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1. GENERAL

- 1.1 The Winnipeg School Division is responsible for providing appropriate educational programs for all students who attend school within the boundaries of the Division. These programs shall be designed to foster academic, physical, social and personal growth and to assist students to:
- achieve the foundation skills in literacy (including mathematical literacy), communication, problem solving, human relations, and technology; and
 - develop a positive self-image.
- 1.2 The Winnipeg School Division is also responsible for ensuring that the student learning outcomes of the compulsory curricula as outlined by Manitoba Education, Citizenship and Youth form the basis for regular, alternative, special education and language programs.
- 1.3 The Winnipeg School Division shall provide the opportunity for the implementation of optional subject areas selected from courses for which Manitoba Education Citizenship and Youth has developed curricula or which are developed by individual schools and approved by the Division.

2. DEFINITIONS

2.1 Curriculum

Curriculum is a written course of study developed for each subject area. Compulsory subject area curricula are developed by Manitoba Education, Citizenship and Youth. Optional subject area curricula may be developed by Manitoba Education, Citizenship and Youth or by the local school division. The curriculum shall include the rationale, philosophy, purpose and structure of the specific subject area, student learning outcomes, expected standards for performance and recommended learning materials/resources.

In addition to the requisite components, curriculum documents may also include the following elements and/or strategies:

ELEMENTS

- foundation skill areas
- Aboriginal perspectives
- gender, age, anti-racist/anti-bias, diversity perspectives
- sustainable development

STRATEGIES

- differentiated instruction
- literacy with information communication technology
- integration with other curricula
- assessment and evaluation



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2.2 Locally Developed Curricula

- a) School Initiated Course (SIC): A course that includes the requisite components as stated in 2.1 developed by a school, school division or adult learning centre to meet local needs.
- b) Student-Initiated Projects (SIP): A project initiated by a student in areas of special interest not provided in the senior years curricula.
- c) Community Service Student-Initiated Project (CSSIP): A project whereby high school and mature students may earn credit toward high school diploma by volunteering in their community.
- d) Transition Courses: A course that has been developed by the Division as an alternative to the compulsory high school courses. Courses can be used towards the Winnipeg School Division Transition Certificate.

Locally developed curricula are to be approved by the superintendent and registered annually with Manitoba Education, Citizenship and Youth.

2.3 Course

A course is a specific unit of study (ie. grade one mathematics or grade 9 social studies) which includes the student learning outcomes to be achieved.

2.4 Program

A program is a series or group of courses leading to a statement of standing.

2.5 Compulsory Subject Areas

Compulsory subject areas include courses identified by Manitoba Education, Citizenship and Youth that students must include in their total program in order to complete a given level in the school system.

2.6 Learning Resources

The term "learning resources" refers to any material(s) or person(s) used for instructional purposes in a formal or an informal learning context in the Winnipeg School Division. Materials may include print and non-print materials, audio-visual and electronic media presentations. Persons may refer to resource people, agencies, and/or organizations.

2.7 Curriculum Adaptation

Curriculum adaptation refers to changes made to the materials, instructional and/or assessment strategies for specific students.

2.8 Curriculum Modification

Curriculum modification refers to changes made to more than 50% of the learning outcomes of a specific course for identified students with exceptional learning needs.



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Rules and regulations governing curriculum as determined by the Chief Superintendent.

1. CURRICULUM IMPLEMENTATION

- 1.1 The process for the implementation of curriculum in the Winnipeg School Division will include timelines and strategies for each stage of the process. It will also include the identification of the roles and responsibilities of personnel within the Division.
- 1.2 Within the budget allocations available, professional support service personnel will be provided to assist teachers in the implementation of curriculum.

2. CURRICULUM/PROGRAM DEVELOPMENT

- 2.1 The Winnipeg School Division recognizes the need for curriculum/program development in order to respond to:
- a) the needs of an identified group of students in the Division;
 - b) the identified needs of the school and/or community.
- 2.2 Proposals for the development of a curriculum/program shall include the identification of:
- a) the rationale for the development of the curriculum/program;
 - b) broad goals for the program;
 - c) general and specific learning outcomes;
 - d) content and methodology including the components of the approved Manitoba Education, Citizenship and Youth compulsory curricula that may be incorporated;
 - e) assessment and evaluation strategies for both student performance and the program.
- 2.3 Proposals for curriculum/program development shall be submitted in writing to the superintendent/director responsible for the program area involved for review. The final proposal is to be submitted to the Chief Superintendent for approval.

3. LEARNING RESOURCES

- 3.1 A wide range of learning resources in different formats will be selected and utilized in order to:
- a) enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served;
 - b) stimulate growth in knowledge and aesthetic appreciation;
 - c) enable students to develop the practice of critical analysis and make intelligent judgments in their daily lives;
 - d) be representative of the many religious, political, ethnic, and cultural groups and their contributions to the national heritage and to the world community.
- 3.2 Learning resources are to be selected in accordance with the following criteria:
- a) Pedagogy
 - i) Support and be consistent with the general educational goals and priorities of the Winnipeg School Division and MECY as well as the learning outcomes of specific courses.
 - ii) Be factually accurate, where applicable.
 - iii) Ensure competency of author, producer, or performer.
 - iv) Have aesthetic, literary, and/or social value.
 - v) Be appropriate to the level of the users. Such factors as ability level, emotional maturity, learning styles, age, and curriculum organization shall be used to gauge the level of appropriateness.
 - vi) Be suitable in terms of physical format and appearance of the material.



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- b) Values
- i) Maintain a balanced collection representing various viewpoints on controversial issues.
 - ii) May provide biased or slanted learning resources to meet specific curriculum objectives, for example to recognize propaganda and its purpose in a given context or to balance an argument.
 - iii) Depict historical and contemporary forces, and foster a clearer understanding of social, political, and economic issues.
 - iv) Help students gain an awareness of the pluralistic society as well as an understanding and appreciation of the many important contributions made to civilization by minority, cultural, and ethnic groups.
 - v) Motivate students and staff to examine their own attitudes and behaviours and to comprehend and assess their own duties, responsibilities, rights and privileges as participating citizens in society.
- c) Canadian Content
Place emphasis on Canadian authored or produced learning resources where appropriate.
- 3.3 The professional staff will be responsible for the selection of learning resources according to the established criteria.
- 3.4 The professional staff shall be sensitive to students and parents/guardians who may be offended by specific curriculum material. Whenever possible, an alternative learning resource will be made available to such students.
- 3.5 The selection of textbooks other than those that appear on the approved textbook listing require approval by the Board of Trustees and Manitoba Education, Citizenship and Youth.
- 3.6 Learning resources received as gifts by the school or the Division are to be reviewed in accordance with the criteria outlined in section 3.2.
- 3.7 Challenging the Use of Learning Resources
- Any resident or employee of The Winnipeg School Division has the right to make a request for reconsideration regarding the learning resources used in a school's educational program.
- a) If a student's parent/guardian has concerns regarding a particular learning resource, other students' access to the material shall not be restricted during the reconsideration process.
 - b) The major criterion for the use of the learning resource shall be the appropriateness of the material for its intended educational use.
 - c) No parent/guardian shall have the right to determine reading, viewing or listening matter for students other than their own children.
- 3.8 The principal receiving a concern regarding a particular learning resource shall attempt to resolve the issue informally by:
- a) explaining the school's selection procedure, criteria, and qualifications of those persons selecting the learning resource;
 - b) explaining the particular place that the learning resource occupies in the education program, its intended educational use, and additional information regarding its use;
 - c) if appropriate, providing an alternative learning resource for the student.
- 3.9 Should any concern remain unresolved at the school level, the parent/guardian shall submit a written request to the Chief Superintendent for review and consideration.



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4. RESPONSIBILITIES

4.1 The Chief Superintendent shall be responsible for:

- (a) ensuring that appropriate educational programs are provided for all students in the Winnipeg School Division;
- (b) the review and approval of proposals for Divisional curriculum/program development for submission to the Board of Trustees as required.

4.2 The Superintendent of Schools shall be responsible for:

- a) monitoring the implementation and adaptation of curriculum;
- b) approval of proposals for school initiated courses and programs.

4.3 Curriculum Implementation Committee

A Curriculum Implementation Committee shall have responsibility for:

- (a) the monitoring of the process for the implementation of curricula;
- (b) providing recommendations related to the development of a plan for implementation of curriculum for consideration by the superintendents.

4.4 The Professional Support Service Personnel shall be responsible for providing:

- (a) assistance to the instructional staff in the implementation of curriculum;
- (b) information to the Curriculum Implementation Committee and the superintendents on the needs of the Division related to curriculum.
- (c) reviewing proposals for funding for professional development activities designed to facilitate the implementation of curricula

4.5 The Principal shall be responsible for ensuring that:

- (a) the outcomes of the curricula are implemented in the educational programs/courses provided by the instructional staff;
- (b) a plan for the implementation of curricula at the school level is developed including a plan for adhering to the timelines as established, the clarification of roles, acquisition of materials, and staff development activities related to curriculum;
- (c) the selection of learning resources is in accordance with the established criteria and procedures;
- (d) the detailed plan for school initiated courses is reviewed and submitted to the appropriate superintendent.

4.6 The School Based Curriculum Leaders (Department Head, Elementary Leadership Model) shall be responsible for providing:

- (a) leadership and assistance in the implementation and/or adaptation of curriculum within his/her particular department;
- (b) assistance in the monitoring and review of curriculum implementation with the particular subject area;
- (c) assistance in the selection and implementation of new and/or revised learning resources;
- (d) assistance in the development of school and student initiated courses.

4.7 The Classroom Teacher shall be responsible for:

- a) ensuring that the outcomes of each curricula developed by Manitoba Education, Citizenship and Youth form the basis of the instructional program;
- b) utilizing a wide range of learning resources and ensuring that any textbooks that are used are from the approved textbook listing from Manitoba Education, Citizenship and Youth or have been approved by the Board of Trustees and Manitoba Education, Citizenship and Youth.
- c) in secondary schools, the development of detailed plans for proposed school initiated courses, where applicable;
- d) implementing instructional programs/courses to meet the individual needs and abilities of students.