



COVID-19 student learning survey report: students and parents

Department of Education



Background

The Department of Education surveyed students, families and school staff to learn about their perspectives and experiences on learning when face-to-face classes were suspended.

The Government of Yukon suspended face-to-face classes on April 15 until the end of the 2019-20 school year due to the COVID-19 pandemic. Yukon school principals, teachers and school staff followed the [Yukon Learning Continuity Requirements](#) to provide learning at home for students for the remainder of the school year. During the course of the pandemic, we will continue to survey students, families and school staff to learn about what is working well, and what needs to be improved to ensure we are providing effective learning for students.

Engagement process

Purpose

We asked students, families and school staff about their experiences and perspectives on learning during the pandemic, and about what activities and supports have been effective and not effective to support student learning needs. The primary goal of the survey was to identify what has been most effective during the suspension of face-to-face classes to inform the delivery of instruction for the 2020-21 school year and during the course of the pandemic.

Process

This survey was developed with feedback invited from Yukon First Nations and partners in education, including the Yukon Teachers' Association, school council chairs, the Association of Yukon School Councils, Boards and Committees, the Catholic Education Association of Yukon and the Commission scolaire francophone du Yukon.

This survey was voluntary and students, families and school staff had the opportunity to fill out the survey online or by phone from July 15-22, 2020.

The quantitative responses to the survey were analyzed and presented using graphs. The qualitative responses, or written comments, were analyzed and codified thematically to identify key themes to written feedback.

The results of the survey will support central administration staff, school principals and staff in planning learning opportunities and ongoing instruction for students during the 2020-21 school year and over the course of the pandemic to ensure we remain responsive to student learning needs and are supporting teachers and school staff.

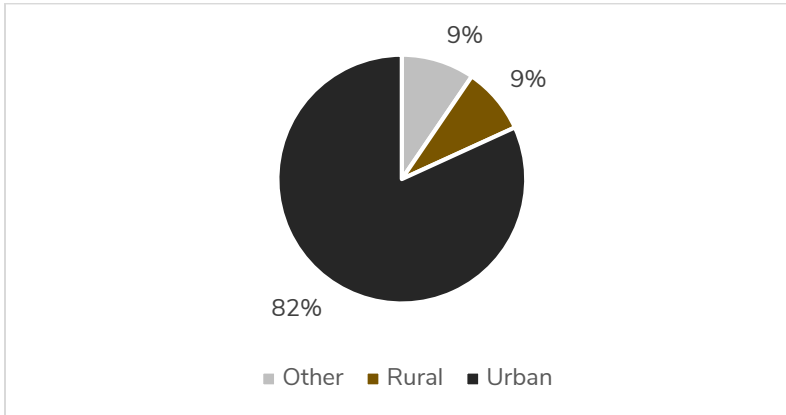
What we heard

The survey was completed by 2383 respondents, with participation from 1944 parents, 231 students and 208 school staff.

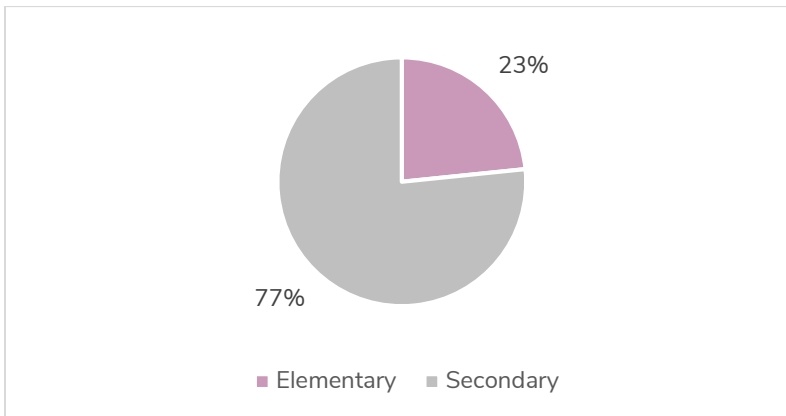
Below are the results for students and their parents.

What we asked students

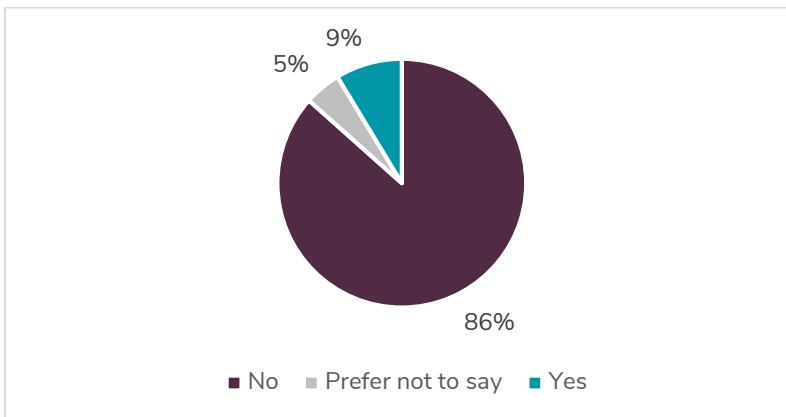
1. What school did you go to most recently in the 2019-20 school year?



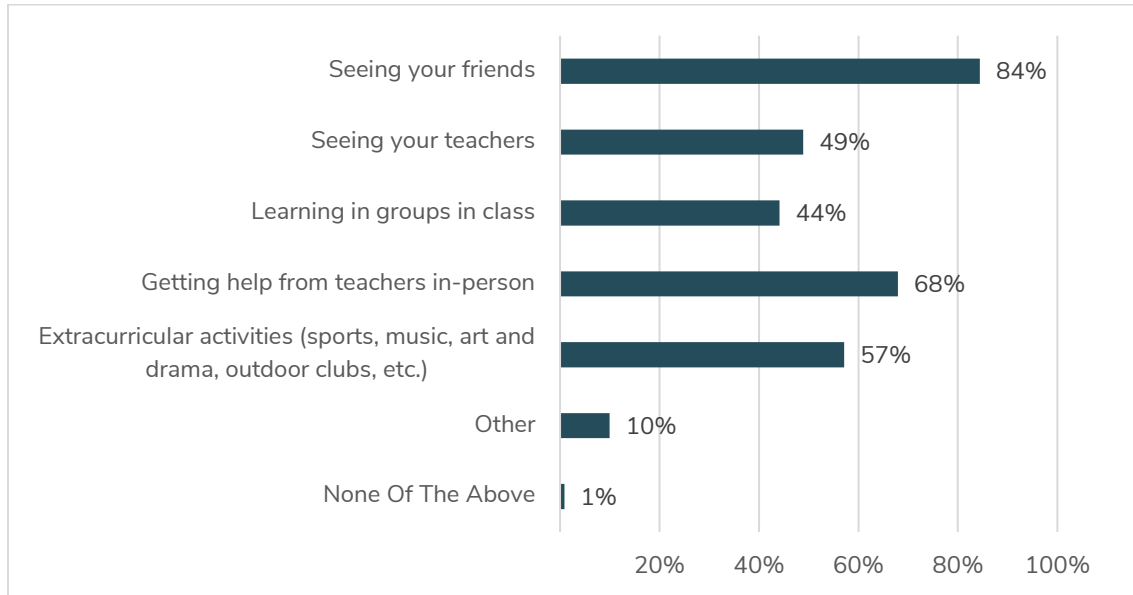
2. Which grade level were you in during the 2019-20 school year?



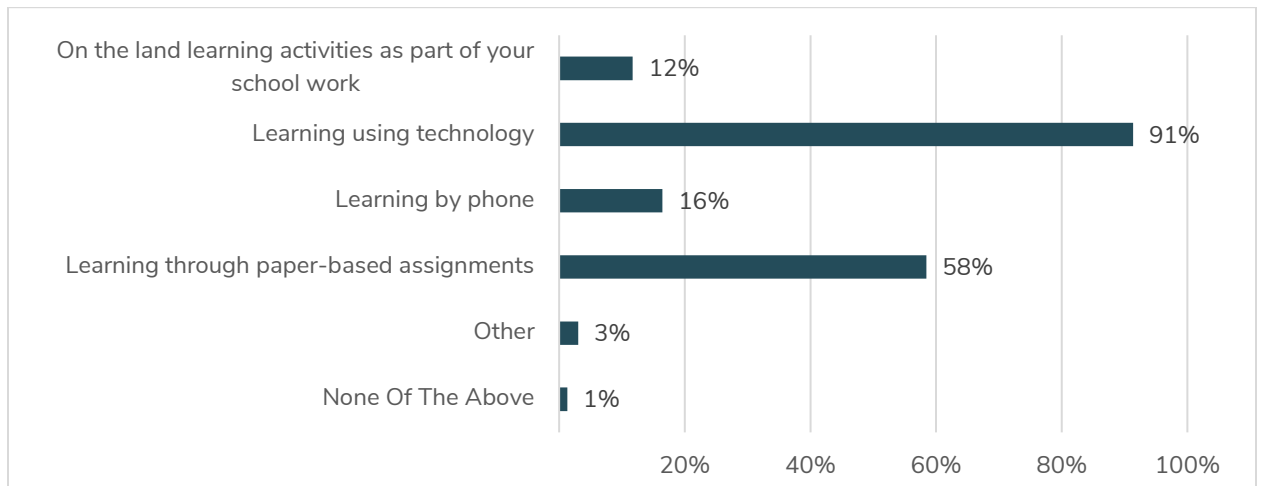
3. Are you a member or a citizen of a Yukon First Nation?



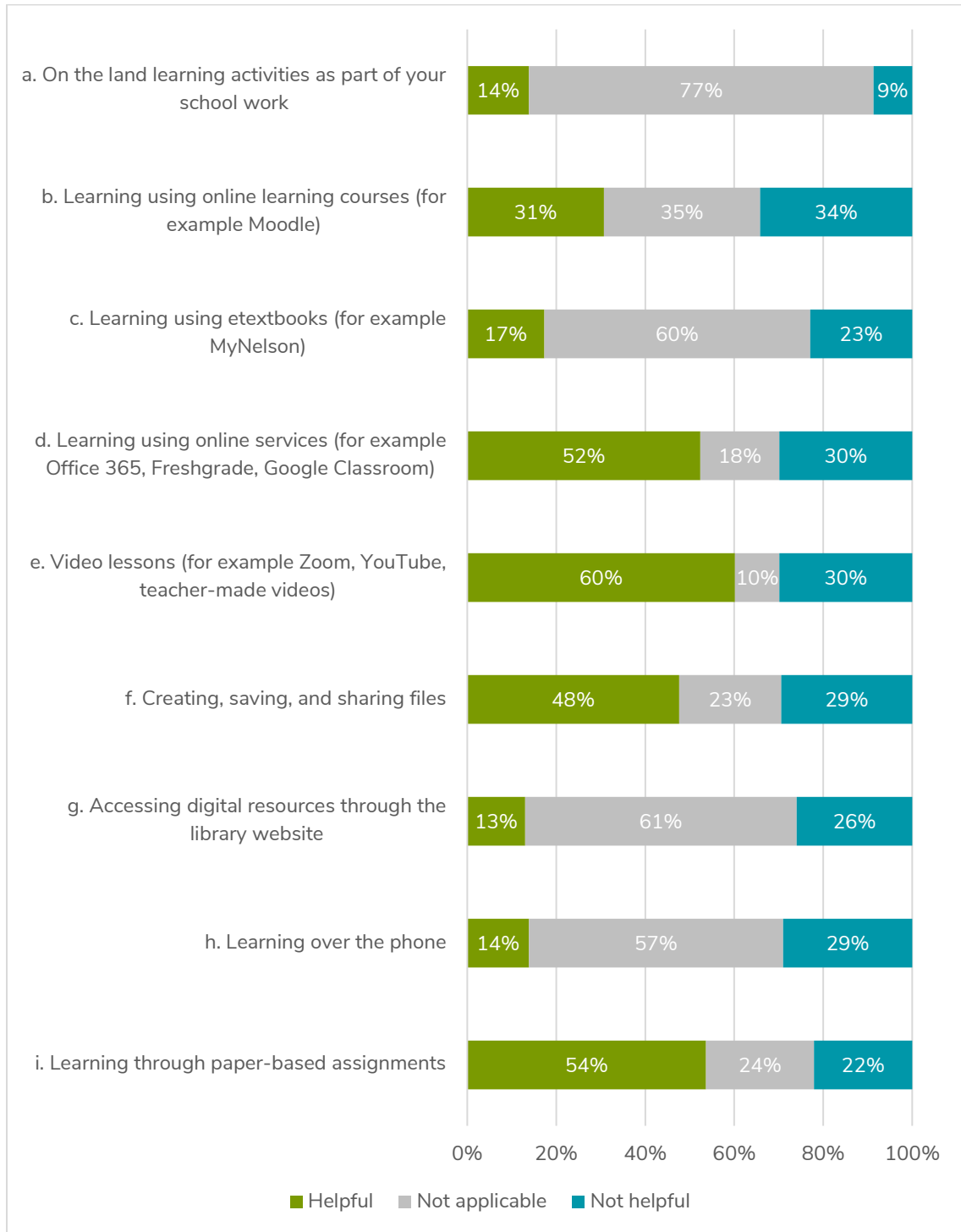
4. What did you miss the most about learning at school when you were learning at home at the end of this year?



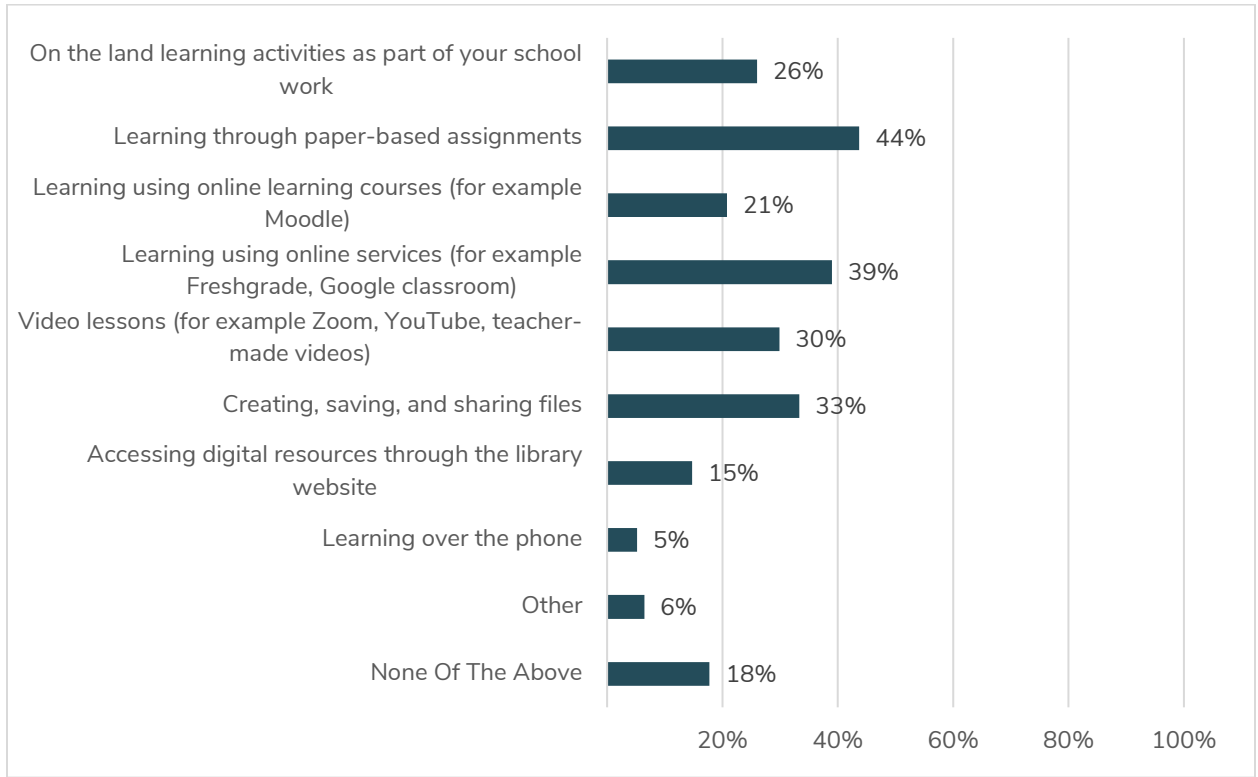
5. What kind of learning at home did you participate in?



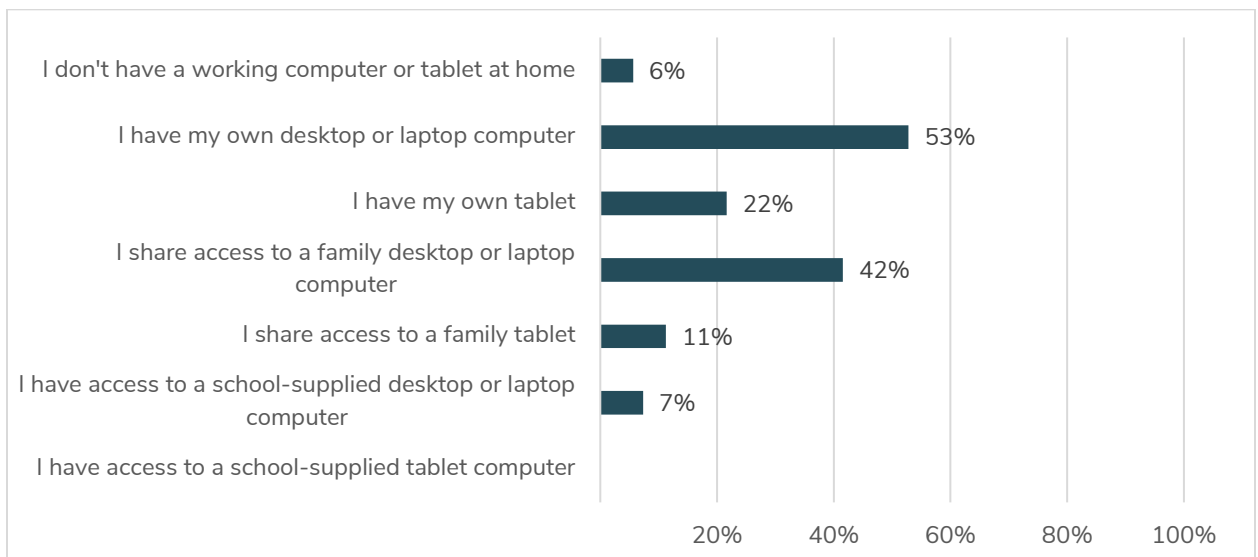
6. What activities helped you learn at home?



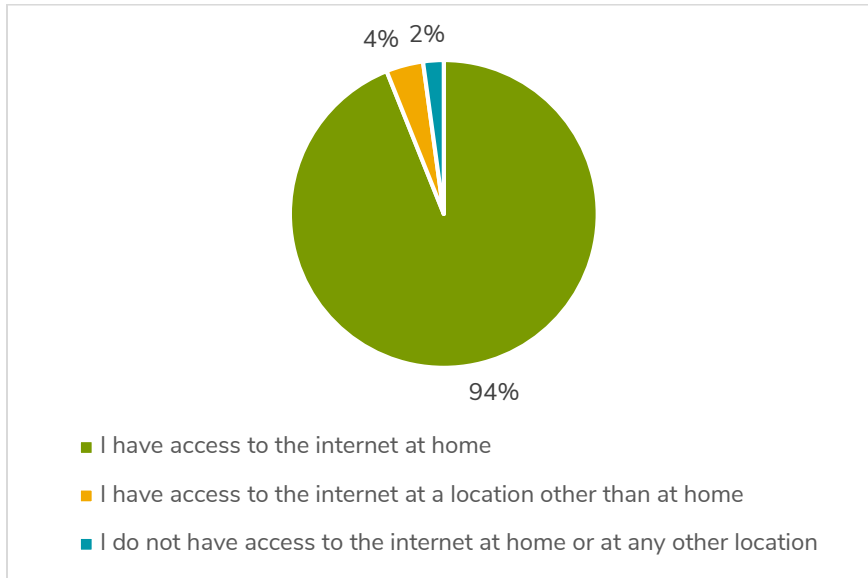
7. What activities and parts of learning at home would you like to still be able to do when you return to learning in the classroom?



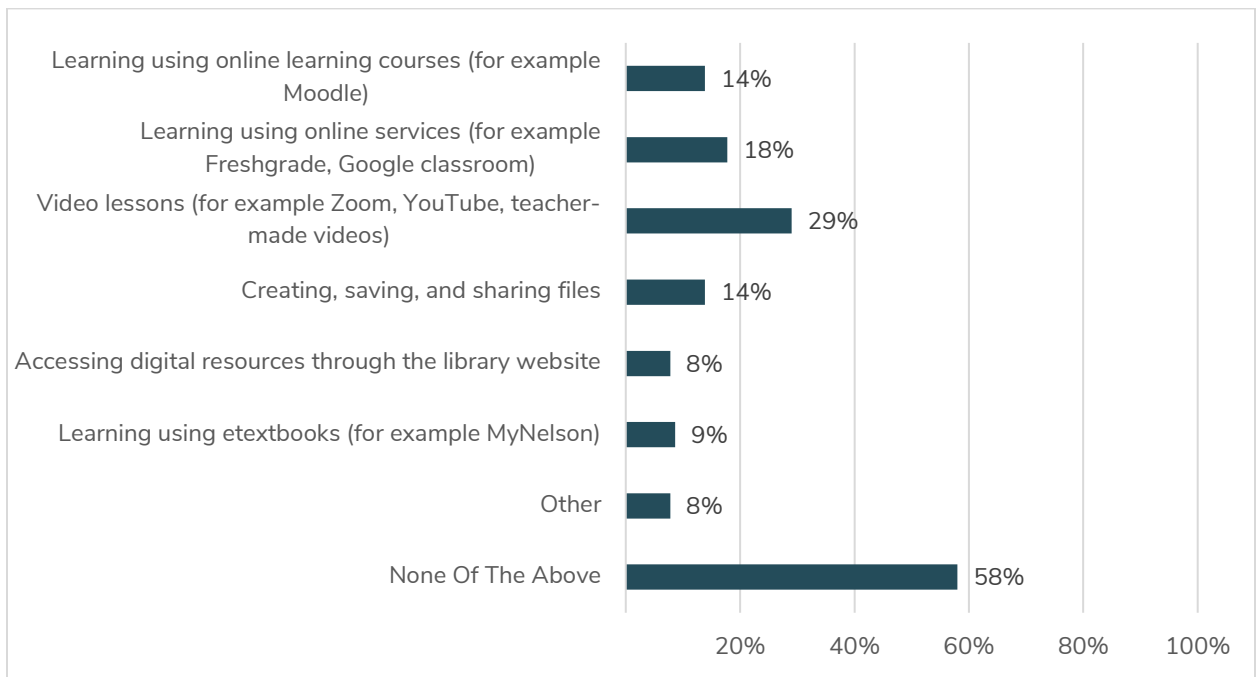
8. Do you have access to a computer to do your schoolwork digitally away from school?



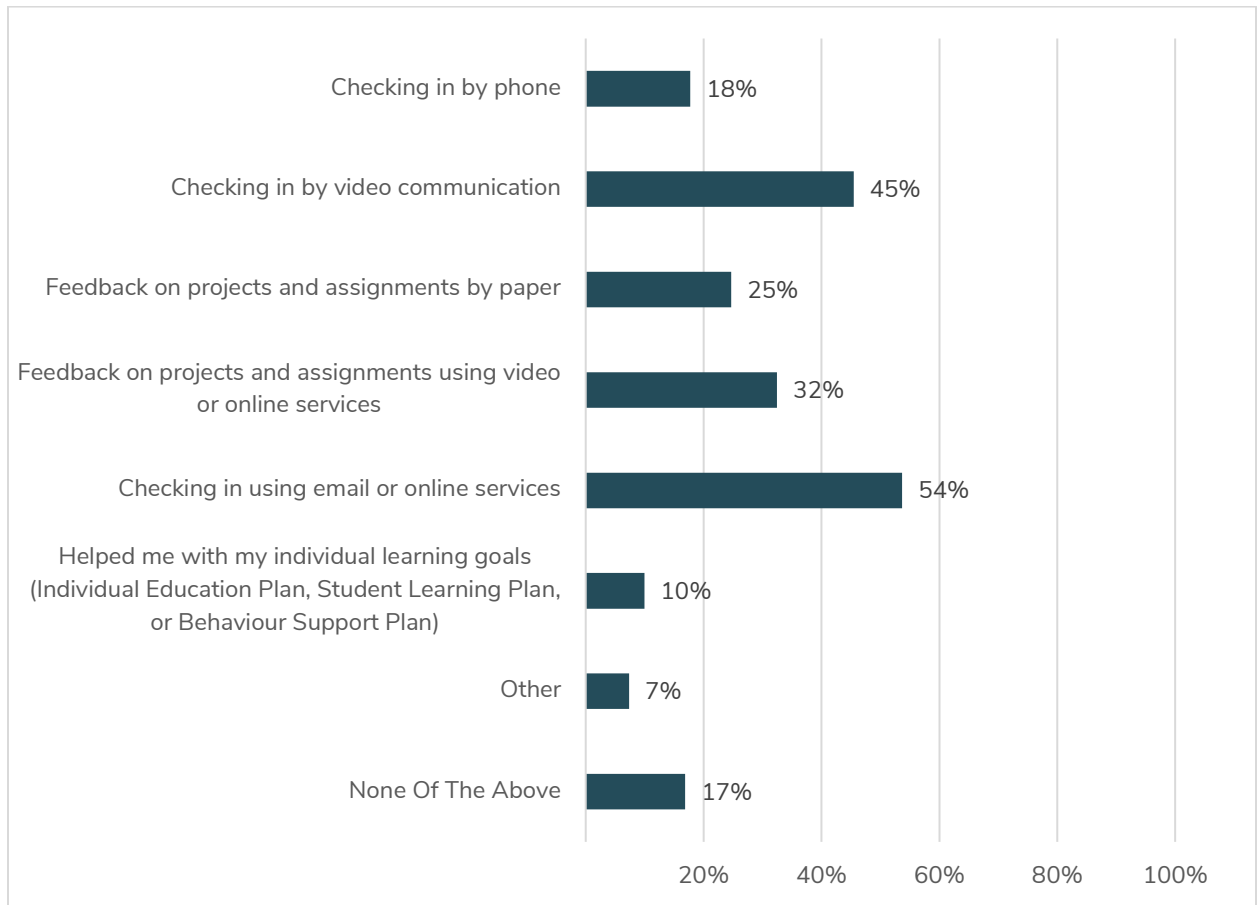
9. Do you have internet access when at home or at a location other than at home (e.g., a friend or neighbour's home, library or a drop-in centre)?



10. Were there any learning activities that you could not do because you had problems with your internet connection away from school (too slow, not enough bandwidth)?



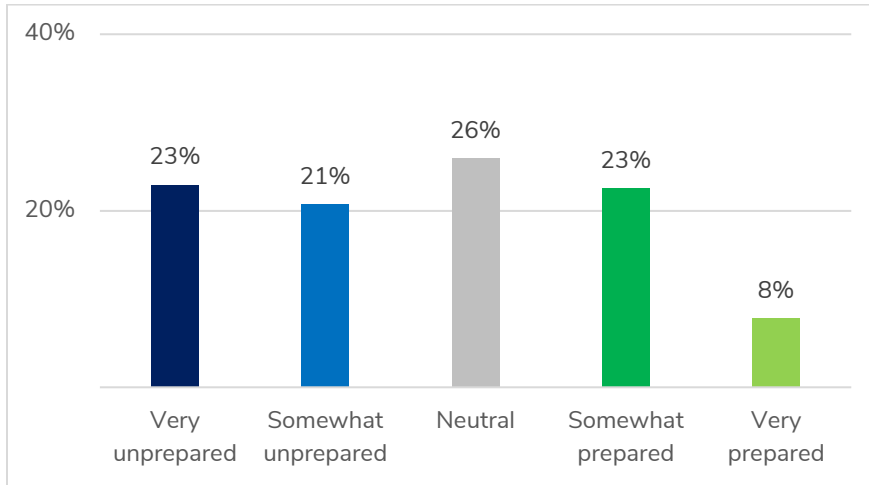
11. What were the most helpful things your teachers did to help you while you were learning at home?



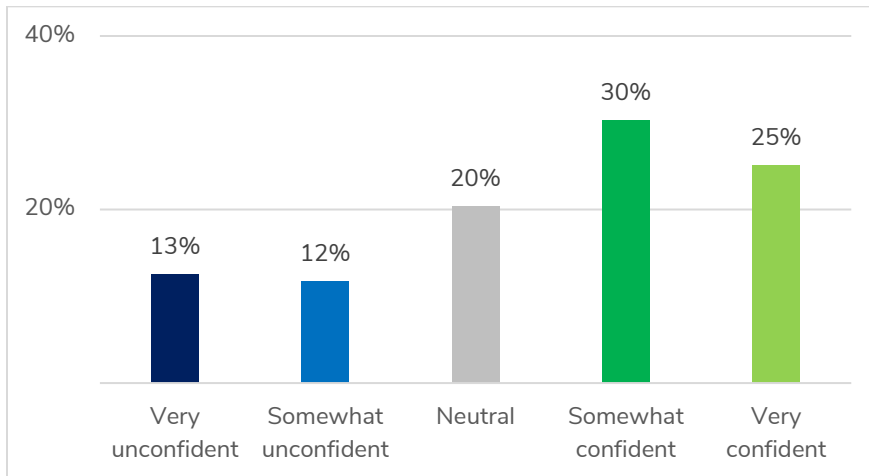
12. Is there anything else your teachers could have done to help you while learning at home?

Of those who provided further comments on this question, three key themes emerged. Students who participated identified the need for further teacher support, communication and access to technology services. They identified the need for more regular check-ins with their teacher, more detailed information about expectations, more timely feedback on their work and increased support. Regarding technology and services, they identified the need for more zoom videos and lessons on how to use zoom, reducing the number of different online program options and more often using paper packages and textbooks.

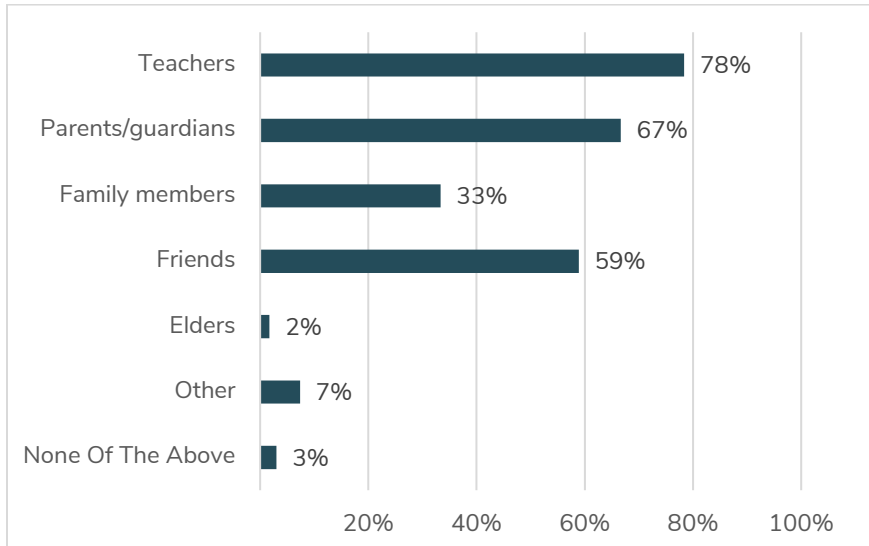
13. How prepared do you feel about your next year of school compared to previous school years before COVID-19?



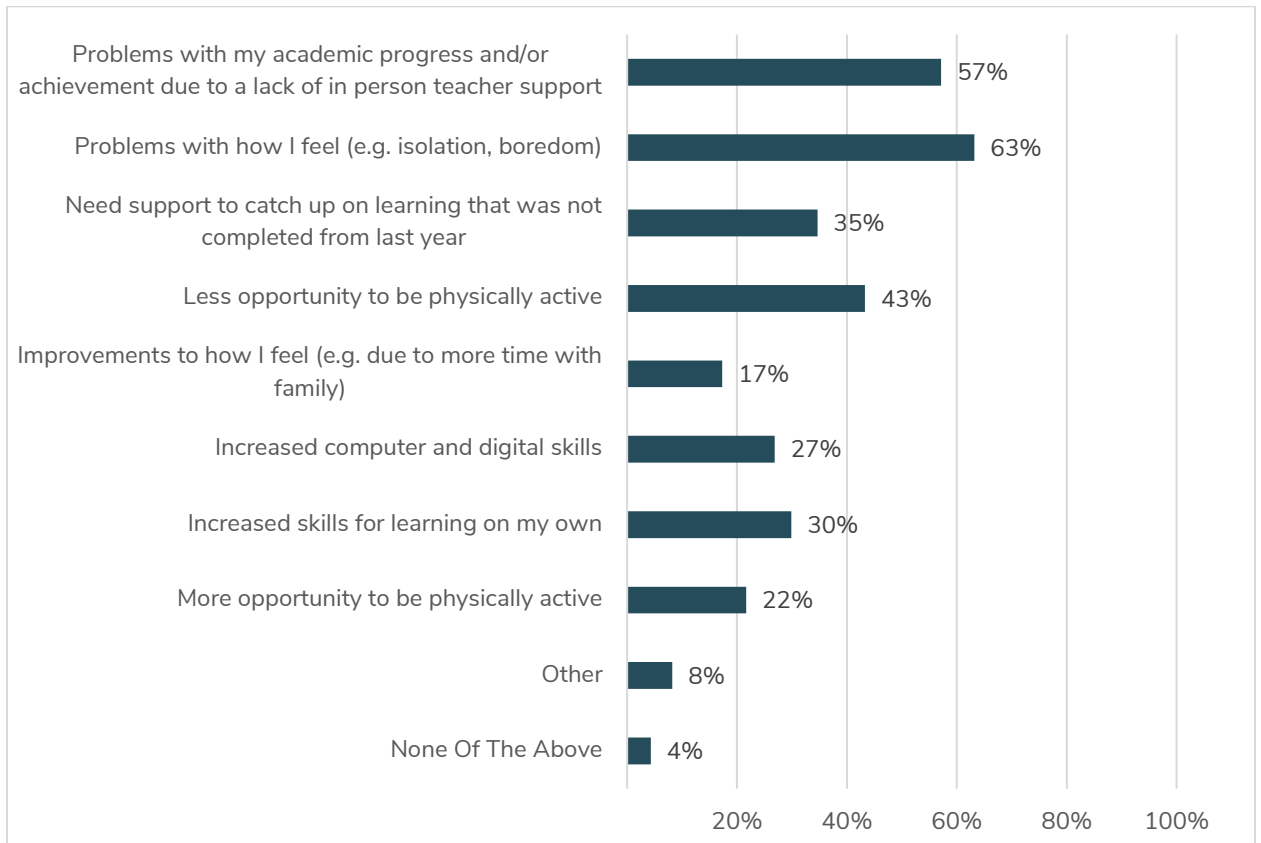
14. How confident are you in your own ability to complete school work and assignments?



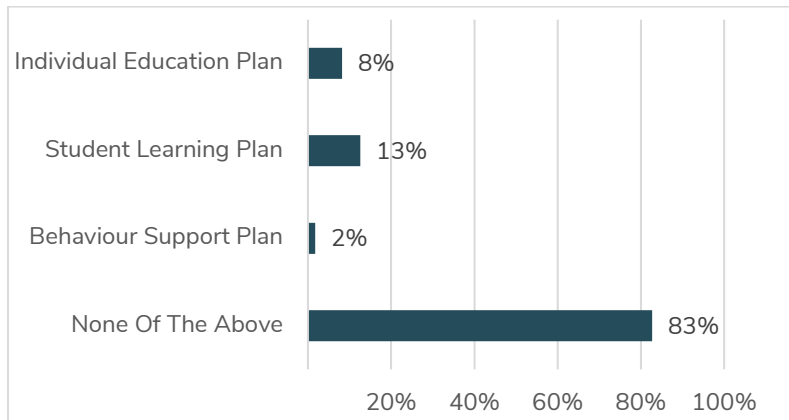
15.When you don't understand something about your school work, who do you ask for help?



16.How do you feel learning at home at the end of the 2019-20 school year may have affected you?



17.Did you have an Individual Education Plan, Student Learning Plan or Behaviour Support Plan in the 2019-20 school year?



18.How could we have improved the supports for you in achieving the learning goals in your plan while learning at home?

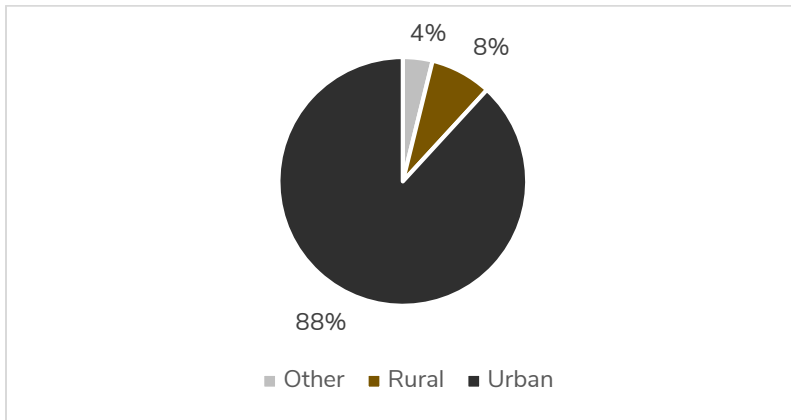
Of those who provided further comments on this question, three key themes emerged, including more teacher support, options to be back at school and communication. Students who participated identified the need for more timely feedback and responses from their teacher. They would prefer more regular or daily check-ins and face-to-face opportunities.

19.Do you have any additional comments?

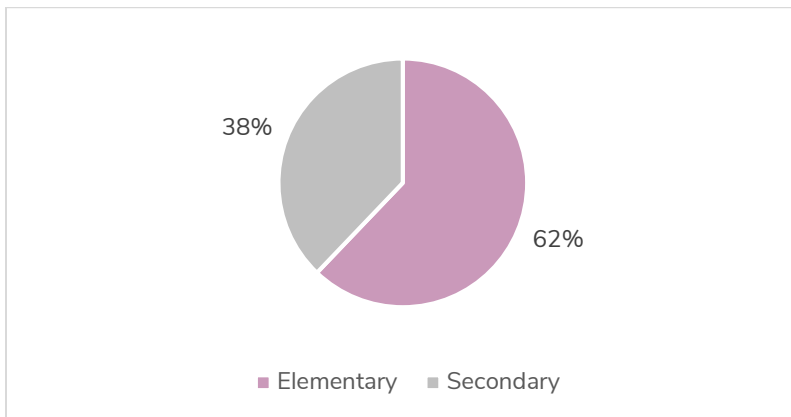
Of those who provided additional comments, two themes emerged, including the need for more planning and getting back to school for further support. Some preferred no changes to the existing structure or programming while others preferred more check-ins and more regular feedback. Some preferred programming and learning opportunities that can be done at home or at school.

What we asked parents

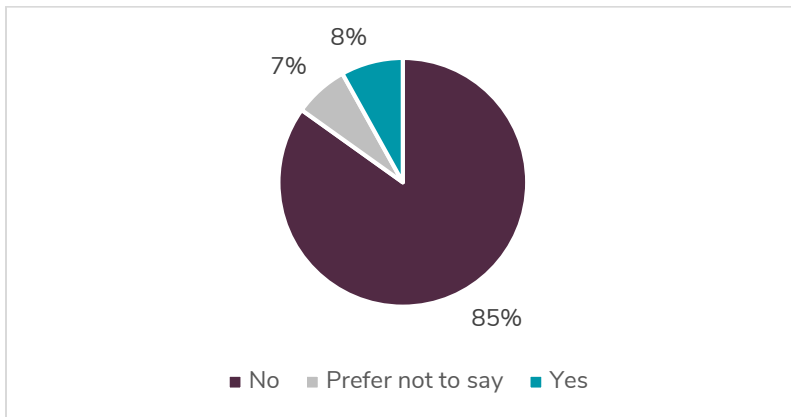
1. What school did your child attend most recently in the 2019-20 school year?



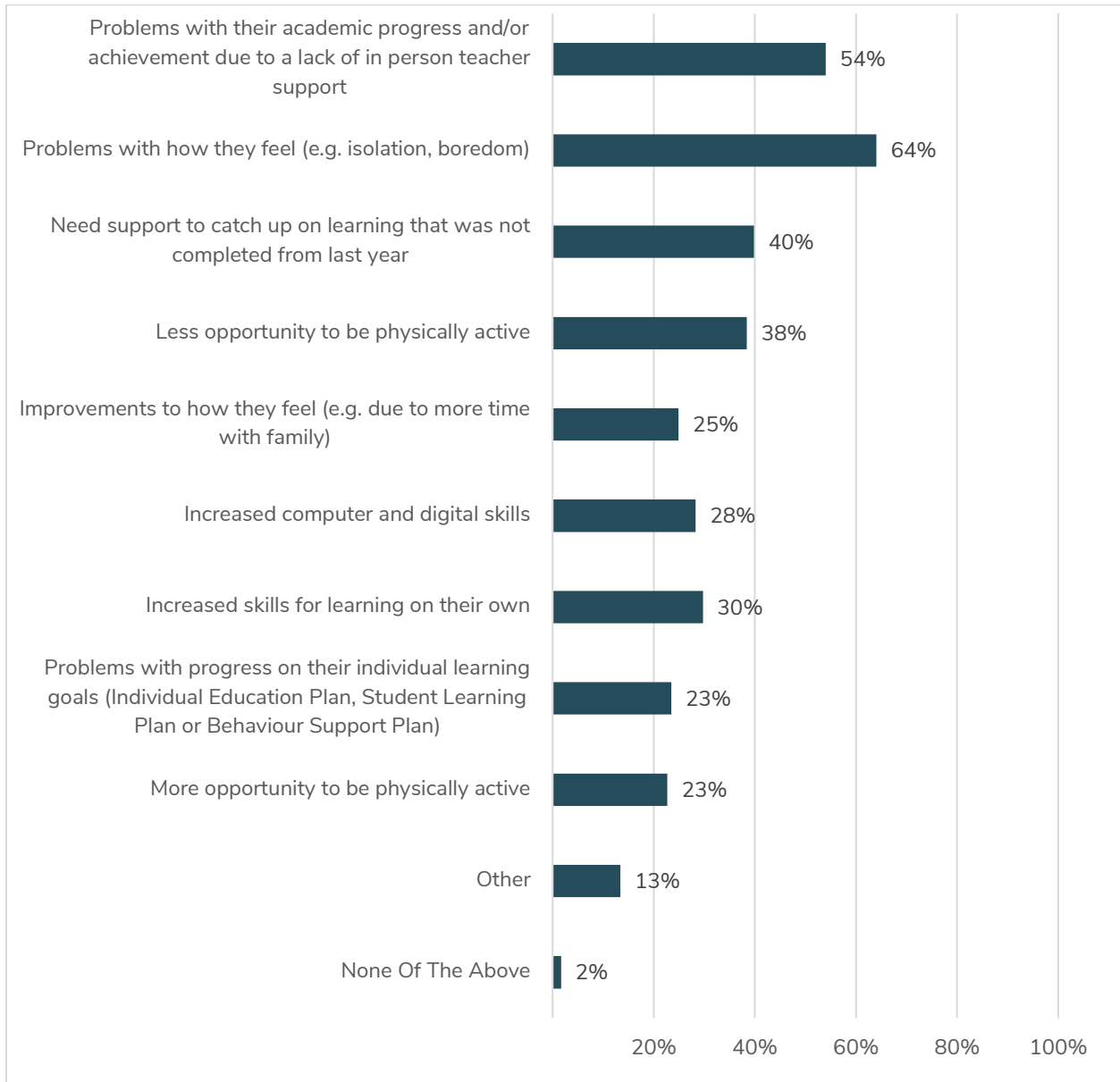
2. Which grade level was your child in during the 2019-20 school year?



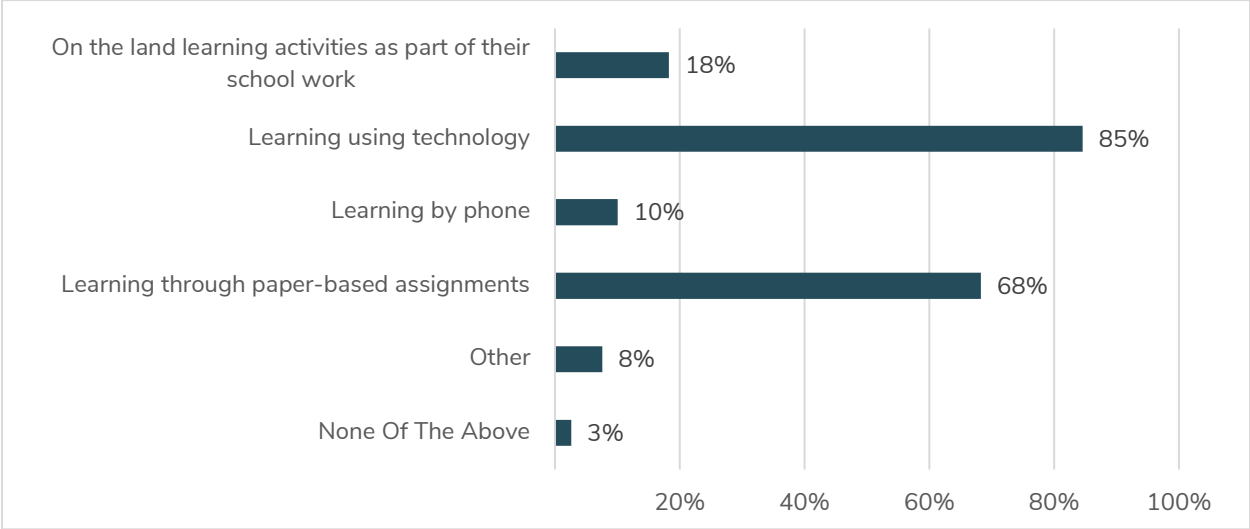
3. Are you a member or a citizen of a Yukon First Nation?



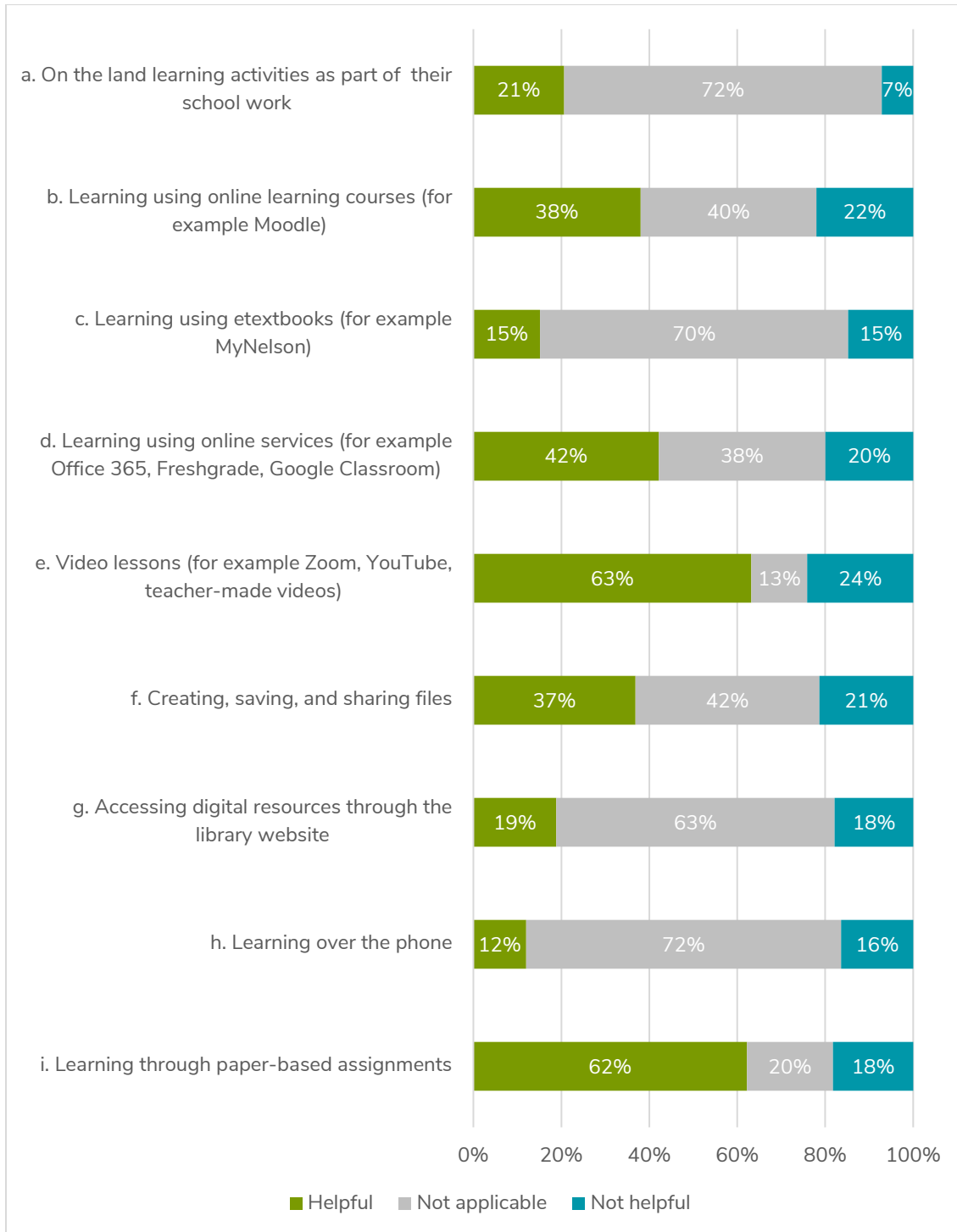
4. How do you feel learning at home at the end of the 2019-20 school year may have affected your child?



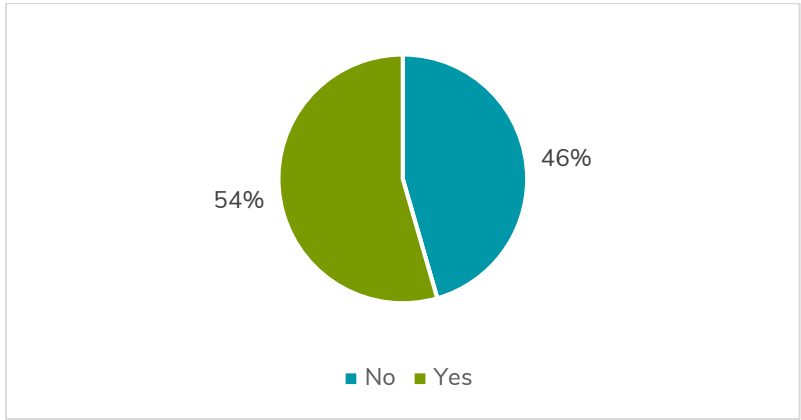
5. What kind of learning at home did your child participate in?



6. What activities helped your child learn from home?



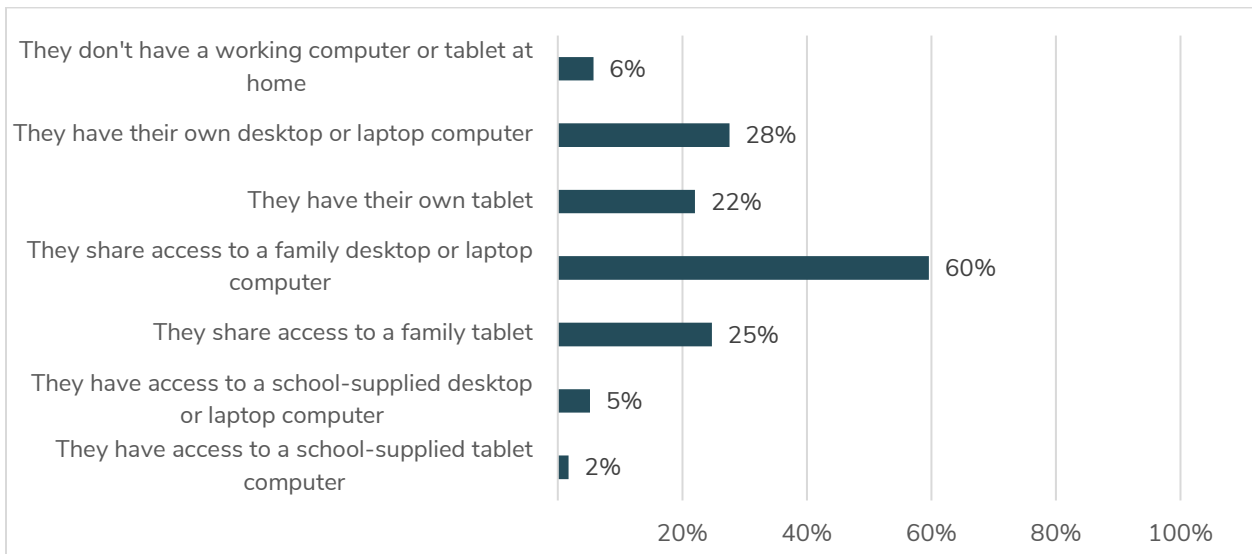
7. Would you like to see any of these activities and parts of learning at home that worked well for your child be part of learning when they return to class in school?



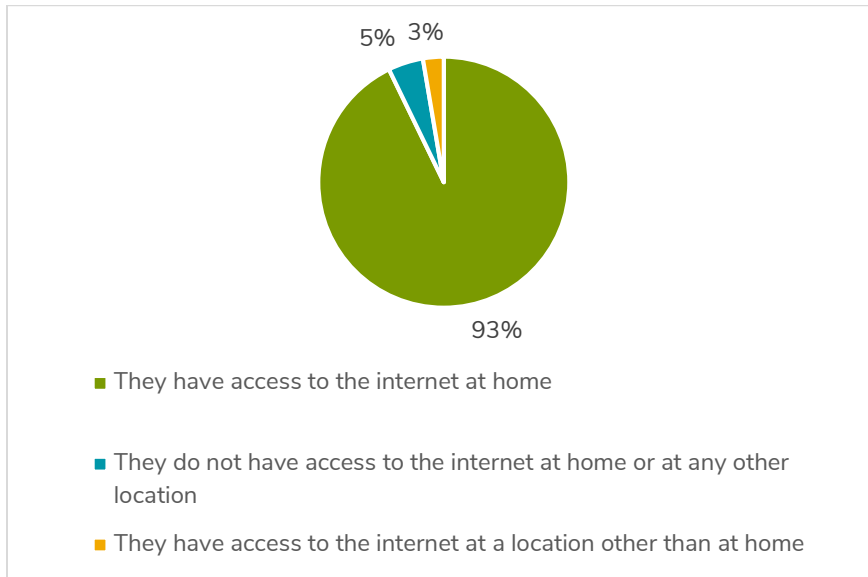
Please explain:

Of those who provided further comments on this question, two key themes emerged, including further teacher support and access to technology services. Parents who participated identified the need for more regular contact from the teacher, diverse and hybrid learning opportunities that combine online learning, learning at home and hands-on learning. They also identified the need to retain online learning.

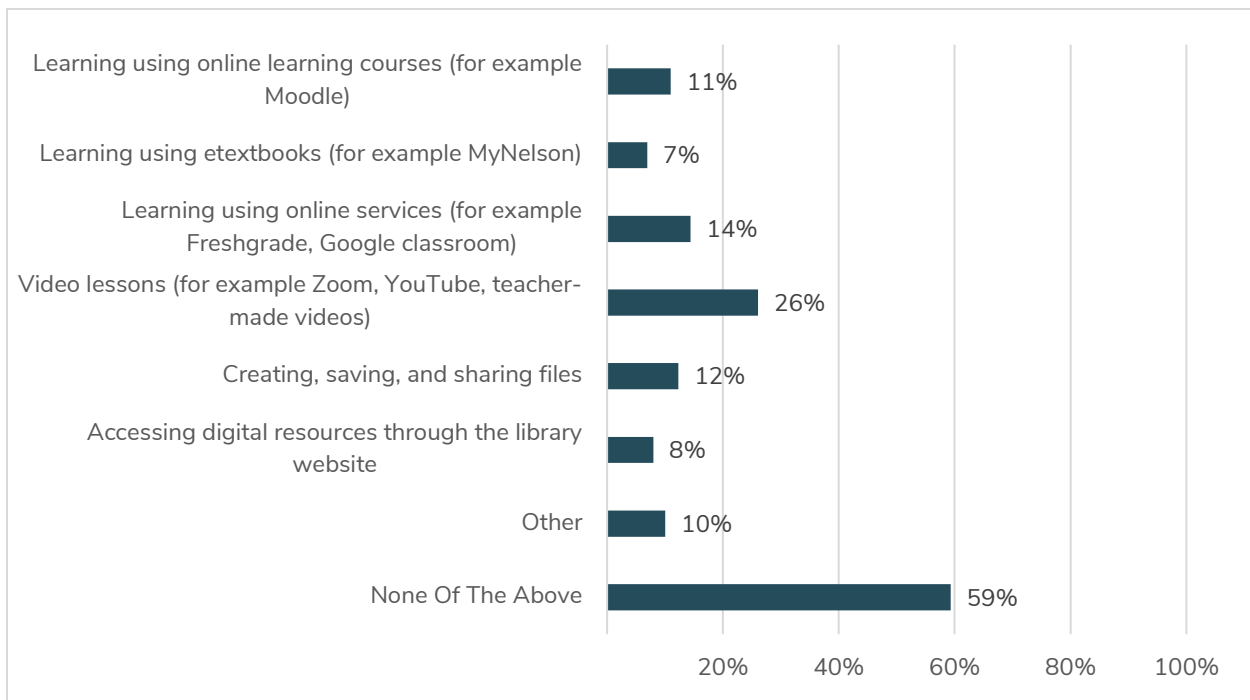
8. Does your child have access to a computer to do their schoolwork digitally away from school?



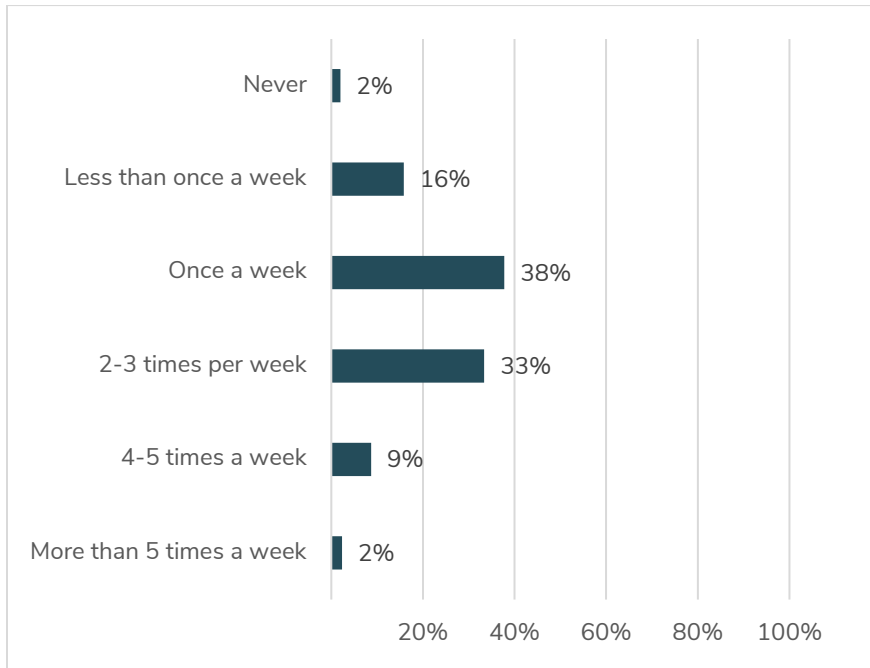
9. Does your child have internet access when at home or at a location other than at home (e.g., a friend or neighbour's home, library or a drop-in centre)?



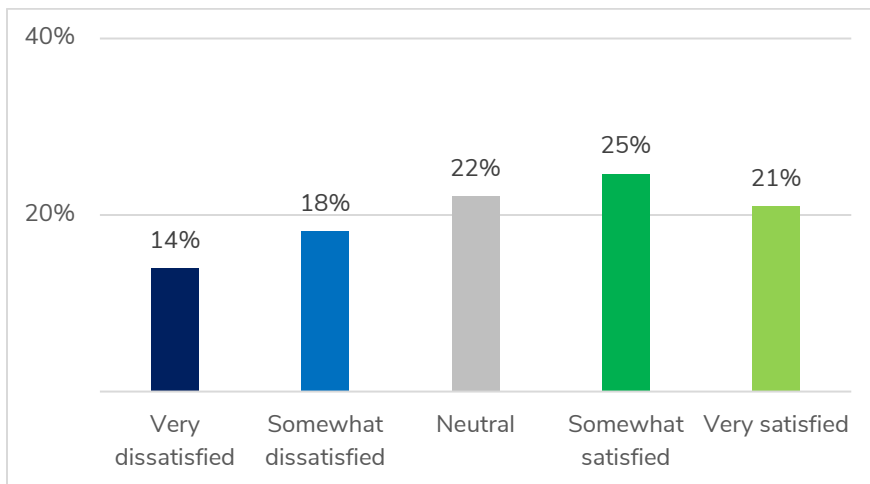
10. Were there any learning activities that your child could not do because of problems with internet access away from school (too slow, not enough bandwidth)?



11. How often did your school connect with you and your child?



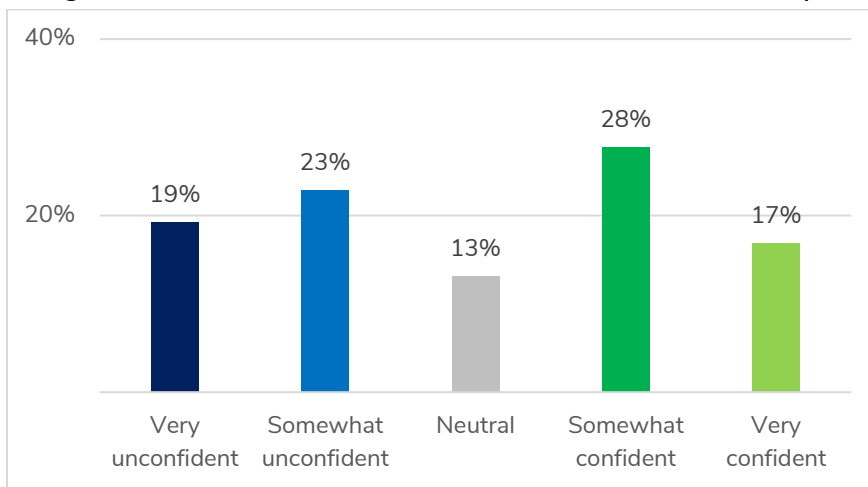
12. How satisfied were you with the amount of information you received from your school while your child was learning from home?



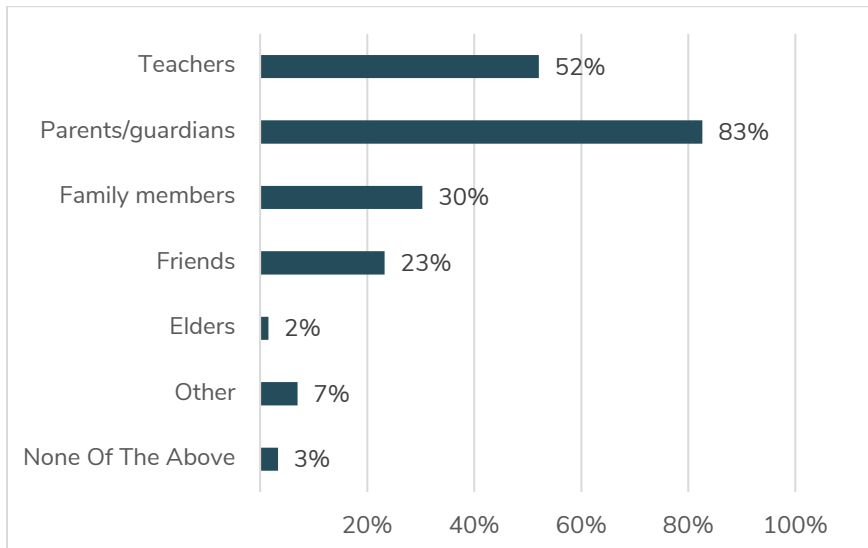
13. Is there something your school could have done differently to make sure you had enough information?

Of those who provided further comments on this question, three key themes emerged. Parents who participated identified the need for further communication, teacher support and more planning. They identified the need for more ongoing and regular communication that sets clear expectations, identifies timelines and is individualized to each student. They also identified the need for a clearer plan and schedule and for their at home days to reflect their school days. They also identified the need for more directions on using the online tools for learning.

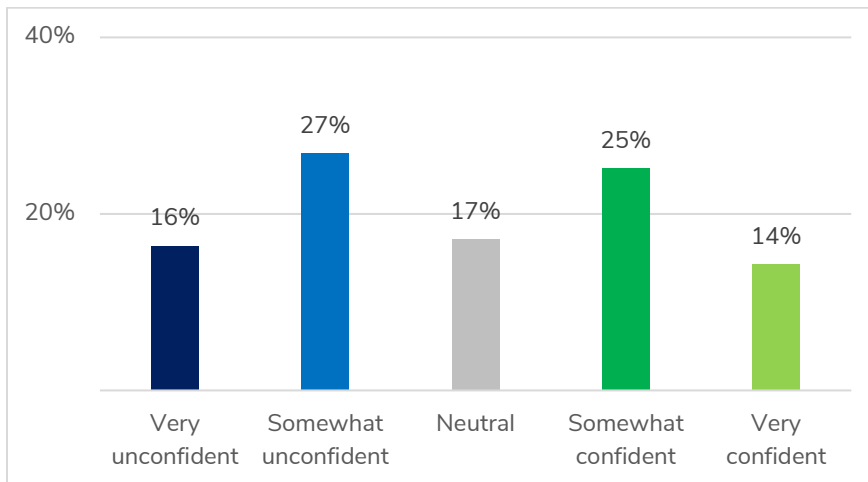
14. How confident were you in your child’s ability to complete their schoolwork and assignments at home at the end of the 2019-20 school year?



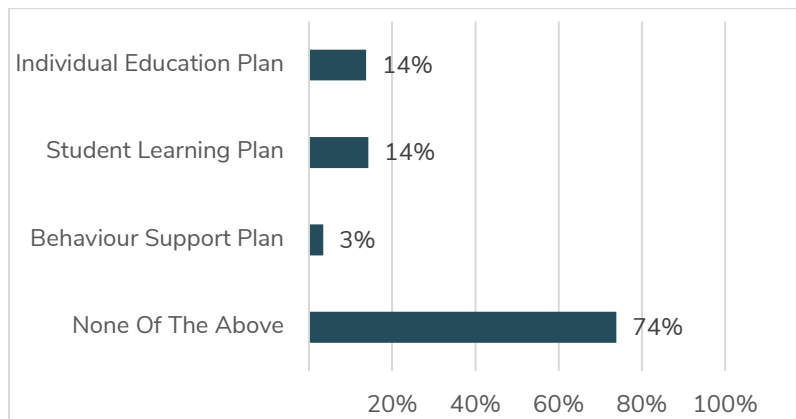
15. When your child doesn't understand something about their school work, who do they ask for help?



16. How confident do you feel about your child's preparedness for the next year of school compared to previous school years before COVID-19?



17. Did your child have an Individual Education Plan, Student Learning Plan or Behaviour Support Plan in the 2019-20 school year?



18. How could we have improved the supports for your child in achieving the learning goals in their plan while learning at home?

Of those who provided comments on this question, three key themes emerged. Parents who participated identified the need for further teacher support, communication and more planning. They identified the need for more consistent, regular and individualized support with one-on-one time with their teacher. They identified the need for more regular communication, and for a clear plan with goals and timelines.

19. Do you have any additional comments?

Of those who provided additional comments, three key themes emerged. Parents who participated identified the need for more planning, further communication and teacher support. They identified the need for a consistent learning platform and clearer communication. They also identified the need for tools for parents to support students and that it was difficult to find a balance between working and supporting their child.

Text

What's next?

The feedback from this survey will be considered by central administration staff, school principals and school staff as we plan and adapt instruction and learning over the course of the pandemic to be responsive to student learning needs. It will also be shared with school councils, Yukon First Nations, the Yukon Teachers' Association and other education partners to support our ongoing work together to support student

learning during the pandemic. We will be conducting follow up surveys during the 2020-21 school year to inform any necessary adjustments.

Participation

Engagement methods

This survey was voluntary and remained open from July 15-22, 2020. It was announced publicly through a news release. The survey link was sent directly by e-mail to all Yukon families with children in Kindergarten to Grade 12 during the 2019-20 school year and school staff working in Kindergarten to Grade 12 public schools in 2019-20. Students, families and school staff were also invited to participate by completing the survey by phone if they were unable to fill it out online.

Participation by the numbers

The survey was completed by 2383 respondents, with participation from 1944 parents, 231 students and 208 school staff.

Notification

Information was sent out directly to parents/guardians and school staff by e-mail. The survey was also announced through a public news release.