

[REDACTED]

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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?**

- Cree culture and language. They need to know who they are and speak their ancestral language.
- Reading, Writing, and Mathematics are the foundation of all academics and we need to ensure that we are getting "back to the basics"
- consistent practice and everyday focus on the basic foundations
- Interpersonal relationships conversation skills, dialogue, eye contact, listening skills, manners
- Technological literacy most future employment will involve technology
- Development of work ethic and perseverance (not giving up), accountability
- Life Skills
- Social Skills and conflict resolution
- Forming positive relationships in society and becoming self reliant Independence
- Financing, budgeting
- Problem solving
- Where do you begin they need to be readers, thinkers, cooperaters, builders. They need communication skills, problem solving, social skills, and have technological skills.
- Critical thinking problem solving,
- Group working
- Stress management
- Reading
- Basic writing skills
- Basic Math skills
- Physical literacy
- Responsibility
- Mindfulness
- Ethics
- Literacy
- Collaboration
- Technology
- Communication

- Numeracy
- Social media safety and knowledge to address mental health issues.
- Learning about drugs, additions, and sexuality.
- Oral speaking and thinking.
- Learning about respecting all individuals and conflict resolution skills.
- Leadership.
- Increased learning about faith.
- resiliency-currently students give up too easily , so they are unable to achieve their potential
- ELA
- math
- problem solving-this skill helps with academics and professionally and in life
- computer literacy-future employment possibilities and life
- All are life skills
- collaboration and social skills-students need to learn how to connect with one another in a learning and future work environment
- respect and responsibility
- Come to school with more readiness skills (before kindergarten and grade 1). This means less screen time at home. Kindergarten curriculum that focuses on basic skills and early literacy.
- More positive peer interactions and exposure to age appropriate social activities.
- Resilience more stable mental health
- Coding
- Social justice responsibilities
- How to communicate and avoid becoming too reliant on technology. Learn to find a balance that encourages digital citizenship, while maintaining the ability to verbally socialize.
- Independent problem solving, social skills, basic concepts in math, reading, how to handle failure, how to overcome anxiety. There is also a need for more parental support at home. These seem to be inadequacies of students today in our schools
- Problem solving, collaboration, social skills, life skills, analytical skills. These skills are important so that as adults they can be a part of a team and work well with others.
- Students need to be able to think critically and creatively. Improved ability to problem solve and work with persistence.
- Ability to read, write, and basic facts.
- Life skills need to be taught in school, both elementary and high school
- Critical thinking
- Problem solving
- problem solving (to be able to face the future, overcoming challenges)

- resilience (the ability to face adversity and be able to overcome challenges and failures with confidence)
- literacy (to be able to function in society, reading, understanding, math concepts)
- thinking creatively/ outside the box (adaptable to the changing market place)
- critical thinking (to be able to separate fact from fiction)
- global citizenship (world is very small now, taking responsibility, empathy)
- scientific literacy
- persistence/independence/personal accountability and motivation
- environmental stewardship and sustainability (climate change)
- Grit students need strategies to help them stick with challenging situations, determination in problem solving
- Organization issues and attention to detail, read questions carefully...or just read them at all!!
- More students are seeming to not care about academics, give up too quickly, lazy, need constant gratification
- Inability to navigate social situation with understanding and grace
- Self-regulation and self-control emotional/mental health literacy
- Under the heading of Skills students will need the following skills:  
Collaboration/team work; communication/listening skills; reading skills; leadership/critical thinking/problem solving; emotional literacy; and Holistic learning.
- Need to learn to honour the diversity of our communities to ensure good citizenship.
- Students need the following skills:
  - Reading comprehension,
  - Written and verbal communication,
  - Numeracy,
  - Organization,
  - Time management,
  - Leadership,
  - Empathy,
  - Ability to work in a team,
  - Problem-solving,
  - Initiative,
  - Global awareness,
  - Determination,
  - Flexibility/adaptability,
  - Interpersonal (relates well to others),
  - Decision making,
  - Self-motivation,
  - Conflict resolution,

- Adaptability,
- Creativity,
- Flexibility,
- Responsibility,
- Computer and Internet,
- Research and information gathering
- Knowledge, Skills and Abilities – the students will need a knowledge of reading, writing and math skills so that they can interpret and respond to the challenges of the future
- They will also need a knowledge of various technologies and how to assess the validity of information received so that they can competently participate in the job market and in the democratic process (Digital citizenship skills and awareness of laws governing technological use)
- Problem solving skills so that they can adapt to the world as changes occur more rapidly
- Personal management and self-regulation skills to allow students to do their best and avoid impulsive decisions; as well, so they can perform academic and career tasks in a focused manner
- Communication: mastering oral and written communication to enhance their personal and professional lives
- Independent work habits to give students and future adults the ability to be self-motivated, and learn and work effectively in unsupervised environments
- Collaboration skills to help students learn to work in group situations
- Value of lifelong learning for career and personal development
- time management
- organization skills
- accountability
- make education a priority extra curricular is extra, not necessary
- basic skills and respect for others (conflict resolution)
- working collaboratively with others
- general life skills/social/academic
- academics to advance knowledge to prepare for world as it is now
- safe & appropriate use of technology
- problem-solving, work ethic, team work, critical thinking
- acceptance of failure
- social / emotional
- Life skills
- Technology
- Grade 12
- How to be a global citizen, conserve and protect our environment
- These are all important so that students may have choices as adults. All of the above are necessary to be successful.

- Other than the skill that now are implemented in our curriculum, that are constantly changing, and that we constantly tweak in order to fit the many needs of our students, and the demands of the parents, community, and government, these, skills and abilities will have to constantly be changing in order to keep up with any future trends that may happen to come up. Much like we have to keep up with the current trends as we teach.
- Good English skills to communicate effectively,
- Communication skills, ability to make informed decisions, skills to be life-long learners, ability to determine good information (what is good news and what is fake news), skills to problem solve, skills to manage oneself as an independent person, build positive relationships and proper social skills, meet academic curriculum, communicating appropriately in different contexts, boundaries and norms.
- Resiliency
- Punctuality
- Financial literacy
- Interpersonal Skills
- Self-Regulation/ Self-career
- Basic Literacy
- good mental and physical health basic needs need to be met
- life skills ie. time management, cooking, budgeting, mechanics, practical life skills,
- being able to balance life ie. school, home, work, ...
- social skills
- reading, writing, arithmetic
- to be life long learners
- to be members of our community/society
- to be able to problem solve
- to be an active participant
- to be able to be accountable ie. to take responsibility
- These are important so that they can be prepared for their future life and learning.
- Basic math facts and reading comprehension. These are important because most jobs require these skills in one way or another. Critical thinking and problem solving are also very important. As well as learning empathy for others.
- Proper use of technology, interpersonal skills, team work, ability to work independently, literacy, numeracy, problem solving, critical thinking.
- These are important to function in society and a work environment.
- Problem solving skills, coping skills, literacy and math skills, critical thinking skills, self advocacy, self discipline,
- Technological literacy and 21st century skills.
- Math and literacy basic skills

- Reading, writing and math. Independence, social skills, and organizational skills. Basic computational skills and internet safety.
- Interpersonal skills working with each other positively
- Problem solving skills Identify the problem and come up with possible solutions
- Self-Advocacy Knowing personal strengths and weaknesses. Knowing how to provide and ask for support when needed
- Listen to others point of view
- Teaching students to deal with adversity
- budgeting and taxes
- technology mindful and responsibility; typing skills
- math skills: practice and drill
- awareness of politics
- flexibility working with diverse groups of people abilities and cultures
- mental health strategies
- sessions to learn about personal issues, family stresses, mental health, anxiety
- manners, respect, and social awareness
- practical skills awareness and commonsense
- basic literacy and Mathematical skills/analytical thinking
- Critical and creative thinking
- Collaborative skills, entrepreneurial skills
- social Skills
- How to collaborate with others, good math, reading, and writing skills. How to be empathetic with good social skills.
- Strong readers and computational skills will make students more successful with jobs and life skills.
- independence. coping masochism
- critical thinking
- problem solving
- digital citizenship
- literacy
- numeracy
- social emotional Resilience
- values and virtues
- financial planning
- co regulation skills
- collaboration skills
- independent skills perseverance
- treaty education
- Language concepts; reading, writing
- Math skills
- Strong fine and gross motor skills; cutting, holding a pencil, core strength enough to sit in a desk

- The ability to focus and pay attention
- A good understanding of technology
- Interpersonal and social skills
- Patience
- An understanding and acceptance of differences, be they cultural or other
- Students need to be able to read, write, comprehend, and understand how to solve problems, specifically in regard to the math skills of addition, subtraction, multiplication, division. Students also need to be guided in their social growth to cultivate understanding of civil engagement and leadership.
- To follow directions, independence, social skills, problem solving, critical thinking, while also needing the basic skills to read and write.
- We want kids to be self-sufficient, have a good work ethic, be aware of the gifts that they are being given. We are finding that kids and parents are becoming very entitled.
- Problem solving (what do I do, when I don't know what to do?), critical thinking, media literacy, literacy, basic math skills, social skills, and collaboration (ability to work with people that you don't necessarily get along with). Empathy. These are important to ensure our students grow up to be engaged, responsible, and empathetic global citizens.
- math, reading, social skills, mental health to be a well rounded person able to concentrate in class
- Problem solving, reading, writing, comprehension, knowledge of math concepts, social skills, work ethic, perseverance.
- Critical thinking
- basic math skills, such as multiplication, telling time, financial literacy, etc.
- Students being able to interpret information and what is real or fake on social media.
- students need to learn resiliency. It seems as though students no longer stick it out when there are problems.
- Social skills such as empathy, care, social responsibility is lacking.
- Mental health has become a huge issue with children now, which affects the classroom. This is important so we can raise children who are able to think critically and act ethically in society as they grow up. We need people who grow up with skills to be successful.
- Reading, Writing, Math
- Social skills, Self regulation and knowledge of the world
- healthy living, environmentally aware, living the Catholic lifestyle. In hopes that they can be life long learners, independent, engaged and contribute to society.
- Reading (vocabulary development, comprehension)
- problem solving
- Math
- self regulation skills, social skills
- decision making capabilities

- time management and organization
- how to live a healthy lifestyle
- communication (all types of communication including face to face)
- conflict resolution
- life skills (how to live with anxiety, managing stress, what to do when you need help, knowing that it's Ok to need assistance with mental health and anything in life.)
- These are mostly life skills. We are seeing major issues with these types of learning in as early as 4 year olds, especially communication skills and mental health issues.
- The basics how to eat, sleep and be healthy in the following areas:
  - Financial Literacy (Money sense)
  - Specialized Phys Ed teachers to help properly teach skills so that students can develop confidence, (Physical)
  - Social Skills Lots more needs to be done to with regards to mental health issues. (Social, Physical Social Skills (how to co-exist peacefully, Emotional, Spiritual, Mental)
- The Arts Music, Art, Drama.
- Time Management skills
- More resiliency
- Manners
- Sit still and be patient
- Ultimately you want them to become independent learners and workers that are motivated to continue to learn.
- You want them to be well-informed members of society that care for others (compassion) and be able to effectively think critically.
- In terms of knowledge and skills, in an ideal world, you want them to be able to function at, or above, grade level.
- These are important for basic success. You want learners to know they are part of the solution for future success of their future families.
- basic math and literacy skills
- critical thinking
- organization
- self-regulation
- communication
- collaborating
- independent learning
- resiliency
- applicable technical literacy
- Independence, cooperation, respect, reading (literacy), technology, common sense, open minded.
- These skills are essential to become successful contributing members of society.



- Problem solving so that students are able to make good real life choices, reading, communication skills so they can communicate successfully in the new field of technology
- Math
- Priority management.
- core foundation of each subject, guided to be creative, collaborative, imaginative, innovated, they need to know how to self regulate, these are important so that we are competitive worldwide, help establish independence, fine balance between technology and practical hands on learning.
- A healthy balance of 21 AND 20th Century Learning Skills:
- Group Work/Collaboration/ Social Skills.
- Strong Literacy skills: Reading and Writing
- Math skills: Problem Solving/Money. More of a balance between problem solving and drill and practice.
- Media Literacy
- Critical Thinking Skills
- (Responsible) Technology Literacy
- Learning Initiative/Grit/flexibility
- Leadership
- Life Skills skill like manage money and finances, making appointments, ability to communicate face to face
- There has been a decline of language skills (ability to communicate) coming in to school. These need to be addressed.
- Collaborative skills
- Problem solving skills
- Grit
- life skills wading through mounds of information to determine what is true the ability to filter information to see what is important digital citizenship communication skills writing skills to write essays and proposals high school classes more designed to future learning (take out Shakespeare) teach classes like finance banking, mortgages, taxes, credit and debt, etc. teach self defence in phy ed more technology in education
- Students need reading skills, math skills, be able to work as a team, be able to take criticism, independence, creativity, time management, accountability, ambition, perseverance, ownership, and respect. These are important to be a contributing member of society, one who is productive and has a growth mindset. These are necessary to be lifelong learners who love life with both the lemons and the gumdrops.
- cope with social anxiety
- literacy
- basic math competencies for real life endeavors
- confident, self-esteem, self worth
- money managing/ budgeting

- leadership
- be independent
- time management
- be prepared
- living life without social media
- Empathy, ability to interact with others, resilience and independent learning, persistence, problem solving, working in groups(getting along with others), gross/fine motor physical fitness, think for themselves, critical thinking, focusing on multiple intelligences, daily life skills, communication skills, cross culture/adapting/transferring, practical and applied arts programs, students need hands-on learning versus videos.
- These skills are important as we are seeing a decline in motor skills and fitness which translate into health concerns long-term. It is important to prepare students for life, not just university. Thinking outside the box is critical. The need to communicate in order to function in any environment is vital as well. PAA not all students are textbook learners; many are hands-on, aspire to go into the trades.
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## **2. What gets in the way of students' learning and well-being?**

- Many transgenerational issues stemming from trauma of residential schools and ongoing racist attitudes in society.
- Student / Teacher Ratio is too high (overwhelming response from all groups at one school)
- At home issues and lack of support
- Technology and video games
- Poor diet / proper nutrition
- Not enough sleep
- Greater number of intensive needs and complex issues
- Mental health
- Student behavior
- Student behaviors with large class sizes and diverse needs
- too much and/or too little parental involvement in education parenting skills
- lack of parent engagement with the school and not understanding the scope of the teacher
- poverty
- wait time for Ed Psych / Mental Health supports / Specialists
- more supports for students Educational Assistants, Behavior specialists, Counselling, OT, SLP
- Nutrition, being fed properly. Family life. Class room size. Classroom support (EA support, psych assessment, speech path, OT, counselling, and behaviour specialist, EAL support etc.) Students transitioning throughout the year.
- Home life
- Class size

- Behaviour's of other students
- Lack of classroom support
- Nutrition
- Over scheduled kids
- socio-economic
- class size; inadequate EA support
- dysfunctional home life
- lack of support systems and resources in schools, and at home
- addictions (technology, food, drugs, alcohol, etc)
- staff time spent supporting/dealing with the above
- minimal consequences for not learning
- External factors. Example: home life, food, sleep, stress, family life, extracurricular activities outside of school. Quantity of staff. (class sizes, lack of resources, special programming, supports)
- basic needs not getting met
- class size
- learned helplessness
- lack of LAT and other supports
- social media
- collaborative planning time
- wait time for assessments
- Parents in denial about where their child is at and lack of willingness to seek medical advice for their child
- Mental health (and the mental health of the parents)
- Social media influences
- Lack of resources for SLP, OT, special education (in and out of school)
- High class sizes / student teacher ratio / cuts to EA support
- Kindergarten curriculum that doesn't put a strong emphasis on early literacy skills. The grade 1 curriculum that wasn't adjusted in accordance with the kindergarten curriculum.
- Teacher burn out
- Often out of school factors contribute to not being in a positive space to learn. For example, coming to school hungry, lack of sleep, blended families, and mental health concerns. There should be a full time nurse/counsellor in every school at all time.
- Attendance, large classroom sizes, reduction in support such as EA, counsellors, OT, LAT, Speech, etc. Parental support at home ie take home reading.
- Class size and composition, mental health, poverty, home life situation, lack of emotional regulation, lack of support workers in the school.
- Unaddressed/managed mental health issues and the difficulty to work collaboratively with outside agencies. Some students are entering school with a

lack of readiness based on their home environments. Becoming increasingly difficult to meet all the varied needs within classrooms.

- More support for First Nations, Metis, EAL students and families
- Lack of resources to help students and families
- Mental health issues
- Lack of value towards all workers in our education sector
- Huge class sizes where the teachers cannot accommodate all needs
- social issues/ social media/
- language barriers/ culture
- lack of confidence, resilience
- behaviour
- mental health/ emotional well-being
- complex classrooms/ diversity of needs/ class size
- poverty reduction plan for families (affects health and development which in turn increases strain on learning and classrooms)
- lack of funding/ supports
- teachers having to do more and more with less and less/ teacher exhaustion/ mental health
- Extreme cultural diversity and large class sizes with inadequate EA support
- Parents no being accountable for student attendance
- Increased teacher workload plus extracurricular expectations with extremely low payback (ie. 100 extracur. hours for only 1 day off)
- Hired sport experts to teach specific extracurricular sports
- Lack of attendance.
- Basic needs are not being met.
- Too much screen time/games.
- Lack of connection with home.
- Generational affects from Residential schools family/home issues.
- large class sizes with no extra supports.
- Lack of access to technology.
- Mental health issues.
- POVERTY!
- A lack of acknowledgement of Eurocentric perspectives/colonial attitudes.
- Challenges Teachers Face:
  - large class size (difficult to provide individualized programming/attention/connection)
  - teachers expected to do more with less (stretched thin, low energy)
  - lack of resources/resource funding (curriculum implemented without supporting resources)
  - funding shortfalls require fundraising at the school level

- lack of coordination between teachers, school divisions, and the ministry: this has a direct effect on teachers and classrooms (decisions are announced without consultation)
  - negative public perception of the teaching profession
  - devaluation of teachers' work: leaves teachers feeling discouraged and taken advantage of
  - lack of support for special needs students (access to LATs and EAs reduced)
  - lack of support for EAL students (more teachers needed)
  - lack of support for students requiring other professional services: counseling, speech and language therapy, occupational therapy, etc.
  - disengaged, unmotivated students (responsibility shift from students & parents, to teachers)
  - lack of parental support or engagement in the learning partnership
  - language and cultural barriers (EAL students and parents)
  - students entering a grade without the necessary skills or support for success
  - wellness issues: addictions, eating disorders, lack of sleep, physical and mental illness, sedentary lifestyle
  - poverty, hunger
  - family crisis: divorce, abuse, neglect
  - racism, prejudice, sexism, bullying
  - planning and assessment overload
  - teacher energy/wellness issues: stress, burnout, difficulty in taking time off when ill
- Short attention span, lack of intrinsic motivation
  - lack of requisite skills and abilities (i.e. EAL students with deficiencies in language and social skills.)
  - Students in kindergarten are no longer required to have competency in language and math skills. There is a high emphasis on inquiry when a greater focus should be made on basic skills so they are better prepared for Grade 1 curriculum.
  - classroom size and composition, decreased supports (including fewer education assistants, teacher-librarians, counsellors, speech pathologists, learning assistance teachers, English as a Second Language teachers) to meet the wide range of abilities and needs in modern classrooms
  - low value of education for some families who remove students for extended periods and repeatedly for vacations and extra-curricular. As well, lack of follow through on homework and learning support, including reading and math skill practice.
  - Lack of support or consequences for students of average ability failing to achieve grade-level outcomes
  - Unregulated use of technology at home impedes student sleep, well-being and completion of assignments

- class sizes (high numbers impede effective instruction and nurturing)
- insufficient resources
- class composition
- learning difficulties
- disengagement
- lack of French resources (human resources)
- lack of French teachers
- E.A. cuts, removals from classrooms
- poverty, social conditions, self-esteem, mental health, technology use, attendance, lack of parental support/involvement
- teacher wellness
- constant stimulation from technology
- need for instant gratification
- fear of failure lack of effort and independence
- poverty
- mental health
- addictions
- undiagnosed learning disabilities
- large class sizes
- high student to teacher ratio
- cuts to the number of Educational Assistants
- programs like community schools being cut
- One major factor is poverty. There are so many trickle down issues in the education system created by poverty.
- Another issue that gets in the way of learning is technology/social media.
- Hunger, addictions, mental health, phones, lack of motivation, compassion,
- Mental Health issues, poverty, video games, you-tube, drugs and alcohol addictions, inability to cope with life challenges, hunger, lack of positive relationships and mentors with the school setting, lack of resiliency, inability to join extra-curricular activities due to expenses and high cost, transportation challenges high cost of bus passes, gas, etc....,
- Mental Health and addictions issues
- Basic needs not being met lack of food, shelter
- lack of transportation
- Distance to school
- Parental issues
- poor mental health and addictions
- home life
- LACK OF RESOURCES AND SUPPORTS ie. community and/or school
- socio-economic status
- Too many students in the classroom and not enough support for the students who need the help. Technology that does not work or that is outdated. Mental

health support for students that need special attention. Not enough EAL support for students who are new to Canada or the English language. Not enough support for the classroom teacher. Teacher burnout and mental health from the teachers well being.

- Class size, composition of class (large diversity of needs), mental health (students and teachers), lack of funding for appropriate resources, outdated technology (due to lack of funding), overload of technology systems, resources to support individuals (EAL, academic, behavioural, poverty), home life.
- Home life, the range of needs in the classroom can impede their learning, lack of supports (counselling, speech, OT supports, access to specialists), large class sizes, mental health issues not being addressed due to ease of access for parents and long wait lists,
- Home life, medical issues, overextended children (soccer, dance, hockey) and parents
- Parents working 2 jobs and unable to help their children
- English as an additional language
- Too many interruptions during the school day, adding more expectations for teachers with regards to assessment but never removing anything, overabundance of formal assessment.
- Students who feel they have rights but don't take responsibility .
- Lack of positive self-image. Self doubt.
- Lack of home support
- School unable to meet social and learning needs due to class size, time restraint, lack of specialized personnel.
- mental health
- anxiety
- technology keeping them from going outside; 24/7 accessible; kids are tired and unfocused
- lack of withitness
- lack of physical activity
- lack of attention
- prioritizing tasks
- entitlement thinking they will "pass" without doing the work; applying effort
- family stressors
- family dynamics
- dependency and parents enabling students; lack of independence skills
- parent expectations of teachers at times can be unrealistic
- Family and societal issues
- Social media, technology use ( games ), TV
- Difficulty sustaining attention to instruction
- over involvement in extra-curricular activities ( e. g. late night hockey games )
- Lack of perseverance

- Not able to hold back students who are not meeting expectations despite having ability to do so
- Stress, ANXIETY, substance abuse
- lack of discipline/follow through/ taking responsibility for learning
- Family dynamics and issues in the home. Lack of social skills hamper the ability to learn. Nutritional needs are lacking from home sometimes. Families are busier with child after school activities and do not do any schoolwork or daily reading with their children. Often students are tired due to lack of sleep.
- Large class sizes and not enough support for students. High needs students that need more support and take away from the other students in the class.
- Lack of sleep and lack of nutrient. Too much screen time.
- life situations
- poverty
- sleep
- mental health and addictions
- crime
- anxiety
- other students
- peer pressure
- Class size
- Too many students with special needs and not enough extra support
- Students coming to school hungry and tired
- Absenteeism
- Students coming to school without having read a book or being exposed to reading
- Not having an understanding how school works in Canada
- Lack of language ability and support for English language learners
- Lack of emotional support within the school due to limited school councilor presence
- A breakdown in communication and understanding between family, community, and the classroom leads to a roadblocks in student learning and social growth. Students lack support from more than one area which inhibits success. Divisional and governmental restrictions on needed student support can prevent their success at times. In certain situations, class sizes are too large.
- Sometimes as teachers we feel that with new policies being made, takes away from our professional knowledge and judgement.
- MENTAL HEALTH
- lack of traditional social skills (basic manners), finding independence away from the parents,
- Social media, video games, parental apathy, ADHD and the myriad of mental health issues that students and parents face. Extra curricular and over scheduled calendars. Class size and all the needs in the class composition. Combined



grades. Not enough human resources, counselor, EA, LAT, Speech Pathologist, PT, OT, etc...

- Attendance of students, lack of resources, lack of support in the classroom, home life of students
- poverty, lack of skills, lack of experience, lack of education, class sizes, large number of needs in classrooms, lack of sufficient supports/resources needed in classrooms,
- The family dynamic has changed. Socio-economics are a big factor, attendance, mental health, addiction, growing up with inter-generational violence and trauma. We don't have the supports in schools anymore to help support these students, as they've all been cut within the budget. Families don't have the supports they used to have either.
- Mental health, family dynamics (home life), hunger, learning and attention challenges, lack of prior knowledge, attendance, and moving from school to school, late arrivals, language, culture barriers, larger class sizes, less EA time, less teacher librarian support, technology addiction (phones, games, i pads etc). There seems to be less value placed on education and more on extra curricular activities.
- lack of attendance
- personal family issues
- lack of support from parents in the home
- lack of support in the classroom (EA support has been cut drastically and needs have increased drastically)
- mental health and anxiety
- priorities of families (hockey and dance is more important than learning how to read)
- electronics addictions
- lack of nutrition or sleep in the home
- lack of parenting skills (by this we mean parents are doing their best but do not know how to teach their children basic skills needed for life)
- vocabulary and communication between parents and children
- Students are being pushed through grades and entering higher level grades with massive educational gaps.
- Socio-Economic status
- Attendance
- Tardiness
- Addiction (Video games, technology, social pressures)
- Food Security
- Opportunities outside of school (ie: riding a bike....owning/having a bike)
- Home life
- Lack of parental skills
- Sometimes it is the teacher/student relationship

- Different ways of learning & knowing...a colonized and imperialistic education system isn't the best system for some students.
- At the gr 7/8 level....many students may be pulled out for EAL, LAT, Small Group Intervention...Sometimes we don't see our own students very much in a day. It's hard to track and teach because as they receive these supports, this also creates gaps in what they learn).
- Mental health issues that are often ignored. The breakdown of the family as a basic unit of society. Societal issues, as well there are no "checks and balances" everything goes there is only opinion.
- Quite often all of these issues fall upon the schools and they (schools) are not prepared (CHEP programs, breakfast programs, clothing programs so students can have functional wear for our weather).
- Funding has been cut.
- Large classroom sizes in urban areas.
- Behavioural and academic struggles greatly contribute to classroom well-being.
- We have one school counsellor who is shared between 6 schools.
- Teacher "burn-out" and frustration is also a great contributor.
- lack of retention
- lack of resiliency
- mental health and lack of mental health support
- overly critical assessments at a young age
- student attendance
- sleep patterns (gaming)
- Lack of resources, lack of funding, mental health of students/families, home life, peer relationships.
- Class size
- standardized test
- English skills
- home life
- Misunderstanding of what teachers responsibility
- schools are not set up for special subjects
- limited support staff should be one EA per class
- Student mental health issues.
- different levels of academic abilities, class size, english as additional language,
- cultural diversity, rural vs urban, mental health, home life,
- Huge Class Sizes (Lack of EA support)
- Zero Accountability, in the sense that kids who don't produce/attend get pushed forward and are basically set up for failure when they hit high school. This creates students who are disinterested because they know that they don't have to learn/produce to move forward
- Mental Health
- Mental health issues have increased and affects learning. Issues like anxiety.

- Lack of early intervention. Some students are coming to school behind where they should be and it really affects their learning.
- Lack of sleep. Students are coming to school tired and not ready to learn.
- Technology is an instant gratification. It can be a negative factor in student's well-being. It really affects the above issues.
- Behaviour issues.
- adequate funding from the government predictable reliable funding that you can plan for the negative perception that the government is sending about education class size: televising that there are only 15 students per teacher is a farce the high class sizes that we face in reality we have 30 students per classroom teacher is reality more supports in the health services that deal with the issues we face in a classroom mental health personnel at the school level. -the high degree to special needs and learning disabilities in a classroom without the proper supports for them the paperwork needed to have a student diagnosed and the long waits to be accessed in order to receive designation such a high amount of ADHD students these days, who are not properly receiving medical attention poor parenting and the educational supports from home The range of learning needs in a classroom has increased over the years, yet the supports lessen, and the class size numbers increase (it is all counter productive to student learning)
- food, hunger, nutrition
- video games/ electronics
- lack of sleep
- lack of parental involvement
- behaviours (own and external)
- misunderstanding
- lack of resources/ support
- attitude
- social/ friends
- mental health
- social media
- anxiety
- depression
- home life challenges/ support systems
- social life dealing with conflict
- bullying
- funding
- absenteeism
- mental health
- lack of feedback; needs to be constructive and motivating
- lack of relationship or connection
- class size, student to staff ratio
- teacher workload/expectations,

- diverse learning needs in the classroom (very large span of needs....extremely difficult to meet all the learning needs with little support)
- data collection in addition to daily academic expectations
- delayed diagnosis or un-diagnosed cognitive needs, student accountability ownership of behavior
- lack of sleep (challenges at home)
- inconsistent attendance
- social media.
- 

### **3. What is working well in Saskatchewan's schools?**

- Our school is working hard to re-introduce language and culture, land based learning.
- First Nations inclusion
- Inclusion of all cultures Inclusiveness
- Rich in diversity
- Devoted staff both support and teachers
- All staff are in schools for the well-being of students
- Support for EAL
- Safe environment for children
- Getting kids to school (transportation)
- Nutrition programs
- Inviting and welcoming
- Schools offer a great deal of extra curricular activities diverse for all students to participate
- Staff feel supported administration
- Having a voice
- Committed teachers doing more with less.
- Good curriculum but a lot of it.
- More Treaty and aboriginal education.
- In our community we have good community and parent support.
- Availability of resources
- Chances for students to be creative in the arts, and inquiry
- Chance to work with others and collaborate
- Reading techniques
- Committed staff
- Supportive parents (some)
- Communication between home and school
- Access to division PD, or out of the division
- Learning opportunities school, family, extra-curricular
- Quality staff. Opportunities at school. Ex: field trips, at school activities and sports.
- teacher resiliency and commitment

- collegial support
- FNIM content incorporation
- Hard working teachers
- Supportive administration teams in the school
- Our ability to adapt is impressive. We change our teaching styles based on the students and resources available. Most school set FNMI content, treaty education, digital citizenship, collaborating with other cultures and groups within their community as priorities in their school. Most schools do a good job incorporating all these ideas within their large class sizes.
- Professional Learning Days, collaborative opportunities, PD opportunities.
- We have amazing teachers and support staff that work very hard despite current demands.
- The alignment of ministry goals with school division priorities and work that is happening at the school level has focused our work. Teachers continue to work diligently to meet the diverse needs of their students.
- We have amazing teachers and support staff who work well under dire conditions
- Collaboration among colleagues
- our teachers and support staff!!!! (dedication, education, devotion, work ethic)
- focus on FNMI and Metis education (working towards, on the right path)
- collaboration (EAL, LAT, SLP, OI, team approach)
- positive culture in schools
- Early Learning (play and exploration)
- 2012 French Immersion curriculum (inquiry based/ theme based)
- Specific programs ie) woodworking, habitat for humanity, mechanics, home ec, outdoor ed
- Catholic education available to all
- The following comments reflect what is happening at St. Michaels community School.
  - Using evidence based strategies.
  - Early intervention programs.
  - Inclusion of FNIM leader and curriculum.
  - Connecting with the home.
  - Community partnerships.
  - The level of commitment from staff to show up every day and persevere through the challenges.
- Positive Developments in Education:
  - greater access to teaching/learning resources (online)
  - worldwide collaboration: examples, inspiration, best practices, research
  - professional learning opportunities
  - classroom inter-connectivity, networking opportunities
  - advances in teaching methods and assessment

- opportunities to share students work and learning online
- group planning & goal setting (grade alike learning groups: school, division)
- diversity: richness in two unique systems of publicly funded schools in Saskatchewan
- Dedicated staff that continue to go above and beyond despite increased workload and increased needs in the classroom.
- Good teacher and student resources – need more so that each student has access
- Some good technology available – some needs to be modernized
- teachers are working very hard
- teachers acknowledge that they need support from each other
- sharing of resources teacher collaboration
- teachers implementing change as it occurs at an alarming rate
- increase in language immersion programs
- school calendar
- publicly funded Catholic education where all are welcome
- Extra curricular
- dedicated teachers
- technology (student computers)
- I believe teachers are doing a bang up job of making due with what little they have been given.
- Flexibility of teaching and support staff
- Curricular renewal and curricular outcomes
- different models of school
- professional development opportunities
- well educated and prepared teachers
- good relationship with outside community social organizations Mental Health and Addictions
- Good relationship between teachers (mentoring)
- Following their Voices, prioritizing Indigenous achievement,
- There are a number of supports available for students was special needs
- New schools are being built and renovated
- Staff are proud and dedicated to their work
- special funding eg. FTV
- special schools and programs eg. alternate high schools, courses on extra time, co-taught classes,
- Educational assistant support
- lower numbers in classrooms
- FNMI Integration and coverage of Treaty Outcomes
- Students enjoy being at school
- Faith dimension integrated in schools

- Band and Phys Ed and Art opportunities for students
- Dedication of staff, flexibility of staff.
- common curriculum, free kindergarten, preK in some schools,
- Tracking student progress without standardized tests (benchmarking reading, math, writing, etc)
- Growth of second language learning (French, Cree and Ukrainian)
- Stretching ourselves to the limit.
- Teachers have choice in how they implement curriculum in their classrooms, which is hugely important. Language programs. Supportive EAL programs and Educational Assistants.
- Teacher dedication Teachers put in long hours, doing more with less.
- Teachers who develop strong connects with their students
- inclusion of diversity; welcoming new students and EAL immigrants
- permeation of FNMI and Religion into core subject areas
- literacy focus
- EA's are irreplaceable the ones we have truly make an impact on the lives of ALL students
- Ipads/netbooks work well with parameters
- awareness of student needs and attempting to support them even with minimal resources
- staff continues to dedicate time outside of assigned duties for the students' benefit
- Positive student/teacher relationships
- communication between home and school
- keeping up with new initiatives
- business sponsorship with education ( money for field trips/ special programs )
- Teacher collaboration and support of each other, sharing ideas and knowledge of curriculum, instruction and specific student needs.
- one on one with the student.
- sprints
- treaty education
- collaboration with staff and networks/students
- focus on literacy and numeracy
- Catholic Education
- Staff at St. John
- The amazing teachers
- Teacher professionalism
- Teacher collaboration; a culture of sharing and helping
- Divisions are supportive of a collaborative process that allows for education to remain at the forefront, and working for the well-being of the students
- Renewal of SK curriculum in past few years has been positive. The passion and desire of teachers to create educational success for students is one of our

biggest strengths. There has been a strengthening of teacher support in terms of writing assessment rubrics in recent years. Saskatchewan schools have begun to place a focus on technology, STEM, and coding for our students which will be instrumental in the future careers of our students.

- sharing of ideas with staff and the support from one another
- recognition of The Truth and Reconciliation Calls to Action
- Guided reading
- time allotted for prep time and professional learning
- Teachers and the human resources that are present are doing a good job with what they have.
- a collaborative staff, hard working administration, outcome based learning, making schools a safe environment
- working towards improving class size and providing supports for individual students needs, providing opportunities for extra-curricular activities,
- Teachers are working hard to come up with creative and innovative ways to motivate and engage their students, regardless of the challenges we are given. Schools are filled with adults who genuinely care about students, which leads to stronger relationships and engagement.
- Reading practice (take home reading) has been good and also a good resource for parents to ensure they are getting books at the proper reading level.
- Dedicated teachers who put in a lot of hours
- Collaboration
- good leadership who are supportive.
- Teachers are reaching out to each other more and are sharing resources, ideas, and supporting each other
- Access to technology has improved
- Inclusion of all students in the classroom has improved
- Admin support can make or break a school
- Teachers are trying SO HARD. We do what we can and feel beat down because we always need to do more to make a difference or are told that we're not doing enough to improve numbers or test scores.
- We love the funding cuts from our provincial government. Please slash the budget more. We could always do more with less (Note\* Sarcasm).
- We feel we can only speak for our experiences...
- Mental health plan increased drastically this year!
- Partnerships with Coding Organizations (Free PD's and Kits for Teachers to attend)
- Writing exemplars / PDs
- Math PDs
- Collaboration The teamwork
- Support
- Teachers love teaching and love their students and do whatever they can to support them.



- access to professional development resources
- healthy teacher autonomy
- Collaboration between school team members. Having PD days to plan. We have EAL teachers/resources.
- When we have the freedom to do our job (this does not happen often.)
- cultural diversity within our schools is building relationships through acceptance, understanding and empathy
- collaboration among staff members, sharing knowledge, resources, and knowledge
- Student/Teacher relationships.
- E.A. support (when it is there) We know that students work and learn better in smaller groups with support. One EA per class to help pull out students would do wonders.
- Technology is present in schools, although teachers could use more PD around that
- The staff! We believe that the staffs of Saskatchewan schools are doing a great job despite the many issues that schools (and students) face.
- teachers and EA's are doing all the hands-on work the new P3 schools are working well the open space is conducive to learning Teacher prep time is working well Imperative not to change the prep time and time teachers are required to stay past dismissal
- outcome-based curriculum
- variety and scope of what's being taught in elementary school leading to more prepared for high school
- more inclusion
- teachers and support staff doing more to help things run more smoothly
- collaboration between community and school
- differentiation
- staff that values investment in education
- Aboriginal awareness huge change from before
- students are learning differently more individualized programming
- building relationships with staff
- no school fees
- Teachers
- flexibility of the current curriculum
- project based learning
- team approach
- allotted prep-time still applied during school hours and use of technology in the school (flexibility of the school to make decisions around purchase of technology)
- 

#### 4. What needs to change in Saskatchewan's schools?

- Bilingual and bicultural schools absolutely critical for Cree families. Culture is going to go a long ways to providing an anchor for our students. Students who have a strong sense of identity will have the strength and skills to be successful in the mainstream world. Funding for these types of schools in urban settings are essential. More than 50% of the Aboriginal populations are now in the cities and the percentage will continue to rise because opportunities are limited in First Nation communities.
- more and/or faster access to outside agencies
- more counselors for mental health
- more access to health and specialists
- funding for mental health
- attendance policy and support from agencies outside of education for chronic attendance issues
- lower class sizes
- high stress level with all staff working in schools need to recognize the change in the education profession
- getting back to basic math and language arts
- equality among all students regardless of socio-economic background or area in which they live
- building of new schools in affluent areas is important but cannot forget the upkeep of older schools and the community that they serve.
- language support for immigrant students
- schools need to show the public what really happens in schools
- student accountability (social passing and retention) students develop pattern of not completing any work and then still social passing
- adequate training of teachers for fundamental skills reading, writing, and math
- getting back to the basics with math revamping math curriculum and program
- Classroom size (make them smaller!).
- A lot of assessment and not enough time.
- More support for treaty and aboriginal education.
- More support or results from the data from our assessments.
- Should our community be supporting our school with playgrounds and new desks.
- Class size
- Time for assessments
- Less added to the curriculum
- Less standardized testing
- decrease staff/student ratios
- student/family accountability
- trust in teacher professionalism
- increase in supports councilors, Ed psych, OT, PT, SLP, EAL, EA
- better communication between education, law, health, social services,

- Class sizes, more resources, special programming, supports, professional development/workshops for Educational Assistants.
- class size
- the government hearing teacher concerns AND taking action on those concerns
- Smaller class sizes
- Appropriate levels of support for intensive needs students including SLP, OT, Special Ed teachers and EA
- More support in the classroom for all students
- Kindergarten curriculum
- The people who are changing curriculum are removed from the classroom for a number of years.
- Please reduce the class sizes. Please.
- Reduced class size
- increased supports
- competitive wages, pay incentive
- earlier intervention
- less wait time for learning needs assessment
- more intensive support in early years to prevent growing gaps
- increased overall funding
- reduction of initiatives
- Stigma of education in real world
- parental support
- increased support for mental health
- teacher training to support students with mental health issues.
- More resources to support the diverse student needs within classrooms. EAL numbers are dramatically increasing and supports are being spread too thin.
- Smaller class sizes, no more than 20 regular mainstream students and less than 2 intensive needs students
- A Cap on class sizes
- Mental health support for teachers and students
- Authentic parental support only
- More training for special needs support
- More community based support
- too much to cover in some curriculum (for example English Grade 1)
- more supplementary resources in curriculum
- providing more support for students with diverse needs/ mental health/ EAL students/ atypical learners
- smaller class size (esp. in the early learning classrooms)/ classroom composition
- more resources (textbooks, people power, more consultants, esp in French Immersion)
- challenge of combined classrooms
- salary reflecting the work, professionalism and education teachers put in/ have

- Smaller sizes, more EA support, behaviour support specialists in schools, mental education, more school counselor time, occupational therapist into higher grade levels,
- Consistency is needed with having LAT, EAL, school counselors, VP, Principals, stay at the same school for at least 5 years; less movement...students need this specific consistent support and also which helps with trust issues.
- A framework between Social Services, Justice, Health and Education (re visit School's Plus). Student access to counselling/mental health services
- Accountability for ensuring FNMI content is included and honoured
- Smaller class sizes
- Full time counsellor in the schools
- Incorporation of wellness programs.
- Teachers' workload must be acknowledged, valued, and adequately compensated.
- There must be reasonable class sizes, taking into account student needs and staff support.
- Adequate funding must be tied to school division population growth.
- Teachers must be consulted in advance of important educational decisions being made by the provincial government.
- School staffing must adequately supports diverse classroom needs: EAs, LATs, EAL teachers, counselors, therapists, etc.
- A school dedicated to preparing students and families who come from other countries to learn language and cultural expectations so they can be successful in regular classrooms with a minimum amount of disruption to the classroom environment
- timely and proper screening of EAL students with learning difficulties, reducing the 5-year wait time or testing in the students' language so their needs are met with a minimum of disruption for other students
- more support to deal with increasingly diverse classroom needs, and in creating and finding adapted materials for students
- change age of admission to Kindergarten – many children start too young and are not ready academically and/or socially
- Improved technology renewal to meet the diverse needs of students
- Examine and change transition program of universities and tech schools to standardize entrance requirements for all students
- class sizes in urban settings
- need resources to back curriculum
- increase in other experts ie: councilors
- more First Nations experts
- more respect for our roles
- greater supports for inclusion, for new comers & teacher training for working with and understanding cultural shifts
- mentorship opportunities and support for new teachers

- support for student mental health issues
- smaller class sizes needed
- less standardized testing
- more mental health support for students
- more life skills training
- more support for diverse learners
- increase to EA time for Intensive needs students
- more technology training for teachers
- Out of scope employees of the education system need to start realizing the value of all the professionals within the schools who work directly with the students when deciding pay increases, as well as where budget money needs to be allocated. This would include not just teachers, but EA's as well as special programming.
- Schools need more supports for our changing culture, from First Nations issues to mental health issues.
- Less student to teacher ratio
- increased budget
- increased mental health supports
- Increased Educational assistance support, Retention workers
- Modernized buildings
- Small school settings and funding for flexible programming
- Research and development grants available to encourage creativity and innovative ideas within schools.
- More staffing to reduce class sizes and meet the needs of all students.
- More vocational programs for less academic students.
- Updated technology that is dependable.
- Staff that is representative of the student population.
- support for our classrooms
- support for our ELL population
- lower student/teacher ratio
- more support with OT, speech and language, counselling,
- at the university level, we need to be offering courses that are relevant to our schools/students of today
- Class size and composition need to be capped and looked at in depth
- Too many initiatives being added and none being taken away
- Teachers are burning out trying to keep up with all these extra expectations
- More trust in teachers that they are doing what they are supposed to
- Implementation of mental health days that can be taken without explanation
- Increase funding
- lower class size
- simplify curriculum
- more professional supports for the variety of needs.

- smaller class sizes, recognition of composition of classrooms
- more funding from government
- more access to supports, more OTs, SLPs, counsellors available to schools, more EAL support, how we access government services like social services and health services, the structure needs to change in how we offer govt services in schools rather than having parents go to find these services, (school plus model that was introduced), EA support for students requirements are very strict and often times students do not qualify for support based on the current requirements but they need an EA.
- Smaller class sizes (The media states it's 19 but in reality we stand in front of 25 to 30 students.
- Updated technology with working computers
- Teachers and support staff need to be valued.
- Class sizes need to be smaller.
- More funding so we can bring back supports like teacher librarians, P.A.A., etc. so we can plan beneficial units with them, as well as to purchase resources to impact learning
- Expand the criteria for who is eligible for EA support so kids can have more beneficial learning
- More speech language pathologists and school psychologists because they are spread so thin already.
- Reduce class size
- Class needs and student needs
- Increase specialized support (e.g., LAT, OT, SLP, EA, EAL, school counselor, social worker)
- Increased technology and training/learning (each school needs a trained tech support)
- More support for Intensive Need Students
- priority of resources to address mental health, teaching and learning, EAL, intensive needs students, gifted (ELO) students for students and staff
- improved EAL and intensive needs (i.e., children with visual/hearing impairment/autism (ASD) teaching strategies needs to be more intensive; inclusion doesn't always work
- children with learning disabilities need more support
- counselors for students and staff
- a different math program more fundamentals drill and practice (basics)
- continuum of printing and handwriting skills
- cost of outside of classroom learning (i.e., buses, programs)
- curriculum is lacking efficacy too vague, too wide-open; some content not applicable to grade level; vocabulary difficult; resources not accessible
- more EA support across the board for all students
- teacher laptops and student netbooks are not always reliable old and need to be replaced

- More support from other professionals--counselors to address increased mental health concerns, SLP, OT
- More FUNDING
- More EA support and Learning Assistant Teachers and EAL teachers for an increasing diverse population and needs
- Smaller class sizes, more student support which in turn allows teachers meet all students needs.
- The teacher work load has increased and taken away from what's important in the classroom. Paper work for teachers and increased assessment puts a strain on teachers.
- More support staff and resources.
- Funding
- more resources
- mental health supports
- counselling support
- capped class sizes
- different funding model to support diversity
- ministry presence in school to get a clear picture
- More funding for student supports, student supplies, teacher supports, teacher professional development, teacher collaboration outside of the school.
- Mandatory, across the board, cutoff for kindergarten.
- SK curriculum, specifically the French curriculum needs to be streamlined and more understandable for students, teachers, and parents alike
- Teachers require more resources, whether they be EA's in the classroom, learning materials for students, readily available lesson and unit templates, as well as something as simple as I CAN statements to be available and understood for students. Teachers also require more support in their quest for these resources.
- more responsibility from parents (removing the expectation that this is the teacher's job, not mine). Recognizing that it's a partnership and a team approach as we invest in their children. Breaking the stigma that parents are being judged when asked to help.
- come up with a different formula for figuring out CLASS SIZES!!!
  - Example: Each child is assigned a number according to their needs. So somebody that is your average child would be a 1. Somebody that has ADHD would be about a 2. Someone with autism or behaviour challenges might be a 3 or 4. To a maximum of a 5. Then your class size should not exceed 25.
- Class size, more classroom support, student focused and not bottom line thinking. Less "new" initiatives and paper work. Let the teachers be professionals. Provide the resources that follow curriculum and not just a list of possible books and texts to purchase.

- more support in the classroom, more up to date resources, smaller class sizes, more mental health support and counselling, speech and language, occupational therapist, more planning time for teachers,
- More hours devoted to teacher planning, smaller class sizes, more frequent and consistent Speech and Language supports, (more time with speech pathologist) as well as occupational therapists.
- Class sizes need to be lowered. We can't compare rural and urban numbers and come up with an average from this.
- Less demands and expectations need to be put on teachers, whereas sometimes what we focus on does not support the student.
- There needs to be more of an awareness of teacher mental health and stress. Teachers are burning out and stressed for good reason.
- More support in terms of attendance, money, resources and family support so they do not have to move constantly (lower income families.)
- Though inclusion has improved, support for children with high needs has not improved or even decreased. Teachers know that many students are high needs and need extra support from the school board or government but if parents are not accepting or aware of these issues the support is not provided. We know kids need help but can't get it for them unless the parents are willing to take them for testing or get them a diagnosis.
- Class sizes are extremely high in many schools, especially large cities. Staffing is determined based on the average of the entire school so some classes could be in the high 30s and others in the teens. Unless the school average is above a certain number more teachers are not added to the school.
- There is way too much content to teach and not enough time to teach it with all the mental health/behaviour/social skills teaching that we have to add every single day.
- Less paper work, please!!!!
- Adding many new programs, initiatives, testing required by school boards and government and nothing is ever taken away.
- EA support/LAT support/school counsellors/School Liason Workers/Teacher librarians have been cut drastically in schools and more consultants have been added. These consultants are hard to get access to and we see them a handful of times a year if we're lucky. We need help on the front line. We need someone in the classroom every single day, not someone we can call and then get on a waiting list for, then they come in 5 months if you're lucky, and they tell you what you're doing wrong and how to add more work to your day, then you never see them again.
- More financial literacy
- More health supports
- If divisions don't have enough, say, reading supports, to advocate or reach out to other volunteer groups that can assist with improving reading in this province. A 1:1 ratio.



- If a student struggles to read, reading more isn't always the answer. The answer lies in developing other areas of the brain through exposure to other new and exciting learning opportunities (ie: the arts, land based learning, place based learning, technological skills)
- More anti-oppressive education (the isms racism, classism, sexism, able bodism)
- A clear differentiation between issues that face rural school divisions as opposed to those that face urban schools (ie large class sizes in urban vs small class sizes in rural).
- Funding. We have lost retention workers, we have lost counsellor time, EA time, class size increases, cuts to technology budget.
- Honesty in terms of explaining budget increases to the general public.
- greater support for students with mental illness
- class composition/ class sizes
- increased support for community schools
- Resources and FUNDING. Lower class sizes, More Educational Assistants in the classroom. More professional supports in schools (counselors, speech and language, occupational therapists, mental health supports, FNMI).
- Allow the teachers to do their job. have a defined expectation and then allow us to do it. Do not reinvent the wheel so it looks like progress when it is not. We need more support in the form of class size and EA's to help differentiate class ability's. We need mental health workers and social workers to deal with the issues that students have that or not part of the teaching curriculum. Class size needs to be set and limited, to figure out class sizes use the actual numbers in the city and not based on the number of teachers at the school. (can not compare small town class size with city.) Allow teachers to fail students if they are not putting in the effort and if they are mentally not able to do the skill have the ability to test them so that they can get the support they need as in EA of modified programming.
- support in each classroom to meet students needs and better staff and student health and well being
- mental health support for students
- smaller class sizes
- parent engagement
- Public perception of teaching as a profession
- Student/teacher ratio
- More support for newcomers (EAL)
- More counselors
- Education/Health should be partners, work together to use resources better.
- More and more is placed on teachers but nothing is taken off. It seems that you have less time to teach because of the other issues.
- Decrease in class size.
- More support for students. OT, SLP, school counselors, support staff, etc

- More resources. Example: Need one Science and Social Studies textbook per student.
- More EAL support
- More LAT support
- More updated technology. Faster access to updated technology.
- government FUNDING increased
- less ministry assessments
- less arbitrary assessments
- greater LAT support because kids are having more learning needs more supports for learning needs
- Equivalent funding between public and separate systems per student average student learning is declining due to the greater range of needs of students within the classroom and the teacher is stretched too thin to provide the same level of learning to the average students.
- Teachers need to be paid more for the increased demanding jobs that they do
- student accountability
- better communication between all team members involved with a student
- better attendance
- revisiting social promotion vs grade level readiness
- reduced class sizes
- focus on core subject areas
- Math Makes Sense resource
- more citizenship education
- need more parental involvement
- funding needs to support classrooms
- help for teachers for students who need support
- full time librarian
- supports for mental health
- Class size and composition of learning needs in a classroom, student readiness for school; supports for newcomers and teachers with EAL training, mental health/stress/anxiety support for students, teachers, and families (counselor time), individual support for teachers vs workshops, resources to meet needs: EAL, gross/fine motor, less data collecting, supports for classroom teachers health (nurses), psychologists, counselors working together
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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 recognize success and own their failures. Everybody doesn't need to get a trophy
  - i. Own and earn your success
- Technology, dealing with so much information
- Financial knowledge budgeting, credit, real life skills, taxes, investing, planning
- Critical thinkers, knowledgeable enough to think for themselves, creative and adaptive.
- To be able to function as an adult in real-life, adult settings.
- Gives them confidence to do things on their own – independence
- literacy and numeracy because those skills are the foundations for other skills.
- technology that extends learning as opposed to just having screen time.
- ability to respond to change and the skills that are needed.
- Problem solving skills
- communication skills
- relationship building
- literacy (media as well as print)
- computational and math literacy
- interpersonal skills
- Students require citizenship and cultural competency
- Understanding of their impacts on the land and the planet; skills and education to contend with and make decision about climate change.
- Ability to deal with growing anxiety.
- Deal with a technological world.
- Financial literacy is key.
- Self reflection and reflexivity (ability and openness to be self aware).
- social awareness and spiritual development
- Problem solving skills in an ever changing world.
- Social Skills, compassion as Social Media is taking over our students lives outside of school.
- Less formal classroom education and more independent classroom choice (example seating choices)

- Collaborative education. Students having access to collaboration with experts.
- Mental Health understanding. More instruction in this area, students understanding their own mental health.
- The ability to handle stress.
- Environmental awareness and sustainable development.
- 21st Century skills such as coding.
- It is imperative that our students learn the two official languages of Canada (another language)
- literacy, collaboration, social engagement,
- resiliency
- public speaking
- self control
- life skills (functional)
- vision/big picture
- inclusion and understanding of diversity
- understanding/empathy
- social/emotional skills development
- Students need to learn how to learn, firstly, so that they are able to train in an occupation late on in life.
- Students should learn about the history of our country in order to ensure we don't perpetuate and repeat the wrongs
- They should also learn a variety of stories and literature as well as about the arts so that they can appreciate others' expressions and create their own art and writing.
- treaties seeded and unseeded lands in BC
- First Nations sovereignty
- volunteering giving back to school building community
- cultural differences building community, all cultures
- Canadian Charter of Rights and Freedoms know your rights for building safer community
- all life is connected to each other (plants, animal, human)
- accept differences to build community (everyone has gifts to offer)
- safe space (creating)
- sexual education (LGBTQ)
- food sovereignty (farmers)
- Saskatchewan pristine fresh waters, trips north
- capitalism, imperialism, patriarchy
- High Level of literacy and numeracy-to be able to contribute and compete in an ever-changing economy.
- confidence in themselves and their abilities to create a meaningful life.
- appreciation of and respect for the natural world and people
- FNMI to live with and respect other societies.

- develop fine and gross motor skills
- ability to follow detailed instruction
- 

## 2. What gets in the way of students' learning and well-being?

- Large class sizes
- Teachers having to "differentiate" to meet far too many diverse needs. It's not realistic anymore.
- Poor student attendance
- Diverse and / or lack of consistent parental support, common expectations, accountability, etc
- Anxiety and stress
- Distractions eg. social media,
- Poverty
- Students seeing the relevance in education
- Students not being engaged
- Lack of support in schools lack of sufficient funding.
- Run down facilities
- Lack of parental support
- screen time
- student confidence
- home life
- people expectations of students sometimes is too high.
- a lot of students are fearful of getting the wrong answer and need the confidence to say it.
- Social media may be a challenge to student learning and well-being. We recognize that technology may alter the way brains in young people work. Students need opportunity to learn patience. Technology may be a double edged sword. "Likes" on instagram or facebook may drive student behaviour and alter brain pathways and provide rewards to the brain center. Socio-economic drivers pose challenges to student learning and creates inequities. Racism and colonization are barriers for people of colour. Without an awareness of privilege, we cannot grow to appreciate the inequities in many of our social systems and to take steps to redress those inequities. Grade system based on age may need to change to systems based on skill might help create similar ability cohorts. This way we can scaffold learning more appropriately. LACK of funding.
- social media and gaming
- mental health
- Social Media and lack of good training and education in this area.
- Too many extra curricular activities
- Not enough family time.
- Anxiety and lack of mental health supports. (Not enough child and youth supports example not enough counselling support and not enough Child Psychiatrists)

- Poverty and lack of basic needs being met. (Cuts in community and nutrition supports)
- Continued PD for teachers example there is a need for coding classes but staff need training and this needs to be more than just an hour after school.
- Behavior of students. This is often related to Mental Health needs as well.
- The new math programs are now language based. They are a barrier for new Canadians.
- Ensuring there is adequate support for all of our students. Those that have the strengths of learning need to be challenged as well as those that are compromised.
- Many of our students and families are coming to school with many stresses from their situations.
- We need to work more collaboratively with other government/ ministry groups health, justice and social services to support students and families.
- interpersonal relational skills, technology age, social media
- class sizes and resources for classes diversity
- increasing mental health needs and resources to support (continuing to support)
- family wellness (partnerships in support)
- technology
- video games
- social/emotional challenges
- mental health
- communication
- lack of open ended free time (children's days are "full" scheduled); relationships and play suffer
- not enough support to meet diverse needs (EAL, learning challenges, family support, mental health, etc.) in classrooms
- A number of things get in the way of students' learning and well-being:
  - poor nutrition
  - negative home environment
  - no ability to express their feelings in a healthy way
  - abuse
  - excessive screen time
  - negative experiences in school can also contribute to decreased well-being, such as bullying, teasing, shaming, not feeling heard or included
  - poor fits for students with disabilities or barriers
  - Also, negative attitudes from stressed staff affect students' learning and well-being in a negative way.
- other kids bullying and making other kids feel uncertain about themselves, and kids making fun of other kids learning disability
- having police/community police on school grounds (school to prison pipelines, fines only rich can pay, while oppressed end up in jail with a criminal record)

- not given right material
- no livable wage for teachers and EAs
- materials in curriculum
- teaching children limits
- children all learn differently funding for child and teacher
- parent involvement parents are children #1 advocates
- no history, true history of settlers, African American, First Nation, to know is to understand
- Telsa, science fairs (not enough)
- division of schools need more collaborations
- Not having enough resource teachers to pick up the slack or to help with students that need extra help especially with math and cursive writing and reading. Maybe also finances in the education area. Also I feel that students who are not ready for the next grade should be held back. I feel there is too much on being sociable and not enough on being ready for the next grade level. Not enough life skills, math, reading, cursive writing. Too much on being sociable and electronics.
- technology/social media
- stress/anxiety
- bullying/peer pressure
- financial issues/poverty
- unsafe environment
- outside of school activities (some very late practices/games)
- class size and class make-up (EAL, behaviour, etc.)
- Less opportunity for individual or small group attention. Less one-to-one on account of class sizes.
- not enough access to mental health support such as counsellors
- lack of qualified, fluent french immersion teachers to support the growing demand in French Immersion
- Lack of language ability; new comer families that speak neither french or English create a significant demand on our current system
- lack of funding to education. The cuts from 2 years ago were very severe considering that we were supposed to be a booming province. Lack of funding as a result of poor government stewardship under the Brad Wall government. 10 years in office, can't blame NDP for that.
- lack of attendance
- lack of focus and attention in many students
- class size is an issue and split grades, especially in second language learning
- lack of EAL support in classrooms.
- No EA support in our school
- Poverty is a significant factor. Many students are coming to school from a home environment that is stressful, and dysfunctional.

- limited one-to-one interaction with teacher due to larger class size.
- 

### **3. What is working well in Saskatchewan's schools?**

- We have several new schools that help serve our growing province / population.
- Being innovative thinking ahead of the curve
- Technology to improve parent-school communication
- Sense of community engaging the entire community
- meeting students where they are at.
- students are much more inclusive and the open door.
- we have lots of supports getting students help where they struggle.
- I don't like that they are not learning cursive writing any more.
- students are learning math at a slower pace.
- having more history in Elementary School would be appreciated being able to branch out. Fewer topics but greater depth.
- we want our kids to know our rich history.
- Differentiated instruction, technology. I appreciate currently that we gather data on student learning to create formative learning rather than provincial summative assessments. Initiatives around reconciliation are gaining momentum in our schools.
- Collaboration between school and home
- Programs such as Eco Justice, Truth and Reconciliation actions. FNMI content and Treaty education.
- Inclusion of our Special Education students but this is getting more difficult without proper funding.
- We have room to grow, evolve and improve for our students and families!!!!
- recognizing that we are within the top 3 schooling systems in the entire world.
- excellent teachers who want to continue to get better
- Early learning
- FNMI education and learning
- Curriculum current youth recognizing the needs for social change, environmental change, the unacceptability of the status quo
- committed and dedicated teachers
- our CSCC connection between home/school/community
- faith-based education
- STEM (science, technology, environment, math)
- There are some good supports and structures being put in place in some schools and with some areas of need for students with special needs. It seems that schools are trying to address the issue of bullying with education and other strategies. It is good to see more Indigenous education being included in terms of history and culture. In our school there is a lots of opportunity for recesses and outdoor play. This is critical for the success of students outdoor activity and free play.



- teachers that help kids on certain things like reading, math
- cultural teachings and students blanket exercise
- government funded Early Childhood Education
- open communication with parents
- more EAs
- safe space for teaching and learning about sexual education LGBTQ and Trans? (stopping sexual abuse cycles by talking)
- My opinion nothing
- awesome staff
- Dedicated teachers who view teaching as a vocation and strive to meet the needs of all their students.
- Parents who support their children's learning.
- Functional facilities for most students.
- wide range of programs to engage different learners.
- good support from our division office; great job embedded support however, these roles are getting cut.
- strong emphasis on reading
- new integrated primary curriculum in French for k-2.
- teachers have sufficient prep time
- French Immersion growth is very positive however, we need more qualified French Immersion teachers.
- 

#### **4. What needs to change in Saskatchewan's schools?**

- Class sizes are often large and the diverse needs (EAL, intensive needs, behaviour, etc) impact the ability for teachers address all needs and negatively impacts student learning
- New Canadian population has greatly impacted teacher effectiveness with lack of necessary resources to meet their needs
- Funding
- More supports within the school system smaller class sizes, ELA support, counselors, SLP, OT etc
- Educating teachers on diverse needs of students
- More support for mental health
- Sporting programs run by the community vs the school.
- Equal access to all opportunities regardless of which school you attend.
- we need to see education as an investment not an expense.
- our facilities are in need of funding to make them more inviting to our families.
- need for additional supports whether that's people or programming.
- mental health process for schools to help families access community resources.
- Funding model for schools needs to change to meet the changes in technology, research around student learning. When you don't have to prioritize based on

funding, but rather on need, the school system makes sound decision based of student needs and the community's local context.

- Increase access to expertise and wisdom from Elders, and Knowledge Keepers.
- Greater connection between schools and business, career opportunities and financial literacy.
- Gearing our students around a balanced, whole person learning.
- Increase skills around families and familial networks.
- Supporting attendance and aligning increase attendance and success.
- Increase mental health support.
- Assessment and evaluation (follow-through with supports)
- more support for mental health
- supports are needed as more demands on teachers to respond to a variety of issues (class size)
- Invest in our schools our children are our future
- Supports such as Educational Assistants, nutrition support workers, additional counsellors, etc.
- Take a HARD Look at the funding model for education in Saskatchewan! We are not being funded appropriately and education needs to be a priority.
- Huge concern that there are so many new Canadians who do not speak English. There are no additional supports for these children and many do not have basic English and this is taking away from the instruction of our other students.
- More supports such as Occupational Therapists, Speech and Language Paths, behavior consultants are required as the needs are changing.
- Reconsider the Schools Plus model. This did not take off and we need this now more than ever. The best model is to have all of the major stakeholders involved in decisions.
- Refer to the responses in question number four too.
- Changes within learning are required. More people need to be doing the work and not administrative staff in the Board Offices.
- More collaboration working with parents/ guardians to navigate the system.
- PD and support for parents is also needed.
- financial support for teachers to continue their education (masters degrees)
- ensuring positive inter-relationships among stakeholder partnerships (health, social wellness, education,...)
- building capacity within staff and parents
- More focus on improving mental health, wellness strategies (integration with environment, art as a mental health tool)
- classroom sizes
- support for diversity in our classrooms
- additional support for specialized programs
- more resources (human and financial resources) personnel, more people to support our intensive needs, EAL, counselling, newcomers
- taking away professionalism of teaching (presently) 1044 etc...

- stronger partnerships with health to support our students
- caring staff are burning out
- There is a need for more training in the area of special education needs for school staff as well as more staff in general to help support students. While I have seen improvements in this area, I think many kids are still falling through the cracks in terms of receiving the support they need.
- It would be nice to see more land-based, outdoors, hands-on "teaching." Worksheets and desks in rows have their place, but I think we are seeing children respond so much better to learning where they are able to guide direction a bit more. Learning through discovery in the environment needs to be something that our education system pursues more.
- how teachers handle kids in the disciplining area. Some teachers like to yell and some students along with my kids don't like it and makes them not wanna go to school, school is supposed to be for learning but at the same time to have fun and not have to worry if they are gonna get yelled at.
- more funding for schools on reserve. More EAs and livable pay for all teachers and EAs
- no community police in schools there is already a way to deal with bullies, which schools use that is acceptable and applauded. Having community police in schools sets Saskatchewan's youth up for schools to prison pipeline.
- The Foster care system and prison are the new Residential Schools in Canada
- Youth are not commodity for private jails.
- elders in schools
- living off the land education
- explore sustainable energy educate wind, water, etc.
- more community involvement as every school is community centred
- talk about racism, teach about racism
- We need to start holding students back a grade when they are not obviously ready for the next grade. Also less on being sociable and less electronics (computers, etc.). Also more life skills like banking, paying bills, rent, etc., cooking, sewing, etc. etc. etc., shopping on a budget, a mandatory home ec class. More resource teachers for to help students with math, reading and cursive writing. Enough hand holding, less on being sociable and having students move on with the class it is obviously not working. More on holding them back and getting them ready for life and more life skills. Not everything is learnt in a book or on a computer.
- need more money to support the students
- need more support for new Canadian students
- fund school counselors, OT,
- equal class opportunity
- different opportunities for learning styles
- need a common report card
- Increased teacher accountability.

- value the role of EAs and how they can help students make academic gains. Not just EAs for students with severe needs
- severe behaviours that interfere with the learning of other students in the classroom. These students need a system of classroom management outside of what classroom teachers can provide. These student can be violent and damage student/school property. These particular behaviours need to be managed with targeted and better intervention. Or provide teachers with adequate support and training for students with these needs.
- Decisions made at the ministry level that aught to be made at the classroom level.

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

- Language programming
- Students need to focus on what is ahead, not just here and now
- How media (and social media) affects us
- Mental health and addictions education
- Career ed, prepare for career
- Proper use of technology needs to be part of the vision
  - i. Prepare for online/coding jobs
- Caring/respect/compassion for others
- 

**2. What gets in the way of students' learning and well-being?**

- Mental health/anxiety/stress
- Challenge of managing time with school/home/extra-curricular
- poverty, neglect, psych, addictions and violence and the complexities of life, family history
- hunger: hard to learn when hungry and no breakfast/lunch program at school
- not enough classroom resources for all students (e.g # of textbooks)
- not enough teachers/class size too large
  - i. don't' always get help when it is needed (timeliness of help)
- teachers teaching subjects outside of their expertise/training
- prefer in-person learning (having a teacher in front of me) to online classes
- sometimes being challenged by teachers gets interpreted as being put down
- balancing school and job/work
- pressure to use drugs, smoke weed, etc.
- challenges of so many people at joint use facility [REDACTED]  
[REDACTED]

**3. What is working well in Saskatchewan's schools?**

- A lot of indigenous culture activities/classes/history of First Nations people
  - i. Treaty medal events
  - ii. Culture and identity important
- Sports/YAC/SRC/Drama/extra-curricular activities
- See my culture in my school

- Feels like family here/sense of community and belonging/welcoming even when scared of high school
- Good relationships/teachers care about students
- Transition support for Gr 8 to high school
- RAP support
- Functionally integrated students
- Catholic education is a good choice/important to me
  - i. Chaplaincy support and chapel space are appreciated
  - ii. Daily prayer and devotions helps start the day right
  - iii. Feel like I belong even though I'm not Catholic
- Partnerships with community groups/businesses (e.g. Rotary, Special Olympics)
- Volunteer opportunities (e.g. Feehan volunteer day volunteer with Special Olympics)
- EAL support helps to fit in and feel like you belong
- Teaching caring/respect/compassion for others needs to continue
- Feel safe at school
- 

#### **4. What needs to change in Saskatchewan's schools?**

- More guidance/counselling time needed
- Trouble getting motivated and students try to work around it and seeing relevance in their own life.
- Teach students time management
- Financial literacy classes
- Support to overcome poverty, neglect, psych, addictions and violence and the complexities of life, family history
- Need more teachers
- Wi-fi access for own devices (bring your own device for learning)
- Fine arts opportunities need to be seen as just as important as sports/athletics
-