

# Instructional Practice

Within a collaborative and inclusive learning environment, responsive teaching and learning incorporates quality instruction for all students. Responsive teaching and learning involves all teachers and all student learning.



The instructional strategies teachers use should:

- help students become independent, strategic learners;
- engage students;
- provide opportunities for feedback and student reflection;
- provide opportunities for classroom discussion.

When planning for effective instruction teachers must be aware of and responsive to the learners in their classes. *Universal Design for Learning* (UDL) is an approach to improve and optimize teaching and learning for all by setting clear, rigorous goals; anticipating barriers; and proactively designing to minimize those barriers. As well, instructional practices should provide opportunities for students to develop global competencies of collaboration, creativity, critical thinking, communication, citizenship and character.

(Deep Learning: Engage the world, Change the world, Fullan, Quinn & McEachen, 2018.)

Students need to be engaged in learning that:

- involves higher-order cognitive processes to reach a deep understanding of the content and issues in a contemporary world;
- includes immersion in addressing areas or issues that are cross-disciplinary;
- integrates academic and personal capabilities;
- is active, authentic, challenging and student centred;
- is designed to impact the world, locally or more widely; and
- occurs in a range of settings and leverages digital tools.



(pg. 21, Deep Learning: Engage the world, Change the world, Fullan, Quinn & McEachen, 2018.)

## Reflection

The following data sources and questions can be used to guide the group's discussion.

### Performance Measurement Framework:

**Outcome 2:** Students experience a safe, caring and inclusive environment.

- Indicator 2.2: Positive School Climate - Staff
- Indicator 2.3: Positive School Climate - Family

**Outcome 3:** The education system is responsive to students' strengths and needs.

- Indicator 3.1: Student Engagement - Student
- Indicator 3.2: Teachers' Expectations - Student
- Indicator 3.3: Self-Efficacy - Teacher
- Indicator 3.4: School Fit - Family

**Outcome 4:** Students meet or exceed expected levels of achievement

- Indicator 4.1: Grade 1 & 2 Reading Assessments
- Indicator 4.2: Provincial Assessment Data
- Indicator 4.3: Overall High School Average  $\geq 50\%$
- Indicator 4.4: Overall High School Average  $\geq 80\%$

**School Development Survey Scales:** these results are reported separately from the PMF Report.

- Learning Strategies (Grades 5-6 Student Survey)
- Learning Strategies (Grades 7-12 Student Survey)
- Self-Efficacy (Grades 7-12 Student Survey)
- Professional Learning (Staff Survey)

### Reference Documents

Responsive Teaching and Learning Policy;

K-12 curriculum guides;

School based policies and procedures.



**Additional Evidence:**

- Short and long term instructional plans
- RTL Intervention Forms
- Samples from lessons
- Samples from assessments



## Questions to Consider

Use evidence of current practices to support your discussion points, strengths, and opportunities for growth.



- How do you provide feedback and opportunities for student reflection?
- How do you ensure that your instructional practice incorporates the global competencies?
- How do you foster effective classroom discussions?
- How do you ensure instruction incorporates the characteristics listed above?
- How do you allow students to utilize new technology tools as investigators and producers of knowledge?
- How have your instructional practices impacted student engagement?
- What have you learned this year that has caused a change in your instructional practice?

### References:

Fullan, M., Quinn, J., & McEachen, J. (2018): *Deep Learning: Engage the world, Change the world*. Thousand Oaks, CA: Corwin