

SD6o 2016 – Kindergarten to Grade 12

BC's Renewed Curriculum & Core Competencies - Secondary

Welcome!

- Classroom Teachers
- Learning Assistance Teachers
- Learning Services Staff
- Administrators



Together, creating a new future in education!

GUESS MY JOB

Using one of the slips on the table, **write** down the most interesting job you have ever had in your life and put it in the bowl.

Read aloud one at a time. Guess who performed that job.

Introduce yourself and tell one interesting thing about that job.

Opening Activity



Learning Intentions

- Understand the intent of the curriculum change
- Become familiar with the organization of the curriculum documents
- Be able to articulate several details about the curriculum at your grade level
- Be able to describe one way it will aide children's learning and one challenge you will work through with your colleagues

Facilitation at School Sites

- Think about your peers and your staff culture
- What might be the best way to facilitate this conversation so that it is encouraging, positive and helpful to the teachers?
- **February 26th:**
 - AM Presentation: “The Why” and “The What” Guest: TBA
 - PM Team Work: making sense of the new curriculum in partners, small groups, grade groups, subject groups, interest groups etc.
- **May 16th:**
 - Curriculum Updates from Ministry and BCTF – Guest: Jo Chrona
 - Planning Work: “The How” individual, partners, small groups etc.

Timeline

Curriculum

K-Grade 9

- Sept. 2015 → Curriculum available for use
- Sept. 2016 → Full implementation

Grad Program Grades 10-12

- Sept. 2015 → First drafts (core & options)
- Jan. 2016 → Curric teams in for revisions
- Sept. 2016 → Curriculum available for use
- Sept. 2017 → Full implementation

The Educated Citizen

- *"A quality education system assists in the development of human potential and improved the well-being of each individual person in British Columbia society."*
 - Sullivan Commission, 1988

The Educated Citizen

To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base
- creative, flexible, self-motivated and who have a positive self image
- capable of making independent decisions
- skilled and who can contribute to society generally, including the world of work
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Why the change in curriculum?

- Conditions in the world are changing rapidly and constantly
- Information immediately accessible
- Communication is instant
- Knowledge is growing at exponential rates



This is the world our students are entering!

Information



Guiding Principles

- Personalizing learning – tapping into student interests to help them learn
- Core competencies balanced with a solid foundation of skills (reading, writing and math)
- Applying what students have learned to real-life situations
- Gaining the skills to enter post-secondary and the workforce
- Strengthening the ability to compete in a global economy



New Core Competencies K-12



Thinking

- *Creative Thinking*
- *Critical Thinking*



Communication



Personal and Social

- *Positive Personal/Cultural Identity*
- *Personal Awareness and Responsibility*
- *Social Awareness and Responsibility*



Grade 1 & 12 Art/Writing Project
Kim Ans, NPSS

Core Competencies are continuums, not standards...about personalized learning, every child's unique journey, where you are you are and where you're going next!

Sharon Jeroski

Author of the Core Competencies



"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."

Core Competencies & Assessment

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

The examples are called *illustrations*. These are *continuums*...

Core Competencies will not be graded!

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

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 and where you are going next!

Core Competencies



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	<p>I get ideas when I play.</p> <p>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.</p>
 2	<p>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.</p> <p>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.</p>
 3	<p>I can get new ideas in areas in which I have an interest and build my skills to make them work.</p> <p>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.</p>
 4	<p>I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers.</p> <p>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.</p>
 5	<p>I can develop a body of creative work over time in an area of interest or passion.</p> <p>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.</p>

Novelty & Value

Generating Ideas

Developing Ideas

Creative Thinking Competency Illustrations

Competency Illustrations

Profile	Title	Context	Facets
1	Plasticine Story Props and Puppets	This student has been working with Plasticine for over a month and shows no waning of interest.	Novelty and value, Generating ideas, Developing ideas
1	Free Play with Stacking Blocks	A girl came up to the teacher and asked her if she would like some "jello" she had made with stacking blocks.	Novelty and value, Generating ideas, Developing ideas
1	Building a Structure for Toy Animals	This boy and girl were playing with the small animals in the block centre.	Novelty and value, Generating ideas, Developing ideas
2	Mash-up poem based on Jack Prelutsky's "Stardines"	A class was asked to make mash-up poems based on Jack Prelutsky's <i>Stardines</i> .	Novelty and value, Generating ideas, Developing ideas
2	Lego Creations	This class was engaged in exploring 3D shapes as part of the Mathematics curriculum. The teacher gave them the story <i>Changes, Changes</i> by Pat Hutchin.	Novelty and value, Generating ideas, Developing ideas
3	Making Own Robot	Students were encouraged to choose topics for projects based on their own interests. This student chose robots.	Novelty and value, Generating ideas, Developing ideas
3	Duct Tape Wallets	This student learned to make duct tape wallets from YouTube videos and has pursued this new interest with considerable tenacity.	Novelty and value, Generating ideas, Developing ideas
3	Design for a ...	Students in a Technology Education class were asked to construct a functioning model	Novelty and value, Generating

Creative Thinking Illustrations

Profile 3: Design for a Working Crane

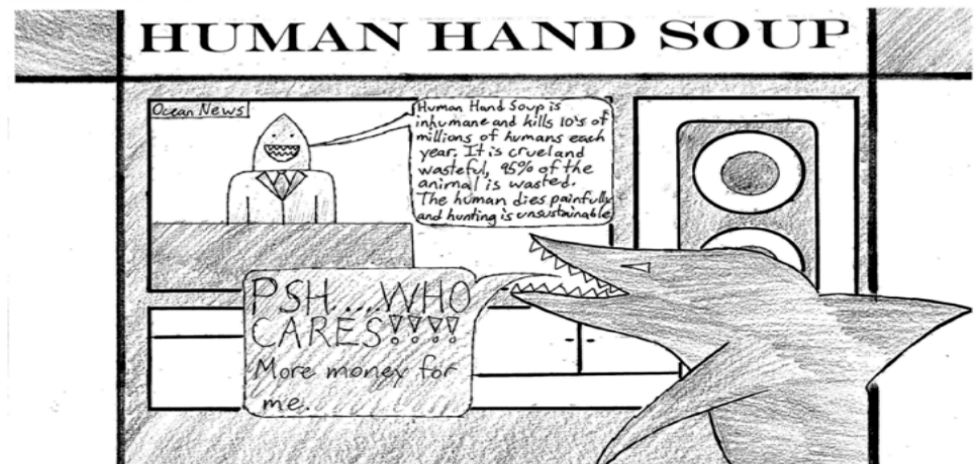
[Working Crane](#)

Profile 3: Duck Tape Wallets

[Duck Tape Wallets](#)

Profile 4: Found Poem Based on the Story Fear

[Found Poem](#)



Political Cartoon

A Humanities class worked on determining the different perspectives of various stakeholder groups on the banning of all shark fin products in their city. Their community has a large traditional Chinese community and the ban is controversial. Students were taught about political cartoon devices and asked to create an original political cartoon that expressed one of the perspectives on the issue. The idea in this cartoon is novel in that it takes the sharks' perspective, recognizing that sharks are also a stakeholder group in the community. This student's cartoon has the potential to change perspectives and influence people's thoughts and actions, not only about the shark fin issue, but also about their definition of community.

Profile	Description	Facets
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.	Novelty and value, Generating Ideas, Developing Ideas

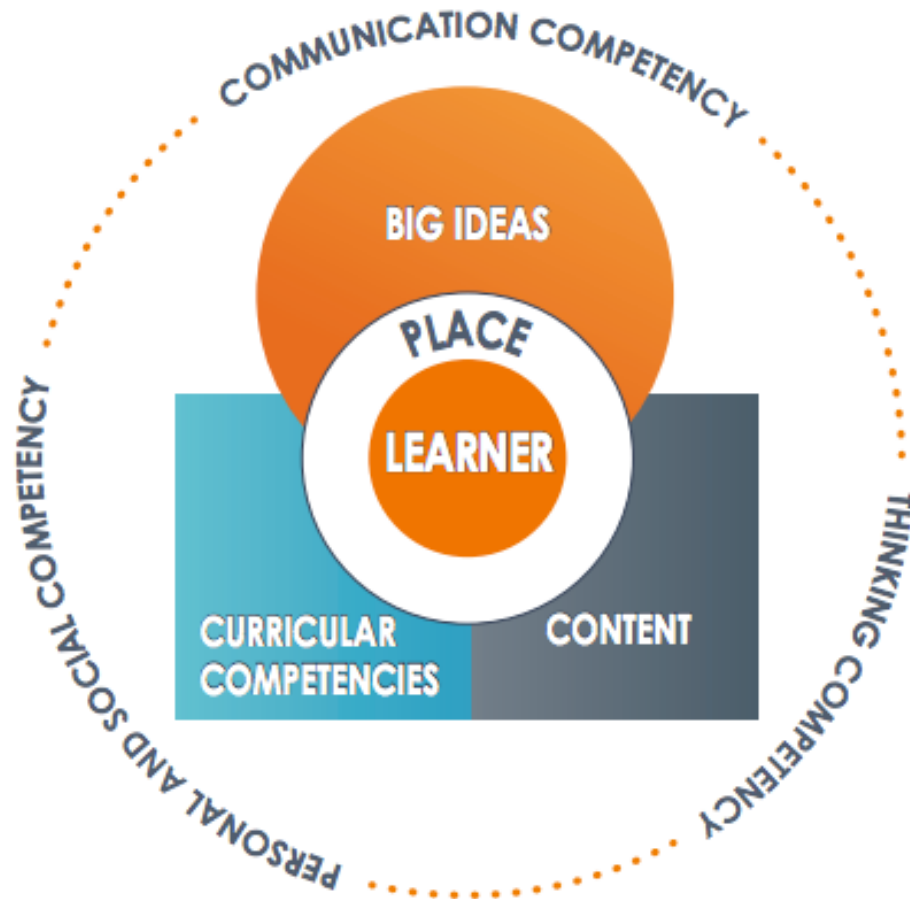
Application

- What unit/lesson do you teach that includes an aspect of 'creative thinking'?



**STANDING PARTNER BUZZ!
5 MINUTES**

Curriculum Model



The Curriculum Know-Do-Understand

CURRICULUM ORIENTATION GUIDE

What to look for in the curriculum

The screenshot shows the 'Social Studies' curriculum page for 'Grade 5'. It includes a search bar with 'K' entered, a navigation menu, and several main sections: 'Core Competencies' (C, T, PS), 'Big Ideas' (three circles), 'Learning Standards' (Curricular Competencies and Content), and 'Supporting Materials' (Teacher Learning Environments, Instructional Examples, Student Supports, Assessment/Activities). Arrows from the right point to these sections.

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

Brochure 4 Minute Partner Talk

CURRICULUM ORIENTATION GUIDE

What to look for in the curriculum

The screenshot shows the 'Social Studies' page of the BC Curriculum Orientation Guide. A magnifying glass is positioned over the title. Callouts point to various elements: 'Introductory Materials' points to the top navigation bar; 'Core Competencies' points to the 'Core Competencies' section; 'Big Ideas' points to the three circular icons; 'Content' points to the 'Learning Standards' section; 'Curricular Competencies' points to the 'Curricular Competencies' section; and 'Supporting Materials' points to the bottom navigation bar.

Highlights of BC's Redesigned Curriculum

- Personalized Learning**
 The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.
- Ecology and the Environment**
 Revisions to the Science curriculum were made to ensure better representation of ecology and environmental learning.
- Historical Wrongs**
 The curriculum includes the history of the Asian and South Asian communities and their contributions to the development of our province—as well as the injustices they experienced.
- Aboriginal Perspectives and Knowledge**
 Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.
- Flexible Learning Environments**
 BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.

BC's Redesigned Curriculum
 An Orientation Guide

Curriculum Redesign Directions

What are the new directions?

- Increased flexibility and space for teacher innovation, student passions, and greater depth of study
- “Big Ideas” for each grade in each area of learning
- Explicit focus on competencies
- Support for inquiry, project-based, hands-on, and interdisciplinary approaches
- Aboriginal perspectives and content authentically integrated into all subjects
- A common framework for all areas of learning

What will stay the same?

- Rigorous learning standards in each area of learning
- A strong focus on the foundations of reading, writing and mathematics
- Subjects such as Math, Science, Language Arts, and Social Studies remain at the heart of every student’s education

Flexible Learning Environments

Learning can take place anywhere...

- Technology
- Community link
- Single grade/combined grade classrooms
- Single course/combined course classrooms
- Inquiry and question-based approaches

Valuing Diversity

- Meeting the needs of all students
 - Inclusion
 - Equity
 - Access
- Meaningful participation
- Social and academic needs
- Safe and welcoming



Aboriginal Education Infused

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca



Aboriginal Worldviews and Perspectives in the Classroom

Moving Forward



Grad Years Proposed Directions

Graduation Years Curriculum: Proposed Directions



Ministry of
Education



In August 2012, the Ministry presented the recommendations of the Curriculum and Assessment Framework Advisory Group in a document titled [Enabling Innovation: Transforming Curriculum and Assessment](#). The advice outlined in the document included guidelines for structuring curriculum in three phases: Formative Years (K-5), Middle Years (6-9/10) and Graduation Years (10/11-12). The placement of grade 10 was undecided, which is still the case. The graduation years phase was described as offering

"opportunities for students to select areas of learning that capture their interest and support their transition to life beyond the K-12 system. [The curriculum should] be available in ways that allow increased flexibility and choice,..."

While many elements of the graduation program are currently under discussion, some directions are emerging. The recommendations of the Curriculum and Assessment Framework Advisory Group, the subsequent [Regional Graduation Consultations](#), the feedback on the K-9 curriculum drafts, and the work of the Graduation Curriculum Prototype Working Group suggest the following directions for curriculum in the graduation years.

Take a moment to scan this document...Underline key ideas...Discuss.

Social Studies

What's new?

- Increased focus on historical and geographic thinking skills
- Increased infusion of multiple perspectives, particularly Aboriginal, via curricular competencies and content
- Greater focus on depth rather than breadth
- Enhanced content related to the contributions and experiences of East and South Asian immigrants, including historical wrongs committed against these groups

What's the same?

- Grade-assigned topics mostly maintained
- Topics drawn from history, geography, civics, and economics
- Basic content and structure of the Social Studies discipline
- Development of educated, active citizens

Social Studies

 K 1 2 3 4 5 6 7 8 **9**
[Introduction](#) | [Goals and Rationale](#) | [What's New](#) | [Curriculum Overview](#)

Core Competencies



Big Ideas

Emerging ideas and ideologies profoundly influence societies and events.

The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

Learning Standards - 1750 to 1919

Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- ▶ Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- ▶ Compare and contrast continuities and changes for different groups during this time period (continuity and change)
- ▶ Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)
- ▶ Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- ▶ Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgments)
- ▶ Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)

Content

Students are expected to know the following:

- ◆ political, social, economic, and technological revolutions
- ◆ the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
- ◆ global demographic shifts, including patterns of migration and population growth
- ◆ nationalism and the development of modern nation-states, including Canada
- ◆ local, regional, and global conflicts
- ◆ discriminatory policies, attitudes, and historical wrongs
- ◆ physiographic features of Canada and geological processes

Social Studies 9

BIG IDEAS

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The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

Learning Standards

Curricular Competencies

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Content

Students are expected to know the following:

- political, social, economic, and technological revolutions
- the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
- global demographic shifts, including patterns of migration and population growth
- nationalism and the development of modern nation-states, including Canada
- local, regional, and global conflicts
- discriminatory policies, attitudes, and historical wrongs
- physiographic features of Canada and geological processes

Curriculum Key Questions

Disparities in power alter the balance of relationships between individuals and between societies.

- Sample topics:
 - Impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)
 - Impact of the Indian Act, including reservations and the residential school system
 - Interactions between Europeans and First Peoples
 - the Scramble for Africa
 - Manifest Destiny in the United States
- Key questions:
 - What were the motivations for imperialism and colonialism during this period?
 - What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?

- ◆ political, social, economic, and technological revolutions
- ◆ [the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world](#)
- ◆ global demographic shifts, including patterns of migration and population growth
- ◆ nationalism and the development of modern nation-states, including Canada
- ◆ local, regional, and global

BIG IDEAS

Local, national, and global conflict can have lasting effects on the contemporary world.

The development of political organizations is influenced by economic, social, ideological, and geographic factors.

Political decision making and societal change are influenced by interactions between individuals, groups, and institutions.

Developments in Canadian society can be viewed in many different ways depending on an individual's worldview or perspective.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
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Content

Students are expected to know the following:

- injustice, oppression, and social change in the development of human rights
- development, structure, and function of Canadian and other political systems, including First Peoples governance
- development, structure, and function of Canadian and other economic systems
- influence of ideology, public opinion, and civic engagement on the development of public policy
- conflict and cooperation in local, national, and global contexts
- interconnections between demography, urbanization, environmental issues, and globalization

BIG IDEAS

Nationalist movements can unite people in common causes or lead to intense conflict between different groups.

Clashes between opposing ideologies had long-lasting effects that continue to shape the world.

Technological and economic changes have both negative and positive effects on societies.

A range of social and political movements have arisen from the desire for individual and collective rights.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use historical inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
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Content

Students are expected to know the following:

- immediate effects of World War I on the new geopolitical realities of nations and societies
- long-term consequences of World War I on the economic, political, and social landscapes of nations and societies
- influence of past cultural, religious, and ethnic tensions on interwar and post-World War II economic, political, and social landscapes
- long-term consequences of World War II on the economic, political, and social landscapes of nations and societies
- post-World War II global realignments and transformations of the economic, political, and social landscapes

BIG IDEAS

Our changing world presents challenges for First Peoples in maintaining their identities and worldviews.

Colonialism continues to have mental, emotional, physical, and spiritual effects on First Peoples.

First Peoples continue to assert their right to self-determination and autonomy.

First Peoples are building economic opportunities in accordance with cultural values and principles.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Understand and use the First Peoples Principles of Learning and other indigenous pedagogies
- Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
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- Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)

Content

Students are expected to know the following:

- First Peoples identity and worldview, and the importance of family, relationships, and cultural revitalization
- factors that challenge First Peoples identity and worldviews
- legacies of colonialism and other barriers that have an impact on the well-being of First Peoples
- First Peoples resistance to the federal government and the struggle for autonomy and self-determination
- economic opportunities and partnerships, including challenges to First Peoples beliefs regarding the land
- cultural resilience and social activism of First Peoples



BIG IDEAS

Incorporating data from a variety of sources allows us to better understand our globally connected world.

Demographic patterns and population distribution are influenced by physical features and natural resources.

Human activities change landscapes in a variety of ways.

A geographic region can encompass a variety of physical features or human interactions.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use geographic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions
- Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
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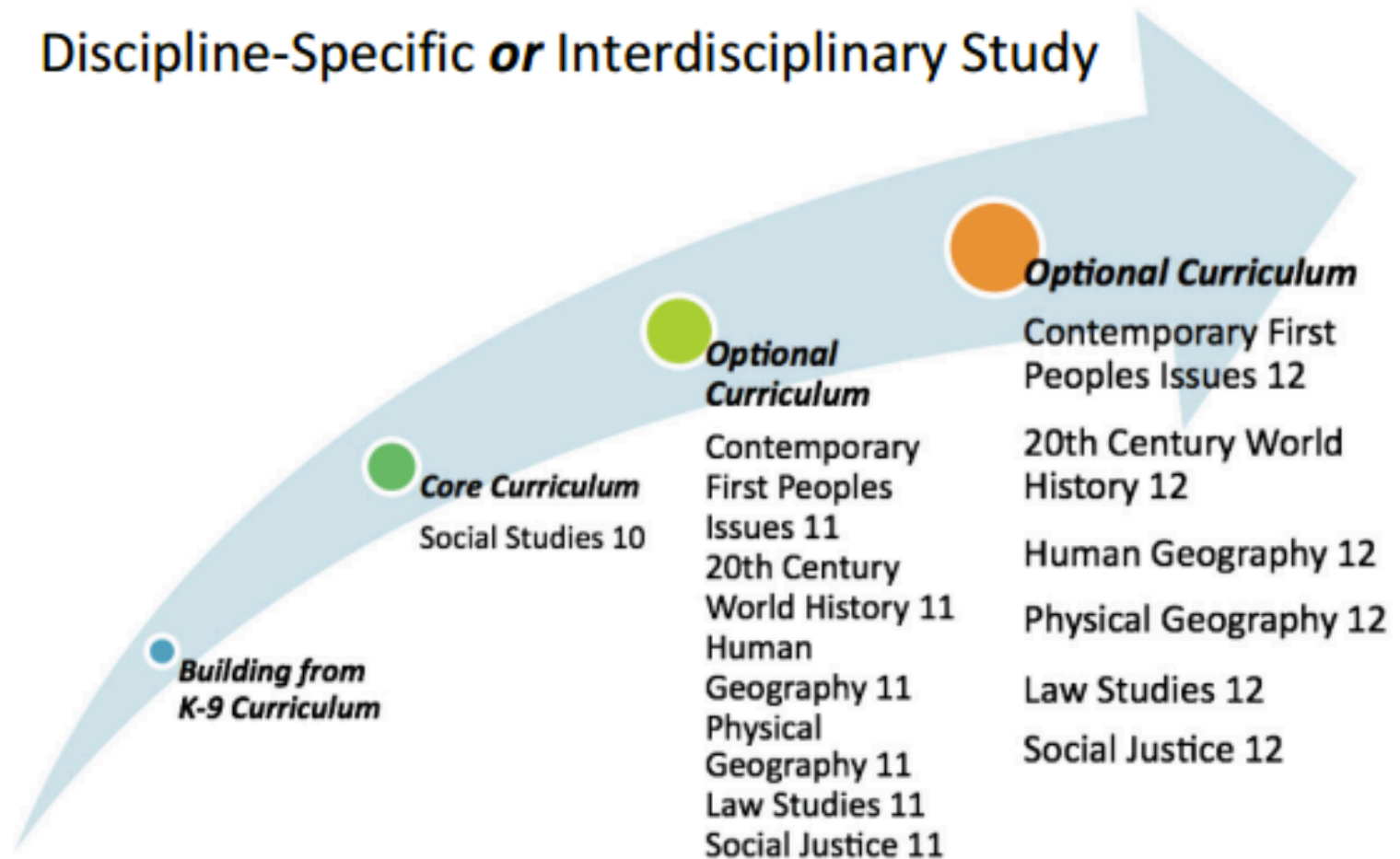
Content

Students are expected to know the following:

- demographic patterns of growth, decline, and movement
- relationships between cultural traits, the use of physical space, and impacts on the environment
- effects of agricultural practices on the landscape
- effects of industrialization, trade, and natural resource demands on the use and development of landscapes
- how urbanization has increased and its effects on societies and the environment
- relationships between natural resources and patterns of population settlement and economic development
- political organization of geographic regions

Social Studies

Discipline-Specific *or* Interdisciplinary Study



DRAFT as of January 2016

- Social Studies – Core + 1 option
- English – Core + 2 options
- Science – Core + 1 option, same curricular competencies as grade 9, not full drafts for options but 'flavor' of options
- Math – 2 pathways, Math 1, Gr. 10: F&PreCalc or Workplace, Math 2, Gr.11: Pre-Calc, Found or Workplace, Optional: Math3

Same and Different



Curriculum Document Exploration



- Grade Level
- Content Area
- Core Competency

25 minutes to explore.

DING!

Stand up and find a partner across the room.

Share your thoughts.

Curriculum Feedback

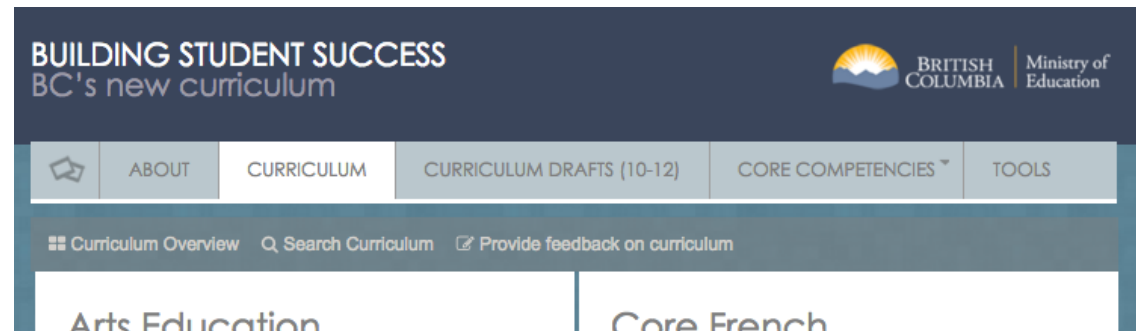
Feedback on the Proposal

We welcome your feedback.

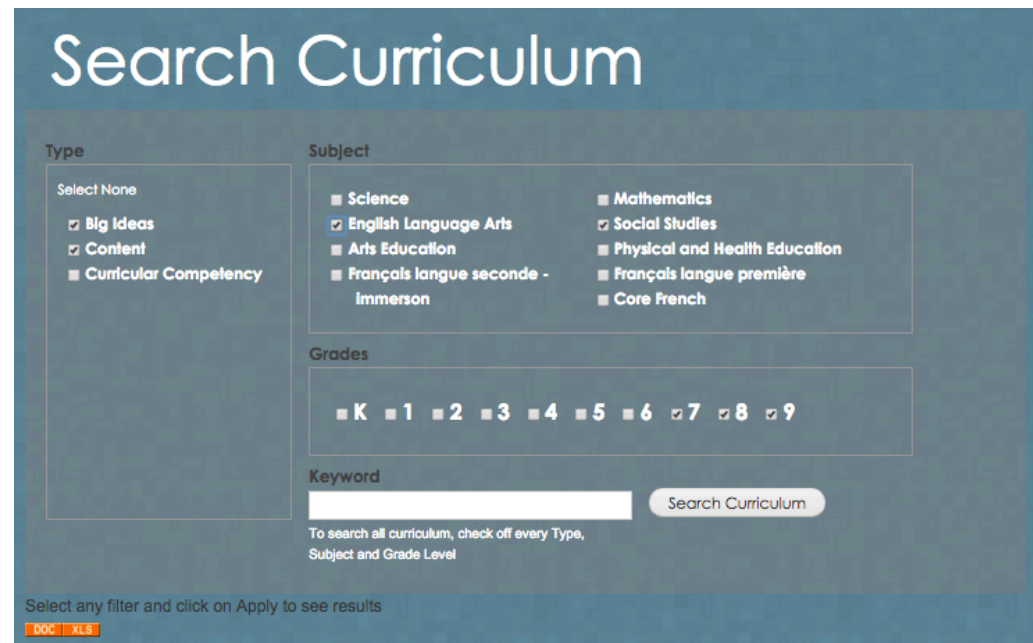
1. What do you like about the proposal? Please comment on both the core and optional curriculum.
2. What do you think should be improved? Please comment on both the core and optional curriculum.
3. Does the core curriculum require anything further to meet the needs of students graduating from BC schools? Please provide details.

Curriculum Searches

- Step One:



- Step Two:



Word Doc Search Printout

Big Ideas	Texts	English Language Arts	7	oral, written, visual, or digital communication
Big Ideas	Texts are created for different purposes and audiences.	English Language Arts	7	<ul style="list-style-type: none"> oral texts include speeches, poems, plays, and oral stories written texts include novels, articles, and short stories visual texts include posters, photographs, and other images digital texts include electronic forms of all the above oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
Big Ideas	Synthesizing the meaning from different texts and ideas helps us create new understandings.	English Language Arts	7	<p>oral, written, visual, or digital communication</p> <ul style="list-style-type: none"> oral texts include speeches, poems, plays, and oral stories written texts include novels, articles, and short stories visual texts include posters, photographs, and other images digital texts include electronic forms of all the above oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
Big Ideas	Geographic conditions shaped the emergence of civilizations.	Social Studies	7	
Big Ideas	Religious and cultural practices that emerged during this period have endured and continue to influence people.	Social Studies	7	
Big Ideas	Increasingly complex societies required new systems of laws and government.	Social Studies	7	
Big Ideas	Economic specialization and trade networks can lead to conflict and cooperation between societies.	Social Studies	7	

Use for planning, for integrating subjects, for setting up a learning standards grade book...

How else might you use the the Curriculum Search function? **TURN TO A PARTNER**

Thinking About the Curriculum



In terms of teaching...

- What are your hopes?
- What are your fears?

In terms of student learning...

- What are your hopes?
- What are your fears?

Resources

- **Folder** with hard copy of materials
- **Flashdrive** with presentations
- SD60 Website continually updated
- <http://www.prn.bc.ca/curric/>
- Ministry Website continually updated
- <https://curriculum.gov.bc.ca/>
- Aboriginal Worldviews and Perspectives in the Classroom
- https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

Facilitation at School Sites

- Think about your peers and your staff culture
- What might be the best way to facilitate this conversation so that it is encouraging, positive and helpful to the teachers?

- **February 26th:**
 - AM Presentation: Why and What Guest: TBA
 - PM Team Work: making sense of the new curriculum in partners, small groups, grade groups, subject groups, interest groups etc.

- **May 16th:**
 - Curriculum Updates from Ministry and BCTF Guest: Jo Chrona
 - Planning Work: individual, partners, small groups etc.

District Support

- SD60 Kids, Competencies & Curriculum
- <http://www.prn.bc.ca/curric/>
- Collaboration Grants
- Grade Group or Subject Group Meetings
- Staff Meeting Chats
- Lesson/Unit/PBL Co-Planning
- **Contact Kim Boettcher** with any questions, any time: kboettcher@prn.bc.ca


Key Points

1. Literacy and numeracy standards
 2. Core competencies
 3. Learning standards
- personalized learning
 - inquiry based – open ended questions
 - linked to real world and global issues
 - aboriginal content infused
 - **environmental** topics included
 - career education K-12



7 Word Reflection

- Reflect and share



Renewed Curriculum

7 Words - How will this benefit student learning?

6 Words - What connections have I made to what I'm currently doing?

5 Words - What would I like to learn more about with my colleagues?

4 Words - Keys to a Vibrant Learning Community that Supports ALL my learners...

3 Words - My next steps / actions...

2 Words - to describe my focus...

1 FAMOUS LAST WORD

Question and Answer

