

Getting it right?

The future: the curriculum: the challenges

Outline

- **What's most worth learning?**
- **How do you make the curriculum future proof?**
- **How do you make the classroom changes that matter to children?**

With the right curriculum

- *all our futures might just be what they are cracked up to be (...and so will our retirement....!)*



But I'd not recommend this as a strategy...

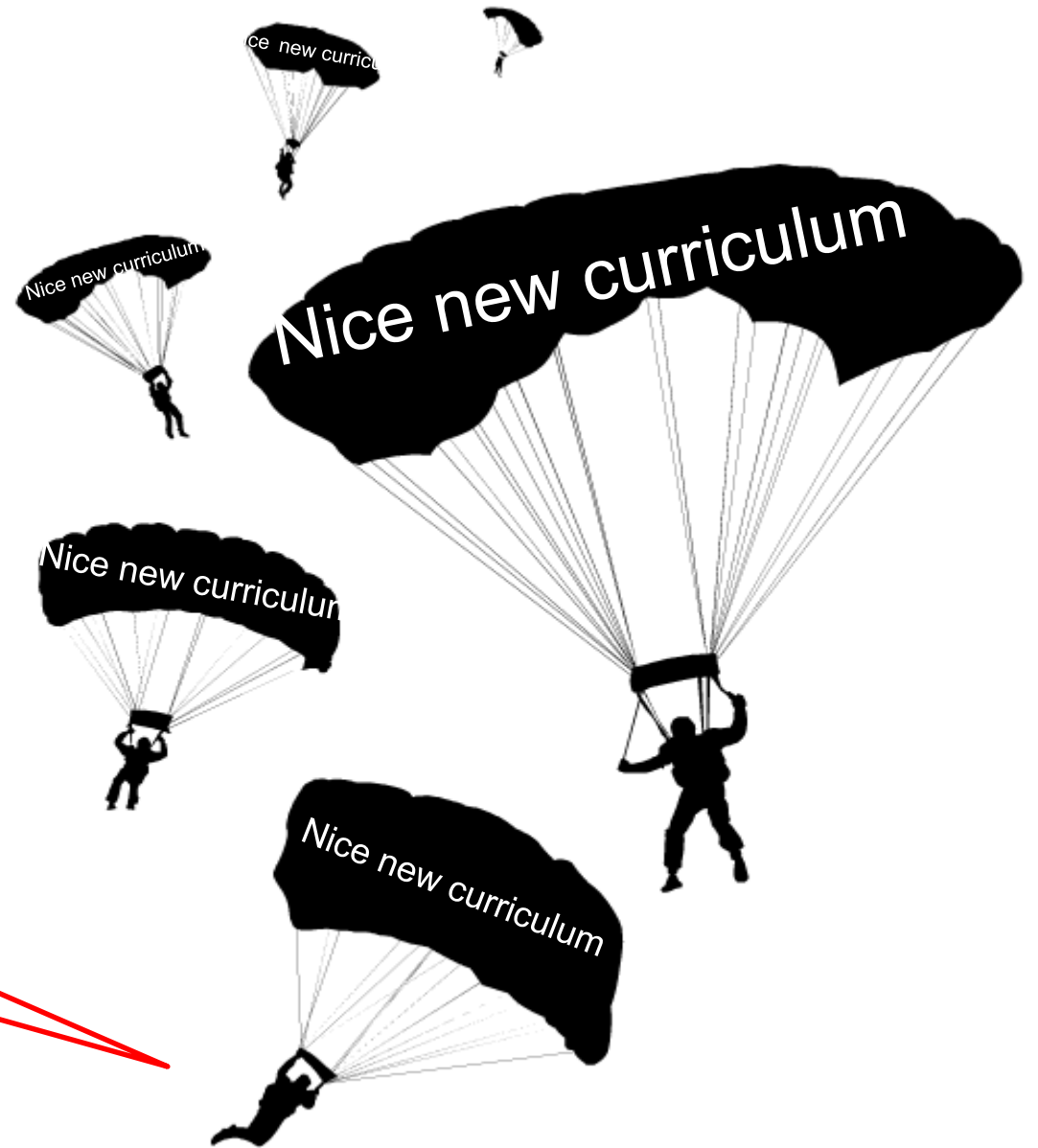


Nor this...



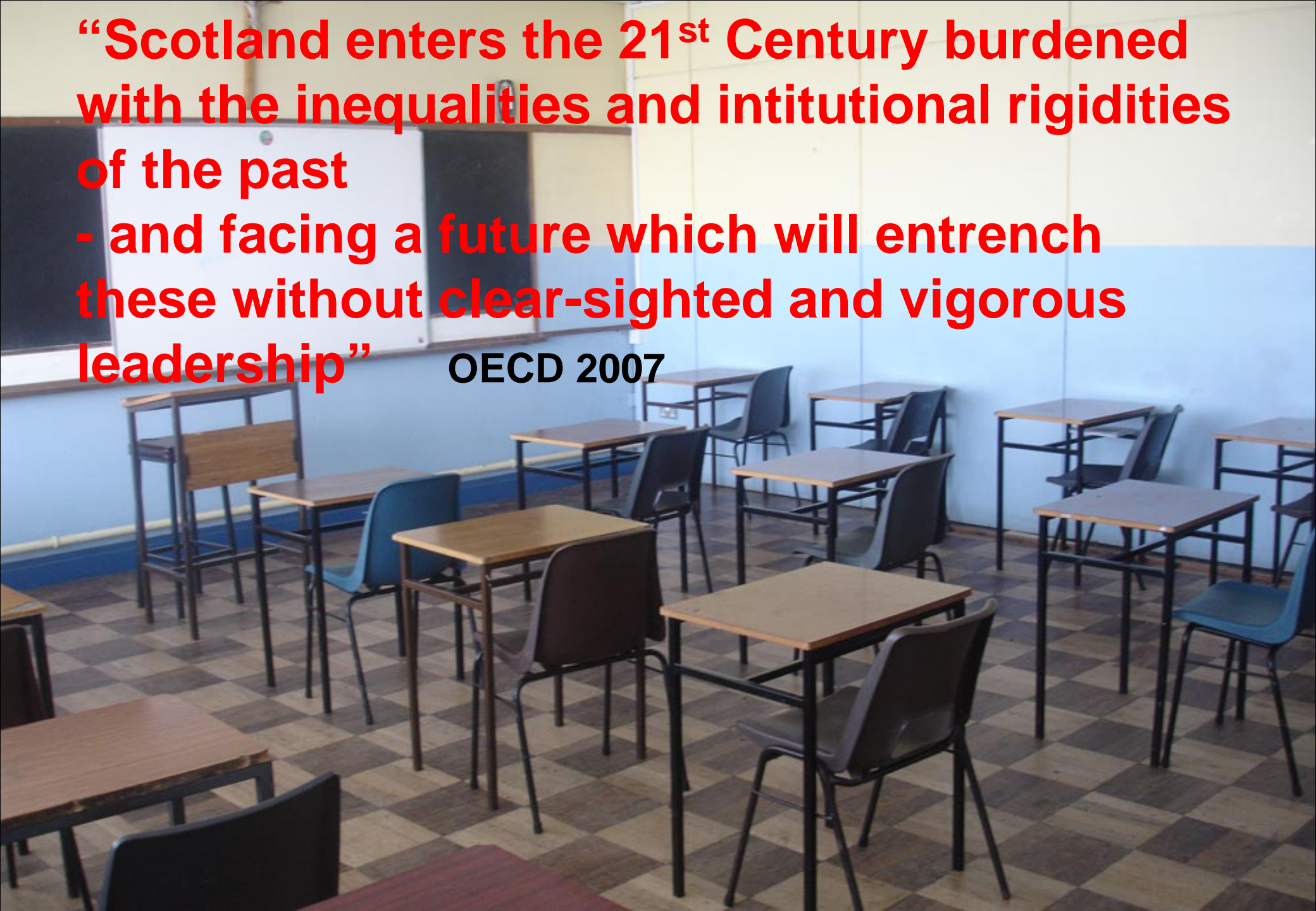
**I don't
recommend this
either**

**So, I'll head for
that school and
you guys take
one each over
there.....**



“Scotland enters the 21st Century burdened with the inequalities and institutional rigidities of the past - and facing a future which will entrench these without clear-sighted and vigorous leadership”

OECD 2007





“ We need a curriculum which will enable young people to understand the world they are living in, reach the highest levels possible of achievement, and equip them for work and learning throughout their lives.”

Scotland by numbers (2014)

2056 Primary Schools

364 Secondary Schools

149 Special Schools

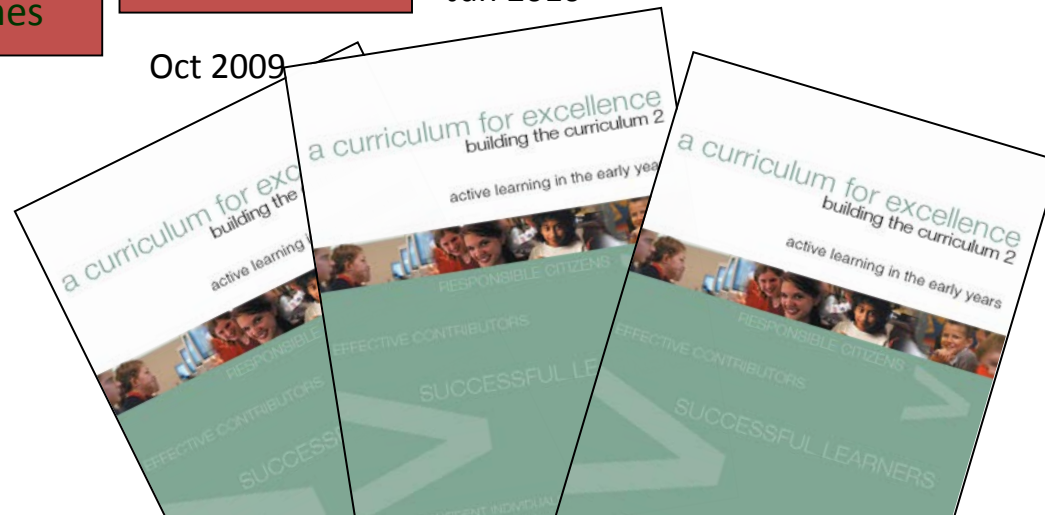
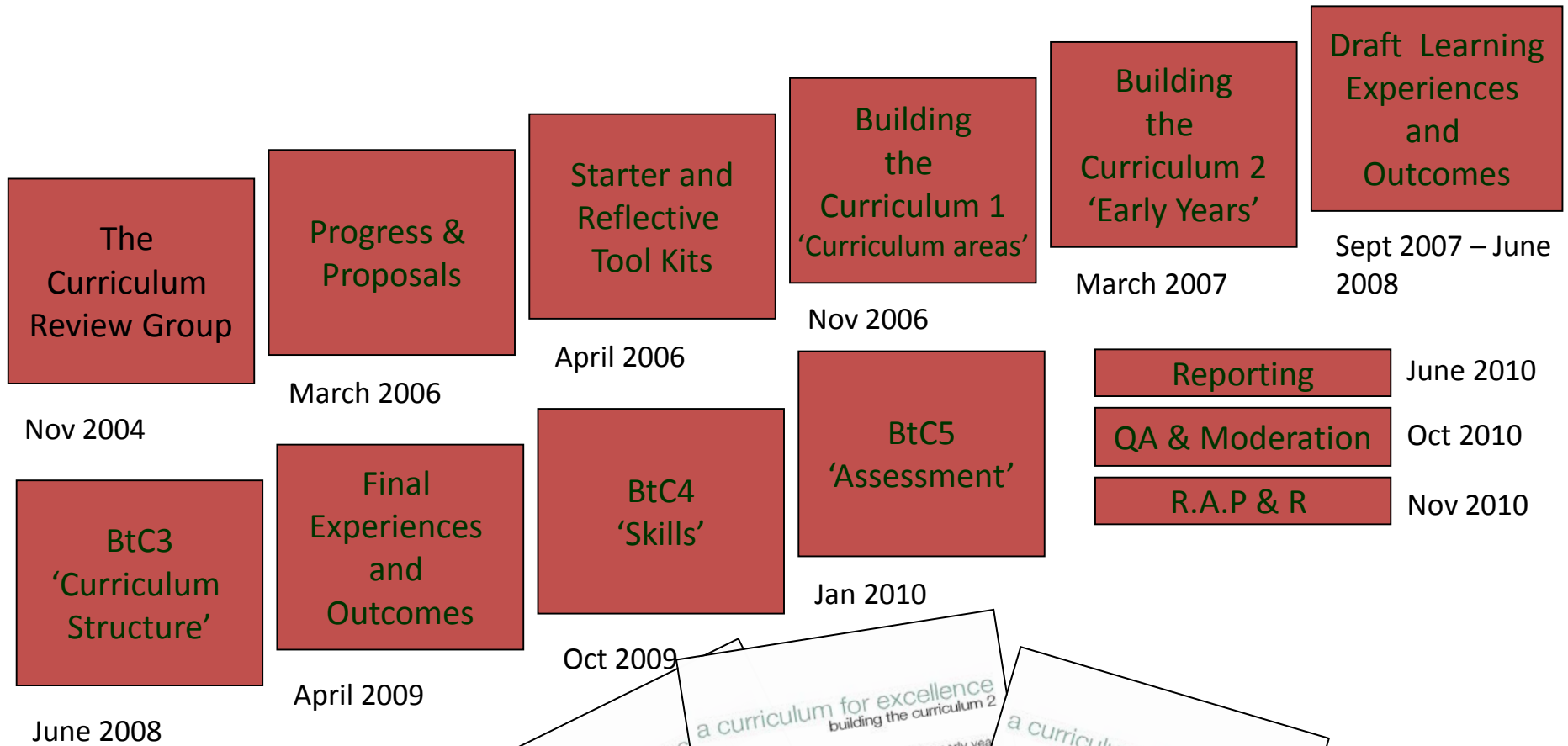
673,530 pupils:

377,382 Primary Aged Pupils (5-12 years)

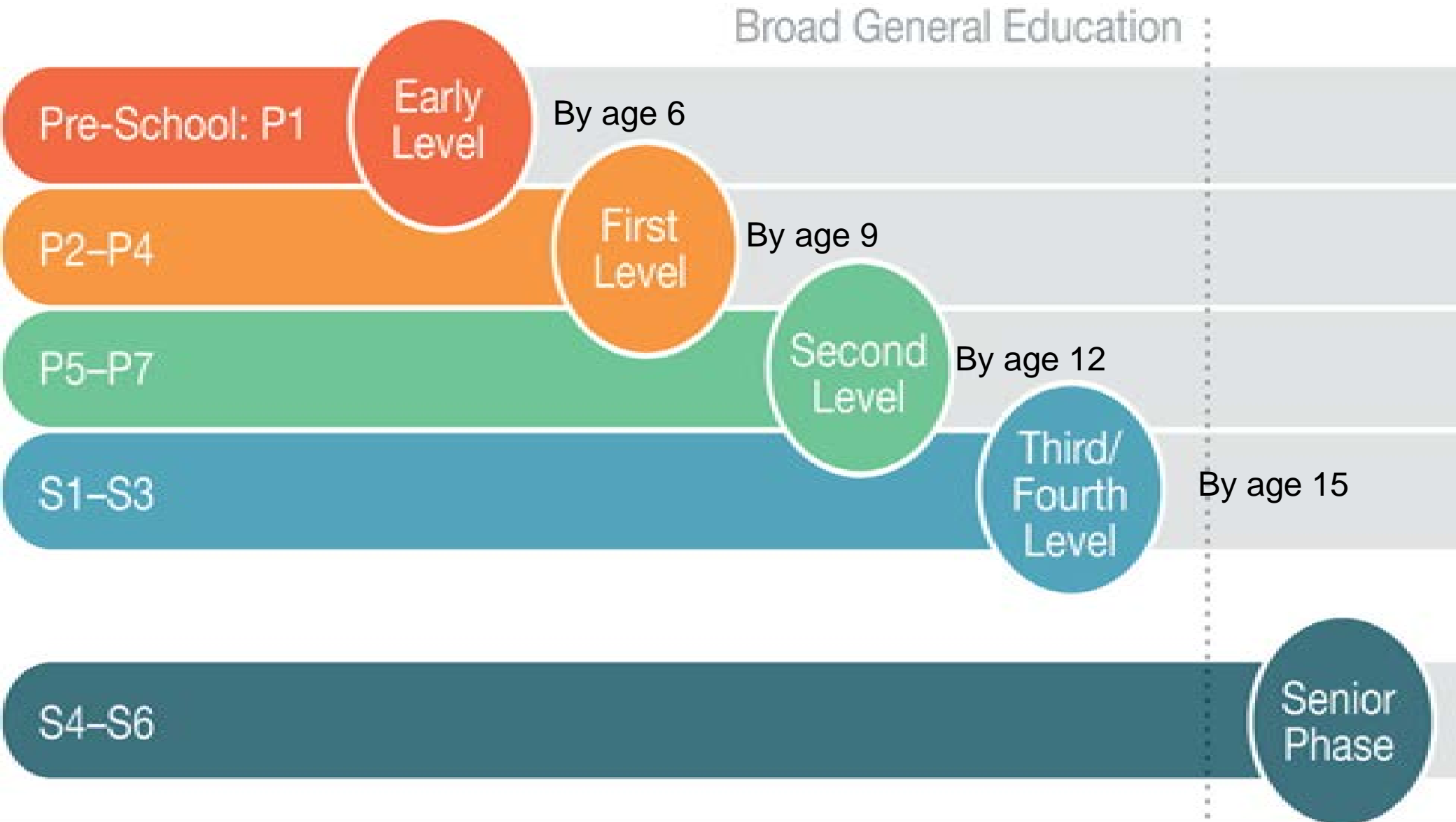
289,164 Secondary Aged Pupils (12-18 years)

6,984 Special School Pupils

Curriculum for Excellence



experiences and outcomes

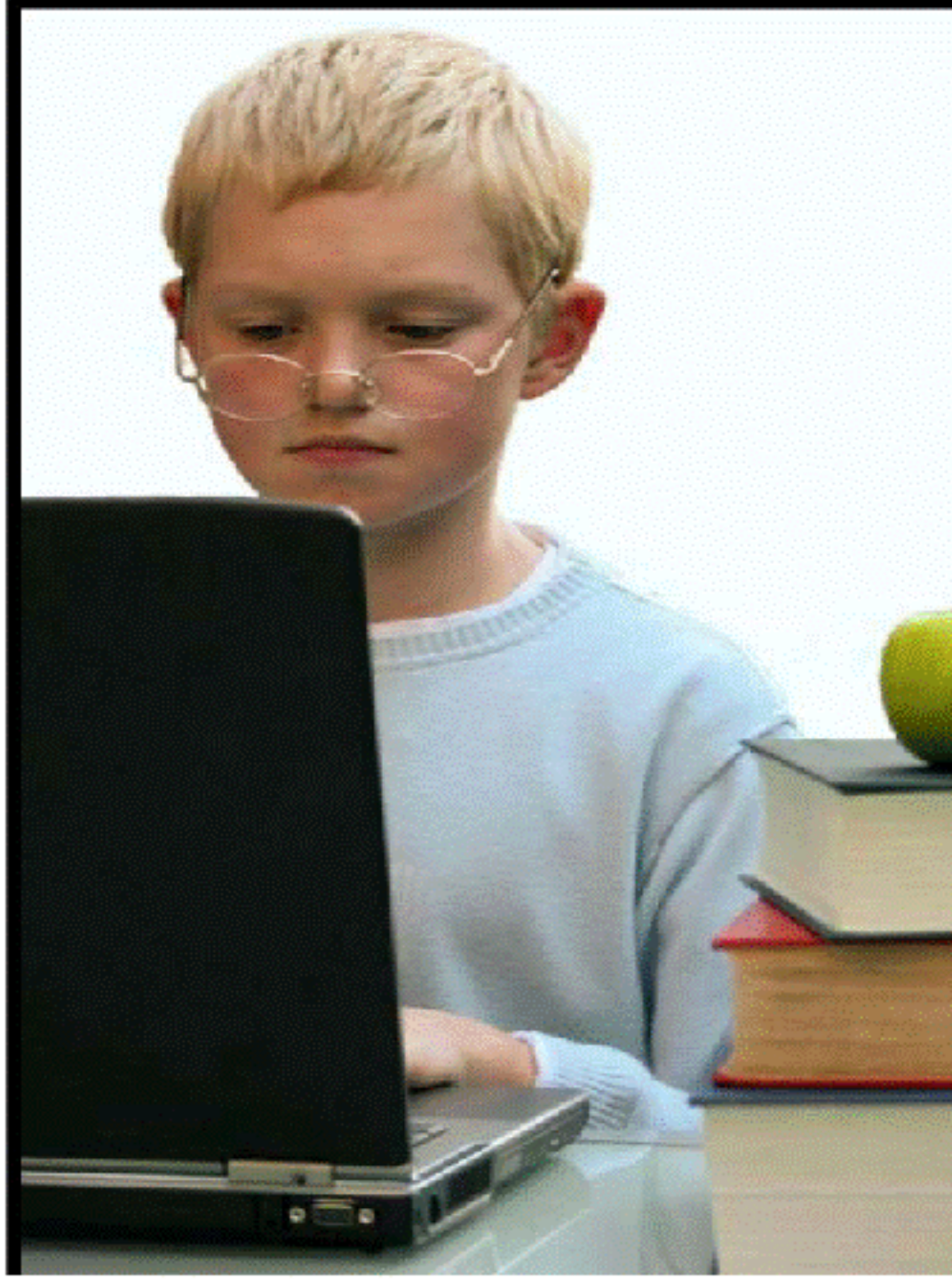


Why change?



What do you
want to
achieve?





**Today's learners
are no longer the
people our
educational
system was
designed to teach**

M.Prensky



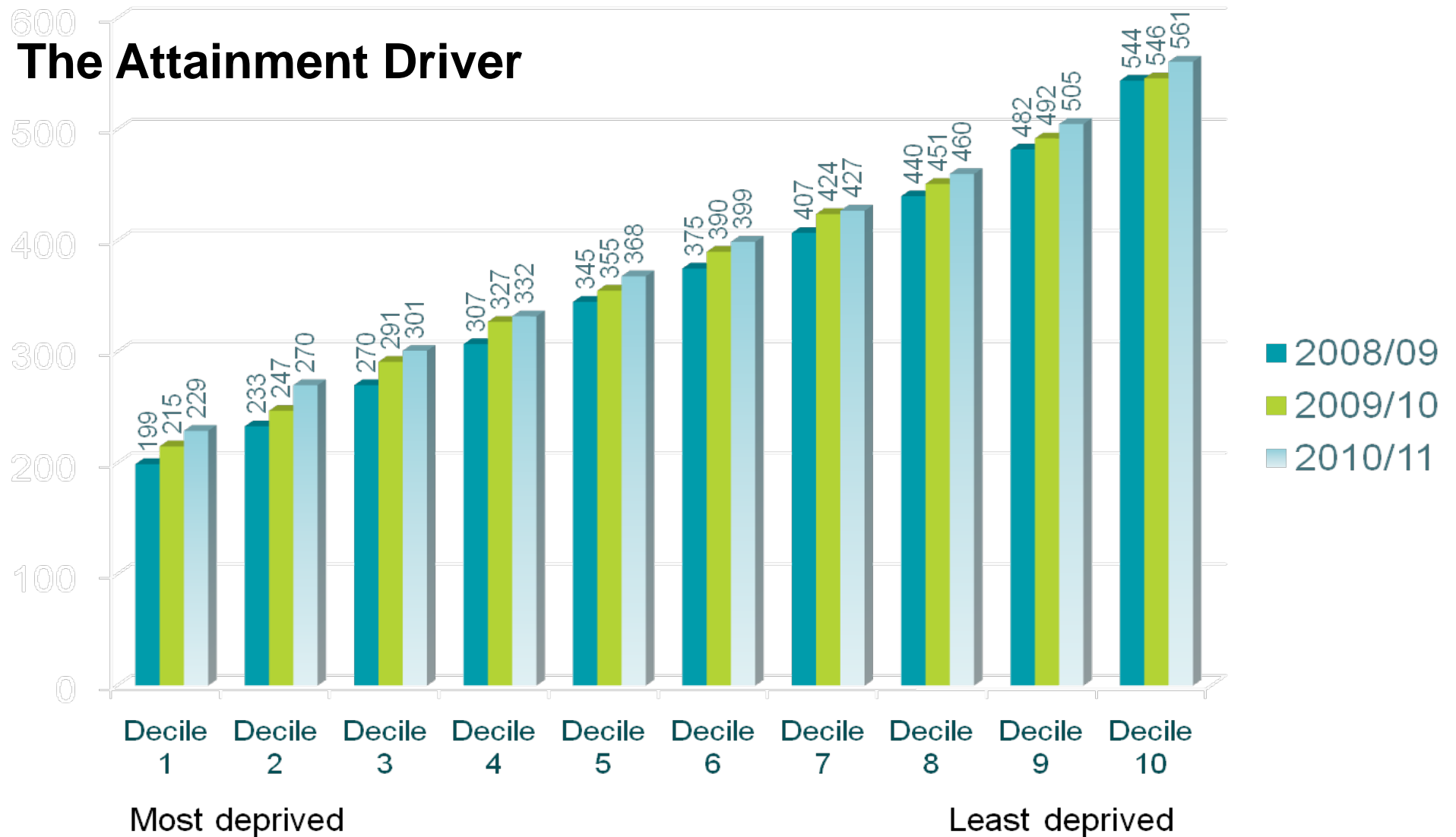
In the UK,
98% of
12 year-olds want
“to do well at school”



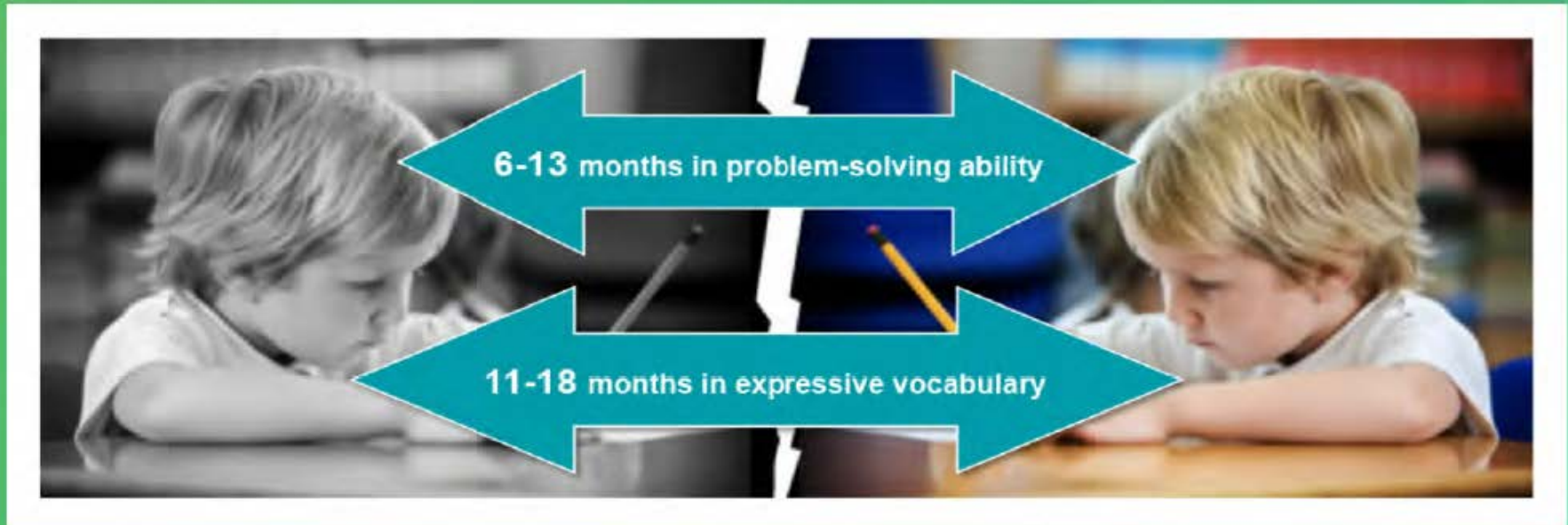
**And yet, only 38%
look forward to going to school.
So what's wrong?**

Data from 'Shift Happens'

The Attainment Driver



In Scotland, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:



From Growing Up in Scotland

Education Reform: what do you want to achieve?



Improve
outcomes for
all learners

Close the Gap

Improve standards

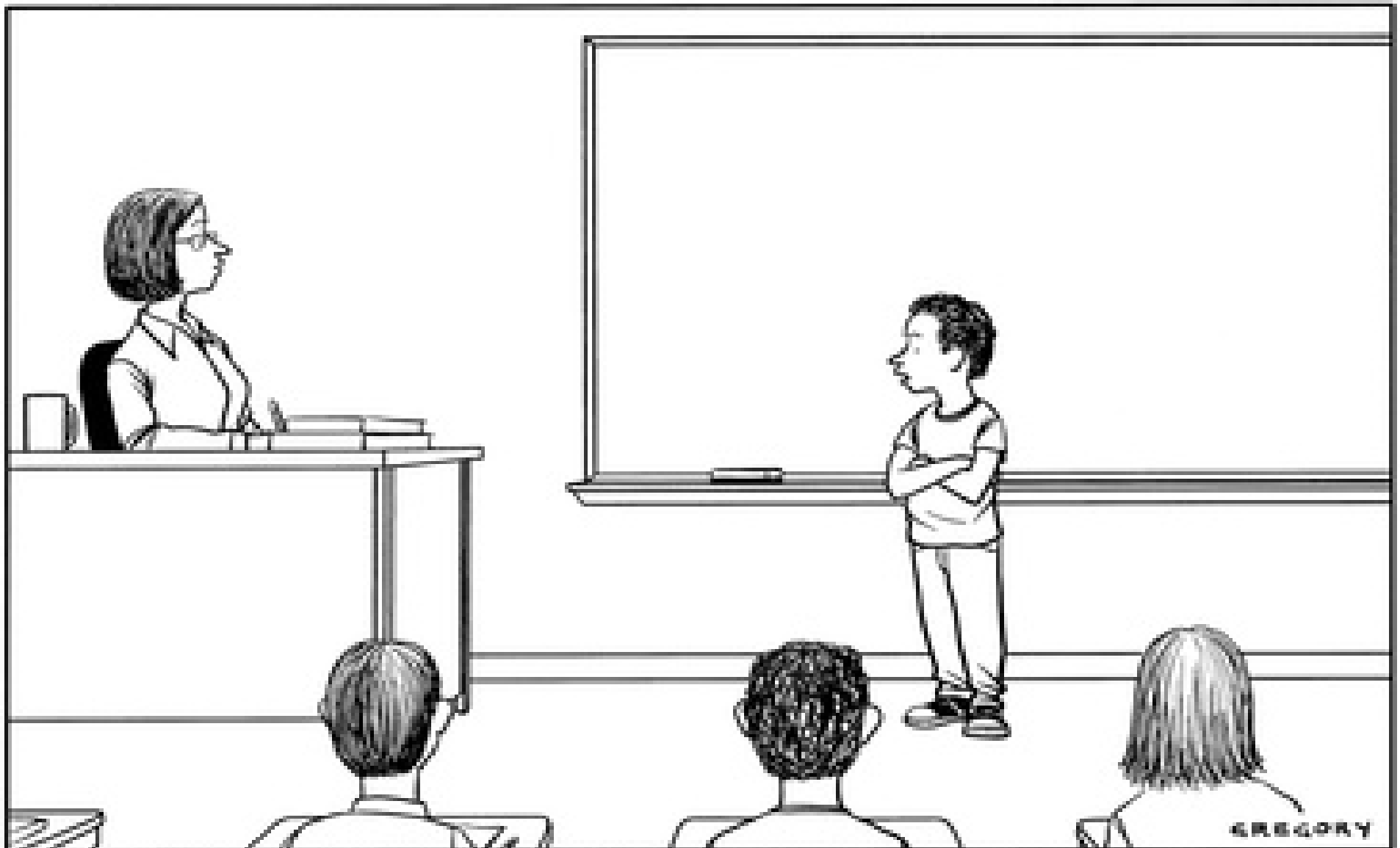
Create a high
performing education
system

Prepare learners for their
futures -skills for learning,
life and work

Happy, safe and learning

CULTURAL CHANGE





“Anyone who follows me on twitter already knows what I did this summer”

successful learners

with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

confident individuals

with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

four capacities

To enable all young people to become

attributes and capabilities

responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Experiences and Outcomes

Early	First	Second	Third	Fourth
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me.</p> <p style="text-align: right;">SOC 0-07a</p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.</p> <p style="text-align: right;">SOC 1-07a</p>	<p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed.</p> <p style="text-align: right;">SOC 2-07a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</p> <p style="text-align: right;">SOC 2-07b</p>	<p>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.</p> <p style="text-align: right;">SOC 3-07a</p>	<p>I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types.</p> <p style="text-align: right;">SOC 4-07a</p>
<p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.</p> <p style="text-align: right;">SOC 0-08a</p>	<p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p style="text-align: right;">SOC 1-08a</p>	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p style="text-align: right;">SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p> <p style="text-align: right;">SOC 2-08b</p>	<p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p> <p style="text-align: right;">SOC 3-08a</p>	<p>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p> <p style="text-align: right;">SOC 4-08a</p>

Social studies – second level (age 12)

The outcome:

“I can describe the major features of the Scottish landscape and explain how these were formed.”

SOC 2-07a

The experience?

How can both be future proofed?

The Scottish curriculum journey

Did we get it right? Science

Topical science

“By considering current issues of science, learners increasingly develop their understanding of scientific concepts...”

- ✓ By age 12 “I can report and comment on *current scientific news items*...”

The Scottish curriculum journey

Did we get it right? Computing science

Age 15:

X “By learning the *basic principles of a programming language or control technology*, I can design a solution to a scenario, implement it and evaluate its success....”

Age 12:

X *Using appropriate software*, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia.

Improving professional learning

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

**The great teacher
inspires!**

William A Ward

**“The quality of an educational
system cannot outperform the
quality of its teachers.”**

McKinsey 2009



Keeping the new curriculum under review

Curriculum, learning, teaching, assessment and support groups

- to consider the impact and influencers on education, e.g.
 - ✓ Ministerial priorities and initiatives
 - ✓ evidence from the broad of local and national data on education
 - ✓ international evidence from OECD, PISA, TIMSS, PIRLS etc.
 - ✓ economic, societal and cultural issues
 - ✓ the current Curriculum for Excellence policy framework
 - to develop, agree and introduce changes to the published curriculum
-

So – how well involved and prepared are your:

- Teachers
- Leaders
- Colleges and Universities
- Parents
- Learners?



Future Learners

The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn

Alvin Toffler 1972

Future education systems



The poorest performing education systems of the 21st century will not be those who cannot change but those that cannot continuously innovate, change and improve