



reach every student  
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# The Ontario Curriculum and 21<sup>st</sup> Century Education

Presented by:  
Grant Clarke  
Ontario Ministry of Education  
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# Current Approach and Philosophy

- The provincial curriculum is current, relevant, age-appropriate and coherent and identifies key knowledge and skills to prepare students for success in a knowledge-based global economy



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# Background: How did we get here?

The curriculum review process (2003):

- responds to government's sustained focus on:
  - improving student achievement;
  - closing the gaps;
  - increasing public confidence in our publicly-funded education system.
- builds on quality curriculum in place while identifying targeted areas in need of support
- is a staged cyclical process



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# Current Framework



- Focused coherence within disciplines from K-12
- Common organization of learning expectations, knowledge and skills
- Increased focus on critical thinking, inquiry-based learning
- Enhanced cohesion, depth and support within the curriculum
- Aligned program planning support across disciplines

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# Current Framework

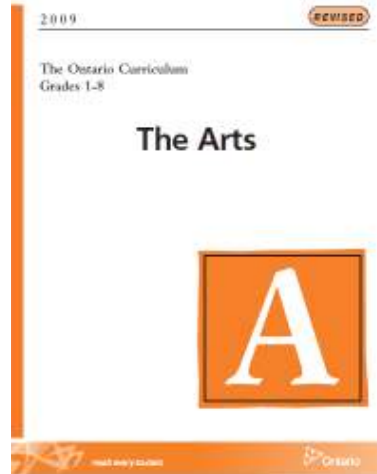
- Subject-based elementary curriculum, Kindergarten to Grade 8
- Discipline-based secondary curriculum, Grades 9 to 12
- Curriculum policy documents are organized as follows:
  - *Front Matter*: provides an overview of the subject and a common context for program planning across subjects
  - *Courses and Strands*: broad organizing areas of the curriculum in each subject and grade
  - *Overall expectations*: describe in general terms what students should know and be able to do at the end of each grade
  - *Specific expectations*: describe the expected knowledge and skills in greater detail

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# Ontario's Student Achievement Success Story

## Foundations for 21<sup>st</sup> Century Teaching and Learning



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# Challenges and Opportunities

- Frameworks for learning
- Fact-based and inquiry-based learning and assessment
- Foundational and higher order 21<sup>st</sup> Century knowledge and skills
- Effective 21<sup>st</sup> Century pedagogy
- Effective technology-enabled practices
- Student engagement
- Formal and informal learning

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