



Focus on

Curriculum updates

Details

As the 2016–17 school year draws to a close, this bulletin aims to update members on the current status of the revised curriculum and related issues such as assessment and reporting.

Curriculum

For the 2017–18 school year, the curriculum implementation schedule is as follows:

Kindergarten–Grade 9

- curriculum implementation continues.

Grades 10–12

- continued exploration of revised curriculum
- July 2017–January 2018: curriculum team members to address curriculum feedback
- June 2017: course structure, descriptions, and course codes established
- Spring 2018: finalization of Grades 10–12 courses based on feedback
- February 2018–June 2019: finalized curriculum posted
- curriculum implementation scheduled for the 2018–19 school year.

Subject-specific updates

Science

- updating of Chemistry and Physics 11–12
- specialty Science 12 course with combinable modules (e.g., biochemistry, astronomy, kinesiology, etc.).

Social Studies

- all current draft courses posted online to be re-designated as Grade 12
- Social Studies 11 exploratory course under development

- Francophone history Social Studies course to be posted summer of 2017.

English Language Arts

- credits—Grade 10: two-credit course choices; Grade 11: four-credit course choices
- required course for all students—English Studies 12 or English First Peoples 12). No Communications 11–12
- additional elective course choices at Grade 12.

Second Languages

- Introductory 11 course being created for second languages. Second language template under redesign.

Stay tuned for upcoming curriculum feedback opportunities from the BCTF.

Provincial assessment

BCTF members are reminded that the Federation is not participating in any provincial assessment development or pilots. This is due to the failure of the previous government to agree to the protection of individual and school data from misuse by third parties. Members of both elementary and grad Advisory Groups on Provincial Assessment (AGPA) reached an agreement on a way forward around the critical importance of credible data sharing. However, the government did not agree to these recommendations. Therefore, BCTF members are strongly advised not to participate in the development or piloting of the Foundation Skills Assessment (FSA) replacement test, or the Grad Literacy or Grad Numeracy Assessments at the present time.

Elementary assessment

The 2017–18 FSA replacement tool will be administered to Grades 4 and 7 (the previous FSA will no longer be in use). Administration will occur in Grades 4 and 7 in October/November. Teachers need to remember that the FSA provincial standardized assessment is not a measure of individual achievement. It is a snapshot of how the system is performing.

Unless new resources are directed toward schools/districts with system needs as identified by the FSA, the administration of the exam is unethical.

Teachers must be guarded about directions from administration regarding interpreting this data at the individual level. The classroom teacher is the best source of individual achievement based on classroom performance, not a provincial standardized assessment tool.

Grad years' assessment

The system is currently transitioning toward the elimination of the current provincial exam structure related to the Grade 10–12 curriculum implementation. The current exam structure will be replaced with a numeracy and literacy exam.

Grad Numeracy Assessment

This will be implemented in the 2017–18 school year. The initial administration is proposed for January 2018.

Grad Literacy Assessment

The initial literacy exam administration is proposed for January 2019. The Language Arts 12 group of exams (EN 12, EFP 12, COM 12) will not be replaced until after the new curriculum is implemented in 2018–19, and the new provincial literacy exam is implemented.

By January 2019, all previous provincial exams will be replaced with the numeracy and literacy exams.

District level assessment

The elimination of many provincial assessments should not be used as the rationale to increase the number of district-mandated assessment tools. The ethical use of assessment must be linked to improved funding and resources to support identified areas. If this does not occur, then members are advised to be vocal and question the rationale for the number and variety of district-mandated tools that are not directly linked to increased supports.

Reporting

The Interim Reporting Order will stay in effect for the 2017–18 school year. This means that districts may continue to adjust or revise their reporting procedures. The Ministry is currently bringing together a K–9 Student Reporting Policy Committee. This group will be tasked with making recommendations for the final reporting order expected in the late spring of 2018. There are currently no updates on the reporting order to address Grades 10–12 beyond what was included in the Interim Reporting Order.

Reporting concerns raised with the Ministry include:

- inappropriate direction to teachers from some districts to “evaluate and report” on the core competencies. It is important to remember that core competencies are about *competencies*, not *incompetencies*. They are strength-based, not deficit-based, and are student- (not teacher-) self-assessed.
- digital reporting tools and consequences such as privacy concerns, increased workload, parent access, effective communication, length of time for data storage, etc.

BCTF Advice

Core competencies

The BCTF and the Ministry have discussed some of the varied interpretations around core competencies. We are advocating for new core competency teams to be assembled to move the core competencies out of the draft stage. In doing so, there needs to be discussion and clear communication on how to navigate this area.

Curriculum feedback

In August, the BCTF will be inviting members to participate in a survey that aims to understand the process of curriculum change from the teachers' perspective. An invitation to participate will be sent out in early August.

Advocate with local education partners regarding the critical elements for success, including funded in-service time, resourcing (people, materials, and facilities), reasonable class size and composition levels to address curriculum change, and managing student and teacher wellness.

- Send your feedback directly to the BCTF at curriculumfeedback@bctf.ca.
- [Send the Ministry your feedback.](#)
- Make sure you include Provincial Specialist Associations (PSAs) you belong to with specific curriculum feedback you would like addressed.

Joint education change committees

Members are encouraged to ensure that there is a joint education change school staff committee in place. These committees are vital to address site-specific and local issues related to curriculum, assessment, and reporting issues. The importance of this committee cannot be overstated, as teachers cannot be merely recipients of directions from administration. Rather, there needs to be collaborative discussions on the school and local issues impacting change.

Communicate with your Local President regarding specific concerns and issues you are experiencing.

Links

BCTF links

- [TeachBC](#)—an online resource of teaching materials, lessons, and research relevant to the K–12 BC curriculum
- [Previous BCTF Education Change Bulletins](#)

Ministry links

- [New—BC Curriculum Comparison Guides](#)

Assessment supports

- [Supporting the Self-Assessment and Reporting of Core Competencies \(PDF\)](#)
- [Core Competencies Posters \(PDF\)](#)

- [Educator Update: Classroom Assessment \(PDF\)](#)
- District Samples: Self-Assessment of Core Competencies
 - [School District Sample, SD 38 \(PDF\)](#)
 - [Teacher Sample, SD 61 \(PDF\)](#)
 - [Teacher Sample, SD 67 \(PDF\)](#)
- [FAQ - Self Assessment and Reporting on Core Competencies](#)

Communicating student learning

- [Student Reporting Policy](#)
- [Student Progress Report Order](#)
- [Educator Update: K–9 Reporting.](#)