

Kettle and Stony Point First Nation EDUCATION POLICIES	NO 300 - 05
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SUBJECT: Instructional Practices	EFFECTIVE DATE: September 1, 2011
	APPROVAL DATE: Motion: 19 Year/Month: 2011/08

POLICY

It is the policy of the Kettle and Stony Point First Nation Education Services to ensure learning through the comprehensive development of 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 our learners.

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

Guidelines

1. Instructional practice will be grounded in evidence based research and aligned with Ministry, community cultural, language and historical aspirations and school improvement plans.
2. Instructional supports established through Board programs, personnel and infrastructures will inform and 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 and respects the dignity of all.
5. Effective instruction will purposefully link the curriculum with explicit instructional practice to create authentic learning experiences.
6. Units and lessons are planned with the end in mind based on strategically clustered curriculum expectations, meaningful assessment, effective instructional practices and the specific needs of students.
7. Instruction will be precise and personalized to accommodate diversity in academic readiness, learning styles, and interests.
8. Planning and instruction will follow a progression through modeled, shared, guided and independent learning opportunities in order to provide an appropriate level of support.
9. Multiple and varied opportunities for oral language will be embedded across the curriculum.
10. Instructional practices will reflect high expectations for student achievement.
11. Student engagement and growth will be fostered by staff who:
 - a) provide varied and multiple opportunities for practice and demonstration of learning;
 - b) give precise and timely feedback that indicates steps for improvement;
 - c) empower and support students to take greater risks, make informed choices and be active participants in their own learning; and
 - d) collaboratively defining learning goals, monitoring progress and reflecting on the learning experience.
12. Continuous reflection will be embedded in the cyclical process of assessment, planning and instruction.