



## Class composition at fundamental heart of impasse that leads to conciliation in stalled bargaining talks

After seven months and a host of face-to-face meetings in recent months to try to arrive at a provincial collective bargaining agreement for the province's teachers, the rather inauspicious result has been that the Saskatchewan Teachers' Federation declared an impasse as a precursor to applying for conciliation.

Citing general lack of movement from the Government-Trustee Bargaining Committee, it would be a reasonable assumption there isn't much the two sides can agree on. One of the main sticking points has been Education Minister Gord Wyant's insistence that the key issues of class size and composition can't be part of any potential agreement. Yet ironically, the two are in general agreement that if push came to shove, composition might be more of an issue than actual class size.

It is an oft-repeated viewpoint shared by Wyant and he contends the two factors are closely aligned. Saskatchewan Teachers' Federation President Patrick Maze does not disagree with that assertion.

Maze suggested the publicly floated notion by NDP leader Ryan Meili that his party would establish a 24-student cap on classes from kindergarten to Grade 3 is not necessarily the answer.

"We can't have hard caps across the province—that

just wouldn't work. It's an important part of the conversation, but it has to start with composition and then you can look at size. It's complicated, and that's because you are dealing with people," Maze offered.

If there is some consensus on the prioritization of composition, Maze is vehement the language has to be part of any collective agreement, while stressing that the time to deal with this issue once and for all is now.

Maze added that there have been examples in the past when verbal agreements didn't necessarily live up to original expectations, thus underscoring the importance of having it as part of the contract.

"It's not just from urban teachers, but I have heard from teachers across the province that this can't be ignored any longer. We have to make sure the funding is in place to set up students for success, and that means we have to figure out where the hot spots are," he added.

Maze contends the reason the provincial government is reluctant to agree to the Teachers' Bargaining Committee's set of proposals is that there is no denying education is a very expensive budget item.

"Ideologically, I think this government is against committing large costs to public services in general and they don't want to give up certain management rights."

Maze alluded to the government's establishment of the Provincial Committee on Class Size and Composition as an example of this reluctance to have genuine teacher input into what the Committee's recommendations will be, which the STF has opted not to participate in because of what they see as a lack of ability to genuinely influence the outcome.

He scoffs at the inclusion of one parent in the composition of the Committee.

"How can one parent possibly have a real handle on the diversity of what teachers are dealing with in their classrooms? Whether it's a student with high levels of autism or learning disabilities, or another student who is maybe learning to speak English for the first time, there are so many different aspects to consider. This Committee is set up to fail or to arrive at predetermined outcomes."



Saskatchewan Teachers' Federation President, Patrick Maze

Maze underscored that school boards are not to blame for the current funding shortfall being experienced by the PreK-12 education system, noting that "the tap has been turned off above the board level and they are often left with very unpalatable decisions in terms of having to make cuts."

According to Maze, he is bemused by Premier Scott Moe's ambitious growth plan for the province, not the least of which is focused on a significant population growth.

He alluded specifically to the fact that many of these new citizens will in all likelihood come from overseas locales, thereby putting an extra strain on a system which he says already has teachers taxed to the limit in terms of workload intensification.

"When I look at the current situation I think they [government] are trying to drive a wedge between our members. But as the Teachers' Bargaining Committee and the STF Executive, we are committed to reaching a settlement for our teachers to consider, and one that is fair and reasonable. Obviously, we are hopeful conciliation will help us in that regard and we will go into it with our best efforts to reach a fair conclusion. But if it doesn't, we will be prepared for taking the next step. We have to convince government that the current situation is not sustainable."

Maze indicated that the lack of progress thus far has been predictable if not frustrating.

"They [government] are not going to be giving anything away for free. As a profession, we have to show how important the education system is for the future of this province. You can either pay now or pay later," he said, noting the societal shortcomings that can result from an under-resourced public education sector. n

## STF declines limited opportunity to contribute to committee looking at class size, composition

The guidelines released for the Provincial Committee on Class Size and Composition fall short of addressing the issues as presented by the Saskatchewan Teachers' Federation during provincial collective bargaining. Therefore, the STF has said they will not participate in the process.

Citing the fact that the membership of the Committee, as determined by the Ministry of Education, would contain one representative from the STF aside from four from the Ministry, one from the Saskatchewan School Boards Association, a parent, an academic leader and a professional staff member, STF President Patrick Maze suggested the Committee lacks authority and public accountability.

"We won't be participating when the deck is stacked with four Ministry officials right off the start. Eight of the nine members of the Committee are decided by government. Why would we participate in something like that?" Maze questioned.

Moreover, in the memo from the Ministry, the STF was informed that no members of the Teachers' Bargaining Committee were eligible to fill the role allotted to the STF. This exception prevents the participation on the provincial committee of Maze, Vice-President Samantha Becotte, Executive Director Randy Schmaltz and three members of the senior administrative staff—all of whom would be the best positioned to support teachers on this issue.

The Federation has expressed its appreciation

that Education Minister Gord Wyant has publicly recognized that class size and class composition are challenges that must be addressed in Saskatchewan's PreK-12 classrooms.

"The list of committees and reports that have failed to implement changes in education is long," Maze said. "Government only announced this Committee after we brought the issue forward and presented solutions during bargaining, including a fund dedicated to provide necessary supports in classrooms. This alone is evidence of the need to address this through provincial collective bargaining."

"This appears to be the provincial government's attempt at sidestepping the bargaining process and demonstrates bad faith," Maze said, adding that "half of Saskatchewan's teachers said the issues of class size and composition were as important as their own compensation, and the Federation remains committed to addressing this through provincial collective bargaining."

Wyant, meanwhile, issued a statement expressing his disappointment regarding the STF's declining to participate. He said the issue "is bigger than the STF, and the work of the Committee will proceed without the STF and without delay."

The Committee will deliver their framework by the spring of 2020 in order for the recommendations to take effect in the 2020-21 school year. n



Those who participated in the Early Learning With Block Play workshop were keen to try out the many hands-on activities that were on offer. According to facilitators Michelle Dizy and Tanya Mazurek, it was a chance for early learning educators to experience and examine the many connections between block play and curricular outcomes, while delving into the current research on the topic.

## Math reconciliation looks at including Indigenous component

By Lisa Squires,  
Communications Officer

It is often said that today's students would be more successful if teachers would get back to the basics of teaching reading, writing and arithmetic. Yet western mathematics often marginalizes Indigenous students and undermines graduation rates.

A new research project aims to change this by introducing a new model of math instruction that blends western and Indigenous approaches.

"Referring to the difference in test scores between Indigenous and non-Indigenous students as an achievement gap is part of the problem," says Glen Aikenhead, a member of the research team and professor emeritus, curriculum studies, at the University of Saskatchewan's College of Education. "It implies Indigenous students are to blame when what we're seeing is a failure within the education system itself. That's not an achievement gap; that's an educational debt owed."

Sharon Meyer is a First Nations and Métis education consultant in the North East School Division and is also the lead researcher of the Culture-Based Mathematics for Reconciliation for Professional Development project. She says infusing cultural teachings into the curriculum can be challenging for teachers.

"I struggled with this work in the beginning too," admits Meyer, adding that her motivation was also sparked by the large volume of requests she was getting from teachers seeking authentic and professional First Nations and Métis math education resources. "I had to visit Elders and ask about First Nations math and our number system. They taught me that we had a base-10 counting system within the Cree and Saulteaux languages."

Meyer saw an opportunity and applied for a one-year research grant to explore how math reconciliation can support students and teachers in fulfilling the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015).

As part of the McDowell Foundation research project, she and Aikenhead provided collaboration and mentorship to four rural teachers who teach Grades 5 to 12 mathematics in Carrot River. The teachers learned how to promote cross-cultural experiences



The SUM conference included a panel around culture-based mathematics for reconciliation and professional development. Panel members included (from left) Sharon Meyer, First Nations and Métis education consultant for North East School Division; Glen Aikenhead, curriculum studies, U of S; Christina Ruddy, Knowledge Keeper from Algonquins of Pikwàkanagàn First Nation; and Ruth Beatty, Faculty of Education, Lakehead University.

within their classes, including instruction on how to teach in a culture-based way that combines western and Indigenous mathematizing. The participating teachers also created seven culture-based lesson plans that could be taught and adjusted as needed.

"At the start, the Carrot River teachers felt incompetent, but this is what the research is about," says Meyer. "It's about unlearning what you know to create space for new tools and strategies. Now they're developing further lessons and are contacting Knowledge Keepers on their own. Look at that growth mindset!"

Meyer has included the wampum belt as an introduction to looming as a math skill and to incorporate treaty teachings. She has also weaved medicine wheel teachings into a statistics class to teach students about the First Nations perspective around the sacredness of water. As part of this, she also shares current water-quality statistics experienced in many First Nations communities in Canada.

"They had to come up with their own statistics and create a graph explaining what that information was telling us and what they wanted us to learn," says Meyer. "When the non-First Nations students became aware of the water conditions, they became advocates."

In addition, a former student who was part of this project recently contacted the principal to share how this approach inspired her to become a teacher.

"She was a non-First Nations student and just by being part of this project, she's internalized the importance and need to have First Nations and Métis teaching in the classroom," says Meyer with a slight shake of emotion in her voice.

Meyer and Aikenhead recently shared their research with mathematics teachers at the 11th annual Saskatchewan Understands Math conference in Saskatoon

on November 2. The math reconciliation presentation was co-sponsored by the Saskatchewan Mathematics Teachers' Society and the McDowell Foundation.

Michelle Naidu, president of the SMTS and associate director of the Saskatchewan Professional Development Unit at the Saskatchewan Teachers' Federation, says it's important for teachers to see how far mathematics can be taken through a cultural lens. She added that if we want to see success, teachers need to help Indigenous students see themselves as mathematicians and how cultural activities can teach intricate, complicated math processes in fun ways.

"Knitting is insanely mathematical, but it's not accorded the same prestige as coding," says Naidu. "Knitting is basically coding with yarn. You make a plan. You execute the plan. Hopefully, you get a sweater in the end. That's what basic coding is at the elementary level. You hope you can get your robot mouse through the plan."

Ellen Whiteman, manager of the McDowell Foundation, appreciated the opportunity to host a Salon Series conversation at this year's SUM conference. Salon Series events are hosted twice annually by the McDowell Foundation so that Saskatchewan teachers can share their findings and spread classroom innovations throughout the province.

"Teachers need knowledge about local Indigenous cultures, examples of Indigenous mathematizing and access to authentic Indigenous resources they can trust. We're happy to provide funding to support teacher professionalism and peer learning in the province," says Whiteman.

To access copies of the math lesson plans or to learn more about math reconciliation, please visit the McDowell Foundation website ([www.mcdowellfoundation.ca](http://www.mcdowellfoundation.ca)).

## Currie to chair committee looking at class size, composition

The Ministry of Education has released the membership of the Provincial Committee on Class Size and Composition, with meetings already having taken place.

The Committee, which includes six former teachers and no current representation from the Saskatchewan Teachers' Federation, will be chaired

by Ministry of Education Deputy Minister Rob Currie and will also engage third-party expert Andy Hargreaves to assist in its work.

The Committee's work will include a review of class size and student demographic and class composition trends in the province's PreK-12 schools,

as well as a review of best practices from other jurisdictions.

The aim is to create a framework to guide decisions on appropriate class size and composition in the future.

The STF has funded the issue of class size and composition be resolved as part of the provincial

## RESOURCE CONNECTIONS



By Joan Elliott, Librarian/Manager,  
Emma Stewart Resources Centre

### Restorative practices in schools

Restorative justice and restorative practices are gradually gaining momentum in schools throughout the country. Inspired by Indigenous talking circles, they offer sound alternatives to punitive and adversarial approaches to misbehaviour and conflict by providing processes to mediate and repair relationships through dialogue, respectful spaces and accountability.

*Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice*, by Nathan Maynard and Brad Weinstein, describes several restorative practices that improve student behaviour and teacher-student relationships that also foster a spirit of responsibility in students. In *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*, Dominique Smith, Douglas Fisher and Nancy Frey discuss how to build respectful relationships and structures that support restorative practices as well as explain how to create informal and formal peacemaking practices and a mindset for restorative practices.

*Restorative Approaches to Conflict in Schools: Interdisciplinary Perspectives on Whole School Approaches to Managing Relationships*, edited by Edward Sellman, Hilary Cremin and Gilleen McCluskey, first outlines the ineffectiveness of punitive models of discipline and then illustrates restorative approaches in New Zealand, South Africa and Northern Ireland. It also offers critiques of the approach, along with suggestions for sustainability. *Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities*, by Margaret Thorsborne and Peta Blood, also discusses a whole school approach to restorative practice as well as how to manage the change process and implementation.

*Using Restorative Circles in Schools: How to Build Strong Learning Communities and Foster Student Wellbeing*, by Berit Follestad and Nina Wroldsen, explains how circles can be used for healing and building relationships, combatting bullying and promoting a sense of community. *Teaching Restorative Practices With Classroom Circles*, by Amos Clifford, is a practical guide that highlights the skills required for circle keeping, the varieties of circle formats, as well as calming activities, restorative dialogue and setting things right through the process.

*Safe and Peaceful Schools: Addressing Conflict and Eliminating Violence*, by John Winslade and Michael Williams, is designed to assist educators and school counsellors in developing conflict resolution skills. Chapters on counselling, peer mediation, restorative conferencing and practices, circle conversations and anti-bullying teams offer a wealth of practical strategies for kindergarten through Grade 12.

*How to Do Restorative Peer Mediation in Your School: A Quick Start Kit-Including Online Resources*, by Bill Hansberry and Christie-Lee Hansberry, discusses how to run a peer mediation program, how to train student mediators for circle processes and active listening, and provides sample scripts for students.

Another valuable perspective is offered by Amy Vatne Bintliff in her book *Re-Engaging Disconnected Youth: Transformative Learning Through Restorative and Social Justice Education*. Her model for reconnecting secondary students to their school and community features a curriculum based on hands-on learning, talking circles and multicultural education.

*Restorative Practice Resource Project: Tools and Successful Practices for Restorative Schools Supporting Student Achievement and Well Being*, produced in 2017 by the Restorative Practice Consortium in Ontario, is grounded in the *First Nations Medicine Wheel* and *Maslow's Hierarchy of Needs*. It outlines the characteristics of a restorative culture, the role of students in restorative practices, how to ask questions and apologize, anti-bullying strategies, and how the approach can be used for cultivating community in the school. Their framework is based on the principles of healthy relationships, voice, fair process, structure and support, safety, empathy, ownership, learning and belonging.

Restorative practices promote healthy relationships and peaceful school environments, thereby improving the well-being of all in the school community.

To borrow these resources, please email [src@stf.sk.ca](mailto:src@stf.sk.ca) or call 1-800-667-7762.

collective bargaining process, but that notion has been rejected by Education Minister Gord Wyant. Although the current bargaining process is now

in the conciliation stage, the Teachers' Bargaining Committee has indicated it is prepared and would welcome an opportunity to continue negotiations.

# Playing a role in fostering young citizens is elementary for Herrod

It is a phrase you often hear: at the very heart of what makes for a successful teacher is the relationship they are able to establish with their students.

Saskatoon elementary teacher Jennifer Herrod embodies that to the fullest and then some.

A Grade 3 teacher at Silverwood Heights School, Herrod is impassioned about the values of democracy and citizenship whether that involves visiting the legislature in Regina or Parliament Hill in Ottawa in the company of like-minded educators.

Those same values are just as much in evidence in her own classroom, which is strewn with examples of precisely that sort of pedagogy. She lives it to the max and through her example, the students emulate her. And while instilling those values in her students is integral to her approach, that is just an example of what she wants to share.

"I think we need to get to know our kids. That's our first job as a teacher. Make them feel safe and confident in their abilities and to let them know it's OK to make mistakes because that helps you learn.

"I so value what children have to offer, whether it's their positivity, their curiosity or their laughter. It's powerful what they have to say, and we need to nurture that by just letting them be kids," Herrod said.

At this point in her young life, Herrod doesn't have children of her own but don't tell her that.

"These are my kids. We're a classroom family and we care about each other. I call them my little birdies. You get so attached to them and that's the way of being a teacher I guess. You're always trying to keep that relationship building going because you could be that adult that makes a difference in their lives."

If you haven't already deduced it, Herrod is a firm believer in the fact that school is far more than just the academic aspect. She talks more about the holistic side of things and how by practising democracy on a daily basis, the young students are reassured that their voices are heard and respected.

"We have an opportunity as teachers to help grow both their brains and their hearts. My passion comes from seeing how the kids feel unconditionally loved and supported. That extends to how they treat their classmates as well," Herrod added.

Befitting an elementary teacher, Herrod is firmly of the mindset that by getting to know your students, you will find there is ample evidence that they aren't too young to understand some of the life lessons they experience as a class—even if sometimes it might be done subtly.

"You can see it every day how they have empathy and respect for each other. Knowledge is powerful. If you have the right chemistry and you love yourself, and as the teacher you praise their uniqueness and affirm that they are all valued,

then you can see the results," Herrod observed.

She applies a myriad of techniques to help foster the sort of rapport she strives for. It can be the weekly sharing circle, the Lego treaty, or the unique relationship students feel to Calvin (the corn snake who lives in the corner just inside the door), who Herrod said "is a huge part of our family." Another technique is having students nominate their classmates for the People's Champion medal, which is drawn from a bowl (yes, it can include Calvin).

*"It all helps foster critical thinkers. We talked about how it's OK if we have different opinions on certain issues and party platforms, but it's important that you can back it up. It definitely takes you out of your comfort zone and it instils the power of choice you have. They were so excited to participate in the conversations and for the opportunity to vote. They felt very empowered."*

*Jennifer Herrod*

"When you read the comments, it just reinforces what we do in our class. Recognizing kindness, empathy, leadership, making others happy—it's all part of helping them become confident and seeing themselves as leaders," their teacher noted, while adding that she is always mindful of being as authentic as possible.

The whole focus on government, democracy and citizenship was brought more sharply into focus with the recent federal election. The students were involved in a major way as they participated with the older classes at the school in the mock election. Their teacher proudly recalls how well-behaved and respectful they were throughout.

Certainly of equal importance was the lead up to the election in which they were involved in tackling such heady topics as environmental issues and immigration.

"It all helps foster critical thinkers. We talked about how it's OK if we have different opinions on certain issues and party platforms, but it's important that you can back it up. It definitely takes you out of your comfort zone and it instils the power of choice you have. They were so excited to participate in the conversations and for

the opportunity to vote. They felt very empowered.

"As the teacher, I kind of stepped back and watched. You give them the tools and they run with it. Some of the conversations were amazing, and these kids are really concerned about social issues and the connections they made. They are going to be the ones looking after us down the road, so they have got to be ready," Herrod smiled.

An integral part of Herrod's journey as an educator is her own thirst for learning and personal experience. That includes having participated in the Teachers Institute on Canadian Parliamentary Democracy, a five-day excursion to Ottawa in 2017 which immersed Herrod and 80 educators from across the country in how government functions.

This included sitting next to Senator Pamela Wallin at one of the events, which overall Herrod summed up as super, and at the same time occasionally intimidating.

"I would recommend it to any teacher. It was a great learning experience, both professionally and personally. It opens your eyes and after it's over you sit back and think about how it all works," she reflected.

However, would she choose to expose her own students to the occasional histrionics at that level (provincially or federally)? The answer is unequivocally no. "They don't need to see that yet," she said diplomatically.

Another area that has taken on greater significance in her own learning—and by extension that of her class—is how to be better informed about First Nations and Indigenous ways of learning.

"We need to know why we have treaties and to respect the land. For me it's important to know and then to be able to better share with the students," she said,



Grade Three teacher Jennifer Herrod is all about sharing her passion for democracy and citizenship with her young students. One of the many techniques she incorporates in getting to establish the sort of inclusive classroom she strives for is to include Calvin, the corn snake who is always happy to come out for a visit.

referring specifically to how they are following the Seven Grandfathers Teachings as a way to further build trust and relationships. "I need to feel safe on the subject matter because it was something I didn't learn about while going to school."

Herrod marveled at how the students are able to make connections she might not have thought of herself. Specifically, she cited how an Ojibwa teaching was linked to an animal and the students linked those teachings to leadership, which she said was very powerful and one that she had not readily seen for herself.

In a moment of self-reflection, Herrod allowed that even for a person with her infectious personality, there can be days when she might come to school below her best. She noted that "we all come

with our backpack of issues, but you have to work around that sometimes because these kids are like sponges. They pick up on something like that right away.

"Yes, there are some long days and evenings in terms of planning and maybe you wind up spending some of your own money to have some of what you need in the classroom. But when you see what you get back from the students, you have the little conversation with yourself and you realize it's all worth it. Our Lego builders are going to be architects, but we also have kids who are going to be hockey stars and ballerinas. More than anything they are going to be good, kind people, and it's wonderful to be part of that and to witness it every day," she added. n

## Stay connected using the STF App

You may have noticed that the Saskatchewan Teachers' Federation has an app to help communicate immediately and more effectively with its members.

The STF App was introduced at Councillor Conference in October. Delegates were quick to download the app onto their phones the minute it was revealed that first morning. The reason behind the app's development is a direct result of member feedback.

Members have repeatedly said the Federation is sending too many emails. The app will help alleviate some of that pressure by sending out notifications immediately to anyone who has downloaded it. Notifications will include information related to important issues like collective bargaining, updates to your benefits, professional development opportunities, and news and information that may be of interest to anyone in the teaching profession.

In order to download the STF App, all you have to do is visit the App Store or Google Play. Search for "STF" and download it at your leisure. Once you have downloaded the app, retrieve your username by logging in to your MySTF account on the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca). Once logged in, look for your app username directly beneath your display name. Go back to the app and enter the same password you have always used for your STF account.

Keep in mind that the app is also available for anyone to download. If necessary, the Federation will push out notifications to the general public, but the majority of communication will be targeted to members. Member information will be available only to those who securely log in with their individual username and password.

As the app is quite new, we want to ensure



all members still receive important details and information. Therefore, for the short term you will receive both an email and app notification about significant events or important information you need to know. In the future, all important communications will be done through the app. Once we have a significant number of app users, we will be curtailing all email messages.

In the meantime, so you do not become overloaded with information, please feel free to unsubscribe from specific email communications and start using the app. An opt-out function is located at the bottom of emails sent out by the Federation. n

## Ministry releases its own framework to guide future of education

Education Minister Gord Wyant has released a framework that will be used to create an action plan for how Saskatchewan students are educated from 2020 to 2030. The framework was developed with input from all education sector partners.

“After a year-long engagement process that involved contributions from thousands of Saskatchewan residents including students, parents, teachers, education stakeholders, Indigenous leaders and the business community, we’re very pleased to roll out the priorities they have identified for Saskatchewan classrooms over the next decade,” Wyant said in a government news release.

“The framework’s foundation is based on having every Saskatchewan student feel they are learning what they need for their future, that they belong, can be themselves, and that they are valued, safe and supported.”

The Saskatchewan Teachers’ Federation was among those organizations who participated in the co-construction of the *Framework for a Provincial Education Plan 2020-2030*.

The other participants included the Saskatchewan School Boards Association; the Federation of Sovereign Indigenous Nations; Gabriel Dumont Institute; the League of Educational Administrators, Directors and Superintendents; Saskatchewan Association of School Business Officials; Métis Nation-Saskatchewan; Office of the Treaty Commissioner; and the Ministry.

These partners came together to begin working on the framework in May 2018 with the intent to have the new plan in place after the Education Sector Strategic Plan wraps up in June 2020.

Not dissimilar to the Saskatchewan Teachers’ Federation’s recently unveiled *Education Re-Imagined: 12 Actions for Education* report, there are four priorities within the framework and include the need to provide an inclusive, safe and welcoming learning environment; ensuring students have the skills and knowledge for their future; forming connections and relationships; and supporting mental health and well-being.

Education partners will now use these priorities to guide the building of a provincial action plan to ensure the priorities are achieved within Saskatchewan’s PreK-12 school system. In addition, the Federation’s Education Re-Imagined report will be integrated into the action plan as many of its findings reflect similar priorities for education within the next decade.

The formation of an Education Council will provide leadership and oversight to the development and implementation of the plan. The Education Council membership will involve the education partners who co-constructed the framework. The plan will be put into action by directors of education in provincial school divisions and interested First Nations and Métis education organizations, as well as Ministry of Education staff.

The *Framework for a Provincial Education Plan 2020-2030* is available for download through the Publication Centre on the Saskatchewan government website (<https://publications.saskatchewan.ca>). n

## Teaching and learning resources to support renewed curricula

The Ministry of Education recently renewed its contract with the Saskatchewan Teachers’ Federation to continue coordinating the evaluation of teaching and learning resources for the Ministry.

The Federation invites its members to be trained to evaluate resources in specific curricular areas; resources receiving positive evaluations are subsequently submitted to the Ministry as recommendations for resources to support curricula. The Ministry considers those recommendations before approving resources as core and additional resources on its curriculum website.

Which curricula have been newly added to the Exploring the Many Pathways

to Learning process? While evaluations for Law 30 and Psychology 20, 30 are underway in both English and French, the majority of the other courses are in the practical and applied arts such as: Career and Work Exploration 10, 20, A30, B30; Accounting 10, 20, 30; Commercial Cooking 10, 20, 30; and Drafting and Computer-Aided Design 10, 20, 30.

Resources evaluations for these courses are scheduled to begin in the first few months of 2020, some of which will also occur in French. Resources have also been acquired for Dene 10, 20, 30; Nakawē 10, 20, 30; Michif 10, 20, 30; and Nēhiyawēwin 10, 20, 30. Teachers of these courses are invited to contact the Federation if they would like to apply or inquire about

becoming an evaluator of resources.

The entire list of English and French curricula included in the evaluation process can be viewed by selecting Pathways to Learning in the Quick Links section on the main page of the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca).

As more curricula are renewed by the Ministry, it is anticipated that Exploring the Many Pathways to Learning will include them as part of its purview. All physical resources that are approved as core or additional resources are made available to teachers from the Emma Stewart Resources Centre by clicking the Borrow from the STF Library button found in many of the resources records on the Ministry of Education’s curriculum site. n

## Alberta budget sees massive cuts to education

By Jonathan Teghtmeyer

At a time when school enrolment is expected to grow by 15,000 students per year, the Alberta United Conservative Party’s new budget proposes a freeze on operational funding in education.

Budget 2019 eliminates Class Size Initiative funding, School Fee Reduction grants and Classroom Improvement grants, while adding a new, one-time transition fund to support boards while the government plans for a new funding framework to be adopted in September 2020.

The per capita base instructional grants have been maintained, which has allowed the government to claim that they have funded for enrolment growth, but Alberta Teachers’ Association President Jason Schilling calls this line misleading.

“The government is playing a shell game in order to trick us into thinking enrolment growth is being funded,” said Schilling. “But at the end of the day, school boards have less funding per student, which means larger classes, fewer supports for students and programming cuts.”

In 2018-19, each student in Grades 1 to 3 generated a base instruction grant of \$6,679 and a Class Size Initiative grant of \$1,521. For 2019-20, those same students will only generate the base instruction grant, but students at all grade levels will also generate a one-time transition grant of \$203 (for metro and urban boards) or \$356 (for rural boards).

This is part of the government’s restructuring of the Class Size Initiative funding after a review concluded the program was ineffective. The Class Size Initiative would have been worth \$297 million, after enrolment growth, if it had continued in 2019-20.

“Albertans elected us with a clear mandate to conduct an audit of class sizes and determine what happened to previous funding dedicated to class size reduction,” said Education Minister Adriana LaGrange on the release of the government’s class size review.

“This report demonstrates that we cannot continue to throw money at this problem,

rather that we must look for new solutions while continuing to appropriately fund education.”

The replacement of the Class Size Initiative with the smaller one-time transition fund means a 16 percent reduction in base instructional funding for kindergarten to Grade 3 students.

“This year, class sizes got bigger and I’m very worried that this budget will result in further class size growth for our youngest students,” said Schilling. “All the research shows that class size reductions have the biggest impact at the youngest grades, yet that is where we are doing the worst job in keeping class sizes small. We have never met the 15-year-old targets for K-3 class size, and last year, 80 percent of those classes were too large.”

Schilling is quite worried about the long-term implications of the fiscal directions set out in the budget.

“The budget projects frozen operational funding for four years, which would mean 60,000 additional students and not a single additional



## EDITORIAL

### Education takes a back seat with this lot

Sometimes it’s not what you say, but rather what you don’t say that tells the story.

The very same day that the Saskatchewan Teachers’ Federation—via the Teachers’ Bargaining Committee—declared an impasse in the charade that was supposed to be the provincial collective bargaining process, there was Premier Scott Moe bombastically sharing his party’s 10-year plan to grow the province’s population and economy.

Somehow the Saskatchewan Party number crunchers had come up with what can only be described as wildly optimistic if not bordering on unrealistic and surely unsustainable goals.

Growing the population by close to a quarter of a million while adding 100,000 jobs by 2030 was what the Premier was sharing over breakfast with the Saskatoon chamber of commerce folks.

Moe shared how exports would grow by 50 percent, thus the need for international trade offices in Japan, India and Singapore. Huge growth is to be anticipated in both the agriculture and oil production sector while supposedly finding time to triple the Saskatchewan tech sector. He also managed to throw in this nugget: reduction of surgical wait times.

I’m going to go out on a limb here and suggest it can’t be just me who didn’t hear a single word about the importance of having a well-educated populace to attain these lofty goals. It might be suggested that if we’re all of a sudden going to have the equivalent of a medium-sized city come to our province, then maybe, just maybe, there would be a need for more teachers and an adequately funded public education sector. Or, just to be mischievous for a moment, am I perhaps missing what wasn’t said?

Perhaps the lack of mention of education in this grandstanding exhibition, to say nothing of the evident disinterest in actually coming up with an acceptable contract proposal for teachers, is a subtle message that there might be plans to follow in the path of Moe’s chum Jason Kenney, who has seemingly made it his mission to completely undermine and destroy public education.

Lest you should think this is some sort of conspiracy theory, just contemplate for a moment the latest examples of largesse by the Ministry of Education in forming a committee to discuss classroom size and composition with specific restrictions on limiting any sort of influence by those “union” types from the STF. Can’t have that sort of anarchy after all.

There is also the laudable (or sorry, was that laughable?) salary offer of zero percent for teachers in year one and thereafter two percent for the following two years, as well as the most generous offer of all—that \$20 million could be reallocated to enhance the overall value of the contract. It’s clearly just minutia to point out that it would come from the politicians taking a year off funding the Members’ Health Plan. You want to talk about creative bookkeeping.

I guess what is the hardest thing for me to fathom in all this is that the folks who are so reluctant to spend a dime on public education in all likelihood have children of their own or failing that, they might reflect on their own education. When we’re toting all these numbers, something just doesn’t add up. n

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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

teacher hired to teach them,” he said.

The budget proposes an eight percent decrease in the overall public sector workforce over the next four years, with most of the reductions attained through attrition.

The teachers’ pension plan is also a target of this year’s budget. Tucked away on page 120 of the fiscal plan is a directive to transfer all of the funds within the Alberta Teachers’ Retirement Fund to AIMCo, a Crown corporation of the Province of Alberta.

It was a unilateral decision by the UCP government and was executed without any prior consultation with teachers or the ATRF. The ATRF was made aware of the change only 15 minutes prior to the budget delivery.

The government points to reducing redundant administration and building a “Made in Alberta” portfolio as the reasoning for the move.

Schilling likens the move to a “hijacking” of teachers’ pensions and says there are still many questions around the move that need to be answered. The ATA is withholding any official action until more information is brought forth.

*Teghtmeyer is the associate co-ordinator of communications with the Alberta Teachers’ Association. This article is reprinted with permission of the ATA News. This article also includes files from Mark Milne, Media Liaison with the ATA Media Relations Office. n*

# Administrators anxiously waiting for glittering new school in Rosthern

ROSTHERN—Albeit currently adorned with numerous tarps and other such construction-related material and encircled by chain-link fencing, even a neophyte such as myself can readily envision the scope and aesthetic appeal of what is in store for the citizens of this community. The brand new Rosthern Community School is slated to open its doors in the fall of 2020.

That first-time observation is enthusiastically confirmed by Mitch Luiten, principal at Rosthern High School (Grades 6-12) and Andrea Foster, principal at Rosthern Elementary School just down the road.

The fact the two schools will be under one roof, as Luiten explained, is merely the tip of the iceberg as the two colleagues are unabashedly like two children who got the keys to the treasure chest.

Words like stunning, unbelievable, exciting and cool are sprinkled throughout the conversation as each of them allow themselves a moment to vividly imagine what their new reality will become this time next year with the opening of this \$25 million facility.

Foster, as if transporting herself to what the wide-open front entrance with floor-to-ceiling windows will look like, can barely contain her smile.

Luiten concurs, noting that probably the feature he is most looking forward to is the presentation staircase where the whole school (which will accommodate 430 students as well as being joined to a 30-space daycare facility) can gather for events.

"It's one of the things that's really cool; the whole school has been so well-designed and it's not cold at all," Luiten enthused.

What makes this new locale just that much more appealing is the state of the existing facilities, which although built in the 1960s, have been subject to all sorts of serious structural issues and that has only become worse.

There was the fateful day in 2016 when then-Education Minister Don Morgan and current Premier Scott Moe were touring the facilities. Fortuitously it was raining outside—and inside for that matter, as there were pots throughout catching the dripping water.

Suffice to say, that was just one of the many headaches at the two schools and not the least of which featured beams in the hallway to hold up a sagging roof as well as a recently malfunctioning furnace.

Foster, who had spent 17 years at the high school prior to moving to the elementary school, has experienced her share of these "scary" issues. She added that she has remained hopeful they will be able to get one more year out of these existing facilities—the high school is slated for demolition, while the fate of the elementary school building is yet to be fully determined.

Both Luiten and Foster have been integrally involved



Andrea Foster and Mitch Luiten, who have been integrally involved in the transition planning for the much-anticipated new Rosthern Community School, are beaming at the prospect of what is in store when the new facility opens next year.

in the process since it was first announced in 2017 by now-retired high school principal Ralph Epp that a new facility was coming.

The mountains of architectural drawings by Saskatoon-based Group 2 Architecture and Graham Construction on the table in Luiten's office are witness to this involvement—as are the attached sticky notes (they are teachers after all; let's not forget).

"It continues to be a positive distraction," Foster smiled. "Any issues that might have come up along the way have just seemed to melt away. Everyone has been so positive and helpful in terms of working together to make this the best it can be."

While the two principals knew each other only slightly from earlier meetings as members of Prairie Spirit School Division—Luiten was principal at Borden School before coming to Rosthern two years ago—they are pretty much joined at the hip now throughout this process.

Luiten alluded to the importance of having the teamwork approach in dealing with both everyday educational issues, as well as being involved in the construction phases of the new school. It is not uncommon for the two to swap schools on occasion if the need arises.

One of Foster's chief goals throughout has been to establish a strong new culture for when the two schools become one. She will assume the role of vice-principal at the new school.

"We have been very intentional about this in the planning right from the start. In terms of professional development for our teaching staff, we do it together and we plan together and make sure to have as much dialogue as possible. We realize each of our schools is bringing their own piece to this and it's very exciting to be part of. We're looking at who we want to be, and this is a very unique opportunity for all of us in creating this new identity and culture," Foster added.

That whole approach has also included the input of students from the outset in terms of what they would like to see in their new home-to-be.

As one could readily imagine, a new facility of this

magnitude has caught the attention of the community in a major way.

"It's one of those things that people might be thinking 'we'll believe it when we see it,' but the community has been very excited and supportive. This community has been given a gift and there's a real sense of anticipation. I think this facility will incorporate a lot of the diversity in our community and it will be a fantastic addition," Luiten suggested.

When asked, Foster smiled and said she hadn't yet got to counting down the days, but both acknowledged that is bound to start very soon. For now, Foster is busying herself picking out the furniture, underscoring the importance of finding items that will be good for the long-term rather than opting for the latest trends or fads. "Just to see how it all fits together, and using your imagination, it's going to be great," Foster said in anticipation. n

## Sask Rivers receives Premier's Award for empowering students initiative

REGINA—Saskatchewan Rivers Public School Division's Board of Education and Saskatchewan Rivers Students for Change have received the 2019 Premier's Board of Education Award for Innovation and Excellence in Education for the submission of Empowering Students and Responding to Student Voice: A Student-Led Pathway to Improve Student Outcomes.

The Saskatchewan School Boards Association coordinates the Premier's Award each year. The award was presented on behalf of Premier Scott Moe during the SSBA Annual General Assembly in Regina.

"Congratulations to Saskatchewan Rivers School Division for winning this year's award," the Honourable Lori Carr, Minister of Government Relations and MLA for Estevan, said on behalf of Premier Moe. "The Saskatchewan Rivers Students for Change council will give students valuable leadership skills and an opportunity to have their voice heard by the board of trustees. This experience will benefit them well beyond high school."

In its application for the award, Saskatchewan Rivers said its board, along with a team of students, implemented a division-wide council known as the Saskatchewan Rivers Students for Change, which regularly discusses challenges and opportunities, takes part in leadership and learning, plans actions and events and advocates for student learning and well-being.

The council provides advice and perspective directly to the board through elected student trustees.

"School board trustees work to ensure that the students in their schools get a good education and have positive experiences as they learn," said Barry Hollick, Saskatchewan Rivers chairperson. "We are so pleased that this initiative to involve students in the governance of our school division provides them the opportunity to lead change and affect student achievement and outcomes. It has also enhanced the board's awareness of student concerns and issues."

The \$3,000 award has been sponsored by Xerox Canada since its development in 1999, making this year the 20th anniversary of the award program. The award recipient is recommended by a panel of education sector partners.

The Premier's Award recognizes educational innovations and improvements focused on student achievement that have been advanced or directed by school boards. The prize is used to support or extend the innovation or project.

"Upon the 20th anniversary of this program, we are very appreciative of Xerox Canada for highlighting the great work being done by school boards throughout the province," said SSBA President Shawn Davidson. "Each submission is worthy of recognition for promoting efforts to help ensure success for all students. Congratulations to the recipients." n

## Parent engagement in rural schools is all about relationships

By Ellen Whiteman, Manager, McDowell Foundation

How to include parents in meaningful and authentic ways in their children's education has been a hot topic in Saskatchewan over the past few years. Home visits, 'unpacking the backpack' nights and new interactive applications such as ClassDojo and Seesaw have filled Twitter feeds and other spaces exploring trends in education.

For three teachers in Sun West School Division, parent engagement is not just an event or an app, but rather a core understanding of who they are as teachers and what kind of a relationship they want to have with their students and their families.

Pam Sawatzky, Carly Gilchrist and Amber Thompson have been collaborating on a McDowell-funded research project for the past year exploring promising practices for parent engagement in their rural communities.

Their project started out asking key questions including: What practices offer possibilities for the meaningful engagement of parents? What are the critical elements of these practices that contribute to success?

Focus groups with parents and other staff members, as well as their own experience as teachers

living and working in rural communities, have shaped their understandings.

Their hope is to identify possibilities for authentic and meaningful family engagement opportunities that recognize the vital role parents play in supporting the education of their children.

All three teachers live and work in the communities where they teach and believe that parent engagement may look different in rural areas than it does in the city. They see their students and their families at hockey games, the grocery store and around town. Engagement can look different in small communities where everyone knows them as teachers.

"It is a bit of a fishbowl," says Thompson. "At the same time, I already know some of the families from my son's hockey team or from last year's baseball season."

"You already know many of the families of the students coming into your class," agrees Gilchrist. "It is a matter of building on and deepening that relationship."

For all three teachers, the goal of parental engagement is ensuring that families are knowledgeable and comfortable with their child's learning and that parents and families are offering their own expert knowledge as the individuals who know

the child best to support and enhance that learning process.

"You are always looking for opportunities for two-way communication," says Sawatzky. "That might be an app, a visit, a phone call or a chance meeting in the community, but it is all about the relationship."

However, the teachers also acknowledged the importance of having healthy boundaries to ensure they do not feel "on" all of the time.

"You have to set those clear expectations from the start," says Gilchrist. "Families need to know you will respond, but you can't be responding to a Saturday night message immediately."

"Many of the practices to support family engagement that were identified by the research are not new or revolutionary, but just good teaching," echoes Thompson.

The team indicated that their work identified a shift in thinking about the value of family knowledge and how it can best be included; it is a vital starting point when thinking about parent and family engagement, especially in rural areas where opportunities for engagement are literally just around the corner.

The team's full research report will be available at [www.mcdowellfoundation.ca](http://www.mcdowellfoundation.ca) in the spring of 2020. n

# My Grosvenor Teacher Fellowship journey

By Ruth Smith  
Grade 8 Teacher, Hepburn

In March 2019, I was chosen to receive the Grosvenor Teacher Fellowship along with 44 other teachers from the United States and Canada.

This Fellowship is part of National Geographic's educational professional development program and is also made possible by Lindbal Expedition.

This then took me on the ship—the Endeavour II—to the Galapagos Islands for eight days.

My journey began when I enrolled in the National Geographic Education Certification, which introduced me to the National Geographic Learning Framework, which focuses lessons on knowledge, skills, and attitudes of our local, regional and global world. Through this program, I was introduced to a massive educational resource library and a large online community of teachers who share ideas and classroom experiences.

This educational program and community is geared to all grade levels and subject areas, not just science. I was also introduced to all the other educational programs run by National Geographic that are free to teachers. Teachers who complete the online course are eligible to apply for the Grosvenor Teacher Fellowship, which I did.

After receiving the Fellowship, I travelled to Washington, D.C. to meet and train with the other 44 teachers. At this time, I met my shipmate, Kelly, from Manchester, New Hampshire. During our week at the National Geographic headquarters, we were trained by National Geographic staff on storytelling, photography, videography and many other topics we would use on our expedition. Being able to meet so many incredible teachers from North America and hear what they are doing in their classrooms was an amazing professional development opportunity for me.

My trip to the Galapagos began on August 22, 2019 with a flight to Guayaquil, Ecuador where all the passengers (approximately 90 people) of the Endeavour II convened.

The next day we all flew to San Cristóbal in the Galapagos Islands. Over the next eight days, we toured by Zodiac, hiked, kayaked and snorkelled in and around the Islands of Española, Floreana, Santa Cruz, Bartolomé, Genovesa and Baltra. The scenery and wildlife were spectacular. I was surprised by how the animals on all the islands had very little fear of humans because there are no natural predators for most. Little birds would land on us and you could walk right up to all the animals.

I was not prepared for how “winter” in the Galapagos had similarities to winter in Saskatchewan; the trees lost their leaves and animal habits changed during the winter. The number of species we saw while snorkelling in such clear water (fish, sharks, rays, penguins, sea lions, octopus and many others) was amazing. We finished our trip by flying to Quito, Ecuador where we had half a day to tour the UNESCO World Heritage Centre. This truly was a trip of a lifetime.

As I returned home and reflected on the experience, I am excited for the impact that this trip will have on my classroom. One of my goals in teaching is to inspire students to explore their world. For some that will mean actually travelling to places, but for others that will be exploring their place in their community and country, as well as using technology to explore the far reaches of our universe. In addition, my experience reinforced for me how we are all part of one beautiful planet that desperately needs all of us to protect it. Our students are the future stewards of our earth so we need to expose them to its beauty and vulnerability.

If you are interested in the program, check out the National Geographic website at [www.nationalgeographic.org](http://www.nationalgeographic.org). You can also contact me at [ruth.smith@spiritsd.ca](mailto:ruth.smith@spiritsd.ca). n



Ruth Smith had many wonderful experiences in the Galapagos Islands as a result of having received the Grosvenor Teacher Fellowship. The islands, off the coast of Ecuador, are renowned for their array of wildlife, including blue-footed boobies and turtles. The Hepburn-based teacher is happy to share this “amazing professional development opportunity” with colleagues.

## Retired educator writes book on German settlers coming to SK

At the age of 94, retired educator and history buff Gordon Matthews recently completed a decade-long project with the self-published book entitled *An Exodus to a Land of Promise*.

Matthews, who served with the Royal Canadian Air Force in World War II and later tried his hand at farming before shifting gears to education, indicated this was an enduring passion to share.

His 35-year career included being a principal in a number of schools in southern and eastern Saskatchewan before eventually becoming superintendent in Melville, and then culminating his career as a part-time director of education at Peepeekisis

Cree Nation during the early years of his retirement.

The book follows the two migrations of German people to the Canadian prairies a century apart—the second wave being largely descendants of the first wave from the mid-1700s to about 1825, with the second migration occurring between 1885 and 1914. The latter was sparked in large part by the lure of free land being offered as well as the deteriorating circumstances at home, culminating with the outbreak of World War I in 1914.

According to Matthews, “this book was not designed to be a smooth-flowing, carefully arranged sequence of events—rather, the aim is

to present historical facts relating to the part played by homesteaders in the settling of the Canadian prairies.”

Matthews' interest in this epoch in Canadian (and German) history was further fuelled by those German colonists from eastern Europe, including those from what is known today as Ukraine. Matthews chronicles a trip he took to western Ukraine in 2012, when he and a group of 20 fellow travellers visited the villages where the colonists had lived—they were removed from their homeland in 1939 due to an order from Adolf Hitler and the Nazis at the outbreak of World War II.

All this ties into Matthews' own experience growing

## INSTRUCTIONAL LEADERSHIP



### Student engagement: taking stock

By Jane Macleod, Senior Manager, Research and Records

Re-Imagine Education invites us to re-examine existing structures in our educational system and question the extent of opportunities for authentic engagement with stakeholders.

Let's start with students. Carol Robinson (2016) refers to students as “expert witnesses” as they have first-hand experiences in all facets of school life—its day-to-day procedures and systems, its traditions and culture, and its values. Robinson asserts that in order to reimagine education in schools today, principals must reflect on the extent of student engagement in their schools.

I suspect that many students see schools as bastions of conformity. For most, the school organization is much like that experienced by their parents and, in some cases, their grandparents. The industrial school model, characterized by class schedules, timetables, classroom regimes, etc., was no doubt established to ensure efficiency and student safety and as such, it demands compliance.

However, there is an abundance of education research supporting the critical role of problem solving and creative thinking to an individual's success in school and in the workplace. A common theme across each of the reviews of education in Saskatchewan this year was the importance of a school experience that fostered students' creativity and innovation.

Therein lies the conundrum and/or contradiction; how can a school, established within a system that reinforces conformity and standardization, create a culture that invites and fosters individual creativity and innovation for both students and teachers? Sir Ken Robinson asserts that individual creativity is an essential literacy and challenges schools to move beyond what he sees as a standardized fast-food model of education delivery today to a more personalized and student-centred approach.

Montgomery, Karagianni and Androutsou (2016) remind us that schools have an abundance of achievement data on students, but little information about how students feel about their school experience. Their book, *Reimagining School: Is It Possible?* cites a number of studies where school leaders and teachers have deliberately worked to transform their schools so that students, as key stakeholders, play a genuine role in determining the policies, practices and purpose of the school.

Montgomery et al. observe, “We are giving school children a voice, but we [are] also putting fences on what they can discuss.” While many school systems may argue that routines and standardization make life easier, an increasing number of school leaders today are recognizing the need to seek input from their students.

What might this look like in Saskatchewan schools? How can schools move beyond test scores and increase or invite student voice and participation? As with any school improvement initiative, it makes sense to begin with a vision. School staffs can start by having thoughtful, and sometimes difficult, conversations on questions such as:

- What do we know about how students perceive their school experience?
- What opportunities exist in our school for students to develop as learners and as citizens?
- Where are we creating safe spaces for students to share their experiences as learners and full participants in our school community?
- What opportunities are we giving students to have a meaningful involvement in our school decision making?

These may be challenging questions, yet they can invite conversations and new thinking on an issue near and dear to teachers: the well-being of their students as learners. Only by giving students a voice can we hope to learn about their world. n

up in the Neudorf area of southeastern Saskatchewan, where he became intrigued by how the area had been settled by German-speaking people that came from Austria. Following extensive research on his part, Matthews realized the people were descendants of German colonists from the eastern edge of the former Austro-Hungarian Empire.

While serving as superintendent in the area he came to realize that there were two distinct strains of settlers: Catholics in the community of Grayson and Protestants in nearby Neudorf.

The book delves into the challenges these German colonists faced, both in their native Europe and later settling in to a harsh new reality of the Canadian prairies and all that it entailed, including the cold weather we are all too familiar with.

Matthews indicated anyone who might like to check out this book can contact him personally at [fandgmatthews@sasktel.net](mailto:fandgmatthews@sasktel.net) or at 306-782-6420. Printing of the book is on demand and is available in both soft cover (\$35) and hard cover (\$43). n





## UPCOMING EVENTS

### January 13, 2020 – St. Walburg

Let's Talk: Supporting Diverse Language Learners in the Early Years (NEW)

### January 15, 2020 – Saskatoon

safeTALK: Suicide Awareness Training

### January 18 and March 14, 2020 – Tisdale

Responding to Children's Interests

### January 24, 2020 – Yorkton

Fundamental Practices for High-Quality Early Learning

### January 24, 2020 – Saskatoon

Connecting Curriculum to Play-Based Projects in Kindergarten

### January 31, 2020 – Lloydminster

Parent and Family Engagement: Inviting Families and Parents to Share in Our Learning

### February 7 and March 20, 2020 – Lloydminster

Responding to Children's Interests

### February 7, 2020 – Saskatoon

Supporting Writers in the Early Years

### February 10, 2020 – Saskatoon

Cracking the Code: Building Skills for Literacy Success

### February 28, 2020 – Moose Jaw

Developing Self-Regulation and Social Emotional Skills In Early Years

### February 28, 2020 – Regina

Simple Solutions for Documentation

### March 2, 2020 – Saskatoon

Authentic Literacy: Contexts for Powerful Instruction and Engagement

### March 6, 2020 – Yorkton

The Amazing Brain in the Early Years

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



SASKATCHEWAN  
TEACHERS'  
FEDERATION



## CELEBRATION OF ART, FAITH AND SPIRITUALITY

Students in Grades 9 to 12 are invited to share their ideas and feelings through art about peace, care of the Earth, diversity, reconciliation and spirituality.

Deadline for submissions is April 10, 2020.

For more information, visit [www.multifaithsask.org](http://www.multifaithsask.org).

Visual Art Project organizing committee sincerely thanks Saskatchewan Art Educators Association for their support and guidance



## Are your students Canada's next upstanders?

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Download the **teacher-developed and tested project-based learning unit plan**

Book a **virtual field trip** for your class, or visit in person

Enter the **Be Canada's Next Upstander challenge**

Learn more at [humanrights.ca/upstander](http://humanrights.ca/upstander)



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Register for Spring, Summer and Fall 2020 courses. Learn more at [www.uregina.ca/cee](http://www.uregina.ca/cee).

**HAPPY HOLIDAYS**  
The STF offices will be closed from 2 p.m. Tuesday, December 24, 2019, and will reopen Thursday, January 2, 2020.

**Sneak Peek**  
We will soon be announcing an exciting partnership with **Wanuskewin Heritage Park** with the arrival of the bison, scheduled for late 2019. This partnership will definitely help you plan next year's field trips! (Grades 4 and 5) Watch for updates on our social media and upcoming school staff liaison mailings.

**IT 2020 SUMMIT**  
MAY 4-5  
DELTA HOTELS BY MARRIOTT  
SASKATOON DOWNTOWN  
**Keynote Presentations**  
Dean Shareski and Lisa Anne Floyd  
For more information and to register visit the STF website at [www.stf.sk.ca](http://www.stf.sk.ca).  
The IT Summit is presented by the Saskatchewan Professional Development Unit.