UBC Pre-service Teachers – Elementary and Middle Years
Transforming Education in BC
The Challenge: Education In A Changing World
The Opportunity: Building On Our Strengths
The Vision:
Young People Ready to Thrive
The Response: Personalized Learning for Every Student
1. Personalized Learning
2. Quality Teaching and Learning
3. Flexibility and Choice
4. High Standards
Three Big Words…

Personalized
Engagement. Relevance. Meaning.

Hands-on, collaborative, outside...

Relationships
Can we stay status quo or...

Has the quo lost its status?
What Have We Done?
Graduation Curriculum: Proposed Directions

In August 2012, the Ministry presented the recommendations of the Curriculum and Assessment Framework Advisory Group in a document titled “Enabling Innovation: Transforming Curriculum and Assessment.” The advice outlined in the document included guidelines for structuring curriculum in three phases: Kindergarten Years (K-5), Middle Years (6-9/10) and Graduation Years (10-11-12). The placement of grade 10 was undecided, which is still the case. The graduation years phase was described as offering opportunities for students to select areas of learning that capture their interest and support their transition to life beyond the K-12 system.

While many elements of the graduation program are currently under discussion, some directions are emerging. The recommendations of the Curriculum and Assessment Framework Advisory Group, the subsequent Regional Graduation Consultations, the feedback on the K-9 curriculum draft, and the work of the Graduation Curriculum Prototype Working Group suggest the following directions for curriculum in the graduation years:

Graduation Years Curriculum

- The core competencies currently under development remain central to BC’s redesigned curriculum framework and apply from Kindergarten through to the graduation years.
- The graduation years curriculum will consist of both provincial common required learning standards (the set of learning standards that all students must study) and personalized learning standards (provincial electives and locally developed options).
- Provincial common required learning standards are those standards that will be developed by curriculum teams and reviewed by educators and the public.

Curriculum Domains

- Curriculum for the graduation years will be developed within domains. A domain is a broad category under which one or more subject areas fit. It is proposed that the provincial graduation years curriculum be drawn from the domains shown here.
- For example, the Social Sciences domain includes both the provincial common required learning standards for Social Studies and a variety of provincial elective options (e.g., History, Geography, Civics) and/or locally developed programs.

There is no expectation that schools will organize in these domains or categories. We anticipate that schools and classrooms will be expected to work in various ways to respond to the learning needs of the students and their communities as many schools in the province currently do. For example, some schools combine Social Sciences, Language Arts, and the Arts under the category of Humanities.

- The Ministry will provide clear messages about the flexibility of the renewed curriculum that enables interdisciplinary learning environments.
- Feedback from educators strongly suggests that the elements of the K-9 curriculum should continue to be used to structure curriculum in the graduation years. These elements define what students are expected to know, understand, and be able to do (content, big ideas and curricular competencies).
Graduation Curriculum: Proposed Directions

- This is a sample of the provincial common required curriculum showing the elements of the curriculum design. This Social Studies sample is for illustration purposes only - teacher teams have not yet developed the graduation years curriculum.

Using Graduation Years Curricula in BC Schools

- The graduation years curriculum will be designed to support both disciplinary and interdisciplinary learning. Although the curriculum is organized under domains, it does not mean that schools and teachers need to organize schools or instruction in this manner.
- Some educators might want to structure their programs to organize the learning as interdisciplinary inquiries focused on project-based learning, problem-based learning, or learning through design. Others may want to offer independent study options. No matter how the curriculum is organized, students are expected to learn the provincial common curriculum in the graduation years.
- The province will work with educators to provide examples of interdisciplinary inquiries based on the renewed curriculum.
- Some educators might want to structure their programs in a course-based model, similar to what has been common for many years.

Within the domain of Social Sciences, there can be will choices presented as provincial electives. These provincial electives along with locally developed programs form the personalized portion of the graduation program.
Thinking Competency
- Creative Thinking
- Critical Thinking
- Reflective Thinking

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

Communication Competency
Equal Value
So, imagine if we were to design an educational journey for students that aligns with what we “know about learning”!
We want to develop an educational experience where:

• teachers take on a coaching, mentoring and activator role to assist kids in finding their passion and guiding them to a successful pathway to their future
We want to develop an educational experience where:

- We honor and value learning regardless of where and when and how it takes place
We want to develop an educational experience where:

- Learning experiences are not separated by grades
We want to develop an educational experience where:

- Learning experiences are integrated and involve relevant, applied, experiential opportunities for students.
We want to develop an educational experience where:

- Reporting is ongoing communication of student’s progress against standards.
We want to develop an educational experience where:

• Ways and rates of learning are personal and we move to a more proficiency based approach
We want to develop an educational experience where:

- There is space and flexibility, room for personalized learning and some common content.
Based on everything we know and everything we have researched, heard, and discussed today... what could transformed graduation learning years look like?
THEORETICAL FEEDBACK-BASED ACHIEVEMENT PROFILE

The intent of this theoretical interactive model is to display examples of authentic demonstrations of learning in behind each clickable square. This model is also meant to easily show the strengths and passions of a student at a glance.
Why War is Bad
By Jane Roberts

Some people want to believe that human beings are naturally aggressive, and that war is a natural way of solving it. Regrettable, they say, but it's in our genes. In fact, scientists have proved that aggression is not innate, and said so publicly in 1990. Of course many people do feel and show aggressiveness. But this is the result of circumstances not biology. There is always a traceable reason for aggressive behavior. (It often has to do with social and economic problems which may have created and defense budgets could be diverted.)

But there is no good reason, innate or acquired, for human beings to plan aggression on a large scale, teach people how to put it into practice, and encourage them to carry it to lethal extremes.

The road to devastation begins long before war does; it begins when nations and groups equip themselves for war. Preparing for war ensures that it will happen even though it may not be the war that's being prepared for. You might as well try preventing a forest fire by pouring petrol over the trees and then standing by with a box of matches.

In fact, aggression and revenge are deliberately invited to fuel war. Every war is backed by political and military propaganda which fires anger, hatred and impulses to attack and retaliate. This serves at least two purposes. It allows arms to be believed what they're doing, and seduces people into supporting their leaders' war policies. But however solid the reasons for aggression or revenge may seem, war is never the only way to handle them. It is certainly the worst and most dangerous way and isn't even practical.

Aggression and violence set up a sequence of violent attacks and reprisals that, like a forest fire, is easy to start but very hard to stop, and leaves destruction and death wherever it occurs.

Put another way: if you are aggressive and vengeful, then you bring aggression and revenge on yourself. As the pacifist civil rights activist Martin Luther King said, an eye for an eye leaves everyone blind. In the zero-sum competitiveness of war life is more often two eyes for an eye.

People who actually want war often put their case for it by saying it's a form of defense, needed to protect a community, a land, an idea. But this sort of defense is really a form of aggression, a threat permanently ready to be carried out. In fact there's compelling evidence to show that armed defense is no inert protection. The use of force doesn't solve problems; it may all them, but in inevitably creates new ones at the same time. It also breeds further violence. The causes of human conflict are too subtle and complex to be dealt with by brute force, which is no more than a cruel short-term response that sets up a load of long-term trouble.

Submitted: Grade 10
Title: Why War is Bad
School: Northwest High School

Jane's Comments
My grandfather was in the war and he used to tell me stories of how people got hurt. My history teacher told me hundreds of people get hurt in war and some even die. War is not a good thing.
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Provincial Assessment

- **Literacy**
- **Numeracy**

Capstone Project  See the Project

**Name:** Jane Roberts  **PEN:** 256341679  **School:** Northwest High School
Name: Jane Roberts  
**PEN:** 256341679  
**School:** Northwest High School  
**Category:** History and Events / Cultural Awareness  

**Jane's Comments**  
I like The Group of Seven and Tom Thompson paintings. Tom Thompson did a painting called West Wind that is just beautiful. I wanted to do something that pays homage to it.
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Provincial Assessment
- Literacy
- Numeracy

Capstone Project  See the Project

Name: Jane Roberts       PEN: 256341679       School: Northwest High School
Name: Jane Roberts
PEN: 256341679
School: Northwest High School

Category: Physical Universe / Cultural Awareness

Jane’s Comments
I didn’t know about residential schools before. I felt bad for the families of some of my friends. The forum helped me to learn more about their experiences and it was my contribution in helping them heal.
THEORETICAL FEEDBACK-BASED ACHIEVEMENT PROFILE

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Provincial Assessment
- Literacy
- Numeracy

Capstone Project See the Project

Name: Jane Roberts PEN: 256341679 School: Northwest High School
Name: Jane Roberts  
**PEN:** 256341679  
**School:** Northwest High School  

**Capstone Project**  
Science Fair – A Thermal-Spectroscopic Study of Lysozyme Unfolding  
(Time code: 5:09)

**Jane’s Comments**  
For my capstone project, I worked with a fellow student to investigate the thermal effects lysozyme generates when it interacts with bacterial cell walls. We showed test results of what happens when you lower the temperature of bacteria as lysozyme interacts with it.

**Teacher’s Comments**  
Jane has an excellent grasp of scientific exploration, determination, hypothesis and evaluation in order to come to a reasonable conclusion. She is remarkably resourceful and determined in her hunt for an answer. She has a strong interest in geology and biology and should consider a career in the earth sciences.

Submitted: Grade 12  
**School:** Northwest High School  
**Title:** A Thermal-Spectroscopic Study of Lysozyme Unfolding  
(Time code: 5:09)
WHAT’S NEXT?

• Working collaboratively to “get it right”
• We need your help.

We want to create the best possible life chances for kids and young adults from the time they enter K-12 until they leave on their next journey. We want them speaking about their entire educational experience with passion, purpose and pride!
Your Feedback is Essential

Please describe some things that you see being done in your school practicums that align with where we are trying to go?

From your perspective, what else should we be thinking about as we move along this education transformation journey?

Please send your table responses directly via email to: Jan.unwin@gov.bc.ca
Embrace the Journey