

Q2 DIFFERENTIATED LEARNING

Ottawa-Carleton District School Board
Building Brighter Futures Together @OCDSB

Q2 What are some ways that the OCDSB could improve how we support learning and well-being?

Too many needs in one class Many classes now are stacked with so many needs that it feels impossible for one teacher to meet them all

Elementary Staff

4.3 ★★★★★ (25)



Too many needs in one class It's not possible for one teacher to meet everyone's needs when they are being asked to deal with such a range.

Elementary Parents and Guardians - 3

4.3 ★★★★★ (22)



Integration without proper support in the classroom isn't working. So many teachers are supporting multiple high needs students without the proper support. And everyone is suffering.

Elementary Staff

4.3 ★★★★★ (11)



Giving more options for learning so that teachers can work one on one with students.

Students Grades 9 to 12

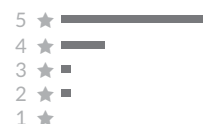
4.2 ★★★★★ (20)



More flexibility in assessment and instruction practices to meet the individual learning requirements of all students. This way every student has better opportunities to succeed in school. The playing field becomes level for everyone.

Students Grades 9 to 12

4.2 ★★★★★ (19)



The present support model is not working. Have support teachers in their own classrooms withdrawing students on IEP's. They should be responsible for their programming, not the HR teacher.

Elementary Staff

4.1 ★★★★★ (24)



We can't confuse inclusivity (making everyone feel welcome) with realistic class composition. Everyone should feel welcome, but administrators & parents must accept that one-size-fits-all classrooms don't work. Average kids count too!

Elementary Staff

4.1 ★★★★★ (22)



Continue to improve upon recognizing that every child is different and sometimes lessons need to be adapted accordingly. Like adults, children don't all fit in to the same category b

Elementary Parents and Guardians - 1

4.0 ★★★★★ (20)



An approach that focuses more on individual learners and allows for different learning styles and strengths would be helpful.

Elementary Parents and Guardians - 1

4.0 ★★★★★ (19)



Provide a range of work for topics being taught because students learn at different paces. There should be a minimum for all, but those who learn faster should be given extra optional work to help them progress faster

Elementary Parents and Guardians - 1

4.0 ★★★★★ (19)



Encourage differentiation rather than putting children on an IEP. Too many students are seen as "under-achieving" when they are just following their own learning trajectory.

District Office and Centrally Assigned Staff

4.0 ★★★★★ (17)



Recognizing the spectrum of learning needs, including of those who struggle less. Provide options for students who need less to learn content/master concepts. Lack of opportunity to be challenged, results in low resilience.

Elementary Parents and Guardians - 4

4.0 ★★★★★ (16)



Teachers should assign tasks according to competence rather than grade level Brighter kids should be given more challenging tasks

Elementary Parents and Guardians - 2

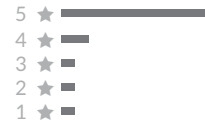
4.0 ★★★★★ (16)



Children who are well behaved but bored are not challenged because they aren't a problem to staff. A child who is not being challenged becomes disengaged. More differentiation must be available in early grades (k through 2)

Elementary Parents and Guardians - 3

4.0 ★★★★★ (15)



Realize that learning is fluid and creative. Adhering to assessment plans is not a humane or realistic way to teach. Assessing the needs of the students IS. Teaching according to the needs of your class.

Secondary Staff

4.0 ★★★★★ (15)



Schools are killing creativity & our desire to want to learn. We are limited to certain subject that we can learn and the ways in which we can learn Education becomes something we all quickly learn to hate which is really sad because you think education is something kids would enjoy.

Students Grades 9 to 12

4.0 ★★★★★ (12)



The OCDSB needs to develop special classes for kids with behavioural issues. All children have a right to an education but with the way schools are now, the needs of the children with behavioural problems are the priority.

Elementary Staff

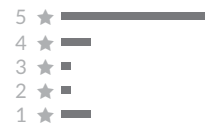
4.0 ★★★★★ (11)



Teach the smart kids too They are currently left to their own resources while teachers focus on problem kids.

Elementary Parents and Guardians - 1

3.9 ★★★★★ (22)



Alternative learning methods are good but the students should be encouraged to read and write the basics of each subject using traditional methods. Many students speak impressively at various subjects but when they are asked to put those same thoughts on paper, only a few can do that well.

Elementary Parents and Guardians - 2

3.9 ★★★★★ (17)



Ensure enrichment opportunities Bright kids get bored quickly if they aren't stimulated. Integrated classrooms are important, but kids of *all* abilities must be challenged every day.

Elementary Parents and Guardians - 1

3.8 ★★★★★ (20)



Develop and support a kids-first strategy. Recognize that all kids are different and most don't fit into a box.

Community Members

3.8 ★★★★★ (17)



Don't just focus on kids that are behind, find time for all kids (even the average ones)

Teachers spend time dealing with behaviour issues, leaving average kids to their own devices.

Elementary Parents and Guardians - 4

3.8 ★★★★★ (17)



I feel that the lessons should be more fitting towards students needs. I think that it's important so that we can really understand what we are learning and get up to the level we need to know.

Students Grades 7 to 8

3.8 ★★★★★ (12)



The curriculum and program structures do not allow bright students to develop at their rate. We lose out competitiveness and a chance to foster next-gen leaders in many fields.

Secondary Parents and Guardians - 1

3.8 ★★★★★ (12)



Equal focus on ALL students including those unable to have a voice. E.g. SPEC ed, 3years focused on gifted only! Make a decision even if unpopular -many others need help.

Community Members

3.7 ★★★★★ (30)



Class student on their personal needs if a student is more hands-on, put him in a class with other hands-on kids, with a teacher that is capable of giving them hands-on work.

Students Grades 9 to 12

3.7 ★★★★★ (25)



Learning seems to be presented as a box: here it is, learn it and move on. Our experience shows teaching is curriculum based and not child focused If kids don't fit in this box they are largely ignored and left to fend for themselves or dumped back on their parents who are not qualified teachers

Secondary Parents and Guardians - 2

3.7 ★★★★★ (21)



"Old School" teachers need to embrace differentiation. Lots of learning styles out there! A 1 size fits all approach is not the same as inclusivity Forcing a square peg into a round hole damages the peg. Inflexible teachers can create toxic environments for students who are struggling

Elementary Parents and Guardians - 4

3.7 ★★★★★ (18)



Respect different learning styles of kids bring the classroom outside from time to time, allow reading wherever kids want to relax, etc.

Elementary Parents and Guardians - 4

3.7 ★★★★★ (18)



Don't forget about the needs of the "average" student in a regular English program classroom. The needs of all "regular" students are as important as the needs of students with special needs.

District Office and Centrally Assigned Staff

3.7 ★★★★★ (17)



By knowing how the kids learn and how we want to learn. I know it's hard to learn some subjects, especially when it's not your strongest. It would be good if kids are able to say how they need to work.

Students Grades 7 to 8

3.7 ★★★★★ (14)



All children do not fit in the same box. The education system has not kept up with changing needs of students. All people, not just kids, have different learning styles. They need to adapt.

Elementary Parents and Guardians - 4

3.6 ★★★★★ (25)



Better recognize not all students are the same Schools need to better recognize that each student has a different learning journey. Current model works poorly for active students.

Elementary Parents and Guardians - 2

3.6 ★★★★★ (24)



Challenge/teach the upper 1/3 of the students OCDSB helps less than 1% of the smartest students. The top 1/3 of each class is waiting for, or teaching, the slower students.

Elementary Parents and Guardians - 1

3.6 ★★★★★ (23)



All students are not the same therefore you can not treat/ teach them in the same way. It doesn't mean that a teacher is being unfair, if it's true. Parents want to hear all good but if a student is struggling ,pretending they are not, is failing their child , not providing other options

Elementary Staff

3.6 ★★★★★ (21)



Adapting to children rather than having them adapt We need to put less emphasis on controlling and dimming down children's natural learning needs. This is essential to knowledge absorption.

Elementary Parents and Guardians - 3

3.6 ★★★★★ (18)



Provide more opportunities for project-based and student-driven learning My kids are not sit-at-a-desk and learn math kids. They are much more engaged when the tasks are hands-on and they can be creative with the process.

Elementary Parents and Guardians - 4

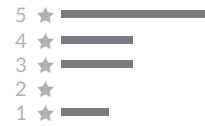
3.6  (18 )



Different people learn in different ways. Some teachers are really good at spotting the learning style of a student, some others seems not to care. Should have teachers reminded of this and have the students made aware of their own learning styles to maximize their learning experience.

Secondary Parents and Guardians - 3

3.6  (14 )



Students in vocational schools should get at least the same if not more support than those who struggle less, and are in the regular stream. That's why they are there. We know more about what goes on in the school of our daughter who needs less help, than that of our daughter in vocational.

Secondary Parents and Guardians - 4

3.6  (14 )

