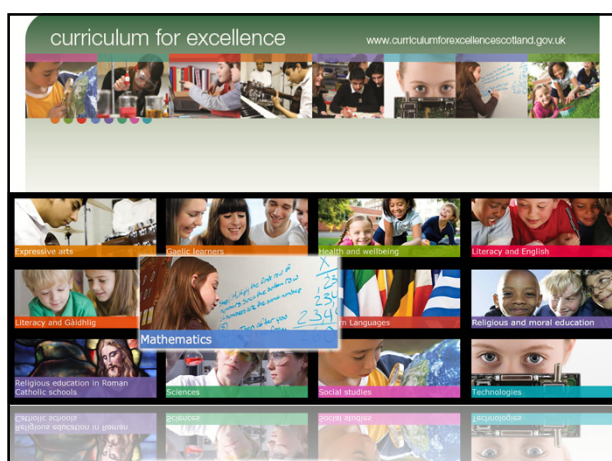




The image shows the 'curriculum for excellence' logo at the top left, with the website address 'www.curriculumforexcellencescotland.gov.uk' to its right. Below the logo is a horizontal strip of small images showing children in various learning activities. Underneath this strip is a list of bullet points:

- National Consensus- on tackling Early School Leaving
- National Debate 2002
- Consensus continuesreflected in
- Election Manifesto Commitments –all parties 2011

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- What are the main triggers for Early School Leaving?
- Culture
- Systems
- Practice

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The case for change

OECD 2007: Quality and Equity of Schooling in Scotland

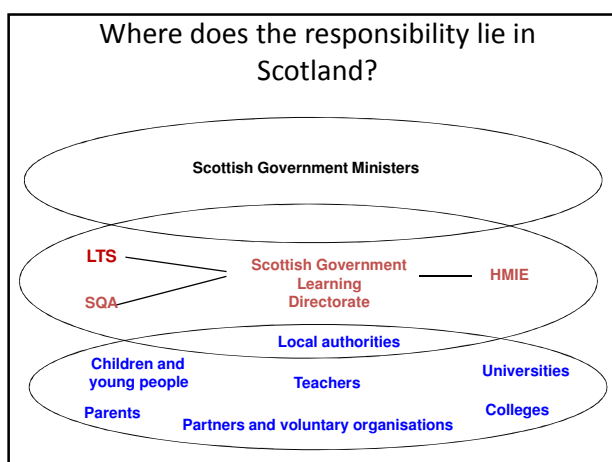
- + very high standard in PISA
- + one of the most equitable school systems in the OECD
- achievement gap - poorer backgrounds under-achieve
- too many young people leave with minimal or no qualifications
- Need broader upper secondary education and greater equity in higher education.
- Need a bolder and broader approach to vocational studies in schools
- + OECD praised Curriculum for Excellence 'breadth of vision and commitment to both high standards and social inclusiveness'

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Single Outcome Agreement

Changing the system

- **Young people embarking on adult life need positive options.** We are providing more choices and more chances for young people so that their personal circumstances do not prevent them from engaging in learning or work. We are also providing fair access to education, ensuring that children of asylum seekers are able to take-up learning opportunities.
- Positive outcomes require skilled, committed professionals. We are supporting and developing the workforce and leadership of public and voluntary sector bodies so that they are well equipped for the task. We will also work to harness the resources and enthusiasm of the private sector, ensuring greater opportunity for children, young people and families at risk



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- Is there funding available in Scotland for tackling Early School Leaving?

Fairer Scotland Fund

£145m per year from 2008/09 until 2010/11. It is ring-fenced within the Local Government Settlement until March 2010

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- What are the biggest challenges?
- Changing the culture
- Changing the system
- Changing practice

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How is the new curriculum in Scotland helping to support change in culture, system and practice?

CfE:

- Promote learning which is deep and sustained
- Equip young people with the skills they will need for tomorrow's workforce
- Make sure that assessment and certification support learning
- Allow more choice and more chances to meet the needs of individual young people
- Enable young people to flourish in life and work beyond school

What is Curriculum for Excellence?

- Largest educational change for a generation
- Experiences and outcomes across 8 curriculum areas
- Coherence 3 – 18
- Drawing together all partners in delivering the best learning
- Bringing the curriculum to each child and young person
- Approaches to effective learning and teaching
- Assessment and qualifications
- Accountability arrangements (schools / practitioners too)

CfE: Entitlements

Every child and young person is entitled to expect their education to provide them with:

- a curriculum which is **coherent** from 3 to 18
- opportunities to develop **skills for learning, skills for life and skills for work** (including career planning skills) with a continuous focus on
 - **literacy, numeracy and health and wellbeing**
- support in moving into **positive and sustained destinations** beyond school.

Suggestions for European Policy?

- Seek consensus in approach-eg national/regional debate
- Focus on culture/system/practice change ..
- Include a significant place for student voice in shaping policy.
- Encourage external view (OECD)
- Plan coherent approach-3-18-extend to life-long learning...
- Involve partners-including businesses,colleges
- Involve parents from early stages
- Use a 'bottom up' model of development with central support