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

Creativity in Leadership and Learning

Curriculum Leadership & Curriculum Design in a Remote Learning Setting

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
This session will begin shortly. The session will **not** be recorded.

To prepare for this session:

- Please mute your **microphone**
- Please switch off your **camera** - this helps with bandwidth
- Please **introduce** yourself in the chat so we know who is here
- Please use the **chat** pane to interact with the session. We will be using a variety of different collaborative tools.
- The more **interaction**, the more ideas, the more ideas, the more useful the session. We hope.

*Thank you in advance for your participation...keep posting thoughts and reflections and ideas in the chat...*
1. Originality of ideas
2. Solutions ≠ perfect
3. Differing audience experiences
4. Consider personal interaction level – crowd sourcing
Interaction point 2 - Wait Question

Enter your thoughts to the following question, in the chat pane:

Describe one new, or evolving, practice that since March 2020 has had a positive impact on you or others.
Aims

• Learn from the illustrative process of development and change at e-Sgoil and use as a stimulus for self reflection.
• Contemplate benefits and drawbacks of remote collaboration for future improvement.
• Consider how a Service Design approach has supported the development of many ideas at e-Sgoil. Could it help you?
• Leave with some practical ideas to consider implementing in your settings.
National e-Learning Offer

Education Scotland
Foghlan Alba

e-sgoil

A · D · E · S

Smarter Scotland

supported

recorded

live
Simon Sinek
Start with WHY to inspire action (2 mins 50 secs)

[ Link will be posted in the chat too...please remember and mute mics ]
Interaction Point 3 – Pause and Reflect

If you wish, use the chat to share your thoughts.

WHAT WERE THE KEY MESSAGES FOR YOU?

WHAT IS YOUR ‘WHY’?
August 2020

DRAFT

Expectation?
A Wicked Problem is a social or cultural problem that is difficult (or impossible) to solve for as many as four reasons: incomplete or contradictory knowledge, the number of people and opinions involved, the large economic burden, and the interconnected nature of these problems with other problems.
Wicked Problem: Our Challenges

Pressure on team
- Usual practice doesn't translate
- Constant pivoting
- What are their needs?
- Pulling multiple directions
- Limited team experience
- Technical logistics

Staff capacity
- Many decision makers
- System pressures
- Limited team experience

Communication
- Staff capacity
- Many voices

How many pupils?
- "Blank Page" curriculum

Multiple local contexts
- Time poverty

Exposure to criticism
- Discrete subjects staffing
- Reaction and needs driven

Working with schools in crisis
- Where's the best practice?
- Anxious young people
Blueprint problem

From Andy’s Head

To Marc’s head

To our wider team

To a service that’s up and running
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• Experimenting with educational technology and digital pedagogy
• Investigating and sharing best and emerging remote learning practice

• Linking with ES / RIC colleagues
• Use of Social Media to extend subject expertise

• Strong partnership with schools / centres
• Using feedback from learners as evaluation

• Searching out innovative practice
• Embedding current national policy within planning and curriculum design

• Engaging with CLPL opportunities such as DHT Network and Getting Started with coaching
• Responding to feedback from learners and colleagues

Curriculum making

- Understanding the learners
- Being clear on practical approaches
- Knowing the big ideas
- Using meaningful learning networks
- Knowing your own learning and support needs
Learner Pathways: A key to successful curriculum design

A collaborative project report on what schools, communities and Government can do to support a curriculum designed around each young person.

Learner Pathways are a key element of Scotland’s curriculum design

Context

COVID-19

Overview

1. OUR PERCEPTION OF SUCCESS IN SCOTTISH SCHOOLS
   Potential solutions
     Intentional planning
     A new story of success in Scotland
     A language of equity
   Group Suggestions

2. INNOVATIVE CURRICULUM DESIGN
   Potential Curriculum Design Solutions
     Keep balanced with students’ needs and interests for as long as possible
     Develop skills and knowledge, together
     Make the pathways and junctions between them clearer
     Ultra-local learner pathway design; connected nationally
   Group Suggestions

3. COLLABORATION
   Collaboration next steps
     Transitions, not trips
     Local Authorities as promoters of a new story
     Deeper, broader partnerships
   Group Suggestions

References

Participants in the Co-design Team

Interdisciplinary Learning: ambitious learning for an increasingly complex world

A thought paper from Education Scotland, NoTosh and a Co-Design team from across Scotland

Introduction

Overview

COVID-19

What is IDL?

Key challenges and suggestions

The whole person - knowledge, skills and wellbeing
   Lifelong breadth in learning
   Learning with purpose, with partners
   Suggestions

IDL is Learning

More than just “engagement”; deep thinking and deep learning
   Collaborative learning, teacher coaches
   Shared goals, not attained goals
   Suggestions

Redshifting ambition; embracing opportunities and building confidence
   Challenge realises ambitious learning, opens opportunities
   Build confidence through a shared language
   Suggestions

References

Participants in the Co-design Team
Resources to support the Refreshed Curriculum for Excellence Narrative

**TAGS:** Curriculum for Excellence (CfE)  Primary  Secondary

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**What is this?**
These resources have been designed to support practitioners in engaging with the

**Who is this for?**
All education practitioners.
The curriculum is more than a timetable.
Key Question:
Are we curriculum designers or are curriculum timetablers?
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<th>Travel &amp; Tourism</th>
<th>Global Citizenship</th>
<th>Learning for Sustainability</th>
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← Numeracy, Literacy, HWB, Digital Literacy, DYW →

← DYW and Partner Organisations →
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<th>HWB clinic 9.00 - 9.30</th>
<th>Learning session 1 9.30 - 11.00</th>
<th>Break 11.00 - 11.15</th>
<th>Learning Session 2 11.15 – 12.45</th>
<th>Learning check in 12.45 - 1.00</th>
<th>Lunch break 1.00 - 1.45</th>
<th>Learning session 3 1.45 – 3.15</th>
<th>Future Skills Clinic 3.15 – 3.45</th>
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Connections and Coherence
Kaizen

(Culture)
WE THINK OF FAILURE AND SUCCESS AS OPPOSITES

WHEN IN REALITY FAILURE IS PART OF SUCCESS
e-Sgoil Secondary BGE

BGE PATHWAYS

Long Term Provision

1

Short Term Provision

2

3

4

Progression, Continuity and Coherence

1. Long Term Provision
2. Short Term Provision
3. Progression, Continuity and Coherence
4. Short Term Provision
Lockdown Live is a programme of live learning sessions, devised in response to the announcement by the Scottish Government on 4th January that school buildings will be closed to most pupils until at least 1st Feb.

e-Sgoil is focused primarily on the delivery of live teaching to pupils across Scotland. As part of the National e-Learning Offer, the following online educational provision is available during the period of remote learning from 11th January, to support Scotland’s schools in providing the best teaching/learning possible for their pupils.

- Early Level (including P1)
- First Level (P2-P4)
- Second/Third Level (P5-P7)
- Third/Fourth Level (S1-S3)
- Senior Phase (S4-S6)

We are working with a wide range of partners to bring this varied and high-quality programme to fruition and are grateful to each of them for their expertise and commitment to Scotland’s young people.
e-Sgoil Big Questions

MONDAY

#eSgoilBigQuestion - What do we do about plastics? Click to join the Learning Space in English or Gaelic.
COMING TOGETHER FOR A

SUSTAINABLE SCOTLAND

BGE Second & Third Level Focus From March 2021

National e-Learning Offer
Learner X is currently remote learning from home, in addition to the work provided by his school, his teachers have suggested that he take part in the National e-Learning Offer’s Sustainable Scotland programme.

**Goals & Expectations**
- Engaging lessons about sustainability.
- Clear format, easy to access. Shift between e-Sgoil and WestOS on Clickview should be well signposted.
- Should have scope to complete work set by my school, but should have the ability to extend Sustainable Scotland materials and lessons when I am interested in the topic, piece of work or require a bit more to do

---

**Phase 1**

“Sustainability Sprints”
9.30am – e-Sgoil Sprint 1
10.30am – e-Sgoil Sprint 2
11.30am – e-Sgoil Sprint 3
Signpost to phase 2/3/4

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**Phase 2**

Student is signposted to resources on WestOS to watch throughout the learning day / week / month at own pace

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**Phase 3**

“Keep Scotland Beautiful”
Inputs around the environment from partners KSB.
1.30 – 2.00

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**Phase 4**

“Sustainable You”
Fitness / Yoga / HWB
2.30 – 3.00

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Phase 2 continues
your ideas are great
being absolutely frank
did not follow through
left behind
stressful haven’t produced anything
I will leave it in
reign it in
mortified
understanding too angry
forewarning preparation.
Fiasco training needs
proper consultation
consult laughing stock
Give team a ‘heads up’ several weeks warning
you could be planning strategically
rushing into something new
Psychological safety and delegating freedom
CAN I STILL SUCCEED IF...

I'M AFRAID I'LL FAIL

OTHER PEOPLE ARE WAY AHEAD OF ME

I FAILED LAST TIME

I'M NOT AS YOUNG AS I USED TO BE

I'VE NEVER DONE THIS BEFORE

YES! YOU CAN STILL SUCCEED!
Where we are → Perceived Journey → Where we want to be

Where we are → Actual Journey → Where we want to be
OUR TEAM
17 Full and Part Time Teachers
1 DHT
1 Senior Education Officer
3 organisations
∞ Partners
? Pupils

(No BGE team members from Shetland or Orkney)
INTERACTION POINT 4

Opinion:

“The benefits of remote collaboration outweigh the challenges”.

Three ways to have your say:

- Go to menti.com and type the code: 1382 0654
- Click the link in the chat
- Scan the QR code with your phone or tablet.
Working out loud
English - What would you like to say to the members of the Climate Conference in Glasgow? Persuasive Writing: speeches

I'm being controversial and going to challenge SDG8, working title "Is Economic Growth possible in a Sustainable World". Any input appreciated, my perspective is LfS and critical thinking rather than Business.

could this link in to your session in week 3?

Angela - Perhaps we could arrange a call to discuss... Marc - yes week 3 session could be...
i-Sgoil: an ever-growing initiative
“Many hands make light work.”

“Too many cooks spoil the broth.”
Often, leadership is about knowing who to gather around you.
The power of networks… but…
Service design is

giving people what they want, the way they want it, when they need it
What do we want all our learners to experience?

Example
All learners at e-Sgoil (or i-Sgoil) will be entitled to:

- undertake a digital work placement and experience an online interview.
- achieve an industry standard online safety qualification.
- create a template curriculum vitae and covering letter and have an awareness of how employment recruitment processes works.
- experience a high quality financial education.
- design and deliver a digital presentation.
- communicate in Gaelic.
- specialise in at least one digital creativity tool (such as Miro, real-time documents, etc) to allow you to collaborate with others across Scotland and use this tool to work as part of a team.
- have a voice and a say in helping shape the programme for future cohorts.
- learn about mental health.
- participate in e-Sgoil’s “Digital Mentor” Programme and be assigned an industry mentor.
Empathy Map

**HEARING**
What does this person hear from authority figures, the media, the public and family and friends?

**SEEING**
What does this person see around them?

**DOING**
What does this person spend their time doing?

**SAVING**
What is this person's attitude in public?

**PAIN**
What are their fears and frustrations?

**MAJOR WORRIES?**
What causes them major worries?

**HAPPY?**
What makes them happy?

**GAIN**
What do they want and need?

Person's NAME (use a pseudonym)
Intermittent attendance
High anxiety

Triggers for anxiety
- Other students
- Expectation of others (either real or presumed by Angie)

ANGIE

“everything is fine”
- Doesn’t open up to anyone
- Does not want to admit there are issues

MAJOR
WORRIES

Letting people down

SAYING

- Feeling understood
- Defined goals and boundaries

PAIN

Letting everyone down/ her future prospects
Missed too much school how will she catch up?
Too many questions from others

HAPPY?

New Plan – New start
Set her own expectations and goals – not others

DOING

- Talking to friends online/social media
- Mainly common interests
- Main social interaction is online

SEEING

- Always being asked questions
- “people like her will struggle to do well”
- Expectations from social/academic – whether true or not

GAIN

School/family/social expectations
Planning Pizza

- What are your time considerations?
- What would make this process the best ever?
- What can you do now?
- What do you need access to?
- Who can help?
- Who do you need involved?
- What are the barriers?
- How do you know when it's successful?
Problem trees

Effects (branches): what is the impact?

Causes (roots): how does the problem arise?

Tool derived from Mindlab Methods Box & Auckland Co-Design Labt
Next Steps for e-Sgoil

Moving forward with what we have learned:

• Review and relaunching Big Questions
• Reflect on our journey from launching online schools to Sustainable Scotland
• Audit and review of the short-term curriculum (coherence between programmes)
• Continue to collaborate across NeLO
• Look at other thematic approaches such as social inequality, UNCRC, careers and skills, health and wellbeing
• Continue to develop IDL approaches in our digital curriculum
• Develop pedagogy in online learning
• Enhance staff development and leadership opportunities
INTERACTION POINT 5

Complete the following sentence:

“It would be exciting if…”.

Three ways to have your say:

- Go to menti.com and type the code: 1382 0654
- Click the link in the chat
- Scan the QR code with your phone or tablet.
Some closing reflections
Please, keep the conversation going… (Interaction Point 6?)

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@DigitalDHTMarc