



Governance

HANDBOOK

Constitution • Policies

July 2018 - June 2019

Introduction

This *Governance Handbook* is intended to be a useful reference for all Saskatchewan teachers who are interested in learning more about the governance of their professional organization.

Arranged into two main sections – the constitution of the Saskatchewan Teachers' Federation and the policies that express the beliefs of teachers – the handbook is used by Federation officials and staff on a daily basis to guide their work and inform the organization's advocacy and representation within the provincial PreK-12 education system.

At the 2018 Annual Meeting of Council, STF Bylaw 8 (Fees) was revised. Further, STF Bylaw 2 (Council) was rescinded and replaced with the new STF Bylaw 2 (Council).

STF Policies 3.5 (Teacher Involvement in Extracurricular Activities), 3.10 (School Division Reorganization), 3.11 (Contracts of Employment), 3.14 (Teacher Redundancy) and 3.15 (Teacher Transfers) were rescinded and replaced.

STF Policies 3.12 (Contracts for Positions of Added Responsibility) and 3.13 (Teachers on Part-Time Contracts) were rescinded.

Governance and Administrative Framework

1. Constitution

Definition

The legally binding system of fundamental rules that prescribe the nature, function and limits of the Saskatchewan Teachers' Federation and the purposes, powers and relationships of its governance structures.

The Federation's constitution is uncodified (i.e., it is comprised of more than one document: *The Teachers' Federation Act, 2006*, and the bylaws of the Saskatchewan Teachers' Federation).

Legislation

The Teachers' Federation Act, 2006, is the latest amendment to An Act Respecting the Teaching Profession which was originally passed in 1935 by the Legislative Assembly of Saskatchewan. The Act:

- Establishes membership criteria.
- Outlines the mandate (or purposes and authority) of the professional organization.
- Establishes the authority to make bylaws and policies.
- Establishes the statutory roles and responsibilities of the professional organization's governance structures (e.g., Council, STF Executive, boards, committees).
- Sets out the Federation's responsibilities and procedures for professional discipline.
- Sets out the authority of the Federation regarding the establishment and administration of the Federation's funds and plans.

The review, amendment or creation of provincial legislation, including any regulations or amendments, is the responsibility of the Government of Saskatchewan. It is mandatory for the Federation to comply with this and other applicable federal and provincial legislation.

Bylaws

Sections 14 and 15 of *The Teachers' Federation Act, 2006*, establish the authority of Council to adopt bylaws concerning various aspects of the Federation's internal affairs. Bylaws must align with legislation and provide more specificity about the Federation's governance structures, as well as the various roles and responsibilities identified in *The Teachers' Federation Act, 2006*.

The review, amendment or creation of bylaws is the responsibility of the Federation's administration and governance bodies. Bylaw changes and additions must be approved by Council. It is mandatory for the Saskatchewan Teachers' Federation to comply with its bylaws.

2. Regulation

Definition

The legislation, regulations, agreements, bylaws and plan texts that provide the rules, principles, standards and conditions governing the behaviour or procedures associated with the governance and administration of the Federation, its governance bodies, benefit plans and the McDowell Foundation.

Beyond the specific constitution of the Federation, there are many pieces of federal and provincial legislation and regulations that are legally binding on the organization and its operations. Most importantly, these include those laws and regulations related to the trusteeship of funds and other assets, and stewardship of various financial matters.

The benefit plans may share some common regulation including that related to trusteeship and stewardship, but they may also be regulated by different laws, plan texts or agreements depending on their benefits (i.e., the regulatory structure for pension plan operations is distinct from that of disability or health benefit plans). The McDowell Foundation has a unique regulatory framework due to its status as a charitable organization.

The review, amendment or creation of provincial and federal legislation and regulation is the responsibility of the Government of Saskatchewan and the Government of Canada. This means that the vast majority of this regulatory framework remains outside the influence of the Federation. However, the Federation may negotiate changes to the Provincial Collective Bargaining Agreement or periodically amend plan texts and regulations.

The McDowell Foundation may amend its bylaws upon the proposal of its Board and with the approval of its membership. The Foundation's single member is the teaching profession of Saskatchewan as represented by the STF Executive.

It is mandatory for the Federation, benefit plans and the McDowell Foundation to comply with all legislation and regulations.

3. Policy

In addition to legislation, bylaws and regulations, the Saskatchewan Teachers' Federation is guided by three types of policies, with each having somewhat different purposes.

Federation Policy

Definition

The formal policy statements that Council has adopted or amended that publicly express the beliefs of Saskatchewan teachers and guide the governance and administration of their professional organization.

Council has identified five key purposes of organizational policies:

- To express the collective voice of Saskatchewan teachers about issues and principles that are important to the teaching profession.
- To identify goals that teachers, individually and collectively, and their professional organization should work to achieve.
- To guide members' professional practices.
- To guide the professional organization's planning, programs and services.
- To guide individual members, local associations and the provincial organization when working with partner organizations, parents and others in the education community.

A specific policy need not address all five purposes, but it should always reflect the values and beliefs of members.

Federation policies are not mandatory in the same way as legislation, regulations and bylaws, nor do they carry the same kind of expectations of compliance on the part of teachers as compared to Ministry of Education or school division policies.

The review, amendment or creation of Federation policy is the responsibility of the Federation's administration and governance bodies. Any changes must be approved by Council.

STF Executive and/or Board Policy

Definition

The formal policy statements that the STF Executive or a board has adopted or amended that express the principles of good governance and guide processes for decision making and the implementation of decisions.

Currently, STF Executive and board policies serve two main purposes:

- To express the Executive or board's collective voice about issues and principles that are within its sphere of governance roles and responsibilities.
- To guide, in the context of their governance roles and responsibilities, the decisions and professional conduct of Executive and board members.

The review, amendment or creation of STF Executive or board policy is the responsibility of the Federation's administration and governance bodies. Any changes must be approved by the Executive and/or board.

Operational Policy

Definition

The formal policy statements that the Executive Director (or designate) has adopted or amended that express an understanding of legislation, bylaws, regulations, beliefs and principles, and guide processes for the development and implementation of programs and services.

These policies are intended for the use of and are accessible to Federation staff and, depending on the content, others as needed (e.g., STF Executive, boards, vendors, etc.). They relate to how the organization delivers its programs and services as well as its internal management responsibilities.

These policies serve three main purposes:

- To guide the implementation and, where necessary, continuing administration of Federation and Executive policies as required.
- To guide, in the context of their roles and responsibilities, the decisions and professional conduct of Federation staff.
- To guide the internal management of the organization (e.g., personnel matters, accounting procedures, relationships with vendors and contractors, etc.).

For a number of operational policies, accompanying sets of more specific processes and/or guidelines may also be developed. The Executive Director has the delegated responsibility to approve operational policy and any related processes and guidelines.

4. Governance and Administrative Framework: Definitions

Constitution	
<i>The Teachers' Federation Act, 2006</i>	Saskatchewan Teachers' Federation Bylaws
The legally binding system of fundamental rules that prescribe the nature, function and limits of the Saskatchewan Teachers' Federation and the purposes, powers and relationships of its governance structures.	

Regulation	
The legislation, regulations, agreements, bylaws and plan texts that provide the rules, principles, standards and conditions governing the behaviour or procedures associated with the governance and administration of the Federation, its governance bodies, benefit and pension plans, and the McDowell Foundation.	
Legislation & Regulations (Examples)	Agreements, Bylaws & Plan Texts
<i>The Education Act, 1995</i> <i>The Education Regulations, 2015</i> <i>The Trustee Act, 2009</i> <i>The Saskatchewan Employment Act</i> <i>Income Tax Act</i> <i>The Income Tax Act, 2000</i> <i>The Teachers Superannuation and Disability Benefits Act</i> <i>The Pension Benefits Act, 1992</i> <i>The Pension Benefits Regulations, 1993</i> <i>The Saskatchewan Insurance Act</i> <i>The Saskatchewan Insurance Regulations, 2003</i> <i>The Family Property Act</i> <i>The Enforcement of Maintenance Orders Act, 1997</i> <i>The Age of Majority Act</i> <i>The Powers of Attorney Act, 2002</i> <i>The Public Guardian and Trustee Act</i> <i>The Non-profit Corporations Act, 1995</i>	Provincial Collective Bargaining Agreement <i>Text of the STF Income Continuance Plan</i> <i>STF Members Health Plan Text</i> <i>The Plan Text of the Saskatchewan Teachers' Retirement Plan</i> <i>Saskatchewan Teachers' Retirement Plan Regulations</i> McDowell Foundation Bylaws McDowell Foundation Articles of Incorporation

Policy			
Federation	STF Executive	Board	Operational
The formal policy statements that Council has adopted or amended that publicly express the beliefs of Saskatchewan teachers and guide the governance and administration of their professional organization.	The formal policy statements that the STF Executive or a board has adopted or amended that express the principles of good governance and guide processes for decision making and the implementation of decisions.		The formal policy statements that the Executive Director (or delegate) has adopted or amended that express an understanding of legislation, bylaws, regulation, beliefs and principles , and guide processes for the development and delivery of programs and services.

Definitions:

"Belief" is a firm opinion or conviction.

"Principle" is a fundamental truth or law as the basis of reasoning or action.

Constitution

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The Teachers' Federation Act, 2006

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The Teachers' Federation Act, 2006

being

[Chapter T-7.1](#) of the *Statutes of Saskatchewan, 2006* (effective July 1, 2006) as amended by the *Statutes of Saskatchewan, 2010, c.B-12*; *2014, c.E-13.1*; and *2015, c.R-15.1*.

NOTE:

This consolidation is not official. Amendments have been incorporated for convenience of reference and the original statutes and regulations should be consulted for all purposes of interpretation and application of the law. In order to preserve the integrity of the original statutes and regulations, errors that may have appeared are reproduced in this consolidation.

CHAPTER T-7.1

An Act respecting the Teaching Profession and repealing *The Teachers' Federation Act*

PART I Title and Interpretation

Short title

1 This Act may be cited as *The Teachers' Federation Act, 2006*.

Interpretation

2 In this Act:

- (a) **“board”** means an employer mentioned in subclauses 2(1)(l)(i) to (v) of *The Teachers Superannuation and Disability Benefits Act*;
- (b) **“conseil scolaire”** means conseil scolaire as defined in *The Education Act, 1995*;
- (c) **“council”** means the council of the federation;
- (d) **“councillor”** means a councillor of the council;
- (e) **“court”** means the Court of Queen's Bench;
- (f) **Repealed.** 2015, c.R-15.1, s.61.
- (g) **“employer”** means:
 - (i) a board;
 - (ii) the Saskatchewan School Boards Association;
 - (iii) the federation; and
 - (iv) another employer of a teacher that is approved by the Lieutenant Governor in Council;
- (h) **“executive”** means the executive of the federation as constituted pursuant to section 10;
- (i) **“federation”** means the Saskatchewan Teachers' Federation continued pursuant to section 3;
- (j) **“fund”** means a fund established for a plan or a pension plan pursuant to subsection 7(1);
- (k) **“local association”** means a local association established pursuant to the bylaws of the federation;
- (l) **“member”** means a member of the federation;

c. T-7.1

TEACHERS' FEDERATION, 2006

- (m) “**minister**” means the member of the Executive Council to whom for the time being the administration of this Act is assigned;
- (m.1) “**ministry**” means the ministry over which the minister presides;
- (n) “**participant**” means a person who is required to pay premiums or contributions to a plan and entitled to benefits from the plan;
- (o) “**pension plan**” means a pension plan established by the federation for teachers;
- (p) “**pension plan participant**” means a teacher who is required to contribute to the pension plan pursuant to subsection 19(2);
- (q) “**plan**” means a wellness, income support, employee pension, or retirement benefit plan established by the federation;
- (r) “**school division**” means a school division as defined in *The Education Act, 1995*;
- (s) “**special resolution**” means a resolution passed by a majority of not less than two-thirds of the votes cast by councillors who voted with respect to that resolution;
- (t) “**teacher**” means a person holding a valid teacher’s certificate;
- (u) “**teacher’s certificate**” means teacher’s certificate as defined in *The Registered Teachers Act*.

2006, c.T-7.1, s.2; 2015, c.R-15.1, s.61.

PART II Governance of the Federation

Continuation

3 The Saskatchewan Teachers’ Federation is continued as a corporation.

2006, c.T-7.1, s.3.

Powers of the federation

4(1) The federation has all the powers necessary to carry out the purposes of the federation mentioned in section 5 and to exercise the rights and authorities set out in this Act.

(2) The federation has the capacity to carry on its activities, conduct its affairs and exercise its powers in any jurisdiction outside Saskatchewan to the extent and in the manner that the laws of that jurisdiction permit.

2006, c.T-7.1, s.4.

Purposes

5 The purposes of the federation are:

- (a) to represent and support teachers;
- (b) to carry on activities, in a manner consistent with the public interest, that improve:
 - (i) the quality of education; and
 - (ii) the delivery of educational support for and by teachers;
- (c) to provide, primarily for the benefit of its members or former members, plans and pension plans;
- (d) to promote the cause of education;
- (e) to raise the status of the teaching profession;
- (f) to promote and safeguard the interests of teachers and secure conditions that support the best possible professional service;
- (g) to influence public opinion regarding educational affairs;
- (h) to secure for teachers a greater influence in educational affairs;
- (i) to provide advice, assistance and legal protection to members in their professional duties and relationships;
- (j) to establish and administer plans and pension plans;
- (k) to pay benefits from the plans and pension plans;
- (l) to act as the trustee for any fund established pursuant to this Act;
- (m) to represent teachers in collective bargaining in accordance with *The Education Act, 1995*; and
- (n) to establish and maintain standards of professional ethics and practice for teachers in accordance with Part VI.

2006, c.T-7.1, s.5; 2015, c.R-15.1, s.61.

Borrowing

6(1) The federation may acquire, hold, mortgage, lease, sell or dispose of real and personal property for its corporate purposes.

(2) The federation may authorize a fund, other than a fund established pursuant to subsection 7(1) for a pension plan, to:

- (a) borrow money to pay an obligation of that fund;
- (b) issue, reissue, sell or pledge debt obligations of that fund; or
- (c) mortgage or create a security interest in all or any property of the fund to secure any debt obligation of that fund.

c. T-7.1**TEACHERS' FEDERATION, 2006**

- (3) The federation may for its corporate purposes:
 - (a) borrow money;
 - (b) issue, reissue, sell or pledge debt obligations;
 - (c) mortgage or create a security interest in all or any of its property to secure any debt obligation; or
 - (d) give a guarantee to secure an obligation of the federation.

2006, c.T-7.1, s.6.

Plans' funds

- 7(1) The federation shall establish a separate fund for any plan or pension plan it establishes.
- (2) Each fund shall be kept separate from any other fund.
- (3) No person shall:
 - (a) transfer money from one fund to another fund;
 - (b) use money from one fund to pay the obligations of another fund; or
 - (c) use money from one fund in any way or for any purpose other than for the plan or pension plan for which the fund was established.
- (4) The federation may assess and collect premiums and contributions from participants for any plan established.
- (5) The federation shall act as the trustee for the assets of any fund established pursuant to subsection (1).
- (6) The federation shall hold the assets of each fund in trust solely for the benefit of the participants of the plan or the pension plan participants of the pension plan for which the fund was established.
- (7) The federation shall invest the assets of funds it holds pursuant to this section in securities authorized for investment in accordance with the *Pension Benefits Standards Regulations, 1985* (Canada), S.O.R./87-19.
- (8) The executive may appoint an administrative board for a plan or a pension plan and delegate to that administrative board the management of that plan or pension plan.

2006, c.T-7.1, s.7.

Council

- 8(1) The council consists of the number of councillors prescribed in the bylaws elected by the local associations in accordance with this Act and the bylaws.
- (2) Each councillor holds office for the term prescribed in the bylaws.
- (3) The council shall meet annually.

- (4) A special meeting of the council shall be held on the written request of the number of councillors specified in the bylaws or at the call of the president for the transaction of the business that is specified in the request or call.
- (5) Two-thirds of the councillors holding office shall be a quorum for meetings of the council.
- (6) Any matter before the council shall be decided by a majority vote of those present and voting except matters pertaining to bylaws, which shall be decided by a special resolution.
- (7) A councillor shall:
- (a) act on the council as the representative of the local association that elected him or her as long as he or she remains a member of that local association; and
 - (b) carry out the policies of the federation in the local association of which he or she is a member.
- (8) Councillors are entitled to remuneration and reimbursement for expenses as prescribed in the bylaws.

2006, c.T-7.1, s.8.

Responsibilities of council

- 9(1)** The council shall:
- (a) adopt policies for the guidance of the federation;
 - (b) approve the establishment of any plan or pension plan by the federation;
 - (c) approve the premiums and contributions, recommended by the executive, to be paid by participants for each plan and the rate of contribution to be paid by pension plan participants to the pension plan;
 - (d) elect members of the executive in accordance with the bylaws;
 - (e) subject to the bylaws, elect from their number a president and vice-president for the federation as members of the executive;
 - (f) approve an annual budget for the federation;
 - (g) determine the location of the head office in Saskatchewan;
 - (h) set the fiscal year of the federation;
 - (i) approve the membership fees, recommended by the executive, to be paid by members to the federation; and
 - (j) perform any other duties prescribed by this Act or the bylaws.
- (2) No financial matter shall be approved by the council unless the executive recommended its approval.

2006, c.T-7.1, s.9.

Executive

- 10(1)** The executive shall manage and regulate the activities of the federation.
- (2) The executive shall consist of not less than eight councillors and not more than 12 councillors, as determined by the bylaws.
- (3) The executive shall be elected by the council in accordance with the bylaws.
- (4) Each member of the executive holds office for the term specified in the bylaws or as may be specified at the time of election.
- (5) If there is a vacancy on the executive, the remaining members of the executive may appoint another councillor to fill that vacancy.
- (6) No person shall be elected or appointed to the executive unless that person consents to the nomination or appointment.
- (7) A vacancy in the membership of the executive does not impair the power of the remaining members to act.
- (8) Members of the executive are entitled to remuneration and reimbursement for expenses as prescribed in the bylaws.
- (9) If a member of the executive has his or her teacher's certificate suspended, the member is suspended from the executive for the same period.
- (10) If a member of the executive has his or her teacher's certificate cancelled, the member ceases to be a member of the executive on the day the teacher's certificate is cancelled.
- (11) The executive may delegate any of its powers or responsibilities or the federation's powers or responsibilities to any committee, the chief executive officer or an employee of the federation.

2006, c.T-7.1, s.10.

Financial records

- 11(1)** The executive shall ensure that the following are satisfactorily prepared and maintained:
- (a) accounting records for the federation and for each fund;
- (b) records of minutes and resolutions of the council, the executive, any committee and any administrative board.
- (2) The executive shall ensure that annual financial statements are prepared for the federation and for any fund.
- (3) The executive shall annually appoint an auditor or firm of auditors to audit the accounts and financial statements of the federation and any fund.
- (4) The executive shall send a copy of the audited financial statements to each councillor at least 21 days before the annual meeting of the council.

2006, c.T-7.1, s.11.

Committees

- 12(1)** The executive may establish any committee of the executive that the executive considers necessary.
- (2) The majority of the members of any committee established pursuant to subsection (1) must be members of the executive.
- (3) Members of any committee established pursuant to subsection (1) are entitled to remuneration and reimbursement for expenses as prescribed in the bylaws.

2006, c.T-7.1, s.12.

Appointment of chief executive officer

- 13** The executive shall appoint a chief executive officer for the federation.

2006, c.T-7.1, s.13.

PART III Bylaws

Procedures

- 14(1)** The council may, by special resolution, make bylaws for any purpose set out in section 15.
- (2) A bylaw becomes effective on the day it is passed, unless a later date is specified in the bylaw.
- (3) The chief executive officer shall forward copies of proposed bylaws to all councillors at least 14 days before the date of the meeting at which the bylaws are to be presented.
- (4) The chief executive officer shall:
- (a) notify each member of each bylaw made pursuant to subsection (1) within 150 days after the bylaw is made, varied or revoked; and
 - (b) cause each bylaw made pursuant to subsection (1) to be published in the Gazette.

2006, c.T-7.1, s.14.

Bylaws

- 15** Subject to this Act, bylaws may be made pursuant to section 14 for the following purposes:
- (a) prescribing the number and the terms of office of members of the executive;
 - (b) governing the procedures for the election of members of the executive;
 - (c) prescribing the qualifications required to be a member of the executive;
 - (d) respecting the holding and procedures of meetings of the executive;

- (e) establishing local associations;
- (f) prescribing the eligibility criteria for members of local associations;
- (g) prescribing the officers of the local associations and governing the procedures for the election of those officers;
- (h) prescribing the duties of officers of local associations;
- (i) prescribing the number of councillors and the terms of office of members of council;
- (j) governing the procedures for the election of members of council;
- (k) prescribing the qualifications required to be a member of council;
- (l) prescribing the duties of members of council;
- (m) respecting the holding and procedures of meetings of council;
- (n) prescribing offices of the federation and the duties of each office;
- (o) respecting the calling and holding of meetings of the executive;
- (p) providing for a code of ethics for teachers;
- (p.1) providing for the standards of practice for teachers;
- (q) prescribing procedures for the review, investigation, hearing and disposition of complaints alleging that a member is guilty of breaching the code of ethics or the standards of practice for teachers;
- (r) prescribing for the ethics and practice committee:
 - (i) subject to subsection 22(1), the number of persons to be on the committee;
 - (ii) the terms of office of the members of the committee;
 - (iii) the qualifications required to be a member of the committee;
 - (iv) the quorum for the committee; and
 - (v) any other matter relating to the performance by the committee of its duties in the carrying on of its activities;
- (s) establishing any committees that are considered necessary, other than committees established pursuant to section 12, and prescribing the manner of appointment of committee members;
- (t) providing for any other thing that is necessary for the effective administration of the federation;
- (u) establishing categories of membership and prescribing the rights and privileges of each category;
- (v) setting requirements for maintenance of membership;
- (w) governing the procedures for mediation services;
- (x) prescribing any other matters considered necessary for the better carrying out of this Act.

Filing of bylaws

16(1) The federation must file with the Director of Corporations two copies, certified by the chief executive officer to be true copies, of any bylaw or amendment made within 30 days after the day it is made.

(2) Failure to file any bylaw or amendment, as required by subsection (1), invalidates the bylaw or amendment on the 31st day after it was made.

(3) A copy of each bylaw and amendment filed pursuant to subsection (1) is to be laid before the Assembly by the minister responsible for the administration of *The Business Corporations Act* pursuant to section 13 of *The Executive Government Administration Act*.

(4) If a bylaw or amendment laid before the Assembly is found by the Assembly to be beyond the powers delegated by the Legislature or to be in any way prejudicial to the public interest, the bylaw or amendment ceases to have effect and is deemed to have been revoked.

(5) If it appears from any Votes and Proceedings of the Legislative Assembly that a bylaw or amendment has ceased to have effect, the Clerk of the Legislative Assembly shall forward two copies of those Votes and Proceedings to the Director of Corporations and at the same time advise him or her that the copies are forwarded pursuant to this subsection.

(6) If the Director of Corporations receives copies of the Votes and Proceedings pursuant to subsection (5), the Director of Corporations shall retain one copy and forward the other copy to the federation and at the same time advise the federation that the copy is forwarded pursuant to this subsection.

2006, c.T-7.1, s.16; 2010, c.B-12, s.65; 2014, c.E-13.1, s.62.

PART IV Regulatory

Memberships

17(1) Any person employed as a teacher in a school organized, continued or receiving or eligible to receive grants pursuant to *The Education Act, 1995* must, as a condition of his or her employment, be a member of the federation.

(2) Subject to the approval of the executive and any terms and conditions that the executive may consider necessary, the following persons are eligible for associate membership in the federation:

- (a) members of the Saskatchewan League of Educational Administrators, Directors and Superintendents;
- (b) teachers who are members of the faculties of The University of Regina, the University of Saskatchewan and any affiliated or federated colleges of those universities;
- (c) persons who are declared by the executive to be eligible to become associate members of the federation; and
- (d) teachers employed by other employers approved by the Lieutenant Governor in Council.

c. T-7.1**TEACHERS' FEDERATION, 2006**

(3) Subject to the approval of the executive and to any terms and conditions that the executive may consider necessary, the following persons are eligible for membership in the federation:

- (a) students enrolled in a teacher education program;
- (b) teachers working in schools operated in Saskatchewan pursuant to the *Indian Act* (Canada);
- (c) any teachers to whom subsections (1) and (2) do not apply.

2006, c.T-7.1, s.17.

Deductions from salary

18(1) Every employer must deduct from any salary payable to a member in each month from September to June any amount determined pursuant to the bylaws for membership fees.

(2) Every employer must deduct from any salary payable to a participant in each month from September to June any contributions and premiums for any plan.

(3) Every employer must remit to the federation the amounts deducted pursuant to subsections (1) and (2) on a monthly basis not later than 10 days after the last day of each month.

(4) If a change is made in any of the amounts to be deducted pursuant to subsection (1) or (2), the chief executive officer must notify every employer by registered mail of the change.

2006, c.T-7.1, s.18.

PART V Pension Plans

Pension plans

19(1) A pension plan must provide for the retirement benefits approved by the council.

(2) Every teacher shall contribute to the pension plan at the rate approved by council who, after June 30, 1991:

- (a) is employed:
 - (i) as a teacher by a board;
 - (ii) by another employer in a position requiring the professional qualifications and experience of a teacher; or
 - (iii) by a board of education as defined in *The Education Act, 1995* or by the conseil scolaire and who has been designated as not being a teacher by The Educational Relations Board, but whose position requires the professional qualifications and experience of a teacher; and
- (b) is not required to make contributions to the Teachers' Superannuation Fund pursuant to *The Teachers Superannuation and Disability Benefits Act*.

- (3) The pension plan may allow pension plan participants to make voluntary contributions.
- (4) Every employer of a pension plan participant must deduct from that person's monthly salary the amount required to be contributed pursuant to subsection (2).
- (5) Every employer, except a board, of a pension plan participant must for that pension plan participant contribute to the federation an amount equal to the amount that the Minister of Finance would be required to contribute with respect to that pension plan participant pursuant to subsection 43(1) of *The Teachers Superannuation and Disability Benefits Act* if that pension plan participant was employed by a board.
- (6) Any deduction pursuant to subsection (4) or the amount required to be contributed pursuant to subsection (5) must be:
- (a) remitted to the federation by the employer and received by the federation not later than 10 days after the last day of each month; and
 - (b) deposited by the federation into a pension plan fund.

2006, c.T-7.1, s.19.

Registration

- 20(1)** The federation shall submit every pension plan for registration pursuant to *The Pension Benefits Act, 1992*.
- (2) Notwithstanding *The Pension Benefits Act, 1992*, a pension plan that has been submitted for registration by the federation may contain provisions that:
- (a) provide for the administration of the pension plan by the federation;
 - (b) limit the financial contributions to the pension plan by the employers or persons on behalf of the employers to the contributions set out in a collective agreement entered into pursuant to *The Education Act, 1995*;
 - (c) permit pension plan participants to make contributions to the pension plan in excess of the contributions made by or on behalf of the employer;
 - (d) authorize the application of the contributions of a pension plan participant mentioned in clause (c) to offset more than 50% of the pension plan participant's immediate or deferred life annuity;
 - (e) provide that the amount of any contribution made by a pension plan participant that exceeds the amount of any contribution made by or on behalf of the employer is not a required contribution for the purposes of *The Pension Benefits Act, 1992*;
 - (f) provide for making contributions each month from September to June inclusive;
 - (g) require the filing of information returns for the purposes of *The Pension Benefits Act, 1992* by the federation and not by employers of pension plan participants; or
 - (h) provide for the investment of any money in a fund in accordance with the *Pension Benefits Standards Regulations, 1985* (Canada), S.O.R./87-19.

c. T-7.1

TEACHERS' FEDERATION, 2006

(3) If a pension plan includes any of the provisions mentioned in subsection (2), the Superintendent of Pensions shall not for that reason refuse to register or cancel the registration of a pension plan.

(4) Notwithstanding *The Pension Benefits Act, 1992*, unless the federation consents to the declaration, the Superintendent of Pensions shall not declare that a pension plan is wound up in whole or in part.

(5) No amendments to *The Pension Benefits Act, 1992* or regulations made pursuant to that Act that come into force after this section comes into force shall apply to any pension plan before the expiry of any collective agreement then in effect that was entered into pursuant to *The Education Act, 1995*.

(6) No person shall obtain any right or have any claim against the federation, a pension plan, a fund or any employer participating in a pension plan solely on the grounds that:

- (a) the pension plan contains a provision mentioned in subsection (2) that does not comply with *The Pension Benefits Act, 1992*; or
- (b) the pension plan does not contain a provision required by *The Pension Benefits Act, 1992* if that provision would conflict with any provision mentioned in subsection (2) that is in the pension plan.

2006, c.T-7.1, s.20.

PART VI Ethics and Standards of Practice

Interpretation and application of Part

21 In this Part:

- (a) “**committee**” means the ethics and practice committee established pursuant to subsection 22(1);
- (b) “**hearing**” means a hearing held pursuant to section 25;
- (c) “**member**” includes the following persons:
 - (i) a teacher who is a member of the federation at the time that any proceeding pursuant to this Part is instituted against that teacher; or
 - (ii) a person who:
 - (A) at the time of the occurrence of the matter under investigation or complaint, was a teacher and a member of the federation; and
 - (B) on the date that any committee proceeding is instituted pursuant to this Part against that person, was a teacher and a member of the federation within the two years before the date the proceeding was instituted.

2006, c.T-7.1, s.21; 2015, c.R-15.1, s.61.

Ethics and practice committee

22(1) The ethics and practice committee is established consisting of at least five persons appointed by the council.

(2) If there is a vacancy on the ethics and practice committee, the executive may appoint a person to fill the vacancy until the next meeting of council.

(3) The failure to make an appointment pursuant to subsection (2) or the absence or inability to act of a person appointed pursuant to subsection (1) does not impair the ability of the other members of the committees to act.

(4) Subject to this Act and the bylaws, the ethics and practice committee may make rules regulating its business and procedure.

2015, c.R-15.1, s.61.

Public appointee

23(1) The Lieutenant Governor in Council may appoint one person who resides in Saskatchewan as a member of the ethics and practice committee.

(2) If the Lieutenant Governor in Council appoints a person as a member of the ethics and practice committee, the term of office of that person is not to exceed three years.

(3) A person appointed pursuant to subsection (1) holds office until that person's successor is appointed and is eligible for reappointment, but is not eligible to hold office for more than two consecutive terms.

(4) A person appointed pursuant to subsection (1) ceases to hold office if that person ceases to be a resident of Saskatchewan.

(5) A member of the ethics and practice committee appointed pursuant to this section may exercise rights and serve as a member of the committee to the same extent as other members of the ethics and practice committee.

(6) The failure to make an appointment pursuant to subsection (1) or the absence or inability to act of the person appointed pursuant to subsection (1) does not impair the ability of the other members of the ethics and practice committee to act.

(7) The minister shall remunerate and reimburse for expenses the person appointed pursuant to subsection (1) at the rate determined by the Lieutenant Governor in Council.

2015, c.R-15.1, s.61.

Complaints and preliminary investigation

24(1) Subject to subsection (2), the executive may on its own motion, and on the written complaint of any three members of the federation shall, make a preliminary investigation into the conduct or practice of any member, and, on completing its investigation, may order a hearing by the ethics and practice committee.

(2) All complaints that raise or potentially raise a question of professional misconduct or professional incompetence must be made to the Saskatchewan Professional Teachers Regulatory Board, and, if the executive receives a complaint pursuant to subsection (1) that raises or potentially raises a question of professional misconduct or professional incompetence, the executive shall immediately refer that complaint to the Saskatchewan Professional Teachers Regulatory Board.

(3) If, during a preliminary investigation pursuant to subsection (1) or after completing the preliminary investigation, the executive determines that the matter being investigated raises or potentially raises a question of professional misconduct or professional incompetence, the executive shall immediately refer the matter to the Saskatchewan Professional Teachers Regulatory Board.

2015, c.R-15.1, s.61.

Hearing

25 The ethics and practice committee shall, on a written order of the executive or on its own motion, conduct a hearing to inquire into any complaint and determine whether or not a member is guilty of breaching the code of ethics or the standards of practice for teachers.

2015, c.R-15.1, s.61.

Attendance at hearing

26(1) The ethics and practice committee shall serve notice on the member whose conduct or practice is the subject of the hearing at least 14 days before the hearing, setting out the allegations made against that member and specifying the date, time and place of the hearing.

(2) If the member whose conduct or practice is the subject of the hearing fails to attend the hearing, the ethics and practice committee, on proof of service of the notice mentioned in subsection (1), may proceed with the hearing in the member's absence.

(3) If the member whose conduct or practice is the subject of the hearing does not appear and the ethics and practice committee proceeds in the member's absence, and in any other case with the consent in writing of that member, the ethics and practice committee may, either as to the whole case or as to any particular fact, proceed and act on evidence by affidavit.

2015, c.R-15.1, s.61.

Legal or other assistance

27(1) The ethics and practice committee may employ, at the expense of the federation, any legal or other assistance that it considers necessary.

(2) The member whose conduct or practice is the subject of the hearing may, at his or her own expense, be represented by counsel.

2015, c.R-15.1, s.61.

Hearing procedure

28(1) The ethics and practice committee shall hear the complaint and shall determine whether or not the member is guilty of breaching the code of ethics or the standards of practice, as the case may be, notwithstanding that the determination of a question of fact may be involved, and the ethics and practice committee need not refer any question to a court for adjudication.

(2) The ethics and practice committee may accept any evidence that it considers appropriate and is not bound by rules of law concerning evidence.

(3) The testimony of witnesses is to be under oath or affirmation administered by the chairperson of the committee.

(4) At a hearing, there is to be full right:

- (a) to examine, cross-examine and re-examine all witnesses; and
- (b) to present evidence in defence and reply.

(5) On application and payment of the appropriate fee, the local registrar of the court at any judicial centre shall issue writs of *subpoena ad testificandum* or *subpoena duces tecum* to:

- (a) the member whose conduct or practice is the subject of a hearing pursuant to this Act;
- (b) a member of the ethics and practice committee; or
- (c) the chief executive officer of the federation.

(6) If a writ issued pursuant to subsection (5) is disobeyed, the proceedings and penalties are those applicable in civil cases in the court.

(7) If, during the course of a hearing, the evidence shows that the member whose conduct or practice is the subject of the hearing may be guilty of a breach of the code of ethics or the standards of practice different from or in addition to any breach specified in the original complaint, the ethics and practice committee shall notify the member of that fact.

(8) If the ethics and practice committee proposes to amend, add to or substitute the breach of the code of ethics or the standards of practice specified in the original complaint, the ethics and practice committee shall adjourn the hearing for any period that it considers sufficient to give the member an opportunity to prepare a defence to the amended complaint, unless the member consents to continue the hearing.

c. T-7.1**TEACHERS' FEDERATION, 2006**

- (9) The person, if any, who made the written complaint mentioned in section 24:
- (a) is to be advised orally or in writing by the chief executive officer of the date, time and place of the hearing; and
 - (b) subject to subsection (11), is entitled to attend the hearing.
- (10) Subject to subsection (11), the ethics and practice committee shall conduct all hearings in public.
- (11) The ethics and practice committee may exclude members of the public and the person, if any, who made the complaint from any part of the hearing if the committee is of the opinion that evidence brought in the presence of the person or persons to be excluded will unduly violate the privacy of a person other than the member whose conduct or practice is the subject of the hearing.
- (12) The ethics and practice committee shall report to the executive its findings together with any penalty recommendations in a written report, signed by the majority of committee members conducting the hearing.
- (13) The ethics and practice committee shall also provide to the executive minutes of the hearing proceedings, the evidence adduced and any exhibits produced or copies of exhibits.

2015, c.R-15.1, s.61.

29 Repealed. 2015, c.R-15.1, s.61.**Ethical conduct**

- 30** The following conduct is deemed to be a breach of the code of ethics for teachers:
- (a) wilfully taking, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher;
 - (b) wilfully circulating false reports, derogatory to any fellow teacher or to any other person directly associated with education in Saskatchewan;
 - (c) maliciously, carelessly, irresponsibly or otherwise than in fulfilment of official duties, criticizing the work of a fellow teacher in such a way as to undermine the confidence of the public and students;
 - (d) publishing or circulating any false or mischievous statement or entering into any collusive arrangement intended to circumvent or nullify any of the Acts of the Legislature pertaining to teachers or schools or any the regulations of the ministry.

2015, c.R-15.1, s.61.

Mediation

- 31** If a complaint has been referred to mediation and the mediation is not successful, the executive may order a hearing by the ethics and practice committee.

2015, c.R-15.1, s.61.

Not guilty

32 If the executive receives a report from the ethics and practice committee that found the member who was the subject of the hearing not guilty of breaching the code of ethics or the standards of practice for teachers, the chief executive officer shall send a copy of the complaint and the report of the committee:

- (a) to the member whose conduct or practice was the subject of the hearing; and
- (b) to the complainant, if any.

2015, c.R-15.1, s.61.

Penalty hearing

33(1) If the executive receives a report from the ethics and practice committee that the member who was the subject of the hearing was found guilty of breaching the code of ethics or the standards of practice for teachers, the executive shall hold a penalty hearing with respect to the member who was the subject of the complaint.

(2) The chief executive officer shall, at least 14 days before the executive holds a penalty hearing:

- (a) send a copy of the complaint and the report of the ethics and practice committee to the member whose conduct or practice is the subject of the penalty hearing;
- (b) serve notice on that member of the date, time and place of the penalty hearing;
- (c) advise that member that he or she may be represented by legal counsel at his or her own expense; and
- (d) send notice of the date, time and place of the penalty hearing, a copy of the complaint and the report of the ethics and practice committee to the complainant, if any.

(3) The executive, after holding a penalty hearing, may by order:

- (a) reprimand the member; or
- (b) refer the matter to the Saskatchewan Professional Teachers Regulatory Board.

(4) The chief executive officer shall notify the member whose conduct or practice was the subject of the penalty hearing and the complainant, if any, of the decision of the executive and any recommendation or order made by the executive.

2015, c.R-15.1, s.61.

Appeal

34(1) A member with respect to whom the executive has made an order pursuant to subsection 33(3) may appeal to the court within 30 days from the day on which the order was issued.

(2) The appeal is to be by motion, notice of which shall be served on the chief executive officer and any other person that the court or a judge of the court may direct.

(3) The record is to consist of a copy of the proceedings before the ethics and practice committee, the evidence taken, the report of the ethics and practice committee and the findings of the executive, all certified by the chief executive officer.

(4) If the chief executive officer receives a request from a member with respect to whom the executive has made an order pursuant to subsection 33(3), the chief executive officer shall provide that person with a certified copy of all proceedings, reports, findings and papers on which the ethics and practice committee or the executive acted in making the order being appealed, on payment of the amount charged by local registrars of the court for copies of documents.

(5) On the hearing of the appeal, the court may:

- (a) affirm or reverse the order of the executive; or
- (b) order a new hearing.

2015, c.R-15.1, s.61.

35 Repealed. 2015, c.R-15.1, s.61.

PART VII Collective Interests of Teachers

Limitation on teacher representation

36 Unless previously authorized by the executive, no local association shall make representations to the government or any member of the government, or bargain with the ministry with respect to matters affecting the teaching profession or involving a change in educational policy.

2006, c.T-7.1, s.36; 2015, c.R-15.1, s.61.

Collective interests of teachers

37(1) In this section, “**collective interests of teachers**” means the collective interests of teachers with respect to:

- (a) collective bargaining for teachers conducted pursuant to *The Education Act, 1995*;
- (b) the terms and conditions of employment pursuant to section 209 of *The Education Act, 1995*; and
- (c) a member bargaining on his or her own behalf or acting, on matters affecting other members, in a manner inconsistent with the bylaws made pursuant to this section.

(2) The council may make by special resolution any bylaws that are not inconsistent with this Act for the purposes of this section.

(3) Engaging in conduct contrary to the collective interests of teachers is a question of fact.

(4) Subject to subsection (5), the executive may make a preliminary investigation into the facts regarding a complaint that a member is guilty of conduct contrary to the collective interests of teachers.

- (5) If any three members of the federation make complaints, in writing, alleging that a member is guilty of conduct contrary to the collective interests of teachers, the executive shall make a preliminary investigation into the facts alleged.
- (6) If the executive is of the opinion that further action on the complaint is warranted, the executive may refer the complaint to a committee established by the executive in accordance with the bylaws.
- (7) The committee must:
- (a) conduct a hearing;
 - (b) grant the member who is the subject of the hearing an opportunity to be heard; and
 - (c) report its finding to the executive and the member who is the subject of the hearing.
- (8) If the committee finds that a member's conduct is contrary to the collective interests of teachers, the executive, after giving the member an opportunity to be heard, may by order:
- (a) reprimand the member;
 - (b) require the member to pay a fine to the federation; or
 - (c) reprimand the member and require the member to pay a fine to the federation.
- (9) A fine levied pursuant to clause (8)(b) or (c) may not exceed the net earnings of the member during the period in which the member was engaged in conduct contrary to the collective interests of teachers.
- (10) Any fine required to be paid is to be recoverable as a debt due and owing to the federation by the member and may be recovered in the same manner as a debt owed pursuant to a contract in a court of competent jurisdiction.
- (11) Nothing in this section is to be interpreted as restricting a member's freedom of expression or association.

2006, c.T-7.1, s.37.

PART VIII

General

Immunity

38 No action or proceeding lies or shall be commenced against any member of the executive, the council, a committee, or an administrative board or any chief executive officer, employee or agent of the federation if that person is acting pursuant to the authority of this Act or the bylaws, for anything in good faith done, caused or permitted or authorized to be done, attempted to be done or omitted to be done by that person or by any of those persons pursuant to or in the exercise or supposed exercise of any power conferred by this Act or the bylaws or in the carrying out or supposed carrying out of any order made pursuant to this Act or any duty imposed by this Act or the bylaws.

2006, c.T-7.1, s.38.

Certain acts do not apply

39(1) *The Trust and Loan Corporations Act, 1997* does not apply to the federation in its role as trustee or administrator of a pension plan or fund.

(2) *The Saskatchewan Insurance Act* does not apply to the federation in its role as trustee or administrator of a pension plan or fund with respect to payment from the fund of:

- (a) a superannuation allowance based on age and years of service to a teacher on retirement; or
- (b) a benefit on the death of a teacher or superannuate:
 - (i) to the estate of the teacher or superannuate in a lump sum amount calculated based on contributions plus earnings; or
 - (ii) through periodic payments to a person, as required by the pension plan.

2006, c.T-7.1, s.39.

Service

40(1) A notice or other document required or permitted to be served pursuant to this Act or a bylaw may be served:

- (a) by personal service:
 - (i) in the case of an individual, on that individual; or
 - (ii) in the case of the federation, the executive or a committee, on the chief executive officer or an employee of the federation; or
- (b) by registered mail addressed to:
 - (i) in the case of a member or a member as described in clause 21(c), the last residential address of the intended recipient known to the federation; or
 - (ii) in the case of the federation, the executive or a committee, the chief executive officer of the federation.

(2) A notice or document sent by registered mail is deemed to have been served seven days after the date of its mailing, unless the person to whom it was mailed establishes that, through no fault of that person, the person did not receive the notice or document or received it at a later date.

2006, c.T-7.1, s.40.

Prohibition on entitlement

41 No member or former member is entitled to share in the revenues or property of the federation.

2006, c.T-7.1, s.41.

PART IX
Transitional, Repeal and Coming into Force

Transitional - bylaws

42 Every bylaw of the federation that is in force on the day before the coming into force of this Act continues in force to the extent that the bylaw is not inconsistent with this Act.

2006, c.T-7.1, s.42.

Transitional - executive and council

43 A person who was a member of the executive or council on the day before this Act comes into force continues as a member of the executive or council until the earlier of:

- (a) the date on which members of the executive or council are elected pursuant to this Act; and
- (b) the date on which the member dies, resigns or otherwise ceases to be a member of the executive or council.

2006, c.T-7.1, s.43.

Transitional - plan, pension plan or fund

44 Any plan, pension plan or fund established by the federation before the coming into force of this Act is continued as a plan, pension plan or fund pursuant to this Act.

2006, c.T-7.1, s.44.

Transitional - committee

45 Any committee of the federation established before the coming into force of this Act continues as a committee of the federation to the extent that it is not inconsistent with this Act.

2006, c.T-7.1, s.45.

Transitional - inquiry or appeal

46 Any inquiry or appeal commenced pursuant to *The Teachers' Federation Act* continues to the extent that it is not inconsistent with this Act.

2006, c.T-7.1, s.46.

R.S.S. 1978, c.T-7 repealed

47 *The Teachers' Federation Act* is repealed.

2006, c.T-7.1, s.47.

Coming into force

48 This Act comes into force on proclamation.

2006, c.T-7.1, s.48.

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BYLAW 1

Membership

1.1

Regular Members

- 1.1.1 Every person to whom Section 17(1) of *The Teachers' Federation Act, 2006*, applies is a regular member of the Saskatchewan Teachers' Federation.

1.2

Associate Members

- 1.2.1 Associate membership may be granted upon application in a form prescribed by the Federation and upon payment of an annual fee prescribed by the STF Executive.
- 1.2.2 An associate member must possess or be eligible for a Saskatchewan teacher's certificate.
- 1.2.3 Associate membership entitles the member to receive the publications of the Federation, to access the Stewart Resources Centre and to participate in such programs and benefit plans as may be permitted by the policies and bylaws governing those programs and plans.

1.3

Education Students

- 1.3.1 Students registered in a teacher education program in Saskatchewan shall be deemed to be members of the Federation.
- 1.3.2 No membership fee shall be assessed in this category of membership.
- 1.3.3 Members in this category shall have the same entitlements as associate members.
- 1.3.4 The bylaws will provide for representation of student members at Council.
- 1.3.5 The Code of Professional Ethics, the Standards of Practice and the Code of Collective Interests will guide the conduct of student members when they are engaged in field experiences in the school system.

1.4

Teachers Employed in First Nations Schools

- 1.4.1 The Federation may enter into an agreement with the education authority of any First Nation in Saskatchewan to provide for membership in the Federation of teachers employed by the First Nation.
- 1.4.2 Such agreement will set out the terms and conditions of membership and provide for the assessment of fees to be paid by each member.

1.5

Honorary Members

- 1.5.1 The STF Executive may confer honorary membership on any person and shall report this decision to Council.

(2006; amended 2008, 2009)

BYLAW 2

Council

2.1

Composition

- 2.1.1 The Council shall consist of members of the Executive and those councillors elected by local associations in the numbers enumerated in Section 2.3.
- 2.1.2 Only members in good standing of the Saskatchewan Teachers' Federation and of the local association they represent are eligible to be elected as councillors.
- 2.1.3 If a duly elected councillor is unable to attend a meeting of the Council, the local association may appoint a substitute for the absent councillor for the entirety of the meeting of Council in accordance with its local constitution and shall notify the Executive Director of the substitution prior to the opening day of the meeting of Council.
- 2.1.4 A member of the Council who represents a local association and ceases to belong to that association shall cease to be a member of the Council and the local association may elect a successor for the unexpired term in accordance with its local constitution.
- 2.1.5 Vacancies occurring in the Council by reason of the death, resignation or departure from the province of a councillor may be filled by the local association in accordance with its local constitution.
- 2.1.6 The term of office of a councillor shall commence July 1 and the length shall be determined by the local association through its local constitution.

2.2

Roles and Responsibilities of Councillors

- 2.2.1 Each councillor shall represent the membership of the local association by which that councillor has been elected and shall act on behalf of the whole membership of the Federation in establishing the bylaws, policies, directions, priorities and budget of the Federation.
- 2.2.2 Each councillor shall act as an agent of the Federation in supporting the implementation of its policies and directions.
- 2.2.3 Councillors shall elect members of the Executive in accordance with STF Bylaw 3 (Executive) Section 3.5.
- 2.2.4 Each councillor shall make themselves aware of the Federation services available. Each councillor shall refer a teacher or teachers requesting assistance in their professional duties or relationships to the appropriate Federation supports.
- 2.2.5 Each councillor shall be responsible for informing themselves of the issues and decisions before Council and shall engage in respectful dialogue on matters of interest to the teaching profession.

2.3

Representation

2.3.1 Each local association shall elect councillors based on the number of members within the local association, as at September 30 for terms to commence July 1 of the following year.

2.3.1.1 The formula will apply as follows:

Fewer than 130 members, two councillors plus one additional councillor for each 65 members, or fraction thereof, in excess of 129 members.

Part-time teachers shall be counted as full-time teachers but substitute teachers shall not be counted.

Should a councillor from a local association be elected to the Executive, the local association shall elect a councillor to fill the resulting vacancy.

2.3.2 The student bodies in the college of education, University of Saskatchewan and the faculty of education, University of Regina and the Superannuated Teachers of Saskatchewan shall be deemed local associations for the purpose of representation at Council under *The Teachers' Federation Act, 2006*.

For the local association at each of the University of Saskatchewan and the University of Regina there shall be one councillor for every 300 members or fraction thereof.

For the local association representing the Superannuated Teachers of Saskatchewan there shall be eight councillors.

2.4

Meetings of Council

2.4.1 In addition to the annual meeting required by *The Teachers' Federation Act, 2006*, the President may call at least one special meeting of the Council each year with the agenda restricted to those matters determined by the Executive.

2.4.2 The Council shall meet in a special meeting when petitioned to do so by at least 25 percent of the members of the Council.

(1) The special meeting shall be held at a time and in a place determined by the Executive but shall be held within 30 days of receipt of the petition by the Executive.

(2) The agenda for a special meeting shall be restricted to the matters identified in the petition and to any other business approved by the Executive.

2.4.3 The Council shall determine its own rules of order.

2.4.4 The Council shall annually determine the remuneration for councillors attending meetings of the Council.

2.4.5 All matters before the Council shall be decided by a majority vote of those present and voting, except matters pertaining to bylaws or proposed changes to *The Teachers' Federation Act, 2006*, which shall be decided by special resolution.

2.5

Resolutions Committee

2.5.1 The Executive shall appoint a resolutions committee from among the members of the Council.

2.5.2 The Resolutions Committee shall receive all resolutions to be considered by Council and, prior to consideration by the Council, will do one or more of the following:

(1) Accept the resolution in the form in which it was submitted.

(2) Reject the resolution as having been received after the deadline for the receipt of resolutions.

(3) Reject the resolution as being outside the jurisdiction of the Council.

(4) Edit the resolution for clarity or accuracy.

(5) Combine resolutions that have similar intent.

- 2.5.3 The Resolutions Committee may rule that a resolution received after the deadline for the receipt of resolutions may be considered by the Council because the subject matter is of an urgent nature or could not have been anticipated prior to the deadline.
- 2.5.4 The Council may set aside a decision of the Resolutions Committee when a motion to do so is accepted by 80 percent of those present and voting.

(2018)

BYLAW 3

Executive

3.1

Composition

- 3.1.1 The STF Executive shall be composed of the immediate Past-President in the year in which there is one, the President, the Vice-President and such additional members to total 10 members.

3.2

Roles and Responsibilities

- 3.2.1 STF Executive members are trustees, stewards and representatives of the Saskatchewan Teachers' Federation, its members and the teaching profession in Saskatchewan.
- 3.2.2 In discharging the duties and exercising the powers of office, each STF Executive member shall:
- (1) Act honestly and in good faith.
 - (2) Exercise a degree of care, skill and diligence that a person of ordinary prudence would exercise, having regard to his or her skill, experience and qualifications.
 - (3) Employ any particular level of knowledge or skill he or she possesses or ought to possess, because of his or her profession and business, to all relevant circumstances in the governance of the Federation.
 - (4) Put the interests of the Federation and its members ahead of his or her own or that of any other office he or she may hold or organization of which he or she may be a member.
 - (5) Represent and act in the best interests of the entire membership.

3.3

Eligibility

- 3.3.1 A member of the STF Executive shall at all times be a regular member of the Federation as defined in Section 17(1) of *The Teachers' Federation Act, 2006*.
- 3.3.2 To be eligible for election as a member of the STF Executive, the candidate must:
- (1) Be a member of the Council.
 - (2) Complete a declaration of candidacy as may be approved by the Executive and shall be made available to all members.

3.4

Terms of Office

- 3.4.1 The term of office for the immediate Past-President, President and Vice-President is one year and the President and Vice-President are eligible for re-election.
- 3.4.2 The term of office for a member of the STF Executive is two years and members are eligible for re-election.
- 3.4.3 Should a vacancy occur in the membership of the STF Executive during the first year of a two-year term, the vacancy shall be filled as part of the regular election process of the next Annual Meeting of Council.
- (1) Following the election of the members of the Executive as per Section 3.5, the vacancy created by the unfinished term shall be filled by the candidate receiving the next highest number of votes.

3.5

Election

- 3.5.1 Nominations for membership on the STF Executive shall be made by members of Council and filed with the Executive Director no later than 9 a.m. on the opening day of the meeting of Council at which the elections are to be held.
- 3.5.2 The Executive Director shall appoint a Chief Election Official and shall provide, in writing, the name of the Chief Election Official to the Council. The Chief Election Official shall:
- (1) Oversee the elections process according to the bylaws and policies of the Saskatchewan Teachers' Federation.
 - (2) Appoint such other election officials as are deemed necessary to assist the Chief Election Official.
 - (3) Determine the validity of any disputed ballot.
 - (4) Communicate the results of elections to the Council.
 - (5) Deliver a signed statement of the results of the elections to the Executive Director.
 - (6) Deliver the ballots to the Executive Director for safekeeping until they are to be destroyed.
- 3.5.3 Each councillor is eligible to vote for a President, Vice-President and members of the STF Executive, and the voting shall be conducted by secret ballot.
- 3.5.4 If an elector places more or less than the required number of names on his or her ballot the elector's ballot shall not be counted.
- 3.5.5 The name of the candidate elected to one position shall be removed from the ballot for other positions and defeated candidates may have their names added to the ballot for other positions by so declaring to the Chief Election Official prior to the conduct of subsequent votes.
- 3.5.6 A member of the STF Executive may, prior to the expiration of the term of that position, be a candidate for the position of President or Vice-President, and should the Executive member be unsuccessful in that election may continue as a member of the Executive for the unexpired portion of that term.
- (1) If a member of the Executive is elected to the position of President or Vice-President prior to the expiration of the term as Executive member, an election shall be held to fill the unexpired portion of that term.
- 3.5.7 In the election of members of the STF Executive, only one ballot shall be held and those candidates receiving the highest number of votes will be declared elected.
- 3.5.8 In the case of an equality of votes between two or more candidates that leaves the election undecided, another vote is to be held in order to decide the matter using a ballot listing only the names of those candidates who had an equal number of votes cast for each of them. If another equality of votes occurs in the aforementioned vote, the Chief Election Official shall determine the matter by placing in a box a number of papers equal to the number of candidates who had an equal number of votes, each paper having written upon it the name of one of the candidates and having been folded so that the names are not visible, and shall, in the presence of the Council, draw from the box a number of papers equal to the number of candidates required to determine the election and the person or persons whose names are so drawn shall be declared elected.
- 3.5.9 The Executive Director shall retain the ballots used at an election until the date of the next election when they shall be destroyed.
- 3.5.10 The Council may adopt policies governing the conduct of elections provided that such policies are not inconsistent with the bylaws.

3.6

Remuneration

- 3.6.1 The STF Executive may, by Executive motion, provide for remuneration of members of the Executive for attendance at meetings of the Executive and for any other duties.

3.7

Executive Meetings

- 3.7.1 The STF Executive shall meet at the call of the President or by its own motion. At least 10 days' notice shall be given to members of the Executive of the time and place of a meeting of the Executive. Members of the Executive may waive notice of the meeting.
- 3.7.2 STF Executive meetings shall be chaired by the President, by any other member of the Executive delegated by the President, or by a member of the Executive determined by a motion passed by a two-thirds majority of the Executive as a whole.
- 3.7.3 Six members of the Executive shall constitute a quorum for meetings of the Executive.

(2006; amended 2008, 2010, 2011, 2015)

BYLAW 4

Local Associations

4.1

Purposes

4.1.1 It is the purpose of local associations to:

- (1) Further the objectives of the Saskatchewan Teachers' Federation provincially and locally.
- (2) Support the professional growth of members.
- (3) Bargain collectively on behalf of members for a local collective bargaining agreement subject to the local bargaining provisions of *The Education Act, 1995*.
- (4) Ensure effective communications between members and the Federation.
- (5) Ensure effective representation of members in Federation affairs.

4.2

Establishment

4.2.1 The following local associations are hereby established and are entitled to representation in the Council in accordance with STF Bylaw 2 (Council) Section 2.3:

- (1) ALEF
Conseil des écoles fransaskoises no. 310
- (2) Chinook
Chinook School Division No. 211
- (3) Christ the Teacher
Christ the Teacher Roman Catholic Separate School Division No. 212
- (4) Creighton
Creighton School Division No. 111
- (5) Good Spirit
Good Spirit School Division No. 204
- (6) Holy Family
Holy Family Roman Catholic Separate School Division No. 140
St. Augustine Roman Catholic Separate School Division No. 220
- (7) Holy Trinity
Holy Trinity Roman Catholic Separate School Division No. 22
- (8) Horizon
Horizon School Division No. 205
Englefeld Protestant Separate School Division No. 132
- (9) Ile-a-la-Crosse
Ile-a-la-Crosse School Division No. 112
- (10) Lloydminster
Lloydminster Roman Catholic Separate School Division No. 89
Lloydminster School Division No. 99
- (11) North East
North East School Division No. 200
- (12) North West
Northwest School Division No. 203
- (13) Northern Area
Northern Lights School Division No. 113
- (14) Prairie South
Prairie South School Division No. 210
- (15) Prairie Spirit
Prairie Spirit School Division No. 206

- Rosthern Junior College
Ellen Gunn School (Ranch Ehrlo)
- (16) Prairie Valley
Prairie Valley School Division No. 208
Athol Murray College of Notre Dame
Schaller School (Ranch Ehrlo)
- (17) Prince Albert and Area
Saskatchewan Rivers School Division No. 119
Prince Albert Roman Catholic Separate School Division No. 6
- (18) Regina Catholic
Regina Roman Catholic Separate School Division No. 81
- (19) Regina Public
Regina School Division No. 4
Cornwall Alternative School
Luther College
- (20) Saskatoon
Saskatoon School Division No. 13
St. Paul's Roman Catholic Separate School Division No. 20
- (21) South East Cornerstone
South East Cornerstone School Division No. 209
- (22) Sun West
Sun West School Division No. 207
Lutheran Collegiate Bible Institute
- (23) Superannuated Teachers of Saskatchewan
- (24) Tri-West
Living Sky School Division No. 202
Light of Christ Roman Catholic Separate School Division No. 16
The Battlefords First Nations High School Board of Education of Saskatchewan
- (25) University of Regina
Education Students' Society
- (26) University of Saskatchewan
Education Students' Society

4.3

Membership of Local Associations

- 4.3.1 Every teacher who is under contract to a board of education, a conseil scolaire or the governing body of an independent school is a member of the local association representing members in that jurisdiction.
- 4.3.2 Teachers employed by the governing body of an independent school shall be members of the local association surrounding the location of the school.
- 4.3.3 Every substitute teacher shall be a member of a local association in a jurisdiction in which the substitute teacher teaches.
- (1) Each substitute teacher shall, no later than September 30 of each school year, designate the local association of which that teacher will be a member, and notify the president of that local association. That designation shall be for a local association in which the teacher substitutes and shall remain in effect for that school year. If no declaration is made, the substitute teacher shall be deemed a member of the local association of the school division in which the substitute teacher first teaches in that year.

4.4

Duties and Responsibilities

- 4.4.1 Every local association shall hold a meeting open to all members annually.
- 4.4.2 Every local association shall cause to be elected and/or appointed an executive committee consisting of the following officers who must be members of the local association:
- (1) President.
 - (2) Councillors (in the number determined by STF Bylaw 2 (Council) Section 2.3).
 - (3) Secretary, Treasurer or Secretary-Treasurer.
 - (4) Chair(s) of local implementation and negotiation committee(s).
 - (5) Such other officers as the local constitution may require.
- 4.4.3 Every local association shall make provisions for the negotiation of a local collective bargaining agreement or agreements in accordance with the provisions of *The Education Act, 1995*, and such policies as may be adopted by the Federation.
- 4.4.4 Every local association shall provide to the Federation such information as may be requested from time to time.
- 4.4.5 Every local association shall ensure an effective means for the communication to all members of any information provided by the Federation.

4.5

Limitations

- 4.5.1 No local association shall make any representation to the provincial government or any member, branch or agency thereof without the explicit approval of the STF Executive of the Federation.

4.6

Local Association Fees

- 4.6.1 Local associations may levy fees upon their members to support the work of the local association.
- 4.6.2 Any fee must be approved through a vote at a meeting that is open to all members.
- 4.6.3 The local may determine the amount of membership fees based on considerations such as contract time, term of contract and agreements with its members in independent schools.
- 4.6.4 Every member is obligated to pay to the local association any fee that is duly levied and failure to pay such fees shall be considered a matter contrary to the collective interests of teachers.

4.7

Constitution

- 4.7.1 Every local association shall have a written constitution approved through a process open to all members and such constitution shall be made available to all members.
- 4.7.2 Every local constitution shall come into effect on approval by the STF Executive of the Federation and no amendments shall be effective until approved by the Executive.
- 4.7.3 Every constitution shall provide for:
- (1) A statement of the purposes of the local association that is consistent with Section 4.1.
 - (2) The election by the members of a President and councillors with terms of office to commence July 1.
 - (3) The election or appointment of other Executive officers.

- (4) The replacement and removal of Executive officers.
- (5) The function and structure of the Executive committee, any other governing bodies and local association committees.
- (6) The calling and holding of meetings of all members, the Executive and other governing bodies established in the constitution.
- (7) The conduct of local collective bargaining and the ratification of local collective agreements.
- (8) Annual approval of an audited financial statement at a meeting open to all members.
- (9) The levying of local association fees.
- (10) Amendments to the constitution.
- (11) The dissolution of the local association.
- (12) Any other matter provided that no provision of a local constitution shall be inconsistent with *The Teachers' Federation Act, 2006*, the bylaws or any policies of the Federation.

(2006; amended 20017, 2008, 2010, 2011, 2015)

BYLAW 5

Committees

5.1

Committees

- 5.1.1 The STF Executive may establish and determine the terms of reference, including the reporting process, for standing, ad hoc, advisory, reference or working committees as it deems necessary to provide advice or perform other work for the Saskatchewan Teachers' Federation.
- 5.1.2 The STF Executive shall appoint the members of each committee.
- 5.1.3 The STF Executive may make provision for the remuneration of the members of a committee.

(2006; amended 2012)

BYLAW 6

Professional Ethics and Practice

6.1

Preamble

- 6.1.1 The Code of Professional Ethics and Standards of Practice, set by the Saskatchewan Teachers' Federation Council, guide the:
- (1) Ethical behaviour and teaching practices of Federation members.
 - (2) Decision making of the STF Executive regarding the disposition of professional complaints related to ethics and practice.
 - (3) Hearings and decision making of the STF Ethics and Practice Committee.

6.2

Code of Professional Ethics

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

Commitments to the Profession

- 6.2.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.
- 6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.
- 6.2.3 To act in a manner that respects the collective interests of the profession.
- 6.2.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching.

Commitments to Teaching and Learning

- 6.2.5 To provide professional service to the best of one's ability.
- 6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.
- 6.2.7 To respect the right of students to form their own judgments based upon knowledge.
- 6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.
- 6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.
- 6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.
- 6.2.11 To protect the educational program from exploitation.

Commitments to the Community

- 6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.
- 6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.
- 6.2.14 To keep the trust under which confidential information is exchanged.
- 6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
- 6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.
- 6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.
- 6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

6.3

Standards of Practice

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

Commitments to Standards of Practice

- 6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student.
- 6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
- 6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
- 6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
- 6.3.5 To carry out professional responsibilities for student assessment and evaluation.
- 6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
- 6.3.7 To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
- 6.3.8 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
- 6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
- 6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

6.4

Committee

- 6.4.1 The Ethics and Practice Committee shall consist of at least five regular members of the Federation as defined in Section 17(1) of *The Teachers' Federation Act, 2006*, in addition to any person appointed pursuant to Section 23 of the Act.
- (1) Members of the Federation serving on the Ethics and Practice Committee shall be selected from a panel not to exceed 10 members for the purposes of ensuring the diversity and availability of suitably trained members on the Committee.
 - (2) Members of the panel will be selected to serve on the Ethics and Practice Committee on a case-by-case basis with consideration given to declarations of conflict of interest or bias, representation of geographic and demographic diversity, and the availability of panel members to participate.
 - (3) To be eligible for appointment as a member of the panel, an applicant must:
 - (a) Be a member in good standing of the Federation.
 - (b) Not be a member of the STF Executive, or the Board of Directors or any committee of the Saskatchewan Professional Teachers Regulatory Board.
 - (c) Not be the subject of a previous guilty finding by any professional disciplinary committee of the Federation, Saskatchewan Professional Teachers Regulatory Board or other jurisdiction.
 - (d) Complete an applicant declaration of eligibility as may be approved by the STF Executive.
 - (4) The term of appointment to the panel shall be for three years and members are eligible for reappointment to a maximum of two terms.
 - (5) Appointments to the panel shall be made at the Annual Meeting of Council upon the recommendation of the STF Executive and adoption of a resolution by Council.
- 6.4.2 In discharging the duties and exercising the powers of appointment, each member of the Ethics and Practice Committee must:
- (1) Exercise good judgment and proper conduct at all times.
 - (2) Be prepared for all proceedings and hold in confidence all documentation and information obtained.
 - (3) Disclose any matter that could have or be perceived to have a negative or harmful effect on Committee proceedings or the public trust and teaching profession, including any actual or perceived bias or conflict of interest with respect to the performance of his or her duties as a member of the Ethics and Practice Committee.
 - (4) Participate in induction and ongoing learning opportunities regarding the Code of Professional Ethics, Standards of Practice and Committee proceedings.

6.5

Proceedings

- 6.5.1 The Council shall adopt and may, from time to time, revise a Code of Professional Ethics and Standards of Practice which, in addition to Section 30 of *The Teachers' Federation Act, 2006*, shall constitute the expectations of the Federation with respect to the ethical conduct or standards of practice of members.
- 6.5.2 A complaint alleging that a member has breached the Code of Professional Ethics or Standards of Practice must be received in writing by the Executive Director or designate.
- 6.5.3 The Ethics and Practice Committee shall meet as necessary for the dispatch of business and, subject to any bylaws or policies made by Council, may regulate the convening, notice, place, management and adjournment of such proceedings, the appointment of a chairperson, the mode of deciding questions and generally the transaction and management of business.
- 6.5.4 Five members of the Ethics and Practice Committee shall constitute a quorum for the purpose of conducting a hearing.

- 6.5.5** The Ethics and Practice Committee may, for the purpose of the execution of its duties under the bylaws and subject to the approval of the STF Executive, employ at the expense of the Federation such legal and other assistance as the Committee considers necessary. The individual whose conduct is the subject of the inquiry shall also have the right to be represented by legal counsel at the individual's own expense.
- 6.5.6** The Ethics and Practice Committee shall report to the STF Executive its findings and such recommendations as it deems advisable in a written report, signed by the members of the Committee taking part in the hearing and concurring in the report. Such report, if signed by a majority of the members taking part in the hearing, shall be deemed to be the report of the Committee.
- 6.5.7** The STF Executive shall ensure an annual report is made to Council concerning the number and nature of complaints, hearings of the Ethics and Practice Committee and disposition of these matters.
- 6.5.8** Records of complaints and proceedings before the Ethics and Practice Committee shall be destroyed five years following the final disposition of the matter and a summary record of the disposition of all such matters shall be retained by the Federation.

(2017)

BYLAW 7

Collective Interests

7.1

Preamble

- 7.1.1 The Code of Collective Interests, set by the Saskatchewan Teachers' Federation Council, guides the:
- (1) Conduct of Federation members with respect to the collective interests of the teaching profession.
 - (2) Decision making of the STF Executive regarding the disposition of professional complaints related to collective interests.
 - (3) Hearings and decision making of the STF Collective Interests Committee.

7.2

Code of Collective Interests

A member of the Saskatchewan Teachers' Federation shall:

- 7.2.1 Apply for an available position on the basis of the member's highest professional qualifications.
- 7.2.2 Neither apply for nor accept a position with an employer during a period in which the Federation has declared that a dispute exists between the Federation and the employer.
- 7.2.3 Undertake to perform as a condition of employment only those duties required by statute.
- 7.2.4 Adhere to all terms of a contract of employment until it is legally terminated.
- 7.2.5 Participate actively in Federation affairs at both the provincial and local levels, and work toward necessary or appropriate changes in STF policy and bylaw.
- 7.2.6 Respect those decisions made by elected representatives of the profession in the fulfilment of their duties and responsibilities.
- 7.2.7 Respect the collective bargaining process as the appropriate means to determine all conditions of employment.
- 7.2.8 Participate in legal sanctions requested by the bargaining unit following a vote of the membership.
- 7.2.9 Adhere to all terms of applicable collective agreements.

7.3

Committee

- 7.3.1 The Collective Interests Committee shall consist of at least five regular members of the Federation as defined in Section 17(1) of *The Teachers' Federation Act, 2006*.
- (1) Members of the Federation serving on the Collective Interests Committee shall be selected from a panel not to exceed 10 members for the purposes of ensuring the diversity and availability of suitably trained members on the Committee.
 - (2) Members of the panel will be selected to serve on the Collective Interests Committee on a case-by-case basis with consideration given to declarations of conflict of interest or bias, representation of geographic and demographic diversity, and the availability of panel members to participate.

- (3) To be eligible for appointment as a member of the panel, an applicant must:
 - (a) Be a member in good standing of the Federation.
 - (b) Not be a member of the STF Executive, or the Board of Directors or any committee of the Saskatchewan Professional Teachers Regulatory Board.
 - (c) Not be the subject of a previous guilty finding by any professional disciplinary committee of the Federation, Saskatchewan Professional Teachers Regulatory Board or other jurisdiction.
 - (d) Complete an applicant declaration of eligibility as may be approved by the STF Executive.
- (4) The term of appointment to the panel shall be for three years and members are eligible for reappointment to a maximum of two terms.
- (5) Appointments to the panel shall be made at the Annual Meeting of Council upon the recommendation of the STF Executive and adoption of a resolution by Council.

7.3.2 In discharging the duties and exercising the powers of appointment, each member of the Collective Interests Committee must:

- (1) Exercise good judgment and proper conduct at all times, including on matters or in situations not specifically mentioned in the Code of Collective Interests.
- (2) Be prepared for all proceedings and hold in confidence all documentation and information obtained.
- (3) Disclose any matter that could have or be perceived to have a negative or harmful effect on the Committee proceedings or public trust and teaching profession including any actual or perceived bias or conflict of interest with respect to the performance of his or her duties as a member of the Collective Interests Committee.
- (4) Participate in induction and ongoing learning opportunities regarding the Code of Collective Interests and Committee proceedings.

7.4

Proceedings

- 7.4.1** The Council shall adopt and may, from time to time, revise a Code of Collective Interests which shall constitute the expectations of the Federation with respect to the collective conduct of members.
- 7.4.2** A complaint alleging that a member has breached the Code of Collective Interests must be made in writing to the Executive Director or designate and may be made only by a member or members of the Federation.
- 7.4.3** The Collective Interests Committee shall meet from time to time for the dispatch of business and, subject to any bylaws or policies made by Council, may regulate the convening, notice, place, management and adjournment of such proceedings, the appointment of a chairperson, the mode of deciding questions and generally the transaction and management of business.
- 7.4.4** Five members of the Collective Interests Committee shall constitute a quorum for the purpose of conducting a hearing.
- 7.4.5** The Collective Interests Committee may, for the purpose of the execution of its duties under the bylaws and subject to the approval of the STF Executive, employ at the expense of the Federation such legal and other assistance as the Committee considers necessary. The individual whose conduct is the subject of the inquiry shall also have the right to be represented by legal counsel at the individual's own expense.
- 7.4.6** The Collective Interests Committee shall report to the STF Executive its findings and such recommendations as it deems advisable in a written report, signed by the members of the Committee taking part in the hearing and concurring in the report. Such report, if signed by a majority of the members taking part in the hearing, shall be deemed to be the report of the Committee.

- 7.4.7** Notwithstanding 7.4.1, conduct contrary to the collective interests of teachers shall include:
- (1) Providing services to an employer during lawful sanctions except where providing services has been authorized by the body which authorized the sanctions or when the member has a sincerely held religious belief which prevents participation in lawful sanctions.
 - (2) Negotiating on one's own behalf for terms and conditions of employment.
 - (3) Accepting a position with an employer during a period in which the Federation, by resolution of the STF Executive, has declared that a dispute exists between the employer and the Federation.
- 7.4.8** The STF Executive shall ensure an annual report is made to Council concerning the number and nature of complaints, hearings of the Collective Interests Committee and disposition of these matters.
- 7.4.9** Records of complaints and proceedings before the Collective Interests Committee shall be destroyed five years following the final disposition of the matter and a summary record of the disposition of all such matters shall be retained by the Federation.

(2017)

BYLAW 8

Fees

8.1

The STF Executive shall annually prepare a budget for the ensuing fiscal year and cause the budget and the required fees to be presented to Council as a single special resolution.

- 8.1.1** Effective July 1, 2018, the annual fee for all members mentioned in Section 17, subsection (1) of *The Teachers' Federation Act, 2006*, shall be \$834, with the following exceptions:
- (1) The fee for part-time teachers teaching fewer than 10 percent of the number of days in a school year shall be pro-rated on the basis of the number of days in the school year.
 - (2) The fee for a teacher who receives salary for 10 percent or more of the number of days in a school year and fewer than 45 percent of the days in a school year shall be one-half of the annual fee.
 - (3) The fee for substitute teachers shall be pro-rated based on the number of days in the school year.
- 8.1.2** There shall be no fee charged for members mentioned in Section 17, subsection (3), clause (a) of *The Teachers' Federation Act, 2006*. "Teachers in training" shall include all students registered intramurally in the colleges of education and teachers who are registered intramurally in other colleges at the University of Saskatchewan, who are members of the Education Students' Society.
- 8.1.3** Where a person holding membership under Section 17 of *The Teachers' Federation Act, 2006*, pays fees in excess of the fee prescribed by Section 8.1.1 in one school year, such excess will be refunded on request.
- 8.1.4** Effective July 1, 2018, the amount of 0.075 percent of each member's salary shall be allocated to the Contingency Fund.

(2018)

BYLAW 9

Officers

9.1

The STF Executive shall appoint an Executive Director who shall be the Chief Executive Officer of the Saskatchewan Teachers' Federation.

9.2

The person appointed Executive Director must possess or be eligible for a Saskatchewan teacher's certificate.

9.3

The Federation shall pay to the Executive Director the salary and any reasonable travel and other expenses as may be determined by the STF Executive.

9.4

The STF Executive may appoint any other officers or staff that the Executive determines are appropriate for the business and affairs of the Federation, may delegate such appointments to the Executive Director or designate, shall pay such salary and reasonable travel and other expenses as may be determined by the Executive, and may enter into collective agreements with officers and staff.

(2006)

BYLAW 10

Income Continuance Plan

10.1

The Income Continuance Plan, referred to as “the Plan” in other sections of this bylaw, is continued pursuant to Sections 5 and 18 of *The Teachers’ Federation Act, 2006*.

10.2

The purpose of the Plan shall be to provide, consistent with the Plan’s resources, a disability income for participants as well as access to rehabilitative services that support the recovery process and re-entry into active employment.

10.3

The governance of the Plan shall include the following roles and responsibilities:

10.3.1 The Council shall approve the establishment or termination of the Plan.

10.3.2 The Council may approve, subject to the recommendation of the STF Executive, the premium rate payable by the participants.

10.3.3 The STF Executive shall regulate and manage the Plan. Subject to this bylaw, the Executive:

- (1) Shall act as the trustee for the Plan’s funds and assets, including investments.
- (2) May amend the *Text of the STF Income Continuance Plan*.
- (3) Shall appoint a board of directors and may delegate to a board of directors responsibilities that may include matters related to:
 - (a) The benefits and rehabilitative services the Plan may provide with the funding available.
 - (b) Any policy required for the management of the Plan.

10.3.4 The majority of the Board of Directors shall be participants of the Plan in the time of the appointment by the STF Executive.

10.4

The Saskatchewan Teachers’ Federation shall maintain a separate fund, supported by premiums paid by the participants in the Plan, that shall be used exclusively to pay benefits and expenses of the Plan.

10.5

The Federation shall provide the necessary administrative services for the Plan and be reimbursed for such services by the Plan.

10.6

If the Plan cannot, or it is anticipated that it cannot, pay any cost of the Plan, or a claim is made against the Federation or any of its assets for any cost of the Plan, the Board of Directors shall recommend that the STF Executive take such steps as may be necessary. Without limiting its discretion, and having regard to the interests of the Federation and members, the Executive may:

- 10.6.1 Decrease the benefit level for any future claims under the Plan.
- 10.6.2 Terminate any obligation under the Plan to pay benefits for future claims.
- 10.6.3 Decrease or terminate the benefit level for any existing approved claims.
- 10.6.4 Recommend for consideration by Council that, in accordance with Sections 7(4), 9(1)(c) and 18 of *The Teachers' Federation Act, 2006*, Council assess a premium to maintain the Plan.
- 10.6.5 Recommend for consideration by Council that the Plan be terminated.

10.7

The regulation, management and administration of the Plan shall comply with the applicable legislative, regulatory, financial and other legal requirements as amended from time to time.

(2006; amended 2012)

BYLAW 11

Saskatchewan Teachers' Retirement Plan

11.1

The Saskatchewan Teachers' Retirement Plan, referred to as "the Plan" in other sections of this bylaw, is continued pursuant to Sections 5, 18, 19 and 20 of *The Teachers' Federation Act, 2006*.

11.2

The purpose of the Plan is to provide benefits for all teachers, former teachers and retired teachers who, on July 1, 1991, had an interest in the annuity fund and the supplementary allowances fund established by *The Teachers Superannuation and Disability Benefits Act*, and all teachers who subsequently became employed for the first time as teachers in Saskatchewan, and other members of the Saskatchewan Teachers' Federation as approved by the STF Executive.

11.3

The governance of the Plan shall include the following roles and responsibilities:

- 11.3.1 The Council shall approve the establishment or termination of the Plan.
- 11.3.2 The Council may approve, subject to the recommendation of the STF Executive, the benefits and other provisions of the Plan, and the contribution rate payable by the pension plan participants.
- 11.3.3 The STF Executive shall regulate and manage the Plan. Subject to this bylaw, the Executive:
 - (1) Shall act as the trustee for the Plan's funds and assets, including investments.
 - (2) May amend *The Plan Text of the Saskatchewan Teachers' Retirement Plan*.
 - (3) Shall appoint a Board of Directors and may delegate to a Board of Directors responsibilities that may include matters related to:
 - (a) Recommendations regarding the benefits that the Plan may provide with the funding available.
 - (b) Any policy required for the management of the Plan.
- 11.3.4 The majority of the Board of Directors shall be contributing pension plan participants in the Plan at the time of the appointment by the STF Executive.

11.4

The Federation shall establish and maintain a separate fund, to be known as the Saskatchewan Teachers' Retirement Fund, consisting of the assets transferred from the annuity fund and the supplementary allowances fund and the voluntary contributions fund established by *The Teachers Superannuation and Disability Benefits Act*, the contributions payable by the pension plan participants in the Saskatchewan Teachers' Retirement Plan and the contributions paid by the Minister of Finance as negotiated under the provisions of *The Education Act, 1995*, and contributions paid by other participating employers of pension plan participants.

11.5

The Federation shall provide the necessary administrative services for the Plan and be reimbursed for such services by the Plan.

11.6

The regulation, management and administration of the Plan shall comply with the applicable legislative, regulatory, financial and other legal requirements as amended from time to time.

(2006; amended 2009, 2012)

BYLAW 12

Members' Health Plan

12.1

The Members' Health Plan, referred to as "the Plan" in other sections of this bylaw, is continued pursuant to Sections 5 and 18 of *The Teachers' Federation Act, 2006*.

12.2

The purpose of the Plan is to provide, consistent with the Plan's resources, the payment of the costs incurred by participants for:

12.2.1 Eligible health-care benefits (each a coverage), including prescription drugs, optical and other medical services as determined from time to time.

12.2.2 Other health benefits as determined from time to time.

12.3

The governance of the Plan shall include the following roles and responsibilities:

12.3.1 The Council shall approve the establishment or termination of the Plan.

12.3.2 The Council may approve, subject to the recommendation of the STF Executive, each of the other health benefits that may be provided by the Plan.

12.3.3 The STF Executive shall regulate and manage the Plan. Subject to this bylaw, the Executive:

- (1) Shall act as the trustee for the Plan's funds and assets, including investments.
- (2) May amend the *STF Members Health Plan Text*.
- (3) Shall appoint a Board of Directors and may delegate to a Board of Directors responsibilities that may include matters related to:
 - (a) The coverage and the scope of the other health benefits that the Plan may provide with the funding available.
 - (b) The costs of any coverage and other health benefit that are to be paid by the Plan as amended from time to time.
 - (c) The timing for when any coverage or other health benefit takes effect.
 - (d) Any policy required for the management of the Plan.

12.3.4 The majority of the Board of Directors shall be teachers who are participants in the Plan.

12.4

The Saskatchewan Teachers' Federation shall maintain a separate fund consisting of the funds paid in accordance with any Provincial Collective Bargaining Agreement or in accordance with any other agreement(s) that provide(s) funding for the purposes of the Plan and all other funds that are properly funds for the payment of the cost of any coverage or other health benefit. The fund shall be used exclusively to pay costs and the expenses of the Plan. Funds may be borrowed and credited to the fund to assist the fund to pay the ongoing costs and expenses of the Plan.

12.5

No cost to provide the Plan, any coverage or any other health benefit is a cost to be paid by the Federation and no asset of the Federation is available to pay any cost of the Plan, any coverage or other health benefit.

12.6

The Federation shall provide the necessary administrative services for the Plan and be reimbursed for such services by the Plan.

12.7

If the Plan cannot, or it is anticipated that it cannot, pay any cost of the Plan, or a claim is made against the Federation or any of its assets for any cost of the Plan, the Board of Directors shall recommend that the STF Executive take such steps as may be necessary. Without limiting its discretion, and having regard to the interests of the Federation and members, the Executive may:

12.7.1 Terminate any obligation to pay for any future coverage or other health benefit.

12.7.2 Decrease any future benefit level for any coverage or other health benefit.

12.7.3 Decrease or terminate any accrued benefit level for any coverage or other health benefit.

12.7.4 Recommend for consideration by Council that the Federation, in accordance with Sections 7(4), 9(1)(c) and 18 of *The Teachers' Federation Act, 2006*, assess a premium to participants to maintain the Plan, any coverage, any other health benefit or any benefit level for such coverage or other health benefit.

12.7.5 Recommend for consideration by Council that the Plan be terminated.

12.8

The regulation, management and administration of the Plan shall comply with the applicable legislative, regulatory, financial and other legal requirements as amended from time to time.

(2006; amended 2009, 2012)

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Social and Political Advocacy

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Processes and Relationships

1.1

Advocacy

1.1.1 Definition

Advocacy is an intentional process of promoting the Saskatchewan teaching profession's beliefs as stated in STF policy in order to achieve the legislated purposes as set out in Section 5 of *The Teachers' Federation Act, 2006*.

1.1.2 Beliefs

- (1) Advocacy creates an enhanced understanding of issues in publicly funded education and issues of concern to the teaching profession.
- (2) Advocacy initiatives are strategic, informed by research, conducted respectfully and based on issues of professional concern for members.
- (3) Members advocate as individuals and collectively appropriate to their role within the Federation, in each circumstance and in consideration of the Federation's bylaws.
- (4) As part of Federation advocacy efforts, the provincial organization, local associations and members have a responsibility to:
 - (a) Model and base decision making on the teaching profession's beliefs as stated in Federation policy.
 - (b) Identify issues of concern in publicly funded education and the profession, and seek to address those concerns within the Federation's mandate.
 - (c) Encourage advocacy and seek to ensure members feel supported in their advocacy efforts.
- (5) Advocacy initiatives are most effective when supported collectively.
- (6) Advocacy efforts are strengthened through professional growth opportunities that better enable members to recognize issues, develop solutions and advocate for change in publicly funded education and within the profession.
- (7) Effective advocacy requires consistency of message and process.
- (8) A wide range of media and appropriate affiliations can assist in fulfilling advocacy goals.

(2013)

1.2

Affiliations

1.2.1 Definition

Affiliations generally refers to a contingent or temporary association or relationship with an external organization on the basis the relationship will advance mutually held objectives.

1.2.2 Beliefs

- (1) The Federation shall:
 - (a) Affiliate with other teacher organizations if the relationship enhances the voice of Saskatchewan teachers.
 - (b) Maintain membership in the Canadian Teachers' Federation to advance the interests of the teaching profession and of publicly funded education.

- (2) The Federation may:
 - (a) Participate in temporary coalitions with other organizations if the Executive deems the relationship will enhance mutually held objectives.
 - (b) Provide support to other organizations when the Executive believes such support will advance mutually held objectives.
 - (c) Maintain membership in other organizations for the purposes of obtaining or exchanging information or accessing professional development opportunities for the Executive, staff or membership of the Federation.
- (3) The Federation will remain non-partisan in its interactions with political parties or groups.
- (4) The Federation encourages members to be politically informed and active.

(1997; amended 2013)

1.3 International Relationships With Teacher Organizations

1.3.1 Definition

International relationships refers to relationships with teacher organizations outside of Canada that are intended to strengthen the quality of education, teacher professionalism and the status of teachers.

1.3.2 Beliefs

- (1) International relationships benefit all teachers and students through the sharing of professional knowledge, skills and experiences.
- (2) International relationships are developed and sustained through processes of collaboration and mutual respect between participating organizations.
- (3) The Saskatchewan Teachers' Federation's participation in international relationships may be facilitated in collaboration with organizations such as the Canadian Teachers' Federation when there is agreement about the principles, goals and processes of the international relationship.

(2011)

Public Education

1.4

Goals of Publicly Funded Education

1.4.1 Definition

Publicly funded education refers to the provincially funded education system, as defined by *The Education Act, 1995*. Basic principles underlying publicly funded education are that the system is universally accessible and inclusive, funding is a societal responsibility, and the system is governed by elected representatives who are accountable to the public. The goals of publicly funded education provide an important context for teaching and learning, and for the professional growth of teachers.

1.4.2 Beliefs

(1) General

- (a) Publicly funded education is intended to meet the educational needs of all children in a society.
- (b) Publicly funded education must recognize and respect diversity among students, staff and communities, and must be committed to promoting equity within schools and society.
- (c) Publicly funded education must shape and enrich the character and life opportunities of each student.
- (d) The Saskatchewan Teachers' Federation supports the curriculum-related Goals of Education for Saskatchewan (1984), as established by the provincial Ministry responsible for PreK-12 education through a public consultation process. These goals affirm a student-centred, broadly based understanding of education which will prepare students to become knowledgeable, caring and responsible citizens.

(2) Processes to Define and Revise Goals

- (a) The goals and curriculum of publicly funded education should have sufficient flexibility to balance provincial as well as local interests and needs.
- (b) The goals and direction of publicly funded education are best defined and revised through processes in which the interests of all stakeholders are heard and considered.
- (c) Teachers must have a central role in the processes used to define and revise the goals and direction of publicly funded education.

(3) Responsibilities and Supports

- (a) Although publicly funded education has a central role in meeting the educational needs of students, the general well-being of children is a collective responsibility that is shared among the home, school and community.
- (b) Teachers have a responsibility to model decision-making values and practices that are associated with democratic societies.
- (c) Teachers, in carrying out their professional roles and responsibilities, should be active supporters of publicly funded education.

(2001)

1.5.1 Beliefs

- (1) **Societal Good and Responsibility**
 - (a) Public education provides benefits to all of society, not just to the students currently in the education system.
 - (b) Public education is a common good.
- (2) **Achieving Goals of Public Education**
 - (a) School finance needs to be linked to programs and services required to accomplish educational goals and to provide equity in opportunities to learn.
 - (b) Education funding must ensure the capacity to achieve provincial goals for education, without the use of fundraising, student fees or corporate contributions.
 - (c) Educational opportunities should be equitable for all students and not be limited by a student's place of residence, learning potential or ability to pay, or a school division's characteristics or ability to pay.
 - (d) Education funding must be adequate to ensure a healthy and safe teaching and learning environment.
- (3) **Relationships**
 - (a) Education funding should enable local autonomy and school autonomy.
 - (b) The funding of education must support and encourage collaborative intra- and inter-organizational and government relationships.
 - (c) The funding of education must recognize the unique relationship in law between separate school divisions and the province of Saskatchewan.
- (4) **Sources of Funding**
 - (a) The provincial government should provide at least 60 percent of the cost of education with the remainder paid by local authorities.
 - (b) The system for the collection and distribution of resources for public education must ensure fair and equitable financial responsibility and equitable quality of education.
 - (c) Alternatives to the property tax or other major sources of education funding should be continually assessed. The sources of education funding should be revised as necessary.
- (5) **Allocation of Funding**
 - (a) Provincial grants to schools should be largely unconditional so that the needs and priorities of individual school divisions can be addressed. However, provincial funds for specific programs should be earmarked for that program.
 - (b) The system used to distribute provincial education funds to school divisions should recognize the same basic per-pupil costs and actual costs to provide the same level of basic services for all students while ensuring equitable education and taxation fairness.
 - (c) The grant program for education funding and its objectives should be reviewed on a regular basis to ensure that its objectives are relevant to the context and to ensure that the program is meeting its stated objectives.
- (6) **Integrity of Education Funding**
 - (a) The vast majority of public monies available for public education should be spent in publicly funded schools that do not limit access to their services.
 - (b) The funding of education must be transparent and support open decision making and accountability.

(2005; amended 2006)

1.6

Independent Schools

1.6.1 Definition

An independent school is a school other than one under the governance of an elected public or separate school board, a provincial or federal government department, or a First Nations band.

1.6.2 Beliefs

- (1) The Saskatchewan Teachers' Federation believes that children and society benefit from a publicly controlled school system and that government has a responsibility to provide for such a system.
- (2) The school should provide opportunities for every child to develop a value system which is harmonious with the ideals of a democratic society and to develop respect for the cultures, values, political and religious beliefs of others.
- (3) The provincial government has an obligation to ensure that all schools in which children are enrolled meet standards established by law.

1.6.3 Standards

- (1) All independent schools should be required to be licensed by the provincial government and should be required to conform to all legislation and regulations applicable to public schools. Specifically, but not to limit the foregoing, independent schools should be required to:
 - (a) Provide instruction only by teachers holding a valid Saskatchewan teacher's certificate.
 - (b) Offer only programs which have been approved by the provincial Ministry responsible for PreK-12 education.
 - (c) Meet all health and safety regulations prescribed for public schools.
 - (d) Be subject to supervision by the provincial Ministry responsible for PreK-12 education and provide the same reports required of public schools.

1.6.4 Funding

- (1) Responsibility for financial support for independent schools rests primarily with their clients and governing bodies except that where an independent school provides a service for children with exceptional needs that is otherwise unavailable it should be fully funded by the provincial government.
- (2) Notwithstanding clause (1), the Federation recognizes the existing regulations whereby the provincial government provides limited funding to historical high schools, and opposes extension of such funding to other schools.
- (3) Local property taxes should remain as a source of funding for the public and separate school systems, and such taxes should not be diverted to support independent schools.

1.6.5 Membership and Benefits

- (1) All teachers in independent schools should be required by statute to be members of the Federation and be entitled to similar benefits derived there from.
- (2) All teachers in independent schools should have the right to bargain collectively for all working conditions.

(1987)

1.7.1 Definition

Home-based education is a learning program that is directed by parents or legal guardians for their own children of compulsory school age, that is registered and monitored in accordance with *The Education Act, 1995*, and that is located or “based” outside of publicly funded schools.

1.7.2 Beliefs

- (1) The Saskatchewan Teachers’ Federation recognizes the right of parents to educate their children through home-based education programs.
- (2) Registration and monitoring of home-based education programs is the responsibility of boards of education and board officials.
- (3) Teachers should not be required to provide advice or otherwise to give a professional opinion about the content or implementation of home-based education programs.
- (4) Teachers should have opportunities for direct involvement in the development and revision of school division and school-level policies and procedures regarding home-based education.
- (5) Teachers should have opportunities for direct involvement in decisions about the participation in a regular classroom or other school-related activity by children in a home-based education program.
- (6) Decisions about placement of a student entering a school following a home-based education program should be made by teachers and school-based administrators in consultation with parents.
- (7) Decisions about the participation in a regular classroom or other school-related activity by children in a home-based education program should be guided by the principle of providing the most suitable learning environment for all students.
- (8) Teachers who are required to provide instruction or other services for children in a home-based education program should have adequate preparation time which takes into account the circumstances and demands of this situation.
- (9) Teachers should not be required to provide instruction or to carry out other professional responsibilities in a private home.
- (10) When participating in a regular classroom or other school-related activity, the expectations placed upon children in a home-based education program should be the same as for all other students.

(1997)

Equity

1.8

Social Justice, Inclusion and Equity

1.8.1 Definitions

Social justice is a philosophical framework which recognizes the dynamics of oppression in society, is a fluid expression of a society's collectively negotiated ethical and moral beliefs with respect to access to and distribution of resources and power, and where access to resources and power are recognized as grounded in democratic principles and collective social responsibility.

Social inclusion is the recognition that every individual in society has the inherent human right to be fully included in all economic, social, cultural and political institutions.

Equity and equitable treatment involves acknowledging diversity, recognizing and nurturing our differences, and eliminating the barriers that prevent the full participation of all peoples.

Systemic barriers generally refer to institutionalized beliefs expressed through policies and practices that have an exclusionary impact on groups and individuals.

1.8.2 Beliefs

- (1) Social justice is historically and institutionally rooted in socially constructed yet shifting group identities including, among others, race, class, gender, sexual orientation, gender expression and ability.
- (2) Social inclusion in the classroom, the school, the community and society requires that diversity be recognized and honoured.
- (3) Equitable treatment is a foundational characteristic of a fully inclusive educational system and, more generally, a democratic society. Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal settings.
- (4) Publicly funded education is a basic right of each child and youth, and requires support from every individual, school, community and institution to ensure that each student experiences an education that nurtures their individual, holistic selves.
- (5) Therefore, teachers individually and collectively:
 - (a) Accept responsibility to be self-reflective about their own attitudes and beliefs around privilege and social justice.
 - (b) Continue to develop a deep understanding of social justice, inclusion and equity to promote safe and inclusive learning environments and reflect commitments to social justice, inclusion and equity through collective work.
 - (c) Engage with and support staff, students, parents, caregivers and communities to identify and enhance the work of social justice that includes mobilizing all to accomplish a fairer and more inclusive and equitable society.
 - (d) Engage in meaningful dialogue within classrooms, schools, communities and society that embraces the diverse personal histories and stories of students, and nurtures acceptance and social inclusion.
 - (e) Advocate with educational partners, including government and other organizations, to provide the resources and professional development required to integrate social justice principles, content and perspectives into all dimensions of teaching and learning.
 - (f) Advocate for and influence policy development processes or initiatives that authentically engage in addressing systemic barriers in the education system and throughout society.

(2015)

1.9.1 Definitions

The well-being of a child or youth requires that each individual is respected, secure and safe, has access to basic needs, and grows up in an environment where the individual's spiritual, mental, physical and emotional needs are met.

The United Nations' *Convention on the Rights of the Child* states that all children and youth are entitled to universal human rights within our states and societies. While ratified by Canada in 1991, the Convention's comprehensive and widely accepted provisions have yet to be fully entrenched in federal or provincial legislation, policies, programs, services and practices.

Social determinants of health are the primary factors that shape the overall health and well-being of individuals in society. These are the living conditions people experience such as the quality of the communities, housing, work, health and social service agencies, and educational institutions with which they interact.

1.9.2 Beliefs

- (1) Children and youth have profound knowledge about their own lives and have unique gifts, talents and cultural backgrounds that must be respected and nurtured.
- (2) Children and youth are entitled to those inherent human rights defined by the articles of the United Nations' *Convention on the Rights of the Child*, which are based on the foundational principles that all children and youth:
 - (a) Have rights that should be respected without discrimination of any kind including that based on gender, geography, ethnicity, religion, culture, language, special needs or socio-economic status.
 - (b) Have the right to survival, life and development, and that their parents, caregivers, families, communities and governments have a responsibility to protect them from all forms of harm and provide the highest standards of living, health and education to reach their fullest potential.
 - (c) Have their individual identities, cultures, experiences and interests be given utmost consideration in any action or decision affecting them, and participate and be heard before any such action or decision is made.
- (3) Publicly funded education is a basic right of each child and youth, and community-based education centred within schools can nurture the holistic needs (physical, mental, emotional and spiritual) of each child and youth through a range of supports and resources.
- (4) Each child and youth's success in education and, more broadly, in life is dependent on many social determinants external to the education system. While teachers share a responsibility in ensuring the needs of children are met, teachers in their educational role cannot and should not be expected to meet all of the complex needs of children and youth without the support and involvement of other social institutions.
- (5) Inequality is a significant barrier to successful education and must be addressed in ways that do not attach stigma or blame to the individual child, youth or families affected.
- (6) Therefore, teachers individually and collectively:
 - (a) Have a professional obligation to respect and promote the rights, interests and well-being of children and youth.
 - (b) Advocate for public policy, programs and services within and beyond the public education system that will help improve the social determinants of health and well-being of children and youth.
 - (c) Advocate for supports and structures that allow and encourage children and youth to maximize their full potential.

(2015)

1.10.1 Definitions

Intensive supports include a range of educational and human resource interventions to optimize student learning achievement that may be impacted by cognitive, behavioural, social, emotional or other learning situations.

Children and youth include students from ages three up to their 22nd birthday who continue to receive intensive support services required for inclusive education and are enrolled in a program of publicly funded public education.

The language of gifts and talents is used intentionally to celebrate children and youth and is drawn from beliefs around the value of each child and youth from both traditional Indigenous child-rearing practices and other child- or youth-centred philosophies.

Resources include, but are not limited to, sustainable funding, time and appropriate teaching and non-teaching personnel.

1.10.2 Beliefs

- (1) Every child and youth has the right to supports within the education system to nurture their gifts and abilities.
- (2) Each child or youth brings particular gifts to the community; to be respectful of those gifts, any supports, programming or resources developed must be culturally appropriate and recognize the uniqueness of each child or youth.
- (3) Qualified, professionally trained and caring teachers are the most effective resource to support children and youth in their learning.
- (4) As professionals, teachers are positioned to identify the abilities and learning needs of students and the supports and resources required to best nurture student learning and achievement.
- (5) Successful learning is complex and differential, should be curriculum appropriate, and differentially designed to take into consideration children and youth's individual development, abilities and needs within an inclusive education model.
- (6) Student and teacher safety must be paramount in the development and delivery of supports and programming addressing behavioural needs.
- (7) Supports must be funded in an appropriate, sustainable and equitable manner, and resources are best allocated as close to the student as possible.
- (8) All teachers must be provided with necessary resources, training and professional development opportunities to ensure they are prepared to identify gifts in students and meet diverse learning needs.
- (9) Families, schools, communities and others all have vital roles to play in developing and implementing intensive supports:
 - (a) Parents and other caregivers must be included in meaningful ways as teachers design and implement intensive support plans.
 - (b) External agencies and non-teaching personnel including, but not limited to, educational assistants, counsellors, Elders and cultural liaisons provide necessary supports for students and should be funded in a sustainable manner.
 - (c) Community support is essential to celebrate the gifts of each child and youth.
 - (d) Inter-agency and inter-ministerial supports, particularly from the health sector, are necessary to ensure the complex learning requirements of all children and youth are met within the education system.
 - (e) All children and youth must have timely and appropriate access to mental health services.
- (10) Therefore, teachers individually and collectively:
 - (a) Recognize the unique gifts that all children bring and strive to create an educational environment that is appropriate, nurturing and respectful.

- (b) Work collaboratively to ensure intensive supports are based on promising practice and ongoing research and support the learning requirements of students.
- (c) Recognize the need to respect traditional Indigenous child-rearing practices when developing curriculum or programs where Indigenous children will be the participants.
- (d) Recognize that increasingly diverse and multicultural classrooms will require a focus on the cultural backgrounds of other students in the development of curriculum and programs for students.
- (e) Advocate for appropriate and sustainable resources to meet the educational requirements of children and youth requiring supports.
- (f) Advocate for the development of modified curriculum in a timely manner in connection to Ministry curriculum development.
- (g) Advocate for clear, meaningful reporting practices for all students appropriate to each student's individualized learning goals and outcomes.
- (h) Advocate for ongoing professional development for all teachers that is professionally led and focuses on promising classroom practices.
- (i) Advocate for safe teaching and learning environments and adequate educational personnel to ensure safe work environments.
- (j) Recognize that peer relationships and community connection are important elements of holistic education and encourage students to learn from and support each other.
- (k) Work to ensure parents and other caregivers are fully included in their child or youth's education plan and that communication is clear, consistent across jurisdictions and engages parents and caregivers in supporting their child or youth.

(2016)

1.11

Cultural Diversity and Language

1.11.1 Definitions

Culture refers to the knowledge, beliefs, customs, morals, understandings, language and habits that are acquired by a person as a member of a societal group.

Cultural diversity is the existence of a plurality of cultures within the province as recognized in the *Canadian Charter of Rights and Freedoms*.

Indigenous languages are the languages spoken by the First Peoples of this land.

Heritage languages are languages that are connected to the early settlement of the province.

1.11.2 Beliefs

Cultural Diversity

- (1) Cultural diversity is a recognized fact in Canadian life and acknowledged both by the *Canadian Charter of Rights and Freedoms* and other legislation.
- (2) Cultural diversity contributes to the richness of Canadian society.
- (3) People of all cultures are free and equal to all other peoples and individuals, and have the right to be free from any kind of discrimination based on their cultural origins or identities.
- (4) Language is a primary medium through which culture is expressed and transmitted since culture is embedded in language.
- (5) Therefore, teachers individually and collectively:
 - (a) Are self-reflective about their own attitudes and beliefs in modeling respect and affirming of cultural diversity.
 - (b) Engage with and support students, families and communities in culturally sensitive and appropriate relationships to identify and work to eliminate racism, colonialism and discrimination in schools, and to enhance teachers' professional practice with better understandings of diverse cultures.
 - (c) Engage in meaningful dialogue within classrooms, schools, communities and society that explores the rich diversity of cultural differences and personal histories experienced by students and staff, and encourages transcultural learnings.

1.11.3 Language

- (1) Canada is a bilingual country within a culturally diverse framework as outlined by applicable legislation.
- (2) French education, French immersion and core French programs support the bilingual nature of the country and should be available to all students wanting access.
- (3) Indigenous languages are imperative to nurturing and protecting Indigenous cultures, and both immersion and core Indigenous language programs should be available to all students wanting access.
- (4) Programs, services and supports should be available to students whose primary language is neither English nor French.
- (5) Therefore, teachers individually and collectively:
 - (a) Continue to advocate for and support French education, French immersion and core French programs.
 - (b) Recognize the cultural importance of Indigenous languages and advocate for programs to provide Indigenous language instruction to all students wanting access.
 - (c) Advocate for the teaching of heritage and other languages to reduce the loss of fluency in languages other than English and French, and to broaden student exposure to cultural diversity.
 - (d) Advocate to ensure all students who need it have timely access to language programs and supports.

(2015)

1.12.1 Definitions

Indigenous peoples of Canada are the first inhabitants of the land and their modern descendants, which include Aboriginal peoples of First Nation, Métis and Inuit ancestry.

Indigenous education cultivates holistic understanding of knowledge, the land, communities and all relations while emphasizing that Indigenous ways of knowing are foundational to teaching and learning.

1.12.2 Beliefs

- (1) Indigenous histories, teachings and stories must be included in curricula at all levels to ensure all students develop understandings of complex Indigenous cultures, customs, languages and knowledge.
- (2) Education can be a form of reconciliation through a focus on restorative justice, healing and other holistic healing initiatives.
- (3) Indigenous peoples contribute to the diversity and richness of Canadian society, are free and equal to all other peoples and individuals, and have the right to be free from any kind of discrimination, particularly that based on their Indigenous origin or identity.
- (4) Indigenous peoples have the right to self-determination including the opportunity to control and lead the development of education legislation, systems, policies, research, and teaching and assessment practices that affect, and are reflective of, their diverse communities.
- (5) Education must respect the sovereign and sacred relationship between Indigenous peoples and the Crown, as represented by the Government of Canada, and the rights and responsibilities established under treaties and other constitutional agreements.
- (6) Indigenous children and youth have the right to equitable access to publicly funded education resources and services that are responsive to their needs.
- (7) Indigenous children and youth have the right to see the unique social and cultural context of their experiences, their world views and cultural norms reflected in the classroom and education system in positive ways.
- (8) Therefore, teachers individually and collectively:
 - (a) Are self-reflective about their own attitudes and beliefs shaped by colonialist discourses in doing healing work.
 - (b) Embrace holistic Indigenous educational practices as foundational to ongoing curriculum development and promote the teaching and learning of Indigenous languages, history, heritage, perspectives and ways of knowing to all students as a means to preserve the continuity and growth of Indigenous cultures and communities.
 - (c) Respect and recognize the intellectual property and communal rights of Indigenous peoples to their hereditary knowledge by securing the appropriate consent of the Indigenous individual or community that shared any information to be used in teaching and learning materials.
 - (d) Engage with and support Indigenous students, parents, caregivers, Elders and communities in culturally sensitive and appropriate relationships to identify and work to eliminate racism and discrimination in schools, and to enhance teachers' professional practice with better understandings of Indigenous cultures.
 - (e) Engage with and support Indigenous pre-service teachers and teachers, who must be treated equitably in all aspects of education but often experience additional challenges including racism and discrimination.

(2015)

1.13.1 Definitions

Gender and sexual diversity includes recognizing the rights of lesbian, gay, bisexual, transgender, intersex, two-spirit, questioning and other people who may identify as members of this community.

Gender identity is how a person identifies within themselves and gender expression is how an individual chooses to identify themselves outwardly.

Gender and sexuality alliances (GSAs) are student groups set up within schools with the support of one or more staff members where members of the community and their allies can come together for support, encouragement and advocacy, and to create a safer environment.

Allies are individuals and groups who work to ensure all people are safe.

1.13.2 Beliefs

- (1) All students, teachers and non-teaching personnel in schools have the right to feel safe within their learning and working environments.
- (2) All students, teachers and non-teaching personnel in schools have the right to see their realities and family situations positively reflected in curricula and learning resources.
- (3) Safe schools are free of discrimination, hate speech, physical abuse and other types of bullying based on actual or perceived assumptions around sexual orientation, gender identity or gender expression.
- (4) Gender expression and sexual orientation must be recognized as inherent human rights within both policy and legislation.
- (5) Students should not be organized based on assumptions of gender identity as these can be exclusionary and negatively affect educational outcomes, mental health and well-being.
- (6) Teachers and non-teaching personnel in schools should not face discrimination based on sexual orientation, gender expression or gender identity in relation to employment, teaching assignments, work culture or any other aspect of their professional lives.
- (7) Therefore, teachers individually and collectively:
 - (a) Accept responsibility to be self-reflective about attitudes and beliefs in modeling respect, affirming diversity and acting as allies.
 - (b) Challenge and educate students, non-teaching personnel in schools and families to deepen their understanding of sexual orientation and/or gender expression.
 - (c) Advocate to ensure teachers and students are supported in challenging prejudice on the basis of sexual orientation and/or gender expression.
 - (d) Honour students' wishes around preferred pronouns and names, and preferred access to facilities in terms of supporting gender identity.
 - (e) Recognize the importance of GSAs as a vital response to homophobia and transphobia within the schools, and support GSAs at all levels of education and in all schools.

(2015)

1.14.1 Preamble

There is a need for increased understanding and ownership of gender equity by all teachers. Concerns for the profession include the well-being of all students and teachers. The arenas for action include both the education system and the teaching profession. Gender inequities in education and the profession are reflections of these inequities in the larger society.

Experience with equity issues highlights the importance of process. Process mediates imbalances of power and these are the essence of equity issues. The individuals and organizations dealing with these issues need to actively work with each other to create a gender-equitable environment. This includes modelling desired changes to reflect the commitment to gender equity.

Issues of gender have commonalities with other equity issues such as race, culture and age. Developing a perspective that recognizes gender is complementary to viewing both teachers and students in a holistic way.

1.14.2 Definition

Gender equity is women and men being equally empowered and equally valued. Equity embraces a broad concept of justice by including equality of opportunity and equality of outcome, and by taking into account all factors contributing to gender inequality.

1.14.3 Beliefs

- (1) Inequities based on patterns of male domination are unjust and must be eliminated.
- (2) Gender equity promotes development of all people. Narrowly defined sex roles are detrimental to both men and women.
- (3) The Saskatchewan Teachers' Federation is committed to working proactively toward gender equity in education so that all students are encouraged to develop to their full potential and that all teachers experience a work life that is free of gender discrimination and harassment.
- (4) In addition, the Federation believes the following with regard to gender equity:
 - (a) The participation of both men and women is essential.
 - (b) The role of women as leaders is essential.
 - (c) Organizational and inter-organizational effort and commitment are required, as is individual action through teachers' interaction with others and with students.
 - (d) Attention to process and modelling the desired change are essential.
 - (e) Gender equity is a professional issue.

1.14.4 Gender Equity for Students

- (1) The Saskatchewan Education gender equity policy is a positive contribution to achieving gender equity for students.
- (2) Teachers need support and encouragement in developing and implementing gender equity programs in their schools and classrooms.

1.14.5 Teaching Conditions

- (1) Gender equity in teaching and working conditions must be achieved. In addition to gender neutrality in provisions for salary, benefits and other conditions of employment, it includes:
 - (a) Equity in teaching and working conditions between high school and elementary school teachers.
 - (b) An equitable gender representation within the different fields and disciplines in education.
 - (c) The addressing of inequities arising from gender roles outside teaching.
 - (d) Equitable behaviours among members of the profession in school situations and in professional activities.

1.14.6 Leadership and Administration

- (1) There should be gender balance in administrative positions in the education system.
- (2) Affirmative action programs are effective ways of developing gender equity.
- (3) Leadership principles should be based on collaborative, nurturing and empowering models, and these skills should be among the explicit criteria for administrative positions in education.
- (4) Gender equity and concepts of gender-based styles of leadership should become part of leadership development programs.
- (5) Leadership is provided in ways other than through formal administrative positions and the leadership contribution that many teachers make now should be respected and recognized.

(1993)

1.15

Religion and Instruction in Public Schools

1.15.1 Beliefs

- (1) Canadian society is characterized by cultural and religious pluralism.
- (2) The publicly funded education system respects this pluralism in various ways, including the establishment, in accordance with the *Constitution Act, 1982*, and *The Education Act, 1995*, of non-denominational or “public” schools for all students who have the legislated right to attend school, “separate” schools for students of designated minority faiths and “conseils scolaires” for students of the designated minority language.
- (3) Instruction about religion in public schools should have an academic focus. This focus should be to study the role of religious beliefs in societies and human history.
- (4) Instruction about religion in public schools and the provincial curricula should be non-denominational.
- (5) Instruction about religion in public schools should be inclusive, such that all students will develop an understanding of and respect for others’ beliefs and practices.
- (6) Other instruction and activities in public schools that may involve a religious dimension require practices in which the diversity of all participants is respected.

(2002)

Teaching and Learning

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Professionalism

2.1

Teacher Success

2.1.1 Definitions

Teacher success refers to the ongoing attainment of desired professional goals by individual teachers within the context of their entire teaching careers.

Teacher competence refers to the possession of an appropriate level of professional knowledge, skill and judgment to carry out specific teaching objectives and other professional duties.

Teacher success is the more encompassing concept in the sense that a successful teacher is necessarily competent. The difference primarily resides in the fact that an individual may temporarily demonstrate an insufficient level of competence in a specific situation (e.g., when faced with a new teaching assignment on short notice) yet continue to be a successful teacher.

2.1.2 Beliefs

- (1) Students' learning is best supported when they have teachers who are fully supported and resourced in their efforts to achieve success in their professional practice.
- (2) Teachers share with their educational partners and the community as a whole the responsibility for ensuring that:
 - (a) The supports necessary for students' success are sufficiently and appropriately provided.
 - (b) The supports necessary for teachers' success, as identified by the teaching profession, are readily available and revised or expanded as necessary.
- (3) A broad spectrum of structures, processes and resources are necessary for supporting teachers' success, many of which are identified within other Federation policies developed by Saskatchewan teachers. Key supports expected by teachers include:
 - (a) Designated time, teaching resources, opportunities for professional growth and reflection, and other supports as identified by the teaching profession that enable teachers to create and maintain a learning environment that meets students' diverse educational needs.
 - (b) Provincial, school division and school-level policies and practices that support and enhance teachers' success, and that are developed with the direct involvement of Saskatchewan teachers through the Federation.
 - (c) Employment conditions that are consistent with the teaching profession's understanding of an equitable, ethical, respectful, healthy and safe work environment.
 - (d) Teaching assignments and other related duties or responsibilities that are commensurate with an individual teacher's professional knowledge, skills and experience, taking into consideration the context in which the teacher works.
 - (e) The flexibility to try new approaches and learning resources in their teaching and learning endeavours through the autonomous exercising of professional judgment and reflection.
- (4) Teachers have a responsibility to offer the best-possible learning opportunities for students, within the given contexts for teaching and learning, and to strive toward the highest levels of professional success and competence that they can achieve. In order to meet this professional obligation, individual teachers are primarily responsible for:
 - (a) Setting personal goals and objectives for successful professional practice.
 - (b) Conducting their professional practice in ways that are consistent with the Federation's Code of Professional Ethics, Standards of Practice, Code of Collective Interests and other related policies.

- (c) Conducting their professional practice in ways that are consistent with relevant legislation, regulations and bylaws, and with provincial, school division and school-level policies.
 - (d) Engaging in career-long personal and professional reflection and self-directed professional growth opportunities.
- (5) Throughout their careers, individual teachers experience various degrees of success in meeting a range of professional goals and objectives. No teacher should be expected to fully achieve their professional goals at all times because teaching and learning processes occur within a variety of different contexts and are too complex to guarantee success or competence in every circumstance.
- (6) Teachers should be fully supported to become as competent and successful as possible as they carry out their professional roles throughout all stages, changes and challenges in their careers.
- (7) Legitimate questions or concerns may arise about an individual teacher's competence in a specific situation or about a teacher's success more generally. If this happens:
- (a) It is essential to take the full range of contextual and interconnected factors into account, many of which are not within a teacher's control.
 - (b) The broader context of a teacher's goals and needs as a professional should always be fully considered with respect to a specific competence matter.
 - (c) The teaching profession is primarily responsible for addressing such concerns in ways that are consistent with relevant legislation, regulations and bylaws, including the Federation's bylaw and policy base.
 - (d) An employer or regulatory body that receives such questions or concerns in the form of a formal complaint should immediately inform the teacher, and the Federation where appropriate, of the nature of the complaint.
 - (e) Full and genuine opportunities for professional collaboration and other supportive interventions should be provided by the educational community to assist a teacher in addressing any legitimate concerns, except in extreme and egregious circumstances.
 - (f) Teachers have a right to expect that the principles of natural justice will be fully respected by all parties.
- (8) Therefore, teachers individually and collectively:
- (a) Advocate for the time, resources and supports necessary for teaching and learning endeavours and environments to be effective, appropriate, respectful and safe.
 - (b) Engage in ongoing self-directed professional growth opportunities and develop professionally led professional growth opportunities for the profession as a whole.
 - (c) Advocate for the significant and genuine involvement of teachers at all levels of public education decision making.
 - (d) Advocate for educational systems, organizations, institutions and leaders to be supportive of the goals of public education, of teachers' personal and professional needs, and of the principles of natural justice.
 - (e) Advocate for fair and just processes when a concern or question about a teacher's success or competence is raised.

(2017)

2.2.1 Definitions

The principalship is a formal position with administrative and instructional leadership roles, responsibilities and duties in schools.

A Principal is a teacher who holds a principalship, which includes the positions of Principal, Vice-Principal and Assistant Principal.

Principalship success refers to the degree to which a Principal attains professional goals throughout the individual's career.

2.2.2 Beliefs

- (1) Principals retain their identity as teachers who are members of the Saskatchewan Teachers' Federation.
- (2) Principals are responsible for setting personal goals and objectives for successful professional practice while considering the particular teaching and learning environment, and the needs of students, teachers and the school.
- (3) The cultivation of positive professional relationships with teaching colleagues, administrators, non-teaching personnel, students, parents, caregivers and the community is fundamental to principalship success.
- (4) Principalship success requires the support of teaching colleagues and non-teaching personnel in schools, and school division and provincial-level personnel, policies and resources.
- (5) Principalship success requires the professional autonomy necessary for Principals to pursue success within the particular school context.
- (6) Principals should strive to create collegial and collaborative school environments among administrative teams, teaching colleagues and non-teaching personnel that are conducive to teaching and learning as well as principalship success.
- (7) Principals should model professional stewardship and responsibility at all times and work to empower teachers through shared leadership in schools.
- (8) Principals should demonstrate and cultivate personal leadership qualities and skills, including clear communication, building trust among school staff and the community, providing support for teaching colleagues, and showing integrity and accountability with administrative and school staff.
- (9) Therefore, teachers individually and collectively:
 - (a) Expect that Principals and their teacher colleagues are granted sufficient autonomy to pursue success according to a school's specific contexts and student needs, and that the professional advice of Principals and teachers will be welcomed and seriously considered by out-of-scope administrators and policy-makers.
 - (b) Encourage school divisions to provide respectful advice, direction, assistance and policies to support both the administrative and instructional leadership roles and responsibilities of Principals.
 - (c) Advocate for appropriate teaching and learning resources from school divisions, the provincial government and other partners in education to meet the needs of students and support the success of Principals and their teacher colleagues.
 - (d) Advocate for the time, resources and professional growth opportunities for individual Principals and the creation of effective administrative and instructional leadership teams in every school.
 - (e) Advocate for a full complement of teaching colleagues and other staff to form an effective school team led by the administrative and instructional leadership team.
 - (f) Cultivate trust amongst administrators, administrative teams, teaching colleagues, students, parents, caregivers and the community.

(2015)

2.3

Professional Relationships Among Federation Members

2.3.1 Definitions

The professional relationships among members of the Saskatchewan Teachers' Federation are based on roles and responsibilities defined in legislation, provincial and school division policies, Federation bylaws and codes, and provincial, local and inter-organizational agreements.

2.3.2 Beliefs

- (1) Professional relationships within the school are vital to the teaching and learning environment.
- (2) Principals and teachers are colleagues within the teaching profession who should work collegially to support professional practice.
- (3) Principals have a distinctive role in enhancing professional relationships, empowering leadership within the school, and supporting teaching colleagues and other staff members experiencing or exploring change.
- (4) Professional relationships may form in diverse ways according to context.
- (5) Therefore, teachers individually and collectively:
 - (a) Strive toward the principles of equity, fairness and collectivity in the distribution of workloads, resources and opportunities.
 - (b) Assume accountability for professional work and relationships.
 - (c) Acknowledge that membership in the Federation is a central and essential factor in the ongoing professional relationships among Principals and teachers.
 - (d) Give common focus to teaching and student learning.
 - (e) Acknowledge individual and collective achievements.
 - (f) Trust in the integrity, support and collaboration of colleagues.
 - (g) Communicate in a timely, frank, open and respectful manner.

(2015)

2.4

Teacher Supervision and Evaluation

2.4.1 Definitions

Supervision is a collaborative process by which Principals observe and gather information in order to support, guide and provide professional growth opportunities for teachers.

Evaluation refers to formal processes that involve a point-in-time judgment and written appraisal by an employer of a teacher's professional competence and effectiveness.

2.4.2 Beliefs

- (1) Teachers should embrace supervision and evaluation processes as opportunities for personal and professional reflection and growth.
- (2) Supervision and evaluation of teachers is best conducted in a school and work environment characterized by:
 - (a) Respectful and mutually supportive relationships that cultivate trust among teachers, principals and out-of-scope administrators.
 - (b) Transparent, fair and unbiased practices and decision making that reflect the Principles of natural justice including due process and notice.
 - (c) Policies, supports and resources that encourage teachers in achieving their own personal and professional aspirations, and in meeting the expectations of the employer.
- (3) An effective teacher supervision process should:
 - (a) Include the individual teacher's personal experiences, knowledge and aspirations for their professional practice.

- (b) Be conducted in collaboration with Principals who possess the professional responsibility, qualifications and specialized training to identify the assistance and resources required to support the teacher's success.
 - (c) Be complementary to other teacher supports and processes which foster effective teaching and learning as well as student and teacher success.
- (4) An effective evaluation of a teacher's practice and performance should:
- (a) Be informed by observations and information gathered during supervision processes.
 - (b) Be conducted by out-of-scope administrators who possess the professional responsibility, qualifications and specialized training required to carry out such employee evaluations.
 - (c) Include a process for a teacher to be heard and to appeal the judgment should he or she believe necessary.
- (5) Therefore, teachers individually and collectively:
- (a) Advocate for the collaborative development of policies and processes to facilitate effective teacher supervision and evaluation.
 - (b) Model respectful communication and engagement in teacher supervision and employer evaluation processes.
 - (c) Advocate for access to professional growth opportunities for teachers, Principals and out-of-scope administrators to further support carrying out their professional, supervisory and evaluative roles, respectively.

(2015)

2.5

Educational Accountability

2.5.1 Definition

Educational accountability refers to the processes through which institutions and individuals demonstrate their responsibility to the public for their respective roles and duties in educational governance, funding, administration or practices. In turn, all sectors of the public share responsibility to support these institutions and individuals in the education of students.

2.5.2 Beliefs

- (1) The focus of educational accountability is to strengthen teaching and learning.
- (2) Teachers' educational accountability is limited to their professional roles and duties.
- (3) The teaching profession must be involved in decisions about educational accountability policies and procedures at all levels of the education system.
- (4) Educational accountability processes must be sustainable and take into consideration the many demands on the time and energy of students and teachers.
- (5) Teachers' self-directed professional development, as well as the supports required to access these learning opportunities and resources, must be foundational to educational accountability processes.
- (6) Educational accountability measures, data, reports and related information should be transparent.
- (7) Educational accountability measures, data, reports and related information should focus on ways to strengthen teaching and learning, and not make comparisons among jurisdictions, school divisions, schools, administrators, teachers or students.
- (8) Educational accountability measures, data, reports and related information should always include references to the various contexts that can affect teaching and learning, as identified by the teaching profession.

(1993; amended 2009)

2.6

Professional Growth

2.6.1 Definition

Professional growth refers to the change in knowledge, skills, abilities or perspectives resulting from the continuous professional learning that teachers intentionally pursue with the goal to further understand the nature of teaching and learning, enhance professional practice or contribute to the profession.

2.6.2 Beliefs

- (1) Teachers' professional growth benefits teaching and learning and contributes to the betterment of the teaching profession as a whole.
- (2) Professional growth is an inherent part of being a teacher and is an integral part of a teacher's practice.
- (3) Teachers have the ability and responsibility to self-direct their professional growth and expect the autonomy necessary to exercise their professional judgment in related decision making at both group and individual levels.
- (4) Continuous professional learning should include a broad range of formal, informal and experiential learning opportunities that are planned, meaningful and related to the general duties, responsibilities or aspirations of the teacher.
- (5) Consistent and meaningful access to high-quality professional learning opportunities is fundamental to teachers' continued professional growth.
- (6) The creation of opportunities for teachers' professional growth is a shared responsibility among teachers, school boards and the provincial government that depends critically upon the provision of time, resources and other necessary supports for teachers.
- (7) Therefore, teachers individually and collectively:
 - (a) Support, encourage and provide opportunities for the professional growth of teachers.
 - (b) Advocate for appropriate provision of time, resources and supports for professional growth.
 - (c) Engage in ongoing reflective practice, self-assessment and professional renewal.
 - (d) Engage in continuous professional learning and contribute, where possible and appropriate, to research into teaching and learning.
 - (e) Encourage and support each other in the pursuit of professional growth, the sharing of professional insights and in other collaborative endeavours to improve teaching and learning.
 - (f) Pursue, develop and deliver a broad range of opportunities for professional growth. In addition to one-time formal learning opportunities, teachers engage in innovative, authentic, sustained, relevant, flexible, collaborative and locally embedded professional growth.
 - (g) Support a variety of organizations, networks and services related to teachers' professional growth.

(2015)

2.7

Professional Growth Networks

2.7.1 Definition

Professional growth networks are organizations supported by the Saskatchewan Teachers' Federation and established by teachers to inform professional practice in support of students' education.

2.7.2 Beliefs

- (1) Professional growth networks are a forum for teachers' professional growth that provide opportunities for collegiality, collaboration and sharing of research and resources related to a specialized area of practice or interest in education.

- (2) The membership of a professional growth network may include any person with a professional interest in its activities and area of practice or interest.
- (3) Supports must be available for teachers to organize professional growth networks, encourage membership and promote the work of those organizations.
- (4) No professional growth network shall make any representation to the provincial government or any member, branch or agency thereof without the explicit approval of the STF Executive.
- (5) Therefore, teachers individually and collectively:
 - (a) Engage in the unique opportunities provided by professional growth networks through membership and participation in associated structures and processes.
 - (b) Endorse the formal organization and financial support of professional growth networks by the Saskatchewan Teachers' Federation.
 - (c) Advocate for school divisions and the provincial government to support teachers' membership and participation in professional growth networks.

(2015)

2.8

Substitute Teachers

2.8.1 Definition

A substitute teacher is a fully qualified and certificated teacher who is called in to teach on a day-to-day basis as required to replace a teacher who is temporarily absent from his or her regular duties.

2.8.2 Beliefs

- (1) Substitute teachers, as fully qualified and certificated teachers, are professional teachers with all the responsibilities, rights and privileges that accompany the status of a professional teacher in Saskatchewan.
- (2) Substitute teachers are vital partners in the provision of PreK-12 education in Saskatchewan and critical to students' ongoing success. A substitute teacher should be called in to replace an absent teacher as soon as is reasonably possible.
- (3) As professional teachers employed in Saskatchewan, substitute teachers are members of their professional representative body, the Saskatchewan Teachers' Federation.
- (4) As members of the profession, substitute teachers are represented and supported by the Federation through its governance and administrative structures. Substitute teachers have a corresponding right to participate in the affairs of the Federation and, due to their unique employment circumstances, may have a need for specialized or differentiated supports and services.
- (5) The professional community is strengthened through substitute teachers' participation in programs and services offered through the Federation and in other activities related to Federation affairs. As professional teachers, substitute teachers should be supported by employers and the Ministry in their efforts to engage with their professional community. This support should include ensuring that the Federation has access to the information necessary for delivering professional services to substitute teachers.
- (6) Substitute teachers should share in the common and expected experiences of belonging to a profession, such as collegiality, inclusion in professional networks, opportunities for professional growth, and timely communication about matters affecting the profession as a whole.
- (7) Substitute teachers should experience employment practices and policies that are fair, equitable and transparent, and that provide for appropriate supervision and evaluation processes.
- (8) Substitute teachers, like all teachers, should have a respectful, healthy and safe environment within which to work.
- (9) Therefore, teachers individually and collectively:
 - (a) Advocate for the consistent use of employment contracts and practices that are equitable, clear and appropriate for substitute teachers across the province.

- (b) Advocate for working conditions for substitute teachers that are professionally appropriate, respectful and safe.
- (c) Encourage, develop and facilitate best practices with respect to substitute teacher working conditions.
- (d) Advocate for the provision of all the resources necessary for substitute teachers to deliver the best possible professional service.
- (e) Advocate for fair and appropriate access to employment benefit plans and supports.
- (f) Encourage and facilitate a professional culture within which substitute teachers are valued as colleagues and treated respectfully by all members of the educational community.
- (g) Advocate for working conditions that support substitute teachers in setting individual goals for successful professional practice in accordance with relevant professional codes, standards, bylaws and policies.

(2016)

2.9

Teacher Recognition and Awards

2.9.1 Definition

Teacher recognition refers to the acknowledgement and celebration of teachers and other individuals who distinguish themselves through their teaching, model the beliefs and ideals of the profession or raise the status of the teaching profession and publicly funded public education.

2.9.2 Beliefs

- (1) Teachers should be recognized for the valuable work they do in furthering the inherent good of publicly funded public education.
- (2) Awards and recognition honour excellence in teaching and elevate the status of the profession.
- (3) The recognition of teachers and others in education positively influences public discourse on and support for publicly funded public education.
- (4) Awards and recognition programs should acknowledge and celebrate teachers and others who exemplify the beliefs and ideals of the profession.
- (5) Awards and recognition programs should be based on clear criteria and should be meaningful to the recipient and the profession at large.
- (6) The recognition of teachers and others should be done in a way which is congruent with the beliefs of the profession regarding social justice, inclusion and equity.
- (7) Awards and recognition should be visible to members and the public.
- (8) Therefore, teachers individually and collectively:
 - (a) Foster a culture where teachers recognize and celebrate the accomplishments of their colleagues and others both through formal awards and recognition programs and through everyday interactions.
 - (b) Establish criteria for awards and nominations which are clear, transparent and broad enough to ensure recognition of the many different ways that teachers and others advance the work of publicly funded public education and the profession.
 - (c) Advocate for and participate in forms of recognition which are meaningful to teachers and align with the ideals of the teaching profession.

(2016)

Curriculum and Instruction

2.10

Teaching and Learning

2.10.1 Definition

Teaching and learning are complex, dynamic and interdependent processes through which teachers facilitate students' growth along cognitive, social and emotional dimensions.

2.10.2 Beliefs

- (1) Teaching and learning occurs within many different contexts. Teachers share the responsibility with students, parents, communities and partners in education to provide conditions that are necessary and appropriate for teaching and learning to be holistic, equitable and effective.
- (2) Holistic, equitable and effective teaching and learning is grounded in a relationship of mutual respect, acceptance and trust among teachers and students. It is a deeply personal human endeavour that is enhanced by the cultivation of such relationships.
- (3) Teaching and learning should be guided by sound educational research identified by the teaching profession, the Saskatchewan curricula, professional standards and ideals, and professional judgment with respect to students' well-being.
- (4) The primary professional goal of teachers is to create learning opportunities that support and encourage students to grow individually and collectively to the greatest extent possible. To meet this goal, it is understood that:
 - (a) A variety of planned formal instructional strategies and informal interactions are necessary and desirable for encouraging individual and collective growth.
 - (b) Valuable learning opportunities can arise spontaneously, often as a result of informal interactions and the strong relationships forged among teachers and students.
 - (c) The creation and capturing of both planned and spontaneous learning opportunities depends upon teachers having considerable flexibility and freedom in their work with students.
- (5) An essential part of teaching and learning is the provision of timely and appropriate feedback, which includes student evaluation and assessment processes.
- (6) Therefore, teachers individually and collectively:
 - (a) Advocate for a central role for teachers and the profession in curriculum development, implementation and renewal.
 - (b) Advocate for a central role for teachers and the profession in the development of student evaluation, assessment and achievement goals, targets, policies and/or strategies at all levels of the education system.
 - (c) Exercise professional judgment, autonomy and agency with respect to the carrying out of their duties for the benefit and well-being of students.
 - (d) Engage in ongoing professional growth and advocate for it to be both supported and encouraged to the greatest extent possible.

(2015)

2.11

Student Evaluation

2.11.1 Definition

Student evaluation refers to the teacher's professional judgment of the student's progress in reaching educational goals and curriculum outcomes, as informed by sound assessment practices. This evaluation involves the formal application of multiple performance-based measures of what students know as well as what they can do.

2.11.2 Beliefs

- (1) The focus of student evaluation is to strengthen teaching and learning.
- (2) Teachers have the professional responsibility, knowledge, skills and judgment to evaluate students' learning.
- (3) The teaching profession must be proactively involved in decisions about student evaluation policies at all levels of the education system and advocate for policies that:
 - (a) Are based on sound educational research as identified by the teaching profession.
 - (b) Clearly indicate and align the purposes, principles and procedures of student evaluation.
 - (c) Encourage and support teachers in taking diverse approaches to evaluation.
- (4) The approaches taken to evaluate students' learning must be based on sound educational research as identified by the teaching profession.
- (5) Reporting methods must support the teaching profession's beliefs about student evaluation.
- (6) Reporting methods must focus on students' learning and indicate to both the student and parents the individual's progress in reaching educational goals and curriculum outcomes as well as provide suggestions to further strengthen learning.

(1976; amended 1989, 2011)

2.12

Intellectual Freedom

2.12.1 Definition

Intellectual freedom is a compilation of the individual fundamental freedoms of thought, belief, opinion and expression as guaranteed in the *Canadian Charter of Rights and Freedoms*.

2.12.2 Beliefs

- (1) Intellectual freedom is essential to the well-being and development of individuals and a democratic and just society.
- (2) Publicly funded education is a hallmark and foundation for the formation of a civil society and its commitment to intellectual freedom.
- (3) Teachers and the Federation have a responsibility to promote and preserve intellectual freedom, including the right to expressions of knowledge, creativity and intellectual activity which are lawful yet unconventional, unpopular or unacceptable to some members of society.
- (4) Teachers have a professional responsibility to create, select and use the widest variety of instructional materials that present different points of view and offer a diversified approach to understanding the world while respecting the expectations and policies of employers and community standards.
- (5) Teachers and the Federation shall resist efforts to limit the exercise of these responsibilities while recognizing the right of criticism by other individuals or groups.

(2014)

2.13.1 Definitions

Intellectual property is generally defined as a product created and expressed by the human mind and may include, but is not limited to, invention and artistic, literary, musical or dramatic works.

Intellectual property rights are the legal rights resulting from the creation and expression of intellectual property and may include, but are not limited to, patents, trademarks, copyrights, industrial designs and technologies.

Copyright in law includes the right to license, produce, reproduce, publish or perform, in whole or in any substantial part, an artistic, literary, musical or dramatic work.

Moral rights in copyright law refer to the author's right to attribution, integrity and association of a work, which can be waived but not assigned. Moral rights are retained regardless of whether the copyright of the work has been assigned or licensed to another party.

2.13.2 Beliefs

- (1) Teachers have a professional responsibility to model and promote lawful, respectful and responsible use of others' intellectual property including the traditional or communal knowledge of Indigenous and other peoples and cultures.
- (2) Teachers have moral rights and may have copyright interests in their original created works that should be respected and recognized subject to applicable copyright legislation.
- (3) The lawful sharing of intellectual property upon the request of colleagues supports the development of effective professional relationships and individual teacher competence.
- (4) Within the publicly funded education system, employers who hold the copyright to intellectual property produced under contracts of employment with teachers must recognize the moral right of authorial credit, and should be encouraged to reproduce and share those works without barrier or charge.
- (5) Teachers who create intellectual property outside of the course and scope of their employment retain both the copyright and moral right of authorship.

(2014)

2.14.1 Definition

Early learning and child care refers broadly to the provision of education, care, health, nutrition and safe environments for children up to the completion of Grade 3.

2.14.2 Beliefs

- (1) The experiences of early childhood provide the foundation for lifelong learning and the richness of these experiences are critical to a child's growth, development and future well-being.
- (2) Children, their families and society benefit from the opportunity to take part in early learning and child care programs which are publicly funded, non-profit, of high quality and universally accessible.
- (3) Creating, exploring and inquiring are inextricably linked to a holistic process of learning involving intellectual, physical, emotional, social and spiritual aspects. Play and interaction are essential to this learning process.
- (4) Children are capable, competent learners who individually bring a diverse set of interests, knowledge, culture, beliefs, skills and experiences into the classroom.
- (5) High-quality early learning and child care programs are child-centred and place an emphasis on seamless transitions and minimal disruption for the child.
- (6) Parents and caregivers hold valuable knowledge of the teaching and learning that takes place within families and communities; a child's well-being is enhanced when early learning and child care programs include parent engagement practices which recognize this knowledge.
- (7) Teachers and other staff working in early learning environments should have knowledge and training specific to early childhood development.
- (8) The provision of adequate health care, proper nutrition and safe environments to young children is vital to their healthy growth and development; early learning and child care programs offer important information to children and their families about how to access services to improve the health and well-being of the child and are a primary means of identifying abuse.
- (9) Therefore, teachers individually and collectively:
 - (a) Advocate for early learning and child care which is publicly funded, non-profit, of high quality and universally accessible.
 - (b) Advocate for family and work-related provisions in policy, contract and legislation which support early learning and allow all parents, including those who are teachers themselves, to be fully engaged in their children's education.
 - (c) Seek a deep understanding of early childhood development and education to inform their professional practice.
 - (d) Advocate for recognized training programs in early learning and childhood development.
 - (e) Advocate for physical resources and environments which reflect a belief in children as competent learners through the provision of appropriately sized furnishings and materials, and adequate indoor and outdoor space to facilitate experiential learning activities.

(2015)

2.15.1 Preamble

Practical and applied arts courses are an essential element of the basic education of all students and must continue to be an integral part of the curriculum in order to ensure that all students obtain a well-rounded education. Practical and applied arts courses complement academic courses by integrating theory with practice and by giving students an opportunity to apply what they learned in a concrete fashion.

Practical and applied arts courses are a valuable means of addressing the educational needs of the total child. They provide students with the necessary knowledge and skills to participate fully in work, leisure and family life activities. They provide students with a number of basic living skills.

Practical and applied arts courses employ a wide variety of learning styles. This is important as not all students assimilate information in the same fashion and certain students will find some teaching methods more effective than others. The education system will be better equipped to meet the needs of all students and to get students' minds working in as many different ways and areas as possible if it allows students to use as many learning styles as possible.

2.15.2 Beliefs

- (1) Practical and applied arts courses support common essential learnings.
- (2) Practical and applied arts courses are an essential component of a broad general education.
- (3) All students should be given the opportunity to participate fully in practical and applied arts courses.
- (4) Practical and applied arts courses accommodate different learning styles of students by providing a variety of experiences.
- (5) Practical and applied arts courses emphasize a cross-disciplinary approach to education.
- (6) Collaboration with business, industry and the public is important to ensure students receive relevant career preparation.
- (7) University entrance requirements should reflect the contents of the school curricula and be facilitative of all student options.
- (8) Practical and applied arts courses facilitate the preparation of students who will be going directly into the workforce.
- (9) Certificated teachers should utilize non-teaching specialists, where appropriate, as resources for program delivery.
- (10) Students' rights, welfare and needs are the priorities in work experience and apprenticeship venues.
- (11) All students should develop skills in the manipulation of tools, machines and materials.

(1995)

2.16.1 Definitions

Information and communications technologies have instructional and administrative purposes in education. Examples include networks, computer hardware and information devices, mobile devices, software, online resources, audiovisual equipment and resources, data and communications media. In its application to education, technology requires the knowledge, techniques and support systems that are required to use these technologies and assist with student learning.

Online education refers to the delivery of educational materials by a teacher through the use of the Internet or other technologies. This can include distance classes, cyber-schools, exclusively online education and in-classroom online instruction tools.

Digital citizenship is a concept that outlines appropriate roles, responsibilities and rights within the digital world. Digital citizenship includes interacting in appropriate ways and being aware of the digital footprint being created through online usage.

2.16.2 Beliefs

- (1) All use of information and communications technologies in the education system must be based on sound research and pedagogy, have clear links to the curriculum and be meaningful, purposeful and inclusive.
- (2) As experts in pedagogy, teachers, Principals and Vice-Principals must be involved in all areas of technological resource development and assessment, and have access to relevant online resources and materials that they can choose to integrate.
- (3) Technology has the potential to positively transform the education system and improve student engagement through a pedagogical focus that includes collaboration, diverse learning environments and enhanced student autonomy.
- (4) The inclusion of technologies in instruction requires appropriate time, resources and supports for teachers to both develop their own technical capacities and effectively integrate their knowledge into their teaching and student learning.
- (5) All students should have access to technologies that will enhance their educational experience and further their engagement, and their access should not be limited by geography or socio-economic status.
- (6) All teachers, in accordance with the professional codes, must model positive digital citizenship and be aware of and accountable for their online actions, particularly in relation to social media.
- (7) The collection and analysis of data in the classroom must be appropriate to the curriculum and the needs of the students, and must not replace the fundamental teaching and learning relationship between students and teachers.
- (8) Technology must be sufficiently flexible to support the professional autonomy of teachers in performing evaluation and assessment.
- (9) Exclusively online education is an important and growing sector of the public education system and requires particular attention in the following ways:
 - (a) Teachers must be involved in the development and delivery of supports for students at the receiving end of online education.
 - (b) Online education is a unique mode of teaching and professional development, and professional growth opportunities must reflect these teaching and learning environments.
 - (c) Teachers' workloads must be carefully considered in relation to online education to ensure students' needs are being met and that teacher workloads are reasonable, clearly defined and encourage balance.
 - (d) When possible, online education should be based on a decentralized model of delivery that reflects local contexts and supports, rather than replaces rural, remote or northern schools.
 - (e) Online education may be a viable alternative for student engagement. The referral process must be collaborative, respect student autonomy, meet students' needs and ensure ongoing supports are available.

- (10) Therefore, teachers individually and collectively:
- (a) Work with partners in education to ensure teachers have the time, supports and resources to both develop their own technological literacy through continuous professional learning and implement technology in pedagogically sound ways.
 - (b) Advocate for equitable access to technology and technological instruction for students, and work to eradicate barriers to technology based on, among others, racial identity, gender, ability, geographical location or socio-economic status.
 - (c) Work to develop technological literacy within the profession to ensure students are creating and mastering technologies.
 - (d) Be aware of their own responsibility as digital citizens, and model and teach healthy digital citizenship with their students.
 - (e) Advocate for responsible use, storage, dissemination, repurposing and disposal of data that respects copyright and privacy laws.
 - (f) Advocate for well-resourced and sustainable plans around the ongoing purchasing of information and communication technologies across the province.
 - (g) Advocate for teacher involvement at all levels of online education.

(2015)

2.17

Post-Secondary Entrance

2.17.1 Beliefs

- (1) The Saskatchewan Teachers' Federation believes that the secondary school program is intended to provide all students with a broad, general education.
- (2) Teachers recognize the complexity of the task facing secondary schools in preparing students for university, other post-secondary programs and for employment.
- (3) We recognize that academic performance in the secondary school program is one factor which should be considered by post-secondary institutions in the selection of candidates.
- (4) Admission requirements should reflect the intention to provide post-secondary educational opportunities for all those who have a reasonable likelihood of success.
- (5) Admission should be based on a variety of criteria including secondary school marks, aptitude for academic study, and intellectual and social maturity.
- (6) Admission requirements related to secondary school achievement should be consistent with the requirements of the core curriculum.
- (7) Where specific subjects are deemed to be a prerequisite for a specific post-secondary program, provision should be made for students to acquire the prerequisite after admission.

(1992)

Teacher Education and Qualifications

2.18

Teacher Education

2.18.1 Definitions

Teacher education refers to a pre-service program of study, as well as a practicum, offered through a university or other educational institution that is approved by the certification authority.

Teacher candidate refers to a student teacher or intern who is enrolled in a teacher education program.

2.18.2 Beliefs

- (1) Students, teachers, teacher candidates and the publicly funded education system benefit from teacher education programs that are of the highest quality.
- (2) The successful completion of a teacher education program represents one important phase in the development of a teacher's professional identity and is a prerequisite for certification and entry into the teaching profession.
- (3) Teacher education programs should be research-based and link pedagogical theory and reflective practices with subject content, school-based experiences, and the professional codes of conduct and competence.
- (4) Equity principles should guide all aspects of teacher education programs.
- (5) The practicum is an essential component of teacher education programs and should provide teacher candidates with opportunities to integrate all aspects of their program, model effective teaching, understand and apply the professional codes of conduct and competence, and strengthen their professional skills in working collaboratively.
- (6) The supervision and evaluation of teacher candidates during the practicum component of teacher education programs should be planned, developmental processes that will contribute to the career-long success and continuing professional growth of each individual.
- (7) The teaching profession is committed to support and participate in teacher education programs.
- (8) Teachers should have access to preparation time, professional development opportunities and other resources that support their roles and responsibilities in teacher education programs.
- (9) The Saskatchewan Teachers' Federation shares the responsibility with others in the provincial education community to support teacher education and participate in processes established by universities or colleges for renewing teacher education programs.

(1970; amended 1978, 1997, 2012)

2.19

Teacher Certification

2.19.1 General Beliefs

- (1) Teacher certification policies and practices should be consistent with the goals and policies of the Saskatchewan education system.
- (2) Equity in education principles should guide all aspects of teacher certification.
- (3) Teacher certification policies and practices should support continuing education and professional growth for all teachers.

2.19.2 Governance of Teacher Certification

- (1) The teaching profession should be self-governing, having the authority to certify and license individuals to teach in Saskatchewan.
- (2) Certification should be carried out through a board with representation by Saskatchewan Teachers' Federation members, other members of the profession, other educational organizations and the public. The majority of the board should be comprised of members of the Federation.
- (3) Reciprocal recognition of a teacher's certificate should be granted within Canada, provided that qualifications and other certification criteria are comparable.
- (4) There should be only one general teacher's certificate which confers eligibility to teach without restriction as to grade level or subject area.

(1970; amended 1978, 1997, 2011)

2.20

Universities in Saskatchewan

2.20.1 Beliefs

The Saskatchewan Teachers' Federation should maintain a continuing liaison with the universities in Saskatchewan and with their colleges and faculties of education to ensure that:

- (1) Teachers have access to services for the evaluation and interpretation of class credits.
- (2) The universities continually expand their programs into outlying centres of the province and at times convenient for teachers.
- (3) Information on the content and structure of classes is provided to teachers.
- (4) Registration for classes is such as to provide all teachers with equal opportunities for enrolment.
- (5) A system of "demonstration of proficiency" is discussed whereby an individual who feels able to meet the requirements of a particular class is given an opportunity to qualify for credit for that class without necessarily having to enrol in it.
- (6) An extension branch of the college or faculty of education is established to assist with the in-service education of teachers and to initiate an active educational research program in Saskatchewan.
- (7) Programs are established and maintained at both the undergraduate and graduate levels to ensure that training is available for teachers for all program areas of the province's schools.

(1972)

2.21

French Education Staffing

2.21.1 Beliefs

The expansion of French education programs has implications for all partners in Saskatchewan education, particularly in the area of staffing. Within this context, the Saskatchewan Teachers' Federation believes that:

- (1) French education programs should be viewed as an integral part of the academic structure within a school and/or school division. Decisions regarding creation or expansion of such programs should be based on sound educational practice.
- (2) Qualified Saskatchewan teachers should provide the major resource for staffing French education classrooms.
- (3) Provision should be made for opportunity and resources for pre-service and in-service training in French education for teachers and administrators.
- (4) Redundancy of teaching positions should not be an issue created by expansion of French education.

2.21.2 Teacher Training

The expansion of French education programs in Saskatchewan emphasizes the need for increased teacher education capacity at Saskatchewan universities that will be accessible to practising and prospective teachers. Therefore, the Federation believes that:

- (1) Saskatchewan universities should be encouraged, through the provision of sufficient resources, to increase their capacity for training and retraining teachers for French education.
- (2) Prospective teachers should be encouraged to consider French education as a possible career path.
- (3) Practising teachers should be given the opportunity and provided with the resources to pursue retraining to meet the needs of expanded French education in their divisions.

2.21.3 Certification

The Federation believes that:

- (1) The concept of general certification should apply to teachers of French education.
- (2) Teachers of French education should meet Saskatchewan certification requirements.

2.21.4 Staffing

School divisions should utilize all available resources when staffing expanded French education programs. These should include the following:

- (1) Practising teachers within the system who have been, where necessary, encouraged and assisted in retraining in French education.
- (2) Graduates of teacher education programs within Saskatchewan.
- (3) Qualified teachers recruited from out-of-province for French education.

(1987)

School Environment and Resources

2.22

Teachers' Working Environments

2.22.1 Definitions

Teachers' working environments refers to schools or other work spaces in which teachers typically perform their professional roles and responsibilities and includes several major components:

- (1) Location of the work spaces, excluding teachers' residences or other personal property.
- (2) Physical conditions, referring to the condition of school buildings as well as other educational facilities and educational equipment, ergonomic factors, accessibility factors, interior air quality and climate, and other related aspects of the work spaces.
- (3) Culture, referring to the values and norms that characterize the interactions within the work spaces among staff, students, parents and other participants.

Positive working environments refers to work spaces that reflect a commitment to a culture of wellness and are characterized by safe, respectful, ethical, healthy and equitable conditions.

Harassment refers to behaviours in which someone discriminates against, distresses, humiliates or torments another person. This conduct may take many forms and involve a broad spectrum of severity in behaviours and related effects. Harassment may occur only once or on multiple occasions, and may be expressed in person, by third parties, or through technological or other means. Whether or not harassment has occurred is best determined by the impact that the behaviour has on a person's dignity, sense of self-worth and freedom of choice.

Violence refers to the attempted, threatened or actual exertion of unjust or unwarranted force or power that adversely affects an individual's sense of safety and security. Violence may take many forms and involve a broad spectrum of severity in behaviours and related effects.

2.22.2 Beliefs

- (1) Positive working environments support the best possible professional service.
- (2) The teaching profession expects to be directly involved in preparing or reviewing provincial, school division, and school-level policies and practices that develop and maintain positive working environments.
- (3) Developing and maintaining positive working environments and responsibilities that are shared among the Saskatchewan Teachers' Federation and members, the provincial government, employers and school communities.
- (4) The Federation and members have a responsibility to:
 - (a) Articulate teachers' expectations regarding positive working environments and to review these understandings periodically.
 - (b) Support a culture of positive working environments by practising the professional codes that Council has approved.
 - (c) Follow all human rights legislation as well as related policies and practices.
 - (d) Follow occupational health and safety legislation as well as related policies and practices.
 - (e) Encourage all teachers to become active participants in the work of occupational health and safety committees.
 - (f) Identify and bring forward through appropriate processes without risk of reprisal any issues or concerns about teachers' working environments as well as suggestions for improvements.

- (5) The Federation and members should advocate with the appropriate agencies or individuals the expectations of teachers with respect to:
 - (a) The design, maintenance and upgrading of the physical conditions of teachers' working environments with regard to:
 - (i) The appropriate allocation and design of space required for diverse teaching and learning activities.
 - (ii) Health and safety requirements, including air quality and climate control requirements.
 - (iii) Ergonomically designed work spaces and equipment.
 - (iv) Accommodation measures required to address the functional limitations of specific teachers.
 - (v) Access to operational and safe equipment, including safety equipment, as well as related training opportunities.
 - (vi) Other aspects of the physical conditions of schools or other working environments as identified by the Federation and members.
 - (b) The culture of teachers' working environments with regard to:
 - (i) Employment policies and practices that promote equity, respectful relationships and ethical conduct.
 - (ii) Communications among staff and others as needed regarding issues or concerns about the working environment.
 - (iii) Understanding and support of the accommodation measures required to address the functional limitations of specific teachers.
 - (iv) Safety and security, including proactive approaches to prevent harassment or violence and protocols for addressing incidents of harassment or violence.
 - (v) Supports, including counselling services, for individuals who experience harassment or violence.
 - (vi) Other aspects of the culture of teachers' working environments as identified by the Federation and members.
- (6) Teachers require designated time, resources and opportunities for professional growth about matters related to working environments, including but not limited to:
 - (a) Human rights legislation and related policies, protocols and procedures.
 - (b) Occupational health and safety legislation and related policies, protocols and procedures.
 - (c) Knowledge and skills required to advocate individually and collectively for positive working environments.
 - (d) Teachers' roles and responsibilities in developing and maintaining positive working environments.

(2012)

2.23.1 Definitions

Non-teaching personnel in schools refers to the wide variety of personnel who provide supports for students that are not typically or appropriately provided through the professional roles and responsibilities of a teacher.

Supports for students refers to the services offered by speech language pathologists, occupational therapists, physical therapists, Elders, nurses, social workers, police resource officers, educational assistants or other non-teaching personnel working in a school environment.

2.23.2 Beliefs

- (1) A wide variety of non-teaching personnel are necessary in order to respond appropriately to the diverse needs of students and to ensure equity in the teaching and learning environment.
- (2) The provision of necessary and appropriate supports for students is a shared responsibility among partners in education including government, school divisions, local communities and related service providers.
- (3) Timely access to necessary and appropriate supports for students is critical to students' success and well-being. All students should have timely access to qualified counsellors and health-care professionals as part of their educational program in addition to other necessary and appropriate supports.
- (4) The effective delivery of supports for students depends upon:
 - (a) The clear and timely sharing of information.
 - (b) Clarity in processes and policies with respect to the supervision of non-teaching personnel and requesting of non-teaching supports for students.
 - (c) The integration of non-teaching personnel into school cultures to the greatest extent possible.
 - (d) Shared understandings about appropriate roles, responsibilities and expectations among all individuals working in schools.
 - (e) The responsiveness of teachers' partners in education to the professional judgments and recommendations teachers make about the necessity and appropriateness of particular supports for students.
 - (f) The availability of time, resources and professional growth opportunities to support teachers in collaborating with non-teaching personnel, adapting or enhancing their teaching practice, and/or implementing new educational programs as appropriate.
- (5) Students' assigned teachers have the primary responsibility for teaching and learning in schools but value and seek out the expertise of non-teaching personnel as necessary or appropriate with respect to educational decision making.
- (6) The provision and delivery of supports for students are intended to complement or supplement the professional roles and responsibilities of teachers. As such, wherever:
 - (a) A position requires and uses the skills of a professional holding a teacher's certificate, the position must be filled by a person employed as such. For example, the role of a clerical aide or a library technician in a school library should be defined clearly as one of support for a qualified teacher-librarian.
 - (b) It is possible and appropriate, supports for students should be delivered by professionals who are certificated and employed as teachers. For example, qualified teacher-counsellors should be used to the greatest extent possible because they are closest to the school and classroom environment.
- (7) Therefore, teachers individually and collectively:
 - (a) Advocate for the provision of supports for students that meet the diverse needs of students.

- (b) Advocate for the provision of sufficient time, resources and supports to allow for effective collaboration between teachers and non-teaching personnel during regular work hours.
- (c) Work with non-teaching personnel in ways that are consistent with teachers' beliefs about professional relationships in schools and that contribute to the teaching and learning environment.
- (d) Communicate in ways that are respectful of students' privacy rights, the trust under which confidential information is shared and of any applicable privacy laws, regulations or policies.
- (e) Are guided by a focus on students' learning and well-being when carrying out their roles, responsibilities and professional relationships with non-teaching personnel.
- (f) Contribute to the development and improvement of programs, services and research related to the delivery or implementation of supports for students.

(2015)

2.24

Multi-Graded Classrooms

2.24.1 Beliefs

The Saskatchewan Teachers' Federation believes that where multi-graded classrooms by necessity exist:

- (1) School divisions, in consultation with teachers, should develop a comprehensive set of guidelines which regulate the organization of multi-graded classrooms.
- (2) The operation of multi-graded classrooms should be monitored on an ongoing basis with a view to ensuring optimal effectiveness of the use of such classes.
- (3) (a) Multi-graded classrooms should have a smaller enrolment than single-graded classrooms.
(b) In determining the enrolment of multi-graded classrooms, the numbers of special needs students should be considered.
- (4) Teachers of multi-graded classrooms should have additional preparation time.
- (5) Teachers assigned to multi-graded classrooms should be those who are most willing to teach in a multi-graded classroom and have those skills necessary to teach in this type of classroom.
- (6) In-service and information concerning appropriate grouping, classroom organization, instructional strategies and curriculum modification should be provided to principals and teachers.
- (7) The provincial Ministry responsible for PreK-12 education, together with the help of teachers and administrators, should develop courses of study specially designed for the various combinations of multi-graded classrooms.
- (8) Teachers of multi-graded classrooms require ready access to resource personnel.
- (9) Teachers of multi-graded classrooms require adequate resource materials.
- (10) Multi-graded classrooms should only be created if the enrolment is such that there is no other choice.

(1984)

2.25.1 Beliefs

The Saskatchewan Teachers' Federation believes that:

- (1) Student discipline refers to the kind of procedures that enable students to function and grow as contributing members of society.
 - (a) Ideally, the student will exhibit self-control. External disciplinary procedures will only be implemented when self-control requires strengthening or correction.
 - (b) Physical force should be limited to situations where restraint is required and applied in a controlled manner.
- (2) Student learning is enhanced in an environment characterized by order and trust, caring and mutual respect.
- (3) A positive climate in the school and the classroom reduces the likelihood of discipline problems arising.
- (4) School-based administrators should assume a leadership role in facilitating the development of a team approach towards establishing preventative student discipline policies and practices in each school.
- (5) Ensuring that the school is a safe, secure and orderly place should be a shared responsibility of staff, students and parents.
- (6) When situations arise which require adult intervention, the integrity of all persons must be respected.
- (7) A trained student counsellor should be employed on each school staff on either a part-time or a full-time basis.

2.25.2 Procedures

- (1) Approaches used by the school to promote a climate that maintains discipline and minimizes behavioural problems should be clearly understood by all staff, students and parents.
- (2) Clear, comprehensive policies and procedures to guide teachers in dealing with inappropriate conduct should be established at the school and school division levels.
 - (a) Such policies, procedures and guidelines should be developed collectively by all staff and applied in a fair and consistent manner.
- (3) Review and improvement of school discipline practices should be an ongoing process.
- (4) Adequate support for dealing with chronically misbehaving students must be ensured.
 - (a) Additional funding must be provided to meet this need.

2.25.3 Teacher Education

- (1) Courses on methods of student discipline should be an integral component of pre-service education for teachers.
- (2) A variety of opportunities should be provided regularly for teachers to share experiences and ideas, and to expand their knowledge and skills in student discipline.
- (3) In-service and pre-service education should be provided for teachers in the areas of:
 - (a) Counselling.
 - (b) Understanding and managing behavioural disorders.
 - (c) Utilization of support personnel.

2.25.4 Support

- (1) Teachers must have the time they need to:
 - (a) Deal with discipline problems immediately and thoughtfully.
 - (b) Plan and organize instruction in ways that minimize discipline problems.
 - (c) Examine their discipline practices and consider the issues surrounding student discipline.

- (2) Teachers should be supported and encouraged in efforts to expand their knowledge and skills in areas related to student discipline.
- (3) Teachers and students in all schools must:
 - (a) Have ready access to the services of a trained student counsellor.
 - (b) Be able to utilize consultants and other support personnel.
 - (c) Involve parents to assist with developing positive behavioural patterns.

(1990)

2.26

Health Support Services in School

2.26.1 Beliefs

- (1) All school-aged children have a right to an education.
- (2) Only health-care professionals are authorized and trained to provide health and medical services for students.
- (3) Teachers are under no legal, ethical or moral obligation to administer medications or to provide any regular medical or physical health-care services for students.
- (4) Teachers shall neither administer medications nor provide any medical or physical procedures for students in school.
- (5) In instances where it is perceived that a child is in need of emergency medical assistance or medication, a teacher has a duty to assist a student to the best of the teacher's ability, and a duty to behave as would a reasonably prudent parent by seeking and/or obtaining medical help as quickly as possible.
- (6) Teachers shall neither provide nor administer non-prescription drugs for students.
- (7) Teachers shall neither instruct nor advise teacher aides, teacher associates or other non-medical school board employees to administer medications or to provide medical or physical procedures for students.
- (8) School boards shall ensure that trained health-care professionals are available in schools to administer medications or provide medical or physical procedures for students.
- (9) School boards shall ensure that their insurance policies indemnify teachers who administer medical aid or medication in emergency situations for students in school or at school-related activities.
- (10) School boards shall have clear policies regarding the administration of medications and the provision of medical or physical procedures for students by health-care professionals in school. These policies should detail the process for parents to request health-care services.
 - (a) The requirement for parental and physician consent and direction for such services.
 - (b) The procedures for the storage of medications.
 - (c) The process for recording and keeping of medical information on students.
 - (d) The requirement that each request be approved on an individual basis by the school board.

(1990)

Teacher Employment Terms and Conditions

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Collective Bargaining

3.1

Collective Bargaining

3.1.1 Definitions

Collective bargaining between groups of employees and employers is a right protected within the concept of freedom of association, which is recognized in international human rights conventions and in Section 2 (Fundamental Freedoms) of the *Canadian Charter of Rights and Freedoms*.

Teacher collective bargaining is the method whereby teachers negotiate with employers and government for terms and conditions of employment as defined within the legislative framework for the PreK-12 education system in Saskatchewan.

Collective bargaining agreements outline the terms and conditions of employment, grievance procedures, and joint committees, understandings or agreements accepted by all parties upon conclusion of negotiations.

3.1.2 Beliefs

- (1) Collective bargaining enhances the human dignity and liberty of teachers as professionals by providing them with a collective voice and process to influence their employment relationships and environments.
- (2) Collective bargaining is intrinsically valuable as an experience in collectivity for members of the teaching profession in Saskatchewan.
- (3) Teacher collective bargaining should be characterized by respectful, constructive and professional interactions between the parties to the negotiations and agreements.
- (4) Teacher collective bargaining is strengthened by opportunities for members to participate in processes and decision making within the legislative framework in the province and the governance structure of the Saskatchewan Teachers' Federation.
- (5) Teacher collective bargaining agreements should:
 - (a) Be fair, comprehensive and holistic by addressing each of the interrelated components of compensation, benefits and working conditions.
 - (b) Secure conditions that support the best possible professional service.
 - (c) Serve to attract and retain capable and qualified people to the teaching profession in Saskatchewan, and enhance the professional status of teachers and the teaching profession.
 - (d) Provide the collective of Saskatchewan teachers with necessary supports for professional and personal well-being.
- (6) Any changes to the legislative framework governing teacher collective bargaining in Saskatchewan must include opportunities for meaningful consultation with the Federation.
- (7) Therefore, teachers individually and collectively:
 - (a) Negotiate in good faith with the parties to the collective bargaining agreement and model respectful, constructive and professional relationships within the collective and in public during collective bargaining.
 - (b) Negotiate collective bargaining agreements that recognize and support the fundamental benefits of publicly funded public education for students and society, and the central role that teachers have as leaders and providers of education in Saskatchewan.
 - (c) Support and encourage opportunities for the participation of teachers in collective bargaining processes while recognizing the distinct roles and responsibilities of those groups of teachers authorized to act on the collective's behalf.

(2017)

Teacher Workload and Work Life

3.2

School Year and School Day

3.2.1 General

- (1) The provisions determining the length of the school year should be negotiated at the provincial level.
- (2) Legislation governing the school year and school day (Sections 163-167 of *The Education Act, 1995*) should be amended only with the agreement of teachers, trustees and government.
- (3) The dates of spring vacation period should be the same for all Saskatchewan schools.
- (4) Mechanisms and processes for approving school year and school day alternatives should be defined in the Provincial Collective Bargaining Agreement.

3.2.2 Alternate School Year and School Day

- (1) No teacher shall lose any right or benefit contained in the current Provincial Collective Bargaining Agreement under an alternate school year and school day proposal.
- (2) Alternate school year and school day proposals should proceed in a reasoned and professional manner focusing on the importance of instructional services provided to students.
- (3) As much as possible, teacher involvement in alternate school year and school day pilot projects should be voluntary.
- (4) Alternate school year and school day proposals should ensure that a pedagogically sound education program is maintained and/or enhanced for all students.
- (5) Alternate school year and school day projects must recognize that the total time required of teachers for instructional, administrative or in-service activities be consistent with the provision of *The Education Act, 1995*: 300 minutes per day and 985 hours per year.
- (6) Alternate school year and school day projects shall be implemented only after the parties to the provincial and local collective bargaining agreements have approved and ratified all components which are at variance to, or have impact on, such agreements.
- (7) Applications for alternate school year and school day projects should have the support of the educational partners, students, parents and the community at large.
- (8) Financial savings resulting from alternate school year and school day projects shall be directed toward enhancing the educational program for students.
- (9) Requests for alternate school year and school day proposals shall be initially approved as two-year pilot projects.
- (10) Parties to the Provincial Collective Bargaining Agreement and the local collective bargaining agreements should monitor each approved pilot project and ratify any necessary changes following the pilot project.
- (11) Recommendation for the continuation of an alternate school year and school day project beyond the two-year pilot period shall come from the parties to the Provincial Collective Bargaining Agreement and the local collective bargaining agreements in consultation with the community at large, parents and students.
- (12) A minimum of an 18-month consultation period should occur with parents, students, school division administration, teachers, home and school association, all other employees of the school division and the community at large.

(1982; amended 1995)

3.3

Noon-Hour or Mealtime Supervision

3.3.1 Beliefs

The Saskatchewan Teachers' Federation believes:

- (1) Every teacher should have a duty-free lunch period.
- (2) When teachers do noon-hour supervision they do it on a voluntary basis as it is not a requirement under *The Education Act, 1995*.
- (3) Where teachers have heretofore provided noon-hour supervision on a voluntary basis and subsequently decide to cease providing this supervision, they must give the school division reasonable written notice.
- (4) When and if teachers decide to provide noon-hour supervision, this matter should be negotiated and included in the local collective bargaining agreement.

(1981)

3.4

Instructional Time and Preparation Time

3.4.1 Definition

Preparation time is unassigned time within the school day, as defined by *The Education Act, 1995*, when the teacher is not performing instructional tasks involving direct interaction with students.

3.4.2 Beliefs

- (1) Every teacher should have time during the school day free from instructional and supervisory duties in which to prepare, plan, communicate, evaluate or perform any other professional activity determined by the teacher.
- (2) Teachers should provide no more than 20 hours of instructional time per week.
- (3) Preparation time should be allocated in blocks of time of a minimum of 30 continuous minutes.
- (4) Adequate financial resources should be made available by the province to ensure that boards of education can implement preparation time for their teachers.
- (5) Preparation time should not be implemented at the expense of program, administrative time or class size.
- (6) Preparation time should be recognized at the provincial level and negotiated at the local level.
- (7) Teachers on part-time contracts should receive preparation time pro-rated to their contractual time.

(1982; amended 1999)

3.5

Teacher Involvement in Extracurricular Activities

3.5.1 Definition

Extracurricular activities are student-centred activities that take place outside of instructional hours and are not part of the legislated and contractual duties of teachers.

3.5.2 Beliefs

- (1) Extracurricular activities are outside of the legislated and contractual duties of teachers.
- (2) Teachers offer extracurricular activities on a volunteer basis and of their own volition.
- (3) The provision of extracurricular activities must not impact the employment relationship between teachers and their employing board of education.
- (4) Therefore, teachers individually and collectively:
 - (a) Affirm that extracurricular activities are outside of the legislated and contractual duties of teachers.
 - (b) Believe that extracurricular activities have the greatest value when teachers provide them on a voluntary basis.
 - (c) Respect teachers' right as professionals to offer or decline to offer extracurricular activities.
 - (d) Advocate for fair and transparent employment practices that recognize professional service as the primary impetus for hiring, transfer, and professional assessment or evaluation practices.

(2018)

3.6 Services to Students Beyond the Scope of Teaching Duties

3.6.1 Preamble

Teaching and learning is a complex process that requires parental and community supports, a safe and secure learning environment, sufficient funding for educational programs and services, and appropriate learning resources. However, these supports are not always adequate, and teachers will often provide a wide range of services that support student success to ensure all students have access to high-quality publicly funded education.

Over time, the scope of services teachers provide has expanded and increased the need to articulate the profession's beliefs about services to students to help inform teacher decision making.

3.6.2 Definition

For the purposes of this policy, services to students refers to the range of activities and services teachers provide that may support students and student learning beyond the general duties of teachers as specified in the legislation, and beyond any board-approved extracurricular activities for which teachers may volunteer.

3.6.3 Beliefs

- (1) Services that support students and student learning are beneficial to students.
- (2) The provision of services to students is a shared responsibility of all individuals, schools, communities and institutions in society.
- (3) Teachers are well positioned to identify student needs and make recommendations to relevant authorities regarding the services that may support student learning.
- (4) Services that create and maintain a learning environment that encourages and supports the growth of the whole student is one means of promoting equity in schools and society.
- (5) The provision of services by teachers is voluntary and should only be performed as a teacher is personally able.
- (6) The provision of services by teachers shall not form any part of their job description, teaching assignments or be considered in the processes used for hiring, supervising or evaluating teachers.
- (7) Teachers have a responsibility to attend to all relevant legislation and board policies related to the services they choose to provide.
- (8) Teachers have a responsibility to inform and seek approval from appropriate authorities regarding services they intend to provide to minimize teacher and board liability.
- (9) Local collective bargaining agreements must not contain provisions that compel teachers to provide services outside of those prescribed in the legislation.

(2013)

Compensation and Benefits

3.7

Compensation

3.7.1 Definition

Compensation refers to the remuneration of teachers for professional service including salaries and allowances, but excluding benefits and pensions.

3.7.2 Beliefs

- (1) Teachers should experience compensation that:
 - (a) Reflects the unique, significant and enduring contribution that they, as professionals, make to the public good.
 - (b) Recognizes the unique context and status of teaching as a profession.
 - (c) Is commensurate with the complexity of the role and the demands being made on the profession.
 - (d) Provides a secure and reasonable livelihood for them throughout their careers.
- (2) Teacher compensation should be equitable for all teachers and based on a single schedule bargained collectively by teachers provincially, in which the teacher's compensation is based solely on the teacher's academic and professional preparation, experience and responsibilities.
- (3) Therefore, teachers individually and collectively:
 - (a) Bargain collectively for compensation that is equitable for all teachers and based on the education, experience and responsibilities a teacher may have.
 - (b) Support and recognize the model of compensation negotiated through teacher collective bargaining in Saskatchewan, which does not include the implementation of merit pay or other monetary bonuses or awards by employers.
 - (c) Advocate for the profession to have full and sole responsibility for the classification of teachers for compensation purposes.

(2017)

3.8

Benefits

3.8.1 Definitions

Benefit refers to a legislated entitlement or a registered plan or a collectively bargained provision that supports the welfare of members or former members. A benefit may result from a government-sponsored or employment-related or participant-related program. A benefit may take various forms including but not limited to, leaves from work, medical and dental coverage, and life insurance for participants or their eligible dependants or beneficiaries due to medical reasons, disability or retirement.

Member refers to a teacher who is a member of the Saskatchewan Teachers' Federation as defined in Sections 17(1) and (2) of *The Teachers' Federation Act, 2006*.

Participant refers to a person as defined in Section 2 of *The Teachers' Federation Act, 2006*, who is required to pay premiums or contributions to a benefit plan and is entitled to benefits from the plan.

Pension plan participant refers to a person as defined in Section 2 of *The Teachers' Federation Act, 2006*, who is required to contribute to the pension plan pursuant to subsection 19(2) of the Act.

Professional service refers to teachers' professional roles and responsibilities as established through the legislation, as well as the teaching profession's bylaws and policies, and the employer's policies that are congruent with this legislation. Specific duties

associated with professional service depend on various factors such as the individual teacher's qualifications, teaching position and assignment.

3.8.2 Beliefs

- (1) Benefits are an important means to support and value the professional service provided by members.
- (2) Benefits are an important means to establish and maintain positive working environments for members.
- (3) Benefits are an important means to address the teacher recruitment and retention needs of the publicly funded education system in Saskatchewan.
- (4) Benefits plans, including contribution and benefits rates, the criteria for participants' or pension plan participants' access to benefits, and processes for revising the plans should be based on the interrelated principles of equity, transparency, consistency and sustainability.
- (5) For a benefit plan that is sponsored, governed and administered by members, the Federation has a responsibility to establish governance structures and processes that ensure due diligence and minimize risk to the plan and its participants or pension plan participants.
- (6) All members, both individually and collectively, have a shared responsibility to strengthen their understandings about benefits and benefits plans.

(2012)

3.9

Pensions

3.9.1 Definitions

Pension refers to a monthly payment to a beneficiary who is entitled to the benefit pursuant to the legislation and the terms of the pension plan.

Pension plan members refers to individuals who have an accrued benefit from the plan.

Defined benefit plan refers to a pension plan in which the intended benefit to be provided is specified.

Government-related retirement income program refers to an income benefit that results from a government-sponsored program.

Employment-related retirement income program refers to an income benefit that results from employment.

3.9.2 Beliefs

- (1) Retirement income should draw from three main sources: government-related retirement income programs, employment-related retirement income programs and personal savings.
- (2) All members, both individually and collectively, have a shared responsibility to strengthen their understandings about retirement income.
- (3) A pension is an integral part of a teacher's compensation that should provide a secure and reasonable benefit throughout retirement.
- (4) A pension is one important means to address the teacher recruitment and retention needs of the publicly funded education system in Saskatchewan.
- (5) The teaching profession's collective interests are best served by a registered defined benefit pension plan.
- (6) For a pension plan that is sponsored, governed and administered by teachers, the teaching profession has a responsibility to establish governance structures and processes that ensure due diligence and minimize risk to the plan and the pension plan members.

- (7) The teaching profession and employers share equal responsibility to ensure that contribution rates paid by the members of a teachers' pension plan and the employers are in accordance with the plan text and that the pension plan will be financially sustainable.
- (8) Changes to teachers' pension plan provisions should be equitable, fair to all pension plan members and designed to ensure that the pension plan will be financially sustainable.

(2011)

Advice, Assistance and Legal Protection

3.10

School Division Reorganization

3.10.1 Definition

School division reorganization refers to any changes to educational governance structure, to school division boundaries, and to the number or character of schools within a school division.

3.10.2 Beliefs

- (1) The effect of changes on teaching and learning conditions must be the primary consideration in any plan for school division reorganization.
- (2) Each community is unique and local voice is important in determining a community's needs and responding to them.
- (3) School division reorganization should only be carried out in situations where it will improve the teaching and learning conditions of students and teachers.
- (4) Stability within the educational system is critical in order for teachers to effectively carry out their professional responsibilities.
- (5) Teacher involvement is critically important in school division reorganization, particularly in decisions that affect their working conditions.
- (6) The Federation administrative staff will take an active role in supporting individual teachers and local associations through any transitions.
- (7) Therefore, teachers individually and collectively:
 - (a) Advocate that all decisions on school division reorganization consider the following factors:
 - (i) Improved learning conditions for students.
 - (ii) Improved working conditions and support services for teachers.
 - (iii) Enhanced parental involvement and community support at the local level.
 - (iv) More effective integration of services for all students.
 - (b) Participate in and share their professional expertise during consultations and school division reorganization processes.
 - (c) Advocate for the direct involvement of teachers at all stages of any reorganization process.
 - (d) Advocate for consultation with parents and other community members in any reorganization decisions.
 - (e) Examine the potential impact of school division reorganization on the structure and operation of the Federation.
 - (f) Examine the impact of any reorganization on staffing levels, school closures, and teaching and learning conditions, and advocate for positive change in these areas.

(2018)

3.11.1 Definition

A teacher's contract of employment is a legally binding document that, along with legislation, regulations and collective bargaining agreements, forms part of the employment relationship between the teacher and the employing school board.

Positions of added responsibility include designated school-based positions such as principals, vice-principals, assistant principals, program coordinators and supervisory personnel whose duties are necessary for the continuing requirements of the school division, as well as teachers seconded to the Ministry of Education and teachers whose duties are shared among a number of school divisions.

3.11.2 Beliefs

- (1) Teachers provide the best professional service when they experience employment conditions, practices and policies that are fair, equitable and transparent.
- (2) The relationship between teachers and their employing board of education is most positive and effective when teachers have direct involvement in decisions that impact their terms of employment and working conditions.
- (3) Teachers offer the best professional service when they have economic and professional stability in the form of a continuing contract of employment.
- (4) Amendments to original contracts of employment must only be made by mutual consent of the teacher and employer.
- (5) Amendments to original contracts of employment must respect fair employment practices.
- (6) Requiring teachers to sign post-dated letters of resignation is an unfair employment practice.
- (7) When a full-time contract becomes available, teachers on part-time contracts and substitute teachers should receive first consideration.
- (8) Teachers on part-time contracts provide the best possible service when they are fully informed about school activities, changes to policies and procedures, and any other items related to their professional duties.
- (9) Teachers on part-time contracts and substitute teachers are encouraged to be active in all Federation activities.
- (10) Positions of added responsibility should be advertised, with prospective candidates made aware of matters related to application procedures, duties and expectations, status and benefits, and working conditions.
- (11) Therefore, teachers individually and collectively:
 - (a) Recommend that all positions required for the ongoing operation of a school, school division or group of school divisions be permanent in nature.
 - (b) Advocate for greater formalization of contracts of employment and for contract forms and procedures to be included in the Provincial Collective Bargaining Agreement.
 - (c) Promote the direct involvement of teachers in all issues affecting their contracts of employment and work environment, including scheduling and assignments.

(2018)

3.12.1 Definition

Teacher redundancy occurs when a board of education determines that it has more teachers under contract than it deems necessary for the teaching requirements or educational program of the school division.

3.12.2 Beliefs

- (1) Excellence in teaching and learning requires long-term planning, stability and creative approaches to delivering education.
- (2) Teaching and learning excellence, as well as student equity, are the main guiding principles for determining educational priorities and program offerings.
- (3) In order to provide the best possible service, teachers require protection from adverse changes in the educational environment that may impact their economic, social and professional well-being.
- (4) As professionals working at the heart of the teaching and learning relationship, teachers are leaders in assessing the instructional needs of students as well as the educational needs of the community within which they work.
- (5) Redundancy and reductions in staffing levels should only be considered when all other strategies and options have been exhausted.
- (6) Teachers affected by redundancy have the right to due process, including the opportunity to determine policies and processes for determining redundancy, as well as the opportunity to make appeals and representations to their employer.
- (7) Teachers affected by redundancy have the right to fair compensation for redundancy as per the Provincial Collective Bargaining Agreement.
- (8) Therefore, teachers individually and collectively:
 - (a) Promote the direct involvement of the profession in long-term planning related to educational programming and the provision of service to students and the community.
 - (b) Advocate for rich, diverse educational programming at the school, school division and provincial levels of education.
 - (c) Advocate for teaching and learning as the primary impetus for making any changes related to educational programming and staffing.
 - (d) Advocate for due process, respect for the principles of natural justice and employment rights for teachers affected by redundancy.
 - (e) Offer support and advocacy for teacher colleagues who are affected by redundancy.
 - (f) Monitor, investigate and analyze all cases and trends related to redundancy.

(2018)

3.13.1 Definition

Teacher transfers are changes in teaching location within a school division and may be initiated by the employing board of education or by the teacher.

3.13.2 Beliefs

- (1) Teachers provide the best possible service when they have continuity and stability in the classroom and employment environment.
- (2) The primary impetus for teacher transfers is the enhancement of teaching and learning.
- (3) The teaching and learning needs of each school and community are different, and teacher voice is crucial in determining how to meet those needs.
- (4) As professionals, teachers have the right to be directly involved in the creation of clear, fair, and transparent policies and processes related to transfers.
- (5) Teachers affected by board-initiated transfers have the right to due process, including the opportunity to be informed in a timely manner, and to make appeals and representations to their employer regarding the transfer.
- (6) Teachers should have the opportunity to indicate interest in voluntary transfers to fill newly vacant positions.
- (7) Teacher transfers should consider the past career trajectory, and future career and professional growth of individual teachers.
- (8) Transfers should be undertaken by mutual agreement between the employer and the teacher.
- (9) Transfers may be used in order to accommodate a teacher's disability.
- (10) Teachers should be provided with necessary resources in order to be successful before, during and after they are transferred, including additional time, professional growth and financial support.
- (11) Transfers initiated for disciplinary purposes constitute an unfair labour practice.
- (12) Therefore, teachers individually and collectively:
 - (a) Advocate for clear, fair and respectful transfer policies and processes that are negotiated with teachers.
 - (b) Affirm the right to fair treatment and due process in all transfers.
 - (c) Advocate for and provide assistance to teacher colleagues who are part of a transfer.

(2018)

Governance

Council

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Council

4.1

Council Meetings

4.1.1 Definition

Responsibilities refers to the duties set out in *The Teachers' Federation Act, 2006* as well as the bylaws and policies of the Saskatchewan Teachers' Federation.

4.1.2 Beliefs

The purposes and procedures of Council meetings shall be consistent with *The Teachers' Federation Act, 2006*, Saskatchewan Teachers' Federation bylaws and policies, and the governance structure of the Federation, ideally ensuring that:

- (1) The Council meets its responsibilities to members and the public interest.
- (2) The responsibility of Council to provide leadership and make decisions on matters for which it has the authority is honoured.
- (3) The responsibility of the STF Executive to exercise due diligence in making its recommendations to Council is honoured.
- (4) Decision making processes are transparent and consistent with the responsibilities of Council and the STF Executive, respectively.
- (5) Decision making is informed by research and consultation as necessary.
- (6) The STF Executive is accountable for acting on its responsibilities in attending to, and reporting on, the resolutions passed by Council.

(2002; amended 2012)

4.2

Elections to STF Office

4.2.1 Beliefs

- (1) Confidence in the elections through an open and transparent democratic process is paramount.
- (2) Fairness in the election processes shall be ensured through accountability in the voting procedures and by fair representation in the Council makeup (the electorate).
- (3) The duties, relationships and powers of councillors and other elected officials must be clearly articulated and understood.
- (4) Fair and equitable opportunities for communication between candidates and councillors contribute to informed decision making and better governance.

4.2.2 Communications

- (1) Prior to the Annual Meeting of Council, the Chief Election Official shall ensure that the procedures for elections as well as procedures for nominations and candidate statements are made available to all councillors.
- (2) Opportunities will be created to ensure that councillors have an understanding of the electoral process and the roles and responsibilities of councillors and candidates.

4.2.3 Ballots

- (1) The order of candidates for elected positions shall be alphabetical by last name.
- (2) There shall be separate ballots for President, Vice-President and STF Executive.

4.2.4 Voting

- (1) In the election of the President or Vice-President, the candidate receiving the most votes shall be declared elected.
- (2) In the election of the STF Executive, the required number of positions will be filled by the candidate(s) with the most votes.
- (3) In marking a ballot, a councillor must vote for as many candidates as there are positions to be filled.

4.2.5 Polling Stations

- (1) Polling stations shall be available at Council at times declared by the Chief Election Official.

4.2.6 Results

- (1) In the case of an equality of votes between two or more candidates that leaves the election undecided, another vote is to be held in order to decide the matter using a ballot listing only the names of those candidates who had an equal number of votes cast for each of them. If another equality of votes occurs in the aforementioned vote, the Chief Election Official shall determine the matter by placing in a box a number of papers equal to the number of candidates who had an equal number of votes, each paper having written upon it the name of one of the candidates and having been folded so that the names are not visible, and shall, in the presence of the Council, draw from the box a number of papers equal to the number of candidates required to determine the election and the person or persons whose names are so drawn shall be declared elected.
- (2) An observed recount whereby a candidate or designate will be present for a recount of the votes will be available to candidates under the following conditions:
 - (a) Automatic Recount:
 - (i) Fewer vote difference between the candidate(s) to be elected and not elected than there are spoiled ballots.
 - (ii) Fewer than a five-vote difference between the candidates to be elected and not elected.
 - (b) Recount Requested by Candidate: Recount may be requested when the vote difference between the candidate(s) elected and not elected is five or more but less than 11. The request must take place within a reasonable time as decided by the Chief Election Official.

4.2.7 Reporting

- (1) The Chief Election Official shall announce and post the complete results of each election to Council including the number of votes received by each candidate. This report will be part of a formal record of the Annual Meeting of Council.
- (2) The Chief Election Official will ensure that a formal report of the results of the elections held at the Annual Meeting of Council be published in the *Saskatchewan Bulletin* following the Annual Meeting of Council.

(1997; amended 2007, 2013, 2016)

4.3.1 Preamble

The responsibilities of the Council of the Saskatchewan Teachers' Federation are established in *The Teachers' Federation Act, 2006*. The roles and responsibilities of Council, councillors and the Resolutions Committee, respectively, are further defined in Federation bylaws. A submitted resolution must adhere to the criteria upon which resolution submission to Council is based, and be dealt with by Council in accordance with its responsibilities as set out in the legislation and bylaws. Resolutions passed by Council are dealt with by the STF Executive in accordance with its responsibilities as set out in the legislation and bylaws.

4.3.2 Definition

A resolution is a formal, public statement used to initiate the decision-making processes of the Council of the Federation. A resolution expresses an idea, view or belief held by the mover(s) that is submitted through the Resolutions Committee to Council. Resolution processes provide all members of the Federation with an opportunity to become involved and engaged in the governance processes of the Federation.

4.3.3 Beliefs

- (1) A resolution is dealt with in a manner that reflects a commitment of the Federation to democratic principles and processes.
- (2) The resolution process provides an opportunity for all members to carry out their roles and interdependent responsibilities within the governance structure of the Federation.
- (3) A resolution passed by Council expresses the collective decision of Council.
- (4) The STF Executive responds to all resolutions passed by Council.
- (5) The course of action taken and the rationale used by the STF Executive in attending to a resolution passed by Council is communicated in a timely and transparent manner.
- (6) The course of action taken and the rationale used by the STF Executive in attending to a resolution passed by Council informs members about the ongoing work of the provincial organization on behalf of teachers.

(1997; amended 2011)

Financial Matters

4.4

General Financial Matters

- 4.4.1 Allocations for special funds and projects shall be made from the general funds of the Saskatchewan Teachers' Federation rather than through voluntary contributions.
- 4.4.2 The fiscal year of the Federation is to coincide with the term of the STF Executive; namely, July 1 to June 30.
- 4.4.3 The annual Federation membership fee shall be at a flat rate.
- 4.4.4 The President of the Federation shall receive an annual salary equivalent to 160 percent of the Class VI maximum on the provincial salary grid, and the Vice-President shall receive an annual allowance equivalent to 12 percent of the Class VI maximum.
- 4.4.5 The STF Executive shall prepare a budget which shall be made available to councillors and published for review by teachers prior to Council.
- 4.4.6 The Federation shall provide actual and reasonable dependant care expenses for events organized or authorized by the Federation when members:
 - (1) Attend because of their elected, appointed or delegated position.
 - (2) Without utilizing dependant care services would be unable to attend such event.

(1997)

4.5

Contingency Fund

- 4.5.1 A Contingency Fund shall be maintained at a reasonable level.
 - (1) Monies intended for contingency are to be kept in a separate Fund.
 - (2) Council shall determine the levying of additional monies for the Fund.
 - (3) All investment income from the Fund shall remain as part of the Fund.
 - (4) The STF Executive shall review the adequacy of the Fund regularly in relationship to possible uses of monies from the Fund.
- 4.5.2 Use of the Contingency Fund shall be authorized by the STF Executive.
 - (1) The Contingency Fund shall be used:
 - (a) To provide legal and financial support for members who are involved in disputes related to:
 - (i) Collective bargaining.
 - (ii) Contracts of employment.
 - (b) To provide the financial means for the Saskatchewan Teachers' Federation to respond to an education crisis.
 - (c) To provide the financial means for an ongoing public relations program in support of public education and the teaching profession in an amount to be approved annually by Council.
 - (d) To provide the financial support for emergent circumstances that result during the course of an already established budget year.
 - (e) That one percent per annum be allocated to the reimbursement of those superannuated teachers who, due to sanctioned withdrawal of services during their teaching career, have lost their July and August retirement pay in the year of their retirement.
 - (2) The STF Executive shall establish and regularly review guidelines for the provision of compensation in teacher bargaining disputes.

(1997; amended 2001, 2002)

4.6

Ethical Investment Policy

4.6.1 Definition

For the purpose of this policy, ethical investment shall mean an active strategy to promote investment decisions based on screening securities according to the issuing company's absolute and relative commitment to socially responsible activities.

4.6.2 Purpose

This policy is intended to govern the investment of funds held in trust by the Saskatchewan Teachers' Federation on behalf of teachers and others.

4.6.3 Beliefs

- (1) Teachers believe that part of their role as professionals is to model socially responsible behaviour. One way in which they can do this is to apply ethical screens to the investment of the funds held in trust for them.
- (2) It is the primary goal of investments to provide maximum return within acceptable risk and ethical parameters.
- (3) Investment of funds held in trust on behalf of others requires the trustees of such funds to exercise prudence in meeting their fiduciary responsibility to those whose interest is being served with respect to the purpose of the trust.
- (4) Any ethical screens applied to investment of those funds must not violate the principles described above but must also adhere to Policies 1.16, 1.17, 1.18 and 1.19 on public policy and social concerns.

4.6.4 Policy

Given the socially sensitive nature of certain investments and the commitment of teachers to ethical investment principles, the Federation shall engage in ongoing dialogue with its investment managers to ensure that investment of teacher funds reflects the beliefs contained herein.

(1994; amended 2004)

4.7

Benevolent Loans and Gifts

4.7.1 The Saskatchewan Teachers' Federation will make available benevolent loans or gifts to assist its members and their families in times of dire need.

- (1) Requests for a benevolent loan or gift should be submitted to the Executive Director and be accompanied by any report provided by the Federation staff on the situation of the member or the member's family.
- (2) Benevolent loans or gifts of \$1,000 or less may be approved by the President and the Executive Director.
- (3) Benevolent loans or gifts of more than \$1,000 must be approved by the STF Executive, taking into consideration the recommendations of the President and the Executive Director in the case.
- (4) The STF Executive will receive and review an annual report on the Federation's benevolent loans and gifts.

4.7.2 In the event that a member's contract is terminated during the school year, the Federation will make available to the member an interest-free loan equivalent to the salary that the member would have received between the date that the member last received salary and the date that the board of reference decided to terminate the contract.

(2003; amended 2012)

Related Matters

4.8

Staffing

- 4.8.1 All appointments to the permanent Senior Administrative Staff of the Saskatchewan Teachers' Federation will be advertised and will be open to competition.
- 4.8.2 When appointments are to be made to the Federation's Senior Administrative Staff, the Selection Committee shall be representative of the diversity of teachers within the Federation.
- 4.8.3 Before the STF Executive engages in any expansion of the Federation staff at the Senior Administrative Staff level or higher, the explicit approval of Council shall be obtained.
- 4.8.4 The Federation is committed to being an affirmative action employer.

(1997; amended 2009)

4.9

Access to Information

4.9.1 Beliefs

- (1) The Federation believes in the value of openness and the easy flow of information between the Federation and its members.
- (2) The Federation is committed to protecting an individual's privacy and the confidentiality of personal information.
- (3) The Federation will comply with all applicable laws and statutes with respect to privacy and access to information.
- (4) Pursuant to the responsibilities set out in *The Teachers' Federation Act, 2006*, certain officials and groups of appointed or elected members of the Federation may have access to information that may not be generally available or reported to members.
- (5) Members of the Federation have the right to request access to information that may not be generally available or reported to members, and appeal if a request is denied.

(2014)

4.10

Local Associations

4.10.1 Context and Function

- (1) In the bi-level organization of the Saskatchewan Teachers' Federation, local associations and the provincial organization are interlinked and interdependent.
- (2) Inherent in the Federation is the belief that teachers are a collective that takes responsibility for the welfare of all its members. The collective acts through both levels of the organization for the common good.
- (3) Local associations provide teachers with a collective voice and collective action at the local level of the Federation.
- (4) Local associations collectively develop and establish constitutions, bylaws and policies on the basis of locally shared values, principles and goals. These foundational statements are in harmony with the legislation, bylaws and policies developed and established collectively by and for the Federation as a whole.
- (5) Within the boundaries set by Federation legislation, bylaws and policies, local associations operate to meet the unique needs of their members and their communities.
- (6) Every teacher has a professional obligation to understand and be involved with the Federation at the local as well as the provincial level.

4.10.2 Enhancing Local Associations

- (1) Enhancing local associations strengthens the Federation as a whole. Strength in a bi-level organization may be viewed in terms of the following: membership involvement, effective internal and external relationships, a flow of multi-directional communications, purposeful shared leadership, and valuing of the Federation by members and the public.
- (2) A strong local has an organizational culture in which teachers take responsibility for caring for each other. This culture is characterized by membership involvement, effective communications and effective leaders.
- (3) Measures that enhance local associations include the following:

(a) **Development of Local Association Communications**

Communications is a core function of local associations that should be provided for in the constitution and planning of every local. It includes communications within the local and the Federation as well as local-level communications with the educational community and the public. At the local as well as the provincial level, communications promotes the beliefs and values of the Federation, which include equity and social justice.

- (i) Internal communications accomplish the following:
 - (A) Facilitate dialogue between the Federation and its members at both the provincial and local levels.
 - (B) Develop a multi-directional flow of information, ideas and feedback between members and their locals, among locals, and between locals and the provincial organization.
 - (C) Establish organizational transparency, understanding and ownership within the Federation.
 - (D) Foster teacher identity and interconnectedness.
 - (E) Support collective planning, goal setting, decision making and policy development.
 - (F) Create shared responsibility for informing the public and influencing educational decisions.
- (ii) External communications accomplish the following:
 - (A) Promote dialogue with teachers on educational issues.
 - (B) Increase local understanding and support of teachers and schools.
 - (C) Provide social and political advocacy on behalf of teachers, children and public education.
 - (D) Influence local policy-makers and decision-makers on issues affecting education.
 - (E) Support provincial communications initiatives.

(b) **Development of Local Association Leaders**

Local association leaders are local association members who make decisions, speak or carry out defined roles and/or activities within the local or on behalf of the local. They include, but are not limited to, members of the local association Executive, committee chairs and Federation school staff liaisons or staff representatives.

- (i) Leadership within locals should be broad-based in order to reflect the value that teachers place on shared leadership.
- (ii) There needs to be role clarity within the formal leadership of local associations and between these local leaders and the formal leadership of the provincial organization.
- (iii) There should be efficiency, effectiveness and accountability in the leadership of local associations.

(c) **Supports for Local Association Leadership**

- (i) Local associations are responsible for providing their leaders with the time and supports needed to carry out their roles and responsibilities.
- (ii) Local associations acquire supports for their leadership in a way that recognizes the obligation of each local to represent its members and maintain a clear, distinctive voice on their behalf.

(iii) **Release Time**

Release time is time in which a teacher is released from teaching duties to fulfil a particular role or accomplish a defined task for the local association. The released teacher continues to receive salary and benefits during the release period through agreement with the employing board of education, and the board may be reimbursed for the costs of the release by the local association.

- (A) Release time for local association leaders is imperative for locals to carry out the functions of the local association effectively.
 - (I) Release time increases the satisfaction, effectiveness and status of leaders carrying out local association work.
 - (II) Release time allows local leaders to make the Federation more visible and accessible to members and more influential with educational partners and the public.
- (B) Release time for local association leaders strengthens both locals and the provincial organization of the Federation and maintains balance within the bi-level organization.
- (C) Each local association determines the amount and the allocation of release time for local leaders in accordance with local needs, priorities and decision-making processes.
- (D) The use of release time by local associations reflects the value that teachers place on shared leadership and takes into consideration the entire range of leadership needs within the local.
- (E) Locals provide guidelines and accountability processes with respect to local leaders' use of release time.

(d) **Provincial Programs and Resources**

- (i) The provincial organization maintains a local association leadership development program that provides information, resources, grants, networking opportunities and professional development for local association leaders.
- (ii) The role of the provincial organization in providing release time for local association leaders is to:
 - (A) Support local implementation and negotiation committees in negotiating release time with boards of education.
 - (B) Mitigate, through grants, substantial inequities and hardships caused by the disparate abilities of local associations to fund release time.

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