

Transforming Education

BC Ministry of Education Update

September 2015



This is what the
Ministry tells us...





Ministry of Education Update

BCSSA SUMMER ACADEMY

August 21, 2015

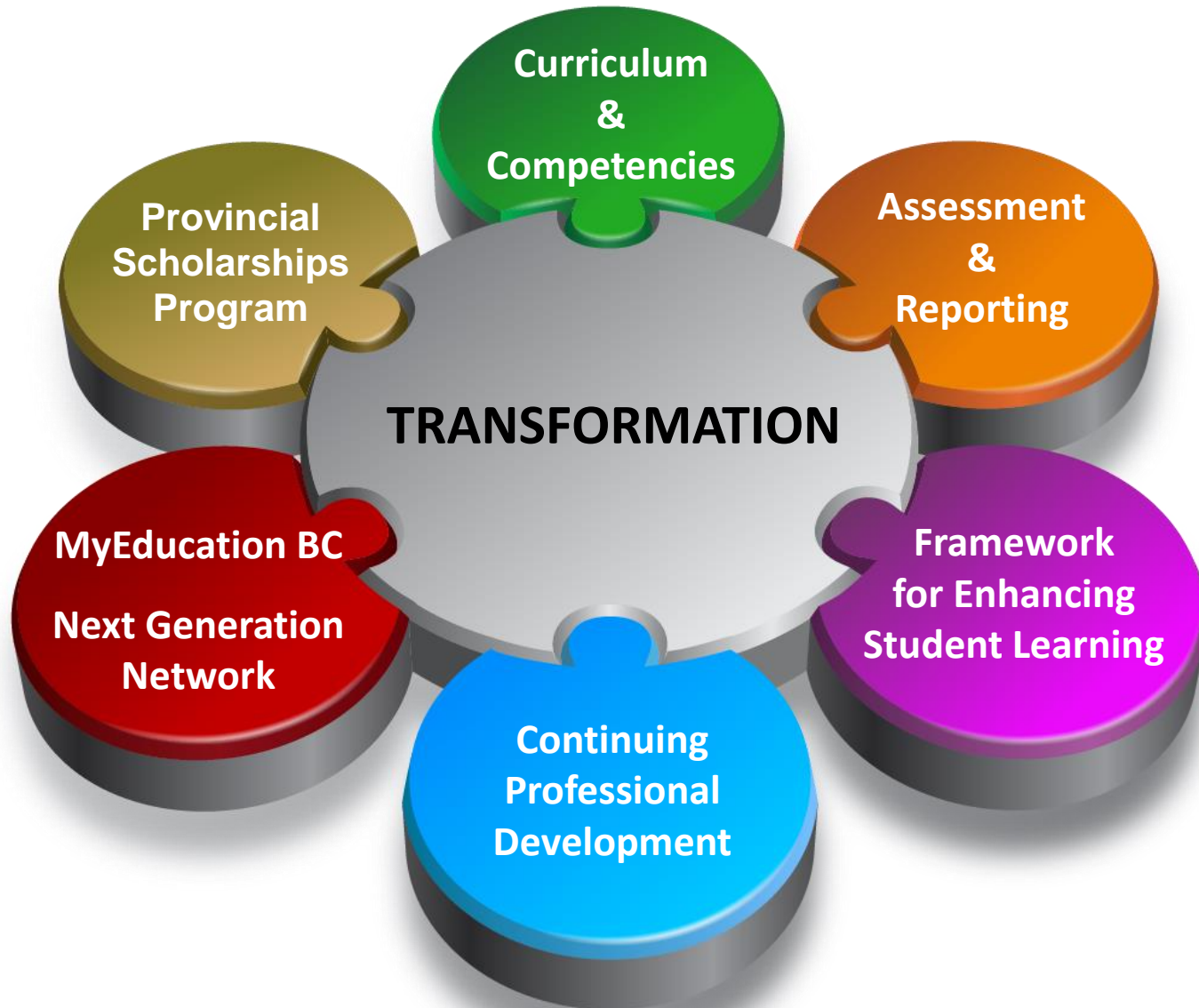


BRITISH
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Ministry of
Education

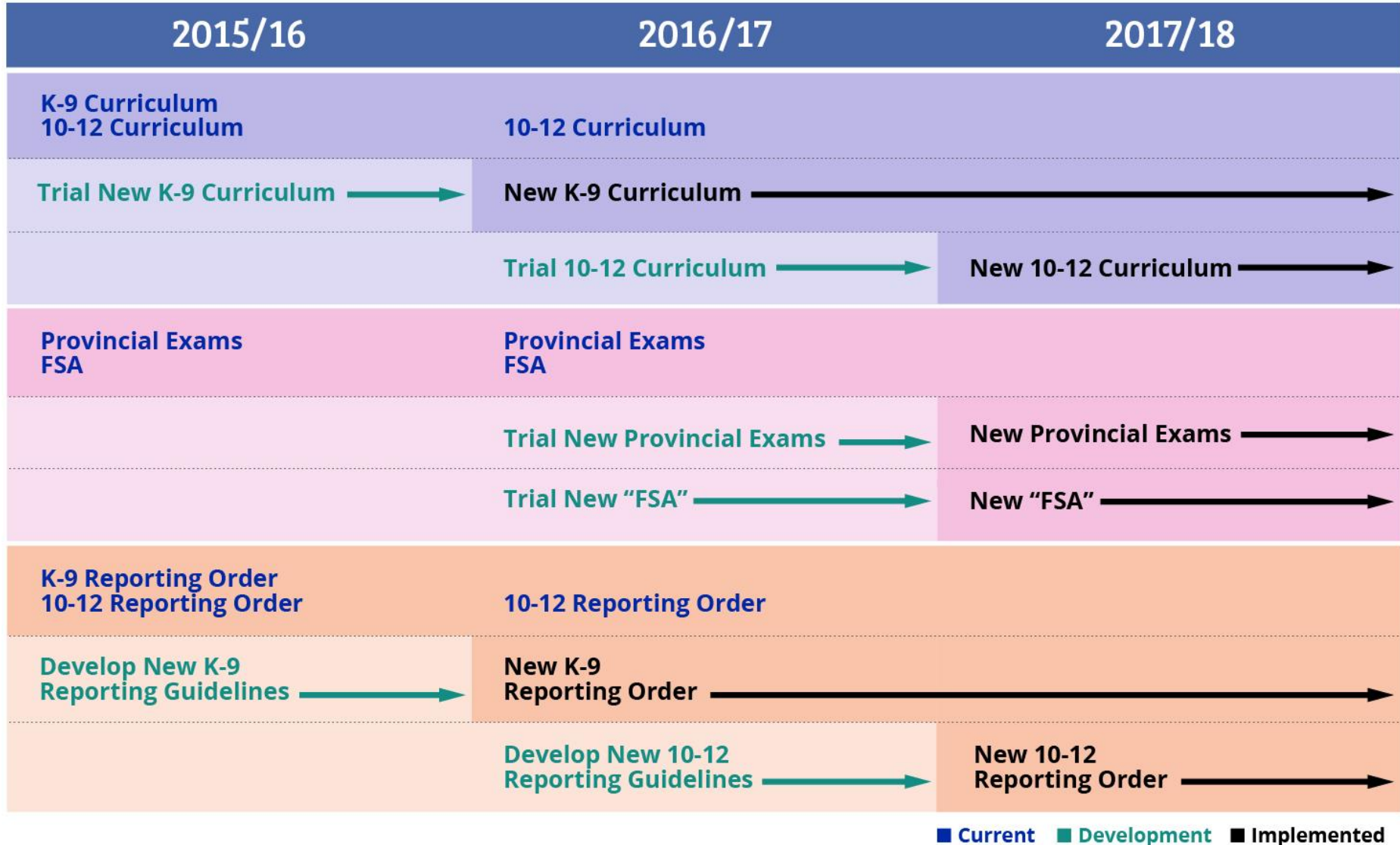


Aligning our work





Aligning our work





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Curriculum & Competencies Assessment & Reporting



Guiding Principles

- Personalizing learning – tapping into student interests to help them learn
- Core competencies balanced with a solid foundation of skills (reading, writing and math)
- Applying what students have learned to real-life situations
- Gaining the skills to enter post-secondary and the workforce
- Strengthening the ability to compete in a global economy





Science 4



Ministry of Education

Area of Learning: SCIENCE

Grade 4

BIG IDEAS

All living things and their environment are interdependent.

Matter has mass, takes up space, and can change phase.

Energy comes in a variety of forms that can be transferred from one object to another.

The motion of Earth and the moon cause observable patterns that affect living and non-living systems.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge <p>Planning and conducting</p> <ul style="list-style-type: none"> • Suggest ways to plan and conduct an inquiry to find answers to their questions • Consider ethical responsibilities when deciding how to conduct an experiment • Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate • Make observations about living and non-living things in the local environment • Collect simple data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings <p>Evaluating</p> <ul style="list-style-type: none"> • Make simple inferences based on their results and prior knowledge • Reflect on whether an investigation was a fair test • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the ways organisms in ecosystems sense and respond to their environment • solids, liquids, and gases as matter • the effect of temperature on pressure in a gas • energy: <ul style="list-style-type: none"> — has various forms — is conserved • devices that transform energy • local changes caused by Earth's axis, rotation, and orbit • features of biomes • the relationship between the sun and the moon



Social Studies 10



Ministry of Education

Area of Learning: SOCIAL STUDIES — 1919 to the Present

Grade 10

Provincial Core Curriculum

BIG IDEAS

Local, national, and global conflict can have lasting effects on the contemporary world.

The development of political organizations is influenced by economic, social, ideological, and geographic factors.

Political decision making and societal change are influenced by interactions between individuals, groups, and institutions.

Developments in Canadian society can be viewed in many different ways depending on an individual's worldview or perspective.

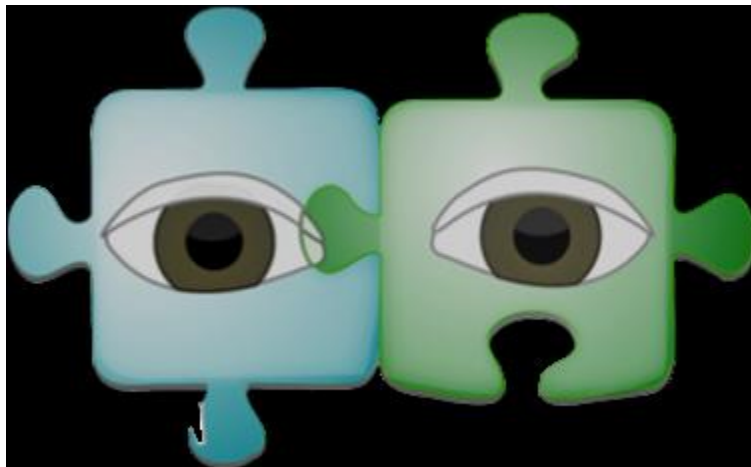
Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) • Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Compare and contrast continuities and changes for different groups during this time period (continuity and change) • Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • injustice, oppression, and social change in the development of human rights • development, structure, and function of Canadian and other political systems, including First Peoples governance • development, structure, and function of Canadian and other economic systems • influence of ideology, public opinion, and civic engagement on the development of public policy • conflict and cooperation in local, national, and global contexts • interconnections between demography, urbanization, environmental issues, and globalization



New Curriculum = New lens

- Big ideas
- Aboriginal world views
- Core competencies



Areas of Focus Overview

Big Ideas:

- broad and abstract key concepts used to organize knowledge within and across disciplines

Parts of wholes
can be represented
in many ways that
have important
connections

Energy comes
in a variety of
forms that can be
transferred
from one object
to another

Language and
literature
help us find
meaning and joy

Personal
choices can have
short- and
long-term
effects on our
well-being



Areas of Focus Overview:

Aboriginal World Views:

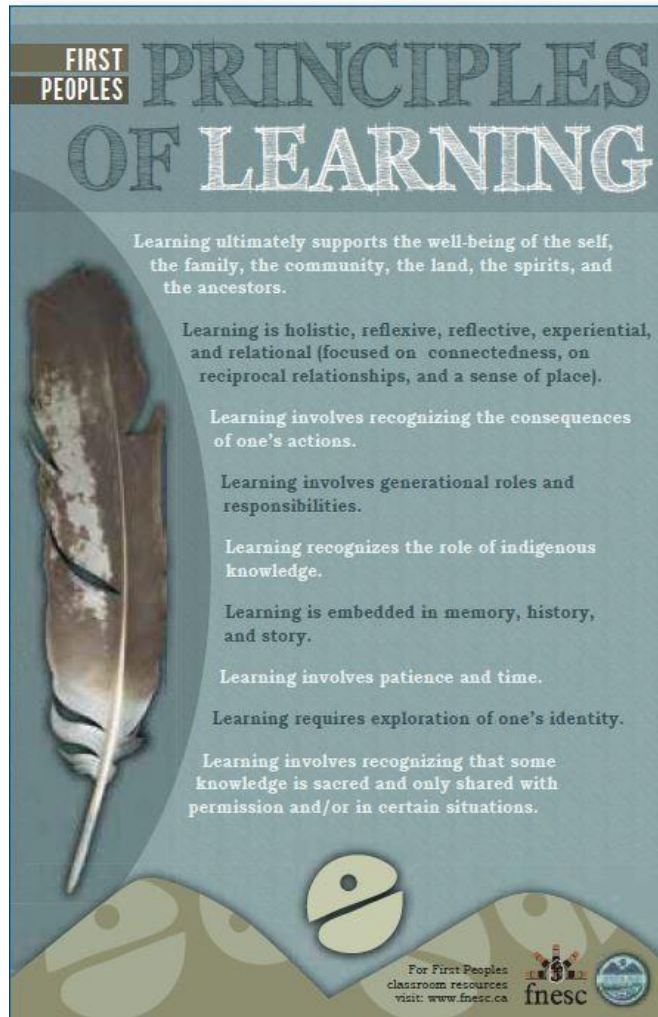
First People's Principles of Learning ...

- ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- involves recognizing the consequences of one's actions.
- involves generational roles and responsibilities.
- recognizes the role of indigenous knowledge.
- is embedded in memory, history, and story.
- involves patience and time.
- requires exploration of one's identity.
- involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Areas of Focus Overview:

Aboriginal World Views:



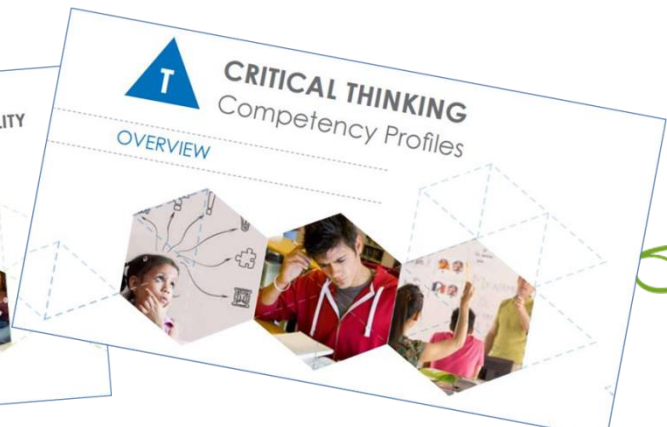
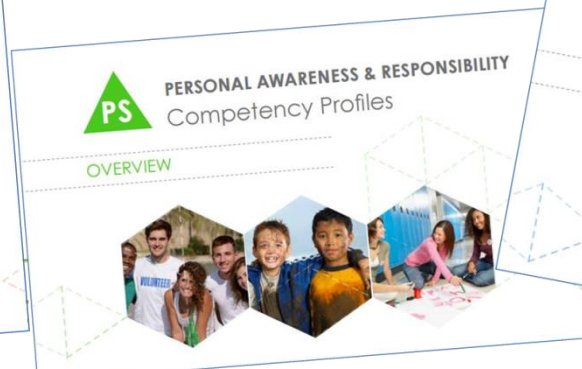
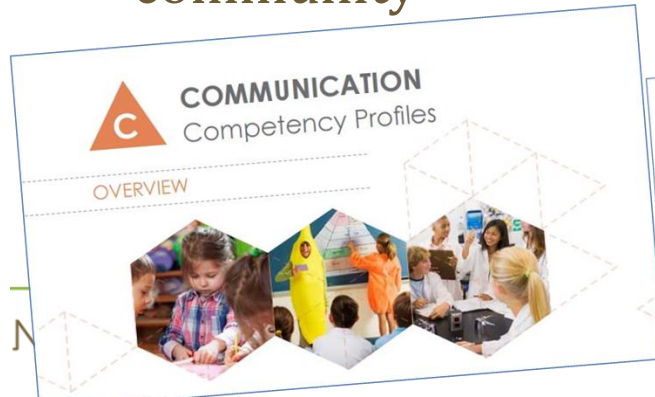
What is familiar?
What is new?



Areas of Focus Overview:

Cross Curricular Core Competencies

- Core competencies – the skills, processes, behaviours and habits of mind inquirers use
- **Communication:** a set of abilities that students use to impart and exchange information, experiences, and ideas
- **Thinking:** knowledge, skills, and processes associated with intellectual development
- **Personal and Social:** a set of abilities that relate to students' identity in the world - both as individuals and as members of a community



Areas of Focus Overview

Inquiry Based Learning:

- Active, open-minded exploration guided by meaningful questions
- Focuses on decision making, problem solving and critical thinking skills
- Builds deeper understanding of the “why” rather than the “what”
- Enables students to make connections between disciplines and transfer their understanding to real world situations



What about the basics?

Don't throw the baby out
with the bathwater!



Inquiry-based Learning

“Inquiry-based learning concerns itself with the creative approach of combining the best approaches to instruction, including explicit instruction and small group and guided learning, in an attempt to build on students’ interests and ideas, ultimately moving students forward in their paths of intellectual curiosity and understanding.”

Capacity Building Series, Ontario MOE



What has NVSD been doing?

- Joint Educational Programs Implementation Committee (JEPIC)
- Curriculum Implementation Day
- Designs Series
- Collegial Conferencing/Collaborative Inquiry Projects



Curriculum Implementation Days

2013-2014 Assessment
2014-2015 Core Competencies
2015-2016 New Curriculum

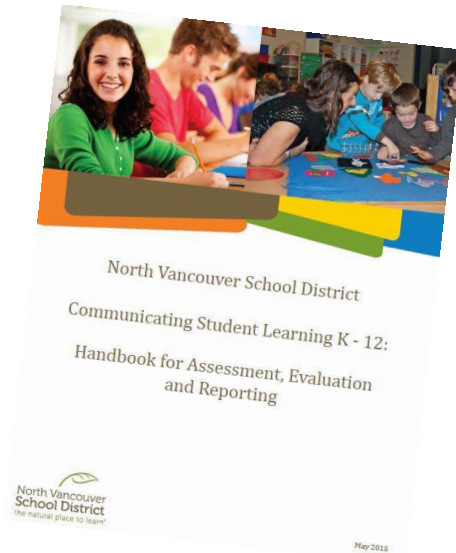
BUILDING STUDENT SUCCESS
BC's new curriculum

BRITISH COLUMBIA Ministry of Education

ABOUT CURRICULUM CURRICULUM DRAFTS (10-12) CORE COMPETENCIES TOOLS

Curriculum Overview Search Curriculum Provide feedback on curriculum

Arts Education K 1 2 3 4 5 6 7 8 9	Core French 5 6 7 8 9 10 11 12
English Language Arts K 1 2 3 4 5 6 7 8 9	Français langue première K 1 2 3 4 5 6 7 8 9
Français langue seconde - immersion K 1 2 3 4 5 6 7 8 9	Mathematics K 1 2 3 4 5 6 7 8 9
Physical and Health Education	Science



CI Day 2015-2016

1. Looking at the revised curricular drafts
2. Examining areas of focus
 - Aboriginal World Views /Perspectives
 - Big Ideas
 - Cross Curricular Core Competencies
3. Deciding what will be implemented this year? Next year?



CI Day

Based on where schools/teachers are with their level of understanding about:

- the new curriculum
- Aboriginal World Views, Big Ideas and Core Competencies

... teachers work in grade groupings with their FOS or with school colleagues to develop an action plan/to implement the new curriculum



Table Talk / Exploring Ideas Further

Compass points

E = Excited. What excites you about this idea or proposition?

W = Worrisome. What do you find worrisome about this idea?

N = Need to Know. What else do you need to know or find out about it? What additional information would help you?

S = Stance, Steps, or Suggestions for Moving Forward. What is your current stance on the idea or proposition? What steps might you take to increase your understanding of the issue?

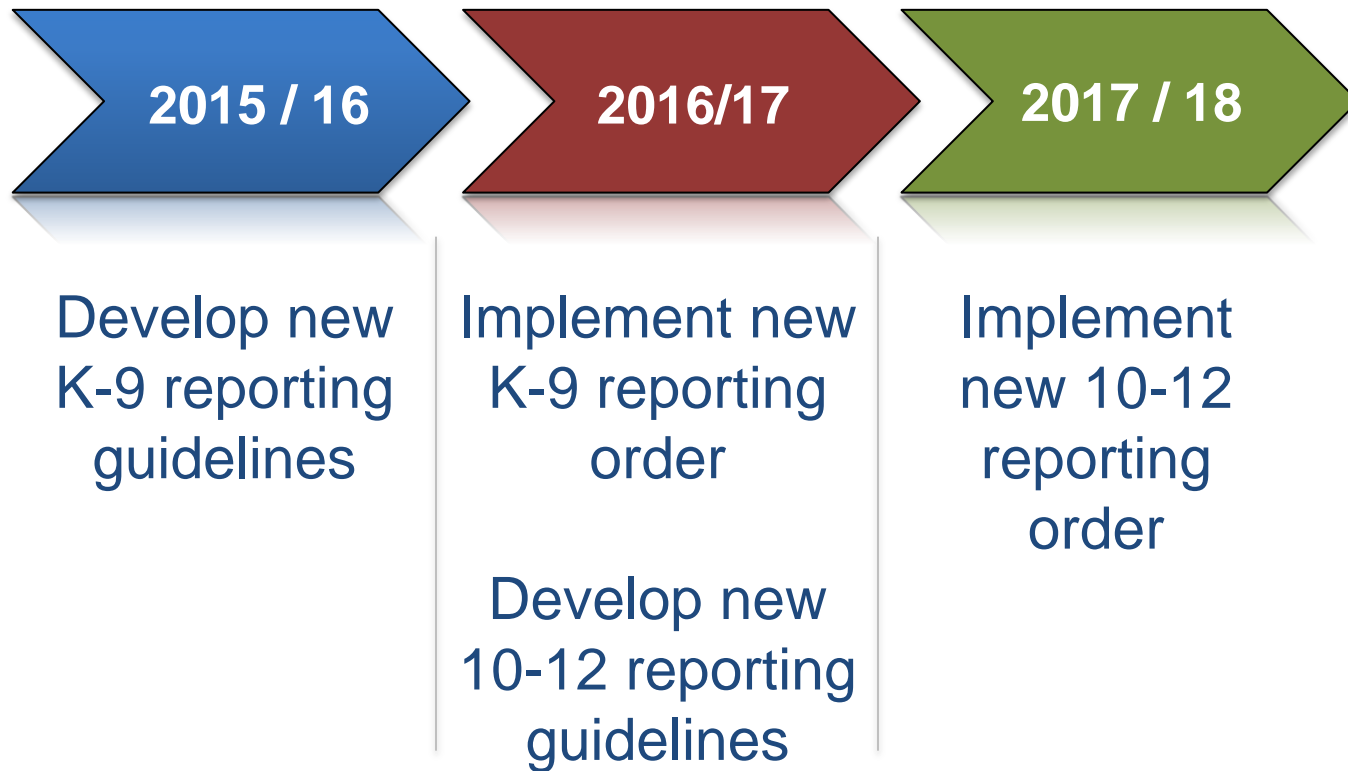


Report Out / Comments



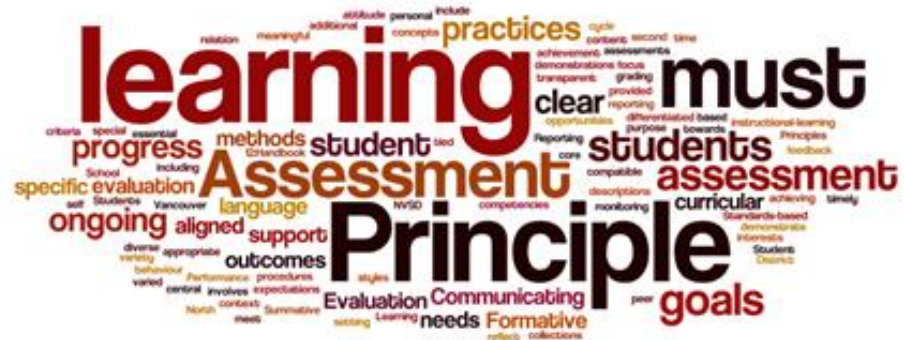


Report Cards



What has NVSD been doing?

Communicating Student Learning K-12 Handbook for Assessment, Evaluation and Reporting



Communicating Student Learning

- NVSD/ MYED reporting templates
- Pilot focus:
 - Standards Based Reporting
 - Core Competencies
 - Formative Assessment/ Feedback
 - Analyzing levels = trends





Provincial Assessment – Grades 10-12



Sept. 2015

AGPA 2 report due to the Minister



Jan. 2016

Create new secondary provincial assessments



2016/17

Field testing and refinement

- Interim work: Science 10 assessment (June 2016)

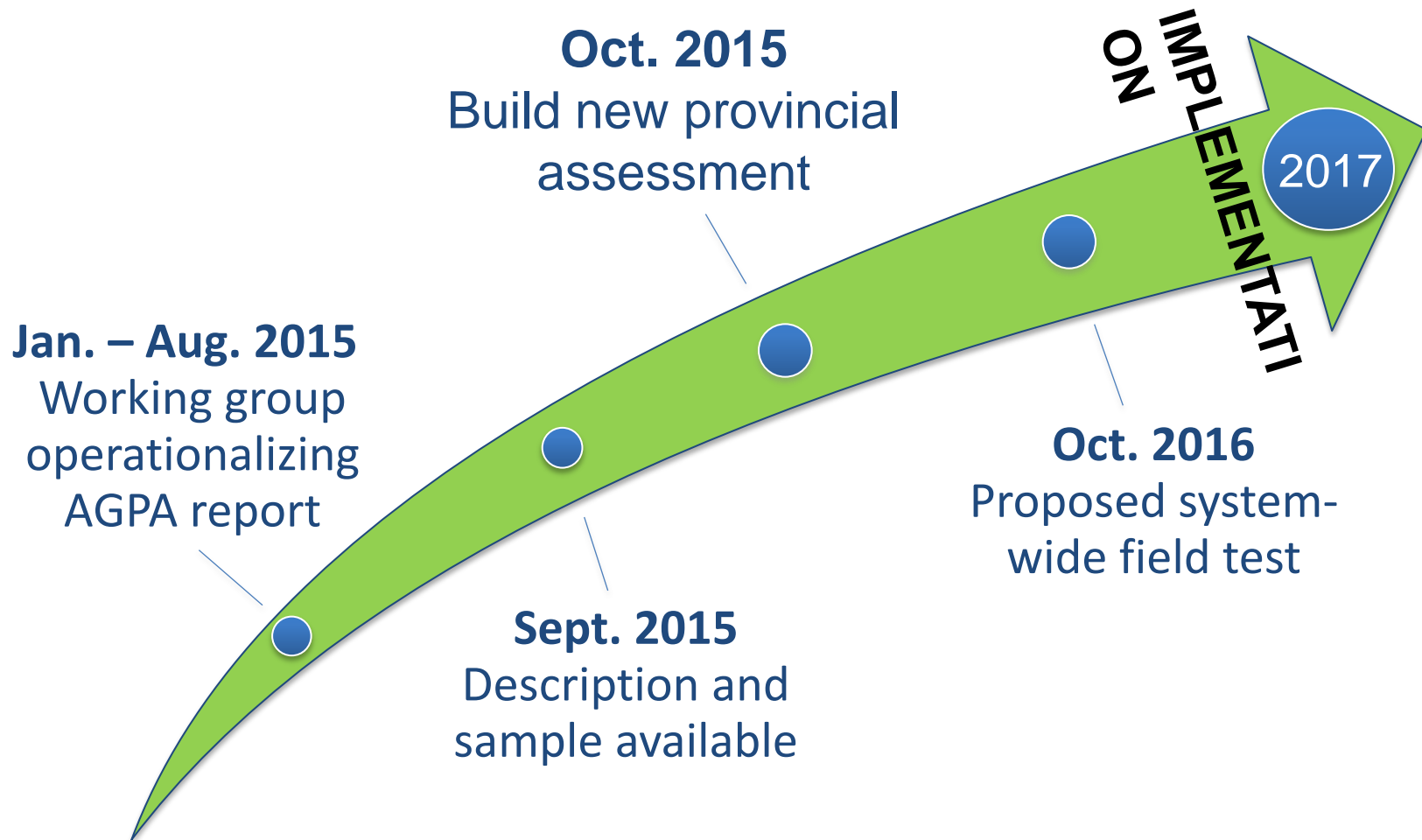


2017/18

Implementation



Provincial Assessment – K-9 (New FSA)





Moving forward

- Stay student-focused
- Use the new curriculum
- Communicate changes
- Create collaborative environments

