

**AGREEMENT No. 7: CURRICULUM DEVELOPMENT SUPPORT**

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**Introduction**

The need to provide support for staff with subject specific curriculum development is agreed. From the consultation exercises it is clear that there is a strong feeling amongst staff that it is essential to have an effective curriculum development support service locally and nationally to support and advise subject teachers.

In addition to curriculum support, a Learning and Teaching coordinator will be identified for each secondary school. These 7 coordinators will meet as a network to plan staff development, conferences and seminars on generic learning and teaching issues.

**Rationale**

It is agreed that the secondary curriculum is developing continuously. These changes range from the wholesale introduction of new courses, e.g. within the National Qualifications framework; reviewing and amending others, to the consideration of learning and teaching strategies for a topic in a course.

Teachers, under Annex B, have, as one of their duties, the development of the curriculum. To ensure that teaching and learning are of the highest quality, it is important that teachers are supported with both 'what' they should be teaching and also advice on learning and teaching strategies. In addition staff also need to update and improve their skills.

All managers will have a responsibility for supporting and monitoring effective learning and teaching in all curricular areas. Accredited and other training for middle management will be provided in this regard.

**Suggested curriculum support strategy**

- Teachers will work together in their curriculum teams within the school, sharing expertise and ideas. It is anticipated that teachers who become Chartered Teachers will have a positive contribution to make. This does not suggest that teachers need to be Chartered Teachers to be first class practitioners sharing good practice with other colleagues.
- Teachers will learn from each other by working together in team teaching situations within the classroom setting
- High quality curricular material and teaching methodology will be provided, both through 'kite-marked' websites and through networking using IT. The authority will enter into discussion with Providers, such as Learning and Teaching Scotland, to ensure that they are encouraged to evaluate curricular material for quality and provide a comprehensive directory.
- Network meetings will be arranged to provide an opportunity for **all** subject staff to have an opportunity to meet and take forward priority issues for curriculum development and staff development within their own discipline. From the consultation there is an issue about the timing of these events. However, all staff have a contractual commitment to 35 hours additional CPD. Twilight sessions seem the obvious solution but staff are often committed to school priorities e.g. supported study, orchestra rehearsals, staff groups taking forward whole school priorities, parents' nights etc. One evening a week should be common to all network meetings e.g. a Thursday. Meetings can take place once a term. Consideration can be given having at least one meeting a year during an in-service day where all subject staff are given the opportunity to meet together.
- In addition to support from the Education Development and Access Services team, a consultancy service will be provided within the Authority. This will take the form of one or

two lead teachers being accessible to give advice and support on any curricular issue or have the means to access external support where necessary. There would be the need to ensure that the teachers acting as these consultants had the necessary qualities to take on this critical role. These could be Chartered Teachers in the future who had been recognised as high quality professional teachers, particularly skilled in their subject area. There would be the need to give these staff the necessary training, time and/or remuneration, to carry out the remit of such a service effectively. It could be that if such a service were successful it would be useful to have staff in this position for a limited period only, to give other interested staff the chance to take on this role and hence provide a staff development opportunity.

- Networks can also pool budgets for the purpose of commissioning materials. Commissioning guidelines have been produced.
- Teachers or groups of teachers should have opportunities to access appropriate courses or work placements
- Through Quality Audits in secondary schools there will be opportunities for teachers to participate in quality audit teams and visit other schools to see and share good practice.

### **Conclusion**

This paper outlines some solution specifically for subject curriculum development. It is not intended to suggest that generic teaching and learning issues or broader curricular priorities e.g. Enterprise in Education or core skills development are less important but there is a need to recognise the importance of mutual support and sharing of good practice amongst staff of the same discipline. The outcome should be a reduction of workload by reducing 'reinvention of the wheel'. The gain would be better team working and better use of resources – particularly time, and improved quality of teaching and learning.

**Signed:**

**Co-chair**

**Date:**

**Signed:**

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**Date:**