



C T PS 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.

Achievement: Letter grades are used to indicate a student’s level of performance in relation to prescribed learning standards.

ACHIEVEMENT INDICATORS

- A** Excellent or Outstanding performance
- B** Very good performance
- C+** Good performance
- C** Satisfactory performance
- C-** Minimally acceptable performance
- I** In progress or incomplete (a collaboratively developed plan is in place)
- F** No demonstration of minimally acceptable performance (follows an unresolved “I”)
- SG** Standing granted (final report only: a sufficient level of performance has been attained)

STUDENT SUPPORT PLANS

Inclusive Education Plan (IEP)

An Inclusive 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 Instruction Plan (AIP)

An Annual Instruction Plan is a document 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

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

- Behaviours, including information on attitude, work habits, effort, & social responsibility
- What the student is able to do
- The areas requiring further attention or development
- Ways to support learning at home and at school

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 at different rates.