They are Coming!

A New Generation of Learners from BC’s K-12 Curriculum Redesign: Considering Enhanced Assessment and Flexible Learning Experiences in PSE

The new BC Curriculum is not a new policy to be implemented; rather it provides a wonderfully enabling vision of how learning should be approached.

Rod Allen, CEO and Superintendent, SD 79 Cowichan

Liesel Knaack
Director
Centre for Innovation and Excellence in Learning
Vancouver Island University
Wednesday, May 30, 2018 | Festival of Learning
Agenda

Timeline
Educated Citizen
Research and Rationale
Highlights of BC Curriculum Changes: Top 5
  1. Core Competencies
  2. Concept-Based Competency-Driven Framework
  3. Literacy and Numeracy Graduation Assessments
  4. Assessment As Learning
  5. Aboriginal Knowledge and Perspectives
New Student of Tomorrow
Post-Secondary Education’s Next Steps?
Wrap Up
Timeline for Curriculum Roll Out

2015 - 2016
- Sept 2015: Introduced draft redesigned curriculum in Kindergarten to Grade 9

2016-2017
- June 2018: Grade 11 & 12 final curriculum on Ministry website

2017 - 2018
- Jan 2018: New Numeracy Assessment introduced
- June 2018: Final Grade 10 curriculum posted on Ministry website
- April 2018: Final Grade 10 curriculum posted to Ministry website
- Fall 2018: New Literacy Assessment Field Tested
- Winter 2019: Final specs, Exemplars & Samples Online
- July 2018: All BC schools mandated to use new Grade 10 curriculum; Grades 11 & 12 curriculum will remain optional for exploration

2018 - 2019
- July 2019: All BC schools mandated to use new Grade 11 & 12 curriculum; both grades implemented this year

2019 - 2020
- Jan 2020: New Literacy Assessment introduced

2020 - 2021
- Sept 2020: PSE students entering with new Grade 12 curriculum, other students with some exposure to new Grade 9-11 curriculum

2021-2022
- Sept 2021: First PSE students who experienced all new Gr. 9-12 curriculum

Impacts on Post-Secondary Institutions
These attributes of an Educated Citizen were first articulated in the Statement of Education Policy Order = Mandate for the British Columbia School System.
~ Honourable Anthony J. Brummet Minister of Education - September 1, 1989

The educated citizen is:

- Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- Creative, flexible, self-motivated and who have a positive self-image;
- Capable of making independent decisions;
- Skilled and who can contribute to society generally, including the world of work;
- Productive, who gain satisfaction through achievement, and who strive for physical well-being;
- Cooperative, principled and respectful of others regardless of differences;
- Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.
## Research and Rationale for Curricular Change

<table>
<thead>
<tr>
<th>Misconception</th>
<th>Activity and Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education decided on own to make changes, write new curriculum</td>
<td>• Educators knew the curriculum needed a renewal</td>
</tr>
<tr>
<td></td>
<td>• Consultations with parents, K-12 Educators, Administrators, PSE institutions, students etc.</td>
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<tr>
<td></td>
<td>• K-12 educators did the hard work in re-writing the curriculum</td>
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<tr>
<td></td>
<td>• Ensured input and engagement from all stakeholders along the way</td>
</tr>
<tr>
<td>Ministry of Education got rid of the Provincial Exams</td>
<td>• Post-secondary institutions indicated that the provincial exams were not helpful</td>
</tr>
<tr>
<td>New curriculum is not based on any sort of research</td>
<td>• Many key researchers, educators, school districts, countries were consulted in the design of new curriculum</td>
</tr>
<tr>
<td></td>
<td>• Relied on research and documents like OECD, “The Nature of Learning: Using Research to Inspire Practice”, 2010</td>
</tr>
</tbody>
</table>
Highlights of BC Curriculum Changes

6. Personalized Learning

7. Flexible Learning Environments

8. Ecology and the Environment

9. Historical Wrongs

10. Graduation Requirements
Graduation Requirements

- Career Life Education Course and Career Life Connections Course
- Capstone Course
- Physical Ed and Health 10
- Science 10 and Science 11 or 12
- Social Studies 10 and Social Studies 11 or 12
- Math 10 and Math 11 or 12
- English 10 (2, 2 credit new courses)
- English 11 (1, 4 credit new course)
- English Studies 12 or English First Peoples 12
- Arts Education 10, 11 or 12
- Applied Design, Skills and Technologies 10, 11 or 12
- Numeracy Assessment
- Literacy Assessment

80 Credits (52 Required + 28 Electives) = Not Changed
<table>
<thead>
<tr>
<th>#</th>
<th>Highlights</th>
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<tbody>
<tr>
<td>1</td>
<td>Core Competencies</td>
</tr>
<tr>
<td>2</td>
<td>Concept-Based Competency-Driven Framework</td>
</tr>
<tr>
<td>3</td>
<td>Literacy and Numeracy Graduation Assessments</td>
</tr>
<tr>
<td>4</td>
<td>Assessment AS Learning: Communicating Student Learning</td>
</tr>
<tr>
<td>5</td>
<td>Aboriginal Perspectives and Knowledge</td>
</tr>
</tbody>
</table>
Core competencies are **front and centre** of the new BC K-12 curricula! Core competencies are sets of intellectual, personal and social and emotional proficiencies that all students need to develop to engage in deep learning and life-long learning. Core competencies are embedded in the Curricular Competencies for each grade/subject and are reflected in all areas of learning.
1. Core Competencies

Students explore and develop through a number of ‘growth phases’ of the core competencies. These phases are captured as sets of Profiles (statements written from student’s point of view) aimed to assist students and teachers.

### Set of Profiles: Critical Thinking Competency

These profile descriptions include the three facets that underpin the Critical Thinking Competency: analyze and critique, question and investigate, and develop and design. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student’s point of view.

<table>
<thead>
<tr>
<th>PROFILE</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I can explore. I can explore materials and actions. I can show if I like something or not.</td>
</tr>
<tr>
<td>2</td>
<td>I can use evidence to make simple judgments. I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.</td>
</tr>
<tr>
<td>3</td>
<td>I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observations, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.</td>
</tr>
<tr>
<td>4</td>
<td>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adjust criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.</td>
</tr>
<tr>
<td>5</td>
<td>I can analyze and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications, and make judgments. I can examine and adjust my thinking. I can ask questions and other judgments, conclusions, and interpretations supported by evidence or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reason my work, and adjust.</td>
</tr>
<tr>
<td>6</td>
<td>I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.</td>
</tr>
</tbody>
</table>
2. Concept-Based Competency-Driven Framework

**BIG IDEAS (UNDERSTAND)**
Generalizations, principles, key concepts important in an area of learning

**CURRICULAR COMPETENCIES (DO)**
Skills, strategies and processes that students develop over time - more subject specific, but connected to core competencies

**CONTENT (KNOW)**
Essential topics and knowledge at each grade level
Example 1: Social Studies – Grade 3

Core Competencies
- Communication
- Thinking
- Personal & Social

Big Ideas
- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
- People from diverse cultures and communities share some common experiences and aspects of life.
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies honor the value of the land, spirits, and ancestors.

Learning Standards - Global Indigenous Peoples

DO
- Significance
- Evidence
- Continuity and Change
- Cause and Consequence
- Ethical Judgment

KNOW

https://curriculum.gov.bc.ca/curriculum
Example 3: Science – Grade 9

Core Competencies

- Communication
- Thinking
- Personal & Social

Big Ideas

- Cells are derived from cells
- The atomic/molecular structure of molecules and their chemical nature
- Electric current is the flow of electrons
- The properties, properties, and properties of properties of objects, as they are measured by the scientific method

Learning Standards

Curricular Competencies

- Questioning and predicting
  - Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
  - Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
  - Formulate multiple hypotheses and predict multiple outcomes

- Planning and conducting
  - Collaboratively and individually plan, select, and use appropriate investigation methods, including fieldwork and lab experiments, to collect reliable data (qualitative and quantitative)
  - Assess risks and address ethical, cultural and/or environmental issues associated with their proposed methods and those of others
  - Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
  - Ensure that safety and ethical guidelines are followed in their investigations

- Processing and analyzing data and information
  - Experience and interpret the local environment
  - Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

KNOW

- Questioning and Predicting
- Planning and Conducting
- Processing and Analyzing Data and Information
- Evaluating
- Applying and Innovating
- Communicating

DO

- Questioning and Predicting
- Planning and Conducting
- Processing and Analyzing Data and Information
- Evaluating
- Applying and Innovating
- Communicating

https://curriculum.gov.bc.ca/curriculum
New Changes to Grade 10 - 12 Courses

**ENGLISH LANGUAGE ARTS**

<table>
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<tr>
<th>Existing IRPs</th>
<th>New Curriculum</th>
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<td>English 10</td>
<td>Composition 10</td>
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<td>Creative Writing 10</td>
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<td>New Media 10</td>
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<td>Spoken Language 10</td>
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<td>Composition 11</td>
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**MATHEMATICS**

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**SOCIAL STUDIES**

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**SCIENCE**

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<td>Physics 11</td>
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<tr>
<td>Applications of Physics 12</td>
<td>Physics 12</td>
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<tr>
<td>Physics 12</td>
<td></td>
</tr>
<tr>
<td>Biology 11</td>
<td>Life Sciences 11</td>
</tr>
<tr>
<td>Biology 12</td>
<td>Anatomy and Physiology 12</td>
</tr>
</tbody>
</table>
Example 4: English Studies: Grade 12 (Draft)

**BIG IDEAS**
- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- The examination of First Peoples’ cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation.

**Learning Standards**

**Curricular Competencies**

**Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:**

- Comprehend and connect (reading, listening, viewing)
  - Read for enjoyment and to achieve personal goals
  - Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
  - Recognize the diversity within and across First Peoples’ societies as represented in texts
  - Recognize the influence of land/place in First Peoples’ and other Canadian texts
  - Use information for diverse purposes and from a variety of sources
  - Evaluate the relevance, accuracy, and reliability of texts
  - Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
  - Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
  - Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts

**Content**

**Students are expected to know the following:**
- A variety of text forms and genres
- Reconciliation in Canada

**Text features and structures**
- form, function, and genre of texts
- elements of visual/graphic texts
- narrative structures found in First Peoples’ texts
  - protocols related to the ownership of First Peoples’ oral texts
  - the legal status of First Peoples’ oral tradition in Canada

**Strategies and processes**
- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes
- presentation techniques
- multimodal reading strategies

**UNDERSTAND**

**DO**
- Comprehend and Connect (Reading, Listening, Viewing)
- Create and Communicate (Writing, Speaking and Representing)

**KNOW**
3. Literacy and Numeracy Graduation Assessments

**DAILY NEWS**

**Water use skyrockets**

Recent studies have predicted water shortages.

- Cranbrook
- Fort St. John
- Fruitvale
- Kamloops
- Lillooet
- Port Alberni
- Prince George
- Vancouver
- Whistler

<table>
<thead>
<tr>
<th>Location</th>
<th>Average Water Use (L/person/day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cranbrook</td>
<td>0</td>
</tr>
<tr>
<td>Fort St. John</td>
<td>50</td>
</tr>
<tr>
<td>Fruitvale</td>
<td>100</td>
</tr>
<tr>
<td>Kamloops</td>
<td>150</td>
</tr>
<tr>
<td>Lillooet</td>
<td>200</td>
</tr>
<tr>
<td>Port Alberni</td>
<td>250</td>
</tr>
<tr>
<td>Prince George</td>
<td>300</td>
</tr>
<tr>
<td>Vancouver</td>
<td>400</td>
</tr>
<tr>
<td>Whistler</td>
<td>500</td>
</tr>
</tbody>
</table>

**Indoor Water Use with High- Efficiency Appliances and Fixtures**

- Toilet: 6 L/flush
- Shower: 8 L/minute
- Dishwasher: 16 L/cycle
- Tap: 6 L/minute
- Leaks: 3 L/day
- Bath: 50 L/bath
- Clothes Washer: 60 L/cycle

**Indoor Water Use with Conventional Appliances and Fixtures**

- Toilet: 13 L/flush
- Shower: 10 L/minute
- Bath: 100 L/bath
- Clothes Washer: 150 L/cycle
- Tap: 8 L/minute
- Dishwasher: 40 L/cycle
- Leaks: 3 L/day
3. Literacy and Numeracy Graduation Assessments

13. You want to reduce your personal water use to 1050 L/week. You install high-efficiency appliances and fixtures, and change your water-use habits.

Plan a water budget for yourself for 1 week that meets this goal using the high-efficiency appliances and fixtures.

Explain and justify your solution.

You must use everything in the table below at least once in the week.

<table>
<thead>
<tr>
<th>High-Efficiency Appliances and Fixtures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower and/or bath</td>
</tr>
<tr>
<td>Toilet</td>
</tr>
<tr>
<td>Tap</td>
</tr>
<tr>
<td>Dishwasher</td>
</tr>
<tr>
<td>Clothes Washer</td>
</tr>
</tbody>
</table>

This question is to be answered on paper.

Summary of Requirements for a Level 4:
- Use less than 1050 L/week
- Use each of the items in the table (shower or bath, toilet, tap, dishwasher, clothes washer) at least once
- Be realistic (e.g., cannot flush toilet once per week)
- Can do a daily budget and then show that it is being replicated daily for the week, or can do a full seven-day budget with water usage varying each day
- Provide evidence to justify budget
- Communicate solution in context

Exemplar #1 – Score: 4
- The work demonstrates a proficient understanding of the situation.
  - water usage is identified and explained
  - all work is shown
- The strategy is effective and comprehensive.
  - calculations are clear and correct for each appliance/fixture
- The logic references all aspects of the problem.
  - each fixture use has a reasonable explanation
  - each fixture is mentioned
- The reasoning is clear, detailed, and organized.
  - the total water usage is within the allowable amount
  - communication is clear

More workspace available. / Espace disponible également au verso.
3. Literacy and Numeracy Graduation Assessments

**LITERACY AND NUMERACY ASSESSMENTS**

- **2018 Graduation Program Requirements**
  - Minimum 80 credits over Grades 10–12, including successful completion of courses listed below. Students may have earned more than 80 credits but have not successfully completed all required courses. All Ministry-authorized, Board/Authority-authorized or post-secondary courses count toward graduation.
  - The graduation requirements below are designated by a code number (e.g., 1–13) in the REQ column:
    1. Language Arts 10 (4 credits)
    2. Language Arts 11 (4 credits)
    3. Language Arts 12 (4 credits)
    4. Social Studies 10 (4 credits)
    5. Mathematics 10 (4 credits)
    6. Mathematics 11 (4 credits)
    7. Mathematics 12 (4 credits)
    8. Science 10 (4 credits)
    9. Science 11 or 12 (4 credits)
    10. Physical and Health Education 10 (4 credits)
    11. Arts Education and/or Applied Design, Skills and Technology 10, 11 or 12 (4 credits)
    12. Career Life Education (4 credits)
    13. Career Life Connections (4 credits)
  - If more than one course is designated as meeting requirement 1, then 2 credits from each course are being counted toward the requirement.
  - In addition to the above 12 requirements, students need 28 credits for Elective Courses. Minimum 16 of 60 credits, including Language Arts 12, must be at the Grade 12 level. Plans must meet the Literacy Graduation Assessment requirement (15) and the Numeracy Graduation Assessment requirement (16).

All Grade 10 and 11 courses are reported as Final % only, even for courses where an exam may have been written.

**ABBREVIATIONS**

- AEC: Advanced Placement
- ECE: Board/Authority-Authorized Course
- LD: Locally Developed Course (non-credit course)
- IB: International Baccalaureate Course
- IDS: Independent Direct Studies
4. Assessment AS Learning

**Refocusing Assessment Activities**

<table>
<thead>
<tr>
<th>Traditional Assessment Focus</th>
<th>Reconfigured Assessment Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS</strong></td>
<td><strong>OF</strong></td>
</tr>
<tr>
<td><strong>FOR</strong></td>
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<tr>
<td>Assessment of Learning</td>
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</tr>
</tbody>
</table>

**AS** = self-regulated learning, self-reflection, peer and self assessment, students taking ownership of learning

**OF** = summative, graded assessments, tests, exams, assignments

**FOR** = ongoing formative feedback to students, student input on how class is going
5. Aboriginal Knowledge and Perspectives

- **Grade 2 Social Studies:** Know the diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture.

- **Grade 3 Science:** Identify First Peoples perspectives and knowledge as sources of information.

- **Grade 5 English Language Arts:** Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts | Identify how story in First Peoples cultures connects people to land.

- **Grade 6 Math:** Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.

- **Grade 10 Creative Writing:** Recognize the diversity within and across First Peoples societies as represented in texts.

- **Grade 12 Chemistry:** Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.
New Student of Tomorrow?

More aware of learning strengths and abilities, where to grow and learn more

Engaged in assessment AS learning reflecting, self-assessing, exploring learning journey

Have had Aboriginal perspectives and knowledge woven throughout learning experiences

Involved in opportunities to explore passion and interests with greater depth and breadth

Built a capstone project in Career course, new areas for self-exploration

Have had more choice of course interests (e.g., new areas of English – New Media, Spoken Language, Creative Writing)

More DOING than knowing – more focus on applied activity
New Possibilities: Learning Unbound

Passion Projects

1 credit short courses

Changing Pedagogical Approaches

✓ Regrouping Teachers
✓ Regrouping Learners
✓ Rescheduling Learning
New Possibilities: Learning Unbound

Land-Based Learning Program

Projects: reclaiming clam gardens, eradicating invasive plants, researching and developing projects based on local water issues, mapping watersheds, and building and improving public trails.

You will learn from and work alongside scientists, land developers, fisheries officers, foresters, elders, conservationists, eco-tourism organizations and other community professionals.

Hul’q’umi’num language and Coast Salish history and culture will be woven throughout your learning.

You will spend 50 – 70% of the semester learning “on the land”. Your classroom will be nature: Somenos Marsh, Chase Woods Gary Oak Preserve, Cowichan Bay Nature Estuary Centre, Eve’s Park, Schultz Falls and other places around the Cowichan Valley.

Credit for a minimum of 4 courses (Social Studies, Phys. Ed., English, Environmental Science, BC First Nations Studies etc.)
Post-Secondary Education: What Are The Next Steps?

- What opportunities exist (beyond the curriculum) to be creative, innovative, explorative, engaged in developing and offering enhanced learning experiences for students in colleges, institutes and universities?

- What can both sectors (K-12 and PSE) do to build a more seamless learning journey for students?

- What small things can you do at your school or institution?
The new BC Curriculum is not a new policy to be implemented; rather it provides a wonderfully enabling vision of how learning should be approached.

Rod Allen, CEO and Superintendent, SD 79 Cowichan