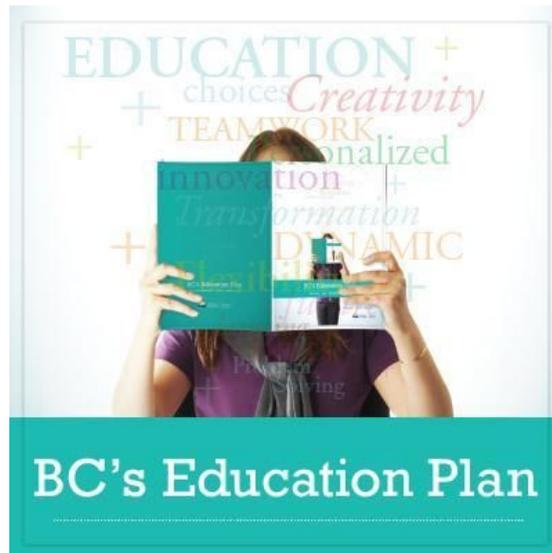




Nanaimo Christian School

AND

The BC Ed Plan





The Ministry of Education describes the objective of the new BC Education Plan as: "**Capable young people thriving in a rapidly changing world.**" The mission statement of Nanaimo Christian School is "**educational excellence that equips students to live Biblically, act responsibly, work cooperatively, communicate effectively and achieve success in who God has called them to be.**"

These are two very different statements, so what does it mean for NCS?

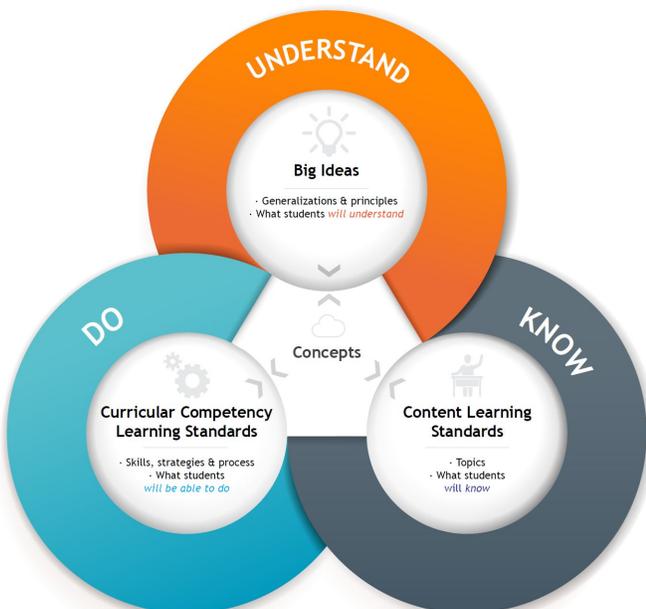
Simply stated, things will not change that much. In fact, we are excited as the BC Ed Plan reinforces the quality teaching practices and approach to curriculum we have been living out for quite some time.

I don't want to make light of the changes the BC Education Plan is introducing because on a practical level this is a **BIG** deal. The change is bigger than simply rolling out a new curriculum. It also represents a change in underlying approach. Simply put, the emphasis is being changed from **CONTENT** to **COMPETENCY** - while trying to emphasize what Minister Fassbender describes as 'personalized learning'.

For many BC schools, this will be a significant shift in how school happens. For NCS, our journey of change continues as we continue to focus our professional development on increasing the proficiency of our teaching staff to deliver inquiry-based, personalized learning. We are looking forward to the new BC Ed Plan, more so because it represents affirmation of some of the best practices we've always sought to have here at NCS and we know it will bring exciting learning opportunities for students and teachers all across the province.

"The key focus is personalized learning – where students have more opportunity to pursue their passions and interests – while maintaining B.C.'s high standards on foundational skills like reading, writing and numeracy."
Peter Fassbender, Former Minister of Education

GLOBAL COMPETENCIES IN THE NEW CURRICULUM



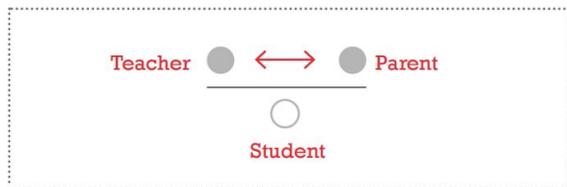
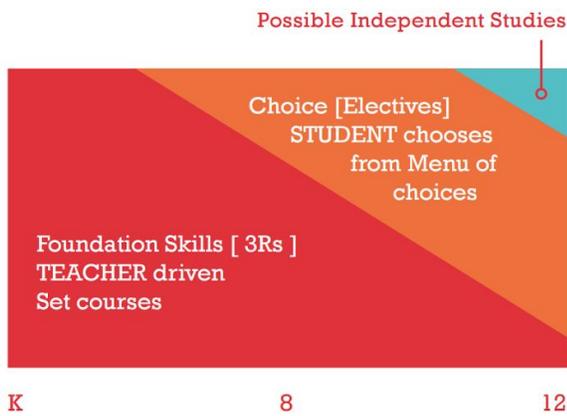
What might this look like in practice? Consider a Social Studies 10 class, where teachers are emphasizing content. A student might be asked to memorize three causes of the Red River Resistance. Under the new curriculum a student might be considered to reflect on a central question: "What circumstances might lead people like me to actively resist their government?" Rather than being organized around dozens of "learning outcomes", the new curriculum is organized around "big ideas" which then find expression in "Curricular Competencies" and "Content". As a Christian school, we have always sought to ask big questions in our curriculum planning. We ask how we can uncover **God's fingerprints** in this unit of study? How can we grow in the ways God has called us to

interact with one another? We firstly ask questions and discuss the big ideas of a topic and have the freedom to go in a direction the class wants to explore, but an even greater opportunity to allow students to choose for themselves the area they want to discover. We will continue to encourage cross-graded interactions, learning from one another and experts within our school (not always teachers!), our community, and the world at large.

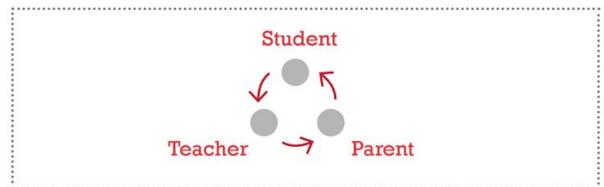
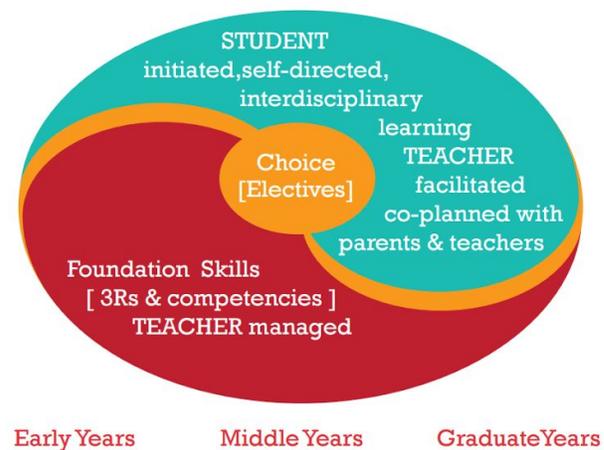
TRADITIONAL APPROACH VS. PERSONALIZED APPROACH

At NCS, we have made significant step already in moving from a “one-size fits all” model of education to one that allows each student to be recognized for who God has created them to be - unique and special. We offer programs that are designed to meet the needs of our students, not fit students into pre-designed program. From Discovery time in elementary to Specialist Projects in middle school and FlexEd in high school, personalized and flexible are things we value and attempt to live out. The Bc Ed Plan provides a model and expectations that supports what we already believe to be best for students.

TRADITIONAL



PERSONALIZED



FROM PROCESS TO PRACTICE

“Learning is truly a life-long endeavour. It happens along a continuum – not in separate educational programs. Intellectual development goes hand-in-hand with physical, social and emotional development. No two children will develop in all four domains at exactly the same pace, but there are generally accepted milestones along the way. Many attributes of early learning can be fostered through life – curiosity, a sense of personal well-being, thinking and reasoning, creativity and a zest for life and learning,” BC Ed Plan, January 2015

