

# No zināšanām uz izpratni: izglītības sistēmas maiņa Britu Kolumbijas provincē, Kanādā

Rods Alens (*Rod Allen*),  
bijušais Britu Kolumbijas Kanādā izglītības ministra vietnieks,  
nesenās mācību satura reformas vadītājs

Projekts Nr. 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā



NACIONĀLAIS  
ATTĪSTĪBAS  
PLĀNS 2020



EIROPAS SAVIENĪBA  
Eiropas Sociālais  
fonds

**Prezentācija lejupielādei:**

[bit.ly/alens-prezentacija](https://bit.ly/alens-prezentacija)



# Latvia



Rod Allen – British Columbia, Canada

# WHAT ELSE YOU SHOULD KNOW ABOUT US

**WE  
BELIEVE**

- All kids can learn
- We have strong teachers
- Student learning is at the core
- In networks / collaboration
- We are all learners
- Equity is foundational

# OUR RANK ORDER

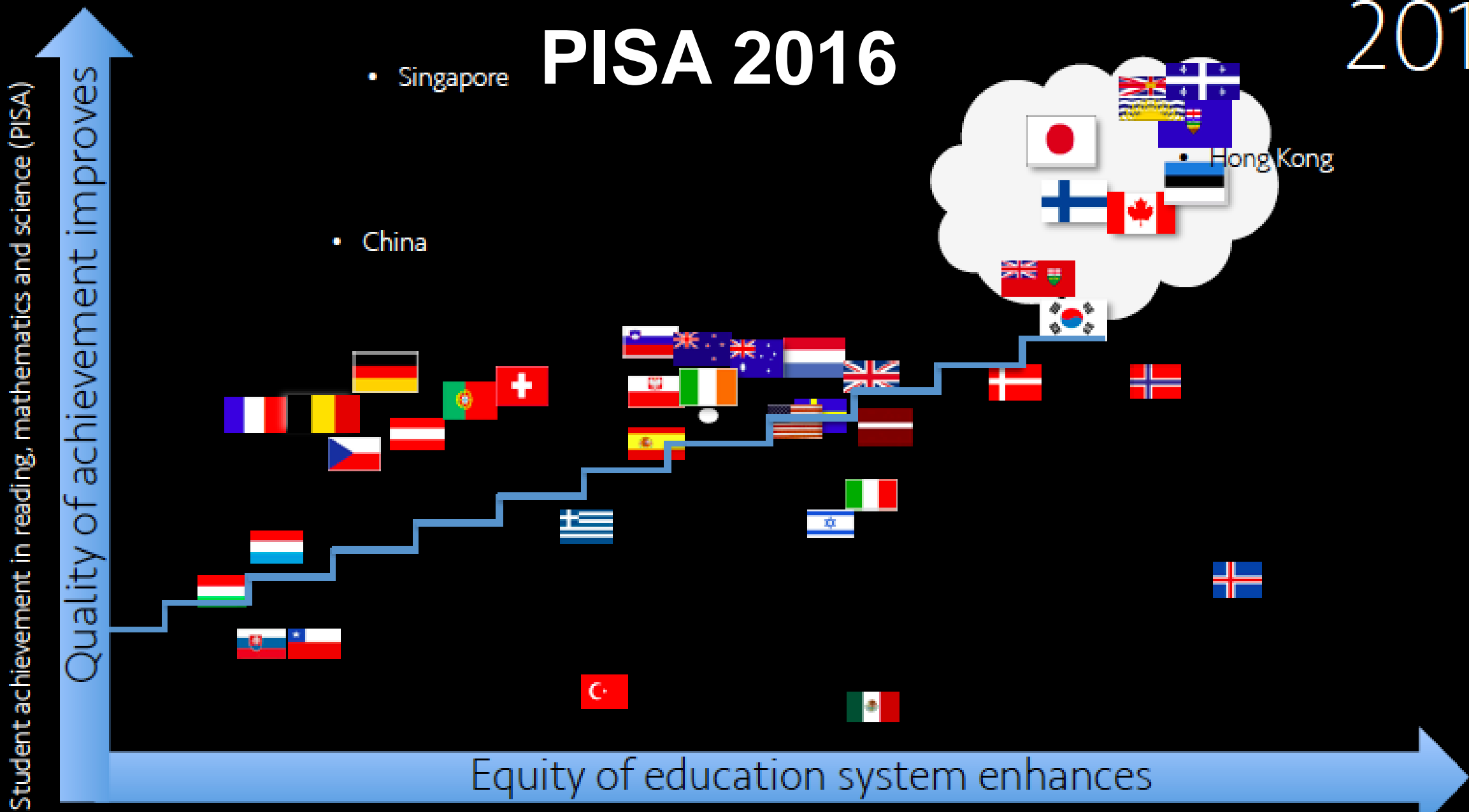
	2015	2012	2009
READING	1	6	8
SCIENCE	3	6	8
MATH	9	12	16



Andreas Schleicher, OECD

2015

# PISA 2016



• Singapore

• China

• Hong Kong

Weakness of the relationship between achievement and family background (ESCS Index)

OECD, 2016



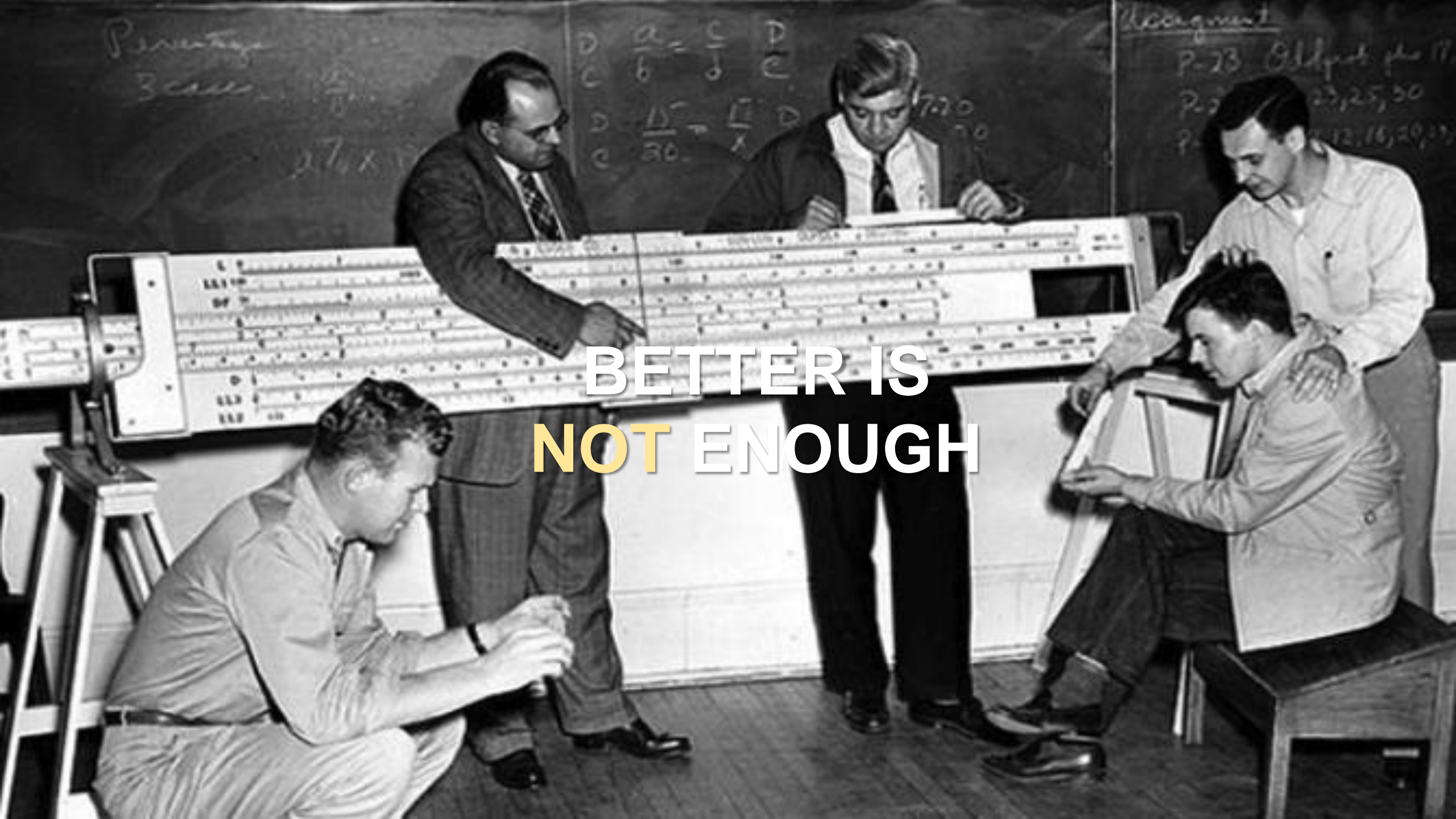
?



It's amazing to fathom that, right now, we have no idea how three out of every five 6-year-olds will eventually make their living. Yet those children will spend the next 12-plus years studying a curriculum that was developed 50—or, in some countries, over 100—years ago.

World Economic Forum, 2016





BETTER IS  
NOT ENOUGH

A photograph showing construction workers in bright orange safety gear with reflective stripes, working on a road surface. They are using long-handled tools to spread a dark, granular material, likely asphalt or a similar paving material, onto a lighter-colored concrete or asphalt base. The workers are positioned around a large pile of the material, and their movements suggest they are in the process of laying down a new layer or improving the existing surface. The word "IMPROVEMENT" is overlaid in white, bold, sans-serif capital letters in the center of the image.

**IMPROVEMENT**



**TRANSFORMATION**



# MACHINE AGE

WORK, PROGRESS, AND PROSPERITY  
IN A TIME OF  
BRILLIANT TECHNOLOGIES

ERIK BRYNJOLFSSON  
ANDREW McAfee

Centre

THE AGE OF  
LEARNING

THE AGE OF  
LEARNING

THE AGE OF  
LEARNING

THE AGE OF  
LEARNING

# THE ROAD TO COLLABORATION

## The dawning realization...

We have more things in common than divide us.

### WHO?

Government, unions, public schools, independent schools, parents

**AND** business, industry, community!

The same old behaviors won't get us what we collectively want.

# THE 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.

# IMPLICATIONS FOR THE MINISTRY OF EDUCATION...

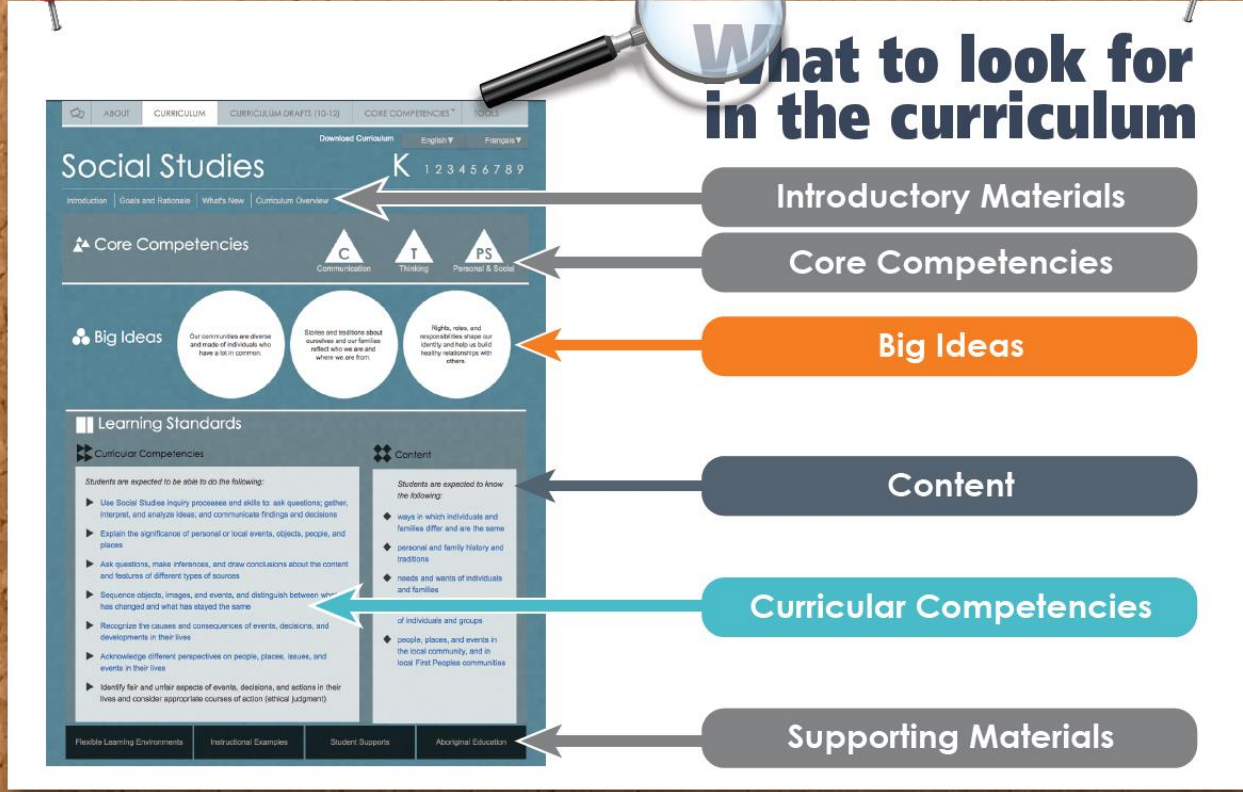
- Curriculum
- Reporting
- Letter Grades
- Audits
- Transcripts
- SIS
- Funding Formula
- Capital
- Vulnerable kids
- Required Areas of Study
- Scholarships/Awards
- Provincial Exams
- Graduation Credentialing
- Teacher Education
- Accountability Framework
- Student safety

# BC'S RE-DESIGNED CURRICULUM

## CURRICULUM ORIENTATION GUIDE



### What to look for in the curriculum



The screenshot shows the BC Curriculum website interface for Social Studies. It includes a navigation bar with 'ABOUT', 'CURRICULUM', 'CURRICULUM DRAFTS (10-12)', 'CORE COMPETENCIES', and 'TOOLS'. Below the navigation bar, there are sections for 'Social Studies' (with a grade level selector 'K 1 2 3 4 5 6 7 8 9'), 'Core Competencies' (Communication, Thinking, Personal & Social), 'Big Ideas' (three circular icons), 'Learning Standards' (Curricular Competencies and Content), and 'Supporting Materials' (Possible Learning Environments, Instructional Examples, Student Supports, Aboriginal Education).

- Introductory Materials
- Core Competencies
- Big Ideas
- Content
- Curricular Competencies
- Supporting Materials



# BC'S RE-DESIGNED CURRICULUM

## Transforming Curriculum & Assessment



HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

Curriculum Drafts > Social Studies > Grade Four

## Social Studies

K 1 2 3 **4** 5 6 7 8 9 All

What's New Goals & Rationale

Download: ENGLISH FRANCAIS

### Core Competencies in Social Studies



### Big Ideas

- Social, economic, and political power shift over time.
- The nature of European expansion into North America was influenced by a variety of geographic factors.
- Economic interdependence can lead to co-operation, competition, and conflict between societies.
- Cultures change as they become integrated into a larger society.

## Learning Standards

### Curricular Competencies

*Students will develop competencies needed to be active, informed citizens.*

- ▶ Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- ▶ Construct an argument defending the significance of individuals/groups, places, events, and/or developments (significance)
- ▶ Ask questions and corroborate inferences about the content and origins of different sources (evidence)
- ▶ Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)
- ▶ Determine multiple causes and consequences of an event, decision, or development (cause and consequence)
- ▶ Explain different perspectives on past or present people, places, issues, and events (perspective)
- ▶ Evaluate whether an event, decision, or action was fair from a particular perspective (ethical judgment)

### Concepts and Content

*Students will know and understand concepts and content related to Contact Between European and Aboriginal Communities:*

- ◆ early contact, trade, and conflict between Aboriginal and European societies
- ◆ the fur trade in pre-Confederation Canada and British Columbia
- ◆ demographic changes in pre-Confederation British Columbia in both Aboriginal and non-Aboriginal communities
- ◆ economic and political factors that influenced the colonization of British Columbia, including the BC gold rushes
- ◆ the impact of colonization on Aboriginal societies
- ◆ the history of their local community, and connections between their community and significant events, people, and developments

FLEXIBLE LEARNING ENVIRONMENTS

INSTRUCTIONAL EXAMPLES

STUDENT SUPPORTS

ABORIGINAL EDUCATION

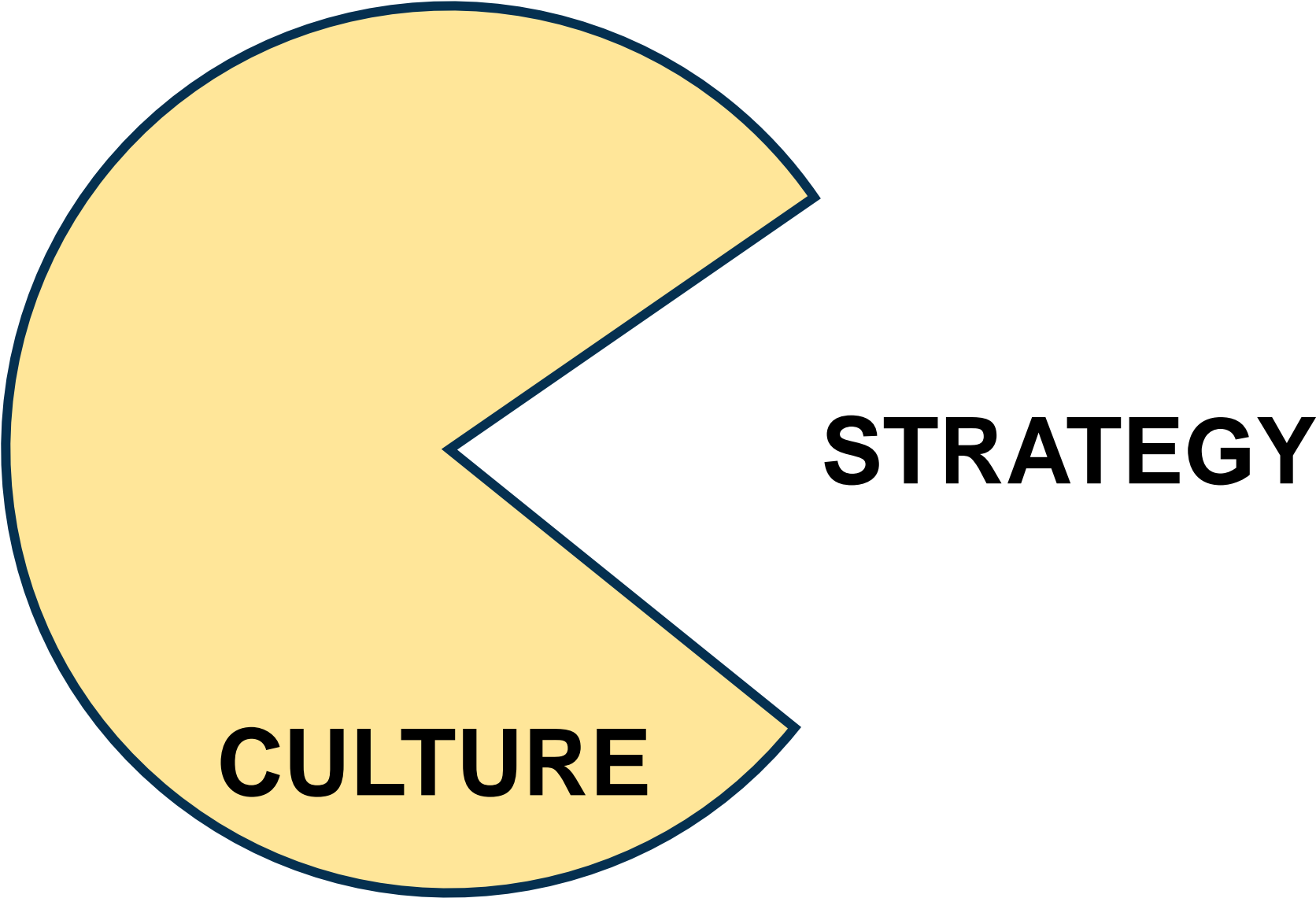
# LEARNING ENVIRONMENTS (NATURE OF LEARNING)

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

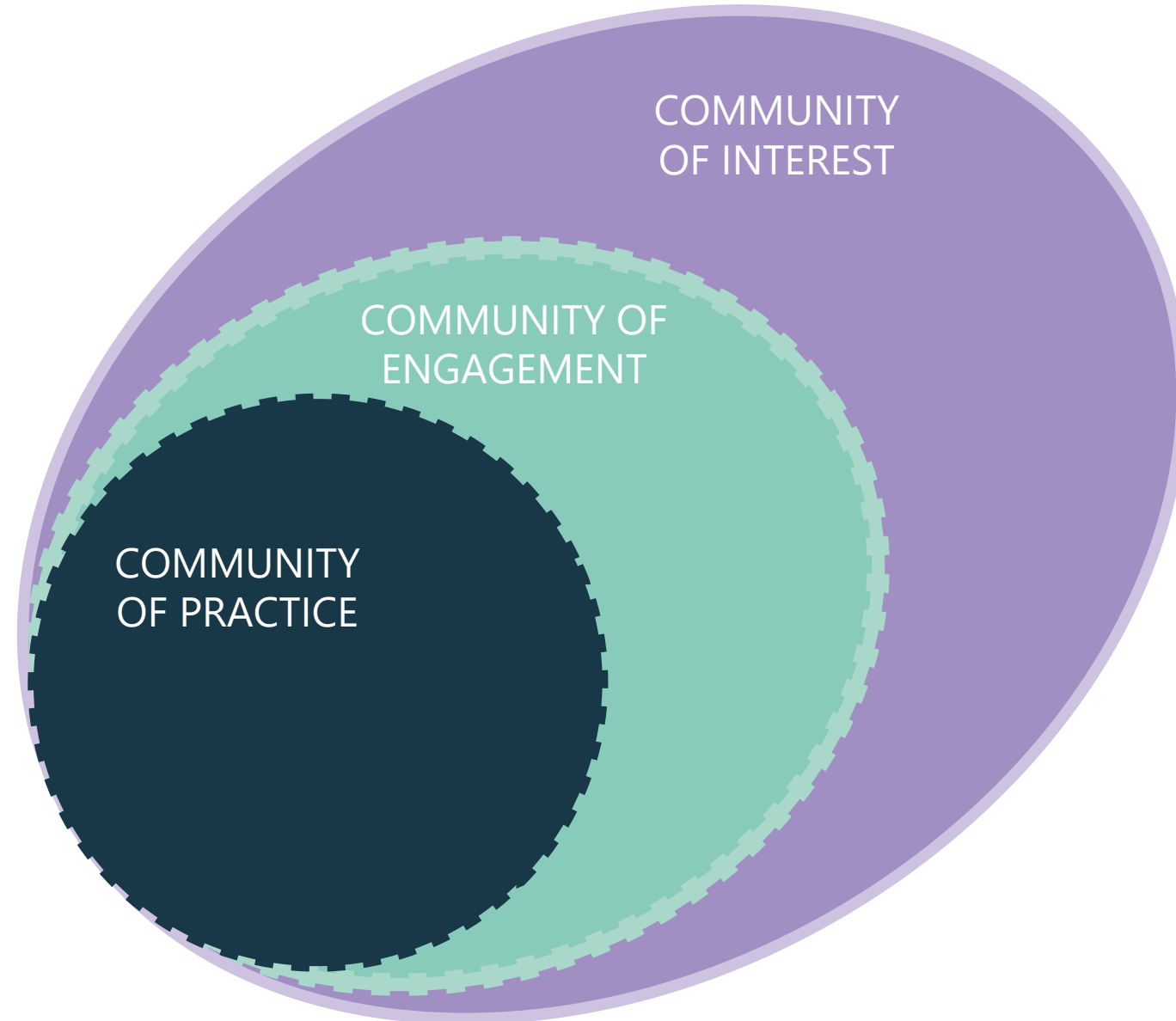


# KEY ELEMENTS FOR EFFECTIVE LEARNING ENVIRONMENTS

- Learner-centered: highly focused on learning but not as an alternative to the key role for teachers
- Profoundly personalized: acutely sensitive to individual and group differences and offering tailored feedback
- Inclusive: such sensitivity to individual and group differences means they are fundamentally inclusive
- Social: learning is effective in group settings, when learners collaborate, and when there is a connection to community
- Structured and well-designed: needs careful design and high professionalism alongside inquiry and autonomous learning

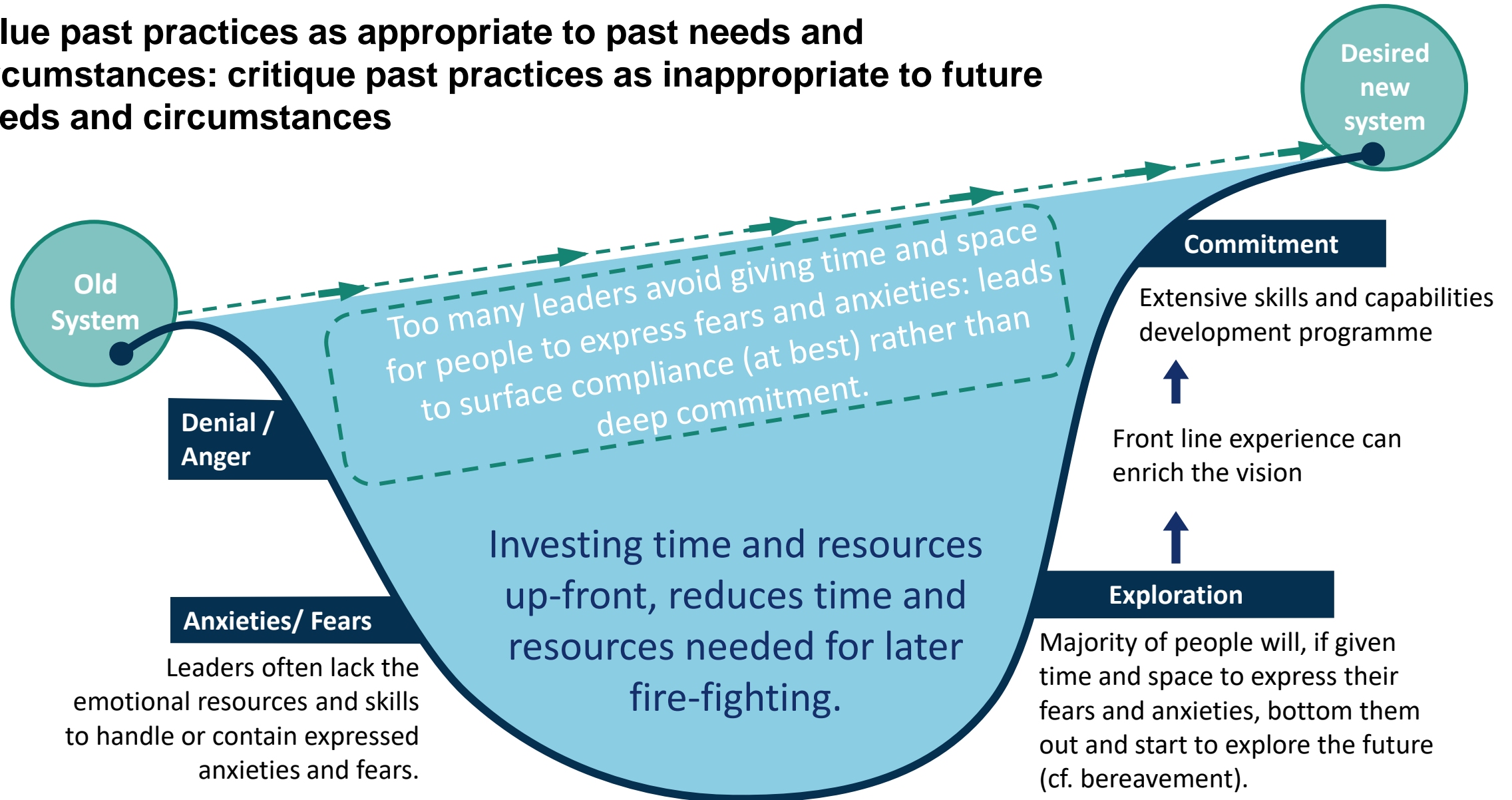


# ORGANIC GROWTH

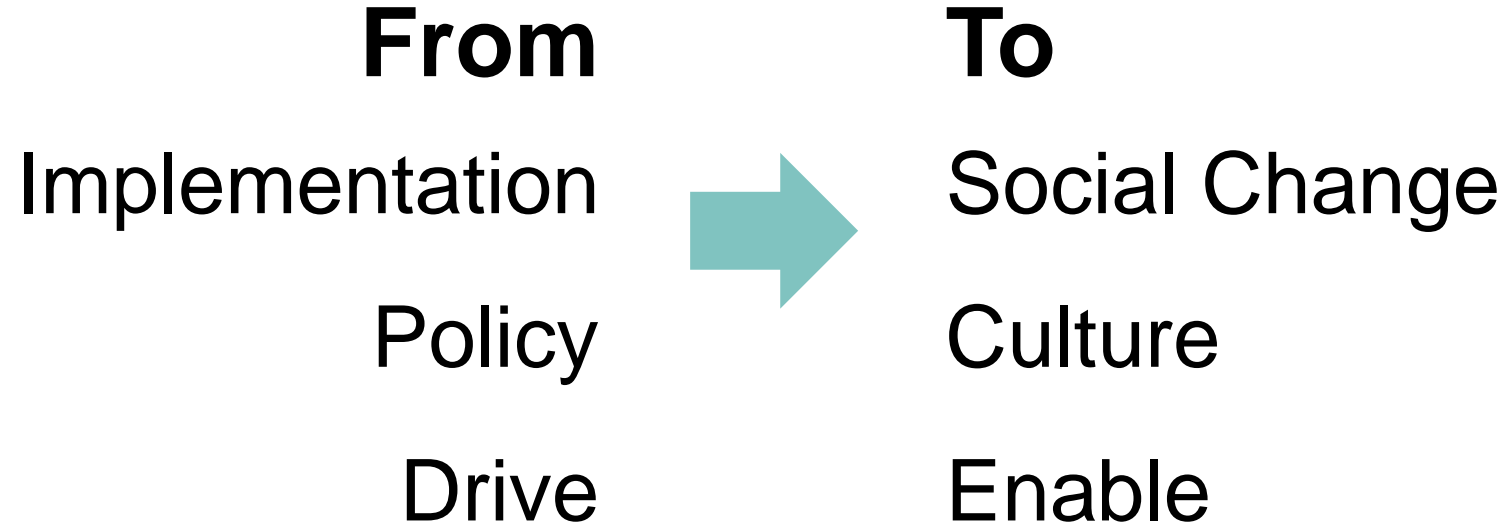


# THE TRANSITION CURVE

Value past practices as appropriate to past needs and circumstances: critique past practices as inappropriate to future needs and circumstances



# THEORY OF ACTION



# SOCIAL LICENSE

- Government as **enabler**, not driver of change
- Change is done **with** people, not to them
- Consultation is **not** enough
- Co-construction both requires and builds **trust**



# TRUST

- Hold the vision
- Trust the process
- Trust each other

**Dani Morrow: Principal-Alexander Elementary  
School in Duncan, BC**

**Nicole Boucher: Principal-Quamichan Middle  
School in Duncan, BC**



**COVID as a Mirror for the System**

# ENGAGING EMERGENCE

- How do we disrupt coherence compassionately?
- How do we engage disruption creatively?
- How do we renew coherence wisely?

# **COVID as a Positive disruption**

# ISTP ON INNOVATION

- Changing pedagogical approaches
- Regrouping adults
- Regrouping learners
- Rescheduling learning



LEARN  
COWICHAN



# CONTACT INFO



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