STF | PROFESSIONAL LEARNING

STAFF ROOM COPY

PROFESSIONAL LEARNING OPPORTUNITIES

2026-2027

STF CONTACT INFORMATION

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Scan the QR code to find this catalogue on our website.

The information in this catalogue is accurate at time of printing but is subject to change. Please refer to the Federation website at www.stf.sk.ca for the most up-to-date information.

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PROFESSIONAL
LEARNING

ACCESSING PROFESSIONAL LEARNING

OPTIONS FOR PROFESSIONAL LEARNING

1 Individual Teachers Accessing Professional Learning Workshops

- Individual registrations.
- Dates, topics and locations set by Professional Learning.
- Current offerings found on STF Events Calendar.
  (Scan QR code to see current offerings)
- **Cost:** See the Events Calendar for specific workshop pricing.

Events Calendar

2 Schools or Systems Contracting Professional Learning Workshops

- Facilitation fee rather than individual registration costs.
- Dates, topics and locations set by you.
- Support, plan and facilitate your staff's professional development days.
- **Cost:**
  - Full-Day Facilitated Session: $1,895
  - Half-Day Facilitated Session: $1,095

3 Offset Your Costs by Hosting a Provincial Professional Learning Workshop!

- By hosting a provincial workshop, you could receive up to 80% off your facilitation costs.
- Dates, topics and locations set by you.
- Contact STFPL for more information.

CONTACT INFORMATION

For general inquiries, contact Professional Learning by phone at 1-306-373-1660 or by email at stf@stf.sk.ca.

REGISTRATION INFORMATION

To register for a current STF Professional Learning offering call 306-373-1660 or 1-800-667-7762.

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SASKATCHEWAN TEACHERS' FEDERATION

"JUST IN TIME" ASYNCHRONOUS LEARNING

Class Complexity: Autism and Functions of Behaviour

COMPLIMENTARY EVENT

Audience: All educators

Learning Format: Asynchronous

Estimated Completion Time: 1-2 hours

Lauren Brandt, Autism Intervention Program Director at Autism Services of Saskatoon, explores functions of behaviour through videos and readings. Learn insights and strategies for understanding and responding to challenging classroom behaviours.

Outcomes:

- Develop an understanding of behaviour functions in students with autism.
- Acquire strategies to support the behaviour of learners and a more inclusive and effective learning environment.

Designing a Classroom Environment of Respect and Rapport

Audience: K-Grade 12 educators

Learning Format: Asynchronous

Estimated Completion Time: 4-6 hours

Explore how classroom setup, instructional design and positive behaviour support systems impact student performance. Set goals to enhance classroom environment through this learning experience.

Outcomes:

- Consider physical classroom design and its impact on student achievement.
- Explore expectations, routines and processes that foster collaboration and engagement.
- Construct a plan to monitor and respond to student behaviours.

Evidence-Based Practices in Early Literacy

Word Recognition: Phonics and Decoding

Audience: PreK-Grade 3 educators

Learning Format: Asynchronous

Estimated Completion Time: 6-8 hours

Focus on building strong readers through word recognition and the connections between phonemic awareness, phonics, decoding and word level fluency.

Outcomes:

- Discover the important components in decoding for improved fluency and understanding.
- Explore new research in phonemic awareness, phonics instruction and word level reading skills.
- Examine multiple methods and types of assessment to enhance planning for responsive instruction.

Word Recognition and Phonological Awareness

Audience: PreK-Grade 3 educators

Learning Format: Asynchronous

Estimated Completion Time: 6-8 hours

Focus on building strong readers through word recognition and the connections between phonological and phonemic awareness and early encoding and decoding skills.

Outcomes:

- Discover the important connections between phonological and phonemic awareness and reading.
- Explore research-based evidence for instructional practices in phonemic awareness.
- Examine multiple methods and types of assessment to enhance planning for responsive instruction.

Bridging Word Recognition and Comprehension Through Vocabulary and Morphology Instruction

Audience: K-Grade 6 educators

Learning Format: Asynchronous

Estimated Completion Time: 6-8 hours

Focus on growing strong and strategic readers by bridging decoding and comprehension skills through vocabulary and morphology instruction.

Outcomes:

- Discover the important connections between vocabulary and morphology instruction and multisyllabic decoding and comprehension.
- Explore research-based evidence for instructional practices in vocabulary and morphology to support decoding and spelling.
- Examine the connections between morphology instruction and supporting students learning English as an additional language.

Sound Walls: Bridging Phonemic Awareness and Phonics in Reading Instruction

Audience: PreK-Grade 2 educators

Learning Format: Asynchronous

Estimated Completion Time: 6-8 hours

Explore the use of sound walls in the early literacy classroom for phonemic awareness and phonics in reading instruction.

Outcomes:

- Explore teacher rationale and purposes for incorporating a sound wall into literacy instruction.
- Experience high-impact teaching routines through model lessons which connect to research on how the brain learns to read.

Inspiring Success: Educators Doing the Important Work of Treaty Education

Audience: All educators and administrators

Learning Format: Asynchronous, blended

Estimated Completion Time: 4-6 hours

Discover how Treaty relationships and Indigenous knowledge systems can transform educational practices. Drawing on the insights of the award-winning Saskatchewan research project, 'Educators Doing the Deep Unsettling Work of Treaty Education', participants explore the relational work occurring in the South East Cornerstone School Division. They will also engage with the foundational principles of the Ministry of Education's policy goals.

Outcomes:

- Make connections between the Inspiring Success policy framework and Indigenous Education Responsibility Framework, linking these policies to actionable strategies for Treaty Education.
- Deepen understanding of what it means to be a Treaty partner and explore ways to build authentic, reciprocal relationships with Indigenous communities.

Nurturing Emergent Literacy in Play-Based Outdoor Education

Audience: K-Grade 2 educators

Learning Format: Asynchronous, blended

Estimated Completion Time: 3-4 hours

Many aspects of authentic literacy learning can be fostered by participation in outdoor educational contexts. Skills in oral language build the foundation for emergent literacy and supports the development of reading and writing. This workshop is grounded within Saskatchewan research funded by a McDowell Foundation research grant.

Outcomes:

- Develop foundational understanding of emergent literacy skills.
- Explore ways literacy can be developed within a play-based outdoor learning context.
- Identify the role of the teacher in fostering literacy skills during outside learning.

With STFPL Partner, Tirzah Reilkoff, Certified Child and Nature Canada's Forest School Practitioner, Teacher at Blaine Lake Composite School.

Outcomes-Based Assessment for High School Learning

Audience: Grades 10-12 educators

Learning Format: Asynchronous

Estimated Completion Time: 6-8 hours

This course is the first in a series entitled Outcomes-Based Planning, Assessment and Reporting for High School Learning. This series helps teachers gain the clarity, tools and volition to provide equitable learning and assessment opportunities for students to demonstrate mastery and achieve individual success.

Module 1: Diving Into the Compelling Why for Outcomes-Based Assessment
Explain and discuss the rationale for outcomes-based assessment in ways that support high school learning.

Module 2: Assessment Purposes
Distinguish the purposes of assessment to support the learning process and inform teaching.

Module 3: Understanding Your Curriculum
Determine the cognitive complexity or levels of thinking and types of knowledge required to achieve a mastery level for an outcome.

Module 4: Analyzing Assessments for Validity
Critique assessments for validity to ensure students have opportunities to demonstrate their learning at mastery level or the level of thinking required for the assessment.

ACTUALIZING SASKATCHEWAN CURRICULUM

Inquiry-Based Teaching and Learning

Audience: Grades 1-12 educators

Learning Format: In person, full day or half day

Inquiry guided by essential questions is a key curricular stance for creating authentic learning experiences and student-centred classroom communities.

Outcomes:

- Identify skills students need and corresponding teacher supports for an inquiry-based classroom.
- Create frameworks to encompass student and teacher actions from the inquiry cycle.
- Explore how ownership shifts from teacher to student through levels of inquiry.
- Explore the learning environment.

Supporting Student Comprehension Across Subject Areas

Audience: Grades 1-12 educators

Learning Format: In person or virtual, full day or half day

Support students in constructing meaning from the text forms they engage with across subject areas.

Outcomes:

- Develop understanding of a curricular framework for student understanding and meaning making.
- Explore meaning-making strategies that can be used across curricula.
- Connect meaning-making strategies to cross-curricular competencies.

DID YOU KNOW?

STFPL offers sessions in various formats to meet the needs of teachers.

ANTI-RACISM/ANTI-OPPRESSION

Beginning Your Journey to Becoming an Anti-Racist Educator

Audience: All educators

Learning Format: In person, two days

This two-day session supports you in understanding disparities within the education system, frustrations and questions you may have about the practices and approaches within schools, and assumptions and ideologies that manifest ongoing inequities.

Outcomes:

- Expand knowledge about forms of racism and how they operate within society and the education system.
- Provide language to name inequitable school practices and the assumptions that guide them.
- Deepen understanding of an anti-racist stance in education.
- Consider your role and responsibility to engage in racial equity work.

Continuing Your Journey to Becoming an Anti-Racist Educator

Audience: All educators

Learning Format: In person, two days

Prerequisite: Beginning Your Journey to Becoming an Anti-Racist Educator

This two-day intensive session helps develop awareness of how you may be contributing to inequity through conditioned assumptions and ways of thinking and being and examines ways to reimagine your work with students and families.

Outcomes:

- Develop awareness of the constructs, power structures, dominant narratives and ideologies that are working in and through you.
- Identify the shifts in understanding and focus that are needed to effectively integrate anti-racist practice.
- Reimagine power relations in schools and classrooms.
- Engage in radical self-reflection and self-excavation.
- Examine areas for attention in curriculum, instruction and assessment, representation and resources, and anti-racist pedagogy.

EARLY LEARNING

Connecting Curriculum to Play-Based Projects in Kindergarten

Audience: Kindergarten educators, support staff and administrators

Learning Format: In person, full day

Explore the principles of early learning, clarify understanding of connecting children's interests to curricular outcomes and examine assessment within an emergent learning, project-based framework.

Outcomes:

- Examine your role in developing play-based learning environment's emergent curriculum.
- Explore planning methods to connect children's interests with curriculum through an inquiry project-based model.
- Deepen understanding of documentation through conversations and questioning with children and the use of technology to document learning.
- Explore ways to honour home, family, culture, community knowledge and relationships to support projects.

Developing Self-Regulation and Social Emotional Skills in Early Years

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

Learning Format: In person, full day; virtual, half day or virtual series

Many children have difficulty identifying their emotions and their body's physiological needs to self-regulate. This workshop inspires educators to create an environment and incorporate practices that help children be mindful of their physical and emotional state and responses under stress.

Outcomes:

- Understand the continuum of social-emotional development and its relationship to self-regulation in young children.
- Learn ways to create a classroom environment that helps children develop self-awareness and regulation skills.
- Experience strategies and processes that can be embedded in daily practice and linked to curriculum outcomes.

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

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

Learning Format: In person, full day

Deepen your understanding of the foundational skills that children develop during block play. Hands-on activities let participants experience connections between block play and curricular outcomes.

Outcomes:

- Explore research on block play in different domains.
- Plan for curricular outcomes as embedded in block play.
- Create invitations to encourage conceptual understandings.
- Explore documentation and data collection during block play.
- Share with others and create networks of support.

'FUN'damental Practices for High-Quality Early Learning

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

Learning Format: In person, full day or virtual series

Explore the vision and principles of early learning and the essential elements of early learning environments – play, exploration, classroom routines and documentation in assessment.

Outcomes:

- Examine current research on early learning principles and vision.
- Co-create criteria for high-quality early learning environments.
- Explore the foundational elements for play – creating invitations, hands-on learning and documentation.

DID YOU KNOW?

STFPL can fully customize, through on-going consultation, professional learning sessions that meet the needs of your staff and students.

Inclusive Practices in Early Years: Supporting Learners with Intensive Needs

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

Learning Format: In person, full day or virtual, half day

Teachers and school teams will explore beliefs around inclusive practices, strategies and adaptations for the classroom environment, and consider a strength-based team approach to support learners at all developmental levels.

Outcomes:

- Reflect on inclusive practices, supporting young children with intensive needs, and the role of classroom teachers and collaborative team members.
- Connect the developmental learning continuum, curricular expectations and student profiles through holistic, collaborative planning processes.
- Examine embedding of supports for students with intensive needs through differentiated classroom structures, environmental adaptations and networks of support.
- Experience inclusive practices to actualize and contextualize strategies and resources when planning with teams, families and the school community.

Inquiry and Project-Based Learning in Primary

Audience: K-Grade 3 educators and administrators

Learning Format: In person, full day

Engaging in Inquiry Projects allows students to wonder, question, research and own their learning. Explore this process through cross-curricular connections, assessment plans and project-based resources and technology, all within an inquiry model.

Outcomes:

- Experience inquiry processes and models.
- Clarify the roles of children and adults as learners.
- Plan and implement a classroom inquiry in an active, hands-on learning environment.
- Make curricular connections, plan for assessment, and explore resources and technology.

Inviting Exploration of Treaty Outcomes Through Play in the Early Years

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

Learning Format: In person, full day or virtual, half day

Discover how age-appropriate, play-based provocations and inquiry invite early learners to investigate the concepts and teachings embedded in the Saskatchewan Education Treaty Outcomes.

Outcomes:

- Examine Treaty Outcomes and their links to holistic inquiry and cross-curricular connections.
- Create invitations to play as a vehicle for accessing outcomes.
- Review materials and resources for exploration of outcomes.

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

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

Learning Format: In person, full day or virtual, half day

Develop understanding of early childhood language development and strategies to support language growth within classroom structures and routines. Explore practical methods to intervene and support language development for diverse learners and their families.

Outcomes:

- Explore typical language development stages, leveraging language one to support language two and language development on the spectrum.
- Examine how structures and supports embedded in the early learning environment respond to language needs.
- Examine your role as facilitator of language development and growth.
- Explore ways to partner with families and offer support and access to resources and professionals.

Parent and Family Engagement: Inviting Families and Parents to Share Funds of Knowledge

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

Learning Format: In person, full day or virtual series

Explore the impact of relationships that allow educators to walk alongside families, examine the criteria for involvement and engagement, and share ways to access family funds of knowledge and support.

Outcomes:

- Explore practices that provide for authentic family engagement.
- Unearth and problem solve possible barriers to engagement.
- Develop a plan for implementing research-based strategies.

Responding to Children's Interests

Audience: PreK-K educators, support staff and administrators

Learning Format: In person, two days or asynchronous virtual with estimated completion time of 16-20 hours

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

Explore classroom practices to spark student interest and build projects around invitations and play. It is based on the vision and principles in Play and Exploration: Early Learning Program Guide.

Outcomes:

- Build understanding of emergent curriculum for young children.
- Explore the environment as the third teacher and its purpose in supporting projects.
- Strengthen educators' capacity to observe, listen, document and reflect to support and scaffold learning.
- Respond to children's interests and develop a project experience.

Simple Solutions for Documentation

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

Learning Format: In person, full day or virtual, half day

Deepen understanding of the purposes of documentation, explore methods for organizing documentation to connect to curricular outcomes, and share and reflect on their practice as a documenter.

Outcomes:

- Build understanding about the purposes for documentation.
- Co-create criteria for documentation.
- Explore methods for managing and collecting documentation data for reporting on curricular outcomes.

Supporting Inclusion, Equity and Diversity Through Children's Literacies

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

Learning Format: In person, full day or virtual, half day

Develop your "compelling why" for the use of diverse instructional resources while reflecting on critical literacy skills, analyzing resources and practising strategies for engaging in important conversations. Delve into children's literacy as a pathway to open viewpoints and reflect on implicit bias.

Outcomes:

- Analyze classroom resources through a social justice lens.
- Practise and problem solve strategies for important conversations.
- Engage in professional conversations around topics of diversity and equity.

The Amazing Brain in Early Years

Audience: PreK-Grade 2 educators and administrators

Learning Format: In person, full day

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

Outcomes:

- Examine brain development research and how it aligns with developmental milestones.
- Reflect on current practices with considerations to brain development.
- Explore intentional planning that maximizes a child's potential with attention to current brain research.

VIRTUAL LEARNING SERIES

EVIDENCE-BASED PRACTICES IN EARLY LITERACY

This series will provide key resources and strategies for instruction and assessment rooted in the evidence base of structured literacy and reading sciences. Each session in the series will focus on one key area of literacy instruction and can be accessed individually or bundled together for cost savings.

New Topics Coming Soon!

- Comprehension, Vocabulary and Language Structure
- Planning for Connected Reading and Writing Instruction across the Curriculum

Current Series Topics:

- Sound Walls: Bridging Phonemic Awareness and Phonics in Reading Instruction
- Word Recognition and Phonological Awareness
- Word Recognition: Phonics and Decoding
- Bridging Word Recognition and Comprehension Through Vocabulary and Morphology Instruction

Check out pages 3-4 for topic descriptions.

ENGLISH AS AN ADDITIONAL LANGUAGE

Differentiating Instruction and Assessment to Support Elementary EAL Students

Audience: Grades 1-6 educators

Learning Format: In person, full day or half day

Support elementary EAL students in developing and demonstrating English language proficiency while engaging with grade-level outcomes and expectations.

Outcomes:

- Address misconceptions about English language learners.
- Develop understanding about why students struggle academically when they appear to speak fluently.
- Learn about the Common Framework of Reference and how it can be used to guide language learning.
- Learn how the CFR Overview is used to identify instructional targets for students and next steps for support.
- Learn how to write language objectives and why they are important.
- Understand the importance of explicit instruction of academic vocabulary for English language learners and learn how to choose and teach academic vocabulary.
- Explore how AI can support teachers of English language learners.

Differentiating Instruction and Assessment to Support Middle Years and Secondary EAL Students

Audience: Grades 7-12 educators

Learning Format: In person, full day or half day

Support middle years and secondary EAL students in developing and demonstrating English language proficiency while engaging with grade-level outcomes and expectations.

Outcomes:

- Apply strategies for choosing and teaching academic vocabulary across and within subject areas.
- Explore strategies for making assessments more comprehensible to English language learners.
- Experience and practise a routine for academic discussions.
- Explore ways in which AI can support teachers of English language learners.

Supporting EAL Students: Foundational Understandings and Practical Approaches

Audience: Grades 1-12 educators

Learning Format: In person, full day or half day

When EAL students are welcomed into classrooms, teachers are called to support their acquisition of an additional language within the framework of grade-appropriate curricula.

Outcomes:

- Develop foundational understanding of how students progress in learning English.
- Explore how cognitive demand and context can impact the learning progress.
- Investigate potential uses of the Common Framework of Reference and the CFR Overview to support work with EAL students.
- Explore differentiation strategies to support English language learners.

STFPL MISSION

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

FRENCH OPPORTUNITIES / FORMATIONS EN FRANÇAIS

Enseignement explicite et la réussite des élèves

Audience : Maternelle – 12e années

Format d'apprentissage : en présentiel ou en virtuel, journée complète; ou série virtuelle

Selon de nombreuses recherches, l'enseignement explicite est une approche pédagogique qui permet au plus grand nombre d'élèves de réussir. Mais comment pouvons-nous rendre explicite notre enseignement du contenu et des comportements?

Objectifs :

- Approfondir la compréhension de la relation entre l'évaluation formative, l'engagement des élèves et l'enseignement explicite.
- Analyser sa propre pratique au regard de stratégies efficaces à chaque phase de l'enseignement explicite.
- Examiner le rôle du questionnement pour avancer l'apprentissage.

La gestion de classe : Créer un climat positif

Audience : Maternelle – 12e années

Format d'apprentissage : un ou deux jours en présentiel, ou serie virtuelle

Cet atelier de deux jours met l'accent sur la création d'un climat de classe positif en visant les actions que les enseignants peuvent prendre pour créer les conditions qui favorisent l'engagement et la réussite pour tous les élèves. Le deuxième jour se concentre sur une meilleure compréhension du comportement humain et une exploration des approches et stratégies pour appuyer les élèves qui ont besoin de plus de soutien.

Objectifs :

- Comprendre les composantes d'une gestion de classe positive fondée sur le Cercle de courage.
- Partager des routines et procédures qui favorisent les comportements positifs.
- Réfléchir sur le lien entre le comportement des élèves et leurs besoins.

L'évaluation de la lecture : C'est plus que les résultats !

Audience : 1ere – 3e années

Format d'apprentissage : en présentiel ou en virtuel, demi-journée

Que faire après que les évaluations de lecture sont terminées? Venez apprendre comment faire une analyse des erreurs pour identifier les interventions efficaces.

Objectifs :

- Faire l'analyse des erreurs de lecture pour déterminer les besoins des élèves.
- Considérer les stratégies pédagogiques et ressources pour l'enseignement et intervention.

Les pratiques efficaces pour améliorer la lecture en immersion française

Audience : 3e – 6e années

Format d'apprentissage : en présentiel, une journée complète

Au cours de cet session interactive, les participants examineront les liens entre le curriculum et les environnements et les structures efficaces soutenir l'alphabétisation différenciée en grand groupe, petits groupes et intervention individualisée.

Objectifs :

- Examiner l'équilibre entre l'enseignement de la conscience phonologique, du décodage, de la fluidité et du développement du vocabulaire.
- Réflèchir sur la correspondance entre les stratégies pédagogiques et les structures de classe.
- Explorer des ressources pédagogiques qui correspondent aux composantes de la littéracie équilibrée.

NOTEZ BIEN :

Plusieurs formations en anglais peuvent être aussi disponibles en français. Veuillez nous contacter si vous désirez une formation qui ne se trouve pas dans la liste courante.

Parlez-vous maths ? Number Talks en français !

Audience : 1ere – 3e années

Format d'apprentissage : en présentiel, une journée complète

La discussion en classe est un outil puissant pour soutenir l'acquisition du vocabulaire, les habilités de communication et la compréhension des mathématiques. Venez apprendre une variété de routines de numération en classe pour affiner vos compétences en tant que facilitateur de conversations mathématiques.

Objectifs :

- Découvrez des stratégies pratiques pour préparer un discours mathématique intentionnel dans votre classe.
- Améliorez votre compréhension des causeries mathématiques (Number Talks) et comment elles pourraient être appliquées dans la classe d'immersion française.
- Explorez des routines et pratiques pédagogiques qui soutiennent l'apprentissage des élèves.

Planification globale pour les classes à plusieurs niveaux

Audience : 1ere – 8e années

Format d'apprentissage : en présentiel

Explorez des stratégies pratiques pour planifier des classes multi-niveaux et multiaptitudes, tout en créant un environnement d'apprentissage flexible, inclusif et adapté aux besoins divers de vos élèves, tout en respectant le programme d'études de la Saskatchewan.

Objectifs :

- Intégré les Savoirs Autochtones dans l'enseignement en favorisant une approche culturelle et respectueuse de l'apprentissage.
- Aligner la plannification pédagogique avec le programme d'études de la Saskatchewan tout en répondant aux besoins spécifiques des élèves aux niveaux élémentaires en immersion française.

Plonger dans l'enseignement de l'écriture!

Audience : 4e – 8e années

Format d'apprentissage : en présentiel

Voulez-vous augmenter l'engagement de vos élèves dans l'écriture dans la classe de l'immersion française? Venez découvir comment incorporer les étapes d'écriture et les structures de classe pour l'enseignement authentique de l'écriture.

Objectifs :

- Établir le lien entre la lecture et l'écriture.
- Examiner les étapes d'écriture.
- Explorer les structures de classe qui encouragent l'écriture authentique.

LEADING PROFESSIONAL LEARNING

Planning for High-Quality Professional Learning Experiences

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

Explore the factors that contribute to the creation of purposeful, flexible and responsive adult learning experiences.

Outcomes:

- Identify criteria for high-quality professional learning.
- Consider processes for identifying learning outcomes for a focused facilitation plan.
- Connect outcomes to purposeful process selection that considers elements such as content, formative assessment, cultural responsiveness, differentiation and learner preferences.

Creating Responsive and Differentiated Professional Learning Experiences

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

Embedding formative assessment and differentiation within professional learning is key to understanding and responding to learners. Experience choice and voice in responsive facilitation.

Outcomes:

- Deepen understanding of the relationship between formative assessment, participant engagement and facilitation.
- Reflect on differentiation in adult learning needs.
- Experience facilitation strategies for formative assessment and differentiation.
- Hone communication skills and questioning techniques for responding to participants.

Roles and Stances for Facilitating Professional Learning

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

Facilitators purposefully create a supportive space for professional learning, dialogue and reflection.

Outcomes:

- Develop understanding and reflect on facilitator stance and its impact on learning.
- Explore the effects on engagement and learning when shifting stances.
- Develop effective communication skills.
- Consider elements for a supportive and engaging learning environment.

LITERACY

Combining Strengths of Indigenous/ Western Knowledges and Ways of Knowing for Effective Writing Instruction

Elementary, Middle Years & High School

Audience: K-Grade 12 educators

Learning Format: In person, full day

Explore components of a comprehensive writing program through the '8 Ways' Indigenous learning framework. Participants explore creative ways of inspiring and supporting developing writers.

Outcomes:

- Examine Western theories of the foundational components of a comprehensive writing program.
- Explore a framework for Indigenous learning and teaching as it relates to writing instruction.
- Identify and engage in practical ways to implement the Indigenous learning framework in your ELA classroom.

With STFPL Partners, Arnolda Dufour Bowes, award-winning Métis author, and Amanda Nelson, Strategic Facilitator Indigenous Perspectives.

Comprehension Strategies in Literacy Instruction: Engaging Readers in Non-Fiction Texts

Elementary & Middle Years

Audience: Grades 1-5 educators

Learning Format: In person, full day; virtual, half day or virtual series

Enhance student reading comprehension and confidence across subject areas! This interactive day will focus on the connections among curriculum, effective programming, formative assessment and a variety of comprehension strategies that can be used when reading non-fiction to support the development of lifelong engaged readers.

Outcomes:

- Examine the importance of using explicit teaching of comprehension strategies across all subject areas.
- Analyze a variety of strategies for making meaning before, during and after reading non-fiction texts.
- Explore ways to integrate formative assessment, conferring and metacognition into reading instruction.

Comprehension Strategies in Literacy Instruction: Focus on Fiction

Elementary & Middle Years

Audience: Grades 1-5 educators

Learning Format: In person, full day; virtual, half day or virtual series

Build strong readers and writers through the skills needed for comprehension and metacognition. Look at connections among curriculum, programming, formative assessment and comprehension strategies to support the development of lifelong engaged readers.

Outcomes:

- Examine explicit teaching of comprehension strategies.
- Analyze strategies for making meaning when reading fiction.
- Explore ways to integrate formative assessment, conferring and metacognition into reading instruction.

Cracking the Code: Building Skills for Successful Readers

Elementary

Audience: Grades 1-5 educators

Learning Format: In person, full day or virtual, half day

Focus on building strong readers through the skills needed for decoding – phonics and phonological awareness – and align with the Science of Reading. Review connections between curriculum, programming, cues and conventions, oral language and formative assessment.

Outcomes:

- Build understanding about the importance of components in decoding and making meaning.
- Explore ways to integrate the curricular cues and conventions into reading instruction.
- Examine methods of formative assessment.

Effective Writing Classrooms

Writing Series

Elementary & Middle Years

Audience: Grades 3-9 ELA educators

Learning Format: In person, full day

Explore the key elements of creating effective writing classrooms including required writing types and key writing skills, writing portfolios and student self-assessment and reflection.

Outcomes:

- Identify grade-level writing types and writing skills.
- Explore ways to set up and utilize portfolios to gather writing assessment.
- Consider why and how self-assessment and reflection can be introduced with students.
- Explore how triangulation of evidence connects with students' writing portfolios.

Engaged Writers

Writing Series

Elementary & Middle Years

Audience: Grades 3-9 ELA educators

Learning Format: In person, full day or half day

Explore the use of mentor texts and mini lessons for teaching cues and conventions and examine ways to create a culture of writing in which students see themselves as writers.

Outcomes:

- Identify and explore the elements that create a culture of writing.
- Connect a culture of writing to the cueing systems in curriculum.
- Understand and design mini lessons to teach cues and conventions using mentor texts.

Ask us about our University of Florida Literacy Foundations (UFLI) certified facilitators.

Environments and Structures for the Responsive Literacy Classroom

Elementary & Middle Years

Audience: Grades 1-5 educators

Learning Format: In person, full day or virtual series

Explore classroom environments and structures to support responsive and differentiated literacy instruction at the whole-group, small-group and individual levels. Consider literacy strategies – modelled, shared/interactive, guided and independent – to meet student needs. Examine informal assessments, multi-modal planning and best-match literacy strategies to support students' literacy growth.

Outcomes:

- Experience classroom environments and structures that support differentiation and independence.
- Explore literacy strategies and their connection to classroom groupings for responsive instruction.
- Engage in purposeful planning based on informal assessment information for multi-modal instruction.

Phonemic Awareness and Phonics In Early Years: Making Explicit Instruction and Play Work!

Early Literacy

Audience: PreK-Grade 1 educators

Learning Format: In person, full day

Explore teaching strategies and assessment practices in a classroom environment that is rich in play and exploration.

Outcomes:

- Examine instructional scope and sequences for phonemic awareness and phonics instruction that connect to curriculum and developmental continuum.
- Experience teaching strategies for phonemic awareness and phonics instruction through student-led play, playful explorations and teacher-led instruction.
- Explore assessment tools for phonemic awareness and phonics instruction inside a balanced approach to documentation.

Purposeful Writers

Writing Series

Elementary & Middle Years

Audience: Grades 3-9 ELA educators

Learning Format: In person, full day

Develop understanding of the forms and genres of writing, the text structures that characterize them and how to plan for instruction of the required forms of writing.

Outcomes:

- Explore the use of mentor texts to teach the four forms of writing identified in curricula.
- Identify and connect text structures to forms of writing.
- Experience a structured instructional planning process and develop shared writing instruction plans.

Responsive Writing Instruction

Writing Series

Elementary & Middle Years

Audience: Grades 3-9 ELA educators

Learning Format: In person or virtual, full day or half day

Explore and reflect on how to help students develop their writing skills through shared writing, explicit modelling of the writing process, formative assessment and individual conferencing.

Outcomes:

- Experience the writer's workshop model from the perspectives of both the student and teacher.
- Participate in formative assessment and explore how it can be used to help students develop writing skills.
- Practise using mediational questions for individual conferencing about writing.

Consider checking out the asynchronous courses on pages 3 and 4!

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

Elementary

Audience: Grades 3-6 educators

Learning Format: In person, full day or virtual, half day

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

Outcomes:

- Examine personal bias around social justice instruction.
- Develop critical literacy skills.
- Analyze classroom resources through a social justice lens.
- Practise and problem solve strategies for important conversations.
- Engage in professional conversations around social justice topics.

Supporting Writers in the Early Years

Early Literacy

Audience: K-Grade 2 educators

Learning Format: In person, full day

Teaching students how to write in the early years means providing sufficient scaffolding and frequent opportunities for writing across curricula and throughout the school day. Supporting writing success requires a focus on creating meaning and fun, as well as correctness.

Outcomes:

- Engage in strategies to support student use of oral language and patterns in language as part of the scaffolding process from pre-phonetic to phonetic stages of writing.
- Examine the curriculum as a scope and sequence for moving from letters and sounds to sentences and paragraphs while using cues and conventions.
- Examine criteria for writing at the early elementary level.

STF | PROFESSIONAL LEARNING

Empowering Educators:

Evidence-Based Foundations for Literacy Instruction

Join us for this three-day workshop designed for Kindergarten to Grade 3 teachers in Saskatchewan.

This project is developed and delivered by Saskatchewan teachers and supported by the Saskatchewan Ministry of Education to advance provincial K–3 literacy goals.

This workshop will strengthen your understanding of literacy acquisition, evidence-based reading practices and responsive assessment strategies to support student success.

French sessions are also available.

Scan here to find upcoming workshops.

"The session has given me new life and inspiration when feeling burnt out as a teacher. So many useful resources that I know could incorporate instantly in my classroom! Thank you!"

"I really appreciate that you provided us with the in-depth research about how the brain works and why these practices are effective. Also, you gave us real resources that we can use tomorrow."

"This workshop provided many opportunities to see evidence and research that drives the instruction or tools we were using."

Program Outcomes

Explore foundational concepts: phonics, fluency, vocabulary development, comprehension and multi-tiered systems of support – all aligned with the updated curriculum scope and sequence.

Teachers will deepen their understanding and instructional skill set in the following areas.

Curriculum Actualization and Foundational Concepts

- Foundational language system knowledge in relation to literacy acquisition.
- Understanding the brain and its interconnected systems for reading and writing.
- Role of executive function in literacy acquisition.

Evidence Based Practices Across Multiple Components of Reading

- Phonological processing and high impact skills in phonemic awareness.
- Phonics instruction and decoding for growth in orthographic mapping skills.
- Fluency impacts and bridging strategies to comprehension.
- Impacts of vocabulary and knowledge building on reading and comprehension.

Assessment and Multiple Measures of Reading

- Using levels of assessment such as screener, diagnostic, benchmark and curriculum-based measures.
- Assessment measures across the components of reading.

Assessment for Responsive Instruction

- Evidence-based practices in grade-alike instructional groupings.
- Responding to assessment data using multi-tiered systems of support.
- Connecting instruction and assessment to curriculum actualization.

"En me donnant plus des méthodes et techniques d'enseignement ainsi que la présentation des différentes ressources."

MATHEMATICS

Building Early Numeracy and Automaticity Through Exploration and Play

Audience: K-Grade 2 educators

Learning Format: In person, full day

Focus on the teaching and learning of early number concepts including place value, addition, subtraction and the links to early multiplication.

Outcomes:

- Experience ways for students to explore number concepts and their connections to curricular outcomes.
- Problem-solve classroom structures and transitions to allow for differentiated instruction.

Building Mathematical Fluency and Automaticity with Games

Audience: Grades 1-9 educators

Learning Format: In person, full day

Explore how high-quality math games can engage students and support your curricular goals.

Outcomes:

- Examine curriculum and reflect on when games can best support learning.
- Explore structures and procedures that allow for meaningful game play.
- Experience a variety of games and resources.

Number Talks and Beyond: Building Math Communities Through Classroom Conversation

Audience: Grades 1-10 educators

Learning Format: In person, full day

Classroom discussion is a powerful tool for student communication, sense making and mathematical understanding. Curating productive math talk communities requires teachers to plan for and recognize opportunities in the live action of teaching.

Outcomes:

- See practical ways to prepare for intentional math talk in your classroom.
- Enact strategies from the students' points of view.
- Learn numeracy routines to sharpen your skills as a conversation facilitator.
- Think critically and reflectively about where strategies fit with learners.

Supporting Indigenous Ways of Knowing in Mathematics (SIWOK)

Audience: K-Grade 5 educators, Grades 6-9 educators and Grades 10-12 educators

Learning Format: In person, two days

Exploring how you can authentically support Indigenous ways of knowing in your mathematics classroom. Interactive sessions allow teachers to experience traditional teachings alongside reflection on educator practices in mathematics. Created in partnership with educators, Elders and Knowledge Keepers, these sessions support the Truth and Reconciliation Commission of Canada Calls to Action No. 62 and No. 63.

Outcomes:

- Experience traditional teachings and make connections to mathematical practices, curriculum and assessment.
- Explore Indigenous world views and potential pathways to Two-Eyed Seeing in education.
- Examine the impetus for this work in the mathematics classroom and impacts for students of systemic change.

DID YOU KNOW?

STF Professional Learning develops customized learning opportunities for school divisions on a contract basis and facilitates current and past Ministry of Education initiatives such as Following Their Voices and the early learning Responding to Children's Interest project.

Using Structures to Support Differentiation in a Math Classroom

Audience: Grades 1-10 educators

Learning Format: In person, full day

Experience and examine classroom structures that allow students to move among large groups, small groups and individual instruction. By having structures in place, differentiated learning experiences can be offered without creating individual learning programs for every child.

Outcomes:

- Enhance understanding of the structures that support differentiated instruction in mathematics.
- Unpack curriculum to clearly identify prerequisite skills and grade-level skills.
- Explore structures and instruction that support differentiation for gap filling, grade-level teaching and enrichment.
- Begin planning for a study unit of the participant's choice.

Using Tasks in Middle Years Mathematics or Using Tasks in High School Mathematics

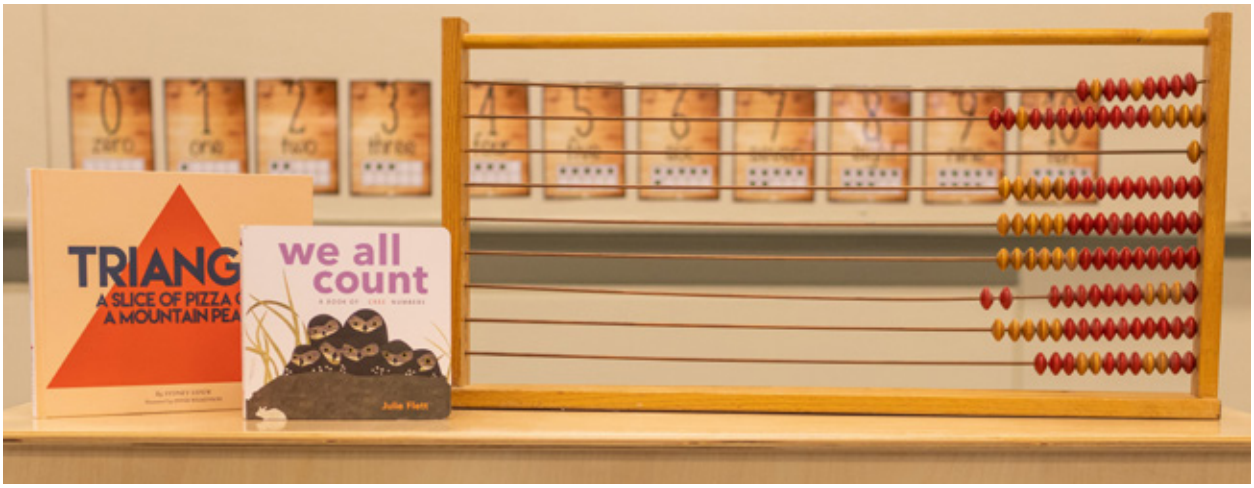
Audience: Grades 6-9 or Grades 10-12 educators

Learning Format: In person, full day

Using tasks in a mathematics classroom provides opportunities for differentiated learning and authentic assessment. Examine resources, reflect and discuss which planning and teaching moves can help maximize learning.

Outcomes:

- Develop criteria for good tasks.
- Explore how using tasks in your teaching practice can support learning.
- Explore the purposes of tasks – instruction, differentiation and assessment – and how they fit into your practice and instruction.



OUTDOOR EDUCATION

Building a Nature-Based Literacy Block

Audience: K-Grade 3 educators

Learning Format: In-person, full day

Focus on the intersection of literacy instruction, nature-based teaching and Indigenous pedagogy.

Outcomes:

- Build understanding of nature-based pedagogy and its alignment with literacy instruction including strategies for teaching phonological awareness, phonics, fluency, vocabulary, comprehension and writing in outdoor settings.
- Gain hands-on experience with nature-based literacy activities and develop a toolkit of ideas to integrate natural materials and outdoor learning into literacy blocks.
- Integrate cultural elements to promote deeper learning experiences and respect for the land and Indigenous perspectives and ways of knowing.

Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum

Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

Exploring purposes, benefits and methods for learning outdoors with young children. Explore connections to curriculum, well-being, and current research on the benefits and purpose of outdoor learning.

Outcomes:

- Experience activities and routines for early learning in the outdoors.
- Make connections to holistic approaches to learning, well-being and learning on the land.

Get Outside!

Audience: K-Grade 6 educators with an emerging interest in land-based education. No experience is necessary.

Learning Format: In person, half day

Experience practical activities for planning and teaching outdoors in this interactive workshop. Part of the day is spent outdoors; please come prepared for the weather! This session may be combined with "Grow Outside!" for a full day of learning.

Outcomes:

- Participate in outdoor classroom activities.
- Discover cross-curricular connections that can be taught outdoors.
- Explore planning logistics for land-based lessons.

Grow Outside!

Audience: K-Grade 12 educators with an emerging interest in land-based education. No experience is necessary.

Learning Format: In person or virtual, half day

Investigate the many benefits of teaching in the outdoor classroom. Part of the day is spent outdoors; please come prepared for the weather.

Outcomes:

- Deepen understanding of the physical and mental benefits of outdoor education.
- Participate in outdoor classroom activities.

Get Outside! and Grow Outside! may be combined for a full day of learning.

Numeracy in Nature: Math Outside the Box

Audience: K-Grade 3 educators

Learning format: In person, full day

Transform natural surroundings into learning spaces where math comes to life. Explore how to teach essential numeracy skills through hands-on activities that get students moving and thinking. Inspire curiosity, creativity and mathematical discovery – outside the box!

Outcomes:

- Deepen understanding of how natural environments can function as dynamic learning spaces.
- Explore engaging, outdoor math activities that support numeracy development.

Taking Science Outside

Audience: Grades 1-12 educators

Learning Format: In person, full day or half day

Discover supports to get students out of the classroom for hands-on learning experiences.

Outcomes:

- Experience science activities outside.
- Analyze the curriculum for outdoor learning opportunities.
- Consider the logistics and management of hands-on experiences.
- Design appropriate assessments for outdoor education.

★★★★★

IT Summit was a great conference! It was a good assortment of presentations. I found it all very informative and intriguing.

Saskatchewan Teacher and IT Summit Attendee

IT SUMMIT

The IT Summit will create opportunities to:

- Explore exemplary practices for teaching and learning with technology to support the actualization of Saskatchewan curriculum.
- Share best practices in network infrastructures and centralized technologies that support student learning through technology use in schools and school divisions.
- Promote professional dialogue that fosters effective teaching and learning with technology.
- Celebrate, support and encourage partnerships and networks of support.

Visit www.stf.sk.ca for the latest updates and event information.

PHYSICAL LITERACY

Fundamental Skills to Enhance Learning

Audience: K-Grade 8 educators and administrators

Learning Format: In person, full day or virtual, half day

Want to harness students' natural desire to learn through movement and play? Join us for an interactive day of learning to create an inclusive learning environment.

Outcomes:

- Engage in fundamental movement skills activities to understand the role physical education plays in a child's cognitive, social-emotional, physical and spiritual development.
- Explore activities to develop a welcoming and safe learning environment.
- Experience embedded culturally relevant practices through the lens of physical literacy.
- Examine curriculum planning and assessment tools for differentiation and responsive instruction.

How Movement Improves Thinking, Learning and Emotional Well-Being

Audience: K-Grade 8 educators and administrators

Learning Format: In person, full day

Learn how to make meaningful connections between physical literacy, cross-curricular achievement and development of the whole child.

Outcomes:

- Experience powerful instructional strategies to meet curriculum goals and promote wellness.
- Actively engage in different models of instruction and best practice.
- Examine purposeful planning for responsive instruction with access to effective assessment strategies.
- Understand the critical links between equipment, resources and instruction, and confidence in implementation.

Outcomes-Based Planning and Assessment in High School Physical Literacy

Audience: High school physical literacy educators

Learning Format: In person, full day or virtual, half day

Experience multiple activities to build relationships, embed choice and provide purposeful differentiation in physical literacy while learning ways to increase student engagement and promote lifelong healthy habits.

Outcomes:

- Learn to infuse First Nations, Métis and Inuit ways of knowing into physical literacy instruction.
- Participate in responsive planning that considers assessment and differentiation within the physical literacy classroom.

★★★★★

I had lots of great take-aways, new resources and games to try.

Saskatchewan Teacher

RECONCILIATION AND DECOLONIZATION

Culturally Responsive Pedagogy: Integrating Indigenous Perspectives into Classroom Practice

Audience: K-Grade 12 educators and administrators

Learning Format: In person, full day

Explore practical strategies for integrating Indigenous perspectives into classroom practice through reflection of student learning outcomes, curriculum content and learning resources, instructional methods/strategies, assessment methods/strategies, and as a philosophical foundation of the curriculum. Engaging in this work is an excellent step towards mobilizing the Ministry of Education's Inspiring Success Policy Framework.

Outcomes:

- Develop foundational understanding of culturally responsive pedagogy.
- Explore practical approaches to incorporate Indigenous ways of knowing and learning into planning and practice.
- Engage in making culturally relevant curricular connections.

With STFPL Partner, Miranda Moccasin, Principal at Saulteaux Heritage School.

Decolonizing Our Practice

Audience: All educators

Learning Format: In person, half day

Excerpts from the film *Understanding and Finding Our Way – Decolonizing Canadian Education* will guide you toward what is needed for decolonizing the teaching practice. The focus is on changes, actions and questions to ask for critical reflection.

Outcomes:

- Develop understanding of how colonization 'lives' in schools and traditional approaches within education systems.
- Explore pathways toward decolonizing our teaching practice.
- Identify, reflect and implement decolonizing practices.

Consider checking out the course on page 4 focusing on Treaty Education.

Reconciliation: Moving Toward Transformative Understanding and Action

Audience: All educators

Learning Format: In person, half day

What does a commitment to reconciliation ask of educators? Many feel a sense of urgency as commitments are made to reconciliation, but what shifts in understanding and action are needed?

Outcomes:

- Identify key actions for reconciliation.
- Sort actions according to observed trends for interpreting reconciliation.

Understanding and Finding Our Way – Decolonizing Canadian Education

Audience: All educators

Learning Format: In person, full day or half day

Educators are invited to explore overarching themes raised in the film, *Understanding and Finding Our Way – Decolonizing Canadian Education*. This film is the result of a nine-year partnership that included Elders, university faculty, community members and the STF. Through the leadership of Dr. Verna St. Denis and the guidance of Elder Mary Lee, the film's overarching themes were created through conversations with teachers and other educators, education leaders, and with the support and guidance of cultural protocols and ceremony. Focus groups with Indigenous educators explored challenges, barriers and opportunities experienced in the education system.

The film supports the Truth and Reconciliation Commission of Canada's Calls to Action No. 7, No. 62 and No. 64 which address education gaps between Indigenous and non-Indigenous Canadians and incorporating residential schools, Treaty, Indigenous world views, cultures, spirituality and ways of knowing into curriculum.

Outcomes:

- Engage in conversations about the overarching themes of myth, truth and hope, and the conceptual elements raised in the film.
- Begin or continue personal journeys of reflection about what truth and reconciliation asks of educators.
- Gain insights into interrelationships between key issues raised in the film.
- Identify where the process of change might begin.

SOCIAL-EMOTIONAL AND BEHAVIOURAL WELL-BEING

Building Positive Student-Teacher Relationships

Audience: All educators, administrators and student support teachers

Learning Format: In person, full day or virtual series

Positive student-teacher relationships are a foundation for student success and reduce the likelihood of challenging behaviours in the classroom.

Outcomes:

- Investigate a framework to establish developmentally appropriate student-teacher relationships.
- Consider classroom routines and instructional practices that foster positive relationships and behaviours.

Classroom Management: Creating a Positive Classroom Climate

Audience: Grades 1-12 educators

Learning Format: In person, two days or virtual series

Explore actions to create a positive classroom environment that supports student engagement and success.

Outcomes:

- Identify foundations of a positive learning environment that supports engagement and classroom management.
- Consider what is being communicated through disruptive behaviour and how teachers might respond in supportive ways.
- Explore strategies for responding to students' behaviour in ways that address their needs and increase success.

Classroom Management: Promoting Positive Student Behaviour

Audience: K-Grade 12 educators, administrators and support staff

Learning Format: In person, full day or half day; or virtual, half day

Examine practices that can be used to reduce and prevent challenging behaviour while supporting positive change.

Outcomes:

- Understand why problem behaviour might occur.
- Investigate the foundations of person-centred, positive behaviour support.
- Learn practical strategies to prevent challenging behaviour and intervene before it escalates.
- Examine how data can be collected and used to monitor behaviour change.

Nurturing Well-Being in Today's Classroom

Audience: All educators, administrators and student support teachers

Learning Format: In person, full day or virtual series

Explore foundational concepts of wellness and their practical applications in the classroom.

Outcomes:

- Develop understanding of wellness as a balance of mental, physical, spiritual and emotional.
- Practise communication skills that may support student well-being.
- Explore possibilities for classroom implementation.

Supporting Neurodiverse Minds in Learning Environments

Audience: PreK-Grade 8 educators

Learning format: In person, full day

Explore the impacts of neurodiversity on communication and self-regulation while learning to create inclusive classrooms with responsive supports. This session emphasizes practical strategies, real-world examples and teacher well-being.

Outcome:

- Develop skills to foster regulation, de-escalate challenging situations and create inclusive learning environments tailored to neurodivergent students' needs.

The ABCs of Behaviour Support and Intervention Planning

Audience: All educators, in-school administrators, educational assistants and student support teachers. It is highly recommended that multiple members of a school team participate together.

Learning Format: Virtual series

Join us in breaking down the steps to creating an effective behaviour support and intervention plan. There will be some application activities to do between each session.

Outcomes:

- Learn and apply the steps of a Functional Behaviour Assessment to accurately target specific behaviours.
- Write specific and measurable goals for intervention plans.
- Explore preventative and responsive strategies that increase the likelihood of expected behaviours and decrease the likelihood of unexpected behaviours.
- Create a targeted behaviour intervention plan for a specific student.

★★★★★

Workshop was fantastic – real down to earth and interactive. Enjoyed being with fellow teachers who are experiencing the same concerns. Sharing ideas and seeing awesome resources. Thanks so much!

Saskatchewan Teacher

Trauma-Informed/Sensitive Pedagogies and Practices Microcredential

Audience: All educators, in-school administrators, educational assistants and student support teachers

Learning Format: Virtual through the Centre for Continuing Education, University of Regina

Created in partnership with the Child Trauma Research Centre, this program was created in the spirit of two-eyed seeing and focuses on proactive, strength-based approaches. Participants must register through the Centre for Continuing Education, University of Regina. This microcertificate consists of two required courses and a choice between two electives. Participants will earn digital badges. Three badges are required to earn a microcertificate with the option of continuing to a professional certificate.

Outcomes:

- Explore the nature and implications of trauma-sensitive practice in schools though both Western and Indigenous perspectives.
- Analyze current practice and adjust as necessary based on trauma-sensitive principles.
- Explore personal wellness practices to support educator well-being.

Trauma-Sensitive Practices: Supporting Early Learners Through Play

Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

Explore the effects of trauma on the minds, bodies and interactions of young children and learn ways to offer trauma-sensitive environments and practices that support the learning of all students.

Outcomes:

- Deepen understanding of trauma, associated neurological and physiological responses and how they may appear during play in the classroom.
- Explore play as a vehicle for support and intervention.
- Examine the classroom environment and your role in creating supportive spaces and practices for young learners to begin to move through the cycle of their emotions and responses.

SUPPORTING SCHOOL-BASED LEADERS

Creating a Positive School Culture

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

Explore school culture and building trusting relationships with staff. Participants will engage in reflective practice in finding opportunities to encourage and celebrate a positive school culture.

Outcomes:

- Construct a deeper understanding of school culture and its impact within the educational community.
- Explore opportunities for fostering and celebrating positive school culture.

Crucial Conversations

Audience: All educators and administrators

Learning Format: In person or virtual, two days

Crucial Conversations teaches skills for fostering open dialogue around high-stakes, emotional or risky topics at all levels. By learning how to speak and be heard, and encouraging others to do the same, you will uncover the best ideas, make high-quality decisions and then act on your decisions with unity and commitment.

Outcomes:

- Speak persuasively, not abrasively.
- Foster teamwork and better decision making.
- Build acceptance rather than resistance.
- Resolve individual and group disagreements.

Insights Discovery

Audience: Professionals who coach, lead and facilitate adult learning and school teams who seek to communicate and work together more effectively

Learning Format: In person, full day; pre-learning required (sent via email)

Equipping yourself with an understanding of Insights Discovery and your personal profile helps you better understand yourself and your colleagues. Through understanding, we can give others what they need within learning relationships and lay the foundation for change.

Outcomes:

- Gain understanding of Insights Discovery as a tool for understanding and adapting.
- Recognize perceptions and preferences as the foundation of beliefs and actions.
- Learn to better meet the needs of other professionals.

Leading for Diversity

Audience: In-school administrators and division-level leaders

Learning Format: In person, two days

Explore how in-school administrators might support inclusive school structures and instructional practice while deepening understanding of gender and sexual identity, Indigenous learner identity, cultural identity, socio-economic status and then plan for action for students and staff.

Outcomes:

- Examine the role, purpose and needs of a leader for supporting diversity.
- Construct a deeper understanding of learner diversity.
- Analyze school structures that create an inclusive environment.
- Plan for action to support and celebrate student diversity.

DID YOU KNOW?

STF Professional Learning can assist with the creation of educational resources that support staff development and student growth.

Leading with Purpose: Navigating Complex Challenges Through Shared Beliefs

Audience: In-school administrators

Learning Format: In person, full day

In partnership with the Saskatchewan School Based Leaders, we created a workshop to provide engaging and practical processes that in-school administrators can utilize with their school staff to:

- Build school culture through relationships and a shared, co-constructed belief system.
- Approach day-to-day challenges and support classroom complexities through that belief system.

Saskatchewan School Based Leaders

Measuring with Meaning

Audience: In-school administrators and division-level leaders

Learning Format: In person or virtual, full day

Focus on the principal's role in leading data literacy to inform school strategic direction.

Outcomes:

- Examine the role, purpose and needs of a leader for measuring with meaning.
- Construct deeper understanding of data literacy.
- Analyze school strategic plans to determine which measurements and data are most informative.
- Develop collection and analysis processes to guide strategic planning.

DID YOU KNOW?

STFPL provides professional learning opportunities and promotes a vision for learning through sustainable leadership and systems.

Skills and Stance for Learning-Focused Conversations

Audience: In-school administrators, coaches, consultants and instructional leaders

Learning Format: In person, two days

Engaging and supporting teachers in meaningful, learning-focused dialogue is key to professional growth and systemic change.

Outcomes:

- Consider intentions and approach when working as an instructional support for teachers.
- Explore roles and their purposes when interacting with colleagues.
- Refine communication skills to support relationship building.
- Apply and practise conversation maps for planning, reflecting and calibrating.

The Reflective Leader: Who Are You as a Leader and Why Does it Matter?

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

Examine what matters in school leadership and explore leadership styles. Participants will connect their individual leadership qualities to current context.

Outcomes:

- Deepen understanding of the qualities of effective leaders and leadership styles.
- Explore leadership qualities within contemporary educational contexts.

Visioning and Strategic Planning

Audience: In-school administrators and their school teams

Learning Format: In person, full day or virtual, half day

Participants use an appreciative-inquiry process to vision the hoped-for impact of school on students. From this visioning, a strategic plan will evolve using a logic model structure as a guide. Included in this day are possible timelines, ways to collect and analyze data to monitor progress and the importance of planning for authentic celebrations to sustain school progress.

APPLY TO BE A PROFESSIONAL LEARNING PARTNER WITH STF PROFESSIONAL LEARNING

Partner with STF Professional Learning to provide high-quality professional learning opportunities to the teachers of Saskatchewan.

Contact STF Professional Learning for more information at stf@stf.sk.ca or 306-373-1660 or 1-800-667-7762.

STF | PROFESSIONAL LEARNING

STF | PROFESSIONAL GROWTH NETWORKS

Create a Network Connection. Join an STF Professional Growth Network!

- 20+ networks.
- Open to all STF members and active substitute teachers.
- Choose a PGN to learn from colleagues who share similar areas of interest to gain insight and enhance your skills.

Scan the QR code or visit www.stf.sk.ca to see the full list of PGNs and make your selection! Ask your school staff liaison if you need assistance.

SASKATCHEWAN CAREER AND WORK EDUCATION ASSOCIATION

- Promotes an appreciation for the significance and value of career and work education.
- Provides a forum for the active interchange of ideas among educators, employers, students and the community.
- Promotes courses and programs in essential skill development, career development, career exploration, and community involvement through partnerships and collaboration.
- Enhances professional development by providing learning activities focused on career and work exploration.

SCWEA
Saskatchewan Career & Work Education Association

scweapgn@gmail.com **www.scwea.com**

SASKATCHEWAN BUSINESS TEACHERS' ASSOCIATION

On the first weekend in May each year, the Saskatchewan Business Teachers' Association provides an opportunity for business students and teachers to showcase the important work that is taking place around our province in the areas of financial literacy and entrepreneurship, while providing a competitive environment for students.

SBTA
Saskatchewan Business Teachers' Association

We Are Empowering the Next Generation of Business Leaders

skbusinessteachers@gmail.com
www.sbtaonline.ca **@SBTASK**

SASKATCHEWAN SCIENCE TEACHERS' SOCIETY

SSTS is your community for inspiring, connecting and growing as a science educator in Saskatchewan!

- Grow your confidence in teaching science curricula, including NOS, scientific literacy and where to find grants that support your classroom.
- Build meaningful connections with science educators across the province – share ideas, swap resources and collaborate.
- Deepen your practice by exploring the relationships between Indigenous and Western science.
- Bring Saskatchewan science to life with real, local examples you can use in your teaching.

Become part of a supportive network that lifts each other up and strengthens science education across Saskatchewan!

SASKATCHEWAN SCIENCE TEACHERS' SOCIETY

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@SaskScienceTeachersSociety
@sasksciencesteachers

SASKATCHEWAN HOME ECONOMICS TEACHERS' ASSOCIATION

Why Join SHETA?

- Connect with a supportive network of home economics educators.
- Access curriculum-aligned, ready-to-use classroom resources.
- Learn from experts at our annual conference and professional development sessions.
- Stay connected through our newsletter, website and social media.
- Strengthen the future of home economics and practical and applied arts education in Saskatchewan.

Join a PGN that supports educators and enriches classrooms across Saskatchewan!

shetapresident@gmail.com **www.sheta.ca**
@skhomeecteachers

SASK OUTDOORS
SASKATCHEWAN OUTDOOR ENVIRONMENTAL EDUCATION ASSOCIATION

Working to connect people to the outdoors and inspire curiosity and play in nature by passionately delivering programs and services that promote ecological understanding and environmental responsibility.

Areas of focus:

- Outdoor Play – Providing accessible resources such as outdoor activities suitable for all ages, the *Let's Talk Outdoors* podcast and diverse outdoor education events.
- Climate Education – Offering online resources tailored for teaching, along with a partnership initiative with EcoSchools Canada.
- Professional Development – Delivering a range of workshops specifically aligned with curriculum requirements to support educators' growth and skill enhancement.

communications@saskoutdoors.org
www.saskoutdoors.org **@SaskOutdoors**

SASKATCHEWAN TEACHERS OF APPLIED TECHNOLOGY

STAT is an organization dedicated to connecting practical and applied arts teachers. Our mission and goals are to:

- Inspire and advocate for PAA teachers and other hands-on teaching disciplines.
- Support PAA teachers including those new to the field.
- Improve and promote quality PAA education.
- Provide valuable resources, information and networking.

Connecting Educators and Industry. Empowering the Future!

saskstat@gmail.com
www.saskstat.ca **@saskstat**

PHYSICAL AND HEALTH EDUCATION SASKATCHEWAN

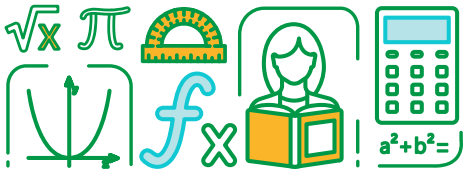
Vision: Support health and physical education teachers in delivering inclusive programs from Kindergarten to Grade 12 to build lifelong wellness practices that will benefit all Saskatchewan students.

Mission: Champion and advocate for health and physical education development to promote active lifestyles and wellness benefits for all Saskatchewan students.

info@phesask.ca
www.phesask.ca @phesaskatchewan

Saskatchewan Mathematics Teachers' Society

- Promotes effective mathematics pedagogy.
- Hosts SUM Conference annually.
- Publishes the subscript three times per year.



exec@smts.ca www.smts.ca @smtsca

ASSOCIATION PROFESSIONNELLE DES ENSEIGNANTS FRANSASKOIS

Créer et promouvoir les occasions de développement professionnel en français en Saskatchewan et assurer des liens avec tout organisme qui s'intéresse à l'enseignement en français.

Le développement professionnel par et pour ses membres, quoi de mieux pour enrichir notre association professionnelle et faire rayonner notre profession?

@APEF19.20

SASKATCHEWAN ASSOCIATION OF STUDENT COUNCIL ADVISORS

Becoming a SASCA member allows:

- Students to attend the Saskatchewan Student Leadership Conference.
- Students to apply for SASCA awards and scholarships.
- Advisors to receive emails regarding leadership speakers in the area, new activity ideas and upcoming conference information.

SASCA

www.sascaleadership.com

SASKATCHEWAN TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Our aim is to:

- Provide professional development opportunities and promote training and resources for educators and community members working with multilingual language learners in Pre-Kindergarten to Grade 12.
- Support the creation of materials and curricula that will effectively support multilingual language learners.

SK TEAL
Saskatchewan Teachers of English as an Additional Language

skteal@hotmail.com
www.skteal.com @skteal

SASKATCHEWAN MIDDLE YEARS ASSOCIATION

SMYA supports educators in meeting the unique physical, emotional, social and academic needs of middle years students through collaboration, resources and professional learning opportunities.

SMYA
SASKATCHEWAN MIDDLE YEARS ASSOCIATION

executive@smya.ca www.smya.ca

SASKATCHEWAN MUSIC EDUCATORS ASSOCIATION

- Connect with a supportive, province-wide network of music educators.
- Access professional development funding for conferences, regional workshops and special projects to strengthen your teaching.
- Explore our video library for on-demand learning and practical classroom ideas.
- Find classroom-ready resources through our Teachers Pay Teachers account.
- Contribute to provincial initiatives such as Honour Bands, Honour Choirs and Music Education Day resources.

Saskatchewan Music Educators Association

smea@sasktel.net
www.saskmea.ca @saskmea

SOCIAL STUDIES SASKATCHEWAN

- Committed to fostering excellence in social studies education across the province.
- Supports teacher collaboration and access to contemporary resources.
- Provides professional development that champions innovative teaching methodologies.
- Integrates Indigenous knowledge, historical perspectives and cultural empathy.
- Equips students with critical thinking skills to navigate a democratic society.
- Advocates for renewed curricula.

Join our province-wide network!

Inspire youth and teachers and shape a sustainable and equitable future for Saskatchewan.

SSS SOCIAL STUDIES SASKATCHEWAN

Explore the Past, Engage the Present, Envision the Future

socialstudiessk@gmail.com
www.socialstudiessk.ca @socialstudiessk

SASKATCHEWAN ART EDUCATION ASSOCIATION

- We are a dedicated and supportive community of elementary and high school art teachers promoting quality arts education in Saskatchewan.
- We work together to provide resources, lesson plans, professional development and opportunities to connect with other art education teachers.
- We believe collaboration with other educators is key to providing success in the art classroom.

SAEA
Saskatchewan Art Education Association

saeasask@gmail.com **www.saskart.ca**

SASKATCHEWAN DRAMA ASSOCIATION

- We are a provincial organization with SaskCulture Inc., incorporated under the Saskatchewan Non-Profit Corporations Act and a registered Canadian charity.
- Check out our website for further information, our programs and membership privileges including access to the Mary Ellen Burgess Script Library and the Ian C. Nelson Resource Library.

saskatchewan DRAMA ASSOCIATION

dramainfo@sasktel.net
www.saskdrama.com @SaskDrama

Saskatchewan Early Childhood Education Council

Supporting early years educators and support staff through:

- Relevant professional learning opportunities aligned with current best practices.
- Collegial support, connections and resource sharing across Saskatchewan.
- Scholarships and bursaries to support ongoing educational and professional development opportunities.
- A shared commitment to our youngest learners and leaders.

saskecec@gmail.com

LEARN
Literacy Educators and Resources Network

Ignite Your Passion for Literacy with LEARN!

Ready to grow your practice and connect with others who love literacy as much as you do? Join us at LEARN.

We are a vibrant, supportive community working to strengthen literacy teaching across Saskatchewan.

- Current Members: We want your voice! Share your expertise, shape new resources and lead the conversation on best practices.
- Future Members: Join a network that supports your professional growth. Access inclusive tools, mentorship and a community that understands the real challenges – and joys – of today's classrooms.

Don't just teach – thrive. Let's build a stronger literacy community together.

Find us on Instagram and Facebook or email us!

learnsask@gmail.com **www.learnsask.net**

ASSOCIATION DES PROFESSEURS DU FRANÇAIS DE LA SASKATCHEWAN

SASKATCHEWAN ASSOCIATION OF TEACHERS OF FRENCH

Promouvoir l'enseignement du français
Supporting the teaching of French

APFS est un réseau provincial de professionnels en éducation qui promeut l'enseignement et l'apprentissage du français langue additionnelle avec une mission de mettre en relation les professionnels d'immersion et de français de base pour contribuer à leur épanouissement professionnel.

The SATF is a provincial network of education professionals that promotes the teaching and learning of French as an additional language with a mission to connect immersion and core French professionals fostering their professional development in pursuit of excellence.

apfs.satf@gmail.com https://satf.ca
@apfs_satf @satfapfs

SASKATCHEWAN ASSOCIATION OF TEACHERS OF GERMAN

The SATG works closely with our German language partners to connect teachers of German from around the province and across the country to offer:

- Professional development events and opportunities – in person and online.
- Support for teachers.
- Time to review/share learning materials, teaching strategies and assessments.
- Networking opportunities with other DaF (Deutsch als Fremdsprache) teachers.
- Annual language contests for students.

https://saskgerman.wordpress.com

SASKATCHEWAN SCHOOL BASED LEADERS

We strive to:

- Promote awareness of the role of school-based administrators.
- Promote professional development of school-based administrators.
- Provide a forum for effective communication.
- Promote the interests of school-based administrators.
- Provide a forum for examining issues and directions in education.
- Provide an association for professionals who choose to become school-based administrators as a lifelong vocation.
- Cooperate with other organizations having similar objectives.

saskatchewanschoolbasedleaders@gmail.com
www.ssbl.ca @saskschoolbasedleaders

SASKATCHEWAN UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK

- Lessons and resources tailored to specific topics and grades through the UNESCO Schools Toolkit.
- Access to resources, professional development opportunities, webinars and contests in English and French.
- Annual gathering to collaborate among Saskatchewan schools and members.
- Logistical and financial support for related school projects.

United Nations Educational, Scientific and Cultural Organization
Member of UNESCO Associated Schools

saskunesco@gmail.com
https://en.ccunesco.ca/networks/unesco-schools-network

SASKATCHEWAN TEACHERS OF UKRAINIAN

Our objectives are to:

- Promote and advance the teaching of Ukrainian language within an education framework in the province.
- Provide professional development opportunities through seminars and meetings.
- Make recommendations and offer advice on issues related to Ukrainian language education.
- Maintain contact with speakers of Ukrainian in other countries in order to provide language and enrichment opportunities.

SASKATCHEWAN SPECIAL EDUCATORS NETWORK

Vision: To ensure that teachers of exceptional students have a networking community.

Mission: To educate, recognize and support new and experienced general/special education teachers by sharing and providing resources and/or professional development while valuing and celebrating our exceptional students.

EMMA STEWART RESOURCES CENTRE

VISIT THE STF LIBRARY AT THE ARBOS CENTRE FOR LEARNING

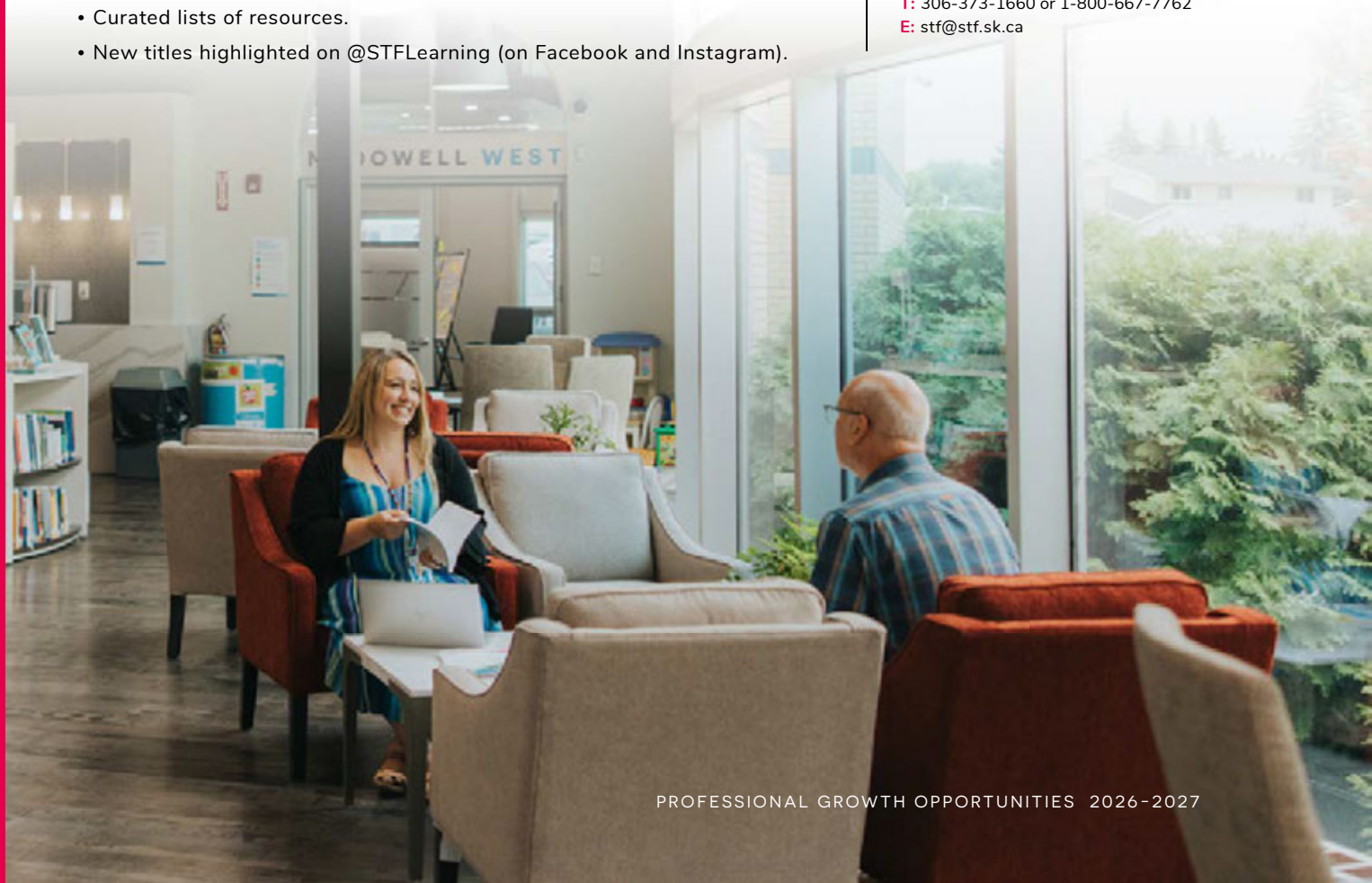
2311 ARLINGTON AVENUE, SASKATOON

We are ready to meet your classroom, research and professional growth needs. A wealth of resources and services are available including:

- Recommended curriculum, professional growth and research resources.
- Selection of lesson and unit plans and teaching aids.
- User-friendly online catalogue that makes it easy to reserve materials.
- Free shipping – materials can be mailed directly to your school or home.
- Reference and information services provided by our experienced staff.
- Online journal and research database searches.
- Library tours and displays.
- Curated lists of resources.
- New titles highlighted on @STFLearning (on Facebook and Instagram).

Save time and money. Please contact us for assistance during your teaching journey.

T: 306-373-1660 or 1-800-667-7762
E: stf@stf.sk.ca



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STF | PROFESSIONAL LEARNING

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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

Arbos Centre for Learning
2311 Arlington Avenue, Saskatoon SK

www.stf.sk.ca @SaskTeachersFed

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