Appendix "A"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

It is recognized that the format for the engagement sessions may vary depending on the participant audience. The questions in Appendix "A" 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?
   - Relationships between schools and parishes (eg. Parish visits, masses, Easter and Christmas).
   - Access to clergy to the schools to connect and parish teams – support for sacramental prep communications.
   - Parishes and schools offer an opportunity to be a part of the community; sacraments delivered in school groups.
   - Schools being invited to be involved at weekly masses – this is site-specific (going well at some parishes, needs works at others).
   - Established high levels of expectation and achievement – good results.
   - New direction with Teacher Librarians used as an extra set of hands.
   - Writing prayers and reading them during morning announcements.
   - Faith permeation in all subject areas.
   - Reading at liturgies and masses.

- Numeracy and literacy evenings - these nights engage the parents in how they can support their children at home and outside of school.
- Once assessment is complete, we need to follow up and meet each child where they are at.
- Budget and funding has focused on these areas.
-

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

- We can have our schools connect more to parishes to encourage communication and opportunities for sacramental prep sign up.
- Music liturgy is important to enhance faith life of school – what does school do to encourage students to be involved in liturgical group – music.
- More of a struggle for clergy and pastoral workers to get into high schools.
- Parishes need to work with all associate schools and sometimes connected to the one that is closest.
- Need to encourage more of our foreign priests to go into schools.
- Chaplaincy support in our schools.
- Roadblock: commitments of extra-curricular and church.
- By setting high metrics re: achievement have we increased stress/anxiety among students (pressure to go to post-secondary).
- Too many restrictions in terms of pathways and credits toward graduation – also creates more stress/anxiety.
- Opportunities to use more storytelling.
- Difficult to permeate faith in Math.
- Are we preparing students for faith traditions beyond school / and put them in our schools.
- Need more supports for EAL learners.
- Need to engage people of other cultures into schools or churches to ask what they need to be more connected to their parish.
- Digital literacy needs to be a focus in grade 3 and 5, etc. so they are more informed digital citizens and it becomes a norm.
- Focus on people skills: losing these skills – solving conflict, conversations, cues, etc.
- 21st Century Education – [redacted] "That's quite beyond me." – Is there a lot that is different that we teach because of the 21st Century, or are we still "Love one another?"
    - Is what we teach different now?
    - It would be neat if students could be exposed to some of the videos that the church uses (Alpha, etc.). – Using the language young people use to relate to each other. We aren't even talking their language anymore. Social media could be used more.
- Care of the Earth and Social Justice is important. – Science. Creation. Continuation.
    - It is all about life. Think in larger terms. Not everything has to be a discussion about morality. It is also about the wonder of life.

Appendix "A"

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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?
   - Parish and school connection in some areas is strong.
   - Faith permeates school environment.
   - Embrace elders.
   - Chaplaincy in High School.
   - Division leadership and recognition of special days – Orange shirt day, etc.
   - Our division is supportive in nurturing and support of Catholic Education.
   - Literacy improvement.
   - Supports / resources and training for teachers.
   - Math centers.
   - Benchmarking.
   - Transition forms to inform progress in skills/curriculum areas.
   - Access to devices.
   - Digital footprints.
   - Connected Educator and 21st century learning in technology.

- MakerSpace.
- Robotics.
- Connected Educators
- See Saw – real time.
- Music; Band program; Choral.
- Genius Hour.
- Athletics.

2. What gets in the way of student success and well-being?
   - More reconciliation process followed by parishes.
   - Outreach to establish relationships; parish and school connections need to be improved.
   - School division budget for supports.
   - More elders; grandmothers invited; increase numbers and have students know how to welcome them.
   - Training of chaplains for bringing reconciliation through the school; Relationship Walking together; have FNMI knowledge.
   - Early years support at school and home.
   - Math – team approach supports for teaching.
   - Pushen model for support where in-class support instead of pull-out programs.
   - Math curriculum – too much to cover; teachers need professional development.
   - Public voice needs to continue; increased public awareness.
   - Parent education on math skills.
   - Barriers for opportunities – transportation.
   - Need more connected educators.
   - WiFi connection upgrade.
   - Need support and financial means to grow MakerSpace and Robotics.
   - Mental health support.
   - Financial literacy.

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. Appendix "B" 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?
   - 3 and 5 – Early learning and literacy; inclusive and safe school environments.
   - 2 and 4 – Add inclusive of Indigenous language, cultures and identities, diversity; identities are affirmed and reconciliation is advanced through education.
   - 3 – foundational to learning and future learning and success.
   - Land based learning in conjunction with RCMP.
   - Graduation requirements are current and flexible.
   - Students, parents and teachers engaged in respectful relationships.
   - Flexibility to move to different schools.
   - Is time allotment enough? Is 22 the right cut-off?
   - Sometimes students cannot take full load.

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?
   - Technology – digital citizenship.
   - Well-being.
   - Integrated resources and supports to meet the needs of all students (FNMI).
   - Recognize struggles and add supports, support staff, elders, and community coordinators.
   - Barriers of not being able to take courses in the summer.
   - Cost for summer courses / or on-line.
   - Faculty needs to represent the diversity of the school.
   - Early learning and literacy.
   - Cree should be taught as a language.

Appendix "A"

PROVINCIAL EDUCATION ENGAGEMENT SESSION
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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?**
   - Class led liturgies.
   - Fully Alive program is good – the Public School system does not offer this program.
   - Student retreats at the school is a nice addition and the students enjoy them.
   - Grade 6 Youth liturgical leadership program. Introduced skill-sets in primary level, approaching different ways for reading and writing, math where possible. Using differentiated instruction and strategies in the classroom to meet the varied needs amongst the students.
   - Incentives and tools, software at home Razkids, Mathletics, and prizes help the motivation, technology, and positive reinforcement.
   - Quick interventions into LLI programs, not waiting, and frequent monitoring of where the student is and the areas that they need to work on.
   - School's ability to not have the student feel bad, stigmatized by going through the supportive programming.
   - Purposeful PD has resulted in exemplary literacy results; consultants/coordinator support.
   - PLC communities where teachers can strategize.
   - Having common assessments at the high school level.
   - Seesaw program – showing student's samples – effective communication tool for parents.
   - Appreciate the high school meetings, come out with counsellors and go through different challenges to have set the table for success.

- Spend-a-day, a valuable experience for our 8's to go to the high school.
- Individual options set up at [redacted] to see during the grade 8 to 9 transition.
- Kindergarten and PreK welcoming meetings in June.
- Drop off your backpack, go in and meet your classroom. Worked well.
- Parent info meeting grade 8-9 is well done.
- Support to apply for university/trade schools and bursaries/scholarships.

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

- Schools need to work better with parishes to administer the sacraments of initiation.
    - Parents being part of the process is key.
    - Need to engage with diocese in how to deliver these sacraments.
    - Depending on site, every location has leaders with an education background, and some do not.
    - Priests aren't trained in education so it's difficult depending on the priest.
    - Parish involvement can be different from school to school.
    - Some priest feel more comfortable, some less.
- More support for those that are not at grade level.
- Full-time K and enhanced Pre-K would improve literacy results.
- Overuse of technology for mass instruction and base instruction; not every student has a laptop.
- Class sizes / multi grade classes impair growth.
- Individual communication skills; more work to get to mastery especially critical and creative thinking.
- Teachers who can specialize in subject areas or concepts: Math specialists, writing specialists.

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

- On-line classes – access and flexibility.
- Digital citizenship programming – social media presence, improved awareness of on-line actions.
- Early adoption of tech by K students.
- STRIVE – students' voice – public speaking.

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

- Managing change and relationships, give kids skills to rapidly changing world/workforce.
- Can't just depend on technology, can't have tech control us. Be able to problem solve.
- Keep awareness of Math skills as they are now.
- Need to think; think of how it looks beyond, graduation rates and revamping the 24 credits? Is it too restrictive?
- Explore using change using backwards design model in high school, most are focused at elementary presently.
- Phone etiquette, being able to express themselves properly.
- Learning to adapt and know how to do things differently.
- Allowing children to be children, and keep perspective as well. Balance being the fundamental idea, if we're expecting too much then it can cause mental health issues.
- Communication skills outside of technology realm.
- Adaptation of digital citizenship varies amongst students.

- Elementary students on extended leave – need improved on-line access re: course work.
- Need critical thinking basics.
- Lack of cursive writing.
- EAL students – teaching them the technical skills to be in line with other students.

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

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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?**
   - #1 – Waterloo Study – University of Regina should be able to give us some stats on how our students are doing and did they get what they needed to qualify
   - #2 – publicly funded education is critical; funding should be the same for all division
   - #3 – builds the foundation for success
   - #2 and #3 – needs to be equitable and sustainable – teachers picking up too much; burning out teachers
   - #5 – if kids aren't feeling safe – they won't be successful
   - #6 – prepare them for success; kids lost being able to play, contributing to the nature of mental health issues, etc.
   - The themes seem almost like layers that build upon each other and are scaffolded; if there are too many, you don't do well at any of them and have no focus

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?**
   - Better job of managing budget cuts / reductions than other school divisions
   - Society needs to stand behind education rather than over it
   - Learning how to problem solve issues
   - Financial literacy
   - What happens beyond high school for those who can't afford post-secondary education?
   - Could #4 and #7 be combined?
   - No mention of numeracy – should be added to #3
   - No mention of socialization or communication skills – should be added to #1
   - #1 – understand where kids may need improvements, i.e. public speaking, communication
   - #2 – need to prepare our/all kids for future opportunities
   - #4 – variety of cultures currently and learning to work together – ongoing
   - #6 – discern with having all the information they're exposed to and being mindful
   - #8 – will need it in future

Appendix "A"

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[redacted]

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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?**
   - Walking past classrooms seeing students engaged.
   - Keeps classroom doors closed to keep distractions away.
   - Technology is supporting learning.
   - Good learning when students are dispersed in the school.
   - Working in an Immersion school and don't speak the language I can assume things are going well.
   - Technology involved, understanding the hallway work, dispersed in groups throughout the building.
   - The participation of the school- nice to hear them in the classroom- hear the prayers in the morning, end of the day
   - Proximity of church and school- the relationship between two works but not for all locations.
   - Schools have open door for clergy to come in.
   - Schools promoting virtues of the month.

2. **What gets in the way of student success and well-being?**
   - Perhaps upper grades more work to understand their faith – their views on who we are as Catholics can sometimes be disrespectful.
   - There has to be a way to get them more involved; what they show is different in the liturgies and when they come back to their classroom (gr. 5-8).
   - The way school is set up and finds that the younger portray Catholic values better than older kids. More time spent in younger kids and not older (just an assumption).
   - Acknowledge and be respectful of each other in shared space at the school.
   - That everyone understand in the school that it's everyone's responsibility to care for the school.
   - Some kids are not as prepared as they were in the past.
   - Building a culture of faith - prayer occurred in all events – continue to build the culture is important – not sure if we are there.
   - Develop more engagement with staff - talk about how we can all be working towards the same goal.
   - Site based culture is different – not all the same.
   - How can we define the roles at each school - the involvement of all- caretakers know students and this needs to be acknowledged.
   - Create a culture that it is everyone's job, make it the best learning environment.
   - Intentional communication and work together and support each other to make thing better for the kids.
   - Expand on virtues of month – extend to your involvement at school, home, etc.
   - Be mindful of your actions and how they impact others.
   - Good citizens – responsible for their things.
   - Consideration, respect.
   - Students do a lot of stuff in the hallway- supervision important and students not staying on task.
   - Depending on shifts and hard to comment on what they see.
   - Be more respectful of environment.
   - Keeping students on track can be difficult and that's what we see in the hallway.
   - Students need to be more aware of what is left on floors and should be sure to pick up left items.
   - Making curriculum relevant and practical examples.
   - Kids in an immersion school the older students always talking in English when they should be talking French – it's a challenge to keep them speaking the French language..
   - Do things applying learning to the real world. School size and area.
   - RCS doing all they can especially literacy part of it.
   - Math manipulatives – care of equipment in cleaning up (putting away).

3. **What is working well now in Saskatchewan's school system that prepares students for their future?**
   - Encouraging procedures and organizational skills - contribute to the 21st Century learning.
   - Appear to have skills aligned to 21st Century skills.
   - Keeping facilities functional to accommodate, i.e.: more plug-ins in the schools.
   - Students in our system appear to share their skills, gifts and knowledge.
   - Reinforce what they has relevance.

4. **What needs to change in Saskatchewan's school system to better prepare students for their future?**
    - The role of the custodian is a bit of a challenge.
    - Making everyone aware what's going on.
    - Communication – students' behaviors, triggers so we are aware why the student might be in the hallway.
    - Learning and understanding our "new Canadians" what's our role in this?
    - Being included in the school community.
    - Students finding out which way they want to go in life.
    - Students have to make their decision too soon.
    - Allow students to take courses- making opportunities for students to explore more than what is required to graduate "you must take this ...." – more flexibility in the course requirements.
    - Fitting in courses other than what is required.
    - Creating more independence for the students.
    - Promote all pathways the same way – not always university.
    - The graduation requirements are too restrictive, need more flexibility so ALL students have a pathway to success by honouring their strengths.
    - More supports – understanding from the community to help out.
    - Mindful of what students might need and struggles they may be having.
    - Share real life experiences.

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

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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?**
   - ##5 inclusive – this sets the tone for the student experience; students need to be safe.
   - #2 equitable and sustainable – same rationale for the first choice.
   - #8 – important aspect to be successful in our schools.
   - #3 – early learning: sets foundational skills for them as they get older; consistency is important.
   - #8 – we need to all work together to support students and their learning and well-being.
   - #5 – important to feel safe so that can focus on learning; respect is important – a team approach.

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?**
   - Clearer goal / expectations of what students have upon graduation.
   - Communication, building more effective relationships – we are doing this now, but we can continue to do this?

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

- A balance between the spectrums - we do a good job broadly.
- Inclusiveness; will accept other faiths into our faith.
- Kids benefit from a faith based education
- Families are choosing faith.
- Extended community – working with community.
- Connections to the local parish makes the difference.
- [redacted] does go over t[redacted] but not as close.
- Continue to build on the foundation of including church into the classroom.
- Camp Monahan connection with our students.
- Engagement for the parents experience may not have been as positive.
- Fully Alive - section of having children only through marriage, when clearly the students in the classroom may have been conceived outside of marriage.

- Balance what is happening in today's society and students come into the school with varied family dynamics/diverse.
- Myriam sisters' involvement.
- Time every day in High Schools, twice a day, for faith/prayer.
- Faith-in-motion program at [redacted].
- Schools provide opportunities through liturgies and masses.
- We lives our values integrated in everything we do by building the strong foundation of our faith.
- Understanding Our Faith – PD for staff
- Class size and environment impacts Literacy and Math.
- We have tons of supports in Literacy and not as much in Numeracy - gaps get bigger and bigger and why are we not catching the students who struggle.
- How do teachers get kids to reach their level - meet kids at where they are.
- Developmental continuums - this is where you are at and this is where you need to be.
- LIP – refine goals using data and put plans into action addressing specific needs.
- Portfolios are very important to provide feedback.
- Research shows Math becomes literacy - important to have both.
- Online courses are positive.
- Blended learning environments.
- Connected educators is positive.
- Teacher Librarians are supporting classroom teachers.
- Many years ago, there was a forum called **brighter futures**- there were many meetings of this, it focused on how everyone fits together – it built relationships.
- Values represented in how we provide opportunities.
- Nutrition programs.
- Good job transitioning from PreK to K and grade 8 – 9.
- A lot of support from counsellors.
- Programs that allow for integration and appreciation.
- TRC journey.
- Half day every day for Kindergarten.
- Rand Teed programming.
- Career fairs and partnerships / spotlights / job shadows.
- Connected Educator program has been very positive.
- Makerspace
- STEAM
- Tinker tubs
- Coding, robotics
- Keep bring speakers / parent info nights.

2. What gets in the way of student success and well-being?
    - Parish – clergy and staff engaging in schools – some priests do not see the importance of this relationship. Unengaged priests do not help support the Catholic faith.
    - Bring sacraments back into the classroom.
    - Need more people like the Myriam sisters.

- Chaplaincy program for elementary schools.
- Engaging kids – modernizing the teachings of the church.
- Bring back alumni of RCSD to share experiences with our students of how faith has provided security and confidence in a big and diverse world. Values of church create/increase value as employees.
- Enhance engagement in liturgies and faith from students building on updated religious resources.
- Funding for schools who are distant from the church – we need to get the kids there – but the church can come in too).
- Go back to comments for reporting periods.
- Benchmarking – creating reading groups that intensively intervene to improve reading.
- PA Catholic - has a continuum reporting section - to show growth.
- Students need to be open to learning.
- Writing needs work.
- Could use more time for our specialists (ie: Math coach, EAL consultant and teachers).
- Involve parents, especially in Numeracy.
- More intensive interventions in Numeracy.
- Grouping of students by ability rather than by age.
- Some concern with non-retention policy.
- Adaptation at elementary do not have same level of adaptation at the high school.
- Some concern about elementary report cards.
- Road map for parents to understand data collected K-12.
- Gaps in supports for learning in grades 4-8; not just grades 1-3.
- Mental Health - the anxiety is through the roof. Addicted with technology all hours of the night and their self-regulate is off, being over stimulated.
- Depression and anxiety are high because of technology.
- Technology is impacting relationships.
- Teaching in middle years and high school - the phones and connected to their devices - students cannot survive without them.
- Student reporting at elementary and transitions.
- Kids are not ready for high school.
- Resources to support proactive response to student mental health and overall wellbeing.
- School sports – what is the purpose of them? Is it only for the elite?
- Programs to support young families: older students babysitting younger students.
- Technology is impacting students basic skills - remove the technology and return to the core skills.
- Missing the human element - relationships, well-being.
- Short term, long term, working memory is impacting everything - return to basic play.
- If Maslow's hierarchy of needs are met, then the students will do better.
- Graduation rates are an indication of doing well.
- Guided Reading and balanced literacy model.
- Keyboarding skills at grade 2,3,4
- Coping skills exacerbated by helicopter and lawnmower parents.

- Need social and communication skills.
- Continue to teach digital citizenship to both parents and children.
- Allow students opportunities to take classes at other schools – perhaps take an entire semester at another high school to get the PAA courses they desire.

Appendix "B"

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Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

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- 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?
   - 3 – Early learning and literacy are foundational to future learning and success. Early learning helps develop a sense of worth = well-being. Needs to extend beyond grade 3.
   - 6 – Strength-based approaches support mental health and well-being *conversation around term "equity" – what exactly is meant by this (gov't interpretation) – equal is not always fair...
   - 2 – Increase in need means an increase in supports required. Provide opportunities without compromising needs of any.
   - 7 – Job as educators is curriculum and instruction.
   - 5 – If students do not feel safe, they cannot learn; could also account for anxiety, etc. Also ties in to reconciliation for Indigenous students.

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?
   - Multiple vocational opportunities/exposures – there are many pathways to future success not just traditional post-secondary (preparing students for jobs that do not even exist yet!).
   - Need for adaptive and individualized instructional plans for students as opposed to standardized programs - "one size does not fit all".
   - Transitions – time in preparation for appropriate adjustment. Solicit more strategy from front-line educators.
   - Pre-K in all of the schools rather than selected schools.
   - Reduction in class sizes – would enhance relationships with schools; more time with kids would improve relationships with parents.
   - Some kids have not eaten; hungry.
   - Physical well-being of students appears to be compromised.
   - Supported educators in the classroom, ensure that teachers are properly resources.
   - Attendance – critical for student success; develop programs or monitoring system to engage parents and hold them accountable.
   - EAL learners are missing big blocks of time; how do we address this? Is an issue in elementary and high school.
   - Need programming available and connections to outside agencies for our "special needs" students ... what happens beyond graduation?

Appendix "A"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

[redacted]

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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?**
   - Incentives work very well – engage kids in initiatives (program, minutes of reading / math allow for progression to achieve prizes).
   - Use of technology to support learning.
   - Centers for math and ELA.
   - Daily 5 - One of the most popular and successful frameworks that has emerged to help educators meet this challenge is the Daily 5™, first introduced by Gail Boushey and Joan Moser in their 2006 book, *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. This method offers students the following five choices of activities to work independently toward personal literacy goals:
     - Read to Self
     - Work on Writing
     - Read to Someone
     - Listen to Reading
     - Word Work
   - Recovery days in high schools: good teacher support.
   - Lunch hour homework club now by ESP (support staff).

- LRT supports students and teachers.
- Lack of cursive writing skills.
- Strong staff, faith-filled.
- Partnerships with parishes (Fr., Myriam sisters, etc.).
- School-wide virtues.
- Make people feel welcome.
- All grades, programs, and students included in masses, liturgies and celebrations; inclusion.
- Prayer: everyone included.
- Great relationship with parishes; opportunities for those kids who may not attend mass.

2. **What gets in the way of student success and well-being?**
   - Recognizing "access" to what they need to be successful.
   - Scaffolding / differentiation.
   - High school data reports – can be fudged and the results can be skewed.
   - Basic math skills are lacking, especially in high school.
   - Connection to their faith (as kids get older) seems to decrease – need to work on that.
   - Support individual growth and development.
   - Individual journey of faith, how do we reinforce / create sense of belonging in faith community.
   - More preparation with prayer over intercom; students are engaged.
   - Chaplains need to work with students to create prayers.

3. **What is working well now in Saskatchewan's school system that prepares students for their future?**
   - [redacted] – unique opportunity for inclusion / integration.
   - IIP's – goals set for individual success.
   - Opportunity for learning as well for students in classrooms where integration occurs.
   - Always evaluating needs and how we can do better.
   - Providing equal opportunities for students to have access to technology – lending out laptops overnight.
   - Pre-K is all about providing equitable opportunities.
   - One "cook" meal prep a week to learn basic skills (functional).
   - Ensure basic skills are in place.
   - Career spotlights.
   - Opportunities to experience real-life experiences (work and social).
   - Connected Educator program.
   - Work experience program.
   - Pre-K is inclusive and teaches kids to build social skills.
   - Entrepreneurial class.

4. **What needs to change in Saskatchewan's school system to better prepare students for their future?**
   - Expand opportunities for resources to be shared out to students for home use – borrowing short-term.
   - Invite parents in to have support in helping students at home.
   - Newcomer families; invite, welcome and create connection with school community.
   - What do students do who don't have access to technology?

- Gaps between grade 12 and life skills following high school – financial literacy – but can't be all things to all people.
- Not enough spots in ELISP and possibly other programs (pre-K) for all students.
- Continually review basic skills / to provide practice in problem-solving skills so that kids understand how things work.
- Problem-solving, critical thinking skills.
- Basic functional skills.
- Life skills: problem solving and solving conflict.
- Communication.
- Incorporate financial literacy into math

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

FEEDBACK FORM

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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?**
   - #3 – the learning in the early years is foundational for students to be successful
   - #5 – can't focus on learning if you don't feel safe or included
   - #1 – needs to be flexible to meet needs of all students.
   - #2 – foundation of learning
   - #5 – safe; conducive to learnings / attendance
   - #7 – critical for life – basics for success
   - #8 – relationships are key in life in all circumstances

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?**
   - Attendance

Appendix "A"

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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 skills – reading, writing, mathematics – employable skills/survival skills.
   - Critical and Creative Thinking skills – employable skills.
   - Moral Intelligence – empathy.
   - Problem Solving – employable skills/survival skills.
   - Computer literacy – 21st century essential skill.
   - Digital literacy – students need to be able to critically respond to information.
   - Social Responsibility/citizenship – make the world a better place, safe for all, care for our planet.
   - Wellness/Self-Care – health, stress and time management, body awareness – survival.
   - Preparing students for the workforce which is hard to do, if we don't know what the market will look like.
   - Independent thinkers, problem solvers.
   - It's been 100 years with students sitting in desks. The traditional model is still the norm for some classrooms where some teachers are experimenting successfully with flexible classrooms.
   - Software skills.
   - Students to be creative, students to manage their time. Student lead, and what will that look like?
   - Teachers are becoming facilitators for learning, their role has changed. What does instruction look like; think do learn, multi-disciplinary, competency programs similar to trades.

- Cross roads collaboration looks different– technology to impact their skills, can they write can they do math, communication is lost (social skills).
- Literacy: reading, writing, oral language.
- Math; science.
- Wellness – physical, mental, spiritual health.
- Foundational skills and qualities for success.
- Arithmetic.
- Separating fact from fiction.
    - fake news; propaganda
    - discerning truth
- Financial literacy.
- Critical thinking / problem solving.
- More than ever it's important that we focus creating a classroom where students:
    - Practice social skills;
    - A connection to community;
    - Teaching the curriculum but teaching for the future.

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

- Socio- economics – poverty, anxiety, lack of family support, breakdown of family unit – lack of routines (poor nutrition, irregular meal times, lack of sleep, lack of exercise).
- Self-esteem.
- Cycles of addiction which can lead to abuse.
- Distractions – digital world.
- Attendance – or lack thereof.
- Lack of resources to support education – computers, internet, books, transportation.
- Crowded classrooms and lack of educational supports for inclusion – IA's, EAL, LRT, counselling, stressed out teachers.
- Mental or physical health concerns.
- Lack of resiliency skills/ GRIT.
- Family dynamics and circumstances, poverty, inability to access services, community resources, lack of support to get support, meeting basic needs.
- Families not just poor, but poor in spirit, dependency cycle, kill the dependency cycles that have been created, families caught in those cycles, and educators take on the more. Look at a HUB approach, multi-organizational approach will be what it looks like. How do we get everyone on the same page and making everyone accountable? Circle of accountability, interventions in place before they arrive at school, bring all agencies together for birth to 6 year. The supports are there but everyone needs to do their role. To make student successful how we meet their needs if we get forms of adaptations – more and more are coming. Rather than paper accountability we need people accountability. Self-accountability? Reduced student accountability, we need to teacher student accountability. Self-start and become accountability. Goes back to family circumstances – keep it simple.
- Too many kids in a classroom; class composition.
- The disintegration of the family unit; modern family of dynamics.
- Lack of foundational skills upon entering Kindergarten.
- Use of technology – always seeking approval or sharing for feedback.
- Parenting; too high expectations or not enough engagement.
- History; previous experiences impact students re: residential schools and newcomers.

- The option for parents to choose a faith based education – Catholic education is important to our parents and students.
- The advancements of technology and creating a future of "unknown" is difficult to keep up with our teachings, curriculum.
- Difference between support and interference.
- Heavily loaded on assessments.
- Diversity in class (EAL; behavioural concerns).
- Non-retention; procedures moving forward when not ready.
- Lack of community resources.
- Modern topics that are relevant to students.
- So marks focused – gets in the way of success.
- Peer pressure.
- Culture – cyber-bullying, social networks.
- Pressure – speed in which society is changing.

3. **What is working well now in Saskatchewan's school system that prepares students for their future?**
   - Quality of classroom teacher – sound pedagogy and instruction and assessment skills, ability to adapt (pre-service training is very good!).
   - Quality curricula – strong foundations.
   - Commitment of educators and the sector to student success – student first.
   - Inclusive practices.
   - Staff dedication- doing the best they can, professionalism that schools have in the school division- the relationship we have with our stakeholder groups is a key factor- we respect each other. At the end of the day differs, maintaining our local voice is important. Knowing when we meet with executive we are blessed to have relationships within our school division. We have committed staff.
   - We have good teachers; empathetic teachers in RCS.
   - Having on-line learning as an option.
   - Having special programs re: EFAP; SLE; [redacted].
   - Difficult to paint with one brush across the province (i.e.: rural vs urban).
   - Maintaining local boards.
   - Still a dedicated profession carrying out their professional responsibilities/duties through adversity and unknown future; doing the best (teachers) we can with what we currently have.
   - Teachers have been doing really exceptional at teaching using what they have – the constant change.
   - Minister of Education – mentioned seeing education as an investment not an expense.
   - Trying new things, reflecting on things.
   - Everything has sped up – the school division, teachers, students are all trying to keep up; what's the rush?
   - More opportunity for career paths. Many options available to the students.

4. **What needs to change in Saskatchewan's school system to better prepare students for their future?**
   - Greater focus on 21st century leaning skills – digital and technological literacies.
   - Still need to work on inclusion – intellectual, diversity, cultural, physical disabilities etc.
   - Clearer processes and pathways for interagency support – e.g. Justice – Education – Health.

- More education and time spent on early learning – pre-emergent skills – we should resource our schools accordingly.
- Flexible time lines for beginning and ending the school day.
- School divisions have diversity, more supports need to be available i.e. OTs, PTs – the cycle will come back. All-inclusive, supports is key. The government needs to provide intergovernmental supports in the schools. We can identify what's better... now we know, what's next and what we put in place.
    - What does success look like for each student in all grades?
    - Do we know what they need?
    - Are we just pushing them through to say they are done?
    - Outcome based reporting does it report success for that student?
    - Grade 8 to 9 is where we see the challenge.
    - How do we resource this?
    - We expect our teachers to do it all!
- Kids need the appropriate time to learn; extended graduation time.
- The expectations of what we teach and what we learn.
- Financial literacy in grade 12.
- Working with other ministries to support the whole child: SHA and all the organizations involved, Justice.
- Heavy resources / $ allocated to Early Childhood.
- Unpack the curriculum and focus on the "Basics".
- More input from stakeholders, students, between government.
- More funding to reduce class size and address class composition (EAL).
- More communication between various government agencies (Social Work, Health, etc.).
- Give appropriate time to learn (i.e.: 5 years to complete high school is OK).
- Looking at more innovative ways and alternative models to structure the day:
    - seen all over the world;
    - student led – give them the choice to structure their day;
    - looking at times in the day, different days of the week.
- Need to prepare students for the real world – timelines, deadlines, best effort. Allow them to learn from failure. Accept consequences, learn from them.

Appendix "B"

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

[redacted]

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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?**
   - Early learning – getting them soon enough to develop literacy and numeracy skills – we can move the dial if we can get them reading early enough.
   - Inclusive and safe environments – see yourself in the learning and feel safe in the learning space.
   - Support mental and health and well- being – if you aren't well you are not going to have the resiliency skills or capacity to learn (Maslow's hierarchy of needs).
   - Equitable and sustainable – equitable means that all students are being included.
   - The education system is equitable and sustainable; we can start something but is it sustainable?
   - Early learning.
   - #3 - A lot of research to show the importance of this through all levels of education and into the workplace.
   - #5 – students need this to be engaged and learning.
   - Early learning.
   - Students, parents, teachers.
   - Inclusive.
   - Strength-based.
   - Because Early Learning resources / research has demonstrated greater success in future education.

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?**
   - Focus on essential skills – the hidden curriculum – empathy, moral and social responsibility.
   - Creating social networks within the school community.
   - Family support: other ministries supporting prior to entering school: SHA, Justice, etc.
   - More $.
   - Intergovernmental agencies.
   - #2 – too broad; what do you mean about/by sustainable?

Appendix "A"

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FEEDBACK FORM

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1. What knowledge, skills and abilities do students need to be prepared for their future life and learning? Why are these important?
   - students need to learn resiliency skills. Many of them do not have the coping skills to bounce back from setbacks. Self-management, grit

   ---

   - 21st century learnings – the "c's" – critical thinking; communication; curiosity; creativity, collaboration, critical consumption, curation (gathering and sorting and categorizing), citizenship

   ---

   - Problem solving and finding

   - Healthy balance – mind, body, spirit

   - Literacy (physical, technological, oral, ie. Transliteracy) and numeracy

- Knowledge of FNMI perspectives and ways of knowing; cultural responsiveness and global ways of knowing (citizenship)
- Moral intelligence (social and emotional intelligences)

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

- home environment (Attendance; Mental health; Interruptions; Home life circumstances_
- lack of resources (home and school)
- lack of student voice and engagement
- lack of differentiation – not addressing individual student learning needs
- model of educational delivery
- Precipatating factors (events – trauma, stress, transiency, grief, etc.)
- Lack of teacher professional development/training
- Overwhelmed and overworked teachers (teacher workload intensification)
- Postsecondary transition and pathways (universities are islands with themselves)

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

- teachers are doing an excellent job of teaching in a rigorous and relevant manner and connecting to future job skills
- More support for community schools (increased community coordinator time, school nurse, vision and hearing screening in schools and support for families in securing basic needs)
- Increased opportunities for family engagement and promotion of home and school partnerships.
- Better professional development – more supports for teachers to access
- Better assessment and instructional practices

- Better use of data to inform instruction
- Curriculum renewal to reflect 21st century learning and future skills
- Partnerships between school divisions; sharing resources and skills
- EAL supports and awareness of cultural needs

4. What needs to change in Saskatchewan's school system to better prepare students for their future?
    - Curricula is heavy is already overburdened. Graduation requirements rigid
    - Funding – impacts IA's classrooms, STR's, resource personnel (consultants, TL's, LRP's)
    - Teacher stress levels (work load intensification)
    - Curricula time allotments; faulty curricula; nothing that represents social and emotional skills; coding doesn't "fit" into actual curricula – we insert it where it makes sense
    - Lack of resources and/or inundation of resources - overwhelming
    - More inclusive practices (differentiation is everyday best practice)

Appendix "B"

PROVINCIAL EDUCATION ENGAGEMENT SESSION

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FEEDBACK FORM

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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?
    - 3- is essential ; 5- acceptance of diversity, feeling safe in school; 6- seeing more students struggling at school with their mental health; 8 -is the most important and if you have #8 then all others fall into place.
    - #3 and #5 are essential. Without early literacy intervention, students struggle. Inclusive education is an absolute must. Our schools are becoming more diverse by the day-culturally, linguistically,,LGBTQ. It is imperative that teachers receive more training and support to help them deal with this new reality.
    - 2,3,4,6
    - 3,5,7,8
    - 3,5,6,8
    - 3,5,6, 8
    - 2,3,6,7
    - 1,4,5,7
    - 2,3,5,8
    - 3,5,6,8

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?

    - Engagement and attendance makes the difference – attendance is at the heart of education
    - Physical health (body, mind, spirit)
    - Focus on transferrable future readiness skills

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

    - Financial literacy
    - Career planning and skills to be integrated into existing curriculum (e.g. interview skills, resumes, networking, etc.)
    - Civics
    - Changing Social 30 and Native Studies 30 to split up topics (e.g. Civics and Governance 30, Canadian History 30, World History 30, one is mandatory)
    - Well rounded life (making sure students are aware of supports inside and outside of school)
    - Teamwork based assignments
    - Health 30 (nutrition, healthiness, good choices)
    - Sex-Ed (needs to be taught earlier, consent)

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

    - Mental illness
    - "Mercy Passing" (Students should not be passed if they are not showing up nor meeting outcomes. Teachers should not round students up to a passing grade if they are not grasping the concepts of curriculum. This is not preparing them for higher education, the job market, nor life.)
    - Teachers shutting down students (talking down, insulting students in class, teachers should work with students to ensure that the supports that they need to succeed are present)
    - Teachers that are not trained to teach students with additional needs (e.g. learning disabilities)
    - Bullying, self harm, drug addiction, negative self-image, eating disorders, etc. (Students should be taught about these issues not in such an abstract way. Students should be taught that these issues will happen to them and their loved ones. Students should be taught how to recognize the signs of development of these issues and how to help yourself/friends get out of these situations around the Grade 6-7 age range)

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

    - Truth and Reconciliation (be careful of how it is taught as some students feel as if it is too much of a focus on one topic, this causes students not to take it seriously,
    - Post-Secondary preparation for diverse career and education paths
    - Flexible learning spaces

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

    - Global perspective of learning
    - Catholic Studies 30 should have world religions incorporated
    - Elements of the AP English curriculum should be placed in regular stream English (e.g. essay writing skills)
    - Math pathways should remain not mandatory at a 30 level
    - Diversity within school communities should be reflected in the staff
    - Ensuring that students are educated on tolerance for diverse groups (e.g. race, sexual orientation, gender, disability, etc.)

Appendix "B"

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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?
    - 3- is essential
    - 5- acceptance of diversity, feeling safe in school
    - 6- seeing more students struggling at school with their mental health
    - 8 -is the most important and if you have #8 then all others fall into place.
    - [redacted]: 1, 3, 5
    - [redacted]: 5, 7, 2
    - [redacted]: 8, 3, 2
    - [redacted]: 5 (combined with 4), 6, 8
    - All students showed a value of themes surrounding diversity and interconnectedness.

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?
    - Engagement and attendance makes the difference – attendance is at the heart of education.

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Appendix "C"

REGINA CATHOLIC SCHOOLS ENGAGEMENT SESSION

Shaping the Future of Education: A Shared Vision

Purpose: The purpose of the following survey is to engage our stakeholders in obtaining some feedback on the current RCSD Strategic Plan. Our vision is *Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered and results oriented.* Our mission is *Regina Catholic School Division will work with the community and local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens*. Our values include *accountability, collaboration, honesty, integrity, respect and wellness.* We make four commitments to our stakeholders that are tied to the provincial strategic plan. These commitments are as follows:

Building Catholic Communities of Faith – The school community understands, nurtures and supports the value of Catholic education.

Literacy and Numeracy – Our students meet or exceed grade level expectations in reading, writing and mathematics.

Equitable Opportunities and Transitions – Student diversity, wellbeing and overall development is supported.

Essential Skills and Practices in 21st Century Education – Students develop and share their skills, gifts and knowledge.

We want to hear from you!

QUESTION ONE A) – As we continue to *Build Catholic Communities of Faith* where the school community understands, nurtures and supports the value of Catholic education, what is working well?

- Working with the local parishes, bridges, in some schools.
- Weekly buddy masses going over to the church.
- Morning Prayer are working well.
- Curriculum is working well. Catholic Studies educators are involved and are excited about curriculum.
- Directions for our catholic communities, the Miriam sisters come into the school and sharing can be difficult.
- Fully Alive program is good; we don't have that in the public system.

- Fundraising i.e. Chalice.
- Student retreats at the school is a nice addition and the students enjoy them.
- Grade 6 Youth liturgical leadership program.
- Music liturgy, chaplains in the school.
- CAP involving community
- Diversity and tolerance
- Personal responsibility

QUESTION ONE B) – As we continue to Build Catholic Communities of Faith where the school community understand, nurtures and supports the value of Catholic education, what can we do better?

- Pastoral connections that may not be working well. The sacramental – we need to work closer with our parishes and communicating with our parents – specifically in multi-language families.
- Distance to the parish from the school- weather impacts, buses costly. School far enough that it's a long walk and primary more difficult to walk, upper grades can do it.
- Joint schools impact moving away from the church and conversations with ministry around that has been held.

QUESTION TWO A) – As we continue to develop *Literacy and Numeracy,* where our students meet or exceed grade level expectations in reading, writing and mathematics, what is working well?

QUESTION TWO B) – As we continue to develop *Literacy and Numeracy*, where our students meet or exceed grade level expectations in reading, writing and mathematics, what can we do better?

QUESTION THREE A) – As we continue to develop *Equitable Opportunities and Transitions* for student diversity, wellbeing and overall development; what is working well?

QUESTION THREE B) – As we continue to develop *Equitable Opportunities and Transitions*, for student diversity, wellbeing and overall development is supported; what can we do better?

QUESTION FOUR A) – As we continue to develop *Essential Skills and Practices in 21st Century Education* where students develop and share their skills, gifts and knowledge; what is working well?

QUESTION FOUR B) – *Essential Skills and Practices in 21st Century Education* where students develop and share their skills, gifts and knowledge; what can we do better?

A sincere thank you to all of you, for your input in the important exercise in developing a new strategic plan for the future success of our students and staff.

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VALUES ACCOUNTABILITY COLLABORATION HONESTY INTEGRITY RESPECT WELLNESS

[redacted]

I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the Nêhiyawak *(neh HEY o wuk),* ***Nahkawé*** *(NUK ah way),* ***Nakota, and homeland of the Métis, Lakota, and Dakota.***

Prayer:
In the name of the Father, the Son, and the Holy Spirit, Amen. Dear Lord, we ask your blessing on the assembly of students and staff here today. Open our ears so we may truly listen, open our minds so we may seek to understand, open our hearts so we may represent the needs and views of all with compassion, open our mouths so that we may speak respectfully and to be understood. We ask this in the name of your Son, Jesus Christ, our Lord and Saviour, yesterday, today and forever. Amen.

Senate Questions

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

- Some sort of phycology class. Gain a better understanding of each other. EQ – understand how people are feling and thinking
- Something to help end the stigma of mental health
- Create empathy
- At least one credit in the area of phycology
- Basic core classes are good and important
- Mining courses
- Personal finance classes courses
- Life courses are important
- Mandatory courses are not matching collages or universities
- Restrictive as they look to the future.

- Early planning for – universities and technical
- Life skills – manage time, motivation

2) What gets in the way of student success and well-being? What are some obstacles/ barriers?

- Lack of motivation
- Pressure from home
- Lack of support from staff
- Teachers are sometimes hard to make connections with
- Students not sure how to meet them where they are at. Seems to be a lack of flexibility
- Flexibility in learning styles.
- Teaching styles – connected teachers
- Computer challenges – internet down, technical problems
- Home computers and challenges of working online
- Student laziness and pressure
- Deadlines are deadlines
- Teachers talking and spreading out assignments
- Window of time to hand in assignments. Student's flexibility but meet the expectations. Give the responsibility back to the students

3) What is working well in high schools that prepares students for their future?

- Know their classes and what is needed to prep for jobs or post secondary
- Need some life skills
- Foods is a good course – need more time in schedules
- Life skills should come from parents and teachers/school
- Parents, school and teachers need to be one. Open dialogue
- Catholic studies is an important course
- Catholic studies – supports the growth of individuals and helps them believe in themselves more
- Learning about other religions and yourself.

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

- Accountability – students need to be held to high standard

- Unfair to those students that do meet expectation
- Teachers
- Elementary schools need to be more challenging
- Adjust courses to challenge or be relevant
- No AP science courses at O'Neill
- Element of competition in courses
- Collaboration as a way of improvement
- AP courses are (English) should be the regular English.
- Sense of belonging
- Create creativity
-

5) Which of the following themes are viewed as most important? Are there any other themes that you would add?

a) Graduation requirements are current and flexible, preparing students for their futures

XXXX

b) The education system is equitable and sustainable

XXX

c) Early learning and literacy are foundational to future learning and success.

X X X X

d) Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education;

XX

e) Inclusive and safe school environments support diversity;

XXXXXXX

f) Curriculum, instruction and assessment are relevant, engaging and culturally affirming; and,

XXXXXXX

	g) Students, parents, teachers and communities are engaged in respectful relationships
	XX XXXX
6	**a) What are the positive aspects/experiences of your education in your Regina Catholic School Division High School?**
	- Welcoming environment - Try to get to know all students
	b) What could be areas of improvement or changes that you would like to see?
	- Educated to meet student needs (Children with needs) neurologically atypical children
7	**a) Would you say you have a safe learning environment – why or why not?**
	- Always felt welcome and accepted - Respect for everyone
	b) Do you feel comfortable and respected in asking staff questions?
	- Yes staff have made it a priority to listen
8	**a) What supports are you aware of or have accessed in your school? Student Counselling? Career counselling? Peer help?**
	- Student and career counseling has been good. -
	b) Besides the above, where do you go if you have problems, concerns, are stressed or in need of help in any way?
	- Teachers have been great. Especially in the classes. Open door policy - Friends -

c) What further supports are needed in schools?

- Larger focus on peer help
- Easier to communicate with and share
- Mental health first aid for students
-

9) Do you feel you have a voice in your education? Eg. programming, class selections/options

- Yes, the school is good at balancing programing.
-

10) What holds you back from being more involved in school activities?

- Too busy with out of school activities
- Some school activities – too embarrassed to even tryout. Nervous to get labeled
- Payment – fees or costs of trips
- $$$ should remain a private conversation
- Being involved can add additional stress. What is your focus and priority?
- Racism in some sports.
- Fear of not making it.

11) Whose voices are being heard in the school? Do you feel that your interests are adequately represented by staff and SRC?

- Yes interests are adequate
- SRC needs to hear your voices

12) Is attendance important to student success? Why or why not?

- Attendance is important
- Missed oppoturnities for learning
- Attendance is tied to outside behavior
- Need to provide ways for students to catch up
- Email teachers

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VALUES ACCOUNTABILITY COLLABORATION HONESTY INTEGRITY RESPECT WELLNESS

- Look online
- Ask friends to gather work
- Permission and homework list before long trips

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Senate Questions

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

- Deadlines, responsibilities, get things done, time management
- Problem solving – multiple solutions for problems (work, social relationships)
- More real life situations – finances, taxes, budgeting, life skills and planning – should be embedded in some of the compulsory classes
- Wider variety of online courses – eg. more electives such as Psychology 30 – our schedules are tight

2) What gets in the way of student success and well-being? What are some obstacles/ barriers?

- Sports, activities, university tours, job shadows – gets you behind in your work whenever you miss (would help if we had more of our work posted online – blended course delivery
- Too many assessments – many days where there are several a day – eg. 8/week along with the extracurricular – although an exam board if you are grade 10 taking grade 11 courses you might have three
- Balancing school, sports and jobs – no down time to get homework done
- Computers and printers – don't always have them at home and you can't always access during the day
- Access to teachers – sometimes students are shy or afraid to ask for help – relationship and more approachable – labelling and put downs can make students quiet
- Different instructional approaches – more examples and ways to help accommodate multiple learning styles
- Mental health – stress about success, balancing your time, counsellors are so needed – parent education around student health
- Some feedback around BMHC presentations in class – would be more useful if it was more targeted, some work on goal-setting

3) What is working well in high schools that prepares students for their future?

- Extracurricular is very valuable – sports, social justice groups, SRC, helps you build adult skills and meet others, team work, discipline
- Being with so many diverse students and teachers builds social skills – navigating power dynamics
- Like real world examples – eg. privilege, expanding students world view (extending the walls of the curriculum)
- Schools do a great job of bringing students together in groups and getting involved – very welcoming
- Forced me to be punctual and to manage my time

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

- Attendance incentives – finals cannot bring your grade down; I like finals – it prepares me for high stakes exams and university – helps me to deal with the pressure, classroom build in incentives is more authentic
- Taxes and financial skills: credit – financial literacy skills
- Education system caters to one type of learner – time bound learning, a lot of memorizing and regurgitation but don't remember it. Teachers need to continue to make connections with their students – math/sciences don't allow for this.
- Physical science is both Chemistry and Physics – too heavy – these need to be separate
- Course requirements are too heavy for graduation – no wiggle room and you
- More AP options

5) Which of the following themes are viewed as most important? Are there any other themes that you would add?

a) Graduation requirements are current and flexible, preparing students for their futures

No students ranked this high

	b) The education system is equitable and sustainable
	7/18 ranked as important
	c) Early learning and literacy are foundational to future learning and success
	6/18 ranked as important
	d) Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education;
	none
	e) Inclusive and safe school environments support diversity;
	10/18 ranked as important
	f) Curriculum, instruction and assessment are relevant, engaging and culturally affirming; and,
	8/18 ranked as important
	g) Students, parents, teachers and communities are engaged in respectful relationships
	3/18 ranked as important
6	**a) What are the positive aspects/experiences of your education in your Regina Catholic School Division High School?**
	• Ethics – learned about poverty and violence – opened my eyes discussion on morals, inequities and racism (social justice issues and individual responsibility) • Social – important to talk about current events and global problems • English – equity/equality and real life situations • Nice to have a class that helps you find out who you are and helps you to build your value system • Golden rule always being applied – what would Jesus do? • Our teachers are respectful to others who do no share our views – learn about other faiths • Morals and social justice is permeated throughout the curriculum

	b) What could be areas of improvement or changes that you would like to see?
	• Faith day – wasn't good – but some sessions were good – better sessions • Instead of a faith day can we have faith hours – or varied presentations? – Schedule it like drug class not for all. Ethics topics that you can choose to attend • LEAP retreats are good – need to advertise it more – Leave Everything and Prayer
7	**a) Would you say you have a safe learning environment – why or why not?**
	• School is very safe; teachers make me feel safe • Feel comfortable being me around teachers • This will vary depending on the student and their experiences • Some teachers don't make me feel safe to ask questions or present (some are intimidating) • Very welcoming • Math and science goes too fast and a lot of the teachers send you back to your notes to figure it out
	b) Do you feel comfortable and respected in asking staff questions?
	•
	c) Does your facility meet your needs? • Too many stairs
8	**a) What supports are you aware of or have accessed in your school? Student Counselling? Career counselling? Peer help?**
	• Counsellors should be available more often – have to make an appointment – if you don't have a spare you can't see them • Rand Teed is good
	b) Besides the above, where do you go if you have problems, concerns, are stressed or in need of help in any way?
	• Friends • Teachers • Extracurricular advisors – sometimes • Chaplain • Teacher-librarian

c) What further supports are needed in schools?

- Study groups, tutors (expensive – would be good to have access in school)
- Office hours – teacher availability prior to school or at lunch hour. More teacher availability outside of school time – REMINDS; online availability
- Support and study groups – how to study for a final exam

9) Do you feel you have a voice in your education? Eg. programming, class selections/options

- Class selections – shut down – can't switch a class to request a certain teacher – very limited
- Difficult when you have personality conflict with a teacher
- SRC listens to the students
- Senate good to allow us to share – STRIVE is good
- Too much attention to football – promote other sports and the arts – every team should get a feature night that is promoted

10) What holds you back from being more involved in school activities?

- Work load – homework
- Confidence
- Work – part time jobs
- Some activities are very cliche – established groups always participate – eg. choir kids do Mings
-

11) Whose voices are being heard in the school? Do you feel that your interests are adequately represented by staff and SRC?

- Seniors are heard more – more confident and SRC leaders – grade 9s are shy and not as involved
- Would be nice to have peer mentors to support shy kids
- Sections where kids have to eat – creates clichés
- Interests – SRC are all friends, not inclusive – they all appoint their friends – not a lot of diversity – random selection of this senate group was really good – sign ups mean people won't sign up.

12) Is attendance important to student success? Why or why not?

- Yes attendance is importance "Every day is a piece of the puzzle" – [redacted]
- If you miss a math or science class you are so confused and behind – you cannot be sick a day – everything goes so fast.

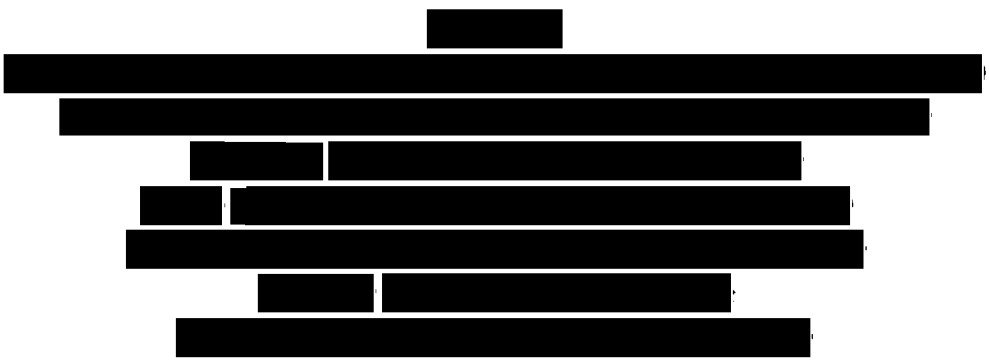
- Found the teachers to be understanding in helping you get caught up
- Office hours – accessibility to teachers would help you to get caught up when you miss.
- More consistency in posting of assignments and the attachment

[redacted]

[redacted]

[redacted]

[redacted]



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

- Time management (especially with extracurriculars, homework, sports, etc.)
- Study
- How to write (essays, research papers, etc.)
- University preparation
- Wellness (execricize, health, eating, etc.)
- Presentations on these topics (similar to drug class presentations, lead by phys-ed teachers)

2. What gets in the way of student success and well-being? What are some obstacles/ barriers?

- Over tired
- Peer pressure
- Not everything relies on perfect performance
- Pressure to succeed from adults
- Core subjects (math, sciences, English, etc.) are not the only indicators of success
- Subjects can seem restrictive
- Drugs and alcohol (students are unaware that they need the supports within the schools)
- Major decisions being made in high school can seem daunting
- University is pushed on students who may not necessarily want to follow that path by teachers or parents
- Students don't see the value of their education

3. What is working well in high schools that prepares students for their future?

- AP (saves money, time, preparation, habits)

- Sports, extracurricular activities
- Benefits of a comprehensive school
- Teacher assistance outside of class
- Strong school community
- Student voice

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

- Mental health education for all people (e.g. students and staff)
- More AP courses
- Education outside of the classroom (e.g. language exchanges, cultural programs put on by the government/non-profits)
- Doing away with Early Bird classes (make it a normal class during the Period 1-5 day)
- Exercise in the morning to combat sleepiness
- Making sure that teachers understand what needs to be covered (potentially mentor programs)
- Tolerance
- Diversity should be reflected in the staff
- Focus on the education of students who use derogatory language to become more tolerant

5. Which of the following themes are viewed as most important? Are there any other themes that you would add?

a) Graduation requirements are current and flexible, preparing students for their futures.
b) The education system is equitable and sustainable
c) Early learning and literacy are foundational to future learning and success
d) Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education
e) Inclusive and safe school environments support diversity
f) Curriculum, instruction and assessment are relevant, engaging and culturally affirming
g) Students, parents, teachers and communities are engaged in respectful relationships

- a) 5 Flexibility for future coming from class choices
- b)
- c) 6 Starting early prepares one for future success, learning through pre-K, developing social skills, kids may have to catch up, environment of free-thinking and creativity, reading, music education, language critical periods
- d) 1
- e) 2
- f) 1

- g) 5 Parent teacher relationships (bad ones can result in excuses), [redacted]

6. a) What are the positive aspects/experiences of your education in your Regina Catholic School Division High School?

- Extracurriculars support building friendships, developing skills, and new experiences
- Great teachers who connect with their students
- Develops Catholic faith
- Additional languages
- Variety of sports and activities
- Music education
- Everyone is important at [redacted], everyone belongs
- School spirit

b) What could be areas of improvement or changes that you would like to see?

- Support groups for students struggling at home
- Open library until 5 to give students a safe, quiet place to work
- Social Services being in schools
- Broad range support groups

7. a) Would you say you have a safe learning environment – why or why not?

- Yes, safety procedures exist (hall passes, supervision, lockdown drills, etc.)
- Always someone nearby
- Staff members are kind, understanding, and helpful

b) Do you feel comfortable and respected in asking staff questions?

- Yes

c) Do the facilities meet your needs?

- Yes
- Bathrooms are often inadequate

8. a) What supports are you aware of or have accessed in your school? Student Counselling? Career counselling? Peer help?

- Guidance
- [redacted]
- Teachers
- Career Spotlights
- Grade Meetings
- One-on-One meetings with guidance

b) Besides the above, where do you go if you have problems, concerns, are stressed or in need of help in any way?

- Friends
- Family members
- Old teachers/administrators
- Health professionals

c) What further supports are needed in schools?

- Big-buddy system
- Mental health support groups
- Support groups for those who have family issues
- Social Services
- Tutoring groups
- Opening the school up once-per week to provide a safe and quiet space to learn/study
- Supports for those who are victims of sexual assault/harassment

9. Do you feel you have a voice in your education? Eg. programming, class selections/options

- Yes, you get to choose your own classes
- No, teacher choice
- Student Services seems to focus more on filling schedules
- Nuanced approach to helping students with problems

10. What holds you back from being more involved in school activities?

- School work (it is hard to find a balance)
- Money (equipment, trips, team fees, etc.)
- Comfort zone/roles/personal perceptions
- Other students (fear of judgement, exclusivity, etc.)
- Procedures to create clubs

11. Whose voices are being heard in the school? Do you feel that your interests are adequately represented by staff and SRC?

- A variety of students' voices are heard
- Introverts may not feel as if they can speak
- Opinions are well represented

12. Is attendance important to student success? Why or why not?

- Yes, missing class results in more homework, stress, being left behind
- Missing important instructional time
- It is hard to catch up on homework (even if posted) if you do not understand the process behind it
- A lot of class is discussion based
- Creates responsibility
- Attendance incentive at public schools drives attendance
- Self-sufficiency is a myth with regards to attendance

[redacted] [redacted]

Introductions

1. finances - knowing about important things after school - taxes - mortgages - exposure too career options - preparation for options going into SIAST - exposure to workplace trades or university - prepares for knowing what to expect - University as one pathway (lots of conversation about that) - push for trades more talk about it -
2. feeling the need to fit in specifically at a new school - lots of thoughts about others opinions holds people back - personal background - financial problems prevents from joining activities - time management - outside of school groups - balance of school and outside of school life - balancing jobs, school, work, homework - stress management - utilize counsellors -
3. career spotlights - pass/fail grading system rules and procedures consequences for actions (prepares us for future) dress code learning in school it carries in to future jobs -
4. focus on literacy and reading/writing skills - smaller class sizes more one on one connections - being able to ask more questions - presentation skills - communication skills - advertise more on SAT tests - 24 credits too restrictive more options? - credits are flexible - questions on passing university and get a job - makes it easier to get to the 24 credits - optional spare - happy with options in classes - extra curricular now provide credits -
5. E - need to understand there's diversity and be prepared for the future enhances realism other languages are spoken G - respect within the community creates positive atmosphere and helps build relationships more then coming to learn it's coming to experience things having respect for everyone goes a long way helps to be respectful to everyone the interactions prepare us for interacting with others in society learn from teachers and peers which apply to own understanding and life need relationships to be supported and learn in the environment B - more demand for technology important that resources and teachers are available at home world is constantly changing education system needs to keep up with that so students can learn A - grad requirements centre for where one wants to start class options help prepare for post secondary D - we need to learn about indigenous and educate others on their culture C - learning stuff for the future for all the students A and G - can go hand in hand push towards grad requirements
6. a) way we are taught doing certain tasks just to get it done need different ways of learning showing the ability to memorize not taking in any of the knowledge of the teaching using what we have learned rather than memorization more engaged teaching (hands on learning) variety of teaching methods that way students learn in all aspects so teachers are able to reach all the kids in the class b) qualified teachers in subject areas important for student success
7. a) Yes, students and staff learned to take certain precautionary measures lockdown practices fire drills help students gain better understanding of being safe in the school motives caring for students locked doors good keeps threats out b) yes, more open minded to students perspectives on situations teachers should know how to accommodate to students needs of learning helpful or students when teachers show multiple ways of teaching how teachers answer question attend to students individual needs c) flexible seating (standing desks), parking utilize the whole parking lot once grade 12 have their parking spots open it to other grades some parking spots for students with injuries, hallways people stand in the middle of

[redacted] [redacted]

the hallways no crowding in hallways stand off to sides bathrooms treatment of bathrooms misuse of them proper treatment of facility respect towards facility

8. a) peer tutoring is useful and productive go to teachers for career help b) constable [redacted] is open to listening guidance is open to conversation and is helpful Rand Teed is nice to talk to about genuine issues even about bad days there to listen without judgement offers advice c) sexual assault education in classroom or similar to drug classes (mandatory) clubs for other cultures, LGBTQ pressure to conform in school environment is stressful more information on other clubs in the school implement stress management mindfulness classes or subjects coping for anxiety stress overall wellness classes to help prep for exams
9. Class selections nice to have options not forced into specific subjects hands on courses commute to classes at miller having the support is useful more info on availability of classes before finals relieves stress on students
10. financial issues access to transportation lack of self confidence
11. lot of sports teams are leading and recognized more than others SRC gets the names out being heard around the school more opportunity for dialogue between teachers and students more student senates meetings between students and teachers to gain full understanding of students needs in the school
12. yes, students wouldn't be able to get the knowledge to pass if students don't show up to class lack of responsibility of they don't show up to class reflects on resume and jobs