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## Business, Community and Post-Secondary Leaders In-Person Session Comments Jan. 15, 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?

- Student involvement in communities, agency & influence in the community. 1
- Creating conditions for their voice to matter in community, so they can significantly impact their world in a way that matches their priorities. 2
- Priority on hearing and responding to student voice – transparency.
- What do students need to know they have been heard?
- How do we show that we have heard them? Student agency
- Make, create and do things in the world.
- Place in the world. Cultural awareness, Environment of Respect, Citizenship, Community
- Find place in world, community, environments, citizenship – all the communities in which they live. 1
- Cultural Awareness
- Understanding the microcosm of support and being aware of and how to access the community of supports, you are not alone. 2
- Interconnections Awareness, Empowerment of students, to make change, place in community, contribution, relationships & reciprocity
- Connections to Community in CALM class, real connections. 1
- Creative thought, independent thought, pride in work they do, to engage in the world in new ways, eg. Mine craft & city
- Relationships to individuals, the land.
- Innovation-solve future problems, system thinking, teachers need comfort(confidence/competence) to do this. 7
- New Curriculum-lack of resources, disconnect – continuity, support with new resources; teachers supporting with limited resources.
- Impact of student attendance, supporting student attendance in achievement; role of partners to support; role of student attendance in working with partner groups (participation). 1
- Transportation as a barrier, eg. Students who live in the south participating in dual credit; flexible opportunities.
- Secondary – Post Secondary; advisors to help map a plan for students while in school (starting younger); people and resources to support this.



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- How to focus and support students (EAL), 4<sup>th</sup> and 5<sup>th</sup> year high school is increasing; transition quicker into opportunities. 2
- Vulnerable populations, earlier intervention, relationships; challenge priority to support transition. 1
- Emerging adults category (16-21 yr old); post secondaries are transitioning; vulnerable.
- School system grounded in reciprocity.
- Digital citizenship and safety (digital self).
- Is there an awareness of dual credit? Bridging programs, as a way into university/not a barrier.
- Increase in staff supports, show investment in staff well-being and links to student outcome.
- Careful consideration of use of programs, services, providers, eg. Guest speakers, purchased programs and evidence on effective use of these partners while considering building teacher capacity to deliver curriculum and content from a trusted teacher/relationship to students.

## **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?**

- Whose values are we asserting?
- Assessment and Evaluation; are current practices working? Transferrable to PSE? Speaking of making it visible/transparent; Are parents/students setting the key information needed? Impact of increasing % of PATs; High GPAs needed for PSE program; pressure/student well-being. 1
- Government as a partner; where are they going, e.g.: grants in innovation – how is CBE capitalizing? 1
- Student well-being and learning; reflecting on 7-9 data; well-being is necessary for learning; what are the conditions we need to create to support students who are fragile? 1
- Resiliency – Beyond anti-racism; conversations about privilege; confidence in self and be open to change; EQ to have difficult conversations; Safety: Create ethical spaces; contribute to open spaces of dialogue and engagement.
- Student/Teacher well-being; how to respond to the increased need to address mental health and well-being; how is your well-being framework working? How do you know? Evidence? 1
- Continue supports for mental health promotion and well-being for students & staff; Well-being Framework – connecting & belonging, social emotional learning; resiliency & regulation, etc. Support staff skill development in these areas. Investment in teacher training (pre-service) from partners 3
- Cross curricular focus on wellness (not just REW) all subject areas/staff can entrust wellness. 2



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- Technology – use tech tools eg. Language translation, ELA, All; New ways to demonstrate knowledge; digital citizenship
- Investment in Pre-K and K; Childcare in school setting impacts societal and economic outcomes.
- Teacher-student ratio/class size – impact on student learning, how to respond to increasing student population and teacher attrition. 1
- Always striving to get better
- Interesting to Prioritize programming – especially for middle years; grade 8/9, transition; we so often prioritize the younger students and older students. How do we address especially structural barriers. 2
- Deep, personal and reciprocal connection to earth and all of the more than human world.
- Relationships – Building and maintaining authentic relationships; ethical relationship; Showing up with positive regard/unconditional; relationship to the earth/planet inter-relations with nature.
- Greater sense of interconnection and participation in one another with community, place, land.
- Engage respectful in dialogue with others.1
- Seek out other perspectives and hold space.
- Awareness of self; processes of reflection and introspection.
- What are your most significant Principles of inclusion? Are they working? How to prioritize? Do we need to rethink those principles/priorities? In context of current complex classrooms. 1
- How are you considering equity in opportunities for students; transitions, opportunities in school (clubs, sports); opportunities in community.
- Is empathy a foundational literacy?
- Individual and Collective – common good, response and navigating/negotiating; greater interconnection.
- Recognizing interconnectedness and work and communicate in this interconnected way.
- Financial Literacy
- Reserved/continued Early Literacy and Numeracy; see PISA and other assessments, include effective assessment processes.
- Foundational literacy; foundational numeracy; foundational digital (A.I.)
- Focus on EDA; energizing; sustainable, Indigenization – currently a focus.
- Critical Discourse – Foundational Literacies, eg. Digital Mathematical; How to listen; Provincial events eg. Convoy
- Creating Hands-on Experiences; Connections – to outside; Home and School opportunities for students to gain valuable experiences; How do we support disruption isolation? 4



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- Exposure for students, especially partnership outcomes; what workforce needs are being identified? Can/how to inform curriculum; tools available; coming faster; How do we adjust to allow access – critical thinking.
- Research continues to say priorities such as critical thinking is important. Where there may be more room for growth is in grit/resilience, receiving feedback, testing ideas (iteration); collaboration. 1
- Foundational human competencies – discernment, ethical, of value
- Are we creating students who can adapt to the future? Citizens, critical thinking, natural leaders; create connections (especially for newcomers to Canada); everyone has a role in the community; Employee networks to develop leadership skills; how do we support connections.
- Shifting values – TOOLS; Seeking and engage in dialogue with others, Critical awareness, openness to change; global citizenship; believing there's truth beyond our own; looking out; see other perspectives; introspection; awareness of self; who evaluates, who sees this. 1
- What are foundational literacies' for the future – human competencies; empathy; ethics; axiology, literacies – language; digital.