

Creativity and Wellbeing

Curriculum Design: understanding the learners

Thank you for joining us for this session! We will start at 5.00pm.

You can have your camera on or off during the presentation (we'd prefer to see your smiling face, but it's up to you!)

Please mute your microphone when someone is presenting.

During the discussion slots, please have your camera on and unmute to join in!

Please introduce yourself in the chat and use this to post comments, questions and thoughts throughout

If you have a smartphone handy for the menti this might help



Who we are

Education Scotland National Improvement Directorate - Curriculum Innovation Team

We focus on

Curriculum design and innovation at organisation and system level

We look at

Scotland's Curriculum through the lens of why, what and how, as set out in Scotland's Curriculum Framework

We work with

Others to develop, design and innovate

Our offer

Has universal, tailored and bespoke aspects

Get in touch : curriculuminnovation@educationscotland.gov.scot



@graemepwallace



@leighwatson01 #creativechange #curriculuminnovation



Aims of the session

01

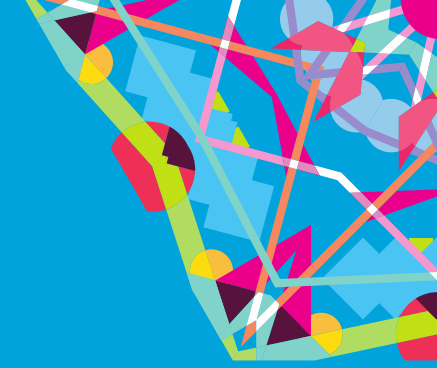
DEFINE SOME
APPROACHES TO
CURRICULUM
DESIGN

02

EXEMPLIFY HOW WE
HAVE USED THESE

03

EMPOWER US ALL
TO ENHANCE
CURRICULUM
DESIGN TO
PROMOTE LEARNER
WELLBEING



Context

Refreshed Narrative



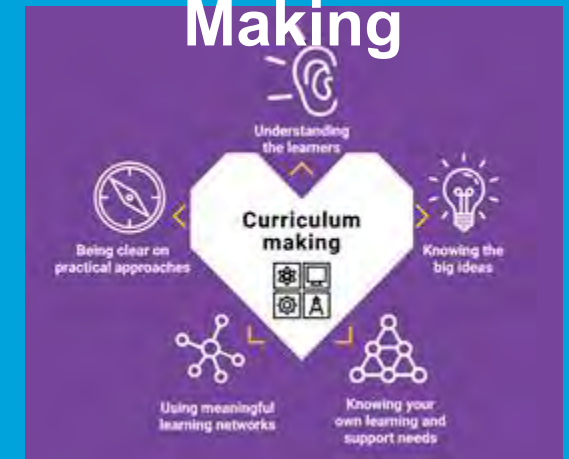
Four Capacities



Four Contexts



Curriculum Making



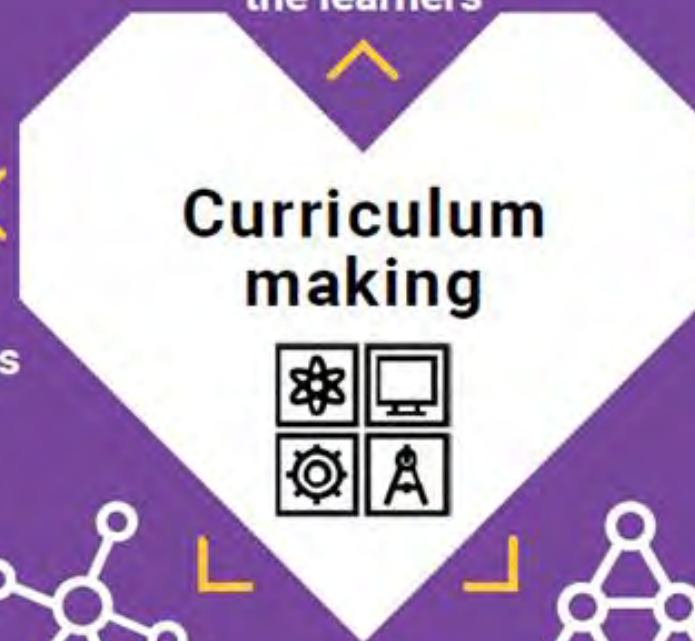
Today



Understanding
the learners



Being clear on
practical approaches



Knowing the
big ideas



Using meaningful
learning networks



Knowing your
own learning and
support needs

Reflect



www.menti.com



Menti code : 8940 9288



Learners told
us



problem solving
focus & concentration
decision making
creativity

Cognitive Skills

kinaesthetic awareness
balance & control
coordination & fluency
rhythm & timing
gross & fine motor skills

Physical Competencies

motivation
confidence & self esteem
determination & resilience
responsibility & leadership
respect & tolerance
communication

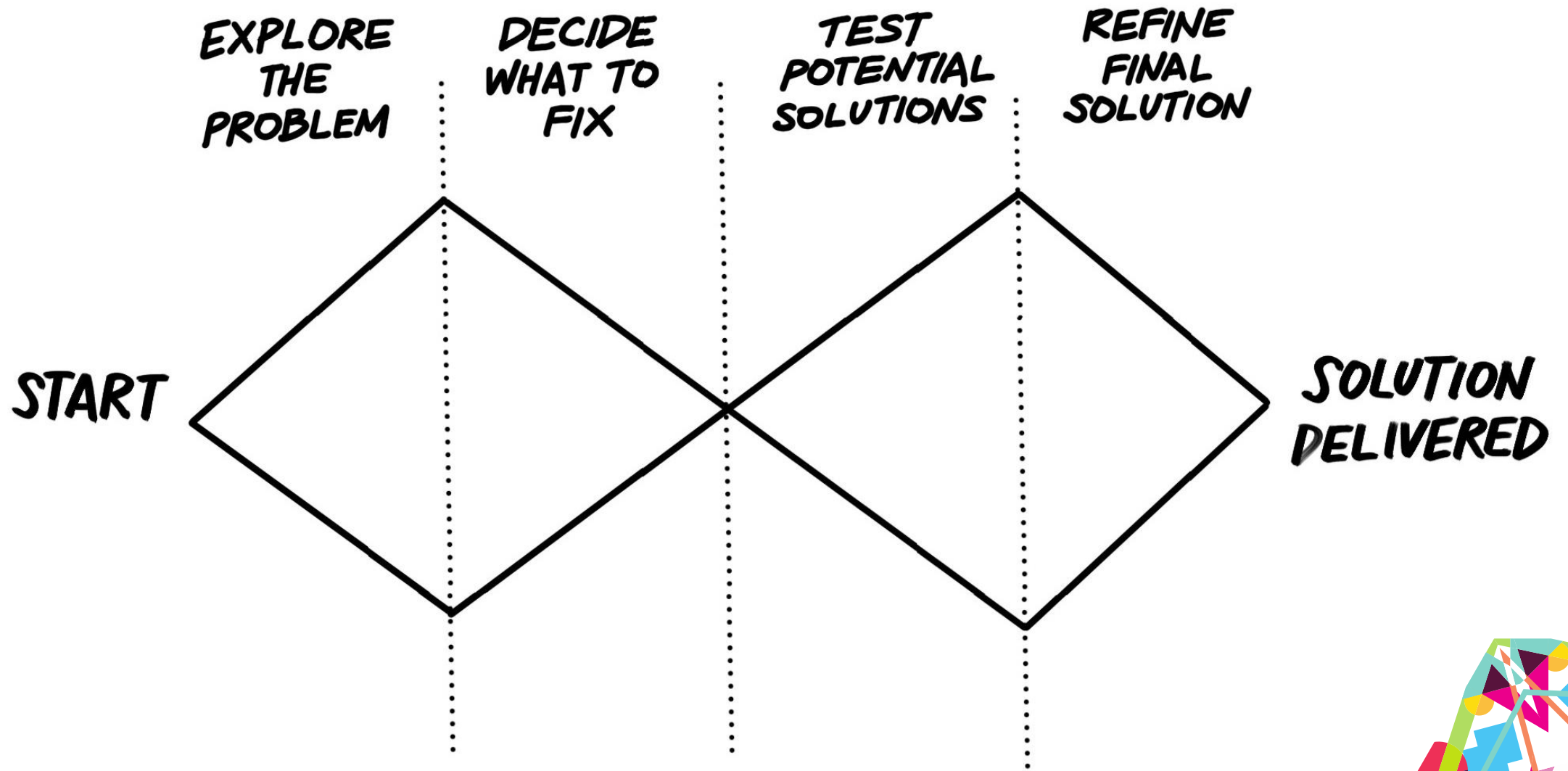
Personal Qualities

stamina
speed
core stability & strength
flexibility

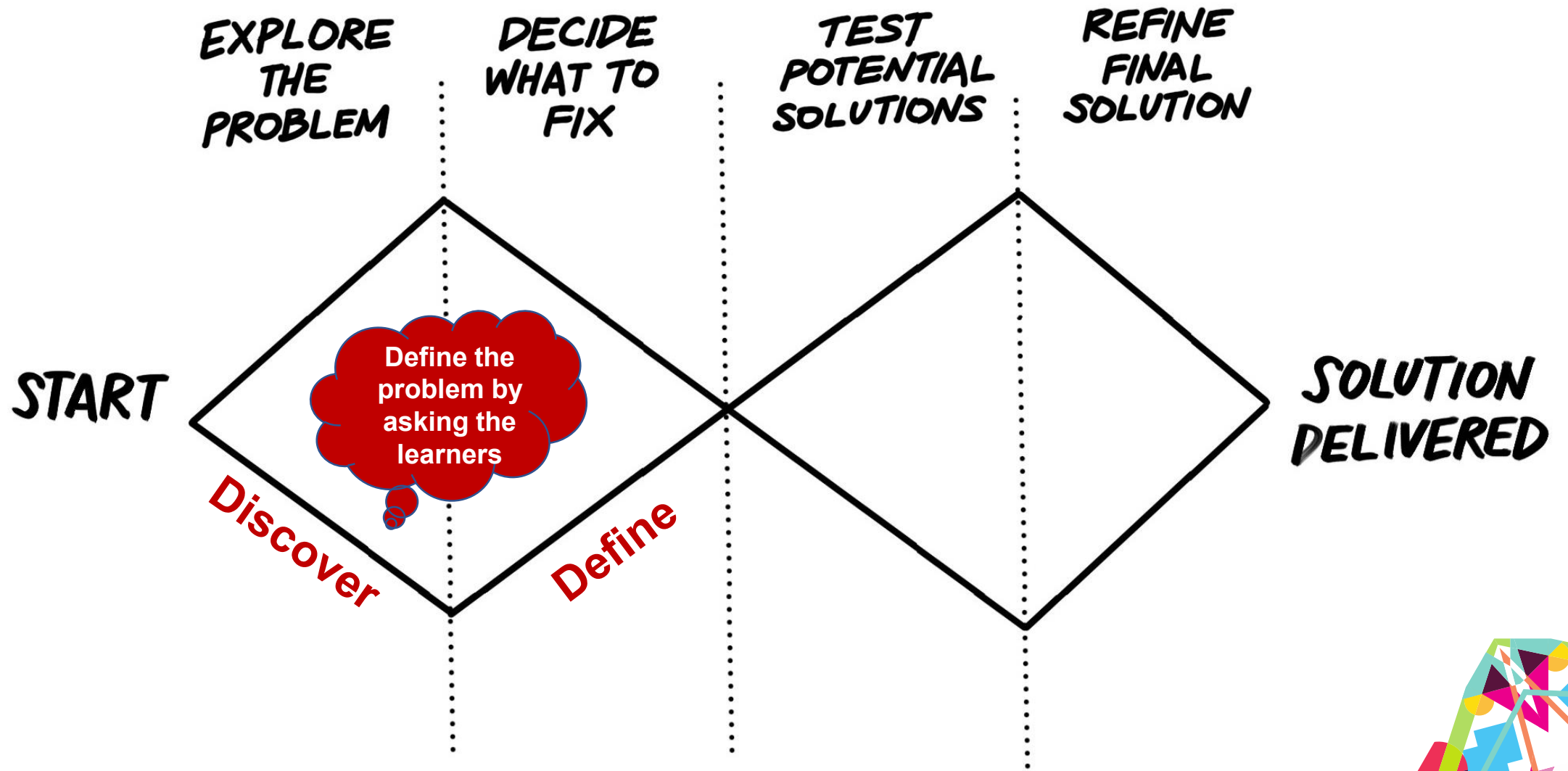
Physical Fitness

skills and attributes that
support learning through
performing in physical education

Design process



Design process



Problem

Physical Competencies

kinaesthetic awareness

balance & control

coordination & fluency

rhythm & timing

gross & fine motor skills

tributes that
ing through
ysical education

Physical Fitness

stamina

speed

core stability & strength

flexibility

Switch the focus



problem solving
focus & concentration
decision making
creativity

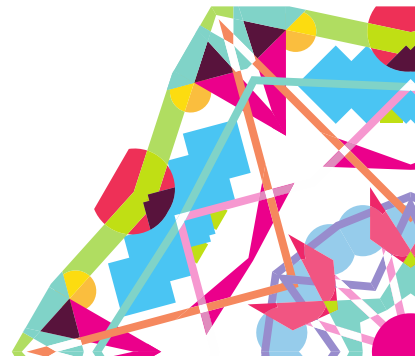
Cognitive Skills

skills and a
support learn
performing in ph

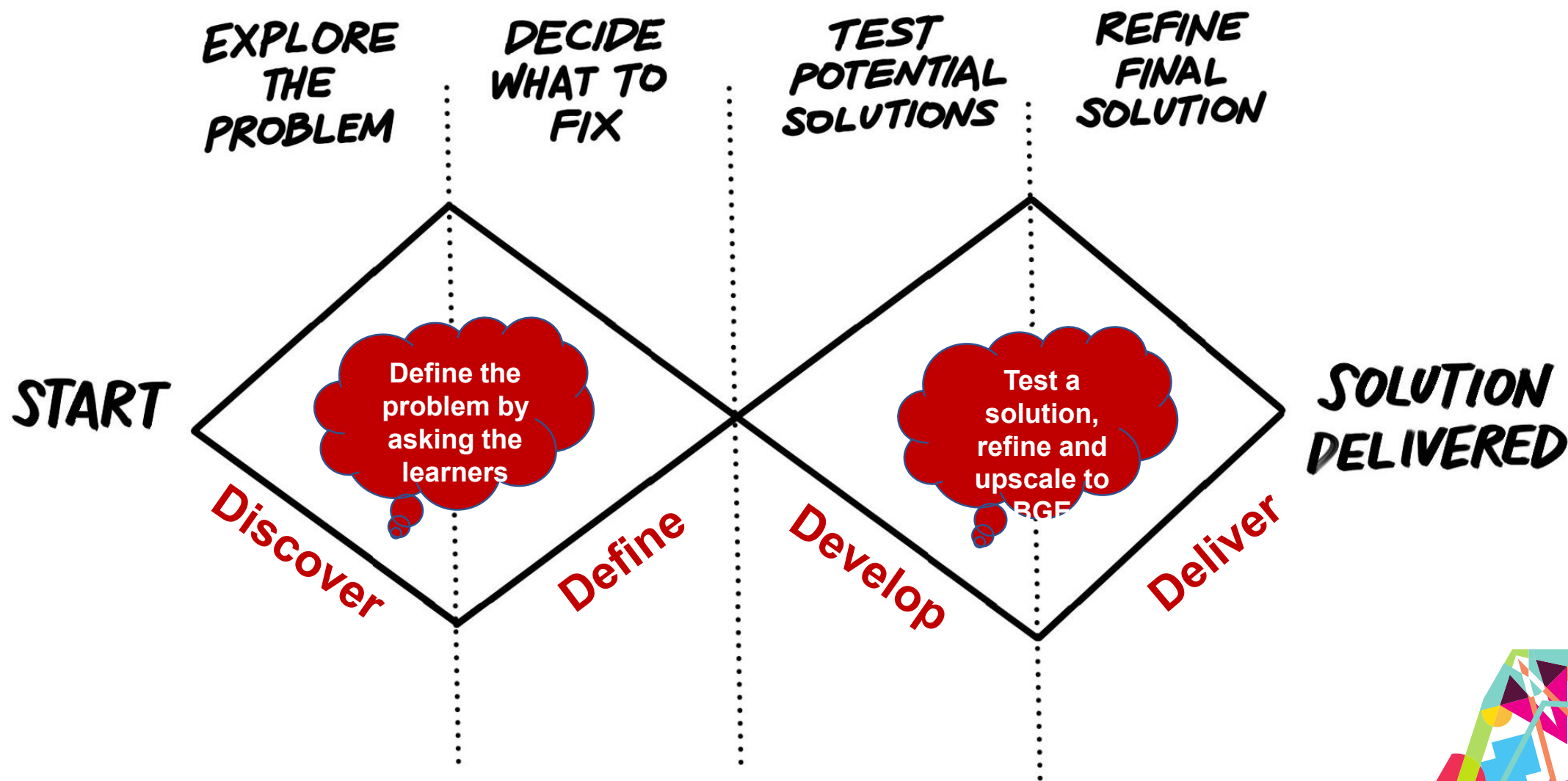
motivation
confidence & self esteem
determination & resilience
responsibility & leadership
respect & tolerance
communication

Personal Qualities

Solution

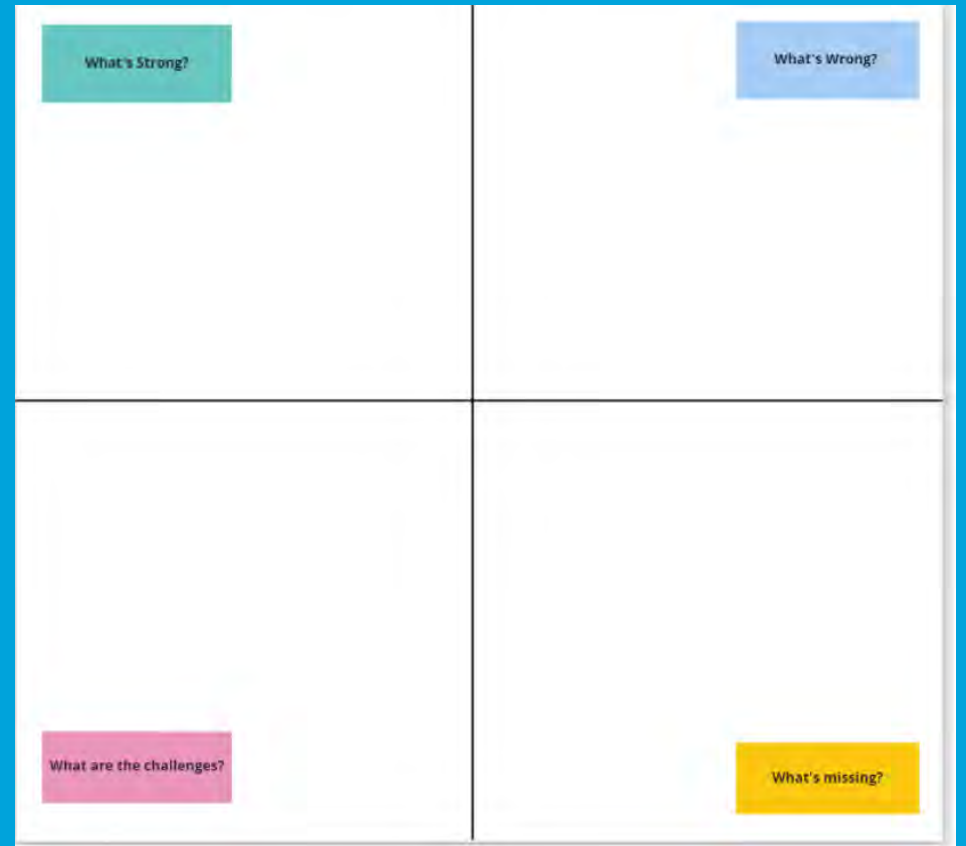


Design process



Breakout / Jamboard

Think about the wellbeing of learners within your setting

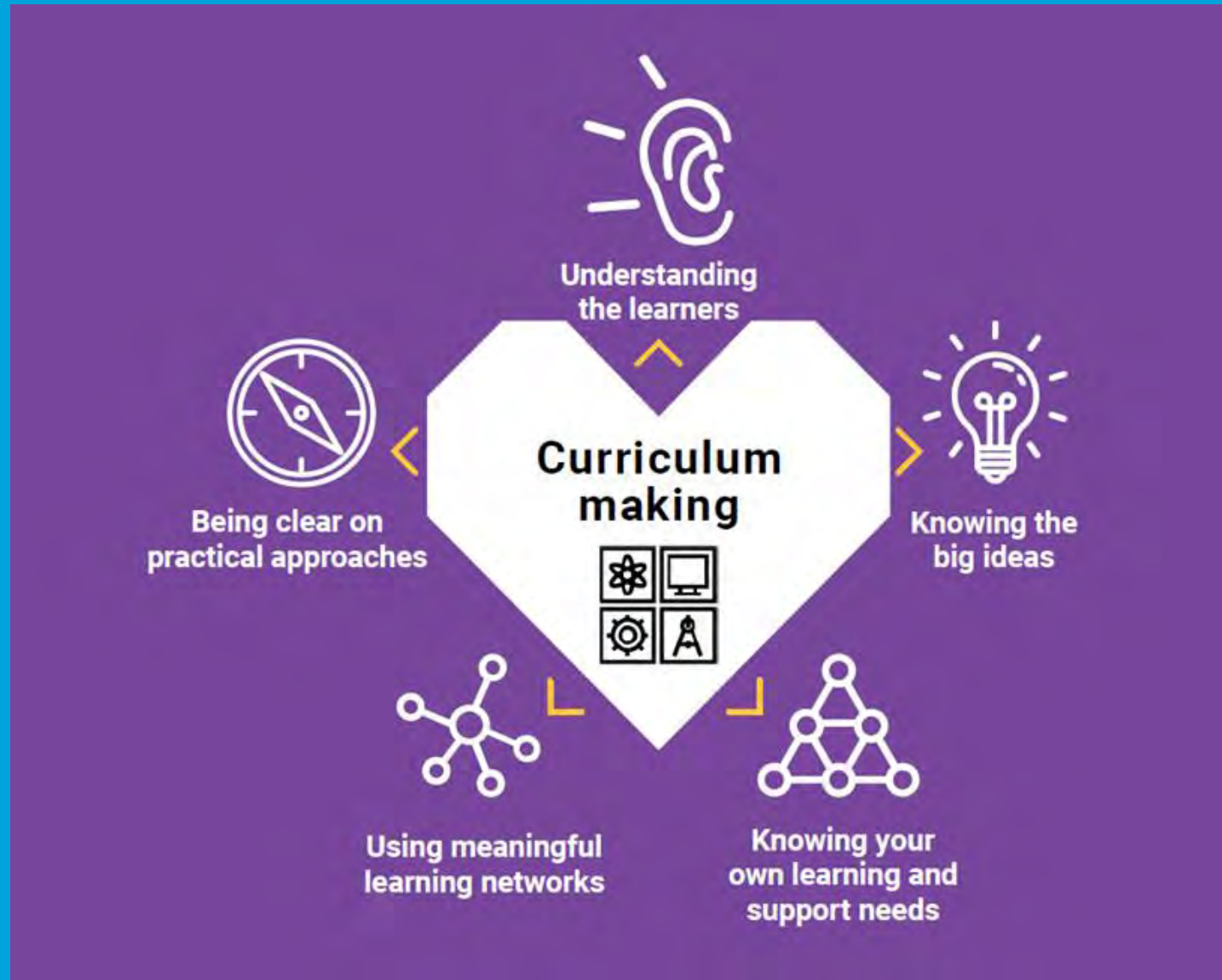


A Jamboard template with four quadrants for reflection. The quadrants are labeled as follows:

- Top Left: What's Strong? (Green header)
- Top Right: What's Wrong? (Blue header)
- Bottom Left: What are the challenges? (Pink header)
- Bottom Right: What's missing? (Yellow header)

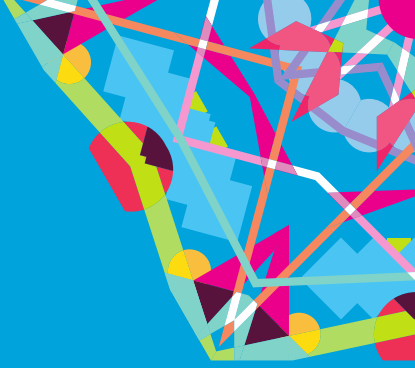
The board is divided into four equal sections by a horizontal and a vertical line. Each section has a colored header box in the top-left corner of that section.

Example 2: Senior Phase Wellbeing





October 2020 What we could see



Empathy Map

HEARING

What does this person hear?

"Kids have lost their stamina!"



"Lost generation"

NAME

(pseudonym)

SEEING

What does this person see around them?



SAYING

What is this person's attitude in public?



DOING

What does this person spend their time doing?

Preparing for assessments...

... or sitting at home

What causes them
MAJOR WORRIES?

What makes them
HAPPY?

PAIN

What are their fears and

RESULTS DAY

GAIN

What do they want and need?





When we talked about it

- Opportunities for connection, relaxing, seeing friends, being validated, feeling affirmed, developing friendships and relationships
- Reduced individual & small group interaction with teachers
- Pandemic fatigue (in Oct 2020!!!)
- Uncertainty about exams, winter and Christmas





It was (kind of) normal

Self Care and Social Support Universal Services		Additional/Professional Care Targeted and Specialist Services	
HEALTHY Normal Functioning	REACTING Common and Reversible Distress	MODERATE Significant Functional Impairment	SEVERE Clinical Disorder Severe and Persistant Functional Impairment
Normal mood fluctuations	Irritable/Impatient	Anger, anxiety, lingering sadness, tearfulness	Significant difficulty with emotions and thinking
Takes things in their stride	Nervousness, sadness, increased worrying	Hopelessness	High level of anxiety, panic attacks
Consistent performance	Procrastination, forgetfulness	Worthlessness	Depressed mood
Normal sleep Patterns	Trouble sleeping (more often in falling asleep)	Preoccupation	Feeling overwhelmed
Physically and socially active	Lowered energy	Decreased performance in academics or at work	Constant fatigue
Usual self confidence	Difficulty in relaxing	Significantly disturbed sleep (falling asleep and staying asleep)	Disturbed contact with reality
Comfortable with others	Intrusive thoughts	Avoidance of social situations, withdrawal	Significant disturbance in thinking
	Decreased social activity		Suicidal thoughts with intent
			Distorted body image with low weight

Resilience: 4 Factors

- A relationship with nurturing care providers
- Social connectedness with a supportive peer group
- The ability to problem solve and communicate
- An interest, hobby or skill that the child or young person values in themselves.

4 Creativity Skills

CURIOSITY

PROBLEM-SOLVING

OPEN-MINDEDNESS

IMAGINATION

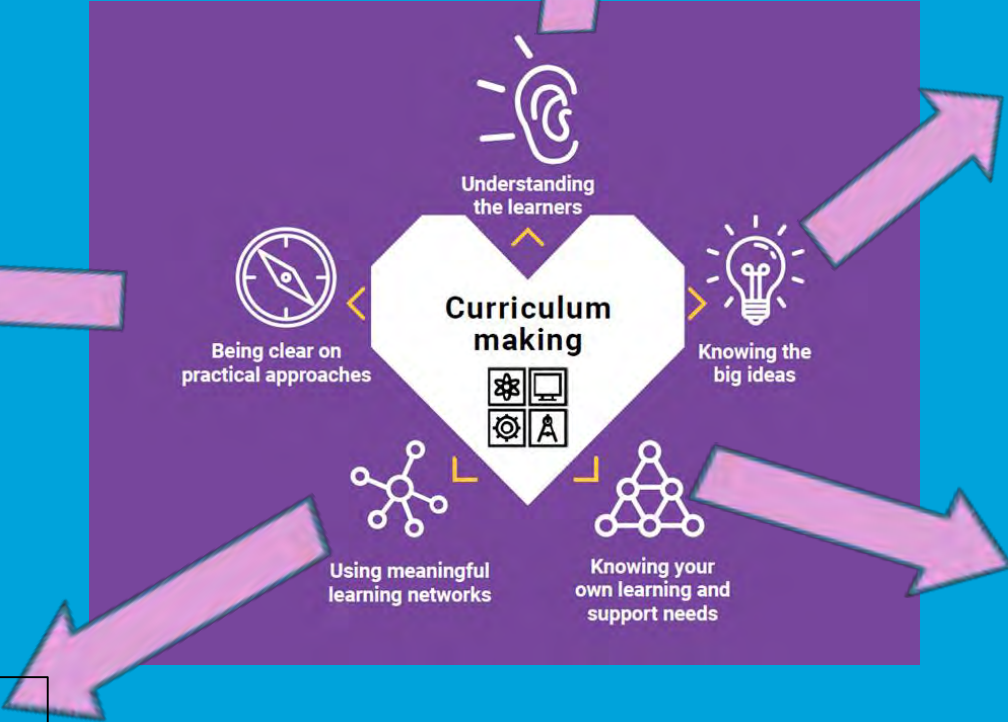
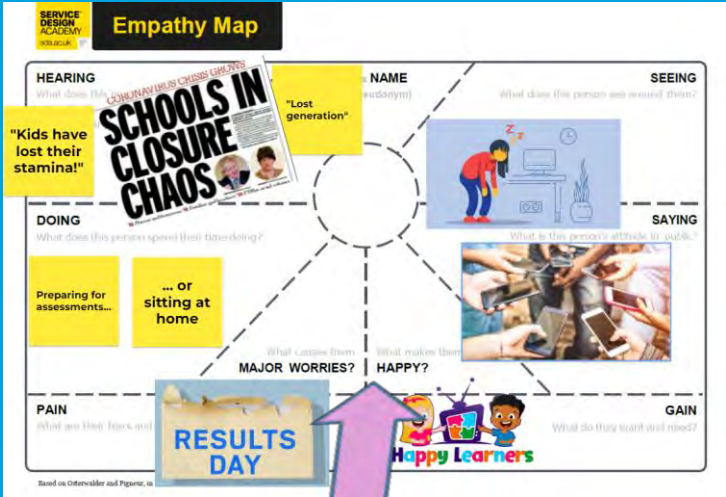


What we did

More explicit &
focused teaching of
resilience
Modelling

Fun and relaxation

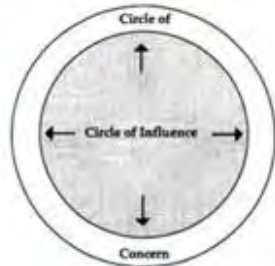
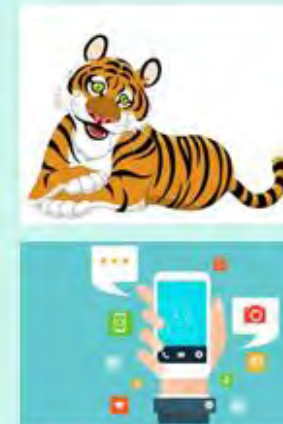
School Health
Nurse,
CiS,



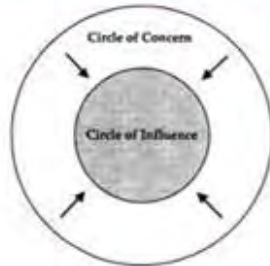
RESILIENCE
CREATIVITY



What we did



Positive energy enlarges the Circle of Influence



Negative energy reduces the Circle of Influence



Breathe In

Hold



Hold

Breathe Out

Message 1: It's normal to experience different feelings and emotions.

Message 2: I have the power to build my own resilience.

Message 3: My school will support me

Message 4: This will pass. Good times will come again.



MEMORIES

FEARS

POSSIBLES



RESPONSIBLE = RESPONSE-ABLE

Designing learning

“[we need to] shift the main purpose of learning to *Wellbeing and Learning*”:

- You need to start with and develop students' intrinsic motivation to learn in a dynamically complex world
- ‘Engage the world, Change the world’
- Student as inquirer and knowledge builder
- Learning connects meaningfully to student interest and voice
- Learning connects students to the world with authentic problem solving
- Making mistakes and learning from them strengthens learning

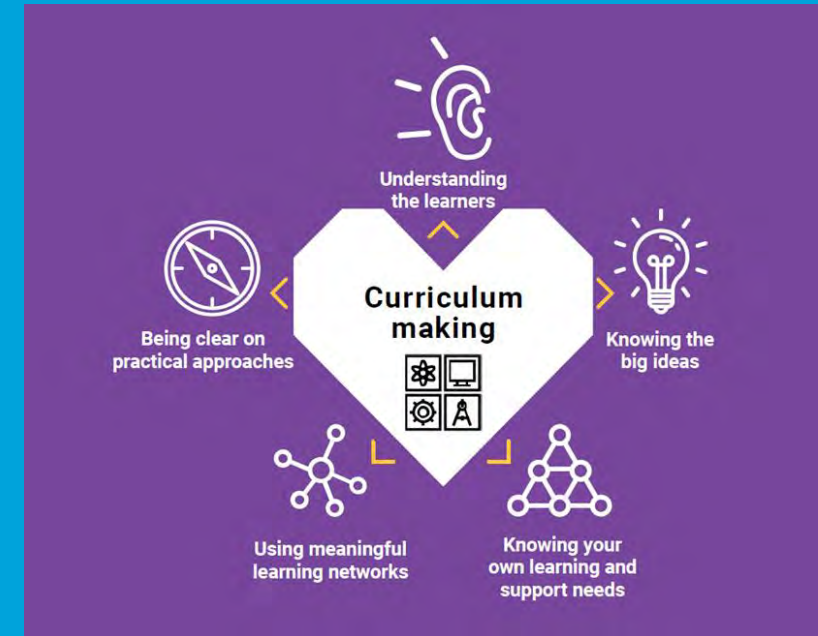


Think back to the earlier discussion about learners...

1. From your own setting, share an example of curriculum innovation that promotes learner wellbeing.

2. How can we co-design a curriculum that promotes learner wellbeing?

3. What do you need to be able to do this?





Thank you for joining!

Please get in touch if you would like to discuss any aspect of curriculum design.

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@graemepwallace



See links in chat for:
•Session evaluation

•Resources and tools we have referenced



Links to post in chat

Jamboard:

<https://jamboard.google.com/d/18qvoZgqSNWBCTXb2YR0HEgrDfAFUj6zmSVZ61pPqTqg/edit?usp=sharing>

At end of session:

[Scotland's Curriculum for Excellence](#)

[Resources to support the Refreshed Curriculum for Excellence Narrative | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

[The Right Drivers for Whole System Success - Michael Fullan](#)

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