

Leading the Implementation of the Revised Grade 9 Ontario English Curriculum

Professional Resource for School Leaders



Winter 2025

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Leading the Implementation of the Revised Grade 9 Ontario English Curriculum

Professional Resource for School Leaders

Introduction

This guide has been developed to support principals and vice-principals in leading the implementation of the **Grade 9 English course, 2023 (ENL1W)**.

It has been informed by both the curriculum and the Ministry of Education [Key Changes – Grade 9 English \(ENL1W\) \(gov.on.ca\)](#) document and offers suggestions for leading the implementation of curriculum, including:

- principal/vice-principal moves/leadership actions
- inquiry questions and
- evidence of impact indicators

The guide was collaboratively developed with the support of the Ontario Ministry of Education by the Catholic Principals' Leadership Development Ontario and Principal Association Projects, the service partners for Catholic Principals' Council of Ontario (CPCO) and the Ontario Principals' Council (OPC). The leadership guide will be explored in a recorded webinar: [Leading the Implementation of the 2023 Ontario Grade 9 English Curriculum](#).

A selection of potential **leadership moves, inquiry learning questions and evidence of impact indicators** has been provided to support school leaders to lead implementation of the curriculum while building collective efficacy. Recognizing that schools and school districts are unique and diverse, leaders will want to reflect on which of these examples would best support their school planning and school teams. School leaders will also find that this document can be used in different contexts to support the ongoing work of curriculum implementation. For example, the suggested leadership moves could serve leaders during school learning and improvement planning processes. The inquiry questions will enhance collaborative learning within professional learning communities and networks. The evidence of impact indicators support leaders throughout the year as they focus on monitoring curriculum implementation and improvement in student learning and achievement. It is important to engage in a collaborative process with staff and families to arrive at shared solutions for school communities.

The suggestions for “Evidence of Impact” are intended to support collaborative discussions and planning and to help educators and leaders monitor the impact of their work. The evidence of impact examples are not intended to be used as a “checklist”, but are offered as suggestions and can be refined and adapted to meet individual school implementation planning.

An effective plan for implementation of the new English curriculum is dependent upon taking time to understand all learners through the analysis of student data/evidence of student learning before moving on to co-constructing school goals and collaboratively determining actions. It is important to construct a plan for implementation that is well-paced and scaffolded to ensure teams experience success and attribute this success to actions within their control. Through this joint work, leaders engage educator teams in meaningful collaboration and problem solving focused on instructional improvement, while building consensus and inspiring excitement about the work. By paying attention to these considerations, teams will be on the path to building collective efficacy. (Adapted from the work of Jenni Donohoo)

Adopting an inquiry approach to the implementation of the new curriculum will support co-learning through collaboration and build collective efficacy through increased opportunities for student and educator success connected to co-constructed school goals. Leading through inquiry is a comprehensive approach that understands that really deep and transformative learning requires time, opportunity for educator learning, and conditions for professional learning that engage educators in thinking critically about their practice. A critical inquiry approach is much more than simply asking a question. This approach to professional learning takes time and space and some structure to help educators engage in meaningful inquiry. The inquiry questions in each section of this document offer some possible entry points into collaborative inquiry that support implementation of the Grade 9 English curriculum. As you consider how you will lead the implementation of this curriculum it will be important to take time and seek input to determine which question(s) will be most relevant and meaningful to educators and students in your school/context.

(as described by Usha James from the Critical Thinking Consortium [TC² | Home](#))

The following graphic is intended to convey the iterative and cyclical nature of a critical inquiry approach and provides a reminder that all of the leadership elements in the graphic support the development of collective efficacy. The graphic highlights the multiple entry points for this work and it is important to note that there is no predetermined or defined entry point. School leaders will find their entry points into this work and will lead curriculum implementation in a way that meets the needs of their school communities and aligns with their leadership approach and leadership values.

Influenced by the Ontario Human Rights Commission's (OHRC) report [Right to Read inquiry report | Ontario Human Rights Commission \(ohrc.on.ca\)](#) the **Grade 9 English course, 2023 (ENL1W)** now includes an emphasis on evidence-based, systematic and explicit instruction that will support students in developing and consolidating foundational knowledge and skills, including oral language, reading, writing, vocabulary, fluency, and comprehension. Successful implementation of this curriculum requires that educators have an understanding of scientific research related to language and language acquisition, know the complex identities of their students, and hold the belief that all students are capable and competent learners.

The Grade 9 English course is designed to be inclusive of all learners and builds on the elementary language curriculum, providing continuity which will facilitate student transition from elementary to secondary. This course is compulsory for all students in Ontario and is de-streamed.

<https://www.dcp.edu.gov.on.ca/en/enl1w-guide>

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, racialized and marginalized students, students from low-income households, students with disabilities, and students with special education needs. In de-streamed classrooms, there will be a distinct shift in pedagogical practices and assessment to ensure improved equitable outcomes for all students. This change will provide all students with the same learning experience and help prepare students for a wide variety of career pathways. (Adapted from:

<https://www.ddsbc.ca/en/programs-and-learning/resources/Documents/Secondary/De-Streaming-and-Inclusive-Grade-9.pdf>)



Human Rights, Equity, and Inclusive Literacy Education

Principals' and vice-principals' potential for positive impact on literacy outcomes is well documented in research [Literacy Leadership Brief: Principals as Literacy Leaders \(literacyworldwide.org\)](https://literacyworldwide.org).

Ensuring human rights, equity and inclusive education is central to the role of school leaders and will impact all decisions specific to leading the implementation of all subject curriculum. To remove oppressive and discriminatory practices, it will be important for school leaders to ensure that staff take time to learn about students, their strengths and the experiences they bring to the classroom. With student identities and lived experiences in mind, schools must implement culturally responsive and relevant pedagogies (CRRP) and evidence-based practices and allocate resources effectively to address and eliminate barriers to learning.

A culturally responsive and relevant leadership approach:

- nurtures respect for diversity, inclusive environments and affirms identities and intersectionality
- ensures this work is collaborative and aligns with board and school learning plan requirements
- engages staff in a critical inquiry process that is iterative and responsive to educator and student learning
- moves back and forth between inquiry questions and leadership moves in response to evidence of impact, professional reflection and educator feedback.

Literacy proficiency serves as a key to unlocking a world of opportunities, particularly for students who have been historically underserved by the public education system. Positional leaders hold the pivotal role and profound responsibility of steering the implementation of curriculum. The goal is to ensure literacy learning opportunities and experiences where every student, regardless of their identity, background, or abilities, can thrive and achieve their fullest potential. By championing inclusive and effective literacy programs, each student is empowered to succeed and build a brighter future.

It serves as a key to learning in all subject disciplines, particularly for students who are currently or historically underserved by the public education system. The implementation of the Grade 9 English curriculum represents a significant opportunity to provide effective literacy learning support for all students. 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.

To lead implementation of the Grade 9 English course with equity at the forefront, school leaders are encouraged to be intentional and sustain actions in the following ways:

- **Acknowledge Systemic Inequities:** Understand that existing systems and literacy practices often reinforce disparities, particularly at the intersection of various identities (e.g., race, gender, ability). As leaders, it is essential to create conditions to empower and be collectively responsible for identifying these inequities and taking action to dismantle them. The 2023 curriculum emphasizes targeted literacy interventions that address historical disparities in student achievement. For example, leaders can identify gaps in reading proficiency across different student demographics, using data to inform equitable resource allocation for literacy support.
- **Examine Personal and Collective Bias:** Regularly reflect on personal biases and those within the school community. Taking the time to reflect is critical work that will lead to transforming personal and institutional practices. Most importantly, it will affect how underserved groups are treated in the school environment. Incorporating diverse, non-Eurocentric perspectives in literacy aligns with the curriculum's focus on equity and diversity in learning resources. Leaders can organize regular bias-checking sessions where staff reflect on the representation in texts and media used in literacy instruction.
- **Identify and Disrupt Barriers:** Proactively identify the barriers to student success and work to remove them. To identify and disrupt barriers, it is important to challenge and dismantle racist practices within the school environment. The curriculum advocates for inclusive teaching methods that address the diverse needs of learners, emphasizing fairness in literacy instruction. Leaders can support implementation of strategies like differentiated instruction and Universal Design for Learning (UDL) to disrupt barriers to literacy success, particularly for underserved students.
- **Reallocate Resources for Equity:** Ensure that resources—whether tools, time, funding, or personnel—are distributed in ways that address the specific literacy needs of each student, particularly those from historically disadvantaged groups, empowering them to succeed academically, socially, and emotionally. Ensuring teachers know how to address literacy challenges related to systemic inequities reflects the curriculum's commitment to equity. Leaders can reallocate funding toward professional development focused on anti-racism and equity in literacy instruction. Adapted from: *Street Data* Shane Safir and Jamila Dugan

The suggested leadership moves, inquiry questions, and evidence of impact indicators will support leaders in centering their work on the equity actions above.

The goal is to provide classroom literacy learning opportunities and experiences where every student, regardless of their identity, background, or abilities, can thrive and achieve their fullest potential. By embracing this curriculum as a tool for transformation, we can ensure that our approach is more inclusive, responsive, and impactful, ultimately driving student success and growth.

Key Changes – Curriculum Implementation

“Course Introduction

The Grade 9 English course, 2023 (ENL1W) supersedes the two Grade 9 courses outlined in *The Ontario Curriculum, Grades 9 and 10: English, 2007*. This curriculum provides educators with a comprehensive guide to supporting the development and consolidation of essential knowledge and skills in every student.”



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Leadership Moves

- Provide guidance on how to navigate the online curriculum site and how/where to access information (e.g., 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).
- Use Professional Learning Communities (PLC) to explore how colonial legacies impact literacy learning. Focus on decolonizing literacy practices, centering Indigenous knowledge and examining system inequities.
- Reflect on the data that will guide staff’s professional learning. Listen to needs expressed by staff ensuring that all voices are heard as the professional learning plan is developed.
- Create a literacy leadership team and co-construct an initial plan of action. Ensure the team includes voices from various departments, including representatives from the Special Education Department and teachers of English Language Learners.
- 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, department meetings, PLCs) could be maximized to support curriculum learning and implementation.
- Incorporate literacy-focused goals (student-centred) in the School Learning Plan.
- With the leadership team, review [Grade 9 English course: a guide for parents \(gov.on.ca\)](https://www.gov.on.ca/eng/edu/curriculum/grade9/english/9eng1w.htm)

Sample Questions for Staff Inquiry

- “Where” does the new curriculum introduce the most new learning for our team? Do we have an aligned understanding of the key skills described in the course? (e.g. foundational knowledge and skills, oral and visual communication, media and critical literacy skills, transferable skills, digital literacy, making connections to lived experiences and to society, language and literacy across the curriculum)?
- 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 students?
- What types of learning opportunities would be most helpful for the 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 CRRP to support/advance educator learning?
- How will we leverage the diverse expertise and knowledge of staff to offer varied and responsive professional learning opportunities? Who else (e.g., central team) could support 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 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 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, Departmental Teams, PLCs including cross panel PLCs) are in place.
- Literacy Lead team has reviewed the English curriculum to inform planning for OSSLT preparation.
- Educators have 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.
- Educators demonstrate a learning stance by asking questions, beginning to reflect on initial shifts in programming/assessment and challenging one another to consider diverse and divergent perspectives.
- Staff have explored the colonial impact on education and literacy learning and its ongoing effects on marginalized students. There is an emphasis on the need to decolonize literacy practices and valuing Indigenous knowledge systems.
- Schools engage with parents/guardians throughout the new curriculum implementation.

Key Changes – 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, and to encourage students to experience the joy and possibility that literacy learning can ignite. The Grade 9 English course emphasizes 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 was informed by recommendations in the [Ontario Human Rights Commission’s Right to Read inquiry report](#) and is aligned with the Grade 1-8 Language curriculum.”

Leadership Moves

- Engage staff and cross panel teams in discussions which link the curriculum Vision and Goals to the recommendations from the Right to Read inquiry report and to your board’s policies and procedures. Emphasize that learning to read is a human right while the rationale for the revised curriculum is discussed.
- Begin with a focus on “knowing the learner”. With the leadership team/staff, determine what student assessment/information is available, and what further data/information is needed.
- Engage in a cross panel discussion to determine what student assessment/information is available.
- 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.
- Begin an audit of current literacy resources to determine which resources align to the curriculum content/skills (including digital media literacy/technologies).
- Review resources to ensure they are relevant to the interests and experiences of students and reflect the diversity of students in the classroom and Canadian and world cultures, including Indigenous cultures.
- Take note of any “gaps” in resources and utilize knowledge of staff/central staff to determine next steps.
- Lead staff in reviewing and discussing key research references regarding oral language and literacy learning.



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Sample Questions for Staff Inquiry

- Have we designed our Grade 9 English course to support students in developing and consolidating the 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?
- 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?
- How do we ensure our instruction is evidence based, explicit and systematic, especially as it relates to the development of foundational skills including oral language, vocabulary, reading, writing, fluency and comprehension?
- How do we ensure we recognize the diverse identities and abilities of students and their different language and cultural experiences and learning needs?
- What does what we know about each student inform literacy programming and assessment? What do we need to find out? How will we gather more information and data?
- What barriers might be/are preventing students from succeeding? How do we identify these barriers? How might we overcome/dismantle these barriers?

Examples of Evidence of Impact in School/Classrooms

- Educators are able to draw connections between the curriculum, Right to Read inquiry report, and board policies and procedures specific to human rights and equity.
- Learning occurs in purposeful and meaningful contexts where students are immersed in rich literacy experiences that cultivate a sense of enjoyment about learning.
- Learning experiences are grounded in responsive teacher-student relationships.
- There is a clear focus on oral communication, including non-verbal communication.
- Students have an opportunity to read widely for both pleasure and information, for self-discovery and self-enrichment.
- Reading materials reflect the diversity of students in the classroom and Canadian and world cultures, including First Nations, Inuit, and Metis cultures.
- Students read both teacher-selected materials and materials they choose from a variety of texts that are engaging and relevant to their personal interests.

- Provide time for educators to explore overall expectation B1. Discuss how other strands/expectations are strongly linked to oral language skills/learning and can be supported across disciplines.
- Offer opportunities for educators to co-plan so that instruction aligns with newly introduced requirements/content (e.g., Strand B Foundations of Language, oral language opportunities) and includes ongoing cross-curricular, integrated learning.

- What does a safe, engaging, joyful and inclusive literacy learning environment 'look like', 'sound like' and 'feel like' for students?
- What resources can be utilized to support identity-affirming classrooms?
- Which resources will help students develop a sense of "self" and their unique and shared identities?
- Which resources will help to foster a deeper appreciation of the diversity of the human experience and expression?
- How do our current classroom resources align to newer curriculum content (e.g., Strand B)? What is needed/missing in our currently available options?
- How will we ensure that students have opportunities to self-select materials and topics (e.g., book topics/genres)?
- How do current instruction and assessment practices support oral language as a foundation to literacy learning? What do we need to change, modify and/or add to ensure oral language development is an intentional focus for our students?
- How will we facilitate translanguaging (students' use of their full linguistic repertoires) to enhance learning opportunities? How are first language considerations and knowledge used to advance literacy?

- An asset-based approach is evident when discussing student progress/goal setting (e.g., student strengths are being leveraged to determine instructional next steps).
- Educators are gathering a range of assessment data, both quantitative and qualitative, and using this data to inform planning decisions.
- Existing and potential barriers to student learning are recognized. Plans/strategies to remove and/or prevent barriers are in place.
- Classroom literacy learning environments are engaging and reflect a commitment to high expectations for all students.
- Literacy resources 'in use' are culturally relevant and responsive to the curriculum content, lived experiences, strengths, and interests of the students.
- Students are provided with ongoing opportunities to select topics/materials which are identity-affirming, foster their sense of self and appreciation for the diversity of human experience and expression.
- Classroom scheduling/routines include a strong emphasis on oral language instruction and assessment.
- Classroom learning goals, success criteria, and descriptive feedback include a focus on oral language knowledge and skills.
- Oral language, reading and writing lessons/tasks engage students in higher order thinking skills.
- Instructional time is organized in a manner which supports the integration of the four curriculum strands.
- Students have opportunities to use their linguistic repertoire to advance learning.

Key Changes – 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 moving forward. 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 new strand structure is as follows:

- Strand A. Literacy Connections and Applications
- Strand B. Foundations of Language, including one associated learning continuum that describes the progression of mandatory learning associated with Overall Expectation B3 from Grades 1 to 9
- Strand C. Comprehension: Understanding and Responding to Texts
- Strand D. Composition: Expressing Ideas and Creating Texts”



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Leadership Moves

- With staff, review the course information that appears in the revised curriculum. Note that the prerequisite chart for English Grades 9-12 has been revised and supersedes previous charts in the 2007 curriculum. [English \(gov.on.ca\)](http://www.gov.on.ca)
- Engage staff in reading and discussing new strands/strand structure and learning continua for Strand B.
- Discuss new terminology ensuring a common understanding of key terms: systematic instruction, evidence based, structured literacy and multi-modal learning, etc. <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-english/courses/en1w/considerations-program-planning>
- Gather feedback from staff to inform next steps. Use this feedback to determine which professional learning resources/supports will be most helpful for staff learning and programming implementation.
- Engage in a discussion about Strand A (transferable skills). Strand A is an overarching strand that focuses on literacy connections and applications in the context of learning related to Strand B, C, D and in other subjects and wider contexts.
- Engage staff in a discussion about the focus on explicit and systematic instruction in Strand B. Refer back to the continua for Strand B and discuss the ways in which classroom practices will need to change/evolve to reflect the focus on explicit and systematic instruction.

Sample Questions for Staff 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?
- How will the shift in strand structure, with a focus on the interconnectedness of the strands, change our approach to short-term and long-term planning? Assessment? Evaluation?
- What are some ways we offer literacy learning across disciplines?
- How will we ensure Strand A is assessed and evaluated within the context of learning related to Strand B, C, D and in other subjects and wider contexts?
- How will we use current and newly purchased resources to support explicit and systematic instruction in Strand B? What additional resources and professional learning will we need?
- How will we create opportunities for students to analyze various literary and informational texts to deepen their understanding of how various literary devices are used by text creators to convey meaning across subjects?
- What are some ways we will ensure instruction in reading includes teaching comprehension strategies and critical thinking as detailed in Strand C, (using prior knowledge, visualizing to construct mental models of texts, making and confirming predictions and monitoring

Examples of Evidence of Impact in School/Classrooms

- 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.
- Students learn about their rights and responsibilities when interacting online and about navigating online environments safely while managing privacy and personal data in a way that supports their well-being and helps them become critical thinkers
- Classroom instruction includes a focus on explicit, systematic instruction of foundational skills as outlined in Strand B.
- Student work and classroom artefacts, reflect learning in foundational skills. (Strand B)
- Assessment and evaluation includes a focus on the skills outlined in the Language Continuum for Overall Expectation B3 <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-english/courses/en1w/b3-continuum>
- Classroom instruction includes ongoing opportunities for students to develop their vocabulary and increase background knowledge.
- Students have an opportunity to analyze various literary and informational texts to deepen their understanding of how various literacy devices are used to convey meaning.

- Provide opportunities for staff to engage in co-planning to explore the development of learning units/clusters which integrate the language strands effectively.
- When discussing a specific skill/concept, engage staff in making connections to the elementary Language curriculum exploring how the skill/concept 'in focus' extends across grades/divisions and is connected within and across language/English curriculum strands. <https://docs.google.com/document/d/1gy6C7HeLtDBMYJPokIndSLO9Lss48GwW/edit>
- Engage staff in co-construction of success criteria, specific to curriculum strands/expectations.
- Explore Strands C and D and consider the ways in which instructional practice, classroom resources, planning and assessment will need to evolve in light of the changes to the curriculum for reading and writing.
- Discuss the focus in Strand C on comprehension strategies and critical thinking including: using prior knowledge, visualizing to construct mental models of texts, making and confirming predictions and monitoring comprehension by posing questions and consulting with references to clarify understanding.
- Unpack Strands C and D with a focus on oral communication ensuring staff see the priority given to oral communication by highlighting the research related to oral language and literacy.

comprehension by posing questions and consulting with references to clarify understanding)? How can these skills be integrated in other disciplines?

- How will we ensure our instruction in literacy includes critical literacy expectations as outlined in Strand C, including a focus on analyzing varying and diverse perspectives and topics? How can these skills be integrated in other disciplines?
- What resources do we currently use in classrooms that contribute to students' development of their sense of self and their unique shared identities? What resources might we need to enhance this work?
- How does our current approach to writing instruction need to evolve/change to help us address all the elements in Strand D Composition: Expressing Ideas and Creating Texts: Developing Ideas and Organizing Content, Creating Texts and Publishing, Presenting and Reflecting?
- How will we ensure students continue to develop their personal style of handwriting and their word-processing skills as outlined in Strand D?

- Students have an opportunity to make local and global inferences using explicit and implicit evidence in texts. They identify main ideas and sequence relevant information, draw conclusions and evaluate and synthesize information from multiple sources.
- Students have opportunities to apply critical thinking skills to identify explicit and implicit perspectives and consider how cultural elements and identities of the creators are reflected in the texts.
- Students analyze various creators' approaches to diversity and inclusion in their texts
- Students have an opportunity to reflect on their learning throughout the course.
- Students have an opportunity to develop an understanding of the contributions, lived experiences and perspectives of a diversity of individuals and communities including those in Canada by exploring the concepts of identity, self and sense of belonging through the use of culturally responsive and relevant texts.
- Students have an opportunity to identify themes explored in diverse First Nations, Inuit, and Metis cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies and ways of knowing and being and doing.
- Consumers of online content.
- Educators share student work that reflects a focus on reading for meaning and the application of comprehension skills/strategies and critical thinking when responding to reading.
- Students continue to apply their knowledge of oral language and learn to express ideas to create texts using various media, forms and genres.
- Text writing is an iterative and creative process where students develop and consolidate the skills to plan, research, draft, revise, edit, proofread, publish and share their texts.
- Students use the writing process while composing and creating a variety of authentic and relevant texts that support student agency.
- Professional learning includes ongoing opportunities to moderate/discuss student thinking/tasks.
- Professional learning sessions include ongoing opportunities to share student voice throughout the learning process (e.g., literacy responses, feedback on their learning, student goal setting).

Key Changes – Instructional Approaches in Language

Added:

- “Evidence-based systematic and explicit instruction
- Multimodal literacy instruction
- Oral communication instructional practices
- Universal Design for Learning and differentiated instruction
- The tiered approach to language and literacy instruction
- Considerations for the selection of texts and learning resources”



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Examples of Evidence of Impact in School/Classrooms

Leadership Moves

- 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.
- Organize professional learning opportunities to help staff develop an understanding of these instructional approaches if needed.
- Engage departmental teams in considering what oral communication instructional practice and multimodal learning ‘look like’ and ‘sound like’ in each subject/discipline.
- Organize a professional learning session focused on multimodal learning. Help staff understand the principles of multimodal learning and the ways in which this approach can engage and enhance student learning.
- With the entire staff consider the emphasis on CRRP in this curriculum. Discuss the definition of CRRP and ensure staff have a common understanding of this pedagogical practice.
- Plan for professional learning focused on CRRP for all staff and leaders. Focus on the imperative of relevant and responsive cultural pedagogies informing instructional planning and programming.

Sample Questions for Staff Inquiry

- How will we leverage our students’ prior knowledge, lived experiences and languages to create engaging and authentic literacy learning opportunities?
- What will it ‘look like’ to integrate student voice and choice?
- How will we intentionally differentiate instruction in language ensuring tasks are respectful and that all students have access to the tools and technology they need?
- What current practices support differentiated instruction and UDL in our classrooms? What practices do we need to refine/adapt? What practices do we need to adopt?
- How do we currently employ oral communication instructional practice and multimodal learning? What practices do we need to refine/adapt? What practices do we need to adopt? What practices do we need to abandon?
- What are the available supports in our school to ensure a tiered approach to instruction? What supports do we need to refine/adapt or need to adopt? What supports are no longer proving to be successful or in keeping with the new language curriculum?
- What texts and resources will support our efforts to provide culturally responsive and relevant pedagogy in all our classrooms? How might we share resources? What additional resources need to be added to our classroom and school learning commons?

- Instruction includes a strong focus on the acquisition of foundational knowledge and skills.
- Classroom instruction and assessment is differentiated: e.g., tasks and activities are differentiated by content/skills.
- Course materials are identity affirming and reflect strengths, instructional needs and interests of students.
- Classroom tasks offer choice and graduated levels of challenge.
- Student progress is frequently monitored, and early and ongoing assessment data is used to identify skill gaps and determine the appropriate level and intensity of instruction.
- Assessment data is used in school team discussions to inform decisions about tiered support.
- The school provides Tier 1, Tier 2 and Tier 3 instruction to ensure the needs of all students are met.
- Students have opportunities to continue to use and develop their oral communication skills throughout the day in other subject disciplines.
- Students have access to multimodal literacy learning opportunities.
- Students see themselves in the learning and have opportunities to learn in ways that are connected to their diverse identities, histories and backgrounds.
- Instruction includes opportunities for students to build on their own ideas, questions and interests.
- Students have access to enjoy reading a wide variety of texts and learning about diverse identities, abilities, experiences, families, cultures and communities.

Key Changes – Program planning for students with special education needs, students with disabilities

“ Added guiding principles and subject-specific instructional strategies for students with special education needs and students with disabilities.”

Leadership Moves

- Review and discuss the programming considerations specific to [students with special education needs and human rights, equity and inclusive education](#). With staff and/or departmental teams, review the research-based beliefs which should guide all program planning and assessment decisions.
- Plan opportunities for early and ongoing parent/guardian engagement in decisions specific to their child’s individualized literacy programming and course pathway considerations.
- Review the principles for supporting students with special education needs [English \(gov.on.ca\)](#) with staff and/or departmental teams. Discuss key terms specific to programming considerations including universal design for learning, differentiated instruction, CRRP, principles of inclusive education, *accommodations*, and *modifications*.
- Review the elements of an effective language and literacy environment and program [English \(gov.on.ca\)](#). With staff, develop a shared understanding of the importance of both critical thinking and executive functioning.
- Using the link provided within the curriculum section of **Considerations for Program Planning**, engage staff in reviewing key sections of [Learning for all: a guide to effective assessment and instruction for all students, kindergarten to Grade 12 | ontario.ca](#). Pay attention to section 2 (Instructional Approaches).
- Revisit the curriculum section specific to the tiered approaches [Language \(gov.on.ca\)](#). Emphasize the importance of implementing evidence-informed instruction within tier one as a means to decrease the need for tier two and three supports. Make connections to the OHRC *Right to Read Inquiry report* recommendations to help guide this discussion and determination of next steps.



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Sample Questions for Staff Inquiry

- What literacy assessment information/data is available for our students with special education needs? What further information is needed? How will we gather this information? How can we work more effectively with our elementary colleagues to gather data that will inform our work with students with special education needs?
- How will we ensure an asset-based approach to literacy instruction and assessment/evaluation?
- How will we ensure that literacy instruction and assessment is intentionally anti-oppressive and anti-discriminatory and takes a student’s intersectionality of identities into account?
- Is our current course programming culturally relevant and responsive? How will we identify, address, eliminate biases in current text selection and assessment tasks/approaches?
- How will we enhance our approach to building critical thinking and executive functioning to ensure both are supported in our planning for students with special education needs?
- How will the ongoing assessment of foundational knowledge and skills of students with special education needs inform precise instruction and responsive tiered support?

Examples of Evidence of Impact in School/Classrooms

- Evidence-based assessment strategies and tools are implemented to deepen educator understanding of individual student strengths, interests and needs.
- Differentiated assessment data (including conversations, observations, and products) is informing classroom programming and the development of IEPs.
- Students are actively engaged in the development of their IEP literacy goals.
- School structures are ‘in place’ to facilitate ongoing collaborative planning and discussions specific to students with special education needs.
- Classroom programming reflects the instructional, environmental, and/or assessment accommodations and/or modifications, as specified in the IEP of each student.
- Strong tier one literacy instruction, aligned to evidence-based foundational skills, is evident in course planning.
- All students have access to tier two or three instruction as needed, including students who are not currently Identified and do not have an IEP.

- Create opportunities for educators who share responsibilities for specific student's programming and assessment to collaborate with each other and with central staff to develop, review and discuss Individual Education Plan (IEP) goals specific to literacy.
- With department heads and literacy leads, explore available assessment tools and strategies to guide decisions specific to literacy accommodations and modifications. Gather feedback on what further assessment tools or strategies are needed.
- Gather data specific to students with special education needs. Examine this data to determine patterns which may support next steps for educator professional learning and/or course planning/resource selections.
- Engage staff in identifying existing and potential discriminatory and oppressive practices which must be removed/prevented to ensure all students have access to high quality literacy learning opportunities in every discipline.

- How will we leverage differentiated instruction, universal design for learning and tiered support to create inclusive classroom environments for students with special education needs?
- What will it 'look like' and 'sound like' to provide instruction which 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?
- How will we leverage the varying language and communication modalities of our students (e.g., Braille, American Sign Language)?
- What tools/resources are helping our students (e.g., augmentative and alternative communications systems, assistive technology, etc.)? What is needed/missing?
- What professional learning and/or resources are needed to support educators in planning and implementing universal design strategies, differentiated instruction, classroom literacy accommodations and/or modifications?
- How can we maximize available school and/or central staff to support students requiring tier two and three literacy instruction?
- How can we create opportunities for staff to collaborate on the development, implementation and monitoring of IEP goals/strategies specific to literacy learning?
- How will we build upon family and community partnerships to ensure that what the student is learning at school is relevant and can be practised and reinforced beyond the classroom? What new community partnerships may be needed to support/enhance student learning?

- Learning goals, success criteria and descriptive feedback reflect a culture of high expectations for each and every student.
- Lessons/tasks incorporate opportunities for student use of varying language and communication modalities.
- Students have access to the tools and strategies needed to support their literacy learning (e.g., assistive devices, computer options, large-size font, etc.).
- Student data and staff feedback is informing professional learning opportunities specific to supporting literacy learning for students with special education needs.
- School and central staff expertise has been maximized to support educators and their students.
- Ongoing opportunities have been established/implemented to build partnerships with families of students with special education needs.
- Ongoing needs assessments have been established to support new community partnership developments to enhance learning for students with special education needs.

Key Changes – Program Planning for English Language Learners

“Added key considerations and research-informed pedagogy to support students who are culturally and linguistically diverse.”

Leadership Moves

- Engage staff in reviewing and discussing the programming considerations specific to English Language Learners [Program Planning \(gov.on.ca\)](http://Program Planning (gov.on.ca)). Take time to clarify the different designations (ELL and ELD) and the information on program adaptations.
- Review new/unknown vocabulary specific to this section of the curriculum. Take time to access the glossary and/or built in links to unpack key terms (e.g., metalinguistic awareness).
- Work with the literacy lead team to audit current school and course literacy resources. Ensure all resources/texts ‘in use’ are culturally responsive and relevant.
- Engage cross-department heads in discussing/planning strategies to support ELLs’ vocabulary development (every day, academic, subject-specific domain).
- Ask department heads to explore the list of 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 this feedback to guide upcoming professional learning.
- Depending on the knowledge and experience of staff, you may wish to explore other Ministry of Education resources to build educator knowledge and practice specific to ELLs. Within Considerations for Program Planning, access links as needed. [Program Planning \(gov.on.ca\)](http://Program Planning (gov.on.ca)).
- Revisit the curriculum section for Culturally Responsive and Relevant Pedagogy [Program Planning \(gov.on.ca\)](http://Program Planning (gov.on.ca)). Discuss how CRRP supports all students, including ELLs.



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Sample Questions for Staff Inquiry

- What literacy assessment information/data is available to guide programming decisions for ELLs? What additional information is needed? How will this information inform decisions regarding programming accommodations and/or modifications?
- How will our students’ diverse linguistic and cultural backgrounds support their English-language development and literacy learning and become a cultural asset in the classroom/school? School community?
- What will it ‘look like’ and ‘sound like’ to employ literacy pedagogy and practice that is multimodal and facilitates translanguaging?
- Which differentiated instructional and assessment strategies are positively impacting English-language development/literacy learning for ELLs? Which additional approaches do we need to adopt?
- How will we ensure that our instruction, assessment and resource/text selections are culturally relevant and responsive?
- Which curriculum-identified scaffolding approaches will be implemented in our classroom instruction? Which current practices will need to be refined? Abandoned?

Examples of Evidence of Impact in School/Classrooms

- Educators are utilizing evidence-based assessment strategies and tools that reflect identity-affirming pedagogies; these tools and strategies deepen educator understanding of individual student strengths, linguistic and cultural backgrounds, interests and learning needs and uphold a commitment to affirming each students’ diverse identities, inclusive of the intersectionality across student identities.
- Assessment data (including, but not limited to, an initial assessment for newcomers) is informing classroom programming.
- Programming incorporates multimodal learning opportunities (including oral, visual, aural, spatial, gestural).
- Instruction facilitates translanguaging and incorporates oral language use/practice in strategically planned activities (e.g., think-pair-share, turn-and-talk).
- The languages multilingual students bring into the classroom are seen/used as assets and supportive contributors to English literacy and language development.

- Gather course assessment data specific to ELLs. Examine this data to determine patterns which may support next steps for educator professional learning and/or course planning/materials.
- Provide opportunities for educators to collaborate with English as a Second Language (ESL) and ELD teachers and central support staff, as available, to discuss/monitor language development and literacy programming and assessment approaches/next steps.
- Plan opportunities for parent/guardian engagement specific to supporting students' literacy development. Consider how to ensure opportunities are accessible to all parents/guardians. Seek support from central staff as needed to offer multilingual resources and support.

- How will cross-curricular and integrated learning opportunities further support students' vocabulary development (everyday, academic and domain-specific)?
- What professional learning and/or resources are needed to support educators in planning and implementing literacy programming for ELLs? Identifying gaps and needs in programming?
- How can we maximize available school and/or central staff to support language development and literacy learning for ELLs?
- How will we build upon family and community partnerships to help support students' English-language proficiency/literacy learning?

- Vocabulary development (everyday, academic, subject-specific domain) is prioritized within literacy programming and in all subjects/disciplines through cross-curricular and integrated learning opportunities.
- Students are offered a range of differentiated tools and resources to support their language development and literacy learning (e.g., visuals, digital tools, identity texts).
- Classroom instruction, assessment and resource selection/use is culturally responsive and relevant.
- Instruction is designed to scaffold students' language development and literacy learning through responsive and differentiated approaches.
- School structures are 'in place' to facilitate ongoing collaborative planning and discussions specific to ELLs.
- Student data and staff feedback is informing professional learning opportunities specific to supporting ELLs.
- School and central staff expertise has been maximized to support educators and their students.
- Ongoing opportunities have been established/implemented to build partnerships with parents/guardians of ELLs.
- Ongoing needs assessments have been established to support new community partnership developments (e.g. school settlement workers, local newcomer organizations, etc.) to enhance learning for ELLs.

Key Changes – The Role of School Learning Commons



“Updated language to reflect the important role of the library learning commons and teacher-librarians.”

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Leadership Moves

Sample Questions for Staff Inquiry

Examples of Evidence of Impact in School/Classrooms

- Review and discuss programming considerations specific to the role of the learning commons [Program Planning \(gov.on.ca\)](http://Program Planning (gov.on.ca)) with staff, keeping in mind students who have been historically disadvantaged or advantaged.
- Provide time for educators to revisit/review the transferable skills [Program Planning \(gov.on.ca\)](http://Program Planning (gov.on.ca)). Discuss partnership opportunities whereby educators (English and subject-area) can collaborate with the teacher-librarian to support students in developing information literacy, transferable skills and research skills.
- Consider how to maximize opportunities to ensure student access to the learning commons and teacher-librarian (where available).
- Reflect on the current set-up/structure of the learning commons with teacher-librarian and literacy leads/subject leads. Consider further strategies, as needed, to increase accessibility and use (e.g., increasing smaller group working/meeting areas, varying furniture options/set-ups).
- Review current programs, resources and integrated technologies available in the learning commons and determine alignment to the revised curriculum. Gather feedback on what is missing/needed to support student learning through a lens of CRRP.
- Initiate/support a review process for current learning commons resources, including available text selections. Refer to board policies and procedures and the guiding questions in “Selecting Texts and Resources” found in the Instructional Approaches to English section of the curriculum to guide this process/review.

- How will we maximize opportunities for educators and the teacher-librarian to co-plan and co-teach to provide rich literacy experiences for students?
- How will the learning opportunities and available resources within the learning commons connect to and extend the learning in the classrooms?
- When collaboratively planning literacy-focused learning opportunities in the learning commons, how will universal design for learning, differentiated instruction and culturally relevant and responsive pedagogy inform instruction and assessment?
- How can we support students to become independent, thoughtful and critical researchers? Which tools, resources and approaches are working? What next steps are needed?
- Which tools and resources are needed in the learning commons to support language and literacy learning?
- To what extent are the current learning commons collections/resources culturally responsive and relevant, accessible, diverse, inclusive and rich in Canadian content; as well as Indigenous (First Nations, Inuit, Metis) content? What needs to be added? Removed?
- How will we support all students in developing a love of reading for learning and pleasure?
- What technologies, tools and resources are needed to further develop students’ digital literacy skills and transferable skills?
- How can we maximize opportunities for cross-curricular and integrated learning through partnerships between subject-area educators and the teacher-librarian?

- Teacher-librarian (where available) collaborates with English and subject-area educators to co-plan and co-teach to provide rich literacy experiences for students, including lessons/tasks which offer students authentic learning opportunities and promote the development of research skills.
- Opportunities provided within the learning commons support equitable access of information for all students. Students develop information literacy skills including the ability to evaluate the relevance, quality and credibility of information and to use it with responsibility and imagination.
- Teacher-librarian works in collaboration with other staff and students to help nurture and develop students’ love of reading for learning and for pleasure.
- Teacher-librarian assists students in accessing information and selecting relevant and appropriate texts and media resources that connect to their interests.
- Teacher-librarian works in collaboration with others (e.g., English department, school literacy lead team, department heads, central staff, students, parents/guardians) to develop learning commons collections/resources that are culturally responsive and relevant, accessible, diverse, inclusive and rich in Canadian content.
- Technology is incorporated into the learning commons to assist students in accessing information (e.g., credible web-based content), building communication and collaboration skills (e.g., working with peers in collaborative documents) and developing critical thinking skills.
- Community partnerships are built between teacher-librarian and the school community (e.g., families, Indigenous communities, community organizations and affinities) to access community funds of knowledge in a variety of traditions (oral, storytelling, music, etc.)

Key Changes – Education and Career/Life Planning

“Added new content to highlight how language and literacy programs can support students in education and career/life planning. Students can make authentic connections between the knowledge and skills they are learning in school and the knowledge and skills required to pursue future education, in different careers, and in a wide range of functions in daily life.”



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- Review the Education and Career/Life Planning found within the overall [Program Planning \(gov.on.ca\)](#). Discuss how the four-step inquiry process/questions will support student literacy learning and goal setting.
- Read and discuss the Education and Career/Life section of the English curriculum [English \(gov.on.ca\)](#). Engage staff in planning next steps for students to learn about career options through examples of real-life applications of language and literacy skills.
- With department heads, discuss/co-plan next steps to help students make authentic connections between the literacy knowledge and skills they are learning in school and the knowledge and skills required in a wide range of functions in daily life.
- Review Pathways to a Specialist High Skills Major (SHSM) curriculum information [Program Planning \(gov.on.ca\)](#)
- With the literacy team, determine options for including English within programs leading to a SHSM, or in programs designed to provide pathways to a particular apprenticeship or workplace destinations.
- Engage staff in a review of the updated table for courses in English, Grades 9 to 12, prerequisite charts for English, Grades 9 to 12 [English \(gov.on.ca\)](#). Plan next steps to communicate this information to students, families, community members.

Sample Questions for Staff Inquiry

- How will the English program support students to become competent, self-directed planners who will be prepared for success in school, life, and work?
- What will it “look like” and “sound like” to provide language and literacy learning that provide authentic connections between the knowledge and skills students are learning in school and the knowledge and skills required to pursue future education, in different careers, and in a wide range of functions in daily life?
- What will it “look like” and “sound like” to engage students’ interest and allow them to develop an understanding and appreciation of the importance of language and literacy in every discipline?
- How do educator biases influence decisions about what lessons/tasks or resources are chosen to support education and career/life planning?
- How will we promote and increase students’ awareness of career options by exploring real-life applications of language and literacy skills and providing opportunities for career-related project work?
- How will we build and extend upon family and community partnerships to support students in understanding the importance and application of language and literacy skills in all fields of study and careers?
- What additional classroom resources and/or professional learning/resources are required to support educators in the implementation of education and career/life planning within English and other subject disciplines?

Examples of Evidence of Impact in School/Classrooms

- English course programming engages students in reflecting on and applying their language skills and considering/setting goals for future success.
- Classroom lessons and tasks (across all disciplines) include opportunities for students to draw authentic connections between the knowledge and skills they are learning in school and the knowledge and skills required to pursue future education, in different careers, and in a wide range of functions in daily life.
- Classroom lessons/tasks and resources are culturally relevant and responsive and inspire an appreciation of language and literacy learning.
- Classroom lessons/tasks and resources challenge existing biases specific to future career and academic pathways.
- English courses are bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship.
- Families/community members are recognized as valuable resources and invited to share how literacy and language is instrumental to their various fields of study and careers.

Key Changes – Assessment and Evaluation

“Revised the achievement chart to reflect the new learning areas in the Grade 9 English course.”



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- Revisit [Growing success: assessment, evaluation, and reporting in Ontario's schools, kindergarten to Grade 12 | ontario.ca](#) focusing on sections specific to culturally responsive and relevant assessment and evaluation and the fundamental principles [Assessment and Evaluation \(gov.on.ca\)](#). Discuss how the seven fundamental principles will be reflected in classroom and school practices.
- Review English curriculum section *Assessment and Evaluation of Student Achievement English (gov.on.ca)*. Discuss updates to the achievement chart. Highlight updates to the category of communication (focus on oral, non-verbal, visual, and written forms, including digital and media forms).
- Refer to [English \(gov.on.ca\)](#), focusing on the information specific to curriculum expectations. Review/discuss:
 - Organizational features (e.g., subheadings/numbered headings)
 - Structure/purpose of specific and overall expectations, and
 - Progression in knowledge and skill development (as reflected in teacher supports)
- Revisit the 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 strand integration.
- Provide ongoing opportunities for educators to discuss student assessment data (as appropriate) to determine next steps for course planning, including decisions specific to tiered approaches for instruction. Leverage the expertise of special education teachers/central staff to help guide decisions/next steps.

Sample Questions for Staff Inquiry

- How will we ensure that assessment and evaluation practices are fair, transparent, culturally responsive and relevant?
- What will it 'look like' and 'sound like' to incorporate ongoing opportunities for student voice and choice within assessment? How will this approach foster student agency?
- How will we engage students in co-constructing the whole class and individualized learning goals and success criteria? How will we support students to act upon descriptive feedback?
- 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?
- How will our literacy assessment and evaluation practices reflect and affirm students' lived experiences, strengths, and knowledge of concepts and skills?
- 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/disciplines?
- When and how will descriptive feedback be incorporated into assessment practices? What processes/approaches will support each student to understand, reflect upon and apply descriptive feedback to set goals.
- How will students be engaged in the process of setting goals for learning?
- How will we ensure an asset-based approach to literacy assessment and evaluation?

Examples of Evidence of Impact in School/Classrooms

- Learning goals and success criteria are co-created on a regular basis, are visible and clearly articulate curriculum-focused concepts and skills in 'student-friendly' language.
- Educators use a balance of approaches for assessment including "for", "as" and "of" learning. Assessment incorporates ongoing opportunities for student voice and choice and builds student agency.
- Learning goals, success criteria and descriptive feedback reflect a culture of high expectations for each and every student.
- Students receive ongoing and individualized descriptive feedback to inform their learning/goal setting. Teacher-led and peer feedback are part of ongoing classroom practices.
- 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).
- Educators are utilizing evidence-based assessment and evaluation strategies that reflect identity-affirming pedagogies; these strategies deepen educator understanding of individual student strengths, linguistic and cultural backgrounds, interests and learning needs and uphold a commitment to affirming each students' diverse identities
- Assessment and evaluation includes student access to/use of multiple modalities (e.g., assistive devices, computer options, visual dictionaries, oral discussion).

- 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.
- Review the overall programming section specific to culturally responsive and relevant assessment and evaluation [Assessment and Evaluation \(gov.on.ca\)](#). Discuss (and model as lead learner) the need for ongoing self-examination of biases regarding classroom assessment and evaluation practices. Use the guiding questions from this section of the curriculum to lead staff learning, reflection and planning/next steps.
- Emphasize the importance of having a deep knowledge of every student, as a foundation for culturally responsive assessment and evaluation practices. Determine what is known that will guide assessment decisions, and what further information/data is needed.
- Review human rights, equity and inclusive education curriculum guidelines [Program Planning \(gov.on.ca\)](#). Lead conversations specific to identifying current and potential barriers within assessment and evaluation practices. Determine next steps to remove and/or prevent barriers that limit student learning/achievement. Consider how to prioritize universal design for learning principles and differentiated instruction.
- Engage staff in reviewing current assessment tools and resources. Determine suitability of current tools and resources and areas of need. Gather feedback to inform next steps. Consult with board staff regarding tools and resources for new curriculum content (including Strand B).
- With the literacy team, determine initial steps to provide parents/guardians and the school community with information specific to the English course assessment and evaluation changes.
- Are all classroom assessment tasks accessible to, and inclusive of all learners? How do we know?
- What next steps are needed to differentiate assessment (including conversations, observations, and products) and increase student voice and agency in the assessment process?
- What classroom tools/resources are needed to ensure all students can connect to prior learning and integrate new concepts and skills?
- How will ongoing assessment of foundational knowledge inform precise instruction and responsive tiered support?
- What professional learning and/or resources are needed to support educators in planning and implementing differentiated, culturally responsive and relevant literacy assessment and evaluation?
- What available information/data is meaningful and will inform instructional decisions, promote student engagement, and improve student learning?
- How do educator biases influence decisions about what tasks or activities are chosen for assessment and evaluation purposes? What steps need to be taken to build critical consciousness and mitigate negative impacts of educator bias?
- 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? What new learning is needed for educators to support this data/information gathering process?
- What needs to be ‘in practice’ in both school and classroom communities to ensure each student feels safe and supported to take risks and share their learning?
- How could we maximize opportunities to share and discuss student assessment data? What processes/approaches will support educators to deepen their understanding of student strengths and assets to support next steps specific to language and literacy learning?
- How will we ensure that parents/guardians are informed of the changes to assessment and evaluation for Grade 9 English and have opportunities to work collaboratively with school staff as valued partners in their child’s education?
- Assessment and evaluation provides opportunities for students to communicate ideas in oral, non-verbal, visual, and/or written, including digital and media forms.
- Assessment and evaluation reflects and affirms students’ lived experiences, strengths and knowledge of concepts and skills.
- Existing and potential barriers to student assessment and evaluation are recognized. Plans/strategies to remove and/or prevent barriers.
- Assessment and evaluation reflects the integration of the four language strands along with connections to the four categories of achievement.
- School structures facilitate ongoing collaborative team discussions specific to students’ literacy assessment/learning and next steps for instruction (including decisions specific to tiered approaches).

References, Resources and Glossary

References

Ontario College of Teachers. (2020). Professional Advisory on Anti-Black Racism.

Ontario Ministry of Education. (2023). The Ontario curriculum: Grades 1–8, language. Queen's Printer for Ontario. <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>

Ontario Ministry of Education. (2013). Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Ontario Schools. <https://www.jennidonohoo.com/post/collective-teacher-efficacy-the-effect-size-research-and-six-enabling-conditions>

Safir, S., & Dugan, J. (2021). Street Data: A Next-generation Model for Equity, Pedagogy, and School Transformation. Corwin.

Resources

Leading the Implementation of the Language Curriculum 2023/24 Webinar 1-3, Podcast 1-3 and leadership resource <https://www.principals.ca/en/professional-learning/leading-the-implementation-of-ontario-s-revised-language-curriculum.aspx>

<https://cpco.on.ca/CPCO/CPCO/Catholic-Leadership/Leading-Curriculum-in-Catholic-Schools/Revised-Language-Curriculum.aspx?hkey=12b06757-1f01-4e2b-a155-33d5bc13f371>

Glossary

Secondary: <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-english/courses/en1w/glossary>

Elementary: <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language/glossary>