

What's inside...

Welcome to a new school year! In this issue we report on two key initiatives being implemented by educators across the province, the Student Success program and Education Foundations, and introduce our first annual reader survey. Please take time to complete the survey. Your input will be valuable in helping to improve Curriculum Update.

The Student Success program, spearheaded by board-based Student Success Leaders, is designed to address the needs of Grades 7-12 students at risk of not developing sufficient literacy and numeracy in school, of not finding program pathways through school, and the consequent risk of not earning the credits required for graduation with an Ontario Secondary School Diploma. The Education Foundations program focuses on improving numeracy and literacy for Kindergarten to Grade 6 students, with particular emphasis on teacher supports and training.

Together, they involve thousands of educators and will affect the academic life of virtually every student.

An update on the Sustaining Quality Curriculum process is also provided.

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Ontario Ministry of Education
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Curriculum update

Presented by the Curriculum Implementation Partnership
in cooperation with the Ontario Ministry of Education

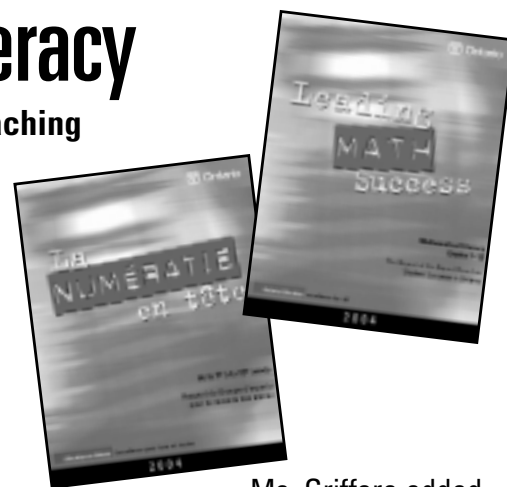
Mathematical literacy

Reports provide new insights on teaching and learning

Five hundred Student Success Leaders, principals, board consultants, directors of education and other Ontario educators gathered this past June, in Toronto, for a two-day symposium on mathematical literacy. The event, which focused on the findings of two Expert Panels on Student Success in Ontario for Grades 7 to 12, included a variety of presentations, workshops and discussion groups on mathematics teaching and learning.

The French-language and English-language reports, introduced by Expert Panel chairs Janine Griffore and Marilyn Gouthro, contain detailed analyses, recommendations and best practices that educators can use to plan, teach and improve mathematic literacy.

"I think these reports really draw our attention to the fact that mathematical literacy is a fundamental, foundational skill," said Ms. Gouthro, "and they challenge the fundamental belief that some students cannot achieve success in mathematics. What the reports say very strongly is that students who are struggling with math deserve the very best instruction and assessment strategies we can offer. At the same time, they recognize that teachers, who sometimes feel a lack of confidence in delivering mathematics curriculum, likewise need to be supported."



Ms. Griffore added, "this is not just the math teacher's responsibility. Everyone has a responsibility in terms of providing essential learning in numeracy. The reports clearly demonstrate what everyone can do – at the school level and the classroom level – regardless of their particular specialization. They also provide concrete, practical learning strategies and teaching strategies that are based on research, and known to be effective in practice."

The Expert Panels on Student Success were formed to address the needs of students who are at risk of failing, or dropping out of secondary school. In collaboration with ministry staff, board-based Student Success Leaders facilitate the implementation of literacy and numeracy strategies that target at risk students.

Copies of the reports will be distributed to schools. The reports will also be available on the ministry website at www.edu.gov.on.ca under publications.

see Math Report on page 3

Education Foundations

New literacy/numeracy supports for Junior Kindergarten to Grade 6 teachers

A major initiative to improve elementary literacy and numeracy achievement began this summer, with a series of intensive training programs across the province. Thousands of elementary teachers took part in summer literacy and numeracy training programs, in August. The training was designed to expand the expertise of primary grade teachers in reading and math instruction. Based on the content of the elementary literacy and numeracy teaching guides, the sessions focused on teaching strategies that are central to the acquisition of fundamental reading and math skills by children in the early grades.

The training is one component of Education Foundations, a broad program of supports and resources designed to help more elementary students achieve high levels in reading, writing, mathematics and comprehension.

Key components of Education Foundations include:

- **Teacher supports:** a Literacy/Numeracy initiative which builds on the work of the Early Reading and Early Math strategy, and will provide teachers with training, resources and early assessment tools for reading, writing and math, and supports for principals.
- **Provincial coordination:** establishment of a Literacy and Numeracy Secretariat to oversee a variety of initiatives including programs targeted to francophone students, extended eligibility for ESL students, and new programs which support special classes and remedial assistance in literacy and numeracy.
- **School supports:** targeted support from turnaround teams of experienced teachers, administrators, and literacy experts to more than 100 struggling schools where literacy achievement results are chronically lower than the provincial average. This will include direct and targeted skill training for principals and classroom teachers, capacity-building focused on leadership at the school level, and individualized school improvement planning.
- **Student supports:** includes new funding for textbooks and other resources, as well as an intense daily focus on literacy and numeracy.
- **Class size reduction:** in Junior Kindergarten to Grade 3 to enhance students' literacy and numeracy skills by age 8, and the addition of more than 1,000 new primary teachers.

Teacher and Principal Training

Quick Guide

A key component of Education Foundations is training in literacy, numeracy and leadership.

This quick guide summarizes the training programs that will be undertaken during the school year.

2004-2005

Subject	Program	Participants
Literacy: Reading/Writing, Grades 4 – 6 (English and French)	Training for lead teachers: 6 days	Approximately 4,000 lead teachers: Literacy, Grades 4 – 6
Literacy: Linking Assessment to Instruction, Kindergarten to Grade 3 (English)	Training for lead teachers: 2 days	Approximately 4,000 lead teachers: Literacy, Kindergarten to Grade 3
Literacy: Writing, Kindergarten to Grade 3 (English and French)	Training for lead teachers (Part II): 6 days	Approximately 4,000 lead teachers: Literacy, Kindergarten to Grade 3
Numeracy: Number Sense and Numeration (English) / Geometry and Spatial Sense (French) – Grades 4 – 6	Training for lead teachers (Part II): 6 days	Approximately 4,000 lead teachers: Numeracy, Grades 4 – 6
Numeracy: Geometry (English), and Number Sense and Numeration (French), Kindergarten to Grade 3	Training for lead teachers (Part II): 6 days	Approximately 4,000 lead teachers: Numeracy, Kindergarten to Grade 3
Instructional Leadership for Improvement	Training for principals	4,000 principals

see New Resources on page 10

Math Reports' recommendations

In order to meet the needs of students who are at risk in mathematics, both the English-language and French-language reports point to the need to address the following:

- **Enhanced instructional and assessment strategies:** including use of ministry-developed resources for teachers, a minimum of one hour per day spent on mathematics for Grades 7 and 8 students, access to and use of appropriate classroom resources and assessment strategies, and the development of research-based intervention programs for students at risk by the ministry and other education partners.
- **Professional learning:** sustained, collaborative opportunities for teachers and administrators to share best practices, provide professional learning on the use of manipulatives and information and communication technologies, and work with the ministry to develop regional networks of expertise to support the professional learning of teachers of mathematics, and build teachers' capacity in mathematics content and pedagogy.
- **Using information to guide improvement in learning:** design and share mechanisms to track students at risk in mathematics, use data to guide instruction and to support individual students as they transition from grade to grade, plan strategies for school improvement, and develop capacity to collect and analyse data at the district level.
- **Committed leadership:** at the board and school level which recognizes the value of mathematical literacy, including a focus on mathematics in all school improvement plans and budget deliberations, sustained support of professional development of teachers and school principals, and alignment of board assessment and evaluation policies to create a seamless transition from elementary to secondary school.
- **Family and community support:** development of effective home and school communication to help guide student course selection, familiarize parents with current mathematical instruction, and advise parents on the importance of mathematical literacy, as well as strengthening community outreach to support students at risk by providing training and support to community organizations and volunteers.

In addressing the unique needs of Francophone students and educators, the French-language report also placed particular emphasis on:

- action research for the development of tools and techniques to meet the needs of francophone students.
- development of a databank of real-life situations through which mathematical concepts can be explored by students in a variety of settings.
- a Website dedicated to the databank, and enabling teacher contribution and collaboration on the development of real-life teaching scenarios.
- the development of a Kindergarten to Grade 12 literacy and numeracy continuum.
- a cross-curricular approach to numeracy, including the creation of explicit links to mathematical literacy within co-op and other experiential learning programs.
- collaboration with post-secondary educational institutions to research advanced concepts in mathematical teaching and learning, and brain development in relation to learning.

Copies of the reports will be distributed to schools in the fall.
The reports will also be available electronically on the ministry website at www.edu.gov.on.ca under publications.

Don't miss out on TIPS for 7, 8, 9 Applied Mathematics

Targeted Implementation and Planning Supports (TIPS) is a comprehensive web-based resource for teachers that supports curriculum implementation in Grades 7 and 8, and Grade 9 Applied Mathematics.

Developed by Ontario classroom teachers and coordinators, TIPS was designed for both beginning and experienced teachers to help them activate student learning systems through the delivery of a balanced mathematics program. It is also a valuable resource for administrators and professional development providers who work with mathematics teachers.

TIPS provides principles and concepts of mathematics education, along with a wide range of teaching resources, including:

- day by day lesson plans and student worksheets
- program and lesson planning guidelines
- posters and manuals for use in the classroom
- professional development learning materials

TIPS can be accessed from the Ontario Curriculum Centre section of the Curriculum Services Canada website at www.curriculum.org 

Student Success Leaders reflect on successes and challenges

In the Fall 2003 issue of Curriculum Update, three Student Success Leaders shared their board plans. In this issue, these educators share the accomplishments of their boards and teachers, and provide insights on what's ahead.



Kerry Stewart

Limestone District School Board

Our priority, during this first year, was to implement literacy initiatives from as many directions as possible.

I must say there was raging enthusiasm for the Think Literacy: Cross-Curricular Approaches document. We did teacher in-service of more than a thousand teachers on that document, and without exception it was well received. So addressing the notion of cross-curricular literacy instruction as a valid part of every teacher's job has been a major focus. There's been very high buy-in to that notion. We've also had a very active district literacy committee that quadrupled its membership, which is entirely voluntary. That committee focuses on 7 to 10 but, interestingly, we're also getting the engagement of teachers in 11 and 12 as well, because they see its value and they want to be a part of it.

...there was raging enthusiasm for the Think Literacy: Cross-Curricular Approaches document.

Implementation of the Grade 12 Literacy Course was another focus, and a genuine success as well. We've implemented the course in all but one of our high schools and also in adult and continuing

education programs. We saw a better than 95% student success rate in the course. That's incredibly good news, especially when you consider that these are the students who are struggling most. So that's been a highlight.

Literacy pilot projects were run in every family of schools in the board, and focused heavily on developing and sharing best practices that are consistent and coherent across all of the grades represented by the family of schools. In some families, that's an initiative we couldn't actually stop now if we wanted to, because the buy-in has been so huge.

The goal is to move from 'this is an initiative' to 'this is just how we do school'.

Another thing we're very excited about, because it speaks to the re-culturing this whole initiative really depends on, was the decision to enable us to award Ontario Scholar status to high achieving students graduating from workplace programs. I think that piece alone has gone a long way to acknowledging the learning and capabilities of students in workplace programs.

As for next year, we'll continue to support the good forward movement we've made in literacy. The goal, I think, is to move from 'this is an initiative' to 'this is just how we do school'.

We'll also have a priority focus on pathways and on numeracy. What we'll look at doing is putting TIPS to work. In the latter part of the school year, we'll step back and take stock of how teacher practice and student learning have been affected and consider what we need as next steps.



Paul Levac

Conseil scolaire de district des écoles catholiques du Sud-Ouest.

Constance Legentil, former Student Success Leader, has been appointed Superintendent of Programs, Training and Technology. I assumed the position of Student Success Leader in April.

I inherited a very well planned and managed Student Success program from Constance, so it's been a pleasure to follow her initial lead.

One key goal we had during the year was to introduce support programs directly in the schools, and to target those precisely to students who were struggling for a variety of reasons.

Building a more comprehensive data-gathering and reporting system was integral to achieving that goal. What we tried to do is identify, from 7 to 12 in each school, low performing students and specific contributing factors. Through that kind of analysis, we were able to ensure that the support mechanisms that were most pertinent and beneficial were being delivered in each school.

The implementation of the Grade 12 Literacy Course in our board led to very positive results. We achieved a 100% student success rate in the course.

Building a more comprehensive data-gathering and reporting system was integral...

Explicit teaching was another strong focus for us. We've been structuring our math programs in 9 and 10 around that kind of strategy and provided teachers with direct training.

We also took a detailed look at how workplace-oriented programs could be beneficial to struggling students to ensure that we provide a full range of opportunities in that area.

We've had an increase in the number of students enrolling in apprenticeship programs, for example. In fact, enrolment has gone from two students to 20 in two years. Another 90 students who are taking cooperative education are potential candidates for apprenticeship programs as well.

There has also been a demand for technology courses. This year, approximately 540 students were enrolled in the 23 programs we offered. We are projecting an increase to 28 programs, 79 course sections, and 789 students for September. That's a significant positive trend that is showing a real payoff in regard to students experiencing more success in these types of courses.

A good deal of success was seen in many schools with locally developed courses. This enabled us to ensure that students were supported through appropriate course selection so that they could obtain a certificate or a diploma.

We've had an increase in the number of students enrolling in apprenticeship programs...

This school year, we will focus on the applied and locally developed courses and supporting technology education, while continuing to provide direct and appropriate support to students on a school-by-school basis.

Karen Hume

Durham District School Board

There were three main areas we focused on last year.

One was building ownership across the system. We accomplished that by having a teacher or administrator from every school volunteer be their school's



champion. Their role was to have a heightened awareness of the needs of struggling students. School champions received in-service and support throughout the year, beginning with a 24-hour retreat in late October, which focused on building resilience in staff and students. We also supported an extensive range of pilot projects developed by teachers and principals across Durham. Teachers became very involved. They took a great deal of pride in what they were doing, and that built a real sense of ownership throughout the system.

The other big picture piece was an emphasis on data. When we invited proposals for the pilot projects, for example, we emphasized that teachers needed to be able to measure what they were doing, whether anecdotally or quantitatively – and be able to assess in concrete terms what was being achieved. To help them, workshops on using data were provided throughout the year. These workshops were 'personalized PD', set up as small gatherings of people engaged in similar pilot projects so that we could discuss in detail what the data revealed, and what we needed to do as a next step.

Data-gathering by teachers was supported by several board-wide initiatives, including the purchase and in-service of a diagnostic reading assessment, CASI, for all Grade 7 and 8 classes, implementation of the ministry's Program Effectiveness survey of Grades 7 through 12, and development of a tracking system for our at risk students.

We published a substantial report to document our year, and describe the pilot projects.

The third major thrust involved testing the usefulness of the 81 pilot projects in order to determine which ones should be replicated next year. Pilots were conducted in all areas of the Student Success initiative, with a particular emphasis on literacy and critical success factors. We published a substantial report – more than 100 pages, in full colour – to document our year, and describe the pilot projects. This document celebrates the work done in Durham, and honours the creativity, courage, and insight our teachers brought to the table.

Our year-end report serves as our launching point for next year. Families of schools will review this document and choose an area they'd like to develop further. Much of our professional development will be done through our school families, allowing us to again personalize the professional development that is needed, and to link it to the data and information about the particular needs of our students.

We will also continue board-wide initiatives, of course, with a particular focus on using manipulatives in numeracy, a key finding of the recently released Expert Panel report on Student Success, and on developing a comprehensive career education continuum in pathways, a key finding of our system-administered Program Effectiveness survey.

If you're interested in an additional progress report from a Student Success Leader, you can contact Hazel Lambert of Ottawa-Carleton Catholic District School Board at 613 224 4455, extension 2354, or email her at Hazel_Lambert@occdsb.on.ca. 

Reader Survey

Help make your publication better

To help us bring you useful and relevant news and information, please complete this brief survey.

Two easy ways to respond

By fax: to (416) 325-2879 Online: at www.curriculum-update.info

The first 50 to return this questionnaire by fax and 50 online will win Ontario pins to distribute to their students. To be eligible, questionnaires must be received by October 15th.

Prize winners must be registered with the Ontario College of Teachers and employed in a publicly funded school in Ontario.

YOUR INFORMATION

1. Your position

Teacher

☐ Elementary ☐ Secondary

Principal

☐ Elementary ☐ Secondary

VP

☐ Elementary ☐ Secondary

☐ Supervisory Officer

☐ Board consultant

☐ Teacher candidate

☐ Other (specify) _____

2. Number of years working in education

☐ 0 – 5 years

☐ 5 to 10 years

☐ 10 to 20 years

☐ 20+ years

☐ Non-educator

READING HABITS

3. How many Curriculum Update issues have you read?

☐ 1

☐ 2

☐ 3

☐ 4

4. How much of each edition do you read?

☐ The entire issue

☐ Selected articles of interest

☐ Have skimmed/read very little

5. Have you shared the newsletter with others?

☐ Yes

☐ No

CONTENT

6. I find the content of Curriculum Update

☐ Very useful/relevant

☐ Somewhat useful/relevant

☐ Not useful/relevant at all

7. After reading a story, my understanding of the topic is

☐ Greatly improved

☐ Somewhat improved

☐ Not at all improved

8. The articles are

☐ Very timely

☐ Somewhat timely

☐ Not timely at all

9. I find the articles are generally

☐ Too long

☐ Just about right

☐ Too short

10. The publication is

☐ Clearly laid out

☐ Poorly laid out

☐ No opinion

11. The size of the publication is

☐ Too large

☐ Too small

☐ No opinion

12. The quarterly frequency (4 times per year) is

☐ Too frequent

☐ About right

☐ Not frequent enough

13. I see/receive Curriculum Update

☐ In my school

☐ I have a print subscription

☐ I have an electronic subscription

☐ Other (specify) _____

RECALL

Based on your recall of articles published in Curriculum Update

The Ontario Curriculum Unit Planner is

☐ A software tool

☐ A print-based tool

☐ Don't recall reading

The Sustaining Quality Curriculum initiative will review Ontario Curriculum

- ☐ Annually
- ☐ Over a five-year cycle
- ☐ Don't recall reading

Think Literacy: Cross Curricular Approaches was developed in response to the recommendations of

- ☐ The Expert Panel on Early Reading in Ontario
- ☐ The Expert Panel on Students At Risk in Ontario
- ☐ The Expert Panel on Student Success in Ontario
- ☐ Don't recall reading

The Schools That Need Extra Help initiative

- ☐ Provides resources to selected schools
- ☐ Provides expert assistance to selected schools
- ☐ Neither
- ☐ Both
- ☐ Don't recall reading

e-Cooperative Education has

- ☐ Been approved for piloting in selected Ontario schools
- ☐ Completed piloting in selected Ontario schools
- ☐ Neither
- ☐ Don't recall reading

Point of View Our readers write

Do you have comments or suggestions? Write or email at the address on the front page.

We encourage our readers to comment on these publications. Although the Ministry will not be able to acknowledge or respond to individual comments, any comments you may provide may be considered in the Ministry's policy development process. With your consent, your comments or edited versions of them may be published in the Curriculum Update and e-Bulletins. Letters may be edited to suit the requirements of the publication. Letters not published will be destroyed.

GENERAL COMMENTS & SUGGESTIONS

The feature I like most about Curriculum Update is

The feature I like least about Curriculum Update is

The single greatest improvement that could be made to Curriculum Update is

The 3 topics/subject areas I would most like to read about are

RESPONDENT INFORMATION

Name: _____ Email: _____

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Dynamic software packages support mathematical literacy

The ministry licenses a broad range of educational software titles on behalf of schools across the province. In this article, four software packages that help teachers to teach mathematical concepts are featured. These packages are available to teachers in Ontario public schools through Ontario Education Software Service (OESS) representatives at each board.

THE GEOMETER'S SKETCHPAD

Grade level: 7 – 12

Platform: Macintosh/Windows

This software package is a mathematics construction, exploration and problem-solving tool that enables students to approach mathematical problems and concepts through the creation and manipulation of mathematical objects.

The Geometer's Sketchpad encourages a process of discovery through which students first visualize and analyze a problem, and make conjectures before attempting a proof.

The program allows students to construct an object and explore its mathematical properties by dragging it with a mouse. All mathematical relationships are preserved, allowing the student to examine an entire set of similar cases in a matter of seconds, and develop general conclusions and observations.

SMART IDEAS

Grade level: K - 12

Platform: Macintosh/Windows

Smart Ideas concept-mapping software is a tool for graphically developing shareable ideas.

The software includes a 2,000+ piece clip art gallery, a 20+ template gallery and 100+ symbol gallery. It facilitates the creation of diagrams and concept maps using a variety of colours, shapes, clip art and connectors. Diagrams can be expanded by creating multiple levels, attaching files, websites or multimedia clips to symbols. They can also be exported to word processing programs, or shared in Web-ready format.

TABS PLUS

Grade level: 4 – 8

Platform: Macintosh/Windows

Tabs Plus is a tool for learning simple computer-aided design, modelling and 3D mathematics. It is ideal for simple 2D and 3D net modelling, and helps students learn 3D mathematics in a practical and tactile way.

The program utilizes a design-and-make approach, through which an idea can be quickly modelled on the computer, printed out and built as a real-world model.

FATHOM

Grade level: 7 – 12

Platform: Macintosh/Windows

Fathom statistics software is a tool for dynamic, data-driven investigations in mathematics and statistics. The program is extremely visual and intuitive, and allows users, through a drag-and-drop interface, to become expert users of data in a very short time.

For a full review of Fathom, see the Spring 2003 issue of Curriculum Update. 

Each year a wide variety of software titles are licensed by the Ministry of Education for use in publicly funded Ontario schools. Information on these titles is available through Ontario Educational Software Service (OESS) representatives at each board. To search for the OESS representative in your board, go to www.tvo.org/oess. To keep up to date on licensed software resources, visit the Ontario Software Acquisition Program Advisory Committee (OSAPAC) website at www.osapac.org. It contains news on software releases, negotiations, an online survey and a complete database of licensed software titles with many links to the curriculum expectations and other resources. If you are interested in profiling a software title for Curriculum Update, write us at editor@curriculum-update.info.

Sustaining Quality Curriculum

First pilot subject completed

The revised curriculum document for Social Studies – Grades 1 to 6 – and History and Geography – Grades 7 and 8 – was completed in June of 2004, marking the first curriculum document to have undergone review through the Sustaining Quality Curriculum process.

This process, through which all subjects will be reviewed on a 5-year cycle, is designed to ensure that curriculum remains current and reflects the latest research on learning, skills development and effective teaching strategies.

The Social Studies – History and Geography curriculum is scheduled for mandatory implementation in September 2005, with optional implementation in the 2004-2005 school year.

Printed copies of the document were distributed to schools and boards in August. It is also available electronically on the ministry website at www.edu.gov.on.ca under publications.

Canadian and World Studies Grades 9 to 12 is scheduled for publication in Winter 2005.

Mathematics, Business Studies, and Guidance and Career Education, were revised by writing teams this past summer, based on province-wide analysis. Consultation with the field will take place shortly. Language/English, ESL/ELD and Kindergarten are now in the review process and analysis will begin this fall. 

Sustaining Quality Curriculum: 5-Year Review Cycle

	English-Language Curriculum Policy Documents	French-Language Curriculum Policy Documents
Pilot Year Feb 2003 (one discipline)	Social Studies, History and Geography/Canadian and World Studies	Études sociales, Histoire et géographie/Études canadiennes et mondiales
Year 1 Sept 2003	Mathematics Business Studies Guidance and Career Education	Mathématiques Affaires et commerce Orientation et formation au cheminement de carrière
Year 2 2004	Language/English ESL/ELD Kindergarten	Anglais/English Français Jardin d'enfants
Year 3 * 2005	Science and Technology/Science Technological Education	Sciences et technologie/Sciences Éducation technologique
Year 4 ** 2006 ◇	Social Sciences and Humanities Arts	Sciences humaines et sociales Éducation artistique
Year 5 2007	Health and Physical Education French as a Second Language Native Languages Classical Studies and International Languages	Éducation physique et santé ALF/PDF Anglais pour débutants Langues autochtones Langues classiques et internationales

* Interdisciplinary Studies/Études interdisciplinaires will be added in the next five-year cycle

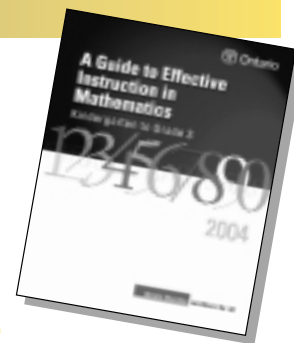
** Native Studies/Études autochtones will be added in the next five-year cycle

◇ Social Studies, History and Geography, and Canadian and World Studies will become part of Year 4 in the next five-year cycle

New resources for teachers

A broad range of supports is being developed for teachers and administrators, including teaching guides, training videos, and an innovative new series of e-learning modules. The e-learning Web-based resources are hosted by and created in cooperation with TVOntario. The e-learning modules will be released throughout the 2004-2005 school year at www.eworkshop.on.ca.

The following chart is a summary of these new resources and the time of their availability.



Numeracy resources

Resource	Distribution	Related professional development
Expert Panel Report on Mathematics, Grades 4 – 6 (English and French)	September 2004: all Grades 4 – 6 teachers and elementary school principals	
A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3 (also available in French, September 2004)	August 2004: all Kindergarten to Grade 3 teachers in the summer program September 2004: all Kindergarten to Grade 3 teachers, delivered to schools	Summer program 2004: Ongoing Kindergarten to Grade 3 lead teacher training
e-learning module: Quantity, Kindergarten to Grade 3	September 2004: available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Propriétés des formes géométriques (French)	September 2004: available www.atelier.on.ca	Self-directed learning and in-school professional learning communities
e-learning module: Counting and Representations	September 2004: available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Interrelations (French)	Fall 2004: will be available at www.atelier.on.ca	
e-learning module: Operational Sense	Spring 2005: will be available at www.eworkshop.on.ca	
e-learning module : Position et déplacement	Spring 2005: will be available at www.atelier.on.ca	
Teaching guide: A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6 (will also be produced in French)	Winter 2004 – Spring 2005: all Grades 4 – 6 teachers	Lead teacher training, Grades 4 – 6 (2004 – 2005)
Teaching guide: Number Sense and Numeration, Grades 4 – 6	Winter 2004 – Spring 2005: all Grades 4 – 6 teachers in English language boards	Lead teacher training, Grades 4 – 6 (2004–2005)
Teaching guide : Géométrie et sens de l'espace, 4 ^e à 6 ^e	Winter 2004 – Spring 2005: all Grades 4 – 6 teachers in French language boards	Lead teacher training, Grades 4 – 6 (2004–2005)
Teaching guide: Geometry and Spatial Sense, Kindergarten to Grade 3	Winter 2004 – Spring 2005: all Kindergarten to Grade 3 teachers in English language boards	Lead teacher training, Kindergarten to Grade 3 (2004–2005)
Teaching guide : Numération et sens de l'espace, M à 3 ^e	Winter 2004 – Spring 2005: all Kindergarten to Grade 3 teachers in French language boards	Lead teacher training Kindergarten to Grade 3 (2004–2005)

Resource	Distribution	Related professional development
Expert Panel Report on Reading and Writing, Grades 4 – 6 (English and French)	October 2004: all Grades 4 – 6 teachers and elementary school principals	
A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 (also available in French)	August 2004: all Kindergarten to Grade 3 teachers in the summer program September 2004: one for every Kindergarten to Grade 3 teacher, delivered to schools	Summer program 2004: Kindergarten to Grade 3 lead teacher training
e-learning module: Running Records, Kindergarten to Grade 3	September 2004: available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Observation individualisée M à 3 ^e	www.atelier.on.ca	
e-learning module: Shared Reading, Kindergarten to Grade 3	September 2004: available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Lecture partagée M à 3 ^e	www.atelier.on.ca	
e-learning module : Conscience phonologique	Spring 2005: will be available at www.atelier.on.ca	
A Guide to Effective Instruction in Reading and Writing, Grades 4 – 6 (will also be available in French)	Winter 2004 – Spring 2005: all Grades 4 – 6 teachers and elementary school principals	Lead teacher training, Grades 4 – 6 (2004 – 2005)
A Guide to Effective Instruction in Writing, Kindergarten to Grade 3 (will also be available in French)	Winter 2004 – Spring 2005: all Kindergarten to Grade 3 teachers and elementary school principals	Lead teacher training, Kindergarten to Grade 3 (2004 – 2005)
e-learning module: Guided Reading, Kindergarten to Grade 3	Spring 2005: will be available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Lecture guidée, M à 3 ^e	Spring 2005: will be available at www.atelier.on.ca	Self-directed learning and in-school professional learning communities
e-learning module: Independent Reading, Kindergarten to Grade 3	Spring 2005: will be available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module: Leadership, Professional Learning Teams	September 2004: available at www.eworkshop.on.ca	Self-directed learning and in-school professional learning communities
e-learning module : Leadership, Équipes d'apprentissage professionnelles	September 2004: available at www.atelier.on.ca	Self-directed learning and in-school professional learning communities

Promoting Early Intervention

The Winter 2004 edition of Curriculum Update profiled the Promoting Early Intervention Project. The initiative to facilitate early intervention and more effective identification of students at risk of developing learning problems was piloted in more than 30 school boards, under the leadership of the Learning Disabilities Association of Ontario.

As a follow up to the pilot, the ministry will be making available to all school boards, tools that will assist Kindergarten and Grade 1 teachers to screen students for potential learning risk and to develop corresponding interventions. Kindergarten and Grade 1 teachers and principals, in school boards who choose to use the tool, will be provided with training during the 2004-05 school year. 

Expert Panels to present reports on Grades 4 – 6

Two Expert Panels of educators and researchers with expertise in the learning and teaching of reading and writing, and mathematics of students in Grades 4 – 6 will present their findings in the fall of 2004. The panels' findings will include advice on:

- What teachers should know about teaching reading, writing and mathematics;
- How children develop proficiency in reading, writing and mathematics;
- The range of assessment and instructional techniques teachers should master in their day-to-day practice, and
- What types of classroom resources best support the effective teaching and learning of reading, writing and mathematics.

The work of the Expert Panels builds on the extensive research and reporting which was done by earlier panels on the teaching of Kindergarten to Grade 3. 

Coming Attractions

New resources for teachers

Think Literacy

Following on the success of the resource document Think Literacy: Cross-Curricular Approaches Grades 7 – 12, which was distributed in school boards beginning in November 2003, additional new resources are currently being developed to expand the breadth and depth of the original resource.

Developed by provincial subject associations, these new resources utilize the existing approaches for reading, writing and oral communication outlined in Think Literacy, but customize them with subject-specific examples which support teachers in Grades 7 – 9 to embed literacy approaches in their subject area.

To find out about these new resources visit the subject associations' Websites.

Secondary Panel

Ontario Prospects	Career planning guide	Grades 9 – 12 Grade 10 Career Studies course
Pathways for Success Sample Timetables for Supporting Students at Risk, 2004	Sample program models	School and board administrators, leaders for student success, and teachers responsible for program planning for students at risk of not completing the diploma requirements
*Discovering the Workplace (GLD20) Navigating the Workplace (GLN40)	New related courses for co-operative education based on workplace essential skills and work habits	Principals, Student Success Leaders, teachers of co-op, guidance & special education
*Course Profiles: Discovering the Workplace & Navigating the Workplace		Co-op, guidance and special education teachers
*Sample Personalized Placement Learning Plans (PPLP)	All subject areas, primarily grades 11 & 12	Cooperative education teachers

** These resources will be posted as web-based resources, and will not be distributed in print form to schools*

Special Education

IEP Resource Guide

Entry to School Planning Resource Guide

Parent Guide to Special Education 