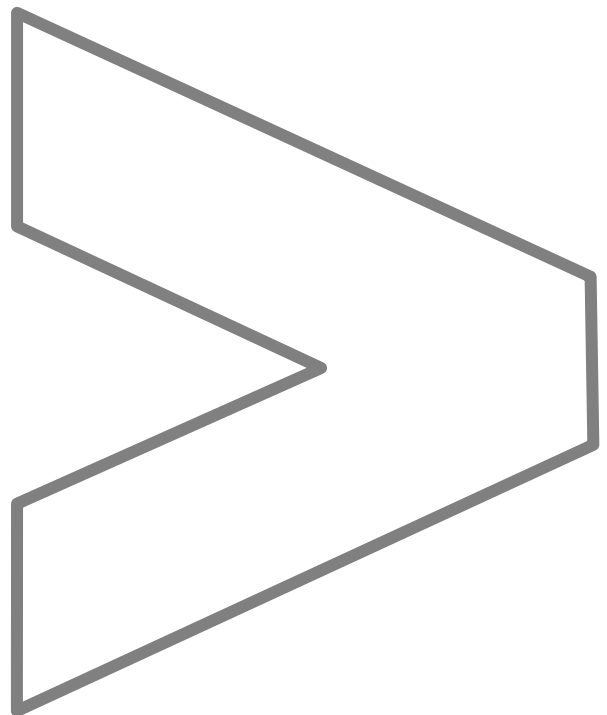


The Highland Council

a curriculum for excellence  
engaging with the outcomes  
**First Steps**



A resource for reflection and discussion in schools

## a curriculum for excellence

engaging with the outcomes

### First Steps

#### Introduction

The 8 curricular area writing groups will publish their outcomes in 2007. During this period, it is important that all staff are encouraged to reflect about and discuss the inter-disciplinary and cross-curricular possibilities. This could be undertaken on a school and/or Integrated Learning Community basis. The activities in this resource are based on draft versions of the Science outcomes shared at LTS INSET in March 2007.

#### Aims

- to familiarise staff with the nature of curricular outcomes emerging from A Curriculum for Excellence
- to promote reflection and discussion about the nature of ACE Outcomes (in this instance from Science) and their relationship to:
  - the four capacities
  - the principles of curriculum design
  - cross-cutting themes/inter-disciplinary work
- to help school senior management to plan next steps for A Curriculum for Excellence in their schools and Associated School Groups.

#### Approach

- short presentation by SMT to outline the objectives of the activity and inform staff about:
  - the four capacities
  - the four principles of curriculum design: challenge and enjoyment, depth, relevance, personalisation and choice
  - the Highland priority cross-cutting themes of literacy, numeracy, health and wellbeing
- pair and group (8 members) discussion – inter-disciplinary groups recommended in secondary
- consideration of conclusions by PTs and SMT
- identification of next steps.

## Activity 1: Outcomes and the 4 Capacities

<p><b>A</b> I have collected and sorted materials which can be recycled. <b>Early to P1</b></p>	<p><b>B</b> I can apply my knowledge of pH to monitor the environment and demonstrate ways to overcome extreme levels. I can recognise the importance of pH in everyday life <b>Level 3 S1+</b></p>
<p><b>C</b> I can give a presentation to demonstrate my understanding of the importance of the water cycle in nature <b>Level 2 P5 – P7</b></p>	<p><b>D</b> I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express an informed opinion on how science can help protect our environment <b>Level 4 S2 – S3</b></p>

### Reflective questions

Each pair should take one of the above outcomes. With your partner consider the following:

- What aspect or aspects of 'Successful Learner' does the outcome promote?
- To what extent could other Capacities be developed through this outcome?
- What learning and teaching approaches would help to develop all of the above and how would these benefit the learner?

Share your conclusions in your group.

## Activity 2: Outcomes and the Principles of Curriculum Design

<p><b>A</b> I have observed living things around me over a period of time and recorded information on them. I can demonstrate my curiosity about living things and their environment. <b>Early to P1</b></p>	<p><b>B</b> I can sort living and non-living things into groups, giving reasons for my decisions I can help design an activity from which others can learn. <b>Level 1 P2 to P4</b></p>
<p><b>C</b> From a range of sources, including my local environment, I can identify and classify examples of invertebrates and vertebrates to help me appreciate the variety of living things. <b>Level 2 P5 to P7</b></p>	<p><b>D</b> I can use my knowledge to explain the importance of biodiversity and how natural phenomena and human activities can threaten it. <b>Level 4 S2 – S3</b></p>

### Reflective questions

Think about the following 4 principles:

Challenge and enjoyment; depth; relevance; personalisation and choice

Each pair should take one of the above outcomes. With your partner consider the following:

- Which of the 4 principles does this outcome promote?
- What learning and teaching approaches would help to develop these and how would these approaches benefit the learner?

Share your conclusions with your group.

### Activity 3: Outcomes, Cross-cutting themes and Inter-disciplinary work

<p><b>A</b> I have experienced the wonder of looking at the vastness of the sky, and can recognise the Sun, Moon and stars and link them to daily patterns of life. <b>Early to P1</b></p>	<p><b>B</b> I have observed and recorded the position of the Sun and Moon at various times. I can make connections between the shapes of shadows and the Sun at different times of the day. <b>Level 1 P2 to P4</b></p>
<p><b>C</b> By creating simple models, I can demonstrate the effects of the relative motion of the Earth, planets and Sun. I can communicate my understanding of the size and scale of the solar system to others, and describe features that I find fascinating. <b>Level 2 P5 to P7</b></p>	<p><b>D</b> I can use my knowledge of the solar system and the essential needs of humans to compile a reasoned report on whether we can colonise space <b>Level 3 S1+</b></p>

#### Reflective questions

The Highland priority cross-cutting themes are: literacy; numeracy; health and wellbeing

Inter-disciplinary work results when outcomes from two or more curriculum areas are combined to create a programme of work, topic or series of activities.

Each pair should take one of the above outcomes. With your partner consider the following:

- Which of the cross-cutting themes might this outcome promote?
- What learning and teaching approaches would help to develop the cross-cutting theme and how would these approaches benefit the learner?
- Which curriculum area or subject might this outcome be linked with and how might such inter-disciplinary work benefit the learner ?

Share your conclusions with your group.

**Last Activity: Thinking on . . . and Next Steps . . .**

Using the materials provided or this sheet, you are asked to record a single comment under each of the four headings:

Something I think I gained from the activities . . .

Something I think would improve this kind of activity

Something I think I would like to do next . . .

Something I think I would like school management to do next...