

# PROFESSIONAL GROWTH OPPORTUNITIES

MAY 2021



The information in this catalogue is accurate at time of printing but is subject to change in light of the COVID-19 pandemic. Please refer to the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca) for the most up-to-date information.

# STF CONTACT INFORMATION

## LOCATIONS

### Head Office

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Saskatoon SK S7J 2H8  
F: 306-374-1122

### Arbos Centre for Learning

2311 Arlington Avenue,  
Saskatoon SK S7J 2H8

### Regina – Appointments Only

For general inquiries, contact the STF by phone at 1-306-373-1660 (1-800-667-7762) or by email at [stf@stf.sk.ca](mailto:stf@stf.sk.ca). If you have a specific inquiry or request by topic, contact:

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## EVENTS

### LOCAL ASSOCIATION LEARNING OPPORTUNITIES

The Federation's Local Association Leadership Program is a provincial initiative that recognizes every teacher as a current or potential leader. It focuses on providing opportunities and resources that will enhance the work of members on behalf of their colleagues, provincially and locally.

In 2021 the program includes the Local Association Symposium, Presidents' Forum and School Staff Liaison Forums. These events offer the opportunity for professional growth and dialogue about the needs of local associations within the Federation.

#### Local Association Symposium

All local association presidents and vice-presidents are invited to attend Day 1 of the Local Association Symposium, all local association presidents and all treasurers are invited to attend Day 2 of the Local Association Symposium.

**Friday and Saturday, September 17 and 18, 2021**  
Virtual – Microsoft Teams, Zoom

#### Presidents' Forum

This event brings local association presidents and local association leaders together for networking and discussion of current issues affecting teachers and the Federation.

**Saturday, February 5, 2022**  
Saskatoon – STF Building, Eamer Auditorium

#### School Staff Liaison Forums

These forums are held to support those individuals who act as a vital communication link between the provincial organization and the teachers in each school. The next forums will be held in the fall of 2021 and the spring of 2022.

#### Supporting Local Associations

The Federation strives to support local associations and provide them with the information and resources they need to be successful.

#### Access Local Leader Toolkit

The Local Leader Toolkit is a myriad of resources and templates provided by the Federation to support local leaders in carrying out their work to fulfil their responsibilities within their local association.

You can access the toolkit when logged into MySTF on the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca) > [About the STF](#) > [Our Team](#) > [Local Associations](#).



## Accreditation Seminars

These seminars provide an opportunity for teachers to challenge, extend, enhance and renew their professional experience with an emphasis on assessment and evaluation. To assist in meeting the accreditation policy requirements, the Federation is offering the following accreditation seminars:

#### Summer 2021

- Saskatoon Initial – July 12-15
- Saskatoon Renewal/Second – July 12-13
- Regina Initial – August 9-12
- Regina Renewal/Second – August 9-10

#### Fall 2021

Due to the uncertain nature of the fall, accreditation seminars will be planned in coordination with school divisions. Please check Events Calendar on the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca) for the most up-to-date information.

For more information or to register for any of the accreditation seminars, visit [www.stf.sk.ca](http://www.stf.sk.ca).

# OPPORTUNITIES & RESOURCES

## BOARD AND COMMITTEE OPPORTUNITIES AVAILABLE

### APPLY TODAY!

Your voice matters and guides all that we do at the Federation on behalf of you, our members.

Become an education champion by volunteering for one (or more) of the Federation's many available boards and committees.

Committee work covers a range of topics and interests, including advisory work, professional growth, benefits, discipline, social justice and more.

### BENEFITS OF VOLUNTEERING:

- Learn more about topics you care about.
- Become an education influencer with the ability to transform public education for you and your colleagues.
- Protect and enhance teacher benefits.
- Network, collaborate and build meaningful relationships with other partners within the education community.
- Build new skills to strengthen your professional development.

### CONTACT US

Watch for available opportunities on the Federation website: [www.stf.sk.ca](http://www.stf.sk.ca) > [About the STF](#) > [Get Involved](#).

Opportunities are also promoted through email, Twitter and Facebook.

Call (306) 373-1660 or toll-free 1-800-667-7762 for more information.



SASKATCHEWAN  
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**GET INVOLVED**

## THE ARBOS SHOP

The Federation offers memorabilia for sale that individuals may purchase for themselves or as gifts for family, friends and colleagues to celebrate their career and/or their contributions to the profession.

Items are sourced from Canadian companies, and all items are sold on a cost-recovery basis. You can view the online catalogue on the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca). If you have any questions, please call us at 306-373-1660 or email [stf@stf.sk.ca](mailto:stf@stf.sk.ca).



## MEMBER SUPPORT

When a Saskatchewan Teachers' Federation member calls the Federation, they will find that Member Support provides a variety of services, supports and advice in areas such as workplace relationships, employment contracts and legal matters. Services are confidential, timely and provide effective solutions to help resolve your employment and professional needs.

### Are You . . .

- Experiencing conflicts related to supervision and evaluation processes? Do you want to improve interpersonal and professional relationships? If so, we encourage you to contact the Federation.
- Entering into, amending or terminating a contract of employment? Have you received notice of termination? Overwhelmed by contract changes? Please reach out to the Federation for assistance.
- Confused about work-related legal matters? No idea where to turn? We can provide you with work-related legal advice in consultation with our in-house legal counsel.
- Wanting to change your contact information, or make any other updates to your information with the Federation? If so please contact the Federation or access the change of information form on our website at [www.stf.sk.ca/resource/change-information-form](http://www.stf.sk.ca/resource/change-information-form).
- Looking for some information regarding your benefits or just want to become more informed of your plans? Please contact the Federation or visit the STF website at [www.stf.sk.ca/pension-benefits](http://www.stf.sk.ca/pension-benefits).

While we strive to provide quality service to our members, we recognize that there is always room for improvement. The Federation is committed to their members and pushing the bar on providing the best service possible!

The Federation's first concern is to our members and we encourage you to reach out and contact us at 306-373-1660 or 1-800-667-7762 or email [stf@stf.sk.ca](mailto:stf@stf.sk.ca) and we will be happy to assist you.

## STS Retirement Lifestyles Session

If you or teachers you know are making plans for retirement, you may be interested in hosting a Retirement Lifestyles Session.

The session is 2-2 ½ hours in length (in person or virtually) and offers information on:

**Transitioning** – managing the transition to retirement

**Superannuated Teachers of Saskatchewan** – information on the STS and the STS Health and Dental Plan

**Retirement Planning** – a Retirement Planner will be in attendance

**Just in Case** – some reminders of papers to have in order

The Superannuated Teachers of Saskatchewan would like to invite school divisions, local associations, school staffs or those who are interested to contact them at 306-373-3879 or [sts@sts.sk.ca](mailto:sts@sts.sk.ca).





## PLANNING FOR RETIREMENT SEMINARS

Every fall the Federation offers Planning for Retirement seminars for members who are thinking about retiring in the next three years. These seminars provide support and information to assist members with the retirement process.

These on-line events are to be held on dates in October and November. The dates are yet to be determined but will be announced and posted on the STF website.

### OTHER RESOURCES

Members can get an estimate of what their pension could be at a future date by using the STRP Pension Estimator available at [www.stf.sk.ca/pension-benefits/pension-plan](http://www.stf.sk.ca/pension-benefits/pension-plan).

The Superannuated Teachers of Saskatchewan offers retirement lifestyle planning seminars. Visit the [www.sts.sk.ca](http://www.sts.sk.ca) for more information.

### REGISTRATION

Registration will be required to join these virtual seminars. Please check for details at: [www.stf.sk.ca/pension-benefits/life-events/planning-retirement](http://www.stf.sk.ca/pension-benefits/life-events/planning-retirement).

# ITSUMMIT2022

**Monday and Tuesday, May 2-3, 2022**

**Saskatoon – Delta Hotels by Marriott Saskatoon Downtown**

The IT Summit will create opportunities to:

- Explore exemplary practices for teaching and learning with technology to support the actualization of Saskatchewan curricula including opportunities in distance education.
- Share best practices in network infrastructures and centralized technologies that support student learning through technology use in schools and school divisions.
- Promote professional learning communities that foster effective teaching and learning with technology.
- Celebrate and support existing partnerships and encourage new partnership opportunities.





# EMMA STEWART RESOURCES CENTRE

## VISIT US AT THE ARBOS CENTRE FOR LEARNING

2311 ARLINGTON AVENUE, SASKATOON, SK

We are ready to meet your classroom, research and professional growth needs as we head into the new school year. A wealth of resources and services are available including:

- Online catalogue
- Lending materials (mailed directly to you, free of charge)
- E-Reference service
- Online journal and research database access

The ESRC remains open during the COVID-19 pandemic. Visit our online catalogue (no login required) or contact us to request materials and have them mailed to you.

Visit [www.stf.sk.ca](http://www.stf.sk.ca) >  
[Professional Resources](#) >  
[Emma Stewart Resources Centre](#)

T: 306-373-1660 or 1-800-667-7762

E: [stf@stf.sk.ca](mailto:stf@stf.sk.ca)

[@STFLibrary](#)

[@SaskTeachersFed](#)



SASKATCHEWAN  
TEACHERS'  
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## SUPPORTING THE PRINCIPALSHIP

The Saskatchewan Teachers' Federation is committed to enhancing the provision of direct supports for principals, vice-principals and assistant principals across Saskatchewan. We are keenly aware of the importance of their roles in establishing a successful climate for effective teaching and learning and we recognize they continue to be challenging and complex roles.

Principals, vice-principals and assistant principals have the opportunity to discuss issues within their specialized roles as members of the Federation.

Your Federation is here to directly support your role as leaders. Ongoing professional development opportunities for principals, vice-principals and assistant principals are continuously being developed and those opportunities will be shared throughout the year.

Please feel free to reach out to the Federation with any questions you may have at 306-373-1660 or 1-800-667-7762.

***“Our intention is to support principals, vice-principals and assistant principals in balancing management and instructional leadership.”***



## APPLY FOR THE PROVINCIAL FACILITATOR COMMUNITY

The Saskatchewan Teachers' Federation, through Professional Learning, has developed the Provincial Facilitator Community. The goal of this community is to support the growth and development of professionals within the community as well as the professionals they serve as facilitators.

As members of the Provincial Facilitator Community, teachers are able to access rich professional learning in their area of expertise as well as support their understanding of facilitation. The Facilitator Series has been developed specifically with the needs of the Provincial Facilitator Community in mind.

Contact STF Professional Learning for more information at: [stf@stf.sk.ca](mailto:stf@stf.sk.ca) or 306-373-1660 or 1-800-667-7762.

## PROJECT OVERSEAS – TEACHERS TEACHING TEACHERS

Each year about 60 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On Project Overseas, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries throughout Africa, Asia and the Caribbean. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January, and in-service projects take place in July and August.

Project Overseas is a volunteer experience. Administrative, travel and living expenses are provided. No salaries or honoraria are paid to participants in Project Overseas, and the sponsors do not cover costs associated with substitute teachers or release time.

**Due to COVID-19, Project Overseas is on hold until further notice.**

**For further information, visit the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca).**



## PROFESSIONAL DEVELOPMENT PROGRAM INDIA

The Federation participates in international programs for the benefit of all teachers and students through the sharing of professional knowledge, skills and experiences. The principal goal of this program has been to develop sustainable professional development opportunities necessary to increase the repertoire of instructional strategies for the 2.3 million members of the All India Primary Teachers' Federation.

In conjunction with the Canadian Teachers' Federation, the STF partners with the AIPTF for the development and delivery of a comprehensive professional development manual and onsite facilitation with AIPTF members.

**Due to COVID-19, Professional Development Program India is on hold until further notice.**

**For further information, visit the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca).**





# EXPLORING THE MANY PATHWAYS TO LEARNING

## TEACHERS INVITED TO EVALUATE LEARNING RESOURCES

Would you like to be involved in evaluating English or French learning resources linked to curricula that support Saskatchewan's diverse learners? Exploring the Many Pathways to Learning is a resources evaluation project contracted by the Ministry of Education and supported by the Emma Stewart Resources Centre of the Saskatchewan Teachers' Federation. The goal of the project is to engage teachers in the process of evaluating learning resources for use in Saskatchewan classrooms.

The required qualifications of teacher-evaluators, the duration of the term to serve as an evaluator and the listings of curricular areas included are posted on the STF website at [www.stf.sk.ca](http://www.stf.sk.ca) > Professional Resources > Emma Stewart Resources Centre > Exploring the Many Pathways to Learning.

Teachers may apply anytime to be a part of the evaluation groups. To apply, please complete the online application form for Exploring the Many Pathways to Learning available on the Get Involved page of the Federation website or through Pathways to Learning in the Quick Links.

**For further information, visit the Federation website at [www.stf.sk.ca](http://www.stf.sk.ca).**



# McDowell Foundation

The McDowell Salon Series is a series of conversations held throughout the year on a variety of topics directly impacting teaching and learning in the province. A McDowell research team is joined by other teachers and community members to both share their research and look at the “now what” questions. For more information on past Salon Series and what is upcoming, visit <http://mcdowellfoundation.ca/category/salon-series>.

For all other inquiries, visit the Foundation’s website at: [mcdowellfoundation.ca](http://mcdowellfoundation.ca).



## SASKATCHEWAN BULLETIN

The *Saskatchewan Bulletin* is published monthly by the Saskatchewan Teachers’ Federation throughout the school year and has a circulation of over 10,000 copies per issue including teacher members, educational partners, provincial teacher organizations and many more. The *Bulletin* features articles that share uplifting stories of colleagues throughout the province, as well as news highlights and events.

### Want to Advertise With Us?

Advertising options are available for services or information of interest to STF members.

Visit our website at [www.stf.sk.ca](http://www.stf.sk.ca) for more information on advertising policy and pricing, or email [bulletin@stf.sk.ca](mailto:bulletin@stf.sk.ca).



## DO YOU REQUIRE A PRESENTATION?

Did you know that the Saskatchewan Teachers' Federation is able to provide presentations for local meetings, conventions and schools for plenary session speakers or breakout sessions? We strive to provide presentations that are based on our current context and are of importance to the profession. See below for a listing of some of the free sessions available to you as a Federation member. Additional topics may be considered upon request.

For more information, please contact the Member Services Managing Director at 306-373-1660 or 1-800-667-7762 or email [stf@stf.sk.ca](mailto:stf@stf.sk.ca). The form to request greetings or presentations, including from the STF President, is available at [www.stf.sk.ca](http://www.stf.sk.ca) > [About the STF](#) > [Our Team](#) > [Local Associations](#).

### Addressing Equity Issues in Classrooms

What does an inclusive classroom (and school) look and sound like? This session will address the definition of equity in classrooms and explore ways in which teachers can ensure their classrooms are inclusive places for all students.

### Are You Financially Healthy?

When was the last time you checked your financial health? This session will explain why financial health is important and provide some tools to help participants assess their current financial well-being. Participants will also learn a few tips on how to ensure a financially healthy retirement. The free online video is available at [www.stf.sk.ca](http://www.stf.sk.ca) > [Pension & Benefits](#) > [MFAP & Teacher Well-Being](#).

### How Do We Talk About This?

Few things are more important than the education of our young people. Education is high-stakes work. High emotion and critically important conversations are very common in our high-stakes work. This workshop provides participants with tools to enhance individual communication skill sets and facilitates embracing a mindset where these conversations are seen and acted upon as opportunities for positive growth and enhanced relationships.

### In Hindsight . . . Pension and Benefit Insights You Should Have Now!

Hindsight is 20/20. Especially when it comes to pension and benefit decisions. Don't wait until it's too late! Get some tips now to make the most of your STF pension and benefits programs.

### How to Have Difficult Conversations as a Professional

How do we engage in difficult conversations? Often the difficulty comes from the context. We may become accustomed to working within our classroom and not engaging with our colleagues. We sometimes only interact with others in the staffroom. When a serious or critical situation arises that needs to be addressed, one that may cause conflict, we might find it easier to sidestep it, keep our head down and retreat to the sanctuary of our classroom. This presentation will review types of conversations and strategies to support collegial conversations in difficult situations.

### Policy and Governance of the Saskatchewan Teachers' Federation

Many members have not had the opportunity to develop an understanding of the governance structure of the Federation. Sometimes people wonder how decisions are made and how things work within the Federation.

This presentation provides a brief overview of the historical context of the Federation, examines how bylaws and policies come into existence, and the role they play in the lives of teachers.

### Provincial Collective Bargaining Agreement 2019-2023

The Provincial Collective Bargaining Agreement has been built through successive rounds of negotiations over the past few decades. The provisions within the agreement are varied and extend beyond the mandatory items. This presentation provides an opportunity for a quick review of the round of negotiations that resulted in the ratified 2019-2023 agreement and an examination of the sixteen articles that provide support and protection to the teachers of Saskatchewan.



### **Safety in the Classroom – Rights and Responsibilities**

As diverse educational, mental health and behavioural needs of students increase, so do teachers' questions around safety and the work environment. Creating a safe and healthy school environment requires flexibility and cooperation between teachers, school administrators, school divisions and families. This presentation looks at trends in education around harassment and violence, and discusses the shared balance of a safe work environment and the right to education.

#### **STF 101**

This session will provide a brief overview of the Federation as a teacher organization. The presentation will include a look at the Federation's website, teacher benefits and Federation services. There is an opportunity to ask questions of senior administrative staff. New and experienced teachers are encouraged to attend. (Connects with *The Teachers' Federation Act, 2006*.)

### **Supporting the Wellness of Teachers: Benefits of Membership**

This session will explore the benefits and plans that teachers are entitled to by virtue of their contract with a board of education. An overview will be provided of the benefits that have been negotiated, the benefits that have been developed by the Federation, as well as the member supports available.

### **Teacher Professionalism**

Through thought-provoking scenarios and discussion, this presentation examines the profession's commitment to high professional standards of conduct and competence. Participants will consider how professionalism exists in and out of the workplace, on social media and through digital communication.

### **Understanding Privilege in a Social Justice Context**

This session will address privilege, the definition of equity and explore ways in which teachers can ensure that their classrooms are inclusive places. The session can focus on one or more of the following areas: gender and sexual diversity, Indigenous and Aboriginal education and/or intensive supports.

### **What if They Held a Meeting of Council and No One Attended?**

Council is composed of the STF Executive and Councillors elected by local associations and is supported by Federation staff. Imagine what would happen if one or more of these groups did not attend a meeting of Council. How would this impact members? This session will ask participants to examine the roles and duties of the Executive, Councillors and Federation staff at the Annual Meeting of Council and the Councillor Conference.



## SASKATCHEWAN TEACHERS' FEDERATION

**MEMBER SUPPORT CENTRE**

When contacting the STF through either phone, chat or email you will be talking to a Member Support Centre (MSC) representative and will receive dedicated support from the beginning of your request to resolution.

The MSC is here to assist you and has five courteous and friendly representatives who are dedicated to working with members and finding answers to their requests in a timely fashion.

**Here is what they can do for you with just one call:**

- Provide help with logging into MySTF
- Assist with lost or stolen benefits cards
- Assist with payments for optional life insurance
- Provide forms
- Provide faster access to information

Our goal is to continuously provide quality service to our members and we are always looking for ways to improve our services. To do this we rely on the feedback we receive from the Member Support Surveys you receive after contacting the Federation and we appreciate your efforts in filling them out.

To contact the Member Support Centre, you can call the Federation at 306-373-1660 or toll free at 1- 800-667-7762, chat or by email at [stf@stf.sk.ca](mailto:stf@stf.sk.ca).



# PROFESSIONAL GROWTH NETWORKS

Since the 2015 approval of Policy 2.7, professional growth networks have been asking for a new direction or vision that not only ensures their sustainability but also includes teachers having equitable access to the services and supports that may be available through a network as part of their Federation membership.

Our vision for a professional growth networks renewal is that all Federation members will be a member of a network as part of the privileges of being a member of the Federation. Professional growth networks will be seen as having a positive impact on teacher professionalism, contributing to the professional growth of teachers throughout Saskatchewan, working

with other educational stakeholders in raising the status of the profession and contributing to student success in learning.

We began this professional growth networks renewal in October 2020 with our annual Professional Growth Networks Day where networks discussed the upcoming governance and funding renewal plans. A Governance Checklist and a Bylaws template were provided to networks to assist them with their work, which will take place over the next couple of years.

Visit our website for a summary of membership benefits and a listing of the professional growth networks, [www.stf.sk.ca](http://www.stf.sk.ca).

Association provinciale des enseignantes et enseignants des écoles francophones (APEF)	On Facebook
Awâsis Aboriginal Inter-Agency Education Conference (AWÂSIS)	awasis.com
Early Childhood Education Council (ECEC)	saskecec.ca
Literacy Educators' Network of Saskatchewan (LENS)	lensask.com
Saskatchewan Anti-Racism Forum on Education (SAFE)	sasksafe.com
Saskatchewan Art Education Association (SAEA)	saskart.ca
Saskatchewan Association of Student Council Advisors (SASCA)	sascaleadership.com
Saskatchewan Association of Teachers of French (SATF)	satf.ca
Saskatchewan Association of Teachers of German (SATG)	saskgerman.wordpress.com
Saskatchewan Business Teachers' Association (SBTA)	sbtaonline.ca
Saskatchewan Career and Work Education Association (SCWEA)	scwea.com
Saskatchewan Drama Association (SDA)	saskdrama.com
Saskatchewan Home Economics Teachers' Association (SHETA)	sheta.ca
Saskatchewan Mathematics Teachers' Society (SMTS)	smts.ca
Saskatchewan Middle Years Association (SMYA)	smya.ca
Saskatchewan Music Educators Association (SMEA)	saskmea.ca
Saskatchewan Outdoor and Environmental Education Association (SaskOutdoors)	saskoutdoors.org
Saskatchewan Physical Education Association (SPEA)	speaonline.ca
Saskatchewan School Based Leaders (SSBL)	ssbl.ca
Saskatchewan Science Teachers Society (SSTS)	ssts.ca
Saskatchewan Special Educators Network (SSEN)	n/a
Saskatchewan Teachers of Applied Technology (STAT)	saskstat.ca
Saskatchewan Teachers of English as an Additional Language (SKTEAL)	skteal.com
Saskatchewan Teachers of Ukrainian (STU)	n/a
Saskatchewan UNESCO Associated Schools Project Network	en.ccunesco.ca
Social Studies Saskatchewan (SSS)	socialstudiessk.ca



PROFESSIONAL  
LEARNING



# YOUR PROVINCIAL PARTNERS IN PROFESSIONAL LEARNING

CREATE

CUSTOMIZE

COLLABORATE

SUPPORT

## Why STF Professional Learning?

- Grounded in Saskatchewan Curriculum
- Research Informed Practices
- Supporting Teaching and Learning

## TEACHERS

### Highlights

You have voice and choice over your professional learning by accessing provincial workshops (refer to the Events Calendar).

Get Involved through:

- Professional Growth Networks
- Saskatchewan Teachers' Federation Committees
- Provincial Facilitator Community

## SCHOOL ADMINISTRATORS

### Highlights

- Customized planning and implementation to meet your identified learning needs
- Collaborative, co-constructed planning and implementation
- Building capacity for your instructional leadership team

Contact us so we can collaborate and customize to meet your professional learning needs.

## What's New

- Foundations of Teaching Series
- Social, Emotional and Behavioural Well-being
- Sessions that support the one-year Provincial Education Plan (PEP)

Check out the Events Calendar for more information.

[www.stf.sk.ca](http://www.stf.sk.ca) > [Professional Resources](#) > [Events Calendar](#)



SASKATCHEWAN  
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# OPPORTUNITIES FOR EDUCATORS

STF Professional Learning works closely with teachers from across the province to plan and facilitate a wide range of supportive and innovative professional growth opportunities. This catalogue provides a comprehensive overview of the workshops available in 2021-22. For more information on the professional learning opportunities currently scheduled for this school year, please refer to the Events Calendar at [www.stf.sk.ca](http://www.stf.sk.ca) > [professional resources](#).

Workshops in this catalogue are available on the following topics:

- Teaching and Learning
- Social, Emotional and Behavioural Well-Being
- Mathematics
- Literacy
- Early Learning
- Physical Literacy
- Science
- e-Learning Pedagogy
- Outdoor Education
- French Opportunities
- Leadership

## OPTIONS FOR STF PROFESSIONAL LEARNING

### 1. Individual Teachers Accessing Provincial Workshops

- Individual registrations.
- Dates, topics and locations set by STF Professional Learning.
- Require a minimum of 10 participants to run.

### 2. Schools or Systems Contracting Professional Learning Workshops

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

### 3. Hosted Provincial Offerings

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

**Check out the Events Calendar at [www.stf.sk.ca](http://www.stf.sk.ca) for information on upcoming professional learning opportunities and how to register.**

- Early bird prices are available up to 10 days before an event.
- Cancellation is determined based on number of registrations one week prior to the actual workshop.

**Please register online at the [Events Calendar](#).**

### Ways to Stay in Touch with STF Professional Learning

[www.stfprofessionallearning.ca](http://www.stfprofessionallearning.ca)

Follow us:

Twitter @STFLearning

Facebook at STF Professional Learning

## TEACHING AND LEARNING

### Creating a Positive Classroom Climate

**Audience:** Grades 1-12 educators

**Learning Format:** In person and virtual

This two-day workshop focuses on the actions teachers can take to create a positive classroom environment that supports student engagement and success. The second day focuses on building deeper understanding of student behaviour and explores approaches and strategies for students who require more support.

**Outcomes:**

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

### Differentiating for the High-Ability Learner

**Audience:** Grades 4-8 educators

**Learning Format:** In person

Addressing the diversity of needs in the classroom can feel complex, especially when you are trying to include and challenge students with enrichment activities. During this session, teachers will experience a variety of tools that can effectively be transferred into their classroom to meet the needs of high-ability learners and heighten engagement.

**Outcomes:**

- Explore a variety of tools to integrate differentiated enrichment activities.
- Understand the characteristics of a gifted child and a high-ability learner.
- Plan for instruction that meets the needs of diverse learners in the classroom.

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

**Audience:** Grades 7-12 educators

**Learning Format:** In person

Investigate how educators can support middle years and secondary EAL students in developing English language proficiency at the same time as they engage with grade-level outcomes and expectations and explore how these students can demonstrate their understanding of grade-level outcomes at their benchmark levels.

**Outcomes:**

- Surface and address common misconceptions about second language acquisition.
- Investigate the potential uses of the Global Data Wall and the Common Framework of Reference (CFR) rubrics to support and guide work with EAL students.
- Identify the types of learning experiences and strategies that are most effective for EAL students.

## Foundations of Teaching Series: Actualizing the Intent and Stance of Curricula

**Audience: Grades 1-12 educators**

**Learning Format: In person**

To actualize the outcomes and indicators of any renewed curriculum, it is essential to develop understanding of the intended stance, as well as the fundamental principles of the front matter.

**Outcomes:**

- Explore one's personal worldview and professional philosophy of education to examine their impacts on student learning.
- Examine the pedagogical stance of curricula and consider how that stance aligns with one's philosophy of education and impacts student learning.

## Foundations of Teaching Series: Cultivating a Supportive Learning Environment

**Audience: Grades 1-12 educators**

**Learning Format: In person**

Investing in the purposeful development of a safe, collaborative and socially responsible learning environment is imperative in actualizing the intent and stance of curricula.

**Outcomes:**

- Engage in curricular front matter to unearth the necessary environmental elements for actualizing the outcomes and indicators.
- Consider the professional responsibility of teachers to collaborate with students to create a learning environment that is supportive of all.

## Foundations of Teaching Series: Embodying an Inquiry Stance to Foster Student Engagement and Ownership

**Audience: Grades 1-12 educators**

**Learning Format: In person**

Inquiry guided by essential questions is a key curricular stance for creating authentic learning experiences and communities where students are at the centre.

**Outcomes:**

- Identify skills students need and corresponding teacher actions and supports for a flourishing inquiry classroom.
- Develop awareness around the levels of inquiry to support a gradual release of responsibility from confirmation to open inquiry.
- Experience how to develop higher level and interesting questions to support meaningful inquiry.



## Foundations of Teaching Series: Meaning-Making Across Curricula

**Audience: Grades 1-12 educators**

**Learning Format: In person**

Deep understanding and application of meaning-making strategies will support students in engaging with various forms of text for different purposes across grades and curricula.

**Outcomes:**

- Develop understanding of purposes for meaning-making strategies applicable to all curricula.
- Connect meaning-making strategies to outcomes and indicators as a way to explore their application across curricula.
- Develop understanding of how to involve students in purposeful strategy selection and use.

## Foundations of Teaching Series: Planning for Instruction and Assessment

**Audience: Grades 1-12 educators**

**Learning Format: In person**

Thoughtful planning is key to creating authentic learning and assessment experiences that actualize the intent of the outcomes and indicators within the context of the front matter of curricula.

**Outcomes:**

- Utilize a holistic process to plan for student learning that centres outcomes and indicators and makes connections between fundamental principles for instruction and assessment within curricula.

## Foundations of Teaching Series: Responsive and Equitable Instruction and Assessment to Support All Learners

**Audience: Grades 1-12 educators**

**Learning Format: In person**

The differentiated classroom involves a shift in teacher stance to support a responsive and equitable classroom for all learners.

**Outcomes:**

- Support accessible and responsive learning for all students considering the role of:
  - the continuum of skill development K-12.
  - learner engagement and active learning.
  - the development of a safe learning community.
  - building relationships.
  - student voice and choice.
  - learning styles.
  - student advocacy.

## Foundations of Teaching Series: Supporting Student Ownership Through Assessment and Feedback

**Audience: Grades 1-12 educators**

**Learning Format: In person**

Authentic assessment and feedback are pillars to developing student ownership and fostering learner engagement in a classroom community.

**Outcomes:**

- Develop deeper understanding of the purposes of assessment and its general role in supporting student learning and ownership.
- Experience the power of co-constructing criteria to support student self-reflection and assessment.
- Experience and consider the essential role of criteria-based feedback and feed-forward to support learners in meeting outcomes.

## From Surviving to Thriving as a Student Support Teacher

**Audience: K-8 student support teachers and teachers wanting to explore the role**

**Learning Format: Blended**

The role of the elementary student support teacher is multi-faceted and complex. Learn effective skills and strategies to both survive and thrive in your role while enhancing student learning, collaborating with colleagues and building partnerships with parents.

**Outcomes:**

- Investigate procedures and practices for implementing a needs-based service delivery model for student support.
- Develop understanding of the different stances that a student support teacher might assume while working with colleagues.
- Explore ways to engage parents and caregivers in developing and supporting goals for their children.
- Practise communication skills for paraphrasing and questioning and develop awareness of the blocks to understanding.

## Growing Independent Learners

**Audience: Grades 1-12 educators**

**Learning Format: In person or virtual**

The goal in any classroom is to move students along a continuum towards independence so that teachers can meet the diverse needs of individual students and/or small groups.

**Outcomes:**

- Experience supports such as structures, routines, and technology to support student independence.
- Inquire into skills and participate in instructional approaches that support students in working independently.

## Growth Mindset

**Audience: K-12 educators**

**Learning Format: In person**

This one-day workshop will allow participants to work alongside colleagues to examine and extend their understanding of the meaning and impact of supporting students in developing a growth mindset, as well as examining their own mindsets around teaching and learning.

Participants will have opportunities for active exploration of current research on best practice and the factors which may aid in developing the habits of mind for engaged, motivated and growth-focused learners. Some of the topics for exploration will include Feedback and Conferring, Self-Assessment and Goal Setting, Providing Appropriate Challenge Through Differentiation and the Brain Science of Mindset and Motivation.

**Outcomes:**

- Examine and deepen understanding of the meaning of growth mindset and how it looks and sounds in the classroom.
- Engage in setting learning goals and extending their learning with ownership and choice.
- Experience a structure for differentiated learning in the classroom.
- Actively explore the research around the facets of developing a growth mindset with learners in the classroom.

## Supporting EAL Students: Foundational Understandings and Practical Approaches

**Audience: Grades 1-12 educators**

**Learning Format: In person or virtual**

As 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 acquire an additional language, including the time frame and progression of skills.
- Gain practical instructional and assessment strategies that support EAL students in their language acquisition as they engage with grade-level outcomes.

## Supporting Students in Self-Assessment

**Audience: K-12 educators**

**Learning Format: In person**

Explore how to support student autonomy and engagement through self-assessment. Participants will have the opportunity to experience, explore, discuss and plan for implementation of the various elements of self-assessment in the classroom. Reflecting on current practice, participants will develop a deeper understanding of the power of student self-assessment and its impact on student learning.

**Outcomes:**

- Reflect on current assessment practices.
- Explore when and how to set learning targets with students.
- Reflect on supporting students in how they link evidence to learning criteria and learning targets.
- Examine classroom structures and processes that support using self-assessment.

## Understanding First Nations and Métis Perspectives (Two days)

**Audience: All educators**

**Learning Format: In person**

The four dimensions will be used as a framework to develop deeper understanding of the historical factors that contributed to the need for reconciliation and the political, economic, educational, and cultural contexts in which First Nations and Métis peoples are empowering themselves.

**Outcomes:**

- Construct deeper understanding of traditional First Nations, Métis and European worldviews.
- Investigate the factors that contributed to the marginalization, loss of homeland and wardship of First Nations and Métis peoples and their intergenerational effects.
- Develop understanding of the cycle of prejudice and consider ways to break it.
- Identify ways First Nations and Métis peoples have empowered themselves since the 1969 White Paper that called for total assimilation.

# SOCIAL, EMOTIONAL AND BEHAVIOURAL WELL-BEING

## NEW! CPI Verbal Intervention

**Audience:** General education teachers, special education teachers, behaviour interventionists and administrators

**Learning Format:** Virtual

Learn to recognize the stages of an escalating crisis and practise evidence-based intervention techniques that can be used in person or in virtual classrooms.

**Outcomes:**

- Learn to identify stages of crisis development.
- Practise a range of verbal strategies that can be implemented in virtual or in-person settings.
- Demonstrate the ability to respond to challenging behaviours while adhering to physical distancing protocols.

## Nonviolent Crisis Intervention I

**Audience:** General education teachers, special education teachers, behaviour interventionists and administrators

This session offers the same content as Nonviolent Crisis Intervention II through online pre-learning modules and one day of in-person learning.

**Learning Format:** Blended

During this two-day learning opportunity, you will learn to prevent and/or navigate difficult situations with a proactive approach that aligns with PBIS and trauma-informed care initiatives. Learn why challenging behaviours occur and when to use specific interventions.

**Outcomes:**

- Identify stages of crisis development and choose an appropriate intervention for each level of behaviour.
- Practise a range of non-physical approaches that can be implemented to prevent or reduce the likelihood of challenging, aggressive and violent behaviour.
- Demonstrate the ability to respond to risk behaviour using nonverbal, verbal and physical approaches appropriate to the person, situation and level of risk.

## Nonviolent Crisis Intervention II

**Audience:** General education teachers, special education teachers, behaviour interventionists and administrators.

While attending alone is worthwhile, staff members are encouraged to attend in teams of four.

**Learning Format:** In person

During this two-day learning opportunity, you will learn to prevent and/or navigate difficult situations with a proactive approach that aligns with PBIS and trauma-informed care initiatives. Learn why challenging behaviours occur and when to use specific interventions.

**Outcomes:**

- Identify stages of crisis development and choose an appropriate intervention for each level of behaviour.
- List a range of nonphysical approaches that can be implemented to prevent or reduce the likelihood of challenging, aggressive and violent behaviour.
- Demonstrate the ability to respond to challenging behaviour using nonverbal, verbal and physical approaches appropriate to the person, situation and level of risk.

## Promoting Positive Student Behaviour Through Teacher Practice

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

**Learning Format:** Virtual

Working with students with challenging behaviours can leave teachers feeling powerless. Regardless of the cause of the behaviours, there are some practices that staff can do to reduce and prevent challenging behaviour while supporting positive behaviour 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.

## Responding to Overwhelm

**Audience:** All educators

**Learning Format:** In person or virtual

Both educators and students may experience anxiety, depression and/or trauma that impact learning and relationships in classrooms and school as a workplace. By learning to recognize the indicators of overwhelm, educators can respond in ways that support themselves, students and colleagues in returning to a state in which learning and connection can take place.

**Outcomes:**

- Develop understanding of:
  - how to recognize and respond to indicators of overwhelm within selves, students and colleagues.
  - the impacts of trauma and prolonged/chronic stress on the autonomic nervous system and brain development.
  - how to support students who are affected by trauma or chronic stress.



## safeTALK: Suicide Awareness Training

**Audience:** General education teachers, special education teachers, administrators, school counsellors and board personnel

**Learning Format:** In person

At a LivingWorks safeTALK workshop, you will learn how to prevent suicide by recognizing signs, engaging someone at risk of suicide and connecting them to an intervention resource for further support – an evidence-based program that improves skills and readiness to support at-risk community members.

**Outcomes:**

- Learn to recognize signs of suicide risk.
- Practise verbal skills to engage a person who may be at risk of suicide.
- Identify resources in the local community that help support persons at risk of suicide.

## Tell Me More About Student Mental Wellness

**Audience:** Educators, administrators, student support teachers

**Learning Format:** In person or virtual

Supporting and promoting the mental health of students is an essential aspect of learning. Learn the role of a teacher in providing support for students experiencing mental health challenges or distress within the framework of a caring, respectful and safe learning environment.

**Outcomes:**

- Identify signs of positive mental health.
- Discover what kinds of experiences support healthy brain development.
- Explore strategies to build positive and supportive professional relationships with students experiencing mental distress.
- Share available resources within the local community.

# MATHEMATICS

## Building Early Numeracy and Automaticity Through Exploration and Play

**Audience:** K-Grade 2 educators

**Learning Format:** In person

This workshop will focus on the teaching and learning of early number concepts, including place value, addition, subtraction and the links to early multiplication. Along with ideas related to content and curriculum, participants will problem solve around structures and transitions in an early elementary classroom.

**Outcomes:**

- Explore teaching and learning of early number concepts, including place value, addition, subtraction and the link to early multiplication.
- Experience a variety of ways for students to explore number concepts and their connections to curricular outcomes.
- Problem solve regarding 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

Games are a wonderful way to support fluency development, conceptual understanding, reasoning, communication skills, vocabulary and more! Come join us in exploring how to leverage high-quality math games that will engage students while supporting your curricular goals and explore how games might be used in the classroom to support mathematical fluency, conceptual understanding, reasoning, communication skills and more.

**Outcomes:**

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

## Making Math Class Work

**Audience: Grades 1-9 educators**

**Learning Format: In person**

Math classrooms across Saskatchewan are increasingly complex and diverse. Meeting everyone's needs can be daunting, even with all of the instructional strategies and structures available to teachers. Number Talks, Guided Math, Rich Tasks, Problem-Based Learning, Open Questions and High-Yield Routines are just some of the strategies available to teachers, but where to start? Come work collaboratively to problem-solve how to make math class work for you and your students.

**Outcomes:**

- Begin to develop a sustainable plan for implementation of a variety of instructional strategies.
- Deepen understanding of the purpose of differentiation strategies, including intervention, extension, routines and structures.
- Select instructional and assessment strategies by matching purpose and student needs.

## Number Talks and Beyond: Building Math Communities Through Classroom Conversation

**Audience: Grades 1-10 educators**

**Learning Format: In person**

Classroom discussion is a powerful tool for supporting 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. Learn a variety of classroom numeracy routines to sharpen your skills as a facilitator of a classroom conversation.

**Outcomes:**

- See practical ways to prepare for intentional math talk in your classroom.
- Enact strategies from the students' points of view.
- Think critically and reflectively about where strategies fit with your learners.

## Using Structures to Support Differentiation in a Math Classroom

**Audience: Grades 1-10 mathematics educators**

**Learning Format: In person or virtual**

This workshop will provide the opportunity for participants to experience and examine classroom structures that allows students to move flexibly among large groups, small groups and individual instruction as appropriate. By having structures in place, teachers can create differentiated learning experiences for their students 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 different structures as well as the instruction that support differentiation for gap filling, grade level teaching and enrichment.
- Begin planning for a unit of study of their choice.

## Using Tasks in Middle Years Mathematics OR Using Tasks in High School Mathematics

**Audience: Grades 6-9 OR 10-12 educators**

**Learning Format: In person or virtual**

Using tasks in a mathematics classroom can provide rich opportunities for differentiated learning and authentic assessment. In this workshop we will look at a variety of resources as well as reflect and discuss which planning and teaching moves can assist in maximizing student learning through mathematics tasks.

**Outcomes:**

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

## Technology in Mathematics Foundations and Pre-Calculus

**Audience: Math Foundations and Pre-Calculus educators**

**Learning Format: In person or virtual**

Technology can enhance students' ability to explore and understand key concepts within math foundations and pre-calculus courses. This workshop will provide the opportunity to connect technology tools with curricular outcomes at the Grades 10 to 12 levels. Tools highlighted are useful for students to explore, learn, communicate, collaborate and practise, in order to enhance their understanding of mathematics in secondary mathematics.

**Outcomes:**

- Explore a variety of technology tools that enhance student understanding of mathematical ideas.
- Connect technology tools to specific concepts within the math foundations and pre-calculus curricula.

### Don't see quite what you're looking for?

**We also have workshops developed for the following topics or we would be happy to create something just for you!**

- |                                   |   |   |
|-----------------------------------|---|---|
| • Algebraic Reasoning             | • Place Value and Adding                                  | • Technology Integration for Differentiation of Mathematics |
| • Fractions, Decimals and Percent | • Proportional Reasoning                                  | • Writing in Mathematics: Making Reasoning Visible          |
| • Multi-Graded Mathematics        | • Structures for Differentiating Elementary Mathematics   |   |
| • Multiples and Factors           | • Structures for Differentiating Middle Years Mathematics |   |
| • Multiplication and Division     |   |   |

# LITERACY

## EARLY LITERACY

### Supporting Writers in the Early Years

**Audience:** K-Grade 2 educators

**Learning Format:** In Person

The aim of the K-12 English language arts curricula is to “help students understand and appreciate language and to use it confidently and competently in a variety of situations” (Saskatchewan Ministry of Education). The process of teaching students how to write in the early years means providing sufficient scaffolding and frequent, authentic opportunities for writing across the curricula and school day to support student success that includes as much of a focus on making meaning and fun as on correctness.

**Outcomes:**

- Identify how to use before, during and after strategies as scaffolds in supporting the writing process.
- Examine the curriculum as a scope and sequence for moving from letters and sounds to sentences and paragraphs while using cues and conventions.
- Develop strategies for student use of self-assessment and goal setting.
- Identify the criteria for good writing at the early elementary level.

## ELEMENTARY/MIDDLE YEARS LITERACY

GRADES 1-5

### Authentic Literacy: Contexts for Powerful Instruction and Engagement

**Audience:** Grades 1-5 educators, administrators, literacy support personnel

**Learning Format:** In person

In this workshop, participants will examine effective English language arts instruction by engaging in a reflective process that allows them to explore a variety of strategies to represent their learning. Students need opportunities to explore cross-curricular content by engaging in authentic experiences.

**Outcomes:**

- Have the opportunity to plan for multiple ways of knowing, explore a variety of strategies and create varied assessment tools using cross-curricular planning.
- Explore and extend their knowledge of how to support students to become effective viewers, speakers and representers in a balanced literacy program.
- Collaborate with others to share knowledge and create a network of support around accessing authentic community-based resources.

## Comprehension Strategies in Literacy Instruction

**Audience: Grades 1-5 educators**

**Learning Format: In person**

This interactive day will focus on building strong readers and writers through the skills needed for comprehension and metacognition. It will look at the connections among curriculum, effective programming, formative assessment and a variety of comprehension strategies used when reading fiction and non-fiction to support the development of lifelong engaged readers.

**Outcomes:**

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

## Cracking the Code: Building Skills for Successful Readers

**Audience: Grades 1-5 educators**

**Learning Format: In person or virtual**

This interactive day will focus on building strong readers through the skills needed for decoding: phonological awareness, phonemic awareness and graphophonics. It will look at the connections between curriculum, effective programming, cues and conventions, oral language and formative assessment. During this day, participants will explore strategies for assessment to inform instruction and intervention at a symbol, word, sentence and text level.

**Outcomes:**

- Build understanding about the importance of components in decoding and making meaning.
- Explore ways to integrate the curricular clues and conventions into reading instruction.
- Examine methods of formative assessment such as self-monitoring and running records.

## Environments and Structures for Engaged Readers

**Audience: Grades 1-5 educators**

**Learning Format: In person or virtual**

This interactive day will focus on the classroom environments and structures that support building strong readers. It will look at the connections between curriculum, effective programming, engagement and the classroom environment. During this day, participants will explore a variety of classroom structures and routines that allow teachers to be responsive to students' needs.

**Outcomes:**

- Build an understanding of the components of an effective reading program.
- Explore ways to implement the curriculum through a variety of classroom structures and routines.
- Analyze the factors that help build strong readers.

## Beyond the Spelling List: Authentic Vocabulary Instruction for Literacy Success

**Audience:** Grades 3-8 educators

**Learning Format:** In person

In this workshop, teachers will experience dynamic vocabulary instruction and assessment methods. We will examine the Saskatchewan curriculum and see how vocabulary fits into comprehension and writing. At the end of this workshop, teachers will leave with tools that can be incorporated fluidly into interdisciplinary lessons in an engaging, supportive environment.

**Outcomes:**

- Explore research supporting differentiated interdisciplinary vocabulary instruction.
- Appreciate the importance of assessment strategies in moving vocabulary understanding forward.
- Increase understanding of practical strategies and tools that can be applied in various classrooms and multiple grade levels.
- Design an instructional plan to incorporate vocabulary instruction during the day.

## Multi-Graded English Language Arts

**Audience:** Grades 3-9 educators

**Learning Format:** In person

Explore how to organize planning and assessment for English language arts in a multi-graded classroom while still addressing grade-level outcomes and indicators. A variety of teaching and learning strategies will be identified as well as ways to make ongoing assessment manageable.

**Outcomes:**

- Explore how to plan for instruction and assessment in a multi-graded context.
- Identify teaching and learning strategies and organizational structures that support students in a multi-graded English language arts classroom.

## Writing Series: Effective Writing Classrooms

**Audience:** Grades 3-9 ELA educators

**Learning Format:** In person

The holistic writing rubrics and the front matter of the ELA curriculum provide the foundation for exploration of the key elements for creating effective writing classrooms, including required writing types and key writing skills, writing portfolios and student self-assessment and reflection.

**Outcomes:**

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



## Writing Series: Engaged Writers

**Audience: Grades 3-9 ELA educators**

**Learning Format: In person**

Explore the power of mentor texts and mini-lesson development for teaching cues and conventions and examine ways to create a culture of writing in which students can 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 the Saskatchewan curriculum.
- Understand and design mini lessons using mentor texts to teach cues and conventions.

## Writing Series: Purposeful Writers

**Audience: Grades 3-9 ELA educators**

**Learning Format: In person**

Teachers will develop their understanding of the forms (i.e., narrative, descriptive, persuasive, expository) 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 Saskatchewan curricula.
- Identify and connect text structures to forms of writing.
- Experience a structured instructional planning process and participate in the development of shared plans for the instruction of writing for different purposes.

## Writing Series: Responsive Writing Instruction

**Audience: Grades 3-9 ELA Educators**

**Learning Format: In person**

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 of writing and explore how it can be used to help students develop their writing skills.
- Practise using mediational questions for individual conferencing about writing.

## COMING SOON!

### Critical Literacies: Exploring Equity, Diversity and Inclusion Through Literacy in Early Years OR Elementary

**Audience: PreK-Grade 2 educators and/or Grades 3-8 educators**

**Learning Format: In person**

## SECONDARY LITERACY

### High School ELA: Collaborating Community

**Audience: Grades 10-12 ELA educators**

**Learning Format: In person**

Using a café-inspired environment, secondary ELA teachers will share resources with colleagues and identify potential new resources to address curricula's suggested questions for deeper understanding within the context of different student populations and needs.

**Outcomes:**

- Explore connections between resources, curriculum-based focus questions and the demographics of a variety of classroom/school settings.
- Co-construct a cross-grade anthology of new resources that address focus questions and classroom/school demographics.
- Cultivate a collaborative community of senior ELA teachers.

Please bring multiple copies (e.g., 10-15) of each of your Favourite 5 resources for use during the day and for sharing with colleagues. Your Favourite 5 might include books (fiction/non-fiction), poems, essays, media (e.g., photos, TED Talk or video links), short stories, etc. Your copies might be of the actual text, a link to an online resource or a picture of the book cover and synopsis.

### High School ELA: Reaching Disengaged Learners

**Audience: Grades 10-12 ELA educators**

**Learning Format: In person**

Recognizing that disengagement can occur for a variety of reasons with students at either end of the achievement spectrum, educators will develop understanding of a framework that will support them in meeting the learning needs shared by both groups.

**Outcomes:**

- Consider connections between learning needs that are shared by students who might be identified as “strugglers” and “elite.”
- Develop responsive approaches and practices that invite every learner to find their place and experience success in your ELA classroom.

# EARLY LEARNING

## Connecting Curriculum to Play-Based Projects in Kindergarten

**Audience:** Kindergarten educators, support staff and administrators

**Learning Format:** In person

A day for Kindergarten educators to explore the principles of early learning, clarify their understanding of connecting children's interests through inquiry to curricular outcomes and examine assessment within an emergent learning project-based framework.

**Outcomes:**

- Examine the role of the educator 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 and community knowledge and relationships to support projects.

## Developing Self-Regulation and Social Emotional Skills in Early Years

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

**Learning Format:** In person

Why do children often have difficulty engaging in learning? Many children have difficulty identifying their emotions and/or their body's physiological needs in order to self-regulate. This workshop is designed to inspire educators to create an environment and incorporate practices that will guide children to be mindful of their physical and emotional state and responses under stress.

**Outcomes:**

- Gain an understanding of the continuum of social-emotional development and its relationship to self-regulation in young children.
- Explore ways to create a supportive, trusting classroom environment that supports children in developing self-awareness and regulation skills.
- Experience specific 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

Join us to discover and deepen your understanding of the many foundational skills that children develop during block play. Through concrete, hands-on activities, participants will experience and examine the many connections between block play and curricular outcomes and the current research on the topic.

**Outcomes:**

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

## Explorer et jouer en prématernelle et en maternelle d'immersion française

**Audience:** Les enseignants de la prématernelle ou de la maternelle d'immersion française

**Format d'apprentissage:** en personne

Offrir un environnement d'apprentissage de haute qualité est extrêmement important dans une classe d'immersion française de maternelle. Il est important d'accorder une abondance de temps pour explorer et jouer.

**Objectifs:**

- Étudier comment l'exploration et l'enquête contribuent à un environnement de haute qualité.
- Apprendre des stratégies pour enraciner la littéracie, la numéracie et l'oral dans leur programmation.
- Examiner des exemples de documentation et de projets par enquête.
- Explorer les stratégies qui contribuent à créer un environnement engageant.

## Fundamental Practices for High-Quality Early Learning

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

**Learning Format:** In person

New to early learning or growing your early learning network? This foundational day is designed to allow participants to explore their understanding of the vision and principles of early learning and the essential elements of early learning environments: play, exploration, classroom routines and documentation in assessment.

**Outcomes:**

- Explore current research on early learning principles and vision.
- Co-create criteria for high-quality early learning environments.
- Explore the foundational elements in early learning settings for play: creating invitations, project-based learning and documentation.

## Inquiry and Project-Based Learning in Primary

**Audience:** Kindergarten-Grade 3 educators, administrators

**Learning Format:** In person

Engaging in Inquiry Projects allows students to wonder, to question, to research and to own their learning. In this workshop, participants will explore this inquiry process through active exploration of cross-curricular connections, assessment plans and project-based resources and technology, all within an inquiry model.

**Outcomes:**

- Experience and explore a variety of 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.
- Have the opportunity to make curricular connections, plan for assessment and explore resources and technology.

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

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

**Learning Format:** In person

Let's Talk! This interactive workshop focused on language diverse learners offers opportunities for educators to develop deeper understanding of early childhood language development and strategies to support language growth within the structures and routines of an early years classroom. This day will also offer practical, authentic methods to intervene and support language development for diverse early 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 language needs can be intentionally supported through the structures and supports embedded in the early learning environment.
- Examine your role as facilitator of language development and growth.
- Explore ways to authentically connect and partner with families and to offer support and access to resources and professionals when needed.

## Parent and Family Engagement: Inviting Families and Parents to Share in Our Learning

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

**Learning Format:** In person and virtual

Join us to explore the impacts of trusting relationships that allow educators to walk alongside families, examine the criteria for involvement and engagement and share ways to create authentic engagement opportunities 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 Series

**Audience:** PreKindergarten and Kindergarten educators, support staff and administrators

**Learning Format:** In person (two days) or blended virtual learning facilitation via Canvas

**Pre-learning required:** attendees should have completed Phases I and II of Play and Exploration or have comparable learning and experience working in early learning settings.

Based on a foundation of the vision and principles in *Play and Exploration: Early Learning Program Guide*, Responding to Children's Interests will provide educators with opportunities to explore classroom practices to spark student interest and to build projects around invitations and play.

**Outcomes:**

- Build understanding of emergent curriculum for young children and creating invitations to spark interest.
- Explore the environment as the third teacher and its purpose in supporting projects.
- Strengthen educators' capacity to observe, listen, document and reflect in order to support and scaffold learning.
- Respond to children's interests and develop a project experience with children, which may be shared on [www.stf.sk.ca](http://www.stf.sk.ca).

## Rich Literacy Practices in Primary

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

**Learning Format:** In person

Join us to explore processes that support authentic literacy experiences, formative assessment and responsive literacy instruction to engage and challenge all students in achieving curricular outcomes through a holistic approach.

**Outcomes:**

- Experience and reflect on ways to achieve literacy skills in many contexts.
- Plan for a variety of literacy opportunities across the curriculum to engage students with appropriate challenge.
- Examine and deepen understanding of the multi-faceted nature of literacy and instruction.
- Reflect on the use of formative assessment to minimize time constraints in achieving curricular outcomes.



## Simple Solutions for Documentation

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

**Learning Format:** In person or virtual

In this foundational workshop, participants will clarify and deepen their understanding of the purposes of documentation, explore methods for managing and organizing the documentation collected to connect to curricular outcomes and engage in opportunities to share and reflect on their current practice as a documenter.

**Outcomes:**

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

## The Amazing Brain in the Early Years

**Audience:** PreK-Grade 2 educators and administrators

**Learning Format:** In person

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

**Outcomes:**

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

## **NEW!** Inclusive Practices in Early Years: Supporting Learners with Intensive Needs

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

**Learning Format:** In person or virtual

Early learning classrooms are increasing in complexity and diversity. This session is designed to support early learning educators and their school team as they explore beliefs around inclusive practices, strategies and adaptations for the classroom environment and a strength-based team approach to support learners at all developmental levels.

**Outcomes:**

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

## **NEW!** Inviting Exploration of Treaty Outcomes Through Play in the Early Years

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

**Learning Format:** In person or virtual

Join us to explore some ways in which early learners can be invited to investigate the important concepts and teachings embedded in our Saskatchewan Education Treaty Outcomes through age-appropriate, play-based provocations and inquiry processes.

**Outcomes:**

- Examine Treaty Outcomes and their links to holistic inquiry and cross curricular connections.
- Explore and create invitations to play as a potential vehicle for accessing Treaty Outcomes for early learners.
- Critically review materials and resources for early learners when exploring Treaty Outcomes.

**COMING SOON! – FALL 2021****Critical Literacies: Exploring Equity, Diversity and Inclusion Through Literacy in Early Years OR Elementary****Audience: PreK-Grade 2 educators and/or Grades 3-8 educators****Learning Format: In person**

# PHYSICAL LITERACY

## Fundamental Skills to Enhance Learning

**Audience: K-Grade 8 educators and administrators**

**Learning Format: In person**

Are you interested in harnessing your students' natural desire to learn through movement and play? Join us for an interactive practical day of learning in partnership with other educators to create a learning environment inclusive for all. Learn how to help students become physically literate citizens with strong fundamental spiritual, emotional, cognitive and physical skills for the benefit of themselves and others.

**Outcomes:**

- Experience fundamental movement skills activities to increase understanding of the role physical education plays in the development of the whole child: cognitive, social-emotional, physical and spiritual.
- Explore activities focused on developing a learning environment that is welcoming, inclusive and safe.
- Experience embedded culturally relevant practices through the lens of physical literacy.
- Explore curriculum planning and assessment tools to support students through differentiation and responsive instruction.

## How Movement Improves Thinking, Learning and Emotional Well-Being

**Audience: K-Grade 8 educators and administrators**

**Learning Format: In person or virtual**

Are you looking for ways to improve student learning in all subject areas? Movement can be the answer because it is not just gym anymore. Discover how to make meaningful connections between physical literacy, cross-curricular achievement and development of the whole child. Children are not fully literate until they are physically literate!

**Outcomes:**

- Actively explore the definition of physical literacy and its cross-curricular connections.
- Experience powerful instructional strategies to meet the goals of the curriculum and promote the wellness of the whole child.
- Have opportunities to actively experience different models of instruction and best practice.
- Have opportunities for purposeful planning for responsive instruction with access to effective assessment strategies to move learning forward.
- Gain understanding of the critical links between equipment, resources and instruction and confidence in their implementation.

## Outcomes-Based Planning and Assessment in High School Physical Literacy

**Audience:** High school physical literacy educators

**Learning Format:** In person or virtual

Experience multiple activities to build relationship, embed choice and provide purposeful differentiation in physical literacy. This active workshop will demonstrate ways to increase student engagement and promote life-long healthy habits.

**Outcomes:**

- Experience ways to infuse First Nations, Métis and Inuit ways of knowing into Physical Literacy instruction.
- Participate in a responsive planning process which considers assessment and differentiation within the Physical Literacy classroom.

# LEADERSHIP

## Facilitator Series: Creating the Professional Learning You've Always Wanted to Experience

**Audience:** Educators interested in adult learning

**Learning Format:** In person; pre-learning required (provided via email)

Thoughtful and intentional professional learning does not happen by accident. Come 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.

## Facilitator Series: Differentiation and Responsiveness – Not Just for Students

**Audience:** Educators interested in adult learning

**Learning Format:** In person; pre-learning required (provided via email)

Just as in classrooms, embedding formative assessment and differentiation within professional learning is key to understanding and responding to learners. Experience choice and voice in responsive facilitation in this workshop.

**Outcomes:**

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

## Facilitator Series: What is Facilitation Anyway?

**Audience:** Educators interested in adult learning

**Learning Format:** In person; pre-learning required (provided via email)

When working with adults, facilitators engage in a variety of roles as they purposefully create a supportive space for professional learning, dialogue and reflection. Experience what facilitation is all about!

**Outcomes:**

- Participate in collaborative processes to develop deeper understanding and reflect on facilitator stance and its impact on learning.
- Explore the effects on engagement and learning when shifting from presentation to facilitation.
- Develop skills for effective communication as a facilitator.
- Consider essential elements for creating a supportive and engaging learning environment.

## Crucial Conversations

**Audience: All educators and administrators**

**Learning Format: In person**

Crucial Conversations teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional or risky topics – at all levels of your organization. By learning how to speak and be heard and encouraging others to do the same, you'll surface the best ideas, make the highest-quality decisions and then act on your decisions with unity and commitment.

**Outcomes:**

- Participants will practise the skills needed to:
  - 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**

**Learning Format: In person; pre-learning required (pre-quiz sent prior to the day)**

Insights Discovery is a powerful tool when working with teams. By equipping you with an understanding of Insights Discovery and your own personal profile, you will be able to better understand yourself and those you work with. Through understanding, we are better able to adapt to meet the communication and decision-making preferences of others more effectively, helping the team function more cohesively as a whole.

**Outcomes:**

- Gain an understanding of Insights Discovery as a tool for understanding and adapting.
- Recognize perceptions and preferences as the foundation of belief and actions.
- Learn to recognize and adapt to the communication and decision-making preferences of others.

## Instructional Coaching Skills and Strategies

**Audience: Coaches, consultants, teacher-librarians, administrators and learning leaders**

**Learning Format: In person or virtual**

Many different instructional roles require coaching skills to work productively and collaboratively with colleagues. This workshop will have participants explore their roles as instructional leaders along with the communication skills required to fulfill those roles. Specific skills related to questioning, paraphrasing and reflecting will be introduced and practised.

**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.



## Introduction to Grad Coaching

**Audience: Grades 10-12 educators**

**Learning Format: In person**

The role of grad coach/mentor can often be an isolating and ambiguous role with a school or school division. We will delve into the grad coach role and identify the duties you may hold to support students, parents and colleagues as students embark on a new chapter in their lives.

**Outcomes:**

- Examine what graduation is and how it is defined.
- Define the role of grad coach and link it directly to the sector plan.
- Create a support system of other grad coaches within the province in similar roles.
- Co-create criteria of “best practices” for the role of a grad coach.
- Explore vital content you need as a grad coach.

## Leadership Through Times of Change: Curriculum Leadership

**Audience: All in-school administrators and division-level leaders**

**Learning Format: In person**

When part of a leader’s role is to support educators in teaching and learning, it is imperative that the principal has a good understanding of strong instructional and assessment practices in different subject areas and different grade bands. This workshop will provide the opportunity for principals to examine a variety of instructional and assessment practices to support student learning and ways to identify what supports might be needed in the classroom.

**Outcomes:**

- Examine the roles, purposes and needs of a curriculum leader.
- Construct an image of strong instructional practices.
- Examine effective assessment practices that support strong instructional practices.
- Identify supports for classroom learning.
- Relate good instructional practice to student success.

## Leadership Through Times of Change: Leading for Diversity

**Audience:** In-school administrators and division-level leaders

**Learning Format:** In person

Saskatchewan schools are becoming more and more diverse. This diversity is both a celebration and a challenge when attempting to meet the needs of all children in schools. This workshop will have participants explore how principals and vice-principals might support both an inclusive school structure as well as inclusive instructional practice while deepening their understanding of gender and sexual identity, Indigenous learner identity, cultural identity and socio-economic status and then plan for action for their students and staff.

**Outcomes:**

- Examine the role, purposes 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.

## Leadership Through Times of Change: Measuring with Meaning

**Audience:** Principals, vice-principals and division-level leaders

**Learning Format:** In person

This workshop is one of a series supporting instructional leadership and will focus on the principal as a leader for data literacy to inform school strategic direction. We often hear about the need for “data-driven decision making” and seem to float in a sea of information about our students. Which data is most informative? Which data can actually send us down a path our students and teachers do not need to walk? This workshop will help you to clarify which measurements are most important and how they may inform your next steps.

**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.

## Leadership Through Times of Change: Using Formative Assessment to Support Teacher Growth

**Audience:** Principals, vice-principals and division-level leaders

**Learning Format:** In person

This workshop will focus on the principal as a leader for teacher support using formative assessment strategies. Although formative assessment is often viewed as a classroom strategy for supporting students, the elements of formative assessment can be a powerful tool as they provide feedback and feed-forward for teachers, which creates opportunities for coaching and growth.

**Outcomes:**

- Examine the role, purposes and needs of a leader for teacher growth and support.
- Construct a deeper understanding of teacher growth.
- Analyze formative assessment as a tool for teacher support.
- Relate teacher growth to student success.

## Leadership Through Times of Change: Visionary Leadership

**Audience:** In-school administrators and division-level leaders

**Learning Format:** In person

This workshop focuses on the principal as a visionary leader. A visionary leader is one who has the courage to make difficult decisions, one who actively plans for provincial and division goals based on student needs and one who recognizes that all students should not only see themselves represented in schools but also be successful in schools.

**Outcomes:**

- Examine the roles, purposes and needs of a leader.
- Construct a vision for their school, self and role.
- Connect school strategic planning and vision.
- Explore mindfulness as a leadership strategy.

## Skills and Stance for Learning-Focused Conversations (Two days)

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

**Learning Format:** In person or virtual

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.

## Visioning and Strategic Planning

**Audience:** Administrators and school teams: administrators, student support teachers, educational assistants

**Learning Format:** In person

Working together as a school team, participants will 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 to guide that planning. 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.

# SCIENCE

## Embedding Tech in Science

**Audience: Grades 6-12 educators**

**Learning Format: Blended**

Technology in a science classroom can help students to visualize abstract ideas, apply complex concepts, collect data in experimentation and use simulations to practise labs in a safe way.

**Outcomes:**

- Explore a variety of technology tools that enhance student understanding of science ideas.
- Design lessons that will support the integration of technology.

## Growing Inquiring Minds in Science

**Audience: Grades 6-12 educators**

**Learning Format: In person**

Inquiry allows students the opportunity to experience being scientists and doing science, climbing up Bloom's taxonomy rather than simply learning about science.

**Outcomes:**

- Experience how to develop questions and skills needed for authentic inquiry.
- Examine how Bloom's taxonomy can be used as a framework for moving students to deeper levels of thinking.
- Explore assessment practices of inquiry.

## Taking Science Outside

**Audience: Grades 1-12 educators**

**Learning Format: In person**

This session will provide supports for science teachers who want to get their students out of the classroom for hands-on experiences beyond the walls of their school.

**Outcomes:**

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

# E-LEARNING PEDAGOGY

## Foundations of Distance Education

**Audience: Grades 7-12 educators**

**Learning Format: Virtual**

Teaching in an online environment requires a different set of skills to support students in your virtual classroom. Here you will learn about effective tools to engage distance learners.

**Outcomes:**

- Develop norms to foster relationships in distance learning.
- Engage with effective instructional strategies in virtual learning.
- Experience strategies to support learning in virtual classes.

## NEW! Blended Learning Series

**Audience: Grades 1-12 educators**

**Learning Format: Virtual**

This five-session series is structured to support teachers with blended learning\*. Although the sessions are targeted at blended learning, the outcomes and activities can be adapted for exclusively face-to-face and virtual learning as well. Elementary, middle year and high school contexts will be considered in each session.

*\* Blended learning for this context refers to student classes where there is a blend of face-to-face and remote learning.*

### Session 1: Distance Learning Approaches

**Outcomes:**

- Explore three different approaches to distance learning and how they fit within a remote/blended learning model.
- Identify strategies that best fit each approach.
- Explore and analyze the contexts that best support each approach.

### Session 2: Planning for Multiple Learning Approaches

**Outcomes:**

- Explore the core concepts and purpose of blended learning.
- Explore how to design blended learning using asynchronous and synchronous online activities.
- Consider rotation stations to scaffold confidence with remote learning and incorporate multiple learning stances.
- Explore planning for:
  - A one-hour online synchronous lesson.
  - A weekly online module.

### Session 3: Supporting Student Autonomy and Inviting Students into the Learning Environment

#### Outcomes:

- Explore how to invite students into the learning environment through strategies that foster comfort and confidence.
- Explore how to support student autonomy through:
  - Structuring clear pathways to weekly expectations and activities.
  - Presenting the material within one cohesive package.
  - Routine connections and check-ins.

### Session 4: The Art of Asynchronous Communication and Synchronous Remote Teaching

#### Outcomes:

- Explore asynchronous communication (text and video) for:
  - Student feedback.
  - Instructions.
  - Parent communication.
- Explore how to structure synchronous sessions for maximum engagement and learning opportunities.

### Session 5: Student-led Learning: Learning Logs and ePortfolios

#### Outcomes:

- Explore learning logs and online portfolios to support student autonomy, metacognition and deep understanding.
- Explore scaffolding co-constructed learning and the role of learning logs and e-portfolios within co-constructed learning.

## Teaching with the ‘Blend’ in Mind

**Audience: Grades 1-12 educators**

**Learning Format: Blended**

Blended learning is an instructional approach that allows teachers to combine both face-to-face instruction with online components in order to increase engagement, meet student needs and allow increased flexibility within a classroom environment.

#### Outcomes:

- Explore different models of blended learning, including both small group and whole group models.
- Explore and experience a planning framework for blended learning.
- Investigate various implementation strategies, including involving students and families.

# OUTDOOR ED

## Get Outside!

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

**Learning Format:** In person or virtual

Extend student learning beyond your classroom walls in this interactive workshop. Experience practical activities for planning and teaching students outdoors. Some of this day is spent outdoors, please come prepared for the weather!

**Outcomes:**

- Deepen your understanding of the benefits of outdoor education.
- Participate in outdoor classroom activities.
- Discover cross-curricular connections and Indigenous ways of knowing that can be taught outdoors.
- Explore the logistics of planning for land-based lessons.

# FRENCH OPPORTUNITIES / FORMATIONS EN FRANÇAIS

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.

## Explorer et jouer en prématernelle et en maternelle d'immersion française (repeated in Early Learning section)

**Audience :** Les enseignants de la prématernelle ou de la maternelle d'immersion française

**Format d'apprentissage :** en personne

Offrir un environnement d'apprentissage de haute qualité est extrêmement important dans une classe d'immersion française précoce. Il est important d'accorder une abondance de temps pour explorer et jouer.

**Objectifs :**

- Étudier comment l'exploration et l'enquête contribuent à un environnement de haute qualité.
- Apprendre des stratégies pour enraciner la littéracie, la numéracie et l'oral dans leur programmation.
- Examiner des exemples de documentation et de projets par enquête.
- Explorer les stratégies qui contribuent à créer un environnement engageant.

## La gestion de classe : Créer un climat positif

**Audience:** Maternelle à la 12e année

**Format d'apprentissage :** en personne ou virtuel

Cet atelier de deux jours commence en mettant 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.













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