

Leading to Learn draws favourable reviews from participants

Ever since the Ministry of Education announced its Education Sector Strategic Plan five years ago, much of the attention has focused on the goals to improve on-time graduation rates for First Nations, Inuit and Métis students by 2020.

In the interim, there have been various initiatives that have been undertaken with that goal in mind. Now you can add Leading to Learn to that list.

The intended primary audience is principals and administrators, with the overarching aim that they are the ones who can set the tone to make First Nations, Inuit and Métis students feel more comfortable in their respective schools.

Count on Aaron Fosseneuve, a First Nations educator, among those who have high hopes for this project that started two years ago.

Fosseneuve has only been involved personally for this year, and he is looking at the opportunity to interact with colleagues provincially as the ideal catalyst prior to assuming the principalship at Charlebois Community School in Cumberland House this fall.

“This is the best professional development I have been to in my 15 years in education because this is looking at things through a different lens in terms of building healthier relationships,” Fosseneuve remarked.

“This is south meets north. So that is what makes this possibly the best initiative in years because we get to learn from each other and that’s why I am hopeful with this compared to some of the others we have seen,” he added.

He lauded the desire to have an understanding of both the Indigenous ways as well as the more traditionally utilized system. “I think

it’s going to be a great tool for administrators to help establish equity outcomes for our First Nations, Inuit and Métis students.”

Susan Nedelcov-Anderson, assistant deputy minister with the Ministry, was equally ebullient about the prospects. As one of those who was in on the ground floor, she has been pleased with the evolution and commitment shown.

“We had this dream, but you never know for sure until you walk things through. We took some chances with this because there was not a set plan to follow. There were some muddy waters along the way, but you can see how everyone is pulling together and the relationships developing.

“This is such strong professional learning for administrators, and administrators are a critical piece for schools to lean on. With their support, and that of Elders, we have all the pieces in place for sustaining this initiative. To hear some of the stories that were shared here first-hand, I was just glad I was here today,” she enthused.

Jenise Vangool, who is principal at St. John Community School in Greater Saskatoon Catholic Schools, cited the fact that this is the first-ever, provincially professional development of this kind as a key factor.

“It’s great because it is created by and led by principals and so that can be very impactful in our schools. For me it has helped us a great deal to share with colleagues and it has given us time to reflect on what we know has to be done. There is a moral imperative for us to get this right, and for me personally, the greatest impression has been to witness the teaching of the Elders.

“I felt like every time we left one of these meetings that we were able to utilize what we had shared in terms of making a difference. Everyone has a shared commitment and an accountability to report back to the group,” she noted.

Fosseneuve stressed the importance of having six diverse divisions involved in the process, noting how it is a major help in building capacity and establishing a strong network.

“I definitely can share my experiences from Northern Lights [School Division]. But being here with colleagues from the other divisions is empowering, and you can gain a lot from having the other perspectives. At first there wasn’t a lot of conversation necessarily, but now it’s like we are a family,” he noted.

“The Saskatchewan Professional Development Unit has been fantastic in



Participants attending the Leading to Learn workshop had much to discuss with provincial colleagues. There was a consensus that this initiative has rich potential for the future.

helping us all figure this out along the way and to facilitate these meetings has not been easy, but they have been there every step of the way,” Nedelcov-Anderson said.

She praised the overall collegiality of having involvement from the Ministry, school divisions, the Saskatchewan Teachers’ Federation and the Saskatchewan Educational Leadership Unit. “We’re all in this for the same reason and that’s to see success for all Saskatchewan students.”

According to Vangool, the collaboration that developed along the way has been a major contributing factor to the respective administrators feeling comfortable enough to put themselves in a vulnerable position to arrive at this place before the end of the school year.

“It has been a lot of work, but very rewarding and inspiring both personally and professionally. I think what we have talked about are very manageable things we can do in our own divisions and there is much to build on moving forward.”

Vangool said in her own school she has already seen tangible evidence of success. She noted attendance figures as one of the examples of how students are feeling more engaged and that is a direct factor in seeing some of the improved outcomes.

She indicated how each teacher on staff has had a First Nations, Métis or Inuit student for whom they assumed a strong personal connection and measured their respective data. “You could see the emotion that developed and it’s because, as teachers, we care about these kids. So to strengthen those relationships in terms of recognizing the importance of culture is so important. We’re now at a pivotal point and there is a strong commitment to carry forward. This group [administrators] is motivated to continue to build those bridges.”

Shaun McEachern, Director of SPDU, said the sort of distributive leadership model that has been followed has been key to the success.

“I walked into this when it was already well underway, but the feedback has been glowing,” he said, while praising the work of SPDU

Associate Directors Lindsay Shaw and Connie Molnar in particular. “The next step now is for these folks to stand in front of their colleagues and share the work. I know they are excited, but they are nervous about it too because they know there is some heavy lifting ahead.”

McEachern was adamant that a lot of the work that has gone into Leading to Learn has been “off the side

of people’s desks, and it has been above and beyond, and that’s because they believe in the work they are doing and see its importance.”

He did caution that it is important to maintain the funding from the Ministry to allow this program to flourish and grow.

Fosseneuve underscored the importance of “building success as a pathway to empower our students through culture, language and overall sense of self so that they will know where they want to go in life. We have to do this together and that’s the biggest takeaway for me. The biggest change personally is how I look at the importance of community engagement and how our schools can benefit from that. That has been the biggest learning curve.

“What we have been talking about as a group are things that can definitely be adapted to our individual situations.” ■

Political parties both release results of respective education surveys

Both the present and future of public education in Saskatchewan is clearly a topic of considerable interest for both the province’s major political parties as each released results of extensive surveys they recently conducted.

The New Democratic Party’s version focused on how educators are feeling about their plight in light of recent funding cutbacks from the provincial government. Meanwhile, the Ministry of Education heard back from nearly 9,000 students, parents and community members offering their respective viewpoints on what students in the province need to succeed in school.

NDP Leader Ryan Meili, along with Education Critic Carla Beck, shared the findings of the Saskatchewan NDP’s *Brighter Future Education Survey* while addressing the Saskatoon Teachers’ Association convention.

According to Beck, the results paint a clear picture of a deepening crisis in Saskatchewan classrooms, with staff morale and learning conditions for students suffering, and kids facing more complex classrooms with fewer supports.

“As a parent myself, it’s hard to see the sacrifices teachers in this province are making as the Saskatchewan Party’s cuts to education filter down,” said Meili. “Our kids’ classrooms are increasingly crowded and the government continues to let teachers and kids down,” he said to rapturous applause from the 3,500 teachers attending the event.

The NDP survey received submissions from over 1,400

people across Saskatchewan. Of those responding, 84 percent of teachers and 77 percent of educational assistants said the situation in Saskatchewan schools has gotten worse in the last three years. Fifty-six percent of parents said that learning conditions have worsened in the last three years. Eighty-three percent of respondents supported a cap on classroom sizes in Saskatchewan.

Almost 40 percent of respondents were teachers, and of them, 83 percent said the number of students with additional needs in their classrooms has increased over the last few years.

Eighty-six percent of educational assistants agreed, with 41 percent of teachers going on to say that students in their classes rarely or never get the support they need.

Meanwhile, in the online survey conducted by the Ministry of Education, students identified the most important things to help them learn are quality teachers and staff and a comfortable, quiet learning environment. Students also said it is important to have a variety of program and elective options so they can work toward future goals and to study things they are interested in.

In addition to the students, non-students provided survey responses saying that quality teachers, issues at home and access to supports, including educational assistants, are the top three things needed to support students’ well-being and learning.

Education Minister Gord Wyant suggested, “student voice is key as we begin to plan for the future success of all Saskatchewan students now and into the future.” ■

Culbertson determined to use role at OTC to move reconciliation forward



Mary Culbertson, Treaty Commissioner of Saskatchewan, has seen things from both sides of the table. She is determined to be a catalyst in moving reconciliation forward.

You don't have to talk to Mary Culbertson for very long to realize this is an individual who is not easily surprised. This is due to the simple fact she has seen things from so many different angles. That tends to all but remove naive idealism from the conversation.

As the first woman to occupy the position of Treaty Commissioner of Saskatchewan since early 2018, the University of Saskatchewan graduate is a lawyer by profession. During the past two decades she has worked with the federal, provincial and territorial governments and with a host of Indigenous organizations.

That experience has made her all too aware of the level of bureaucracy that often impedes meaningful work on the path to truth and reconciliation, despite claims to the contrary.

Sitting in her office at the Office of the Treaty Commissioner, Culbertson acknowledged her level of frustration at the lack of genuine participation among the various parties when at the negotiating table.

While thoughtful in her approach, make no mistake—Culbertson is also someone who calls it as she sees it. And as mentioned, she has seen this sort of bureaucracy all too often.

"For sure it's purposeful, and it's from all sides at the table. There is definitely a sense of internal bias at those tables. If there was more of a collective will, it wouldn't be a matter of blaming each other," she offered.

Culbertson noted that when it comes to racism, she

finds it easier to deal with when someone is overt and blunt about it "because then you know what you're dealing with as opposed to veiling those views under the guise of being benevolent."

Culbertson grew up seeing both worlds on the family farm north of Pelly which is across the river from her Nation of Keeseekoose. She explained that while her mother was Aboriginal and her father was Irish, she was never confused about her Aboriginal roots.

She said until Grade 2, she had never encountered racism or realized she was "different." Her experience growing up only solidified her resolve, even as a young child. "I wanted to do something, and I knew I would fight for people. So I went to law school and now in this role, it just seems like a natural fit," she said.

Culbertson has approximately three years left in her five-year appointment (she is the first full-time treaty commissioner for some time after succeeding George E. Lafond).

That full-time role, coupled with her determination to make a difference, means she has put on close to 100,000 kilometres travelling throughout the province approximately 15 days a month.

While conceding that this has contributed to a sense of fatigue and stress at times, she sees her role as a "duty" and adheres to a sense of servitude as a result of her background in law.

While the OTC has been in existence for 30 years and remains a vanguard in the

country in terms of offering treaty kits for teachers, it has been an ongoing challenge to secure sufficient funding.

According to Culbertson, she would love to see the treaty kits updated and to make the contents available online.

"Our resources definitely need to be updated. Teachers need to continue to be exposed to learning about the cultural aspect and to be able to review and update the contents.

"When I think back to the start of the OTC [under Judge David Arnot], there were some amazing building blocks in the first 10 years time. I hear from Elders all the time about what it is we should be doing now and they have high expectations. I tell them we're doing all we can, but there is a sense of disappointment," she conceded.

"There needs to be a strong political will for us to move forward in the way we would like, but the involvement of the electorate plays a big part in that. So when I talk to people, I always try to personalize the importance of what it means for all of us to be treaty people," Culbertson said.

Describing herself as a realist, Culbertson's aspirations are tempered by knowing what is attainable, or the "low-hanging fruit" as she calls it in terms of the longer-term goals for the OTC.

"We just keep chugging along and I always have hope. We're making inroads but it can be a slow process sometimes," she sighed, while remembering all too well that she assumed her role at the same time as when the infamous Gerald Stanley trial was taking place.

Culbertson freely admits that trying to change long-held views of those 40 years and older, for example, is all but futile. "So we need to focus more on the younger people who are more impressionable and open to learning.

"The original intent of treaties, and education in particular, has been horribly bastardized," Culbertson said, alluding to the adoption of the lamentable residential school experience.

"We're never going to go back, but what we can do is pick up the pieces together and move forward. It has to be together. It has to be about people and not governments. That requires courageous conversations and we can't stop. That is what truth and reconciliation is supposed to be about, and the opportunity is there for us to make a real difference," Culbertson stressed. ■

Woloschuk re-elected to EI Executive Board

Former Saskatchewan Teachers' Federation President Dianne Woloschuk was re-elected to the Education International Executive Board at the recent 8th World Congress held in Bangkok, Thailand.

Woloschuk, who was first elected to the EI Executive Board in 2015 and represents the Canadian Teachers' Federation, occupies one of 10 regional seats alongside educators from around the world.

Woloschuk's presence at the Executive Board level was welcomed by EI President Susan Hopgood of Australia, who stressed the organization is "always advocating for gender parity," which saw 15

women elected along with 12 male counterparts.

During Woloschuk's first four-year term on the EI Executive Board, the native of Saskatchewan and longtime Saskatoon teacher and administrator, sat on the EI Constitution and Bylaws Committee and served as chair of the EI Status of Women committee. She also been involved through EI's advocacy at the United Nations Commission on the Status of Women.

Woloschuk was President of the Saskatchewan Teachers' Federation from 2007 to 2010, and later went on to become President of the Canadian Teachers' Federation from 2013 to 2015. ■



Dianne Woloschuk

Woloschuk, who still lives in Saskatoon with husband Gerard, obtained her bachelor of education degree in 1977, before adding a bachelor of arts the following year and earning a master's degree in education, majoring in education administration, in 2004. ■

Resource Connections



Connect with us for provincewide library resources and services

By Joan Elliott, Librarian/Manager, Stewart Resources Centre

Welcome to the new school year! Whether you are beginning your first year of teaching or are a more experienced teacher or principal, we encourage you to check out the resources and services available at the Stewart Resources Centre.

Materials in the collection

The collection includes over 27,000 books and audiovisual materials on such professional topics as supporting the mental health and well-being of students and teachers, trauma-informed practice, differentiation, instructional strategies, inclusive education, student assessment, classroom management, student engagement, professional growth and school leadership.

Additionally, the Centre holds a copy of most learning resources approved by the Ministry of Education through the Exploring the Many Pathways to Learning project. For example, recommended resources are available for: K-12 treaty education; English Language Arts 10, 20, 30; Biology 30; M-2 Programme d'études interdisciplinaire; Sciences 1-5; and Études catholiques 9, 10, 20, 30 among many others.

Services

Wherever you live in Saskatchewan, you can borrow these high-quality resources by using our online catalogue and request form available on the Saskatchewan Teachers' Federation website at www.stf.sk.ca > Professional Resources > Stewart Resources Centre > Online Catalogue. The login feature is not yet enabled but the catalogue can still be easily searched.

If you live outside of Saskatoon, we will mail materials to you at your school or home free of charge. Please keep the postage-paid label to use when returning them. If you live in Saskatoon, you can request that items be sent directly to your school through the weekly interschool mail system. The lending period is four weeks and renewals may be requested.

Other services include an email reference service wherein you can request specific titles or resources to fit subject-area outcomes. The form is available at www.stf.sk.ca > Professional Resources > Stewart Resources Centre > Services > E-Reference Service. If you are looking for up-to-date or historical research, we will search a variety of databases on your behalf. Simply fill out the Request Journal Database form located at www.stf.sk.ca > Professional Resources > Stewart Resources Centre > Services > Request Journal Database Search.

Additionally, online bibliographies on specific topics as well as monthly New Arrivals lists can be located on the Resources section of our webpage. We also provide a current awareness service via Twitter. Follow us @STFLibrary to find out about the latest resources in the Centre or available elsewhere.

New resources

The items highlighted below are a sampling of some of the exciting new resources added to the collection. *Future History: Reclaiming Our History, Harnessing Our Future*, a 13-episode documentary series produced by Redcloud Studios and distributed by McIntyre Media, features two Indigenous hosts who travelled to communities across Canada to develop a greater understanding of the cultural revitalization that is occurring. *Origin Stories, Policy, Pow Wow & Exhibition, The Arts, and Wellness* are some of the titles in the series.

Teachers in Saskatchewan's numerous multigrade, multiage or combination classrooms will find *Understanding Multiage Education*, by Sandra J. Stone and Kathleen G. Burriss to be a thoughtful guide. Chapters on topics such as curriculum, assessment, grouping and learning environment provide valuable strategies and insights.

PLC+: Better Decisions and Greater Impact By Design, by Douglas Fisher, Nancy Frey, John Almarode, Karen Flories and Dave Nagel, emphasizes the importance of collaborative work in fostering student learning, equity and collective teacher efficacy. Their PLC+ framework focuses on five essential questions including: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did not benefit?

Contacting the Centre

We are open weekdays from 8:30 a.m. to 5 p.m. during the school year. For information or to request materials, please visit us in person at 2317 Arlington Avenue in Saskatoon, telephone 1-800-667-7762, email src@stf.sk.ca or use our online forms.

Contact us today to see how we can be of service. We wish you the very best. ■

Cook's long-standing involvement on behalf of Métis education seeing results

During the 40 years he has been involved in education in Saskatchewan, it's probably fair to say Earl Cook has seen it all—sometimes more than once.

Cook, a former teacher himself, has a varied resumé to say the least, including being a former co-chair of the Gabriel Dumont Institute Board of Governors. Two years ago he received an Honorary Doctor of Laws degree from the University of Saskatchewan.

Cook has been a firebrand in his commitment to Indigenous education, and particularly for the province's north and his Lac La Ronge home. Moreover, there is no sign whatsoever of his passion having diminished or that he might be pulling back. In utilizing his often hard-earned savvy and determination, one of his latest coups is a classic example of how he has been able to open many doors that once appeared closed.

Two years ago, the much-applauded Northern Teacher Education Program was abruptly pulled after over 40 years of having provided a long line of teachers trained at the Lac La Ronge facility. All along, the stated intention was for graduates of the program to return to their roots and thus help alleviate

the teacher shortage in many remote northern communities.

As frustrated as he might have been at the time, Cook is no quitter and he has proven countless times how adroit he can be at finding solutions by working behind the scenes. Now, in a sort of full-circle scenario, Gabriel Dumont Institute, in partnership with the Lac La Ronge Indian Band, has secured a facility located on the aforementioned First Nation.

This time the program will be known as the Northern Indigenous Teacher Education Program. Already the pinch has been felt by nearby Northlands College, which had been earmarked as the successor to NORTEP, but the bachelor of education program has encountered numerous setbacks during its short life. Today, according to Cook, there are approximately 100 applications for the NITEP program which can accommodate less than half that number, while there are only a handful of applicants opting for Northlands.

In analyzing the strengths of each program, Cook echoed the words of Simon Bird, the director of education for the Lac La Ronge Indian Band, who stressed the importance of offering the First Nations perspective as one of the

critical features in attracting Indigenous and Métis teachers.

According to Cook, the timing is right for the collaboration between Gabriel Dumont and the Lac La Ronge Indian Band in opening this new chapter. He cited the 2017 Canada-Métis Nation Accord as a key springboard in which the Métis Nation was recognized for its own collective identity, language and culture in its journey towards self-government.

Moreover, the Supreme Court of Canada ruled that it was the federal government, as opposed to the provincial government, that had the legal responsibility to legislate issues related to Métis and non-status peoples.

"There was a big change when the Liberals came into office and that was a big part of their platform. So with the signing of the Accord, the federal government had the fiduciary responsibility for Métis and First Nations people. It made things much clearer in the area of advanced education. It was a major accomplishment for our future," Cook said.

Buoyed by the initial surge of applicants, Cook said they would like to accept people from across northern Saskatchewan with a view to expand in the future—perhaps to include some kind of arrangement with Northlands.



Earl Cook has been a longtime advocate for education for peoples of the Métis Nation of Saskatchewan.

Last year, the Métis Nation-Saskatchewan signed a memorandum of understanding with the Saskatchewan School Boards Association with the intention of strengthening the commitment to future Métis student success.

"Part of our role as the MN-S is to build positive relationships with all residents of Saskatchewan, and to share our stories and experiences in our own voice," Cook said. "This is a new world and we have to find a way to work with schools through the SSBA. One of the things we would like to see is that there be some provision for Métis issues. This is a challenge for us to make meaningful change and not just to survive," he stressed.

While mindful that there is bound to be some trust issues given past dealings with

government, Cook said he is optimistic about the process and its intent.

"I have seen change for the worse in the past for a variety of reasons, particularly when it comes to funding. We have to be serious about this in the future, and not just to pay lip service. There needs to be a commitment to follow up."

Cook knows first-hand how critical education is, stressing that it is one of the keys to future success.

"Leadership [for the Métis Nation] requires educated people in those roles. We have an opportunity here and we have to take advantage of it. Education has always been close to my heart and we have to be committed to building on this. It will take time but people can see how it's supposed to work and that is positive," Cook remarked. ■

Meyer says students' feedback has made all the time invested worth every minute

Two years ago, the whole notion was still ostensibly an idea, albeit that the course had been completed by the Prairie South School Division in close partnership with Moose Jaw Pride.

Lori Meyer, superintendent of learning in the division, was integrally involved in developing the Gender and Sexual Diversity Studies course for high school students, along with learning consultant Jenn Chan and Joe Wickenhauser, executive director of Moose Jaw Pride.

As one of the presenters at this year's Saskatchewan Principals' Short Course, Meyer had a chance to reflect on the inroads made in two of Moose Jaw's high schools in particular since the course was introduced.

"In conversation with some of the kids who have enrolled [in the elective course], they have told us how much more confident and valued they feel. I think the biggest

benefit is the connections our LGBTQ kids have been able to make with each other and build their own bridges. This has opened up a whole new dialogue for our kids and it's been incredible to see," Meyer added.

From the outset the hope was for the course to have relevance for every student with the intention that through education it would help others better understand some of the challenges gender and sexually diverse students face on a daily basis.

Meyer outlined the importance of the division also providing extra professional development for those teachers who signed up to teach the course in order that they can be more comfortable.

That included attending a conference in Edmonton where there were educators from across Canada, which further expanded everyone's horizon while also providing

invaluable networking opportunities.

Not one given to hyperbole, Meyer rather opted for the phrase, "This is like a pebble that creates a ripple effect and you hope to reach the shore."

She was quick to point out the importance of the partnership with Moose Jaw Pride throughout. "We simply couldn't have done this without their guidance and expertise regarding the history of gender and sexually diverse people in Canada. They have been such a huge contributor."

Meyer also lauded the support of Prairie South School Division Director of Education Tony Baldwin, as well as her colleagues in ventures such as this.

"The support and leadership we have received from our division is just another example of how they support what might be considered risk-taking, but he [Baldwin] is always

very supportive when it comes to trying to meet the needs of our kids. This is not a random example, but it's part of the ongoing conversations we have. It's basically a matter of let's figure out a way to do what is required," Meyer offered.

Meyer and her colleagues are already contemplating the next step in the journey in terms of trying to add an online component to better support LGBTQ students in the rural schools within the division.

"This requires funding and resources, but we realize that currently there is a gap and we need to build a bridge for those students. We're not there yet but we need to make sure we have the right people in place to lead it and to make sure all the pieces fit."

As a precursor to any widespread expansion of the project in the future, Meyer acknowledged she has personally been around to

every bathroom within the school division in an ongoing effort to make sure there are gender-neutral washrooms available so all students feel a sense of safety and security.

Conceding that this has meant the investment of a lot of time for all involved, Meyer said at the same time "It's been super exciting to be involved and we all know how important the work is, and when you have kids come and tell you what a difference it has made for them, that makes it all worth it."

"This is who we are now in society, and we're just trying to keep up. It goes back to the pebble. We have all learned so much during this process, and I continue to do so. As we go forward, our responsibility is to listen to the students because ultimately they will be the ones who drive this. We're not perfect but we continue to work on this because it is so important," Meyer said. ■



2019-20 STF Executive

The upcoming provincial collective bargaining process will be just one of a host of challenges for the Saskatchewan Teachers' Federation Executive. They are: Front row (from left) Micheal Hagel (Vice-President), Samantha Becotte, Karen Kennedy-Allin and Patrick Maze (President). Back row (from left) Nadine Jennison, Debbie Ward, Neal Boutin, Vince Mamer, Ben Goby and Nathan Bromm.

Morse elected new CTF president

OTTAWA—Delegates at the Canadian Teachers' Federation Annual General Meeting elected Shelley Morse of the Nova Scotia Teachers Union by acclamation as the next national president for a two-year term as she succeeds H. Mark Ramsankar in the role.

A former president and vice-president of the NSTU, in 2018-19 Morse served as a CTF/FCE vice-president, chair of the Advisory Committee on Diversity and Human Rights and a Trust Fund trustee. Prior to these roles, Morse undertook various leadership

opportunities at both the CTF/FCE and the NSTU. Her extensive executive history at the CTF/FCE includes being an appointed NSTU delegate at several CTF/FCE Annual General Meetings and chair of the CTF/FCE Advisory Committee on the Status of Women in 2014 and 2016.

Passionate about advocating for gender parity in Canada and around the world, Morse attended the 2014 Education International World Women's Conference in Ireland and the United Nations Commission for the Status of Women in New York twice.

In addition to Morse's election, the following five leaders in public education were named as CTF/FCE vice-presidents to serve a one-year term on the Executive Committee for 2019-20: Dean Ingram from the Newfoundland and Labrador Teachers' Association, Clint Johnston from the British Columbia Teachers' Federation, Jenny Regal from the Alberta Teachers' Association, Liz Stuart from the Ontario English Catholic Teachers' Association and Paul Wozney from the Nova Scotia Teachers Union. ■

Kennedy-Allin purposely looks for ways to involve students in the process

When it comes to the ongoing trend towards student-focused education, you can count Karen Kennedy-Allin among the biggest fans.

The Weyburn Comprehensive School educator, who was recently presented with a Certificate of Teaching Excellence at the 2019 Prime Minister's awards, is all about preparing her students for what lies ahead by striving to provide them with independence.

"That swing to make education more student-focused is huge in my eyes," Kennedy-Allin said during a break from attending her first meeting as one of the newest members of the Saskatchewan Teachers' Federation Executive.

You see it's not just that she is a tireless advocate for her students, it extends to advocating for the province's teachers as well. In fact, she confided that it is a trait she has had since she was a high school student herself, "and it was a major part of what made me decide that I wanted to be a teacher."

While being reminded of the time commitment required to be a member of the Executive, on top of her role as president of the South East Cornerstone Teachers' Association and teaching physics, biology and environmental science, Kennedy-Allin had a bit of a chuckle about the "probability" of finding time. She noted that she has decided to step back from some of her out-of-classroom duties, such as her work with the Ministry of Education and her role as a provincial facilitator.

"It was always in the back of my mind to run for the Executive. My philosophy has always been that it's easier to change a system from the inside, and so my commitment was to see if I could come in and help make a difference.

"I've been enjoying advocating for teachers and it seemed like a good time to take it to the provincial level. I have stepped away from a few of my other involvements because I want to do well and not spread myself too thin," she explained.

As part of her new-found involvement at the provincial level, Kennedy-Allin said she is intrigued by the political side, having already talked with Premier Scott Moe and Education Minister Gord Wyant.

Like many colleagues, Kennedy-Allin is troubled by some of the recent developments in public education, not the least of which have been to experience the harmful funding cutbacks. Regarding the politicians with whom she has interacted, she has her perspective.

"I think they understand the plight of teachers, but honestly I think they [Saskatchewan Party] are too focused on their conservative ideas. I'm not sure they realize the societal benefits of a strong education system. I think they are missing the point in that regard. Investing now will result in savings later in all aspects.



Weyburn teacher Karen Kennedy-Allin is shown at the Prime Minister's awards ceremony in Ottawa.

"I'm not sure how, but education seems to have lost importance and we have to realize the education funding model can't be sustained with these cuts," she added.

Confirming that she is never scared to try new things, Kennedy-Allin added that "I have always strived to be a different kind of teacher and to experiment with different pedagogies. I think I've accomplished that, and I think you have to keep learning to be at your best."

Her analysis is based in significant part to her own introspection, reflecting on her early days in the classroom when she became a wholehearted devotee of the inquiry, project-based model.

"I think they understand the plight of teachers, but ... are too focused on their conservative ideas. I'm not sure they realize the societal benefits of a strong education system."

Karen Kennedy-Allin

"I tried to do too much too fast and I put too much of it into the students' hands, so I had to pull back a bit and find the balance. I took baby steps until we had that balance and that's not the way I am," she freely conceded.

Kennedy-Allin cited a conference she attended at the University of Waterloo as having been transformative to her teaching practice. "It was an international conference on theoretical physics, and I learned so much. It just clicked for me to realize the importance of student engagement, and I try to grow to that every semester," she said. This confirms her belief in a saying that has been attributed to her—students will not care until they know you care.

Her willingness to embrace student voice in the whole teaching process was highlighted in the media release that accompanied her award, in which it was

pointed out she conducts a survey among her students at the end of every semester in an effort to gain the sort of constructive feedback that can lead to improvements.

"That has been very valuable. It's not always going to be something you might like to hear and it can be hard sometimes. But the input from the students can help you remember that different strategies work for different kids," she observed.

Suggesting she coined the phrase, Kennedy-Allin alluded to the "merry-go-round" approach to problem solving that includes a circuit of eight work stations, each with a problem to solve.

"It has worked great and the students are excited and you get 100 percent engagement. Every student is assigned a job and a role and nobody gets to sit back and just let it happen. It makes the thinking very visible and I can see what is going on. A lot of times it can be very beneficial and you see there are different ways to solve the same problem. There have been lots of times when I never would even have thought of it that way," she said, while recalling that she kind of backed into physics in her early years of teaching. Today, however, she offered that "physics is my life," adding her licence plate says "Physix."

One of the sources of inspiration that Kennedy-Allin has revelled in is the new curriculum, which she had no small part in constructing along with three other Saskatchewan educators.

"That was so exciting to have been part of because we knew we would be able to transform it," she said, while lauding the work of longtime facilitator Dean Elliott, whom she said did a really great job.

"He [Elliott] let us go and then he would pull us back but he was not afraid to make changes and so we were able to modernize the curriculum. As physics teachers in the classroom, we knew what would work and I think this has really taken hold," Kennedy-Allin said.

Her passion for science has been an inspiration for her two sons, Brandon, who just graduated with

Editorial



Can we dare hope for renewal of trust?

Ask any of my colleagues around the Saskatchewan Teachers' Federation building, and I'm going to suggest they will say I am the antithesis of a hoarder. While others have countless binders and such, my minimalist corner of the building has three (two of which I have probably never opened, if truth be told).

In the windowsill there is, however, old copies of the *Saskatchewan Bulletin*, so in this case it proved rather poignant that as we start a new publishing season there is a definite sense of déjà vu. Last September's front-page headline was the fact that an arbitration board had awarded a two-year contract for the province's teachers. Its expiry date was August 31, 2019. So you all know what that means.

Yes folks, we're imminently back at the bargaining table again and dare we hope that, unlike the last provincial collective agreement, things are settled before a year after the existing expiry date.

It has already been well-chronicled how the STF and the Teachers' Bargaining Committee have committed to making this a transparent process in seeking a three-year deal. Moreover, there is a very purposeful effort to make this round much more specific with the notion of class size and composition at the very heart of the asking package.

Now is when things get a bit murky as the dollar dance begins in earnest as part of courting public support.

The STF steadfastly maintains that even with an increase of \$26 million towards PreK-12 education in the spring budget, it still falls well short of the \$54 million that was yanked in the 2017 budget. Yet this summer, there was Premier Scott Moe telling the good folks of Melfort how the nearly \$2 billion that the provincial government was dedicating to the sector was the "largest investment in the history of Saskatchewan."

Oh yes, he also managed to somehow infuse the issue of the carbon tax into the conversation. Spare me.

Ultimately, we might as well accept that the financial size of any potential agreement is going to be characterized in much different language depending on which side of the table you sit.

As for the issue of class size and composition, that too can be presented in different ways, except for the fact that it is undeniably a major issue that's not going to go away, especially when funding has been slashed for classroom supports for students with special needs.

Ask any teacher and this is a very real issue. Even the civil servants within the Ministry of Education have cited violence and safety as concerns for classroom teachers. Everyone accepts there will be a give-and-take process as part of the negotiations. This area should not be merely a compromise.

From the sidelines, I can tell you what I would like to see as this scenario unfolds. More truth and less spin. Laudable as it sounds, when Education Minister Gord Wyant insists that teacher voice must be an important component in carving out a potential new blueprint for education, there has been scant evidence of that being welcomed by all his fellow ministers and those who control the purse strings.

It would be refreshing if there was a way public trust could be restored—not just for the education sector, but for governments in general. This would be an ideal place to start. ■

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: 306-373-1660/1-800-667-7762
F: 306-374-1122
bulletin.stf.sk.ca

©2019. 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.

a pharmacy degree at the University of Saskatchewan, and younger son Keith, who has already made it clear that he sees his future in the sciences, which makes their mom understandably proud.

It's that same inspiration she is passionate about instilling in her students, as well as emphasizing the importance of relationships.

"I don't think of teaching as a job—it's who I am. This is what I always wanted to do," she said in reflecting on how her career has evolved since entering the profession in 1992.

"I definitely don't feel like I am nearing the end of my

career. I am always striving for self-improvement, even if sometimes I have been scared. I dedicate this award to my students past, present and future because you are the reason why I do this, and I care so deeply about this. I have my own family and my family at school," Kennedy-Allin said during her acceptance speech.

"I would also like to recognize all the teachers that have shared their skills and practices with me over the years. All I really needed to do was have enough courage to implement things that I have learned from others that came before," she summed up. ■

Taking things out of the box has helped students' engagement level



Cassandra Neufeld (front centre) is the principal at Gronlid Central School. She is surrounded by the entire student body and staff, and being outside like this is the norm for the tight-knit school.

GRONLID—Just before gathering the entire student body (30) and staff (seven altogether, including four teachers) for a photo outside, Gronlid Central School principal Cassandra Neufeld had a chuckle.

Prior to assuming her current role five years ago, she worked for Saskatoon Public Schools for 18 years. “I had individual classes with more kids than we have in the entire school,” she laughed.

You don't have to spend more than a few minutes in this environment to quickly deduce two things. First is the unmistakable strong reciprocal bond between Neufeld and her staff with the students in this K-8 facility. Second, it's no coincidence that so much of what is the daily regimen here happens outside in a myriad of ways. You talk about land-based learning; these folks take it to another level entirely, and on a year-round basis.

When it comes to planning activities away from the school, there is a poignant example that small is good.

You see, Shelly Craik is the educational assistant at the school, who also happens to be the bus driver, so arranging for transportation can be easier than what many colleagues in larger centres might experience.

Neufeld enthusiastically confirmed she has always been an avid outdoors person, which she says has been an asset, whether it's teaching students how to canoe or winter camp as part of the school's Below Zero program.

The focus on land-based learning was not the norm when Neufeld first arrived. In fact, there were empty classrooms due to the closing of its high school wing, which provided the impetus for the school to change its focus.

According to Neufeld, the North East School Division is very good at providing data. As a staff they noticed the emerging trends in education and there was a consensus that too many of the students felt disconnected

and weren't as engaged as they would have hoped.

One of the most successful programs adopted at the school was the Feed All Four model, which encompasses body, mind, spirit and emotions as a way to fill that void.

An idea that surfaced was to access the natural connection to the land that comes with living in a community like Gronlid with nearby forests, water and farmland.

Incorporating this approach with a greater emphasis on Indigenous ways of teaching resonated with the students in a major way. There was also a strong focus on making a connection between students and a caring adult in the community and at the school.

“I can't say enough about the energy and efficacy of our staff. We wanted to see what this would look like and everyone started doing all kinds of research. Our staff meetings are never dull. We came to be cognizant that not all our kids were connecting to the western ways of teaching.

“So we looked at how to incorporate this in such a way that it supported the curriculum and had a strong spiritual and cultural component.

“We found there was a ripple effect, and our kids were so engaged that reading and literacy results improved so much. There was an increased empowerment and level of confidence because what they were learning was meaningful to them. In a way, we accidentally stumbled on this, but we are doing what makes them feel comfortable. Our kids are so engaged that we have absolutely no issues with attendance or behaviour because they want to be here,” Neufeld observed.

“As a staff we have taken a different route in terms of planning since we started this. The really great part to see is how we have been able to make everything very cross-curricula and so there is so much more inquiry-based learning happening. That has been critical to the success we have experienced and it has been very purposeful. It's common that with our student population we will have Grades 1 and 5 together on an excursion.

“Nature is very unbiased and it can reach everyone; all the time you can learn about science, social studies and math ... it was just a matter of diving in.”

Cassandra Neufeld

“Maybe in the beginning it looked more like a series of field trips, but it has morphed into something much more fluid. With the support of our community, the level of confidence of our students has grown so much,” Neufeld added.

As far as the favourable locale of Gronlid when it comes to land-based education, she suggested that the same principles can be applied anywhere, even if it is an urban

setting where it might just be a walk around the block.

“It might be a slough instead of a lake or river, but you just have to look around and see the possibilities for learning. Nature is very unbiased and it can reach everyone; all the time you can learn about science, social studies and math. For us it was just a matter of diving in.”

Neufeld admitted much of her time that is not taken up by teaching or administrative duties is spent on the phone arranging for the latest expedition, as these programs have now expanded well past Gronlid to surrounding environs.

While the switch from the province's largest city to a hamlet of 74 people has been quite an adjustment for a self-confessed city slicker, her husband Sheldon is also a teacher in nearby Tisdale and has family connections here. This is what prompted them to try this more serene setting for their young family.

So what is it like when she comes home from a full day at school you ask? “I feel exhilarated when I watch the kids and see the look on their faces and see the passion they didn't even know was there. It's become very personal for me. We have students who have tried something they have never tried before and so it was overcoming fear in some cases,” she said. Neufeld added that after several years, she has gone back to upgrading her own lifeguard certification because “I don't want to let those kids down.”

While summer holidays were imminent at the time of this interview, Neufeld was already looking forward to returning in the fall.

“This school is so different than any I have been at in my career. The way we learn together is so exciting and you just want to come to work. I don't think I could go back to teaching subject-by-subject. This is such an interconnected way for students to learn and it's a great way to teach,” Neufeld said. ■

McDowell Foundation Board of Directors approves over \$79,000 in research funding

By Ellen Whiteman, Manager, McDowell Foundation

The beginning of the new school year signals the start of seven new, professionally led research projects funded by the McDowell Foundation. In early June, the Foundation's Board of Directors approved \$79,161 in new research money for the 2019-20 school year.

Land-based education, student mental health, and sense of belonging and leadership are three key subjects of successful grant applications.

The projects approved for funding for 2019-20 are:

- Student Voice Project to Improve Sense of Belonging in Middle Years' Classrooms.
- Developing Sense of Belonging Through Land-Based Education.
- How Does a Teacher Incorporate Place-Based “First Nations Way of Living in Nature” Into the Classroom to Teach High School Sciences in a Northern Reserve School?
- The Development of Teacher Self-Efficacy to Promote Student Mental Health Through the Support of the School Psychologist.
- How Do School Leaders Narrate Their Stories of

Practicing Anti-Racist Education?

- Female Leaders and Their Impact on School Culture in Saskatchewan.

- Breaking Out of the “Textbox”: Increasing Land-Based Learning.

- A Relationship of Harmony and Success: Improving Engagement.

The scope of the research projects the Foundation is able to fund is exciting. We look forward to the benefits students and teachers will experience because of the hard work our dedicated research teams do each year.

The Foundation would like to thank all of the teachers and other educators who applied for funding in this year's competition. Projects focused on teacher leadership, reconciliation and intensive needs. Many others were identified as fundable through the review process, but not funded due to budgetary constraints.

For more information on these or any of the Foundation's projects, please visit www.mcdowellfoundation.ca or follow us on Twitter @STFmcdowell. ■

Community involvement has been pivotal for Gronlid Central School

GRONLID—This would hardly qualify as a newsflash since the phrase has been used frequently, even if the words might be altered somewhat.

The accepted premise, though, is that if a town loses its school, you can all but turn out the lights.

The hamlet of Gronlid (population 74) is no exception. Five years ago, the decision was made to curtail what had been a K-12 school to today's K-8 version (with 30 students and four teachers), with high school students going to nearby Melfort.

This shift pretty much coincided with Cassandra Neufeld's arrival as principal of Gronlid Central School. Once the decision was made to no longer have the high school component, it proved to be the catalyst for greater community involvement in a major way following a sustainability review by the North East School Division.

According to Neufeld, previously the community was always supportive, but most residents didn't know much about what was going on in the school.

Fast forward to today and that is hardly the case any longer. Neufeld said she and the staff at the school made a concerted effort to reach out. As a result, now the level of engagement between members of the community and school is integral to the children's learning, to say nothing of the all-in involvement of those living in and around Gronlid.

“It's been an amazing journey, not just for the students, but the community and people want to be involved and I've heard so many times from parents and community members that they wish they had learned this way,” Neufeld said.

Whereas initially it was the school reaching out, now it is commonplace for community members to come and ask how they can help, to the point where there are already arrangements booked well into fall.

Neufeld recalls one instance in particular when a large group of residents accompanied the students to the river where they released fish that they had raised from birth in the school.

Another example that comes readily to mind was when the entire school was invited to visit a local farm and students learned not only about the different types of soil but also about the economy of agriculture through a role-playing exercise.

“As people in the community have become more involved and feel more a part of the school, it has been wonderful. The relationship between the school and the community has morphed into something special. It might be your neighbour or a family member; everybody is ready to step up and there is a definite feeling of ownership and pride in the involvement,” Neufeld said.

Anyone looking for tangible examples can just cast an eye on the ambitious playground and more recently, the outdoor garden space, stage and gazebo. The common denominator again is the involvement of the community, whether it be financial donations or the labour.

“The process has been transformational and right from the sustainability review, our goal was to establish what our identity was going to be. Together with the community, we have done that and we have received very positive feedback and have been supported by the division so it's been great,” Neufeld commented. ■

Cooper is hoping to spread her own wellness journey to colleagues as well

DELISLE—Increasingly, the topic of wellness for members of the teaching profession has recently been brought to the forefront. It is hardly a new phenomenon, but it is one of those topics that did not tend to be discussed very often in the past.

Kim Cooper, who is a special education teacher at Delisle Elementary School, has experienced the importance of wellness first-hand and she is here to tell her story—even if not long ago she literally couldn't. The reason was that after having been the victim of at least a couple of rather traumatizing episodes with students at school, this led to her actually losing her voice for an extended period of time.

As she was to find out in subsequent counselling and speech pathology sessions, the stress that she had experienced manifested itself in the form of voice loss.

“It all comes down to the fact that some of the things we are experiencing in education might be out of our hands, but wellness is something we can control. We teach our kids to be well; we should be modelling that behaviour ourselves as teachers.”

Kim Cooper

Sitting in her office at school, Cooper can vividly recall the experience, even if initially she was at a loss as to what had happened.

The voice loss was at its worst three years ago. As a result, on her return to school she was put on a half-time contract for six months and now is back on a full-time basis.

Yet, as she says, it is slightly different now for the simple reason that “I have come to know my body, and to understand the importance of being well. I have had to learn to advocate for myself and that might mean just taking a break for a few minutes. It's a huge mindset change but as I have learned, you can't pour from an empty cup. So I have to handle things differently sometimes and to understand that it's OK. We [teachers] all have to understand that.”

Cooper said when she lost her voice, it was a culmination of feeling overwhelmed. It was only later she understood the connection and how there was a direct linkage due to the fact that part of her throat muscles were paralyzed because of the stress. She now resorts to massage therapy to relieve the pressure

on the aforementioned muscles in her neck if she is experiencing stress.

“For some it might be in the form of a digestive disorder, but it was certainly an eye-opener for me. I had never experienced anything like that before, but now I am much more aware when I can feel my muscles tighten and so I can respond appropriately,” she added.

“As teachers, we are wearing these badges that [say] we can handle it. We need to change that and to look after ourselves. I've been very supported since I came back,” she said, acknowledging that it is probably somewhat easier in a small school.

In addition to having administration support for a short time out if she needs it, the school also purchased a personal amplifying device that she can use if needed in order to save her voice.

Upon returning to work, one of the first and most difficult steps for Cooper was to share with colleagues.

“It took me eight months and it was hard to share my story. I was scared and there was this fear of judgment from my colleagues. I had to speak my truth and be confident enough to know that it was OK that some might question, but it worked out,” she said.

Cooper readily acknowledged that during her counselling sessions, it was suggested she might rethink her choice of profession and she contemplated it. But she has always wanted to be a teacher and so to incorporate wellness into her daily regimen has become her goal.

“I have said I wanted to be a teacher since Grade 12, so I guess I'm living the dream,” she smiled somewhat ironically. “I don't see myself giving up teaching, but I want to be well doing it.”

Since coming back, Cooper has also been committed to bringing attention to the wellness aspect to other educators.

“We aren't all at the same place and everyone is on their own journey but we can't give up and ignore some of the signs. This is the new reality in the classroom. Maybe sometimes it means having to talk to someone and do a little reflection.

“It all comes down to the fact that some of the things we are experiencing in education might be out of our hands, but wellness is something



Kim Cooper has experienced her own serious wellness issues and has become an advocate for teachers in Prairie Spirit and elsewhere to prioritize their own health.

we can control. We teach our kids to be well; we should be modelling that behaviour ourselves as teachers.”

According to Cooper, even small things can be helpful, whether it's having flowers or food in the staff room for the collegiality factor, doing yoga, or just talking. “There's no one-size-fits-all, and we need to be open to all avenues depending on what the individual might need.

“It's about balance. We have to pay attention to that—whatever it takes to build up your repertoire. It can be beneficial not only at school, but in your home life as well,” she added.

Cooper has managed to establish a wellness committee within the Prairie Spirit School Division and has secured a grant from Nutrien to promote education wellness.

If there has been a silver lining to this rather tumultuous process, Cooper alluded to the personal journey of discovery. “I have learned a tremendous amount about myself through this. I have grown to focus on being more relaxed and I know stress is not my friend.

“I was terrified when I started this journey, but I have grown tremendously and this is my world now. We all have to try and stay well. My dream is that a commitment to wellness is a part of everyday teaching. We need to pay attention,” Cooper added.

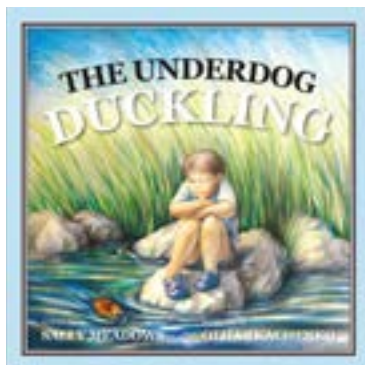
Cooper indicated that the Adult Speech and Language Centre at Saskatoon City Hospital can help other teachers who are experiencing voice issues. ■

Meadows wins national writing award

Former Saskatchewan teacher Sally Meadows has won a 2019 Word Award for her children's picture book, *The Underdog Duckling*.

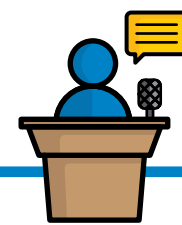
This is the sixth year Meadows has been shortlisted for The Word Awards, and it marks the second time she has won. In 2018, she won in the short fiction category for *A Blessed Christmas*.

Awards were handed out in 43 categories at the event held in Hamilton, Ontario. Meadows, who is an author as well as a singer and songwriter, had been shortlisted for her nature trivia book, *When Sleeping*



Birds Fly: 365 Amazing Facts About the Animal Kingdom and for her blog post, Sally's Adventure in Puppyland-Week 24-Extreme Makeover: Reflections on 2018. ■

Instructional Leadership



What's in your backpack?

By Jane Macleod, Senior Manager, Research and Records

Gearing up for another school year is almost a ritual for students and teachers. Shops and websites are replete with the latest must-haves in writing supplies, desk organizers, planners, notebooks and backpacks. Teachers are tempted with the latest in technology and learning resources guaranteed to enhance students' learning experiences from early childhood to university.

A backpack laden with brand new and sparkling supplies signifies a renewed sense of energy and optimism for a successful year, and I suspect this is as true for students as it is for parents, teachers and principals. So what does the research tell us about what school-based leaders should include in their back-to-school backpack?

1. Fresh thinking. What new ideas about leading and managing have been percolating in your mind over the holidays? As reflective practitioners, principals typically reflect on their leadership performance over the past year. Experienced principals reflect on questions such as what worked, what needs tweaking or what needs revamping. Planning for the year ahead, ask yourself what changes in your school or community will create new leadership opportunities. Finally, ensuring an openness to new ideas is an essential for any principal's backpack.

2. Inquiry for learning. The 2015 Ontario monograph *System Leaders and Collaborative Inquiry* invites educational leaders to “work together to improve their understanding of what learning is (or could be), generate evidence of what's working (and what's not), make decisions about next steps and take action to introduce improvements and innovations.” Some worthwhile thinking for any principal's backpack.

3. Tools tried and true. Websites, podcasts and blogs today share leadership tips and strategies that have withstood the test of time. Regardless of your principal experience, take time to reflect upon and renew your commitment to essential leadership practices such as:

- Committing to know each member of your staff so that you can support them in their role of facilitating student learning in your school.
- Committing to learn about your students. Relationships matter! Successful principals will tell you that their relationship with students profoundly influences the school culture as well as their relationship with teachers and parents.
- Committing to connect with your local community. One principal shared her goal of communicating (in person or via email or telephone) to at least one community member every day. She added that each interaction would include saying something positive about the school.
- Committing to stay connected with your professional community. Your principal colleagues can offer local knowledge and contextual understanding as well as professional guidance and support as you prepare for or respond to leadership opportunities and challenges during the upcoming year. Andy Hargreaves and Michael O'Connor (2018) tell us that, “No profession can serve people effectively if its members do not share and exchange knowledge about their expertise or about the clients, patients, or students they have in common.” Fundamentally, their notion of collaborative professionalism is about “creating stronger and better professional practice together.”
- Committing to take care of yourself. Supporting positive mental and physical well-being in schools is on the research agenda for many educational organizations today. As the school principal, be visible and deliberate as you encourage and model a healthy and balanced work-life culture amongst your students and staff.

Finally, as you review the contents of your back-to-school backpack, take time to reflect on your beliefs, values and passion for education and leadership. Perhaps these affirmations of your professional identity deserve special placement. How about some brightly coloured badges on the outside of your backpack this year? ■

LIFE-CHANGING GRADUATE PROGRAMS

Apply by December 2, 2019

MASTER OF EDUCATION
Counselling Psychology
Educational Leadership
Teaching, Learning and Neuroscience

Ulethbridge
OPEN HOUSE
October 26, 2019
Attend in person or virtually
edgradstudies.ca

University of Lethbridge
Faculty of Education

PLAYSAFE: Don't Let It Happen to You

In The War Amps new "kids-to-kids" safety video, Adam and Rebecca lead viewers on a SAFETY WALK™ to help them spot the dangers in their neighbourhoods. Along the way, they introduce stories from other young amputees who, like them, have lost limbs in accidents. Together, they deliver the hard-hitting but positive PLAYSAFE message.

This valuable resource for educators can be viewed at waramps.ca/playsafe

The War Amps

The economy is everywhere, in all subjects and all grades.

En classe, il est toujours un peu question d'économie.

No matter what you teach, we want to hear from you:
BANKOFCANADAMUSEUM.CA/SURVEY

Peu importe ce que vous enseignez, nous voulons connaître votre réalité :
MUSEEDELABANQUEMUSEUM.CA/SONDAGE

Bank of Canada / Musée de la Banque
Museum / Musée du Canada

Enter to WIN CASH

Answer this: **How can you improve your watershed?**

- Sask. Grade 7-12 students only
- Propose a realistic solution to an environmental concern
- Top 10 win cash prizes, and schools get matching amounts

- Implementation money available
- Fulfills water curriculum objectives
- Free watershed presentations and mentorship are available
- Now booking

Contact Sue Bouchard: sbouchard@saskriverbasin.ca or 306-665-6887. CaringForOurWatersheds.com

Nutrien
Ducks Unlimited Canada
Caring for Our Watersheds Saskatchewan

HOMEWORK CLUB

Employment Opportunity

Our Homework Club will offer **FREE academic assistance** to school-age children and youth. Tuesdays and Thursdays – 6pm-9pm

We are accepting applications for Academic Instructors. This would be a 6hr/week commitment at \$20/hr. *Volunteers are needed, as well!*

Please email Resumé & Cover Letter to Lana Profeit-Fahlman at lanapf@idas.org

Idas
Learning Disabilities Association of Saskatchewan

LIVE Arts.CA

BRINGS A PROFESSIONAL ARTIST INTO YOUR CLASSROOM!

SIGN UP FOR NEXT YEARS BROADCASTS EARLY IN SEPTEMBER

THANK YOU FOR A GREAT 2018-2019 SEASON

FOR FREE

Saskatchewan Early Childhood Education Council

The Saskatchewan ECEC invites you to:

PLAYFUL MATHEMATICAL INQUIRY AND ARTISTS' STUDIO

Presented by Janice Novakowski & Michelle Hikida (from Richmond, BC)

Saturday, October 19, 2019
9:00 a.m.-4:00 p.m.
Lunch & snacks included

Location: Saskatchewan Teachers' Federation – Eamer Auditorium – 2317 Arlington Avenue, Saskatoon

Register at: www.saskecec.ca/events

Cost:
Regular - \$150.00 (includes \$10.00 ECEC membership for one school year)
Students - \$70.00 (includes \$5.00 ECEC student membership for one school year)

AFTER OCTOBER 7TH, A LATE FEE OF \$25.00 WILL BE ADDED (STUDENT – \$10.00)

If you have any questions (or to indicate any dietary requests), contact saskecec@gmail.com

Professional Growth OPPORTUNITIES

October 4, 2019 – Lloydminster

Using Structures to Support Differentiation in Math
This workshop will provide the opportunity for participants to experience and examine classroom structures that allows students to move flexibly among large groups, small groups and individual instruction as appropriate.

October 18, 2019 – Moose Jaw

The Amazing Brain in the Early Years
Connect current research in early development of the brain to your early learning practices as we examine how our routines, play, the environment and daily interactions can help our students develop their amazing brains.

October 21, 2019 – Yorkton

Physical Literacy: Fundamental Skills to Enhance Learning
Join us for an interactive practical day of learning how we can help students become physically literate citizens with strong fundamental spiritual, emotional, cognitive and physical skills for the benefit of themselves and others.

October 21, 2019 – Saskatoon

Writing Series: Purposeful Writers
Teachers will develop their understanding of the modes and genres of writing, the text structures that characterize them and how to plan for instruction of the required forms of writing.

October 22, 2019 – Saskatoon

Writing Series: Responsive Writing Instruction
Explore and reflect on how to help students develop their writing skills through shared writing, explicit modelling of the writing process, formative assessment and individual conferencing.

October 28, 2019 – Saskatoon

High School ELA: Collaborating Community
Our collaborating community café will serve you a ground-breaking innovative approach to networking and sharing with teachers across the province.

November 7-8, 2019 – Saskatoon NEW

Nonviolent Crisis Intervention
Learn to prevent and/or navigate difficult situations with a proactive approach that aligns with PBIS and trauma-informed care initiatives.

November 15, 2019 – Saskatoon

Early Learning with Block Play: Numeracy, Science, Literacy and So Much More!
Block play explores developmentally appropriate ways to use block play to enhance mathematics, science, literacy and social skills development in the early years setting.

November 25, 2019 – Saskatoon NEW

High School ELA: Teaching the 5%: The Struggler and the Elite
Explore approaches and practices that will invite students who might be identified as “strugglers” and “elite” to find their place and experience success in your ELA classroom.

November 27-28, 2019 – Saskatoon

Classroom Management: Creating a Positive Classroom Climate
In this workshop, teachers will identify the foundations of a positive classroom environment and develop understanding of how teachers might respond to student behaviour in supportive ways.

November 29, 2019 – Lloydminster

Building Mathematical Fluency and Automaticity With Games
Come join us in exploring how to leverage high quality math games that will engage students while supporting your curricular goals.

