



2016 BCTF Fall Zone Meeting Discussion

Curriculum Implementation

Curriculum information

(where to find it)

BCTF Curriculum Development update;
www.bctf.ca/IssuesInEducation.aspx?id=5646



Non-instructional Days (NIDs) 2016-18

Regular 5 non-instructional days that are the Professional Development days under the BCTF/BCPSEA collective agreement.

Regular 6th non-instructional day for which minister annually sets a theme. *This year's theme: Curriculum implementation.*

5 additional hours (1 day) of non-instructional time for purpose of curriculum implementation.



Organizing NIDs

- Teachers know that change done well requires the professional voice of the teacher
- The Ministry expects that District and Locals continue to co-plan curriculum exploration
- Decisions must be guided by what is in the best interests of our students rather than “hurry up” pressures due to an impending election.



Assessment update

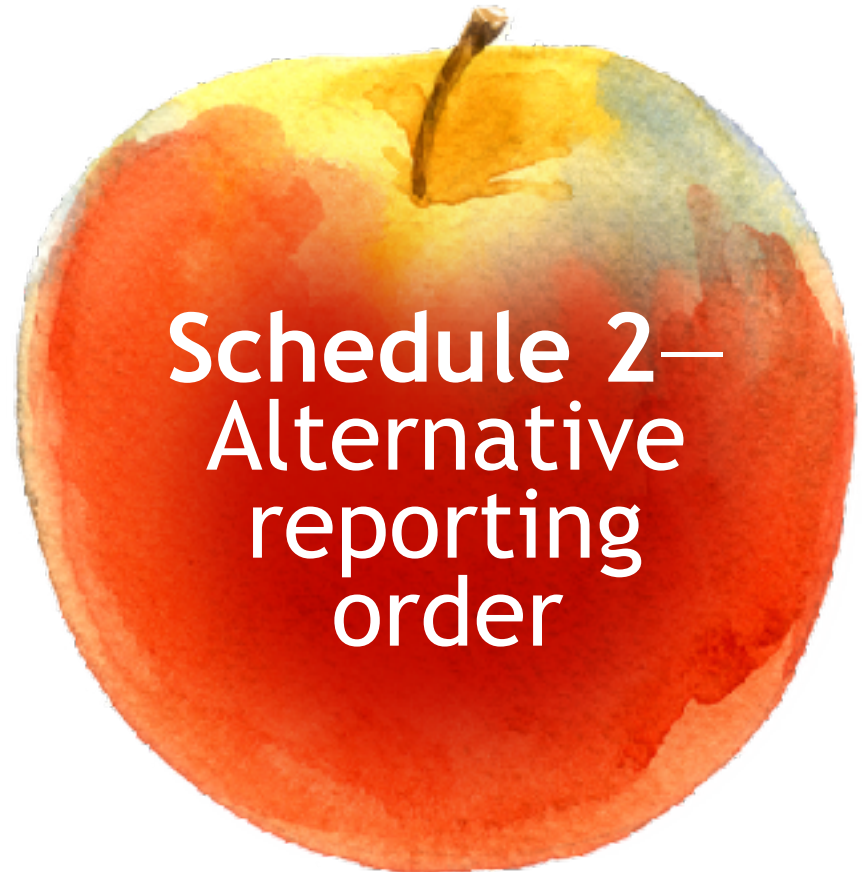
- Students will write provincial exams in math and literacy beginning in 2017-18 school year.
- Starting this year in social studies and science, students will no longer write provincial exams worth 20% of their mark —classroom assessments and tests will count for 100% of the mark.

Changes to assessment Grades 10-12

- Students will complete two provincial exams focused on literacy and math skills, instead of five provincial exams.
- Provincial exams for Science 10, Social Studies 11, Language Arts 10 and Math 10 will no longer be used. Classroom assessments will be used instead.
- In the 2016-2017 school year only, there will be no changes to the Language Arts 12 provincial exams and equivalents. Exams will run as scheduled, aligned with the current curriculum—not the new curriculum.
- Consultations with parents, teachers and students will continue, allowing time for curriculum to be used, and assessments to be refined.
- For more information, check out this [easy-to-read chart](#).

Reporting Order

Two possible scenarios for boards to develop policy around;



Schedule 1

- K-3 performance scale and comments in relation to the learning outcomes.
- 4-9 letter grades and reporting comments in relation to the learning outcomes for subject areas (as identified in the order).
- 10-12 status quo, will contain
 - a) letter grades and
 - b) where deemed appropriate, written comments. There will be an update to the Ministerial Order on Reporting for next year to address the 10-12 area.



Schedule 1—Reporting order

Written student progress reports

- In addition, the end of year report must contain;
 - i. reporting comments in relation to the learning outcomes for:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
 - ii. a student self-assessment on core competencies.



Schedule 2—Alternate reporting

- Board must provide policies to minister **prior to the first report** of the school year;
 - a. a copy of its reporting policy, and
 - b. information on the public consultations done in developing its policy.
- Ministry has stated rather than focusing on 3 formal and 2 informal, focus on what is needed for communicating student learning.



Alternative reporting order

- In addition, reporting must include a written summative report at the end of the school year or semester. The end of year report must contain;
 - a. a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
 - b. a self-assessment of the core competencies, and for students in Grades 4-9,
 - c. letter grades, if deemed necessary by the board.
Note: that if a student's parent requests letter grades these must be provided.

Table Talk discussion items

1. **What?** - are the local issues related to curriculum implementation?
2. **So what?** - is your local doing to support teachers with curriculum implementation?
3. **Now what?** - do you want the BCTF to know?

