



Policy Section: **School Administration**

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Policy Name: **Instructional Practices**

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Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to ensure student learning through purposeful planning, effective instructional practices, meaningful assessment, and learning environments responsive to the cognitive, social, emotional, and cultural needs of the learner.

Rationale

In meeting the diverse needs of all of our learners, our professional practice requires teachers to respond to the strengths and needs of our students, and the curriculum, as well as:

1. The essential principles of fairness, equity, and inclusive education established in KPDSB Policy 503 Equity and Inclusive Education will be integral to all instructional practices in schools. Through the development and implementation of inclusive curriculum and assessment practices, staff will recognize and support students with diverse backgrounds and differing abilities.
2. The shared belief, as outlined below from Learning for All K-12 2013, will guide the instructional practices in the classroom:
 - All students can succeed;
 - Each student has his or her own unique patterns of learning;
 - Successful instructional practices are founded on evidence-based research, tempered by experience;

Cross Reference

Ministry of Education – Growing Success Document
Ministry of Education – Learning for All Document
PISA: The OECD PISA Global Competence Framework
Policies
303, School Improvement Planning
333, Environmental Education
503, Equity and Inclusive Education
Procedures
903-A Assessment, Evaluation and Reporting Guidelines
903-B Assessment, Evaluation and Reporting of Student Achievement

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Review By: 2025

- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students;
 - Classroom teachers are the key educators for a student’s literacy and numeracy development;
 - Classroom teachers need the support of the larger community to create a learning environment that supports all students; and
 - Fairness is not sameness.
3. The instructional program will be designed to respect the Seven Fundamental Principles of assessment, evaluation, and reporting as noted in KPDSB Procedure 903-A from Growing Success: Assessment, Evaluation and Reporting in Ontario Schools: Grades 1 -12, 2010.

Definitions

“**Effective Instructional Practices**” – teaching strategies that are purposefully chosen to maximize learning as identified in research.

“**Personalization**” – the tailoring of instruction to meet individual and group learning needs.

“**Global Competencies**” – skills which help students to be equipped to examine local, global, and intercultural issues, understand, and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being (oecd.org).

“**Universal Design for Learning**” – is teaching that is tailored to draw on the strengths and meet the needs of all students.

“**Differentiated Instruction**” – to recognize students’ varying levels of background knowledge, readiness to learn, language ability, learning preferences, interests, and to react responsively.

Guidelines

1. Instructional practice will be grounded in evidence-based research and aligned with Ministry Guidelines and Policies, Board Continuous Improvement Plans, and School Improvement Plans.
2. Instructional supports established through KPDSB programs, personnel, and infrastructures will help educators identify areas of strength, areas requiring improvement, and next steps in order to inform or sustain instructional practices.
3. Student engagement and growth will be fostered by educators who:
 - a) Use a variety of valid and reliable assessment data, by both students and teachers, to continuously monitor learning, to inform instruction and assessment, and to determine next steps;
 - b) Use appropriate learning goals and success criteria to monitor progress and make adjustments to instruction as necessary;
 - c) Create opportunities for students to be provided with and use ongoing, precise, timely, and descriptive feedback from the teacher and peers during learning to guide steps for improvement;
 - d) Provide varied and multiple opportunities for practice and demonstration of learning; and
 - e) Empower and support students to take risks, make informed choices, and be active participants in their own learning by teaching students to regularly use self-assessment skills to monitor their progress and to set their own learning goals.
4. Emphasis and integration of global competencies into teaching and assessment practices as these knowledge, skills, and attitudes are essential for today's changing, complex, and technologically prominent world. This includes purposeful planning of culturally responsive and relevant pedagogy in K – 12 classrooms.



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5. The instructional setting will be established and modified to create a safe, structured, and inclusive environment that encourages risk-taking, supports effective instruction, employs equitable and inclusive curriculum and assessment practices, and respects the dignity of all.
6. Continuous reflection on instructional practices and the affect on student growth will be embedded in the cyclical process of assessment, planning, and instruction.
7. Timely and tiered interventions, supported by a team approach, in order to respond to individual student learning needs and well-being.