

# Changes for Future-ready Education in Canada

Discussions from the 2023 OPC Summit  
on Public Education in Canada



**OPC Summit on  
Public Education  
in Canada**

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## Expression of Gratitude

The Ontario Principals' Council (OPC) would like to express sincere appreciation and gratitude to the community that came together to engage in these important conversations about the transformation and change needed to serve students today and in the future. Thank you to each of our keynote speakers and panelists who challenged our thinking and practices, our attendees who contributed to meaningful conversations that are summarized here and to OPC staff and partners for their tremendous work and dedication to making this event a success. Finally, to Ruth Nielsen and the OPC team who have consolidated the ideas and thoughts shared over the Summit into this comprehensive report.

## Executive Summary

### Background

As part of our 25th anniversary celebrations, the Ontario Principals' Council (OPC) Summit on Public Education in Canada engaged over 200 individuals in progressive conversations to inform future-ready education in Canada. Ahead of the Summit we circulated a survey online to education stakeholders and used the information gathered along with research to prepare [the Participant Guide](#). The purpose of the Summit along with results from the survey can be found on pages 7 to 11 of the Participant Guide.

Through opportunities to dialogue, educators and partners reflected on and re-considered the goals of public education over the next five-20 years, to find ways we can work together to transform – rather than reform – our public education system. Three expert keynote speakers discussed student growth, Indigenous education and educational frameworks: Dr. Yong Zhao, Dr. Niigaan Sinclair and Anna Pons, respectively. Additionally, three panel discussions informed conversations on the future of education, centering anti-oppression and anti-colonialism in public education and leadership competencies for the future.

### Ideas for change

Throughout the two-day Summit, participants gathered in small groups to share their reflections on the keynote addresses and panel discussions, with each group appointing a notetaker to record the discussions and collaboratively generate ideas for changing public education to best meet the current and future needs of students. In the remainder of this report, we summarize

those discussions. Participants' ideas for change have been grouped into three themes: changes that promote student growth, changes that prioritize anti-oppressive education and changes that focus on technology.

### **Student Growth**

- Changing how and when formalized assessments are administered
- Providing more opportunities for students to self-direct their curriculum
- Re-considering the overall school timetable
- Addressing work intensification

### **Anti-oppression**

- Embracing diversity through strengths-based approaches
- Responding to increasing violence and mental health concerns
- Prioritizing diverse knowledge and perspectives, with a focus on Indigenous knowledge

### **Technology**

- Promoting online safety through engagement
- Providing adequate and ongoing training on technology
- Utilizing ChatGPT and other AI to relieve work intensification while prioritizing relational and social-emotional learning



## **Use of Artificial Intelligence (AI) and the Need for Continued Critical Reflection**

In an effort to transform our work alongside transformations in the broader world, we have experimented with using AI in preparing sections of this report. AI generated summaries of participant feedback have been incorporated throughout this report. AI comments have been left unedited to demonstrate how this tool can be useful and to prompt critical reflection about language and content. Towards the end, we will share our process for using AI and the benefits and drawbacks of using these new tools in publication.

## Table of Contents

<b>Expression of Gratitude.....</b>	<b>1</b>
Executive Summary.....	1
<b>Use of Artificial Intelligence (AI) and the Need for Continued Critical Reflection.....</b>	<b>2</b>
Introduction.....	4
Keynote Speakers.....	4
Panel Discussions.....	5
Ideas for Change.....	8
Changes that Promote Student Growth.....	8
Assessments.....	8
Self-directed Curriculum.....	9
Timetables.....	10
Work Intensification.....	11
Changes that Prioritize Anti-oppressive Education.....	12
Embracing Diversity.....	12
Safe and Healthy Spaces.....	13
Changing Knowledge Bases.....	14
Changes that Focus on Technology.....	15
Online Safety.....	15
Adequate Training.....	16
Chat GPT and other Artificial Intelligence (AI).....	16
Summit Feedback.....	17
<b>AI Reporting and Next Steps.....</b>	<b>17</b>
References.....	21



## Introduction

Over two days in April 2023, the Ontario Principals' Council (OPC) Summit on Public Education in Canada engaged over 200 individuals in progressive conversations to inform future-ready education in Canada. During these conversations, we reflected on and re-considered the goals of public education for the next five-20 years, to find ways we can work together to transform – rather than reform – our public education system. Three expert keynote speakers discussed student growth, Indigenous education and educational frameworks: Dr. Yong Zhao, Dr. Niigaan Sinclair and Anna Pons, respectively. As well, three panel discussions led conversations on the future of education, centering anti-oppression and anti-colonialism in public education and leadership competencies in the future.



**Yong Zhao**



**Niigaan Sinclair**



**Anna Pons**

## Keynote Speakers

Our first keynote speaker, Dr. Yong Zhao, prompted participant discussion around student growth. Dr. Zhao is a Foundation Distinguished Professor in the School of Education at the University of Kansas and a professor in Educational Leadership at the Melbourne Graduate School of Education in Australia. Dr. Zhao's work focuses on the implications of globalization and technology on education.

Our second keynote address came from Dr. Niigaan Sinclair, a professor at the University of Manitoba and holder of the Faculty of Arts Professorship in Indigenous Knowledge and Aesthetics. Dr. Sinclair's keynote address stimulated participant discussion on Indigenous education, pedagogy and practice and the current Indigenous education initiatives in which the participants were engaging.

Our third keynote speaker, Anna Pons, inspired discussions around the frameworks that organize education. She is the project lead of the Global Teaching InSights and the Schools+ Network at the Organization for Economic Cooperation and Development (OECD) Directorate for Education and Skills. Her work focuses on comparing educational practices across diverse contexts. In her keynote address, Anna prompted participants to discuss broader trends shaping education, educational equity and professional collaboration. In terms of broader trends shaping education, participants discussed the impact of technology, immigration and violence and mental health.

## Panel Discussions

Three panel discussions furthered conversations on the changes that may be needed to ensure a future-ready public education system in Canada. The discussions brought together diverse groups of experienced system-level leaders, technology experts, experienced and novice educators and students.

The panel discussions were moderated by Dr. Andrew B. Campbell (Dr. ABC) enhancing the conversations through his own identity, perspectives and experience.



Panel 1 Discussion: “What is the Future of Education? Quick Fixes for the Past or Writing a New Chapter in Public Education” consisted of the following panelists:

- Fiona Deller, Research Associate and Special Advisor to the Future Skills Centre and the Diversity Institute at Toronto Metropolitan University and specialist in education policy and initiatives
- Norah Marsh, Executive Director for Marsh and McMahon Executive Consulting Services and past Director of Education for the Durham District School Board
- Olivia Seamone-Brown, Grade 11 student New Germany Rural High School, Nova Scotia
- Eleanor Wong, Teacher Candidate in the Community and Inquiry in Teacher Education (CITE) cohort at the University of British Columbia
- Eva Wong, Co-Founder and Chief Operating Officer at Borrowell, a fintech company dedicated to making financial prosperity possible for everyone.



Panel 2 reflected on the prompt, “Centering Anti-Oppression and Anti-Colonialism in Public Education.” Participants included

- Rebecca Dafoe, a Teacher Candidate in the Indigenous Teacher Education Program (2023) at Queen’s University in Ontario
- Alice Evans, parent advocate and professional working in the field of disability rights, employment and inclusion
- Ellen Hinan, Ontario Secondary School Teachers Federation/Fédération des enseignantes-enseignants des écoles secondaires de l’Ontario (OSSTF/FEESO) provincial office staff member serving on the Equity Team in the Educational Services Department
- Dr. Ann Lopez, Jamaican born professor of educational leadership and policy at the Ontario Institute for Studies in Education (OISE), University of Toronto
- Mathew Sinclair, member of the provincial staff in Equity and Women’s Services at Elementary Teachers Federation of Ontario (ETFO)
- Lucy Wiggers, grade 12 student from Nanaimo District Secondary School.





Panel 3 discussed “Leadership Competencies for the Future.” Discussants included

- Mark Beckles, leader of the strategic execution of Royal Bank of Canada (RBC)’s Social Impact portfolios including RBC Future Launch, RBC Tech for Nature and RBC Emerging Artists
- Lisa Cole, founding Director of k2i (kindergarten to industry) academy, award-winning educator and system leader in STEM (Science, Technology, Engineering and Mathematics) Education
- Dr. Joseph Flessa, Professor of Educational Leadership and Policy at OISE and former teacher and principal
- Annie Kidder, Executive Director and one of the founders of People for Education
- Aisha Mahmoud, President, The Ontario Student Trustees’ Association-l’Association des élèves conseillers et conseillères de l’Ontario (OSTA-AECO), student at the Hamilton-Wentworth District School Board.

## Ideas for Change

Throughout the two-day Summit, participants gathered in small groups to share their reflections on the keynote addresses and panels, with each group appointing a notetaker to record the discussions and collaboratively generate ideas for changing public education to best meet the needs of the future. In the remainder of this report, we summarize those discussions. Participants' ideas for change have been grouped into three themes: changes that promote student growth, changes that prioritize anti-oppressive education and changes that focus on technology.

The purpose of education in the next 5 to 20 years should shift towards preparing students for the challenges and opportunities of the rapidly changing global landscape. It should enable them to develop critical thinking, problem solving collaboration, adaptability, and creativity skills necessary for success in an interconnected world. Education should do beyond imparting knowledge and focus on nurturing lifelong learners who can adapt and thrive in dynamic environments. (UPDF Prompt 1, unedited)

### Changes that Promote Student Growth

In considering changes that promote student growth and ownership over learning, participants suggested both system and school level change. Participants suggested revising how and when formalized assessments are administered, providing more opportunities for students to self-direct their curriculum, re-considering the overall school timetable and addressing work intensification.



### Assessments

When it came to assessments, participants discussed

- changing or eliminating formalized assessments
- prioritizing the joy of learning
- decreasing student anxiety.

Participants advocated for changing or eliminating formalized assessments to allow students to re-focus on learning content rather than achieving a set grade. A few participants felt that formalized letter-grade assessments ought to be changed to marking on a continuum. Some of these participants pointed to recent changes in the British Columbia school system, whereby students in grades K-9 will be assessed using a proficiency scale from “emerging” or “developing” to “proficient” or “extending,” while students in grades 10-12 will continue to be assessed using letter grades; in both cases, assessments will be supplemented with written descriptive feedback (British Columbia, n.d.). Other participants advocated for eliminating formalized testing, with a particular focus on eliminating testing in elementary grades. For some, this elimination ought to be applied to all subjects, while others wondered if different subjects could have different testing requirements. When considering changing or eliminating assessment strategies, participants questioned how these strategies may affect students’ acceptance into post-secondary institutions, if these tertiary institutions did not also amend their assessment requirements.

Overall, participants felt that amending assessment requirements may give students the space and time to pursue their learning, because without the pressure to achieve a particular letter grade or quantitative assessment, students would be able to re-discover the joy of learning. Research examining the relationship between assessment format and student motivation has a long history, showing that letter grade assessments may reduce students’ motivation and pleasure, while increasing students’ anxiety (Clark, 2012; Harter, 1978). Overall, participants felt that when students enjoyed learning without stress, they may become more motivated in their subject areas and, by extension, by seeing higher rates of academic growth.

## Self-directed Curriculum

In terms of curriculum, participants discussed

- increasing opportunity for self-directed learning
- reducing strict, structured curriculum
- supporting greater student autonomy.

Participants suggested that current curricula be re-considered to allow more space for self-directed learning. Self-directed learning is a form of study where students plan, implement and sometimes even evaluate their learning tasks (Hiemstra, 1994; Knowles, 1975). Self-directed learning, however, does not mean learning without teachers, as teachers play an important role in motivating and guiding self-directed learning and in providing feedback (Schweder and Raufelder, 2019). Participants shared that they felt that, after a certain grade, schools should allow students to learn the subjects they are passionate about rather than requiring all students to follow the same curriculum. However, participants differed when suggesting at which grade

Transformation in the learning environment emerged as a key focus. The summit underscored the need for an environment that fosters the development of future-ready skills. This entails promoting active learning, collaboration, and hands-on experiences that bridge theory and real-world application. Teachers should evolve into facilitators who guide students in their learning journeys, promote inquiry-based methods, and nurture creativity. (ChatGPT, unedited)



this change should occur. Some participants felt that all students should be able to select their own curriculum, some felt this should begin once students were literate and others felt it should be allowed for secondary students only. Participants felt that, by revising the required curriculum to be more lenient, students would have greater autonomy to learn topics that were inspiring to them, thereby providing time and space for students to own their learning.

Participants shared that students could be best supported to take ownership of their learning by revising the curriculum to provide access to a greater array of course offerings, including opportunities for self-directed learning where students can follow passion projects and set their own curriculum, in part or in full. Focusing primarily on freedom for self-directed learning, participants felt the strict, timely organization of schools may be a constraint to anti-oppressive education for some communities, such as Indigenous students and recent newcomers. Rather than having set pedagogy with strict timelines, participants felt that some degree of self-directed learning, where students can organize their schedules and learning topics, may be more accessible to a wider spectrum of student communities.



## Timetables

Participants discussed several timetables throughout the Summit including

- limited time for self-directed learning
- overly scheduled daily timetables
- adopting a year-round (Jan-Dec) school schedule.

Participants frequently described the ways in which strict timetabling structures may be a barrier to the time and space students have to direct their own learning. While some

participants focused on reducing the number of instructional hours, some were interested in providing increased time for self-directed learning and others considered ways that the academic-year schedule could be optimized to better support students. Looking at both the daily and yearly schedule, participants viewed strict timetabling requirements as a constraint to student growth.

Regarding daily timetables, participants questioned how they could meet the provincially set curricula requirements while still providing uninterrupted, unscheduled time for students to practice self-directed learning. Further, participants acknowledged that, through the remote learning instigated by the COVID-19 pandemic, there are students who have become accustomed to self-directed learning. Some of these students are now facing challenges in following the more rigid in-person schedule, while at the same time, feeling remorse for the loss of self-directed learning time. To provide more time for self-directed learning, some participants suggested reducing the required instructional minutes to allow for a mix of full and half scheduled days where traditional curricula could be supplemented by self-directed learning, while others recommended removing instructional minute requirements altogether to allow the teacher more autonomy over timetabling.

When it came to the school year schedule, Summit participants questioned the validity of continuing to use the North American September—June school calendar in the present day and into the future. They considered how year-round schooling may allow more time for personal wellness, thereby supporting increased student well-being. Although this traditional school calendar is commonly cited as having agrarian roots, organizing the school year around family farming needs (Ex.: Campbell, 2012), historical research debunks this theory, showing that many farming communities have had year-round schooling. Instead there is evidence that the current school year calendar stems from the effects of urbanization and institutionalization (Fischel, 2005; Pedersen, 2012; Weiss and Brown, 2003).

## Work Intensification

Participants talked about work intensification in terms of

- increased work demands
- decreased student engagement
- decreased opportunities for creativity.

They identified many constraints to student growth that can be summarized under the term *work intensification*, also identifying resolving work intensification as a strategy for promoting student growth. Work intensification is the phenomenon wherein individuals face expectations to complete an increased number of short- and long-term tasks without subsequent increases in the time available to complete those tasks and without adequate time to recover from those tasks (Wang et al., 2018). In other words, individuals are expected to accomplish more in the same amount of time, without time to recover. Participants felt that principals and teachers experienced work intensification through increased curricular demands, limited capacity for creative programming, reduced or non-existent preparation time and prescribed professional development programming that lacked creativity.



According to participants, these constraints combined to create an education system that was reactive to system-level policy demands, rather than proactive in engaging student interest. Without having the time and space to proactively encourage student interest, participants felt that students' experiences of education inevitably lacked creativity and individualization. In sum, participants felt that work intensification experienced at the principal and teacher levels translated to students being over-scheduled in ways that limited creativity, student passion and, therefore, student growth.

## Changes that Prioritize Anti-oppressive Education

The Summit participants reflected on the many ways Canadian schools may have to change to better prioritize anti-oppressive education. Anti-oppressive education describes educational theory that addresses the complex ways that oppression not only exists, but also multiplies, within public education systems and takes concrete actions to interrupt these patterns of oppression (Kumashiro, 2000). In reflecting on how Canada's education system can become more anti-oppressive, participants suggested how increasing diversity can be approached with system changes and strengths-based approaches, how schools can be re-established as safe and healthy spaces in the wake of increasing violence and mental health concerns and how eurocentrism can be de-centered to hold space for diverse knowledges.



## Embracing Diversity

In relation to increasing diversity, participants talked about

- changing school demographics
- increasing representation in the workforce
- providing additional supports
- implementing strengths-based approaches.

A major trend participants identified as shaping education was increasing diversity in public schools, particularly through immigration. It was posited that increasing immigration will

continue to change the ethno-racial and linguistic make-up of schools. With these changes, participants highlighted the need to have a diverse workforce where all students could be represented; specifically, participants talked about the need for male kindergarten teachers and racialized teachers and administrators. At the same time, recent immigrant and refugee students often need additional educational support to integrate into Canadian classrooms. Summit participants felt that this support could be best achieved through increasing the number of welcome centres available to immigrant and refugee families and increasing language classes both for English as an additional language and for other languages. Participants also felt that school leaders could better support immigrant and refugee families by inviting families to meet the school leaders and conduct visits to the school.

Summit participants also discussed increasing diversity in terms of ability, gender expression and sexuality and career goals. With these lenses, participants again discussed the need for representation of these differences in staff, administration and curriculum. They emphasized the need for schools to adopt strengths-based approaches to diversity rather than deficit-based approaches, to best serve the changing school community. Under strengths-based approaches, educators view all students as inherently able to learn and succeed. Failure to succeed is not perceived as incapacity, but rather as an opportunity for further experience; in contrast, deficit-based approaches focus on students' shortcomings, often perceiving these shortcomings as inherent inabilities (Climie and Henley, 2016). In relation to increasing diversity, strengths-based approaches position all students as capable when provided the right support, rather than incapable because of their differences. Participants felt that increasing diversity in schools ought to be addressed through fostering strengths-based approaches in all parts of the education system. Relatedly, participants felt that school systems and educators ought to promote more diverse career goals and alternative pathways to post-secondary, recognizing that every student may be aspiring towards a different future.

### Safe and Healthy Spaces

In relation to health and safety, participants discussed

- increasing violence
- increasing mental health concerns
- building meaningful relationships
- establishing community partners.

A concerning trend identified as affecting education was increasing violence in schools and challenges around supporting students' and staff mental health. In terms of violence, participants identified violence against staff and faculty as a major problem in schools, leading to additional stress for administrators, staff and students. Participants felt that increasing violence has to be taken more seriously to protect all those involved. They specified that teachers and administrators cannot continue to serve the school community fully if they are increasingly fearing physical violence against themselves in their workplace. Regarding mental health, participants primarily focused on their observation that students are showing increasing indicators of anxiety, which in turn is prompting increasing concern about student well-being.

In addressing this increasing violence and concern around mental health, participants identified ensuring schools are perceived as safe and healthy spaces as a key focus for future education. In relation to the overall focus on increasing diversity and changing knowledge bases, it is important that schools adopt culturally aware understandings of safe and healthy spaces. Participants highlighted the need for staff to be supportive of students, both academically and socially. They specifically suggested that administrators ought to prioritize building individual relationships with students, and that schools should promote and action more mental health focused initiatives. Summit participants also felt educators should ensure they are trying to listen to those students who may not often be heard; for example, participants shared that students who are on Student Council are regularly listened to; those who are not also need to be heard. Participants also suggested schools and administrators ought to welcome community partners into the school space; for example, welcoming mental health professionals, addictions counsellors, diverse community representatives, health care doctors and recreational professionals into the school to make support more readily available.



### Changing Knowledge Bases

Participants described the ways knowledge bases inform anti-oppressive education by

- including Indigenous knowledges
- valuing multiple identities
- disrupting Eurocentricity.

To support anti-oppressive education, many participants articulated a need to change curricular knowledge bases to include diverse knowledge, with a particular emphasis on including greater Indigenous knowledge. They acknowledged that educators across Canada and globally are doing exceptional work in valuing multiple identities and recognizing the significance of multiple ways of knowing; however, participants also called attention to the Eurocentricity of Canada's public education system. As participants shared, Canada's future-ready education will have to

de-centre this knowledge base to give students more space to see themselves and their knowledge in their education system. While some participants discussed this in relation to religion, language or minority cultures, the majority of this discussion focused on the need to imbue more Indigenous knowledge through Canadian school systems. Participants asserted that Indigenous knowledge ought to be consistently incorporated into daily pedagogy and practices throughout schools, and that this work could be led by administrators committed to decolonization and anti-oppression. In the work of building anti-oppressive school systems in Canada's future, participants emphasized that the time for deliberation had passed and that now was the time for action.

## Changes that Focus on Technology

Many Summit participants identified technology as a major trend when considering how to establish a future-ready education system in Canada. They specifically addressed changes that may be needed to promote online safety, the importance of adequate and ongoing training on new technology and the need to address Chat GPT and other AI programs.

### Online Safety

Regarding online safety, participants discussed

- social media safety
- technology use as a sign of dis-engagement from public education
- prioritizing in-person relationships.

Participants highlighted the need for schools to extend their conceptualization of health and safety into the social media sphere, sharing that social media can play a major role in students' mental health and feelings of safety. Many participants were concerned that students were adding undue social pressure and complexity into their lives through social media. Participants considered that students may feel the need to develop multiple social identities to present on different social media platforms, in addition to in-person, and concern that students were failing to critically identify false information shared on social media.

In considering how social media use specifically and online safety more broadly could be addressed in the future, participants shared that educators and policy makers should consider why students were using social media and technology in class in the first place, rather than implementing restrictive policies. Participants thought that students may be more susceptible to adverse social media and unsafe online activities if they were not adequately engaged in the public school experience. Therefore, participants felt that online safety and social media use may be best addressed through focusing on student engagement. Relatedly, participants reflected on whether or not social media use may be serving as, or interfering with, in-person social interaction. Accordingly, participants felt that in supporting online safety, schools should also prioritize in-person interactions and relationship building within the school community.





### Adequate Training

Participants discussed technology training needs such as

- using technology for educational equity
- disrupting technology's role as a classroom distraction.

Participants repeatedly touted the potential benefits of implementing technology into education; for example, increasing student engagement, supporting educational equity through assistive technologies and providing additional support with curricula. However, participants also shared that technology can also be a distraction in the classroom, arguing that the technology is only as good as it used by the educator. Therefore, participants suggested that, for a future-ready public education system, all stakeholders had to receive adequate, ongoing training not only on how to use technologies, but also how technologies are best harnessed for educational improvements.

### Chat GPT and other Artificial Intelligence (AI)

In relation to Chat GPT and other artificial intelligence, participants discussed

- the influence of AI on education growing too quickly
- rising uses of AI in education requiring increased socio-emotional training
- AI's potential to address work intensification.

ChatGPT is an AI program that mimics conversational speech and has been expected to revolutionize nearly all aspects of modern society (OpenAI, 2023). Participants discussed the influence of AI on education. Without noting specific concerns or means of influence, they shared a view that educators and educational institutions ought to pause their uptake of AI technologies until more information is known about how these technologies work, how they interact with learning and how they can be best harnessed for education. Further, participants felt that rising uses of AI in education furthered the need for educators to focus their attention on relational learning, interpersonal capacities and social-emotional development, as these

skills were perceived as both necessary in a technology-advanced society and not replaceable by AI. On the topic of what may be replaced by AI, participants felt there was potential for significant progress against work intensification and towards better teacher and administrator well-being through AI's use in administrative tasks, such as creating study guides, scheduling and record-keeping.



## Summit Feedback

Following the 2023 OPC Summit, participants were sent a short survey with which they could provide feedback about the event. When asked what they learned, they reflected primarily on learning related to the work that needs to be done to promote equitable and anti-oppressive education and also about the work that is already being done by participants' peers across Canada. When asked what they liked most about the event, they noted that they most appreciated the diverse stakeholders present, both as presenters and attendees. Participants specifically highlighted their appreciation for the number of student voices involved, sharing that this presence helped emphasize the need for greater student voice in public education. Through these collaborative discussions, participants have considered and suggested multiple ways that education can be re-imagined, ensuring a future-ready public education system in Canada.

## AI Reporting and Next Steps

Canada's future is fast approaching and education systems in Canada have a responsibility to transform to meet this future, ready and able to support the next generations. A key facet of this transformation includes embracing new technologies. And as participants expressed, the fast progress of AI software is expediting the need to understand how new technologies can be

used in safe and effective ways that enhance public education. Accordingly, we wanted to put our words to action and use AI in the writing of this report. While the majority of the report has been prepared by highly qualified personnel, we have included excerpts generated through AI software.

To generate these excerpts, we input Summit participant notes into the AI software and provided directional prompts. Using UPDF, prompt one instructed: “Summarize this document in 500 words with a focus on the needs of future focused education” and prompt two instructed: “Summarize the document in 500 words highlighting needed changes for future-ready public education in Canada.” Using ChatGPT, the prompt instructed, “Integrate current research into this summary of discussions on the future of public education in Canada: Transforming Public Education in Canada for Future Readiness. ” The results of this experiment illustrate both the potential benefits of using AI in analysis and publication, and also the potential drawbacks.



Both human and AI analysis recognized changing the learning environment, recognizing the role of emerging technologies, and addressing educational inequities as key themes in the Summit participant reflections. However, both UPDF and Chat GPT included redefining the purpose of education as a central theme, while we chose not to include this as a separate theme. In recognizing the work intensification our OPC readers' experience, and our goal to offer professional, practice-based coverage of the topics and issues principals face day-to-day, we excluded the more theoretical topic of changes to the overarching purpose of education. However, the consistent recognition of the purpose of education as a theme in the AI analysis has caused us to reflect on this exclusion differently. Accordingly, a potential benefit of using AI may be to inspire us to critically reflect on our assumptions and consider different ways of presenting information.

In assessing the potential drawbacks of using AI, beyond writing the platitude, “research and data reveal [...]” without showing any evidence of that research or data, all three AI prompts failed to differentiate the need to include Indigenous knowledges from other equity-based initiatives. While Indigenous communities are commonly included in conceptions of equity deserving groups (e.x.: Dalhousie University, n.d.; RRC Polytech, 2022; TAP, 2022), there are important distinctions. What we now call Canada is Indigenous land, therefore, Indigenous knowledge belongs to this land. The incorporation of Indigenous knowledge into Canada’s education system reflects the recognition that Canadian schools operate on Indigenous land, within the histories of colonialism. Therefore, the inclusion of Indigenous knowledge, though often overlapping with other equity initiatives, reflects a recognition of colonialism and an expressed effort towards reconciliation that is not included in the broader addressing of educational inequities. Despite Indigenous knowledge and impacts of colonialism being key themes in Summit discussions, the AI analyses did not include any mention of Indigeneity. Accordingly, we see a failure to understand and reflect this more nuanced understanding of Canada’s history and educational inequity as a potential shortcoming of using AI in complex analysis exercises.

In addition to prompting AI to summarize Summit notes, we asked Chat GPT, “Based on this summary and available research, what are the next steps for transforming Canada's public education system for future-readiness?” As with the overall summary, some of these recommendations align with those we prepared, while some diverge. In our recommendations for change, included throughout the report, we opted to share only those recommendations that were suggested by participants and were mostly within the purview of Ontario principals. In contrast, the ChatGPT recommendations alternate between school and district level changes, at times even implying - incorrectly - that Canada has a national school system. Below, we share these ChatGPT recommendations, offered without edit, for your reflection on the potential benefit and drawback of using AI software to provide suggestions for educational change.

**Curriculum Redesign:** Shift the curriculum towards a more holistic approach that emphasizes critical thinking, problem-solving, adaptability and global citizenship. Incorporate interdisciplinary subjects that encourage students to connect ideas across disciplines and develop a deeper understanding of complex issues.

**Teacher Professional Development:** Provide ongoing training and professional development for teachers to equip them with the skills and knowledge needed to facilitate active learning, inquiry-based approaches and the integration of emerging technologies. This will empower teachers to effectively guide students in their learning journeys.

**Technology Integration:** Invest in the integration of emerging technologies, such as AI, virtual reality and online platforms, into the education system. Ensure that these technologies are used to personalize learning experiences, cater to diverse learning styles and enhance accessibility for all students.

**Inclusive Education:** Implement strategies to address disparities in education, including the digital divide. Ensure that all students, regardless of their background, have equal access to technology and online resources. Establish support systems to cater to the needs of students



with disabilities, those from marginalized communities and those facing socio-economic challenges.

**Cultural Competency and Inclusivity:** Develop initiatives that promote cultural competency, inclusivity and diversity within the curriculum and the learning environment. Foster an atmosphere where students learn about and respect diverse perspectives, backgrounds and experiences.

**Assessment and Evaluation:** Revise assessment methods to align with the new goals of future-ready education. Emphasize formative assessments that focus on skills development, critical thinking and problem-solving rather than relying solely on traditional standardized testing.

**Partnerships and Collaboration:** Encourage collaboration between educational institutions, governments, industry partners and community organizations. These partnerships can provide resources, expertise and real-world connections that enrich the learning experience for students.

**Research and Continuous Improvement:** Establish a mechanism for ongoing research and evaluation to measure the effectiveness of the education system's transformation. Use data-driven insights to make informed decisions and continuously refine strategies.

**Parent and Community Engagement:** Involve parents and the wider community in the education transformation process. Foster open communication channels to ensure that the changes align with the expectations and aspirations of all stakeholders.

**Policy and Funding Reforms:** Advocate for policy changes and funding reforms that support the goals of future-ready education. Seek government support to allocate resources for professional development, technology integration, infrastructure upgrades and initiatives aimed at reducing disparities.

**Pilot Programs and Scalability:** Implement pilot programs in select schools or districts to test new approaches before scaling them up. This approach allows for adjustments based on feedback and helps identify best practices that can be applied more broadly.

**Long-Term Vision:** Develop a comprehensive, long-term vision for the future of Canadian public education. This vision should outline the desired outcomes, strategies for implementation and a timeline for achieving the transformation goals.

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