

# INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

June 17, 2016



## Content

Links  
Change  
Great Glacial Reminders  
Simplicity  
Denman Island Review  
Repeated Mistakes  
Redesigned Content  
Hang in there

## Content Links

Marc Garneau, a helping teacher in the Surrey School District has put together some [great resources](#) for helping to manage the content of the [redesigned curriculum](#).

### [Starting Points in Planning From a BC Teacher's Perspective](#)

walks one through the planning process using the Ministry's web-tools.

What do [Future Ready students](#) look like?

[C21 Canada](#) is a national, not for profit organization that advocates for 21st Century models of learning in education.

Why is [changing content](#) important?

How did [no-one know?](#)



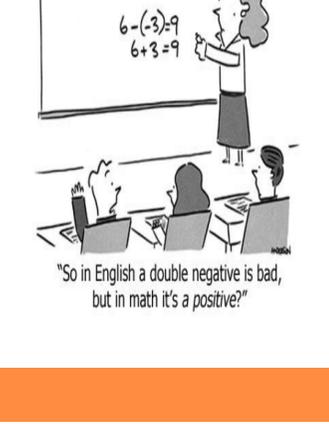
*"Thank you to all of the staff who supported us all of the time, no matter what."*

*Hailee Tovstigo - Glacier View Valedictorian*

*"The people here cared about me as a person not as a student."*

*"If you never try you will never know what you could have done."*

*Conner Henning—Glacier View Valedictorian*



## Around the District

Innovative events and efforts from around our district

### Denman Island Community School

This week we travelled to [Denman Island Community School](#) and were able to see learning embedded in creative and meaningful ways. We were welcomed by [Denman Island Community Education Society](#) Coordinator, Kate Janeway, who briefly mentioned the plethora of programs that integrate the school and the community, the most visible being their robust and beautiful garden which provides a rich learning space. This partnership provides many opportunities for students to learn in creative ways, spaces, and contexts.

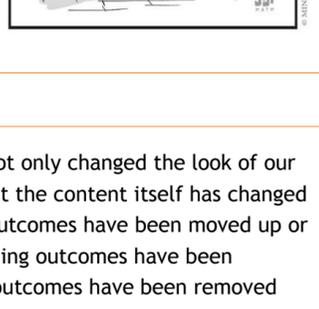
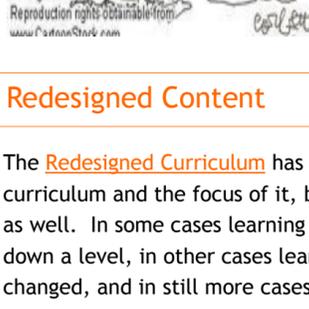
Next the library was invaded by the school's Marching Band led by [Kevin Flesher](#). In addition to two girls playing trombones (they hadn't even seen a trombone until this year) there was an eclectic mix of instruments that were featured in different, creative ways. This band had students from Kindergarten to Grade 7 integrated as one unit and all smiled broadly and took pride in their contribution. Kevin also had the group split and the younger children presented some fun, action filled, songs while the older children presented an entertaining rendition of *The Emperor's New Clothes*. Throughout, one could see evidence of our Core Competencies being met as well as curricular specifics; they were integrated through engaging with the Arts.

[Karla Neuffer](#) then had her K-2 students present different pieces of work they were proud of. Each student presented with confidence and pride in what they had created. Each creation demonstrated where they were at with their literacy and/or mathematics woven into a variety of activities.

There is a strong sense of community in the school from the way the students make eye contact when they greet you to the first name basis for all in the building. I was particularly struck by the integration and support for Elias who is from Mexico and has only been in the school for a few days. His classmates made sure that he was helped, supported, and included meaningfully. They also showed mature patience in waiting for his responses.

One of the school's major projects is being supported by parents and grandparents and involves designing and building an 8' X 8' "cloth cube." This started from an inquiry question about what makes a great building and has evolved from there. In addition to construction, sewing, and creation skills, students have developed their math skills, creative thinking, and problem solving skills.

Another project we heard about was their *Art for Others* that required the students to explore different communities of need and then raise funds to support them. They began by studying [Maslow's Hierarchy of Needs](#) and then a series of charities including [Big Brother Mouse](#), [UNICEF](#), [Doctor's Without Borders](#), [Innovative Communities](#), and [Right to Play](#). The students decided, through a consensus model based on what they had learned, to contribute 1/3 of the money they raised to Doctors' Without Borders with the agreement that they will contribute to Right to Play and Big Brother Mouse next year. The school already gives to an orphanage in Nepal and to the local Food Bank, so 1/3 of the money raised was given to each of those projects. To raise their money the students created Art Cards that have been sold at various markets on the Island.



## Redesigned Content

The [Redesigned Curriculum](#) has not only changed the look of our curriculum and the focus of it, but the content itself has changed as well. In some cases learning outcomes have been moved up or down a level, in other cases learning outcomes have been changed, and in still more cases outcomes have been removed completely. Ultimately, the goal of these changes is to create more space and flexibility for teachers to work with the students in front of them.

The redesigned content encourages global perspectives while developing future-ready skills (i.e. getting our students ready for a complex, dynamic, and interconnected world). The redesigned curriculum puts the focus clearly on traditional core literacies, such as reading, writing and arithmetic; as well as on [new literacies](#), many of which are driven by advances in technology. Within that, there is a renewed focus on applications and mental flexibility within the different curricula.

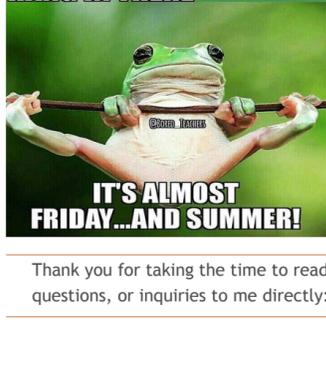
There are many ways to access the different curricula and the Ministry has put many resources on the [web-site](#). One of the best ways to start working with the content is to select a subject and level and then use the features included. Each curriculum has an ['Introduction'](#) that outlines the overarching goals of that curriculum, the features/structure of it, how Aboriginal perspectives are integrated into it, and things to consider when approaching the curriculum.

There is a link to ['Goals and Rationale'](#) which provide an overview to guide one's work with the curriculum. The ['What's New'](#) button takes one to an explanation of what changes were made and why they were made. The fourth button at the top of the curriculum page takes one to a description and background piece on the overall [redesigned curriculum](#).

[Each curriculum](#) has several (usually 4-6) Big Ideas that students are intended to understand through the work done with said curriculum. Another key feature of each curriculum has clearly articulated Curricular Competencies, those things we want our students to be able to do related to the curriculum. Within these actions are many of the skills required for success as they move forward at any level. Finally, there is a column on the right that has the Content, or those parts that we expect students to know. While this last set was the largest part of our former curriculum, in most cases it is the smallest part of our redesigned curriculum.

It is important to note that these [curricula were all created](#) by teachers, reviewed by teachers, and edited by teachers with the aim of achieving more room for personalized learning while developing dynamic future-ready skills, attitudes, and aptitudes. The changes in content were also aimed to support what we know to be good practices in supporting learning and growth. Things like [place-based learning](#), [integration of curriculum](#), [holistic learning](#), [embedded perspectives and world views of our aboriginal communities](#), and learning in context are all important for improving our learning.

Whether you are a teacher or not, I invite you to take an in-depth look at any level of [any of our curriculum](#) to get a sense of the richness, importance, and possibilities that exist in them. Teachers with students in Kindergarten through Grade 9 will be working with the redesigned curriculum this year while those working with students in grades 10–12 will be experimenting with it this year and implementing it beginning in September 2017.



Thank you for taking the time to read this and please direct any suggestions, questions, or inquiries to me directly: [Gerald.Fussell@sd71.bc.ca](mailto:Gerald.Fussell@sd71.bc.ca)