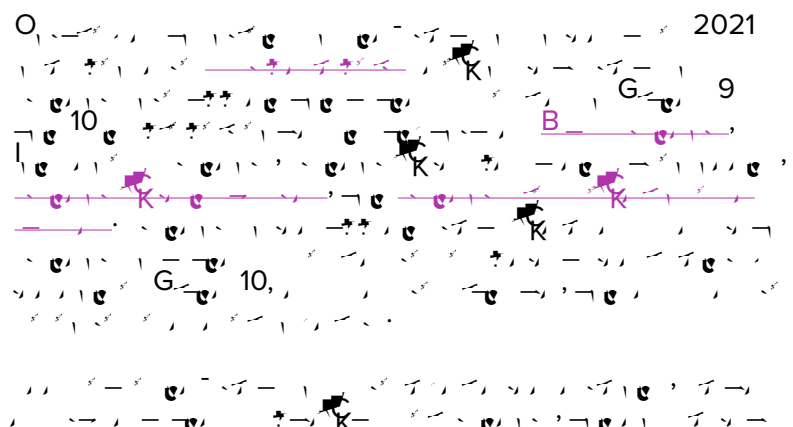


Effective implementation of de-streaming in Ontario threatened by lack of time and resources

November 2023



... 2020, Grade 9, P... E... (HEQCO) ...

F... P... E... 2022-23 A... O... (AO...), ... 1,044 ... 72 ...

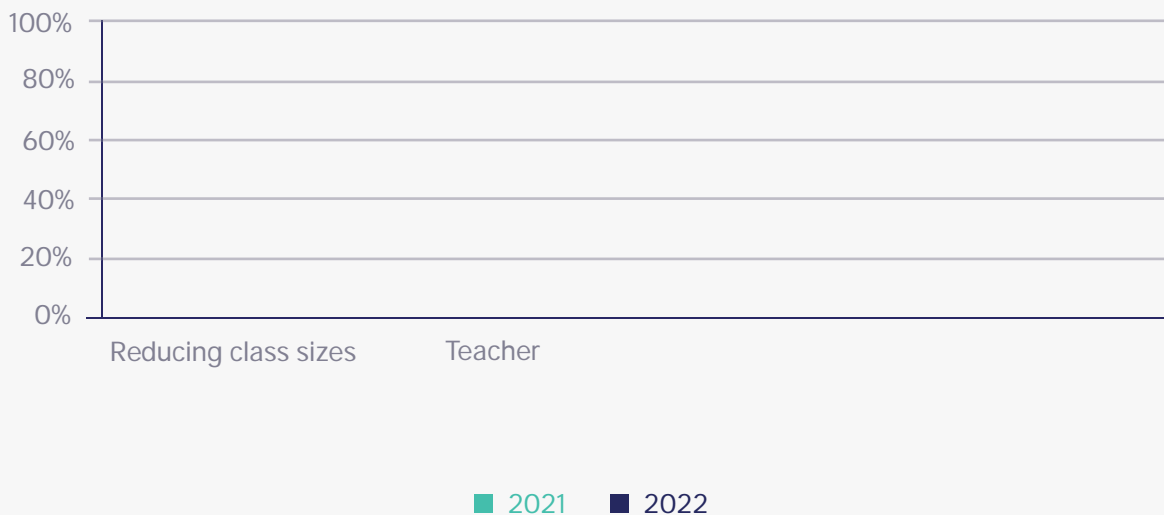
Fewer schools offering smaller class sizes and teacher training to support de-streaming

“There was a lot of information and support last year, but this year as the balance of the Grade 9 courses become de-streamed, there really seems to be nothing.”

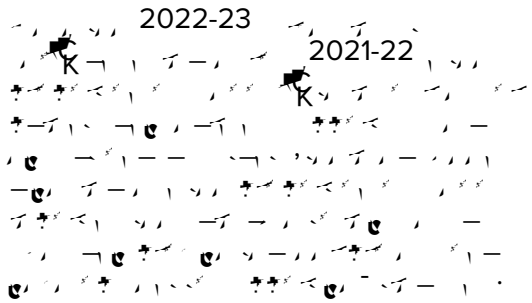
Secondary school principal, Northern Ontario

Figure 1

Change in proportion of secondary schools offering supports for de-streamed Grade 9 courses

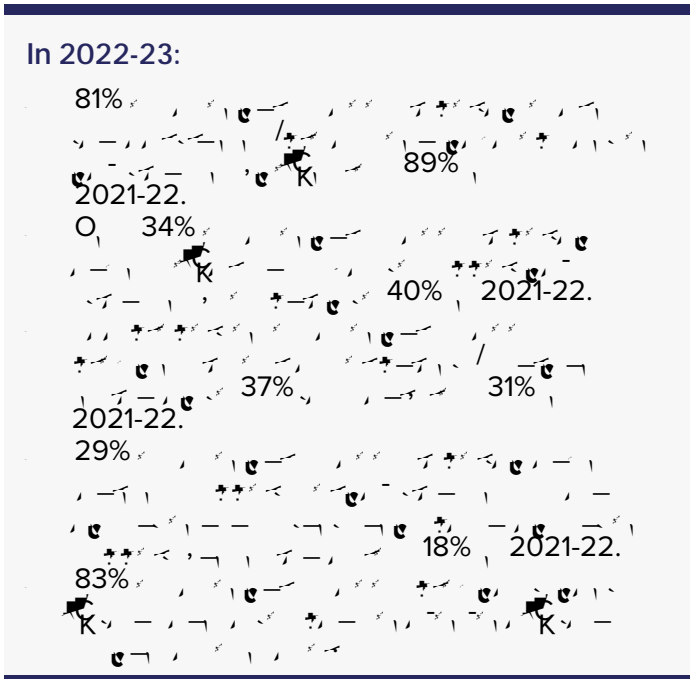


Source: People for Education’s 2021-22 and 2022-23 Annual Ontario School Survey



“Despite the school board providing some opportunities for paid planning, implementation of the de-streamed Grade 9 programs was left largely up to teaching staff. If not for the leadership within departments at the school, there would have been virtually no direction.”

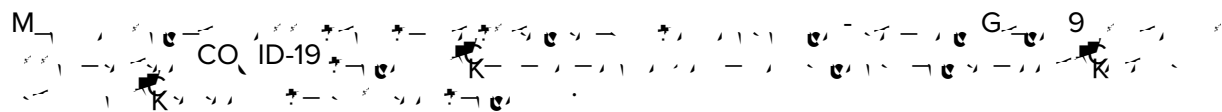
Secondary school principal, GTA



Majority of principals say increased supports are needed for effective de-streaming

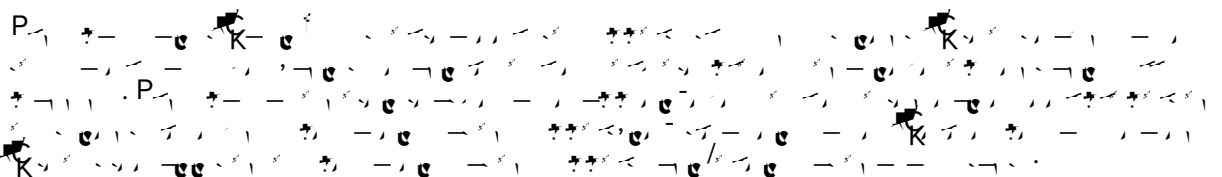
“De-streaming is a significant shift in the way we teach students in Grade 9. We need ongoing support from the Ministry around reducing and maintaining smaller class sizes. We also would benefit from additional EA support and other learning supports.”

Secondary school principal, Southwestern Ontario



“We are implementing de-streaming and core curriculum courses in Grade 9 to students coming out of a pandemic with the highest ever social/emotional needs, and teachers are exhausted with preparation or supports needed to make this an effective change.”

Secondary school principal, GTA



“Teachers were not prepared for de-streaming. They voluntarily participated in a session last spring but to do this correctly, they need multiple full-day sessions where practical examples of instructional and assessment are presented.”

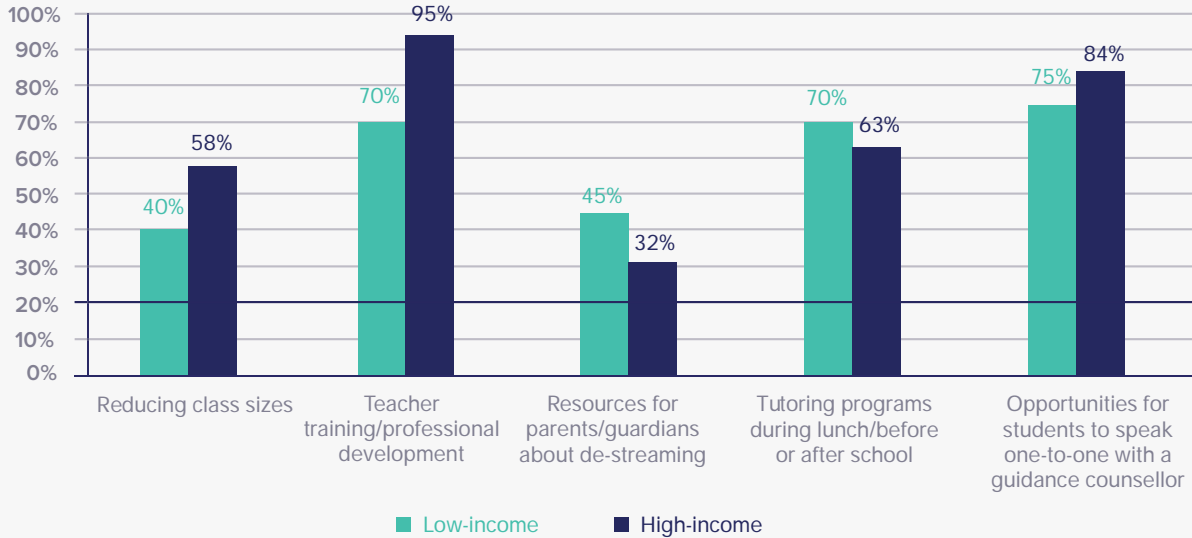
Secondary school principal, Southwestern Ontario

Figure 2

“My school staff and I have received sufficient support from the Ministry and my school board to implement de-streaming”

Figure 3

Proportion of secondary schools offering supports for the implementation of de-streamed Grade 9 courses, by income

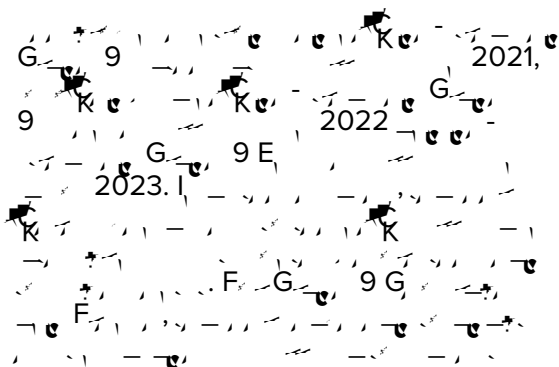


Source: People for Education's 2022-23 Annual Ontario School Survey

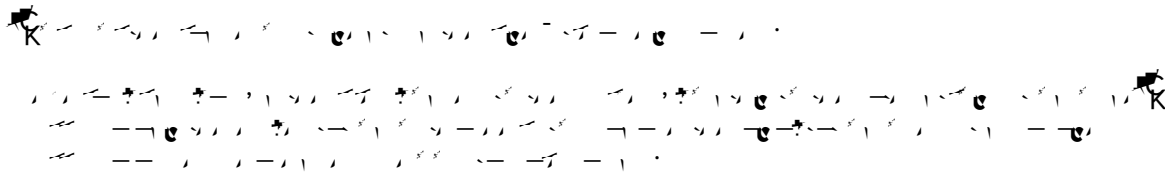
Delays in access to new curriculum adds to pressure

“Delays in staff getting access to curriculum materials to design courses has been challenging. Limited time for staff to develop materials, and limited resources have been challenging for some departments.”

Secondary school principal, Southwestern Ontario



In 2022-23:



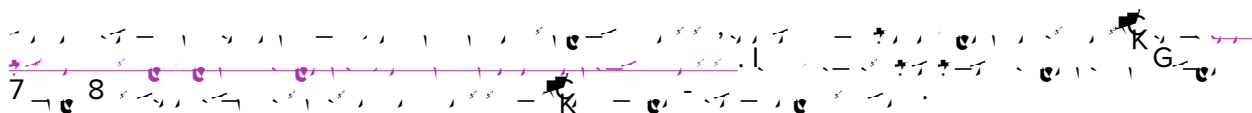
“The new science curriculum was shared very late last year, as it had been for the math curriculum the year before. No time to prepare properly. The preparation was done gradually and was not as effective. It was difficult on the staff.”

Secondary school principal, Eastern Ontario

Preparing elementary school students for de-streamed Grade 9 courses

“The [elementary] schools have a great relationship with the high school. This allows a team approach working towards transitioning our Grade 8 students into Grade 9 in a seamless manner. This is also advantageous for Grade 8 students who are on an IEP going into Grade 9. The school team is able to communicate and work with the high school team to ensure the students are going to have success in Grade 9.”

Elementary school principal, Southwestern Ontario



Proportion of elementary schools offering supports to prepare

... G. 10 ...

Funding to support de-streaming

... 2021, ...
... M ... 2022-23, ...
CO ID-19 L R F

F 2023-24 \$103 M
P F G 7 10
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L 2023-24
H N 2, 2023, O P 'C
K OPC

Learning from the past

OECD B R 1992
O H O
5.9,

Recommendations for the future

2022, P. 10

1 Plan in consultation with students, educators, education support sta , and families.

P. 10

2 Provide learning supports for de-streaming that meet schools' diverse needs.

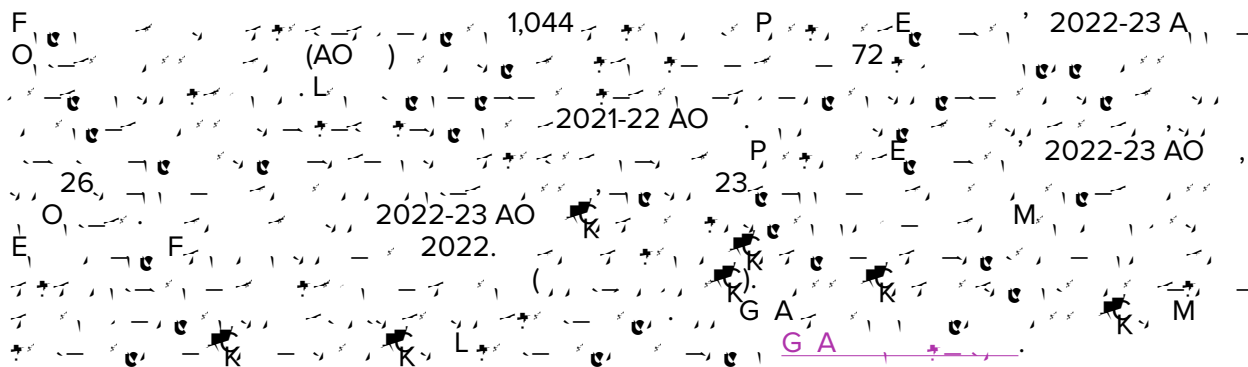
D. 10

3 Monitor and evaluate implementation as frequently as possible.

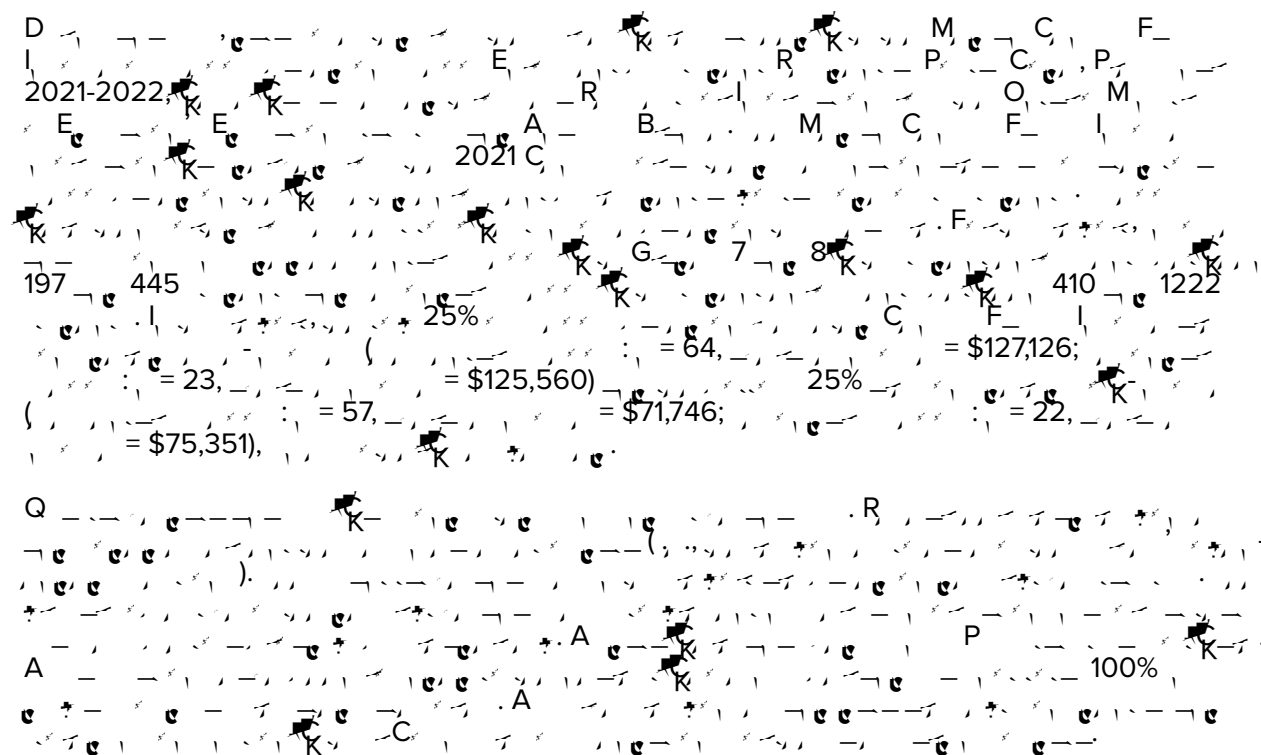
P. 10



Methodology



Region (by postal code)	Percentage of schools in sample	Percentage of schools in province
N. (P)	18%	11%
C. (L, G A)	9%	11%
E. (K)	18%	18%
W. (N)	23%	20%
G A	33%	40%



I — 2023, P — E — G — K — 10
O — 70 — G — 10 — K — L —
D — K — A — K — G — 10 — G — 10 — L —
L — D — A — G — 10 — G — 10 —
F —
PFE: @

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