

Bill 1

Holistic Education Act

WHEREAS “65 per cent of students [surveyed by the Ontario University and College Health Association] reported experiencing overwhelming anxiety in the previous year”;¹ and

WHEREAS “More than 80% of students base their self-worth on academic competence”;² and

WHEREAS “Children working for grades choose significantly easier tasks to perform, perform below their optimal level, respond with less pleasure, and verbalize more anxiety.”³

THEREFORE HER MAJESTY, BY AND WITH THE ADVICE AND CONSENT OF THE YOUTH PARLIAMENT OF MANITOBA, ENACTS AS FOLLOWS:

1 As of 01 January 2017, all schools in Canada following their respective provincial and territorial curricula from grades K-12 shall abolish all forms of quantitative and comparative assessment for students.

(1) Quantitative and comparative assessment includes but is not limited to:

- (a) Percentage grades
- (b) Grade point average (GPA)
- (c) Letter grades
- (d) Class ranking
- (e) Rubric grading (eg. below expectations / meets expectations / exceeds expectations)

2 Forms of acceptable, qualitative assessment shall be determined by provincial and territorial branches of The Holistic Institute of National Knowledge **[THINK]**.

(1) Acceptable forms of assessment include but are not limited to:

- (a) Learning logs
- (b) Conferencing
- (c) Peer-evaluation and self-evaluation
- (d) Portfolios
- (e) Focused observation

(2) **[THINK]** shall be composed of teachers appointed by the provincial/territorial Ministry of Education, representing each grade level, subject area, and region

(3) Members of **[THINK]** will serve maximum 5-year terms

(4) Other duties of **[THINK]** include, but are not limited to:

- (a) Organizing professional development conferences for schoolteachers and administrators to learn about integrating qualitative forms of assessment

¹ Pfeffer, A. (2016). “Ontario campus counsellors say they're drowning in mental health needs”. Retrieved October 29, 2016, from <http://www.cbc.ca/news/canada/ottawa/mental-health-ontario-campus-crisis-1.3771682>

² Crocker, J. (2002). The Costs of Seeking Self-Esteem. *Journal of Social Issues*, 58(3), pp. 597–615.

³ Harter, Susan. (1978). Pleasure Derived from Challenge and the Effects of Receiving Grades on Children's Difficulty Level Choices. *Child Development* 49(3), pp. 788-799.

- (b) Determining a pass/fail competency level for each discipline and grade level, in compliance with the provincial curricula
 - (c) Working with Canadian university admissions departments to arrange new standards of admission.
- 3 Student to teacher ratios in classrooms shall be no greater than 20:1.
- 4 Students seeking to apply to post-secondary educational institutions (domestic and international) that require grades may conference with their teachers and school administrators to collectively decide academic proficiency scores on required transcripts.