

CORE FRENCH CURRICULUM TRANSFORMATION

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OUTLINE

- ▶ Who is here
- ▶ Curriculum Drafts and Core Competencies
- ▶ Feedback to date
- ▶ Upcoming work
- ▶ Core French Curriculum
- ▶ Your Voice
- ▶ Comments & Questions

WHO IS HERE? STANDING UP FOR FRENCH!

- ▶ Who teaches Core French 5 - 8?
- ▶ Who teaches Core French 8 - 12?
- ▶ Who teaches other curricular areas?
- ▶ Who teaches French Immersion?
- ▶ Who considers themselves French “specialists”?
- ▶ Who has had pedagogy in French instruction?
- ▶ Who is teaching French for the first time this year?
- ▶ Who has taught French for more than 5 years? 10 years? 20 years?
- ▶ Who has seen some of the new curriculum drafts?



WHO IS HERE? STANDING UP FOR FRENCH!

- ▶ Who is a student teacher?
- ▶ Who is an administrator?
- ▶ Who is a parent?
- ▶ Who is in a support role in the school?
- ▶ Who speaks more than 2 languages?
- ▶ Who has used French in their travels?
- ▶ Who loves French food?
- ▶ Who loves French culture?
- ▶ Who is passionate about language learning?

YOUR BEST LANGUAGE TEACHING EXPERIENCE

- ▶ Think about a time when your students were engaged...
- ▶ What made it engaging for the students?
- ▶ What made it rewarding for you?



▶ THINK / PAIR / SHARE

STATUS OF CURRICULUM DRAFTS

K-9 drafts posted:

- ▶ Arts Education (K-8)
- ▶ ELA
- ▶ Mathematics
- ▶ Français langue première **imminent**
- ▶ Français langue seconde – immersion **imminent**
- ▶ Physical and Health Education
- ▶ Science
- ▶ Social Studies

Set to begin work:

- ▶ Core French

Still to Come:

- ▶ Applied Skills
- ▶ Careers

STATUS OF CORE COMPETENCIES



Thinking Competency

- ▶ Creative Thinking **Draft posted**
- ▶ Critical Thinking **Work underway**
- ▶ Reflective Thinking



Personal and Social Competency

- ▶ Positive Personal and Cultural Identity **Draft posted**
- ▶ Personal Awareness and Responsibility **Work to start this fall**
- ▶ Social Awareness and Responsibility



Communication Competency **Draft posted**

FEEDBACK ON CURRICULUM DRAFTS

A large volume of feedback and website views

- ▶ **7,440,447** page views

Feedback Methods:

- ▶ Curriculum and Competency e-form
- ▶ 16 Schools/District Focussed reviews
- ▶ Emails from individuals and organizations
- ▶ Sessions like Today!



FEEDBACK: COMMON THEMES

- ▶ Overwhelming support for the general directions
- ▶ Appreciate the flexibility, focus on big ideas and competencies
- ▶ Provides opportunities for interdisciplinary and personalized learning

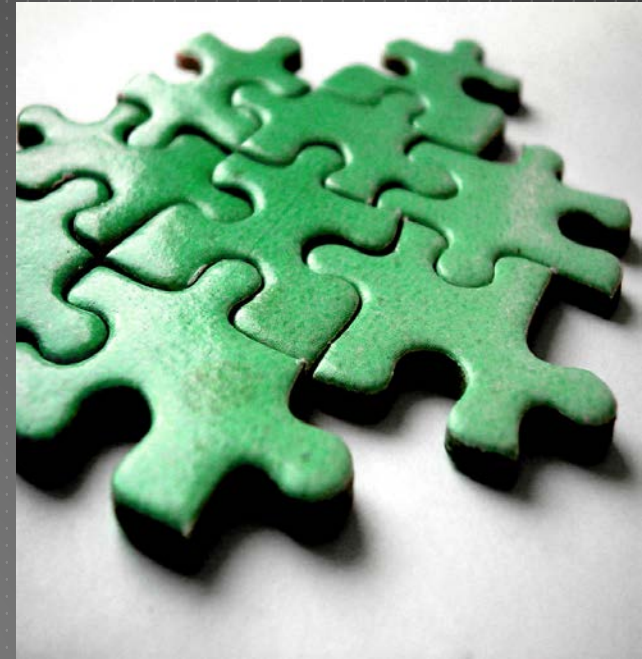
QUESTIONS/CONCERNS RAISED

- ▶ Right balance between flexibility and specificity?
- ▶ Ensuring the foundational skills in literacy and numeracy are addressed
- ▶ Movement of topics in some curricular areas



QUESTIONS/CONCERNS RAISED

- ▶ Need for resources and support materials to enable the change
- ▶ Illustrative examples & elaborations of concepts that can outline level of specificity
- ▶ Support for assessment for learning



NEXT STEPS FOR FEEDBACK

- ▶ Summary posted July 2014 (Transforming Curriculum & Assessment webpage)
- ▶ Detailed analysis ongoing
- ▶ BCTF responses will be included
- ▶ More detailed subject specific summary forthcoming
- ▶ Gathering more feedback for some areas (Arts, PHE, FRAL, FRALP)

CONTINUED CURRICULUM WORK

- ▶ Collaborative work with the BCTF to assemble teams for curriculum work
- ▶ Prototype and development of drafts for Graduation Curricula, Grades 10 – 12 (spring/summer 2015)
- ▶ Plans for revisions to K-9 curricula (spring/summer 2015)
- ▶ Ensuring continuity throughout K-12 curricula
- ▶ Additional support materials to be developed
- ▶ Determining how to address Applied Skills and Career Education components

SUPPORTING TRANSFORMATION EFFORTS: GRADUATION

- ▶ Graduation curricula and all elements of graduation program need to move forward in tandem
- ▶ Continued consultations with educators and work with the post-secondary system are key




SUPPORTING TRANSFORMATION EFFORTS: ASSESSMENT

- ▶ Assessment Framework includes:
 - ▶ Provincial assessment program
 - ▶ Provincial exam program
 - ▶ National and international assessments
 - ▶ Classroom assessment
 - ▶ Reporting and communicating student learning
- ▶ The Advisory Group on Provincial Assessment (AGPA) report will inform future provincial assessment
- ▶ The Ministry is seeking input on all forms of assessment; goal is to widen the field involvement and develop a coherent assessment system

CORE FRENCH CURRICULUM

- ▶ Working Group collaboratively assembled by the BCTF, FISA, District Aboriginal Contacts and the Ministry:
 - Teacher Administrator (SD 38 - Richmond)
 - Teacher (SD 39 – Vancouver)
 - Teacher (SD 40 – New Westminster)
 - Teacher (SD 41 – Burnaby)
 - Teacher (SD 45 – West Vancouver)
 - Teacher (SD 52 – Prince Rupert)
 - Administrator (SD 73 – Kamloops/Thompson)
 - Teacher (SD 91 – Nechako Lakes)
 - Independent School Teacher (Vancouver)
 - Independent School Teacher (Vancouver Island)

CORE FRENCH CURRICULUM

- ▶ First Working Group Meeting to take place NEXT WEEK 😊
- ▶ Format will align with other curricular areas
 - ▶ Big ideas
 - ▶ Curricular competencies
 - ▶ Concepts and content
- ▶ All subject areas support Core Competencies 
- ▶ Core French plays an important role in this development

English Language Arts Overview

Goals and Rationale

Download: English

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

Language and literature help us find meaning and joy.

Responding to and creating text enables us to construct meaning, express ideas, develop and deepen understanding of language and literacy, and think critically, creatively, and reflectively.

Making meaning and connecting with story and text through curiosity and inquiry deepens understanding of self, identity, and others.

Experimenting with and refining language are powerful tools in the process of communicating for a variety of purposes and audiences.

Learning Standards

Curricular Competencies

Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts.

Comprehending and Connecting

- ▶ Develop a variety of reading strategies and critical thinking skills to increase comprehension and construct meaning
- ▶ Engage actively as readers and listeners to construct meaning and develop thinking and comprehension

Concepts and Content

Students will know and understand the following concepts and content.

- ◆ a variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin
- ◆ a variety of text genres including informational

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

Numbers represent values that can be used in calculations and expressed in many ways.

Attributes of objects and shapes can be used to predict spatial relationships.

Time is arranged into predictable units that allow for planning and problem solving.

Patterns can be expressed with algebraic variables and symbols to represent problems and solutions.

Chance and uncertainty are used to inform decisions in everyday life.

Learning Standards

Curricular Competencies

Students will be able to problem solve.

Analyzing a problem

- ▶ Use multiple strategies to develop, construct, and apply mathematical understanding through problem solving
- ▶ Estimate quantities reasonably using large whole-number, decimal, and fraction benchmarks, and estimate the reasonableness of large whole-

Concepts and Content

Students will know and understand the following concepts and content.

- ◆ numbers to 1 000 000
- ◆ addition and subtraction to 1 000 000
- ◆ multiplication and division up to

Core Competencies



Big Ideas

The arts challenge us to understand different perspectives and experiences.

Art evokes a response to the artist's meaning.

Artists' choices of elements, arrangement, and other aesthetic decisions evoke different responses.

Artistic works influence and are influenced by the world around us.

Learning Standards

Curricular Competencies

Exploring and creating

- ▶ Intentionally select artistic elements, processes, materials, environments, tools, and techniques to express meaning in their work
- ▶ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- ▶ Explore connections to identity, place, culture, and belonging through creative expression

Concepts and Content

elements and principles that together create meaning in the arts, including but not limited to:

- **dance:** space, time, energy, body, movement, dynamics, relationships
- **drama:** relationships, role, setting, and character through

Core Competencies



Big Ideas

Living things are comprised of cells, tissues, organs, and organ systems.

Multi-cellular organisms have organ systems that enable them to survive and reproduce.

Solutions are homogeneous mixtures.

Machines are devices that transfer force and energy.

Earth's rotation and orbit and the Moon's orbit cause observable patterns.

Learning Standards

Curricular Competencies

Students will be able to inquire by

Questioning and predicting

- ▶ Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- ▶ Make observations in familiar or unfamiliar contexts

Concepts and Content

Students will know and understand the following concepts and content

- ◆ basic structures and functions of human body systems
 - respiratory
 - circulatory

CORE FRENCH CURRICULUM

- ▶ Provincial curriculum will be developed for Grade 5-12
- ▶ The Working Group will consider the 2011 draft curriculum and the current 2001 curriculum in moving forward with the direction for concept-based, competency-driven curriculum.
- ▶ Possibility of support materials being developed for K-4
- ▶ Meeting #1 in October 2014, two additional meetings planned for later this school year.

CORE FRENCH CURRICULUM

- ▶ Everything will be shared throughout the process
- ▶ Updates provided through the BCATML
- ▶ Draft curriculum will be posted on the [Transforming Curriculum and Assessment](#) site.
- ▶ **FEEDBACK WELCOME!!!** (tell your colleagues!)

HOPES FOR CORE FRENCH: 3 WISHES ACTIVITY

- ▶ In groups of 4-6 people, identify a maximum of 2-3 goals / dreams you would have for the Core French Curriculum
 - ▶ *What do you want for your students?*
 - ▶ *What grades? / context*
- ▶ 3 goals max. / poster – need to come to consensus
- ▶ Gallery Walk – one dot / poster



“The change and transformation is really not about curriculum. It is actually about how we engage students in learning and what we do in classrooms with our students”

Quote from a BC teacher

We welcome
your comments
& questions



LINKS & CONTACT INFO

Transforming Curriculum and Assessment Webpage

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

Curriculum Drafts

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

Core Competencies

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

Feedback & Questions

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