

## **REFRESHED NARRATIVE ON SCOTLAND'S CURRICULUM : COMMUNICATIONS AND ENGAGEMENT**

### **Purpose**

1. This paper updates the Curriculum and Assessment Board (CAB) on the completion of the refreshed narrative on Scotland's curriculum and sets out measures to ensure effective communications and engagement in relation to it.

### **Background and update**

2. In March last year, CAB commissioned a group of its members, and other nominated individuals, to develop a refreshed narrative on Scotland's curriculum. CAB has overseen the development of that narrative, considering it in detail at its June 2018 and March 2019 meetings (papers CAB-03(1) and CAB-06(01)) and receiving an update at its June meeting.
3. The Scottish Education Council (SEC) also considered the refreshed narrative at its June meeting. SEC was supportive of the narrative, expressing support for its simple and logical presentation and remarking positively on how it would assist practitioners engaging with CfE and its original philosophy. SEC also welcomed the fact that much of the refreshed narrative is recognisable, something it felt will be reassuring for practitioners.
4. Over the course of the summer, a number of refinements have been made to the narrative that have taken account of feedback from CAB, SEC and others. At the same time the web pages that will carry the narrative have been built. The narrative has been prepared as a microsite with the URL [www.scotlandscurriculum.scot](http://www.scotlandscurriculum.scot).

### **Endorsement, Engagement and Communications**

5. The narrative has been prepared as a resource that can be used by practitioners to support the process of engaging/re-engaging with CfE and the development of practices that are fit for purpose. As CAB members have highlighted previously, it is important that the narrative is used by practitioners as a tool that promotes ongoing engagement with the core principles and big ideas of CfE, and the development of practices to enact these big ideas. Maximising the positive impact of the narrative will require CAB members, and other leaders across the system, to promote the narrative and its purpose.
6. As a very visible demonstration of the shared leadership and endorsement of the narrative, the microsite is carrying the logos of key partners.
7. Strategic engagement and communications planning have been considered. A warm up plan has been developed for the period from August to December and the intention is to create a three year strategic plan.
8. Key points within the warm up plan include:

- the **establishment of three groups** to ensure effective endorsement, engagement and communications:
  - a **Strategic Communications Group** to develop the longer term strategic plan.
  - an **Operational Group** within Education Scotland, involving all relevant teams across the organisation, to ensure efficient and effective internal communications to build capacity to support engagement with the narrative, both within the organisation and through their work across the system.
  - a **Practitioner Reference Group** to evaluate resources and exemplifications that will be co-created to strengthen the 'How We Do It' section of the narrative.
- using **relevant meetings, events and other opportunities** to highlight the narrative and engage practitioners and others with it. Some recent examples include the ADES Directors' Forum and its Curriculum, Assessment and Qualifications Group, the September Assessment Summit and School Leaders Scotland's Council meeting.
- using the **Scottish Learning Festival** later this month to highlight (and soft launch) the refreshed narrative as an important resource. The intention is that this include references in key note addresses made by the Deputy First Minister and Gayle Gorman and the use of seminars (CAB has a seminar that will focus on the narrative).
- a **calendar of new events for practitioners** led by Education Scotland and designed to help to share key messages and understanding as well as stimulating conversations. These include a series of *Curriculum Matters* National Conversations, Co-Design events and information sharing sessions.
- Inclusion of supportive commentary in key **publications**. For example:
  - the August edition of GTCS's *Teaching Scotland* magazine included a supportive article developed with officials that highlights the development of the refreshed narrative and included positive comments from Professor Mark Priestley.
  - the EIS plans to include content in the October edition of the *Scottish Educational Journal* that covers the 2019 Scottish Learning Festival and provides positive endorsement of the narrative.

### **Strategic Communications Group**

9. To develop the longer term strategic plan for communications and engagement in relation to the narrative, the intention, as highlighted above, is to establish a Strategic Communication Group. This paper proposes that the membership of the group is drawn from the membership of CAB. While there may be some overlap, the membership of the communications group is unlikely to be the same as the membership of the sub-group that developed the refreshed narrative. CAB

members best able to reach practitioners across the system are encouraged to consider participating on the strategic communications group.

## Conclusion

CAB members are invited to:

- note that the refreshed narrative is now live at [www.scotlandscurriculum.scot](http://www.scotlandscurriculum.scot) and consider how member organisations might endorse and promote the microsite;
- consider the engagement and communications plans in place, and that are being developed, and provide comment on them, including on opportunities to extend and, or strengthen them;
- consider whether they could make a contribution to longer-term strategic communication and engagement planning through participation on the strategic communications group.