

Administrative Procedure 425

HIGH SCHOOL COURSE OUTLINES

Background

The Division, in its commitment to the benefits of sound planning, facilitative support and open communication, requires its high school teachers to thoughtfully construct, in consultation with their principals and Superintendents of Education, a course outline, to be issued to significant stakeholders. These outlines are seen as valuable tools in furthering the core curriculum thrust.

Procedures

1. By the end of the first week of each school term, each high school teacher (grades ten, eleven and twelve) shall have prepared a course outline for each course he/she is assigned to teach in that term.
2. The course outline will be constructed by each teacher in consultation with his/her Principal, and following the approval and acceptance of the course outline, a copy will be distributed to:
 - 2.1 Each student enrolled in that course, for sharing with parents/guardians;
 - 2.2 The Principal;
 - 2.3 The Superintendent of Education (by the end of the second week of the first term).
3. The course outline is to be inclusive, but brief, not exceeding two (2) pages, and is to include, but is not necessarily limited to, at least the following elements:
 - 3.1 A brief general description of the course and its content.
 - 3.2 The objectives and hoped for outcomes.
 - 3.3 An approximate timeline that outlines the scope and sequence of when course components will be dealt with, including a listing of teacher/learning strategies and remedial intervention strategies that will be used, and a listing of assessment/evaluation strategies that will be used. A commitment to frequent and varied assessment/evaluation strategies will be evident.
 - 3.4 Intention to teach the Cross Curricular Competencies (CCCs) will be evident.
 - 3.5 Flexibility to facilitate unforeseen situations, and provisions for needs, is to be respected and referred.
4. General supervision of this administrative procedure shall be the responsibility of the Principal.
5. This administrative procedure and its requirements will serve as aids to:
 - 5.1 Principals in carrying out their roles in formative supervision; and
 - 5.2 Superintendents of Education and Director in carrying out their roles in summative performance evaluation.

Reference: Sections 85, 87, 108, 109, 110, 175, 231 Education Act