

PLANNING REQUIREMENTS FOR TEACHERS

Background

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

The planning format is up to each individual teacher with the provision that it is acceptable to their Principal. The following procedures are provided for content in each of short, medium and long term planning.

Procedures

1. The Program of Studies provides the foundation for all courses. The most current and up-to-date versions of all Programs of Study are found on the Alberta Education website <http://www.education.alberta.ca>. More information on planning, including templates, is available through the Instructional Materials Center.
2. Long Range Plans
 - 2.1 Are also called year plans, long term plans, and at some schools may be called a course outline and are to include:
 - 2.1.1 Course Overview: Looks at students and the elements of the curriculum and considers the school's goals and the year ahead;
 - 2.1.2 Instructional Strategies: Include a list of teaching and learning techniques to be used in the course;
 - 2.1.3 Scope and Sequence: A tentative sequencing of classroom instructional units that would be effective along with a general time frame to be followed (i.e. monthly);
 - 2.1.4 Resources: Include a list of resources to be used;
 - 2.1.5 Evaluation and Assessment: Include strategies and breakdown of marks (see Administrative Procedure 360 – Assessment and Communication of Student Learning).
 - 2.2 Course outlines are to be provided to all high school students at the beginning of the course. These are to include at a minimum:
 - 2.2.1 The course overview, scope and sequence, and
 - 2.2.2 Assessment and evaluation procedures (including components and weightings).

- 2.3 Long-range plans are to be completed by the end of the third week of school in September and submitted to the Principal for approval. Second semester plans shall be submitted by February 15.
 - 2.3.1 Either date may be altered by mutual agreement of the teacher and Principal.
 - 2.3.2 Long-range plans are to be made for each subject area and level to be taught.
 - 2.3.3 If subjects are integrated, the outline is to show how the particular subjects are to be handled.

3. Unit Plans (Medium Term Plans)

- 3.1 In unit plans, the teacher looks at the students and their needs and organizes strategies and modes of instruction aligned with several identified curricular objectives. There is a more detailed description of the learner outcomes to be achieved and the strategies used to achieve them. The level of detail will vary depending on the course being taught. Unit plans are to include:
 - 3.1.1 Estimated time allocation;
 - 3.1.2 Learner outcomes;
 - 3.1.3 Activities;
 - 3.1.4 Assignments;
 - 3.1.5 Resources;
 - 3.1.6 Evaluation and assessment.

4. Daily Plans (Short Term Plans)

- 4.1 Daily plans outline the specifics about what aspect of the long range and unit plans will be covered each day.
- 4.2 Daily plans ensure that well thought out educational activities are happening in the classroom daily.
- 4.3 The lesson plan maps out in detail instructional and learning activities in support of one (1) or more curricular objectives.
- 4.4 What is written will vary, but a minimum are to include:
 - 4.4.1 Topic;
 - 4.4.2 Materials;
 - 4.4.3 Activities.
- 4.5 In many instances these can be cross-referenced to the unit plan and prepared materials. The Division strongly suggests daily lesson plans to be kept two (2) days ahead.

5. Teacher plans must be retained as per Administrative Procedure 185 – Records Management.

Adopted/Revised: JUN 2016/NOV 2019

Reference: Section 18, 52, 53, 196, 197, 205, 222 Education Act
Teaching Profession Act
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education – ECS to Grade 12
Collective Agreement