

Revised Curriculum

Intentions

Why

- Why is the curriculum changing?
- Why now?

What

- What does the revised curriculum look like?
- Where can I find it?
- What does this look like?

How

- How is the curriculum revision process happening?
 - What is the Ministry of Education doing?
 - What is School District 57 doing?

Why? What did educators say about the current curriculum?

<https://www.bced.gov.bc.ca/irp/docs/overview.pdf>

too many objectives to cover and with so many objectives it can in some ways restrict student learning.

highly prescriptive nature- at odds with the vision of a more personalized learning experience set out in BC's Education Plan.

focus on teaching children factual content rather than concepts and processes – emphasizing what they learn over how they learn, opposite of what modern education should strive to do.

students have virtually instant access to a limitless amount of information. - greater value of education for every student is not in learning the information but in learning the skills they need to successfully find, consume, think about and apply it in their lives.

BC's Education Plan

Guiding Principles for Future Curriculum Development

- Make curriculum more flexible to better enable teachers to innovate and personalize learning.
- Reduce the prescriptive nature of current curricula while ensuring a solid focus on essential learning.
- Focus new curricula on higher order learning, giving emphasis to the key concepts and enduring understandings (big ideas) that students need to succeed in their education and their lives.
- Make explicit the cross-curricular competencies that support life-long learning.
- Respect the inherent logic and unique nature of the disciplines while supporting efforts to develop cross-curricular units.
- Integrate Aboriginal worldviews and knowledge.
- Develop assessment and evaluation programs that align with the changed emphases in curriculum.

<https://curriculum.gov.bc.ca/assessment-info>

What

Curriculum Model

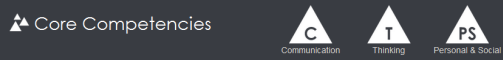


<https://curriculum.gov.bc.ca/curriculum-info>

Key Features of the Curriculum

Core Competencies

- Communicating
- Thinking
- Personal and Social Competency



Literacy and Math Skills Foundations

Literacy and math skills are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and math skills are applied in all areas of learning.

Content (Know)

Curricular Competencies (DO)

Learning Standards	
Curricular Competencies Students are expected to be able to do the following: Reasoning and analyzing ► Inductively and deductively reason and use logic to explore, make connections, predict, analyze, generalize, and make conclusions.	Content Students are expected to know the following: ◆ whole number percents and percentage discounts

Big Ideas (Understand)

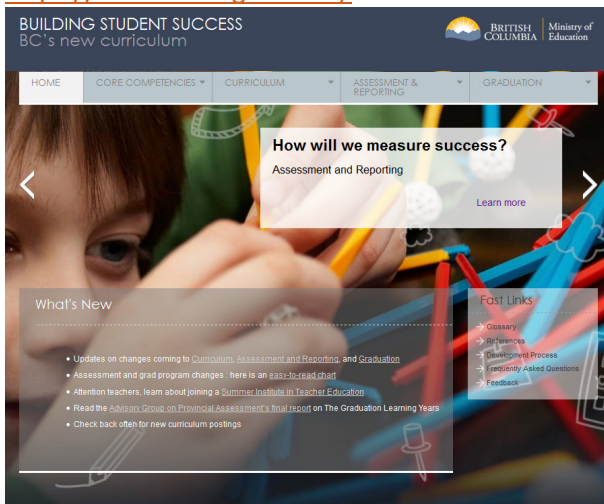


What's the Same, Different?

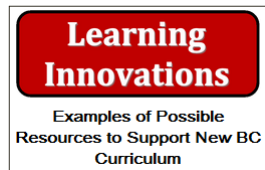
Same	Different
Continue to be rigorous learning standards	All areas being redesigned using a common framework
Continued emphasis in all grades – literacy and numeracy	Structure is more flexible to enable cross-curricular learning
Graduation – 80 credits still required	Core Competencies
Math, Science, Language Arts, Social Studies, etc	Model- Know- Do-Understand
	Standards remain rigorous- but open in nature, less rigid
	Aboriginal perspective and content have been authentically integrated into every subject
	New Career Education and Applied Design, Skills and Technologies https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/faq.pdf

Access to the Curriculum

- <https://curriculum.gov.bc.ca/>



Resources to Support



Assessment

- Assessment and Curriculum are interconnected
- Assessments will continue to be rigorous and based on learning standards evaluating:
 - student achievement
 - core competencies
 - essential learning
 - literacy and numeracy

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

<https://curriculum.gov.bc.ca/assessment-info>

Changes to Provincial Assessments

Grade 10-12

- Students will complete 2 provincial assessments focused on literacy and math skills
 - Change from 5 provincial exams
- Provincial exams for Science 10, Socials 11, English 10 and Math 10 will not longer be used
- Emphasis will be on application of learning
- Greater focus on classroom assessment

Grades 4 and 7

- Field testing of a new assessment will begin this fall
- FSA will continue for this year

<https://curriculum.gov.bc.ca/assessment-info>

Graduation

For the 2016/2017 school year:

Grade 10 students will:

- Follow most of the current Graduation Program requirements
- Take a Math 10, a Language Arts 10 and Science 10, with classroom assessments instead of provincial exams
- Take Social Studies 11 (or equivalent), with classroom assessments instead of provincial exam
- Write a math skills assessment and a literacy assessment before graduation

Grade 11 students will:

- Finish all the current Graduation Program requirements
- Have completed a Math 10, a Language Arts 10 and Science 10 and or equivalent written the provincial exams
- Take Social Studies 11 (or equivalent), with classroom assessments instead of provincial exam
- Write a literacy assessment before graduation
- Not write the new math skills assessment

Grade 12 students will:

- Finish all the current Graduation Program requirements
- Have completed a Math 10, a Language Arts 10, Science 10 and Social Studies 11 (or equivalent) and have written provincial exams
- Take Language Arts 12 (or equivalent) and write the associated provincial exam
- Not write the new literacy or math skills assessments
- Students who have completed courses associated with discontinued exams by June 30, 2016 will have until June 2017 to write or re-write exams
- Students taking summer school during July and August 2016 will not be required to write provincial exams in Math 10, Language Arts 10, Science 10 and Social Studies 11 (or equivalent)
- Français langue première 10, Français langue première 12 and Français langue seconde immersion 12 provincial exam changes will be the same as their equivalents above

<https://curriculum.gov.bc.ca/graduation-info#grad-table>

Communicating Student Learning

Communicating Student Learning- Ministry Update

K-9

- ✓ New Reporting Order in Effect
- ✓ Provides options for districts as they implement redesigned and new curriculum

10-12

- ✓ No changes this year
- ✓ Working groups with stakeholders and subject matter experts to develop new policy

Policy statement

- Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Reporting to parents should be timely and responsive throughout the school year.
- For Grades K-9 beginning in the 2016/17 school year, Boards of Education will either
 - A. Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the *Interim Student Reporting Guidelines for Grades K-9* as outlined below,
 - or
 - B. Follow the revised Student Reporting Policy as outlined below.
 (For Grades 10-12, Boards will follow the Student Reporting Policy.)

Rationale

- The Ministry of Education is redesigning curriculum and assessment to fit with the modern education system needed for today's world. Redesigned curriculum for Grades K-9 is being implemented in the 2016/2017 school year. In addition, parental engagement about student progress reporting is taking place during the 2016/17 school year.
- To provide flexibility beginning in the 2016/2017 school year, Boards of Education that have developed or are developing new student progress reporting policies and procedures for students in Grades K-9 may use these practices if they meet the *Interim Student Reporting Guidelines* contained in this policy.

Reporting Student Learning- District Update

Changes made for this year:

- ✓ Grades K-7 will see changes as per the interim reporting guidelines from the Ministry of Education
- ✓ Grades 8-9 will follow the Revised Student Reporting Policy
- ✓ Grades 10-12 the interim reporting guidelines do not apply
- ✓ Reporting needs to include a summative student self assessment on Core Competencies
- ✓ Reporting needs to include Applied Skills Design Technology and Career Education

Reporting Student Learning- District Update

- ✓ Report Writer WILL NOT be used, new report card will be developed
- ✓ Teacher should continue to utilize assessment practises outlined in the [Principles of Quality Assessment](#) information provided by the Ministry of Education
- ✓ We continue to work with Ministry, and neighboring districts to outline School District No.57's reporting requirements
- ✓ A committee consisting of teachers, principals, parent, student will be created to help inform reporting formats

Communicating Student Learning

Moving from communicating student learning as an Event (Reporting) ...

.....to Communicating Student Learning as ongoing, timely and responsive

Traditional Reporting

- Formal and informal
- One way Communication
- Set times of the year, 3 terms (may not always align with what is happening in the classroom)
- Once size fits all approach



Communicating Student Learning

- Ongoing and responsive to learning throughout the year
- 3 way communication (parent, student and teacher)
- More individualize towards student and classroom teacher



What is the Same..


- Communication at least 5 times a year
- Communicating learning in relation to the learning standards in the BC Curriculum
- Information about child's work habits and attitude towards learning
- Written information about child's learning progress

Communicating Student Learning District Plan

Kindergarten-Grade 3	Grade 4-7	Grades 8-9	Grades 10-12
<p>Moving From:</p> <ul style="list-style-type: none"> 3 Formal and 2 Informal Reporting as an event <p>To:</p> <ul style="list-style-type: none"> Timely and responsive communication to parents about their students learning <p>Requirements for this year</p> <ul style="list-style-type: none"> Minimum 5 "report out to parents" (communication) 1 year end Summative Report to parents regarding the learning in relation to the required areas of study. (All curriculum) 1 conference (begin to move toward student led conferencing) Minimum 3 other methods of communicating student learning- 2 should be written communication with copies filed. Options: <ul style="list-style-type: none"> Intarima Parent meeting FreshGrade or other approved e-portfolio tools Email updates Telephone calls Student Work Portfolios <p>With the Summative Report</p> <ul style="list-style-type: none"> Self Assessment on the Core Competencies (Thinking, Communicating and Personal and Social Responsibility) 	<p>Moving From:</p> <ul style="list-style-type: none"> 3 Formal and 2 Informal Reporting as an event <p>To:</p> <ul style="list-style-type: none"> Timely and responsive communication to parents about their students learning <p>Requirements for this year</p> <ul style="list-style-type: none"> Minimum 5 "report out to parents" (communication) 1 year end Summative Report to parents regarding the learning in relation to the required areas of study. (All curriculum) 1 conference (begin to move toward student led conferencing) Minimum 3 other methods of communicating student learning- 2 should be written communication with copies filed. Options: <ul style="list-style-type: none"> Intarima Parent meeting FreshGrade or other approved e-portfolio tools Email updates Telephone calls Student Work Portfolios <p>With the Summative Report</p> <ul style="list-style-type: none"> Self Assessment on the Core Competencies (Thinking, Communicating and Personal and Social Responsibility) 	<p>Communicating Student Learning will be as it was last year with only the requirement of Letter Grades. Percentages are not required</p> <p>Additional Curriculum to be communicated to parents:</p> <ul style="list-style-type: none"> Career Education Applied Design Skills and Technology <p>At the end of the year or Semester</p> <ul style="list-style-type: none"> Self Assessment on the Core Competencies (Thinking, Communicating and Personal and Social Responsibility) 	<p>No changes this year</p>

How

- Ministry Timeline


Curriculum, Assessment & Reporting

Curriculum

K-9:

Sept. 2015 → Curriculum available for use

Sept. 2016 → Full implementation


10-12:

Sept. 2015 → First drafts available (core and options)

Jan. 2016 → Curriculum teams back in for revisions

Sept. 2016 → Curriculum available for use

Sept. 2017 → Full implementation



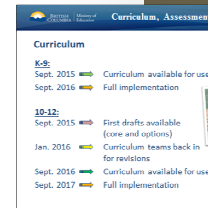
SD57 Timeline of Events

2013/14

- Graduation Dialogue
- Community Event
- Draft Curriculum Review k-9
- Ministry Selected Team to develop Communication Competency
- develop strategy to support teachers with implementation of BC ed plan

2014/15

- Support teachers with the planning for new curriculum (LTGs, pilots etc)



2015/16

- Develop Curriculum Implementation Advisory Committee
- Grade 10-12 Draft Curriculum Review
- staff and community presentations on Curriculum Website
- develop and plan 2 additional NID days to support the revised curriculum
- create supports for implementation for the next 2 years
- develop innovation grants for staff to start working together in collaborative teams

2016/17

- Develop Communicating Student Learning Advisory Committee
- Transition Communicating Student learning
- Grade 10-12 Draft Curriculum Trial
- Develop and plan 1 additional NID days to support the revised curriculum
- Set up existing Pro D days to support curriculum implementation
- Utilize supports (curriculum coaches) for implementation for the next 2 years
- Support innovation grants for staff to start working together in collaborative teams

Educated Citizen

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf

Thoughtful and able to learn and think critically , can communicate information from a broad knowledge base

Are creative, flexible and self-motivated , have a positive self image

Are productive, gain satisfaction through achievement, strive fore physical well-being

Are cooperative, principled, and respectful of other regardless of differences

Aware of the rights of the individual and are prepared toe exercise the responsibilities of the individual with the family, the community, Canada and the world

Are skilled and able to contribute to society generally, including the world of work

Are capable of making independent decisions

Questions..

Cindy Heitman
District Principal Learning Innovations
School District 57
250-561-6800 ext 311
cheitman@sd57.bc.ca