

The Louis Riel School Division (LRSD) engaged their community in a series of conversations about visioning and implementing the hopes and aspirations for student learning through to 2030. Participants were invited to share thoughts, rate the thoughts of others and discover the results of the exchange. Read on to learn about the themes that emerged in these exchanges.

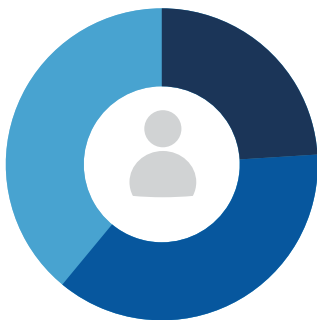


 **5,910**
Participants

 **7,486**
Thoughts

 **202,229**
Ratings

PARTICIPATION BY ROLE



24% (1,364) Parents
37% (2,129) Staff
39% (2,272) Students

ABOUT THOUGHTTEXCHANGE

Thoughtexchange is a software solution that brings people together to share thoughts, rate thoughts of others and discover what people have to say. Participants tend to rate an average of 20-30 thoughts. Thoughtexchange software uses an algorithm that ensures all thoughts have the same chance to be rated, and also that new thoughts are seen as much as early thoughts. The diagram below shows the three steps of the Thoughtexchange process.



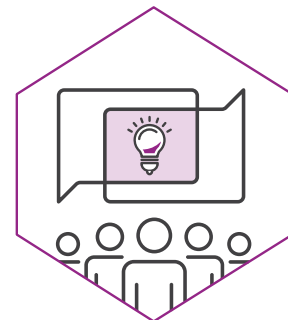
SHARE

Thoughts are shared independently and anonymously.



STAR

Thoughts are rated by everyone, without bias.



DISCOVER

Actionable insights are revealed in real-time creating buy-in.

THEMES



Thoughts are grouped together by topic to form themes. The theme names reflect the key words for each topic. Of the 7,486 thoughts submitted across the exchanges, the thoughts rated above 3.8/5.0 were themed to establish priorities, for a total of 1,639 themed thoughts. Representative thoughts are selected based on the bayesian average - a weighted average that takes into account the number of people who have assigned ratings. Representative thoughts for each theme are shown alongside their average star rating and the number of people who rated each thought.

FOCUS AREA 1: LONG TERM VISION

The following themes highlight the Long Term Vision priorities for the LRSD community:

- Citizenship
- Life Skills
- Quality Education
- Cradle to Career
- School Environment/Culture


The goals and purpose of K to 12 education are for all members of the community to excel as caring, confident, capable, and resilient life-long learners who contribute to a democratic and sustainable world.

I would like students to become responsible and caring citizens. Responsible and caring citizens will make a stronger and more empathetic society.	4.4 ★	19 
Teach kids life skills in high school. How to build resumes, interview for jobs, cook healthy meals, do banking and how to do taxes. Those are what will help contribute to a better society when they are out of school.	4.1 ★	37 

The following thoughts highlight both appreciations and concerns voiced about the current system:

I hope that the LRSD remains a community of learners committed to lifelong learning and supporting students towards a successful future. 4.2 ★ 17 

We should always be looking at the big picture and reflecting on how we can improve as professionals and individuals to best guide students.

Extra-curricular opportunity equity. I am hopeful that socio-economic standing doesn't influence what opportunities students can experience (i.e. travel for a sport or music event). 4.1 ★ 27 

The following thoughts represent what the community feels are the most important things for students to gain from their K to 12 education:

Middle years and High School curriculum that offers students opportunities to be exposed to various career sectors. 4.2 ★ 37 

Exposing students to the many career options available in the workforce will help guide their subject choices in high school and beyond.

That they will graduate with the tools they need to either enter directly into the workforce and/or post secondary education. 4.2 ★ 36 

FOCUS AREA 2: STUDENT LEARNING

The following themes highlight the Student Learning priorities for the LRSD community:

- Holistic Learning
- Social-Emotional Skills and Wellness
- Mental Health
- Critical Thinking and Adaptation
- Literacy & Numeracy
- Resiliency
- Poverty
- Field Trips
- Breaks
- Student Support

To ensure each student reaches their full potential in Manitoba there must be a safe, inclusive, and engaging environment, where personal and collective learning and growth are valued.

Continuing to place high importance on mental health, community building and belonging for students. Learning is social and students thrive when their personal sense of belonging and safety needs are met.

4.4 ★ 27 

To insure that all students have mastered the basics of academics. Reading, writing, and Math. This should be the purpose of school. It's why there are public schools in the first place. So everyone can have basic academic skills.

4.3 ★ 55 

Ultimately, student success is a shared responsibility where we encourage staff, students, parents, and government to create collaborative learning goals, and promote and support caring, trusting and productive relationships.

Foster the whole child, aka building relationships and taking care of the person, and helping our students develop into conscientious and caring humans.

4.3 ★ 19 

We need to address poverty in our communities. If our students come to school without basic needs being met, it makes it incredibly difficult for them to develop essential academic skills. This impacts the entire learning environment as some students fall behind.

4.3 ★ 27 

FOCUS AREA 3: TEACHING

The following themes highlight the Teaching priorities for the LRSD community:

- Safe and Inclusive Learning Environment
- Help and Support
- Classroom Support
- Professional Learning & Teacher Efficacy
- Inclusion
- Experiential Learning

Teachers and school leaders can become most effective when they are provided extensive professional training and growth opportunities in the form of educational networks and job-embedded learning.

We need people in this profession who are passionate about what they do and

4.3



27



interested in meaningful change and innovation. Creating an atmosphere that is dynamic, exciting, and flexible allows educators to be at their best.

Increase PD for EAs and implement an ongoing review process that is collaborative with teachers to see if support is effective and appropriate.

4.3



21



EAs work with the students with the highest needs but have the least amount of training among staff.

Teachers better help students achieve their goals by promoting a student-centred approach to teaching and learning; nurturing a culture that supports and encourages the continual success of staff, students and families.

We need more support in the classroom for all learners because of the huge

4.4



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range of learning abilities and social emotional needs. This is important because we want to make sure that all students receive the necessary supports to help them realize their full potential.

To foster the idea that all students, regardless of gender, race, and cognitive

4.3



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ability, are educated in an inclusive environment. All students should be able to feel a sense of belonging, feel respected, and value who they are while attending our schools.

FOCUS AREA 4: ACCOUNTABILITY FOR STUDENT LEARNING

The following themes highlight the Accountability priorities for the LRSD community:

- Academic Success
- Safety & Accountability

The education system can develop a stronger sense of shared accountability for student learning by nurturing a community of learning and well-becoming for all that reflects the diverse aptitudes, abilities, identities and experiences of our communities.

I believe that it is important that students feel confident in their learning.

4.2 ★ 20 


Students should feel as though they are able to succeed through guided learning.

Adults who work with children understand that behaviour is communication and seek to help the child to get the help they need to be successful. Supports the development of trusting relationships which are foundational to growth, development and learning.

4.2 ★ 19 

While improvements are always possible, the current system provides equitable learning outcomes for all students by: ensuring instructional resources are allocated in a manner that addresses individual and community needs; implementing the education-specific calls-to-action outlined by the Truth and Reconciliation Commission; ensuring newcomers receive the support they need to thrive.

Providing special needs/at-risk students with opportunities to learn OUTSIDE the classroom so they can develop skills without the distractions. Inclusion is great for social skills but students with special needs need spaces to learn and focus in an environment that works for them.

4.2 ★ 20 

Focus on character building and self esteem, not anti-bullying. The end result will be stronger kids who are confident in who they are. Kids/people who feel loved and appreciated don't have a need or desire to lash out and hurt others. Focus on the Do's not the Don'ts.





3.9 ★ 53 

FOCUS AREA 5: GOVERNANCE

The following themes highlight the Governance priorities for the LRSD community:

- Leadership and Administration
- Engagement
- Connection with Families
- Communication

The existing system, with its division of powers between the provincial government and school boards, has served Manitobans well and continues to do so today. Local school boards connect with the communities they serve and are responsive to their needs.

Working together as a school-home partnership. This is in the best interests of the learner.	4.1 ★	27 
It is important that families, schools and students all work together. This is important to get multiple viewpoints and have everyone's voice heard. It is important that our community is an active member in decisions.	4.0 ★	26 
Continue to foster and encourage collaboration. It's a critical skill and will help foster community.	4.1 ★	20 
LRSD leadership and staff should reflect the diversity of the LRSD community. So that the plans and strategies reflect the community and its values.	3.6 ★	18 

FOCUS AREA 6: FUNDING

The following themes highlight the Funding priorities for the LRSD community:

- Transportation, Facilities and Services
- Class Size and Planning for Growth
- Technology
- Measuring & Meeting Student Needs

To ensure a sustainable education system, we must ensure the allocations of resources, organizational structures, improvement plans, professional learning efforts, policies and procedures, strategic priorities and goals support our learners, staff and the community. This will allow them to make informed, un-coerced decisions, which enhance their capacity to express creativity, individuality and moral independence.

Invest in the school environment of our older buildings. Learning should not be hindered by lack of air conditioning. Underprivileged children do not get a break from the heat when they live in apartments without a/c and come to school to learn without it, too.

4.2 ★

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Students' needs are met with appropriate resources to succeed emotionally and academically. Such as class size, teachers/EAs. Class sizes are rising and we have lower student to teacher/EA ratio. EAL, emotional, and academic needs are growing.

4.2 ★

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More places to sit/study. Library and lunch areas are frequently full.

4.1 ★

29 

Accessible Technology. We are a technology driven school and yet there are many students who cannot afford a device (a proper lap top etc.).

4.0 ★



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FOCUS AREA 7: FRENCH IMMERSION

The following themes highlight the French Immersion priorities for the LRSD community:

- French Immersion & Languages

The success of the French Immersion program in LRSD strengthens the vitality of Manitoba's minority language community and contributes significantly to the realization of the goals of The Francophone Community Enhancement and Support Act.

The district needs to see both French Immersion and English schools as equal platforms for educating all types of learners and needs.	4.0 ★	25 
Keep our single tract schools for French immersion. Children need to be immersed completely in the French language for the program to be successful.	3.9 ★	28 
In French Immersion, it is important to continue to encourage students to speak French from Kindergarten to Grade 12. It is important because teachers are not always consistent with their expectations for the students in different levels.	3.9 ★	26 
It is very important to maintain immersion centres where the French language is spoken by all staff members, and students. Research has shown that students are much more fluent than those in dual-track schools.	3.9 ★	26 