




Curriculum Narrative Engagement
And
Community Resilience as a context for learning

Scotland's Approach	And Community Resilience (Pathfinder Schools)
 <p>SCOTLAND'S CURRICULUM FOR EXCELLENCE Putting learners at the heart of education</p> <hr/> <p>SCOTLAND'S APPROACH WHAT MATTERS? HOW WE DO IT</p> <p>Scotland's curriculum – the Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.</p> <p><small>This narrative has been prepared for professional practitioners. It re-visits the initial CfE narrative and sets it within the current context. It is designed to stimulate and support ongoing and future thinking about the curriculum.</small></p> <p> Education Scotland  Scottish Government Riaghaidh na h-Àite gov.scot</p>	<p><u>National Outcomes</u></p> <p>4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>5. Our children have the best start in life and are ready to succeed.</p> <p>11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.</p> <p>12. We value and enjoy our built and natural environment and protect it and enhance it for future generations.</p>



SCOTLAND'S APPROACH
WHAT MATTERS?
HOW WE DO IT

Central to Scotland's curriculum are four fundamental capacities. These capacities reflect and recognise the lifelong nature of the education and learning which is so critical in the development of our children and young people. They recognise the need for them to know themselves as individuals and to develop their relationships with others, in families and in communities. They recognise the knowledge, skills and attributes that they need to acquire to allow them to maximise their potential, to be empowered and adaptable and to thrive in our interconnected, digital and rapidly changing world.



Successful Learners (Examples)

Play on Pedals, Concentration Stations,
Wild places - Presentations,
S1 – Beat the flood day
Regeneration project – Literacy focus
Cyber Safety (Gaelic)
Go-pro and mapping journeys
John Muir awards
Shell Girls
STEM opportunities
Creativity linked to flood prevention

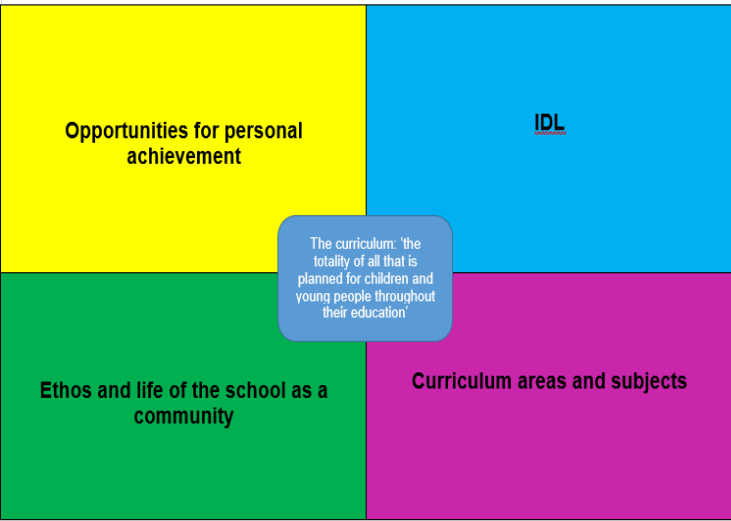
Confident Individuals

S2 Leaders, P6 Transition – Business in a Box, P7 Transition – Rapid Response, P7 Transition – Gold and Platinum Challenges, Play on Pedals, Using “The Decider” strategies, Mindful Karate, Therapets
Community Café
Go-pro and Google maps (community links)
Breakfast club / Mindfulness

Effective Contributors

Càrn and Community Building, P7 Presentations on local wild places, Route 500 – Tree Planting to counteract carbon emissions, Enterprise activities based on local resilience challenges,
Community Café / Dementia group
Sports Leaders – accessing community facilities (transport resilience)
Table top exercises with LA Emergency planning departments
Eco Schools
Fair Trade
Adeneen
S2 Leaders – Team building
Creativity and communication
Positive relationships

	<p><u>Responsible Citizens</u></p> <p>Play on Pedals, S2 Leaders, Buddies, Sustainability projects linked to Resilience focus, Hens, School Garden, Emergency Planning and Evacuation.</p> <p>Table top exercises</p> <p>John Muir</p> <p>Safe Highlander</p> <p>Eco Schools</p> <p>Fair Trade</p>
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What Matters?	Community Resilience as a context for learning.
 <p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p>	<p>Examples</p> <p><u>Opportunities for personal achievement</u></p> <p>PSYV John Muir Award Eco Schools Fair Trade Duke of Edinburgh Cycle Safety Play on Pedals JRSO Sports Leader Young Leaders RNLI young volunteers Rights Respecting Schools opportunities Enterprise opportunities Scouts Guides Girls' Brigade Boys' Brigade Local Committees / competitions World of Work week / opportunities</p> <p><u>IDL</u></p> <p>Sustainability Beat the Flood Rapid Response ICE Building Bridges Climate Change/Justice 19 Resilience Focus Topics identified on Ready Scotland Education website - from Keeping safe and Adverse Weather to Financial resilience Upstream Battle</p> <p><u>Ethos and life of school as a community</u></p> <p>Community Building</p>

- Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.

Preparing for, responding to and recovering from challenges as resilient individuals and communities

Identifying resilience challenges – to mitigate effects.

ACES / Trauma

Rights Respecting Schools

Curriculum Areas and Subjects

Numeracy

Literacy

Health and Wellbeing

Social Studies

Science

Technologies

RME

Expressive Arts

Pathfinder school examples

New school – building community and partnerships

Isolation and the impact on mental health

Transport resilience

Adverse weather

Wildfires

Building positive relationships

ACEs / Trauma

Play on Pedals – Keeping safe

Financial resilience

Flooding

Entitlements

- Children and young people’s rights and entitlements are central to Scotland’s curriculum and every child and young person is entitled to experience:
 - a curriculum which is coherent from 3 to 18
 - a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding of the world, Scotland’s place in it and the environment, referred to as Learning for Sustainability.
 - a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities for developing the four capacities
 - opportunities for developing skills for learning, skills for life and skills for work *[DN: include pop up here with specific reference to digital literacy skills]*
 - opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
 - support to help them move into positive and sustained destinations beyond school

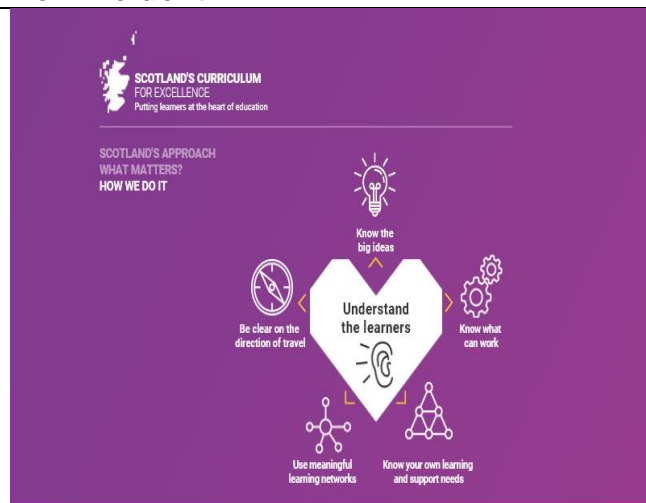
National Outcomes

In particular 4,5,11 and 12

Community Resilience as a context for learning

Resilience topics and curricular links (Es and Os)
Sustainability including Flood risk management, Climate change and justice, National Centre for Resilience (including recovery phase)
DYW, ICT, STEM, Creativity, Resilience
Opportunities for wider achievement both in and out of school
Partnership working – businesses, communities, third sector, voluntary
Wellbeing, GIRFEC, SHANARRI, Emotional, Mental Health

How we do it?



How we do it

- Understanding the learners
- Knowing the big ideas
- Being clear on practical approaches
- Using meaningful learning networks
- Knowing our own learning and support needs

Understand the learners

- Knowing young people and where they are on their individual learner journeys.
- Listening to learners and be informed by their motivations and aspirations.
- Empowering learners to have agency in their learning with opportunities for personalisation and choice.
- Using observations, assessments and feedback to design and develop the learning.

As a resilient individual / school / community?

Nationally (In the beginning) – 10 Pathfinder schools each with a different resilience focus. Some schools volunteered, others recommended by either QIO or Emergency planning officer.

Identify key QIs linked to Community Resilience from

HGIOS 4

HGIOELC

HGOURS

How Good Is The Learning and Development in our Community?

Care Inspectorate

SHANARRI Wheel

5 Network Days

Support Visits – Coaching and Mentoring Approach

Develop Community Resilience learning pathways.

Ready Scotland website

Education Scotland Landing Page – Community Resilience

Microsoft Teams

Partnership working – Schools and their communities

Funding Partners – SSE, SW, SGN, SPEnergy, NCR, SEPA, Resilience Division Scot Gov.

Next Steps

Schools – not only knowing where young people are on their individual learner journeys, but social and emotional journeys / stories. Are there ACES? Previous trauma?

Listening – motivations and aspirations, being safe, holistic approach?

Empowering not only as individuals but as communities – e.g. Pipe Band, walking group, recognising resilience challenges and opportunities. We learn from the people we do life with.

<p>Knowing the big ideas</p> <ul style="list-style-type: none"> • Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills. • Understanding and sharing the pleasure and benefits that come from learning. • Being clear on the knowledge and skills that underpin individual curriculum areas. • Being informed by shared vision, values and aims, both local and national. • Understanding drivers for improvement and how they align at national and local levels. • Being responsible for the development of literacy, numeracy and health and wellbeing across the whole curriculum for all learners. This includes digital literacy skills. <p>Using meaningful learning networks</p> <ul style="list-style-type: none"> • Planning, enquiring and reflecting with other practitioners to optimise impact. • Collaborating with parents, carers, families and the community. • Developing and maximising the opportunities derived from partnerships across clusters, local authorities and Regional Improvement Collaboratives. • Building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum. • Using the outdoors and our built and cultural heritage to support learning. • Sharing, celebrating and reflecting on successes. <p>Knowing our own learning and support needs</p> <ul style="list-style-type: none"> • Committing to career-long professional learning based around high quality, rigorous professional standards. • Committing to meaningful professional review and development. • Belonging to communities of practice and enquiry. • Developing collaborative practice locally, nationally and globally. 	<p>Using observations, assessments and feedback to design and develop the learning. (Community Resilience Learning Pathway updates)</p> <p>Maximising opportunities for individuals, schools and their communities to work together and in partnership to prepare for, respond to and recover from serious and challenging situations e.g. Brexit, Flooding, Utility Failure, Terrorism, ACEs and Cyber safety etc.; supporting schools and their communities to prepare an emergency action plan through Community Resilience as a context for learning; building upon innovative and established practice already working in schools.</p> <p>Curriculum Rationale – identifying learning opportunities which support the embedding of Community Resilience, including progression, achievement and big ideas.</p> <p>Community Resilience develops and consolidates meaningful learning and builds upon supportive networks from classroom practitioners to emergency service personnel and third sector organisations all working collegiately and in partnership to maximise opportunities.</p> <p>Resilience focus will vary from school to school according to geographical, social and economic challenges of the locality including accessibility of resources during adverse weather.</p> <p>Openness of schools and their communities to be involved and to work together. Building confidence Respect Cooperative approach? Varying levels of need Varying levels of resilience – individually and as a community Acknowledging need for developing resilience. Identifying difference between individual and community resilience Letting differences complement each other Pulling strengths together</p>
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