

Competency Based IEPs Match the Redesigned Curriculum

The Competency Based IEP parallels what is going on in classrooms all over BC. It supports flexible learning environments and allows for personalization so that students may pursue personal interests and passions.

Technology has changed the way students access their learning. Information is instantly accessed and there are new and innovative ways for students to share what they know.

Key Ways Competency Based IEPs are the Same

Regardless of format, all IEPs have certain aspects:

- they are written and managed by a school-based Case Manager;
- they are reviewed throughout the year;
- goals and objectives may target lagging skills.

Key Ways Competency Based IEPs are Different

Key changes to goals and objectives include:

- they are worded from the student's point of view;
- they focus primarily on Core Competency Facets and student self-agency;
- Curricular Competency goals are secondary;
- they look the same, province-wide.



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)



**Competency Based
Individual
Education Plans
(CB IEPs)**



Core Competencies

Core Competencies are at the center of BC’s redesigned curriculum and are at the center of the Individual Education Plan (IEP). Core Competencies are the abilities students use to demonstrate their understanding of the context. They are intended to support academic learning and foundational skill building, as well as help students develop into well-rounded individuals. Core Competencies are developed in every area of the curriculum.

IEPs are documented plans developed for students with individualized learning needs. The IEP documents goals and outcomes for that school year, lists adaptations and strategies that will support student learning, names individuals providing support, and shows evidence of evaluation and review. Parents are encouraged to be part of this process.

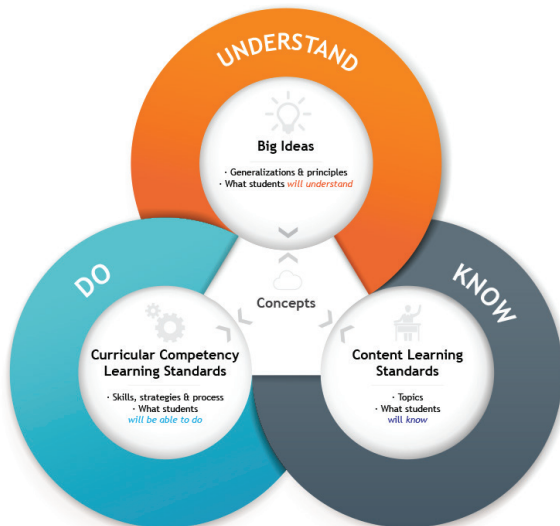
BC’s Redesigned Curriculum

To prepare students for the future, the curriculum must be learning-centered, flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning. BC’s redesigned curriculum is made up of three main elements: Big Ideas, Curricular Competencies and Content.

Big Ideas: what students understand

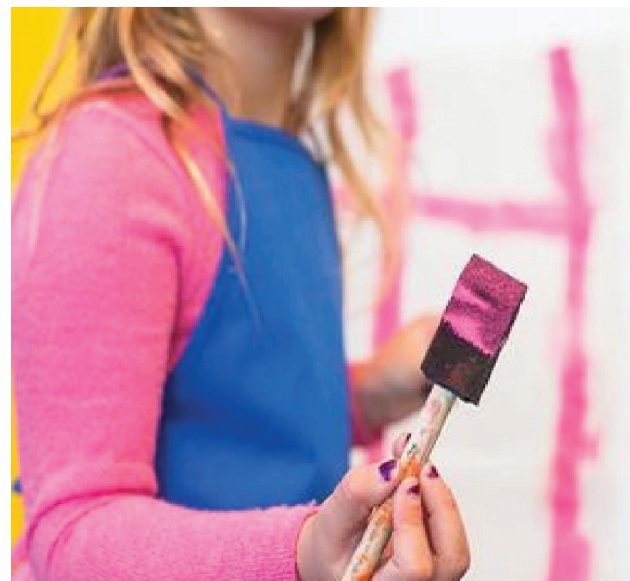
Curricular Competencies: what students do

Content: what students know



Curricular Competencies

The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies. Curricular Competencies are explicit statements of what is expected at each grade level in each area of learning.



Core Competency Key Facets

Thinking

Creative Thinking
Critical and Reflective Thinking

Communication

Communicating
Collaborating

Personal and Social

Positive Personal/Cultural Identity
Personal Awareness and Responsibility
Social Awareness and Responsibility

BC’s redesigned curriculum brings together two features that most educators agree are essential for 21st century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The Competency Based IEPs have both these components at their center.