persona

Saying.....?  
Don't know where I am

## Name:

Eva

## Age:

16

## Stage/Year:

S5

## Learner Journey

### Broad General Education Subjects

English	ICT
Maths	Technologies
Spanish	Expressive Arts
French	PE
Science	
Humanities	

### Senior Phase Subjects

English  
Maths  
Physics  
Woodwork  
Design Technology  
Foundation Apprenticeship

## Background:

### What is their home life like?

Mum works PT and unsociable hours  
Can struggle in classes due to dyslexia  
1 younger sister  
1 older brother  
Not around when they come home.  
Eva looks after her sister and her brother  
Makes breakfast and dinner for them  
Organises the house  
Needs to travel on bus for FA course

## Work Placement

Hoping to be placed in the construction sector during her FA course

## Career Aspiration:

Construction  
Wants to work as a joiner  
Modern Apprenticeship

## What are their Interests

Construction  
Wants to work as a joiner  
Likes to work on practical tasks

## What is important to them?

Working and earning money  
Wants to travel  
Wants a good job  
Doing well in the Foundation Apprenticeship course

## What causes them major worries?

What are her options after school?  
No help from school on her career path  
Not sure about staying on  
Unclear about subject choices

## Intervention Timeline

EY-Primary	Primary-Secondary	BGE-Senior Phase	Work Placement	Initial Destination
Attendance issues in Early Years Late start to Early Years	Attendance issues in Primary Missed parental meetings Did not attend Primary-Sec Days Dyslexia diagnosis	Attendance issues Issues with subject choices Lack of engagement with ASN	Looking to work with local builder Placement to be self-found Paperwork still not complete	

# Imagine If ... Empathy Maps Personas

Discuss the tools above and start to think about the young people that you work with.

How could you use these tools to support greater engagement and progression?

What other engagement tools have you used?

# Data driven design

## Information, data and knowledge

Information becomes knowledge when it is shaped, organised, and embedded in a context that gives it meaning and connectedness. The implications for leaders are vast.

Data is information that is collected and organized in a systematic way and can be used to make instructional or organisational decisions.

Earl and Katz 2006

# What is our data?

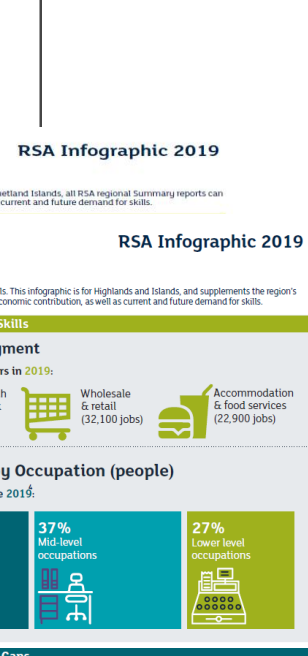
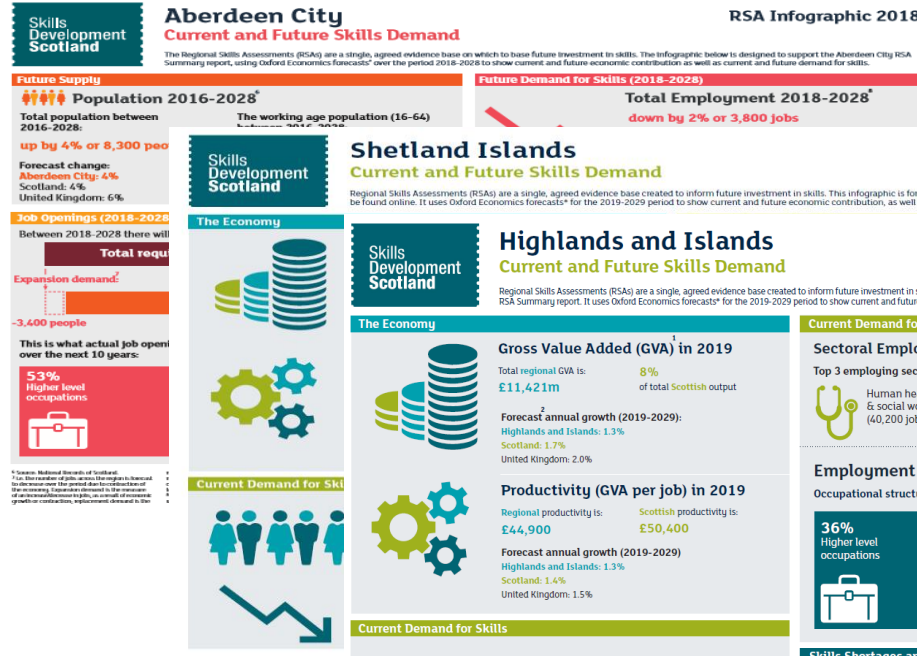
1. Who are our learners? What are their contexts?
2. What is the learning?
3. How are our learners' doing?
4. How do we do, from other viewpoints?

# What is our data?

- Data – both quantitative and qualitative – take many forms, including:
- Who are our learners? What is their context? **Demographic data.** Census data, EAL, learner needs, SIMD, community capital *Labour market intelligence*
- How are our learners' doing? **Achievement Data.** Tracking data, report cards, multi agency action plans, CfE levels, Insight data, self-evaluation and external evaluation, leaver destination data. *Personas*
- What is the learning? **Programme data.** Courses, programmes, evaluation, FE/HE and business partnerships, community capital, learner pathways and maps, self-evaluation and external evaluation. *Empathy maps*
- How do we do? **Perceptual data.** Learner, parent, community and teacher feedback. Observational data, and surveys. *Imagine if ...*,
- (Adapted from the K-12 Board Improvement Planning for Student Achievement (BIPSA) Assessment Tool, Student Achievement Division, 2011)

# Local Context

## How does this shape our curriculum offer?



\* As with all forecasts, certain caveats need to be applied. They are based on what we know today and include past and present trends projected into the future. Their value is in identifying likely directions of travel rather than predicting exact figures. It is recommended therefore that users examine trends over time rather than focusing on changes in individual years. Finally, the more disadvantaged they become, especially in smaller geographical areas, the less reliable they are likely to be.

<sup>1</sup> GVA is the measure of the value of goods and services produced within the economy. Forecasts by Oxford Economics business strategy team.

<sup>2</sup> Manufactured by total number of jobs.

<sup>3</sup> Higher level occupations are defined as Managers, directors & senior officials, professional occupations, and associate professional & technical occupations, Mid level occupations defined as Administrative & operational occupations, Skilled trades occupations, Craft, textile and other service occupations, and lower level occupations defined as sales & customer service occupations, Process, plant & machine operatives, Elementary occupations, Data entry & telephone based jobs, and other service occupations.

<sup>4</sup> Skills Shortage Vacancies (SSV) are defined as vacancies for which there is a shortage of skills, qualifications or experience amongst applicants.

<sup>5</sup> Based on all establishments, only 2017 shown. Skills gaps: the proportion of the workforce lacking full proficiency.

<sup>6</sup> Based on all establishments with applicants.

<sup>7</sup> Based on all establishments with applicants.



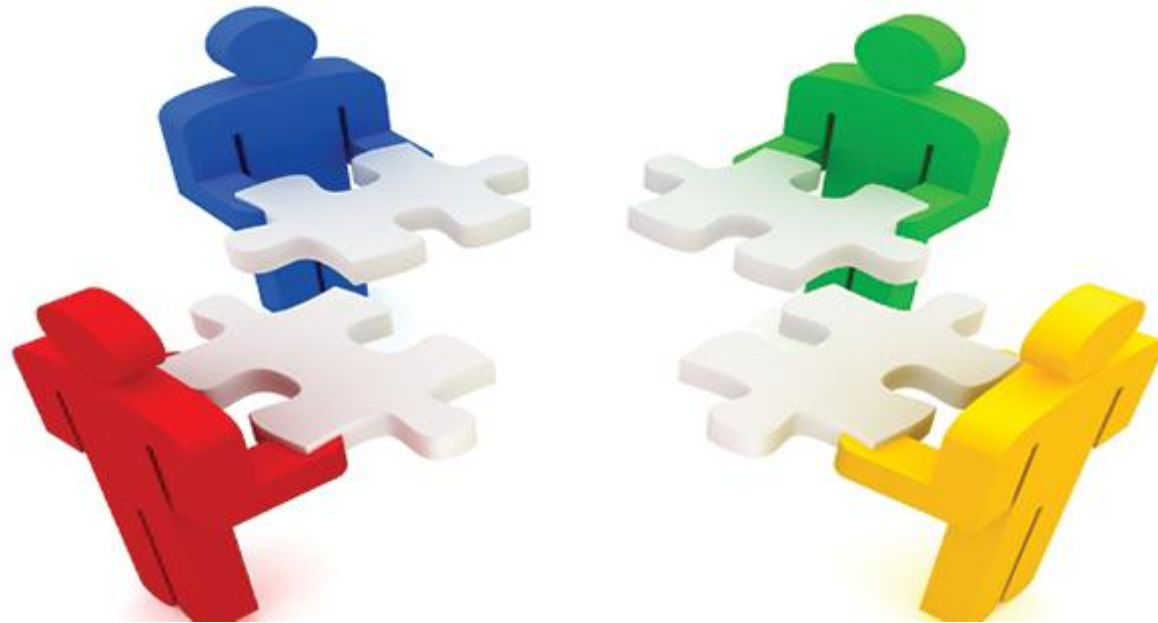
Current and future skills demand Skills Development Scotland Aberdeen





**#EdScotEiH**

# So... bringing it all together?





# OECD Recommendations for next steps: Focus on student learning progress

- **1.1 Re-assess Curriculum for Excellence's (CfE) aspirational vision against emerging trends in education** to take account of evolutions in education and society: Scotland should consider updates to some of its vision's core elements and their implications for practice, in particular the role of knowledge in CfE; and define indicators aligned to the vision to help understand students' progress across all four capacities set out in CfE.

# Scottish Government response

- **Initial SG response**
- **ACCEPT:** We will work with Education Scotland, SQA, the teaching profession, learners, parents and other key partners to build on the work undertaken in 2019 to refresh Scotland's curriculum narrative. This will include re-examining core elements of its vision to take account of 20 years of curriculum design and delivery, and wider educational developments.
- We will work with stakeholders to ensure the role of knowledge, skills and attitudes are more explicit and better integrated in the capabilities and attributes of the four capacities, to help understand learners progress.

# What? So What? Now what?

- What ... does it mean?
- So what ... are the implications in my context
- Now what ... does this mean for me as a strategic leader

# OECD Recommendations for next steps: Focus on student learning progress

- 1.2 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: Scotland could consider how the design of CfE can better help learners consolidate a common base of knowledge, skills and attitudes by the end of BGE, and nurture and hone this base for them to progress seamlessly through Senior Phase and the choices it offers



# Scottish Government response

- **Initial SG response**
- **ACCEPT:** We will work with partners including teachers, parents, young people, academics, and all parts of the system to find the point of balance between breadth and depth, considering how this evolves through the learner journey from the broad general education towards more knowledge and discipline based courses in the senior phase. We will provide guidance which supports schools to develop an approach which will work in their context.

# OECD Recommendations for next steps: Focus on student learning progress

**1.3. Adapt the Senior Phase to match the vision of CfE** Scotland could consider adapting the pedagogical and assessment practices and the structure of learning pathways in the Senior Phase to enhance learners' experience of upper-secondary education and help them develop CfE's four capacities continuously.

# Scottish Government response

- **Initial SG response**
- **ACCEPT:** The Scottish Government will build on the work undertaken in 2018 on the Learner Journey and subsequent discussions at the Education and Skills Committee in 2019/20. Specifically it will update senior phase approaches and learner pathways in order to enhance learners' experiences across the four capacities of Scotland's curriculum. This will include reviewing and updating guidance on learning and teaching and assessment practices where appropriate.