

November 19, 2015

## The revised curriculum and additional non-instructional days



The planning for the two additional non-instructional days (NIDs) will be well underway in your locals by now. The provincial framework documents are available on the [BCTF website](#) and are intended as a guide to assist locals and districts in the planning of these days.

This framework is meant to be a living document and as items become available they will be included [here](#). This information gives facilitators and organizers [links to many resources](#) to assist them in the planning and facilitation of the days.

The information for the planning teams has been organized into the following framework:

<b>Why?</b>	<b>What?</b>	<b>How?</b>
Why the change?	Overview of curriculum	Structures to support investigating curriculum  Topics to explore

A possible example of organization is doing the “why” and “what” sections as a large group on day one of the non-instructional time, and the “how” section could be done with smaller groupings on the second day of the non-instructional time. The majority of time is probably best spent on the “how” section. The planning teams should make their own decisions on how these elements will be organized.

PD Chairs may find the links below useful when planning some of the “how” sessions with teachers.

**School inquiry groups and collaborative conversation**

- Adams, P., & Townsend, D. (2014). [From action research to collaborative inquiry: A framework for researchers and practitioners](#). *Education Canada*, 54(5), 12–15.
- Burden, S., & Gill, D. (2015). [Learning together: One school’s success with teacher learning cohorts](#). *Education Canada*, 55(1), 8–11.
- Donohoo, J. (2013). [Why collaborative inquiry?](#) *Collaborative Inquiry for Educators: A Facilitator’s Guide to School Improvement* (144). Thousand Oaks, Calif.: Corwin.
- Nelson, T.H., et al. (2010). [Leading deep conversations in collaborative inquiry groups](#). *The Clearing House*, 83(5), 175–179. Or, this version: [Leading Deep Conversations in Collaborative Inquiry Groups: Adaptation of the Original Article](#)
- Schnellert, L., & Butler, D.L. (2014). [Collaborative inquiry: Empowering teachers in their professional development](#). *Education Canada*, 54(3), 42–44.

## Call for conference proposals



The Learning Forward organization is holding their annual conference December 3–7, 2016, in Vancouver and the BCTF is a conference partner for this event. The theme of the conference is Connecting Landscapes for Learning. Many school districts have already

designated Monday, December 5, 2016, as a professional development day and the conference organizers have named December 5 as “BC Day,” and will highlight professional learning in BC, so we hope that there will be a sizeable BC attendance.

Learning Forward is an organization based in the US that “is devoted exclusively to those who work in educator professional development. We help our members leverage the power of professional learning to affect positive and lasting change. Learning Forward shows you how to plan, implement, and measure high-quality professional learning so you and your team can achieve success with your system, your school, and your students.”

If you are involved in teacher inquiry or other professional learning groups in your provincial specialist association, school, or local, please consider submitting a conference proposal. The process is not difficult, but it is lengthy, so a [video](#) has been produced to help navigate through the system. Information on the process can be found [here](#).

The deadline for proposals is January 30, 2016. Please contact Jenny Garrels ([jgarrels@bctf.ca](mailto:jgarrels@bctf.ca) or 604-871-1871 or 1-800-663-9163, local 1871) if you have any questions.

## Current research

The Canadian Education Association (CEA) has published some interesting work on neuromyths (common misconceptions on how the brain functions).

“Recent studies have shown that teachers often believe in common misconceptions about how the brain works. These neuromyths can be problematic for education, as they may cause teachers to use educational practices that are not entirely compatible with their students’ brain function. This article presents and discusses the three most prevalent neuromyths.”

These three myths are expanded in the article [“Neuromyths in Education,”](#) published in the Fall 2015 CEA journal *Education Canada*.

[Shattering Three Myths of Teaching and Learning poster](#)

## BCTF workshops

School PD Representatives may be interested in offering the following workshops on self-directed PD and teacher inquiry.



### **Teacher Inquiry, Part 1 : Teachers Collaborating in Self-directed Professional Learning (3–5 hours)** (Also available in French)

Many teachers are ready to move to a deeper professional practice where they are in control of their professional development. Inquiry approaches have been fostered in the BCTF by the Program for Quality Teaching (PQT) and by inquiry projects supported by the Research and Technology (R & T) Department. This workshop will explore the ways teacher inquiry can be implemented in a local or school, the literature surrounding teacher inquiry, and how the BCTF, through its PQT and R & T projects, can help support teacher inquiry. This workshop will also assist groups in the first steps to get started with their inquiry.



### **Teacher Inquiry: Getting Started in Your Local**

If teacher inquiry is a topic that school staff want to explore in more detail, the PD rep should consider booking this workshop. The facilitator will take the school staff through how to begin an inquiry project and how the process can be facilitated in the school. It would be great for schools wanting to explore another aspect of teacher-led professional learning.

The booking information for these Professional and Social Issues (PSI) workshops can be found [here](#).

## Calling all history and social studies teachers

The University of the Fraser Valley (UFV) History Department, in collaboration with UFV Teacher Education, is hosting a special professional development day for all history and social studies teachers and faculty members on February 19, 2016, called History Matters: Historical Thinking K–16.

In addition to a keynote lecture that will present innovative ideas on how to develop historical thinking in your students throughout their educational journey, the day will include two breakout sessions to allow for interaction and reflection. Please visit the [webpage](#) for full details and to view the schedule.



## Pro-D around the province—PSA conferences



### Teachers of Home Economics Specialist Association (THESA)

THESA held a successful conference in Richmond on the October 23, 2015, PSA Day.

To check out some pictures and comments from the day, click [here](#).



### Computer Using Educators of BC (CUEBC)

The yearly CUEBC conference, held at Bryne Creek Secondary in Burnaby, drew 550 educators from around BC. This year's conference keynote George Couros had the audience laughing about his mother's ability to induce guilt with emoticons and how to successfully promote a “growth mindset” among your students. Over 30 break-out sessions followed that covered topics like the basics of coding, 3D printing, Arduino kits, Minecraft for educators, iPads and

mobile device use in classrooms, and much more.

On Saturday, 80 additional CUEBC members joined the conference for an exciting, event at Lighthouse Labs workspace in Gastown. UBC Okanagan's Innovative Learning Centre brought us their Maker Day event. In teams, 40 teachers worked to implement design-thinking principles and tackle a real-world challenge around accessibility, risk, and play. In an adjoining space, Lighthouse Labs Education Director Khurram Virani hosted a coding bootcamp to provide educators with an advanced coding opportunity to build on topics he introduced in his Friday session. Lighthouse Labs donated their space and instructor time to help facilitate this outstanding event. Photos and follow-up materials are available at [CUEBC.ca](#).



### **BC Technology Education Association (BCTEA)**

The annual BCTEA conference, held this year at Gladstone Secondary School, was the largest in recent years. There were 320 delegates and over 30 workshops designed to help keep technology education teachers current. There were workshops in metalwork, Makerspaces, 3D printing, jewelry making, and future directions for technology education, such as skill-building for the new skills exploratory course that the Ministry of Education and the Industry Training Authority have created. With the revised

Applied Design, Skills, and Technology curriculum coming out, there is a lot of interest in knowing the direction that technical education might be taking.



### **BC Early Career Teachers' Association (BCECTA)**

The newest provincial specialist association (PSA), BCECTA, was present at a number of PSA conferences to connect with new teachers, TTOCs, and those who support early career teachers.

Visit [BCECTA's website](#) to learn more about this new PSA.

**Empowering the autonomous professional**

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