

## **Moving Forward With The Competencies (Room 1A)**

Now that we have had an opportunity to begin to unpack the competencies laid out in the new curriculum, we want to give you an opportunity to reflect on them through the lens of moving forward! Using one piece of technology in your groups, please fill in your ideas under each of the headings below so we can consolidate our ideas moving forward with the competencies. (To add bullets, just hit return).

***PS. Remember your 'google docs' etiquette, type slowly, and not on top of others :)***

**Section A: What excites you about the new competencies/curriculum document? What are the possibilities that you see?**

- the value of relationships and self-worth as the foundation for all learning
- some aspects of a person that we have typically thought of as innate, will now be expressly developed and taught, to make more well rounded individuals(-:
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- flexibility for the teachers and students
- Teach to my student's interests
- Seem to be more "Real Life" oriented - practical applications for students
- Hyperlinks with sample lessons
- What is important is right at the top. Very obvious.
- cross-curricular possibilities; infusion of tech-rich environment, and engaging technologies kids can dig their teeth into
- I like when you hover over the blue words it gives you examples
- It's focusing on creating a generation of kids that can think and problem-solve for themselves
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**Section B: What questions do you have about the new competencies/curriculum document? What do you wonder about?**

- can it be stream-lined
- What resources and supports will be available
- Assessment and reporting
- How do we assess?
- Technology?
- How we can get 30 different students working on 30 different assignments in one classroom?
- Continuity from grade to grade
- Time spent in each area - adapting and modifying

- when we look at changing assessment practices and reporting - how will we educate our parents and how will this align with post-secondary institutions
- How do I report back to parents how their student is doing?
- How will we assess the competencies. Challenging to assess personal responsibility?
- Will parents buy in to all of it. Lots of great stuff in the new document.

**Section C: What excites you about the new competencies/curriculum document? What are the possibilities that you see?**

- Big Ideas/Lots of Flexibility
- Lots of fodder for formative assessment
- The fact they can be downloaded in PDF format
- Freedom.....
- open-ended - creating conditions for real life-long learning and not the regurgitation of what the internet and the teacher says
- Aboriginal knowledge/pedagogy woven throughout
- Opportunities to honour individuality/creativity in each students
- I think it allows us, forces us, to be more engaging, to get past memorize and puke back.



- This Dude is evil >:-)
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- INQUIRY!!! Makes kids dig deep, gets away from shallow coverage of topics
- lots of student choice in how they show their learning

**Section D: What resources do you think you might need to implement the new competencies/curriculum document? Try to be specific (ie. Rather than 'technology', perhaps 'chromebooks that allow students to collaborate with others')**

- Time for teachers to discuss the document with each other, with a presenter (Cale)
- Snacks
- Someone to lead the discussions with some particular knowledge in the area
- The collaboration and technology parts require teachers to be comfortable with Google edu tools, more Tracy P workshops

- Benchmarks, exemplars, and samples
- Some schools that don't have access to chromebooks or similar may benefit from this type of tool
- Online site to share ideas and resources
- The freedom from admin to fall flat on your face, the ability to visit teachers classrooms who are making this happen. Take advantage of the broken front, take advantage of those who are farther along
- More Bandwidth
- Teacher training during the day. Provide release time.
- Collaborative planning time to develop thematic activities that engage multiple competencies
- Internet connection that can handle multiple users online at one time
- Access to Chromebooks or other devices for student use during class
- inviting learning spaces
- need to get away from reliance on textbooks. they're expensive and become obsolete. use tablets and upload digital resources (however, there is something to be said about BOOKS and their usefulness in a class!) :)
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#### Section E: What professional development would be helpful to implement the new competencies/curriculum?

- MindUp curriculum training
- Play is the Way
- Knowing what resources we already have and what we need to acquire, including aboriginal resources
- Time to look at and collaborate with colleagues regarding these competencies
- Time for teachers to get together with other teachers in their subject/grade, especially valuable for smaller schools with 1 shop teacher, with 1 Art teacher, with one Physics teacher, a sounding board to collaborate with
- Inquiry incorporated into the curriculum, subject areas...what does this look like
- Self Regulation workshops etc for staff
- what will the report cards look like, we need to know what the format will be and make sure that we have enough information from the student to provide a clear picture of the student
- working with staff so they become confident enough to take risks and let go of some of the control of "learning" - it is ok to make a mistake - we can't wait for this to be perfect before we move forward
- Release time during the day for teachers to unpack the new core competencies.
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**Section F: What further information would be helpful to you to enable to implement the new competencies/curriculum document?**

- What resources are prescribed to properly implement the new curriculum?
  - How much funding will be put forward for resources?
  - Will the new assessments (i.e. District wide math assessments, FSA's, etc.) reflect the new curriculum?
  - What is our District learning plan for implementing the new curriculum?
  - How much professional learning time will be devoted to implementing the new curriculum?
  - How will reporting expectations and procedures reflect the new curriculum?
  - What specific technologies will work with the new curriculum?
  - Exemplars, similar to the screen cast perhaps that Cale showed
  - Examples of springboard activities/resource (ie. the Kiva Project)
    - this could be housed on the district website
  - Suggestions for split grade and multi-grade implementation
- What are the report cards going to look like without the PLOs

**Section G: What are some activities that you might suggest that schools could use with their staffs to unpack the new curriculum document?**

- where are staff at? Where to start? Guiding questions that could lead some discussion ...KWL ? Ask staff
- compare to old curriculum, what the same/different, what's noticed
- make packages for staff, hard copies in hand, consistent packages for all staff
- look at resources in the school that may support the new curriculum
- grade or primary/int/ groupings evaluating together
- what will students be learning before and after they leave your grade level, discussion.evaluation
- basic duties eg. needs to be done by one person and then given to the next teacher...example
- 5 afternoon inservice sessions
- find efficiencies
- sitting down in grade groups to create the 2-dimentional curriculum documents that Cale had shown us in his presentation (content on one and competencies across the top)
- building capacity through training dept. heads, who then train staff in-house
- sharing within family of schools