



The refreshed CfE narrative as an opportunity to enhance empowerment

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"CfE is at a 'watershed' moment. There has been a decade of patient work to put in place a full curriculum programme. That programme implementation process is nearing completion and this represents a prime opportunity to enter a new phase......

.....there is now a need for a bold approach that moves beyond system management in a new dynamic nearer to teaching and learning"

OECD 2015

'We recommend creating a new narrative for CfE and to make it highly visible in Scotland.

This would restate longstanding aims but it would also incorporate any shifting emphasis and a trajectory of how CfE will achieve its ambitions....'

Brief from the Curriculum and Assessment Board

- Practitioners as the principal audience
- Single framework that is clear to follow
- Succinct and in plain English
- An update to reflect the contemporary context





































Key Message – Why a refresh?

Scotland's Curriculum Refreshed Narrative

A resource to:

- celebrate the successes of CfE and build confidence for future development
- maximise and develop opportunities to meet the aspirations of our children and young people
- stimulate fresh thinking about Scotland's curriculum
- engage in professional dialogue in curriculum design and inspire, share and nurture innovation
- co-create / co-design collaboratively



Scotland's Approach What Matters? How We Do It Scotland's curriculum –
Curriculum for Excellence –
helps our children and young
people gain the knowledge, skills
and attributes needed for life in
the 21st century.

This resource has been prepared with and for teachers and other professional practitioners and applies to both English and Gaelic medium education. It re-visits the initial Curriculum for Excellence (CfE) narrative and sets it within the **current context**. It supports the process of engaging with the core principles of CfE and the development of practices that are fit for purpose.

https://scotlandscurriculum.scot



Scotland's Approach What Matters? How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

In an empowered system, learners:

- participate as underpinned by the UN Convention on the Rights of the Child, most notably Article 12 (respect for the views of the child) and Article 13 (freedom of expression);
- are enabled to engage in planning and leading their learning, and to have meaningful dialogue about approaches to learning and teaching;
- are clear about how they can share their ideas and have a role in leading and shaping change through clear systems for engaging them in participating, which are agreed, understood and used regularly; and
- understand and see the impacts of their participation in their learning, in their setting, and in local and global communities.

How is our curriculum empowering ALL young people to become.....

The Four Capacities





In an empowered system, what do these groups have to offer to the 4 contexts?

Opportunities for personal achievement

The Curriculum

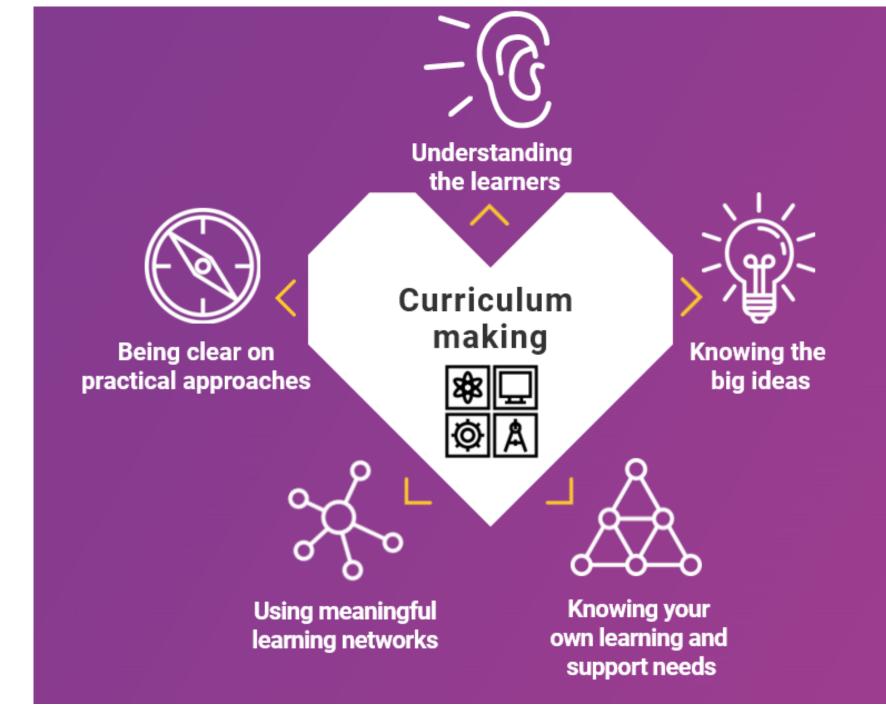
'the totality of all that is planned
for children and young people
throughout their

education'

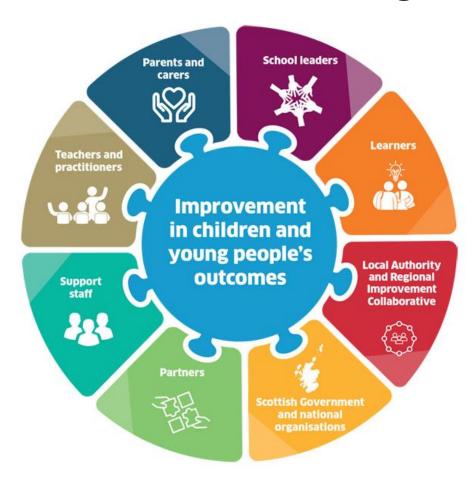
Ethos and life of the school as a community

Curriculum areas and subjects

Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.



Curriculum making:



To what extent are we currently empowered to do this? What are the opportunities for empowerment here?



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