

# Provincial Education Engagement Session Feedback

## Chinook School Division



### 1. What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?

**A. Communication and Social Skills:** conflict resolution, self-worth, setting boundaries, self-control, accepting responsibility, appreciation of different views, oral presentations, their value in the community, value of volunteering

**B. Life Skills:** budgeting, time management, employment readiness, independence, responsibility, empathy, critical thinking, problem solving, adaptability, cultural awareness, local based taxation, adaptability, resilience, media awareness, how to critically review and analyze data, basic health skills, healthy family models, lifestyles and routines

**C. Employment Skills:** work ethic, functional flexibility, collaboration, initiative, accountability, ownership, time and task management, importance of attendance, ability to follow instruction, digital citizenship and technology skills

**D. Core Academic Skills and Competencies:** reading, writing, math, PAA, sciences, classes of interest, how to learn not what to learn, lifelong learning, student engagement, value of an education

### 2. What gets in the way of student success and well-being?

**A. Personal Well-being:** lack of sleep, technology overuse, poor nutrition, emotional instability, mental and emotional health with lack of supports or difficulty accessing, lack of coping/problem solving skills, clichés/bullying (cyber), busy- too many activities- sports, part time jobs, drug and alcohol abuse, peer pressure, disabilities, lacking social skills, loss of empathy from technology (social media), social issues, relationships, teenage pregnancy, lacking basic skills, not understanding choices, not having one person who believes in you

**B. Family Dynamics:** income, habits, family background- language and culture, family views and support of education, helicopter parents, lack of parental engagement or support for teachers, family trauma, divorce

**C. Attitudes:** motivation, confidence, entitlement, expectations, desire, engagement, accountability, attendance

**D. Educational Sector Challenges:** budget cuts for staffing, staff changes, outdated curriculum, systematic promotion of non-learners- have to learn that failing is okay- it's a learning experience, teachers cannot fail or discipline students, needs or learning disabilities not assessed or noticed by school, or not intervening early with issues, teachers not keeping up with technology, need teamwork of adults with focus on children at the center

**3. What is working well now in Saskatchewan's school system that prepares students for their future?**

**A. Student Centered Learning:** options for high school, online learning, indigenous studies, options for diverse and struggling learners, student choice in demonstration and collaboration- opportunities to express themselves and try new things, interactive and individualized learning, mandatory classes along with electives programs within the mandatory classes, PAA classes with life skills, career guidance, grad plans, my blueprint, partnerships with agencies, companies, colleges and apprenticeship programs, awareness and emphasis on trades, current events education, assessment for learning, where students are in charge, older students have more responsibility, info gathering from students, nutrition supports, tracking progress

**B. Engagement:** student engagement, students as advocates, club and extra-curricular activities, school spirit, community BBQ's, promote accountability to encourage attendance, focus on engaging families-student/parent/teacher relationships/involvement, building positive relationships, electronic communication, community/school partnerships

**C. Educators:** early learning programs, early literacy and interventions-interventions at primary age (catchup),our focus on reading, writing, math strategies- math momentum, SCC's/coaches, mentor programs, collaboration with SCC and Cluster Schools- small community schools, new teachers have mentorship and support, access to resources- internet, information, teaching is more creative, committed teachers who focus on respect with one another and students- team building, FNMI awareness, SCCS support learning, student services teacher, PD/teacher coaching and engagement, EA support, literacy, technology/access to technology computers and chrome books, smart boards, safe environment, respect for educators, group work, producing lifelong learners and fantastic citizens, being able to assess kids

**4. What needs to change in Saskatchewan's school system to better prepare students for their future?**

**A. More Responsive and Student Centered Curriculum:** More focus on the process/finding the answer, more options for graduation- not a strict 24 credits, teach kids to think ahead- what are the consequences, practical life/coping/well-being skills, open ended learning, teach creative and efficiency thinking, learn to properly

communicate, review the structures, minutes per subject, pathways, university standards, more open access for online learning, focus on prioritizing different learning objectives- do fewer things better, too much ministry directed assessment, which takes away from in class learning, some courses are too content heavy, allow access to a variety of elective choices in high school- music, drama, real world consequences- absenteeism/late, different high school learning pathways, interactive style of learning- math momentum, social media- how to use it in a positive way, release a new curriculum that they have all the resources and guides ready to go, curriculum should be engaging and include indigenous lessons and materials for different learning, teach kids how to learn not what to learn, appropriate use of personal electronic devices, physical activity- movement throughout the day, grade level structure based on skill not age, more service learning, French immersion DL, early screening for students- early intervention

**B. Community:** Increased partnership between home and school- better communication, be open to other provinces, countries, jurisdictions, more community engagement/partnerships, interagency work- justice/education/health collaboration, group work- early intervention, collaboration with SCC and cluster schools, support for educators who are dealing with increased demands on their time and whose responsibilities are ever changing, more parent involvement and engagement, university needs to align with sector plan, common planning time between colleagues

**C. Funding:** Less spending on unnecessary things, don't mandate certain groups spending, financial support of resources, more money invested into education in younger grades (K-4), smaller class sizes, less multiple grading, funding and staff for full services in our schools, resourced fairly so society can see the value of that investment to support growth of our province, access to high speed internet, recognition that rural education requires sufficient funding to operate effective schools, more technology- smart boards, chrome books, pre-school in every school

**Provincial Education Plan [REDACTED] Engagement**  
**Chinook [REDACTED]**  
**[REDACTED]**

**1. What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?**

**A. Communication and Social Skills:** positive coping strategies, listening and dialogue, ability to communicate and speak effectively, communicate in a variety of mediums- face to face, online, group discussion, tolerance and acceptance- non-judgmental, emotional regulation, conflict resolution, community minded engaged citizens, technology etiquette, self-awareness, healthy relationships, self-expression, interpersonal relationships, self-advocating

**B. Life Skills:** budgeting, time management, critical thinking, common sense, nutrition, meal preparation, accounting, taxes, budgeting, flexibility, resiliency, coping skills, self-reliance, recycling, government and voting, accessing resources- services and academic, lifelong learners, problem solving, risk taking, confidence, growth mindset, empathy, character development, creative and critical thinking, keeping pace with technology, coding, reproduction, effective parenting, transitioning from high school, wellness- physical, spiritual, mental, analyzing information for validity, commitment, volunteering, self-directed learning, learn how to play, process orientated

**C. Employment Skills:** good work ethic, accountability, being a collaborative team player, leadership skills, deadlines, employability and job skills

**D. Core Skills:** word processing, spreadsheets, basic use of technology, reading, writing, grammar, spelling, basic geography, digital citizenship, literacy in major subjects- math, PAA, phys ed, LA, SS, cross curricular learning

**2. What gets in the way of student success and well-being?**

**A. Personal well-being:** lack of social skills, low self-esteem, basic needs not met, overuse of technology, mental and physical health- lack of supports, lack of balance- school/extracurricular/work, malnutrition, addictions- drugs, alcohol, social media, video games, location- rural communities lacking programs and supports, lack of real life personal connections, lack of sleep, social circles, lack of concentration- technology is distracting, bullying, peer pressure, undiagnosed learning difficulties

**B. Family dynamics:** poor disengaged uninterested apathetic parents, split families, loss of family values, level of education and mental health of parents

**C. Attitudes:** require higher level of engagement, lack of motivation, lack of work ethic, fear of failure, lack of responsibility, unreal expectations for earning as they move into their careers

**D. Educational System:** relevant curriculum- colony, first nations, different cultures, kindergarten readiness, not held accountable for deadlines or allowed to fail, current government funding model, credit system and requirements, English as a second language, poor attendance, teacher's knowledge of subject area, thinking university is the only path, compulsory courses, three year grad plan, summer slide, multi graded classrooms, class sizes, colonies- lack of access to technology, cost of post-secondary, teacher recruitment and retention in specialized areas, educators are stressed- too many

learning objectives, reducing courses to focus on core subjects, data overload in schools- no time for soft and life skills, learning styles, supporting trade and university orientated students, lack of available resources- SLP, school counselors, ed psychologists, youth workers, EA's, curriculum not engaging or relevant, pressure to know career path at an early age and to succeed

### **3. What is working well now in Saskatchewan's school system that prepares students for their future?**

**A. Student centered learning:** more learning options than ever before- distance, online, individualized and alternative programs (CAMPS, Maverick), variety of settings- outdoor education, experiential, focus on guided reading and math, intervention strategies, bullying and social stresses awareness, inclusion for special needs students, My Blueprint-career/grad planning, more PAA, career/tech schools- options other than university, current curriculum, first nations/treaty education, problem solving skills, take kids to work day, career education and awareness, exposure to careers, Pre-K, dual credits, expectation to graduate

**B. Engagement:** more extracurricular options and supports for students, allowing students to advocate, instilling a sense of community- volunteering, relationships with families and students, classroom cultures, including community members in extracurricular activities, mentor program, SCC-focused and engaged, which builds trust, Chinook has a great culture, STF is a supportive and good organization- good pension, multicultural classrooms opening up perspectives for students, student voice- My School Sask

**C. Educators:** dedicated, flexible and adaptable professionals in the teaching profession, assessments, teachers are positive role models, STRC, human resources, pre-service programming for teachers, coaching models, writing continuum with exemplars, new provincial assessments do not interrupt learning, access to technology- Google Classroom, Chrome Books, Cyber Schools, additional language education- French Immersion, Core French, EAL, K-2 French Immersion integrated curriculum, remaining a separate school division with a local board, curriculum coaches, professional development, goals- provincial, division, school- helps focus, rural school division structure- local context, hardworking support staff, adaptive curriculum

### **4. What needs to change in Saskatchewan's school system to better prepare students for their future?**

**A. Funding:** funding model that responds to the needs of students- not one size fits all, Education Tax needs to go to education, more funding and collaboration for supports- counsellors, youth workers, specialists, funding for more appropriate resources, change funding to private schools- direct to public, create a culture where they invest in education, have the ability to raise funds to support students based on demographics, additional resources for EAL students- materials and staff, funding based not on population but specific needs, return local taxation, adequate and sustained funding

**B. Government:** needs to work with STF rather than against it, break down pillars of the provincial system so they work together more easily, one teacher college in the province offering one unified program, not move to centralized boards

**C. Education system:** updated curriculum in history (less Eurocentric), social studies and social sciences, cross-curricular education, hands on practical opportunities, less ELA (Shakespeare) more communication, required life skills course, revamp health curriculum- teach kids to be healthy- time

management, relationship skills, coping skills, more experiential learning, teachers who are able to teach their specialty, teachers who are engaging, committed to the students and involved in extracurricular activities, less assessment more learning, revisit Education Act and the purpose of education, more diverse opportunities for students to graduate, more Pre-K, kindergarten readiness and transition to school programs, more after school active programs, better training for French teachers, 6-12 curriculum needs to be more engaging, career counsellors, graduation the goal not necessarily in 4 years, allowing failure- teach to work towards a goal- redefine success, focus on attendance, clarify no "0" policy to teach responsibility, specialized interventions for exceptional students, holding students accountable, more flexibility in scheduling, classes, pace and in ways of demonstrating learning, more subject integration, curriculum based on skills not content, more collaboration between schools and school divisions, supports for teachers in managing expectations, smaller class sizes- higher teacher student ratio, more access to alternative schools and programs, continuous teacher education- teachers need to feel safe with allowing student engagement, more human resources (management) in classrooms, change the idea of what school is, teacher succession planning, prioritize learning objectives, variety of volunteer opportunities, engaging public so they value teachers as professionals and understand how much they do, figure out how to address parents and supports before kindergarten, prioritize learning objectives- less is more, systematic way to track interventions for students across the division and province, social supports for teachers, focus on typing skills, change school year to Aug-May to match post-secondary, more student voice and choice, more opportunities to help kids find their passion, change requirements for adult grade 12, less focus on post-secondary education