

SUBJECT: CURRICULUM & INSTRUCTION ACTUALIZATION

L.E.A.D.S. supports the implementation and maintenance of the CORE curriculum process.

The development, on-going implementation and review of current curriculum and instruction practices in Saskatchewan schools requires a coordinated and collaborative approach between all education partners.

1.0 Implementation and Maintenance

To implement and maintain curriculum effectively L.E.A.D.S. believes that:

1.1 The evergreen Core Curriculum is:

- The most appropriate curriculum for use in Saskatchewan Schools
- Requiring enhancement in the areas of the adaptive dimension and technology integration.

1.2 Curriculum should be broadly defined to include both:

- Saskatchewan Education documentation involving Foundational Objectives, connections to CORE and its components, desired outcomes, etc.
- Teacher behaviours and strategies which actualize those objectives in the classroom.

1.3 The seven principles laid out in the *Actualization of Core Curriculum* document should be supported.

1.4 To complete the goals of the *Directions Report*, the following are required:

- Adequate provincial funding to ensure that all areas can be implemented effectively.
- Leadership training programs for elected education officials and educational administrators.
- Decision making at the local level in terms of setting goals, determining local options, implementing curricula and in providing support services.

1.5 The following priorities require continued support through the development of:

- A variety of modes for delivery of the core curriculum and elective courses in Saskatchewan schools.
- An action plan to improve the quality of resource-based learning including emphasis on enhanced resource centres and the increasingly significant importance of technology in resource-based learning.
- The development of alternative programs.
- Collaborative planning procedures for use at the school division level.
- Shared leadership for curriculum actualization from Saskatchewan Education, SSTA, STF and L.E.A.D.S.
- Improved and effective inservice education.
- Defined leadership roles and functions and training for all levels of the system to meet changing needs.

2.0 The Process

Core Curriculum implies an evolving process. It will be important for all partners to be actively involved in the process. In particular L.E.A.D.S. would encourage:

2.1 Saskatchewan Education

Saskatchewan Education should have an active role in curriculum actualization by providing strong provincial leadership and involvement in curriculum development, teacher inservice, curriculum evaluation and curriculum renewal. This includes:

- Keeping abreast of current research that would impact the curriculum and bringing it to the field.
- Ongoing evaluation of new instructional resources and periodically adding them to the on-line version of curriculum.
- Creating, periodically updating, and circulating a registry of practitioners in the field who can be called upon to assist other teachers in actualizing the curriculum.
- Maintaining the Regional Superintendents of curriculum to facilitate workshops for small groups and large groups of teachers within the region. The Superintendents would coordinate the development of the Curriculum Actualization registry and assist in providing opportunities for ongoing professional growth of directors, consultants and principals in their region in the areas of curriculum.
- Continuing permanent curriculum advisory committees for each core curriculum area and other designated areas and:
 - The committees should consist of representatives from all educational agencies.
 - The main responsibilities of the committees shall be to facilitate the on-going design, implementation, maintenance and evaluation of curricula.
 - Providing Curriculum Information Bulletins for Administrators to assist educational administrators with the implementation and actualization of Core curriculum.
 - Ensuring funding is in place to maintain provincial and regional level resource based consultants.

2.2 School Divisions

School Divisions should have an active role as well, and support the process by:

- Regularly monitoring and evaluating the teacher-learning situation to determine its congruence to the curriculum documents.
- Providing a varied smorgasbord of professional development opportunities for their teaching staff which:
 - Recognize the way professionals learn best
 - Recognize the differences among teachers
 - Allow for choice and self-direction yet,
 - Insist upon growth toward the preferred practices described in curriculum documents.
 - Co-operating with other divisions and the Regional Superintendents of Curriculum to allow for sharing of expertise and jointly planned learning opportunities.
- Implementing steps to ensure appropriate delivery of support services to students and to ensure that such services are co-ordinated at the local level.
- Defining leadership roles and functions and providing skill training at all levels of the system in order to meet changing needs.

2.3 L.E.A.D.S. Members

L.E.A.D.S. members have an active role and can support the process by:

- Engaging in active supervision of all staff to ensure implementation and the use of instructional approaches intended in CORE.
- Putting into place resources and supports necessary for actualization in the classroom.
- Communicating the beliefs surrounding curriculum actualization, as well as information pertinent to policy development to the Board of Education.
- Encouraging processes for the local community to be involved in the curriculum development process.
- Ensuring that teachers are aware of current provincial curriculum guidelines.

2.4 All Participants

That, at all levels, and with all of our partners, curriculum and instruction continue to be developed using the following guidelines:

- Provide the following phases:

- ❖ **An evaluation phase which evaluates existing programs and identifies current and future needs.**
- ❖ **A design phase which includes the development of a draft curriculum, a pilot of the draft by teachers in the field, and the development of the final curriculum for approval by the Program Policy Committee of Saskatchewan Education.**
- ❖ **An implementation phase which will detail the procedures for implementing new curriculum.**
- ❖ **An actualization phase which will ensure ongoing professional development and resource support as well as identify and evaluate instructional resources on a continuous basis.**
 - **Student instructional time is considered to be an important issue as is the need for teacher inservice and time for curriculum actualization.**
 - **An equitable balance must be maintained through the adoption of a fixed number of instructional days and a fixed number of inservice days.**
 - **A provincial policy and standards for resource centre services must be maintained along with a plan of action to improve the quality of resource centre services in the province.**
 - **As evaluation is an integral part of good teaching practice, student evaluation practices must be reviewed on a continuous basis to ensure that they are carefully planned and systematically implemented.**
 - **The unique needs of northern and aboriginal students require continued attention.**