



Core Competencies

The provincial curriculum, with its focus on Big Ideas, Core Competencies, Curricular Competencies, and essential Content, is intended to be an enabling framework, giving teachers space and flexibility to innovate. The curriculum design respects the unique nature of disciplines while supporting cross-curricular learning. The provincial curriculum supports student-driven, inquiry-based approaches to teaching and learning by placing an increased focus on concepts and content that address “real-world” issues and problems.



Communicating Student Learning: This snapshot of student learning is informed by teacher assessment and student self-assessment that occurs regularly throughout the school year. Evidence of learning is gathered and presented in student portfolios that are available for review and reflection by students, families, and education professionals.

Achievement: A proficiency scale is used to indicate a student’s level of achievement in relation to prescribed learning standards.

Proficiency Scale	→			
	Emerging	Developing	Applying	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Structured Written Comments: Structured written comments are an important, ongoing component of the teaching/learning cycle. They reflect the student’s progress and voice in relation to the prescribed learning standards selected for each reporting period. The structured written comments will describe:

- Student engagement and behaviour (personal and social awareness/responsibility, work habits, attitude)
- Comments reflecting growth
- Areas for further development
- Ways to support learning at home and at school

Student Support Plans

Individual Education Plan (IEP)

An Individual Education Plan is a documented plan developed in consultation with the parent/guardian for a student who has been identified as having special needs as defined by the Ministry of Education.

Annual Instructional Plan (AIP)

An annual Instructional Plan is a documented plan designed to meet the needs of the English Language Learner (ELL) as identified through an annual assessment of English language proficiency.

Student Learning Plan (SLP)

A Student Learning Plan is a documented plan for a student identified as requiring additional levels of support and instruction to assist them in meeting Ministry of Education learning standards at grade levels different than the current grade placement.

Principles of Learning

- Learning requires the active participation of the learner
- Learning is both an individual and group process.
- People learn in varying ways and different rates.