



A Conversation about Curriculum, Assessment and Reporting

Ecole Riverdale Elementary

February 17, 2016

Welcome! Thank you for coming!

Our goals this evening...



To share what's the same and what is different in the new curriculum;



To highlight how assessment and reporting are shifting in education and are aligned with the new curriculum.



To answer your questions.



Why Change?

What do employers look for in an employee?

#1 Ability to work confidently as a team member;

#2 Ability to express ideas clearly and confidently in speech;

#3 Ability to plan, organize and prioritize work;

#4 Ability to make decisions and problem solve;

#5 Ability to obtain and process information.

Curriculum Redesign Directions

What are the new directions?

- Increased flexibility and space for teacher innovation, student passions, and greater depth of study
- “**Big Ideas**” for each grade in each area of learning
- Explicit focus on **competencies**
- Support for inquiry, project-based, hands-on, and interdisciplinary approaches
- **Aboriginal perspectives** and content authentically integrated into all subjects

What will stay the same?

- Rigorous learning standards in each area of learning
- A strong focus on the foundations of reading, writing and mathematics
- Subjects such as Math, Science, Language Arts, and Social Studies remain at the heart of every student’s education

[ABOUT](#)[CURRICULUM](#)[CURRICULUM DRAFTS \(10-12\)](#)[CORE COMPETENCIES](#)[TOOLS](#)[Download Curriculum](#)[English](#)[Français](#)

Social Studies

K

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Core Competencies



Communication



Thinking



Personal & Social

Big Ideas

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.

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use Social Studies Inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Explain the significance of personal or local events, objects, people, and places
- ▶ Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- ▶ Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same
- ▶ Recognize the causes and consequences of events, decisions, and developments in their lives
- ▶ Acknowledge different perspectives on people, places, issues, and events in their lives
- ▶ Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)

Content

Students are expected to know the following:

- ◆ ways in which individuals and families differ and are the same
- ◆ personal and family history and traditions
- ◆ needs and wants of individuals and families
- ◆ rights, roles, and responsibilities of individuals and groups
- ◆ people, places, and events in the local community, and in local First Peoples communities

[Flexible Learning Environments](#)[Instructional Examples](#)[Student Supports](#)[Aboriginal Education](#)

BIG Ideas (**Understand**)

A big idea is a statement that is important to one's **understanding** in an area of learning.

A big idea is broad, abstract and transferrable to other situations.

Big Ideas ELA, K-9

- Language and stories can be a source of creativity and **joy!**
- Listening and speaking helps us to explore, share, and develop our ideas.
- Using language in creative and playful ways helps us understand how language works.
- Exploring text and story helps us understand ourselves and make connections to others and to the world.
- Playing with language helps us discover how language works.

Curricular Competencies (Do)

Curricular competencies are explicit statements of ***what students are expected to be able to do*** in a given grade and area of learning.



ELA Competencies – Kindergarten

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Use personal experience and knowledge to connect to text and make meaning

ELA Competencies – Grade 5

- Apply a variety of age-appropriate thinking skills to gain meaning from texts;
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world;
- Respond to text in personal and creative ways.

Content (Know)

- Specific knowledge in each grade

For example:

- Figuring out the main idea in a text in grade 1
- Writing legibly with spaces between words in grade 2
- Writing clear paragraphs in grade 5

Core
Competencies are
underpinning



Core Competencies

Provincial consultation and extensive research identified these categories of core competencies that support life-long learning:

- **Thinking Competency**
 - *Critical thinking*
 - *Creative thinking*
- **Communication Competency**
(oral, written, visual, digital; includes collaboration and reflection)
- **Personal and Social Competency**
 - *Positive personal and cultural identity*
 - *Personal awareness and responsibility (includes self-regulation)*
 - *Social awareness and responsibility*

What do employers look for in an employee?


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If we're focusing more on **big ideas** and **competencies** that are developed over years with students (and less on mastering specific **content**), how do we reflect that in our reporting structures?



Focus **more** on ongoing feedback to help students learn...

and less on a final “result”, such as a letter grade, that is less about learning, and more about sorting.

Three Key Questions

- Where are you now in relation to your goal(s)?
- How are you going to get there?
- What are your next steps and how can I support you in that journey?

It's not about a judgement. It's about learning.

What does this look like in Surrey?

The goal is to create more WINDOWS into your child's learning:

- Student Led Conferences
- Informal conversations with teachers
- Traditional Report Card (three times/year)
- Alternate Report Card (three times/year – increased student reflection)
- Freshgrade e Portfolios (ongoing throughout the year)



Thank you!
Merci!

Please don't hesitate to ask us questions about your child's learning and growth. We're here to support them in every way we can!