Suggested Framework for Grade/Subject Meetings

Getting started

- Introductions.
- Determine everyone's knowledge of and comfort level with the new curriculum.
- What is meant by "the new curriculum represents a significant paradigm shift"? What has "shifted"? Why have things "shifted"? How is that shift represented in the new curriculum?
- Content is still important, but so is the development of "competencies". What are the competencies? Why are they important?
- What is meant by "personalized learning"? What is the difference between personalization, individualization, and differentiation?
- What is meant by "students are over-schooled and under educated"? How does this statement fit within the context of the systemic change BC is undertaking in education?
- Review handouts Learner Profile and The Great Challenge of Education Today ~ Transforming the "Way We Teach" and Redesigning Assessment

Rolling up our sleeves

Big Ideas	Core Competencies
What Students will UNDERSTAND	*What Students will DO/BE*
-these are big picture generalizations and principles	-communication
-start with this as you design learning opportunities ("start with the end in mind")	-thinking (creative; critical)
-view a short video on big ideas at	-personal/social (positive personal and cultural identity; personal awareness & responsibility; social responsibility)
https://www.youtube.com/watch?v=tJkR78GljhI	-what core competencies can be developed as part of the unit/lesson?
-discuss key points of video	-view a short video on core competencies at:
	https://www.youtube.com/watch?v=uP4ndQ5ckoY
	-discuss key points of video

Curricular Competencies	Content
What Students will DO	*What Students will KNOW*
-skills, strategies and processes	-knowledge connected to the big ideas
- share ideas - approaches to learning ~ transmitting knowledge vs. encouraging thinking and deeper understanding	-curricular content for their level
	-enduring understanding
	-consider assessment FOR/AS/OF Learning

-view a short video on curricular competencies and content at:
https://www.youtube.com/watch?v=RTx_3zjjtvA
-discuss key points of video

Let's get at it

Planning for learning is a key element of our transformative work. Learning opportunities should be:

- ✓ engaging
- ✓ purposeful
- ✓ effective
- ✓ strategic

They should also provide for:

- ✓ some student choice and voice
- ✓ student self-reflection
- ✓ extensions and/or adaptations
- ✓ quality assessment (FOR/AS/OF Learning)

And finally, consideration for the following should be part of the learning opportunities design process:

- ✓ Are there opportunities for cross-curricular connections?
- ✓ Are there opportunities for Aboriginal content or perspectives?
- ✓ Are there opportunities for an inquiry approach to learning?
- ✓ What role can and should technology play?
- ✓ Are there opportunities for students to connect to "place"?
- ✓ Are there opportunities for students to address a real world problem or issue?
- ✓ Are there opportunities connected to environmental awareness?
- ✓ What are some essential questions that can guide learning?
- ✓ What specific connections to the core competencies can be made?
- ✓ Are there opportunities for assessing learning to adjust teaching as you go along?

Suggested planning activity

We've created a Learning Organizer sheet to use for this activity (attached to this handout), but feel free to have a look a few others we've collected from around the province, and use the one that you think will work best for you (to find more planning sheets, go to our district website and hit the "Curriculum Implementation" button). If you like using pen and paper, you're set to go. If you want to use the electronic version of the sheet, go to our district website and hit the "Curriculum Implementation" button.

Let's begin organizing for student learning. Working with the Learning Organizer sheet:

➢ Pick a Big Idea(s) from the new curriculum (Science or Socials will work well). This will be focus of learning you're planning.
➢ Determine what content is connected to the big idea.

Let's continue with designing a learning opportunity (or two). Working with the Learning Organizer sheet:

➢ Think of a learning opportunity (or two) that would connect to the content. Refer back to the Let's get at it section of this handout, on page 2. As well, refer to the attached handout A Checklist ~ Development of Learning Opportunities and Blooms Taxonomy.
➢ Work through the Organizer sheet. Remember, each learning opportunity developed connects back to the big idea. As well, not all competencies (curricular or core) will connect to every learning opportunity. And finally, not every item noted as "Other Considerations" will connect to every learning opportunity.

Time to Reflect and Share

Some questions for reflection:
o As a result of the work I did today, do I have a better understanding of the new curriculum and its paradigm shift?
o Are the connections between the big ideas, learning standards (curricular competencies and content), core competencies, and assessment clearer?
o With more time and opportunities to collaborate with my peers, I believe I can engage in this transformative work in meaningful ways. Yes? No?

Possible topics for debriefing the day:
o What worked in terms of supporting teacher learning? What didn't?
o Group needs in terms of next steps.
o Key points from the day to share back at schools.

**Please fill out the electronic exit slip (the link was emailed to you) before leaving for the day.