

Student Transitions

Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.

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Stacy Lair (North East School Division)

Secondary Leaders: Juanita Redekopp-McKeown (Regina Public School Division) & Quintin Robertson (Good Spirit School Division)

Situating Ourselves

Stacy Lair



Kim Fick



>>Priority Actions

Learning &
Assessment

Indigenous
Education

Mental Health &
Well-Being

Student
Transitions

Provincial Education Plan (PEP) 2023–2030

Saskatchewan's shared PreK–12 Strategic Plan

Timeline

- **2018–2020:** Provincial engagement, framework development, and implementation structures created
- **2021–2023:** Interim plans focused on literacy, numeracy, mental health, and recovery
- **Sept. 2023:** PEP 2030 launched
- **2023–2030:** Provincial priority action plans implemented and refined

Student Transitions Priority Action Plan

Focuses on helping students successfully move through school and into life beyond graduation by strengthening:

- Family Engagement
- Early Years Transitions
- Student Engagement
- Partnerships and Pathways to Career Pathways

Student Transitions Milestones

1. Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education
2. Partner with families and providers of early learning, child care and intervention programming to identify and provide supports to young children and their families as they enter schools
3. Identify and support student engagement at key transition points as students progress through school
4. Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business and industry

Student Transitions Measures

Percentage of PreK-12 students below 60 per cent attendance in the previous year, achieving 60 per cent or higher attendance in the current year.

Percentage of PreK-12 students below 80 per cent attendance in the previous year, achieving 80 per cent or higher attendance in the current year.

Percentage of students who attend at least 80 per cent of the time.

Student Transitions Measures

Percentage of students who can accurately self-assess their learning progress, as reported through the student engagement field test.

Percentage of students in a cohort earning the minimum credits required for three-year graduation by the end of Grades 10, 11 & 12.

Milestone 2 - Early Years Transitions

Partner with families and providers of early learning, childcare and intervention programming to identify and provide supports to young children and their families as they enter schools.

Milestone 2 - Early Years Transitions

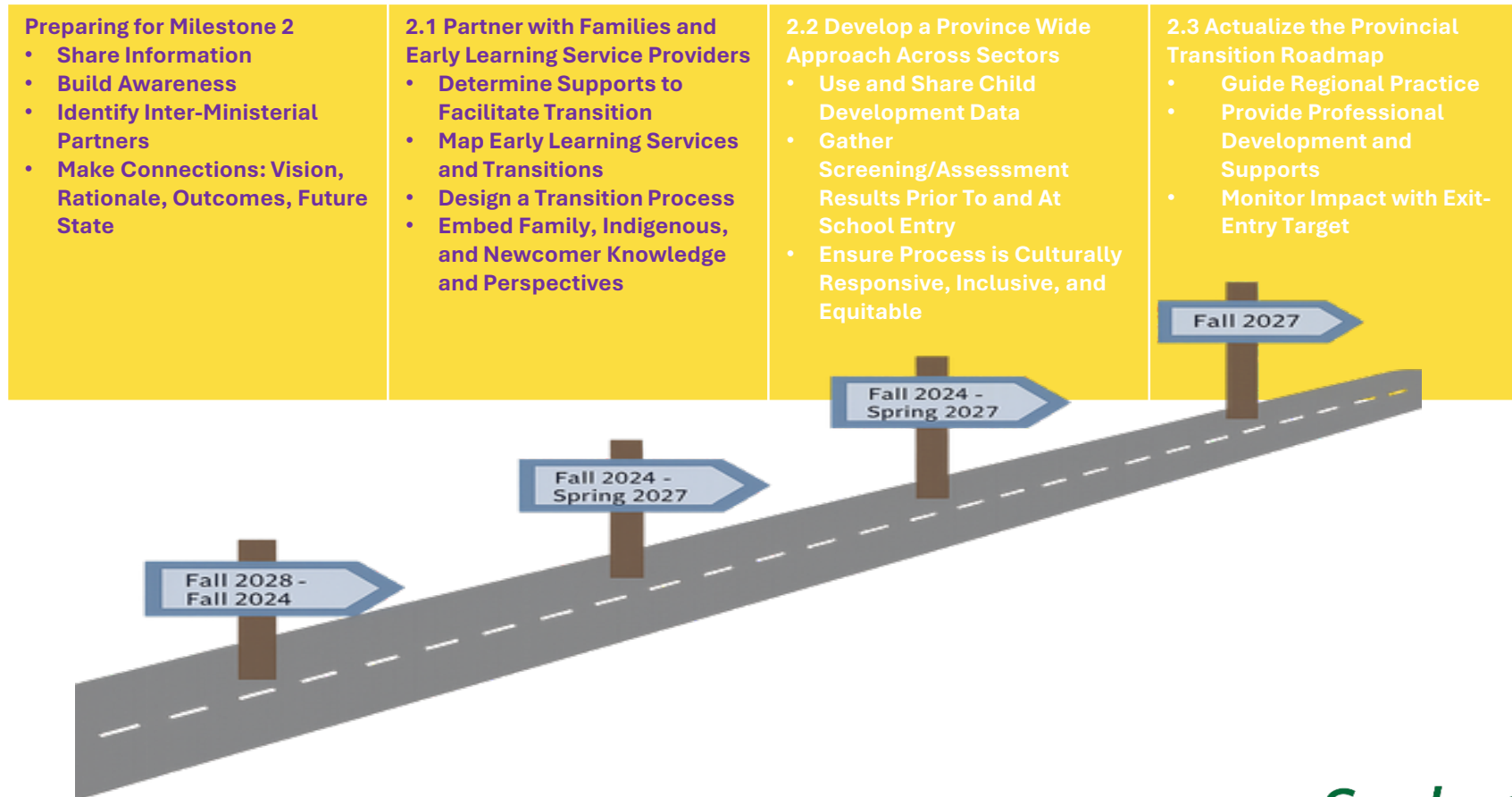
VISION

- Every child and their family has the opportunity to participate in a school transition plan.
- Families and their children are supported and valued as children transition toward and into school.

FUTURE STATE

- By 2027, a Transition Roadmap will be actualized across Saskatchewan.
- The Transition Roadmap will provide a framework that promotes shared leadership and guides inquiry with partners to identify, plan and implement transition strategies and practices that meet the unique needs of each community.

Milestone 2 - Early Years Transitions



Milestone 2 - Early Years Transitions

Looking Back ...

COMMUNITY AND FAMILY EXPERIENCE TRANSITIONS MAPPING

- Completed community and family experience transitions mapping experiences and the narrative, which placed family stories at the center of the work.

EARLY TRANSITIONS LITERATURE REVIEW

- Completed a literature review of early years transitions drawing from a variety of sources and ensuring finding reflected the Saskatchewan context.

GOVERNANCE

- Continued collaboration with the Advisory Committee, Community Contacts and Community Transition Teams, and PEPIT.

Milestone 2-Early Years Transitions

- Looking Forward....
 - Draft a high-level Provincial Transition Roadmap.
 - Strengthen and sustain relationships that have been formed
 - Reflect on work and learning to date to ensure alignment.
 - Keep children and families at the center early years transitions.

Milestone 4 – Flexibility, Partnerships and Practical Pathways



Ensuring students can move smoothly from school into post-secondary education, skilled trades, or the workforce.



Timetable Flexibility



Enhanced Career Counselling



Dual Credits

Milestone 4 - Initial Step - Determine Current State

- Two provincial surveys:
 - Families (Grades 10–12 transition years)
 - Teachers & administrators (Grades 10–12 context)
- Purpose:
 - Gather province-wide insight
 - Inform future programming and direction



Milestone 4 – Parent/Caregiver Survey

The Saskatchewan Educational Leadership Unit (SELU) is a research center in the College of Education at the University of Saskatchewan. SELU is working with several school divisions and educational leaders in the province to collect data pertaining to the Saskatchewan Ministry of Education's Provincial Education Plan (PEP). PEP includes four Milestones. Milestone 4 involves engaging and improving student preparation for transitions out of school. The goal is as follows:

Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business and industry.

Milestone 4 – Parent/Caregiver Survey



The data collection is focusing on:

- Choice – Flexible learning options that reflect student interests and aspirations
- Flexibility – Programming, scheduling, and pathways that respond to diverse realities
- Partnerships – Stronger alignment between K-12, post-secondary education, and industry

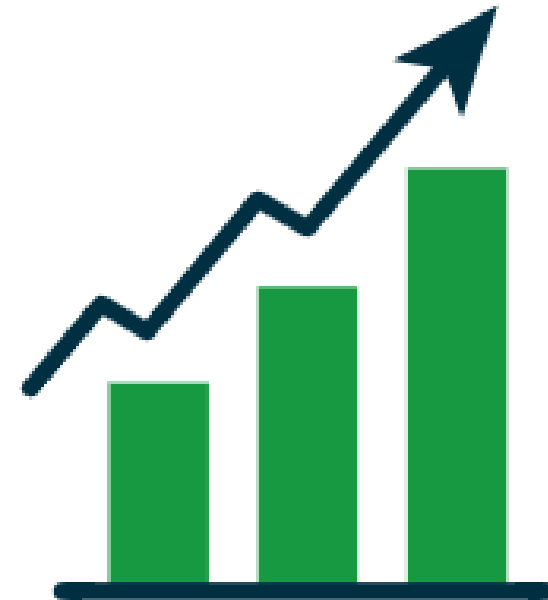
Milestone 4 – Engagement Structure

- Three regional sessions: North, Central, South/South-East
- Each division to bring:
 - 3 students (Grades 10–12; recent grads possible)
 - Parents/guardians connected to those students



Milestone 4 – Focus of the Work

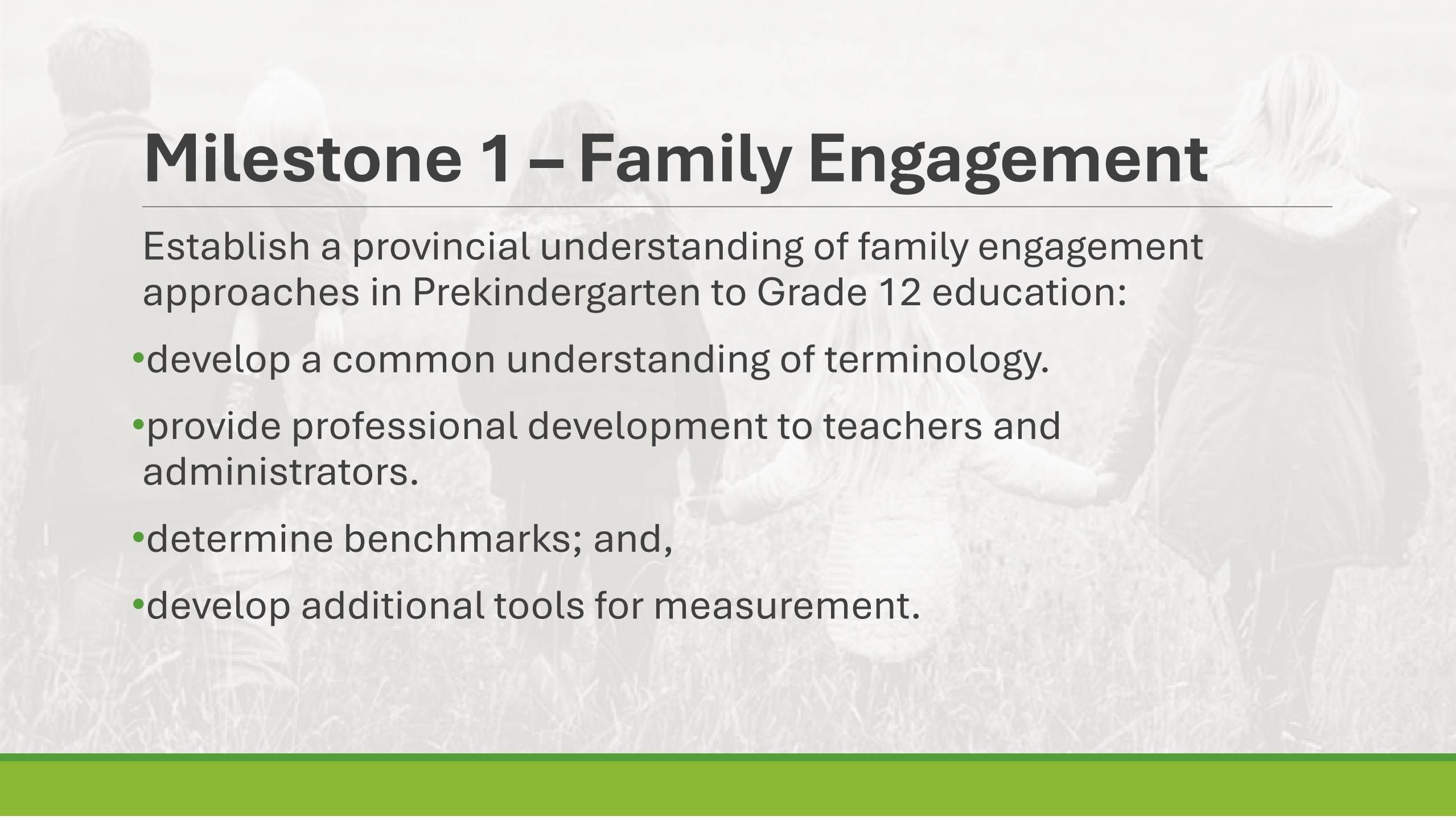
- Transitions beyond high school:
 - Access to opportunities
 - Rural vs. urban realities
 - Career & apprenticeship pathways
 - Mobility and system navigation
 - Experiences across school sizes





Milestone 4 – What Comes Next

- Findings shared with:
 - Ministry of Education
 - PEPIT members
 - All divisions



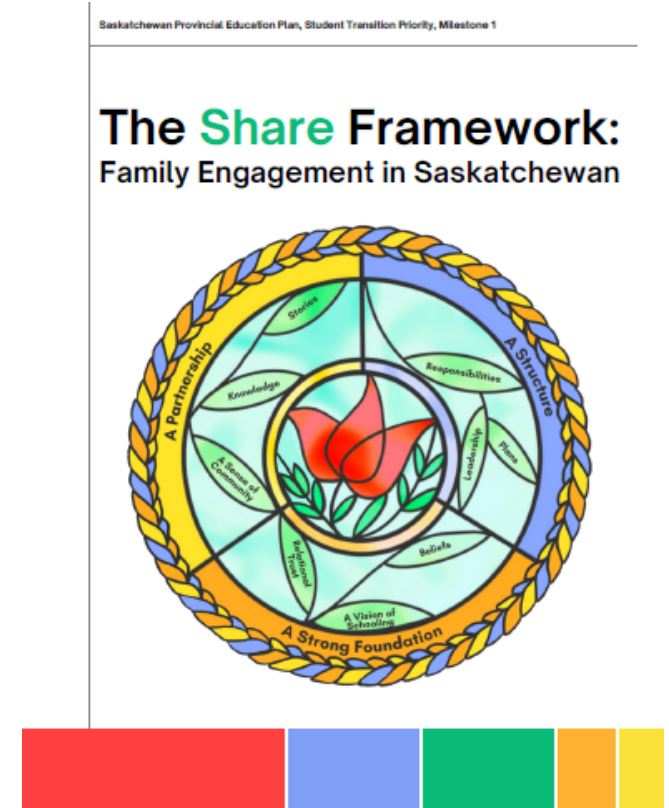
Milestone 1 – Family Engagement

Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education:

- develop a common understanding of terminology.
- provide professional development to teachers and administrators.
- determine benchmarks; and,
- develop additional tools for measurement.

Milestone 1 - Family Engagement

- *The Share Framework: Family Engagement in Saskatchewan, a research-based family engagement framework for Pre-K to grade 12, has been acknowledged as a completed milestone by the PEPIT and the Minister of Education.*



Milestone 1-The Share Framework

Share Framework and Additional Resource: Why a Family Engagement Framework and Why Now?

Who should this be shared with?

- Parents/Caregivers
- Teachers
- Community Members
- Other *Shareholders*

Why a Family Engagement Framework?

Family engagement is a topic that has been researched for more than 60 years. We've learned a lot from the research.

Benefits for Children: Studies have shown over and over that when families are engaged in their children's learning, kids do better, stay in school longer, and like school more. Family engagement is known to have a positive impact on students' learning, their behavior, and their social and emotional development. It is exciting to note that the effects of family engagement hold across different types of populations of children - including race, culture, gender, age, and background. All students benefit!

Benefits for Educators: Further, surveys of teachers have shown that when they build a trusting relationship with the parents/families of the children they teach and feel respected and seen as professionals, they are happier in their jobs, they have less stress and burnout, and they stay in the teaching profession longer. Family engagement provides teachers with greater support and resources. Educators benefit too.

Benefits for parents/families: Finally, the more that parents are engaged in their child's teaching and learning, the more interest they show in their child's academics and the more confident they become to help their child. They also become more confident to ask their child's teacher questions, to share what they know, and to communicate with their child's teacher and the school. Everybody benefits! It's a win-win-win.



Milestone 1- The Share Framework Why and Why Now?

What is Family Engagement?

Definition

Families' authentic and meaningful place and voice in their children's teaching, learning, and development, from birth through all stages of their lives, both on and off the school landscape.

Family engagement is a philosophy, a belief system, in which parents are understood to be the first and foremost educators of their children, from birth through all stages of their lives – in pre-school settings, schooling, post-secondary education, careers and other life pursuits. It embraces parents, families, homes, and communities as rich sources of knowledge that are integral to the learning and development of children, youth, and young adults - cognitively, socially, emotionally, spiritually and physically.

Family engagement is also a pedagogy, an approach to translating that belief system into lived action in ways that position families equitably alongside other individuals who play a role in their children's schooling and education. It is a purposeful, deliberate, and systematic way of creating space and voice for all parents as fellow knowers and contributors to teaching and learning in a relationship of mutual respect and benefit. It is an approach exemplified by doing with, not doing to or doing for.



“Schools do not stand by themselves. They belong to the community; they are the community.”

-Foday Kalokoh, Lead Researcher with EducAid, Sierra Leone, in Markovich Morris, Nóra, et al, 2024, p. 3)

Definition of Family Engagement

Purposes of the Framework

The framework has been developed to support leaders, educators, families, communities, and education sector partners to:

- ***Believe***: Stand on beliefs and practices grounded in current research and proven global practices.
- ***Shift mindset***: Enact a transformational change in relationships between families and schools.
- ***Act***: Move from schoolcentric to familycentric approaches to schooling and education.

Foundational Principles

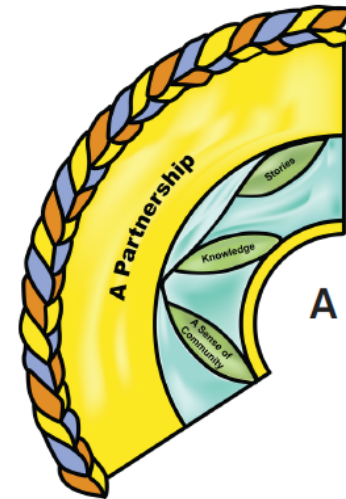
- There is value in the uniqueness of each family and in the diversity of family structures.
- All parents have capacity to contribute to their children's learning, growth, and development.
- All parents possess 'funds of knowledge' and 'parent knowledge' that enhance the schooling and education of their children.
- Honoring families' strengths and assets is key to engaging all families.
- Knowing families is essential to forming relationships.
- The diversity of families requires a diversity of approaches to family engagement.

Elements of Framework

A Structure for Community Knowledge and Governance



A Strong Foundation



A Partnership

Familycentric Structures and Approaches that Build a Strong Foundation

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 Transactional/ Family Involvement	 Making a Shift	 Transformational/ Family Engagement
Meet the Teacher Nights or Open Houses	Parents/families are informally surveyed about matters linked to learning as they enter and exit the school building and/or through a brief phone call.	Family forums engage parents in processes that decisions important to teach children. E.g. talking circles, community facilitated brainstorming to families and staff can reciprocate knowledge of student learning.
Review the community/neighborhood profile at opening staff meeting and/or include it in the staff handbook	Guest speakers at staff meetings to provide insight into community demographics. E.g. long-standing community member, representative from newcomer organization, Elder	Community walks/canvassing staff with the opportunity to community in which they work build connections with family members.
Invitation to families to share information they would like their child's teacher to know	Getting to Know You or Family Information Sheets sent to all families.	Hopes and Dreams session parents/families have scaffolding opportunities to express the dreams for their child.
A staff book club to enhance knowledge of family engagement	Professional development for staff with corresponding professional development for families.	Professional development , school plan, that is co-planned and families and that families attend.
Liaison with professionals in related human sector services	Professional development such as the Kairos Blanket Exercise, that outlines the social determinants of health.	Experiential learning opportunities attendance at a Sweatlodge hosted at the school by staff members working a shift at food bank, or organization that services to families and community.
<i>Coffee with the Principal</i> is hosted on a regular basis	Coffee/tea on for parents in the school foyer or designated area. The principal and other educators stop in to visit with parents when they can.	All staff are at school and community zones, outdoor areas at times to welcome/engage with children.
A report from the school community council is a regular staff meeting agenda item	Regular time designated in staff meetings for family engagement. E.g., A parent presenter, allotted time for staff to make a positive phone call to a family or to write a note or email.	Sanctioned extra-curricular Family Student Homework Club, Home Visits, Family Liaison Student Math Club.

Familycentric Structures and Approaches that Build a Strong Partnership

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 Transactional/ Family Involvement	 Making a Shift	 Transformational/ Family Engagement
School Opening Newsletter	Family letters are letters sent by educators to parents, introducing themselves (and perhaps their family), with words and photos, sharing their contact information, and inviting families to write back, sharing information the family would like them to know about their child (e.g. hopes and dreams, interests, hobbies, special characteristics, what makes their child unique).	Relational family visits are opportunities for educator/s to gather with a family in an informal conversational setting of their choosing (e.g. a park, coffee shop, library). The purpose is to invite family to share stories and knowledge of their child and themselves in order to build relational trust and inform curriculum-making. Secondary schools have planned family visits with educators together who work with a student, in a casual and inviting setting on the school lands.
Meet the Teacher Nights, Open Houses, Curriculum Nights	Family barbecues, pancake breakfasts, or social events where teachers make connections with families socially and informally.	Meet the Family Nights are opportunities for educators to come to know families and, as well, families to come to know one another. Families invited into classrooms and asked to introduce themselves to other families in a small group using a facilitated prompt planned by the teacher (e.g. sharing family artifacts, making a family scrapbook page, writing a patterned piece, "If not from our family ..." or "Where We're From").
Educators learn from students and parents about how students and families spend out of school time	Educators drop into sports, dance, and other activities in which they have students participating	Educators attend community-led events such as Sweatlodge, Pow Wow, Feast, round dance, if dinner, Ramadan celebration, Festival of Lights, so on, positioned as learners and guests.
Educators learn from students and parents about how students and families spend out of school time	Educators drop into sports, dance, and other activities in which they have students participating	Family/community members plan and lead Professional Development for educators. E.g. In a school with a predominant Indigenous population but a predominantly non-Indigenous staff, family/community members' cultural experiences to deepen staff knowledge, worldview, culture, and protocols.
Curricular engagement with cultural knowledge, history, and customs relevant to the students and families in a teacher's class.	Educators co-plan and co-facilitate a curricular unit on celebrations with families of their students, focusing on those celebrations central in families' lives.	Cooking for Cohesion is a practice based in a school to create a welcoming and inclusive community through diverse grouping of families (e.g. Syrian, Bangladeshi, Ethiopian) prepares a meal for the school community at the school in out of school hours. Everyone in the school community is invited to attend and partake. As the families cook together and then serve the prepared food, they share their stories of who they are, where they came from, what brought them to Saskatchewan, how life is unfolding for them now and so on. As people cross boundaries and connect, know one another in new and deeper ways, perspectives shift, connections are made, and relationships and a sense of belonging emerge. Cooking for Cohesion contributes to moving families from a place of separation to a place of inclusion.

Familycentric Structures and Approaches that Build a Structure for Community Knowledge and Governance

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 Transactional/ Family Involvement	 Making a Shift	 Transformational/ Family Engagement
Parent volunteers assist teachers and other school staff	Parents are invited to use their identified expertise to assist in classrooms or with extra-curricular activities.	Parent Mentors is a program co-constructed by family members and school staff to support the learning and development of families, children, and educators. Parents are provided training to work alongside teachers and students in classrooms. Parents may gain such things as knowledge of the school system, language skills, ways to support their children's learning at home, and/or a sense of voice and advocacy. Teachers may gain insights into cultures, communities, and belief systems different from their own, and be more strongly connected to community. Students benefit from the additional time, attention, and teaching of another adult, a strengthened sense of cultural identity, and the benefits of both family and community support.
School handbooks for parents, school websites, newsletters, and other forms of communication	Parent curriculum nights such as math nights or literacy nights	Parent University provides families with learning opportunities in response to their requests. The learning and confidence that results enables families to engage with educators more equitably and to have voice in decisions that affect their children and families. e.g. utilizing Edsby, working with high school transcripts, learning about Trades, College, or University entry standards
Reports at School Community Councils meetings or in school communications of curricular or instructional initiatives undertaken by the school	PD in which there are session offerings for both school staff and families	Book (or podcast or video) clubs are opportunities to share learning together as families and schools. As a selected book is read and discussed, families and educators collaboratively gain in knowledge, see new possibilities for home, school, and/or shared initiatives, and are equitably positioned to assume leadership and planning roles within the school community.
Staff meetings, operational meetings of the School Community Council	Family surveys or questionnaires to provide family voice to staff in advance of a staff meeting	School meetings , envisioned by Yves Bousquet, former principal of Princess Alexandra Community School, were designed to position staff and families as co-planners and co-decision-makers within the school. What were formerly staff meetings were opened to parents and families. Bousquet used a talking circle format to give everyone present the opportunity to raise an agenda item or to respond to an item raised by another individual. Rather than leading or directing, the principal and vice principal had the same role in the talking circle as all other members of the circle.

Familycentric Structures and Approaches that Build a Strong Foundation

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Review the community/ neighborhood profile at opening staff meeting and/or include it in the staff handbook	Guest speakers at staff meetings to provide insight into community demographics E.g. long-standing community member, representative from newcomer organization, Elder	Community walks/canvassing provide school staff with the opportunity to personally know the community in which they work and to make and build connections with families and community members.
Invitation to families to share information they would like their child's teacher to know	Getting to Know You or Family Information Sheets sent to all families.	Hopes and Dreams sessions at school in which parents/families have scaffolded/facilitated opportunities to express their hopes and dreams for their child.
A staff book club to enhance knowledge of family engagement	Professional development for staff with corresponding professional development for families.	Professional development, aligned with the school plan, that is co-planned by educators and families and that families are invited to attend .

Familycentric Structures and Approaches that Build a Strong Partnership

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Familycentric Structures and Approaches that Build a Structure for Community Knowledge and Governance

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The *Share* Framework: Family Engagement in Saskatchewan Self-Assessment Rubric

(Adapted from rubrics developed by Dr. Darcy Hutchins,
Colorado Department of Education)

Proficiency Ratings

 Dormant	Not yet working on this.
 Rooted	In an early/developing stage.
 Budded	We are proficient in this.
 Blooming	We are excelling in this.

Section 3

A Structure for Community Knowledge and Governance

Families and the school have co-constructed responsibilities for shared leadership and decision-making linked to educational outcomes for students.

Element 2: Plans

Reflection Question and Proficiency Ratings:

How are you using family engagement as a school improvement strategy?

School improvement plans are developed by administrators with input from educators. The drafted plans are taken to the SCC for their approval.

Dormant

The school asks the SCC and families to help implement the practices that are outlined in the school improvement plan and that the administrations and educators feel are needed to realize stated outcomes. E.g. Fundraising to support a school initiative; volunteering at a Math or Literacy Night hosted by educators.

Rooted

Parent forums are held, open to all members of the school community, to gather input, generate ideas, or establish priorities in relation to any aspect of the school program. E.g. How report cards can provide the information families desire and in ways that they can understand; how to enhance student mental health; how to become more culturally responsive.

Budded

Families' input is sought throughout all stages of the school improvement planning processes. Administrators, educators, and families work together in partnership to establish priorities, specify outcomes, and develop plans, reflective of division priorities and the Provincial Education Plan and also of the community's funds of knowledge and parent knowledge of their children.

Blooming

Milestone 1-The Share Framework – Next Steps

- **Playbook**
 - Expression of Interest process is underway
 - Development of Playbook will commence once a candidate has been selected
- **Question & Answer Document**
 - Currently in development to serve as a bridge between the completed framework and upcoming playbook

Milestone 3

Identify and support student **engagement** at key transition points as students progress through school.

Milestone 3 - Engagement

Emotional Engagement: how students feel about relationships in the school environment, primarily with teachers and peers, and their sense of belonging as well as the value of what they are learning.

Supportive Relationships: Foster strong, connected relationships between teachers and students to create a positive learning environment.

Sense of Belonging: Build a culture of inclusion where students feel they are a valued part of the school community.

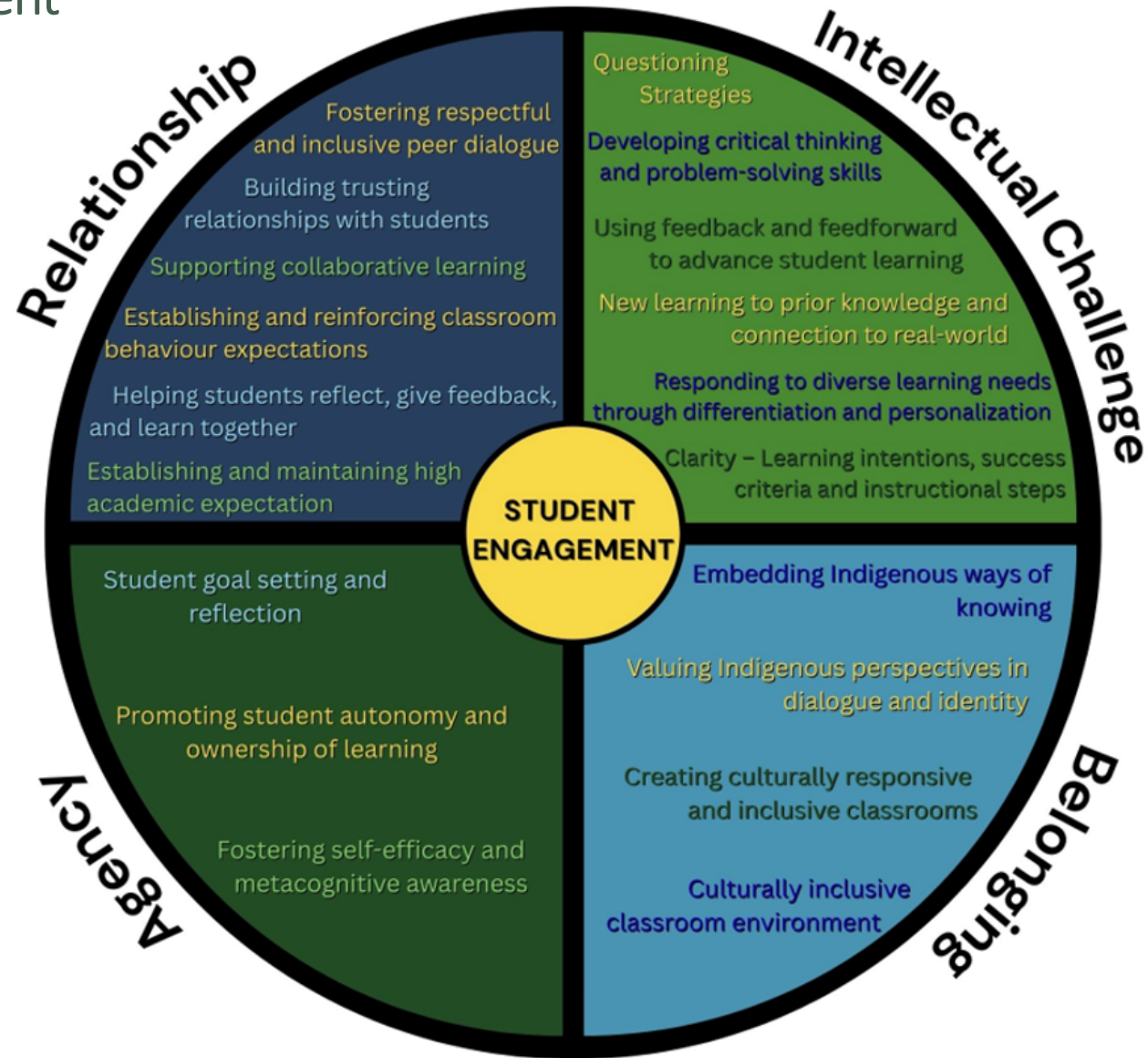
Cognitive Engagement: intellectual investments students put into learning. It involves self-regulation, the use of learning strategies, and the willingness to meet challenges.

Intellectual Challenge: Provide stimulating and challenging academic content to engage students intellectually.

Behavioral Engagement: observable aspects in educational activities such as involvement in classroom discussions, persistence in learning tasks, and following classroom norms.

Student Agency: Offer opportunities for students to make meaningful choices in their learning process, promoting self-direction and ownership and mastery.

Milestone 3 - Engagement



Milestone 3 - Engagement

FIGURE 1.2 ● *Disrupting to Driving: A Continuum of Student Engagement*

ACTIVE ←			PASSIVE			→ ACTIVE		
	DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	DRIVING		
Engaging in the activity	Disrupting the learning environment Refusing to participate Arguing with the teacher	Looking for ways to avoid work Being off-task Being unprepared Looking for reasons to leave the room or move around the room	“Flying under the radar” Physically separating from others Being distracted Putting in low effort	Doing the work Being on task Paying attention Responding to questions	Asking questions about what we are learning Valuing what we are learning Showing interest or curiosity in what we are learning Enjoying learning	Setting goals for my learning Seeking feedback to help me improve Seeking out challenges Monitoring and evaluating my progress		
Engaging with peers	Arguing with peers Trying to distract others	Off-task talking with others Playing around with others instead of working	Sitting with a group if directed but not interacting	Working with others when directed to do so	Sharing ideas and thinking with peers Following shared interests	Collaborating with others toward a shared goal Challenging each other to drive improvement		
	Students are disengaging from the planned learning experience			Students are engaging in the planned learning experience				
What goals might the teacher have for engagement in the learning experience?				I want them to follow my lead and complete certain tasks	I want them to be interested in learning and actively involved in the process	I want them to be proactive and collaborative learners		

FIGURE 1.2 • Disrupting to Driving: A Continuum of Student Engagement

ACTIVE ←			PASSIVE →			ACTIVE
	DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	DRIVING
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Engaging with peers	Arguing with peers Trying to distract others	Off-task talking with others Playing around with others instead of working	Sitting with a group if directed but not interacting	Working with others when directed to do so	Sharing ideas and thinking with peers Following shared interests	Collaborating with others toward a shared goal Challenging each other to drive improvement
	Students are disengaging from the planned learning experience			Students are engaging in the planned learning experience		
	What goals might the teacher have for engagement in the learning experience?			I want them to follow my lead and complete certain tasks	I want them to be interested in learning and actively involved in the process	I want them to be proactive and collaborative learners

Visualize and map your class on a typical day. Where would you place your students?

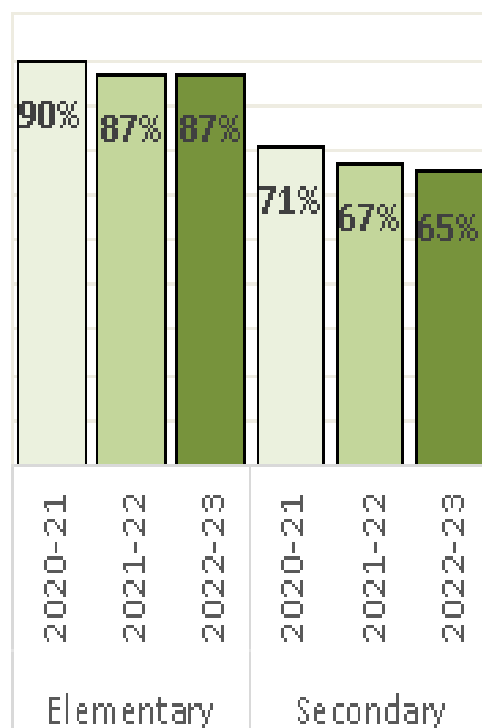
DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	DRIVING

Visualize and map your class on a typical day.

Where would you place your students on the continuum from disrupting to driving?

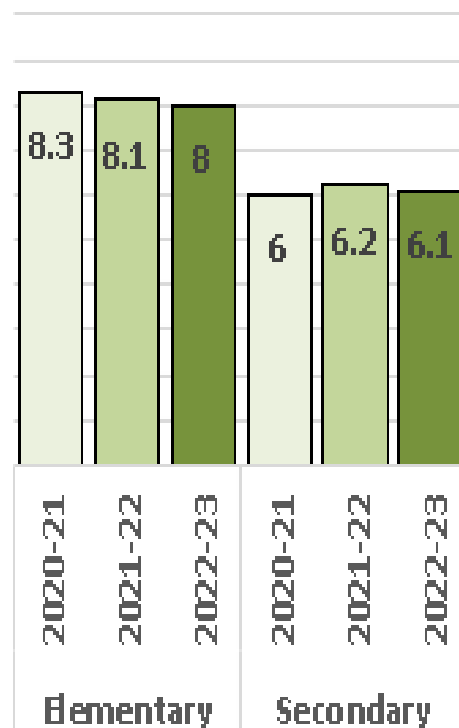
Provincial OurSCHOOL data for 2020 – 2023: Elementary – Grades 4-6; Secondary – Grades 7-12

Quality Instruction Composite



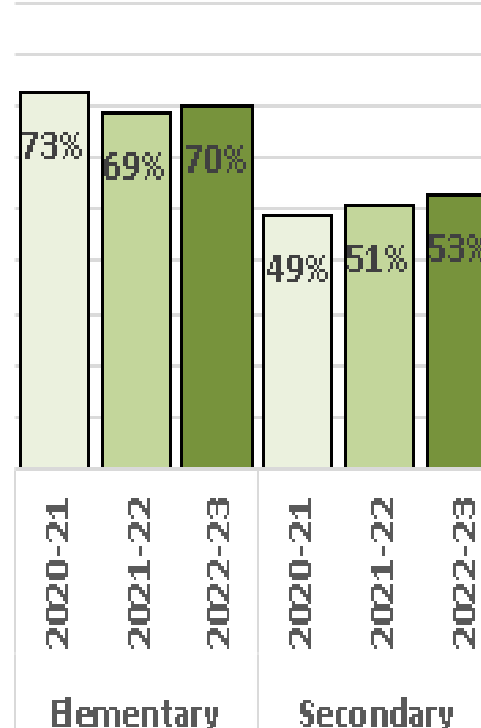
High-yield teaching strategies, effective learning time, relevance

Positive Teacher- Student Relationships

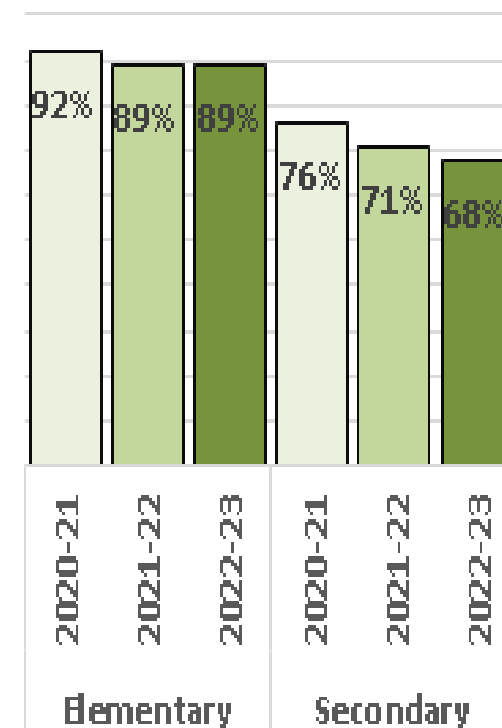


Teacher-student relations, expectations for success, positive learning climate

Sense of Belonging



Positive Learning Context



Milestone 3 - Engagement

John Antonetti.
“17,000 Classroom Visits Can't Be Wrong”
ASCD 2015

....at any point in the learning journey

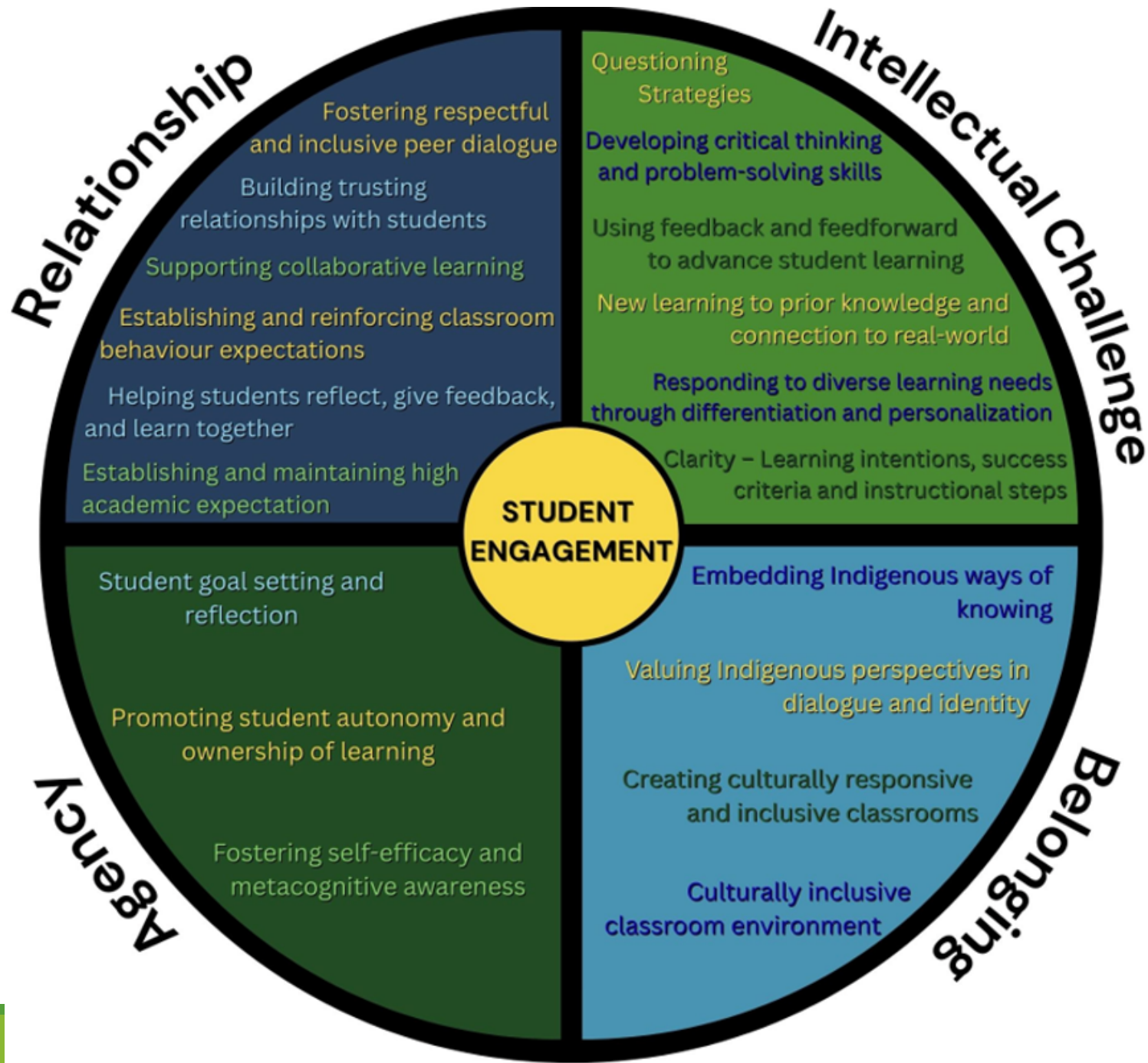
Students can articulate what they are doing	
Students can articulate what they are learning	
Students can articulate why they are learning	
Students can articulate what success looks like	

John Antonetti.
“17,000 Classroom Visits Can't Be Wrong”
ASCD 2015

....at any point in the learning journey

Students can articulate what they are doing	• 93%
Students can articulate what they are learning	• 33%
Students can articulate why they are learning	• 9%
Students can articulate what success looks like	• 4%

PEP Field Test Student Learning Data				
	% of students who can explain what they are learning		% of students who can accurately self-assess their learning	
	Non-FNMI Students	FNMI Students	Non-FNMI Students	FNMI Students
August 2024 to June 2025	52%	60%	66%	61%
August 2025 to January 13, 2026	47%	40%	64%	52%





Within our
control

WHY THIS WORK MATTERS

We know that many factors influence student engagement—some within our control, and some outside of it.



Outside our
control

We focus on what we CAN influence:
The learning conditions students experience in our classrooms.

Research and our own classrooms show that when students clearly understand their learning and feel connected, challenged, and involved, both **engagement** and **achievement** improve.

OUR FOCUS

This work is grounded in four conditions that shape student engagement:



RELATIONSHIPS

Students feel known, supported, and respected.



BELONGING

Students feel safe, valued, and able to take risks.



INTELLECTUAL CHALLENGE

Students are stretched and supported in their thinking.

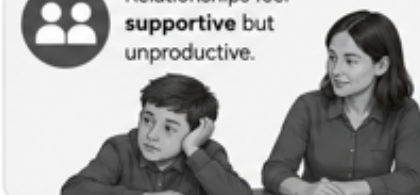


AGENCY

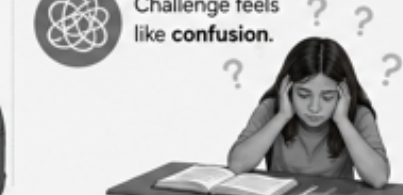
Students play an active role in their learning.



Relationships feel **supportive** but unproductive.



Challenge feels like **confusion**.



Belonging becomes **comfort**, but not growth.



Agency is **impossible**.

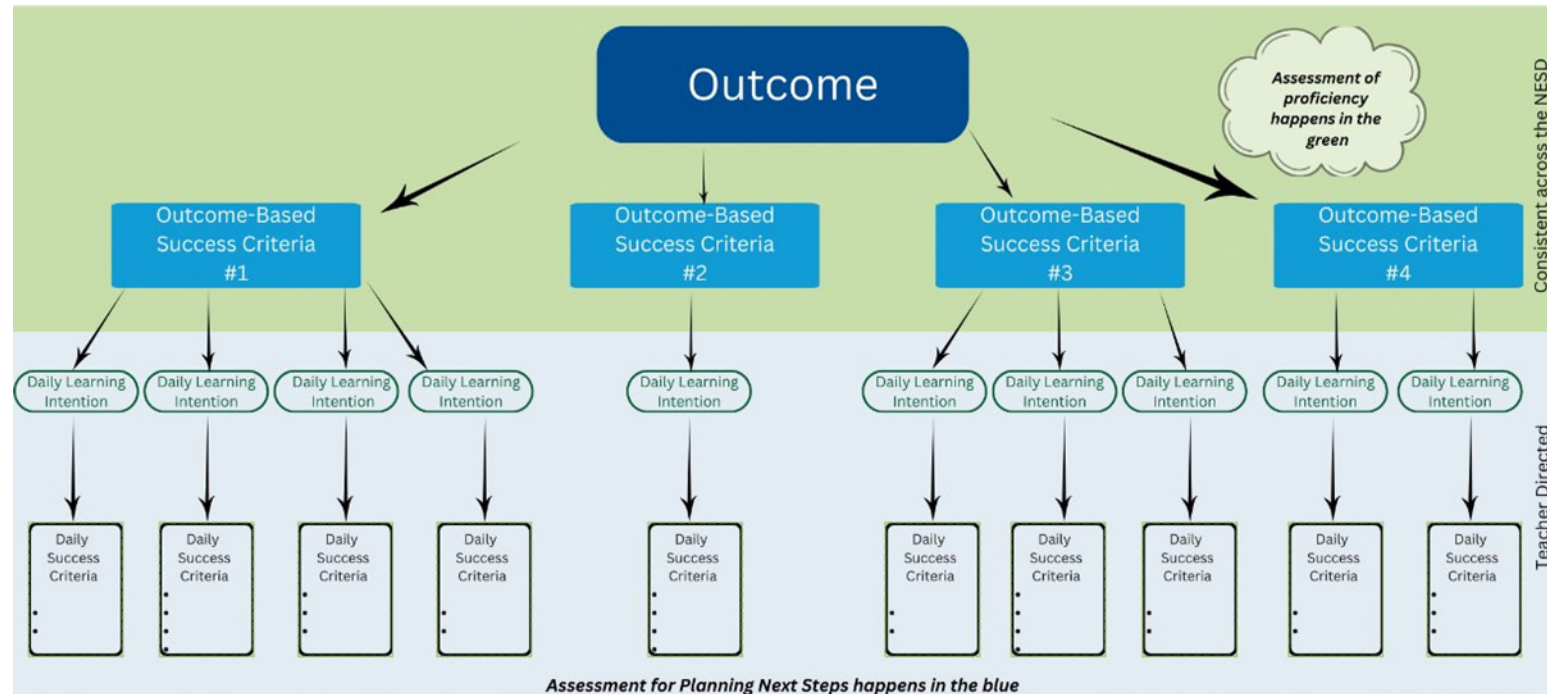


WITHOUT CLARITY...



Engagement is not something students bring—it's something they **experience**.





“I Can” statements (Outcome-Based Success Criteria) identify evidence of proficiency (FM) and are used to inform assessment of the outcome.

Use the rubric to reflect on the quality of the evidence and assess the outcome.

Ongoing student self-assessment

Where am I? How do I know? What are my next steps?
(Evidence)

Outcome-Based Success Criteria #1

“I can”

Evidence of proficiency

Daily Learning Intention

“We are learning to”

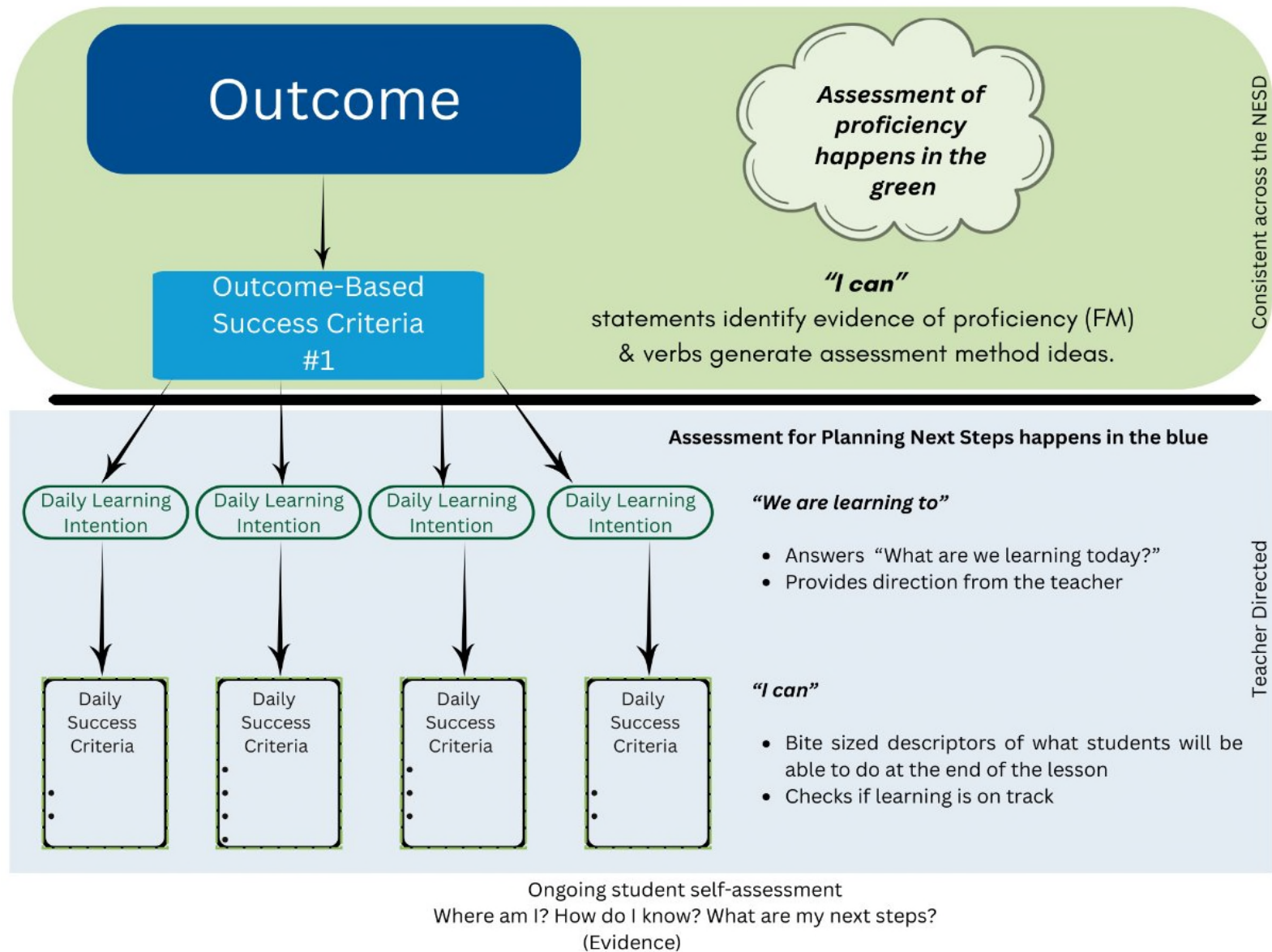
- Provides direction
- “What we are learning today?”

Daily Success Criteria

“I can”

Checkpoint:

- Bite sized descriptors of what students will be able to do at the end of the lesson
- Checks if learning is on track



School Div or Education Authority	School	Number of participating teachers
Greater Saskatoon Catholic Schools	St. Kateri Tekakwitha Catholic School	13
	awâsisak kânîmîhtocik St. Francis School	13
	Holy Family School	11
Sun West School Division	Elizabeth Middle School	8
	Loreburn Central School	4
Prairie Valley School Division	Wolseley High School	5
	Broadview School	3
	Kelliher School	5
	Kipling School	8
SDLC	Saskatchewan Distance Learning Centre	4
Living Sky School Division	Unity Composite	4
	McLurg High School	4
Northern Lights School Division #113	Pre-Cam Community School	3
Horizon	Quill Lake	3
SRPSD	West Central Public School	3
SPSD	WP Bate, River Heights, Brevoort Park, Vincent	10
	Massey, Ecole Silverspring, Chief Whitecap	
Total		101

Milestone 3 - Student Engagement

2025-26 FIELD TEST
PARTICIPANTS