

Ontario Curriculum Review Process 2024-02

Source: <https://www.dcp.edu.gov.on.ca/en/curriculum-review/>

Google Doc: [📄 Ontario Curriculum Review Process 2024-02](#)

Contents

- Ontario Curriculum Review Process 2024-02..... 1
- Contents..... 1
- What is curriculum?..... 2
- Phase 1: The curriculum review process.....4
 - The curriculum review cycle..... 4
 - Types of revision.....4
- Phase 2: The curriculum revision process..... 6
 - English- and French-Language curriculum revision..... 6
 - Steps in the curriculum revision process..... 6
 - Step 2: Engagement..... 7
 - Step 3: Writing..... 8
 - Step 4: Editing..... 9
 - Step 5: Expert review.....9
 - Step 6: Consolidation of feedback..... 9
 - Step 7: Finalizing..... 10
 - Step 8: Issuance..... 10
 - The Indigenous-focused curriculum revision process..... 11
- Phase 3: Implementation..... 12
 - The Curriculum and Resources website..... 12
 - Version history..... 12
 - Implementation supports..... 12
 - Textbooks and supplementary learning resources..... 14

What is curriculum?

The Ontario curriculum outlines the knowledge and skills students need for success in any pathway they choose. Each grade or course builds on the learning in the previous one and progresses alongside students' developmental growth.

The curriculum is developed by educators and informed by research and experts in pedagogy, industry, the labour market and academia, as well as by feedback from stakeholders and partners. This ensures that the curriculum remains current, relevant, developmentally appropriate, and supportive of the strengths, interests and needs of all learners.

Ontario's curriculum is composed of four main elements, as follows:

Mandatory learning expectations. The expectations outline the knowledge and skills students are expected to learn and apply by the end of a grade or course.

Optional teacher supports. The teacher supports accompany the learning expectations. They may include examples, teacher prompts, and/or other resources that clarify the requirements in the expectations.

Curriculum context. The curriculum context is specific to each curriculum and indicates policy that supports the teaching of the subjects and disciplines. This section often includes the vision and goals, as well as program planning and assessment and evaluation information for a particular curriculum.

Program planning and assessment and evaluation information. These general sections provide information on policy governing education in

publicly funded schools that applies to the curriculum in all subjects and disciplines from Grades 1 to 12.

In addition to subject- and discipline-focused expectations, the Ontario curriculum includes learning related to [transferable skills](#), [Indigenous education](#), and the importance of [human rights, equity, and inclusive education](#).

The ministry is committed to fostering an education system where all students, parents, staff and members of the school community feel safe, welcome and respected. It is a system where all students see themselves reflected in what they are learning and are supported and inspired to succeed in a culture of high expectations for learning and in a school environment free of bias, racism and discrimination.

Phase 1: The curriculum review process

All subjects and disciplines in the Ontario curriculum are reviewed for possible revision in a timely and consistent way to ensure that the curriculum remains current, relevant and inclusive, including reflecting the needs, abilities and aspirations of learners and the diversity of the Ontario population.

The curriculum review cycle

Beginning in 2024, the ministry is phasing in a five-year curriculum review cycle. Each curriculum is reviewed approximately every five years, and every year a team of ministry staff with subject matter and education expertise reviews a group of curricula to ensure that the curriculum content is current. This includes ensuring that each curriculum reflects current research and pedagogical practices, responds to current and future market, economic and workforce needs and conditions, and is aligned with provincial priorities. Consideration will also be given to alignment of learning between curriculum areas; age, grade and developmental appropriateness of learning; and whether the curriculum is supported by strong results in Ontario Education Quality and Accountability Office (EQAO) assessments, as applicable.

Based on its review, the ministry determines if revisions are recommended. When revisions are recommended, the associated timelines and the recommended type of revision are outlined. If revisions are not recommended for a given curriculum, it is placed back in the review cycle.

Types of revision

Based on the outcomes of the review described above, the ministry recommends to the Minister of Education the scope of revision for each curriculum under review.

There are four main options:

Comprehensive revision. With a comprehensive revision, the identified curriculum undergoes a thorough revision of all areas of learning within a subject and/or discipline.

Focused revision. With a focused revision, only certain aspects of an identified curriculum are revised, such as specific new learning, terminology or teacher supports. This type of revision may include similar steps to those in the comprehensive revision, but only for a particular section of the curriculum, [such as a specific learning topic](#).

Curriculum implementation resources are updated. With this option, the identified curriculum does not undergo revision. The ministry creates or funds the development of new or updated resources for the ongoing implementation of the curriculum.

No revision at this time. The identified curriculum does not undergo revision. The curriculum is placed back in the review cycle.

The ministry updates the Curriculum and Resources website to communicate [upcoming curriculum revisions](#).

Phase 2: The curriculum revision process

The curriculum revision process ensures the validity, accuracy and integrity of each curriculum. The time required to complete a revision may vary based on the scope of revisions.

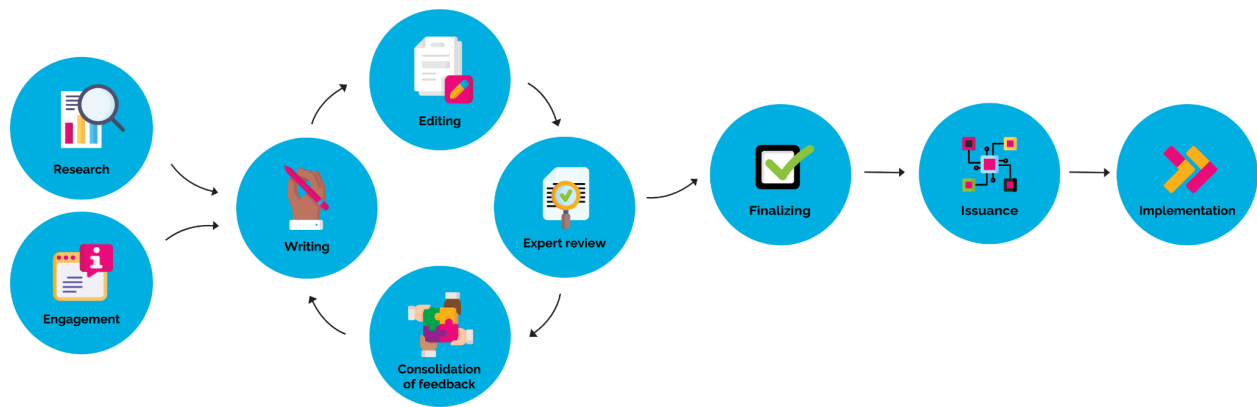
English- and French-Language curriculum revision

[Curriculum revision](#) is done collaboratively and simultaneously in English and in French and builds on the strengths of both the English- and French-language curriculum documents.

Curriculum for French-language schools considers the specificities related to learning and teaching in a linguistic minority context and is taught with an approach that emphasizes the cultural aspects of the curriculum.

Steps in the curriculum revision process

The curriculum revision process involves eight main steps prior to implementation. Some of them occur simultaneously, such as research and engagement, and, others, such as writing and editing, are cyclical and ongoing. For instance, after the expert review step, feedback is consolidated, and finalizing the curriculum involves further writing and editing before the curriculum is issued. A diagram of the curriculum revision process appears below.



Step 1: Research

Research is an important first step in the curriculum revision process. The ministry undertakes research and technical analysis to:

- reflect new evidence, subject-matter developments and best practices in the learning area or subject discipline
- understand labour market trends that may be relevant to the learning objectives
- compare the Ontario curriculum with curriculum from other Canadian provinces and territories as well as leading international jurisdictions
- address findings from EQAO assessments and national and international assessments, when applicable

Understanding labour market trends involves obtaining advice from labour market experts and/or employers connected to a subject-matter area. The Minister of Education invites volunteer representatives and industry stakeholders to provide their input on these trends.

Step 2: Engagement

During the engagement step, the ministry gathers input on the current curriculum from a wide range of stakeholders and partners in order to identify strengths, gaps and opportunities to enhance learning. The stakeholders and partners include:

- education stakeholders, including directors of education, principals, trustees, subject and division associations, educator associations and teachers' federations
- First Nations, Métis, Inuit and urban Indigenous partners
- government organizations, including other provincial ministries
- business, industry and community, organizations, including equity, inclusion and disability communities
- postsecondary institutions
- student and parent groups

Step 3: Writing

The writing step is led by ministry staff who have relevant subject-matter and education expertise and involves a writing team of Ontario Certified Teachers and [subject-matter experts](#).

External writers are contracted to work on each curriculum, with selection based on a number of criteria, including subject and curriculum expertise; regional and school board representation; diverse teaching experiences, including teaching students with special education needs; understanding of the principles of [Universal Design for Learning](#); diverse abilities, lived experiences and perspectives; expertise in Indigenous knowledges and ways of knowing.

Step 4: Editing

Following the initial writing stage, the revised curriculum is edited. The ministry staff works with professional editors, including ministry curriculum editors, to ensure that the curriculum is clearly written, user-friendly and aligned with the provincial assessment, evaluation and reporting policy.

Step 5: Expert review

The revised and edited draft curriculum is reviewed by internal and external experts to verify that what has been written is factually accurate and inclusive of all Ontario students. This step includes reviews from a variety of lenses, which depend on the curriculum under revision, such as:

- environmental education
- experiential learning
- financial literacy education
- human rights, equity and inclusive education
- First Nations, Métis, Inuit and urban Indigenous perspectives
- [special education](#)
- science, technology, engineering and mathematics (STEM) education
- English- and French-language learning
- industry and labour market
- other subject-matter expertise, as appropriate

This step also involves sharing the draft with other Ontario ministries to ensure that the revised curriculum aligns with provincial priorities.

Step 6: Consolidation of feedback

The reviews from internal and external experts are considered, consolidated and incorporated by ministry staff to develop an updated draft of the revised curriculum.

Step 7: Finalizing

Following consolidation of the feedback from the expert reviewers, the ministry writers work with professional editors to finalize the revised curriculum. The revised curriculum is then shared with the Minister of Education for review and approval.

First Nations, Métis, Inuit and urban Indigenous partners have an opportunity to review a confidential draft of the final curriculum before it is issued.

Step 8: Issuance

As stipulated in the *Education Act*, the Minister of Education issues curriculum, which is made available on the Ontario [Curriculum and Resources website](#). The ministry strives to issue curriculum in the spring for mandatory implementation in classrooms in the upcoming school year.

The ministry communicates the issuance of curriculum to its education stakeholders, which include but are not limited to: school boards, school authorities, private schools, education partners and associations, including the Council of Ontario Directors of Education, trustee associations, principal associations, teachers' federations, the Ontario College of Teachers, faculties of education, and education agencies (e.g., EQAO, TVO, TFO).

The Ministry of Education also communicates the issuance of curriculum to partners who were involved in the development of the curriculum,

including First Nations, Métis, Inuit and urban Indigenous partners; expert reviewers; partner ministries; community organizations; and labour market experts and employers.

The Indigenous-focused curriculum revision process

In response to the [Truth and Reconciliation Commission of Canada's Calls to Action #62 and #63](#), focused on "Education for Reconciliation", the ministry is committed to working with First Nations, Métis, Inuit and urban Indigenous partners on a collaborative approach to Indigenous-focused curriculum revisions. Curriculum identified for Indigenous-focused revisions is selected in discussion with Indigenous partner organizations. These revisions focus solely on adding Indigenous learning and content to the curriculum.

Unique aspects of Indigenous-focused curriculum revisions include the following:

- Curriculum identified for revision is selected in collaboration with Indigenous partners.

- Writing teams are composed of educators who self-identify as Indigenous and/or have Indigenous education and subject-matter expertise or are Knowledge Holders or Community Experts nominated by Indigenous partners.

- First Nations, Métis, Inuit and urban Indigenous partners review the draft curriculum at key points throughout the revision process.

- Timelines for the development and issuance of the curriculum are informed by Indigenous partners.

Phase 3: Implementation

The Curriculum and Resources website

The [Curriculum and Resources website](#) is designed to help educators, parents, students, teacher candidates and the public access the curriculum and related learning resources in a user- and mobile-friendly format. A downloadable version of each curriculum is available on the website.

Version history

Each curriculum on the Curriculum and Resources website has a version history section that lists any updates that were made to the curriculum after it was issued. The ministry strives to issue each curriculum in the spring to ensure that educators have sufficient time to plan for the next school year. Teacher supports and other resources are sometimes added to the curriculum after the issuance of the curriculum context and the mandatory expectations. In addition, edits to the curriculum may be made following issuance to correct minor errors. These updates are documented in the version history section.

Implementation supports

Implementation of curriculum is supported through a set of resources developed by the ministry for each revised curriculum and posted on the Curriculum and Resources website. These resources include the following:

Key Changes document: This document highlights the revisions made to the previous version of the curriculum.

Parent's Guide: This guide for parents provides an overview of the revised or new curriculum to support parents in making connections between what their child is learning at school with their child's learning outside the classroom.

Webinars and other professional learning opportunities: These resources are designed for educators and focus on providing more information about the revised curriculum expectations, effective teaching and assessment practices and various topics that support curriculum implementation.

To support school boards and schools with the implementation of a revised curriculum, the ministry provides annual funding to school boards through the education funding formula for textbooks and learning resources, digital resources and curriculum implementation.

In addition to ministry-developed resources and webinars, the ministry often partners with third-party organizations to provide educators with access to additional classroom-ready resources and professional learning supports, including sample lesson and assessment plans, introductory training sessions, planning supports and webinars.

The ministry informs school boards whenever implementation resources and teacher supports are added to the Curriculum and Resources website.

To promote effective evaluation of the resources and efficient use of funds, the ministry:

requires every third-party organization that supports resource development to collect feedback on the effectiveness of their resources and to report back to the ministry

collects feedback on its available resources through the Curriculum and Resources website

offers educators an opportunity to fill out a feedback form or survey after participating in ministry-led professional learning opportunities

Textbooks and supplementary learning resources

In Ontario classrooms, educators use two categories of learning resources to support their teaching: *textbooks* and *supplementary resources*.

School boards are required to select Minister-approved textbooks from the provincial Trillium List for use in their schools. A textbook on the Trillium List is a comprehensive learning resource that meets criteria established by the Ministry of Education. It may consist of a single resource or a package of resources, and may be in print or digital format, or a combination of both.

A supplementary resource is any learning resource that is not a textbook. Examples include storybooks, novels, dictionaries, instructional guides and online learning tools. A supplementary resource is not comprehensive. It supports only a limited number of curriculum expectations, or the curriculum expectations in a single strand, as outlined in the curriculum policy document for a subject or course.

School boards are expected to ensure an effective process is in place for the selection of supplementary resources and that learning resources are appropriate to the diverse learning strengths and interests of their students, age-appropriate, free from bias and discrimination and enable the promotion of inclusion. More

information about textbooks and supplementary learning resources can be found in the [Appendix](#).