

In Canada, a quality public education should fulfill 4 key goals:

Access
Every child has equal **ACCESS** to all educational resources.

Agency
Every student has **AGENCY** to play an active role in their education.

Achievement
Every graduate is set for long-term **ACHIEVEMENT**.

Accountability
Every system is **ACCOUNTABLE** to all students' right to education.

What would our future look like if every child had a quality education?

ACCESS

- ➔ Early childhood education is part of publicly funded education.
- ➔ Students can participate in curricular and extracurricular activities that reflect their interests.
- ➔ Schools provide personalized and timely accommodations for students with disabilities.
- ➔ Students have trained professionals and programming to support any aspect of their well-being and development (e.g., mental, physical, emotional spiritual).
- ➔ Schools offer interpretation and translation services for all communications with families.
- ➔ The use of technology enables, supports, and enhances student learning.

OUTCOMES

AGENCY

- ➔ Students understand their human rights and treaty rights.
- ➔ Students have the option to learn in English, French, or an Indigenous language.
- ➔ Indigenous communities lead the creation, development, and implementation of their curricula.
- ➔ Students are part of decision-making discussions about the school administration, environment, culture, classrooms, and communities.
- ➔ There is a mandatory process in place to consult with students or families before decisions are made to change a student's education track (i.e., streaming), program, or disciplinary response.

OUTCOMES

ACHIEVEMENT

- ➔ Every student, regardless of any aspect or intersection of their identities, graduates from secondary school.
- ➔ Graduates have the transferable skills and global competencies that they need to embark on diverse post-education pathways.
- ➔ Graduates are engaged and contributing citizens in the world of work and lifelong learning.

OUTCOMES

ACCOUNTABILITY

- ➔ Educators have the most up-to-date qualifications and training required to support student learning.
- ➔ Schools have a clear process for students to claim their rights to a quality education.
- ➔ Equity and anti-racism are explicitly addressed in every school's strategic plan, which includes actions, monitoring, evaluation, and reporting.
 - All educators and school administration have completed training on why this is important and how they support this work.
- ➔ Provinces/territories, school boards, and schools annually collect data and publicly report on the indicators of a quality education.

OUTCOMES

How could we measure progress?

- ➔ Proportion of students:
 - attending early childhood education programs between the ages of 0-4
 - receiving targeted early learning supports
 - accessing school-based services to support any aspect of their well-being and development (e.g., mental, physical, emotional, spiritual)
 - enrolling in all course types in Grades 10, 11, and 12 (e.g., Locally Developed, Open, Essentials, Workplace, Registered Apprenticeship Program, University, College, etc.)
- ➔ Proportion of schools:
 - implementing activities that promote community relationships, including curricular and extra-curricular activities

INDICATORS*

- ➔ Proportion of students who:
 - report they see themselves reflected and affirmed in their learning (Grades 4-12)
 - feel their school is a safe and inclusive environment (Grades 4-12)
 - report feeling comfortable seeking supports for their mental health and well-being (Grades 4-12)
 - report feeling a strong sense of belonging to their school community (Grades 4-12)
 - have an individual education plans that is updated annually (e.g., Individual Pathways Plan, Individualized Program Plan, etc.)

INDICATORS*

- ➔ Student attendance rates
- ➔ High-school graduation rates
- ➔ Proportion of educators participating in subject-specific professional development
- ➔ Proportion of students reporting confidence in their preparedness for post-graduation options entering a university program, college program, apprenticeship training program, or other post-secondary institution after secondary school

INDICATORS*

- ➔ Proportion of school boards that:
 - collect and publicly report education data disaggregated by identity-based variables
 - have implemented an anti-racism strategy
- ➔ Proportion of schools that have an intentional strategy to improve student, family, and community engagement
- ➔ Proportion of school administrators and staff who have completed training on human rights, equity, and anti-racism
- ➔ Number of student suspensions and expulsions

INDICATORS*

*All data collected must have the capacity to be disaggregated by the following demographic variables: race, disability, special needs, 2SLGBTQIA+ self-identification, Indigenous self-identification, and socio-economic status.