

EDUCATION: PROGRAMS

Policy 512.14.1-G (previously 602.14.1-G)

Curriculum Development Guidelines

Introduction

The BC Ministry of Education provides teachers with content standards, the prescribed curriculum, in the form of Integrated Resource Packages (IRPs). The prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – for each subject and grade. The latest foci from the Ministry are environmental stewardship and personalized 21st Century Learning. As an integral part of our Environmental Stewardship Policy, the Richmond School District is committed to a district-wide approach to integrating local and global environmental issues into the curriculum.

Effective Curriculum Development Practices at the District Level

- Infuse the BC Ministry of Education’s environmental learning outcomes and Environmental Learning & Experience (ELE) Guide and Curriculum Maps in all District curriculum development activities
- Provide district coordination and release time for a District Curriculum Development Team (CDT) to develop the Richmond School District’s locally developed K-12 Integrated Environmental Stewardship Curriculum (IESC) Framework which lists the Ministry’s environmental learning outcomes in a K-12 sequence as well as locally developed K-12 environmental stewardship curriculum/learning outcomes. This is to be reviewed annually.
- Coordinate the district-wide elementary and secondary CDT to develop and implement local K-12 ES curriculum/learning outcomes which are to be reported on, and supplemented with ES kits, environmental documentaries, resource materials, online resource materials including a YouTube video channel, Twitter feed, and an ES event calendar on an interactive blog
- Support school-based Teacher IESC Teams to promote cross discipline curriculum development and an IESC report out during staff meetings
- Develop Environmental Stewardship (ES) activities and cross-disciplinary unit plans in English and French
- Cultivate ecological literacy. Provide professional development opportunities for staff (i.e. leadership and sustainability knowledge, principles and issues) through inquiries, collaborations and networks
- Have regular district-wide sharing opportunities for staff to describe IESC successes and student achievements on common Pro-D days and at District Conventions
- Provide District staff to coordinate IESC development and professional development
- Coordinate with the City of Richmond to offer schools stewardship activities at nearby city parks as well as co-create “stewardship kits” with invasive plant guides and tools for removal efforts
- Establish a Outdoor School in Richmond to provide a space for the IESC experience, outdoor Pro-D, leadership training, large gardens and bog restoration sites

Effective Curriculum Development Practices in Schools

Collaboration

- Invite interested teachers, teacher librarian, and support staff to meet regularly to discuss the implementation of curriculum plans (i.e. at the same grade level, similar subject areas, those who share the same students)
- Provide opportunities during Pro-D days and at Staff meetings to share ideas and inquiries with staff
- Provide opportunities for students to share their ideas for ES project work

Continuous Improvement

- Invite feedback from students and parents on the behavioural changes that result from IESC education
- Establish a personal Ecological Literacy Learning Plan identifying current strengths, next steps and inquiries, and collaborative partner
- Establish a teacher prep area for IESC development, including a dynamic map of the neighbourhood to highlight locations where teachers have been connecting to the local environment. This area could also be the site of storage for fictional and non-fictional teacher resources in hard copy.

Commitment to the Triple Bottom Line Assessment

- Assess your curriculum plan and implementation strategies for Educational/Social impact:
 - How do the IESC classroom activities provide mechanisms to change societal impacts through behavioural changes?
- Assess your curriculum plan and implementation strategies for Environmental impact:
 - How does teaching and learning through an IESC framework enhance the stewardship of our ecosystems?
- Assess your curriculum plan and implementation strategies for Economic impact:
 - How do the IESC links reduce the costs for consumable/ disposable materials in schools?

Leadership

- Inspire your school staff to develop a shared vision of how to teach the IESC to students
- Learn from current and relevant sources of regional issues for integration into evolving curriculum
- Share with others your successes and challenges
- Be open and receptive to learn from others (i.e. leadership by example is paramount)

Learning for All

- Educate your community about the IESC Framework
- Invite educators to participate in ecological literacy Pro-D
- Invite your students to document their ecological literacy learning in electronic portfolios; provide IESC course credit as appropriate; provide leadership/service hours for students who participate in Green Team activities that provide IESC development opportunities
- Provide students with opportunities to learn about Green careers and to provide input into the IESC
- Teach other SD38 staff about the use of your school grounds to enhance IESC opportunities

Project Plan for Developing the Richmond School District's Environmental Stewardship Curriculum

These guidelines support the successful development of curriculum connections to the BC's Integrated Resource Package (IRP). The prescribed learning outcomes (PLO) define the required attitudes, skills, and knowledge for each subject. The locally developed curriculum focuses on ecological literacy. The following steps provide a template for this process:

Step 1: Determine the IESC (Integrated Environmental Stewardship Curriculum) connections for your specific course of study

Step 2: Collaborate with stakeholders at your school and partner groups across the district

Step 3: Develop the project plan (vision, scope, resources, education, funding, assessment, etc)

Step 4: Collective endorsement of the project plan – an IESC unit, lesson, or activity

Step 5: Facilitate the implementation of the IESC and invite staff and students to provide feedback

Step 6: Celebrate and determine next steps for cross-discipline connections to the IESC

Appendix 1 – The Integrated Environmental Stewardship Curriculum (IESC) Framework

- The IESC Guide provides all grades/ subject areas with ES learning outcomes
- ES unit plans and activities will be available on the District's ES homepage
- Future site-based teams will develop local neighbourhood maps for ES opportunities