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

CREATIVE LEARNING NETWORKS · The Scottish Government · Creative Scotland Alba Chruthachail · Education Scotland Foghlam Alba · SQA · gtc Scotland · Skills Development Scotland · A·D·E·S · the National Parent Forum of Scotland · GCRB Glasgow Colleges' Regional Board · SCDE

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 **Interaction point 1**
- ❑ 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…*

Disclaimer

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
Foghlam Alba

e-sgoil

LEADERS ADVANCING LEARNING
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

WHAT WERE THE KEY MESSAGES FOR YOU?

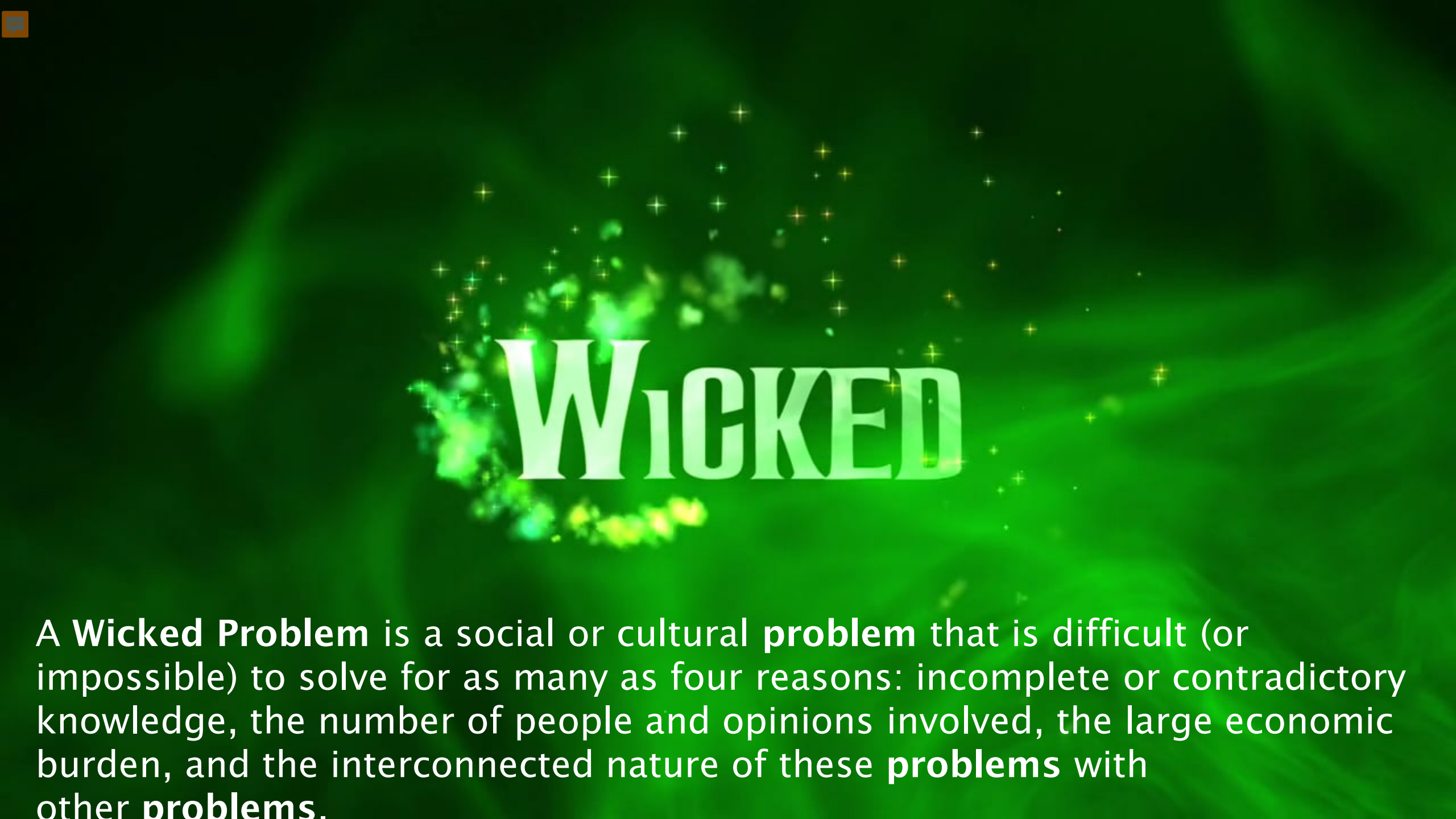
WHAT IS YOUR ‘WHY’?

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

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
Constant pivoting
Usual practice doesn't translate
What are their needs?
Pulled multiple directions
makers
Limited team experience
Many decision
Multiple age and stage
Technical logistics
Communication
System pressures
Staff capacity
Limited team experience
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

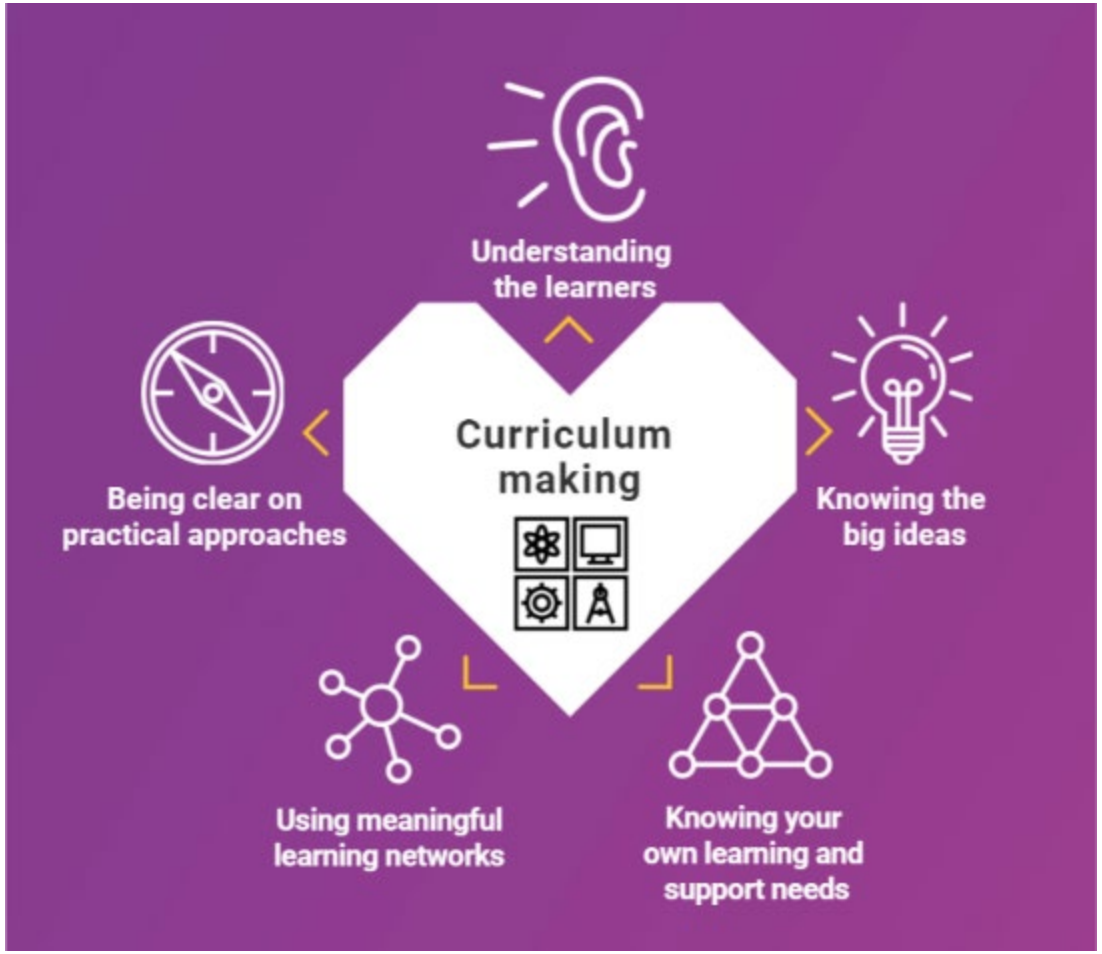
To a service that's up and running

EXAMPLE TIMETABLE: Monday						
	1	**2**	**3**	**4**	**5**	**6**
S1	English	RME	PSE	Core PE	Maths	Science
S2	Maths	Social Sub	Core PE	Art	English	Music
S3	IT	Maths	Science	English	SfW	PSE
Seniors	F	F	A	E	C	B

	6
S	Science
S2	Music
S3	PSE
Seniors	B

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

- Experimenting with educational technology and digital pedagogy
- Investigating and sharing best and emerging remote learning practice



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

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

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

Education Scotland
Foghlam Alba

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

Education Scotland
Foghlam Alba

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 dictated goals
  - Suggestions
- Realising 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

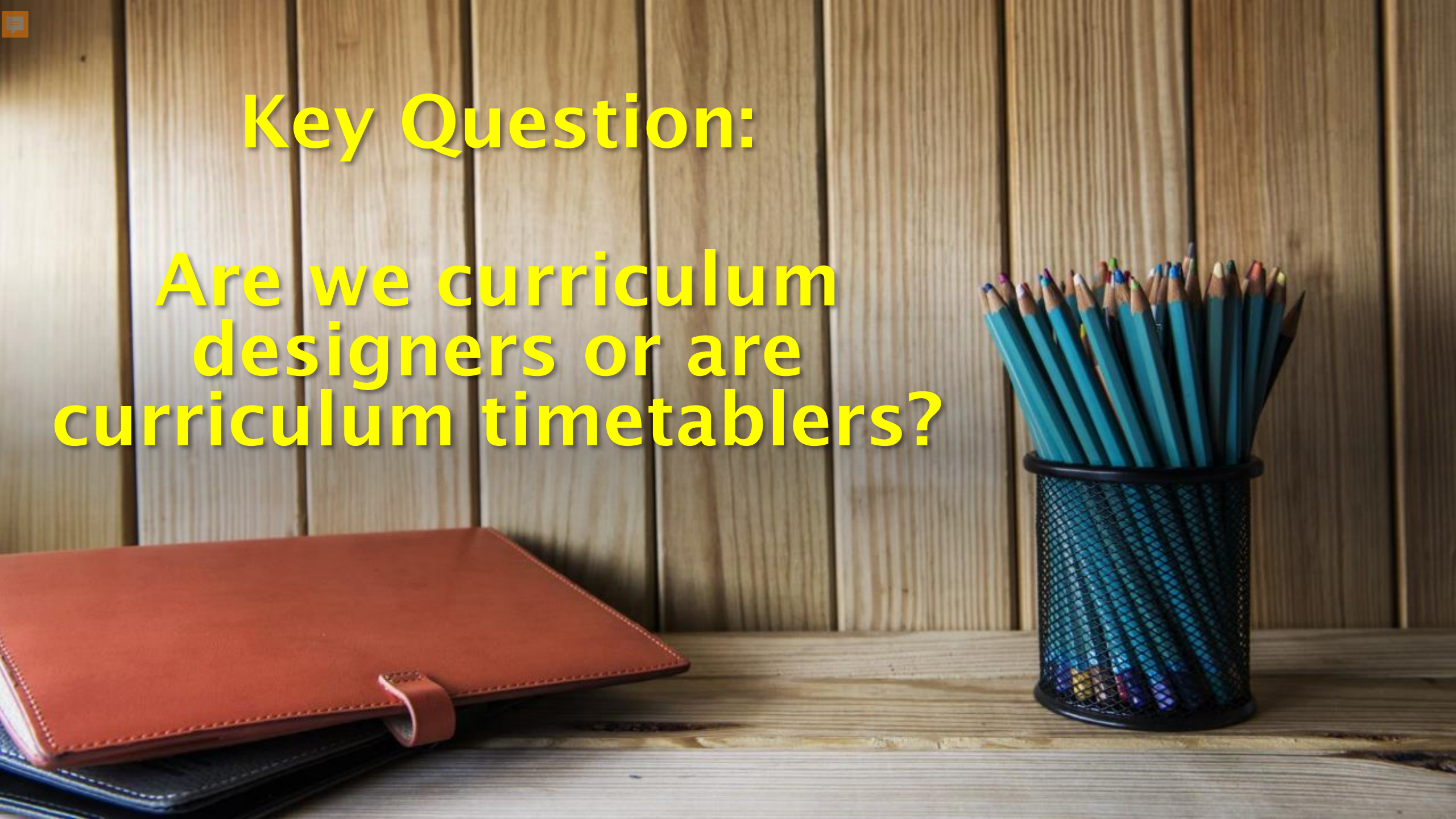
What is this?

These resources have been designed to support practitioners in engaging with the **Refreshed Curriculum for Excellence Narrative**, published on 9 September 2019.

Who is this for?

All education practitioners.

The curriculum is more than a timetable.


Key Question:
Are we curriculum designers or are curriculum timetablers?

STEM	Languages of the World	Creative Industries	Travel & Tourism	Global Citizenship	Learning for Sustainability	Healthy Body & Mind	Innovation & Enterprise	Digital Creators	STEAM
← Numeracy, Literacy, HWB, Digital Literacy, DYW →									
Science Technologies Engineering Mathematics	English Literacy Gaidhlig Languages	Art Drama Music Dance	Geography Business Employability	Social Subjects RMPS	All curricular areas	HWB PSE PE Home Ec	Business Admin & IT Employability	Computing Technologies	Science Technologies Engineering Arts Mathematics
← DYW and Partner Organisations →									

S1–S3: THIRD/FOURTH LEVEL PROGRAMME TIMETABLE

Day	HWB clinic 9.00 -9.30	Learning session 1 9.30 -11.00	Break 11.00 -11.15	Learning Session 2 11.15 – 12.45	Learning check in 12.45 -1.00	Lunch break 1.00 -1.45	Learning session 3 1.45 – 3.15	Future Skills Clinic 3.15 – 3.45
Monday		STEM		Healthy Body and Mind			Enrichment Projects	
Tuesday		Languages of the World		Innovation and Enterprise			STEAM	
Wednesday		Global Citizenship		STEM			Languages of the World	
Thursday		Learning for Sustainability		Languages of the World			Digital Creators	
Friday		STEAM		Creative Industries			Healthy Body and Mind	

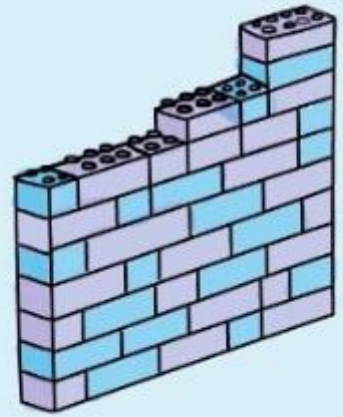
Connections and Coherence

Kaizen

(Culture)

WE THINK OF FAILURE AND SUCCESS AS OPPOSITES

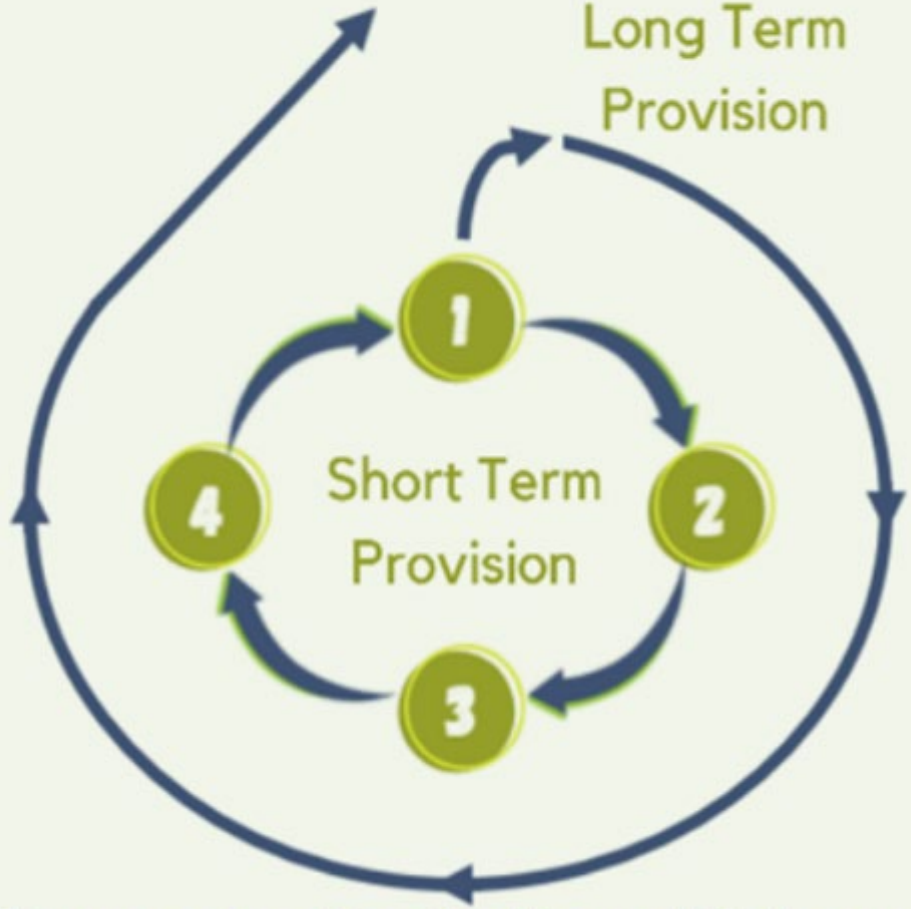
WHEN IN REALITY FAILURE IS PART OF SUCCESS



@LIZANDMOLLIE

e-Sgoil Secondary BGE

BGE PATHWAYS



Progression, Continuity and Coherence

LOCKDOWN LIVE

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 focussed 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.

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.

LEARNING SESSIONS PROVIDE FOR ALL LEVELS INCLUDING:

- EARLY LEVEL (INCLUDING P1)
- FIRST LEVEL (P2-P4)
- SECOND/THIRD LEVEL (P5-P7)
- THIRD/FOURTH LEVEL (S1 –S3)
- SENIOR PHASE (S4-S6)

DUG'S DISCOVERY DEN

STUDY SUPPORT SESSIONS

Education Scotland Foghlam Alba

e-sgoil

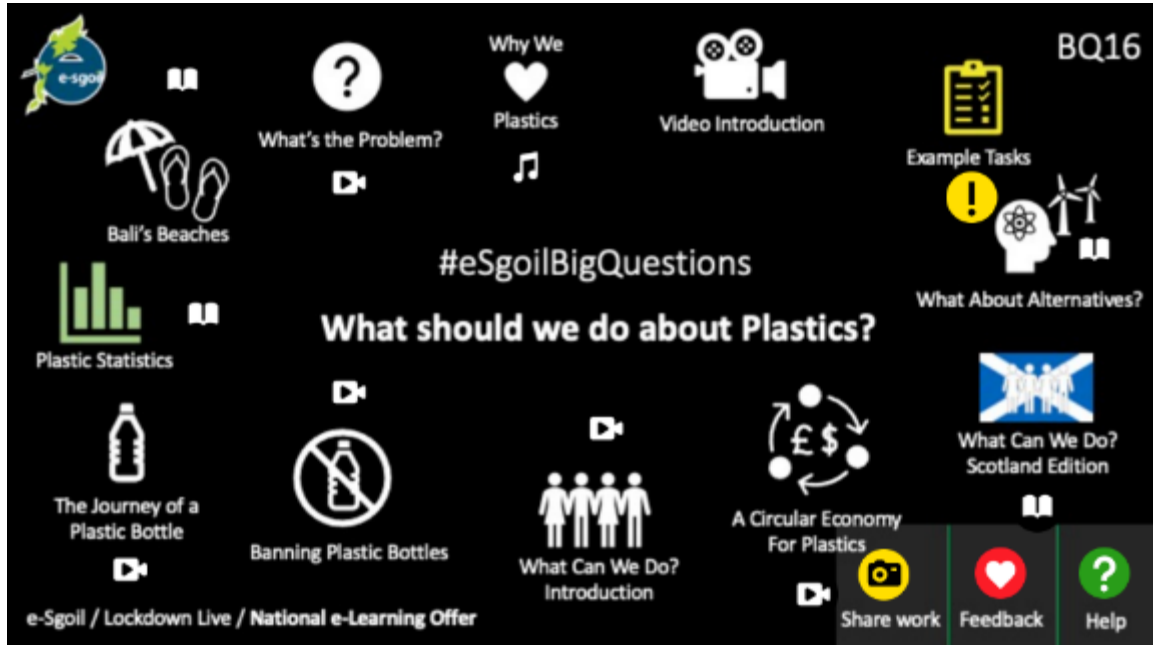
A · D · E · S

Smarter Scotland

e-Sgoil Big Questions

MONDAY

#eSgoilBigQuestion - What do we do about plastics? Click to join the Learning Space in English or Gaelic



e-sgoil
West OS
COMING TOGETHER FOR A
SUSTAINABLE SCOTLAND
BGE Second & Third Level Focus From March 2021
National e-Learning Offer
Smarter Scotland

Learner X

Scenario

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

Phase 2

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

Phase 3

"Keep Scotland Beautiful"

Inputs around the environment from partners KSB.
1.30 – 2.00

Phase 4

"Sustainable You"

Fitness / Yoga / HWB

2.30 – 3.00

Phase 2 continues

your ideas are great

being absolutely frank

did not follow through

left behind

stressful haven't produced anything

reign it in

I will leave up warning mortified

understanding too angry fore-warning

preparation. Fiasco training needs

proper consultation

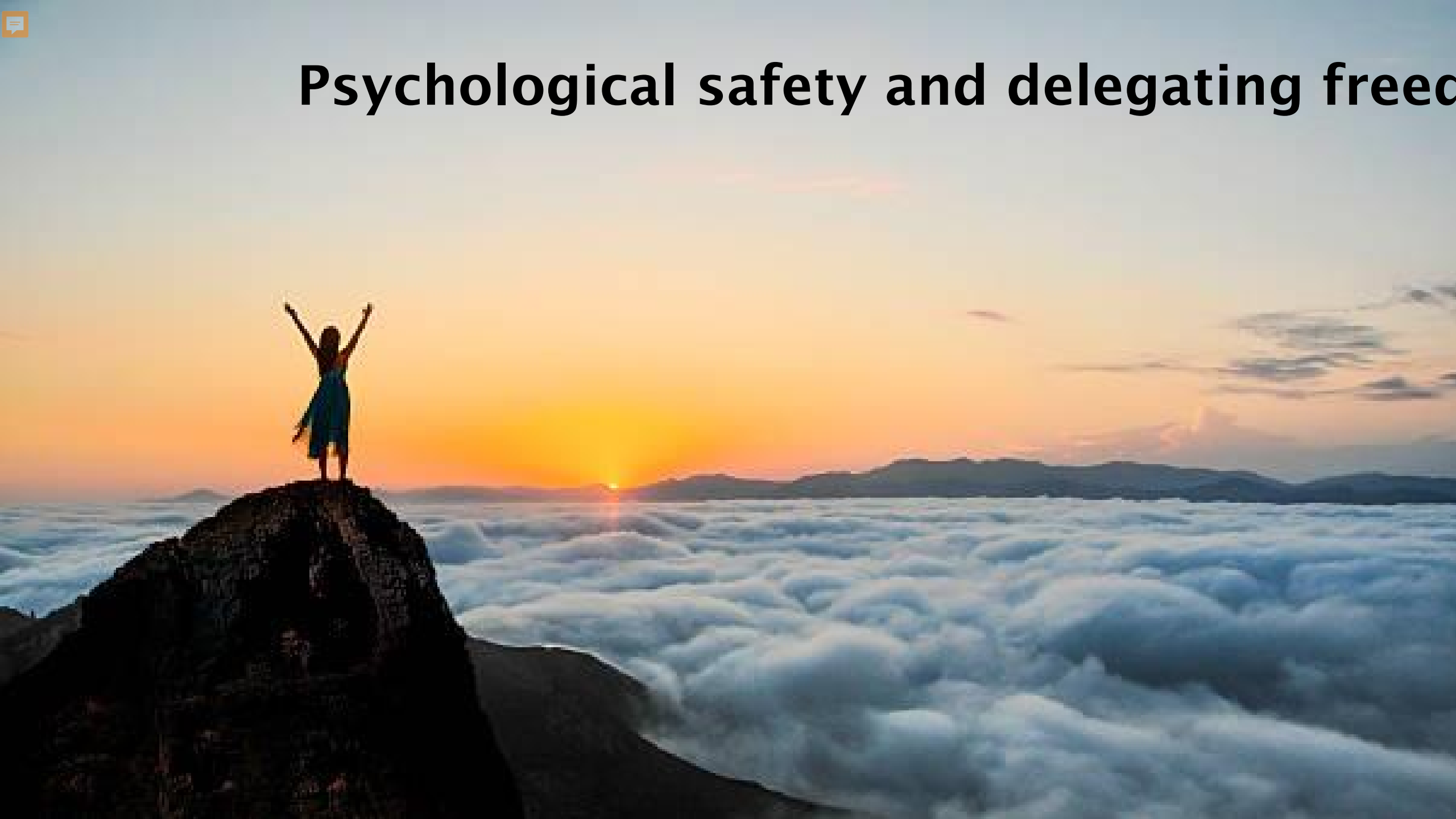
consult laughing stock

Give team a 'heads up' several weeks warning

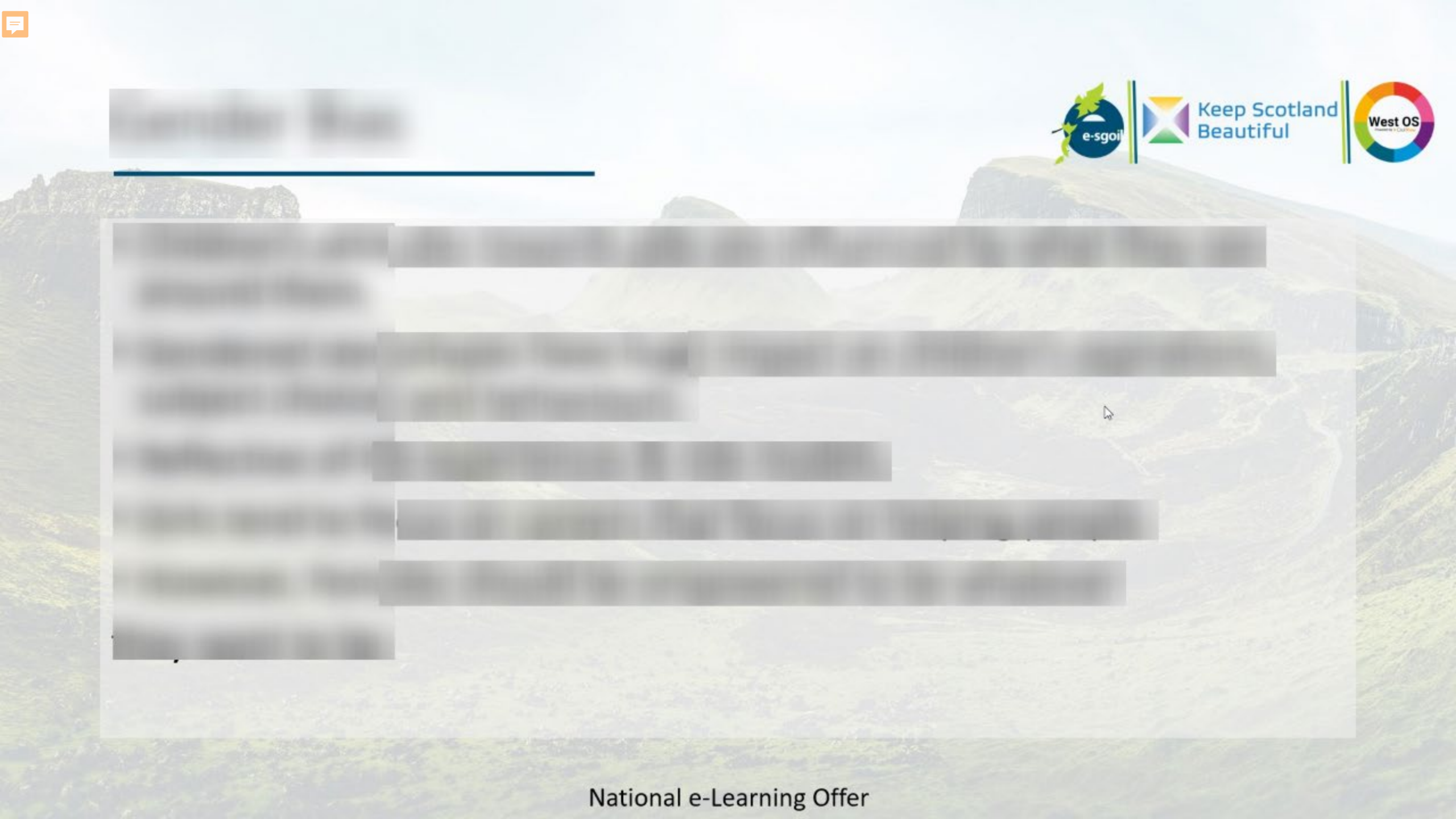
you could be planning strategically

rushing into something new

Psychological safety and delegating freed



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!
@LIZ ANDMOLLIE



National e-Learning Offer

CLOSE
GENTLY
07:11

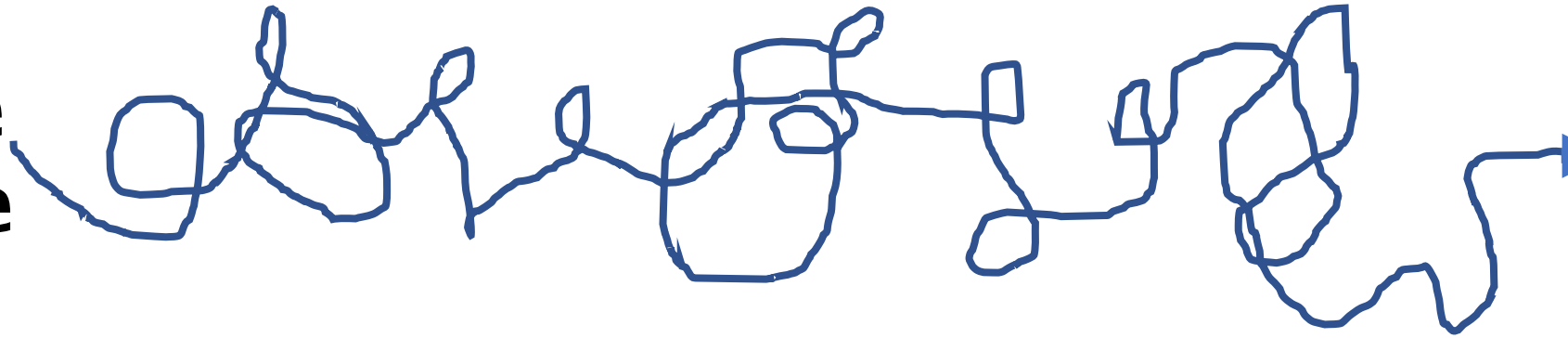
17th Mar - Sustainable You - Fitness
29:08
e-sgoil
SUSTAINABLE you
get active!

Where we are

Perceived Journey

Where we want to be

Actual Journey



OUR TEAM

17 Full and Part Time Teachers
1 DHT
1 Senior Education Officer
3 organisations
∞ Partners
? Pupils

INTERACTION POINT 4

Mentimeter

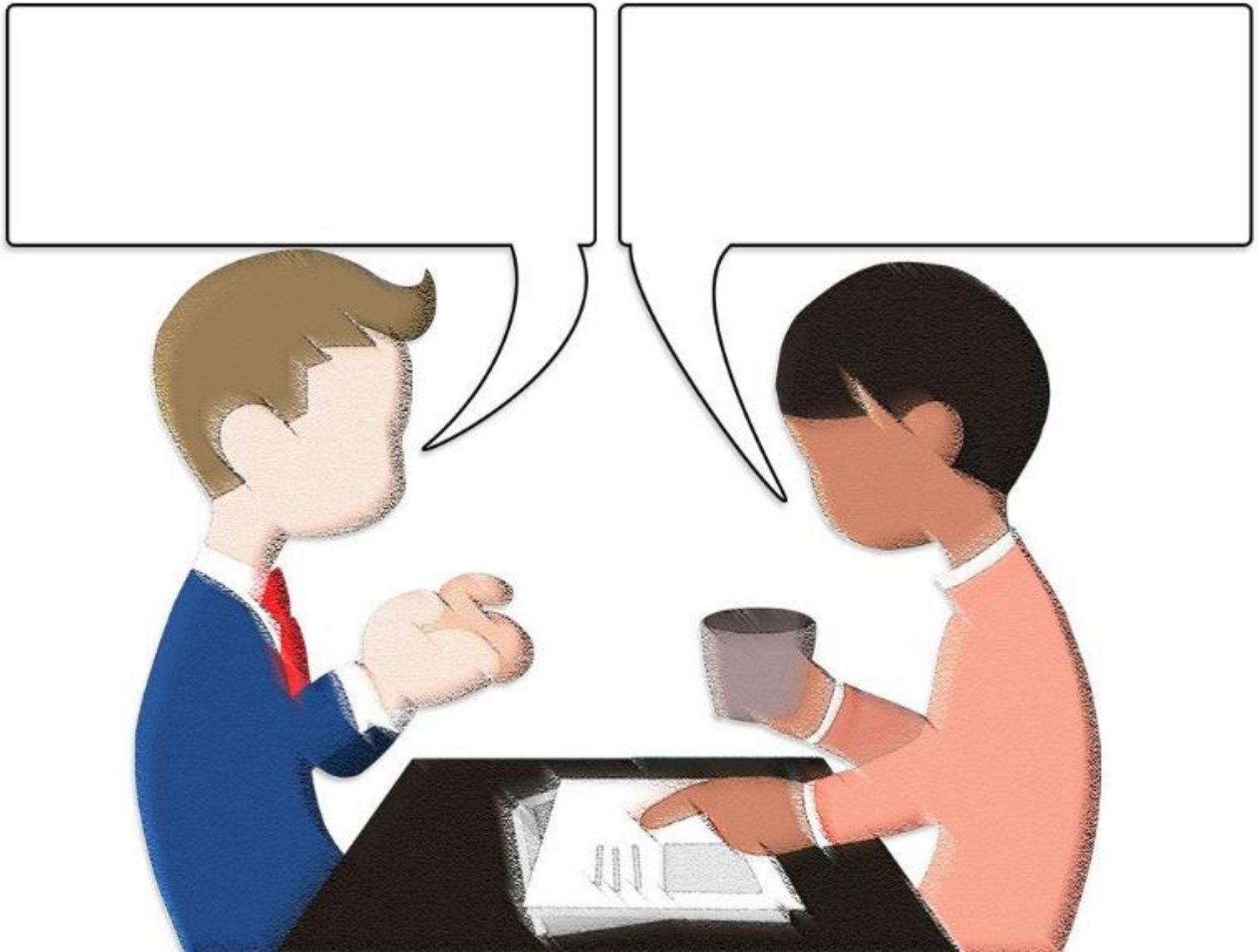
Opinion:

“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



01/03 13:05

TUESDAY - Week 2

English

Creative Industries

Learning for Sustainability

Second Level

See more

Collapse all

01/03 15:56

English - What would you like to say to the members of the Climate Conference in Glasgow? Persuasive Writing: speeches

02/03 10:01

1 1

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.

02/03 10:02

could this link in to your session in week 3?

02/03 10:23

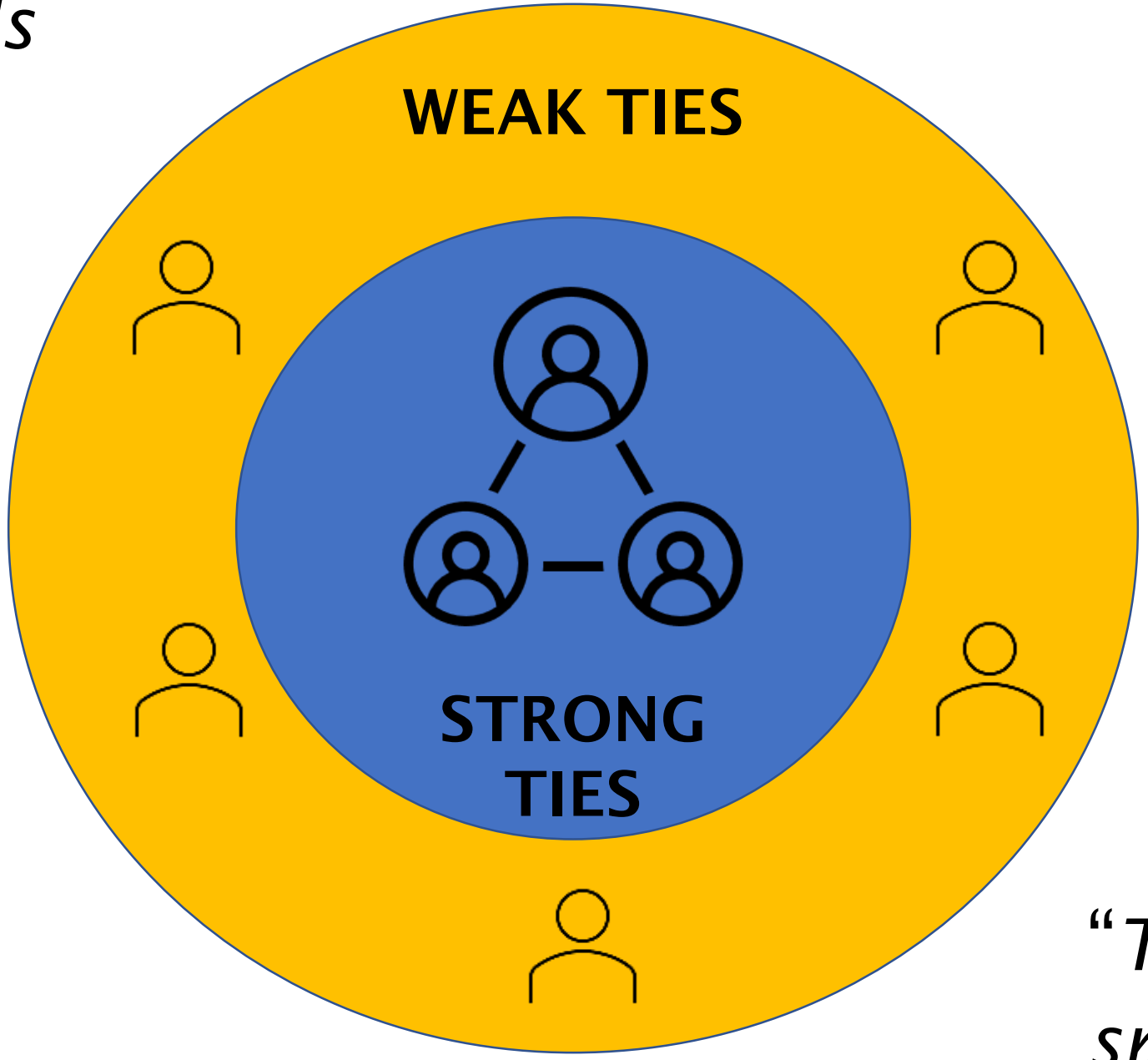
1

Angela - Perhaps we could arrange a call to discuss - Marc - yes week 3 session could be

i-Sgoil: an ever-growing initiative

2 Pizza Rule

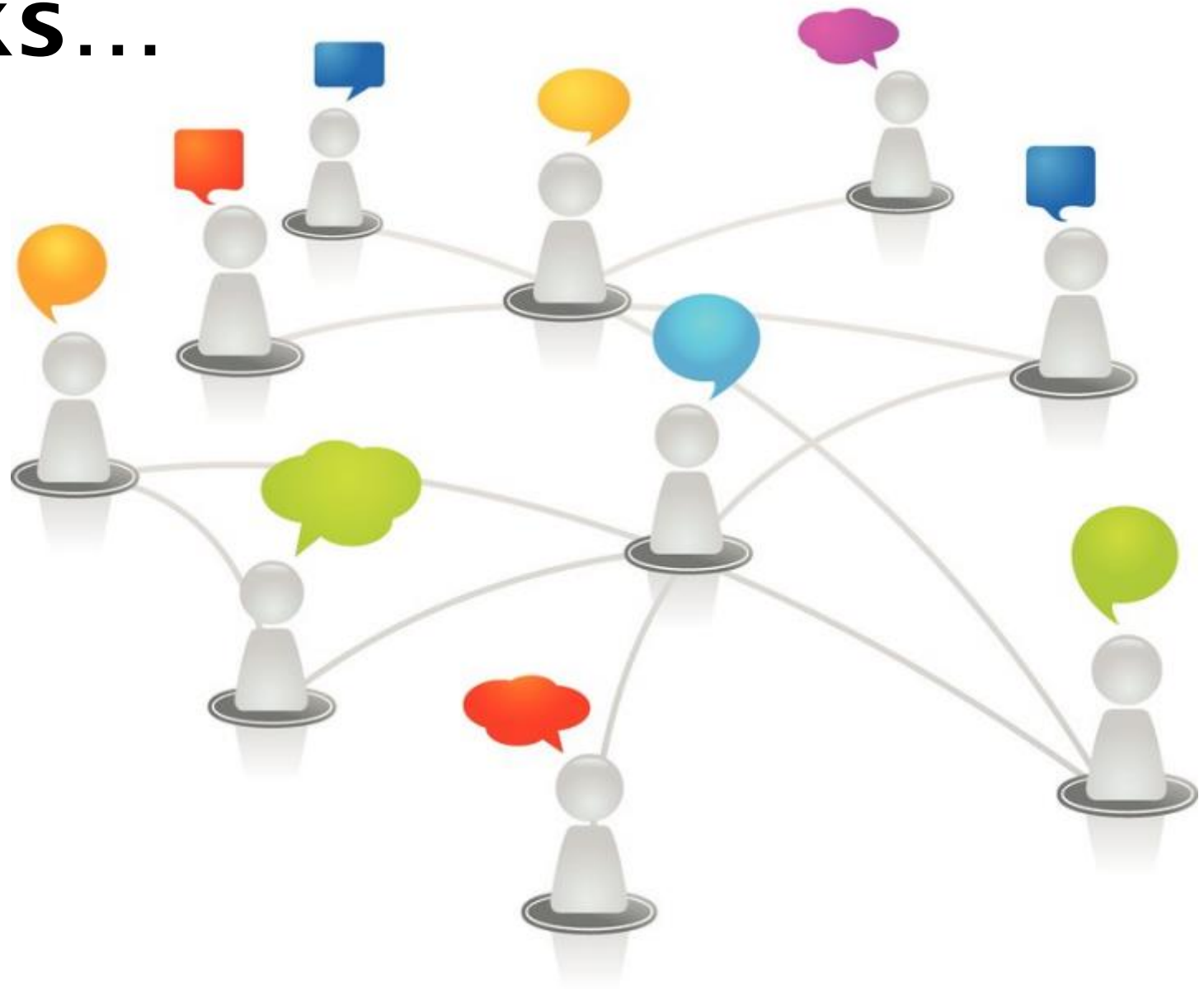
"*Many hands make light work.*"



"*Too many cook spoil the broth.*"

Often, leadership is about knowing who to gather around you.

The power of networks…



but…

ECHO
CHAMBER

Service design is
giving people what they want, the way they want it, when they need it

SERVICE DESIGN ACADEMY
sda.ac.uk

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ABC AVALANCHE

A	B	C	D	E	F
G	H	**What do we want all our learners to experience?**		I	J
K	L			M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z

Example

e-Sgoil Exemplar Entitlements

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 recrutiment 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.

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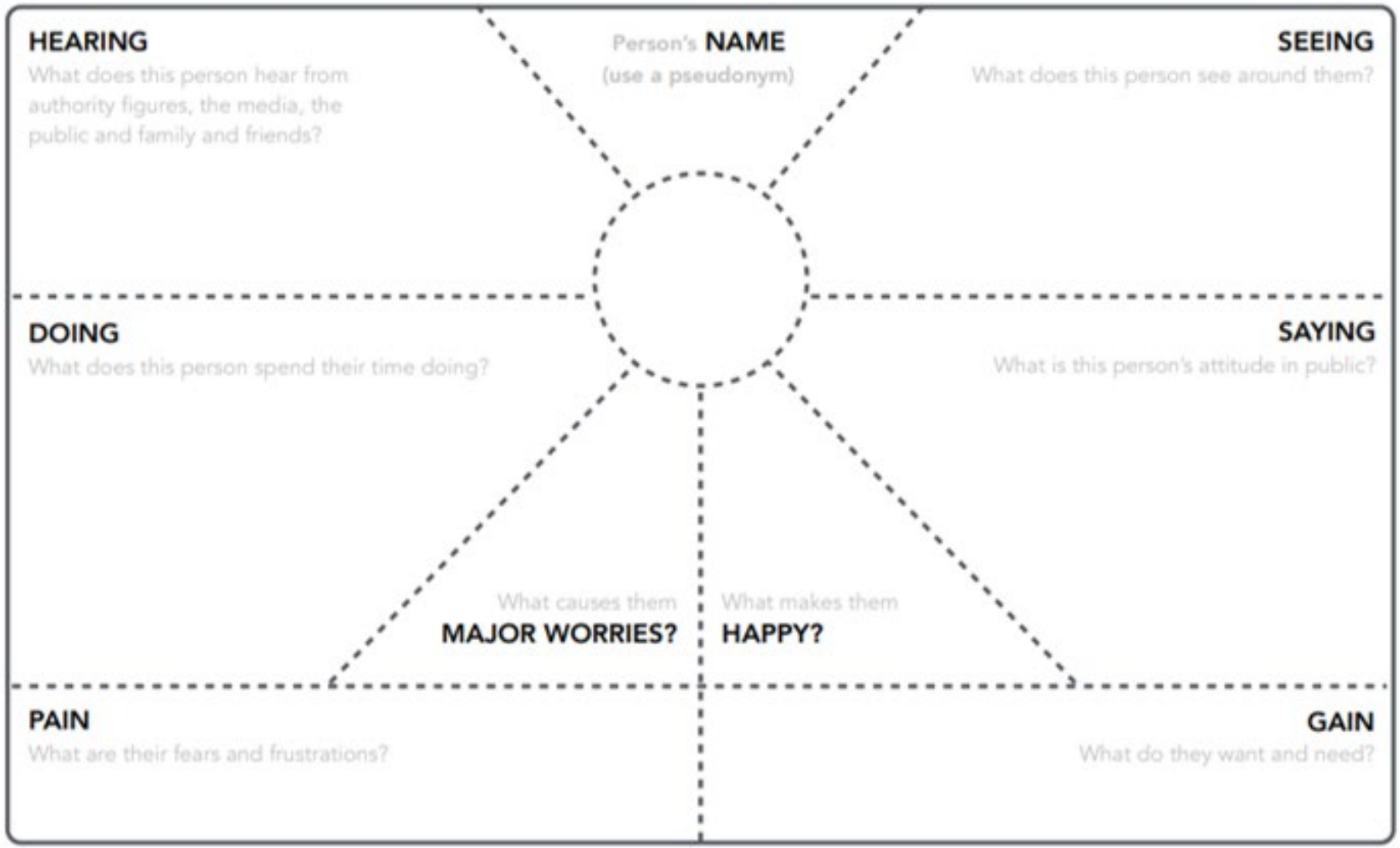
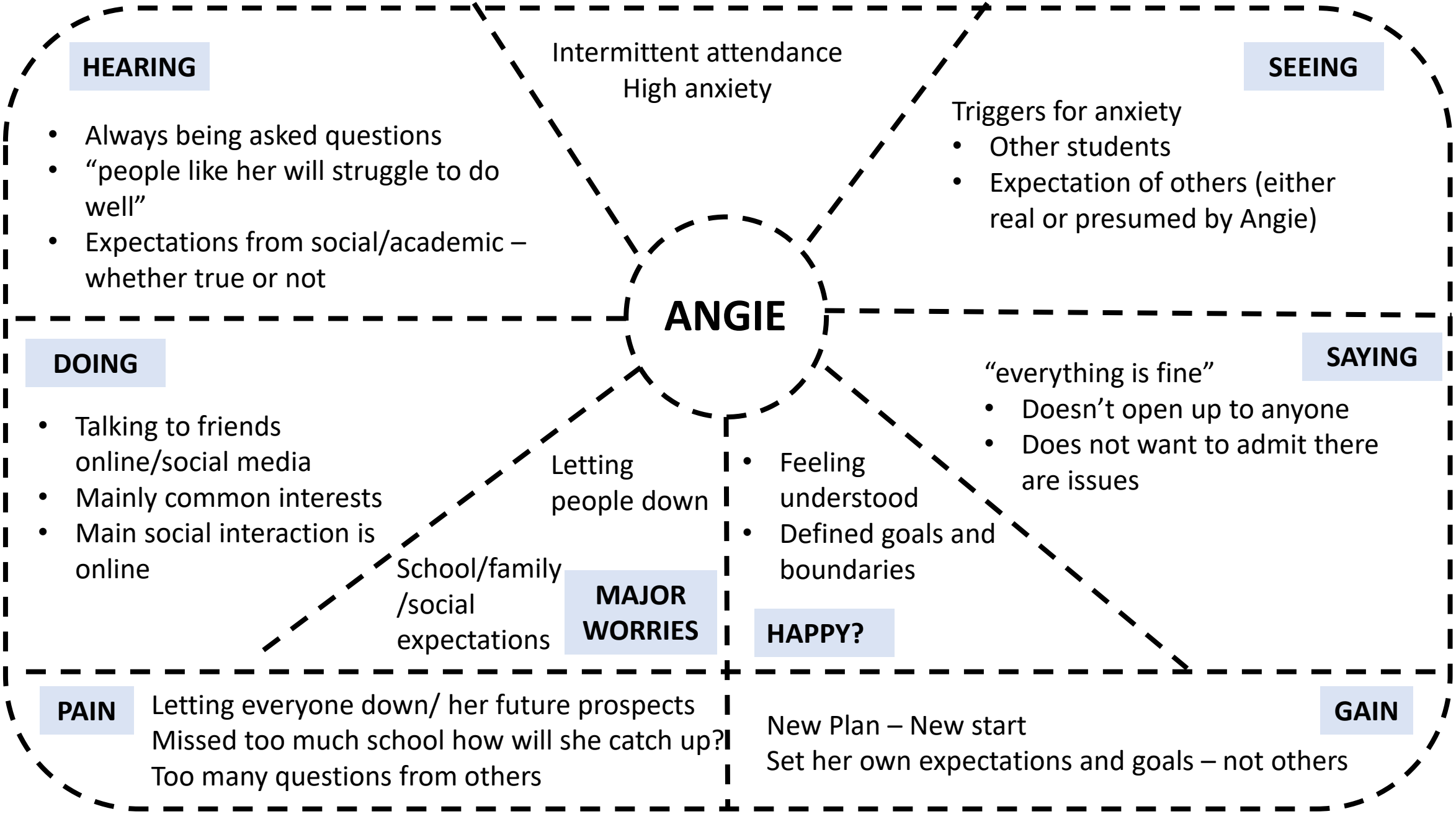
sdacuk

Empathy Map



Based on Osterwalder and Pigneur, in Business Model Generation, 2010


HEARING
Always being asked questions
"people like her will struggle to do well"
Expectations from social/academic – whether true or not
Intermittent attendance
High anxiety
SEEING
Triggers for anxiety
Other students
Expectation of others (either real or presumed by Angie)
ANGIE
DOING
Talking to friends online/social media
Mainly common interests
Main social interaction is online
SAYING
"everything is fine"
Doesn't open up to anyone
Does not want to admit there are issues
Letting people down
School/family /social expectations
MAJOR WORRIES
Feeling understood
Defined goals and boundaries
HAPPY?
PAIN
Letting everyone down/ her future prospects
Missed too much school how will she catch up?
Too many questions from others
GAIN
New Plan – New start
Set her own expectations and goals – not others

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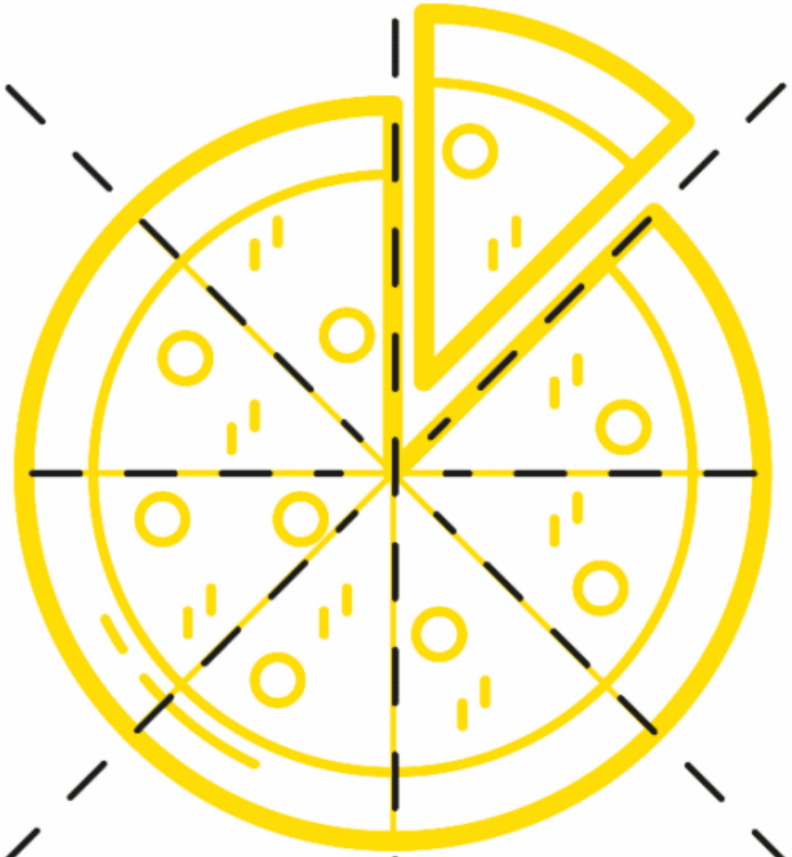
Planning Pizza

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?

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Problem trees

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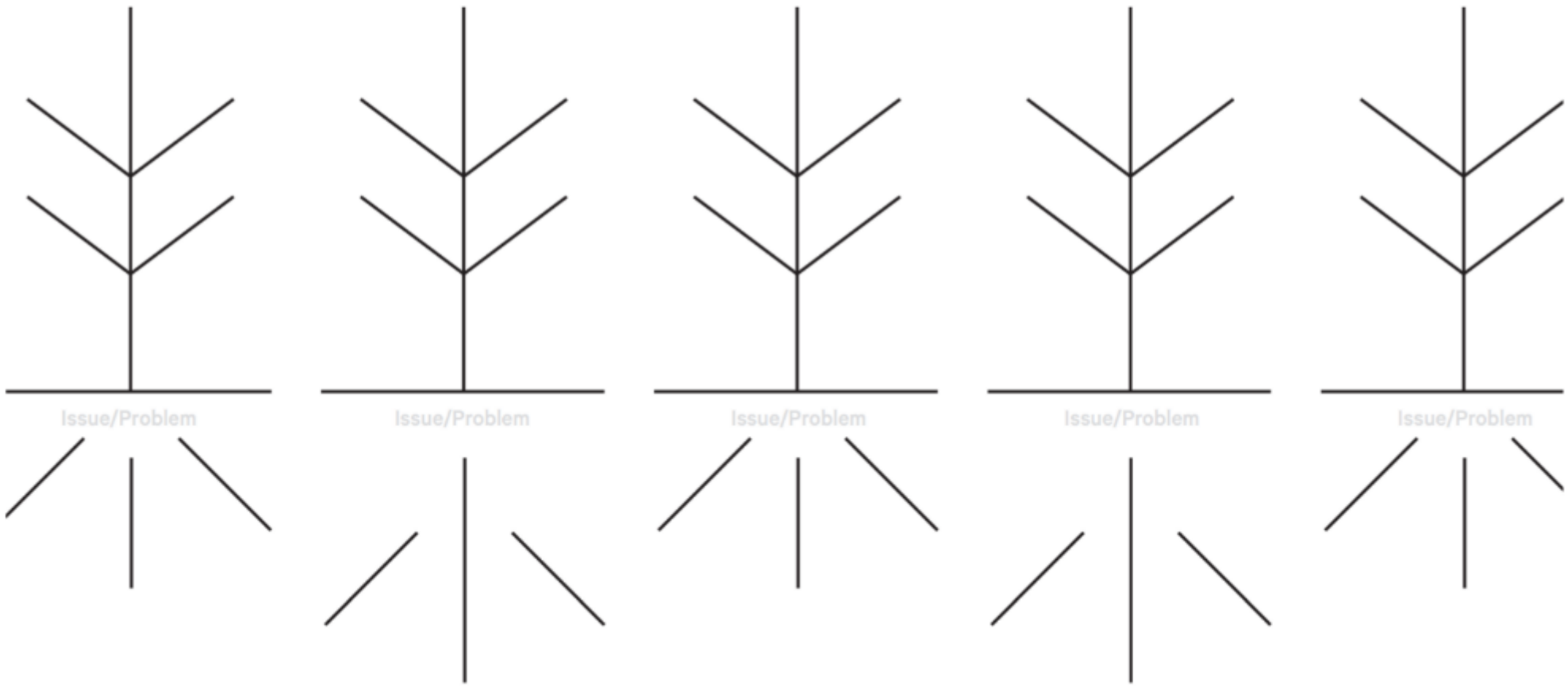
Effects (branches): what is the impact?



Causes (roots): how does the problem arise?

Tool derived from Mindlab Methods Box & Auckland Co-Design Labt

Ideation
People
Planning
Problems

Next Steps for e-Sgoil BGE

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

Mentimeter

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

Colleagues

External Influencers

Participants

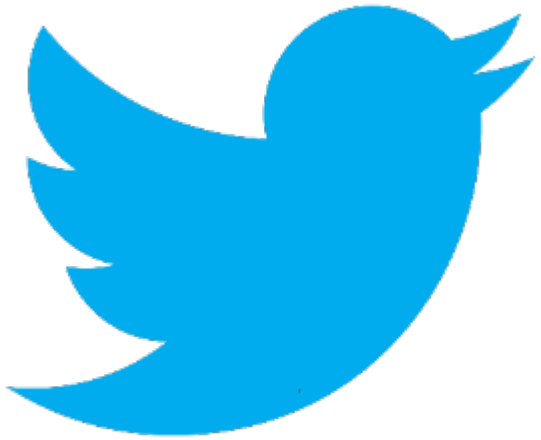
Mentors

Please, keep the **conversation** going…(Interaction Point 6?)

Contact us via **email**:

andrew.brown@educationscotland.gov.scot

Marc.Mcwhirter@moray.gov.uk



Or connect with us on **Twitter**:

@andybrown314

@DigitalDHTMarc