

## PRIORITIES 2020-2021

**MASS provides leadership for public education by advocating in the best interests of learners, and supports its members through professional services.**

**MASS believes that our mandate is to be *leaders of learning*, in our local school systems and in the broader domains of provincial, national and global public education. MASS believes a quality education empowers the whole child to constructively participate in global society.**

We model learning that is:

- ▣ active and visible;
- ▣ based on robust research;
- ▣ tested through purposeful application in the field;
- ▣ evaluated using a wide range of meaningful data.

We take responsibility for our own continuous learning and the learning of everyone we lead:

- ▣ creating and fostering safe, supportive, inclusive and challenging environments;
- ▣ ensuring essential learning for each and every child;
- ▣ preparing others to go beyond our own learning.

We are guided by our learning in shaping policy and practice to achieve what is best for the learners in our care.

**MASS believes that *improved achievement and well-being* for all of our students requires a shared commitment to raising both equity and quality.**

- ▣ A conscious and persistent commitment to equity, system-wide and across sectors, leads to poverty reduction, greater inclusion and an appreciation for the riches that diversity brings.
- ▣ A purposeful and sustained commitment to quality education for every student increases the capacity for teaching, learning and leading throughout the system.
- ▣ A strong grounding in literacy and numeracy and a rich learning experience involving inquiry, curiosity, creativity and artistic expression enables all students to achieve success and to flourish in life, academics and career.
- ▣ A respect for and openness to authentic youth voices and support for meaningful student action are critical for building capacity and self-efficacy in our students.

**MASS actively works towards *equity and quality* throughout the public education system, with a special focus on three action areas:**

- ▣ **Early Learning**
- ▣ **Indigenous Education**
- ▣ **Mental Health and Well-Being**



**The **Early Learning Committee** will take leadership to ensure that MASS:**

- ▣ Advocates for full implementation of the Calls to Action in the MASS position paper on Early Childhood Education.

**The **Indigenous Education Committee** will take leadership to ensure that MASS:**

- ▣ Builds capacity in MASS and school divisions to address the Truth and Reconciliation Calls to Action.
- ▣ Promotes ever increasing academic achievement, graduation, school completion and positive life outcomes for Indigenous students, informed by collective inquiry into evidence.
- ▣ Actively supports the teaching of Indigenous perspectives, corrective history and culture and the use of Indigenous languages.

**The **Mental Health and Well-Being Committee** will take leadership to ensure that MASS:**

- ▣ Advocates for an implementation of a comprehensive provincial Children and Youth Mental Health Strategy.
- ▣ Collaborates with The Education for Sustainable Well-Being Research Group at the University of Manitoba and Manitoba Education and Training to develop tools and indicators for assessing the well-being and well-becoming of students in schools.
- ▣ Pursues inter-sectoral liaisons with public and mental health organizations and agencies.
- ▣ Contributes to a national voice on mental health through CASSA and through input into the Canadian Mental Health Strategy.
- ▣ Promotes Mental Health Literacy in mental health for all educators and pre-service educators.
- ▣ Sharing of Mental Health & Well-being paper with community and provincial partners.