

## RESOLUTION 2021-06

### CURRICULUM DEVELOPMENT

**WHEREAS** school curriculum is ever-evolving and needs to pull together the best from modern learning theories and teachers' lived experience; and

**WHEREAS** school curriculum must be sustainable – ongoing, properly resourced, and strategically planned; and

**WHEREAS** curriculum needs to be flexible so as to better enable teachers to innovate, to focus on higher-order learning, to address core competencies, to integrate world-views and knowledge to include respect for the unique nature of disciplines while supporting cross-curricular learning; and

**WHEREAS** technology is rapidly developing, necessitating the transition to digital textbooks and resource materials;

**THEREFORE BE IT RESOLVED** that the Quebec Federation of Home and School Associations Inc. urges the Minister of Education of Québec to include all partners: parents, teachers, and subject experts in the development of school curriculum (the best partnership would be an independent advisory panel); and

**BE IT FURTHER RESOLVED** that curriculum development must provide teacher training for textbooks and materials prior to implementation, that materials be evidence and fact-based, and that the online resources be developed in conjunction with printed texts; and

**BE IT FURTHER RESOLVED** that future development ensure that the rollout of new curricula and related materials be available simultaneously in both English and French; and

**BE IT FURTHER RESOLVED** that future development utilize standard methods and tools to evaluate the quality and outcomes of the new curriculum through pilot projects and that subsequent evaluations be made available to the public.

#### Background Material:

Curriculum is a live subject that needs to:

- be flexible to inspire the personalization of learning and to address the diverse needs and interests of students
- provide teachers with greater flexibility in creating learning environments that are relevant, engaging and novel, giving consideration to local context and place-based learning.
- focus on essential learning and core competencies

- recognize that literacy and numeracy foundations {text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy} are fundamental requirements for full social and economic participation in today's world and should be considered key components in all curriculum development

- be developed as concept based and competency driven; with emphasis on deeper understanding of concepts and the application of processes rather than on rote memorization of isolated facts and information; what students are expected to know, be able to do, and understand at each grade level

- include in curriculum redesign: core competencies of intellectual, personal, social, and emotional proficiencies needed for students to develop and engage deeper learning; to develop core competencies of creative and critical thinking, communication, and social and personal competencies (positive personal/cultural identity, personal and social awareness and responsibility).