



Ministry of  
Education



# Directions for Learning Supports in BC

February 21, 2014  
Crosscurrents

**Student reporting data** and what it tells us  
**Questions**

**Curriculum development**

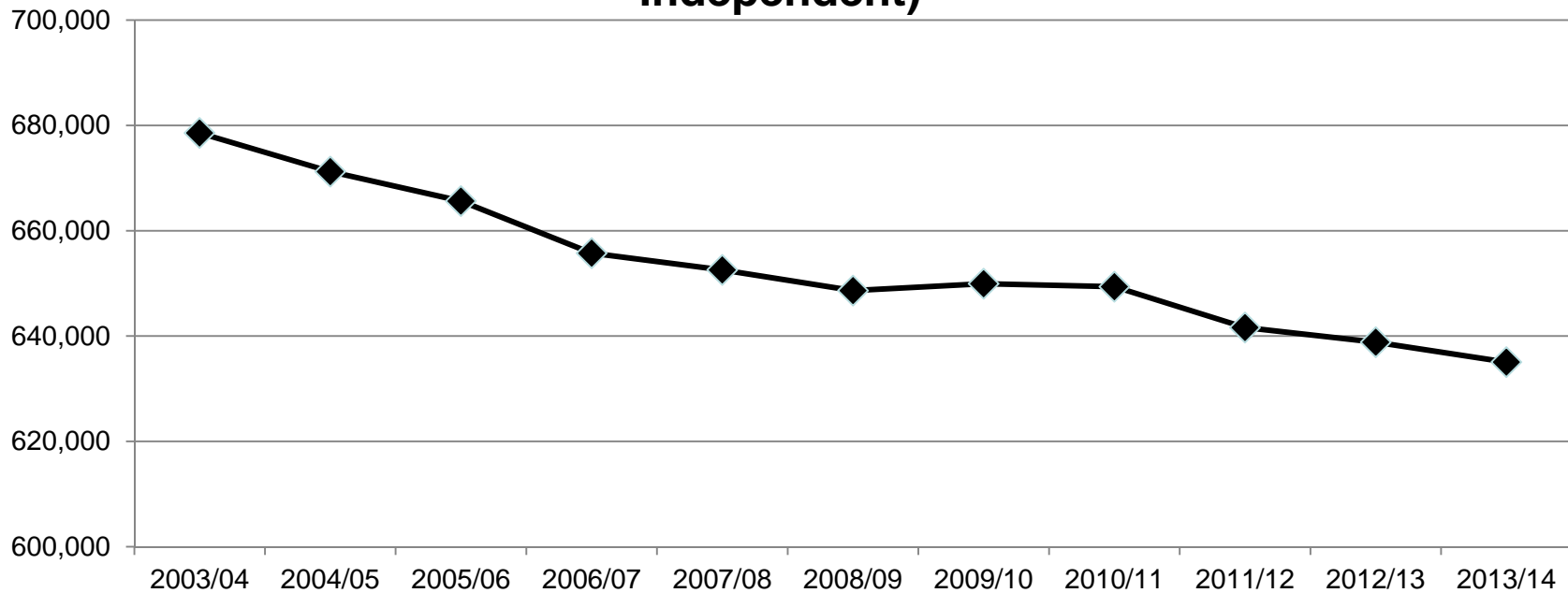
- where things are and how to stay engaged in the process

**Paradigm shift**

- The systems response to today's learners
- Ministry supports
  - Provincial Outreach Programs
  - Partnerships in innovation

**Communicating Student Learning**

## Number of Students 2003-04 to 2013-14 (Public and Independent)



## Provincial Level Overview by Category

| Category                                  | Ttl #<br>12/13 | Ttl #<br>13/14 | ↓ ↑        | % of<br>Prov.<br>Enrol. | % change<br>from<br>12/13 |
|---|----------------|----------------|------------|-------------------------|---------------------------|
| Dependent Handicapped/Deafblind           | 629            | 602            | 27         | 0.11                    | 4.4                       |
| Mod to Prf. Int. Disabilities             | 1,884          | 1,820          | 64         | 0.33                    | 3.4                       |
| Physical Dis./Chr. Hlth. Impairment       | 7,213          | 7,425          | 212        | 1.37                    | 3.0                       |
| Visual Impairments                        | 331            | 316            | 15         | 0.06                    | 4.5                       |
| Deaf/Hard of Hearing                      | 1,051          | 1,012          | 39         | 0.19                    | 3.7                       |
| Autism Spectrum Disorder                  | 6,285          | 6,749          | 464        | 1.24                    | 7.4                       |
| Intens.Beh.Interv./Serious. Mntl. Illness | 6,903          | 7,067          | 164        | 1.30                    | 2.4                       |
| Mild Intellectual Disabilities            | 2,129          | 2112           | 17         | 0.39                    | 0.8                       |
| Gifted                                    | 6,470          | 6,004          | 466        | 1.10                    | 7.2                       |
| Learning Disabilities                     | 18,312         | 18,381         | 69         | 3.38                    | 0.4                       |
| Mod. Behav. Support/Mental Illness        | 5,740          | 5,529          | 211        | 1.02                    | 3.7                       |
| <b>Totals:</b>                            | <b>56,947</b>  | <b>57,017</b>  | <b>333</b> | <b>10.48</b>            | <b>0.1</b>                |

# Status of Curriculum Development:

## Areas of Learning (K-9):

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arts Education – January posting
- Français Langue Seconde Immersion – in process
- Français Langue Premiere – in process
- Health and PE – in process
- Languages – in process/under discussion
- Applied Skills & Career – under discussion

Grade 10-12 – under discussion; concept coming



HOME

CORE COMPETENCIES

CURRICULUM DRAFTS

ASSESSMENT



## Announcements

- A [review and feedback process](#) is now posted, including an [electronic questionnaire](#).
- [Review drafts of redesigned B.C. curriculum](#).
- Curriculum and assessment renewal is a core element of the system-wide transformation outlined in [BC's Education Plan](#).
- French translations of the content on this website are underway.
- All current provincial curricula, assessments and examinations are still in place at this time.



## Fast Links

- [Glossary](#)
- [References](#)
- [Development Process](#)
- [Provide Feedback](#)



## Rethinking Curriculum

Extensive consultations have identified some positive changes that will transform and modernize the B.C. education system. Transformation in curriculum and assessment will help teachers create learning environments that are both engaging and personalized for students.

- [Find out how these changes will support learning](#)



<https://curriculum.gov.bc.ca/feedback>

# Curriculum Review Process: 2013-14

Curriculum will be revised based on feedback received:

- See review process at:  
<https://curriculum.gov.bc.ca/feedback>
  - Public questionnaire
  - BCTF forum
  - Twitter hashtag #bccurric
- Orientation and reviews occurring in schools and districts throughout the province
- Feedback from public, organizations, groups, school/district-based teams and professional networks
- Standing Committee on Provincial Curriculum

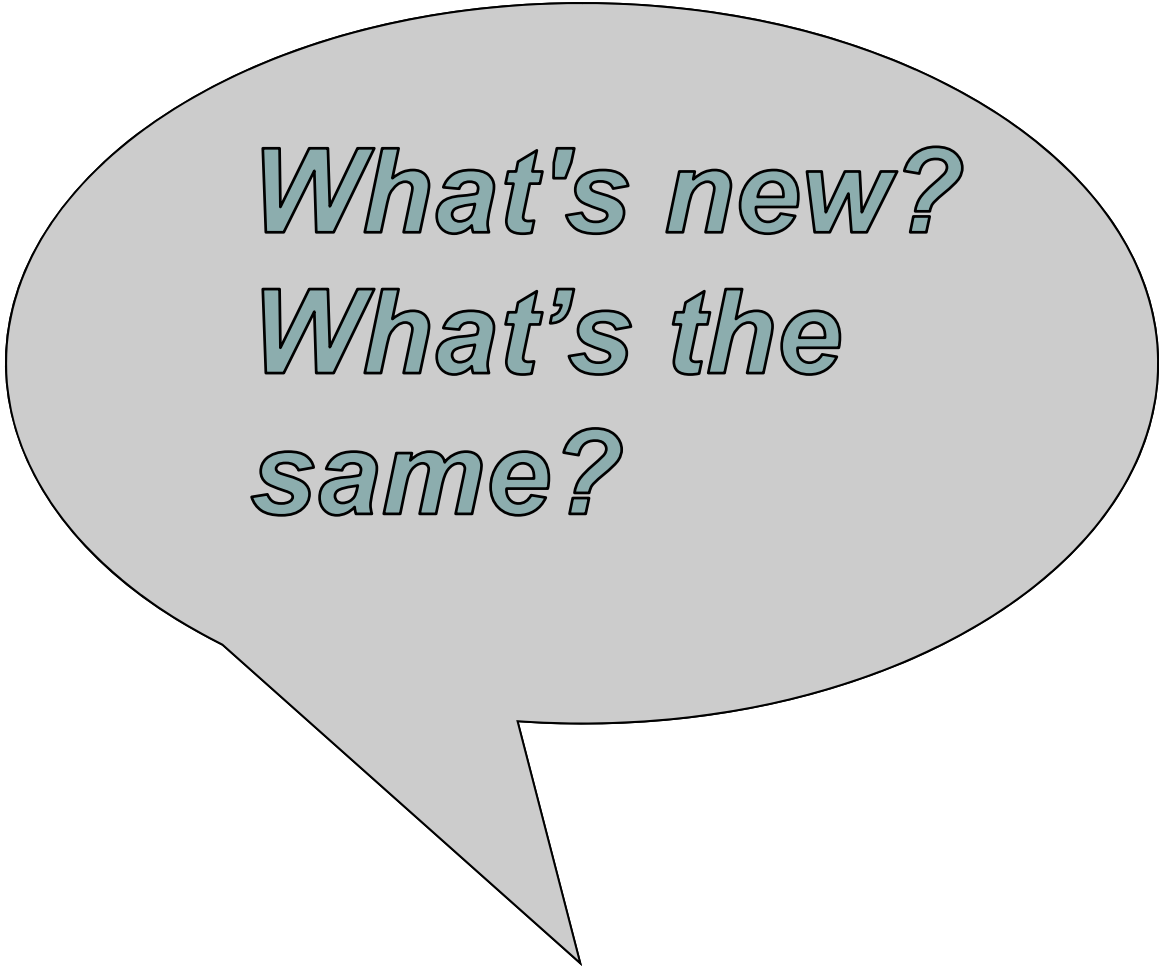
# Curriculum: Further Developments

- K-9 curriculum drafts will be further refined; timeline for completion is dependent on the feedback received
- Further website enhancements will be explored such as accessing curriculum “horizontally” by themes and big ideas
- Additional support material (e.g., instructional models) to be developed



- Consultations are on underway regarding Applied Skills
- The 2011 Core French curriculum draft will be restructured to align with the new curriculum design
- Consultations regarding graduation requirements will continue
- Work will begin on conceptualizing Grade 10-12 curricula
- Consultations on assessment and communicating student learning (reporting) will continue as well

# Math, Science, Social Studies, ELA, Arts



# Mathematics

| <b>What's the Same?</b>   | <b>What's New?</b>                                 |
|---|--|
| A focus on Problem Solving  | Financial Literacy at grades 1-9                   |
| Concepts and content related to 4 strands (e.g., Number sense, patterns and relations etc.) | More consistency K-9 (e.g., stats and probability) |
| Mathematical processes (e.g., mental math, estimation); WNCP, NCTM related                  |  |

- Some suggesting still too much content, especially at grades 8 and 9
- Grappling with how to authentically embed Aboriginal world views in standards
- Some media attention about “back to the basics”

# Science

| <b>What's the same?</b>  | <b>What's New?</b>   |
|--|--|
| All areas of science are still represented (biology, physics, chemistry, earth/space science)                  | Fewer concepts to allow for substantial inquiry time.                          |
| Skills and processes remain integral part of competencies but (now introduced at K and grow in sophistication) | Organizers have an inquiry focus (questioning and predicting, evaluating etc.) |
|  | Updated to reflect new information (quantum physics)                           |

- Some feedback about the movement of topics
- Conceptual topics may be too high level at some grades
- Too much content at grade 8
- Not enough environmental/sustainability focus

# Language Arts

| <b>What's the Same?</b>   | <b>What's New?</b>  |
|---|---|
| Focus on the interrelated and integrated elements of reading, writing, speaking, listening                                | Increased Emphasis on Literature, Story and Aboriginal worldviews   |
| Emphasis on the importance of the reading and writing process and development of strong literacy and communication skills | The Learning Standards grouped into two organizers:<br>-Comprehending and Connecting<br>-Creating and Communicating |
| A broad definition of text (oral, visual, written and digital)  | Learning Standards currently organized in grade bands<br>K-2, 3-5, 6-7, 8-9   |

- Learning standards may not be specific enough or delineated enough by grade level

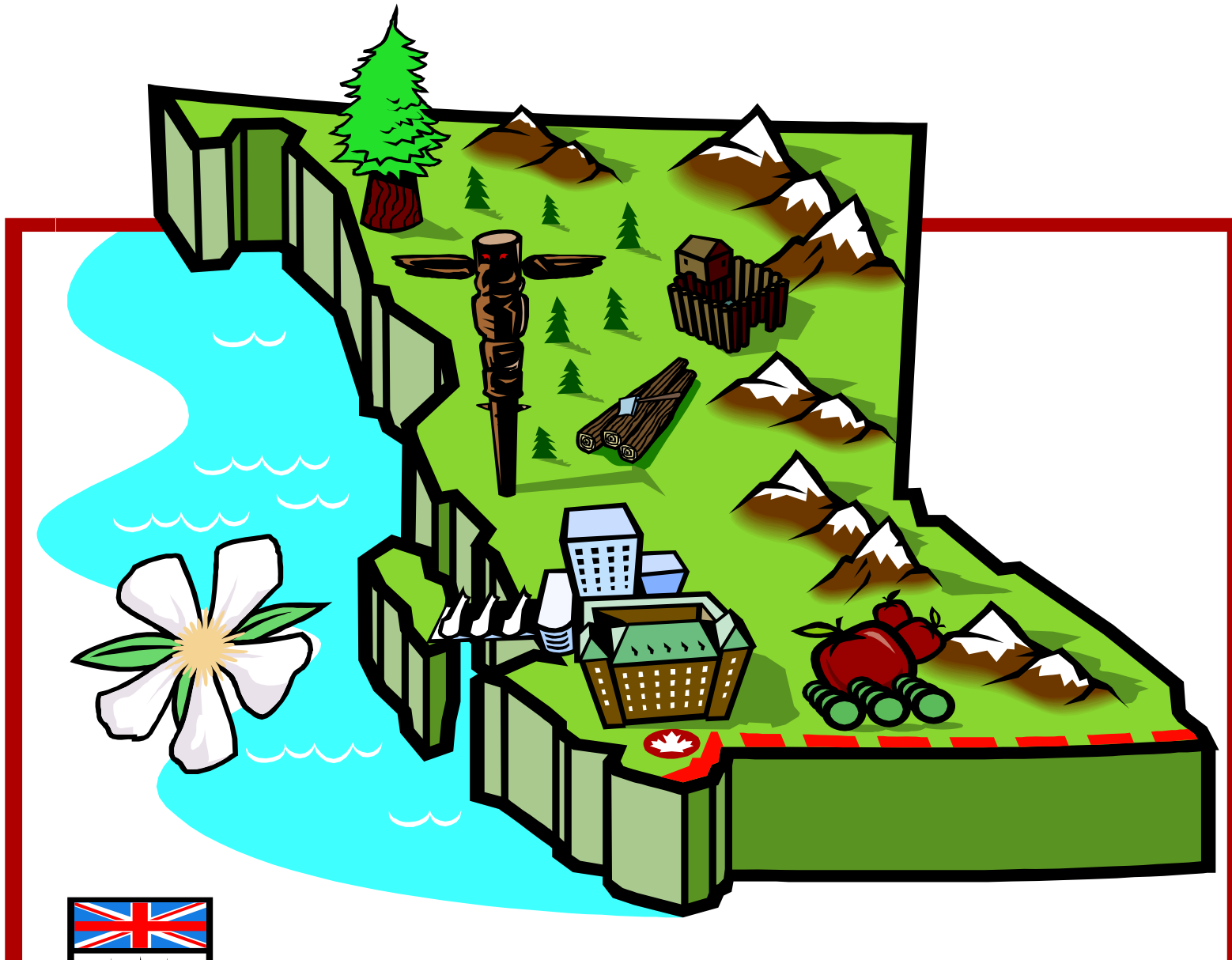
# Social Studies

| <b>What's the Same?</b>   | <b>What's New?</b>  |
|---|---|
| Overall types of topics have not changed dramatically (e.g., Canadian History and Government) | Designed around Historical and Geographical Thinking skills                                     |
| The development of educated, active citizens remains an important focus                       | The focus is on depth rather than breadth   |
|   | Multiple perspectives infused, particularly Aboriginal, via curricular competencies and content |

- Some feedback about the movement of topics down a grade or so
- Geography needs to be strengthened (to be worked on)

# Arts Education

| <b>What's the Same?</b>  | <b>What's new?</b>  |
|--|---|
| The four disciplines—dance, drama, music, and visual art—remain at the core of Arts Education. | Shift from the name “Fine Arts” to “Arts Education”   |
| Each discipline still has its own essential elements, processes, skills, and techniques.       | The four disciplines—dance, drama, music, and visual art—are now integrated from Kindergarten to Grade 8. |
|  | The artistic habits of mind serve as organizers for the curricular competencies in each grade.            |



# British Columbia • Canada

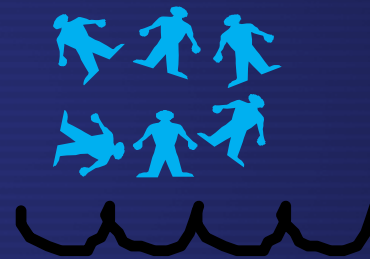


# The “traditional” model of Special Education

Special Education



General Education



Sea of  
Ineligibility



| From                                   | To                            |
|--|-------------------------------|
| Special Education                      | Learning Support for all      |
| “Your kids”                            | “Our kids”                    |
| “Spray and pray” supports for teachers | Supported, ongoing in-service |
| Teaching in isolation                  | Collaborative approaches      |
| Planning for students                  | Planning with students        |
| Pre-service optional                   | Pre-service integral          |



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## Focus on

- ✓ Student and school readiness
- ✓ Cross sector support for transition in and out of school
- ✓ RTI and universal design as provincial frameworks to meet the needs of all learners
- ✓ Building teacher and district capacity to support all learners
- ✓ Teachers supported to work with students in classrooms

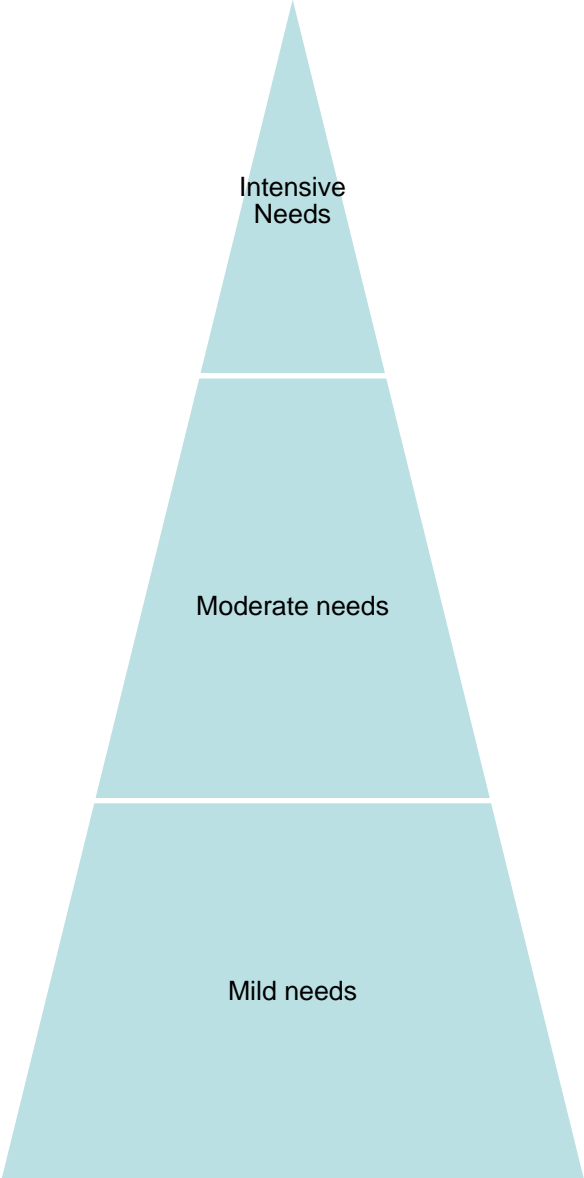


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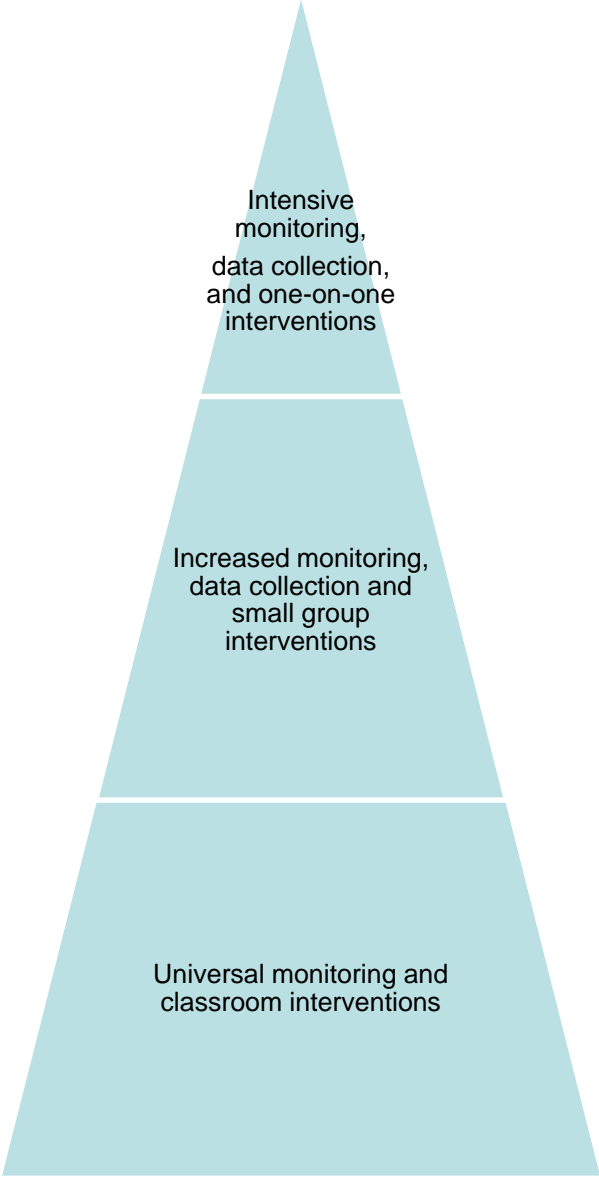
## Focus on

- ✓ Needs-based not “designation”- based support and resource allocation
- ✓ Student support beginning with functional assessments
- ✓ Transparent allocation of resources and supports
- ✓ Teachers supporting students not paperwork
- ✓ Quality reviews and plans for improvement rather than compliance audits
- ✓ Self directed IEPs as much as possible

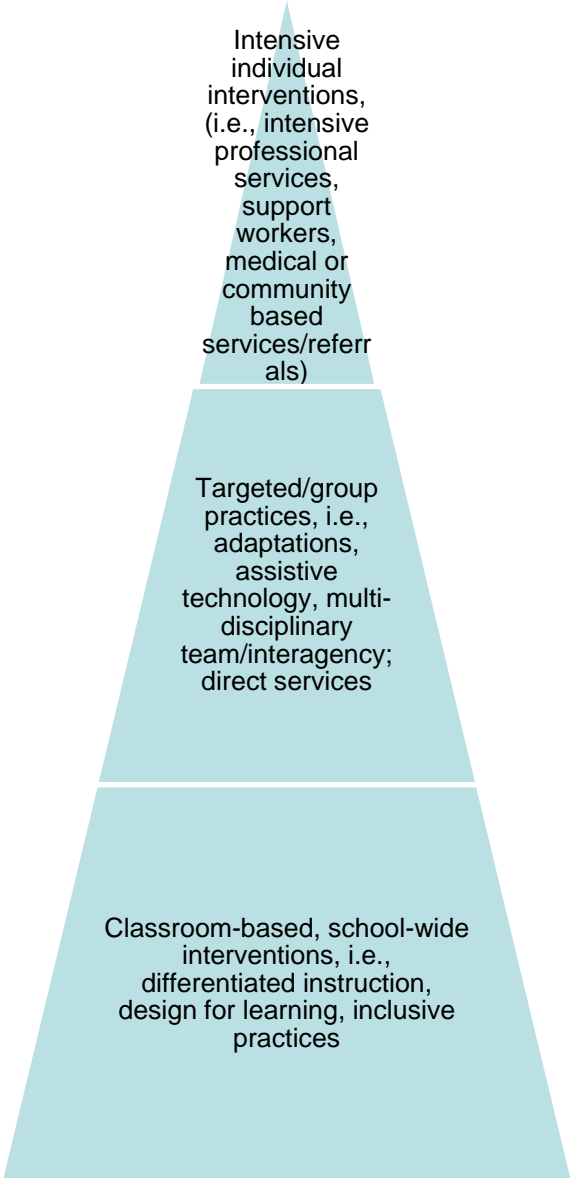
# Continua of Needs



# Continua of practice



# Continua of Support







## Action Research Projects

### Provincial Outreach Program Action Research Projects

#### Special Education District Innovation Project

- RTI
- Differentiation of Instruction and universal design
- Early Intervention practices
- Transition Years Model

#### District - based Initiatives

Aboriginal ways of knowing  
Literacy

# Provincial Outreach Programs

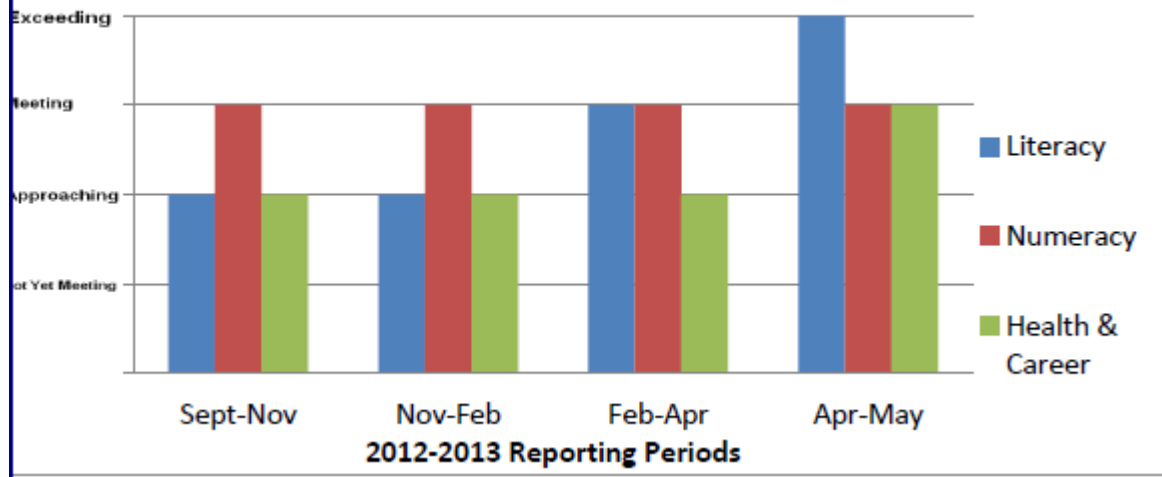
- Deaf Outreach
- SET BC
- POPFASD
- POPARD
- DeafBlind Outreach
- Integration Outreach (formerly PISP)
- PRCVI
- Auditory Outreach
- POPEI

# Effectiveness of the LEIC Planning Tool in Fostering Successful School Experiences

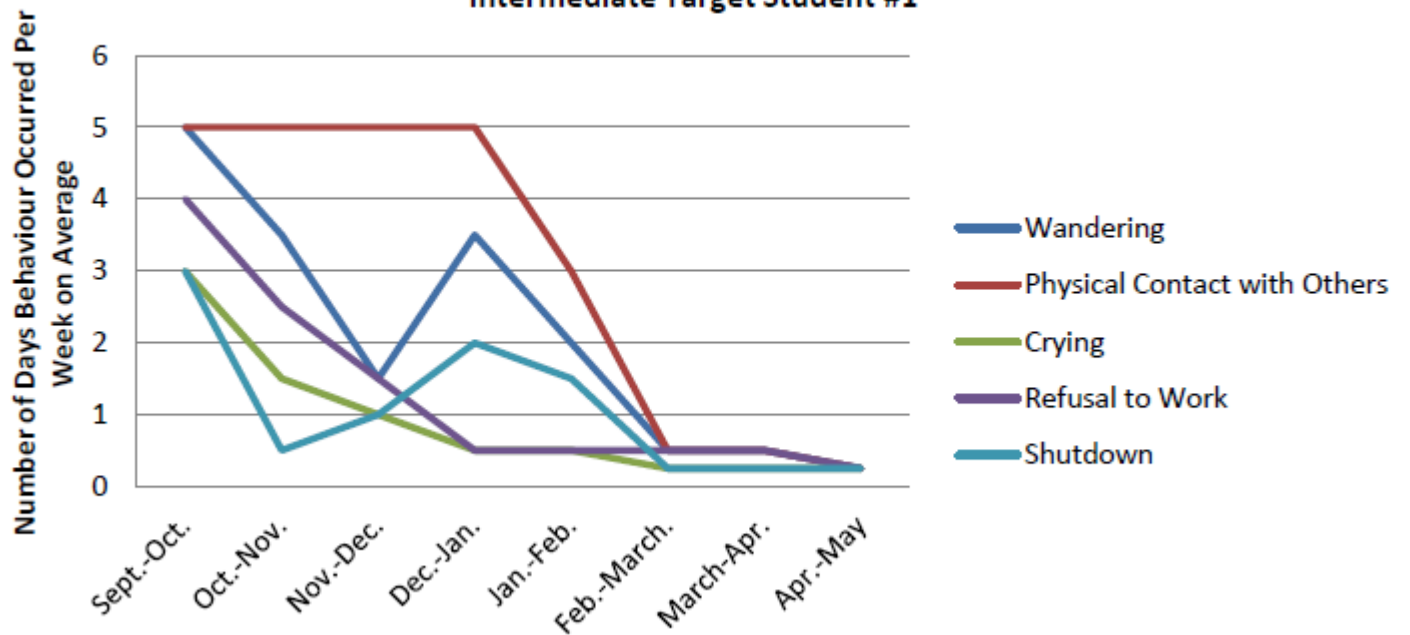




**Figure 3: Primary Target Learner #1 Report Card**



**Figure 1: Frequency of Secondary Disability Behaviours Intermediate Target Student #1**



- residual effects of good fit accommodations felt classroom and school wide
- just walking into his classroom these accommodations had a class-wide positive effect
- not only to the success of ACES most vulnerable students, but also a culture of open collaboration among all staff
- shift staff understanding from “our students won’t do it”, to “our students can’t do it”
- less time was spent on punishing bad behaviour and more time on coming up with and implementing good-fit strategies

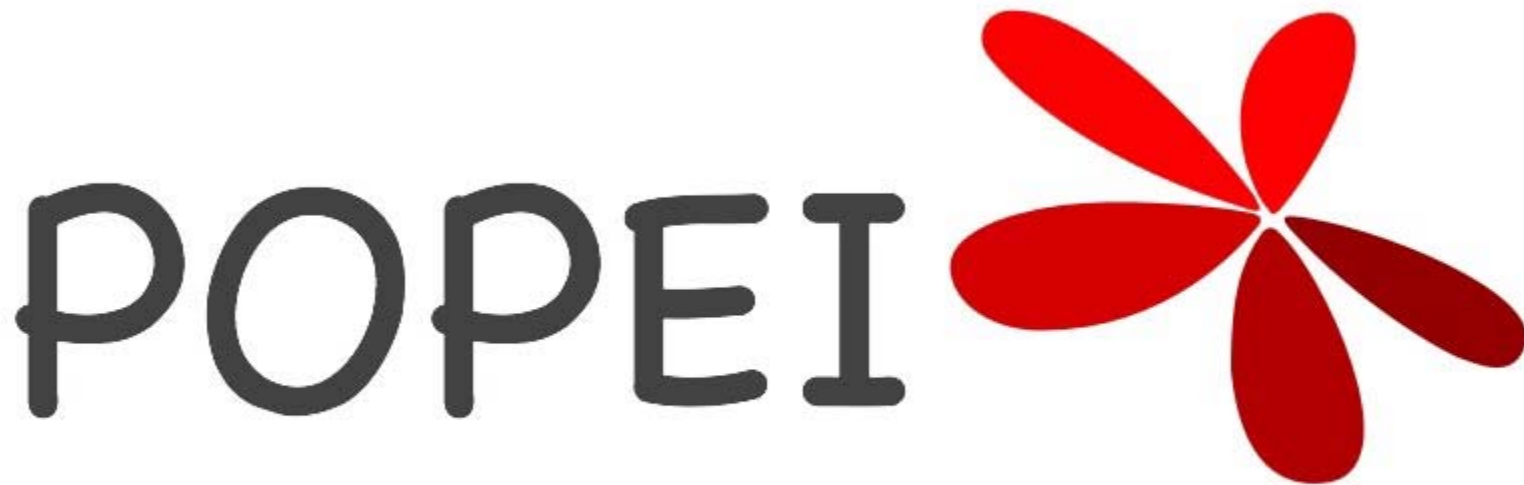
## Recommendations

“Because of the positive effects identified in this project, it is recommended that teachers from around the province use the LEIC tool for learners that struggle in traditional classroom settings. A project similar to this one would be recommended for a school with a high incidence of learners that struggle in traditional classroom settings. “

Contact for more information:

[www.fasdoutreach.ca](http://www.fasdoutreach.ca)

# Early Intervention



*Provincial Outreach Program for Early Intervention*

# District Innovation Projects 2012-13

- **COLLABORATIVE ACTION RESEARCH**

- Ten (10) Special Education District Innovation projects were selected from across the province.
- Each district selected was given a grant of \$30,000 to support their project.
- Projects focused on
  - Differentiation of Instruction: RTI and universal design
  - Student Self-Determination
  - Early Intervention practices
  - Transition Years Model

# Differentiation of Instruction: RTI and universal design

- Nanaimo SD reframing teams

# Student Self Determination

- SD 52 (Prince Rupert) Science 9

# Transitions In and Out of School

- SD 23 (Central Okanagan)



# The “most important outcome”

- Every single project reported this was the best professional development experience they had ever had

# Communicating Student Learning

- Shift from “reporting” to “communicating student learning”
- Support meaningful communication between teachers, parents and learners
- Report on core competencies and key areas of learning
- Focus on learning standards (curricular competencies and content/concepts) in areas of learning (subjects)
- Enable ongoing communication (with provincial guidelines and supports)
- Maintain formal, written summative reports at key times in the year
- Use clear performance standards-based language
- Move toward meaningful descriptions/collections/demonstrations of student learning.

# Stay Connected!

If you would like to get involved in the CSL Network or engage in further discussions on CSL in your district and communities, please visit:

- <https://curriculum.gov.bc.ca/assessment>



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# Reflection and Feedback

Questions?