

PROVINCIAL VISION OF EDUCATION ... 2020 AND BEYOND

The Ministry of Education is leading the co-construction of a framework, together with the education partners, that will form the basis for a **Provincial Education Plan** and set a course for the sector from 2020 to 2030.

Your input is valuable...

If interested in providing feedback, please complete and return to [REDACTED]

Four questions for feedback:

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

- basic needs, need to be met
- how to multi task, be task oriented, problem solve, yet flexible
- how to study and write exams, have multiple demands with deadlines
- global student-globally connected and engaged citizens
- compassion, engagements and citizenship
- curiosity and imagination, initiative and entrepreneurship, agility and adaptability, critical thinking and problem solving, effective oral and written communication across networks and leading by influence, accessing and analyzing information
- social behaviours
- wealth management
- math/reading – bigger focus
- current technology – keep up with changing times
- physical health
- confidence
- compassion
- oral communication – comfort in public speaking
- financial literacy
- basic needs must be met. How to multi task, be task orientated, problem solve – yet flexible
- global citizen – globally connected and engaged
- good communication – reading and writing; interpersonal
- good math and research skills
- a love of appreciation for community both home and global
- a love for social justice
- how to write a letter
- how to do a proper resume
- basic life skills
- responsible digital citizenship
- numeracy / mathematic skills
- science / mathematics – encouragement for girls
- mental health / coping – support strategies
- reading, writing, math skills
- computer literacy
- conflict management skills, financial literacy skills, time management skills
- reading, math, economics, online knowledge
- effective communication – written and oral
- life skills – financial knowledge
- math and research
- community minded at home and the globe
- life skills, banking, changing, etc.
- effective oral and written communication, critical thinking, problem solving, curiosity and imagination, adaptability, ability to prioritize
- education, computer skills, job skill, life skills, basic skills, money
- confidence, strong self-awareness
- compassion and empathy
- faith
- work ethic, resilience
- **question things! Don't believe everything you hear.**
- job skills
- basic life skills – eg. financial
- basic skills – **3 R's**
- problem solving
- practicality of life skills – finance, physical literacy, relational skills, nutrition, etc.
- something along the lines of working with difficult people or situations
- technology – keep up-to-date with changes
- **ability to learn and adapt to new technology, a changing career climate, and new ways of "doing"**
- problem solving, teamwork, social skills
- effective oral and written communication
- family support
- Problem solve
- relationships – people skills
- responsible use of social media
- financial, literacy and wealth management
- skills for adversity
- organization
- collaboration
- responsibility
- resilience
- ability to problem solve
- building resiliency
- develop a solid moral code
- knowledge of literacy, numeracy and different uses of strategies. You can learn and develop from these skills, knowledge and abilities.
- resilience, kindness/treating others how they want to be treated. We want our students to be resilient otherwise they will quit everything they start. Who wants to live in a world where no one is kind?
- basic math/reading skills mastered

- how to cope with change
- how to understand to lose some times
- **things don't always go your way. Being told "NO" and dealing with it**
- have to be able to problem solve day-to-day life
- communication – how to communicate in different ways
- budgeting
- cooking
- real life skills
- reading
- math
- life skills – teaches the kids to do things for themselves as adults, cooking, building, finances, etc.
- basic money management skills, life management skills, most schooling focuses on scholastic education only and kids graduate without the basic skills of money management, cooking, basic car repairs, etc.
- children/teens need to be taught how to do day-to-day financial transactions and such – eg. doing taxes, paying for rent, saving money, budgeting,
- kids have trouble becoming an adult when nothing is taught to them about the real world
- conducting proper research and being able to separate fact from fiction.
- literacy in reading, writing, and math. Enough to manage and enjoy life.
- budgeting for everyday life
- knowing how to meet deadlines
- asking for help in all aspects (colleagues, healthcare professionals)
- problem solving and critical thinking
- fostering independence and independent thinking
- being comfortable with being wrong/failing (learning how to respond to adversity)
- absolute due dates / concrete deadlines
- reading
- punctuality
- passion and purpose
- time management
- ownership
- independent thinking
- deadlines
- work ethic
- public speaking
- reading and writing
- helping students live a more balanced life (coping skills, making room for work, family, spiritual life, etc.)
- the ability to deal with successes and failures. Building resilience.
- financial literacy
- training in vocational trades
- time management
- math skills
- resilience – problem solving, self-regulation, "Grit", flexibility in thought, communication skills (and effectively), ability to read a volume of text
- **skills for jobs that haven't been created yet**
- independence, respect, team work, accountability, reading, writing, math skills, money skills, banking/number skills, good work ethic, organizational skills, self satisfaction – **Not everything will be an easy "street". You have to work hard to get success.**

Question 1 Themes identified:

1. Problem solving, critical thinking, curiosity
 - Multi-tasking
 - How to write exams
 - Research
 - Independent thinking
2. Skills for jobs which do not yet exist - futuristic
3. Reading, writing & math
 - Writing resumes
 - Reading technical data
 - Oral/verbal communication
 - Public speaking
4. Financial literacy
 - Banking
 - Wealth management
 - Budgeting
5. Accountability & good citizenship
 - Social skills
 - Passion/purpose
 - Respect
 - Work Ethic
 - Deadlines, punctuality
 - Hard work
 - Ownership/responsibility
 - Ethical, moral code, social justice
 - Compassion
 - Empathy
 - Faith
6. Mental health
 - Agility, adaptability
 - Coping, resilience & dealing with adversity
 - Conflict management
 - Confidence
 - Asking for help
 - **Learning to accept 'No'**
 - Admitting being wrong
 - Losing
 - Relational skills
 - Technology/social media

7. Leadership
 - Team work/collaboration
 - Resilience
8. Technology
 - Changing times
 - Technological literacy
 - Responsible digital citizenship
9. Basic Life Skills
 - Cooking/nutrition
 - Looking after a car, home, etc.
 - Physical health
 - **3-R's also identify as basic skills**
10. Science
11. Note: no mention **of arts...**

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

- lack of good nutrition
- social stresses
- academic abilities and lack of knowledge and support for success
- lack of repercussions if demands are not met
- performance stress
- lack of focus – too many distractions
- classroom sizes
- anxiety / pressures
- activities – Kids are so busy these days! Not as much time for homework/reading. However, activities are important as well.
- Electronics / phones / social media – more distractions
- lack of good nutrition
- social stresses
- performance stress
- social media
- family stress
- anxiety – pressures for success; pressures to be busy; pressures from friends
- peer pressure from friends
- trouble at home
- learning disabilities (struggling in school)
- bullying
- fear of now know the answer
- not doing their homework and marks slipping
- mental health issues
- negative peers / peer pressure
- dysfunctional home environment
- transiency – moving/relocating many times
- trauma affected children
- some students challenged with being in a dysfunctional family – drug and alcohol abuse prevalent in the family.
- some students experience excessive anxiety or have difficulty regulating themselves because of childhood trauma.
- students / families struggle with mental health issues
- teachers that care more about dress codes than student performance
- lack of support system
- lack of self-esteem
- stress management – home, peer, over planned lives
- trauma
- becoming responsible, digital, citizenship
- home environment / dysfunctional – affects kids
- transiency – moving / missing school
- trauma affected child
- anxiety
- basic needs not being met
- unhealthy lifestyles
- negative peer pressure
- trouble at home
- bullying
- not doing their homework – letting marks fall
- strong family and community relationships. Students bring many issues – poverty, family support, structure and guidelines, ability to cope with adversity
- bullying
- family and performance stress
- social media
- activities, busy scheduling, pressure
- addictive video games
- poverty, trauma, lack of family support, mental health needs
- overload in extra curricular activities
- mental health
- anxiety
- family support
- mental health issues
- truancy
- hunger
- overabundance of technology
- lack of motivation
- lack of a moral compass or guide
- the students are too busy in their personal life. They have no time to rest, study, play, being kids and sleep properly. They come to school already exhausted.
- too large of class sizes
- not enough resources
- not enough access to counsellors
- follow through (say something – follow it through)
- behavioural issues in the classroom (distraction)
- high class sizes

- unstructured classrooms (noise level)
- schools not enforcing school rules – kids think its okay to not follow rules – **adults don't have to**
- not have a full-time counsellor for over 460 students
- bullying
- being hungry
- negative role models. Bullying, not having the funds to better equip for the kids' needs, health, poor teachers (that don't have enough patience), old books and computers
- unrealistic expectations and very high workloads
- home issues, financial issues at home
- mental health
- low confidence
- home dynamics or issues
- cell phones
- social media
- cell phone use
- large class size
- mental health – lack of social skills, lack of flexibility, poverty
- perception of being a victim
- entitlement
- technology addiction
- attendance
- lack of confidence
- accountability
- parents (over/under)
- basic needs not being met
- poverty, family breakdown, family dynamics, addiction, hunger, trust issues, mental health, kids dealing with adult problems, lack of sleep, social media smarts, constant praise or punishment, poor time management, over commitment, lack of engagement in community, lack of family support, large class sizes, lack of funding for teachers and students, etc.
- no fail policy in elementary
- coddling students and not pushing them through anxiety
- **lenient credit recovery and lack of firm deadlines (can't give zeroes or incomplete)**
- pushing students through to graduation
- stress / anxiety
- money
- abuse
- mental illness
- attendance
- everyday life gets busy at times
- need to find a good **balance** → **school / life / home / sports / academic**
- both parents have to work jobs that involve 24/7 work (shift work)
- parents being selfish

Question 2 Themes identified:

1. Mental Health / Bullying supports
2. Anxiety / Performance Stress / Lack of Focus
3. Dysfunctional homes / parenting issues
4. School practices – **attendance / "no fail" practices / lack of repercussions for misbehaviour / teacher concerns**
5. Lack of nutrition / poverty
6. Technology
7. Homework not being done / busy schedules
8. Lack of resources / classroom size

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

- lots of options in education – AP programming, arts programming
- ongoing feedback – report cards / student led conferences
- solid foundation for reading / math / writing and faith education
- the basics of social justice
- types of classes being offered – eg. career education, home ec
- volunteering in the community
- student led conferences
- shift from % to levels 1-4
- flexible in meeting various learning levels and accommodating individual needs
- intervention (LAC) need something for math
- formative assessments / consistency – benchmarks accurate growth
- monitoring and accountability in terms of reading, writing, math levels. Interventions put in place regarding academic data.
- ongoing feedback – report cards, student led conferences
- opportunity for parental option for Catholic education. Provide opportunity for parents to choose a faith-based educational environment.
- monitoring and accountability in terms of reading, writing, math levels. Academic interventions put in place based on achievement data.
- special schools for troubles learners
- no bullying program
- strong focus on early learning – expand PreK and K opportunities and associated supports to intervene as early as possible.
- lots of options – AP programming, arts
- solid foundation – reading, math, writing
- effective teaching strategies
- differentiation
- SST supports in LAC: more math needed
- early intervention (PreK program)
- dedicated staff – teachers, support staff, admin
- more one-on-one interaction
- updating curriculum
- resources to accommodate students
- accommodating special needs kids
- technology – how to use it
- tracking data – what works; what needs change
- **teachers are more responsive to different students' needs**
- intervention

- dedicated staff – teachers, support staff, admin
- literacy initiatives (SK Reads)
- great teachers teaching the curriculum outcomes
- variety in the approaches to education
- variety in the curriculum
- different ways to discover a concept
- catholic education which teaches values to all students and teaches acceptance of others.
- accept diversity and culture (everyone matters)
- assessments and teachers making sure each student tries to get to their grade level
- **learning to work as a team, one on one learning and understanding like teachers' aids**
- providing alternative methods of learning
- more classes have been much help in opening teens eyes to what they like
- My BluePrint
- technology available
- nurse practitioner
- counsellor / guidance time
- streaming of math / academics
- starting the French Immersion Program in Grade 1 – Not Kindergarten
- offering SK Youth Apprenticeship
- opportunities to pursue passions – classes
- excellent, well-trained teachers
- extra curricular programming that is provided on a voluntary basis (relatively inexpensive)
- updated curriculum – well done
- publically-funded faith-based education
- no standardized tests
- research-based practices
- diversity of classes offered
- additional support services
- school nurse, guidance counsellor
- mental health
- testing
- literacy goals
- reconciliation with FN
- giving students options for required classes
- Myblueprint.ca
- new curriculum that are applicable to real life
- teaching students ways to be safe with their online footprint
- having a balance of electives and academic (PAA/drama/music) options for credits
- the extra supports that **help the teachers** → **speech and language, teacher assistants**

Question 3 Themes identified:

1. Programming – updating curriculum / flexible learning
2. Continual feedback
3. Teaching strategies
4. Solid foundation
5. Support service people
6. Technology
7. Social justice
8. Faith-based education / parental choice

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

- some students would benefit from repeating grade one
- limited phone usage – less distractions
- kids having to repeat grade one if they are not ready to advance
- some students would benefit from repeating
- **not afraid to "fail" a student in order for them to achieve**
- not to cap potential just because A and B reached. Keep reaching higher.
- a change in the curriculum that allows educators to incorporate social justice, entrepreneurship, community and family values
- a collaboration with students from around the world
- mental health services to be made available to all students
- counsellors if needed
- family support systems
- report card system (numbers 1-4 **don't tell exactly how your child is doing. Bring back the percentages.**)
- more accountability from agencies that work with families to get family more functional (parenting / getting kids to school) see the value in education
- whole child considered in learning (emotional / psychological)
- mental health services have to be increased and systematic to help support students and families in their home life, as well as school. Outside agencies need to work closely with schools to make services more efficient.
- more teachers
- financial literacy - \$ Money Smarts!
- mental health – access within school and networked connected to Mental Health Services. A better screening process.
- too much emphasis on time determining learning vs student learning determining the time
- funding for mental health initiatives
- mental health services – family support services
- have more spaced for PreK program
- funding education today decreases costs of health, social services, justice and corrections tomorrow
- multi cultural understanding
- funding for mental health initiatives
- universal anti-racism education
- support for diverse needs of students
- volunteering in community
- a collaboration with students from around the world
- more support staff – OT, PT, counsellors
- more funding
- improved inter-agency and ministerial collaboration – align supports from education, health, social services, justice, etc.
- change in curriculum evolving
- mental health services need to be increased and streamlined between outside agencies and school

- more staff
- community support
- more resources
- more funding
- work towards every child is respected, secure and safe, has access to basic needs and emotional, spiritual and physical needs are met.
- more job skill training and awareness
- more one-on-one instruction for troubled learners
- better prepare students for their future with a smaller number of students in classes (better relationships, greater success)
- more student accountability for incomplete work and failing grades
- success in academics needs to be earned, not given indiscriminately
- they need to learn how to **FAIL!** With the new system of no fails, not being their grade again if they were away for an extended period of time. For not succeeding, understand, acknowledge concept is wrong.
- **The students get use to no work and keep passing to the next grade, and where life gets harder. They can't cope. They have** never been use to work to obtain results and/or get through life.
- marks will get harder to get in high school and if they never have to work or to push themselves to understand or to work harder to pass to the next level.
- learning how to fail is crucial in life.
- they are now use to having instantly passing grades
- people who never learned how to fail, all have issues in adulthood
- learn how to work, gain what we have, get is one of the best values to give to a child
- smaller class sizes
- more resources especially in French Immersion
- more access to counsellors
- grades should be based on skill level, not age
- bring back percentages – more realistic for future education
- pass/fail system – **don't do the work or be in attendance** – you would repeat
- have to attend – too many vacations (need to be in class to learn)
- **follow school boundaries (overcrowded classes because people don't go to the school in their area)**
- have stronger administrative positions
- teaching math in multiple ways instead of one way for majority
- confusing for students
- dealing with more real life aspects
- focus on other careers besides those that are based solely on academics – ie. trades
- honestly, I feel that phones should be banned
- supports for students with special needs and mental health (EA/SSST/Counsellor)
- consider retaining students back who are not ready to move on
- more responsibility placed on students and parents for students choosing not to do work
- need more consequences or support for homes – truant officer
- acceptance of everyone, balance of First Nation/Immigrant cultures
- more money and support for early learning and early interventions for at-risk kids/kids with special needs
- curriculum changes – adding more without eliminating other expectations
- classroom size
- inclusionary practices
- language of immigration support
- discipline – practice and consistency
- emphasize that reliance on jobs in at-risk sectors like oil, gas, etc. is not a long-term career plan. (Just a grade 12 diploma does not mean a good job now, with the economic downturn, need education for reliable employment.)
- more teacher prep time (one per semester, regardless of rural vs urban) better prepare students with more accurate, speedy marking and more opportunities to conference.
- 1-4 system **needs to go!** Kids don't see the value in redoing assignments, etc. Kids think they pass no matter what. Then they fail everything in grade 10.
- update current grad requirements to reflect student ability / interest and our current workforce
- more EAL resources, support, trained teachers
- adopting a growth mindset in the classroom
- money
- more supports for student mental health
- teacher time during day to build relationships
- **EA's**
- training for teachers
- supports for families – transportation, food, clothing
- better supports for mental health
- smaller class sizes
- new native studies curriculum
- EAL supports
- increased teacher prep time. We want to give them our best every day.
- professional development locally that is relevant, current, and supports students needs.
- mental health training and services for kids
- pushing students through classes/grades. **1-4 scale marking...get rid of it!**
- **always getting a participAction "medal"**
- you have to work hard to get good results
- not all **things are a "free ride"**
- sacramental preparation brought back into the school system

Question 4 Themes identified:

1. Mental health services
2. Funding for support services / interagency collaboration
3. Student retention / % grades
4. Broad curriculum (pathways to graduation; life-skills options; social skills / respect ed)