

A photograph of a male teacher with grey hair, wearing a blue and white checkered shirt, smiling and leaning over a desk. He is interacting with three students: a young man on the left, a young woman in the center with a gold headband, and another young woman on the right. They are all wearing white polo shirts. The background shows bookshelves filled with books. A semi-transparent white box with blue text is overlaid on the image.

Qualifications are changing EFPTA – April 2012 Copenhagen Psychology

curriculum for excellence



Qualifications Development

- 197 new Qualifications are being developed in Scotland within the Curriculum for Excellence (CfE) programme
- Psychology is being developed at two levels: National 5 and Higher

Engagement since Autumn 2009

- We have 799 members of qualification development teams
- Who have met over 443 times
- SQA staff have attended 700 meetings
- Engaged with 5000 practitioners
- Held 15 update events with another 16 planned for May

CfE aims, values and principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

High order skills

- **High Order Skills Excellence Group publication (2011) reporting for the Cabinet Secretary:**

Deep learning is the central principle of Curriculum for Excellence. It involves knowledge, understanding and the skills needed to apply knowledge in useful ways.

The promotion of skills is, therefore, a key function of the curriculum. People acquire advanced skills at every stage of life and, therefore, teachers (and all other learning providers) should cultivate these skills from the earliest years onwards .

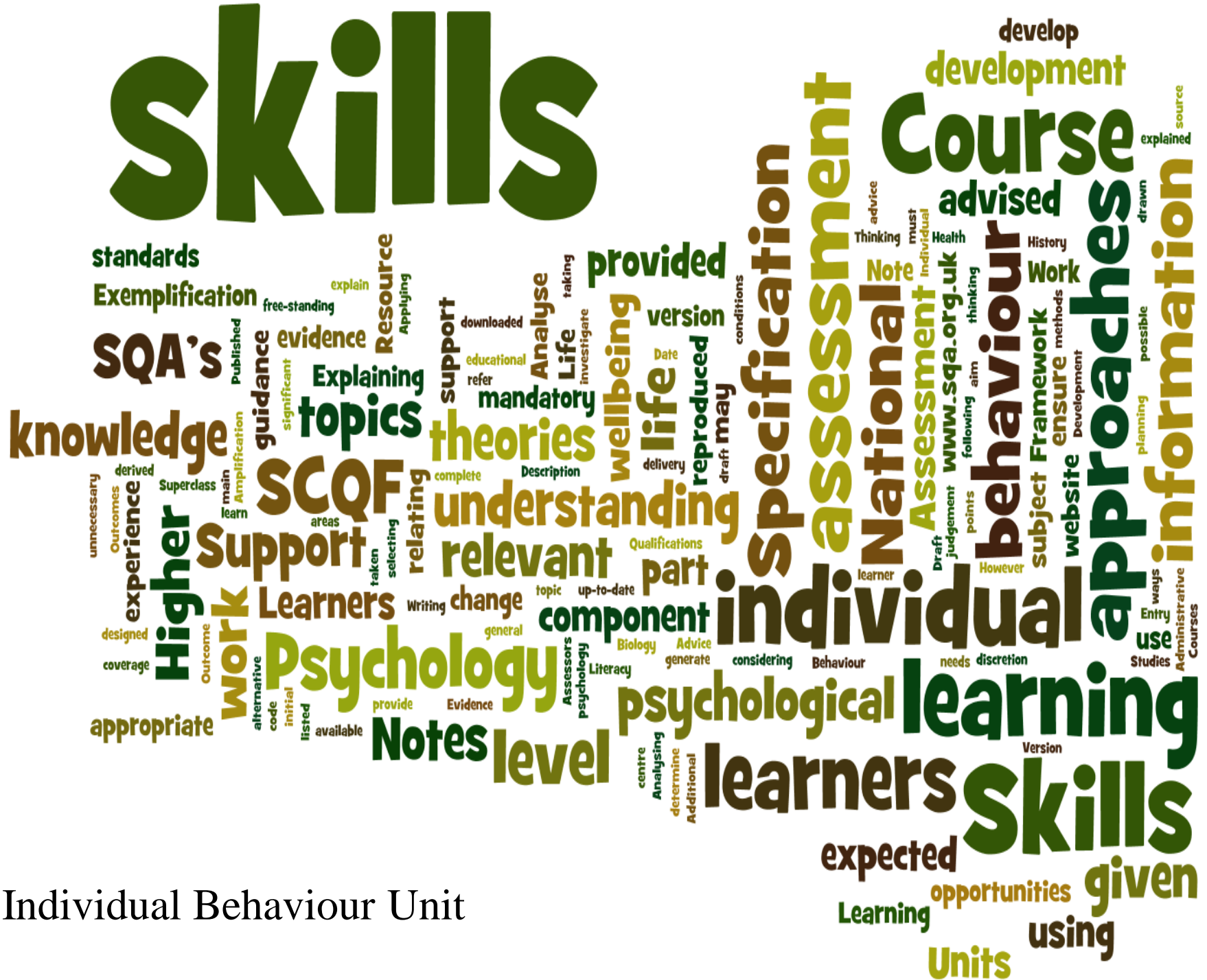
What's different?

- Qualifications are more skills based than before – including the application of knowledge and understanding
- Outcomes and broad-based leaving flexibility for combining or integrating assessment when appropriate
- Introduction of Non-question paper component to many Courses

Why?

- Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.
- 'Teachers must be encouraged - I almost said 'freed', to pursue an education that strives for depth of understanding.' Howard Gardner

skills



Individual Behaviour Unit







- 'I imagine a school system that recognizes learning is natural, that a love of learning is normal, and that real learning is passionate learning. A school curriculum that values questions above answers...creativity above fact regurgitation...individuality above conformity.. and excellence above standardized performance..... And we must reject all notions of 'reform' that serve up more of the same: more testing, more 'standards', more uniformity, more conformity, more bureaucracy. Tom Peters Author 'Re-imagine'

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