



ANNUAL REPORT

2022-23



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ORGANIZATIONAL STRUCTURE



Shaun McEachern
Director



Denise Heppner
Associate Director



Connie Molnar
Associate Director



Linda Aspen-Baxter
Associate Director



Nicole Turcotte
Associate Director

Administrative Assistants: Tracy Capon, Bonnie Husnik, Brenda Kumitch, Michele Lukenoff, Marla Mullie, Rosemarie Palidwor, Jody Richard and Nora Worby

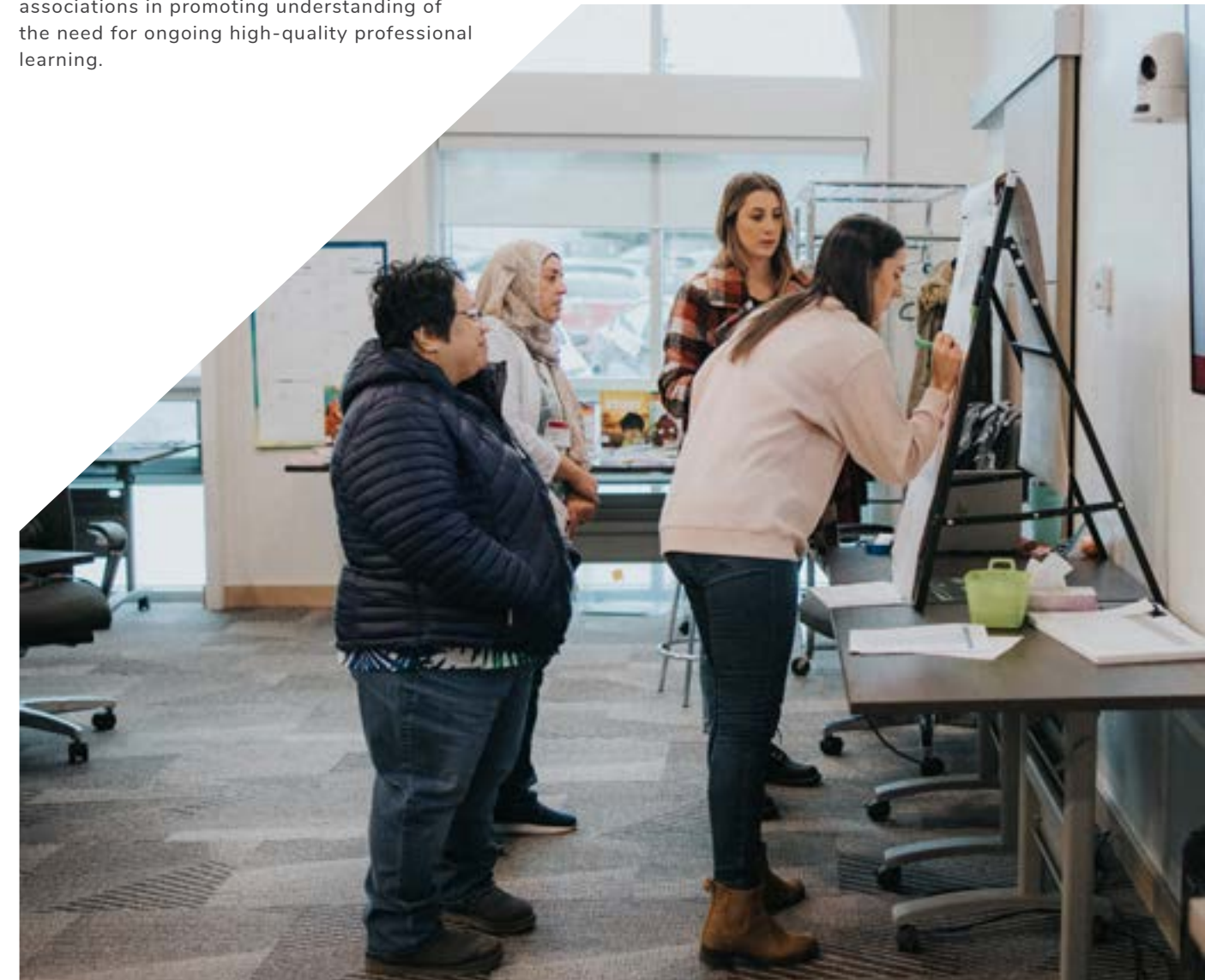
PROFESSIONAL LEARNING ADVISORY COMMITTEE

- Mr. Aaron Adair, Saskatoon Industry Education Council
- Mr. Ted Amendt, Saskatchewan School Boards Association
- Ms. Linda Aspen-Baxter, STF Professional Learning
- Mr. Scott Burant, Saskatchewan Teachers' Federation
- Ms. Melissa Gerlach, Winston Knoll Collegiate
- Ms. Denise Heppner, STF Professional Learning
- Ms. Elizabeth Hutton Kristiansen, Saskatchewan Teachers' Federation
- Ms. Gwen Keith, Holy Family RCSSD
- Ms. Audrey Knudsen, Prairie South School Division
- Mr. Shaun McEachern, STF Professional Learning
- Ms. Jill McLeod, Chinook School Division
- Ms. Connie Molnar, STF Professional Learning
- Ms. Delise Pitman, Ministry of Education
- Ms. Nicole Turcotte, STF Professional Learning

OBJECTIVES

THE OBJECTIVES FOR THE UNIT ARE THE DEVELOPMENT AND PROVISION OF:

1. Consultative and capacity-building services to those who plan and deliver professional learning.
2. Opportunities for the teaching profession that cannot be adequately accomplished at the local level.
3. Networks for communication and influence amongst educational organizations regarding professional learning.
4. Networks about exemplary professional learning programs, resource persons and events.
5. Resources and programs to support school divisions, school staff and local teacher associations in promoting understanding of the need for ongoing high-quality professional learning.
6. Evaluation services related to professional learning and professional learning education.
7. Synthesis, interpretation and dissemination of research related to professional learning.
8. Sustainable leadership and systems that promote a vision for high-quality professional learning.
9. Partnership relationships with educational organizations provincially, nationally and internationally.



PURPOSE AND BELIEFS



In May of 2023 the STFPL team set a strategic goal of ensuring 70 percent of our provincial workshops ran as scheduled. In order to achieve this goal, STFPL has increased the modes of delivery to include synchronous, asynchronous as well as face-to-face. STFPL also began offering 60-minute, 90-minute and evening series to support and engage Saskatchewan teachers.

The purpose of STF Professional Learning is to create and provide high-quality professional development resources and opportunities for the members of the teaching profession of Saskatchewan and to provide support for the educational community's pursuit of the same.

In fulfilling this purpose, STF Professional Learning believes that the resources and opportunities developed and delivered must:

- Acknowledge and respect the existing professional knowledge and skills of educators.
- Focus on deepening professional knowledge and skills with the goal of supporting student learning.
- Include opportunities for dialogue, practice, research and reflection in a supportive climate.
- Be foundational to the ongoing work of educators.
- Be sustainable over time.
- Promote and enhance cooperation and collaboration among educators.

MISSION

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

VALUES

 **RESPECTFUL**

 **CARING**

 **WELCOMING**

 **GENEROUS AND PROFESSIONAL**

THE YEAR IN REVIEW



In 2022-23, STF Professional Learning connected with over 2,000 Saskatchewan teachers.

The beginning of the 2022-23 school year was the first time since the beginning of the pandemic where an aura of normalcy enveloped the start of the school year. Demand for our services in STF Professional Learning was strong but not to the point of frantic as it had been during past years' COVID-restricted gatherings. By November of 2021, STFPL had provided 54 virtual sessions for Saskatchewan teachers. By November of 2022 only six of the 58 requested contracts we received in the fall would be of the virtual variety. It appeared, at least in the world of teacher professional learning, that ZOOM and TEAMS would once again be a secondary option as teachers across the province wanted a return to social interactions of the in-person kind when spending a day learning with their peers.

As in past years, the school year began with support of numerous teacher conventions around the province. The STFPL team led sessions in Nipawin, Lloydminster, Prince Albert, Meadow Lake and finally in Saskatoon on August 30. Within three days of school opening, STFPL had already provided over 20 sessions of learning for teachers and school divisions. It was a great start to the new year! The most popular sessions revolved around impactful learning strategies to engage all learners, promoting positive mental health and well-being, positive classroom learning environments and the always popular numeracy and literacy sessions offered to our early learning educators.

By May of 2023 the STFPL team had already eclipsed the previous year's fulfilled contracts and provincial workshop offerings, and increased the overall number of school divisions that we had supported from 14 the previous year to 18 in 2022-23.

As you browse through our annual report, you will see that there are five significant areas of work for STF Professional Learning:

1. Contracted services at the local level.
2. Contracted services at the provincial level.
3. Provincial workshops.
4. Conferences.
5. Supporting initiatives of the Federation.

The new year also saw STFPL welcome two new members to the team. Michele Lukenoff joined us, transitioning internally from Business Services. Prior to joining the Saskatchewan Teachers' Federation in 2022, Michele had spent numerous years as an administrative assistant in Saskatoon Public Schools so her understanding of the inner workings of public education and supporting teacher professional learning was strong. Also, Dr. Denise Heppner joined us in early January to fill the vacated Associate Director position. Denise joined us from Prairie Spirit School Division where she had been supporting teacher classroom instruction through her coaching role with the school division. Denise also has a long history with the University of Saskatchewan where she supported teacher candidates and in-service educators by teaching both undergraduate and post-graduate courses. Welcome to the STFPL team Michele and Denise!

STFPL's strategic goal for 2023-26 is to substantially decrease the number of provincial workshops that are cancelled due to low enrollment.

To accomplish this goal, we are committed to offering more modes of delivery as well as moving away from the traditional approach of only offering half-day and full-day sessions to now offering 60- and 90-minute sessions. Additionally, we have also committed to offering evening synchronous sessions to provide more options for Saskatchewan teachers. The team is also committed to creating asynchronous sessions that can be accessed by teachers at times that best accommodate their busy schedules. Work is currently under way to create asynchronous sessions in the areas of classroom management, assessment for learning, early learning and outdoor education. The goal is to have these asynchronous sessions available for teachers by early 2024.

SERVICE	2020-21 (DAYS)	2021-22 (DAYS)	2022-23 (DAYS)
Contracted Services	42.5	81	83
Provincial Workshops	38.5	49.5	56
Ministry Contracts	27	28	28
Accreditation	16	25	27
IT Summit	-	2	2
*Other	-	25	27

Number of teacher participants: 2862
Total days of professional learning: 223

* Includes internal STF support, post-secondary and local association facilitations.

STFPL SOCIAL MEDIA PRESENCE

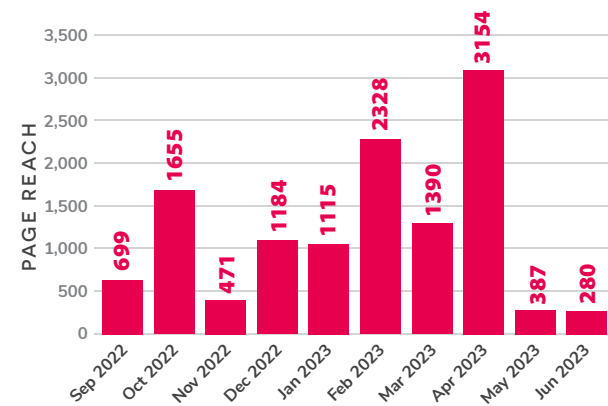
By 2022, STF Professional Learning had already established a two-year footprint in the field of social media. Initially, STFPL's goal in utilizing social media began solely as an advertising platform to increase attendance at STFPL events. Eventually, we realized that having a digital footprint would also increase teacher engagement with professional learning and the numerous sessions available to Saskatchewan teachers. Our Twitter numbers continue to increase and are currently sitting at 1671 followers made up primarily of Saskatchewan based teachers. As of June 2023, our Facebook followers had eclipsed the 650 mark. While STFPL does not have its own dedicated Instagram account, we utilized the main STF account to publicize major events such as IT Summit and Accreditation.

Some key factors to consider as you look at the diagrams provided in the Annual Report:

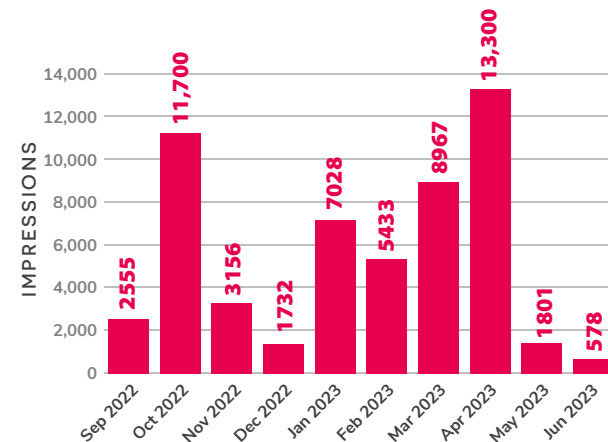
- October saw significant increases in social media engagement by Saskatchewan teachers. We believe that this was due to the fact that we did not offer any provincial workshops in September due to STFPL's support of teacher conventions and school opening contracts.
- October saw the first STFPL events offered on the Events Calendar and our first round of advertising using social media.
- The significant uptick in April is most likely due to the advertising of the IT Summit that occurred at the beginning of May.

STFPL continues to discuss ways to maximize its presence in the social media realm. The introduction of video has vastly increased engagement on posts. We are currently discussing how best to utilize Instagram, as well as using Meta's new Twitter competitor, Threads.

ENGAGEMENT: FACEBOOK PAGE REACH



ENGAGEMENT: TWEET IMPRESSIONS



NEW PROFESSIONAL LEARNING OFFERINGS

A variety of new professional learning offerings have been created over the past year as STFPL continues to strive towards its mission of supporting and empowering the professional growth of educators and students through responsive professional learning opportunities.

Truth and Reconciliation

STFPL has developed new sessions that support our commitment to Truth and Reconciliation:

- Exploring Métis History Through Experiential Learning in the Classroom (developed with STFPL Partner, Arnolda Dufour Bowes)
- Culturally Responsive Pedagogy: Integrating Indigenous Perspectives into Classroom Practice (developed with STFPL Partner, Miranda Moccasin)
- Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction (developed with STFPL Partners, Amanda Nelson and Arnolda Dufour Bowes)
- Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective (developed with STFPL Partners, Glenda Hadwen and Karen Hadwen)
- Supporting Indigenous Ways of Knowing in Mathematics (three iterations to support elementary, middle years, and high school) (developed with STFPL Partners, Sharon Meyer, Penny Mohr, Kimberly Andersen, Lamarr Oksasikewiyin, Roberta Starr, Kirsten Dyck, Kristina Binette, Derek Hyland, Reanna Daniels, Cassandra Neufeld, Chad Williams, and Jessica Madiratta)

Leadership

To provide opportunities for networking and support the professional growth of principals, vice-principals and aspiring leaders, STFPL has two new offerings in our Leadership Series:

- Creating a Positive School Culture (developed with STFPL Partners, Angela Yeaman and Holly Franklin)
- The Reflective Leader: Who Are You As A Leader and Why Does It Matter? (developed with STFPL Partners, Amy Orth and Stacy Becker)

Mental Health and Well-Being/Outdoor Education/Special Education/French

In recognition and response to the continued need to support mental health and well-being, the increase in interest of outdoor education and to meet the needs of our Special Education/Student Support Teachers, STFPL has developed several new professional learning opportunities:

- Trauma-Sensitive Practices: Supporting Early Learners Through Play (developed with STFPL Partner, Christine Danyluk)
- Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum (developed with STFPL Partner, Jennifer Mason)
- Supporting Students with Autism Spectrum Disorder at School (developed with STFPL Partner, Dr. Larissa Panetta)
- Understanding and Responding to Aggression and Defiance at School (developed with STFPL Partner, Dr. Larissa Panetta)

Additionally, STFPL is offering two new sessions in French on the topics of explicit teaching and student success, and creating a positive classroom climate through effective classroom management:

- L'évaluation de la lecture: C'est plus que les résultats! (developed with STFPL Partner, Monique Wahl)
- Les pratiques efficaces pour améliorer la lecture en immersion française (developed with STFPL Partner, Monique Wahl)



ACCREDITATION

In 2022-23, the Saskatchewan Accreditation Initial and Renewal Seminars were once again busy providing opportunities for teachers to challenge, extend, enhance and renew their professional knowledge with an emphasis on assessment and evaluation. STFPL offered seminars in summer, fall and spring as well as contracted services.

July/August 2022

- Provincial Initial and Renewal Seminar – Saskatoon
- Provincial Initial and Renewal Seminar – Regina

September/October 2022

- Provincial Initial and Renewal Seminar – Saskatoon
- Hosted Provincial and South East Cornerstone School Division Initial and Renewal Seminar – Weyburn
- Hosted Provincial and Saskatoon Public School Division Renewal Seminar – Saskatoon
- Contract Prairie Spirit School Division Initial and Renewal Seminar - Warman
- Contract Good Spirit School Division Initial and Renewal Seminar - Yorkton
- Contract Chinook School Division Initial and Renewal Seminar - Swift Current

February/March 2023

- Provincial Renewal Seminar – Saskatoon
- Provincial Initial and Renewal Seminar – Regina
- Contract Greater Saskatoon Catholic Schools Renewal Seminar – Saskatoon

Accreditation Seminar Revision

The spring of 2023 will mark the time to begin the renewal process for STFPL's Accreditation Seminars. One of Canada's leading assessment experts, Katie White, will partner with STFPL and a group of experienced Accreditation Facilitators to form a revision committee. This team will review and re-vision the seminar's content/processes to ensure current, responsive, and equitable practices within the renewed seminars. Input, feedback, and revision will continue throughout the 2023-24 school year, with the goal that the revised seminars will be offered in the summer of 2024.

CONTRACTED SERVICES AT THE LOCAL LEVEL

Northern Lights School Division

STFPL continued the collaboration that began in 2021-22 with NLSD on how we might support high school teachers in their transition to outcomes-based assessment. In 2022-23, we planned and facilitated three new virtual sessions that invited teachers to deepen their understanding of outcomes-based assessment as they:

- considered the connections between levels of cognitive complexity, types of knowledge, and the required depth and breadth of outcomes and their indicators,
- analyzed existing assessment questions to determine if they provide opportunities for students to demonstrate the levels of thinking and types of knowledge required by an outcome, and
- focused on outcomes-based rubrics and their connection to teacher clarity, mastery learning, the purposes for assessment, and feedback and feedforward.

Asynchronous learning modules were also developed to provide comparable experiences to that of the synchronous virtual sessions. NLSD will continue to have access to these learning modules in Canvas as professional learning supports for high school teachers.

It is important to note the important role that Patricia Bibby, Provincial Facilitator Community member, had in working with STFPL to co-plan, co-facilitate, and co-develop the synchronous and asynchronous learning supports for NLSD.

Based on this work with NLSD high school teachers, STFPL plans to create asynchronous learning modules that focus on developing understanding of outcomes-based planning and assessment for high school teachers to be offered provincially on the Events Calendar in 2024.

Anti-Racism Intensives: Beginning Your Journey to Becoming an Anti-Racist Educator and Continuing Your Journey to Becoming an Anti-Racist Educator

STFPL launched its two-day intensive, Beginning Your Journey to Becoming an Anti-Racist Educator in 2021-22 as a provincial offering, and it ran again with groups of committed educators in December 2022 and May 2023. In early fall, STFPL had the opportunity to work with Alisa Favel (PFC member), learning leaders and board trustees in Good Spirit School Division to deepen their understanding of embedded forms of racism within society and the assumptions and ideologies that manifest ongoing inequities within the education system.

Because of the desire of the educators and learning leaders who attended the provincial offerings to continue their learning journey in anti-racist, anti-oppressive education, STFPL researched and developed a second two-day intensive, Continuing Your Journey to Becoming an Anti-Racist Educator in 2022-23. These educators and learning leaders have been invited to participate in the launch of Continuing Your Journey at one of two offerings: November 23-24 or December 14-15. Their detailed feedback on the learning experience will inform the version that will be offered provincially in the spring of 2024.

Île-à-la-Crosse School Division: Responding to Overwhelm – Next Steps Asynchronous Learning Modules

The vision for this project was developed in response to an initial planning meeting to discuss next steps for building capacity with staff and students for Responding to Overwhelm with a team of educators from Rossignol Elementary and High Schools in November 2022.

Over the course of seven virtual planning meetings from January to April 2023, a plan for 11 asynchronous learning modules was developed. The plan for these learning modules is comprehensive, place-based, and grounded in the culture and spirit of the Métis community in Île-à-la-Crosse.

In 2023-24, STFPL will continue to work with this team of educators to develop the first three learning modules in Canvas. An important element within the modules will be the use of videos to capture the guidance, perspectives, experiences, and wisdom of community members, Elders and Language Keepers to align with the focus of each learning module. STFPL and the STF's videographer will work with the planning team in Île-à-la-Crosse to coordinate and record these videos so they can be included as part of the asynchronous learning experience within each of the modules.

SECTOR PARTNERSHIPS

Child Trauma and Research Centre

In partnership with STFPL, the Child Trauma and Research Centre piloted their first microcredential in trauma-sensitive pedagogy and practices through the Centre for Continuing Education at the University of Regina. A province-wide facilitator community comprised of eight Saskatchewan educators, two Indigenous Elders, one faculty member at the University of Regina, one counsellor and one employee of the CTRC have come together to create the content for this professional microcredential. This group has worked diligently to ensure it is responsive, culturally relevant, grounded in Indigenous wisdom, supportive, useful, and accessible. All three courses ("badges") that comprise the full microcredential have been created in the spirit of two-eyed seeing (Marshall, 2012) and focus on proactive, strength-based approaches to support student learning and development in the diverse context of their schools, families, and communities.

From January through May 2023, a group of 15 educators from across Saskatchewan piloted the first three badges of the microcredential:

1. Navigating with Trauma-Sensitivity in Schools
2. Beyond Welcoming: Supporting Refugee and Immigrant Children, Youth and Families in Schools
3. Walking Alongside Indigenous Children, Youth and Families in Schools

The microcredential is set to be fully launched in September of 2023. Throughout the 2023-24 year, STFPL will continue supporting the CTRC in developing and delivering three new badges:

1. Leading in Trauma-Sensitive Schools
2. Playful Embodied Trauma-Sensitive Strategies
3. Train-the-Trainer

Navera Community Connections (formerly CFS-Saskatoon)

STFPL continues to work with Kendall Thomas-McEachern, a social worker from Navera Community Connections to deliver Tell Me More About Student Mental Well-Being to teachers throughout Saskatchewan. Together, we offer some important learning on mental wellness as well as practical classroom and school applications that align with the roles and responsibilities of Saskatchewan teachers. Navera has also requested additional professional learning for their staff to develop facilitation skills.

MINISTRY CONTRACTS

Following Their Voices

In 2022-23, STFPL continued its contract with the Ministry of Education to support the Following Their Voices initiative, part of the Education Strategic Sector Plan under the First Nations, Métis and Inuit Learner Graduation Rates outcome. STFPL supports the FTV initiative in four distinct ways:

1. The STFPL core team provides administrative and logistical support before, during and after all PLD days for School-based Change Leadership Teams including, but not limited to:
 - a. Overseeing facilitation plans alongside members of the PAT.
 - b. Creating resources for provincial Professional Learning Days for SCLTs.
 - c. Managing catering and room bookings for PLDs.
 - d. Providing technical support for virtual learning days.

2. STFPL core team members work closely with the FTV Provincial Action Team, including Ministry employees and facilitators who have been seconded to the Ministry to ensure alignment with Ministry goals.
3. STFPL and the Provincial Action Team co-plan and deliver professional learning and mentorship of the Seekers, a group of FTV school-based facilitators. During the 2022-23 school year there were 13 Seekers.

In 2022-23, STF Professional Learning's support of the FTV initiative included:

- Five days of professional learning for Year 1 schools.
- Five days of professional learning for Year 2 schools.
- Three days of professional learning for Year 3 schools.
- Two days of learning for Year 4 schools .
- Two half-days for Year 5+ schools.
- Eight days of professional learning and planning for Seekers.
- Two days of Learning Focused Conversations for new SCLT members and Seekers.
- Two days of "The Art of Facilitation" to support Seekers and School-based facilitators in developing facilitation skills.

Early Learning

The Responding to Children's Interests Project, is one of the longest standing partnerships between the Early Learning Branch of the Ministry of Education and Saskatchewan Teachers' Federation Professional Learning.

Over the past six years, we have served nearly 600 early educators through this professional learning opportunity as they explore implementing play and exploration through cross-curricular inquiry projects in their classrooms.

This contract, along with the sharing of resources, communication, and updates between organizations, has had a tangible impact on early learning pedagogy and environments in the province. It has also led to several of STFPL's Early Learning Workshops being added to the Ministry's Recommended List of Informal Professional Learning Opportunities for early learning educators, which in turn has been of huge benefit to the work we do with teachers.

In the upcoming years we are excited to discover the shifts and changes needed to support teachers in their learning as they navigate the new Education Sector Plan. Most notably, we are embarking on exciting work in the area of early literacy to provide early educators with a strong pedagogical foundation in science-based practices to support young readers.

Leading to Learn

Leading to Learn is an initiative introduced by the Ministry of Education in 2018 in support of the Education Sector Strategic Plan's First Nations, Métis, and Inuit Student Engagement and Graduation Rate Outcomes.

STF Professional Learning supports this initiative by providing facilitation and planning support to the administrator-facilitators who lead this learning for the province.

Anti-racist and anti-oppressive education are the foundation of the initiative targeting school leaders as they examine ways to actualize the Truth and Reconciliation's Calls to Action and make a positive impact for First Nations, Métis, and Inuit students. The initiative consists of six days of learning for in-school administrators in both content and process, as the initiative is designed as a capacity-building model. During the six days, participants explore anti-racist and anti-oppressive education, First Nations, Métis and Inuit culture and perspectives, and the stance and skills of facilitation, to prepare them to facilitate these days of learning in their home systems.

The 2022-23 school year was the final year of this contract, and four systems were able to participate: Good Spirit School Division, Horizon School Division, Christ the Teacher Catholic School Division and Holy Trinity Catholic School Division. By the end of this contact, the program has supported school leaders and systems in 23 divisions and two First Nations Authorities.

With the sunset of the initiative in its current format, discussions have begun around continuing supports for systems and school leaders in the area of anti-racist and anti-oppressive education. We

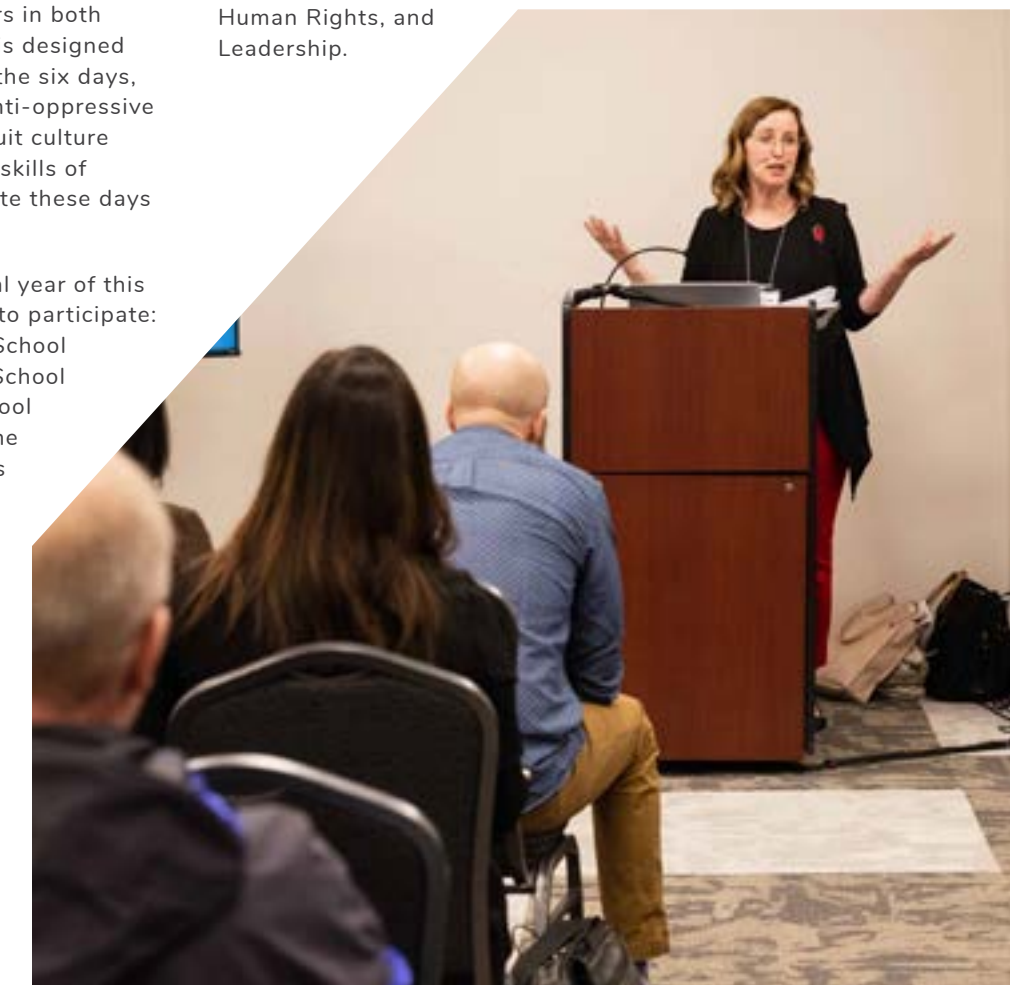
are excited to see how this important content is re-visioned through our partnership with the Ministry of Education, as a critical element of the new Education Sector Plan.

PROVINCIAL WORKSHOPS

STF Professional Learning facilitated 56 provincial workshops in 2022-23. The areas of focus for provincial workshops included wellness, e-learning, accreditation, early learning, supporting diversity, instruction and assessment, literacy, leadership, and numeracy.

SUPPORTING INITIATIVES OF THE FEDERATION

In 2022-23, STF Professional Learning worked to support initiatives of the Saskatchewan Teachers' Federation. This support included providing professional learning and a voice to strategic planning with numerous operating and subcommittees. These committees included but were not limited to: Pre-Service Teachers, Teachers in their First Five Years, Teacher Well-Being, Inclusion, Diversity and Human Rights, and Leadership.



PROVINCIAL FACILITATOR COMMUNITY 2014-2023



A HISTORY OF THE PFC

The nascent community began in the fall of 2014 and very quickly had a significant impact on teacher's professional learning in Saskatchewan. As the world of public education and teaching and learning in our classrooms have seen significant changes and paradigm shifts since the pandemic, so has life in the PFC and teacher professional development.

One of the biggest changes in STF Professional Learning, post-pandemic, will be the disbanding of the PFC to allow for the development of a new model. As of June 30, 2023, the PFC, as it is currently structured, will no longer exist. STFPL would like to thank all our PFC members for your commitment over the years to impactful, high-quality professional learning. Over the past nine years the PFC has provided thousands of hours of exemplary professional learning. This commitment to supporting and growing the profession by PFC members has left an indelible footprint on Saskatchewan school divisions, teachers, and students. We thank all of you for your commitment and passion to teaching and learning! We have all grown by working, planning, and learning with you.

What does the renewal look like?

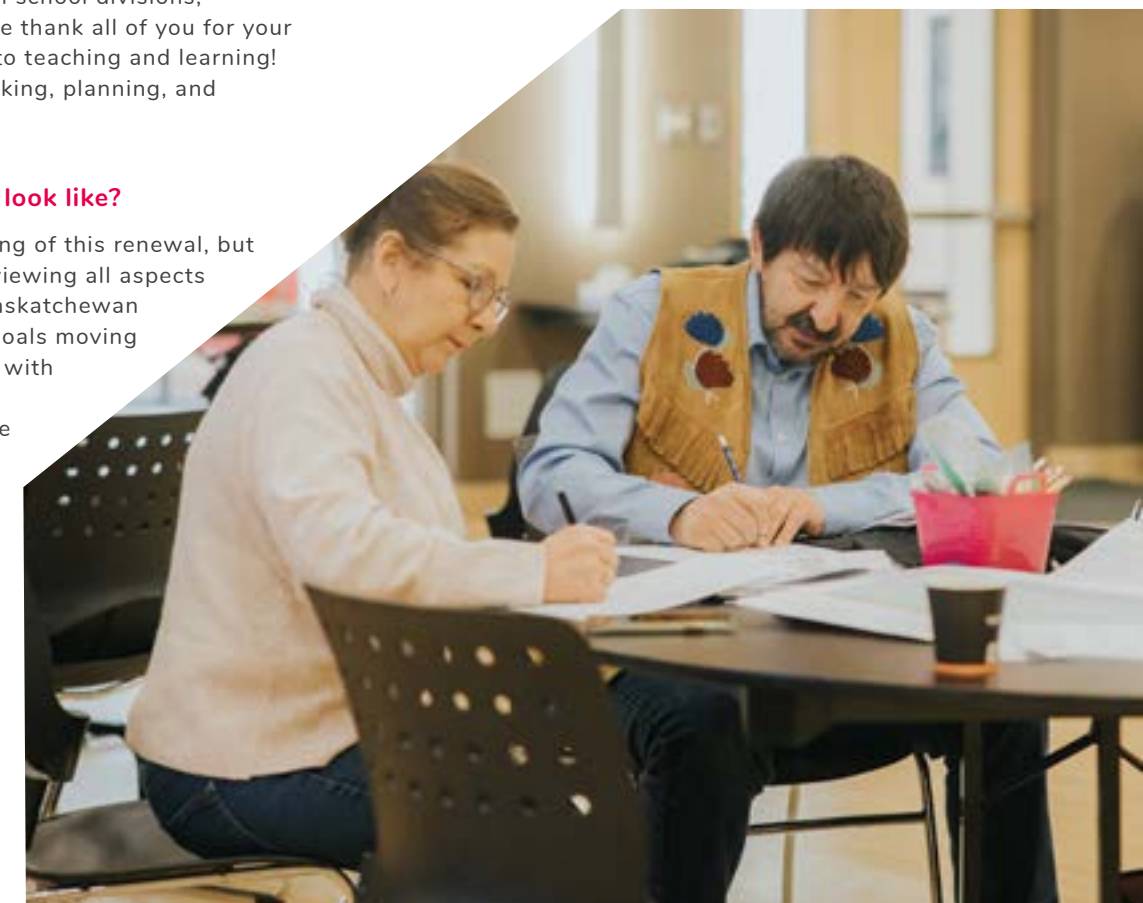
We are just at the beginning of this renewal, but STFPL is committed to reviewing all aspects of our relationship with Saskatchewan teachers. One of our key goals moving forward will be to partner with members as professional learning partners in a more strategic manner that best utilizes the time of our members and does not overextend requests made to school divisions. A more strategic approach will also allow STFPL to partner with more member facilitators over time.

Other areas of our partnership with STF members that we intend to review, revisit and update include, but are not limited to:

- recruitment,
- the optimal size of a future partnership or community,
- the honoraria system, and
- Facilitator Forum.

By the spring of 2024, under the Get Involved banner on the website, a new detailed membership application form, as well as the future strategic direction of the Professional Learning Partnership will be available.

Please recognize that the new community/partnership will be different than the previous PFC, but one key aspect will remain: the goal of working with you, our members, to provide high-quality, impactful professional learning.



FACILITATORS

A tremendous thank you to all of our Professional Facilitator Community members!

Allen, Scott	Grasby Sawatzky, Pam	Mielke, Dan
Andersen, Kimberly	Gray, Michelle	Millette, David
Anderson Klassen, Pam	Greschner, Ashley	Moen, Sandra
Anderson, Kerry	Guest, Murray	Mohr, Penny
Armstrong, Dean	Hadwen, Glenda	Moore, Jeff
Armstrong, James	Hadwen, Karen	Nelson, Amanda
Baier, Tyler	Hamilton, Brent	Orth, Amy
Ballek, Jade	Helfrich, Kendra	Owens, Jennifer
Becker, Stacy	Hoogsteen, T.J. (Tommi)	Pelletier, Joe
Bibby, Patricia	Hurlbert, Nina	Pon, Terry
Biem, Raquel	Isbister, Darryl	Redekopp, Cheryl
Brandt, Sean	Ives, Stephanie	Risling, Megan
Brass, Jaylene	Jeffery, Dwayne	Rowe, Dave
Bruner, Callie	Karakochuk, Trish	Sakatch, Jackie
Cachene, Jori	Keeley, Krista	Sandor, Warren
Charabin, Lindsay	Klein, Marcia	Sanville, Amy
Clarke, Dan	Kraft, Rob	Sibbald, Dawn
Cooper, Carla	Krawetz, Candice	Smith, Amanda
Daigle, Jordan	Laliberte, Erin	Spence, Shaun
Danyluk, Christine	Leask, Heather	Stillar, Ramona
Daubisse, Sara Maria	LeBlanc, Ryan	Thunder, Terri
Dizy, Michelle	Leidl, Reg	Treptow, Cheryl
Dufour Bowes, Arnolda	Lewry, Callie	Turner, Nicole
Dunits, Cheryl	Lichtenwald, Kyle	Van Hesteren, Sherry
Dusyk, Ceane	Low, Arlene	Vetter, Jaren
Elaschuk, Darryl	Marcotte, Lisa	Wahl, Monique
Faubert, Darin	Mason, Jen	Watson, Faith
Favel, Alisa	Mazurek, Tanya	Weisbrod, Kate-Lynn
Franklin, Holly	Mbanza, Christian	Wilson, Cole
Friedrick, Meaghan	McFarlane, Melissa	Yeaman, Angela
Gellner, Lynda	Mclver, Karen	Yockey, Val



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