

Core French Curriculum Transformation

BCATML Conference – October 23, 2015

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Outline

- Welcome!
- Why transformation?
- Where are we now?
- KDU model
- Curriculum website
- First Peoples Principles of Learning
- In the classroom
- We are stronger together!
- Questions

Who is here?

- Who teaches Core French K-4?
- Who teaches Core French 5-8?
- Who teaches Core French 9-12?
- Who teaches Intensive French?
- Who teaches French Immersion?
- Who teaches another language?
- Who is a pre-service teacher?
- Who is in a support role in the school?
- Who is a school administrator?
- Who is in a district role?



To learn a language is to have one more window from which to look at the world.

- Chinese proverb

Curriculum Transformation

Why **transform** the
curriculum?



<http://www.improvisedlife.com/2014/02/20/bike-square-wheels/>

Not change for the sake of
change



Transformation because **LIFE** is
changing.

The **NEEDS** of our students are
changing.

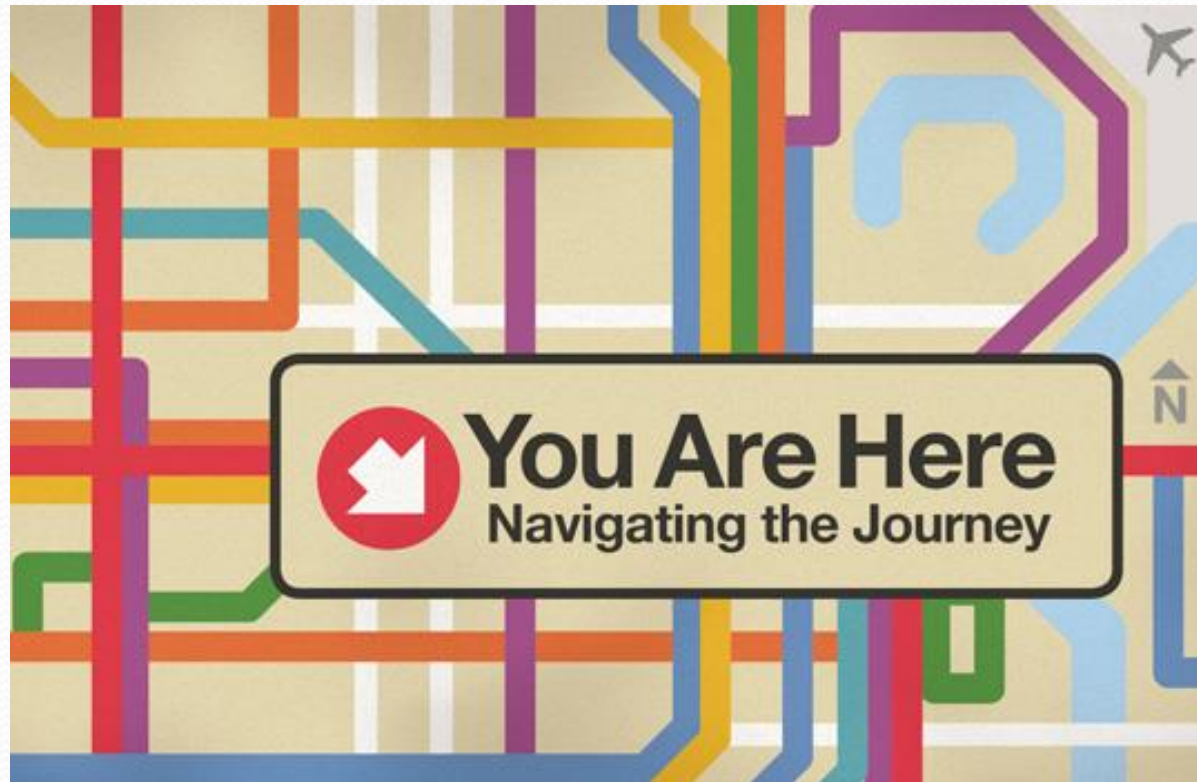
“We are currently preparing students for
jobs and technologies that
don't yet exist...
in order to solve problems that
we don't even know are problems yet.”

- *Mind Shift* <https://www.youtube.com/watch?v=FdTOfkhaplo>

Transformation because we know more
about **HOW** students learn



Where are we in the transformation process?



<http://jennifercovington.com/journeyordestination/>



Core French Curriculum Timelines

Date	Activity
October 2014 to May 2015	Series of meetings with Working Group to draft the Grades 5-12 Core French Curriculum
July 2015	Draft Core French Curriculum posted online
Currently	Feedback being received on Draft Core French Curriculum
January 2016	Working Group will begin revisions on the Draft
Summer 2016	Revised Core French Curriculum posted online

BC Transformation – 3 Year Plan

2015/16

2016/17

2017/18

**K-9 Curriculum
10-12 Curriculum**

10-12 Curriculum

Trial New K-9 Curriculum →

New K-9 Curriculum →

Trial 10-12 Curriculum →

New 10-12 Curriculum →

**Provincial Exams
FSA**

**Provincial Exams
FSA**

Trial New Provincial Exams →

New Provincial Exams →

Trial New "FSA" →

New "FSA" →

**K-9 Reporting Order
10-12 Reporting Order**

10-12 Reporting Order

**Develop New K-9
Reporting Guidelines** →

**New K-9
Reporting Order** →

**Develop New 10-12
Reporting Guidelines** →

**New 10-12
Reporting Order** →

■ **Current** ■ **Development** ■ **Implemented**

BCATML Conference 2015

Core French Team

Working Group collaboratively assembled by the BCTF, FISA, District Aboriginal Contacts and the Ministry:

- Teacher Administrator (SD 38 - Richmond)
- Teacher (SD 39 – Vancouver)
- Teacher (SD 40 – New Westminster)
- Teacher (SD 41 – Burnaby)
- Teacher (SD 45 – West Vancouver)
- Teacher (SD 52 – Prince Rupert)
- Administrator (SD 73 – Kamloops/Thompson)
- Teacher (SD 91 – Nechako Lakes)
- Independent School Teacher (Vancouver)
- Independent School Teacher (Vancouver Island)

Core French Team



YOUR Voice



Communication	
<p>Connect+engage</p> <ul style="list-style-type: none"> - ask + respond to question - active listening - likes/dislikes - preferences 	<p>acquire, interpret + present info</p> <ul style="list-style-type: none"> - share info on given topic/interest - presentations - skits - tech - fine arts
<p>Collaborate to plan</p> <ul style="list-style-type: none"> - working w/ others - pair/group work - presentations - different roles in group - chef d'equipe 	<p>explain, recount, reflect</p> <ul style="list-style-type: none"> - self-assessments - reflections - student-led conference - portfolio sharing - work home - creating criteria - student driven

- will TPRS be a part?
 - What about CEFR?
 - integration of other curricula (2001, 2016)
 - Want more detail as to what level kids should be at
 - more detail about topics.
 - Grd 8 does this, Grad 7 with flexibility
 - grammar should be

Common Themes
 - natural
 - spontaneous
 - experiential
 - real/true
 - authentic
 - application (applied to reality)

Common Themes
 - courage
 - pride
 - organic
 - self-aware
 - self-reflection
 - maturity
 - risk taking

Common Themes
 - relationships
 - facilitator of learning
 - inclusive
 - an action/awareness to other cultures

Common Themes
 - independence
 - ability
 - confidence
 - real life application
 - comprehending
 - inquiry/questions
 - purposeful

Common Themes
 - ownership
 - self-advocacy
 - trust
 - French is the vehicle (not the destination)
 - relevant
 - meaningful

Common Themes
 - global perspective
 - variety
 - building on their lived experiences/prior knowledge
 - cultural understanding
 - visuals/visualization
 - simplicity
 - artistic expression

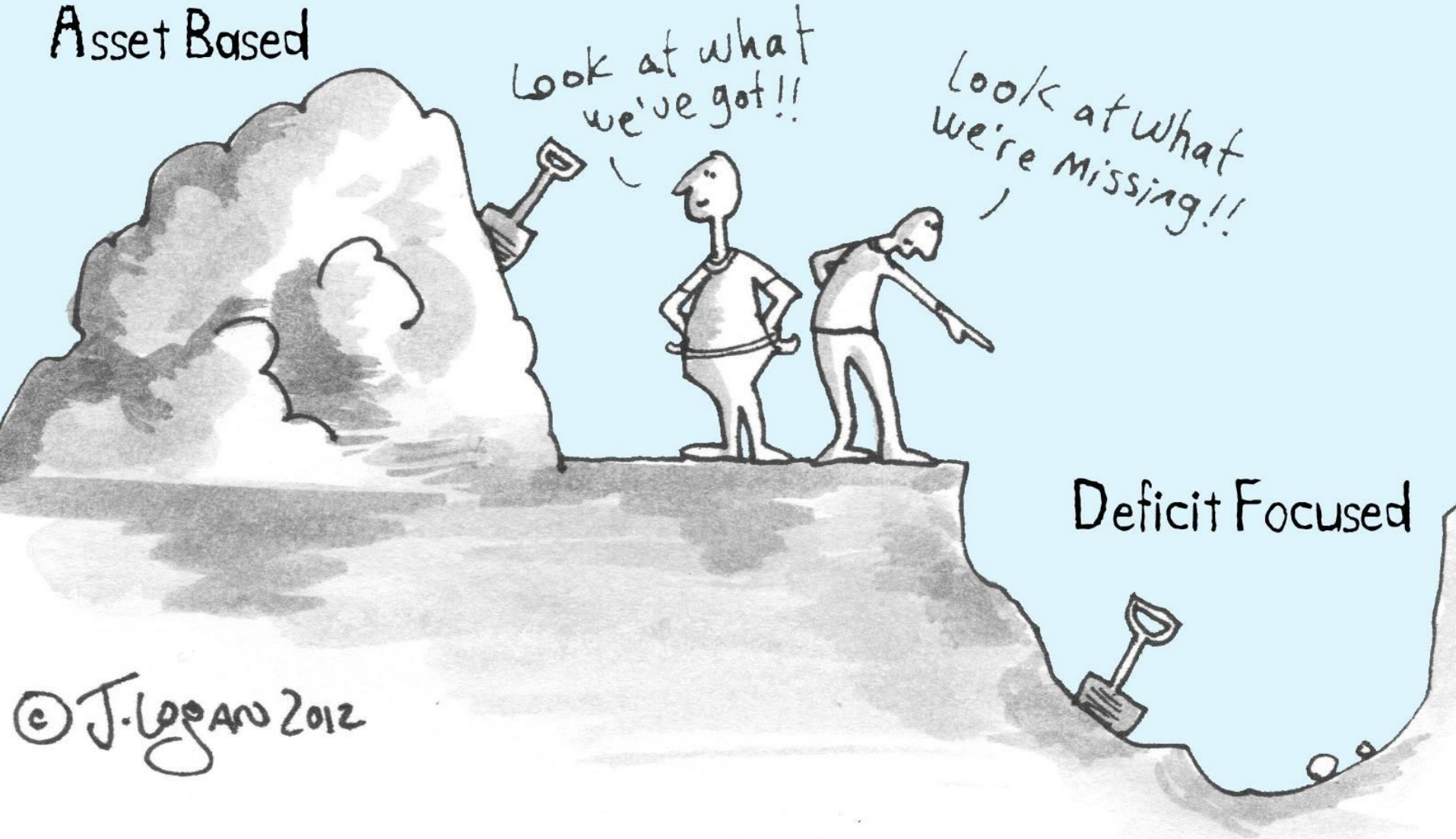
what are philosophical underpinnings of new pedagogy
 - multiple
 where is the end point
 example of where the students should be.
 what will French 12 look like?
 how are we assessing



GROWTH MINDSET

Appreciative Inquiry

Asset Based



© J. Logan 2012

Building on Our Best



Your Best Moment in Language Teaching

- A big or small moment of effective learning/achievement when students felt enthused and fully engaged.
- Note the context, the people, how it looked, sounded and felt.
- What made it so positive for the student(s)?
- What made it so positive for you?

What is at the CORE of Core French?

Authentic
Connection
Culture
Meaningful
Real life application



<http://www.dividenddiplomats.com/goal-accomplished-investing-15000-in-new-capital/>

Goals of Core French

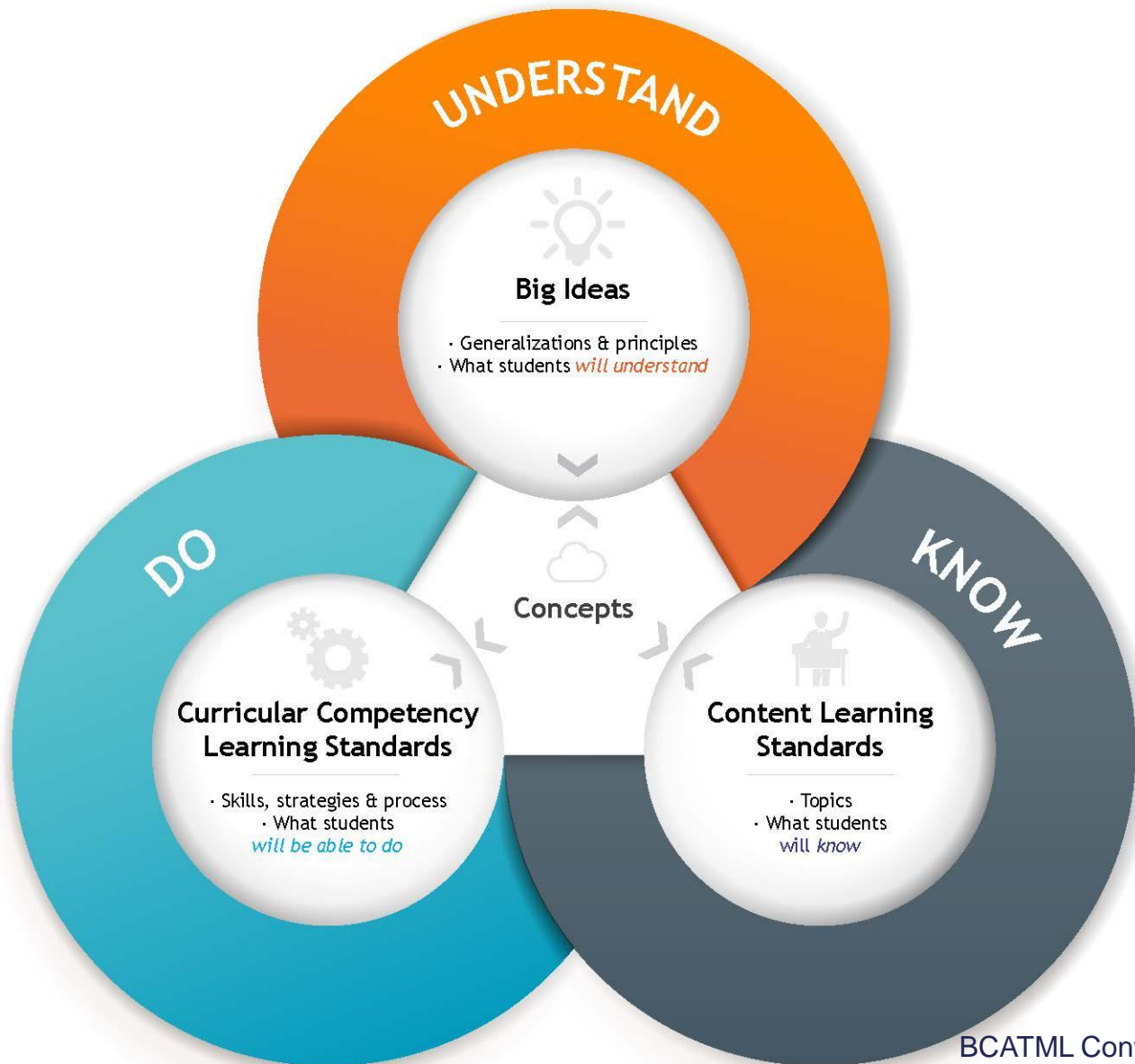
- self-expression
- texts
- communication
- understanding of ourselves and others
- interconnectedness of language and culture
- opportunities



<http://arlikeairy.org/what-are-network-goals/>

BCATML Conference 2015

KDU Model



UNDERSTAND

**Using my car will allow me to go to places
I have never been before.**

DO



<http://www.cdc.gov/injury/about>

KNOW



[GLOBOsapiens.net](http://www.globosapiens.net)

<http://www.globosapiens.net/louis/picture-famous-french-car-48610.html>

Core French Example (Grade 5)

Meaningful communication is possible in French using simple, high-frequency words and patterns.

- **Exchange ideas and information by asking and answering simple questions in context**

- **simple sentence structure with high-frequency verbs**
- **simple question words**
- **vocabulary and structures for expressing personal information**

UNDERSTAND



Big Ideas

- Generalizations & principles
- What students *will understand*



Concepts

DO



KNOW



Videos

Coming soon to Curriculum Website in the tools section:

- Core Competencies
- KDU model
- Big Ideas
- Content & Curricular Competencies

<https://curriculum.gov.bc.ca/tools>

CURRICULUM ORIENTATION GUIDE

What to look for in the curriculum

The screenshot shows the 'Social Studies' curriculum page for grade K. At the top, there are navigation tabs: ABOUT, CURRICULUM, CURRICULUM DRAFTS (10-12), CORE COMPETENCIES*, and TOOLS. Below the navigation, there are options to 'Download Curriculum' and language selectors for 'English' and 'Français'. The main heading is 'Social Studies' with a grade level selector 'K' and a list of grades '1 2 3 4 5 6 7 8 9'. A navigation bar includes 'Introduction', 'Goals and Rationale', 'What's New', and 'Curriculum Overview'. The 'Core Competencies' section features three triangles labeled 'C' (Communication), 'T' (Thinking), and 'PS' (Personal & Social). The 'Big Ideas' section contains three circles with text: 'Our communities are diverse and made of individuals who have a lot in common.', 'Stories and traditions about ourselves and our families reflect who we are and where we are from.', and 'Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.'. The 'Learning Standards' section is divided into 'Curricular Competencies' and 'Content'. The 'Curricular Competencies' section lists skills such as 'Use Social Studies inquiry processes and skills to: ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions'. The 'Content' section lists knowledge areas like 'ways in which individuals and families differ and are the same' and 'needs and wants of individuals and families'. At the bottom, there are four tabs: 'Flexible Learning Environments', 'Instructional Examples', 'Student Supports', and 'Aboriginal Education'. Arrows from the right point to these sections: 'Introductory Materials' points to the navigation bar, 'Core Competencies' points to the competency triangles, 'Big Ideas' points to the big idea circles, 'Content' points to the content list, 'Curricular Competencies' points to the competency list, and 'Supporting Materials' points to the bottom tabs.

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

[Home](#) | [ABOUT](#) | [CURRICULUM](#) | [CURRICULUM DRAFTS \(10-12\)](#) | [CORE COMPETENCIES™](#) | [TOOLS](#)

[Curriculum Overview](#) | [Search Curriculum](#) | [Provide feedback on curriculum](#)

<p>Arts Education</p> <p>K 1 2 3 4 5 6 7 8 9</p>	<p>Core French</p> <p>5 6 7 8 9 10 11 12</p>
<p>English Language Arts</p> <p>K 1 2 3 4 5 6 7 8 9</p>	<p>Français langue première</p> <p>K 1 2 3 4 5 6 7 8 9</p>
<p>Français langue seconde - immersion</p> <p>K 1 2 3 4 5 6 7 8 9</p>	<p>Mathematics</p> <p>K 1 2 3 4 5 6 7 8 9</p>
<p>Physical and Health Education</p> <p>K 1 2 3 4 5 6 7 8 9</p>	<p>Science</p> <p>K 1 2 3 4 5 6 7 8 9</p>
<p>Social Studies</p> <p>K 1 2 3 4 5 6 7 8 9</p>	<p>Applied Design, Skills and Technologies</p> <p>K-12 Draft Framework (PDF)</p>
<p>Career Education</p> <p>K-12 Draft Framework (PDF)</p>	

Search the Curriculum

Online feedback form



ABOUT

CURRICULUM

CURRICULUM DRAFTS (10-12)

CORE COMPETENCIES ▾

TOOLS

Download Curriculum

English ▾

Core French

5 6 7 8 9 10 11 12

Introduction

Goals and Rationale

What's New

Curriculum Overview

Core Competencies



Communication



Thinking



Personal & Social

Big Ideas

The communicative context determines how we express ourselves.

The French language allows speakers to express and justify opinions with subtlety and nuance.

Language and culture are interconnected and intertwined.

New Curriculum – Working document



Area of Learning: CORE FRENCH

Grade 5

Listening/Speaking

BIG IDEAS

Listening and viewing with intent helps us acquire French.

Both verbal and non-verbal cues contribute meaning in language.

Meaningful communication is possible in French using simple, high-frequency words and patterns.

With basic French, we can describe ourselves and our interests.

Francophone culture is a vibrant part of many Canadian communities.

Each culture has traditions and ways of celebrating.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Interpret non-verbal cues to increase understanding
- Recognize common intonation patterns
- Seek clarification of meaning with very simple statements and questions
- Recognize the relationship between pronunciation and meaning
- Employ basic strategies to increase understanding of texts
- Make use of visuals to increase understanding
- Comprehend high-frequency vocabulary in simple texts
- Identify key information in slow, clear speech and simple texts
- Understand simple stories
- Demonstrate comprehension by responding to simple commands and instructions
- Describe themselves and their interests in simple statements orally and in writing
- Exchange ideas and information by asking and answering simple questions in context
- Demonstrate basic awareness of Francophone cultural communities in Canada
- Share basic information about a Francophone cultural festival or celebration in Canada

Reading

Writing

Culture

Content

Students are expected to know the following:

- French phonemes that differ from English phonemes
- French names for the letters of the alphabet
- gender and number
- simple sentence structure with high-frequency verbs
- simple question words
- vocabulary and structures for expressing personal information
- simple descriptions
- common, high-frequency vocabulary and structures for likes, dislikes, and preferences
- where Francophone cultural communities exist across Canada
- a Francophone cultural festival or celebration in Canada
- basic vocabulary to describe common elements of cultural festivals and celebrations

Alphabet

Elaborations

- ▶ Modify their speech and writing to reflect different purposes and degrees of formality
- ▶ Identify [examples of the connection between language and culture](#)
- ▶ Recognize the roles of language and culture in the interactions between Aboriginal and Francophone communities in Canada
- ▶ Participate in [experiences to celebrate Francophone culture](#)
- ▶ Identify educational and career opportunities requiring proficiency in French

relationships that form our society

as expressed through, for example, creative works (e.g., film, literature, music), regional dialects, historical origins of words and expressions

distinguishing features of major French regional dialects

Elaborations provide clarification, examples, definitions, etc.

ncies



Content

able to do the following:

language, facial expressions, intonation, and

Est-ce que...?, Qu'est-ce que ?, Comment...?, Qui...?, Quel...?, Où...?, Quand...?, Combien...?, Pourquoi...?, Oui, je..., Non, je ne... pas..., C'est un/une..., Parce que...

ning with a variety of statements and questions

hip between French spelling patterns and

complex key information and supporting detail in simple texts

Students are expected to know the following:

- ◆ [key vocabulary and structures to ask and respond to different types of questions](#)
- ◆ common vocabulary to describe members of the school and local community
- ◆ common vocabulary to describe locations and give directions

Supporting Materials

meaning through the arts

- ▶ Express, feelings, ideas, and experiences through the arts
- ▶ Describe and respond to works of art and explore artists' intent
- ▶ Experience, [document](#), perform, and share creative works in a variety of ways

- ◆ traditional and contemporary [Aboriginal arts](#) and arts-making processes
- ◆ a variety of regional and national [works of art](#) and artistic traditions from diverse cultures, communities, times, and places
- ◆ [personal and collective responsibility](#) associated with creating, experiencing, and performing in a safe learning environment

Flexible Learning Environments

Instructional Examples

Student Supports

Aboriginal Education

In a snapshot - What's New?

- Non prescriptive
- Creativity and innovation
- Deeper/higher order learning
- Cross-curricular competencies that support life-long learning
- Aboriginal worldviews and knowledge



Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Interim Report



...reports comparing funding for the
education of First Nations children on and off reserves,
as well as educational and income attainments of
Aboriginal peoples in Canada compared with non-
Aboriginal people.

10. We call on the federal government to draft new
Aboriginal education legislation with the full
participation and informed consent of Aboriginal
peoples. The new legislation would include a
commitment to sufficient funding and would
incorporate the following principles:
 - i. Providing sufficient funding to close identified
educational achievement gaps within one
generation.
 - ii. Improving education attainment levels and success
rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages,
including the teaching of Aboriginal languages as
credit courses.
 - v. Enabling parental and community responsibility,
control, and accountability, similar to what parents
enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education
of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide
adequate funding to end the backlog of
students seeking a
12. We call upon the federal government to prepare and
publish reports comparing funding for the
education of First Nations children on and off reserves,
as well as educational and income attainments of
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incorporate the following principles:
 - iv. Providing sufficient funding to close identified
educational achievement gaps within one
generation.
 - v. Improving education attainment levels and success
rates.
 - vi. Developing culturally appropriate curricula.
 - vii. Protecting the right to Aboriginal languages,
including the teaching of Aboriginal languages as
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 - viii. Enabling parental and community responsibility,
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 - ix. Enabling parents to fully participate in the education
of their children.
 - x. Respecting and honouring Treaty relationships.
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15. We call upon the federal government to prepare and
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Aboriginal peoples in Canada compared with non-
Aboriginal people.
16. We call upon the federal government to draft new
Aboriginal education legislation with the full
participation and informed consent of Aboriginal
peoples. The new legislation would include a
commitment to sufficient funding and would
incorporate the following principles:
 - consultative processes with Aboriginal peoples
to help promote the adequacy of federal
initiatives.
17. We call upon all levels of government to
review the impact of residential school Survivors
names changed by the government, including
waiving administrative costs for the name-change process
for the name-change process, including identity documents, such as
driver's licenses, health cards, and insurance numbers.



Core French: What's New?

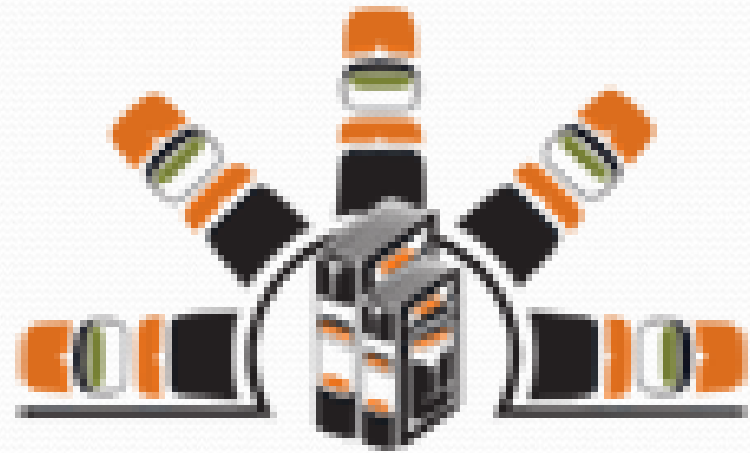
To align the goals of the redesigned Core French curriculum and the big ideas and learning standards, the curriculum takes an integrated approach to language acquisition. No component of the curriculum exists in isolation; instead, they are linked and interconnected.

In the redesigned Core French curriculum, culture is seen as a vehicle for acquiring deeper understanding of the language, of others, and of oneself, instead of just being something to learn about. Culture is woven through the entire curriculum.

Also woven through the curriculum are the **First Peoples Principles of Learning**, which were developed with First Peoples educators and community members and affirmed within First Peoples societies to guide the teaching and learning of provincial curricula. The First Peoples Principles of Learning not only honour British Columbia's First Peoples and their perspectives on pedagogy, but also lend themselves well to the learning of a second language, since they promote experiential and reflexive learning, as well as self-advocacy and personal accountability in students.

The redesigned Core French curriculum retains the following important elements of the existing curriculum:

- the development of all of the language competencies — reading, writing, listening, speaking and interacting



fnesc

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.





100
YEARS OF LOSS

100
ANS DE PERTES

Acoustiguide Mobile



First Nations Education Steering Committee

- Home
- About
- Programs
- Learning First Peoples Classroom
- Other Resources
- Post-Secondary
- Events



- Authentic Resources (K-7)
- Blog (coming soon!)
- Career Journeys Role Models
- English First Peoples
- Indian Residential Schools
- Math First Peoples
- Primary Resources (K-3)
- Science First Peoples

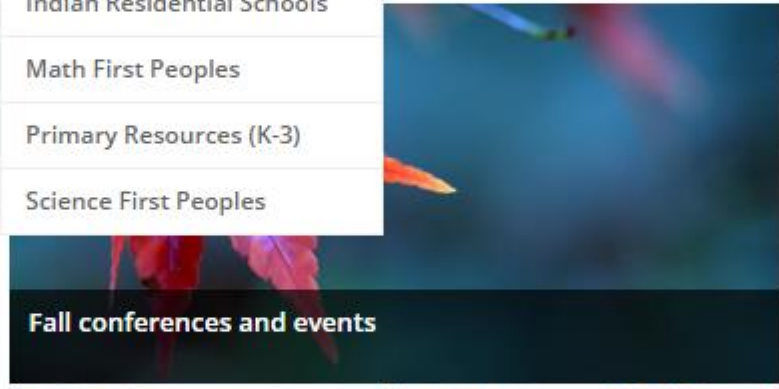
Home



fnesc
 Respect & Reconciliation

FNESC Annual
 Aboriginal Education
 Conference

Registration now open for the FNESC Conference!



Fall conferences and events



First Nations Language.





PDCE

UBC MOOC – Reconciliation through Indigenous Education



Reconciliation through Indigenous Education
6-week course | September 29 – November 6, 2015

Thank you for your interest in the second offering of the [UBC MOOC – Reconciliation through Indigenous Education](#). This online course is delivered using the **edX platform**, and below you'll find some useful information regarding the edX platform, the commitments for this course and how to register. We recommend you watch the introductory video, and read the full description on the [course webpage](#).

Tweets

UBC PDCE
@UBC_PDCE

Pat Mirinda from ECPS is
CBC article about seclusion
bit.ly/1K6GGEv #ecps #e

Show Summary

UBC PDCE
@UBC_PDCE

The Educator's Guide to D
ow.ly/TeF2U - this is bec
more important #edtech

Show Summary

UBC PDCE
@UBC_PDCE

The most innovative scho
bit.ly/1LbAHil #edchat #
#schools.pic.twitter.com

Tweet to @UBC_PDCE

Aboriginal Worldviews and Perspectives in the Classroom

Moving Forward



<http://www.bced.gov.bc.ca/abed/documents.htm>



THE planning GUIDE

THIS SECTION DISCUSSES A NUMBER OF THE PROCEDURAL CONSIDERATIONS (BOTH ORGANIZATIONAL AND TECHNICAL) THAT RESOURCE DEVELOPERS TYPICALLY NEED TO TAKE INTO ACCOUNT.

FIRST NATIONS CURRICULUM MATERIALS IN SCHOOLS MUST BE TOP QUALITY. I WOULD LIKE MY GRANDCHILD TO FEEL PROUD OF HERSELF AND HER PEOPLE WHEN SHE SEES THESE RESOURCES.

[Nlaka'pamux educator, Gloria Raphael]

Step 1 Clarifying Concept

The Planning Table included here is designed to be a working document that your committee to use in setting a direction for the purpose and audience you determined in the planning stage, the first step in authoring your document is to choose topics and time periods that you will wish to cover. We have used three time periods:

Pre-contact: refers to that time before the arrival of European influences.

Post-contact: refers to the time of interaction and changing relationships between First Nations and traders and then colonization.

Contemporary: can be defined as the time since the First Nations began reaffirming their rights to political and economic power in response to the Federal government's 1969 White Paper, a government policy document which announced Canada's intention to dissolve Indian nations and promote the "assimilation of Indian people into Canadian society." This time period includes events up to present day, including treaties.

One way to use the following table would be to have committee members, or a parent group, indicate with a check in each cell that which they would like to see included in a



Ecoles

Transport

Programmes

Nouvelles

Inscription

[Back to the blog](#)

RESSOURCES POUR L'ÉTUDE AUTOCHTONE

JANUARY 9, 2015

Général

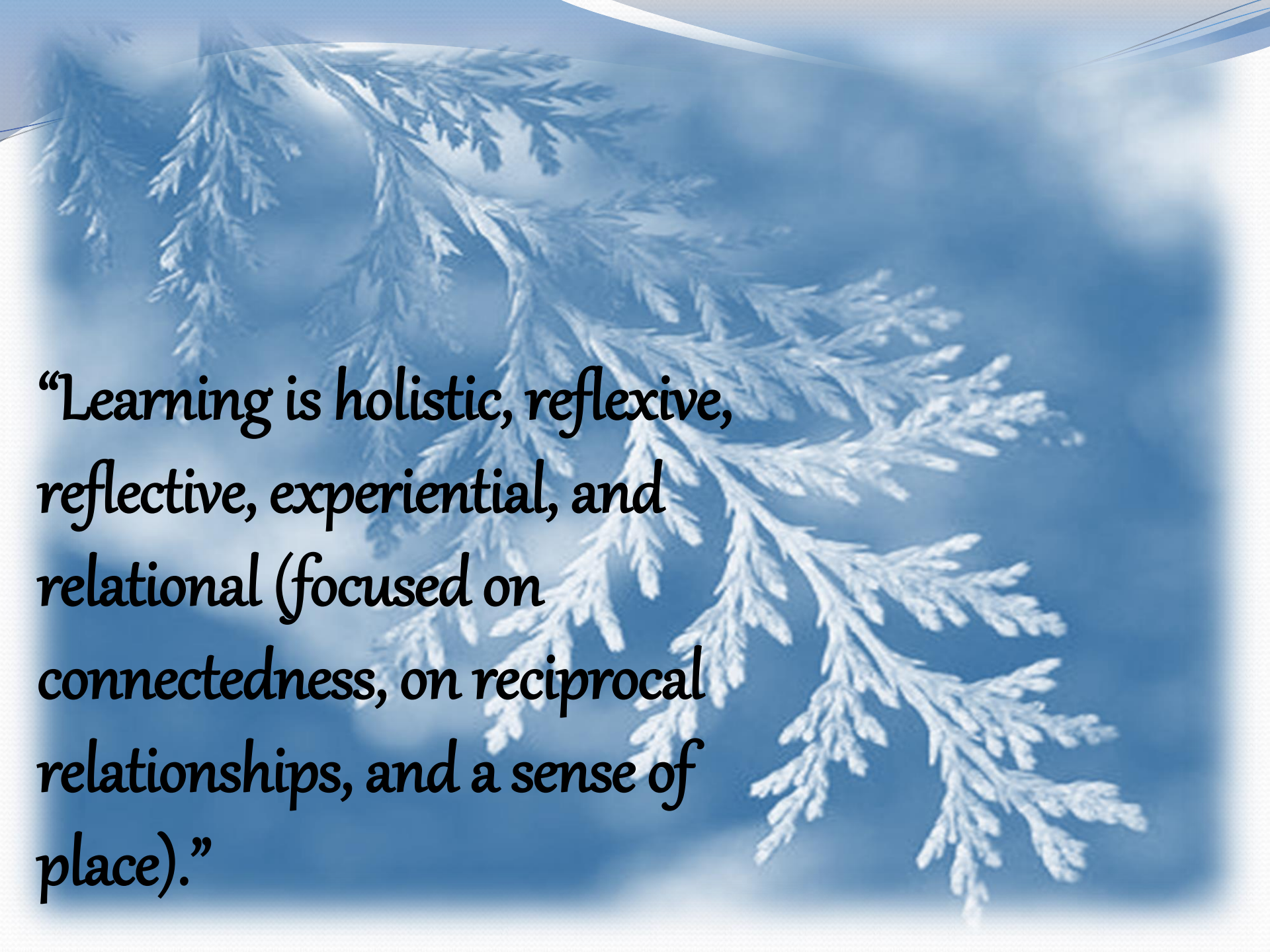
- [Portail du patrimoine autochtone \(Musée des civilisations\)](#)
- [Le carrefour jeunesse \(Affaires indiennes et du Nord Canada\)](#): (Sur ce site vous pouvez commander des publications gratuites. La série "Le cercle d'apprentissage" est super! Commandez gratuitement un échantillon et ensuite vous pouvez faire venir des séries de classe des publications que vous trouvez particulièrement utiles.
- Voici les coordonnées du site (français) sur [la langue Nuu-chah-nulth des peuples de la côte ouest de l'Île de Vancouver](#)
- [Voyage en des temps immémoriaux au Peuple Sto:lo, peuple de la rivière](#)
- [Jeu de pêche au saumon](#)
- [Jeu de mémoire \(objets culturels\)](#)

CATEGORIES

- Accueil
- Communiqués
- Conseil adminis
- Contacts
- Contestation ju
- Coups de cœur
- Élection
- Études autocht
- Information
- Mis En Avant
- Non classé
- Nouvelles



It works.



“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”

Core French

5 6 7 8 9 **10** 11 12[Introduction](#)[Goals and Rationale](#)[What's New](#)[Curriculum Overview](#)

Core Competencies



Communication



Thinking



Personal & Social

Big Ideas

Listening and viewing with intent strengthens our understanding and acquisition of French.

To share our hopes, dreams, and ambitions in French might require us to take risks.

The language(s) that a person speaks shapes their perspective, their identity, and their voice.

Acquiring French allows us to appreciate and value cultural diversity and fosters attitudes of acceptance.

Francophone Canadians have made important contributions to society.

Speaking French opens the door to interacting with the Francophone world.



“Learning involves patience
and time.”

“Learning requires exploration
of one’s identity.”

Core French

Introduction | Goals and Rationale | What's New | Curriculum Overview

Core Competencies



Communication



Thinking



Personal & Social

Big Ideas

Language acquisition is a lifelong process.

The French language allows speakers to express meaning with nuance, complexity, and clarity.


Sharing our feelings, opinions and beliefs in French contributes to our identity as a French speaker.

Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.

Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.

What Do the First Peoples Principles of Learning Look Like in the Second Language Classroom?

- Use of narratives and stories;
- Visits from members of the community;
- Visits out into the community;
- Self, peer, and teacher assessments

- 
- Group work; talking circles;
 - Student input;
 - Variety of materials and teaching styles;
 - Personal relationships, sense of community, “construction of identities”

- 
- **Get out on the land**
 - **Confer with Elders**
 - **Speak with your district's Aboriginal Education department/coordinator**
 - **Take a MOOC**
 - **Form a local network**

Read!

- Marie Battiste (Unsettling the Settler Within)
- Linda Smith (Decolonizing Education)
- Gregory Lowen-Trudeau (From Bricolage to Métissage)
- Pamela Rose Toulouse (Integrating Aboriginal Teaching and Values into the Classroom)

Big Idea: Stories allow us to understand and communicate ideas in a meaningful way.

Content: common elements of stories

Competency: understand and retell stories

Find someone to chat with to discuss how this might look in a language classroom. How can this be taught? What are some ideas to make this work?

MOI
+
TOI
=
NOUS

We are stronger together!

Professional Learning Networks (PLN)

- School
- School district
- Inter-district (SD61, 62, 63 & 40)
- Provincially - PSAs and LSAs

BCATML

- [Website](#)
- Language Reps to support you
- Twitter chat (late fall)

Other agencies

- [Ministry of Education](#)
- [BC Teachers' Federation](#)
- [CDN Assoc. of Second Language Teachers](#)
- [FNESC](#)
- [Network of Innovation and Inquiry](#)

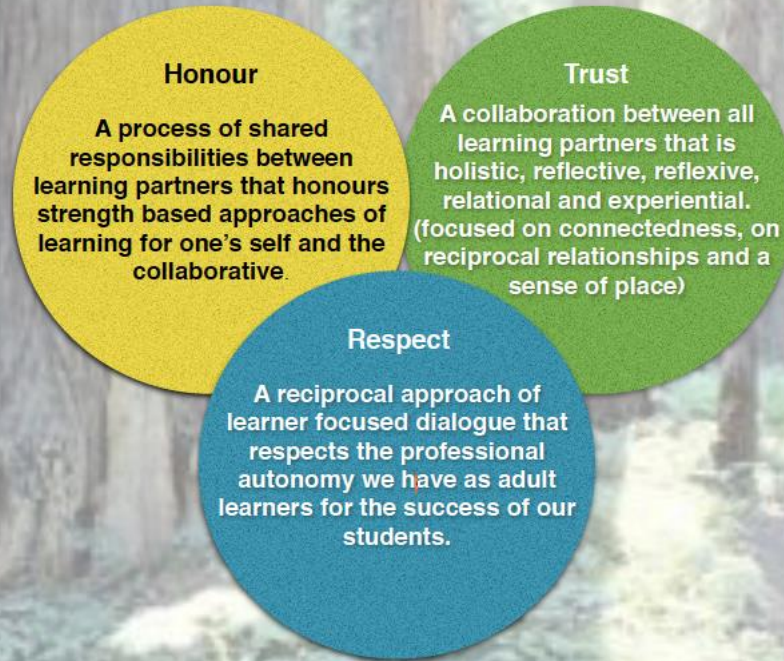
BCTF Provincial Framework Development Committee

- Representation from all major stakeholders:
 - Ministry of Education
 - School District Superintendent
 - BCTF Executive, Assistant Directors, Research staff
 - BC Principals & Vice-Principals Association
 - PSAs (Aboriginal Education & BCATML)
 - Local Union President
 - Curriculum Team Writers (Science, BCATML)
 - Aboriginal Education Advisory Committee
 - Elementary, Intermediate and Secondary teachers

Goals & Objectives:

- What is one element we want in the framework?
 - Focus on the **process** rather than event focused*
 - Flexibility
 - Safety to take risks with the new curricula
 - Provide collaborative/dialogue approach
 - Model & respect good teaching
 - Honour different entry points of implementation
 - Foster asset based appreciative inquiry, strength based
 - Reflects place (place-based learning) – reef metaphor
 - Builds in Aboriginal educational content

To support student and adult learning the **Big Ideas** for the framework are...



We would like to acknowledge these Big Ideas are guided by the **First Peoples Principles of Learning.**

What will the framework look like?

- Stage 1:
 - Recommendations to guide locals & districts to create organizing teams
 - Provide structures for locals & districts to operate & plan
 - Set collaborative norms and guidelines
 - Determine roles and responsibilities
- Stage 2:
 - Guiding questions to facilitate planning of 2 in-service days
 - Explore the Why's, What's, and How's

Building one's strength

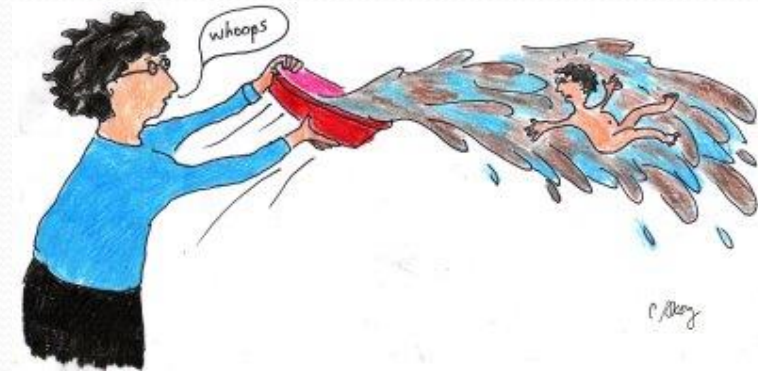
Start small:

- Make one change
- Experiment with one new type of text
- Add one new cultural activity
- Build one Aboriginal Ed content piece



Building tools for success:

- What are you already doing that supports the new curriculum?
- What small change are you going to make?
- How are we going to support one another?





http://growingupbilingual.com/wp-content/uploads/2011/10/iStock_000017893239XSmall.jpg

“You live a new life for every new language you speak.
If you know only one language, you live only once.”

- Czech proverb



<https://nativefrenchspeech.com/en/articles/1382-la-francophonie-et-le-20-mars>

We want to hear from you!

Email: curriculum@gov.bc.ca

Online form: <https://curriculum.gov.bc.ca/feedback>

Fill out a paper feedback form and hand it in before you leave.

Revisions to the draft curriculum will begin January 2016.

Questions?



תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας ευχαριστούμε 감사합니다
Bedankt Дěkujeme vám
ありがとうございます
Tack