

May 31, 2019

Visioning Project 2019



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

The number one response (56%) was that students need to have a solid background in their math, reading and writing literacy skills.

Second on the list (46%) was the need for students to have better skills when it comes to Critical Thinking and Problem Solving.

Third on the list was a tie between three different responses.

- Students need to have better social skills and communication skills.
- Digital citizenship and technological literacy needed to be included.
- Life skills, felt students were unprepared in basic humanist life skills in terms of personal health, mental health and physiological health.

Fourth on the list.

- Students need self motivation, confidence, resiliency skills.
- Students need to be responsible and accountable for their own learning
- Discipline and respect for authority
- Conflict resolutions skills

Fifth on the list.

- Financial literacy

Sixth on the list were the remaining submissions.

- Knowledge and understanding about First Nation Culture through the Truth and Reconciliation Commission.
- Land base education

- Health and Fitness awareness
- Develop their creative abilities through the arts
- Appropriate use of social media
- Mental Health literacy

- *Better training /transition for those students planning on attending Post secondary training.*

- Ensure skills are suited for both career/work world needs.
- Parental/family support for the student and their learning.
- Ensure curriculum development is inclusive of industry and other stake holders.

Why are these skills and abilities important?

Over 90% of the responses to this question was, students need these skills to become contributing members of society.

- To become independent.
- To be employable.
- To be able to problem solve and work cooperatively with other groups.
- To promote respect for self and others.
- To provide opportunities for success and happiness.

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

The number one response:

- Poverty
 - The social issues and the unhealthy home life that is associated with poverty.
 - Students are coming to school without their basic human needs being met.
 - Addictions
 - Attendance
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Second on the list:

- Lack of Government funding, cuts to the education budget.
 - Lack of supports within the classroom.
 - Schools are understaffed. More teacher and educational assistants supports are required.
 - Inclusion within the classroom needs to be supported by a proper budget and staffing. The demands within the classroom cannot be met without the proper support and staffing.
 - Too many diverse students in one classroom without enough supports to meet educational standards.
 - Inadequate prep. time to plan for diversity within the classroom.
 - Not enough occupational and health supports.
 - Speech pathologist
 - Audiologist
 - Psychologist

Third on the list:

- Mental Health issues.
- Not enough social workers available within the schools.

- Lack of support for mental illness.
- Wait times for receiving help are too long and ineffective.
- Teacher stress.

Fourth on the list:

- The no failure policy.
- Curriculum assessment issues, excessive testing.
- Diminishing of competitiveness of achieving.
- Entitlement of expectations by parents /students.

- Mis-trust of the school system.
- *Lack of housing for vulnerable and independent students.*
- *More before and after school programs for the financially poor families.*

- *Students do not understand the importance or value of an education*

- *Experiencing reality. Teachers are not allowed to give our zeros which sets kids up for failure in the world outside of school.*
- *Video games and other distractions.*
- *The lack of understanding with the 4 point evaluation marks.*

- Basic traditional family values are not being practiced enough at home and it is reflected in how the kids behave at school. How do we help these families develop these values?
- First Nation students are coming to school without the ability to apply themselves in the school system. They are intimidated by the school system and do not have the skills to function within that system.
- On reserve students are not up to the same academic standards that most students within the Saskatchewan Rivers Public School display. If they transfer into the public system they have to deal the problems that are associated with having to close the academic gap.

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

Number one response:

- Dedicated teachers and support staff.
- Professional Development, Saskatchewan Rivers Public School Division supports through programs such as Dream Catchers, Learning to Read.
- Positive student-teacher relationships.
- Differentiated instruction.

Number two response:

- Truth and Reconciliation Initiatives...Following Their Voices.
- Partnerships with outside health agencies.
- Health and Wellness focus.

Number three response:

- Extra-Curricular programs.
- Diverse life experiences.
- Work Placements opportunities/ Practical and Applied Art classes.

Number four response :

- Providing snacks and breakfast for students.
- Sense of belonging to a specific community.

- *Suntep, Itep, Nortep programs provide positive role models in our schools.*
- *Use of elders within the schools is very positive.*
- *Dual credit programs/university credits offered in high schools.*

- *Support for students with intensive needs.*

- *Emphasis of character not just academics.*
- *Outdoor learning opportunities.*

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

Number one response:

- Funding, it needs to increase to meet the demands placed within the school system.
- Staff Cutbacks needs to stop, educational associates are needed to support the classroom.
- Smaller class sizes/improved teacher student ratio.
- More mental health/social workers needed.

Number two response:

- Return the Community School Program/association.
- More Pre-K programs that included better screening of students needs.
- Updated curriculum.
- More student accountability for their own learning.
- Student attendance and accountability

Number three response:

- Schools need to staff according to needs not numbers.
- Assessments need to change.
- Discipline within the classroom.
- More life skills(budgeting, time management, public speaking, cooperation) development with the focus being on middle years students.
- More Truth and Reconciliation Initiatives accompanied by having more cultural training for teachers.
- Financial Literacy needs to be taught.
- Increased financial compensation for teachers.

- *Schools need to become more of a community centers i.e. health clinics, community colleges attached.*
- *More community mentors for students.*
- *Students must be engaged with the My Blue Print program to assist with their career choices.*

- *Consider some career pathways to be identified earlier in students careers.*

- *More opportunities through extra curricular , advanced classes.*
- *Working with other school divisions ... cooperation/shared resources etc.*

- *Not enough First Nations students are moving on to post secondary positions after they graduate from high schools. There are not enough mentors attending Universities for the youth to see and model.*
- *It is vital that each school have an elder as part of the staff. Problem is that these knowledge keepers can not afford do work in schools as they are not compensated financially for doing this important work.*
- *Accepting people for who they are and validate them as humans is so important. It is about educating each other with teachers being educated in native culture and learnings.*
- *Educators need to be comfortable about spirituality.*
- *First Nation youth have to live their culture, it has to be practiced.*
- *Teaching strategies for First Nation youths are different than teaching European based students.*
- *First Nation students need to take a more active role in leadership.*