Educational Transformation in BC

Presented by:
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Presentation Outline

Why the changes?
  o who is today’s learner?
  o what are the research and literature telling us?

What’s been done to date?
  o curriculum redesign
  o core competencies
  o feedback

What's next?
  o Graduation Program and requirements
  o continuing work on core competencies
  o reporting: Communicating Student Learning
Why the changes?
Learning environments should be:

- learner-centred
- structured and well-designed
- profoundly personalised
- inclusive
- social
Educational Transformation

Transformation towards a learner-centred education is a global phenomenon. We want an education system that:

- develops proficiencies in **thinking**, **communication**, and **personal and social competence** for our students
- is engaging, and responsive to **student’s interests** and passions
- uses *assessment for learning* and provides descriptive feedback
Consultations with educators and the public in BC resulted in recommendations for change:

• reduce the amount and specificity of current curricula, while ensuring a focus on essential learning
• make curriculum more flexible to better enable teachers to be creative and innovative
• support teachers in using teaching and learning practices that better meet the needs of students
Foundational Principles Guiding Curriculum Redesign

- focus on deeper learning
- develop core competencies that support life-long learning
- emphasize key concepts and big ideas that students need to succeed in school, careers, and beyond
- integrate the First Peoples Principles of Learning and Aboriginal ways of knowing
- align reporting (Communicating Student Learning) with the redesign of curriculum
What are Core Competencies?

Core Competencies are:

- the intellectual, personal, and social proficiencies needed for success in school, careers, and life
- key to the development of educated citizens
- central to the transformation efforts
- clearly reflected and embedded in curriculum
Core Competencies

Provincial consultation and extensive research identified these categories of core competencies that support life-long learning:

- Thinking Competency
  - Critical thinking
  - Creative thinking
  - Reflective thinking

- Personal and Social Competency
  - Positive personal and cultural identity
  - Personal awareness and responsibility
  - Social awareness and responsibility

- Communication Competency
  - Use of language and symbols
Continua development is underway with teams of teachers from 9 SDs, under the guidance of Sharon Jeroski.

The continua will:

• be an essential resource to support assessment of the competencies
• describe the developmental nature of the competencies; they are not grade level expectations
• contain descriptions that represent phases of growth and development
Competencies in Science

Thinking competency examples:
- Formulating questions based on observations or data
- Generating alternative experimental procedures
- Identifying weaknesses in their own inferences, analysis, or arguments

Personal and social competency examples:
- Identifying their personal and cultural attitudes, assumptions, and ways of thinking that shape how they approach science
- Expressing empathy for other living things
- Justifying their ethical position and decisions

Communication competency examples:
- Using scientific terminology with accuracy and precision
- Using numbers and symbols to record data and communicate scientific information
Concept-based, competency-driven curriculum:

- is founded on the core competencies
- focuses on big ideas
- changed from many specific PLOs to fewer, broader Learning Standards: curriculum competencies and concepts & content
- uses concepts and content to build deeper understandings
- enables students to apply knowledge and understandings in different ways and contexts
- enables teachers to shape curriculum in innovative and more creative ways according to the needs of their students
What has been done to date?
Learning Initiatives to Enable Education Transformation

- Educated Citizen
- Curriculum
- Assessment
- Competencies
- Graduation Requirements
- Communicating Student Learning
- Trades/Skills
- Reading
- Student Supports
- Aboriginal Education
Development Process

A transparent, collaborative process with close connections to BC educators:

- regional sessions on curriculum redesign, Core Competencies, and reporting held in Spring 2013 have shaped directions
- BCTF appointed teachers to the curriculum development teams
- draft curricula posted on the Ministry web K-9 in ELA, Social Studies, Science, Math
- Graduation Program consultations are in process
- reporting (Communicating Student Learning) consultations are also in process
Status of Curriculum Design and Development

Areas of Learning
• Language arts (English, French, Immersion)
• Science
• Social studies
• Arts education
• Mathematics
• Health/PE – in process
• Languages – in process
Science Development Team Composition

- 8 BCTF teachers (includes 1 Aboriginal rep and the PSA president)
- 1 Independent school teacher
- 1 Retired teacher
- 1 Principal
- 1 Field consultant
Team members

BCTF Teachers
- Ruth Bowman
- Paul Britton
- Heather Dean
- Virginia Ivey
- Stacey Joyce
- Nancy McAleer
- Grahame Rainey
- Stewart Savard

Independent School Teacher
- Sukaina Jaffer

Retired Teacher
- Barb McKinley

School Principal
- Darlene MacDonald

Field Consultant
- Anita Chapman
Development of Curriculum and Competencies

- Curriculum and Assessment Advisory group (Dec. 2011 - April 2012)
- Regional sessions (February – June 2012)

- Enabling Innovation document posted: [www.bced.gov.bc.ca/irp/docs/ca_transformation.pdf](http://www.bced.gov.bc.ca/irp/docs/ca_transformation.pdf)

- Curriculum Development teams - Spring 2013
## Work to Date and Future Plans

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<tr>
<th>Event</th>
<th>Date/Period</th>
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<tbody>
<tr>
<td>Curriculum and Assessment Framework Advisory Group</td>
<td>December 2011 to April 2012</td>
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<tr>
<td>Regional Sessions</td>
<td>February to June 2012</td>
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<td>Enabling Innovation document released</td>
<td>August 2012</td>
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<td>Curriculum design meetings with subject-matter experts</td>
<td>Summer/Fall 2012</td>
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<td>Curricular design to field for review and feedback</td>
<td>January 2013</td>
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<td>Overview paper on Competencies</td>
<td>January 2013</td>
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<tr>
<td>Establish Standing Committee on Provincial Curriculum</td>
<td>January 2013</td>
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<tr>
<td>Curriculum development with regions/educators</td>
<td>December 2012 to June 2013 (grades K-9)</td>
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<td>- Curriculum</td>
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<td>- Competency Continua</td>
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<td>- Demonstrations of Learning; Inquiries</td>
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<td>Post draft K-9 curriculum on website, including opportunities for feedback</td>
<td>Fall 2013</td>
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<tr>
<td>Review process, field reviews and classroom trials leading to further refinement</td>
<td>September 2013 to 2014 (grades K-9)</td>
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Science Curriculum Drafts
What’s next?
Assessment

• The Ministry is involved with 3 forms of assessment:
  o Classroom Assessment support
  o Provincial Assessments and Examinations
  o National and International Assessments

• The Ministry is seeking input on all forms of classroom and provincial assessment

• Approaches will be revised to align with new directions with focus on:
  o Core Competencies
  o learning standards: curricular competencies and concepts & content
  o flexible curriculum, supporting interdisciplinary, inquiry-based, and problem/project-based approaches
  o greater emphasis on assessment for learning
Consultations to date have suggested that provincial assessments should:

- focus on literacy, numeracy, and core competencies
- include exit demonstrations of learning that are more authentic

In 2013, the Minister of Education convened an Advisory Group on Provincial Assessments (AGPA).

Recommendations from AGPA will provide further guidance for provincial (large scale) assessment practices.
Consultations with BC educators and the public resulted in the following recommendations:

- shift language from “reporting” to “communicating student learning”
- include core competencies as a key element of assessing student progress
- focus on learning standards (curricular competencies and content/concepts) as identified in the areas of learning (subjects)
- maintain a formal, written summative report at key times in the year
- continue to use Performance Standards in assessment
- move toward meaningful descriptions/collections/demonstrations of student learning
- continue consultations regarding provincial guidelines in relation to Communicating Student Learning
Advice from consultations to date:

- increase attention to core competencies across areas of learning
- provide greater flexibility and opportunities for learning in non-traditional pathways
- increase emphasis on planning in order to support:
  - community and workplace connections
  - transitions to workplace
  - further education and training
Graduation Program Revision

• identify essential learning for every graduate, while increasing opportunities for choice and flexibility
• improve curriculum representation for Aboriginal learners and diversity education
• revisit the exam requirements
• increase emphasis on assessment for learning practices
• explore options for Grade 10
As part of an open and collaborative process, curriculum directions will be shaped by public and educator input through:

- feedback on the Ministry web page at: www.curriculum.gov.bc.ca
- field reviews to occur regionally throughout province
- participation of organizations, groups, and professional networks in a field review process
- involvement of schools in working with the redesigned curriculum, and providing input
- field trial sites
Questions
THANK YOU!

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