

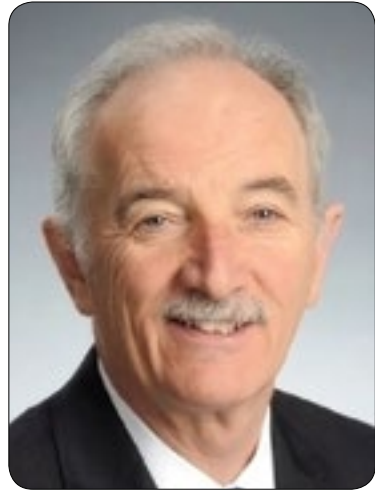


Perrins named to lead governance review with tight time frame

Announcing the appointment of Dan Perrins to lead the work on a K-12 educational governance review, Education Minister Don Morgan stated in an interview later that the continuing presence of Perrins in heading up the province's funding formula should be seen as "two separate processes entirely."

Morgan made the announcement of the governance review in a speech to the Saskatchewan School Boards Association's annual fall assembly, stressing that work was to begin immediately and he is expecting this to be a tight time frame, possibly within a month.

In response to questions from trustees, Morgan



Dan Perrins

did not rule out possible amalgamation of the province's current 28 school divisions, stating that it is "absolutely" one of those options, adding that "we're

asking is there a better or different governance model? Are there better things that we can do while maintaining the child at the centre of all the discussions that we have?"

"I don't have a magic number in terms of the number of school divisions but it's something that might be healthy to look at again [10 years after the last wholesale amalgamation]."

Despite misgivings from the floor about the compressed time frame, Morgan was firm in suggesting that he is looking at measuring this review in weeks, not months, "and we need to be focused on whether we are meeting the goals of the Education Sector Strategic Plan. It's a tall task."

According to Morgan, there's a three-pronged

approach to the mandate that Perrins has been presented with and they include recommending governance options that will focus on student success with ensuring accountability and efficient operational structures within the education system.

Citing his wide array of experience within the educational community, Morgan said Perrins is the perfect fit for this important role, which the Minister said will ultimately lead to the naming of a panel comprised of representatives from the various public education stakeholders to further look into the governance review and consider the narrowed list of options Perrins is to submit.

"We're out asking the

questions and we are open to what we hear, but the goal is to speed this up and so we're trying to keep this as tight as possible," Morgan allowed.

Perrins, in an interview with the mainstream media, said that while it's not his job to have a position when the review is completed, he noted that it is important to strive for balance between local input (for school boards) while also considering efficiency and cost since, as he said, "Saskatchewan is a big place."

The last time Saskatchewan experienced amalgamation was a decade ago under the New Democrats when the former total of 81 boards was reduced to the current level of 28. ■

Curriculum renewal project invigorating for those involved

If, like me, you perhaps don't understand the fundamentals of what goes into the whole process of writing renewed curricula, it can be an enlightening experience to speak to a few of those involved.

While they might be regular classroom teachers in their daily lives, you only have to observe the level of engagement and dialogue that happens when you get a room full of these folks together in crafting what it is they will be teaching their students themselves in the future.

In this situation, it was science teachers from throughout the province cumulatively addressing the overhaul of traditional physics, chemistry and biology classes with units on more contemporary environmental and earth science infused with Indigenous knowledge being recognized as foundational.

The head cheerleader of this highly motivated group was Dean Elliott, science consultant from the

Ministry of Education—a role he has fulfilled for nearly two decades now—and yet his appreciation for not only writing curriculum himself, but also in watching his young proteges remains undiminished.

In his own words, the whole process can be quite addicting, "and you're constantly looking for opportunities to test drive this and bounce ideas off the rest of the people in the room."

From planning to implementation and evaluation, the whole process has taken three years for this current group, but judging from the conversation with three of the participants, it's hardly been arduous and in fact its near completion is certain to leave a void.

After their applications were accepted, Corey Ziegler, Lindsay Shaw and Carla Cooper concurred that to be involved at the ground level in such an all-encompassing process has been a unique opportunity.

Cooper, who teaches health science, environmental science and biology in Lumsden, said it wasn't just the opportunity to learn more about curriculum that caught her interest, but "I wanted to have a say in its development if I was going to be teaching it and this was a chance to have real input along with your colleagues and I know that as a result I'm feeling better prepared and this has catapulted us to be better teachers. This has been the best professional development ever, hands down—I'm 10 times the teacher I was before because I understand what direction we're headed."

Shaw, who teaches high school math as well as science in Craik, agreed that the professional development she gained has been amazing, adding that it "has brought my passion to bear."

Shaw had just recently finished her master's when this opportunity came up, "and this was the only chance to be involved right at the ground level so I couldn't help myself, and it's been an incredibly rewarding process to be involved in. It's been fascinating to see it develop as part of the implementation team."

Ziegler's teaching responsibilities pretty much mirror Cooper's, although he also has English as an additional language.

He was teaching at the University of Saskatchewan when the opportunity to be become involved came up and he saw it as a once-in-a-lifetime opportunity and so eagerly signed up.

"This is a real opportunity to contribute to a textbook and that has been fascinating and to have the chance to interact with so many wonderful colleagues has provided me with a chance to experience the diversity, particularly when so often we teach in isolation in our schools, but here you're with a group of like-minded people. Through the process we were our own worst critics but it made you a more reflective practitioner by being part of a team and it has made me feel more confident in my field."

"This has transformed me in how I approach teaching and just to get out of the bubble and to have this kind of new perspective has been remarkable."

Shaw, who acknowledged that she personally likes change, said she is in agreement with the notion of the renewed curriculum trying to present a more realistic outlook for students contemplating post-high school choices.

According to Ziegler, the curriculum renewal process is intended to contextualize student learning and to



Dean Elliott (standing), science consultant with the Ministry of Education and longtime curriculum writer, spoke glowingly of the passion of participants such as (from left) Carla Cooper, Lindsay Shaw and Corey Ziegler.

provide more of a real-life experience so that students can more readily relate to the content.

Elliott noted that this is one of the byproducts for those involved in writing new curriculum that, as teachers, they learn alongside their students.

When Elliott heard the aforementioned teachers talk about how their involvement has had a profound effect on their teaching, he interjected that it's a refrain he has heard countless times during his career, "and people tell me they will never teach the same again after being involved and not many would have seen that when they started on this journey."

"It's about how teachers re-invent themselves in a lot of instances."

"I'm so sad that we're almost done and I find myself wondering where I go next in terms of challenges like this. I feel sad that so many other teachers don't get to have this experience," Shaw said, rather wistfully.

Ziegler shared those sentiments, while adding that his involvement has evolved into him taking more of a leadership role within his own school where he has watched some colleagues struggle with the transition when new curriculum is introduced. "I

know that personally I was hungering for change because so much has changed in the world and so the content has to shift so it doesn't feel antiquated."

Cooper, meanwhile, said her involvement has made her realize that "this is just the start and I need to continue with this," while adding that she is also thankful for the many relationships she has formed with colleagues in calling this a "very humbling process overall."

Elliott addressed the humbling aspect by noting that it didn't take long for some of the content he had written to be tweaked considerably. "That's totally OK and the amazing thing to me is how somebody else can come up with something that I would never have thought of."

"I'm spoiled having the chance to work with these people and to get to share these kinds of ideas. It's beyond anything I could have imagined, so the plan meanders and it's pretty much an open canvas to start with and there might be a very different focus to a topic by the time we've worked through it. That's great because ultimately the teachers are the ones who own this and they are doing it for their students in an effort to better engage them and to be global citizens." ■

Prairie Valley looks at ways to help lessen distractions

Since the whole maelstrom that came about regarding the Ministry of Education's directive in 2013 that mandated all students in the province receive a minimum of 950 hours of instructional time each school year, the issue has been omnipresent.

only divisive and frustrating, but also in the eyes of the Saskatchewan Teachers' Federation, for example, there has been an ongoing effort to separate teacher intensification and the Task Force on Teacher Time.

Local association presidents across the province will tell

you that one of the chief inconsistencies is to the degree this issue has been addressed. Lack of consultation with teachers has been highlighted as a shortcoming in several divisions.

While it's hardly been an easy process for Prairie Valley School Division, according to Director of Education Ben Grebinski, at least the administration and the board have committed considerable attention to addressing teacher intensification via the Week in the Life Of project that was rolled out during the 2014-15 school year.

Yet, while Grebinski noted that during the process there have been consistently defined pieces of teachers' daily work processes that interfere with their ability to maximize student instructional contact time, he maintains, "you can't separate the two—teacher time and intensification—because in my view the two go hand in hand and our approach has been to try to cover off both in terms of what contributes to teachers feeling exhausted and frustrated."

The aforementioned WILO project has been comprised of four phases: initial interviews, focus groups and a survey in the first phase, while the second phase was comprised of gathering information to begin to generate solutions

and actions aimed at reducing the distractions and issues identified. The third phase included the convening of an administrators' focus group, while the fourth and final phase was started in January as an action plan with the final goal of minimizing the issues and distractions that prevented school-based staff from maximizing their time working with students.

Grebinski acknowledged that during the school visits he made, there were a host of factors that were identified as significant when it came to taking teachers away from their core work.

"We confirmed that there's a pretty phenomenal amount of time where teachers were dealing with issues that would not be considered as their core business so we looked at how we could more effectively decrease wasted time. There was a lot of time lost to behavioural issues and clerical functions so we looked at ways to eliminate or lessen some of those duties," he said.

Grebinski insisted that "this was never meant to create another level of accountability and I would say it wasn't particularly onerous and we were ultimately trying to find solutions."

In terms of intensification, Grebinski concurred that taking into account the unique needs of each student

can be time consuming and thereby contribute to the sense of overload.

"It's complicated because the role of the teacher has changed over time and that's the reality. A teacher might have 25 students every day and as the one adult in the room that's very challenging when you consider there are other duties they have to fulfil as well.

"Teachers are sometimes taken for granted and we've just scratched the surface with this project. We can never underestimate what a teacher's day is like. Those students are growing people and I think that's probably the most complex thing about the profession. I think we're better at it than we used to be but there's still a lot of work that needs to be done and we're trying to stay in front of it."

Grebinski pointed to such measures as trying to have behaviour coaches who can observe and work with teachers.

"As a director I have rules to follow and resources are limited, but we're continuing to try to provide the best supports we can for teachers because that's the only way we can ensure successful outcomes for our students. We have looked at what we could address in the short term, but there's also the long term. It's a work-in-progress." ■

Resource Connections



Addressing barriers to equity

Joan Elliott, Librarian/Manager
Stewart Resources Centre

The November 2016 issue of *Educational Leadership*, on the theme of disrupting inequity, gives a powerful overview of the many barriers that can create opportunity gaps for students. Feature articles such as Unconscious Bias: When Good Intentions Aren't Enough, by Sarah E. Fiarman, Let's Talk About Racism in Schools, by Rick Wormeli, Gender Insights Coming to Your Classroom, by David Sadker and Melissa Koch, and The Schools Transgender Students Need, by Ellen Kahn, provide strategies that educators can use to foster equity in their classrooms.

The Saskatchewan Teachers' Federation *Governance Handbook*, July 2016 contains several key policies under the broad umbrella of equity. The policies are designed to support teachers in their understanding of equity and reflect the voice of teachers who were an integral part of the policy creation process. Policies on social justice, inclusion and equity; child and youth well-being; children with exceptional needs; cultural diversity and language; Indigenous education; gender and sexual diversity; gender equity; and religion and instruction in public schools are included, along with belief statements around teachers' individual and collective responsibilities and advocacy roles.

The Stewart Resources Centre holds extensive collections in each area of equity, inclusion and social justice. This column will highlight our online resources, as well as a few recent materials in this vein that will assist you in working towards equity for your students.

Several bibliographies that have been grouped into categories are available on our web page. Under the category of First Nations and Métis are bibliographies on decolonizing and indigenizing education, residential schools and reconciliation and treaties. In the category of inclusion, you will find bibliographies on autism and other pervasive developmental disorders, inclusive education and resources for special education teachers.

Located within the category of instruction and assessment are bibliographies on culturally responsive teaching, teaching English as an additional language, and teaching immigrant and refugee students. In addition, under the category of social justice are lists of resources on anti-racist education, education as a human right, gender equity and gender issues, and lesbian, gay, bisexual, transgender, queer and intersex issues.

Visit www.stf.sk.ca to access these bibliographies.

Links to external resources on equity are provided in the Related Links section of the website. There you will find numerous websites on English as an additional language, First Nations, Métis and Inuit content and perspectives, human rights, diversity and social justice, inclusive education, multicultural education, and sexual minorities and sexual diversity. To locate them, please visit www.stf.sk.ca.

A sampling of the resources acquired in the past week or two will also support you in understanding issues around equity, educating students about the issue and engaging members of the school community to work collectively to create a fairer, more inclusive and equitable society.

The Impact of Colonialism in Canada, a DVD produced by LeMay Media and Consulting, explores the serious negative consequences of the Canadian government's assimilation policies, the *Indian Act*, the residential school system and the '60s Scoop. A central message of the DVD is that it is the responsibility of current and future generations to make things right.

Inclusion Dos, Don'ts, and Do Betters, by Toby J. Karten, is a brief reference guide packed full of valuable instructional tips that can be quickly read and shared with others.

Sexual and Gender Minorities in Canadian Education and Society 1969-2013: A National Handbook for K-12 Educators, published by the Canadian Teachers' Federation, provides a province-by-province analysis of measures taken to foster equity for sexual and gender minorities.

To borrow these or other resources, please email src@stf.sk.ca.

PreK-12 sector spared funding cuts

As the Saskatchewan government contemplates what lies ahead with it now officially announced that they are dealing with a \$1 billion budget deficit, one of the few areas likely to be untouched, for now at least, is the PreK-12 education sector.

Deputy Premier and Education Minister Don Morgan indicated that he was aware that any in-year reductions similar to what other ministries are facing would be "extremely disruptive," citing the possibility of layoffs.

Morgan added that he will be asking all school divisions to abide by the current temporary hiring freeze already in effect. Furthermore, this news will doubtlessly mean the governance review to be headed by Dan Perrins will take on greater urgency in the weeks ahead.

Saskatchewan Teachers' Federation President Patrick Maze said, "we recognize the problems the government is facing and understand the fiscal position the province is in, and so we are therefore pleased there are no in-year adjustments to education."

Maze did, however, indicate that the STF is "very concerned about the future and we will be watching the situation very clearly in the upcoming months, and hopefully we can work together with the Ministry and our education partners to best deal with the situation that we all are facing.

"It is important that we all work together to ensure the best for our students, because education remains a critical investment in our province's future."

While the PreK-12 million cut in grants to post-secondary institutions, while temporary reprieve in this mid-year financial update, the government announced a \$9.3

secondary institutions, while nearly \$64 million is expected to be slashed from health spending. ■

Pathways curricula expands

Through the Exploring the Many Pathways to Learning Project, teachers are currently evaluating resources for various curricula. In addition to the curricula listed on the Saskatchewan Teachers' Federation website, www.stf.sk.ca, we anticipate starting later this year in the newly added areas of K-9 Sexual Abuse and Exploitation (in French and English); Français 3-9 (Immersion); Français langue première 6-9 (Fransaskois); Éducation physique 1-2 (Fransaskois); Études catholiques 9, 10, 20, 30; and Éducation artistique 1-9 (Fransaskois).

For the curricula targeted in the process, most teachers will notice an increase in the number of resources posted.

Please visit the Ministry of Education's curriculum website, www.curriculum.gov.sk.ca (available in English or French), to explore the recommended resources listed for each of the curriculum pages.

Most approved resources also become part of the general Stewart Resources Centre borrowing collection and are available to all Saskatchewan teachers. To try out these new resources, click on the "Borrow From the STF Library" icon and then on the link appearing at the bottom of the resource record that ensues. The Centre will arrange for return shipping at no cost to patrons.

For more details about the process or to get involved, please visit www.stf.sk.ca. ■



Learning Resources Consultant Ron Sirois and resource evaluator Jacqueline Jackson review some of the latest expanded French-language resources that are available at the Stewart Resources Centre through the Exploring the Many Pathways to Learning project.

Bailey reflects on role as president while musing about future

On her penultimate day as president of the Saskatchewan School Boards Association, it was an opportunity for Connie Bailey to reflect on what had been, and in all likelihood still promises to be, an often tumultuous time in the PreK-12 education sector in Saskatchewan.

Bailey chose to look on her term as president, and formerly as vice-president, of the SSBA with her usual measured, perhaps homespun, approach.

"Yes there have been challenges, but if we didn't have those we wouldn't see any kind of progress," she reasoned.

A self-described optimist and idealist, Bailey says she remains so, while adding that "there's still a lot further we can go in education in this province and a lot more we can do for the good of our students and the system."

Yet despite her hopeful vision of the future, it's not all rose-coloured glasses for Bailey, who, like many others in the sector, remains bemused about what exactly lies ahead with the government's commitment to transformational change. Along with the lingering issue of teacher time, it's another potentially divisive item among the various education stakeholders.

"I wish we could take the partisanship out of education and we could all sit down together and examine some of the issues we are facing. Education is so important and that's one of the things we can all agree on, but I guess that would be my ideal scenario—for us to have those discussions even if they aren't always going to be easy and we might not always agree—but ultimately we have to bring



Connie Bailey

it back to what is best for the students. I know we all say that, but when you look at the big picture it is one of our most critical roles and so we can't let things interfere with that basic fact that the students are the most important.

"I strongly believe that will still exist in Saskatchewan and we have to remain committed to that ideal because that's what makes Saskatchewan special. It's not like that in other places in Canada. It shouldn't be that difficult."

Bailey readily acknowledges the uncertainty that currently permeates the sector and says while it weighs heavily on school boards, she feels it is equally so, or perhaps more so, for division staff who faced a similar scenario a decade ago when amalgamation meant relocation for many.

"It's not just that procedures might change, but building a culture of understanding takes time and an awful lot of hard work," she suggested.

Bailey also spoke glowingly of teachers, noting that one of the most important challenges going forward is how boards can work with teachers in the area of professional development.

"We have to work together to do anything we can to make teachers better and that's one of the great things about teachers that I have found—they are willing to engage and learn. I can't say enough about them. Professional development is so important and we need to have those discussions."

While maintaining that there are still considerable challenges on the horizon, Bailey insisted there has been substantive progress in the overall process, even allowing for the controversies along the way.

"Right now we're not sure what is going to happen, but it's important to maintain the relationships we have with our education partners because if we don't have those relationships there are going to be more issues. It means sometimes we might not all be happy with how things turn out, but we have to keep looking at the bigger picture."

Predictably, Bailey is passionate about the importance of maintaining strong, locally elected school boards even when some might be questioning what the future could mean.

"I believe education is fundamental to a community and society in Saskatchewan and it's so important to have someone in your own community that parents can bring their concerns to and we can influence where the

resources are allocated in that community."

According to Bailey, even the decision to remove school boards from the ability to set local mill rates hasn't rendered them ineffective. "We've progressed past that. Sure it would be nice to have access to the tax base, but we try to meet the demands the best we can and that might mean looking at how we can do things differently."

Contemplating the future, in which she will step totally away from the SSBA, Bailey said there were some mixed emotions. "I'm sorry I am leaving in a bit of a flux, but I have no control over the timing of what might happen. It used to keep me awake, but I realize when I decided four years ago that there would be a time to let go, and even if it might seem a little surreal, I've kept to my agenda and I'm feeling pretty good about it. I'm going to miss being involved in some of these issues even if sometimes it meant me pacing back and forth, but most of all I will miss the people." ■

New SSBA president voices his concerns

Shawn Davidson, a farmer and rancher as well as a veterinarian, is the new president of the Saskatchewan School Boards Association following elections at the Association's annual general meeting held in Saskatoon.

Davidson has been an adamant opponent of any potential plans to amalgamate school boards in the province by stating his view that "taking divisions even further away from the communities we as trustees represent is not going to be good for the kids."

As the chair of the Prairie South School Division, Davidson has stated for the record that possible amalgamation could halt work currently being done to serve students.

"In education, decisions are best made at the grassroots level and school boards provide a connection and accountability with the community," Davidson said. "Loss of local voice through the reduction of locally elected boards of education will not be good for students, communities or the education

system. Communities and school boards that have already experienced forced amalgamations in our province know that it is very disruptive for schools and students. Huge changes such as that take significant time and resources and they don't save money.

"Education belongs to the community—the SSBA represents 28 unique and diverse boards of education in our province and we need local people to join us in letting the government know that Saskatchewan school

boards matter," Davidson said. "Just like locally elected representation is important for maintaining local infrastructure, so are locally elected school boards important to local communities and providing education to our students."

Davidson succeeds Connie Bailey, who is stepping down after two years at the helm of the SSBA. Meanwhile, Aleana Young of Regina Public Schools Board of Education was voted in as vice-president for the following year. ■

Regina Catholic efforts recognized by Premier's Award

Regina Catholic Schools has received the 2016 Premier's Board of Education Award for its Innovation and Empowerment: Continuous Action Planning Outcomes for First Nations, Inuit and Métis Education.

The Saskatchewan School Boards Association coordinates the Premier's Award each year.

"Regina Catholic Schools has been working more than a decade to achieve this within their division and has seen significant success improving their First Nations, Métis and Inuit students' reading levels, enrolment retention, credit attainment and on-time graduation rates," Deputy Premier and Minister of Education Don Morgan said.

"The Education Sector Strategic Plan has prioritized the need to reduce the disparity in graduation rates between Indigenous students and their non-Indigenous peers, and I thank Regina Catholic Schools for their leadership in this area and the great work they do every day."

In its application for the award, Regina Catholic Schools described establishing a standard where innovation, empowerment and action

have become the operating norms for addressing approaches to FNIM educational needs over the past 15 years.

Success for FNIM students is not the result of a single program or initiative; it is the outcome of ongoing planning efforts and sustained practices driven by targeted allocation of resources, professional expertise and well-forged partnerships, according to the division.

"To see the shared dedication from many stakeholders who together want to see success for our First Nations and Métis students is the reward," said Donna Ziegler, chair of the Regina Catholic School Division Board of Trustees.

Ziegler said that improved board policies, utilizing best practices, hearing from First Nations and Métis community leaders, engaging parents, working with the Office of the Treaty Commissioner and empowering the division's Circle of Voices Committee have provided a successful pathway for staff and students.

"It's an integrated approach that shows our commitment as a board that empowers staff to lead and support students to

be successful," she continued. "At least two-thirds of staff have received treaty rights training and we have treaty catalyst teachers in every school. Listening, actualizing and empowering have allowed our staff to be supportive and our students to flourish."

The \$3,000 award is sponsored by Xerox Canada. The award recipient is recommended by a panel that includes representation from the Faculty of Education at the University of Regina, the

College of Education at the University of Saskatchewan, the Ministry of Education, the Saskatchewan Teachers' Federation and the League of Educational Administrators, Directors and Superintendents of Saskatchewan.

Developed in 1999, the Premier's Award recognizes educational innovations and improvements focused on student achievement that have been advanced or directed by boards of education. The prize is to be

used to support or extend the innovation or project.

"The Premier's Award shines a spotlight on great work being done by boards of education throughout Saskatchewan to support student achievement," said SSBA President Connie Bailey. "Although there is only one recipient of the award, each submission is worthy of recognition for advancing the goal we all work to achieve—improved outcomes for students in Saskatchewan." ■



Regina Catholic Schools proudly accepted the 2016 Premier's Board of Education Award for their Innovation and Empowerment: Continuous Action Planning Outcomes for First Nations, Inuit and Métis Education.

Editorial



Mixed messaging at its finest

The Canadian dictionary refers to translation as changing from one language to another. Hmm, well admittedly I'm sure this isn't what they had in mind since this is supposedly all in English.

More to the point though, it's trying to translate what can only be referred to as doublespeak to plain English—in this case it's the occasionally convoluted lexicon of government language being converted into everyday, understandable conversation (with the proviso that we're taking a bit of editorial license here in making this whole thing a little more succinct).

For what seems like forever now, we have heard the phrase transformational change uttered by the Ministry of Education folks. Depending on the situation where the phrase is delivered, its mere inflection can mean quite different things.

If, for example, it's measured in almost hushed tones, the translation is: just keep your shirt on and it will come clear to you. However, if delivered with a certain degree of sternness and steely eyed determination, its meaning might be closer to: duck and don't be too surprised if the process turns out to be not altogether painless.

If you happen to be a school trustee and you hear the phrase transformational change, and now added to that the talk of a governance review about to be launched—with supposedly a very tight time frame—it probably means don't make any long-term plans, depending on your own respective division. I think we can all deduce what finding efficiencies means, right?

The oft-repeated mantra of how whatever happens in the weeks and months ahead is to allow our students to reach their full potential is the height of political correctness, used to deflect any unfavourable feedback in such a way that it's made to seem like if you're not on board to support students, well, that's just unfathomable.

We're not done here yet folks: talking about perhaps investigating more efficient ways of determining transportation pretty much says you will be seeing a lot less buses on the road in the future and more children in each. That might also go for the classrooms if you follow the Yellow Brick Road to where schools that are too expensive to fix will be shuttered, but not to worry because there will be 18 brand new eye-pleasing joint schools around the province to take their place. Now that's progress if you ever heard it surely.

When you hear no magic number for possible amalgamation—well, that's an easy one. It's doubtlessly not a “magic” number, but rest assured it's a decidedly smaller number.

Here's something else to ponder while on the topic of translation: short-term pain equals long-term gain. While it might be expecting a bit much for people to thank you (read government folks) now or down the road, the reality is that prolonging the agony won't make it any more palatable, so there's a case to be made for getting on with this sooner rather than later.

Deadline extended for Arbos awards nomination process

Through the Arbos awards, the Saskatchewan Teachers' Federation draws the attention of its members and the public to individuals who have distinguished themselves through the scope, impact and significance of their educational contributions to public education and to the teaching profession.

The Saskatchewan Teachers' Federation believes it is important to take the time to recognize and publicize the enormous

contributions that individuals are making to the teaching profession. Bringing their stories to light through the Arbos awards assists all teachers in renewing their sense of professional pride and dedication.

Nomination information regarding the Arbos for Contributions to Education and the Teaching Profession is posted on the Federation website, www.stf.sk.ca. The deadline for the submission of nominations has been extended to December 16, 2016. ■

Meadow Lake high school utilizing graduation coach as part of approach

MEADOW LAKE—If you think innovation has to be all about having the latest toys and being housed in an impressive-looking facility, this particular initiative at Meadow Lake's Carpenter High School might just change your mind.

Tucked away in a fairly nondescript, bare-bones room in what is a sprawling facility is where Pat Gervais spends a lot of her time these days as the graduation coach in the company of maybe half-a-dozen young students who are earnestly going about their business. In the traditional sense, this would never be mistaken for a classroom, yet one can't help but be intrigued by the concept and its potential for trying to address the oft-mentioned provincial goal of improving First Nations and Métis student graduation rates.

Gervais, a Métis woman who has been involved in nearby Flying Dust First Nation as a longtime educator, is the den mother in this unique setting, and by all accounts is tailor-made for the role she has been in since the start of the school year.

Awaiting some new furniture following our visit, she points out that a month ago this was a computer lab, but now it has become a sort of incubator for those students who might have some difficulties in their regular classroom setting on occasion and are in need of a more personal, less stressful environment.

Vice-principal Trevor Gerwing, who is integrally involved in the project, said it was at the suggestion of superintendent staff from Northwest School Division to try this approach, which is known as a braided journey and has been introduced previously in its own version in Living Sky School Division.

However, there were unique aspects to Carpenter's setting that have been incorporated during its infancy, or as Gerwing said, “we were building the airplane as we flew it.”

“We're trying it out and we have taken bits and pieces from other examples, but we're pretty pleased with what we've seen and the room has a feel-good factor.”

Gervais said that while all students are free to come in what is a quite flexible program, she is, by her own admission, not one to coddle the grades 10 to 12 students. In her no-nonsense approach, she made it clear the students are there to work.

Dealing with a large percentage of First Nations and Métis students, she said it's a natural fit to utilize the Circle of Courage approach, which focuses on belonging, mastery, independence and generosity. She indicated the connections students make to this concept can widen their horizons considerably and imbue them with a greater sense of confidence.

She acknowledges that her experience from Flying Dust, where several students hail from, has been beneficial in this new setting. “I know the reality and I know



Pat Gervais, the graduation coach at Carpenter High School in Meadow Lake, cited the importance of support from administration, such as vice-principal Trevor Gerwing, in helping students enhance their chances of graduation by the school's approach.

where school fits in, and we talk about making it more relevant for these students.”

Pointing to the walls where students have eloquently written down their hopes and dreams upon graduation, Gervais said such short-term, tangible goals help make it real for the students and that's a conversation that starts with the Grade 10s in order to get them on the right path by understanding the number of credits required for graduation, which she said is a formula not always understood by the younger students, in particular.

“We spend a lot of time having those conversations so the kids understand and we make sure to have time for reflection. We want to educate the whole person—that's spiritually, and their hopes and dreams, along with the academic component. That's key to all this. That hasn't always been done in the past and so you lose some of these kids and they fall between the cracks.”

As Gerwing says, “it's about giving these students a helping hand sometimes and a commitment to show that we care about them and supporting them. It all boils down to the relationship piece and it's not just some nebulous schedule. This is about students helping to chart their own course.”

Gervais said the triple A approach she stresses with students are attendance, academics and attitude, and that's one of the areas that isn't flexible.

“I'm not going to be out chasing them down if they aren't in class, but we talk about the benefits and importance of graduation and we make it clear that we want the kids to do it for themselves and so far, so good. We want them to make good choices and take ownership.”

The notion of ownership is one that Gerwing emphasizes as well, noting that it's important that “students feel like they are the ones driving the car. We try not to be overly prescriptive. It's about making sure we give them the tools they need and want them to find it interesting and to be engaged in their own learning and making plans so that they are part of it.”

Gervais said that the whole approach is also geared towards stressing life skills such as making sure the space is kept clean. That

includes the kitchen, for example.

“We want this place to be here for them to come and maybe catch up on something or if they need a little quieter time and maybe are looking for some one-on-one tutoring in a subject area.”

According to Gerwing, that's where co-operation from the staff is key, adding that in his case he's happy to help with chemistry, for example, or others who have specific subject areas where Gervais might not feel it is her forte.

“We know there's a combination of stuff that we can't control that happens outside the school, but we stress the belonging piece and kids know this is their place,” Gervais said.

Meanwhile, Gervais said word is already out in the community about this initiative and she has had parents call her about their children who previously might not have known who to turn to when they had concerns.

Gerwing referred to this important piece of the overall approach as a way of building bridges between home and school, for which he credits Gervais to a large extent, as well as support from the division.

“We've had great support from the division and nobody has questioned our funding when it comes to making sure the room is outfitted. For sure though, Pat [Gervais] has been really important in this and she has the built-in credibility.”

Gervais stressed that she has never felt as supported anywhere in her career as she does in this role, adding that “I love coming to work and it's an exciting place to be right now. It will take time to measure how successful we are, but I've personally seen some real success stories and I'm hopeful we are on the right track with this.”

According to Gerwing, what might have been somewhat abstract initially has already convinced him of the merits of the approach.

“It's a pretty powerful thing to witness and be part of and I really hope this helps make a difference for our students. I don't expect a sudden, dramatic spike in graduation rates and I know it will take time, but it sure feels good. I know we're hung up on data at times, but intuitively I feel this has the potential to really empower the kids.” ■

SASKATCHEWAN BULLETIN

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Editor: Jens Nielsen

Publications Mail Agreement No. 40064493
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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

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Project Overseas gives new perspective in so many ways

By Kari Krug

For over 50 years, the Canadian Teachers' Federation has been sending Canadian teachers overseas to African and Caribbean countries to deliver professional development workshops for teachers to strengthen public education. Thanks to the Saskatchewan Teachers' Federation, I had the opportunity to participate in Project Overseas this past summer.

Along with three other teachers from across Canada, I travelled to a small remote village in Guyana, South America called Paramakatoi to deliver workshops to local teachers.

We worked closely with Guyana Teachers' Union representatives to prepare the workshop before flying from Georgetown (the capital city of Guyana) on a six-seater plane to Paramakatoi. The two-week workshop included sessions on literacy, numeracy, administration, science, gender equity and HIV-AIDS.

When I first arrived in Paramakatoi, I was introduced to my Guyanese co-tutor, Mrs. Iola John, who was the village chief's wife. She taught for 33 years and has been retired for more than six years.

I learned quickly that Mrs. John is a very important role

model in the community and that she had taught many of our teacher participants when they were in high school.

Mrs. John and I worked together to teach instructional strategies, classroom management, literacy concepts and goal setting to 26 teacher participants.

In a classroom with rain pouring down on the tin roof, hot, humid temperatures and no electricity, I rediscovered what it means to be a teacher. I didn't have my Smart Board

and flashy teaching materials to rely on. Although I was a bit nervous at first, I was able to get my teacher participants to warm up to me after the first couple of days.

My teaching style was a bit more enthusiastic than they were used to, but they expressed their appreciation for the different strategies that I introduced them to.

Many of the participants have not had any formal training to be teachers and ages ranged from 16 to 55.

Some of them had travelled up to two days on foot to reach Paramakatoi from surrounding villages and they were eager to learn as much as possible during the course of the workshop.

Their dedication, hard work and resourcefulness was truly inspiring.

During our time in Paramakatoi, our Canadian team stayed in what they called the guest house. We had to sleep with mosquito nets over our beds because

Zika, malaria, chikungunya and dengue fever are being spread by mosquitoes in that part of South America.

We used rainwater to bathe and were fed wonderful local foods such as cassava bread, salt fish, roti and fresh fruits such as mango and watermelon. The locals welcomed us with open arms and I felt really taken care of while I was there.

When leaving Paramakatoi I couldn't hold back the tears. I was emotional because I was sad to be leaving the community and people I had formed such strong relationships with, but also because I was so incredibly grateful to have had the opportunity to participate in Project Overseas.

I returned home and went into this new school year with such excitement!

This experience has changed me in many ways and has given me a new perspective, not just on education, but also on life as a global citizen.

Highlights of my experience include working with my group of 26 teacher participants, working closely with the Guyana Teachers' Union, going on long hikes through the rainforest and visiting Kaitour Falls, the world's tallest single-drop waterfall. ■



Regina-based teacher Kari Krug is shown surrounded by her group of 26 teacher participants, including co-tutor Iola John, in front of the primary school in the village of Paramakatoi in Guyana. Introducing the local teachers to instructional strategies was a key component during the time spent together.

A Kittitian-Canadian partnership to promote student success

By Jenna O'Connor

Take a moment to consider the lens through which you perceive the world around you, your cultural context, your way of life.

For the first 22 years of my life, my world view captured the sum of my experiences in Peterborough, Ontario, barely having breached its borders. However, a deep love of learning—shaped by the virtual tourism of literature, film and music—inspired a yearning to travel.

My first adventure, an extended practicum abroad, took me to Subang Jaya, Malaysia as a teacher candidate. Four months after returning, I made a life-changing move to La Ronge, Saskatchewan to teach with Northern Lights School Division.

The name in itself captured my attention. I had never known a place where the skies come alive at night—and I wanted to. I dare you to experience the north—behold her scenery, engage in her adventures and know her people—and not fall in love.

After five years of teaching, I felt ready for another adventure with a particular interest in global development. A little research on the Saskatchewan Teachers' Federation's website pointed me in the direction of Project Overseas, a joint endeavour between the Canadian Teachers' Federation and its member organizations to support overseas partners in developing countries by improving the quality of publicly funded education. I decided to apply.

If selected for a project, I

would be assigned to one of 11 countries in the Caribbean or Africa. As luck would have it, after a successful interview in late November, my application was endorsed and sent onward to the CTF National Selection Committee.

By mid-January my project was revealed—I would be spending three weeks of the summer in Saint Kitts and Nevis. A month later, I was in contact with my team, three wonderful, intelligent women fulfilling various teaching roles in the Greater Toronto Area. Our team leader shared the topics of interest, chosen by the Saint Kitts Teachers' Union, as we planned via email and conference calls.

On July 2, 55 teachers from across Canada participating in Project Overseas came together for training in Ottawa. Teams which had been in contact for months, collaborating and planning, finally enjoyed face-to-face interactions.

On July 5, training behind us and full of anticipation, our team departed for Saint Kitts and Nevis.

After getting settled, our Saint Kitts Teachers' Union hosts took us on a tour of the island. We visited schools, met other teachers, and experienced many tourist attractions, my favourite being Black Rocks, a beautiful lava beach formation off the northeastern coast.

As striking as the beauty of the landscape and people—rolling hills, crashing waves and smiling faces—was the constant heat, incomparable to a northern summer, forgiving and fluctuating in temperature. I became

thankful for sea breezes and shade, some solace on the plentiful 30 C days.

We soon met our co-teachers with whom we would collaborate, ensuring the workshops aligned with the needs of the participants. As such, my topic evolved. My co-teacher and I focused on balanced literacy and also included other topics for middle years and high school teachers in some division-based sessions, such as differentiated instruction, assessment and evaluation, and unit planning.

The teachers who joined us had only just finished teaching three days prior and attended by choice. Their dedication to student success was beyond measure. As the weeks progressed, we engaged in great conversations, realizing some of our

similar hopes and struggles while brainstorming ways to address their unique challenges.

My favourite memory from Project Overseas was a celebration we shared with our co-teachers and SKTU hosts. They thoughtfully prepared the most delicious meal, the national dish of Saint Kitts and Nevis: stewed salt fish, spicy plantains, seasoned breadfruit and coconut dumplings.

Our new friends invited their family members; we enjoyed many laughs, watched children play and listened to music. The next day culminated our time with our gracious hosts and partners who planned a ceremony.

We listened to the national anthem, sung by a teacher wearing traditional dress,

and the Canadian teachers helped distribute scholarships to students and certificates to teachers. Of course, nothing is complete in Saint Kitts and Nevis without music and laughter. The co-teachers planned a special send off and gifted us with beautiful, hand-made keepsakes.

Amidst the cultural milieu of Saint Kitts and Nevis—a place of deep spirituality, political engagement, generosity and hard work—I felt gratitude that our fellow teachers would invite us into their lives in such personal ways.

I am a better teacher because of the lessons they taught me. I am thankful to the STF and the CTF for enabling me to participate in such an incredible professional development experience. ■



Jenna O'Connor was involved in working with teachers in Saint Kitts and Nevis on balanced literacy as well as several other topics during this Project Overseas adventure. The classroom sessions were just part of the overall experience of gaining insight into the lives of local teachers.

McAllister says music involvement in schools hits all the right notes

Following the second of her two presentations at the Saskatchewan Music Conference 2016, Jennifer McAllister was happily involved in a series of informal chats with those who had attended.

For music teachers, it's not always that easy to have like-minded colleagues to interact with on a daily basis at their respective schools.

"It's wonderful to have conversations with so many people with a common understanding and passion for music," she enthused, adding that it's hardly uncommon for many music specialist teachers to be rather isolated. Often they might be an itinerant teacher travelling from one school to another, particularly in the rural divisions.

"An event like this is such a rich opportunity for teachers to collaborate and share resources with one another and there's always so much information we can share in terms of what is happening. We can be a strong resource for one another in the professional music community."

A teacher at Aden Bowman Collegiate in Saskatoon, McAllister concurs that having those conversations with similarly passionate music devotees is one thing, but in the grand scheme of things it's equally as important for her and fellow colleagues to spread the word about the benefits of having a music program in the school, since it's not uncommon for music to be one of the casualties if a school division is looking to cut costs—particularly in the sort of belt-tightening times that are currently being experienced.

"It's definitely an ongoing challenge and it's one I think we talk a lot about within the community and we need to remember the importance of advocacy and we have a significant role to play. We need to see the opportunities where we can invite the conversations with students and parents in the community. That's part of our work as I see it," she said.

McAllister never needed convincing of the importance of music, recalling how her own passion was fuelled by what she called some very special teachers when she was young and through her

involvement she was able to play in some beautiful venues along the way.

She has played with symphonies both in her hometown of Saskatoon as well as such far-flung locales as Texas, where she earned her master's degree in conducting at the University of North Texas.

"We have some very passionate and articulate music teachers who see the students' involvement in music as an important experience and I know they are always ready to share that message. It's an awareness factor that we have to talk about and we need to stay current.

"The conversations and raising awareness of the importance of music starts within one's own department and from there we look at what we can do together to bring the message to the wider school building and to the community. When you look at a music program, it has so many connections with the community and it can be the life of the school through efforts like the band program. There would be a real void if there wasn't a band for all the ceremonies we have."

McAllister is particularly excited about the increasing supply of data that is

emerging to support the long-held belief that music can benefit all children, whether they are serious aspiring musicians or not.

"The sheer amount of cognitive thinking that goes on when you're in a band, for example, is fascinating," she said, referring to her session on the brain and making music, which delved into the benefits of musical performance from a brain-based perspective.

McAllister specifically indicated how the research has confirmed the improved empathy and enhanced social behaviour that is a byproduct of being involved.

"It involves both halves of the brain—front and back—with all that is happening and so these are skills that are easily transferable to other subjects because it's all part of developing the brain.

"I think we're on the cusp of really starting to understand this more and that's exciting to explore. It's not like a music program is elitist, because we don't cut anyone and there's room for all in our programs.

"You learn that the whole is greater than the sum of its parts. It shouldn't be looked upon as just a band room, because essentially it's just about learning," McAllister offered. ■



Accomplished music teacher Jennifer McAllister not only shared the importance of music in schools to colleagues, but also contemplated the importance of making sure everyone is aware.

Libraries add to list of resources for those with print disabilities

Saskatchewan's public libraries are increasing support for library patrons experiencing print disabilities.

"This provides opportunities to appreciate the contributions the province's more than 1,200 libraries make to the cultural, economic, educational and recreational development of Saskatchewan people," Deputy Premier and Education Minister Don Morgan said.

"Through our local public libraries across the province, library patrons experiencing print disabilities can continue to enjoy reading thanks

to assistive technologies and resources available in accessible formats."

More than 400,000 resources including e-audio, braille and e-text formats are accessible to public library patrons with print disabilities.

These resources are offered by the Centre for Equitable Library Access and the National Network for Equitable Library Service collections, as they have been added to the provincewide Saskatchewan Information and Library Services catalogue.

CELA is a national not-

for-profit organization established in 2014 by Canadian public libraries to champion the fundamental right of Canadians with print disabilities and give them access to media and reading materials in many different formats. NNELS is a collection of content provided by Canadian public libraries in collaboration with international libraries, partners, readers and publishers to make copies of books in accessible formats available to Canadian readers experiencing print disabilities. ■

Why the Arts Matter



Arts play key role in how we learn

Karon Guttormson
guttormsonk@spsd.sk.ca

I'm continuously reminded of the importance of the arts to our everyday lives. The arts are evident in how we unwind, we communicate, we transmit culture, and how we construct spaces for living and learning.

They help us to convey identity by how we use them to decorate our homes, our yards and our bodies. We document our lives, celebrate life's milestones and accomplishments and honour the end of a life through the arts. They are woven into our world in a way that wraps around our lives and sustains our souls.

As an artful person, I am intrigued by how learning immersed in the arts impacts our readiness to construct new knowledge. How does the unique learning in arts education create an awareness and an openness to all that life has to offer? As learners, we bring who we are and what we know to every interaction.

As we construct new knowledge each day, we attach that knowledge to what we already know, building up a beautifully intricate, interconnected and interdependent structure. Much like how local artists Douglas Bentham, James Korpan or Kevin Quinlan sculpt expressive three-dimensional art forms.

Why are the arts so important to our students? Firstly, learning through the arts is parallel to how we learn from very early stages in life. Toddlers naturally respond with rhythmic movement when music is played; they bring their voices to songs to acquire language; they act their way through scenarios that mimic real life; and they make their first expressive marks on paper or sometimes on walls and coffee tables.

One of the reasons that arts education is a much-loved area of study is because it is a natural progression to how we first experience and make sense of the world. Strong examples of this model of learning exist in Indigenous arts, where teaching occurs directly through the art form. Expressing oneself through art, drama, dance and music is fundamental to learning.

Being encouraged to think like an artist in school fosters sensitivities to local and global needs. More and more schools are seeing the benefits of exploring social justice initiatives through the arts as students learn to solve problems creatively.

The arts invite discussion and collaboration, building strong communication skills as we connect with others in an effort to understand and to be understood. Young artists are taught to welcome feedback on their expressive forms, which further increases opportunities for dialogue. Pathways to communication are opened because there is a universality to the arts that crosses cultures and languages. The arts allow us to broach difficult topics, helping to build bridges over what might otherwise divide us.

I witnessed another example of the arts as life-worthy learning while watching my niece perform along with her school choir at the Festival of Trees. The grades 3 to 8 students used their beautiful voices to wish, in unison, for hope, love and peace for all. They exhibited such pride and joy in sharing their songs with the audience. We returned the positive feelings with smiles and applause. Later, I asked my niece how she feels when she is singing. She replied, "I feel excited and happy."

Students experiencing quality arts education are provided the means to live an enriched life as they are always welcome in the arts. Regular learning experiences in the arts are essential to building a strong sense of belonging within a school community. Students are invited into experiences where they can see themselves as unique and valued individuals while simultaneously being part of a community of artful learners.

Finally, magic happens in the arts. Transformational qualities emerge as students become creators of culture, learning to investigate topics in multimodal ways and asking their own imaginative questions about "what could be" in the process. Equipping students with arts education skills equips them with a sense of wonder that encourages curiosity along with the willingness to make mistakes in the pursuit of something original.

One of my favorite quotes on this topic is by historian Eugene Ferguson, "Pyramids, cathedrals and rockets exist not because of geometry, theories of structures or thermodynamics, but because they were first a picture—literally a vision—in the minds of those who built them. Society is where it is today because people had the perception; the images and the imagination; the creativity that the arts provide, to make the world the place we live in today."

Learning in the arts honours what makes us most human, what brings us to life, what brings us together.

Data-literate instructional leaders can empower a school

By Jane Macleod

In schools where effective and consistent use of data is an established component of the teaching and learning process, the principal, as the instructional leader, motivates, supports and empowers teacher teams in utilizing real evidence of student progress to ensure the delivery of a quality instructional program.

Recent research on school improvement and student learning emphasizes the value of embedding and harnessing quality data as part of the learning process. Teachers and school leaders who routinely use timely information (e.g., work samples, attendance, participation, etc.) on student learning and focus their efforts accordingly see significant gains in student

Instructional Leadership



success. Without doubt, the data-savvy principal has a central role in this process.

Essentially, principals, as instructional and data-informed leaders, ensure that the school's teaching and learning policies and practices are based on credible research, including the consistent implementation of sound assessment practices for all groups of learners.

Charlotte Danielson (2015) advises principals to assume both a "wide-angle" and "close-up" view when working with data in school. Keeping one eye on data

such as survey results or base-line assessments (wide-angle) while monitoring and/or following up on daily formative assessments (close-up) enables instructional leaders to take actions and make decisions which benefit the teaching and learning program at the school.

Data-informed principals have a vision of a school-wide framework in which teacher groups routinely collect and collaboratively examine a broad range of student data to strengthen and enhance teaching and learning across the school and over time. Rick

Stiggins (2008) sees this as "mapping the learner's route to academic success."

Principals are responsible for leading the school's curriculum and instructional program and realize that teachers at all stages of their career require direction, resources and ongoing support. The 2014 study, *The Future of the Principals in Canada: A National Research Study*, jointly published by the Canadian Association of Principals and the Alberta Teachers' Association, cited the ability to coach and support the development of teachers as the most important skill of an educational leader today.

In creating cultures of learning, where teacher teams regularly interact with data, the actions and contributions of principals are crucial. Not surprisingly, recent research from the Wallace Foundation points to "collaborative leadership," with its focus on capacity building among teachers, has the strongest influence on student learning.

Looking closely at schools where staff members have successfully integrated data review into their daily practice, we see that the principal intentionally invites others into the process. These principals identify and create teams of teachers who include within their professional practice developing the skills of working collaboratively and using data to refine their teaching.

As an example, one principal recently invited teams to collect relevant data around two key goals from the current school development plan. Her idea was to use this data to guide the decision making for professional development opportunities, resource allocation and finalization of teaching and planning schedules. By being clear about her purposes for the use of data, she communicated the importance of decisions based on accurate evidence as well as developed internal capacity for working with data.

Although each context is unique, research identifies some common elements of principals' work where the utilization of data is embedded into the school's culture. Specifically, data-literate or data-informed principals:

- Clearly define the purpose for the collection and handling of data.

- Promote the use of relevant data and clarify expectations for teacher use.

- Serve as a role model, using data to inform actions and decisions.

- Meet with teachers to review individual student or classroom data.

- Advocate for the appropriate use of data with both internal and external stakeholders.

- Contribute to discussions around the quality of assessment practices.

- Establish data teams and coaches.

- Value anecdotal data (e.g., teachers' experiences) as well as statistical data.

- Ensure that teachers have the resources, knowledge and skills to work with multiple data sets.

- Organize and follow up on job-embedded professional development opportunities that support teacher knowledge, understanding and use of data.

- Anticipate challenges and barriers that might interfere with the efficient use of data systems or programs (e.g., technological or network glitches).

- Reduce the use of assessments or data gathering tools that do not have a clear purpose for the school, students or teachers.

- Celebrate early successes or "quick wins" of student progress where learning from data was key.

Data-literate principals strategically plan, facilitate and monitor school improvement initiatives. As change agents, these principals are clear that embedding the processes for collaborative inquiry using data into a school culture along with the integration of sound assessment practices in the classroom is time and energy well-spent.

In these schools, principals agree that the benefits of building and supporting teacher confidence and capacity using data for improved student learning is both profound and rewarding. ■

This is the second in a series of articles focusing on instructional leadership for principal success.

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).

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).

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, 2017**. Nomination forms can be found at 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 3.5 (Election), 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



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.

Location

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2317 Arlington Avenue, Saskatoon

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