



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 CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

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>



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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?

<p>Opportunities for personal achievement</p>	<p>Interdisciplinary learning</p>
<p>The Curriculum 'the totality of all that is planned for children and young people throughout their education'</p>	
<p>Ethos and life of the school as a community</p>	<p>Curriculum areas and subjects</p>

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.



**Understanding
the learners**



**Being clear on
practical approaches**



**Knowing the
big ideas**

**Curriculum
making**



**Using meaningful
learning networks**



**Knowing your
own learning and
support needs**

Curriculum making:



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



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