Shaping the Future of Education: A Shared Vision 2019

Prairie Valley School Division Feedback and information collection

The Prairie Valley School Division organized a number of events and communicated to a broad base of stakeholders within the division, in an attempt to gather input into the vision exercise. The Board and staff arranged the meetings to introduce the topic, allow for the Ministers message to be heard, have the groups answer the four questions from Appendix B and to encourage discussion about our Pre-k to 12 Education system.

The groups included the following;

[redacted]

The discussions that were held with the varies stakeholders provided many comments about the types of programs that were needed in schools, the delivery of those programs to students and ways to improve the upon what we offer as a Pre-K to 12 education to our children.

Comments came forward as well, that addressed the need for more innovative thinking in exploring what we offer, what is needed in the 21St century for our children and how do we find best practises to build upon what we have.

A few additional ideas;

1. Look at the 9 Building Blocks for a world class education
2. The 6 C's of student growth
3. Saskatchewan is far to small to carry out all required research to meet the goal of the best education system in the world. To make rapid change, look at other jurisdictions in the world that are best at a particular practice, take the idea, make one improvement on it and incorporate it into our program to be ahead of the pack.
4. Grade configuration and design; is it outdated and restrictive, to particularly early child development and progressive learning
5. Schools as the true HUBS for child services
6. Are school facilities too expensive and an outdated method of delivery?

[redacted] reviewed the eight themes developed from the October 2018 Summit and submit the following comments. We suggest the following changes:

All eight themes are important but number2 is foundational to everything_ the sector needs a clear mandate and expectations for the public education system

Theme #6. Strength-based approaches support mental health and holistic well-being inclusive of spiritual, emotional, mental and physical.

#7 Curriculum, instruction and assessment are relevant, engaging , culturally affirming and adaptable to different school sizes and grade configurations.

We are suggesting a ninth theme

All public service agencies with a mandate relating to children and youth (education, health, justice, post secondary, social services) work together in a coordinated, collaborative, purposeful manner.

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

INSERT NAME OF ENGAGEMENT GROUP AND LOCATION
INSERT ENGAGEMENT DATE
NAME OF FACILITATOR(S)

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

1. What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?
   - Life skills, money management, bill paying, investing – personal financial management skills
   - Grade 12 diploma
   - Citizenship skills, work ethic, basic life skills (e.g., former home ec program)
   - Relevant, up to date technological literacy
   - Skills necessary to transition to the next level of education
   - A reasonable grasp of basic physical and mental health
   - Financial literacy
   - Grit, drive and determination
   - Ability to survive post-secondary learning
   - Citizenship, volunteerism, an understanding of the democratic systems
   - A broad subject area exposure – holistic, well-rounded liberal arts education

- Land-based learning; environmental and social responsibility
- Accuracy in Canadian history
- Critical thinking skills and ability to analyse all of the information coming at students
- Parenting skills
- Financial literacy, communication skills, interpersonal relationship skills, written language, a rounded student, work ethic, application and resume writing, confidence
- Knowledgeable, engaged, competent citizens
- Building social skills – good verbal and written communication skills
- The basics – reading, writing and math
- Problem solvers, resilient and flexible learners
- Critical thinking skills
- Values, morals, honouring history and traditions, learning from our past including indigenous history
- Appreciation of the arts
- Cultures and languages
- Why? Importance of learning how to learn. Contributing citizens in all ways
- These are all important skills. Who is responsible to help students acquire these skills? Parents, education system, health system.

2. What gets in the way of student success and well-being?
   - Mental health
   - Too many demands on students' time
   - Learning disabilities
   - Lack of support or guidance
   - Poor family dynamics
   - Abuse
   - Poverty and hunger
   - Lack of knowledge of history
   - Loss of culture, language and identity
   - Outdated departmental exam practice
   - Lack of resources
   - Student and staff relationships
   - Qualified staff
   - Engaged and passionate staff
   - Home life issues
   - Not having the tools to succeed

- Lack of diagnosis of learning challenges
- Not enough instructional time
- Teachers out of the classroom
- Social media
- Parental commitment to education and engagement in their child's education
- Poverty, addictions
- Curriculum not geared to rural high school environments
- An education system based on a system from the 1920s and rooted in the ideas of Egerton Ryerson from the 1850s (testing, grading, ranking)
- Economic (funding)
- Lack of good role models/mentors
- Old facilities and equipment leads to missed learning opportunities
- Time for learning
- Grade system
- Mental health, family engagement, lack of resources
- Location
- Poverty
- Lack of confidence and self-esteem
- School environment
- A system that does not change rapidly enough to keep up with needs – not responsive
- Social economics/poverty
- Lack of services in rural areas
- Parenting skills
- Addictions
- Misuse of technology
- Students priorities – jobs over education

3. What is working well now in Saskatchewan's school system that prepares students for their future?
   - Teachers and students are doing what is expected of them
   - Caring teachers
   - Program variety
   - Engaged boards and staff
   - People of SK, volunteers, school boards trying to make things work
   - Technology
   - Transportation

- Full service high school programs, with teachers in classrooms with students. We have the people with the kids (versus learning through a screen)
- A democratic system for governing education
- Access to technology
- Student transportation system
- Efforts to offer career counselling
- Some access to a qualified student services team
- Provides experiences that enhance skills and interests
- Recognition of diversity and respecting diversity
- Opportunities such as work placements and apprenticeship
- Opportunities for a broader range of programming and extra-curr
- Supports in place i.e., student support services
- School division commitment to a strategic plan
- Accessibility of knowledge through technology
- Teachers in front of kids and ongoing teacher professional development
- Closer to listening to the voices of students through OurSCHOOL survey
- Good established structure that provides includes accessibility for all
- Well educated staff
- People have a voice in the education of students if they choose to engage
- Good, educated, qualified teachers and staff
- Student supports
- Opportunities for more types of curricula, extra-curricular, learning activities
- Elected governance bodies – boards and SCCs

4. What needs to change in Saskatchewan's school system to better prepare students for their future?
   - Mandatory kindergarten
   - Parental engagement and commitment to child's education
   - Teachers with greater flexibility and commitment to their own pd
   - More government support and resources to address classroom needs as well as renewed infrastructure
   - Media responsibility, entertainment responsibility
   - Funding and government engagement in education
   - Continued work in inclusiveness
   - Affordable post-secondary education costs
   - More languages to access

- More available health and psychiatric care
- Implement culture and language program
- More land-based learning
- Bring back early interventions
- Recognize skills and abilities and build upon them
- Lower PTR
- More resources at the classroom level
- More funding for infrastructure
- Early learning – universal Pre-K
- Informed parents
- Funding
- Equitable high school assessments – all high school teachers can assess 100% of their courses (no departmental exams)
- Curriculum revisions/updates
- Teachers teaching in their area of expertise
- Teach to learn, not to test – so that kids enjoy learning
- No segregated data
- Willingness to adapt/adopt radical change to our education model. Other models exist in the world and we need to look at them
- Need to be student centred, have adequate instructional time, less reliance on the education system to provide everything to everyone, need other ministries to fund the needs of students that fit into their portfolios
- Curricula needs to be developed with small rural schools in mind
- Final assessments that are equitable and based on current best practice and pedagogy (eliminate departmental final assessments and let all teachers prepare their exams)
- Capital investment that takes rural sustainability into account
- Provide a welcoming environment for parents
- Adequate resources
- Mandatory every day, all day Kindergarten
- Funded, universal Pre-K
- Increased funding for more teachers and special supports
- Partnerships with Health, Social Services and Justice in meeting the needs of our students
- Proper funding for facilities
- Pay our teachers better

Appendix "C"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

INSERT NAME OF ENGAGEMENT GROUP AND LOCATION

INSERT ENGAGEMENT DATE

NAME OF FACILITATOR(S)

It is recognized that the format for the engagement sessions may vary depending on the participant audience. Appendix "C" is intended to provide engagement participants with information on the eight themes that evolved at the October 2018 Education Summit. The accompanying questions are intended to provide participants with an opportunity to give feedback on the eight themes, and on other themes they see as important for students' education. The information in this Appendix is intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions** is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

At the October 11-12, 2018 Provincial Education Summit the following eight themes emerged:

1. Graduation requirements are current and flexible, preparing students for their futures;
2. The education system is equitable and sustainable;
3. Early learning and literacy are foundational to future learning and success;
4. Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education;
5. Inclusive and safe school environments support diversity;
6. Strength-based approaches support mental health and well-being;
7. Curriculum, instruction and assessment are relevant, engaging and culturally affirming, and,
8. Students, parents, teachers and communities are engaged in respectful relationships

QUESTIONS FOR CONSIDERATION:

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

   We suggest the following additions:

   6. Strength-based approaches support mental health and holistic well-being inclusive of spiritual, emotional, mental and physical;

   7. Curriculum, instruction and assessment are relevant, engaging, ~~and~~ culturally affirming and adaptable to different school sizes and grade configurations;
   (teachers are challenged to implement grade-specific curricula in multi-graded classroom especially in rural schools; multiple streams of curricula (such as math and science) is very challenging in small rural high schools

   All eight themes are important, but number 2 is foundational to everything – the sector needs a clear mandate and expectations of the public education system

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?

   We suggest adding a theme:
   All public service agencies with a mandate relating to children and youth (education, health, justice, post-secondary, social services) work together in a coordinated, collaborative, purposeful manner.

[redacted]

Appendix "B"

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

INSERT NAME OF ENGAGEMENT GROUP AND LOCATION
INSERT ENGAGEMENT DATE
NAME OF FACILITATOR(S)

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

1. What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?
   - 6 – c's – character ed, critical thinking, citizenship (digital/global/local/anti-racism ed), collaboration, communication, creativity
   - Resiliency and wellness, perseverance, , learn how to learn, social/emotional learning, intrinsic motivation, how to deal with failure and hurdles, accountability, empathy
   - Numeracy
   - Literacy
   - Problem solving
   - Inquiry based learning
   - Cognitive flexibility
   - life skills beyond high school (smaller credit units) – social dancing, meal planning, car maintenance, financial literacy, budget, credit, mortgage, yard work, taxes, sewing, baking, repairs, labor laws, parenting
2. What gets in the way of student success and well-being?
   - Standard expectations – teaching to the middle leading to disengagement
   - Lack of continuous assessment to keep responding to student needs
   - Lower expectations
   - Poor relationships with a significant adult
   - Societal pressures – treadmill of consumption
   - Inappropriate use of technology – erodes family time
   - Intolerance of diversity
   - Fear of failure
   - Mental health, drugs, alcohol, poverty, violence
   - Lack of student voice

- Adults with different visions or agendas
- Adult disengagement/apathy – need healthy adults
- Interagency disconnects – schools take the bulk of the work to meet all needs
- Gaps in agency support
- Lack of programs to address student needs
- Lack of access in rural areas
- Lack of play in older grades
- Identify vulnerable student earlier
- Transiency
- Shift away from grades to learning
- Lack of social/emotional skills teaching
- Ok to fail or not win – helicopter parents
- Coming without basic needs being met early learning but throughout school
- Teacher readiness and prep – not ready to meet all needs and understand what they will be facing
- Standardized procedures/structures/ bureaucracy
- Lack of funding to meet all learners needs

3. What is working well now in Saskatchewan's school system that prepares students for their future?
   - Re-focus early learning and inclusion
   - Grad plans
   - Prof supports in schools – OTs, psychologists, social workers, SLPs
   - Self- directed learning
   - Varied assessment
   - Planning
   - Multiple data points of what can be measured to understand student learning and identifying what can't be measured and why
   - More accountability and transparency
   - Alignment with ministry – boards- schools
   - Stronger relationships between STF/SASBO/SSBA/School division
   - Our school survey
   - Responsive to student needs beyond the cur – building, nutrition, social workers
   - Trying to give ids more options
   - All province going one direction benefits all students
   - Locally developed courses
   - Work-experience – TASCAP,
   - Increased attention of FNMI education and TRC
   - Student aceeptance of diversity has improved
   - Sound structure responsive to change

- Public voice – publically funded
- ESSP
- Mental health focus
- Attempts at equity
- Schools provide many services that kids need beyond the classroom
- Don't let up on high standards

4. What needs to change in Saskatchewan's school system to better prepare students for their future?
   - High school grad requirements, right mandatory courses, do they exist, right number of credits?
   - Include a vocational grad pathway
   - Increased ministry leadership – responsibility falls on schools to deliver new cur
   - Increased funding or increased commitment from other agencies/partners to meet student needs especially complex,
   - Inter-ministerial alignment with mandates of ministries
   - Student engagement is critical – learn how to learn – relevant, engaging and culturally affirming curriculum, instruction and assessment
   - Invest in teachers – right people and best people in front of kids – increasing teacher capacity, societal respect for teachers, greater pay, prof development, collaboration in the school day
   - Teacher education that reflects what new teachers will face in classrooms
   - Focusing on student leadership
   - Continued efforts in equity
   - Strong focus on early education
   - Get kids to school – include community – health services, nutrition plans, healthy families, resource officers
   - Interesting hands – on activities, interactive
   - Communication and conflict resolution
   - Add eredits as discussed earlier
   - Families also have a sense of belonging and safe at school
   - Valuing student success for social and emotional growth
   - More flexibility in the required 14 compulsory credits for grad
   - See answers for qnestion 1
   - All day kindergarten and universal PreK
   - Teacher professional development
   - See "9 Building Blocks for a World Class Education System"

[redacted]

[redacted]highlights from Appendix B questions.

1. The board believes that funding for Pre-K to 12 Education needs to be adequate, predictable and with long range planning involved for both operating and infrastructure needs.
2. High school Final Assessments need to be common ,equitable and based on best practises across the province with a curricula that is broad, encompassing ,engaging and adaptable for small school .implementation.
3. Universal Pre-k is voluntary and universally accessible
4. Kindergarten mandatory and everyday
5. Ensuring good qualified, educated staff with opportunities for continued learning
6. Parents and guardians support is crucial to student success and needs to be encouraged and grown
7. Importance of local governance to ensure local elected and engaged voice from parents, families and communities.
8. Students acquiring the necessary lifeskills and character attributes to be successful post high school.
9. Students gain critical thinking, problem solving , resilient and adaptive skill sets
10. Students will become engaged confident citizens, acknowledging and succeeding in the diverse society in which they will live.
11. Instruction is student centred with children exposed to a wide variety of experiences within the curriculum, extra curricular, in school and within the community and across the spectrum of reading, math, science, history and culture, language, citizenship, practical and applied arts and the liberal arts.

[redacted]

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- communication
- Problem Solving
- People skills
- Compassion
- critical thinking
- caring
- questioning
- Inquisitive
- resiliency
- Empathy

-Listening. -listening to understand not just respond.
-way they communicate.
-respectful
-Strategies + behaviours
-literate
-Sense of self worth
-ability to accept others.
-Perserverance.
-Flexible - be able to conform ones be themselves.
-adaptable Consider others thoughts
-leadership.
-acceptance for other cultures / diversity

Student First

-Program delivery vs Student learning. -credit recovery (Edmonton Family)
-grad requirements are not flexible.
-get rid of "on time" grad rate pressure.

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

- mental Health
- no expectations
- Parenting
- no boundaries
- lack of social support
- narcissism / self-centered.
- addictions
- Socio-economic status
- heirarchy of needs.
- technology.
- money
- look big picture instead of silos.

-curriculum.

- Structures / policies.
- access to School / resources.
- safety issues.
- diversity within the classroom.
- personal responsibilities → supporting home.
- adequate support for teachers + admin to support students.
- Justice, Social work, health etc.
- relationships / connections to

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

- caring teachers / admin working with what they have.
- Focus on diversity / inclusivity.
- Try the best we can with the resources we have.
- F.N Treaty education (agree and disagree) more connected, better
- Grad rate increase.
- Some unique programs (LFTL, Tascap, etc). experiential learning.
- extra curricular
- renewed curriculums being outcome based
- balanced literacy. IRTI
  → still could be better.

7 maybe 8 if too

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

- Funding formula change. to provide more
- holistic view of each child
- universal pre-school.
- flexibility in grad requirements / school year.
- Scheduling - modules, quarters, blocks
- what is your definition of education?
- long range budget plan (don't have to wait until march)
- learning for real life.
- multiple pathways to graduation
- better communication between university / H.S.
- update curriculums that have not been renewed yet.
- make new mental health class as a requirement.

Theme classes ie: instead of ELA 10 have functional English - for letter writing resumes, email writing

Or classical english - Shakespeare

Similar to the math pathways. more options but still promote literacy.

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Student First

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

- family supports / parenting / poverty
- technology can be a hindrance, distraction, excessive "screen time", lack of sleep
- trauma (life experiences from u?)
- need more supports for main instruction
- information overload, complex
- transience (gaps in learning) previous skills done
- extremities (need a balance in activity)
- funding + supports (EA) (lack of)
- meeting individualized needs / class size
- no retention policy / lack of consequences

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

- appreciate the differentiation (aware of different kinds of learners)
- focus on the whole student, not just help with base needs and focus on academics after
- magnet offering wired electives in rural SK (PVSD)
- reconciliation in practice
- communication between home + school
- expanding cultural language
- inclusivity + awareness, education around
- good to keep kids in school
  - initiatives
- based as a country
- premature absenteeism
- between primary / funding technology (less diversion PVSD !)

Student First

Government of Saskatchewan

- curriculum revised

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

- increase minimum required number of main minutes
- inclusion with adequate support
- increased funding and support
- clarify / identify the role of the school systems and put in supports at the entrance (& non academic supports)
- competency rather than ~~memorization~~ learning on
- 4 day school ~~week~~ (funding problems solve).
- allowing flexibility trade people to help train

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

-The school can't teach everything. We are adding more + more "demands" into our teaching
We are spreading our "minutes" too thing. We need more minutes in Math for example If we are adding "coding" + "reconciliation" additional... The instructional minute are stretched thin

Also, is it the school's job to fund the kids Needs are the medical + emotional needs, the behaviours

I believe the instructional minutes (allotments) need to be revisited

Student First

Government of Saskatchewan

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

CRITICAL THINKING

-technological literacy - -Healthy living literacy.

identity

-media literacy - knowing real vs fake news adaptable.
reliable source of info
lable a scam/scammer

-financial literacy - making budgets
cost of borrowing
gross vs. net.
credit ratings

Student First

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

- mental / health issues - depression, bullying
- poverty – hungry
- Supports to staff and students for inclusive education.
- social networks (online / real time)
- lack of sleep.
- overscheduling
- school not valued the way it used to - not a priority
- not failing kids until Grade 10

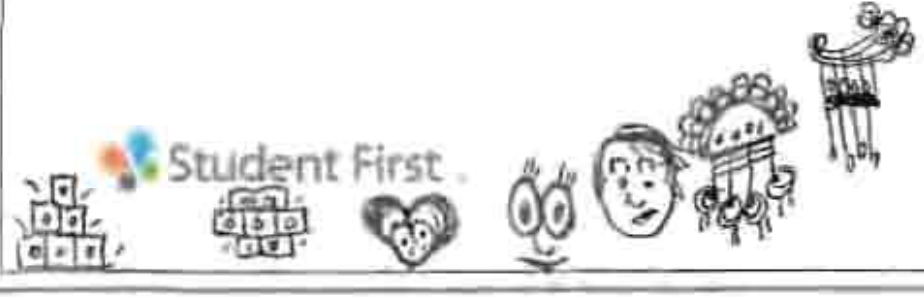
- teachers not having authority
- look & feel
- teacher / parent
- transience
- truancy
- lack of consequences

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

- well trained, qualified, caring educators (for the most part)
- commitment to ~~ess~~ curriculum renewal

GSD @ PVSD.

- Reconciliation



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

- more opportunities for hands on learning
- more opportunities for service learning

Supports to school and staff for all aspects of inclusion

Cross Curricular

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- food/social workers
- citizenship/global awareness
- values
- literacy/numeracy
- financial literacy
- technological skills - effectively/to be good consumers of tech.
- broader understanding of world-views
- problem-solvers
- risk-takers
- opportunities for work stream/less academic - more real-world
- critical thinkers
- healthy lifestyles = mental + physical
- interpersonal skills = etiquette, compassion
- increased opportunities for perseverance/resilience
- understanding of ... the law
- metacognition/reflective/introspection
- ability to be flexible

Student First - accountability *

- ** we need solid, capable effective teachers to make this happen - we need someone to lead

- archaic, industrial model

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

- lack of commitment / importance (hockey tourneys, hot holidays, dance comps, etc.)
- Socio-economics
- mental health concerns - lack of resources + supports (student + parent!)
- teacher preparedness + competency is not where it needs to be...
- class sizes
- huge range of diverse needs - very difficult for teachers to manage
- curricular relevance → especially for our kids who are hands-on
- kids have more competing priorities (jobs, extra-curr)
- gaps when kids arrive - we need more intervention 0-5!!
- funding from gov't - is not sufficient... and there is a sense of a lack of respect for the education sector.

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

- → dedicated professionals in many buildings
- → provincial strategic plan - common vision
- → division efforts to provide as best they can with what they have
- → the autonomy for school admins to provide leadership for school level tasks
- → increase in locally developed curriculums ie) personal wellness, sports medicine
- → career counselling has come along way (CWEX, PAA offerings, Outdoor Ed)
- → distance Ed.

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

→ more interagency work - and early intervention

→ a complete revamp - calendar, day
- teachers should have fewer instructional minutes
- move away from an industrial model/ same-age classrooms/grades

→ credit system - boils down to ELA/Math - limits them depending how they do

→ the way we stream - using 'and' instead of 'or' - we set up very narrow streams
i.e. athlete OR academic OR
shift to → athlete AND academic AND

→ a vision for what technology means for our kid

→ curriculum overhaul -

→ minutes of [redacted] instruction - little room for innovation.

→ day should include collaboration for teachers

→ professional development/training for teachers - shift the responsibilities and priorities of teachers

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- critical thinking
- metacognitive/reflective
- problem-solving abilities
- literacy
- numeracy
- technological savvy
- perseverance/resilience
- self-awareness

* the days of memorization are gone - we need students to be able to think critically and problem-solve.

Student First

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

- basic life amenities
- lack of supports from home
- no coping skills
- gaps when they arrive - we need more intervention 0-5!!!
- mental health!!

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

→ dedicated professionals in many buildings
→ division efforts to provide training + resources despite very tight budgets
→

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

* more interagency work - and we need early interventions (0-5)
* a shift from an industrial model - same-age classrooms
* curriculum overhaul - our older curricula were repetitive and spiraled - this made life easier for teaching split grades and also increased knowledge/retention.
* more math time -
* clarity around adaptations, reduced curriculum, modified, etc. - every school approaches this differently
* supports for
* Provincial Exemplars - what are our PROVINCIAL STANDARDS??
* a provincial report card...

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

1. What knowledge, skills and abilities do students need to be prepared for their future life (life, financial
- literacy skills (math, reading, writing)
- effective technology skills (technology as a tool)
- ability to think creatively & critically
- global awareness & citizenship
- interpersonal skills (empathy, problem solving, compassion, conflict resolution)
- healthy lifestyle: mental, physical, spiritual health
- perseverance, coping with adversity = resilience
- entrepreneurial
- communication skills

Student First

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

- Socio-economics
- mental health
- Systemic blocks (cultures, stereotypes)
- curricular relevance (ex: Why Shakespeare?)
- overly focused on academics
- external "life" factors
- extreme diversity within classrooms
  - lack of widespread opportunities for trades / skills
- lack of investment by gov't in importance of education
- lack of commitment to education; not a priority
  - conflicting priorities
- early education / intervention; lack thereof
- need to revise / refocus curriculum
- truly prepared / competent educators seem to be increasingly lacking

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

- commitment of educators; dedicated professionals
- interested / invested stakeholders within the community; perhaps the non-vocal majority
- common goals / vision => ESSP
- fiscal responsibility within school divisions
- move to collaboration / collective efforts

** I feel that many responses to this question were based on a limited perspective, reflective of PVSD but perhaps not truly reflective of a provincial view.

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

- interdisciplinary approach
- need to redesign the concept of school, need to move away from the traditional classroom model
- investment from multiple stakeholders
- equity of opportunities province-wide

→ students start, move/advance through school as milestones or achieve a particular level (are developmentally appropriate) ex New Zealand Finland Norway, Sweden
- programming based on student interests, needs, inquiry based, project-based learning
- critically examine high performing school systems and move toward that rather than following the U.S ex New Zealand, Finland, Norway, Sweden Singapore

→ redesign of teacher training & on going support and professional development

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Student First

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

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

Student First

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

Student First

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- critical thinking skills
- problem solving skills
- technological skills
- citizenship skills
- Knowledge of treaties and First Nations Ways of Knowing
- Co operative skills, ability to collaborate
- Strong language skills → reading, writing, speaking
- Financial literacy
- Healthy Lifestyle → mental, physical, emotional health
- Resiliency & Perseverence
- Numeracy skills
- Accountability
- Life Skills

Student First

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

- Technology
- Mental Health Issues
- Family Concerns / Resources (Some students don't have equal access to resources & their basic needs are met daily)
- Parent Commitment to education
- Curricular relevance
- small Schools - don't have the same offerings as large schools.
- Teacher Competence & Training

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

- Life skills based Courses
- Career / Work Experience courses
- Wide range of course offerings
- Career Counsellors in school & career programming
- Math & Science courses (a variety of pathways)
- PAA courses
- SLP, Ed Psych, SBSW services more readily available
- Extra-curricular Opportunities
- Use of data
- Focus on diversity

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

- Class sizes
- More qualified teachers with better preparedness to meet the demands of a classroom
- More interagency involvement
- Curriculum review & update

	SUMMARY	
I	***Knowledge, Skills and Abilities for Students' Future***	Issue Raised at 3 Table Groups
1	Technology/media literacy	2
2	Financial literacy	1
3	Critical/problem	3
4	Coping skills-stress management, resiliancy	3
5	Compassion, empathy	2
6	Parenting skills	2
7	People skills	2
8	Citizenship/ leadership	3
9	Life skills	2
10	Communication/listening	3
11	Diversity	2
II	***Barriers***	
1	Mental Health	3
2	Social media	2
3	Basic needs (heirarchy of needs) not being met	3
4	Education is not valued	1
5	Diversity in the classroom	3
6	Lack of work ethic	1
7	Teacher competency	1
8	Addictions	3
9	Lack of funding	3
10	Class size	2
III	***Working Well***	
1	Dedicated professionals	3
2	Diversity inclusiveness	2
3	Research based practice, curriculum (outcome based locally developed)	2
4	Choices	2
5	Living on the land	1
6	TASCAP	2
IV	***What Needs to Change***	
1	Review credit system/multiple pathways to grad	3
2	Update curriculum	3
3	More funding	3
4	Hands on learning	1
5	Volunteerism/citizenship	2
6	Four day work week	1
7	More PD, more collaborative	1
8	Inclusion	2
9	Complete revamp - don't need industrial model	2
10	Flexibility of school year/grade system	1
11	Curriculum development - must work for multigrade classrooms	1
12	Universal Pre-School	2

	SUMMARY [redacted]	
I	***Knowledge, Skills and Abilities for Students' Future***	Frequency of Issue Raised From [redacted]
1	Financial Literacy (taxes, budgeting, loans, etc.)	11
2	Life Transition Skills (Live independently, ready to leave home, life long success ,organizational skills	8
3	Career Education Counselling	4
4	Time Management/ Balance - Curricular, extra curricular, school, jobs	2
5	Healthy Relationships personal skills (kindness, coping, resiliency, teamwork)	4
6	Strong Communications Skills - writing, speaking	7
7	Technology - applying skills and usage	3
8	Trades/ Academics - balance (also balance with arts and sports)	2
9	Understanding Diversity	3
10	Community Experience	1
11	Teamwork	2
12	Strong work ethic/ study skills/being accountable	6
II	***Barriers***	
1	Social Media - cell phones/misuse	4
2	Addictions	2
3	Departmental Exams - not fair evaluations especially for rural students	3
4	Low motivation/poor attitude	5
5	Difficult home situations	4
6	Stress/ anxiety/mental Health/peer pressure/exams/deadlines	9
7	Difficult to balance jobs, other interests (sports etc.)	4
8	Not enough class choices	3
9	Large class sizes/split grade classrooms	5
10	Lack of fairness(due dates)	2
11	Poverty/Hunger	4
12	Lack of knowledge about career pathways	2
13	Teacher absence/subs not in area of expertise	2
III	***Working Well***	
1	Nutrition Programs	2
2	Variety of classes(trades, arts, academics) TASCAP/UR accelerated	7
3	Career counsellors, career fairs	8
4	Supportive Teachers, good student teacher- student relationships,	5
5	Small schools know us well	2
6	Extra curricular - good variety	5
7	Leadership Opportunities	1
IV	***What Needs to Change to prepare students for the Future***	
1	Assessment needs to be fair and equitable by teachers no departmentals	4
2	More funding/more resources , teachers/EAs	5
3	Financial Literacy Courses	4
4	More preparation for life and post secondary	5
5	Cooperative and collaborative work opportunities	3
6	More supportive career counselling	5
7	Leadership opportunities/global understanding	3
8	More support for mental health well being	3
9	Teach social media technology	2
10	More hands on learning	4
11	Online learning	3

[redacted] [redacted]

SKILLS NEEDED WITHIN THE NEXT 10 YEARS:

- Finances (2)
- Kindness and respect – knowing the difference bw right and wrong + consequences
- Community experience, not sitting in a chair
- Basic English
- Reading comprehension + writing strategies
- Other essential life skills
- Focus on life trans + info pro (2)
- Learning other languages
- Problem solving skills (w/o the internet) ~ practical problem solving

WHAT GETS IN THE WAY OF STUDENT SUCCESS? (mental health, absenteeism, etc.)

- Mental health (2)
- Kids' attitudes towards school ~ don't want to be there, in classes you don't like (need it to graduate; 50%)
- Negativity
- Home life ~ can't really solve
- Not having a support system (in and out of school) or a healthy atmosphere in your life
    - Hospital + RCMP liaison @ school?
    - Counsellors?
- Too much screen time
- Out of school distractions – family etc.
- Being in class too long
- Being isolated – far away from the city, opportunities, extra-curricular, etc.
    - Should extra-curr even be offered anymore? Can community run it more?
    - Other than sports?
    - Can extra-curr give some kids a reason to come to school?

WHAT WORKS WELL NOW IN THE SCHOOL SYSTEM?

- Nutrition program (2)
- Early mornings good – prepares you for a job -- routine (2)
    - Not all jobs
- Being able to offer online classes (2)
    - Don't work for all (procrastination)
- [redacted] -- career counsellors (2)
    - Information about careers, etc.

WHAT NEEDS TO CHANGE?

- Mandatory classes, like 2 ELAs in gr. 10&12 + Sciences
    - More choice
    - Why do I need Shakespeare?
- Leading up to high school should be full ELA, Math & Science, then customized more in high school
    - Middle years classes should be taken more seriously -- organization of skills + deadlines
    - A lot of negativity moving to high school, like it was going to be much harder, but it wasn't
    - Integrate transition more
- "Grades" should be based on ability and understanding, not age.
    - Integration with grades -- elementary learn from older peers, older to teach younger
- Hard deadlines should be implemented again
    - Issue bw grades & outcomes
    - Learn how to make choices
- Tests – finals based on what you didn't understand before, not what you showed you did understand
    - Teaching / tests more individualized
- *Technology + global perspectives + other cultures*

[redacted]

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

- Financial literacy, basic math is important ✓
- Skills and trades should be a focus as the province is developing
- School has done a good job telling us what we can do after school.
- Schools do a good job introducing us to diversity, something not always focussed in in as small town.
- Music and the arts are important. Development in this should continue to be a focus.
- Magnet classes are good.
- More balance with trades and traditional academic courses is good.

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

- Too much time focussed on schoolwork – hours get extended – tough to focus near the end.
- Students need to work so many have jobs. Balance with school is difficult.
- Sub teachers who do not know material or teach you wrong is difficult to handle.
- Split grade classrooms make it difficult to learn.
- Students who are not properly nourished have difficulty learning.
- Study skills need to be taught. Will help especially once in grade 10.
- Test/assignment questions should be developed that evaluate what students know. Students should have to articulate their thoughts. Not just multiple choice where one uses elimination or guesses.
- Departmental exams seem to test more about how well you can do a test rather than a focus on learning.
- Are departmental exams really necessary? We go through school fine without any other provincial exam. Why only in grade 12?
- Prior approval of a 30 level teacher's final exam could be a solution – by an accredited teacher???. Classroom teachers should assess final exams as they know students best.
- Assessing students is not just through testing. Students learn in a variety of methods.

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

- We have very good knowledge of what is available to us after high school in jobs and educational opportunities.
- Career counsellors are very important. Continued access to these resources is important.
- The ability to earn apprentice hours and credits is very beneficial.
- The school system seems to tailor education more now than in the past – previous was very "uniform". Education system is more "fluid" – not everyone is geared for University.

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

- Are departmental exams necessary? We go through school fine without any other provincial exam. Why only in grade 12? Less focus on testing.
- Financial literacy is important. Personal Finance class was helpful.
- Look for ways to incorporate music (band) into school day, but not pull out programs where students miss another class. Could this be a magnet class? 2 credit offering over the school year?

[redacted]

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

- Communication skills so that you can be successful in the world.
- Organizational skills in order to be able to successfully pay bills.
- Financial practices (many hands raised). Involvement in future curriculum to focus on financial practices. (financial literacy)
- More class options in small towns to interest students. Concern for students in rural towns with limited options compared to larger opportunities for larger centers. (Life transition classes, etc.)
- Class requirements for graduation, for example history 30 compared to other classes that can strengthen knowledge, skills, and abilities for life long success.
- Sport academies. (hockey academy, etc.) Gaining credits from extreme extracurricular credits. Equitable for all students. Can gain a credit for NLS – would like to see this equitable for all areas.

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

- Limited class selection. Thankful for class survey but feeling the selections are limited on survey or not always followed when selecting.
- Teacher absence.
- Teacher FTE in our school. (Not enough teachers to add selected course sections).
- Qualified teachers for a varied class selection.
- Accredited teachers (limiting departmental)
- School role models (teachers have to be role models for expected behavior)
- Supportive teachers, can only stretch a teacher so far.
- School environment (strong, welcoming school culture)
- Mental health supports
- Community involvement in our school.
- Necessary strong base for elementary school experience to lead forward to future success.
- Teacher opinions, not letting personal opinion limit student experience.
- Parent involvement in the school. Parent engagement in schools.
- Personal/home life; income, food availability.
- Students working
- Food options for students relying on school to fill their stomachs.

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

- Woodshop/welding classes. Trade classes to encourage the trade. Can lead to a lifelong career.

- Exposing potential careers – career fairs
- Teachers have supportive answers when students inquire on future endeavors.
- Career counsellor participation in student life.
- Could benefit from more time with a career counsellor in our building.
- Teachers that are willing to teach new opportunities for students. Using the curriculum to guide instruction but not entirely basing lesson on outcomes/indicators.
- Creative lessons.
- Teachers helping outside straight expectations (curricular and interpersonal)
- Updates to school environment so it doesn't look so old. Ex: School decal to bring pride
- School staff helping build school pride.
- Various offerings of extracurricular activities (academic, sports, cultural, arts, etc.)

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

- Life transition class – perhaps looking at different requirements for graduation. Revisiting history 30, etc.
- Holding students accountability with late policy. Not just handing items in at any time and getting a mark. Holding students accountability.
- Fire hazards are limiting school opportunity; conversation and discussions with students. Opportunity for students to understand why it may be a fire hazard.
- More hands on classes.
- Preparing for students beyond just grade 12 completion. Especially students who are going to head to university, etc.
- Updating curriculum so teachers can expand their opportunity to prepare them for real life.
- Looking at a "university class" for those who are interested in heading into university. Lessen the blow of first year university. Ex: seminars for multiple choice tests, note taking skills, formatting skills, etc. (tricks of the trade.)
- Test anxiety – having students show their skills in varied forms.
- Projects to show their skills in a forum varied from standard test expectation. Students have a chance to showcase their understanding for a topic in a form that they are interested and proud in.
- Tracking accredited teachers in the province.
- Retest opportunities.
- Budget for technology for schools.

[redacted]

Question #1:

- Workplace skills – working with others; how to articulate; independence; communication skills (x3)
- Computer/Technology skills
- History – Understanding different cultures – More acceptance – Learn about diversity (x2)
- Study habits
- Learn how to be kind and compassionate
- Transitioning into real life
- Time, stress management, financial literacy, knowledge of job trends
- Media Skills
- Acting independently
- Accessing Resources – for academic purposes
- Communication with one another
- Variety of classes – More streamlined for students that are applicable like Math Pathways
- Communication skills – being able to talk to one another – how to communicate with common sense. Practical knowledge.
- Learning how to uphold strong communication skills
- Strong technology skills
- More classes that will teach students how to learn real-life scenarios – managing credit, applying for a mortgage, filing taxes
- Time management
- Communication skills
- Understanding others who you are working with
- Being able to market themselves
- Budgeting, taxation
- Impressing yourself on others – teaching good work habits – how to make yourself marketable to go above and beyond (Strong Work Ethic)
- Sometimes students go into a class to get a basic credit, but sometimes the students don't seem to be committed to the credit.
- Classes – English and science can be difficult concepts
- Communication – social media can have a burden on people's ability
- Using the basic technology programs to edit papers, etc.
- Independence – managing money, life-skills

Question #2:

- Time management – very difficult to balance the curricular requirements
- Lack of motivation – some teachers not willing to help us
- Social Media use and cell phones in class - seem to get in the way of student success
- Lack of focus – extra-curricular activities
- Fixated the number of credits instead of things that you need for your future
- Class sizes
- Distractions – cell phones
- Stress on students – exams, too much homework, lack of down time – students who are taking more difficult classes

- Need more time to complete assignments in class
- Technology – overpowers the classroom – we need to adapt
- Students desire to be in a class
- Confidence
- Some kids don't feel comfortable in a class due to many reasons – don't feel comfortable and accepted
- Technology – teachers have to stop the class is distracting
- Family
- Difficult home situations
- Teacher support
- Balancing difficult schedules
- Technology – phones, social media – use it to compare themselves to others; it can create a toxic environments
- Hard to balance personal life and school
- Creating more welcoming and judgement free zones in schools

Question #3

- Classes such as commercial cooking, welding and carpentry
- Math Pathways – good variety of classes tailored to student ability
- Good variety of classes – outdoor school
- Work load is sufficient – enough to understand concepts
- Equipment for classes seem good
- Lots of resources – Welding and Construction
- Variety of classes we have – PAA options
- Variety of classes – music, PAA options
- Electives – lots of options
- Lots of resources
- Career spotlights – counselors
- Lots of support from staff
- Clubs and sports
- Variety of course options
- Student presentations – Bullying awareness, Kindness
- Skill-related classes – PAA options
- Timelines
- Transitioing students into the "real world" – pushing students outside of the traditional classroom to try new things (field trips, etc)
- Trades – PAA options really important for the future – benefitted lots of students that are not necessarily

Kindergarten should not be optional – foundational, meet new kids, prepares you for

High school adjustment from elementary –

Discipline – give kids responsibility at young ages

Question #4

- Harsher penalties – drugs, alcohol
- Suspensions – community service should replace the suspensions

- In-school suspensions more beneficial than out of school suspensions
- Taking devices away
- More recognition for life-skill type classes instead of academic courses – better balance
- Sticking to deadlines – students should not be able to hand-in things late
- Get to know teachers prior to picking classes
- More resources for Grade 11 and 12 in regards to career – more career expos
- More support trying to find your career after high school
- Mandatory classes – should be based around personal skills that you're going to need in real-life scenarios
- Prioritize classes – why is one more important than the other?
- Vary graduation requirements
- Suspensions – out-of-school suspensions
- Team-based learning, group projects
- Time-management – teaching balance between school, extra-curr, jobs
- Transitioning into post-secondary
- Choosing a career – more opportunity to try a career
- More-hands on Work Experience
- Classes to teach you about life-experiences
- Financial Literacy should not be optional
- Environment – people don't always work well in the traditional school setting
- Incentives – high enough average; lates, attendance, etc should help with final grades
- Credit system – requirements are a hindrance; should be needs based instead of dictated
- Divide with the trades vs. academic career – Science and ELA could apply more to those
- Financial Literacy should be mandatory
- Relevance of material

[redacted]

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Time management skills – extra-curricular/jobs.

Public speaking –

Accounting/financial skills – mortgage,

Work ethic –

Motivation –

Academic – proper writing skills, study skills,

Technology – computers – more accessibility. Better wifi.

Phones – need access. Against school phone ban. Appropriate use of technology.

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

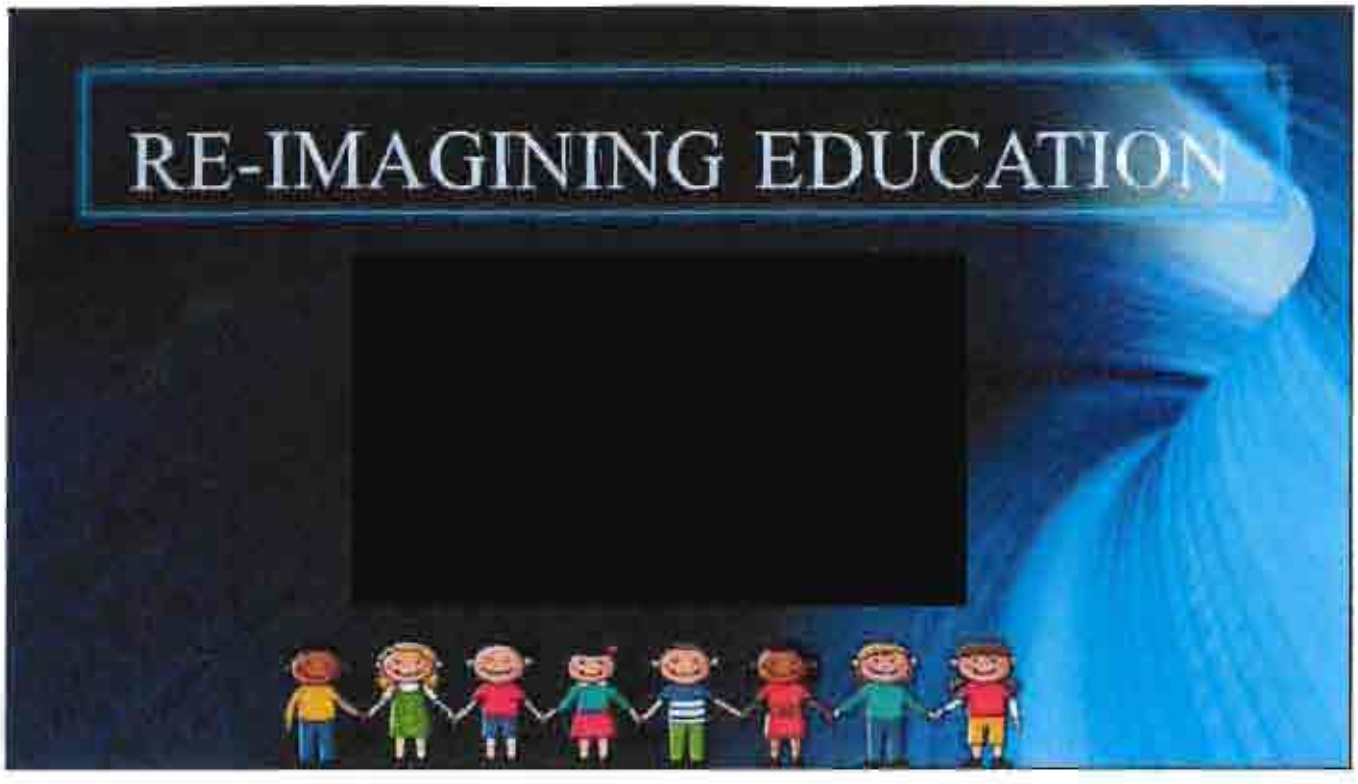
Level of educator competence.
Sub with low levels of experience. Not qualified.
Homework.
Large class size.
Teachers assigned classes they are not familiar with.
Teachers that are not interested in the class.
Technology – challenges.
Stress – meeting deadlines,

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

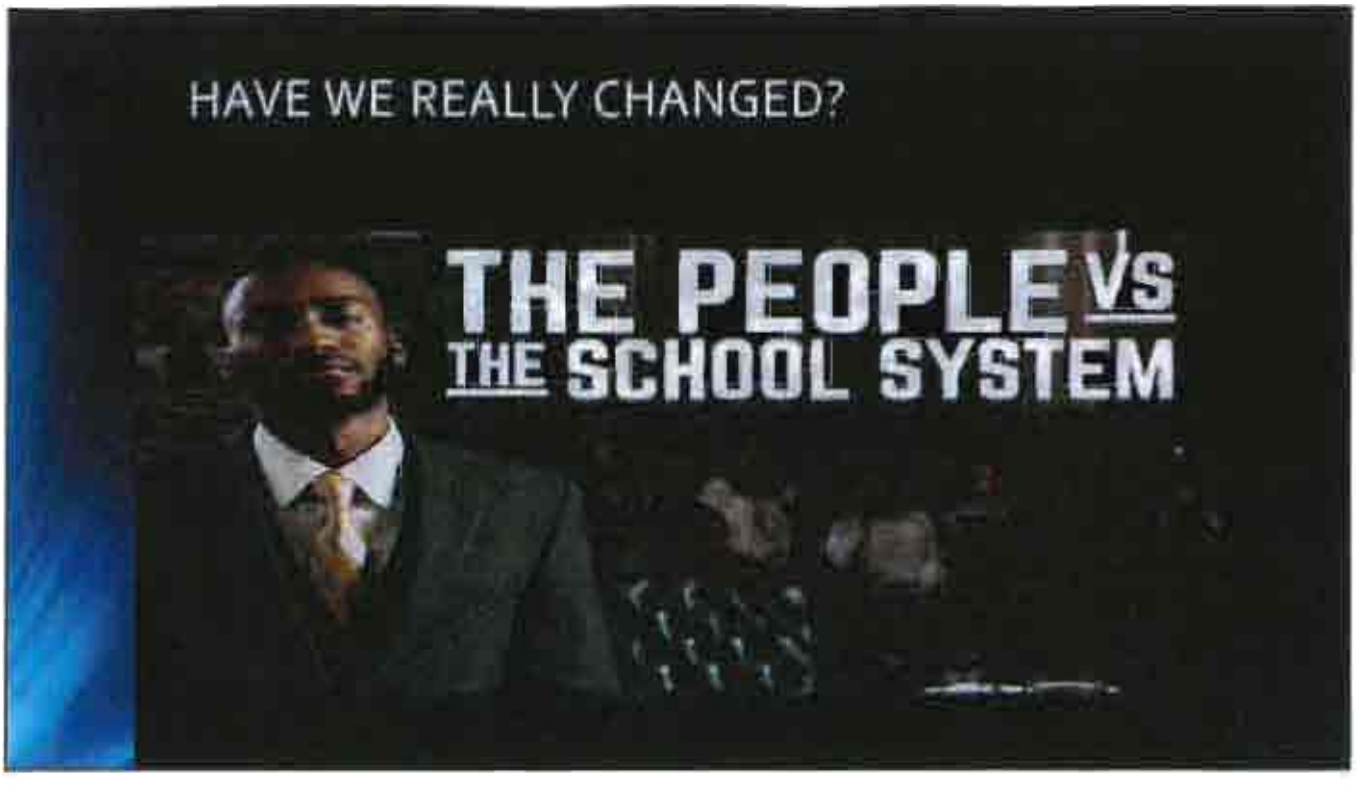
Preparing students for post-secondary entrance.
Varied from school to school – Fair? - Recommends / university credit in high school
Extra-curricular

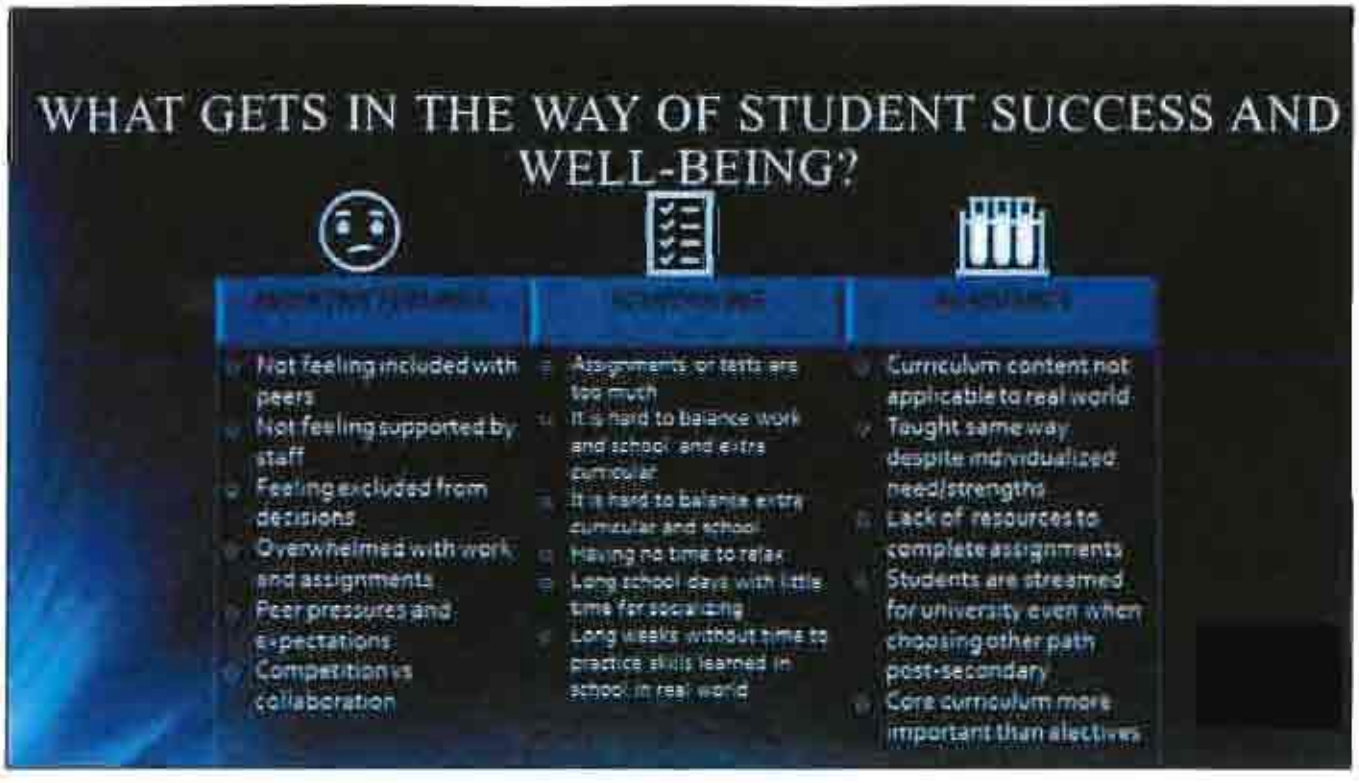
4. What needs to change in Saskatchewan's school system to better prepare students for their future?

Add more technology based classes.
Teach social media technology.
Offer more university related classes. (ie. Business)
Work on updates of curriculum in a timely fashion. (Finish history 30 curriculum)
More money to all schools. Old and new. Upgrades.
Incentives for exams.

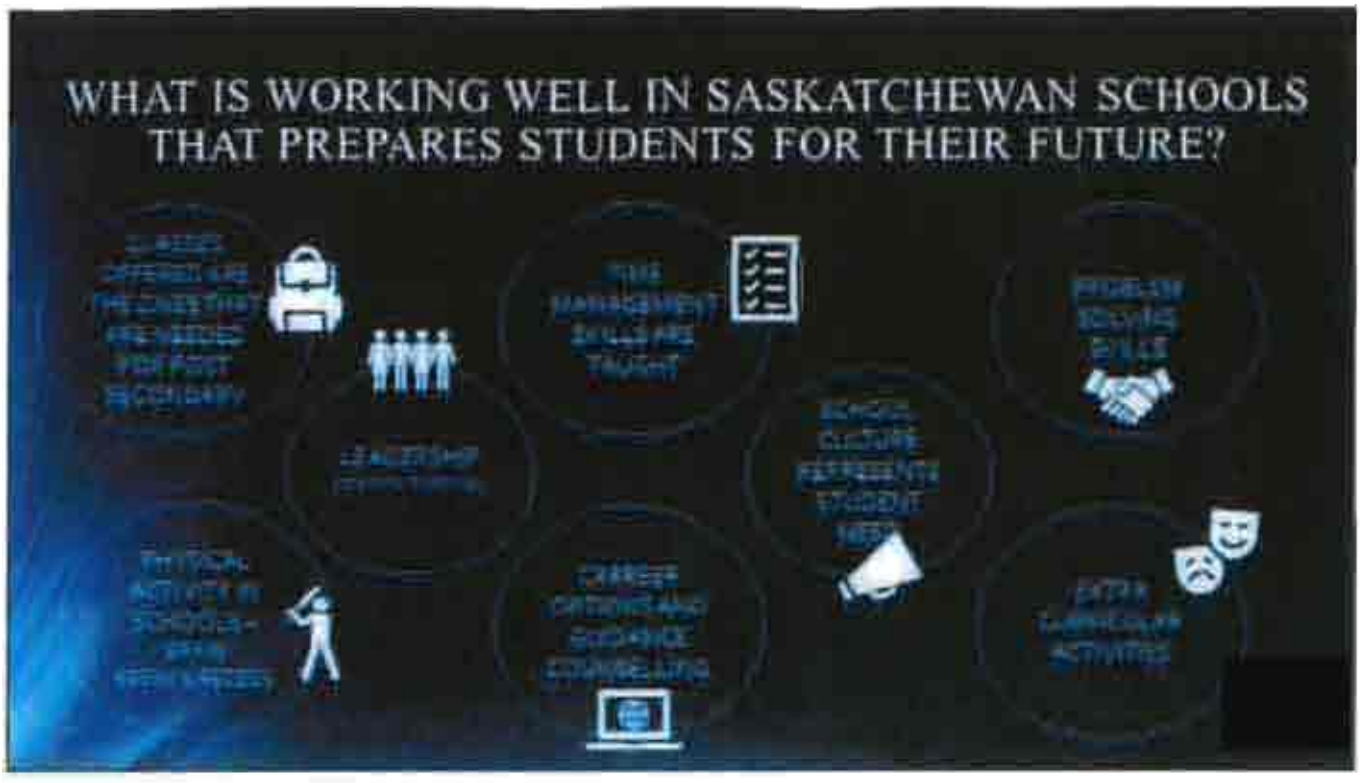

RE-IMAGINING EDUCATION

HAVE WE REALLY CHANGED?





Competitive nature of grading and achievement	Opportunities to work in groups Creation of different learning spaces to support group work	Valuing a collaborative work environment where the process of learning is valued equally to the final product
Balance of extra curricular and curricular importance	Increase in variety of extra curricular options – sports and clubs Allowing teams to leave earlier in rural schools to travel to other schools so that they are able to return at a reasonable time in the evenings to complete homework Having staff that are willing to coach and supervise and encourage other students to participate	Motivation for staff to want to provide different opportunities Supporting teachers with internal coverage when required to leave for extra curr Collaboration between staff so that teachers do not teach new content on days when students are missing for activities
Curriculum content	Increased electives for students that are meaningful to their futures Discursive strategies to better meet individual learner needs	More accurate information regarding courses so that students understand what courses are applicable to their futures Mandatory courses that are applicable to real world such as personal finance or life transitions – just as important as math or ELA


WHAT IS WORKING WELL IN SASKATCHEWAN SCHOOLS THAT PREPARES STUDENTS FOR THEIR FUTURE?

More time dedicated to future preparation	Educated Career Counsellors More opportunities to attend spotlights and career fairs Website for parents to access information as well	Career Counsellors require additional time to spend with students Career Counsellors need to start meeting with students at an earlier age Career counselling skills taught in all curriculums not just Careers
Standardized testing and departmentals		Amount of standardized testing that do not reflect increases in learning More rural schools are faced with departmentals because of inability to staff accredited teachers – not equitable in weighting or consistency to students- creates pressures for inexperienced teachers in that subject area Opportunities to demonstrate skills in practical situations (group work, conflict resolution, critical thinking) rather than artificial exam settings that do not often happen
Updated and relevant resources		Literature could be more representative of this era Resources accurately reflect real life learning situations

WHAT KNOWLEDGE, SKILLS AND ABILITIES DO STUDENTS NEED TO BE PREPARED FOR THEIR FUTURE LIFE AND LEARNING?

- How to pay taxes
- What loans are about
- How to pay big expenses
- How be smart with money

- How to apply to a business
- How to start a company
- How to manage work stress
- Scheduling your time

- How to support a family
- How to develop healthy relationships
- Mental health in yourself and others
- Becoming a parent

Not every student will go to postsecondary, but even if they do, more life skills should be taught to support all students in their adult lives. Learning the real problems of the world in both urban and rural areas, helps prepare students for the future.

[redacted]

The four questions are:

1. *What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?*
    - *Accountability – getting homework in on time, keeping up with marks – these are skills for both university and work life*
    - *Drive, Commitment – learning to work hard to achieve your goals; this also applies in high school sports.*
    - *Meeting Deadlines – ties in with accountability; we have aids to help students to meet deadlines but being accountable here is important. This seems to be more of a problem with younger students.*
    - *Respect for Others*
    - *Budgeting – we have offered Personal Finance here to help with this – it was highly attended; some of this is offered in Life Trans courses as well. These make excellent electives for life skills. ***
    - *Mental Health – we are offering a course on mental health next year; currently have many students struggle with this. This is something that needs to be talked about more.*
    - *Teamwork – Working with others in many different situations; Group project, collaboration;*
    - *Pride in what you're doing (school work, teams, etc) – school becomes more fun and meaningful when you are participating in the building and groups within the building.*

2. *What gets in the way of student success and well-being?*
    - *Mental Health – many students need strategies in place to help with this. Recognizing that we can discuss it, talk about it, find ways to improve it.*
    - *Attitude*
    - *Lack of drive, commitment, motivation*
    - *Others*
    - *Support from home – parent interest often leads to student interest; have resources at home to complete homework, projects, etc; Students need a significant adult – role model - in their life (parent, coach, teacher, community member, etc);*

- *Lack of consequences – fairness and being responsible for your actions – it is important that marks be fair and that students are still accountable for their work.*
- *Making classes more practical to everyday life – we want to develop skills that are applicable.*
- *Attendance, Lates*

3. *What is working well now in Saskatchewan's school system that prepares students for their future?*
   - *Career Counsellors – we really enjoy specific career counsellors who are solely focused on that; providing excellent information regarding scholarships, school applications, etc.*
   - *Career Fairs – good for exposure purposes*
   - *UR Accelerated – awesome option for students going into university – extra supports; helps to meld the two worlds together.*
   - *Office 365/HomeLogic – as well as other pieces of technology; being able to have word at home as an option; being able to check marks, missing assignments, etc;*
   - *Province Wide Events – SLC Conference, Sporting Events – bringing students from across the province together*
   - *Better elective options for classes*
   - *TASCAP*
   - *Renewed curriculum & resources*

4. *What needs to change in Saskatchewan's school system to better prepare students for their future?*
   - Stop cutting teachers and EAs – there are many people who need the support that aren't getting it; challenges with split classes;
   - Resources – funding for new textbooks, lab supplies, calculators, etc
   - Increasing student representation & voice – Student Senate seemed to be successful – students felt they had a voice and could present issues that they were facing in schools. We saw action right after this event which the students were happy with.
   - More "hands-on" style learning, classes – different learning styles being accommodated;

- Streaming classes – opens up more options for classes, especially for people in smaller schools. It really depends on what kind of learner you are, with how successful you will be in these courses. Becomes a good option for taking elective courses, is harder for academic courses.

1. Ensure the students are prompted (aware of questions and potential responses) prior to the engagement. Possible ideas they may have feedback include:
    a. Courses offered
        i. More language courses (sign language would be cool)
        ii. More art courses
        iii. Agricultural courses
        iv. We have been lucky here – we have offered all of the math, science courses
    b. Extra-curricular
        i. We are lucky here – we offer a lot of programs
        ii. We need a bigger gym – we are hosting Regional Basketball [redacted]
    c. Assessments
        i. Dislike RADS – is there another way to do get these results? Find a better way to mark it – more than a 4 point scale. Better readings to go with this. They are repetitive, often marking is inconsistent
            1. Some people recording this as part of marks, some not
    d. School culture
        i. Successful sports, drama, SLC programs
        ii. Student participation could still improve
    e. Adult/student connections
        i. Positive connections are being made among many students/teachers
    f. Readiness for post Grade 12
        i. Meh – nerves about making right choices about future plans
        ii. Being advised here – this is going well – scholarship information, applying, etc
    g. Leadership opportunities
        i. SLC Conference
        ii. Being involved with SLC – if you want to be involved you can be!
    h. Inclusivity
        i. Attitudes changing in the right direction (sports teams)
        ii. Everyone is allowed to play and gets a chance to play/participate – no tryouts
        iii. Different programs happening all at once in the same classroom
        iv. For some sports – would be nice to have a rec and a competitive version as not all people want to be competitive but still want to play. We started

that this year with volleyball, would be a nice option for basketball and other sports as well.

v. Would be nice to get kids involved in sports at younger ages and build skills before they hit high school – Steve Nash is doing this – would be nice for other sports as well (Football)

i. Other thoughts related to the 4 questions

i. Staff changeover during mat leaves – accreditation??

ii. Resiliency – this is especially a problem with our younger students – being able to use skill set to push through challenges.

[redacted]

[redacted]

Goal- the ministry is looking forward in education and wanting to gather information [redacted] *Ten year plan.* [redacted] *what will education look like ten years from now?*

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

-doing taxes

-student loans

-how to contribute to student loans, living expenses, etc

-having life trans teach specifically finance topics

-life trans was pretty much just mental health and psychology and healthy relationships now instead of preparing us for life ahead of us

-learning how to cook and take care of yourself would be important

- for classes we are taking right now- we think that the essentials are math and English skills and are really important. We need to learn how to format it properly. We've been given lots of help but it still is tough.

-oral presentations don't happen right now too often. We do oral presentations mostly in biology and psychology and sometimes English. We think we should have to do it more. Students who don't want to do it are allowed just to not do it and that's not fair, and that's also not really helping those students. If its an assignment, you should have to do it, it's not fair to the rest of us. It involves a lot of preparation and you work hard for your marks, but then other students don't have to do anything and still pass.

-Board member- more fairness in assessment is needed. Oral skills are essential- job interviews, etc.

-also important to know other ways other than university. Grade 12s- career counselling needs to be offered at a younger age. By the time we get it in grade 10-12, sometimes it's already to late to pick your path sometimes and its very overwhelming.

-Scholarship class would be nice- the transition to get out of high school could start earlier as grade 12 is very hectic and sometimes deadlines are in September.

Question 2- What are some barriers to education?

-low motivation

-arts are looked past and lots of kids focus on the science math classes because they don't realize anything else is a career path. Some kids need to take more arts ,etc but we don't always have the choice.

-the classes offered at [redacted] are very post secondary focused, there isn't a lot of other choice.

-Board member- should there be less than 24 credits needed? Maybe here are the cores you need and then there is more opportunity for variety.

-online classes would be very challenging

-AP Classes- is there a way to stay an extra year and get more AP classes?

-Grades are very structured on years and ages and times- is this necessary? Taking a few extra years and getting more out of school could be beneficial. Could be very beneficial for those who do not yet know what to do after high school. Could also be an opportunity to branch out in classes.

-anxiety, mental health and well being gets in the way

-mental health needs to be consistent. Some kids are treated differently but then others are not and its not fair that some students have different expectations. We all have struggles and its not fair that some kids get two extra weeks and receive the same marks as you.

-Echoed at many different schools.

-important to keep in mind different family situations, life situations, many kids need different interventions based on circumstances

-within fairness there is compassion

3. What is working well in our school system?

-social interactions, learning how to deal with other kids will help you deal with professors and other students.

-our school does a good job of teacher-student relationships. Our teachers push us and you feel comfortable asking for help.

-small towns have advantages of knowing your teachers. We like knowing their families, their lives, interacting outside of the school. It helps us build good relationships with them.

-Outdoor ed is a really good opportunity for us, an experience that pushed us outside of town and our comfort zones

-Football/sports in general teaches you how to grow up, mature, be a leader, and dedicate yourself to something. Football is more than just a game.

-extra curr teaches you commitment, you learn how to work hard, things don't just come easy to you, you have to work for them.

-our school has extra curricular for every body, and that's really important. Everyone can be involved somehow.

4. What could we do to improve in the school system?

-four point system is a major concern

-unfair- you would be marked 100% and so would someone else even if they only did 80% of the work. We like marks. Kids understand where they stand in terms of learning.

-at the end of the day, marks get you university entrance and scholarships. Do we study to the mark or do we study to learn?

-Kids- we study to the mark. We know what we want to do when we are older and we learn to the mark so that we can move on.

-At the end of the day, should we concern ourselves with higher marks or true enjoyment of learning?

-also depends on what you are taking, like if you love chemistry, you love learning it so you work for the marks because you love learning.

-Broadening what you take outside of school to earn credits- examples like first aid, NLS, conservatory of music, etc.

-technology- careers and how technology will affect job outcomes. It can be very overwhelming. It's cool to see the things that we can do with our phones, and it does help with certain things.

-How do we decipher what's true and what's not on the internet? What skill set does that take?

-learning about bias and how to be critical thinkers

-Grade 12s- we are ready to leave but we don't know if we are prepared to leave

-Is the way we've been graded in a small town the same way that city kids are graded? Nervous to see work compared against kids who go to schools with 1000 kids.

Community Engagement

-as we get older, parent engagement isn't as important. Our parents trust us and know how we are doing. They can see our marks on home logic. However, for certain students, we think it is very important because some kids don't tell their parents anything so teacher emails are really important.

-parent commitment is important, because if your parents don't care about school you might not either. Or attending sports events, drama events, etc.

[redacted] is a big part of the community, the community supports us at our events like sports or attending things. Everyone knows the school and gets behind us.

Resilience

-you need it to be successful in life. The school does a great job of giving us breaks if we need it which really helps. Our teachers are great at accommodating us and giving us a second chance if we don't do something great the first time and they know we can do better.

-we see resilience in subject classes, the majority of kids in classes really want to do well.

-students who don't bounce back easily realize they have to and end up taking adult education classes instead of coming back to high school because they don't want to come back to high school.

[redacted]

Guiding Questions

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

- Communication skills, Talking appropriately, public speaking (eg work after highschool)
- Positive attitude (and being kind!), Personal skills
- Being punctual and being accountable
- Managing time and understanding your workload (prioritizing), good work ethic
- Having more independence
- Coping skills
- Career options
- Taxes, money management
- Exposure to university
- To collaborate and work well with others respectfully
- Adaptability
- Problem solving

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

- Stress
- Family/home issues
- Too big of classes sizes (or too small!), or too many classes
- Lack of motivation
- Mental health
- Workload (school, work, commute) hard to balance
- Teaching style (lecture style)
- Information overload
- Unfair expectations (effort/deadlines aren't the same)
- Departmentals (don't know what will be on them, not fair, why do we have to do them?, dependent on teachers)
- 2 hour courses (some work well eg Art, Commercial Cooking and some don't eg Chemistry)
- Extra-curricular or out of school activities
- Other Peers, Friends
- Lack of motivation, not interested in material

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

- Lots of PAA options and course selection options (sometimes too hard to choose)
- Having a career counsellor here every week, comes into the classroom and gives information – don't need to seek him out unless you want to "feels better making hard decisions when you have someone to advise you" Really appreciate [redacted]

- Like practical classes (eg Personal Finance) filing income fax, car application.
- Trade career options
- LLI

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

- Internet based assignment, but not all students have internet at home (technology accessibility)
- Qualified staff (some have to learn the content with us)
- Subs (aren't always experienced in the courses they teach)
- Work is not comparable to work in Regina Public and Catholic.
- Credits
- Spares
- Study groups/ study hall time
- Make us more accountable for our school work
- Provide more practical life classes
- Better extra-curricular things
- More credits to graduate
- Magnet
- The lack of support for the teachers
- More pull for the teachers
- More challenging quality of work
- Target the root issues of mental health instability instead of starting groups where we can "talk about our feelings"
- Change curriculum – too much fixation on one topic not enough on other, get us to learn more about what we need in the future
- Have classes that students can pick that pertain to their career choice.

Additional comments/questions:

- Study period (1 period in 6 day cycle as a catch up class- "flex time", not a spare, attendance kept)

Magnet:

Cons:

- Waste of time (change of scheduling, bus)
- Bus ride (too long) bus here then bus to magnet
- Not "expert" teachers teaching the course. Content= teaching background.
- Typically more PAA versus academic – want more academic courses

Pros:

- Being where we live, we can't offer that many classes unless we team up so you can offer more classes
- Access more classes

[redacted]

[redacted]

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

- *We think that we need to work on more independence skills. So we are ready for the real world.*
- *Taxes, finance skills, purchasing a house, taking out a bank loan. Financial Literacy*
- *Building Confidence in students.*
- *Accountability thru attendance*
- *Learning to juggle different things. Students don't have the same situations as the "real world"*
- *We need to be better prepared for the real world with work and other tasks.*
- *Rural students won't have the same support system when they leave their schools. We need to be better prepared.*
- *More Essays in more classes other than just in English.*
-
-

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

- *Mental Health / the Stress of classes and "outside life"*
- *Teachers. Some teachers cause stress and some are supports.*
- *Family Life / What is happening at home*
- *Technology. What is happening in the Cyber World? Some Teachers think that students ALL have access technology but we don't.*
- *Also, Cyber bulling causes stress to students.*
- *Poverty*
- *Drugs and Alcohol. Out of School and In School. Students coming to school drunk or high causes stress on the students that don't struggle with addictions.*
- *Transportation or Lack of Transportation. Our student can't participate because they have no way to get to events.*
- *Unhealthy upbringings.*
- *Reserve life VS Non Reserve Life*

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

- *Supportive Teachers in Schools*
- *Responsibility of attendance, academics on time*
- *Education Coordinator Roles within our schools. On Reserve Students receive money monthly*
- *Career Counsellors are beneficial for Students to prepare us for future.*
-

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

- *More Career Counsellor Time in schools would be a benefit.*
- *More Career Fair opportunities offered. More Career Fairs to younger grades not just Grade 12.*
- *More course offerings because we don't know what we want to do when we leave.*
- *More Life Skill Based Classes (See Bullet # 1-3 in Question 1.)*
- *More Mental Health supports in schools.*
- *More Leadership Opportunities in community.*
- *Presenting more Hands on Classes.*
- *More Healthy Relationships with Students , Teachers and Families (Possibly idea/ Core 24 Mentoring)*
- *Less Distance Classes / More Magnet Class Opportunities so we could be in front of teacher instead of a computer. Better opportunity for relationship building and peer supports.*
- *There is too much focus on post Sec/ work. There should be a balance between Life Experiences (Travel opportunities) and academics.*
  There is too much focus on post sec and not enough on Trades. We don't have enough courses offered with interest in the TRADES.
- *Maybe a PAA course should be required to GRADUATE. This would give us more opportunities for those type of classes.*
- *Length of Day / Months for Academics could be changed to allow more of a balance for students.*

[redacted]

[redacted]

[redacted]

[redacted]ntroduced the rationale for the meeting and described the goals.

1) What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?
    - If students have any interest for their future (ie. Mechanics, electrical, etc.), there should be opportunity for students to learn all they want to know that connects to their anticipated career. This way, students will better know if that IS the career that they want to commit to.
    - Increase focus on basic life skills. Regardless of career goals, you will need to know how to live independently.
    - Basic social and life skills. Getting ready for a job and an interview, living on your own
    - Many options are now available to students which is great. We have options like Financial Literacy, PAA, etc.
    - More academic classes are also important as it lends itself to future careers
    - Need more preparation for moving out. Example given about renting houses, buying houses or buying cars. Students need more of this information
    - Another example provided was given about buying houses and cars, etc.
    - All classes may not be directly setting us up for life skills but do set us up for college, etc. Schools do a decent job of preparing students for this but need to have a balance of all types of classes.
    - Things like public speaking, heritage fair, science fair etc. are good for teaching this
    - Sometimes classes that are needed or desired cannot be offered

2) What gets in the way of student success and well-being?
    - Sometimes the lack of knowledge about career pathways can be a challenge
    - Expressed a desire for career knowledge but sometimes it can be overwhelming
    - Difficult to understand career pathways and hard to find information on specific careers
    - Small schools-there is a big push to be involved in a lot of schools. When involved in too many things, it can affect academics. There is a perception of a pressure to balance academics, school involvement and community involvement.
    - Some students may sign up for a lot of school activities to ensure that the program can function
    - Concerns about the classes that you MUST do vs. the classes that are interesting to you. How do you balance what you need to graduate vs what you want?
    - Small schools cannot offer all the classes that are interesting to students as the class sizes do not make them viable
    - Academic stress can be alleviated or worsened by the assistance being able to be provided by teachers
    - Don't see counselors or social workers often, students not sure what their name is, so students would rather speak with teachers or staff

3) What is working well now in Saskatchewan's school system that prepares students for their future?
    - Enjoy career fairs-always a great opportunity to learn about different careers. This is a great opportunity
    - Most teachers are flexible with student deadlines- responsibilities. Teachers are willing to be flexible when requested by students.
    - The amount of time that we are in school (years-wise) is sufficient.
    - Overall students seem to like the K-12 system in general
    - Students all felt that the day was long enough and no additional minutes need to be added
    - Emphasis on math and sciences is good so it doesn't close any doors for future education
    - Ok to take courses that don't "apply" to future but it is important to experience and learn about different things (develop an appreciation for other fields)
4) What needs to change in Saskatchewan school system to better prepare students for their future?
    - Middle years had a lot of focus on careers in various subjects. However, it generally goes away in high school. Students expressed a lot of worry about selecting future careers.
    - Technology –concerns with accessibility. Students worried that some students may not have equal access to technology.
    - Technology-However, students really liked things like Google Classroom for collating notes and assignments
    - Technology-Schools should not go all on-online. Several students indicated challenges with taking on-line courses or distance learning. Prefer the social relationships and the activities for the school. "People need social interaction."
    - Technology-Online courses can be good and bad. Like having the option. Online courses can create flexibility but for some students this can be difficult for time management and motivation.
    - The online method could work in the future, as more students learn to be less dependent on in-person teachers. However, right now several students indicated a concern with managing online courses.
    - If all classes were on line, students would generally not be driven enough to keep up. What about technology challenges-ie. Limited WiFi

Keys: Strong focus on need for social skills, flexibility, communication, balance

- Less English (high school) more maths/sciences
- Small schools are a challenge but there is a lot of support to take more options, even when hard to have

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Student First

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

- Technology and lack of sleep
- lack of discipline
- lack of consequences - teacher and home
- lack of structure @ home / routine etc
- lack of support
- peer pressure - some can make
- fear of failure
- lack of confidence
- scared of giving the wrong answer
- feeling of being judged
- lack of EA support

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

1. Diagnosis of student difficulties - interventions - right to support
2. assessments to see where students are @
3. Availability of programming region
4. Amount of courses available
5. most of the staff are supportive of the students
6. Career counsellor
7. Community School Coordinator

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

- no fail policy - not having to fight for it
- NO zeros
- Mental health supports
- support right from the beginning
- budget
- more investment

→ who to contact - where can we reach out

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Basic life skills like learning literacy, numeracy
be able to do mental maths.
keeping skills
Be savvy with entitlement mentality
Respect for others property
Financial education like filling out cheques
Teaching them to remember to
Public speaking skills
non confrontational ways to
Mental health

Student First

Hands on learning

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

Parents - situation at home, priority of what comes first
Kids do not know how to adapt
No perseverance
Return power and control back to the school
Poverty
Absence of failure
* Lack of supports → EA, Counsellors, families
* Trauma
* Screen times
* Funding
* Isolation of students with challenges / Behaviours / Trauma

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

Mental health education
Career counselling
Hands on learning
Dedicated teachers
Open communication between teacher and home
Inclusion in our schools
Integration of reconciliation into school curriculum

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

Hire more educational assistants to help teachers

Parents involvement in returning kids in a class if they need to

Ratio of students to teachers

Hire more support staff

Increase funding

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

2. What gets in the way of student success and well-being? Just happened to be reading a book about counselling where the debate continued about focusing on changing parents or helping the student adapt to conditions in and esp outside the family. Barriers are stress, social media influences, poverty and, sometimes, too much affluence which leads esp trying to maintain an image vs. inner world

Screen time decreasing connection, ↑ isolation + there being too much stress in

3. What is working well now in Saskatchewan's school system that prepares students for their future? Another province welcomes students from Nunavut schooling which emphasizes diverse skills, talents + ? increased very deep confident teenagers moving into university + one in particular, an exceptional nurse.

Caring staff + caring students. Teamwork. Sports build resilience + we remembered opportunities which build skills, maturity + strong outside school family relationships

Most schools excel at something + identity developed from that

Schools providing shared moments that everyone can reflect together on

There are more resources now plus there is attention to process versus outcome. To those who only be there plus respecting differences and benefiting from helping each other

Kind, curious, related people

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

- [illegible] on another person in order to read [illegible] special needs Relationships [illegible] Student teacher relationship

We're facing now about the ability to adapt which has been the goal of [illegible] model (two) teachers

We know in our [illegible] to the depths that comes to critical [illegible] thought have mentioned [illegible] policies, comparative studies (Ogden [illegible] especially Swedish

Exchange trips within + without Canada like 4-H has been doing for decades

Students meditating + having physical opportunities + doing more Kinesthetic (spl?) learning

We were made to move + it's too young an age to be still when you're staying the day

[illegible]

Trauma + yoga - new tools and we looking go of ego not stressing so over identifying + the wholeness of the person are much more body centered than [illegible]

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective** of the engagement sessions.

The **objective** of the Provincial Education Engagement Sessions is to

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

reading/writing

with

learning skills like [illegible]

- like to be [illegible]

Student First

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

for/the /parent communication
lack of support

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

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

Go back to the old ways
when respect was shown both ways

Teach proper morals

Give them failure

Quit using anxiety as an excuse

teach kids to learn to cope with
their situations

Be proactive and talk to the parents
"we" can help.

[redacted]

[redacted]

Knowledge, Skills & Abilities (#1)

- Basic life skills
  (write a cheque, banking, pay bills, counting back $, telling time, 24 hr. clock, Common Sense
- Practical hands-on
- Problem solving, critical thinking
- Communication & conversational skills
- Less time on time
- Mandatory level of achievement in reading before they move on — stop being pushed through
- Accountability for parents & children
- Engagement (and patient engagement)
- Basic reading skills (and strategies for parents to help
- AP style of writing papers — bridging between high school & University
- Mental Health awareness & strategies & support
- Technology education

#2

What gets in the way?

- Technology - Screen time
- Lack of family support
- Lack of funding programs
- Laziness - no motivation
- Busy lifestyles
- Lacking discipline
- Not being held accountable.
- Some teachers lack support / effort
- Too much to learn in each grade's curric

#3

What is working well?

- Career Counsellors
- Variety of extra-curr. & not offered - not just sports (sewing, quilting, cooking).
  - Inclusion is strongly encouraged
- value of SCC voice · opportunities to get together, share
  · Magnet Classes
- Anti-bullying campaigns
- Different engagement/learning Strategies
- Guest Speakers/presenters
- Arts focus — Arts Festival
- work experience - apprenticeship hours
- Pre-K programming

#4

What needs to change?

- More supports - specialists
- Funding - need more money in Ed.
- overhaul of Curric - make relevant to current needs.
- Don't rush through curric - slow down
- Make Ss want to succeed + be accountable
- Grade 13 + first year of University done in school.
- Home Care in SK — Bridge gap of parent involvement. Mentor system to bring education in the home. Make reading nights in the community. Bring community support + engagement to parents. Provide parents to additional supports to meet academic, spec, emotional needs. (Home Ec workers).
- Education needs to take priority
- HW homework makes us as it is to hold students accountable → a consequence

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

Student First

Government of Saskatchewan

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

- Pre-K for all Students
- All day everyday Kindergarten
- On site school counsellors
- [redacted]
- Ability to keep Students until they meet grade level
- Don't accept less than what our Students deserve

Student First

Government of Saskatchewan

Apper [redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

1. Problem Solving / Confidence to do so.
2. Working With Others.
3. Advocating for themselves
4. Technology - use of Virtual Reality Hardware : Software
5. Social Management - social media - Internet Smart Awareness
6. Hands on learning
7. Life Skills Budgeting, Resume Job Interviews
8. Communication - verbally + written
9. Starting education at a younger age ; pushing the kids to excell
10. Cultural identity - build on the culture to open up new opportunity

Student First

Saskatchewan

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

1 Mental Health + Well Being - Awareness from staff to identify
- Early intervention

2. IT - Virtual Cality learning

3. Diversity Partnering with First Nation language

4. Safety - Drug Awareness + Technology Awareness

5. Educators not just Teachers - Elders, Business People.

6. Intergrated Schools - Daycares in schools, Community Spaces

7 Pre-K for All Schools

9. Full Day Every Day Kindergarten

10. Teachers need to be able to Fail or hold Back students that are not ready to move on

11 Coping Skills need to be [illegible] learned

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- life skills - Budgeting - counting $
- home ec - financial accounting, banking
- spirituality - (not religion) start day with a prayer or feel good affirmation, kindness, kindness
- work towards independence
- maths & science important to continue to focus on
- analytical skills
- communication skills - conversation
- dealing with adversity - solution focus problem solving skills
- teaching the difference between bullying & someone being not nice - coping with rather than being the victim
- accept/accept that there are differences

Student First

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

- extra-curr - gets in the way of school work sometimes after playoffs seemed fiddle to dance or hockey all weekend - not being accountable for school work
- peer pressure
- social media
- poor home
- poor teachers
- poor health
- lack of consequences
- poverty
- mental health/overwhelmed - too much going on in life
- level of confidence
- feeling safe at school
- class size - time spent with students
- support for teachers - class EA's or LST's

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

- Learning Improvement Plan - focus on improvement areas, measured targets,
- Inclusiveness + diversity acceptance + table agreement
- the basics are being taught & taught well
- nutrition programs
- lots of supports for struggling learners, lots of strategies - creative solutions, meeting individual students needs
- start in Prek for grade 1 readiness
- leveled reading
- SCC's - students see parents in school
- career counsellors + support for course selection
- On-line classes / streaming
- Home logic

Student First.

Classroom Advisory Committee of Saskatchewan

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

- kids can be held back a grade - retention
- kids need to learn to fail - consequences & personal accountability
-

Appendix "B"

[redacted]

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective** of the **engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years

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

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

home relationships - expectations from kids (fatigue - no energy, activities) - distraction by tech / students don't eat (nutrition) - student / teacher relationships - reading / testing (formats, learning styles) difficulties at home - mental health issues - overstructured - inability to accommodate different learning styles - parents - helicopter parents - over-learning - lack of energy technology in class - peer pressure - acceptance - lack thereof - class size - too big or too small (multi-grades)

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

diversity acceptance
inclusivity / adaptations
SHC
extra-curricular activities
good teacher / student support
career guidance
communication - with parents - Jan Sam, Rimmel
outreach - / hot lunch program
new technology
Indigenous learning
grad rates are high
safety and acceptation from

Student First

Government of Saskatchewan

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

- investigate different time for school breaks

Negotiations
- focus on early years to 6 years last most available in our area. We need licensed daycare and pre-school programs to meet the needs of our youngest students
- expand subject offerings
- help teachers gain accreditation - one more department head exams
- better service to new comers and parents
- less multi-tasking - focus on one task at a time
- expand experiential learning, outdoor school, learn from the Land.

* Finland Singapore, New Zealand

[redacted]

(#7)

- Philosophical discussion opportunities → knowledge Spiritual nature of people, ethical life, all types of wellness (spiritual, financial, marital, physical, social, emotional).
- Exposure to world religions - active teaching about world spiritual views.
- Hands on learning opportunities.
- Exposure to diversity of others - give ⓒ these opportunities
- Not everyone is going to learn the same → what is available to others on different paths.

Outdoor education, growing food, agenda writing

- Teaching ⓒ to be advocates for themselves + communication

Responsibility creating a digital footprint teach them what that means.

...ential Skills & Habits

- @ need to learn to withdraw tech — it's a tool does not run your
- Exclusion → at the start. feel a part of the group
- Ability to understand self — Connection to wealth & Education.
- Ability to collaborate — inclusion — all abilities & backgrounds
- Recognise opportunities — Be innovative & creative
- Independence
- Self-sufficiency — Be adaptable
- Keep curiosity → personal accountability & work ethic, perseverance
- Life skills → Make your way in the real world — budget, time, handwriting, map reading, growing food
- Internal Locus → world doesn't revolve around you
- Learning → Brain moment by moment, heal the brain, optimum mental health

What gets in the way of Student Success? #2

- Distractions - transitions (shortened periods), ect., classmates
- Lack of accountability
- Relevancy - info. being taught / not taught
- mental health pressures
- Time constraints - poor scheduling, prioritization of tasks
- traditional teaching methods
- Ability to spend more/less time on topics to meet @ need
- bridging gaps for E who change schools & lot — transiency is a challenge, school breaks - loss of progress or learning.
- Tech, social media pressures — learning is interrupted one of the time
- social media representations
- Over-crowded classrooms
- Lack of eating well/Hy, sleep

(#2)

- Lack of movement, sensory, brain breaks
- Expecting teachers to be <u>so</u> many things to <u>so</u> many people - we can't expect teachers to have all these skills
- Teach kids to have parenting skills → So they are able to teach their children in the future necessary life skills.
- ★ Lack of dealing with failure - kids don't fail enough.
- Reduce need for competition
- Lack of support from home - won't last
- Poor attitudes about learning + education
- Lack of respect for teachers
- Lack of exercise + activity
- Pushing kids through
- Lack of educational supports (needs behavioural supports)
- Keeping a 'grade structure'
- Ability to relax, be quiet, reflect

What is working well? (#3)

- Base academics
- Beginning steps of T & C - we are in the right direction in First Nation Cultural learning
- Variety of after-care → not just sports
- 3-way conferencing - students are involved.
- Increased incentive - modifications + adaptations
- Caregiving teachers.
- Mental health - Grenfell's MHCB project
- Standing desks, headphones, rockers
- Teacher access to PD
- Cubby spaces not set up

Class choices - good variety of course options offered at each school.

Expand to Skills Trade → Don't see more jobs beyond university. Education of skills / trades.

What needs to change?

#4

- More inclusion
- Teaching Strategies - expand creativity
- grad credits - do 24 credits make? Can we add project-based instruction? Other options that are real-world?
- Updated curriculum
- More focus on teaching technology
- Remove distractions such as cell phones
- Build focus → stop multi-tasking
- Stronger focus on life skills
- Use tech for good - use it to connect students to school or other education options.
- Differentiated lessons — why? It doesn't really teach them
- Look at other school systems in the world that are successful
- Add in Spirituality in schools (why do non Catholics want their kids at a Catholic school?) - Wouldn't want that option in rural areas

Summary of responses [redacted]

Question #1 Knowledge skills and abilities

1. Lifeskills including financial literacy 8
2. Communications skills oral, written, 14
3. Interpersonal skills/ social 3
4. Character skills, problem solving, creativity, independence, being flexible 11
5. Trades and hands on education 5
6. Mental health management 8
7. Technology use 3
8. Math skills 1
9. Knowledge of government systems/ world events 2
10. Reading readiness and skills 3
11. Culture and inclusion 2
12. Preparing for the unknown 2

Question#2 what gets in the way of learning

1. Home and personal life situations 5
2. Fit for duty, rested, focused ready to learn 3
3. Out of school obligations and lack of accountability for school work 8
4. Opportunities for rural students different than urban 3
5. Social pressures 6
6. Staff turnover/commitment and consistency 6
7. Students learn differently 1

8. Students inability to deal with failure 1
9. Class size and configurations 5
10. Level of integration of students and resources to meet the demands of high needs students 1
11. Technology too little/too much 3
12. Mental health 3
13. Supports for teachers 2
14. Expectations too low 1
15. Relevancy of program 1

Question #3 what working well?

1.supportive staff 3

2. qualified staff and commitment to the students. 7

3.carreer counselling 5

4Leaning improvement plan 2

5.lots of supports for struggling learners 5

6. acceptance of diversity/ inclusivity/ adaptation 8

7.variety of extra curricular 4

8. communication between home and school 3

9.availability of programming 4

10. inclusive curriculum 4

11.mental health focus 2

12.safe transportation 1

13. technology 3

14. value of SCC voice 1

15. Student sense of belonging 2

Question #4 what needs to change?

1 students need the opportunity to experience failure and to grow from it. 4
2 Kindergarten full time 3
3 Classroom modeling a more collaborative model 1
4 Expand experiential learning 5
5 Focus on early years 2
6 Use of technology as a learning tool and its place in schools 2
7 More funding for education 3
8 More support staff 2
9 Safety, in many forms for students, drug, technological, personal 1
10 Pre k for all schools 2
11 Parent involvement 3
12 Curriculum and assessment methods need updating 2
13 Education needs to be a priority 1

[redacted]

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "B" are intended to be a guide for those organizing and leading engagement sessions, and may be adapted to meet specific engagement needs, keeping in mind the **objective of the engagement sessions**.

The **objective** of the Provincial Education Engagement Sessions is to:

- seek input from participants on what is important to consider for students' education in the next five to ten years as the education sector partners work together to co-construct a framework for a future provincial education plan.

Please respond to the following four questions by identifying three to five thoughts/ideas you see as important for students in the next five to ten years.

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

- need an understanding what the future will look like
- what will the future look like - we need to flexible for an uncertain future.
- coding, budgeting and taxes, basic life skills
- problem solving
- mental health
- independence
- creativity
- interpersonal skills
- communication skills
- preparing tone of emails route with appropriate email
- digital literacy
- system approach - multidisciplinary approach to curriculum integrate
- flexibility in curriculum
- still need trades and hands on activities.

Student First

Government of Saskatchewan

What gets in the way

- class size
- complexity of classes
- split classes
- nutrition - students w/o food
- children not getting home support
- unmotivated teachers, not all want to be there
- extreme behavior
- integration vs seclusion - where is the balance?
- resources to deal with demands
- EA support

- supportive teachers
- principal - strong leadership
- ~~strong teachers~~
- extra-curricular
- curricular offerings
- out-door education
- learning from the land
- helping students have a feeling of sense of belonging collectively of each

Question #4

- Take away the technology → embrace or proper use.
- more physical opportunities - especially for 'indoor recesses'
- going back to basics somehow
- some part of the day technology free.
- more land based activities.
- connection to place and community.
- intergenerational opportunities - students work with elders
- tough to keep up with how quickly things are changing.

[redacted]

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

- Life skills such as money-management, budgeting, mathematical abilities
- Strong communication, verbal and written
- Economics
- National and international markets and world events
- Health and wellbeing – making choices that enhance your health
- Respect for learning itself
- Future life after the education system – investing in yourself each and everyday
- Community involvement
- Technological literacy
- Socially literate – respect for self and others
- Abiiity to have face-to-face conversations – communication and personal connections
- Teamwork and collaboration
- Critical thinking – more than just spewing facts – practical important and applicationl
- Discern the importance of what is learned ie. Recognizing what is "fake news", what is reliable
- Entrepreneurialism
- Real-world applications and relevancy
- Well-rounded education
- Need as many opportunities as possible
-

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

- "fit for duty" – being well rested, ready to learn, on task, etc.
- Are there hindrances in their home life? Personal life? Etc.
- Geographical location – isolation, weather factors, farm work expectations, medical needs and situations, appropriate and complete supports at school? At home?
- Self esteem
- Well being
- Lack of support or support systems (parental, family, educators, friends, etc.
- Obligations? Harvest- students have to stay home...etc.
- Is distance learning an option to provide opportunities?
- Work/home/life balance
- Having the optimal teacher in place for student learning
- Most teachers are great, but times where connection/relationship detrimental to individual learning - compatibility

- System tweaking – grouping students not by age but by ability/interest? Identify different needs and challenges associated to students.
- Constraints that are put on teachers –lack of resources, equipment, equalizing the learning environments so that there is equitable opportunities. Move away from "one-size fits all" applications to the typical classroom.
-

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

- Doing a good job of staying on top of technology (Google Classroom, O365, etc.) to apply it within the classroom
- Extra opportunities – qualified teachers there to teach and provide supports to ensure student success
- Teacher commitment has been extraordinary
- Teacher commitment and administrator commitment to student success integral to student success.
- Students are engaged in the process
- Class size is good (in most schools)
-

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

- Early Learning – focus – play and activity-based (Montesorrie)
- Kindergarten full time
- MONEY!!
- Resources, equipment, etc. to support what is happening in the classroom
- Change how classrooms look – move away from the traditional model to a more modern, collaborative model
- Bring back fails or holding back students – higher expectations – it is okay to fail as long as they improve and use it for learning
- Mandatory volunteerism and mandatory extra-curricular credits
- Broader range of subjects – out-of-the-box opportunities. E.g. religions of the world, cultures of the world.
- Give students credits for things that they are already doing – e.g. farm kid fixes a multimillion dollar equipment - =SHOP?
- Strengths-based, student voice and choice and interest pursuits. Experience drives knowledge.
- Real world focus and relevancy