

PAPER FOR MANAGEMENT BOARD – CONTENT OF THE CURRICULUM

This describes the scope and broad areas of learning and what a young person should have gained from learning in each of the key areas of study and areas of personal development

- Content is not defined in detail, but is to varying degrees indicated or implicit in a series of “**experiences and outcomes**”
- The drafting of E&O was informed by the **writers’ guide** published on the CfE website, aimed at encouraging rich contexts for learning, providing sufficient guidance to be clear about the themes and issues to be addressed in reaching the outcome, signposting skills development, providing clarity about the purpose of learning and enabling varied approaches to learning and teaching in the light of individual young people’s needs.
- Underlying shift from prescription of *input* to description of broad *outcomes*. Outcomes may be achieved in a number of ways
- Therefore greater emphasis on enabling a suitable range of approaches to learning and teaching, rather than provision of a template
- Experiences and outcomes are described in five levels to end S3 (3 to 15) in almost all areas

WHERE WE ARE IN THE PROCESS

- Draft experiences and outcomes were released from September 2007 until May 2008 **for engagement** –process of reflection by practitioners and others on the drafts.
- Engagement ran until **30th June** for science, languages (modern languages, classical, Gaelic, English and literacy), social studies, expressive arts, maths (and numeracy).
- Engagement runs until **30th November** for technologies, RME and RE/RC and health and wellbeing
- Results of Engagement captured through the **online questionnaire** on the CfE website hosted by LTS (completed by individuals or local authorities and other organisations, following their own engagement activity), **small focus groups of practitioners, CPD events and trialling, including visits to trialling schools** of selected experiences and outcomes by establishments.
- Glasgow University is collating the results of the engagement exercises and providing reports in August (Interim), Autumn (Interim) and December (Final)
- The process for **revision** of the draft E&O was agreed by the previous Management Board in June.

WHAT HAPPENS NEXT

Using the evidence supplied by the report from Glasgow University’s review of feedback from the engagement process, the next phase is to:

- Review, by 31 December, the draft experiences in each **curriculum area and by themes** across all curriculum areas to ensure that they are fit for the purpose of forming the basis of learning and teaching
- Commence, from August, exemplification to support new approaches to developing the curriculum, learning and teaching, assessment, partnerships, skills development and personal support in line with BtC3 and the experiences and outcomes.

Review of Individual curriculum areas

Management - by LTS (subject to their internal quality assurance process) reporting direct to the Management Board. LTS will convene meetings involving staff from education authorities, relevant external bodies with a specialist interest in the curriculum, the relevant professional advisers from the Scottish Government, HMIE and SQA.

Task - to assess whether the feedback presented in the Glasgow University report is sufficient, establish which feedback requires action to be taken, determine whether the issues raised should be handled through amendment of the experiences & outcomes, or exemplification, document the reasons for those decisions and present those proposals to Management Board – with an eye to eventually sharing this information with the profession. Management Board will want to consider whether they are content that the Glasgow University reports can be used as a basis for the review work (see below). Timing constraints in respect of the phasing have required LTS to begin their review in advance of Management Board's decision.

Phasing, proposals for revisions and exemplification are to be produced by LTS for Management Board meetings as follows:-

- Science, mathematics/numeracy, modern & classical languages and Gaelic learners – September 2008
- Expressive arts and social studies – October 2008
- English and Gàidhlig (both including literacy) – November 2008
- Technologies, RME, RE/RC and Health and wellbeing – December 2008

Review of curriculum areas by theme

Management – Governed by a small team (Curriculum Review Governing Group) comprising Scottish Government (chair), ADES and HMIE. Work undertaken through the scoping out of individual tasks and commissioning work from relevant groups or individuals

Task – reviewing the experiences and outcomes to ensure:-

- Totality of drafts represents a de cluttering of the existing curriculum
- “reality checks” on the curriculum as a whole – are the experiences and outcomes at a given level a reasonable and helpful basis for learning and teaching
- compatibility with the emerging principles for assessment
- whether the totality of the drafts:-
 - Reflects the values base of CfE
 - Fully enables skills development and experiential learning (taking into account the proposed BtC paper on skills)
 - Provides a curriculum for all Scotland's young people

Initial scoping work carried out with the proposition that the work on MCMC, skills and assessment is carried out by a small working group. This group will specify an approach which allows as full an investigation as possible of key questions within the timescales and other parameters and will report to Management Board by November 2008.

Exemplification (including case studies)

Management - Governing Group to set out detailed scope and criteria. Depending on scope, likely that elements will be quality assured within LTS with input from HMIE and Scottish Government.

Task – initially and taking account of the proposals for exemplification that have come from the workshops on the Glasgow University report and which been presented to Management Board by LTS and agreed by Management Board - to identify the areas where teachers need clearer exemplification of the outcomes or teaching and learning approaches, and to direct the approach to exemplification of these areas. Scope may cover a variety of purposes, including:

- Standard setting (including skills for all learners and aspects essential for progression within and between levels)
- Expanding the detail of experiences and outcomes
- Identifying in greater detail necessary conceptual development in curriculum areas
- Promoting a range of learning and teaching approaches
- Illustrating partnership working in practice
- Illustrating approaches to interdisciplinary learning
- Illustrating approaches to delivering the key threads running through outcomes and experiences such as skills for life and work.
- Areas where outcomes may be achieved in different ways and teachers will take decisions to meet the needs of their learners

Primary audience is practitioners. Starting point will be existing and new case studies gleaned from trialling and other sources. This should later develop into innovative work designed by practitioners who are, for example, recognised as leaders in learning and teaching and effective in curriculum design– but note issues below.

KEY TASKS FOR THE NEXT PHASE OF THE PROGRAMME

There are a range of tasks that need to be taken forward in the next phase of the programme. The Board will want to consider the nature of the tasks, how best to ensure effective delivery and the role that they and their organisations can have in ensuring a successful outcome. The tasks relate to different aspects of implementation. The Board will want to consider prioritisation and where greatest effort might be invested by the Board in the short, medium and long-term.

Development phase tasks

Governance- Is the Board content with the steps outlined above for taking forward the range of tasks? Are there any adjustments that need to be made to ensure successful delivery? What is the role of the Board in helping to ensure that there is awareness of and confidence (1) in the process (2) that the feedback from engagement is being taken into account in a responsive way and (3) that the revised materials and exemplification will provide effective support in the process of delivering CfE?

Evidence base– The interim report from Glasgow University on the first sets of outcomes shows that a relatively small number of practitioners and other organisations have inputted to the formal feedback process. However, the Glasgow University researchers have confirmed

that given the quality of feedback and diversity of the approaches used to collect evidence and the range of common themes across the responses, it was possible to triangulate and therefore confirm the validity of the data. The feedback suggests a general welcome for the approach and the opportunities it will provide whilst outlining a range of concerns in relation to the support material and CPD that may be needed. Whilst there is clearly a risk that the feedback represents different extremes of the spectrum, does the Board consider that the feedback is broadly consistent with their own expectations and can therefore be used as a reliable evidence base for taking forward the next phases of development? Engagement activity is still ongoing and the feedback process for the next phase will close on 30th November. What more can Board members do through their organisations to ensure that that the feedback in the next report is more extensive and representative of the views of the profession and others – for example, responses from all local authorities on the remaining three curriculum areas, responses from all schools who have been involved in the trialling, responses from schools, practitioners and other organisations from as wide a spectrum as possible?

Timescales – Currently aiming for January. Need to check whether this is a realistic expectation. Is there a critical point by which the finalised set of draft outcomes and experiences needs to be available?

- there are challenges in analysing several different issues simultaneously across subjects and themes at the same time and revising (if necessary) in these circumstances
- a key piece of the evidence base – the final second report from Glasgow University will only be available at the end of December
- the process is partly dependent on the separate streams of work on assessment and skills

Publication of the reports from Glasgow University – when and how? Board's views on handling and how the views of the Board should be conveyed?

Implementation phase

Clarification of the assumptions underlying the change process:

Capacity of the system to deliver – Not a cascade model. A key part of the change process is that CfE is dependent on local engagement and ownership. Taking into account the evidence from the Glasgow University Report, how confident is the Board that the necessary critical mass have engaged in the process? Are the levels of engagement highlighted in the report an accurate reflection of the position? For those that have engaged, Glasgow University have highlighted the responsive and professionally reflective nature of the engagement. This provides an opportunity to capitalise on the willingness of the profession to engage in the process as a key part of the change process. There is a challenge and opportunity ahead in relation to the momentum that is needed and the capacity that the engagement process has built to date. How do we encourage practitioners to be involved in the implementation stage as agents of change. Where does effort need to be focussed now? .

Challenge of Exemplification – Critical to get the balance right here. A prescriptive approach will risk a return to 5-14. Whilst it is not intended that exemplification should prescribe the full set of detailed subject topics to be covered, the expectations and understanding of what is meant and needed are not yet universally agreed. The scope of exemplification of

experiences and outcomes will come from the University of Glasgow report. There is not yet a clear understanding of what exemplification might look like beyond these Es and Os , how much exemplification should be provided, the extent to which exemplification comprises a “kick-start” to practitioner-led exemplification through Glow, and whether exemplification will/should make clear the extent to which teachers will make professional decisions about content. The Board will want to consider what the messages from the University Report messages really mean in relation to what teachers and others will need, where the balance should be struck and where greatest effort is needed to support delivery.

Publication - final version of the draft experiences and outcomes – in due course agreement will be needed on format (eg with reference to levels rather than curriculum areas) and whether they should be entirely web-based or published in hard copy

Links - What are the links between exemplification and any material that may be available to support standards – national assessment material, the proposed STAR, and the material available through Journey to Excellence and other forthcoming HMIE guidance?

Issues once CfE is implemented

What sort of support will be needed once the initial phase of support is complete and teachers are using the draft outcomes and experiences?

Schools Directorate
Scottish Government
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