K-12 OER and the New AB Curriculum

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Today’s 20-25 minute presentation will address:

• Who we are and what we do.
• What tools do we provide for connecting resources to curriculum?
• How are we preparing for the shift to new provincial curriculum?
• What are the opportunities for growth and collaboration?
• Materials and Instruction connect our pre-service teachers to resources that support Alberta Curriculum
We create Web-based guides that not only highlight key sources by subject, but are also specific by grade (or even topic) within that subject.

Key Sources:

- Programs of Study
- AB Ed program Supports
- LearnAlberta.ca
- Authorized Texts
- Other Subscription and open resources

Faculty of Education Curriculum Lab (2017) University of Lethbridge.
http://llbguides.uleth.ca/ss/4
Some of the Sources we Draw on (Primarily OER)

Black Gold Regional Schools

2learn.ca
Now run by ATA. Curates free Interactive resources and aligns them with AB Curriculum.

Sample Courses: ADLC
View Social Studies 1 Course
Access provided to current U of L students & Faculty. See Curricula Passwords.
- How All AB Teachers Can Access for Free

Media Smarts

First Nations, Métis and Inuit Curriculum Collection

U Lethbridge Faculty of Education: lessons & resources

ARPDC Professional Development Resources
Dedicated to ongoing professional learning at the local, regional and provincial level.

LearnAlberta
Quality digital resources accessible to all Alberta students, parents and schools. U of L login provided in PS 1.

LearnAlberta Programs of Study Browse
Browse outcomes from the Programs of Study to identify resources associated with a specific outcome.

LearnAlberta Resource Search
Search for student and teacher resources (videos, lesson materials, games etc.) by subject and grade.

LearnAlberta’s Online Reference Centre (ORC)
Online Reference Centre
Quality databases to support inquiry. Faculty of Ed. and all schools have their own login through the Province.
We are interested in connecting resources with specific outcomes to help educators find what they need, when they need it.

Programs of Study are Changing...So What Now?

• Currlab guides heavily reflect the emphasis on content and knowledge that is historically predominant in Curriculum.

• New K-12 curriculum is a deliberate shift away from that emphasis on knowledge.

• So as we think about how we can reorganize and restructure our own supports, we first need to understand those shifts.
Resources developed by the Edmonton Regional Learning Consortium (ERLC) and members of Alberta Regional Professional Development Consortia (ARPDC) as a result of funding from Alberta Education to support implementation.

Images:
Edmonton Regional Learning Consortium (ERLC) & Alberta Regional Consortia (ARPDC) (2017). Curriculum Implementation for Alberta Educators
https://sites.google.com/erlc.ca/curriculum/home
Understanding the Vision and Philosophy of Concept-based Curriculum

- Curriculum Implementation for Educators (ERLC/ARPDC resource) is a good starting place.

- Books listed here are referenced in AB Ed. and ARPDC resources.

- Alberta Ed. Guiding Framework document outlines the components and structure of the new Curriculum.

Faculty of Education Curriculum Lab (2019), Teacher Resources for Envisioning New Curriculum https://libguides.uleth.ca/newcurric/understanding
A number of open tools are referenced in ARPDC Guide for Educators.

- Deep Thinking
- Digital Citizenship
- Examples of Concept-based instruction

From *The Guiding Framework*

- “The common architecture and design, along with the common language and the common approach to the development of learning outcomes, *facilitate teacher planning in and across all subjects and grades, interdisciplinary teaching, cross-curricular learning experiences for students and comprehensive professional development*”. (p. 13)

- “The common architecture and design ensure that each subject consistently focuses on *competencies, literacy and numeracy; supports inclusion, pluralism and diversity; includes Francophone cultures and perspectives; includes First Nations, Métis and Inuit cultures and perspectives, and advances First Nations, Métis and Inuit education for reconciliation*. (p. 18)

• This platform is intended for delivery of the new curriculum

• Note: Printable Draft does not allow for the customizable views that enable better understanding of the new Curriculum

# Social Studies DRAFT Kindergarten to Grade 4 Curriculum

## Essential Understanding
Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.

## Guiding Questions
- How can I participate in my diverse communities?
- How can I contribute to my diverse communities?
- How can contributions to our diverse communities help us to support one another?
- How can people's actions strengthen our own and surrounding diverse communities?
- In what ways can individuals and groups take action to promote the vitality of their diverse communities?

## Learning Outcomes

### Kindergarten
- Children explore and share how people participate in their diverse communities.

### Grade 1
- Students investigate and represent ways individuals participate in diverse communities.

### Grade 2
- Students examine and describe ways that people can support one another within diverse local communities.

### Grade 3
- Students explain how people’s actions can strengthen diverse local and surrounding communities.

### Grade 4
- Students analyze how individuals and groups contribute to the vitality of their diverse communities, past and present.

## Conceptual Knowledge
### Individuals belong to communities
- People belong to communities
- Individuals are part of communities

### Communities are diverse in a variety of ways
- Communities include people with diverse experiences, interests, and needs
- Communities include individuals with different roles and responsibilities
- Communities include individuals within diverse communities
- Communities include individuals within diverse communities

### Individuals contribute to communities in various ways
- People can feel a sense of belonging by sharing ideas and volunteering in communities
- Awareness of current local needs and issues can inspire a commitment to take action within and beyond local communities

### Diversity, including social, cultural, and linguistic diversity, can shape communities
- Communities include people with diverse backgrounds
- Communities include individuals and groups within diverse communities

### Local issues focus on topics or subjects about which people are concerned and may have differing opinions
- Local issues impact on the community at large
- Local issues can be addressed by individuals who take an active role in communities

## Procedural Knowledge
### Explore various diverse communities
- Explore various roles individuals have in communities
- Discuss various ways individuals contribute to their communities
- Discuss various ways individuals can help one another in their communities

### Investigate how local needs and issues can be addressed by individuals who take an active role in communities
- Identify roles and responsibilities of individuals in local communities
- Discuss various ways individuals can help one another in their communities

### Recognize that participating in local community activities and events can build a sense of belonging
- Recognize that participating in local community activities and events can build a sense of belonging
- Recognize types of diversity in local and surrounding communities

### Examine ways that First Nations, Métis, and Inuit affected change in and contributed to the vitality of communities
- Examine ways that settlers, including Francophone settlers, affected change in and contributed to the vitality of communities
- Discuss types of contributions made by individuals and groups that can promote a sense of belonging

### Investigate how the rights of individuals and groups, including treaty rights, affected relationships within communities
- Investigate how the rights of individuals and groups, including treaty rights, affected relationships within communities
- Propose actions that can strengthen relationships within communities

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Example:

- Search for Grade 4 Social Studies

https://new.learnalberta.ca/?x=9FDE164E
Example: Grade 4 Social Studies

- 4 Essential Understandings *(Same from K-12)*
- Guiding Questions within each Essential Understanding *(Guiding Questions are unique within each grade)*
- Within Gr. 4 Social Studies, there are 12 Guiding Questions

https://new.learnalberta.ca/?x=65A8FA92
Example: Expanding a Learning Outcome

Includes:
- conceptual knowledge
- procedural knowledge
- Literacy
- Numeracy
- Francophone and FNMI components

https://new.learnalberta.ca/?x=371EB94B
Example:
Specific Competencies are Referenced.

An “Outcome” is Defined in *The Guiding Framework*

One Outcome essentially follows this Structure:

**Essential Understanding**
Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.

**Guiding Question**
How can engaging with diverse texts help us build an understanding of different perspectives?

**Guiding Question**
How are stories and histories of Alberta shaped by diverse experiences and perspectives?

**Learning Outcome**
Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.

**Curriculum Components**
- Sources of information and knowledge include oral traditions, ceremonies, celebrations, and written documents.
- Stories of Alberta’s past reflect diverse First Nations, Métis, and Inuit perspectives.
- Stories of Alberta’s past reflect diverse perspectives of Francophones and diverse settler communities.
- Information and knowledge about Alberta’s past, primary, and secondary sources.
- Distinguish between historical events and historical developments.
- Investigate sources of information and knowledge about Alberta’s past, primary, and secondary sources.
- Literacy: Acquire Information: Access
  - Access: Students select, sort, and analyze from a variety of sources to respond to questions, problems, or tasks.
- Numeracy: Spatial Information: Time
  - Time: Students determine the chronology of events encountered in real-life situations involving time and elapsed time.

Images:
https://new.learnalberta.ca/?x=3406B6C6
Note the reference to other Gr. 4 subjects containing the same essential understanding.

We Can Add an Additional Subject Filter

- Now we can see the ELA Guiding Question under the same essential Essential Understanding.

Resources are Part of the New.LearnAlberta.ca Platform

New.LearnAlberta.ca

• Alberta Education’s Resource strategy for the new curriculum is not yet released. OER will likely be included on some level.

• The beta version is available online for testing, and LearnAlberta continues to seek feedback.

• To access the teacher workspace (myboards) and the collaborative features, educators must register for a PED account (See ARPDC instructions at https://sites.google.com/erlc.ca/curriculum/curriculum-components/new-learnalberta-ca?authuser=0 )

• Connecting our Pre-Service Teachers and Faculty to this platform will be an important part of preparing for curriculum changes.
How Might U Lethbridge CurrLab Supports Evolve?

• Our efforts to date were driven by a desire to see key sources available in one place. New.LearnAlberta.ca is envisioned as playing that role.

• It would be redundant and unnecessary to try and duplicate the comprehensive structure of New.LearnAlberta.ca.

• We would want the ability to share other resources we have identified, particularly those that support our local context.

• Our current method of organization (by subject and grade, focused on content) does not support an interdisciplinary, concept-based approach.
How Would we Organize Additional Resources we Discover/Create?

- Listing all the Essential Understandings from one grade preserves the intent of cross-curricular connections.

Faculty of Education Curriculum Lab (2019). Grade 4 (Draft) University of Lethbridge Alberta, Canada https://libguides.uleth.ca/grade four
How Do We Keep Lists Relevant and Manageable?

- Specific resources, already curated/aligned
- vs.
- Links to Lists or Searchable sites that a teacher needs to “mine”

Faculty of Education Curriculum Lab (2019). Grade 4 (Draft) University of Lethbridge Alberta, Canada https://libguides.uleth.ca/grade four
How Can We Contribute To Identifying and Organizing OER in an AB context?

• Consider that some great open resources originated from the former Alberta Initiative for School Improvement (AISI). Will there be opportunities for formal contributions to creating/aligning resources to support new outcomes?
  • Eg. Black Gold Regional Schools *Engaging Students* resource banks.
  • Eg. Social Studies Literature Connections K-12 Lists (CBE and partners)

• How can the K-12 OER Teacher Network collaborate? What might the sharing of resources look like?
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