

Education Sector Planning Submission to the Ministry of Education

Saskatchewan Teachers' Federation
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Introduction

The Saskatchewan Teachers' Federation submits this feedback on the cycle three of the Education Sector Strategic Plan on behalf of its 13,000 members.

Teachers continue to see the need for strategic and long-term sector planning and applaud the Ministry of Education for ongoing leadership in recognizing this need and continuing to develop a plan for the sector. In particular, the strategic intent based on the Student First consultations and the enduring strategies laid out by the plan provide a holistic framework for the sector to focus time, energy and resources through the planning process.

However, the focus on short-term priorities and key areas may be negatively impacting the holistic and inclusive nature of the strategic intent and the enduring strategies. The continuous planning methodology being used encourages both flexibility and adaptation as the sector continues to collectively work through the planning cycles to improve the education system in the province. In this spirit of collaboration and openness, teachers' feedback on cycle three focuses on:

- The value of the strategic intent focusing on the Student First learnings.
- The importance of the enduring strategies as a guide for the essential work of the sector.
- The need for current and appropriate policy to guide planning processes and subsequent work.
- Careful consideration of the knowledge and metrics required to inform the system.
- Effort to ensuring frontline teacher voice is included at all levels of the plan.
- More inclusive and expansive leadership including a conscious and deliberate inclusion of the professional voice and experience of teachers.

Strategic Intent

Placing the learnings from the Student First consultation process at the centre of the matrix remains of key importance in the strategic planning process. Teachers believe in the need and advocate for students to be at the centre of consideration in all aspects of the education system.

The five statements – I am ready to learn; I am valued; I belong; I am successful; and I am preparing for my future – represent our hope for students in the system but are missing vital insights of the Student First work. Students spoke passionately of the importance of relationships in their education experience and identified the student-teacher relationship as the most important factor. The inseparability of the students' experience from the teachers' experience cannot be overlooked and must be considered in all areas of planning. Students identified this relationship as foundational to learning, key to building trust in the system. In addition they were clear that each relationship was and must be unique to the classroom, community and local context in which it was developed. The strategic intent does capture this essential connection between students and teachers as the most fundamental basis of education. The plan however, seems to have lost this essential connection between students and teachers and the increased standardization or centralization reflected in places may erode the unique relationships based on local context that students identify as important.

In addition, the Student First discussions highlighted what engaged students most. Goals for the future, the application of curriculum to local contexts, notice of attendance or absences, and a variety of learning styles specific to local contexts were all identified as important. Students spoke of the need for one-on-one attention from teachers, for learning assistance in a timely manner. Challenges in school were compounded by challenges at home or in the community that were outside of both the student's and school's control.

Teachers spoke of the need for time, for professionally led professional development that was applicable to each unique context and for wraparound supports that could ensure students were ready to learn and could prepare for their future. Both professionally led professional development and wraparound supports seem to have been reduced in this iteration of the plan.

The strategic intent statements capture these individual statements of hope but must continue to also contain all of the complexities expressed in the Student First discussions to truly place students at the centre of the plan and at the centre of the education system. Teachers in the province share the hope that these statements will reflect the experience of all students in the province and want to work collaboratively within the sector to work towards this vision. The professional training, knowledge, experience and expertise that teachers collectively hold is vital in actualizing this vision for education.

In addition, the Goals of Education for Saskatchewan (1984) and the more recent Broad Areas of Learning (2010) provide context to the need for broad-based, holistic and inclusive education in the province. The goals including lifelong learning, relating to self and others, positive lifestyle, spiritual development, career decisions, being engaged citizens and growing with change outline many of the areas referred to in the enduring strategies. A renewal of these goal statements through a collaborative sector-wide process would further support the visioning work of the sector plan.

Enduring Strategies

The enduring strategies identified in the plan outline a comprehensive and holistic set of strategies for quality education in the province. The first six areas – curriculum, instruction, assessment, experience, professional learning and strong partnerships – are the pillars of the system and the key areas where time, energy, thought and resources need to be invested. The final area – alignment – recognizes the interconnectedness of all of these areas and ensures resources are invested in the most appropriate and efficient manner. Teachers believe that if these seven areas are properly attended to and resourced, the long-term targets outlined on the matrix are achievable.

Within each of the enduring strategies it is important that there are clear foundational beliefs, principles and procedures guiding the work. It is imperative that current, broad-based Ministry policy be developed for each enduring strategy through a collaborative consultation process that includes the professional voice of teachers, parents, First Nations and Métis representatives, and community members. In each of the areas, teachers offer the Federation's policy base as a starting point for this collaborative work.

Curriculum

Teachers believe curriculum is not simply a document or list of topics to be taught to students. Rather, curriculum is a holistic yet complicated system of events, actions, interactions and interpretations that, in its entirety, aims to create the abilities, skills, attitudes and beliefs of an engaged citizen in a democratic society.

Teachers live curriculum every day in their classrooms with their students. Collectively, curriculum is the road map of each student's education. The need for curriculum that is broad-based, student-centred and that will help prepare students to become knowledgeable, caring and responsible citizens is outlined in the Goals of Education for Saskatchewan (1984) and affirmed in STF Policy 1.4 (Goals of Publicly Funded Education).

As the province embarks on a curriculum renewal process, the importance of ensuring curriculum remains sufficiently flexible to balance provincial as well as local needs and is inclusive enough to support the learning of First Nations and Métis and other culturally diverse students. Comprehensive Ministry policy that is developed in a broad collaborative manner is required to ensure this foundational pillar of education continues to meet the needs of students and teachers in the province.

Instruction

As outlined in the Student First consultation, the relationship between students and teachers is the most important element of the education system and is at the centre of instruction. In recently updated policy – STF Policy 2.10 (Teaching and Learning) – teachers describe teaching and learning as grounded in a relationship of mutual respect, acceptance and trust, and recognize that the primary professional goal of teachers is to create learning opportunities that support and encourage students to grow both individually and collectively.

In order to provide the best possible learning opportunities, teachers require time, flexibility, agency and resources to provide high-quality, differentiated instruction. Again, updated Ministry policy developed in collaborative ways could assist in ensuring that foundational understandings of the principles of instruction are shared across the sector.

Assessment

Assessment is an important element of education. However, it is vital to ensure that there is a distinct understanding of the importance of assessing student learning, for the sake of measuring a student's progress in relation to curriculum outcomes and assessment intended to measure the effectiveness of the education system. While there can be overlap in these areas, the information and data needed to support individual student learning may not be the data required to evaluate the system as a whole.

STF Policy 2.11 (Student Evaluation) outlines teachers' beliefs that student evaluation is to strengthen teaching and learning and that teachers have the professional responsibility, knowledge, expertise and judgment to best evaluate student learning.

Standardized data that is gathered primarily to evaluate the system must be authentic and as closely tied to the curriculum as possible to ensure it is not detrimental to the teaching and learning relationship. In addition, metrics used to measure system-wide outcomes must be based on professionally based understandings of best practice and used only for system improvement and not as a means to evaluate individual teachers or schools. Finally, data collection must occur in ways that do not place onerous time burdens onto teachers either within their instructional time with students or in data entry responsibilities outside of instructional time.

Teachers remain concerned that the standardized data requirements outlined in the sector plan not be the primary driver of professional practice or be the only measures used to determine student readiness or success. Assessment must be designed to be culturally appropriate, based on sound educational research and meet the needs of the students first prior to measuring the effectiveness of the system.

Experience

The inclusion as an enduring strategy of the understanding that First Nations and Métis content, perspectives and ways of knowing are essential to the education system is heartening. An education system that can embrace and build on the *Truth and Reconciliation Commission of Canada: Calls to Action* could significantly impact reconciliation and healing within the province.

STF policies 1.12 (Indigenous Education) and 1.8 (Social Justice, Inclusion and Equity) outline the importance of social justice in the education system and speak specifically for the right of Indigenous children and youth to see their unique social and cultural experience, worldview and cultural norms reflected in the classroom and the education system in positive ways.

As outlined in our feedback to the *Inspiring Success: Building Towards Student Achievement* review, a collaborative process that is developed and led by First Nations and Métis leaders in education is necessary to renew Ministry policy in this area.

In addition, sustained professionally led professional supports in this area are necessary to ensure First Nations and Métis content, perspectives and ways of knowing continue to be prioritized within the system.

Professional Learning

Teachers view professional learning or professional development as a lifelong process that happens in both formal and informal ways. Professional learning is most successful when it is professionally led, ongoing and self-directed.

STF policies 2.1 (Teacher Success) and 2.2 (Principalship Success) outline the need for designated time, teaching resources, opportunities for reflection and growth, autonomy and other supports as identified by the teaching profession to enable teachers to create and maintain a learning environment that meets students' diverse educational needs.

Teachers also recognize that professional growth is a shared responsibility within the sector. STF Policy 2.6 (Professional Growth) highlights that teachers, school boards and the provincial government all share the responsibility of creating and sustaining professional growth opportunities. For the sector plan targets to be achieved, professional development in the outcome areas and across the broader curriculum is necessary. As outlined above, this iteration of the sector plan appears to decrease supports for professional development at the provincial level even as assessment tools in these areas continue to increase in number. Teachers, and those who support them, require resources and supports to meet the targets set by the plan.

Strong Partnerships

Teachers recognize the need for partnerships across sectors and within communities to ensure the success of students. The wraparound supports outlined as important to students, families and teachers in the Student First consultations are vital to the success of Saskatchewan students.

The importance of parents and other caregivers in the education system cannot be overlooked. Building relationships with families through three-way conferencing and other opportunities within the system can support the process. However, teachers cannot replace the vital role that professionals from other sectors play in the support of students and families.

STF Policy 2.23 (Non-Teaching Personnel in Schools) also highlights the importance of timely access to these professionals is critical to student success. Previous versions of the sector plan included reference to interministerial consultations, planning and events. However, cycle three does not have the same emphasis on intersectoral relations and this is concerning to teachers who cannot address the complex needs of children and youth alone. How does the sector continue to reach out to other ministries and how is this reflected in current and future plans?

Alignment

As the plan enters its third cycle and its fourth year, the impact of a shifting provincial economy and call for austerity appears to be both driving the need for increased efficiencies and placing programs, resources and actions even within the key areas identified by the plan at risk. Rather than viewing education as an investment in the province, the education of students is being viewed as an expense.

The alignment of human, physical and fiscal resources is important to ensure that all of these resources are allocated in ways that best meet the needs of students in Saskatchewan. However, strategic planning is a tool to allocate resources and is not intended to be a tool of austerity. In times of economic downturn, investment in education is more important to ensure Saskatchewan students receive the educational supports and training necessary to meet changing demands.

Teachers support alignment of resources to benefit teaching and learning and to ensure the educational system is resourced in the best way possible but not as a way to impose austerity measures that will detrimentally impact student learning. A targeted cost savings of \$40 million over two years that is not necessarily guaranteed to be reinvested in the sector appears to be more about austerity than meeting the needs of Saskatchewan students.

The enduring strategies outlined can provide a guide for the essential work of the sector. Collaborative, sector-wide development of Ministry policy to ground these strategies in clearly developed principles and procedures will only strengthen the sector and future planning processes.

Methodology

As outlined in the Federation's initial submission to sector planning in 2014, teachers recognize that there is opportunity within the planning model for meaningful engagement, shared responsibility and the invitation to build upon collective knowledge. At its most fundamental level, continuous planning models recognize that each individual is the expert or specialist in their own position, and that by harnessing the collective thinking, power and knowledge of classroom teachers, principals, the community and school division administration, the overall system can be strengthened.

However, three years into the planning process, our observation would be that teachers are still not present in significant and meaningful ways in all levels of the planning process. How does the knowledge, expertise and voice of teachers influence the level 1 and level 2 plans? How could the current planning structure and leadership models shift to include the voice and expertise of teachers in meaningful ways?

Other revisions to the methodology have been necessary to reflect the long-term nature of education. Cycles have moved from one-year to two-year plans. In a system where success can arguably be measured over 12 or 13 years, the expansion of the timeline is understandable.

However, even while timelines for action have been extended, the outcome targets have not. When the plan was initially developed in 2014, the 2020 targets seemed ambitious. With the extension of the planning cycles, the sector will be midway through cycle four in 2020 and it is unlikely many of the targets in graduation rates, math and others will be met. In some outcome areas only one year of data will have been collected. Extending the length of each cycle will likely also result in a need to adjust or extend both short-term and long-range targets.

As the sector progresses through the planning cycles, there are questions around how best to measure success and what should be reported out of the plan. How might the Ministry report on the investments being made to the enduring strategies outlined in the plan as opposed to the outcome areas currently identified? Could something like the Education Indicators reports provide a more holistic and complete picture of the effectiveness of the plan if modified to align with the enduring strategies?

Feedback

2014-2020 Outcome Plan: Graduation Rate

- We are pleased to see the addition of a five-year graduation rate target. This allows for the recognition of success for students who are unable to complete Grade 12 within three years of beginning Grade 10 due to personal and social circumstances.
- What processes are being used to engage youth of school age who are not attending school?
- Will the plan identify an interministerial response to support the most disengaged youth of school age not attending school?
- In what ways will the Federation and teachers be involved in the task force on graduation requirements?

2014-2020 Priority Plan: Following Their Voices

- Early results have shown improvement in both attendance and engagement of students. It will take some time before improved attendance and engagement impacts graduation rates. We support the reporting of attendance and engagement data as opposed to graduation data for this initiative at this time.
- How might this work be extended to students in grades 6-9 to ensure that they successfully make the transition to high school?
- In what ways will this important work be made sustainable and available to all teachers, including pre-service teachers?
- The creation of a provincial committee is being contemplated in the plan. Will the First Nations and Métis Education Provincial Advisory Committee be reconstituted for this work?
- What intersectoral supports are being contemplated to address systemic issues of poverty, family breakdown, transience and the like which impact student attendance, engagement and ultimately graduation?

2014-2020 Priority Plan: Unified Student Information System

- Who will be involved in evaluating the business case and making the decision to move to a unified system?
- How will First Nations schools be involved and how will this be resourced?
- Does the Ministry have sound policies and procedures in place to ensure access to information and privacy legislation for student data are adhered to at all levels?

2014-2020 Outcome Plan: Improving Indigenous Student Engagement and Graduation Rates

- The resourcing of this work appears to be of significant concern. Will this work proceed without financial and human resources?

2014-20 Outcome Plan: At Grade Level in Reading, Writing and Math

- In what ways will supports and professional development opportunities be made available to support teachers working in these outcome areas? Are teachers aware of the supports available?
- School division coaches and consultants are seeking support in their work with teachers. Will the level 1 plan identify supports and resources for those working at level 2?
- What processes are being used to gather the professional work of teachers so that quality practices can be shared across the province? In what ways is feedback from teachers in these outcome areas influencing the level 1 plan?

- The use of PISA scores as a benchmark for provincial performance is inappropriate. PISA results are designed to provide data that will influence national education policy and are of little utility for provincial comparison. The tested students earliest involved in the sector plan would now be in Grade 6. PISA is administered to 15 year olds. It will be at least four more years before there might be an impact on PISA scores. It would be more appropriate to report how students are performing in relation to the outcomes of the Saskatchewan curriculum.
- Have the assessment tools for reading, writing and math been designed in ways that support the provincial curriculum and can they be integrated into teachers' routine assessment practices?

2014-2020 Outcome Plan: Early Years

- The interministerial analysis is missing from much of the plan, particularly in the early years. How are services to young families being integrated at the ministerial level?
- For what reasons has foster care data been removed from the root cause analysis?
- If early investment is beneficial both financially and otherwise, why has universal access to early learning through prekindergarten and all-day kindergarten been removed from the plan? What will replace it?

2014-2020 Outcome Plan: Sector-Wide Efficiencies

- What processes will be used to ensure that legislated provincial and local agreements will be honoured as sector-wide efficiencies are being sought?
- The increase from \$5 million to \$40 million of savings is significant. Where is it anticipated these savings will be found? In what ways will these savings be reinvested to support students and teachers?
- Regarding attendance management programs, what considerations are being given to the ethical obligations of teachers and principals, the impacts on privacy and the access to duly negotiated leaves within the provincial and local collective bargaining agreements? How will the principles of good practices and dispute resolution be reflected in the processes applied within attendance management systems? Could an attendance support system that is developed with the collaboration of teachers provide similar or better results?

Conclusion

The Saskatchewan Teachers' Federation appreciates the opportunity to provide feedback on behalf of our more than 13,000 members. In times of significant change within the sector, open and collaborative conversations are of increasing importance.

Teachers look forward to the opportunity to continue to engage in collaborative and meaningful ways with partners in education for the betterment of the education system.

As the feedback included in this submission is considered, the Federation invites the Ministry of Education and school division leaders to read more about these beliefs found in Appendix A: Saskatchewan Teachers' Federation Related Policies.

Appendix A:

Saskatchewan Teachers' Federation Related Policies

1.4 Goals of Publicly Funded Education

1.4.1 Definition

Publicly funded education refers to the provincially funded education system, as defined by *The Education Act, 1995*. Basic principles underlying publicly funded education are that the system is universally accessible and inclusive, funding is a societal responsibility, and the system is governed by elected representatives who are accountable to the public. The goals of publicly funded education provide an important context for teaching and learning, and for the professional growth of teachers.

1.4.2 Beliefs

(1) General

- (a) Publicly funded education is intended to meet the educational needs of all children in a society.
- (b) Publicly funded education must recognize and respect diversity among students, staff and communities, and must be committed to promoting equity within schools and society.
- (c) Publicly funded education must shape and enrich the character and life opportunities of each student.
- (d) The Saskatchewan Teachers' Federation supports the curriculum-related Goals of Education for Saskatchewan (1984), as established by the provincial Ministry responsible for PreK-12 education through a public consultation process. These goals affirm a student-centred, broadly based understanding of education which will prepare students to become knowledgeable, caring and responsible citizens.

(2) Processes to Define and Revise Goals

- (a) The goals and curriculum of publicly funded education should have sufficient flexibility to balance provincial as well as local interests and needs.
- (b) The goals and direction of publicly funded education are best defined and revised through processes in which the interests of all stakeholders are heard and considered.
- (c) Teachers must have a central role in the processes used to define and revise the goals and direction of publicly funded education.

(3) Responsibilities and Supports

- (a) Although publicly funded education has a central role in meeting the educational needs of students, the general well-being of children is a collective responsibility that is shared among the home, school and community.
- (b) Teachers have a responsibility to model decision-making values and practices that are associated with democratic societies.
- (c) Teachers, in carrying out their professional roles and responsibilities, should be active supporters of publicly funded education.

(2001)

1.8 Social Justice, Inclusion and Equity

1.8.1 Definitions

Social justice is a philosophical framework which recognizes the dynamics of oppression in society, is a fluid expression of a society's collectively negotiated ethical and moral beliefs with respect to access to and distribution of resources and power, and where access to resources and power are recognized as grounded in democratic principles and collective social responsibility.

Social inclusion is the recognition that every individual in society has the inherent human right to be fully included in all economic, social, cultural and political institutions.

Equity and equitable treatment involves acknowledging diversity, recognizing and nurturing our differences, and eliminating the barriers that prevent the full participation of all peoples.

Systemic barriers generally refer to institutionalized beliefs expressed through policies and practices that have an exclusionary impact on groups and individuals.

1.8.2 Beliefs

- (1) Social justice is historically and institutionally rooted in socially constructed yet shifting group identities including, among others, race, class, gender, sexual orientation, gender expression and ability.
- (2) Social inclusion in the classroom, the school, the community and society requires that diversity be recognized and honoured.
- (3) Equitable treatment is a foundational characteristic of a fully inclusive educational system and, more generally, a democratic society. Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal settings.
- (4) Publicly funded education is a basic right of each child and youth, and requires support from every individual, school, community and institution to ensure that each student experiences an education that nurtures their individual, holistic selves.
- (5) Therefore, teachers individually and collectively:
 - (a) Accept responsibility to be self-reflective about their own attitudes and beliefs around privilege and social justice.
 - (b) Continue to develop a deep understanding of social justice, inclusion and equity to promote safe and inclusive learning environments and reflect commitments to social justice, inclusion and equity through collective work.
 - (c) Engage with and support staff, students, parents, caregivers and communities to identify and enhance the work of social justice that includes mobilizing all to accomplish a fairer and more inclusive and equitable society.
 - (d) Engage in meaningful dialogue within classrooms, schools, communities and society that embraces the diverse personal histories and stories of students, and nurtures acceptance and social inclusion.
 - (e) Advocate with educational partners, including government and other organizations, to provide the resources and professional development required to integrate social justice principles, content and perspectives into all dimensions of teaching and learning.
 - (f) Advocate for and influence policy development processes or initiatives that authentically engage in addressing systemic barriers in the education system and throughout society.

(2015)

1.9 Child and Youth Well-Being

1.9.1 Definitions

The well-being of a child or youth requires that each individual is respected, secure and safe, has access to basic needs, and grows up in an environment where the individual's spiritual, mental, physical and emotional needs are met.

The United Nations' *Convention on the Rights of the Child* states that all children and youth are entitled to universal human rights within our states and societies. While ratified by Canada in 1991, the Convention's comprehensive and widely accepted provisions have yet to be fully entrenched in federal or provincial legislation, policies, programs, services and practices.

Social determinants of health are the primary factors that shape the overall health and well-being of individuals in society. These are the living conditions people experience such as the quality of the communities, housing, work, health and social service agencies, and educational institutions with which they interact.

1.9.2 Beliefs

- (1) Children and youth have profound knowledge about their own lives and have unique gifts, talents and cultural backgrounds that must be respected and nurtured.
- (2) Children and youth are entitled to those inherent human rights defined by the articles of the United Nations' *Convention on the Rights of the Child*, which are based on the foundational principles that all children and youth:
 - (a) Have rights that should be respected without discrimination of any kind including that based on gender, geography, ethnicity, religion, culture, language, special needs or socio-economic status.
 - (b) Have the right to survival, life and development, and that their parents, caregivers, families, communities and governments have a responsibility to protect them from all forms of harm and provide the highest standards of living, health and education to reach their fullest potential.
 - (c) Have their individual identities, cultures, experiences and interests be given utmost consideration in any action or decision affecting them, and participate and be heard before any such action or decision is made.
- (3) Publicly funded education is a basic right of each child and youth, and community-based education centred within schools can nurture the holistic needs (physical, mental, emotional and spiritual) of each child and youth through a range of supports and resources.
- (4) Each child and youth's success in education and, more broadly, in life is dependent on many social determinants external to the education system. While teachers share a responsibility in ensuring the needs of children are met, teachers in their educational role cannot and should not be expected to meet all of the complex needs of children and youth without the support and involvement of other social institutions.
- (5) Inequality is a significant barrier to successful education and must be addressed in ways that do not attach stigma or blame to the individual child, youth or families affected.
- (6) Therefore, teachers individually and collectively:
 - (a) Have a professional obligation to respect and promote the rights, interests and well-being of children and youth.
 - (b) Advocate for public policy, programs and services within and beyond the public education system that will help improve the social determinants of health and well-being of children and youth.
 - (c) Advocate for supports and structures that allow and encourage children and youth to maximize their full potential.

(2015)

1.10 Intensive Supports

1.10.1 Definitions

Intensive supports include a range of educational and human resource interventions to optimize student learning achievement that may be impacted by cognitive, behavioural, social, emotional or other learning situations.

Children and youth include students from ages three up to their 22nd birthday who continue to receive intensive support services required for inclusive education and are enrolled in a program of publicly funded public education.

The language of gifts and talents is used intentionally to celebrate children and youth and is drawn from beliefs around the value of each child and youth from both traditional Indigenous child-rearing practices and other child- or youth-centred philosophies.

Resources include, but are not limited to, sustainable funding, time and appropriate teaching and non-teaching personnel.

1.10.2 Beliefs

- (1) Every child and youth has the right to supports within the education system to nurture their gifts and abilities.
- (2) Each child or youth brings particular gifts to the community; to be respectful of those gifts, any supports, programming or resources developed must be culturally appropriate and recognize the uniqueness of each child or youth.
- (3) Qualified, professionally trained and caring teachers are the most effective resource to support children and youth in their learning.
- (4) As professionals, teachers are positioned to identify the abilities and learning needs of students and the supports and resources required to best nurture student learning and achievement.
- (5) Successful learning is complex and differential, should be curriculum appropriate, and differentially designed to take into consideration children and youth's individual development, abilities and needs within an inclusive education model.
- (6) Student and teacher safety must be paramount in the development and delivery of supports and programming addressing behavioural needs.
- (7) Supports must be funded in an appropriate, sustainable and equitable manner, and resources are best allocated as close to the student as possible.
- (8) All teachers must be provided with necessary resources, training and professional development opportunities to ensure they are prepared to identify gifts in students and meet diverse learning needs.
- (9) Families, schools, communities and others all have vital roles to play in developing and implementing intensive supports:
 - (a) Parents and other caregivers must be included in meaningful ways as teachers design and implement intensive support plans.
 - (b) External agencies and non-teaching personnel including, but not limited to, educational assistants, counsellors, Elders and cultural liaisons provide necessary supports for students and should be funded in a sustainable manner.
 - (c) Community support is essential to celebrate the gifts of each child and youth.
 - (d) Inter-agency and inter-ministerial supports, particularly from the health sector, are necessary to ensure the complex learning requirements of all children and youth are met within the education system.
 - (e) All children and youth must have timely and appropriate access to mental health services.
- (10) Therefore, teachers individually and collectively:
 - (a) Recognize the unique gifts that all children bring and strive to create an educational environment that is appropriate, nurturing and respectful.

- (b) Work collaboratively to ensure intensive supports are based on promising practice and ongoing research and support the learning requirements of students.
- (c) Recognize the need to respect traditional Indigenous child-rearing practices when developing curriculum or programs where Indigenous children will be the participants.
- (d) Recognize that increasingly diverse and multicultural classrooms will require a focus on the cultural backgrounds of other students in the development of curriculum and programs for students.
- (e) Advocate for appropriate and sustainable resources to meet the educational requirements of children and youth requiring supports.
- (f) Advocate for the development of modified curriculum in a timely manner in connection to Ministry curriculum development.
- (g) Advocate for clear, meaningful reporting practices for all students appropriate to each student's individualized learning goals and outcomes.
- (h) Advocate for ongoing professional development for all teachers that is professionally led and focuses on promising classroom practices.
- (i) Advocate for safe teaching and learning environments and adequate educational personnel to ensure safe work environments.
- (j) Recognize that peer relationships and community connection are important elements of holistic education and encourage students to learn from and support each other.
- (k) Work to ensure parents and other caregivers are fully included in their child or youth's education plan and that communication is clear, consistent across jurisdictions and engages parents and caregivers in supporting their child or youth.

(2016)

1.11 Cultural Diversity and Language

1.11.1 Definitions

Culture refers to the knowledge, beliefs, customs, morals, understandings, language and habits that are acquired by a person as a member of a societal group.

Cultural diversity is the existence of a plurality of cultures within the province as recognized in the *Canadian Charter of Rights and Freedoms*.

Indigenous languages are the languages spoken by the First Peoples of this land.

Heritage languages are languages that are connected to the early settlement of the province.

1.11.2 Beliefs

Cultural Diversity

- (1) Cultural diversity is a recognized fact in Canadian life and acknowledged both by the *Canadian Charter of Rights and Freedoms* and other legislation.
- (2) Cultural diversity contributes to the richness of Canadian society.
- (3) People of all cultures are free and equal to all other peoples and individuals, and have the right to be free from any kind of discrimination based on their cultural origins or identities.
- (4) Language is a primary medium through which culture is expressed and transmitted since culture is embedded in language.
- (5) Therefore, teachers individually and collectively:
 - (a) Are self-reflective about their own attitudes and beliefs in modeling respect and affirming of cultural diversity.

- (b) Engage with and support students, families and communities in culturally sensitive and appropriate relationships to identify and work to eliminate racism, colonialism and discrimination in schools, and to enhance teachers' professional practice with better understandings of diverse cultures.
- (c) Engage in meaningful dialogue within classrooms, schools, communities and society that explores the rich diversity of cultural differences and personal histories experienced by students and staff, and encourages transcultural learnings.

1.11.3 Language

- (1) Canada is a bilingual country within a culturally diverse framework as outlined by applicable legislation.
- (2) French education, French immersion and core French programs support the bilingual nature of the country and should be available to all students wanting access.
- (3) Indigenous languages are imperative to nurturing and protecting Indigenous cultures, and both immersion and core Indigenous language programs should be available to all students wanting access.
- (4) Programs, services and supports should be available to students whose primary language is not English or French.
- (5) Therefore, teachers individually and collectively:
 - (a) Continue to advocate for and support French education, French immersion and core French programs.
 - (b) Recognize the cultural importance of Indigenous languages and advocate for programs to provide Indigenous language instruction to all students wanting access.
 - (c) Advocate for the teaching of heritage and other languages to reduce the loss of fluency in languages other than English and French, and to broaden student exposure to cultural diversity.
 - (d) Advocate to ensure all students who need it have timely access to language programs and supports.

(2015)

1.12 Indigenous Education

1.12.1 Definitions

Indigenous peoples of Canada are the first inhabitants of the land and their modern descendants, which include Aboriginal peoples of First Nation, Métis and Inuit ancestry.

Indigenous education cultivates holistic understanding of knowledge, the land, communities and all relations while emphasizing that Indigenous ways of knowing are foundational to teaching and learning.

1.12.2 Beliefs

- (1) Indigenous histories, teachings and stories must be included in curricula at all levels to ensure all students develop understandings of complex Indigenous cultures, customs, languages and knowledge.
- (2) Education can be a form of reconciliation through a focus on restorative justice, healing and other holistic healing initiatives.
- (3) Indigenous peoples contribute to the diversity and richness of Canadian society, are free and equal to all other peoples and individuals, and have the right to be free from any kind of discrimination particularly that based on their Indigenous origin or identity.

- (4) Indigenous peoples have the right to self-determination including the opportunity to control and lead the development of education legislation, systems, policies, research, and teaching and assessment practices that affect, and are reflective of, their diverse communities.
- (5) Education must respect the sovereign and sacred relationship between Indigenous peoples and the Crown, as represented by the Government of Canada, and the rights and responsibilities established under treaties and other constitutional agreements.
- (6) Indigenous children and youth have the right to equitable access to publicly funded education resources and services that are responsive to their needs.
- (7) Indigenous children and youth have the right to see the unique social and cultural context of their experiences, their world views and cultural norms reflected in the classroom and education system in positive ways.
- (8) Therefore, teachers individually and collectively:
 - (a) Are self-reflective about their own attitudes and beliefs shaped by colonialist discourses in doing healing work.
 - (b) Embrace holistic Indigenous educational practices as foundational to ongoing curriculum development and promote the teaching and learning of Indigenous languages, history, heritage, perspectives and ways of knowing to all students as a means to preserve the continuity and growth of Indigenous cultures and communities.
 - (c) Respect and recognize the intellectual property and communal rights of Indigenous peoples to their hereditary knowledge by securing the appropriate consent of the Indigenous individual or community that shared any information to be used in teaching and learning materials.
 - (d) Engage with and support Indigenous students, parents, caregivers, Elders and communities in culturally sensitive and appropriate relationships to identify and work to eliminate racism and discrimination in schools, and to enhance teachers' professional practice with better understandings of Indigenous cultures.
 - (e) Engage with and support Indigenous pre-service teachers and teachers, who must be treated equitably in all aspects of education but often experience additional challenges including racism and discrimination.

(2015)

2.1 Teacher Success

2.1.1 Definitions

Teacher success refers to the degree to which individual teachers attain, within the context of their entire teaching careers, their desired professional goals.

Teacher competence refers to the quality of having an appropriate level of professional knowledge, skill and judgment to carry out specific teaching objectives and other professional responsibilities.

Teacher success is the more encompassing concept in the sense that a successful teacher is necessarily competent, generally speaking. It is also important to understand, however, that an individual may demonstrate an insufficient level of competence in a specific situation (e.g., when faced with a new teaching assignment on short notice), yet continue to be a successful teacher.

2.1.2 Preamble

Teachers recognize the interdependence between their students' success as learners and their own success as professional educators. Although each teacher has a responsibility to offer the best possible learning opportunities for students, no teacher

should be expected to fully achieve their professional goals at all times. Teaching and learning, as processes that involve social, emotional and cognitive dimensions, are far too complex to guarantee competence or success in every circumstance. Teachers must have the flexibility, for example, to try new approaches and learning resources in their work with students. Some of these trial and error methods may be better suited than others to meet students' educational needs.

As with individual students, the extent of each teacher's success depends upon a wide range of interconnected contextual factors. Although some of these variables (e.g., career-related decisions) are largely within the teacher's control, many others are not (e.g., the diversity of students' learning needs, health, family situation and so on). It is essential to take this full range of factors into account when there are questions or concerns about a teacher's success generally, or the individual's competence in a specific situation.

Teachers believe that they should be supported to become as competent as possible as they carry out their professional roles, and to become as successful as possible throughout all stages of their careers. Questions or concerns about a specific competence matter should always be addressed within the broader context of teachers' goals and needs as successful professionals.

2.1.3 Beliefs

(1) Teacher Success

Throughout their careers, individual teachers experience various degrees of success in meeting a range of professional goals and objectives, including the following:

- (a) To conduct professional relationships in ways that are consistent with the principles of equity, fairness and respect for others.
- (b) To create and maintain a learning environment that encourages and supports each student to reach the highest level of individual achievement possible.
- (c) To demonstrate a professional level of knowledge about the curriculum.
- (d) To demonstrate a repertoire of instructional strategies and methods that are applied in teaching activities.
- (e) To have the professional knowledge, skills and judgment to carry out the teacher's responsibility for student assessment and evaluation.
- (f) To reflect, individually and collectively, upon the goals as well as the experience of professional practice, and adapt one's teaching accordingly.
- (g) To work with colleagues in ways that are mutually supportive, and develop to the fullest extent possible effective professional relationships with students, administrators, parents and other members of the educational community.

(2) Questionable Practices

- (a) Legitimate questions or concerns about an individual's teaching practice typically involve situations in which, taking the full context of the practice into consideration, a teacher demonstrates an unacceptably low level of professional knowledge, skill, or judgment, or a disregard for the welfare of the student to an extent that renders the teacher unfit to continue teaching.
- (b) Questionable practices include one or more of the following patterns of conduct in which a teacher:
 - (i) Takes no action or makes minimal effort in the face of manifest needs or opportunities to act on behalf of students.
 - (ii) Treats students in an unacceptably unjust or disrespectful manner.
 - (iii) Makes poor decisions and judgments in shaping students' educational experiences.
 - (iv) Persistently fails to implement the provincial curriculum conscientiously and diligently, or performs at an unacceptably low level in carrying out teaching objectives and other professional responsibilities.

(3) Supports for Teacher Success

- (a) Teacher success should be supported through a broad spectrum of structures, processes and resources, many of which are identified in various Saskatchewan Teachers' Federation bylaws and policies. Key supports that are expected by teachers as they carry out their professional responsibilities include the following:
- (i) Provincial, school division and school-level policies and practices that support and enhance teacher success, and are developed with the direct involvement of teachers.
 - (ii) Employment conditions that are consistent with the teaching profession's understanding of an equitable, ethical, respectful, healthy and safe work environment.
 - (iii) Teaching assignments and other related duties or responsibilities that are commensurate with an individual teacher's professional knowledge, skills and experience, taking into consideration the context in which the teacher works.
 - (iv) Designated time, teaching resources, opportunities for professional reflection and growth, and other supports, as identified by the teaching profession, that enable teachers to create and maintain a learning environment that meets students' diverse educational needs.

(4) Accountability for Teacher Success

- (a) Accountability for teacher success is a responsibility that is shared among key participants in the education system.
- (i) The individual teacher is primarily responsible for:
 - (A) Setting personal goals and objectives for a successful professional practice.
 - (B) Conducting one's professional practice in ways that are consistent with the Code of Ethics, the Standards of Practice, the Code of Collective Interests, and the Federation's policies on teacher success and professional growth.
 - (C) Engaging in career-long personal and professional reflection, and self-directed professional growth opportunities as necessary.
 - (ii) The teaching profession is primarily responsible for addressing, in ways that are consistent with *The Teachers' Federation Act, 2006* and the Federation bylaws and policies, situations where there are questionable practices.
 - (iii) The education community as a whole is primarily responsible for ensuring that the supports for teacher success, as identified by the teaching profession, are available and that these supports are revised or expanded as necessary.

(2003)

2.2 Principals Success

2.2.1 Definitions

The principalship is a formal position with administrative and instructional leadership roles, responsibilities and duties in schools.

A principal is a teacher who holds a principalship, which includes the positions of principal, vice-principal and assistant principal.

Principalship success refers to the degree to which a principal attains professional goals throughout the individual's career.

2.2.2 Beliefs

- (1) Principals retain their identity as teachers who are members of the Saskatchewan Teachers' Federation.
- (2) Principals are responsible for setting personal goals and objectives for successful professional practice while considering the particular teaching and learning environment, and the needs of students, teachers and the school.
- (3) The cultivation of positive professional relationships with teaching colleagues, administrators, non-teaching personnel, students, parents, caregivers and the community is fundamental to principalship success.
- (4) Principalship success requires the support of teaching colleagues and non-teaching personnel in schools, and school division and provincial-level personnel, policies and resources.
- (5) Principalship success requires the professional autonomy necessary for principals to pursue success within the particular school context.
- (6) Principals should strive to create collegial and collaborative school environments among administrative teams, teaching colleagues and non-teaching personnel that are conducive to teaching and learning as well as principalship success.
- (7) Principals should model professional stewardship and responsibility at all times and work to empower teachers through shared leadership in schools.
- (8) Principals should demonstrate and cultivate personal leadership qualities and skills, including clear communication, building trust among school staff and the community, providing support for teaching colleagues, and showing integrity and accountability with administrative and school staff.
- (9) Therefore, teachers individually and collectively:
 - (a) Expect that principals and their teacher colleagues are granted sufficient autonomy to pursue success according to a school's specific contexts and student needs, and that the professional advice of principals and teachers will be welcomed and seriously considered by out-of-scope administrators and policy-makers.
 - (b) Encourage school divisions to provide respectful advice, direction, assistance and policies to support both the administrative and instructional leadership roles and responsibilities of principals.
 - (c) Advocate for appropriate teaching and learning resources from school divisions, the provincial government and other partners in education to meet the needs of students and support the success of principals and their teacher colleagues.
 - (d) Advocate for the time, resources and professional growth opportunities for individual principals and the creation of effective administrative and instructional leadership teams in every school.
 - (e) Advocate for a full complement of teaching colleagues and other staff to form an effective school team led by the administrative and instructional leadership team.
 - (f) Cultivate trust amongst administrators, administrative teams, teaching colleagues, students, parents, caregivers and the community.

(2015)

2.5 Educational Accountability

2.5.1 Definition

Educational accountability refers to the processes through which institutions and individuals demonstrate their responsibility to the public for their respective roles and duties in educational governance, funding, administration or practices. In turn, all sectors of the public share responsibility to support these institutions and individuals in the education of students.

2.5.2 Beliefs

- (1) The focus of educational accountability is to strengthen teaching and learning.
- (2) Teachers' educational accountability is limited to their professional roles and duties.
- (3) The teaching profession must be involved in decisions about educational accountability policies and procedures at all levels of the education system.
- (4) Educational accountability processes must be sustainable and take into consideration the many demands on the time and energy of students and teachers.
- (5) Teachers' self-directed professional development, as well as the supports required to access these learning opportunities and resources, must be foundational to educational accountability processes.
- (6) Educational accountability measures, data, reports and related information should be transparent.
- (7) Educational accountability measures, data, reports and related information should focus on ways to strengthen teaching and learning, and not make comparisons among jurisdictions, school divisions, schools, administrators, teachers or students.
- (8) Educational accountability measures, data, reports and related information should always include references to the various contexts that can affect teaching and learning, as identified by the teaching profession.

(1993; amended 2009)

2.6 Professional Growth

2.6.1 Definition

Professional growth refers to the change in knowledge, skills, abilities or perspectives resulting from the continuous professional learning that teachers intentionally pursue with the goal to further understand the nature of teaching and learning, enhance professional practice or contribute to the profession.

2.6.2 Beliefs

- (1) Teachers' professional growth benefits teaching and learning and contributes to the betterment of the teaching profession as a whole.
- (2) Professional growth is an inherent part of being a teacher and is an integral part of a teacher's practice.
- (3) Teachers have the ability and responsibility to self-direct their professional growth and expect the autonomy necessary to exercise their professional judgment in related decision-making at both group and individual levels.
- (4) Continuous professional learning should include a broad range of formal, informal and experiential learning opportunities that are planned, meaningful and related to the general duties, responsibilities or aspirations of the teacher.
- (5) Consistent and meaningful access to high-quality professional learning opportunities is fundamental to teachers' continued professional growth.
- (6) The creation of opportunities for teachers' professional growth is a shared responsibility among teachers, school boards and the provincial government that depends critically upon the provision of time, resources and other necessary supports for teachers.
- (7) Therefore, teachers individually and collectively:
 - (a) Support, encourage and provide opportunities for the professional growth of teachers.
 - (b) Advocate for appropriate provision of time, resources and supports for professional growth.
 - (c) Engage in ongoing reflective practice, self-assessment and professional renewal.
 - (d) Engage in continuous professional learning and contribute, where possible and appropriate, to research into teaching and learning.
 - (e) Encourage and support each other in the pursuit of professional growth, the sharing of professional insights and in other collaborative endeavours to improve teaching and learning.
 - (f) Pursue, develop and deliver a broad range of opportunities for professional growth. In addition to one-time formal learning opportunities, teachers engage in innovative, authentic, sustained, relevant, flexible, collaborative and locally embedded professional growth.
 - (g) Support a variety of organizations, networks and services related to teachers' professional growth.

(2015)

2.10 Teaching and Learning

2.10.1 Definition

Teaching and learning are complex, dynamic and interdependent processes through which teachers facilitate students' growth along cognitive, social and emotional dimensions.

2.10.2 Beliefs

- (1) Teaching and learning occurs within many different contexts. Teachers share the responsibility with students, parents, communities and partners in education to provide conditions that are necessary and appropriate for teaching and learning to be holistic, equitable and effective.
- (2) Holistic, equitable and effective teaching and learning is grounded in a relationship of mutual respect, acceptance and trust among teachers and students. It is a deeply personal human endeavour that is enhanced by the cultivation of such relationships.
- (3) Teaching and learning should be guided by sound educational research identified by the teaching profession, the Saskatchewan curricula, professional standards and ideals, and professional judgment with respect to students' well-being.
- (4) The primary professional goal of teachers is to create learning opportunities that support and encourage students to grow individually and collectively to the greatest extent possible. To meet this goal, it is understood that:
 - (a) A variety of planned formal instructional strategies and informal interactions are necessary and desirable for encouraging individual and collective growth.
 - (b) Valuable learning opportunities can arise spontaneously, often as a result of informal interactions and the strong relationships forged among teachers and students.
 - (c) The creation and capturing of both planned and spontaneous learning opportunities depends upon teachers having considerable flexibility and freedom in their work with students.
- (5) An essential part of teaching and learning is the provision of timely and appropriate feedback, which includes student evaluation and assessment processes.
- (6) Therefore, teachers individually and collectively:
 - (a) Advocate for a central role for teachers and the profession in curriculum development, implementation and renewal.
 - (b) Advocate for a central role for teachers and the profession in the development of student evaluation, assessment and achievement goals, targets, policies and/or strategies at all levels of the education system.
 - (c) Exercise professional judgment, autonomy and agency with respect to the carrying out of their duties for the benefit and well-being of students.
 - (d) Engage in ongoing professional growth and advocate for it to be both supported and encouraged to the greatest extent possible.

(2015)

2.11 Student Evaluation

2.11.1 Definition

Student evaluation refers to the teacher's professional judgment of the student's progress in reaching educational goals and curriculum outcomes, as informed by sound assessment practices. This evaluation involves the formal application of multiple performance-based measures of what students know as well as what they can do.

2.11.2 Beliefs

- (1) The focus of student evaluation is to strengthen teaching and learning.
- (2) Teachers have the professional responsibility, knowledge, skills and judgment to evaluate students' learning.
- (3) The teaching profession must be proactively involved in decisions about student evaluation policies at all levels of the education system and advocate for policies that:
 - (a) Are based on sound educational research as identified by the teaching profession.
 - (b) Clearly indicate and align the purposes, principles and procedures of student evaluation.
 - (c) Encourage and support teachers in taking diverse approaches to evaluation.
- (4) The approaches taken to evaluate students' learning must be based on sound educational research as identified by the teaching profession.
- (5) Reporting methods must support the teaching profession's beliefs about student evaluation.
- (6) Reporting methods must focus on students' learning and indicate to both the student and parents the individual's progress in reaching educational goals and curriculum outcomes as well as provide suggestions to further strengthen learning.

(1976; amended 1989, 2011)

2.14 Early Learning and Child Care

2.14.1 Definition

Early learning and child care refers broadly to the provision of education, care, health, nutrition and safe environments for children up to the completion of Grade 3.

2.14.2 Beliefs

- (1) The experiences of early childhood provide the foundation for lifelong learning and the richness of these experiences are critical to a child's growth, development and future well-being.
- (2) Children, their families and society benefit from the opportunity to take part in early learning and child care programs which are publicly funded, non-profit, of high quality and universally accessible.
- (3) Creating, exploring and inquiring are inextricably linked to a holistic process of learning involving intellectual, physical, emotional, social and spiritual aspects. Play and interaction are essential to this learning process.

- (4) Children are capable, competent learners who individually bring a diverse set of interests, knowledge, culture, beliefs, skills and experiences into the classroom.
- (5) High-quality early learning and child care programs are child-centred and place an emphasis on seamless transitions and minimal disruption for the child.
- (6) Parents and caregivers hold valuable knowledge of the teaching and learning that takes place within families and communities; a child's well-being is enhanced when early learning and child care programs include parent engagement practices which recognize this knowledge.
- (7) Teachers and other staff working in early learning environments should have knowledge and training specific to early childhood development.
- (8) The provision of adequate health care, proper nutrition and safe environments to young children is vital to their healthy growth and development; early learning and child care programs offer important information to children and their families about how to access services to improve the health and well-being of the child and are a primary means of identifying abuse.
- (9) Therefore, teachers individually and collectively:
 - (a) Advocate for early learning and child care which is publicly funded, non-profit, of high quality and universally accessible.
 - (b) Advocate for family and work-related provisions in policy, contract and legislation which support early learning and allow all parents, including those who are teachers themselves, to be fully engaged in their children's education.
 - (c) Seek a deep understanding of early childhood development and education to inform their professional practice.
 - (d) Advocate for recognized training programs in early learning and childhood development.
 - (e) Advocate for physical resources and environments which reflect a belief in children as competent learners through the provision of appropriately sized furnishings and materials and adequate indoor and outdoor space to facilitate experiential learning activities.

(2015)

2.23 Non-Teaching Personnel in Schools

2.23.1 Definitions

Non-teaching personnel in schools refers to the wide variety of personnel who provide supports for students that are not typically or appropriately provided through the professional roles and responsibilities of a teacher.

Supports for students refers to the services offered by speech language pathologists, occupational therapists, physical therapists, Elders, nurses, social workers, police resource officers, educational assistants or other non-teaching personnel working in a school environment.

2.23.2 Beliefs

- (1) A wide variety of non-teaching personnel are necessary in order to respond appropriately to the diverse needs of students and to ensure equity in the teaching and learning environment.
- (2) The provision of necessary and appropriate supports for students is a shared responsibility among partners in education including government, school divisions, local communities and related service providers.
- (3) Timely access to necessary and appropriate supports for students is critical to students' success and well-being. All students should have timely access to

qualified counsellors and health-care professionals as part of their educational program in addition to other necessary and appropriate supports.

- (4) The effective delivery of supports for students depends upon:
 - (a) The clear and timely sharing of information.
 - (b) Clarity in processes and policies with respect to the supervision of non-teaching personnel and requesting of non-teaching supports for students.
 - (c) The integration of non-teaching personnel into school cultures to the greatest extent possible.
 - (d) Shared understandings about appropriate roles, responsibilities and expectations among all individuals working in schools.
 - (e) The responsiveness of teachers' partners in education to the professional judgments and recommendations teachers make about the necessity and appropriateness of particular supports for students.
 - (f) The availability of time, resources and professional growth opportunities to support teachers in collaborating with non-teaching personnel, adapting or enhancing their teaching practice, and/or implementing new educational programs as appropriate.
- (5) Students' assigned teachers have the primary responsibility for teaching and learning in schools but value and seek out the expertise of non-teaching personnel as necessary or appropriate with respect to educational decision-making.
- (6) The provision and delivery of supports for students are intended to complement or supplement the professional roles and responsibilities of teachers. As such, wherever:
 - (a) A position requires and uses the skills of a professional holding a teacher's certificate, the position must be filled by a person employed as such. For example, the role of a clerical aide or a library technician in a school library should be defined clearly as one of support for a qualified teacher-librarian.
 - (b) It is possible and appropriate, supports for students should be delivered by professionals who are certificated and employed as teachers. For example, qualified teacher-counsellors should be used to the greatest extent possible because they are closest to the school and classroom environment.
- (7) Therefore, teachers individually and collectively:
 - (a) Advocate for the provision of supports for students that meet the diverse needs of students.
 - (b) Advocate for the provision of sufficient time, resources and supports to allow for effective collaboration between teachers and non-teaching personnel during regular work hours.
 - (c) Work with non-teaching personnel in ways that are consistent with teachers' beliefs about professional relationships in schools and that contribute to the teaching and learning environment.
 - (d) Communicate in ways that are respectful of students' privacy rights, the trust under which confidential information is shared and of any applicable privacy laws, regulations or policies.
 - (e) Are guided by a focus on students' learning and well-being when carrying out their roles, responsibilities and professional relationships with non-teaching personnel.
 - (f) Contribute to the development and improvement of programs, services and research related to the delivery or implementation of supports for students.

(2015)

2.26 Health Support Services in School

2.26.1 Beliefs

- (1) All school-aged children have a right to an education.
- (2) Only health-care professionals are authorized and trained to provide health and medical services for students.
- (3) Teachers are under no legal, ethical or moral obligation to administer medications or to provide any regular medical or physical health-care services for students.
- (4) Teachers shall neither administer medications nor provide any medical or physical procedures for students in school.
- (5) In instances where it is perceived that a child is in need of emergency medical assistance or medication, a teacher has a duty to assist a student to the best of the teacher's ability, and a duty to behave as would a reasonably prudent parent by seeking and/or obtaining medical help as quickly as possible.
- (6) Teachers shall neither provide nor administer non-prescription drugs for students.
- (7) Teachers shall neither instruct nor advise teacher aides, teacher associates or other non-medical school board employees to administer medications or to provide medical or physical procedures for students.
- (8) School boards shall ensure that trained health-care professionals are available in schools to administer medications or provide medical or physical procedures for students.
- (9) School boards shall ensure that their insurance policies indemnify teachers who administer medical aid or medication in emergency situations for students in school or at school-related activities.
- (10) School boards shall have clear policies regarding the administration of medications and the provision of medical or physical procedures for students by health-care professionals in school. These policies should detail the process for parents to request health-care services.
 - (a) The requirement for parental and physician consent and direction for such services.
 - (b) The procedures for the storage of medications.
 - (c) The process for recording and keeping of medical information on students.
 - (d) The requirement that each request be approved on an individual basis by the school board.

(1990)



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