

# Framework for a Provincial Education Plan 2020-2030



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# Introduction

In spring 2018, Minister of Education and Deputy Premier of Saskatchewan, Gordon S. Wyant, Q.C., directed the Ministry of Education to engage with education sector partners to co-construct a plan that would set the course for the future beyond 2020.

The planning partners included: the Federation of Sovereign Indigenous Nations (FSIN), the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), the Métis Nation-Saskatchewan (MN-S)<sup>1</sup>/Gabriel Dumont Institute (GDI), the Ministry of Education, the Office of the Treaty Commissioner (OTC), the Saskatchewan Association of School Business Officials (SASBO), the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF)<sup>2</sup>.

The partners identified a need to work together in a new relationship to co-construct a plan that would provide a shared vision of the future beyond 2020.



The plan will reflect the diversity of the province and ensure the presence and voice of First Nations and Métis education organizations as part of the journey towards reconciliation. At the same time, it will respect and acknowledge First Nations jurisdiction over schools on reserve land.

The partners recognize the plan will build upon the success of the Education Sector Strategic Plan (ESSP), launched in 2014, which has been effective in focusing efforts on improved results and encouraging collaborative work across the province. The partners recognize that improved results cannot be accomplished in isolation and that the plan must respond to the pressures experienced by students, schools, families, communities and society. They recognize the diversity present in Saskatchewan schools and the need for the plan to recognize and celebrate this diversity. They know that the plan must not only address the challenges present today but must prepare students to be well-educated, active citizens in their communities, the province and the world.

<sup>1</sup> The Métis Nation was an important part of the Provincial Education Summit – Shaping the Future of Education: A Shared Vision.

<sup>2</sup> The STF, while one of the planning partners, undertook a separate process of engagement through the Re-Imagine Education project. The STF submitted Education Re-Imagined: 12 Actions for Education to the Minister of Education on November 4, 2019. This work will inform the further development of the provincial education plan.

# The Planning Approach

The planning partners sought to ensure that all needs, requirements and challenges were taken into account in the development of the framework for the provincial education plan. Early in their work, they identified the need to engage a broad base of Saskatchewan residents. They also identified an interest in ensuring their work was grounded in other reviews and documents that have shaped the education system. The development of the framework was informed by:

- A Provincial Education Summit – *Shaping the Future of Education: A Shared Vision* on October 11 and 12, 2018. Approximately 260 individuals from about 80 organizations attended the summit, which resulted in eight future state themes that provided a basis for further discussions and input throughout the remainder of the engagement process.
- An online survey for both students and non-students, conducted between April 8 and May 10, 2019. The survey had an excellent response, with 8,886 responses, of which 1,047 were from students. Overall, more than 40,000 comments were included in the survey response.
- In-person engagement sessions undertaken throughout spring 2019 by several of the partner organizations. More than 300 engagements were conducted with more than 10,500 people participating.
- Review of foundational documents and analysis of key themes that have been notable over time.

All of the engagement processes, as well as the review of the foundational documents were founded in the following four questions:

- What do students need to be prepared for their future life and learning?
- What gets in the way of students' learning and well-being?
- What is working well in Saskatchewan's schools?
- What needs to change in Saskatchewan's schools?

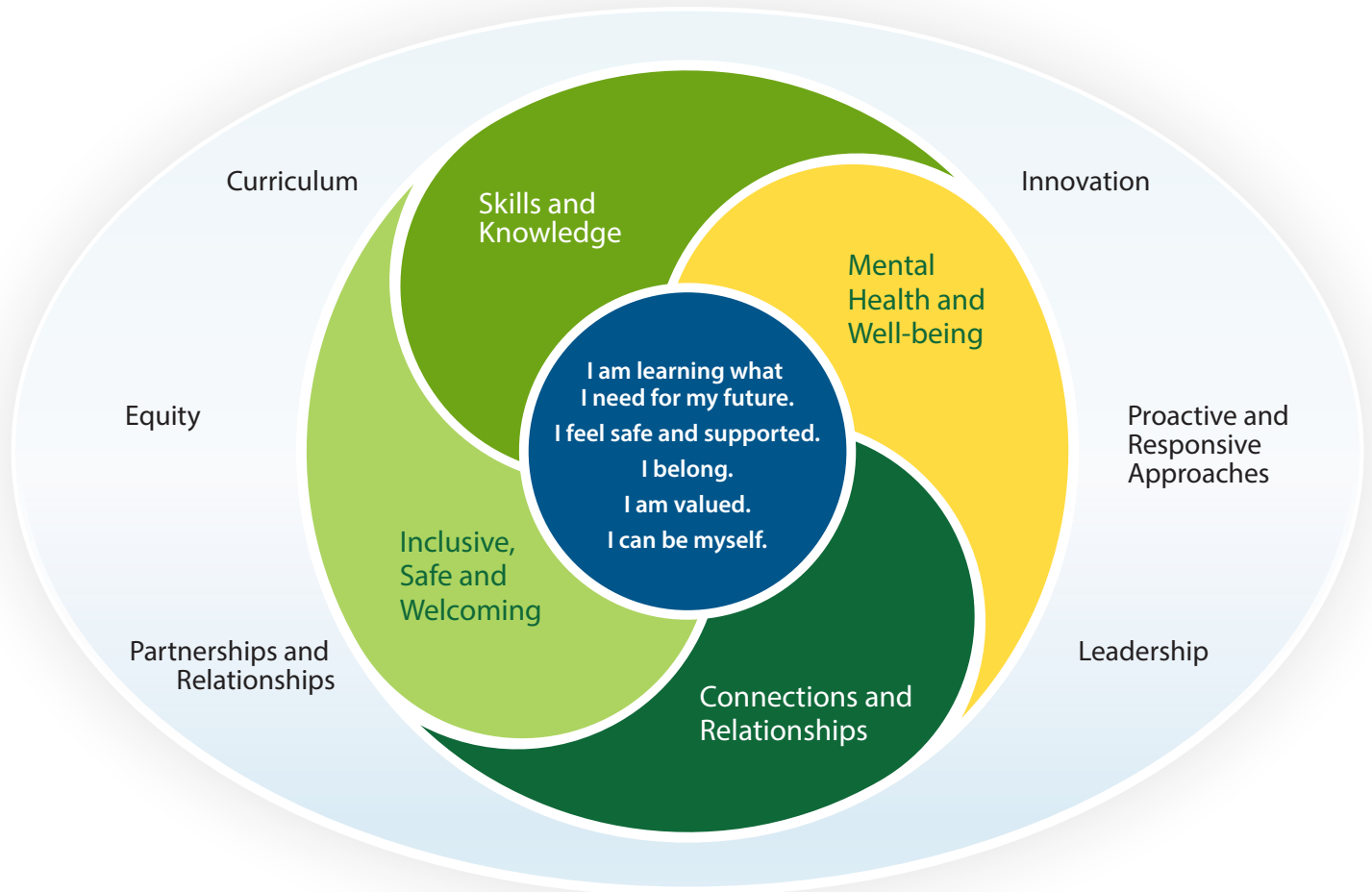
## Common Findings

From the broad engagement of Saskatchewan people through the Summit, the survey and the in-person engagements, 11 common themes emerged. For each of these themes, participants and respondents identified what was working, what challenges exist and what opportunities might address these challenges. The themes include:

1. Skills and knowledge for future learning, life and participation in society
2. Pathways to graduation
3. Instruction
4. Safe and welcoming learning environments
5. Mental health and well-being
6. Honouring diversity
7. Technology
8. Connections between people and relationships between systems
9. Early learning
10. Education sector leadership and governance
11. Resources



# Provincial Education Plan Framework



## Pillars

The framework for the provincial education plan is grounded in four pillars:

- skills and knowledge for future learning, life and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.





## Goals

When considered from the student perspective, the pillars become the “I” statements that drive the goals of the education sector, with the pillar of connections and relationships throughout:

### **I am learning what I need for my future.**

- Young children will be supported in their learning and development of essential literacies and abilities that prepare them for future learning.
- Students will demonstrate knowledge and understanding of the treaties and the worldviews and historical impact of First Nations, Métis and Inuit peoples.
- Saskatchewan graduates will be competent, well-educated citizens who are prepared to meet personal, local and global challenges today and in the future.

### **I feel safe and supported.**

- Students and young children will learn and grow in safe and welcoming facilities and learning environments.
- Students will feel supported in their mental, physical, emotional and spiritual health and well-being.
- Students will feel supported in their learning by their families, communities, educators, school boards and other agencies.

### **I belong. I am valued. I can be myself.**

- All students will be celebrated and acclaimed, able to be themselves and see themselves in their schools.
- Relationships among students and with staff will be respectful, recognizing and embracing the diverse experiences, cultures, backgrounds and identities of all.
- Students’ voices will contribute to their own and others’ learning experience.
- Students will experience positive transitions as they enter school, move among schools and prepare to leave school.

I am learning what  
I need for my future.  
I feel safe and supported.  
I belong.  
I am valued.  
I can be myself.

# Strategies

To achieve these aspirational goals, the education sector partners will be guided by the following strategies:

**1. Curriculum is responsive, relevant and student-centred. It is:**

- continuously renewed with educators;
- founded in First Nations, Métis and Inuit content and ways of knowing;
- informed by effective practices and global competencies;
- taught by educators who have the opportunity to grow in their professional competence; and,
- implemented through high impact, strengths-based, instructional and assessment strategies.

**2. Partnerships and trusting relationships are developed and nurtured to:**

- provide a shared purpose and responsibility for education in Saskatchewan;
- encourage the telling of truth and the journey toward reconciliation;
- enhance supports and services; and,
- engage students and families in learning.

**3. Innovation is practiced throughout the education sector to:**

- continuously improve quality and achieve excellence in the system;
- leverage the benefits of technology and minimize the negative impacts; and,
- encourage approaches that improve the results and experience of students.

**4. Equity guides the education sector to achieve:**

- equitable access to opportunities and benefits; and,
- equitable outcomes.

**5. Leadership is cultivated throughout the education sector to:**

- move forward on the path to reconciliation;
- inspire innovation and excellence;
- build on strengths in people and systems; and,
- develop connections and partnerships.

**6. Proactive and responsive strengths-based approaches are taken to:**

- support students in the diverse context of their schools, families and communities;
- understand students' diverse life experiences and strengthen resilience; and,
- promote and build mental wellness capacity in students.



## Next Steps

The above provides a high level framework for the provincial education plan. Next steps in developing the plan will involve working through the structures and processes outlined on the following pages to develop specific outcomes, measures and key actions that will bring the plan to life.

# Structures, Processes and Timelines for the Provincial Education Plan

## Structures

Two key structures will guide the provincial education plan. These structures will interact throughout the course of the plan and will provide regular updates to the Minister of Education and the Board Chairs Council.

- An **Education Council** made up of key education partner organizations. This group will provide strategic guidance to the development and renewal of the plan.
- An **Operational Structure** made up of senior ministry officials and directors of education in provincial school divisions and interested First Nations and Métis education organizations. The Operational Structure will establish the outcomes, measures and key actions to operationalize the plan.

## Processes

A number of processes will support the ongoing implementation, renewal and accountability for the plan, including:

- A communications and engagement plan to provide regular opportunities to engage interested partners and stakeholders to provide input and feedback.
- Expert advice and engagement of critical friends, Elders and academics to advise both the strategic intent and operationalization of the plan.
- An annual summit to report on progress, showcase effective practices and engage international and local experts as well as Elders and cultural advisors to provide input to the plan.
- Processes to cascade the provincial education plan to school division plans and school level plans.

The diagram on the following page provides an illustration of the structures that will be involved in the development and implementation of the provincial education plan. First Nations and Métis education organizations are welcome partners in the development and implementation of the provincial education plan. It is recognized, however, that First Nations education organizations who choose to participate have their own accountability and reporting structures, which may not be reflected in the diagram below.

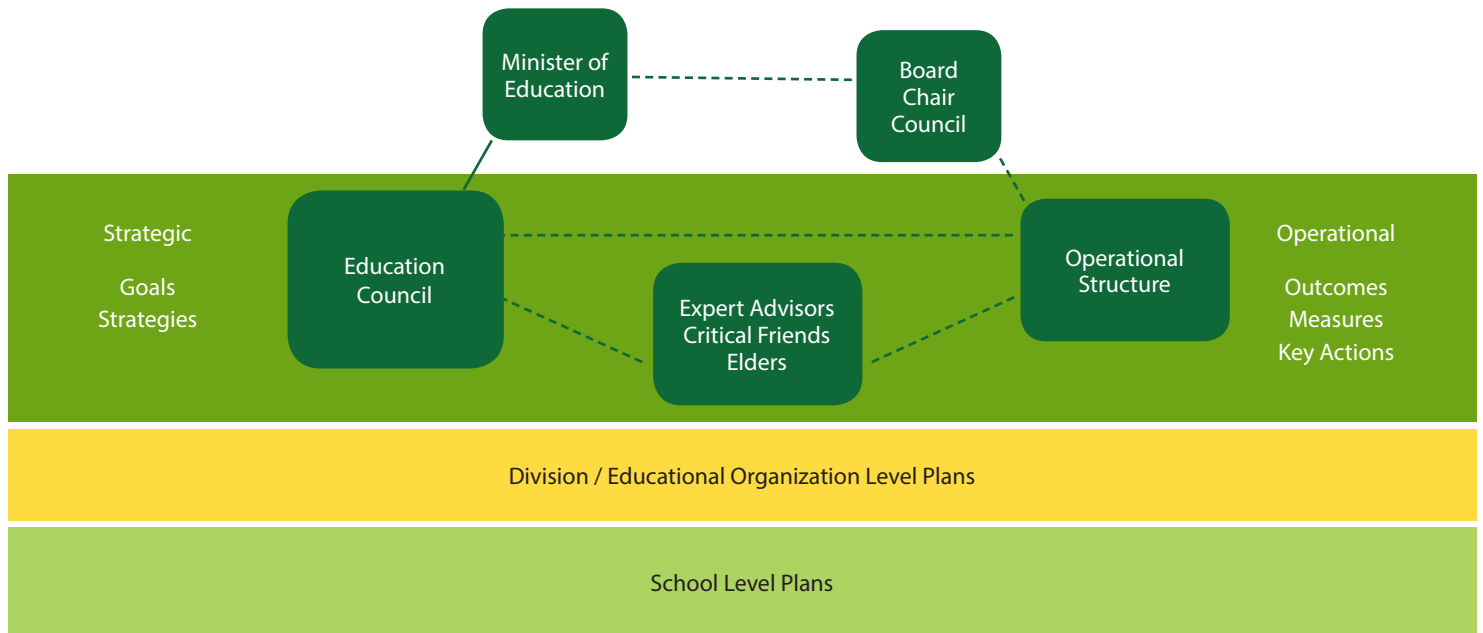
The Minister of Education has oversight of the plan as a whole, receiving regular reports from the Education Council. The Education Council and Operational Structure will have a strong communication link between them, with the Operational Structure providing regular updates to the Education Council and the Board Chairs Council. Both the Operational Structure and Education Council will have access to critical friends, Elders and academics who will advise on the effectiveness of the approaches taken within the plan.

The provincial education plan will include province-wide outcomes, measures and actions. These will cascade to plans at the school division and school level. School divisions will be accountable to their boards of education for their school division plans. School Community Councils will work cooperatively with school staff in the development and implementation of their school-level plans.





## Structures for the Provincial Education Plan



## Timelines

Date	Milestone	Purpose
Winter 2019-2020	Meeting of the planning partners and Provincial Leadership Team, potentially with the input of expert advisors and critical friends	To understand what is working well with the ESSP and what needs to change going forward
Winter 2019-2020	Announcement of Education Council	To announce the Education Council
Winter 2019-2020	Meeting of the Education Council with the Operational Structure Update to the Board Chair Council	To orientate the Education Council about its role To provide an opportunity for the Education Council to outline the goals and strategies to the Operational Structure and the Board Chair Council
Spring 2020	Operational Structure meets	To develop key outcomes, measures, actions and establish outcome leadership teams
Spring 2020	Education Council, Operational Structure and Critical Friends meet	The Operational Structure will provide an overview of the outcomes, measures and actions
Spring 2020	Feedback process	To gain broad input to the plan, including the outcomes, measures and actions
Spring 2020	Education Council meets	To review the final version of the plan
Summer 2020	Board Chairs Council and Minister endorse the plan	
September 2020	Implementation	
Winter 2021-2022	Provincial Education Summit	To review results, showcase effective practices and hear from expert advisors, critical friends, Elders and Knowledge Keepers