Leading the Implementation of the Revised Ontario Language Curriculum, Grades 1 to 8
Assessment & Evaluation of Student Learning
January 24, 2024

In partnership with

CATHOLIC PRINCIPALS' LEADERSHIP DEVELOPMENT | ONTARIO

A service partner of the

CATHOLIC PRINCIPALS' COUNCIL | ONTARIO

LEADERSHIP EN ACTION

A service partner of the

ADFO

Association des directions et directions adjointes des écoles franco-ontariennes

PRINCIPAL ASSOCIATION PROJECTS

A service partner of the

Ontario Principals' Council

Land Acknowledgement

Land Acknowledgement

The land has always provided and sustained life and will continue to do so for years to come. As staff of the principals' associations, we are aware that we live, work and derive benefit from the ancestral lands that have always been home to the Anishinaabek and the Omushkego Peoples, the inherent right-holders of these territories. As a partner in public education, I have a duty to learn, understand and redress the historical and ongoing impacts of colonialism. Individually and collectively, we have a responsibility to reconcile our relationship with the land, the Anishinaabek Peoples and the Omushkego Peoples.

I acknowledge that I am on the traditional territory of nations within nations including the Anishnaabe, the Ojibwe and the Michi Saagiig, land which continues to be home to many diverse First Nations, Inuit and Métis peoples.

I am grateful for the enduring presence of Indigenous peoples as past, present and future caretakers of these lands on which I work and play.

I am committed to continue to deepen my understanding and learning about my role and how I can work toward decolonization as an individual and as part of a community. I am grateful to those who are my teachers and my partners.

Webinar Team

Linda Ford-DeCunha - Project Lead, OPC

Teresa Paoli - Project Lead, CPCO

Lark Barker - Curriculum Expert

Roseann Harris - Principal, St. Augustine (Toronto Catholic District School Board)

Heather Young - Principal (central), Curriculum & Instructional Services (York Region District School Board)

Leading the Implementation of Ontario's Revised Language Curriculum

Webinar 1: October 16, 10:00 a.m. EDT

Vision and Goals, Program Planning, and Instructional Approaches

Webinar 2: November 28, 10:00 a.m. EST

Supporting Diverse Learners

Webinar 3: January 24, 10:00 a.m. EST

Assessment and Evaluation of Student Learning

Leading the Implementation of Ontario's Revised Language Curriculum

Podcast

How will I Lead the Implementation of the Language Curriculum at My School? Featuring Usha James (Critical Thinking Consortium)

Episode 1

Getting Started: Engaging Staff through a Critical Inquiry Approach

Episode 2

Continuing the Work: Leadership Moves for a Critical Inquiry Approach

Episode 3

Going Deeper: Leadership Moves for a Critical Inquiry Approach

Leading the Implementation of the Ontario's Revised Language Curriculum

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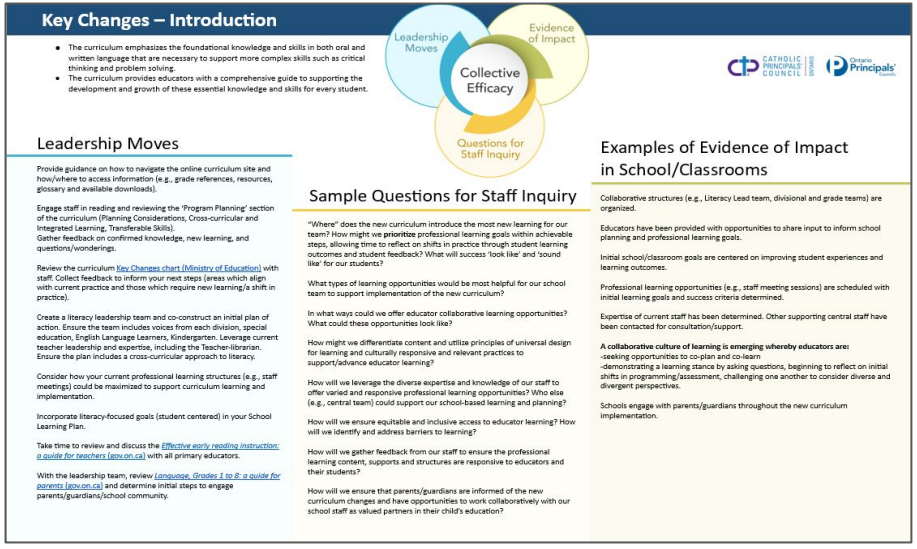


Key Changes – Introduction

- The curriculum emphasizes the foundational knowledge and skills in both oral and written language that are necessary to support more complex skills such as critical thinking and problem solving.
- The curriculum provides educators with a comprehensive guide to supporting the development and growth of these essential knowledge and skills for every student.

Leadership Moves

Provide guidance on how to navigate the online curriculum site and how/where to access information (e.g., grade references, resources, glossary and available downloads).

Engage staff in reading and reviewing the 'Program Planning' section of the curriculum (Planning Considerations, Cross-curricular and Integrated Learning, Transferable Skills).
Gather feedback on confirmed knowledge, new learning, and questions/wonderings.

Review the curriculum Key Changes chart (Ministry of Education) with staff. Collect feedback to inform your next steps (areas which align with current practice and those which require new learning/a shift in practice).

Create a literacy leadership team and co-construct an initial plan of action. Ensure the team includes voices from each division, special education, English Language Learners, Kindergarten. Leverage current teacher leadership and expertise, including the Teacher-librarian. Ensure the plan includes a cross-curricular approach to literacy.

Consider how your current professional learning structures (e.g., staff meetings) could be maximized to support curriculum learning and implementation.

Incorporate literacy-focused goals (student centered) in your School Learning Plan.

Take time to review and discuss the Effective early reading instruction: a guide for teachers (gov.on.ca) with all primary educators.

With the leadership team, review Language, Grades 1 to 8: a guide for parents (gov.on.ca) and determine initial steps to engage parents/guardians/school community.

Sample Questions for Staff Inquiry

"Where" does the new curriculum introduce the most new learning for our team? How might we **prioritize** professional learning goals within achievable steps, allowing time to reflect on shifts in practice through student learning outcomes and student feedback? What will success 'look like' and 'sound like' for our students?

What types of learning opportunities would be most helpful for our school team to support implementation of the new curriculum?

In what ways could we offer educator collaborative learning opportunities? What could these opportunities look like?

How might we differentiate content and utilize principles of universal design for learning and culturally responsive and relevant practices to support/advance educator learning?

How will we leverage the diverse expertise and knowledge of our staff to offer varied and responsive professional learning opportunities? Who else (e.g., central team) could support our school-based learning and planning?

How will we ensure equitable and inclusive access to educator learning? How will we identify and address barriers to learning?

How will we gather feedback from our staff to ensure the professional learning content, supports and structures are responsive to educators and their students?

How will we ensure that parents/guardians are informed of the new curriculum changes and have opportunities to work collaboratively with our school staff as valued partners in their child's education?

Examples of Evidence of Impact in School/Classrooms

Collaborative structures (e.g., Literacy Lead team, divisional and grade teams) are organized.

Educators have been provided with opportunities to share input to inform school planning and professional learning goals.

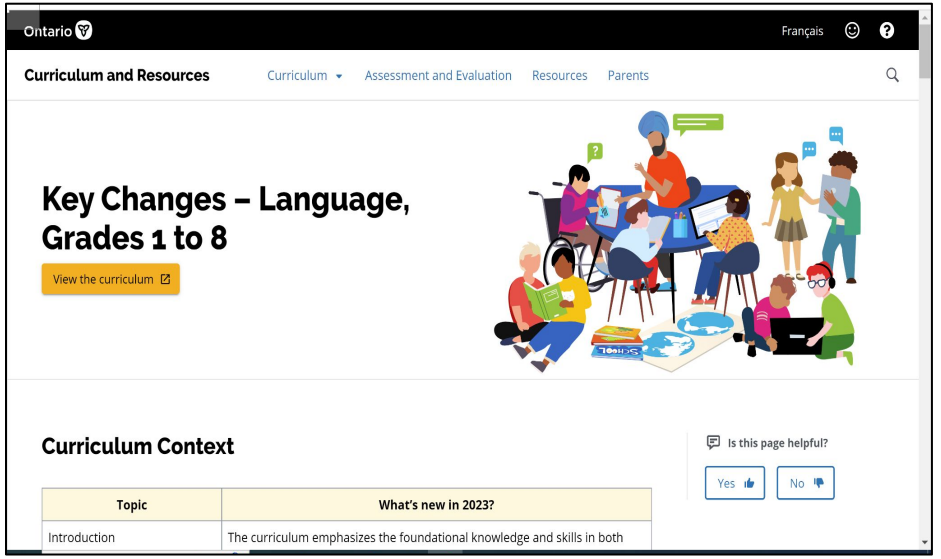
Initial school/classroom goals are centered on improving student experiences and learning outcomes.

Professional learning opportunities (e.g., staff meeting sessions) are scheduled with initial learning goals and success criteria determined.

Expertise of current staff has been determined. Other supporting central staff have been contacted for consultation/support.

A collaborative culture of learning is emerging whereby educators are:
-seeking opportunities to co-plan and co-learn
-demonstrating a learning stance by asking questions, beginning to reflect on initial shifts in programming/assessment, challenging one another to consider diverse and divergent perspectives.

Schools engage with parents/guardians throughout the new curriculum implementation.



Key Changes Document:
Language (2023) (gov.on.ca)

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Session Goals

Gain a deeper understanding of key changes in the Ontario Language Curriculum, Grades 1 to 8 (2023), with a focus on:

- Culturally responsive and relevant assessment and evaluation

Consider culturally responsive leadership practices within a critical inquiry approach to support implementation of key changes.

How will I lead the implementation of the language curriculum?

The idea of an inquiry stance is that we're constantly asking ourselves the question, what is the impact of this leadership move that I just made? Or that I'm about to make? Or what is the potential impact of this teaching move that I'm about to make or that I just made? We're always thinking about the impact of our actions of the moves that we're making.

Usha James
Critical Thinking Consortium

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Human Rights, Equity and Inclusive Education

Ontario's education system, at all levels, **must respect diversity,** promote **inclusive education,** and **work towards identifying and eliminating barriers** to equal treatment in education that limit the ability of students to learn, grow, and contribute to society. Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they need to be successful, competitive, and productive members of society.

Ontario Curriculum, Considerations for Program Planning

Human Rights, Equity and Inclusive Education

Considerations for program planning

Human Rights, Equity, and Inclusive Education

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[Program Planning (gov.on.ca)]

How will we ensure that literacy assessment and evaluation is intentionally anti-oppressive and anti-discriminatory and takes a student's intersectionality of identities into account?

What's on your mind?

What would you like to learn about assessment, evaluation and reporting in the revised curriculum?

What questions are educators asking?

What is affirmed and remains the same?

- All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.
- Teachers will use professional judgement to determine specific expectations to be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Screening, Assessment and Evaluation

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Policy/Program Memorandum 168 | Education in Ontario: policy and program direction | ontario.ca

Evaluation refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

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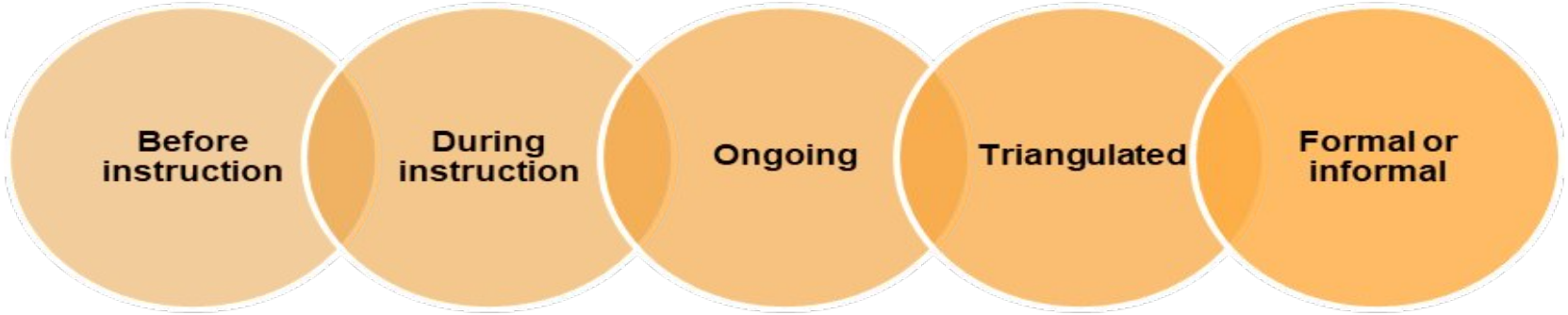
Screening refers to an an evidence-based early reading tool that identifies students who may have future difficulties with reading. Effective early reading screening tools are comprehensive and will assess each foundational reading skill against a benchmark, have good psychometric properties (i.e., reliability and validity), aggregate student data, and provide immediate information so it can be used by teachers to inform instruction.

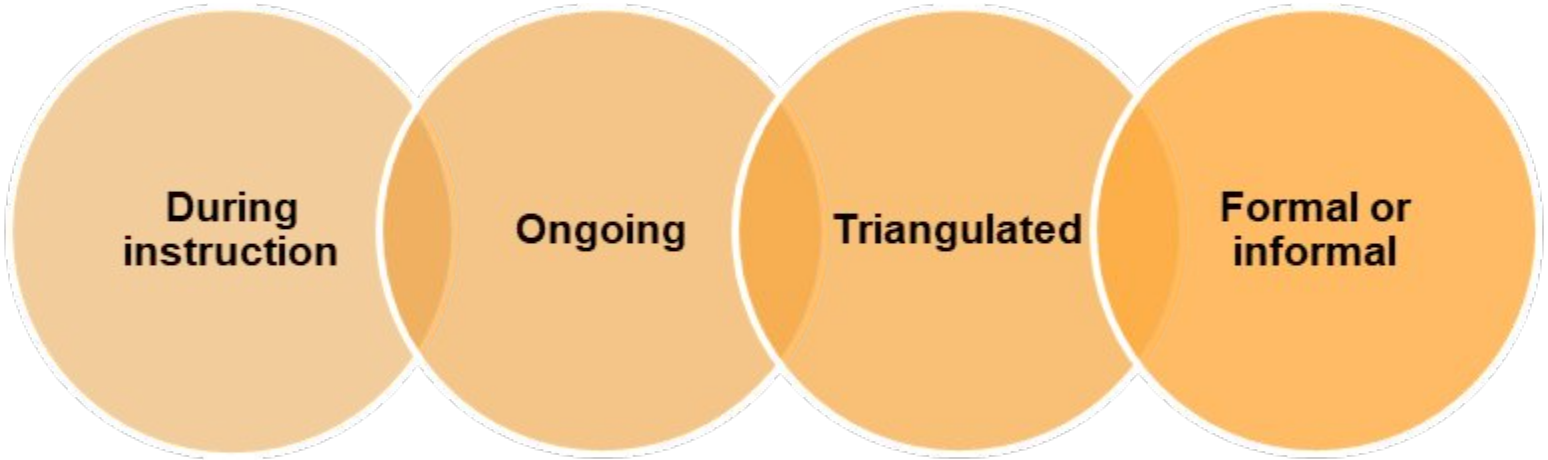
Assessment “for” Learning…..



- How can we ensure **assessment is a process**, rather than an event?
- Which components of the process do we regularly use? **Is there one that we can focus on enhancing?**
- How can we ensure **assessment is a learning approach**, rather than an add-on?
- Do we have a clear and common understanding of the purposes of **assessment *FOR* learning**?

Adapted from the Ministry of Education Webinar: “Assessment and Evaluation”.

Assessment “as” Learning…..



- What are some ways we can encourage and support learners to develop agency in language class?
- What might be some specific steps we can take steps to guide students to become reflective and to assess their own learning?

Adapted from the Ministry of Education Webinar: “Assessment and Evaluation”.

Assessment “of ” Learning

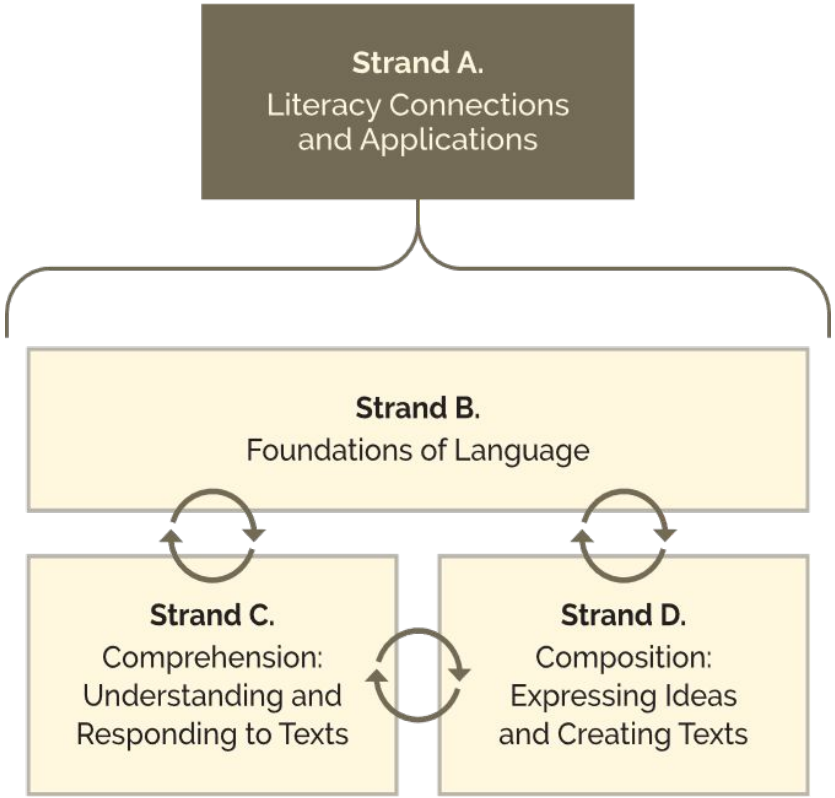
- How will we **ensure that assessment and evaluation practices are fair, transparent, culturally responsive and relevant**?
- How will we ensure that literacy assessment and evaluation is **intentionally anti-oppressive and anti-discriminatory and takes a student’s intersectionality of identities into account**?

Adapted from the Ministry of Education Webinar: “Assessment and Evaluation”.

The Assessment Process

From the Ministry of Education Webinar: "Assessment and Evaluation".

Language Strands - but one mark or grade



- How will literacy assessment and evaluation **effectively encompass all four categories** of the achievement chart?
- What will it ‘look like’ and ‘sound like’ to **co-construct learning goals and success criteria which integrate expectations** from the four language strands and/or integrate other subjects?

Consider Related Concepts and Skills Across Strands (Example: Grade 6)

C3. Critical Thinking in Literacy

Analyzing Texts

C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, evaluating the quality of information and its relevance for a specific purpose, and formulating conclusions

D1. Developing Ideas and Organizing Content

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Consider Related Concepts and Skills Across Strands (Example, Grade 6)

A1. Transferable Skills

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms (e.g. Communication, Collaboration, Self-Directed Learning)

B1. Oral and Non-Verbal Communication

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension

B3. Language Conventions for Reading and Writing

B3.1 Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas (*Refer to Continuum)

Strand B: Foundations of Language

[Appendix A: Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2]

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Initial Development (I)	• **Initial Development of Learning:** Introduce the concept in a contextualized way according to students' needs • Students build on their grammatical knowledge during writing and reading activities
Consolidation (C)	• **Consolidation of Learning:** Consolidate the concept within planned learning in a contextualized way according to students' needs • Students identify, formulate, verify, and apply their grammatical knowledge during writing and reading activities
Refinement (R)	• **Refinement of Learning:** Refine students' understanding by providing opportunities for them to apply the concept to new contextualized learning • Students refine their grammatical knowledge and apply it with proficiency during writing and reading activities

[Appendix: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3]

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Language conventions by grade

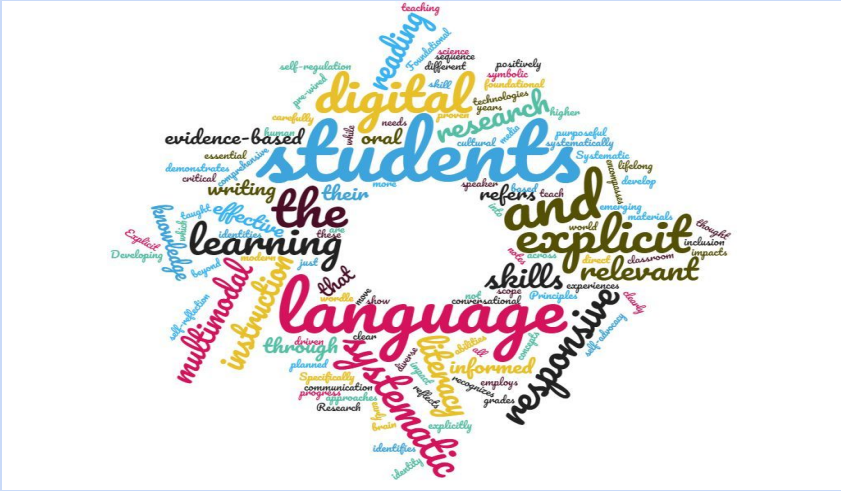
B3.1 Syntax and Sentence Structure	1	2	3	4	5	6	7	8	9
simple sentences: declarative (e.g., The dog barks loudly all day.)	I	C	C	R					
simple sentences: imperative (e.g., Please turn on the water.)	I	C	C	R					
simple sentences: interrogative (e.g., Where is the library book on structures?)	I	C	C	R					
simple sentences: exclamatory (e.g., I am excited and happy to see my friend!)	I	C	C	R					
compound sentences (e.g., Sherice sings in a band and sometimes she plays drums.)	I	C	C	C	C	C	C	C	R
complex sentences (e.g., It is freezing outside because it is winter.)			I	C	C	C	C	C	C
complex sentences with adverbial clauses (e.g., *While Aamer is a big fan of soccer*, he prefers cricket.)			I	C	C	C	C	C	C

Voices From the Field

How are the continua enhancing classroom assessment practices?

What are some challenges that educators are facing?

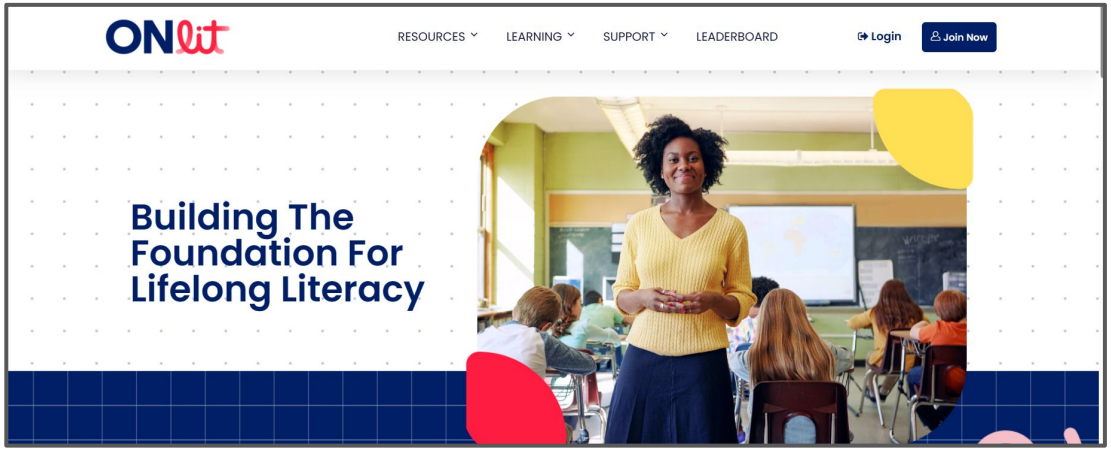
Curriculum Writing Team Member: Lark Barker



Voices from the Field

- **ONlit.org** is a website provided by Dyslexia Canada and the International Dyslexia Association of Ontario.

- It includes resources for assessing foundational knowledge and skills.



ONlit.org

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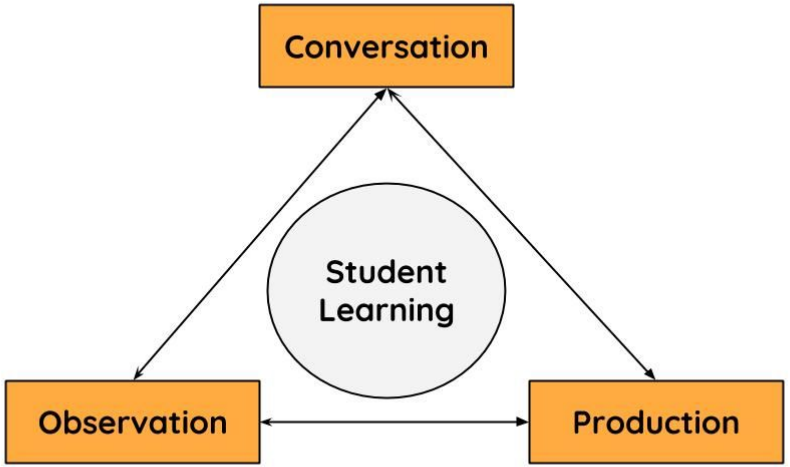
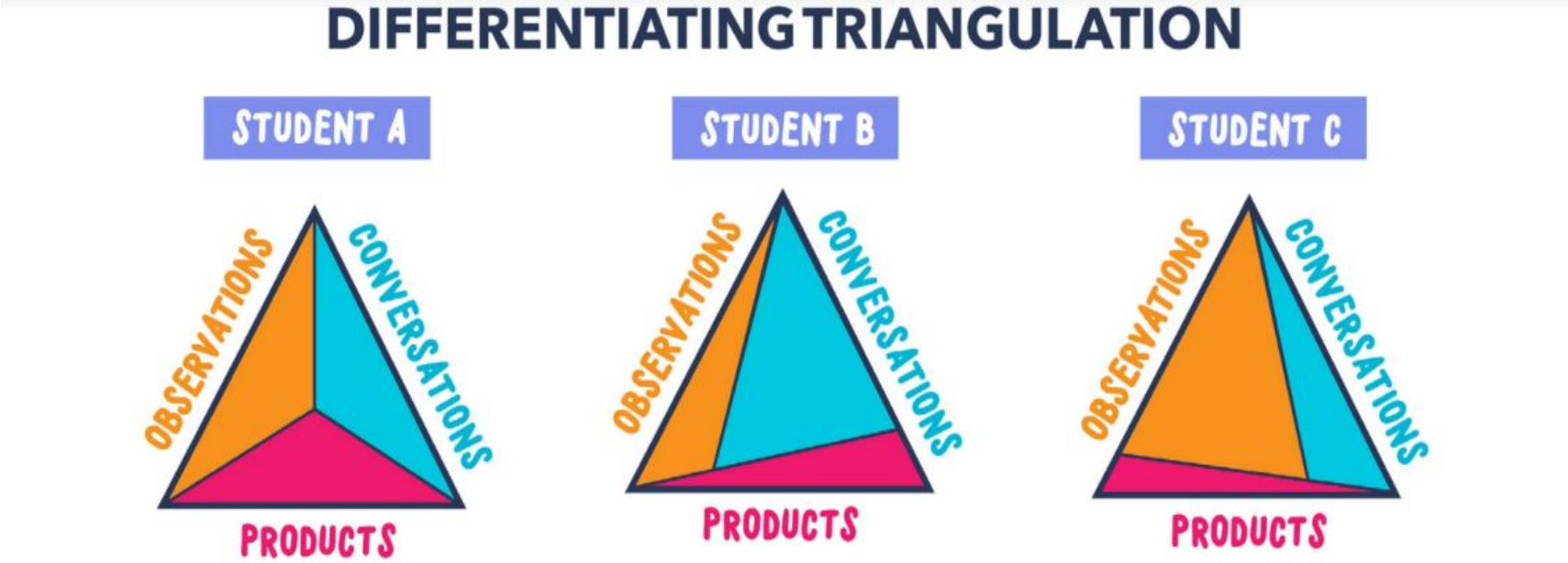
Demonstrating Learning in Multiple Ways

The language curriculum is founded on the principle that every student can become an effective communicator. It recognizes that **students come from diverse cultural and linguistic backgrounds, bringing unique identities, abilities, and resources to their language and literacy learning**. The use of a Universal Design for Learning framework and differentiated instruction and assessment foster an environment that is inclusive and accessible, with high academic expectations for all students.



Differentiating Classroom Assessment



Adapted from *Triangulation, Fair Does Not Mean Equal* by Aleda Klassen

Culturally Responsive and Relevant Assessment and Evaluation Practices

- Tasks should be accessible to, and inclusive of all learners and **include appropriate and varied entry points** for all students.

- Tasks connect to students' prior learning and give them opportunities to be sense makers and to integrate their new learning. Selected **tasks reflect students' identities and lived experiences**.

- Students have **equitable access to the tools** they need to complete the tasks.

Culturally Responsive and Relevant Assessment and Evaluation Practices (continued)

- Teachers build opportunities into their practice to **offer students descriptive feedback** to enhance learning. Graded assessment tasks are used in a way that complements the use of descriptive feedback for growth.

- Information is conveyed about students' learning progress to **students and parents in an ongoing and meaningful way**.

- Student **choice and agency** are considered.

- **Teacher biases do not influence decisions** about what tasks or activities are chosen for assessment.

Culturally Responsive and Relevant Assessment and Evaluation Practices (continued 2)

What resonates with you?

How are you building a culturally relevant and responsive approach to language assessment and evaluation practices in your school community?

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Principal Voice

Welcome to…

Heather Young - Principal (central)
Curriculum and Instructional Services,
York Region District School Board

Principal Voice

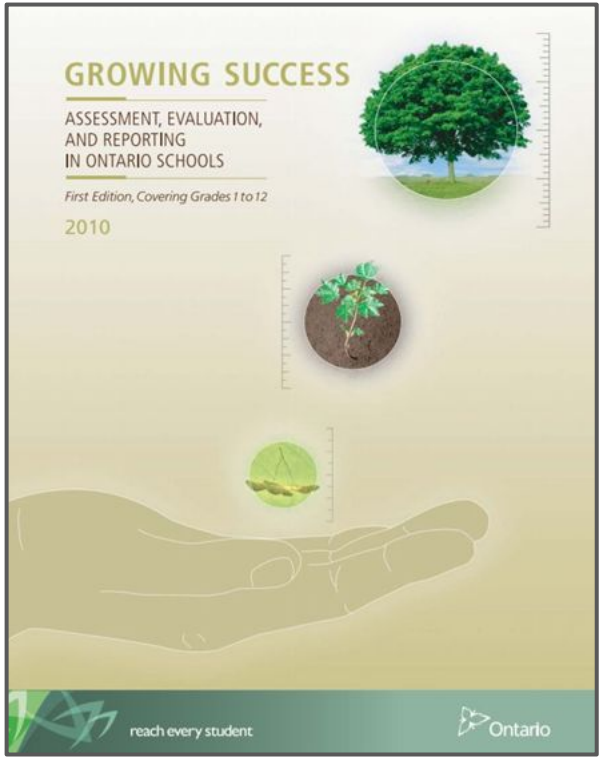
How will we ensure that literacy assessment and evaluation **is intentionally anti-oppressive and anti-discriminatory** and **takes a student's intersectionality of identities into account**?

What are you noticing as emerging and promising practices?

Principal Voice

"Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services."

- L. Volante, Reducing Bias in Classroom Assessment and Evaluation, *Orbit,* p. 34



Principal Voice

Collaboration through:

- ➔ staff meetings
- ➔ job-embedded professional learning time
- ➔ professional learning communities
- ➔ networking opportunities
- ➔ team meetings focused on data

Collaborative Relationships

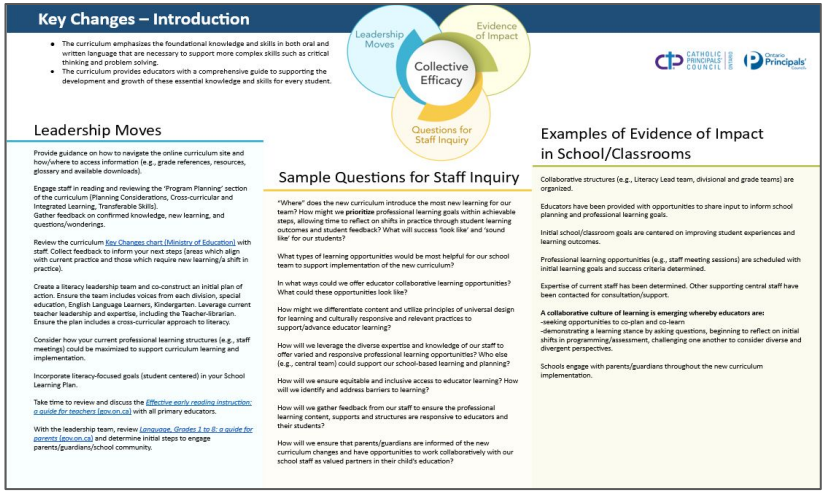
"I value the **time to share effective practices** with colleagues."

"Providing **dedicated time to unpack resources** has made all the difference."

"Sharing expertise has led to the continued development of the skills of educators to be **increasingly responsive and precise** in their programming."

Collaborative Relationships

- “What do we know (or think we know) about each student’s language and literacy skills and development?”
- “What do we need to find out?”
- “How will we gather this information?”



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Leadership Moves
Evidence of Impact
Collective Efficacy
Questions for Staff Inquiry

Leadership Moves

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The Achievement Chart: Revised

The achievement chart now includes:

- updated examples
- addition of "non-verbal" to the criteria in the Communication category

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	The student:			
Knowledge of content *(e.g., morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts; opinions; facts; perspectives; relationships among facts, ideas, concepts, themes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	The student:			
Use of planning skills *(e.g., identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness

The Revised Achievement Chart

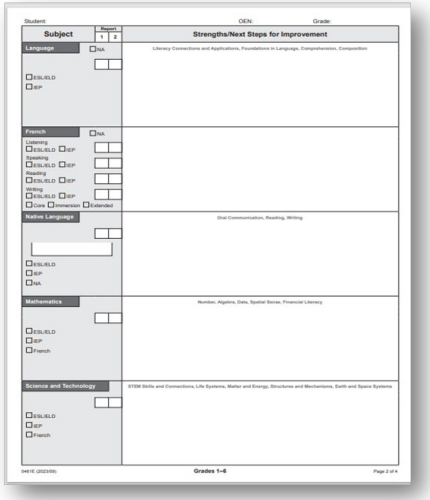
Communication – The conveying of meaning through various forms				
Categories	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	The student:			
Expression and organization of ideas and information *(e.g., clarity, logic, coherence)* **in oral, non-verbal, visual, and/or written forms, including digital and media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of style, voice, images, gestures, prosody)* **in oral, visual, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation)*, **vocabulary, and terminology of the discipline in oral, non-verbal, visual, and written forms, including digital and media forms**	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness

Reporting

Achievement in Language is to be reported as **one overall grade or mark** beginning in the 2023-2024 school year with:

- supporting **comments that describe the student's significant strengths, identify next steps for improvement**
- and **include comments on the foundations of language, including reading and writing**.

Educators collect evidence of learning across the strands related to the overall expectations.


Student: OEN: Grade:

Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Language	☐NA		Literacy Connections and Applications, Foundations in Language, Comprehension, Composition
☐ESL/ELD ☐IEP			
French	☐NA		
Listening ☐ESL/ELD ☐IEP			
Speaking ☐ESL/ELD ☐IEP			
Reading ☐ESL/ELD ☐IEP			
Writing ☐ESL/ELD ☐IEP			
☐Core ☐Immersion ☐Extended			
Native Language			Oral Communication, Reading, Writing
☐ESL/ELD ☐IEP ☐NA			
Mathematics			Number, Algebra, Data, Spatial Sense, Financial Literacy
☐ESL/ELD ☐IEP ☐French			
Science and Technology			STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems
☐ESL/ELD ☐IEP ☐French			

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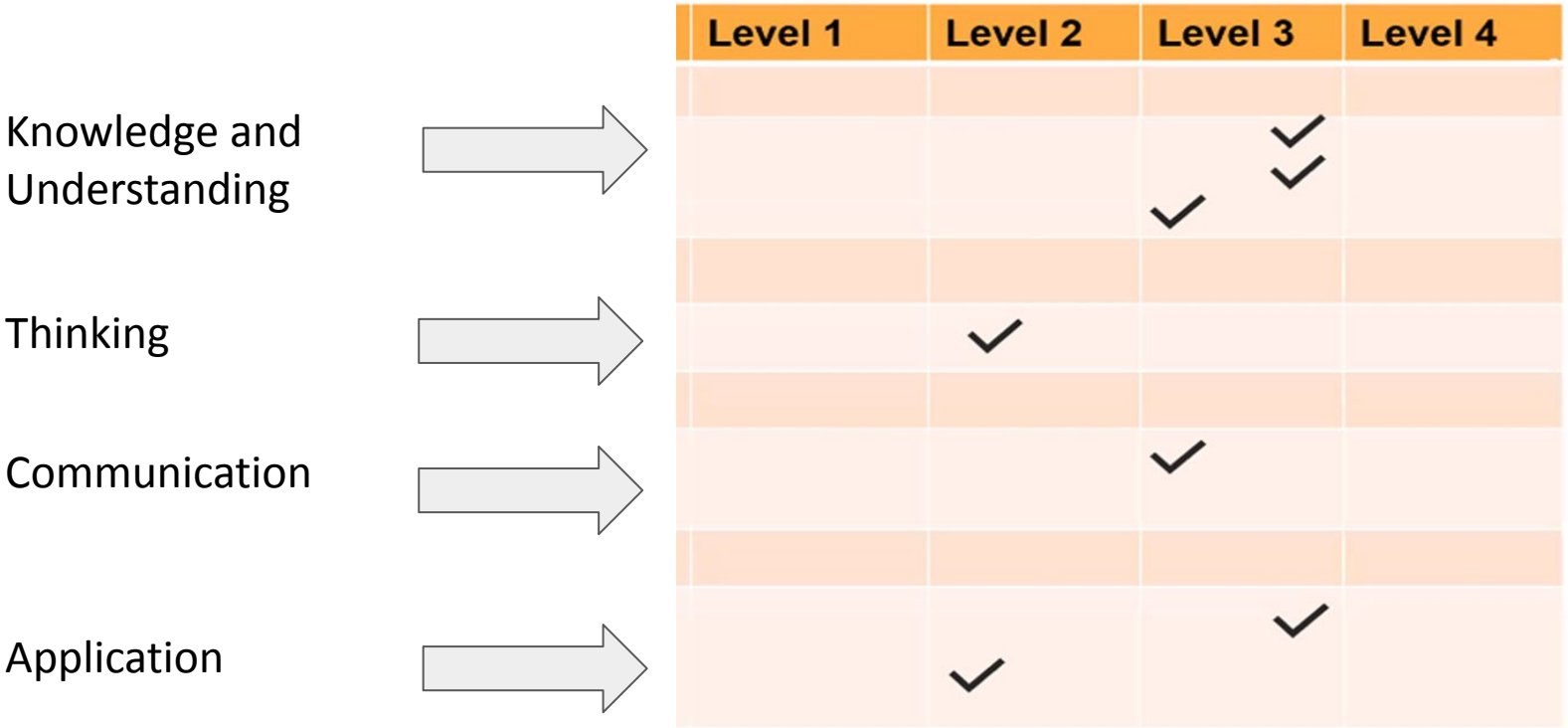
Most Consistent and Most Recent

Expectations	Level 1	Level 2	Level 3	Level 4
B3. Language Conventions for Reading and Writing **B3.1 Syntax and Sentence Structure** B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively			✓ ✓ ✓	
D1. Developing Ideas & Organizing Content D1.2 generate and develop ideas and details about various topics		✓		
A1. Transferable Skills A1.1 explain how transferable skills can be used			✓	
B1. Oral and Non-Verbal Communication **Word Choice, Syntax, and Grammar in Oral Communication** B1.5 use precise and descriptive word choice to support communication				✓
C3. Critical Thinking in Literacy **Analyzing Texts** C3.3 analyze various texts		✓		

Most Consistent and Most Recent



Language Addendum Grade 1-8

The addendum to the Ministry of Education policy *Growing Success*: *Assessment, Evaluation, and Reporting in Ontario Schools, 2010*:

- **Updates the policy for reporting** the achievement of students in elementary language to align with the revised language curriculum, The Ontario Curriculum: Language, Grades 1 to 8, 2023.

- **Replaces the policy for language described on page 57 of Growing Success**. The policy outlined here is being implemented in Ontario schools starting in September 2023.

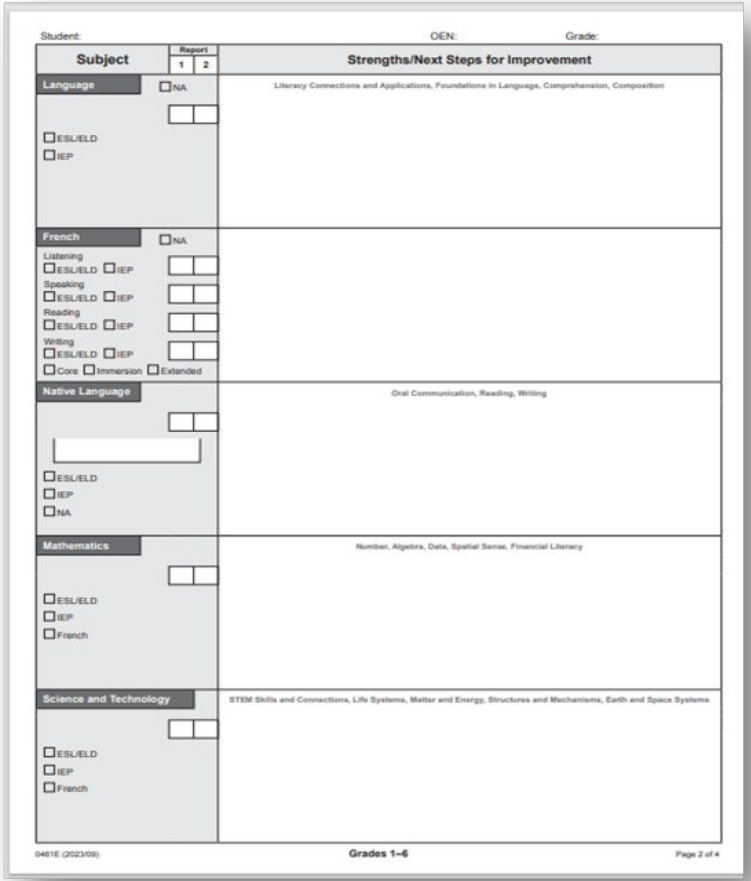
SCAN ME

Growing success: assessment, evaluation, and reporting in Ontario's schools, kindergarten to Grade 12 | ontario.ca.

Language Addendum Grades 1-8 (Continued)

Educators fill in the letter grade/percentage mark that **best reflects the overall learning** of the student in language in the column headed Report 1 or Report 2.

When assigning a grade or mark, consider the student's integrated learning across the strands in each reporting period.



Student: OEN: Grade:

Subject	Report 1	Report 2	Strengths/Next Steps for Improvement
Language ☐NA ☐ESL/ELD ☐IEP			Literacy Connections and Applications, Foundations in Language, Comprehension, Composition
French ☐NA Listening ☐ESL/ELD ☐IEP Speaking ☐ESL/ELD ☐IEP Reading ☐ESL/ELD ☐IEP Writing ☐ESL/ELD ☐IEP ☐Core ☐Immersion ☐Extended			
Native Language ☐ESL/ELD ☐IEP ☐NA			Oral Communication, Reading, Writing
Mathematics ☐ESL/ELD ☐IEP ☐French			Number, Algebra, Data, Spatial Sense, Financial Literacy
Science and Technology ☐ESL/ELD ☐IEP ☐French			STEM Skills and Connections, Life Systems, Matter and Energy, Structures and Mechanisms, Earth and Space Systems

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Report Card Comments

Comments:

- should describe significant strengths that the student demonstrates
- should identify next steps for improvement
- can describe growth in learning
- can make reference to particular strands, **and should include comments on the foundations of language, including reading and writing.**

Consolidating Thinking

Reflect on the information shared so far:

- **What has been confirmed?**
- **What is new learning?**

Principal Voice

- How are you supporting educators to shift to one mark/grade for this reporting period?
- What are the common questions educators are wondering about?

Shifting to One Grade/Mark in Language

- Actively listen and engage in conversations with staff
- Affirm educator knowledge and experience
- Clarify key terms
- Engage in co-learning with staff
- Provide time for professional learning and collaboration

Principal Voice

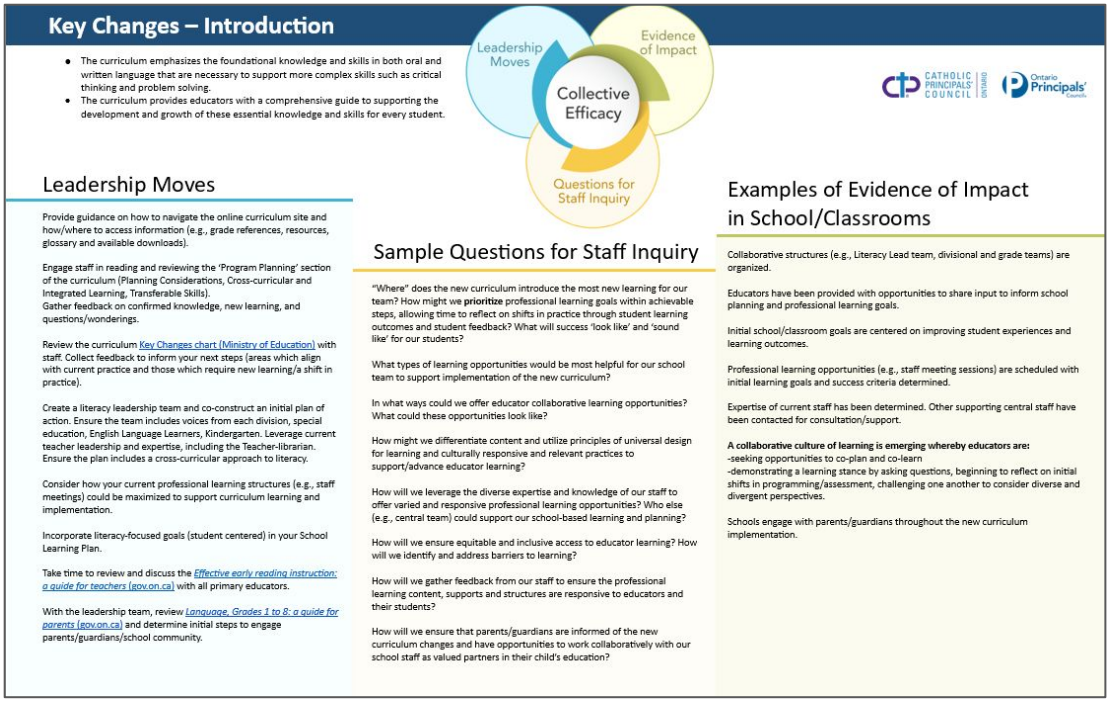
- Build in opportunities to work with central staff/literacy facilitators
- Network with colleagues at principal meetings
- Review assessment data as it becomes available

Challenges

assessment
verbs
reporting
challenge
standards
attributes
criteria
validity
balance
tasks
levels
transparency
feedforward
certification
teaching
descriptors
weighting
alignment
principles
judgments
achievement
manageability
feedback
quantifiers
expectations
outcomes
moderation
consistency
decisions
explicitness
fairness
qualifiers
equity
reliability
grades
learning

Leadership Moves

- **Revisit the language program** (integrated approach for strands A to D).
- **Discuss the implications** for assessment and evaluation.
- **Provide time** for educators to co-plan learning goals, success criteria and assessment tasks/opportunities which prioritize integration across language strands and/or other integrated subjects.



Key Changes – Introduction

- The curriculum emphasizes the foundational knowledge and skills in both oral and written language that are necessary to support more complex skills such as critical thinking and problem solving.
- The curriculum provides educators with a comprehensive guide to supporting the development and growth of these essential knowledge and skills for every student.

Leadership Moves
Evidence of Impact
Collective Efficacy
Questions for Staff Inquiry

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Leadership Moves

Provide guidance on how to navigate the online curriculum site and how/where to access information (e.g., grade references, resources, glossary and available downloads).

Engage staff in reading and reviewing the 'Program Planning' section of the curriculum (Planning Considerations, Cross-curricular and Integrated Learning, Transferable Skills).
Gather feedback on confirmed knowledge, new learning, and questions/wonderings.

Review the curriculum Key Changes chart (Ministry of Education) with staff. Collect feedback to inform your next steps (areas which align with current practice and those which require new learning/a shift in practice).

Create a literacy leadership team and co-construct an initial plan of action. Ensure the team includes voices from each division, special education, English Language Learners, Kindergarten. Leverage current teacher leadership and expertise, including the Teacher-librarian. Ensure the plan includes a cross-curricular approach to literacy.

Consider how your current professional learning structures (e.g., staff meetings) could be maximized to support curriculum learning and implementation.

Incorporate literacy-focused goals (student centered) in your School Learning Plan.

Take time to review and discuss the *Effective early reading instruction: a guide for teachers (gov.on.ca)* with all primary educators.

With the leadership team, review *Language, Grades 1 to 8: a guide for parents (gov.on.ca)* and determine initial steps to engage parents/guardians/school community.

Sample Questions for Staff Inquiry

"Where" does the new curriculum introduce the most new learning for our team? How might we **prioritize** professional learning goals within achievable steps, allowing time to reflect on shifts in practice through student learning outcomes and student feedback? What will success 'look like' and 'sound like' for our students?

What types of learning opportunities would be most helpful for our school team to support implementation of the new curriculum?

In what ways could we offer educator collaborative learning opportunities? What could these opportunities look like?

How might we differentiate content and utilize principles of universal design for learning and culturally responsive and relevant practices to support/advance educator learning?

How will we leverage the diverse expertise and knowledge of our staff to offer varied and responsive professional learning opportunities? Who else (e.g., central team) could support our school-based learning and planning?

How will we ensure equitable and inclusive access to educator learning? How will we identify and address barriers to learning?

How will we gather feedback from our staff to ensure the professional learning content, supports and structures are responsive to educators and their students?

How will we ensure that parents/guardians are informed of the new curriculum changes and have opportunities to work collaboratively with our school staff as valued partners in their child's education?

Examples of Evidence of Impact in School/Classrooms

Collaborative structures (e.g., Literacy Lead team, divisional and grade teams) are organized.

Educators have been provided with opportunities to share input to inform school planning and professional learning goals.

Initial school/classroom goals are centered on improving student experiences and learning outcomes.

Professional learning opportunities (e.g., staff meeting sessions) are scheduled with initial learning goals and success criteria determined.

Expertise of current staff has been determined. Other supporting central staff have been contacted for consultation/support.

A collaborative culture of learning is emerging whereby educators are:
-seeking opportunities to co-plan and co-learn
-demonstrating a learning stance by asking questions, beginning to reflect on initial shifts in programming/assessment, challenging one another to consider diverse and divergent perspectives.

Schools engage with parents/guardians throughout the new curriculum implementation.

Inquiry Question and Evidence of Impact

Possible Inquiry Question:

How will we ensure that assessment and evaluation practices are fair, transparent, culturally responsive and relevant?

Inquiry Question and Evidence of Impact

Possible Evidence of Impact Indicator:

Classroom assessment and evaluation is **varied in nature, provides multiple opportunities** for students to demonstrate their learning and offers **opportunities for students to self-select strategies and tools** (including conversations, observations and products).

We appreciate your feedback. Please scan this code to complete a short survey.

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