



Maze shares his thoughts on student, teacher safety

Paramount to Saskatchewan Teachers' Federation President Patrick Maze is wellness and safety of the province's 13,500 teachers during the COVID-19 pandemic. Yet he is well aware that for the vast majority, they are prone to being even more concerned about the plight of their respective students.

"I'm hearing from lots of teachers whose concern is around how they are going to fulfil all the curriculum requirements for their students. In some cases it's almost to a fault and their own health and safety becomes overlooked," Maze said.

Maze is cognizant of the fact that it is the already vulnerable students who are in the greatest peril as positive cases escalate in schools throughout the province.

"My own theory is that these kids who live in maybe impoverished areas or attend community schools are losing out. They are the ones who need the therapists and psychologists, and that's exactly where the funding cutbacks are felt the most. That is why it is so important for us to maintain a strong public education system, because without those supports available when they need them it can be a great concern. The moment you go down the path of either voucher or private schools, the spread between the have and have-nots just grows that much more."

Asked why there might seemingly be a lack of empathy for these students, Maze



Saskatchewan Teachers' Federation President Patrick Maze has been receiving plenty of online feedback from concerned teachers during the COVID-19 pandemic.

suggested that in the case of politicians and many members of the general public—teachers included—the parents will find a way for their own children to have extra supports, even if it means hiring private tutors, for example.

If that's not enough weighing on the minds of teachers, Maze also took the opportunity in his year-end interview to once again contemplate the double standards he sees from other areas of society in general and what is going on in schools.

"There are classrooms in this province where masks are still optional for prekindergarten to Grade 3 and that's for both students and teachers. It's extremely frustrating. Teachers have expectations through their employer that they are provided with a safe workplace but it's just not occurring in a lot of cases, and all too often some of the supports that are needed for students falls back on teachers," Maze noted.

From his current role as President, Maze noted that many of the calls and emails he receives from teachers speak of a level of frustration that they are not being listened to by their employers or the Ministry of Education.

Interestingly, he said based on those conversations, "there is no urban-rural split on this. Even with something like class sizes and complexity there

is a certain similarity. Yes, definitely for the most part the class sizes are higher in the city, but when looking at complexity it's not uncommon to hear about a Grade 3, 4, 5 split with 27 students in some rural settings.

"It used to be that you could read one story, but now with outcomes and indicators that have to be met it has just added so much to the teachers' workload. Either way it amounts to trying to do more with less," Maze said.

"It's always kind of a conundrum. I loved being in the classroom. Just recently, I ran into two students that I had taught a decade ago, but it's great to still have that connection and it's heartfelt. Things have changed so much in the classroom though in the last five to 10 years and I can have a pretty good feel for how much more difficult it can be," he said.

According to Maze, his current role affords him the chance to listen to a greater cross-section of teachers and their concerns.

"Teachers are looking for someone to carry forward their

concerns and I think from this position you have a better overall vantage point. I hear from teachers from prekindergarten to Grade 12 physics. I've learned that teachers are not slow to let their concerns be known and where they are feeling the pressures.

"I've made a list on the side so I don't forget to respond to my emails," Maze joked.

"Right now with the pandemic, the situations are so different. Some teachers feel safe and they are wondering why there is talk of moving to level three or four, while others are feeling very anxious and that the government hasn't gone far enough with their measures. I've also received just very appreciative feedback that there is someone here to listen and to give them voice.

"As a Federation we just have to keep our foot on the gas and hold onto the vision that we aspire to have for our classrooms. We need to continue to support and advocate for teachers and just hope they [government] are listening," he summed up. ■

Duncan brings different set of eyes into role as Minister of Education

Less than a month in his new role as Minister of Education, Dustin Duncan referred to the old adage that "it's like drinking from a firehose" as he was still trying to get a clearer picture of where all the moving parts fit in this portfolio.

This is to say nothing of the challenge of taking this on during the midst of the COVID-19 pandemic and all that has meant for schools in the province and the sector overall.

"First and foremost, it's talking to all the sector partners and understanding what everyone's priorities are, and I'm trying to get up to speed as quickly as possible. I'm certainly not lacking effort and want to learn as much as I can."

Interestingly, Duncan cited the influence of his own teachers growing up in the Weyburn area as having helped him to his path in the political arena, which started in 2006 when he was elected as the MLA for Weyburn-Big Muddy at the age of 26. Subsequently, he has been re-elected four times.

His previous ministerial appointments included such high-profile departments as Health, for example. More recently he served as Minister of Environment.

According to Duncan's initial impressions of the Education portfolio, he has observed a high level of passion from all the education partners.

"I've been really impressed with the engagement and



Honourable Dustin Duncan

passion those in the sector have in wanting to ensure that our students have a good learning experience so that they can pursue their goals and dreams. That has really filtered through in the conversations I've had," he said.

Duncan indicated that his experience as Minister of Health in particular is one he will draw on.

"Absolutely, there are a lot of comparisons just in the nature of what the two portfolios involve. They are the two largest budget lines and both have such a wide influence and affect almost everyone.

"So I'm just trying to determine the right approach; and the other similarity is that in both ministries, there is the day-to-day issues to deal with and they are front and centre. But, you also have to try and take a long-term

focus and bear in mind the bigger picture. You can't lose sight of that fact," Duncan said.

One of the first people Duncan talked to was, understandably, his predecessor Gord Wyant, who has switched to the Ministry of Justice and Attorney General in the recent cabinet shuffle following the provincial election.

"What I took away from our conversation is how important relationships are and I think that served him [Wyant] well. Building that trust is going to be a big part of that and I'm very much looking forward to working with the different partners. It's a journey, and like Minister Wyant said, why wouldn't I want to let profession guide us?" Duncan noted.

The new Minister is already familiar with the general state of the education system including the often-contentious issue of class size and complexity. "I want to dig deeper into the issues facing the system and look for ways to look for improvements," he offered.

Again alluding to his time as Minister of Health, Duncan indicated that he recalled there has been good work done in terms of trying to reduce government silos. It's a matter he will be revisiting in the Education portfolio.

"People are not living in silos. So as a government, we have to recognize that and so we should be

exploring this further in the future to ensure that the system at the school level can do a better job of providing supports."

Duncan included mental health issues as one of the areas that needs to be a focus "especially as we make our way through this time of stress and strain. We have to make sure we have the supports we can provide. How do we empower students by building resiliency? And maybe, sometimes how to take a little break from social media.

"Absolutely, I think with this pandemic there are lessons to be learned. When you look at some of the technology equity issues, for example, the system needs to be more flexible and nimble. How do we turn some of the possible shortcomings that exist into opportunities by removing some of the possible barriers."

Looking ahead, while Duncan has never been a teacher or trustee, he is looking at this through the eyes of the eldest of he and wife Amanda's three children, who is just entering Grade 1.

"So I come at this with a different set of eyes. I think obviously there would be benefits of having had the experience, but I don't look at it as a detriment. I'm not coming into the role with preconceived ideas. I'm looking at it as a parent and we will be on this journey together." ■

Transitioning PGO catalogue to online offerings is ultimate goal for STF Professional Learning

For those of you who might have availed yourself of the opportunities offered in years past through the Saskatchewan Professional Development Unit and might wonder if those workshops have just fallen by the wayside, think again.

Although only coincidental in terms of the name change to Saskatchewan Teachers' Federation Professional Learning, the whole COVID-19 pandemic has also changed the mode of delivery in a major way.

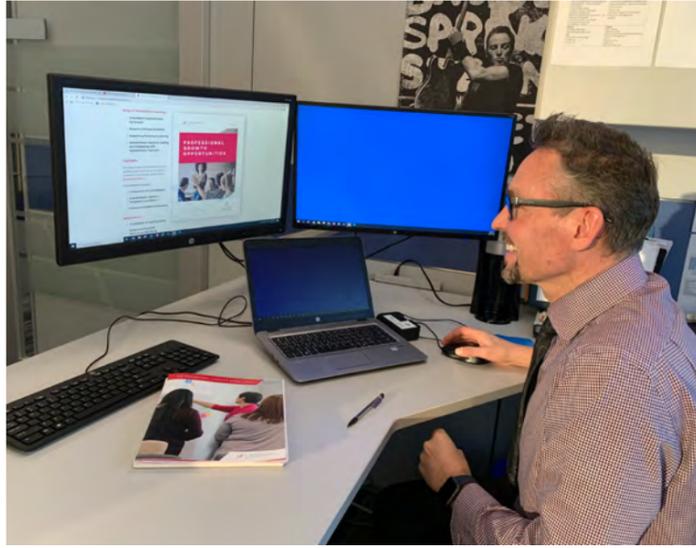
Shaun McEachern, Director of STF Professional Learning, has previously spoken of while it was always going to be a goal to transition to more online content; the new reality we find ourselves in has exponentially sped up that process to the point where at least 90 percent of the professional development opportunities are now being done virtually.

By no means has that resulted in a reduced offering of the 104 workshops that teachers can sign up for through STFPL, ranging from the core subject areas to instructional supports, technology and even sessions devoted to the well-being of teachers.

According to McEachern, word is definitely getting out there and it has been a steady increase in the usage of the website.

And it's not only individual teachers signing up. McEachern indicated STFPL has already supported three teacher conventions throughout the province and has the capacity to increase that amount.

Jay Salikin, Senior Manager of Learning Technology for STFPL, said, "this is what teachers



STF Professional Learning Director Shaun McEachern (pictured) and his colleagues want to make sure teachers are aware that there are plenty of options still available for workshops through the ever-expanding online component.

are asking for and so we're adapting our practices. We are trying to replicate the face-to-face situation, particularly with the smaller virtual rooms."

Salikin did, however, readily acknowledge that it's not going to be the same and while the vast majority would prefer the face-to-face format, this most assuredly helps fill the void.

"You're still going to have some delays and people turning the camera, but teachers are still learning. The social networking aspect can't be the same in this format," he added.

McEachern said while workshops are available in either Microsoft Teams or Zoom platforms, "it's a very time consuming process to get all this set up and I know teachers have shared their apprehensions, but at the same time they have also told us how uplifting it is to still be able to be part of a community. That's something we are working very hard on to establish."

McEachern explained how STFPL has incorporated a learning management system in an ongoing effort to make the process more effective. The program being used is called Canvas, and McEachern said the goal is to have the entire traditional catalogue available in this format, while conceding that "this is not something that is going to occur overnight. We are building capacity in order that it should ultimately be able to suit all learners."

Salikin noted that an undertaking as ambitious as this can be tricky. "We have been thinking about how can we streamline the process, but things change so fast in this world."

McEachern implored teachers to check out the website at www.stfprofessionallearning.ca, adding that even if there's a particular area that might pique your interest that might not be listed, "we can offer just about anything, so we're asking teachers just to reach out and we can work together." ■

Greater Saskatoon Catholic Schools recipient of Premier's Award

REGINA—Greater Saskatoon Catholic Schools and Central Urban Métis Federation Inc., in collaboration with Métis Nation-Saskatchewan, Saskatchewan Urban Native Teacher Education Program and Gabriel Dumont Institute, have received the 2020 Premier's Board of Education Award for Innovation and Excellence in Education for the submission of *Marrsí óma kici kâmiyín—The St. Michael Métis School of Excellence*.

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's virtual Annual General Assembly on November 26.

"The Government of Saskatchewan is proud to recognize our province's great leaders in education," Minister of Education Dustin Duncan said on behalf of Premier Scott Moe. "This award is presented to the boards of education which exemplify education innovation and student achievement, and our boards have exceeded all expectations. Due to Greater Saskatoon Catholic Schools' ingenuity and collaborative work, they have earned this year's distinction."

In its application for the award, Greater Saskatoon Catholic Schools said the Métis School of Excellence "represents the commitment of the board to collaborate with Métis families and organizations to adapt the division to the needs and aspirations of the Métis community so that all students enjoy the richness of Métis history and culture, and so that Métis students achieve their full God-given potential."

"The partnerships that make Métis programming at St. Michael Community School possible really breathe a vibrancy into the school," said Diane Boyko, Board of Education Chair at Greater Saskatoon Catholic Schools. "The school has become a hub of activity, not only for learning, but also for a wide variety of cultural and community activities."

"There's a sense of excitement around things like learning Michif, fiddling and jigging, that has translated into interest and enthusiasm in other areas of learning. We really think this model of community education has been and will continue to be successful for students, staff and families. When we're able, we look forward to celebrating with our partners and the entire community in true Métis style."

The \$3,000 award has been sponsored by Xerox Canada since its development in 1999. The award recipient is recommended by a panel of education sector partners. Xerox is pleased to continue the long-standing partnership with the Saskatchewan School Boards Association through the sponsorship of the Premier's Award for Innovation and Excellence in Education.

"In a year unlike any other, innovation has been at the forefront in all we do. For our part, we strive to support the many virtual students and educators across Canada through the introduction of new tools designed to help individuals and groups effectively share and communicate information. We look forward to learning more about the innovation worthy of this prestigious award," said Karl Boissonneault, VP Xerox Channel Unit. ■

RESOURCE CONNECTIONS



Mental health and well-being resources

By Joan Elliott, Librarian/Manager
Emma Stewart Resources Centre

One-on-one conversations with teachers, media reports and recent surveys conducted by the Saskatchewan Teachers' Federation and the Canadian Teachers' Federation all attest to the high level of stress and anxiety experienced by school staff and students in these turbulent pandemic times. Educators continue to heroically rise to the challenges of their roles, but have ongoing concerns about how to balance the mental health and the well-being needs of their students and themselves.

It is more important than ever to take care of yourselves and one another. The upcoming holiday season will provide time to rest and rejuvenate, and it may also be a good opportunity to read and reflect upon some of the most recent strategies for self-care, mental health and well-being described in the professional literature.

The Well Teacher: Everything Teachers Need to Know to Be Well and Stay Well in the Classroom, by Wade Repta, features thoughtful suggestions to assist teachers in making themselves a priority. Chapters on teacher wellness, mental health, physical health and ergonomics contain a wealth of practical tools for setting goals and making positive changes.

The Mentally Healthy Schools Workbook: Practical Tips, Ideas, Action Plans and Worksheets

for Making Meaningful Change, by Pooky Knightsmith, provides a valuable starting point for evaluating the overall mental health of your school as well as proactive strategies for promoting mental health and well-being.

The Elephant in the Staffroom: How to Reduce Stress and Improve Teacher Wellbeing, by Chris Eyre, focuses on the themes of teacher psychology and identity, emotional and physical energy, investing in yourself, and your role with teachers and colleagues in offering advice for preventing burnout and developing work-life balance.

Hacking Teacher Burnout: 8 Steps to Go From Isolated to Empowered So You Can Overcome Any Challenge, by Amber Harper, discusses ways of building self-awareness of your teacher brand, reflecting and taking action on your challenges, nurturing strengths and habits, making time for the things that bring joy and growth, determining long-term goals and taking regular actions to avoid burnout and to thrive, both professionally and personally.

The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength, and Thrive, by Kristin Neff and Christopher Germer, and *Teacher Wellbeing: Noticing, Nurturing, Sustaining, and Flourishing in Schools*, by Sabre Cherkowski and Keith Walker, also provide insightful perspectives on self-care and well-being.

Working With Students Who Have Anxiety: Creative Connections and Practical Strategies, by Beverley H. Johns, Donalyn Heise and Adrienne D. Hunter, discusses the scope of anxiety in today's schools, the types of anxiety and its causes, as well as its impact on social and academic skills. Functional assessments, preventive interventions, behavioural strategies and classroom accommodations, as well as collaboration with colleagues and parents, and ethical and legal issues are clearly described and will assist schools from K-12 in creating a positive climate for students experiencing anxiety.

Anxiety and Depression in the Classroom: A Teacher's Guide to Fostering Self-Regulation in Young Students, by Nadja Reilly, presents cogent discussions on self-regulation and its relationship to anxiety and depressive disorders; two of the most common mental health issues for young students. Practical tools for helping students in the classroom, methods for fostering emotional wellness in all students, in addition to ways of communicating with parents about student mental health and promoting school-wide efforts and advocacy are clearly explained in the book.

Teachers and students are resilient and will get through these difficult times by continuing to support and look after each other.

To borrow these and other resources, please complete the E-Reference Service Request form, email stf@stf.sk.ca or call 1-800-667-7762. ■

Saskatoon Public Schools Foundation makes major splash with generous donation to kick off early literacy campaign

Since its launch in 2008, the Saskatoon Public Schools Foundation has gone about its business in a fairly low-key, often behind-the-scenes approach.

No more. Board Chair Stephanie Yong unabashedly used phrases like “hugely ambitious and impactful” in officially announcing the launch of the Early Learning Equal Start campaign. The goal of the five-year initiative is to provide comprehensive literacy programming to support young learners in Saskatoon Public Schools who are not achieving Grade 3 reading level by Grade 3.

According to Yong, the ultimate goal is to raise \$20 million via the campaign. To say the least, the recent announcement was helped in a massive way by a \$10 million donation courtesy of the Brownlee Family Foundation in what is believed to be the largest donation in the province’s history by a family foundation with the funds specifically earmarked for education.

Zeba Ahmad, executive director of the Foundation, echoed Yong’s language by calling the program “aspirational and it will change lives.”

“It’s unacceptable that 28 percent of Grade 3 students are not reading at a Grade 3 level by Grade 3. We must come together as a community, and literacy is one of the key pillars. So the sooner we change that, it will have a profound impact.”

Wayne Brownlee

In a brief interview following the formalities, Ahmad agreed that this campaign would go a long way toward increasing the profile of the Foundation. “It’s something we have been working on for three years and it is very purposeful to increase the profile. We feel strongly about this and we know we have the answers after a great deal of research. We know we can do this and to bring awareness to this issue.

“The Foundation is grateful to the Brownlee Family Foundation for its generosity in enabling us to aspire to ensure all young learners have the opportunity. This is a transformative gift.

“It’s unacceptable that 28 percent of Grade 3 students are not reading at a Grade 3 level by Grade 3. We must come together as a community, and literacy is one of the key pillars. So the sooner we change that, it will have a profound impact.”

An emotional Wayne Brownlee said it was “immoral not to do something about this; those kids deserve a chance. This is an investment in people not buildings. Education makes such a difference in people’s lives and these kinds of numbers would not be tolerated in middle-income neighbourhoods.

“I look at this as a call to action, and let’s not keep this a secret any longer. They are all of our children and they deserve a future. Let’s not look back and say I wish I had known,” he added.

As the various speakers noted, the research shows that a student failing to reach a Grade 3 reading



Wayne Brownlee, from the Brownlee Family Foundation, addresses media conference to announce the \$10 million donation to the Saskatoon Public Schools Foundation’s Early Learning Equal Start initiative that is focusing on the importance of early literacy for Saskatoon youth.

level by Grade 3 is four times less likely to graduate from high school.

The focus of this initiative will increase the accessibility to education for children through full-day prekindergarten and full-day kindergarten, as well as summer reading camps and literacy tutor programs.

According to Ahmad, 15 community schools in Saskatoon have been chosen and involve more than 8,300 students. The first exposure to this targeted initiative was at Mayfair Community School in 2019 and as Ahmad shared, the results have been spectacular to follow.

Bojana Dautbegovic-Krienke, vice-principal at Mayfair, said this holistic

program “has enriched literacy and numeracy levels, but there is more than academic success. It has also developed greater independence and confidence in our students and given them a sense of belonging in learning.”

Shane Skjerven, the recently named director of education for Saskatoon Public Schools, recalled his days as principal at Princess Alexander, referring to the experience as “not only enriching my life, but it truly changed my life forever. Since then I had always dreamed that we could do more for these children. This campaign is a dream come true and makes that dream a reality.” ■

Nickel, students were really digging this hands-on exercise

Like many of his colleagues, Clavet Composite School history teacher Jonathan Nickel is a strong proponent of hands-on activities in an effort to enhance the students’ experience and thereby their recollection of what the unit entailed.

But we’re hardly talking about a nice walk in the outdoors by any means. Try immersing yourself in digging a nine-metre-long, two-metre-deep trench akin to what was the order of the day during World War I.

“I’ve been thinking about doing this in History 20 for at least a couple of years, but when we had standard classes it just wasn’t possible to tackle something like this. Now with the pandemic we have the longer blocks of time so I just jumped on it,” Nickel explained.

So with input from educational assistant Shirley Salahub, his Grade 11 students literally dug right into the project near the school.

“I’m always looking to do hands-on learning in order to help students more fully understand and they are more likely to take something away that will last,” Nickel stated.

Not dissimilar to the actual soldiers who dug the trenches in northern France and Belgium, in particular, this was hardly a glamorous activity, but rather one that required considerable toil, to say nothing of dealing with cold, muddy conditions throughout the weeklong endeavor.

Prior to the actual physical, back-breaking aspect, the students did considerable research, including having watched the Peter Jackson-inspired documentary entitled *They Shall Not Grow Old*, which featured a series of those who actually lived through this horrific ordeal as a form of defence from the German war machine.

“I’m always looking to do hands-on learning in order to help students more fully understand and they are more likely to take something away that will last.”

Jonathan Nickel

“It was a lot of hard work, but it was cool to see how the kids really got it. They were using different muscles every day and one of the things that was most memorable to me was one student dug so deep that he hit water, and then the next day the trench was filled with probably a foot of water and one of the kid’s rubber boots got stuck in the clay and the water. It took us probably half an hour to extract it.”

Nickel said there was also the connection that while students could go inside to warm up, that was not



This is a photo of the nine-metre-long, two-metre-deep trench that Clavet Composite School history teacher Jonathan Nickel and his Grade 11 students completed as part of the History 20 class. The hands-on project was intended to make a stronger connection for the students with what soldiers endured during World War I.

an option afforded to those who literally lived in these trenches during World War I.

“And we talked about the fact that they didn’t have to fear for their lives, and there were no rats,” he said, while chuckling that they decided not to take up one student’s offer to have brought their pet rat.

“But the kids were so passionate about it and they made the real connection. We had a mix of male and female students and I wanted to try to get that perspective because there were a lot of females in World War I who were in those trenches as health-care providers. It was great to see how passionate and committed the kids were. We had female students who were probably only five-foot-tall digging as hard as any of them,” Nickel noted.

As well, Nickel lauded the resourcefulness the students

showed when it came to finding materials for the planks in order to provide a better vantage point for those in the trench.

He recalled how they wound up scavenging some rebar from a nearby parking lot and discarded garden boxes to make 25-foot-long light posts.

Although his original intention was for the project to be completed as close as possible to Remembrance Day, the unpredictability of Saskatchewan weather in late fall meant having to proceed earlier (which was a huge blessing given the historic blizzard that was to cover the site just days after it had been covered in with a backhoe).

So would he replicate this exercise in the future? Nickel said he thought he might, although he has no intention of making this an annual tradition or anything of the sort.

He was, however, discouraged from the message that reached the school via the Ministry of Education to have the trench filled in as quickly as possible due to safety concerns.

“We talk so much about thinking outside the box and to make experiences impactful for students that sometimes we do them a disservice in cases like this. So it can be somewhat discouraging to have to go through all these hoops.

“I totally get the safety concerns, and as teachers we care about our students and would never want to put them in harm’s way. This was just a way for kids to really learn about the realities of war and to realize it’s the very last resort. War isn’t about looking for glory,” Nickel stressed. ■

Connecting and learning in new ways

After a lengthy delay, the Ministry of Education proclaimed that the theme for this year's Education Week from November 22 to 28, 2020 would be Connecting and Learning in New Ways.

Suffice to say, there is considerable validity in choosing this as a theme—albeit that it wasn't necessarily by choice that classroom teachers across the province became virtual instructors.

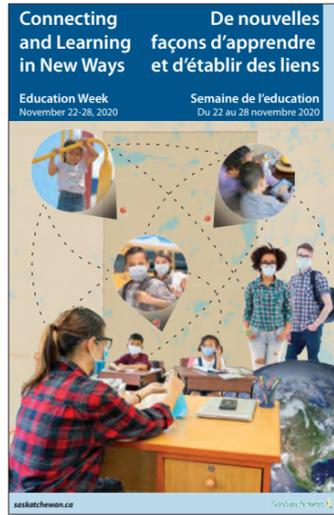
Schools had to quickly adapt when the COVID-19 pandemic came to our province in the spring, and it remains with us in this second wave with unprecedented numbers, many of which are occurring in schools as most have predicted.

Education Week is annually intended to highlight the collaborative relationships that strengthen our education system. This encompasses teachers, support staff, parents, caregivers, Elders, community members and stakeholders. While that might sometimes just seem like the right thing to say, this year it certainly rings true.

Undoubtedly, most parents have previously not been aware of what teachers do for their students. When you contemplate the pre-COVID days (which now seem like forever ago) it was commonplace for parents to perhaps drive their kids to school and then that would be it until the afternoon bell would ring.

During the spring months—and for many still today—there was the reality of having your kids at home engaging in online learning with their teachers. I have yet to encounter anyone who championed this method of learning as being superior to the more traditional delivery model, but under the circumstances it was the best option available.

Teachers had to adapt to this new reality and they had



to do it quickly. For some, the challenges of making the digital transition was certainly more difficult than for others. Yet, I have personally seen numerous examples of where staff have collaborated as a genuine team by shoulder tapping those among them who are more technologically inclined.

Grades have always been an integral part of measuring a student's progress in the education system. How about an A+ for the work teachers and staffs continue to do even while struggling with their own understandable anxieties and challenges.

Then in the fall when the government announced schools would be re-opening and the desired goal was to resume face-to-face learning, it cannot be overlooked that this too meant a significant change in the traditional delivery.

It was no longer just about how the subjects were delivered, but of equal importance was how to ensure people's safety as much as possible. Again, first-hand experiences during school visits have confirmed the remarkable transition that has taken place. It is important to remember that whether it was individual teachers or those in central office tasked with such matters, the ingenuity applied can only be applauded.

You see, this is learning and not just for the students, but for teachers and staff members as well. And yes, it is learning in a new way. The connecting part has always been there. It has also shone the light brightly on the subject of equity when not everyone has the requisite equipment, access or connectivity.

This remains a major challenge in the future and if you talk to any teacher, this has caused them much anguish. For as much as we want to salute and show our appreciation for teachers in this province, we can never overlook the fact that at the very core of the oft-repeated relationship between teachers and their students, is the degree to which those educators feel for their students.

This has never been more apparent than right now during these most trying of times. How often do you hear teachers talk about their "kids" rather than students? That's very purposeful and sincere. New ways yes, but old values are still at the fore as well.

Grades have always been an integral part of measuring a student's progress in the education system. How about an A+ for the work teachers and staffs continue to do even while struggling with their own understandable anxieties and challenges. ■

McDowell Salon Series Moves Online

By Ellen Whiteman, Manager, McDowell Foundation

My favorite teacher in elementary school was Miss Albert, who taught us Grade 2. She always encouraged us to look for the positives in any situation—no matter what was going on there was always a bright side that she helped us find. I have thought of her words and general attitude on life often

The ease of access to the online platform meant the geographical restrictions that often impact the ability of rural and urban teachers to meet and share their experiences were mitigated by the technology. The bright side of all of this was the ability to support teachers to connect in a different way.

over the past few months in the midst of the ongoing public health restrictions and their impact on everything we do.

For the McDowell Foundation, the bright side these past few weeks has been the need to step back and think about how we connect with and support our teacher research teams both in completing their research and in sharing it with others. How do we find opportunities to connect when face-to-face meetings are simply not possible?

While this has remained a challenge, moving to a fully online Salon Series conversation in November was a step towards reconnecting. The research team of Carly Robson Gilchrist, Pam Sawatzky and Amber Thompson were able to not only share their research findings on Promising Practices for Meaningful Family Engagement, but also to engage in a conversation with teachers across the province on how to connect with parents and other caregivers in the midst of a pandemic.

Building relationships in temporary online learning classrooms, easing parents' fears around in-class learning and the importance of including parents even as school access remains restricted were all part of the conversation. The ease of access to the online platform meant the geographical restrictions that often impact the ability of rural and urban teachers to meet and share their experiences were mitigated by the technology. The bright side of all of this was the ability to support teachers to connect in a different way.

Given the success of the

We look forward to leading a conversation on the importance of diversity in education leadership.

first online webinar, the Salon Series conversations will continue monthly starting in January where

EDITORIAL



Logic has also fallen prey to COVID-19

One day before the snow showed up, I went to get tested for COVID-19 after having a bit of a runny nose.

Anyway, I chose the drive-through option, which was quite a nightmare in itself, but suffice to say, after an agonizing wait for the test results, they thankfully came back negative. Yet ironically, I am POSITIVE that I'm just about at my breaking point with regards to all things pandemic and all the inconsistencies that surround it.

Don't get me wrong—I have nothing against Dr. Saqib Shahab and his frequently changing co-stars when they sit down to address the huddled masses (not so much) about the latest statistics. Until someone can bring some perspective to this whole thing, it is just so tiresome.

I'm not one of those ill-informed or stubborn folks who still think this is a hoax, but the numbers are rather abstract when there is no accompanying information.

Just when you're pretty much numbed by these numbers—it's not a hockey game, for Pete's sake—so unless there's a plausible theory accompanying the cases and recoveries, something is missing.

Then, along come these dire predictions of how many daily cases there could be in the future (more than 8,390 apparently). If that's not enough to grab your attention, they toss in that nearly 5,000 people could die from the virus in the next half year, or it could be 34 if the basic rules are followed.

Sure, I get the idea that this sort of shock attack is supposed to make people take this seriously. Let's get real. We've been at this for close to 10 months now and if some members of the public haven't figured out that it's advisable to wear a mask, wash your hands and keep your distance, do you really think this latest dispatch is going to change their minds?

Just to be clear, I detest wearing a mask, but it has nothing to do with my civil liberties—merely that the stupid thing is quite uncomfortable.

Now against this backdrop we have our courageous souls who are teachers (they are pretty much frontline workers as much as those in the medical profession). Particularly when you hear stories about how they are not being informed which, if any, of their students might be positive due to privacy concerns.

Plus, they have to try to anticipate what the latest illogical move by the government might be. Don't ask me where the fault lies because there is no longer room for anyone else under the bus.

Close schools. Open schools. No, wait a minute; we'll go to the next phase. I am personally grateful to still be employed and working out of the office (personal preference), but for teachers that luxury isn't there. They are being pulled in seemingly a dozen different directions and still expected to just get on with it.

Maybe contemplate more sharing of valuable information with administrators and teachers rather than have them find out after the fact that they have just been in the company of a student with positive symptoms. Privacy is important but so is safety it seems to me.

Sure, I understand the importance of maintaining some semblance of an economy, but the truth is you can't have one of these quasi-shutdowns or slowdowns as Premier Scott Moe calls it through his rose-coloured glasses. Short-term pain for long-term gain—sound familiar? ■

SASKATCHEWAN BULLETIN

The Saskatchewan Bulletin is published 10 times during the school year by the Saskatchewan Teachers' Federation. Contributions to the Bulletin are welcome and will be used when possible.

All material is subject to editing. Requests for coverage by Bulletin staff should be received at least three weeks before the event.

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a team will share their insights on Women in Educational Leadership. Amy Korver and Amy Orth spent the past year reflecting on the unique challenges and opportunities faced by women in leadership positions as well as the impact women administrators have on the culture of the school. We look forward to leading a conversation on the importance of diversity in education leadership.

We also look forward to providing research teams,

who received funding through the directed call, opportunities to share their preliminary findings around COVID-19 and the impacts on teaching and learning in the coming months.

In the midst of the changes and restrictions brought on by the pandemic, we hope you connect with us to hear about teacher-led research and join in our conversations. We also hope you find your own bright sides to celebrate over the coming months. ■

PGN Renewal Plan includes having all teachers become members

As evidenced by the mere fact that 26 of the 28 professional growth networks participated in the virtual PGN Day recently, there is considerable interest in the concept, albeit that some of the annual challenges in terms of recruiting new members persist.

However, according to Scott Burant, Managing Director, Member Services at the Saskatchewan Teachers' Federation and member of the PGN Advisory Committee that shared its findings as part of the envisioned PGN Renewal Plan, there could be some significant changes ahead to address those issues.

"There has been an increase in people's awareness of PGNs, but it is not highly visible. We hope this will raise the profile and make teachers aware of the rich potential for professional development in their particular subject area."

Scott Burant

The vision of the Advisory Committee is that in future, all Federation members (teachers in the province) will be a member of a professional growth network.

This will be accomplished by membership fees for a PGN becoming incorporated as a service available as part of the STF membership. The associated budget required will need to be approved by Council.

Burant explained this would go a long way to increasing the profile of the PGNs. The STF member

Professional Growth Networks

survey undertaken in 2020 indicated that, while on the increase, still only half the teachers in the province are even aware that PGNs exist.

Burant and his colleagues on the Advisory Committee have been contemplating how the future might unfold for PGNs since 2015. That has included raising the profile, while at the same time looking at the significant governance changes such a shift would entail. The hope is that, if Council gives the go-ahead, the renewal plan could be implemented by the fall of 2021.

"The timing is everything. It just seems like the right time to proceed with these changes after many years of talking about where it is as a profession that we want to go in offering professional development for teachers," Burant noted.

"There has been an increase in people's awareness of PGNs, but it is not highly visible. We hope this will raise the profile and make teachers aware of the rich potential for professional development in their particular subject area," Burant said.

He added the plan is not to make it in any way restrictive and that teachers could change PGNs on an annual basis if they choose.

"Our focus throughout this process is that we want PGNs to focus on activities to support members in terms of professional development activities. It doesn't have to be limited to holding a conference, but also how to make teachers aware of the resources available. This might be a workshop, whether that was remote or in person."

Increasing membership in the respective PGNs would play a significant role in the Federation's long-term goal to expand the range of professional

"It's been small steps, but our hope is that this renewal will help all PGNs work toward a common vision."

Scott Burant

activities that would benefit teachers.

This is seen as being particularly poignant under the current circumstances given that professional growth opportunities are being centralized within school divisions and thereby limited in scope.

Burant said the Advisory Committee has also explored, via the governance structure, that instead of the current practice of each PGN electing an executive, in the future there would be elections for a board of directors. He offered that this format would hopefully attract new people to the process.

"The Advisory Committee has been doing some very good work, and I think we have made some strong connections which will ensure their sustainability. Any time there is a change, it can seem overwhelming, but we believe there is an appetite for this. We have to plan so far ahead and so you have to be adaptable. We're getting feedback along the way so we're building this as we go.

"It's been small steps, but our hope is that this renewal will help all PGNs work toward a common vision," Burant said. ■

Government commits funding for mental health first aid training

The Government of Saskatchewan recently announced a \$400,000 commitment to provide Mental Health First Aid training to at least one staff member in each Saskatchewan school. This would make Mental Health First Aid available to students when needed, similar to physical first aid.

"Our goal is to have at least one staff member in each school receive Mental Health First Aid training by December 2021," Education Minister Dustin Duncan said. "We are excited to support schools in ensuring students have access to mental health resources, and I encourage all provincial school divisions to take part to help remove

the stigma around mental health."

Since 2017-18, the government has offered up to \$9,000 in grants to school divisions for training to build capacity in their staffs related to mental health and student safety. This new funding builds on that commitment.

Mental Health First Aid is a training program developed by the Mental Health Commission of Canada. The in-person training is currently being transitioned to be available online in 2021. The Ministry of Education will work with Saskatchewan school divisions to coordinate the training sessions with little disruptions to the school day. Online delivery will help keep the sessions safe for

staff in these uncertain times.

"We commend the Saskatchewan Ministry of Education for its timely investment and commitment to providing Mental Health First Aid training for each of the province's kindergarten to Grade 12 schools," said Louise Bradley, president and CEO of MHCC. "We are delighted to hear that the Ministry intends to create an online option for school division staff to take Mental Health First Aid training," concluded Bradley.

The Mental Health First Aid training was a recommendation from the Minister's 2019-20 Youth Council. ■

Jurgens, Schindel share excitement with PGN membership to be made available for all teachers

While Shawna Jurgens is a veteran when it comes to Professional Growth Networks and Crystal Schindel is just getting her feet wet, both have been involved with the professional growth networks Advisory Committee tasked with basically reinvigorating the renewal of the wide-ranging concept that includes 28 separate subject area networks.

Both educators—Jurgens was one of three colleagues who formed the Saskatchewan Teachers of English as an Additional Language, while Schindel is a member of the Social Studies Saskatchewan network and teaches in Punnichy—shared the not-uncommon fact that they didn't know PGNs even existed at one point. Anecdotally, it's a similar story for many teachers.

"It's really exciting to have been part of this and thinking about the future just in terms of the increased exposure PGNs will have. A lot of teachers won't know these exist and that was the case for me too, but we should have bigger numbers moving forward for sure," Jurgens said, in contemplating the hope that Council will see fit to have PGN fees included in the Saskatchewan Teachers' Federation annual fees.

Schindel said once she found out about the existence of a PGN in her subject area, it was a no-brainer to become involved. "I was welcomed with open arms, and it's so nice to not have any of those growing pains when you join. You're surrounded by like-minded colleagues, and I have enjoyed my involvement right from the start. Being involved with the Advisory Committee has been great. It gives you a chance to look at things from the point of view of teachers in the field and how we can best support them in their area."

One of the factors Schindel has appreciated in particular is the chance to interact and exchange ideas with fellow classroom teachers as opposed to having presenters who might not have been in a school setting for some time.

"It's nice to have that chance because things change. So especially when we're able to break into small groups you can learn so many different things from colleagues in terms of what they might be doing.

"For sure it would have been way better if we could have done this face-to-face because the heart isn't the same when you do it virtually," she noted in reference to the recent PGN day held virtually.

Jurgens, who has been at this for 13 years now, said that she is impressed annually by how many really amazing PGNs are out there. "And even though we might be from different subject areas there is a sense of camaraderie and you can bounce things off each other. I would encourage every teacher to join a PGN. It gives all teachers an opportunity to look at what others are doing and it puts it right in front of you."

If the numbers grow as anticipated with the new governance structure, both suspect there could be a feeling of being overwhelmed, particularly for the smaller PGNs.

"From my experience, there is strength in numbers and I think this could serve as a real revival for some and show the potential. I can see where there might be some trepidation and some questions, but we're all here to support each other," Jurgens offered.

Schindel concurred that whereas some PGNs might only have 10 or 15 members, they could conceivably experience a spike of tenfold.

"The flip side though is you have that many more colleagues who you can use as a resource and explore things. I'm sure once people work into it, and after the first year or two, they will see the immense benefits. Right now we have a lot of PGNs who are just looking at survival. I think this work will help show teachers the rewards that they will be able to realize from being members of a PGN."

Schindel cited her own experiences, such as spending a week at the Saskatchewan Legislature with colleagues and also attending a national professional development event in Ottawa seeing first-hand how Parliament works.

"I would never have known those possibilities existed if not for being involved with a PGN. Those experiences alone were worth the price. I think if teachers realize the benefits to be part of a group and don't necessarily have to put the time in to be part of the executive or be in knee-deep, that they can sit back and just gain from the resources they can access. We're not reinventing the wheel, just making it more accessible for teachers," she added.

Jurgens said she's highly encouraged and has found the work on the Committee to be quite thrilling and, "having been part of this Committee to help make this happen has been amazing and it's been a great opportunity. There's going to be a real sense of accomplishment when we are able to roll this out. That's when the true magic will happen, and teachers will see for themselves when it all comes to fruition."

For those who may be concerned that membership might mean extra workload, Schindel sees it quite differently.

"This is not something additional; but rather that being a member of a PGN just complements what you are doing right now," she emphasized. ■

Canadian teachers experiencing a mental health crisis

By Canadian Teachers' Federation

The latest results of a pan-Canadian survey on teacher mental health and well-being have led the Canadian Teachers' Federation to sound a national alarm. Just a few months into the school year, teachers across the country are reaching their breaking point.

These challenges faced by teachers and education workers in current context are not only a threat to Canada's education systems, but also to its economic recovery.

Last October, as the voice of more than 300,000 teachers from coast-to-coast to-coast, the CTF/FCE conducted a survey, the Teacher Mental Health Check-In Survey, which received nearly 14,000 responses. The results detail unbearable levels of stress, anxiety and a struggle to cope with the demands of teaching during the pandemic.

Results show that close to 70 percent of respondents are concerned about their own mental health and well-being. With COVID-19 cases rising to new levels, and a worst-case scenario on the horizon, teachers must contend with the increasing risk of becoming infected and the worry that accompanies this reality as they work to educate and keep their students safe.

These challenges faced by teachers and education workers in current context are not only a threat to Canada's education systems, but also to its economic recovery. Indeed, when schools close and classes move to virtual formats, the amount of time parents—particularly mothers—have available to work is significantly lower and therefore reduces income to those workers and the economy as a whole.

From the outset of the pandemic and during the ensuing health, equity and economic crisis, the CTF/FCE has strongly advocated for publicly funded public schools to remain safely and sustainably open as the future of our children and our country depends on it.

However, as many jurisdictions have ignored safe return to school guidelines set by the CTF/FCE in August, the burden and responsibility of keeping students and school staff safe have been largely left to teachers, support personnel and administrators to organize and maintain.

According to the CTF/FCE survey, “there is a need for multiple layers of support at the school, board and Ministry level to first listen and recognize the issues and secondly, to make the required changes to mitigate the effects of increased workload and job demands on teachers.”

In order to address the deteriorating mental health of teachers, the CTF/FCE urgently recommends that all jurisdictions—provincial, territorial and federal—immediately:

1. Allocate more resources to mental health services tailored for the unique workplace stressors of teachers and other front-line workers.
2. Implement the same health and safety guidelines in schools that are already mandated outside of education, including the use of masks and physical distancing.
3. Consult teachers whose experiences as front-line workers are essential in developing good policies.

This pandemic has only worsened already existing funding and resourcing gaps in publicly funded public education. If Canada truly believes in quality teaching and learning for all, then a renewed focus on returning our country's education systems to be among the best and safest in the world must begin now. ■

INSTRUCTIONAL LEADERSHIP



Let's talk about compassion fatigue and burnout for educators

By Jane Macleod, Senior Manager, Research and Records

Last week a principal shared that, for her, instructional leadership this year was more about supporting teachers emotionally rather than promoting their pedagogical and instructional growth. According to a recent study sponsored by the Alberta Teachers' Association and the Alberta School Employee Benefit Plan, the above-mentioned principal is not alone.

Findings from *Compassion Fatigue, Emotional Labour and Educator Burnout: Research Study* highlight that Alberta educators are not immune to the stresses and emotional toil caused by societal disruptions, trauma and even pandemics. Given the relational nature of the profession, this finding is hardly surprising. Further, I think it's safe to say that the residue of emotional turmoil does not stop at the Alberta/Saskatchewan border.

The purpose of the study is to explore the impact of three phenomena on educators: emotional labour, compassion fatigue and burnout. The concept of emotional labour emerged in 1983 and referred to the employee's ability to manage and match their emotions to the organization's “feeling rules” (Hochschild, A., 2012). In other words, the ability of an employee to tailor their emotions to the organizational norm of a “good” employee.

When there is alignment or “deep acting,” all is good. However, “superficial acting” or the ongoing misalignment of the employee's genuine emotion to the organization's feeling rules can lead to employee compassion fatigue and burnout.

Compassion stress and fatigue, as opposed to compassion satisfaction (the satisfaction caregivers get from doing their job) live on a continuum of “emotional toll felt by caregivers” and refer to the degree to which responding to a client's trauma affects the caregiver. In an educational context, at its extreme, compassion fatigue occurs when the teacher is unable to harness the emotional labour required to do the job. Teachers suffering from compassion fatigue are essentially “going through the motions,” are emotionally exhausted and require help.

The ATA report credits Maslach and Jackson (1981) for defining emotional burnout as “a long-term process that occurs in caregivers as they help other people.” The researchers described the three significant characteristics of burnout as depersonalization, emotional exhaustion and lack of accomplishment.

Further research has identified an alarming reality and one which may likely ring true for teachers and principals in that “individuals who are most vulnerable to burnout in human service work are those who are highly motivated, dedicated and emotionally involved in their work.” I say alarming because, like their Alberta counterparts, educators in Saskatchewan, as part of their commitment to their profession, invest a substantial degree of emotional labour to their work.

STF Bylaw 6 (Professional Ethics and Practice) clearly outlines teachers' commitments to the profession, teaching and learning, the community and standards of practice. Further, STF Policy 2.2 (Principalship Success) spells out the principal's role as professional steward and trusting and collaborative leader within the wider educational community.

Findings from this study affirm that teachers have internalized the ideal of the caring and supportive teacher/student relationship. However, research tells us that when teachers begin to feel that they are failing in this caregiver role, they are susceptible to compassion stress or compassion fatigue.

The good news is that thoughtful interventions can thwart the onset of compassion stress, compassion fatigue and burnout and principals can take a lead role in protecting their teachers.

1. Inform yourself about the phenomena so that you recognize the signals and symptoms in your own and other's professional actions and interactions.
2. Share what you are learning about the importance of self-care and mental health. Don't let emotional burnout or compassion fatigue become a stigma—something people talk about in hushed tones.
3. Encourage your staff to develop personal self-care plans, which include a wide range of coping strategies and resources.
4. Stay connected. Take time on a regular basis with one another, deconstructing traumatic events and sharing ideas for effective coping strategies.
5. Establish a workplace culture that gives teachers time and space to unwind, vent and connect with one another.

To view the full document and research findings, visit the ATA website at www.teachers.ab.ca. ■

CTF launches campaign to promote teaching French in minority settings

The Canadian Teachers' Federation is launching “Enseigner, ça me parle!,” a campaign to promote the teaching profession in Canada's French first language schools in minority settings (which are, of course, outside Québec).

This largely digital campaign targets youth ages 15 to 24 and also addresses the entire Canadian French-speaking public. Its objective is to change perceptions of the teaching profession and to inspire pride among teachers. Further, since the shortage of Francophone teachers has never been as acute as it is currently, the CTF/FCE aims to encourage young people to consider teaching as a career choice.

The CTF/FCE has asked the group Improtéine to serve as its ambassador for this important national campaign. This improv group, known for its commitment to serving Canada's Francophone and Acadian communities, is featured in the digital media and comedic videos we are posting on social media and on the campaign website, www.çameparle.ca.

As well, 18 testimonial videos offer a “slice of life” and feature both recent immigrants and young teachers with whom many youth can identify.

A Difficult Situation

Canada's French first language schools (in minority settings) have been

plagued by a significant teacher shortage for many years and this crisis has been exacerbated by the pandemic.

The CTF/FCE is deeply concerned by the alarming number of positions that are already vacant at a time when many teachers are eligible for retirement. Also, it is important to recall the Francophone education system has a unique dual mandate: in addition to teaching the French language, schools are also responsible for fostering students' cultural development and Francophone identity.

“There are a growing number of vacant teaching positions in French first

language schools outside Quebec and the COVID-19 crisis is only making things worse,” explains CTF/FCE President Shelley L. Morse.

“Teaching isn't just transferring knowledge. It's also experiencing the satisfaction of helping students flourish at school and supporting the development of their cultural identity. Teachers in Francophone communities are role models, advocates and important cultural guides for young people. That's what ‘Enseigner, ça me parle!’ seeks to remind us of.”

Teaching, an Exceptional Profession

Despite the difficulties, teachers in French

language schools are continuing to serve the Francophonie creatively and energetically. They are the true pillars of Francophone culture in communities across Canada.

Francophone teachers are aware of the impact they have on students and to the vitality of the Francophone community. Their commitment is impressive and they exemplify the cultural diversity of the Francophonie in Canada.

This campaign has been made possible thanks to funding from Canadian Heritage under the *Action Plan for Official Languages 2018-2023*. ■

TECH TALK



Let's 'Make' It Happen

By Dean Vendramin, teacher, Archbishop M.C. O'Neill High School
Melinda Demeter, teacher, St. Catherine Community School

There are a couple of movements, which although not entirely new, deserve a push, a poke and a plug.

These movements are coding and makerspaces being infused in the classroom. Recently in an education master's class, we examined the learning theories, tools and complexities of these movements. We were listening to a podcast recently about making and coding in the classroom. It went along the lines of this: "the mindset that we need to prepare students to climb that ladder and be able to win the race is no longer relevant in today's world; the ladder has been replaced by a maze that students need to be able to navigate, pivot and create their own path in."

We believe that this reality is true and that it is education's responsibility to provide students with learning opportunities to best prepare them for their future. Both coding and makerspaces provide these opportunities.

Coding in the classroom usually gets designated to computer science classes and maybe a math class. However, coding should not be just relegated to a couple of specific classes. Also, coding isn't just a zeros and ones thing or advanced coding language; block coding makes the entry point easier and one can even do coding unplugged where one can use paper cutouts to create computational learning opportunities.

Exposing and engaging students with computational thinking opportunities provides them with skills to solve wicked problems. The goal isn't to have all students become computer scientists, but to allow students to construct their learning and grow a valuable growth mindset skill set.

As both Bryan Sanders and the code breaker Brian Aspinall highlighted during our interviews, coding has a lot to offer when it comes to teaching various subject matter, for example, language arts. Hour

of Code (www.hourofcode.com) offers a variety of examples that can be easily implemented into teaching. Scratch (www.scratch.mit.edu) is an amazing tool for story writing as well as Minecraft Education where the stories can come to life. Saskcode (www.saskcode.ca) offers different ideas and lesson plans on coding as well as professional development sessions. Using the Bee-Bot, Ozobot, Arduino, etc., are fun and engaging ways to take learning to the next level. Having coding infused into our classrooms also helps reach the various needs of our students. One might even call them a type of assistive technology.

If you are asking yourself if implementing makerspaces is truly worth the trouble, you need to listen to Jennifer Gonzalez's podcast (www.cultofpedagogy.com/makerspace) where John Spencer not only describes the importance of constructionism and connectivism makerspaces offer, but the depth they give to the process of learning and teaching by being fully immersed in the beauty of creating. In the above-mentioned podcast, John Spencer also provides a few ideas on creating our own makerspaces and incorporating them into teaching various subject matter to help all our students play an active role in their own learning.

I hope this provides some insights and resources that one can use to start or continue their coding and makerspaces journey. For more resources and tips, check out <https://bit.ly/techtalkmakecode>. You don't have to be an expert or have all the bells and whistles to start being a part of this journey. There are many entry points and many people willing to offer their time, talent and treasures. So next time you are thinking of having your classroom experience level up, make it happen. As always, you can reach out to the two of us on Twitter @vendi55 and @Melinda74108321. ■

Frésk: a web platform bringing together educational resources available in French in Saskatchewan

Are you still looking for creative ways to enhance the learning experience for your students? Do you have difficulty finding your way among all the resources and websites of Francophone organizations? Then Frésk is the solution for you! An easy-to-navigate directory of workshops, resources, activities and educational events offered in French in the province. You can even make bookings on the website!

Get a taste of what Frésk has to offer with the free workshop Visage Fransaskoisie, adapted to three levels (Grade 3 to 6, Grade 6 to 8 and high school). This workshop will allow your students to put their artistic talents into practice through portraits of fransaskois figures.

Visit www.fresk.ca to learn more.

Frésk: une plateforme web regroupant les ressources éducatives disponibles en français en Saskatchewan

Vous cherchez toujours des façons créatives d'améliorer l'expérience d'apprentissage de vos élèves? Vous avez de la difficulté à vous y retrouver parmi toutes les ressources et les sites web d'organisations francophones? Le Frésk est la solution pour vous! Un répertoire facile à naviguer comprenant les ateliers, ressources, activités et événements éducatifs offerts en français dans la province. Vous pourrez

même faire la réservation à même le site web!

Ayez un avant-goût de ce que le Frésk a à offrir avec l'atelier gratuit <<les visages de la fransaskoisie>>, adapté à trois niveaux (3e-6e année, 6e-8e année et secondaire). Cet atelier permettra à vos élèves de mettre en pratique leurs talents artistiques à travers des portraits d'ici.

Rendez-vous au www.fresk.ca pour en apprendre davantage. ■



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