

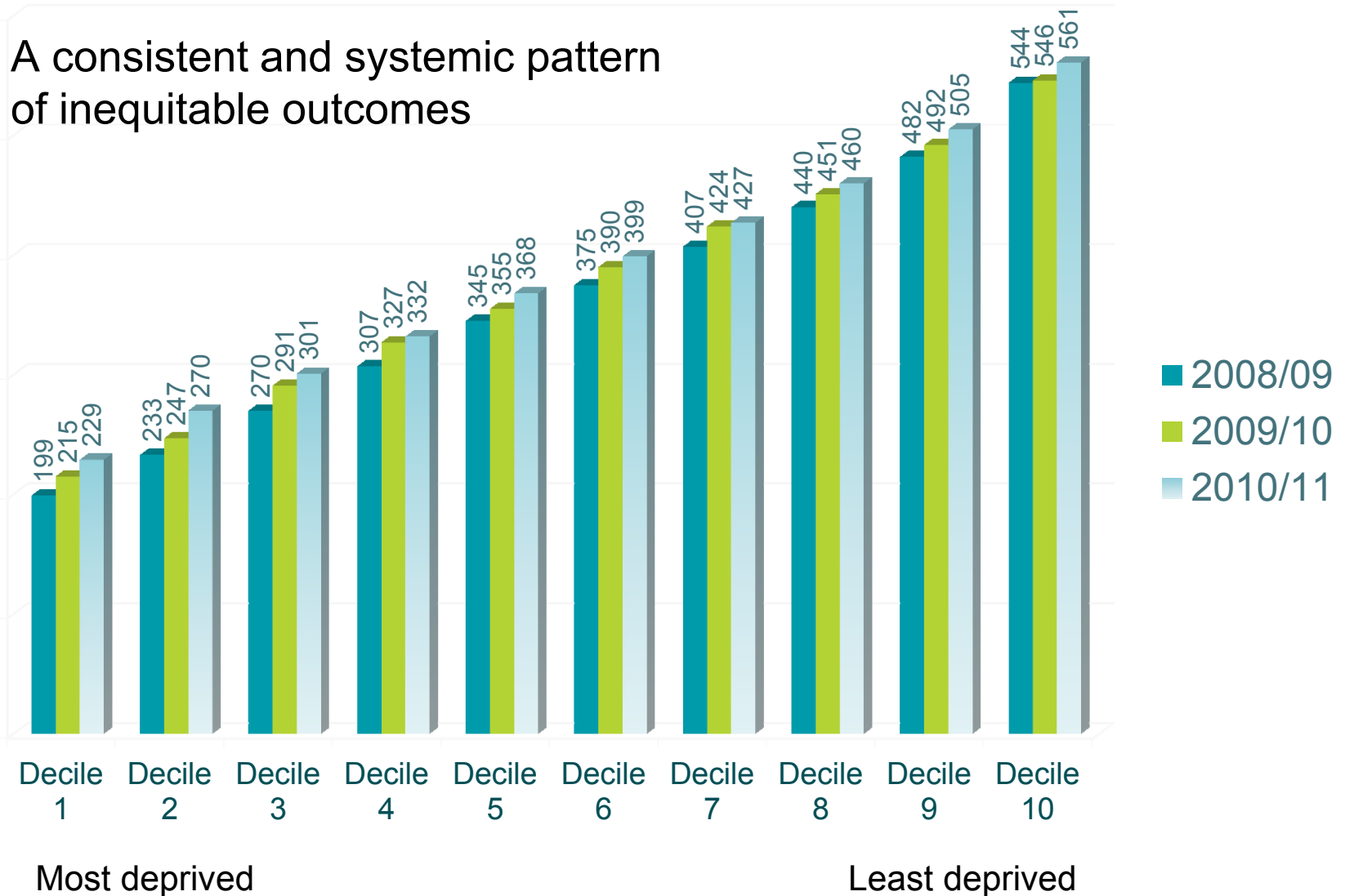


*Improving equity in educational outcomes  
through Curriculum for Excellence*

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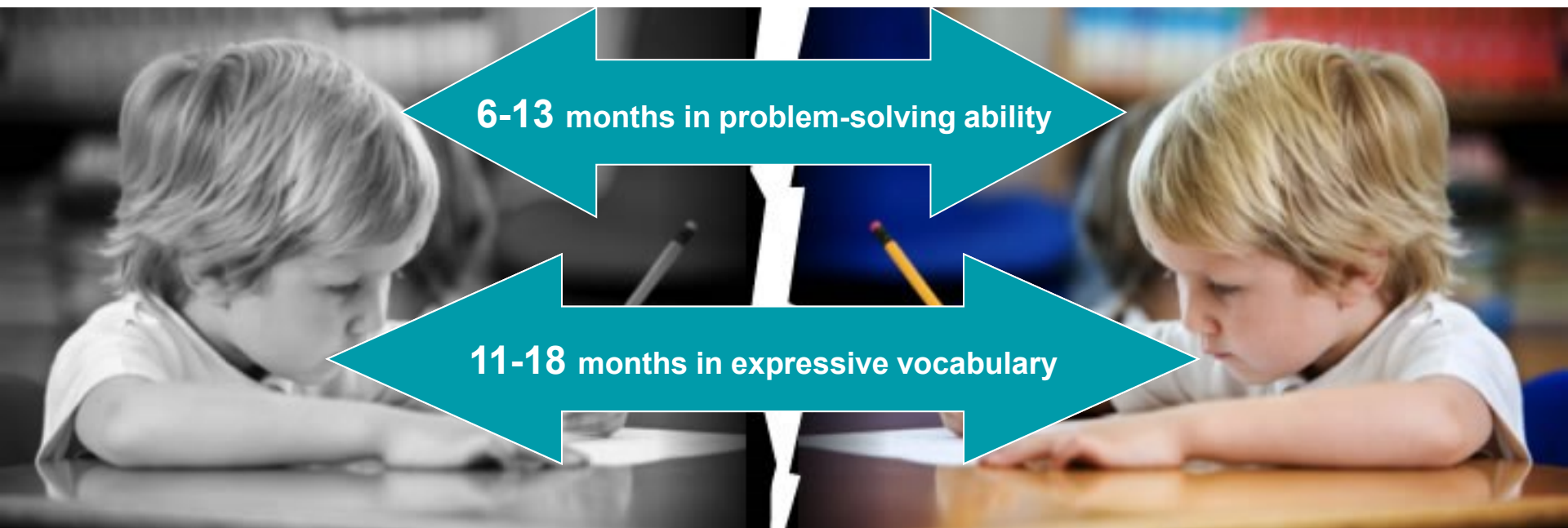
# A consistent and systemic pattern of inequitable outcomes



Attainment (average tariff score) for school leavers by social deprivation (SIMD decile of home address)

Transforming lives through learning

In Scotland today, at **age 5**, the gap between children from the **most advantaged** and **most disadvantaged** families is already:



Source: Bradshaw, P. (2011) Growing Up in Scotland (2011) Changes in child cognitive ability in the pre-school years  
Edinburgh; Scottish Government

Well established before primary schooling begins

Transforming lives through learning

# PISA performance – a non-UK comparison

## Norway

### *reading*

(500) **above** OECD ave

### *maths*

(498) **in line with** OECD ave

### *science*

(500) **in line with** OECD ave

**equity** – 8% of variation in  
*reading explained by SES*

## Scotland

### *reading*

(500) **above** OECD ave

### *maths*

(499) **in line with** OECD ave

### *science*

(514) **above** OECD ave

**equity** – 14% of variation in  
*reading explained by SES*

Figure 2.1. Socio-economic background and reading performance

Percentage of variation in reading performance explained by socio-economic background



Note: Values that are statistically different from the OECD average are marked in dark violet.

Source: OECD (2010), PISA 2009 Results, Volume II, Overcoming Social Background: Equity in Learning Opportunities and Outcomes, Figures II.3.3 and II.3.4, available at <http://dx.doi.org/10.1787/888932343589>.

Improving our record on equity of educational outcomes is a key objective of Curriculum for Excellence and its associated reform programme....

Clear there is no 'magic bullet' but how will CfE make the difference necessary?

# 1. Promoting a more holistic approach

- Broad focus on young person's development with clear set of high-level outcomes for all

## successful learners

### with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

### and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

## confident individuals

### with

- self respect
- a sense of physical and mental wellbeing
- secure values and beliefs

### and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young  
People to become

## responsible citizens

### with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

### and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and customs
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

## effective contributors

### with

- an enterprising attitude
- resilience
- self-reliance

### and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems



# 1. Promoting a more holistic approach

- Broad focus on young person's development
- Close link with broader 'children's strategy' – 'Getting it Right for Every Child'
- Encouraging early Intervention and multi-agency collaboration
- Promoting more coherent engagement of partners outwith the school to support learning
- The school as a 'learning hub' for the community

## 2. Getter closer to the individual

- Entitlement to close personal support
- Monitoring, tracking, engaging the learner
- Raising expectations
- Assessment is for learning
- More coherent and flexible pathways through BGE and the Senior Phase

### 3. Making learning more engaging and relevant

- Promoting more active learning approaches
- Applying learning in real-life contexts
- Taking learning outdoors and into the local community
- Catering better for a wider variety of learning styles

## 4. Improving transitions

- Single coherent curricular framework 3-18
- Early Phase – BGE – Senior Phase
- Focus on positive, sustained destinations
- Push towards planning local/regional partnerships to improve better Senior Phase options, especially more ‘vocational’

## 5. Shifting the measurement framework

- Focus on developing use of data to drive improvement
- Seeking to ‘measure what we value’
- Recognising wider ‘achievement’ as well as more conventional ‘attainment’
- New ‘Senior Phase Benchmarking Tool’
  - Ensuring ‘fair comparisons’
  - Equity measures given prominence
  - Destinations given prominence

## 6. Enhancing the quality of professional practice

- ‘Teaching Scotland’s Future’
  - Pre-service/induction
  - Career Long Professional Development
- Promoting local collaborative enquiry
- Partnership agreements with universities
- Creating a culture of evidence-based practice - with improving effectiveness in promoting equity a key concern

# National support

- Promoting local innovation – ensuring it leads to learning which is spread widely for the benefit of the system as a whole
- Regular dissemination of effective practice through national websites, events, CPD etc.
- Specific improvement projects:
  - School Improvement Partnerships programme
  - Early Years collaborative
  - Literacy hubs

Making progress on this issue is one of the defining challenges of the current phase in the development of our education system

and it will be a key test of the extent to which the ambitions of Curriculum for Excellence are being realised fully in practice.