





ASEAN DEEP LEARNING POLICY SERIES:
EMPOWER STUDENTS WITH 21ST CENTURY DEEP LEARNING SKILLS

HÀ NỘI, NGÀY 22 THÁNG 8 NĂM 2014



Education Scotland

Transforming lives through learning

Hanoi August 22nd 2014

Aim

'to share Scotland's approach to raising educational standards in schools and helping students prepare for success in the modern world'

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Our culture (ethos) for change

Our change process and intended outcomes

Impact

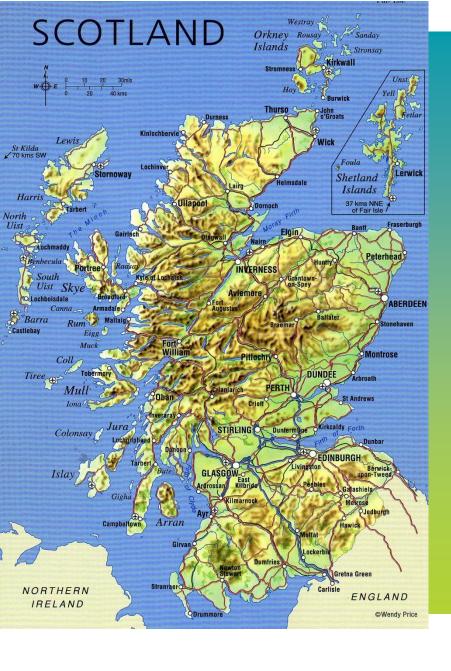






Guiding Principle

The poorest performing education systems of the 21st century will not only be those that cannot change, but also those that fail to involve everyone who has a stake in education in guiding the innovation which drives positive change



Scotland in context

671,218 children and young people in publicly funded schools

118,034 with additional support needs 18% in 2013 15 % in 2012

About 98% of young people in mainstream classes over 80% of the time

2,606 schools

51,400 teachers



Our culture for change

(ethos of trust and collaboration)





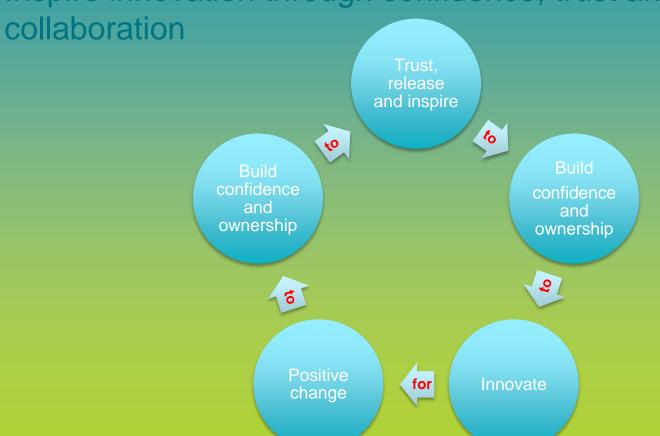
Involving everyone who has a stake in education

- 2002: National debate led to Curriculum for Excellence programme
- 2007: constructive accountability through selfevaluation and 'with not to' external inspection
- Now: <u>national forums</u> to 'maintain the relevance' of the curriculum, learning, teaching and assessment'
- Co-creation of great resources: our national schools intranet (Microsoft 365)

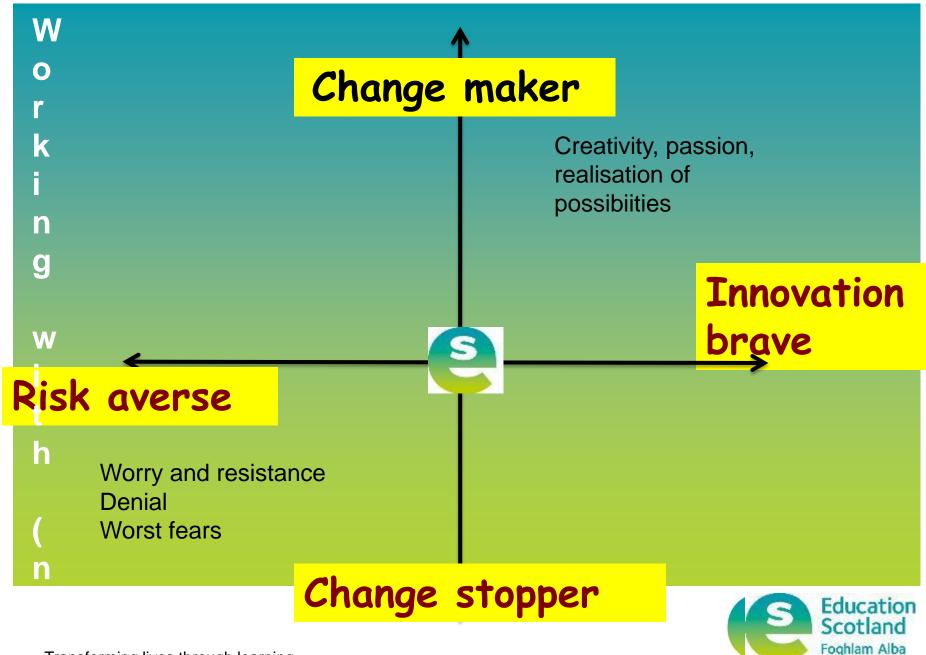


Our culture for change

Inspire innovation through confidence, trust and



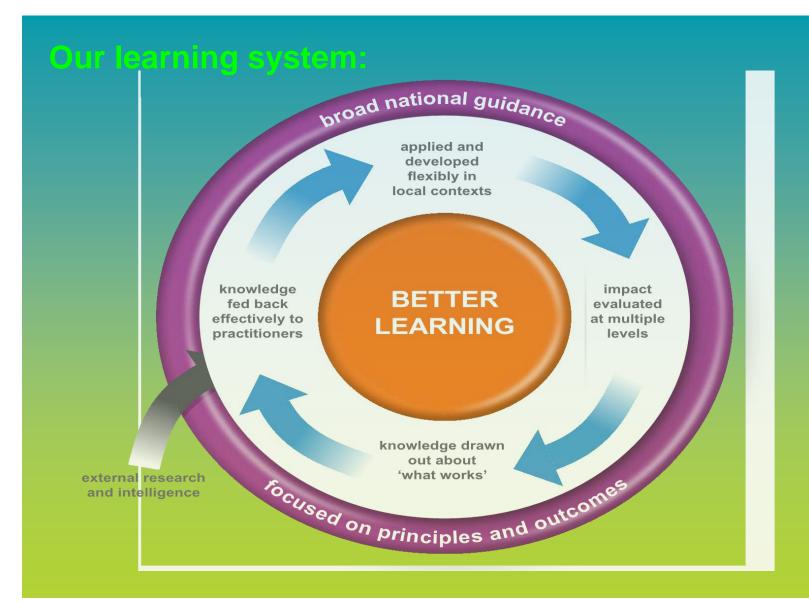






Our change process and intended outcomes

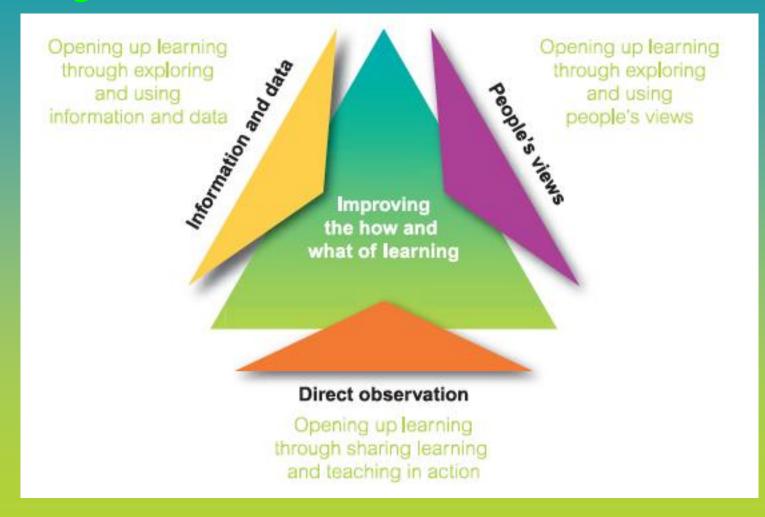






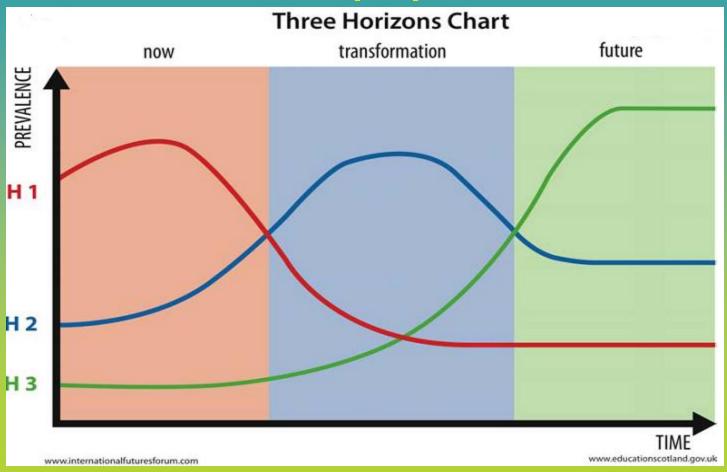
The three vital perspectives for innovation and change Learning visits and Objectively Looking Looking sharing inwards: outwards: validated practice knowing ourselves learning from through inside out what happens Inspection through elsewhere to effective challenge self-evaluation our own thinking Looking forwards: exploring what the future might hold for today's learners and planning how to get there **Education** Scotland Using proven Foghlam Alba change approaches Transforming lives through learning

Looking inwards – robust self-evaluation now the norm





Looking forwards: what does the future hold and how do we prepare learners?





We are preparing young people for jobs that don't yet exist...

requiring technologies that haven't yet been invented...

to solve problems of which we are not yet aware.

By 2023 a handheld device will have the same processing power as the human brain (in operations per second): by 2049, the processing power of the entire human race



Scotland Foghlam Alba Looking outwards – sharing/collaborating using learning visits, professional learning communities; And great resources, e.g.

www.journeytoexcellence.org.uk (films of excellent learning, teaching, assessment)

www.gameonscotland.org

(global citizenship programme with British Council – over a million users around the Commonwealth)



Have agreed broad principles (your handout)

Focus on skills for learning, life and work, alongside knowledge and understanding

Define the attributes and capabilities, higher-order skills (your handout) that will improve lives

Use assessment effectively to improve learning

Drive creativity and higher-order skills relentlessly

Drive learning through technology (ICT) hard



Agreed broad principles

A curriculum framework to meet the needs of all learners 3 – 18 A schematic guide for curriculum planners

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

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
- · Interdisciplinary learning
- Opportunities for personal achievement

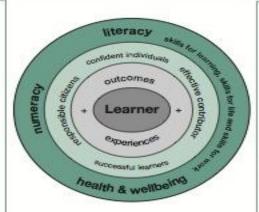
Learning and teaching

- Engaging and active
- · Setting challenging goals
- · Shared expectations and standards
- · Timely, accurate feedback
- Learning intentions, success criteria,
- personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- · Expressive arts
- · Languages and literacy
- . Health and wellbeing
- · Mathematics and numeracy
- · Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- · a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- · review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles for curriculum design:

- · Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for

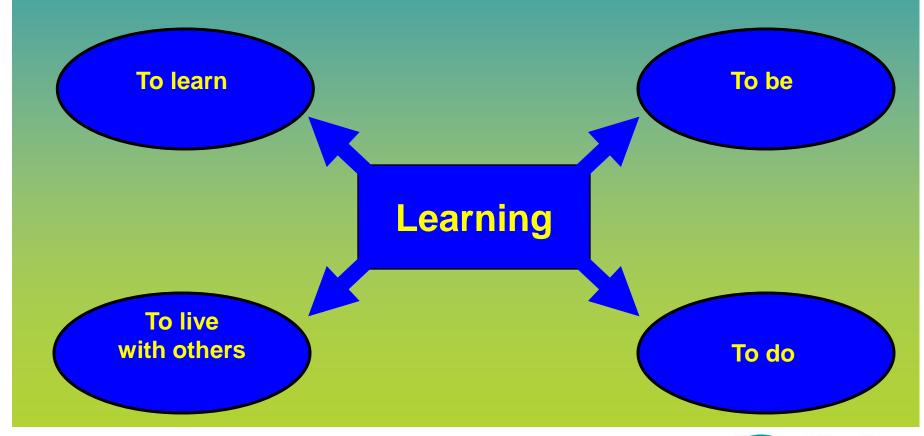
- Assessment
- Qualifications
- · Self-evaluation and accountability
- · Professional development

to support the purposes of learning

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UNESCO: 'The Treasure Within'

Aims of Education





Clear, defined purposes of Scottish Education the 4 capacities





Clear, defined purposes of Scottish Education the 4 capacities

Attributes and capabilities

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 belief
- > 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

To enable all young people to become

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

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

To be

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fective tributors



Transfo

literacy, communication, numeracy, technology, creative and independent thinking, learning independently and in groups, reasoning, linking and applying learning, relating to others, managing themselves,

Using the attributes and capabilities

- is it the child or the teacher?







Using the attributes and capabilities

- is it the child or the teacher?

Creating

Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing

Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging

Analysing

Breaking information into parts to explore understandings and relationships Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



Intended outcomes

Seamless progression in learning age 3 to 18

Improve achievement, including attainment, for all

Meet individual needs

Eliminate inequity in outcomes

Improve employability

Empower teachers

Improve confidence





Impact How well are we doing?

Creativity and innovation

Learning and teaching

Achievement and attainment

Inequity in educational outcomes

Assessment

Educational leadership

Learning for sustainability and global citizenship

Learning through technology





Many thanks for listening, friends.



