

# Principals Want to Know

A tip sheet for principals that focuses on practical issues faced in schools.

Drawn from existing resources, these tips are designed to support instructional leadership practice.

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## Supporting Implementation of Revised Curriculum Policy Documents

### The Question:

How can I help staff plan for the implementation of revised curriculum policy documents?

### The Answer:

There are five key elements to consider:

1. Examine the curriculum structure and organization
2. Highlight key changes
3. Use program planning tools embedded in the curriculum
4. Make connections
5. Support implementation.

Ontario's curriculum is recognized as world-class and sets high standards for achievement and well-being for all students.

The curriculum review process is based on inter-jurisdictional and pedagogical research and extensive consultation and is recognized internationally for its integrity, quality and results.

The curriculum recognizes that the needs of learners are diverse and helps them develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy and active citizens in their own communities and in the world.

### 1. EXAMINE THE CURRICULUM STRUCTURE AND ORGANIZATION

Principals can support educators by providing encouragement to explore the structure and organization of revised curriculum policy documents by using collaborative inquiry and discussion with guided questions. For example:

#### **How are the contents of the revised curriculum policy documents organized?**

- Each revised curriculum policy document follows a consistent organizational structure.
- The introductory sections provide essential information, assessment and evaluation considerations,

and aligns with various ministry policies and initiatives to inform program planning.

- The middle and largest section of the documents at both the elementary and secondary levels is comprised of overall and specific expectations.
- Glossaries and other supporting materials may be found in the closing pages.

#### **How do revised curriculum policy documents provide additional support for educators?**

- The introductory sections of the revised curriculum policy documents provide valuable guidance for educators related to discipline-specific teaching and learning strategies in the context of ministry policies and priorities.
- Revised curriculum policy documents contain more supports for contextualizing the specific expectations, such as expanded examples, teacher prompts, student talk and sample issues.
- These supports are optional and are included to help deepen educators' knowledge and select approaches that would be most relevant to the students in their classrooms.

### 2. HIGHLIGHT KEY CHANGES

Principals can:

- Use summary documents provided on EduGAINS or EduSource for French language to highlight key changes in revised curriculum policy documents. These materials can also be accessed on [CurriculumGAINS.ca](http://CurriculumGAINS.ca) and <http://edusourceontario.com/>
- Highlight key shifts that are consistent across all revised curriculum policy documents such as:
  - A focus on inquiry and thinking skills
  - Use of examples and supports, such as sample issues and questions
  - Assessment and evaluation based on both content standards (e.g., overall and specific expecta-

- tions) and performance standards (e.g., subject/discipline achievement charts)
- Visual learning supports such as charts, tables, organizational frameworks and overviews to clarify the key learning
- Embedded opportunities to build skills such as creativity and imagination, citizenship, collaboration, critical thinking and problem solving, character education and communication across the curriculum.

### 3. USE PROGRAM PLANNING TOOLS EMBEDDED IN THE CURRICULUM POLICY DOCUMENTS

Principals can:

- Provide opportunities for teachers to explore subject/discipline frameworks, strand/content changes and shifts in specific curriculum policy documents.
- Encourage staff to use various sections of the curriculum policy documents in planning their programs (e.g., Some Considerations for Program Planning; division, grade, course overviews; appendices' charts, learning summaries and continuums).
- Review board and school initiatives and support staff opportunities to explore how these initiatives (e.g., diversity and inclusion, mental health, environmental education) are embedded in the curriculum policy documents.

### 4. MAKE CONNECTIONS

- Revised curriculum aligns with and supports related ministry policies and initiatives. Revised curriculum includes:
  - Increased opportunities to reflect First Nations, Métis, and Inuit perspectives
  - Increased opportunities to address equity and diversity
  - Integration of environmental education into all grades and subjects
  - Enhancement of financial literacy in Grades 4-12 in all subjects as appropriate.
- Revised curriculum is consistent with broader ministry policies, initiatives, and strategies (e.g., *Safe and Accepting Schools, Growing Success, Learning for All*)

In providing support for curriculum implementation, principals can draw upon the Personal Leadership Resources (PLRs) as referenced in the Ontario Leadership Framework. Research shows that when leaders draw upon the personal leadership resources such as cognitive resources (e.g., knowledge of revised curriculum and implementation strategies), social resources (e.g., managing implementation as a process and not an event) and psychological resources (e.g., believing that all educators have the ability to achieve implementation goals), They are more successful in enacting the practices in the framework.

### 5. SUPPORT IMPLEMENTATION

Following the release of revised curriculum policy documents, school board teams and educators have opportunities to participate in online and face-to-face training sessions for the revised curriculum policy documents. Professional learning resources in both English and French are made available for educators on [CurriculumGAINS.ca](http://CurriculumGAINS.ca) and <http://edusourceontario.com/>

Principals can:

- Be co-learners with educators in their schools to support curriculum implementation.
- Use existing school structures for planning and implementation (e.g., Teaching-Learning Critical Pathway (T-LCP), Collaborative Inquiry Teams, PLCs, grade teams and department meetings).
- Establish opportunities for learning conversations with colleagues about curriculum implementation strategies and share with staff at their school.
- Support and find time for educators to work together in implementing curriculum in collaborative learning teams.

“We have two staff planning clusters in our school. With this set up, you automatically have teachers from different subject areas speaking with one another and sharing what they're doing across the curriculum. So it's a wonderful opportunity for staff to share what they're doing in their classrooms. We're all learning while we support our students and student learning.”

*Laura Kuzenko, Principal, St. Benedict Catholic Secondary School, Sudbury, Ontario*

### REFERENCES:

[CurriculumGAINS.ca](http://CurriculumGAINS.ca); <http://edusourceontario.com/>  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>  
<http://www.edu.gov.on.ca/fre/curriculum/elementary/index.html>  
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