

Ministry of International Trade

Corporate Initiatives and Multiculturalism Division

**Chinese Historical Wrongs
Legacy Initiative**

Education Curriculum Supplement

Draft Project Plan

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Note: *This project plan is provided for information purposes only. The Legacy Initiatives Advisory Council will review this draft and provide feedback to Government.*

1. Project Description

This project addresses the Chinese Historical Wrongs Consultation Final Report recommendation to amend the K-12 educational curriculum to include age-appropriate resources to teach historical wrongs content in B.C. schools. This project will provide the required learning resources, tools and lesson plans for teachers.

The Ministry of International Trade (MIT) and Ministry of Education will lead this project jointly with an estimated budget of \$200,000, and will work with Open School BC (OSBC) within the Ministry of Education to develop the curriculum supplement for use in classrooms by September 2015.

OSBC specializes in the design, development and delivery of high quality education materials for the B.C. K-12 system. MIT and OSBC will work closely with B.C. teachers, subject matter experts and the Curriculum Branch of the Ministry of Education to ensure the content and format of the learning resources will meet the needs of both students and teachers, and accurately reflect the history of British Columbia.

The Legacy Initiatives Advisory Council (Advisory Council) will review the design, content, format and tone of the curriculum supplement to ensure suitability and to provide suggested community participation.

The curriculum supplement will support teaching objectives in Grades 5 and 10 and will include lesson plans and learning tools to encourage students to discuss the issue of historical wrongs in an age-appropriate manner, as follows:

- In the Grade 5 curriculum, the learning tools will be used to deliver a major unit on Chinese Canadians in the “Immigration and Development of Canada” section.
- In the Grade 10 curriculum, the learning tools will focus on Chinese railway workers and the status of ethnic minorities in Canada, the Chinese Head Tax as part of significant events and trends affecting immigration to Canada from 1815-1914, and the contribution of Chinese immigrants to Canada’s development.

This project is the result and inspiration of the Chinese Historical Wrongs Consultation, where there was overwhelming consensus at every forum and meeting for the Province to integrate a more comprehensive understanding of historical wrongs into the education curriculum.

2. Project Objectives

The following are the objectives for the project:

1. To give teachers an easy-to-use, practical resource to teach the curriculum on historical wrongs.
2. To create awareness among B.C. students of the fact that historical wrongs occurred in B.C.
3. To create awareness of the achievements of Chinese Canadians and the contributions the community has made to British Columbia.

3. Project Scope

The scope of this project includes the following:

- Design and development of supplemental learning resources for the instruction of historical wrongs for use in K-12 classrooms.
- Consideration for best-suited educational mediums, including text, pictures, graphics, video, audio, and interactive multi-media tools.
- Resources will correspond with K-12 curriculum objectives aimed at two age groups
 - Elementary learners in Grade 5; and
 - Secondary learners in Grades 10.
- A Teacher's Guide to help teachers use the resources in the classroom.
- Teacher engagement to ensure successful use of resources.

4. Project Plan

4.1 Project Process

The development of learning resources will involve a managed, systematic process of planning, design, development and evaluation to ensure that the materials effectively meet the needs of both the learner and teacher. This will involve input from teachers, subject matter experts and other partners during various stages of the development of the resources.

OSBC uses a multiple-step model to develop content for curriculum supplements. The steps include forming a project team, planning and design, content development, production, pilot and revision, and finally distribution. Each step includes an opportunity for review and evaluation.

4.2 Project Organization

The organizational structure for this project is as follows:

Project Sponsor: Deputy Minister, MIT

Project Advisors: Advisory Council

Project Planning and Design Team: MIT Project Manager, OSBC, a curriculum expert, expert teachers, subject matter experts (SME), and Advisory Council members

Working Group: MIT Project Manager, OSBC Project Manager, Advisory Council member, expert teachers, and SME

Content Development and Production Team: OSBC, in-house and sub-contracted instructional designer, writers, editors, production technicians, multi-media developers and teacher-writers

Usability Testing Team: OSBC, teachers and students

4.3 Project Components

The following are the key activities/deliverables that need to be completed for the curriculum supplement and the organization that is responsible.

Activity/Deliverable	Responsibility
Environmental scan to identify existing resources and materials	OSBC/MIT/Advisory Council
Recruit elementary and secondary teachers with teaching specialties in Social Studies, and/or of Chinese heritage through teacher specialist associations, post opportunity for teachers to participate in project	OSBC
Engage with teachers	OSBC
Identify qualified subject matter experts	OSBC/MIT/ Advisory Council
Contract with subject matter experts	OSBC
Design and planning of learning resources	MIT/OSBC/Teachers/SME
Instructional design planning	MIT/OSBC/Teachers/SME
Instructional design plan review and finalization	MIT/Advisory Council
Preliminary content and delivery of writing samples	OSBC/Teachers/SME
Writing sample review	MIT/ Advisory Council
Content development first draft	OSBC/Teachers/SME
Content first draft review	MIT/Advisory Council
Content development second draft	OSBC

Activity/Deliverable	Responsibility
Preliminary production design and layout	OSBC
Preliminary design and layout review	MIT/ Advisory Council
Production and media development	OSBC
Review of resource components and revisions based on feedback	OSBC/MIT/ Advisory Council
Usability testing	OSBC/Teachers
Refine and finalize material – ready for use in classrooms for September 2015	OSBC/MIT

5. Partner Involvement

A number of partners outside MIT will be engaged in this project. As the project progresses, additional partners may be identified.

Partner	Involvement
Ministry of Education	<ul style="list-style-type: none"> • Serve as partner to develop and distribute supplemental resources to school districts, schools and teachers
Government Communications and Public Engagement	<ul style="list-style-type: none"> • Assist in external communication • Point of contact for any questions from the media or the public
Advisory Council	<ul style="list-style-type: none"> • Provide feedback on curriculum resource content • Provide feedback on draft production design and layout • Provide information to and receive feedback from the Chinese Canadian community

6. Project Management

The MIT Project Manager is responsible for managing all aspects of the project including:

- maintaining the overall project plan and monitoring and recording progress;
- organizing and conducting project team status meetings;
- preparing project status reports for the Advisory Council and Project Sponsor;
- identifying issues and making recommendations to the Advisory Council and the Project Sponsor;
- providing quality assurance for all documents and deliverables.

The MIT Project Manager is responsible for project communications within the project teams and other project partners. This includes keeping the teams up-to-date with project plans and progress.