

TEACHER IDENTITY

- passion, strengths, goals/values, wish-lists, force of personality
- my story - personal & cultural narratives
- influence of other educators, peers, and supervisors, network
- influence from students (e.g. what you think you've learned from them that will influence current or future learning design)
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CURRICULUM

- Curriculum Goals & Rationale documents
- Curriculum Core Competencies
- Curriculum Big Ideas
- Curriculum Curricular Competencies
- Curriculum Content Standards
- how much or little, where to put it and why
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THE INGREDIENTS OF COURSE AND UNIT PLANNING

STRUCTURES & ROUTINES

- start and end points (e.g. content, timeline)
- norms & expectations
- hook(s) - overarching/ongoing vs set of daily prompts
- kinds and number of lessons (dividing a unit into parts)
- pedagogical balance (talk vs read vs move vs view, etc.)
- matching learning resources (old & traditional vs newer & tested vs newest & experimental), design for quick engagement (cool) vs depth or importance
- classroom traditions or habit-forming practices (for teachers and students)
- style and expression options for students (e.g. multimodal)
- flex time, pacing for lesson elements
- question techniques, varied methods for encouraging response
- backup activities, go-bag for subs
- assignment design, digital or print support (e.g. handouts)
- making space for all voices, perhaps starting by considering Indigenous learners, ELL learners, aiming for equity
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ASSESSMENT

- formative (formal/informal) & summative assessment
- performance standards/rubrics/proficiency scales
- real-world/authentic assessment
- entry level & pre/post assessments
- reflection cycle for students and teacher
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VALUES & PEDAGOGY

- educator beliefs (e.g. what is this course about)
- educational or developmental theory (e.g. attachment, inquiry-based approach, growth mindset, constructivism, Bloom's taxonomy, pedagogy of the oppressed)
- First Peoples Principles of Learning and/or variants
- BC College of Teachers Standards
- values of inquiry (clarity, accuracy, precision, depth, coherence, breadth)
- Universal Design for Learning, backwards design * differentiation
- cognitive skills (e.g. interpretation, analysis, evaluation, inference, explanation, metacognition)
- Wholistic Learning Intentions (over/above or complimentary to official curriculum)
- multiple intelligences & learning styles (teaching style)
- notions of actualization & world-views (what kinds of humans are we making, what do I believe about students)
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SHAPING CONTEXT

- social-emotional factors, self-regulation
- embedded classroom management strategies
- indigenizing spaces - environments of care, inclusion, mindfulness, and paying attention to the needs of the body, mind, and soul
- social contexts: individual, group, student vs teacher led, guests
- environmental contexts: indoor vs outdoor, class, library, lab, gym
- classroom design: desks, tables, configuration, patterns, walls & shelves, reggio-inspired, order vs chaos, "feng shui"
- strategies for clean & safe work areas
- social contexts: individual, group, student vs teacher led
- community and place-conscious opportunities, and guests!
- environmental contexts: indoor vs outdoor, class, library, lab, gym
- classroom design: desks, tables, configuration, patterns
- classroom presence: where is the teacher, why there
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WHAT ELSE?

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