

PROFESSIONAL GROWTH OPPORTUNITIES

MAY 2024





To find this catalogue on our website, scan the QR code or go to:
www.stf.sk.ca > Professional Resources > STF Professional Learning

The information in this catalogue is accurate at time of printing but is subject to change. Please refer to the Federation website at www.stf.sk.ca for the most up-to-date information.

STF CONTACT INFORMATION

LOCATIONS

Head Office

2317 Arlington Avenue
Saskatoon SK S7J 2H8
F: 306-374-1122

Arbos Centre for Learning

2311 Arlington Avenue
Saskatoon SK S7J 2H8

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

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TABLE OF CONTENTS

Events	2
Opportunities and Resources	5
Professional Growth Networks	14
Opportunities for Educators.....	20
STF Professional Learning Sessions Summary	21
STF Professional Learning Sessions	23
'Just in Time' Asynchronous Learning.....	23
Teaching and Learning.....	25
Social-Emotional and Behavioural Well-Being.....	32
Mathematics	36
Literacy	39
Early Learning	47
Physical Literacy.....	53
Leadership.....	54
E-Learning Pedagogy.....	60
Outdoor Education	62
French Opportunities / Formations en français	64

EVENTS

LOCAL ASSOCIATION LEARNING OPPORTUNITIES

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

The program includes events to support local association presidents, vice-presidents, LINC chairpersons and school staff liaisons. These events offer the opportunity for professional growth and dialogue about the needs of local associations within the Federation.

Local Leadership Gathering

This event brings local association presidents, vice-presidents and LINC chairpersons together for networking and discussion of current issues affecting teachers and the Federation.

Friday, September 20, 2024

(afternoon and evening)

Saturday, September 21, 2024

Delta Hotels by Marriott Saskatoon Downtown

Presidents' Gathering

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

Friday, February 7, 2025

Location TBD

School Staff Liaison Forums

These forums are held to support those individuals who act as a vital communication link between the Federation and the teachers in each school.

Supporting Local Associations

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

Access Local Leader Toolkit

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

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



ITSUMMIT2025

Monday and Tuesday, May 5-6, 2025
Saskatoon – Delta Hotels by Marriott
Saskatoon Downtown

The IT Summit will create opportunities to:

- Explore exemplary practices for teaching and learning with technology including opportunities in distance education.
- Share best practices that support student learning through technology use in schools and school divisions.
- Promote professional learning communities that foster effective teaching and learning with technology.
- Celebrate, support and encourage new partnerships and networks of support.

Accreditation Seminars

These seminars provide an opportunity for teachers to challenge, extend, enhance and renew their professional experience with an emphasis on assessment and evaluation. To assist in meeting the accreditation policy requirements, the Federation offers seminars in spring, summer and fall as well as contracted services. Check the STF Events Calendar for latest offerings – Initial, Renewal or Second Subject.

For more information or to register for any of the accreditation seminars, visit www.stf.sk.ca.



PLANNING FOR RETIREMENT SEMINARS

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

These virtual seminars are held in October. Dates will be announced and posted to the Events Calendar on our website in September.

OTHER RESOURCES

Members can get an estimate of what their pension could be at a future date by using the STRP Pension Estimator available at www.stf.sk.ca > [Pension & Benefits > Teacher Benefits > Pension Plan](#).

The Superannuated Teachers of Saskatchewan offers retirement lifestyle planning seminars. Visit www.sts.sk.ca for more information.

REGISTRATION

Registration is required to join these virtual seminars. Please check for details at www.stf.sk.ca > [Pension & Benefits > Life Events > Planning for Retirement](#).

STS Retirement Lifestyles Session

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

The session is about two hours in length, can be offered in person or electronically and provides information regarding:

Transitioning – Managing the transition to retirement.

Superannuated Teachers of Saskatchewan – Information on the STS and the STS Health and Dental Plan.

Retirement Planning – A financial planner will be in attendance.

Just in Case – Some reminders of papers to have in order.



The Superannuated Teachers of Saskatchewan would like to invite school divisions, local associations, school staff or those who are interested to contact them at 306-373-3879 or sts@sts.sk.ca.

OPPORTUNITIES AND RESOURCES



GET INVOLVED
BOARD AND COMMITTEE
OPPORTUNITIES AVAILABLE

SHARE YOUR EXPERTISE APPLY TODAY!

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

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

CONTACT US



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

Call 306-373-1660 or 1-800-667-7762 for more information.

Benefits of Participating

- ✓ Contribute and learn about topics you care about.
- ✓ Become an education influencer with the ability to contribute to your profession and professional organization.
- ✓ Protect and enhance teacher benefits.
- ✓ Network, collaborate and build meaningful relationships with others.
- ✓ Receive full pay for your time as outlined in the Provincial Collective Bargaining Agreement.
- ✓ Build new skills to strengthen your professional growth.

THE ARBOS SHOP

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

Items are sourced from Canadian companies, and all items are sold on a cost-recovery basis. You can view the online catalogue on our website at www.stf.sk.ca. If you have any questions, please call us at 306-373-1660 or 1-800-667-7762 or email stf@stf.sk.ca.



MEMBER SUPPORT

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

Are You . . .

- Experiencing conflicts related to supervision and evaluation processes? Do you want to improve interpersonal and professional relationships?
- Entering into, amending or terminating a contract of employment? Have you received notice of termination? Overwhelmed by contract changes?
- Confused about work-related legal matters? No idea where to turn? We can provide you with work-related legal advice in consultation with our in-house legal counsel.
- Wanting to change your contact information or make any other updates to your information with the Federation? If so, please access

the change of information form on our website at www.stf.sk.ca/resource/changeinformation-form.

- Looking for some information regarding your benefits or just want to become more informed about your plans? Please visit our website at www.stf.sk.ca > [Pension & Benefits](#).

The Federation is committed to our members and pushing the bar on providing the best service possible!

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

MEMBER SUPPORT CENTRE

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

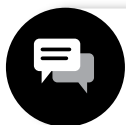
The MSC is here to assist you and has courteous and friendly representatives who are dedicated to working with members and finding answers to their requests in a timely fashion.

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

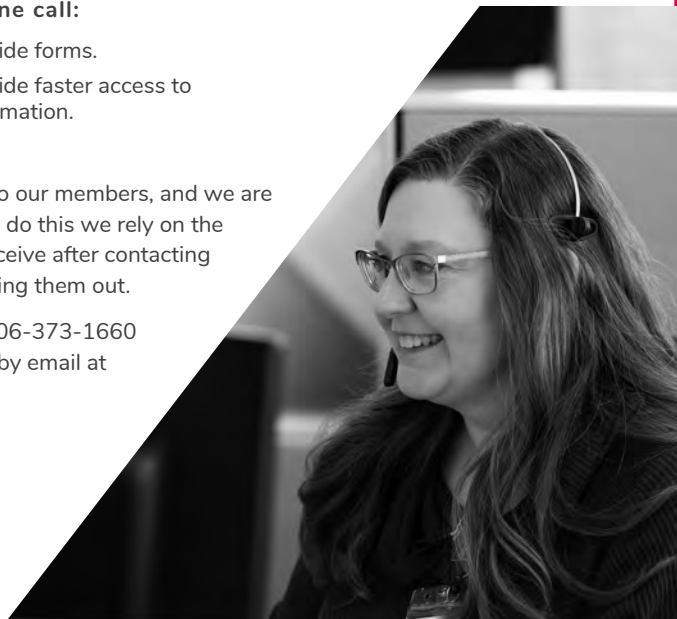
- Provide help with logging into MySTF.
- Assist with lost or stolen benefits cards.
- Assist with payments for optional life insurance.
- Provide forms.
- Provide faster access to information.

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

To contact the Member Support Centre, call us at 306-373-1660 or 1-800-667-7762, online chat on our website or by email at stf@stf.sk.ca.



Let's Chat!
We're Online



MYSTF LOGIN OPTIONS FOR MEMBERS

There are 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 login 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 login 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 at 1-306-373-1660 or 1-800-667-7762, 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

McDowell Foundation

The McDowell Salon Series is a series of conversations held throughout the year on a variety of topics directly impacting teaching and learning in the province. A McDowell research team is joined by other teachers and community members to share their research and look at the "now what" questions. For more information on upcoming and past Salon Series, visit www.mcdowellfoundation.ca > [Salon Series](#).

For all other inquiries, visit the Foundation's website at www.mcdowellfoundation.ca.



Are you ready for something more in your professional life?

Are you looking for a larger, more global view of education?

As a teacher, do you feel you have more to offer and more to learn?

Are you ready for a personal and professional adventure?

IF YES, VOLUNTEER FOR PROJECT OVERSEAS WITH THE CANADIAN TEACHERS' FEDERATION AND THE SASKATCHEWAN TEACHERS' FEDERATION.

Each fall the CTF and STF seek English- and/or French-speaking teachers at the elementary and secondary levels who are interested in volunteering their time and talents to offer professional development inservice programs in partnership with teacher organizations in developing countries.

Each year over 50 Canadian teachers are chosen to volunteer on Project Overseas in countries throughout Africa and the Caribbean. The Project Overseas inservice projects take place in July.

Please visit the Professional Resources section of our website, www.stf.sk.ca > [Professional Resources](#) > [International Opportunities](#) for further information and application forms, or contact us at stf@stf.sk.ca.



SASKATCHEWAN
TEACHERS'
FEDERATION



PROFESSIONAL DEVELOPMENT PROGRAM INDIA

The Federation participates in international programs for the benefit of all teachers and students through the sharing of professional knowledge, skills and experiences. The principal goal of this program has been to develop sustainable professional development opportunities necessary to increase the repertoire of instructional strategies for the 2.5 million members of the All India Primary Teachers' Federation.

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

We anticipate sending two teams of two teachers to India in December 2024/January 2025.

For further information about the program and application process, visit the Professional Resources section of our website, www.stf.sk.ca > [Professional Resources](#) > [International Opportunities](#).

SASKATCHEWAN TEACHERS' FEDERATION BULLETIN

The *Saskatchewan Teachers' Federation Bulletin* magazine is published quarterly and features more voices from the teaching profession, more resources to support your work and more ways of engaging with you. Check your school for printed copies of the Bulletin, or visit us at www.stf.sk.ca to subscribe to the electronic version.

Interested in advertising with the *Saskatchewan Teachers' Federation Bulletin*? Contact us at stfcommunications@stf.sk.ca for more information.



WHAT'S NEW AT THE FEDERATION

Watch for the STF's monthly e-newsletter, *What's New at the Federation*, where you will find professional growth opportunities, advocacy efforts and other important information for members.



EMMA STEWART RESOURCES CENTRE



RESOURCES

VISIT US AT THE ARBOS CENTRE FOR LEARNING

2311 ARLINGTON AVENUE, SASKATOON

We are ready to meet your classroom, research and professional growth needs. A wealth of resources and services are available including:

- Online catalogue
- Lending materials (mailed directly to you, free of charge)
- e-Reference services
- Online journal and research database searches
- Library tours and displays



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

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

E: stf@stf.sk.ca

[@STFLibrary](#) [f](#) [t](#) [v](#) [@SaskTeachersFed](#)



APPLY TO BE A PROFESSIONAL LEARNING PARTNER WITH STF PROFESSIONAL LEARNING

Partner with STF Professional Learning to provide high-quality professional learning opportunities to the teachers of Saskatchewan.

Contact STF Professional Learning for more information at stf@stf.sk.ca or 306-373-1660 or 1-800-667-7762.

Submit your application [online!](#)

www.stf.sk.ca > [Professional Resources](#) >
[STF Professional Learning](#)



DO YOU REQUIRE A PRESENTATION?

Did you know that the Saskatchewan Teachers' Federation is able to provide presentations for local association meetings and conventions for plenary session speakers or breakout sessions at no cost to you? We strive to provide presentations, including some on financial literacy and your pension and benefits, that are based on our current context and are of importance to the profession.

Please visit our website at www.stf.sk.ca > [About the STF](#) > [Our Team](#) > [Local Associations](#) for a listing of our current presentations and the form to request greetings or presentations, including from the STF President.

For more information, please contact the Managing Director, Member Experiences and Operations at 306-373-1660 or 1-800-667-7762 or email stf@stf.sk.ca.



INCLUSION, DIVERSITY AND HUMAN RIGHTS

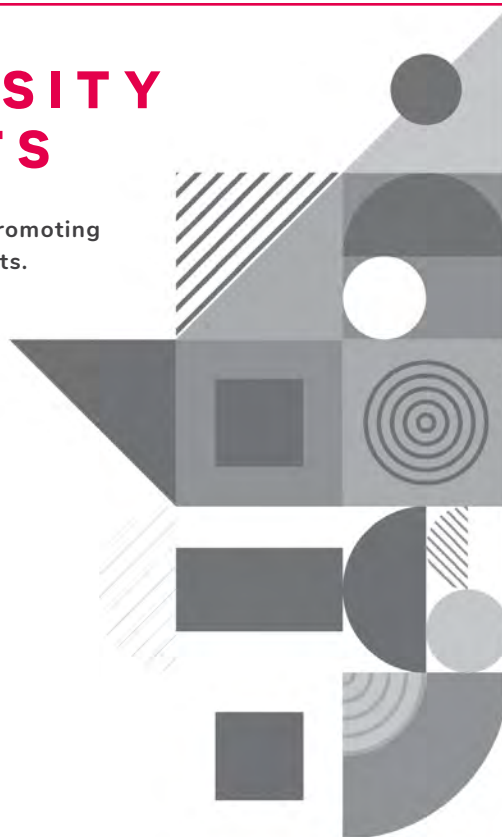
The Saskatchewan Teachers' Federation is committed to promoting dialogue and action on inclusion, diversity and human rights.

The five areas of focus for the Federation's IDHR initiatives are:

1. First Nations, Métis and Inuit
2. Antiracism and Representation of Racialized Teachers
3. Men in Education
4. Women in Educational Leadership
5. Queer Identity



Visit www.stf.sk.ca > [Teaching in Saskatchewan](#) > [Inclusion, Diversity and Human Rights](#) for information and resources to support this work.



What is the Leadership initiative?

Leadership strives to meet the growing need for professional learning and training to support aspiring and current educational leaders in Saskatchewan, and to create opportunities for members to engage with the Federation and their communities at various levels of governance.

Leadership is about empowering members to better serve their students, schools and communities through a broad range of leadership opportunities. It is about mentorship, networking and quality professional learning opportunities for Saskatchewan teachers who currently hold or are aspiring to leadership roles in their schools, division, the Federation and the sector at large.

Supporting members in a variety of areas including:

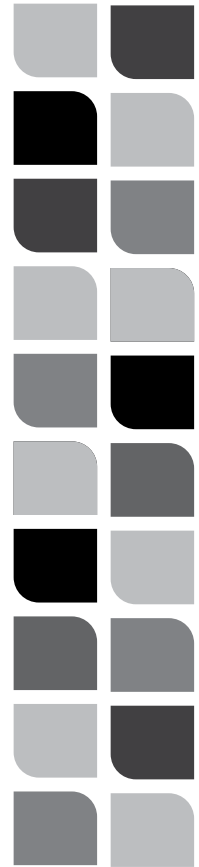
- Advocacy
- Mentorship
- Networking
- Partnerships
- Professional learning
- Reducing barriers
- Research
- Resources
- Seeking feedback
- Succession planning

Leadership will begin by introducing supports and resources in four areas of focus:

1. Indigenous Leadership
2. Women in Leadership
3. Governance Leadership
4. Principal and Vice-Principal Leadership



www.stf.sk.ca > [Professional Resources > Leadership](#)



SUPPORTING THE PRINCIPALSHIP

ATTENTION PRINCIPALS!

The Saskatchewan Teachers' Federation is keenly aware of the importance of the principal, vice-principal and assistant principal roles in establishing a successful climate for effective teaching and learning. We are here to directly support your role as leaders.

The Federation is committed to enhancing the provision of direct supports for principals, vice-principals and assistant principals across Saskatchewan.

How can the Saskatchewan Teachers' Federation support you?

- Access to a senior administrative staff member dedicated to supporting principals.
- Opportunities to discuss issues within your specialized role.
- Professional development and resources specifically designed for principals, vice-principals and assistant principals.

Your Federation is here to support you on your journey.



LEARN MORE

www.stf.sk.ca > [Teaching in Saskatchewan > Supporting the Principalship](#)

Call 306-373-1660 or 1-800-667-7762 for more information.

SUBSTITUTE TEACHERS

Approximately 4,000 substitute teachers support publicly funded schools in the province ensuring students have access to a certified teacher. Substitute teachers are members of the Federation and part of a collective of 13,500 professional teachers. As an STF member, there are a number of programs and supports available to support your teaching success.

1. Member Support Centre
2. Collective Bargaining
3. Pension and Optional Life Insurance
4. Teacher Professionalism
5. Professional Resources



Learn more about webinars and events specifically for substitute teachers, as well as programs and services available to you. For additional support, please contact the Federation at 306-373-1660, 1-800-667-7762 or stf@stf.sk.ca.



FIRST FIVE YEARS

TEACHERS IN THEIR FIRST FIVE YEARS

Are you a teacher in the first five years of your teaching career?

As a member of the Saskatchewan Teachers' Federation, you are part of a collective of 13,500 teachers. Your membership provides access to a number of programs and services including:

- 1** Member Support
- 2** Teacher Professionalism
- 3** Pension and Benefits
- 4** Collective Bargaining
- 5** Professional Resources

Watch for your new member information package that will be mailed to you. This package includes your login credentials and access to important information to support your teaching journey.

[Learn more](#) about webinars just for you, information related to your health and benefit plans and more. For additional support and information, please contact the Federation at 306-373-1660 or 1-800-667-7762 or by emailing stf@stf.sk.ca.



PROFESSIONAL GROWTH NETWORKS

Have you selected your professional growth network yet? STF members on a contract and substitute teachers gain access to a PGN as a benefit of their membership. There are more than 20 networks across Saskatchewan in a variety of subject fields, service areas and interdisciplinary groups.

A PGN supports your professional growth as a teacher through networking, communication and innovation. Connect with like-minded educators in Saskatchewan and share promising practices and specialized resources.



Visit www.stf.sk.ca > [Professional Resources](#) > [Professional Growth Networks](#) for further information and to select your own PGN! Talk to your school staff liaison if you require help making your PGN selection.

In addition to the networks in the following ads, these networks are also available for you to join:

- Literacy Educators and Resources Network (LEARN)
- Saskatchewan Association of Student Council Advisors (SASCA)
- Saskatchewan Association of Teachers of French (SATF)
- Saskatchewan Association of Teachers of German (SATG)
- Saskatchewan School Based Leaders (SSBL)
- Saskatchewan Special Educators Network (SSEN)
- Saskatchewan Teachers of Ukrainian (STU)
- Saskatchewan UNESCO Associated Schools Project Network

SASKATCHEWAN CAREER AND WORK EDUCATION ASSOCIATION

SCWEA's objectives are to:

- Promote an appreciation for the significance and value of career and work education.
- Provide a forum for the active interchange of ideas among educators, employers, students and the community.
- Promote courses and programs in essential skill development, career

development, career exploration, and community involvement through partnerships and collaboration.

- Enhance professional development by providing learning activities focused on career and work exploration.



scweapgn@gmail.com www.scwea.com

SASKATCHEWAN BUSINESS TEACHERS' ASSOCIATION

On the first weekend in May each year, the Saskatchewan Business Teachers' Association provides an opportunity for business students and teachers to showcase the important work that is taking place around our province in the areas of financial literacy and entrepreneurship, while providing a competitive environment for students.



**We Are Empowering
the Next Generation of
Business Leaders**



skbusinessteachers@gmail.com www.sbtaonline.ca [f](#) [@](#) @SBTASK

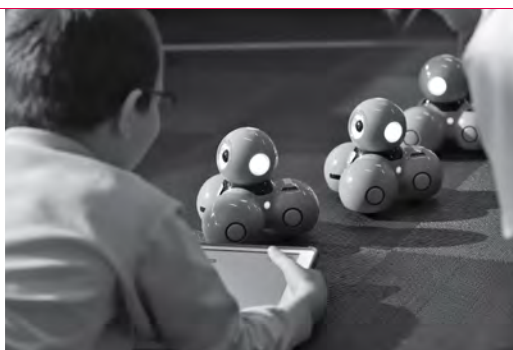
SASKATCHEWAN SCIENCE TEACHERS' SOCIETY

The Saskatchewan Science Teachers' Society empowers Saskatchewan educators by facilitating a deeper understanding of science curricula, fostering collaboration in STEM best practices and promoting the integration of Indigenous knowledge. Our initiative connects curricula to real Saskatchewan examples, making science accessible and engaging for students. Join us in enhancing science education across the province.



SASKATCHEWAN
SCIENCE
TEACHERS'
SOCIETY

sasksts@gmail.com www.ssts.ca  @SaskScienceTeachersSociety



SASKATCHEWAN HOME ECONOMICS TEACHERS' ASSOCIATION

The Saskatchewan Home Economics Teachers' Association is a professional association providing leadership and advocacy to strengthen, enrich and promote quality home economics education in Saskatchewan. Through engagement in professional communication and consultation with the STF, Ministry of Education and post-secondary institutions, we strive to encourage the development of skills for life at all levels of the educational system.



shetapresident@gmail.com www.sheta.ca

SASK OUTDOORS

SASKATCHEWAN OUTDOOR ENVIRONMENTAL EDUCATION ASSOCIATION

SaskOutdoors works to connect people to the outdoors and inspire curiosity and play in nature by passionately delivering programs and services that promote ecological understanding and environmental responsibility.

Areas of focus for SaskOutdoors:

- Outdoor Play – Providing accessible resources such as outdoor activities suitable for all ages, the *Let's Talk Outdoors* podcast and diverse outdoor education events.
- Climate Education – Offering online resources tailored for teaching, along with a partnership initiative with EcoSchools Canada.
- Professional Development – Delivering a range of workshops specifically aligned with curriculum requirements to support educators' growth and skill enhancement.

communications@saskoutdoors.org
www.saskoutdoors.org   @SaskOutdoors

SASKATCHEWAN TEACHERS OF APPLIED TECHNOLOGY

The Saskatchewan Teachers of Applied Technology is an organization that includes all teachers of practical and applied arts curriculum working together to improve the quality of our practical and applied arts classes. Our mission is to offer our members information, resources and networking which will strengthen, enrich and promote practical and applied arts in our province.



Teachers working
together to learn,
grow and connect.



saskstat@gmail.com www.saskstat.ca [f](https://www.facebook.com/saskstat) [@saskstat](https://www.instagram.com/saskstat)

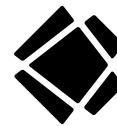
PHYSICAL AND HEALTH EDUCATION SASKATCHEWAN

Our vision is to support health and physical education teachers in delivering inclusive programs from Kindergarten to Grade 12 to build lifelong wellness practices that will benefit all Saskatchewan students.



Our mission is to champion and advocate for health and physical education development to promote active lifestyles and wellness benefits for all Saskatchewan students.

info@phesask.ca
www.phesask.ca [@phesaskatchewan](https://www.instagram.com/phesaskatchewan)



Saskatchewan Mathematics Teachers' Society

A group of mathematics teachers from across the province who come together to organize and promote effective practices in mathematics teaching.

As a board of directors, the Saskatchewan Mathematics Teachers' Society has four regular meetings per year. SMTS hosts Saskatchewan Understands Math, our annual conference that promotes and highlights effective mathematics pedagogy. Our newsletter, the *subscript*, is published three times per year.

exec@smts.ca www.smts.ca [f](https://www.facebook.com/smtsca) [@smtsca](https://www.instagram.com/smtsca)

ASSOCIATION PROFESSIONNELLE DES ENSEIGNANT.E.S FRANSASKOIS.ES

Créer et promouvoir les occasions de développement professionnel en français en Saskatchewan et assurer des liens avec tout organisme qui s'intéresse à l'enseignement en français.



Le développement professionnel par et pour ses membres, quoi de mieux pour enrichir notre association professionnelle et faire rayonner notre profession?

[f @APEF19.20](#)



SASKATCHEWAN TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Our aim is to provide professional development opportunities and promote appropriate training for educators working with English as an additional language learners in PreKindergarten to Grade 12, as well as to those interested in English as an additional language in the community, and to support the creation of materials and curricula that will effectively support English as an additional language learners.



skteal@hotmail.com
www.skteal.com [f](#) [t](#) [@skteal](#)

SASKATCHEWAN MIDDLE YEARS ASSOCIATION

The Saskatchewan Middle Years Association supports middle years students by supporting educators and addressing their diverse



needs – physical, emotional, social and academic. Offering workshops, speakers, resources and an annual conference, the SMYA facilitates teacher collaboration to enhance understanding and better serve students during these crucial developmental years.

executive@smya.ca www.smya.ca

SASKATCHEWAN MUSIC EDUCATORS ASSOCIATION

The Saskatchewan Music Educators Association is dedicated to enhancing the capabilities of educators entrusted with music education in Saskatchewan schools and communities. SMEA strives to develop the professional capacity of all those responsible for fostering musical learning experiences in a vibrant and inclusive musical education environment.



**Tuning Talents,
Cultivating Expertise
– Shaping the Future
of Music Education in
Saskatchewan**



smea@sasktel.net www.saskmea.ca

SOCIAL STUDIES SASKATCHEWAN

Social Studies Saskatchewan stands committed to fostering excellence in social studies education across the province.

We offer teacher collaboration, access to contemporary resources and participation in professional development that champions innovative teaching methodologies. By integrating Indigenous knowledge, historical perspectives and cultural empathy into the curriculum, we aim to equip students with the critical thinking skills necessary to navigate a diverse and democratic society. We advocate tirelessly for renewed curricula to ensure every classroom can become a cradle of engaged citizenship and thoughtful discourse.

Join Social Studies Saskatchewan and be part of a network that inspires youth and teachers to understand their influential role in crafting a sustainable and equitable future for Saskatchewan and beyond.



**Explore the Past,
Engage the Present,
Envision the Future**



socialstudiessk@gmail.com www.socialstudiessk.ca [f](https://www.facebook.com/socialstudiessk) [i](https://www.instagram.com/socialstudiessk) [@socialstudiessk](https://www.tiktok.com/@socialstudiessk)

SASKATCHEWAN ART EDUCATION ASSOCIATION

The Saskatchewan Art Education Association is a professional growth network to create a community of art teachers in Saskatchewan. Our network consists of elementary and high school teachers. Our executive works together to provide resources, lesson plans, professional development and opportunities to connect with other art education teachers. We believe collaboration with other educators is key to providing success in the art classroom.



Dedicated to supporting and promoting quality arts education in Saskatchewan.



saeask@gmail.com www.saskart.ca

SASKATCHEWAN EARLY CHILDHOOD EDUCATION COUNCIL

The Saskatchewan Early Childhood Education Council actively supports teachers to meet the needs of children throughout their primary years through professional development opportunities and practical resources that are relevant to early years educators in Saskatchewan.



saskecec@gmail.com www.saskecec.ca

SASKATCHEWAN DRAMA ASSOCIATION

The Saskatchewan Drama Association is a provincial cultural organization with SaskCulture. We are incorporated under the Saskatchewan Non-profit Corporations Act and are a Canadian registered charity.

Check out our website for information about us, our programs and membership privileges including access to the Mary Ellen Burgess Library and online registrations.



dramainfo@sasktel.net
www.saskdrama.com [@SaskDrama](https://www.facebook.com/SaskDrama)

YOUR PROVINCIAL PARTNERS IN PROFESSIONAL LEARNING

Why STF Professional Learning?

- Grounded in Saskatchewan curriculum.
- Research-informed practices.
- Supports teaching and learning.

TEACHERS

Highlights

- Voice and choice over your professional learning by accessing provincial workshops.
- Get Involved through:
 - Saskatchewan Teachers' Federation committees.
 - STF Professional Learning Partners.
 - Professional growth networks.

SCHOOL ADMINISTRATORS

Highlights

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

Contact us at stf@stf.sk.ca so we can collaborate and customize to meet your professional learning needs.

What's New

- Culturally Responsive Instruction and Assessment
- Sessions that align with the Provincial Education Plan
- Sessions that support our commitment to Truth and Reconciliation

Check out the [Events Calendar](#) for more information.

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



OPPORTUNITIES FOR EDUCATORS

STF Professional Learning works closely with teachers from across the province to plan and facilitate a wide range of supportive and innovative professional growth opportunities. This catalogue provides a comprehensive overview of the workshops available in 2024-25. Professional learning sessions are available in a variety of formats including in person, virtual synchronous and virtual asynchronous:

- Culturally Responsive Assessment and Instruction
- Curriculum Actualization
- Early Learning
- Leadership
- Literacy and Numeracy
- Mental Health and Well-Being
- Outdoor Education

OPTIONS

- 1. Individual Teachers Accessing Provincial Workshops**
 - Individual registrations.
 - Dates, topics and locations set by Professional Learning.
 - Current offerings found online at the Events Calendar.
- 2. Schools or Systems Contracting Professional Learning Workshops**
 - Facilitation fee rather than registrations.
 - Dates, topics and locations set by school or system.
 - No risk of cancellation.
- 3. Hosted Provincial Offerings**
 - Facilitation fee for host participants; remaining spots are open to provincial registrants.
 - Dates, topics and locations set by school or system.
 - No risk of cancellation.
 - Host receives approximately 80% of registration profit.

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

Early bird prices are available up to 10 days before an event.

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

Stay in Touch

@STFLearning

@STF Professional Learning

STF PROFESSIONAL LEARNING SESSIONS SUMMARY

IP – In Person V – Virtual (2) – Two days (1) – One day

SESSION TITLE	IN PERSON	VIRTUAL	BLENDED	FULL DAY	HALF DAY	SERIES	PEP
JUST IN TIME' ASYNCHRONOUS LEARNING							
NEW! Outcomes-Based Assessment for High School Learning		*				*	*
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction		*				*	*
NEW! Designing a Classroom Environment of Respect and Rapport		*					*
TEACHING AND LEARNING							
Creating a Positive Classroom Climate	*	*		*(2)		*V	*
NEW! Designing a Classroom Environment of Respect and Rapport		*					*
ANTI-RACISM / ANTI-OPPRESSION							
Beginning Your Journey to Becoming an Anti-Racist Educator	*			*(2)			*
NEW! Continuing Your Journey to Becoming an Anti-Racist Educator	*			*(2)			*
ENGLISH AS AN ADDITIONAL LANGUAGE							
Supporting EAL Students: Foundational Understandings and Practical Approaches	*			*			*
NEW! Differentiating Instruction and Assessment to Support Elementary EAL Students	*			*			*
Differentiating Instruction and Assessment to Support Middle Years and Secondary EAL Students	*			*			*
FOUNDATIONS OF TEACHING SERIES							
Creating Safety and Belonging Within Your Learning Environment	*			*		*	*
Holistic Planning for Instruction and Assessment	*			*		*	*
Inquiry-Based Teaching and Learning	*			*	*	*	*
Meeting Students Where They Are At	*	*		*	*	*	*
Planning for Increased Student Voice and Choice	*	*		*	*	*	*
Supporting Student Comprehension Across Subject Areas	*	*		*	*	*	*
Understanding and Actualizing Curricula: Starting at the Front	*			*		*	*
RECONCILIATION AND DECOLONIZATION							
Culturally Responsive Pedagogy: Integrating Indigenous Perspectives into Classroom Practice	*			*			*
COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives Into Classroom Practice		*					*
NEW! Reconciliation: Moving Toward Transformative Understanding and Action	*				*		*
NEW! Understanding and Finding Our Way – Decolonizing Canadian Education	*			*	*		*
SOCIAL-EMOTIONAL AND BEHAVIOURAL WELL-BEING							
Building Positive Student-Teacher Relationships	*	*		*IP		*V	*
NEW! The ABCs of Behaviour Support and Intervention Planning		*				*	*
Nurturing Well-Being in Today's Classroom	*	*		*IP		*V	*
Promoting Positive Student Behaviour	*	*		*IP	*IP *V		*
Responding to Overwhelm	*	*		*	*		*
Tell Me More About Student Mental Wellness	*	*		*IP(2)		*V	*
Trauma-Sensitive Practices: Supporting Early Learners Through Play	*			*			*
NEW! Trauma-Informed/Sensitive Pedagogies and Practices Microcredential	*	*				*	*
MATHEMATICS							
Building Early Numeracy and Automaticity Through Exploration and Play	*			*			*
Building Mathematical Fluency and Automaticity with Games	*			*			*
Making Math Class Work	*			*			*
Number Talks and Beyond: Building Math Communities Through Classroom Conversation	*			*			*
NOUVEAU ! Parlez-vous maths ? Number Talks en français !	*			*			*
NEW! Supporting Indigenous Ways of Knowing in Mathematics	*			*(2)			*
Using Structures to Support Differentiation in a Math Classroom	*			*			*
Using Tasks in Middle Years Mathematics OR Using Tasks in High School Mathematics	*			*			*
LITERACY							
EARLY LITERACY							
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
NEW! Phonemic Awareness and Phonics In Early Years: Making Explicit Instruction and Play Work!	*			*			*
NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction		*				*	*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*
Supporting Writers in the Early Years	*			*			*
ELEMENTARY/MIDDLE YEARS LITERACY							
Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction	*			*			*
Comprehension Strategies in Literacy Instruction: Engaging Readers in Non-Fiction Texts	*	*		*IP	*V	*V	
Comprehension Strategies in Literacy Instruction: Focus on Fiction	*	*		*IP	*V	*V	
Cracking the Code: Building Skills for Successful Readers	*	*		*IP	*V		*
Environments and Structures for the Responsive Literacy Classroom	*	*		*IP		*V	*
NEW! Indigenous Pedagogy for Writing Instruction: Experiential Writing	*			*			*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*

SESSION TITLE	IN PERSON	VIRTUAL	BLENDED	FULL DAY	HALF DAY	SERIES	PEP
WRITING SERIES							
Effective Writing Classrooms	*			*			*
Engaged Writers	*			*			*
Purposeful Writers	*			*			*
Responsive Writing Instruction	*	*		*	*		*
MIDDLE YEARS AND HIGH SCHOOL LITERACY							
Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction	*			*			*
Middle Years and High School ELA: 'Dialing Up' a Future-Focused, Student-Centred ELA Classroom	*	*			*		*
Middle Years and High School ELA: Reaching Disengaged Learners	*	*			*		*
EARLY LEARNING							
Connecting Curriculum to Play-Based Projects in Kindergarten	*			*			*
Developing Self-Regulation and Social Emotional Skills in Early Years	*	*		*IP	*V	*V	*
Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum	*			*			*
Early Learning with Block Play: Numeracy, Science, Literacy and So Much More!	*			*			*
'FUN'damental Practices for High-Quality Early Learning	*	*		*IP		*V	*
Inclusive Practices in Early Years: Supporting Learners with Intensive Needs	*	*		*IP	*V		*
Inquiry and Project-Based Learning in Primary	*			*			*
Inviting Exploration of Treaty Outcomes Through Play in the Early Years	*	*		*IP	*V		*
Let's Talk: Supporting Diverse Language Learners in the Early Years	*	*		*IP	*V		*
Parent and Family Engagement: Inviting Families and Parents to Share Funds of Knowledge	*	*		*IP		*V	*
Responding to Children's Interests	*	*		*IP(2)		*V	*
Simple Solutions for Documentation	*	*		*IP	*V		*
Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective	*	*		*IP	*V		*
The Amazing Brain in Early Years	*			*			*
Trauma-Sensitive Practices: Supporting Early Learners Through Play	*			*			*
NEW! Using Edsby to Engage with Families: Moving Beyond Reporting to Sharing Learning		*			*		*
PHYSICAL LITERACY							
Fundamental Skills to Enhance Learning	*	*		*IP	*V		
How Movement Improves Thinking, Learning and Emotional Well-Being	*			*			
Outcomes-Based Planning and Assessment in High School Physical Literacy	*	*		*IP	*V		
LEADERSHIP							
Creating a Positive School Culture	*			*			
Crucial Conversations	*	*		*(2)			
Curriculum Leadership	*			*		*	
COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives into Classroom Practice		*					*
Insights Discovery	*			*			
Instructional Coaching Skills and Strategies	*			*			
Leading for Diversity	*			*(2)		*	
Leading Through Times of Change	*	*		*		*	
Measuring with Meaning	*	*		*		*	
Skills and Stance for Learning-Focused Conversations	*			*(2)			
The Reflective Leader: Who Are You as a Leader and Why Does it Matter?	*			*			
Using Formative Assessment to Support Teacher Growth	*			*		*	
Visioning and Strategic Planning	*	*		*IP	*V		
FACILITATOR SERIES							
What is Facilitation Anyway?	*			*		*	
Differentiation and Responsiveness: Not Just for Students	*			*		*	
Creating the Professional Learning You've Always Wanted to Experience	*			*		*	
E-LEARNING PEDAGOGY							
Building Relationships Online		*			*		*
Teaching With the Blend in Mind	*	*			*		*
BLENDED LEARNING SERIES							
Session 1: Distance Learning Approaches		*	*		*90 min.	*	*
Session 2: Planning for Multiple Learning Approaches		*	*		*90 min.	*	*
Session 3: Supporting Student Autonomy and Inviting Students into the Learning Environment		*	*		*90 min.	*	*
Session 4: The Art of Asynchronous Communication and Synchronous Remote Teaching		*	*		*90 min.	*	*
Session 5: Student-Led Learning: Learning Logs and e-Portfolios		*	*		*90 min.	*	*
OUTDOOR EDUCATION							
Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum	*			*			*
Get Outside!	*				*		
Grow Outside!	*	*			*		
NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education		*	*				*
Taking Science Outside	*			*	*		
FRENCH OPPORTUNITIES / FORMATIONS EN FRANÇAIS							
Enseignement explicite et la réussite des élèves	*	*		*		*V	
La gestion de classe : Créer un climat positif	*	*		*IP (1 or 2)		*V	*
L'évaluation de la lecture : C'est plus que les résultats!	*	*			*		*
Les pratiques efficaces pour améliorer la lecture en immersion française	*			*			*
NOUVEAU ! Parlez-vous maths ? Number Talks en français !	*			*			

STF PROFESSIONAL LEARNING SESSIONS

Many of our sessions support the Provincial Education Plan which will be indicated by .

‘JUST IN TIME’ ASYNCHRONOUS LEARNING

NEW! Outcomes-Based Assessment for High School Learning

Audience: Grades 10-12 educators

Learning Format: Asynchronous online

This course is the first in a series entitled Outcomes-Based Planning, Assessment and Reporting for High School Learning. This learning series strives to help teachers of high school courses gain the clarity, tools and volition to provide equitable learning and assessment opportunities for students to demonstrate mastery and achieve individual success.

The first course in this series has four modules that invite you to explore the skills and knowledge needed to provide equitable assessment opportunities for students to demonstrate their learning and achieve individual success.

Module 1: Diving Into the Compelling Why for Outcomes-Based Assessment

Our mastery learning intention for this module is for learners to be able to explain and discuss the rationale for outcomes-based assessment in ways that support high school learning.

Module 2: Assessment Purposes

Our mastery learning intention for this module is for learners to be able to distinguish the purposes of assessment to support the learning process and inform teaching.

Module 3: Understanding Your Curriculum

Our mastery learning intention for this module is for learners to determine the cognitive complexity or levels of thinking and types of knowledge required to achieve a mastery level for an outcome.

Module 4: Analyzing Assessments for Validity

Our mastery learning intention for this module is for learners to be able to critique assessments for validity and ensure they provide students with opportunities to demonstrate their learning at mastery level or the level of thinking required for the purpose of the assessment. We must keep in mind that when our purpose is assessment FOR learning or assessment AS learning, students might be on the way toward mastery but not at that level yet.

COMING SOON!

Course 2

Communicating and Reporting Academic and Non-Academic Achievement for High School Learning

- Explicitly teaching academic language to support teacher clarity and student use of rubrics.
- Generating outcomes-based rubrics that support teacher clarity and student success.
- Effectively communicating feedback and feedforward to support learning.
- Communicating and reporting academic and non-academic achievement for different audiences.

Course 3

Outcomes-Based Planning and Assessment to Support Differentiation for High School Learning

- Using outcomes-based planning and assessment to identify and respond to ‘where students are at’ in their learning.
- Applying the adaptive dimension and differentiated instruction to outcomes-based planning and assessment.
- Using outcomes-based planning to support classes offering core, basic, and alternative education courses.

Course 4

Supporting Student Autonomy and Agency in an Outcomes-Based High School Learning Environment

- Fostering student understanding of cognitive complexity and types of knowledge required by outcomes.
- Providing authentic opportunities for student voice and choice.
- Co-constructing outcomes-based learning paths and assessment opportunities with students.

NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education



Audience: K-Grade 2 educators

Learning Format: Asynchronous online with blended option

Many aspects of authentic literacy learning can be fostered by participation in outdoor educational contexts. Skills in oral language build the foundation for emergent literacy and supports the development of reading and writing. This workshop is designed to inspire educators to facilitate the learning context of play-based outdoor education and provides examples of the teacher's role in supporting students' narrative competence and emergent literacy skills. This workshop is grounded within Saskatchewan research funded by a McDowell Foundation research grant.

Outcomes:

- Develop foundational understanding of emergent literacy skills.
- Explore ways literacy can be developed within a play-based outdoor learning context.
- Identify the role of the teacher in fostering literacy skills during outside learning.

With STFPL Partner, Tirzah Reilkoff, Certified Child and Nature Canada's Forest School Practitioner, Teacher at Blaine Lake Composite School.

NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction



Audience: PreK-Grade 2 educators

Learning Format: Asynchronous online

Join this online course to explore the use of sound walls in the early literacy classroom for phonemic awareness and phonics in reading instruction. Attend this six-session online course at your own pace and at times that work for you.

Outcomes:

- Explore teacher rationale and purposes for incorporating a sound wall into literacy instruction.
- Experience high-impact teaching routines through model lessons which connect to current research on how the brain learns to read.

NEW! Designing a Classroom Environment of Respect and Rapport



Audience: K-Grade 12 educators

Learning Format: Asynchronous online

What does classroom management mean to you? Explore how your classroom setup, instructional design and positive behaviour support systems impact student performance. Set your own goals to enhance your classroom environment through this self-paced professional learning experience.

Outcomes:

- Consider physical classroom design and its impact on student achievement.
- Explore expectations, routines and processes that foster collaboration and engagement.
- Construct a plan to monitor and respond to student behaviours.

TEACHING AND LEARNING

Creating a Positive Classroom Climate



Audience: Grades 1-12 educators

Learning Format: In person, two days or virtual series

This workshop focuses on the actions teachers can take to create a positive classroom environment that supports student engagement and success.

Outcomes:

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

NEW! Designing a Classroom Environment of Respect and Rapport



Audience: K-Grade 12 educators

Learning Format: Asynchronous online

What does classroom management mean to you? Explore how your classroom setup, instructional design and positive behaviour support systems impact student performance. Set your own goals to enhance your classroom environment through this self-paced professional learning experience.

Outcomes:

- Consider physical classroom design and its impact on student achievement.
- Explore expectations, routines and processes that foster collaboration and engagement.
- Construct a plan to monitor and respond to student behaviours.

ANTI-RACISM/ANTI-OPPRESSION

Beginning Your Journey to Becoming an Anti-Racist Educator



Audience: All educators

Learning Format: In person, two days

This two-day session will support you in understanding the disparities you witness within the education system, the frustrations and questions you may experience about the practices and approaches within schools, and the assumptions and ideologies that manifest ongoing inequities.

Outcomes:

- Expand knowledge and understandings about forms of racism and how they operate within society and the education system.
- Provide language to name inequitable school practices and the assumptions that guide them.
- Deepen understanding of an anti-racist stance in education.
- Consider your role and responsibility to engage in racial equity work within your classroom and school.

NEW! Continuing Your Journey to Becoming an Anti-Racist Educator



Audience: All educators

Learning Format: In person, two days

Prerequisite: Beginning Your Journey to Becoming an Anti-Racist Educator

This two-day intensive session will support you in developing critical awareness of ways in which you might be contributing to inequity through conditioned assumptions and ways of thinking and being, and how you might imagine your work with students and families differently.

Outcomes:

- Develop awareness of the constructs, power structures, dominant narratives and ideologies that are working in and through you.
- Identify key shifts in understanding and focus that are needed before you can effectively integrate anti-racist practice into your classroom or school.
- Imagine power relations in schools and classrooms differently.
- Engage in radical self-reflection and self-excavation.
- Examine what anti-racist scholars and educators highlight for attention in the areas of curriculum, instruction and assessment, representation and resources, and anti-racist pedagogy.

ENGLISH AS AN ADDITIONAL LANGUAGE

Supporting EAL Students: Foundational Understandings and Practical Approaches



Audience: Grades 1-12 educators

Learning Format: In person, full day

As EAL students are welcomed into classrooms, teachers are called to support their acquisition of an additional language within the framework of grade-appropriate curricula.

Outcomes:

- Develop foundational understanding of how students progress in learning English.
- Explore how cognitive demand and context can impact the progress of language learners.
- Investigate potential uses of the Common Framework of Reference and the CFR Overview to support and guide work with EAL students.
- Explore differentiation strategies to support English Language Learners.

NEW! Differentiating Instruction and Assessment to Support Elementary EAL Students



Audience: Grades 1-6 educators

Learning Format: In person, full day

Investigate how educators can support elementary EAL students in developing and demonstrating English language proficiency while engaging with grade-level outcomes and expectations.

Outcomes:

- Understand why students struggle academically when they appear to speak fluently.
- Learn about the Common Framework of Reference and how it can be used effectively to guide student progress.
- Learn about the CFR Overview and how to use it to identify instructional targets for students and next steps for support.
- Learn how to write language objectives and why they are important for ELLs.
- Explore ways that EAL students might demonstrate grade-level outcomes-based understanding at their benchmark levels.

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



Audience: Grades 7-12 educators

Learning Format: In person, full day

Investigate how educators can support middle years and secondary EAL students in developing and demonstrating English language proficiency while engaging with grade-level outcomes and expectations.

Outcomes:

- Apply strategies for choosing and teaching academic vocabulary across and within subject areas.
- Explore strategies for making assessments more comprehensible to English language learners.
- Experience and practise a routine for academic discussions and explore strategies for differentiating.

FOUNDATIONS OF TEACHING SERIES

Creating Safety and Belonging Within Your Learning Environment



Audience: Grades 1-12 educators

Learning Format: In person, full day

Investing in the purposeful development of a safe, collaborative, inclusive and socially responsible learning environment provides the foundation for constructivist approaches to teaching and learning in curricula.

Outcomes:

- Engage in curricular front matter to unearth the necessary environmental elements for actualizing the depth and breadth of learning represented within outcomes and indicators.
- Explore connections between the teaching and learning stance in curricula and the development of elements of self-worth within students.
- Consider the professional responsibility of teachers to collaborate with students to create a learning environment that is supportive of all.

Holistic Planning for Instruction and Assessment



Audience: Grades 1-12 educators

Learning Format: In person, full day

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

Outcomes:

- Make connections between the intent of core curricula and needed skills and learning experiences.
- Utilize a holistic process to plan for student learning and assessment that centres the thinking skills and types of knowledge within outcomes and indicators and makes connections between fundamental principles for teaching and learning within curricula.

Inquiry-Based Teaching and Learning



Audience: Grades 1-12 educators

Learning Format: In person, full day or half day

Inquiry guided by essential questions is a key curricular stance for creating authentic learning experiences and student-centred classroom communities.

Outcomes:

- Identify skills students need and corresponding teacher actions and supports for a flourishing inquiry-based classroom.
- Create inquiry frameworks that encompass student and teacher actions from the inquiry cycle.
- Explore how ownership shifts from teacher to student through the levels of inquiry.
- Explore elements of the learning environment that will support inquiry-based learning.

Meeting Students Where They Are At



Audience: Grades 1-12 educators

Learning Format: In person or virtual, full day or half day

Responding to the needs of all students within your classroom and teaching grade-level curriculum – how is one supposed to do that? It starts by connecting with the values that inform the development of a responsive, inclusive and equitable learning community in which all students are valued for the strengths, experiences and perspectives they bring, and supported in developing the skills, knowledge and understandings they need as they work toward success with grade-level outcomes.

Outcomes:

- Support accessible and responsive learning for all students by considering:
 - The values that inform a differentiated teacher stance.
 - How to integrate these values into teaching practice and the learning environment with students.
 - The full scope of the differentiation framework.
 - The continuum of skills, knowledge and understanding that are developed in K-12 curricula.
 - Assessment to inform planning for instruction that meets students where they are at in their learning.

Planning for Increased Student Voice and Choice



Audience: Grades 1-12 educators

Learning Format: In person or virtual, full day or half day

Student involvement in understanding learning targets and co-creating their learning paths is integral to developing their agency, which includes "...the ability to 'think with' others, learn from others and support the thinking of others" (*Saskatchewan Ministry of Education, 2010, p. 23*).

Outcomes:

- Map potential storylines or learning paths within an outcome and its indicators and consider how to involve students in co-creating storylines (or learning paths) and ways they might demonstrate their learning.
- Explore possibilities for supporting students in understanding learning targets and what they might do to demonstrate required levels of thinking and types of knowledge.
- Connect trauma-informed principles to increasing opportunities for student voice and choice.
- Contemplate ways to scaffold increased student voice and choice.

Supporting Student Comprehension Across Subject Areas



Audience: Grades 1-12 educators

Learning Format: In person or virtual, full day or half day

This session will focus on supporting students in constructing meaning from the text forms they engage with across subject areas.

Outcomes:

- Develop understanding of a curricular framework for supporting student understanding and meaning making.
- Explore comprehension strategies that can be used for different purposes across curricula.
- Connect comprehension strategies to Cross-curricular Competencies as a way to explore their application across curricula.

Understanding and Actualizing Curricula: Starting at the Front



Audience: Grades 1-12 educators

Learning Format: In person, full day

In order to actualize the goals of learning within any curriculum, it is essential to develop understanding of the intended stance and fundamental principles of the front matter.

Outcomes:

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

RECONCILIATION AND DECOLONIZATION

Culturally Responsive Pedagogy: Integrating Indigenous Perspectives into Classroom Practice



Audience: K-Grade 12 educators and administrators

Learning Format: In person, full day

This workshop will explore practical strategies for integrating Indigenous perspectives into classroom practice through intentional reflection at the levels of student learning outcomes, curriculum content and learning resources, instructional methods/strategies, assessment methods/strategies, and as a philosophical foundation of the curriculum. Engaging in this work is an excellent step towards mobilizing the [Ministry of Education's Inspiring Success Policy Framework](#).

Outcomes:

- Develop foundational understanding of culturally responsive pedagogy.
- Explore practical approaches to incorporating Indigenous ways of knowing and learning into planning and practice.
- Engage in making culturally relevant curricular connections.

With STFPL Partner, Miranda Moccasin, Principal at Saulteaux Heritage School.

COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives Into Classroom Practice



Audience: In-school administrators and division-level leaders

Learning Format: Asynchronous online

Research shows that many teachers feel unprepared to incorporate Indigenous content and perspectives into the classroom. This session will provide educational leaders a practical guiding framework to consider when supporting teachers in ensuring that curricula, content, assessment and teaching pedagogies reflect Indigenous ways of knowing. Engaging in this session is an excellent step towards mobilizing the [Ministry of Education's Inspiring Success Policy Framework](#).

Outcomes:

- Gain a deeper understanding of the challenges associated with incorporating Indigenous content and perspectives into the classroom.
- Explore a framework for integrating Indigenous ways of knowing into curricula, content, assessment and teaching pedagogies.

NEW! Reconciliation: Moving Toward Transformative Understanding and Action



Audience: All educators

Learning Format: In person, half day

What does a commitment to reconciliation ask of us as educators? A sense of urgency is felt by many as commitments are made to reconciliation. But what does reconciliation look like? What shifts in understanding and action are needed?

Outcomes:

- Identify shifts in understanding and key actions for reconciliation.
- Sort key actions according to observed trends for interpreting reconciliation.

NEW! Understanding and Finding Our Way – Decolonizing Canadian Education



Audience: All educators

Learning Format: In person, full day or half day

Explore overarching themes raised in the film, *Understanding and Finding Our Way – Decolonizing Canadian Education*. This film is the result of a nine-year partnership that included Elders, university faculty, community members and the Saskatchewan Teachers' Federation. Through the leadership of Dr. Verna St. Denis and the guidance of Elder Mary Lee, the overarching themes of the film were created through conversations with teachers and other educators, education leaders and with the support and guidance of cultural protocols and ceremony.

The film was developed through focus groups with Indigenous educators in Saskatchewan that explored challenges, barriers and opportunities experienced in the education system. The themes of the myth, the truth and the hope emerged from these conversations and became the basis for the film. You will explore these themes during this session.

The film supports the *Truth and Reconciliation Commission of Canada: Calls to Action* 7, 62 and 64 which address education gaps between Indigenous and non-Indigenous Canadians and incorporating residential schools, treaty, Indigenous world views, cultures, spirituality and ways of knowing into curriculum.

Outcomes:

- Engage in conversations about the overarching themes and conceptual elements raised in the film.
- Begin or continue personal journeys of reflection about what truth and reconciliation asks of educators.
- Gain insights into interrelationships between key issues raised in the film.
- Develop deeper understanding of factors that drive or cause key issues.
- Identify where the process of change might begin.

SOCIAL-EMOTIONAL AND BEHAVIOURAL WELL-BEING

Building Positive Student-Teacher Relationships



Audience: All educators, administrators and student support teachers

Learning Format: In person, full day or virtual series

Positive student-teacher relationships are a foundation for student success and reduce the likelihood of challenging behaviours in the classroom. Learn how to establish classroom practices that strengthen student-teacher relationships and encourage positive behaviours for all students.

Outcomes:

- Investigate a framework to establish developmentally appropriate student-teacher relationships.
- Consider classroom routines and instructional practices that foster positive relationships.

NEW! The ABCs of Behaviour Support and Intervention Planning

Audience: All educators, in-school administrators, educational assistants and student support teachers. It is highly recommended that multiple members of a school team participate together.

Learning Format: Virtual series

Need to develop a behaviour support and intervention plan for a student? Not sure where to start? Join us as we break down the steps to creating an effective behaviour support and intervention plan.

Note: There will be some application activities to do between each session.

Outcomes:

- Learn and apply the steps of a Functional Behaviour Assessment to accurately target specific behaviours.
- Write specific and measurable goals for intervention plans.
- Explore preventative and responsive strategies that increase the likelihood of expected behaviours and decrease the likelihood of unexpected behaviours.
- Create a targeted behaviour intervention plan for a specific student.

Nurturing Well-Being in Today's Classroom



Audience: All educators, administrators and student support teachers

Learning Format: In person, full day or virtual series

Student well-being is a growing concern for educators across Saskatchewan. This interactive session will explore some foundational concepts of wellness and their practical applications in the classroom.

Outcomes:

- Develop understanding of wellness as a balance of mental, physical, spiritual and emotional.
- Practise communication skills that may support student well-being.
- Explore possibilities for classroom implementation.

Promoting Positive Student Behaviour



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

Learning Format: In person, full day or half day; or virtual, half day

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

Outcomes:

- Understand why problem behaviour might occur.
- Investigate the foundations of person-centred, positive behaviour support.
- Learn practical strategies to prevent challenging behaviour and intervene before it escalates.
- Examine how data can be collected and used to monitor behaviour change.

Responding to Overwhelm



Audience: All educators

Learning Format: In person or virtual, full day or half day

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

Outcomes:

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

Tell Me More About Student Mental Wellness



Audience: All educators, administrators and student support teachers

Learning Format: In person, two days or virtual series

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

Outcomes:

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

Trauma-Sensitive Practices: Supporting Early Learners Through Play



Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

This session offers educators the opportunity to explore the effects of trauma on the minds, bodies and interactions of young children and ways to offer trauma-sensitive environments and practices that support the learning of all students.

Outcomes:

- Deepen understanding of trauma, associated neurological and physiological responses and how they may appear during play in the classroom.
- Explore play as a vehicle for support and intervention.
- Examine the classroom environment and the role of the educator in creating supportive spaces and practices for young learners to begin to move through the cycle of their emotions and responses.

STF Professional Learning is pleased to announce our partnership with the Child Trauma Research Centre. Together with a team of facilitators from across the province, we are offering an accredited Professional Microcertificate and Professional Certificate program on Trauma-Sensitive Pedagogies and Practices.

For more information on this and other resources from the CTRC, use the QR code provided.

STF | PROFESSIONAL LEARNING

NEW! Trauma-Informed/Sensitive Pedagogies and Practices Microcredential



Audience: All educators, in-school administrators, educational assistants and student support teachers

Learning Format: Virtual through the Centre for Continuing Education, University of Regina

Created in partnership with the Child Trauma Research Centre, this program was created in the spirit of two-eyed seeing (Marshall, 2012) and focuses on proactive, strength-based approaches for teachers, in-school administrators and all student support workers. Participants must register through the Centre for Continuing Education, University of Regina. This microcertificate consists of two required courses and a choice between two electives for which participants will earn digital badges. Three badges are required to earn a microcertificate with the option of continuing to a professional certificate.

Outcomes:

- Explore the nature and implications of trauma-sensitive practice in schools through both Western and Indigenous perspectives.
- Analyze current practice and make adjustments as necessary based on trauma-sensitive principles.
- Explore personal wellness practices to support educator well-being.

MATHEMATICS

Building Early Numeracy and Automaticity Through Exploration and Play



Audience: K-Grade 2 educators

Learning Format: In person, full day

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

Outcomes:

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

Building Mathematical Fluency and Automaticity with Games



Audience: Grades 1-9 educators

Learning Format: In person, full day

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

Outcomes:

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

Making Math Class Work



Audience: Grades 1-9 educators

Learning Format: In person, full day

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

Outcomes:

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

Number Talks and Beyond: Building Math Communities Through Classroom Conversation



Audience: Grades 1-10 educators

Learning Format: In person, full day

Classroom discussion is a powerful tool for supporting student communication, sense making and mathematical understanding. Curating productive math talk communities requires teachers to plan for and recognize opportunities in the live action of teaching. Learn a variety of classroom numeracy routines to sharpen your skills as a facilitator of a classroom conversation.

Outcomes:

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

NOUVEAU ! Parlez-vous maths ? Number Talks en français !

Audience : Enseignants de la 1er en 8e année

Format d'apprentissage : en présentiel, journée complète

La discussion en classe est un outil puissant pour soutenir l'acquisition du vocabulaire, les habilités de communication et la compréhension des mathématiques. Venez apprendre une variété de routines de numération en classe pour affiner vos compétences en tant que facilitateur de conversations mathématiques.

Objectifs :

- Découvrez des stratégies pratiques pour préparer un discours mathématique intentionnel dans votre classe.
- Améliorez votre compréhension des causeries mathématiques (Number Talks) et comment elles pourraient être appliquées dans la classe d'immersion française.
- Explorez des routines et pratiques pédagogiques qui soutiennent l'apprentissage des élèves.

NEW! Supporting Indigenous Ways of Knowing in Mathematics



Audience: K-Grade 5 educators, Grades 6-9 educators and Grades 10-12 educators

Learning Format: In person, two days

Join us for an interactive two days as we explore how educators can authentically support Indigenous ways of knowing in their mathematics classrooms. These sessions were created in partnership with educators from both the provincial and First Nations systems working alongside Elders and Knowledge Keepers. The sessions allow for educators to experience traditional teachings alongside reflection on educator practices in mathematics. Sessions are available at the elementary, middle years and high school levels. These sessions support the *Truth and Reconciliation Commission of Canada: Calls to Action* 62 and 63.

Outcomes:

- Experience traditional teachings and make connections to mathematical practices, curriculum and assessment in the classroom.
- Explore Indigenous world views and potential pathways to Two-Eyed Seeing in education.
- Examine the impetus for this work in the mathematics classroom and impacts for students of systemic change.

Using Structures to Support Differentiation in a Math Classroom



Audience: Grades 1-10 educators

Learning Format: In person, full day

This workshop will provide the opportunity for participants to experience and examine classroom structures that allow students to move flexibly among large groups, small groups and individual instruction as appropriate. By having structures in place, teachers can create differentiated learning experiences for their students without creating individual learning programs for every child.

Outcomes:

- Enhance their understanding of the structures that support differentiated instruction in mathematics.
- Unpack curriculum to clearly identify prerequisite skills and grade-level skills.
- Explore different structures as well as the instruction that supports differentiation for gap filling, grade-level teaching and enrichment.
- Begin planning for a unit of study of their choice.

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



Audience: Grades 6-9 or 10-12 educators

Learning Format: In person, full day

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

Outcomes:

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

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

We also have workshops developed for the following topics, or we can work with you to customize sessions specific to your needs.

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

LITERACY

EARLY LITERACY

NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education



Audience: K-Grade 2 educators

Learning Format: Asynchronous online with blended option

Many aspects of authentic literacy learning can be fostered by participation in outdoor educational contexts. Skills in oral language build the foundation for emergent literacy and supports the development of reading and writing. This workshop is designed to inspire educators to facilitate the learning context of play-based outdoor education and provides examples of the teacher's role in supporting students' narrative competence and emergent literacy skills. This workshop is grounded within Saskatchewan research funded by a McDowell Foundation research grant.

Outcomes:

- Develop foundational understanding of emergent literacy skills.
- Explore ways literacy can be developed within a play-based outdoor learning context.
- Identify the role of the teacher in fostering literacy skills during outside learning.

With STFPL Partner, Tirzah Reilkoff, Certified Child and Nature Canada's Forest School Practitioner, Teacher at Blaine Lake Composite School.

NEW! Phonemic Awareness and Phonics In Early Years: Making Explicit Instruction and Play Work!

Audience: PreK-Grade 1 educators

Learning Format: In person, full day

Join us to explore high-quality instruction of phonemic awareness and phonics in early learning settings. The science of reading tells us that systematic and explicit instruction are needed for successful reading acquisition. This may seem at odds with the play-based philosophy of early years, but it need not be! This session explores teaching strategies and assessment practices for impactful instruction in early years which meet the needs of students while still engaging in a classroom environment rich in play and exploration.

Outcomes:

- Examine instructional scope and sequences for phonemic awareness and phonics instruction and their connection to provincial curriculum and developmental continuum for early learners.
- Experience high-quality teaching strategies for phonemic awareness and phonics instruction across the continuum of play from student-led play, playful explorations and teacher-led instruction.
- Explore assessment tools specific to phonemic awareness and phonics instruction inside a balanced approach to documentation.

NEW! Sound Walls: How and Why Teachers Use Them in Phonemic Awareness, Phonics and Reading Instruction



Audience: PreK-Grade 2 educators

Learning Format: Asynchronous online

Join this online course to explore the use of sound walls in the early literacy classroom for phonemic awareness and phonics in reading instruction. Attend this six-session online course at your own pace and at times that work for you.

Outcomes:

- Explore teacher rationale and purposes for incorporating a sound wall into literacy instruction.
- Experience high-impact teaching routines through model lessons which connect to current research on how the brain learns to read.

Social Justice Through Children’s Literacy: Creating Windows and Mirrors to Broaden Perspective



Audience: PreK-Grade 3 educators

Learning Format: In person, full day or virtual, half day

Develop your “compelling why” for social justice instruction in the classroom while reflecting on critical literacy skills, analyzing resources and practising strategies for engaging in important conversations. Delve into children’s literacy as a pathway to open viewpoints and reflect on implicit bias.

Outcomes:

- Examine personal bias and “compelling why” around social justice instruction.
- Develop critical literacy skills.
- Analyze classroom resources through a social justice lens.
- Practise and problem solve strategies for important conversations.
- Engage in professional conversations around social justice topics.

Supporting Writers in the Early Years



Audience: K-Grade 2 educators

Learning Format: In person, full day

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

Outcomes:

- Engage in strategies to support student use of oral language and patterns in language as part of the scaffolding process from pre-phonetic to phonetic stages of writing.
- Examine the curriculum as a scope and sequence for moving from letters and sounds to sentences and paragraphs while using cues and conventions.
- Examine criteria for writing at the early elementary level.

ELEMENTARY/MIDDLE YEARS LITERACY



Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction

Audience: K-Grade 12 educators

Learning Format: In person, full day

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?” A considerable amount of research calls for culturally relevant pedagogy and meaningful learning activities, but what does that actually look like in the writing classroom? This workshop will explore the components of a comprehensive writing program through the lens of the ‘8 Ways’ Indigenous learning framework as it relates to writing instruction. Developed in collaboration with award winning Métis author Arnolda Dufour Bowes, participants will explore creative ways of inspiring and supporting developing writers.

Outcomes:

- Examine Western theories of the foundational components of a comprehensive writing program.
- Explore a framework for Indigenous learning and teaching as it relates to writing instruction.
- Identify and engage in practical ways of implementing the Indigenous learning framework in your own ELA classroom.

With STFPL Partners, Arnolda Dufour Bowes, award-winning Métis author, and Amanda Nelson, Strategic Facilitator Indigenous Perspectives.

Comprehension Strategies in Literacy Instruction: Engaging Readers in Non-Fiction Texts

Audience: Grades 1-5 educators

Learning Format: In person, full day; virtual, half day or virtual series

Enhance student reading comprehension and confidence across subject areas! This interactive day will focus on the connections among curriculum, effective programming, formative assessment and a variety of comprehension strategies that can be used when reading non-fiction to support the development of lifelong engaged readers.

Outcomes:

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

Comprehension Strategies in Literacy Instruction: Focus on Fiction

Audience: Grades 1-5 educators

Learning Format: In person, full day; virtual, half day or virtual series

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

Outcomes:

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

Cracking the Code: Building Skills for Successful Readers



Audience: Grades 1-5 educators

Learning Format: In person, full day or virtual, half day

This interactive day will focus on building strong readers through the skills needed for decoding – phonics and phonological awareness – and aligns with the Science of Reading. It will look at the connections between curriculum, effective programming, cues and conventions, oral language and formative assessment.

Outcomes:

- Build understanding about the importance of components in decoding and making meaning.
- Explore ways to integrate the curricular cues and conventions into reading instruction.
- Examine methods of formative assessment.

Environments and Structures for the Responsive Literacy Classroom



Audience: Grades 1-5 educators

Learning Format: In person, full day or virtual series

Join us to explore classroom environments and structures that support responsive and differentiated literacy instruction at the whole-group, small-group and individual levels. The session will provide opportunities to examine purposeful instructional choices of literacy strategies (modelled, shared/interactive, guided and independent) to best meet student needs. During the session, participants will have opportunities to explore the use of informal assessments, multi-modal planning and best-match literacy strategies to support students' literacy growth.

Outcomes:

- Experience classroom environments and structures that support differentiation and student independence.
- Explore literacy strategies and their connection to classroom instructional groupings for responsive instruction.
- Engage in purposeful planning processes based on informal assessment information for multi-modal instruction to best meet student needs.

NEW! Indigenous Pedagogy for Writing Instruction: Experiential Writing



Audience: Grades 1-12 educators

Learning Format: In person, full day

Join us for an interactive workshop designed for educators seeking innovative approaches to writing instruction through Indigenous learning strategies. Award-winning Métis author, Arnolda Dufour Bowes, leads this engaging session focusing on the powerful pedagogy of hands-on experiential learning and how we can use it within our writing classrooms. The workshop also delves into the historical context of how the Road Allowance Métis became marginalized and landless, offering a lens through which participants can explore and apply these insights to experiential writing instruction. Participants will not only gain an understanding of this history but will also leave with an educator toolkit of an activity developed by Arnolda containing all materials necessary for immediate application in the classroom.

Outcomes:

- Expand knowledge and understanding of Indigenous learning strategies, particularly the hands-on experiential learning approach as it applies to writing instruction.
- Deepen understanding of the challenges faced by Métis Road Allowance people and the broader implications of their dispossession and marginalization.
- Gain an educator toolkit, featuring an experiential learning game to promote a culturally responsive educational experience for students.

With STFPL Partner, Arnolda Dufour Bowes, award-winning Métis author.

Social Justice Through Children's Literacy: Creating Windows and Mirrors to Broaden Perspective



Audience: Grades 3-8 educators

Learning Format: In person, full day or virtual, half day

Develop your “compelling why” for social justice instruction in the classroom while reflecting on critical literacy skills, analyzing resources and practising strategies for engaging in important conversations. Delve into children's literacy as a pathway to open viewpoints and reflect on implicit bias.

Outcomes:

- Examine personal bias and “compelling why” around social justice instruction.
- Develop critical literacy skills.
- Analyze classroom resources through a social justice lens.
- Practise and problem solve strategies for important conversations.
- Engage in professional conversations around social justice topics.

WRITING SERIES

Effective Writing Classrooms



Audience: Grades 3-9 ELA educators

Learning Format: In person, full day

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

Outcomes:

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

Engaged Writers



Audience: Grades 3-9 ELA educators

Learning Format: In person, full day

Explore the power of mentor texts and mini-lesson development for teaching cues and conventions and examine ways to create a culture of writing in which students can see themselves as writers.

Outcomes:

- Identify and explore the elements that create a culture of writing.
- Connect a culture of writing to the cueing systems in Saskatchewan curriculum.
- Understand and design mini lessons to teach cues and conventions using mentor texts.

Purposeful Writers



Audience: Grades 3-9 ELA educators

Learning Format: In person, full day

Develop understanding of the forms (i.e., narrative, descriptive, persuasive, expository) and genres of writing, the text structures that characterize them and how to plan for instruction of the required forms of writing.

Outcomes:

- Explore the use of mentor texts to teach the four forms of writing identified in Saskatchewan curricula.
- Identify and connect text structures to forms of writing.
- Experience a structured instructional planning process and participate in the development of shared plans for the instruction of writing for different purposes.

Responsive Writing Instruction



Audience: Grades 3-9 ELA educators

Learning Format: In person or virtual, full day or half day

Explore and reflect on how to help students develop their writing skills through shared writing, explicit modelling of the writing process, formative assessment and individual conferencing.

Outcomes:

- Experience the writer's workshop model from the perspectives of both the student and teacher.
- Participate in formative assessment of writing and explore how it can be used to help students develop their writing skills.
- Practise using mediational questions for individual conferencing about writing.

MIDDLE YEARS AND HIGH SCHOOL LITERACY

Combining the Strengths of Indigenous/Western Knowledges and Ways of Knowing for Effective Writing Instruction



Audience: K-Grade 12 educators

Learning Format: In person, full day

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?" A considerable amount of research calls for culturally relevant pedagogy and meaningful learning activities, but what does that actually look like in the writing classroom? This workshop will explore the components of a comprehensive writing program through the lens of the '8 Ways' Indigenous learning framework as it relates to writing instruction. Developed in collaboration with award winning Métis author Arnolda Dufour Bowes, participants will explore creative ways of inspiring and supporting developing writers.

Outcomes:

- Examine Western theories of the foundational components of a comprehensive writing program.
- Explore a framework for Indigenous learning and teaching as it relates to writing instruction.
- Identify and engage in practical ways of implementing the Indigenous learning framework in your own ELA classroom.

With STFPL Partners, Arnolda Dufour Bowes, award-winning Métis author, and Amanda Nelson, Strategic Facilitator Indigenous Perspectives.

Middle Years and High School ELA: ‘Dialing Up’ a Future-Focused, Student-Centred ELA Classroom



Audience: Grades 6-12 ELA educators

Learning Format: In person or virtual, half day

Today’s learners, tomorrow’s leaders. One pillar of the provincial education plan framework is to equip students with “skills and knowledge for future learning, life and participation in society” (Ministry of Education, 2021). We know that meeting the needs of today’s students in ways that prepare them for their future requires innovative approaches. This session will provide a framework to support teachers in the critical transition towards future-focused, student-centred ELA classrooms that nurture student investment through meaningful resources, engaging instructional processes, authentic audiences and 21st century competencies.

Outcomes:

- Consider the pedagogical elements that form the foundation of a future-focused, student-centred ELA classroom.
- Engage in pedagogical mapping to identify areas for ‘dialing up’ innovation and increasing potential for student investment.
- Explore practical approaches for transforming current practice.

Middle Years and High School ELA: Reaching Disengaged Learners



Audience: Grades 6-12 ELA educators

Learning Format: In person or virtual, half day

Recognizing that indicators of disengagement are forms of communication that can occur for a variety of reasons, educators will consider what these indicators are communicating and develop understanding of a framework that will support them in interpreting these indicators and being responsive to students’ learning needs.

Outcomes:

- Consider what indicators of disengagement are communicating and the conditions or supports that can contribute to increased engagement in learning.
- Develop responsive approaches that invite every learner to find their place and experience success in your ELA classroom.

EARLY LEARNING

Connecting Curriculum to Play-Based Projects in Kindergarten



Audience: Kindergarten educators, support staff and administrators

Learning Format: In person, full day

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

Outcomes:

- Examine the role of the educator in developing play-based learning environment's emergent curriculum.
- Explore planning methods to connect children's interests with curriculum through an inquiry project-based model.
- Deepen understanding of documentation through conversations and questioning with children and the use of technology to document learning.
- Explore ways to honour home, family, culture and community knowledge, and relationships to support projects.

Developing Self-Regulation and Social Emotional Skills in Early Years



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

Learning Format: In person, full day; virtual, half day or virtual series

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

Outcomes:

- Gain an understanding of the continuum of social-emotional development and its relationship to self-regulation in young children.
- Explore ways to create a supportive, trusting classroom environment that supports children in developing self-awareness and regulation skills.
- Experience specific strategies and processes that can be embedded in daily practice and linked to curriculum outcomes.

Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum



Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

Join us for an active day exploring purposes, benefits and methods for learning outdoors with young children, including connections to well-being, current research on outdoor learning and connections to curriculum.

Outcomes:

- Experience activities and routines for early learning in the outdoors.
- Examine current research on the benefits and purpose for learning outdoors in early years.
- Make connections to holistic approaches to learning, well-being and impact of learning on the land for young learners.

Early Learning with Block Play: Numeracy, Science, Literacy and So Much More!



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

Learning Format: In person, full day

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

Outcomes:

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

'FUN'damental Practices for High-Quality Early Learning



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

Learning Format: In person, full day or virtual series

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

Outcomes:

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

Inclusive Practices in Early Years: Supporting Learners with Intensive Needs



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

Learning Format: In person, full day or virtual, half day

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

Outcomes:

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

Inquiry and Project-Based Learning in Primary



Audience: K-Grade 3 educators and administrators

Learning Format: In person, full day

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

Outcomes:

- Experience and explore a variety of inquiry processes and models.
- Clarify the roles of children and adults as learners.
- Plan and implement a classroom inquiry in an active, hands-on learning environment.
- Have the opportunity to make curricular connections, plan for assessment, and explore resources and technology.

Inviting Exploration of Treaty Outcomes Through Play in the Early Years



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

Learning Format: In person, full day or virtual, half day

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

Outcomes:

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

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



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

Learning Format: In person, full day or virtual, half day

Let's Talk! This interactive workshop focused on language-diverse learners offers opportunities for educators to develop deeper understanding of early childhood language development and strategies to support language growth within the structures and routines of an early years' classroom. This day will also offer practical authentic methods to intervene and support language development for diverse early learners and their families.

Outcomes:

- Explore typical language development stages, leveraging language one to support language two and language development on the spectrum.
- Examine how language needs can be intentionally supported through the structures and supports embedded in the early learning environment.
- Examine your role as facilitator of language development and growth.
- Explore ways to authentically connect and partner with families and to offer support and access to resources and professionals when needed.

Parent and Family Engagement: Inviting Families and Parents to Share Funds of Knowledge



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

Learning Format: In person, full day or virtual series

Join us to explore the impacts of trusting relationships that allow educators to walk alongside families, examine the criteria for involvement and engagement, and share ways to create authentic engagement opportunities to access family funds of knowledge and support.

Outcomes:

- Explore practices that provide for authentic family engagement.
- Unearth and problem solve possible barriers to engagement.
- Develop a plan for implementing research-based strategies.

Responding to Children's Interests



Audience: PreK-K educators, support staff and administrators

Learning Format: In person, two days, virtual series and asynchronous online

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

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

Outcomes:

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

Simple Solutions for Documentation



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

Learning Format: In person, full day or virtual, half day

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

Outcomes:

- Build understanding about the purposes for documentation.
- Co-create criteria for quality documentation.
- Explore methods for managing and collecting data from documentation for reporting on curricular outcomes.
- Share with others and create networks of support in your field.

Social Justice Through Children’s Literacy: Creating Windows and Mirrors to Broaden Perspective



Audience: PreK-Grade 2 educators, administrators, student support teachers, literacy specialists, outreach workers, educational assistants and other school staff

Learning Format: In person, full day or virtual, half day

Develop your “compelling why” for social justice instruction in the classroom while reflecting on critical literacy skills, analyzing resources and practising strategies for engaging in important conversations. Delve into children’s literacy as a pathway to open viewpoints and reflect on implicit bias.

Outcomes:

- Examine personal bias and “compelling why” around social justice instruction.
- Develop critical literacy skills.
- Analyze classroom resources through a social justice lens.
- Practise and problem solve strategies for important conversations.
- Engage in professional conversations around social justice topics.

The Amazing Brain in Early Years



Audience: PreK-Grade 2 educators and administrators

Learning Format: In person, full day

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

Outcomes:

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

Trauma-Sensitive Practices: Supporting Early Learners Through Play



Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

This session offers educators the opportunity to explore the effects of trauma on the minds, bodies and interactions of young children and ways to offer trauma-sensitive environments and practices that support the learning of all students.

Outcomes:

- Deepen understanding of trauma, associated neurological and physiological responses and how they may appear during play in the classroom.
- Explore play as a vehicle for support and intervention.
- Examine the classroom environment and the role of the educator in creating supportive spaces and practices for young learners to begin to move through the cycle of their emotions and responses.



NEW! Using Edsby to Engage with Families: Moving Beyond Reporting to Sharing Learning

Audience: PreK-Grade 2 educators

Learning Format: Virtual, half day

Join us for an interactive online session to examine ways to leverage the power of the Edsby platform to positively engage families and promote authentic connections between home and school.

Outcomes:

- Explore Edsby and its tools for sharing learning stories as a vehicle for authentic engagement with families.
- Examine the impact of engagement strategies on relationships with students and families and student learning.

Coming Soon!

Engaging Early Literacy: Using Sound Walls, Songs, Rhymes and More for Experiential and Systematic Phonemic Awareness and Phonics Instruction in Early Years – Virtual Series

NEW!

Ask us about our University of Florida Literacy Foundations (UFLI) certified facilitators.

PHYSICAL LITERACY

Fundamental Skills to Enhance Learning

Audience: K-Grade 8 educators and administrators

Learning Format: In person, full day or virtual, half day

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

Outcomes:

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

How Movement Improves Thinking, Learning and Emotional Well-Being

Audience: K-Grade 8 educators and administrators

Learning Format: In person, full day

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

Outcomes:

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

Outcomes-Based Planning and Assessment in High School Physical Literacy

Audience: High school physical literacy educators

Learning Format: In person, full day or virtual, half day

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

Outcomes:

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

LEADERSHIP

Creating a Positive School Culture

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

This workshop explores school culture and building trusting relationships with staff. Participants will engage in reflective practice in finding opportunities to encourage and celebrate a positive school culture.

Outcomes:

- Construct a deeper understanding of school culture and its impact within the educational community.
- Explore opportunities for fostering and celebrating positive school culture.

Crucial Conversations

Audience: All educators and administrators

Learning Format: In person or virtual, two days

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

Outcomes:

- Participants will practise the skills needed to:
 - Speak persuasively, not abrasively.
 - Foster teamwork and better decision making.
 - Build acceptance rather than resistance.
 - Resolve individual and group disagreements.

Curriculum Leadership

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

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

Outcomes:

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



COMING SOON! How School-Based Leaders Can Support Teachers in Integrating Indigenous Perspectives into Classroom Practice

Audience: All administrators and division-level leaders

Learning Format: Asynchronous online

Research shows that many teachers feel unprepared to incorporate Indigenous content and perspectives into the classroom. This session will provide educational leaders a practical guiding framework to consider when supporting teachers in ensuring that curricula, content, assessment and teaching pedagogies reflect Indigenous ways of knowing. Engaging in this session is an excellent step towards mobilizing the [Ministry of Education's Inspiring Success Policy Framework](#).

Outcomes:

- Gain a deeper understanding of the challenges associated with incorporating Indigenous content and perspectives into the classroom.
- Explore a framework for integrating Indigenous ways of knowing into curricula, content, assessment and teaching pedagogies.

Insights Discovery

Audience: Professionals who coach, lead and facilitate adult learning and school teams who seek to communicate and work together more effectively

Learning Format: In person, full day; pre-learning required (sent via email)

Insights Discovery is a powerful tool when working with people. By equipping you with an understanding of Insights Discovery and your own personal profile, you will be able to better understand yourself and your colleagues. Through understanding, we are able to best give what others need within learning relationships, laying the foundation for real change to occur.

Outcomes:

- Gain an understanding of Insights Discovery as a tool for understanding and adapting.
- Recognize perceptions and preferences as the foundation of beliefs and actions.
- Learn to better meet the needs of other professionals.

Instructional Coaching Skills and Strategies

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

Learning Format: In person, full day

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

Outcomes:

- Consider intentions and approach when working as an instructional support for teachers.
- Explore roles and their purposes when interacting with colleagues.
- Refine communication skills to support relationship building.

Leading for Diversity

Audience: In-school administrators and division-level leaders

Learning Format: In person, two days

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

Outcomes:

- Examine the role, purpose and needs of a leader for supporting diversity.
- Construct a deeper understanding of learner diversity.
- Analyze school structures that create an inclusive environment.
- Plan for action to support and celebrate student diversity.

Leading Through Times of Change

Audience: In-school administrators and division-level leaders

Learning Format: In person or virtual, full day

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

Outcomes:

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

Measuring with Meaning

Audience: In-school administrators and division-level leaders

Learning Format: In person or virtual, full day

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

Outcomes:

- Examine the role, purpose and needs of a leader for measuring with meaning.
- Construct deeper understanding of data literacy.
- Analyze school strategic plans to determine which measurements and data are most informative.
- Develop collection and analysis processes to guide strategic planning.

Skills and Stance for Learning-Focused Conversations

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

Learning Format: In person, two days

Engaging and supporting teachers in meaningful, learning-focused dialogue is key to professional growth and systemic change.

Outcomes:

- Consider intentions and approach when working as an instructional support for teachers.
- Explore roles and their purposes when interacting with colleagues.
- Refine communication skills to support relationship building.
- Apply and practise conversation maps for planning, reflecting and calibrating.

The Reflective Leader: Who Are You as a Leader and Why Does it Matter?

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

This workshop focuses on school administrators as reflective leaders. It examines what matters in school leadership, qualities of effective leaders and explores leadership styles. Participants will engage in connecting their individual leadership qualities to current context.

Outcomes:

- Deepen understanding of the qualities of effective leaders and leadership styles.
- Explore leadership qualities within contemporary educational contexts.

Using Formative Assessment to Support Teacher Growth

Audience: In-school administrators and division-level leaders

Learning Format: In person, full day

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

Outcomes:

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

Visioning and Strategic Planning

Audience: In-school administrators and their school teams

Learning Format: In person, full day or virtual, half day

Working together as a school team, participants will use an appreciative-inquiry process to vision the hoped-for impact of school on students. From this visioning, a strategic plan will evolve using a logic model structure as a guide. Included in this day are possible timelines, ways to collect and analyze data to monitor progress and the importance of planning for authentic celebrations to sustain school progress.

FACILITATOR SERIES

What is Facilitation Anyway?

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

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

Outcomes:

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

Differentiation and Responsiveness: Not Just for Students

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

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

Outcomes:

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

Creating the Professional Learning You've Always Wanted to Experience

Audience: Educators interested in adult learning

Learning Format: In person, full day; pre-learning required (sent via email)

Thoughtful and intentional professional learning does not happen by accident. Explore the factors that contribute to the creation of purposeful, flexible and responsive adult learning experiences.

Outcomes:

- Identify criteria for high-quality professional learning.
- Consider processes for identifying learning outcomes for a focused facilitation plan.
- Connect outcomes to purposeful process selection that considers elements such as content, formative assessment, cultural responsiveness, differentiation and learner preferences.

E - LEARNING PEDAGOGY

Building Relationships Online



Audience: Grades 1-12 educators

Learning Format: Virtual, half day

Building Relationships Online is founded on four pillars of trust – support, community, belief and voice – and comprises relationships with families, teacher-student relationships and peer-to-peer relationships.

Outcomes:

- Explore benefits, challenges and ways to address challenges for each type of relationship (teacher-family, teacher-student, peer-to-peer).
- Connect strategies for addressing challenges to the four pillars of trust.

Teaching With the Blend in Mind



Audience: Grades 1-12 educators

Learning Format: In person or virtual, half day

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

Outcomes:

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

BLEND ED LEARNING SERIES

Audience: Grades 1-12 educators

Learning Format: Virtual, 90 minutes per session

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

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

Session 1: Distance Learning Approaches



Outcomes:

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

Session 2: Planning for Multiple Learning Approaches



Outcomes:

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

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



Outcomes:

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

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



Outcomes:

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

Session 5: Student-Led Learning: Learning Logs and e-Portfolios



Outcomes:

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

OUTDOOR EDUCATION

Early Learning Outdoors: Natural Connections to Play, Wellness and Curriculum



Audience: PreK-Grade 3 educators and administrators

Learning Format: In person, full day

Join us for an active day exploring purposes, benefits and methods for learning outdoors with young children, including connections to well-being, current research on outdoor learning and connections to curriculum.

Outcomes:

- Experience activities and routines for early learning in the outdoors.
- Examine current research on the benefits and purpose for learning in the outdoors in early years.
- Make connections to holistic approaches to learning, well-being and learning on the land for young learners.

Get Outside!

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

Learning Format: In person, half day

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

This session may be combined with “Grow Outside!” for a full day of learning.

Outcomes:

- Participate in outdoor classroom activities.
- Discover cross-curricular connections that can be taught outdoors.
- Explore the logistics of planning for land-based lessons.

Grow Outside!

Audience: K-Grade 12 educators with an emerging interest in land-based education. No experience is necessary.

Learning Format: In person or virtual, half day

Investigate the many benefits of teaching in the outdoor classroom in this half-day introduction to outdoor education. Some of this day is spent outdoors. Please come prepared for the weather.

This session may be combined with “Get Outside!” for a full day of learning.

Outcomes:

- Deepen understanding of the physical and mental benefits of outdoor education.
- Participate in outdoor classroom activities.

NEW! Nurturing Emergent Literacy in Play-Based Outdoor Education



Audience: K-Grade 2 educators

Learning Format: Asynchronous online with blended option

Many aspects of authentic literacy learning can be fostered by participation in outdoor educational contexts. Skills in oral language build the foundation for emergent literacy and supports the development of reading and writing. This workshop is designed to inspire educators to facilitate the learning context of play-based outdoor education and provides examples of the teacher’s role in supporting students’ narrative competence and emergent literacy skills.

Outcomes:

- Develop foundational understanding of emergent literacy skills.
- Explore ways literacy can be developed within a play-based outdoor learning context.
- Identify the role of the teacher in fostering literacy skills during outside learning.

With STFPL Partner, Tirzah Reilkoff, Certified Child and Nature Canada’s Forest School Practitioner, Teacher at Blaine Lake Composite School.

Taking Science Outside

Audience: Grades 1-12 educators

Learning Format: In person, full day or half day

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

Outcomes:

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

FRENCH OPPORTUNITIES / FORMATIONS EN FRANÇAIS

Notez bien : Plusieurs formations en anglais peuvent être aussi disponibles en français. Veuillez nous contacter si vous désirez une formation qui ne se trouve pas dans la liste courante.

Enseignement explicite et la réussite des élèves

Audience : Maternelle à la 12e année

Format d'apprentissage : en présentiel ou en virtuel, journée complète; ou série virtuelle

Selon de nombreuses recherches, l'enseignement explicite est une approche pédagogique qui permet au plus grand nombre d'élèves de réussir. Mais comment pouvons-nous rendre explicite notre enseignement du contenu et des comportements?

Objectifs :

- Approfondir la compréhension de la relation entre l'évaluation formative, l'engagement des élèves et l'enseignement explicite.
- Analyser sa propre pratique au regard de stratégies efficaces à chaque phase de l'enseignement explicite.
- Examiner le rôle du questionnement pour avancer l'apprentissage.

La gestion de classe : Créer un climat positif



Audience : Maternelle à la 12e année

Format d'apprentissage : un ou deux jours en présentiel, ou série virtuelle

Cet atelier de deux jours met l'accent sur la création d'un climat de classe positif en visant les actions que les enseignants peuvent prendre pour créer les conditions qui favorisent l'engagement et la réussite pour tous les élèves. Le deuxième jour se concentre sur une meilleure compréhension du comportement humain et une exploration des approches et stratégies pour appuyer les élèves qui ont besoin de plus de soutien.

Objectifs :

- Comprendre les composantes d'une gestion de classe positive fondée sur le Cercle de courage.
- Partager des routines et procédures qui favorisent les comportements positifs.
- Réfléchir sur le lien entre le comportement des élèves et leurs besoins.

L'évaluation de la lecture : C'est plus que les résultats !



Audience : Première-troisième années

Format d'apprentissage : en présentiel ou en virtuel, demi-journée

Que faire après que les évaluations de lecture sont terminées? Venez apprendre comment faire une analyse des erreurs pour identifier les interventions efficaces.

Objectifs :

- Faire l'analyse des erreurs de lecture pour déterminer les besoins des élèves.
- Considérer les stratégies pédagogiques et ressources pour l'enseignement et intervention.

Les pratiques efficaces pour améliorer la lecture en immersion française



Audience : Troisième-sixième années

Format d'apprentissage : en présentiel, une journée complète

Au cours de cet session interactive, les participants examineront les liens entre le curriculum et les environnements et les structures efficaces soutenir l'alphabetisation différenciée en grand groupe, petits groupes et intervention individualisée.

Objectifs :

- Examiner l'équilibre entre l'enseignement de la conscience phonologique, du décodage, de la fluidité et du développement du vocabulaire.
- Réfléchir sur la correspondance entre les stratégies pédagogiques et les structures de classe.
- Explorer des ressources pédagogiques qui correspondent aux composantes de la littéracie équilibrée.

NOUVEAU ! Parlez-vous maths ? Number Talks en français !

Audience : Enseignants de la 1er en 8e année

Format d'apprentissage : en présentiel, une journée complète

La discussion en classe est un outil puissant pour soutenir l'acquisition du vocabulaire, les habilités de communication et la compréhension des mathématiques. Venez apprendre une variété de routines de numération en classe pour affiner vos compétences en tant que facilitateur de conversations mathématiques.

Objectifs :

- Découvrez des stratégies pratiques pour préparer un discours mathématique intentionnel dans votre classe.
- Améliorez votre compréhension des causeries mathématiques (Number Talks) et comment elles pourraient être appliquées dans la classe d'immersion française.
- Explorez des routines et pratiques pédagogiques qui soutiennent l'apprentissage des élèves.



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