ABSTRACT
This project explores the place of Curriculum for Excellence in the outdoor classroom at Lendrick Muir. A critical review of current practice in this area has highlighted changes in school and policy perspectives pertaining to the inclusion of outdoor education as an integral part of school learning. This project, therefore attempts to assess and make provision for the changes Curriculum for Excellence demands. Further to this the project sets out the next stage for educational development at the centre, in order to maintain a high standard of educational provision to keep Lendrick Muir leading the way, as an outdoor education provider.

INTRODUCTION
Outdoor Education has seen a recent upsurge in popularity in schools and greater support from the Scottish Executive, as an integral part of the learning process which can add value to learning not available within a school setting. In the recent publication ‘Curriculum for Excellence through outdoor learning’ the Scottish Executive highlights the necessity for residential as part of learning.

The school’s team at Lendrick Muir set out a project to improve the quality of educational provision at the centre for schools. The aim was to link the learning that takes place during activity sessions with Curriculum for Excellence by identifying the experiences and outcomes achieved and writing these into a resource pack. These could then be used by teachers as part of their planning process prior to a visit but also by the centre instructors to clarify learning intentions and maintain consistency of teaching.

ACTION
The vast variety of outdoor activities available at the centre were all closely observed then written into formal lesson plans which included outcomes, learning intentions, success criteria, resources and assessment methods as well as a session plan.

These lesson plans were the basis for discussion amongst instructional staff and helped to build an understanding of instructors’ knowledge of Curriculum for Excellence. It was identified that, although there was a general awareness that the curriculum has been undergoing changes, little was known about the principles underpinning the new curriculum; what this looked like in practice and how this related to the ethos of Lendrick Muir as a Christian Centre.

Training was then undertaken with all instructional staff with the aims of:
• Understanding the biblical principles for education
• Understanding instructors’ role in schools work
• Learning more about Curriculum for Excellence

A uniformity of thinking was brought about by this time of reflection and discussion of the key aspects of the curriculum, most important of which was that outdoor education has the capability of raising attainment in all four capacities.

This period of discussion also highlighted the intricacies of some of the activities available; the many resources which can be chosen to be used for session, the need for
educational experience for children coming to the centre with a school: Teachers, therefore, are the main target audience for the written product of the project. It was important to gain feedback from teachers, in the first instance, which knew the centre and understood how we worked but who would not be afraid to be honest with us. The feedback was incredibly positive “the outcomes are so easy to reference in a teacher’s planning” and “good examples of lesson plans – teachers know you are on their wavelength with that”. However the main criticism was that these documents were bland and consequently a little hard to follow. This led to a major overhaul of the presentation; ease of access is essential if we want to use this to attract new schools to the centre. A pack has now been constructed of all materials including an introduction, overview, experiences and outcomes.

Once a new pack had been put together we began to pilot this with a local school, inviting them to come along and try out some activities on a regular basis. This provided us with further feedback from a variety of teachers. We were also able to evaluate the children’s learning, gaining evidence to support what we believed they could be learning.

**IMPLICATIONS**
This project has both short and longer implications for Lendrick Muir activity centre: we need to ensure that all instructors are familiar with the information within the resource pack and use this in their school’s sessions. In order to deepen the impact of this learning, instructors need to maintain a high level of quality feedback and review techniques.

In the longer term, we need to remain abreast of current legislation, passing this information on to instructors as required. Finally, we need to keep the information within the teacher’s pack up to date, including new material as our range of activities expands.

**NEXT STEPS**
To finalise this project we will publish the information and make this available to prospective teachers to aid their planning and preparation prior to a residential activity break.

We will also continue to be open to further responses and feedback from teachers wherever possible.

**CONCLUSION**
This project has already dramatically increased the awareness of Curriculum for Excellence within Lendrick Muir. We hope that this will only increase as we put our plans into action, as learning becomes embedded into the nature of delivery of residential activity breaks.