

Review and Feedback Process

The 2013/14 school year is a year of review, reflection, feedback and refinement of the K-9 draft curricula. The review process is broadly based – it is designed to gather feedback from many individuals, schools, districts, organizations, regions, networks and groups within the education sector. All feedback is appreciated.

There are several ways to respond to the redesigned curricula:

1. Complete the web-based questionnaire at: <https://curriculum.gov.bc.ca/feedback>. The purpose of the questionnaire is to find out about overall clarity and understanding of the redesigned curriculum framework. Responses to the questionnaire are anonymous. For convenience, the questions are presented below. The web-based version will be online very soon.
2. The British Columbia Teachers' Federation (BCTF) has a curriculum discussion forum where BCTF members may additionally provide feedback. Visit the [Curriculum Discussion Forum](#).
3. Curriculum redesign is being discussed at the #bccurric twitter hashtag. Comments and themes will be summarized.
4. You might consider conducting an inquiry within your organization, network, school team or district.
 - Use an inquiry process you are familiar with or select one such as the Spiral of Inquiry from the [Network of Inquiry and Innovation](#) or the collaborative inquiry process used in Changing Results for Young Readers.
 - Describe what you see working well in the renewed curricula. Provide suggestions about improvements for the renewed curricula or barriers you see to implementing it.
 - Summarize your findings and submit your response to curriculum@gov.bc.ca
5. You might consider experimenting with the redesigned curriculum to develop a unit or instructional/learning plan in one or more areas of learning.
 - Your plan could be interdisciplinary, for a multi-grade classroom environment or for any learning situation.
 - Submit your best idea to the Ministry of Education for consideration to be shared on the website.
 - Identify any information about the context or nature of the learners that are relevant to understanding the plan.
 - Include a summary of your thinking and identify any problems you solved in the process of creating the plan.
 - Submit your ideas to curriculum@gov.bc.ca

For further information on how districts are reviewing and engaging with the redesigned curricula, please contact Nancy Walt at nancy.walt@gov.bc.ca or Pat Horstead at horstead_p@surreyschools.ca.

Questionnaire

This is a year of review, reflection, feedback and refinement. The purpose of the questionnaire is to find out about overall clarity and understanding of the 2013 draft redesigned curriculum. Responses collected will be used to revise the curriculum. All responses are anonymous. All feedback is appreciated.

A link to the e-form will be available at: <https://curriculum.gov.bc.ca/feedback>.

A. Demographic Information (select all that apply)

Region: Fraser Valley North Kootenays Metro Thompson-Okanagan Vancouver Island

School: Public Independent Other

Currently a teacher at: K-2 3-5 6-9 10-12

Teacher with less than 5 years experience

Teacher with more than 5 years experience

Specialist teacher - indicate specialty area: _____

Generalist teacher

District Administrator or staff member

School Administrator

Parent

Student

Academic (e.g., university or college)

Other: Please specify: _____

Group response: Briefly describe the make-up of the group: _____

B. Redesigned Curricula

1. When you think of schools and classrooms, does the redesigned curriculum align with your vision of 21st century learning? Please explain.
2. What changes would you suggest to improve the redesigned curricula? Please note if you are referring to a specific area of learning or are talking about the redesign of curricula in general terms.

C. Core Competencies

An important goal of education in BC is for students to gain proficiency in the core competencies (thinking, communication, personal and social competence). Are these core competencies sufficiently important and do the facets identified seem relevant to 21st century learning? See: <https://curriculum.gov.bc.ca/competencies>

3. In what ways do you anticipate the competency continua will support your efforts to teach and assess thinking, communication and personal and social competencies? Please describe.
4. The core competencies enable students to engage in deeper learning. What advice do you have regarding how teachers might address core competencies in their planning, instruction and assessment?

D. Learning Standards and Big Ideas

5. Comment on the key curriculum elements (e.g., big ideas, curricular competency standards, content and concept standards). See: <https://curriculum.gov.bc.ca/curriculum>
 - a. Are the *big ideas* clear? Is additional information needed in order to use them effectively?
 - b. Do the *curricular competency* and *content and concept standards* in each area of learning reflect what is important for all students to learn? Are they clear enough or do they need further clarification?
 - c. In what ways do the curriculum elements (*big ideas, curricular competencies, content and concept standards*) work together well? In what ways do they not?
 - d. Collectively, do the curriculum elements provide more choice and flexibility for teaching and learning?
 - e. In what ways do the curriculum elements work together to support deeper learning? What would improve how they could support deeper learning?
6. What suggestions do you have to improve any aspects of the learning standards or big ideas? Please be specific as to the grade (s) and area (s) of learning your comments address.

E. Supports

7. Redesigned curricula must support all teachers (e.g., beginning, experienced, generalists, and specialists). We would like your help in determining what the province and other partners should do to achieve this goal. What suggestions do you have regarding the materials needed to support teachers' efforts to work with the redesigned curricula?
 - a. Please comment on support or materials and resources needed for each of the following:
 - orientation to redesigned curriculum
 - planning for interdisciplinary and/or inquiry-based units
 - planning for combined and multi-grade environments
 - teaching Aboriginal content and worldviews
 - responding to needs of students with special needs
 - making horizontal connections (linking what students learn to the wider environment and society)
 - b. What suggestions do you have for the further development of the website and its functionality?

F. Other Feedback

8. Do you have any additional feedback on the renewed curricula?