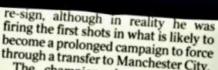
Reviewing and Evolving Scotland's Curriculum



Today

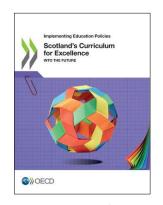
- Background and Language
- Pilot Curriculum Reviews
- Review of the Technical Framework
- Cross-Curricular Expectations
- Review of the Contexts for Learning (including the Curriculum Areas)
- Next Steps











OECD Review

M J	J	Α	S	0	N	D	J	F	M	Α	M	J	J	Α	S	0	N	D	J	F	M	Α
2021							2022												2023			

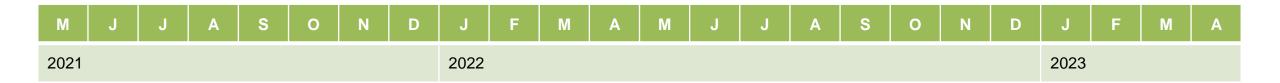




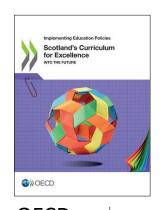
3.4 Develop a systematic approach to curriculum review:

Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency.



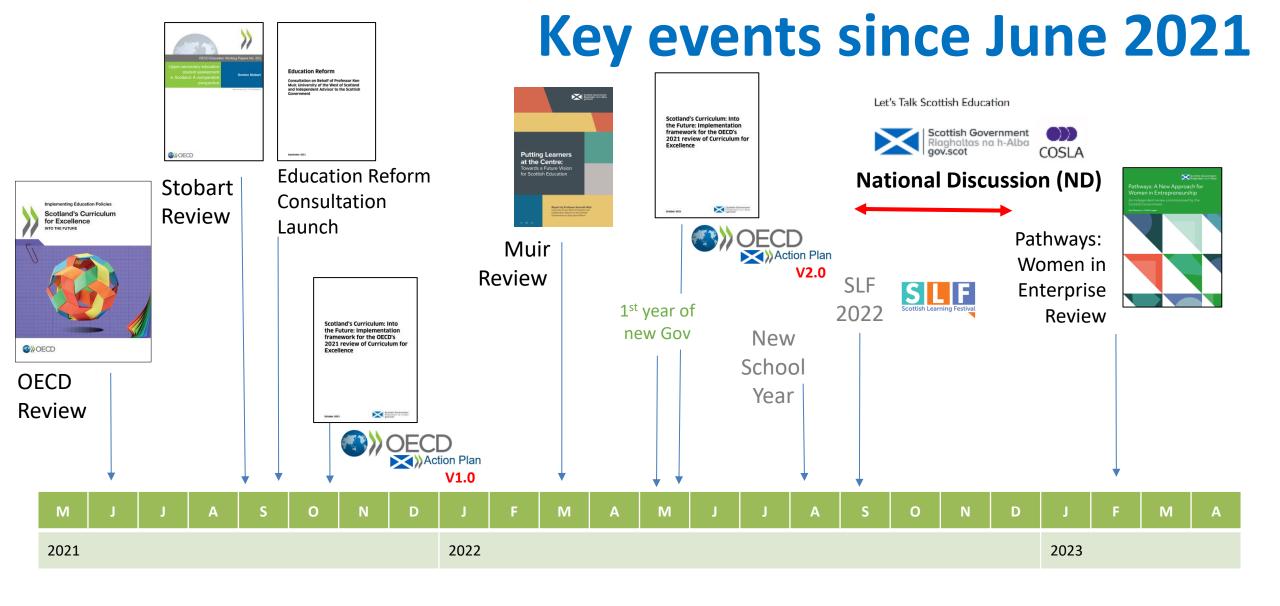


Key events since June 2021



OECD Review

M	J	J	Α	S	0	N	D	J	F	M	Α	M	J	J	Α	S	0	N	D	J	F	M	Α
2021						2022												2023					





Discussion

Report

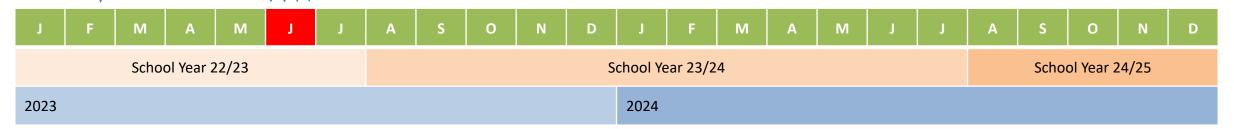
Skills Delivery Review

Key events since June 2021

Review of Assessment & Qualifications



LfS Strategy Purposes & **Principles**





Skills Delivery Review

CIC Key dates 2023 / 2024



Women in Enterprise Review





National Discussion Report

Review of Assessment & Qualifications

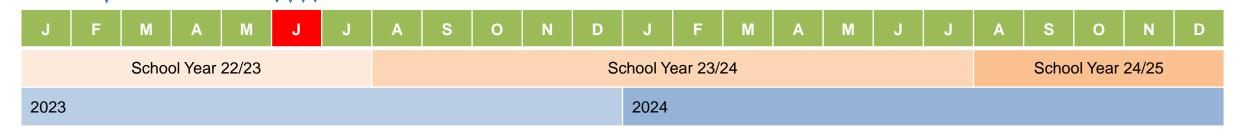


LfS Strategy
Purposes &
Principles

Curriculum – Call to Action:

A **regular curriculum review process** should be established to ensure that the curriculum remains fit for purpose, reflects contemporary learner needs, and can be effectively delivered in ways to ensure that all learners in Scotland have high quality curricular linked learning experiences.

As part of the review of the curriculum the technical framework of the BGE (including the Experiences and Outcomes) needs to be re-visited to ensure it is still fit for purpose and aligns with emerging recommendations about the Senior Phase from the 'Hayward Review'.





School Year 22/23

2023

CIC Key dates 2023 / 2024

0

School Year 24/25

D

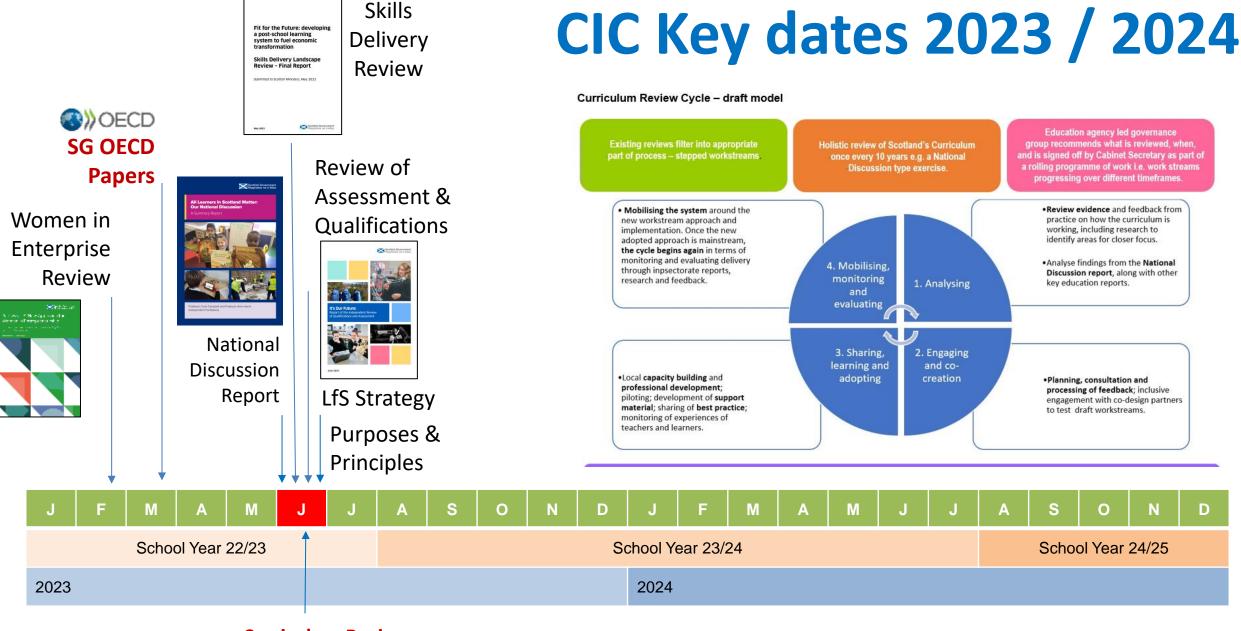
Purposes &

School Year 23/24

2024

Skills

Fit for the Future: developing a post-school learning system to fuel economic



Curriculum Review
Cycle Developed and
then tested with CAB



Review evidence and feedback on how the curriculum is working in practice for children and young people from a wide range of relevant sources to identify areas for closer focus.

actice a entify

analysing

Use the findings from analysis to plan changes needed.

Work with co-design partners to develop and test relevant workstreams.

Monitor and evaluate impact and effect of changes as they are being made.

Gather feedback in order to support improvement as part of the ongoing cycle.

mobilising, monitoring and evaluating sharing, learning and adopting

engaging and

co-creating

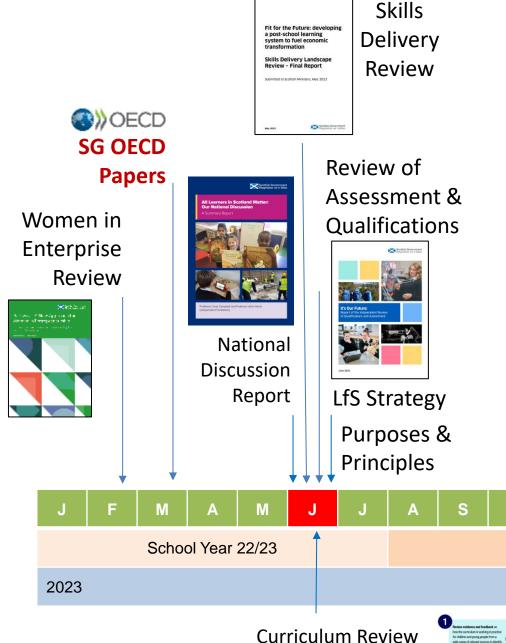
Work with co-design partners to build capacity and develop professional learning at different levels of the system from place-based to national.

4



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





Cycle Developed and

then tested with CAB

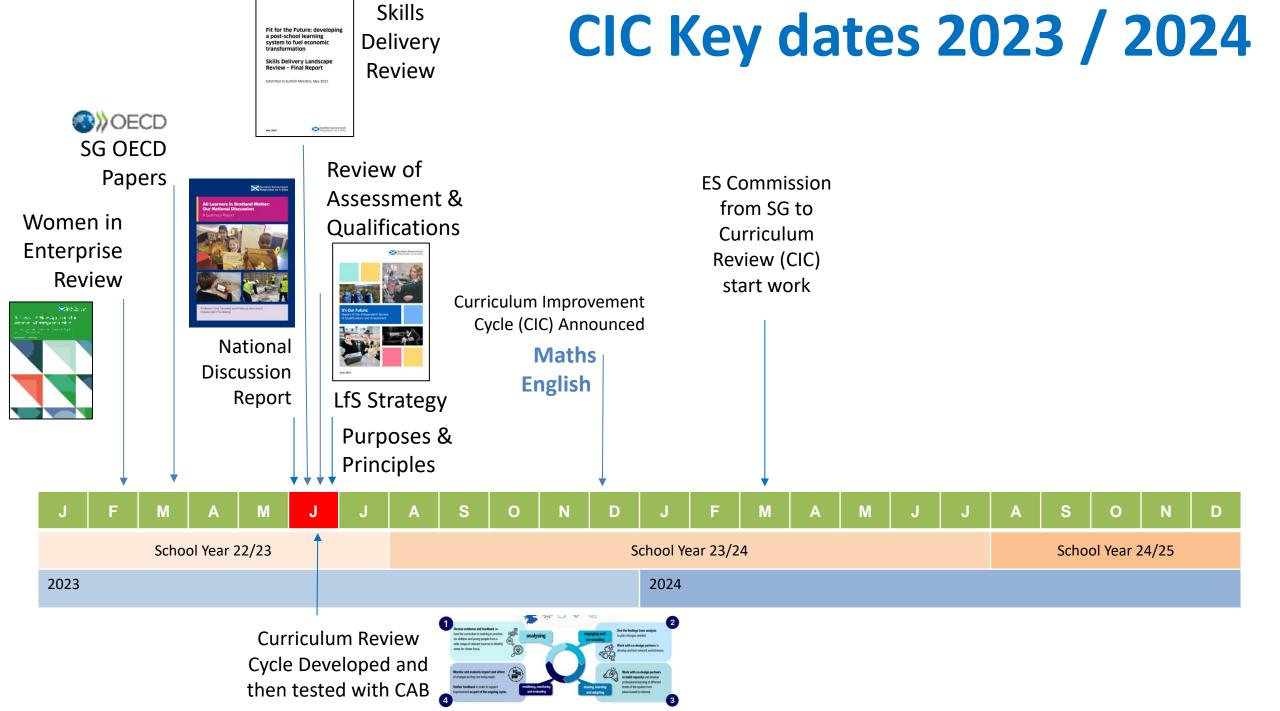
CIC Key dates 2023 / 2024

School Year 23/24

2024

0

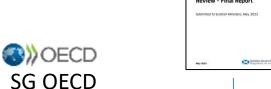
School Year 24/25





Skills Delivery Review

CIC Key dates 2023 / 2024



CLD Review

ES Commission

from SG to

Curriculum

Review (CIC)

start work

High Level Maths Framework

Women in Enterprise Review

Papers



National Discussion Report Review of Assessment & Qualifications



LfS Strategy

Purposes & **Principles**

Curriculum Improvement Cycle (CIC) Announced

> **Maths English**

HWB Science Gàidhlig Support From CAB Maths Summer

School

Initial Work Begins on: Overarching Curriculum Framework & Core Competencies

Government Response to Hayward, et. al?

> Start of Secondary **HT Events**

School Year 22/23

School Year 23/24

School Year 24/25

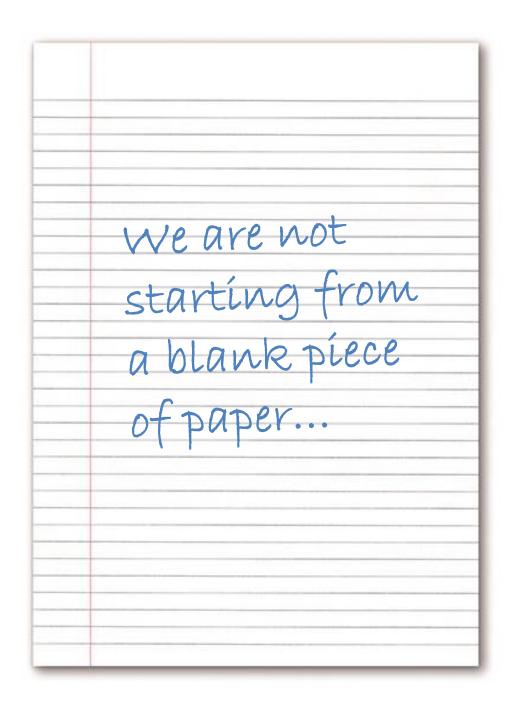
2023

2024

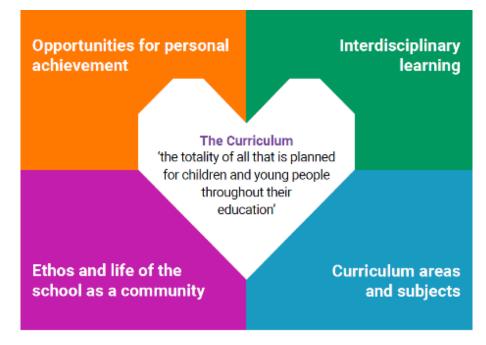
Curriculum Review Cycle Developed and then tested with CAB



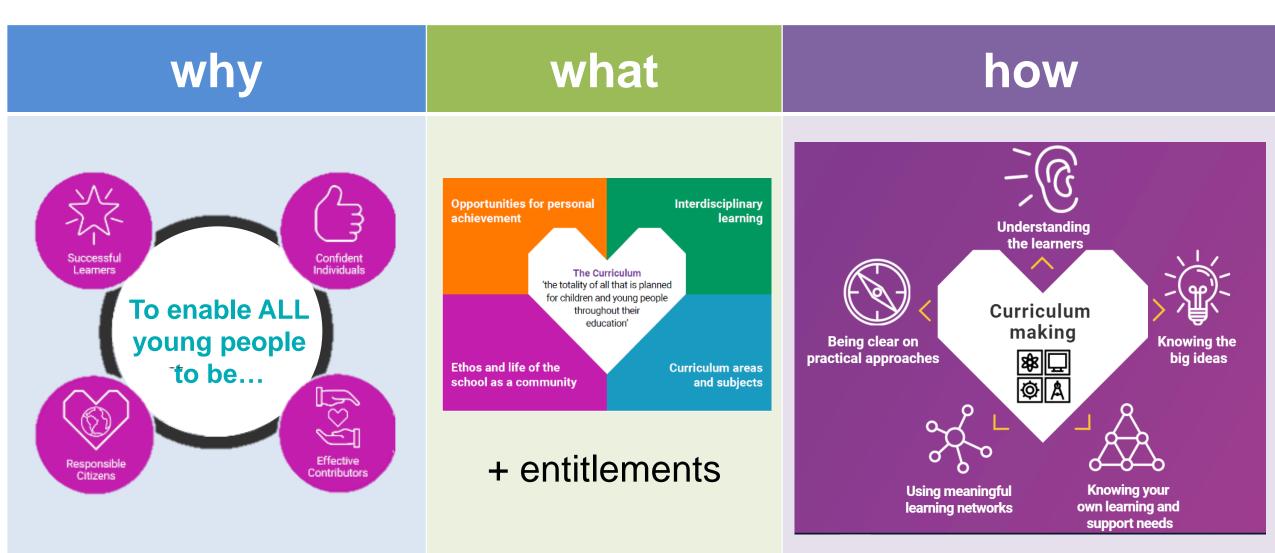
Creation of long-term education curriculum reform strategic plan?







Scotland's Curriculum Framework



www.scotlandscurriculum.scot



"Current National Practice Guidelines (such as Realising the Ambition: Being Me) will be adopted into the CIC as will commitments already made to **UNCRC**".

- CIC High level Design Notes (November 20024)

























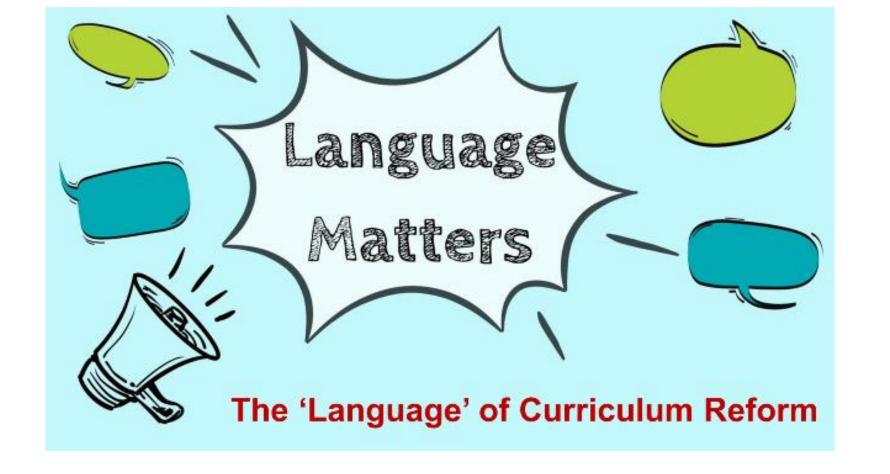


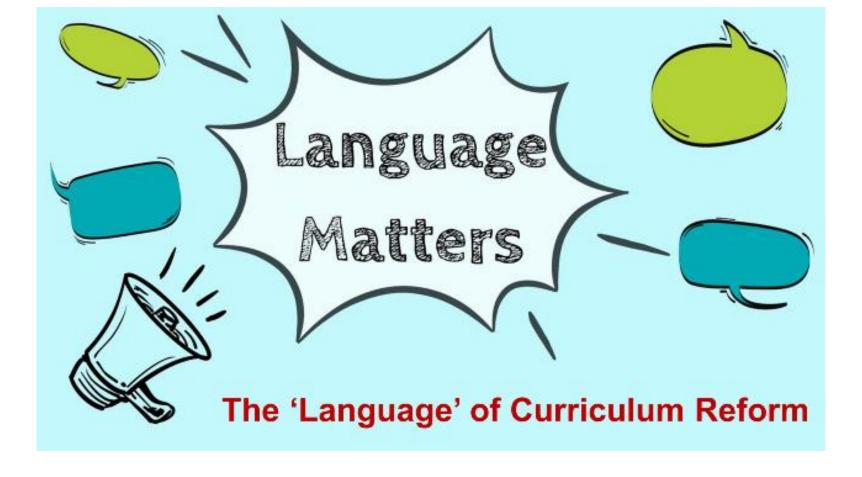












attribute/s; Big idea/s; capacity/ies; concept; curriculum; curriculum design; curriculum making; inter-disciplinary learning (IDL); knowledge; pedagogy; Scotland's Curriculum Framework; service design; skill(s) and technical framework.

Pedagogy is curriculum enacted and manifested in and through the interactions, experiences and spaces and times of teaching, learning and assessment.

Pedagogy:

Core Considerations

the experiences of teaching and learning*

Which experiences will help me learn best?

How do we both identify the aims and objectives of what I need to learn?

What **knowledge and skills** do we both need to enable this learning?



How do we **assess and meaningfully capture** what's been learned and use this to inform what should happen next?



the interactions of teaching and learning*

Who should I interact with to learn deeply and meaningfully?

Scottish Curriculum Innovation
The Pedagogy Podcast





w do we both understand where I am,

How do we both understand where I am, what I am interested in, capable of, and what I need from you now?

Clark, 2023 OECD, 2021 Realising the Ambition, 2020 Van Der Akker & Thijs, 2009 Rincón-Gallardo, 2019

Adapted from

the spaces and time of teaching and learning*

Where do I learn best?

What needs to change, or stay the same, in the physical environment to help me learn best?

Do we give ourselves time

to listen and observe?
to be responsive to interests, revisit and
explore ideas, make connections?
to add meaning, to deepen and progress
my learning

Which resources should I interact with help me learn deeply and meaningfully?

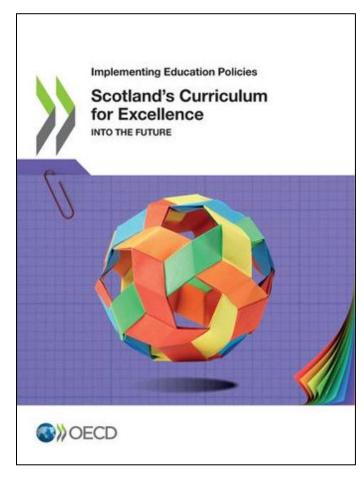


*'The learning environment' viewed as the interplay between the interactions, experiences, spaces and time of teaching and learning across all sectors



Findings from the Pilot Curriculum Reviews







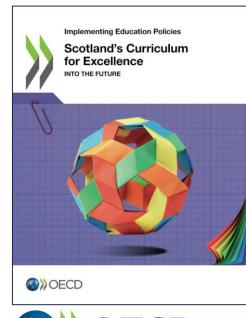
1.2 Find a better balance between breadth and depth of learning throughout CfE to deliver Scotland's commitment to providing all learners with a rich learning experience throughout school education: Scotland could consider how the design of CfE can better help learners consolidate a common base of knowledge, skills and attributes by the end of BGE, and nurture and hone this base for them to progress seamlessly through Senior Phase and the choices its offers.

3.4 Develop a systematic approach to curriculum review: Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency.

Pilot Curriculum Reviews

Purpose:

- Develop a process for reviewing the curriculum.
- Surface any early themes and tensions.











Studies







English

Cross Cutting Themes

- Political Literacy
- Social Justice, Rights & Equalities

The knowledge and skills learners should have, and its purposes, needs to be clarified. This can support attainment and progression.

There are structural issues with that are linked to the current technical framework

The curriculum needs to be decluttered to promote depth of learning. Although there are challenges around how this can be achieved

A future orientated curriculum needs to address core cross curricular issues (core competencies)

Observations,
Themes and
Tensions

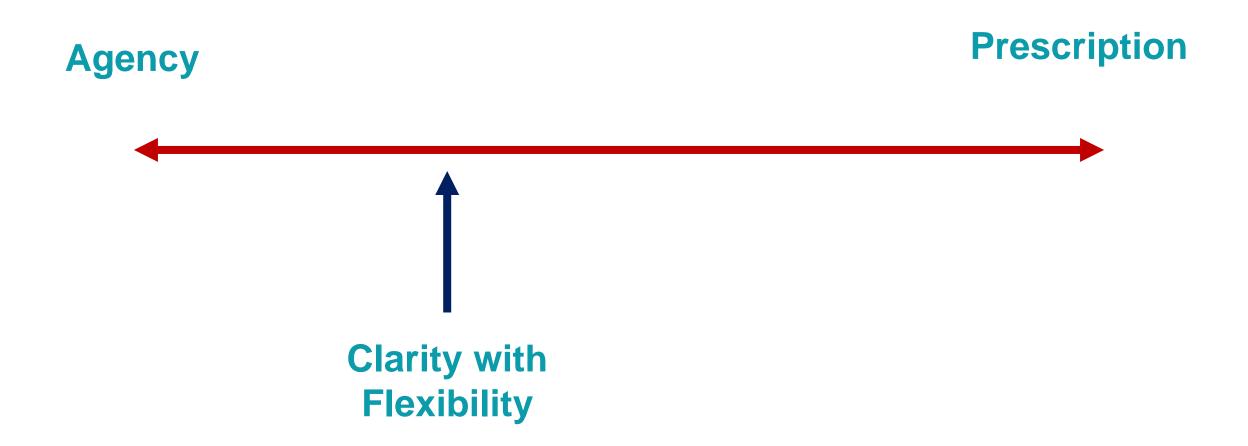
There is a willingness from teachers and practitioners to change the technical framework for CfE

Teachers and practitioners want clarity and flexibility not prescription and more guidance

We need to consider the natural differences between sectors, disciplines and subjects

We need to have parameters for prioritisation and deprioritisation

Clarity with Flexibility



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.

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Scotland's Curriculum Framework

Overarching Framework

The Purposes: The Four Capacities

Statutory Framework

eg: Number of days a school is open, Registration, etc.

Policy Framework

eg: 1+2 Languages, 2hrs / periods of PE, etc.

Technical Framework

eg: Es & Os, Benchmarks, National Guidance, Course Specifications, Moderation, Responsibilities of All, etc.

Qualifications Framework

eg: SCQF Credit Rates Qualifications (including SQA Qualifications).

Issues: Technical Curriculum Framework

Specific issue:

- Vagueness of language use in the Es & Os (and benchmarks)
- Ineffective and overly complex position of cross-curricular areas / core competencies
- Linking of experience to outcomes pre-determines pedagogical approaches
- One size fits all model does not take into account differences between subject disciplines.
- Equity issues

Clarity and simplification

- Align Experience & Outcomes, Benchmarks and Progression Frameworks.
- Knowledge and Skills Frameworks.
- Alternative Technical Frameworks.



Criteria for an evolved Technical Framework emerging from the Pilot Curriculum Reviews

Provides 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

Clarity on the role and purposes for knowledge

Adaptable to realities of the differing nature of subjects

Flexibility and autonomy at the level below the key ideas

A 3-18 'framework': alignment and consistency with Senior Phase A clearer position in terms of cross curricular themes and expectations

Curriculum Framework: Typology

UNESCO research (unpublished)

Social Realist

(Scholar / Academic or 'Knowledge Rich')

Social Efficiency

(Competency Based)

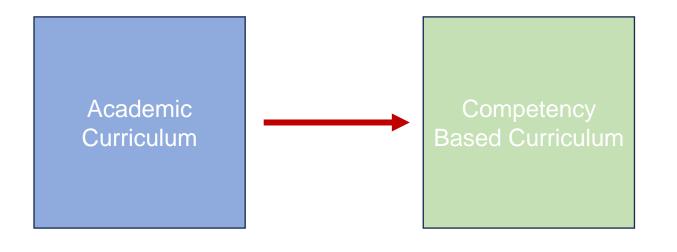
Social Reconstruction

(ie: reasserting indigenous language culture and knowledge)

Learner-centered

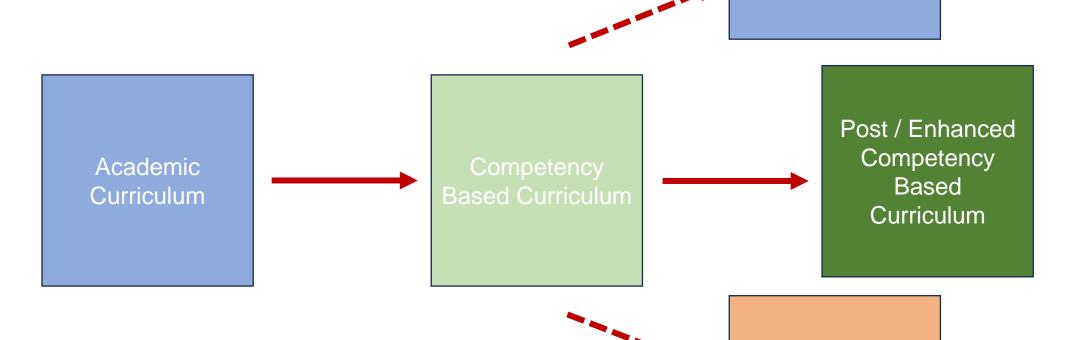
(rarely implemented but often alluded to)

Evolution of the Technical Framework



Evolution of the Technical Framework

Academic Curriculum



Social
Reconstruction
Curriculum

Options: Alternative Technical Framework

Social Realist Framework [Knowledge Rich]

eg: England

Post Competency Framework [Know/ Do/ Understand]

eg: British Columbia, Canada

Features:

- Only knowledge referred to in guidance documents.
- Content heavily specified.
- No reference to cross- curricular knowledge and skills.
- Curriculum delivered through traditional school subjects only.
- · Associated with cognitive science approaches.

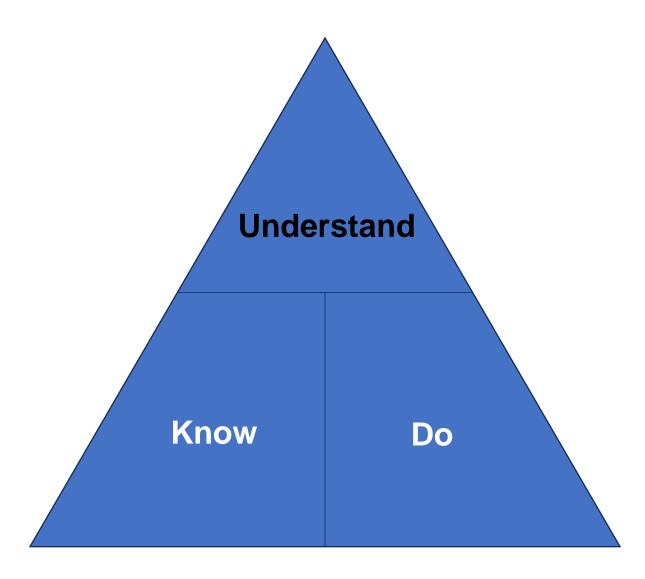
Features:

- Retained **elements of competency-based** model but with **new emphasis on knowledge** and understanding.
- Learning Standards are explicit statements of what students are expected to know, understand and be able to do in a particular grade.
- Includes developing cross curricular core competencies as central purpose of curriculum.
- Big Ideas form basis of selection of content.

A 'Big Ideas' - Know-Do-Understand - Model

Big Ideas Content Skills, Strategies & (Understand) (Know) **Processes** (Do) The content learning standards — A Big Idea captures the core The skills, strategies, and understanding children and young the "Know" of the know-doprocesses that children and young people develop over time. They people will develop throughout understand model of learning their curricular journey from early detail the essential topics and reflect the "do" in the know-doknowledge at each level. years onwards. It will set out understand model of learning. overarching ideas/concepts, have Developed though curricular and relevance for learners, support cross-curricular experiences. progression and the selection of content. They reflect the "understand" component of the know-dounderstand model of learning.

A 'Big Ideas' - Know-Do-Understand - Model



Key features of Curriculum Review from High Performing International Systems

A core output which sets out:

- overall vision of the curriculum, its core values and main goals or objectives the rationale.
- the guiding design principles and high- level messages and often lists key competencies to be achieved.

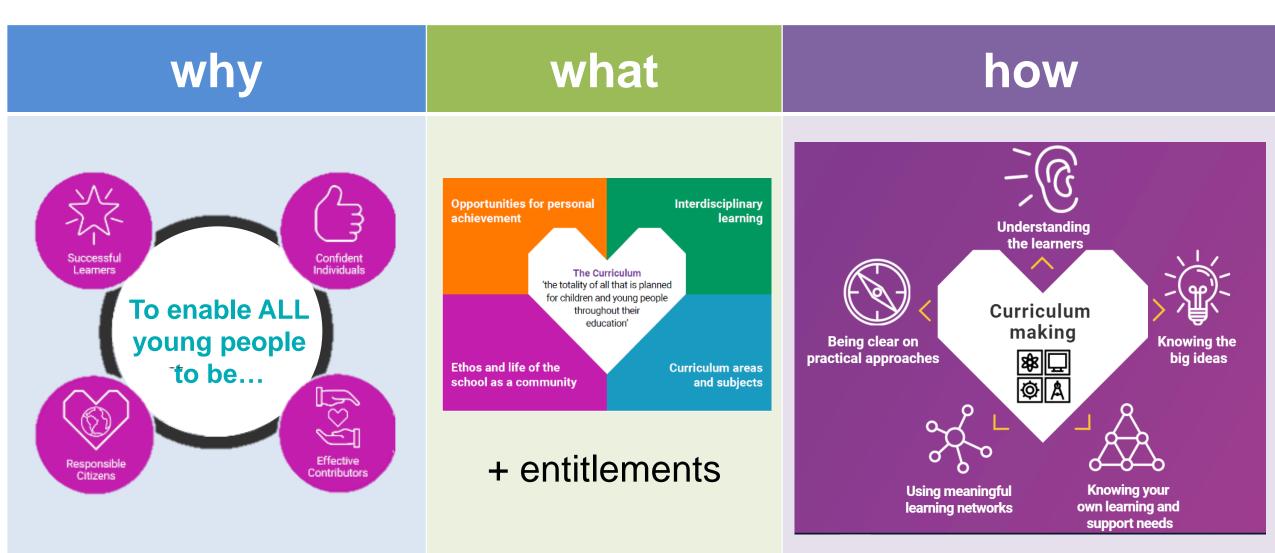
In addition, often there is:

- a more detailed document providing content guidance.
- minimum standards or desired learning outcomes for each specific subject.

Outputs sometimes include:

- supporting materials for teachers.
- **guides and examples** of how to prepare and organise lessons (eg: pedagogical suggestions on how learning for young people might be organised and supported).

Scotland's Curriculum Framework



www.scotlandscurriculum.scot

- What do we want CYP to be? [the capacities]
- 2. What do CYP need to understand across the curriculum to help them be these things?
- 3. What key conceptual knowledge and skills do CYP need to help them understand?
- 4. What is the **essential knowledge and skills** required to help CYP progress at each stage towards the key **conceptual knowledge and skills**?
- 5. What are the best ways for **teaching and learning to be organised and approached** through experiences, interactions and spaces as well as the four contexts for learning to allow CYP to develop **essential knowledge and skills**?
- 6. What capacity building, professional learning and supporting materials are needed to support the effective organisation and approaches for teaching and learning.

What do we want CYP to be? [the capacities]





1. What do we want CYP to **be?** [the capacities]

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Why

1. What do we want CYP to **be**? [the capacities]

What

2. What do CYP need to understand across the curriculum to help them be these things?

What

3. What key conceptual knowledge and skills do CYP need to help them understand?

What

4. What is the **essential knowledge and skills** required to help CYP progress at each stage towards the key **conceptual knowledge and skills**?

How

5. What are the best ways for **teaching and learning to be organised and approached** through experiences, interactions and spaces as well as the four contexts for learning to allow CYP to develop **essential knowledge and skills**?

How

6. What capacity building, professional learning and supporting materials are needed to support the effective organisation and approaches for teaching and learning.

- Layer 1 Missing: Purposes of Education
- = Directionless goals
- Layer 2 Missing: Understanding
- = Superficial learning in an increasingly crowded curriculum
- Layer 3 Missing: Key Conceptual Knowledge and Skills
- = Fragmented understanding
- Layer 4 Missing: Stage-Based Essential Knowledge and Skills
- = Uneven progression
- Layer 5 Missing: Teaching and Learning Approaches
- = Inconsistent practice
- Layer 6 Missing: Capacity and Resources for Educators
- = Implementation challenge

What do we want
CYP to be?
[the capacities]

Understanding

What do CYP need to understand to help them be these things?

Key Conceptual Knowledge & Skills

What are the key conceptual knowledge and skills that CYP need to help them understand?

Stage based essential knowledge & skills

What is the essential knowledge and skills required to help CYP progress at each stage towards the key conceptual knowledge and skills?

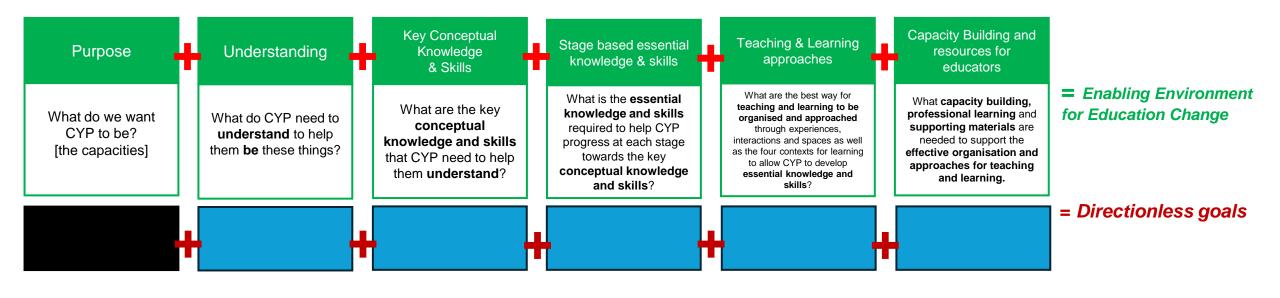
Teaching & Learning approaches

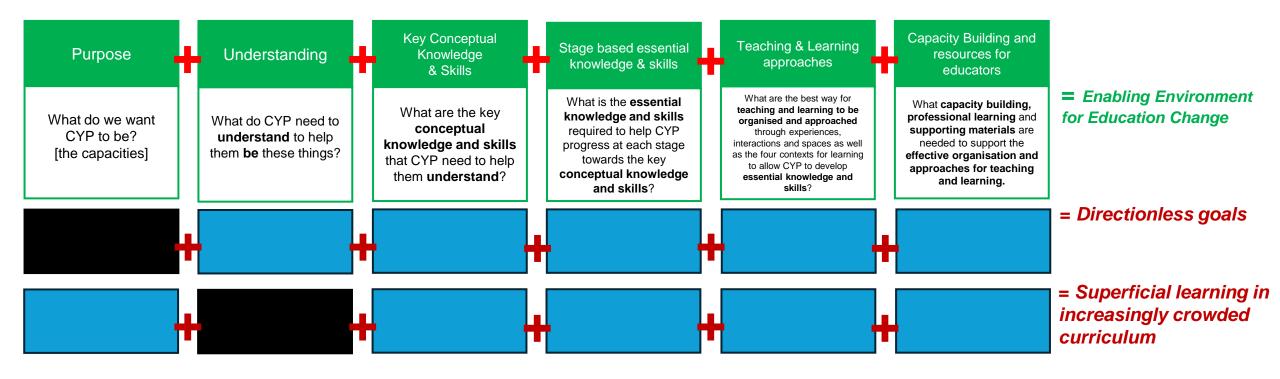
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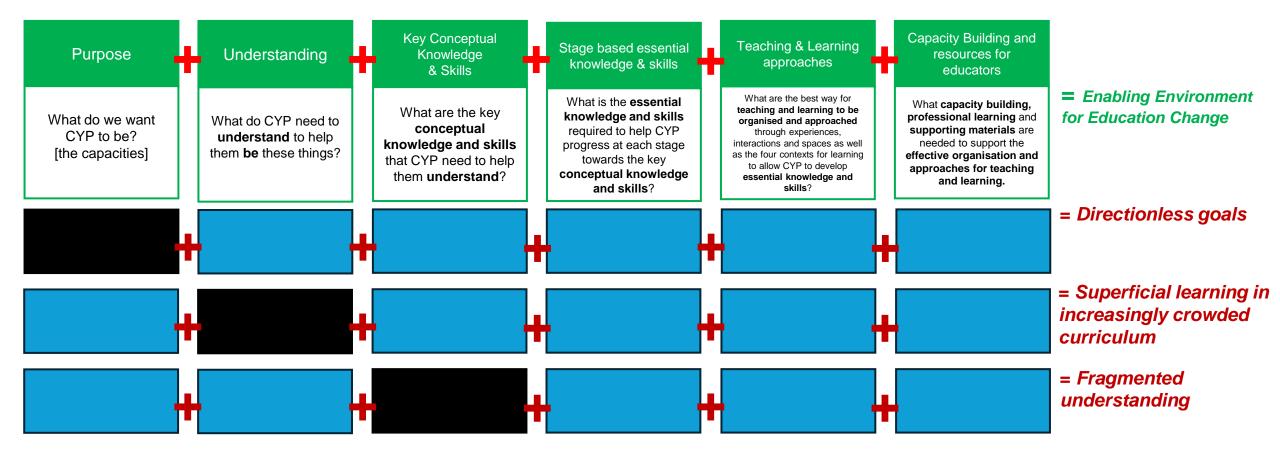
Capacity Building and resources for educators

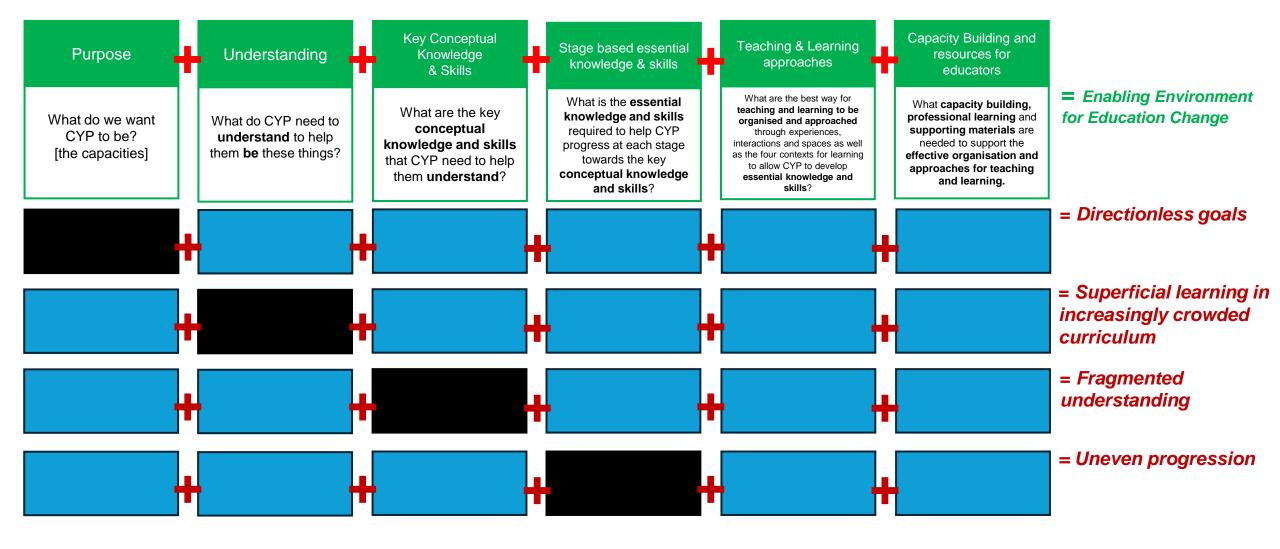
What capacity building, professional learning and supporting materials are needed to support the effective organisation and approaches for teaching and learning.

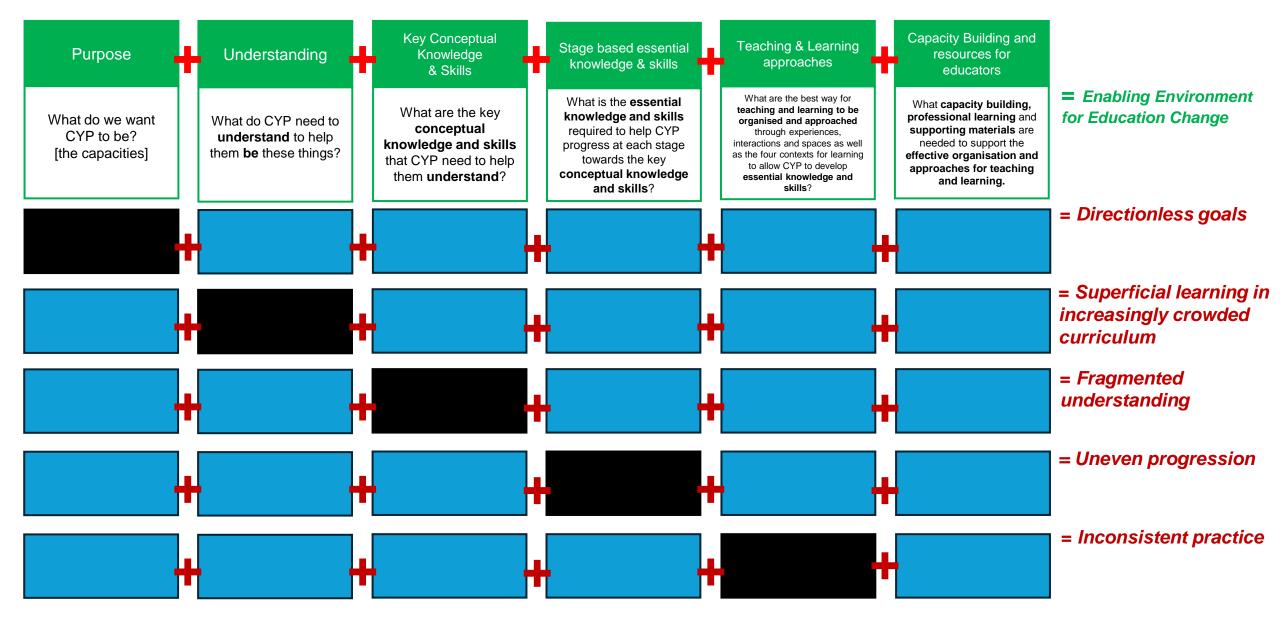
= Enabling Environment for Education Change

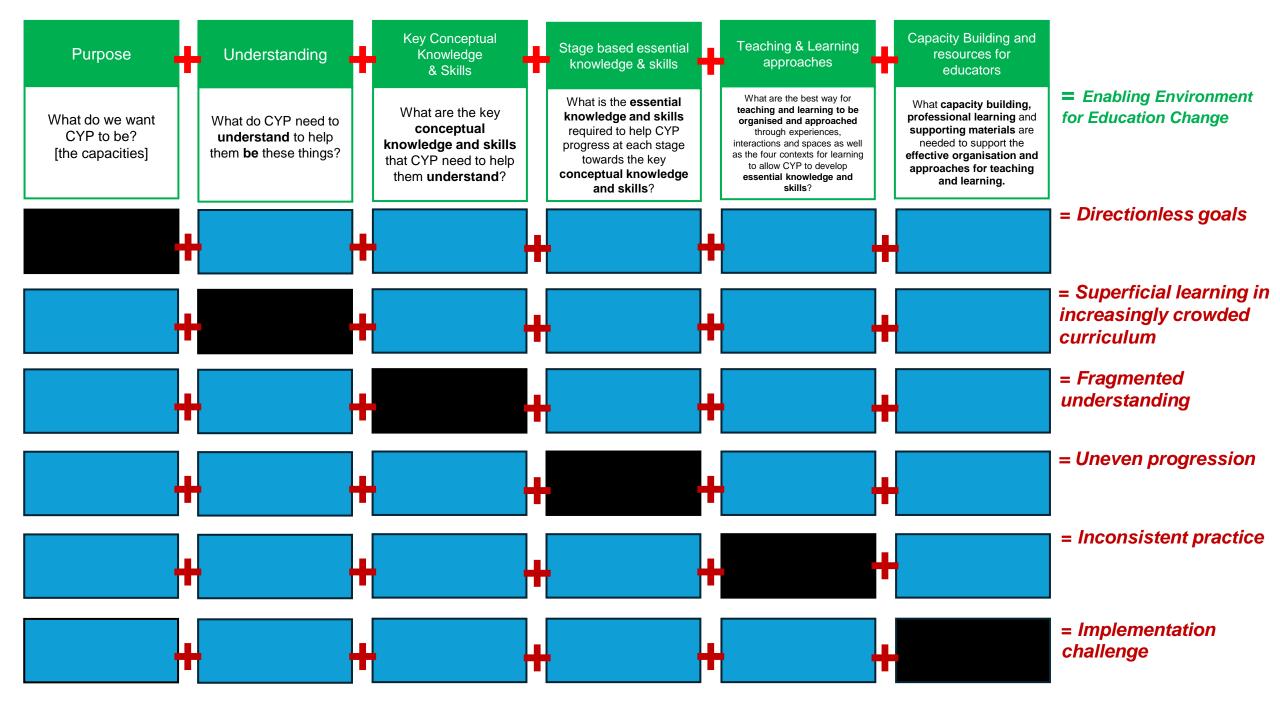














Exploring the Cross Curricular Expectations

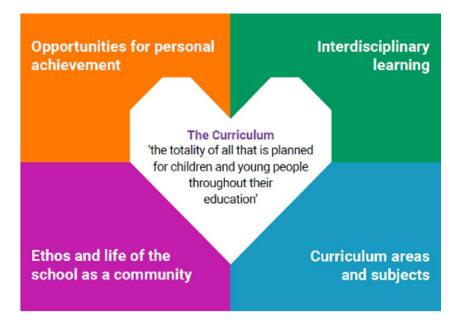


Areas for Exploration

(Cross Curricular Expectations)

- HWB
- Literacy
- Numeracy
- Learning for Sustainability (LfS)
- Careers Education
- Creativity
- Digital Literacy
- Entrepreneurship
- Financial Education
- Political Literacy
- Social Justice





Core Competencies: Policy Layers

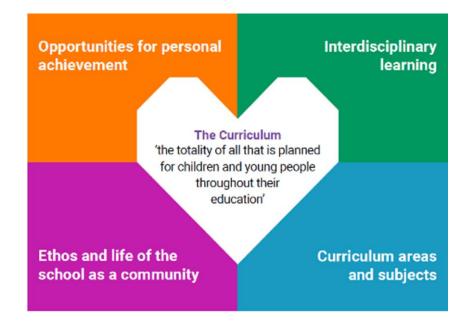
Literacy	CfE: Responsibility of all
Numeracy	CfE: Responsibility of all
HWB	CfE: Responsibility of all
Learning for Sustainability (LfS)	CfE Entitlement; LfS Action Plan;
Creativity	Refreshed Creative Learning Plan (2022), Culture Strategy (2023)
Social Justice	Equalities, UNCRC
Careers Education	DYW (Inc: Careers Education Standard), Careers Review
Entrepreneurship	NSET (2022); Pathways Review (2023)
Financial Education	Scotland's Financial Schools
Political Literacy	CfE Briefing 14; SCDI Report (2023); World in 2050
Digital Literacy	Scotland's Digital Future, Digital Skills Action Plan (Scotland), Scotland Al Strategy

Areas for Exploration

(Core Competencies)

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Successful Learners Confident Individuals

To enable all young people to be...

Responsible Citizens

Effective Contributors

Successful
Learners

To enable all young people to be...

Responsible Citizens

Effective Contributors

To enable all young people to be...

Responsible Citizens

Effective Contributors

'the totality of all that is planned for children and young people throughout their education' [The Curriculum]

Life and Ethos of the School

Opportunities for Personal Achievement

Interdisciplinary Learning

Curriculum Areas and Subjects

ExpArt HWB

Lang

Maths

RMPS Scie

Science S

SocStu Tech

To enable all young people to be...

Responsible Citizens

Effective Contributors

	Life and Ethos of the School	Opportunities for Personal Achievement	Interdisciplinary Learning	Curriculum Areas and Subjects							
				ExpArt	HWB	Lang	Maths	RMPS	Science	SocStu	Tech
Careers -											
Creativity -											
Digital Literacy -											
Entrepreneurship -											
Financial Education -											
HWB -											
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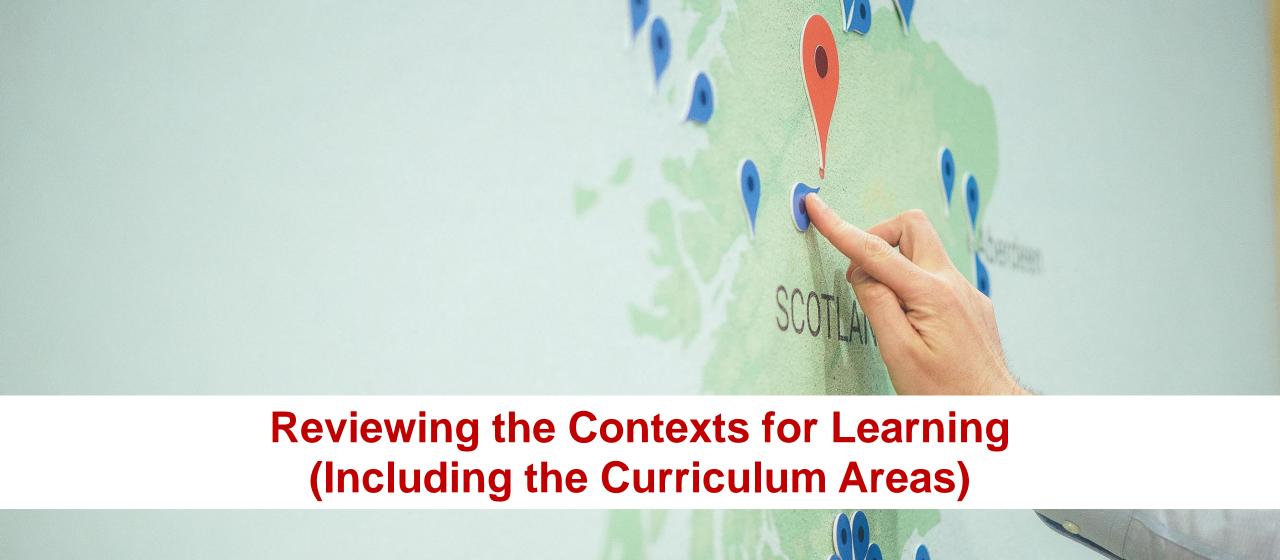
	Life and Ethos of the School	Opportunities for Personal Achievement	Interdisciplinary Learning	Curriculum Areas and Subjects								
				ExpArt	HWB	Lang	Maths	RMPS	Science	SocStu	Tech	
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Learning: Reviewing the Curriculum

- Very high levels of teacher engagement and enthusiasm
- Open recruitment topped up for representation
- Stakeholder involvement & optimal teacher: stakeholder ratio (3:1)
- National, core and collaboration group model
- In person engagement essential but opportunities required to contribute outside the main groups (online & networks)
- Service design and evidence-based approaches
- Practical challenges
- Wider communication and consultation opportunities public website / transparency, etc...



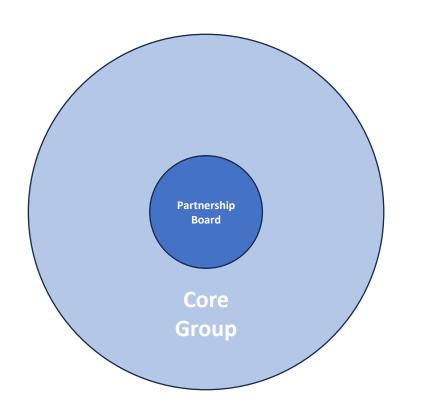






Sharing, Learning & Adopting

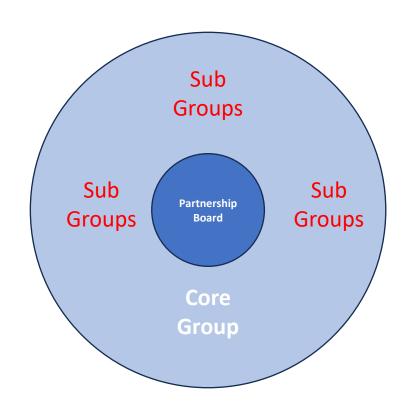
Curriculum Area Improvement Group Structure



Core group contains some of the members from the Partnership Board, who chair sub-groups where appropriate.

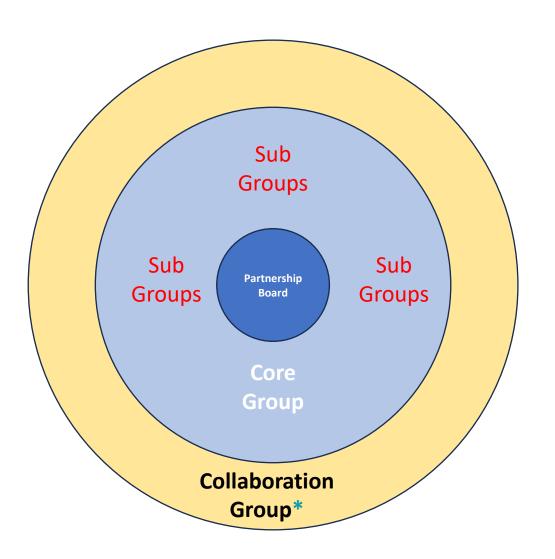
Core group size of around 15-20 people (+ ES staff) seems to work.

Curriculum Area Improvement Group Structure



Core group uses short-life working group model tackle keys aspects of work / discuss challenges.

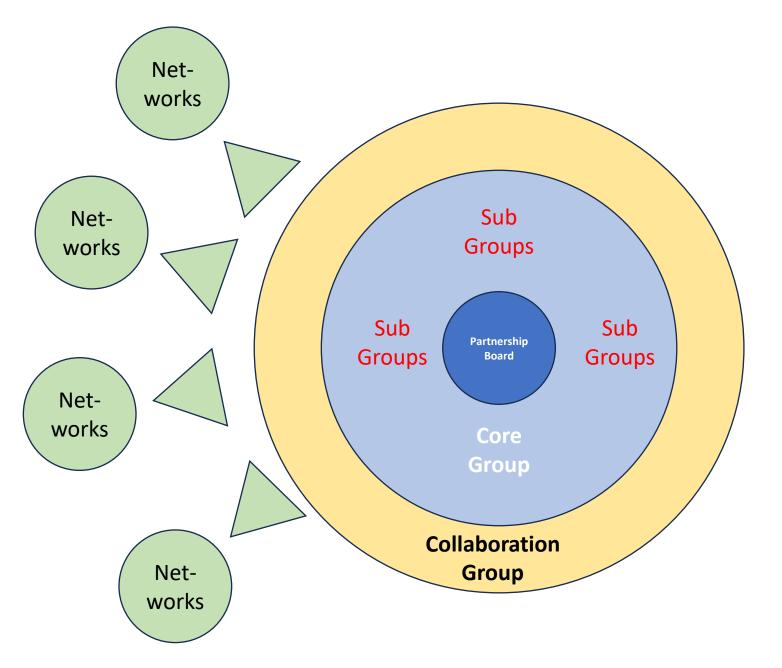
Curriculum Area Improvement Group Structure



The collaboration group is approximately 80 - 100 people. It is made up of mainly teachers and and practitioners (ratio approx. 3:1).

It is used to solve problems, challenge and 'test' ideas from the Core Group.

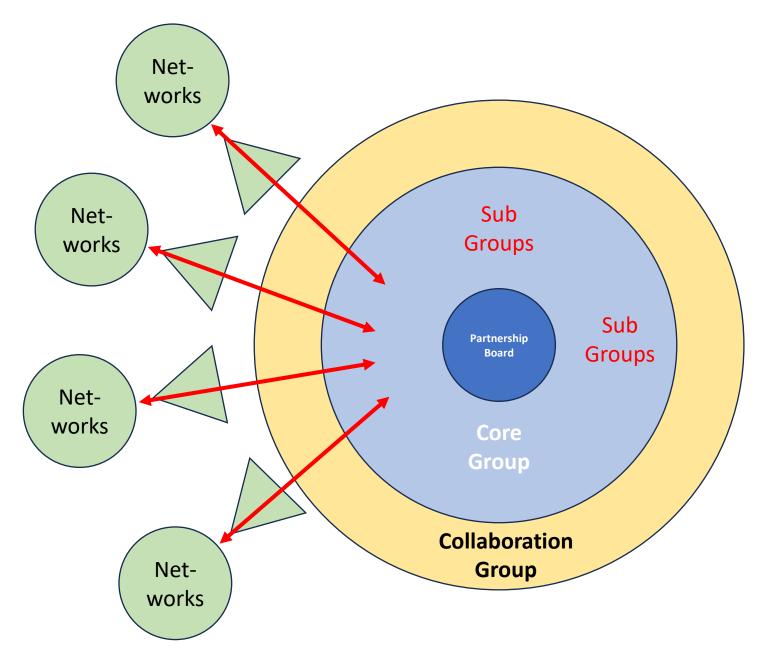
It meets face-to-face two times a year as well as on-line where appropriate.



Curriculum area networks are mapped, and each network has a designated contact (where possible).

Networks include:

- ES facilitated networks.
- Professional association networks for curriculum areas.
- Subject associations.
- LA networks.
- Informal networks (Facebook groups, etc.)



The curriculum improvement group communicates with the networks regularly at agreed times of the year.

Networks are offered training in capacity building and network building.

Network leads come together face-to-face once a year (there may also be online meetings).



Review evidence and feedback on how the curriculum is working in practice for children and young people from a wide range of relevant sources to identify areas for closer focus.

actice a entify

analysing

Use the findings from analysis to plan changes needed.

Work with co-design partners to develop and test relevant workstreams.

Monitor and evaluate impact and effect of changes as they are being made.

Gather feedback in order to support improvement as part of the ongoing cycle.

mobilising, monitoring and evaluating sharing, learning and adopting

engaging and

co-creating

Work with co-design partners to build capacity and develop professional learning at different levels of the system from place-based to national.

4



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







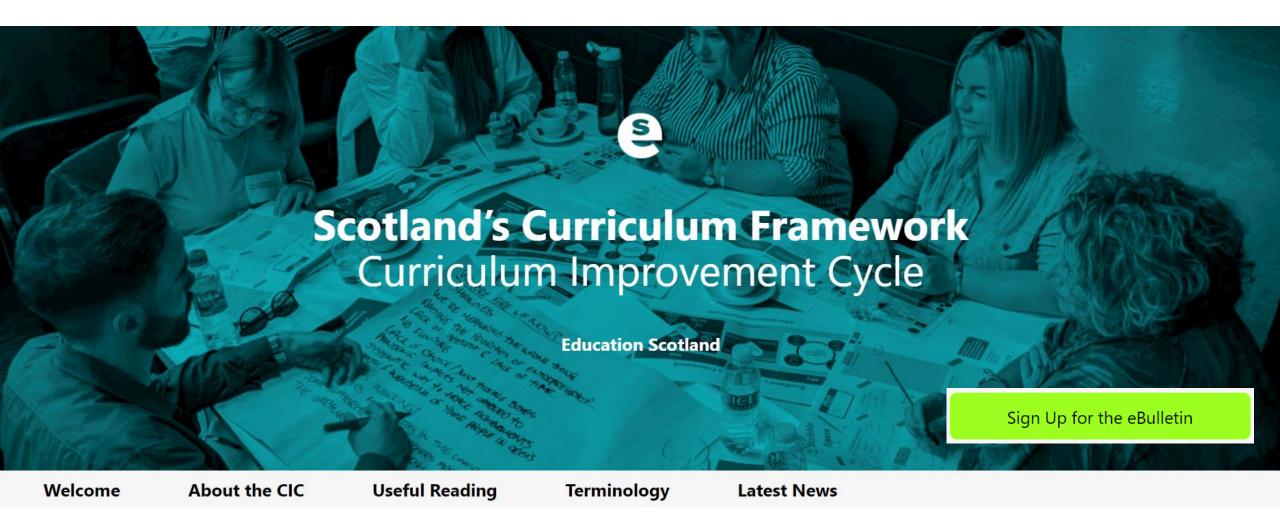




Communication and Next Steps

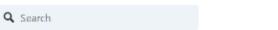


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Designing a Model for Curriculum Review in Scotland: Part 1

Education Scotland 5.367 followers





October 16, 2024

The Curriculum Improvement Cycle (CIC) is a systematic review of the Scottish curriculum to ensure it remains up to date and relevant for children and young people. In the first of a two part article Ollie Bray, Strategic Director at Education Scotland, explains how we have gone about designing the model for Curriculum Review in Scotland.

One of the key recommendations in Curriculum for Excellence: Into the Future (OECD, 2021) was that Scotland should:

"Develop a systematic approach to curriculum review: Scotland could consider establishing a curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist standalone agency."



Curriculum Improvement Cycle (CIC)

Background and a Case for Change

Findings from the Pilot Curriculum Reviews 2023/24: A Discussion Paper

November 2024

Key Activity Communications Oct - April

Comms Activity:

- About the Curriculum Improvement Cycle (CIC) October / November
 - Recruitment for Collaboration Groups & National Advisors
- Maths and Numeracy November / December
- Core competencies January / February / March

Advocacy Focus

Coming Soon

Termly ebullition – from mid-November 2024

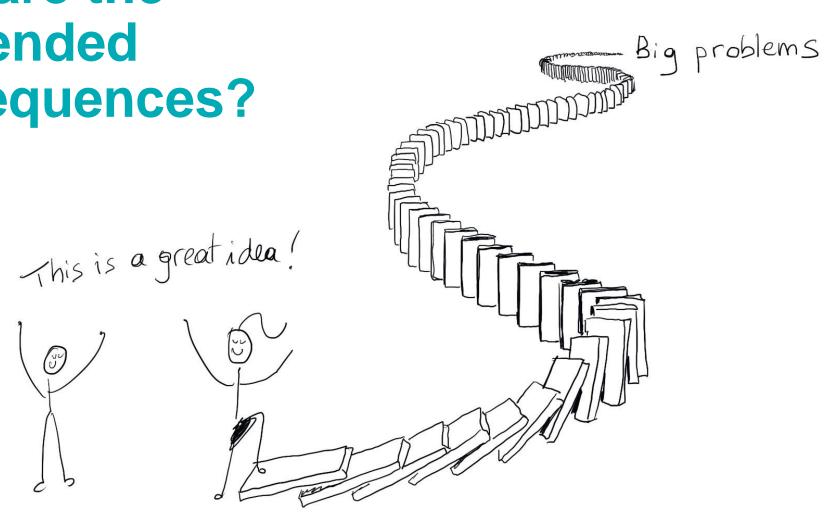
Stakeholder Communications 1:1 Meetings – Nov / Dec 2024

Partners Forum – from January 2025



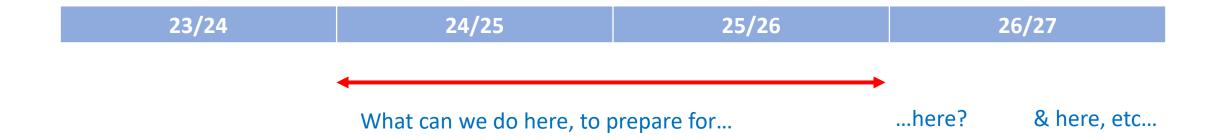


What are the Unintended Consequences?



Implementation

A question for all of us...





Connected and Collaborative

Systems Leadership 2023 -2024

Think Piece Summaries







Programme for anyone leading professional learning in their schools and settings.

- Look at the research around transformative professional learning
- Tools for building professional learning culture
- Practical learning on designing, facilitating and evaluating impact



Evidence Base



Identifying the Big ideas of a future orientated curriculum



Progression from early years and alignment with Senior Phase



From these selecting the knowledge, skills and understandings