



Leading the Implementation of the Revised Ontario Grade 9 English Curriculum

In partnership with

CATHOLIC
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An aerial photograph of a dense evergreen forest, likely in a winter or late autumn setting. The ground is covered in a layer of snow, which is visible between the trees and in some open areas. The trees are a mix of dark green and some lighter, possibly snow-covered or dormant, branches. The overall scene is a vast, natural landscape.

Territorial 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 Anishinabe, 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.

Linda Ford-DeCunha - Project Lead, OPC

Teresa Paoli - Project Lead, CPCO



welcome

Session Goals

- **Gain a deeper understanding of key changes in the Ontario English Curriculum, Grade 9 (2023), with a focus on:**
 - Vision and Goals
 - The Program in Language (Strands and Strand Structure)
 - Instructional Approaches in Language
 - Supporting English Language Learners and Students with Special Education Needs
 - Assessment
- **Consider equity-driven leadership practices within a critical inquiry approach to support implementation of key changes and support collective efficacy.**



Your turn...

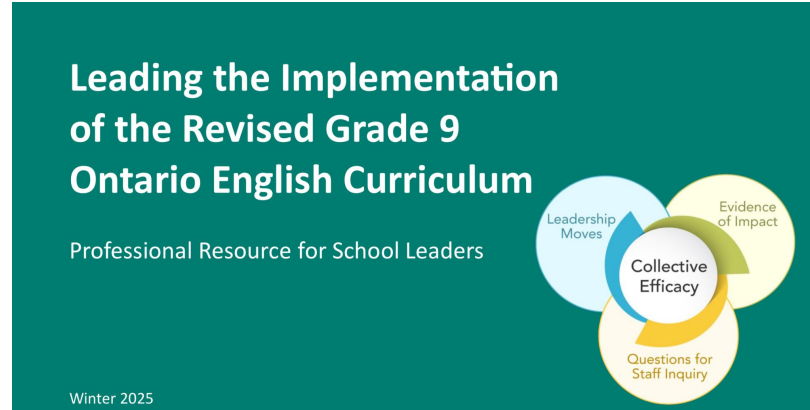
- What have you **already learned** about the revised English curriculum that has been helpful/impactful?
- What **burning questions** do you have about leading the implementation of the revised English curriculum/English course for grade 9?

Please share your thinking in our chat.

Leading the Implementation of the Revised Grade 9 Ontario English Curriculum

Professional Resource for School Leaders

- **developed by principals** to support principals and vice-principals in leading the implementation of the Grade 9 English course, 2023 (ENL1W).
- informed by both the curriculum and the Ministry of Education [Key Changes – Grade 9 English \(ENL1W\) \(gov.on.ca\)](#) document
- offers suggestions for leading the implementation of curriculum



Professional Resource for School Leaders

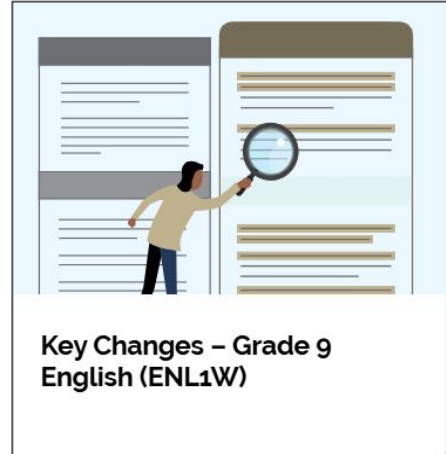
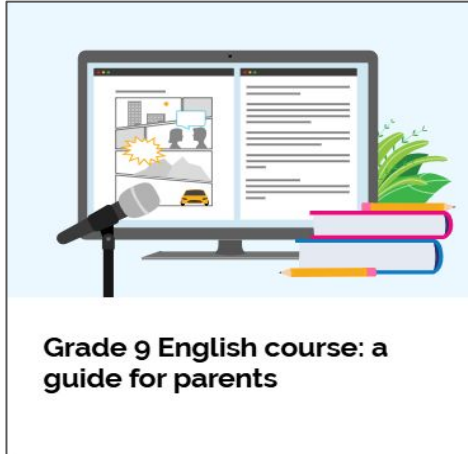


Collective Efficacy

"When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective... In schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement."

[The Power of Collective Efficacy \(ascd.org\)](https://www.ascd.org)





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[Resources Home](#)

Documents and Resources:

- Curriculum
- Key Changes
- Parent's Guide
- Strand B Continua (Overall Expectation B3 from Grades 1 to 9)

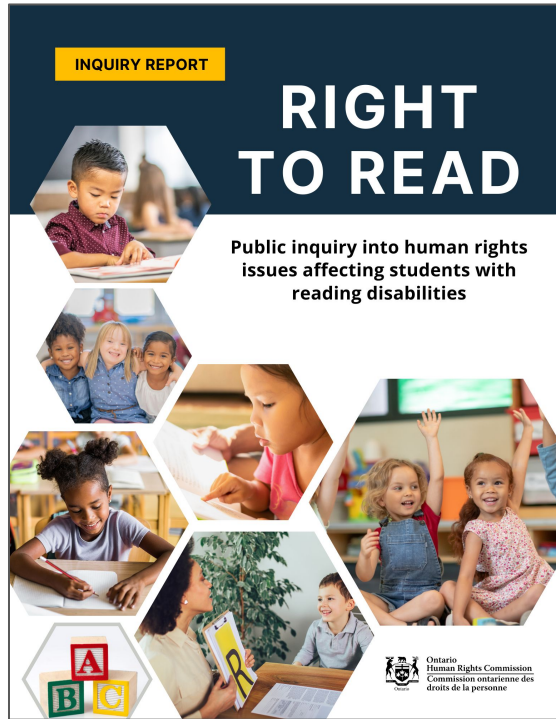
Equity-Driven Leadership

School leaders are instrumental in championing inclusive and effective literacy programs and creating an environment where every student, regardless of their identity, background, or abilities, can thrive and achieve their fullest potential. They nurture respect for diversity and affirm individual identities and intersectionality.

Equity focused leadership **requires intentional and sustained actions** including:

- Acknowledging systemic inequities
- Examining personal and collective bias
- Identifying and disrupting barriers
- Reallocating resources for equity

Human Rights Commission's Right to Read Report (2022)



The Ontario Human Rights Commission's report affirms that Ontario has not been fulfilling its Supreme Court of Canada obligation and finding: **learning to read is a basic and essential human right that legally requires Ontario schools to ensure that all students acquire functional reading skills.**

[Right to Read inquiry report | Ontario Human Rights Commission \(ohrc.on.ca\)](https://www.ohrc.on.ca/)

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De-streaming is one step...

... towards **ensuring equitable opportunities for future pathways** by addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with special education needs.

The Grade 9 English course is:

- compulsory for all students in Ontario
- **destreamed**
- designed to be **inclusive** of all learners
- builds on the elementary language curriculum
- **provides continuity**, facilitating student transition from elementary to secondary.

Benefits of De-streaming include:

- High academic standards for **every student**
- Enabling students with a range of skills and interests to learn together
- Increasing opportunities and helping to remove systemic barriers for Indigenous, Black and other racialized students, students who live in low-income households and students with disabilities and/or special education needs
- Keeping **future options open** for all students (for example, going to college, university, apprenticeship, or the workplace)

De-streaming

Supports for implementing of de-streaming in Ontario.



Culturally Responsive and Relevant Pedagogy (CRRP)



“The Grade 9 English course is founded on the principle that every student can become an effective communicator. It recognizes that students come from diverse families, communities, and cultural and linguistic backgrounds, bringing unique identities, abilities, and resources to their language and literacy learning.”

Ontario Grade 9 English Curriculum

Culturally Responsive and Relevant Pedagogy (Continued)

Characteristics of CRRP include:

- high expectations of all students
- rich, high quality instruction and tasks
- educators learning about their own identities
- recognizing that student learn in ways that are connected to their background and identities
- building on students' ideas, questions, and interests to create classroom community
- ensuring students see themselves in the learning.



[Program
Planning\(gov.on.ca\)](https://www.gov.on.ca/programplanning)

*Ministry of Education Webinar, June 2023

Cross Disciplinary Literacy

The Grade 9 English curriculum recognizes the value of **embedding literacy learning across all disciplines**. Students must have **authentic opportunities** to apply their language and literacy skills in **all subject areas**.

The curriculum also recognizes the important role that other subject areas play in supporting the growth of students' vocabularies and background knowledge, both of which are critical components of language comprehension.

By building students' strong foundational skills, the English curriculum enhances each student's learning across all subject areas. This fosters a love of learning and paves the way for future success.

More information about integrating learning across the curriculum can be found in [“Cross-Curricular and Integrated Learning”](#).



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Vision and Goals

The Grade 9 English course is designed to:

- support students in developing and consolidating the literacy knowledge and skills they need to succeed in education and in life
- encourage students to experience the joy and possibility that literacy learning can ignite
- emphasize evidence-based, systematic and explicit instruction that supports students in developing and consolidating foundational knowledge and skills, including oral language, reading, writing, vocabulary, fluency, and comprehension.

This curriculum is aligned with the Grade 1-8 Language curriculum.



Vision and Goals: Leadership Document Examples

Possible leadership move

- Engage staff in a discussion of the characteristics of successful and confident language learners as detailed in the Vision and Goals Co-construct criteria for classroom environments which will foster and support these characteristics.



Sample question for inquiry

- How do we embed literacy skills across the curriculum, including the development of vocabulary and background knowledge to ensure students have an opportunity to apply their language and literacy skills in all subject areas?

Evidence of impact

- There is a clear focus on oral communication, including non-verbal communication in every classroom.

The Elements of the Grade 9 English Course

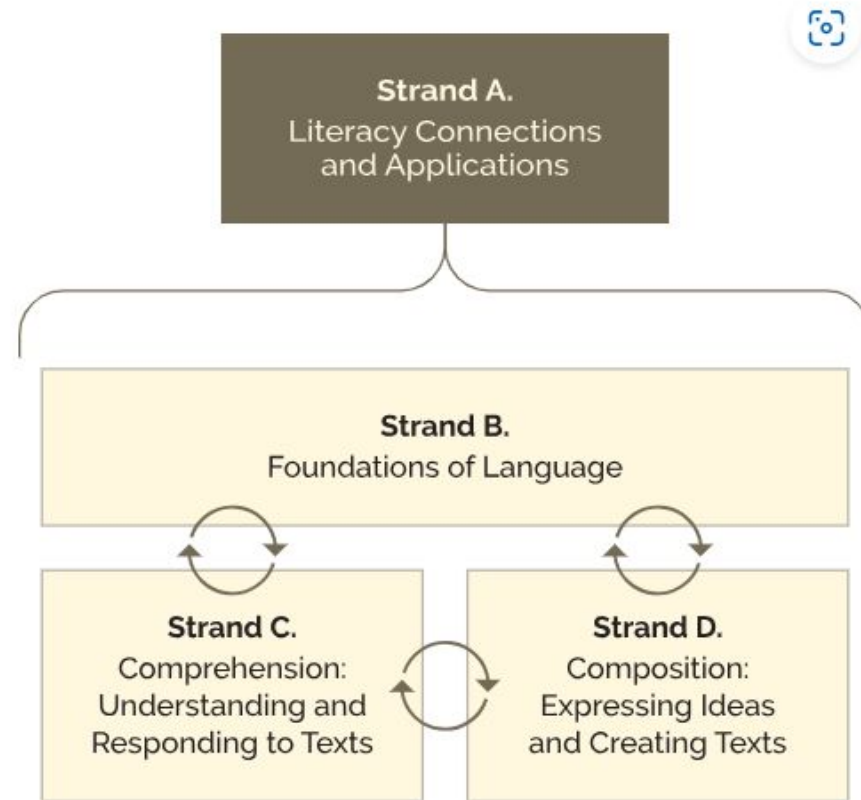
This course continues the learning from Grade 8 and prepares students for success in **all** senior secondary English courses in **all** pathways. Students who successfully complete the Grade 9 English course may proceed to an English course in Grade 10.

Updated:

- table for courses in English, Grades 9 to 12
- prerequisite charts for English, Grades 9 to 12



The Elements of the Grade 9 English Course: New Strand Structure



The Elements of the Grade 9 English Course: Leadership Document Examples

Possible leadership move

- Engage staff in reading and discussing new strands/strand structure and learning continua for Strand B.

Sample Question for inquiry

- What content, skills, approaches from the new curriculum connect to our current understanding and practice? In what ways will we need to refine and extend our practice?

Evidence of Impact

- Educators collaborate to ensure Strand A is embedded in language lessons/activities and in cross-curricular and integrated learning. This includes the use of transferable skills, digital media literacy and applications, connections and contributions.



The Elements of the Grade 9 English Course: Leadership Document Examples

Consider a good entry point or next step for your school community.

Share **one** possible:

- leadership move
OR
- question for inquiry
OR
- evidence of Impact indicator

Please share your selection in the chat box.



Instructional Approaches

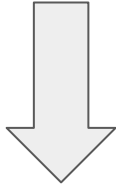
A student-centered approach requires:

- Differentiated instruction
- Universal design for learning
- Tiered instruction



Instructional Approaches

Universal Design for Learning (UDL)



Broad Learning Principles

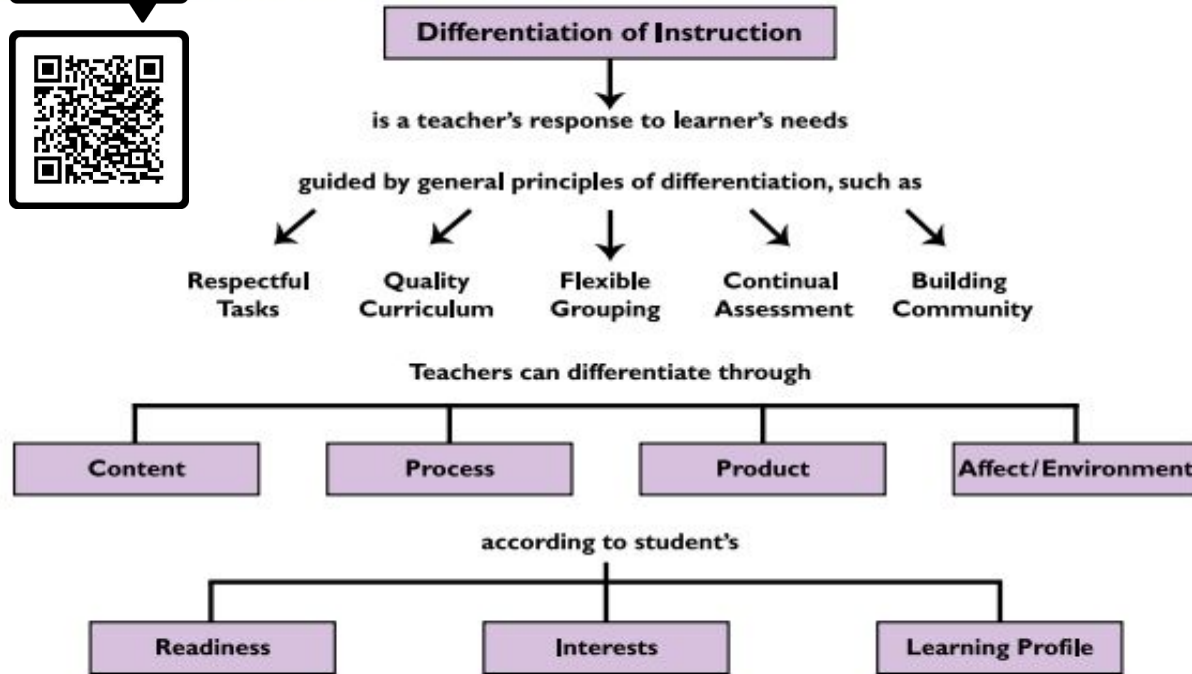
- Equitable use
- Appropriately designed space
- Flexibility
- Simplicity
- Safety
- Different modes of perception

Examples:

- tasks offer **choice** and **graduated levels** of challenge
- a **variety** of media and varying auditory and visual information
- encourages use of **first** or **other** language(s)

Instructional Approaches

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Differentiated Instruction (DI) examples:

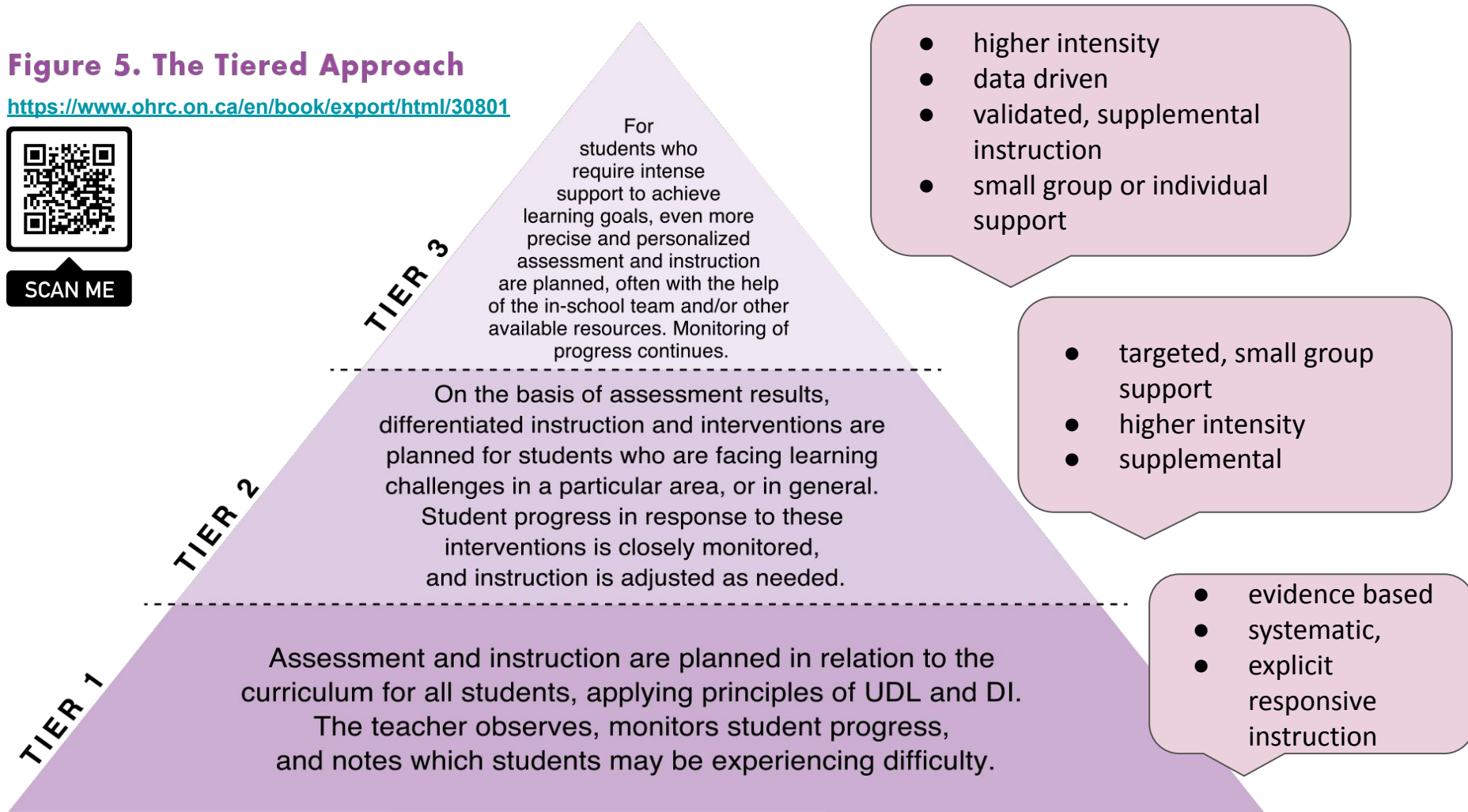
- literacy tasks/lessons **differentiated** by content/skills
- classroom library which reflects **strengths, instructional needs, and interests** of students
- **guided** reading/practice

Figure 5. The Tiered Approach

<https://www.ohrc.on.ca/en/book/export/html/30801>



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Instructional Approaches

Universal Design for Learning

Accessible, inclusive tasks:

- with varied entry points for all learners.
- graduated levels of challenge and student choice
- Equitable access to learning tools and technology

Differentiated Instruction

Using responsive and varied approaches:

- differentiated content, process, product, and environment to teach specific content skills and address specific learning needs.

Tiered Approach to Language and Literacy Instruction

A proactive , preventive model designed to provide timely support for all students that:

- will inform school and board plans that respond to the Right to Read inquiry and report.

Instructional Approaches

Oral Communication Instructional Practices

- listening and speaking
- interacting with others through conversation, discussion, teamwork and oral presentations
- translanguaging

Multimodal Literacy Instruction

- in print and digital environments
- use various modes, media, forms and technologies. written, oral, visual and audio texts
- text forms and genres from various cultures

Evidence based, systematic and explicit instruction

- carefully planned sequence for instruction of specific concepts, skills, and procedures, with the prerequisite skills taught first
- clear, direct, purposeful teaching of specific knowledge, skills, and strategies providing structured learning opportunities.

Instructional Approaches

Selection of texts and learning resources:

- Learning resources and texts reflect students' various identities, interests, knowledges, lived experiences, and linguistic resources
- Students enjoy reading a wide variety of texts and learning about diverse identities, abilities, experiences, families, cultures, and communities.

Consider:

- Are there a range of texts available to engage various student interests, spark curiosity, and provide a sense of excitement and joy?
- Are the texts and learning resources accessible to and inclusive of all students?
Are they available in accessible formats?
Can they be used with assistive technology?

Instructional Approaches: Leadership Document Examples

Possible leadership move

- Work with staff to ensure a common and aligned understanding of the instructional approaches that are at the heart of the curriculum. This includes differentiated instruction, universal design for learning, a tiered approach to instruction, culturally responsive and relevant pedagogy.

Sample Question for inquiry

- How will we leverage our students' prior knowledge, lived experiences and languages to create engaging and authentic literacy learning opportunities?

Evidence of Impact

- Course materials are identity affirming and reflect strengths, instructional needs and interests of students.



Program Planning for English Language Learners

Considerations include:

- **Multimodal** pedagogical approaches that facilitate **translanguaging**
- **Cross-linguistic** learning and **metalinguistic awareness**
- Initial **newcomer assessment**
- **Differentiated instruction**



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[Program Planning](#)

Shared Responsibility

Collaboration with administrators and other teachers, particularly English as a Second Language (ESL)/ English Language Development (ELD) teachers and relevant community representatives, where possible, **contributes to creating equitable outcomes** for English language learners.

Additional information on planning for and assessing English language learners can be found in the “[Planning for English Language Learners](#)” subsection of “[Considerations for Program Planning](#)”.



Program Planning for English Language Learners



Culturally responsive and relevant pedagogy (CRRP) recognizes students' various cultural and linguistic identities as critical resources in language and literacy instruction and learning. Knowledge of English language learners' strengths, interests, and identities, including their social and cultural backgrounds, is important. These *funds of knowledge* are historically and culturally developed skills and assets that are central to creating a richer and more meaningful learning experience for all students and promoting a socially and linguistically inclusive learning environment.

Supporting English Language Learners Leadership Document Examples

Possible leadership move

- Ask department heads to explore strategies which help scaffold learning for ELLs [Language \(gov.on.ca\)](http://Language.gov.on.ca). Gather feedback on new learning and questions/next steps. Use feedback to guide upcoming professional learning.

Sample Question for inquiry

- What professional learning/ resources are needed to support educators to plan or implement literacy programming for ELLs? Identifying gaps and needs in programming?

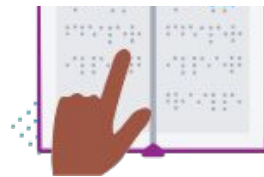
Evidence of Impact

- Instruction is designed to scaffold students' language development and literacy learning through responsive and differentiated approaches.



Principles for Supporting Students with Special Education Needs

- Language and literacy instruction is **based on an asset-oriented pedagogical model** that draws on the valuable funds of knowledge and the various identities, abilities, resources, and experiences that all students bring to their language and literacy learning.
- **Engagement of multimodalities** when interacting with a variety of texts, including culturally responsive texts.
- **Early and ongoing assessment** of students' language and literacy skills is important for providing instruction that prevents later learning difficulties.



Principles for Supporting Students with Special Education Needs (continued 2)

- **Combining** pedagogical knowledge, content knowledge, and technological knowledge with a detailed knowledge of how individual students develop language and literacy skills, and of their strengths and interests, to design effective learning experiences.
- **Implementing evidence-based approaches** to address each student's specific areas of learning growth and need, monitor their progress, build their self-efficacy, and meet their Individual Education Plan goals, where applicable.

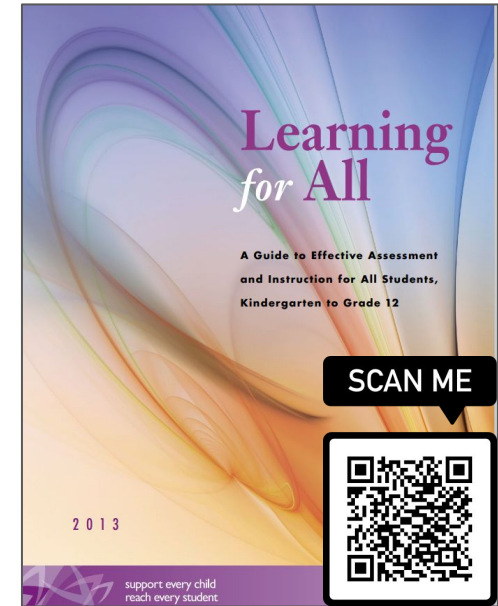


Program Planning for Students with Special Education Needs

Classroom teachers are the key educators of students with special education needs and students with disabilities. They have a responsibility to create the conditions necessary to support *all* students in their learning, and they work collaboratively with special education teachers and other educators, where appropriate, to achieve this goal.

Ontario Grade 9 English curriculum

More information on planning for and assessing students with with special education needs can be found in the “[Planning for Students with Special Education Needs](#)” of “[Considerations for Program Planning](#)”.



[Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 \(ontario.ca\)](#)

Leadership for Inclusive and Supportive Literacy Instruction

How are you supporting staff to build supportive and inclusive literacy learning environments for diverse learners (special education and/or ELLs)?

What is one leadership 'move' that is making a difference?



Please share your leadership move on the padlet

The achievement chart:

- includes the addition of “non-verbal” to the criteria found in the category of Communication.

Example:

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

- provides updated examples within each category of achievement

Assessment and Evaluation

- Educators must now assess and evaluate Strand A: Literacy Connections and Applications.



Assessment and Evaluation Leadership Document Examples

Possible leadership move

- Discuss differentiated assessment strategies/approaches, including the triangulation of conversations, observations and products. Engage staff in co-planning differentiated course assessments designed to build student agency through student voice and assessment “as” learning.

Sample Question for inquiry

- What next steps are needed to differentiate assessment (including conversations, observations, and products) and increase student voice and agency in the assessment process?

Evidence of Impact

- 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).



Literacy Learning for Every Student

Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health.

The Ontario Language Curriculum is designed to support students in developing the language and literacy knowledge and skills they need to **succeed in education and in life**, and to encourage students to **experience the joy and possibility** that literacy learning can ignite.



thank
you



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

Contact us and follow us on X and LinkedIn



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