BC’s Curriculum
Preparing Students for a Changing World

Jennifer McCrea - A/ADM Learning Division
Kevin Godden - Superintendent, SD 34 (Abbotsford)
### BC – Top 3 in the World

<table>
<thead>
<tr>
<th>Education and Skills</th>
<th>Rank</th>
<th>Country</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Japan</td>
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<td>2</td>
<td>Finland</td>
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<td>Alta.</td>
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<td>Canada</td>
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<td>7</td>
<td>Australia</td>
<td>B</td>
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<td>8</td>
<td>Switzerland</td>
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<td>9</td>
<td>Netherlands</td>
<td>C</td>
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<td>10</td>
<td>Que.</td>
<td>C</td>
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<td>Germany</td>
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<td>U.K.</td>
<td>C</td>
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<td>14</td>
<td>Belgium</td>
<td>C</td>
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<td>15</td>
<td>Sweden</td>
<td>C</td>
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<td>16</td>
<td>Norway</td>
<td>D</td>
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<td>17</td>
<td>Man.</td>
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<td>18</td>
<td>Ireland</td>
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<td>19</td>
<td>Denmark</td>
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<td>Austria</td>
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<td>21</td>
<td>Sask.</td>
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<td>N.B.</td>
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<td>25</td>
<td>France</td>
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<td></td>
<td>26</td>
<td>P.E.I.</td>
<td>D</td>
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*Source: The Conference Board of Canada.*
Three Levels of Change

• A three year provincial curriculum, assessment and reporting implementation strategy

• Assessment and reporting is changing to match new curriculum

• Curriculum is the first piece of work ready for teachers this year
How Our Curriculum Was Developed

• Our new curriculum is 100% focussed on kids to ensure they have the skills needed in a rapidly changing world.

• We have looked at proven methods in top performing jurisdictions around the world.

• The curriculum was developed side-by-side with more than 100 teachers and support from the BCTF.

• For the first time in BC’s history, all subject areas have been developed at one time – by BC teachers.
Redesigned Curriculum in School

All students should be:

• Engaged in their learning
• Able to explore interests and passions
• Understand what they are learning
• Have a solid foundation of skills – reading, writing and math
• Apply what they have learned to real life situations
• Gain skills they need to enter post-secondary and the workforce
• Able to compete in a global economy
Social Studies

Core Competencies

Communication
Thinking
Personal & Social

Big Ideas

Our communities are diverse and made of individuals who have a lot in common.

Stories are traditions about ourselves and our families reflect who we are and where we are from.

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

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
- Explain the significance of personal or local events, objects, people, and places
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same
- Recognize the causes and consequences of events, decisions, and developments in their lives
- Acknowledge different perspectives on people, places, issues, and events in their lives
- Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)

Content

Students are expected to know the following:

- Ways in which individuals and families differ and are the same
- Personal and family history and traditions
- Needs and wants of individuals and families
- Rights, roles, and responsibilities of individuals and groups
- People, places, and events in the local community, and in local First Peoples communities

Flexible Learning Environments
Instructional Examples
Student Supports
Aboriginal Education
Supporting Teachers

- To help teachers prepare to use the new curriculum, a three-year support implementation plan from a provincial and local perspective
- Dedicated time for teachers to understand the redesigned curriculum
- Five hours in the next two school years of dedicated non-instruction time
- Designating government’s non-instructional day for 2016/17 and 2017/18 to curriculum, assessment and reporting implementation
- Travel support for rural teachers
Coming Together
1st Annual Education Liaison Meeting

Curriculum Implementation

Planning for the New Curriculum
A Work in Progress

- Building from existing strategy
- A theory of action
- Ask questions/collect evidence
- Multiple pathways for leaders and teachers
- Budget alignment
- Communication/celebration
Building from our Strategic Plan

A world-class, innovative and individualized educational experience for every student.

- Excellence in Teaching
- Excellence in Leadership
- Flexibile Access to Programs and Services
- Ethical and Innovative Use of Technology
- Parental and Community Engagement
Adding Clarity

- Learner Engagement
- Personalized Learning
- Self-Regulation
- Critical, Creative & Collaborative Inquiry
- Digital Literacy
Setting the Stage: IT Road Map

• Standardization/interoperability
• Improved infrastructure
• Improved access to digital tools & resources
• Digital literacy standards
## Setting the Stage: Teacher Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Interpersonal Skills</td>
<td>Consider and respond appropriately to the needs, feelings and capabilities of others. Being tactful, compassionate and respectful.</td>
</tr>
<tr>
<td>Organization and Planning</td>
<td>Plan and organize for effective instruction, differentiation and assessment.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Create and maintain an optimal learning environment for each student. Appropriately manage student behaviour and classroom dynamics.</td>
</tr>
<tr>
<td>Facilitation and Engagement</td>
<td>Capture and maintain students’ interest, effort, participation and enthusiasm for both the content and the process of learning.</td>
</tr>
<tr>
<td>Assessment and Coaching</td>
<td>Utilize balanced assessment and feedback to improve student learning. Apply formative and summative assessment strategies.</td>
</tr>
<tr>
<td>Collaboration and Teamwork</td>
<td>Collaborate with others to achieve group goals and objectives. This includes relationships, partnerships and producing team-based results.</td>
</tr>
<tr>
<td>Caring and Inclusiveness</td>
<td>Create and maintain an environment that is caring, inclusive and supportive of all students.</td>
</tr>
<tr>
<td>Flexibility and Adaptability</td>
<td>Demonstrate flexibility in our ability to adjust and adapt to changing circumstances.</td>
</tr>
</tbody>
</table>
Asking Lots of Questions

- Surveys to principals
- Surveys to teachers
- Gather feedback at PD sessions
- Consistent feedback protocols
Principal Supports

How can we help school leaders support the curriculum transformation?

What do administrators need to be instructional leaders in Aboriginal Education?
# PVP Survey Results

<table>
<thead>
<tr>
<th>Rank</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>An understanding of the new curriculum</td>
</tr>
<tr>
<td>20</td>
<td>Strategies for empowering Inquiry Based Learning.</td>
</tr>
<tr>
<td>17</td>
<td>Empowering the development of flexible learning environments.</td>
</tr>
<tr>
<td>16</td>
<td>Strategies to promote blended learning.</td>
</tr>
<tr>
<td>15</td>
<td>A deeper understanding of flexible assessment best practices,</td>
</tr>
<tr>
<td>15</td>
<td>Strategies to promote differentiated learning.</td>
</tr>
<tr>
<td>14</td>
<td>A deeper understanding of how to incorporate Aboriginal Worldviews.</td>
</tr>
<tr>
<td>11</td>
<td>Helping teachers to create learning environments empowered by technology.</td>
</tr>
<tr>
<td>10</td>
<td>Strategies to support ELL instruction.</td>
</tr>
<tr>
<td>9</td>
<td>Curriculum Design: Understanding By Design</td>
</tr>
<tr>
<td>9</td>
<td>A deeper understanding of curriculum design,</td>
</tr>
<tr>
<td>8</td>
<td>A working knowledge of personalized learning,</td>
</tr>
<tr>
<td>8</td>
<td>Empowering learning communities,</td>
</tr>
<tr>
<td>7</td>
<td>A deeper understanding of data driven decision making,</td>
</tr>
<tr>
<td>6</td>
<td>A deeper understanding of best practices in literacy.</td>
</tr>
<tr>
<td>6</td>
<td>Helping teachers to create learning environments empowered by technology.</td>
</tr>
<tr>
<td>5</td>
<td>A deeper understanding of flexible assessment best practices,</td>
</tr>
<tr>
<td>1</td>
<td>Teachers are starting to use the new curriculum, but are unsure how to report on it when told they need to use the old outcomes.</td>
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<tr>
<td>1</td>
<td>Parent presentation of the curriculum</td>
</tr>
<tr>
<td>1</td>
<td>Response to Intervention</td>
</tr>
</tbody>
</table>
Questions from our Leaders

• When do teachers have to start teaching the new curriculum?
• What is different about the new curriculum?
• What resources and supports are available for me to empower my teachers?
• How do I engage resistant teachers to change?
• How do I promote personalization within a structured timetable?
• How do I create a culture of inquiry in my school?
• How do I know teachers are teaching what they need to teach and assessing what needs to be assessed?
PVP Competencies and Skills

- Understanding inquiry
- Posing essential questions
- Supporting the teacher as choreographer of learning
- Curriculum design (UBD)

- High impact assessment strategies
- Making cross curricular connections
- Empowering experiential learning
- Critical/creative thinking skills
Strategies/Tools for Leaders

1. Online tools/resources
2. Protocols for discussing curriculum drafts
3. Identify and support lead teachers
4. Support district grant funds to pilot explorations
5. Review designs for collaboration time
6. Principal networks
7. Networking/sharing through open classrooms
8. Access district helping teachers
PVPs Leading the Way

Sample Protocol

1. Read through the Big Ideas and Curricular Competencies;

2. Look at the Content - Taught through the curricular competencies;

3. Think about how you will assess big ideas, curricular competencies and content;

4. Look for vertical and horizontal alignment between levels.
Sample Feedback Gathered

Social Studies:
• Needs to further address geographical thinking
• Support of Aboriginal worldview

Science:
• Still too much content
• More support needed for the specificity of concepts
• Environment needs more attention

English Language Arts:
• More support needed for the beginning stages of literacy

Math:
• Ensure to cover the basics
• Aboriginal worldview is not sufficiently evident
Principal Capacity

“We had a presentation by Michelle M. and the teachers were very excited. They have applied for Explozone.

After last year's success with IBLT the whole staff wanted to move forward in the inquiry project that is reflected in our school goals.

I have built in collaboration time, brought in speakers, and purchased lots of resources.

Can we discuss how and if I may apply for extra and ongoing support of these awesome initiatives my teachers are in?”
Teacher Support

When considering personalization and inquiry based learning what new skills and competencies will be essential for your teachers?

What do teachers need in order to include indigenous knowledge and understandings into their instructional practice?
Curriculum Department Protocol

• I am excited about ...
• I have questions about ...
• Supports I will need ...
Questions Teachers Ask

• How does the new curriculum differ from the old curriculum?
• How will delivery change?
• What resource materials are available to support these changes?
• How do I start inquiry in my classroom?
• How do I incorporate 21st century skills?
• When will we get to use the new curriculum?
• How is assessment different in the new curriculum?
Different Staffs, Different Pathways

- Work with lead teachers (facilitators/ambassadors)
- ‘Table talks’ on the new curriculum/assessment
- Targeted school based pro-d
  - Bridging with current curriculum
- District-wide PD (by levels)
  - Expanding networks
- Grants for pilot projects
  - IBLT
  - Learning commons
- ExploZone
- Blended learning
Plans Ahead

- Supporting lead teachers
- Ongoing workshops; series approach
- Repository for teachers linked to teaching competencies
- From ExploZone to learning commons
- Review teacher evaluation/feedback process
- Blended learning
ExploZone, A Place of How
Communication

• Letters/ideas in the principal toolkit
• School website template
• ThoughtExchange
• Synrevoice
• PAC/Principal meeting
Aligning the Budget Process

- Strategic plan as driver
- Infrastructure initiatives
- FTE’s: Special positions, admin time
- Innovation grant processes
- ExploZone
Please discuss these questions at your table and record your thoughts and suggestions:

1. Discuss the progress you have made with implementing the new curriculum.

2. What do you need to do to support leadership at the district and school level?

3. How do we use the implementation of curriculum to support parent engagement?