



PEOPLE FOR  
**EDUCATION**

because **education** matters most



Doing what matters most  
*And*  
Measuring What Matters



## WHO IS PEOPLE FOR EDUCATION?

- ▶ Independent, charitable
- ▶ Works to ensure public education can realize its promise
- ▶ Uses research and evidence to “connects the dots” – between strong education and prosperous and fair society
- ▶ Works to engage parents, teachers, school boards, universities, government, media in broad public dialogue about public education
- ▶ Funded by foundations, government, donors



## Parents: doing what matters most

### 1. Have high expectations

- ▶ Consistently communicate belief in potential
- ▶ Consistently communicate expectation of academic success
- ▶ Not about marks – about expectation to work hard



## Parents: doing what matters most

### 2. Talk about school

- ▶ Home discussions impact:
  - more than monitoring homework or restricting TV
  - more than volunteering
  - more than limiting time kids can go out during the week



## Parents: doing what matters most

### 3. Build positive attitudes and strong work habits

- ▶ Help your child to build his/her own capacity to:
  - Persist
  - Ask for help
  - Plan ahead
  - Deal with difficulty and conflict
  - Handle distractions
  - Negotiate crises of confidence



## Parents: doing what matters most

### 4. Read together (in any language)

- ▶ Don't teach children to read, instead:
  - Read for fun
  - Read to them even when they already know how
  - Read every night
  - Start when they're babies and keep doing it until they leave home

[https://youtu.be/D0S\\_gLw9pXg](https://youtu.be/D0S_gLw9pXg)



## School councils

### **What the policy mandates:**

- ▶ “the purpose of the school council is, through the active participation of parents, to improve student achievement and enhance accountability of education system to parents”

### **What parents say about their role (*survey of 900 councils*)**

- ▶ 47% ranked communication as most important role
- ▶ 13% ranked improving student achievement





## School councils

### **Where school councils spend most of their time:**

- ▶ fundraising

### **What school councils say are biggest challenges:**

- ▶ Getting parents to come to meetings
- ▶ Capacity to do the work expected, and inexperience
- ▶ Disconnect between most important role and what they spend the most time on

### **People for Education's recommendation:**

- ▶ Shift policy mandate of school councils to communication



“The next generation will need a broad range of skills that supports their ability to think, learn, communicate, collaborate, and innovate.”

*Conference Board of Canada, 2012*





## Measuring What Matters

Developing broader goals and measures of success in education





## Creativity

### What is it?

- Using imagination to generate new ideas and possibilities
- Engaging in critical and objective evaluation
- Being inquisitive
- Persisting when difficulties arise
- Collaborating with others



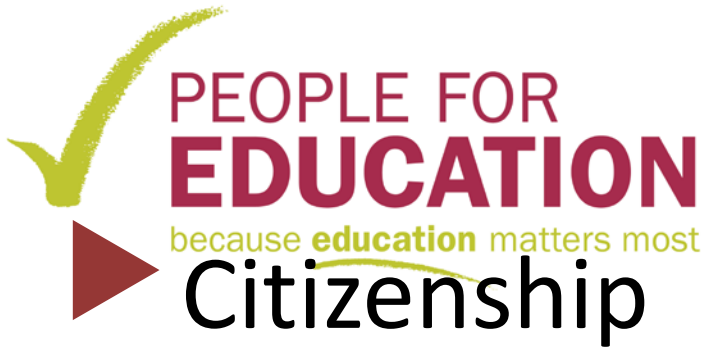


## ► Creativity

### Why is it important?

- Resilience
- Resourcefulness
- Confidence
- Engagement
- Critical thinking
- Achievement
- Innovation





## What is it?

- Knowledge of historical / political concepts
- Knowledge of institutions / mechanisms of civic engagement
- Nuanced understanding of social issues
- Sense of personal identity / connectedness to community
- Sense of agency / ability to have a voice
- Capacity to be engaged in school & commur



MEASURING  
WHAT  
MATTERS



## ► Citizenship

### Why is it important?

- Engagement – in school and as adults
- Communication
- Ability to synthesize information and perspectives
- Critical thinking skills
- Respect for different perspectives / worldviews
- Awareness of the impact of individual behaviour and decisions on others





## ▶ Health

### What is it?

- Physical fitness / movement skills
- Understanding of healthy behaviors
- Sense of personal responsibility
- Understanding of sexual identity, relationships risky behavior
- Understanding of mental health issues
- Feeling safe and included
- Able and willing to seek help







## ▶ Health

### Why is it important?

- Academic achievement
- Reduced risk of chronic disease
- Reduced risk of mental illness
- Reduced risk of risky behaviour





## ▶ Social-emotional learning

### What is it?

- Self-awareness
- Self-management
- Social awareness
- Interpersonal relationship skills
- Decision making skills





## ▶ Social-emotional learning

### Why is it important?

- Achievement
- Lifelong learning
- Engagement
- Fewer problems at work
- Stronger relationships
- Capacity to contribute to society





# ▶ Quality learning environment

## What is it?

- Classroom:
  - welcoming, high expectations, supporting risk-taking, multiple forms of learning and assessment
- School:
  - Shared authority, collaborative, student input, strong social relationships, action research teams, open to community, integrated outside supports
- Community
  - Agreements with community partners, Learning opportunities outside school





## What's next?

- ▶ **Field trials in schools**
- ▶ **Public consultations**
- ▶ **People for Education conference in November**
- ▶ **Partnerships with EQAO, Edmonton schools, Higher Education Quality Council, UNICEF, Ministry of Education**
- ▶ **Measurement studies**



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