STF | PROFESSIONAL LEARNING

ANNUAL REPORT
2023-24

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ORGANIZATIONAL STRUCTURE

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  Regina Catholic School Division
- Shawna Jurgens
  Greater Saskatoon Catholic Schools
- Stephaenie Leitao Csada
  Ministry of Education
- Ted Amendt
  Saskatchewan School Boards Association

OBJECTIVES

THE OBJECTIVES FOR THE UNIT ARE THE DEVELOPMENT AND PROVISION OF:

1. Consultative and capacity-building services to those who plan and deliver professional learning.
2. Opportunities for the teaching profession that cannot be adequately accomplished at the local level.
3. Networks for communication and influence amongst educational organizations regarding professional learning.
4. Networks about exemplary professional learning programs, resource persons and events.
5. Resources and programs to support school divisions, school staff and local teacher associations in promoting understanding of the need for ongoing high-quality professional learning.
6. Evaluation services related to professional learning and professional learning education.
7. Synthesis, interpretation and dissemination of research related to professional learning.
8. Sustainable leadership and systems that promote a vision for high-quality professional learning.
9. Partnership relationships with educational organizations provincially, nationally and internationally.

PURPOSE AND BELIEFS

In May of 2023 the STFPL team set a strategic goal of ensuring 70 percent of our provincial workshops ran as scheduled. In order to achieve this goal, STFPL has increased the modes of delivery to include: synchronous, asynchronous as well as face-to-face. In 2023-24, 78 percent of workshops ran as scheduled.

The purpose of STF Professional Learning is to create and provide high-quality professional development resources and opportunities for the members of the teaching profession of Saskatchewan and to provide support for the educational community's pursuit of the same.

In fulfilling this purpose, STF Professional Learning believes that the resources and opportunities developed and delivered must:

- Acknowledge and respect the existing professional knowledge and skills of educators.
- Focus on deepening professional knowledge and skills with the goal of supporting student learning.
- Include opportunities for dialogue, practice, research and reflection in a supportive climate.
- Be foundational to the ongoing work of educators.
- Be sustainable over time.
- Promote and enhance cooperation and collaboration among educators.

MISSION

To support, empower and advocate for the growth of educators and students through responsive professional learning opportunities.

VALUES

RESPECTFUL

CARING

WELCOMING

GENEROUS AND PROFESSIONAL

THE YEAR IN REVIEW

In 2023-24, STF Professional Learning connected with 3,008 Saskatchewan teachers.

For most teachers in Saskatchewan the year 2023-24 will be remembered, above all else, for the acrimonious bargaining process that began in earnest in the spring of 2023. From organized rallies at the legislature to mini rallies in the fall and finally the implementation of sanctions during the frigid cold of Saskatchewan's winter. STF Professional Learning (STFPL) found itself not only working assiduously to build and offer high quality professional workshops to Saskatchewan teachers but walking side-by-side with them as we tried to engage and enlighten both the public and the government of the many challenges facing public education in Saskatchewan.

Although the cloud of bargaining would remain with us throughout the entire year, the work of STFPL would continue in full force as the fall school year opened with conventions to support and contracts to be fulfilled. As always, the professional learning year began with school opening support across the province from Saskatoon to Creighton to Lloydminster and numerous small communities in-between. By the end of September, STFPL had already spent time in more than 15 Saskatchewan communities supporting teacher professional learning.

An area of significant research, development and innovation for STFPL in 2023-24 was the creation of new "Just in Time" asynchronous learning opportunities for teachers. Using the Canvas learning platform, the team would build three new courses by the winter of 2024. There is no doubt that asynchronous learning will continue to be an area of focus for us moving forward as it allows Saskatchewan teachers and school divisions to not only access learning on their schedules, but can also save them significant dollars as the ancillary costs of teacher professional learning, such as accommodations, travel and sub costs could be significantly reduced, or in some cases, completely eliminated. By the fall of 2024 over 500 teachers had accessed the courses.

Having said that, requests for face-to-face professional learning will always remain high as teachers enjoy the opportunity to collaborate and learn as a community. As in past years, the most popular face-to-face sessions in 2023-24 revolved around supporting school divisions implementation of the Provincial Education Plan with specific emphasis on Indigenous pedagogy, learning and assessment and the always popular, early literacy and numeracy.

In the spring of 2023, STFPL had set a goal of ensuring that at least 70 percent of our scheduled workshops that appeared in the STF Events Calendar ran. In past, post-COVID years, that number had dipped to a disappointing 57 percent. Our members had let it be known that cancelling scheduled sessions was very frustrating for them as they had spent numerous hours preparing for their day away from their classrooms and students. With that feedback in mind, we sat down as a team and strategically discussed how to reduce the number of cancellations by increasing enrollment. We are pleased to announce that by the end of June 2024, 78 percent of the scheduled sessions ran. Arguably, the number would have been even higher had it not been a year of sanctions and teacher walk-outs.

By the time STFPL met in June of 2024 our data indicated that we had connected with over 3,000 individual Saskatchewan teachers and had provided professional learning support to 26 Saskatchewan school divisions. What a great year!

WHO WE ARE

STF Professional Learning creates and provides high-quality professional learning resources and opportunities for teachers and supports the work of Saskatchewan's educational community.

WHAT WE DO

- Provide professional learning opportunities and promote a vision for learning through sustainable leadership and systems.
- Offer sessions in various formats to meet the needs of teachers including in-person, virtual synchronous and just-in-time asynchronous sessions.
- Provide resources and opportunities that respect and deepen the existing knowledge and skills of educators to meet the goals of actualizing curriculum and supporting student learning.
- Develop customized learning opportunities for school divisions on a contract basis and facilitate current and past Ministry of Education initiatives such as Following Their Voices, Leading to Learn and the early learning Responding to Children's Interests project.

DID YOU KNOW?

- Members can apply to be an STFPL Professional Learning Partner to provide relevant and effective professional learning opportunities to Saskatchewan teachers.
- New learning offerings have been developed in emerging areas such as Truth and Reconciliation, Leadership, Mental Health and Well-Being, Outdoor Education, Special Education and French during recent years.
- During its initial year of operation in 2023-24, Supporting Indigenous Ways of Knowing in Mathematics (SIWOK) provided workshops that supported teachers ranging from elementary to high school.

View the Professional Growth Opportunities Catalogue.

LEARNING BY THE NUMBERS

110	80	57	21	6	4
session topics	sessions supporting the Provincial Education Plan	virtual delivery sessions	new sessions for 2024-25	sessions delivered in French	asynchronous sessions

STFPL TEACHER REACH IN 2023-24

offered	supported	delivered	connected with
70 provincial workshops	**26** school divisions	**110** contracts	**3,008** teachers

STFPL SOCIAL MEDIA PRESENCE

STFPL continues to use social media as a means of communication. All workshops that appear on the STF Events calendar also receive significant reach using X and Facebook.

With Twitter's transition to X, they have discontinued free access to many of the statistical analysis tools that they once provided for free. With that in mind, they only provide number of followers. As of June 2024, STFPL had 1732 followers. Up from 1671 in June of 2023.

Facebook also changed their data collection, making historical data difficult to ascertain. In June of 2023, STFPL had 653 followers. In June of 2024, that number climbed to 1134.

NEW PROFESSIONAL LEARNING OFFERINGS

A variety of new professional learning offerings have been created as STFPL continues to strive towards its mission of supporting and empowering the professional growth of educators and students through responsive professional learning opportunities.

Supporting Indigenous Ways of Knowing in Mathematics

The Supporting Indigenous Ways of Knowing in Mathematics Committee is an STF Special Project of the Executive as part of their commitment to Truth and Reconciliation. This committee consists of educators from both provincial and First Nation authority systems and is supported by Elders and Knowledge Keepers in the work that they do.

High School Committee Members:

- Kimberley Andersen – Regina Public School Division
- Penny Mohr – North East School Division
- Sharon Meyer – Medicine Wheel Knowledge Keeper
- Kathy Wahpepah – Knowledge Keeper

Middle Years Members:

- Derek Hyland – Lloydminster Public School Division
- Kristina Binette – Light of Christ Roman Catholic School Division
- Kirsten Dyck – Prairie Spirit School Division
- Lana Steiner – Prairie Valley School Division
- Lamarr Oksasikewiyin – Knowledge Keeper, Sweetgrass First Nation

Elementary Members:

- Cassandra Neufeld – Conseil des écoles fransaskoises
- Chad Williams – Prairie Spirit School Division
- Jessica Madriatta – Regina Public School Division
- Reanna Daniels – First Nations University of Canada
- Lamarr Oksasikewiyin – Knowledge Keeper, Sweetgrass First Nation

The committee is organized into three working groups of math educators, one each at the elementary, middle years and high school levels. Each group has been together for several years, as the initiative began during the pandemic. They have worked collaboratively, sharing and exploring recent research, traditional knowledge and evidence-based practices in mathematics with the goal of creating a series of professional learning sessions. By the end of the 2023-24 school year each group had developed and piloted a two-day in-person series, along with accompanying online learning supports specifically designed to meet the curricular needs of educators and students in those grades.

We would like to acknowledge the generosity of Lloydminster Public School Division, Prairie Spirit School Division, Regina Public School Division, North East School Division and First Nations University of Saskatchewan for hosting sessions in their systems, allowing for greater diversity of location provincially.

STFPL is currently also planning to create an asynchronous offering, titled; Supporting Indigenous Ways of Knowing in online instruction.

Anti-Racism Intensives: Beginning Your Journey to Becoming an Anti-Racist Educator and Continuing Your Journey to Becoming an Anti-Racist Educator

Provincial beginnings:

- Co-created with Alisa Favel, STFPL Partner from Saskatoon Public School Division, STFPL launched its two-day intensive, **Beginning Your Journey to Becoming an Anti-Racist Educator** in 2021-22 as a provincial offering, and it has run multiple times since then.

- The second two-day intensive, **Continuing Your Journey to Becoming an Anti-Racist Educator**, was launched with groups of committed anti-racist educators in November and December 2023 and then offered provincially in May 2024.

First division contracts:

- 2023-24: **Beginning Your Journey to Becoming an Anti-Racist Educator** was contracted for the first time by a school division in September 2023 when Alisa Favel (STFPL Partner) and STFPL worked with the Good Spirit School Division (GSSD) Administrative Council.
- 2024-25: **Continuing Your Journey to Becoming an Anti-Racist Educator** was contracted by GSSD for their Administrative Council in September 2024. GSSD has also contracted STFPL to offer **Beginning Your Journey to Becoming an Anti-Racist Educator** in the school division in March 2025.

English as an Additional Language (EAL) Workshop Development

After a pause in EAL support in 2022-23, STFPL engaged with three partners – Cheryl Redekopp (former EAL Consultant for Prairie Spirit School Division), Shawna Jurgens (Greater Saskatoon Catholic School Division), and Sarah Baumgartner (Regina Public School Division) – to review, revise, and update the offerings we have available to support teachers with EAL students in their classes:

- Supporting EAL Students – Foundational Understandings and Practical Approaches
- Differentiating Instruction and Assessment to Support Elementary EAL Students
- Differentiating Instruction and Assessment to Support Middle Years and Secondary EAL Students

These sessions are available on the Events Calendar and have been contracted by Prince Albert Catholic School Division for their opening day institute and by North East Teachers' Association for their convention.

Early Learning and Early Literacy

2023-24 was a busy year for STFPL in the area of early learning and literacy, providing over fifty contracts and workshops to educators in the province, both in person and online. Topics ranged from Inviting Exploration of Treaty Outcomes through Play, to Trauma Sensitive Practices, Block Play In Mathematics and Science, Phonemic Awareness and Phonics Instruction in Early Years and The Science of Reading UFLI and You. Notably, the first fully asynchronous offering in this area, Sounds Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction, was launched and accessed by over fifty early learning educators, coaches and consultants, leading to a follow up contract to provide access to all educators in the Chinook School Division.

Planning is underway for several other asynchronous offerings in this area, including: Responding to Children's Interests and Evidence Based Practices in Early Literacy.

Asynchronous

Outcomes-Based Assessment for High School Learning – Asynchronous Course Development

Co-created with Patricia Bibby, STFPL Partner from Saskatchewan Rivers School Division. The asynchronous course **Outcomes-Based Assessment for High School Learning** was launched provincially in April 2024. This course has four modules that focus on:

- the compelling why for outcomes-based assessment,
- the three purposes of assessment (assessment for, as, and of learning),
- understanding the cognitive complexity and knowledge types that are required for mastery of outcomes and their indicators, and
- analyzing assessments for validity.

The course exemplifies a constructivist approach to learning, the use of high effect size influences on student learning from the research of John Hattie and his colleagues and the use of high school curricula for all modelling.

School divisions were offered two weeks of guest access to preview the course after the provincial launch of the course. Since then, STFPL has been contracted by Good Spirit School Division and Prairie South School Division to provide access to all their high school teachers. Ongoing support is being provided to high school principals and curriculum consultants in Good Spirit School Division to support the implementation of outcomes-based assessment with high school teachers in their division. Prairie Valley School Division has contracted STFPL to provide access

for ten of their high school teachers as a first step to building momentum within the school division for this learning.

Research and development work begins on the second course: **Communicating and Reporting Academic and Non-Academic Achievement for High School Learning**. This course will include five modules that focus on:

- understanding communication in education,
- generating outcomes-based rubrics that support teacher clarity and student success,
- explicitly teaching academic language to support teacher clarity and student use of rubrics,
- effectively communicating feedback and feedforward to support learning,
- communicating and reporting academic and non-academic achievement for different audiences.

In addition to this course, plans are in place for two more courses that, when complete, will comprise a four-course series focused on Outcomes-Based Planning, Assessment and Reporting for High School Learning.

Île-à-la-Crosse School Division: Responding to Overwhelm – Next Steps Asynchronous Learning Modules

The vision for the eleven asynchronous learning modules in this project was co-created with a team of educators from Rossignol Elementary and High Schools in a series of virtual planning meetings from January to September 2023. The comprehensive scope of the learning journey planned within these modules combines the wisdom and practices of Elders, Language Keepers and community members with research-based understandings and best practices from the fields of social and emotional learning, trauma, and education.

Due to the scope of the project, the planning team focused on the detailed development of the first three modules in 2023-24. We planned to include videos that featured the knowledge, experiences, perspectives and guidance of Elders, Language Keepers and community members to align with the focus of each learning module. This filming was initially planned for early February 2024, but due to the unpredictable nature of sanctions at the time, the planning team decided to postpone.

With the support of STF's videographer, the filming for the first three modules was completed at various locations in Île-à-la-Crosse from September 10-12, 2024. These film segments will be edited, reviewed by the featured individuals, and when approved, included in the Canvas modules. The draft modules will be reviewed with the planning team in Île-à-la-Crosse and made available to teachers and support staff when the review process is complete.

Then, detailed planning will continue with the Rossignol planning team for the next modules to be developed.

New Asynchronous Learning Offerings

In 2024, STFPL introduced several new asynchronous professional learning opportunities to our catalogue. We are excited to provide these "just-in-time" learning experiences, which will continue to expand to meet the evolving needs of Saskatchewan teachers.

- Class Complexity: Autism & Functions of Behaviour (developed in partnership with Lauren Brandt, Director of the Autism Intervention Program at Autism Services of Saskatoon)
- Nurturing Emergent Literacy in Play-Based Outdoor Education (developed with STFPL Partner, Tirzah Reilkoff)
- Outcomes-Based Assessment for High School Learning (developed with STFPL Partner, Patricia Bibby)
- Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics, and Reading Instruction

Amplifying Our Impact

This year, STFPL expanded its reach globally by presenting at international conferences and publishing in a leading professional journal. These efforts have allowed us to share our insights and innovations with a wider audience, contributing to the global discourse in education and reinforcing our commitment to continuous learning and collaboration.

- Take Me Outside Outdoor Learning Conference 2024 (May, Banff)
- Learning Forward's Annual Conference 2024 (December, Denver)
- The Learning Professional (3 Practices Promote Intercultural Understanding in Canada, August 2024)

EDUCATION SECTOR PARTNERSHIPS

Child Trauma and Research Centre

STFPL continues to partner with the Child Trauma and Research Centre to deliver a microcredential in trauma-sensitive pedagogy and practices through the Centre for Continuing Education at the University of Regina. Currently, the syllabi of the courses is being assessed for a graduate level credit by the University of Regina Graduate Studies faculty.

While the courses were offered through the CCE during the 2023-24 year, they had to be cancelled due to low registration. Currently, the first three courses for the Microcertificate are scheduled from October through December 2024,

1. Introduction to Trauma and Trauma-Informed Sensitive Practices
2. Supporting Refugee and Immigrant Children, Youth and Families in Schools
3. Walking Alongside Indigenous Children, Youth and Families in Schools

Three other badges will be open for registration during the Winter session (January-March)

1. Leading in Trauma-Sensitive Schools
2. Playful Embodied Trauma-Sensitive Strategies
3. Grief In Schools

East Central First Nation Education Authority – Responsive Planning and Detailed Implementation Support

STFPL provided responsive planning support to East Central First Nation Education Authority following the critical incident at James Smith Cree Nation on September 4, 2022. This planning support continued on a regular basis with the educational leadership team and representatives from Bernard Constant Community School until June 2024. The result of this co-creative collaboration was a trauma-informed detailed implementation plan identifying immediate, short-term and long-term actions within fourteen identified goal areas. This planning support was fully supported by the STF Executive and Senior Leadership.

MINISTRY CONTRACTS

Following Their Voices

In 2023-24, STFPL continued its contract with the Ministry of Education to support the Following Their Voices initiative, part of the Education Strategic Sector Plan under the Fist Nations, Métis and Inuit Learner Graduation Rates outcome. STFPL supports the FTV initiative in three distinct ways:

1. STFPL core team members work closely with the FTV Provincial Action Team (PAT), including Ministry employees and facilitators who have been seconded to the Ministry to ensure alignment with Ministry goals.
2. STFPL and the Provincial Action Team (PAT) co-plan and deliver professional learning and mentorship of the Seekers, a group of FTV school-based facilitators. During the 2023-24 school year there were 7 Seekers.
3. The STFPL core team provides administrative and logistical support before, during and after all PLD days for School Change Leadership Teams (SCLTs) including, but not limited to:
    a. Overseeing facilitation plans alongside members of the PAT.
    b. Creating resources for provincial Professional Learning Days for SCLTs.
    c. Managing catering and room-bookings for PLDs.
    d. Providing technical support for virtual learning days.

In 2023-24, STF Professional Learning's support of the FTV initiative included:

- Five days of professional learning for Year 2 schools.
- Three days of professional learning for Year 3 schools.
- Two days of professional learning for Year 4 schools.
- Two half-days of professional learning for Year 5+ schools.
- Eight days of professional learning and planning for Seekers and Provincial Action Team.
- Two days of Learning Focused Conversations for new SCLT members and Seekers.
- Two days of "The Art of Facilitation" to support Seekers and school-based facilitators in developing facilitation skills.

ACCREDITATION

In 2024, the Saskatchewan Accreditation Initial and Renewal Seminars remained highly active, offering teachers valuable opportunities to challenge, expand, and refresh their professional knowledge with a focus on assessment and evaluation. Throughout the year, STFPL hosted seminars in the spring, summer, and fall, and also provided contracted services to meet the diverse needs of school divisions.

February/March 2024

- Provincial Renewal Seminar – Saskatoon
- Provincial Initial and Renewal Seminar – Regina
- Hosted Provincial and GSCS Renewal Seminar – Saskatoon

July/August 2024

- Provincial Initial and Renewal Seminar – Saskatoon
- Provincial Initial and Renewal Seminar – Regina

September/October 2024

- Provincial Initial and Renewal Seminar – Saskatoon
- Hosted Provincial and Horizon SD Initial and Renewal Seminar – Humboldt
- Hosted Provincial and SPSD Renewal Seminar – Saskatoon

Accreditation Seminar Revision

In the spring of 2023, we initiated the renewal of STFPL's Accreditation Seminars. Partnering with one of Canada's leading assessment experts, Katie White, and a group of seasoned Accreditation Facilitators, we formed a revision committee focused on enhancing the seminar's content and processes to ensure they reflect current, responsive and equitable practices.

Throughout the school year, the committee actively sought input, gathered feedback and made necessary revisions. To further strengthen our collective approach, the entire Accreditation Facilitator group gathered for an in-person training day with Katie White and the revision team, reinforcing our commitment to delivering high-quality professional learning experiences. These efforts culminated in the successful launch of the updated seminars in the summer of 2024.

SUPPORTING INITIATIVES OF THE FEDERATION

In 2023-24, STF Professional Learning worked to support initiatives of the Saskatchewan Teachers' Federation. This support included providing professional learning and a voice to strategic planning with numerous operating and subcommittees. These committees included, but were not limited to: Pre-Service Teachers, Teachers in their First Five Years, Teacher Well-Being, Inclusion, Diversity and Human Rights, and Leadership.

PROFESSIONAL LEARNING PARTNERS

A tremendous thank you to all of our Professional Learning Partners!

Allen , Scott	Greater Saskatoon Catholic School Division
Andersen, Kimberly	Regina Public School Division
Anderson, Kerry	Saskatoon Public School Division
Baumgartner, Sarah	Regina Public School Division
Bibby, Patricia	Sask Rivers School Division
Brandt, Sean	Prairie Spirit School Division
Clarke, Dan	Saskatoon Public School Division
Daigle, Jordan	Chinook School Division
Danyluk, Christine	University of Saskatchewan
Dizy, Michelle	Regina Catholic School Division
Dufour Bowes, Arnolda	Saskatchewan Métis Author
Dunits, Cheryl	Light of Christ Catholic Schools
Favel, Alisa	Saskatoon Public School Division
Guest, Murray	Saskatoon Public School Division
Hadwen, Glenda	Prairie Valley School Division
Hadwen, Karen	North East School Division
Jeffery, Dwayne	Lloydminster Public School Division
Jurgens, Shawna	Greater Saskatoon Catholic School Division
Keeley, Krista	Regina Public School Division
Lewry, Callie	Regina Public School Division
Lichtenwald, Kyle	Holy Trinity Catholic School Division
Mazurek, Tanya	Early Childhood Educator
McFarlane, Melissa	North East School Division
Meyer, Sharon	North East School Division
Mielke, Dan	North East School Division
Moccasin, Miranda	Saulteaux Heritage School
Orth, Amy	Prairie Spirit School Division
Panetta, Larissa	Psychologist
Redekopp, Cheryl	Superannuated EAL Consultant
Reilkoff, Tirzah	Prairie Spirit School Division
Rodriguez, Genna	Regina Catholic School Division
Sakatch, Jackie	Regina Public School Division
Sanville, Amy	Regina Catholic School Division
Van Hesteren, Sherry	Saskatoon Public School Division
Vetter, Jaren	Prairie Spirit School Division
White, Katie	Educational Consultant, Author
Yeaman, Angela	Sask Rivers School Division

PROFESSIONAL LEARNING SESSIONS SUMMARY

IP – In Person V – Virtual (2) – Two days (1) – One day

SESSION TITLE	IN PERSON	VIRTUAL	BLENDED	FULL DAY	HALF DAY	SERIES	PEP
'JUST IN TIME' ASYNCHRONOUS LEARNING							
NEW! Outcomes-Based Assessment for High School Learning		*				*	*
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction		*				*	*
NEW! Designing a Classroom Environment of Respect and Rapport		*					*
TEACHING AND LEARNING							
Creating a Positive Classroom Climate	*	*		*(2)		*V	*
NEW! Designing a Classroom Environment of Respect and Rapport		*					*
ANTI-RACISM / ANTI-OPPRESSION							
Beginning Your Journey to Becoming an Anti-Racist Educator	*			*(2)			*
NEW! Continuing Your Journey to Becoming an Anti-Racist Educator	*			*(2)			*
ENGLISH AS AN ADDITIONAL LANGUAGE							
Supporting EAL Students: Foundational Understandings and Practical Approaches	*			*			*
NEW! Differentiating Instruction and Assessment to Support Elementary EAL Students	*			*			*
Differentiating Instruction and Assessment to Support Middle Years and Secondary EAL Students	*			*			*
FOUNDATIONS OF TEACHING SERIES							
Creating Safety and Belonging Within Your Learning Environment	*			*		*	*
Holistic Planning for Instruction and Assessment	*			*		*	*
Inquiry-Based Teaching and Learning	*			*	*	*	*
Meeting Students Where They Are At	*	*		*	*	*	*
Planning for Increased Student Voice and Choice	*	*		*	*	*	*
Supporting Student Comprehension Across Subject Areas	*	*		*	*	*	*
Understanding and Actualizing Curricula: Starting at the Front	*			*		*	*
RECONCILIATION AND DECOLONIZATION							
Culturally Responsive Pedagogy: Integrating Indigenous Perspectives into Classroom Practice	*			*			*
COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives Into Classroom Practice		*					*
NEW! Reconciliation: Moving Toward Transformative Understanding and Action	*				*		*
NEW! Understanding and Finding Our Way – Decolonizing Canadian Education	*			*	*		*
SOCIAL-EMOTIONAL AND BEHAVIOURAL WELL-BEING							
Building Positive Student-Teacher Relationships	*	*		*IP		*V	*
NEW! The ABCs of Behaviour Support and Intervention Planning		*				*	
Nurturing Well-Being in Today's Classroom	*	*		*IP		*V	*
Promoting Positive Student Behaviour	*	*		*IP	*IP *V		*
Responding to Overwhelm	*	*		*	*		*
Tell Me More About Student Mental Wellness	*	*		*IP(2)		*V	*
Trauma-Sensitive Practices: Supporting Early Learners Through Play	*			*			*
NEW! Trauma-Informed/Sensitive Pedagogies and Practices Microcredential		*				*	*
MATHEMATICS							
Building Early Numeracy and Automaticity Through Exploration and Play	*			*			*
Building Mathematical Fluency and Automaticity with Games	*			*			*
Making Math Class Work	*			*			*

SESSION TITLE	IN PERSON	VIRTUAL	BLENDED	FULL DAY	HALF DAY	SERIES	PEP
Number Talks and Beyond: Building Math Communities Through Classroom Conversation	*			*			*
NOUVEAU ! Parlez-vous maths ? Number Talks en français !	*			*			
NEW! Supporting Indigenous Ways of Knowing in Mathematics	*			*(2)			*
Using Structures to Support Differentiation in a Math Classroom	*			*			*
Using Tasks in Middle Years Mathematics OR Using Tasks in High School Mathematics	*			*			*
LITERACY							
EARLY LITERACY							
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
NEW! Phonemic Awareness and Phonics In Early Years: Making Explicit Instruction and Play Work!	*			*			
NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction		*				*	*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*
Supporting Writers in the Early Years	*			*			*
ELEMENTARY/MIDDLE YEARS LITERACY							
Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction	*			*			*
Comprehension Strategies in Literacy Instruction: Engaging Readers in Non-Fiction Texts	*	*		*IP	*V	*V	
Comprehension Strategies in Literacy Instruction: Focus on Fiction	*	*		*IP	*V	*V	
Cracking the Code: Building Skills for Successful Readers	*	*		*IP	*V		*
Environments and Structures for the Responsive Literacy Classroom	*	*		*IP		*V	*
NEW! Indigenous Pedagogy for Writing Instruction: Experiential Writing	*			*			*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*
WRITING SERIES							
Effective Writing Classrooms	*			*			*
Engaged Writers	*			*			*
Purposeful Writers	*			*			*
Responsive Writing Instruction	*	*		*	*		*
MIDDLE YEARS AND HIGH SCHOOL LITERACY							
Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction	*			*			*
Middle Years and High School ELA: 'Dialing Up' a Future-Focused, Student-Centred ELA Classroom	*	*			*		*
Middle Years and High School ELA: Reaching Disengaged Learners	*	*			*		*
EARLY LEARNING							
Connecting Curriculum to Play-Based Projects in Kindergarten	*			*			*
Developing Self-Regulation and Social Emotional Skills in Early Years	*	*		*IP	*V	*V	*
Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum	*			*			*
Early Learning with Block Play: Numeracy, Science, Literacy and So Much More!	*			*			*
'FUN'damental Practices for High-Quality Early Learning	*	*		*IP		*V	*
Inclusive Practices in Early Years: Supporting Learners with Intensive Needs	*	*		*IP	*V		*
Inquiry and Project-Based Learning in Primary	*			*			*
Inviting Exploration of Treaty Outcomes Through Play in the Early Years	*	*		*IP	*V		*
Let's Talk: Supporting Diverse Language Learners in the Early Years	*	*		*IP	*V		*
Parent and Family Engagement: Inviting Families and Parents to Share Funds of Knowledge	*	*		*IP		*V	*
Responding to Children's Interests	*	*		*IP(2)		*V	*
Simple Solutions for Documentation	*	*		*IP	*V		*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*

SESSION TITLE	IN PERSON	VIRTUAL	BLENDED	FULL DAY	HALF DAY	SERIES	PEP
The Amazing Brain in Early Years	*			*			*
Trauma-Sensitive Practices: Supporting Early Learners Through Play	*			*			*
NEW! Using Edsby to Engage with Families: Moving Beyond Reporting to Sharing Learning		*			*		*
PHYSICAL LITERACY							
Fundamental Skills to Enhance Learning	*	*		*IP	*V		
How Movement Improves Thinking, Learning and Emotional Well-Being	*			*			
Outcomes-Based Planning and Assessment in High School Physical Literacy	*	*		*IP	*V		
LEADERSHIP							
Creating a Positive School Culture	*			*			
Crucial Conversations	*	*		*(2)			
Curriculum Leadership	*			*		*	
COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives into Classroom Practice		*					*
Insights Discovery	*			*			
Instructional Coaching Skills and Strategies	*			*			
Leading for Diversity	*			*(2)		*	
Leading Through Times of Change	*	*		*		*	
Measuring with Meaning	*	*		*		*	
Skills and Stance for Learning-Focused Conversations	*			*(2)			
The Reflective Leader: Who Are You as a Leader and Why Does it Matter?	*			*			
Using Formative Assessment to Support Teacher Growth	*			*		*	
Visioning and Strategic Planning	*	*		*IP	*V		
FACILITATOR SERIES							
What is Facilitation Anyway?	*			*		*	
Differentiation and Responsiveness: Not Just for Students	*			*		*	
Creating the Professional Learning You've Always Wanted to Experience	*			*		*	
E-LEARNING PEDAGOGY							
Building Relationships Online		*			*		*
Teaching With the Blend in Mind	*	*			*		*
BLENDED LEARNING SERIES							
Session 1: Distance Learning Approaches		*	*		*90 min.	*	*
Session 2: Planning for Multiple Learning Approaches		*	*		*90 min.	*	*
Session 3: Supporting Student Autonomy and Inviting Students into the Learning Environment		*	*		*90 min.	*	*
Session 4: The Art of Asynchronous Communication and Synchronous Remote Teaching		*	*		*90 min.	*	*
Session 5: Student-Led Learning: Learning Logs and e-Portfolios		*	*		*90 min.	*	*
OUTDOOR EDUCATION							
Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum	*			*			*
Get Outside!	*				*		
Grow Outside!	*	*			*		
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
Taking Science Outside	*			*	*		
FRENCH OPPORTUNITIES / FORMATIONS EN FRANÇAIS							
Enseignement explicite et la réussite des élèves	*	*		*		*V	
La gestion de classe : Créer un climat positif	*	*		*IP (1 or 2)		*V	*
L'évaluation de la lecture : C'est plus que les résultats!	*	*			*		*
Les pratiques efficaces pour améliorer la lecture en immersion française	*			*			*
NOUVEAU ! Parlez-vous maths ? Number Talks en français !	*			*			

ACCESSING PROFESSIONAL LEARNING

OPTIONS FOR PROFESSIONAL LEARNING

1 Individual Teachers Accessing Provincial Workshops

- Individual registrations.
- Dates, topics and locations set by Professional Learning.
- Current offerings found on STF Events Calendar.

2 Schools or Systems Contracting Professional Learning Workshops

- Facilitation fee rather than registrations.
- Dates, topics and locations set by school or system.
- No risk of cancellation.

3 Hosted Provincial Offerings

- Facilitation fee for host participants; remaining spots are open to provincial registrants.
- Dates, topics and locations set by school or system.
- No risk of cancellation.
- Host receives ~80% of registration profit.
- Contact STFPL for more information.

STF Professional Learning

Events Calendar

SASKATCHEWAN
TEACHERS'
FEDERATION

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2317 Arlington Avenue, Saskatoon SK S7J 2H8
T: 306-373-1660 or 1-800-667-7762 **F:** 306-374-1122 **E:** stf@stf.sk.ca

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