Core Principles for Learning Environments

- Makes Learning Central
- Based on the Social Nature of Learning
- Tuned into Emotions
- Sensitive to Learner Differences
- Challenging
- Provides Clear Expectations and Descriptive Feedback
- Promotes Connectedness
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
• Aboriginal content and perspectives included
• Gaining the skills to enter post-secondary and the workforce
• Strengthening the ability to compete in a global economy
• curriculum.gov.bc.ca
BC REDESIGNED CURRICULUM

SUPPORTS SOCIAL EMOTIONAL LEARNING

• Teachers and students create a community of learners environment.

• The classroom is a feeling place where we can acknowledge strengths and struggles.

• Teachers approach learning and all communication with an open heart.

• Teachers start from ‘I can.’ (STRENGTH BASED)

• Teachers teach learners how to self and peer assess in a kind and respectful environment.

• Teachers offer feedback that moves learning forward.
BC REDESIGNED CURRICULUM

SUPPORTS A NEURO-SCIENCE-INFORMED CLASSROOM

• The students and the teacher are on a voyage of discovery together.
• The students are often moving and often learning in other learning environments.
• Students learn how the brain appears to process, recognize, remember and transfer information.
• The students’ and the teacher’s emotions are openly acknowledged as part of the learning process.
• The joy of learning is palpable.
• Teachers help students understand their ability to change their brains and experience success and renewed confidence.
BC REDESIGNED CURRICULUM

SUPPORTS SELF-REGULATED LEARNING

• Teachers support and teach metacognition.
• Teachers support task interpretation and make learning processes and intentions explicit.
• Learners self assess and self monitor.
• Learners ask questions.
• Learners explain their thinking.
• Learners own their own learning.
• Learners make choices about next steps.
BC REDESIGNED CURRICULUM SUPPORTS ABORIGINAL EDUCATION WOVEN INTO ALL TEACHING AND LEARNING

- Teachers focus on the gifts that each student brings.
- Teachers invite learners to express their understanding of who they are as learners.
- Teachers ask learners to support each other, creating spaces of belonging in a community of learners.
BC REDESIGNED CURRICULUM
SUPPORTS DIGITAL LITERACY
Children may have large ‘funds of knowledge’ (Moll) around digital tools/practices
* video calls (Skype etc.)
* texting, searching online
* gaming/social media
* ebooks
* ‘at the elbows of parents’
* digital forms as part of play & everyday life

What does this mean for early literacy classrooms?
Send home as a bookmark or in a book bag... connects child, home, and school.

<table>
<thead>
<tr>
<th>Miriam</th>
<th>If I Built a Car</th>
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Curriculum Redesign

British Columbia's curriculum is being redesigned to respond to the demanding world our students are entering. Transformation in curriculum will help teachers create learning environments that are both engaging and personalized for students. At the heart of British Columbia’s redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.

- Find out how these changes will support learning

Assessment Redesign

Redesigning assessment will focus on bringing coherence to curriculum, assessment, and communicating student learning.

- Learn more about transforming assessment

Announcements

- All revised or new K-9 curriculum posted.
- Core competencies for personal awareness and responsibility and social responsibility posted.
- Draft 10-12 curriculum posted for Arts Education, English language Arts, Mathematics, Science, Social Studies, and Physical and Health Education.

Fast Links

- Glossary
- References
- Development Process
- Online Feedback Form
REDESIGNED CURRICULUM

K-9 Curriculum: Ready for use (Ministerial Order)

First drafts

- Applied Design, Skills, & Technology
- Career Education
- Core French

- The first draft curricula is open for feedback until Dec. 2015
- Curriculum teams (in these 3 areas of learning) will be back together in Jan. 2016 for revisions

• Arts
• English Language Arts
• Français Langue Première
• Français Langue
• Seconde Immersion
• Math
• Physical and Health Education
• Science
• Social Studies
### K-9 Curriculum

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<tbody>
<tr>
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<td>K 1 2 3 4 5 6 7 8 9</td>
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Search Curriculum

Type
Select All
- Big Ideas
- Concept/Content
- Curricular Competency

Subject
- Science
- English Language Arts
- Arts Education
- Français langue seconde - immersion
- Mathematics
- Social Studies
- Physical and Health Education
- Français langue première

Grades
K 1 2 3 4 5 6 7 8 9

Keyword
Enter a single keyword to filter your results.

Select any filter and click on Apply to see results.

https://curriculum.gov.bc.ca/curriculum/search
Elaborations may be found for big ideas, content or curricular competencies. They provide clarification, examples, key questions etc.
The curriculum for each area of learning is displayed in two ways—in HTML format on the website and in PDF or Word formats.
BC’s KDU (KUD) Curriculum Model work together to support deeper learning

3-D curriculum model: Know, Understand, Able to Do

Core Competencies are underpinning
Within the domain of Social Sciences, there also be will choices presented as provincial electives. These provincial electives along with locally developed programs form the personalized portion of the graduation program.
## Curriculum 10-12 First Drafts

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Core Competencies

• All core competencies are posted now
• Created on a continuum (not by grade level)
• Feedback will be collected between Sept. – Dec. 2015
• Teams will come together in Jan. 2016 to revise
BC Core Competencies

- **INCLUSIVE**: every student has a profile

- **CROSS-CURRICULAR**: evident in all curricular areas

- **STRENGTH-BASED**: each competency continuum emphasis the concept of expanding and growing

- **STUDENT-CENTERED**: based on actual samples from BC students and grounded in “I” statements

- **DESCRIPTIVE AND PROGRESSIVE**: profiles of progression from early childhood through adult expertise
CONNECTIONS: COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING

• https://firstpeoplesprinciplesoflearning.wordpress.com/
“The change and transformation is really not about curriculum. It is actually about how we engage students in learning.”
Embrace the Journey!