



Follow up to 'Curriculum for excellence' engagement days

Staff returned to their schools ready to concentrate on the values and principles outlined so far in "A Curriculum for Excellence" and on establishing the ethos of "the four capacities" in schools

These are some of the things staff said schools can do now -

Taken from 'the way forward for us' sheets completed by staff on the engagement days.

- review lesson plans to incorporate reference to where the capacities are met
- make reference to where the capacities are touched in WALT and WILF
- have each pupil note their progress in the four capacities and review this with each pupil on a regular basis
- develop / extend learning logs to incorporate the four capacities.
- identify what the school currently does well in the capacities and try to make this for all pupils
- become familiar with all the documents of 'A curriculum for excellence'
- consider cross curricular tasks to meet a 'chunk' of the curriculum – the 'rich task' material is one model of this – see <http://education.qld.gov.au/corporate/newbasics>
- look ahead to timetables to see if changes would help or more flexibility needed
- consider the 'how' of classroom practice, looking at raising the skills of the teacher
- CPD for staff in cooperative learning, critical skills etc using out of school and in school expertise
- move deeper into AiFL practices
- establish quality enterprise activities for all pupils
- plan to extend the 'education for work' scheme to more pupils
- consider overlap and 'clutter' in present curriculum
- classroom visits across the school to develop and extent best practice
- supportive classroom visits by senior staff to recognise and extend best practice across the school
- develop 'Personal learning plans' with the pupils to include the capacities
- amend/develop school credit schemes to reflect the four capacities
- have assemblies recognising pupils' achievement and recognise the four capacities
- develop/extend pupil involvement in the presentation of assemblies
- develop stronger cross sectoral links particularly in the new subject areas
- develop class room and corridor display to demonstrate pupil achievement and to make the environment and ethos pupil centred and strong
- have display areas to 'celebrate pupil success'



- involve all support staff, all school staff in 'A curriculum for excellence'
- have progress in 'A curriculum for excellence' a standing item at all departmental and staff meetings
- get the message out to parents and school boards, PTA etc
- make sure that 'A curriculum for excellence' is a major part of the next 'School improvement plan.'
- plan appropriate time within the 35hr week to allow this to be done
- develop further - IT across the curriculum
- develop further numeracy and literacy across the curriculum
- develop staff motivation skills – Alan Maclean materials as an example
- develop further assertive discipline practices to establish the tone of the school
- develop the role of pupil school councils
- create a school handbook of best methodology
- work collaboratively with other schools to implement 'A curriculum for excellence'
- develop/extend team teaching
- increase opportunities for greater flexibility within the curriculum
- visit associated primary/pre school schools to develop transitions
- look at how to develop/extend opportunities for creativity
- develop 'eco schools' to be more a part of the curriculum for all
- introduce/develop/extend cooperative and collaborative learning
- further develop school buddy system
- develop pupil involvement in 'healthy schools'
- develop/extend pupil involvement in organising events
- read aCfE materials and study appropriate websites
- review planned individual programmes of work for ASN pupils to reflect aCfE
- investigate/study/consider the concept of 'rich tasks'
- develop/extend paired reading and paired learning
- develop buddied reading/learning
- wall of excellence in each class / tree of knowledge?
- Develop T.e.a.c.c.h. techniques for appropriate pupils
- Develop mindmapping techniques to reflect the four capacities
- Develop/extend pupil presentations in the classroom
- ACfE 'evidence wall' where teachers and pupils contribute postits/photos under the 4 capacities