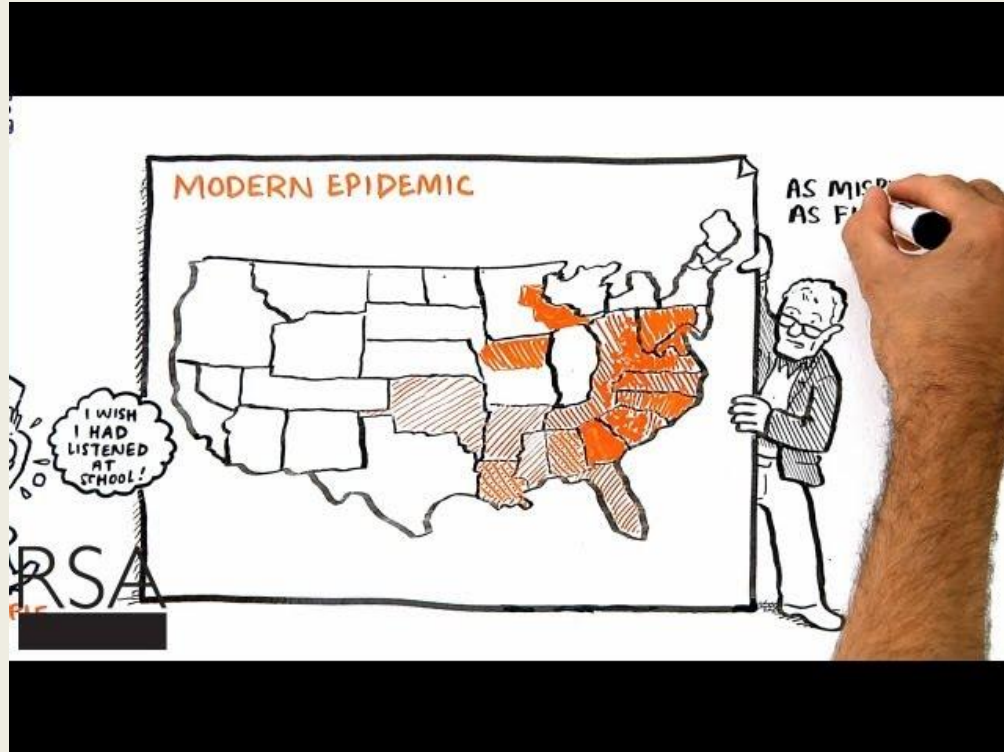


# Introduction to Inspiring Education

Engaging with Community Partners: Focused Conversations  
on Components of Curriculum Redesign

# Understanding the History



# Reflection

- What was your AHA moment(s)?
- Where do you think ALH fits into this model?

## What is Curriculum Redesign?

Through the Inspiring Education public consultations in 2009, Albertans created a collective vision for education to ensure every student experiences relevant, personalized and engaging learning opportunities.

Curriculum Redesign is one of the ministry's initiatives to build on the success of our current education system and the innovative educational practices already underway throughout the province. The redesign process is thoughtful, evidence-based and involves teachers, parents, school boards and employers.

Alberta Education is building a dynamic curriculum that includes the basics while also incorporating 21<sup>st</sup> century competencies such as innovation, communication and critical thinking that are applied in all subjects. Literacy and numeracy will be embedded as the foundation to every subject, at every grade level. Alberta's new curriculum will maintain our high standards while also providing more opportunities for students to focus more deeply in an area of study and make it easier for teachers to support personalized learning for their students. As a result, students will have the attitudes, skills and knowledge to be successful in their learning, work and other aspects of their lives.



WE ARE  
inspiring  
education

## Curriculum Redesign Overview

### Why change?

**Our world is changing** and we must prepare students so they have the attitudes, skills and knowledge to succeed in a dynamic, technological and global society.

Through the province-wide Inspiring Education consultations, Albertans shared their vision for education where all students are Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit.

**One of the ways we're bringing this vision to life is by redesigning Alberta's curriculum.**

### What will change?

We're proud of our students' achievements and the important role of our education partners.

Building on these strengths, Alberta's **future provincial curriculum** will:

- > Be more student-centred and inclusive of economic, social and cultural perspectives
- > Focus on students' development of competencies
- > Emphasize a foundation of literacy and numeracy
- > Encourage more flexibility to address local needs

### What are the competencies?

Students will still learn subjects, such as language arts and math, as well as develop the 10 competencies identified in the *Ministerial Order on Student Learning*:

- > Know how to learn
- > Think critically
- > Identify and solve complex problems
- > Manage information
- > Innovate
- > Create opportunities
- > Apply multiple literacies
- > Demonstrate good communication skills and work cooperatively with others
- > Demonstrate global and cultural understanding
- > Identify and apply career and life skills

### How will it change?

We're collaborating with our education partners in innovative ways to develop responsive and engaging curriculum for our students.

Through this shared focus, we're working together to ensure **students will have more opportunities** to:

- > learn at their own pace using a variety of formats
- > demonstrate their learning in different ways
- > apply what they learn to real-life situations
- > explore topics of interest in greater detail
- > use technology to support the creation and sharing of knowledge

Learn more about Curriculum Redesign at: [education.alberta.ca/curriculumredesign](http://education.alberta.ca/curriculumredesign)

## Directions for Future Curriculum

To achieve the vision of an educated Albertan in 2030 as an Engaged Thinker and Ethical Citizen with an Entrepreneurial Spirit, Albertans said we need to make the following shifts in policy:

<b>LESS</b>	<ul style="list-style-type: none"> <li>Focused on the school</li> <li>Centred on the system</li> <li>Focused on content</li> <li>Technology to support teaching</li> </ul>	<b>MORE</b>	<ul style="list-style-type: none"> <li>Focused on education</li> <li>Centred on the learner</li> <li>Building competencies</li> <li>Technology to support the creation and sharing of knowledge</li> </ul>
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*Inspiring Education: a Dialogue with Albertans*

Through Curriculum Redesign, Alberta Education with its stakeholders identified the following shifts for provincial curriculum (programs of study, assessments, and learning and teaching resources) as well as shifts for the development and design of that curriculum:

# LESS

- > System-focused
- > Content-focused
- > Prescriptive curriculum with limited flexibility
- > Primarily focused on summative assessment
- > Print-based
- > Ministry-led development
- > Sequential development

# MORE

- > Student-focused
- > Focus on competencies
- > Opportunities for local decision making and greater depth of study
- > Balance among formative and summative assessments
- > Digitally based
- > Collaborative and co-development models
- > Synchronous development

### What is Curriculum Redesign?

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## VISION

.....  
An educated Albertan is one who is an Engaged Thinker and Ethical Citizen with an Entrepreneurial Spirit.

### Engaged Thinker

I collaborate to create new knowledge.

### Ethical Citizen

I do the right thing because it is the right thing to do.

### Entrepreneurial Spirit

I create new opportunities.

## VALUES

These values are the beliefs and ideals we consider critical as we make decisions about education.

Opportunity

Fairness

Citizenship

Choice

Diversity

Excellence

## INSPIRING EDUCATION — POLICY SHIFTS

*Policy is a blueprint for a consistent course of action.*

### Focused on Education

Education should expand beyond the school and integrate the community, the environment and the "real world."

### Centred on the Learner

For learners to achieve their full potential, education must make the child the centre of all decisions related to learning and education.

### Building Competencies

A person is considered knowledgeable if they can gather, analyze and synthesize information . . . to create knowledge or find solutions to problems.

### Technology to Support the Creation and Sharing of Knowledge

Engage learners to use new technologies as designers and creators of knowledge. Some students may require additional technologies to more fully participate in learning activities.

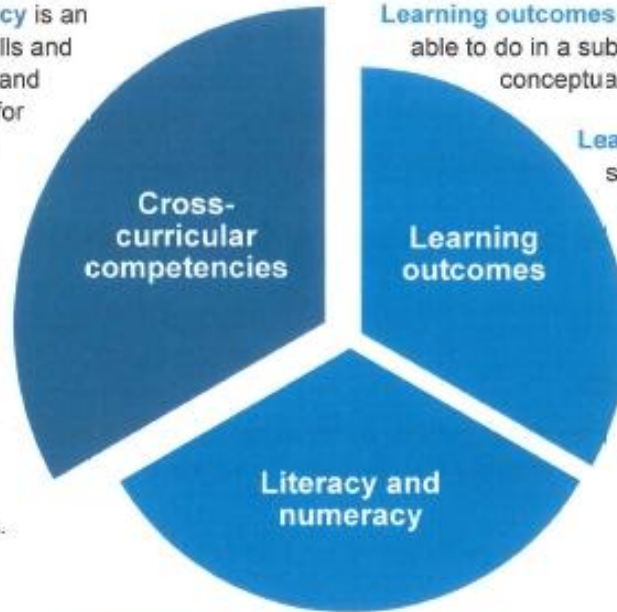
CURRICULUM POLICY SHIFTS <i>Influence and inform policy.</i>	GUIDING PRINCIPLES FOR CURRICULUM DEVELOPMENT	OUTCOMES FOR THE DESIGN OF FUTURE CURRICULUM <i>Frame and orient activities and actions toward common goals.</i>	PROGRESS TO DATE	MEASURES OF SUCCESS	LINKS TO OTHER GOVERNMENT OF ALBERTA INITIATIVES
<ul style="list-style-type: none"> <li>&gt; Student-focused</li> <li>&gt; Focus on competencies</li> <li>&gt; Opportunities for local decision-making and greater depth of study</li> <li>&gt; Balance among formative and summative assessment</li> <li>&gt; Digitally based</li> <li>&gt; Collaborative and co-development models</li> <li>&gt; Synchronous development</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Literacy, numeracy and cross-curricular competencies</li> <li>&gt; Exploration and understanding</li> <li>&gt; Student-centred and inclusive</li> <li>&gt; Ways of knowing</li> <li>&gt; Ways of learning</li> <li>&gt; Flexible learning environments</li> <li>&gt; Responsive</li> </ul>	<p>Curriculum will:</p> <ul style="list-style-type: none"> <li>&gt; provide clear evidence of cross-curricular competencies within and across subject/discipline areas.</li> <li>&gt; provide clear evidence of literacy and numeracy within and across subject/discipline areas.</li> <li>&gt; enable learning with flexible timing and pacing in a range of learning environments to meet diverse student needs and choice.</li> <li>&gt; be developmentally appropriate for the cognitive, affective and psychomotor learning domains.</li> <li>&gt; provide opportunities for transferability of learning to support broad exploration that leads to deeper learning.</li> <li>&gt; include learning outcomes that are observable and measurable.</li> <li>&gt; include assessment that is purposeful and fair, respecting students' diverse learning needs and student choice.</li> <li>&gt; be inclusive of and accessible to all Alberta students.</li> <li>&gt; include First Nations, Métis and Inuit perspectives.</li> <li>&gt; support the linguistic development and cultural identity of Francophone students.</li> <li>&gt; be available in English and French.</li> <li>&gt; be reviewed on a continuous basis to ensure accuracy, currency and relevancy.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Ministerial Order on Student Learning</i> (announced May 2013)</li> <li><input checked="" type="checkbox"/> Student Learning Assessments Grades 3, 6, 9 (announced May 2013)</li> <li><input checked="" type="checkbox"/> Provincial Dual Credit Strategy (announced May 2013)</li> <li><input checked="" type="checkbox"/> Online Diploma Examinations (announced May 2013)</li> <li><input checked="" type="checkbox"/> Strategic Review of Locally Developed Courses (completed)</li> <li><input type="checkbox"/> Curriculum Development Prototyping (January 2014–December 2014)</li> <li><input type="checkbox"/> Curriculum Development and Management Application (April 2013–September 2015)</li> <li><input type="checkbox"/> Review of Alberta High School Credentialing (October 2012–September 2015)</li> <li><input type="checkbox"/> Provincial Resource Strategy (2014–2015)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Increased levels of student engagement</li> <li>&gt; Increased levels of student performance on provincial, national and international tests will improve in subjects for which new standards for curriculum development have been used</li> <li>&gt; Increase in percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10</li> <li>&gt; Increase in high school completion rate of students within five years of entering Grade 10</li> <li>&gt; Increase in satisfaction of parents, teachers and public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Building Alberta Plan</li> <li>&gt; Government of Alberta Collaborative Library Policy</li> <li>&gt; Learning and Technology Policy Framework</li> <li>&gt; Moving Forward: Implementing First Nations, Métis and Inuit Collaborative Frameworks</li> <li>&gt; Social Policy Framework</li> <li>&gt; Together We Raise Tomorrow: The Alberta Approach to Early Childhood Development</li> <li>&gt; Youth Workforce Strategy</li> </ul>

# Competency-focused Curriculum: An Alberta Transformation - Definitions

A **cross-curricular competency** is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living.

The **cross-curricular competencies** are applied in developmentally appropriate contexts from K–12 and across subject/discipline areas.

**Competency indicators** enable development and application of competencies across subject/discipline areas.



**Learning outcomes** define what students know and are able to do in a subject/discipline area related to conceptual and procedural knowledge.

**Learning outcomes** within subject/discipline areas provide the context for cross-curricular competency development.

**Learning outcomes** must support literacy and numeracy development and clearly provide the opportunity for the development of cross-curricular competencies.

**Literacy and numeracy** are foundational to all student learning.

**Literacy and numeracy benchmarks** describe students' progress along a continuum of developmentally appropriate expectations and behaviours.



# Cross-Curricular Competencies

## What does this look like?

- The competencies outlined in the *Ministerial Order on Student Learning* contribute to the vision of students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit:
  - know how to learn
  - think critically
  - identify and solve complex problems
  - manage information
  - innovate
  - create opportunities through play, imagination, reflection, negotiation, and competition
  - apply multiple literacies
  - demonstrate good communication skills and the ability to work cooperatively with others
  - demonstrate global and cultural understanding, considering the economy and sustainable development
  - identify and apply career and life skills through personal growth and well-being

Here is the full description of what cross-curricular competencies means and the indicators used

### Cross-curricular Competencies

Transforming learning experiences to a competency-focused approach enables students to develop and apply competencies within appropriate contexts across subject/discipline areas.

The competencies outlined in the *Ministerial Order on Student Learning* contribute to the vision of students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit:

- > know how to learn: to gain knowledge, understanding or skills through experience, study and interaction with others;
- > think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
- > identify and solve complex problems;
- > manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
- > innovate: create, generate and apply new ideas or concepts;
- > create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
- > apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
- > demonstrate good communication skills and the ability to work cooperatively with others;
- > demonstrate global and cultural understanding, considering the economy and sustainable development; and
- > identify and apply career and life skills through personal growth and well-being

The *Ministerial Order on Student Learning* can be accessed online at: [http://education.alberta.ca/media/6951645/skmbt\\_c36413060707450.pdf](http://education.alberta.ca/media/6951645/skmbt_c36413060707450.pdf)

### Competency Indicators

Cross-curricular indicators have been developed for each competency and outline a learning progression, from lower to higher order behaviours, that enables the discovery, development and application of competencies across subject and discipline areas.

The cross-curricular competency indicators:

- > support the growth of the whole child;
- > are expectations (attitudes, skills, knowledge) that describe behaviours (emotions, thoughts and actions) that students demonstrate (ideas, processes, products and values) in their continued growth within a competency;
- > are developed in a learning progression;
- > enable personalized learning by allowing teachers to select the indicator that best meets the needs of the student and is appropriate to the context of the learning experience;
- > are used to inform the development of programs of study, assessment, and learning and teaching resources;
- > provide consistency for students as they develop and acquire competencies; and
- > provide consistency in assessing and reporting student progress and achievement relative to the cross-curricular competencies.

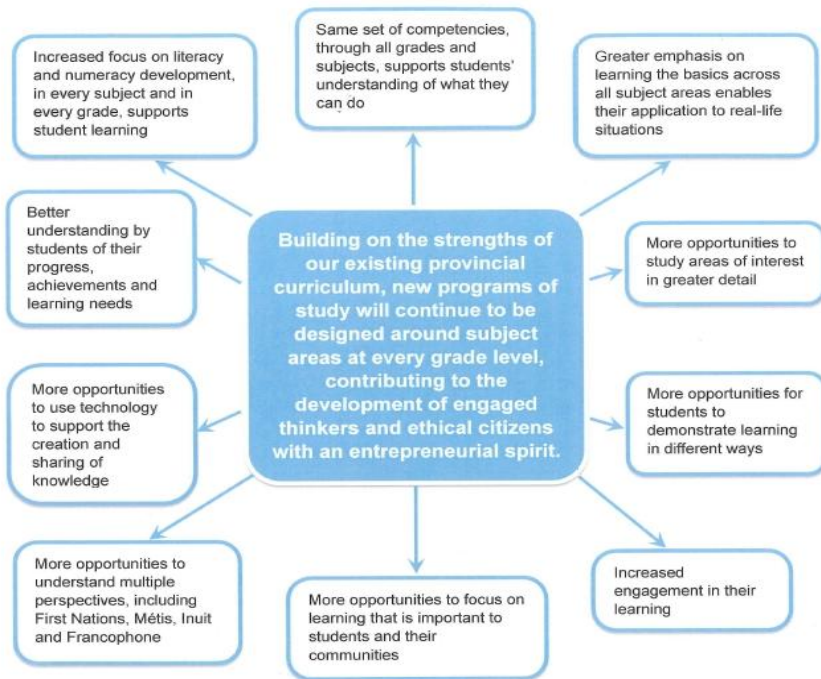
## Alberta Education's Vision of Cross-Curricular Competencies

A cross-curricular competency is an interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. They are developed by every student, in every grade and across every subject/discipline area.

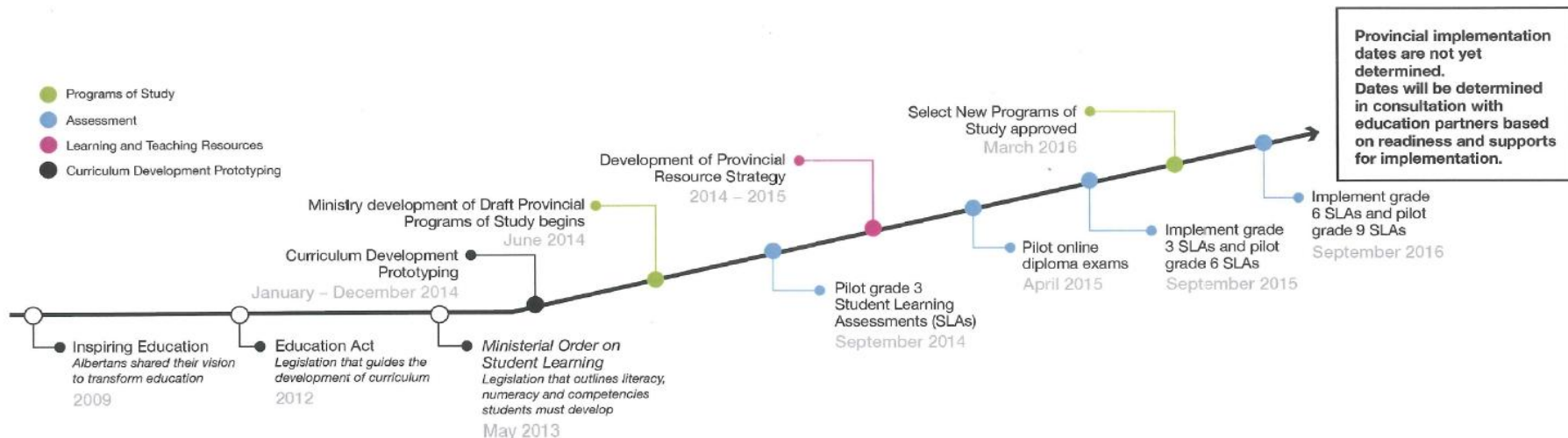
What does this look like at ALH currently?



## What will future programs of study mean for students?



## Curriculum Redesign Timeline



Learn more about Curriculum Redesign at: [education.alberta.ca/curriculumredesign](http://education.alberta.ca/curriculumredesign)

# Resources

- <http://education.alberta.ca/>
- <https://inspiring.education.alberta.ca/>
- <https://inspiring.education.alberta.ca/resources/>
- <http://education.alberta.ca/department/policy/standards/goals.aspx>