



## CURRICULUM FOR EXCELLENCE Principles of Practice

This paper outlines how Scottish Outdoor Education Centres have integrated the principles of A Curriculum for Excellence into the programmes at each of our Centres. As we know the guidance on curriculum principles and practice are based on fundamental educational concepts. When integrated into the whole programme therefore they significantly enhance the educational value of the experience for the young person. The following are some examples of how the principles of practice are integrated into the delivery of our programmes.

### Enjoyment and Challenge

Working in the outdoors with young people can provide wonderful opportunities for fun, enjoyment and challenge provided the right approach is taken. The majority of young people engage well with the outdoors and enjoy it; sometimes with very little external influence or guidance. At SOEC the enjoyment and challenge of the outdoors is used as a catalyst to engage their learning and development. During the programme the young people will be encouraged to have high aspirations and ambitions with opportunities to develop and demonstrate their creativity.

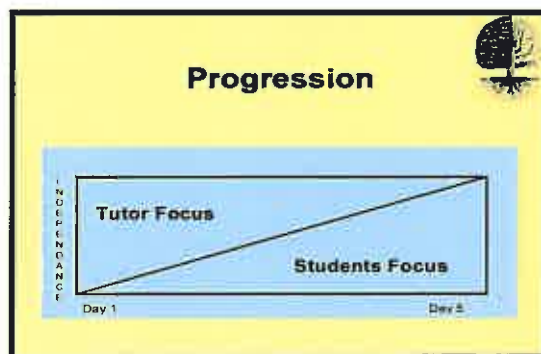


### Breadth

On our Transition to S1 programme all of the associated schools are Involved in the programme. This brings a breadth to the programme as it provides the opportunity for the young people to engage with people and issues which are relevant to their local community. For example, school rivalry, a gang culture or social differences. As the session groups are a mix of young people from different schools, the programme provides an opportunity to explore issues and help develop understanding.

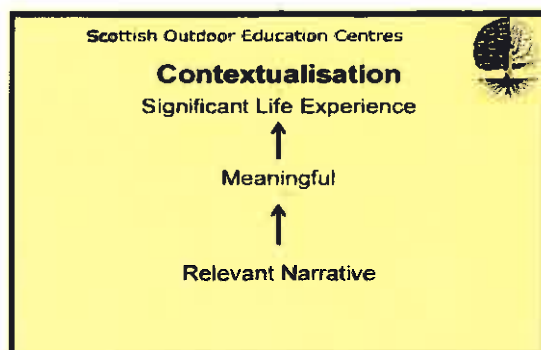
### Progression

The curriculum highlights the importance and benefits of active learning. The approach used by the tutors at SOEC is to provide the young people with the opportunity to actively experience the differences between Primary and Secondary school. There is then the opportunity to discuss these with their tutor and peers. They can begin to identify and share the positive aspects of the experience and also develop strategies for dealing with new challenges.



### Relevance

Research suggests that to make the learning a significant life experience for the young people it needs to be meaningful. For it to be meaningful it has to be relevant to them. To help make it relevant tutors wrap the experience in a 'relevant narrative' that relates the experience to current aspects of the young person's life, e.g. going to secondary school. This helps the young person to see a place for what they have learnt during the programme in other aspects of their school and social life; helping them retain and transfer the learning.



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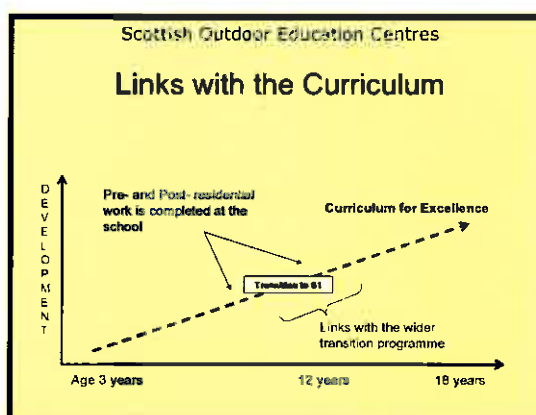
### Personalisation and Choice

Having the same tutor with the group for the whole programme means several key elements for the success of the programme can happen. Firstly, the students and the tutor can develop a positive rapport, recognised as important for quality learning to take place. Also, the tutor is able to assess the young people and then shape the programme's progression and experiences during the week to best suit the needs of the young person. The young people are also provided with a choice of activities providing opportunities for negotiations and consultation with peers.



### Coherence

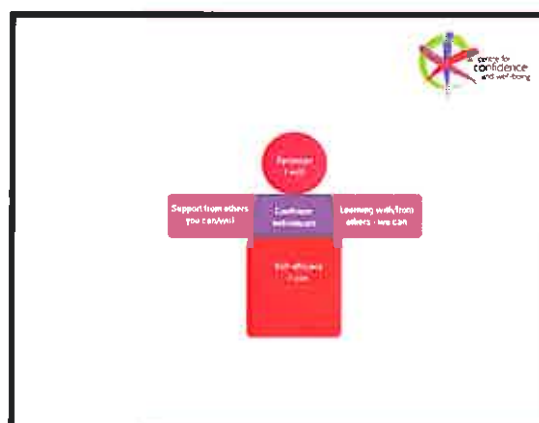
The young person's learning during the programme should be a coherent experience and combine with other aspects of their learning. There should be clear links between the different aspects of their learning with opportunities to extend sessions which draw different strands of learning together. The pre- and post visit work they do at the school should be seen as part of the programme as it is important in supporting this cohesion across the school curriculum.



### Depth

There is the opportunity for the young person to experience and develop different types of thinking and learning. As the programme progresses they have the opportunity to draw different strands of learning together, explore and achieve more advanced levels of understanding.

To help with this SOEC apply the model of confidence developed by the Centre for Confidence and Wellbeing to the work we do with young people. We use the model as a framework. The programmes provide the young people with opportunities to learn and develop in areas which help to develop confidence. They also have the opportunity to experience these in different settings.



For further information please visit our website [www.soec.org.uk](http://www.soec.org.uk) or telephone us on 01899 221115.

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