

Sun West School Division
Future of Education (4 question responses)

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

Character Skills – (these apply to all job types and are practical life skills).

- Interpersonal skills, 21st Century Skills, character traits
- Time management (be able to be organized)
- Accountability, take responsibility for their actions and understand having work done on time and know consequence.
- Critical thinkers ability to question things
- Collaboration and team work
- Character, confidence in who they are
- Communication skills (how to communicate better and not just assume "communication" is back and forth texting with no human interaction)
- Citizenship, being accepting of others, respect for other and their environment, empathy
- Digital citizenship will be a focus as we use technology for learning.
- Ability to adapt to change
- Be good problem solvers (independently and in groups)
- Coping with Social Media
- Mental wellness, developing and maintaining healthy relationships
- Independent
- Time management, punctuality, self-direction (motivation), self-advocating and self-regulation skills
- Perseverance, determination and grit
- Positive mind set
- Work ethic, challenging self, not accepting mediocrity
- Responsibility
- Leadership skills
- Know their learning style as students benefit from understanding how they learn best.
- Teachers need to be able to lead students to understand the process of moving from I DO (teacher) to We DO (teacher/student) to You DO (student) so they are successful as an adult

Reading/Writing

- Writing is very important. Often reading levels are higher but should be able to communicate well in writing
- Grammar, punctuation, communication skills.
- Know how to type
- Cursive writing should be taught
- Ability to write exams

Math

- It is important for them to have a strong understanding of their basic math facts in all 4 operations.
 - Financial Literacy Budgeting, kids should be able to read analogue clocks
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2. What gets in the way of student success and well-being?

- Addictions (social media, alcohol, substance abuse, illegal drugs, etc.).
 - Parental support or lack thereof
 - Family dynamics.
 - Parent understanding of the changes in education
 - Low attendance. The level of student absenteeism is forever increasing in the schools. Letter home seem to have little impact and the educators feel that are losing ground on this issue.
 - Socio-economic issues. (Lack of nutrition, sleep, money)
 - Community engagement;
 - Mental health and wellness anxiety/depression, lack of self-esteem (more accessible, timely support for our rural schools). Lack human resources such as the lack of professional help (i.e. psychiatrists, physiologists, and any other professionals. waiting times to see these professional are unacceptable. inter-agency communication is poor,
 - Lack of self-confidence, being afraid to fail
 - Lack of motivation, ambition
 - Lack of consequences of inaction
 - Personal fears, stress, anxiety
 - Lack of EAL staff in rural areas to Social factors transportation, budget, access to resources, nutrition (basic needs),
 - It feels that there is a lack of accountability for students Maybe it is okay to get a zero. real jobs have deadlines
 - Peer pressure
 - Time management
 - Cell phones and electronics (distractions, games, etc.)
 - Instant gratification, basic needs not met, egocentricity, no consequences, lack of grit and perseverance
 - Work ethic - lack of, desire and drive, expectations (their own/community/family), lack of opportunity to develop skills
 - Dependency on technology.
 - Extra-curricular
 - There are students who require structure to help them be successful and we need to provide that for them. Once a student graduates grade 12 how does the success they've experienced translate into success in university- because it may not be structured that way
 - Parents also mentioned the assessment changes from grade 9 to grade 10 still makes it confusing for parents with the 1-5 assessment at the grade 9 level, followed up with a percentage at the grade 10-12 level.
 - Reluctance to face adversity, avoidance of confrontation, and how to deal with failure and confrontation appropriately.
 - rural/urban split
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3. What is working well now in Saskatchewan's school system that prepares students for their future?

- PeBL in Sun West, Distance learning options
 - Personalized learning is working as we are able to work with students at their own level. No student is pushed beyond their limits or held back when ready to move.
 - Personalized student programming, access to a variety of learning opportunities inside and outside of the base school, Personalized electronically Blended Learning (PeBL) in Sun West School Division.
 - The parents said that PeBL is working well. They note how Kelso's Choice and the Zones of Regulation at the elementary level are definitely preparing students for self-regulations and "solving small and big problems" Parents noted the success of SWSD's Work Experience programs. Furthermore, the Distance Learning opportunities was definitely a success for students. Parents also commented on how well the SWSD does on their Student Leadership opportunities - workshops, conferences, etc.
 - Parent-teacher engagement, our understanding that the world is changing and to keep up with technology in our classrooms, PeBL philosophy in Sun West School Division
 - The Sun West Distance Learning Centre and the opportunities it presents. The trades, PAA, work experience. Driver Education opportunities in school. Giving students the opportunities for a variety of new experiences, distance classes or online learning, learning in a busy environment
 - Smaller class sizes are beneficial for students, career support at the high school level, strong school communities, relationships between staff and community, parent and student voice, wealth of electives kids are allowed to explore, access to community resources
 - Parent Engagement is important for students to continue their learning at home. Opportunities for students to lead. School Recognition for what students are doing well outside of academics.
 - We have a variety of ways to meet student needs in schools that help all students be successful. This is working well. Giving students opportunities to work at their own pace is working well, by letting students know that everyone learns differently and that is okay.
 - students having voice and choice and getting to know how they learn best, CWEX, drivers ed taught in school, keeping up with technology, distance learning
 - opportunity for courses - choices, meeting a diverse set of student needs, relationship between parents and schools is beneficial, opportunities for various unique learning opportunities
 - Instilling confidence, focusing on character-building and skill building as well as learning the outcomes. Tailoring to specific learning types.
 - Individual school systems, autonomy over decision making for each division
 - Striving to understand each individual learner and what they need to be successful.
 - holistic support; graduation rate (at our school); communication (at our school); blended learning, addressing diversity
 - Canadian schools encourages and demonstrates that having your grade 12 education is important for your adult life. We do allow students to fail so they learn the value in striving and being successful- it makes their learning meaningful to them. We try to provide more than just educational needs to certain schools/divisions- we need to meet their physical and mental needs as well. Our InDEP schools help support those students who do not 'fit' in the traditional schools can achieve graduation but in their own pace and time.
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4. What needs to change in Saskatchewan's school system to better prepare students for their future?

- Funding for additional Support staff, counselors, teachers related to the following items. Financial Literacy, Problem Solving (independently and in groups), Mathematics, Technology, Coping with Social Media, Developing and Maintaining healthy relationships, Life Skills. - we feel all of these apply to all job types and are practical life skills. Addictions (social media, alcohol, illegal drugs, etc.), parental support or lack thereof, mental health, lack of consequences of inaction,
 - FUNDING!!! Our students are the future and we should be focusing funds to ensure this for both Urban and Rural settings. QUIT with the cutbacks to education, instead make education a focal point. Increased access and availability to outside resources such as speech and language, mental health etc. Curriculum, Credits for High School Graduation (looking at the Core courses students MUST take), students need to be pushed to do better, student and family accountability to education.
 - Budget based on student needs: school board reform; curriculum (basic foundational skills); vague rubric grading system
 - We need to quit having cutbacks, lower teacher pupil ratios, more Educational Assistants.
 - Inter-agency involvement, regular access to itinerant staff, better funding, smaller student to teacher ratio, better resources that are there to support diverse needs, higher value on education, early intervention
 - Are we doing the kids any favours by pushing them forward when they many not have the work ethic and capabilities needed to succeed in higher grades
 - Resources accessible for all learners, supports for EAL and all diversity students. More EA time for classrooms, smaller classes, and smaller teacher/pupil ratios, more money budgeted for education
 - Students need to develop 21st Century Skills to be successful.
 - Lose grade levels, more practical hands on options, learn how to take criticism, include opinions from the teachers, talk to the people in the trenches
 - more supports (SLPs, counsellors, etc), increased funding for pre K programming, supports/resources for at risk population, connection between all systems (justice, health etc.), percentage grading in all grades
 - Don't lose sight of the fundamentals and the 3R's, life skills (banking, finance, budgeting etc.),
 - How do we change the me-first attitude and build work ethic so students understand that they have to work for their successes. Challenge students and teach them how to face adversity. Change graduation requirements (less stringent) so it benefits all types of learners and all walks of life. Tighten up truancy regulations so students need to be in class so to receive credit
 - Creating a balance between flexible seating and personalized learning. Having set dates for units and creating extended learning activities so that students begin the next units at the same time.
 - Increase in funding, more interagency supports
 - More flexibility for individual student's paths to graduation. Continued focus on early learning and literacy.
 - Parents talked about that there needs to be a reinstatement of the Early Entrance program. They talked about the importance of catching kids early and supporting them in their formative years. EAs need to be utilized with children at this level, whether it be in Nursery School or in the Pre-K programs. It was also noted that with Kindersley's need for Pre-K, there needs to be more than the 2 classes of Pre-K (am class and pm class). It needs to be mandated by the province so all school divisions must adhere to providing and staffing Early Entrance programs.
 - We need to support more personalized learning - moving away from the generalized/traditional instructional practices. Our DLC is awesome at meeting the different needs and interests that our students have. We would encourage that it is mandatory for students in grades 10-12 to take one course through the DLC so they can learning independent skills. We need to bring back courses that provide students with the life skills like balancing budgets, doing taxes, and managing money.
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