

Appendix B

Provincial Policy Framework - Use of Instructional Time

Public School Program - Extracted References - Time Allotment

Elementary Years: Grades Primary–6

Ministerial Education Act Regulations require a minimum of 225 minutes of teaching per day for grades primary–2 and a minimum of 285 minutes for grades 3–6.

Principals and teachers are responsible for ensuring that a reasonable and productive balance of time exists among all subject areas to enable students to achieve designated curriculum outcomes. In each curriculum area, some outcomes and clusters of outcomes require discrete allotment of instructional time, while others may be integrated effectively with those of other subject areas. Integrated curriculum units reflect and illuminate connections among the outcomes in various subject areas.

Within this framework, principals are responsible for ensuring that time allotment for literacy and mathematics reflect the following requirements:

English Program

- ▶ for English language arts grades primary–2, a minimum of 90 minutes every day including *Active Reading Hour*
- ▶ for English language arts grade 3, a minimum of 115 minutes every day including *Active Reading Hour*
- ▶ for English language arts grades 4–6, a minimum of 90 minutes every day
- ▶ in grades 4–6, one or more blocks of *Learn to Read/Read to Learn Time* in English language arts and other subject areas totalling 60 minutes every day
- ▶ for mathematics grades primary–2, a minimum of 45 minutes every day including 5 minutes of Mental Math and Estimation in grades 1 and 2
- ▶ for mathematics grades 3–6, a minimum of 60 minutes every day including 5 minutes of Mental Math and Estimation

Immersion Program

- ▶ for French language arts grades primary–2, a minimum of 90 minutes every day including *L'heure de lecture active*
- ▶ for French language arts grade 3, a minimum of 75–80 minutes every day including *L'heure de lecture active*
- ▶ for English language arts grades 3–6, a minimum of 45–50 minutes every day
- ▶ for French language arts grades 4–6, a minimum of 75–80 minutes every day
- ▶ in grades 4–6, one or more blocks of time for *Apprendre à lire/Lire pour apprendre* in language arts and other subject areas totalling 60 minutes every day
- ▶ for mathematics grades primary–2, a minimum of 45 minutes every day including 5 minutes of Mental Math and Estimation in grades 1 and 2
- ▶ for mathematics grades 3–6, a minimum of 60 minutes every day including 5 minutes of Mental Math and Estimation

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Middle Years: Grades 7–9

It is the school's responsibility to design schedules appropriate for all students. Principals are responsible for monitoring schedules to ensure an appropriate and productive balance of instructional time among the subject areas.

School schedules and time allotments for each course should allow for

- ▶ a focus on student learning and achievement of expected learning outcomes
- ▶ the learning needs of individual students
- ▶ opportunities for meaningful integration of curricula
- ▶ the particular needs of the school community

The schedule for grades 7–9 should provide teachers and students with blocks of uninterrupted instructional time long enough to engage students in active and interactive learning and to provide students with every possible opportunity to be successful.

Literacy and mathematics have been identified as curriculum priorities, and the schedule should provide sufficient time and opportunity each day for learning experiences focussed on prescribed curriculum outcomes for mathematics and language arts. These are important considerations in examining scheduling options and designing interdisciplinary units and integrated instruction.

Beginning in September 2004, 60 minutes every day will become a *minimum* requirement in grade 7 and grade 8 for instructional time allotted to mathematics and to English language arts in the English program. Beginning in September 2004, 60 minutes every day will become a *minimum* requirement for instructional time allotted in grade 7 and grade 8 to mathematics and to French language arts in the immersion program.

The learning outcomes framework for curriculum allows principals and teachers flexibility in allotting time for the effective delivery of the junior high program. In designing class timetables and teachers' schedules, principals and teachers might consider ways to

- ▶ ensure that the program provides opportunities for all students to achieve curriculum outcomes specific to each subject area
- ▶ facilitate integrated, interdisciplinary program organization based on the natural affinities among subject areas and the connections among the expected learning outcomes of junior high courses
- ▶ provide class periods of unequal time in a flexibly scheduled day, allowing students extended blocks of time to pursue learning opportunities and expand learning experiences
- ▶ provide additional time in courses when it is needed to enable students to achieve expected outcomes
- ▶ facilitate collaborative planning and co-ordination of instruction to meet students' needs and make optimal use of teacher expertise

The manipulation of instructional variables, such as time, classroom organization, teaching techniques, and assessment strategies, may be necessary to enable students to meet or extend their learning beyond the expected learning outcomes. When manipulating instructional variables is not sufficient to address student needs in the context of the prescribed curriculum, an individual program plan (IPP) should be developed. An IPP may include any or all of the following:

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- ▶ deletion of outcomes
- ▶ addition of new outcomes
- ▶ same general curriculum outcome but significantly different specific outcome level

Senior High Years: Grades 10-12

Scheduling for grades 10–12 must provide opportunity for a minimum of 110 hours instructional time per credit and a minimum of 55 hours per half-credit.

Time to Learn Strategy: Instructional Time and Semestering (2002) includes recommendations related to allotment of instructional time and to scheduling practices. It is recommended that boards and their schools work toward consistency in semestering/partial semestering practices with the goal of consistency by 2004–05. This recommendation should be regarded as a policy directive for implementation in September 2004. In planning for implementation, boards and their schools should consider organizational models designed to

- ▶ provide opportunities each semester for all senior high students to earn credits toward graduation
- ▶ offer year-long course options in some subject areas, for example, English language arts, French language arts, or mathematics, to meet students' learning needs
- ▶ provide additional instructional time to meet the needs of students who require increased support in literacy and/or mathematics

The instructional program for grades 10–12 should include, for each course, direction and support for home study to make provision for school days lost because of storms.