Ad d: 16 J 2008





Administrative Guidelines

learning, s/he needs to understand what it is s/he is learning, and why. To a great extent, the student must seek this information from the teacher but s/he must also use the information provided by the teacher to develop his/her own goals and motivations relative to the educational program the teacher provides so that s/he will achieve personal excellence in his/her learning.

The student is also responsible for demonstrating productive work habits and appropriate conduct. This includes the various duties, attitudes and behaviours that are required for a learner to perform well as a student and be a contributing member of a peer group and community.

The teacher is responsible for:

- Communicating what the student is learning and how
- Communicating what is expected of the student
- Communicating how learning will be assessed and performance evaluated
- Communicating what s/he knows and observes about the student and his/her learning, and seeking further information from the parent and/or child as appropriate
- Inviting inquiries and further information from parents and the student about their interests and perspectives

The process of clarifying and communicating these understandings is ongoing and should employ a wide variety of means. Early each year, however (or in a semestered secondary school early each semester), the teacher will seek information from students and parents about:

- the student's background, interests, involvements, needs and abilities; and
- relevant aspects of the home situation that may affect learning.

The teacher will also inform both students and parents about:

- the learning objectives for that year;
- classroom procedures and norms;
- instructional practices;
- homework and home study expectations and procedures;
- anticipated field trip and other costs;
- assessment and evaluation processes;
- two-way communication strategies for students and parents, including reporting; and
- opportunities for parent involvement.

This communication may occur in any manner that is efficient and effective for the teacher, parent and student, but each school should discuss the processes in order to develop a consistent, and well understood, approach within that school.

Communication with parents should be based on the premise that "communication is in the listener," and therefore designed with the audience in mind. This means at a minimum that it will avoid unnecessary jargon and strive to provide a clear, concise statement of the most important information. When language and/or cultural expectations are a known barrier to communication, the teacher, with the assistance of the school and district, will seek strategies to assist parents and/or students.



Administrative Guidelines

Non-enrolling staff (Learning Resource Teachers, Teacher Librarians, Counsellors and District Specialist Teachers) and Support Staff (primarily Educational Assistants) work in collaboration with the Teacher to assist in providing learning activities for all students that are appropriate to their educational needs and personal abilities.

Non-enrolling and support staff are responsible for:

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Although the partnership between student, parent and teacher evolves as the child

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