



## Perrins outlines four options in educational governance review report

Less than a month after he was named to lead the work on a K-12 educational governance review, Dan Perrins submitted his findings to the Ministry of Education by presenting four options for consideration.

These options range from maintaining the status quo of 28 school divisions to potentially the most extreme, which would be creating a single provincial board with a CEO who would oversee four to six regions throughout the province, each of which would have a director of education, superintendents, a financial manager and staff to supervise and maintain the schools within the respective regions. The board, meanwhile, would oversee staffing levels for the whole province as one of the ways the Ministry might be able to streamline operations.

The report's two other options involve the re-drawing of school division boundaries, citing a host of factors in determining how they might look, including a specific minimum of 5,000 students for example, which could mean some smaller school divisions in the province might be absorbed by existing divisions.

"I thank Dan [Perrins] for his extensive work and numerous conversations with school divisions and stakeholders preparing this report," said Education Minister Don Morgan, who added that while there isn't a clear recommendation, "we haven't taken anything off the table at all. We want to look at all options that are there," he said, while stressing that it is the Ministry's goal not to make changes that would disrupt the classroom or teachers.

Morgan has repeatedly stated the desire to find efficiencies based on the fact that "we are providing good value for the taxpayers." He has also not discounted

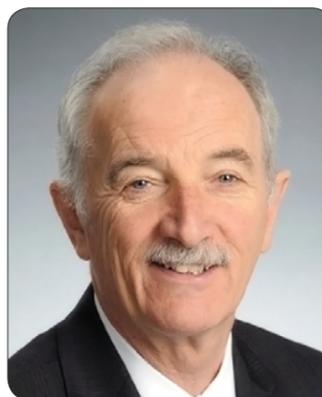
the possibility of working in partnership with the Ministry of Health in establishing new boundaries for school divisions.

Subsequent to receiving the report, Morgan announced the formation of a six-member panel to consult with key education stakeholders on the options described as part of Perrins' findings.

The panel will be chaired by Ray Morrison, the Saskatoon Public Schools chairperson; and include Leanne White of the Saskatchewan Teachers' Federation; Duane Favel, the Ile a la Crosse Board of Education chairperson; Ben Grebinski, director of education for Prairie Valley School Division; Janet Foord, former Southeast Cornerstone board member and president of both the Saskatchewan School

Boards Association and the Canadian School Boards Association; and Doug Moen, former deputy minister to the Premier.

According to Morgan, the panel will engage in face-to-face meetings in a number of locations in the province during January before presenting their findings to the Ministry in February. Meanwhile, the panel will also be informed by the online public submissions, which will be open until January 23. The report is available on [Saskatchewan.ca](http://Saskatchewan.ca) at the following link: [www.saskatchewan.ca/government/public-consultations/share-your-thoughts-on-the-k-12-education-governance-review](http://www.saskatchewan.ca/government/public-consultations/share-your-thoughts-on-the-k-12-education-governance-review). An online submission form and email address are provided herein to garner public feedback on the report.



Dan Perrins

In a telephone conversation, Perrins stressed his desire to be impartial in presenting his findings, while emphasizing the importance of generating the best outcomes for students.

Perrins, who has also filed his report on the education funding model, indicated the governance review was fairly intense given the short time frame.

A well-respected longtime public servant, Perrins said he had encountered no interference from Ministry officials in the process of writing and submitting the report.

Meanwhile, in his letter of transmittal to Minister Morgan, Perrins pointed out that in his conversations with the Saskatchewan School Boards Association and school divisions, more can be done by the school divisions to find sector-wide efficiencies by working together. He acknowledged government may need to be more directive in requiring these efficiencies to be realized. Perrins also cited a concern expressed by the SSBA that further progress on the Education Sector Strategic Plan would possibly be lost due to the transfer of energy required to reorganize. ■

## Maze has plenty to contemplate in education sector

It would be an understatement to suggest that these are rather uncertain times in public education in Saskatchewan and so it is therefore quite understandable when Saskatchewan Teachers' Federation President Patrick Maze offers his thoughts on a particular subject, the answer is not always straightforward.

His opinions are forthright enough—but there's usually a secondary part to the sentence that can best be described as a qualifier. He is like most in terms of trying to fully understand the myriad of potentially widespread yet non-specific initiatives such as transformational change or the numerous facets that encompass the protracted Task Force on Teacher Time report.

Maze, who has been vigilant in his commitment to addressing the teacher time issue, as well as the inconsistencies across the province when it comes to workload intensification for teachers, remains convinced there will ultimately be a workable solution.

"These are things we have to keep on the front burner and I think there has been a lot of miscommunication out there in terms of what it will look like. It's a complex process and though I believe change will occur, there are a lot of folks who want to affect that change and some boards in particular seem reluctant to address issues such as workload intensification for teachers."

According to Maze, he envisions these issues might ultimately have to be solved as part of the upcoming provincial collective bargaining negotiations that will be a feature of 2017.

Maze pointed to the

different approaches in different divisions as being one of the key factors for lack of substantive progress in terms of a provincewide agreement on these thorny issues, which he said mediator Andy Sims had foreshadowed would become part of provincial collective bargaining in the future if not resolved.

The Federation President suggested that those divisions where senior management and the local teacher associations have worked together to try to minimize the degree of workload intensification are not facing the type of uncertainty and acrimony that might be the situation elsewhere.

"Those divisions where teachers' professionalism is being respected and there is a solid relationship in place will be impacted the least in the future. We've seen several instances where this has worked very well and everyone benefits."

A major point of contention in how each division measures teacher time revolves around preparation time, with urban teachers receiving considerably more than their rural counterparts.

Maze, a former Regina classroom teacher, puts forth a financial justification for this practice by pointing out that in an urban setting, for example, a teacher might have a class of 36 students with 20 percent preparation time, whereas, in rural Saskatchewan the likely scenario would be two classes of 18 students each with two teachers, which he said is thereby far more expensive to fund for the division than having the seemingly generous preparation time factored into the cost equation.



STF President Patrick Maze shares some of his views with colleagues at Councillor Conference in the fall. (Bulletin file photo)

However, here he also had a bit of a qualifier in envisioning the future due to the fact that demographics have changed in recent times and it is now not uncommon for a rural school to have its own significant percentage of English as an additional language students as well as a larger percentage of high needs students.

"This isn't a rural versus urban situation. It's what makes the greatest sense and the conversation needs to focus on the best scenario to ensure that teachers and students find success. That has to be the main criteria in all of this," he said.

Maze indicated that the STF is still committed to the traditional partnership model that has endured in Saskatchewan, but he allowed that the issue of teacher time has created some differences with specific school boards, while adding that it has not helped that the province is currently experiencing a difficult financial situation.

"We would like to work with boards, but teachers need to be confident in that they are being supported to have success with their students and I'm not sure they are feeling that right now."

Having expressed some concern regarding the relationship with education stakeholders in the province, Maze said the Saskatchewan model is still the envy of other provinces. "You look at some of the adversarial situations that exist right now across the country and we are doing our best at avoiding courtrooms in terms of attempting to resolve issues and represent teachers."

Contemplating the impending March retirement of Executive Director Gwen Dueck, Maze stressed that there is a process in place and although there might be some changes in direction, "Gwen is leaving us in a position of strength and stability."

Maze remains convinced that the Federation itself is organized and has a strong strategic plan for the future and will work hard at keeping teachers' issues at the forefront, while urging individual teachers to be aware of the issues and to take a personal role themselves.

"It can be a slow, methodical process sometimes, but I remain confident that we can work together in a way that things will come together and we will be able to resolve these issues." ■

# Students gain greater learning insight of residential schools

Although initially there was understandably a sense of palpable nervousness among the young students at W.P. Bate Community School, by the end they had found their collective voice. Upon conclusion there was no mistaking the raucous reaction of those in the auditorium.

Make no mistake—this wasn't some feel-good Christmas performance the students at the Saskatoon elementary school had embarked on under the tutelage of artist-in-residence Heather Morrison. The unifying theme of this ambitious venture, whether it was the singing, reading of letters aloud or the play adaptation of the book *No Time to Say Goodbye*, was recounting the disturbing residential school period.

This was the latest in

the school's endeavour to continue to answer the Calls to Action in the Truth and Reconciliation Commission of Canada's report. As timely as this topic is in any school, there was undeniably a greater poignancy at a school where upwards of 27 percent of the student population is of First Nations and Métis heritage as part of this diverse population that includes students from 23 countries around the globe.

Morrison justifiably felt a great sense of pride and accomplishment with how her young students had performed following more than two months of rehearsals and considerable research in the school library—much of it on their own time, she marvelled.

"What I was trying to do was to make a real connection between the whole

residential school experience and the kids so that they could feel a relationship with their characters and the subject matter. I wanted to create a sense of curiosity and to know more so we can all heal together. The kids really stepped up and did such a great job."

Principal Jody Glines talked of how important it is for us all to learn about Saskatchewan and Canadian history.

"That's not just for our Canadian-born students but for our recent arrivals as well, and so we're all learning very valuable lessons together and growing from that experience. Having it presented in this way just makes it so much more real. This isn't just about learning something out of a textbook and there's a real strong sense of engagement. You can see it every day in the school."

Morrison said she had originally planned to take out one scene in particular with a student being strapped because she didn't want to make it too scary for the younger students.

However, she remarked how the students convinced her to leave it in the play, albeit without actually showing the strap being administered, "but they [the students] felt it was important for us to talk about those issues and what really happened."

Morrison and Glines both agreed that it was important for the new arrivals to Canada to learn about this dark epoch in the country's history as well. And as Glines said, "many of these students come from



Students at W.P. Bate Community School continued to answer the Calls to Action in the Truth and Reconciliation Commission of Canada's report with the help of artist-in-residence Heather Morrison (top left photo).

## Spotlight on Superannuates

### STS interested in supporting STF actions

Maxine Stinka, STS President

Welcome back after a well-deserved holiday break. In my last column, I welcomed the new teachers to the profession. In this column, I will refer most of my remarks to those teachers at the other end of their careers.

The Superannuated Teachers of Saskatchewan is involved in two different presentations for those teachers contemplating retirement. First of all, we attend the Saskatchewan Teachers' Federation-sponsored Planning for Retirement sessions and welcome the opportunity to provide information, mostly about the STS and our extended health and dental plan. In addition, for a number of years the STS has been offering Retirement Lifestyles Planning sessions that were a full-day opportunity for teachers to look to the future and examine how they envision their lifestyle after retirement. We have made a number of changes to the program, including reducing the time to a two-hour session available upon request by a teacher group.

The program goals are to assist participants to envision and transition from work to retirement, to promote the STS and its activities, to provide a venue for participants to interact with others who are at the same place in their career paths, to raise ideas and questions that foster deeper thinking about retirement and to promote retirement as a positive life transition. A retirement planner will be part of the program to acquaint participants with the services of such a professional. Facilitators would be STS executive members who live nearest to the location of the session whenever possible and would provide a consistent program. We believe that it is never too early to plan for this next phase of your life. If any local teacher group would like to have one of these sessions near them, please contact our STS office at [www.sts.sk.ca](http://www.sts.sk.ca). We would like at least 12 to 15 participants to make a session feasible.

The STS is also very interested in supporting the STF in its actions regarding two issues that came up at the STF fall Councillor Conference—social impact bonds and the funding cuts for the Northern Teacher Education Program. The STF vision is: A strong collective professional voice for Saskatchewan teachers and quality publicly funded public education for the benefit of all students and society.

The STS supports the STF and has informed them that we have 11,118 members who stand behind these statements of opposition to the privatization of education in our province. We are also deeply concerned by the provincial government's decision to discontinue funding for NORTEP. We see great value in continuing this program because we believe in the value of the cultural richness that northern-trained teachers foster in northern communities, the continuity that resident teachers bring to students' lives and community futures, the leadership that NORTEP teachers provide to northern communities, and the role models that teachers provide for students and communities.

We believe NORTEP teachers are well-trained, quality teachers. We also recognize the commitment of STF teachers who developed, provided instructors for, and promoted the NORTEP program. The STS urges the STF to press the provincial government to reverse its decision regarding funding for NORTEP.

For more information about our programs and initiatives, visit our website at [www.sts.sk.ca](http://www.sts.sk.ca).



### Sensory room for Greystone

Thanks to a \$7,500 contribution from the Angels & Friends Foundation, Greystone Heights School was able to purchase additional equipment for a sensory room that supports students with intellectual disabilities, autism spectrum disorder, anxiety and other challenges. Meanwhile, young students at the school enjoy a game of cat and mouse in the school gym (bottom).

war-torn areas like Syria where they have experienced their own version of discrimination and violence." He suggested there are undeniable parallels to the residential school saga, and that overall it's another invaluable teaching moment for these impressionable youngsters.

Glines said it's extremely rewarding to see how this multicultural mosaic of students gets along every day at school. "It's important that they can come here and learn together without

the pre-existing stereotypes

that are out there in the community. It's so neat to see this group of students come together and learn together. It's inspiring."

Community school coordinator Shelly Fedrau spoke enthusiastically about the great opportunities that the arts provide for students—often some of those who struggle academically find their strength and confidence through performing in these venues.

"Just the leadership I've seen these kids gain along the way has been amazing and to see them flourish like this and take ownership is so powerful and heartwarming. It gives a lot of these students a great sense of pride and ownership," she said, alluding in particular to Grade 7 student Matthew Sander, who had the lead role in the play and had written his own acceptance speech at the end of the program.

Morrison said being involved had been a moving experience and one in which she learned a great deal about herself. "At times I often felt a sense of guilt. I never learned about this in school and it was never talked about, which I feel was a great disservice to my entire generation. At first it was almost like this must have been fictional. I received answers to a lot of questions and it was a real eye-opener for me. I look forward to continuing with my own journey of learning," she said.

"Today has been a wonderful snapshot for everyone, but overall it's part of the learning process and that's the important part," Glines said. "This is an example of how the arts can enrich a really good education program, so now let's live this book and build on what has been done to date. We'll have to see where this takes us, but it's important for us to continue to learn." ■

## Learning for young students takes on somewhat of a different look

MEADOW LAKE—Should it be your first visit to Jubilee Community School and you happen to mention to principal Daryl Pearson or vice-principal Nancy Madsen that this place doesn't even look or feel like a school, that observation is by no means taken as a personal affront. Quite the contrary. In all likelihood they would thank you.

Some of the rooms in particular in this PreK-4 facility look more like some elaborately designed and outfitted space that the students themselves would have been hard-pressed to have come up with a nicer place to spend their school hours. Even the walls, which Pearson personally had a hand in painting the superhero headquarters part near his office, are purposely done with the pervasive theme of making this a welcoming, safe haven for these smaller tykes who happen to live in what Pearson says has been identified as one of the most vulnerable in the province.

Pearson and Madsen are both self-confessed aficionados of the celebrated Italian-based Reggio Emilia educational philosophy when it comes to preschool and primary education.

Consistent with the mantra espoused by the Reggio model, Pearson said, "it all comes down to the importance of environment as being the third teacher."

"This is all about play with purpose," he said, adding that the school and Northwest School Division are major proponents of this approach, pointing out that it would not be incorrect to suggest that any new resources are more likely to be targeted for the aesthetics of the respective classrooms as opposed to merely textbooks.

As Madsen chimed in, "the environment is as important as the academic resources at this age and it's great to see all the wonderful things that happen in the school."

While not all are here at once, the school houses 310 students, but it's readily evident how this is a well-oiled machine where the bird's eye observation at least is that the students are learning, even if they are blissfully unaware of it themselves, in what would have to be described as somewhat unstructured if you were to subscribe to the traditional model.

This is very much adherence to the aforementioned Reggio model, whereby children have at least some control over their own learning and learn through experiences of touching, moving, listening and observing while expressing themselves. And perhaps the most impressive trait to see is the co-operation and how seamlessly they interact, even with all sorts of wonderful distractions at their disposal.

According to Madsen, the "homey feeling" is integral to what has become a particularly successful transformation at the school in recent years. She personally saw the



Principal Daryl Pearson of Jubilee Community School in Meadow Lake checks in on one of the richly decorated classrooms in the PreK-4 facility that contribute to the welcoming feeling.

considerable change firsthand when she returned to Jubilee four years ago after having been at École Lakeview/Lakeview Elementary School (another PreK-4 school in Meadow Lake).

"It was pretty amazing to see the change and how interactive the learning was and how people made it their own. You couldn't help but feel the really positive vibe throughout the school."

Pearson agreed, noting how important it is for everyone to be on board with the overall approach of the school, which he sees as a natural and easy fit.

"We have what I like to think is joyful learning and that environment is there for teachers as well, and whether it's students or teachers, they are spending half their day here and so it's great to feel comfortable and proud

of your environment. We're lucky to have our students here from PreK-4 because they see the expectations we have and eventually it becomes the norm and they take real pride in it too when it comes to putting things away, for example," he said, while adding that such recognition as being a superhero doesn't hurt either.

Madsen said it's doubtlessly one of the perks of having such a young student body, that teachers don't have to deal with a lot of behavioural issues so that they are able to concentrate on the learning. She added that as well as her administrative duties, she is also able to regularly be in the classrooms, so that presents another opportunity to confirm the philosophy of teachers learning from each other during the whole process, which is one of the

traits she embraces most enthusiastically. "Honestly, I learn each and every day from my colleagues," she maintained.

While Pearson and Madsen have both spent their careers teaching at the younger age level, by no means does that indicate they aren't well aware of the need to pay heed to outcomes. It is with justifiable pride that Pearson pointed out how the overall approach has had great benefits, citing the fact that among the Grade 3 students for example, 83 percent are reading at grade level despite the fact that many students come in with an assortment of challenges when entering the school system.

In addition, Pearson pointed out that according to statistics from the Ministry of Education, the number of students who are deemed ready for school after the

kindergarten portion of their education is said to be the highest in the province.

This is one of the reasons the school has reached out to the community with home visits when the children are three to four years of age—to make that original connection and increase the comfort level. This program has a maximum of 60 children and all spots are filled.

"It's all part of making a difference in these kids' lives and we've had great feedback from parents—when we had the 50th anniversary of the school last year, parents were taken aback and excited about what we were doing," Pearson said.

Pearson said the innovations at Jubilee have caught the interest of colleagues elsewhere and it's an approach he's only too happy to share.

"There's such a joyful energy in this building that you can fill your buckets every day. Honestly I would say there isn't a bad day in this building. All you have to do is look around to see the relationships and the smiles on people's faces and that speaks volumes," the principal boasted.

Madsen agreed while paying homage to those teachers who have gone before her in terms of what she has learned, "but every day you see all the wonderful things that are happening at this school and how excited the kids are even about the smallest things—and the whole time we know there is tremendous learning happening and we have so many teachers doing a great job. We're making a real difference and that's a gift to see the gains we've made," she said. ■

## Following Their Voices initiative shows signs of success

A new initiative aimed at improving educational achievement and graduation rates of First Nations and Métis students is making a difference in the classroom for many students around the province. During its first year, Following Their Voices led to a 10 percent increase in the number of First Nations and Métis students attending at least 80 percent of the time.

Saskatchewan Deputy Premier and Education Minister Don Morgan and Saskatchewan's Regional Director General for Indigenous and Northern Affairs Canada Rob Harvey visited with students and staff at the Constable Robin Cameron Education Complex on the Beardy's and Okemasis First Nation to celebrate the early success of Following Their Voices. The program has received \$1.55 million in funding from the Government of Saskatchewan this year, as well as the commitment of \$250,000 by the federal government to support the initiative in 2016-17.

Following Their Voices was created in collaboration with Saskatchewan schools and First Nations and Métis organizations based on engagement with students, teachers and families to

help support teachers in building strong relationships and interactions, and create positive learning environments for First Nations and Métis students.

"Seeing our First Nations and Métis students reach their full potential is a top priority in Saskatchewan," Morgan said. "Early results show that Following Their Voices is changing how our teachers are interacting with their students and it is already making a positive difference."

The early successes of Following Their Voices have led the Government of Canada to announce their investment for 2016-17 in support of the initiative.

Following Their Voices, a made-in-Saskatchewan initiative, was field tested in six schools from January to June 2015 and rolled out in 2015-16. The initiative is currently being implemented in 16 provincial and First Nations schools.

Using a "train-the-trainer" model in each school, the program allows teachers to adapt to the individualized needs of their students. In 2015-16, in addition to the 10 percent increase of First Nations and Métis students attending school at least 80 percent of the time, average



attendance rose four percent for First Nations and Métis students, while average attendance rose two percent for all students. This also led the way for a one percent increase in credit attainment, which can lead to increased graduation rates.

"I'm delighted to see that observing and listening to students has had such a positive impact on our schools," Director of Education for Treaty 6 Education Council Patrick Bugler said. "By ensuring that each student's voice is being heard, we will continue to improve their

learning environments, build relationships and encourage better interactions between the students and teachers."

Since 2015-16, the Government of Saskatchewan has invested \$3.1 million in Following Their Voices. This reflects the government's continued commitment to ensuring equitable education outcomes for all First Nations, Métis and non-Indigenous students by responding to the recommendations from the Joint Task Force on Improving First Nations and Métis Education and Employment Outcomes in Saskatchewan. ■

## Editorial



## Somewhere in the middle

Take your pick when it comes to big ticket items that you or I might have to contemplate purchasing in the future: house, car or vacation, for example. If presented with three options, in all likelihood the choice will be for the one in the middle.

Eschewing the extremes is usually the first step in any such deliberation. In other words, if you buy cheap you're rolling the dice and if you reach for the most expensive, it might prove to be a financial hardship down the road.

Apply the same sort of logic to the four options presented by Dan Perrins in his recently released educational governance review. The extremes in this case—retaining the status quo or creating a single provincial school board—seem equally unlikely.

Therefore, the more likely scenario is for the government to consolidate the number of current divisions from what might be viewed in some corners as more manageable by contemplating such factors as number of students and the sheer size of amalgamated divisions into what is by anyone's definition a vast and still relatively sparsely populated province.

Having spent time both reading the governance review report and having spoken at length with Perrins on the telephone in recent weeks, two things are undeniably apparent: the man is thorough, to put it mildly, and he also went to great lengths to submit options to the Ministry of Education without being biased in what direction he might have been leaning.

Now as the latest exercise in this saga, we have the six-member advisory panel, who will spend this month engaging in face-to-face meetings in a number of locations in the province before then presenting their findings to the Ministry.

So what are we to make of all this as the party line from the various stakeholders remains pretty much the standard response: the Ministry insists that the bottom line is about student outcomes while the school boards are understandably not thrilled about the prospect of having their numbers slashed, insisting there won't be any cost savings to be found.

One still has to wonder if this is all part of a bigger picture the government folks have in mind when they refer to transformational change. Or will this governance review ultimately prove to be the primary change envisioned for the landscape of the education sector.

If ultimately this is about trying to somehow address, at least to some degree, the massive provincial budget shortfall and preclude the dreaded need for a tax hike, then let's hope that finding efficiencies, as Perrins has identified, isn't confused with cutting costs across the board (no pun intended) because the moment this reaches the front line of the classroom, we can drop the pretence of this being all about the students.

## PISA results can be misleading

By Glen Aikenhead

Suffice to say some of the stories we have seen in the mainstream media in the days following the release of the 2015 PISA results, "designed to evaluate the quality, equity and efficiency of school systems," regarding concerns over Saskatchewan results are somewhat misdirected. We are likely ranked number one among all provinces and countries.

The data being reported was only one-third the PISA picture for Saskatchewan's school systems—student performance. So conclusions are likely misleading.

When performance, equitable access and economic efficiency were all analyzed together by the highly respected Environics Institute on the 2012 PISA results, Canada ranked first place, tied with Finland and

Estonia. The 2015 PISA results are very comparable.

Math literacy has two components. First, the intellectual skill of interpreting complex test results that are really an elaborate polling project with tricky ideas such as confidence limits and statistical significance.

Second, the critical wisdom of asking what PISA ignores, "What is the educational significance of the reported results?" This was Assistant Deputy Minister Rob Currie's wise response.

I suggest that PISA is a political project masquerading as an educational tool. ■

*Dr. Aikenhead is Professor Emeritus at the Aboriginal Education Research Centre, University of Saskatchewan.*

## McDowell Foundation plans to celebrate 25 years of supporting teacher research

By Ellen Whiteman,  
McDowell Foundation

In 1991, the Saskatchewan Teachers' Federation created the Dr. Stirling McDowell Foundation for Research Into Teaching Inc.

This charitable foundation was created to provide support for research that would directly impact teaching and learning in the province.

This year marks 25 years of professionally led, locally based research.

Prior to the creation of the McDowell Foundation, educational research primarily had an academic, commercial or policy-creation focus.

The mandate of the Foundation from the beginning was to support the creation and dissemination of research that focuses on teaching and learning within the publicly funded PreK-12 education system in the province.

The Foundation was named in honour of Dr. Stirling McDowell, whose visionary work, internationally recognized research and ability to inspire co-operation and creativity in education was only exceeded by his unwavering pride and passion for student learning and the teaching profession.

He was a strong believer in the importance of professionally led research. In an address to the Superannuated Teachers of Saskatchewan in 2002 he said, "teachers have the best and the most practical solutions to help students improve their lives."

This belief in the importance of teacher-led, practical-based research continues to drive the Foundation today.

The Foundation continues to be grateful for the four founding donors that, along with the Saskatchewan Teachers' Federation, provided the economic support necessary for this significant undertaking.

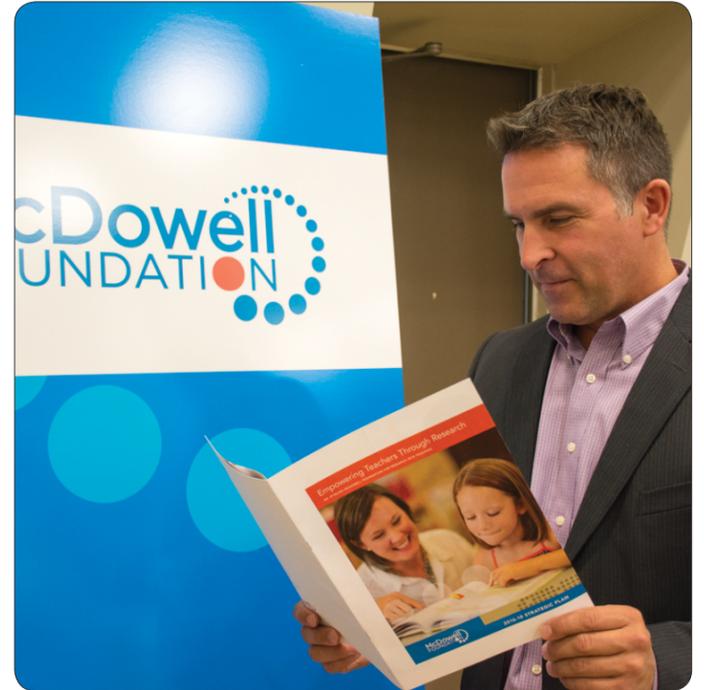
The founding donors consisted of the Futures Corporation (Government of Saskatchewan), Gauley & Co. (McDougall Gauley LLP), Greystone Managed Investments and Teachers' Credit Union (TCU Financial).

To date, the McDowell Foundation has supported 272 teacher-led research projects with over \$1.68 million in grants awarded. It has funded creative and innovative projects impacting teachers and students in almost every school division as well as in federally funded First Nations schools in the province.

The scope of the research undertaken by teachers and other educators in the province has been impressive.

The Foundation has funded research on a range of topics including mathematics and science, early years education, literacy and language arts, physical education and health, technology and education, Indigenous education and inclusive education.

The creation and dissemination of pro-



STF President Patrick Maze looks through the McDowell Foundation strategic plan entitled *Empowering Teachers Through Research*.

professionally led research that is all locally focused has had a profound impact on teaching and learning in the province and on the researchers who undertook the work.

Sheena Koops, former McDowell researcher and current president of the Foundation, remarks that "this research saved my teaching soul," in describing the impact her involvement with the Foundation had on her teaching career.

Fay Humbert, a former McDowell researcher and current Saskatchewan Teachers' Federation senior administrative staff member writes:

"Applying for and receiving not one, but two McDowell Foundation grants was an amazing opportunity not only for me, but also for the staff and students who were involved and benefited from the experience.

"The opportunity to be involved in action research allowed us to address the diverse learning needs of our students in a manner that provided all of us with a deeper understanding."

The ability to create, carry out and disseminate in a formal manner the research that is occurring every day in classrooms across the province is what makes the Foundation unique.

Researchers frequently describe McDowell research projects as the best professional development they ever experienced or as the best collaborative opportunity of their career.

As the Foundation looks to the next 25 years, it is this spirit of collaboration and innovation that will be the basis for planning.

The recently approved 2016-18 Dr. Stirling McDowell Foundation for Research Into Teaching Strategic Plan, entitled *Empowering Teachers Through Research*, outlines the Foundation's mission, mandate, values and commitments as well as strategic priorities for the next three years.

A strong research program, ongoing public relations, fiscal sustainability, and open and transparent

governance are identified as the strategic priority areas.

In the longer term, a continued focus on practical research to support teaching and learning, and a renewed focus on social justice research continue to drive the Foundation.

This year as the Foundation reflects on the past 25 years, the legacy of locally based, professionally led research has been the focus.

The Foundation has created the Legacy for Learning campaign to encourage donations towards the endowment fund to ensure sustainability into the future and to ensure teachers and other educators can continue to access research funds supporting teaching and learning here in the province.

Donations to the Legacy for Learning campaign can be made online at [www.mcdowellfoundation.ca](http://www.mcdowellfoundation.ca).

The Foundation also continues to work to disseminate information vital to teaching and learning. At this year's Learning from Practice conference on February 3, 2017, the focus will be on the *Truth and Reconciliation Commission of Canada: Calls to Action* and how professionally led research is a vital element of reconciliation.

Charlene Bearhead, the education lead from the National Centre for Truth and Reconciliation in Winnipeg, will provide the keynote address and several of the presentations from the research team. Bearhead will also reflect on how they are responding to the Calls to Action in Saskatchewan classrooms.

The Foundation was created 25 years ago on the belief that teachers and other educators in the province needed to contribute in formal and systematic ways to the dialogue on teaching and learning.

The research developed from McDowell-funded projects impact teachers and students in the classroom every day. As the Foundation celebrates the Silver Jubilee, the impact is what is really worth celebrating. Here's to the next 25 years. ■

**SASKATCHEWAN BULLETIN**

The Saskatchewan Bulletin is published 10 times during the school year by the Saskatchewan Teachers' Federation. Contributions to the Bulletin are welcome and will be used when possible. All material is subject to editing. Requests for coverage by Bulletin staff should be received at least three weeks before the event.

Editor: Jens Nielsen

Publications Mail Agreement No. 40064493  
Return Undeliverable Canadian Addresses To:  
Editorial Office  
2317 Arlington Avenue  
Saskatoon SK S7J 2H8  
T: 306-373-1660 or 1-800-667-7762  
F: 306-374-1122  
bulletin@stf.sk.ca

©2017. For permission to reprint, please contact the editorial office. Indexed in the Canadian Education Index ISSN 0036-4886 Member of the Canadian Educational Press Association and the Educational Press Association of America. Return postage guaranteed.

# Wellman stresses collaboration while challenging norms

Although his keynote presentation was ostensibly geared for facilitators at the first-ever Facilitator Forum: Leading Professional Learning, Bruce Wellman's comments are, in fact, applicable to any school setting.

In an interview, Wellman echoed his keynote comments in suggesting it doesn't take long upon entering a school to see if there's a strong sense coming from the administration in terms of thinking collaboratively and creating communities of thought (which was the title of his keynote).

"You can tell a lot about the culture of a school if, when you walk in, kids are smiling and saying hello to you. Then you're golden," Wellman said.

And while it might sound easy and logical enough to strive for that sort of culture, Wellman said that the building of social capital in a school situation doesn't happen unless folks are willing to talk about the things that might be construed as tough. Ironically, he said, this can often be a hurdle because one of the things teachers traditionally don't talk much about is a colleague's classroom.

Wellman maintained that when contemplating what makes a good teacher, it is his view that much of it is the social skills and ability to work as part of a team as opposed to the isolation that can often be found. "It's not about this talk of finding the teacher of the year; that's one of the great myths. It's about the intersection of a collaborative effort and that's where great things happen. If we co-create something, then we own it," he said.

He referred to a balanced learning experience as practical as well as provocative, which he said meant thinking really differently, adding that sometimes that can mean more task than skill.

Wellman stressed the importance of social capital, referring to it as the relationships among the participants. That, he suggested, can include cognitive conflict, which can be accomplished if there is a level of trust and collaboration.

Otherwise though, "sometimes you've got to mess with some of that culture stuff that might exist and it's part of being a facilitator as well that your task might be to start the fight and how do you structure it in such a way that you get it on the table. Sometimes you have to challenge the list of norms that are in place. It means we need to have an unlearning of the existing theory when it comes to professional development.

"You have to know the 'why' part, whether it's a large or small school. If you pose the question, you have to be willing to address some level of discomfort if you want people to listen and be committed to change," he noted.

In the interview Wellman suggested that it's not uncommon for

administrators to fall into the trap of wanting to be liked by everyone, which can thereby stymie an appetite for changing the status quo. He cited this as part of the leadership challenge, referring again to the importance of the social capital issue among

those on staff.

"You've got to be prepared to dig deep in terms of what doesn't work with a certain group. There needs to be a deeper understanding of what the issues are and why they exist before you can hope to take care of it. Usually it's a matter of modelling the behaviour you

want from others."

Wellman, a highly respected source on the topic of thinking and acting collaboratively while always urging educators to think innovatively, is known for having suggested that all too frequently teachers are working from a 19th century curriculum within

20th century buildings and organizations while the students whom they teach are facing an undefined future in the 21st century.

He is a strong advocate of genuine innovation as a result, to the point where he mused about not being attached to a textbook in favour of what he called open source, which he said can be accomplished by utilizing the expertise people have in their respective fields.

"Collective intelligence emerges from the quality of conversational turn talking and everyone really listening," he said, while reminding those in attendance to not make the mistake of presuming you are the most important person in the meeting.

Wellman said that it is imperative to have a safe environment in a school whereby teachers are willing to admit they don't have all the answers and to not fear judgement. "In order for there to be a sustainable community of thought, you need people to ask those catalytic questions and it requires purpose and participation from all those involved." ■



Bruce Wellman left much to ponder for those attending the Facilitator Forum: Leading Professional Learning.

## The instructional leader key as curriculum leader

By Jane Macleod

In his most recent book, *Leadership for Teacher Learning*, Dylan Wiliam asserts that the key to improving education is to improve the quality of instructional practice. Further, he argues that a primary function of school leaders is to "improve the performance of those they lead."

Wiliam is not alone on this. Many of today's well-known educational researchers underscore the vital role of the principal, as instructional leader, in creating systems and environments that promote and support instructional success for all teachers and ultimately for student learning.

The 2014 report, *The Future of the Principals in Canada*, published by the Canadian Association of Principals and the Alberta Teachers' Association, recognized the increased focus on instructional leadership for principals today and its findings suggest that most principals welcome and value this role.

Principals agree that the ability to coach and support the growth and development for each teacher is a key educational leadership skill. However, given increasing demands on principal time and attention, this also happens to be one of the biggest challenges for school-based administrators.

By nature, schools are distinct communities. Schools around Saskatchewan boast a diverse group of teachers, students and community members. Recognizing this, the successful instructional and curriculum leader has an excellent understanding of the unique circumstances influencing the learning process in his or her school.

Understanding and



responding to school context is integral to successful instructional and curriculum leadership. For example, in schools where there are several new teachers, much of the leader's initial time and energy may be on developing the necessary interpersonal, collegial linkages that are a prerequisite to a collaborative learning environment.

Regardless of school size, the principal's actions, decisions and interactions undoubtedly have a profound influence on the teaching and learning in the classroom.

Thus, the question remains, where to begin, or what next? What follows highlights relevant research regarding how successful principals guide and support teachers in their daily progress of providing meaningful learning experiences for their students.

Effective curriculum leaders influence and support teachers' professional growth decisions and plans. As such, it is critical that leaders have a clear understanding of the context and classroom practice for the teachers in his or her building.

Curriculum leaders regularly visit classrooms and observe the learning process. They do not hesitate to ask questions to clarify or extend their understanding and they listen carefully to the responses.

In doing so, curriculum leaders gain a realistic understanding of how best to support teachers and student learning in the classroom.

Curriculum and instructional leaders have a habit of engaging in professional and reflective dialogue with their teachers. These conversations highlight valuable information such as: In what areas of the curriculum does this teacher excel? In what areas might he or she require coaching or support? What are the unique challenges confronting this teacher as he or she plans for and delivers the curriculum? What additional resources or growth opportunities (e.g., peer observations) might be valuable?

Not only do these interactions provide the leader with much-needed information about the learning in his or her school, they also go a long way in developing and reinforcing a common framework and language for teacher and student learning in the school.

Through shared leadership and decision-making practices, successful curriculum leaders underscore and reinforce a collective commitment to

the school's instructional vision and goals for students. Essentially curriculum and instructional leadership embodies the contributions of the larger professional community.

Finally, curriculum leaders have a foundational understanding of the curriculum. They are informed regarding the key outcomes for student learning as well as suitable instructional approaches, including assessment practices.

School-based administrators, knowledgeable about what students are expected to learn, are able to confidently support teachers as they implement and adapt their instructional practice to the local context to ensure that they meet the needs of all learners.

Principals today understand the interdependent element of their leadership roles and instructional leaders recognize the importance of deliberately involving key staff members as they establish quality and relevant instructional programs for their students.

The collaborative nature of the team's work can effectively model and reinforce the values of their ongoing professional commitment to teacher and student success.

Without question, this is time well-spent. ■



Stay up to date!  
Follow us on Twitter.

@SaskTeachersFed

# All of society benefits when our students' mental health is supported

By Heather Smith

As I stood at the podium to open the July 2016 Canadian Forum on Public Education, I was struck by the timeliness of the forum topic—Wellness in Our Schools: Time to Act. When I started teaching in the early 1980s, the mental health and wellness of students or teachers were never regular topics of conversation around the staff room table, or anywhere else for that matter.

Students and teachers were not well served by this silence and lack of support for diagnosis or real needs.

I hope change has begun and these discussions are occurring in schools. Across Canada, educators have told us that student mental health is the number one issue that impacts teaching and learning, saying schools need more community support, professional services and resources to help students facing challenges.

According to a 2012 teacher survey conducted by the Canadian Teachers' Federation, in collaboration with our member organizations and the Mental Health Commission of Canada, the majority of teachers say stress, anxiety disorders, attention deficit disorders, attention hyperactivity disorders and autism spectrum disorders, as well as learning disabilities



Heather Smith

such as dyslexia, are pressing concerns in their school.

And yet, in the same survey, almost seven in 10 teachers said they had not received professional training to address student mental illness in their schools. Clearly, there is a major gap between identified needs and the reality.

According to teachers, stigma and discrimination are by far the biggest barriers hindering dialogue and support for everyone's mental health and wellness.

In response to this need, the CTF officially released on October 10—World Mental Health Day—a new classroom resource for teachers aimed at opening up classroom discussions on stigma.

The booklet, titled *Mental Health Stigma: Challenging it Together!*, aims to increase

teachers' and students' comfort level when talking about mental health.

Over my 33-year career teaching and providing resource support in New Brunswick classrooms, there have been many children over whom I have lost sleep. While I taught all levels from kindergarten to Grade 5, I spent over 13 years teaching at the kindergarten level with four- and five-year-olds.

I felt frustration, concern and even anger at times when the school team had to fight for appropriate services for individual students, only to be blocked at every effort. It was no surprise to me that I could easily name the students the high school vice-principal saw on a regular basis for disciplinary issues nine years after I had taught them in kindergarten.

While teachers feel they are part of the solution in supporting student wellness in the school, they clearly cannot do it alone without experts, professional learning and funding.

And let's be frank...mental health challenges can also affect teachers. The results of the CTF's 2014 national survey on work-life balance, which garnered over 8,000 responses, revealed that teachers' stress related to work-life imbalance had jumped over the previous five years for 80 percent of

teachers. When asked why, 95 percent said it was the inability to devote as much time as they would like to each of their students.

As for life outside the school, once again most said they didn't have enough time to spend with their own children, spouse or partner for recreational pursuits and/or caring for family and friends in need.

Plus, teachers and other educational personnel have taken on the duties of front-line triage with students suffering the effects of poverty, food insecurity, family stress and addictions, and mental health concerns. All of these

factors can lead to teacher burnout and mental distress. And that certainly has an impact in the classroom.

The CTF Canadian Forum on Public Education has just begun to scratch at the surface of the issue of wellness in our schools. It is time to act, and those of us in schools must lobby and advocate for sufficient and appropriate supports for students and colleagues, and we need to find those allies in the wider community. ■

*Heather Smith is the president of the Canadian Teachers' Federation.*

## Making personal connections important

Cosmetology, cow calf, visual art and construction aren't necessarily the courses that come to mind when you think about distance learning, but those are just the kind of innovative courses that the Chinook Cyber School offers.

It can be a challenge to offer students in rural locations across 44,000 square kilometres a variety of course offerings that fit their needs and interests, but that is just what CCS is doing.

So just how do students take hands-on practical and applied arts courses through distance learning? The cyber school sends out kits to the students' schools with all of the necessary supplies, such as mannequins for cosmetology and cameras for photography.

The students take pride in having their own kit for their courses and the increase in responsibility to care for the supplies helps build their independence. The courses use Universal Design for Learning strategies that allow for flexible learning opportunities to meet the unique needs of each student. For example, all students have access to tools such as Read&Write.

Course teachers will go out and make school visits to work with students, have live video chats with students and use a variety of other tools such as Google Hangouts or Scribblar to stay connected. Even though it is not about the tools, the tools help to build the relationship, which in turn helps to keep students engaged.

The teachers make a point of going out to the

home school for various activities such as Christmas suppers, grad ceremonies, coffee houses and art shows. Students know that even though their teachers may not be in the same school, they are invested in their success. We know they are doing something right with a 97 percent student success rate.

CCS principal Shelby Budd says what makes their cyber school unique is local teachers and local context. "We understand our students' needs because they are our needs as well. We have 19 staff members in nine different communities. We have a presence in just about every community. We built this school as a collaborative environment and we continue to collaborate and build in innovative practices. We are a distance-learning school, but we are not distant in our relationship with students."

Cyber school teacher Racquel Biem comments on the impact the cyber school has on students: "I am very excited about working with students and building relationships that help to support their learning. Since the start of the cyber school, we wanted to deliver a very personalized education for our students. When we first began we focused on building videos for the students and thinking about ways to get the resources out to the students. I am fortunate to work in an environment where we make things happen ... I am always excited to meet my students face-to-face, as it adds an extra level of energy. Not only are we trying to build the best courses we can



using Universal Design for Learning, but we are also making sure that we are building relationships with the students, parents and schools. I get a lot of questions from people who are curious about how we teach such hands-on classes through a distance-learning environment. I try to explain that there isn't much a person can't learn with the right tools, mindset and design. At any time when you walk into my office I might be in a live video chat, have multiple Google Hangouts open with students or be making personal video feedback for students. The students know that they are not working in isolation and that we are here to help. I think it takes a lot of fear out of distance learning for the students and parents to know that we are real people, not computers, and we are invested in their success." ■

## Tech Talk



### Hour of code

By Dean Vendramin

The Hour of Code is an initiative that has been promoted around the world to get more people to experience, understand and play with code. In 2016, Hour of Code events took place around the world the week of December 5.

To participate, all one had to do was go to [hourofcode.com](http://hourofcode.com) and register. You did not need to be an expert at code, but you did have to be willing to let students explore and play with code for at least an hour. There are many benefits associated with examining and constructing code. Many job opportunities, many of which don't even exist yet, will require coders, and research shows that there will be a demand for workers with these skills in the future. Just like the importance of understanding another spoken language, the understanding of code will help students understand the world they live in and provide important 21st century skills. Most importantly, it will help students become producers rather than consumers and show them they have the ability to make their own programs instead of waiting for someone to do it for them.

There are many ways and resources in which one can use to get their hour in and more. [Code.org](http://Code.org) is a great place to start. There are activities and coding opportunities for students of all ages. Using platforms such as Minecraft, Frozen and even the new Disney movie *Moana*, students can access opportunities to program code and make many of the characters in these popular games and shows do what the students code them to do. Many of these opportunities are in the form of block coding, so it is much like putting a sentence together in order to make objects move and do other actions. There are many tutorials and many opportunities to learn and have fun.

Two block-coding programs that are also great starting points for code are Scratch and Hopscotch. Both are free and allow students to formulate ideas for programs and actualize them. There are many tutorials and how-tos for both. Scratch is web-based (although there are Scratch apps too) and can be found at [scratch.mit.edu](http://scratch.mit.edu). It has a vast database of pre-made programs as well that one can examine and remix. Hopscotch ([gethopsotch.com](http://gethopsotch.com)) is an app for iOS devices and offers users a friendly environment to create and experiment with code. Both of these block-coding programs are fun and easy to use and develop strategies and skills that are transferable to higher-level programming codes.

There are other great resources that can be used to promote coding. Spheros (which can run about \$150 for a Spheros 2.0) are programmable robot spheres. There are many resources at [edu.sphero.com](http://edu.sphero.com) that have coding ideas. You would need to download an app (both iOS and Android) to play. Another creative and innovative programming product is Makey Makey. Makey Makey information can be found at [makeymakey.com](http://makeymakey.com) (and can cost about \$75). This programmable control can turn items such as fruit, tinfoil and even ketchup into cool and creative inventions. Again, letting students play, ponder and program with these resources gets them producing and experimenting.

If you missed out on this specific event, I would still encourage educators to look into and implement coding in your classroom. It can be done at any age; you don't have to be an expert (not just for computer science class) and there are many resources available. There are many ways to implement coding in a variety of classes and meet curriculum outcomes.

Thanks for reading and happy coding. If you have any questions on this, feel free to contact me at [d.vendramin@rcsd.ca](mailto:d.vendramin@rcsd.ca) or follow me on Twitter @vendi55.

## Resolutions Publication Deadline, February 3

Resolutions to the Saskatchewan Teachers' Federation Council may be submitted by any teacher or group of teachers. Each resolution must be submitted in writing, addressed to the Resolutions Committee, and accompanied by the name and phone number of a person who may be contacted by the Resolutions Committee if clarification is required.

For the 2017 Annual Meeting of Council, the resolutions deadline is **12 p.m. on Friday, February 3**. Resolutions received by this date will be published in the *Resolutions and Notices of Motion Information* booklet (mailed to councillors and available when logged in to the Federation website at [www.stf.sk.ca/about-stf/our-team/council](http://www.stf.sk.ca/about-stf/our-team/council)).

A resolution submitted after **February 3** will be considered by the Resolutions Committee if the content of it is of pressing urgency or deals with matters that could not have been reasonably foreseen prior to the deadline.

## Candidates for Election at Council 2017

Councillors who have decided to seek election to the **2017-18 Executive** of the Saskatchewan Teachers' Federation may announce their candidacy in the 2017 *Elections and Candidate Statements Information* booklet (mailed to councillors and available when logged in to the Federation website at [www.stf.sk.ca/about-stf/our-team/council](http://www.stf.sk.ca/about-stf/our-team/council)).

In order to be published in the booklet, a nomination form, photo, biographical information and statement for candidates must reach the Saskatoon office of the Federation no later than **12 p.m. on Monday, March 20**. Nomination forms can be found at [www.stf.sk.ca/about-stf/our-team/stf-executive](http://www.stf.sk.ca/about-stf/our-team/stf-executive). Total word counts (biography plus statement) are 600 words for candidates for President, and 300 words for candidates for Vice-President and Executive member.

In accordance with STF Bylaw 3 (Executive) Section 3.5, candidates seeking election at the 2017 Annual Meeting of Council must file their nomination papers no later than 9 a.m. on the opening day of Council 2017.

# COUNCIL



## 2017 Conference Purpose & Perseverance

April 28th & 29th, 2017 • Parktown Hotel, Saskatoon

**Member Rates**  
(SKTEAL and TESL Sask)  
2 Day Member Fee: \$225  
1 Day Member Fee: \$130  
2 Day EAs/students Fee: \$125  
1 Day EAs/students Fee: \$55

Please continue to check the TESL Saskatchewan website for up-to-date conference details at <http://www.teslsask.com/news-and-events/conferences/>



## FREE Arrêt/Stop Racism Youth Leadership Workshops

Regina  
February  
16<sup>th</sup>

Saskatoon  
March 2<sup>nd</sup>

Swift  
Current  
March 10<sup>th</sup>

REGISTER BY JANUARY 23, 2017  
[mcos.ca/anti-racism-workshop](http://mcos.ca/anti-racism-workshop)



# Complimentary Professional Development

Social justice, inclusion and equity is a primary focus for the Saskatchewan Teachers' Federation and as a result the two workshops below are being offered to members **free of charge**. Please register early as the seating is limited.

### Culturally Responsive Pedagogy – March 1 & 2 – Regina

Consistently, research data shows that the education system creates barriers for First Nations and Métis students in Saskatchewan. However, many schools in Canada and in New Zealand have identified strategies to overcome these barriers by focusing on ways in which schools and the education system can change to meet the needs of students through culturally responsive pedagogy.

Richards, Brown and Forde (2007) identify three dimensions of culturally responsive pedagogy: institutional, personal and instructional. Although all dimensions need to be in place for long-lasting educational change, this workshop will focus on the personal and instructional dimensions that strengthen teacher agency to create change. **For more information, or to register, visit the events calendar at [www.stf.sk.ca](http://www.stf.sk.ca).**

### Aboriginal Awareness – Thursday, April 6 – Saskatoon

This one-day workshop is designed to support educators who wish to deepen their understanding of Aboriginal knowledge and culture, and the implications of their work in the classroom. Participants will expand their world view by understanding how we are all treaty people and what is meant by that, examining the history of Aboriginal education and learning the protocols of working with Elders. **For more information, or to register, visit the events calendar at [www.stf.sk.ca](http://www.stf.sk.ca).**



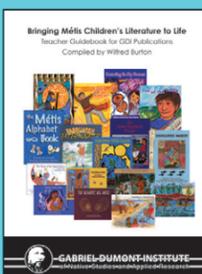
The NHL, NHLPA, Calgary Flames, Edmonton Oilers, and Winnipeg Jets proudly sponsor Future Goals - Hockey Scholar



Future Goals - Hockey Scholar is a digital education course that focuses on science and math by teaching those concepts through the game of hockey. For grades 4-8, this 12-module course is completely **free**. Visit [/info.everfi.com/STFHockeyScholar](http://info.everfi.com/STFHockeyScholar) to bring this resource to your school today!

Act now to access this online course at **NO COST!**

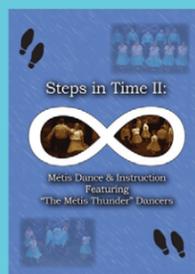
## Métis Cultural Workshops



Friday, January 20, 2017 – 9:30am-3:30pm  
**Bringing Métis Children's Literature to Life**  
Location in Saskatoon – TBA

Registration \$300.00—includes resource kit featuring resources used in the teacher guidebook (Over \$325 value!)

Lunch Provided



Saturday, January 21, 2017 – 9:30am-3:30pm  
**Métis Dance**  
Location in Saskatoon – TBA

Registration \$100.00—includes five resources featuring dance (Over \$80 value!)

Lunch Provided

Choose one workshop or attend both at a discounted rate of \$350!

Email [ryan.nordmarken@gdi.gdins.org](mailto:ryan.nordmarken@gdi.gdins.org) to register.

For more detailed information, visit: [gdins.org/about/events](http://gdins.org/about/events)

Download a catalogue or order online!  
[www.shopmetis.ca](http://www.shopmetis.ca)

facebook.com/gabriel Dumont Institute  
@gdins\_org  
pinterest.com/gabriel Dumont Institute

Gabriel Dumont Institute Press  
2-604 22nd Street West, Saskatoon, SK, S7M 5W1  
(T) 306.934.4941 / (F) 306.244.0252  
[www.gdins.org](http://www.gdins.org) / [www.metismuseum.ca](http://www.metismuseum.ca)

## Saskatchewan Professional Development Unit Workshops Instructional Leadership for Principals

The Saskatchewan Professional Development Unit has developed a series of learning experiences for in-school administrators and division-level leaders. Each workshop is designed to stand alone but work together holistically.

- Curriculum Leadership: January 12, 2017, Regina; January 16, 2017, Lloydminster
- Leading for Diversity: February 6, 2017, Saskatoon
- Formative Assessment for Teacher Growth and Support: March 28, 2017, Regina

For more information about these sessions or to register, visit our website at [www.stf.sk.ca](http://www.stf.sk.ca).

# Learning From Practice

An Exchange of  
Teacher Knowledge and Research

February 3  
2017

Wondering what approaches Saskatchewan teachers are trying in their classrooms?  
Looking for a way to reflect meaningfully on your classroom or school settings?  
Connecting with teacher colleagues to learn how action research can make a difference ...

### Keynote Speaker

Charlene Bearhead, the education lead at the National Centre for Truth and Reconciliation at the University of Manitoba, will speak about reconciliation.

### Featured Presentation Topics

- Integrating Indigenous land-based teaching into secondary science.
- Supporting professional development for effective literacy instruction.
- Mitigating school-related anxiety in secondary students.
- Exploring students' relationships to treaty through the Treaty4Project.
- Induction by mentoring in a rural school division.
- Visual literacy and student engagement in secondary classrooms.
- Parental engagement in primary years: A community kitchen.
- The impact of collaboration: Classroom teachers and school psychologists.

### Cost

\$20 (includes GST, continental breakfast and hot lunch).

### Registration and Information

Visit the Saskatchewan Teachers' Federation website at [www.stf.sk.ca](http://www.stf.sk.ca).

### Location

Saskatchewan Teachers' Federation  
2317 Arlington Avenue, Saskatoon



# Accreditation 2017

## Spring Sessions

### Regina

Initial - Thursday, March 9 and Friday, March 10, 2017  
Thursday, April 6 and Friday, April 7, 2017

Registration Deadline - Friday, March 3, 2017 - **Must attend all 4 days**  
Location - Ron Mitchell Centre, Regina Public School Board Office,  
1600 4th Avenue

### Saskatoon

Renewal/Second - Friday, March 10 and Friday, April 7, 2017

Registration Deadline - Friday, March 3, 2017 - **Must attend both days**  
Location - Saskatchewan Teachers' Federation, 2317 Arlington Avenue

Sessions run from 9:00 a.m. to 5:00 p.m.

### Fees:

Initial - \$475 (GST included)  
Renewal/Second - \$315 (GST included)

For more information, or to register for any of the Accreditation Seminars, we invite you to visit the STF website [www.stf.sk.ca](http://www.stf.sk.ca).



# Retirement Lifestyles Planning Seminar

If you or teachers you know are making plans for retirement, you may be interested in hosting a Retirement Lifestyles Planning Seminar.

The seminar is 2 - 2 1/2 hours in length and offers information on:

**Visioning** – your vision for your retirement

**Transitioning** – managing the transition to retirement

**STS** – information on the STS and the STS Health and Dental Plan

**Retirement Planner** – a retirement planner will be in attendance when available

**Just in Case** – some reminders of papers to have in order

The Superannuated Teachers of Saskatchewan would like to invite school divisions, local associations, school staffs, or those who are interested to contact the STS at 306-373-3879 or [sts@sts.sk.ca](mailto:sts@sts.sk.ca).



# LEARNERS BECOME EXPLORERS WITH THE NFB

Visit the NFB's collection of online Indigenous films, learning resources and webinars. We have thousands of teaching resources – just waiting for your next lesson.

Connect via ROVER or go directly to [nfb.ca/education](http://nfb.ca/education)



# Professional Growth OPPORTUNITIES

## February

- |   |  |
|---|--|
| 3 Early Learning With Block Play – Numeracy, Science, Literacy and So Much More! – Regina     | 11 Facilitator Series – Planning and Organizing Professional Learning Experiences – Saskatoon                  |
| 6 Quality Not Quantity: Writing in the Elementary School – Saskatoon <b>NEW</b>               | 13 Développer de bonnes habiletés langagières à l'oral – Moose Jaw   |
| 8 Differentiating for the High-Ability Learner – Saskatoon <b>NEW</b>                         | 13 Getting Graphic: Using Graphic Novels in the Middle Years Classroom – Saskatoon <b>NEW</b>                  |
| 8 Using Tasks in High School Mathematics – Saskatoon <b>NEW</b>                               | 14 Instructional Leadership for Principals – Leading for Diversity – Saskatoon <b>NEW</b>                      |
| 9 Technology in Mathematics Foundations and Pre-Calculus – Saskatoon                          | 14 They Never Could Have ... Before! Using Technology to Enhance Learning in Elementary Classrooms – Saskatoon |
| 10 Facilitator Series – Embedding Formative Assessment Into Professional Learning – Saskatoon | 15 Planning for Instruction and Assessment in Senior Science – Saskatoon                                       |
| 10 Parent and Family Engagement in the Early Years – Saskatoon <b>NEW</b>                     |  |



For more information about these sessions or to register, visit our website at [www.stf.sk.ca](http://www.stf.sk.ca).

# Early Years Summit

## Learning Inside and OUTSIDE

May 23 & 24, 2017

Western Development Museum  
North Battleford, Saskatchewan

Featuring Early Childhood & Nature Educators:

- Beverlie Dietze
- Diane Kashin
- Susan Stacey
- Sherron Burns
- Sophia Yannitsos
- Kjelti Anderson

Registration opens January 9, 2017  
One Day (\$125) and Two Day (\$200) options – discount available for regional partner agency employees (\$75/\$150)

For information: 306.446.4545 or [becip@sasktel.net](mailto:becip@sasktel.net)

Hosted in partnership by: Living Sky School Division, Light of Christ Catholic School Division, Battlefords Early Intervention Program, Battlefords KidsFirst, Parent Mentoring Program, Battleford River Treaty 6, Early Learning and Child Care, Cognitive Disabilities Strategy