

BC's Redesigned Curriculum: From Theory To Practice

A learning resource to help educators
implement BC's curriculum

BC's Redesigned Curriculum: From Theory to Practice

Acknowledgements

With gratitude to the development team: Heather Brown and Tammy Renyard and the countless educators around the province whose thoughtful and professional dialogue has shaped the thinking represented here.

Table of Contents

| | |
|---|----------|
| OVERVIEW | 3 |
| BACKGROUND | 3 |
| INTENTIONS | 3 |
| INTENDED AUDIENCE | 3 |
| TIMING AND PRESENTATION OPTIONS | 3 |
| <i>Sample Full Day Schedule</i> | 4 |
| USING THE FACILITATOR'S GUIDE | 5 |
| KEY COMPONENTS OF THE LEARNING | 5 |
| <i>In a Group</i> | 5 |
| <i>Individually</i> | 5 |
| ADVANCE PREPARATION AND MATERIALS | 6 |
| TERRITORIAL ACKNOWLEDGEMENT | 6 |
| TECHNICAL CONSIDERATIONS | 6 |
| MATERIALS | 6 |
| MODULE TOPICS OVERVIEW | 7 |
| MODULE 1: BC'S CONTEXT | 7 |
| <i>Intention</i> | 7 |
| <i>Time</i> | 7 |
| <i>Resources</i> | 7 |
| <i>Pause and Ponders</i> | 7 |
| MODULE 2: CONNECTING THE CORE AND CURRICULAR COMPETENCIES | 8 |
| <i>Intention</i> | 8 |
| <i>Time</i> | 8 |
| <i>Pause and Ponders</i> | 8 |
| <i>Resources</i> | 8 |
| <i>Pause and Ponder—Exploring the Connections Within and Between the Competencies</i> | 9 |
| MODULE 3: UNPACKING AND CONNECTING THE PROVINCIAL ASSESSMENTS | 10 |
| <i>Intention</i> | 10 |
| <i>Time</i> | 10 |
| <i>Pause and Ponders</i> | 10 |
| <i>Resources</i> | 10 |

| | |
|--|----|
| MODULE 4: ALIGNING CLASSROOM ASSESSMENT..... | 12 |
| <i>Intention</i> | 12 |
| <i>Time</i> | 12 |
| <i>Pause and Ponders</i> | 12 |
| <i>Resources</i> | 12 |
| MODULE 5: DESIGNING LEARNING..... | 13 |
| <i>Intention</i> | 13 |
| <i>Time</i> | 13 |
| <i>Pause and Ponders</i> | 13 |
| <i>Resources</i> | 13 |
| TIMING BREAKDOWN FOR VIDEOS AND ACTIVITIES | 14 |

Overview

This facilitator's guide includes an overview of the intention and key topics in each module, pause and ponder activities, and suggested times. It also includes information on what you need to do to prepare for the workshop.

Background

This work is a compilation of work done by the Ministry of Education – Educational Programs Division Secondaries during the 2018-2019 school year. They travelled the province working with a variety of groups focused on finding the connections within and between all aspects of the renewed curriculum, and provincial assessments. These sessions were offered to teams of teachers (K-12), groups of administrators, and district teams. The sessions were customized based on the group; variations included full-day professional development, multiple half-day sessions, and a series of after-school opportunities.

Intentions

As we all work with the redesigned curriculum and updated graduation program, it is important to consider the connections so implementation can be purposeful, accurate, and efficient. This learning series aims to emphasize these connections and identify leverage points.

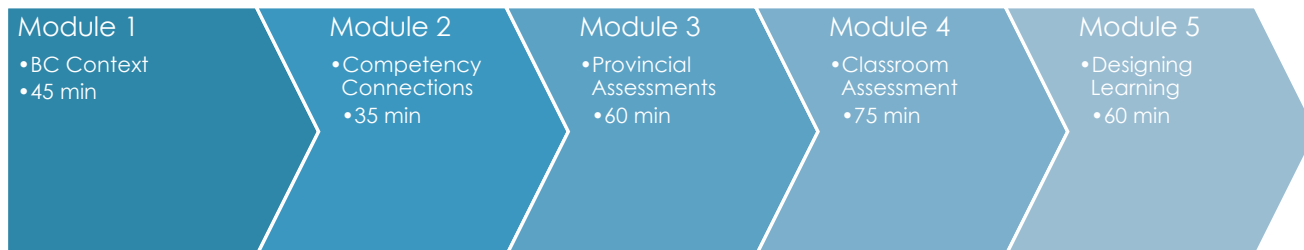
Intended Audience

This workshop is for educators, school, and district teams. Some components may also be appropriate to share with parents and guardians. This resource is designed to have the greatest impact if shared with a group of participants. Groups should view the videos and participate in the activities and discussions to share and learn together.

Timing and Presentation Options

The workshop website has five modules, each with activities consisting of facilitator videos and pause and ponder work. Each module has a suggested time (see below) and is arranged in a recommended sequence.

The workshop can be delivered as a full-day professional learning opportunity. It is also possible to offer the workshop over several sessions, using one module or one activity for each session. We recommend following the order as each module builds upon the next. If participants miss a session, please provide them with the website link prior to their participation in future sessions.



Sample Full Day Schedule

| | | |
|-------------------|-----------------|--|
| 8:45 am - | 9:00 am | Territorial welcome or acknowledgement and setting the intentions of the day |
| 9:00 am - | 9:45 am | Module 1: The BC Context |
| 9:45 am - | 10:20 am | Module 2: Competency Connections |
| 10:20 am - | 10:45 am | Break |
| 10:45 am - | 11:45 am | Module 3: Provincial Assessments |
| 11:45 am - | 12:15 pm | Lunch |
| 12:15 pm - | 1:30 pm | Module 4: Classroom Assessment |
| 1:30 pm - | 3:00 pm | Module 5: Designing Learning (60-minute session of video and remaining time for own planning) |
| 3:00 pm - | 3:10 pm | Next steps |

Using the Facilitator's Guide

Key Components of the Learning

In a Group

This professional learning program is a blend of video presentations, small group discussions, and group work. Throughout the learning series, there are many opportunities for partner or small group conversations.

Suggested times are indicated in the table on page 14. During the partner or group discussions, you might consider doing a “whip around” so that groups can share their ideas with everyone. This resource is not prescriptive about how to structure the discussions. You know your context and audience best, and so discussions should be structured according to what works best for the group.

Individually

It is also possible for people to complete the learning program on their own. Individuals can take time to ponder the provocations and reflect upon their own experiences and future actions.

Advance Preparation and Materials

Territorial Acknowledgement

Before beginning the workshop, it is important to either have a traditional territory acknowledgement or welcome. Before the workshop, you will want to arrange for a person to welcome everyone to the traditional territory. This would only be done if someone from the local traditional territory (or territories) is present to do the welcome. The School District Indigenous Education principal or other contacts will have information about specific protocols.

If no one from the traditional territory is present, the acknowledgement is usually done by the person hosting the meeting/gathering. If you are unsure of how to acknowledge the territory, please ask your School District Indigenous Education Department.

Technical Considerations

You will need a good Wi-Fi or network connection to show the website and videos. We recommend that you test the connection in the room where you are holding the workshop to ensure it works.

You will also need the following:

- computer
- projector
- screen
- speakers

Materials

You will want to bring the following materials to the workshop.

- Printed copies of:
 - Continuum of Practices around Eight Intentions of Curriculum (1 page, 2-sided)
 - G.O.S.S.I.P. template
 - Numeracy assessments (divided into four segments). PDF provided.
 - Literacy assessments (divided into three segments). PDF provided.
 - Placemat 11" x 17" (one per group of four) or blank tabloid paper
 - prepared curricular competency packages (see module 2 for suggested format and copy)
- Letter paper or chart paper with tape to post on wall
- Markers

Module Topics Overview

Module 1: BC's Context

Intention

The context of BC Education has shifted, in part due to the redesigned curriculum and changes to the graduation program. This module is intended to consider some ways to adapt to those changes and set a course to move forward.

Time

Approximately 45 minutes. Please see page 14 for a breakdown of activity time.

Resources

- Website (two Activities with five facilitator videos and one third party video)
- Copies of handout titled "Continuum of Practices around Eight Intentions of Curriculum" (one page, double sided)

Pause and Ponders

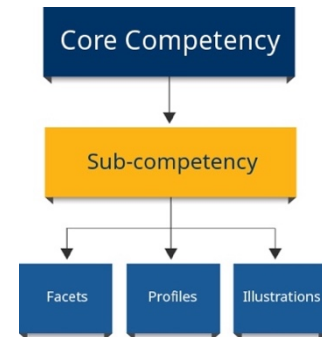
- 1A Consider the Ministry's definition of an educated citizen. Discuss with colleagues: How does this definition align with the three goals of education identified in the 1989 *School Act*? (Definitions are on the webpage.)
- 1A Discuss with colleagues: How is the backwards bicycle (video) connected to our work with the redesigned curriculum?
- 1B In small groups (e.g., three-four people), consider the eight intentions of the curriculum redesign and your place on the continuum given your current context. This could be considered from the district, school, department or classroom perspective.

Module 2: Connecting the Core and Curricular Competencies

Intention

Explore the connections between Core and Curricular Competencies to support and deepen understanding. Knowing these connections will enable us to be more explicit with students during day to day work. Students will be better able to reflect on their own development when we are able to identify and name for them the connections between Curricular and Core Competencies.

The Core Competencies were finalized in August 2019. This activity also provides staff an opportunity to discuss the finalized Core Competencies, and their respective sub-competencies.



Time

Approximately 40 minutes. See page 14 for a breakdown of activity time.

Resources

- Website (two activities with three facilitator videos and one Ministry of Education video)
- Copies of G.O.S.S.I.P. template (one per participant)
- Curricular Competencies from a variety of curricular documents (provided), cut up, in envelopes. We recommend each curricular area is printed on its own colour. (One set per group of two to three.)
- Core Competencies as headers in envelope

Pause and Ponders

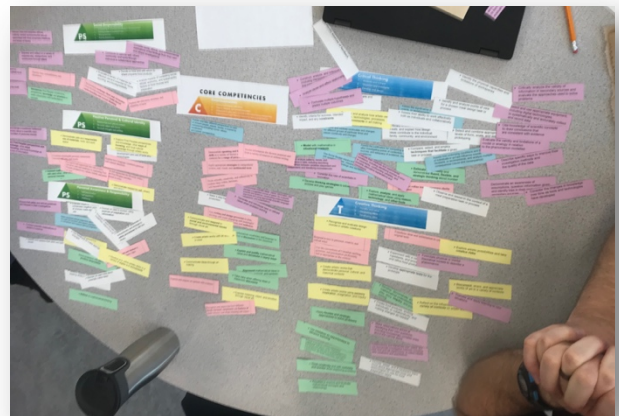
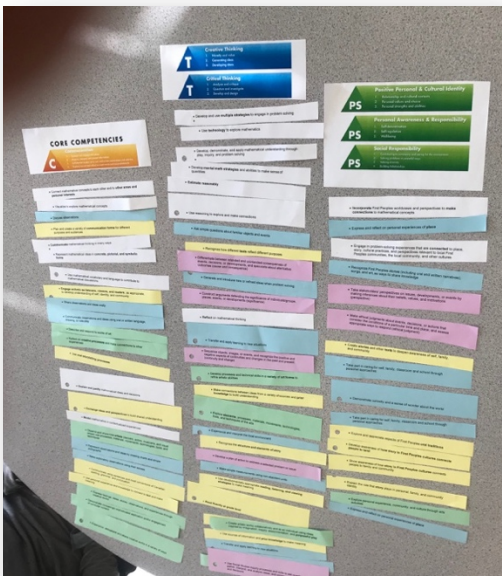
- 2A In G.O.S.S.I.P. (Go Out and Selectively Seek Important Points)¹ participants are initially invited to consider the work they have done with the redesigned curriculum or work they have observed. They then share with a partner their work or observations. During two more rotations participants share their partner's thinking. Finally, participants are invited to share a new idea, question, or reflection.
- 2B The second activity features a closed sort of the curricular competencies from a variety of curricula against the headings of the core competencies.² Please see page 9 for details.

¹ Susan Close, 2011. *Brainsmart Thinking Tools*. Susan Close Learning: www.smartlearning.ca

² Original idea for this activity Paul Britton and Janet Moase

Pause and Ponder 2B: Exploring the Connections Within and Between the Competencies

1. Form groups of two or three. Try to represent diverse teaching contexts.
2. Provide each group with an envelope of pre-cut Curricular Competencies and Core Competency headers.
3. Invite the groups to discuss the Curricular Competencies and sort them into one of the Core Competency headings. Prompt groups with the question: "To which Core Competency does each Curricular Competency best connect?" *We acknowledge that the imagined classroom context will impact the placement of each Curricular Competency. Encourage groups to make a choice between categories and avoid overlap between categories simply for the purposes of this activity.*
4. Following sufficient time for the sort (approximately 15-20 minutes) invite participants to reflect on any trends or patterns and formulate any questions. (N.B., trends become clearer when competencies have each been printed on their colour of paper)
5. Invite groups to either conduct a gallery walk to notice patterns in each other's work or share out what they notice and what they wonder.



Module 3: Unpacking and Connecting the Provincial Assessments

Intention

We will explore the details of redesigned provincial assessments and find common language and connections to support all learners across all disciplines.

We consider the questions:

- What are the ways we can build our collective responsibility around literacy and numeracy in our schools?
- How can we work together to support all students in feeling confident and competent when they participate in the assessments?

Time

Approximately 60 min. Please see page 14 for a breakdown of activity time.

Resources

- Website (three activities with six facilitator videos)
- Literacy assessment copies (note: recommended groups of three)*. PDF documents provided. You can choose to offer paper copies, or participants can view these documents electronically.
- Numeracy assessment copies (note: recommended groups of four)*. PDF documents provided. You can choose to offer paper copies, or participants can view these documents electronically.

Pause and Ponders

- 3A Invite participants to define literacy and numeracy in their respective contexts. While this can be a short discussion, it helps to surface the cross-curricular nature of literacy and numeracy.
- 3B Invite participants to randomly form groups of **four**. Each member of the group will consider the grade 10 numeracy assessment, first in the role of a student for approximately 10 minutes (writing a quarter of the assessment). Invite participants to share what they noticed about their respective sections of the exam, focusing on what skills, attitudes, and behaviours would support student success. Group members may then consider the assessment from their respective teaching contexts and look at how they can support students to develop those skills, attitudes, and behaviours.
- 3C Invite participants to randomly form groups of **three**. Each member of the group will consider the grade 10 literacy assessment, first in the role of a student for approximately 10 minutes (writing a third of the assessment). Invite participants to share what they noticed about their respective

sections of the exam, focusing on what skills, attitudes and behaviours would support student success. Group members may then consider the assessment from their respective teaching contexts and look at how they can support students to develop those skills, attitudes and behaviours.

N.B. Although we use the grade 10 provincial assessments, it would be possible to substitute it with Foundation Skills Assessments if you feel that more appropriate for your context.

Module 4: Aligning Classroom Assessment

Intention

Consider the changes to classroom assessment within the redesigned curriculum, with a specific look at the role of the learning standards and ways to consider their assessment.

Resources

- Website (four activities with four facilitator videos, one Ministry of Education video, and three Tom Schimmer webinar videos)
- Paper for participants to do connect-extend-challenge (three times)
- Paper copy or device for each group to access *A Framework for Classroom Assessment* to reference while they watch a video
- Device for each group to access *Classroom Assessment Resource Package* on New Curriculum website

Time

Approximately 80 minutes. Please see page 14 for a breakdown of activity time.

Pause and Ponders

Within the module, there are three opportunities (4A, 4B, 4D) for partner or small group discussions. We have suggested using a thinking frame “Connect-Extend-Challenge”³ as a framework for viewing the webinar videos to support connecting prior knowledge to new learning.

- 4C Open a *Classroom Assessment Resources Package* for the level you teach and look through some sample applications. (Although all content areas aren’t reflected, participants should be able to find something at their level.)

³ (Harvard Graduate School of Education, Project Zero)

Module 5: Designing Learning

Intention

Considerations for focusing your lesson design on the learning standards.

Time

Approximately 60 minutes plus additional teacher planning time. Please see page 14 for a breakdown of activity time.

Resources

- Website (three activities with eight facilitator videos)
- Placemat template (tabloid-size paper)
- Own resources for planning

Pause and Ponders

- 5A Discuss the definition of deep learning, then what enables deep learning placement activity. Here participants are invited to first record their responses in their own section on the paper. The group members then share their ideas with the group, and each new idea is recorded in the middle area. The group members then discuss and rank the most important three items. Groups are then invited to share their responses with all participants.
- 5B Four group discussions on various lesson design considerations.
- 5C Depending on the timing of your day, participants may be offered time to collaboratively or independently plan for their classes with the learning standards as their focus.

Timing Breakdown for Activities

| Module | Topic | Breakdown | Timing |
|----------|--|--|--|
| Opening | | Guidelines on page 6 | |
| Module 1 | Setting our Context | Activity A: Guiding Principles Activity B: Eight Intentions | Time: 20 – 30 min Time: 18 – 23 min Total: 38 – 53 min |
| Module 2 | Connecting the Core and Curricular Competencies | Activity A: G.O.S.S.I.P. Activity B: Competencies Sort | Time: 13 – 18 min Time: 22 – 30 min Total: 35 – 48 min |
| Module 3 | Understanding the Provincial Assessments | Activity A: Defining Numeracy and Literacy Activity B: Numeracy Assessment Activity C: Literacy Assessment | Time: 10 – 15 min Time: 20 – 25 min Time: 20 – 25 min Total: 50 – 65 min |
| Module 4 | Considering Assessing the Learning Standards | Activity A: Designing Assessment Activity B: Assessment and Reporting Part 1 Activity C: A Framework for Classroom Assessment Activity D: Assessment and Reporting Part 2 | Time: 23 – 25 min Time: 17 – 20 min Time: 13 – 18 min Time: 22 – 27 min Total: 75 – 90 min |
| Module 5 | Exploring How to Design Learning with the Learning Standards in Mind | Activity A: Defining Deep Learning Activity B: Lesson Design Considerations Activity C: Own Planning | Time: 18 -24 min Time: 20 -28 min Time: 20 -28 min Total: 58 –80 min |