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Business, Community and Post-Secondary Leaders In-Person Session Comments Feb. 2, 2024

Below you will find all comments exactly as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity.

Given your role and your knowledge of K-12 education in Calgary, what priorities for student learning should the CBE focus on?

- Lifelong engagement – the value process of critical thoughts. Dialogue culture of openness. 2
- Priorities: Empathy – building empathy, perspective, taking, appreciation of & for others.
- Give Learners the experience they deserve – the opportunities to see themselves, be themselves and teach themselves. 1 Give pathways to be co-collaborators in their learning. To inform content, to be part of the dialogue.
- Student voice & choice.
- Entrepreneurial Thinking – Breaking down large problems & affecting change. 1 Sense of pride of ownership, working in an area of personal passion. 1
- Citizenship 6 – critical – cannot be lost, what does this actually mean? 1, Productive, Engaged, Contributor to community.
- Being a good human; life skills is not an either/or with academics. 1
- Teaching students to be contributing community members. 1
- How to be good respectful citizens in a melting pot society/community. 2 Learning – understanding for others POV, culture.
- Paying attention to how the pandemic has impacted social skills for students? How has this been taken into consideration? 3
- How are we considering emerging technologies? AI
- What needs to be considered to address the realities of AI for the future of education.
- Science/Literacy – focus on climate change; focus on “world issues”, relevant to the world we live in. 3
- Stem/Steam – tech focus on student learning; future tech access; coding – creative thinking; ARTS – creativity and innovation; hard and soft skills.
- What’s the weighting of technology & well being “balance”. 1
- Math: Teach Math like a language; basic Math matters – fractions; English – spelling, grammar; Communication skills – critical thinking; intellectualize an argument.



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- English as an Additional Language: support for newcomer students & families. Role of students in supporting parents.
- Media and digital literacy; critical thinking. 4
- Financial literacy for all: budgeting, loans/savings, taxes.
- Improve capacity to teach “soft skills”. Meeting the outcomes (what) of program of study and the “how to touch on the soft side”. 4
- Imbedding Physical Literacy concepts and resources in all Phys-Ed programming.
- Health: working on skills on resiliency; coping strategies when managing health interventions. Learning biology – immunity, access to the health care system. Literacy: EAL increasing this so families more able to understand accessing health.
- Equity/Justice – reducing barriers 2 – ensure all students across the city are supported. 2 Shift in language from equity to justice (eliminate barriers). 1
- Yes! Recognition of equity and taking into account privilege; justice = remove barriers. 1
- How can we help all students meet needs within the school system. (fitting all in, school not just for a specific range of students).
- Incorporate and support families; interdisciplinary approach - academic & hands on; Relevance – what does it mean for the future? Growth mindset; Belonging; Problem solving.
- Experiential learning opportunities for all ages (e.g. Healthy living school). 2
- Experiential learning – field experiences; opportunities to go deeper beyond the classroom – depth of learning; multiple ways; longer term. E.g. beyond field trips. 8
- Early exposure to career exploration opportunities. (start with in CTF for example). Pathways through CTF directly into high school opportunities (RAP, unique pathways, dual-credit).
- Deeper Learning: Opportunities within open-minds opportunities – exploration – connection to outcomes.
- Focus on differentiation for students of all levels and abilities.
- How? Do we develop curiosity? Interest? Resilience? Reading levels/literacy media literacy? Critical thinking skills? Competency? Media literacy? Multiple literacies – engagement, curiosity, passion for learning.
- Classroom complexity needs to be prioritized and approached wholistically – include students in the solution. Address respecting/valuing all students: ability, culture, experience – Celebrate, diversity. 1
- Standardized curriculum does not mean kids are standardized. Learning must be differentiated in alignment with curriculum.
- Stop making – or trying to make – student/classrooms homogenous. 4 Focus on engagement vs. compliance. Appreciate progress over mastery.



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- Prioritizing inclusive classrooms. All students of all abilities learning together in regular education classrooms. Providing professional development for school leadership and teachers to eliminate ableism and support classrooms where all students belong. 4
- Diverse Needs of Students: Neuro, physical, cultural, Indigenous, Ages of students, life backgrounds/circumstances, support & involvement with outside involvement. 3
- Support for both the children with needs to feel like they are a priority and their peers.
- Appreciate, harness, respect, support – diversity; meeting students where they are at.
- How do we appreciate all diversity & appreciation that exists? Moving away from conformity; inclusive communities.
- Across the system coherence; a focus on inclusive education (skill set and understanding) around genuine inclusive education in the community school.
- Priorities: for student with intellectual disabilities to be seen as learners, future citizens. 3
- Increased supports for Non-traditional settings; D.C., Alternative, Chinook, Attendance Centre, Louise Dean, Westview. Partnerships circling around these programs.
- Opportunities to get credit through community partnerships.
- Partnerships: how to find connections, make learning opportunities, balance with curriculum needs. 1
- What does CBE do & when to seek out partners and when to collaborate/leverage skills. 1
- Openness to community and partnerships to provide supports to classrooms. 6
- A focus on increasing or leveraging existing community supports. 1
- A focus on developing a sense of how do we bring a community together to support students.
- There is a sense of “overwhelm” in the school community – a need for an attention to wellness.
- Well-being – equal access to safety and belonging; coordinated focus on wellness; adult mental health key; student & staff wellness; elevate well-being framework; high # of newcomers (student & staff) need dedicated time to develop sense of belonging. 2
- Prioritize student well-being framework to inform strategy – all other aspects; Well-being – Literacy, Arts, Math, PE.
- Focus more on well-being as a way to support/strengthen academics. 1
- Priorities – holistic well-being (mind, body, spirit); Social emotional learning; emotional intelligence; cross-cultural competency; opportunity for student voice in the learning process. 2



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- Belonging as an intentional practice. 2
- Belonging – safe & welcoming as a key focus. Especially when home does not feel like that kind of space. 1
- Priorities: SEL – Sense of Belonging; foundational for academic learning and achievement. 1
- Is it possible to include a 4th year for high school students (intentionally & mapped early not an after-thought). 4
- How can CBE support students with life skills? – successful transitions into adulthood; financial life skills. 1
- What role does the education system play in supporting students in adulthood? Everyday life? How is this incorporated in education?
- Not what to think but how/why – creative problem-solving; critical thinking; how/why? 7
- Strong communities; resiliency; resilient humans (buffers like literacy and mental health); tracks to programs like trades; emergent needs of students & families; fundamental skills; well-being. 5
- Well-being, resiliency, longer term outcomes – employability; health, mental health, critical thinking, problem-solving. 5
- Supporting Resiliency – leveraging partnerships – internal/external; looking at ongoing opportunities with youth workers – social workers; in school – out of school. 2

When thinking about societal and economic changes in Calgary, what competencies and skills will CBE students need to thrive in life, work and continued learning?

- Students graduate with a culture of kindness, better communication skills; “make everything they touch better” 2
- Exposure to opportunities (e.g. “Try a trade” experiences.) Connection to what they are learning in class to application. 3
- Application of curriculum in real life opportunities and lived experiences of adulthood. What might this look like in high schools? 3
- Focus on the process of learning and not on getting it right. 4
- Students can represent learning in so many ways not just traditional school needs to be a place to take risks & fail rather than be punished. 1
- Put the child back in the centre of learning. 1
- Move away from individual success – move towards collective good. Less competition, more collaboration. 1
- How to function in a group environment. How to be a student again post pandemic.
- There are lots of “good” students who are suffering inside.



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- As world becomes more complex and students have access to the “what” world how changed from what you do with your hands now. What you do with your head and your heart. 1
- Where are the competencies for being a good person/citizen? Why don't they guide it all? 2
- Time and space for teacher-student relationship; how might we reduce administrative tasks, etc. that take away from personal connection. 2
- How kids can advocate for themselves. How kids demonstrate their learning.
- School making: good humans, good citizens, be part of a community. 1
- Collaboration skills; open to learning & other perspectives.
- Competencies over Content – competency connections through and across disciplines and portfolios – social emotional, mind/heart, creativity, curiosity, communication. 3
- Schools as communities – connections within & outside of the building. Larger local, global – connections...collaboration.1
- Importance of relationships and people skills. Support teachers with resources/skills to help advance this.
- Soft skills: resiliency – risk-taking, flexibility, welcoming communities, be as a community, critical thinking. 3
- Employers are concerned about soft skills – reliability, accountability, communication, professionalism.
- Ability to analyze materials, ability to be critical thinkers, ability to access resources available in school and community. 2
- Competencies: priorities – physical, mental, emotional health; critical thinking; life skills: empathy, working with others, etc.; learning through play.
- Skills: critical thinking, technology skills, adaptability, problem-solving, persisting through challenges, curiosity, self-advocacy skills. 3
- Competencies/skills – skills for success outside of school: financial literacy and critical thinking.
- Personal finance for positive outcomes; how to budget (loans for school-post secondary), taxes, essential finance exposure.
- Competencies & Skills – community – skills to cultivate community, how to find & connect with different communities, how to welcome diverse voices & perspectives into those communities; how to navigate/weather changes/disruptions to one's ecosystem. How to resolve conflict & express yourself – communication fundamentals. (advocate, advise). 1
- How to encourage critical thinking & self-reliance skills for future success.
- Competencies & skills – learning to be a part of an inclusive society. To be collaborative, creative, citizens; to know & understand the effects of ableism alongside the other types of discrimination.



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- School skills (academic & curricular) & Social-emotional, how to be in the world, relationships, interpersonal, regulation, etc.
- Competencies: Adaptability – inclusion; critical thought, resiliency – hands on, creative, outlets (Unique pathway, work credits). Self-awareness – self advocacy, volunteering; Active engagement; physical literacy. 1
- Digital citizenship: medial & social safety; embedded within curriculum.
- Competencies & Skills students need to thrive: work with/between community & in collaboration with partners (ex. Non-profits, other social providers, caregivers); student/schools are part of the ecosystem they exist in – how are communities/resources invited in to support well-being/growth. Skills –
- Need students to be curious, think critically, problem solve, empathy. 1
- How to create more “space” in school schedules for life skills & following passions.
- The ability to think collaboratively in complexity...finding the leverage points with people/systems who think differently from you. 1
- 21st century needs critical thinkers, innovative skills, creativity, problem finding & problem-solving visioning – what if? 4
- Hopeful, purposeful, valued, impactful. Be part of something bigger than themselves. Critical thinking. Relationship (interpersonal skills). Problem solving. Life-long learning. 3
- Critical thinking skills. 4
- Pace of Change – lifelong learner skill. Disruption – resiliency skills. Calm as a focus. 1
- Teach kids how to be active in your community. Adaptable. Supporting interconnectedness. Kids leading their learning and driving/identifying competencies. Teachers – how do they feel part of community?
- Sense of belonging & connection – not on excellence. Social & life skills. Curious about learning. Concept of neighbourhood. CBE can't do it alone; need stronger partnerships. Utilizing technology to deliver learning. 4
- Developing risk-taking for kids in a risk-adverse environment. 1
- Newcomer families seeking good quality inclusive education for their kids with intellectual disabilities, but also need language acquisition help. 2
- Different paths to the future...diversification; connections with post-secondary opportunities.
- Trauma informed care; flexible spaces for learning; utilizing UDL for all students. For all students with all staff. 1
- We are giving students canned opportunities when we need creativity, flexibility, and adaptability. 1
- Individualization, creativity.



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- Wellness – relationships – competence, confidence, self-worth, clear communication – skills; sense of self – within community, within relationships; finding purpose within resiliency – rejection resiliency, trauma, stressors. Opportunities for small & reasonable risks in safe environments. 3
- Teach students to create a place in your life for “fun”/enjoyment. 1
- What is the throughline that connects all grades and all areas? E.g. Critical thinking, being in a relationship, assessment, clear communication. Learn from Indigenous ways of learning (circular, woven)
- Why are we still doing standardized diplomas and PATs. 3
- How do we assess and affirm at the same time? 1
- Education is lagging significantly behind in preparing kids for the 21st.
- How is success defined at graduation? Lifeskills, safety, real-life citizenship. 1
- How are barriers to access of learning addressed? Technology, language. 1
- How are we measuring success? Traditioned vs where we need to be with current context. 3
- Various ways to contribute to society: how are we a community, societal issues, more than product-driven. 1
- Teaching resiliency – adaptability, flexibility for students (and staff & leadership). Wrap around approach to mental health self-regulation strategies.
- Be in a classroom with diverse kids, being part of a community, hidden curriculum is life skills (not putting or books).
- Kids want to be in school but not being part of the learning because they can't learn like everyone else.
- Being in school should be engaging & thought provoking; hands on, doing not just hearing; student voice & choice. 1
- Success is the peace of mind you get when you know you've done your best to become the best you're capable of “becoming”. John R. Wooden. 1
- Greater partnership with parents – how to support teaching life skills; how can we encourage stronger partnerships b/w schools & partners. 1
- Mentorship – retired or near retire involvement.
- Active in Community – volunteerism, relatability and ability to relate to others. 3
- Design schools with “family room” spaces; ways for parents to be comfortable being part of school community.
- Parents/families to participate with their student re: life skills; partners to play a role. 1
- How do we make allies of caregivers and families? 3
- Empathy/E.I – Lifelong Learning – Adaptability, Multi variate skill set, critical thinking, emphasize the transfer of knowledge;



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analyze/synthesize/communicate; ability to recover from failure; integrated learning opportunities. Sport! Health, Mental Wellness, Ability to recover from failure. 2