Jan. 29, 2015 Council of School Councils (COSC) Meeting Discussion Questions and Responses

What are the benefits and challenges of having these expectations?

Benefits:
- Improves culture of school
- Focus on ≠ areas of development
- Different lens
- Social learning through strong relationships, attachment and modelling
- More well-rounded citizens, not just academic focus
- Will lead to well-rounded, ready for the world citizens
- We are trying to raise global citizens, because our world is so intertwined.
- We are able to "educate" children, "what does that mean?" not just academics
- Looking beyond academics.
- Realistic
- Real life
- Not about the marks, characteristics of the students is more rounded – can be better in social situations
- more empathy
- risk taking
- promotes thinking
- stronger individual
- Values project
- Student voice – kids vote on which value, which charities to donate towards
- Allow kids to take the lead
- Social Awareness club
- Collaboration of ideas between different schools/communities
- Idealistic goal
- Help you find what you like to do
- Take risks appropriately
- May help identify possible career path – career counselling is not always great there
- Objectives gives focus
- comprehensive
- They become "social thinkers" rather than only focusing on task at hand or one year at a time
- Force teachers to incorporate these ethics in their class during the year
- Skills used in real-life
- Increase responsibility for own learning
- Increase creativity: allowed to explore and expand
- Increase confidence
- Increase pride of contributions
- See so much more attention being paid to: Leadership club, Spirit club, Band camp bonding weekend, Book club, "Me to We"
- Better team players
- Better prepared for work, relationships, skill sets are already developed
- High tolerance for diversity than prior generations
- Better citizenship, better advocates in Canada and away
- The school is shouldering the responsibility of helping develop the three E's

learning | as unique | as every student

- Academic Success: Technologically fluent, no set standard – teacher, tech available at each school, benefit is to actually have it
- Personal development: not every talent/interest can be developed or assessed, confidence

Challenges:
- Measurement, what is success?
- Looks different for every child
- How to operationalize and implement?
- Support for teachers?
- Lack of resources to bring this about
- Balancing all of it
- Two camps of thinking: Back to basics vs Soft skills and character
- Worried that you'll turn out a bunch of lovely, kind, easy to work with "ninnies"
- Worried that you'll be useless with lots of info in your head and neither you nor anyone else can benefit from it.
- Different personalities
- Different values may impact results
- Different ways to learn
- Home situation & parental values
- Difficult to measure
- Challenge for teachers
- Same qualities can be seen as difficult
- Group work can be difficult, varying levels, other not carrying their weight
- Too high goals?
- Evaluating of – subjective
- Frequency?
- How do you teach such generalized topics to all personalities and age ranges evenly? - for example, kids on the autistic spectrum and learning citizenship.
- How do you "test" for it
- Parents need to see curriculum
- How to assess and measure
- Subjective
- Maybe difficult to get all teachers buying in
- High School: there is no extra time when teaching core curriculum, although very suitable for options classes (not all students can take the options though)
- How to develop guidelines
- Very subjective
- Measurability
- What are the filters and qualifications?
- How to apply it consistently across CBE
- Perhaps we need to think of "measure" in a different context. We need to education students/parents on why this is important to them and what benefits it will be to them in the future. They need to see value in having discussions on these topics
- Assessment will be difficult, need clear expectations – suggestion of a rubric
- Needs to be positive
- Too much put on kids at a young age i.e. academics
- So much of developing 3 E's comes from home
- Class size
- Workload of student and teachers

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- Academics are only part of the picture
- How to expand the life skills in adolescents and youth/teenagers
- How to recognize/tie to the subject e.g. maths
- How to set goals is important
- How can I affect change outside my marks – improve my relationships

How do you see these results demonstrated in our children?

- Children learning concepts, vocabulary
- Increase emotional/social intelligence – increases the value of these & legitimize focusing on them
- Citizenship awards
- Bucket emptying – filling, way to talk about emotions/social behaviour
- Comments from teachers can influence parent focus to different traits
- Crescent Heights HS Let's Talk campaign regarding mental health
- School bus example: How do we see students act without direct supervision at school or home?
- These so called soft skills should be called "hard skills" – more essential
- Student of the month/Shining stars – students who exemplify good character and citizenship
- Volunteering, fundraising for others
- Becoming involved in clubs, sports, band
- Able to have conversations and discuss situations and consequences of decision making
- Looking and thinking beyond themselves; more adult/mature topics
- SALTS, Outdoor Education
- Student Voice – work on different virtues each month e.g. compassion
- These are incorporated/integrated in curriculum and extra-curricular activities
- Increased empathy, collaboration, helping others, volunteerism
- Decreased in bullying + aggression (cyberbullying)
- Take (transfer) learning outside of school (i.e. at home, in neighbourhood)
- Parents who are involved & can use the learning at home and beyond
- The 3 C's
- Brick by brick to help build a school – bake sale
- Be more of a leader
- Take initiative
- They are empowered
- Students know themselves better
- Know how they learn better
- Student Voice – K-6 school, kids are the ones who make decisions about what democracy, helping others, citizenship looks like in their environment. Vote on how/what to do.
- Qualities will hopefully be measurable over a long period of time.
- Hopefully work in school will consolidate what is being done at home. Kids listen differently to teacher/mentors than to parents
- Gives teachers permission to analyze a situation in a way that might have been done in church or another setting in a previous generation
- Our kids challenging us/questioning it/things, recognize issues, empowering.
- Allows kids to take more ownership of the behaviours/morality of their peer group – can discuss it and address it.

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- Really important part of teaching digital citizenship and social network safety
- In junior high at beginning of year, student set goals re: weaknesses/strength and develop strategies and then assess themselves at reporting periods. Her words were in the official report card under personal development and character
- Empowering
- Families are disregarding marks on report cards
- Interesting to see how it is falling out. Hidden criteria of success now on paper Less bullying.
- Excellent framework with key words to focus on doing study and career.
- It's hard to say because what the teachers see demonstrated often differs from at home
- Results for character can be shown in class meeting
- Hearing an example of character is better than a number. Anecdotal comments on report card. Citizenship is harder to judge.
- Championing good works of kids listed on report cards alongside the marks. There for everyone to see when moving to higher education or for parents to see at home.
- Creativity and initiative shown in junior highs (core subject projects carried out in CTF classers and environments).
- Student-led assemblies & meaningful impactful clubs.
- These skills can be the difference between "getting into university" and being recognized with scholarships and awards.
- In work life, awards and recognition often distributed based on "soft" skills.
- Students are more likely to get involved/volunteer outside of school
- Improving family relationships (being kinder to siblings for example)
- We hope to develop successful citizens. Example: less of a need for anti-bullying campaigns etc. because it would not be in their nature to be a bully
- Teachers championing good works on report card in anecdotal comments. Means more as a parent to hear a specific example than a number
- Challenges with high school: 80 minute classes, 8 different teachers etc. as opposed to my kids in elementary who have the same class/teacher for two years
- More confident in relationships
- Leadership class provides opportunity
- This rooms shows how it works, we all employ set skills in these discussions
- Demonstrate good sportsmanship in "life"
- Better impulse control in how they deal with contemporaries
- Individual goal setting, format similar to IPP
- They care about things
- They are asking about things
- Cultural overlay – allowances for cultural differences
- How to evaluate?
- Build in self regulations
- Leadership club helped improve the atmosphere and attitude on the bus
- Successful where the behaviours drive the academic success vs other way round
- Helps parents focus on other positives of their child vs just on the marks
- Let's Talk at Crescent Heights – How one person can make a difference
- Character is subjective – what does this look like across
- Book smart vs life smart – would/should support

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- Problem solver decision maker consequences
- Each year school has "the Big Question" and it is built into everything for that year
- I'd like to see more diversity exposure in school: e.g. time allowed for presentation e.g. nurse, millwright
- Student government = student voice – of month work on a virtue e.g. compassion – had sales before Christmas and asked school council to match
- Behaviour at home e.g. showing brother how to read
- Interest in current events
- Discussion and wanting to show on own initiative of what is learning at school
- Interactions with others – siblings, friends, parents

Questions/Comments:
- Is it parents' role regarding character, is system over stepping?
- Are all students entrepreneurs, are we penalizing those that are not? Is creativity a better word as we are not all entrepreneurs?
- Idea is to foster a drive/passion to come up with their own ideas
- Who's going to want to take orders and be followers because they all want to be leader/own boss.
- How much time is spent evaluating these questions?
- Does it take away from academics?
- How does it accurately judge character?
- Was there too much industry pressure in developing this?
- Was that biased or well branched out info?
- How do you assess and measure?
- How do you evaluate "success" and what does that look like across the CBE? Same everywhere?
- Do kids feel like failure if they don't have some of these qualities like resilience, initiative?
- All kids come from different areas/different baggage.
- Taking risk is subjective.
- These qualities don't end at school – goes beyond CBE and ends up in our homes and in our society in general
- We call these soft skills but in reality these are what make us good human beings. They should be the hard skills!
- Most often when an employer hires someone they do it based more on how that employee fits in within their corp. rather than technical skills.
- Subjective results, how are they evaluated (assessed/reassessed)?
- Well rounded individuals is the goal
- What do these results look like at the different grade levels/different ages?
- Opportunities to demonstrate these results.
- Can you teach Kindness – you can foster it and teach the mannerisms – it is innately possible in all of us.
- Why safety orientation is not part of R-3 or R-4?
- Curriculum redesign?