

SUPPORTING LEARNER ENGAGEMENT IN THE WORK OF THE CURRICULUM AND ASSESSMENT BOARD

Purpose

1. This paper seeks CAB members' views on:
 - the key principles that should underpin learner engagement in the work of the Board; and
 - specific proposals intended to support learner voice and perspectives as part of the work of the Board.

Background

2. Learner participation and engagement is a central aspect within Scotland's curriculum framework. It is core to day-to-day practice in the life and work of schools across the country. Practice and policy continue to evolve and improve, with some excellent examples in early learning, primary and secondary settings.
3. It is important, therefore, to ensure that the Board ensures meaningful learner participation in relation to its work through effective and innovative means of engagement. It is particularly fitting that the Board seeks to initiate this in the 2018 Year of Young People and the on-going engagement of young people in the work of CAB will be a notable legacy of the year.

Principles

4. We propose that the Board's engagement with young people be underpinned by the following key principles, drawn from Education Scotland's best practice advice to schools:
 - **Collaborative:** We will take a partnership approach to gathering and sharing the views of pupils, providing the space for young people themselves to lead the interaction and engagement. Pupils will be provided with safe opportunities to express a view. They will be consulted on how they would prefer to develop their ideas and views. We will seek to utilise "co-production" and "co-design" approaches.
 - **Relevant:** Pupils will be provided with the permission to set the agenda, not simply respond to national agencies' agenda. Young people will be supported to discuss and share their views with the Board on topics that are meaningful to the pupils themselves.
 - **Inclusive:** A wide range of pupil views and voices will be supported. The Secretariat and Board members will take steps to provide opportunities for a wide range of young people to provide their thoughts, regardless of socio-economic background, gender, disability, ethnicity and other key characteristics.
 - **Influential:** the views expressed by pupils will be listened to and considered, and they will be "acted upon". This does not mean that the Board, agencies or Ministers are bound to accept and implement every request but it does mean that the voice of young people is considered as a credible voice and their views are considered in a fair manner.

- **Embedded:** learner participation will become a key feature – a “business as usual” in all aspects of the Board’s work.

Proposals

5. Measures proposed to ensure effective learner engagement with CAB and its work:
 - **Young person representatives on the Board:** We propose to continue the arrangement made for this meeting of the CAB whereby two young people will attend each meeting of the Board. Once a new Scottish Learner Panel is in place (see below) these representatives will be drawn from the Panel’s membership. The role of the Learner Panel representatives will be to gather and provide broader views and perspectives from the Panel at meetings of the CAB.
 - **Scottish Learner Panel:** Scottish Government and Education Scotland are making arrangements to create a Scottish Learner Panel by summer (June) 2018. A detailed specification for the panel has been prepared and officials are in discussion with relevant third sector partners (young people organisations) to support the work of the Panel. The Panel membership will be drawn from across the CfE age range of 3-18 and will include representation from a wide geographic spread, a range of socio-economic backgrounds and from Scotland’s diverse communities. As well as influencing and contributing to the work of the CAB, the Panel will also engage in relation to a wide range of national education policies and programmes.
 - **Learner engagement at ‘host’ establishments for CAB meetings:** We also propose to include the involvement of young people at the particular education establishment (early learning centre, school or college) that is hosting each CAB meeting. As has happened in making arrangements for this meeting, the Board Secretariat will work with the host establishment to agree a method of engagement which suits the establishment and the young people themselves.
 - **Drawing on wider networks and arrangements:** In addition to the measures set out above, we propose that the Board ensures that wider networks and forums of young people are able to feed into the work of the Board as and when appropriate. This could be through sub groups of the CAB and, or it may be through wider arrangements for learner engagement led by organisations who are represented on the Board.

Conclusion

6. The Board is asked to consider the principles and proposals set out above:
 - are members content with the principles set out to underpin the Board’s engagement with young people?
 - are members content with the proposals made for engagement?
 - are there other measures that could or should be taken?