

HỘI THẢO CHÍNH SÁCH GIÁO DỤC ASEAN: KỸ NĂNG HỌC TẬP CHUYÊN SÂU CHO HỌC SINH THẾ KỶ 21

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



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)

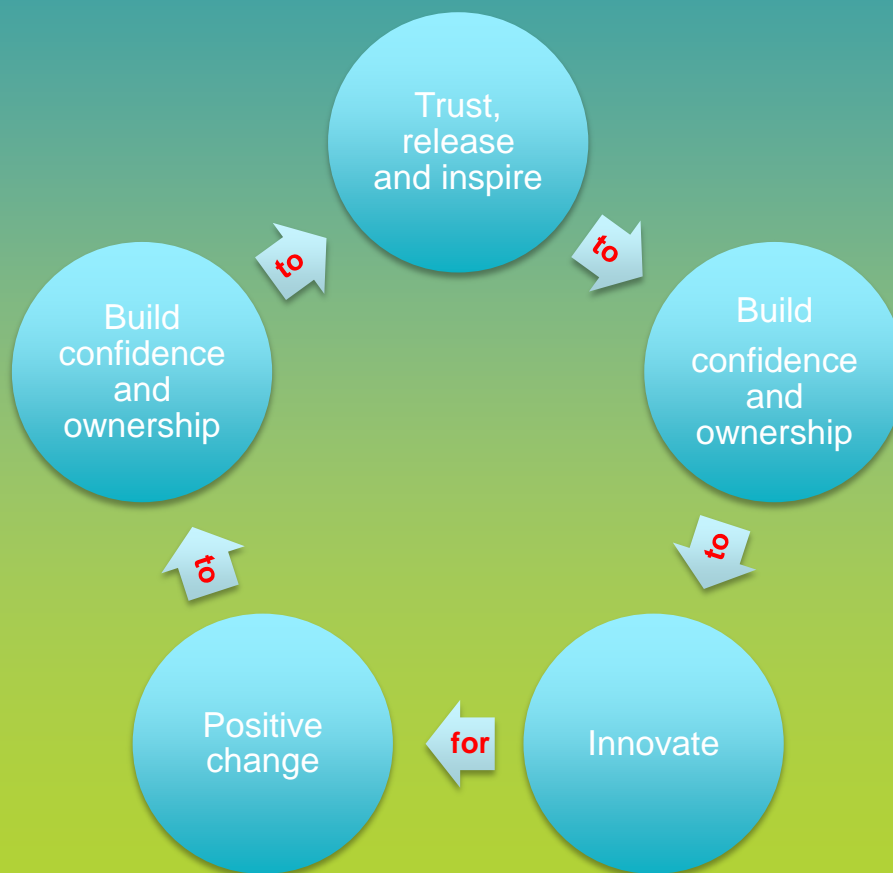


Involving everyone who has a stake in education

- 2002: National debate led to Curriculum for Excellence programme
- 2007: constructive accountability through self-evaluation and 'with not to' external inspection
- Now: national forums 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 collaboration



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Change maker

Creativity, passion,
realisation of
possibilities

**Innovation
brave**

Risk averse

Worry and resistance
Denial
Worst fears

Change stopper





Our change process and intended outcomes

Our learning system:



The three vital perspectives for innovation and change

Objectively
validated
through
Inspection

Looking inwards:
knowing ourselves
inside out
through
effective
self-evaluation



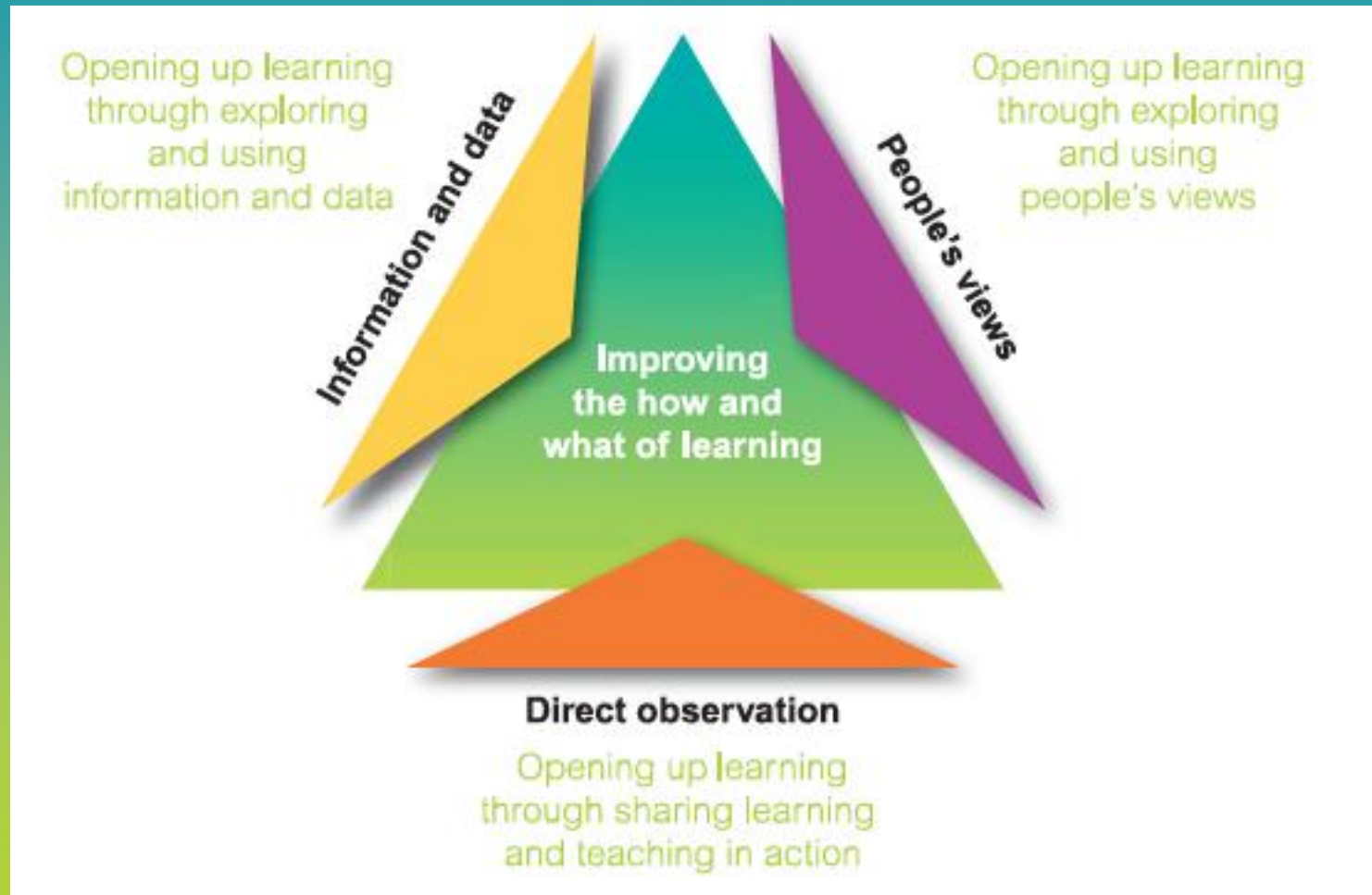
Looking outwards:
learning from
what happens
elsewhere to
challenge
our own thinking

Learning visits
and
sharing
practice

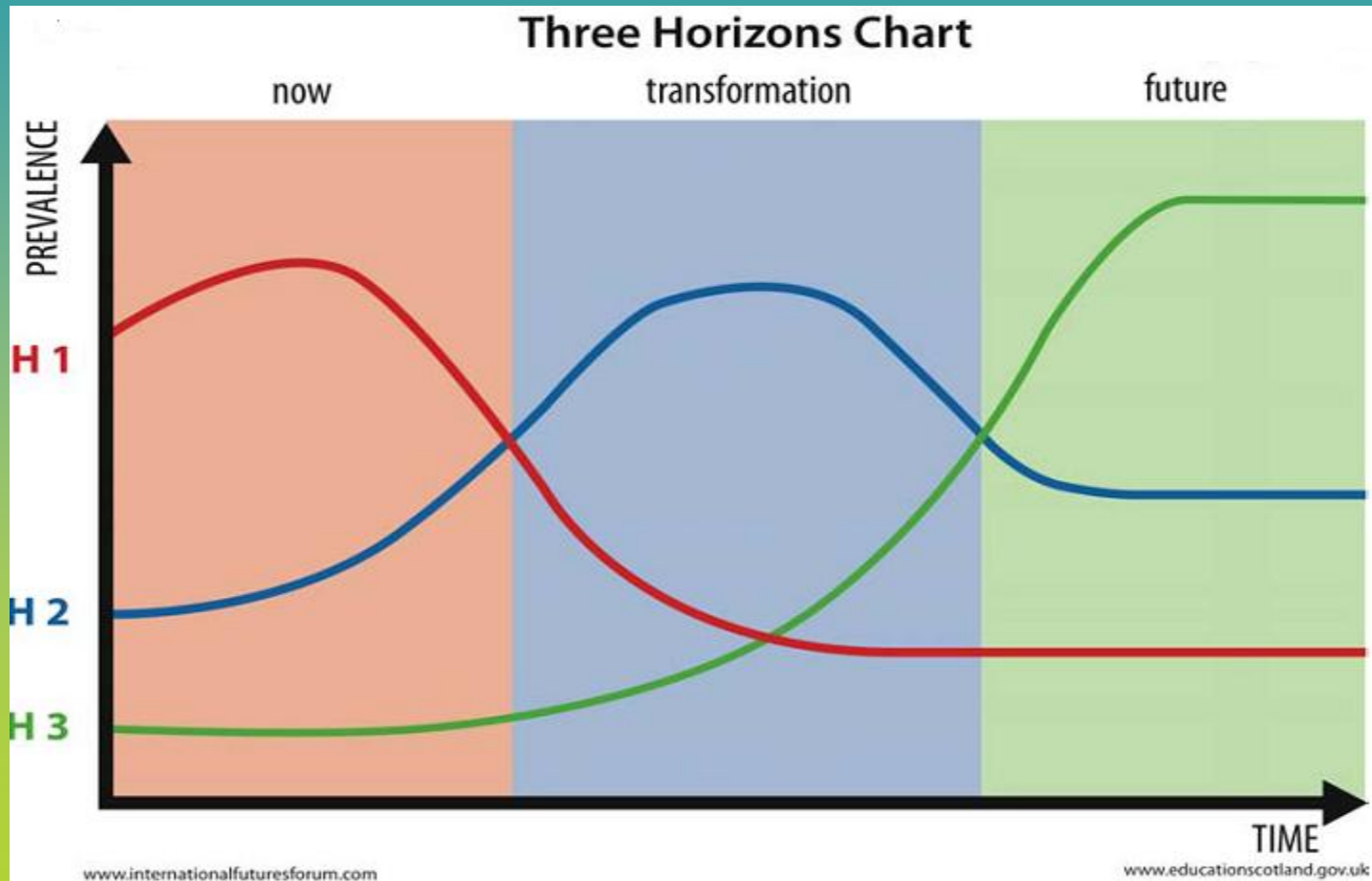
Looking forwards:
exploring what
the future might
hold for today's
learners and planning
how to get there

Using proven
change approaches

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



**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

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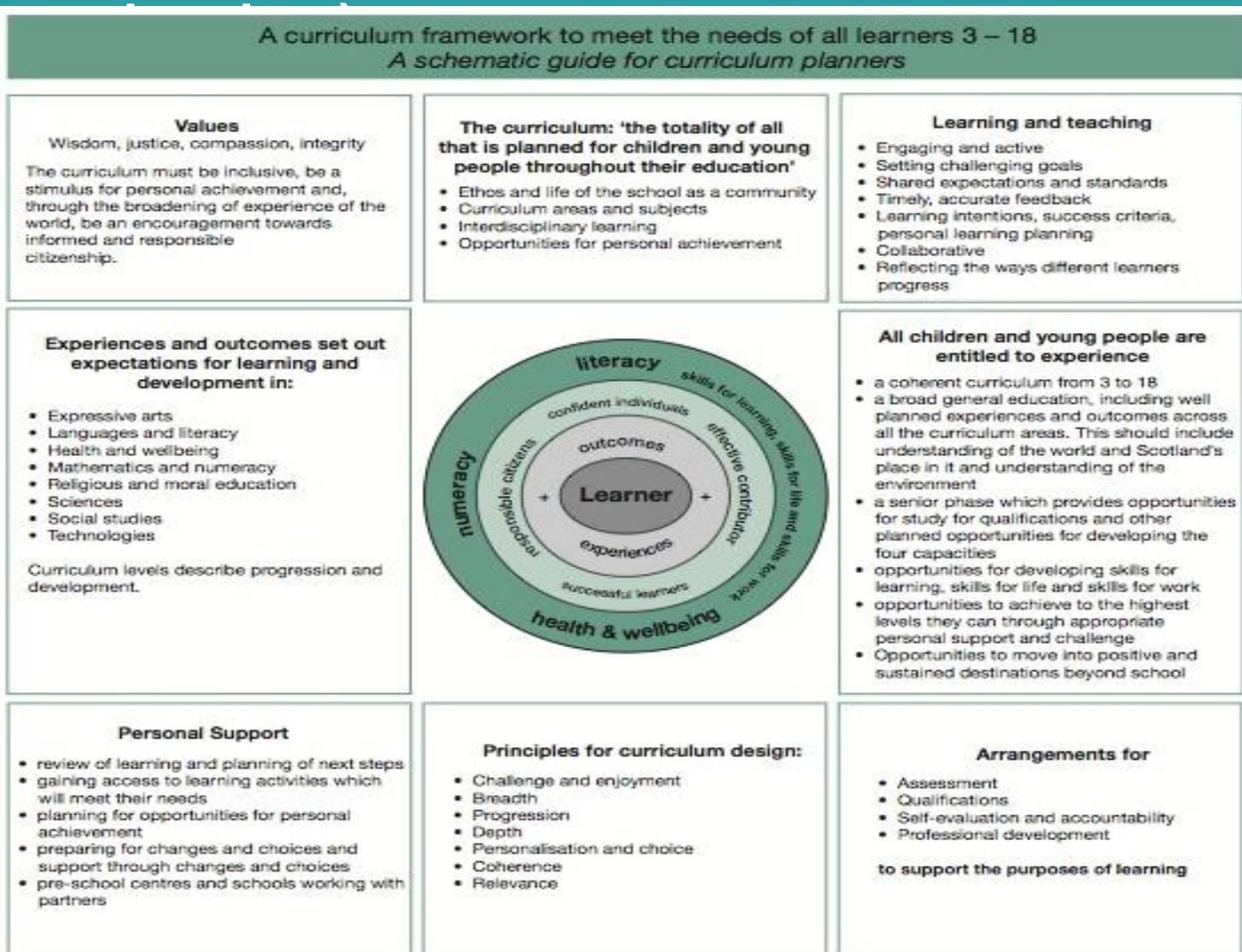
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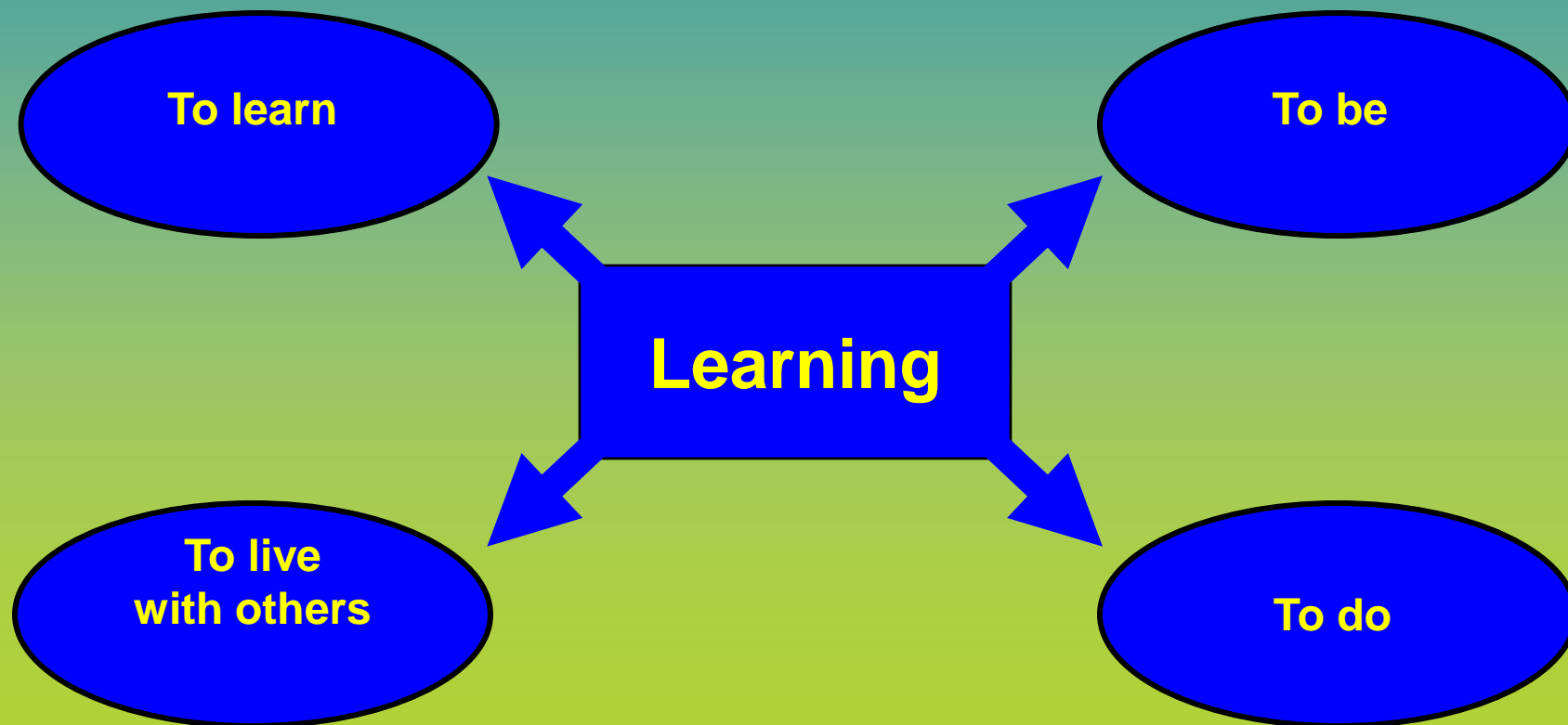
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UNESCO: 'The Treasure Within'

Aims of Education



Clear, defined purposes of Scottish Education the 4 capacities

To learn

**Successful
Learners**

To be

**Confident
individuals**

To live
with others

**Responsible
citizens**

To do

**Effective
contributors**

**To enable all
young people
to become**



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 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

To be

confident
individuals

To do

effective
contributors

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?



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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.

