

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

### Communication Skills (Reading / Writing / Speaking)

Resiliency (ability to help yourself), perseverance, problem-solving and critical thinking skills, ability to work with someone else (team), EQ (emotional intelligence), reading/writing/numeracy skills, responsible use of technology and online interactions, communication skills, empathy/compassion

Ability to read, write, speak, \*\*Resiliency Learn to deal with failure/hardships Ability to work Tardiness/deadlines Public speaking Social skills Basic responsibilities Independence Learning the differences between right and wrong

Critical thinking, decision making, literacy, resiliency, coping skills (mental health), ability to discern, compassion and thinking beyond race, culture and religious bias, empathy.

Accountability, literacy, math, social, mental health, life skills, finance, relationships, parenting, personal health, career, culturally responsive, technology adept, (the 7 Cs) that all students need to succeed in the 21st century: The 7 Cs are Creativity, innovation and entrepreneurship Critical thinking Collaboration Communication Character Culture and ethical citizenship Computer and digital technology

literacy, numeracy, collaboration, build relationships, technology skills, higher order thinking, think globally, environmentally, and act responsibly

Character Education: -taking responsibility for actions; responsibilities -resiliency and perseverance - accountability and respect -empathy -independence -emotional management Global Awareness: - appropriate use of technology -awareness of our effect of our actions on others To Learn how to Learn: - Teach students the process... model the process of learning -teach students how to learn so they can continue doing this throughout life Ready to Learn: -coming to school well fed, with an appreciation of others, a firm foundation, eagerness to know more, Literacy and Numeracy -students come to school with a rich literacy experience Creativity / Supporting Creative Processes -encourage creativity (I do, we do, you do)

Academic learning such as literacy, mathematical reasoning, problem solving, critical thinking, 21st century relevant thinking. Citizenship - Kindness towards others, tolerance acceptance of various lifestyles and cultures. Social Skills - Relationship building, respect for themselves, respect for others, kindness to all, communication skills. Mental Health competency - resilience, emotional management, Overcoming obstacles to success in all areas of life. Technology - Increasing competency in overall area. Independence - as a worker, thinker and human being. Less dependence on media, peers, social pressures.

Core numeracy and literacy (spelling, adding, multiplying), utilization of technology, critical and creative thinking skills, mental health (self-reflection, awareness, compassion, empathy, confidence), critical research, less art in elementary, more physical literacy

Students need to be able to read, write and do math. They need to know what kind of learner they are. They should understand their strengths and their weaknesses prior to leaving high school. They should know the importance of respect and understand diversity. Less absolutism and more open-mindedness will help people in their futures.

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

Entitlement, Technology(obsessed), Mental Health, Lack of independence, family dynamics, socioeconomic situations, outdated curricula, lack of funding, attendance

Basic Needs- food, water, rest safety etc. Physiological Needs - friends, relationships Lack of coping skills  
Unstable emotions Technology

We have major attendance issues. Our ministry needs to support attendance in our buildings. We have students who want to come to school but are unable to due to issues outside of their control. If we could create a system to get kids to school more frequently it would reduce academic concerns. Transiency is a major concern. Kids moving buildings frequently causing concerns. Technology out of hand is another concern. Kids using phones inappropriately causing behavioural concerns. Curriculum focused on education about technology (communicating more face to face and reducing screen time during school day and education on reducing school day at home). Schools should be phone free. Our school system is very rigid in small towns. If we can maximize flexibility for older students, we would optimize success.

poor nutrition, poverty, poor attendance, lack of accountability, helicopter parenting, unhealthy competition, lack of programs and individual support, low student engagement, bullying, fear of failure, lack of independence, poor facilities, inflexible teachers, lack of capacity for student to advocate for himself, no sense of belonging, lack of social skills, too much screen time, lack of sleep, lack of tolerance for diversity, family vacations during school days

Wellness -Mental Health -Addictions -Trauma / Adverse Childhood Experiences -Nutrition Level -Physical Fitness Level -Availability of support services -Home life -access to resources Poor Reading, Writing, Math Skills -may be for many reasons, including genetics, home life, etc. Diversity of Culture -beliefs affect education (attendance; importance of events; relevancy of things; importance of education) -transiency -priority of education has been downplayed (ex: busses not running; students do not come to school even though parents are coming to town) Relationships -teacher / student relations -need for positive and supporting school environment -inability to communicate in person (due to technology and bad habits) Technology -must set boundaries around technology so it is a tool for learning, instead of a distraction to learning Basic Needs -food, water, rest, support -need for UNPLUGGED TIME

Attendance, mental health, lack of accountability, lack of resilience, low motivation, school and family way of doing things may conflict, nutrition, lack of sleep, unhealthy relationships, lack of social interactions, transience, school to life balance (over-programming), stress from home such as divorce or sickness can cause poor social/emotional health that contribute to their overall well-being, lack of supports (provincial agencies) and little follow-through.

Lack of opportunities Home life/support Advocacy Attendance/transiency Mental health/anxiety Individual drive and motivation Internal/external pressure to be the best Social/parental pressures Multiple grades/combined grades Appropriate resources Good/bad teachers/parents Self-image Lack of discipline/structure/expectations

Basic needs are not met prior to coming to school. Lack of support from parents and caregivers. Too many activities - pressure to succeed in those activities remove enjoyment. Early years skills are not taught enough at home. Missing out on quality of time while brain is in development. Technology - Distraction and inappropriately used. Students are not given the chance to experience success at an early age, never take risks. Societal expectations as to what success looks like for all students. Mental Health - No support for anxiety, depression, etc. Coping with lack of success is at a minimum.

-lack of resiliency - Adverse childhood experiences ACES - Open mindedness to new concepts, that may have big impacts, buy in to a 'team' solution - Access to resources - Jurisdictional issues - Too much screen time - Attendance - Not coming ready to learn - Mental health addictions, anxiety, - Technology etiquette, digital citizenship, usage

We need more instructional time in front of students. We have too many days outside of the classroom. More days with kids, fewer days with other teachers. If collaboration days were used as instructional days, we would be much better off as teachers and as learners.

A lack of or skewed identity. This is often a result from home but can be peer related as well.

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

Career Education -Work Experience Programs -My BluePrint -Career Counselors assisting individuals with goal setting Literacy Work -we are headed in the right direction -conversations have really changed over the last few years -we are more focused on goals -data driven focus -common assessments Knowing the WHY before the WHAT -goal setting -conferring with students -thinking and talking about the processes/strategies involved



Phone: 1-306-682-2558  
Toll-free: 1-866-966-2558  
Fax: 1-306-682-5154  
10366 8<sup>th</sup> Avenue  
PO Box 40  
Humboldt, Saskatchewan  
S0K 2A0

increased flexibility, quality teaching, extra-curricular opportunities, outdoor education experience, appropriate teaching strategies

Updated curriculum and a lot of choices Educational opportunities Student Service Professionals (especially in school) Early Learning Interventions becoming available Teachers and everything they do for students (majority) Small attainable goals and goal setting

school sports, literacy, career counselling, student counsellors, safe and caring pillar, our focus as a school division, provincial data system, the use of data from common assessments and surveys, the idea of an SCC, number of technological devices in our schools, use of technology by teachers, literacy coaches, teacher and support staff collaboration time

Narrow Focus Recognize that learning needs to be supported by other program Focus on collaboration/ shared ownership

The opportunity to collaborate with our colleagues, system wide. Extra-curricular programs PAA and emphasis on Trades Flexibility in assessment pieces other than exams. Individualized learning and teaching Meeting the needs of diverse learners Horizon specifically, has a low PTI

Successful preparing kids for university. Great career awareness. Supporting engaged and regular attendance kids. Developing character citizens. Strong F&P system providing student reading level. Pre-K (in communities that have it) works well. Strong inter-agency relationships. Following Their Voices was a positive professional development initiative.

Improved quality teaching (Collaboration between colleagues, professional development), focus on the importance of relationships, access to technology and resources, some access to student support services such as student counselors, speech language pathologists, occupational therapists, etc. in schools, students are accustomed to group work/working together, acceptance of diversity, students are more willing to change/adapt to new technology, teacher accountability/common assessments, extra-curricular opportunities.

-focus on numeracy, literacy, four goals - Focus on relationships - More collaborative relationships, solutions, versus 'islands' - First Nations resources - New curriculum, change on paradigm shifts, better instructional practices - Open space for dialogue - Human service delivery, provincial or federal services

Teachers at all levels of K-12 schools are concerned with literacy. This is a good thing. Numeracy issues are next to be addressed. This will be positive. Writing skills are also being emphasized. Who knew that reading, writing and mathematics were so important?

The guidance counsellors in school, the Career Ed 9 Curriculum resources, increased trade opportunities in school.

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

Increased mental health supports, prioritize funding, renewed curricula, accountability,

More resources -- Counsellors, SLP's, Ed Psych, etc. Accountability -- meeting deadlines, meeting grade requirements instead of 'pushing' students through; how to better prepare students to deal with the outside world after school -- not real life (i.e.: you show up late for school, later in life show up late for work, fired) Maybe we 'shelter' kids too much through K-9, they hit grade 10 and don't have the knowledge/skills/abilities to get through 10-12

Mental Health supports - School Counselors time increased significantly. More access to SLP, OT, Ed Psych. Early Learning and Early Intervention School Building Quality - small space, class sizes, age of building and need of repairs. Consistency in the quality of schools. Increased importance placed on Education by government and society. Parent/Community involvement - volunteers

student/parent accountability; supported inclusive education; increased mental health education; school systems need support from social services, RCMP, mental health, etc.; more knowledge/support to work with students with severe behaviour; more parental support with these same students; early learning interventions; parental skills classes; school building quality

More access to student support services, mental health supports (students counselors/therapists), earlier intervention for students that need supports, a more diverse funding model for designated students who currently do not fit the approval for support, family acknowledgement of the importance of attendance at school and importance of education in society (we cannot impact students that are not in our building), increasing stamina earlier in school life (rather than "hitting the wall in Gr. 10")

Character Building of Students More access to Services for schools -OT, SLP, Counselors, etc. Early Learning and Intervention Academic Accountability of Students -needs to be increased -quit pushing students through -if a student does not hand assignments in... how many chances should they get?? When is a deadline a deadline? Value Placed on Education -by Government (wages) -by parents (support) -Students - varied cultures Ability, flexibility, and budgeting to expand on programs which suit our area needs -ex: what does your community need? -ex: what do your students need? \*this needs to look different in each unique environment -provide different opportunities to engage students

Getting rid of the rigid timelines that the school system imposes

Make education a priority to families, learn to fail and what to do when you fail, student accountability, "students hit the wall in grade 10" because they aren't prepared/engaged/etc.....better prepare students for future, stricter policy on attendance and rigor, more attendance support, less fourth/fifth/sixth chances.....we want to teach students that deadlines are deadlines, attendance policy, more mental health support in schools, partner with public health for weekly support, nurse in school, more SLP time, more OT



Phone: 1-306-682-2558  
Toll-free: 1-866-966-2558  
Fax: 1-306-682-5154  
10366 8<sup>th</sup> Avenue  
PO Box 40  
Humboldt, Saskatchewan  
S0K 2A0

time, SLPA tech back, we need more PE time on a daily basis, longer recess, more physical activity on a daily basis, less screen time for kids, infusion of provincial funds to support the items noted above....

-flexible pathways to graduation -policies which reduce opportunities -more representative workforce - parents spending more time with their children before they come to school, ready to learn -pre-K, play school, nursery schools, all need to be under universal programs -provide the opportunity to learn in all of the domains

Kids are pretty well prepared for their futures. Most do very well in post-secondary schools upon leaving high school. However, we are so accommodating and helpful now as teachers that we may try too hard to help students succeed. Although I think this is awesome, I know that students at post-secondary levels don't get second chances. I don't know if the instructors and professors really care if the students learn or not.

We need to do a better job of identifying deficiencies in language and math earlier so they can be successful at a higher level. Also, we need to be creative when approaching issues associated with homework (or lack thereof).