



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



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**



Stay in touch

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