

First shift: Less centred on the system, more focused on the student

- For students to achieve their full potential, education must make students the centre of all decisions related to learning, and curriculum must enable teachers, as designers of learning opportunities, to better meet their students' diverse needs.
- Students will have more developmentally appropriate opportunities to take ownership of and responsibility for their progress, their learning, and the assessment of that learning.
- Redesigned curriculum must enable the kind of flexibility and choice that leads to more personalized learning opportunities for all students.

Second shift: Less content focused, more competency focused

- Through consultations and the work of our curriculum research roundtables, Alberta has defined a competency as “an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context.”
- Learners will still study subjects such as language arts, mathematics, science, arts and wellness – but a greater focus on competency development will help students make meaningful connections within and among subjects.
- For example, when studying the concepts of measurement, area and scale, learners might apply them to their real-life problems, such as redesigning their playrooms or bedrooms.

Third shift: From “prescriptive curriculum with limited flexibility” to “more opportunities for local decision making and greater depth of study”

- Teachers have told us that the current programs of study are too heavy, too dense, too prescriptive..
- Without letting go of our standards, new curriculum will have fewer student outcomes and less redundancy across subjects.
- This shift will enable:
  - o more student and teacher choice;
  - o greater relevance of student activities;
  - o more opportunities for broad exploration and deep understanding;
  - o more opportunities for hands-on, project-based learning;
  - o more opportunities for interdisciplinary learning through a common construct across programs of study; and
  - o increased student/teacher engagement.

Fourth shift: Changes to assessments as new curriculum is introduced

- As programs of study change to build on a foundation of literacy and numeracy and incorporate a focus on the development of competencies, assessments including provincial assessments must also change.
- Albertans stressed the need for diverse approaches to evaluate learner competencies.
- Consistent with Premier Redford’s commitment to Albertans, changes to the Provincial Achievement Tests (PATs) will begin at the elementary level.

Fifth shift: Less print-based curriculum, more digital delivery

- We want to capitalize on the interrelationship between pedagogy, curriculum and technology.
- The power of technology should be harnessed to support innovation and discovery.
- We envision the move to more digitally based curriculum means:
  - o increased potential for continuous improvement and refreshing of provincial programs of study and resources;
  - o improved access to all components of curriculum within a collaborative digital application and
  - o a design that enables greater flexibility at the local level to support learning at any time, place or pace.

Sixth shift: Less ministry-led development, more collaborative and co-development with partners and stakeholders

- In the past, once the ministry moved into developing subject/discipline curriculum and had it largely shaped, stakeholders would be invited to review and provide input on what we had developed.
- Now we're bringing in partners and stakeholders earlier in the curriculum development process to help in "co-creation" of curriculum.
- Much of this co-development will occur through prototyping activities, a collaborative model for development that taps into local expertise to develop, design, map out and explore curriculum.

Final shift: Less sequential development, more synchronous development

- Education and its partners will work simultaneously to “co-create” resources and assessments as programs of study are under development.
- This integrated approach, with curriculum for all subject areas being developed at the same time, will greatly increase the opportunities for inter-disciplinary learning in our programs of study.
- The eventual, long-term goal is to roll out curriculum in a digital format – at the same time, in both French and English!