

Road Map to a Revitalized Curriculum

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TESL Canada Conference 2012

The Problem

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ELC

English Language and Culture Program

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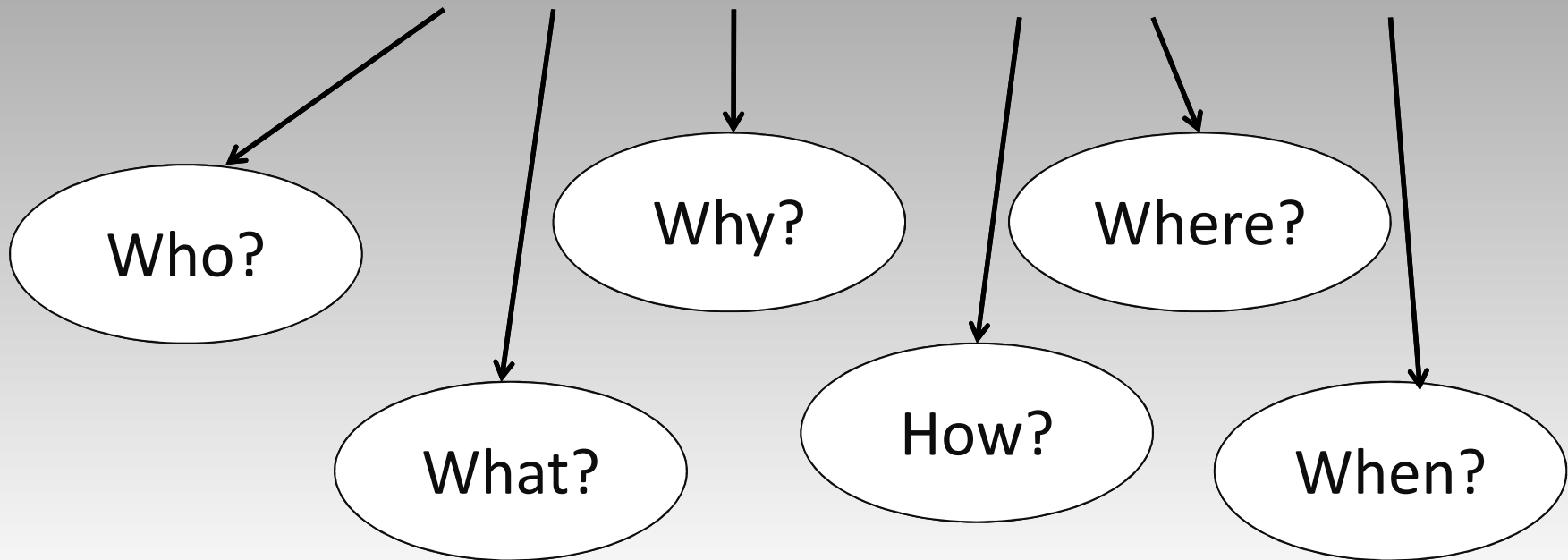
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1. Preliminary planning

The Team



2a. Big questions



Mission Statement

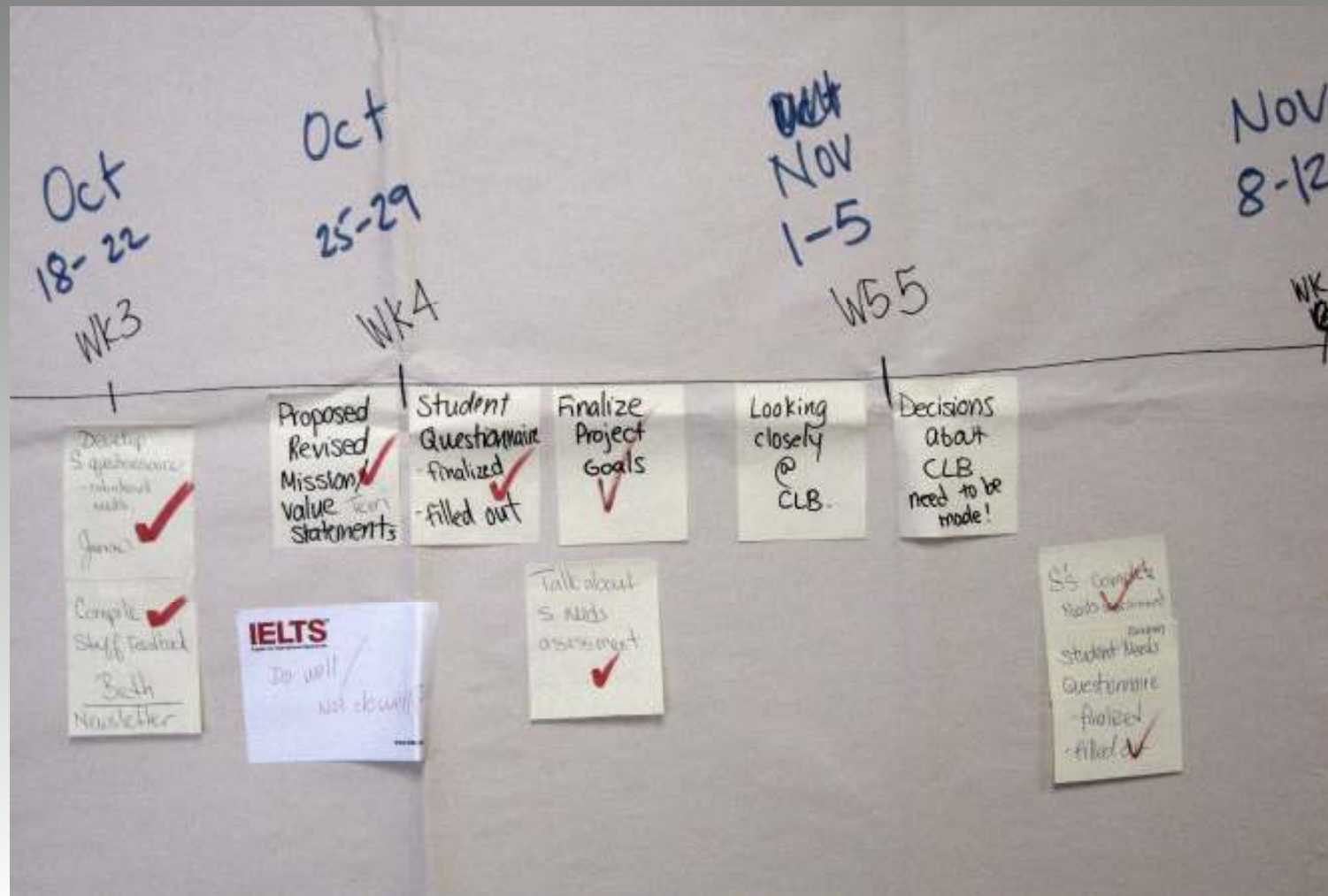
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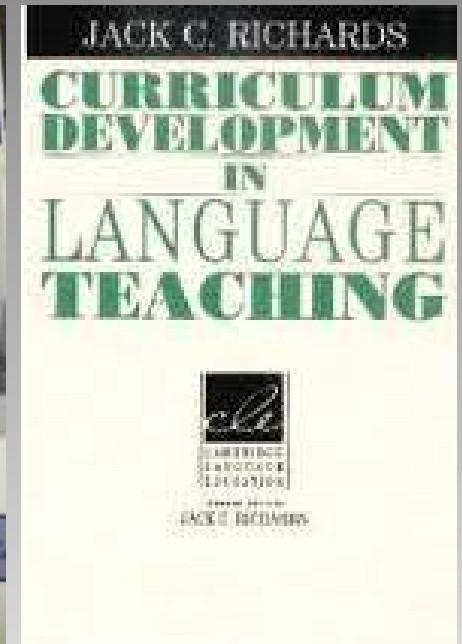
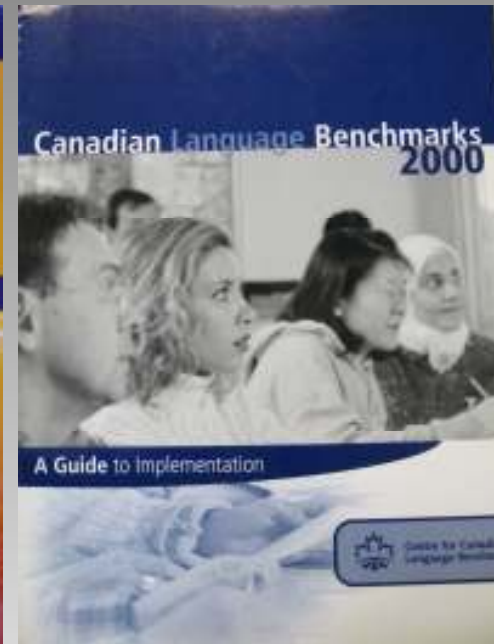
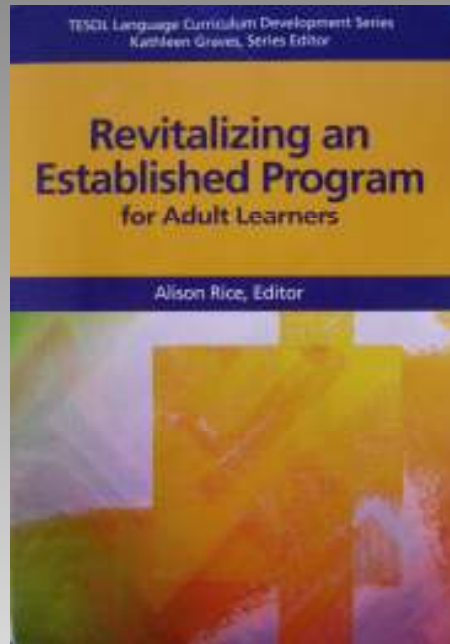
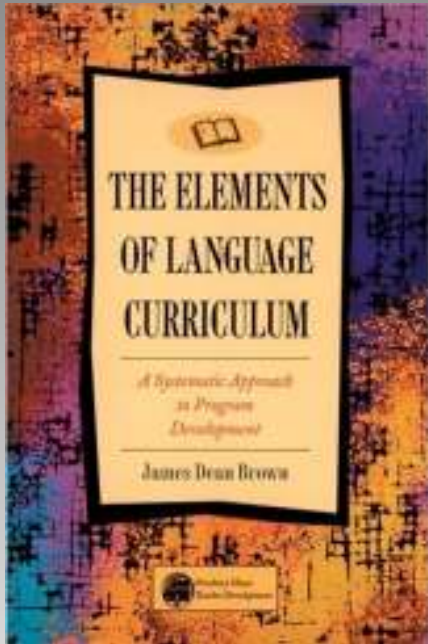
Lesson learned

2b. Logistics

Timeline



Resources



Project Charter

Curriculum Development Project Charter

Statement of Deliverables

Criteria for Success

Time:

Cost:

Quality:

Project Scope

Initial Timeline & Milestones:

<i>Start Date:</i>	<i>End Date:</i>	<i>Major Milestones:</i>

Activities in Scope:	Activities out of Scope:

Stakeholders

Project Team

Project Assumptions

Project Charter Sign Off

<i>Project Sponsor</i>	<i>Project Customer</i>	<i>Project Manager</i>
Name: Sign-off: _____	Name: Sign-off: _____	Name: Sign-off: _____

Project Charter

Activities in Scope:



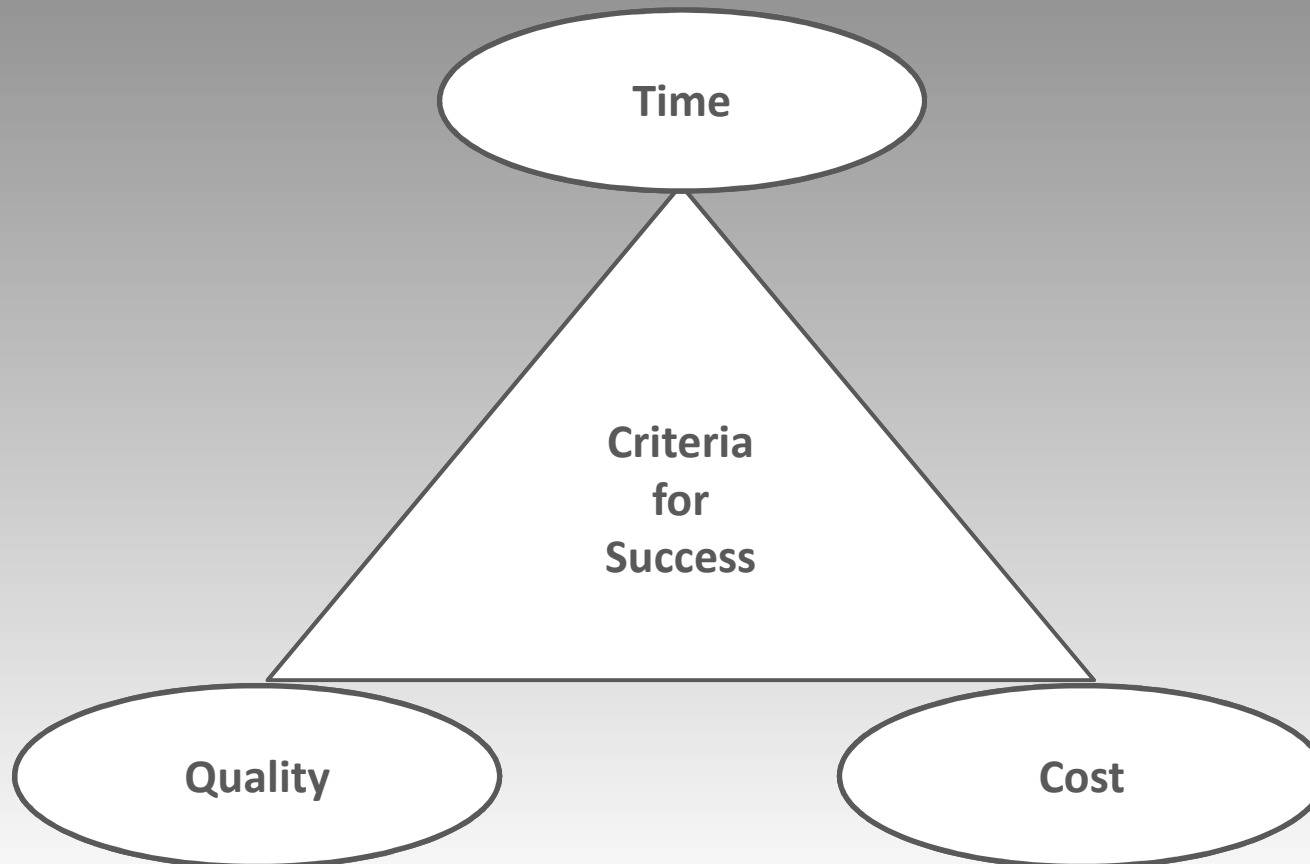
Activities out of Scope:



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Project Charter

Measuring Success



Most critical lesson learned

**Involve teachers
at every step,
in every way possible.**

Focus groups

3. Focus group: program goals

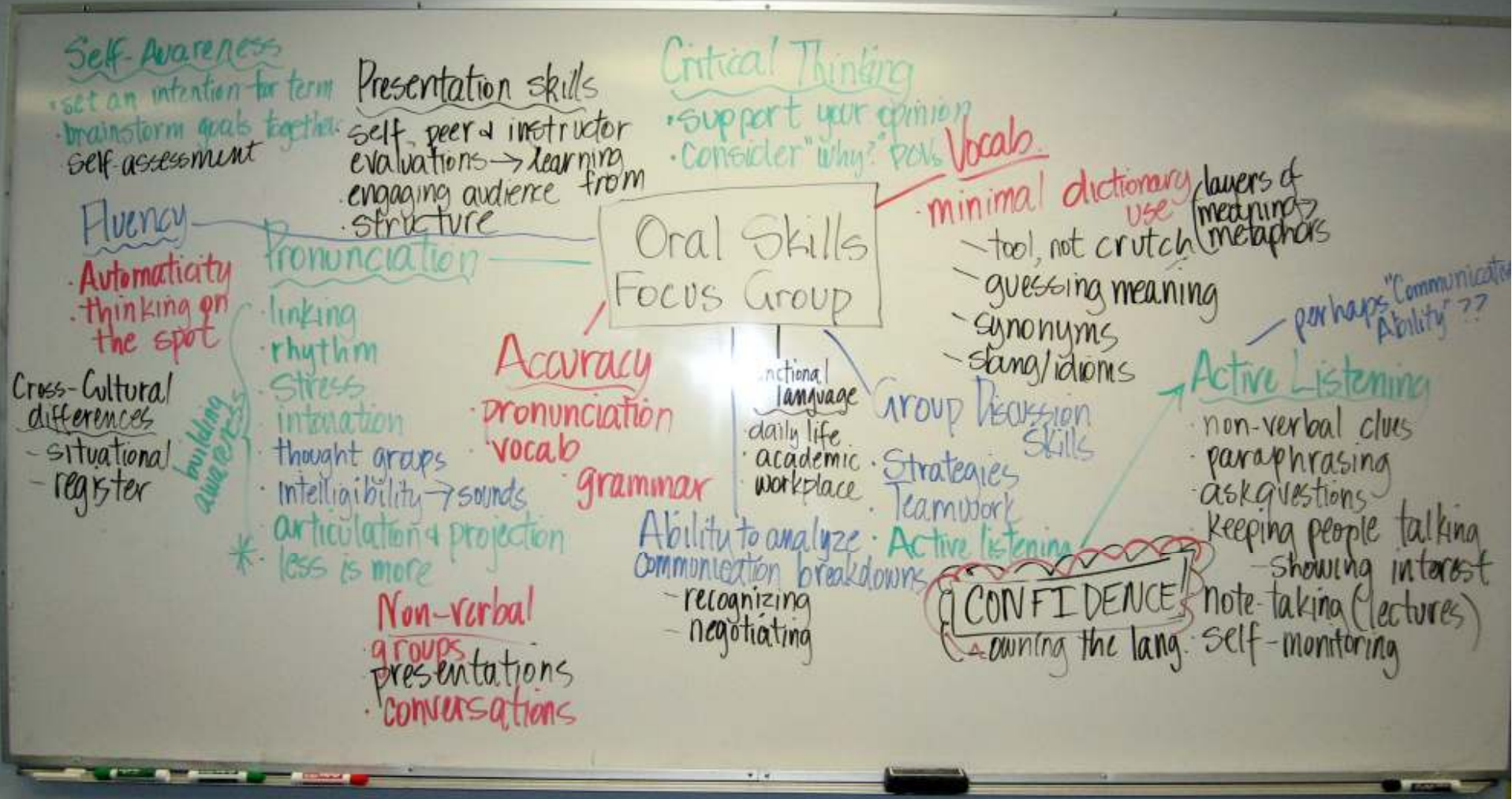
Lesson learned:

**Start with what you
are already doing.**

Lesson learned:

There will be dissention.

4. Focus group: Composition



Composition Goals Grid

Composition Goals

In addition to the level specific goals, students at all levels will **Develop Critical Thinking Skills and Grammar Proficiency** (see applicable documents).

	Develop Fluency in Writing	Improve Accuracy including Grammar, Punctuation and Spelling	Use North American Writing Forms and Styles	See Writing as a Process	Build Vocabulary
Foundations		<ul style="list-style-type: none"> Learn basic grammar (see attached grid) Learn some spelling rules Start to write simple sentences 	<ul style="list-style-type: none"> Complete everyday tasks such as filling out very basic forms 		<ul style="list-style-type: none"> Build vocabulary Begin to use a dictionary and picture dictionary
Low Basic	<ul style="list-style-type: none"> Write more quickly and easily 	<ul style="list-style-type: none"> Learn more grammar (see attached grid) and punctuation Learn more spelling rules Write simple and compound sentences Begin to correct some errors 	<ul style="list-style-type: none"> Write complete sentences Complete everyday tasks such as filling out short forms and writing simple emails 	<ul style="list-style-type: none"> Think of a topic and ideas and write about them 	<ul style="list-style-type: none"> Learn ways to build vocabulary Use a bilingual dictionary
Mid Basic	<ul style="list-style-type: none"> Write more easily and quickly using a journal or quick writes, etc. 	<ul style="list-style-type: none"> Improve grammar (see attached grid) and punctuation and correct errors Use a variety of sentence types 	<ul style="list-style-type: none"> Begin to write paragraphs Complete writing tasks such as filling out forms and writing simple emails 	<ul style="list-style-type: none"> Think of topics and ideas, write about them and revise work 	<ul style="list-style-type: none"> Learn more methods to build vocabulary Use a bilingual dictionary and start using an English-English dictionary
High Basic	<ul style="list-style-type: none"> Learn ways to improve writing fluency 	<ul style="list-style-type: none"> Continue to build grammar and punctuation skills Write simple, compound and basic complex sentences 	<ul style="list-style-type: none"> Organize ideas into paragraphs Write emails and short notes 	<ul style="list-style-type: none"> Generate topics and ideas, draft and revise 	<ul style="list-style-type: none"> Continue to learn strategies to broaden vocabulary Build dictionary skills

Sources: ELC Instructors, Canadian Language Benchmarks 2000, Articulation Guide for ESL Programs in the BC Post-Secondary Transfer System, ELC Program Curriculum Project 2010 - 2011, Last Updated December 2011.

5. Pilot first course

**“You learn not by doing,
but by thinking about
what you’re doing.”**

-Michael Fullan

6a. Reflection session

6b. Ongoing professional development

7. Focus groups: remaining courses

8a. Pilot remaining courses

8b. Focus groups: materials, activities, assessment

9. Organize documents

“If a curriculum isn’t evolving, it’s dying.”

10. Keep curriculum alive

