

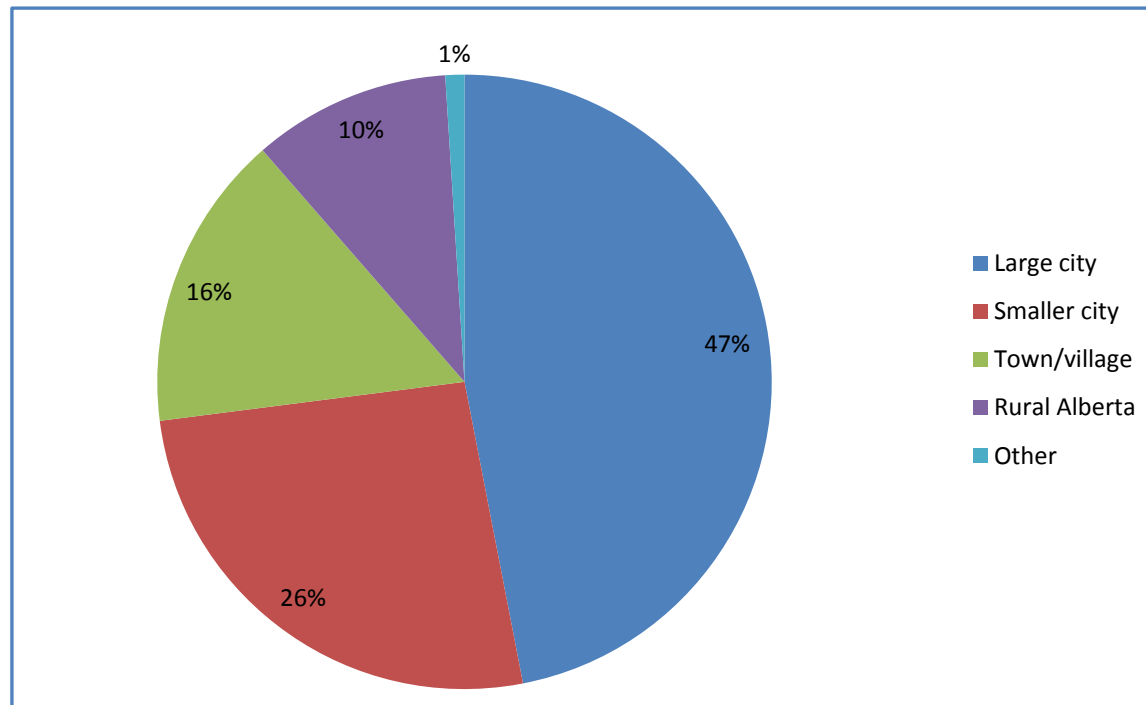


Student-Centered Education, Competencies and Curriculum – 192 respondents

Please Tell Us About Yourself:

1. I live:

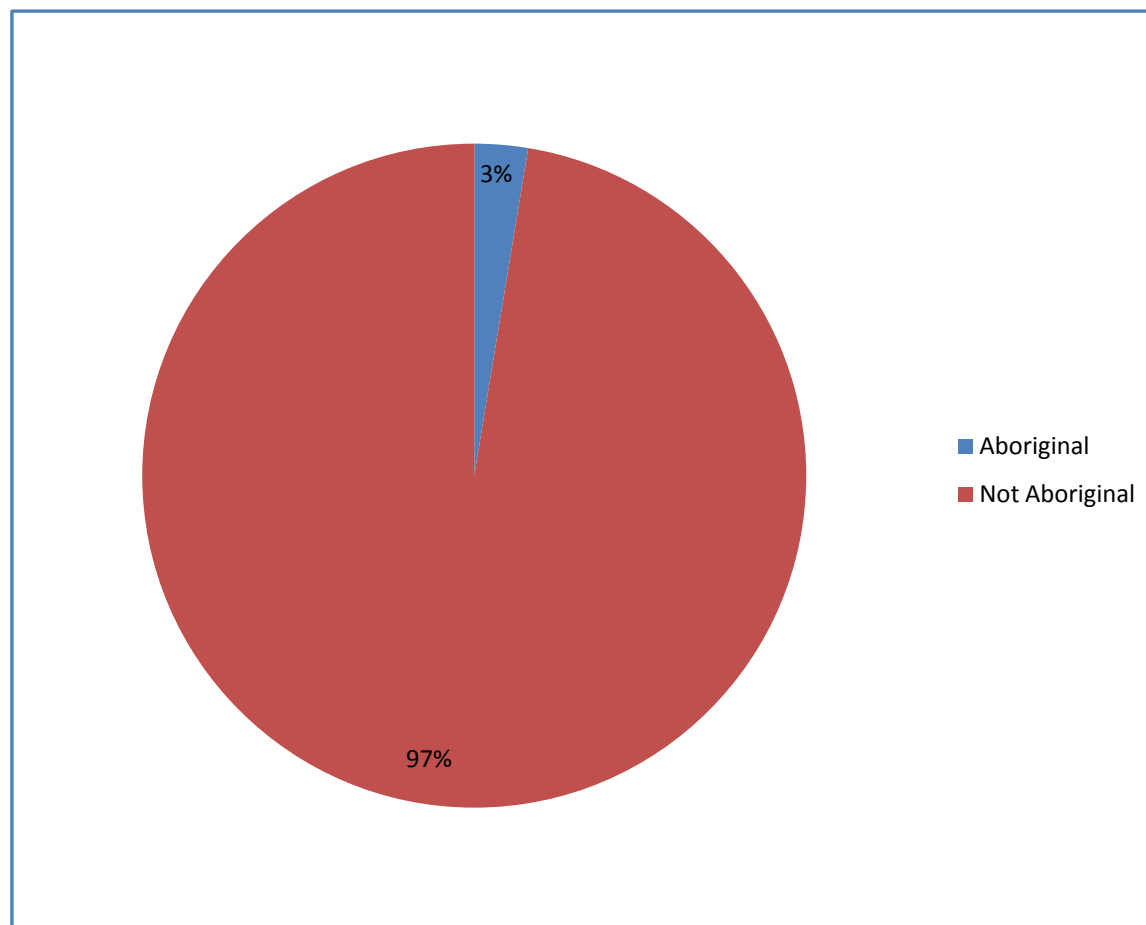
- In a large city in Alberta – more than 100,000 people
- In a smaller city in Alberta – between 10,000 and 99,999 people
- In a town or village in Alberta – between 300 to 9,999 people
- In rural Alberta - a farm or community with less than 300 people
- In a Métis Settlement
- On a First Nation Reserve
- I do not live in Alberta



2. I am an Aboriginal person (check if applicable):

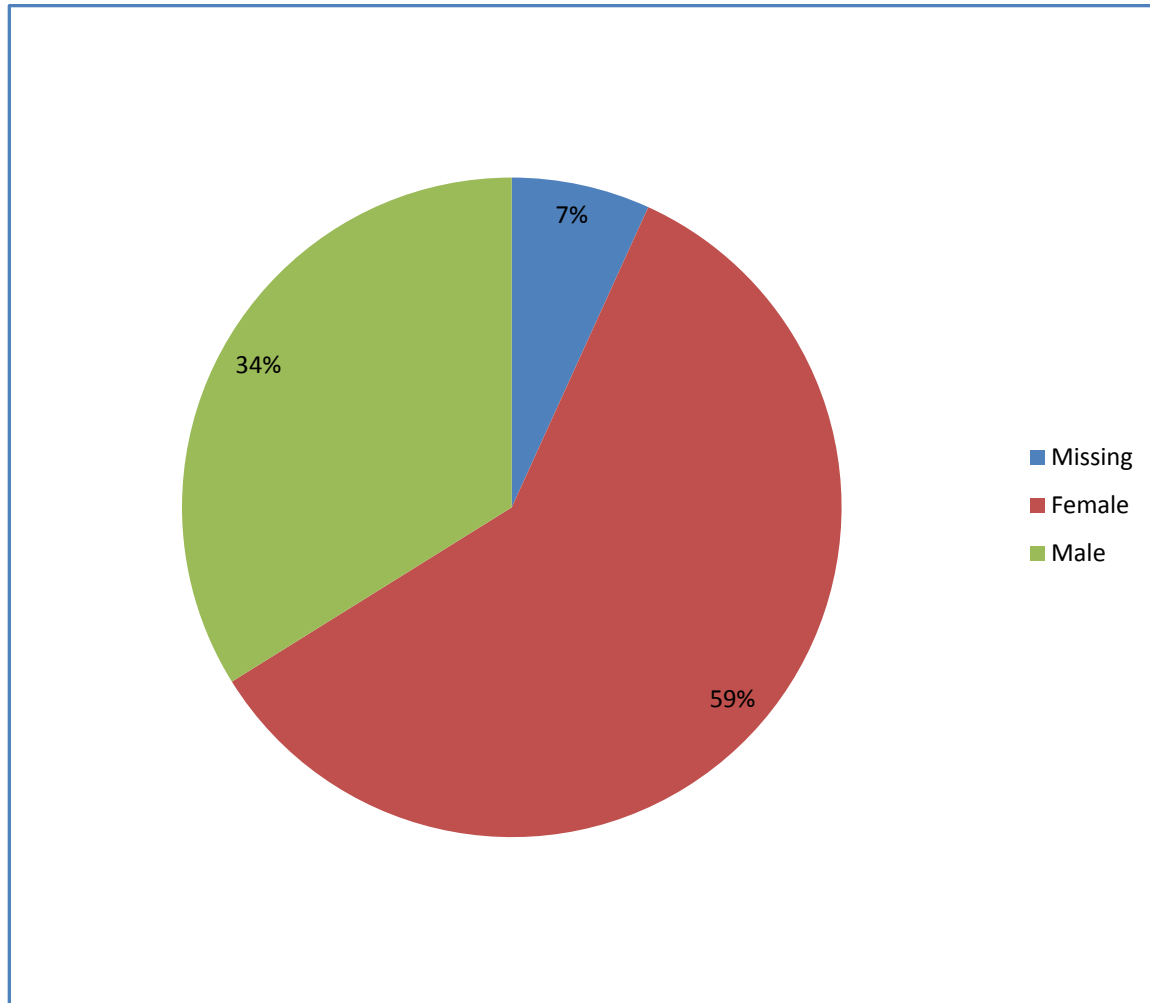
- First Nations*
- Inuit
- Métis

First Nations* includes those living on and off-reserve, status and non-status.



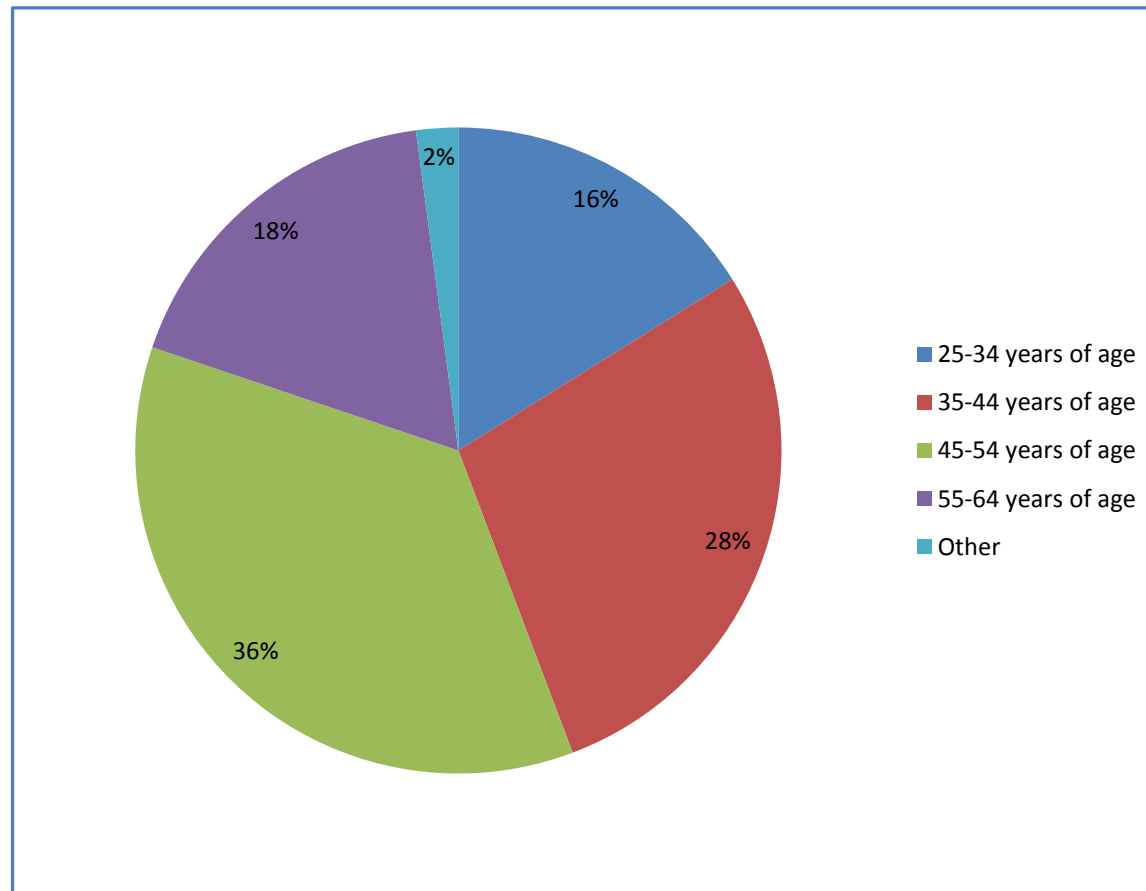
3. I am:

- Female
- Male



4. I am:

- Under 18 years of age
- 18 – 24 years of age
- 25 – 34 years of age
- 35 – 44 years of age
- 45 –54 years of age
- 55 –64 years of age
- 65- 74 years of age
- Over 75 years of age



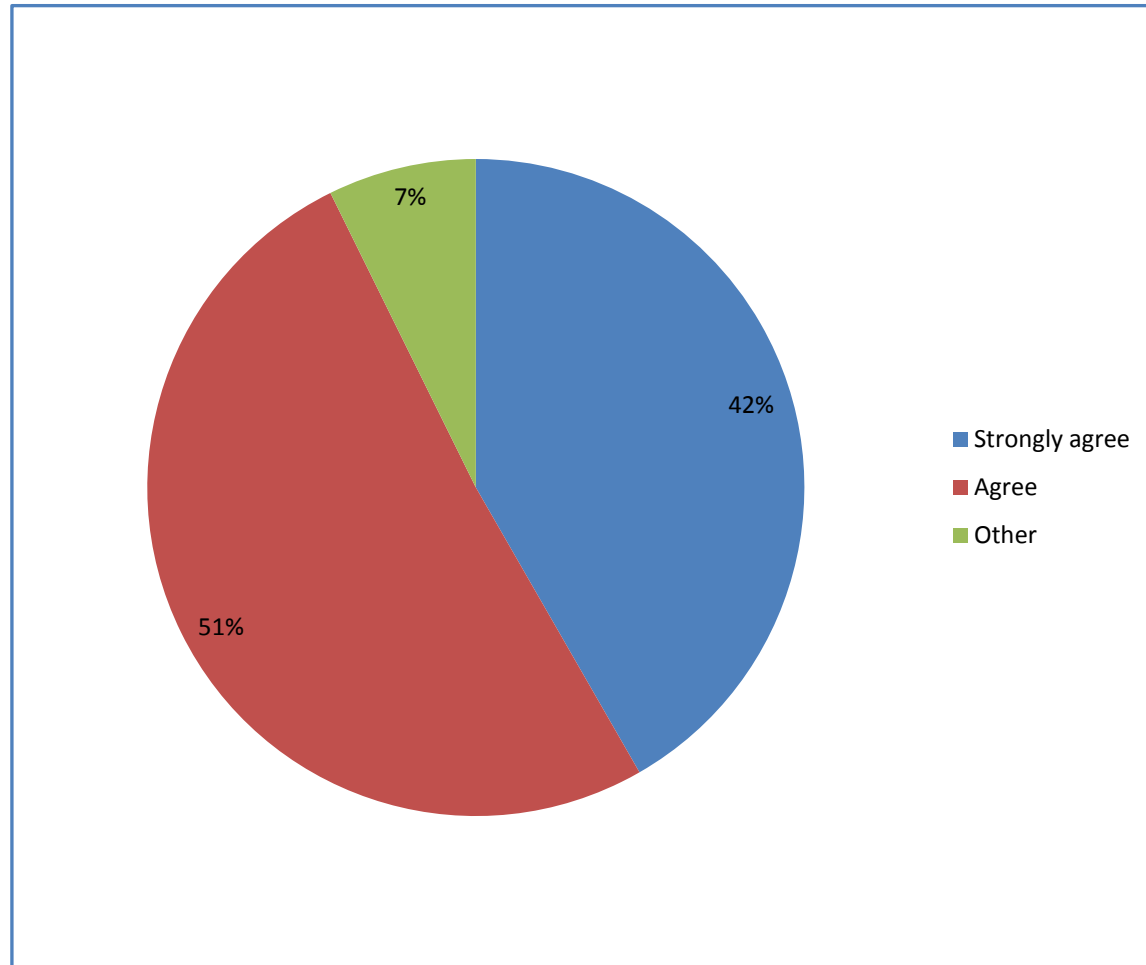
5. Please select **ALL** that apply to you. I am:

Perspectives	Percentage
A current or former student of the Alberta Early Childhood Services (ECS) to grade 12 system	43%
A parent** of a child who is currently attending or enrolled in the Alberta Early Childhood Services (ECS) to grade 12 system	38%
A parent** of a pre-school child	10%
A parent** of a child who in the past attended the Alberta Early Childhood Services (ECS) to grade 12 system	29%
A concerned citizen/an interested member of the public	62%
A member of the business community	16%
A member of a community/not-for-profit organization	28%
A member of an education stakeholder organization	32%
A current or former school system administrator (i.e. principal, superintendent)	26%
A current or former elected official (i.e. School Board Trustee, MLA)	9%
A current or former teacher	47%

**Parent includes guardian and/or primary caregiver for a child.

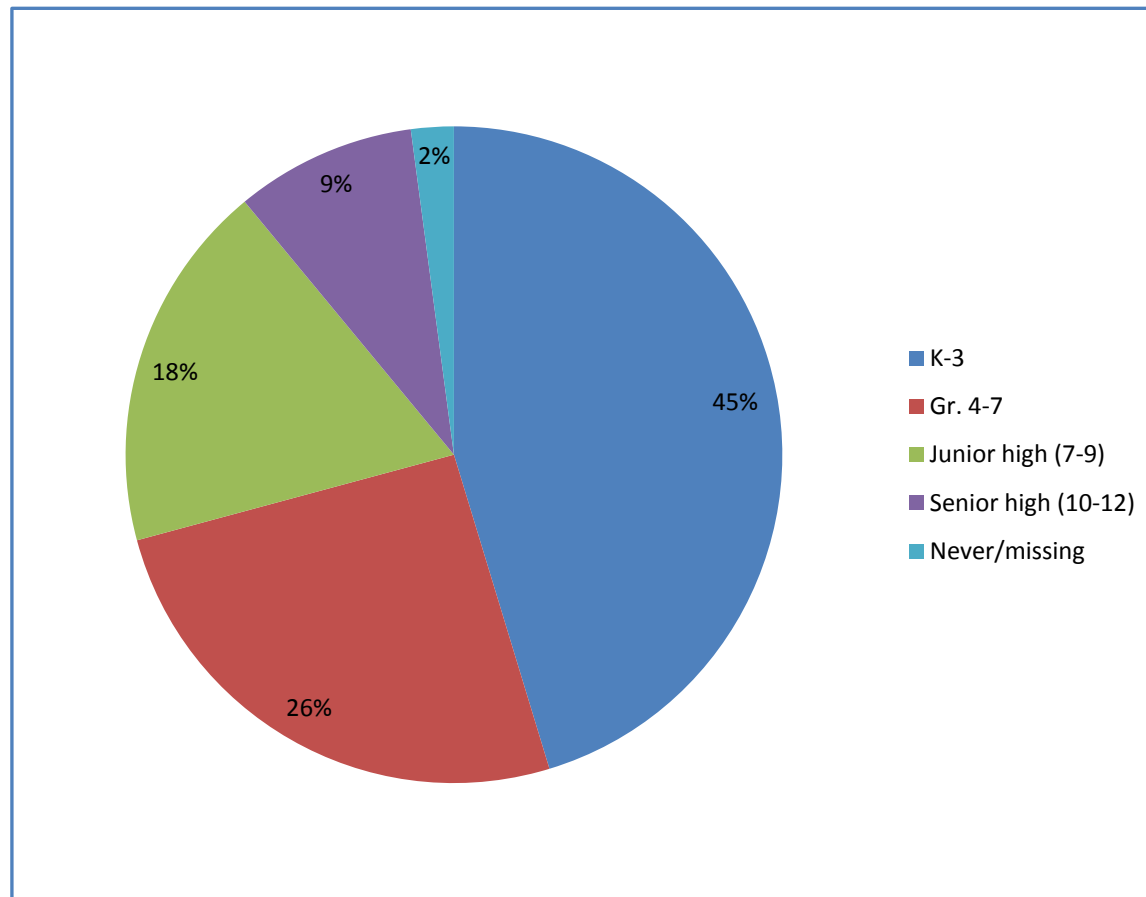
Student-Centered Education

1. To what extent do you agree that it is important for students to be actively involved in decisions related to their education?



2. At what age and stage can children **begin** to become actively involved in making decisions affecting their education? Choose one of the following:

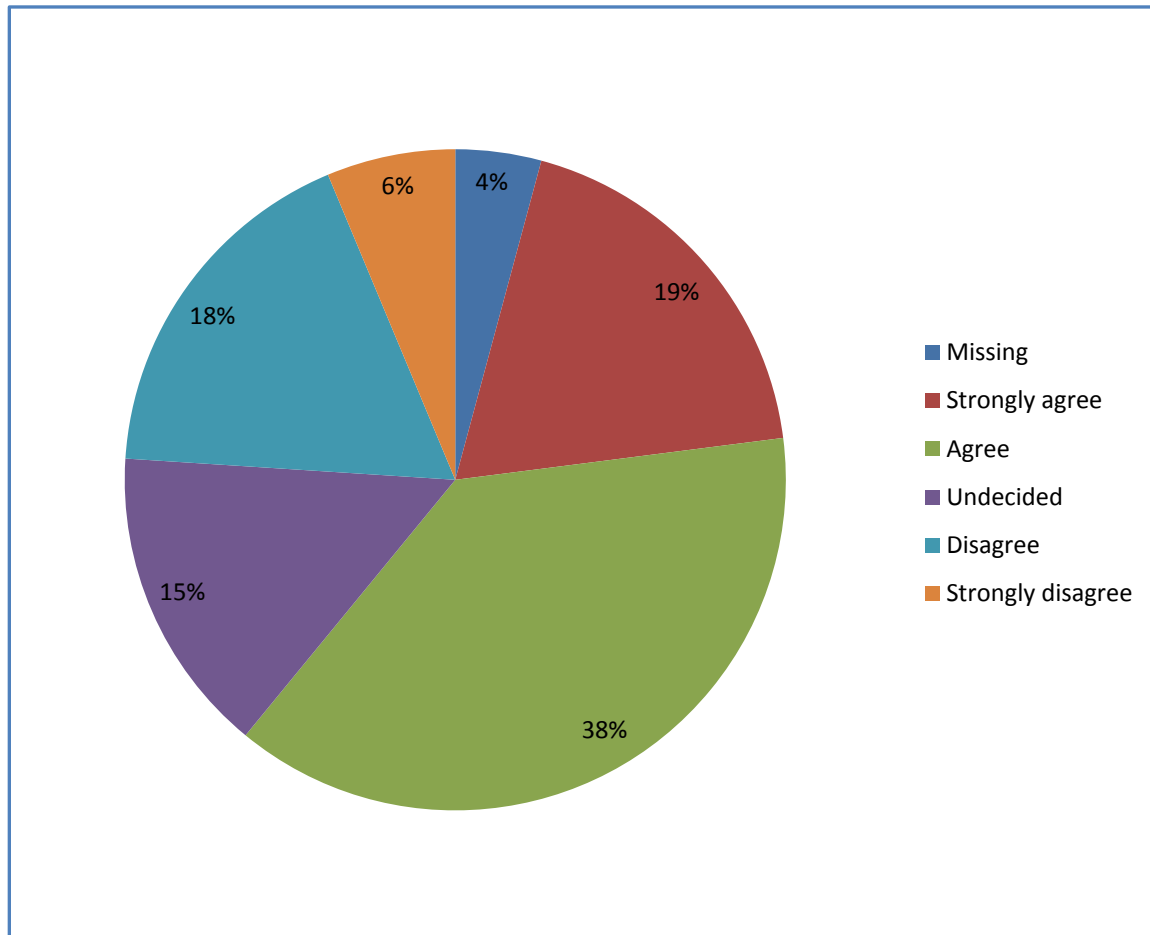
- Early elementary (K-Grade 3)
- Later elementary (Grades 4-6)
- Junior high/middle school (Grades 7-9)
- Senior high school (Grades 10-12)
- Students should not be involved in decisions affecting their education



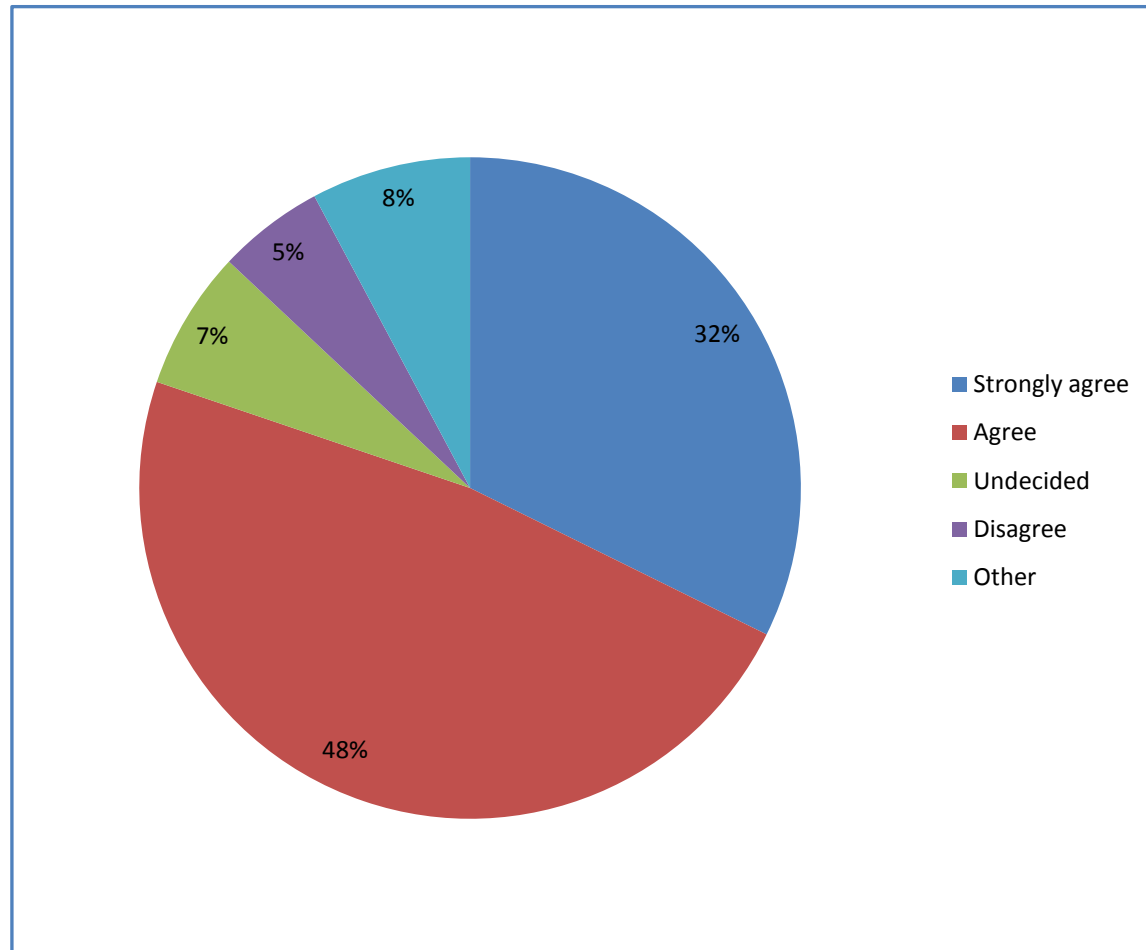
Student Involvement in Learning Decisions

Recognizing that all students have unique interests and learning styles, increasing their involvement in decisions that affect them increases their ability to achieve their potential. *Inspiring Action* p. 15

3. To what extent do you agree that students should have a significant say in **what they learn** (e.g., content of the curriculum)?



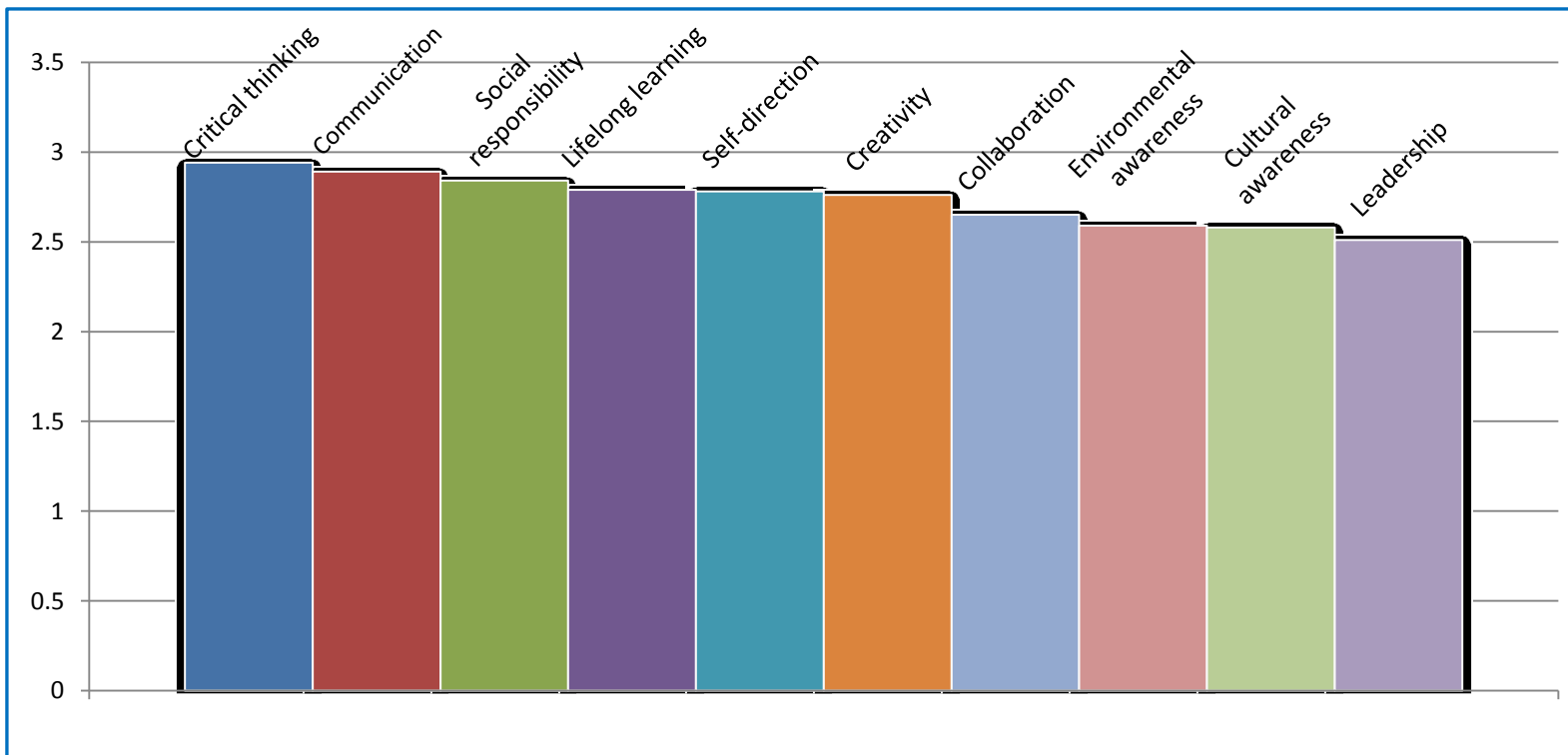
4. To what extent do you agree that students should have a significant say in **how they learn** (e.g. lecture format, small-group, on-line)?



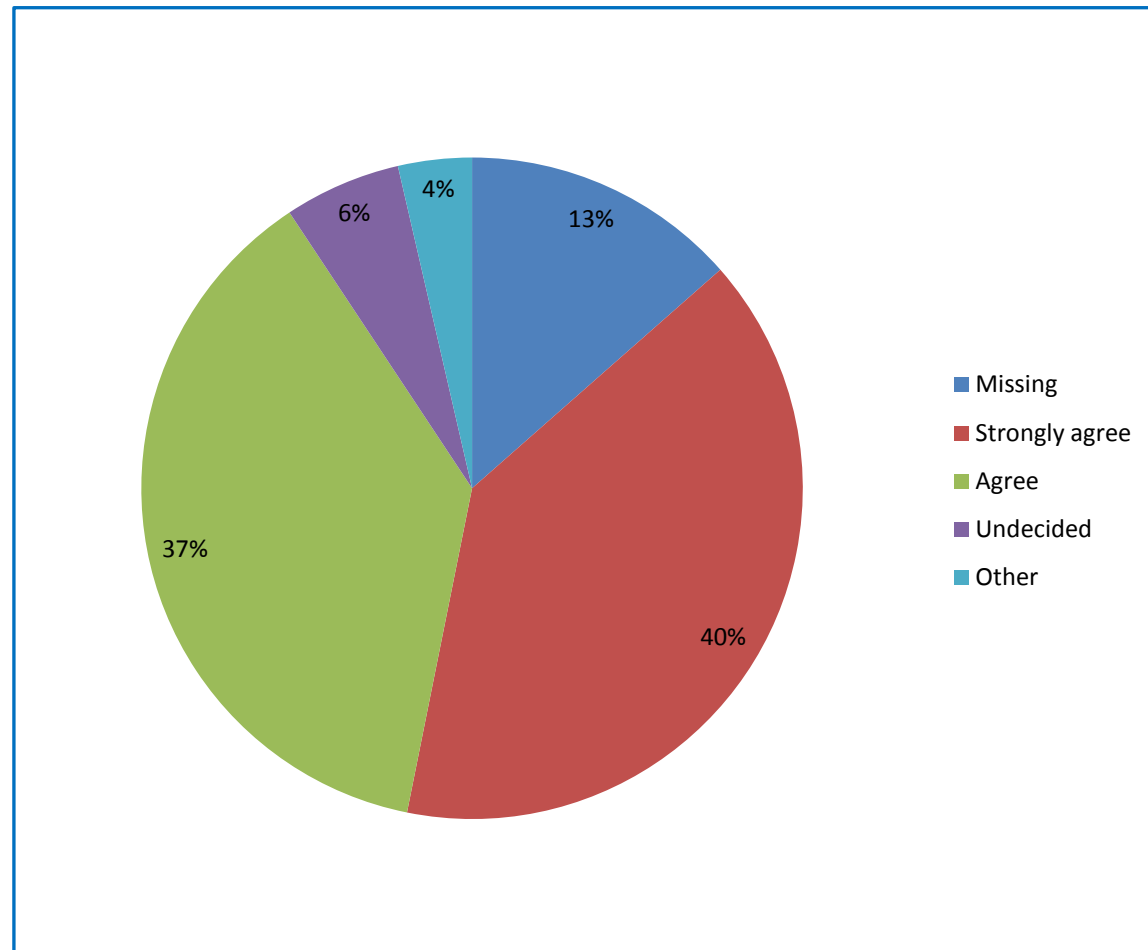
Inspiring Action identifies the seven competencies listed on the right as contributing to “the transformation of Alberta’s education system” (p. 9)

5. **Please indicate a level of importance** for each group of competencies according to your assessment of their significance for learning in the 21st century: Circle either 1 for low, 2 for medium and 3 for high importance.

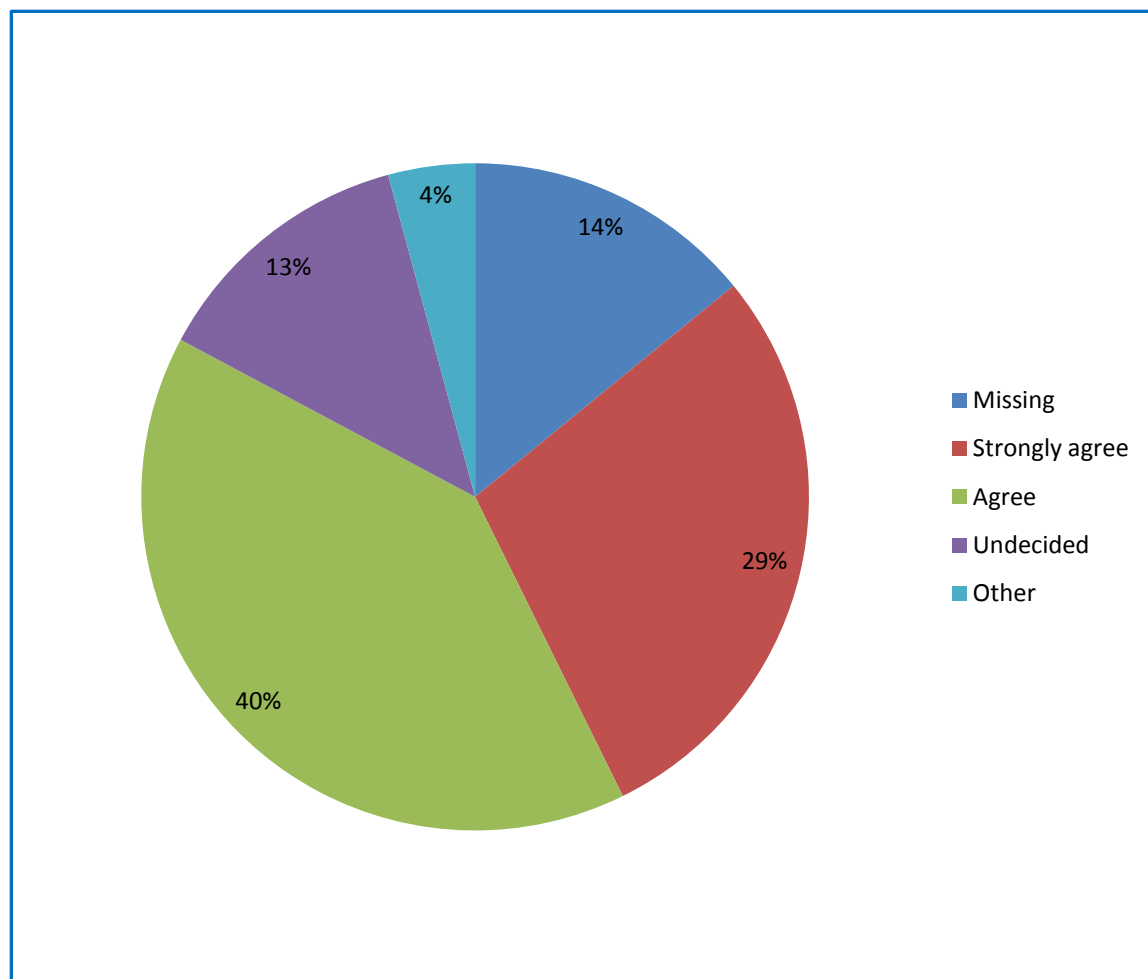
- a. Critical Thinking and Problem Solving
- b. Creativity and Innovation
- c. Social Responsibility
- d. Cultural and Global Awareness
- e. Environmental Awareness
- f. Communication
- g. Digital Literacy
- h. Lifelong Learning
- i. Self-Direction and Personal Management
- j. Collaboration
- k. Leadership



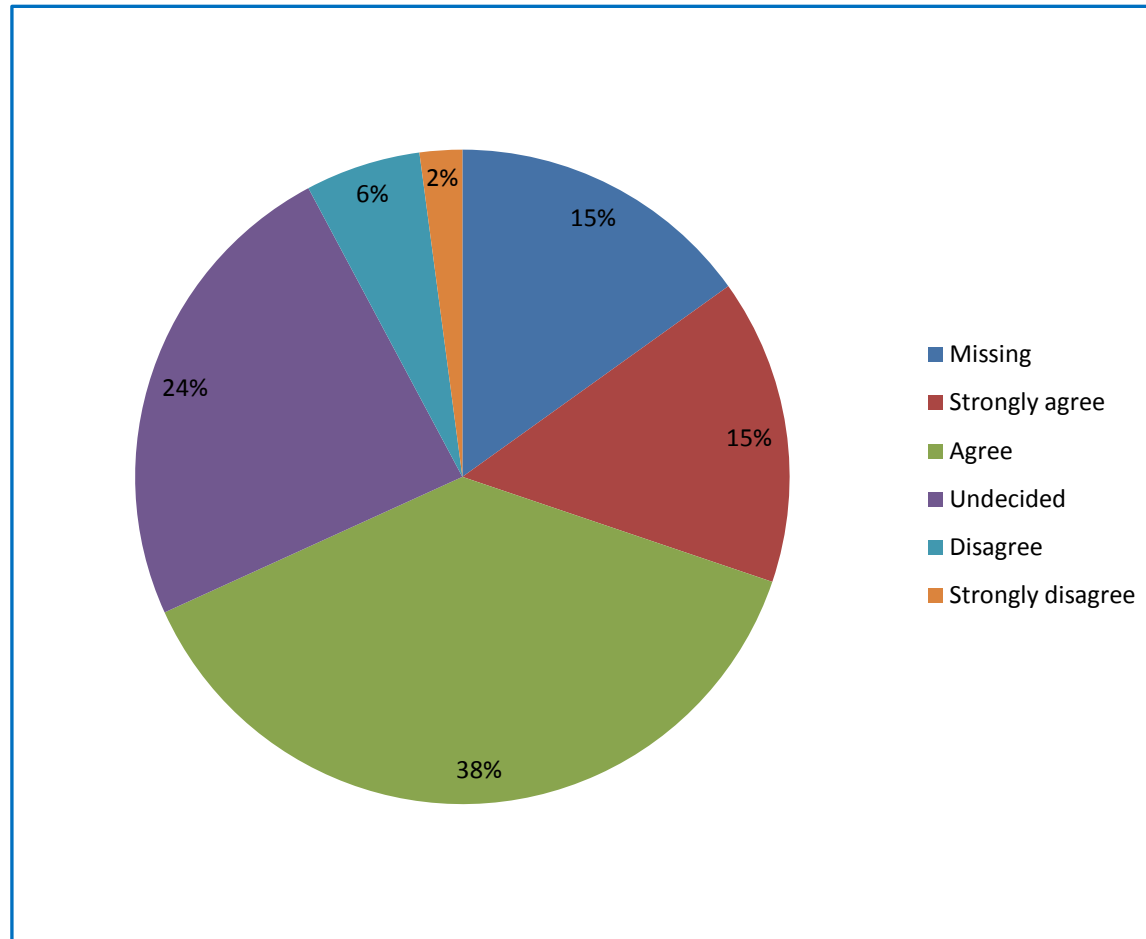
6. To what extent do you agree that development of these competencies will result in learners who demonstrate **engaged thinking**?



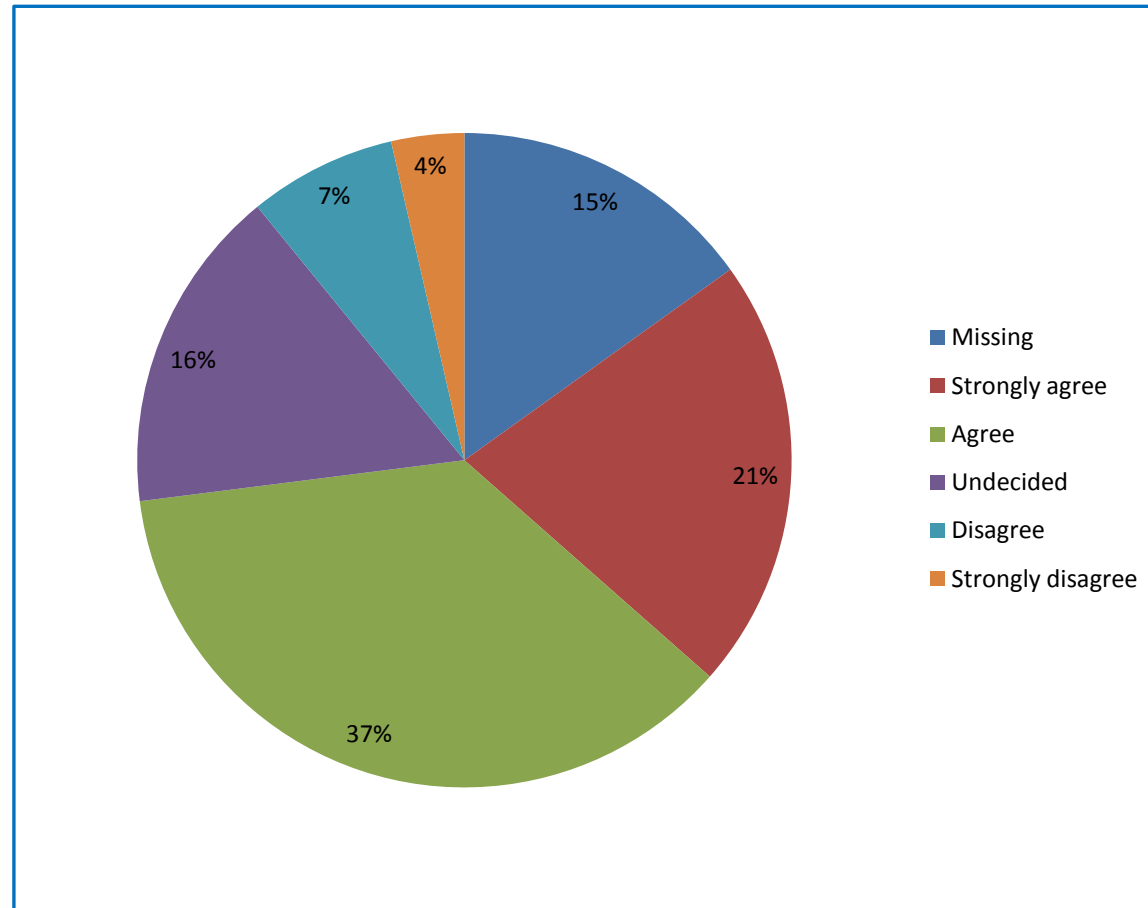
7. To what extent do you agree that development of these competencies will result in learners who demonstrate **ethical citizenship**?



8. To what extent do you agree that development of these competencies will result in learners who demonstrate an **entrepreneurial spirit**?



9. To what extent do you agree that an in-depth study of concepts within subject/discipline areas is the foundation for the development of competencies?

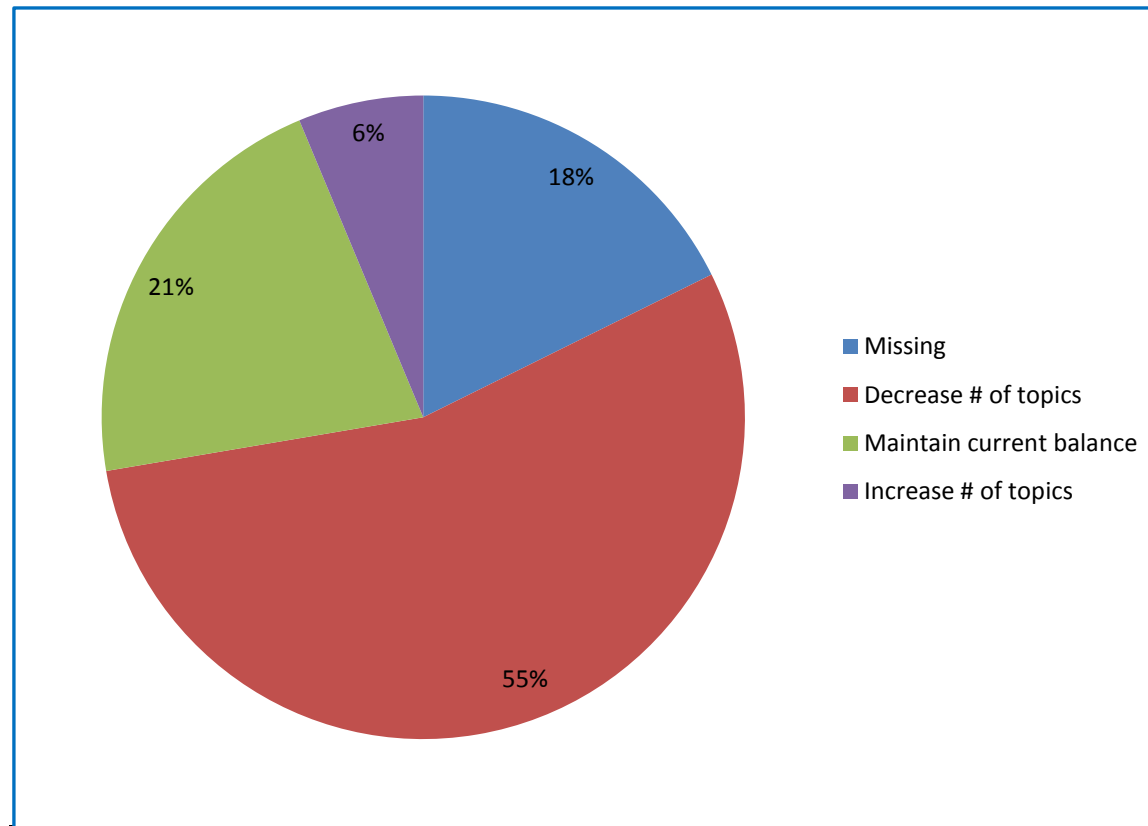


Curriculum: Programs of Study

Inspiring Action states that Programs of Study set provincial standards for students. It is important for students to know and understand what is expected of them and apply what they've learned to other contexts. (p. 19)

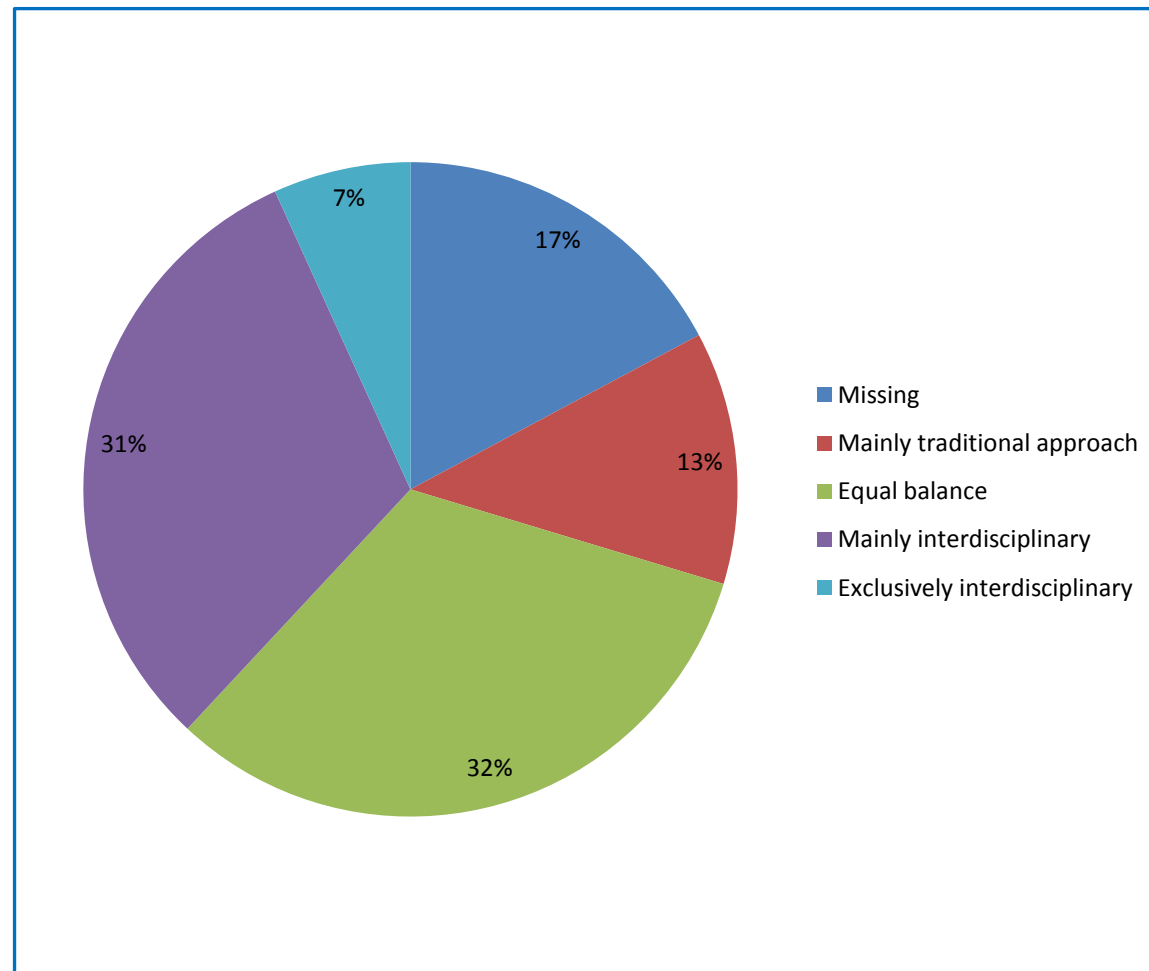
"Learning that is more competency-based will require a redesign of the focus and content of the province's programs of study, and how they are developed. This will include revising programs of study to provide opportunities for students to explore concepts in more depth while reducing the breadth of content" (*Inspiring Action* p. 19)

10. What do you think is the right balance between studying a smaller number of topics within a subject area in greater depth and studying a greater number of topics within a subject area in less depth? Please indicate your preference by selecting one of the options below:
- ☐ decrease the number of topics within a subject area studied, while increasing the depth
 - ☐ maintain the current balance
 - ☐ increase the number of topics within a subject area studied, while decreasing the depth

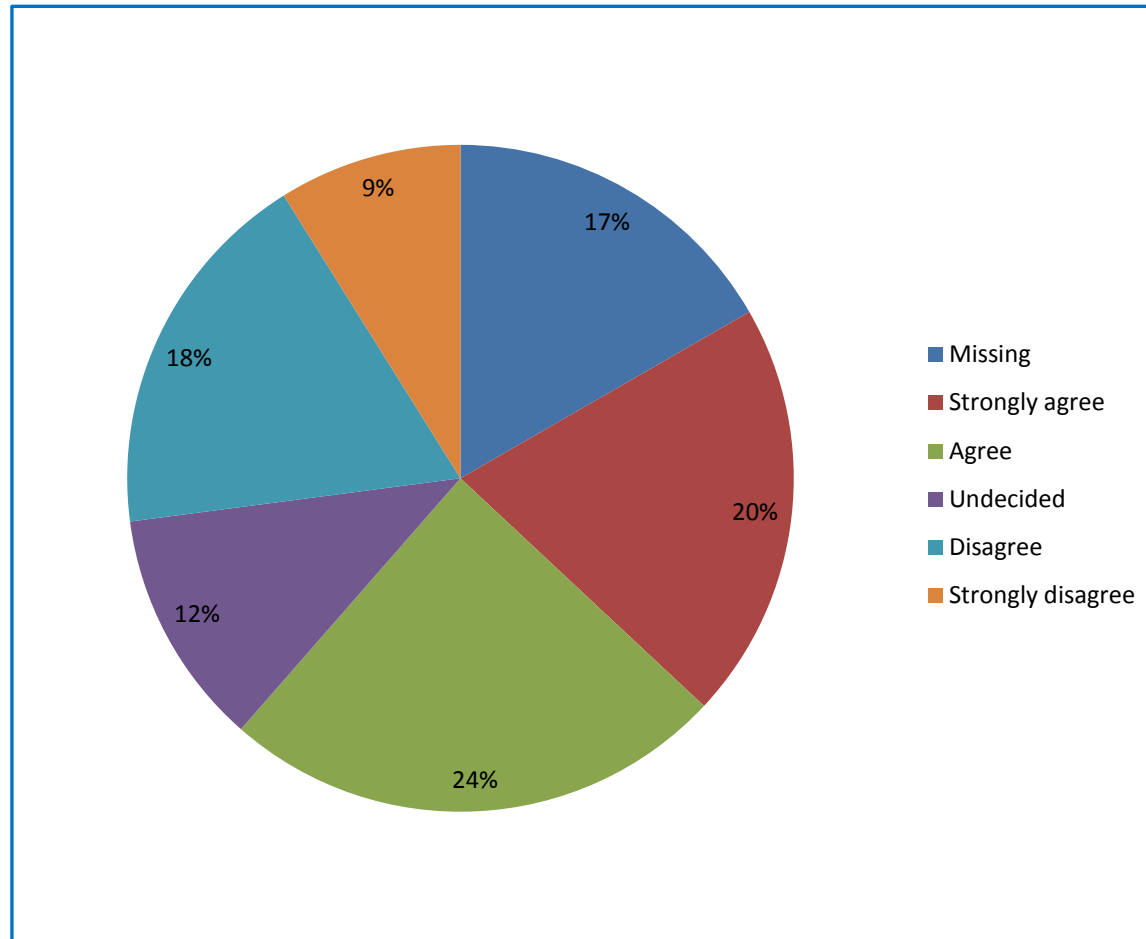


11. What do you think is the right balance between “traditional” subject-based study and interdisciplinary learning? Please indicate your preference by selecting one of the following options below:

- exclusively traditional subject-based study
- mainly traditional subject-based study but with some interdisciplinary learning
- an equal balance of traditional subject-based study and interdisciplinary learning
- mainly interdisciplinary learning but with some traditional subject-based study
- exclusively interdisciplinary learning

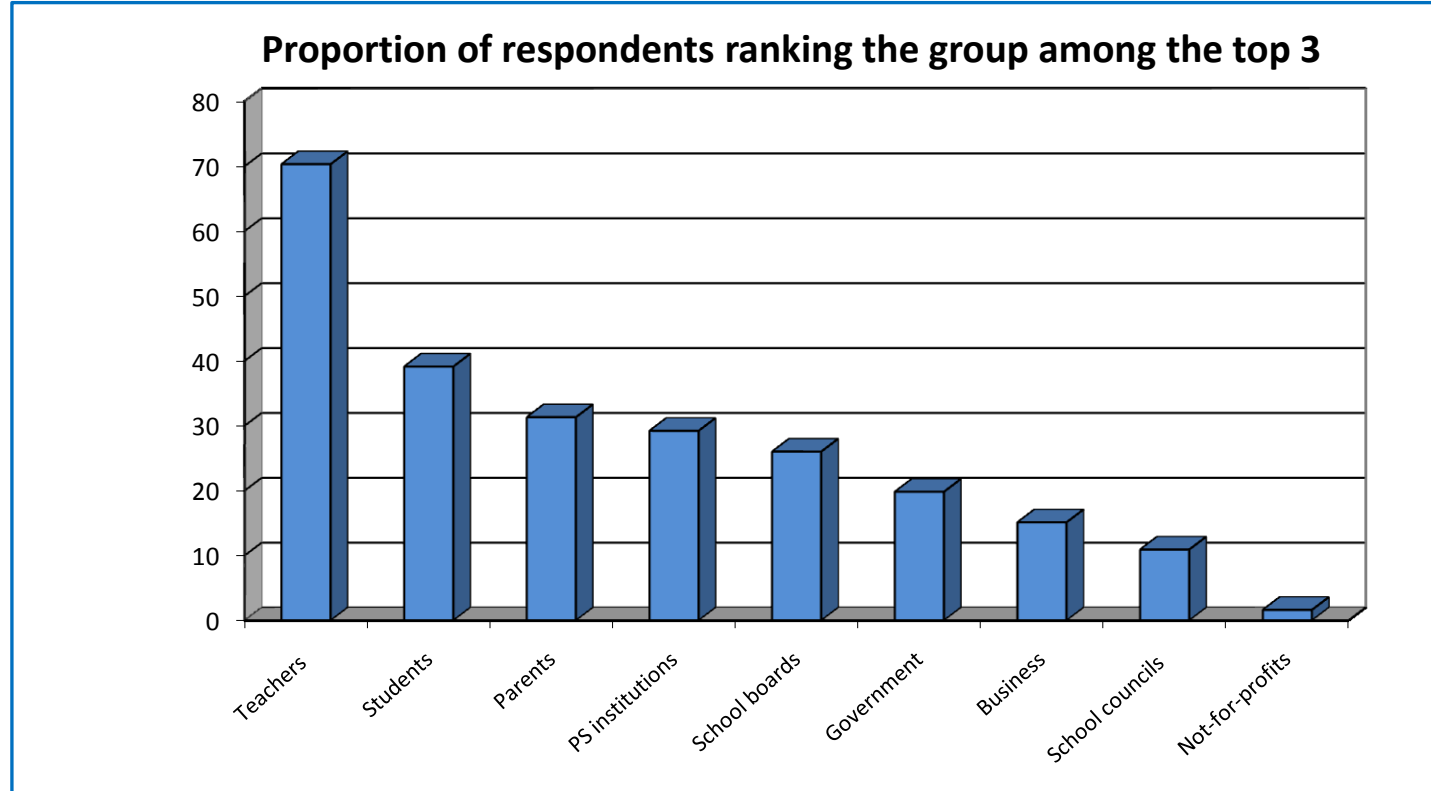


12. Currently, the majority of programs of study are developed by the province. To what extent do you agree that there should be greater local flexibility in developing programs?



13. When a new or revised program of studies is developed for use in Alberta schools, which of the following groups are the most important to involve in development? Please rank your top 5 choices, with a 1 indicating your top choice and 5 indicating your last choice.

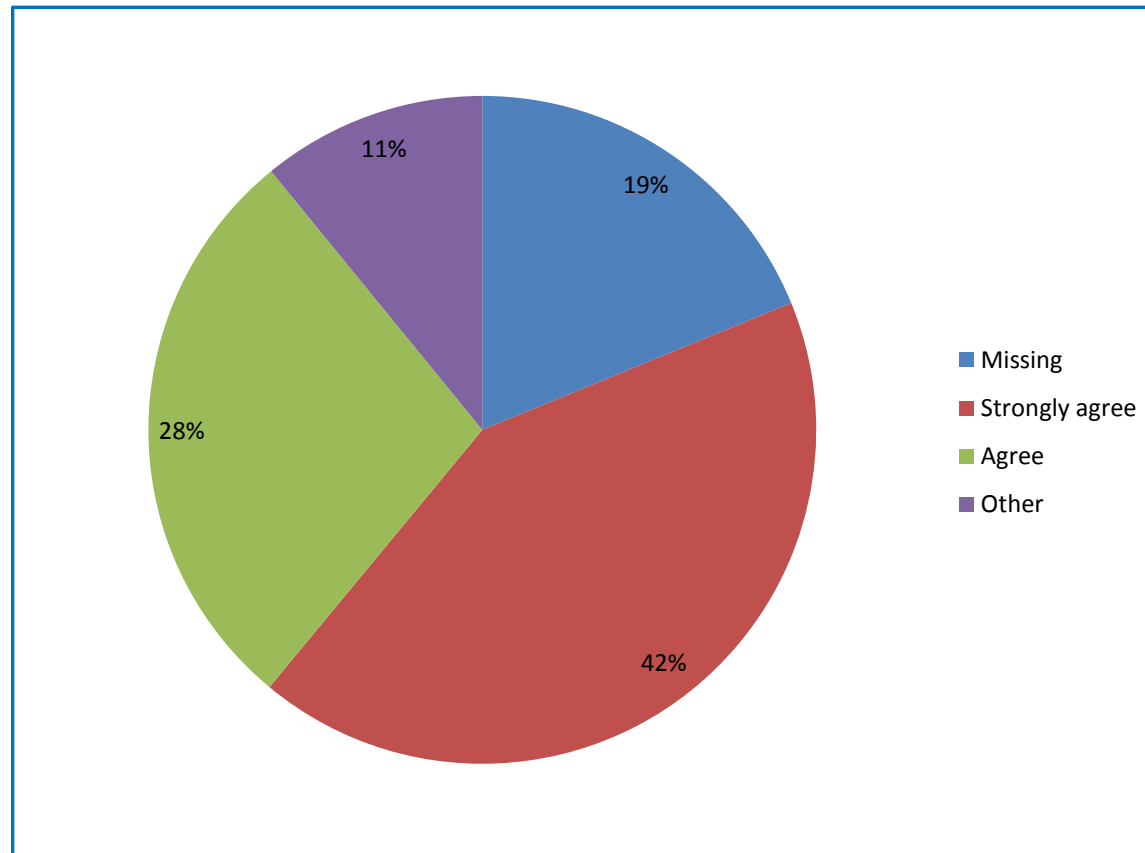
- ☐ Business and industry
- ☐ Government
- ☐ Not-for-profit organizations
- ☐ Other (please specify)
- ☐ Parents
- ☐ Post-secondary institutions
- ☐ School boards
- ☐ School councils
- ☐ Students
- ☐ Teachers



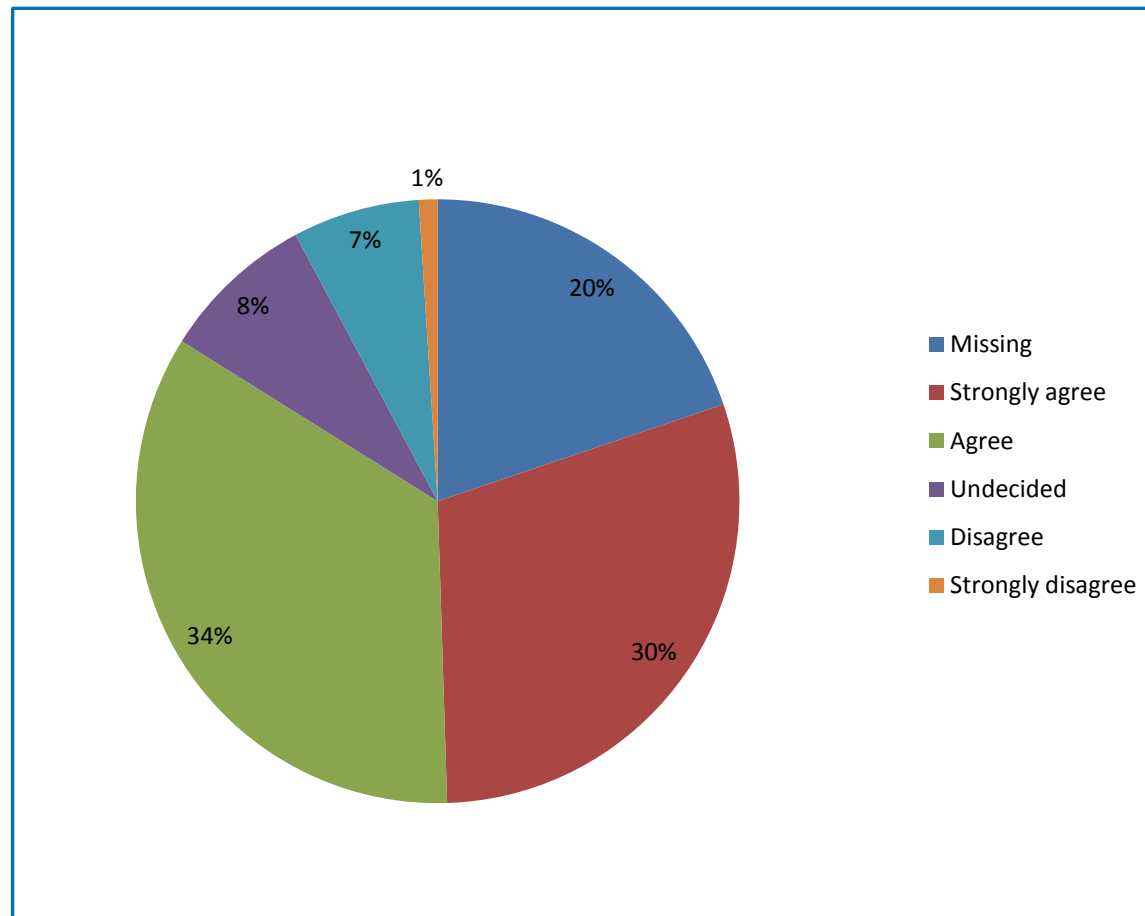
Curriculum: Assessment

Inspiring Action states that assessment plays a critical and an integral role in teaching and learning and serves several purposes for students, teachers, parents, and the broader education community. It includes formative assessment, often called “assessment for learning,” and summative assessments, often referred to as “assessment of learning,” that demonstrate achievement of learning outcomes. (p.20)

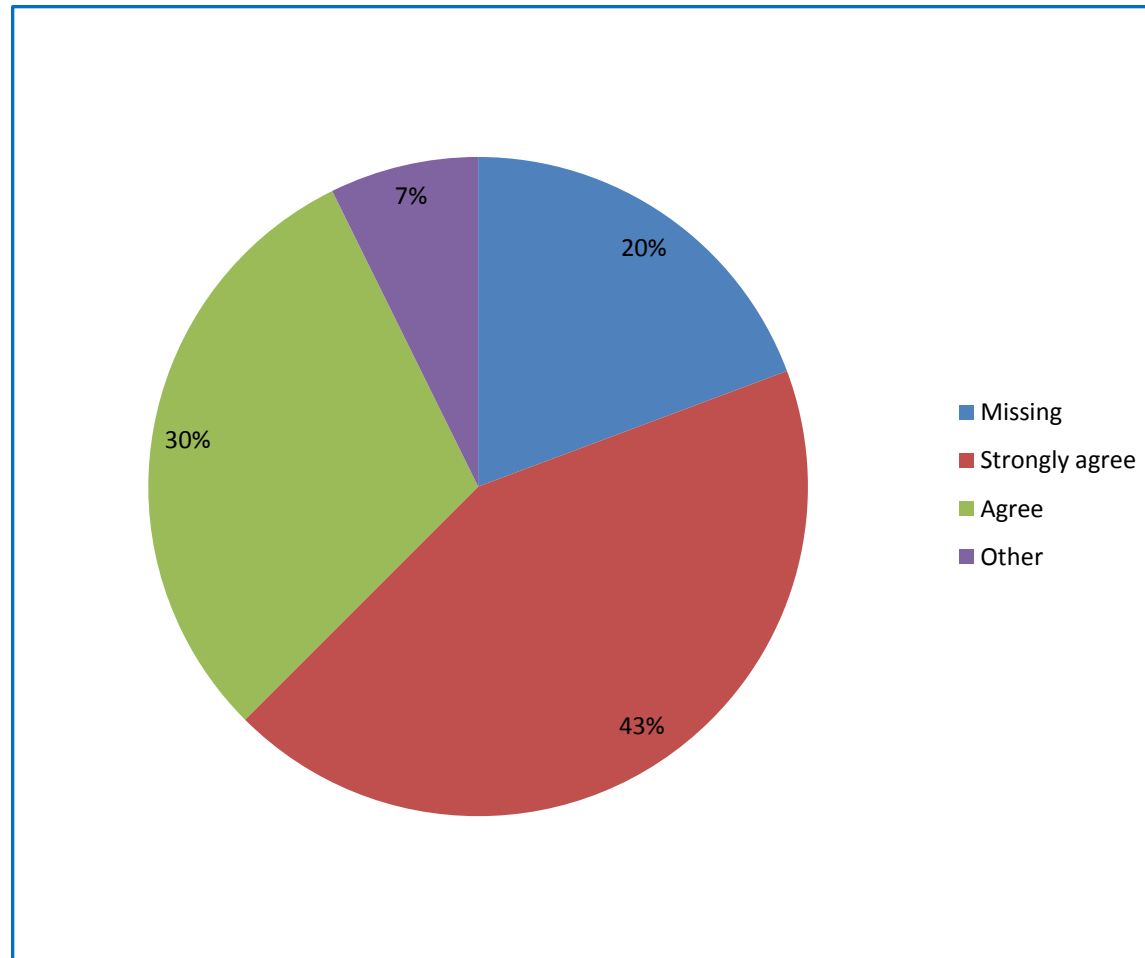
14. To what extent do you agree that a variety of assessments provide assurance that students meet standards (e.g. in language arts, mathematics, science and social studies)?



15. To what extent do you agree that assessment can provide assurance that students are successful at developing competencies (e.g. problem solving, creativity and collaboration)?



16. To what extent do you agree that students should be involved in the assessment of their own learning?

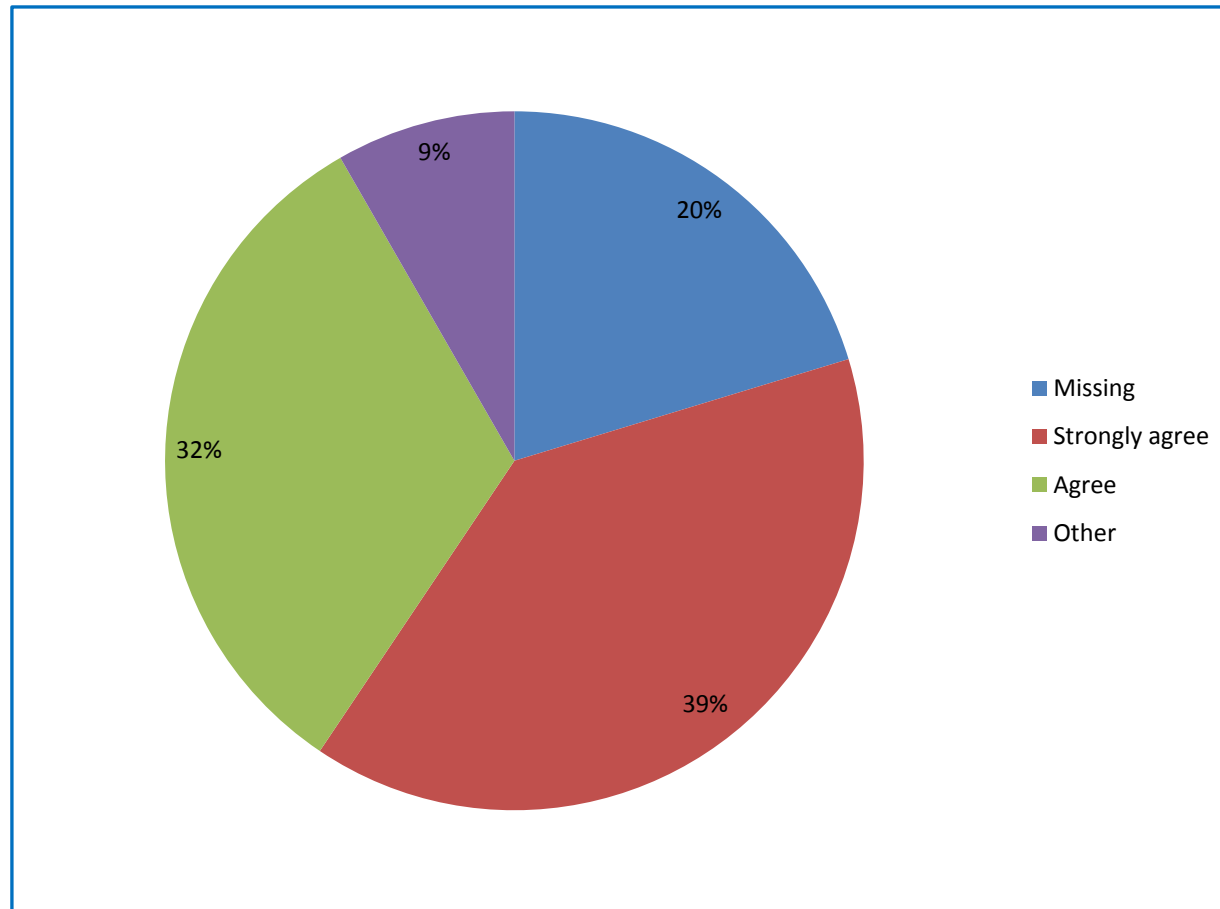


Curriculum: Learning and Teaching Resources

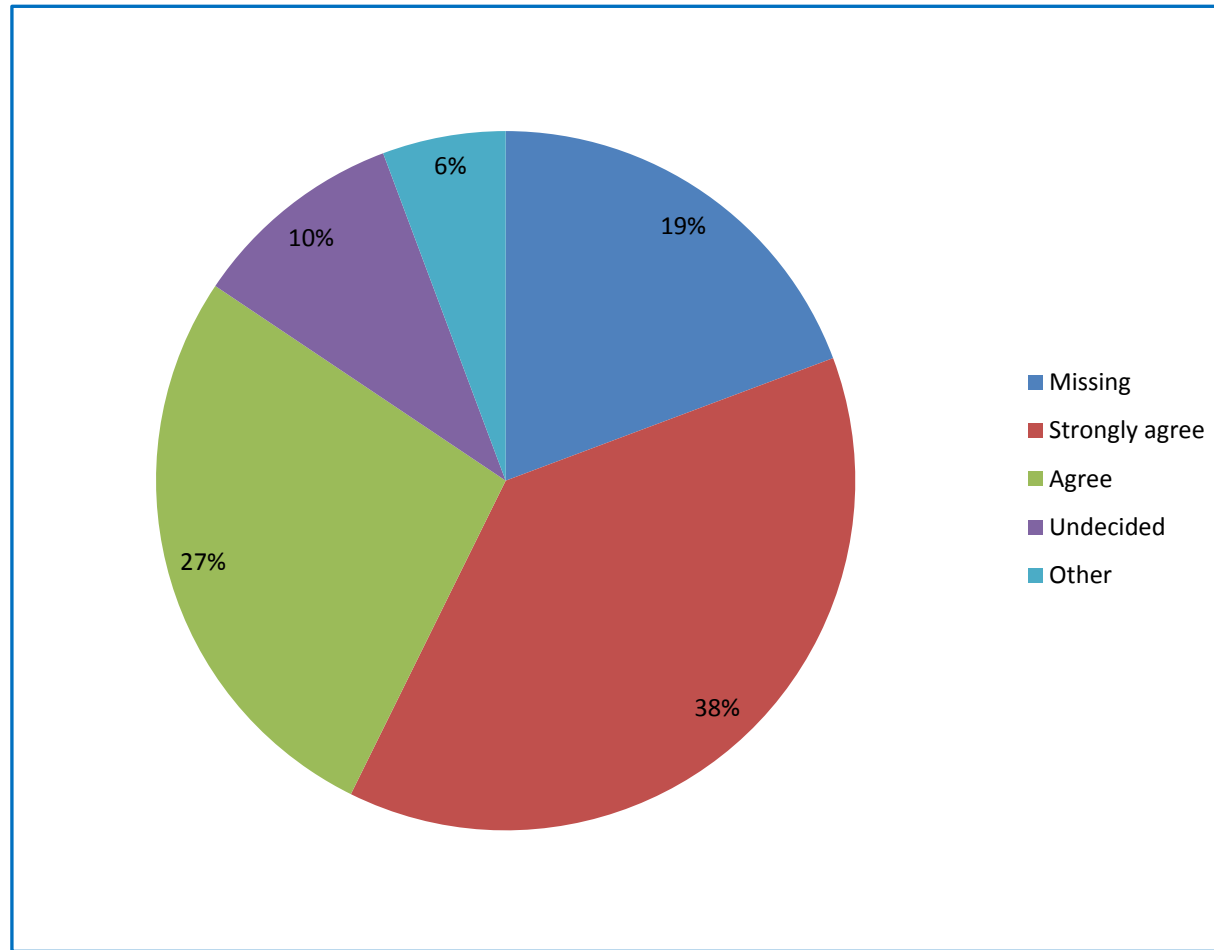
Inspiring Action states that learning and teaching resources, includes textbooks, web-based content and general reference materials, available in print, digital, video and audio formats. Resources are aligned with the outcomes in the programs of study. (p.21)

Taking into account the descriptions of learning and teaching resources, and “digitally-based resources”, provided on the right:

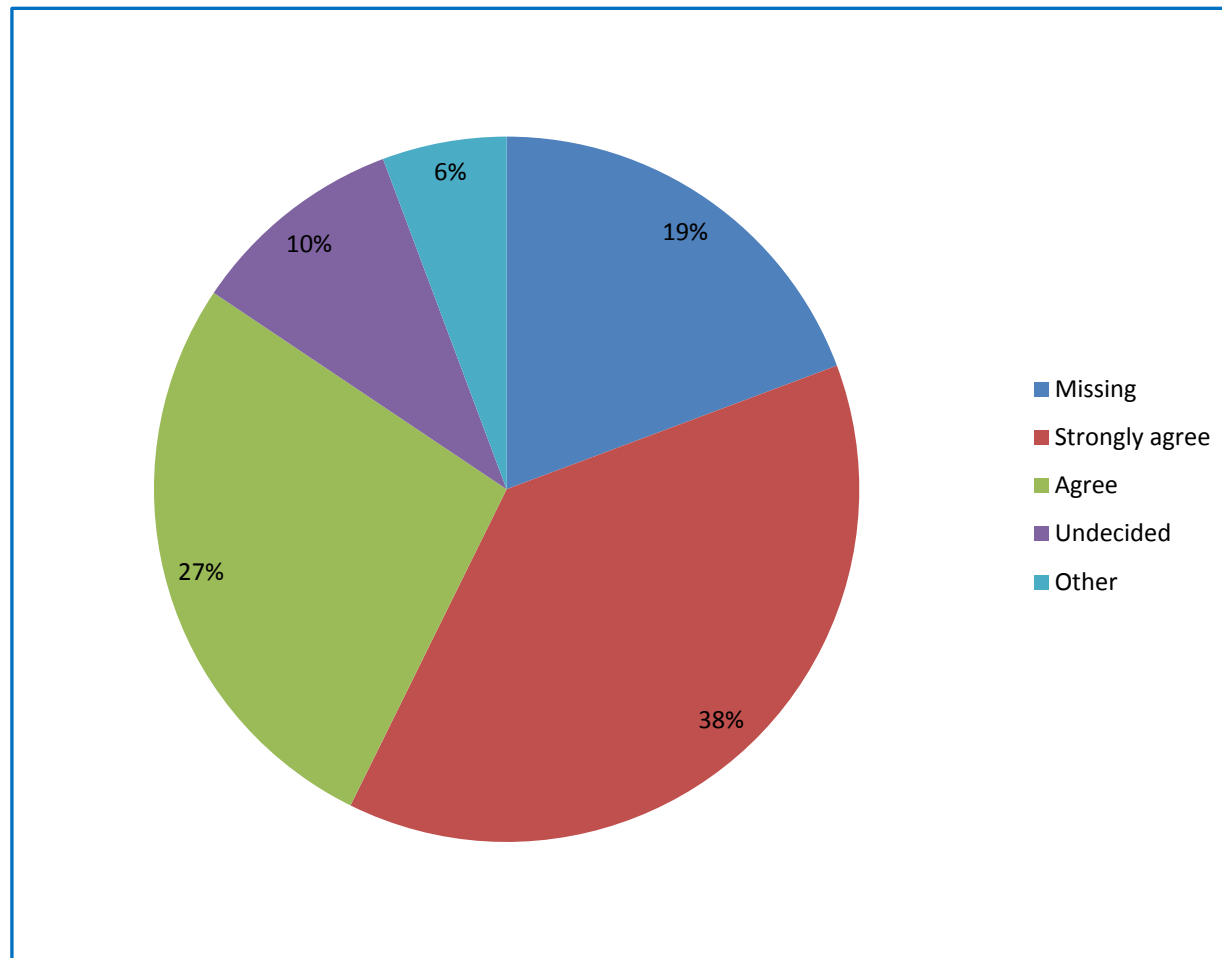
17. To what extent do you agree that digitally-based resources are important in providing Alberta students with high-quality learning opportunities?



18. To what extent do you agree that digitally-based resources will provide Alberta students with the opportunity to learn with flexible timing and pacing through a range of learning environments (e.g. in the classroom, online, at different times throughout the day)?

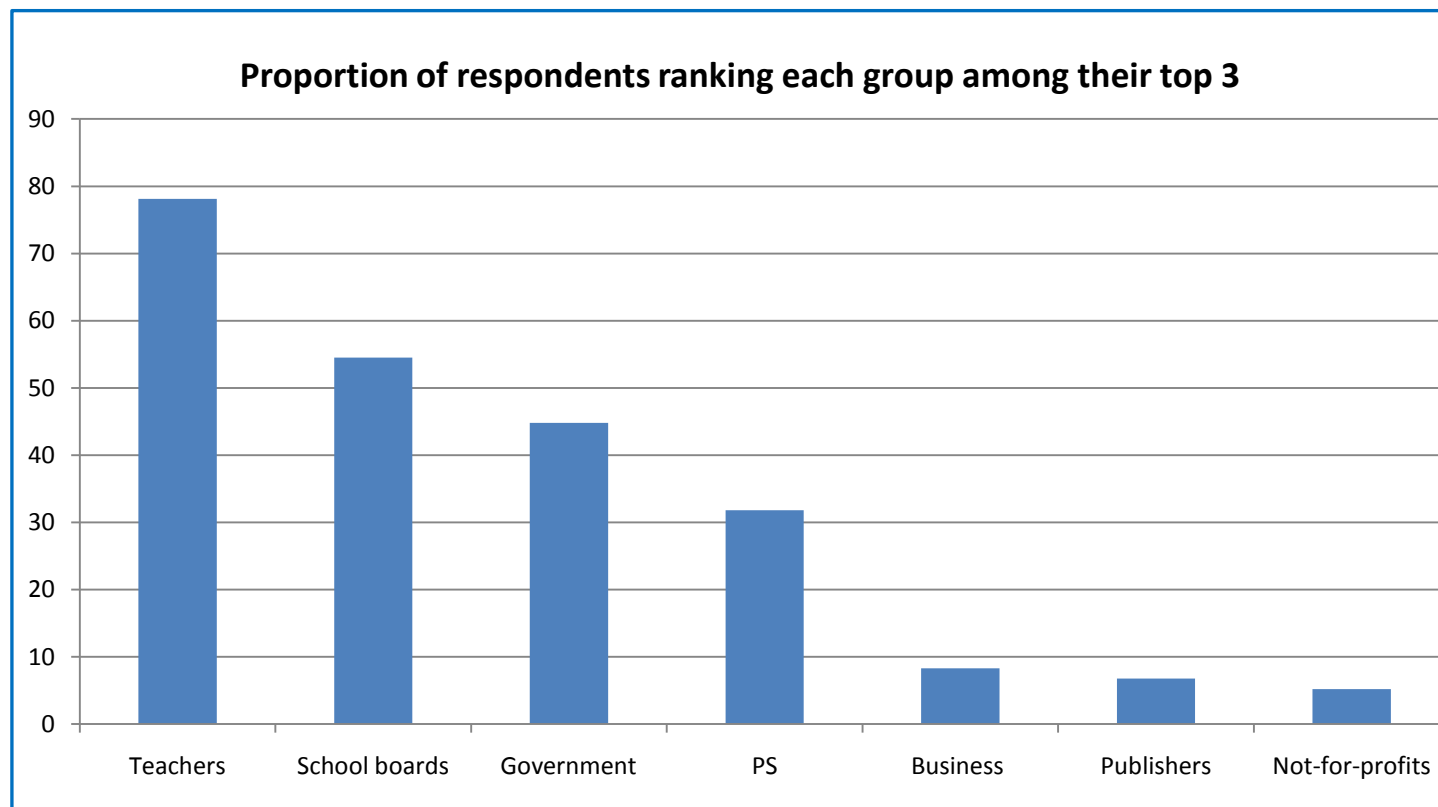


19. Alberta Education currently authorizes a significant number of resources used in Alberta schools. To what extent do you agree that ensuring the quality of learning and teaching resources should continue to be the role of Alberta Education?



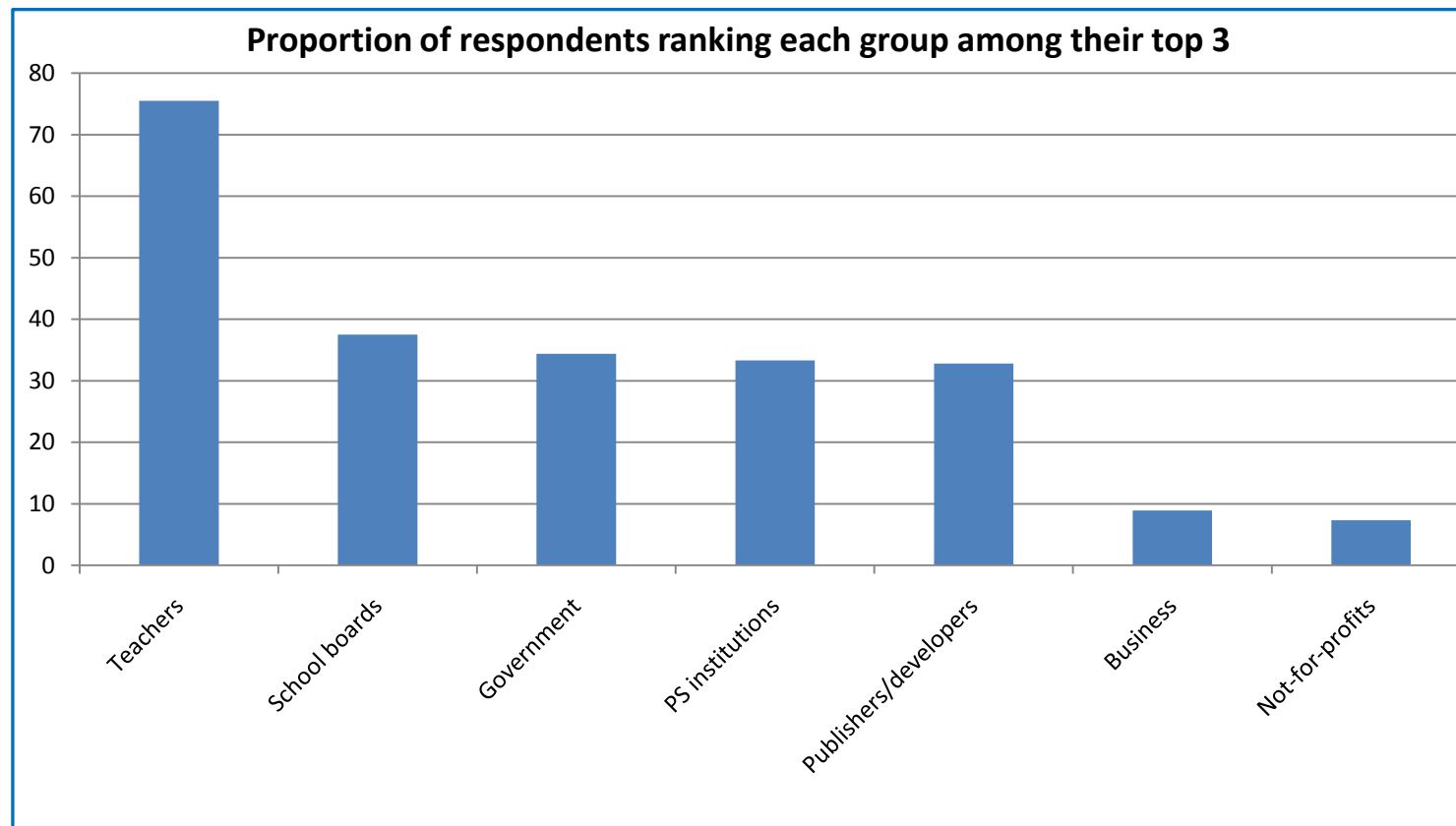
20. Who should be involved in selecting learning and teaching resources? Please rank the following with 1 as your top choice and 7 as your last choice.

- ☐ Business and industry
- ☐ Government
- ☐ Not-for-profit organizations
- ☐ Post-secondary institutions
- ☐ Publishers/developers
- ☐ School boards
- ☐ Teachers
- ☐ Other (please specify)



21. Who should be involved in developing learning and teaching resources? Please rank the following with 1 as your top choice and 7 as your last choice.

- ☐ Business and industry
- ☐ Government
- ☐ Not-for-profit organizations
- ☐ Post-secondary institutions
- ☐ Publishers/developers
- ☐ School boards
- ☐ Teachers
- ☐ Other (please specify)



22. To what extent do you agree that learning and teaching resources should be co-created with partners from the broader community in a collaborative model?

