



School District No. 60

PEACE RIVER NORTH

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS

DISTRICT ADMINISTRATION OFFICE

December 1, 2015

Dear Parents:

Re: Two Additional Non-Instructional Days: New Curriculum

For years educators in British Columbia have researched different ways to enhance curriculum and instruction. The Ministry of Education, with input from both educators and the public, worked to define the essential elements of a great education. The result is the BC Education Plan which includes the following core elements:

- High Standards
- Personalized Learning
- Flexibility and Choice
- Quality Teaching and Learning
- Learning Empowered through Technology

<http://www.bcedplan.ca/>

The BC Ed Plan is the basis for redesigning the approach and content of BC's curriculum. Attached is a handout that reviews this new layout and approach. I encourage you to take some time to visit the BC Curriculum website as well as our own district website, which provide several resources and a more in-depth explanation of the changes:

<http://www.prn.bc.ca/curric/>

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

Effective September 1, 2016, the new curriculum will be required for all students in Kindergarten to Grade 9. Effective September 1, 2017, a new Grade 10 to 12 curriculum will also be required. ***In preparation for these changes, two Non-Instructional Days have been added to this school year: Friday, February 26th, 2016 and Monday, May 16th, 2016.*** There will be no school for students on these additional days as teachers and administrators will be using them to plan and prepare for the new curriculum.

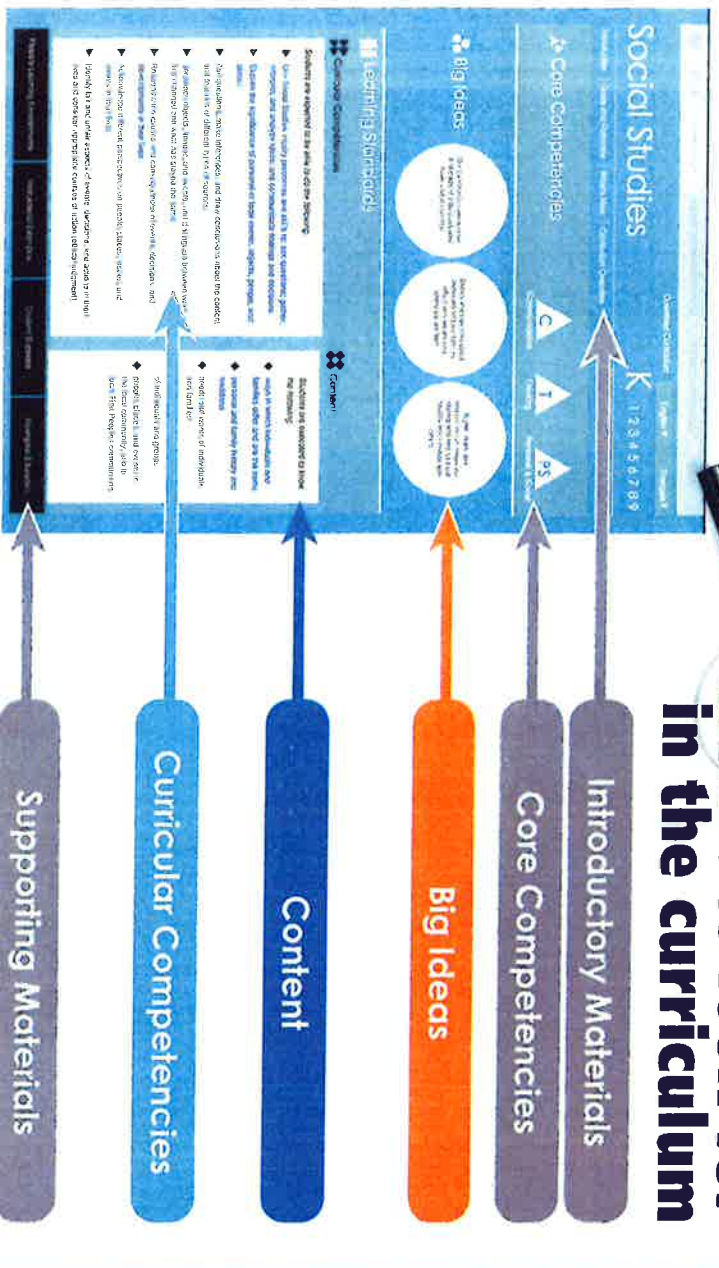
A public meeting will be held at the School Board Office on Wednesday, January 27, 2016, at 7:00 pm. The meeting will feature a presentation about the new curriculum and give everyone an opportunity to ask questions. We look forward to working with you and your children as we implement these new and exciting changes to what and how we teach.

Sincerely,

Stephen Petrucci
Assistant Superintendent

SP:js
Attachment

What to look for in the curriculum



Highlights of BC's Redesigned Curriculum

Personalized Learning

The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

Ecology and the Environment

Revisions to the Science curriculum were made to ensure better representation of ecology and environmental learning.

Historical Wrongs

The curriculum includes the history of the Asian and South Asian communities and their contributions to the development of our province—as well as the injustices they experienced.

Aboriginal Perspectives and Knowledge

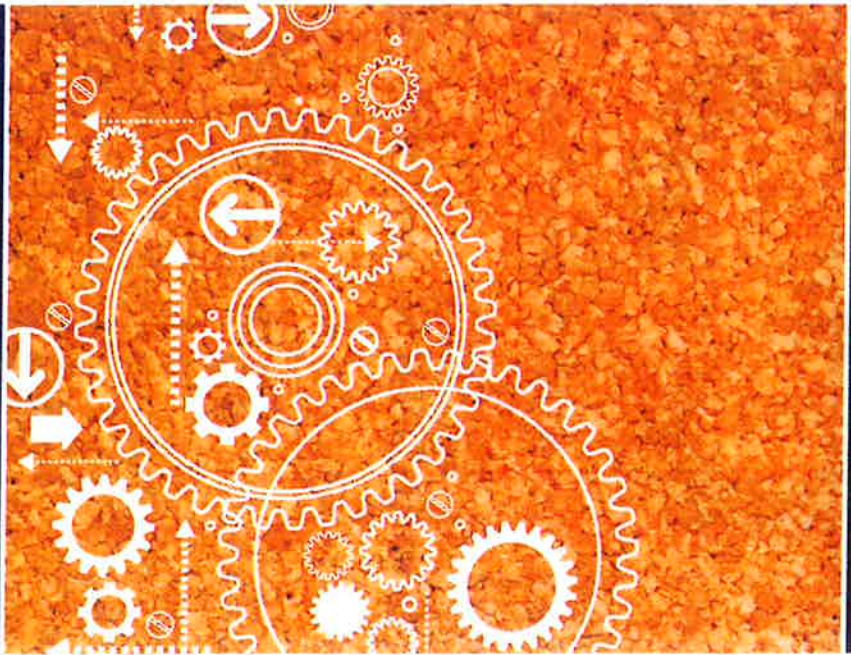
Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

Flexible Learning Environments

BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.

BC's Redesigned Curriculum

An Orientation Guide



At the heart of British Columbia's redesigned curriculum are the literacy and numeracy foundations, essential learning, and Core Competencies.

Literacy and Numeracy Foundations

The redesigned curriculum reinforces the current views in BC on the need for strong foundations in literacy and numeracy.



Literacy and numeracy foundations—text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy—are fundamental requirements for full social and economic participation in today's world.

Literacy and numeracy skills are developed through applications in all curricular areas. Literacy and numeracy performance expectations are described in the BC performance standards.

Essential Learning

The redesigned curricula are described as concept-based and competency-driven. They place more emphasis on the deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information.

The learning standards and big ideas for each area of learning identify what is essential—what students are expected to know, be able to do, and understand at each grade.

Core Competencies

Core Competencies are at the centre of the curriculum redesign in BC.

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The Core Competencies include thinking, communication, and social and personal competencies.

Thinking

- Creative Thinking
- Critical Thinking

Communication

Personal and Social

- Positive Personal/Cultural Identity
- Personal Awareness and Responsibility
- Social Awareness and Responsibility

Competencies are embedded and evident within the learning standards. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations, essential learning, and Core Competencies contribute to the development of educated citizens.



Curriculum Model

The curriculum model is made up of three elements: Content, Curricular Competencies, and Big Ideas. Teachers combine the three elements in ways they see fit to personalize learning in their classrooms.

Content

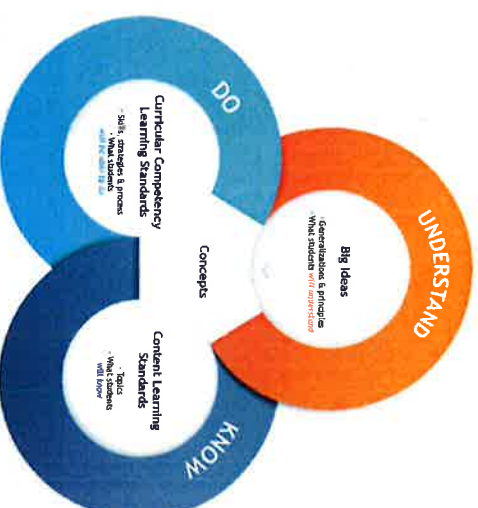
What students are expected to know

Curricular Competencies

What students are expected to do

Big Ideas

What students are expected to understand



The model pulls together the best from modern learning theories and BC teachers' advice. At the outset, BC educators said, curriculum needs to:

- be flexible to better enable teachers to innovate
- focus on higher-order learning
- address Core Competencies
- integrate Aboriginal world views and knowledge
- respect the unique nature of disciplines while supporting cross-curricular learning