

Whitehead

**Kwantlen Polytechnic University**  
**Thursday February 10, 2017**



**WHAT HAS CHANGED, IS THE**  
**Exponential**

**ACCELERATION OF CHANGE**

# We're living in exponential times



**Did you know?.....** Number of internet devices

- • 1984 = 1 thousand
- • 1992 = 1 million
- • 2008 = 1 billion
- • 2014 = 10 billion

# We're living in exponential times

**Did you know?....**Time for human knowledge to double

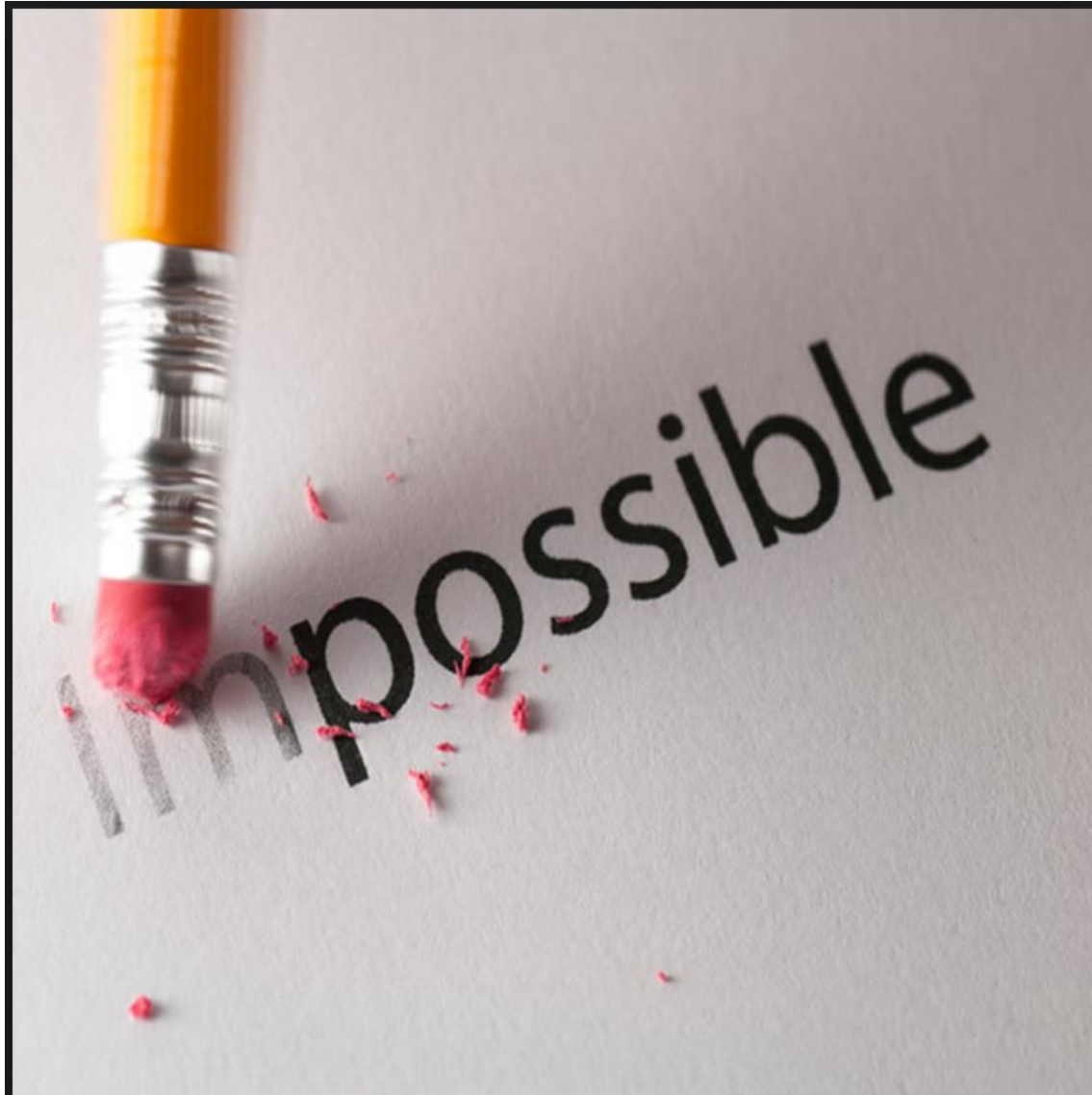
- • 1900 = 100 years
- • 1945 = 25 years
- • 2014 = 13 months
- • 2025 = 25 hours

# We're living in exponential times

## Did you know?....

- already more than 1.5 million robots operating worldwide
- that number is expected to grow to 25 million by 2025
- that is only 9 years away





**Can we stay status quo? or...**

**Is it our moral imperative to find ways to embrace inevitable change?**



## Update on 10-12

- **10-12 Project Structure and Timeline**
- **Curriculum and Competencies**
- **Assessment**
- **Reporting**
- **Graduation Requirements**
- **Career Curriculum as a catalyst for change**
- **Self Reflection on where you are with transformation**



## Graduation Program Redesign

Graduation requirements are fundamental to any changes to curriculum as they are the knowledge students must demonstrate to graduate and progress on their life's journey, whether that is directly in or further post-secondary programs or skills training. The goal is to establish a set of graduation requirements that reflect learning that takes place both in and outside the classroom and demonstrates the competencies that students need to succeed in the 21st century.

### Progress to date:

- In 2012, the ministry launched public consultations in six regions with 4,000 education partners to propose directions on graduation.
- In January 2014, the ministries of Education and Advanced Education worked together to establish the Superintendent of Graduation and Student Transitions.
- The superintendent is working with the post-secondary and K-12 sector to increase the number of post-secondary school to post-secondary institutions/trades programs and careers.

### Next steps:

- Reports from the consultations in 2012 have been reviewed and, in early 2015, a second engagement will take place with educators, parents, students and major education stakeholders.
- The ministry will continue to develop more flexible policies so students have greater opportunities to earn program credits on their path to a Dogwood Diploma.
- Documents detailing the vision of a new graduation program will be developed in the spring of 2015. Over the next two years the ministry will be working on a new vision for provincial assessment, graduation requirements, and reporting student progress.



BCEdPlan 2015 // FOCUS ON LEARNING



# EDUCATION

choices Creativity

TEAMWORK

Personalized

innovation

Transformation

DYNAMIC

Flexibility

learning

SKILLS

Problem Solving

future

## BC's Education Plan

FOCUS ON LEARNING

JANUARY 2015 UPDATE

 BRITISH COLUMBIA | Ministry of Education

## Teaching

Progress to date:

### Teacher Regulation System:

In 2011, the Teachers Act was passed to create a more accountable and transparent teacher regulation system. The BC College of Teachers and brought in a new system to certify, regulate and discipline teachers. The Regulation Branch was established in 2012, followed by the appointment of the independent Commissioner of Regulation.

### Teacher Mentoring Program:

The ministry announced support for the Teacher Mentoring Project over the next three years in three pilot regions. Through a partnership among UBC, the BCTF, the ministry and other education partners, the project looks to support and help them gain the confidence they need to use a wide range of instructional strategies.

### Next steps:

The ministry will continue to ensure teacher preparation programs give new teachers the knowledge and skills they need to support the movement to personalized learning.

The ministry will continue to work with education partners to make sure that professional development days are used to enhance educators' knowledge and professional expertise. It is important that teachers are able to refresh and develop new practices and skills in their careers by participating in professional learning opportunities.



BCEdPlan 2015 // FOCUS ON LEARNING

# Transformation Project – Organizational Structure



**Executive Sponsor**  
Dave Byng



**Executive Lead**  
Jill Kot



**Executive Project Director**  
Kim Lacharite

## Enabling Work Streams

These work streams support and enable the objectives of each of the program work streams.



**Outreach**  
Lead: Suzanne Hoffman



**Change & Stakeholder Engagement**  
Lead: Kevena Bamford



**Finance and IT**  
Lead: Margaret Parkinson\*



**Policy & Legislation**  
Lead: Dave Duerksen



**Program Evaluation**  
Lead: Gerald Morton

## Program Work Streams

These are the core work streams of the project, aimed at accomplishing project objectives with details of what work is to be done, by whom and by when.



**Curriculum**  
Lead: Brent Munro



**Assessment**  
Lead: Nancy Walt



**Reporting & Resources**  
Lead: Eleanor Liddy



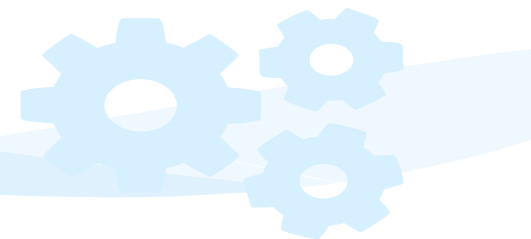
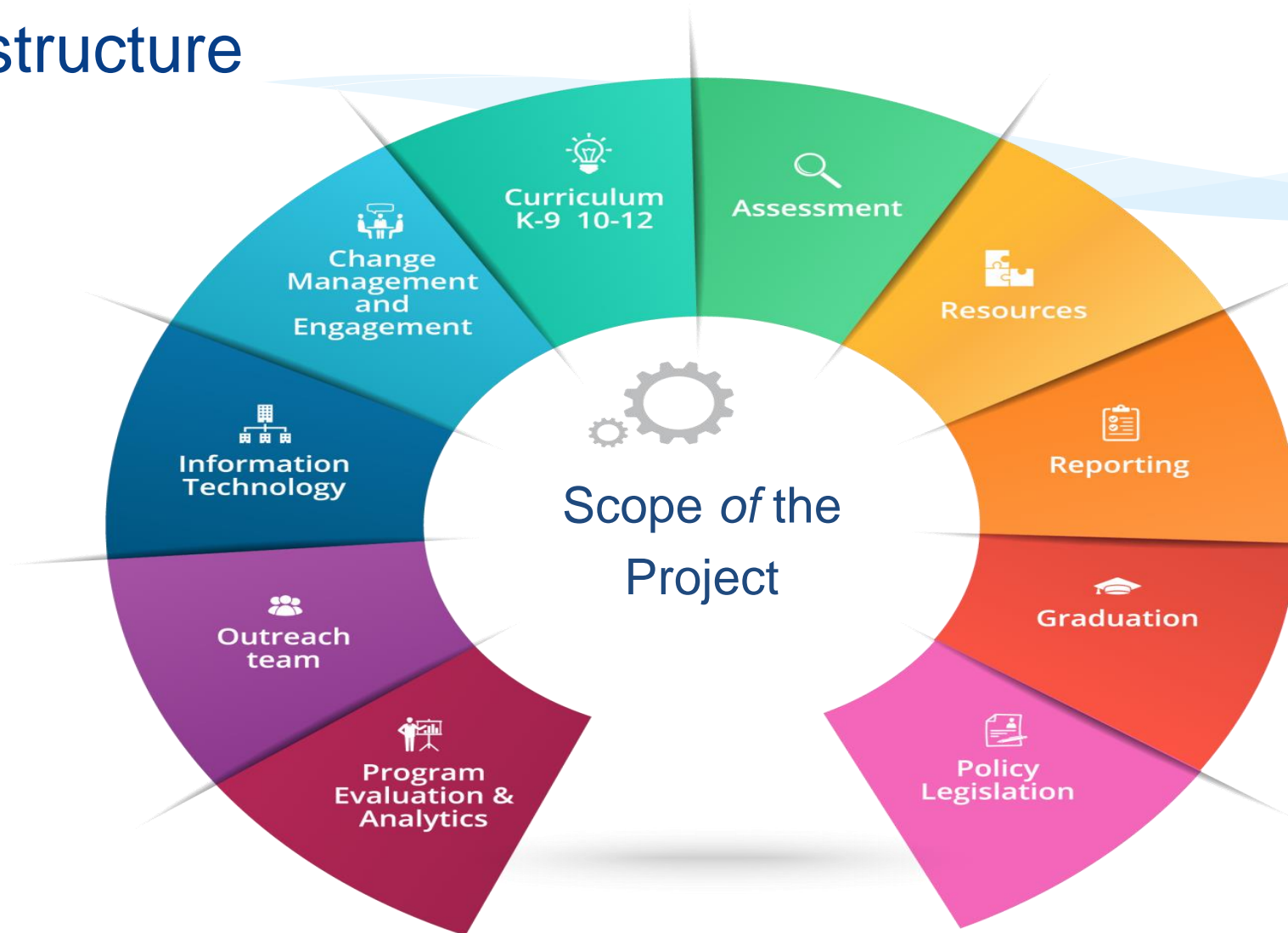
**Graduation**  
Lead: Emilie Hillier



\* Dual reporting to CFO



# Project structure



# Grade 10-12 Implementation

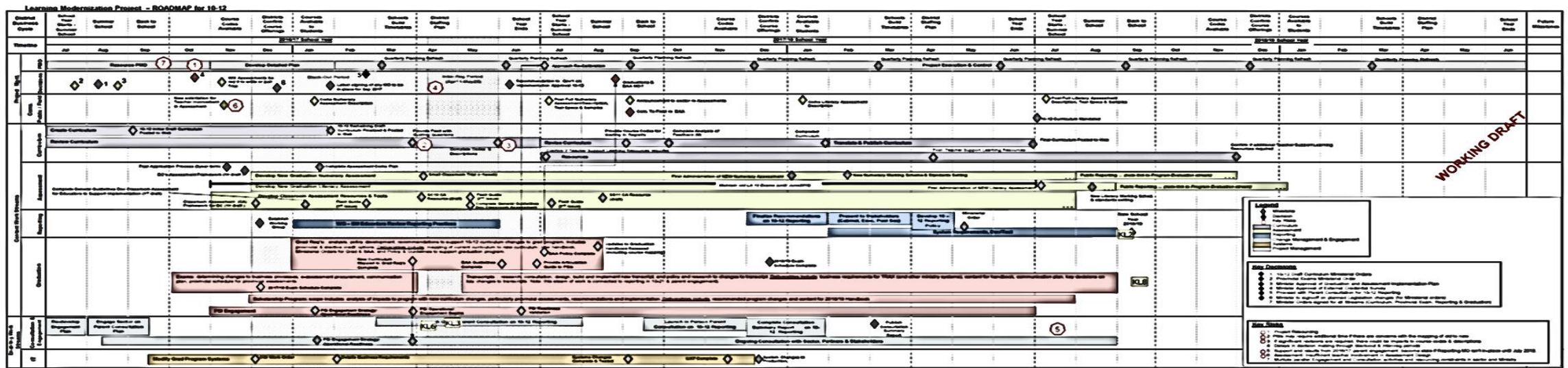
## Integrated Planning Approach

- Grounded in planning principles and assumptions
- Roadmap and assumptions refreshed quarterly

## Highlights from Recent Announcement:

- Timeline extended for 10-12 curriculum implementation
  - New curriculum will be mandated in 2018/19
- Numeracy assessment to be trialed spring 2017 & implemented 2017/18
- Literacy assessment will be trialed spring 2018 & implemented 2018/19
  - Language Arts 12 exam remains in place until the literacy assessment is implemented

## The “Roadmap”



A circular frame made of a tree branch frames a lush green forest scene reflected in a calm body of water. The text is centered within this circular frame.

# Redesigned 10-12 Curriculum and Core Competencies

# 3-D curriculum model K-12: Know, Do, Understand

work together to support deeper learning



HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

## Mathematics K

1 2 3 4 5 6 7 8 9 10 11 12 All

What's New Goals & Rationale FAST LINKS

Core Competencies in Mathematics

Thinking Communication Personal & Social

Big Ideas

- Numbers tell how much and how many and can be represented in many different forms.
- Patterns represented in various ways show repeated regularities.
- Objects and shapes can be described, measured, and compared in many ways.
- Information can be collected and represented by several methods.

Learning Standards Download: ENGLISH FRANCAIS

Curricular Competencies

Students will be able to problem solve.

Analyzing a problem

- Develop mental math strategies and abilities to make sense of quantities up to 10
- Estimate reasonably using whole-number benchmarks of 5
- Use multiple strategies, including real-life concrete and pictorial contexts, to develop, construct, and apply mathematical understanding through play, inquiry, and problem solving

Reasoning and proof

- Use reasoning and logic to explore and make connections

Communicating

- Communicate in many ways (concretely, pictorially, symbolically, and using simple spoken or written language) to express, describe, explain, represent, and apply mathematical ideas

Connecting

- Connect mathematical concepts to each other and make mathematical connections to the real world
- Visualize and describe mathematical concepts

Concepts and Content

Students will know and understand the following concepts and content.

- number concepts to 10
- partitioning numbers to 10
- repeating patterns with two or three elements
- concrete relationship through change (ex. Show me how do I go from 4 to 6?)
- equality as a balance and inequality as an imbalance
- direct comparative measurement, based on one attribute
- 3D objects, based on one attribute
- positional language, such as beside, on top of, under, and in front of
- the likelihood of familiar, real-life events

VIEW ELABORATIONS +

FLEXIBLE LEARNING ENVIRONMENTS INSTRUCTIONAL MODELS STUDENT SUPPORTS ABORIGINAL EDUCATION

• Understand

• Know

Core Competencies are underpinning

The redesigned draft Grade 10–12 curriculum is available for trial in classrooms across the province. Trialing the curriculum is an opportunity to get accustomed to what's new and provide feedback to the Ministry to improve curriculum before it is finalized.

**Summer 2015**

First proposals for Grade 10–12 curriculum for most areas of learning were posted. Based on feedback, these early proposals were revised to become the curriculum drafts currently online.

**Summer 2016**

Draft curricula were made available for a large number of courses in the areas of Language Arts, Science, Social Studies, Mathematics, Physical and Health Education, Arts Education, Career Education, Second Languages, and Applied Design, Skills, and Technologies.

**Winter 2016/17**

Draft curriculum for Arts Education courses were posted in December 2016, and additional Second Language courses will be posted in January 2017.

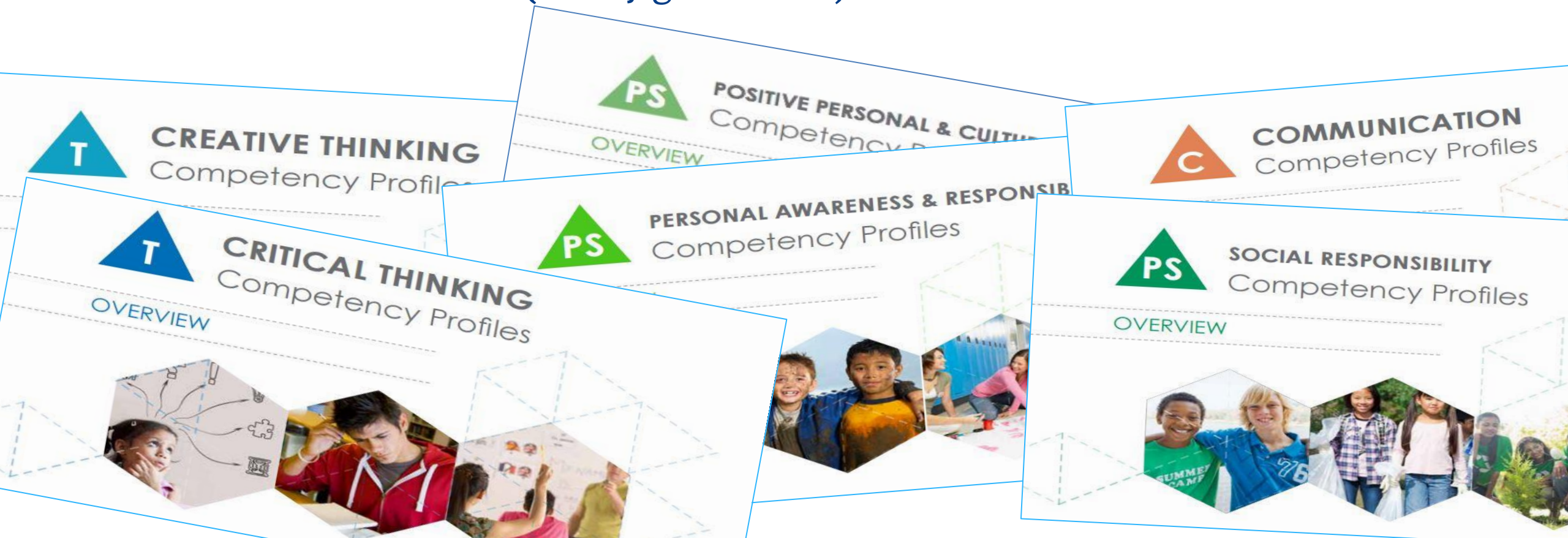
# Guiding Principles

- Reduce the prescriptive nature of curriculum
- Allow for flexibility and choice for teachers and student
- Respect inherent logic in disciplines while supporting interdisciplinary learning.
- Enable teachers to be creative and innovative in their design of learning experiences



# Curriculum – Core Competencies

- Core competencies provide the foundation for the curriculum
- All core competencies are now [posted](#)
- Created on a continuum (not by grade level)



# COMMUNICATION COMPETENCY



# Assessing Core Competencies

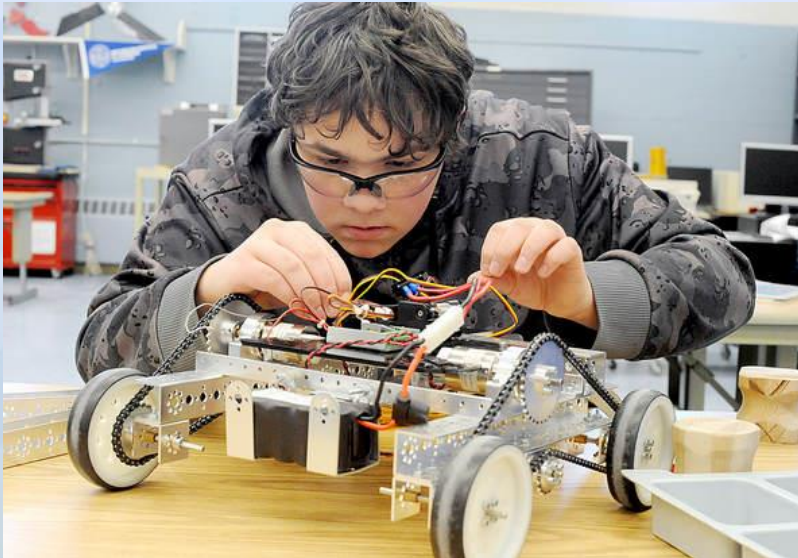
- created on a developmental continuum (not by grade level)
- descriptive not evaluative; communicate where the student is without a judgment
- positive and strength-based, describe what students can do, not what they can't do
- additive and progressive, profiles are joined by **and** not **or**, student assessment never goes backwards
- use profile language for communicating student learning
- formative assessment, give students feedback and have students use for self-reflection

**“The change and transformation is really not about curriculum. It is actually about how we engage students in learning.”**





We actually know how to engage people.





Hands-on, collaborative, contextual...



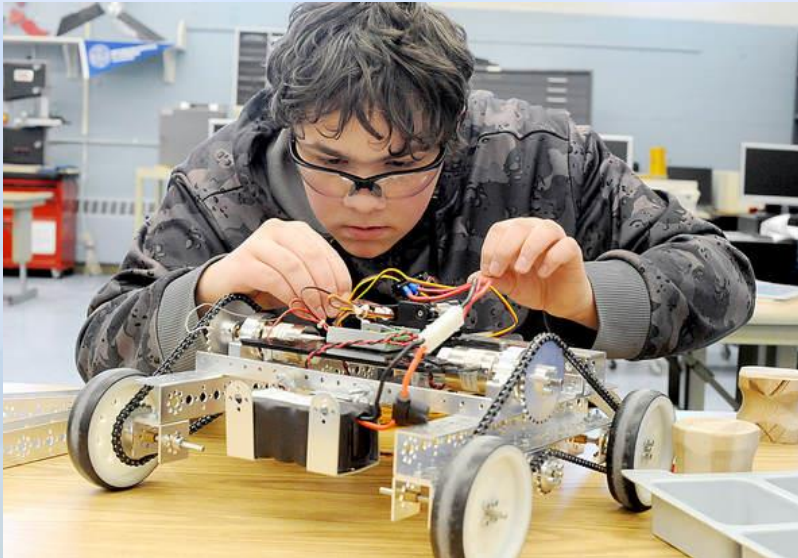


Purpose. Relevance. Meaning.





# Relationships





“Increased student achievement is related to motivating curriculum: An engaged and motivated student is more likely to be a high-achieving student.”

John Hattie  
Professor of education and director of the  
Melbourne Education Research Institute

# Redesigned Curriculum/Competencies

**At your tables, please discuss...**

- How does the ‘**Redesigned Curriculum**’ connect to what you are doing or where you are heading at KPU?
- What will be the biggest impact on KPU when students begin to arrive with different types of knowledge, skills and competencies?
- What questions do you still have about Curriculum/Competencies?

A serene landscape photograph of a forest lake. A large, dark tree trunk arches over the water, creating a natural frame. The water is calm, reflecting the surrounding green trees and the sky. The lighting is soft, suggesting a misty or early morning atmosphere. The text is overlaid in the center of the image.

**Redesigning Assessment to align  
With Redesigned Curriculum**

# Graduation learning years & provincial assessment



## Informed by:

- 2012 Graduation consultation of over 3,000 educators, parents, students, post-secondary representatives, employers
- AGPA (Advisory Group on Provincial Assessment)



## We heard:

- Focus high school provincial assessment on numeracy and literacy
- Move away from subject-based exams



**All assessment and examination programs  
being aligned with curriculum directions**

# 10-12 Status Update - Assessment

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## Assessment

- ✓ Grade 10 and 11 provincial exams discontinued and replaced by classroom assessments
- ✓ Classroom assessment resource tools are currently being developed
- ✓ Principles for classroom assessment will be posted
- ✓ New literacy and numeracy graduation assessments are under design and development



# Provincial Assessment Changes

Old	New
<b>Content-based</b> <ul style="list-style-type: none"><li>• emphasis on knowing</li></ul>	<b>Competency and Application-based</b> <ul style="list-style-type: none"><li>• emphasis on doing</li></ul>
<b>Aligned to Curriculum( Content Knowledge)</b>	<b>Aligned to Curriculum (Knowing Doing Understanding)</b>
<b>Limited Feedback</b> <ul style="list-style-type: none"><li>• letter grades and %s</li></ul>	<b>Comprehensive Feedback</b> <ul style="list-style-type: none"><li>• proficiency-based</li><li>• descriptive information</li></ul>
<b>Inflexible Format</b> <ul style="list-style-type: none"><li>• One size fits all</li><li>• Mainly multiple-choice</li></ul>	<b>Flexible Format</b> <ul style="list-style-type: none"><li>• collaboration</li><li>• Some student choice</li><li>• interactive and engaging</li><li>• self-reflection</li></ul>

# Assessment Definitions



Informed by AGPA and Assessment Think Tank discussions

## Numeracy

- Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.

Note: Peter Liljedahl, SFU, is informing this work.

## Literacy

- Literacy is the ability to make meaning from text and express oneself in a variety of modes. This includes comprehending, making connections, critically analyzing, and creating and communicating for a variety of purposes.

Note: We hope to have Leyton Schnellert, UBCO, inform this work.

***Looking to have other key post-secondary experts inform the literacy and numeracy work along the way.***



# Key Elements

- Assessments will remain rigorous
- Will include:
  - Collaboration
  - Choice
  - Rich questions measuring complexity of thinking and higher conceptual level expectations
  - Engaging, interactive questions
  - Self-reflection
- Will consist of real-world contexts/scenarios, including Aboriginal worldviews and content

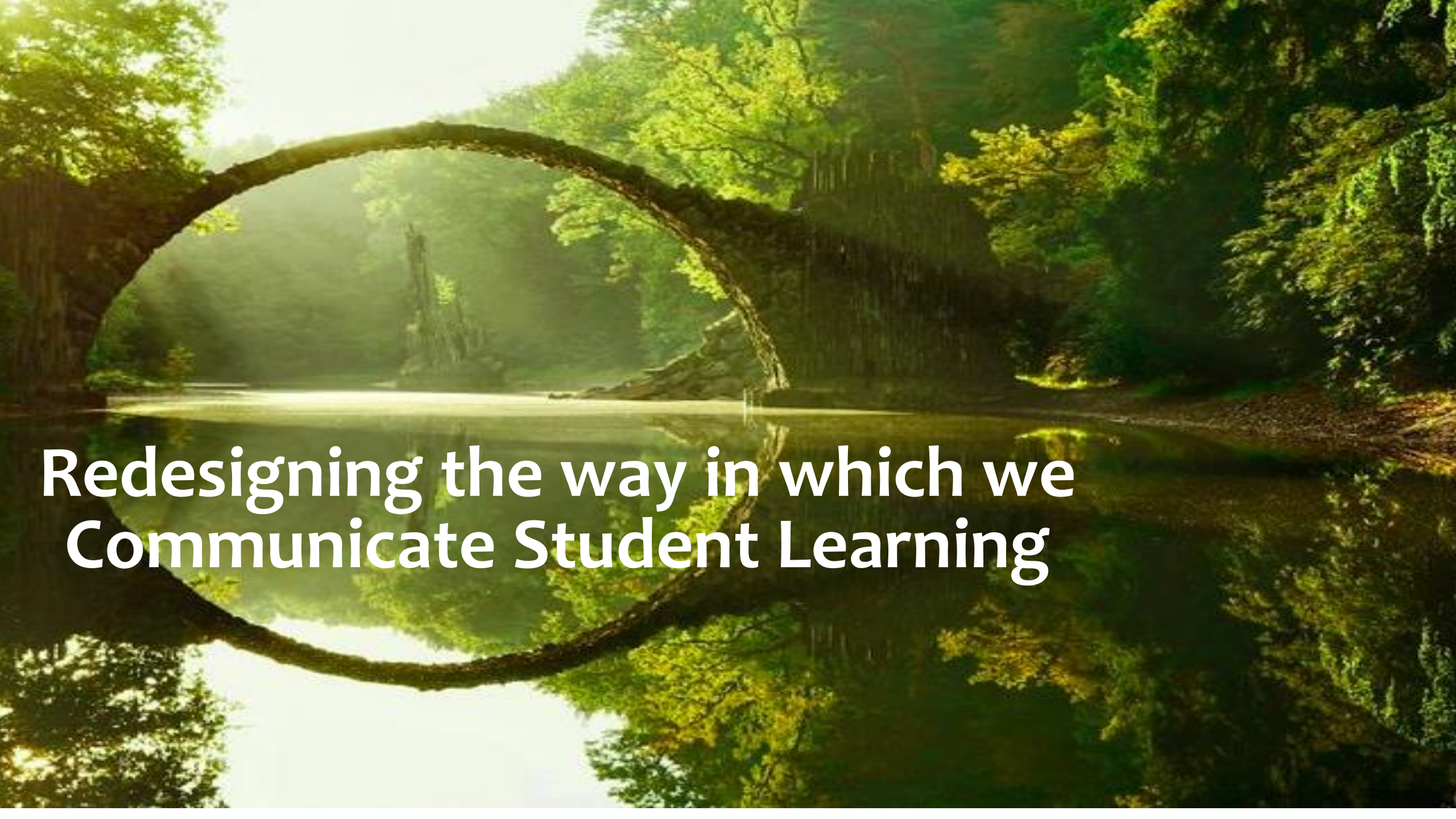
# Key Elements Contd.

- Assessments are a grad requirement: Required to write assessments for graduation
- Proposing the following for reporting performance:
  - Reported on a scale across a range of proficiency
  - Proficiency level reported on transcripts
- Proficiency levels to be set through rigorous standard setting process
- Students can rewrite to increase proficiency

***Grad assessment update bulletin to be posted shortly providing constructs and more detail.***

# At your tables, please discuss...

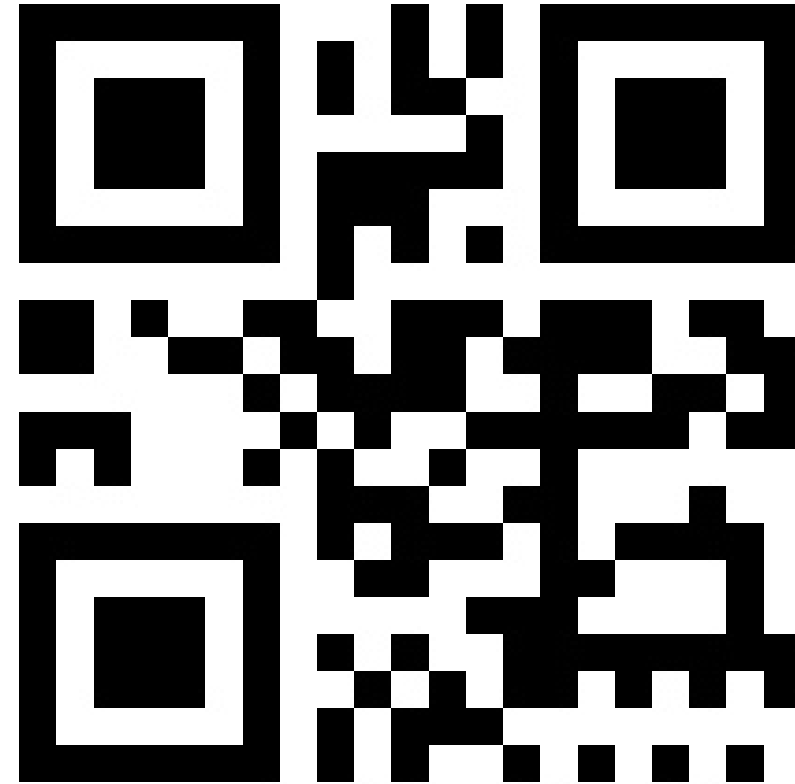
- What do you think about where we are headed with provincial assessment?
- How will knowing more information around a student's proficiency in literacy and numeracy assist you in what you can offer or provide for student success?
- What questions do you still need answered?



# Redesigning the way in which we Communicate Student Learning

# **We want to develop an educational experience where:**

- **Reporting is ongoing communication of student's progress**



# Communicating Student Learning

Moving from this



To this



# DRAFT

## THEORETICAL FEEDBACK-BASED ACHIEVEMENT PROFILE

The intent of this theoretical inter-active 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.

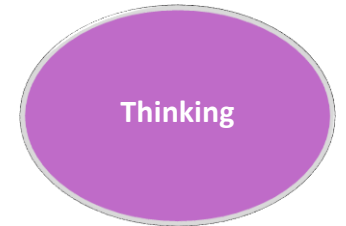
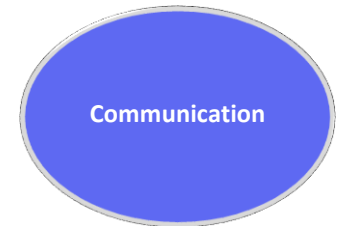
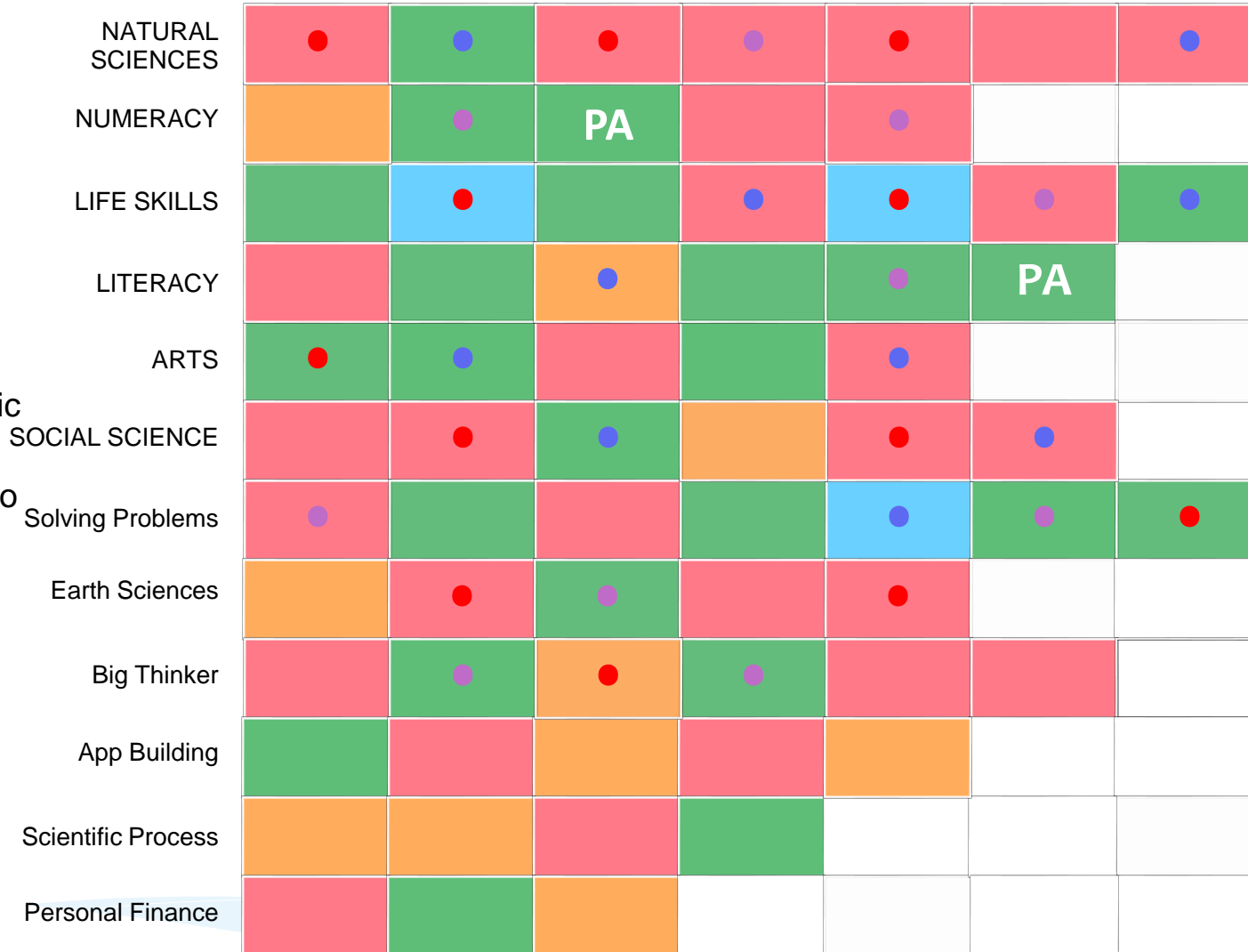
Tom Roberts  
 PEN: 256341679  
 School: Northwest High School:

Capstone Project    [See the Project](#) 

LEARNER OBJECTIVES

### Student Transformative Learning Profile

Competencies



- Exploring (Orange)
- Progressing (Red)
- Proficient (Green)
- Advanced (Blue)

Personalised Objectives



**Name:** Tom Roberts

**PEN:** 256341679

**School:** Northwest High School

**Category:** History and Events / Reading, Writing, Speaking and Listening

### Tom'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 died. War is not a good thing.

#### Why War is Bad

By Tom Roberts

Some people want to believe that human beings are naturally aggressive, and that war is a natural way of showing it. Regrettable, they say, 'but it's in our genes'. In fact, scientists have proved that aggression is not inborn, and said so publicly in 1989. 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 behaviour. (It often has to do with social and economic problems which war may have created and defence budgets could be diverted to resolve.)

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 (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 incited 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 armies to believe in 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 it 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 grisly competitiveness of war it's 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 defence, needed to protect a community, a land, an idea. But this sort of defence is really a form of aggression, a threat permanently ready to be carried out. In fact there's compelling evidence to show that armed defence is no kind of protection. The use of force doesn't solve problems; it may alter them, but it 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 crude short-term response that sets up a load of long-term trouble.

**Submitted:** Grade 10

**School:** Northwest High School

**Title:** Why War is Bad

**TAGS:** Communication, Thinking, Personal (Social Responsibility)

**CATEGORIES:** Life Skills, Literacy, Arts, Social Science, Solving Problems, Big Thinker



**Name:** Tom Roberts

**PEN:** 256341679

**School:** Northwest High School

**Category:** History and Events / Cultural Awareness

**Tom's Comments**

I like The Group of Seven and Tom Thompson paintings. Tom Thompson did a painting called West Wind that is just really cool. I wanted to do something that pays homage to it.



**Submitted:** Grade 10  
**School:** Northwest High School

**Title:** The Blue River

[Back to Grid](#)

**TAGS:** Communication, Thinking  
**CATEGORIES:** Arts

**Name:** Tom Roberts

**PEN:** 256341679

**School:** Northwest High School

**Category:** Physical Universe / Cultural Awareness

### Tom'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.

### Teacher's Comments

I don't think Tom was prepared for the positive emotional reaction he received from his class when he made his presentation. I also know that many of his Aboriginal friends now have a greater respect for his courage in sharing their culture in such an honorable way.



**Submitted:** Grade 11

**Title:** Student Led Aboriginal Student Forum

**School:** Northwest High School

**TAGS:** Communication, Thinking, Personal (Social Responsibility)

**CATEGORIES:** Life Skills, Literacy, Arts, Social Science, Solving Problems, Big Thinker

**Name:** Tom Roberts

**PEN:** 256341679

**School:** Northwest High School

**Category:** Native Peoples / Cultural Awareness

### Tom's Comments

I had never thought about how the rights of one group of people could be so different than mine. Researching this topic showed me how ignorance, prejudice and bigotry affects all of us in horrible ways.

I thought the class discussion was really important. Many of my friends were shocked at what I presented. I see my aboriginal friends now in a very different way. I want to know more about them.

### Teacher's Comments

Tom's passionate presentation on the fight for Aboriginal Rights in Canada was not only moving, but many students were stunned by what they learned from him. He was surprisingly eloquent and to the point.



**Submitted:** Grade 11  
**School:** Northwest High School

**Title:** Student Class Presentation on  
The History of Aboriginal Rights in Canada

**TAGS:** Communication, Thinking, Personal (Social Responsibility)

**CATEGORIES:** Life Skills, Literacy, Arts, Social Science, Solving Problems, Big Thinker

**Name:** Tom Roberts

**PEN:** 256341679

**School:** Northwest High School

### Capstone Project

**Category:** Social Science / Personal (Social Responsibility)

### Tom's Comments

I've learned a lot about myself and the preconceptions society teaches us that I know are wrong. Learning about Aboriginal Rights taught me that many groups are fighting the same battle for rights and I believe everyone should be made aware of their struggles.

### Teacher's Comments

Tom has become an excellent communicator. His compassion for the stories behind minorities and culturally sidelined groups has developed into a highly focused passion. He has challenged not only his classmates, faculty and school, but partner groups to think differently in how we see people from other cultures. Tom has grown into an underdog who is now fearless in stepping out of his comfort zone.



**Submitted:** Grade 12

**School:** Northwest High School

**Title:** Student Led "Multi-Culturalism in Schools" Forum with Parents

Dealing with Conflict in a Respectful Manner

**TAGS:** Communication, Thinking, Personal (Social Responsibility)

**CATEGORIES:** Life Skills, Literacy, Arts, Social Science, Solving Problems, Big Thinker

**Suggested Career Path:** Rights Advocacy, Human Rights, Government Peoples' Rights Policy Maker, Human Rights Lawyer, Broadcast Journalist, News Journalist, Public Relations, Social Worker, Teacher, Technical Law Journalist

## External Credentials:

Students can earn external credentials by taking courses, programs or activities that fall outside the normal B.C. school curriculum. An example might be graduation credits for Grades 10, 11 or 12 given to students who have completed B.C. Conservatory of Music training.

Read More on External Credentials:

<http://bit.ly/1VWky8H>

## Extra-Curricular Achievements:

Students who participate in co-instructional activities have greater opportunities to develop character, critical thinking skills, social skills, and talents. They learn first-hand the importance of teamwork, responsibility, commitment, and hard work.

## External Certification

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BC Home Care  
Support Worker



Food Safe



St John Ambulance  
WorkSafeBC  
Occupational  
Level I



First Aid CPR  
Certified



Equestrian  
Vaulting

## Extra Curricular

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Field Hockey



Debate Team

# DRAFT

## THEORETICAL FEEDBACK-BASED ACHIEVEMENT PROFILE

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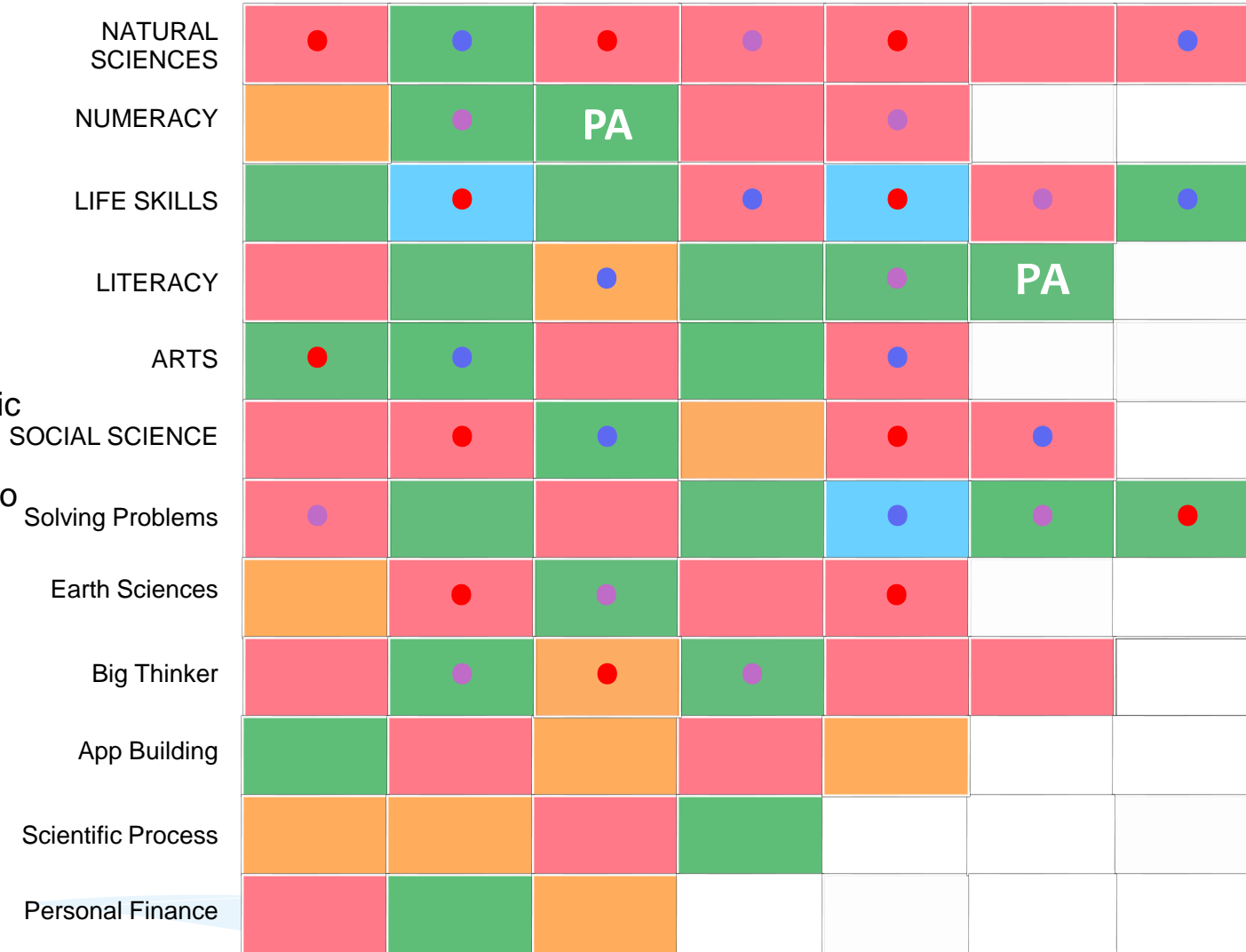
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LEARNER OBJECTIVES

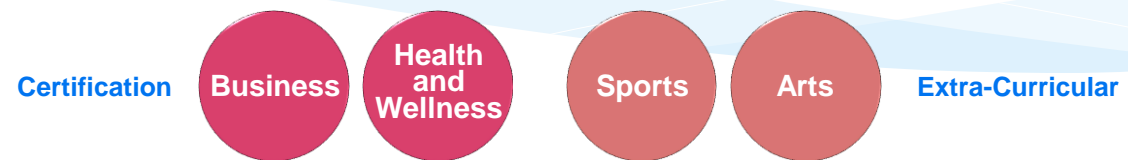
### Student Transformative Learning Profile

Competencies



- Exploring
- Progressing
- Proficient
- Advanced

Personalised Objectives



# Communicating Student Learning Update

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## K - 9

- ✓ New Reporting Order in effect
- ✓ Provides options for districts as they implement new curriculum

## 10 - 12

- ✓ No changes this year
- ✓ Working groups with stakeholder and subject matter experts to develop new policy
- ✓ Will embark upon a large engagement/consultation process prior to making any changes to reporting in graduation learning years

# Communicating Student Learning Update - Cont'd

K - 9

- ✓ Letter sent to Superintendents regarding:
  - ✓ A. Interim Reporting Policy
    - ✓ Some additional requirements, some revised language
  - ✓ B. Student Reporting Policy (revised)
    - ✓ Flexible options to meet your:
      - ✓ Local context
      - ✓ Community's readiness
    - ✓ Create policy and submit to Ministry





## **At your tables, please discuss...**

- Can you see any value in knowing more about a student as value added to the current transcript?
- Can you see value in moving from specific reporting periods to ongoing communicating of student learning?
- What are your thoughts about students creating a portfolio of learning that shows authentic evidence of who they are and what they can do? How pervasive is this practice at KPU?

A serene landscape photograph of a forest lake. A large, dark tree trunk arches over the water, creating a natural frame. The water is calm and reflects the surrounding green trees and the sky. The lighting is soft, suggesting a misty or early morning atmosphere. The text "Where are we at with Graduation Requirements?" is overlaid in white, bold font in the upper left quadrant of the image.

**Where are we at with  
Graduation Requirements?**



## WELCOME MESSAGE

The purpose of the Educator Update is to provide educators across the province with current thinking, direction, and decisions regarding the transformation of the education system.

This update brings together recent announcements relevant to the education of students in Grades 10–12, provides an update on progress related to those announcements, and outlines the next steps. Included in this update is a section of questions and answers relevant to curriculum and assessment and graduation requirements.

### What's In This Update?

- Recent announcements
- Update on curriculum
- Update on the graduation assessment development progress
- FAQs

## Recent Announcements

**Curriculum Extension**  
November 2016

The Ministry announced that the redesigned Grade 10–12 curriculum will be implemented at the beginning of the 2018/19 school year. This extra year gives teachers and principals more time to work with the redesigned curriculum and provide feedback to the Ministry. This announcement is available at [BC Gov News](#).

**Provincial Assessments**  
May 2016

The Ministry announced that literacy and numeracy assessments will replace the previous provincial course-based examinations. Information is available at the [curriculum website](#).

**Graduation Requirements**  
May 2016

The Ministry announced that the number of credits required to graduate would remain the same, at 80 credits. Information is available at the [curriculum website](#).



# 10-12 Status Update – Graduation Requirements

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## Graduation Requirements

- ✓ 2016-2017 and 2017-2018
  - ✓ Requirements remain the same
  - ✓ Grade 10 and 11 provincial exams discontinued
  - ✓ An opportunity to trial the career curriculum
  - ✓ 80 credits of course work: 52 required, 28 elective
  - ✓ Planning 10 and Grad Transitions replaced with Career Education when 10-12 implemented (2018)
    - ✓ 8 credits of Career Education required for graduation
    - ✓ Capstone opportunities will be found within the career curriculum



# The BC Educated Citizen

- **Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;**
- **Creative, flexible, self-motivated and who have a positive self image;**
- **Capable of making independent decisions;**
- **Skilled and who can contribute to society generally, including the world of work;**
- **Productive, who gain satisfaction through achievement ,and who strive for physical well-being;**
- **Cooperative, principled and respectful of others regardless of differences;**
- **Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.**

# Top 10 skills

## in 2020

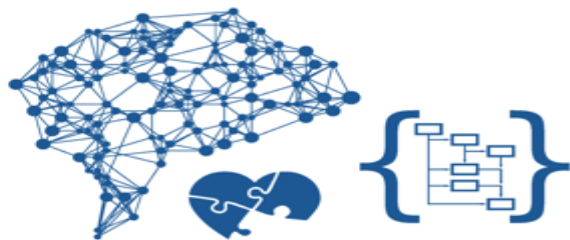
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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

## in 2015

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



## **At your tables, please discuss...**

- What questions do you have about grad requirements currently?
- Do you have any thoughts on what grad requirements could/should look like into the future to more closely connect with the direction of the transformation agenda or skills required of students today and into the future?
- Is there anything you still need to know about graduation requirements?

A circular hole in a tree trunk frames a forest scene reflected in water. The scene is lush and green, with sunlight filtering through the trees. The text "How can career education be a catalyst for change?" is overlaid in white on the left side of the image.

**How can career education  
be a catalyst for change?**



# Career Education

K 1 2 3 4 5 6 7 8 9 10 11 12

Introduction | Goals and Rationale | What's New | Curriculum Overview

## Core Competencies



Communication



Thinking



Personal & Social

## Big Ideas

Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

# Career:

The constellation of life-roles an individual plays over his or her lifetime.

It is one's "life story".



How do I acquire and then make sense of all of the information available to me so I can make choices that will benefit me in the future?



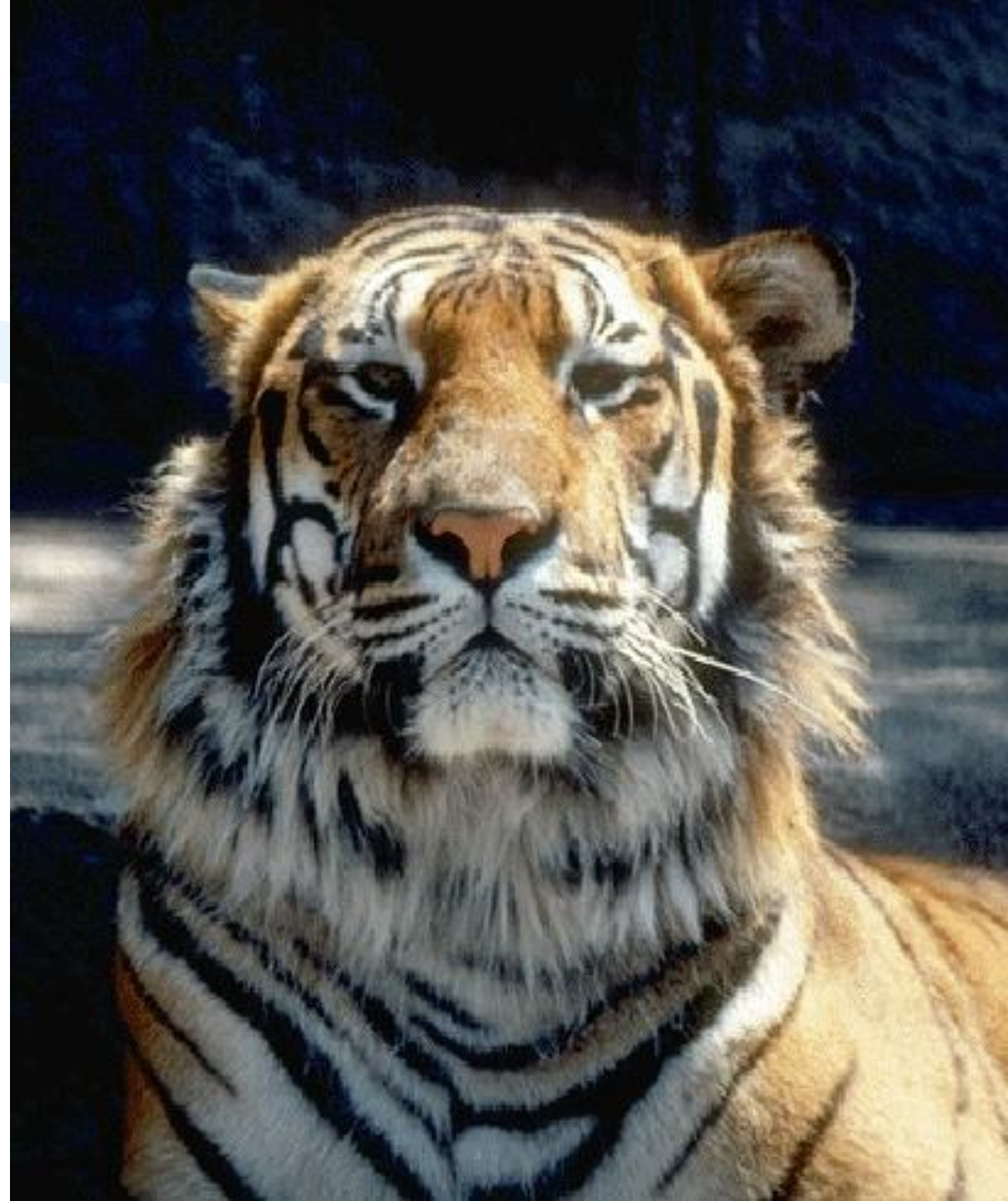


How do I find hope?  
Once found, how do I build and  
sustain the enthusiasm, energy  
and just plain will  
to be continuously  
adaptive?

Where do I fit in this world?  
What is available to me? How  
do I achieve a balance between  
my needs and all of the forces  
and influences around me?



How do I make all of these decisions, and take all of these actions, in a way that allows me to maintain a sense of who I am? How do I take pride in what I do?



Our job as teachers is not to "prepare" kids for something;  
our job is to help kids learn to prepare themselves for anything.

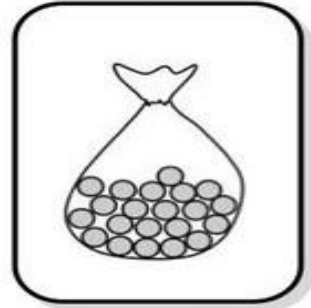


A circular hole in a tree trunk frames a reflection in a lake. The scene is a lush green forest with sunlight filtering through the trees. The text is overlaid on the image.

**Self Reflection on where we are in  
terms of transformation agenda**



## Old School

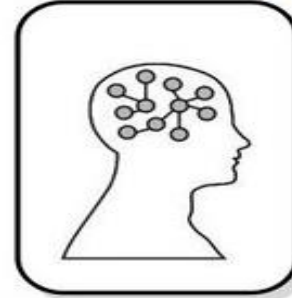


### **Collecting Dots**

*The goal of factory schooling was a homogenized, compliant workforce equipped with basic skills produced in the cheapest, most efficient way possible.*

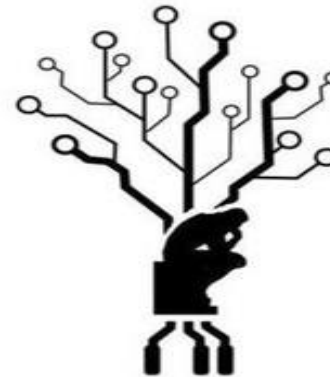


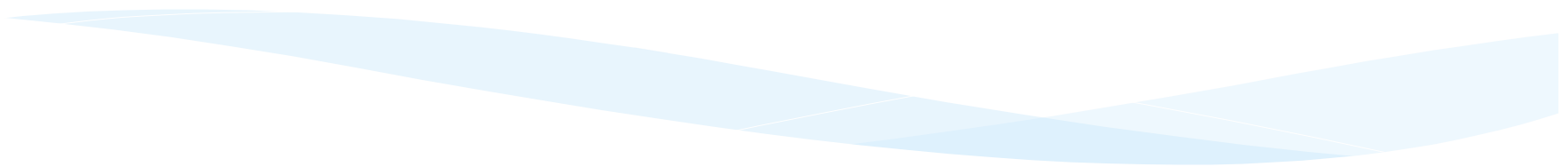
## 21st Century



### **Connecting Dots**

*The goal of 21st Century schooling is the creation of knowledgeable, adaptable people who can work with others to innovate in the new economy.*





*Teacher Shifts*

<b>Teacher Centered</b>	→	<b>Student Driven</b>
<b>Telling</b>	→	<b>Listening</b>
<b>Mass production</b>	→	<b>Mass Customization</b>
<b>Linear</b>	→	<b>Multiple streams</b>
<b>Presenter</b>	→	<b>Facilitator</b>
<b>Compliance</b>	→	<b>Divergence</b>
<b>Scarcity</b>	→	<b>Abundance</b>
<b>Content Experts</b>	→	<b>Process Experts</b>


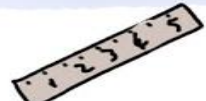



### *Student Shifts*

<b>Passive</b>	→	<b>Active</b>
<b>Completing</b>	→	<b>Creating, Making</b>
<b>Consuming</b>	→	<b>Producing</b>
<b>Memorizing</b>	→	<b>Processing</b>
<b>Replicating</b>	→	<b>Creating</b>
<b>Isolation</b>	→	<b>Collaboration</b>
<b>Marching</b>	→	<b>Reflecting</b>
<b>Rigid</b>	→	<b>Fluid</b>
<b>Dependent</b>	→	<b>Autonomous</b>
<b>Answering</b>	→	<b>Asking</b>

# School vs Learning by George Couros



## SCHOOL





- ☆ promotes starting by looking for answers →
- ☆ is about consuming  →
- ☆ is about finding information on something prescribed for you →
- ☆ teaches compliance  →
- ☆ is scheduled at certain times  →
- ☆ often isolates →
- ☆ is standardized  →
- ☆ teaches us to obtain information from certain people  →
- ☆ is about giving you information →
- ☆ is sequential **A B C D E** →
- ☆ promotes surface-level thinking →

@gcouros

[bit.ly/schoolvslearning](https://bit.ly/schoolvslearning)



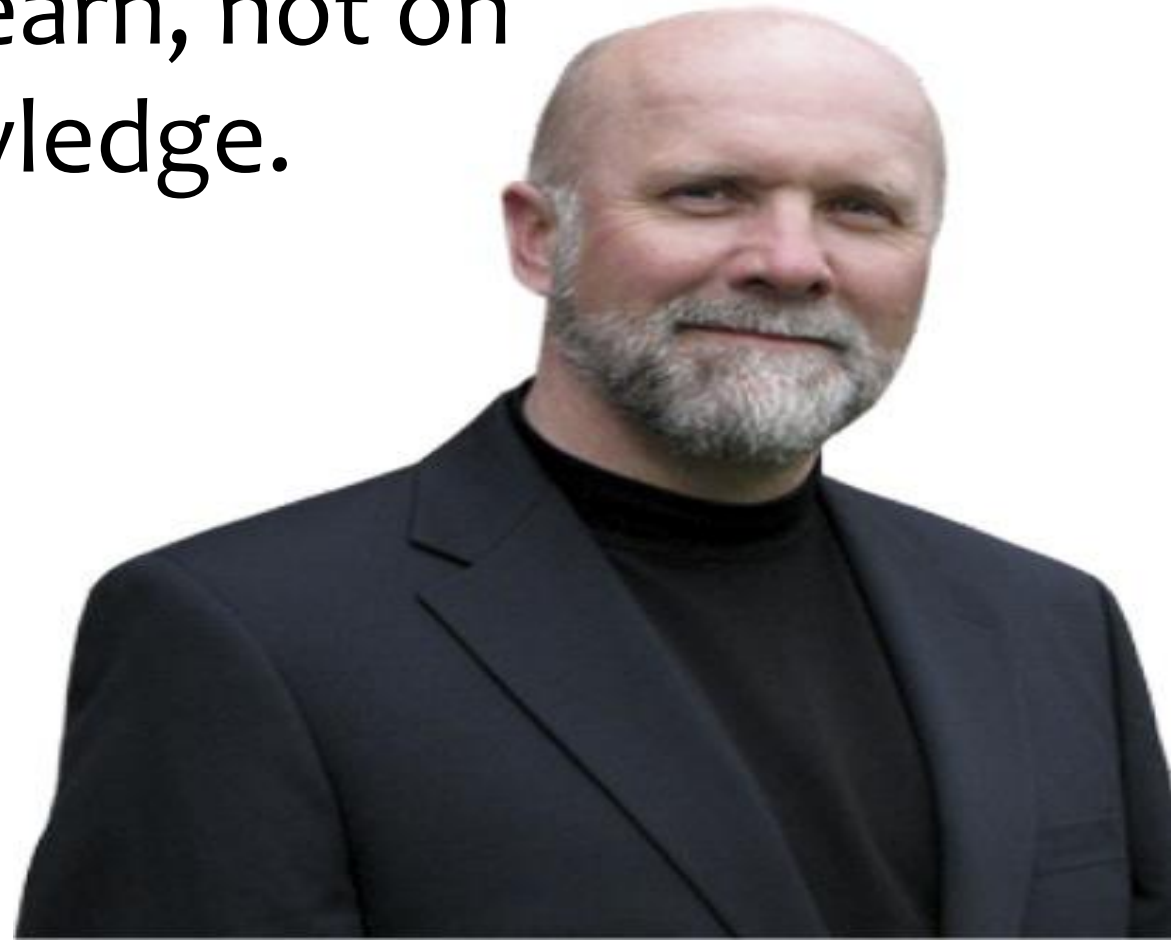
## LEARNING

- ☆ promotes starting with questions →
- ☆ is about creating  →
- ☆ is about exploring your passions and interests  →
- ☆ is about challenging perceived norms →
- ☆ can happen any time, all of the time →
- ☆ is often social  →
- ☆ is personal →
- ☆ promotes that everyone is a teacher and everyone is a learner →
- ☆ is about making your own connections →
- ☆ is random and non-linear  →
- ☆ is about deep exploration →

@sylvia duckworth

“There is little doubt success in the future will first and foremost depend on one’s ability to learn, not on one’s accumulation of knowledge. As author Harold Jarche says, “Learning is the work.”

Harold Jarche  
Jarche Consultants



# At your tables, please discuss...

- What are your impressions of what you have heard around the transformation in k-12? What conversations are happening at KPU that align with what is happening at k-12?
- What do you see as your next steps both as an individual and for KPU as a whole?

**If time permits we will report out on next steps. Your thoughts will be collected so that an action plan can be assembled for KPU.**

Change is “messy”!







# Working in Two Worlds





**Transforming involves patience and time.**

A high-speed train is shown in motion, blurred background, with text overlaid. The text is white and black, slanted, and reads: "WHAT HAS CHANGED, IS THE Exponential ACCELERATION OF CHANGE".

**WHAT HAS CHANGED, IS THE**  
**Exponential**  
**ACCELERATION OF CHANGE**

*This is a*

**MOST AMAZING TIME**

*to be a learner.*



**Students deserve our best work based on  
everything we know about learning and  
about the future!!**

**– thanks for all you are doing**

**Final Questions???**

