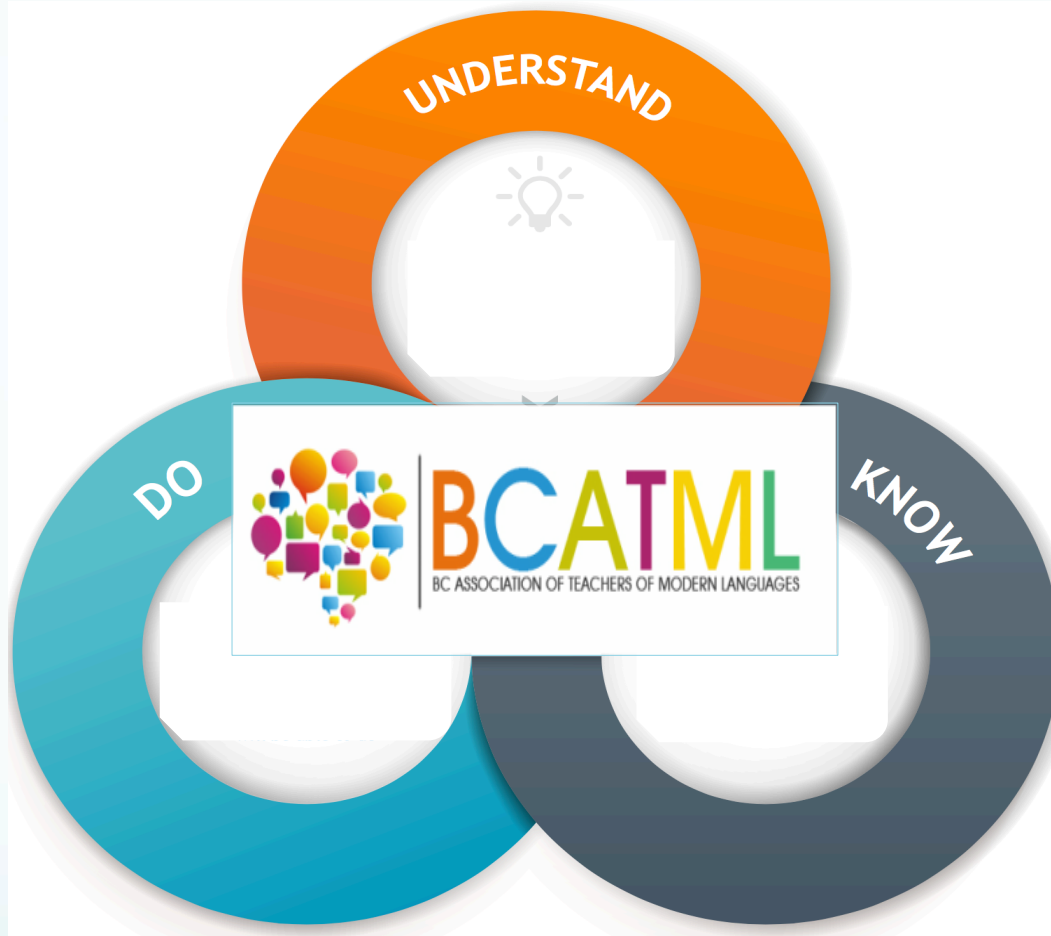


# The **KDU** model in BC's redesigned curriculum



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**#BCATML**

# 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 page title, there are links for 'Introduction', 'Goals and Rationale', 'What's New', and 'Curriculum Overview'. The 'Core Competencies' section includes 'Communication', 'Thinking', and 'Personal & Social'. The 'Big Ideas' section features three circular icons 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 like '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'. A magnifying glass is positioned over the title 'What to look for in the curriculum'. Arrows point from callout boxes on the right to specific parts of the page: 'Introductory Materials' points to the 'Curriculum Overview' link; 'Core Competencies' points to the 'Core Competencies' section; 'Big Ideas' points to the 'Big Ideas' section; 'Content' points to the 'Content' section; 'Curricular Competencies' points to the 'Curricular Competencies' section; and 'Supporting Materials' points to the bottom navigation tabs.

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

## Core Competencies

**C**  
Communication

**T**  
Thinking

**PS**  
Personal & Social

## Big Ideas

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

I am capable of expressing myself and having meaningful conversations in French.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Acquiring French provides opportunities to explore our own cultural identity from a new perspective.

Creative works are an expression of culture.

## Learning Standards

### Curricular Competencies

*Students are expected to be able to do the following:*

- ▶ Use a growing variety of **strategies to construct meaning**
- ▶ Seek clarification and provide verification of meaning through **a variety of strategies**
- ▶ Construct meaning from a variety of simple **texts**

### Content

*Students are expected to know the following:*

- ◆ **expressions to assist with clarification of meaning**
- ◆ **elements of a variety of common texts**

# Learning Standards

## Curricular Competencies

## Elaborations

## Content

*Students are expected to be able to do the following:*

- ▶ Use a growing variety of **strategies to construct meaning**
- ▶ Seek clarification and provide verification of meaning through **a variety of strategies**
- ▶ Construct meaning from a variety of simple **texts**
- ▶ **Narrate a story** orally or in writing
- ▶ **Participate in short and simple conversations**
- ▶ Express themselves using complete sentences in past, present and future timeframes orally and in writing:
  - Ask and respond to questions on familiar topics
  - Exchange information on topics of interest
  - Describe a series of events
  - Express simple needs in familiar situations
  - Express and justify opinions on familiar topics
- ▶ Describe elements of Francophone culture in various regions
- ▶ Describe similarities and differences between the cultural practices and traditions of their own family and community and those of various Francophone cultural communities
- ▶ Identify examples of how Francophone culture is expressed through **creative works**
- ▶ **Initiate a variety of connections with Francophone communities**

*Students are expected to know the following:*

- ◆ **expressions to assist with clarification of meaning**
- ◆ **elements** of a variety of common **texts**
- ◆ **common elements of stories**
- ◆ **past, present and future timeframes**
- ◆ **vocabulary and structures to ask and respond to numerous types of questions**
- ◆ **common vocabulary related to personal interests**
- ◆ **common expressions of sequence**
- ◆ **common vocabulary and structures to provide descriptions and to express preferences, needs, and opinions**
- ◆ **cultural practices in various Francophone regions**

**Coming soon**

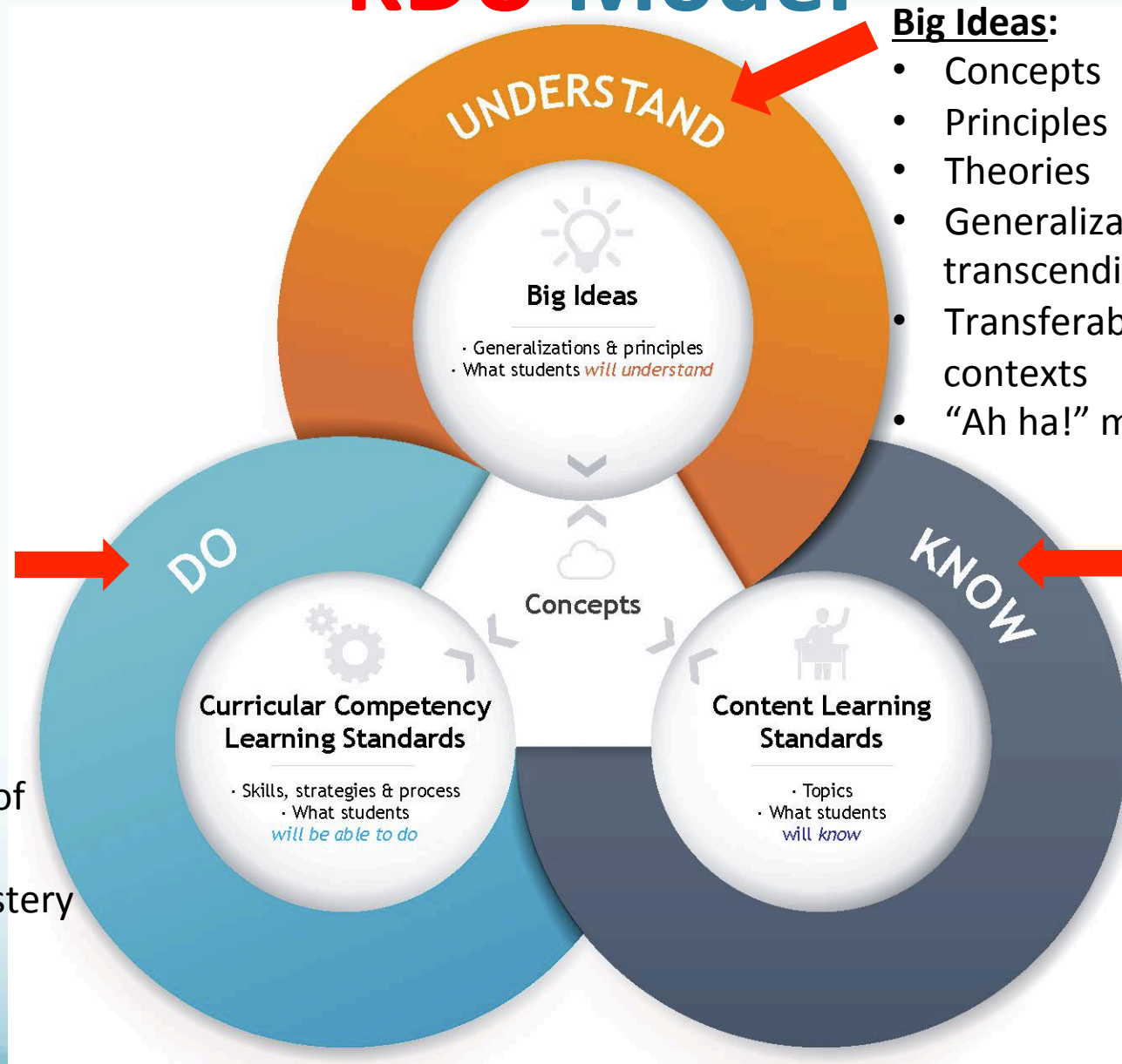
Flexible Learning Environments

Instructional Examples

Student Supports

Aboriginal Education

# KDU Model



## Big Ideas:

- Concepts
- Principles
- Theories
- Generalizations transcending time
- Transferable to new contexts
- “Ah ha!” moments

## Content:

- Facts
- Topics
- Vocabulary
- Language structures
- Idiomatic expressions
- Cultural practices & traditions

## Curricular Competencies:

- Skills
- Strategies
- Processes
- Application of knowledge towards mastery

UNDERSTAND

### Big Ideas

- Generalizations & principles
- What students *will understand*

Concepts

DO

### Curricular Competency Learning Standards

- Skills, strategies & process
- What students *will be able to do*

KNOW

### Content Learning Standards

- Topics
- What students *will know*

# KDU Model

UNDERSTAND

**Tools help us complete tasks more efficiently.**

DO

KNOW



A hammer is a tool with a heavy metal head mounted at right angles at the end of a handle, used for jobs such as breaking things and driving in nails.

UNDERSTAND

**Tools help us complete tasks more efficiently.**

KNOW



# *Big Ideas*

**Videos in Tools section of Ministry website**

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

or

Video link: <https://youtu.be/tJkR78Gijhl>



# Core French Example (Grade 5)

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

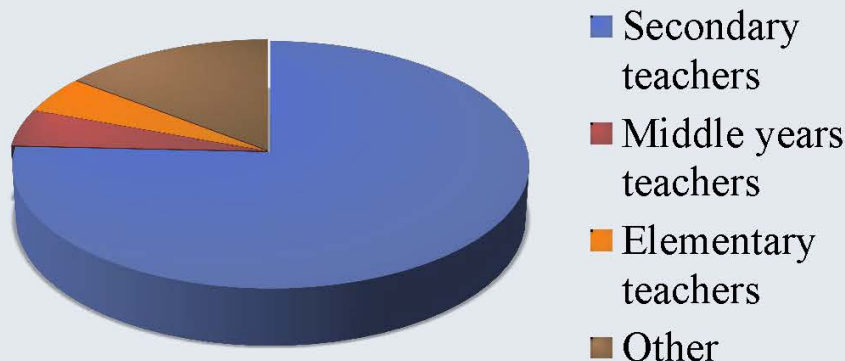
- **Exchange ideas and information by asking and answering simple questions in context**

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

# Curriculum Updates

## Who submitted feedback?

Between July 2015 – Jan. 2016



January 2016 saw feedback from four major stakeholder groups in descending order:

- Secondary teachers
- Other: post-secondary, pre-service teachers
- Middle years teachers
- Elementary teachers

Concern re: lack of representation from grassroots teachers. A second call for feedback was made by BCATML, Min. of Ed. and BCTF.



## January revisions:

- Feedback organized into common themes
- BCATML Twitter Chat suggestions shared
- Core Competencies revisions & number of profiles being standardized
- Better alignment/progression across the grades:
  - Culture
  - Vocabulary & sentence structures
  - Verb tenses

## March revisions:

- Revisions of the Front Matter
- Refinement of Aboriginal content for a more seamless inclusion
- Comprehensive edits for clarity of the Big Ideas, Curricular Competencies, and Content:
  - Wording changes
  - Elimination of repetitions
- Revisions to elaborations:
  - Definition of “story”
  - More cultural examples

Where's the CEFR??



# Ministry initial draft response highlights:

- November 2011: a **Curriculum and Assessment Framework Advisory Group** was formed to provide advice on directions for curriculum and assessment
- Spring 2012: 12 regional working sessions held to present ideas from the advisory group and to gather feedback from participants.
- These discussions & contributions led to the development and refinement of a set of guiding principles for the development of provincial curricula.
- References to:
  - [Exploring Curriculum Design](#);
  - [Curriculum Redesign Winter 2014](#)

## Enabling Innovation: Transforming Curriculum and Assessment (August 2012, Min. of Ed.):

*The 12 regional sessions were “organized through the BC School Superintendents’ Association regional chapters, involved principals, superintendents, district staff, teachers, parents, school trustees, and students. Additional sessions were held for the Federation of Independent School Associations and the Yukon. Attendance at the various regional working sessions ranged from 30 to 150 participants.” (p.8)*

- If the BCTF was in job action with the province at the time, **who then were the teachers at those meetings?** Who represented the voice of language teachers (Immersion, French & other languages)?

# Enabling Innovation: Transforming Curriculum and Assessment (August 2012, Min of Ed.):

## **Recommendations from Regional Working Sessions:**

*“The feedback from the respondents who attended the regional meetings suggested strong support for reporting on cross-curricular competencies, **the use of performance-based language**, and shifting from the term “reporting” to “communicating student learning”. (p.9)*

- If this was one of the guiding principles and directions from the Advisory Group, **then why not refer to the CEFR** which is laden with performance-based language?

# Round Table on the CEFR

BCATML has called for a Round Table to be organized by the BCTF with:

- BCTF EC & French Services Division
- BCATML, APPIPC, BCLCA
- BC DELF Centre
- ACPI
- CPF
- UBC, SFU & SCOLA Chairs
- FSL & French Immersion



<http://fifteenrje.hol.es/roundtable-or-round-table.html>



# Looking ahead!



<http://hackerspace.kinja.com/looking-ahead-1607155184>

# Core French Curriculum Timeline

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
Ongoing	Feedback being received on Draft Core French Curriculum
January – March 2016	Working Group made revisions to the Draft
By summer 2016	Revised Core French Curriculum posted online



<http://www.bcssa.org/wp-content/uploads/2015/04/MoEUpdate1.pdf>

# Ministry of Education Update

BCSSA SUMMER ACADEMY

August 21, 2015



BRITISH COLUMBIA

Ministry of Education

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 →

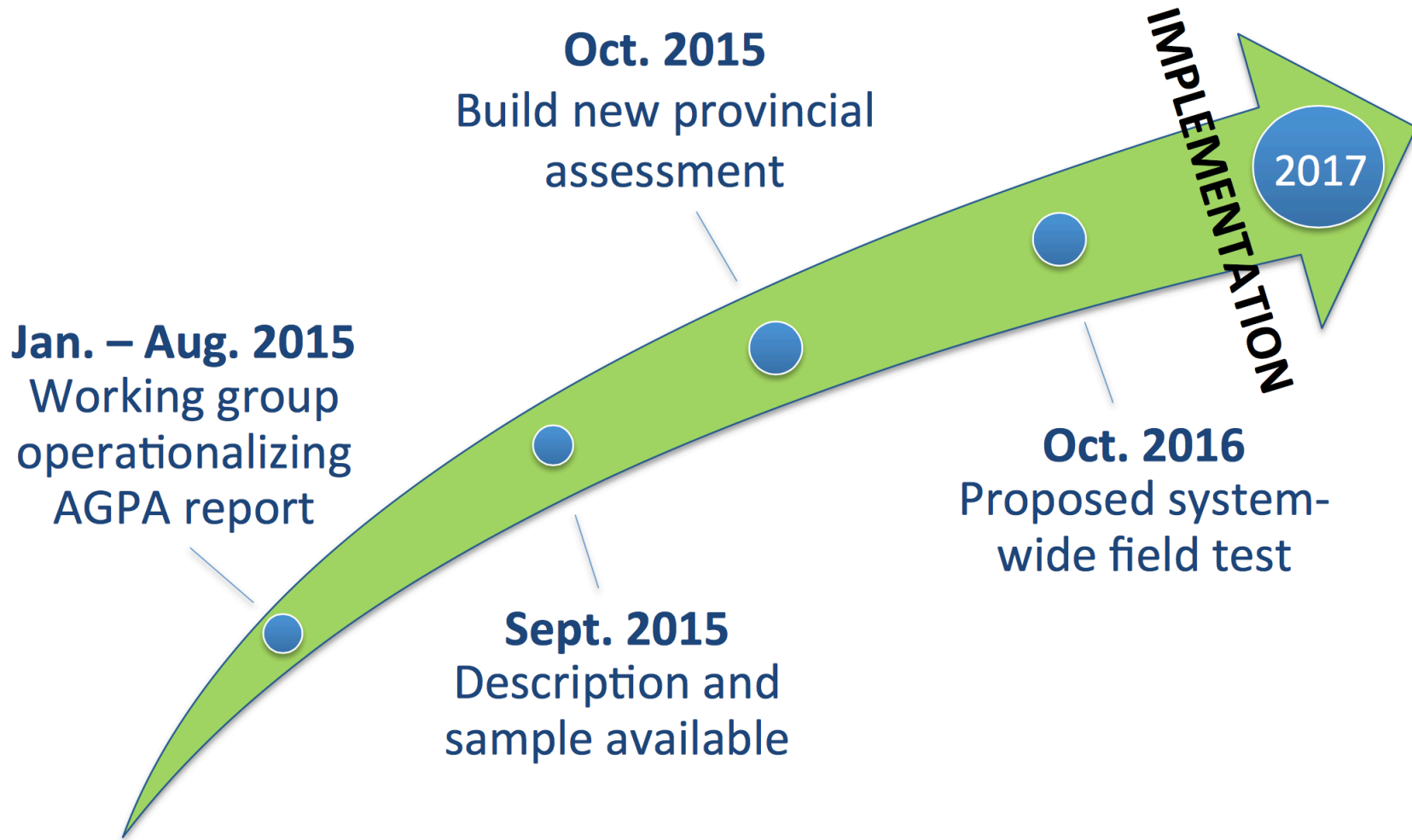
New K-9  
Reporting Order →

Develop New 10-12  
Reporting Guidelines →

New 10-12  
Reporting Order →

■ Current ■ Development ■ Implemented

# Provincial Assessment – K-9 (New FSA)



# Provincial Assessment – Grades 10-12



**Sept. 2015**

AGPA 2 report due to the Minister



**Jan. 2016**

Create new secondary provincial assessments



**2016/17**

Field testing and refinement

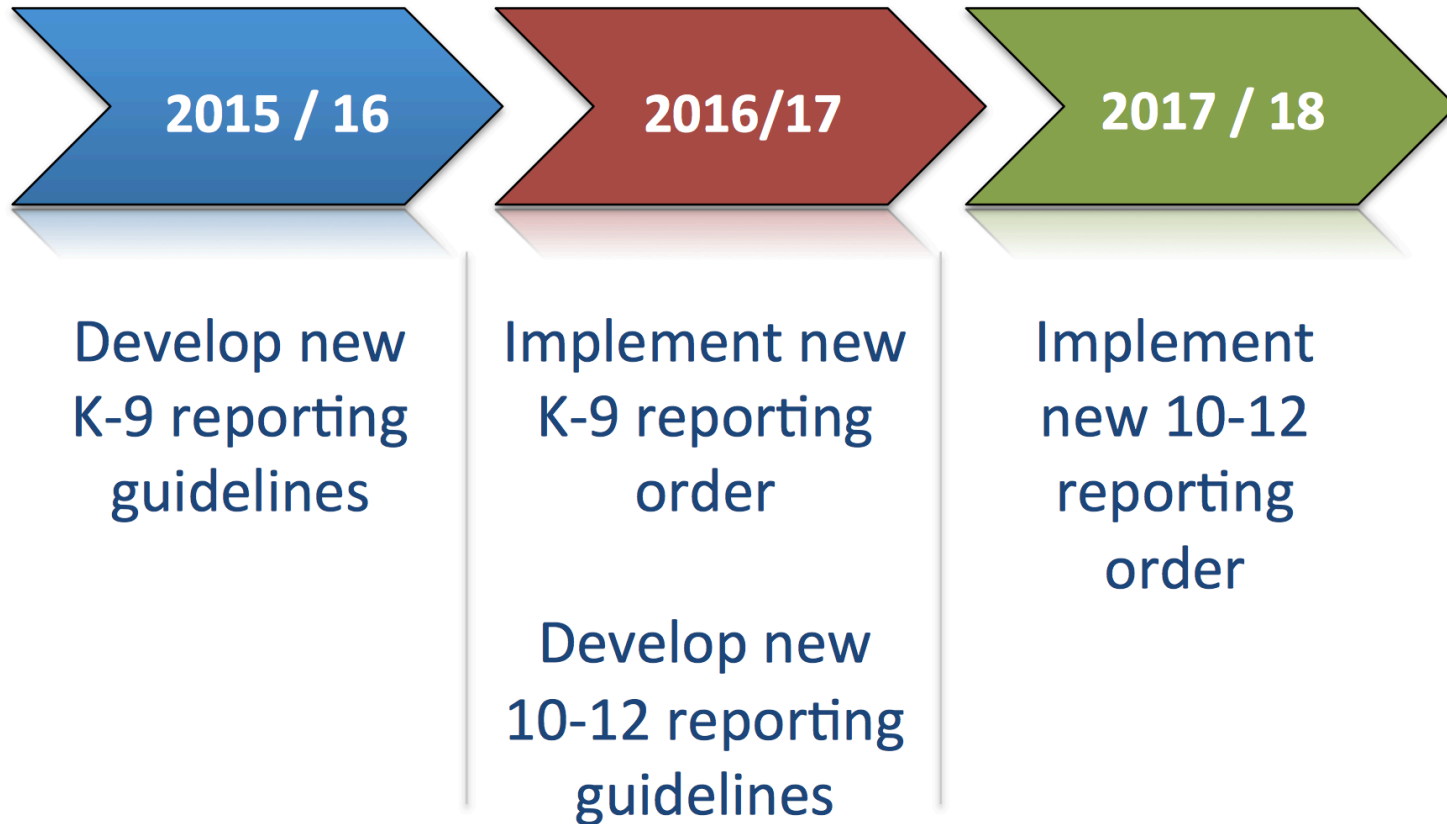
- Interim work: Science 10 assessment (June 2016)



**2017/18**

Implementation

# Report Cards



# Updates - International Languages





# Updates - International Languages

- Plan is being drafted for the work on other languages to begin
- The Ministry is starting by examining options for the current provincially-developed languages:
  - ASL, German, Japanese, Mandarin, Punjabi, Spanish
- The second language “template” process also needs to be updated
- Basic format will be similar to Core French, but each language will also have unique aspects

# Updates - International Languages

- The Ministry is in the process of determining resources to support and coordinate the work
- As with all other curriculum development, there will be a call for classroom teachers through the BCTF
- Our goal is to begin work over the summer



**BCATML**  
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

BCATML proposes translating the **First Peoples Principles of Learning** into: German, Japanese, Mandarin, Punjabi and Spanish using BCTF's artwork. FNEESC agrees to endorse the final product!



British Columbia  
Teachers' Federation



fnesec



## L'APPRENTISSAGE

soutient ultimement le bien-être de l'individu, de la famille, de la communauté, de la terre, des esprits et des ancêtres.

est holistique, réflexif, réfléchi, expérientiel, et relationnel (il vise un sens de connexion, des relations réciproques et un sentiment d'appartenance.)

implique une prise de conscience des conséquences de ses actions.

reconnait les rôles et les responsabilités générationnels.

reconnait le rôle des savoirs autochtones.

est enchâssé dans la mémoire, le passé et les récits.

exige du temps et de la patience.

exige une exploration de sa propre identité.

reconnait que certaines connaissances sont sacrées et ne seront partagées qu'avec la permission de qui de droit et dans certaines situations.

Les principes  
d'apprentissage  
des

PEUPLES  
AUTOCHTONES



Contenu gracieusement fourni par le  
First Nations Education  
Steering Committee



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