

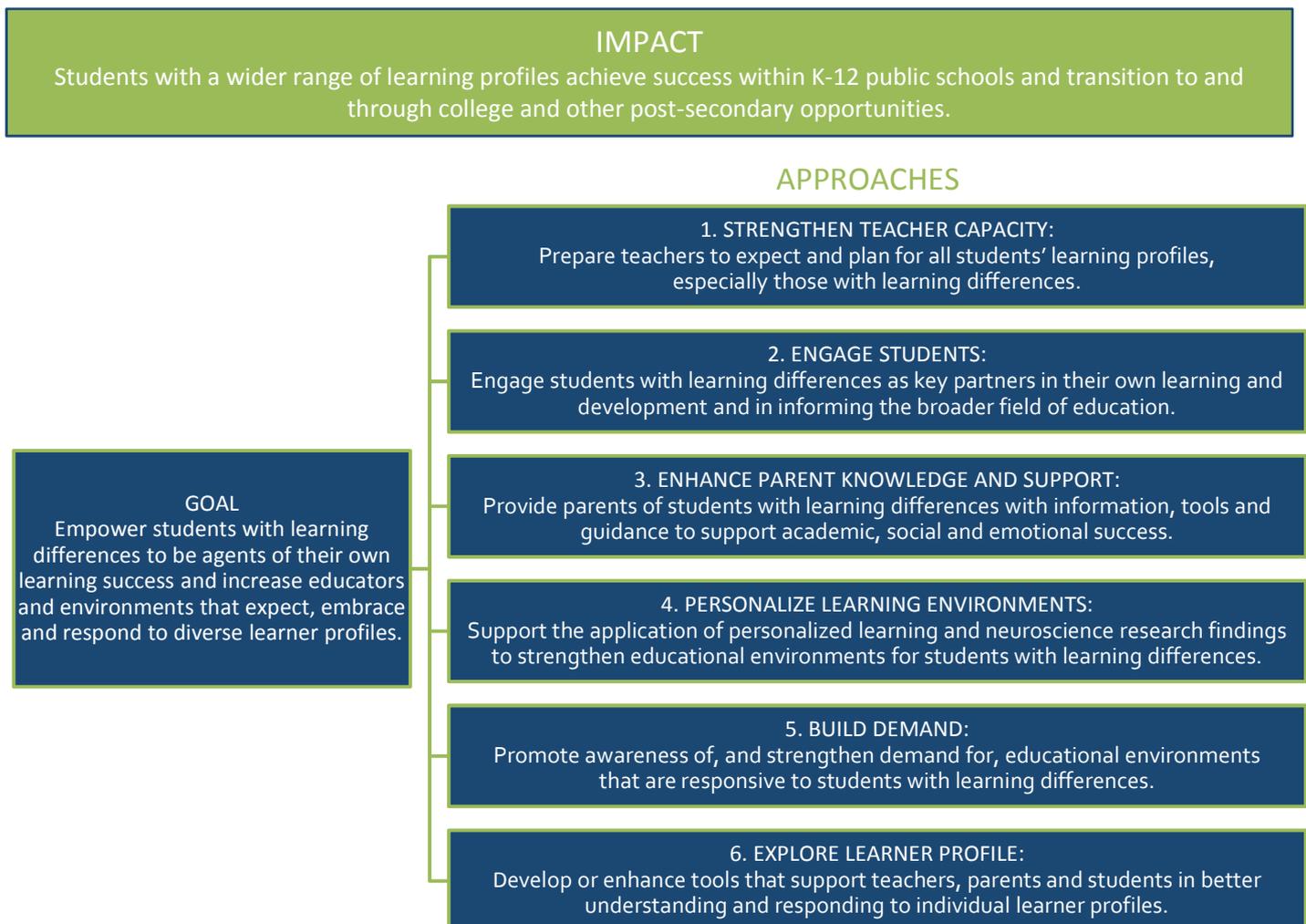


This framework reflects the strategic direction of Oak Foundation’s Learning Differences Programme. It is not meant to serve as a framework for other organizations focused on education and learning differences. It reflects our effort to prioritize our resources based on our knowledge, experience and context.

BELIEFS

1. Each learner possesses a diverse set of cognitive, social, and emotional assets, knowledge, skills, interests and preferences. These characteristics interact to form a unique *learner profile* that changes over time.
2. Students, particularly those with learning differences, can achieve greater academic success when they understand how they learn and use that knowledge to plan for and adapt to learning environments and advocate for themselves as learners.
3. Educators should expect and embrace students’ diverse learner profiles and have the knowledge and tools to personalize their instruction based on these profiles.
4. Parents should understand their child’s unique learner profile and have the tools to advocate for him/her.
5. Education systems should hold themselves accountable for the success of their students who learn differently.
6. Student success should be defined using accountability frameworks with multiple indicators of academic performance as well as measures of social and emotional wellbeing, persistence and engagement.

HIGH-LEVEL LOGIC MODEL



DETAILED LOGIC MODEL

APPROACHES →

OUTCOMES →

IMPACT



Students with a wider range of learning profiles achieve success within K-12 public schools and transition to and through college and other post-secondary opportunities.