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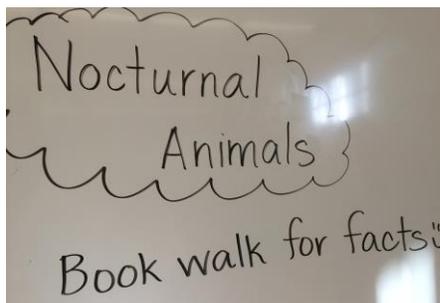
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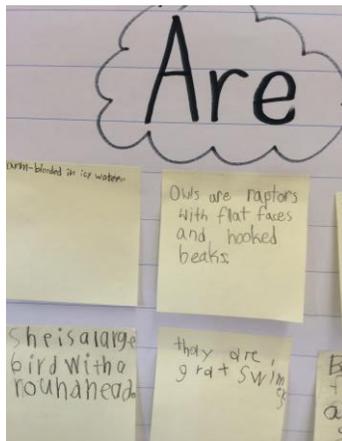
Learning Newsletter

October 16, 2015

The BC Ministry of Education, working with teachers and other professionals, has redesigned the K to 12 curriculum <https://curriculum.gov.bc.ca/curriculum>. This year teachers are encouraged to begin exploring the new curriculum. First becoming familiar with the new approach and then trying it in the classroom. Today, I was invited by Ms Higo and Ms Peresin to observe their two classes working together in a “21st Century” classroom, demonstrating many tenets of the new curriculum. I took pictures!

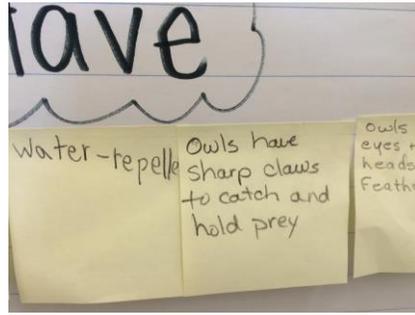


The topic is broad, and immediately teaches a scientific concept. Children are not told what a “nocturnal” animal is. Instead they are offered a variety of resources featuring animals, to gather evidence. This is self-directed learning!



Children make themselves comfortable in the multi-purpose space. Some stand at big tables, other sprawl on the floor. All are seriously engaged in their learning, and eager to tell a visitor what they've read and presented. Yellow stickies are used to record evidence under the words '[nocturnal animals] HAVE, ARE, CAN'. Children can move through the space as required, interacting with classmates and adults, as needed for learning.





There was a lovely buzz in this classroom, and everyone was engaged. Yellow stickies multiplied on the posters and students talked about the qualities of the animals they researched. A “book walk” is where you look at one book after another, continuing to gather the evidence you’re looking for. There are books available at all reading levels too!



The students are on a journey through a personalized learning experience – they are not being “taught about” owls, they are exploring a much broader concept, “nocturnal animals”. Soon they will be able to identify a nocturnal animal they’d like to know more about, and then they’ll share their learning with each other.

BC Redesigned Curriculum supports a neuro-science informed classroom

- The students and the teacher are on a voyage of discovery together
- The students are often moving and often learning in other learning environments
- Students learn how the brain appears to process, recognize, remember, and transfer information
- The students’ and the teacher’s emotions are openly acknowledged as part of the learning process
- The joy of learning is palpable
- Teachers help students understand their ability to change their brains and experience success and renewed confidence

Later, I ran into this group of young fellas, using the hallway as a quiet learning space working on math concepts at their level of learning. I was pulled in to remind one of them about common denominators and how to use them. I always liked fractions!

