



We've created a set of learning guides, or 'frameworks,' to guide your child's learning journey at the OCDSB. These guides cover all the important things we focus on, including:

- **Math**
- **Literacy**
- **Well-Being**
- **Indigenous, Human Rights and Equity**
- **Artificial Intelligence and Emerging Technologies**

The Learning Frameworks are the key principles that guide what we do in the classroom so we can help your child do their very best. They show our vision for what success looks like for every student. We see them as evolving tools, so we will keep updating them as we learn and grow.

By working together and focusing on these shared priorities, we can create schools where every child has the chance to reach their full potential.

Our Learning Frameworks are guided by the following principles:





Culturally Relevant and Responsive Practices (CRRP)

Culturally Relevant and Responsive Practices (CRRP) acknowledge that students bring diverse cultural backgrounds, personal strengths and lived experiences to the classroom. By respecting and valuing each child's identity and recognizing their unique strengths, we create classrooms and learning experiences where everyone feels welcome, included and successful. These practices actively involve parents/caregivers and encourage students to think about how their learning connects to their lives and the world around them, making education more relevant and meaningful.

Campbell, A.B., & Watson, K. (2022). Disrupting and dismantling deficit thinking in schools through Culturally Relevant and Responsive Pedagogy. In A. Gelinas-Proulx & C.M. Shields (Eds.), [Leading for equity and social justice](#) (140-121). University of Toronto Press.

Indigenous Pedagogies

Indigenous pedagogies (approaches to teaching) focus on the whole child. In Indigenous pedagogies, learning is experiential, allowing children to learn by doing, embedding and drawing on interests and areas of strength. Strong relationships are key, with everyone working together, learning from each other and building an understanding of impact. There is a strong connection to the importance of learning with and from the land. Children are encouraged to understand their identity, where they come from, and how that influences their thinking and values. These approaches emphasize the interconnectedness of all things and the importance of relationships, reciprocity and respect. Some examples of Indigenous pedagogies include storytelling, land-based learning, authentic engagement with Indigenous Elders and Knowledge Keepers and multi-age learning opportunities.

Chrona, J. (2022). [Wayi Wah! Indigenous pedagogies: An act for reconciliation and anti-racist education](#). Portage & Main Press.

Differentiated Instruction

Differentiated instruction means educators understand that kids learn in different ways and at different paces. So, they create different ways for kids to learn the same material, ensuring everyone is challenged appropriately. It's not about giving each child a separate lesson every time, but offering a few different options so every student can learn as much as possible without feeling overwhelmed or bored.

ASCD, (2011). [Differentiated instruction: An introduction](#). ASCD.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) ensures all our classrooms are welcoming for every child. Instead of changing lessons for individual students later, UDL helps educators design flexible lessons from the start that everyone can participate in, removing learning roadblocks and giving kids more voice in how they learn.

Center for Teaching Support and Innovation, (2025). [Universal design for learning](#). University of Toronto.

Community of Character

Community of Character reflects our belief in fostering a positive school community by focusing on important character traits. We teach students about respect, responsibility, integrity, caring, fairness and good citizenship. These are the kinds of qualities that help kids make good choices, get along with others and be involved in their community.

[Character Education](#), (n.d.). Ottawa-Carleton District School Board.

Tools and Approaches

to Monitoring, Tracking, and Measuring Student Progress



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Elementary Literacy Progress Monitoring Assessments

(Tracking Tools)

Classroom and School level

- 2 District-approved reading screening tools (to identify students who are at risk of reading difficulties)
- 16 District-approved diagnostic tools (to determine specific areas of literacy needs) focusing on literacy
- 4 monitoring periods embedded in School Priority Learning Plans
- Ongoing STEP Assessments for Multilingual Learners
- Progress reports and report cards (assessing students based on language curriculum)

District level

- Kindergarten to Grade 2 Early Reading Screening 3 times a year
- Progress reports and report cards (assessing students based on language curriculum)
- Steps to English Proficiency (STEP) Assessments for students in English Language Programming, twice yearly

Provincial level

- Annual Provincial Reading and Writing Assessments in Grades 3 and 6

Student Success Tracking Systems

Classroom and School Level

- Student Success meetings to review student achievement data
- Student Profiles and credit accumulation reports/dashboards
- Student achievement reports at progress report and report card times
- Intermediate and Secondary Oral Reading Fluency Assessments

District level

- School Profiles (focusing on student access to programming options)
- Annual Provincial reading and writing assessments in Grades 3, 6, and 10
- Early Reading Screening Dashboard to monitor K-2 Literacy progress

School and District-Level Analysis Opportunities

District level

- Kindergarten to Grade 2 Early Reading Screening, 3 times a year
- 1 Progress Report and 2 Report Cards Yearly
- Annual Provincial Grade 3 and 6 Reading and Writing Assessments
- Bi-annual analysis of Steps to English Proficiency (STEP) achievement data for students in English as a Second Language Programming
- Bi-annual analysis of Oral Reading Fluency (ORF) for Grade 9 students (beginning and end of year)

Provincial level

- Annual Provincial Grade 3, 6, and 10 Reading and Writing Assessments