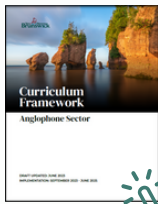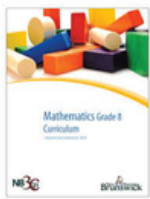# Holistic Curriculum: What Has Changed and Why?

From Curriculum Guides to a Curriculum Framework

Details: Clear standards, common understanding, accessibility for planning, omits suggestions for teaching and learning.

Rationale: Outlines non-negotiable aspects, interconnectedness of subject area curricula, provides a common language and continuum of learning.

From Many Documents to a One-Stop-Shop

Details: Consolidates multiple documents into a single digital resource.

Rationale: Provides teachers, administrators, parents, and community members with easy access to all aspects of the curriculum.

Curriculum Framework

The Curriculum Framework and Priority Area Frameworks

Details: The Curriculum Framework establishes learning standards and additional Priority Area Frameworks support the tenets and pedagogies:

> **Wabanaki • New Brunswick Black Histories and Cultures • Climate Career-Connected Learning • Digital Literacy**

Rationale: These frameworks are available for educators to use in their planning for relevant and connected learning experiences.

Shared Tenets

Details: The seven tenets encapsulate shared goals and system-wide beliefs:

> **Wabanaki History and Culture • Identities • Inclusion and Equity Lifelong Learning • Relationships • Sustainable Futures • Well Being**

Rationale: Tenets inform the learning environment and serve as common pillars with the Anglophone Education system.

Pedagogies

Details: The six pedagogies identified in the holistic framework are overarching and applicable to all curricular areas.

Rationale: These practices provide opportunities for professional discussions and development, sharing ideas and making connections.

- Holding Each Learner in the Highest Regard
- Safe and Positive Spaces for Learning
- Direct Instruction
- Experiential Learning
- Play and Inquiry-Based Learning
- Relevant Learning

Program Blocks

Details: The change is how flexible learning environments will look in the future.

Rationale: This enables us to define the image of the learner following a student/learner-centered approach.

Dispositions

Details: Five dispositions have been embedded. They are not grade and subject specific, they are part of the lived curriculum:

> **Welcoming • Believing • Being Present • Having Courage • Being Grateful**

Rationale: By highlighting and prioritizing character traits in the "What we teach" section, the curriculum fosters a positive school and classroom community.

Holistic Curriculum:
What Has Changed and Why?

From Global Competencies to Being and Becoming Globally Competent

Details: Moving from supplementary content in the curriculum's front matter to embed throughout the learning. Skill descriptors are aligned in the subject areas to support learners in becoming globally competent.

Rationale: Competencies are developed across all curricular areas, through the pedagogical practices, dispositions, and experiences and they are transferrable across all areas of learning throughout life.

From Subject Areas to Learning Areas

Details: Learning Areas is the umbrella term for how learning is organized in early learning sites and schools.

Rationale: Adopting the term Learning Areas recognizes the continuum of learning from Early Childhood to graduation.

Content Consistency Within the Learning Areas

Details: There was a strong effort to maintain the content of the previous curriculum.

Rationale: Maintaining currency does not mean major changes. Many of the updates leverage the digital platform for presenting information.

Contexts and Concepts

Details: The Contexts provide an overarching theme or topic area (others are more process oriented) while Concepts provide a general picture.

Rationale: The Contexts and Concepts guide educator choices and situate skill development in purposeful, connected, and relevant content throughout the grade levels.
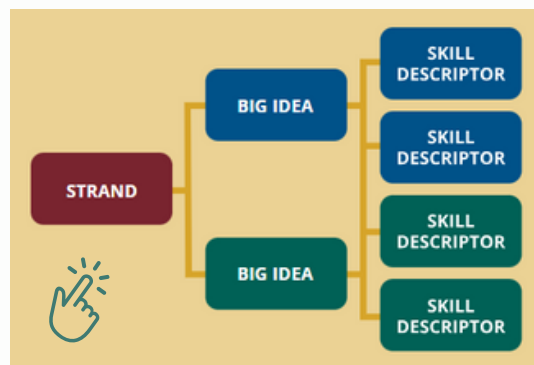
Strands

Details: Strands are overarching to Big Ideas. In K – 8, these are the areas reflected on the report card on a 4-point scale.

Rationale: Strands are one of the common features across all curricular areas in the digital format.

From GCOs to Big Ideas

Details: The Big Ideas replace the General Curriculum Outcomes. They are delineated into Skill Descriptors.

Rationale: Big ideas are short and succinct and are intended as anchors for the evaluation of the skill descriptors.

From SCOs to Skill Descriptors

Details: The term Skill Descriptors replaces specific curriculum outcomes.

Rationale: Although identified by grades, teachers can look forward and backward to determine how to respond to student learning needs. Achievement indicators are used to clarify "how well" the learner is expected to demonstrate learning.

From Standards and "I Can Statements" to Achievement Indicators

Details: Each Skill Descriptor has an accompanying list of achievement indicators used to provide information about what is to be learned and to focus the collection of evidence of learning. Learning Area rubrics will be obsolete as teachers will use the achievement indicators to determine evidence of learning.

Rationale: Achievement indicators guide evidence collection and supports professional judgement about how well a leaner is demonstrating the learning. These will be available in drop downs on the digital platform.

Elaborations

Details: As this document is digital in nature, specific terms are elaborated in a hover over text box (On Mouse Over or OMO).

Rationale: Important information appears to clarify key words for understanding the expectations in the skill descriptor.