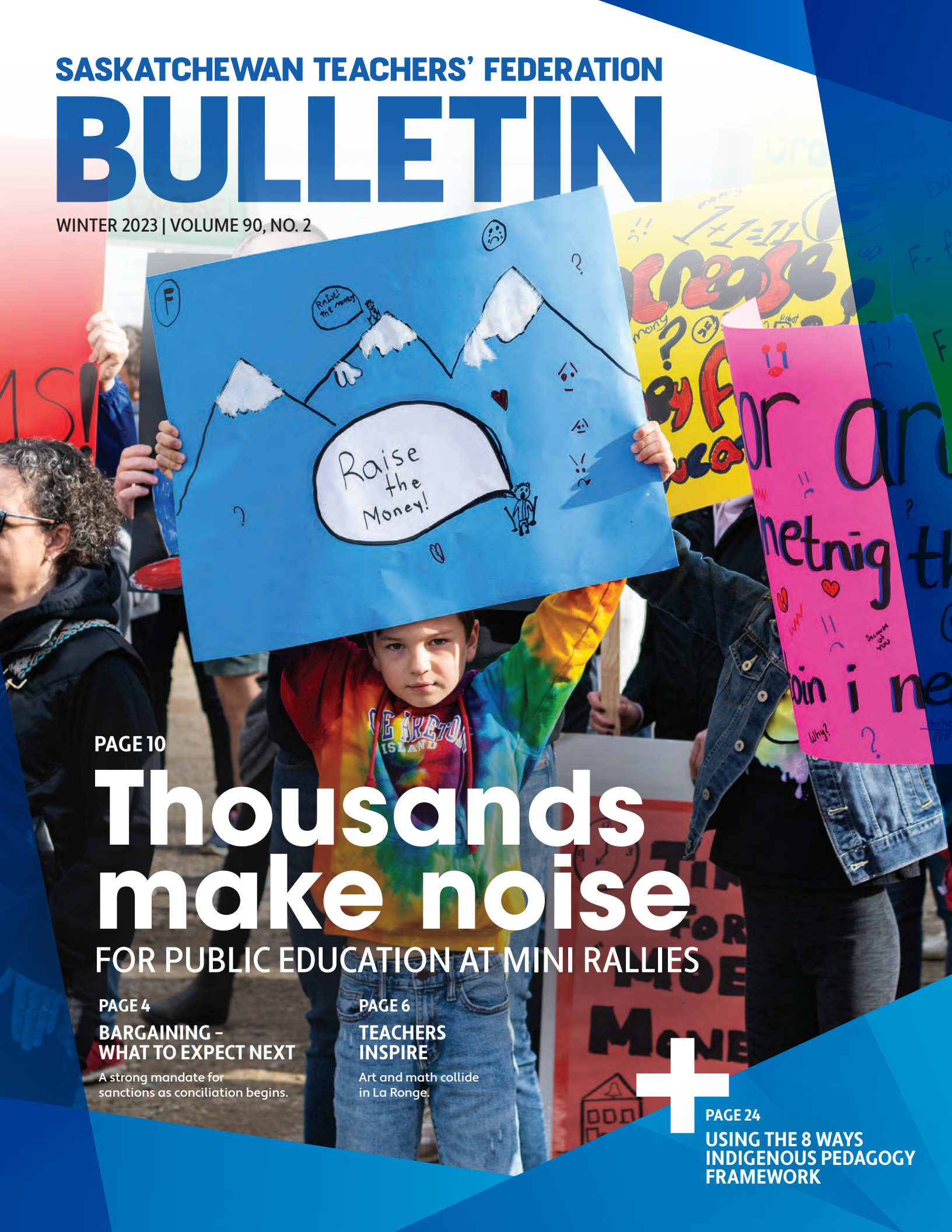


BULLETIN

WINTER 2023 | VOLUME 90, NO. 2



PAGE 10

Thousands make noise

FOR PUBLIC EDUCATION AT MINI RALLIES

PAGE 4

BARGAINING – WHAT TO EXPECT NEXT

A strong mandate for
sanctions as conciliation begins.

PAGE 6

TEACHERS INSPIRE

Art and math collide
in La Ronge.



PAGE 24

USING THE 8 WAYS INDIGENOUS PEDAGOGY FRAMEWORK

ISSN 2816-3885 (Print)
ISSN 2816-3893 (Digital)

The *Saskatchewan Teachers' Federation Bulletin* is published four times during the school year and is distributed both electronically and in print.

Have a story idea or a topic you would like us to include? We'd love to hear from you. Reach us at stfcommunications@stf.sk.ca.

For our current advertising rate card or to book an advertisement, please contact stfcommunications@stf.sk.ca.

Editor: Courtney Forseth, Managing Director of Communications and Public Relations

www.stf.sk.ca

[f](https://www.facebook.com/SaskTeachersFed) [i](https://www.instagram.com/SaskTeachersFed) [y](https://www.youtube.com/SaskTeachersFed) @SaskTeachersFed

©2023. For permission to reprint, please contact the editorial office. Indexed in the Canadian Education Index ISSN 0036-4886.

Member of the Canadian Educational Press Association and the Educational Press Association of America.

All images by Brittany Bellamy, unless otherwise noted.



SASKATCHEWAN
TEACHERS'
FEDERATION

Table of Contents

<u>President's Update</u>	3	<u>In the Classroom With Professional Learning – Writing Instruction Through the 8 Ways Indigenous Pedagogy Framework</u>	24
<u>Bargaining – What's Next?</u>	4	<u>Teachers Share Learning During International Volunteer Experience</u>	28
<u>Teachers Inspire – Drawing New Meaning From Math</u>	6	<u>Data and Lived Experiences Don't Lie: Reality in Classrooms</u>	30
<u>Principals' Notes – Your Rights and Roles During Bargaining and Sanctions</u>	9	<u>New MySTF Login Options for Members</u>	32
<u>Advocacy – “Enough is Enough” Thousands Rally Across Saskatchewan, Call on Government to Invest in Students</u>	10	<u>Emma Stewart Resources Centre Bookshelf</u>	33
<u>Collective Wisdom – Spot the SSL</u>	14	<u>The Future of Teacher Professional Learning</u>	34
<u>Saskatchewan Teachers Recognized With 2023 Prime Minister's Awards for Teaching Excellence</u>	16	<u>Protecting Members' Rights</u>	37
<u>Going Above and Beyond</u>	18	<u>For You and Your Family – Using the MFAP to Save Money in a Tough Economy</u>	39
<u>Reconciliation in Action – Resource Guides French Immersion Teachers in Truth and Reconciliation Learning</u>	20		
<u>Upcoming Events</u>	22		



© BRITTANY BELLAMY

It's hard to believe it's already December and the school year is almost half over. I'm sure many of you are feeling close to "June tired," but I hope the incredible sense of unity demonstrated this fall is providing some renewed energy.

Not only have you tackled your professional duties in schools with the same level of passion and dedication as you always do, but you have also shown up in a big way for your colleagues, the profession and your students outside of school.

Unfortunately, bargaining has gone down a disappointing path. As we begin conciliation, we can all be proud of what we have accomplished so far. From mini rallies to SSL-celebrations, the #IAMSTF Day of Action, provincial collective bargaining regional meetings and the sanctions vote, you have shown up for public education. Not only have we built momentum, but we've also shown just how united and committed Saskatchewan's teachers are.

We've let government know we won't back down and its "take-it-or-leave-it" initial offer is simply not good enough. We've made sure the realities of what is happening in schools and the impact on students is part of public discourse. We've shown it isn't *just* teachers who are worried about the future of public education in this province, but also families and students themselves.

Before bargaining began, we predicted it would be a difficult round. There is still an opportunity to avoid the worst-case scenario of implementing sanctions. The Teachers' Bargaining Committee is ready to return to negotiations any time government is willing to truly engage in bargaining and offer more than just a "take-it-or-leave-it" deal or prepared statements. It is our objective to reach a negotiated deal and conciliation helps move the process forward; however, if government continues to be obstinate, we are prepared for the worst-case scenario. With a 90 percent voter turnout and 95 percent in support of sanctions, it is abundantly clear that the STF Executive and TBC have members' support to do what is necessary to support to do what is necessary to reach a new agreement.

What 2024 will bring for bargaining remains to be seen, but one thing is for certain. If government chooses to continue to push teachers towards the worst-case scenario – implementing sanctions – teachers are ready. There is simply too much at stake, and we will remain ready and prepared to do what is required in order to reach a deal that affirms the worth of teachers and ensures students have the supports they need.

I wish you all a restful and joyful holiday season and break.



Samantha Becotte
Saskatchewan Teachers' Federation President



Bargaining – What’s Next?

BY COURTNEY FORSETH, STF COMMUNICATIONS

After reaching an impasse in bargaining, what happens next largely depends on whether the provincial government is ready to engage in real negotiations and find solutions to meet students’ needs. Whatever the outcome, Saskatchewan teachers have made it clear they are willing to do what is necessary to reach a deal that addresses the most pressing issues in public education and affirms their worth as professionals.

Over the course of nine bargaining meetings between the Teachers’ Bargaining Committee and the Government-Trustee Bargaining Committee, there was next to no engagement by government. The government refused to negotiate on nine out of 10 proposals put forward by teachers.

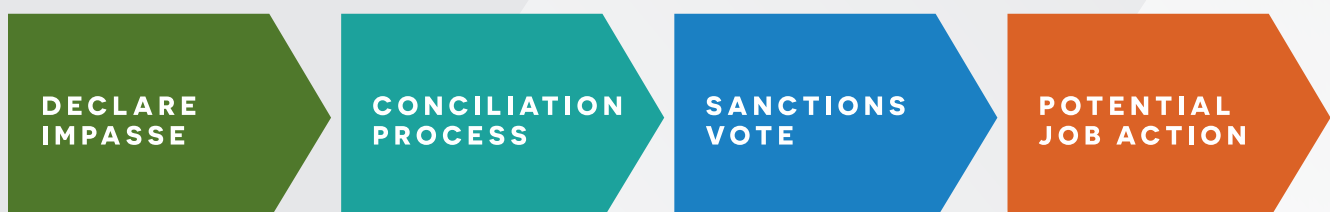
With overwhelming support for sanctions – 95 percent in favour – teachers are ready to take action if conciliation fails. If government refuses to negotiate and bargain in good faith, teachers will be left with no other choice but to take job action.

“Reaching a negotiated deal is always the objective, and that is still true,” says Samantha Becotte, STF President. “No one wants to interrupt the school year, but we know government’s cuts and lack of funding are causing disruptions every day. Teachers want what’s best for students and are prepared to implement job action, if it is required.”

“Teachers want what’s best for students and are prepared to implement job action, if it is required.”

In this round of negotiations, the TBC made the strategic decision to hold a sanctions vote once an impasse was declared, rather than waiting for the outcome of conciliation. By doing so, the TBC and STF Executive have clear support to move forward with sanctions if and when it is deemed necessary.

NEXT STEPS





▲ STF President Samantha Becotte is joined by local association presidents as she announces the result of the sanctions vote on October 27 in Saskatoon.

Conciliation is scheduled for December 5 to 7 and December 11 to 12. It could result in a number of outcomes. If conciliation is successful, a tentative agreement would be presented to members for a ratification vote. If conciliation fails, the TBC and STF Executive will need to weigh a few options and determine which step to take next, including:

- **Returning to the table to continue negotiations.**
- **Imposing sanctions.**
- **Using another mechanism, agreed to by both parties, to reach an agreement. ▲**

CONCILIATION BOARD

The TBC's nominee is Keir Vallance, a labour and employment lawyer and sessional lecturer with the College of Law at the University of Saskatchewan. The GTBC's nominee is Greg Chatlain, former director of education with Greater Saskatoon Catholic Schools. Susan Barber will serve as the chairperson. Barber is a senior partner with McDougall Gauley LLP.

The STF will continue to keep members updated on bargaining progress through regular *Provincial Collective Bargaining Updates*. These Updates are for members only and are posted on the STF website. Members will be alerted to new Updates via email. In some circumstances, such as imposing sanctions, STF members who have a cell number registered with the STF may receive text alerts.

Your continued participation and show of solidarity remain crucial as bargaining moves through the next phase. All members are asked to:

- Meet with your Member of the Legislative Assembly. The STF Executive passed a motion that supersedes STF bylaw, enabling all members to meet with elected officials and make representations. You can make the request through www.tellthemtuesday.com/toolkit or manually look up your MLA's contact information on the Saskatchewan Legislative Assembly's website.
- Send your experiences to the STF at advocacy@stf.sk.ca.
- Sign up for Tell Them Tuesday and take action when invited.
- Follow @SaskTeachersFed on Facebook, Instagram and Twitter/X. Like and share STF social media posts and tag us in your posts.
- Update your information on MySTF, including your cell phone number and preferred email address. Remember, if strike pay becomes necessary, it will be sent to you through an e-transfer.
- Be informed by reading the Updates and FAQ. Call the STF if you have any questions about bargaining.

Drawing New Meaning From Math

BY LANCE HILTZ, STF COMMUNICATIONS

There are four paintings bolted to the back wall of John Fleming's senior math classroom. Each painting is on a large four-foot by five-foot canvas, but the classroom walls are about 30 feet high, so there's room to spare. The pieces are striking for their colours, textures and what appear to be abstract designs. But Fleming and his students, who created the pieces together, will be quick to tell you that the images aren't abstract at all – they are thoughtfully considered representations of mathematical concepts.

John is a math teacher and an artist who also taught art in the past. When he joined the staff at La Ronge's Churchill Community High School last year, he learned about the Northern Lights School Division's arts grant. He saw an opportunity to combine his interests in a project that would inspire his students to think about both subjects in new ways.

"I wanted to create something lasting for the classroom that could be used as a learning tool and give students a sense of ownership," Fleming explains. "I was also trying to minimize the use of numbers and written language, because I wanted to try to push for a visual representation of things, where possible, to try and almost obscure the numeracy. It's something students have to tease out.

Some kids struggle with a fear of seeing numbers thrown at them. I thought, let's just try something different and try to look at the ideas behind it and do it in a very aesthetically focused manner. If that's all a kid takes out of it, that's a start. If we can extend that into learning, great."

BRITTANY BELLAMY



▲ Paintings by John Fleming and his students.

He shared his concept with vice-principal Rebecca Slater, and they got to work on a grant application. Their application highlighted the ties to the math curriculum, the multi-curricular bridge with fine arts and the multimodal, wholistic approach of the project.

“Connecting with community, connecting with families and caregivers, finding a way to connect students and have them take ownership of the things they’ve created – that’s what the division is looking for with this grant and what we’re looking for as a school,” says Slater. “When he approached me with this idea, I could tell he was very excited. Projects like this allow a new entryway into mathematics. Some of our students who maybe don’t see themselves as a math person are suddenly having conversations about math. They’re applying higher level math reasoning and at first, they don’t even realize it because they just see this cool art project.”



They used the \$1,000 grant from their successful application to buy canvases and art supplies. The first painting Fleming and his students worked on depicts the line method for two-digit by two-digit multiplication. Each line represents part of a multiplication problem. Adding up the points of intersection gives you the answer.

“I planned the piece to represent four multiplication questions,” he recalls. “As we were working on it, I had a student point out that there’s actually a fifth multiplication question in the design. They were so taken with the process that they were synthesizing and trying to figure out how else it could be interpreted.”

Their second painting was an extension of the first. Students asked if there was a way to use the line method to depict a three-digit by three-digit multiplication question. They worked together to explore and figure out a way to portray those larger numbers.

Their third painting of the series depicts a polynomial. “That one was a learning experience,” he says about the most colourful piece in their series. As they came to the end of the school year, they had one canvas remaining. They had discussions across multiple classes, talking about aesthetics, different methods of painting and different concepts they could portray. Through an open dialogue between teacher and students, they decided to paint a representation of Pascal’s triangle and experiment with a combination of charcoal and paint. This piece received several offers to purchase from community members. Fleming says it’s not for sale.

Andrew Jeon, one of Fleming’s math students, spoke about what it was like to see the paintings come together. “Every

“When we started by addressing the aesthetics of it, the students could more easily address the math behind it,” says Fleming. “They’d say they like the look of something, then ask what it means. ‘Well, since you’re interested ...’ It hooks them into the discussion.”

morning, there would be a little bit of progress. It was cool to see; it made me want to help out. We used a lot of paint and the painter knife to shape it how we wanted it.”

Talking about how the project helped him appreciate math on a deeper level, Jeon says, “I thought it was really cool to think about how they came up with these concepts in the olden days, when these math theories were first being conceptualized. They weren’t dealing with numbers like we

▼ John Fleming



do, they were dealing with geometry. I thought it was cool to actually see, especially the binomial one that shows you how to make a quadratic, instead of just looking at numbers and letters.”

“That’s what I really like about how Mr. Fleming approached this,” Slater says. “With his first painting, he was drawing on his knowledge, his background and his specialties. Then he inspired the students to get involved and to ask questions. He showed them that their voices were being heard and they started to feel confident to bring up their ideas.”

Thinking about math in visual terms inspired Fleming’s students to make cultural connections within the curriculum. During a Precalculus 30 class, several students noted how the unit circle looks similar to the Medicine Wheel. This gave them the idea for their next project.

“I tried to move away from a rigid Eurocentric perspective on the first four paintings,” Fleming says. “Now, my students want to do something connected with their culture. I’m excited to empower them to do that. It’s all about exploring and making connections. They had the idea and I get to help them express it.”

Fleming and his students started planning their next project this year, and they’ve applied for another NLSO arts grant. They’re hoping to have a custom six-foot by six-foot canvas built for the piece, along with two longer canvases that will depict the sinusoidal wave function with students incorporating First Nations teachings.

Conversations around aesthetics and culture helped to bridge conversations into math, not only with students, but also with families and community members. As an artist, Fleming wanted to share the project with a larger audience. He contacted La Ronge’s Marker 47 Café and they agreed to display the pieces for the whole month of July.

Fleming recalls, “I’d be down at the café over the summer, and I’d have community members taking notice and talking about the work. A few of my students work at the café and I’d hear them explaining things about the pieces to customers. Or I’d see students come in with their families and explain to them. It’s really nice to see their learning being presented.”

“That’s the power of what that project did,” says Slater. “It took these math concepts that are so abstract that we struggle to visualize them, and made them into something physical, something tangible. It gives notice to and appreciates the other ways that you can think in a classroom. It shows that thinking differently and seeing things differently is a really important part of fully understanding math. Maybe you don’t see numbers, but you see art. Cool. You’re a math person, too.” ▲

Your Rights and Roles During Bargaining and Sanctions

The roles of principal, vice-principal and assistant principal are challenging and complex. Principals must balance the responsibilities of being both managers and instructional leaders. This is especially true during collective bargaining and periods of labour disputes. Principals are also STF members and have the same rights and roles as other members.

STF is committed to helping you understand the policies and processes related to bargaining and sanctions through clear and continuous communication. Here is some important information to know:

- The *Canadian Charter of Rights and Freedoms* enshrines the rights of individuals to the Freedom of Association under Section 2(d) of the Charter.
- As members of the collective, principals, vice-principals and assistant principals would be exercising their charter rights should they be required to participate in a lawful sanction action.
- All members will be required to comply with any direction for sanctions communicated by the STF. The provision of an allowance for the additional duties carried out by principals, vice-principals and assistant principals does not override the rights and responsibilities of school leaders as members of the collective.
- School leaders who are asked to create alternate supervision plans should comply with employer directives while considering their workload and ability to meet the directive. Doing what one can to ensure student safety is not contrary to the interests of the collective; however, **it is not the sole responsibility of the school principals, vice-principals and assistant principals.**

Principals need to comply with directives from the school division until any sanction actions are implemented. If an employer directs a principal to do something they believe is contrary to their legislated responsibility during sanctions, ask for direction in writing and contact the Federation immediately. Labour law requires that you obey now and grieve later. Understanding your role as leaders and advocates during this time is critical to our collective efforts to resolve the issues faced by Saskatchewan teachers, students and their families, including class

size and complexity, violence in classrooms and chronic underfunding. You are encouraged to:

- Discuss STF matters, including bargaining, at staff meetings.
- Ensure your School Staff Liaison has time at a staff meeting to share STF information and provide an opportunity for members to ask questions about collective bargaining, possibly at the end of the meeting.
- Encourage teachers to stay for the unassigned portion of the meeting to stay up to date.
- Direct teachers to speak to the School Staff Liaison or contact the STF for more information.

If your employer offers a different interpretation of your role in a lawful sanction action, or if you feel conflicted or concerned about what you're being asked to do in your role, please contact the Federation immediately for advice and assistance. Principals, vice-principals and assistant principals can call the Federation at 1-800-667-7762, email stf@stf.sk.ca, or use the online chat on the [STF website](#) to receive support.

As leaders in your schools, your advocacy for improved teaching and learning conditions goes a long way with staff, parents and the community. If you are looking for tools or resources to support you in these conversations, visit our [Advocacy Resources](#) web page for education sector data, background information, advocacy tools such as [Tell Them Tuesday](#) and key messages. ▲



DID YOU KNOW?

The STF has senior administrative staff designated to supporting principals, vice-principals and assistant principals.

“Enough is Enough”

Thousands Rally Across Saskatchewan, Call on Government to Invest in Students

BY STAFF WRITER

Over four weekends this fall, Saskatchewan residents gave up their Saturdays to come together and send a consistent message to government: it is time to invest in students and public education. In total, nearly 4,200 individuals joined mini rallies outside the offices of elected officials who have a responsibility to constituents, influence within government and decision-making power for the province’s finances.

People of all ages and stages of life gathered to lend their voices and demand action from the government to address chronic underfunding and support for Saskatchewan’s public education system.

“Students, parents, teachers and concerned citizens are telling this government, ‘enough is enough,’” says Samantha Becotte, President of the Saskatchewan Teachers’ Federation. “It has become increasingly clear in our negotiations with the government that the Treasury Board holds the decision-making power, so we are bringing the pressure to them.”

In 2012-13, Saskatchewan had the highest per-student total public education spending in the country. Today, Saskatchewan students are funded at some of the lowest levels in Canada, with per-student funding ranking eighth. In 2018-19, funding for K-12 operations represented over 13 percent of the total provincial budget. In 2023-24, it dropped to just 11 percent, even though student enrolment increased by more than 11 percent in the past 10 years.



OCTOBER 14, MOOSE JAW

The mini rallies kicked off in Moose Jaw with people gathering to ask Hon. Tim McLeod, MLA for Moose Jaw North and a member of the Treasury Board, to start investing in public education.

OCTOBER 21, HUMBOLDT

Hundreds made noise for public education at Hon. Donna Harpauer's office in Humboldt. As Minister of Finance and president of the Treasury Board, Harpauer is responsible for government's finances.

OCTOBER 28, SASKATOON

The largest in the series, almost 2,000 people gathered outside of Hon. Paul Merriman's office and lined 8th Street, eliciting constant honks of support from passing vehicles. Merriman is a senior member of cabinet and is also a member of the Treasury Board.

NOVEMBER 4, NORTH BATTLEFORD

The rallies culminated in front of Hon. Jeremy Cockrill's office, the Minister of Education. People from all over the region showed up to share their experiences and demand Cockrill address the growing crisis in public education and find solutions to meet students' needs.

Kisanne Geis from Assiniboia was one of the speakers at the mini rally in Moose Jaw. She shared her experience as the mother of a six-year-old autistic child. "Our family has been struggling with Saskatchewan's education system for years, and it's time to speak up," Geis said. "As parents, we have been doing everything we possibly can for our

son, but not having access to appropriate support services, like occupational therapists right in the school, puts families like ours at a real disadvantage. Saskatchewan children need to be cared for and provided with the right tools to thrive. They deserve better."

In 2022-23, there was one social worker for every 2,588 students, one psychologist for every 2,904 students, and one speech-language pathologist for every 1,413 students. Between 2007-08 and 2018-19, the number of students requiring intensive support grew by 38 percent, while the number



of specialists decreased. Due to underfunding and budget cuts, caseloads for these professionals have become unmanageable, and the support that many students rely on is inaccessible.

Saskatoon parents Rachel Engler-Stringer and Peter Garden spoke at the rally, addressing an 18-month wait time for a consultation with an educational psychologist for their son. As advocates for public education, they were initially against a private sector consultation but ultimately chose that route due to time constraints.

"As parents, we know that teachers are our allies. We see how hard they work and how they have our kids' best interests at heart. The problems in the system that we see are not because of lazy teachers, but because the system is deliberately underfunded year after year by our current government. That has to change."

Lyndsay Gabriel spoke out at the Humboldt rally, where she highlighted the challenges her four children have experienced in school, including a lack of wheelchair accessibility, and reduced occupational therapy and speech-language pathology visits.

"The lack of professional supports in the schools is not because these professionals don't want to work with children; it is not because they don't care," Gabriel says. "It is because the government has cut funding, resulting in fewer professionals to support more students. There are also fewer educational assistants available in the schools to work with kids who might have a treatment plan in place by these support professionals. It has become an insurmountable challenge. There is simply not enough to go around."

Momentum continues to build as more people come together and raise their voices for change. At each rally, attendees sang a rendition of Twisted Sister's "We're Not Gonna Take It," which got the attention of Dee Snider, lead singer of the 90s rock band on Twitter/X. His post was seen more 90 thousand times.





“Thousands of people from all walks of life have participated in our mini rallies across the province this fall. That’s in addition to the 3,500 who attended our Rally for Public Education at the Legislative Building in the spring, and thousands more who have written emails to their MLAs, the Minister and the Premier,” says Becotte. “It must be very challenging for this government to continue pretending not to hear the profound concerns their constituents have about the crises in our publicly funded schools.”

You can find video clips to view and share on social media on STF’s YouTube channel. ▲

#IAMSTF DAY OF ACTION

On October 12, teachers were asked to wear an #IAMSTF sticker as a show of solidarity as the Teachers’ Bargaining Committee and Government-Trustee Bargaining Committee returned to the table for two days of scheduled negotiations.

The Day of Action was a success, with the message of solidarity spreading among STF members. Teachers were encouraged to share photos of themselves and colleagues wearing the stickers on social media. In just over one day:

- 342,000 people saw a social media post
- There were more than 8,000 engagements – likes, shares or comments.
- #IAMSTF was used almost 1,000 times






YOU TEACH TO MAKE A DIFFERENCE.
SO DO WE.

Outstanding instructors, research-based courses, and an unparalleled level of personal support combine to make the difference you expect from one of Canada's leading universities.



coursesforteachers.ca/sk


COUNCIL

RESOLUTIONS

Resolutions to Council may be submitted by any member. Additional information, as well as the submission form, is available when logged in to MySTF at www.stf.sk.ca/about-stf/our-team/council/resolutions-notice-motion. The deadline for submissions is noon on Friday, February 2, 2024.

ELECTION DEADLINE

Councillors seeking election to the 2024-26 Executive of the Federation may announce their candidacy in the 2024 Elections and Candidate Statements booklet. For more information, access the Nomination and Candidate's Declaration form when logged in to MySTF at www.stf.sk.ca/resource/nomination-and-candidates-declaration-form.

STF-00XXX / 20231206

Saskatchewan Teachers' Institute on Parliamentary Democracy

Calling All Educators!

non-partisan professional development opportunity

Rare View of
Legislative Pro-
cesses

Interactive
5-day

Valuable Net-
working Oppor-
tunities

Registration includes:

- Accommodation
- Meals
- 1 Day Sub Reimbursement

\$175

April 27 - May 1

*register before Jan 15 & save \$25

Space is Limited! Register Soon

For More Information:

(306) 787-2282

speaker@legassembly.sk.ca

legassembly.sk.ca/about/role-speaker

@SKLegAssembly



Spot the SSL

This fall, the Saskatchewan Teachers' Federation held the first-ever SSL-cebration events, celebrating and engaging with Federation members who serve as school staff liaisons. We spoke to four SSLs about why they felt it was important to take on the role.



PAT NIKULAK
4TH YEAR SSL

For me, I always want to make sure that our staff has the information they need. I found that I was the one that people were coming to with questions, so I wanted to make that a little bit

more formal, to say "yes, this is what's coming directly from the STF." During a bargaining year, SSLs make sure staff are aware and up to date with what's happening and help to prepare them for what's coming down the line. We make sure colleagues are aware of the actual facts and not just what they're hearing in the media or anywhere else.



AIMEE CRONAN
2ND YEAR SSL

I think that the more people can be SSLs for their schools and promote what's happening within the STF, the better. It's about connecting teachers with what they need to know. I'm

going to help make it clear what we're trying to achieve for all teachers. Last year, we had a small SSL forum that I went to. This year is awesome because we're getting more information, more conversations, and talking to people from other school divisions. I think it's great!



JODIE SCHLAUT
1ST YEAR SSL

I wanted to become an SSL to educate myself, and I felt like it was my turn to step up. We have a small staff and a lot of new teachers at my school. It's a way for me to support my

colleagues, to inform them and to support them. I gather all the information and bring back what I've learned to try to support my colleagues' decisions and answer their questions. I can feel everybody uniting together to support each other and trying to come up with solutions to make education a better place to be for everyone.



DANETTE BELANGER
13TH YEAR SSL

The position I accepted at my school had previously been filled by the SSL, so I took on the same responsibility. Once I was involved, I was hooked! My role as an SSL has made me want

to learn more about the STF and the Federation's role in supporting teachers. The SSL's role is to bring local and provincial issues to the attention of teachers. I think one of the biggest roles for an SSL during collective bargaining involves supporting the messaging of the STF to ensure that communication is clear and understood by members as well as helping teachers understand that collective bargaining is most effective when we act as a collective. ▲



Calling All Teachers!

Do you know any students who could benefit from the TELUS Tech for Good™ program?

In collaboration with TELUS, March of Dimes Canada offers personalized training and support for mobile devices and assistive technology to improve the quality of life, independence, and personal empowerment of people with disabilities.

Program Highlights:

- Personalized virtual one-on-one support
- Customized recommendations

Apply now at marchofdimes.ca/techforgood

Help your students thrive!



SAVE THE DATES

LEADERSHIP Symposium

Date: April 11-12, 2024

Location: Delta Hotels by Marriott Downtown, Saskatoon

Target audience: principals, vice-principals, women in leadership, Indigenous leaders, governance leaders and members aspiring to these and other leadership roles.



SASKATCHEWAN
TEACHERS'
FEDERATION



STF-00389 / 20231129

Saskatchewan Teachers Recognized With 2023 Prime Minister's Awards for Teaching Excellence

BY STAFF WRITER

Congratulations go out to four Saskatchewan teachers who received the 2023 Prime Minister's Award for Teaching Excellence, announced in October. David Crowell and Dean Vendramin were honored with Teaching Excellence Awards, while Kara Fidelack and Paige Kindopp received Certificates of Achievement.



David Crowell teaches science, practical and applied arts, Grades 4 to 8, at Montgomery School in Saskatoon. Crowell has been sharing his enthusiasm for science for almost three decades, forming partnerships with multiple organizations, linking classroom work to sustainability initiatives and building connections with industry. Crowell's students repurpose and recycle donated materials solicited through school newsletter ads and the local news. In the past five years, students have diverted nearly 2,000 kilograms of waste from local landfills.

Crowell is the originator of the interSTELLAR science loaner kit, providing teachers with materials, tools and lessons to complete unique and practical learning activities at no cost. Crowell strives to have Indigenous and settler students see themselves and their community's worldview in his classroom activities. He models authentic spiral-technique construction of igloos during winter months in the school yard, comparing commonalities between cultures when using arch supports in buildings.

Dean Vendramin teaches math, robotics, social studies, Grades 9 to 12, at Archbishop M.C. O'Neill Catholic High School in Regina. Vendramin employs the "thinking classroom," getting students out of their chairs and working together to solve problems and co-construct knowledge. Vendramin incorporates game-based learning into his teaching practice using Minecraft. With this innovative learning approach, students have been able to participate in archaeological digs, replicate the sights and sounds of an ancient civilization, build medieval castle museums and create math-based amusement parks. Vendramin has been a leader on the journey of Truth and Reconciliation, creating an entire math unit centred on Indigenous ways of knowing and being.

Kara Fidelack teaches science, health and arts education, prekindergarten and Grade 1, at Hudson Bay Community School in Hudson Bay. Fidelack's classroom is built around the children and their interests. She makes use of "Learning Stories" - bulletin boards that showcase individual students and their growth and achievement in learning. Every child is celebrated with pictures, quotes, text and illustrations of their areas of interest. Fidelack's classroom is filled with objects and stories she has brought back from her travels around the world, creating a multicultural ambiance where children from all backgrounds are celebrated.

Fidelack developed a Digital Citizenship and Media Literacy Curriculum that introduces children to the digital world through a hands-on, play-based exploratory process. While it asks questions like "How do we use devices?" and "How do we use the Internet in a smart way?" it also emphasizes "How to Stay Safe on the Internet" and "How to Show Kindness on the Internet." For Fidelack, citizenry is just as important as literacy.

Paige Kindopp teaches math, science, social studies, language arts, arts education, physical education, health and religion in all grades at Mother Teresa Early Childhood Education Center, Lloydminster, Alberta (part of the Lloydminster Catholic School Division serving students in Alberta and Saskatchewan). Each year Kindopp's students build their own digital profiles, showcasing their learning and connecting in unique ways with their parents. What is remarkable is how her Grade 1 students demonstrate responsibility with technology and the literacy they have acquired to use their devices effectively.

Kindopp is the instigator behind the Do-nut Forget Kindness Project, inspired by a children's book about jelly donuts. Kindopp prepared a virtual tour where students could learn how a bakery worked and how donuts are made. Students then started designing their own donuts and proposing organizations they could support with proceeds from the sales of their product. Their creations were taken to Sobeyes where bakers brought the students' visions to life. A total of 5,476 individual donuts sold and nearly \$3,500 was raised for local organizations. Through her guidance, Kindopp's six-year-old students ignited new conversations in their homes, supported non-profits and demonstrated the power of kindness. ▲

The Prime Minister's Awards for Teaching Excellence have recognized exceptional elementary and secondary school teachers in all disciplines since 1994, with over 1,800 teachers honoured to date.

Visit the Government of Canada website, ised-isde.canada.ca/site/pm-awards-teaching-excellence-stem/en/nominate-teacher, to learn more about the awards, or to nominate a teacher. The deadline is January 11, 2024.



Going Above and Beyond

BY STAFF WRITER

From sports to the arts, teachers give their time and expertise by volunteering for extracurricular activities. In this miniseries, we'll meet some of those teachers and find out why they take on these volunteer opportunities.

Jackie Kroczyński

**NORTH BATTLEFORD COMPREHENSIVE HIGH SCHOOL,
NORTH BATTLEFORD**

Jackie is the sole music, band and guitar teacher in North Battleford. She's a professional musician, and her husband and children share her love for all things music. She admits it's the reason she became a teacher in the first place. Jackie runs her school's concert and jazz band all year, and the choir during the first term. While it's a lot of work, it is where she sees "the fruits of her labour." The band has travelled to New Orleans, Memphis, Nashville and across Canada. They will travel to New York in March 2024. Jackie is inspired to volunteer when she sees the way music brings her students together. "It allows kids to find their people. High school can be lonely. Going to band or drama or pottery can end up being the best part of their day!"



Paulette Killoh

**DAVIDSON SCHOOL,
DAVIDSON**

Paulette has been teaching and coaching at Davidson School for 24 years. She has been the school's athletic director for the past 10 years and a member of the West Central Athletics executive group for the past four years. She coaches girls' volleyball and heads the track and field program. During her career, she has also coached boys' volleyball and managed a basketball team. Paulette believes extracurricular activities are a crucial part of a child's overall social and physical development and present an invaluable opportunity to create well-rounded individuals. "For many kids, sports rather than academics are what they excel at and enjoy the most about their school experience."

Douglas Thomas

WINSTON HIGH SCHOOL, WATROUS

Douglas has taught for 25 years and worked as a vice-principal for eight years. Married for 23 years, Douglas is a father of three children. During his teaching career, he coached football and basketball every season. He's been an offensive coordinator for senior football, a coach/assistant coach for junior football, junior boys' basketball, and senior girls' flag football. He coordinated the school's awards night and served as the yearbook advisor. By connecting with students outside the classroom, Douglas says he gains a better understanding of who they are and their strengths. "Participating in extracurricular activities allows students to shine in a new setting and offers an opportunity to teach them how to be a part of a team. Plus, these activities get students excited. Moments on the stage or on the playing field are what they dream of!"

◀ Photo opposite page.



Robyn Hunter

HILLMOND CENTRAL SCHOOL, LLOYDMINSTER

Robyn teaches Grades 1 and 2 at Hillmond Central School. The wife and mom of three children coaches senior girls' volleyball, runs the school's drama program and helps with track and field. Robyn feels immense joy when she sees the children push themselves outside of their comfort zone, learn a skill they've struggled with, or show themselves as leaders and cheerleaders of others. "While I believe that I have lessons to teach them, they have much more to teach me." Robyn believes extracurricular activities are a place where many kids can shine, and the memories that they make there are what make their high school career a positive one.



Crystal Johnson

DAVIDSON SCHOOL, DAVIDSON

Crystal began her teaching career in 2000. Since then, she has taught different grades, although she admits kindergarten and Grade 1 are dearest to her heart. After being vice-principal for four years, she is now the principal at Davidson School. Crystal and her husband are grain farmers and parents to three growing children. In her spare time, she volunteers as sport manager, canteen coordinator, breakfast club coordinator, and is in drama productions and more. Crystal finds it rewarding to see students with the opportunity to do what brings them such joy, thanks to the staff at school supporting their extracurriculars. "For many students, it provides a safe, healthy environment to be a valued part of a team or group of peers."

Stacey Mortenson- Spokes

EVAN HARDY
COLLEGIATE INSTITUTE,
SASKATOON

Stacey's career began in Lloydminster where she spent a decade teaching before joining Saskatoon Public Schools in 2006. Now in her 28th year of teaching band and choir, she is involved in jazz bands, drumline, the marching band, jazz combos, musicals and many other activities. Stacey says the COVID-19 pandemic created an excellent magnifying glass to see what happens to students and school dynamics when there are no extracurricular activities. During the pandemic when restrictions were in place, she noticed many of the youth were withdrawn. Once measures were lifted and activities resumed, she saw a major change in the students' communication and confidence. Stacey describes extracurricular music groups as the heart of the school. "For students involved, it is their second family and often the reason they go to school every day." ▲



Reconciliation in Action

Resource Guides French Immersion Teachers in Truth and Reconciliation Learning

BY ROD DRABBLE, STF COMMUNICATIONS

A new resource will play an important role in helping French immersion educators guide learning about Truth and Reconciliation as part of French-language instruction.

Developed by STF Professional Learning for the Saskatchewan Ministry of Education, *Ressources de vérité et réconciliation intégrées aux programmes d'études des sciences humaines 3-9 en immersion* identifies resources to help better support learning outcomes in the French immersion social studies curricula for Grades 3 to 9 as they relate to the Truth and Reconciliation Commission of Canada's Calls to Action.

"This educational document is a practical tool for teachers in their personal and professional development, as well as for student learning," says STFPL Director Shaun McEachern. "Because it was created specifically for Saskatchewan teachers and aligns with French immersion social studies programs, our hope is teachers will be encouraged to use it in their classrooms."

"This educational document is a practical tool for teachers in their personal and professional development, as well as for student learning."

The guide shows that the availability of French-language resources is greater than ever; however, within the context of French immersion learning, many resources may be

viewed as exceeding students' level of understanding. The guide offers literacy strategies and processes to support additional-language learners to allow students to function beyond the levels of recall and comprehension.

Included in the project's framework is an overview of reconciliation, 10 fundamental principles of Canada's TRC and a call to personal action. It lists French-language resources identified by Saskatchewan teachers, recommended resources from the Saskatchewan Curriculum website, resources identified on the TRC website and other recently published resources, most of which can be borrowed from the Emma Stewart Resources Centre. For each of the learning outcomes, the document elaborates on at least one of the suggested resources to offer:

- inquiry questions based on learning outcomes and indicators.
- key vocabulary with definitions that students should understand at their level.
- a modifiable process template that could be used for formative or summative evaluation of learning outcomes.

A text-based format allows teachers to personalize and modify the document by adding additional resources and templates based on the needs of their students and available resources.

The project was made possible by funding through the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*, a collaborative agreement on official languages in education between the Government of Canada and the provinces and territories. ▲

FREE ONLINE TRAINING

Enhance student resumes with **Career Safety Education**, a series of **FREE** online safety certifications that align with high school curriculum outcomes in the areas of career, wellness, health, and trades.



Career Safety Education increases student awareness of workplace hazards and injury prevention strategies to prepare for employment.

Program components are specifically designed by industry safety **experts** to address the most common injuries to new workers in their respective fields.

The program includes **four** universally applicable foundation-building courses:



**New Worker
Readiness Program**



**Mental Health
Wellness Resiliency**



**WHMIS
2015**



**Hearing Protection
Training**

and **One** or **More** of the following optional programs:



**Fall Protection
Training**



**Retail Safety
Training**



**Respiratory Protection
Training**



**Safe
Trailering**



**Ground Disturbance
for Saskatchewan Workers**

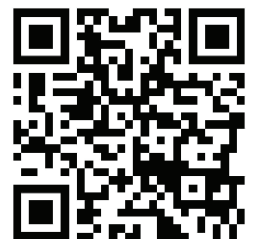


**Online Agriculture
Training System**

Other optional third-party programs are also available such as **WAVE (Workplace Assessment and Violence Education)** for healthcare, for participants under 21 years of age, and **SCOT (Safety Construction Orientation Training)** available for students enrolled in the K-12 Educational System.

We would like to **thank** the following program supporters and multi-year organizational sponsors:

CAA Saskatchewan - Crescent Point Energy - Heavy Construction Safety Association of Saskatchewan K + S Potash - Meridian Surveys - Saskatchewan Association for Safe Workplaces in Health Saskatchewan Common Ground Alliance - Saskatchewan Construction Safety Association SaskEnergy - Weyerhaeuser - WorkSafe Saskatchewan



UPCOMING EVENTS

JANUARY

17

CRUCIAL CONVERSATIONS

**Wednesday, January 17 and Thursday, January 18, 8 a.m. to 4 p.m.
STF, Eamer Auditorium, Saskatoon**

Crucial Conversations teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics – at all levels of your organization.

FEBRUARY

02

RESOLUTIONS DEADLINE

Friday, February 2, 12 p.m.

Resolutions for the Annual Meeting of Council in April are due at noon.

RESPONDING TO CHILDREN'S INTERESTS

**Friday, February 2 to Tuesday, April 30
Online**

In this six-part synchronous and asynchronous online offering, teachers will learn how to explore classroom practices to spark student interest and to build projects around invitations and play.

FEBRUARY

09

CRACKING THE CODE: BUILDING SKILLS FOR SUCCESSFUL READERS

**Friday, February 9, 9 a.m. to 3:30 p.m.
STF, Arbos Centre for Learning, Saskatoon**

This interactive session will focus on building strong readers through the skills needed for decoding, fluency and phonological awareness. It will look at the connections among curriculum, effective programming, cues and conventions, oral language and formative assessment.

FEBRUARY

13

ENGAGING STUDENTS IN THE CORE FRENCH CLASSROOM

**Tuesday, February 13, 9 a.m. to 3:30 p.m.
Learning Centre, Riverview Collegiate
(Hosted by Prairie South School Division), Moose Jaw**

This session offers educators the opportunity to explore how authentic, action-oriented learning experiences support student engagement and language learning in the core French classroom.

MARCH

22

DEVELOPING SELF-REGULATION AND SOCIAL EMOTIONAL SKILLS IN EARLY YEARS

**Friday, March 22, 9 a.m. to 3:30 p.m.
STF, Arbos Centre for Learning, Saskatoon**

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

APRIL

11

SAVE THE DATE: LEADERSHIP SYMPOSIUM

**Thursday, April 11 and Friday, April 12
Delta Hotels by Marriott Downtown, Saskatoon**

APRIL

29

SAVE THE DATE: IT SUMMIT

Monday, April 29 and Tuesday, April 30

MAY

16

FIRST FIVE YEARS: INTELLECTUAL PROPERTY

**Thursday, May 16, 4 to 5 p.m.
Online**

This event is targeted towards teachers in their first five years but is open to everyone. The one-hour webinar will provide a brief overview of intellectual property as it relates to teaching with a focus on ownership, selling and sharing of materials created by teachers.



FOR MORE INFORMATION

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

AS PART OF OUR COMMITMENT TO TRUTH AND RECONCILIATION, AND PROMOTING DIVERSITY AND INCLUSION, WE ARE PLEASED TO HIGHLIGHT A FEW UPCOMING CELEBRATIONS AND DAYS OF RECOGNITION.

- January 4** National Ribbon Skirt Day
- January 17** Birth of Guru Gobind Singh Ji
- February 10** Lunar New Year
- March 11 - April 9** Ramadan

FEBRUARY

Saskatchewan Indigenous Storytelling Month
Black History Month





University of Lethbridge

EXPERIENCE THE ULETHBRIDGE MASTER OF EDUCATION

Major: General | Theme: Literacies & Numeracies (new!)
Major: Educational Leadership

- ▶ Reinvigorate your practice while you continue to teach
- ▶ Create educational change you're passionate about
- ▶ Build on your classroom experiences and leadership skills

Begin Summer 2024

Learn more: go.uleth.ca/master-of-education



"Both the formal and informal MEd curriculum encouraged me to be resilient, helped me to rise and make a difference in the lives of others. This transformed a culture of learning into a way of being. My hope is for other students to navigate learning and make it meaningful, while preserving their identity and connection to culture."
- Inaatsii'swaawaakaasaakii (Pretty Spider Woman), Taylor Little Mustache (BA/BEd '19, MEd '23)

*“Good Indigenous pedagogy
is right for all students.”*

– Fraser & Hewitt

Writing Instruction Through the 8 Ways Indigenous Pedagogy Framework

BY DENISE HEPPNER, STF PROFESSIONAL LEARNING ASSOCIATE DIRECTOR

Chief Barry Ahenakew was known for stating, “Education is our buffalo. It is our new means of *survival*; however, a significant question has been asked: ‘What should that buffalo look like?’” (Mombourquette and Bruised Head, 2014, p. 107). A considerable amount of research calls for culturally responsive pedagogy and meaningful learning activities, but what does that actually look like in the writing classroom?



STF Professional Learning has partnered with award winning Métis author Arnolda Dufour Bowes to develop a one-day interactive workshop focused on exploring the 8 Ways Indigenous Learning and Pedagogical Framework (RAET, 2023; Yunkaporta, 2009) as it relates to writing instruction.

The 8 Ways framework guides teachers to include Indigenous perspectives by using Indigenous learning and teaching techniques. Every place and every People have their own unique pedagogies – these 8 Ways are meant to be a culturally safe point of entry for teachers to begin engaging with Indigenous knowledge, having cross-cultural conversations, and working with the local community towards producing their own unique framework for Indigenous education based on local ways of doing things (Yunkaporta, 2009). Briefly, the 8 Ways are:

- 1 **STORY SHARING:** learning through narrative (“We connect through the stories we share”).
- 2 **LEARNING MAPS:** planning and visualizing explicit processes (“We picture our pathways of knowledge”).
- 3 **NON-VERBAL:** working non-verbally with self-reflective, hands-on methods (“We see, think, act, make and share without words”).
- 4 **SYMBOLS AND IMAGES:** learning through images, symbols and metaphors (“We keep and share knowledge with art and objects”).
- 5 **LAND LINKS:** learning through place-responsive, environmental practice (“We work with lessons from land and nature”).
- 6 **NON-LINEAR:** using indirect, innovative and interdisciplinary approaches (“We put different ideas together and create new knowledge”).
- 7 **DECONSTRUCT/RECONSTRUCT:** modeling and scaffolding by working from wholes to parts (“We work from wholes to parts, watching and then doing”).
- 8 **COMMUNITY LINKS:** Connecting learning to local values, needs and knowledge; also refers to classroom community (“We bring new knowledge home to help our people”).

(RAET, 2023; Yunkaporta, 2009)

EXAMPLES OF WRITING ACTIVITIES USING THE 8 WAYS:

- **Story Sharing:** spoken word poetry, story sacs, oral story sharing, “Talk for Writing.”
- **Learning Maps:** graphic organizers, writing anchors/frameworks, storyboarding, story stones.
- **Non-Verbal:** drama, sensory exploration, story making with loose parts/light/sound, move/play/learn.
- **Symbols and Images:** mind maps, layered storyboards, photo journey, visual literacy, metaphor dice.
- **Land Links:** nature journal, using natural elements as storytelling tools, star stories, nature riddles/poetry, love letter to our planet, writing outside, inspired writing from outside dramatic play.
- **Non-Linear:** make writing from loose parts, interactive/collaborative writing with peers, Mad Libs, snowball writing.
- **Deconstruct/Reconstruct:** mentor texts, genre instruction, gradual release of responsibility through modeling and feedback.
- **Community Links:** service-learning projects, multigeneration research projects, community development and awareness projects, writing clubs, writing circles, peer editing.

As we strive towards answering the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015), these 8 Ways reflecting Indigenous teaching techniques help us in our journey in addressing Call to Action 62: “... integrate Indigenous knowledge and teaching methods into classrooms.” By including Indigenous knowledge (i.e., Indigenous-authored mentor texts or guest speakers) into our classrooms as well as incorporating Indigenous teaching methods as we endeavor to meet the goals of the Saskatchewan curriculum, we are engaging in what Mi'kmaq Elder Albert Marshall coined as Two-Eyed Seeing. “Two-Eyed Seeing is to see from one eye with the strengths of Indigenous ways of knowing, and from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together for the benefit of all” (Hatcher & Bartlett, 2010, p. 16). ▲

Sources:

Hatcher, A., & Bartlett, C. (2010). Two-eyed seeing: Building cultural bridges for Aboriginal students. *Canadian Teacher Magazine*. <http://www.integrativescience.ca/uploads/articles/2010-Canadian-Teacher-Magazine-Hatcher-Bartlett-building-bridges-aboriginal-students-education-Integrative-Science.pdf>.

Mombourquette, C., & Bruised Head, A. (2014). Building First Nations capacity through teacher efficacy. *The Canadian Journal of Native Studies*, 34(2), 105-123.

Regional Aboriginal Education Team (RAET). (2023). *8 Aboriginal Ways of Learning*. <https://www.8ways.online/>.

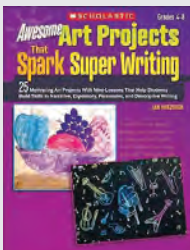
Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf.

Yunkaporta, T. (2009). *Aboriginal Pedagogies at The Cultural Interface. Our Ways of Learning in Aboriginal Languages*. <https://researchonline.jcu.edu.au/10974/4/04Bookchapter.pdf>.



WRITING RESOURCES AVAILABLE FROM THE EMMA STEWART RESOURCES CENTRE

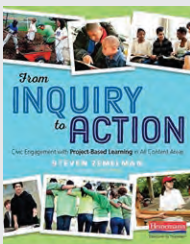
For these and other resources, contact the ESRC or visit the online catalogue at www.stf.sk.ca.



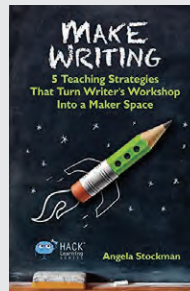
This practical resource by Jan Wizezorek describes 25 creative art projects to motivate student writers in Grades 4 to 8. Found-Art Superheroes, The Room of My Dreams, Canned Art, and Shakespeare at the Movies are a few of the mini lessons that help students link visual ideas to writing a cogent story, develop and support a main idea and build a persuasive argument.



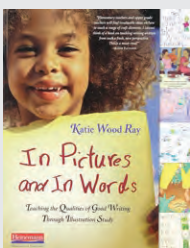
Examine how author Valerie Bang-Jensen connects outdoor learning and movement activities to literacy strategies such as Word Gardens, Story Walks and Literacy Trails in order to meet the needs and interests of students and help them communicate and discover themselves.



In this book, author Steven Zemelman presents a variety of civic engagement projects for fostering student research and writing about real issues in the community. By emphasizing choice and voice, student ownership of learning is enhanced as is their motivation to revise their writing.



Angela Stockman shows how to enrich students' writing skills through coaching maker moves such as tinkering with text, making words moveable and mixable, connecting to real audiences and playing through the process. Ideas for redesigning the classroom environment and using interactive boards and charts in the writing workshop are also described.



Learn how author Katie Wood Ray uses book illustrations to help students make decisions about the words to use in their writing. Fifty methods for using picture books to deepen students' thinking and improve their writing are included.



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



The Saskatchewan Music Educators Association (SMEA) is one of the STF's Professional Growth Networks. SMEA provides professional development opportunities for music teachers and educators in the province by providing workshops, resources and connections with clinicians to improve students' experiences with music.







Sign up for free at saskmea.ca



Green up your classroom

Join the EcoSchools Movement in Saskatchewan!

-  In-person professional development opportunities
-  Foster student environmental leadership
-  Win cash and fun prizes for your school
-  Access curriculum-linked resources



Enroll now and secure your spot in the greenest national program!

Sign up for free today at ecoschools.ca/saskatchewan



Teachers Share Learning

During International Volunteer Experience



BY ROD DRABBLE, STF COMMUNICATIONS

Professional learning involves a journey. That’s something Robin Heshka experienced firsthand while collaborating with a group of Guyanese teachers through Project Overseas.

“One thing I noticed is how badly the participants wanted to learn,” says Heshka, who spent 17 days in the South American country in July. “They gave up two weeks of their one-month summer holiday and travelled hours and hours by boat, walking or bicycle. Some left their family to participate, while others brought them with them and crammed into a dorm room with over 100 other participants.”

Heshka, the principal at William Grayson School in Moose Jaw, was among a group of Canadian educators who shared their knowledge and experience with Guyanese teachers seeking ways to teach core subjects and deliver a new curriculum through differentiation, classroom management, inclusion and leadership.

Delivered through the Canadian Teachers’ Federation, Project Overseas supports educational partners

in developing countries to co-plan and co-deliver professional learning to teachers. The Saskatchewan Teachers’ Federation sponsors members’ participation. Applications are accepted each fall for summer programs that run the following year.

“I have been involved with the STF in various ways and this was another way I could be a part of all the STF has to offer,” Heshka says. “The STF and partnerships like CTF provide opportunities like Project Overseas and I was immediately drawn to the project.”

Teachers who made up Project Overseas’ contingents during the summer of 2023 were chosen from applicants from across Canada. Preparations for their trips began in March with online meetings and collaboration. A three-day, in-person orientation in early July prepared participants ahead of departure.

For Lynda Gellner, serving as leader of a Canadian contingent to Ghana was an outgrowth of her previous international experience, including a Project Overseas trip to Ghana in 2017 and an opportunity with Professional Development Program – India from 2018 to 2020. She believes international collaboration provides educators with opportunities to “walk the walk” rather than just imagine.



© SUPPLIED

◀ Guyanese teachers who participated in the two-week professional learning experience offered through Project Overseas and the Guyana Teachers’ Union.

▶ Robin Heshka (left) collaborates with a Guyanese educator during her two-week Project Overseas experience.



“Involving Canadian educators provides a different perspective for the topics,” says Gellner, who has worked in classroom and consultant roles with Regina Public Schools and as a University of Regina instructor. “We were able to share successful instructional and presentation practices with our [Ghanaian] colleagues as well as provide them with scenarios describing how the topics might look and sound in our classrooms. It was also beneficial for us to learn about the topics from a Ghanaian point of view. It is vital to learn about other worldviews.”

Heshka said her time in Guyana was a reciprocal learning experience. Guyanese teachers gained ideas and strategies for teaching and were able to deepen their educational philosophy, while Canadian teachers had the opportunity to experience a different perspective on education and their role as teachers in their own school communities.

“I learned how passionate educators are no matter where in the world they are. Educators are creative, inquisitive and hardworking no matter what resources they have and/or the environment they have to work with. They worked hard and did whatever it took to participate and grow professionally. This really made me think about my role and school; the whole, ‘it takes a village’ never rang truer,” Heshka recalls.

Experiencing the connections shared by Ghanaian and Canadian teachers and their commitment to education was inspiring for Gellner, whose project saw two teams of Canadian teachers deliver eight workshops serving 800 educators.

“We all work creatively and remain hopeful that what we do today will impact the world tomorrow. We are united in our commitment to education,” she says. “I appreciate what I have at a deeper level. It is easy to get sidetracked about the resources you wish you had, or the size of your room. Now if I catch myself going down the path of complaints, I remind myself of all that I do have.”

Both acknowledge that a Project Overseas trip is a challenging experience – “it’s not a holiday, although it



▲ Lynda Gellner (top right) shares with Ghanaian educators during the Project Overseas volunteer experience last July.

is an adventure,” Gellner notes – but both consider it a highlight of their teaching careers.

“I would 100 percent recommend it,” Heshka says. “Teachers need to understand there can be hard times on trips like this – long flights, spending 24/7 with strangers, facing new challenges – however, the CTF spends time preparing you for these challenges and creates an environment for you to feel safe to share feelings. If you are open, honest, patient and a bit of a risktaker this project is for you!”

Gellner affirms the experience provides a valuable opportunity to develop personally and professionally.

“It is a time to share your knowledge and understandings about teaching and planning and it is also a time to learn,” she says. “You can learn from your colleagues overseas but also from your Canadian teammates.” ▲

Data and Lived Experiences Don't Lie: Reality in Classrooms

BY STAFF WRITER

Over the last year, we've heard from thousands of parents and teachers about their experiences in public schools. From each and every corner of the province, the experiences are consistent: class sizes are growing and there is a lack of supports for students. These real-life experiences are further backed up with data.

While government refuses to address class complexity and claims that class sizes aren't increasing, its own data and experiences shared by teachers and parents describe a very different reality.

According to the Government of Saskatchewan, the 2022-23 school year saw the largest student enrolment growth in 20 years. Between 2013-14 and 2022-23, the number of students grew from 170,582 to 189,924 while the number of full-time equivalent educators decreased by 15.

At the same time, government funding has steadily declined. Saskatchewan had the highest per-student total public education spending in the country in 2012-13. The Fraser Institute reports that spending dropped by 10 percent, making it only the sixth highest by 2020-21.

While the facts speak to a disturbing trend, it is the experiences shared by parents and teachers that bring home the sad and unsustainable reality of public education in Saskatchewan.

Susan* is a parent who lives in the Saskatoon area. "My daughter is falling behind and struggling. The school cannot provide any support because there are not enough resources. Most of the teachers are upset and depressed because they know they can't get to everybody, and they are doing their best."

Lindsey's* daughter is enrolled in Saskatoon Public Schools Academically Gifted Education, a program for gifted learners in Grades 5 to 12. "Her class size increased from 20 to 28. SAGE is supposed to have 25 kids per class and the same teacher for two years. The Grade 7s are in their third year with a third teacher."

James* teaches Grade 12 physics in Saskatoon and worries about the lost potential for Lindsey's daughter and other gifted students. "Many people believe that high-achieving students can take care of themselves and will learn easily. The problem is that by underfunding their education, we are robbing them of opportunities to learn as much as they would in a fully resourced situation. I can't help but feel we are failing these kids because we don't have the funding to set up situations where they can learn well and see themselves as successful learners."

Classroom dynamics have become more complex with increased demands for English as an additional language support that just isn't there. "We have more than 450 newcomers in our system and not enough support to help them transition and be successful," says James.

Children who previously benefited from one-on-one assistance now find themselves in regular classrooms with little to no support. According to the Ministry of Education, between 2018-19 and 2022-23, there was a 15.7 percent reduction in EAL teachers and a 7.7 percent reduction in teacher-counsellors.

Bob* is a teacher who sees the impact of this every day. "Three children in our school require one-on-one assistance. Two of them have, at times, taken five adults to keep them and the other children safe. They bite, scratch, run away and scream. They were in special programs

that met their needs last year but are now in a regular classroom with no extra supports. I have taught for 37 years and have never seen conditions so bad for learning or teaching."

Your reality and lived experiences matter. Please keep sharing your experiences with us at advocacy@stf.sk.ca and with MLAs by joining [Tell Them Tuesday](#). ▲

* Pseudonyms have been used to protect the privacy of teachers and students, but the stories are all real and recent experiences shared by current STF members and parents.

According to data from the Saskatchewan Ministry of Education, in the 2022-23 school year, there was:

A 2.1 % increase in enrolment, while the number of classroom teachers declined by 0.7%	1 social worker per 2,588 students	1 psychologist per 2,904 students	1 speech-language pathologist per 1,413 students
--	------------------------------------	-----------------------------------	--



workshops' highlight



Ateliers & Ressources



Départ santé - Healthy Start



Intimidation, cyberintimidation et sextos



Construire une identité francophone



Répertoire complet à FRÉSK.ca



La danse canadienne-française des Prairies



En toute fierté! : Art visuel



Salons du livre

Réservations : FRESK.CA

Information : info@fresk.ca

FRÉSK is a directory of educational resources and services from Saskatchewan's French community and organizations for cultural, linguistic and identity development for all French-speaking students in Saskatchewan.

New MySTF Login Options for Members

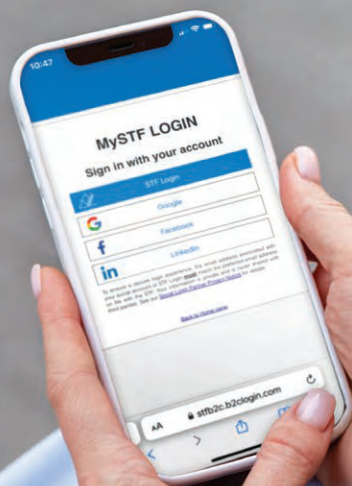
There are new options for accessing member-only information on the Saskatchewan Teachers' Federation website. The [MySTF login](#) page now allows users to securely log in using their Google, Facebook or LinkedIn accounts.

When members visit MySTF, they will have the option of selecting a social log-in partner for access authentication. As part of that process, the name and email address attached to that social account will be shared with MySTF. To ensure a successful authentication, the email address associated with the member's social account must match the preferred email on file with the STF.

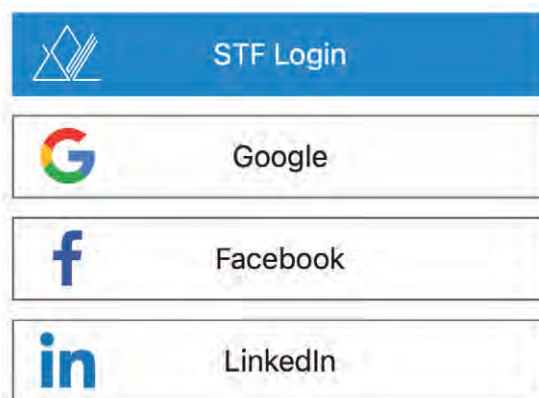
Alternatively, members can continue to use the "STF Login" with their current email and password combination. If needed, the password can be reset online using "Forgot Password."

These additional log-in choices respond to member requests to improve and simplify MySTF access. Authentication through third-party services ensures a high level of security for members and the Federation.

Members who may require assistance should contact the Member Support Centre by phone at 1-306-373-1660 or 1-800-667-7762, email stf@stf.sk.ca, or use the online chat function on the STF [website](#) during business hours. ▲



NEW SIMPLIFIED LOGIN PROCESS FOR MYSTF



- 1 Option to use Google, Facebook or LinkedIn account to securely log in and access member-only information.
- 2 Ensure your information in MySTF is accurate.
- 3 Email address associated with social account must match your preferred email on file to ensure successful third-party sign-in.

Members can continue to use the "STF Login" with the added option to reset your password using "Forgot Password."

Having trouble?

Contact the Member Support Centre:

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

Email: stf@stf.sk.ca

Chat via: www.stf.sk.ca during office hours

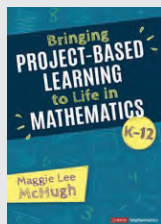
Emma Stewart Resources Centre Bookshelf

BY JOAN ELLIOT, ESRC MANAGER

Did you know that the Emma Stewart Resources Centre has a unique collection of great curricular, professional learning and research resources focused on K-12 education? Visit in person, search the online catalogue, or contact us to request materials. We provide a free mailout service to anywhere in the province.

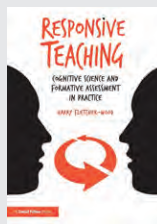


AVAILABLE FROM THE EMMA STEWART RESOURCES CENTRE



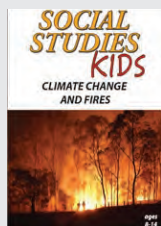
Bringing Project-Based Learning to Life in Mathematics K-12

This practical resource by Maggie Lee McHugh presents numerous strategies to engage students more fully in their math lessons. Suggestions for project-based inquiry, meaningful assessment, and making math more equitable and culturally responsive are clearly explained.



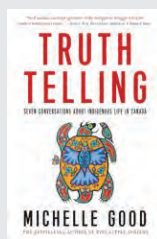
Responsive Teaching: Cognitive Science and Formative Assessment in Practice

Delve into this guide by Harry Fletcher-Wood to explore key problems that teachers face in planning lessons, assessing learning and responding to students, as well as effective strategies for addressing them. Examples of each strategy in practice are included as are helpful checklists.



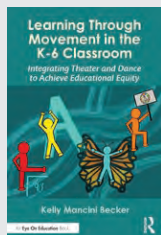
Climate Change and Fires

This DVD resource in the Social Studies Kids Series explores the importance of forest ecosystems for humankind, the role of climate change in the dramatic increase in forest fires and what young climate activists are doing to reduce climate change. It is produced by Wonderscape Entertainment and distributed by McIntyre Media.



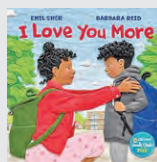
Truth Telling: Seven Conversations About Indigenous Life in Canada

Stressing the importance of dispelling myths and setting the record straight in our reconciliation journey, the seven essays in this new volume by award-winning author Michelle Good provide an insightful analysis of key issues such as residential schools, colonialism, treaties, Indigenous literature, cultural pillagers and the return of lands.



Learning Through Movement in the K-6 Classroom: Integrating Theater and Dance to Achieve Educational Equity

Concrete suggestions for including creative movement and drama activities in language arts, math, social studies and science are fully described in this book by Kelly Mancini Becker. She also explains the benefits of art making for authentic assessment.



I Love You More

Written by Emil Sher and illustrated by Barbara Reid, this vibrant picture book highlights a young boy's loving relationships and community connections as he moves through a day in his diverse neighbourhood. ▲

THE FUTURE OF Teacher Professional Learning

BY STAFF WRITER

Just as the world of public education had to adjust to the many challenges brought forth by the COVID-19 pandemic, so too did STF Professional Learning need to pivot to achieve their goal of providing impactful professional learning to Saskatchewan teachers. Listening to and learning from Saskatchewan

teachers is a core principle of STF Professional Learning. “One of

our key goals moving forward will be to partner with teacher members in a more strategic manner that best utilizes their time and does not over-extend requests made to school divisions,” says STF Professional Learning Director Shaun McEachern.



The new post-Provincial Facilitator Community vision is for STF Professional Learning partners to be much smaller in numbers and have three-year terms for membership. “This approach will allow us to engage with our members in more meaningful ways and partner with more member facilitators over time,” McEachern says.

This new approach owes a lot to the impact and legacy of the Provincial Facilitator Community. At its peak, the PFC had more than 100 dedicated teachers who offered valuable expertise and insight to their colleagues across the province as they mutually worked towards engaging students and actualizing curriculum.

“Teachers leading teachers has proven to be a powerful model for professional learning,” says McEachern. “We are grateful to all the facilitators for their passion and commitment to teaching and learning. We have all grown by working, planning and learning together.”

Since its inception nine years ago, 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.

STF’s new professional learning approach will also open opportunities to reach outside of the teacher community to other professional learning partners whose knowledge and expertise will help support teachers in the diverse 21st century classroom. The best example of this is STFPL’s current partnership with Navera, an organization of social workers and counsellors committed to supporting positive mental health and well-being in Saskatchewan.

Going forward, McEachern is also excited about offering more asynchronous learning opportunities for teachers. “We want teachers to be able to access professional learning from wherever they are and when they feel they have the time,” McEachern says.

By the spring of 2024 a new detailed membership application form as well as the future strategic direction of the Professional Learning partnership will be available under the Get Involved section on the STF [website](#).

“Our heartfelt thanks go out to all former members of the PFC. Your impact over the past nine years on teaching and learning is immeasurable and we look forward to the new partnerships that will be established with Saskatchewan teachers.”

“We are grateful to all the facilitators for their passion and commitment to teaching and learning. We have all grown by working, planning and learning together.”

▼ STF Professional Learning Director Shaun McEachern speaks at an event.



BRITTANY BELAMY

Provincial Facilitator Community Members

The STF thanks the PFC members for their contributions.

Allen, Scott
Andersen, Kimberly
Anderson Klassen, Pam
Anderson, Kerry
Armstrong, Dean
Armstrong, James
Baier, Tyler
Ballek, Jade
Becker, Stacy
Bibby, Patricia
Biem, Raquel
Brandt, Sean
Brass, Jaylene
Bruner, Callie
Cachene, Jori
Charabin, Lindsay
Clarke, Dan
Cooper, Carla
Daigle, Jordan
Danyluk, Christine
Daubisse, Sara Maria
Dizy, Michelle
Dufour Bowes, Arnolda
Dunits, Cheryl
Dusyk, Ceane
Elaschuk, Darryl
Faubert, Darin

Favel, Alisa
Franklin, Holly
Friedrick, Meaghan
Gellner, Lynda
Grasby Sawatzky, Pam
Gray, Michelle
Greschner, Ashley
Guest, Murray
Hadwen, Glenda
Hadwen, Karen
Hamilton, Brent
Helfrich, Kendra
Hoogsteen, T.J. (Tommi)
Hurlbert, Nina
Isbister, Darryl
Ives, Stephanie
Jeffery, Dwayne
Karakochuk, Trish
Keeley, Krista
Klein, Marcia
Kraft, Rob
Krawetz, Candice
Laliberte, Erin
Leask, Heather
LeBlanc, Ryan
Leidl, Reg
Lewry, Callie

Lichtenwald, Kyle
Low, Arlene
Marcotte, Lisa
Mason, Jen
Mazurek, Tanya
Mbanza, Christian
McFarlane, Melissa
McIver, Karen
Mielke, Dan
Millette, David
Moen, Sandra
Mohr, Penny
Moore, Jeff
Nelson, Amanda
Orth, Amy
Owens, Jennifer
Pelletier, Joe
Pon, Terry
Redekopp, Cheryl
Risling, Megan
Rowe, Dave

Sakatch, Jackie
Sandor, Warren
Sanville, Amy
Sibbald, Dawn
Smith, Amanda
Spence, Shaun
Stillar, Ramona
Thunder, Terri
Treptow, Cheryl
Turner, Nicole
Van Hesteren, Sherry
Vetter, Jaren
Wahl, Monique
Watson, Faith
Weisbrod, Kate-Lynn
Wilson, Cole
Yeaman, Angela
Yockey, Val ▲



Protecting Members' Rights:

In Dispute Measure Leads to Productive Negotiations and New Agreement

BY STAFF WRITER

The Northern Area Teachers' Association has ratified a new local implementation and negotiation committee agreement with the Northern Lights School Division after the Saskatchewan Teachers' Federation took the rare step of placing the division in dispute earlier this year. NLSLD was placed in dispute by the STF in June in response to unfair labour practices by the division's director of education following an impasse in local bargaining. To lift the in-dispute designation, the NLSLD director agreed to provide a letter to the STF confirming he did not intend to subvert the collective bargaining process.

The in-dispute designation was lifted on July 24, and negotiations resumed in earnest. STF senior administrative staff offered expertise to NATA's LINC, including guidance for a new grievance procedure process. Agreements were reached on key issues, such as housing allowances and grievance procedures, and NATA members ratified the agreement in October.

Debbie Banman, president of the Northern Area Teachers' Association, says members are pleased with the new agreement and recognizes the important role solidarity played in finding a resolution. "The support and guidance of the STF was invaluable to the local reaching our LINC agreement for September 1, 2023, to August 30, 2025," Banman says. "The entire process has shown NATA members the strength of the collective." ▲



"In dispute" is a punitive designation that is applied when it appears an employer has encroached on the rights of members to a fair bargaining process.



A SASKATCHEWAN WHERE EVERYONE BELONGS AND HISTORIES MATTER



Foster curiosity, critical thinking skills and empathy by learning about Saskatchewan's diverse histories through WDM exhibits, artifacts, archival material, inquiry-based learning opportunities and hands-on experiences.

For information on visiting a WDM, in-Museum school programs, teacher-led experiences, virtual programs, resources for your classroom and an opportunity to win a free field trip to the WDM visit wdm.ca/education



What is history?

How do we know what really happened in the past?

How does history shape our present-day realities?

MOOSE JAW

NORTH BATTLEFORD

SASKATOON

YORKTON



WDM.CA



STF-001207 / 2023103

Sending gratitude and a heartfelt thanks this holiday season and best wishes for the New Year!



UNIVERSITY OF SASKATCHEWAN
College of Education

ACHIEVE YOUR TEACHING AND CAREER GOALS WITH OUR GRADUATE AND CERTIFICATE PROGRAMS

grad.usask.ca/education

Educational Technology and Design • Curriculum Studies • Indigenous Languages • Indigenous Land-Based Education • Educational Psychology • School and Counselling Psychology • Special Education • Educational Administration • Educational Foundations • Scholarship of Teaching and Learning • English as an Additional Language Education

Using the MFAP to Save Money in a Tough Economy

BY AARON STUCKEL, STF COMMUNICATIONS

It's no secret that it's gotten a lot tougher to stretch our dollars lately. In Saskatchewan, the cost of living has increased over 14 percent since 2020, and wage increases (especially for teachers) haven't been anywhere close to keeping up. That's left many with serious worries about their finances.

Respondents to an online Royal Bank of Canada poll on financial flexibility recently ranked increased cost of living, saving and rising interest rates as their top three financial concerns. Luckily, teachers have access to free financial resources through the STF Member and Family Assistance Plan to help address those concerns.

Especially helpful is the Saving Everyday module – a collection of resources aimed at saving money, protecting your finances and spending money wisely. Start with a budget plan, then learn a little bit about the psychology behind saving money before you start taking in tips for saving money on things like water bills and household items.

From there, view the checklist for choosing a credit card, learn more about curbing compulsive spending or protecting yourself against scams. And if you're still looking for help, you can start an online chat to book a time with a financial expert, or call the MFAP phone number to do the same.

For many of us, the rise in the cost of living is putting unprecedented pressure on our purchasing power. That can leave us all feeling a little uncertain about how to handle our finances. As an STF member, you have access to financial experts and reliable resources that can help you determine the correct way forward. Don't hesitate to use them.

Visit the MFAP e-Guide for more information on the financial help available to you. And be sure to visit www.guidanceresources.com to see how ComPsych's online resources can help you with all sorts of life challenges, like legal issues, lifestyle changes, relationships and overall well-being. ▲



Reminder:

Try to put away some extra money in case sanctions are implemented or teachers are locked out. While there is a Federation fund that can be accessed to provide financial support to members in case of job action, the fund is not for income replacement.



COLLECTIVE
BARGAINING

MORE STUDENTS AND LESS FUNDING:

PUBLIC EDUCATION IN SASKATCHEWAN

- 2022-23 saw the largest student enrolment growth in 20 years with close to 4,000 more students, yet a decrease of 145 FTE teachers.
- 38% more students need intensive supports, yet there are fewer professional supports (e.g., a 13% reduction in psychologists over the past decade).
- Teachers are behind in salary by 8.5% as of today, assuming inflation stays at 0%.
- Saskatchewan has gone from 1st place in per student funding to 8th place.*
- Underfunding public education is a **political choice**, not an economic one.

The Government of Saskatchewan has a \$500 million surplus, led the nation in economic growth in 2022 and is expected to again in 2023.

- Each year, the Government of Saskatchewan invests a smaller portion of the provincial budget into public education despite population and enrolment growth.

In 2018-19, funding for K-12 operations was over 13% of the total budget. In 2023-24, it had dropped to just 11%.

* Statistics Canada



SASKATCHEWAN
TEACHERS'
FEDERATION

PUBLICATIONS MAIL
AGREEMENT # 40064493

RETURN UNDELIVERABLE CANADIAN ADDRESSES TO:

SASKATCHEWAN TEACHERS' FEDERATION

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

SASKATCHEWAN
TEACHERS'
FEDERATION

