Draft Ministerial Order on Student Learning

Public Survey

Survey responses can be sent to the following address:

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Overview

The Government of Alberta committed to repealing Ministerial Order #001/2013 and replacing it with a new Ministerial Order on Student Learning that will outline a vision for student learning in Alberta.

This is part of government’s commitment to end the focus on “discovery” or “inquiry” learning also known as “constructivism” and focus on providing students with a strong foundation of essential skills and knowledge to succeed in life.

This survey provides you with the opportunity to review the draft of the new Ministerial Order on Student Learning and provide your feedback. Feedback will inform development of the final version of the Ministerial Order on Student Learning. Your feedback is greatly appreciated.

Confidentiality Notice

Your participation in this survey is voluntary. Please note that your responses will remain confidential. The personal information collected in this survey is collected pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (RSA 2000, C. F-25).

1. Which best describes you? (Select all that apply.)
   - K–12 student
   - Post-secondary student
   - Parent/Guardian of school-aged (K–12) children
   - Employee in a K–12 school
   - Employee in a post-secondary institution
   - Member of a school board
   - Member of a school council and/or parent association
   - Other (Please specify.)
2. **What is your gender?** (Select one.)
   - [ ] Male
   - [ ] Female
   - [ ] Non-Binary/Third Gender
   - [ ] Prefer not to say
   - [ ] Prefer to self-identify (Please specify.)

3. **How old are you?** (Select one.)
   - [ ] 15 or younger
   - [ ] Between 16 and 24
   - [ ] Between 25 and 34
   - [ ] Between 35 and 44
   - [ ] Between 45 and 54
   - [ ] Between 55 and 64
   - [ ] 65 or older
   - [ ] Prefer not to say

4. **Which best describes the area of Alberta where you live?** (Select one.)
   - [ ] Northern Alberta
   - [ ] Edmonton region
   - [ ] Central Alberta
   - [ ] Calgary region
   - [ ] Southern Alberta
   - [ ] Prefer not to say
   - [ ] I do not live in Alberta
5. Do you identify as a First Nations, Métis, Inuit, or Indigenous Person? (Select one.)
   - Yes
   - No
   - Prefer not to say

6. Do you identify as a Francophone person as described in Section 23 of the *Canadian Charter of Rights and Freedoms* (1982) that gives Francophones, who live in a minority setting, the right to a primary and secondary education in their official language? (Select one.)
   - Yes
   - No
   - Prefer not to say

7. What is the highest level of education you have completed?
   - Between Kindergarten and Grade 9
   - Some high school
   - High school diploma
   - Some university or college
   - Certificate or diploma from a college or trade school
   - Bachelor’s degree
   - Master's or Doctoral degree
   - Prefer not to say
8. Which of the following best describes your household income before taxes or other deductions (“gross” household income)? (Select one.)

- [ ] Under $20,000
- [ ] $20,000 to just under $40,000
- [ ] $40,000 to just under $60,000
- [ ] $60,000 to just under $80,000
- [ ] $80,000 to just under $100,000
- [ ] $100,000 to just under $150,000
- [ ] $150,0000 and above
- [ ] Prefer not to say
Prior to answering the survey questions, please review the draft Ministerial Order on Student Learning.

**Draft Ministerial Order on Student Learning**

Education in Alberta is characterized by the values of equality of opportunity, fairness, strong work ethic, respect for diversity, and citizenship. Students will understand the rights and benefits of democratic citizenship, their societal, community, and family responsibilities and obligations. Students will explore career passions and life opportunities; and recognize the dignity of work, and their own value and potential.

**Vision for Student Learning**

Students gain the knowledge, skills, and competencies to form the foundations for successful and fulfilling lives and make meaningful contributions to their communities and the world.

**Foundations for Learning**

Literacy and numeracy are the foundational building blocks of learning, and shall be pervasive across all subjects and grades. Demonstrating ability and confidence in multiple literacies enables students to apply their learning and make sense of the complex and changing world. These foundations build a core of knowledge that enables students to demonstrate the capacity to solve problems, think critically, and manage the information that surrounds them, as they become engaged citizens in our democratic Canadian society.

**Outcomes for Learning**

**Knowledge Development**

Students demonstrate mastery in both the depth and breadth of key subject-specific content and concepts that are essential for life. They demonstrate critical thinking skills required to engage in and help shape a complex and changing world. Students develop their creativity by exploring new ideas, questioning assumptions, and applying their learning in a variety of life and career situations.

**Character Development**

Students demonstrate a strong sense of self and integrity through the application of their knowledge, skills, and competencies. They demonstrate resilience in the face of challenge, approach the world with curiosity, act responsibly, with respect and exercise good judgement. Students take responsibility for their personal health and well-being and demonstrating empathy, concern and support for others as they build healthy relationships.
**Community Engagement**

Students demonstrate an understanding of the needs, beliefs, and expectations of their communities. They recognize the impact of their actions and demonstrate an understanding of democratic rights and values as well as the social and organizational skills required for civic engagement. Students demonstrate an understanding of economic development and innovation, recognizing the responsibility we share for environmental stewardship and sustainability.

Students demonstrate respect for all aspects of diversity as they participate and collaborate in a democratic society. They understand the importance of world histories and the contributions of previous generations. All children in Alberta shall see themselves and their unique family and community identities in the curriculum. Students demonstrate an understanding of the history, contributions, and current perspectives of Indigenous peoples in Canada including Treaty Rights.

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Based on the information provided, please indicate to what extent you agree or disagree with the following series of questions.

9. **The draft Ministerial Order reflects a vision for an education system that Albertans can be proud of.**

   - [ ] Strongly Agree
   - [ ] Somewhat Agree
   - [ ] Somewhat Disagree
   - [ ] Strongly Disagree
   - [ ] Don't Know

**Reason** (optional):


10. The *Vision for Student Learning* outlined in the draft Ministerial Order reflects what I want all Alberta students to achieve.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Strongly Disagree
- [ ] Don't Know

**Reason** (optional):


11. The *Foundations for Learning* outlined in the draft Ministerial Order reflect what I expect Alberta students to have as the foundational building blocks to support their learning.

☐ Strongly Agree
☐ Somewhat Agree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Don’t Know

Reason (optional):
12. The *Outcomes for Learning* outlined in the draft Ministerial Order reflect areas of learning students will require to be successful when they exit the K–12 education system.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Strongly Disagree
- [ ] Don’t Know

**Reason** (optional):
13. The description of Knowledge Development in the draft Ministerial Order reflects areas of learning students will require to be successful when they exit the K–12 education system.

☐ Strongly Agree
☐ Somewhat Agree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Don’t Know

Reason (optional):
14. The description of *Character Development* in the draft Ministerial Order reflects areas of learning students will require to be successful when they exit the K–12 education system.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Strongly Disagree
- [ ] Don’t Know

**Reason** (optional):
15. The description of *Community Engagement* in the draft Ministerial Order reflects areas of learning students will require to be successful when they exit the K–12 education system.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Strongly Disagree
- [ ] Don't Know

**Reason** (optional):
16. The draft Ministerial Order provides a sufficient level of direction to inform the education system about the vision for student learning in Alberta.

☐ Strongly Agree
☐ Somewhat Agree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Don't Know

**Reason** (optional):
17. Is there anything that the draft Ministerial Order does not sufficiently address that you think should be included?

☐ No

☐ Yes (Please specify.):
18. Is there anything specific that you really liked within the draft Ministerial Order?

☐ No
☐ Yes (Please specify.):
19. If you have any other feedback on the draft Ministerial Order that you would like to share, please detail below.

Thank you for participating in this survey. Your feedback is greatly appreciated.