

Provincial Education Plan - Visioning for 2030
Holy Family RCSSD #140



Key Questions	Group Feedback
<p>“What Knowledge, skills and abilities do students need to know for their future life and learning? Why are these important?”</p>	<ul style="list-style-type: none"> ● Mental health and wellbeing need to be addressed. Students need to be well to learn and flourish - balance home and medical needs ● Communicate effectively - learn to express oneself verbally, in writing and digitally - locally and globally ● Exposure to life skills at an earlier age - ie money sense or cooking ● 21st century competencies (work needs to be done in order to ensure that educators have the professional development required to teach these competencies) ● Connecting learning to real world application - solve problems around the world ● KNOWING HOW to do things - ie - mental math, reading, writing ● Health and nutrition in higher grades ● Teach how to learn ● Responsible use of technology and social media ● Relationships ● Grit, perseverance, resiliency, empathy ● Digital citizenships - includes understanding the benefits and risks ● Development of a growth mindset
<p>What gets in the way of student success and well-being?</p>	<ul style="list-style-type: none"> ● Pressure to succeed/impress ● Dysregulation; not in a learning space ● Bloated curriculum; too much information packed into a school year ● Lack of confidence/self-esteem/social skills/trust ● A fear of failure; lack of growth mindset ● Socio-economic status; basic needs being met ● Lack of support/encouragement or personal connection ● Mental health issues ● Conflict with other students ● Lack of resilience and grit ● Unable to leverage digital/technology or inappropriate use ● Distractions ● Direction that is misguided ● Busy-ness - overscheduled lives of children and parents ● Helicopter/Lawn Mower parents making it ‘too easy’ for kids ● View of success - societal or historical view may differ from that of any individual ● Access to all of society - overload of information (taking on other’s concerns) ● Prioritization of skills ● Public perception that their teachers are not respected ● Culture of ‘instant gratification’; nothing in moderation

<p>What is working well now in Saskatchewan's school system that prepares students for their future?</p>	<ul style="list-style-type: none"> ● Emphasis on well-being and mental health (beginning) ● Parents have a choice in where they send their children to school. ● Board Autonomy - school divisions operate in a way that is best for their people ● Individualized learning; project-based learning ● Inclusiveness and diversity ● Good people in schools - caring adults who have students' best interests in mind ● Technology - infusing tech into the curriculum ● Professional collaboration - ie - response to intervention teams - network of professionals supporting all students ● Access to external learning opportunities -field trips, presentations ● Career counselling ● The community involvement in rural schools ● Collaboration with First Nations; reconciliation ● Education of the 'whole' child ● Increased accountability with ESSP targets and data ● Ability for educators/parents to 'stay current' ● Deep Learning - as directed in Holy Family RCSSD #140 ● STF Visioning (Re-Imagine Education)
<p>What needs to change in Saskatchewan's school system to better prepare students for their future?</p>	<ul style="list-style-type: none"> ● Funding - investing in school divisions; for specialty services ● Smaller class sizes ● More of the human element - teachers and support staff ● Data collection - when is there too much data? ● Internet access - for all communities ● Building of relationships and trust - engagement ● It takes a village to raise a child - accepting the village ● Infrastructure enhancements ● More parent contact to share information as child develops ● Inter-ministerial work; Inter-agency collaboration ● Resource deficiencies addressed ● Life skills - deeper inclusion ● Vocational skills training ● Increase culture of 'learn/do it yourself' ● Integrated well-being
<p>Equitable/Sustainable (HIGH)</p>	<ul style="list-style-type: none"> ● funding for sustainability - "It all comes down to money" ● No 'formula' will fit all ● Currently experiencing student needs being unmet
<p>Respectful Relationships (HIGH)</p>	<ul style="list-style-type: none"> ● More parent engagement/conversations ● Has very high impact on success ● Students take education more seriously when their adults agree
<p>Inclusion/Diversity (HIGH)</p>	<ul style="list-style-type: none"> ● Feeling of belonging - key factor contributing to success
<p>Mental Health/Well-Being (HIGH)</p>	<ul style="list-style-type: none"> ● A pathway for parents to better understand the strategies/pedagogy being used in school systems to better support their kids at home. ● Currently all are dealing with situation beyond their means of coping

<p>Early Learning (HIGH)</p>	<ul style="list-style-type: none"> ● Building blocks of learning and social sense acquired at 3 years of age determines future success
<p>Curriculum/Instruction (HIGH)</p>	<ul style="list-style-type: none"> ● Inclusiveness leads to supporting the whole child ● Teacher education must be ongoing ● The wide variety of concepts requires direction and scaffolding
<p>Indigenous Languages, Cultures and Identities / Reconciliation (MODERATE)</p>	<ul style="list-style-type: none"> ● Inclusivity of all cultures is important
<p>Grad Requirements (HIGH)</p>	<ul style="list-style-type: none"> ● Knowing this target is a building block for structuring school experience ● Online instruction provided for free (possibility of further attainment)
<p>Other Themes (HIGH)</p>	<ul style="list-style-type: none"> ● Catholic distinctiveness ● Parent engagement