



**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 21<sup>st</sup> 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 Reference:          Policy 303, School Improvement Planning          Policy 331, Instructional Practices          Procedure 326, Curriculum Implementation and Review          Procedure 903, Assessment Evaluation &amp; Reporting of Student Achievement          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          21<sup>st</sup> 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</p>	<p>Date Approved: January 13, 2004          Date Revised: April 26, 2005          Date Reviewed: March 4, 2008          Date Revised: January 11, 2011</p> <p>Last Revised: April 8/14;          Nov 13/18;</p> <p>Review by: (2022)</p>	<p>Page 1</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.

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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 21<sup>st</sup> Century Global Competencies, which are the knowledge and skills that are transferable.
5. 21<sup>st</sup> 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 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 he or she is 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”

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- 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.

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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

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- 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;
  - g. engaging academic work with differentiated instruction is provided along with, flexibility and accommodations to meet varied needs and individualized, caring support or intervention when needed;
  - h. there is a belief that all students can be successful and that success comes in many forms.
2. Effective curriculum implementation will promote the development of the 21<sup>st</sup> Century Global Competencies. Provision of student opportunities for deeper learning both within and outside the school/classroom through experiential, hands-on, technology-enabled, virtual, or e-learning will ensure that the skills, knowledge, concepts and processes necessary for successful transitions at every level are transferable and form a bridge between grade levels, elementary and secondary panels and beyond graduation.
  3. Effective curriculum implementation will ensure that all students are supported in achieving their maximum potential and choosing appropriate pathways to the workplace, apprenticeship, college, or university. Schools will provide a range of course choices in response to the needs, interests, and pathway choices of their students.

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- a. In Grades 9 and 10, students will be offered courses to add to their knowledge and skills, explore their interests, and determine the type educational program they are best suited to undertake in Grades 11 and 12. Students are not expected to make binding decisions about a particular pathway; however, they should try to ensure that they have the prerequisite required for future courses they plan to take.
  - b. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades, there are increased opportunities for learning experiences beyond the school (i.e., cooperative education).
4. Effective curriculum implementation ensures that learning is strategic and focused; that it is planned carefully so that each student is able to explore the curriculum and develop their skills and understanding with dignity, building confidence, and competence through their own learning journey. Effective planning of learning opportunities and assessment ensures that:
- a. we develop relationships so that we know our students; we know where our students are beginning: what the learning strengths and gaps/needs are and we plan with our students in mind knowing where the curriculum is taking us;
  - b. create the conditions for learning at the rate and pace that support all of our students in achievement, mental health and well-being;
  - c. learning skills and work habits as well as 21<sup>st</sup> Century Global Competencies are addressed;
  - d. interventions or the need for intervention are recognized and provided early to ensure student 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;

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- 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.

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