

A collaborative process

Since 2013, teachers and Ministry of Education staff have been revising the current curriculum. Teams of teachers appointed by the BCTF, the Federation of Independent Schools, and the First Nations Schools Association worked collaboratively with Ministry staff to update the Kindergarten to Grade 9 curriculum. Ongoing progress of Grade 10–12 curriculum will be posted [here](https://curriculum.gov.bc.ca/curriculum/10-12).
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Revisions aim to simplify and deepen curriculum

The revisions generally aim to make the curriculum more manageable for teachers. The changes provide more opportunities for teachers and students to focus on topics of interest in their schools and communities. In several subject areas long lists of learning outcomes have been reduced, providing more time and flexibility for teachers and students to explore topics in depth.

Some important points:

- Use of new curriculum is voluntary for the 2015-16 school year
- Aboriginal content is included throughout the draft curriculum
- Two additional in-service days have been added to this school year and two days over each of the next two years. The scheduling of these days will be decided at the local level.

Ongoing concerns

The process of educational change in BC is complex, and several concerns and questions remain.

1. The addition of in-service days is a starting point for the implementation of curriculum, but lack of ongoing support and necessary resources to accompany curricular changes remains a significant problem. The responsibility and funding to support curricular change were downloaded many years ago from the Ministry of Education to school boards. Such targeted funds no longer exist and many school districts have serious budget constraints. The BCTF will continue to advocate for the time and resources needed so teachers are well supported during curriculum implementation.
2. Support for special education remains a huge area of concern. Proposals to eliminate current special education categories have been discussed for years, and many teachers have heard that this is an inevitable development. Since this would end the accompanying targeted funding for BC's most vulnerable students, teachers are naturally alarmed about how these students' needs will be met.
3. The scope of changes contemplated for senior secondary students (Grades 10-12) is unclear. BC teachers are worried that the main objective is to fast-track students into apprenticeships or the work force, in order to further reduce education expenditures. To learn more about the Ministry's proposed directions, see [Graduation Years Curriculum: Proposed Directions](#). More information about the organizational framework for the graduation years is definitely needed.
4. In BC, as elsewhere around the world, teachers are deeply concerned about increasing pressures towards privatization and commercialization of public education and its curricula. It's important that parents understand the dangers of these ongoing and growing intrusions to the fundamental right of every learner to a free, quality and universally available education. The importance and values of public education are clearly outlined in the [Charter for Public Education](#).