

## Attachment Two: LPAC Input on Trends Shaping Education, June 2016

<b>Question 1, Attitudes, Expectations, Political Support: “How does this trend impact the people of PEI’s perspective on schools and learning?”</b>				
<b>Trend 1: Demographics</b>	<b>Trend 2: Fiscal/Income</b>	<b>Trends 3, 4, 5: Community, Families, Health</b>	<b>Trend 6: E-Society and the i-Self</b>	<b>Trend: Centralizing/ Standardizing</b>
<p><b>Table-1</b></p> <ul style="list-style-type: none"> <li>• Skills needed to learn are different.</li> <li>• More people in country don’t have community skills.</li> </ul>	<p><b>Table-5</b></p> <ul style="list-style-type: none"> <li>• More data needed, e.g. spending breakdown by capital and operating.</li> <li>• Discussion of the income disparity aspect, as per the different views: Does our society need an underclass and do schools perpetuate this?</li> <li>• It was also noted that while single parents have lower incomes, they may spend more time with their children than couple families: there are offsetting factors. We should see lone parent families more positively, celebrate and support them.</li> </ul>	<p><b>Table-4</b></p> <ul style="list-style-type: none"> <li>• Community has a place in schools.</li> <li>• PEI has the interest and potential to be more involved.</li> <li>• Challenge: are people comfortable to come into the schools.</li> <li>• Can schools give nutrition support – equalize different socio-economic groups?</li> <li>• Parents need to be engaged and have a say.</li> </ul>	<p><b>Table-3</b></p> <ul style="list-style-type: none"> <li>• Connectivity, social media - perception that there is equal access</li> <li>• Opportunity for online education.</li> <li>• School has become the proxy for community decline.</li> <li>• Platforms – there are different types of learning.</li> <li>• Open schools later – organize so learning happens at different times of day.</li> <li>• Partner with community groups to bring programs into buildings.</li> <li>• Have all buses leave later</li> </ul>	<p><b>Table-2</b></p> <ul style="list-style-type: none"> <li>• Do PISA results present a fair representation of the quality of education?</li> <li>• Should we buck the trend of PISA testing?</li> </ul>

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<b>Question 2, Goals, Functions, Equity: “How does this trend impact what schools and learning are for?”</b>				
<b>Trend 1: Demographics</b>	<b>Trend 2: Fiscal/Income</b>	<b>Trends 3, 4, 5: Community, Families, Health</b>	<b>Trend 6: E-Society and the i-Self</b>	<b>Trend: Centralizing / Standardizing</b>
<p><b>Table-2</b></p> <ul style="list-style-type: none"> <li>• Ensure our system works hard to integrate within the system and build a cohesive community (a mosaic).</li> <li>• Respect for one another’s culture.</li> <li>• Learning to speak the common language and culture.</li> <li>• Other trends: small pockets of parents are not involved, yet they have the means.</li> </ul>	<p><b>Table-1</b></p> <ul style="list-style-type: none"> <li>• Socio-economic effects; greater separation.</li> </ul>	<p><b>Table-5</b></p> <ul style="list-style-type: none"> <li>• Difficulties faced by some children, re food insecurity, neglect, learning challenges, and how these disparities undermine inclusion, exacerbating the challenge.</li> <li>• Reflected on whether food programs should be directed to those children who are seen as food insecure (more targeted), or offered to all children including those who prefer them to the breakfast or lunch provided at home (more inclusive, less stigmatizing).</li> <li>• Raised some questions about our community vitality: Are we being complacent about those, resting on our laurels? Where the volunteer hours are being spent and do we just go back to our regular lives afterwards?</li> <li>• Why is voter turnout high, is it single issue, how in-depth is voter knowledge?</li> <li>• Islanders are very giving, but why aren’t we fixing the problems?</li> </ul>	<p><b>Table-4</b></p> <ul style="list-style-type: none"> <li>• Challenge: disparities re socio-economic status of some families.</li> <li>• Need to ensure all have equal access to technology.</li> <li>• Curriculum changes – less content and more problem-solving and critical thinking.</li> </ul>	<p><b>Table-3</b></p> <ul style="list-style-type: none"> <li>• Teaching to the test – how to be able to measure?</li> <li>• What is assessment for?</li> <li>• Outcome of teaching is learning – not the test score.</li> <li>• How can we be creative and innovative in how we measure outcomes?</li> <li>• Best learning is by teaching others.</li> <li>• We need to focus on the value added of teaching.</li> <li>• Mix and multiplicity of what we want students to learn – need a balance.</li> <li>• Producing students who are self-starters – entrepreneurial.</li> </ul>

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<b>Question 3, Organizations and Structures: “What other kinds / organizations of learning are impacted by this trend?”</b>				
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<p><b>Table-3</b></p> <ul style="list-style-type: none"> <li>• Prior learning assessment, recognition of prior learning.</li> <li>• Concurrent learning assessment -- to determine skills; Active learning assessment.</li> <li>• Experience: learning in organized way vs. learning in unstructured manner.</li> <li>• Horizontal vs. vertical relationships between children and students.</li> <li>• Need to ensure there are no dead ends.</li> <li>• Need for trauma informed education (refugees).</li> </ul>	<p><b>Table-2</b></p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• Extra-curricular – sports, music, etc.</li> <li>• Opportunities are not equal.</li> <li>• Getting homework done, no support.</li> </ul>	<p><b>Table-1</b></p> <ul style="list-style-type: none"> <li>• Health and wellbeing trends:</li> <li>• Determinants of health are:               <ul style="list-style-type: none"> <li>- Strong community engagement</li> <li>- Lack of economic opportunity</li> </ul> </li> <li>• Outside agencies:               <ul style="list-style-type: none"> <li>- Social-emotional leadership</li> <li>- Prevention</li> </ul> </li> </ul>	<p><b>Table-5</b></p> <ul style="list-style-type: none"> <li>• Learning is now being sold peer to peer on Amazon (latest Don Glendenning info item).</li> <li>• Seniors are increasingly learning new skills on YouTube. Community school is seen as withering. The social aspect is being lost.</li> <li>• Different views on value of digital vs face to face learning. Is our generation projecting its beliefs on youth and who are text-naive?</li> <li>• Internet learning is curiosity driven at home, yet top-down in schools.</li> <li>• The recent STEM session suggested there is much good work going on in pockets, but it is not connected.</li> <li>• Teachers are being provided with Chromebooks but no training.</li> <li>• Technology done poorly is worse than no technology at all.</li> </ul>	<p><b>Table-4</b></p> <ul style="list-style-type: none"> <li>• These five trends if they exist, we lose creativity and individuality and response to school / local context.</li> <li>• Need curriculum and balance and some core outcomes.</li> </ul>

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<b>Question 4, The Geo-Political Dimension: “How does this trend impact the governance of education and learning?”</b>				
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<p><b>Table-4</b></p> <ul style="list-style-type: none"> <li>• Not top down.</li> <li>• Families of schools councils, principals’ councils – current change good.</li> </ul>	<p><b>Table-3</b></p> <ul style="list-style-type: none"> <li>• Growth in demand for student services.</li> <li>• Supporting parents – integrated approach from prenatal to school to PSE.</li> <li>• Reach out to parents, especially those who are hard to reach.</li> <li>• Adopt whole community approach.</li> <li>• Increase access to schools and for schools to allow / encourage community supports who can help with education.</li> <li>• Improvements in outcomes is not correlated to governance.</li> <li>• The current structure is hamstringing decisions.</li> <li>• We need to improve flexibility, parenting skills.</li> <li>• Think of the child as a whole person – wrap around services for children.</li> <li>• We should not protect the status quo.</li> </ul>	<p><b>Table-2</b></p> <ul style="list-style-type: none"> <li>• The governance system must work together with other services, health, social services, workforce development, to address these aspects of health and well-being that impact learning.</li> <li>• Teachers have access to strategies to deal with issues of anxiety.</li> <li>• Look at examples elsewhere of interagency work.</li> </ul>	<p><b>Table-1</b></p> <ul style="list-style-type: none"> <li>• Seed literacy programs.</li> <li>• Schools are seen as places you can get a job, outside agencies are relegated.</li> <li>• View of learning = curriculum + credential.</li> <li>• Limits and marginalizes.</li> <li>• Creating identity.</li> </ul>	<p><b>Table-5</b></p> <ul style="list-style-type: none"> <li>• The political discussion of achievement is about how to move the test scores.</li> <li>• Students become numbers on a graph ... Ask any parent, do they think PISA helps their child? PEI, last place again.</li> <li>• Testing processes cause stress to both students and teachers Original commitments that the assessments would be used to guide resources and improvements have not been fulfilled at either the school level or the student level.</li> <li>• More positively:               <ul style="list-style-type: none"> <li>- Early days of common assessments were made in PEI but we are moving to more standardized.</li> <li>- Progress monitoring is seen as more positive a child-centred. Still need to apply the resources and remedies.</li> <li>- System has modernized dramatically over the past three decades – curriculum, books – but have we overcorrected?</li> </ul> </li> </ul>

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<b>Question 5, The Teaching Force: "Who is a teacher for this trend? What do they need to do?"</b>				
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<p><b>Table-5</b></p> <ul style="list-style-type: none"> <li>• Need to have a broader range of skills and be multi-talented to teach more diverse classroom.</li> <li>• May need to move from instructor to facilitator.</li> <li>• May need to look to having students help/teach each other.</li> <li>• Need to be advocates for their students to ensure needs are met.</li> </ul>	<p><b>Table-4</b></p> <ul style="list-style-type: none"> <li>• Social worker. Family advocate. Volunteer community. Workers.</li> <li>• Current 'teacher' is not enough.</li> <li>• Parents need a 'teacher' or support person</li> </ul>	<p><b>Table-3</b></p> <ul style="list-style-type: none"> <li>• Health and wellbeing of children 150000 teachers – coaches, parents – prepare children / students with the right tools ... parents need to be primary teachers, need to be a coach.</li> <li>• Trauma informed education approaches needed.</li> <li>• Perspective that immigrants are taking away teachers' time from "Island children"?</li> <li>• Teachers have to question and challenge – we do not always have to like everything.</li> <li>• What is the source of anxiety that is so prevalent among youth?</li> <li>• Measurement and comparing – parents are +++ praising – schools are getting away from real assessment.</li> <li>• What about teachers being able to connect parents who are struggling – parents supporting and learning from others?</li> </ul>	<p><b>Table-2</b></p> <ul style="list-style-type: none"> <li>• Sees the possibilities, not traditional, embraces technology.</li> <li>• Moving from teaching to learning.</li> <li>• Teachers participating in ongoing learning.</li> </ul>	<p><b>Table-1</b></p> <ul style="list-style-type: none"> <li>• Governance = Analytics. Pearson, modernization</li> <li>• Opportunity and lack</li> <li>• Creativity and curriculum</li> <li>• Marginalizing</li> <li>• Outside agencies</li> <li>• Need holistic vision</li> </ul>