



Transforming Curriculum SD60

Curriculum, Competencies and Kids

Facilitated by: Kim Boettcher



Please contact Kim Boettcher for further discussion. Together we can!

Learning Intentions for Meeting

1. To become familiar with all posted Core Competencies.
2. To be aware of the 2 new Core Competencies.
3. To engage in conversation and thinking about how you may integrate a Core Competency into an existing lesson/unit/project.

Opening Activity

Introduce yourself at the table and tell one thing in the world you are **curious** about.



Solid Foundation



The Curriculum Renewal is built on a solid foundation of:

- collaboration between Ministry of Education and BCTF
- research
- discussion papers
- input from all stakeholders including parents
- consultation throughout province
- process and transparency



THINK ‘transformative process’



It’s about **ENGAGING STUDENTS!**

Our thinking needs to:

- be flexible
- be creative
- be inclusive



Not about ‘curriculum’ or ‘implementation date’ but rather about students, engagement and the learning process.



Making the Shift



FROM...

covering curriculum.....

subjects and courses.....

learning outcomes.....

measuring and assessing.....

evaluation and grading.....

TO...

engaging students through inquiry

flexible, both interdisciplinary and disciplinary

big ideas, relevant, meaningful, learning standards

descriptive feedback, developing competencies (core & curricular)

learner profiles, communicating student learning





Let's consider...why not?

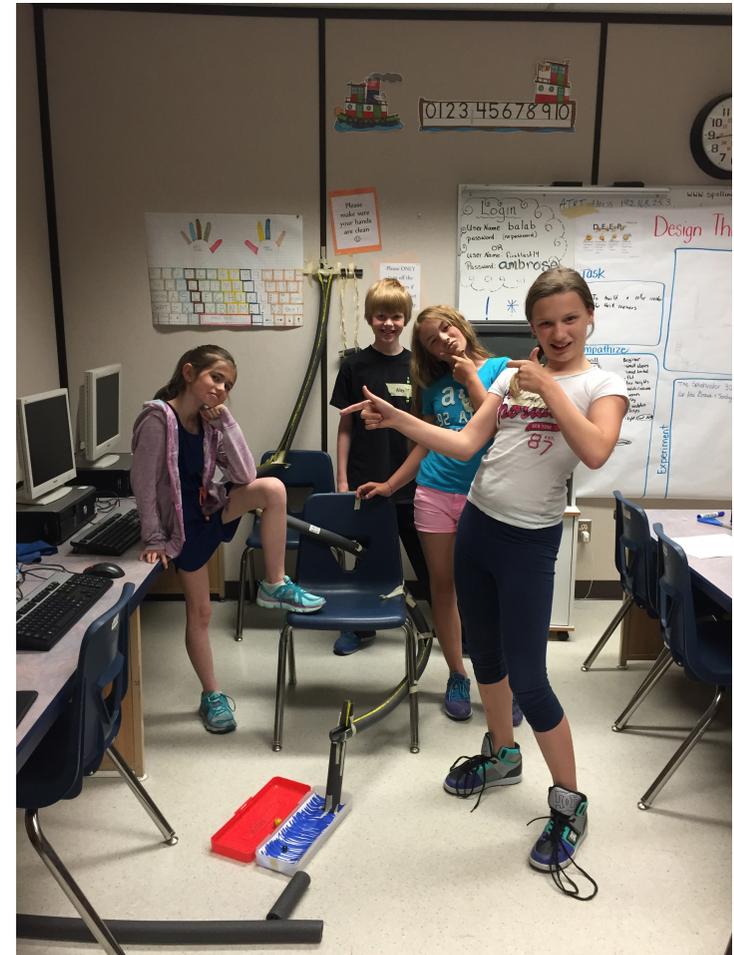
Core Competencies



The Competencies

The Core Competencies:

- communication
- creative thinking
- critical thinking
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility



Sharon Jeroski – The Author



“One of the reasons vulnerable kids get up in the morning and come to school is because of one or more of these competencies, not to learn a new concept in some subject area.”

According to Sharon...

Elevate the competencies: for example, teach literacy with a focus on Positive Personal and Cultural Identity

Competencies are about application...these are BIG concepts throughout the day:

What did I do today that helped me learn to *communicate*?
What did I do today where I used my *creative thinking* skills?

The Core Competencies are continuums, not standards... about personalized learning, every child's unique journey, where you are you are, we just need to know where you're going next!

Core Competencies & Assessment

No exemplars, no marking sessions, one example will not show every child.

The examples are called *Illustrations*.

These are *continuums*...

We collect *evidence of learning*, we sit down with child and interview with the Core Competency Profile:

- Who are you? As a person, as a learner?
- How are you progressing?

Find ways for students to produce evidence: oral, visual, video, writing etc.

Set of Profiles: Communication Competency

These profile descriptions include four facets that underpin Communication Competency: connect and engage with others; acquire, interpret, and present information; collaborate to plan, carry out, and review constructions and activities; and explain/recount and reflect on experiences and accomplishments. The four facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION

 **1**

In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.

 **2**

In familiar situations, with direct support, I communicate with peers and adults. I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.

 **3**

In familiar situations, with some support or guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn/share). I listen and respond to others. I can work with others to achieve a short-term, concrete goal; I do my share. I can recount simple experiences and activities, and tell something I learned.

 **4**

I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. I recount and comment on events and experiences.

 **5**

I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.

 **6**

I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.

 **7**

I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.

 **8**

I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

Communication Illustrations



Profile 2: Girls Reading Together On Couch

[Profile 2 - Girls Reading](#)

Profile 6: Children's Book

[Profile 6 - Mother, What Shape is the Sky?](#)

Profile 7: Interview

[Interview with Eli](#)



Set of Profiles: Creative Thinking Competency

These profile descriptions include three facets that underpin Creative Thinking Competency: novelty and value, generating ideas, developing ideas. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION



1

I get ideas when I play.

I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.



2

I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.

I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.



3

I can get new ideas in areas in which I have an interest and build my skills to make them work.

I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.



4

I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers.

I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.



5

I can develop a body of creative work over time in an area of interest or passion.

I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

Creative Thinking Illustrations



Profile 1: Story Workshop with Provocations

[Profile 1 - Story Workshop](#)

Profile 3: Genius Hour

[Profile 3 - Painting in Genius Hour](#)

Profile 4: Speaker's Corner Rant

[Profile 4 - Rant](#)



Set of Profiles: Critical Thinking Competency

These profile descriptions include the three facets that underpin the Critical Thinking Competency: analyze and critique, question and investigate, and develop and design. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION



1

I can explore.

I can explore materials and actions. I can show if I like something or not.



2

I can use evidence to make simple judgments.

I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.



3

I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.

I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.



4

I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.

I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.



5

I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.

I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.



6

I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues.

I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.

Critical Thinking Illustrations



Profile 4: Mousetrap Car

[Profile 4 - Mousetrap Car](#)

Profile 4: Just Jeans

[Profile 4 - Just Jeans \(questioning\)](#)

Profile 5: Portraiture

[Profile 5 - What Fills My Head?](#)



Set of Profiles: Positive Personal and Cultural Identity Competency

These profile descriptions include three facets that underpin Positive Personal and Cultural Identity Competency: relationships and cultural contexts, personal values and choices, and personal strengths and abilities. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION



1

I am aware of myself as different from others.

I know my name. With some help, I can identify some of my attributes.



2

I am aware of different aspects of myself. I can identify people, places, and things that are important to me.

I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place).

I can explain what I like and dislike. I am able to explain what interests me.



3

I can describe different aspects of my identity. I have pride in who I am.

I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.



4

I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.

I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).



5

I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

Positive Personal & Cultural Identity

Illustrations

Profile 1: How Names Were Given

[Profile 1 - Jocelyn](#)

Profile 3: Identity Recipe

[Profile 3 - Identity Recipe](#)

Profile 3: What Makes You Unique?

[Profile 3 - What Makes You Unique?](#)

Profile 4: Artifacts

[Profile 4 - Artifacts](#)



Social Responsibility Competency

DRAFT

Profile 1: I can interact with my friends. With some support, I can be a part of a group.

TO

Profile 5: I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can recognize potential conflict and take actions to de-escalate it. I can clarify problems or issues, generate multiple strategies, weigh consequences, and evaluate actions.....

Personal Awareness & Responsibility Competency

DRAFT

Well-Being, Self-Regulation, Self-Determination

Profile 1: With support, I can sometimes control strong emotions and impulses. I can think about my activities and my work.

TO

Profile 5: I can take ownership of my own goals, my learning and my own behaviour. I am aware of my personal strengths, and my personal limits, and what is best, over time, in terms of my goals and aspirations. I can find internal motivation and I understand the implications of the choices I make. I reflect on my previous actions and results when I initiate new activities.

The Core Competencies



Prompt Placemat

- Observations: what are we noticing?
- Connections: what does this make us think about?
- Questions: what are we wondering about?
- Actions: what can we try?





OBSERVATIONS
What are we noticing?

ACTIONS
How might I integrate one Core Competency into my current planning?

CONNECTIONS
What does this make us think about?

QUESTIONS
What are we wondering?



The Big Ideas



A big idea...

- is a statement that is important to one's understanding in an area of learning
- is broad and abstract
- contains two or more key concepts
- is generally timeless
- is transferable to other situations

Social Studies Big Ideas:

- **Grade 1:** communities consist of people from diverse cultures, backgrounds and perspectives
- **Grade 5:** the development of natural resources has shaped the economy of different regions of Canada
- **Grade 9:** values shape political, social and cultural identities



Grade 2 Big Ideas - SS

HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

Social Studies

K 1 **2** 3 4 5 6 7 8 9

Social Studies Overview Goals and Rationale Download: English Français

Core Competencies

- C**
Communication
- T**
Thinking
- PS**
Personal & Social

Big Ideas

- An individual's identity reflects the different communities, both local and global, to which they belong.
- Local actions have global consequences, and global actions have local consequences.
- Communities have a variety of systems and structures for meeting their needs.
- Communities are interconnected with their natural environment.

Grade 2 Learning Standards - SS

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- ▶ Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- ▶ Explain how and why people, events, and places are significant (significance)
- ▶ Ask questions and make inferences about the content and features of different types of sources (evidence)
- ▶ Distinguish between things that have changed and things that have stayed the same, and explain why some things change and others stay the same (continuity and change)
- ▶ Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)
- ▶ Examine reasons (e.g., beliefs, values, worldviews) why people have different perspectives on people, places, issues, and events (perspective)
- ▶ Make a value judgment about an event, decision, or action in their lives (ethical judgment)

Concepts and Content

Students will know and understand the following concepts and content related to Regional and Global Communities:

- ◆ the diverse characteristics of communities and cultures in Canada and around the world, including at least one Aboriginal community and culture
- ◆ different perspectives on and methods for meeting needs and wants in their community and others
- ◆ diverse features of the environment in other parts of Canada and the world
- ◆ rights and responsibilities of students as British Columbians and Canadians
- ◆ responsibilities of global citizenship
- ◆ relationships between people and environment in different communities

Science

K 1 2 3 4 5 6 7 8 9

[Science Overview](#)[Goals and Rationale](#)

Download:

[English](#)[Français](#)

Core Competencies



Communication



Thinking



Personal & Social

Big Ideas

Humans live in constant interaction with micro-organisms.

An element's properties are related to the arrangement and energy of its electrons and to its atomic size.

The interaction of electrons allows atoms of different elements to form compounds.

The four fundamental forces govern the interactions of matter.

Quantum theory is based on electromagnetic radiation behaving like both a particle and a wave.

Earth is composed of four interacting spheres through which matter cycles.

Curricular Competencies

Students will be able to inquire by

Questioning and predicting

- ▶ Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- ▶ Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world
- ▶ Formulate multiple hypotheses and predict multiple outcomes

Planning and conducting

- ▶ Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data
- ▶ Assess risks and address ethical issues associated with their proposed methods
- ▶ Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data

Processing and analyzing data and information

- ▶ Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies
- ▶ Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Evaluating

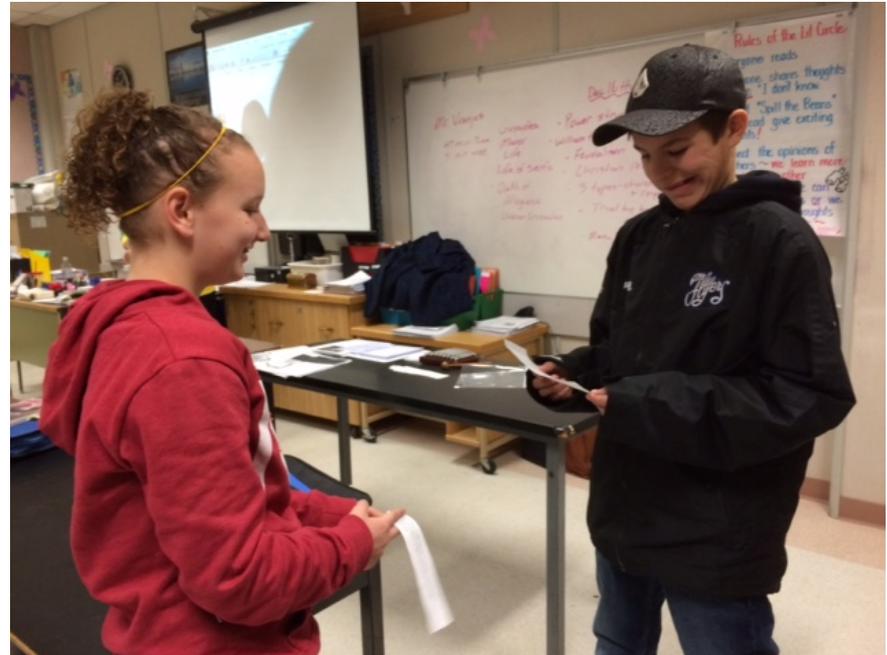
- ▶ Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- ▶ Describe specific ways to improve their investigation methods and the quality of the data
- ▶ Evaluate the validity of and limitations of a model or analogy in relation to the phenomenon modelled

Students will know and understand the following concepts and content

- ◆ the impact of micro-organisms in their body
 - viruses and bacteria
 - [microbiomes](#)
 - basic functions of the immune system
 - vaccination
 - antibiotics
- ◆ [element properties as organized in the periodic table](#)
- ◆ the fundamental forces
 - [gravitation](#)
 - electromagnetism
 - weak nuclear force
 - strong nuclear force
- ◆ the electromagnetic spectrum
 - [types of radiation](#)
 - [wave-particle duality of photons](#)
 - [energy transmission \(quanta\)](#)
- ◆ the carbon cycle
- ◆ forms of carbon
- ◆ the nitrogen cycle
- ◆ hazardous chemicals
- ◆ the interactions between the lithosphere, atmosphere, biosphere, and hydrosphere

Curious Quote Swap

1. Choose a quote.
2. Stand and find someone with a different quote from a different table.
3. Partner 1 reads quote and both discuss.
4. Partner 2 reads quote and both discuss.
5. Swap quotes.
6. Repeat.





Accessing the site...

Open a Browser and type the following into the URL line:

<https://curriculum.gov.bc.ca>

[Transforming Curriculum](#)

Link for **BIG IDEAS**:

<https://curriculum.gov.bc.ca/continuous-view>

Please notice:

- links at the top for Core Competencies, Draft Curriculum and Assessment



The work continues...

- new curriculum and competency work posted on website
- competency profiles - continue to refine
- provide resources and support
- draft curricula for Immersion K-9 available in draft NOW
- career education through all grades
- revisions to K-9 according to feedback
- all curriculum will be given more clarity and definition while maintaining the big ideas to allow for inquiry, exploration and personalization
- SS topics will be revisited
- Science has already been added to
- Environmental topics asked for by teachers
- More Aboriginal content requested

The work continues...

- grade 10-12 prototype and draft curricula coming soon
- career education at all grade levels
- assessment framework: clarity for large scale provincial assessment, exams, reporting and communicating student learning, classroom assessment
- new draft policies for assessment coming soon

Supporting the transformative efforts...



- ★ staff discussions and exploration
- ★ share examples - inquiries, projects, themes, assessments
- ★ encourage innovative classroom practices - PBL, ‘Genius Hour’, community connections, service learning, Maker Day, tinkering, Design Thinking etc. – learn while doing - UDL
- ★ collaborate to find ways to ‘activate’ the competencies in classrooms
- ★ designing and using effective assessment practices
- ★ encourage thinking “why not” and “transformational process”



2015-2016

- 3 Working Sessions with Sharon Jeroski, tentative first date October 16 or 17
- Collaboration Grants – application, inquiry based



District Commitment



I will commit to the following:

- Create a Google folder for our work together
- Plan well organized working sessions with Sharon
- Visit classrooms upon request to view competencies in action – sharing thoughts and ideas together
- Answer questions, brainstorm, collaborate as needed
- Provide supplemental readings and resources
- Provide tools for you to share with your school staffs

Planning - Commitment

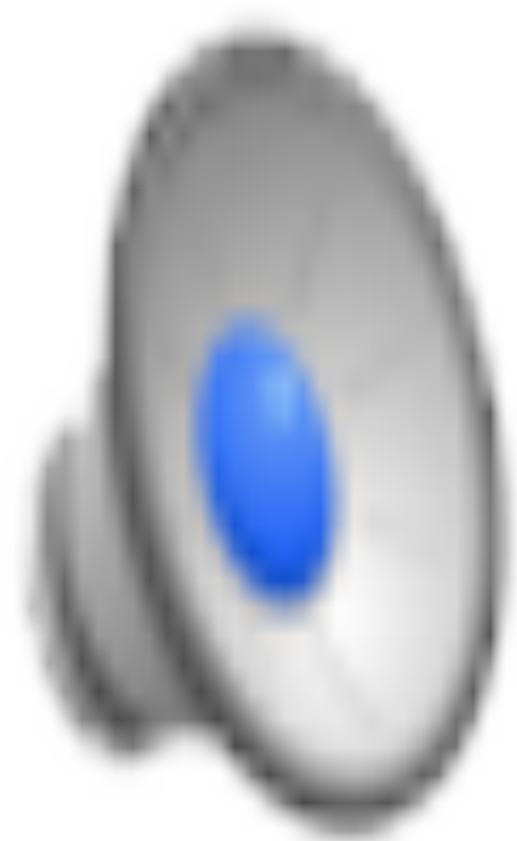
What is the first Core Competency you think you will work hard to integrate?

What lesson/unit/project could it work into?

What evidence will you gather?
(student sample, artifact, photo, video etc.)



Share your commitment!!





Thank you!

