

**Sturgeon Public Schools
Parent Engagement Survey on the
Alberta Draft Curriculum
October 2021**

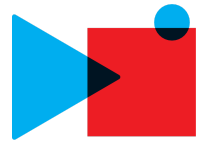


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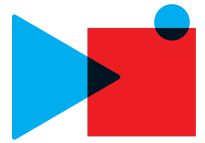
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Timeline, Methodology, and Demographics

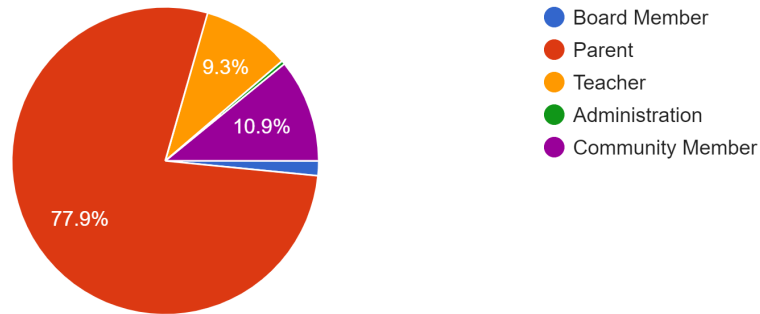
Sturgeon Public Schools hosted a 15 question survey for board members, parents and other school community members regarding the draft Kindergarten to Grade 6 curriculum and implementation process. The survey questions inquired about curriculum load, developmental appropriateness, diverse perspectives, timelines, and leadership implementation. The survey was directly distributed to all parents with Sturgeon Public Schools and remained open for feedback from September 28, 2021 to October 6, 2021.

Over the 8 days the survey was open, 264 people responded and shared comprehensive, specific and detailed feedback on the Alberta draft Kindergarten to Grade 6 curriculum and implementation process. The vast majority of stakeholders who responded identified primarily as parents, with the breakdown of groups visualized as follows;





Please identify the Stakeholder group your thoughts are most closely aligned with for this survey:
258 responses



Engagement Questions on the Draft K-6 Curriculum

The survey engaged stakeholders in three areas related to the draft K-6 curriculum; curriculum load, developmental appropriateness, and the inclusion of diverse perspectives and cultures.

Broad Themes Determined from Stakeholder Feedback on the Draft

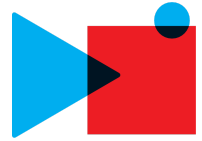
There is insufficient time during a regular school year to effectively address the new learning outcomes of the draft curriculum.

- 77.7% of stakeholders report they either disagree or strongly disagree that there is sufficient time to teach the curriculum. Only 11 out of 260 responses indicate there is sufficient time.

Overall the content is not age appropriate.

- Considering all seven major curriculum areas together, 54.5% of stakeholders report that overall the curriculum is not age appropriate, and only 13.6% agree that it is appropriate. However, 74.9% report that the overall Social Studies curriculum is not age appropriate. This subject had the highest response indicating it is not age appropriate.





Skills and Processes are not appropriate.

- Considering all seven major curriculum areas together, 55.5% of stakeholders report that the skills and processes in the draft curriculum are not appropriate, and 14.3% agree that they are appropriate. However, 73.9% report that the skills and processes in Social Studies are not appropriate. This subject had the highest response indicating skills and processes are not appropriate.

Knowledge and Understanding Expectations are not appropriate.

- Considering all seven major curriculum areas together, 59.8% of stakeholders report that the knowledge and understanding expectations are not appropriate, and only 13.2% agree that they are appropriate. However, 76.7% report that the knowledge and understanding expectations in Social Studies are not appropriate. This subject had the highest response indicating knowledge and understanding expectations are not appropriate.

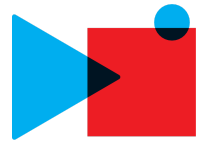
The Draft K-6 curriculum does not provide relevant learning opportunities.

- 74.5% of stakeholders report they either disagree or strongly disagree that there are relevant learning opportunities provided in the draft curriculum. Only 13 out of 259 responses indicate strong agreement that there are relevant learning opportunities. Considering the comments, those that do believe there are relevant learning opportunities focus their agreement on Financial literacy, Mathematics, and approaches to learning to read.

The Draft K-6 curriculum does not include multiple perspectives, including Indigenous and Francophone.

- 68.2% of stakeholders report they either disagree or strongly disagree that there are multiple perspectives included in the Draft curriculum. 24 out of 261 responses indicate strong agreement that there are multiple perspectives. Considering the comments, the disagreement is focused on the authenticity or how multiple perspectives have been included.



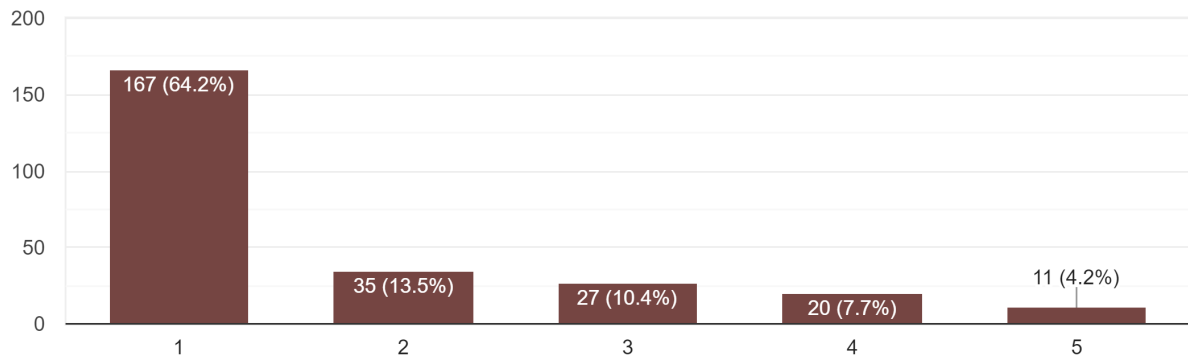


Curriculum Load - Question

The following question was asked of stakeholders regarding curriculum load.

Do you believe teachers and students will have sufficient time to effectively address the new learning outcomes of the Draft curriculum during a regular school year?

260 responses



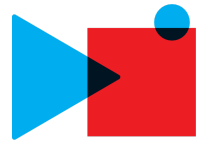
Development Appropriateness - Question Series

Stakeholders were asked to rate the age and developmental level appropriateness of the draft K-6 curriculum in three areas:

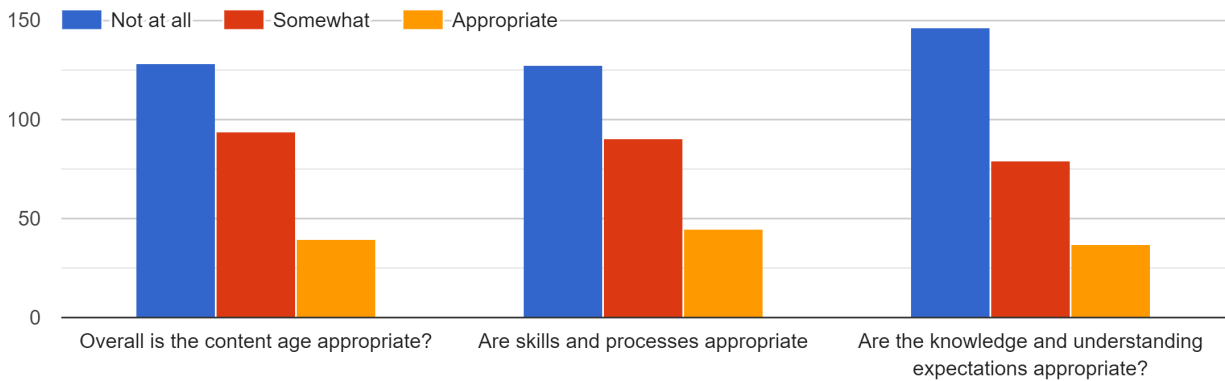
- overall content,
- skills and processes, and
- knowledge and understanding.

Stakeholders were provided the opportunity to provide this rating for each of the seven major curriculum areas; English Language Arts, Mathematics, Science, Social Studies, French Language Arts, PE and Wellness, and Fine Arts.

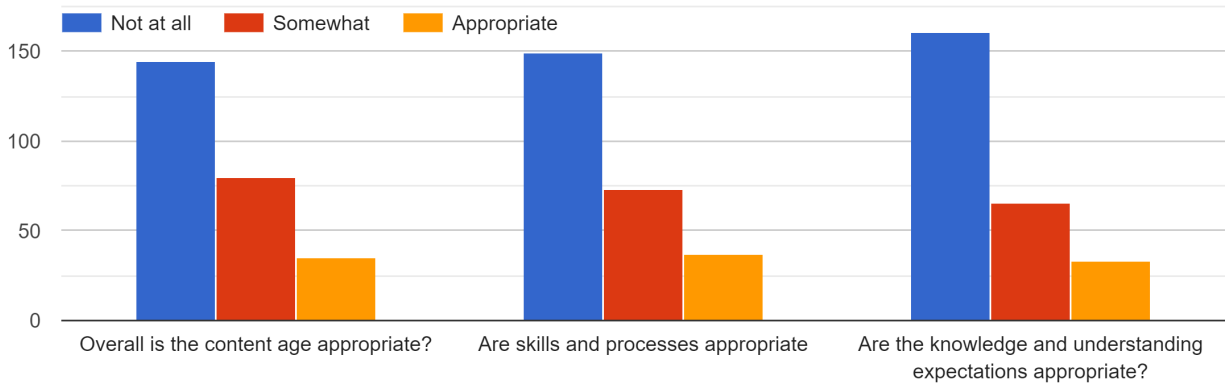


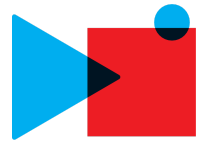


English Language Arts. Please answer the following when considering the K-6 Draft of ELA.

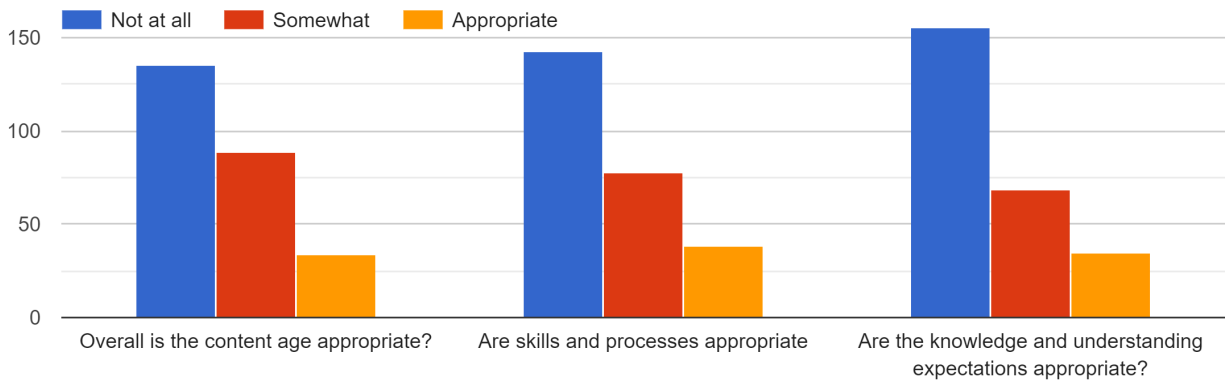


Mathematics. Please answer the following when considering the K-6 Draft of Math.

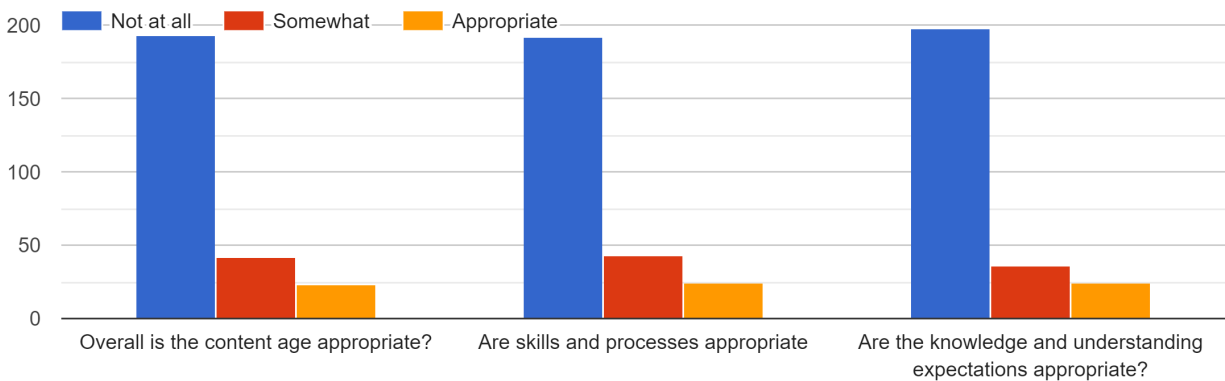


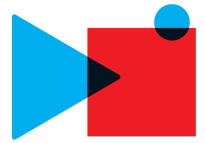


Science. Please answer the following when considering the K-6 Draft of Science.

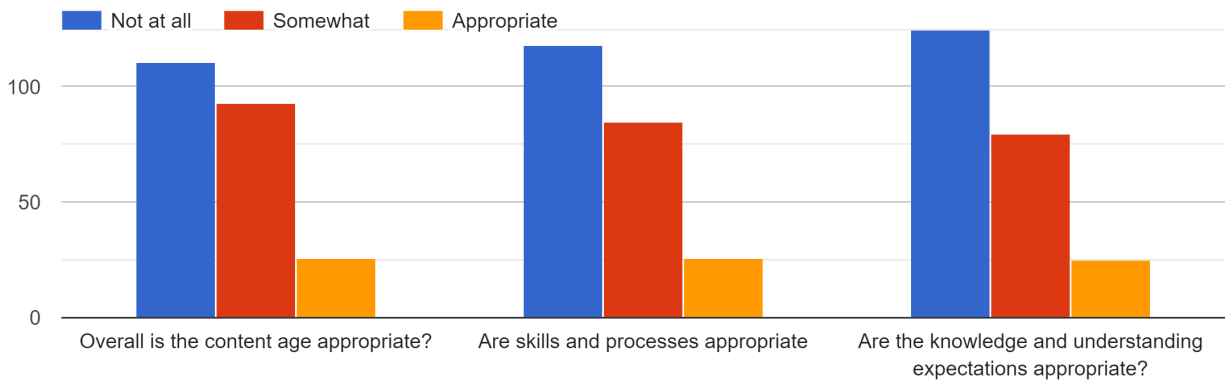


Social Studies. Please answer the following when considering the K-6 Draft of Social Studies.

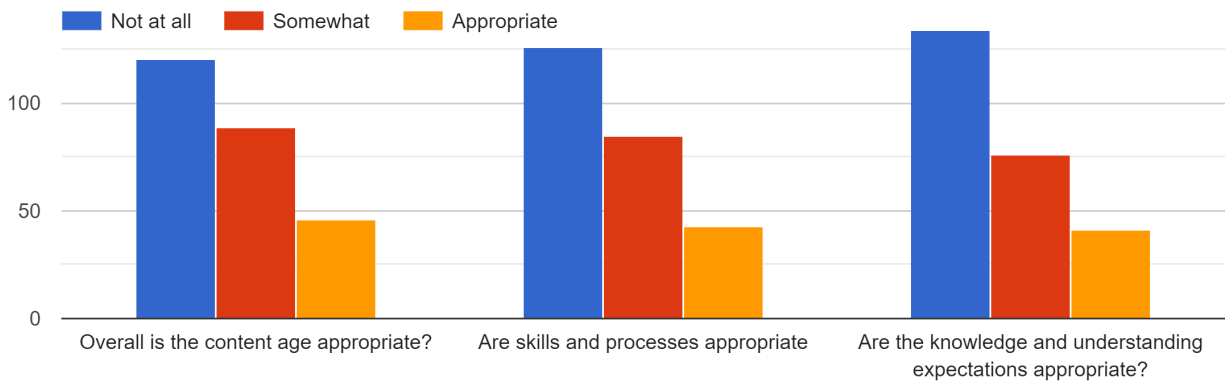


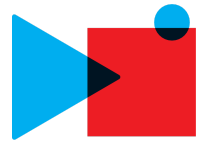


French Language Arts. Please answer the following when considering the K-6 Draft of French Language Arts.

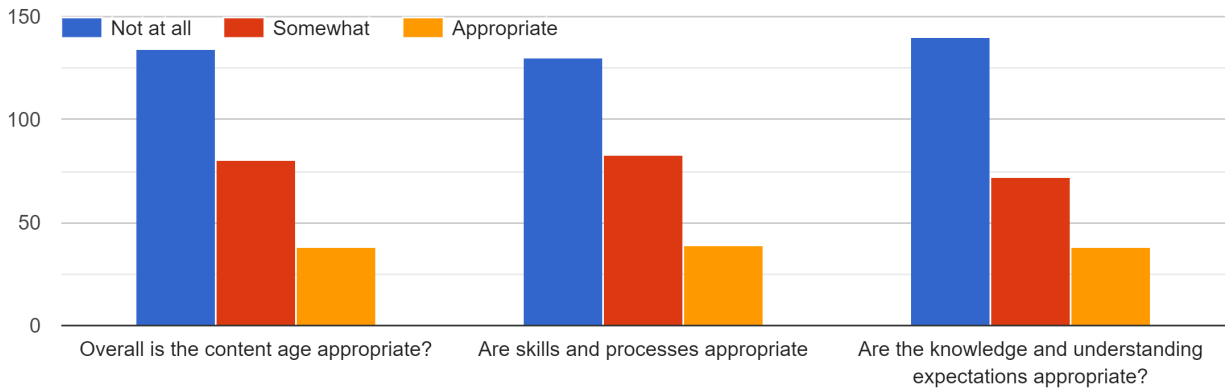


PE and Wellness. Please answer the following when considering the K-6 Draft of PE and Wellness.





Fine Arts. Please answer the following when considering the K-6 Draft of Fine Arts.

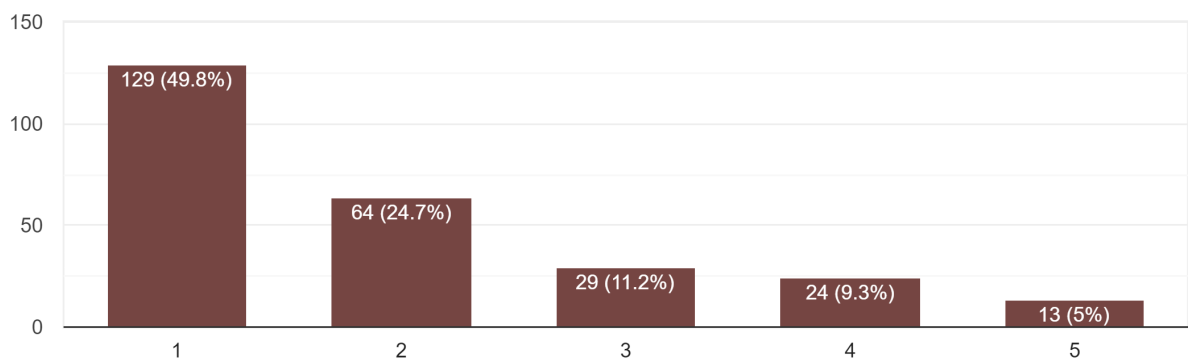


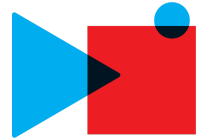
Relevant Learning Opportunities - Question Series

The following question was asked of stakeholders regarding relevant learning opportunities within the draft K-6 curriculum.

Does the draft K-6 Curriculum provide relevant learning opportunities?

259 responses





Follow up Open Ended Question

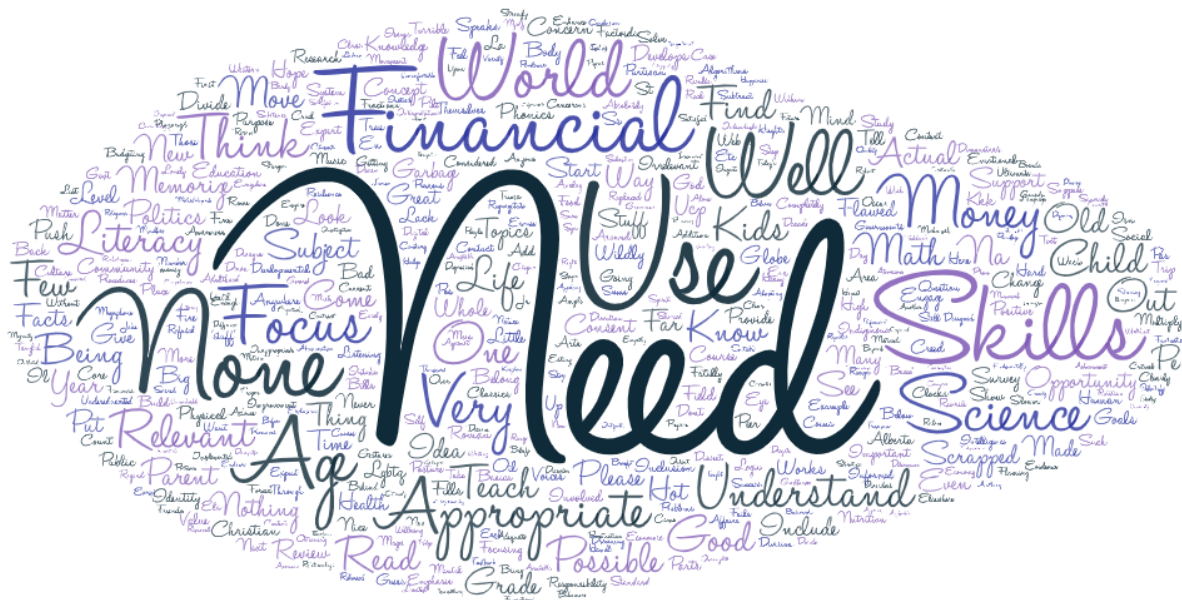
Stakeholders were asked to follow up the above question regarding relevant learning opportunities by providing examples. The survey collected 85 responses. The following three stakeholder comments illustrate common or repeated themes in responses.

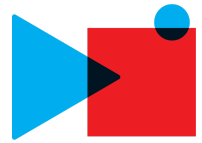
“Not possible. The whole thing is almost completely irrelevant to 21st century children who need to learn to be critical thinkers not mindless regurgitates.”

“There are none. This is a mishmash of factoids to memorize with no opportunity to learn to think. In this day and age, students need to learn how to determine what is good information and what isn’t. Memorizing factoids that can be easily looked up is a waste of time.”

“The improvement of Financial literacy is great, this is something we all should know.”

Visualization of Responses to Learning Opportunities



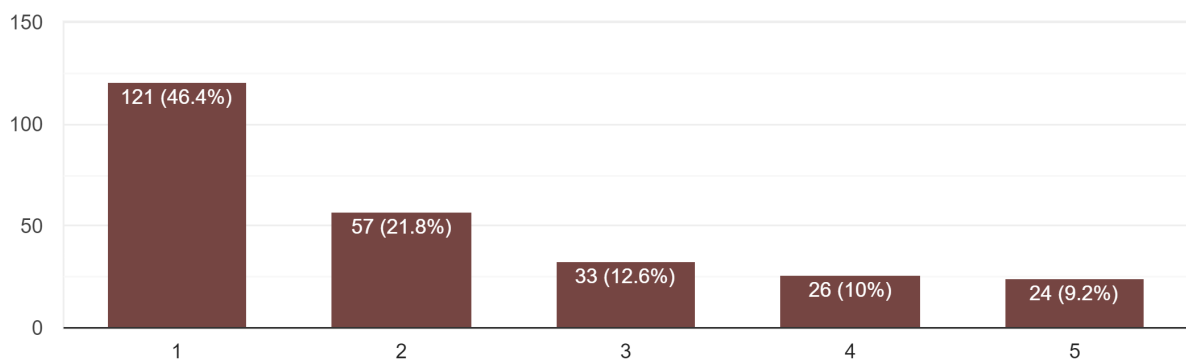


Diverse Perspectives and Cultures - Question Series

The following question was asked of stakeholders regarding the inclusion of multiple perspectives, including Indigenous and Francophone perspectives in the draft K-6 curriculum.

Does the draft K-6 Curriculum include multiple perspectives, including Indigenous and Francophone?

261 responses



Follow up Open Ended Question

Stakeholders were asked to follow up the above question regarding the inclusion of multiple perspectives by providing examples. The survey collected 89 responses.

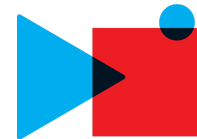
The following three stakeholder comments illustrate common or repeated themes in responses.

“There are others that deserve to be added. Not just black and native people. If we are going to tell our children about racial backgrounds then you must include every nation”

“Attempts to include multiple perspectives have been called out as disingenuous and/or flawed by experts.”

“The draft curriculum is euro-centric, racist, biased, and contains pre-determined beliefs from white, Christian world views that are not appropriate in 2021”





Leadership in Implementation - Question

When stakeholders were asked about school board leadership, 129 people responded to the question “What school board leadership decisions are required to support implementation?”

The following three stakeholder comments illustrate common or repeated themes in responses.

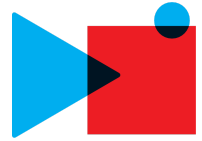
*“Pd and materials that have been collected that are good fit for curriculum .
 Space to learn and teacher collaboratively with other division staff. Clear and realistic expectations from division and local level management.”*

“School board leadership needs to advocate for our children and our kind teachers who are still fighting to give children a positive educational experience. This curriculum draft is ableist, racist, rooted in white privilege, and completely disjointed (not to mention full of oversights).”

“School boards should refuse to implement. There is not nearly enough funding to support all the resources and training required for implementation. This curriculum has far too many outcomes, is too strict, relies too much on rote memorization and lower tiered thinking concepts. It does not allow for flexible learning nor does it allow for multiple perspectives. It is also very age inappropriate and theology based”

Visualization of Responses to School Board Leadership





Open-ended Engagement Question on the Draft Curriculum

The survey provided all participants with the opportunity to provide any additional feedback regarding the thematic scope of the draft Curriculum and the requirements for successful implementation.

Broad Themes Determined from Additional Stakeholder Feedback

Seek insight from knowledgeable groups; researchers, teachers, Indigenous leaders.

“Include teachers from various backgrounds, years of experience which are current and relevant to the subject content.”

Reject or block the curriculum implementation as the load is too high or inappropriate and our students and teachers are still dealing with COVID-19 impacts on learning.

“I do not agree with this new curriculum whatsoever. Students have already had a very difficult time adjusting to the COVID and online learning. Children need to be able to go to school, not stress, cry, or feel overwhelmed by another unnecessary change. Alberta already has one of the best learning curriculums in Canada. Why change it.”

Re-write the draft curriculum.

“ASBA should be doing everything possible to push a re-write of this curriculum. This draft is so broken that there are groups, websites, and communities dedicated to its painstakingly tedious analysis. There should be no successful implementation. There should be a re-write.”

Support the improvement in literacy and numeracy.

“I think from what I’ve read in the proposed curriculum it contains much more relevant content and will improve the literacy and numeracy so Alberta students can complete with international students in post-secondary education and beyond.”



