



Curriculum Review

Supporting students and teachers by keeping Ontario's K - 12 curriculum current and relevant

Overview of the Process

Curriculum and Assessment Policy Branch
Ministry of Education

May 2006



Year 3

- Science and Technology, Grades 1-8
- Science, Grades 9-12
- Technological Education, Grades 9-12

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Curriculum Review

- Supporting students and teachers by keeping Ontario's K – 12 curriculum current and relevant
- Includes an increased focus on literacy and numeracy across the curriculum

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Current Status of Curriculum Policy

- The Ontario curriculum documents (English and French) Grades K – 12 include:
 - 20 elementary curriculum documents
 - 62 secondary curriculum documents
 - Program Planning and Assessment-2000
- These were introduced/implemented between 1997 and 2002.

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What is Curriculum Review?

A staged process to review Kindergarten to Grade 12 curriculum documents by discipline area that:

- builds on the quality curriculum currently in place
- ensures that the curriculum remains current and relevant

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Rationale for Curriculum Review

- ensures ongoing high quality education and continuous improvement in student achievement
- sustains the effectiveness of Ontario's curriculum for students in a knowledge-based society
- assures curriculum coherence and age-appropriateness from Kindergarten through Grade 12 in all disciplines

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Rationale for Curriculum Review



- supports students, teachers, schools and boards by identifying targeted areas in need of support
- allows lead time for development or updating of related support materials as required (e.g., textbooks)
- supports continual improvement to the curriculum

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What Remains the Same



- high standards for all students
- the framework of grade-by-grade overall and specific curriculum expectations
- destination-related secondary school course types

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What Remains the Same



- criterion-referenced assessment based on four levels of achievement as described in the achievement charts
- standardized provincial report cards
- diploma requirements under Ontario Secondary Schools (OSS) Grades 9 to 12

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Curriculum Review and the Achievement Charts



- Subject specific achievement charts will be “draft” until each subject/discipline is reviewed as part of the ongoing cycle of curriculum review
- When the new curriculum policy documents that are under review are published, new achievement charts will be finalized in the documents

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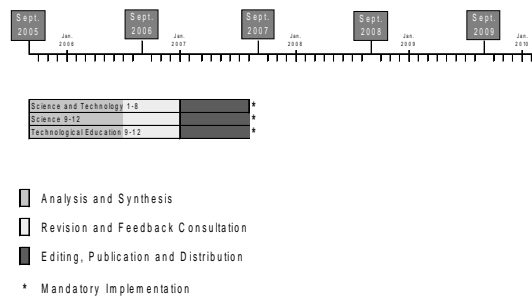
Process Principles for Curriculum Review



- review of elementary and secondary curriculum policy documents will be integrated
- parallel revision processes for English and French language curriculum policy documents
- only changes to the curriculum if the evidence demonstrates a need
- teachers, principals, board staff, subject experts, education stakeholders, parents and students will have opportunities to participate

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Stages of Review Process (Year 3)



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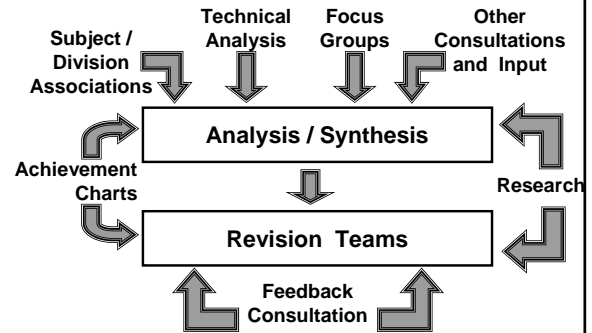
Process for Curriculum Review



- The review process includes:
 - › **Analysis and Synthesis**
 - › **Revision and Feedback Consultation**
 - › **Editing, Publication and Distribution**
 - › **Implementation**

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Opportunities and Routes for Input



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Review Process



Analysis includes:

- Technical Analysis by educators from Provincial Subject Associations
- Focus Group sessions- Content Analysis of information gathered from educators province-wide

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Review Process



- Consultations with the Minister's Advisory Council on Special Education, faculties of education, parents and students, universities, colleges, workplace organizations and sectors, and other Ministries

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Review Process



- Benchmarking of the Ontario curriculum against other provinces and international jurisdictions
- A Research Report of literature pertinent to science and technology education

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Review Process



Synthesis/ Recommendations

- Information from all of the Analysis Sessions is analysed for the curriculum review process
- Research, data and professional/public input are summarized and used as a basis for recommendations for revision to the curriculum policy documents
- Recommendations are written in conjunction with the French language policy branch

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Review Process



Revision and Feedback Consultation

- Parallel English/French writing teams of educators from across Ontario, with curriculum expertise, draft revised documents based on the recommendations

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Feedback Consultations



- **Consultation and Feedback on draft proposed revisions with board staff and other stakeholders**
- **Validation and Fact Checking of documents**
- **consultations with board representatives and education stakeholders on the draft of proposed revisions to the curriculum policy documents**
- **Information from the consultations and feedback sessions informs further revisions to the curriculum policy documents**

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Year 3: Opportunities for Input



Educators will have opportunities for input through

- Focus Groups in Fall 2005
- Technical Analysis in Fall 2005
- Consultations with Faculties of Education, Colleges, Universities, and Workplace organizations in Fall 2005/Winter 2006
- Revision Writing in Summer 2006
- Consultation and Feedback in Fall 2006
- Publication Spring 2007

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