



# Recommendations of the Senior High Working Group



Education and Early  
Childhood Development





2013

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One of education's chief roles is to prepare future workers and citizens to deal with the challenges of their times. Knowledge work – the kind of work that most people will need in the coming decades – can be done anywhere by anyone who has the expertise, a cell phone, a laptop, and an Internet connection. But to have expert knowledge workers, every country needs an education system that produces them; therefore, *education becomes the key to economic survival in the 21<sup>st</sup> century.*

(Trilling & Fadel, 2009, p.6)



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# Introduction

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On November 23, 2011 the Department of Education and Early Childhood Development (the Department) announced the creation of both the Intermediate and Senior High Working Groups. The mandate of the Senior High Working Group (SHWG) was to examine the Prince Edward Island (PEI) senior high school system and make recommendations so that all students are able to acquire the necessary knowledge, skills, and attitudes to fully participate in today's world.

The goals of the group consisted of

- a. Redefining the graduation requirements for PEI senior high school students
- b. Creating an action plan that will guide teaching and learning in the senior high school system
- c. Presenting recommendations to the Minister

The SHWG contributed to and utilized an online workspace and met in-person during the spring, summer, and fall of 2012 to examine current educational research, and PEI evidence and data to inform these recommendations. (See Appendix A for a complete list of recommendations)

The members of the working group included:

Bob Andrews	Director of School Effectiveness English Language School Board (ELSB)
Lynn Coughlin	Teacher Bluefield High School
Paul Cyr	Director of Instruction Commission scolaire de langue française (CSLF)
Glenn Edison	Director of Child and Student Services Department of Education and Early Childhood Development (DEECD)
Lucille Fontaine	Program Coordinator French Programs, DEECD

Kathy McDonald	Director of English Programs DEECD (co-chair)
Donald Mulligan	Principal Kinkora Regional High School
Mitch Murphy	Secondary Curriculum Consultant ELSB
Mark Ramsay	Curriculum Support Specialist English Programs, DEECD (co-chair)
Rachel Rennie	Acting Vice Principal Westisle Composite High School
Kevin Whitrow	Principal Colonel Gray High School

# Background

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Over the past 17 years, at least six different committees or groups of PEI educators have crafted reports and recommendations aimed at improving the high school education model on PEI.

In 1995, Jessie B. Lees completed the report, *Change in Island Senior High Schools*, which contained 60 recommendations for PEI high schools. The study was commissioned to review senior high school organization, including semestering, staff utilization, period lengths, and variation of subject and student time.

In the fall of 1998, a program proposal for consultation titled, *Senior High School Transitions – New Challenges: New Directions* was released by the Department. The report, which had its main target as the senior high school student who was not planning to go to university directly from high school, included 18 recommendations. Several were accepted as stated and implemented at the time.

In 2005, the final report of the Task Force on Student Achievement, *Excellence in Education – A Challenge for Prince Edward Island* was released with 20 recommendations. Many of these recommendations are being successfully implemented while others have not yet been addressed.

In support of the fifth recommendation of the Task Force on Student Achievement, the Senior High Model Committee was struck in 2008. In the discussion paper released by the committee, a number of recommendations were stated that are again echoed by the recommendations of the 2012 SHWG.

In 2008, the French Programs division of the Department released the report, *Vers un secondaire renouvelé*, which examined the delivery of French programs at the secondary level and explored new pedagogical approaches and graduation requirements. It is important to note, that following release of the report, the French Programs division and the CSLF collaborated to renew provincial graduation requirements for the French school system on PEI. The SHWG acknowledges and respects the findings and subsequent policy decisions which resulted from this report and that direct and govern graduation requirements for French first language students.

In addition to the Senior High Model Committee, the Student Engagement Committee was also established to help support the fifth recommendation of the Task Force on Student Achievement. In its 2009 final report, the committee referenced the work of the Canadian Education Association who polled students to determine what they would require in schools in order to be fully engaged. The students reported they would need to:

- Solve real problems
- Engage with knowledge that matters
- Make a difference in the world
- Be respected
- See how subjects are interconnected
- Learn from and with each other and people in their community
- Connect with experts and expertise
- Have more opportunities for dialogue and conversation (Friesen, 2007, p. 10)

In 2010, PEI education, business and community leaders, parents, and students gathered for the Minister's Summit on Learning to discuss what PEI students required in order to be successful in the rapidly changing 21<sup>st</sup> century. In the *Proceedings of the Minister's Summit on Learning*, one of the key points of consensus reads:

In the global society, students elsewhere are being given the advantages of a larger toolkit, developing not only the knowledge content, but also the skills needed to flourish in the information and imagination age; it would be a disservice to our Island learners to deny them the same advantages. (p. 2)

Likewise, almost one-third of the over 250 participants at the summit identified “Are we teaching for the future? Are we meeting the students’ needs?” (p. 12) as critical questions for the PEI school system.

In preparation for the Minister's Summit on Learning, student focus groups were held in high schools across PEI to gain student perspectives. A sampling of these student comments can be found throughout this document.

The recommendations which were implemented from the above reports have resulted in improvements to the educational experience of PEI high school students. However, in our rapidly changing world where knowledge is exploding, it is our moral imperative to dramatically alter the format of what high schools look like so that we prepare our learners for *their* world and *their* future.

Ben Levin (2012) in *More High School Graduates*, questions the relevance and quality of our nation's secondary schools. He acknowledges the challenges: too many students disengaged and do not believe they learn anything meaningful at school; teachers are trapped in the unholy trinity of textbooks, lectures, and tests that focus on memorization versus creating knowledge; and timetables, subjects, tracking and streaming, and teacher assignments are designed to work for the adults in high schools rather than for the students.

Members of the SHWG accessed current educational research, examined trends and initiatives in other Canadian provinces and jurisdictions, were informed by guest presenters, examined PEI data and evidence, and engaged in deep discussion and passionate debate related to the skills, knowledge, and attitudes all PEI graduates need to be successful well into the 21<sup>st</sup> century. It was noted on numerous occasions that the future prosperity of our province relies on the skills of our graduates, and their ability to innovate, create, and collaborate as interconnected citizens of our global world.

Each of the recommendations made by the SHWG support the Expanded Essential Graduation Learnings (Appendix B). These Expanded Essential Graduation Learnings were created in preparation of the first SHWG meeting by combining four distinct elements: Essential Graduation Learnings (EGLs), 21<sup>st</sup> Century Skills, Habits of Mind, and representative comments from the student focus groups held in preparation for the Minister's Summit on Learning.

*The Atlantic Canada Framework for Essential Graduation Learnings in Schools* details the EGLs that serve as the framework for the curriculum development process in the four Atlantic provinces. The EGLs are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs prepares students to continue to learn throughout their lives and confirms that students need to make connections and develop abilities across subject boundaries,

if they are to be ready to meet the shifting and ongoing demands of life, work, and study today, and in the future. The EGLs include: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence.

The 21<sup>st</sup> Century Skills are described by Trilling and Fadel (2009) as “the skills most needed in the 21<sup>st</sup> century” (p. 45). These 11 skills, contained in the *Framework for 21<sup>st</sup> Century Learning* from the Partnership for 21<sup>st</sup> Century Skills, are grouped into three categories: learning and innovation skills, digital literacy skills, and career and life skills.

The Habits of Mind are the result of the work of Arthur Costa and Bena Kallick (2000), renowned educators and researchers. Costa and Kallick define a habit of mind as “having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known” (p. 1). Considering the complex and unpredictable problems we know our students will face within the rapidly changing global economy of the future, it is imperative we encourage these habits of mind in all students.

With both the many and varied reports on improving the high school education system and the Expanding EGLs as a framework, the SHWG make the following recommendations so that all students are able to acquire the necessary knowledge, skills, and attitudes to fully participate in today’s world.

# Recommendations

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The following sections outline recommendations in five key areas:

- Literacy
- Course Offerings
- Community-Based and Flexible Learning
- Health, Wellness, and Physical Education
- Career Education and Transitions

Within each of these key areas, the recommendations are interdependent and are intended to be implemented as a complete set. The committee believes each recommendation cannot be looked at separately but all the recommendations must be looked at as a whole. Each recommendation in each section is dependent on each other and should be implemented as a set. This would have the most impact for students.



# Literacy

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## Recommendation #1

The Department, with input from the boards and teachers, develop and implement a compulsory PEI Secondary School Literacy Assessment for all grade 10 students.

## Recommendation #2

The Department, boards, and schools collaborate to implement the Student Triumph Program in all PEI high schools.

## Recommendation #3

The Department, boards, and schools collaborate to ensure the recommendations of the Secondary Literacy Steering Committee and Working Groups (2012) are implemented.

## Elaboration

Literacy begins with the basic skills of being able to read, write, speak, listen, view, represent, and do mathematics. It becomes the ability to comprehend, think critically, resolve problems, and use high-order thinking skills independently...multi-literacies extend to include informational, cultural, financial, critical, media, digital, and environmental. (Sharratt & Fullan, 2012, pp. 205-206)

The evolving vision of a literate student/citizen then, is someone who

- Knows how to think and to learn
- Understands oneself as a learner, and is empowered to set personal learning goals
- Can communicate and learn effectively
- Is innovative and creative
- Understands and remembers core content knowledge
- Has developed competency with information processing skills (thinking and learning skills)

- Can access, manage, and evaluate information from many sources including online
- Can effectively use evolving media and technologies
- Has self-knowledge which enables one to consider and plan appropriate learning and career paths
- Understands cultural diversity
- Can engage respectfully with people of differing perspectives
- Has a range of social skills which support effective face-to-face and online interactions

(CAMET, 2011, p.8)

Literacy is considered by many to be the cornerstone of continuous learning and allows students to make connections across many areas of study and within their social contexts. With the continuous evolution of technology, the demands on our students continue to rise:

Adolescents entering the adult world of the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imagination so they can create the world of the future. (Moore, 1999, p. 422)

In December 2010, Statistics Canada released the report *Measuring Up: Canadian Results of the OECD PISA Study*. The report detailed the results of the 2009 Programme for International Assessment (PISA) in which the main focus was on both overall reading literacy and the sub-domains of reading retrieving, reading interpreting, and reading reflecting of 15-year-olds. PISA's conception of reading literacy encompasses the range of situations in which people read, the different ways written texts are presented, and the variety of ways that readers approach and use texts, from the functional and finite, such as finding a particular piece of practical information, to the deep and far-reaching, such as understanding other ways of doing, thinking, and being. The Statistics Canada report provided a clear depiction of the Canadian results and also comparisons to the Organization for Economic Co-operation and Development (OECD) international averages.

The PEI results were disappointing. Results showed that PEI was not only the lowest achieving province in reading, it was the only province in Canada that was performing below the OECD average, even more startling considering PEI was achieving above the OECD average in the year 2000.

In the 2009 results, 21% of PEI students were labeled low achievers (below Level 2), demonstrating that although they “can still accomplish some reading tasks successfully, they lack some fundamental skills preparing them to either enter the workforce or pursue post-secondary education” (p. 21). In contrast, only 25% of PEI students were deemed to have the level of literacy needed to participate effectively and productively in life (Level 4). In even sharper contrast, PEI had one of the highest graduation rates in the country in 2010 at 82.3% (Statistics Canada, 2011).

The evidence is clear that the PEI education system must act. A clear focus on literacy needs to be a primary goal of schools, boards, and the Department. The recommendations in this literacy section provide a direction that can be taken immediately for high school students. A more detailed explanation of each literacy recommendation follows.

# Literacy

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## Recommendation #1

**The Department, with input from the boards and teachers, develop and implement a compulsory PEI Secondary School Literacy Assessment for all grade 10 students.**

Students will need to meet the requirements of the grade 10 literacy assessment to graduate from high school with a high school diploma. It is imperative that students who do not meet the requirement on the initial attempt be provided with an effective literacy intervention program in order to gain the necessary skills to be successful on this assessment. Opportunities should be created to provide these students with additional attempts to achieve the literacy requirement prior to their expected graduation date. Students who are unsuccessful in meeting this requirement after appropriate interventions and opportunities for assessment have been provided should be granted a leaving certificate. All ELSB students will complete this grade 10 provincial literacy assessment in English, and all CSLF students will complete this grade 10 provincial literacy assessment in French. French Immersion (FI) students will also complete the assessment in French as a requirement for a FI certificate at graduation. This assessment is different than the Diplôme d'études en langue française (DELFP) which is currently offered in grade 12.

Similar literacy assessments are currently being used in other provinces in Canada. One example is the Ontario Secondary School Literacy Test (OSSLT). As one Ontario principal stated, "The OSSLT is a powerful and successful motivator for teachers to provide students with the necessary literacy skills to be successful lifelong learners. As educators, that is our moral imperative" (Education and Quality Accountability Office, 2011, p. 1).

# Literacy

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## Recommendation #2

**The Department, boards, and schools collaborate to implement the Student Triumph Program in all PEI high schools.**

The Student Triumph Program (STP) is a research-based intervention program modeled after the highly successful Ontario program, Student Success, and the highly successful Nova Scotia program, Options and Opportunities - O<sub>2</sub>. With the foundational belief that each student can achieve high standards, given the right time and the right support, the PEI STP is a multi-layered initiative at the intermediate and senior high levels that targets the adolescent needs of both struggling students and those students who, from time to time, need extra support.

The STP uses student data to target support to students in four areas: transitions from elementary to intermediate school and from intermediate school to high school, literacy, credit recovery, and community-based learning. The goal of the STP is to have all students graduate with the necessary skills to transition successfully in one of four pathways: workplace, apprenticeship, college, or university.

# Literacy

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## Recommendation #3

**The Department, boards, and schools collaborate to ensure the recommendations of the Secondary Literacy Steering Committee and Working Groups (2012) are implemented.**

In January 2011, the Secondary Literacy Steering Committee and Working Groups (2012), comprised of teachers, administrators, board and Department personnel, were struck to determine how student achievement could be improved through the development of a provincial literacy action plan for secondary students. Through research of evidence-based models, programs, and resources, the committee established three goals in order to focus its work:

1. Build a common understanding of literacy among education stakeholders
2. Improve student achievement through an increased focus on the development of literacy skills
3. Enhance professional development opportunities for all educators connected to literacy

The committee's final report lists seven recommendations including actions that support student learning, leadership and building capacity, interventions, professional development for literacy learning, and structures, processes, and cultures for literacy learning.

Much of this important work is already under way, and it is imperative that educational stakeholders persist to ensure these literacy recommendations and actions are fully implemented province-wide in order to increase literacy levels of all secondary students.

# Course Offerings

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## Recommendation #4

The Department, in consultation with boards and schools, complete an evaluation of the Senior High Program of Studies for the purpose of ensuring that all PEI high school students have equitable access to an intellectually engaging and rigorous curriculum.

## Recommendation #5

The Department, in consultation with boards and schools, develop and implement a Provincial and Local Programs Policy to govern provincially-prescribed courses, local courses, board-based programs, and externally-certified courses.

## Elaboration

“Providing all students with a rigorous academic course of study is a moral imperative.” (Murray, 2012, p. 61)

Willard Daggett and his colleagues at the International Centre for Leadership in Education (2011) have completed substantial research and planning into both rigor and relevance in education. Within their *Rigor and Relevance Framework*, they define academic rigor as “learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity” (p. 4).

Likewise, relevance is defined as “learning in which students apply core knowledge, concepts, or skills to solve real-world problems. It is created, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues, and teaching others” (p. 5).

It is essential all PEI students are exposed to both a rigorous and relevant curriculum and learning opportunities throughout their school years. However, this may not currently be the case for all PEI students, as many are enrolled in either academic, general, or practical streams in their grade 10 year and remain in these streams until graduation. Within these separate streams, there is a tremendous range in both rigor and relevance.

Mary Hatwood Futrell and Joel Gomez (2008), in their article *How Tracking Creates a Poverty of Learning*, cite the following description of this disparity:

Students in the higher-level track are often taught enriched, challenging content, whereas those in the lower track are often given rote lessons characterized by filling the blanks on a worksheet. Students in the first group may be taught a curriculum that reinforces how to learn and how to apply what is learned, whereas students in the second group may receive a more watered-down curriculum that emphasizes memorization. (p. 75)

In the same article, they state, “to close the achievement gap, we must challenge the inequity created by ability grouping” (p. 74). PEI students would agree. Students in the focus group leading up to the Minister’s Summit on Learning said, “the three-tier system is discriminatory; being segregated and stereotyped is not a good situation; we can learn from all different students who come with different strengths.” In a presentation to the SHWG, Donna Sutton, Registrar within the Student Services and Admissions division at Holland College shared similar concerns. She reported that currently, 26% of the total enrollment at Holland College is made up of students entering directly from high school. Although this enrollment percentage has increased in the last ten years, they have noticed this group of students experience the most difficulty in programs due to low literacy and numeracy skills. Likewise, the number of programs requiring academic level high school courses for entry is increasing, and the number of programs accepting general level high school courses for entry is decreasing. Overall, faculty at Holland College have noticed that general level students are struggling more than ever before.

In addition, staff of Holland College perceive that parents of general level high school students are often encouraged to think that high marks in general level courses are better than low marks in academic courses. This is not the case. Holland College considers academic level students for admission before considering general level students. Research completed by Holland College has demonstrated that students entering programs directly from high school struggle with literacy and numeracy skills.

In examining PEI high school enrollment data, on average, over 16% of high school students are enrolled in the general program. In some schools, the percentage of students enrolled in the general program increases to over 20% of the school’s total student enrollment. The opportunities for these students after high school appear to be limited based on the information presented.

Carol Ann Tomlinson and Edwin Lou Javious (2012) state, “all students deserve equitable access to an engaging and rigorous curriculum” (p. 28). This will be an essential and urgent goal for PEI educators as we continue to advance our system. Linda Murray (2012) urges, “It’s time to agree that all high school graduates deserve an opportunity to go to college if they choose. That should be our minimum expectation” (p. 64). Even PISA has weighed in declaring, “education systems built around the belief that students have pre-ordained professional destinies to be met with different expectations in different school types tend to be fraught with social disparities” (OECD, 2010, p. 4). And finally, Dweck warns that the sorting mechanisms often used in school are not only poor predictors of success in life, but also poor measures of what a young person can accomplish, given the right context (Dweck, 2007).

Along with the challenge of updating the rigor in our curriculum and instruction, we also must face the urgency of updating the relevance in our classrooms that reflects the rapidly changing world. In her provocative book, *Curriculum 21: Essential Education for a Changing World*, education guru, Heidi Hayes Jacobs (2010), challenges educators to critically examine their practice and curriculum to ensure they are adequately preparing learners for their world and their future. For example, she challenges educators to consider removing the traditional divisive nature of social studies subjects to replace these isolated subjects with fusions such as “political economics” and “historical sociology” (p. 35). Moreover, she urges that the problem-based approach remains at the heart of science learning and that the study of mathematics requires both inquiry and application.

In conclusion, Jacobs leaves education systems with a curriculum challenge they must face, “What content should be kept? What content should be cut? What content should be created?” (p. 30).

A more detailed explanation of each course offering recommendation follows.

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***“General courses are dead-ends; can’t go to post-secondary with general courses on transcript.”***

PEI high school student

# Course Offerings

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## Recommendation #4

**The Department, in consultation with boards and schools, complete an evaluation of the Senior High Program of Studies for the purpose of ensuring that all PEI high school students have equitable access to an intellectually engaging and rigorous curriculum.**

“What is essential and timeless? What is not essential or dated? What should be created that is evident and necessary? The ongoing process of challenging accepted knowledge and the cycle of replacing it are the signs of cultural maturation” (Jacobs, 2010, p. 31).

Does the PEI High School Program of Studies prepare our students to leave school and function independently in the actual world they will encounter? Although the evaluation of the program of studies will require considerable time and effort as there are more than 200 provincially authorized courses in the PEI public high school system, it is a necessary step in ensuring all PEI students are experiencing opportunities for both rigorous and relevant learning. During this evaluation it will be necessary to determine the age of each curriculum document and corresponding authorized resources, the relevancy of each document to 21st century learning, the number of outcomes, any outcome overlap and repetition within other courses, and the number of schools offering the course and numbers of sections and students within each school.

During the process, it will be essential to seek feedback from curriculum specialists, administrators, educators, students, post-secondary institutions, and industry professionals. At the conclusion of the evaluation, preferred actions with accompanying background information and rationale, a summary report, an implementation plan, and a communication plan will need to be shared with education stakeholders.

In the article, *Differentiated Instruction Reexamined*, Carol Ann Tomlinson identified “the non-negotiables of teaching – high quality curriculum with clear goals, the use of data to monitor and provide feedback on student learning, the ability to recognize when something isn’t jelling and modify it to fit the student, and the creation of an environment in which students are supported and challenged” (Papano, 2011).

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***“Don’t give us assignments with topics from 30 years ago. The 80s are over.”***

# Course Offerings

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## Recommendation #5

**The Department, in consultation with boards and schools, develop and implement a Provincial and Local Programs Policy to govern provincially-prescribed courses, local courses, board-based programs, and externally-certified courses.**

This recommendation is closely linked with the work to be completed in recommendation #4. During the evaluation of the Senior High Program of Studies, a number of local programs and courses will be identified. Currently, a moratorium on the development and approval of any new local curricula and programs continues to be in effect. Previous to this moratorium, a number of local programs and curricula were approved and may still be offered in local high schools. This policy is essential to ensure consistency in course and program offerings and to also ensure these offerings are reviewed frequently to monitor both the relevance and rigor of the course offerings.

Provincially-prescribed courses refer to any course developed by and implemented through the Department. These would be found in the Senior High Program of Studies. Local courses are non-provincial senior high school courses developed externally from the Department. Local courses are designed to meet the needs of a cohort of students within a particular school and community.

Board-based programs are developed within a school board by local personnel and/or within partnerships that boards may have formed. An example is the Agriculture Certificate Program.

Externally-certified courses are developed by nationally or internationally recognized agencies. These courses may offer varying degrees of content descriptions, however, evaluation of desired outcomes occurs in the form of an examination which is externally administered and marked. For example, Advanced Placement courses and the International Baccalaureate program would be included in this category.



# Community-Based and Flexible Learning

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## Recommendation #6

The Department develop and implement expanded community-based and flexible learning credit options at the grade 10, 11, and 12 levels.

## Recommendation #7

In order to achieve a PEI Graduation Diploma, students must earn a minimum of one credit from the following course options:

- Cooperative Education
- Designing Your Future
- Dual Credits
- External Credential
- Independent Study
- Service Learning
- Transitions
- Challenge for Credit
- Distance Education Course

OR

Students must achieve program certification from the following program options:

- Academy Diploma Program
- Youth Apprenticeship Program

## Recommendation #8

The Department, boards, and schools collaborate to develop and implement a Community Service Framework, which includes a compulsory community service requirement for graduates.

## Recommendation #9

The Department, boards, and schools collaborate to develop and implement a Scheduling and Timetabling Framework, which outlines student-centered scheduling and timetabling strategies and options.

### Elaboration

“Learning in the 21<sup>st</sup> century is expanding the boundaries of space and time.”  
(Trilling & Fadel, 2009, p. 139)

Efforts that expose youth to the community and seek to connect in-school learning with the world beyond the classroom are critical to student understanding of both their present and their future life roles.

Community-based learning is a partnership involving the student, his/her family, the school, and the community, with each of the partners sharing the responsibility for the student’s learning experience.

Community-based learning provides students with real-world experiences to complement what they are learning in the classroom. The community is viewed as an extension of the classroom where students can gain knowledge and experience about the world beyond the school, and are provided with a frame of reference to review or revise their education and career goals.

Programs that provide opportunities for youth to engage in activities in their communities and explore their passions and interests reinforce the relevance of learning both in school and in all contexts throughout their lives. Rigorous, community-based learning programs heighten the expectations for all students by: increasing the complexity, breadth and depth of the in-school learning; providing opportunities for them to make connections with people and within and across disciplines; and causing them to take action, to build relationships, and to collaborate in teams to create knowledge. Community-based learning programs and initiatives provide opportunities for students to create links among school, learning, the community, and the future, and

to develop the transferable skills necessary to fully engage in our knowledge-based society. (adapted from *Guidelines and Procedures for Community Based Learning*, Department of Education and Early Childhood Development, 2009)

A more detailed explanation of each community-based and flexible learning recommendation follows.

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***“Less sitting in class; more visits to industries  
and post-secondary institutions.”***

PEI high school student

# Community-Based and Flexible Learning

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## Recommendation #6

**The Department develop and implement expanded community-based and flexible learning credit options at the grade 10, 11, and 12 levels.**

Community based learning programs encourage the expansion of learning opportunities for senior high school students by bringing the community into the school and by placing students in the community as part of their studies.

A number of successful community-based and flexible learning opportunities are already in place for PEI students, including:

- Academy Diploma Programs
- Cooperative Education
- Designing Your Future
- External Credential
- Independent Study
- Transitions
- Youth Apprenticeship
- Distance Education Courses
- Specialization Program in the CSLF

These credit options should be expanded as well as adding new courses and programs such as:

- Dual Credits - allowing students to participate in apprenticeship training and college courses that can count towards their high school diploma as well as a postsecondary certificate, diploma, degree or apprenticeship certification.
- Service Learning – a community-based learning experience in which students participate in an organized learning activity that meets identified community needs.
- Challenge for Credit – recognizing that students may have already acquired the knowledge, skills, and attitudes that an existing course seeks to develop.

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***“We should be able to learn while working in the community.”***

PEI high school student

# Community-Based and Flexible Learning

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## Recommendation #7

In order to achieve a PEI Graduation Diploma, students must earn a minimum of one credit from the following course options:

- Cooperative Education
- Designing Your Future
- Dual Credits
- External Credential
- Independent Study
- Service Learning
- Transitions
- Challenge for Credit
- Distance Education Course

OR

Students must achieve program certification from the following program options:

- Academy Diploma Program
- Youth Apprenticeship Program

Community based learning enhances students' personal development, their sense of belonging to their community, and their understanding of community roles and responsibilities. Community based experiences improve students' understanding of employment requirements and the links between the knowledge, skills, and attitudes they are acquiring in school and their future plans.

It is the recommendation of the SHWG that *all* PEI graduates have recognized experience learning outside the walls of the traditional classroom.

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*“Let us learn through experience – not just memorizing theory.”*

PEI high school student

# Community-Based and Flexible Learning

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## Recommendation #8

**The Department, boards, and schools collaborate to develop and implement a Community Service Framework\*, which includes a compulsory community service requirement for graduates.**

The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, and the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents/guardians.

Graduates must complete a minimum number of hours of community involvement activities as part of the graduation diploma requirement. The Community Service Framework will outline the number of hours required and also the policies and procedures related to the initiative. It should clearly outline the roles and responsibilities of the boards, principals, students, parents/guardians, and community partners as well providing clarity on eligible and ineligible activities. A similar initiative is already in place in Ontario and British Columbia schools.

*\*for the purpose of this document, framework is defined as a basic conceptual structure.*

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***“We need more hands-on experiences outside of classes.”***

PEI high school student

# Community-Based and Flexible Learning

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## Recommendation #9

**The Department, boards, and schools collaborate to develop and implement a Scheduling and Timetabling Framework, which outlines student-centered scheduling and timetabling strategies and options.**

Hayes Jacobs (2010) recommends that:

As we take a critical and dynamic look at what needs to be new and essential in curriculum, we also need to examine the four key structures that affect that curriculum:

- the schedule (both short and long term)
- the way we group our learners
- personnel configurations
- the use of space (both physical and virtual) (p. 13)

Prior to the SHWG, various senior high committees have attempted to tackle the issue of scheduling and timetabling. Sample recommendations included:

- The secondary school instructional day be increased from 5 hours to 5.5 hours (Lees, 1995)
- Tutorial periods be scheduled during regular school hours (Lees, 1995)
- The Department explore the possibility of offering after-school, evening, and summer courses at the secondary level (Lees, 1995)
- Students be asked about courses and schedules that meet their needs (Lees, 1995)
- Out-of-school classes be designed to provide students with as many options as possible (Lees, 1995)
- The scheduling and program design of senior high school courses allow for the development and delivery of 20 to 30 hour course modules (Department, 1998)
- The committee supports flexible scheduling within and around the four-block, two semester system (Department, 2008)

Just as the recommendations above may represent diverse views, so did members of the SHWG; however, they do feel it is a topic worthy of further discussion and research. All members of the SHWG agreed that form should support function, and not lead it; the old habit of school structures needs to be altered to match the time in which we live. The SHWG strongly recommends that a separate working group be established to research and outline various scheduling and time-tabling options that will positively affect student achievement in PEI schools.

# Health, Wellness, and Physical Education

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## Recommendation #10

The Department, in consultation with the boards and schools, develop, and implement a new, compulsory one-credit physical education and healthy lifestyles course for all grade 10 students.

## Recommendation #11

The Department, with consultation from boards and schools, develop, and implement increased credit options for physical education and healthy lifestyles for grade 11 and 12 students.

## Recommendation #12

The Department, boards, and schools collaborate to develop and implement a Daily Physical Activity Framework, which outlines a compulsory daily physical activity requirement, for grade 10, 11, and 12 students.

## Elaboration

“Physical inactivity is now identified as the fourth leading risk factor for global mortality.” World Health Organization (Global, 2010, p. 10)

Both the World Health Organization (Global, 2010) and the Canadian Society for Exercise Physiology (Canadian, 2011) recognize that youth aged 5-17 should accumulate at least 60 minutes of moderate-to-vigorous-intensity physical activity on a daily basis.

However, Statistics Canada has reported that on average, only 7% of Canadian youth actually achieve this amount of physical activity and that Canadian youth spend 62% of their waking time sedentary (Colley, 2011).

On PEI, the statistics are equally as disappointing. 24% of Island students admit to watching more than two hours of TV a day, and 65% of male students and 34% of female students report playing video games or surfing on the computer for more than two hours per day. Only 66% of PEI youth (grades 5 - 12) felt that schools place emphasis on informing students about opportunities to be physically active (Murnaghan, 2011, p.12).

The importance of establishing routines and clear understanding about the importance of physical activity and healthy living in our students is crucial. Physical inactivity is associated with an increased risk of type 2 diabetes, obesity, coronary heart disease, cancer, and osteoporosis, which can lead to decreased quality of life and premature death. In 2001, the economic burden of physical inactivity in Canada was estimated at \$5.3 billion (Murnaghan, 2011, p. 6).

Increased participation in physical education is associated with improved classroom behavior, as well as increased enthusiasm toward school and school work (Murnaghan, 2011).

In recent years, the English Programs division of the Department has completed the renewal of the physical education curriculum at both the K-6 and 7-9 levels. The renewed curriculum guides state:

The aim of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understanding and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle. (2012, p. 3)

This aim must now move into the high school level with a commitment to renew the physical education curriculum, and increase the physical education opportunities for all high school students.

A more detailed explanation of each health, wellness, and physical education recommendation follows.

# Health, Wellness, and Physical Education

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## Recommendation #10

**The Department, in consultation with the boards and schools, develop and implement a new, compulsory one-credit physical education and healthy lifestyles course for all grade 10 students.**

It is important to note that this renewed curriculum must place emphasis on healthy lifestyles and nutrition, and not purely on sport. This renewed curriculum must also allow for flexible options for students and schools.

Active Healthy Kids Canada stated in their *2012 Report Card on Physical Activity* that “schools should provide a variety of physical activity and sporting opportunities that appeal to students with different interests and ability levels, since this has been shown to be successful in motivating student participation and in fostering student leadership” (p. 40).

In 2007, Manitoba Education announced new graduation requirements that mandate students to enroll in a physical education class at the grade 10, 11 and 12 levels. In a parent guide, they state “it is the intention of the Grades 11 and 12 Healthy Lifestyles curriculum to promote the discovery of activities suited to students’ individual interest and abilities, which will enable and empower students to adopt active lifestyles that persist into their futures” (2008, p. 10).

It is recommended that the renewed Physical Education curriculum follow a similar philosophy.

# Health, Wellness, and Physical Education

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## Recommendation #11

**The Department, with consultation from boards and schools, develop and implement increased credit options for physical education and healthy lifestyles for grade 11 and 12 students.**

Currently, students on PEI only have the option to enroll in a physical education course during two of their three high school years. With the renewed Physical Education curriculum planned for the high school years, it is recommended that these options be increased so greater flexibility can be achieved for all students.

With increased options, students can develop confidence and competence, while enhancing their physical and health knowledge, skills, and strategies. They will then be able to apply these understandings throughout life. The vision of wellness education is for students to be educated, informed, and contributing members of society. This positive and holistic approach to living, reaching beyond the traditional ideas of physical education, will help students develop a state of optimal well-being. This quality of life will emphasize physical, psychological, spiritual, social, and environmental dimensions.

# Health, Wellness, and Physical Education

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## Recommendation #12

**The Department, boards, and schools collaborate to develop and implement a Daily Physical Activity Framework, which outlines a compulsory daily physical activity requirement, for grade 10, 11, and 12 students.**

Being physically active on a daily basis is crucial to the health and wellness of all citizens. Developing this understanding and routine as a young adult increases the odds of maintaining it into adulthood.

A similar framework for daily activity has been implemented in British Columbia schools. Their Daily Physical Activity Guide states:

In each grade from Grade 10 - 12, it is expected that students will:

- Participate in moderate-to-vigorous physical activity for a minimum of 150 minutes per week
- Demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being (2011, p.6)

The growing concern for the health of children and youth in society today has implications for the significant role that curriculum can play in improving student learning and health outcomes. Studies have shown that quality physical education/wellness curricula and programming promote health in children and youth, contributing to obesity risk reduction, cardiovascular disease reduction, improvements in psychosocial well-being, and enhanced academic performance (Veugelers & Fitzgerald 2005; O'Dea 2005; Tremblay 2000).



# Career Education and Transitions

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## Recommendation #13

All students earn one credit in Career Explorations and Opportunities in order to receive a PEI Graduation Diploma.

## Recommendation #14

The Department, boards, and schools collaborate to develop and implement a Student Graduation Planner to assist all grade 10 students with planning their graduation pathway.

## Recommendation #15

The Department, boards, and schools collaborate to develop and implement a Career and Life Transition Presentation of Learning Framework, which outlines a process where grade 12 students demonstrate connections between their learning and their futures and create individual plans for their growth and development as skilled, healthy, knowledgeable, participating citizens.

## Elaboration

“There’s only one valid measure of the high school curriculum: How well does it prepare students for their adult lives?” (Wiggins, 2011, p. 28).

As the global economy evolves from a resource-based to knowledge-based, so does the demand for a skilled and knowledgeable workforce who possess not only a solid command of essential skills but also, in many cases, some form of specialized education.

The school-career transition process, once the norm and characterized by going to school, going to work, and then retiring can no longer be relied upon by Canadian youth. Today, the school-career transition process has become increasingly complex, more difficult, and one that spans a much greater proportion of time than ever before. Moving through the education system and into adult life roles is neither a simple nor linear

process. Work and learning, as a continuum of activity, has become and will increasingly be necessary to realize one's career and life aspirations. (adapted from Career Development: A Framework for Prince Edward Island Schools, 2008,)

The 2009 PEI Career Education Team proposal *My Future – Our Future*, states:

Traditional pathways to post-secondary education and the workplace have changed, competitiveness in the global economy demands a more highly educated workforce, both at the entry level and throughout working lifetimes. This is critical for Prince Edward Island. Given the size of our population and the expectations for the level of public service that is provided, which will grow based on the demographics, the Island's economy cannot be 'as good as' but must be 'better than' our competitors. (p. 4)

The Career Education and Transitions recommendations provide a model where teachers, students, and parents/guardians will work together to make sure every student's needs are met, passions are explored, and goals are achieved. This means student-centred learning that is focused on the needs, strengths, and aspirations of each individual young person. Students will play an active role in designing their own education and will be increasingly accountable for their own learning success. These recommendations intend to put students at the center of education so that each student leaves high school with the knowledge, skills, and attitudes required to fully participate in tomorrow's evolving, global economy.

A more detailed explanation of each career education and transitions recommendation follows.

# Career Education and Transitions

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## Recommendation #13

**All students earn one credit in Career Explorations and Opportunities in order to receive a PEI Graduation Diploma.**

Career Exploration and Opportunities (CEO) is a grade 10 course which enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond high school. Schools may wish to schedule CEO opposite another course in both semesters to allow students to work toward achieving the course outcomes throughout the entire school year. (See Appendix C for a complete list of specific curriculum outcomes for the course.)

The course consists of four units: Graduation Planning, Education and Career Planning, Healthy Living and Career Development, and Financial Literacy. CEO's Financial Literacy unit was recognized in 2010 by the Federal Task Force on Financial Literacy as very progressive, and PEI was commended for including this crucial information as part of Island students' program of studies.

In 2010, the PEI Home and School Federation endorsed CEO as a course that would benefit all PEI students. In consultations with teachers after the initial pilot, they reported, "I would strongly recommend this become a required course for all students, regardless of academic ability" and "I would recommend that CEO401 become a required course for all grade ten students." Over 94% of surveyed pilot students believed the course would benefit all students.

Career Explorations and Opportunities is currently a required course for graduation within the CSLF. Schools who offer the FI program in the ELSB would be expected to offer this course in French as part of the FI program requirements.

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***"Make a course like this mandatory for graduation."***

PEI high school student

# Career Education and Transitions

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## Recommendation #14

**The Department, boards, and schools collaborate to develop and implement a Student Graduation Planner to assist all grade 10 students with planning their graduation pathway.**

This planner should clearly outline the PEI graduation requirements in an engaging manner, employing student-friendly language. It must clearly articulate the difference between required courses and elective courses and be a valuable and reliable tool as the student begins to plan his/her path to graduation.

Special attention should be drawn to the flexible options students may access in order to earn credits at the high school level, including external credentials, academy diploma programs, and independent study, to name a few. This would also be an appropriate avenue to provide students with basic information related to financial planning for further studies after high school and where to receive further assistance with planning for this important transition.

One example of an effective student graduation planner can be found within the British Columbia Ministry of Education.

[http://www.bced.gov.bc.ca/graduation/docs/grad\\_planner.pdf](http://www.bced.gov.bc.ca/graduation/docs/grad_planner.pdf)

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***“We need a better system of picking courses that is NOT like the current course registration process.”***

PEI high school student

# Career Education and Transitions

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## Recommendation #15

The Department, boards, and schools collaborate to develop and implement a Career and Life Transition Presentation of Learning Framework, which outlines a process where grade 12 students demonstrate connections between their learning and their futures and create individual plans for their growth and development as skilled, healthy, knowledgeable, participating citizens.

Career and Life Transitions would require students to explore personal and career goals during their secondary school years and create a plan for life after graduation. Transition planning should be an ongoing process throughout the graduation program years and would require completion of a transition plan, culminating in a final grade 12 presentation.

A similar program is in place in British Columbia schools and utilizes the following learning outcomes:

It is expected that students will:

- demonstrate the confidence and competency needed to be self-directed individuals, by
  - Developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school, which includes
    - Completion of transition activities that are relevant to and support career, life, and learning goals
    - Identification and communication of achievements that reflect the development of the attributes of a BC graduate
    - Identification and communication of costs and funding sources associated with education, careers, and life options after graduations
  - Presenting selected components of their transition plan to members of the school and/or community

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***“Have a teacher talk with each student individually about our passions and strengths and what we might want to pursue in the future, and help each of us to make a plan for the future based on what we’re good at and what we love.”***

PEI high school student



## Conclusion

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Throughout the spring, summer, and early fall of 2012, the SHWG met to examine current educational research, and PEI evidence and data to inform these recommendations. The members of the working group were dedicated to the process and engaged in passionate debate and thoughtful reflection in order to arrive at recommendations that would positively influence the PEI education system, ensuring all students would be able to acquire the necessary knowledge, skills, and attitudes to fully participate in today's world. The committee believes each recommendation within each key area cannot be looked at separately but all the recommendations within each key area must be looked at as a whole. Each recommendation in each section is dependent on each other and should be implemented as a set. This would have the most impact for students.



# Appendices



## Appendix A

### Complete list of Recommendations of the 2012 Senior High Working Group

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#### **Recommendation #1**

The Department, with input from the boards and teachers, develop and implement a compulsory PEI Secondary School Literacy Assessment for all grade 10 students.

#### **Recommendation #2**

The Department, boards, and schools collaborate to implement the Student Triumph Program in all PEI high schools.

#### **Recommendation #3**

The Department, boards, and schools collaborate to ensure the recommendations of the Secondary Literacy Steering Committee and Working Groups (2012) are implemented.

#### **Recommendation #4**

The Department, in consultation with boards and schools, complete an evaluation of the Senior High Program of Studies for the purpose of ensuring that all PEI high school students have equitable access to an intellectually engaging and rigorous curriculum.

#### **Recommendation #5**

The Department, in consultation with boards and schools, develop and implement a Provincial and Local Programs Policy to govern provincially-prescribed courses, local courses, board-based programs, and externally-certified courses.

#### **Recommendation #6**

The Department develop and implement expanded community-based and flexible learning credit options at the grade 10, 11, and 12 levels.

## **Recommendation #7**

In order to achieve a PEI Graduation Diploma, students must earn a minimum of one credit from the following course options:

- Cooperative Education
- Designing Your Future
- Dual Credits
- External Credential
- Independent Study
- Service Learning
- Transitions
- Challenge for Credit
- Distance Education Course

OR

Students must achieve program certification from the following program options:

- Academy Diploma Program
- Youth Apprenticeship Program

## **Recommendation #8**

The Department, boards, and schools collaborate to develop and implement a Community Service Framework, which includes a compulsory community service requirement for graduates.

## **Recommendation #9**

The Department, boards, and schools collaborate to develop and implement a Scheduling and Timetabling Framework, which outlines student-centered scheduling and timetabling strategies and options.

## **Recommendation #10**

The Department, in consultation with the boards and schools, develop, and implement a new, compulsory one-credit physical education and healthy lifestyles course for all grade 10 students.

### **Recommendation #11**

The Department, with consultation from boards and schools, develop, and implement increased credit options for physical education and healthy lifestyles for grade 11 and 12 students.

### **Recommendation #12**

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### **Recommendation #13**

All students earn one credit in Career Explorations and Opportunities in order to receive a PEI Graduation Diploma.

### **Recommendation #14**

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### **Recommendation #15**

The Department, boards, and schools collaborate to develop and implement a Career and Life Transition Presentation of Learning Framework, which outlines a process where grade 12 students demonstrate connections between their learning and their futures and create individual plans for their growth and development as skilled, healthy, knowledgeable, participating citizens.



# Appendix B

## Expanded Essential Graduation Learnings

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### Aesthetic Expression

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Graduates will be able, for example, to

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy;
- demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources such as theatres, museums and galleries.

**21<sup>st</sup> Century Skills**

**Habits of Mind**

**Finding Humor  
Gathering Data through All Senses  
Responding with Wonderment and Awe**

### Students say...

*“Talk with universities so they recognize a diversity of courses in many different disciplines, not just the sciences; offer 621 courses in the arts where we can delve deeper into a topic...like drama or psychology...don’t just make these courses 801s.”*

*“We need more options for “out of the box” courses; and we need these courses recognized at university (human services, art, play-writing, etc.). “*

*“Let us earn diplomas in our areas of interest (drama and the arts).”*

## Citizenship

*Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Graduates will be able, for example, to

- demonstrate understanding of sustainable development and its implications for the environment;
- demonstrate understanding of Canada's political, social and economic systems in a global context;
- explain the significance of the global economy on economic renewal and the development of society;
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings in planning for the future;
- examine human rights issues and recognize forms of discrimination;
- determine the principles and actions of just, pluralistic and democratic societies;
- demonstrate understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to society.

### 21<sup>st</sup> Century Skills

**Social and Cross-cultural Interaction  
Leadership and Responsibility**

### Habits of Mind

#### Students say...

*"The three-tier system is discriminatory; being segregated and stereotyped is not a good situation; we can learn from all different students who come with different strengths."*

*"General courses are dead-ends; can't go to post-secondary with general courses on transcript."*

*"Respect diversity by recognizing all religious holidays (don't penalize us for missing school during our religious holidays)."*

*"Give us (ALL of us) a forum to voice our concerns and opinions and let us have better involvement with the government."*

*"Add more global content in all courses."*

## Communication

*Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.*

Graduates will be able, for example, to

- explore, reflect on, and express their own ideas, learnings, perceptions and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts;
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- demonstrate a knowledge of the second official language;
- access, process, evaluate and share information;
- interpret, evaluate and express data in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

### **21<sup>st</sup> Century Skills**

**Communication and Collaboration  
Information Literacy  
Media Literacy**

### **Habits of Mind**

**Listening to Others with  
Understanding and Empathy  
Thinking and Communicating  
with Clarity and Precision**

### **Students say...**

*“Offer more languages, in addition to English and French.”*

## Personal Development

*Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

Graduates will be able, for example, to

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully both independently and in groups;
- demonstrate understanding of the relationship between health and lifestyle;
- discriminate among a wide variety of career opportunities;
- demonstrate coping, management and interpersonal skills;
- demonstrate intellectual curiosity, an entrepreneurial spirit and initiative;
- reflect critically on ethical issues.

### **21<sup>st</sup> Century Skills**

**Flexibility and Adaptability  
Initiative and Self-direction  
Productivity and Accountability**

### **Habits of Mind**

**Persisting  
Managing Impulsivity  
Thinking About our Thinking  
(Metacognition)  
Remaining Open to Continuous Learning**

### **Students say...**

*“Change the graduation requirements so we can pursue our passions.”*

*“Change the graduation requirements so we can take what we love, and we don’t have to fail courses we don’t need.”*

*“Make cafeterias use local, healthy food at a cheap price.”*

*“Make Career Futures or a course like this mandatory for graduation.”*

*“Teach us at a younger age about careers.”*

*“Have a teacher talk with each student individually about our passions and strengths and what we might want to pursue in the future, and help each of us to make a plan for the future based on what we’re good at and what we love.”*

*“Let us work in groups and teams.”*

*“Too many core subjects for graduation requirements.”*

## Problem Solving

*Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.*

Graduates will be able, for example, to

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;
- identify, describe, formulate and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

### **21<sup>st</sup> Century Skills**

**Critical Thinking and Problem Solving  
Creativity and Innovation**

### **Habits of Mind**

**Thinking Flexibly  
Striving for Accuracy and Precision  
Thinking Interdependently  
Applying Past Knowledge to New  
Situations  
Creating, Imagining, and Innovating  
Taking Responsible Risks  
Questioning and Posing Problems**

### **Students say...**

**“Let us use our hands to learn.”**

**“Don’t make us waste time by copying notes; don’t just teach by giving notes – let us interact with the subject.”**

**“Provide more creative projects that let us show what we are capable of.”**

**“Less notes, more creative approaches.”**

## Technological Competence

*Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Graduates will be able, for example, to

- locate, evaluate, adapt, create and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies;
- demonstrate understanding of the impact of technology on society;
- demonstrate understanding of ethical issues related to the use of technology in a local and global context.

**21<sup>st</sup> Century Skills**  
**Information, Communications, and  
Technology Literacy**

**Habits of Mind**

### **Students say...**

**“Give us wireless access and laptops and make the school internet system more effective and faster.”**

**“Let us use more technology (cell phones, laptops, iPods, etc.) in class and around school.”**

**“Technology is a major factor in improving school life. Technology is so advanced now and we should be given the chance to use it to our advantage.”**

**“We need introductory classes to the new technologies and new jobs in our world.”**

# Appendix C

## Career Explorations and Opportunities

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### *Curriculum Outcomes Overview*

#### **Unit 1 - Graduation Planning**

*Students will be expected to:*

- 1.1 identify the course requirements for a Prince Edward Island graduation certificate
- 1.2 develop a preliminary plan for how they will meet the graduation requirements of the Province of Prince Edward Island
- 1.3 develop a variety of potential pathways in several focus areas to meet graduation requirements
- 1.4 identify several career pathways that they may transition into after completing the graduation requirements
- 1.5 extend and further develop the components of the Life/Work portfolio

#### **Unit 2 - Education and Career Planning**

*Students will be expected to:*

- 2.1 relate personal attributes and interests to education and career planning
- 2.2 compare a variety of post-secondary education and training institutions and programs
- 2.3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest
- 2.4 demonstrate an understanding of employability skills
- 2.5 demonstrate job-seeking skills (e.g., employment searches, writing résumés and cover letters, preparing for job interviews)
- 2.6 demonstrate an understanding of the legal rights and responsibilities of employers and employees
- 2.7 analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)
- 2.8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)
- 2.9 develop a personal education and career plan to support the achievement of education and career goals

### **Unit 3 - Healthy Living and Career Development**

*Students will be expected to:*

- 3.1 identify behaviours and attitudes that maintain physical and mental health
- 3.2 analyse health information for validity and personal relevance
- 3.3 develop abilities for building positive relationships in one's life and work
- 3.4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)
- 3.5 evaluate the potential effects of an individual's health-related decision on self, family, and community
- 3.6 analyse strategies for preventing substance misuse and addictions (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
- 3.7 analyse individual and societal practices associated with road-related risk education and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)

### **Unit 4 - Financial Literacy**

*Students will be expected to:*

- 4.1 demonstrate financial literacy related to: budgeting skills, planning for transition from secondary school, knowledge about credit and debt
- 4.2 identify the costs and funding sources associated with various education and career options
- 4.3 develop a personal financial plan to support the achievement of education and career goals

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