



EARLY LEARNING

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

Audience: PreK-Grade 3 educators, support staff and administrators

Learning Format: Virtual
January 13, 2022

Facilitators: Charlene Danyluk and Melissa McFarlane

Join us to explore the impacts of trusting relationships that allow educators to walk alongside families, examine the criteria for involvement and engagement and share ways to create authentic engagement opportunities to access family funds of knowledge and support.

Responding to Children's Interests Series

Audience: PreK and kindergarten educators, support staff and administrators

Learning Format: In Person (two days) or blended virtual learning facilitation via Canvas

Saskatoon, SK
January 26, February 28, and March 25, 2022

Facilitator: Connie Molnar

Pre-learning required: Attendees should have completed Phases I and II of Play and Exploration or have comparable learning and experience working in early learning settings.

Based on a foundation of the vision and principles in Play and Exploration: Early Learning Program Guide, responding to children's interest will provide educators with opportunities to explore classroom practices to spark student interest and to build projects around invitations and play.

Register online at www.stf.sk.ca.

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The Amazing Brain in the Early Years

Audience: PreK-Grade 2 educators and administrators

Learning Format: In Person

**Saskatoon, SK
January 28, 2022**

Facilitator: Connie Molnar

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

Developing Self-Regulation and Social Emotional Skills in Early Years

Audience: Early childhood educators, PreK-Grade 3 educators and school teams; administrators, student support educators, school counsellors, educational assistants and occupational therapists

Learning Format: In Person

**Saskatoon, SK
February 4, 2022**

Facilitators: Michelle Dizy and Melissa McFarlane

Why do children often have difficulty engaging in learning? Many children have difficulty identifying their emotions and/or their body's physiological needs in order to self-regulate. This workshop is designed to inspire educators to create an environment and incorporate practices that will guide children to be mindful of their physical and emotional state and responses under stress.

Inclusive Practices in Early Years: Supporting Learners with Intensive Needs (NEW)

Audience: PreK-Grade 1 educators, support staff and administrators

Learning Format: In Person

**Saskatoon, SK
March 4, 2022**

Facilitators: Christine Danyluk and Michelle Gray

Early learning classrooms are increasing in complexity and diversity. This session is designed to support early learning educators and their school team as they explore beliefs around inclusive practices, strategies and adaptations for the classroom environment and a strength-based team approach to support learners at all developmental levels.

Early Learning with Block Play: Numeracy, Science, Literacy and So Much More!

Audience: PreK-Grade 2 educators, support staff and administrators

Learning Format: In Person

**Saskatoon, SK
March 11, 2022**

Facilitators: Connie Molnar

Join us to discover and deepen your understanding of the many foundational skills that children develop during block play. Through concrete, hands-on activities, participants will experience and examine the many connections between block play and curricular outcomes and the current research on the topic.

Connecting Curriculum to Play-Based Projects in Kindergarten

Audience: Kindergarten educators, support staff and administrators

Learning Format: In Person

**Regina, SK
April 1, 2022**

Facilitators: Monique Wahl and Nina Hurlbert

A day for Kindergarten educators to explore the principles of early learning, clarify their understanding of connecting children's interests through inquiry to curricular outcomes and examine assessment within an emergent learning project-based framework.

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

Audience: Early childhood educators; PreK-Grade 2 educators and school teams, administrators, student support teachers, educational assistants

Learning Format: In Person

**Regina, SK
April 8, 2022**

Facilitator: Michelle Dizy

Let's Talk! This interactive workshop focused on language diverse learners offers opportunities for educators to develop deeper understanding of early childhood language development and strategies to support language growth within the structures and routines of an early years classroom. (This day will also offer practical, authentic methods to intervene

and support language development for diverse early learners and their families.)

Social Justice Through Children’s Literacy: Creating Windows and Mirrors to Broaden Perspective

Audience: PreK-Grade 2 educators, administrators, student support teachers, literacy specialists, outreach workers, educational assistants and other school staff

Learning Format: In Person

**Saskatoon, SK
April 29, 2022**

Facilitators: Karen Hadwen and Michelle Gray

Develop your “compelling why” for social justice instruction in the classroom while reflecting on critical literacy skills, analyzing resources and practicing strategies for engaging in important conversations. Delve into children’s literacy as a pathway to open viewpoints and reflect on implicit bias.

Explorer et jouer en prématernelle et en maternelle d’immersion française

Audience: Les enseignants de la prématernelle ou de la maternelle d’immersion française

Format d’apprentissage: en personne

Offrir un environnement d’apprentissage de haute qualité et extrêmement important dans une classe d’immersion française de maternelle. Il est important d’accorder une abondance de temps pour explorer et jouer.

Fundamental Practices for High-Quality Early Learning

Audience: PreK-Grade 1 educators, administrators, educators new to early learning settings

Learning Format: In Person

New to early learning or growing your early learning network? This foundational day is designed to allow participants to explore their understanding of the vision and principles of early learning and the essential elements of early learning environments: play, exploration, classroom routines and documentation in assessment.

Inquiry and Project-Based Learning in Primary

Audience: Kindergarten-Grade 3 educators, administrators

Learning Format: In Person

Engaging in Inquiry Projects allows students to wonder, to question, to research and to own their learning. In this workshop, participants will explore this inquiry process through active exploration of cross-curricular connections, assessment plans and project-based resources and technology, all within an inquiry model.

Inviting Exploration of Treaty Outcomes Through Play in the Early Years (NEW)

Audience: PreK-Grade 1 educators, support staff and administrators

Learning Format: In Person

Facilitator: Connie Molnar

Join us to explore some ways in which early learners can be invited to investigate the important concepts and teachings embedded in our Saskatchewan Education Treaty Outcomes through age-appropriate, play-based provocations and inquiry processes.

Rich Literacy Practices in Primary

Audience: PreK-Grade 12 educators, administrators, educators new to early learning settings

Learning Format: In Person

Join us to explore processes that support authentic literacy experiences, formative assessment and responsive literacy instruction to engage and challenge all students in achieving curricular outcomes through a holistic approach.

Simple Solutions for Documentation

Audience: Early childhood educators; PreK-Grade 2 teacher and school teams; administrators, student support teachers, educational assistants

Learning Format: In Person or virtual

In this foundational workshop, participants will clarify and deepen their understanding of the purposes of documentation, explore methods for managing and organizing the documentation collected to connect to curricular outcomes and engage in opportunities to share and reflect on their current practice as a documenter.



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