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| The linear timetable is not structured to allow for learning in an Indigenous way. It doesn't allow for deeper exploration of things that students may be passionate about learning. Make space in the day/week/year for this to happen. | We live in a global economy that requires our students to be prepared to think both critically and creatively, evaluate massive amounts of information, solve complex problems, and communicate well. A strong foundation in reading, writing, math, and other core subjects is still as important as ever, yet by itself is insufficient for lifelong success. For too long, we have committed to time structures, coursework, instructional methods, and assessments designed more than a century ago. Our current definition of student success is too narrow. It is time to put students first, align resources to students’ multiple needs, and advocate for a more balanced approach. *ASCD* | When referencing…content, give learners a chance to work with locally developed resources (including local knowledge keepers) wherever possible.  "The focus needs to be on the local experience, culture, history, and on being able to connect that with the experience of non-Aboriginal students' families." (participant, Williams Lake)  *(Aboriginal Worldviews and Perspectives in the Classroom)* |
| In the past we knew what the skill set was and we could prepare young people for specialization in particular jobs. Now we’re talking about skill sets that include creativity, problem solving, collaboration, and the global competence to be flexible and to have cultural understanding. | Strengths-based, learner-centred practice  "This begins with educators knowing their students as individuals and configuring instruction to connect with their interests and build on their strengths to engender confidence and enjoyment in learning."  *(Aboriginal Worldviews and Perspectives in the Classroom)* | There is a 0.17 effect size on student learning when teachers act as facilitators of learning through problem based learning, simulations and gaming, and individualized instruction. Alternatively, there is a .84 effect size on student learning when teachers serve as activators of learning through offering feedback, accessing thinking, supporting challenging goals, and monitoring learning.  *John Hattie* |
| Building capacity in our community and our students involves: treating kids respectively and really listening to what they have to say, creating a space for kids to meet their social/emotional needs before their learning needs, educating the whole child (heart/mind education) | Within the next 10 years, we will face an employment crisis that will shake the foundations of our society, our political system, and our economy. And the only answer is education, and education for adults as well as young people.  But it can’t be the same old education. It has to be education that emphasizes our human talents and abilities, our creativity and our ability to improvise and innovate | The 20th century witnessed the closing of the “Contents Era.” This Era placed the educational emphasis on course content. In the 21st century, education will progressively stretch the emphasis to expand competence beyond subject content. Indeed, many countries throughout the world have moved to making competencies central to their educational reform efforts as a way to help their citizens engage actively in today’s global, knowledge-based society. |
| Dynamic knowledge (the sort of knowledge that is naturally and spontaneously invoked in authentic interactions in the the real world) requires individual meaning making based upon multiple sources of information; the role of educators is to facilitate the making of dynamic knowledge. Dynamic knowledge is revealed through real world performance.  The change involves everyone, and as yet (or perhaps never again) no one has the exact answers. The world we are entering is one of multiple answers and infinite possibilities. It looks "messy" and trial and error is essential. But we must learn how to live in that world. Because our children have no choice. | There's more involved to education and learning than just doing homework. It's about making meaning out of your life, finding value. Homeland, mother tongue, roles and responsibilities are all interconnected.  *Participant, Aq'am* | Recognize and embrace the important role you as educator can play in addressing the need for reconciliation and overcoming the legacy of colonialist/assimilationist schooling.  "Family and community are a big source of learning. The inclusion of these worldviews and perspectives has the potential to reduce racism since it is difficult to be racist to people to whom you are connected and know/understand" (participant, Williams Lake)  (*Aboriginal Worldviews and Perspectives in the Classroom*) |
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**Why the Redesigned Curriculum?**