



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 to ensure student learning through purposeful planning, meaningful assessment, teaching strategies and learning environments responsive to the cognitive, social, emotional and cultural needs of the learner.

Rationale

To address the shifting demographics of our learning communities in an increasingly complex world, it is our moral obligation to meet the diverse needs of all of our learners.

In meeting the diverse needs of all of our learners, we are guided by the strengths and needs of our students, 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 beliefs, as outlined below from Learning for All K – 12, 2013, will guide the instructional practices in classrooms:
 - All students can succeed;
 - Each student has their unique patterns of learning;
 - Successful instructional practices are founded on evidence-based research, tempered by experience;
 - 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.

Cross Reference:
 MOE: Growing Success Document
 MOE: Learning for All Document
Policies:
 303, School Improvement Planning
 333, Environmental Education
 326, Curriculum Implementation and Review
 503, Equity and Inclusive Education
Procedures:
 903 Assessment, Evaluation and Reporting Guidelines of Student Achievement

Date Adopted: June 9, 2008
 Last Revised: June 8/09;
 March 6/12; June 14/16;

Review by: 2020



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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

1. Effective instructional practices – teaching strategies that are purposefully chosen to maximize learning as identified in research.
2. Infrastructure – underlying foundation within an organization or system.
3. Personalization – the tailoring of instruction to meet individual and group learning needs.
4. Equitable and inclusive curriculum and assessment – curriculum and assessment that offers a balance of perspectives; where students see themselves reflected in their learning and provides students with the knowledge, skills, attitudes and behaviours needed to live in a diverse, complex world.
5. Universal Design for Learning – is teaching that is tailored to draw on the strengths and meet the needs of all students.
6. Differentiated Instruction – to recognize students’ varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively.

Guidelines

1. Instructional practice will be grounded in evidence-based research and aligned with Ministry Guidelines and Policies, Board Strategic Improvement Plans and School Improvement Plans.

Cross Reference:

MOE: Growing Success Document

MOE: Learning for All Document

Policies:

303, School Improvement Planning

333, Environmental Education

326, Curriculum Implementation and Review

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2. Instructional supports established through Board 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. The on-going and consistent use of data at all levels will be part of the cyclical process of reflection and planning to inform effective instructional practice.
4. 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.
5. Instructional practices will reflect high expectations for student progress and achievement for all students.
6. Student engagement and growth will be fostered by ~~staff~~ educators who:
 - focus on student learning and assess progress;
 - promote the use of 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;
 - create opportunities for students to be provided with and use ongoing, ~~give~~-precise and timely (descriptive) feedback from the teacher and peers during learning to guide steps for improvement;
 - provide varied and multiple opportunities for practice and demonstration of learning;
 - empower and support students to take greater 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;
 - share a common understanding of the learning goals and related success criteria of students, monitor progress, reflect on the learning experience and make adjustments as necessary;

Cross Reference:

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MOE: Learning for All Document

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- create an environment that supports the strengths and needs of all learners; and
 - use a variety of appropriate technologies to support the learning experience.
7. Effective instruction will ensure alignment of the curriculum with explicit instructional and assessment practices that are differentiated in order to meet the specific needs, strengths and prior learning of the students.
 8. Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
 9. Effective instruction will ensure that learning is deepened through authentic, relevant and meaningful student inquiry and will follow a progression for learning through modeled, shared, guided and independent learning opportunities in order to provide an appropriate level of support as may be required by the student.
 10. Multiple and varied opportunities for oral language will be embedded across the curriculum.
 11. Continuous reflection and instructional adjustments will be embedded in the cyclical process of assessment, planning and instruction.
 12. Timely and tiered interventions, supported by a team approach, in order to respond to individual student learning needs and well-being is part of effective instructional practice.

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