<ul> <li>reflection cycle for students and teacher</li> <li>real-world/authentic assessment</li> </ul>	THE INGREDIENTS
ASSESSMENT  formative (formal/informal) & summative assessment entry level & pre/post assessments performance standards/rubrics/proficiency scales	<ul> <li>environmental contexts: indoor vs outdoor, class, library, lab, gym</li> <li>classroom design: desks, tables, configuration, patterns</li> <li>classroom presence: where is the teacher, why there</li> </ul>
learned from them that will influence current or future learning design	<ul> <li>classroom design: the "pattern language" of desks, tables, configuration, patterns, shelves, reggio-inspired, order vs chaos, stations, centres, circles, "feng shui"</li> <li>strategies for clean &amp; safe work areas</li> <li>social contexts: individual, group, student vs teacher led</li> <li>community and place-conscious opportunities, and guests!</li> </ul>
<ul> <li>TEACHER IDENTITY</li> <li>passion, strengths, goals/values, wish-lists, force of personality</li> <li>my story - personal &amp; cultural narratives</li> <li>influence of other educators, peers, and supervisors, network</li> <li>influence from students (e.g. what you think you've</li> </ul>	<ul> <li>SHAPING CONTEXT</li> <li>social-emotional factors, self-regulation</li> <li>embedded classroom management strategies</li> <li>indigenizing spaces - environments of care, inclusion, mindfulness, and paying attention to the needs of the body, mind, and soul</li> <li>social contexts: individual, group, student vs teacher led, guests</li> <li>environmental contexts: indoor vs outdoor, class, library, lab, gym</li> </ul>

CURRICULUM

documents

Curriculum Big Ideas

Curriculum Curricular

Competencies

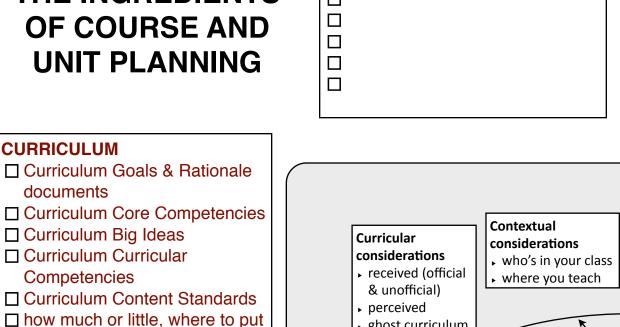
it and why

Curriculum Goals & Rationale

Curriculum Content Standards

## **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



<ul> <li>Teacher Identity</li> <li>the self that teaches</li> <li>personal &amp; cultural narratives</li> </ul>	

VALUES & PEDAGOGY
ducator beliefs (e.g. what is this course
about
deducational 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)

