

SASKATCHEWAN TEACHERS' FEDERATION BULLETIN

SUMMER 2022 | VOLUME 88, NO. 6

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SASKATCHEWAN
TEACHERS'
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For teachers, June often feels like both the shortest and longest month. Especially this year, it is important to take a moment to consider what this year brought and what you have accomplished.

While the year may not have all gone as planned, your professionalism, dedication and ingenuity helped ensure schools ran as close to normal as possible and that students received the education they deserve. This occurred despite often inadequate resources and when COVID-19 meant the job description and expectations were constantly being adjusted.

The provincial budget for 2022-23 makes it abundantly clear that many of these challenges will persist. Reduced staff and cuts to programming are happening provincewide, as school divisions are forced to make do with less. While teachers have a reputation for making the best out of difficult situations, at some point there is simply no more to give. Class complexity and composition challenges have only grown over the last few years. The reality is that the only way to address these issues and properly serve students' needs is with additional resources. What class complexity looks like may vary across the province; however, it has a negative impact right across our membership.

As you take time to relax and recharge this summer, consider what this means for us as a collective, particularly as we prepare for the next round of provincial bargaining in 2023. Through working together, we can ensure there is a better public education system for all students across our province.

I would like to take this opportunity to express my deepest gratitude to the teachers of Saskatchewan for giving me the incredible opportunity to serve as your President. It is a highlight of my career that I will never forget, and I feel a deep sense of pride for what we have accomplished together.

Like many of you, I became an educator because I believe in the power of public education and the positive impact teachers make on students' lives. These beliefs are still paramount and are what will drive me into the next phase of my career working for and supporting teachers.

I wish you all a restful summer.

A handwritten signature in black ink that reads "Pat Maze". The signature is written in a cursive, slightly informal style.

Patrick Maze
President, Saskatchewan Teachers' Federation



MEET YOUR NEW EXECUTIVE

At the Annual Meeting of Council on May 30 and 31, the following individuals were elected to the Executive of the Saskatchewan Teachers' Federation.

POSITION	TERM LENGTH (YEARS)
President Samantha Becotte, Lloydminster	One-year term, July 2022 to June 2023
Executive Member-at-Large Neal Boutin, Chinook	Two-year term, July 2022 to June 2024
Executive Member-at-Large Micheal Hagel, Tri-West	Two-year term, July 2022 to June 2024
Executive Member-at-Large Gwen Paul, Prairie Valley	Two-year term, July 2022 to June 2024
Executive Member-at-Large Crystal Schindel, Horizon	Two-year term, July 2022 to June 2024

Returning Executive Members

Elected in 2021 to serve a two-year term from July 1, 2021 to June 30, 2023.

Samantha Becotte, Vice-President, Lloydminster
(acclaimed – elected as STF President-Elect effective July 1, 2022)

Nathan Bromm, South East Cornerstone

Kirsten Fritsch, Creighton

Ben Goby, Regina Public

Amy Korver, Prairie Spirit

Read about Council final decisions and results in the June edition of *What's New at the Federation – 2022 Annual Meeting of Council Report to Members*. In addition, the Reports to Council, Executive election results and the final plenary resolution and election results can be viewed online, www.stf.sk.ca/about-stf/our-team/council/annual-meeting-council, when you log in through MySTF.

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Research on Class Size and Composition Slated for Fall

BY COURTNEY FORSETH, STF COMMUNICATIONS

Starting this fall, the University of Regina and University of Saskatchewan will jointly conduct research on class complexity on behalf of the Provincial Committee on Class Size and Composition. The Committee, comprised of education sector partners, the Ministry of Education and both universities, has agreed to a research proposal that includes analysis of existing data and the gathering of new quantitative research. Randomly selected classroom teachers, principals, other school staff, school division staff and other professionals who provide in-school services to teachers will be invited to participate in a survey.

The research will begin once the universities receive full ethics approval. It is expected this will happen in the coming months, ensuring the research can proceed this fall.

The research will be provided back to the Committee and will be used to create an “action plan that is presented to the Minister of Education,” according to Deputy Minister of Education Donna Johnson.

Through the work of the Saskatchewan Teachers’ Federation’s Working Committee on Classroom Complexity and Inclusive Learning Environments, teachers’ professional expertise and lived experiences were shared with the provincial committee. Senior Administrative Staff Angela Banda sits on the provincial committee, along with STF Executive Director Bobbi Taillefer, and is also leading the CCILE Committee. At the last provincial committee meeting, she presented some of the key themes uncovered in the CCILE Committee’s work. Banda says it is very clear that this remains a provincewide issue.

“It looks different from school to school, but it exists in every school. The current system isn’t working for students or teachers. Inclusive learning environments are not properly supported,” says Banda.





Her presentation to the provincial committee included quotations from members, data from member surveys and illustrations created by a graphic recorder depicting key themes and discussions of the CCILE Committee.

The creation of both of these committees can be traced back to the last round of provincial collective bargaining in 2019. Class size and complexity was one of the top issues teachers asked the Federation to address on their behalf. While this challenge was not solved in negotiations, it did create sector-wide recognition of the challenges and a commitment from partners to work towards solutions. ▲

STF's Classroom Complexity and Inclusive Learning Environments Committee Membership

Brooke Korchinski, Prairie South Teachers' Association
Danielle Tooley, Saskatoon Teachers' Association
Fulvia Stadnyk, Prairie Valley Teachers' Association
Ian Worme, Saskatoon Teachers' Association
Jackie Spencer, Good Spirit Teachers' Association
James Stone, Tri-West Teachers' Association
Jessalyn Brickner, Prairie Spirit Teachers' Association
Kevin Smith, North East Teachers' Association
Kristen Miller, Saskatoon Teachers' Association
Kristina Lambert, Ile a la Crosse Teachers' Association
Maurice Saltel, South East Cornerstone Teachers' Association
Poppy Jeffery, Lloydminster Teachers' Association
Taylor Volk, Regina Public School Teachers' Association
Trudy Keil, Regina Public School Teachers' Association

Provincial Class Size and Composition Committee Membership

Ministry of Education
 Saskatchewan Association of School Business Officials
 Saskatchewan League of Educational Administrators
 Directors & Superintendents
 Saskatchewan School Boards Association
 Saskatchewan Teachers' Federation
 University of Regina
 University of Saskatchewan

Saskatchewan Principal Elected President of CAP

BY **LANCE HILTZ**, STF COMMUNICATIONS

A Saskatchewan principal was elected by the Executive of the Canadian Association of Principals to serve as its next president. Carol Sarich was selected as president-elect at CAP's uLEAD 2022: The Summit of Education Leadership Conference, held in Banff on April 10 to 12, 2022.

"I am looking forward to continuing the work of bringing our Saskatchewan perspective to the national table and representing principals across Canada," she says.

Sarich's role as president-elect will officially begin in July 2022, followed by a two-year term as CAP president that will begin in July 2023. She has previously served

as Western Canadian CAP vice-president and is currently president of the Saskatchewan School Based Leaders Professional Growth Network. She is also a member of the Saskatchewan Teachers' Federation's Principal and Vice-Principal Advisory Committee in addition to her role as principal at Bishop Roborecki School with Greater Saskatoon Catholic Schools. ▲



Honouring Cree Language on a Path to Reconciliation

BY STAFF WRITER

In the heart of Treaty 6, Living Sky School Division is incorporating Indigenous ways of knowing by translating its organizational values into the Cree language.

“Language is a spirit that empowers words,” says Indigenous Advocate for the Living Sky School Division Kimberly Night. “We’re not trying to add the Indigenous perspective; instead we’re trying to embed it in everything we do moving forward.”

Night and other members of Living Sky School Division’s Indigenous Advisory Council are renewing relationships with stakeholders, communities and Indigenous Knowledge Keepers to translate their division’s five values: genuine relationships, belonging, well-being, integrity and innovation.

The Indigenous Advisory Council’s goal is to connect and create belonging and understanding among students, teachers and communities in the spirit of reconciliation.

“We’re interested in understanding how the Cree perspective changes the way we think about words and who is included in our values,” says Sherron Burns, Learning Consultant – FNMI Engagement and Achievement. “As a division, we are trying to follow a path that leads us in a good way and is based on a genuine commitment to making change here at Living Sky.

“If we don’t take a deep look into what we are saying, then it’s harder for us to make that deep commitment,” Burns says.

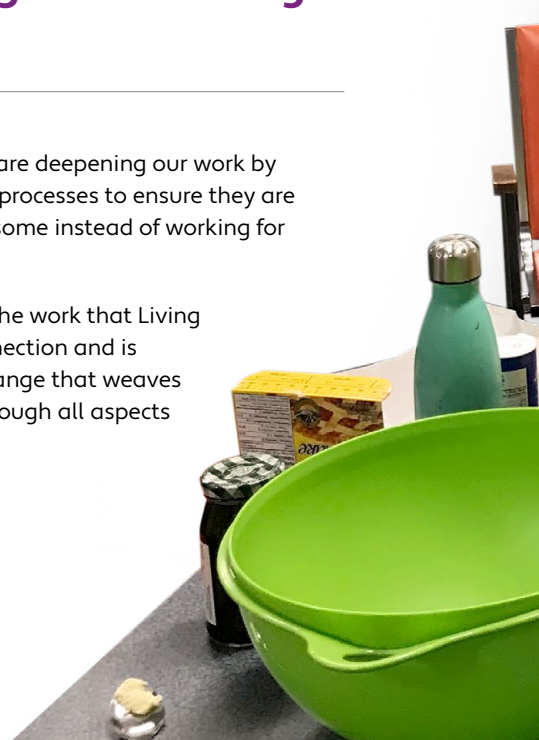
The Truth and Reconciliation Commission of Canada’s Call to Action 63 calls on policy-makers and educators in Canada to build student capacity for intercultural understanding, empathy and mutual respect.

“Taking action toward reconciliation is a priority for our organization,” says Living Sky School Division’s Director of Education Brenda Vickers. “We can teach our shared history and help make truth and reconciliation a reality. By taking responsibility for our actions today, we ensure there will be a better future for all of us.

“We’re not trying to add the Indigenous perspective; instead we’re trying to embed it in everything we do moving forward.”

“I’m very pleased that we are deepening our work by examining structures and processes to ensure they are not providing barriers for some instead of working for everyone,” Vickers says.

The translation is part of the work that Living Sky is doing to create connection and is part of a larger system change that weaves Indigenous knowledge through all aspects of the school division.

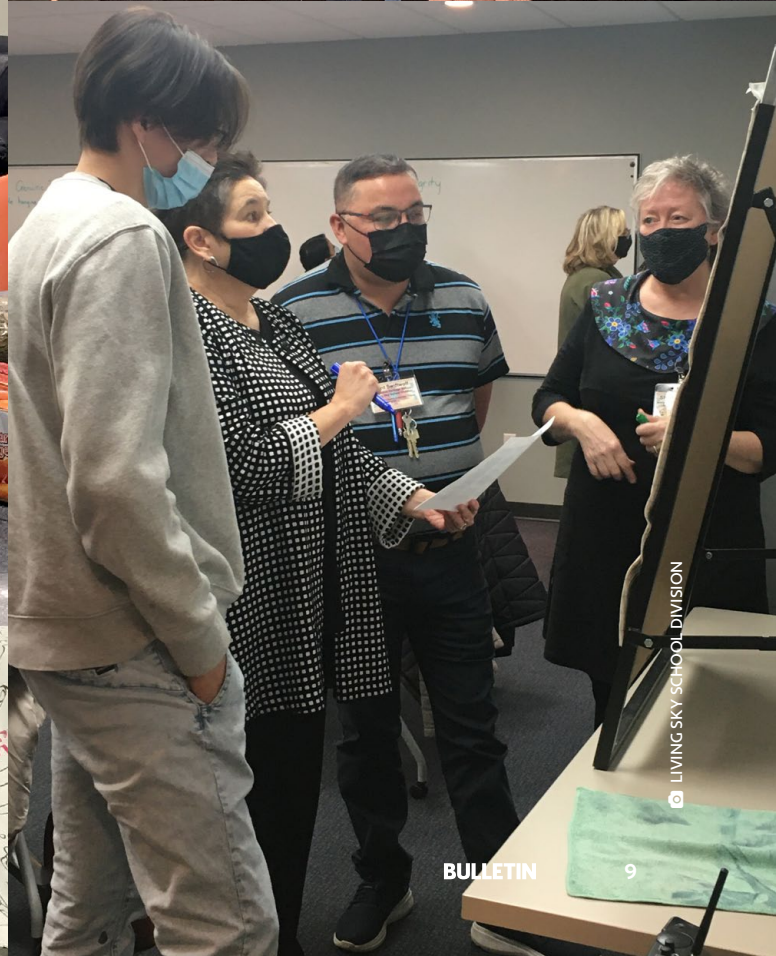
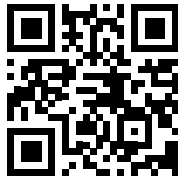


“We are taking the education Calls to Action to create our own document that will keep us accountable to all the relationships we are forming,” says Night.

“All this work will help to produce systems so that our kids become leaders and in turn they will lead us.”

Living Sky School Division continues to be a leader in action when it comes to creating space for Indigenous culture and traditions and is committed to continuing down a path of reconciliation.

Watch Living Sky School Division’s videos highlighting traditional ways of knowing on its vimeo account at www.vimeo.com/user284067. ▲





Lana McCormac: Furthering Inclusivity in Prekindergarten

BY STAFF WRITER

For over 15 years, Lana McCormac has spent her career building a foundation for students to flourish through play-based learning – nurturing connection and communication.

McCormac is a prekindergarten and learning support teacher at MacLeod Elementary School in the South East Cornerstone Public School Division. Her work as an educator and volunteer has made a lasting impact in the community of Moosomin.

“Connection is really important, especially in prekindergarten,” says McCormac. “Communication is the number one thing that I think my kids with intensive needs and prekindergarten students struggle with. All those social skills you need to learn you’re going to learn through play.”

She’s also known to have a flair for fashion that her young students appreciate, often dressing in vibrant outfits akin to Ms. Frizzle from *The Magic School Bus*.

As a mother of two, McCormac is true to her word – her classrooms are spaces of discovery, where kids can be kids. She’s also known to have a flair for fashion that her young students appreciate, often dressing in vibrant outfits akin to Ms. Frizzle from *The Magic School Bus*.

“Children don’t judge, they just accept you for who you are. I like to act silly in our play, as we learn the most by making the learning fun. My students make my days brighter,” she says.



McCormac's dedication to supporting students in her classroom extends far beyond the walls of the school. Her colleagues are quick to speak with awe and admiration for how she seamlessly connects her work as a teacher to her work as a community leader.

McCormac helps parents navigate the education and health-care system to access the right people or find the right form for support, and connects families new to the community to services and supports they need.

Each December her basement is filled with gifts as she volunteers her time and resources to the Angels Anonymous Connection, a program that provides gifts for children during Christmas. Through her participation in the Moosomin Kinette Club, she was also instrumental in the creation of a sensory park for children with intensive needs.

"In addition to my own children, I refer to my students as my kids. I want to make the world a better place for all my kids."

McCormac says that volunteering is an important part of her life and believes the best way to support her community is by looking out for others in need.

"Moosomin is a wonderful community and, being from here, I want to be someone who inspires people to do good and make connections." ▲

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PLAYSAFE:
Don't Let It Happen to You

In The War Amps "kids-to-kids" safety video, Adam and Rebecca lead viewers on a SAFETY WALK™ to help them spot the dangers in their neighbourhoods.

Along the way, they introduce stories from other young amputees who, like them, have lost limbs in accidents. Together, they deliver the hard-hitting but positive PLAYSAFE message.

Visit waramps.ca/playsafe for the video and safety resources.

The War Amps

The Benefits of Teaching in a Rural Community

BY MICHELLE FONG, PRAIRIE SPIRIT TEACHERS' ASSOCIATION

1 LONGER-TERM RELATIONSHIPS

I know I will be with the students for multiple years, not just one. This provides an excellent opportunity to build deeper relationships through a variety of interactions such as occasionally eating lunch together or playing soccer and blitz ball at recess. It also gives me time to build up leadership traits among the class. Each year, the students get more opportunities and responsibilities within the classroom. When they are the “seniors” in the group, they can be relied on to be good role models for the younger students in the class.

2 LAYERED INTERACTIONS

You automatically have a place within the community when you become a teacher of a small rural school. You support the local businesses, attend weddings, funerals and community events. These multi-faceted interactions help to build additional relationships on top of the work-related ones and can provide a richness to your teaching experience.

3 PLACE MATTERS

Each rural community is unique. The people hold a special set of shared experiences which enable them to call themselves a community. The school is part of that shared experience and most of its population has been affected by it in one way or another. Get to know your community and its rich history. It will make your curriculum more engaging for the students.

4 SCHOOL AND COMMUNITY SUCCESSES ARE INSEPARABLE

The challenges and celebrations of a community directly tie into the school. If the community has a thriving business sector, there can be additional opportunities for students made possible through community funding. Conversely, if economic times are tough, schools will be hard-pressed to solicit funds or donations for even simple things like bake sales. Challenge yourself to find the assets of the community and to look at it through that lens, rather than seeing all of the things that it doesn't have and having a deficit mentality.

5 BE GRACIOUS WITH YOURSELF

If you're a teacher who is new to the community, build relationships little by little. There are many things which will vie for your attention – students, supervision, coaching, staff meetings and commute times to name a few. Keep an eye on the balance between home and school, and yourself. Plan to stay and invest in yourself. Make your journey a marathon instead of a sprint. ▲

Michelle Fong teaches split classes of Grades 3/4/5 English language arts, math, social studies and Grades 6/7/8 related arts in Laird. Sustainability of rural education is an area she is currently studying as she completes her master's in educational administration.

Boots on the Ground Approach to Advocacy

BY COURTNEY FORSETH, STF COMMUNICATIONS

A Regina teacher known as @Steve_boots is growing his social media following as he advocates for education and shares his political insights. Boots says he has always been politically minded, but until recently was hesitant to share his views.

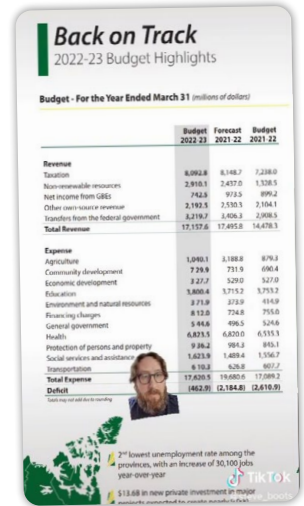
“I got it in my head that teachers had to be apolitical,” says Boots. “After being involved in my local, I got more familiar with education issues and provincial politics. I realized that we are allowed to have opinions in the public sphere.”

After posting on Facebook and Twitter, Boots decided to try TikTok. The response was overwhelming.

“This was the most teacher-way possible to develop a new hobby. It was a report card weekend and I decided to make

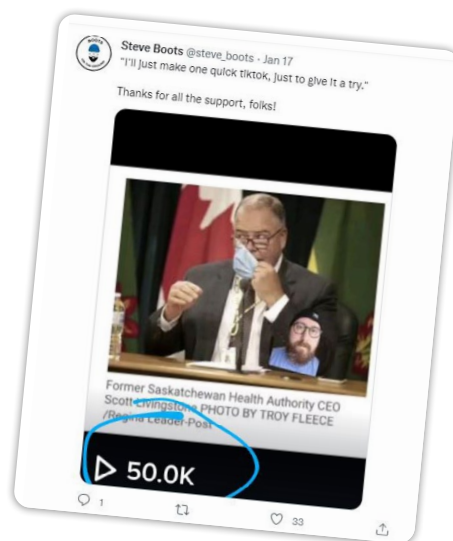
a TikTok video as a break and distraction from my work,” says Boots. “It had 70,000 views in the first few days and things just continued from there.”

“Teachers are so uniquely qualified to do this. Embracing your skills to advocate for the profession is an awesome experience.”



While Boots’ advocacy is very public, there are plenty of other ways to advocate on behalf of the profession. Consider your personal experience, knowledge and passions. Remember to always be professional and mindful of privacy requirements. If your advocacy will be public, it is recommended to consult with the Saskatchewan Teachers’ Federation and advise your employer ahead of time.

- 1 Social Media.** You don’t have to create your own content to advocate on social media. Follow those who share and create relevant content that speaks to your views. Simply commenting, liking and sharing their posts can help elevate the message.
- 2 Share Your Knowledge in the Community.** How you talk about public education and your profession at the grocery store, at the hockey rink or child’s dance class can also be effective forms of advocacy. Small statements, without argument and confrontation, can help build understanding and awareness within the community of issues in the sector.
- 3 Contact Your MLA.** Write, call or email your MLA. The provincial budget is the only source of funding for school divisions and has a significant impact on public education. Sharing your experience and the impact of policy and budget decisions can be impactful. We encourage you to copy advocacy@stf.sk.ca on any emails you send.



Boots says the most surprising part has been how positive the experience has been. He credits that to some careful consideration in his approach. “This is me on my own time. In the classroom I have different responsibilities – it isn’t about my views,” Boots says. “I know my students will find my posts, so my lens is always ‘would I be upset or worried if a student saw it?’”


His posts have included posting clips of exchanges from the Question Period at the Saskatchewan Legislature, the 2022-23 provincial budget, dance videos with his fiancée Danielle when he hits new follower milestones, examples

of supportive collegial relationships and plenty of cat photos.

He encourages other teachers to consider how they can advocate on behalf of the profession.

“Believe in yourself. Teachers are so uniquely qualified to do this. Our skillset is creating conditions in our learners for learning. Embracing your skills to advocate for the profession is an awesome experience.”

Follow @Steve_boots on Facebook, Twitter and TikTok. ▲



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

The seminar is about 2 hours in length and offers information on:

- **Transitioning:** Managing the change and transition to retirement.
- **STS:** Information on the STS and the STS Health and Dental Plan.
- **Financial Planner:** A Financial Planner will be in attendance.
- **Just in Case:** Some reminders of papers to have in order.

The STS would like to invite school divisions, local associations, school staffs, or those who are interested to contact the STS at 1-306-373-3879 or sts@sts.sk.ca.

Search for Superannuated Teachers of Saskatchewan on Facebook, click on the STS logo and then “Like” or “Follow” us for updates!



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UPCOMING EVENTS

JUL

ACCREDITATION SEMINARS – SASKATOON

Initial: July 11-14
Renewal: July 11-12
Second Subject: July 11-12 and July 13-14

The accreditation seminar provides an opportunity for teachers to challenge, extend, enhance and renew their professional experience with an emphasis on assessment and evaluation. This seminar supports teachers in meeting the requirements for initial, renewal and second subject accreditation according to the Ministry of Education policy.

AUG

ACCREDITATION SEMINARS – REGINA

Initial: August 8-11
Renewal: August 8-9
Second Subject: August 8-9 and August 10-11

The accreditation seminar provides an opportunity for teachers to challenge, extend, enhance and renew their professional experience with an emphasis on assessment and evaluation. This seminar supports teachers in meeting the requirements for initial, renewal and second subject accreditation according to the Ministry of Education policy.



FOR MORE INFORMATION

For additional event listings and registration information, visit the Events Calendar at www.stf.sk.ca.



DON'T FORGET

A professional growth network membership is included in your STF membership. Starting July 1, 2022, you can make your PGN selection for 2022-23 at www.stf.sk.ca > [Professional Resources](#) > [Professional Growth Networks](#).

The Saskatchewan Teachers' Federation is proud to partner with the Multicultural Council of Saskatchewan in providing information on religious and cultural celebrations.

JUNE | NATIONAL INDIGENOUS HISTORY MONTH

National Indigenous History Month is an opportunity to honour the heritage, contributions and cultures of Indigenous Peoples in Canada. We learn about the impacts of colonialism on the lives of Indigenous and non-Indigenous people and commit to equity and respectful relationships. We recognize not only the historic contributions of Indigenous peoples to the development of Canada, but also the strength and diversity of present-day First Nation, Inuit and Métis communities and their promise for the future.

JUNE | FILIPINO HERITAGE MONTH

Filipino Heritage Month is an opportunity to highlight the invaluable contributions that Canadians of Filipino descent have made to the social, economic and cultural fabric of Canada. With over 32,000 people of Filipino descent, this is one of the fastest growing communities in Saskatchewan.

JUNE 20 | WORLD REFUGEE DAY

World Refugee Day is an international day designated by the United Nations to honour refugees around the globe. It celebrates the strength and courage of people who have been forced to flee their home country to escape conflict or persecution. World Refugee Day is an occasion to build empathy and understanding for their plight and to recognize their resilience in rebuilding their lives. Many settlement organizations in Saskatchewan hold events to share stories and celebrate contributions.

JUNE 21 | SUMMER SOLSTICE AND NATIONAL INDIGENOUS PEOPLES DAY

June 21 is the Summer Solstice marking the longest days and shortest nights. It is National Indigenous Peoples Day. It is also marked by Wiccans as Litha or Midsummer's Eve.

JUNE 27 | MULTICULTURALISM DAY

This is an opportunity to discover the significance of multiculturalism in Canada. We celebrate and ensure that all residents keep their identities, take pride in their ancestries, are valued for their contributions and have a sense of belonging.

 Multicultural Council of Saskatchewan
From Many Peoples Strength



SUMMER READING LIST

For these and other resources, contact the Emma Stewart Resources Centre or visit the online catalogue at www.stf.sk.ca.

Fiction

Five Little Indians

Winner of the 2020 Governor General's Literary Award for Fiction and Canada Reads 2022, this compelling novel by Michelle Good relays the story of five friends who attended a residential school in British Columbia and the impact of the trauma they experienced there on the rest of their lives.

Scarborough

Runner up in the CBC's Canada Reads 2022 contest, this novel by Catherine Hernandez is set in the culturally diverse, low-income neighbourhood of Scarborough, east of Toronto. Written in the voices of the young children who attend a literacy program attached to a public school, their parents and the literacy facilitator, it is a moving portrayal of the community and its resilience.

The Violin Conspiracy

This debut novel by Brendan Slocumb is both a mystery and a fascinating account of a gifted Black violinist striving to overcome racism and adversity in the competitive world of classical music.

Non-Fiction

The Empathy Effect: 7 Neuroscience-Based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences

In this thoughtful book about the interconnectedness of feelings and relationships, Dr. Helen Riess discusses the science behind how empathy works, how it develops from childhood to adulthood and her seven-step method for increasing empathy in ourselves, in parenting and teaching kids, in leadership development and in fostering authentic connection in the online age.

Miss G and Me: A Daughter's Memoir

This memoir, by Saskatoon French immersion teacher Jennifer S. Wallace, is a collection of poems, journal entries and personal essays which traces her relationship with her mother, who grew up in Jamaica, became a nurse in England and then came to Canada where she continued her long nursing career in rural Saskatchewan.

The North-West is Our Mother: The Story of Louis Riel's People, The Métis Nation

This volume, by Jean Teillet, is a scholarly and passionate account of the history of the Métis Nation and the struggle of the Métis people for rights, justice and identity.



See Us, Hear Us 2.0

BY **LANCE HILTZ**, STF COMMUNICATIONS

The Saskatchewan Teachers' Federation is continuing its partnerships with the Saskatchewan Population Health Evaluation and Research Unit; Professor Community Health and Epidemiology Dr. Nazeem Muhajarine, at the College of Medicine, University of Saskatchewan, child psychiatrist Dr. Tamara Hinz, and others interested in studying the mental health of Saskatchewan's children and youth during the COVID-19 pandemic. The See Us, Hear Us (SUHU) research team released findings of the first phase of their research, SUHU 1.0, in April 2022. The team is now in the final stages of developing a followup study. The Federation and other partners are providing input about research objectives, survey questions, and broader collaboration on the See Us, Hear Us 2.0 project.

"STF involvement in this project speaks to the critical role that teachers serve in the well-being of their students, especially in this time of crisis," says Saskatchewan Teachers' Federation Senior Manager, Research and Records Jane Macleod. "The data collected through this work informs our understanding of what children, youth and families have been through. This helps to inform the Federation's ongoing advocacy for improved practices in the education sector and more importantly, informs services the Federation offers to members as they work to meet the needs of their students on a daily basis."

"Our focus in this round of research will be on families' experiences during the past school year, the degree to which children and youth seem to be returning to their pre-pandemic lifestyle and state of mind, and the current need for services and supports," says Dr. Muhajarine. "The pandemic continues to challenge children, youth and parents in Saskatchewan. As much as we are ready for COVID-19 to be done, it is still with us and likely to be with us for a while. It is important at this time to hear directly from parents and children about how COVID-19 has impacted them, especially their need for supports and services. We will analyze this information, develop recommendations and share these with people who are making decisions in the province."

SUHU 2.0 is one of 70 research projects to receive grant funding from the Canadian Institutes of Health Research to study the impacts of COVID-19 on children, youth and families. ▲



Read more about the [first phase of the research.](#)



McDowell Foundation



For 30 years the McDowell Foundation has empowered thousands of Saskatchewan teachers to explore their passions, innovations and creativity in support of students. The Foundation's research projects focus on students and the teaching profession relevant to instruction in today's classrooms. Funded McDowell research grants enable teachers to explore their ideas and aspirations in our Saskatchewan classrooms. As we end our 30th anniversary year of celebrating teacher-led research, we gratefully thank our researchers, donors, volunteers

and partners who have made this possible through their contributions and commitment to professional practice. We are excited to see what the future holds.



For more information on all our programming and events, or how you can support the Foundation, visit www.mcdowellfoundation.ca.

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Something to Think About

BY JANE MACLEOD, STF RESEARCH AND RECORDS

The Organisation for Economic Co-operation and Development advances the notion that better policies contribute to better lives. On a global level, the organization studies everyday issues such as housing, education, health, civic engagement, income levels, environment, work-life balance and even life satisfaction and the associated economic, political, social and demographic policies.

As such, OECD releases a publication, *Trends Shaping Education*. Published every three years, the publication explores developments and innovations that may very well influence the direction of education in the years ahead. The OECD's 2022 *Trends Shaping Education* outlines many of the challenges confronting education and our world and invites the reader to consider the impact of these trends on our assumptions about the purpose and delivery of education today.

Let's face it – today's world can look pretty bleak. Individuals and societies are grappling with problems stemming from the inequity of resource distribution, the climate crisis, an increasing inflation rate, the increase of polarization and an increasingly digitized and connected world. The OECD asks us to consider the role both formal and informal education can serve in addressing and solving these problems using five different megatrends.

What follows is a brief discussion of each megatrend and one or two key questions pulled from the report inviting you to reflect and discuss.

1 GROWTH

Education has traditionally contributed to economic growth by helping students develop and build the skills necessary to actively participate in the economy.

- How can education help reduce inequality? How can educational resources be distributed to best serve those most in need?
- How can education develop students' environmental awareness as well as encourage them to translate such knowledge into sustainable attitudes and behaviours (individual and collective)?

2 LIVING AND GROWTH

Thanks to the pandemic and technology, many of our traditional assumptions and practices around work are changing. Today we have flexible or hybrid work hours and remote work locations, and technology allows us to manage everything from our sleep to our steps to our dating.

- How is education preparing children and youth for life within and outside of work? As the line between work and personal life continues to blur, how is education enabling children and youth to distinguish or compartmentalize their work and daily living experiences?

3 KNOWLEDGE AND POWER

Digital technologies enable us to capture a story and/or data instantly. However, digital technologies also give us alternate realities or "fake news." Algorithms allow websites to influence our thinking and, more often than not, our buying.

- How can education prepare children and youth to cope with the conundrum that greater information and knowledge comes with greater uncertainty or trepidation?

4 IDENTITY AND BELONGING

Despite our growing and global world, evidence suggests that our societies are becoming increasingly characterized by individualism, fragmentation and choice. There seems to be less evidence of the feeling of community or nationhood.

- How can education meet the individual needs of diverse learners while cultivating global competencies such as cultural awareness and respectful interactions?
- How can education contribute to the development of a sense of both individual identity and common values?

5 OUR CHANGING NATURE

Our recent experiences with lockdowns and social distancing have impacted our relationships with one another, our communities and our natural world. Over the past two years, technology has managed our interactions.

- How can education help children and youth understand the relationship between technology and innovation and our human and planetary needs? Further, how can education foster individual and collective responsibility for ongoing and sustainable development?

The OECD's 2022 *Trends Shaping Education* asserts that issues emerging from these five megatrends impact both formal and informal educational developments. The document also underscores that as policy-makers and practitioners we have a responsibility to prepare our children and youth for an ever-changing world. Through awareness, through reflection and through dialogue of these trends we can make a positive difference to the future of education for our children and youth. Now that is something to think about! ▲

Consumers Will Struggle as Global Economy Shifts

BY AARON STUCKEL, STF COMMUNICATIONS

Just as the global economy was beginning to recover from two years of pandemic-related stagnation, many watched in horror as reports of Russian missile attacks in Ukraine flooded newswires. Global markets sank as expectations of recovery from the pandemic dwindled. What remains is a market very much in flux as governments and central banks – after over two years of injecting money into their financial systems to keep them afloat – now seek to quell inflation by slowing demand for goods and services stuck in supply-chain limbo. Meanwhile, trading patterns shift in response to the Ukraine conflict and resulting sanctions, and consumers struggle with less purchasing power than they had before the pandemic began.

Countries will become more domestically focused, producing more goods and commodities at home rather than purchasing abroad.

“COVID-19 has had a significant impact on economies around the world,” said Saskatchewan Teachers’ Federation Chief Investment Officer Alison Gould. “The response from governments and central banks was really unprecedented – they cut interest rates to near or even below zero, increased money supply and introduced spending programs just to ensure that financial systems and economies survived.”

At the same time, businesses took their own measures. Some slowed production and reduced stock. Others shrank their workforce to cut costs. Many did both if they didn’t shut down altogether.

But as vaccine rollouts began in the latter half of 2021 and the world began to reopen, most countries saw an increase

in growth. Canada saw its gross domestic product increase by 4.6 percent by the end of 2021. However, many industries that shrank during the pandemic faced direct challenges in reopening. Inventories were low, workforces depleted and the resulting lag in supply caused trouble in keeping up with resurging demand. Prices for almost everything rose accordingly, and governments looked to slow COVID-19 stimulus spending to quell demand for goods and keep inflation under control.

Still, those challenges were considered transitory while the world worked out the kinks in its post-pandemic economy. That is, until February 24, 2022, when Russia invaded Ukraine.

“Both Russia and Ukraine are major suppliers of commodities,” said Gould. “The disruptions from the war are causing prices for energy, grains and metals to soar, which ultimately leads to higher inflation.”

That’s led to a global rise in the cost of living, including in Saskatchewan. In March, Statistics Canada reported an 5.7 percent average increase on the cost of all items in Saskatchewan compared to 12 months earlier, with the lion’s share of that increase coming in the form of higher fuel and food costs. Comparatively, wages in Saskatchewan increased by 2.8 percent in that same time frame.

Gould expects interest rates to continue to rise as central banks try to slow the demand for goods. And with geopolitical tensions rising, the world’s economies will continue to shift as they search for stability in trade, supply chains and payment networks.

“I think the world will likely take a step away from the global economy,” she said. “Countries will become more domestically focused, producing more goods and commodities at home rather than purchasing abroad.”

What that might mean for the economy and the cost of living in Saskatchewan is yet to be determined, but for now, consumers forge onward with less purchasing power than they had three years ago. ▲



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Our Post-Graduate Certificates are recognized by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) as an Integrated Program and will count as a completed Additional Qualifications Certificate for professional development purposes.

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To register or learn more about our program, please visit us at **COURSESFORTEACHERS.CA/SK**



Supporting Early Students' Language Acquisition With Play-Based Learning

BY STAFF WRITER

Play-based programming may just sound to the lay person like a bunch of kids having fun – but as educators know – this programming can be particularly effective in supporting language growth in really young students. Saskatchewan Teachers' Federation Professional Learning has developed a one-day interactive workshop focused on diverse language learners to help educators increase their understanding of early childhood language development and give them strategies to support students with diverse language backgrounds in their early years classrooms.

The workshop explores “how teachers can recognize the stage of language development within which the child is currently working and then provide the appropriate resources to move them along,” says STFPL Associate Director Connie Molnar.

An educator with 23 years of experience in the classroom, Molnar has worked in many school communities within the province, rural and non, such as Prud'Homme, Radisson, Mayfair and Saskatoon, all of which she says had students at very different stages of language acquisition.

“There are lots of reasons why a student may or may not be acquiring specific language. So we think about potential dual language learners; we think about students who might have other developmental delays that are affecting language. There's quite a spectrum, so we need to look at strategies that support universal language development,” she says.

The first step for educators, according to Molnar, is to observe and build a relationship, not just with the student but with their family as well. “Those young learners might be just putting their first words together and when

you know what their interests are, and you have that partnership with parents, then you're going to be able to provide them with the resources in the classroom that are of interest ... that will then provoke language.” The goal is to come to understand the students' language skills and language acquisition, which is not always readily apparent. ▲



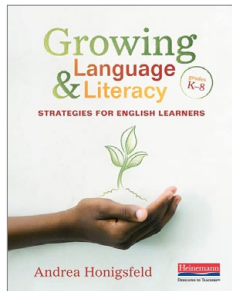
QUICK TIPS

- Find ways to encourage dual language in the classroom and promote the use of the student's first language at home.
- Build off the student's current language level and home language of the family.
- Use resources that align with the student's interests or particular subjects they enjoy.
- Always model the student's vocabulary and expand on it to make their message more complete.
- Go beyond only asking questions. Aim for serve-and-return interactions and strive for five back-and-forth exchanges in a conversation.
- Make it as easy as possible for the student to understand you by using simple words and phrases, consistent language, lots of repetition, gestures and visuals.

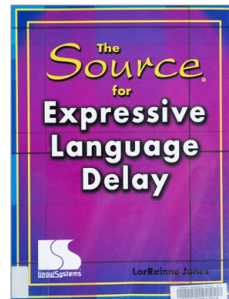


RESOURCES AVAILABLE FROM THE EMMA STEWART RESOURCES CENTRE

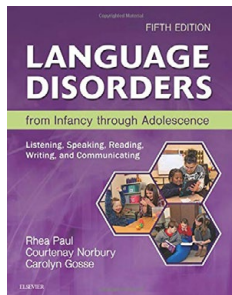
For these and other resources, contact the ESRC or visit the online catalogue at www.stf.sk.ca.



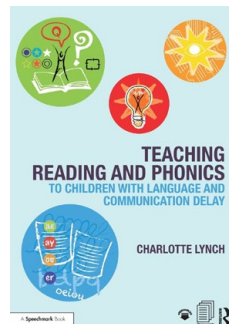
Deepen your understanding of the diverse language and literacy needs in classrooms and familiarize yourself with key strategies to support academic language and literacy and development.



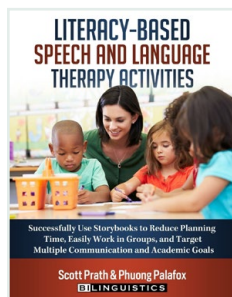
Assessment tests and strategies for students who present with language delays and disorders are clearly explained in this guide.



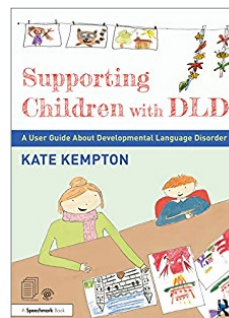
This comprehensive volume on childhood language disorders presents speech and language specialists with assessment and intervention strategies and provides an overview of key issues and controversies.



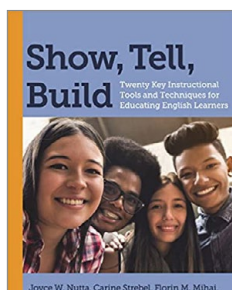
Discover a wide range of practical activities, checklists and internet links that can be used to foster the reading and language development of children who have speech and language delay. Visual strategies are emphasized throughout.



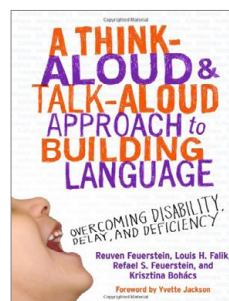
Read the research behind why literacy-based intervention works and discover how to improve the story narratives of children from diverse cultures, use storybooks in speech language intervention, assess what to work on and create goals, become familiar with intervention templates and learn how to create games that match story content.



This guide accompanies *Harry's Story: A Picture Book to Raise Awareness of and Support Children With DLD*. Written from a child's perspective, it outlines the impact of the condition on children's lives, illustrates the link between spoken and written language and includes practical strategies to help children express themselves and ask for assistance.



Delve into a framework for teaching English learners by design and explore a wide variety of strategies and tools to build content area language skills.



Build your knowledge of the theoretical and scientific foundations of mediated self-talk and its application to mediating language development and overcoming developmental delay. Processes for using intentional self-talk and think-aloud methods are clearly described.

MEET YOUR LOCAL LEADERS

Local associations provide teachers with a collective voice at the local level and, through their executive and councillors, a central connection with the provincial organization. Elected local association presidents play an integral role in sharing members' voices and representing their needs.

Over the next several issues of the *Bulletin*, we will introduce you to the local association presidents.



DEREK ARMSTRONG

LLOYDMINSTER TEACHERS' ASSOCIATION

Derek Armstrong teaches at College Park School in Lloydminster, Alberta.

Armstrong was inspired to become a teacher when

he started working with young people as a teenager – and today he's inspired by the passionate and talented educators around him.

"I truly believe we are helping to prepare young people for a very different world than we experienced as children, and preparing them for careers that do not yet exist."

What gives Armstrong hope when he thinks about students today?

"Tech-savvy students and their ability to continuously learn gives me hope for the future. I truly believe we are helping to prepare young people for a very different world than we experienced as children, and preparing them for careers that do not yet exist," he says.



CLAYTON BOYER

HOLY TRINITY TEACHERS' ASSOCIATION

Clayton Boyer is originally from North Battleford but relocated to teach in Moose Jaw, where he has lived and worked for the past 22 years.

As a kid, Boyer always took his toys apart to see how they worked because he loves to know what makes things tick. Boyer feels it's this same curiosity that drives his participation in the Holy Trinity Teachers' Association.

"Despite everything going on in the world, our kids are still compassionate ... that gives me hope that maybe things will right themselves one day."

What gives Boyer hope when he thinks about today's students? It's the shock he reads on their faces when he teaches them about residential schools or the Métis Resistance of 1885 – it's their honest and human responses.

"Despite everything going on in the world, our kids are still compassionate ... that gives me hope that maybe things will right themselves one day," Boyer says.



KIRSTEN FRITSCH

CREIGHTON TEACHERS' ASSOCIATION AND STF EXECUTIVE

Kirsten Fritsch is a lifelong learner from Ontario who fell in love with the teaching profession in Creighton, Saskatchewan.

When she thinks about the students she works with today, she appreciates how critically they think about the world around them, and how focused they are on issues around social justice and equity.

"Make your life easier and check out the Emma Stewart Resources Centre! It is an excellent resource for [teachers]."

When asked what piece of advice she would offer a new teacher, she says, "make your life easier and check out the Emma Stewart Resources Centre! It is an excellent resource

for us. I have sent emails with just the topic I was covering and a 'pretty please' and was sent wonderful resources to help me out."



CHRIS KAMPMAN

REGINA CATHOLIC SCHOOLS
TEACHERS' ASSOCIATION

Chris Kampman is from Regina, where he calls home today. Over the years, he's had a variety of rewarding roles in both community and suburban schools.

"The way students show up to school with smiles on their faces and an eagerness to learn and experience new things always provides a reason to be optimistic."

Kampman was inspired to join the profession by his own teachers who taught with a sense of humour – this made him believe that teaching could be an enjoyable and meaningful vocation.

When Kampman thinks about his students' futures, he says it's their resilience and energy that give him hope. "The way students show up to school with smiles on their faces and an eagerness to learn and experience new things always provides a reason to be optimistic."



GWEN PAUL

PRAIRIE VALLEY TEACHERS'
ASSOCIATION AND STF EXECUTIVE

Gwen Paul is a kokohm, mother and teacher advocate who went to school in Saskatoon but moved to rural Saskatchewan to pursue her career as an educator. Currently, she calls Fort Qu'Appelle home.

"I wanted to see more people who looked like me teaching, that made connections with students like some of the teachers I was fortunate to have."

When asked about what gives her hope for her students' futures, Paul says, "there are more checks and balances for students who may struggle academically than there used to be ... there are more culturally relevant supports for First Nations and Métis students to learn about history and practices from Elders and Knowledge Keepers. And there are more teachers that look like me in the profession."

She also notes there is a need for more representation from Indigenous People at the senior administration level, and encourages students to aspire to those roles.



JESSE SIEMENS

SUN WEST TEACHERS'
ASSOCIATION

Jesse Siemens resides in the village of Lucky Lake and teaches at Beechy School.

Siemens joined his local association to listen to and support teachers wherever he can.

When asked what gives him hope for today's students, he says he's inspired by their resilience during the pandemic.

"[Students have] held onto their sense of selves and still find something to smile and laugh at. They are an inspiration and I wish more adults would take notes from their lead."

Siemens' claim to fame is that he's the announcer and "music guy" for the local senior hockey team – this fulfills his old dream of being a media personality. ▲

Assessing Your Life Insurance Needs

BY **AARON STUCKEL**, STF COMMUNICATIONS

WHY THE STF OPTIONAL LIFE INSURANCE PLAN MAY BE RIGHT FOR YOU

Considering your life insurance needs isn't the most uplifting conversation to have, but that doesn't mean it's not important to take stock of your family's needs and what options are available. When it comes to choosing life insurance, teachers have the advantage of accessing the STF's Optional Life Insurance Plan – Portaplan.

Portaplan offers affordable term life, accident and dependant life insurance to teachers and their families at group rates that are tough to find anywhere else. Participation is voluntary and 100 percent of the premiums are paid by the policyholder.

Here are a few things to think about when determining if Portaplan is right for you:



Portaplan is a non-profit plan so no one will try to sell you something you don't need and premium rates are very competitive.



Portaplan works as an affordable alternative to mortgage insurance.



Coverage under Portaplan continues even if your contract ends, you change careers or you move to another country.



Portaplan provides insurance coverage in addition to the mandatory Teachers' Group Life Insurance Plan provided through the Saskatchewan Teachers' Superannuation Commission.



Your spouse can apply for their own policy any time prior to age 65, provided they are a resident of Canada at the time of application.



If you have young children, you can add dependant life insurance to your policy, your spouse's policy, or to both policies. Portaplan provides \$5,000 life insurance coverage for each dependent child regardless of the number of dependants you have.



On top of all of that, first-year STF members get \$20,000 of term life insurance at no cost for the rest of their first policy year. What a steal!

LET'S COMPARE!

Look at the difference in buying insurance from a bank versus Portaplan for a non-smoking married couple looking to insure a \$240,000 mortgage.

Age	Bank (per month)	Portaplan (per month)
31	\$50	\$17
41	\$110	\$38
51	\$210	\$88

* Based on average rates in 2019.

If you're thinking about what happens to your finances and your loved ones if you pass away or get hurt, Portaplan is a great option for teachers. Don't hesitate to give the Federation a call at 1-800-667-7762, or visit the [STF website for an immediate quote](#). Have a safe summer! ▲



OPTIONAL
LIFE INSURANCE

Building Connections

BY **LANCE HILTZ**, STF COMMUNICATIONS

“This is how we do it, and we take our time.”

As he prepares to smudge outside the front entrance of Bishop Murray High School, Jeff Pete recalls these words from Cree Elder Mary Lee. Like so many teachers, Pete speaks passionately about the responsibility he feels to share the knowledge that has been shared with him. “I always want to make sure that if somebody out there sent her a message, they’d say, ‘you taught him well, because he’s doing well.’ That, to me, is the most important thing. I want to make sure I do it in a good way.”

Prior to his time at Bishop Murray, Pete taught at Oskāyak High School, where he worked with and learned from Elders Mary Lee and the late Simon Kytwayhat. He has been sharing his knowledge as a teacher at Bishop Murray, part of Greater Saskatoon Catholic Schools, for the past six years.

Bishop Murray students and staff were in the practice of gathering in their school gymnasium once a month, where Pete would lead a smudge. Then COVID-19 closed schools and sent students and staff into supplemental remote learning.

“I find value in giving students the opportunity to find something that might help to centre themselves and bring a little bit of calm.”

While preparing for the return of in-school learning in the fall of 2020, there was a need to either pause or adjust many regular school practices. It was then that Pete had the idea to move the smudge outside. Principal Jason Benson and GSCS First Nations and Métis Education Consultant Delvin Kanewiyakiho agreed that it was a great idea. To help maintain a sense of community within the school, Pete also decided that instead of once a month, he would offer the smudge every Monday morning.

Rain, shine or -40 C, there has not been a single Monday morning during the school years since September 2020 that Pete hasn’t been in front of the school greeting students and leading the smudge. “We don’t force people to pray, so we’re not going to force people to smudge; but as long as it’s available for them, their interest will draw them in,” he says. “Maybe just by saying good morning to somebody, that will make a small change in how they’re feeling or how their day is starting.

“For me, I find value in giving students the opportunity to find something that might help to centre themselves and bring a little bit of calm. School is tough enough – whether academics or the social part – and I think an activity like this is a good way to reset.

“I think it helps to engage in dialogue in the classroom. We’re in a Catholic school, so we look for ways to connect spiritually. As Aboriginal people, we collectively have an opportunity to smudge and pray and get a sense of how that feels for us too. When a student asks why we do it, then we can engage in that conversation. They’re very receptive to it. I think it’s another opportunity to make a connection with students. By being out there and them being able to see me, that connection is there.” ▲



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Principals' Roles in Records Retention

BY **SHANNON WHYLEY**, STF GENERAL COUNSEL AND PRIVACY OFFICER; AND
WITHMAN JAIGOBIN, STF SENIOR ADMINISTRATIVE STAFF, PRINCIPAL SUPPORT

- 1 LAFOIP.**
LAFOIP stands for *The Local Authority Freedom of Information and Protection of Privacy Act* and is provincial legislation which sets out the rules for access to and privacy over personal information in schools.
- 2 A RECORD CAN BE ANYTHING THAT IS WRITTEN, PHOTOGRAPHED, RECORDED OR STORED.**
This can include emails, text messages, screenshots, notes and electronic files.
- 3 PRINCIPALS TYPICALLY HAVE TWO MAJOR CATEGORIES OF RECORDS: CUMULATIVE STUDENT RECORDS AND STAFF RECORDS.**
For guidance on cumulative student records, refer to the Ministry of Education's guidelines. Staff records typically include notes of meetings with teachers and non-teaching staff and copies of emails. For records pertaining to non-teaching staff, check with the division for any requirements contained in the collective agreements that apply.
- 4 STORE RECORDS IN A SECURE MANNER AND FORWARD CONFIDENTIAL EMPLOYMENT-RELATED RECORDS TO THE SCHOOL DIVISION'S HUMAN RESOURCES DEPARTMENT OR APPROPRIATE SUPERINTENDENT.**
This includes items such as medical notes and performance reviews. For records stored in the school, use a locked filing cabinet or a secure electronic location with limited access by others.
- 5 ALL DOCUMENTATION AND RECORDS BELONG TO THE EMPLOYER AND ARE CONSIDERED TO BE OWNED AND CONTROLLED BY THE EMPLOYER UNDER LAFOIP.**
Even if records are stored and maintained by the principal, they still generally belong to the school division.
- 6 IF YOU SEEK SUPPORT FROM THE SASKATCHEWAN TEACHERS' FEDERATION, YOU ARE ENCOURAGED TO USE YOUR PERSONAL EMAIL ACCOUNT.**
This helps ensure confidentiality and that the information belongs to you, not your employer. You are not prohibited to use your school division account for communications with the STF, but it does make it less clear who "owns" the record.

7 SCHOOL DIVISIONS HAVE ULTIMATE RESPONSIBILITY FOR ALL RECORDS AND PRINCIPALS ARE RESPONSIBLE FOR FOLLOWING DIVISION PROCESSES.

School divisions set out the processes to properly manage records. Principals must follow related school division administrative procedures.

8 YOU DO NOT NEED TO KEEP A RECORD OF EVERY SINGLE INTERACTION WITH A STAFF MEMBER OR STUDENT.

Routine exchanges do not necessarily need to be archived unless school division policy requires it. However, in the event of any issues involving workplace conflict, investigation, accommodation or other matters affecting someone's employment, the record could become evidence and should be maintained in accordance with school division policy.

9 IF YOU LEAVE YOUR ROLE AT THE SCHOOL, DO NOT TAKE RECORDS WITH YOU.

Follow school division policy and turn in the ones that need to be kept before your departure. If a staff member moves to another school, the principal should contact the division office to determine whether any staff records should be forwarded to the division office for handling or can be securely destroyed.

WANT MORE INFORMATION?

- Call your school division's privacy officer.
- Find resources at www.saskschoolsprivacy.com.
- Call the Federation. ▲



QUICK TIPS

- Employers are responsible for and own the records.
- Principals are responsible for adhering to LAFOIP and division administrative procedures.
- Store records in a secure place that is only accessible to those who need the information to carry out their duties.
- Send employment records to the division office.
- Consider the context of the record and whether there may be a need to rely on it in a future investigation, conflict or accommodation.



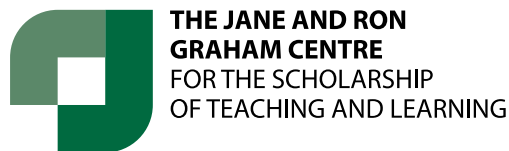


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2317 Arlington Avenue
Saskatoon SK S7J 2H8
Tel: 306-373-1660 / 1-800-667-7762
Fax: 306-374-1122

