

SUMMARY OF NOTES FROM DAY 2 OF P4E CONFERENCE: GOALS AND INDICATORS

On day 2 of the conference, we asked participants to work with us to help think about a broad vision of success for children, youth and schools – and how we as a society would measure it. Over seventy participants in eight working groups generated literally hundreds of ideas throughout the day. In this document, we've tried to synthesize what you told us.

One group wrote that their vision of success needs to include “all voices, all levels”.

The vision for society

Success defined in terms of the qualities we want children to have as adults, and the kind of society we want for our children.

Members of our society should be happy, healthy, resilient, empathetic, cooperative problem-solvers, critical thinkers, and lifelong learners who are well prepared for careers, social contribution, citizenship, and change.

Measures of the big picture using **population measures** such as:

- health statistics, crime rates, unemployment rates,
- level of inequality between groups, and
- participation in citizenship activities, from voting to volunteering.

Several groups emphasized the importance of **longitudinal measures** that follow children as they move away from school and into adult life.

The vision for the system

Success defined in terms of a *system* of services for children and families that:

- Ensures equitable learning opportunities for all children
- Provides the supports required for children to thrive
- Promotes healthy, well-rounded development for all children

Measures that reflect a system that works well for children and families:

- Focused on a *range* of children's outcomes including health, learning, security, participation; focused on *equity* in terms of children's opportunities, supports and outcomes.
- Existing examples include “community assessment reports” (see e.g. Windsor Essex Community Well-being report) that help build a sense of joint ownership and understanding.

The vision for schools

Success defined in terms of the characteristics of the schools we want for our children:

- They are characterized by high levels of satisfaction, engagement and trust on the part of all members of the school community – students, educators, staff, and families.
- Students experience a sense of belonging, and have access to needed supports.
- They are strongly connected, and responsive to, to individual students' needs, homes and the local community. Students get hands-on learning experiences, within and beyond the classroom.
- They promote achievement, well-being and a love of learning.
- They provide opportunities for student leadership, initiative, participation and voice.

- foster student passions or strengths - One group: “school should open doors for students, not create walls”
- Equitable and actively celebrate diversity

Measures that reflect the schools we want:

- Surveys of stakeholder groups that include measures of satisfaction, trust and engagement, and climate
- Measures of attendance and participation in classes
- Standardized tests in some domains that can be compared across the province & across groups
- *Interestingly, though many groups raised these goals, there were relatively few measures proposed for connection with community, availability of supports, or opportunities for participation/voice/leadership.*

The vision for students

Success defined in terms of children’s outcomes and experiences. Students should be:

- Happy
- Healthy – including aspects of mental health like security, resilience.
- Competent, knowledgeable, reflective critical thinkers or learners (lots of different ways of thinking about this – but almost all groups had something to say about it)
- Able to play well with others – cooperative, empathetic, problem-solving
- Engaged and responsible – “good people”, “make good moral decisions”

Measures that reflect students’ success:

- Individualized, holistic measures – one group said ‘every child should have an IEP’; another talked about ‘learning contracts’
- Emphasis on broader competencies – including arts, additional language proficiency,
- Tied to children’s development over time and not necessarily to grades / ages
- Graduation rates