



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# OCDSB Exit Outcomes

*What we expect of our graduates*





## OTTAWA-CARLETON DISTRICT SCHOOL BOARD

# Exit Outcomes: Characteristics and Skills

**Exit outcomes are for every student.**

In the Ottawa-Carleton District School Board, our goal is to have every secondary student leave our school district with the required characteristics and skills to be a 21<sup>st</sup>-century success story. We have a vast array of programs and services to help meet the needs of each and every student. Our school district has invested significantly in the professionals who work with and support students on a daily basis. We believe that our focus on teaching and learning can assist every student in moving on to post-secondary opportunities of their choice.

## Background

As a part of the Secondary School Review, the OCDSB requested input through an outcomes survey on characteristics and skills that students need to succeed after graduation. Input was sought through several stakeholder groups, including trustees, school staff, principals, vice principals, managers, central staff, board advisory committees, students and parents. Overall, there were 343 completed surveys submitted, representing at least 1015 people.

Exit outcomes are directly linked to our current 2015-2019 strategic plan. The exit outcomes provide a target for every OCDSB student, regardless of pathway in K-12 or their destination of work, apprenticeship, college, university or community living.

**Our intent is to have every student leave our school district with the identified OCDSB Exit Outcomes Characteristics and Skills.**

### Characteristics

*Our students will be:*

- ◆ **Resilient**
- ◆ **Globally Aware**
- ◆ **Collaborative**
- ◆ **Innovative/Creative**
- ◆ **Goal-oriented**

### Skills

*Our students will be:*

- ◆ **Critical Thinkers**
- ◆ **Effective Communicators**
- ◆ **Academically Diverse**
- ◆ **Digitally Fluent**
- ◆ **Ethical Decision-makers**

# Characteristics

**Characteristics are traits that enhance our ability to perform different tasks successfully.**

## Resilient

**Students who are resilient** face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.

- **Why is it needed?** Our students are living and learning in a world full of economic, environmental and social challenges and opportunities. They may have many different careers throughout their lifetime.
- **How will we develop it?** We will develop resiliency in our students by having high, achievable expectations for their learning, and supporting, guiding and nurturing them through the learning process. We will immerse our students in a variety of authentic learning situations in which they will acquire the skills to adapt to changing conditions.

## Globally Aware

**Students who are globally aware** are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

- **Why is it needed?** Our students' world is diverse and competitive, and the required cross-cultural skills are growing in complexity.
- **How will we develop it?** We will develop global awareness in our students by providing them with related learning opportunities that explore topics such as equity, global economics, cultural proficiency, environmental stewardship, fiscal responsibility and social justice, and by promoting cultures of inclusion.

## Collaborative

**Students who are collaborative** understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.

- **Why is it needed?** Our students are in a world of complex tasks, which requires many minds working together. These tasks exist in our work and in social settings. Our sense of community is aided by our capacity to work collaboratively with others.
- **How will we develop it?** We will develop collaboration in our students by empowering them to work together with shared purpose, to learn from each other and with each other.

## Innovative/ Creative

**Students who are innovative and creative** have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

- **Why is it needed?** Our students will need to be innovative and creative to develop solutions to complex issues that arise in our fast changing world. Our society has moved from the Industrial Age to the Information Age to the Creativity Age.
- **How will we develop it?** We will develop creativity in our students by ensuring that the conditions for creativity are in place in all our classrooms and work environments. We will encourage leadership, develop student voice, and cultivate a learning environment in which students are encouraged to explore new experiences and discover new ideas within the framework of the Ontario Curriculum. Students will learn in ways that are engaging, challenging, and meaningful.

## Goal-oriented

**Students who are goal-oriented** have self-motivation, diligence, initiative and a sense of responsibility.

- **Why is it needed?** Our students will be goal-oriented in their work, knowing that achieving their full potential will help them reach their goals.
- **How will we develop it?** We will develop goal-oriented students by cultivating effective work habits and learning skills, helping them succeed in challenging yet attainable tasks, and by embedding character development in their daily schoolwork.

# Skills

**Skills are abilities learned or developed through experience.**

## Critical Thinkers

**Students who are critical thinkers** engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

- **Why is it needed?** Our students will need to solve challenging and complex problems in an ever-changing world.
- **How will we develop it?** We will develop critical thinking in our students by encouraging them to evaluate current issues from multiple perspectives. Through our district's focus on highly-effective instructional practices, our students will engage in meaningful learning each and every day.

## Effective Communicators

**Students who are effective communicators** are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.

- **Why is it needed?** The information explosion has increased the importance of communication. Effective communication is critical to meaningful social interaction, which is a requirement for success in learning, work and life.
- **How will we develop it?** We will develop effective communication in our students by engaging them in interactive, inquiry-based learning activities. Educators will provide students with opportunities to explain their learning to their classmates, using a variety of communications styles and media.

## Academically Diverse

**Students who are academically diverse** have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.

- **Why is it needed?** Our students will need academic diversity to connect ideas from different disciplines, and as a foundation to be successful in a wide variety of experiences throughout their lives.
- **How will we develop it?** We will develop academic diversity in our students by having a strong understanding of their profiles, offering them a wide array of programs, and providing cross-curricular learning opportunities.

## Digitally Fluent

**Students who are digitally fluent** know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

- **Why is it needed?** Our students will need a digital fluency that allows them to confidently adapt to new technologies to support their learning and participate in the educational setting most suited to their needs. Addressing these needs will allow our students to access, analyse, critique and communicate in a global, digital world.
- **How will we develop it?** We will develop digital fluency in our students through their interactions with technology across all courses and grade levels.

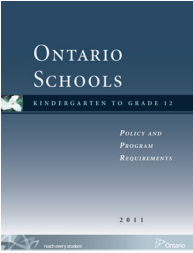
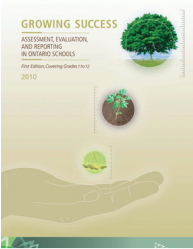

## Ethical Decision-makers

**Students who are ethical decision makers** model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.

- **Why is it needed?** Our students will need to be ethical to have a foundation for all their decision-making. It will shape their sense of community and citizenship, and the contribution they make to the world around them.
- **How will we develop it?** We will develop ethics in our students through their studies (i.e.: science, history, social studies and law) and discussions about multi-faceted issues and the principles of human rights and dignity.

# Foundations

The foundations of the OCDSB Exit Outcomes are inspired by the OCDSB Mission Statement and built from three key areas:

	<h2>Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements (2011)</h2> <p><i>“The Ontario curriculum outlines the knowledge and skills that students are expected to develop and demonstrate”</i> – page 21, Ontario Schools (2011)</p>
	<h2>Learning Skills and Work Habits</h2> <p><i>“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.”</i> – page 12, Growing Success: Assessment, Evaluation and Reporting in Ontario Skills, Grades 1-12 (2010)</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Independent Work</li> <li>• Initiative</li> <li>• Organization</li> <li>• Collaboration</li> <li>• Self-regulation</li> </ul>
	<h2>OCDSB Community of Character</h2> <p>As stated in <i>Finding Common Ground: Character Development in Ontario Schools (2008)</i>, “Character development is about excellence in education, communities that are vibrant and caring, and students who will think critically, feel deeply and act wisely.” The Ottawa-Carleton District School Board’s “Community of Character” is a set of attributes that build the foundation for excellence and equity in every child’s education.</p> <p><b>ACCEPTANCE:</b> I reach out to include others. I accept others for who they are. I am gentle with myself and others when mistakes are made.</p> <p><b>APPRECIATION:</b> I am grateful for all that I have. I am thankful for the support that others give me. I am generous in recognizing the contributions of others.</p> <p><b>COOPERATION:</b> I work with others to make a peaceful community. I am willing to listen to others’ ideas and suggestions. I compromise and negotiate to solve problems and differences of opinion.</p> <p><b>EMPATHY:</b> I am compassionate, caring, and kind. I am a true friend. I will walk in your shoes in order to understand you. I am slow to judge and quick to forgive.</p> <p><b>FAIRNESS:</b> I make decisions based upon the whole picture. I treat others the way I would like to be treated. I am just.</p> <p><b>INTEGRITY:</b> I behave ethically and honourably. I am honest, loyal, and trustworthy. I am truthful and courageous. I stand up for what is right even when it is hard. I am a person of my word and people who know me understand that.</p> <p><b>OPTIMISM:</b> I believe that challenges are opportunities. I choose to see goodness. I have hope for our future.</p> <p><b>PERSEVERANCE:</b> I will work hard and I will not give up. I will finish what I begin and I will not give up. I will care enough and I will not give up.</p> <p><b>RESPECT:</b> I honour myself and others through my words and actions. I support our diversity of beliefs. I treat our world and everything in it with dignity.</p> <p><b>RESPONSIBILITY:</b> I am accountable for the decisions I make. I realize that my decisions impact my community. I honour my commitments.</p>

# What Pathways are Open to Our Students?

## Pathways for Students

Students engage in pathways planning based on their understanding of their personal interests, strengths, characteristics and skills. This learning begins in kindergarten and continues through grade 12.

## OCDSB Graduates

- Ontario Secondary School Diploma (OSSD)
- Ontario Secondary School Certificate (OSSC)
- Certificate of Accomplishment

Work

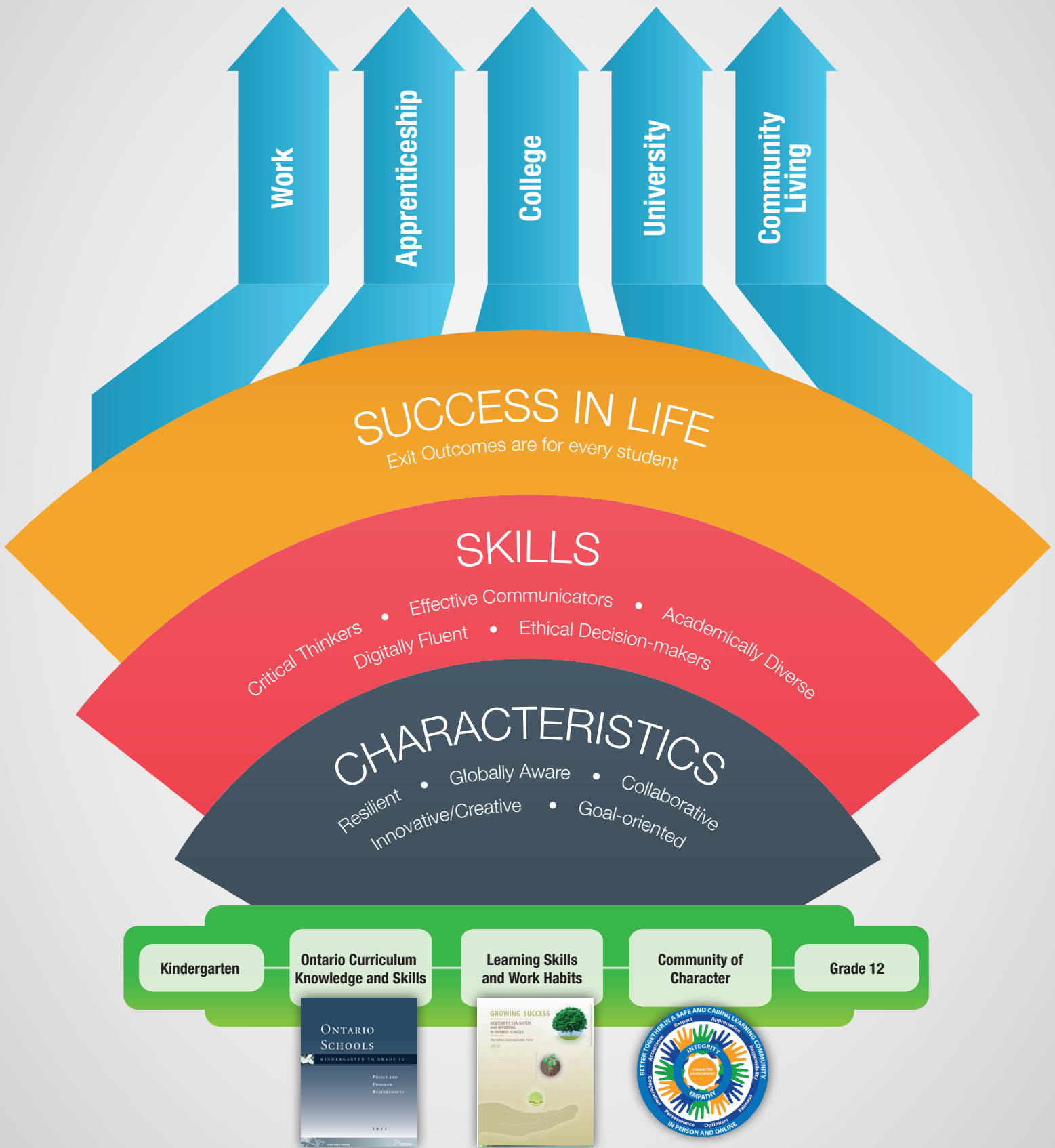
Apprenticeship

College

University

Community  
Living

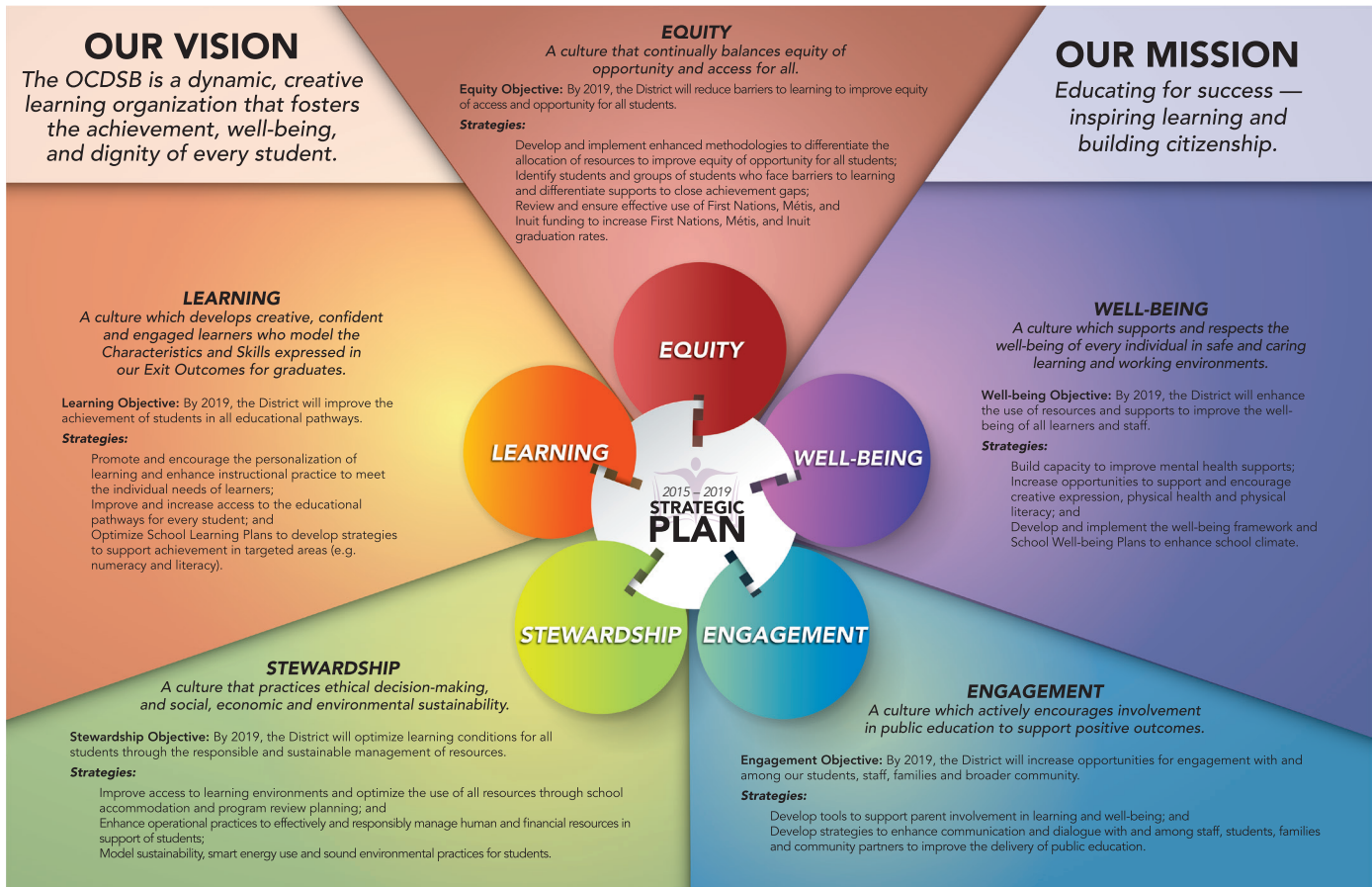
# From Foundation to Success



2015 – 2019  
**STRATEGIC  
PLAN**

**EVERY SCHOOL, EVERY VOICE:  
MAKING PROGRESS TOGETHER**

Committed to having every OCDSB student develop the Characteristics and Skills established in our Exit Outcomes.



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[www.ocdsb.ca](http://www.ocdsb.ca)  
133 Greenbank Road  
Ottawa, ON K2H 6L3  
Phone: 613-721-1820  
Fax: 613-820-6968