

West Lothian Council Curriculum Strategic Team

Create the conditions, culture and ethos
for ALL 4 capacities to thrive
and be equally valued. Every young
person experiences varied, vibrant
and challenging learning.

@WLCurriculumBGE



West Lothian Priorities

- Curriculum
- HWB - Attendance and engagement of all learners and families
- UNCRC
- Improvement in attainment in literacy and numeracy with a relentless focus of progress in Quintile 1

2022/23 Messy Journaling



The MESSY Business of Curriculum Making

The MESSY Business of Curriculum Making

HOW IT TURNED OUT OK:

The space is about with the involvement of young people and experts working together to put the first focuses on their best projects. Some convene in person, some video chat, some call on the phone, some consensus by email.

At First Level, these young people were given the freedom and space to play and develop their curiosity, to question and be listened to. To have their interests responded to.

At First Level, they were given diverse experiences to help them develop a range of creative, storytelling, coding, networking, woodworking, sandscaping, documentary making, designing experiments, model building...

Now, at Second Level, they are finding a purpose, applying skills, expressing themselves. They are being THEM and making an impact. Each time **everyone** engages with a project they are passionate about. Sometimes it is self-directed. Sometimes it is in response to a challenge set by local business. Sometimes it is an iteration of a previous project inspired by new thinking.

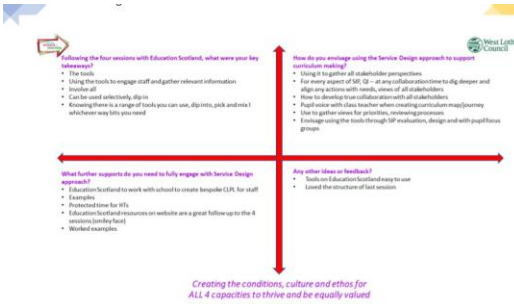
At the end of each term, Second Level learners share their relevant and important work at a spectacular showcase. The entire community is invited. Some young people already have interests, often encouraged at these events. Some found books for their business ideas. All those present with passion and authenticity embody the 4 Capacities.



Questions – should we ask the same/similar approach with wider reach...

EXPLORING THE FOUR CAPACITIES

We asked the learners, 'In what ways does your school recognise, develop and celebrate your superpowers?' Out of over 600 learners,



SIP GROUP FEEDBACK – 09.02.23

Challenges	Opportunities	Questions	Like
<ul style="list-style-type: none"> Public perceptions – lower priorities Avoid having more than one SIP if priority is shared equally How do we support school leaders with the 'jargon' of actions? How does this link to Cluster Plan – could one action be a cluster priority – how cluster group? Balance one priority against on going work/development in other areas How many actions would you have? Selecting one priority Authority and national priorities 	<ul style="list-style-type: none"> User friendly Overarching priority ensures a relentless focus Collective understanding and ownership Create authentic groups based on joint priorities Rolling document – SSS/SG/SGP One Stop Shop – SSS, SGR, SIP group? all accessed through one document Opportunity to review SGR format 2024 Find one MFL group, authority priority inside leader groups, MFL/foreign language groups Pre-published actions helpful – would be good to have content and factors populated for LA and national Looks more manageable Clear Forward 	<ul style="list-style-type: none"> What about the other areas that are not going well? How do we avoid adding more and more? Why only one priority? Will the SIP be adjusted to fit with SP? Do we need to prioritise linked to what LHM having attainment Strategy? Can LCP be part of this? Where would the PEF plan go? Could SIP links to previous work SIP to show progression and coverage? Why only 1 planned action? Priority may become too general? How does it link to SGR? 	<ul style="list-style-type: none"> Potential for greater impact on learning (depending on what you put in) Clear and visible clear at start Looks good 3 year overview Clear and structured Encourages deeper thinking around the priority Actions are timely to allow for future action, like evidence and impact informed Accountability, multiple users, shared patterns for staff to access, shared ownership Links into 4 capacities Pre-published actions helpful – would be good to have content and factors populated for LA and national Looks more manageable Clear Forward

WHAT IS @THE VISION? (#2SENTENCES)

- In 2 sentences or less, capture the vision of the work of the group...
- To transform every school into a space where experiences ensure every learner discovers and can express how they excel within and across the 4 capacities.
- To enable all learners to develop individually and collectively the capabilities and attributes of the four capacities now and for the future.
- Provision of the 4 capacities to support personal achievement and the opportunity to flourish as a global citizen.
- To enable all learners to develop relevant capacities and attributes, through every school creating the conditions where creativity and innovation thrive
- For every school to be an aspiring learning environment which champions every learner to reach their full potential
- To work with schools to ensure all learners develop as individuals who know themselves, as people and as learners, and experience varied, vibrant and challenging learning experiences
- To create the conditions for innovative curriculum design, for and with learners and their communities
- Create the conditions, culture and ethos for all 4 capacities to thrive and be equally valued. Every young person to discover, innovate and experience varied, vibrant and challenging learning.



You can access full podcast at a later time:



The MESSY Business of Curriculum Making.

Listen to a short extract from this Podcast
Note your reflections on post its and stick below.



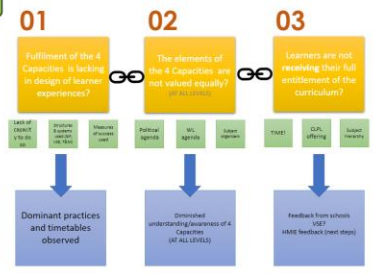
The focus should not be about learning to be taught – it is about the conditions so young people can learn to learn

Systems that liberate and don't control – how to ensure this?

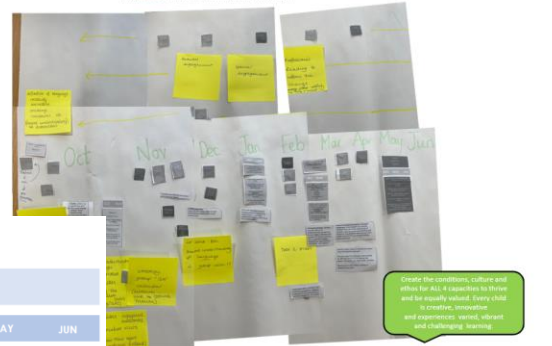
Innate ability to learn – as educators we have to nurture and flourish

WHAT IS THE PROBLEM(S)? (AND POSSIBLE WAYS)

HOW DO WE (THINK) KNOW?



from this...



The MESSY Business of Curriculum Making

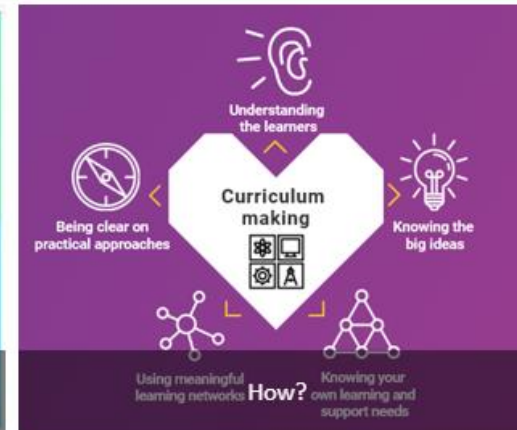
THE 'FINAL' TIMELINE

OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<ul style="list-style-type: none"> Create initial vision/mission statement Review governance Develop strategy Develop action plan Engage with wider structures & teams 	<ul style="list-style-type: none"> Confirm group structure/impacts Review governance Develop strategy Develop action plan Engage with wider structures & teams 	<ul style="list-style-type: none"> HT COLLABORATION Plan to create universal CP, offer for year 10 Develop universal & targeted systems Document review of key messages Engage with wider structures & teams 	<ul style="list-style-type: none"> Begin review of CP structures & routes linked to vision statement Begin work with targeted groups Begin to pilot year 10 change Consider digital risk 	<ul style="list-style-type: none"> Formal sharing of vision with all of body Share vision + beyond Review impact/impact y plan Consider how learners learn best? Consider SP process 2024 	<ul style="list-style-type: none"> Define into concrete to be delivered Consider public staff Consider CP, system, transformation not change service design 	<ul style="list-style-type: none"> CP Team CP Group CP, Central CP, Central CP, Central CP, Central CP, Central CP, Central CP, Central 	<ul style="list-style-type: none"> Consider CP 2 target group CP 2 universal offer Review CP 2 & 10 plan 	<ul style="list-style-type: none"> EVALUATE & REVIEW Share initial impact Review CP 2 & 10 plan



WL Curriculum Strategic Vision

Create the conditions, culture and ethos for ALL 4 capacities to thrive and be equally valued. Every young person experiences varied, vibrant and challenging learning.



2022/23 Vision and Purpose

- **Vision:**

- Create the conditions, culture and ethos for ALL 4 capacities to thrive and be equally valued. Every child is creative, innovative and experiences varied, vibrant and challenging learning.

- **Purpose:**

- Review, challenge and redesign approaches to systems, structures and practices to support the development of innovative and creative curriculum innovation which impacts positively on learner experiences across all 4 capacities..
- Ensure barriers to curriculum creativity and innovation are fully considered, removed or adapted to allow time and space for change.

- **How.....**

Head Teacher Collaborative Events

- 5 sessions last academic year
- 6 sessions this academic year

The MESH Business of Curriculum Making...

Listen to a short extract from this Podcast
Note your reflections on post its and stick below:

The focus should not be about learning to be taught – it is about the conditions so young people can learn to learn

time

You can access full podcast @ a later time:

Systems that liberate and don't control – how to ensure this?

Innate ability to learn – as educators we have to nurture and flourish

Values, principles and purpose of CFE. Clearly articulated

Think about curriculum cluttering

Think about curriculum differently

Play across the curriculum – not just early years – what does this look like P4-P7?

4 capacities – not just one

Skills, skills, skills

Pupil voice and agency at the heart

20:55

Tweet

Nicola Crawford
@NicolaC10809684

Great day at Winchburgh Academy at the Primary Heads collaborative. Start of an exciting journey 😊 Sessions on the curriculum, your time, where we are, the goal and barriers and solutions. Great energy in the rooms

otland's Curriculum

West Lothian Council

18:20 · 29/09/2022 · Twitter Web App

Time to reflect... What do you think now?

- Range of speakers, activities, reflection tasks and time to think

Digital as a driver

Digital



LEADERSHIP

- || To create a culture of innovation and creative use of digital technology.
- || To facilitate sustainable networks to improve digital skills and capacity for improvement.
- || To invest in digital technologies to enhance learning experiences.


Digital



TECHNOLOGY

- || To facilitate Anywhere, Anytime Learning (AAL).
- || To improve access to technology for all learners.
- || To use digital applications, services and resources effectively to enhance learning experiences.

Digital



LEARNING &
TEACHING

- || To embed the use of technology in learning experiences.
- || To provide opportunities for independent and personalised learning.
- || To engage learners and accelerate progress and achievement.

Digital



LITERACY

- || To develop skills required for living, learning and working in a digital society.
- || To apply communication, collaboration and problem-solving skills in relevant contexts.
- || To support and sustain the appropriate and responsible use of technology.

Curriculum
Strategy
Group

Literacy,
Numeracy and
HWB Steering
Groups

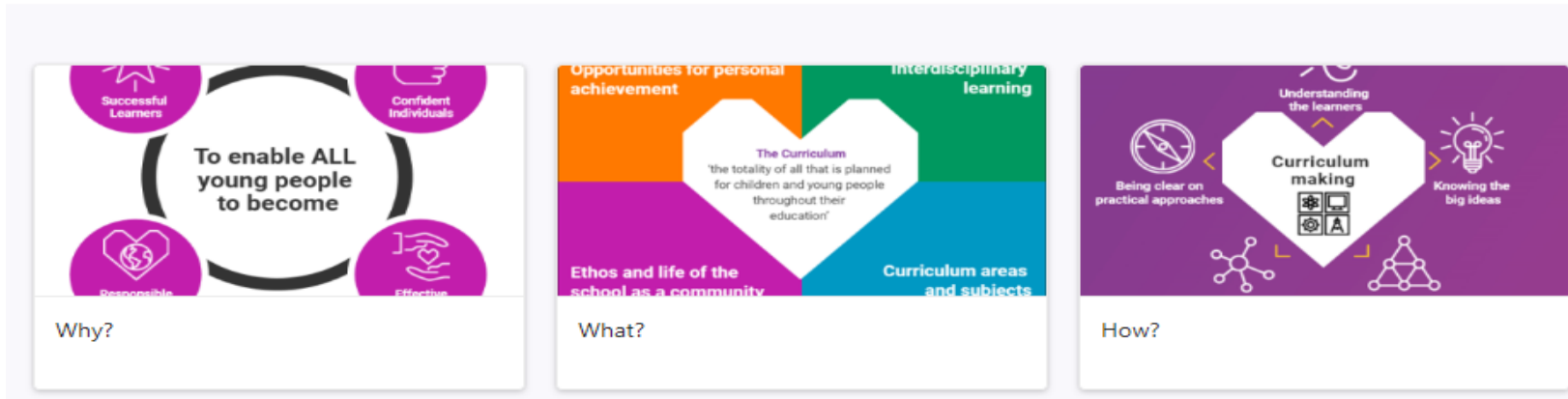
Inclusion and
Support
Service

Cluster
curriculum
collaboration

University of
Edinburgh –
IoT in Schools

Resources and Frameworks: WL BGE Curriculum SharePoint

Scotland's Curriculum Framework



- Curriculum Rationale
- Curriculum Re-Explored
- Curriculum Design
- Self Evaluation Resources

- Subject specific progression pathways
- STEM
- IDL
- Skills
- LFS

- Curriculum Making
- 2022/23: Service Design

2023/24 Priority Signposts



Self Evaluation Resources

Looking Outwards

Summary of SIF reports: Curriculum Pathways

SELF
EVALUATION



[Click for resource](#)

Curriculum Professional Reading Library

Professional Reading Library - Curriculum Design

This library contains links to professional reading with key messages impacting curriculum design at school, cluster and authority level. Click on the link to access the full text and 'like' the documents you read.



Learning from Deeper Forms of Collaboration

Journal of Curriculum Studies
https://doi.org/10.1080/00220272.2017.1388888

Leading new, deeper forms of collaborative cultures:
Questions and pathways

Cecilia Asensio · Michael Fuller

Journal of Curriculum Studies
19 Feb 2018

Abstract
The pressures for more deeper practices have increased and has stimulated many to explore that there may be an opportunity over the next period to pursue much needed innovation in learning. In this essay we describe the ways in which the pressures that provided the conditions for such human development that exist, and provide an alternative model of collaborative cultures that have long existed that are more aligned to the pressures of the future. We argue that the pressures of the future will require a more collaborative and deeper forms of collaboration that have long existed that are more aligned to the pressures of the future. We argue that the pressures of the future will require a more collaborative and deeper forms of collaboration that have long existed that are more aligned to the pressures of the future.

PDF

LeadingNewDeeperFormsOfCollaborativeCultures (1)

Keywords Leadership · Collaboration · Networking · Educational change · Innovation · Whole system transformation

"Schools of the future need to define new models of education and develop ..."

IDL Thought Paper

Interdisciplinary Learning:
ambitious learning for an increasingly complex world

A thought paper from Education Scotland, Scottish Government and a Co-Design team from across Scotland

Education Scotland
2018

PDF

interdisciplinary-learning-thought-paper

This paper explores what is IDL is, what it isn't, how to plan it effectively with colleagues and where in the learning process it should come. The paper identifies key challenges and suggestions for implementation as well as beginning to challenging perceptions that a more ...

All Learners in Scotland Matter: National Discussion on Education



PDF

learners-scotland-matter-national-discussion-summary-report

"What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?"

Making Sense of Reform: where next for Scottish Education?



PDF

Making sense of reform where next for Scottish education (2)

This think piece was created by ADES (Association of Directors of Education Scotland) and continues the debate from 'Towards a Learning System'. It captures the key messages and provides a stimulus for ...

Putting Learners at the Centre: Towards a Future Vision for Scottish Education

Scottish Government
Riaghaltas na h-Alba
gov.scot

gov.scot

Putting Learners at the Centre: Towards a Future Vision for Scottish Education

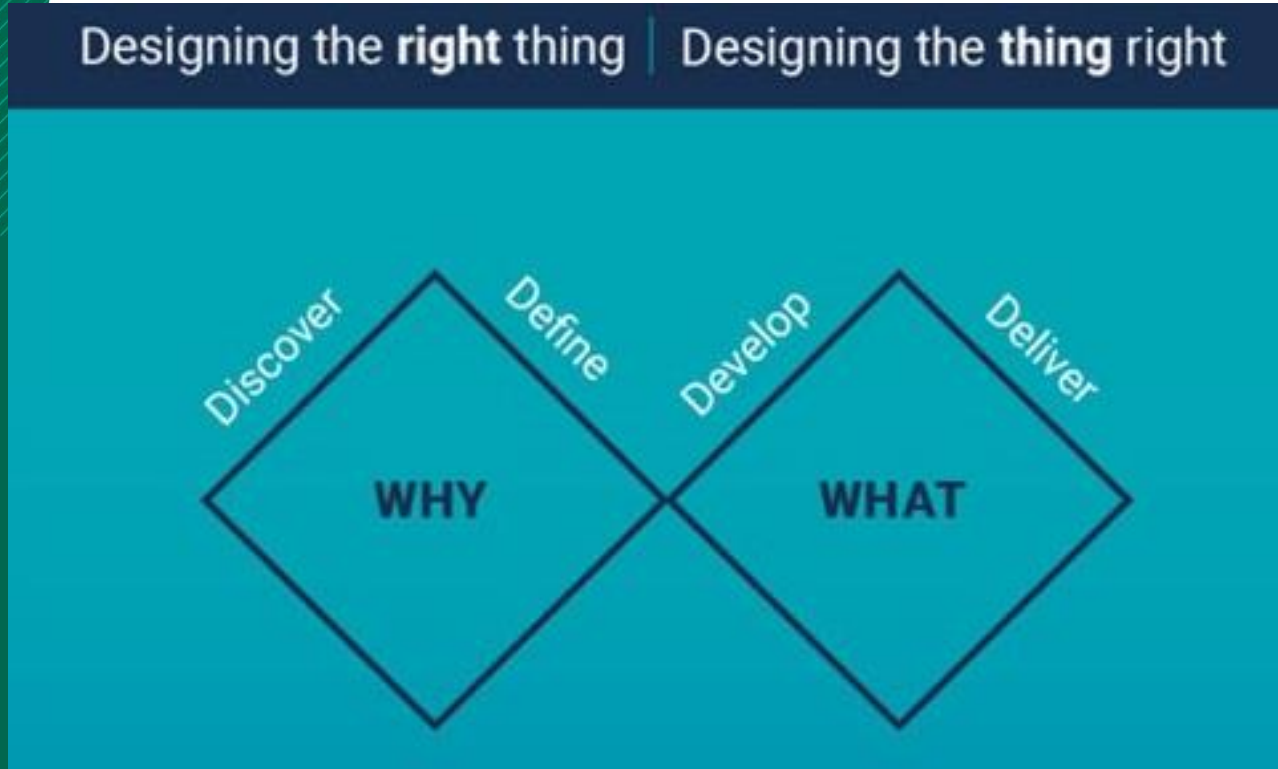
This report published by the Scottish Government is a report by Professor Ken Muir on the replacement of the SQA, reform of Education Scotland and removal of its inspection function. It starts with reflecting on the OECD ...

Service Design in Curriculum Making

Scotland's Curriculum Framework



What Is Service Design

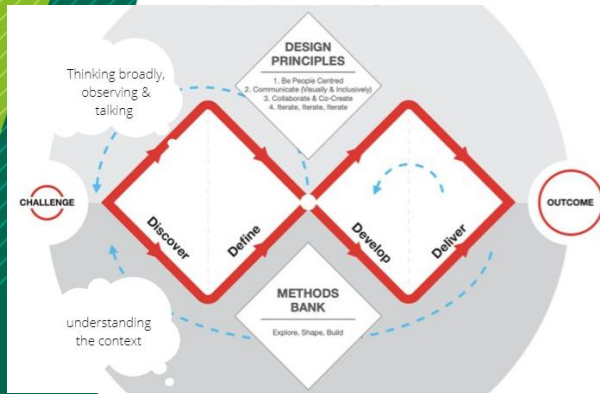


The Education Scotland Curriculum Design Toolkit provides a model and structure to support curriculum improvement through engagement with all stakeholders.

[Education Scotland Co-Design Tools](#)

[Service Design Academy](#)

Range Of Practical Tools for Curriculum Making



Team User Research Plan

Service Design Academy

Name: _____ Date: _____

What do we want to find out?

Who do we want to find it out?

Where might we find it?

What are our assumptions?

Team allocations



Challenge

How might we design a curriculum that meets learners' needs?

What's strong?

What's wrong?

What are the challenges??

How might we show how a class's learning has progressed?

Assessment

The theme is _____

Describe the problem or issue

What need or issue does it address?

Describe the problem or issue

What will change?

Describe the vision or change you want to see

Our new opportunity statement is

Condense down the data you have found into a "How Might We" sentence that defines what your aim is around your theme problem.

How might we ...

Clarify Canvas

Improvement area _____

Q1. What impact do we want to have?

Q2. What problems are we trying to solve?

Q3. How will we know if we are having the desired impact?

Q4. How will we know if we are having the desired impact?

Comfort

Any time

Any place

Familiarity of food

Any time

Any place

Familiarity of food

Individual School Support



2022/23 Progress

- Engagement with Peter McNaughton to support and challenge the work of the group this session including:
- Vision established and action plan developed in consultation with all stakeholders including Education Scotland and HMiE
- Relentless focus on curriculum through HT Collaboratives: national picture, professional reading, challenge activities and provocations.
- Cluster engagement pilot – communities of interest model and work underpinning cluster planning 2023/24
- Service Design CLPL (Education Scotland - wider reach of WL model – influencing and shaping national supports)

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2022/2023 Progress

- Refresh of SharePoint around the Why, What and How
- Refresh of PL
- Digital Learning Plan and Armadale Project 2023/24
- SIP pilot group
- Curriculum guidance for all schools – local and national 2023/24
- VSE/thematic Review paper to update VSE guidance document for 2.3 and :
- Development of thematic review paper for trial 2023/24
- All underpinned by professional reading (messy journal)

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Impact

- Increased understanding of curriculum design and development
- Co-creation tools
- Emerging evidence of cluster working on BGE curriculum
- Improvement plan priorities reflect a greater breadth of curriculum focus
- SLT's demonstrate a greater awareness and understanding of national, local and research to inform curriculum making
- Increase in request for cluster and school support for curriculum development

Priorities 2023/24

Opportunities to work with wide range of stakeholders to develop strategic approaches to curriculum.

Education Scotland – Co-design CLPL; Education Scotland Workstreams

Development of engagement forums to inform action plan and content of HT Collaborative Sessions

UNCRC, Family Learning, Children’s Parliament, Parents, Learners and Practitioners Forums

Cluster Digital Pilot

Development of WL Curriculum Policy

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HT Collaboration, protected collaboration time; Re-fresh VSE Toolkit; MFIL Curriculum

What if?



Questions



Curriculum Rationale Task In Groups

