

April 12, 2017

Alberta Teachers' Association

The Alberta Teachers' Association has signed an accord with the Alberta government which outlines the central role teachers will play in Alberta's K-12 curriculum redesign. This is a markedly different process than the one used in BC.

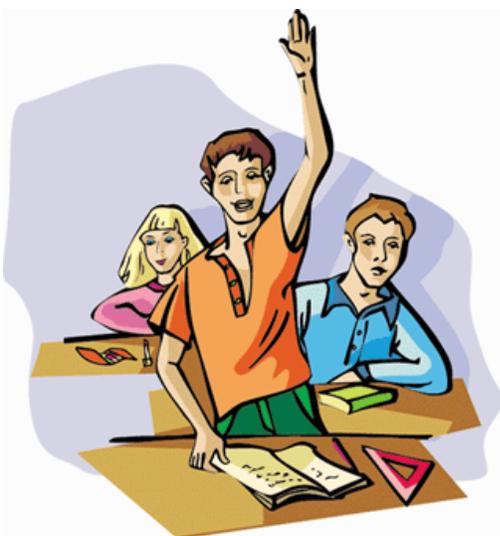


Below are a few of the tenets that Alberta teachers hold as central to any rethinking about curriculum. You may want to use them to inform your conversations in your district about curriculum revision.

- We believe that curriculum is about what should be learned.
- We believe that assessment and evaluation must be consistent with the curriculum.
- We believe that curriculum implementation must be properly supported.
- We believe that it is the responsibility of teachers to lead students to mastery of the curriculum, and it is the responsibility of government and school boards to support teachers in their efforts to do so.

Alberta's approach to curriculum change can be found [here](#).

Confused about core competencies?



The Ministry of Education is currently working on several documents to assist with questions related to core competencies. A Frequently Asked Questions document should be available soon. In the meantime, some useful information can be found below.

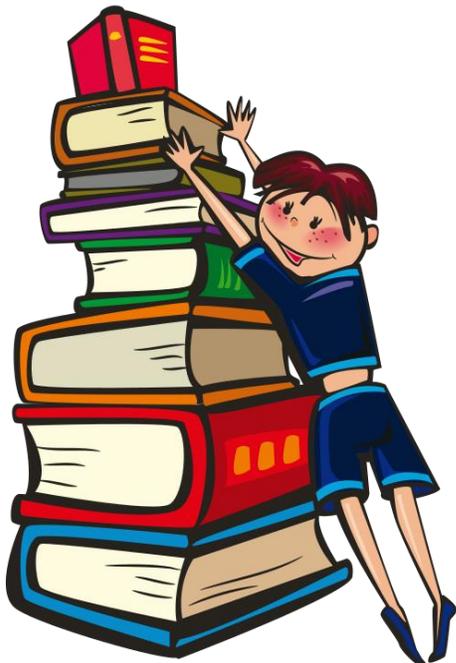
As the core competencies are teacher-supported and student assessed, all teachers are responsible for supporting their development. School districts are to create procedures around the documentation of these year-end self-assessments. The Federation is recommending that this conversation be part of the Joint Education Change Committee at both the local and school level to ensure appropriate supports are in place to assist teachers.

These supports include the following:

- Ensure changes in reporting tools do not increase workload or infringe on an individual’s professional autonomy. Reports need to be timely and meaningful, not constant.
- Be aware of which schedule (1 or 2) the district is following.
- Ensure that teachers are not evaluating and/or reporting on the core competencies.
- Ensure appropriate student self-assessment tools on the core competencies are available.
- Decide which curricular areas will be reported on each report.
- It should not be left to an administrator to inform staff of the process involved with collecting and linking this information to the student process report at year end.

There is a recommendation from the Ministry to limit reporting on the core competencies this year. This recommendation was made due to the challenges of implementing an entire curriculum. School-based curriculum committees need to be aware of this recommendation and reference it in their discussions.

While students and teachers become familiar with the self-assessment of the core competencies this year, it is recommended that students begin by self-assessing on at least **one** of the three broad core competencies on the final report of this school year. Thereafter, students can grow their self-assessment to include further core competencies with the goal of self-assessing on all three broad core competencies going forward.



Refer to the following BCTF Education Change Bulletins for more detailed information on core competencies.

- [Education Change Bulletin 4 – Interim Reporting](#)
- [Education Change Bulletin 3 – Assessment](#)
- [Education Change Bulletin 1 – Reporting](#)

Additionally, here are some links on core competencies that your members may find useful:

- [TeachBC](#) resources
- From the Ministry: [Core Competencies Posters](#). A series of seven posters that feature the facets of the core competencies and “I” statements within each facet, which may be helpful for students to self-assess their growth.

Please encourage your members to read the Education Change Bulletins from the BCTF. These bulletins are written to address emerging issues related to education change.

Information on professional development opportunities



Training for Intercultural and Diversity Trainers

Learn from experts and your peers in this interactive course

May 25–June 7 (online) and **June 8–10** (in-class)

Strengthen your intercultural and diversity facilitation skills to inspire learning in others. Our highly anticipated [Training for Intercultural and Diversity Trainers](#) course is back this year, running from May 25–June 10, 2017, in a blended online and in-class format. The online sessions are from May 25–June 7 and the in-class sessions are from June 8–10 at UBC Point Grey Campus (David Strangway Building), Vancouver BC.

Participants must have prior experience in facilitation or training. The prerequisite course [Strategies for Effective Intercultural Communication](#) is required. Other credentials may be considered as equivalent to this prerequisite; please contact us for details.

Register by May 4 to save \$50. [Find out more and register.](#)

Summer courses and institutes

UBC Vancouver Campus is offering the following courses this summer:

Summer Term 1: EDST 508B—Humanities Based Research

Monday and Wednesday from 4:30 to 7:30 p.m.

An overview of five elements of the humanities in relation to education: literature, poetics, history, humanistic psychology, and philosophy. The course will be devoted to reading primary humanistic texts with lectures, discussions, and a final oral examination. No prerequisites required; all are welcome. A syllabus from last year can be seen at this [link](#).

Summer Term 2: EDST 565D—Eros and Education

Monday–Friday from 8:00–10:30 p.m.

“Eros and Education” refers to love, desire, and passion in education. This class will study eros in two senses, with two implied relationships to education. First, we will consider eros as a concept in selected texts by Plato, Nietzsche, Freud, Marion, and others. The relation to education in this first conceptual sense will be speculative and associative. Second, we will consider eros as an existential phenomenon, as something that appears within experience, consciousness, and the body—in living and dying. Here poetry and literature by Rumi, Dante, Tolstoy, Chekov, W.E.B. Dubois, Neruda, and others will be our guide. The relation to education in this second phenomenological sense should be more direct, extending to concrete questions about politics, religion, psychology, learning, schooling, teaching, curriculum, study, and more. No prerequisites or specializations required.

Summer institutes

After the sneak preview last month, we are very excited to announce the launch of our [2017 summer institutes!](#)

Join us this summer to engage in an exceptional learning experience and develop expertise to take back to your students and classrooms. Summer institutes are concentrated programs, developed and delivered by renowned experts and subject area leaders from UBC and beyond. Our 2017 programs cover a wide range of topics.



New this year is the **2017 Alumni Choice Summer Institute**. Thank you to everyone who completed the survey highlighting areas of professional learning that would be of most benefit to our education alumni. We are pleased to announce the 2017 Alumni Choice program is [Teaching to Diversity—Universal Design for Learning and the New BC Curriculum](#).

Summer Institutes enable teachers to complete a full course (three credits, or a certificate of participation) over a one- or two-week period, to develop or add a new skill to their toolbox, and to deeply engage with a community of learners.

Meet your professional goals this summer. Find the program of your choice and register early as many programs fill quickly. Visit www.pdce.educ.ubc.ca/Summer2017.

Empowering the autonomous professional

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