

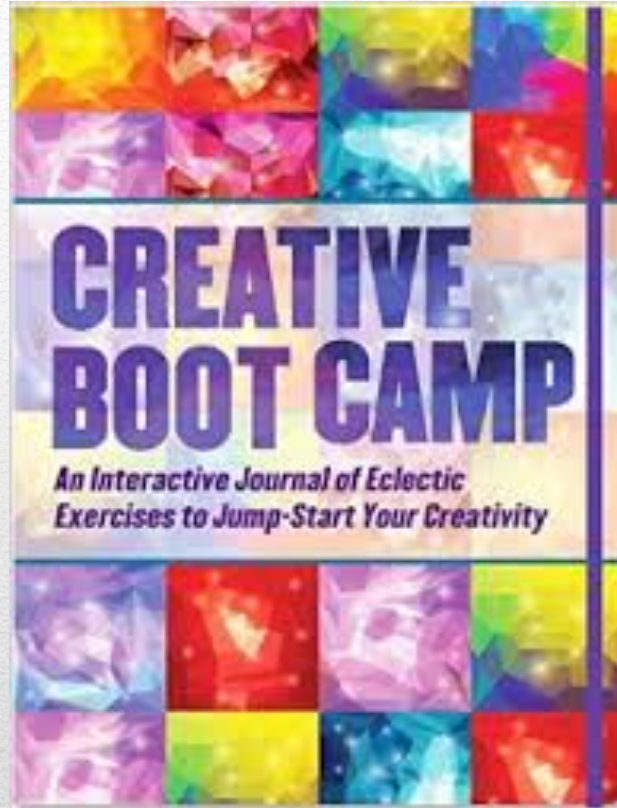


# **BC New Curriculum**

Updates April, 2016

Kim Boettcher, District Principal of Learning Services

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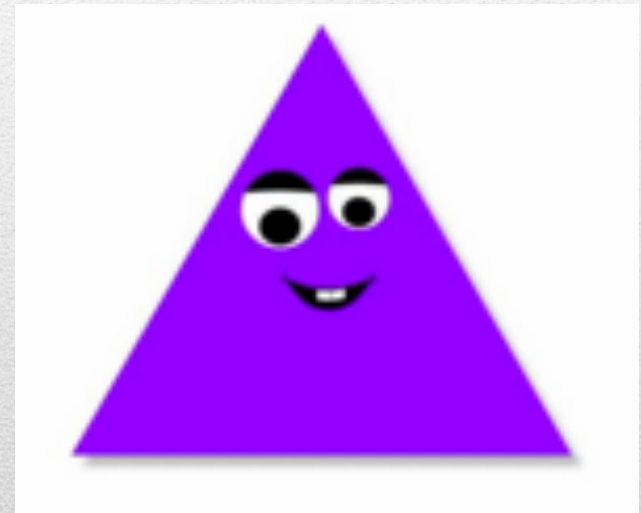


# Welcome - Activity

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- Review
  - Why the change?
  - What might be different in a general sense?
- Implementation Timeline
- Curriculum Updates
- Assessment Updates
- Resources Updates
- Planning Templates



# Shape of the Session

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**This is the time  
of GIS, GPS,  
Google Earth,  
and Yahoo!  
Maps. I can  
navigate around  
this globe.**

**Educators, help  
me to  
understand how  
I fit & to build  
skills so I can  
contribute &  
thrive in this  
rapidly changing  
world.**





- To help students be more prepared to enter a rapidly changing world where **information** is highly accessible.
- Researchers in the field have suggested that a **flexible**, more personalized approach will help students develop thinking, communication, personal and social skills...
- While maintaining a continued focus on **literacy and numeracy** and...
- Learning about **big ideas** through important content and curricular competencies connected to the real world.

# Why the change?

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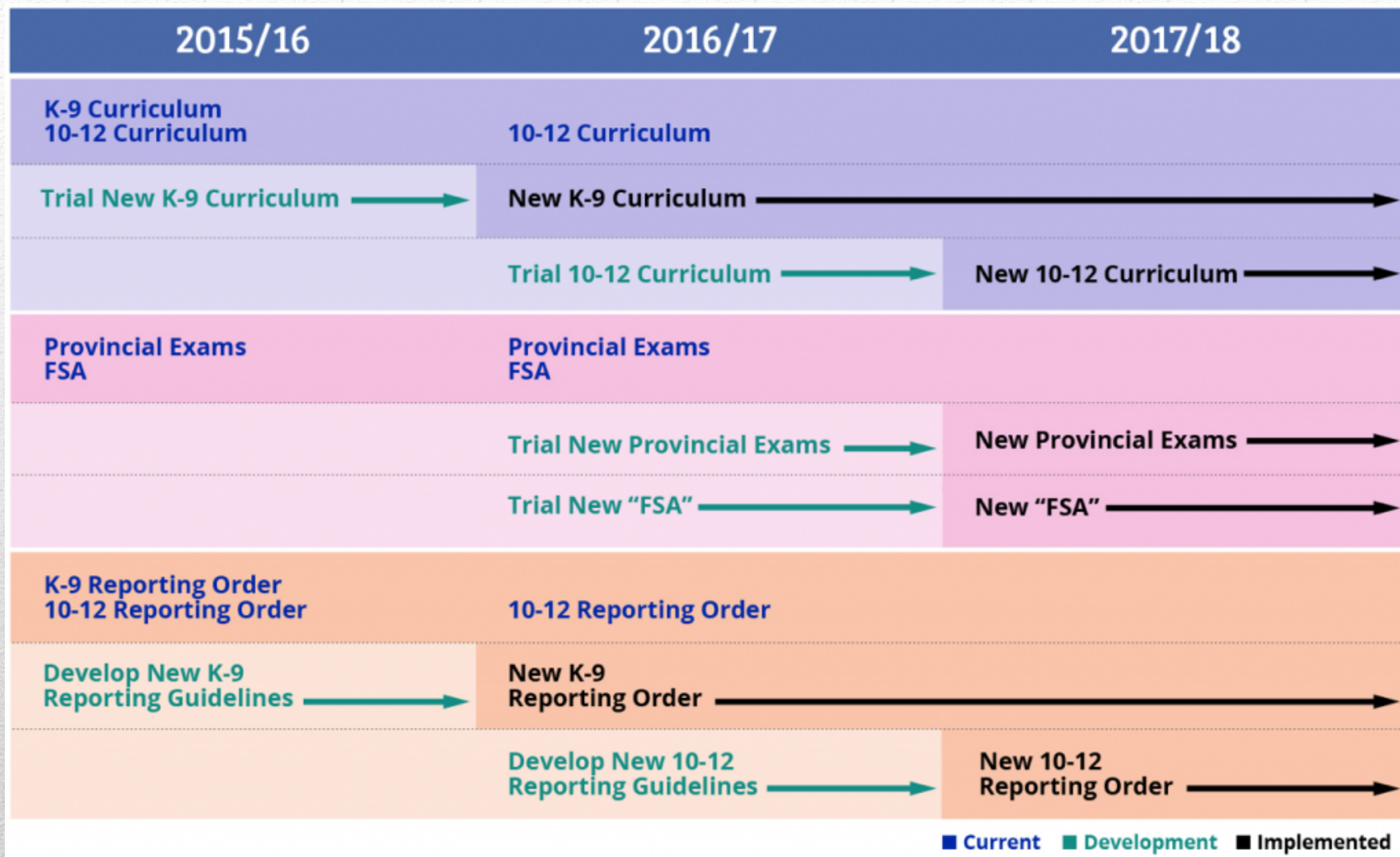
“Embracing  
change in  
education  
isn't about  
us... It is about  
them...”

Jaime Vandergrift

22 May 2013 9:58 am



<b>Future - Currently</b>	<b>Past - Currently</b>
Learning happens anywhere and we can all be teachers and learners	Students in rows listening to the teacher most of the time
Focus on what students know, can do	Memorization of facts
Research driven	Textbook driven
Learners work collaboratively	Learners mostly work alone
Students encouraged to make choices and learn about their interests	Little freedom to learn about interests
Self and peer assessment, formative assessment, summative assessment reflects learning	Grades averaged, little formative, mostly summative
Integrated and interdisciplinary curriculum to learn essential understandings	Curriculum is collection of many things to remember/know
Curriculum, school and real world connections	Curriculum may not be connected to world outside of school – students may not understand relevance







# Core Competencies

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# Interview

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- **ADST – Applied Design, Skills and Technologies**
  - Computational thinking, computers, communications devices, digital literacy, drafting, entrepreneurship, marketing, food studies, media arts, metalwork, power technology, robotics, textiles, woodwork, media arts
  - Design: understand empathetic nature of problem, create insight & solutions, critically think to analyze and fit solutions to context
  - Such as: Design thinking, Maker Day, Technology, Coding and 3D Printing, Entrepreneurship, Marketing, Robotics, Digital Literacy
  - K-3 ideating, creating, sharing through play
  - K-5 only curric competencies, not content, meant to be integrated into other disciplines
  - 6-8 new for grades 6&7 min 3 short modules over 2 yrs, redesigned for 8&9 modular rotations for equivalent full year
  - 10-12 become more specialized in area of choice
  - Hands on learning, designing, making, choice, includes Aboriginal design, skills, technologies

# Curriculum Updates

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- **PHE – Physical and Health Education**

- Focus on well being, connection between physical, emotional and mental health
- Holistic overall view of lifelong health and well-being, positive interpersonal relations, interactions with community affect overall well-being, develop healthy habits

- K-9

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well Being



- 10-12 includes options for fitness&conditioning, outdoor ed, rec&leisure, being considered exercise science and sports medicine

# Curriculum Updates

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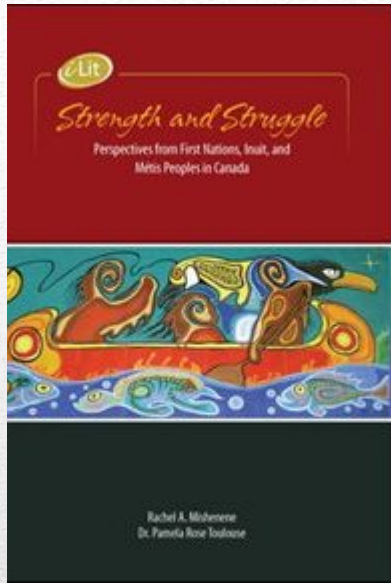
- **Career Education K-12**

- Career components of HACE, Planning 10, Grad Transitions re-envisioned as Career Ed
- Grad transition plans & final capstone project will replace Grad Transitions – further details coming
- Mentorship, volunteerism, community & global responsibility, designed to be flexible for schools
- K-5 Foundation & Awareness
- 6-9 Exploration
- 10-12 Experience & Application



# Curriculum Updates

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- More refined draft ready, will be wordsmithed and posted on website this summer – provided in folder
- Driving principle – create curric where students will elevate literacy skills and strengthen them as people, provide choice
- All courses meant to be rich in content – NO Communications course
- McGraw-Hill good new resources coming, iLit, iWonder

# English Language Arts 10-12

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- **Barb Wagner, District Numeracy Support Teacher, is on writing team for Math. This update is provided to us from Barb:**
- Writing teams are currently working, everything in HOPE stage until confirmed
- Hope for new FSA is as follows:
  - Engaging, relevant, accessible
  - Address depth of knowledge
  - Provide choice
  - Administered in Fall
- Process: teacher led collaborative activity to APK & intro 2 themes, reading, writing and response part of math on the theme child chooses
- Hoping to field test this Fall
- More details on Q&A page

# **Assessment Updates -FSA**

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- **From Jan Unwin and Nancy Walt, BC Ministry of Education:**
  - *As of April, 2016*
- Start with “All kids can learn” but not in the same way or at the same rate
- How can we assess all kids on the same day and in the same way?
- Assessment needs to change to align with new curriculum
- Start talking **Proficiency** language instead of **Deficiency** language
- **Personalized learning:** here’s who I am, here’s what I can do
- Provincial Assessments: how can assessment provide for choice, collaboration and reflection?
- Literacy and Numeracy
- Unsure if there will be other content area assessments

## **Assessment Updates -Provincials**

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- BC Digital Classroom
- New resources being produced by publishers
- District will provide schools with updates
- Schools will spend their learning resource dollars as per usual on new learning resources
- Many current resources can and will still be used, perhaps in different ways
- Teacher sharing through provincial website and district websites

# Resources Updates

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## What is the Big Idea?

What do I wonder about?

What are the essential questions?  
What do I want to find out and assess?

Which curricular competencies will be the foci?  
How will the core competencies be activated?

Which content will be the focus?  
What are the mathematical understandings embedded in the big idea?

What do my students wonder about? What do my students know?

How will students share what they wonder about?  
How will all students be able to show what they know?  
Which type of formative assessment or activity can be used?

What learning occurs in previous grades?  
What learning has occurred already this year?

## What explicit teaching is needed?

How the curricular competencies be activated?  
What modelling will be demonstrated?  
Which questions will prompt thinking?

How are the students engaged?  
How are the students actively learning?  
What math materials are being used?

## What are the key elements of my lessons?

How will the students demonstrate their understanding?  
Which formative assessments will be used?

What learning experiences can be provided?  
Which rich problems can be posed?  
How the lessons be differentiated for all learners?  
How will student thinking be purposefully consolidated?

## Which resources and supports do I need?

Professional Development  
Which supports are available?  
Which professional resources will provide information and guide instruction?

Resources  
What teaching resources are available?  
What student resources are available?  
Which website links/apps are available?

## How will I assess and communicate student learning?

Which formative assessment tools will be used?

INSTRUCTIONAL DESIGN PLANNER

LANGLEY SCHOOLS | BUILDING STUDENT SUCCESS



## INSTRUCTIONAL DESIGN PLANNER

TOPIC/THEME/FOCUS/INQUIRY

### BIG IDEAS

Where are we going? What will students understand by the end of the year? What will be remembered long term and is essential to know about this?  
Use the written big ideas, or roll these away and write your own. Use one, or several. Caution against using too many.

### FIRST PEOPLES' PRINCIPLES & PERSPECTIVES



### CORE COMPETENCIES

Cross-curricular, intellectual, personal, and social skills that all students need to develop for success in life beyond school.  
Consider each of the three, but there's no requirement to use all three. Some skills or domains may focus on one, or multiple facets of a single competency.

### LEARNING STANDARDS

CURRICULAR COMPETENCIES

CONTENT STANDARDS

### ESSENTIAL QUESTIONS

(questions that guide instruction & assessment)

### EVIDENCE OF LEARNING

What will students DO? (curricular competencies)

What will students UNDERSTAND? (big ideas)

What will students KNOW? (content standards)

### ASSESSMENT TASKS & STRATEGIES

- ☐ FOL learning (standards-based; formative feedback; informs instruction)
- ☐ AS learning (self & peer evaluation; meta-cognitive; immediate feedback to learner)
- ☐ OF learning (summative; communicative standards-based achievement)

# Planning Templates

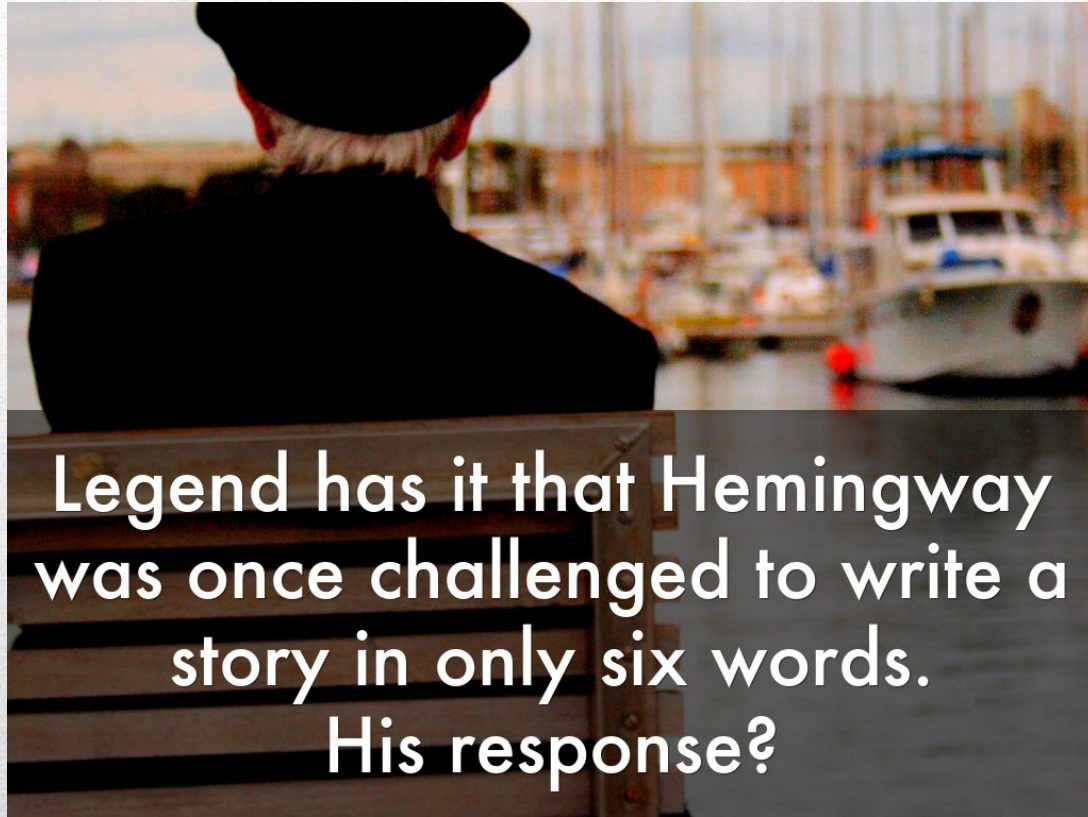




# Your Thoughts?

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Legend has it that Hemingway  
was once challenged to write a  
story in only six words.  
His response?

# Six Word Memoir

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For sale: baby shoes, never worn.

--Ernest Hemingway

My cat is an ungrateful brat.

--Nellie McKay

Jungle fever made his  
parents nervous.

--Allison Joseph

The world was enough. I wasn't.

--Michel Faber

Old scab still bleeds when picked.

--Pamela Walsh

Antique gardener,  
replanted, still dishes  
dirt.

--Marjorie Westphal

# Your turn...

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