

**Curriculum for Excellence
Management Board Meeting
29 August 2008, 1.30 pm to 4.00 pm (lunch available from 1pm)
Conference Room 4, Victoria Quay**

Attended – Board members

Name	Role	Organisation
Colin MacLean	Director, Schools	Scottish Government (Chair)
Forbes Mitchell	Head of Service, Education & Communities	SOLACE
John Burt (Sub)	Principal and Chief Executive of Angus College	ASC
Marie Allan	Convenor of Education/ Holy Rood High School	SSTA
Ronnie Summers	Headteacher, Musselburgh Grammar School	SLS
Irene Matier	Caledonia Primary School	AHDS
Myra Pearson	Head of School of Education, University of Aberdeen	Deans of Education Faculties/ Departments
Janet Brown	Chief Executive	SQA
Christine Pollock	Executive Director of Learning and Leisure Services, North Lanarkshire Council	ADES
David Cameron	Director of Children's Services, Stirling Council	ADES
Christine Carlin	Deputy Director, Qualifications, Assessment & Skills	Scottish Government
Alison Coull	Deputy Director, Curriculum	Scottish Government
Claire Monaghan	Deputy Director, Curriculum (from 8 September)	Scottish Government
Graham Donaldson	Senior Chief Inspector	HMIE
John Ireland	Deputy Director, Education Analytical Services	Scottish Government
Larry Flanagan	Education Convenor, EIS/ Hillhead High School	EIS
Bernard McLeary	Chief Executive	LTS

Officials attended

Helen Fearon	Policy & Finance Manager, Schools Directorate	Scottish Government (Secretariat)
Sandra Campbell	CfE Programme Manager	Scottish Government (Programme Management)

Apologies – Board members

Graeme Hyslop	Principal, Langside College	ASC
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1. Welcome and introductions

Colin MacLean (CML) welcomed everyone to the meeting and introductions were made round the table. Colin began the meeting by setting out the national context in which Curriculum for Excellence is being delivered: the purpose of government and the National Performance Framework. The public sector is shifting to contribute to all 15 outcomes in the National Performance Framework. In relation to learning and Curriculum for Excellence there are specific contributions to be made in relation to:

- We are better educated, more skilled and more successful, renowned for our research and innovations;
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- Our children have the best start in life and are ready to succeed;
- We have improved the life chances for children, young people and families at risk.

CML set out the key components of Curriculum for Excellence:

- Shape and structure
- Content
- Standards
- Learning experiences
- Assessment
- Certification, qualifications and recognition of wider achievement

These components must be supported by the right structures:

- Initial teacher education
- CPD
- Quality assurance/ inspection/ evaluation
- Support for learning systems

These components must be connected to other policy agendas such as:

- Health inequalities
- Getting it right for every child

The CfE Management Board has 2 things to do:

1. Ensure effective development and implementation of the programme
2. Give collective advice (as the bodies responsible for delivery) to the Cabinet Secretary for Education & Lifelong Learning on CfE

CML emphasised his determination and his optimism that we deliver CfE effectively and on time, evaluating and improving the programme as we go along to ensure we do not need any major revisions or delays. . He also asked members to note that the advice of the Board will not be the only advice the Cabinet Secretary will get to enable her to make decisions, since she also meets with a wider range of key stakeholders. He sees the Board as maintaining a strategic focus, developing a strong, comprehensive and well managed programme plan, being clear about what is to be done nationally and what is to be decided locally, and building confidence across the system. A challenge for the Board is to work with stakeholders to ensure local delivery, given the new relationship between Scottish and local government.

2. Curriculum for Excellence – key issues

Board members were invited to give a two minute summary of the key issues to be addressed to ensure effective delivery of CfE:

Marie Allan, SSTA

- Provide confidence it is deliverable (e.g. assessment S4 – S6)
- Provide exemplars for the outcomes and experiences
- Co-ordination of local authority initiatives
- Implication for subject specialist teachers of changes in curriculum structures
- Considerable rewriting for higher courses – implication for resources
- Exemplars for exams
- Reassure staff that time will be allocated for cross curriculum projects

Forbes Mitchell, SOLACE

- CfE must build on the success of previous initiatives
- Momentum must be maintained – balance between engagement and direction
- Impact of HMIE/ Care Commission/ Audit inspections – professionals will focus on these reports
- Ensure that local government infrastructure sustains the process of change - people, buildings
- CfE is not just about school based education – it is about learning communities

Larry Flanagan, EIS

- Continue progress to avoid cynicism
- More effective engagement with the profession
- Impact of budget cuts on CPD
- Concerns that CfE is not “decluttering” the curriculum
- HIME perceived to have a continuing focus on attainment
- Realistic time framework

John Ireland, SG Education Analytical Services

- How we use evidence to inform CfE:
 - Evaluation
 - Build systems to improve outcomes
 - Specific pieces of research – e.g. the Glasgow University report on the draft outcomes

Graham Donaldson, HMIE

- The need to win “hearts and minds”
- Re-energise the profession around CfE
- Interpretation of CfE – widely varying
- Must not “dumb down” in the name of wider achievement – we must develop and assess the right things and to the right depth
- New inspection model geared to CfE now in place

Bernard McLeary, LTS

- Clarity on strategy for change and who does what
- Expectations of CfE
- What practical support needs to be provided

John Burt, ASC

- Scotland's Colleges welcome their invitation to be part of the Group – must ensure that CfE is thought about beyond children and young people
- Estimates indicate that over 100,000 learners in Colleges will be affected directly by changes to qualifications resulting from Curriculum for Excellence.
- There are some college specific CfE issues but colleges also need to contribute formally to all CfE Workstreams. This therefore requires both:
 - Representatives from Scotland's Colleges on all working groups to ensure that proposals take into account the needs of college learners and college expertise can contribute to the process. And
 - A separate College led Group with representatives from others with interests in the use of qualifications at SCQF 3-7 and connections with the economy and the Skills Agenda.

David Cameron, ADES

- CfE provides a great opportunity
- The pace is challenging

Myra Pearson, Deans of Education Faculties

- There should be a partnership between research and evaluation and a partnership for practice
- A need to understand CfE in universities and its implications – curriculum reform for universities?

Ronnie Summers, SLS

- OECD report – needs to guide thinking in schools
- The need to win over “hearts and minds” – some staff are feeling disengaged
- Outcomes and experiences need to be finalised
- SQA need time to produce assessments
- Accept challenge regarding S1 – S3 gap in knowledge and skills
- Exemplars on timetables
- Resources – time for staff
- Non bureaucratic way of recording achievement

Irene Matier, AHDS

- Capacity and time for schools leaders and teachers
- Local authorities need to put other initiatives on the back burner
- The messages need to go wider and reach the frontline
- Teaching to outcomes and experiences needs to be embedded

Alison Coull, SG, Curriculum

- Engagement
- Leadership
- Central and local support
- Consistency in messages

Claire Monaghan, SG, Curriculum (from 08/09)

- Taking account of what children think of CfE/ impact on children
- Experiences at the delivery end are described as vastly different
- Employers expectations to be balanced

Janet Brown, SQA

- Teaching to SQA assessment needs to be challenged
- Balance between standards and principles of CfE
- SQA is the mechanism to keep the standards but qualifications must not distort learning
- Timing is tight
- A programme plan is needed – not just individual project plans
- Need to work with University sector, in particular re Bologna process
- Running 2 qualifications systems at one time will be hugely challenging – financial implications

Christine Pollock, ADES

- Awareness raising
- Planning for multi-disciplinary work
- CPD
- Route map/ project plan from now to August 2009
- Risk register
- Standards – how to benchmark across and within Local Authorities
- Communications strategy
- Good curriculum planning
- STAR has promise

Christine Carlin, SG, Qualifications, Assessment and Skills

- Be flexible and ready to respond
- Need for all partner organisations to work together to deliver

CML asked board members to define the success criteria for CfE three years from now. Helen Fearon (HF) was asked to capture this for discussion at the next meeting.

What will success look like in 3 years time?

- Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens
- Every learner has a learning experience which meets their needs
- Every education professional has the right resources and skills to enable them to deliver the above.

The various common criteria suggested by the Board and are summarised below:

- Each organisation can point to the same measures of success
- A realistic longer term plan in place with evidence that we are achieving
- A clear way of benchmarking in terms of assessment and overall performance
- Children have the education they require
- Energetic and committed teaching profession delivering CfE
- Children and young people know what CfE is about and can articulate this
- Honest mistakes, process of continued innovation
- Young people apply skills
- Young people, apply knowledge

- Integrated working and delivery, collective responsibility, the delivery group withdraws and the culture change continues
- Understanding of achievement and achievement/ attainment balance National outcome on track
- Teachers engaged in CPD activities
- Learning communities, higher proportion of young people leave school functionally more numerate and literate
- Confidence in the coherence of curriculum structure and the four capacities

3. Role and Remit of Management Board and of Board members

Role and remit of the CfE Management Board

Sandra Campbell (SC) outlined the proposed role and remit of the Board and of its members including remit and ways of working. After some discussion, the Board agreed the role and remit with the following changes:

- Add the need to continue to take stakeholders views in evaluating the programme outputs
- Clarify role of Deputy Director, Curriculum re communicating within SG
- Clarify responsibilities section in relation to joint and individual roles
- Capture governance points

CML clarified that COSLA were not part of the Board because they were comfortable that ADES and SOLACE were representing the interests of local authorities.

Governance groups

SC circulated a list of governance groups to the Board and asked if board members were content to chair the appropriate groups and report to the Board on the progress of tasks. After some discussion this was agreed with the caveat that who would undertake this role would depend on the Group and the member. It was also agreed that this role could be delegated. It was agreed that, because of the pressures of time, not all members would necessarily be involved in any other groups.

CfE event - 30 September 2008

SC presented a short paper on the CfE event to be held on 30 September and board members were asked if they wished to be represented. Board members agreed that diaries permitting they/ their organisations would like to attend.

4. Programme Milestones

SC presented an outline of the overall programme plan (2008 – 2013) and more detailed proposals for 2008-09. Board members were content that the document reflected what is needed with some amendments to cover teacher development activities including initial teacher education and CPD.

CML circulated a draft risk register template and the most recently agreed risks list. Board members agreed the approach. The template is to be populated and

circulated to board members for approval. The previously agreed project issues logs and a programme issues log are to be circulated to board members for approval.

5. **Project Reports**

Individual project leads reported to the Board on progress and issues relating to

- Curriculum
- Qualifications
- Assessment Framework

Curriculum content

Alison Coull (AC) spoke to the paper on curriculum content. There was some discussion on timing of delivery and it was agreed that the programme plan (covering this and all other workstreams) is to be developed, with particular emphasis on contingencies.

Curriculum Structure

AC spoke to the paper on curriculum structure. The board agreed that the description of the concept needs to be reworked to clarify certain priorities.

University of Glasgow report on the draft outcomes and experiences

There was some discussion on the University of Glasgow interim report on the draft outcomes and experiences. Board members agreed that the evidence in the report, despite being from a small sample, accorded with what they expected and that they are content to use the evidence as a contribution towards the next stages of the programme. This will be considered by the board at a future meeting. Handling of the publication of the interim report is to be agreed between SG Curriculum Division, SG Communications ELL and LTS and draft lines are to be circulated to board members in advance of publication.

Qualifications

Christine Carlin spoke to the paper on qualifications which was for information.

Assessment Framework

Christine Carlin spoke to the paper on the assessment framework which was for information.

It was agreed that papers would be prepared for the Board on the following topics:

- Standards
- Teacher Issues (including initial teacher education, CPD and leadership)
- Evaluation (including inspection, quality assurance and systems to improve outcomes)

6. **Summary of agreed actions**

HF provided a summary of agreed actions – attached to these minutes.

7. Date of next meeting

HF informed the meeting that the 22 September meeting was cancelled and that there was a provisional date of 1 October for the next meeting.

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Actions

Item	Owner	Action	Report back by
Item 2 Success criteria	Helen Fearon/ Sandra Campbell	Capture success criteria as set out by board members. To be circulated to board members for information	01/10/2008 meeting
Item 3 Roles & responsibilities	Sandra Campbell	Roles and responsibilities document to be amended and circulated to board members for approval: <ul style="list-style-type: none"> • Add the need to continue to take stakeholders views in evaluating the programme outputs • Clarify role of Deputy Director, Curriculum re communicating within SG • Clarify responsibilities section in relation to joint and individual roles • Capture governance points 	01/10/2008 meeting
Item 3 CfE event with Cab Sec	Sandra Campbell	CfE event with Cabinet Secretary for ELL on 30 September – board members to be contacted to ensure representation from them and/ or their organisations.	01/10/2008 meeting
Item 4 Programme milestones	Sandra Campbell	Programme milestones document to be amended to cover teacher development activities including initial teacher education and CPD. To be circulated to board members for approval	01/10/2008 meeting
Item 4 Programme risks template	Sandra Campbell	Programme risks template approved by Board. Risks template to be populated and circulated to board members for approval.	01/10/2008 meeting

Item	Owner	Action	Report back by
Item 4 Issues list	Sandra Campbell	Project issues logs to be reviewed and programme issues log to be circulated to board members for approval	01/10/2008 meeting
Item 5 i Curriculum Content of the Curriculum	Sandra Campbell + project leads (LTS)	Programme plan (covering this and all other workstreams) to be developed, working with all teams. Contingencies to be included.	01/10/2008 meeting
Item 5 i Curriculum University of Glasgow interim report	Alison Coull, Communications ELL + LTS	Handling of publication of the interim report to be agreed between SG Curriculum Division, SG Communications ELL and LTS. Draft lines to be circulated to board members in advance of publication.	10/09/2008 By correspondence
Item 5 i Curriculum Structure of the Curriculum	Alison Coull	Description of the concept needs to be reworked, providing clarity, in particular, around levels and transitions.	01/10/2008 meeting