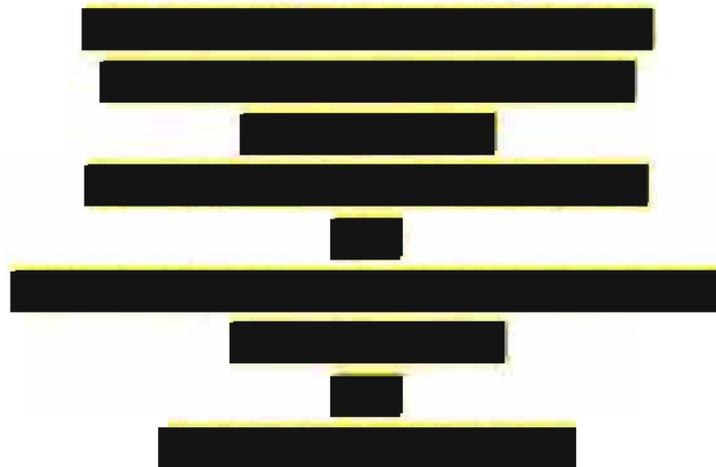


## APPENDIX B

### PROVINCIAL EDUCATION PLAN ENGAGEMENT SESSION *Shaping the Future of Education: A Shared Vision* FEEDBACK FORM

CONSEIL SCOLAIRE FRANCOPHONE (CSF)



The format for engagement sessions may vary according to public participation. The questions in Appendix B are a guide for organizing and leading an engagement session and can be adapted to meet specific participation needs while still fulfilling the **objective of these engagement sessions**.

The **objective** of the Provincial Education Plan's engagement sessions is to:

- Gather participants' comments on the most important aspects to consider for the next five to 10 years of student education, while education sector partners work together to build a framework for a future Provincial Education Plan.

Please answer the following four questions and identify three to five ideas or thoughts that you consider to be important for students in the next five to 10 years.

What knowledge, skills, and abilities do students need to prepare for life and future learning?  
Why are these important?

1. The students need to:

- Know how to communicate with people from different cultures, countries and so on. They need to understand the global village. (intercultural) (2)
- Pride and a sense of belonging – strong and durable bilingualism.
- Good foundations (French and learning) starting in prekindergarten (3)
- Better civic education – understanding of local, provincial and federal politics. (3)
- Better education on nature – sciences – the environment – citizens who care for the planet – global action plan. (4)
- 2) Social skills and ability to manage emotions, self-awareness, resilience – Learn how to contribute to society – RESPONSIBILITY, punctuality, personal availability. – cleaning classrooms, organizing their school supplies, etc. – self-esteem and self-respect and respect for property. All of this to learn how to contribute to society – how to behave in society. How to be responsible, organized and submit projects or work on time, without exceptions. Prepare them for preparing for exams. Develop networking skills. (civic education) (10)
- Learn about a variety of duties for meeting the needs of society.
- Learn what it takes to live and grow in a changing world.
- Managing finances – financial life skills – budgeting. Making and sticking to budgets. (6)
- Independence – How to live (survive) alone at home for 24 hours. (4)
- How to do the payroll (deductions and what this means for them as employees or employers). (3)
- Critical thinking – for making important choices. Learn to identify propaganda – be conscious and responsible consumers, especially in a world with little control over misleading advertisements online and frequent travel. (10)
- Develop skills and knowledge in creative fields – music, visual art, creativity, imagination – just like EINSTEIN said – this is the most important area of education. Cultural crafts.
- Learn entrepreneurial skills. (8)

- Teaching in general and health courses must focus on self-esteem and mental health (well-being) without minimizing other topics and must be welcoming – (pre-kindergarten to Grade 12). Learn simplified first aid adapted for age groups.
- Students must gain know-how. To have better day-to-day lives. (6)
- Technology (4)
- More teachers who have Fransaskois cultural values (coming from outside the province and cannot provide this knowledge to students) (2)
- More emphasis on cognitive skills. Literacy and numeracy (2) To ensure that students are able to think critically and are ready for post-secondary education. (3)

- [REDACTED]
- \* Youth have the right to a school with the following spaces: gymnasium, science lab, technology lab, etc. Why? Young people should be equipped with every possible means of pursuing classic education (e.g. university) and of accessing various jobs (young people must be equipped with basic knowledge to work well at their various jobs or to have a successful business – young people today will not always have the same jobs as their parents and grandparents. They may pursue careers in something other than the traditional jobs their parents did.
  - Saskatchewan youth in the 21st century deserve schools with suitable infrastructure to keep them motivated. Why? Our youth have the right to be prepared to face any circumstance on their path or to know where to find the information or the resources they need.
- \* Young people need to learn to communicate with others without ‘texting’; they must value other means of communication. Why? The digital world will become outdated, and we must show them how to live with different means of the community.
- \* We know that in Ontario and Quebec, children start full-time school at four years of age, so why don’t we? We estimate that a full day would reduce the workload of parents, but more importantly, the children would adopt to their language very early, before being influenced by the majority language, and they would also develop a sense of belonging to their school, as well as to their Francophone community, very early on.
- \* The Government of Saskatchewan should include lessons about finances in their curriculum for Grade 7 and up to prepare students for new global developments. The goal would be to prepare them by making them more responsible earlier in their lives in the business world; to teach them basic accounting, as well as how to budget. Why? Because they will be citizens who will not live under the impositions of society but will seek to improve the community around them.

- \* Young people need to learn to communicate with others without 'texting'; they must value other means of communication. Why? The digital world will become outdated, and we must show them how to live with different means of the community.

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- **Everyday math (budgets, finances, taxes)**
- **New languages**
- **More information about other cultures**
- **Life – consequences**
- **Histories of other countries**
- **Current events in other countries**
- **Time management**
- **Practical courses - sewing - how to sew a button, camping, how to change a tire, etc.**
- **Debate**
- **Relationship management**
- **Physical health**

## 2. What are the obstacles to student success and well-being?

- The obstacles include a lack of basics – children’s security – food, troubled homes and lack of support.
- Lack of French-language expertise – lack of specialists, professionals – delays in receiving evaluation results (6)
- Lack of space in many schools (and outdoor spaces) in our communities (10)
- A need for more open discussion about cultural differences – given the increases in immigration to our province over the last few years, schools need to be better equipped to accommodate cultural differences and create a climate of mutual respect and so on. A need for better intercultural knowledge. A lack of what “respect” means, both self-respect and respect for others. (6)
- Too much emphasis on activities and not enough on learning – all levels (2)
- Too much time spent on computers – not enough on social activities and group work (2)
- A need for better teacher training – especially concerning special needs children – a few years ago, a Bachelor of Education program offered only the equivalent of one half day on special education (e.g. gifted, ADHD, dyslexia) – considering the significant increase in the number of special needs children in the classroom, it is important that teachers be better prepared in this area.
- Lack of involvement on the part of the parents and community (4)
- Lack of motivation among students. Lack of engagement in learning – high rate of absenteeism, toys at school, too many new technologies at home, poor use of technology (cell phones) (4)
- We must re-examine the effects of testing (literacy and math literacy) of students with learning disabilities – impact on self-esteem – for the student and the parents or guardians who put pressure on a student who is not performing well – We understand the idea of transparency and strategies, but this should not result in the child feeling like a failure.
- Updated technology! Rural regions need better connectivity to ensure technology functions properly. (Support if students bring their own technology) (4)

- The number of students in the classroom – teachers do not have time to fulfill every need – students come from families with significant financial stress and other stress. (5)
- Stress brings self-esteem problems and mental health problems. (12)
- Support for gifted students (8)
- Students have too many choices, and so many students are unable to choose their courses in high school.
- - Rapport with students – unresponsive teaching
- - Socioeconomic and environmental factors, vulnerability,
- Societal factors that could improve learning, e.g. how the library is involved in and contributes to the school curriculum.
- Technology-based approach – promoting technology as a learning tool.
- Lack of funding to provide equal education with the necessary resources to Francophone students. (12)
- Find middle ground for inclusion. Sometimes it works for everyone, sometimes it can be harmful. Make sure that students can sometimes be in small groups and sometimes in larger groups.
- Distances are significant and can sometimes impact participation and the number of students required to make teams.
- Respect for official languages.
- More parental interest in what is going on at school – it is not a daycare. Parents should be able to be more involved at school and add value to what is being taught.
- Stability of teaching staff to ensure continuity and to meet student expectations.
- Have students present in class every day.
- School fees vs. free education: there are a lot of participation fees and fundraising campaigns. It's unfair to disadvantaged regions.
- Difficulty of teaching a large group of students that includes both strong and weak students.

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\* Students need to understand personal and business finances. Why? We want our children to become leaders in our community, capable of becoming involved in chambers of commerce, in management of their school and in management of various not-for-profit and for-profit organizations in their community.

\* Young people need to learn every method of communication as these evolve on the world scene. Why? How can we send our children into a world where written, oral and technological communications are advancing in leaps and bounds if they are not equipped with the basics?

\* Young people need to be motivated and supported. Why? It's easy for the world around us to pass us by. Do we have the support and resources needed to support our children in their community development (e.g. mental, physical, spiritual health)?

\* Young people need government departments and agencies that create programs that reflect the reality of both rural and urban Saskatchewan and various offices and farm jobs. Why? We do not know where they will go later. We lack teaching resources, especially in humanities, which will have a significant impact on young people.

\*The government must pay for pre-kindergarten. Why? We learn so much between the ages of 0 to 5. We are responsible from the cradle to the grave. If we do not give our children a solid foundation, what sort of teenagers and adults will they become?

- Lack of support in classrooms for students who need more help
- Individualized help
- Stress
- Bullying – anxiety
- Distractions – noise
- Reliable internet – up-to-date technology
- More resources – human and material
- Slow internet service – computers do not always work well
- French resources are too advanced – not for Francophones in minority communities
- Poor behaviour of some students – disturb other students and take up the teachers' attention
- Not enough individualized help
- Lockers are too small – not enough room for our belongings
- Uncomfortable desks and chairs
- Bus routes are too long

3. What currently works well in the Saskatchewan school system to prepare students for their future?
- A good start on learning about treaties and respect for indigenous Peoples, launched by the Office of the Treaty Commissioner. This is a step in the right direction, because it makes students think about cultures and opens them to cultural differences.
  - We are on the right track with reading skills by teaching specific skills. (6)
  - Students have a good sense of group learning. (6)
  - Students know how to do research online and use computers as tools for research and creating things. They are able to learn independently and on their own.
  - Full-time pre-kindergarten. (4)
  - The goals and objectives, including targets to assess the success of school boards.
  - Create solidarity between young people from different backgrounds and encourage a sense of solidarity among students
  - The community factor to ensure student success to ensure social vitality.
  - Francophone educational centres associated with students. (4)
  - Three choices of math in secondary schools. (4)
  - Bilingualism – Additional English-language courses. – (6)
  - Volunteering.
  - Applied and practical arts (APA) courses, driving courses, remote courses. (4)
  - We have structured schools and well-trained teachers.
  - A funding system based on property tax that works.
  - Good curriculum, good learning stages, and good renewal procedure.
  - Physical or verbal bullying is no longer tolerated as it was in the past.
  - Good elective courses for secondary students.
  - We can set and reach our objectives, review them, and always improve.
  - The number of courses required to succeed.
  - Many subjects to choose from.

- Education providing skills in both official languages (GRAV).
- Support from Francophone partners and associations.

- Significant interaction with the community (e.g. seniors, new arrivals, the parish, retailers, sports, its community)
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Our school is beautiful because the village is beautiful. There is a pleasant atmosphere [REDACTED] school.
- It is an excellent idea to define new values for the school. This has transformed the culture of our school community.
- Young people are proud to be able to communicate in French with people in the community.
- [REDACTED] has good teachers, staff and administration.
- Mixed-language families are well received, helped and supported.
- We are honoured that the school board pays for prekindergarten.
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- Good math instruction
- Good schooling
- Good art projects
- Cultural education
- Encouragement and rewards
- High-quality education
- Free education
- Smart boards and technology
- 'Hands-on' learning, games, objects to handle
- One-on-one support
- Enrichment courses
- Pre-kindergarten

4. What should be changed in the Saskatchewan school system to better prepare students for their future?
- Create infrastructure – schools/learning centres, etc. – modernize – accommodate students who need space to be alone if they feel overwhelmed in a classroom setting. (8)
  - More financial resources from the Ministry for infrastructure and resources to reach the objectives required by the Ministry.
  - Sound systems in every classroom – so that students can hear and understand the teacher without stressing the teacher. (3)
  - Modern technology in every school.
  - Teacher training must be redefined to reflect changes and to give them a better understanding of the realities of their personal lives – with regard to their sexual orientation and gender identity (e.g. transitioning) – this should be part of teacher training – help to address bullying and other problems students may have. Also, training should include more information about special needs – learning differences (e.g. gifted, disabilities, behaviour problems). (3)
  - Remote learning for long-distance students for rural and urban regions – services should be expanded. (4)
  - Rethink and redefine the inclusion of students with special needs – hybrid system – when to include them and when to adapt or provide other settings that would be more beneficial for the student. (8)
  - Better dialogue and collaboration between ministries to support families. – early screening, etc. and continuation.
  - Develop ways to measure targets and evaluate them at regular intervals.
  - There is no need to shelter students – tell them the full story.
  - Make sure that everything we do in schools is aimed at maintaining good mental health – we must help every individual to discover their own personal identity – to understand themselves – to appreciate their uniqueness – a curriculum that facilitates this process instead of seeking conformity.
  - Curriculums and experiences offered should focus more on cultural differences. (6)
  - Update curriculums and provide fully developed teaching resources (+PARC)
  - A sense of personal responsibility should be an integral part of a study program – not learning about responsibility but actively being responsible in their daily lives.
  - Fairness in terms of accessibility and availability – early childhood – universality
  - More support for gifted students and students with learning disabilities.

- Standardized programs across the province – too much freedom given to schools because there are many choices on the market. (3)
- More time to work with teachers at the same level.
- Partnerships with communities (3)
- Provincial testing (3)
- Allow students to repeat lower levels (3)
- More classes outdoors, please.
- Do more to celebrate and acknowledge adults who complete their GED and ‘upgrade’. Taxes on education for education only.
- \$ for play structures. Negotiate with suppliers to obtain better savings for groups of parents who want to renovate or improve these structures. Robotics courses and IT technicians for the jobs of today and tomorrow.
- Arts!
- Teach adults, not just children. Night school. Life-long learning. Review subjects that have changed since our education.
- Share more between school boards – especially specialized teachers, who are difficult to find.
- Teach life self-management. Know when they need to put away screens, sleep well, do physical activities, and take care of their health.

- We need adequate space.
- We need a gymnasium. We are ready to negotiate to have other services if it is not possible to have a gymnasium at our school.
- We need a science lab and a computer lab.
- We need more resources and tools for better knowledge transmission.
- The CÉF needs to be granted the funds it needs, and it will equip schools to be able to complete their community mandate (linguistic, cultural, identity, etc.)
- Spaces used by the school must be maintained.
- Partnerships must be made with other government departments, such as immigration, to encourage people to move to rural regions for French-language services and to improve those services, and also to create businesses needed to develop small communities (small engine repair, doctors, corner stores, etc.)
- Our school needs two portables to alleviate its dependence on the cultural centre.

- A gymnasium will develop our youth as whole people, but there are other methods if the gymnasium is not an option. LET'S TALK ABOUT IT!

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- More opportunities to speak out loud
  - More events, field trips
  - More physical education
  - RESPECT
  - Stop bullying
  - Kindness
  - Be polite
  - Schools closer to neighbourhoods
  - Respectful environments