UPDATE:

- Curriculum
- Competencies
- Assessment

curriculum.gov.bc.ca
Core Principles for Learning Environments

- Makes Learning Central
- Based on the Social Nature of Learning
- Tuned into Emotions
- Sensitive to Learner Differences
- Challenging
- Provides Clear Expectations and Descriptive Feedback
- Promotes Connectedness
### 3 Pillars That Support the Development of the Educated Citizen in BC

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<th>3 Pillars That Support the Development of the Educated Citizen in BC</th>
<th>Definitions</th>
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| Literacy and Numeracy Foundations                | • developmental expectations for required skills in reading; writing; and numeracy  
• expressed in the Performance Standards |
| Understanding and Application of Rich Content    | • prescribed learning standards for concepts and content in curriculum (areas of learning)  
• expressed in the curriculum |
| Core Competencies                                | • broad areas of development: thinking; communication; personal & social development  
• expressed in the competency profiles |
Curriculum Redesign

• Flexibility and choice while maintaining focus on reading, writing, and numeracy

• Strong emphasis on competencies

• Built around Big Ideas

• Aboriginal content and perspectives included

curriculum.gov.bc.ca
BC’s KDU (KUD) Curriculum Model

3-D curriculum model: Know, Understand, Able to Do
Core Competencies are underpinning

http://bcatml.weebly.com/curriculum-info.html
Areas of Learning:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arts Education
- Français Langue Seconde Immersion
- Français Langue Première
- Physical and Health Education
- Languages (Core French) – 1st draft coming
- Career Education – 1st draft coming
- Applied Skills – reconceptualization underway
Feedback

• Large volume of feedback (emails, eform etc.)
• Positive feedback & support for directions
• The elements are popular, in particular the Big Ideas
• The process—open and transparent
• The website
• Suggestions for improvement
• All areas had 2-3 key items to act upon
• Feedback report posted
A Flavour of the Revisions

- Highlighting the Environment in Science
- Aboriginal perspectives have been made more explicit in learning standards in Science
- Computation fluency has been added as a big idea K-10 in Math
- Topic movement rationale in Social Studies
- Improving geography presence in Social Studies
- Working on the specificity and continua of big ideas and learning standards across the grades in ELA
- More attention to the concept of physical literacy and the "PE" content in PHE
Graduation Curriculum: Proposed Directions

Prototype posted: www.curriculum.gov.bc.ca

Graduation Years Curriculum: Proposed Directions

In August 2013, the Ministry presented the recommendations of the Curriculum and Assessment Framework Advisory Group in a document titled 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...

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.

Curriculum Domains

- Curriculum for the graduation years will be developed within domains. A domain is a broad category under which one or more subject areas fit. It is proposed that the provincial graduation years curriculum be drawn from the domains shown here.

- For example, the Social Sciences domain includes both the provincial common required learning standards for Social Studies and a variety of provincial elective options (e.g., History, Geography, Civics) and/or locally developed programs.

- Domains will include the provincial required and optional curriculum.

- The Ministry will provide clear messages about the flexibility of the renewed curriculum that enables interdisciplinary learning environments.

- Feedback from educators strongly suggests that the elements of the K-9 curriculum should continue to be used to structure curriculum in the graduation years. These elements define what students are expected to know, understand, and be able to do (content, big ideas, and curriculum competencies).
Graduation Curriculum: Proposed Directions

Within the domains of Social Sciences, there will be skill sets presented as provincial electives. These provincial electives along with locally developed programs form the personalized portion of the graduation program.

Using Graduation Years Curricula in BC Schools

- The graduation years curriculum will be designed to support both disciplinary and interdisciplinary learning. Although the curriculum is organized under domains, it does not mean that schools and teachers need to organize schools or instruction in this manner.
- Some educators might want to structure their programs to organize the learning as interdisciplinary inquiries focused on project-based learning, problem-based learning, or learning through design. Others may want to offer independent study options. No matter how the curriculum is organized, students are expected to learn the provincial common curriculum in the graduation years.
- The province will work with educators to provide examples of interdisciplinary inquiries based on the revised curriculum.
- Some educators might want to structure their programs in a course-based model, similar to what has been common for many years.
**Timelines**

**K-9:**
- 1st drafts posted Oct 2013
- Revisions based on feedback
- Revised drafts available Summer 2015 for use in BC learning environments
- New curriculum in legislation September 2016

**Grades 10-12:**
- Drafting underway
- 1st outlines available Summer 2015
Ongoing Work

- Elaborations (see Science)
- Instructional examples
- Web enhancements (see search feature)
- curriculum.gov.bc.ca/continuous-view
- Editing, Internal Reviews, Translations
LEARNING ENVIRONMENTS (Nature of Learning)

“The change and transformation is really not about curriculum. It is actually about how we engage students in learning.”
Core Competencies

• **Communication:** Profiles and 23 illustrations posted
• **Positive Personal & Cultural Identity:** Profiles and 19 illustrations posted
• **Creative Thinking:** Profiles and 31 illustrations posted
• **Critical Thinking:** Profiles and 20 illustrations will be posted May, 2015
• **Personal Responsibility:** Coming June 2015
• **Social Responsibility:** Coming June 2015
SD 53 Competency Development
Questions
1. What are you doing or planning to do next year, to focus on the revised curriculum and competencies? What questions do you have?

1. Given the changing emphases in the curriculum, what do you need to support your work going forward?

1. In what ways could competencies add value to students’ Graduation Learning Years’ experience?
BC Core Competencies

• **INCLUSIVE**: every student has a profile

• **CROSS-CURRICULAR**: evident in all curricular areas

• **STRENGTH-BASED**: each competency continuum emphasis the concept of expanding and growing

• **STUDENT-CENTERED**: based on actual samples from BC students and grounded in “I” statements

• **DESCRIPTIVE AND PROGRESSIVE**: profiles of progression from early childhood through adult expertise
CONNECTIONS: COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING

- https://firstpeoplesprinciplesoflearning.wordpress.com/
First Peoples Principles of Learning

"The foundations of Indigeneity are these: values that privilege the interrelationships among the spiritual, the natural, and the self; a sacred orientation to place and space; a fluidity of knowledge exchange between past, present, and future; and an honouring of language and orality as an important means of knowledge transmission." (Greenwood and de Leeuw, 2007)
Assessment will be revised to align with redesign of the curriculum

| Provincial Assessment (FSA redesign) | • AGPA 1 complete and report posted  
| | • Assessment Working Group established  
| | ➢ Meeting one was in March  
| | ➢ Next meeting May 22  
| | • New blueprint by Oct-Nov 2015  
| Provincial Examinations | • AGPA 2 is currently meeting  
| | • Next meeting May 25  
| | • Will provide advice on future provincial examinations  
| | • Models to come |
## Shifting From...... .....To

| Knowing | Doing and Understanding |
| Content coverage (emphasis on knowing) | Competencies (emphasis on doing) |
| Content as specific facts to be memorized | Rich content as context/vehicle for deeper understanding |
| Focus on individual learning outcomes (pieces) | Focus on Understanding (big ideas, competencies, concepts) |
| Predominantly multiple choice | Variety of formats |
| N/A | Incorporating Collaboration |
| N/A | Incorporating Choice |
| N/A | Self-reflection element (thinking and communication) |
| Single score reporting | Descriptive reporting and proficiency levels |
• Consensus on purposes and principles
  – System measure (strengths, weaknesses, subgroups)
  – Support decision making (public policy, curriculum dev, research)
  – Support districts and schools (comparisons over time)
• Reading, writing and math
• Computer adaptive approach recommended
• Choice
• Collaboration
• Variety of formats
• Measuring depth of thinking and understanding
• New blueprint/specifications Oct-Nov 2015
• Piloting and introduction: dates TBD
Don’t hesitate to contact us:

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Thank you for your continued support!!