Administrative Procedure 420

CURRICULUM AND INSTRUCTION

Belief

The Division believes that it is important to provide information and reference to information sources relating to requirements for implementing curriculum and instruction in the Division.

The Division further believes that all teachers must be aware of what is required by the Division in the implementation of curriculum and instruction. As such, this procedure will serve as a guide both in the planning and carrying out of classroom instruction.

Procedures

1. Teachers are to be familiar with the Program of Studies and supporting documents issued under the authority of the Minister of Education pursuant to section 39 of the School Act. The Program of Studies contains the prescribed content for all courses or subject areas. Copies shall be readily available in each school.

2. While some textbooks and resources are prescribed, selection is the responsibility of school personnel. The textbook must not be the course but viewed as one of the means of attaining the objectives as set out by the teacher and must not preclude the use of other appropriate resources needed to completely meet curriculum objectives.

3. Each teacher and/or Principal is required to prepare a timetable of the courses they are teaching. While it is not always possible to adhere rigidly to a timetable, every attempt is to be made to keep to the timetable as set out at both elementary and secondary levels.

4. Teachers are to ensure that they are familiar with and have up-to-date curriculum support documents (Teacher Resource Manuals, Curriculum Guides, etc.) at the beginning of each school term.
   4.1 Special Education teachers are expected to have the manual Programming for Students with Special Needs 1 - 5.
   4.2 Alberta Education has produced manuals for Learning Disabilities, Behavior Management, Guidance and Counselling, Career Development, Gifted and Talented Students, etc. It is expected that these guiding manuals, while not curricula, will be used in planning as appropriate.

5. Course planning is essential to effective teaching. With this in mind, the following must be implemented.
   5.1 All teachers will keep written daily lesson plans which will be made available to any visiting supervisor on request. The daily plan must include a main objective, a statement of methodology, and the main resource used. This can
be succinctly stated in a short sentence or two by the teacher who prefers brief daily plans.

5.2 All teachers will prepare written long-range plans for all subjects taught. The long-range plan may take different forms depending on the level of planning emphasized by the teacher (short-range, mid-range or long-range). Special Education teachers and some specified other teachers will also prepare IPP's.

5.2.1 A teacher who prefers to be less detailed at the daily planning level must be more detailed in unit plans and year plans.

5.2.2 Some teachers prefer to have highly detailed daily plans, which may be bound together to create unit plans. In this event, the long-range level of planning may be brief, in the form of a simple outline.

5.2.3 Other teachers place more emphasis on the long-range yearly level of planning; creating a detailed year plan that includes the mid-range unit plans. In this case, the daily plan need not be more extensive than that which fits into a "one-period" slot in the Daily Plan Book provided for teachers.

5.2.4 Whatever system of planning suits the individual teacher, there are some necessary basic components to the long range plan:

5.2.4.1 WHAT are you going to teach?
This component includes a description of the course, the objectives, skills and concepts to be covered. This information is available in the Program of Studies and Curriculum Guides. It is acceptable to photocopy this information for your long-range plan or to simply include pages from the previously mentioned documents. In cases where special emphasis or optional components are involved, an explanation must be included.

5.2.4.2 HOW are you going to teach it?
This component includes the methods, procedures, resources, and evaluation procedures you intend to use. This is the component that must be created by the teacher in accordance with his or her style. Helpful information can be found in most curriculum guides.

5.2.4.3 WHEN will its parts and sections be completed?
This component consists of a topical outline showing when each portion of the course is scheduled to begin and end.

5.2.4.4 The manner in which teachers combine the above mentioned three components is at their own discretion.

5.2.4.5 IPP's must convey the information requested on the programming form.
5.2.5 It is understandable that it is not always possible to follow exactly the timetable of a long range plan or the precise methodologies outlined in unit or day plans; however, the plan should be for a general guide and thus be of assistance to the classroom or Special Education teacher.

5.2.6 The plans must be available to the Principal or any visiting supervisor on request, since they have a legal responsibility to ensure the Alberta Curriculum is being taught. Aside from the fact that well planned teaching is more effective, the plan also provides documentary evidence to an evaluator or a parent that Alberta curricular requirements are being met. It should be treated the same as financial record keeping and accounting in which an annual audit verifies accountability. In the present educational environment of accountability pressure, appeals and litigation, it is absolutely essential for teachers to protect themselves with well-documented written plans maintained on file.

5.2.7 For classroom teachers, long range plans must be submitted to the Principal by September 30, and must be maintained on file in the Principal’s Office. Special Education long range plans and IPP’s (referred to jointly at the General Service Plan) are also to be filed by September 30 unless the Principal has given written permission for an extension. In secondary levels (Grades 7-12), each student must be given a short written course outline based on the year plan. It is not necessary to make this outline more than one or two pages.

6. Textbook selection is based on the following guiding principles:

6.1 A school staff may choose which prescribed and recommended resources they wish to purchase.

6.2 In the case of a resource series, it is recommended that it be the same throughout a division (i.e. Grades 1 - 3 NELSON, Grades 4 - 6 GINN, Grades 7 - 9 HOLT, etc.).

6.3 Selection committees may be established, as in the past, to aid school staffs in the process of selecting resource series.

6.4 Selection of materials for special education programs is made by the teacher involved, with the Principal’s approval. The Directors of Educational Services, Support Services, and Instruction may be consulted or make recommendations.

7. Schedules and timetables shall adhere to the following guidelines:

7.1 Each teacher and/or Principal is required to prepare a timetable on a proper form and have it available by September 30 of each school year.

7.2 These timetables must be copied in duplicate, be approved and signed by the Principal. One copy is to be forwarded to the Division Office by September 30. If a permanent change is made after September 30, this must have the signed approval of the Principal, with a copy sent to Division Office.
8. Division office staff, while not expert in all areas, can access expertise or put teaching staff in touch with the Division's own resident experts.

Reference: Section 18, 39, 60, 61, School Act