



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create

Imagine

Explore

Play

Wonder



ACTION ON THE NEW MANDATORY K SCREENERS

HOW DID WE GET TO HERE?

K Screeners

JUNE 2025

2025

Technical Table on Literacy met. The BCTF was a part of this table.

On the last day of school the Ministry announced the mandated use of K screeners this fall

JUNE 2024

Learning in the Primary Years is released.

MAY 2025

The BCPTA was asked to give feedback on Screeners

TO PRESENT

The BCPTA and the BCTF have been advocating for better supports for students and teachers on this issue.

RECENT RESEARCH FROM THE BCTF

What teachers say they need

Teachers described multiple systemic changes to supporting literacy instruction and improving students' learning conditions.

Strengthen pre-service teacher literacy preparation by providing teacher candidates with a deeper understanding of foundational literacy concepts and opportunities to develop robust instructional strategies.

Fund ongoing and accessible professional learning opportunities so any teacher may deepen their literacy knowledge and practice throughout their career.

Provide universal access to vetted literacy resources to reduce individual teachers' workload and out of pocket spending while ensuring the resources used for professional and student learning meet place- and research-based standards for BC classrooms.

Increase prep, collaboration, and administrative time provisions, so that teachers have the time to plan for and respond to their students' diverse literacy needs in collaboration with colleagues.

Invite critical conversations about teachers' professional autonomy in the context of literacy policy and practice, ensuring teachers have opportunities to inform system decision-making, access professional learning, and engage in collegial dialogue.

Practice collaborative leadership and transparent communication at school, district, and union levels to provide guidelines and meaningful supports that navigate teachers' deeply-held perspectives and commitments about literacy pedagogies.

https://www.bctf.ca/docs/default-source/for-news-and-stories/research-reports/2025-research-report-literacy.pdf?sfvrsn=c7cc7a14_5



Universal early literacy screening: Opportunities and cautions

As the Ministry of Education and Child Care's early literacy screening initiative rolls out in the 2025-26 school year, teachers expressed support for screening but pointed to the need to acknowledge the time and staffing required for meaningful implementation. Teachers also hoped screening would serve not as an empty exercise in data collection, but as a process for driving appropriate support to students.

OUR FOUNDATIONS

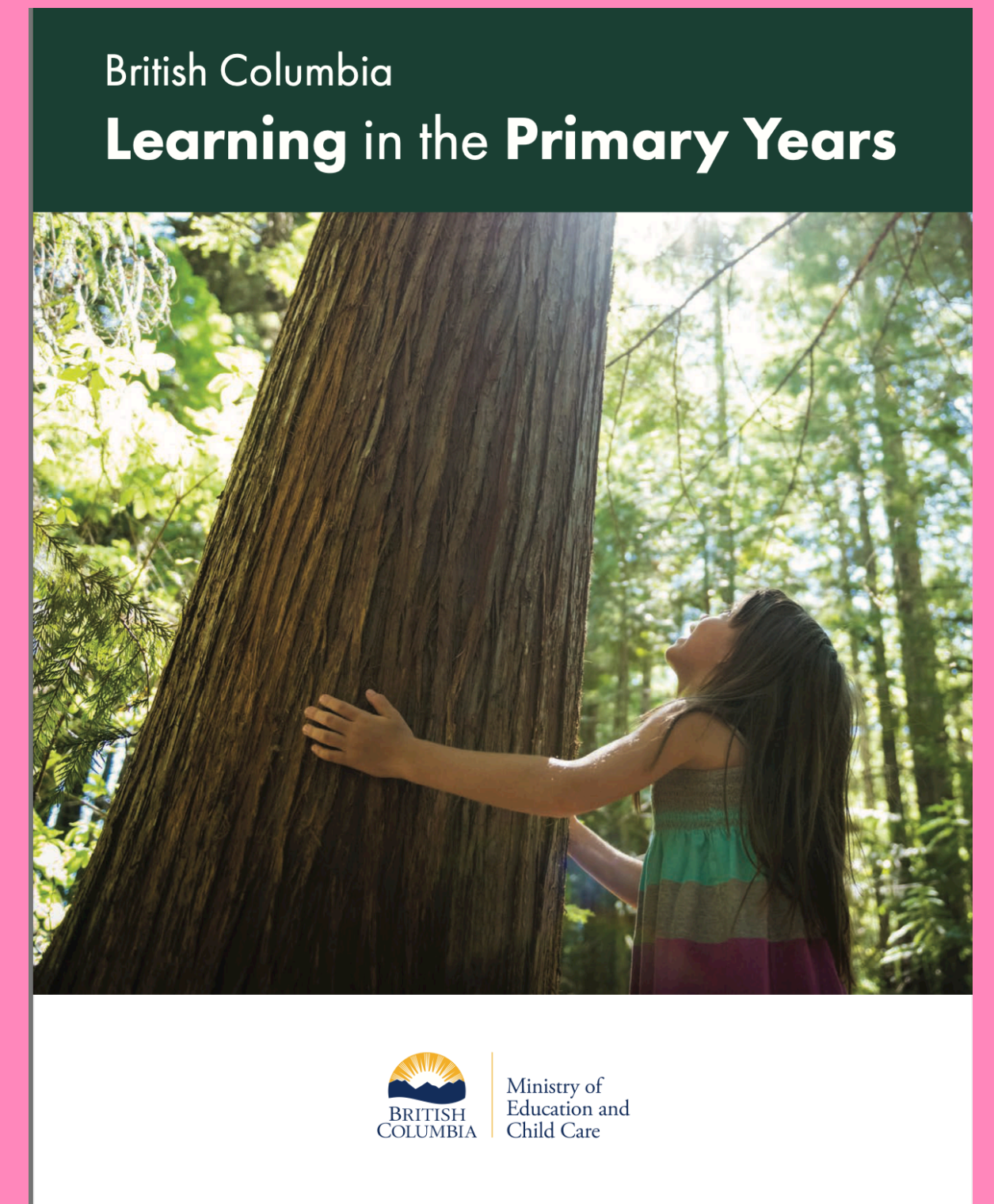
“There is no single way to develop literacy in young children. Teachers use their professional judgment to teach reading and writing strategies that are most effective and responsive for the children they teach”

Page 38 of Learning in the Primary Years



The CP4YL and CR4YR networks were foundational. Will the Ministry create another network like this to support literacy learning in the province again?

<https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/resources/learning-in-the-primary-years.pdf>



ADVOCACY AT THE PROVINCIAL LEVEL....



Kindergarten literacy screener

That the Federation express its concerns to the Minister of Education and Child Care about the new mandatory requirement for a Kindergarten literacy screener including the consultation process and timeline of communication, workload and data collection, and list of recommended screeners; and lobby the government to address downloading of costs to school districts by providing additional funding, in-service, and time beyond the existing literacy grants.

LOCAL ACTION

THE BOUNDARY AND CRANBROOK BROUGHT TWO RELEVANT MOTIONS TO THE RECENT RA THAT PASSED WITHOUT DISSENT.

13. Boundary

That the Federation advocate for the Ministry of Education and Child Care to fund in-service, release time, and increased literacy support teachers and resources as a part of the new mandated Kindergarten screening program.

Supporting statement

This year, districts were given a paltry piece of \$30 million, funded over three years for literacy. With that funding, they could use it for professional development for teachers and parents and could use it for literacy screeners; but it was not allocated for in-service to train teachers or release time to administer the screeners, and there is currently no plan for

enhanced literacy supports for students once the data is collected. The Early Development Inventory from the University of British Columbia is an example of a made-in-BC program with funding for training and release time to administer the assessment, as well as supports to fund early learning programs after results are analyzed.

The Federation must play a role in securing these guarantees for all teachers in all districts in order to protect the workload of teachers and to improve student learning.

15. Cranbrook

That the Federation oppose the use of American Kindergarten screeners.

Supporting statement

These tools do not align with BC's Kindergarten curriculum or the philosophy of the Ministry of Education and Child Care Kindergarten and primary document *Learning in the Primary Years*. Also, the purchasing of these American products that store student data in the US does not support the BC economy or the Premier's recommendation against purchasing American products. There are other BC screeners available that are not detrimental to the social-emotional wellness of our Kindergarten students.

WHAT CAN YOU DO IN YOUR LOCAL ON THIS ISSUE?

COMING TO THE 2026 AGM

COQUITLAM IS BRINGING THIS MOTION TO THE AGM AS WELL

123. Coquitlam

That the Federation advocate for the Ministry of Education and Child Care to fund in-service, release time, increased literacy support teachers, and resources as part of any new mandated literacy screening programs.

MAKE SURE YOUR AGM REPS SUPPORT THIS MOTION!

CAN WE USE THIS NEW CLAUSE IN THE PROPOSED NEW CONTRACT?

Counterproposal to U93.

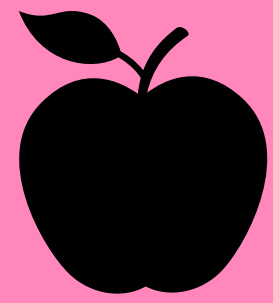
ARTICLE F.X EDUCATIONAL AND CURRICULAR CHANGE

~~Recognizing the importance of providing support to employees in the event of educational or curricular change initiated by government, the parties agree as follows:~~

- ~~1.~~ **1.** Where the Ministry of Education and Child Care is introducing any required educational or curriculum change that substantially affects the duties, responsibilities, expectations, or terms of employment of employees, the provincial parties **recognize the importance of providing support to employees and** shall meet to discuss the change, **as well as** possible issues pertaining to its implementation.
- ~~2.~~ **2.** These discussions shall include consideration of the provision of appropriate resources and support for employees.
- ~~3.~~ **3.** Where the parties jointly identify that there are gaps with respect to resources and/or support, the parties may make joint recommendations to the Ministry.

Note: This Article shall be in addition to language already in the previous Collective Agreement and does not replace any of those provisions.

YES!



WHERE DO WE GO FROM HERE?

THE ONLY
KINDERGARTEN
ASSESSMENT
THAT MATTERS:
DO THEY ENJOY
COMING TO
SCHOOL?

@DrBradJohnson

COLLABORATE

ADVOCATE

USE YOUR AUTONOMY

Talk to your local president to share your experiences and concerns.

Send your thoughts to us at the BCPTA at psac55@bctf.ca

Talk to your board about revitalizing the CR4YR network again!

Think of ways you can work with your colleagues, express your autonomy in how you teach language arts to the whole child, and advocate for better supports for teachers and students in this area.

THANK YOU!