



thoughtexchange - results and insights



Saskatoon Public Schools
Inspiring Learning

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Introduction

In the winter of 2018, Saskatoon Public Schools reached out to their community to start a conversation about areas where they are doing well, areas where they could improve, and what students need to be successful. Participants shared their thoughts and rated the thoughts of others by placing stars next to the ideas that were most important to them. This report highlights participants' priorities and considers areas where the thoughts expressed could inform district decision-making.

The Thoughtexchange Process

Thoughtexchange provides software solutions that bring people together, build trust and make progress on important topics. People can confidentially and independently share their thoughts, appreciate other points of view and understand how their perspectives are connected to decisions.

A simple process ensures everyone is heard, everyone learns and important ideas emerge. The diagram on the right shows the three steps of the Thoughtexchange process. On the following pages, you can find the details of the questions asked and a summary of the findings.



Share answers to open ended questions



Add stars to thoughts shared by others



Discover what is important to the group

Exchange Overview

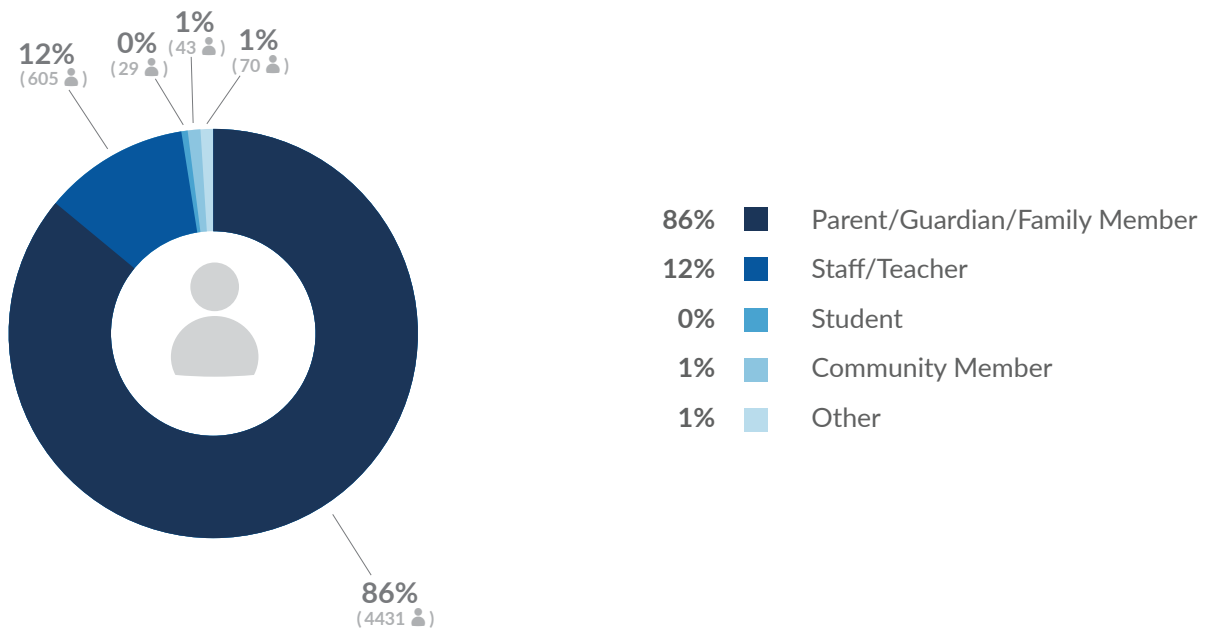
Participation

 5,747  11,298  90,333

Questions

- Q1** What are some of the most important ways that we can improve our schools to meet the needs of our students?
- Q2** What are some of the things that you value most about our schools?
- Q3** What do our students need to be successful in life, learning, and work?

Demographics



Insights Overview

Thoughts shared by participants were grouped into themes and an analysis was conducted on the participants' starring patterns. The analysis, which highlights participants' priorities and areas of interest, is presented in the following sections:

- / Student Growth
- / Division Goal #1 - Student Learning
- / Division Goals #2 & #3 - Educational and Organizational Culture
- / Division Goal #4 - Community Engagement



Student Growth

The themes in this section align with the qualities described in the Strategic Goals and Values section of Saskatoon Public Schools' Strategic Direction.

Academic Development

Critical Thinking and Problem-Solving

- This is a medium conversation in Q3.
- Participants indicated they would like students to have critical thinking and problem-solving skills to make informed choices in their lives and careers.

Learning to be cooperative, empathetic, learning how to solve problems and conflicts, how to make decisions, and how to create and innovate. Because our children need to learn how to face the current social challenges in the middle of a world increasingly interconnected and complex.

4.9 ★ 14 👤

Personal Development

Resilience and Independence

- This is a medium conversation in Q3.
- Participants indicated they would like students to learn to be resilient and to take risks. They also would like them to develop independence and the ability to advocate for themselves and others.

Independence. To learn responsibility for their own actions and success.

4.6 ★ 13 👤

Motivation, Perseverance and Confidence

- This is the largest conversation in Q3.
- Participants indicated they would like students to build confidence and learn perseverance, even through failure. They also discussed how these skills can be motivating and help support a sense of curiosity when exploring different topics.

Perseverance - being able to learn for oneself and overcome struggles and challenges. If students learn this, they will be capable and successful.

4.8 ★ 11 👤



Social and Cultural Development

Accountability and Work Ethic

- This is a large conversation in Q3.
- Participants indicated they would like students to learn about accountability and responsibility to prepare for life after high school.

They need to have a strong work ethic and a strong support system so they can thrive without fear of failure or fear of seeking help when needed.

4.7 ★ 14 👤

Respect and Belonging

- This is a medium conversation in Q3, and a small conversation in Q1 and Q2.
- Participants discussed the importance of students showing respect for peers, teachers and people in the community. Some thoughts linked the idea of respect with belonging, and discussed how this can open minds, foster engagement, and help students feel valued.

Students need to feel like they belong and are valued. That someone believes in them and is willing to listen and help when needed. Without these elements we risk disengagement and failure in our students.

4.9 ★ 15 👤



Division Goal #1 - Student Learning

"Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal and social/cultural growth."

Curriculum and Assessment

- This is a small conversation in Q1 and Q2.
- While participants appreciate the specialized programs offered, they also discussed how more flexibility and diversity in programming could be offered for earlier grades.
- Some thoughts discussed how students are assessed.

Thorough student assessments followed by appropriate, challenging and engaging educational tools. A teacher did this and we've seen AMAZING results. She determined needs, then used and sent home resources and included us in the learning process.

4.5 ★ 11 👤

Math, Science and Language Skills

- This is a medium conversation in Q1 and Q3.
- Participants would like to ensure that students build competency in the core learning areas of reading, writing, math and science.

Make sure they have strong basics - reading, writing and math. These are the building blocks for all further education and basic functioning in the world.

4.4 ★ 13 👤

Classroom Resources and Support

- This is the largest conversation in Q1.
- Participants expressed concern that there are insufficient EAs and support staff to assist teachers and meet student needs.

Increase staff levels (teachers, EAs, advocates, counsellors) to reflect the growing numbers of students and the diverse needs of those students. Students need more reliable, safe, and professional adults to help them learn and cope with a variety of issues outside of school.

4.6 ★ 23 👤

Student Health and Support

- This is a medium conversation in Q1 and Q3.
- Participants expressed interest in students getting access to mental health support, as well as more opportunities for physical activity.
- Some thoughts in Q3 also discussed the positive impact of supporting students both in classrooms and on the playground.

Mental health awareness and ability to recognize unhealthy thought patterns with self-reflection, and know where to turn to for help. Anxiety and depression are so prevalent in our society. Exercise and diet are so important, as are healthy relationships and sometimes medication.

4.8 ★ 6 👤

School Environment

- This is a medium conversation in Q2.
- Participants expressed appreciation for the warmth, community spirit, multicultural environment, and feeling of safety at schools.

Sense of community. Making schools welcome for parents and families. Creating spaces for families to engage with staff and other students is important.

4.9 ★ 9 👤



Division Goals #2 and #3 - Educational and Organizational Culture

“Our people will be committed to a constructive educational culture that values people, excellence, and lifelong learning. Our organization will be principled, innovative, collaborative, accountable and effective.”

Class Size

- This is a large conversation in Q1.
- Participants discussed having manageable class sizes to create optimal learning environments for students.

I believe that smaller class sizes and supports for IS students is very important to all students in the class. One-on-one time with students is so important to help promote their understanding and help them to extend their learning.

4.8 ★ 16 👤

Public School Funding, Access and Policy

- This is a medium conversation in Q1.
- Participants expressed concern about financial cutbacks, and indicated they would like to have more provincial funding which is better targeted.

Give them adequate funding. All the cutbacks to the education system only cuts into the teachers' resources.

4.5 ★ 22 👤

Quality Teachers and Staff

- This is the largest conversation in Q2.
- Participants appreciate the warm, caring and dedicated teachers and staff at schools.

The caring staff. They truly want the best for the students.

4.9 ★ 12 👤

Professional Development

- This is a small conversation in Q1.
- Participants would like to see more professional development opportunities offered to teachers, EAs and support staff.

We need to continue to find ways to support teacher and EA professional learning. When we learn, the student learning outcomes are improved.

4.5 ★ 20 👤



Division Goal #4 - Community Engagement

"Our community will share ownership and responsibility with us for the wellbeing and education of our children and youth."

Communication and Engagement

- This is a medium theme across all questions.
- Participants appreciate the communication that happens between parents and staff, but would like it to be more consistent.
- Some thoughts connected school-parent communication with community engagement, suggesting that this partnership helps build parent interest and participation in their child's education.

Ability to communicate with my child's teacher and receive information about their day via apps and email. It helps me to engage in conversation with my son about what he's learning.

4.8 ★ 10 👤

Diversity and Inclusion

- This is a medium theme in Q2.
- Participants highlighted their appreciation for the diversity and inclusion in schools. They discussed how this helps build a sense of community, and can support the learning goals of everyone, including immigrant and First Nations students.

Inclusiveness. Feel that all students are accepted as they are.

4.6 ★ 14 👤



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Spring 2018



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Introduction

In the spring of 2018, Saskatoon Public School Division reached out to their staff to start a conversation about curriculum and instruction. Participants shared their thoughts and rated the thoughts of others by placing stars next to the ideas that were most important to them. This report highlights participants' priorities and considers areas where the thoughts expressed could inform decision-making around curriculum and instruction.

Exchange Overview

Participation

 749  1,167  21,471

Questions

- Q1** With respect to curriculum and instruction, what should we start, keep, or stop doing to help students build the skills and attributes our community has identified as important?
- Q2** With respect to curriculum and instruction, what do you need help or additional support with?



Insights Overview

Thoughts shared by participants were grouped into themes and an analysis was conducted on the participants' starring patterns. The analysis, which highlights participants' priorities and areas of interest, is presented in the following sections:

- / Leadership and Staff Support
- / Teachers and Staff
- / Instruction and Learning
- / Curriculum and Programs
- / Student Support and Wellness



Leadership and Staff Support

Learning Materials and Resources

- This is the largest conversation in the exchange, and in Q2. It is a small conversation in Q1.
- In both questions, staff discussed interest in having access to more materials and resources that are designed to align with the curriculum, including:
 - Textbooks
 - Manipulatives (math)
 - Technology
 - Assistive technology
 - Lab equipment
 - Books

More resource support. As a resource teacher I could triple my time in school and still not meet the needs of our students. Overwhelmed with unmet needs and related guilt.

4.4 ★ 22 👤

Workload and Support

- This is a large conversation in Q1 and a small conversation in Q2 with a high average rating across both questions.
- In Q1, staff discussed ensuring that teachers hold positions in their subject-area specialty, that their prep time is maintained, and that the pace of change be slowed. Some staff added that they would like teachers to have more autonomy in terms of curriculum and instruction.
- In Q2, participants expressed interest in having more time and resources to prepare lessons and acclimate to new initiatives.

Have experts teach their subject areas.

When people are passionate about what they are teaching, everyone wins. It is infectious and success follows.

4.8 ★ 25 👤



Teachers and Staff

Classroom and EA Support

- This is a small conversation in Q1, and a large conversation in Q2 with a high average rating across both questions.
- In both questions, staff expressed interest in having more EA support in the classroom.
- Some participants suggested that all K-5 classrooms should have an EA available to help any student in need of support.

I need more educational supports in the classroom in the form of educational assistants, EAL experts, resource teachers. Larger class sizes and increased assessment workload means I do not have the time to help these students during class.

4.8 ★ 13 👤

Staff Collaboration

- This is a midsize conversation across both questions.
- Staff would like more opportunities to collaborate with peers, and see these opportunities as a chance to share resources, innovate and problem-solve.
- Some participants expressed an interest in teachers having the ability to design and plan collaboration sessions with peers and mentors.

Let us take back control of our CIT time. Being told what to focus on doesn't help us grow. It is stifling us and burning us out as we still put time into our weak areas which means we work twice as hard with no resources for our actual area of weakness. Treat us as professionals.

4.4 ★ 24 👤

Professional Development

- This is a midsize conversation in Q1, and a small conversation in Q2.
- In both questions, staff discussed the value of professional development, and an interest in PD aligning with grades, topic areas and learning initiatives.
- Some staff expressed interest in gaining more autonomy over the content and structure of their PD, as well as expanding PD offerings and basing them on research and best practices.

Provide teachers with rich PD for a variety of evidence-based instructional strategies for literacy and math and allow teachers professional autonomy training in best practice is important. Teachers buy in when they can teach ELA and math in a way that fits the needs of students.

4.3 ★ 24 👤



Instruction and Learning

Class Size

- This is a midsize conversation in Q2 with a high average rating and a small conversation in Q1.
- In both questions, staff emphasized their interest in smaller class sizes, suggesting that this would permit teachers to better meet the needs of all learners. Some added that smaller classes facilitate stronger relationships and better focus among students.
- Some thoughts discussed how this is especially important for younger students.

Class sizes need to be capped. It is unreasonable to expect that the teacher of a primary class with 25-33 students will be able to address all needs. Students are getting left behind, and teachers are burning out. It is unsustainable, and will cost more in stress leaves and sick leaves in the end.

4.8 ★ 23 👤

Meet Diverse Learning Needs

- This is a midsize conversation in Q2 and a small conversation in Q1.
- In Q1, staff discussed interest in supporting the diverse learning needs of all students, including those who are struggling and First Nations students.
- In Q2, staff expressed interest in having the material and personnel supports needed to ensure all students can access the curriculum and succeed.

Support for students with special learning needs: more EAs, more resource teachers, and student support professionals. We have so many students without diagnoses who still need extra help and simply don't get it.

4.7 ★ 15 👤

Academic Standards

- This is a large conversation in Q1.
- In this theme, participants focused on the need for students to be accountable, and for parent/guardians and students to be partners with teachers in supporting learning outcomes. The discussion around accountability and responsibility aligns with the idea of helping students gain resilience and independence.
- Some suggestions include:
 - Maintaining high academic standards
 - Limiting access to technology in class
 - Enforcing deadlines and attendance policies

We need to stop putting the entire responsibility of learning on the teacher and realize that learning is a partnership between teacher and student. When students understand their role in the learning process, they become empowered learners and develop a growth mindset.

4.7 ★ 19 👤



Curriculum and Programs

Curriculum for Learning Outcomes

- This is a midsize conversation across both questions.
- Staff suggested that there is too much focus on outcomes, and the goals should be to meet the intent of the curriculum and support quality learning.
- Staff also expressed interest in having some creative autonomy in teaching the curriculum.

We should stop getting consumed by the outcomes. We do so much great work in our classrooms, but sometimes we forget that much of that great work isn't outcome-specific.

4.3 ★ 25 👤

Courses and Programs

- This is a midsize conversation in Q1.
- Staff expressed interest in courses and programs which focus on building skills, especially in the areas of math, FNIM content, literacy, and vocational skills.

Continue with First Nations/treaty education. It's important for reconciliation and the future of Saskatoon's community.

4.2 ★ 25 👤



Student Support and Wellness

Behavioural Support

- This is a midsize conversation in Q1, and a small conversation in Q2 with a high average rating across both questions.
- This theme has a high average rating among the elementary teacher or administrator demographic.
- Staff expressed concerns that students with behavioural issues are disrupting the learning environment for themselves and other students.
- Some participants suggested that more supports, programs or alternative learning spaces could help address problematic behaviours.

You cannot teach or learn if your environment is chaotic. To create a calm learning environment, student behaviour needs to be addressed.

4.5 ★ 23 👤

Wellness and Counselling Support

- This is a small conversation across both questions with a high average rating.
- In Q1, participants expressed interest in students gaining access to counselling and mental health support, as well as the potential benefit of integrating mental health into the curriculum.
- In Q2, staff discussed the need for more training to help them identify and deal with students in crisis, and expressed interest in having more counsellors or health professionals available to support students with mental health needs.

I feel we should be implementing mental health into our curriculum. Mental health issues are becoming more and more evident and our students and staff need to understand what it is, the signs and how to deal with them.

4.6 ★ 21 👤

The Thoughtexchange Process

Thoughtexchange provides software solutions that bring people together, build trust and make progress on important topics. People can confidentially and independently share their thoughts, appreciate other points of view and understand how their perspectives are connected to decisions.

A simple process ensures everyone is heard, everyone learns and important ideas emerge. The diagram on the right shows the three steps of the Thoughtexchange process.



Share answers to open ended questions



Add stars to thoughts shared by others



Discover what is important to the group

**PROVINCIAL EDUCATION PLAN
SECTOR ENGAGEMENT**

FEEDBACK

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

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

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

Generally, the group felt these were all important themes but not all were easily quantifiable.

- #6. Group agreed that theme 6 is critical – without mental health, success is difficult to attain. Concerns that process of evaluating learning should be through various methods and not avoidance of one particular method eg. Not having final exams and only projects
- #3. Early learning emphasis – full-day kindergarten everywhere? More information for new parents, newcomers, starting them off with more emphasis on literacy.
- #4. Should infuse Indigenous languages and culture into the curriculum rather than treat it as a unique module
- #8. School administration has an impact on the culture of community and engagements with parents. Changes in administration are not always related to reassignment, they could be retirement. Demographics play a role. The Board does strive to place teachers and administrators in their communities and for longer terms.

Additional Feedback

- Question to clarify **Mental Health** as strength based....not defining the mental health as deficit based when discussing specific individuals
- Process to handle **mental health** is a key... not that there is a single solution
- Grades 6-12 lots of pressure on students how do we recognize this and support them best?
- Does social media play a role in adding to student anxiety?
- How do our youth find peace with things?
- 20 years ago people dealing with clinical depression would hide this journey it is much more open these days. We are moving in a positive way albeit slowly
- **Growth mindset** is really important in dealing with issues such as mental health. Do your best and try to move on. Many of our youth are perfectionists and this gives them anxiety
- Practice makes permanent! New saying ...tough to get perfection!
- How do we build resilience in our students?
- Curriculum that is culturally affirming...how do we blend in diversity into the curriculum?
- Hard to define how to best support students in all 8 points this is tough to do.

- These are great themes...but how will the resources be in place to support this important work?
- Where is the budget commitment?
- If you can't fund things...what is the point of doing this work?
- We need to elevate students not just aspire to meet the minimum with graduation requirements Ministry terms as successful graduating in 3 years after starting grade 10 ...but people can definitely be successful even if they don't graduate in 3 years. Redefine what is success!
- If you are in a school that has many students who are dealing with life circumstance and take longer to complete your graduation rate...on time grad rate numbers could suffer as a result but does this really mean you are less successful?
- Kids graduate when they graduate but do they have their passion when they transition out and be ready to take on the world.
- Business industry wants people who are ready and not necessarily that they graduate in 3 years
- Are we becoming obsessed with the 3 year graduation rate instead of keeping the big picture in mind
- What special resources do you need as a school if you fall below a certain performance level on the 3 year graduation rate could be one way the province could approach reading the KPI (key performance indicator) and providing additional resources to those schools.
- It is about a target for the Ministry to compare within Sask and between provinces
- Early Learning literacy is very important preschool years are really important. Preschool and daycare situations are critical discussion points to support little ones and families

Some students are far behind to start with and it is very difficult to have them catch up when they start K

- Some of these **little ones** need significant extra support right away
- **Earliest learners** 40 preK programs spread between 14 schools
- 600 students - between 3 and 4 year olds
- There are **special needs preschools** before age 5 too
- Provincially we need them to step up and **work with other ministries** to provide little ones with support they need before they get to school
- Those in **preK** and then come to K are significantly ahead in some cases
- Who gets this opportunity?...many **preK** programs are targeted to the inner city
- Has the success of these **PreK** students been tracked? Measurables... Ministry is tracking the data (we think)
- Often **transiency** was an issue for tracking
- What are we going to do to break the cycle? Stable housing and food security **Equity**.
- **Intersectoral collaboration** is it being seen? There seems to be a little more but not to the level we need to have large scale success for students who need support

Integrated approach to support students age birth until age 4 where is the conversation at in regard to this topic

K-12 Education system has been ready at age 5 to take students but the student needs to be as ready as possible when they arrive (we are not blaming the student here)

- Ed Sector plan we need higher **interministerial collaboration** for this to happen
- There are lots of barriers how do we rise above to get this accomplished.
- Prince Albert had the Hub which brought partners together.

What themes are most important

#4 and #5 collapsed into #7 curriculum

Ranking for question #1 – from one group

1 – # 8 relationships

2 – #3 Early Learning and literacy

3- #2 education system is equitable and accessible

4 – # 7 collapsed 4 and 5 with 7

5 – #6 strength based Mental Health

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Generally, the group felt these were all important themes but not all were easily quantifiable.

Discussion took place about learning methodologies used and how that is reflected in curriculum.

- group agreed that theme #6 is critical – without **mental health**, success is difficult to attain
- concerns that process of **evaluating learning** should be through various methods and not avoidance of one particular method e.g. not having final exams and only projects
- **#3 Early learning emphasis** – full-day kindergarten everywhere? More information for new parents, newcomers, starting them off with more emphasis on literacy.
- **#4. Should infuse Indigenous languages and culture** into the curriculum rather than treat it as a unique module
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Math Literacy - We need to help parents understand that there are multiple literacies

- Take home reading is essential
- Kindergarten teachers are foundational
- STEM is missing
- More math and STEM
- Do teachers know how to put on a STEAM/event
- Fun night with a STEAM Focus
- Perhaps [REDACTED] could host a STEAM event for all feeder schools
- A stronger tie to the feeder high school might be a good idea
- Extra curricular is so important
- What is the goal of school?
 - graduate?
 - University?

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- Proactive approaches to **mental health** are evident in schools
 - anxiety is a major issue
 - girls anxiety in grade 4/5 is an issues
 - support for mental health has come a long way
- education system needs to be flexible, you can get the training you need in six-eight weeks
- system has a hard time keeping up and predicting the future
- need to look at the **reasons for success and failure (equity)**
- parent/school communication is important
- we need to teach them **skills to be successful in life**
- more support is there for individual students
- need more EAs/community involvement
- staff/student relationships are critical
- more flexible high school requirements

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The discussion showed the following three themes were most important to our group:

- 1 - #2 The education system is **equitable and sustainable**
- 2 - #5 **Inclusive and safe** school environments support diversity
- 3 - #8 Students, parents, teachers and communities are engaged in **respectful relationships.**

Discussion included the following:

- **Respect** isn't a strong enough focus. Ex. technology – a lot of people don't know how to have a conversation or appropriately engage in conflict resolution. Cyber bullying. Face to face respectful relationships can get lost in the shuffle.
- knowing that a successful student has all the advocates behind them (**parents, teacher, community, compliment of resources**)
- language **barriers** are blocking some parents access to understanding what is going on in the division. (diverse languages, so not everyone can get the information because not everyone speaks English so don't have same access) **Equity**

- Some of the difficulties in core neighbourhoods – lots of things are too "technical", the language might not be accessible. some people prefer story telling to reading. **Equity**
- Concern noted that teachers are acting as social workers. Suggestion around using more volunteers.
- Sometimes it takes months to get supports in place for one students.
- Discussed a pilot done about 10 years ago at [REDACTED] School when the resource room teacher **co-taught** with the teacher so you weren't pulling students out of the class. This individual perspective was that this was a great success.
- **Building independence and being prepared with life skills.**
- Conversation around supporting students with practice skills so they can be **effective and productive** later in life
- Include curriculum that is for **practical life skills**. It doesn't seem there is time for students who want to get the right credits for post-secondary to also take basic life skill type classes.
- **Appropriate use of technology** in the classroom. A few parents observed students use technology in ways they are not confident are the best use education. (provided examples of movies, athletics, math games with a worm that their child plays at home on weekends. Parents try to restrict use of technology at home, but can't restrict use at school with teacher support.
- One parent noted they don't believe achieving these goals is the sole responsibility of the teachers. Believes **parents and families need to collaborate** and work with the schools to get the results they are hoping for.

Questions Raised:

- A parent asked about why our students are lagging compared to the rest of the country. How do we better prepare students to head to university from high school? The questions remains if we support indigenous groups are we taking from other areas and students that need to be better prepared for post-secondary. What is preventing some students from being successful?

Saskatoon Public Schools held Thoughtexchange consultations with parents and staff. The following were student skills identified to be successful in life after graduation:

1. critical thinking
2. problem solving skills
3. resilience/perseverance
4. taking risks
5. independence
6. sense of belonging
7. accountability/responsibility
8. respect

Are there other themes that can have a positive impact on preparing students for their future life and learning: If so, what are those, and why are they important?

Student Skills – all were considered important

- #5 independence (move away from helicopter parenting or creating opportunities for responsibility) but should be mindful and respectful of inter-cultural perspectives and competency

Group liked "taking risks" – important to learn that trying could mean success or failure

- Suggestion to add a social aspect to the skills (confidence, relationship building as there is in the buddy/care partner system)
- Should add ability to adapt to change – resiliency
- Should add media literacy
- Add Collaboration/cooperation
- Consider Civic responsibility, reciprocity
- conflict resolution
- confidence – sense of work and it's ok to fail (taking risks #4)
- Being able to apply these skills to different areas
- generosity
- independence
- belonging

- mastery
- how do we teach families the same skills to teach their kids at home
- knowledge vs skills – sometimes it seems mutually exclusive. Find creative ways to bring these together
- Parents feel that there is a lack of transparency around the student outcomes. Would like to be well communicated to families.

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- how the brain works will help kids understand
- taking calculated risks/vs risks
- Mindfulness and coping skills
- active interaction and communication
- land-based learning is so critical

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- financial literacy
- relationships/interaction with other human beings
- sports is very important for the team aspect
- how do we help the kinds that don't fit in
- more supports needed for teachers
- social interaction
- all were considered important!

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Thoughtexchange

Student skills identified... what are the most important from your perspective?

- Passion
- If you have a stable home environment these 8 points are taught there...so for some students unfortunately this is not being reinforced at home.
- Curiosity and divergent thinking (example: special programs eco quest...electives and fine arts)
- Resiliency
- Growth mindset
- Risk taking– many students are scared to take risks. Are we creating this at home?
- Urban environment – you need different skills to get by (helicopter parents...protecting their kids)
- Sense of belonging – how does this fall under a skill. It can be encouraged but not really taught
- If you come from Lower Socio-economic home you may have less chance to engage (ie:extra curricular activities)
- Self-care