

## Provincial Education Engagement Session Shaping the Future of Education: A Shared Vision

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

- Basic skills – reading, math, literacy
- Higher grades need to continue to offer PAA and movement skills in the school to foster distinct learning for individuals looking into specific trades careers.
- It is important to offer a variety of options to ensure students have choice to work toward potential and their interests.
- Reading, writing, math, health/wellness (physical, mental)
- We are seeing more and more kids struggle with basic skill of education life reading, math, and writing but also with basic personal skills, like problem resolutions, working with others, problem solving and relationships.
- I am well aware kids need home support but many times we are getting kids who don't have that on effects school.
- I also think we need to come to some agreement and move forward with reconciliation. Government had outs is just throwing money out at problem. It is a reoccurring cycle that is not ending. We need to move forward and work through and past old history.
- Literacy/numeracy, resilience/empathy, analytical thinking, corroboration/communication.
- Important – resiliency/empathy – addresses student well-being. (mental health)
- Literacy – need to be able to read
- Critical thinking/analytical/collaboration – information coming at us at warp speed. So need to be able to synthesize, analyze this information. Empathy and respect for indigenous people.
- Students need to become critical thinkers
- Students need to learn empathy and respect for First Nations people.
- Students need access to technology.
- Solving problems, coping skills, conflict resolution, collaboration, literacy/numeracy, social skills, empathy towards others/cultures, etc.
- Life skills (balancing bank accounts, budget, file taxes, etc.)
- Learning to deal with anxiety/stress
- Grit/perseverance/resiliency
- Tech as a tool
- Physical literacy
- Grit/perseverance, mental health education
- To be able to work as a team member – a collaborator
- Perseverance – the ability to keep on
- Problem solver/critical thinking skills
- 21<sup>st</sup> Century tech skills
- Why – students will have jobs in the future we haven't even heard of yet – cannot "train" for a job that hasn't been "invented".
- Critical thinking skills
- Technology – awareness of advances, responsible use
- Mental health skills – coping strategies

- Communication skills
- Team work – perseverance to complete and follow through with tasks – Example: employment, work ethic
- Emotional intelligence
- ABC's – including financial
- Social skills – communication
- Physically/mentally healthy as can be
- Obviously these are our core focus for student learning. Other content not listed on the page can interfere with student development.
- Active mind and active body – opportunity to be able to “run” off stress.
- Mental health – too high of expectations and demands interfere with students image – resiliency, perseverance, grit.
- More play based learning as for many years we have suggested students learn at specific rates.
- Critical thinking (fact vs fiction)
- Get to school
- Reading and number sense
- Make a friend (peer) make a friend (staff)
- Have a strategy(s) to deal with stress/anxiety
- Knowledge – extremely high reading – critical skills. Determine vast data/sources
- Develop social skills, global involvement/engaged citizens. Abilities to communicate effectively with multiple purposes, audiences, and situations/forums – individual groups and community. Enquiry mindset.
- Triangulation of critical thinking
- Independence skills, media awareness
- All students need to enter high school at grade level so their opportunities to learn at continued high levels is equal. If a student comes in with learning gaps in math at grade 9 entry – they do not have the equal opportunity to take all streams of math that allow them to continue to post secondary in a field of work of their choice. Their opportunities begin to narrow.
- Ability – students need to learn how to fail – anxiety rates are soaring in classrooms
- Skills – collaboration – working together to problem solve
- Learning gaps – gaps in learning created by poor attendance in elementary school are near impossible to make up in high school especially amongst our Indigenous students.
- Pre-K classrooms – complete Pre-K with all day kindergarten
- Reading levels/comprehension and fluency.
- Problem solving – inquiry based learning to be successful – social development
- Connections
- Literacy, math, critical thinking skills – resilience/perseverance, good work habits, vocational and life skills, science/technology, emotional IQ and social skills, organizational/executive functioning skills.
- Science/Technology – almost every professional/trade career now has an aspect (growing ) of technology use or development.
- Communication – with increasing use of technology/social media to communicate, personal face to face skills often lack.
- Building positive and productive relations – ability to network and work as a team is an important skill.

- Resilience and positive coping skills – a student ability not to be fragile and cope with stress/anxiety in a positive manner to ensure their mental health does not become a barrier to having a productive career and fulfilling life.
- Critical thinking – hats off into coming at them.
- Literacy/math
- Active learners for future learning
- Internet safety
- Independence
- Critical consumer thinking (fact or fiction? What you see on social media)
- Empathy, respect, understanding for all people
- Curious to further their learning (lifelong learners). This is important because of world changes so quickly and we need to be proactive in our learning.
- Knowledge about how to gain new knowledge
- Literacy is a big component for all students and has been focused on and improved in many schools, this needs to continue to ensure students do not fall behind
- Guidance for high school students in the area of grad coaching to allow success for all
- Day to day skills needed in society – problem solving, work ethics.
- Character education – how to conduct themselves outside the walls of home and school. Common sense is not common sense
- Digital citizenship
- Students need basic and useful computer skills, creating spreadsheets, typing, online banking, organization.
- Understanding of global citizenship
- Information is at their fingertips, they need to understand how to access it and determine its relevance/accuracy
- Literacy – how to read and comprehend information
- Teamwork/communication (with and without phones)
- Planning/organization
- Social/coping skills
- Resiliency
- Problem solving
- Perseverance
- Students need to have good coping strategies in order to deal with problems that arise. They need to develop resiliency. They need good executive functioning skills. They need good interpersonal skills.
- Study skills – how to organize and study
- These are all important because they determine our success as a person in the workforce, university, etc. Academic ability is important but is only one side piece of what makes someone successful.
- Ability to not only cope but thrive when facing stress and adversity
- It's important to recognize we are built, for the most part, to deal with stress, it's important to just help students recognize and have these skills.
- Ability to navigate barriers
- Self-advocacy
- Independence – students need to prioritize themselves and their own goals and have the skillset and confidence to move forward in their direction
- Resilience – students deal with a lot in their lives in terms of trauma and need to know what avenue they can take to help themselves bounce back to equilibrium in their life.
- Resources – be able to find who/what can help you with each hurdle. Ask for help.

- Basic study skills, time management, accountability.
- In the way: removing struggle, lack of planning, ability to balance.
- Time needed to build skills like: emotional wellbeing, resilience, strong mental health
- Working well: accommodating people's learning styles
- Knowledge – financial, technology
- Skills – how to fail and move on, social skills
- Abilities – independence, self-reliance
- Solid foundational concepts in social and emotional competencies, language development, early literacy, math fluency, digital literacy and responsibility.
- Solid foundation = bright future with endless opportunities.
- Executive functioning skills
- Digital media – literacy – responsible tech use (addiction)
- They need to be open minded, caring empathetic and have learned tools and skills to help them become life learners and develop areas of their own interests. They need to realize that they have the ability and tools available, and support to help them develop confidence to carry out their goals/achievements. These feelings of confidence, and values are important to have a mindset to develop and carry forward to future.
- Outside barriers such as home life, bullying, stress and anxiety. The jump in responsibility.
- Programs that provide credit toward future education and employment. Structure and support to prepare for life after school.
- More responsibility so there isn't such a drastic change from school to on your own.
- Planning and Organization – they need to be able to organize their time without a lot of guidance whether they will attend post-secondary or workforce.
- Advocacy is a respectful manner
- Appropriate use of technology
- Communication skills – digital and face to face
- Their home dynamics do not define them or their potential as we all have an invisible back pack.
- Resiliency skills to strengthen
- Spelling (common words/even in high school/very poor)
- Foundational language skills – to communicate and build foundational academics to tackle and master.
- Executive functioning skills – academics/task demand
- Empathy development – ability to interact positively with others
- Resiliency – ability to cope with presenting issues
- Work ethic – attendance
- Resilience, technological awareness. Failure experience. These skills are critical to success in the work world or continuing education.
- A variety of areas of knowledge that provides functional and academic opportunities to help open the doors no matter what path they choose upon departure from school.
- Resiliency, collaboration, executive function, problem solving, growth mindset, health/physical literacy transferable skills.
- Social skills, being engages with people in the room with them
- More focus on work ethic, importance of being on time, prepared to work.
- Take personal responsibility
- Emotional quotient
- Accept strengths and areas of weakness
- Time management

- Powerful emotional quotient – to be able to handle demands of life, expectations.
- Skills for workplace – organization, time management, executive functioning skills, perseverance.
- Problem solving strategies – flexible thinking
- Critical thinking skills, 21<sup>st</sup> Century skills
- Learning and practicing perseverance
- In order to meet these needs teacher need to teach, model and use best practice to enhance these skills (whole class tier1 interventions) Don't assume they came with these skills.
- Subjects specific to future career
- Work experience
- Ability to harness their strengths
- Confidence – who are they? What are their talents? Ability to state their opinion/case in a gentle/effective way. Kindness, family relationships, critical thinking.
- Second language – French, Spanish, Ukrainian whatever the community asks for
- Basic life skills – personal finance, cooking, CPR/first aid, parenting, technology skills, basic reading, math. They will live on their own – possibly have kids.
- Career/job specific skills – so they become employed, self sufficient and contributing members of society.
- Skills – collaboration , self-analysis and planning/goal setting
- Menu planning, proper meal preparation
- Abilities – empathy, creativity needs to be encourages and embraced in more core classes in high school.
- Need to be happy and learn that success is different for different people.
- Learn their own strengths.
- Belonging
- Issues that exist in the workplace – lack of perseverance, natural consequences in the workplace, work ethics
- Confidence – understanding who they are
- Critical thinking/problem solving
- Life skills
- Challenging status quo – stating opinion
- Accountability for their own actions
- Ability to work under pressure
- Accept defeat and grow from it
- Accept and be proud of who they are
- Be a critical thinker with an ability to respectfully challenge
- Manage personal finances
- What classes are available and how those will help them get through life
- Importance of trades – the expense you can incur by having to hire people
- Definitely reading and understanding that text and communicate that to others.
- Communications – our world is steering away from that ability to debate without accusing and the understanding to listen to both sides.

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

- Lack of resources, time, professional teaching
- Overcrowded/doubled or tripled grade – lack of necessary facilities to optimize learning
- Problem solving and struggling – we feel we have to run to aid of today youth when they struggle. That is how we learn not saying we can't guide or coach but we all need struggle to learn and become better.
- Traditional structure of school
- Lack of inter – ministerial support for students and families
- Teacher training (post-secondary)
- Focus on content/curriculum
- Kids to school
- Factory model of education
- Perceived bullying
- Teacher well-being
- Digital literacy
- Family dynamics
- Lack of support
- Anxiety/mental health education
- Limited experiences – lack of practical experiences
- Focus on content and credit requirements has been the focus not the skills
- Structure of the system
- Attendance issues
- Focus on content
- Mental health education
- Not experiencing failure/problems
- Traditional/industrial rev. style system
- Focus on “Graduation” requirements – credits etc, not on skills
- Too general in elementary
- Digital literacy
- Lack of practical experiences
- Socio-economic factors
- Mental health and well-being
- Addictions
- Trauma
- Attendance – learning gaps
- Lack of supports/resources
- Students unable to face disappointment
- Technology when used without knowledge
- Lack of communication, thinking and relationship building – mental health
- Budget constraints
- Teacher well-being
- Failure – students don't know what this is and would rather give up then try and solve
- Students require more one on one to help problem solve
- Parent support
- Classroom is not a fit for all students, some need a different way/learning environment
- Learning gaps
- Lack of standards/expectations
- Lack of funding for lower teachers/student ratio

- Privilege students – attitude, lack of parental support
- Cell phones
- Break down of the family
- Definition of success ... goal setting – bricks and mortar
  - Perceived “safety” – “aka” bullying
  - Teacher – well-being – demands, stresses, content
- Deadlines – learn at specific rates
- Need to teach the “process”, not specifically the content
- Structure curriculum, you always need structure but learning should be more fluent
- Unfortunately, parents and the lottery of having a parent that loves and disciplines and values education does give a student an advantage.
- At times, we have a student(s) in a classroom that takes up much of a teacher’s time and others cannot get the attention they need.
- Technology – hand held devices
- Society of “concrete thinkers” don’t move beyond thinking, concretely. We need abstract thinkers, problem solvers, innovative and technological thinkers
- Student engagement or lack there of
- Learning gaps – correlates with attendance
- Poor attendance in elementary school are near impossible to make up in high school especially amongst our Indigenous students.
- Innovative thinking – thinking outside the box. Saskatchewan is no longer a “have” province so we need to be mindful of our resources and how they are allocated.
- Enforcement of rules/laws that reject negative behavior by youth – cell phone, bullying, cannabis use, vaping.
- One box of credits that are out of date/not flexible and red tape for special credits
- Outdated schedule day
- Elementary classes that are grouped by individual grade – instead of ability
- Grade 9 unable to attain a credit to use as a cushion for high school
- Peer group stress/Social Media
- Family dynamics and lack of support for their child’s education
- Lack of motivation or desire to work hard and perseverance
- Teachers being maxed – teachers’ well-being.
- Lack of intervention in some schools
- Healthy organizational/time management skills
- Working – too busy for studies
- “google” atmosphere and instant answers
- Opportunities offered at the school
- Opportunity to pursue things that interest them
- Pressure
- Fewer opportunities at early ages
- Assembly line concept of school (grades)
- Class size
- Low funding/staffing
- PSP supports – mental health/speech/psych
- Relationships of adults to children
- High needs students
- Lack of pre-k spots
- Because schools need to do so much more they then lose focus on big ideas, long range plans (lose forest for trees)

- Diet of students (type, lack)
- Students need tools to deal with stress
- Students need more focus and foresight towards why what they are doing today matters
- Teacher and parents attitudes towards technology. It needs to be seen as a valuable tool but it is just one tool.
- Sometimes well meaning adults take away good learning opportunities
- Movement of students from one school to another due to family situations, economy or avoidance of support
- Exposing families to positive relationships because it has not been like this for them in the past or personal beliefs get in the way of trust/success
- Stop protecting students from failure and allowing them to do things on their own and not be done for them.
- Home life/poverty – in our “best” economy, poverty continues to increase. This means less stability for students who are impacted.
- Lack of flexibility – students have different needs, ways of learning, speed of processing, etc. School systems/administration/teachers need to accommodate this for student success
- Time and not enough people
- Agencies not working together
- Lack of sleep
- When students do not feel cred for
- A low sense of growth mindset
- Basic needs not being met
- Lack of mental health supports in rural centers (an inter-ministerial approach would be appreciated)
- Our students represent greater diversity than ever before – our students and staff need more education around “diversity”
- Truth and reconciliation – needs to be authentic
- Non-responsive instruction
- General care outside of school (food, hygiene, relationships/support)
- Training programs – university
- Curriculum content
- Breath of skills needed by school by school staff
- Holistic – well-being – personal/social
- Poverty
- Home – challenges
- Peer pressure, being over-protected and not taught to solve problems themselves
- Parents attitudes towards school/post experiences with school
- Conspiracies
- Structural barriers in their lives that impact education (poverty, oppression)
- Accessing resources
- Social issues – what matters most in their immediate lies more often than not is their social life over their grades. Family life, friends, romantic interest
- “Success” being only the rigid model of achievement – belief that only 90’s students are successful
- Who they surround themselves with
- Finances
- Past experiences – not being able to move forward



- Technology
- Socioeconomic status – lack of sleep, no food
- Parent/guardian support
- If we refer back to Maslow’s hierarchy of needs, safety comes first – are our kids safe? Have shelter? Are they loved and cared for? Do they have food in their bellies?
- Lack of funding – adequate
- Education is an investment not an expense
- Need more school counsellors or staff trained to help students regulate and learn social skills
- Adversity – adults misusing their power. Sometimes things outside of children’s control
- Mindset/attitude developed through negative experiences
- Lack of confidence
- Funding/supports ability to best provide support/system for students in most need.
- Insecurity – too few life experiences or opportunities for children to realize their own skills and strengths
- Mental health – anxiety
- Rigidity of practice
- Home life – parents who don’t value education
- Extra curr (kids “too” involved), high school students working at jobs at an early age/school is second
- Poor nutrition/even in our schools canteens
- School building environment and climate/not welcoming (old, falling apart)
- “go to person” – filling your vessel
- Assumptions
- Access to specialized resources
- Collective responsibility – need to be part of their goal, unilateral decisions or assessments
- Over/under scheduled
- Difficulty with stress management. 24/7 ties to technology and need for immediate gratification
- Readiness of students upon entering Kindergarten
- Adults are usually the biggest barrier to student success and well-being. Whether it is parents, teachers, administrators or politicians. The concept of student centered learning is often put aside due to budget concerns or time concerns.
- Sometimes limited options in rural areas. Classes aren’t always feasible or available
- Tier 1/2/3 with in classroom – committed staff
- Lower economic resources
- Executive functions – problem solving, time management, follow through
- Lack of focus on basic math skills
- Spending too much time on lower level students and not challenging higher level students
- Attendance issues
- Job coaches
- Parents solving problems
- Substance abuse
- Requirements for graduation – example: a student doesn’t see the value in English 10 as the hate to read and would rather be working with their hands.
- Mental health issues are the #1 barrier to student success. Students (staff) cannot learn and grow if these needs are not being met.

- More education for all (staff/students), proactive measures, mindfulness for all, meaningful communication
- Being held back by peers
- Having to learn one way, not a lot of options for assignments – some learn better through writing assignments, others art projects.
- Programming – push to be inclusive when what they need is strong belief in self – when a person is confident
- Lack of remedial and enrichment support time
- Too much assessing – not enough teaching
- Organizing by age and little else
- Lack of engagement with community – work experiences
- “fluff” topics - fillers
- Processes that are outdated
- Physical environments – how schools are built
- Social isolation – screen time and human disconnect
- Prioritizing marks/conformity over individual expression and skill set
- Hours of schooling that don’t optimize peak “performance” hours.
- Second language – French should be there, pool the interested kids, keep money in the public system instead of losing kids and funds to the Catholic immersion programs. Columbia has never asked me about French.
- Addictive nature of screens
- For some, too many commitments outside of school, for some, not enough
- Later start time in high school
- 5 or 6 classes per day – modules might be better
- Over scheduled
- Focus on rewards more than teaching (movies)
- Lack of interest for some kids to be there
- Social media – peer pressure, unrealistic expectations, mental health (anxiety/depression)
- Essentials – beyond
- “slow hiker” – meeting needs of all kids
- Artificial – placement
- Structure of school
- Upbringing – home life
- Very busy extra curricular activities/lives
- Kids aren’t allowed to fail
- Use of rewards rather than teaching
- Social media
- Different levels of learning in one class (behaviors)
- All professions available
- Ability to work at your own pace
- Inconsistency in approach
- Thinking too highly of themselves – pride distorts their reality makes them easy to derail limited capacity to remain grounded in adversity.
- Not reading well and as much as they can/are interested in
- No consequences for not working at their craft/trade/life’s work
- Lack of family/social support
- Dysfunction on a clinical level – active drug and alcohol use; unstable home environment, lack of food security

- Lack of drive – expecting to be fed when they don't work – we are retaining the students structured success program, uneducated, unkind, teacher skills support front line
- Lack of communication not enough structure – school design accessible outside of school, distance learning PhD, Masters not for young children
- Manufacturing – ship off the kids
- Adaptive dimension – harder and harder without resources, love care and attention. Predictability in funding, resource allocation, expenditure investment, rural Saskatchewan is suffering, setting mill rates
- Teachers are being effective, burn out, lunch hours tight
- Bring in health addictions trained to educate parent mental health.

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

- Options for a variety of programs outside the "core" subject areas
- At our school, we have the necessary facilities to offer a variety of programs
- Early diagnosis of "problematic" areas in the basic skills, so we can develop plans to help those students as they progress through the middle and upper grades
- I am not sure!
- Setting targets for students (ie: literacy, graduation, attendance, early years)
- Boarder – making our own decisions
- Transitions
- Distance learning courses
- The movement toward TRC
- More inclusive educations
- Access to Trades programs, connecting students to Employment opportunities
- Beginning to examine the role education plays in colonization
- Options – learning techniques/differentiated learning (zoom)
- Provincial focus – literacy/numeracy/focus
- Truth/Reconciliation – trying to heal relations with first nation's/indigenous people
- Options in small schools for credit recovery; special credit projects to engage students
- Options for senior students to track and provide opportunities for them to explore career options
- Focus on indigenous/reconciliation
- Mental health
- Back to literacy/reading/writing/math
- Shift in process/platforms and delivery
- Options – Digital learning/opportunities/special credit
- Early learning priority
- Working to build relationships with families
- Offering a variety of courses, ways for students to learn
- Still lots of room for growth in all of these areas
- Awareness – meeting students at variety of learning levels and developing student based success models
- Communication/relationship dialogue
- Focus on Literacy – commonalities province wide
- Pathways with high school course choices
- Transitions – engagement
- Transitions have become more important
- Start of "engagement" will help
- More focused learning "data driven" learning
- Individual plans for students
- We have teachers and central office staff that are super dedicated to kids and their academics and well-being.
- Academics with development courses/lots of modes/methods available
- Skill sets
- Flexible programming
- Technology when used to their advantage not as a distraction
- Varying options in the practical applied arts area – preparing them for a very innovative/technological world

- Accommodating individual difference
- Starting pre-k supports
- Dollars available to promote risk & first nation students are now coming
- Digital learning offerings
- Opportunity to be flexible with high school exams
- Use of technology to support learning
- ESSP map to follow
- Like the focus on literacy, math, mental health and graduation rates
- Like digital learning options to support flexible learning and more class options
- Credit rescue and credit recovery options
- Increase digital learning opportunities in relevant and current study areas
- Early learning/interventions
- Literacy/math/focus
- Increased empathy for reconciliations (work to do yet)
- Goals around math and reading; readiness of students in pre-k and kindergarten
- Focus on targets for the future (map)
- A focus on first nations, literacy, school readiness, graduations, technology and how it can be used as a tool for learning
- Transitions that support students for mental health
- Beginning stages of D.E.
- RTI
- Electives at high school
- Pre-k programs
- Elective courses at a high school level
- LLI/guided reading
- Fountas & Pinnell reading assessment, level literacy and guided reading
- Range of math and science curricula in the high school
- Curricula that is renewed and relevant
- Focus on reading, math and writing
- Focus on early learning
- Shift to the call for actions for T & R
- Divisions being able to somewhat allocate funds
- Saskatchewan reads
- Pre-k – needs to grow
- Literacy goals
- We are getting better at using technology
- Inclusion – more students are being kept as part of the whole
- Individual programs are suitable for child development and are not just inclusion in classroom, it is inclusion in the programming
- Local developed courses for students
- Extra-curricular opportunities and school clubs to get to as many students as possible
- Move to consistency – math assessments, ELA.
- Reading & Math – right direction, but need to keep going, continuously improve
- Focus on a few, very
- FNMI – education & support
- Our students are reading very well
- They have access to technology
- Distributed learning
- Experiential learning (land-based)

- Professional, (most) who sacrifice their families and time for students
- Overall strength
- Dedicated support/professional staff
- Local decisions – boards – not province wide
- A common understanding of essential learning
- Understanding of differences
- Strategic plan provides maps
- Teacher knowledge/accountability
- RTI – able to respond better to academic needs of students
- Importance of relationships
- Working with other agencies
- Support from PSP's in our division – team supports for the child – collaboration
- Peer leadership
- Working with home/parents
- Funding
- Getting better at recognizing the holistic approach; working with home and other agencies
- Caring, hardworking staff – from front line to administration to Board Office
- Focus on reconciliation
- GSSD having trained school counsellors
- Prioritizing social justice – acting on it
- Having counsellors accessible and in the building (GSSD)
- Team approach
- Strong support from teachers
- Final exams
- Agencies coming together to support a child
- Some pre-k spaces available, more needed
- Interagency supports – parents and family engagement day(s)/opportunities
- Awareness toward teaching whole child
- Awareness and support to meet children where they are at
- Opportunities to use technology
- Connecting with peers and adults in own community or other communities
- Flexibility of learning styles
- Emphasis on mental health
- Recognizing/celebrating diversity
- Many options for class study and note of delivery
- Student support has improved
- Professional Development opportunities
- Administrators that listens/open to change
- GSSD – clear vision and expresses change/info very well (Friday File, Portal of information)
- Reading support in elementary is helping boost most students to grade level
- Responsive – provincial actions when students have challenges
- Interdisciplinary – networking team – opportunity to explore outside support of GSSD
- Teaching the “whole child”
- Partnerships
- Appropriate application of technology
- Consistent exposure to diverse forms of education – traditional, blended, digital classrooms – more exposure to “the world”

- More assessment – catching kids sooner
- Asking kids what they want/need
- Academic support in place (reading, math, PSP support)
- Access to many services within school
- Targeted intervention – early intervention – research based
- Professional development for staff to develop skills/relationship building
- 4 c's – hiring, SSTs, PSPs, student support
- Inclusiveness is a good preparation for the diversity of the workforce and further education
- Utilizing technology to enhance engagement and knowledge. Data recording and availability
- Supports – division and community access depending where you live
- Having enough committed staff in the building
- Outside services access to
- Inclusive
- Access to PSPs
- Additional supports in community's provide assess – SIGN, mental health, family supports, etc. – cooperative/involvement
- Teachers going above and beyond to overcome lack of resources and funding
- Focus on bringing up lower level students
- Connections with community groups
- Supports offered
- Triple P Parenting
- Awareness of Mental Health issues
- We have/developing an awareness of student concerns/barriers – addressing these needs, meeting student needs – individualized programs
- Technology exposure and usage, google docs
- Exams
- Independent assign – collaborative assign
- RTI – time
- Integrations of resources people in rural
- Several supports offered for students and families
- Working toward individualized education
- Identification of needs and follow through
- Whole team approach (collaboration)
- Making reading at grade level by grade 3 a priority
- Being aware of the barriers our students face
- In our system, I believe, we are really trying to understand individual differences while balancing the needs of all (RTI)
- Integration of services
- Great staff, working hard for students
- Best practices are more evident
- Offering a number of electives to spark student interest
- Teachers are well trained and have resources on hand
- Yearly testing rubric
- Teachers talking to the kids
- Facilities being modernized and refreshed
- Safe air, heat
- Well organized, well equipped with resources

- Persistent emphasis on basic intellectual skills core learning.
- Good teachers who care beyond 3:30 pm
- Flexibility in delivering distance education finding connections for students' interests
- Blending learning with home schooling and other options
- Facilities improvements clean air, heat.
- Literacy scores Fountas & Pinell. Good skills pleasant articulates accepting of differences care and compassion for each other
- Make a life as grown-ups, be creative, depth of non-skilled opportunities
- Parents – what do we have control over?



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

- More professionals to deal with growing problems in the Mental Health area
- More human resources to provide top quality programming
- Funding – process, formula of equity across our public schools vs catholic schools – efficiency of our funding system
- Report cards – system – university need to all be on same page
- Teacher well-being. Mental health with teachers
- There is too much difference from division to division
- Computer systems
- Be nice if all prairie systems would be the same to talk to one another
- Teacher contracts – we are not seen as essential service. Teachers taken for granted.
- Students who don't attend are not held accountable – who is responsible for kids who don't attend?
- Would like to see consistent prep time. Allocation throughout the province.
- Catholic school division having non-catholics attend and get funding – total joke
- Better communication from elementary to high school
- Gaps in learning
- Ministries need to work together
- School plus models – more agencies to school. Too much time between visits with agencies
- Navigating the system
- Inter-ministerial
- The education sector needs to become a leader in reconciliation between aboriginal and non-aboriginal people
- More efficient use of resources
- Merge divisions to find efficiencies
- One division – no catholic system teaching non-catholic students, honor the decision if the courts to not fund non-catholic students
- Not with stand clause is a political scam.
- School choice is a terrible idea
- Elementary education – more supports to students come to grade 1 more prepared/school ready.
- Allow students to fail – students need to develop grit
- Grad requirements need to be updated – ELA pathways (similar to Math)
- Grad system requirements – school year/multiple jump in and out points
- Elementary 3 subjects – PED, ELA, Math, everything else cross curricular
- Menu for students in high school in rural areas. Equity in progressing available.
- Site based mental health support
- Flexible credit system – students will graduate with time and support – a 4 or 5 year grad plan should be considered
- Flexible credits for those not entering university
- Flexible calendar – 9:00-3:30 September to June does not work for some
- Get rid of “grades” – example: Grade 1, Grade 2
- More resources/supports to help students with learning behavior challenges
- Training for staff to support mental health needs
- Supporting frontline workers
- Traditional school system

- Trained people to work with mental illness on site (available in rural areas)
- School system – not all kids fit into this system
- Students need to learn work ethic/accountability – assignment deadlines, school on time, high expectations, teach intrinsic learning, low student/teacher ratios
- Spend less time talking and more time on action
- Real teachers developing curricula without political influence
- Supports for family – one point of contact. Connecting all the ministries that grow families 24 hours. “Takes a village”.
- Flexible opportunities
- Curricula moving as fast as learning
- PLC
- Provincial wide report card
- RTI
- Walls need to be taken down
- Module learning – needs to begin – achieve a level - move on!
- More leisure environment!
- Student voice
- School plus model – provide services
- We need the staff to address student needs. We are going to need to be the place where students get everything they need (food, snacks, school supplies, boots, etc.)
- Student accountability needs to higher achievement
- Life skills/readiness part of curriculum
- Return to basics
- Curriculum updates/technology necessary
- Funding up at all levels
- Higher support for financial and wellness for all “front-line” workers
- Parental engagement – good direction to continue
- Curricular reviews and an appropriate time frame for roll out.
- Outcome based curriculums – all of them if we are expected to do outcome based reporting
- Still not sold on outcome based reporting for grades 1-9 and percentages for grades 10-12 – doesn’t seem fluid.
- What is the answer here? What makes assessment smooth/fluid for all students K-12?
- Are we going to go full circle and eventually come back to percentage grades for all?
- Life skills curriculum mandatory – cooking, financial awareness (taxes)
- Attendance enforcement – going to school is good for you.
- Credit hours and credits reviewed
- Language instruction for first nation students
- Land based learning – more opportunities for all kids
- Lack of funding for adequate teaching staff in schools – expected to do more with less
- Don’t like so much focus and stats on 3 year graduation rate as it works against flexible timelines that some students need to be successful
- Mental health and resilience still building
- Science/Technology (equitable opportunity to rural students versus urban (Saskatoon vs small town)
- University under same umbrella as the high school – aligned system of education instead of current disparity and misalignments
- Change credit system – university – technology

- Remove the 3 year plan for graduation. Allow students to move at a pace that does not create anxiety and stress
- Focus back on the 3 r's in elementary education
- Greater variety of subjects students can choose from and not by distance learning in the schools
- Distance learning is not for everyone
- Internet safety in curriculum
- Further development of Distance Education
- Update curriculum to include internet with social media usage (starting at early grades)
- More Pre-K programs
- The math curricula is too large to match the recommend minutes per week; students and staff are stressed when trying to complete the outcomes
- Pre-K programs available in more communities – when the community qualifies, its up to the ministry to set up the program and offer it to the community
- Involve business stakeholders in what they think we need to do to prepare future workers
- Closer look at grad requirements
- More or universal pre-K
- We still need more work towards first nation and Metis inclusion
- There needs to be a higher demand for outcomes in using technology for teachers
- More consistent assessment
- There are many support agencies for families, however, the ability to navigate the system is extremely difficult (language barriers, education, transportation and not even knowing that is available) a central intake to guide families would be great for the education and health ministry
- The changing guidelines from education to health makes it difficult due to changing access
- Stop focusing on 3 year grad rates as not all students are successful in that time
- Fundamental shift in philosophy: education must be seen as an investment NOT an expense
- Core financial literacy
- Focus on a few really important things and do it well
- Career opportunities
- Motivational education
- Real life/hands on opportunities
- Strong pull to the “traditional” approach
- Professional development opportunities. Building capacity.
- More experiential, play-based learning
- Enrichment opportunities
- More interdisciplinary opportunities
- Modelling healthy balance between all factors in their lives
- More parental engagement
- More opportunity for students not geared to write exams
- Software engineering, more career driven courses and initiatives
- More outside the classroom learning
- More quality teachers to share their knowledge and help shape mind
- “wellness” teachers in the building
- Flexible structures to accommodate students who have attendance and unstable situations

- The credit system is a huge barrier – it reflects an “antiquate” factory model of education
- Our Saskatchewan Universities need to be incorporating training that is relevant to the ESSP
- Compensation to teachers that helps us attract the “best” and “brightest” to education
- Teaching students to critically analyze (what is fact/what is opinion)
- We need indigenous teachers in our schools
- We need to be teaching kids work ethic – they need to have deadlines, they need to understand if deadlines aren’t met then there are consequences
- Get them earlier – pre-k and nursery schools
- Student voice
- Responsive curriculums – continuum
- Innovative programming
- Inter-minister support
- Set boundaries, discipline
- Why Grade 12? Why not employ rates by 25?
- Skills/interests based education – struggling non-university kids job based education
- More options (online/distance)
- ‘real world’ experience
- Parental involvement
- How our Ministries work together – Health, Education, Justice, Social Services
- Teach techniques for kids to deal and cope with issues on their own (can solve all their problems)
- Outdoor education to keep kids involved
- How scholarships are administered (only if you go to school)
- Provincial funding of education – school divisions are asked to do more with less each year and this gets passed on to teachers, who are nearing a breaking point.
- Change in the structure of required credits – Shakespeare/trades English, more electives and ways to earn credits that relate to possible career options
- Stretched wire
- Free textbooks
- Phones
- Gender/sexual diversity
- Spiritual
- Love & respect
- A moral compass
- Allowing failure
- Make music and languages mandatory
- Allow kids to receive scholarships without going immediately into post-secondary education
- Listen to students – encourage open/respectful dialogue
- The framework needs to change. We are stuck in a very archaic system that does not reflect the reality of our modern world (we are still in rows listening to lectures).
- We need – flexible schedules, family school/learning, intergenerational sharing, more process and reflection on deep issues (less content driven)
- Staffing and support levels
- More support for struggling students – high needs is well supported but students who are struggling academically are starting to slip through the cracks because there just isn’t staff available to provide the supports they need.

- 1-4 grades in grade 9 are setting students up for failure in grade 10.
- Support for struggling readers in elementary when LLI isn't what they need.
- More focus on: social emotional learning, need to have programs that fit the student not vice versa, focus on strengths, family engagement, have to "own" – truth & reconciliation – indigenous wrongs, understanding why things are the way they are
- Education of all staff (in all sectors)
- Math curriculums – students not retaining basic facts/knowledge well enough to continue building on skills each year then many struggle to apply to higher level problem solving.
- Difficult to maintain relationships when more and more adults are sucked out of the system
- Hyperfocus on curriculum – we focus on such a large body of knowledge rather than strategies.
- Smaller class sizes
- Provincial investment as students as priority in funding
- Support mental health and academics
- Staff education in how to support qualified professionals
- Early intervention investment
- More money – a focus on basic skills. Allowing failure to encourage resiliency
- Availability of resources, strong community involvement (stronger in some areas than other)
- Early learning
- Readiness for post-secondary
- Post-secondary not keeping 'up' with changes
- Everyday kindergarten
- Communication skills
- Basic math skills
- More funding and resources
- Restructure of "grade" system
- Possible 2-tiered grade system (grade 9+)
- Appropriate funding to support diversity and high needs students. Access to occupational therapy and physio therapy
- Grassroots level funding: in the classrooms, funding into schools for 3-5 year olds (0-5 are so impressionable)
- Guided RTI support
- Independent and critical thinking
- Pride in school and foundational skills
- Leadership skill exposure/development
- Government of Saskatchewan focus on money rather than placing "Students First"
- Mental Health – need more access at a school level – rural level
- Need to change – think outside the box – re: grades/times
- 5/4 year grad rates why not 6/5 year rates to complete continuum of learning to grade 4.
- University level – inclusive education mandatory
- Teacher supports – PD
- Time and resources
- Smaller classroom sizes
- Teachers more paid on behavior, mental health, etc.
- More funding – more support personnel, SST, PSP's

- Engage indigenous families involving them in an advisory role (SCC?).
- Saskatchewan needs to quit cutting funding
- Education is an investment
- Funding formula
- Opportunities to focus on careers for students that may not be academic/university based (programs).
- Training for teachers regarding social/emotional health
- Food supplied for all – common support for all student at school in this realm.
- More funds to support schools in supplying students with the education they need
- Why is educational always on the chopping block?
- More classes dealing with real life – ex: how to balance a chequebook
- Self care – dealing with stress, anxiety
- Money
- Self care – staff and students – more practical life skills, increased family engagement, more funding – spent/directed more smartly.
- Need to focus more on whole child and provide whole education not just academic skills
- Students need to feel safe and be taught more life skills and understanding without the stress of academic skills
- Schools need to provide regularly life skills and whole focused – relevant life skills and experiences
- Funding to meet
- Family engagement – help educate early years 0-5
- Better funding and support for Early Years programs, daycare, early learning experiences and family support.
- Direct instruction of study skills, personal finances, mental health
- Traditional school is not for everyone. What do we do with students who are only in school because we are saying they have to be? Alternate schools/outdoor school
- Direct instruction/study skills
- “Real life” courses – ex: Personal finance
- Staffing increase
- Staff or certain staff taking on many roles and extra-curricular obligations and the balance is not there.
- The students who are in the middle and are not accessing additional support because teacher/EA are focused on the high need visible student vs the quiet/struggling child
- Having an outcome-based reporting period for grade 9 students
- When they enter grade 10/credits some will flounder fast/lack of reality regarding their academics.
- Set boundaries, discipline (connected)
- Teachers need support: education, mental health and additional staff
- Talk to employees – what do they want in their new hires? What are they getting instead? How long are they spending re-parenting and teaching skills and attitudes that an 18 year old should have?
- High school what it means to graduate 24 credit from 21 credits. SELA courses – might if be a journalist, service industry. College stream – Grayson – great options grade 11 and 12. Technical stream – 70% same consistency departmentals flawed.
- Kids high school students are amazing. Systems failures, kids deal with social media and technology. No more TV at 11 pm. Kids way smarter – abilities and strengths. Challenges they have – I’ve created challenges and obstacles – better for my kids. Parents working and working not much – phenomenal things – antiquated system

- Literate mechanic, journalist, physician, English teacher – system's thinking action and Ministry of Education.

## Provincial Education Engagement Session Shaping the Future of Education: A Shared Vision

Question 1: Of the eight themes noted above, what themes do you think are most important for student success and well-being, and why?

- #1, 2 and 7. Concentrate on the basics for students to progress and Graduate, in a system that is financially, socially and ethically supported now and in the future.
- #2 – Need that early learning. But that starts before school. Early reading, play and explore. Society has changed. Scared? Helicopter parents?
- All important – have equitable and sustainable system/supporting diversity. Focus on early learning and literacy. Inclusive and safe schools. (These all interconnect though).
- All of them! The system needs an overhaul. Can't have one without the others. How do you focus on Grad requirements and not impact education system equitable and sustainable, Indigenous culture, inclusive and safe schools, etc.
- Strength based approaches to support mental health and well-being. Students, parents, teachers and communities are engaged in respectful relationships.
- Strength based approaches to support mental health and well-being.
- All of them are critical – relationships, academics, safety, inclusive and engaging
- #6 – We need student and teachers to be healthy (physically and mentally) to succeed. Data collection and targets can be something that causes anxiety for both. Mental health and well-being.
- #2 more money into education. #3 work on closing the gap – all students achieve grade level outcomes so they enter the next grade level on an equitable playing level. #7 curriculum and instruction are engaging. Assessment needs to be fluid.
- #1 looking at the graduation requirements and adjusting it. Maybe 21 credits or less academic mandatory credits for those going into work force or trades to keep them engaged. #3 important, #7 relevant and engaging. Our table felt these are all important so it's hard to choose a few that are most important.
- #3 Early learning and literacy.
- Early learning and literacy – universal pre-K.
- #3 Early years start here.
- Inclusion – rethinking education – engagement
- Early learning and literacy – pays off
- Mandatory pre-K – all day kindergarten
- Each child engaged in real and appropriating level instruction
- They are all important
- A table of 6 had 6 different priorities. Each theme would benefit for a systemic change. School and was mentioned ... it was tried and abandoned because it wasn't sustainable... it wasn't sustainable because no systemic changes were created.
- #6 strength based approach – building on student strength
- All are important “spokes in a wheel”
- #1 graduation pathways to highlight strengths not weaknesses. Graduation rates very important for society. Mental health implications.
- #2 needs to be supported.
- Education needs to be an investment, not just an expenditure – students and professionals.



- Challenge post secondary teacher preparation – are these students ready to respond to the whole child?
- Mental Health – students can't learn if they are not in the right state of mind
- Inclusive and SAFE school – these have to be supported. All the others are equally important.
- Strength – based approaches support mental health – a student needs holistic well-being. Academics and mental health in balance
- Inclusive and safe school environments that support diversity – classroom teachers need time to build on emotional skills, social skills prior to digging into academics.
- The education system is equitable and sustainable – although, as educators, we try to meet this theme it isn't possible as we are constantly given less and less. In order for students to succeed these days more time and interventions need to be put in place. For high school students a course on surviving after grade 12 would be a highly valuable course but how would an education system even fit something like this in?
- Early learning and literacy are foundational to future learning and success. Very important and I believe we are doing the best we can with the resources and time given.
- Students, parents, teachers and communities are engaged in respectful relationships. A lot of struggles for students are factors that affect them outside of school. The most success I've seen is when the school can work effectively with parents and communities.
- Curriculum, instruction and assessment are relevant, engaging and culturally affirming. Student, parents and teachers and communities are engaged in respectful relationships.
- Curriculum – relevant, relationships and mental health.
- #8 All partners are engaged. Relationships are the base to most of our successes with learning, not only in school but lifelong.
- All are priorities
- Relationships and strength based important as foundation of learning. Cultural relevancy.
- #3 Early learning/literacy. #8 Relationships and #7 Relevant curriculum
- #4, #5 and #6 – mental health, Inclusive and safe schools. Early literacy. Taking care of mental health is paramount to learning. #8 Relationship building – so important
- #2, #3, #5 and #6. Funding is needed for all of these things to fall into place. If we are saying this is an investment then let's invest.
- Early Learning and literacy are foundational to future learning and success. If students have a strong foundation, they are less likely to struggle later on in life.
- Students, parents, teachers and communities are engaged in respectful relationships. Parents need to be on board and willing to work with the school system.
- #6 – if you aren't in a healthy, mental state it will impact all parts of your life – socially, physically, education, intellectually and spiritually.
- #2 Money – need to put the money into education and supporting students so they are on the right path and don't end up in the judicial system.
- #3 – Early learning – proved knowledge skills and supports to parents so they can support their children. Pre-K should be a part of every elementary school!
- #2 – nothing else is possible without equitable and sustainable funding that supports education as an investment, not an expense.
- #8 respectful relationships are key and foundational to building skill whether it's in math, science, ELA etc. All key players (family, student, teachers) need to be on the same page to ensure success for all.
- #2 – education system is equitable and sustainable. Need to have this to be fair and offer services.

- #3 – early years – need key skills positive and experiences in early years to be ready for life learning.
- #5 – inclusive and safe support diversity. We all deserve to be safe and feel supported – allows us safe space.
- #6 – strength base mental health
- #8 respectful relationships.
- Really all are so very important and create awareness and recognize at all levels throughout we need to support and work together to help develop whole child education with supportive, understanding and as a community.
- #1 inclusive/safe school environments – everyone needs to feel welcomed and that they are cared about.
- #8 student/parent/teacher respectful relationship. Parents may not have had positive education experience and this gets passed on to children. We need to be working towards creating positive experiences/relationships to shift the mind set.
- If I had to pick one it would be that graduation rates are current and flexible with flexible being the major point there. It is all fine and dandy to say grad rates are up but if we are forcing students to be at a level and be a statistic and they aren't ready for life after high school then we are failing those students. All of these themes are important and can be fit under helping students reach their goal of being successful after high school.
- #1, #5 and #8 – This is from a high school perspective. 1. Graduation.... Flexible – with the push for graduation rates to be in 3 years it takes away some of the flexibility. It is important for students to have that flexibility of time if they need it, without it showing rates. #5 – inclusive.... Support diversity. This done will, would include reconciliation. If students feel welcome, safe and supported they feel free to attend and safe to risk trying new skills and persevering in classes. #8 – Relationships – connections give the ability to express concerns, problem solve and feel a sense of belonging.
- Mental health services and well being.
- More discussion and awareness about it than in the past when I started teaching.
- Can't see mental health issues/diagnosis like a fracture or cut that we can put a bandaid on. I think staff need to be more aware, understanding and gentle to the needs of our children (patience). Everyone is fighting a battle we know nothing about. Families are complex. Students come with more responsibilities than before/invisible backpack.
- Availability – mental health services – teachers need more support in working with students with mental health concerns.
- Education system is sustainable and equitable. There is an imbalance between rural and urban.
- Of the 8 themes we are not sure that any one is more important to a specific student – one's needs will identify what is more important.
- As a system – perhaps mental health and physical health super exceeds all 8 themes of not only students but the state of family. Education. Depends on where “you” jump on the wheel – all 8 themes are intertwined like a “gear”. Co-dependent on each other. “Investment not an Expenditure”
- Early learning and literacy are foundational to success. If not early intervention/known then gap only widens as they get older. Literacy is key to progression and continuation of all learning.
- Equitable/sustainable – I don't think you can do a good job by continuing to reduce resources with system. Engaging – lots of kids struggle to see relevance.

- Education system is equitable and sustainable – manpower is required to effectively meet diverse student needs and deliver appropriate interventions. This is necessary to meet early learning, mental health and relationship initiatives.
- Supporting mental health and well-being – in order for students to be ready to learn, mental health and well-being needs must be met. Early learning and literacy. Relationships.
- #6 & #8 – The overall well being of students so they can learn.
- #6 Mental Health
- #7 Positive relationship building. Necessary for success in school, work, and future community building.
- Strength based approach to mental health and well-being is paramount to success for students. Building the resiliency in students is becoming more important with the increase in anxiety and depression in our society as a whole, and specifically in pre-teens and teens.
- Relevant curriculum is important to encouraging student engagement and success.
- Early learning and literacy ... along with behavior will assist well-being and success. If they come with beginning interest, the spark can ignite a joy and love of learning. If there are deficits, it can take out some joy.
- Strength based approaches to mental health and well-being, resiliency and feeling well are essential in making success reachable.
- #3 and #8 – we are seeing more and more students who do not have the pre-literacy skills developed before Kindergarten.
- #2 and #3 – Funding depends on services provided, access. Intervening early, for abilities including involvement from many services (#8).
- Grad requirements are not flexible as of yet – allowing students to take fewer classes over more years. Example: 24 credits in 4 years or 21 credits in 3 years would be beneficial for some students.
- Education system that is equitable and sustainable – how to increase funding and supports.
- The education system is equitable and sustainable. If this is the case, many of the other themes will already be happening. I think all 8 themes are so important for the success and well-being of our students.
- The education system is equitable and sustainable. If this theme is addressed all others we follow. Appropriate funding can give ways to support for early learning and literacy, inclusive schools, indigenous programs, etc.
- Investing in education and the future is critical.
- The education system is equitable and sustainable. I believe this statement is of utmost importance because in the past 3-4 years, teachers/school staff has been asked to do more without adequate staffing. This, in my opinion, is going to lead to staff burnout, retention issues, and a decline of “school culture”.
- Early learning and literacy are foundational to future learning and success. We need to give kids a strong start to build skills, confidence and ability to succeed in later years when there becomes so much more added to a child’s plate.
- Approaches to support mental health and well-being – help/education for teachers or more involvement between mental health and the school system for at risk kids. Teaching self-regulation skills at a young age.
- Curriculum, learning and assessment relevant to the present societal practices related to culture. Over testing is time consuming and can be less engaging. Using time to

cover the curriculum and expose our students to many learning opportunities can be engaging and enlightening.

- Early learning and literacy: Building skills early helps create students who are ready to learn. The more families know, the better they do. Family access to information and resources in a variety of areas (mental health, literacy, etc.) is huge when looking at success and well-being.
- Respectful Relationships: collaboration is extremely important for student success. Mutual support between schools, home and community.
- Mental health and well-being. Our students need to be healthy in order to engage in their learning.
- I think education needs to be seen as a priority and an investment for our futures. All people in the province need to buy into our education system and see it as important. Increased numbers of educated people = decrease in unhealthy people and crime/incarceration rates.
- Priority on base practice teaching will hit many of these themes and will help see graduation rates increase.
- Many of the themes overlap ... the message I see is “Changing to adapt for future needs”. These include literacy, mental health and tolerant and respectful citizens. This points to a “massive” change in the framework/structure of how we do things in education. Grades/marking/classrooms/credits..... all has to be looked at in a different light.
- Critical, independent thinking
- #8 – teachers are at the bottom of the totem
- #6 – and how to stay healthy
- #1 – but they aren’t currently ...
- #3 – early learning is the best start
- #5 – inclusive and safe
- #1 – Employment rates are supported through the education system
- #6 – strength based approaches (curriculum support) mental health and well-being
- We need people to be contributors to society and live fulfilling lives. This could very well be completely unrelated to high school English, grade 10 science, etc.
- Curriculum/instruction
- Graduation requirements being flexible.
- #7 – Curriculum – relevance – it’s been commented forever – when will calculators be helpful? When will they need Shakespeare? Do math and language skills that are relevant. Taxes and correspondence.
- #1 – grad requirements – very intertwined with above
- #6 – strength based approaches to mental health. Resiliency and perseverance.
- #8 – respectful relationship
- #7, 8 and 3.
- #1 – graduation requirements need to be less stringent
- #3 – early learning and literacy
- #7 – engaging curriculum
- #8 – relationships are key! Health relationship = health individuals – advance learning
- #6 – strength-based – approaches – tools to cope – not why as to how!
- #5 – Inclusive – builds healthier communication. Get rid of the word “Tolerance”
- Early learning and literacy
- Curriculum, instruction and assessment
- Students, parents, community are engaged in respectful relationships

- Education system is equitable and sustainable
- #8 – respectful relationships (#4,5 and 6 tie in)
- Reconciliation
- Indigenous languages – if First Nation schools are not doing the same kinds of teaching of knowledge and respect – our education won't be as valued.
- Graduation rates – until the University world educates us on what is going on there and what is needed. Is the University and Secondary school unhappy with our students?
- Want the best of both worlds though. Want to know and help the kids but maybe they need the training and help to get them both through all of this.
- Parents need to take financial management. Real cost of lending and borrowing. Calculate interest, self-fulfilling prophecy.
- Lord of the Rings – toast. Not complex not hard.
- Time – dollars – do the math

Question 2: Are there other themes that can have a positive impact on preparing students for their future life and learning? If so, what are those, and why are they important?

- #3 and #6 – Important in the inclusive and supportive finality of our society. Necessary resources to enhance these areas.
- Parent learning and engagement families need to be worked with from age 0-3. By time they come to school students are lacking skills in communication independence, self-regulation failure, perseverance, problem solving.
- #2 – schools in the next years (10 years) will have to be “the place”. We cannot rely on “loose” ways to make sure students are fed, have snacks, show up, have boots, etc., etc. Relying on grants and lost and found box will not meet the needs. It all has to be built in as a sustainable and a given so staff can concentrate on student learning. \*Elementary perspective. Sustainable education system.
- Gaps?
- Physical literacy
- Mental health and well-being including physical health
- #6 – should be more itemized. Social and emotional well-being of students. Lack of social awareness is evident
- #8 – parent and societal effort to teach the skills needed to succeed. Parents don’t have the same skill-set. Unaddressed – intergeneration trauma.
- Are we supporting parents to support the kids? Example: part-time work options, supports, societal pressures.
- Give teachers the o.k. to take the time to build resiliency, social/emotional well-being.
- Strength based approaches support mental health and well-being. Focus on work of a holistic model where teachers feel like they have permission to focus on resiliency, coping, mental well-being. Because of testing/pressures to have children reach a certain level. A lot of times teachers don’t feel like they are able to take the time to teach those other things such as coping skills, character building etc.
- Purpose of data collection – accountability or to inform instruction?
- Plan assessment and instruction based on development. Example: ready to read by age 7 (boys vx girls) – why push before they are ready?
- Support in curricular and extracurricular diversity.
- Not all fit in the same box.
- Opportunity for success for students with different abilities or passions. Example: Art, music, mechanics, sport, theatre.
- Team approach
- They all are essential and important to prepare students for future.
- Recognizing that school is not for everyone and finding them alternatives until they have matured or are “ready”. It can be equally as effective if not more effective to step back and re-evaluate for some kids as it is to continually push them forward.
- Proper the support to know how to navigate the system.
- For all to know the “compelling why”
- Does everyone see the “big picture” Where we are going and why?
- Resilience/perseverance – ability to continue even when facing adversity and having a plethora of problem solving skills to tackle the adversity.
- Students are whole persons, education needs to prepare them not just academics but also relationships, life skills, emotional/physical well-being.
- Parent involvement – can be through seesaw, etc.

- Technological literacy is key for students. Whether they are going to work or continuing education, the ability to use current tech and adapt to changing tech is critical to success.
- Involvement of the community in the importance of education.
- Developing a love/drive/curiosity for learning
- Engagement with families
- Pre K
- The 8 themes are what I would have identified
- All 8 encompass many areas
- Equitable education – staff, extra curricular, materials, technology
- Exploration of spiritual or mindfulness should start early. This inner reflection and time for quiet in our selves could create loss anxious, respectful, tolerant and thoughtful young people (not in a religious sense but in an individual manner).
- Create a sense of wonder and love of learning
- Self-care.
- Learn how to learn – learning shouldn't stop after high school. Formal education – yes but...
- Informal education
- Are we expecting school to provide our kids with knowledge, skills and abilities that we as parents should be doing?
- Language was brought up – idea – don't reinvent the wheel. Use resources "out there" example = Rosetta Stone. Do more special credit
- Life skills - financial literacy
- Saskatchewan residents are employed/continuing education by age 25. Who cares if you graduate? How are you supporting yourself and living life feeling fulfilled.
- Global citizens – languages, cultural awareness, social/current affairs
- Employment rates
- The way scholarships are administered
- Global outside Saskatchewan
- No Christian worldview specifically represented in the list of organizations since our countries founding principles are based on these.
- I think the pendulum has swung too far to the left and we now are inclusive of all and therefore became exclusive of many. Example: the amount of aboriginal material in the curriculum is excessive.
-