STF | PROFESSIONAL LEARNING

ANNUAL REPORT

2024-25

ORGANIZATIONAL STRUCTURE

Shaun McEachern
Director

Connie Molnar
Associate Director

Denise Heppner
Associate Director

Linda Aspen-Baxter
Associate Director

Nicole Turcotte
Associate Director

Michele Lukenoff
Administrative Assistant

Sheri Schmitz
Administrative Assistant

DID YOU KNOW?

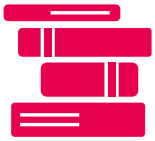
STFPL began serving Saskatchewan teachers in 1986 under the name Saskatchewan Professional Development Unit (SPDU).

PROFESSIONAL LEARNING ADVISORY COMMITTEE

Aaron Adair	Saskatoon Public Schools
Cindy Smith	Christ the Teacher Catholic Schools
Connie Molnar	STF Professional Learning
Darryl Bazylak	Métis Nation - Saskatchewan
Denise Heppner	STF Professional Learning
Elizabeth Hutton Kristiansen	Saskatchewan Teachers' Federation
Greg McJannet	Saskatchewan Educational Leadership Unit
Kelsie Yates	Prairie Valley School Division
Linda Aspen-Baxter	STF Professional Learning
Michele Lukenoff	STF Professional Learning
Naomi Fortier-Fréçon	Conseil des écoles fransaskoises
Natalie Leblanc	Greater Saskatoon Catholic Schools
Nicole Turcotte	STF Professional Learning
Shaun McEachern	STF Professional Learning
Shawna Jurgens	Greater Saskatoon Catholic Schools
Stephenie Leitao Csada	Saskatchewan Ministry of Education
Ted Amendt	Saskatchewan School Boards Association
Vicki Squires	Saskatchewan Educational Leadership Unit

WHAT WE DO

Provide diverse professional learning opportunities and promote a vision for learning through sustainable leadership and systems, offering sessions in various formats to meet teachers' needs.



Provide resources and opportunities that respect and deepen the existing knowledge 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 Ministry of Education initiatives.

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

A YEAR IN REVIEW

97

STFPL workshop topics available for teachers.

131

STFPL contracts provided to schools or school systems across the province.

50%

increase in school division contracts since 2018.

Social media continues to play a key role in how we engage with our members. The new @STFLearning Instagram account was launched in March 2025 and the Facebook page was rebranded at the same time. Upcoming STF Professional Learning opportunities are posted on Instagram. Follow us @stflearning

96%

of Saskatchewan school divisions were supported with STFPL workshop opportunities.

82%

of available professional learning opportunities align with the Provincial Education Plan.

DID YOU KNOW?

New learning opportunities have been developed in emerging areas such as Truth and Reconciliation, Mental Health and Well-Being, Outdoor Education, Neurodiversity and Literacy.

4273

Teachers received professional learning opportunities provided by STFPL.

REFLECTIONS FROM THE DIRECTOR

The 2024-2025 school year proved to be one of the busiest on record for STF Professional Learning (STFPL) as demand for our services within the sector reached new heights.

We offered 52 provincial workshops for teacher members during the year with 45 receiving sufficient registrations to run successfully. To put this in perspective, in 2018 fewer than 55 percent of workshops ran as scheduled due to an all-time low teacher attendance and interest. To have close to 90 percent of workshops run at near-full capacity during 2024-25 is worth celebrating.

STFPL plays a significant role in teacher professional development in Saskatchewan. We had the privilege of working with or supporting 26 of 27 school divisions during the 2024-25 school year through 131 individual contracts in areas ranging from literacy to anti-racist, anti-oppressive education to outcomes-based assessment. Professional learning in the areas of literacy and assessment continue to be very popular.

In 2022 our strategic plan included a commitment to create and offer more "just-in-time" asynchronous learning opportunities for members. This strategic goal emerged for three significant reasons.

- First, in the aftermath of the pandemic it became obvious that more virtual interactions were the wave of the future. We needed to find a way to connect with all 13,500 members beyond the traditional face-to-face paradigm.
- Challenges related to teacher intensification and classroom complexity make it more difficult for teachers to leave their students for a day or two to attend professional learning.
- The most pronounced reason is cost. Every time a teacher attends a professional learning workshop there is not only the session cost, but associated secondary costs such as mileage, hotel and substitute teacher coverage.

Considering all these relevant aspects, STFPL's Associate Directors created 10 asynchronous learning opportunities for members to access at any time, with more choices on the horizon.

Including members who accessed these new asynchronous offerings, more than 4,200 teachers engaged in professional learning with STFPL during the past year.

Our team looks forward to building on the success of 2024-25 and continuously working toward meeting the needs of members!

Shaun McEachern

To have close to 90 percent of workshops run at near-full capacity during 2024-25 is worth celebrating.

224.5

Average amount of hours per course to create.

2245

TOTAL number of hours spent creating courses.

10

Asynchronous courses developed by Associate Directors and Professional Learning Partners.

638

Teachers enrolled in STFPL 'Just in Tme' Asynchronous courses.

‘JUST IN TIME’ ASYNCHRONOUS LEARNING

Following the introduction of asynchronous professional learning opportunities in 2024, STFPL saw remarkable growth in engagement across the province in 2025.

High registration numbers for *Class Complexity: Autism & Functions of Behaviour* reflect a strong demand from educators for accessible, relevant learning. Teachers have actively sought out this asynchronous offering to deepen their understanding and support inclusive practices. Some schools registered their entire staff to use it as a foundation for school-wide professional learning. We are pleased that this resource is broadly accessible and has served as a valuable tool for collective capacity building across Saskatchewan’s education community.

Inspiring Success: Educators Doing the Important Work of Treaty Education is grounded in the work of researchers Raquel Bellefleur and Michael Graham in their award-winning McDowell Foundation research project “*Educators Doing the Deep Unsettling Work of Treaty Education.*” The workshop invites participants to explore relational practices and engage with the foundational principles of the Ministry of Education’s policy goals. Asynchronous delivery was chosen to ensure equitable access across the province, allowing educators to engage with this critical content at their own pace and in ways that support deep reflection. This format is a vital tool in supporting sustained, province-wide professional learning.

Outcomes-Based Assessment for High School Learning launched provincially in April 2024 and was co-created with Patricia Bibby, an STFPL Partner from Saskatchewan Rivers School Division. This asynchronous 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 required for mastery of outcomes;
- analyzing assessments for validity.

The course models 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.

The course received uptake from several school divisions in 2024-25:

- Good Spirit School Division launched the course for all high school teachers with implementation support provided for high school principals and curriculum consultants in October, February and June. This asynchronous learning is part of a three-year implementation plan within the school division.
- Prairie South School Division supported access for all high school teachers during the 2024-25 school year.
- Prairie Valley School Division supported access for 13 high school teachers as a first step to building momentum within the school division.
- SaskDLC supported access for its high school math and science educators. A team of trainers received two days of professional learning support for implementation. Three additional days were provided to trainers as well as math and science Professional Learning Communities in February, March and April.

To support contract requests around implementation of outcomes-based assessment for high school learning an additional asynchronous course – *Communicating and Reporting Academic and Non-Academic Achievement for High School Learning* – is in the research and planning stages.

Responding to Children’s Interests, our longest-running early literacy session, was developed for asynchronous, online delivery with immediate member registrations. Its success resulted in the development of a suite of asynchronous literacy sessions, several of which launched for fall 2025. This new *Evidence-Based Practices in Early Literacy* series focuses on research and resources to support early literacy instruction. It includes the following sessions:

- Word Recognition: Phonological and Phonemic Awareness;
- Word Recognition: Phonics and Decoding;
- Sounds Walls: Bridging Phonemic Awareness and Phonics in Reading Instruction; and
- Bridging Word Recognition and Comprehension through Vocabulary and Morphology.

Sessions planned for the future include *The Many Facets of Reading Comprehension* and the *Reading Writing Connection*.

EARLY LEARNING AND EARLY LITERACY

Early learning and early literacy sessions were in high demand in the 2024-2025 school year. STFPL and our Professional Learning Partners provided more than 60 days of support to educators through coaching services and contracted and provincial workshops. Some of the topics included: Responding to Children's Interests, Trauma Sensitive Practices, Block Play in Mathematics and Science, Phonemic Awareness and Phonics Instruction in Early Years, Inviting Exploration of Treaty Outcomes, and The Science of Reading UFLI and You.

SUPPORTING INDIGENOUS WAYS OF KNOWING IN MATHEMATICS

As part of the STF's commitment to Truth and Reconciliation the Supporting Indigenous Ways of Knowing (SIWOK) in Mathematics Committee was created in 2021 as a special project of the Executive. This committee consists of educators from provincial and First Nation authority systems and is supported by Elders and Knowledge Keepers.

The SIWOK committee is organized into three working groups of math educators representing elementary, middle years and high school levels. Each group has been together for several years. By the end of the 2024-25 school year each group had developed and facilitated four, two-day, in-person sessions and accompanying online learning supports designed to meet the needs of mathematics teachers in Saskatchewan.

We would like to acknowledge the school divisions that hosted a SIWOK professional learning opportunities in 2024-25:

- Light of Christ School Division
- Lloydminster Public School Division
- Prairie Spirit School Division
- Prairie Valley School Division
- Regina Public Schools

EDUCATION SECTOR PARTNERSHIPS

ÎLE-À-LA-CROSSE SCHOOL DIVISION

The vision for the 11 asynchronous learning modules in *Mâm'tonîm'so – Think of Yourself* was co-created with a team of educators from Rossignol Elementary and Rossignol High School during a series of virtual planning meetings in 2023. The comprehensive scope of the learning journey 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-informed care and education.

Due to the scope of the project, we focused on detailed development of the first three modules. The filming of Elders, Language Keepers and community members was completed in the community of Île-à-la-Crosse during September 2024, and the resulting videos were included in the development of these modules.

The first three modules were completed and approved in June 2025 by Île-à-la-Crosse School Division's Director of Education Sharon Hoffman and members of the planning team from each school. They were pleased with the results of this collaborative project and implementation with staff began in fall 2025. The program will be evaluated in early 2026 and a timeline determined for development of the remaining eight modules.

EAST CENTRAL FIRST NATIONS EDUCATION AUTHORITY

Responsive planning support that began in fall 2022 continued during 2024-25. Work included a collaborative prioritization of actions within each goal area of the trauma-informed detailed implementation plan for 2025-26, a visual wall display of the implementation plan, and significant progress on team-based work plans to actualize the identified priorities. A communication plan for school and community-based rollout was also discussed.

CHILD TRAUMA AND RESEARCH CENTRE

We continued our collaboration with the Child Trauma and Research Centre (CTRC) to offer a microcredential in trauma-sensitive pedagogy and practices. The syllabi are under review by the University of Regina's Faculty of Graduate Studies for potential recognition as a graduate-level credit. The potential for credit recognition underscores the academic rigor and relevance of the program.

Sun West School Division contracted STFPL and Dr. Nathalie Reid to deliver the first course, Introduction to *Trauma and Trauma-informed/ Sensitive Practices and Pedagogies*, to their leadership team and a core group of teachers. These in-person sessions saw two cohorts attend two days of training each.

Our ongoing partnership with the CTRC reflects STFPL's commitment to supporting trauma-sensitive education across Saskatchewan.

DID YOU KNOW?

In 2024-25, 32 teachers received a microcredential from the Child Trauma Research Centre.

DID YOU KNOW?

52 provincial workshops were provided to Saskatchewan teachers.

ACCREDITATION

In March 2025, STFPL delivered its final Accreditation Initial and Renewal seminars concluding 30 years of service to Saskatchewan high school teachers. This change aligns with the Ministry of Education's decision to discontinue Grade 12 provincial examinations as of August 2025 and replace them with a provincewide student assessment program. We extend heartfelt thanks to the Accreditation Facilitators who led these seminars with skill, care and dedication. Their leadership has left a lasting impact on professional learning across the province.

30 YRS

STFPL has supported the Accreditation of Saskatchewan teachers since 1995.

205

Teachers were accredited in the 2024-25 school year.

MINISTRY CONTRACT

FOLLOWING THEIR VOICES

We continued our contract with the Ministry of Education to support the Following Their Voices initiative, a key component of the Education Strategic Sector Plan focused on improving graduation rates for First Nations, Métis, Michif and Inuit learners.

STFPL supports the Following Their Voices (FTV) initiative in four distinct ways:

1. Strategic Collaboration

Team members work closely with the FTV Provincial Action Team (PAT), which includes Ministry staff and seconded facilitators to ensure alignment with Ministry goals.

2. Mentorship and Capacity Building

We provide mentorship, coaching and professional learning to PAT members and Seekers (school-based FTV facilitators) on how to design and deliver high-quality professional learning experiences. This includes developing facilitation skills, deepening understanding of trauma-informed and culturally responsive practices and fostering leadership capacity.

3. Professional Learning Delivery

PAT members and Seekers are responsible for delivering professional learning to School Change Leadership Teams in Following Their Voices schools. Their work is informed by the coaching and planning provided by STFPL.

4. Operational and Logistical Support

Our core team provides comprehensive administrative and logistical support for all professional learning and development days for School Change Leadership Teams including:

- Co-developing facilitation plans alongside PAT members and Seekers;
- Creating and distributing learning resources;
- Coordinating logistics such as catering and venue bookings; and
- Providing technical support for virtual sessions.

This layered support model strengthens leadership, enhances instructional practices and contributes meaningfully to improving outcomes for Indigenous learners across Saskatchewan.

FTV Supports

36

schools across Saskatchewan

49 **Total days committed to FTV by STFPL**

15 Professional Learning Days + **8** Collaborative Planning Days + **26** STFPL Planning Days

PROFESSIONAL LEARNING PARTNERS

We wish to extend a huge thank you to all partners who support our members by providing exemplary professional learning!

57
Number of Member Partners

13
Number of Sector Expert Partners

19
Number of Saskatchewan school divisions represented

MEMBER PARTNERS

Aaron Adair	Saskatoon Public Schools
Alisa Favel	Saskatoon Public Schools
Amy Sanville	Regina Catholic School Division
Amy Orth	Prairie Spirit School Division
Angela Yeaman	Saskatchewan Rivers Public School Division
Brianna Aubin	Saskatoon Public Schools
Candice Krawetz	Prairie South School Division
Cassandra Neufeld	Horizon School Division
Cathi Johnston	Saskatoon Public Schools
Chad Williams	Prairie Spirit School Division
Cheryl Dunits	Light of Christ School Division
Cheryl Kelman	Sun West School Division
Cheryl Redekopp	Prairie Spirit School Division (Superannuate)
Cindy Lowe	Saskatchewan Distance Learning Centre
Dan Clarke	Saskatoon Public Schools
Dan Mielke	North East School Division
Darryl Elaschuk	Sun West School Division (Superannuate)
Derek Hyland	Lloydminster Public School Division
Dwayne Jeffery	Lloydminster Public School Division
Eric Campbell	Prairie South School Division
Genna Rodriguez	Regina Catholic School Division
Glenda Hadwen	Prairie Valley School Division
Jaren Vetter	Prairie Spirit School Division
Jessica Barrington	Prairie Spirit School Division
Jessica Madiratta	Regina Public Schools
Jill Labas Greenslade	Regina Public Schools
Jonathan McKee	Saskatoon Public Schools
Jordan Daigle	Chinook School Division
Justine Wheeler	Horizon School Division
Karen Hadwen	North East School Division
Kendra Helfrich	Good Spirit School Division
Kerry Anderson	Saskatoon Public Schools
Kim Andersen	Regina Public Schools
Kirsten Dyck	Prairie Spirit School Division
Kristina Binette	Tri-West School Division
Kyle Lichtenwald	Holy Trinity School Division
Lana Steiner	Good Spirit School Division
Laura-Lee Brown	Sun West School Division

MEMBER PARTNERS

Maxine Gamble	Prairie Spirit School Division
Maxine Panchuk	Saskatoon Public Schools
Melissa McFarlane	North East School Division
Michelle Dizy	Regina Catholic School Division
Murray Guest	Saskatoon Public Schools
Nevin Halyk	Horizon School Division
Patricia Bibby	Saskatchewan Distance Learning Centre
Penny Mohr	North East School Division
Sandra (Alexandra) Lutz	Sun West School Division
Sandy Chocan	Lloydminster Public School Division
Sarah Baumgartner	Regina Public Schools
Scott Allen	Greater Saskatoon Catholic Schools
Sean Brandt	Prairie Spirit School Division
Sharon Meyer	North East School Division
Shaun Spence	Chinook School Division
Shawn Kostiuk	Good Spirit School Division
Shawna Jurgens	Saskatchewan Distance Learning Centre
Sherry van Hesteren	Saskatoon Public Schools
Tirzah Reilkoff	Prairie Spirit School Division
Tricia Erlendson	Regina Catholic School Division

EDUCATION SECTOR EXPERT PARTNERS

Almasa Nordstrom	Autism Services of Saskatoon
Amanda Guthrie	Ivy + Dean Consulting
Christine Danyluk	University of Saskatchewan
Desirea Binning	Regulate & Thrive Consulting
Heather LaJambe	Kakisiwew School
Jackie Sakatch	University of Regina
Katie White	Educational Consultant, Author
Kathy Wahpepah	Traditional Knowledge Keeper
Lamarr Oksasikewiyin	Saulteaux Heritage School
Lauren Brandt	Autism Services of Saskatoon
Meghan Heselwood	Buffalo River Dene Nation
Reanna Daniels	First Nations University
Tanya Mazurek	Early Childhood Educator

AMPLIFYING OUR IMPACT

This year STFPL broadened its global impact by presenting at multiple conferences. These engagements enabled us to share our insights and innovations with a wider audience, enriching the global conversation in education and reaffirming our dedication to lifelong learning and meaningful collaboration.

STF Local Leadership Gathering
Saskatoon, SK – September 2024
Session: Successful Outcomes for All: Navigating Challenging Conversations

Learning Forward
Denver, CO – December 2024
Session: Responsive and Differentiated Facilitation: Embedding Choice and Voice

Superannuated Teachers of Saskatchewan
Saskatoon, SK – January 2025
Session: Reconciliation: Moving Toward Transformative Understanding and Action

STF MilestONE
Saskatoon, SK – January 2025
Session: Crucial Conversations

STF Leadership Gathering
Saskatoon, SK – February 2024
Session: Skills for Hard Conversations

STF Leadership Symposium
Saskatoon, SK – March 2025
Sessions: From Involvement to Engagement: Reimagining Family Partnerships, Outdoor and Land-Based Learning: A Guide for Elementary School-Based Leaders

The Council for Exceptional Children Conference
Baltimore, MD – March 2025
Session: Professional Learning Needs of Special Education Teachers

SaskLEADS Annual Spring Conference
Saskatoon, SK – March 2025
Session: Instructional Assessment Practices: Through an Equity Lens

STF RepresentED Beyond Barriers Conference
Saskatoon, SK – May 2025
Sessions: Fostering 2SLGBTQ+ Inclusive Professional Development for Educators, Powerful Lessons Learned through Leading and Facilitating Anti-Racism/ Anti-Oppression in Education

Canadian Teachers Federation Presidents Annual Meeting
Whitecap Dakota First Nation, SK – May 2025
Session: Reflecting on What Reconciliation Asks of Us

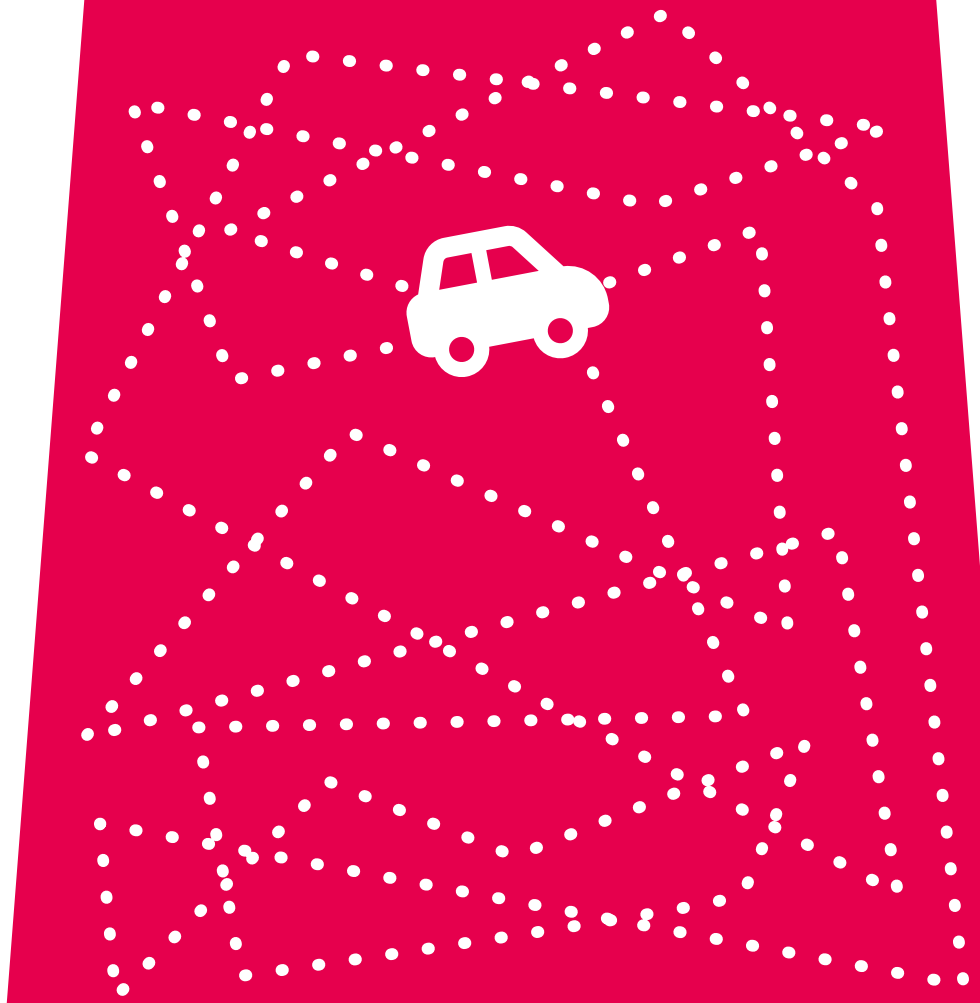
The STFPL team travelled

42,206KM

across the province in 2024-25 to provide professional learning opportunities and coaching to Saskatchewan teachers.

To circumnavigate the globe, you would travel approximately

40,075KM



SASKATCHEWAN
TEACHERS'
FEDERATION

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