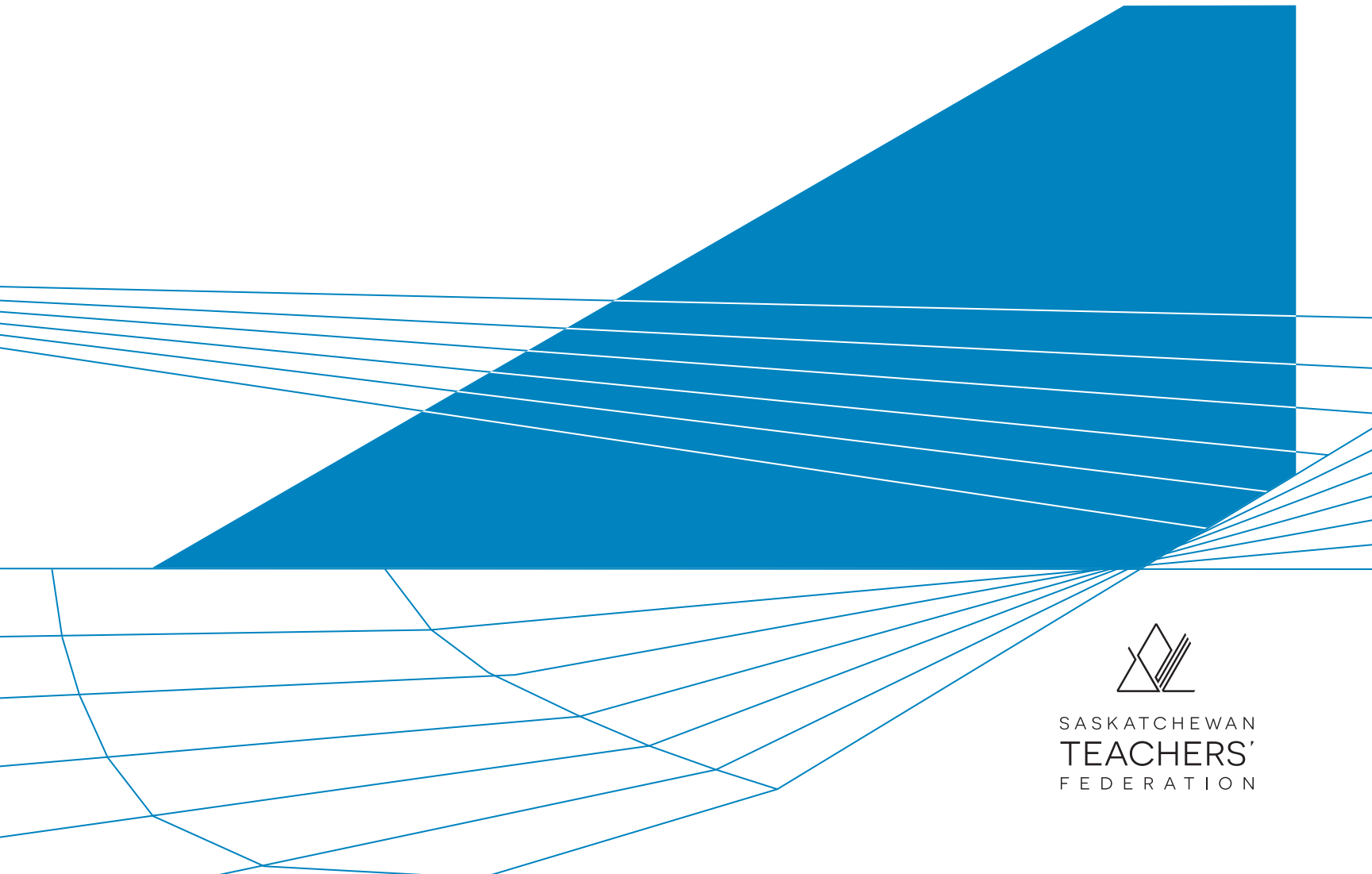
JULY 2026 – JUNE 2027

GOVERNANCE HANDBOOK

CONSTITUTION • POLICIES



SASKATCHEWAN
TEACHERS'
FEDERATION

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 2026 Annual Meeting of Council, the following STF bylaws were amended: Bylaw 5 (Committees) Section 5.1.4, Bylaw 7 (Collective Interests) Section 7.5.7 and Bylaw 8 (Fees) Section 8.1.1.

The following policies were amended for clarity: STF Policy 3.1 (Collective Bargaining) Section 3.1.1, STF Policy 3.3 (Noon or Mealtime Supervision) Section 3.3.1 and STF Policy 3.4 (Instructional Time and Preparation Time) Section 3.4.2(6).

The new STF Policy 8.8 (Recruitment and Retention) was adopted.

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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

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

Principles that Guide Federation Policy Development

1. Federation policy may serve a number of purposes:
   (a) To express the collective voice of Saskatchewan teachers about issues and principles that are important to the teaching profession.
   (b) To identify goals that teachers, individually and collectively, and their professional organization should work to achieve.
   (c) To guide members' professional practice.
   (d) To guide the professional organization's planning, programs and services.
   (e) To guide individual members, local associations and the provincial organization when working with partner organizations, parents and others in the educational community.
2. Federation policy is relevant to the profession.
3. Federation policy is aspirational while acknowledging legal and contextual limitations.
4. Federation policy strives to be enduring and representative of the organization and the values of teachers.
5. Federation policy is informed by and reflects sound research and educational practice as identified by the profession.
6. Federation policy reflects the ways in which the teaching profession interacts and connects with the wider educational community.
7. Policy statements influence, inform and guide the interactions and decision making of the membership and those who work for and serve the Federation.
8. Federation policy invites reflection, participation and political action at an individual, community and provincial level.
9. Federation policy is developed through a process that is:
   (a) Collaborative – it represents the involvement and input of STF members and, as needed, other stakeholders.
   (b) Generative – it is developed over time and is reflective of the diversity of teacher voices and experiences.
   (c) Comprehensive – it utilizes expertise in analyzing, reviewing and facilitating dialogue.
   (d) Respectful – it is democratic and considers multiple perspectives.

Application and Approval

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

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

Principles that Guide STF Executive and/or Board Policy Development

1. STF Executive and board policy may serve the following purposes:
    (a) To express the Executive or board's collective voice about issues and principles that are within its sphere of governance roles and responsibilities.
    (b) To guide, in the context of their governance roles and responsibilities, the decisions of the Executive and board members.
    (c) To guide, in the context of their governance roles and responsibilities, the professional conduct of Executive and board members.
    (d) To guide the actions of Federation staff, committee members and others to whom the Executive has delegated responsibilities.
    (e) To articulate the principles upon which operational policy is based and administrative decisions are made.
2. Executive and board policy are relevant and useful to the governance process.
3. Executive and board policy are aspirational while acknowledging legal and contextual limitations.
4. Executive and board policy consider the best interests of teachers and the teaching profession.
5. Executive and board policy strive to be enduring while also adapting to the changing context of the organization.
6. Executive and board policy are informed by and reflect sound research and good governance practices.
7. Executive and board policy consider competing objectives and how best to balance them.
8. Executive and board policy are informed by and consistent with the beliefs and principles articulated in Federation policy.
9. STF Executive and board policy are developed through a process that is:
    (a) Collaborative – it represents the input of those impacted by the policy.
    (b) Comprehensive – it utilizes expertise in analyzing, reviewing and facilitating dialogue.
    (c) Respectful – it is democratic and considers multiple perspectives.

Application and Approval

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.

STF Operational Policy

Definition

Operational policy refers to 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, implementation and delivery of programs and services.

Principles that Guide STF Operational Policy Development

1. Operational policy may serve the following purposes:
   (a) To guide the implementation and, where necessary, continuing administration of Federation and Executive policies as required.
   (b) To guide, in the context of their roles and responsibilities, the decisions and professional conduct of Federation staff.
   (c) To guide the internal management of the organization (e.g., personnel matters, accounting procedures, relationships with vendors and contractors, etc.).
   (d) To guide the interactions and decision making of Federation staff.
   (e) To articulate the principles upon which administrative processes are based.
   (f) To guide the development of communications.
2. Operational policy is relevant and useful to staff in the day-to-day work of the organization.
3. Operational policy articulates the legal and contextual limitations for operational decisions.
4. Operational policy strives to be enduring while also adapting to the changing context of the organization.
5. Operational policy is informed by and reflects sound research and good practices in the operational area of focus.
6. Operational policies are informed by and consistent with the beliefs and principles articulated in Federation, Executive and board policy.
7. Operational policy is developed through a process that is:
   (a) Collaborative – it represents the input of those impacted by the policy.
   (b) Comprehensive – it utilizes expertise in analyzing, reviewing and facilitating dialogue.
   (c) Respectful – it is democratic and considers multiple perspectives.

Application and Approval

Operational 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 as well as its internal management responsibilities.

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

The Teachers' Federation Act, 2006	**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**
• *The Education Act, 1995* • *The Education Regulations, 2019* • *The Trustee Act, 2009* • *The Saskatchewan Employment Act* • *The Occupational Health and Safety Regulations, 2020* • *Income Tax Act* • *The Income Tax Act, 2000* • *The Teachers Superannuation and Disability Benefits Act* • *The Pension Benefits Act, 1992* • *The Pension Benefits Regulations, 1993* • *The Insurance Act (Saskatchewan)* • *The Insurance Regulations (Saskatchewan)* • *The Family Property Act* • *The Enforcement of Maintenance Orders Act, 1997* • *The Age of Majority Act* • *The Powers of Attorney Act, 2002* • *The Public Guardian and Trustee Act* • *The Non-profit Corporations Act, 2022* • *Personal Information Protection and Electronic Documents Act*	• *Provincial Collective Bargaining Agreement* • *Text of the Teachers' Long-Term Disability Plan* • *STF Members Health Plan Text* • *The Plan Text of the Saskatchewan Teachers' Retirement Plan* • *Saskatchewan Teachers' Retirement Plan Regulations* • *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 and values 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 guides processes for decision making and the implementation of decisions.		The formal policy statements that the Executive Director (or designate) has adopted or amended that **express an understanding of legislation, bylaws, regulation, beliefs and principles**, and guide processes for the development implementation 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.

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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; 2015, c.R-15.1; 2021, c.6; and 2024, c.4.

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 King'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;

(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; 2024, c4, s.32.

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.

(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.

2006, c.T-7.1, s.15; 2015, c.R-15.1, s.61.

Filing of bylaws

16(1) The federation must file with the Registrar 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, 2021* 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 Registrar of Corporations and at the same time advise him or her that the copies are forwarded pursuant to this subsection.

(6) If the Registrar of Corporations receives copies of the Votes and Proceedings pursuant to subsection (5), the Registrar 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; 2021, c6, s.23-26.

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.

(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.

(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.

(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 employed as a teacher as per Section 200 of *The Education Act, 1995* is a regular member of the Saskatchewan Teachers' Federation as per Section 17(1) of *The Teachers' Federation Act, 2006*. This includes:

(1) Teachers in associate schools.

(2) Teachers in alliance, joint board or partnership schools.

1.1.2 Regular members also include substitute teachers (on days when employed).

1.1.3 All members have an obligation to uphold the democratic decisions of the Federation including complying with bylaws, local association constitutions and collective agreements.

1.1.4 Regular members in good standing have the right to:

(1) Share in governing the Federation and local associations in accordance with legislation and bylaws.

(2) Fully participate in the democratic and professional processes of the Federation.

1.1.5 Regular members will be considered in good standing of the Federation unless the member:

(1) Is in arrears, or defaults on appropriate fees or other payments, to the Federation;

(2) Has been the subject of a finding of guilt in the past 2 years by any professional disciplinary committee of the Federation, the Saskatchewan Professional Teachers Regulatory Board or other jurisdiction;

(3) Has an unresolved legal action against the Federation; or

(4) Has had their teaching certificate suspended within the past 5 years.

1.2 ASSOCIATE MEMBERS

1.2.1 Every person to whom Section 17(2) of *The Teachers' Federation Act, 2006* applies is eligible to be an associate member. This includes:

(1) Members of the Saskatchewan League of Educational Administrators, Directors and Superintendents (LEADS).

(2) Teachers who are members of faculty of teacher education programs in Saskatchewan.

1.3 ADDITIONAL MEMBERS

1.3.1 Subject to the approval of the STF Executive and any terms and conditions that the STF Executive may consider necessary, every person to whom Section 17(3)(c) of *The Teachers' Federation Act, 2006* applies is eligible for additional member status, provided that they are:

(1) Teachers employed in historical high schools.

(2) Teachers employed in alternate independent schools.

(3) Any other teacher as determined by the Executive.

1.4 EDUCATION STUDENTS

1.4.1 Students registered in a teacher education program in Saskatchewan shall be deemed to be members of the Federation as per Section 17(3) of *The Teachers' Federation Act, 2006*.

1.5 TEACHERS EMPLOYED IN FIRST NATIONS SCHOOLS

1.5.1 The Federation may enter into an agreement with the education authority of any First Nation in Saskatchewan as per Section 17(3)(b) of *The Teachers' Federation Act, 2006* to provide membership in the Federation of teachers employed by the First Nation.

1.6 HONORARY MEMBERS

1.6.1 Recipients of an Arbos award are deemed honorary members.

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

(2006; amended 2008, 2009, 2022, 2024)

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, including substitute teachers, 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 replacement 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 replacement 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 STF Executive shall determine the remuneration for councillors attending meetings of the Council by aligning it with an established rate for member reimbursement.

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, amended 2022, 2024, 2025)

BYLAW 3
EXECUTIVE

3.1 COMPOSITION

3.1.1 The STF Executive shall be composed of the President, the Vice-President and eight additional Executive members-at-large.

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 Executive members, including: the President, Vice-President and Executive members-at-large is two years and all Executive members are eligible for re-election. In circumstances where the Annual Meeting of Council and the election of Executive members cannot be held prior to the expiration of the term of office for Executive members, the members of the Executive, whose terms are set to expire, will have their terms of office extended until the conclusion of the meeting of Council at which the regular election takes place in accordance with STF Bylaw 3 (Executive), Section 3.5 (Election).

3.4.2 Should a vacancy occur in the membership of the STF Executive during the first year of a two-year term, an election shall be held to fill the unexpired portion of that term as part of the regular election process of the next Annual Meeting of Council, subject to the following:

(1) For members-at-large, following the election of the Executive members-at-large 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.

(2) Should the President vacate the office of President through resignation or removal from office at any point in the term, the Vice-President shall assume the President's duties until the next election.

(3) Should the President be unable to perform the duties of his or her office temporarily at any point in the term, the Vice-President shall assume the President's duties until the President is able to resume his or her duties.

(4) Should the Vice-President be unable to perform the duties of his or her office at any point in the term, for any reason, the Executive may temporarily assign those duties to any member of the Executive.

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 Executive members-at-large, 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 An Executive member-at-large 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-at-large be unsuccessful in that election may continue as a member-at-large 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-at-large, an election shall be held to fill the unexpired portion of that term at the same Annual Meeting of Council.

3.5.7 A Vice-President may, prior to the expiration of the term of that position, be a candidate for the position of President, and should the Vice-President be unsuccessful in that election, may continue as Vice-President for the unexpired portion of that term.

(1) If a Vice-President is elected to the position of President prior to the expiration of the term as Vice-President, the duties of Vice-President will be assigned in accordance with Section 3.4.2(4).

3.5.8 The Executive Director shall retain the ballots used at an election until the date of the next election when they shall be destroyed.

3.5.9 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.

3.8 REMOVAL FROM OFFICE

3.8.1 An Executive member, including President or Vice-President, may be removed from office in the event that:

(1) The Executive member acts in a manner that is inconsistent with the roles and responsibilities as described in Section 3.2, and/or

(2) The Executive member lacks capacity, is incompetent or otherwise incapable of making decisions necessary to perform his or her duties, and/or

(3) The Executive member is convicted of an offence pursuant to the Criminal Code.

3.8.2 Removal from office shall be considered in accordance with the following provisions:

(1) A motion to recommend removal of the Executive member has been approved by two-thirds of the Executive as a whole, excluding the member being considered for removal.

(2) The motion to remove the Executive member must be presented to Council and approved by not less than two-thirds of councillors present and voting.

(3) The notice of meeting of Council shall be provided at least two weeks in advance and shall state that such a meeting shall consider the removal of the person or persons for whom removal is being sought.

(4) The Executive member being considered for removal shall have the right to address Council prior to the vote.

(2006; amended 2008, 2010, 2011, 2015, 2018, 2020, 2025)

BYLAW 4

LOCAL ASSOCIATIONS

4.1 PURPOSES

4.1.1 The purpose of local associations is 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) Advance the interests of local members through engagement with the employer(s).

(5) Ensure effective communications within their membership and with the Federation.

(6) Ensure effective representation of their membership in Federation affairs.

4.2 ESTABLISHMENT

4.2.1 The following local associations are hereby established as unincorporated organizations that are responsible to the Federation and its members and are entitled to representation in the Council in accordance with STF Bylaw 2 (Council) Section 2.3:

(1) l'Association locale des enseignantes et des enseignants fransaskois
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) Distance Education Local Teachers' Association
Saskatchewan Distance Learning Corporation

(5) Creighton
Creighton School Division No. 111

(6) Good Spirit
Good Spirit School Division No. 204

(7) Holy Family
Holy Family Roman Catholic Separate School Division No. 140

(8) Holy Trinity
Holy Trinity Roman Catholic Separate School Division No. 22

(9) Horizon
Horizon School Division No. 205

(10) Ile a la Crosse
Ile-a-la-Crosse School Division No. 112

(11) Lloydminster
Lloydminster Roman Catholic Separate School Division No. 89
Lloydminster Public School Division No. 99

(12) North East

North East School Division No. 200

(13) North West

Northwest School Division No. 203

(14) Northern Area

Northern Lights School Division No. 113

(15) Prairie South

Prairie South School Division No. 210

(16) Prairie Spirit

Prairie Spirit School Division No. 206
Rosthern Junior College
Ellen Gunn School (Ranch Ehrlo)

(17) Prairie Valley

Prairie Valley School Division No. 208
Athol Murray College of Notre Dame
Schaller School (Ranch Ehrlo)

(18) Prince Albert and Area

Saskatchewan Rivers School Division No. 119
Prince Albert Roman Catholic Separate School Division No. 6

(19) Regina Catholic

Regina Roman Catholic Separate School Division No. 81

(20) Regina Public

Regina School Division No. 4
Cornwall Alternative School
Luther College

(21) Saskatoon

Saskatoon School Division No. 13
St. Paul's Roman Catholic Separate School Division No. 20

(22) South East Cornerstone

South East Cornerstone School Division No. 209

(23) Sun West

Sun West School Division No. 207
Lutheran Collegiate Bible Institute

(24) Superannuated Teachers of Saskatchewan

(25) 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

(26) University of Regina

Education Students' Society

(27) University of Saskatchewan

Education Students' Society

4.3 MEMBERSHIP OF LOCAL ASSOCIATIONS

4.3.1 Every teacher who is a regular member of the Federation as per STF Bylaw 1.1 (Regular Members) shall be a member of the local association representing members in the jurisdiction in which that teacher is under contract.

4.3.2 Every teacher who is an additional member of the Federation as per STF Bylaw 1.3 (Additional Members) may be deemed a member of the local association representing members in the jurisdiction in which that teacher teaches as outlined within the local constitution.

4.3.3 Every substitute teacher shall be a member of the local association(s) in the jurisdiction(s) in which the substitute teacher teaches.

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 elect or appoint as per the local association constitution 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.

4.4.6 Every local association shall establish financial policies that ensure financial practices are transparent and accountable based on generally accepted accounting principles.

4.4.7 Local associations shall seek guidance from the Federation on matters concerning the negotiation and implementation of their local collective bargaining agreement.

4.4.8 Local associations shall ensure that the following are satisfactorily prepared, maintained and made available to the Federation upon request:

(1) Financial records of the local association.

(2) Records of minutes of local association meetings.

(3) Contingency plans for vacancies in executive roles.

4.4.9 Every local association shall have a policy addressing local association executive members' conduct in alignment with the STF Executive Code of Conduct.

4.5 LIMITATIONS

4.5.1 No local association shall act in a manner contrary to the collective interests of the teaching profession in Saskatchewan.

4.5.2 No local association shall communicate publicly its opposition to Federation or other local association strategic initiatives.

4.5.3 No local association shall make any representation to the federal or provincial government or any member of the parliament or legislature, or branch or agency thereof, without the explicit approval of the STF Executive.

4.6 INDEMNITIES

4.6.1 A local association shall indemnify and save harmless the Federation from and against any and all claims, damages, losses, costs, expenses and liabilities (including taxes, interest, penalties, legal fees and disbursements) which the Federation may at any time incur, sustain or suffer as a result of or arising from the failure of a local association, one or more local association executive members or local association committee to act in accordance with the local association constitution, with any of the Federation's bylaws or policies, or where the local association fails to cooperate with the Federation. The Federation shall not be expected to offer any support, financial or otherwise, to the local association for the purposes of addressing any issues arising from such a failure.

4.7 LOCAL ASSOCIATION FINANCIAL MATTERS

4.7.1 The local association executive shall annually prepare a budget for the ensuing fiscal year and cause the budget and the required fees to be presented as a single resolution to an Annual General Meeting open to all members of the local association.

(1) The local association shall determine membership fees based on considerations such as contract time, term of contract and agreements with its members who are additional members of the Federation under STF Bylaw 1.3 (Additional Members).

(2) 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.

4.8 CONSTITUTION

4.8.1 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.

4.8.2 Every local constitution shall come into effect on approval by the STF Executive and no amendments shall be effective until approved by the STF Executive.

4.8.3 The Superannuated Teachers of Saskatchewan, the University of Regina Education Students' Society, and the University of Saskatchewan Education Students' Society have their own constitution format and are exempt from Section 4.8.4.

4.8.4 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 local association executive officers.

(4) The replacement and removal of local association executive officers.

(5) The election or appointment of replacement councillors.

(6) The duties of the President and local association executive members, including expectations regarding:

(a) Conduct.

(b) Conflict of interest.

(c) Administration of the local association.

(d) Accountability and reporting.

(7) A process for teachers who are additional members of the Federation as per STF Bylaw 1.3 (Additional Members) to become members of the local association.

(8) The function and structure of the local association executive committee, any other governing bodies and local association committees.

(9) The calling and holding of meetings of all members, the local association executive and other governing bodies established in the constitution.

(10) The conduct of local collective bargaining and the ratification of local collective agreements.

(11) Annual audit or review of the financial statement to confirm adherence to the standards provided by Chartered Professional Accountants Canada, which shall then be approved at a meeting open to all members.

(12) The levying of local association fees.

(13) Amendments to the constitution.

(14) The dissolution of the local association.

(15) 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.

4.9 STF EXECUTIVE ADMINISTRATION OF LOCAL ASSOCIATIONS

4.9.1 The STF Executive may assume responsibility for the administration of a local association through motion of the STF Executive:

(1) At the written request of the president of the local association to the Executive Director;

(2) At the written request of the local association's executive to the Executive Director by motion of the local association executive; or

(3) A serious or egregious violation of provincial or federal legislation, the Federation's bylaws or the Criminal Code by one or more local association executive officer(s).

4.9.2 The STF Executive may initiate the removal from office of local association executive members through the process outlined in the local constitution.

4.9.3 The Federation shall assume responsibility for the administration of the local association until such time as the STF Executive deems there is a resolution to the matter requiring the initial assumption of local responsibility by the Federation.

4.9.4 The STF Executive shall report to Council regarding the assumption of local responsibility.

(2006; amended 2017, 2008, 2010, 2011, 2015, 2023, 2024, 2025)

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.

5.1.4 The STF Executive shall consider diversity of membership when appointing committee members.

(2006; amended 2012, 2026)

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.

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 COMPLAINTS PANEL

6.4.1 The Complaints Panel shall consist of regular members of the Federation.

(1) The Complaints Panel will consist of a maximum of 15 members with the goal of ensuring diversity and availability of suitably trained members for the committees mentioned in subsection (2) below.

(2) Members of the Complaints Panel will be selected to serve on the Professional Complaints Committee, the Ethics and Practice Committee, and 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 Complaints Panel, an applicant must:

(a) Be a member in good standing of the Federation.

(b) Not be a member of the STF Executive, 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, the Saskatchewan Professional Teachers Regulatory Board or the equivalent regulatory board of another jurisdiction.

(d) Complete an applicant declaration of eligibility in a form as may be approved by the STF Executive.

(4) The term of appointment to the Complaints Panel shall be for three years and members are eligible for reappointment to a maximum of two terms.

(5) Appointments to the Complaints 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) If there is a vacancy on the Complaints Panel, the STF Executive may appoint a person to fill the vacancy until the next meeting of Council.

6.5 PROFESSIONAL COMPLAINTS COMMITTEE

6.5.1 A Professional Complaints Committee shall consist of at least three regular members of the Federation, in addition to any person appointed pursuant to Section 23 of *The Teachers' Federation Act, 2006*, in reference to the Ethics and Practice Committee.

6.5.2 The selection of a Professional Complaints Committee will be triggered by a formal written complaint alleging that a Federation member has engaged in professional conduct or practice in breach of the Federation's Code of Ethics and/or Standards of Practice.

6.5.3 The Professional Complaints Committee shall recommend action(s) and report to the STF Executive.

6.6 ETHICS AND PRACTICE COMMITTEE

6.6.1 An Ethics and Practice Committee shall consist of at least five regular members of the Federation, in addition to any person appointed pursuant to Section 23 of *The Teachers' Federation Act, 2006*.

(1) Members of the Complaints Panel who served on the Professional Complaints Committee that reviewed a complaint will not be eligible to serve on the Ethics and Practice Committee that will adjudicate the same complaint.

6.6.2 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.

6.7 PROCEEDINGS

6.7.1 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.

6.7.2 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.

6.7.3 The Professional Complaints Committee and 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.

6.7.4 Three members of the Professional Complaints Committee shall constitute quorum for a recommendation to the Executive and five members of the Ethics and Practice Committee shall constitute a quorum for the purpose of conducting a hearing. In cases where a quorum cannot be met for either committee, additional members of the Complaints Panel may be selected to serve.

6.7.5 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.

6.7.6 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.

6.7.7 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.

6.7.8 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; amended 2024)

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 COMPLAINTS PANEL

7.3.1 The Complaints Panel shall consist of regular members of the Federation.

(1) The Complaints Panel will consist of a maximum of 15 members with the goal of ensuring the diversity and availability of suitably trained members for the Committees mentioned in subsection (2) below.

(2) Members of the Complaints Panel will be selected to serve on the Professional Complaints Committee, the Ethics and Practice Committee, and 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 Complaints Panel, an applicant must:

(a) Be a member in good standing of the Federation.

(b) Not be a member of the STF Executive, 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, the Saskatchewan Professional Teachers Regulatory Board or the equivalent regulatory board of another jurisdiction.

(d) Complete an applicant declaration of eligibility in a form as may be approved by the STF Executive.

(4) The term of appointment to the Complaints Panel shall be for three years and members are eligible for reappointment to a maximum of two terms.

(5) Appointments to the Complaints 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) If there is a vacancy on the Complaints Panel, the STF Executive may appoint a person to fill the vacancy until the next meeting of Council.

7.4 COLLECTIVE INTERESTS COMMITTEE

7.4.1 The Collective Interests Committee shall consist of at least five regular members of the Federation.

7.4.2 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.

7.5 PROCEEDINGS

7.5.1 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.

7.5.2 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.

7.5.3 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.

7.5.4 Five members of the Collective Interests Committee shall constitute a quorum for the purpose of conducting a hearing.

7.5.5 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.

7.5.6 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.

7.5.7 Notwithstanding 7.5.1, conduct contrary to the collective interests of teachers shall include:

(1) Providing services to an employer during lawful sanctions except for situations where:

(a) providing services has been authorized by the body that has imposed the sanctions, or

(b) the member has a sincerely held religious belief which prevents participation in 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.

7.5.8 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.

7.5.9 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; amended 2024, 2026)

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, 2026, the annual fee for all members mentioned in Section 17(1) of *The Teachers' Federation Act, 2006*, shall be $1,013 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 the school year.

(2) The fee for a teacher who receives salary for 10 percent of 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 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, 2025, the amount of 0.52 percent of each member's salary shall be allocated to the Contingency Fund.

(2023; amended 2024, 2025, 2026)

BYLAW 9

ADMINISTRATION

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 Executive Director is the sole employee of the STF Executive. The Executive shall evaluate the Executive Director's performance on an annual basis and report to members.

9.4

The STF Executive delegates to the Executive Director the authority to appoint any other officers or staff that the Executive Director, in consultation with the Executive, determines are appropriate for the business and affairs of the Federation.

(2020)

BYLAW 10

TEACHERS' LONG-TERM DISABILITY PLAN

10.1

The Teachers' Long-Term Disability Plan (formerly known as 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 Teachers' Long-Term Disability 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.

(2019)

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)

BYLAW 13

MEMBER AND FAMILY ASSISTANCE PLAN

13.1

The Member and Family Assistance Plan, referred to as "the Plan" in other sections of this bylaw, is established pursuant to Sections 5 and 18 of *The Teachers' Federation Act, 2006*.

13.2

The purpose of the Plan is to provide, consistent with the Plan's resources, the payment of the costs incurred by or in respect of participants for eligible counselling services in respect of the mental or physical health of participants.

13.3

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

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

13.3.2 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 set out the terms of the Plan in a plan text and amend such plan text, if any, from time to time.

(3) Shall determine from time to time the portion of funding provided for in Article 15 of the Provincial Collective Bargaining Agreement, referred to as "the Collective Agreement" in this bylaw, that shall be used to provide coverage under the Plan.

(4) Shall appoint a board of directors and may delegate to a board of directors responsibilities that may include matters related to:

(a) The costs of any coverage that is to be paid by the Plan as amended from time to time.

(b) The timing for when any coverage takes effect.

(c) Any policy required for the management of the Plan.

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

13.4

The Saskatchewan Teachers' Federation has determined that the coverage provided under the Plan are "other medical benefits" under Article 14 of the Collective Agreement. Accordingly, the Plan will be funded out of the funding provided for in Article 14 (Comprehensive Health Care Plan) of the Collective Agreement or any successor provision in respect of the comprehensive health care plan. The Plan and the Members' Health Plan, collectively, are the Plan referred to in the Collective Agreement.

The Federation shall maintain a separate fund, supported by the funding provided under Article 15 of the Collective Agreement, that shall be used exclusively to pay costs and the expenses of the Plan. The Federation intends that the Plan and its fund be operated on a pay-as-you-go basis such that the fund will not generate any income.

13.5

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

13.6

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

13.7

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:

13.7.1 Terminate any obligation to pay for any future coverage.

13.7.2 Decrease any future benefit level for any coverage.

13.7.3 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 or any benefit level for such coverage.

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

13.8

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.

(2019)

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POLICIES – SOCIAL AND POLITICAL ADVOCACY

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)

POLICIES – SOCIAL AND POLITICAL ADVOCACY

PUBLIC EDUCATION

1.4 GOALS OF PUBLICLY FUNDED EDUCATION

1.4.1 Definitions

Public education refers to the publicly funded education system described in *The Education Act, 1995* and is accountable through public representation and is universally accessible to all students as defined by legislation and the *Canadian Charter of Rights and Freedoms*.

Societal good refers to actions that benefit all of society.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver programs and services that meet the educational needs of all children.

Public representation refers to the accountability of democratically elected leaders at all governance levels who have responsibility for PreK-12 education.

Inter-ministerial collaboration at the Ministry level may include ministries such as health, justice, social services and education.

Reconciliation is establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous peoples in Canada through an awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.

1.4.2 Beliefs

(1) All children and youth have a right to a public education that meets their educational needs.

(2) As a societal good, and in the spirit of reconciliation, public education must recognize and value the gifts, talents, diverse backgrounds and ways of knowing of all students.

(3) Investing in public education furthers the development of a just and democratic society.

(4) Public education addresses the holistic (intellectual, emotional, physical, mental and spiritual) well-being of children and youth.

(5) Inter-ministerial partnerships are necessary to ensure all students have access to an equitable education.

(6) Stakeholders play a vital role in planning, supporting and advocating for public education.

(7) Decisions affecting student learning must always be made by those closest to the teaching and learning environment.

(8) Public education requires Ministry-led, teacher-developed, inclusive curricula to support students in their growth as knowledgeable, caring and responsible citizens.

(9) Teachers have the expertise and experience to develop curriculum, resources, materials and professional learning through authentic, professional collaborations at the provincial, local and school levels.

(10) Publicly elected representatives should reflect the community they represent and play a vital role in ensuring accountability within the public education system.

(11) Planning for public education must:

(a) Ensure equitable access for all students.

(b) Balance provincial as well as local and community needs.

(c) Ensure teacher voice is central to decision making at both the provincial and local levels.

(d) Include input from parents, caregivers and community.

(12) Therefore teachers, individually and collectively:

(a) Champion public education as a public and societal good.

(b) Further the work of reconciliation in strengthening a public education system for all students.

(c) Create accessible, inclusive and safe teaching and learning environments for all students within the scope of their professional duties and responsibilities.

(d) Advocate for universally accessible public education that supports children and youth as lifelong learners.

(e) Participate in planning and developing for the ongoing improvement of public education.

(2021)

1.5 EDUCATION FUNDING

1.5.1 Definitions

Public education funding refers to the process whereby public monies are allocated to democratically elected boards of education for capital and operational purposes as defined in *The Education Act, 1995*.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver services and programs that meet the educational needs of all students.

Equity in public education funding means school divisions have the funding and resources to support the unique learning needs of each student regardless of location.

1.5.2 Beliefs

(1) A fully funded education system is a shared responsibility and benefits all members of society.

(2) Fully funding public education is a long-term and sustained endeavour which shapes and enriches the life opportunities of each student.

(3) Public education funding must ensure universal access and equitable educational opportunities for all students.

(4) A fully funded public education system supports accessible, safe and inclusive teaching and learning conditions.

Public education funding should be:

(a) Commensurate with student needs and sufficient to ensure school divisions have the resources to meet each student's unique learning needs.

(b) Proportionate with societal and community expectations of the school.

(5) Provincial education funding should only be allocated to schools within the universally accessible public education system.

(6) Schools must be able to render holistic, equitable and effective teaching and learning without relying on corporate contributions, tuition or fundraising.

(7) School divisions must have the autonomy to disburse provincial funding in ways which address local needs and priorities.

(8) Accountability and transparency must be integral to all areas of provincial education funding.

(9) Therefore, teachers individually and collectively:

(a) Advocate for a fully funded public education system that can achieve the goals of publicly funded education.

(b) Advocate for public education funding which guarantees equality of access and equitable opportunities and supports to all students.

(c) Advocate for accountability and transparency in all areas of education funding.

(2021)

1.6 PRIVATIZATION IN EDUCATION

1.6.1 Definitions

Public education refers to the publicly funded education system described in *The Education Act, 1995*, is accountable through public representation, and is universally accessible to all students as defined by legislation and the *Canadian Charter of Rights and Freedoms*.

Privatization refers to the commodification of products and services typically provided by the public education system, and includes the outsourcing of those services, and/or the allocation of public funds to schools, school systems or corporations which are not accountable to the public, operate for profit, charge tuition, or some combination thereof.

1.6.2 Beliefs

(1) A democratic society is best served by an education system that is accountable to the public and equally accessible by all.

(2) Saskatchewan's public education system provides a wide array of learning opportunities for students and educational choice for parents.

(3) Privatization threatens public education by weakening public accountability, jeopardizing equal accessibility and equitable service to students.

(4) Provincial education funding should be allocated only to school divisions within the public education system.

(5) Therefore, teachers individually and collectively:

(a) Advocate for a public education system which upholds the values of equal accessibility supported by public accountability.

(b) Advocate for provincial education funding to be allocated only to school divisions within the public education system.

(c) Call attention to policies and practices that enable an increasing commodification of services that threaten public education.

(2021)

1.7 HOME-BASED EDUCATION

1.7.1 **Definitions**

The Education Act, 1995 and applicable regulations define home-based education as learning programs that are:

- Directed by parents or caregivers to their own children of compulsory school age.
- Exist outside public school facilities.
- Are registered and monitored through public school divisions.

1.7.2 **Beliefs**

(1) Parents and caregivers have the right to educate their children through home-based education programs.

(2) Home-based education programs should deliver the Saskatchewan curriculum in its entirety.

(3) The registration and monitoring of home-based education programs through school divisions should ensure children receive a quality and complete education.

(4) Where teachers have designated professional responsibility for home-based students, direct tasks should be provided within their assigned duties.

(5) Therefore teachers, individually and collectively:

(a) Advocate for the delivery of the entire curriculum to all students in Saskatchewan.

(b) Support a robust registration and monitoring process for home-based programs.

(2021)

POLICIES – SOCIAL AND POLITICAL ADVOCACY

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 CHILD AND YOUTH WELL-BEING

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 SUPPORTING STUDENTS WITH INTENSIVE NEEDS

1.10.1 Definitions

Intensive support includes a range of educational and human resource interventions which support the success of students with cognitive, behavioural, social, emotional, medical or physical needs.

Students with intensive needs refers to students with cognitive, behavioural, social, emotional, medical or physical needs who require intensive support to achieve their learning goals.

Children and youth include students from ages three up to their 22nd birthday enrolled in a public education system.

1.10.2 Beliefs

(1) Students with intensive needs have the right to, and benefit from, a fully funded and well-supported inclusive learning environment.

(2) Students with intensive needs deserve and require timely, appropriate and ongoing access to assessments and support, including individual programming and services.

(3) As professionals, teachers are well-positioned as part of a team to identify the need for additional support to further the success of students with intensive needs.

(4) Decisions around the learning program and placement of students with intensive needs must be made in consultation with parent(s) or caregiver(s), relevant teacher(s), school principal(s), learning support personnel and the student (if appropriate).

(5) Successful placement of students with intensive needs requires consideration of:

(a) Goals for student learning.

(b) Availability of appropriate physical space and infrastructure, as required.

(c) The safety of students and staff.

(d) Existing complexity and class size.

(e) Access to internal and external support personnel, as required.

(f) Access to resources, equipment and assistive technology, as required.

(g) Time during the school day for teacher(s) to attend meetings in order to share information, to research and develop strategies and to assess student progress.

(h) Availability of ongoing professional learning for teacher(s), the school principal(s) and learning support personnel to support student learning.

(6) Inter-agency and inter-ministerial support, cultural liaisons and support personnel offer necessary support and guidance for students with intensive needs.

(7) Therefore, teachers individually and collectively:

(a) Celebrate the unique gifts that all children and youth bring to the teaching and learning environment.

(b) Endeavour to create an educational environment that is inclusive, nurturing and respectful of diversity.

(c) Work collaboratively to support the learning requirements of students with intensive needs.

(d) Welcome the full participation of parents or caregivers in their child's or youth's learning plan.

(e) Advocate for timely access to resources and interventions that are based on relevant and research-informed practice.

(f) Advocate for timely assessment procedures to facilitate program planning, implementation and allocation of resources, accommodations and interventions.

(g) Recognize and respect the importance of reconciliation when making decisions around placement and/or programming for Indigenous students with intensive needs.

(h) Recognize that diverse classrooms require attention to the cultural background of all students in the development of curriculum and programming for students with intensive needs.

(i) Advocate for professionally led learning opportunities that focus on research-informed practices for students with intensive needs.

(2023)

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 modelling 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 INDIGENOUS EDUCATION

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 SEXUAL ORIENTATION AND GENDER IDENTITY

1.13.1 **Definitions**

Sexual orientation is a person's identity in relation to the gender or genders to which they are sexually, emotionally and/or romantically attracted.

Gender identity is a person's concept of self as male, female, a blend of both or neither that may change over time and may or may not align with their assigned sex at birth.

Gender expression is the external appearance of one's gender identity usually expressed through behaviour, clothing, body characteristics or voice and which may or may not conform to socially defined behaviours and characteristics associated with heteronormativity.

Gender and sexual diversity is an overarching term that includes all the diversities of sexual orientations, gender identities and gender expression without the need to specify each of the identities, behaviours or characteristics that form this plurality. Members of this community may identify as two-spirit, lesbian, gay, bisexual, pansexual, transgender, intersex, non-binary, asexual, questioning and/or allies.

Heteronormativity is a socially constructed assumption that heterosexuality is the default for defining sexual orientation, that normal relationships exist only between a man and a woman and that there are two distinct, opposing and rigid gender binaries.

Queer community is an umbrella term used to reclaim a historically oppressive term to describe the gender and sexually diverse community.

Queer pedagogy is a methodology and practice of teaching that invites students and teachers to challenge heteronormative social binaries, to practice positive inclusion and representation of the queer community and to develop critical thinking skills.

Queerphobia describes the hatred, discrimination and harassment directed towards members of the queer community and includes homophobia, biphobia, transphobia and all other forms of hate towards individuals and groups within the queer community.

Two-Spirit is an English umbrella term developed within Indigenous communities that is used to describe Indigenous sexuality and gender identity that varies in definition and meaning among Indigenous nations and communities.

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 queer community, including allies, can come together for support, encouragement and advocacy and to create a safer environment.

Allyship is visible support for the queer community by individuals and groups who intentionally work to uplift others and create a sense of acceptance and belonging while working for change.

1.13.2 **Beliefs**

(1) Everyone has a sexual orientation, gender identity, gender expression and preferred pronouns.

(2) Freedom of gender expression, sexual orientation and gender identity are inherent human rights and must be recognized and protected in legislation and policy.

(3) All students, teachers, pre-service teachers, non-teaching personnel and family members in schools and the broader education community have the right to feel safe, express their identities and feel comfortable within all their learning and working environments.

(4) Dismantling queerphobia requires an understanding of intersectionality and that individual and group experiences of power, privilege and disadvantage within the Saskatchewan education system are impacted by these various and compounding intersections of identity and oppression.

(5) Queerphobia is rooted in heteronormativity and exists within and is reinforced by the Saskatchewan education system.

School and Classroom Focus

(6) All students have the right to see themselves and their families positively reflected and accepted in curricula, pedagogy, learning resources and all other aspects of their public education.

(7) Safe schools address discrimination, hate speech and abuse based on actual or perceived assumptions around queer identity through allyship, supportive policies, clearly defined expectations, restorative actions and education practices.

(8) It is the shared responsibility of everyone within the education system to challenge heteronormativity and ensure gender and sexual diversity is included and supported.

(9) To positively impact educational outcomes, social inclusion and the mental health and well-being of students, schools and classrooms must be spaces where all gender and sexual identities are positively represented and create a feeling of belonging.

(10) GSAs are a vital resource in schools in responding to queerphobia as well as a key part of creating safer spaces and a sense of belonging for all students.

Employment Focus

(11) All teachers, pre-service teachers and non-teaching personnel have the right to see themselves and their families positively reflected and accepted in their workplaces including in curricula, learning resources, professional learning, workplace policies and their general work environment.

(12) Teachers require professional autonomy to actualize the Saskatchewan curriculum through queer pedagogy and learning resources that reflect inclusivity and belonging.

(13) Safe workplaces, including schools, address discrimination, hate speech and abuse based on actual or perceived assumptions around queer identity through supportive policy, inclusive workplace practices and dispute resolutions with a restorative focus.

(14) Workplace policies and practices must reflect and be inclusive of queer identity and community as these support recruitment and retention of teachers, overall workplace culture and the mental health and well-being of employees.

(15) Teachers, pre-service teachers and non-teaching personnel in schools must not experience discrimination based on queer identity in relation to recruitment practices, teaching assignments, work culture, interactions with parents, families or students, transfers, advancement or any other aspect of their professional lives.

(16) Support for Two-Spirit teachers and pre-service teachers who face intersections of oppression based on race, gender, gender and sexual identity and other identity markers both within Indigenous communities and wider society requires acknowledgement of the effects of colonialism on Indigenous communities and cultures as well as action to address the compounding impacts of colonization and queerphobia on Two Spirit communities.

(17) Gathering spaces and supports similar to student GSAs benefit teachers, pre-service teachers and non-teaching personal including those who are part of the queer community and should be encouraged and supported.

(18) Therefore, teachers individually and collectively:

- (a) Strive towards and demonstrate allyship within the queer community both as an organization and as individuals.
- (b) Treat all sexual orientations, gender identities and gender expressions equitably as defined through human rights legislation.
- (c) Accept responsibility to be self-reflective and willing to modify attitudes and beliefs through respectful, caring and affirming actions that are consistent with principles of equity and inclusivity.
- (d) Challenge and educate themselves, students, non-teaching personnel and families to deepen their understanding of gender and sexual diversity and heteronormative impacts on the queer community.
- (e) Advocate to ensure teachers and students who are challenging queerphobia and upholding human rights are encouraged and supported within their school community.
- (f) Advocate for internal organizational systems and structures that honour students' and teachers' identities including non-binary identification options, chosen names and pronouns and access to curricular and extra-curricular activities and facilities. Support GSAs and similar teacher gathering spaces at all levels of education and in all schools and workplaces.
- (g) Engage with, support and advocate alongside queer teachers and queer pre-service teachers within all areas of the education system.
- (h) Advocate that government, school divisions and other educational partners uphold their shared responsibility to provide education and resources around queer identities within the school and school community.
- (i) Advocate that government, school divisions and other educational partners build capacity and support the queer community by amplifying the voices of those who experience queerphobia and are champions of change within the education community.
- (j) Advocate that government, school divisions and other educational partners review and update policies and practices to remove barriers and to ensure they support and affirm the queer community.

(2015, amended 2025)

1.14 WOMEN IN EDUCATIONAL LEADERSHIP

1.14.1 **Definitions**

Women in educational leadership refers to women who perform or aspire to perform formal leadership roles, responsibilities and duties within the education sector. Formal leadership refers to an official appointment or elected position.

The education sector refers to organizations involved and responsible for education, including schools, school divisions, local associations and the Saskatchewan Teachers' Federation.

Women refers to all individuals who identify as women.

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

Intersectionality is the recognition that socially constructed identities are interconnected and overlapping.

1.14.2 **Beliefs**

(1) The role of women in educational leadership is essential.

(2) The proportion of women in educational leadership positions should reflect that of the profession as a whole.

(3) Systemic barriers and unconscious bias impede the advancement of women as educational leaders.

(4) The reality of intersectionality means that women who belong to multiple minority groups may experience a greater degree of discrimination.

(5) In general, women assume a greater role of family and caregiver responsibilities.

(6) Therefore, teachers individually and collectively:

- (a) Work to create opportunities for women to network and participate in leadership regardless of geography, family and caregiver responsibilities.
- (b) Advocate for the advancement and development of women's leadership; including the provision of formal training and mentorship programs.
- (c) Recognize and challenge barriers that discourage or prevent women from pursuing leadership positions.
- (d) Address and challenge the additional barriers created through intersectionality.
- (e) Reflect on personal and societal assumptions and expectations regarding women in positions of leadership.
- (f) Strive for the achievement of the proportionate representation of formal leadership for women in education sector.

(2021)

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)

1.16 ANTI-RACISM AND ANTI-OPPRESSION

1.16.1 **Definitions**

Allyship refers to the intentional use of one's power and privilege to operate in solidarity with people from groups outside one's own who experience the harmful effects of racism and oppression.

Anti-Oppression refers to forms of thought and ongoing practices that seek to eliminate power imbalances and inequities caused by socially constructed systems of oppression.

Anti-Racism refers to forms of thought and ongoing practices that seek to create a just and equitable society by identifying, confronting and dismantling inequity in structures, practices, policies and behaviours that perpetuate racism.

Anti-Racist and anti-oppressive pedagogy refers to the methodology and practice of teaching that consciously and consistently attempts to redress the inequities created by racism and other systems of oppression.

Colonialism refers to the historical and ongoing systems and practices that establish power and superiority of settler people over others while perpetuating oppression and land dispossession of Indigenous peoples around the world.

Decolonization refers to the intentional practice of deconstructing or dismantling colonial ideologies, practices and structures while challenging the superiority of western European thoughts, values and approaches.

Eurocentrism refers to a set of assumptions that positions western European ways of knowing, doing, relating and being as sole, central and/or superior to all other ways of knowing.

Indigenization refers to the intentional action of incorporating Indigenous ways of knowing, doing, relating and being into political, social, educational and economic structures.

Intersectionality refers to the framework that describes how socially constructed identities are interconnected and overlapping.

Multiculturalism refers to the view that cultures, races and ethnicities should be recognized and given equal respect and consideration within a dominant political culture.

Race refers to a social construct created to classify people on the arbitrary basis of characteristics such as skin colour, physical features, class and ancestral geographic origin.

Racism refers to a historically rooted system of power and hierarchies based on race – infused in institutions, policies and culture – that is designed to benefit the dominant racial group and harm those who are purposefully and/or unintentionally marginalized by these policies or acts in individual, internalized and/or systemic ways.

School culture refers to the conscious and unconscious perspectives, values, interactions, attitudes, beliefs, rules and customs that shape and influence every aspect of how a school operates.

Systems of oppression refers to any or all of the socially constructed systems and hierarchies perpetuating the ongoing subordination or devaluing of one social group by another. These systems can be experienced as marginalization, persecution, disenfranchisement or through other barriers to equity. Systems of oppression include, but are not limited to, racism, sexism, homophobia, transphobia, xenophobia, classism, ageism and ableism among others.

White supremacy refers to a political, economic, educational and cultural system wherein whiteness is constructed and enforced as superior to all others allowing white people to experience privilege over other racial groups.

1.16.2 **Beliefs**

(1) Racism and other systems of oppression rooted in colonialism, eurocentrism and white supremacy exist within all education systems including Saskatchewan's.

(2) Institutions, including the Saskatchewan education system, are inherently self-preservatory, and the elimination of racism and other systems of oppression will only happen with explicit, persistent and determined individual and collective action that disrupts the status quo.

(3) Racism and other systems of oppression result in harmful inequities and negatively impact people of all identities within school communities and the wider community to varying degrees.

(4) The work of anti-racism and anti-oppression requires everyone within the education system to identify, confront and transform existing systems of power.

(5) Teachers require professional autonomy and support to actualize anti-racist and anti-oppressive pedagogies within the Saskatchewan curriculum.

(6) The work of anti-racism and anti-oppression needs to amplify the voices and experiences of teachers, students and other members of the school community who have experienced racism and oppression without placing a disproportionate amount of responsibility for the work on those individuals.

(7) Teachers must be protected from racist and oppressive policies, practices and incidents as well as employment-related repercussions resulting from engaging in anti-racist and anti-oppressive pedagogy.

(8) Effective allyship requires active, consistent, intentional and ongoing personal learning and reflection combined with the use of one's power and privilege in support of teachers, students and other members of the school community who are harmfully impacted by racism and oppression.

(9) Policies and legislation, including but not limited to those related to discipline, hiring, and identity expression, often benefit those who are least oppressed by the system. Concerted effort is required to ensure they do not disproportionately harm students, teachers and other members of the school community who are already negatively impacted by racism and oppression.

(10) Anti-racism and anti-oppression are distinct from decolonization, Indigenization, multiculturalism and celebratory practices related to culture or identity.

(11) The ethical collection, analysis and use of data is important to understanding how racism and oppression affect individuals within the education system.

(12) Addressing racism and oppression requires an understanding of intersectionality and that individual and group experiences of power, privilege and disadvantage within the Saskatchewan education system are impacted by the various and compounding intersections of identity and oppression.

(13) Therefore, teachers individually and collectively:

(a) Are self-reflective about how their attitudes, beliefs and practices, as well as the Saskatchewan educational system, are shaped by colonialism, eurocentrism and white supremacy.

(b) Identify, confront and work to transform existing systems of power that oppress teachers, students and others in the school community through direct action including, but not limited to, self-reflection, collaborative reflection, collective advocacy and implementing anti-racist and anti-oppressive pedagogy.

(c) Provide representation and support as a professional organization to teachers who face racist and oppressive policies or employment-related repercussions for engaging in anti-racist and anti-oppressive pedagogy.

(d) Listen to, build trust with, advocate for and amplify the voices of teachers, students and others who experience the harmful impacts of racism and oppression.

(e) Advocate with educational partners to:

(i) Provide access to sustained, high-quality professional learning to understand and implement anti-racist and anti-oppressive pedagogies

(ii) Expect and empower those working in the Saskatchewan education system to implement anti-racist and anti-oppressive pedagogies.

(iii) Create and support dedicated positions, strategically placed within school divisions and the Ministry of Education, to guide anti-racism and anti-oppression pedagogy and learning with all staff and students.

(iv) Critically review and revise school division and Ministry of Education policies and legislation to mitigate and transform inequitable outcomes for teachers, students and other members of the school community who are harmfully impacted by racism and oppression.

(v) Recognize the racist and oppressive elements of school culture that lead to experienced disparities and implement approaches to addressing student behaviour that rely on proactive and restorative practices.

(vi) Regularly review school programs, including School Resource Officers or similar programs, through an anti-racist and anti-oppressive framework and phase out programs if they are found to be harmful to students, teachers or other members of the school community.

(vii) Renew and develop curricula and resources through an anti-racist and anti-oppressive lens.

(viii) Ethically collect, analyze, share and utilize qualitative and quantitative data to increase equitable outcomes for all teachers and students.

(ix) Report the benefits of anti-racist and anti-oppressive legislation, policy, professional learning, pedagogy, curriculum, resources and practices.

(2025)

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POLICIES – TEACHING AND LEARNING

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 PRINCIPALSHIP SUCCESS

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 **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)

POLICIES – TEACHING AND LEARNING

CURRICULUM AND INSTRUCTION

2.10 CURRICULUM

2.10.1 **Definition**

Curriculum is a codification of the experiences, understandings, knowledges, ways of knowing and values that a society deems valuable for children and youth and is interconnected, emancipatory and essential in nurturing and supporting the whole child.

In Saskatchewan, curriculum is provided by the Ministry of Education and is composed of the required and elective content offered to students in Saskatchewan. Curriculum is the guiding material of what teachers must teach and students must learn.

Adaptation refers to adjustments made to the learning environment, instruction, assessment, resources and other areas to support student achievement through meaningful, relevant and appropriate differentiation.

2.10.2 **Beliefs**

(1) In a democratic society, curriculum represents a social contract that supports all people, is available to all and is the basis of shared belonging and community.

(2) Curriculum should reflect the shared cultures, ways of knowing, values, knowledge, skills and interests of the peoples of Saskatchewan.

(3) Curriculum should provide for a holistic, equitable and effective learning experience geared for the whole student attendant to their intellectual, social, emotional, physical and spiritual well-being.

(4) Curriculum should provide a holistic framework attendant to the growth and development of the whole student through broad learning goals and interdependent skills through which teachers address content-specific outcomes.

(5) Curriculum should provide a wide variety of opportunities that nurture individual interests and support a well-rounded education.

(6) Curriculum should provide students with the knowledge, experience and skills to become lifelong learners, provide personal fulfilment and open pathways for their future.

(7) Curriculum should be flexible to provide teachers with opportunity for responsive, locally tailored and relevant instruction without cost to outcomes.

(8) Curriculum must allow for flexible instruction and assessment decisions that respect teacher autonomy as teachers are best positioned to make those professional judgments.

(9) Curricular outcomes must allow for adaptation and differentiation in order to provide equity in education and experience.

(10) Curriculum should prioritize growth, deep understanding and be developmentally appropriate without overburdening curriculum with excessive outcomes.

(11) Curriculum should clearly communicate context and purpose for what is being studied at each grade level to support student and caregivers understanding while also providing a clear guide for teachers.

(12) Curriculum should be intentionally aligned to support the teaching and learning process year over year and throughout a student's educational experience.

(13) Access to the tools, materials, space and equipment to meet curricular outcomes must not be limited by funding, geography or socio-economic status.

(14) The curriculum creation and renewal process must be:

(a) Guided by the tenets of human rights, inclusion and diversity.

(b) Responsive to the United Nations Convention on the Rights of the Child and the United Nations Declaration on the Rights of Indigenous Peoples.

(c) Infused with the principles of the Truth and Reconciliation Commission's report.

(d) Timely, responsive and support incremental changes within and outside of the renewal cycle process.

(e) Constructed by teachers using sound educational research identified by the teaching profession.

(f) Reflective of place including student, teacher and community diversity.

(15) The curriculum creation and approval process must respect and include the expertise of the teaching profession and those involved in its development and be free of any political interference.

(16) Teachers should be provided with adequate time, resources, autonomy and professional learning to familiarize themselves with new, renewed or supplemental curriculum.

(17) Therefore, teachers individually and collectively:

(a) Engage in the curriculum creation and renewal process and remain current with any changes or additions.

(b) Exercise and apply professional judgment and autonomy to actualize the curriculum in holistic and equitable ways which are responsive to the whole student.

(c) Exercise and apply professional judgment and autonomy for adaptive and differentiated teaching while utilizing all facets of the curriculum.

(d) Advocate for a well-rounded and accessible curriculum.

(e) Advocate for the funding, tools, materials, space and equipment to meet curricular goals for all students in the province.

(f) Advocate for timely, responsive and well-rounded curriculum that fosters a sense of belonging for all in the school community.

(g) Advocate for curriculum free of any political interference.

(2024)

2.11 INSTRUCTION

2.11.1 **Definition**

Instruction is a complex, dynamic and interdependent process through which teachers facilitate students' intellectual, social, emotional, physical and spiritual growth.

2.11.2 **Beliefs**

(1) Teaching is a deeply human endeavour that is grounded in a relationship of mutual respect, belonging and trust.

(2) Teachers, in partnership with students, parents/caregivers, families, communities and partners in education, provide instructional conditions that foster holistic, equitable, meaningful and effective teaching and learning.

(3) Instruction is guided by:

(a) The professional knowledge, skills and judgment of teachers.

(b) The Saskatchewan curricula.

(c) The United Nations Convention on the Rights of the Child and the United Nations Declaration on the Rights of Indigenous Peoples.

(d) The principles from the Truth and Reconciliation Commission.

(e) Professional codes, standards and ideals.

(f) Sound educational research identified by the teaching profession.

(g) An understanding of multiple worldviews.

(4) Teachers aim to create learning opportunities that support and encourage students to grow individually and collectively through:

(a) A variety of planned formal and informal instructional strategies.

(b) Spontaneous learning opportunities responsive to students' interests and worldviews.

(5) Professional autonomy provides teachers the flexibility and freedom to apply their professional knowledge, skills and judgment in order to be responsive to students in their instruction.

(6) Diverse instructional strategies require appropriate resources, technologies, environments and supports to ensure responsive teaching and learning for all children.

(7) Meaningful, timely and appropriate feedback, which includes student assessment and evaluation, is an essential part of instruction.

(8) Scheduling and pacing of classes must take into account instructional needs of the discipline, including the need for building on and revisiting prior learning, informal learning, support of learning style or student needs and time to process and learn material.

(9) Therefore, teachers individually and collectively:

(a) Exercise and apply professional judgment and autonomy in their instruction for the benefit and well-being of students.

(b) Offer instruction that is holistic, equitable, meaningful and effective for all students.

(c) Advocate for a central role for teachers and the profession in the development of student instruction, assessment and achievement goals, policies, curricula and/or strategies at all levels of the education system.

(d) Engage in ongoing professional learning to further their understanding of instructional strategies.

(e) Advocate for appropriate time and resources to develop and implement new instructional strategies as well as assess ongoing practice.

(2015, amended 2024)

2.12 STUDENT ASSESSMENT PRACTICES

2.12.1 **Definition**

Assessment practices include both formative and summative assessments. Assessment involves the informal and formal application of multiple measures of the learning outcomes and other knowledge being assessed.

Standardized assessments are conducted as part of data collection on a specific area, measure performance in relation to a standard and allow for comparison between groups. Standardized assessments are not designed to be additive to the learning process or provide information on individuals being tested.

Common assessments are constructed and conducted by teachers to assess students on shared knowledge utilizing a common set of questions or prompts linked to curriculum.

Diagnostic assessments gauge the current understanding or proficiency of individual students and are used to guide or inform instruction or provide adaptation, differentiation or interventions.

2.12.2 **Beliefs**

(1) The focus of student assessment practices is to inform instruction and support learning and goal development.

(2) Teachers have the professional responsibility, knowledge, skills and judgment to assess learning.

(3) Teachers have the professional autonomy to design assessments that are responsive and relevant to their students.

(4) Assessment practices must be timely, appropriate and based on sound educational research as identified by the teaching profession.

(5) Reporting methods at the classroom, school and division levels should:

  (a) Support the teaching profession's beliefs about student assessment practices and ongoing growth.

  (b) Take into account the individual strengths of students.

  (c) Focus on students' learning and indicate to both the student and parents/caregivers the individual's progress in reaching educational goals and curricular outcomes.

  (d) Provide suggestions to further enhance learning.

(6) The collection and analysis of assessment data must be:

  (a) Transparent.

  (b) Aligned with the curriculum.

  (c) Used only for the purpose for which it was collected.

(7) System-wide assessment data should only be used for system-wide evaluation and planning or for individual teacher use with the student.

(8) Standardized assessments should be used in limited circumstances where they provide information that is valuable to the educational system as a whole without unnecessary interruption to the teaching and learning process.

(9) Where common assessments are required, they should be designed, administered and scored by teachers and reflect the curriculum and peoples of Saskatchewan.

(10) Diagnostic assessments should be used if they can provide helpful and actionable data on individual students and when teachers are provided with the time and resources necessary to carry out and report on these assessments.

(11) Therefore, teachers individually and collectively:

  (a) Advocate for active involvement in decisions about student assessment practices at all levels of the education system.

  (b) Advocate for the purposeful use of standardized, common and diagnostic assessments in situations where they are necessary, reasonable and appropriate to support student learning.

  (c) Advocate to ensure assessment practices are based on sound educational research as identified by the teaching profession.

  (d) Exercise and apply professional judgment and autonomy in their assessment for the benefit and well-being of students.

  (e) Encourage and support teachers in taking diverse approaches to assessment practices.

(f) Engage in ongoing professional learning to further their understanding of student assessment practices.

(1976; amended 1989, 2011, 2024)

2.13 INTELLECTUAL FREEDOM

2.13.1 **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*.

2.13.2 **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)

2.14 INTELLECTUAL PROPERTY

2.14.1 **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.

2.14.2 **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)

2.15 EARLY LEARNING AND CHILD CARE

2.15.1 **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.

2.15.2 **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)

2.16 TECHNOLOGY AND EDUCATION

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 DISTANCE LEARNING

2.17.1 **Definitions**

Distance learning is teaching and learning which occurs outside of the face-to-face instructional setting.

It includes both online and correspondence learning. Distance learning occurs remotely as well as within physical spaces provided by the school.

Online learning refers to learning delivered through the use of internet technology.

Correspondence learning refers to learning that requires packaged materials be delivered between teachers and students.

Non-teaching professionals provide supports for students and include, but are not limited to, speech language pathologists, occupational therapists, physical therapists, Elders, nurses, social workers and educational assistants. Exceptionalities refer to a student's unique behavioural, communicational, intellectual or physical attributes.

2.17.2 **Beliefs**

(1) Distance learning programs provide quality public education when:

(a) Every student and teacher has consistent access to the internet and a connected device as well as a physical space suitable for learning.

(b) Access to programming is guaranteed, regardless of the student's or school division's ability to pay.

(c) Students with exceptionalities have access to equitable supports, as they would in a face-to-face program.

(d) Teachers and a variety of non-teaching professionals support students.

(e) Teachers have administrative supports within the school.

(f) Cooperation, collaboration and resource sharing occurs between both teachers and school divisions.

(g) The size and composition of online classes corresponds to face-to-face classes, both of which are based on best practice and sound education research.

(2) Distance learning best meets a student's educational needs when it is not mandated as compulsory, used solely for credit recovery or chosen when more suitable options exist.

(3) Distance learning must teach to the whole student, attendant to their intellectual, social, emotional, physical and spiritual well-being.

(4) Distance learning must incorporate all facets of the Saskatchewan curriculum, supporting student engagement and growth through appropriate pedagogy, differentiation, communication, interaction and multiple assessment practices.

(5) The working conditions of distance learning teachers must include:

(a) Adherence to all articles in provincial and local collective bargaining agreements.

(b) Access to substitute, temporary contract or replacement teachers for leaves and absences, as required.

(c) Resources and assigned time required to develop and deliver distance learning programs.

(d) Workloads, accountability and professional expectations as experienced by all teachers.

(6) Only teachers with a Saskatchewan teaching certificate should design and teach courses in Saskatchewan.

(7) Only students registered with a Saskatchewan school division should have access to publicly funded distance learning programs.

(8) Distance learning materials and resources created by Saskatchewan teachers must adhere to existing intellectual property law.

(9) Material created through public funds to support distance learning programs should be made available freely throughout the public education system.

(10) School divisions should create specific policies and/or procedures for distance learning, such as ensuring teacher and student privacy, in addition to those for face-to-face instruction.

(11) Distance learning teachers must have access to professional learning, teaching resources, accreditation, networking, mentorships and opportunities to collaborate.

(12) Therefore, teachers individually and collectively:

(a) Recognize distance learning as a valuable component of the public education system.

(b) Advocate for all distance learning programs to have resources required to deliver high-quality education.

(c) Advocate for curriculum supports and examples that reflect the needs of distance learning teachers and learners.

(d) Advocate for the expansion of curriculum resources administered by the Ministry of Education tailored for distance learning.

(e) Advocate for pre- and in-service professional learning for online pedagogy and assessment practices.

(f) Recognize the unique working conditions of distance learning teachers.

(2021)

TEACHER EDUCATION AND QUALIFICATIONS

2.18 TEACHER EDUCATION IN SASKATCHEWAN

2.18.1 Definitions

A teacher education program refers to a prescribed pre-service program of study through a university or other approved educational institution that is required for teacher certification in Saskatchewan.

Teacher candidate refers to a pre-service teacher who is enrolled in a teacher education program.

Practicum refers to the practical component of a teacher education program. It allows teacher candidates to apply pedagogical theories and values to professional practice alongside a certificated teacher member of the Federation and a faculty advisor. Federation membership is not necessary when the practicum takes place in a First Nations school.

2.18.2 Beliefs

(1) The publicly funded education system and all of society benefit from teacher education programs.

(2) The successful completion of a teacher education program is an essential phase in the development of teachers as professionals.

(3) The Federation shares the responsibility with other stakeholders in the provincial education sector to support teacher education programs.

(4) High-quality teacher education programs are research-based and link pedagogical theory and reflective practices with subject content, school-based experiences and the STF Code of Professional Ethics and Standards of Practice.

(5) Commitments to inclusion, diversity and human rights must be integral to all aspects of teacher education programs.

(6) Commitments to reconciliation through the Truth and Reconciliation Commission of Canada Calls to Action must be integral to all aspects of teacher education programs.

(7) The practicum is an essential component of teacher education programs.

(8) Supervising and evaluating teacher candidates during the practicum component contributes to career-long success and continuing professional growth of teachers.

(9) Teachers require access to preparation time, professional development opportunities and other resources that support their roles and responsibilities in teacher education programs.

(10) Therefore, teachers individually and collectively:

- (a) Advocate for high-quality teacher education programs.
- (b) Recognize the importance of teacher education programs to teachers' development and to the teaching profession.
- (c) Participate in the development and renewal of teacher education programs.
- (d) Advocate for equitable teacher education that recognizes and honours the diversity of teacher candidates, communities and PreK-12 students.
- (e) Recognize the Truth and Reconciliation Commission of Canada Calls to Action as fundamental to teacher education.

(f) Provide all teacher candidates equitable access to Federation supports.

(g) Seek out and participate in teacher education programs, including the practicum.

(h) Advocate for support to teachers who participate in teacher education programs.

(2022)

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 FRENCH EDUCATION STAFFING

2.20.1 **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.

2.20.2 **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.

2.20.3 **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.

2.20.4 **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)

INCLUSIVE LEARNING ENVIRONMENTS

2.21 INCLUSIVE LEARNING ENVIRONMENTS

2.21.1 Definitions

Inclusion refers to a framework that embraces diversity and builds a sense of belonging, rooted in the belief that every person has value. Inclusion is the foundation of an education system that enables the full participation of every student and validates their sense of self and belonging regardless of their ability, identity, background or circumstances.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver services and programs that meet the educational needs of all students.

Teacher autonomy is the right and responsibility of teachers to use their voice and practice to express their needs, expertise and professional opinion in fulfillment of their professional obligations.

2.21.2 Beliefs

(1) Teachers and students thrive in a fully funded inclusive learning environment.

(2) Schools are foundational to healthy, just and vibrant communities.

(3) An Inclusive Learning Environment:

- (a) Is a fully funded, fully resourced and sustained endeavour.
- (b) Values education and prioritizes the learning needs of each student.
- (c) Recognizes that each student brings unique gifts, identities, talents, skills and abilities to the learning environment.
- (d) Is welcoming and safe for the entire school community.
- (e) Actualizes the Truth and Reconciliation Commission of Canada's Calls to Action.
- (f) Actualizes beliefs about inclusion in the teaching and learning process.
- (g) Respects teacher autonomy and supports the ongoing development of teachers' professional practice.
- (h) Ensures teachers have time and resources for collaboration and relevant professional learning.
- (i) Uses evidence-based research, relevant data and professional experience to inform decisions and practice.
- (j) Is inherently complex, dynamic and evolving.
- (k) Values and fosters positive relationships within the school and community.

(4) Teachers must have timely and equitable access to learning support personnel who are trained to assess and respond to student needs.

(5) Therefore, teachers individually and collectively:

- (a) Advocate for the actualization of inclusive learning environments.
- (b) Further the understanding, acceptance and successful implementation of inclusive learning environments as a societal good in Saskatchewan communities.
- (c) Collaborate to develop effective pedagogical practices which support an inclusive learning environment.
- (d) Advocate for equitable, timely and ongoing access to identified supports and resources for student learning.

(e) Collaborate with learning support personnel to ensure the effective implementation of support for student learning.

(f) Use relevant research, data and professional experience to inform decision making regarding student learning.

(g) Engage and communicate with parents, caregivers and community members to further the success of an inclusive learning environment.

(2023)

2.22 TEACHERS' WORKING ENVIRONMENTS

2.22.1 **Definitions**

Teachers' working environments refers to both the culture of the workplace and the physical spaces in which teachers typically perform their professional roles and responsibilities, including:

(1) Teaching and learning spaces, including (but not limited to) the classroom.

(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 control and other related aspects of the teaching and learning space.

(3) The values and norms that characterize interactions among staff, students, parents and caregivers and others with whom teachers interact.

Positive working environments refers to workspaces that reflect a commitment to well-being 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 of power that adversely affects an individual's sense of safety or 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 respect the professional autonomy of teachers.

(2) Positive working environments support teaching and learning.

(3) Positive working environments support staff retention and promote enduring collegiality.

(4) Teachers must have a voice in the development and review of school-level, school division and provincial policies and practices that develop and maintain positive working environments.

(5) Developing and maintaining positive working environments is a collective responsibility shared amongst teachers, employers, school communities and the provincial government.

(6) The physical conditions of teachers' working environments must ensure:

(a) Safety, cleanliness, ergonomics and accommodation.

(b) Teaching and learning spaces which are flexible, barrier-free and spacious enough to meet the needs of teachers and students.

(7) The values and norms of teachers' working environment must include:

(a) Employment policies and practices that promote equity, respectful relationships and ethical conduct.

(b) Open and transparent communications regarding issues or concerns about the working environment.

(c) Respect for human rights, diversity, accommodation and inclusion.

(d) Proactive approaches to preventing harassment and violence.

(e) Opportunities to understand and advance reconciliation.

(8) 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) Teachers' roles and responsibilities in developing and maintaining positive working environments.

(9) Therefore, teachers individually and collectively:

(a) Champion teacher voice and teacher professional autonomy in the development and maintenance of a positive working environment.

(b) Identify and bring forward through appropriate processes any issues or concerns about teachers' working environments.

(c) Advocate for policies and practices at the provincial, school division and school levels which meaningfully address harassment and violence in the workplace.

(d) Advocate for adherence to Saskatchewan human rights legislation as well as related policies and practices by all involved in public education.

(e) Advocate for the designated time, resources and opportunities for professional learning to advance reconciliation and human rights in the working environment.

(f) Encourage and support active participation in Occupational Health and Safety procedures within their working environment.

(g) Report health and safety concerns to the appropriate body in order to ensure a safe and positive working environment.

(2023)

2.23 MULTIGRADE AND MULTICURRICULAR CLASSROOMS

2.23.1 **Definitions**

Multigrade classrooms are classrooms in which more than one grade level and their associated curricula are present in class at the same time.

Multicurricular classrooms are classrooms in which more than one curriculum is being taught simultaneously by the same teacher at the same time.

2.23.2 **Beliefs**

(1) Multigrade and multicurricular classrooms should only be created if it provides the best environment for teaching and learning.

(2) The organization of multigrade and multicurricular classrooms should be guided by policy developed in partnership with teachers and other stakeholders.

(3) Multigrade and multicurricular classrooms should be well-resourced and monitored on an ongoing basis with a view to ensuring student and teacher success.

(4) The creation of multigrade and multicurricular classrooms must take into account class size, classroom composition and class complexity.

(5) Teachers should have the opportunity for professional learning and available resources necessary to support multigrade and multicurricular classrooms, including appropriate grouping, classroom organization, instructional strategies and curriculum adaptations.

(6) Specialized curriculum designed for conceptual alignment and ease of use with various classroom combinations should be developed for kindergarten to Grade 9 multigrade classrooms.

(7) As multigrade classrooms present additional preparation and workload responsibility, these classes are particularly suited to:

  (a) Team teaching and adapted curriculum.

  (b) Additional support personnel to address teacher availability in the classroom.

  (c) Creation or streamlining of administrative tasks that increase efficiency and reduce duplication of processes.

(8) Multigrade classrooms should not exceed two grade combinations at the kindergarten to Grade 9 level.

(9) Multicurricular classrooms, if necessary at the Grade 10-12 level, should be of the same subject.

(10) Therefore, teachers individually and collectively:

  (a) Advocate for and engage in the creation and development of specialized multigrade curricula.

  (b) Engage in opportunities to develop resources and supports for multigrade and multicurricular classrooms.

  (c) Advocate for appropriate supports for multigrade and multicurricular classrooms.

  (d) Advocate for equitable teaching and learning environments.

(2024)

2.24 POSITIVE STUDENT AND TEACHER RELATIONSHIPS

2.24.1 **Definitions**

Behaviour concerns refers to student actions and/or forms of communication that may be unexpected, dangerous or disruptive to teaching and learning and/or the health and well-being of individuals in the learning environment.

School culture refers to the beliefs, values, norms and/or patterns of behaviour that create a school's identity, shared goals and vision for the future.

Restorative practice refers to approaches that repair and strengthen relationships within the school community.

Intervention strategies refers to strategies taken by teachers and others to support student success.

2.24.2 **Beliefs**

(1) Positive student and teacher relationships strengthen the teaching and learning process.

(2) Positive student and teacher relationships prioritize safety and personal well-being.

(3) Teachers require the time and autonomy to connect and build positive relationships with students.

(4) Positive student and teacher relationships are characterized by trust, caring and mutual respect.

(5) School culture influences the nature and quality of relationships within the school community.

(6) Establishing school and classroom norms and procedures is a collaborative endeavour that builds common understanding.

(7) Clear and consistent classroom expectations help teach personal and collective responsibility and facilitate the teaching and learning process.

(8) Successfully addressing behaviour concerns requires the collaborative action of all relevant stakeholders.

(9) Teachers require timely and ongoing access to professional learning, coaching and specialists in supporting students with behaviour concerns.

(10) Responses to conflict should:

- (a) Be aware of and respect cultural differences.
- (b) Reflect restorative practices.
- (c) Be sensitive to the effects of trauma and avoid re-traumatization.
- (d) Align with school division policy.

(11) Therefore, teachers individually and collectively:

- (a) Advocate for time and opportunity to build positive student-teacher relationships.
- (b) Facilitate the development of students' skills for self-regulation and mutual respect.
- (c) Collaborate with education sector, inter-ministerial partners and relevant external agencies to ensure timely and equitable access to all support and resources necessary for addressing behaviour concerns.
- (d) Advocate for professional learning opportunities on appropriate conflict resolution practices as an effective means of addressing behaviour concerns.

(2023)

2.25 HEALTH SUPPORT SERVICES IN SCHOOL

2.25.1 **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)

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POLICIES – TEACHER EMPLOYMENT TERMS AND CONDITIONS

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.

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; amended 2026)

POLICIES – TEACHER EMPLOYMENT TERMS AND CONDITIONS

TEACHER WORKLOAD AND WORK LIFE

3.2 SCHOOL YEAR AND SCHOOL DAY

3.2.1 **Definitions**

School calendar encompasses school year, school week, school day, holidays, breaks within the day and other scheduling considerations for schools. A typical school calendar is one in which classes are held from September to June on Mondays to Fridays starting between 8 and 9 a.m. and ending between 3 and 4 p.m.

School day is defined in legislation and includes instructional and non-instructional time.

Scheduling refers to organizing and structuring instructional and non-instructional time within the school day, school week or school year, including blocks of time such as semesters, trimesters, etc.

Alternative school calendar is any school calendar outside the typical school calendar.

Assigned teacher time is defined in the Provincial Collective Bargaining Agreement.

3.2.2 **Beliefs**

(1) The school calendar affects the working conditions of teachers, and consequently its creation should include meaningful involvement from teachers.

(2) Legislation governing the school year and school day should be amended only with the agreement of teachers.

(3) Scheduling methodology should be based on optimizing teaching and learning conditions and decisions around scheduling should be made in consultation with teachers.

(4) Scheduling decisions must respect assigned teacher time, as negotiated in the Provincial Collective Bargaining Agreement.

(5) Mechanisms and processes for approving alternative school calendars should be defined in the Provincial Collective Bargaining Agreement.

(6) Alternative school calendars should be considered when it best supports teaching and learning.

  (a) Alternative school calendars should not be considered as a cost-saving measure.

  (b) No teacher shall lose any right or benefit contained in the current Provincial Collective Bargaining Agreement under an alternate school calendar.

  (c) Teacher involvement in alternate school calendar pilot projects should be voluntary.

(7) The school calendar should include non-instructional and preparation time that is planned, consistent, balanced throughout the school calendar and scheduled during the regular school day.

(8) The school calendar should reflect community values and practices and should be adaptable to local circumstances.

(9) The school calendar should reflect a commitment to truth and reconciliation by:

(a) Recognizing designated days, events and activities that promote truth and reconciliation.

(b) Being responsive to the needs of the school's Indigenous teachers, staff, students, families and community.

(10) Therefore, teachers individually and collectively:

(a) Advocate for meaningful teacher involvement in the creation of school calendars.

(b) Anchor discussion about school calendars and scheduling processes on best supports for teaching and learning, including respect for teachers' working conditions.

(c) Advocate and negotiate for planned, consistent and balanced non-instructional and preparation time.

(d) Recognize and commemorate days that promote truth and reconciliation.

(1982; amended 1995, 2024, 2026)

3.3 NOON OR MEALTIME SUPERVISION

3.3.1 **Beliefs**

(1) Every teacher should have a duty-free lunch period at a reasonable time during the work day.

(2) Teachers may choose to provide noon or mealtime supervision for students.

(3) If a teacher chooses to provide noon or mealtime supervision, they do it on a truly voluntary basis and it must be recognized appropriately.

(4) When and if teachers decide to provide noon or mealtime supervision, this matter should be negotiated and included in the local collective bargaining agreement.

(5) Therefore, teachers individually and collectively:

(a) Advocate for a duty-free lunch period and truly voluntary noon and mealtime supervision.

(b) Negotiate for fair noon and mealtime supervision and recognition practices.

(1981; amended 2024, 2026)

3.4 INSTRUCTIONAL TIME AND PREPARATION TIME

3.4.1 **Definition**

Preparation time is assigned 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 collectively bargained.

(7) Teachers on part-time contracts should receive preparation time pro-rated to their contractual time.

(1982; amended 1999, 2023, 2026)

3.5 TEACHER INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

3.5.1 **Definition**

Extracurricular activities are student-centred activities that 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, amended 2025)

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)

3.7 INTENSIFICATION OF CLASS COMPLEXITY

3.7.1 **Definitions**

Class complexity refers to the diversity and density of student needs in each teaching and learning space.

Student needs refers to the array of personal and social determinants which accompany every student enrolled in the PreK-12 education system. Needs may be emotional, cognitive, behavioural, cultural, social, physical, intellectual, spiritual and/or may involve language, mental health or identity. Needs are intersectional and dynamic, with each need adding a layer of complexity to teaching and learning.

Intensification refers to:

(1) Increased teacher workload created through the combined impact of growing professional expectations, the interplay of layered complex needs, the expanding role of teachers and a growing understanding of mental health, well-being and development.

(2) An increase over time in the diversity and density of student needs present in a teaching and learning space.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver services and programs that meet the educational needs of all students.

Learning support personnel includes (but is not limited to) speech-language pathologists, occupational therapists, physical therapists, counsellors, psychologists, nurses, social workers, educational assistants, Elders, Knowledge Keepers and cultural liaisons.

3.7.2 **Beliefs**

(1) The intensification of complex classrooms:

(a) Undermines teaching and learning,

(b) Creates an untenable and unsustainable workload for teachers.

(c) Has a negative impact on the mental health and well-being of teachers and students.

(d) Impedes teachers' efforts to advance a culture of inclusion.

(e) Impacts on teachers' feelings of professional efficacy, career satisfaction and teacher retention.

(f) Reduces the time teachers can allocate to address the needs of each student.

(g) Reduces the time teachers have to build positive relationships with students.

(h) Requires additional time, resources, professional learning and administrative support.

(2) Intensification is compounded by:

(a) Inadequate and inequitable funding to meet the needs of students.

(b) Insufficient learning support personnel to actualize an inclusive learning environment.

(c) Untenable class size.

(d) Responsibilities for instruction such as, but not limited to, multi-age or multigrade classrooms.

(e) Inappropriate physical spaces for teaching and learning.

(3) Successfully addressing intensification requires government commitment to fully funded inclusive learning environments.

(4) Therefore, teachers individually and collectively advocate for the creation of fully funded inclusive learning environments as the single most impactful response to intensification.

(2023)

3.8 RECRUITMENT AND RETENTION

3.8.1 **Definitions**

Recruitment refers to the process of attracting qualified candidates to teacher education programs and hiring certified teachers into the publicly funded education system in Saskatchewan.

Retention refers to intentional actions taken to support and encourage teachers to remain working in the publicly funded education system within Saskatchewan.

Tokenism refers to the practice of superficial inclusion of individuals from underrepresented groups in order to prevent criticism or to give the appearance of diversity without commitment to substantive change.

Underrepresented groups refers to groups for whom their representation within the teaching profession is not reflective of their representation within the provincial population.

3.8.2 **Beliefs**

(1) There is a shared responsibility among the Ministry of Education, boards of education, school divisions, teacher education programs, the Federation and other groups involved in education to ensure the profession attracts and is attractive to quality teaching candidates who reflect the diversity of the province.

(2) Recruitment and retention of qualified teachers requires resourcing and improving the general working conditions of all teachers through:

(a) Positive working environments for all teachers.

(b) Enhanced status of the profession.

(c) Professional autonomy.

(d) Competitive compensation and benefits negotiated through local and provincial agreements.

(e) Work-life balance for teachers.

(f) Sufficient staffing levels.

(g) Provision of resources, including ongoing professional learning.

(h) Conditions and opportunities that promote efficacy and career satisfaction.

(i) Positive and supportive work and community culture, where teachers are able to bring their authentic selves to school and all other levels of the education system.

(j) Ample onboarding and mentorship opportunities for teachers new to the profession, school division or role.

(3) Recruitment and retention efforts should:

(a) Ensure that teachers have the pre-service education, qualifications, professional learning opportunities and resources necessary to be successful in complex and evolving work environments.

(b) Not be influenced by cost associated with a teacher's classification and experience.

(c) Ensure substitute teachers receive fair and equitable treatment.

(4) Recruitment and retention are impacted by local and geographic factors and may require unique strategies negotiated at the local level and in alignment with locally and provincially negotiated agreements, including but not limited to:

(a) Financial incentives, such as travel, housing or relocation allowances.

(b) Opportunities and resources for continued professional learning, including professional leaves and/or bursaries.

(c) Incentives for long service, such as student loan forgiveness or other bonuses.

(d) Other locally determined initiatives.

(5) Pre-Service teachers, including those from northern and/or remote communities, as well as second career teachers and internationally trained teachers seeking certification in Canada may require additional supports, including but not limited to:

(a) Financial incentives negotiated at the local level and in alignment with locally and provincially negotiated agreements, such as scholarships, allowances, relocation costs, recognition of past professional experience and/or student loan forgiveness.

(b) Opportunities for direct mentorship and/or the creation of intentional cohorts of teachers and pre-service teachers with similar lived experiences.

(c) Information and clearly defined pathways to certification for new Canadians and/or those holding temporary teaching permits.

(d) Access to and recognition of the value of approved community-based teacher education programs and programs that teach from an Indigenous worldview.

(e) Transitional supports to the classroom environment for teachers beginning their careers in Saskatchewan.

(6) Systems of oppression including but not limited to racism, sexism, queerphobia, ageism and ableism exist within the Saskatchewan education system and have a direct and negative impact on recruitment and retention of teachers from underrepresented groups.

(7) Teaching and learning are enhanced when the profession reflects the diversity of Saskatchewan's population and are strengthened through the many lived experiences, perspectives and ways of knowing of teachers.

(8) Teachers from underrepresented groups often experience unique challenges that impact recruitment and retention, including but not limited to:

(a) Expectations that they are experts in all aspects of their identities and speak for their entire community(ies).

(b) Disproportionate demands on their emotional labour and intellectual expertise related to their personal identity.

(c) Lack of physical, emotional, mental and spiritual safety in the workplace.

(d) Discrimination and harassment based on identity.

(e) Employment policies and practices that fail to acknowledge the diversity of the teaching force, including important cultural holidays, bereavement and other leaves, and/or family time.

(f) Actualizing a curriculum in which one's own identity is omitted or represented in inaccurate or stereotyped ways.

(g) Isolation and loneliness.

(h) Experiences of tokenism that undermine and invalidate the teacher's identity and professionalism.

(9) Ethical data collection, including an analysis of underrepresented groups, is necessary to inform hiring strategies and the ongoing reevaluation of recruitment and retention strategies.

(10) Therefore, teachers individually and collectively:

(a) Contribute to creating and supporting teaching and learning environments that are desirable and safe workplaces.

(b) Advocate that all teachers in the province of Saskatchewan require the qualifications, professional learning opportunities and resources necessary to be successful in complex and evolving work environments.

(c) Advocate and negotiate with government and school divisions for the resources necessary to make teaching an attractive profession including:

(i) Violence free classrooms and workspaces.

(ii) Compensation and benefits.

(iii) A fully funded education system.

(iv) Ongoing professional learning, mentorship and other collaborative opportunities.

(v) The recognition and support of diverse worldviews and cultural practices.

(d) Advocate for a workforce that is reflective of the diversity of the Saskatchewan population.

(e) Challenge systems of oppression and intentionally work to remove barriers to employment for underrepresented groups.

(f) Advocate for school divisions to:

(i) Invest in the active recruitment of certified teachers who reflect the diversity of the province.

(ii) Implement transparent and accountable hiring practices that are culturally sensitive and relevant.

(iii) Implement placement and transfer policies that recognize the isolation and loneliness teachers face as the only person of their identity within a school.

(iv) Implement employment practices and policies that are supportive of teachers from underrepresented groups.

(v) Review and update hiring practices, such as hiring committees and policies through an anti-oppressive lens.

(g) Advocate for the ethical collection and use of data on recruitment and retention of teachers, including teachers from underrepresented groups.

(h) Advocate for solutions, achieved through local and provincial bargaining, to recruitment and retention challenges and adequate funding to support these solutions.

(i) Advocate for additional and/or clearly defined pathways to certification that maintain high professional standards and recognize:

(i) Past professional experience.

(ii) International education training.

(iii) Approved community-based education training.

(j) Advocate for and actively participate in teacher education programs that:

(i) Engage in intentional recruitment of underrepresented groups to teacher education programs.

(ii) Include multiple pedagogical worldviews.

(iii) Seek and respond to teacher input regarding the content of teacher education programs and practicum experiences.

(iv) Teach anti-racist and anti-oppressive education.

(v) Are culturally relevant.

(vi) Create a community that is welcoming to underrepresented groups.

(vii) Offer mentorship opportunities and create intentional cohorts of pre-service teachers with similar lived experience.

(viii) Offer programming within communities.

(ix) Offer flexible program options to address barriers students face.

(k) Advocate for greater involvement of the community in welcoming, supporting and including teachers relocating to a new community.

(l) Create opportunities for teachers to come together to support one another through communities of practice and/or professional networks.

(2026)

POLICIES – TEACHER EMPLOYMENT TERMS AND CONDITIONS

COMPENSATION AND BENEFITS

3.9 COMPENSATION

3.9.1 **Definition**

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

3.9.2 **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)

3.10 BENEFITS

3.10.1 **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.

3.10.2 **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)

3.11 PENSIONS

3.11.1 **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.

3.11.2 **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)

POLICIES – TEACHER EMPLOYMENT TERMS AND CONDITIONS

ADVICE, ASSISTANCE AND LEGAL PROTECTION

3.12 SCHOOL DIVISION REORGANIZATION

3.12.1 **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.

3.12.2 **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)

3.13 CONTRACTS OF EMPLOYMENT

3.13.1 **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.

3.13.2 **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)

3.14 TEACHER REDUNDANCY

3.14.1 **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.

3.14.2 **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)

3.15 TEACHER TRANSFERS

3.15.1 **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.

3.15.2 **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)

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POLICIES – GOVERNANCE

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 COUNCIL RESOLUTIONS

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 2010)

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)

RELATED MATTERS

4.6 ACCESS TO INFORMATION

4.6.1 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)

4.7 LOCAL ASSOCIATIONS

4.7.1 Definitions

Local association refers to an unincorporated organization established by Council that fulfils the purposes outlined in Bylaw 4 (Local Associations) and plays a key role in the Federation.

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, officers and members of the local association executive, committee chairs and Federation school staff liaisons or staff representatives.

Release time refers to time in which a teacher is released from teaching duties to attend to the work of the local association, either for extended or short periods of time. 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.

4.7.2 Beliefs

(1) Local associations and the Federation are interlinked and interdependent.

(2) Collaboration between local associations and the Federation is characterized by working together to achieve shared goals, learning and knowledge.

(3) Federation commitments to all members across the province supersede local association autonomy.

(4) A local association meets the unique needs of its members and its community, while adhering to relevant legislation, and applicable Federation bylaws and policies.

(5) Local associations' unique values, principles and goals are reflected in their constitutions, bylaws and policies.

(6) The relationship between the local association and Council is one of reciprocal accountability and transparency. This serves to protect and support local association leaders in fulfilling their fiduciary, administrative and governance duties.

(7) Enhancing local associations strengthens the Federation as a whole.

(8) Collective responsibility for the welfare of all members is enacted at both the provincial and local levels.

(9) Local associations provide teachers with a collective voice and collective action at the local level of the Federation.

(10) Local association leaders shall intentionally gather the representative voice of their membership.

(11) The Federation is responsible for ensuring equitable access to training, resources and supports to local association leaders to mitigate financial, reputational or other risks.

(12) Release time for local association leaders is imperative for local associations to carry out their functions effectively.

(13) Therefore, teachers individually and collectively:

- (a) Embrace and value the bi-level structure of the organization and attend to the interconnectedness of the local and provincial levels for the betterment of the profession.
- (b) Collaborate on items of mutual interest and concern at local and provincial levels.
- (c) Engage with local associations and promote the welfare of all Saskatchewan teachers at local and provincial levels.
- (d) Practice effective communication and collective action through local associations.
- (e) Embrace accountability and transparency at local and provincial levels and respect the risk management responsibilities of local association leaders and of the Federation.
- (f) Work towards equitable access to local association supports.
- (g) Maintain local association leadership initiatives at the provincial level that provide information, resources, grants, networking opportunities and professional development for local association leaders.

(2007; amended 2024)

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