

Curriculum Framework Document–Stage One

Joint message from Provincial Curriculum Framework Development Team

We, the members of the Curriculum Framework Development Team representing the BC Teachers’ Federation, Ministry of Education, BC School Superintendents’ Association, and BC Principals’ and Vice-Principals’ Association would like to share with you the work undertaken by this team to support the additional non-instructional time created this year for curriculum implementation.

The work undertaken around the province to support curriculum implementation should mirror the principles that honour shared responsibility and trusts in a collaborative effort, while respecting adult learners. In this manner, it is possible to effectively explore the curriculum by creating a safe space that encourages risk-taking, while valuing a process whereby all come into this as learners. This process of shared responsibility is an opportunity to build on and enhance joint co-operation between educational partners.

During this process we were vested in following the principles of honour, respect, and trust, as outlined in the following graphic.

To support student and adult learning the big ideas for the framework are...

Honour
A process of shared responsibilities between learning partners that honours strength-based approaches of learning for one’s self and the collective.

Trust
A collaboration between all learning partners that is holistic, reflective, reflexive, relational, and experiential (focused on connectedness, onreciprocal relationships and a sense of place).

Respect
A reciprocal approach of learner-focused dialogue that respects the professional autonomy we have as adult learners for the success of our students.

These big ideas are guided by the First Peoples Principles of Learning



An invitation

In utilizing the Provincial Curriculum Framework template, it is important to state that the purpose of the document is to include critical pieces of information. It is not meant to be the complete conversation around curriculum. This conversation needs to occur collaboratively at the local level and reflect local strengths, organizational structures, issues, and concerns. The manner in which this unfolds will look different in each location. This framework will help guide teams as they begin to explore the curriculum and supporting documents together.

The process should ensure that the focus is strength-based rather than deficit-based, and should allow for multiple entry points to engage in the dialogue around curriculum. It is therefore critical and cannot be overemphasized that the implementation of the curricula be viewed as an ongoing, long-term process, rather than an event. With this in mind, we understand it will take time for teachers as they begin implementing the redesigned K-9 curriculum in September 2016. Rather, curriculum implementation is an ongoing process built around cumulative, reflective practice supported by all learning partners.

Introduction

The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy and honours the way students think, learn, and grow. So too, the curriculum implementation process needs to honour the manner in which teachers as adult learners think, learn, and grow. To this end the process needs to be one that honours teacher autonomy and professionalism. As districts and locals work through the curriculum, there needs to be opportunities and supports for teachers to make classroom-based decisions to ensure that learning experiences are relevant and meaningful for their students. This redesigned curriculum, which is less prescriptive and more focused on student competencies, will provide opportunities for local decision-making to ensure relevance for students, teachers, educators, and communities.

Aboriginal perspectives and knowledge have been built into the entire curriculum, not as specific courses or grade levels, but as an infusion of Aboriginal ways of knowing. The curricular teams referenced the [First Peoples Principles of Learning](#) and put great effort into embedding Aboriginal knowledge and worldviews into the revisions in authentic and meaningful ways, both explicit and implicit.

Advice to local development planning teams

In planning activities for the non-instructional time, teams may want to consider an organizational plan that provides for deeper conversations about the curriculum. Dividing the time into whole- or half-day segments will allow for some flexibility and variety when planning activities. Teams may also want to consider spacing sessions so that teachers, principals, and superintendents have time between sessions to reflect on and explore elements of the curriculum.

Decision-making

It is important that the planning and decision-making for the additional non-instructional days reflect a joint partnership that embeds the core values of learner-led collaboration. The Provincial Curriculum Framework provides planning groups with a flexible structure to use as a basis for these days. It is anticipated that districts and locals will work together in a teacher-led collaborative way to develop a plan that reflects local contexts and best suits their needs. Decisions made at the local level need to be made in a mutually respectful way.

The plan should also utilize existing organizational structures such as collective agreement language, joint education change committees, established mentorship processes, learning teams, etc.

In the spirit of collaboration and in the words of Michael Fullan, “The important thing is that you actually try out the ideas in a purposeful manner and build your knowledge through cumulative, reflective practice.”

Composition of local development planning teams

Larger locals will have a greater number of teachers released for the non-instructional days. Therefore consider selecting a smaller planning team first if the total number of facilitators is too big to be feasible for planning purposes. Once the plans are made, the selection of additional facilitators could occur.

Superintendents and Local Presidents should discuss the composition of their local planning teams, prior to each group selecting their members, to ensure cross representation that includes teachers and administrators in the districts. The composition of the local planning team may include curriculum team writers, PSA members, Professional Development chairs, school union representatives, as well as other individuals who have not been involved in the curriculum writing phase.

Provincial Curriculum Framework Development Process

