



Policy Section: School Administration

300

Policy Name: Curriculum Implementation and Review

326

Policy Statement

It is the vision of the Keewatin-Patricia District School Board that all stakeholders create a culture of learning so that students come first.

It is the policy of the Keewatin-Patricia District School Board that curriculum is developed, implemented and delivered effectively so that students come first. Effective implementation of the curriculum ensures that ministry policy around how students learn, i.e., the 21st Century Global Competencies, English Language learners, students with special education needs, are addressed through subject/course content, instructional practice, assessment, and intervention, as well as through the ongoing monitoring of the Learning Skills and Work Habits. Effective implementation of the curriculum also ensures that programs clearly reflect ministry policy related to healthy, safe, and accepting schools, environmental education, equity and inclusive education, Indigenous education, and financial literacy education as well as developing the knowledge and skills relevant to education and career/life planning.

Rationale

The Keewatin-Patricia District School Board is committed to ensuring the 'students first' vision is realized by delivering an exemplary curriculum, within and outside the school setting (*i.e., Cooperative education, land-based teaching, and in Adult education*), that sets high expectations for teachers and *students and* results in meaningful student learning, achievement and *well-being*.

As such we must give our learners the tools they need to reach their full potential, regardless of their individual circumstances. By raising expectations, our goal is to ensure that students achieve at high levels, acquire valuable skills and become engaged members of their communities.

<p>Cross References: Ontario Schools: Kindergarten to Grade 12, 2016 Achieving Excellence: A Renewed Vision for Education in Ontario, 2014 Foundations for a Healthy School, 2014 Ontario's Education Equity Action Plan, 2017 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 Growing Success: The Kindergarten Addendum, 2016 Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017 21st Century Competencies: Foundation Document for Discussion, 2016 PPM 138, Daily Physical Activity in Elementary Schools, Grades 1-8 PPM 160, Protected Time for Daily Mathematics Instruction, Grades 1-8 Truth and Reconciliation Commission Recommendations NAN Memorandums of Understanding Policies: 303, School Improvement Planning 331, Instructional Practices Procedures: 326, Curriculum Implementation and Review 903, Assessment Evaluation & Reporting of Student Achievement</p>		<p>Date Adopted: January 13, 2004 Dates Revised: April 26, 2005; Jan. 11/11; Apr. 8/14; Nov 13/18; Date Reviewed: March 4, 2008 Review by: 2022</p>
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Curriculum development will be guided by:

- the understanding of who our students are – their diversity, their personal circumstances, their strengths, needs, interests and learning styles;
- the understanding of Keewatin-Patricia DSB needs and priorities;
- the knowledge and skills outlined in the Ontario Curriculum documents, Grades 1-12, and in the Kindergarten Program document;
- the understanding of the learning skills and work habits as outlined in Growing Success and how they contribute to overall student success and development;
- the understanding of deeper learning and learning progress;
- the understanding of Ontario’s Equity Education Action Plan (2017).

Curriculum delivery will promote “Learning for All” through equity of access and outcome for learning as outlined in the rationale, definitions and guidelines as listed in KPDSB Policy 331, Instructional Practices policy by:

- strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources;
- supporting student pathway choices;
- focusing on deeper learning across the curriculum;
- creating safe and welcoming classrooms where student mental health and well-being is explicitly considered and is a goal in lesson/task design and delivery; and by
- removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of students and staff.

Definitions

1. Curriculum - The curriculum consists of a core of publicly stated objectives which guide teachers’ decisions about planning, instruction and assessing student learning.
2. The Ontario Curriculum – The Ontario Curriculum outlines the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated.
3. Expectations - Expectations, as prescribed by the Ministry of Education, describe standards in terms of what students will know and be able to do independently, as well as collaboratively at the end of a year/semester/level in a particular area.
4. Deeper Learning - Deeper learning involves the interplay of the cognitive (thinking/reasoning), intrapersonal (behaviour/ emotions), and interpersonal (communication/collaboration). Through the process of deeper learning, students develop 21st Century Global Competencies, which are the knowledge and skills that are transferable.
5. 21st Century Global Competencies – “A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial



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300

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326

resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom they are communicating." (Organization for Economic Co-operation and Development, 2003 (OECD), p. 4). They are identified as:

- a. Critical thinking and problem solving - "ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources"
 - b. Innovation, Creativity and Entrepreneurship - "students experiences with situations in which there is no known answer, where there are multiple solutions, where the tension of ambiguity is appreciated as fertile ground, and where imagination is honoured over rote knowledge"
 - c. Learning to Learn/Self-Aware and Self-Directed Learning – "focusing on the learning process, developing students' ability to lead their own learning and to do things with their learning. Teachers are partners with students in deep learning tasks characterized by exploration, connectedness and broader, real-world purposes"
 - d. Collaboration – "the ability to work in teams, learn from and contribute to the learning of others, [use] social networking skills, [and demonstrate] empathy in working with diverse others. Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers."
 - e. Communication – "the ability to communicate effectively, orally, in writing, and with a variety of digital tools and to also use effective listening skills"
 - f. Global Citizenship – "global knowledge, sensitivity to and respect for other cultures, [and] active involvement in addressing issues of human and environmental sustainability"
6. Learning Skills and Work Habits – Learning Skills and Work Habits are the skills and habits needed to succeed in school and in life that focus on student, interpersonal, career and character development; they include responsibility, initiative, independent work, collaboration, organization and self-regulation.
7. Equity and Inclusion Education – Equity and Inclusion Education is provision of an education where we strive to ensure that all members of the school community feel safe, comfortable, and accepted and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

8. Culturally Responsive Education – Culturally Responsive Education focuses on ensuring that there are high expectations for learning while recognizing and honouring the strengths that a student’s lived experiences and/or home culture bring to the learning environment of the classroom. Learning experiences are designed to be relevant and authentic and reflective of Northwestern Ontario, enabling students to see themselves in the daily learning of the classroom, through land-based teaching, and in accordance with the recommendations and our calls to action through Truth and Reconciliation.
9. Pathways – Schools that adopt “pathways thinking” enhance every student’s outlook for success by:
 - a. supporting students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities;
 - b. providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace.

Guidelines

1. Effective curriculum implementation provides a process for development and expression of each student’s potential and talents by recognizing the diversity and uniqueness of each individual such as gender identity, ethno-cultural diversity, and neurodiversity or special needs of students or student populations.

This is achieved by ensuring:

- a. high academic and personal expectations for all students;
- b. clear and consistent behavioural expectations are outlined and held in order to support access to learning for all students; and
- c. diverse perspectives and experiences are reflected in the classroom delivery of the curriculum;
- d. implementation of the revisions to the Ontario curriculum to include mandatory learning about the history of residential schools, treaties and the legacy of colonialism;
- e. implementation of teaching practices, development of learning opportunities and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates’ lived experience, reflected in what and how they are learning;
- f. safe and supportive learning environments and learning opportunities that promote and support child and student mental health well-being as well as academic success;

- e. we recognize and give time to honour the process of learning and, through use of descriptive feedback, recognize student progress and also move learning forward through the use of assessment for and as learning;
 - f. assessment of learning (evaluation) only happens at key times during the year/semester/term, i.e., at the end of a unit of learning or reporting period;
 - g. student voice and choice is a valued part of the learning process and we recognize that it is important for students to work towards independence and having an understanding of themselves as learners;
 - h. assessment and instruction are in harmony with student learning; aligned with local priorities, curriculum expectations/content and evidence-based strategies; developmentally and culturally appropriate and cross-curricular where applicable; using appropriate resources to support learning;
 - i. implementation of Policy Program Memorandum (PPM) 138 and 160 in Grades 1-8 for greater student achievement and well-being;
 - j. community connections, connections to other stakeholders such as family, are utilized to support student achievement and well-being.
5. Effective curriculum implementation and review ensures that:
- a. Board approved program initiatives are supported as local priorities in harmony with this policy as well as the KPDSB Instructional Practices policy;
 - b. programming, assessment and instruction will be reviewed and monitored at the school and Board levels on an ongoing basis;
 - c. the School Continuous Improvement Plan and the Board Continuous Improvement Plan will support the alignment of, and improvement in, instruction, assessment, student achievement and well-being with local priorities as well as with the Ontario curriculum and Ministry policy;
 - d. relevant and appropriate resources are investigated and provided by the school and/or the Board;
 - e. training and support necessary for effective curriculum implementation is provided by the school and/or the Board;
 - f. teachers have the ability to and are effectively developing and delivering the curriculum so that student learning and well-being is at the forefront; and
 - g. students are agents and responsible for their own learning; parents/guardians are critical stakeholders and advocates in supporting their own student's learning.