



curriculum for excellence building the curriculum 4 skills for learning, skills for life and skills for work

- > SUCCESSFUL LEARNERS
- > CONFIDENT INDIVIDUALS
- > RESPONSIBLE CITIZENS
- > EFFECTIVE CONTRIBUTORS

curriculum for excellence
building the curriculum 4
skills for learning, skills for life
and skills for work

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Purposes of the curriculum 3-18



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Introduction

Who is this document for?

This document is for **all** partners involved, **in whatever setting**, in promoting effective learning for children and young people enabling them to develop skills for learning, life and work¹ across all aspects of the curriculum² and at all levels.

Who are these partners?

All those involved in planning, supporting, designing and delivering learning including:

Practitioners at all levels – early years, primary, secondary and special schools, colleges, universities, voluntary organisations, private training providers, youth workers and other specialist learning providers including those in secure and residential settings.

Young people, their parents, carers and families, local authorities, employers, Skills Development Scotland, professionals in other children's services (health, social work, police) Sector Skills Councils, community learning and development partnerships and wider community planning partnerships.

What is this document for?

This publication is part of a series of *Building the Curriculum* papers and is intended to further support planning, design and delivery of the curriculum in pre-school centres, schools³ and colleges. It sets out skills for learning, life and work for *Curriculum for Excellence* and shows how they are embedded in the Experiences and Outcomes and the senior phase. It supports thinking about evidence of progression in those skills and how they can be developed and applied across learning and in different contexts. This guidance should be considered alongside the published *Curriculum for Excellence: Experiences and Outcomes*, so that the development of skills is integrated and embedded into programmes and courses, permeating learning and teaching throughout the pre-school, school years and into lifelong learning.

The examples that are included in this document are for illustrative purposes and are not intended to be prescriptive. They indicate potential links to the Experiences and Outcomes and show how progression in skills might be addressed. Practitioners will wish to review and adapt the examples for other curriculum areas as appropriate to their circumstances.

Further advice on planning learning can be found in *Building the Curriculum* documents, especially *Building the Curriculum 3 – A Framework for Learning and Teaching* and the planned document *Building the Curriculum 5 – A Framework for Assessment*.

In due course this guidance on skills development will be supported by further exemplification.

1 *Curriculum for Excellence: Building the Curriculum 3 – A Framework for Learning and Teaching*, June 2008, provides a framework for planning a curriculum to meet the needs of all children and young people from 3 to 18. The document also sets out what young people are entitled to expect from the curriculum, including an entitlement to opportunities to develop skills for learning, skills for life and skills for work with a focus on literacy, numeracy and health and wellbeing

2 The curriculum is more than curriculum areas and subjects. It is the totality of experiences which are planned for children and young people through their education

3 Throughout this paper, the term 'school' should be taken to include pre-school centres, residential and day special schools (including secure provision), and primary and secondary schools, wherever it is used

Key messages

This document sets out key messages about how children and young people develop and apply skills as part of *Curriculum for Excellence*. It aims to help all those who are involved in planning and delivering young people's learning across all sectors and settings to reflect on and develop their current practice, so as to bring about the transformational changes needed to improve the life chances of young people in Scotland.

1. The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people⁴ develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.
2. All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.
3. The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the *Curriculum for Excellence* Experiences and Outcomes. As such they are the responsibility of all pre-school, school and college staff, professionals and adults working with children and young people. It will be important to recognise and reflect the important role of parents and carers in influencing young people.
4. Progression in skills is signposted in the Experiences and Outcomes. This will help practitioners to ensure that as they progress through the levels, learners build on, extend and apply similar skills developed at previous levels.
5. *Curriculum for Excellence* is firmly focused on the learner. Opportunities to develop skills may be offered in different ways appropriate to learners' needs. The opportunity to engage in active learning, interdisciplinary tasks and to experience learning in practical contexts is important in enabling all children and young people to develop, demonstrate and apply a wide range of skills.
6. It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.
7. The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment.
8. Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills which *Curriculum for Excellence* can provide. Timely provision of support to meet individuals' needs will enable children and young people to effectively engage with opportunities for skills development.
9. *Curriculum for Excellence* can best be delivered through **partnership working**. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.

⁴ We recognise that many young people who are post 16 may view themselves as adults. However, in this document we have adopted the terminology of children and young people to reflect a consistent approach across *Curriculum for Excellence*

Riverside Primary School Nursery Class, West Lothian

Skills development through active, outdoor learning in the nursery

Parents had indicated that they would like their children to experience more outdoor activities. With the co-operation and active involvement of many parents and primary school children, the school had developed an attractive, secure and stimulating outdoor learning area. This was referred to as the nursery's third classroom.

Staff gave children frequent opportunities for spontaneous, planned and purposeful activity in the stimulating outdoor space. The children engaged with enthusiasm in physical, sensory, imaginative and investigative play in natural, attractive surroundings. Areas included a planting and digging area, a pond, a sensory garden and a house to enhance imaginative play. A log pile and hibernation station were used to develop children's knowledge and understanding of mini-beasts and their life cycles. Children's activities in this area were an integral part of the school's Eco programme. In the composting area, children learnt about recycling and waste minimisation. The cycle track and climbing frame, plus a grassed area, provided opportunities for children to develop their gross motor skills and enjoy energetic physical activity.

Staff also made very good use of the outdoor area to develop early literacy skills through the labelling of plants, herbs and play areas. A wide variety of graphic materials was always available. Number awareness was developed through play contexts; bikes, tricycles and scooters were numbered and matched to the numbering of their parking areas. Children used large scales to weigh themselves or to weigh various natural materials in the garden. They used the language of mathematics when using a pulley in co-operative play.

The regular use of the outdoor area was very successful in providing motivating and varied opportunities for learning. Staff emphasised aspects such as sharing and co-operating during outdoor play and the importance of safe behaviour. Children were benefiting from the many relevant and appropriate links between their indoor and outdoor learning experiences.

Skills focus: literacy, numeracy, physical skills, investigative skills and interpersonal skills.

Potential links to the Experiences and Outcomes:

- > I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a
- > I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a
- > Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a



Setting the context

Curriculum for Excellence is designed to transform education in Scotland, leading to better outcomes for all children and young people. It does this by providing them with the knowledge, skills and attributes they need to thrive in a modern society and economy laying the foundation for the development of skills throughout an individual's life. Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy. We know that adults with fewer skills, especially in literacy and numeracy, experience much higher levels of social and economic disadvantage than other adults.⁵ *Skills for Scotland: A Lifelong Skills Strategy*, and more recently *Skills for Scotland – Scotland's Lifelong Skills Strategy – Moving Forward* outline the Scottish Government's ambitions for making Scotland's skills base world class. The Strategy recognises the pivotal role of schools and their partners in equipping young people with opportunities to build, develop, present and demonstrate a wide variety of skills.

Building the Curriculum 3: A framework for learning and teaching notes that the development of skills is essential to learning and education. Young people will need a wide range of knowledge, skills and attributes in their daily lives and relationships which are valued by their families, communities, colleges, universities and employers, if they are to become successful, confident, responsible and effective adults who can meet the challenges of life and work in the 21st century.

In Improving Scottish Education 2005-2008 HMIE reinforces the need for:

"... greater clarity about the outcomes of education; a stronger focus on essential life skills, particularly literacy and numeracy; assessment and qualifications that complement the curriculum but do not drive it; space for more imaginative teaching; replacing the concepts of academic and vocational education with that of an appropriate education for all; a more pronounced focus on health education; and a clearer and more consistent approach to education for citizenship".⁶

Until recently, many aspects of skills development have been closely linked with 'vocational' learning, which has had different meanings in different settings. For school-age pupils this kind of learning has generally been about providing a course or context within which young people develop both specific learning and broader skills such as literacy, numeracy, team working and critical thinking. The focus has been on placing learning within a practical context and building links between the classroom and the workplace, often for 'less academic' pupils. In the tertiary education or training sectors, as well as developing the core skills, vocational learning is usually oriented towards a specific trade, profession, vocation or element of work. It can involve both development of specific technical or professional skills for certain types of jobs or occupation and training in general skills and aptitudes relating to an industry.

To meet the aspirations of *Curriculum for Excellence*, there will need to be changes in the way people think about curriculum, shifting the focus from a view of curriculum content as either 'academic' or 'vocational', towards curriculum as encompassing the whole range of knowledge, skills and attributes that contribute to the four capacities. At present there is already a great deal of generic skills development taking place, for example through existing National Qualifications. As we move forward, we need to build on and strengthen the development of skills across the curriculum. The focus will need to shift from the route to learning, and the settings where learning takes place, to the outcomes of learning, and the skills that young people need for their learning, life and work.

5 Bynner, J. and Parsons, S. *New Light on Literacy and Numeracy*. London: National Research and Development Centre for Adult Literacy and Numeracy (2006)

6 HMIE, *Improving Scottish Education 2005-2008*, January 2009



What do we mean by ‘skills for learning, life and work’?

People use different terminology to refer to skills or attributes. *Skills for Scotland* set out a wide range of skills that might be included in any definition. It focused on a number of overlapping clusters of skills:

- > **Personal and learning skills** that enable individuals to become effective lifelong learners
- > **Literacy and numeracy**
- > The five **core skills** of communication, numeracy, problem solving, information technology and working with others
- > **Essential skills** that include all of the above
- > **Vocational skills** that are specific to a particular occupation or sector

All children and young people need to be flexible and adaptable, with the capacity to continue developing the new skills which they will need for the rapidly changing challenges of life, learning and work in the modern world. The skills for learning, life and work for *Curriculum for Excellence* referred to in this document are often cross-cutting and transferable across the whole range of curriculum areas, contexts and settings. They are skills that can be developed by all learners, whenever and wherever they are learning.

It is clearly important that any definitions we use are not exclusive but allow for future development to reflect the changing society and economy.



Roles and responsibilities

All children and young people are entitled to opportunities to develop skills across the curriculum wherever and whenever they are learning. These skills are relevant from early years right through to the senior phase of learning and beyond, and into lifelong learning. All educators should therefore contribute to the development of these skills.

Curriculum for Excellence enables practitioners to provide planned experiences across all levels to allow all children and young people to take responsibility for developing and demonstrating their skills. The curriculum areas, as described through the Experiences and Outcomes, encompass knowledge and understanding of content and concepts, as well as skills. Similarly, different contexts for learning provide opportunities and motivation for learners to develop associated skills, for example, through experiences of the world of work, including enterprise and entrepreneurial activity, citizenship or out-of-school learning. In addition, how the learning is designed can help develop skills through, for example, collaborative learning, critical thinking or philosophical enquiry.

It is important that as part of their learning young people develop awareness and understanding of the skills that they are building, throughout their learning and across all stages and settings, in pre-school, schools and colleges and in the wider community. Opportunities to develop skills are embedded in the Experiences and Outcomes across all curriculum areas for all stages of learning.

In considering how to support the development of skills across the curriculum it is important for practitioners at all levels to continue to recognise and value the diversity of individuals and their broad range of talents, abilities and achievements whilst creating an ethos of achievement for all learners within a climate of high expectation. To ensure that all children and young people are able to access opportunities to develop a broad range of skills it is essential that effective support is provided to remove any barriers to learning.



Fashion and Brand Retailing course for S5 and S6 students at Glasgow Caledonian University

The aim of this is to prepare pupils for learning after school in a retail environment or in university. Students should already have or should be working towards gaining Higher English and have an interest in fashion to undertake the programme.

Lectures and seminars are set at the level of the first year of university and school students are treated as if they have matriculated as first year university students. They attend the university for one day per week and have access to university facilities. Successful completion of the programme is equated to a C pass in Advanced Higher Art and enables pupils to apply to enter degree level programmes at the university and receive advanced standing for being successful.

Pupils are very enthusiastic and motivated about the programme and levels of attainment are high. Key benefits include: experiencing university with an eye on post-school destinations, gaining confidence, learning academic research skills, a chance to develop skills in communication, presentation, enterprise, entrepreneurship, employability and meeting new people. It provides a relevant context for developing skills across the course syllabus, finding out about various career paths, helping to reinforce/confirm course choices, opportunities to gain work experience through industry visits and learning from the experts in the field, e.g. guest speakers from industry and competition work.

Skills focus: research, employability including independent learning and presentation skills.

This demonstrates the potential for young people to develop skills for learning, life and work within the senior phase. It is one example of how a range of providers have worked in partnership to support a young person taking a qualification in different settings.

Experiences and Outcomes that this could build on:

- > I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a
- > By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. EXA 4-06a
- > Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a



Meeting the needs of all Scotland's young people – working in partnership

In *Improving Scottish Education 2005-2008*, HMIE have said that:

“Working in partnership with others is a fundamental way for educational establishments and services to help practitioners act in ways that make positive differences for children, young people and adult learners. A coherent curriculum requires close collaboration across transitions. This means that educational providers must work with each other, with parents and with other services for children and adults to ease learners’ transitions between stages and educational sectors. Such joint working ensures a continuous lifelong learning experience where barriers to learning are successfully identified and tackled.”⁷

Curriculum for Excellence is a curriculum for all children and young people. The entitlement to develop skills applies to all, although opportunities may be provided in different ways according to the needs of each individual learner. Children and young people may need support to make the most of the opportunities available through the curriculum, especially at times of difficulty, challenge or transition.

The importance of working in partnership to plan and deliver learning is an important theme in this paper. The curriculum should be designed, managed and delivered in such a way that takes full account of each learner's individual needs and stage of development. All young people, but particularly those in need of more choices and more chances, will benefit from different approaches to learning and opportunities to access learning in different contexts. Working in partnership affords young people a broad range of opportunities and scope for greater personalisation and choice, with benefits for both the young person and the partner organisation. Working with each other, and with other partners such as parents, employers, public bodies and voluntary organisations, can help schools and other learning providers to make the most of their contribution and recognise their part in promoting lifelong learning. In implementing the Experiences and Outcomes and planning for the senior phase of learning all partners, including learners themselves, will need to review the way they plan, reflect on and evaluate the development of skills for learning, life and work.

All these partners have important roles in helping to develop aspects of young people's skills. Partnerships may include those with small companies, social enterprises and entrepreneurs, providing a strong link between the school and the local community, as well as larger national or international organisations. Through such partnerships, pre-school establishments, schools and colleges can benefit from additional expertise and information about the work and social environment, enabling effective, relevant and contextualised approaches to learning and teaching.

There are challenges in building successful partnerships. These may include addressing the cultural barriers between different organisations and sectors and improving established shared values and ethos in delivering learning for young people. Partnership working is much more effective if all partners, including young people and their families, share a common understanding and language in thinking and talking about skills.

⁷ HMIE, *Improving Scottish Education 2005-2008*, 2009



In situations where school pupils are learning outwith their main establishments, for all or part of the time, it is important that there is clarity of roles. The school should retain overall responsibility for planning the most appropriate educational provision for that child or young person and for ensuring that his or her development and progress, including building a wide range of skills, are regularly reviewed. It is important for partners to establish mechanisms to share information on progress regularly with the school.

In the senior phase, young people may need additional support to work towards positive and sustained destinations. Partnership working is central to the delivery of 16+ Learning Choices, the mechanism to support the planning and delivery of a coherent and inclusive curriculum in the senior phase. All young people should have an offer of an appropriate, attractive and high-quality post-16 learning opportunity in advance of their school leaving age, which will ensure all young people have access to the right learning provision, effective information, advice and guidance on future learning and employment; and appropriate financial support to help them make the choices which best reflect their needs and aspirations.

Personalisation and choice will also mean deciding which qualifications to study and at which level, taking into account opportunities for and entry requirements of further and higher education and employment, as well as learners' strengths and interests.

Reflective Questions

- > ***How do you demonstrate and model the range of skills which children and young people need to develop to thrive in a modern society and economy?***
- > ***Which partners are you already working with effectively? Are there other partners with whom you could establish working relationships to support young people's skills development?***
- > ***How can you best work with other partners to help children and young people to develop a range of skills across curriculum areas, and across different contexts and settings?***



Developing skills for learning, skills for life and skills for work

This section identifies the skills for learning, life and work for *Curriculum for Excellence* and shows how they are embedded in the Experiences and Outcomes. The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination and movement skills**; and **skills for enterprise and employability**. These skills will be relevant to all children and young people and the responsibility of all practitioners.

Through *Curriculum for Excellence* children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle. Full details on literacy, numeracy and health and wellbeing are set out in the principles and practices papers from the Experiences and Outcomes. Instead of repeating the full details within this document, we have included the principles and practices papers on these at Annex C.

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under 'ICT to enhance learning'. These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

Literacy and numeracy

Literacy and numeracy are used in all areas of learning. They involve using language, symbols, text and data of all kinds to explore, understand and use important concepts and ideas in our personal, social and working lives.

Literacy across learning

For *Curriculum for Excellence*, literacy is defined as:

"... the set of skills which allow an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful."

A copy of the principles and practice paper on literacy from the Experiences and Outcomes is attached at Annex C.

Reflective Questions

- > **How do you currently develop literacy skills in classrooms or other settings? What new opportunities might you provide?**
- > **Young people need to be able to use a range of texts (spoken, heard, written, visual, mixed media). Where might these texts be used and how might they develop pupils' skills in literacy?**

Numeracy across learning

For *Curriculum for Excellence*, numeracy is defined as:

"Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society. It gives increased opportunities within the world of work and sets down foundations which can be built upon through life-long learning."



A copy of the principles and practice paper on numeracy from the Experiences and Outcomes is attached at Annex C.

Reflective Questions

- > **How are numeracy skills used in your area of the curriculum or cross-curricular context?**
- > **What new or better experiences might you provide to develop these skills in classrooms and other settings?**

Thinking skills across learning

Skills in thinking relate closely to skills in literacy and numeracy. Thinking allows learners to explore text and information of all kinds critically and to use them purposefully.

In *Improving Scottish Education 2005-2008*, HMIE states:

“Curriculum for Excellence sets high expectations of rigour. This means that teachers should plan consistently for appropriate pace, challenge, depth and progression, and consciously promote the development of high order thinking skills.”⁸

It is important that **all** learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities:

- > **Remembering** involves such activities as recall, recognition or locating information
- > **Understanding** might involve activities such as describing, explaining, summarising and translating
- > **Applying** requires the learner to use or apply their knowledge and understanding in different contexts
- > **Analysing** requires learners to break down information into component parts and search for relationships
- > **Evaluating** involves making an informed judgement about something, for example an issue or method. Activities such as comparing, appraising, prioritising, rating or selecting, could involve learners in evaluating
- > **Creating** happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing

⁸ HMIE, *Improving Scottish Education 2005-2008*, January 2009



A potential example, from the *Curriculum for Excellence: Experiences and Outcomes for Literacy*, of some of the ways in which children and young people may show progress in thinking as part of literacy:

<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p>	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</p>	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>	<p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a/LIT 4-26a</p>
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Activities and tasks across all areas of the curriculum will need to be designed and structured carefully to provide appropriate challenge and support for learners, so that they can show how their thinking skills are progressing. The level of cognitive challenge embedded in the design of learning activities can be influenced by a number of factors:

- > the level of demand of the concepts to be understood
- > the level of the cognitive skills which the learner has to employ to complete the learning task
- > the features and complexity of the context for learning
- > the degree of support for the task
- > the depth and form of the product of the learning

Reflective Questions

- > **What range of learning activities could you use more effectively to help to develop young people's higher order thinking skills?**
- > **What kinds of questioning by both staff and learners might help to develop thinking skills?**

Health and wellbeing across learning

Health promotion is not just about encouraging children and young people to eat well and to exercise; it encompasses a much broader holistic approach. At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships. Such relationships underpin successful learning, as they are the key to motivation and engagement with the values and ideas of *Curriculum for Excellence*. When children and young people have good relationships, they are more likely to feel self-esteem and confidence with regard to their learning, to show resilience when faced with personal challenges, and to show respect for others. Schools and their partners in whatever setting have a vital role to play in supporting young people as they develop resilience, the motivation to face and learn from setbacks and the ability to make mutually supportive relationships. An ethos of trust, integrity and democracy, which values all engaged in the care and supervision of children and young people, will help foster an environment of personal, social and emotional development.

“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.”⁹

A copy of the principles and practice paper on health and wellbeing from the Experiences and Outcomes is attached at Annex C.

Skills in **personal learning planning and career management, working with others, leadership and physical co-ordination and movement** all relate closely to health and wellbeing as well as to enterprise and employability. The following descriptions offer further detail around some of these elements.

Personal learning planning and career management

Building the Curriculum 3 – A Framework for Learning and Teaching states:

“Learning, teaching and assessment should be designed in ways that reflect the way different learners progress to motivate and encourage their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self- and peer-evaluation and personal learning planning.”¹⁰

By talking about and planning their own learning from early years onwards, children and young people will develop the skills to:

- > identify, discuss and reflect on their own evidence of learning
- > use appropriate language for self-evaluation
- > take responsibility for managing their own learning
- > help to plan their own next steps in learning and set their own learning goals
- > make informed choices and decisions about their future learning

As young people move into the secondary school they will build on these skills in personal learning planning to develop self-awareness and the confidence to gather and organise educational and occupational information, enabling them to better manage future learning and work pathways. Career management skills should be set within the establishment’s wider approach to learning, skills development and personal development.

⁹ *Curriculum for Excellence: Experiences and Outcomes*, 2009

¹⁰ *Building the Curriculum 3 – A Framework for Learning and Teaching*, 2008



One of the ways in which children and young people may show progress in developing personal learning planning and career management skills, taken from the *Curriculum for Excellence: Experiences and Outcomes for Health and Wellbeing*, is:

<p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</p> <p>HWB 0-19a</p>	<p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</p> <p>HWB 1-19a</p>	<p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p> <p>HWB 2-19a</p>	<p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</p> <p>HWB 3-19a</p>	<p>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choice, set manageable goals and plan for my further transitions.</p> <p>HWB 4-19a</p>
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Reflective Questions

- > **How can you design activities to help children and young people to evaluate the quality of their own work?**
- > **How can you find time for children and young people to talk about and evaluate their learning with you?**
- > **How can you design activities with young people and partners which will enable them to develop personal learning planning and career management skills?**

Working with others

Skills in working with others and leadership may include planning and carrying out projects in small groups, sharing tasks and responsibilities, and being ready and willing to learn from and with others as well as on their own. Children and young people will learn to:

- > recognise when they will do best by working with others, and when they need to work on their own
- > have the courage of their convictions, knowing when and how to assert their own views
- > act as a good team learner, knowing how to draw from the strengths of the group and also how to help build those strengths
- > put themselves in other people's shoes, to hear them accurately and enrich their own learning perspectives
- > be open to other people's smart ways of thinking and learning, picking up values and habits that develop their own learning
- > agree and take responsibility for their contribution to group tasks, seeking and providing information
- > evaluate the effectiveness of their own contribution to group tasks and activities¹¹

¹¹ Adapted from Guy Claxton's workshop 'Building learning power' – resilience in *Challenge* (Singapore), 2004, www.ps21.gov.sg/challenge/2004_08/ministries/building.html and from SQA Core Skills, www.sqa.org.uk/files_ccc/WorkingwithOthersCoreSkillsFrameworkV1.pdf

Leadership

Working with others in a wide range of settings can also help young people to develop leadership skills which will become increasingly important to them as they move through their school years and beyond compulsory education into lifelong learning and adulthood. They will need to understand that everyone can develop leadership skills, which can be used across learning, life and work settings. Effective leaders may show many different styles and characteristics, but often share common characteristics. Young people will learn to:

- > value the views and contributions of others in their group
- > exert influence and help others to envisage new ways of thinking, seeing and working
- > show a determination towards achieving the highest standards for everyone in the group
- > show initiative and actively pursue their objectives
- > be good listeners and know the members of their group or team well
- > serve as models to others, providing insights into what success in the group's activities might look like¹²

One possible way in which children and young people may show progress in working with others and leadership, taken from the *Curriculum for Excellence: Experiences and Outcomes for Health and Wellbeing*, is:

<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a</p>	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a</p>	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a</p>	<p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> • experience different roles and take responsibility in organising a physical event • contribute to a supportive and inclusive environment • demonstrate behaviour that contributes to fair play. <p>HWB 4-23a</p>
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Reflective Questions

- > ***In what ways can you provide opportunities for young people to learn to work together collaboratively? Which examples have the biggest impact on learners' skills development?***
- > ***How can you provide opportunities for interaction and co-operation?***
- > ***How do you provide opportunities for young people to develop leadership skills?***

¹² Adapted from HMIE, *Leadership for Learning*, May 2007



Cultercullen Primary School, Aberdeenshire

Developing children's involvement in decision making and leadership for learning

The school wanted to increase the involvement of children and all staff in decision making and leadership. The pupil council was well established and other groups were emerging to take forward Eco School Scotland initiatives and health promotion.

Staff had been working with children across the school to deepen understanding of the four capacities and what they meant for individuals.

Through consultation with staff and pupils four groups were formed, which included all pupils from P4 to P7 and all staff. The groups were the Pupil Council, the Eco School Group, the Health and Enterprise Group and the Playground Group. All met weekly. Pupil membership changes termly so that all pupils have opportunities to contribute across the areas identified for improvement. Each group sets its own agenda, and develops its own initiatives. The Pupil Council has an overview of all the groups, and ensures that all groups are working towards the overall aims of the school.

Each group has successfully planned and implemented initiatives. Parents have also been involved in events and activities planned by the children, for example the mini Olympics, fruity days and fund-raising activities.

Children involved have all experienced personal achievements. They are deepening their understanding of the four capacities of the *Curriculum for Excellence*. They are involved in relevant and motivating activities with real responsibilities and lots of fun through organising events, and celebrating achievements. Parents join in enthusiastically and appreciate seeing what their children have achieved.

Skills focus: leadership, decision making, organisational and team working.

Potential links to the Experiences and Outcomes:

- > Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a
- > When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a
- > Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a
- > By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a



Physical co-ordination and movement

As part of health and wellbeing young people should also have opportunities to participate in physical activity and sport. By doing so, they will be able to build on the skills of co-ordination and movement they learn in Physical Education, including balance, rhythm and sequencing, spatial orientation and reaction to visual and auditory stimulus. The process of skills development in co-ordination and movement across learning also has the potential to develop and contribute to learners' social interactions, relationships and resilience. This may include:

- > control body movement
- > create movement patterns and sequences
- > use equipment and apparatus confidently, safely and creatively
- > show stamina, flexibility and a sense of rhythm
- > be aware of their position in relation to others in the immediate environment
- > observe relevant safety rules

One of the ways in which children and young people may show progress in physical co-ordination and movement, from the *Curriculum for Excellence: Experiences and Outcomes for Health and Wellbeing*, is:

<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p>	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p>	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a/ HWB 3-21a</p>	<p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a</p>
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Reflective Question

- > **How might you help learners to apply their skills in co-ordination and movement in other areas of the curriculum?**



Enterprise and employability

In *Improving Enterprise in Education* (February 2008), HMIE said:

“Enterprise in education is being used thoughtfully and effectively to meet a broad range of learners’ needs. It will be important that stakeholders continue to monitor changes in the environment, including the evolving nature of the Scottish population, its society and its economy and the continuing need to improve Scotland’s ability to create and sustain new businesses. If enterprise in education is to continue to fulfil its potential, schools need to capitalise fully on the contribution of enterprise to Curriculum for Excellence.”¹³

At the heart of enterprise in education are young learners who have a knowledge and practical understanding of the world of work – organisations across the private, public and third sectors, entrepreneurship (including social entrepreneurship) and volunteering – and the skills and positive attitudes required to support sustained economic growth.

Enterprising learning and teaching specific activities and tasks across the curriculum and the ethos of the establishment – in partnership with employers – enable young people to transfer skills developed through subject-specific contexts into the world of work.

Enterprise skills are often linked to employability skills. Collectively such skills ensure an individual is ready for the world of work in general, rather than for a specific occupation and are transferrable to a variety of contexts.

Enterprise and employability skills embrace:

- > recognising need and opportunity and influencing and negotiating with others to take ideas forward
- > evaluating risk to inform individual and collective decision making
- > taking the initiative, working with and leading others
- > being creative, flexible and resourceful with a positive attitude to change
- > self awareness, optimism and having an open mindset
- > having a modern world view and showing resilience, adaptability and a determination to succeed
- > discussing, setting and meeting roles and expectations within a working environment

¹³ HMIE, *Improving Enterprise in Education*, February 2008

Some of the potential ways in which children and young people may show progress in enterprise and employability skills, taken from the *Curriculum for Excellence: Experiences and Outcomes for Social Studies*, are:

<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a</p>	<p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a</p>	<p>When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. SOC 3-20a</p>	<p>I can critically examine how some economic factors can influence individuals, businesses or communities. SOC 4-20a I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders. SOC 4-20b</p>
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Reflective Questions

- > **How can you design experiences to help young people develop and apply enterprise and employability skills?**
- > **What opportunities do your learners have to engage with the world of work including with employers and entrepreneurs?**
- > **What opportunities do your learners have to investigate the world of work locally, nationally and globally, and to think about how this relates to their future learning and career options?**



Fairview School, Perth and Kinross

Developing independent living skills

Fairview School is an all-through school for children and young people with a wide range of additional support needs. It is in the fortunate position of having a residence facility, Woodlea Residence, which gives pupils the opportunity to practise their independent living skills beyond the school day.

The school wanted to create a coherent programme which would enable pupils to become as independent as possible when they leave school and continue with the rest of their lives. As a result they set up a three year programme which enables pupils to find out about and experience college, leisure facilities in the wider community, personal care and safety, enterprise activities and in-house work experience. At residence they plan, shop for and cook their evening meal with the appropriate amount of support from staff.

Working in collaboration with Social Care Officers who are an extension of the school team, pupils have individual targets, agreed with parents and where applicable with pupils, which they work on when they stay over in residence. Pupils begin the process in S1 and from then to S3/S4 they have half year placements. In the year before they leave school they go to residence one night per week for the session which culminates in a four night placement which gives them the opportunity to experience supported independence.

The benefits to pupils are significant in terms of confidence, self-esteem, application of skills, enhanced social skills and independence.

Skills focus: life skills, health and interpersonal skills.

Potential links to the Experiences and Outcomes:

- > I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. HWB 3-19a
- > Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a
- > I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a



Contexts and settings for developing skills across learning

Contexts and settings for learning

Building the Curriculum 3: A Framework for Learning and Teaching said:

“The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.”¹⁴

Thinking of the curriculum as ‘the totality of experiences’ that young people have as they grow and develop means that skills will be developed across a wide range of contexts and settings. These skills should be reflected across the breadth of the curriculum but also from early years right through the senior phase of learning, reflected in the Experiences and Outcomes, qualifications framework, and a wide range of learning settings.

Experiences and Outcomes

The Experiences and Outcomes describe the expectations for learning and progression in all areas of the curriculum from 3-15. They are designed to provide for progression both in learners’ knowledge and deeper understanding. They provide practitioners with opportunities to develop skills in a range of ways appropriate to the specific needs of the individual learner.

Placing learning within a practical context

Children and young people will benefit from opportunities to build and apply their skills in more practical contexts.

In the early years, active learning is an appropriate way for children to develop skills and knowledge and a positive attitude to learning. Active learning is learning which engages and challenges children’s thinking using real and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- > spontaneous play
- > planned, purposeful play
- > investigating and exploring
- > events and life experiences
- > focused learning and teaching

Building the Curriculum 2 – Active Learning in the Early Years, provides further guidance on the use of active learning to support children’s development of the four capacities.

Active learning should continue beyond the early years. As young people progress through primary school and into secondary school, college and other learning environments, their learning experiences should provide them with a range of opportunities to continue to engage actively in their learning and to apply their knowledge and skills in practical ways.

¹⁴ *Building the Curriculum 3: A Framework for Learning and Teaching*, 2008



These practical approaches to learning must not be seen as a 'bolt-on' or alternative form of provision but part of an integrated experience. Experiences must be relevant and meaningful for all young people, providing them with opportunities to develop a wide range of skills across the curriculum.

There is a range of practical contexts and wider opportunities within which children and young people can develop a breadth of skills. These may include:

- > enterprise in education activities, courses and programmes enabling young people to build the skills associated with enterprise, entrepreneurship and employability
- > learning out of doors
- > sustainable development activities including environmental and community activity and participation in the Eco-Schools programme
- > cultural and creative activities including music or dance classes, drama and musical productions
- > health promoting school activities
- > out of school hours learning
- > community sports and leisure activities
- > specific opportunities such as Skills for Work qualifications, Duke of Edinburgh's Award or ASDAN
- > work placements and work shadowing where *Curriculum for Excellence* offers the flexibility for a more individualised approach which is relevant and meaningful for young people providing opportunities for them to consider the skills they will need in advance of their placement, to practise and develop their skills, and to reflect on their experience post-placement
- > school/college partnerships which provide opportunities for young people to develop skills in a relevant, work-related environment
- > national training programmes such as *Get Ready for Work* which provide young people with confidence and skills for learning, life and work to enable them to engage with the labour market



Forres Academy, Moray Council**Skills development in a practical, partnership context**

Forres Academy works in partnership with the voluntary organisation Skill Force. Skill Force employs former military personnel as instructors to work with young people, some of whom are at risk of not achieving positive destinations post school. This programme is a curriculum option for S3 pupils and continues into S4. It is classroom based within the school and also uses project and expedition work.

The approach is less formal than in the classroom and uses group work and active and co-operative approaches to engage learners. Young people relate particularly well with the tutors and this results in high levels of trust and mutual respect. The programme has improved all learners' confidence; helped them to feel more mature and responsible; get along better with other young people and adults; and develop important skills, such as oral communication, literacy, numeracy and team work. Young people value highly the accredited awards that they achieve through the programme. The school and parents also view the Skill Force programme very positively.

Skills focus: literacy, numeracy, team-work, communication and taking responsibility.

Potential links to the Experiences and Outcomes:

- > I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 3-10a
- > I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. MNU 3-03a
- > I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. HWB 3-19a
- > I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a



Assessment and recognition of skills

In *Curriculum for Excellence*, a wider range of learning than before, including the whole range of skills for learning, life and work, needs to be assessed. Effective assessment helps to provide an emerging picture of progress and achievement for all learners as they develop the knowledge, skills and attributes that underpin the four capacities. It also helps young people to understand how their skills are developing, why they are important, and how they can be used across the curriculum and in their lives in and outside the classroom or establishment.

Planning for assessment

The process of assessment involves staff and young people gathering, reflecting on, and evaluating evidence of learning, so they can judge which skills learners are developing and how well they are learning. Curriculum, learning and teaching and assessment are interdependent, so assessment of skills should be part of, rather than separate from, assessment in different areas of the curriculum. Assessment should be an integral part of day-to-day learning and teaching, carefully planned at the same time as programmes and experiences, so that it reflects the learning, provides an emerging picture of progress and achievement in skills for all learners, and enables both staff and learners to play a full part in gathering and evaluating evidence and planning next steps in learning.

Evidence of learning

Assessment of skills will need to be sufficiently flexible to meet the needs of all learners, regardless of where and how their learning takes place. For example, evidence of literacy and thinking skills might be gathered and evaluated as part of developing and presenting solutions to problems or investigations in maths or business; evidence of skills in numeracy and working with others might be gathered and evaluated as part of a group task to monitor local weather patterns in social subjects; evidence of literacy and leadership skills might be gathered and evaluated as part of an outdoor expedition or volunteering task; evidence of health and wellbeing and planning skills might be gathered and evaluated as part of a volunteering task.

Reflecting on the evidence

Well-designed assessment should also help young people to understand why their skills are important, how they are developing and how they can be used across the curriculum and in their lives in and outside the classroom or establishment. By participating in the assessment process and contributing and evaluating their own evidence, young people will develop a better understanding of their skills and attributes and develop a shared appreciation of what is expected of them and how they can improve. For all skills, including skills in health and wellbeing, young people's own evaluations of their learning through self-assessment will make an important contribution to recognising and reporting their achievements, providing them with opportunities to extend their learning, to draw on their learning in a range of contexts and to show what they can do in ways which interest and motivate them.

Sharing expectations and standards

Staff and other partners in learning communities will need to talk and work together to evaluate evidence of progress and achievement and to understand and share expectations and standards around skills development. They need to collaborate to use information from assessment intelligently, each contributing their own perspective on progress and achievement. Working together will help ensure that information about the amount and quality of each young person's learning is both accurate and consistent, and is used as part of improvement planning to promote better learning.



Recording and reporting

Throughout the pre-school and school years, young people's skills development across learning will need to be recognised and captured in records and reports for parents and others. Learning portfolios are a means of keeping evidence of progress and achievement in skills to support learning profiles and reports especially at points of transition. At the end of S3, establishments will recognise young people's achievements through an S3 profile, which will summarise development and progress in skills and could include National Qualifications in literacy and numeracy. The profiling process will also provide a sound basis for making choices and planning future learning pathways.

Certificates and qualifications

From time to time in the course of their skills development, young people will be able to seek recognition or accreditation for their skills in the form of certificates and qualifications. For younger pupils, these may be provided locally by the school or community as a celebration of their achievements, for example, for personal contributions to the school community. They may also seek accreditation of skills through young people's organisations or national awarding bodies, for example in music, ballet, sport or outdoor activities and challenges.

As young people reach S3 and move into the senior phase, local arrangements for recognising achievement will continue to play an important role, but young people will also be able to seek accreditation for their skills through a range of National Qualifications and awards. From S3, National Literacy and National Numeracy qualifications will assess the level learners have reached in literacy and numeracy across a range of contexts relevant to their learning, to everyday life and to work. They will show learners' achievements in these skills at levels 3, 4 and 5 of the Scottish Credit and Qualifications Framework (SCQF). These qualifications will also be available for adult learners.

From 2014 onwards, National Qualifications at all levels will reflect the values, purposes and principles of *Curriculum for Excellence* including the development of skills, and will have an important role in accrediting the skills that young people and adult learners have acquired through their learning in the senior phase of school and in college. National Qualifications and awards are referenced to the SCQF, which helps employers, learners and the public to understand the full range of Scottish qualifications. It shows how qualifications relate to each other and how they can contribute to improving skills and knowledge.

Guidance and support for assessment

Guidance on assessment, and resources to support assessment for learning (AfL), are available in the published Experiences and Outcomes documentation for each area of the curriculum and on the Learning and Teaching Scotland (LTS) curriculum and assessment websites. *Building the Curriculum: Framework for Assessment* is currently in development, and will be published in due course. Support will also be available through a national on-line assessment resource, which is being developed by LTS and the Scottish Qualifications Authority (SQA) in partnership. This resource will be available in autumn 2010.



Banff and Buchan College

Partnership working with primary and secondary schools to improve employability skills

The college is a key element in the transition between school and the world of work, in particular the energy industries, for the young people in the north-east of Scotland. This programme provides a range of learning opportunities for the young people in the region by raising awareness of the local labour market, of college provision and improving employability.

The strategy is based on a set of key features. First, the college works with primary schools to establish the needs of schools and to introduce pupils to further education and the labour market. A wide range of short practically-based learning experiences are offered to primary schools which can be built into school projects or specific courses appropriate to age and stage.

Secondly, the college works extensively with secondary schools to strengthen partnerships and offer a range of practical and employability programmes, appropriate to age and stage. This approach is helpful to pupils in S2 to make effective subject choices. The college builds this with pupils in S3 and S4 by delivering work related learning programmes, *Skills for Work* programmes, college experience and vocational taster courses. The college offers S5 and S6 pupils further practical options, based on Higher National provision, to support their school studies. The Higher + programme allows pupils to take elements of Higher National programmes while attending the secondary school.

Skills focus: employability skills.

Potential links to the Experiences and Outcomes:

- > I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB
- > I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a
- > By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a
- > I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09c
- > When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. TCH 3-07a



Next steps

Summary of key messages

This document sets out skills for learning, life and work for *Curriculum for Excellence*, emphasising the importance of skills development across the curriculum as a means of enabling all children and young people to reach their full potential. The reflective questions throughout the document provide prompts to help all those responsible for planning and delivering learning for young people to reflect on their current practice and to identify opportunities for further development.

It is important that this work is taken forward through a partnership approach to deliver a broad range of opportunities for children and young people, including opportunities to contextualise learning by making links with the world of work and providing opportunities to place learning within a practical context. Such approaches must be developed as part of an integrated learning experience.

This guidance builds on existing good practice and will be supported by further exemplification. However, in considering next steps:

Pre-school and teaching staff will want to consider:

- > How to design and deliver learning opportunities which enable children and young people to develop, demonstrate and apply a broad range of skills. This will include both subject specific and cross-cutting skills
- > The importance of sharing information and establishing effective working relationships with all partners to support children and young people's skills development. Establishing good communication links, sharing information about progress and expectations and building a shared understanding and common language will help to address barriers, especially around points of transition
- > The potential for working in partnership with children and young people to build a common understanding of the skills which will be important in a modern society and economy and the importance of ensuring that children and young people are aware of, and understand, the value of the skills that they are developing

Pre-school, school and college curriculum leaders will want to consider:

- > *Curriculum for Excellence* can only be delivered through partnership working. Therefore you will want to consider the potential for strengthening effective partnerships with existing partners and to identify opportunities for new partnerships to provide wider and more innovative opportunities for skills development
- > The importance of involving partners in planning as well as delivering learning, transition and opportunities for developing personal learning planning and career management skills
- > How to ensure that all children and young people in your establishment are provided with opportunities to develop a broad range of skills for learning, life and work
- > How to develop and nurture a shared understanding and common language between partners



Local authority staff will want to consider:

- > The potential for supporting establishments in identifying and supporting partnerships to deliver opportunities for skills development including encouraging links between employers and schools
- > The importance of working in partnership with establishments to support opportunities for more young people to engage in active learning and to experience learning in a practical context
- > The importance of harnessing all Local Authority staff in developing skills and in offering opportunities including through close collaboration between social services, community learning and development, technical services, and other departments
- > The lead role Local Authorities have in 16+ Learning Choices and in supporting transitions for young people

Colleges, universities, employers and others who recruit young people, will want to consider:

- > The potential for working with schools and other education establishments to develop the range of skills that they need/wish to see in young people
- > How to work to develop a shared language and understanding about the skills they value in young people and how these skills are developed

Local delivery partners (Skills Development Scotland, voluntary organisations, associated schools groups, private training providers and Learning Communities etc) will want to consider:

- > The potential for building and strengthening links with schools, colleges, employers and others as appropriate to support the delivery of a wide range of skills
- > The opportunities across the curriculum to support the development of career management skills
- > When working with children and young people how best to support children and young people in developing and demonstrating a wide range of skills for learning, life and work

Parent Councils will want to consider:

- > The potential for sharing and disseminating information about the importance of skills development within the curriculum and for engaging parents, families and carers in a discussion about the skills which will be important in a modern society and economy
- > The value of labour market information and self-knowledge in enabling young people to choose learning and work pathways; and the impact this may have on the future life chances of their young people

National Agencies and bodies (Skills Development Scotland, SQA, SCQF, Sector Skills Councils, employer bodies) will want to consider:

- > How to strengthen partnerships with schools, colleges and other agencies to innovate, create and deliver services which support skills across *Curriculum for Excellence*
- > How to deliver services which reflect the reality of young people's lives, addressing barriers which might prevent children and young people from accessing opportunities to build and demonstrate a broad range of skills
- > How to build capacity and capability in local delivery staff and those who influence young people



The Scottish Government will want to consider:

- > Providing further exemplification to support the development and delivery of skills through *Curriculum for Excellence*
- > Building on opportunities to raise awareness of all related policies around skills and about the compelling argument for why skills are vital to our future
- > Reviewing guidance on work placements to reflect the findings from the research on work experience 2008

Partnership approach to planning the delivery of the skills for learning, for life and for work

Skills Development Scotland and Stirling Council have begun working together to explore and plan key aspects of provision which will ensure successful delivery of the *Curriculum for Excellence* and in particular, the development of the skills for learning, for life and for work. This is to ensure optimal use of the resources and expertise available for the benefits of the young learners, as they prepare for learning and work after school.

Working closely with all local partners to agree and align provision, the joint approach can provide a clearer line of sight between the learning experiences in school and the partners' shared aspirations to improve the life chances and the positive destinations of young people within the Stirling Council area.

Critical to this approach is enhanced dialogue between the key partners, schools, colleges, universities, employers, voluntary sector and Skills Development Scotland in building more flexible curricular support, building career management skills within a learning context and improving the transitions of all young people on leaving school.



Annex A: Policy context, guidance and publications

The Scottish Government's *Economic Strategy* makes clear its overarching purpose is to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth. The delivery of the Government's purpose is supported by five strategic objectives; to make Scotland wealthier and fairer; smarter; healthier; safer and stronger and greener. These, in turn, are supported by fifteen national outcomes which describe in more detail what the Government wants to achieve over a ten year period. One of those national outcomes is that our young people are successful learners; confident individuals; effective contributors and responsible citizens.

Skills for Scotland: A Lifelong Skills Strategy outlines the Scottish Government's ambitions for making Scotland's skills base truly world class. The Strategy recognises the pivotal role of schools and their partners in equipping young people with high levels of literacy and numeracy and opportunities to build, develop, present and demonstrate a wide variety of skills. Specifically it commits the Government to ensuring that *Curriculum for Excellence* provides the foundation for skills development throughout life.

Children are the future of Scotland and we know that early years experiences provide a gateway to learning and skills. The *Early Years Framework* seeks to maximise the positive opportunities in the early years of a child's life to lay the foundations of skills for learning, life and work. The development of these skills can have a major bearing on wider outcomes including future career options.

Determined to Succeed outlines the Scottish Government's strategy for enterprise in education; developing in young people enterprise and employability skills needed to operate effectively in a globalised society and economy. The strategy highlights the importance of employer engagement placing it at the heart of learning. Through engaging with Scotland's employers the education of our young people is enhanced – helping to set learning in context and making it more relevant to the world beyond school. By embedding the four strands of *Determined to Succeed* (enterprising learning and teaching, entrepreneurial learning, work-based vocational learning and appropriately focused career education) across and within the curriculum and ethos of every school in Scotland, enterprise in education can contribute to ensuring our young people are well placed to take their place in society as successful learners, confident individuals, effective contributors and responsible citizens.

Getting it Right for Every Child, is a national programme that aims to improve outcomes for all children and young people. It promotes a common, co-ordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

More Choices, More Chances, is the Scottish Government's strategy to reduce the proportion of 16 to 19 year olds who are not in education, employment or training. It promotes a multi-agency approach to supporting young people into positive and sustained destinations at the end of compulsory school education.



Annex B: Defining our terms

Career management skills

The skills, knowledge and self-awareness to develop aspirational career aims and the confidence to take actions in one's life, time and again, as career opportunities arise and as work and learning options change.

Curriculum

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Experiences and Outcomes

The Experiences and Outcomes describe the expectations for learning in progression in all areas of the curriculum and can be found at

<http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.asp>

Senior phase

The senior phase of the curriculum relates to the period S4 to S6 in schools or the equivalent in terms of college or other learning environments. 16+ Learning Choices supports the planning and delivery of a coherent and inclusive curriculum in the senior phase.

Skills

A 'skill', in its narrower sense, is an acquired capability that enables an individual to engage in particular activities. It is the ability, competency, proficiency or dexterity to carry out tasks that come from education, training, practice or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations. 'Skill' is also applied more broadly to include behaviours, attitudes and personal attributes that make individuals more effective in particular contexts such as education and training, employment and social engagement.



Annex C: Principles and practice papers from *Curriculum for Excellence* experiences and outcomes for literacy, numeracy and health and wellbeing across learning

Literacy across learning

Principles and practice

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

Building the Curriculum 1

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

What is meant by literacy?

In defining literacy for the 21st century we must consider the changing forms of language which our children and young people will experience and use. Accordingly, our definition takes account of factors such as the speed with which information is shared and the ways it is shared. The breadth of our definition is intended to 'future proof' it. Within *Curriculum for Excellence*, therefore, literacy is defined as:

"... the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful."

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.



In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

How is the literacy framework structured?

The framework opens with a set of statements that describe the kinds of activity which all children and young people should experience throughout their learning to nurture their skills and knowledge in literacy and language. Teachers will use them, alongside the more detailed experiences and outcomes, in planning for learning and teaching.

The three organisers within the literacy framework are the same as those used in the literacy and English, literacy and Gàidhlig, Gaelic (learners) and modern languages frameworks:

- > listening and talking
- > reading
- > writing.

Within these organisers there are a number of subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies and spelling.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

The statements of experiences and outcomes emphasise that learning is an *active* process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes. Experiences represent important continuing aspects of learning such as exploring and enjoying text, and outcomes describe stages in the development of skills and understanding.

The experiences and outcomes have been written in an inclusive way which will allow teachers to interpret them for the needs of individual children and young people who use Braille, sign language and other forms of communication. This is exemplified in the words ‘engaging with others’ and ‘interacting’ within the listening and talking outcomes.

The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4.



Why are the literacy experiences and outcomes also published separately from the literacy and English and from the literacy and Gàidhlig frameworks?

The importance of the development of literacy skills across all areas of the curriculum is stressed in *Building the Curriculum 1*. All practitioners – from the early years, through primary and secondary education, in youth work settings and in colleges – are in a position to make important contributions to developing and reinforcing the literacy skills of children and young people, both through the learning activities which they plan and through their interaction with children and young people. Schools and their partners need to ensure a shared understanding of these responsibilities and that the approaches to learning and teaching will enable each child and young person to make good progress in developing their literacy skills. It is expected that the literacy experiences and outcomes, and this accompanying paper, will be read by a range of practitioners, including those who work in school library resource centres, who make an enormous contribution to the development of the literacy skills of children and young people.

What does this mean for learning and teaching?

For teachers and other practitioners, it means asking the question, “How am I meeting the literacy needs of the learners in front of me?” It means thinking about the kinds of literacy experiences provided for young people. It doesn’t mean that every practitioner will teach everything that a secondary English teacher does. These experiences will sometimes be provided through collaborative working with other departments; but the greatest impact for learners will come from all practitioners, in all learning environments, including rich literacy experiences as part of their day-to-day learning and teaching programmes.

What are broad features of assessment in literacy?

(This section complements the advice for literacy and English.)

As literacy is the responsibility of all staff, and because of the importance of literacy across all aspects of a young person’s learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy. Assessment in literacy will focus on children and young people’s progress in developing and applying essential skills in listening and talking, reading and writing. From the early years to the senior stages, and particularly at times of transition, it is vital to have a clear picture of the progress each child and young person is making across all aspects of literacy so that further learning can be planned and action can be taken if any ground has been lost.

Within the overall approach to assessing literacy, evidence of progress in developing and applying skills in day-to-day learning across the curriculum will complement evidence gathered from language lessons. Specific assessment tasks will also have an important part to play. Practitioners and learners need a common understanding of expectations in literacy across all curriculum areas, and discussion and sharing examples of work will help to achieve this.

Approaches to assessment should identify the extent to which children and young people can apply their literacy skills across their learning. For example:

- > How well do they contribute to discussions and openly explain their thinking?
- > Are they increasingly able to distil key ideas from texts?
- > Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

Children will demonstrate their progress in *reading* through their growing fluency and understanding, and their increasing confidence in reading to learn as well as learning to read.



Literacy experiences and outcomes emphasise the development of *critical literacy*. Progress here can be seen as children move from dealing with straightforward information towards analysing, evaluating and being aware of the trust that they should place on evidence.

Children and young people will demonstrate their progress in *writing* through the degree of independence they show, the organisation and quality of their ideas, their skills in spelling, punctuation and grammar, the match of their writing to audience and the effectiveness of their use of language.

Progress in *listening and talking* can be assessed through their interactions in social and learning contexts and through using individual talks, presentations and group discussions. This range of sources will provide evidence about their confidence, their increasing awareness of others in sustaining interactions, the clarity of their ideas and expression and their skills in listening to others and taking turns.

Learners' enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in the ways they apply their skills in their learning and communicating. These aspects will be indicators of their long-term success in using literacy in learning in their lives as citizens and in preparing for the world of work.

Where do I begin?

You might begin by asking yourself to what extent you already provide literacy experiences for learners. As a first step, you might want to consider the ways in which you use listening, talking, reading and writing for learning day to day in your teaching programmes. For example, do you provide learners with opportunities to:

Listening and talking for learning

- > engage with others in group and class discussions of appropriate complexity?
- > learn collaboratively – for example, when problem solving?
- > explain their thinking to others?
- > explore factors which influence them and persuade them in order to help them think about the reliability of information?

Reading for learning

- > find, select, sort, summarise and link information from a variety of sources?
- > consider the purpose and main concerns in texts, and understand the differences between fact and opinion?
- > discuss similarities and differences between texts?

Writing for learning

- > make notes, develop ideas and acknowledge sources in written work?
- > develop and use effective vocabulary?
- > create texts – for example, presentations – which allow learners to persuade/argue/explore ideas?

Where you answer 'yes' to these questions, you are contributing to the development of the literacy of the learners for whom you are responsible.



You will see that literacy is already reflected within the experiences and outcomes of the other curriculum area frameworks. It is important to use the literacy experiences and outcomes alongside those of the other curriculum areas when planning for learning.

What is meant by ‘texts’?

It follows that the definition of ‘texts’ also needs to be broad and future proof. Therefore, within *Curriculum for Excellence*:

“... a text is the medium through which ideas, experiences, opinions and information can be communicated.”

Reading and responding to literature and other texts play a central role in the development of learners’ knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

Examples of texts
novels, short stories, plays, poems reference texts the spoken word charts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines CVs, letters and emails films, games and TV programmes labels, signs and posters recipes, manuals and instructions reports and reviews text messages, blogs and social networking sites web pages, catalogues and directories

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.



Numeracy across learning

Principles and practice

“All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.”

Building the Curriculum 1

All schools, working with their partners, need to have strategies to ensure that all children and young people develop high levels of numeracy skills through their learning across the curriculum. These strategies will be built upon a shared understanding amongst staff of how children and young people progress in numeracy and of good learning and teaching in numeracy. Collaborative working with colleagues within their own early years setting, school, youth work setting or college and across sectors will support staff in identifying opportunities to develop and reinforce numeracy skills within their own teaching activities.

What does it mean to be numerate?

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

We are numerate if we have developed:

“... the confidence and competence in using numbers which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.”

A numerate person will have acquired and developed fundamental skills and be able to carry out number processes but, beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate.

Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all teachers have important parts to play in enhancing the numeracy skills of all children and young people.

Numerate people rely on the accumulation of knowledge, concepts and skills they have developed, and continually revisit and add to these. All practitioners, as they make use of the statements of experiences and outcomes to plan learning, will ensure that the numeracy skills developed from early levels and beyond are revisited and refreshed throughout schooling and into lifelong learning.



How are the numeracy experiences and outcomes structured?

The numeracy experiences and outcomes have been structured using eight organisers:

- > Estimation and rounding
- > Number and number processes
- > Fractions, decimal fractions and percentages
- > Money
- > Time
- > Measurement
- > Data and analysis
- > Ideas of chance and uncertainty.

All of these areas of numeracy will be familiar and all teachers will recognise how they impact on their own lives. Reflecting on this will help teachers to identify where opportunities may exist to develop numeracy for children and young people.

Mathematics is not my specialism. How will I contribute to the development of numeracy skills?

For individual teachers in secondary schools and other practitioners, it means asking the question, 'How am I meeting the numeracy needs of the learners in front of me?'. This does not mean that you will teach everything that a mathematics teacher develops but that you think of the numeracy experiences you can provide for young people. The greatest impact for learners will come where all practitioners, in all learning environments, include rich numeracy experiences as part of their day-to-day learning and teaching programmes.

You might begin by asking to what extent you already provide numeracy experiences for learners. As a first step, you may want to consider where numeracy plays a part in the aspects you contribute to the curriculum. Does your programme involve estimating, measuring, using and managing time, carrying out money calculations? Does it involve reading information from charts and tables or explaining consequences of actions? If it does, and you highlight this and build upon it in the learning activities, you are making a valuable contribution to developing numeracy in all learners.

What are the features of effective learning and teaching in numeracy?

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity.

A rich and supportive learning environment will support a skilful mix of a variety of approaches, including:

- > active learning and planned, purposeful play
- > development of problem-solving capabilities
- > developing mental agility
- > frequently asking children to explain their thinking
- > use of relevant contexts and experiences, familiar to children and young people
- > using technology in appropriate and effective ways



- > building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- > both collaborative and independent learning
- > making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- > promoting an interest and enthusiasm for numeracy.

Teachers will plan to establish and consolidate children's fundamental numeracy skills using imaginative, interactive approaches, so that young people develop a sound understanding of number. Through such approaches they will grow in confidence in recall and use of number bonds and multiplication facts, in their understanding of place-value, and in the application of mental strategies. Teachers will reinforce these skills continually throughout the education of each child and young person.

How can I promote progression in children and young people's development of numeracy skills? How do I know which numerical skills I should develop and that they are at an appropriate level?

Children and young people will most effectively develop their numeracy through cumulative growth in their understanding of key concepts and the application of their skills in new contexts. There are fundamental points of learning along these 'pathways of progression': these allow teachers to identify the progression within a child or young person's understanding and what his or her next steps in development will be. It is essential for teachers to work together to extend their shared understanding of progression.

The statements of experiences and outcomes do not have ceilings, so that all children and young people can be challenged at an appropriate level. Collaboration with colleagues in relation to pathways of progression will encourage a shared understanding of expectations of standards as well as effective learning and teaching within numeracy.

Shared planning for the contexts in which children and young people learn and apply numeracy skills is also crucial. Children and young people need opportunities to bring together different combinations of numeracy skills from the various lines of progression. High quality learning depends upon achieving a suitable balance between developing key facts and integrating and applying them in relevant and imaginative contexts.

Have we raised the bar in the expectations for numeracy?

Our expectations for numeracy are indeed higher than previously. This is because of the increasing recognition that we must raise levels of performance in numeracy and sustain them throughout lifelong learning. Many other countries are raising the numeracy performance of their children, young people and wider population. Scotland needs to perform at the highest level, so raising the bar in numeracy is important for each individual and also for the prosperity of the nation.

To support this, experiences and outcomes without ceilings should ensure young people are challenged at an appropriate level and are given the opportunity to progress at a suitably aspirational pace. The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4.

This paper and the experiences and outcomes in numeracy provide a clear statement of the expectations that will support all practitioners in contributing confidently to the important responsibility which we all share for developing the numeracy skills of our children and young people.



What are broad features of assessment in numeracy?

(This section complements the advice for mathematics and numeracy.)

As numeracy is the responsibility of all staff, and because of the importance of numeracy across all aspects of a young person's learning, all staff should be clear about their responsibilities and their roles in the assessment of numeracy. Assessment will focus on how well children and young people can work with numbers and data and how well they can use them in their learning and lives, including preparation for future work. From the early years to the senior stages, and particularly at times of transition, it is vital to have a clear picture of the progress each child and young person is making across all aspects of numeracy so that further learning can be planned and action can be taken if any ground has been lost.

Teachers can gather evidence of progress as part of day-to-day learning both in mathematics classes and across the curriculum. The use of specific assessment tasks will be important in assessing progress at key points of learning. Children and young people's progress will be seen in their skills in using numbers to solve problems, in analysing information and in making informed decisions based on calculations. Approaches to assessment should identify the extent to which children and young people can apply these skills in their learning in and beyond the classroom, in their daily lives and in preparing for the world of work.

As children and young people gradually build up the concepts and skills contained in the experiences and outcomes, they will demonstrate their competence and confidence in applying them in a number of ways. For example:

- > Can they explain their thinking to show their understanding of number processes and concepts?
- > Are they developing securely the full range of the skills and attributes set out within the experiences and outcomes? As they apply these to problems, can they draw on skills and concepts learned previously?
- > As they tackle problems in unfamiliar contexts, can they confidently identify which skills and concepts are relevant to the problem? Can they then apply their skills accurately when working independently and with others, and can they then evaluate their solutions?
- > Are they developing their understanding of personal finance?
- > Can they evaluate data to make informed decisions?
- > Are they developing the capacity to engage with and complete tasks and assignments?

Assessment of numeracy across learning, within and outside the classroom, offers children and young people opportunities to practise and extend their skills, for example within enterprise activities, social studies, technologies and science.



Health and wellbeing across learning: responsibilities of all

Principles and practice

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”

Building the Curriculum 1

What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- > make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- > experience challenge and enjoyment
- > experience positive aspects of healthy living and activity for themselves
- > apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- > make a successful move to the next stage of education or work
- > establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

What are practitioners' roles and responsibilities for health and wellbeing?

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

How is the 'health and wellbeing across learning' framework structured?

The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

In the version which summarises those aspects which are the responsibility of all practitioners, the framework continues with experiences and outcomes which include those in mental, emotional, social and physical wellbeing, aspects of planning for choices and changes, and relationships.

Many of the experiences and outcomes span two or more levels; some are written to span from early to fourth because they are applicable throughout life. All of these should be revisited regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them.



Health and wellbeing across learning: the responsibility of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff, and extended support teams.

The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches. Partners can make complementary contributions through their specialist expertise and knowledge.

Effective partnership working:

- > engages the active support of parents and carers
- > reinforces work across transitions and planning across sectors
- > maximises the contributions of the wider community
- > draws upon specialist expertise
- > ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Personal support for children and young people

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

What factors need to be taken into account in planning for health and wellbeing?

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.



Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities, schools and teachers work must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances as necessary.

What are features of effective learning and teaching in health and wellbeing?

Effective learning and teaching in health and wellbeing:

- > engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- > takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- > uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- > encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- > encourages children and young people to act as positive role models for others within the educational community
- > leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- > helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- > harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

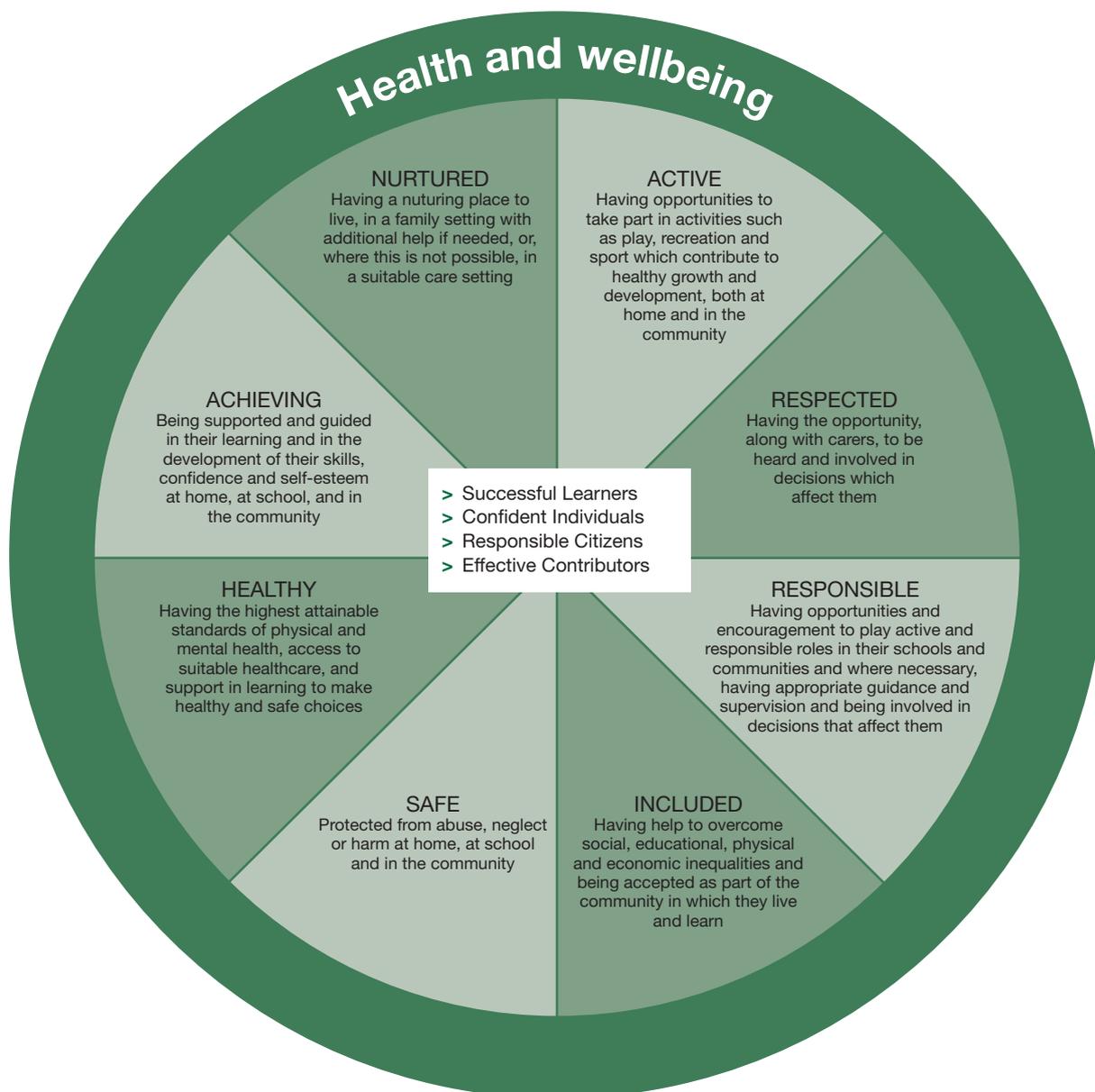
How can I make connections within and beyond health and wellbeing?

Whatever their contributions to the curriculum as a whole, all practitioners can make connections between the health and wellbeing experiences and outcomes and their learning and teaching in other areas of the curriculum.

Within health and wellbeing, physical education can build learners' physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.



The diagram below illustrates the shared vision and common goal



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