

Module 1: BC's Context

Video 1a: Introduction

Welcome everyone. We'd like to acknowledge today that we are filming on the traditional territories of the Esquimalt and Songhees people. We are grateful to be here and be able to provide this resource for you. My name is Tammy Renyard, I'm a principal in Victoria School District, currently seconded to the Ministry of Education.

My name's Heather Brown, I'm a vice-principal in Greater Victoria SD 61 and formerly a full-time classroom teacher in science and math and also seconded to the Ministry of Education, to the outreach team.

So the implementation of the redesigned curriculum has given us the opportunity to maybe reframe teaching and learning in our province. We're excited with the way that we see teachers digging in to see how they can best actualize this curriculum for their students. We recognize that students are different than they were before, how they learn is different. We recognize that the needs of society have changed, and how we prepare and support students for their transition out of the school system is really important, and not the same as it has been historically.

So as Tammy mentioned, society is changing and driven a lot by technological advances. And so for the first time in history, our rate of change in technological innovation, and technological change, has outpaced our ability to adapt to it.

So what's guiding this work? The School Act, the educated citizen. The educated citizen was originally articulated in 1989, and then groups came back together to see if it still hit what we needed for society, and it did. And I think what's important for us to realize is when we look at that, we're one of the few jurisdictions that includes intellectual development, human and social development, as well as career development. So those three pieces are still what's guiding the work in British Columbia.

So as Tammy mentioned, we've reconsidered and reevaluated whether these are still the relevant pillars to stand on for the educated citizen. And as time has progressed, the definition of each of those pillars has changed, but this is where we are now. These are the elements, that you see on your screen, that define an educated citizen. We'll give you a few moments to consider these and read them independently.

Video 1a: Guiding Principles

So we're going to share with you the guiding principles that supported the redesigned curriculum, and there's some things that we want to specifically point out.

One is the need to reduce the prescriptive nature of curriculum. This redesigned curriculum allows greater flexibility, more options for teachers to look at personalizing learning for students, as well as personalizing learning in their context with their particular group of students.

Another thing I think that's important is aligning assessment and the redesigned curriculum. We're going to talk a lot about assessment because I think it's probably one of the places where

folks are needing some support as they try to look at assessing curricular competencies in aligning that with content.

So right now we'd like you to watch a short video called the Backward Bicycle, and we want you to consider how is a backward bicycle like our journey with the redesigned curriculum? So after you watch it, we want you to spend a few minutes talking to a partner or a small group about your thoughts and feelings about the backward bicycle.

Video 1a: Adapting

So some of the ideas that come up we've heard from educators around the backwards bicycle connection to our redesigned curriculum is that we really notice how much easier it is for students to adapt to the change than it is for our educators.

But we also know that it becomes increasingly easier for students to adapt when they understand why we've made the change, especially when students are older and have been in our education system for longer, they really do need to understand some of the rationale around why we've changed.

We also need to recognize that we are much stronger together. That the collaborative nature that we have in schools, and that we're developing in schools, is so important for us to move together and move forward with the redesigned curriculum. We know that this work will happen more deeply and more authentically to the intentions of the curriculum when we work together.

And I think what stood out for me, and I've seen it a few times now, is that how easy it is to revert to old behavior, and that we need to help each other be accountable for the change, because I think when things get hard, and you're trying to learn that new piece, it is really easy to kind of slip back. So how do we build our connections that help us through those bumpy parts when it is really difficult, so that we can reach that new, more automated, comfortable place.

Video 1b: Eight Intentions

One of the other pieces that we've heard from the field is that not all the pieces have changed. It is about repurposing things that we have already, but we have to look at them in a new light.

We also need to set small goals for ourselves, because we can't change everything. We have to practice the art of self-compassion to know that we have to take small steps and forgive ourselves along the way, because this won't be perfect from the beginning. But as we work together and as we take those small steps, we have the intentions in mind of the curriculum, and then we work towards them as we are able to, knowing that it will take time.

So the next thing we'd like to share with you is when there's public consultation around the redesigned curriculum, working groups across the province were generating intentions around what they wanted to see actualized in the redesigned curriculum.

So we'd like to go back to those eight, and then we're going to invite you to participate in an activity.

So the advisory group wanted to develop an education experience where we honor and value learning regardless of where, and when and how it takes place.

Additionally, teachers take on coaching, mentoring and activator roles to assist students in finding their passions and guiding them to a successful pathway or pathways to their future.

That learning experiences are not always separated by grades.

Learning experiences are integrated and involve relevant applied experiential opportunities for all students.

Ways and rates of learning are personal, and we move to a more proficiency-based approach.

Reporting is ongoing communication of students' progress against standards.

We wanted to develop an education experience where there's space and flexibility, room for personalized learning and some common content.

And that would include a capstone project that allows students to demonstrate learning that is deep, personal and passionate.

So where are we now? What you'll see is a handout that you can print that allows you to look at what are those eight areas, and consider yourself, your classroom, your school, your district, where do you see yourself against those indicators? Are you emerging, developing, proficient, extending? What's your evidence? And then once you know where you're at, maybe take a few minutes with your team to consider how could we move further along so that we're more often reflecting those intentions.

Video 1b: Responding to a Changing World

So our intention for this segment of the learning is to look at the context in the BC curriculum, and the context in BC in general, of how everything fits together. So sometimes we're asked why. Why is education changing? Why did the curriculum need to change? Sometimes it's parents, sometimes it's students, sometimes it's our colleagues. I think what we see is the opportunity to be more responsive to our world changing. So we need to be able to help parents, students and our colleagues understand that the intention, and the work behind this, is to empower our students to be more ready, more adaptable, and more able to engage in their futures.

We're in a really fortunate position in BC. We have amazing educators with a really high collective capacity. So, the time is now and let's go for it.