



Curriculum reform implications for inspection.

Chris McIlroy HMIE

Who should influence curriculum reform?

- Learners
- Parents/ carers
- Local communities
- Government
- Curriculum organisations
- Qualifications bodies
- Inspectorates
- Media



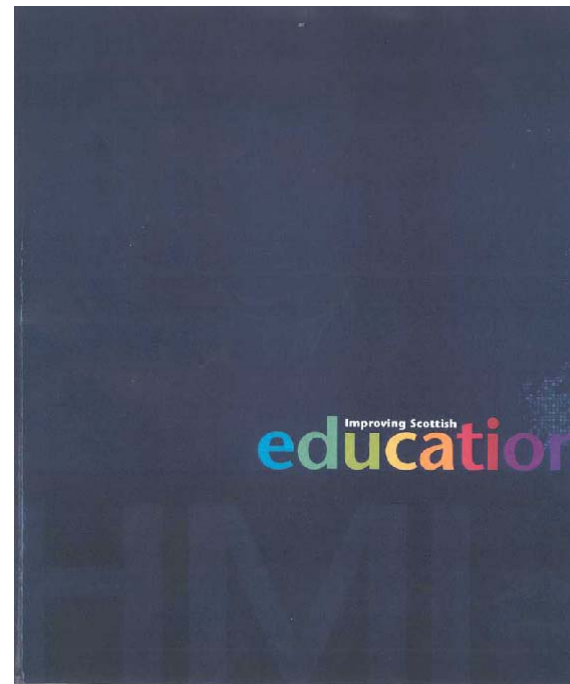
What should be the role of inspectorates in curriculum reform?

- Evidence of standards and quality of provision
- Advice on curriculum content for national guidelines
- Advice based on experience of previous curriculum changes
- Talking about proposed changes during inspections
- Spreading good practice
- Representing learners' view
- Evaluating changes.



The story in Scotland: a partnership for Curriculum for Excellence

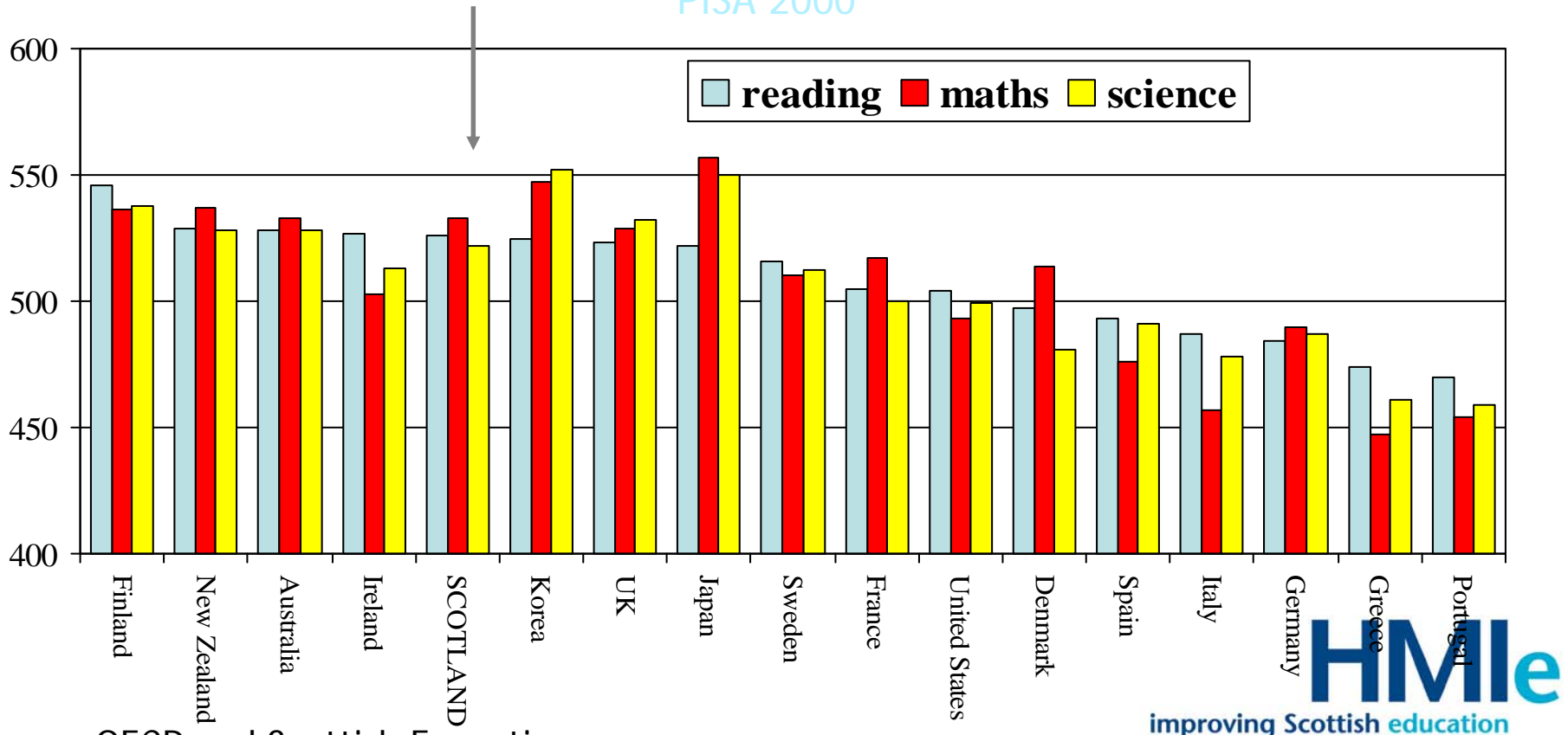
- *Partners: Scottish Government, Learning and Teaching Scotland, Scottish Qualifications Authority Education Authorities and HMIE.*
- *Improving Scottish Education* influenced the curriculum changes.
- Inspectors participated in the Curriculum Review and contributed advice to the development of guidance
- Actively engage in conferences, meetings, working groups, newsletters.
- Provide feedback on progress based on inspection evidence and District Inspector networks.



National Debate: Successful learners?

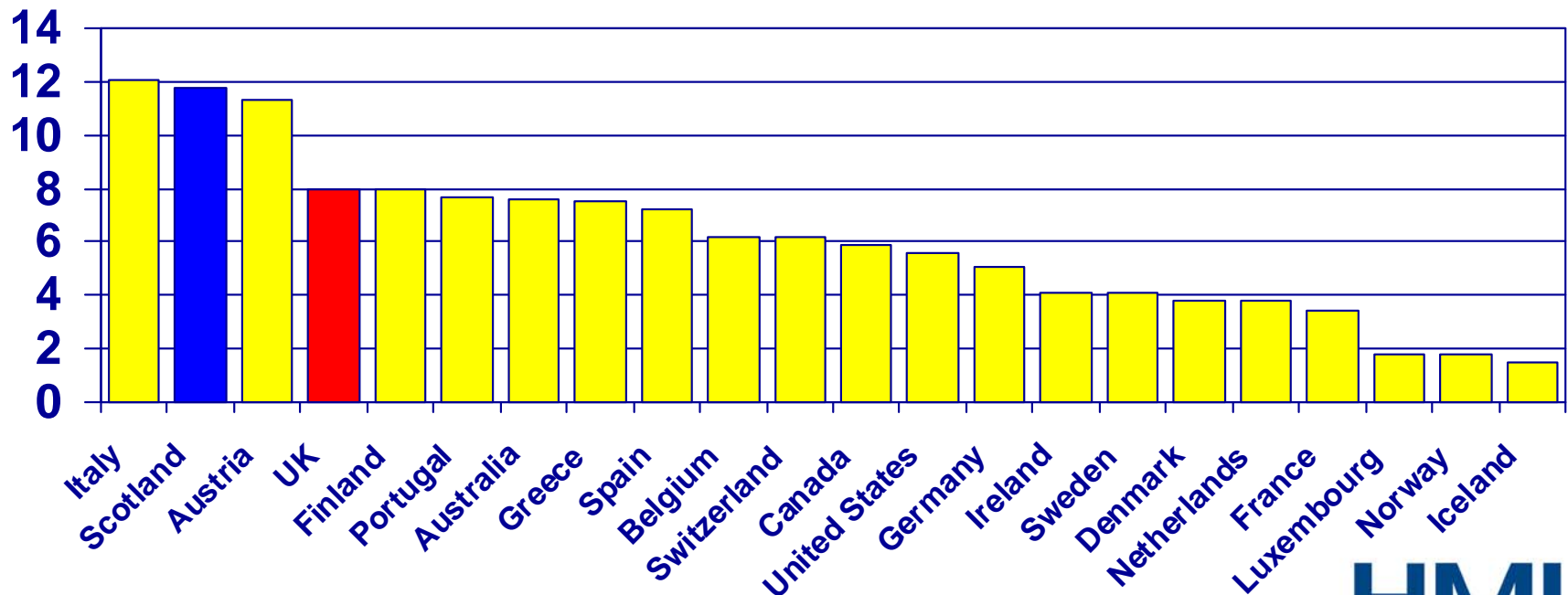
We do very well in basic skills

Mean scores for 15 year olds in Reading, Maths and Science
PISA 2000



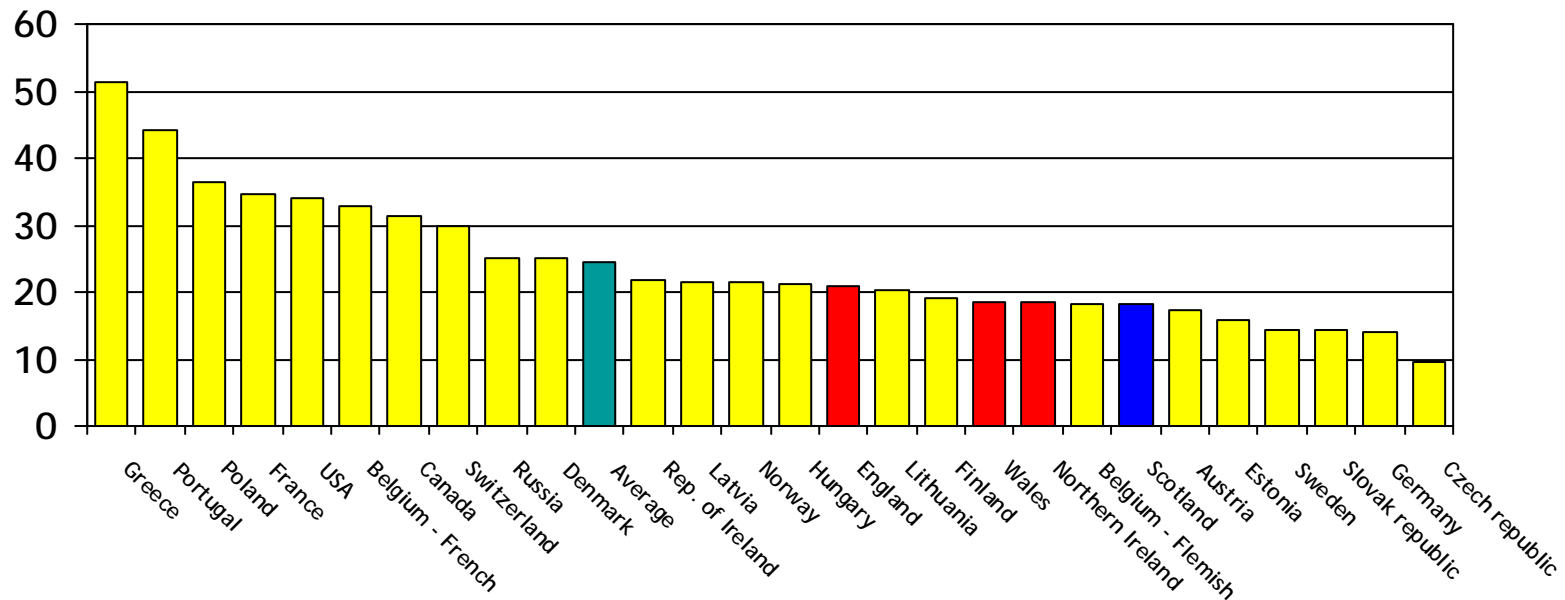
Effective contributors? A high share of young people not in education, employment or training

% of 15 to 19 year olds not in employment,
education or training (NEET) - 2001



Confident Individuals?

% of School Age respondents who
said they always feel confident
Our health record is weak

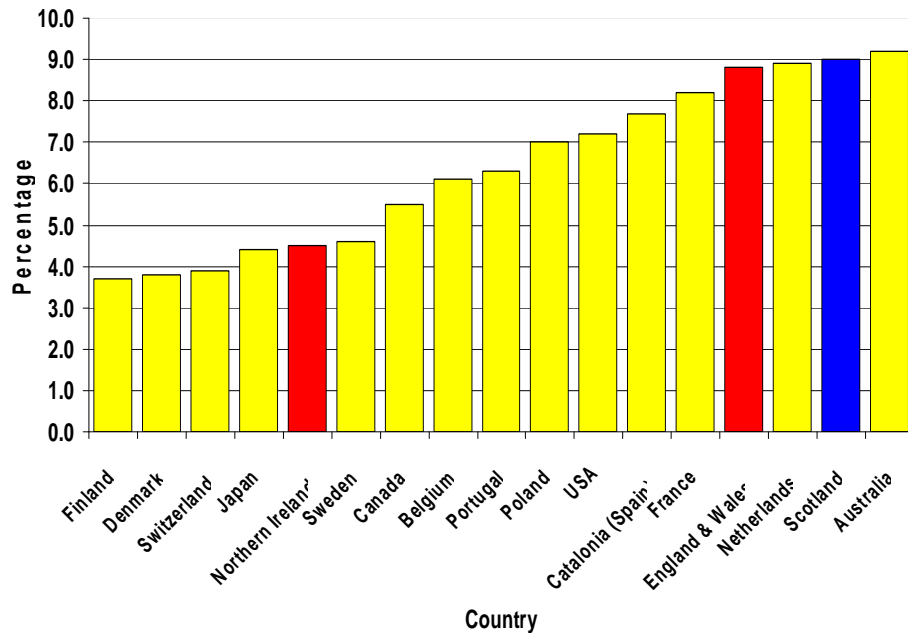


Car Vandalism

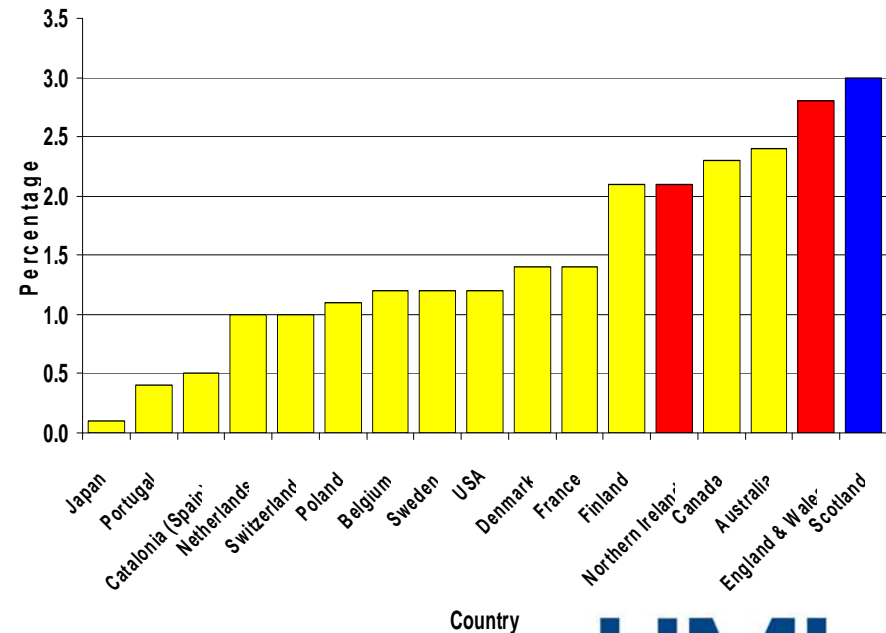
Responsible citizens? relatively
high record of crime and voting
relatively low and falling :

And Assault
with force

Results of the 2000 International Crime Victims Survey: Percentage of car owners whose cars were vandalised in 1999, by country



Results of the 2000 International Crime Victims Survey: Percentage of population who were victims of assault with force in 1999, by country



The learner's perspective?

Children and young people:

- understanding the purposes of learning
- highly motivated, interested, engaged, challenged
- progressing towards independent learning



A Curriculum for Excellence

- Continued emphasis on achievement and on core areas such as literacy and numeracy
- Strong emphasis on teacher development and professional responsibility
- Curriculum development through engagement
- Greater encouragement for flexibility and innovation

Progress and proposals redefines the scope of the curriculum

What's in the frame?

- The ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary projects and studies
- Opportunities for personal achievement

Values-based: what sort of learners and people do we want?



- Responsible citizens
- Effective contributors
- Successful learners
- Confident individuals



successful learners

with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

confident individuals

with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

(To enable all young
people to become)

responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Curriculum architecture: building up the picture

New structure of levels for progression

Bottom lines and scope for flexibility defined clearly

Experiences and outcomes developed within and
across curriculum areas

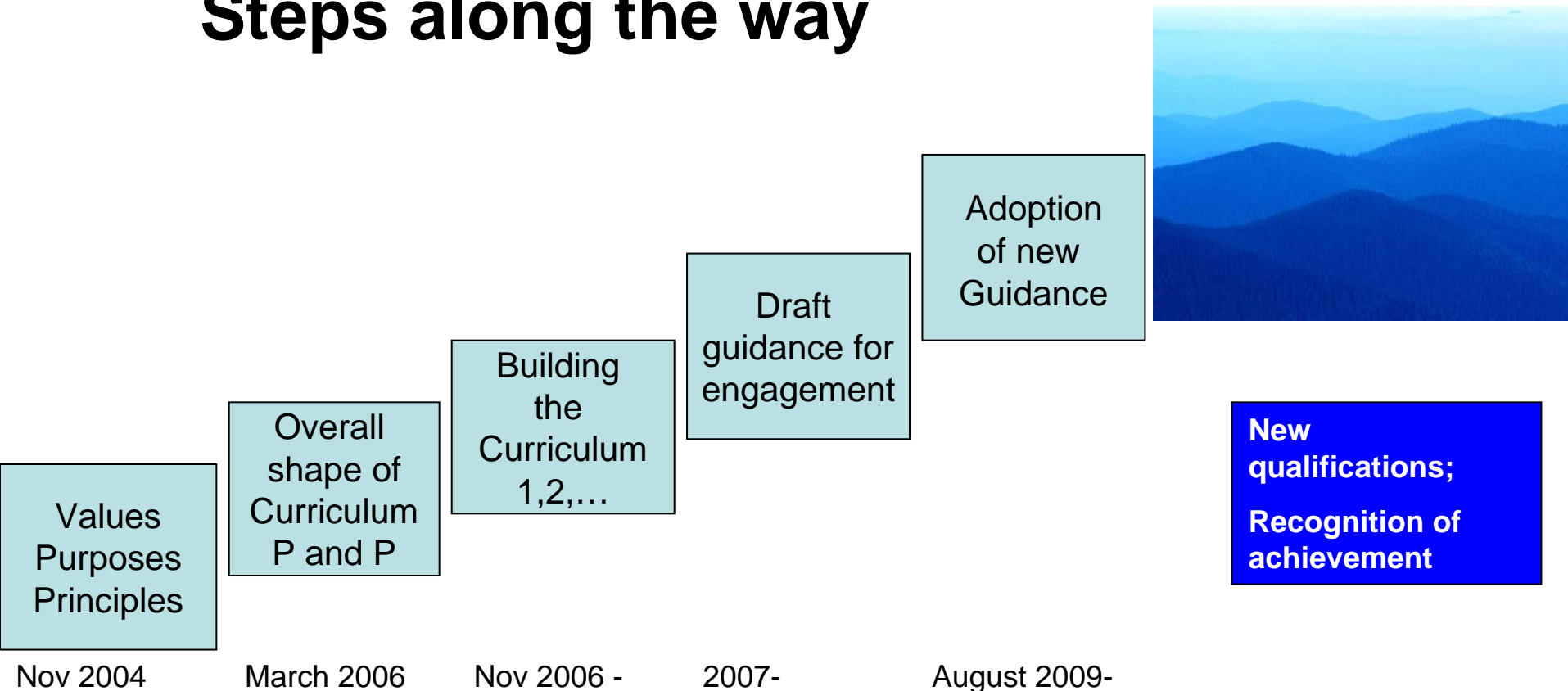
Activities brought together to achieve:

- **challenge and enjoyment**
- **breadth**
- **progression**
- **depth**
- **personalisation and choice**
- **coherence**
- **relevance**

across the entire curriculum

Arrangements for assessment
and qualifications support the purposes

Steps along the way



CfE and inspection, short term

- Emphasise in professional dialogue during the inspection.
- Consider engagement and the leadership of change ..praise well considered innovation.
- Identify and report on good practice.
- Gather evidence about CfE progress.

CfE and inspection: new inspection models

- HGIOS and Cat the C reflect CfE.
- The clear starting point will be the school's self-evaluation... including its vision for the curriculum
- All inspections will evaluate *learners' experience, meeting learning needs, improvements in performance, improvement through self-evaluation and the curriculum.*

Our agenda in CfE will be supported by emphasis on:

- Identifying, supporting and disseminating good practice.
- More and better professional engagement.
- Detailed oral professional feedback; development work in hand on written professional feedback.
- There are big challenges for us as inspectors.



HMIe

improving Scottish education

Inspectors are a flexible friend

The inspectorate is "fully signed up" to the agenda of allowing schools to have greater flexibility and choice, the Education Minister told the conference.

During a question and answer session, Peter Peacock said this would be one of the items for discussion when he next met Graham Donaldson, senior chief inspector. Mr Peacock was aware of worries that inspectors "act as a brake on risk-taking in schools who fear they might be clobbered in the next HMIE report".

But Mr Peacock said Mr Donaldson was committed to the policy of flexibility. "The inspectorate will not be saying to schools, 'don't move outside the parameters but, if you are going to do it, do so in a thoughtful, measured and professional way — and evaluate it'."



Graham Donaldson: "fully signed up"

Final thought - be aspirational

