

Creativity is one of our most essential skills – Scotland's Creative Learning Plan

Creativity in Leadership and Learning

IDL: Ambitious learning for an increasingly complex world

How can we *all* use our creativity to improve young people's futures?

#creativechange

A partnership event for leaders, practitioners and learners at all levels and in all contexts from Scotland's Creative Learning Plan Partners and the National Creative Learning Network



'The ability to be in the present moment is a major component of mental wellness'

– Abraham Maslow

**Please mute*

Please use raise hand function to speak at any point.

We understand that not everyone is comfortable speaking out, but please make use of the chat function to participate in the session.

A safe space to look again at IDL and share your experience.

We learn from each other.
Thank you for investing your time.

Elizabeth McGuire

elizabeth.mcguire@educationscotland.gov.scot

Andy Brown

andrew.brown@educationscotland.gov.scot

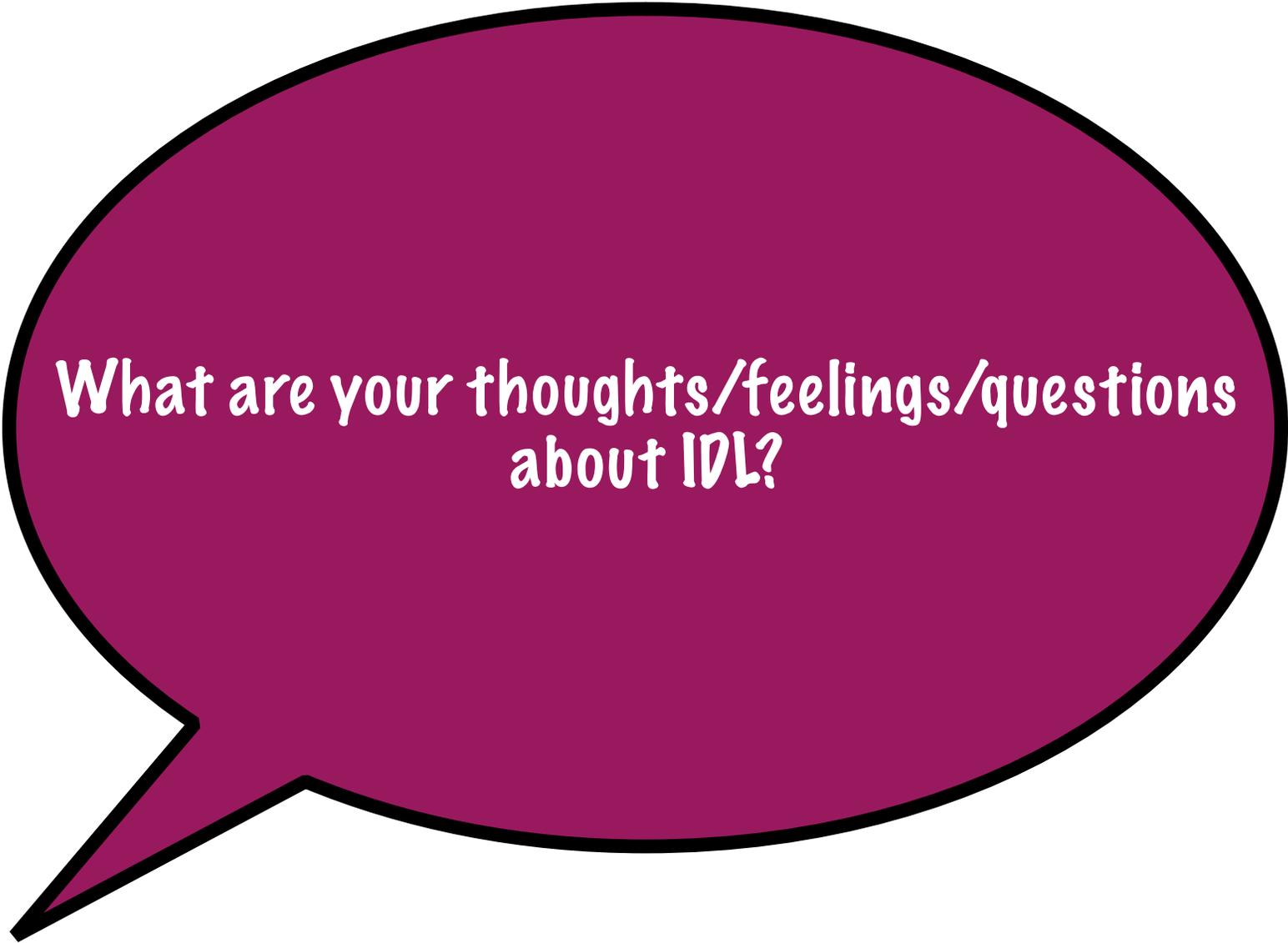
Curriculum Innovation team @ ES

What does it look like?

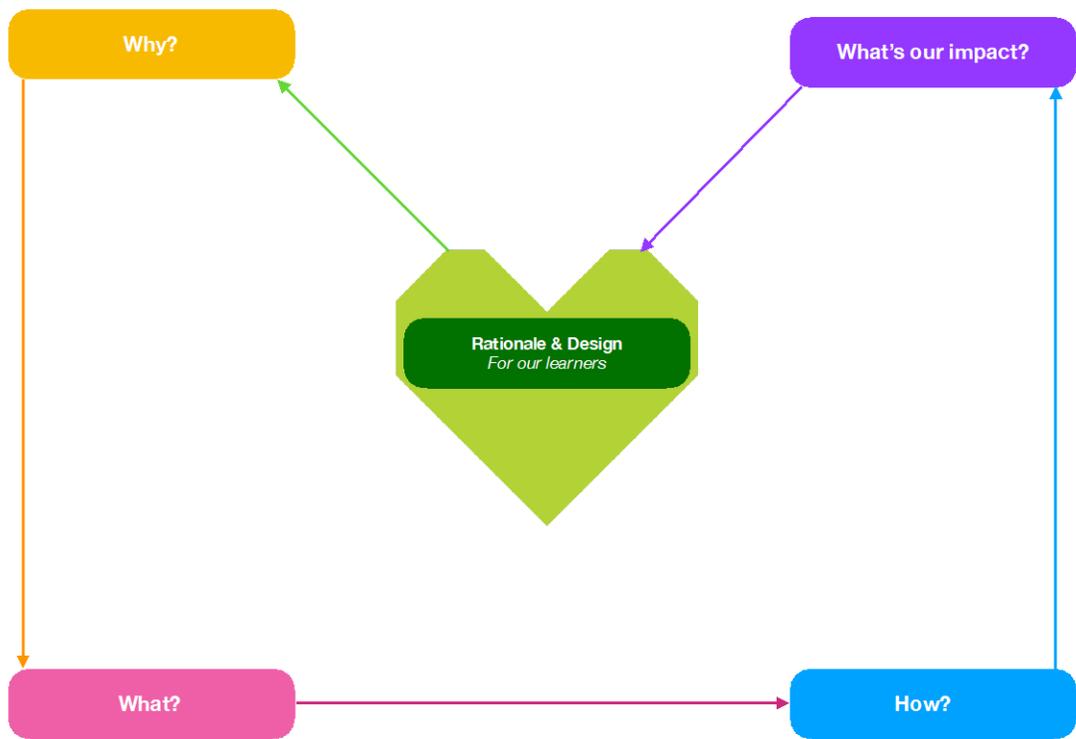
Where does it fit?

Actually...what's the point?

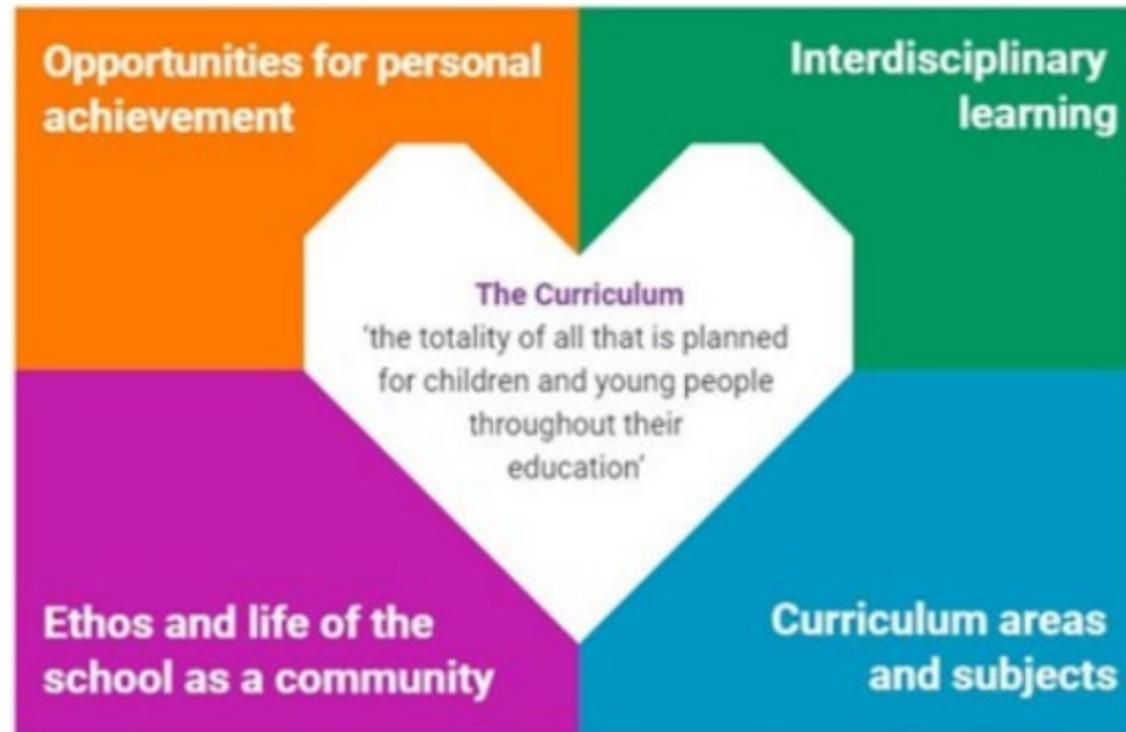
Session Aims



**What are your thoughts/feelings/questions
about IDL?**



What's the point?



<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



**If a school day was an empty box, how
would you fill it?**

So, what is the point?

‘How can we prepare students for jobs that have not yet been created, to tackle societal challenges that we cannot yet imagine, and to use technologies that have not yet been invented?’

How can we equip them to thrive in an interconnected world where they need to understand and appreciate different perspectives and worldview, interact respectfully with others, and take responsible action towards sustainability and collective wellbeing?’

www.oecd.org/education/2030-project/teaching-and-learning



ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

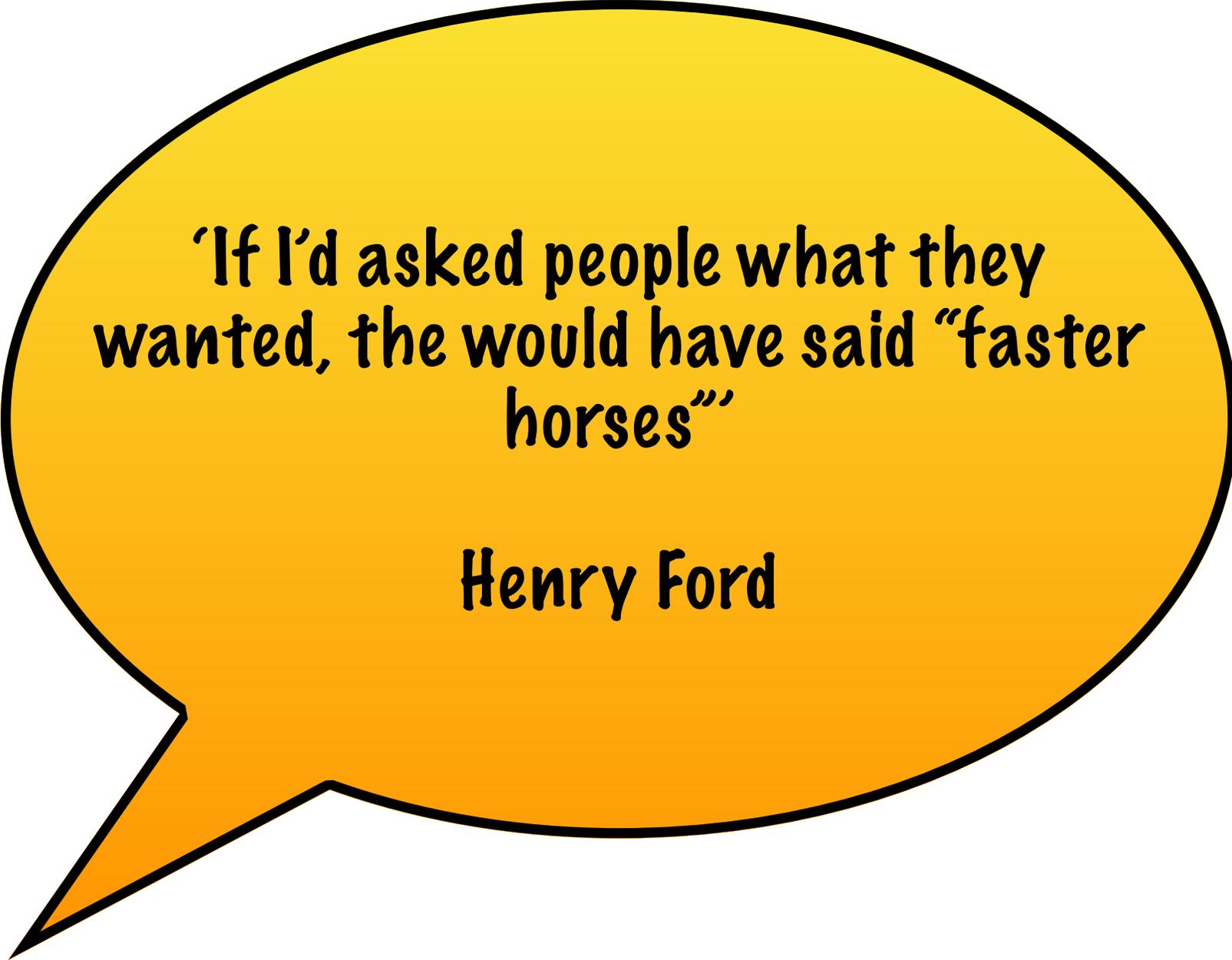
ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Making sense of, and adapting to a changing world

Thinking critically

Skills to collaborate and to lead

Pandemic



**'If I'd asked people what they
wanted, they would have said "faster
horses"'**

Henry Ford

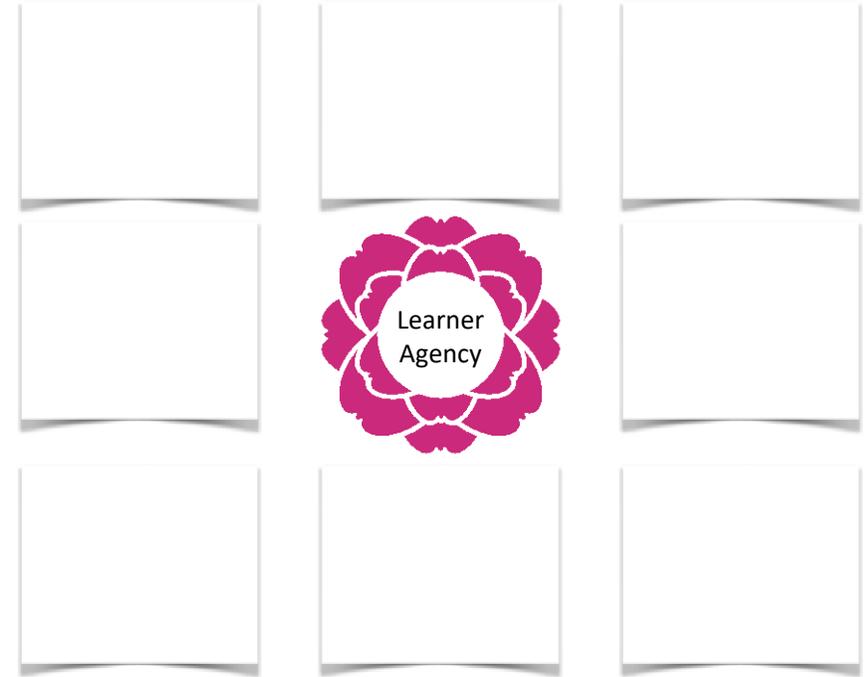
In interactive sessions, we use a fast idea generator like the Scattergories-type activity below.

A	B	C	D
E	F	G	H
I	J	K	L
M	Place your question here:		N
O	P	Q	R
S	T	U	V
W	X	Y	Z



What does it look like?

In an interactive session, we use a lotus blossom-type activity to generate ideas around one of these themes



Learner Agency

Shared goals are better than dictated goals

Planning together

Planning learning is iterative and takes time, but impact is far reaching

Deep learning, deep thinking

Not done after all the 'serious work' of knowledge and skills

Relevance

Learning in a real life context with emphasis on learner thinking

<https://education.gov.scot/media/pv0fvaxw/curriculum-idl-thought-paper.pdf>

Interdisciplinary learning is a planned experience that brings disciplines together in one coherent programme or project.

The different disciplines plan and execute as one.

This disciplines might fall under one curricular area (eg, languages, the sciences) or between several curricular areas.

IDL enables children and young people to:

Learn new knowledge or skills, and develop new understanding of concepts

Draw on prior knowledge, understanding and skills

Transfer and apply that collective knowledge to new problems or other areas of learning

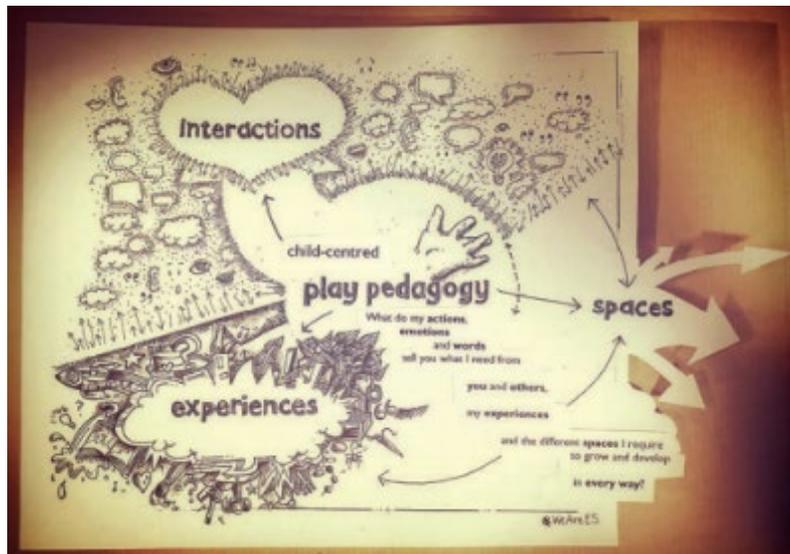
This is different from learning, for example, which takes place when several disciplines or subjects are linked up through a common theme or topic, but the student's experience and educator planning is discreet, or separate in each discipline or subject. This can be referred to as **multi-disciplinary learning**.

How colleagues are using this grid:

1. Taking out the ticks and collaborating around which you believe apply to IDL/MDL/both
2. Evaluating existing projects and considering which elements could be enhanced
3. As a 'loose' planning tool

✓: Required ✓ : May include	Interdisciplinary Learning (e.g. several disciplines collaborate on one project)	Multi-disciplinary learning (e.g. several disciplines contribute to a project)
Practitioners from different curricular areas plan together.	✓	✓
Learning is generally framed as projects, and may use Project-Based Learning planning tools and approaches.	✓	✓
Planning connects disciplines and project outcomes across the four contexts.	✓	✓
Discipline knowledge, understanding and skills are necessary and directed towards the project's outcomes.	✓	
Prior knowledge and skills are transferred and applied to new problems, challenges or contexts.	✓	✓
New knowledge and skills are encountered.	✓	✓
Learners take planned time to reflect on connections between disciplines.	✓	
Learners reach each outcome using several disciplines.	✓	
Assessment of the learning is shared between disciplines.	✓	

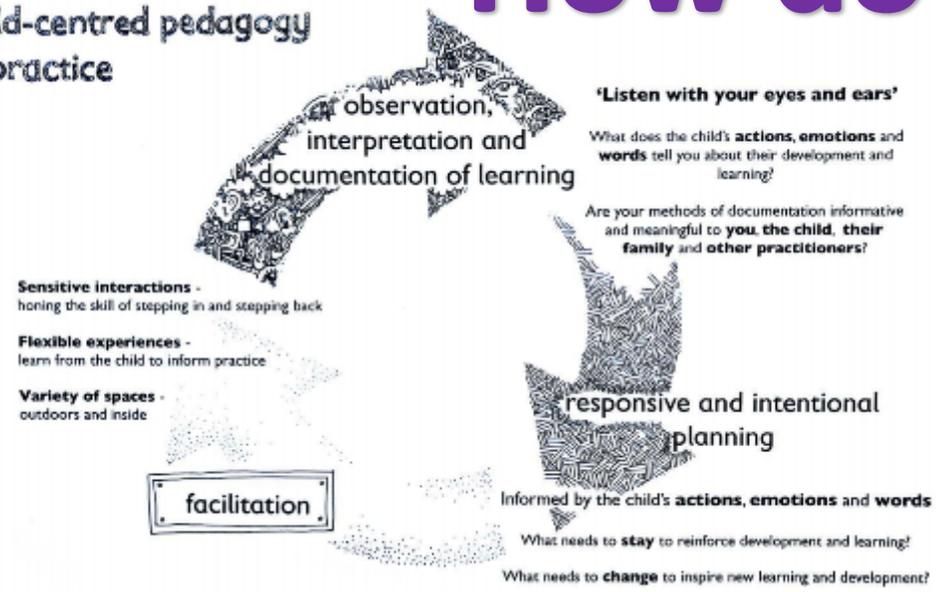
Where does it fit?
Early Learning & Childcare

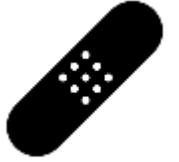


<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

‘How do flowers grow?’

child-centred pedagogy in practice





How many creative 'big questions'
can we generate together
in 2 mins?

FROM SESSION 1: THIS HAPPENED. THEN THIS. THEN THAT.

Get the story in the right order.

Think about the passion that took you there:
why this story, why now?

Has the story happened?

Is the story over?

Is the real story just starting?

Strong school community
Shared values foundation

Interdisciplinary Learning Journey
10 long years
confusion, frustration, misunderstanding
Pandemic gave clarity!

Shared collective understanding
Staff make decisions
Pupils at centre
Lead, facilitate, inspire

Cross-curricular focus
IDL connects naturally
Relevant, stimulating contexts
Rich, deep learning

Big questions asked
Pupils take ownership
Control, creativity, courage

challenges

Conflict

Broad themes

Coins

Developing Young Workforce

Rebuild Diagon Alley

Where does it fit?

Primary BGE

expeditions

Travel

P3B were learning how to work with a budget today. They worked in teams to decide what to buy for a party for 20 people, with a budget of £200. They spent their money wisely and did some super teamwork 💰🌟

@DycePrimary #AimHigh #ShineBright #BeProud



11:33 - 24/03/2021 · Twitter for iPhone

Designing scenery, making props and animating Stikbots to recount the story of Theseus and the Minotaur. I cant wait to see the finished results!

@HaghillTeam @GlasgowCREATE @litforallb

How do we stop germs spreading?

The Four Capacities



Summer Term Three Expeditions



What can we grow?

What can the wind power?

What can our bodies do?

April

May

June



TOKYO 2020





**What are our relevant local
learning contexts for
expeditions in
2021-22?**



Developing Young Workforce

Skills for the future: Meta-skills

Timeless, higher order skills that support the development of additional skills and promote success in whatever context the future brings

Self management

Taking responsibility for your own behaviour and wellbeing

Social intelligence

Awareness of others' feelings, needs, and concerns in order to effectively navigate and negotiate complex social relationships and environments

Innovation

The ability to define and create significant positive change

How might we...?

Do we value community?

Do we value community?

Why do we...?

Climate Change

Are we all born equal?

How can we survive an apocalypse?

Design the village of the future 2050

Scotland's Future Sustainable House

Breadalbane Futures Group

Where does it fit?

ASN

Another amazing fluid power secondary engineering project completed by one of our young people this morning !!



Opportunities for personal achievement

Learners baking at home using skills from school

Learners taking care of their HWB by accessing dedicated IWS personal fitness Teams Channel



Pupils learning new chords on keyboard

Interdisciplinary Learning

Pupils gardening at home – building walls, slabbing




Art challenge – what can you create using resources at home?

The Curriculum
 'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community



Weekly work inspiration activity, sharing workplace visits from the 19/20 session and building towards a virtual careers event

Skype video calls to support learners with Hearing Impairments

Curriculum areas and subjects

"Just had a wee picture off one of my P1's doing his numbers. He is a wee lad who couldn't do any of this at school and at home he is now putting the even numbers in order. So pleased for him and Mum."



Pupil and staff engagement in online British Sign Language training

Da Vinci Bridges

Where does it fit?

Senior Phase

@ level 4

School radio station

Literacy (scripts)

Drama (presenting)

Music Tech (recording)

Etc, etc, etc

@ level 6

How a Foundation Apprenticeship works

- 1 Choose the apprenticeship as part of your subject choices in S3 to S6
- 2 Spend time with a learning provider, such as a college
- 3 Work on industry projects supported by employers
- 4 Get assessed on the work-based learning you do
- 5 By completing the apprenticeship you will achieve a qualification and develop skills employers want

@ level 5

Award Specification



Specification for the Scottish Studies Award (SCQF level 5)

Award code: GG65 45

Learner Pathways Skills for L, L, W

Scottish Baccalaureates @ level 7

What are Scottish Baccalaureates?

Scottish Baccalaureates consist of a coherent group of current Higher and Advanced Higher qualifications at SCQF level 7.

Unique to Scottish Baccalaureates is the Interdisciplinary Project that helps candidates to develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

Click the links below to find out more about our Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences

Find out what makes up the [four frameworks](#) (116 KB).

Where does it fit?

E-learning

Is Esports more inclusive than real life sports?

What is Esports?

Video Introduction

Example Tasks

Careers in Esports

#eSgoilBigQuestions

Will Esports eventually replace real sports?

Sport Earnings

How gaming has changed with the times

History and evolution of Esports

Recognising Esports as a Sport

Play an ESport

Esports Training

e-Sgoil / Lockdown Live / National e-Learning Offer

Share work Feedback Help

What's the Problem?

Why We Plastics

Video Introduction

Example Tasks

Bali's Beaches

Plastic Statistics

The Journey of a Plastic Bottle

Banning Plastic Bottles

What Can We Do? Introduction

A Circular Economy For Plastics

What About Alternatives?

#eSgoilBigQuestions

What should we do about Plastics?

What Can We Do? Scotland Edition

e-Sgoil / Lockdown Live / National e-Learning Offer

Share work Feedback Help

SUSTAINABILITY SPRINT 1 – MATHS NUMERACY - WOMEN IN POLITICS

Wed 24 - SS - Maths - Women In Politics.mp4

LOCKDOWN LIVE

SUSTAINABILITY SPRINT 2 – STEAM - CITIZENSHIP AND STEAM

Wed 24 - e-S Vid 3 Global Citizen MASTER.MP4

LOCKDOWN LIVE

What now?

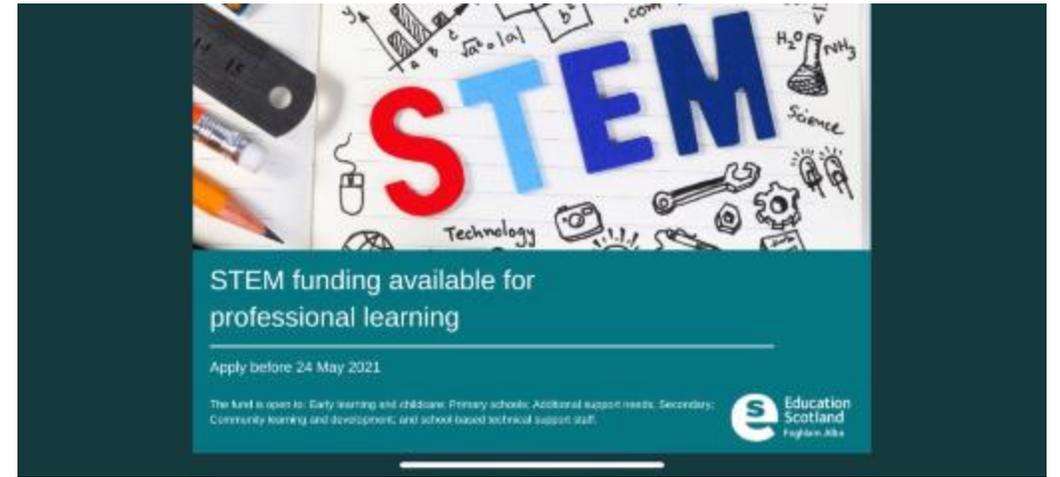


The Curriculum Sessions
Tools to Support Curriculum Innovation and Design

For Scotland's learners, with Scotland's educators

andrew.brown@educationscotland.gov.scot
elizabeth.mcguire@educationscotland.gov.scot

Following the SCQF partnership event, we are also embarking on a project to look at what skills progression looks like for learners 3-18 – join us?



Is this an area you're currently looking at?

Would it help to be part of a network to share?

Would it be useful to have more inputs regionally/locally?

Tell us what you need.



ES
Curriculum Story
Project

- Can robots be creative?
- What makes a hero heroic
- How do ships stay afloat?
- Why are stars small?
- Why is the sky blue?
- Why does rain fall?
- What does the moon have a face?
- Can we live in a world without rules?
- How does the snow get on top of Arran?
- What does wet mean?
- Can hair be art?
- What is the moon made from?
- How can we raise awareness of what Fair Trade is and raise fund for it?
- How do my legs work?
- How can silence be music?
- How do robots know what questions to ask?
- Where do babies come from?
- Where do the clouds go?
- Do we need the arts?
- What gives you your identity?
- How big is space?
- Why is my heart inside my body but my ears outside my body?
- How do text messages 'travel'?
- Why are some people 'rich' and some people 'poor'?

- Where does water come from?
- What makes me, me?
- Why does the tide go in and out?
- Why can't the seasons be the same amount of time per season?
- Why is the time in Australia different to ours?
- Why is the world unfair for some people?
- How do we think?
- Why can't penguins fly?
- what is art?
- What lessons can we learn from history?
- What makes us smile?
- Why do tears taste salty?
- Why does it get dark at different times of the day across the world?
- Where did the mountains come from?
- what is essential?
- Where did colour come from?
- What really matters?
- What is the future role of technology in Scotland?
- What is a soul?
- What would the world be like if we all looked the same?
- Why is water wet?
- what does your soul look like?

2021-22 contexts

- Tourism
- Cop 26
- Independence
- Healthy Minds and Bodies
- Uncr
- diversity
- Water pollution
- Children's Rights
- meta 4 skills
- Global warming
- Power of science
- British Petroleum
- Relationships - getting 'close' again
- How have the Jacobites contributed to the tourism economy?
- DYW
- Scientific services
- equality
- Mental health and well-being
- European Championship Football Tournament - Scotland's first for many years!
- sustainability