

Administrative Procedure 204

Planning Requirements for Teachers

Background

In accordance with the Teacher Quality Standard, professional teachers must know how to translate curriculum and desired outcomes into reasoned, meaningful, and incrementally progressive (scaffolded) learning opportunities for students. To meet this end, teachers must engage in long and short term planning. Teachers monitor the context, their instruction, and, assess and monitor students' learning on an ongoing basis and modify their plans accordingly, both for individuals and groups of students.

The planning format is up to each individual teacher with the provision that is acceptable to their principal.

Procedures

1. The Program of Studies provides the foundations for all courses.
2. Long Range Plans
 - 2.1. Also called year or term and will provide at a minimum:
 - 2.1.1. An overview of the course content
 - 2.1.2. Instructional Strategies that may be used
 - 2.1.3. Scope and Sequence of materials to be taught
 - 2.1.4. Evaluation and assessment plans
3. Short term and Daily plans
 - 3.1. Daily plans outline the specifics about what aspect of the long term plans will be covered and map out thoughtful educational activities taking place each day.
 - 3.1.1. Each day plan will evidence:
 - 3.1.1.1. The goal / objective of each lesson
 - 3.1.1.2. Before, during and after learning structure
4. High School course outlines will provide an abbreviated version of the teacher's long range plans and major course objectives and will be available to students and parents.
5. Teacher plans must be retained for three (3) school years after the completion of the program of study articulated in the plans.

Reference: Education Act 18, 52, 53, 196, 197, 295, 222 Teaching Profession Act Ministerial Order 001/2013 Ministerial Order 016/97 Guide to Education Collective Agreement	Date Approved: December, 2024 Reviewed or Revised:
--	---

