

SSBL Newsletter

Volume 12 • April 2014

President's Message



After a long cold winter, we can finally dig out from under the all the snow, and begin to feel the warmth of spring.

Enjoy, because we know the next few months are usually much busier than the months previous, if that is at all possible. As the articles in this newsletter address, the bigger picture in our schools keeps getting bigger and bigger. This newsletter addresses key topics of assessment

and communication, the reality of immigration in our schools, as well as utilizing resources to support mental health concerns. We hope you find the articles useful in your daily work, and that they inspire you to look to the community of administrators in our province that share a similar reality that you do.

The Saskatchewan School Based Leaders Association aims to be a voice and a conduit for building collegial capacity within our province. As a special subject council, we can only be as strong as the members who support

and see the importance that the council serves in our profession. We strongly encourage you to contact us, and find out more about us. As a council, we work with the STF to provide an administrator's lens to issues in our schools. We have also reached out to the Ministry of Education, as recently as our workshop, in establishing the need to provide professional development for administrators that reflects current reality in Saskatchewan schools.

As our council moves forward, making plans for the next school year, where do you see the greatest need for support for administrators? Is it professional development? If so, in what format (ie. newsletters, workshops)? Are you

continued on page 2

SSBL Distinguished Principal Award

The SSBL would like to acknowledge Connie Tenaski, principal in the Greater Saskatoon Catholic School Division. Mrs. Tenaski is recognized for her work and commitment, building a culture of welcome, respect and compassion. She has been with the Greater Saskatoon Catholic School Division for 30 years; serving in a variety of roles including classroom teacher, English Second Language Teacher, specialized sociolinguistic program, Learning Assistance Teacher and Principal. She is a dynamic instructional leader, and collaboratively works with staff, community and outside agencies to establish the best learning environment. She has been the recipient of the St. Mary's Teaching Award and the Carment Sargent Memorial Award (Leadership in the promotion of literacy in Saskatoon). Mrs. Tenaski is married with four adult children. Mrs. Tenaski will be honoured at the upcoming SSBL AGM on May 23, 2014.



In This Issue

Saskatchewan Administrators Are Recognized

Earning to Learning: Overcoming the Challenges of Pulling Percentages from Parents

Immigrant Students: A New Reality

Strengthening Mental Health and Relationships in Saskatchewan Schools

*Effective leadership in every school –
a driving force in education*



SASKATCHEWAN
SCHOOL BASED
LEADERS

interested in being part of a council that aims to support and celebrate the great work being done in our province? We need to hear from you!!

Please feel invited to the upcoming AGM to be held at Eamer Auditorium on Friday, May 23 at 7 p.m. Recognition will be given to COP winners, SSBL Distinguished

Principal Award and the CAP Student Leadership Award.

Carol Sarich

Saskatchewan Administrators Are Recognized

COP Winners

Every year, The Learning Partnerships recognizes the commitment and contributions of administrators across Canada. This year, 40 administrators, two from Saskatchewan, were presented with Canadian Outstanding Principals awards. In February, these winners attended a custom designed executive leadership program in Toronto at the Rotman School of Management, as well as the Canada's Outstanding Principals Awards Gala Dinner where Samsung Canada presented each honouree with a \$20,000 technology grant for their schools. The SSBL would like to congratulate Arlene Dobson and Owen Fortosky.



Arlene Dobson



Owen Fortosky

Arlene graduated from the University of Saskatchewan in 1993 and has taught all grade levels from K to 9 including single-grade to triple-grade classrooms over the past 20 years. Arlene began teaching in Margo, Saskatchewan. In 1993 and from there went to Rose Valley, Saskatchewan in 1994, and then to Wadena, Saskatchewan in 1995. Arlene and her husband, Andy, stayed there until 2000. She has been teaching in Weyburn since 2001. From February of 2006 to 2008, Arlene was the Vice Principal at Haig School. In 2008, Arlene became the Principal of Haig School and has been in that role for the past six years.

Born and raised in Saskatoon, Owen attended the University of Saskatchewan and earned a B.Ed. degree followed by a Master's degree at Harvard University. Owen has been with Greater Saskatoon Catholic Schools his entire career at various schools and has spent seven summers volunteering with CTF's Project Overseas in countries around the world. Owen also spent two terms as a Saskatoon city councillor before stepping down to spend more time with family. Owen and his partner Deb, have three sons – all attending the University of Saskatchewan.

SSBL Spring Summit – March 21, 2014



The Executive of the SSBL hosted its first workshop on March 21 at the Eamer Auditorium called the Spring Summit: Closing the Gap – Improving FNMI Student Outcomes. The focus of the workshop was to share stories from educators across the provinces, who are finding success at meeting the needs of Aboriginal students by focusing their leadership on building relationships, promoting Indigenous Education, and actualizing partnerships in their communities. Presenters included: Gordon Martell, Delvin Kanewiyakiho and Craig Schellenberg from Greater Saskatoon Catholic School Division representing

Oskayak High School, Chris Scribe from the Mosquito School of the Mosquito First Nation, and Ida M. Iron with administrative partner Geraldine Rediron from Canoe Lake Cree First Nation. The presenters were insightful, passionate and presented strategies that could be applied to all facets of leadership in schools. It was evident that sharing stories and best practice from the current reality of Saskatchewan schools is a worthwhile professional opportunity, and the SSBL looks forward to building on the premise of this workshop for next year.

Earning to Learning:

Overcoming the Challenges of Pulling Percentages from Parents

Lori Jeschke & Michelle Prytula

Changing what we do in education comes with all the complexities of any change process. Making a change in how we assess and report student learning is certainly an endeavour that not only raises eyebrows, but in many cases also elicits disapproval, and in some instances, conjures up fear. And we know that. We also know that in most of our high schools, percentage grades are familiar, comfortable, and what schools have been long known to generate. Percentage grades have become part of our way of doing, and in some ways, we understand them as having worked for us, and having made sense to us, and so we assume that they must also work for our students and children too. But as we learn more and more about how assessment and learning are intertwined, we become aware of inconsistencies in our grading policies and practices, and we learn that rather than simply reporting on achievement, we need our assessment practices to better inform teaching and learning. Making this move, however, cannot be done in isolation. The success of our endeavours require better, richer communication to students and to parents, not only at the outcome but at the outset. Clear, deliberate communication to parents about the need for assessment for learning and its accompanying processes is required, because without it, our efforts might only serve to create confusion, fear, and ultimately, a lack of support.

In considering changes in the ways that we assess and report learning in our school division, we have made it a priority to hear from parents. We have

held parent focus groups in nine of our schools within our division, several times a year. In collaboration with school administrators, we have also held parent nights, both to listen and to communicate. These exchanges have been opportunities for us to learn from parents' concerns, and have allowed us to dialogue about how we can support parents in this change, and ultimately, improve our chances of success.

In talking with parents, we have heard things like, *"don't make it more confusing,"* and *"we need to know how our children are doing,"* as well as *"don't make the comments generic or fluff – we really want to know how we can help our children."* Parents recall their schooling and often share stories of how marks motivated them to excel in school. Their stories translate into ways in which marks are used to motivate their own children. We have heard stories of how children will stay up until late into the night working hard to increase their average by half a percent. We have also heard how grandparents promise cash for marks attained – \$5 for a B, \$10 for an A. Some students are rewarded with special outings for being on the honour roll like shopping trips, trips to the movies, celebrations, cell phones etc. We have learned that parents desire to know how their child ranks among others – where they stand in relation to the rest of the class. Often they tell us that their child is motivated by their percentage mark and that the only way students know how to improve is to increase their mark from one point to the next. When parents reward their children for such scores,

they feel that they can make a difference. Children value the things their parents' value.

Grades are espoused as motivators of learning, but in reality this is not the case. Often grades move a student from learning to scoring. "Students who are fed a daily diet of evaluative feedback tend to select tasks that are low in difficulty, with an eye to getting them done as quickly and as easily as possible" (Herbst, 2014, p. 82). Sometimes a desired mark can be the very thing that keeps a student from 'risking.' They will take the take on projects in which they know they will do well, they will provide answers they know their teacher wants, and they will go after things that result in higher marks; however "people learn well, and learn lots, when they're internally motivated – when they're compelled because of the desire to learn something, rather than doing it for a reward like a grade" (Mathison, 2013, p. 57-58). That is what we desire for all of our students – an opportunity to ask big questions, to risk, to create, to collaborate and to grow as a learner every day!

In moving away from learning being about something you do to earn a mark, to empowering students to know what they are doing well, in which areas they need to grow, and what are their next steps, we are responding to the needs of our 21st century learners. Shifts in technology have offered more efficient ways of reporting detailed information to students and parents. Communication that is supportive of learning, consistent, accurate, and meaningful is a responsibility – a requirement of what we do as professionals, as we move our students to understanding that which they have done well, that which needs to change, and the next steps to make those changes (Herbst, Davies, 2014; O'Connor, 2009; Schimmer, 2012; Wormeli, 2006; Stiggins, 2004).

Taking away the percentage grade and replacing it with clear, consistent, accurate and meaningful evidence of

learning that is communicated in a variety of ways, and always inclusive of the student, is our goal. But simply removing percentages and replacing them with schemas that parents don't understand won't work either. Helping parents understand these changes is our responsibility. Making a change in how learning is reported does not mean that we have taken something away from students and parents. If that is the perception, then we have changed nothing. We must bring parents along with us on this learning journey, and ensure that they understand that assessment outcomes not only still exist, but are better than before. We need to help parents see how they can use the information that they receive to motivate and work with their children. We need them to also understand that "to be effective, feedback needs to cause thinking. Grades don't do that. Scores don't do that. And comments like good job don't do that either" (Leahy,

Lyon, Thompson & Wiliam, 2005, p.22). What we are giving parents is descriptive, timely feedback, and specific, descriptive, timely feedback is the key to improvement.

As we make changes in how we assess and report learning, remember that any success we make will be a result of moving together with our students and parents, because in the end "we don't implement sound grading practices to say we've implemented them; we implement them to improve the students' chances of success!" (Schimmer, 2012, p. 156).

References

Guskey, T. (2002). *How's My Kid Doing?: A Parent's Guide to Grades, Marks, and Report Cards*. San Francisco: Jossey-Bass

Herbst, S. and Davies, A. (2014). *A Fresh Look at Grading and Reporting in*

High Schools. Bloomington: Solution Tree Press

Mathison, S. (2013). Are Better Grades a Good Motivator? *Canadian Family*. 22(7)

O'Connor, K. (2009). *How to Grade for Learning: Linking Grades to Standard*, 3rd Ed. Thousand Oaks. CA: Corwin

Schimmer, T. (2011). *Ten Things That Matter from Assessment to Grading*. Toronto: Pearson

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom Assessment: Minute by Minute, Day by Day. *Educational Leadership*. 63(3), 19-24

Stiggins, R. (2004). Assessment Through the Student's Eyes. *Educational Leadership*. 64(8), 22-26

Wormeli, R. (2006). *Fair Isn't Always Equal*. Portland, Maine: Stenhouse Publishers

Michelle Prytula

Michelle Prytula is the associate dean of undergraduate programs, partnerships, and research, at the University of Saskatchewan, as well as faculty in the Department of Educational Administration. Previous to academia, she held teacher, vice-principal and principal positions. Her current faculty teaching areas include leadership, policy studies, organizational theory, and educational finance, and her research interests include teacher learning, action research, the professional learning community, teacher induction, and school leadership and improvement. She has received several research grants for her work in professional learning communities, and a national SSHRC grant for her work in teacher induction. Her work recently earned her the McDowell Foundation Award for Research into Teaching in 2010 and 2013, and the Advancing Professional Learning Award from Learning Forward in 2012. In addition to her work as faculty, Michelle also works with the Saskatchewan Educational Leadership Unit, conducting research and providing consultation throughout the province.

Lori Jeschke

Lori Jeschke is Superintendent of Learning and Leadership with Prairie Spirit School Division in Saskatchewan with more than 27 years as an educator. She started out as a K-2 classroom teacher with 36 students and has since taught in every grade level as well as had opportunities as a vice principal, principal, system HR principal, coordinator of assessment and learning and now in her present position as Learning Superintendent. Her lifelong mantra continues to be "you cannot NOT model" (McGuey) You can't have that as your focus and then only let it live in words on paper, rather, I desire to live that out in my daily actions. As a facilitator of learning and a leader of learners, that encompasses the 'get to' part of my work. I 'get to' live out my favorite definition of assess – "to sit beside" by participating in learning with students in the classroom and out, learning together with adults in the classroom and out - through reflection, wondering, problem-solving, and gathering evidence to make learning visible. Sitting side by side, determining what quality looks like, building a common language, gathering evidence to determine what is working, what isn't and what the next steps are is what it's all about.

HALIFAX CAP 2014

The Nova Scotia School Administrator's Association invites you to attend the 2014 Canadian Association of Principals Conference being held in the historic and scenic city of Halifax, Nova Scotia. This conference will give delegates the opportunity to engage in professional development entitled "Times are Changing - Leadership for the Future," which will highlight essential leadership skills based on dealing with leadership in a multi-generational workplace. Our conference will offer excellent learning opportunities, as well as a taste of Downhome East Coast hospitality which you will never forget!

May 7th-10th

Times are Changing Leadership for the Future

Jason Dorsey is a thought leader on Gen. Y, and bridging the gap between generations. He is an acclaimed speaker, bestselling author, corporate consultant and award winning entrepreneur. He has appeared on 60 Minutes, 20/20, the Today show and countless other programs.



Michael Unger writes for parents and educators. Among his most recent work is We Generation: Raising Socially Responsible Children and Teens and Too Safe For Their Own Good, which was the subject of a cover story in Maclean's.



Barb Stegemann is The best selling author, Entrepreneur and winner of the "biggest game changer" on Dragon's Den. She is the founder and CEO of the Seven Virtues.



Phillip Djwa has more than 18 years in the high-technology industry. Since 2000, Phillip has led strategy, and completed innovative web projects, as part of his company Agentic Communications.



Kelly Mawhinney is an Experienced strategy and human resources leader with exceptional communication skills and collaborative style. She is the director of Global-Consulting services at RBC.



Please visit Halifax Cap 2014 to view the full Bios.



Immigrant Students: A New Reality



Saskatchewan has always been a land of immigrants, from our earliest First Nations to the present day. Every wave of immigrants have brought with them diverse languages, cultures and expectations, and sometimes issues for educators. In recent years the world has come to the province; students from many different countries have arrived in our schools, urban and rural alike. School boards have responded with programs and policies to help these students, but language and cultural issues can still surface, as the following case illustrates.

During a Grade Two class in which students were learning Canadian traditions and songs, one student did not sing along with the group. The teacher allegedly told him, "If you do not want to sing, why did you come to Canada, go back to your country." Three days later, the student's older sister made a complaint to the Board of Education about the incident. A week later, an assistant superintendent, the principal and the teacher met with the sister and one parent to resolve the matter. The

family repeated the allegations and added that the teacher had yelled at the boy and that he was afraid of her. The teacher denied that she had made the statements. She indicated that she had even accommodated the parent's request that their son not participate in singing due to cultural and religious beliefs. The teacher noted that the boy's English skills were very poor and that he had misunderstood comments that she had made to another student who, in fact, was returning to his home country.

The next day the principal met with every student in the class individually and found no evidence that the teacher had made the alleged comments. The parents moved their son to another school, but sent a letter of complaint to the school board, whereupon the Superintendent personally investigated the complaint. Soon after, the boy's father gave the Superintendent three letters from other parents supporting the complaint. When followed up, it was found that those who wrote the letters felt they had been pressured by the family into writing.

The parents of the student then brought a human rights complaint, alleging discrimination in the provision of a public service, based on race and place of origin. The Board of Education applied to have the complaint dismissed. After considering all the material before it, the Human Rights Tribunal dismissed the complaint. The Tribunal felt that the Board had followed a respectful process in thoroughly investigating the matter,

and that the letters provided by other parents was hearsay. Essentially, the student's parents' complaint lacked credibility.

Although this case in British Columbia was settled a few years ago, it is still instructive to educators and school boards in this province given the recent influx of immigrants. For Canadian society as a whole, it also raises significant issues. For example, in a free and democratic society, how can we reasonably accommodate diverse religious beliefs and cultural norms, particularly in the case of new citizens? Historically, that question was often in the forefront of discourse in this province, as is certainly the case in Quebec today. For educators, the issue is finding the balance between respect for diverse religious beliefs and cultural practices while also fulfilling our role and responsibilities as teachers.

Fortunately, most, if not all school boards have policies and programs in place to address that balance and to deal with problems that may arise. It is, however, important to continually revisit such policies and programs to avoid any practices that may have the potential to be seen as discriminatory. It is also important to consider a number of common sense considerations. Educators should devote time to gain a deeper understanding of the cultural background of all students. communicate clearly with parents to promote mutual understanding of educational requirements and cultural and religious beliefs. If necessary, involve third parties to assist with communication and understanding. be alert to the difficulties that language brings to any issue. Have policies and procedures in place to resolve disputes; if any arise, take reasonable steps to investigate thoroughly and always keep records.

Jerome Chomos is the co-editor of "A Guide to Saskatchewan School Law". The 3rd edition was released in January 2014, and is available through the Saskatchewan Educational Leadership Unit (SELU).

50th Annual

Calling all current or prospective
Saskatchewan principals and vice-
principals, school leaders, teachers,
teacher leaders, and coordinators

Saskatchewan Principals' Short Course July 7 – 10, 2014

Ethical

Instructional

Distributed

Transformational

Special 50th
Anniversary
Banquet Program

The major goal of the Short Course is to provide an intensive opportunity for participants to deepen their knowledge of theory, practice, and reflection, contributing to their skills as teachers and school leaders. The activities of the course will enable participants to:

- ✓ examine the role of the principal through the lens of instructional leadership;
- ✓ extend their knowledge of the power of vision, the potential of school culture, and the imperative of learning, while at the same time understanding the components of the role of school leader;
- ✓ learn about new developments and initiatives in education;
- ✓ share experiences, insights and concerns with other practitioners, and;
- ✓ develop a support network.

Registration Fee:

For participants not staying at the Travelodge Hotel \$430.00

(Includes breakfasts, lunches & Tuesday Evening Banquet)

For participants staying at the Travelodge Hotel \$830.00

(Includes single room accommodations, breakfasts, lunches & Tuesday Evening Banquet)

Registration form available at www.usask.ca/education/selu

For more info:

Saskatchewan
Educational
Leadership Unit
(306)966-7634
Selu.info@usask.ca



Presented by: The Department of Educational Administration,
University of Saskatchewan
Conducted by: Saskatchewan Educational Leadership Unit (SELU)



Strengthening Mental Health and Relationships in Saskatchewan Schools

By Suzanne Zwarych and Ryan Broll, CAMH Centre for Prevention Science



Suzanne Zwarych retired from teaching in Saskatchewan after 25 years of teaching and spending eight of those years as a school administrator, to take a position as a Project Scientist for the CAMH Centre for Prevention Science in London, Ontario. On June 1, she will be moving to the University of Calgary as coordinator of SHIFT, the Government of Alberta strategy to improve youth relationships and reduce domestic violence.



Ryan Broll is a Ph.D. candidate in the Department of Sociology at the University of Western Ontario and a Research Associate at the CAMH Centre for Prevention Science. Ryan's research focuses on healthy youth relationships, online and offline, and how adults can support the development of healthy youth relationships.

The Centre for Addiction and Mental Health (CAMH) Centre for Prevention Science houses the Fourth R project, which is a comprehensive, evidence-based violence prevention and healthy relationships program for youth in grades 7 to 12. The Fourth R program was developed to help youth form healthy relationships and make better choices when they navigate critical developmental minefields such as substance use, sexual relationships, bullying, and violence. The contention

of the Fourth R (which stands for Relationships) is that we can and should teach relationship skills in the same ways that we teaching reading, writing, and arithmetic – the traditional three R's. If we do not help our students develop healthy relationship skills, help seeking skills, skills to deal with stress, and coping strategies for dealing with stressful situations, we are not giving our youth the opportunities they deserve to stay mentally well.

The comprehensive Fourth R program also includes an after-school/small groups program, programs for educators to use in alternative school settings, and a suite of programs for “Uniting Our Nations.” In 2012, the after-school/small groups program – known as the Fourth R Healthy Relationships Plus program – which is based on the same principles as the Fourth R curricula, was revised to include an enhanced focus on mental health and suicide prevention. In 2013, further revisions were undertaken to enhance the program's focus on substance use. The Healthy Relationships Plus program complements school-based instruction on substance use, which often focuses on the categories of illicit drugs and the effect they have on the body, by unveiling the close association between substance use and unhealthy relationships and providing youth with the opportunity to learn about and practice strategies to safely avoid pressures to use drugs. The Healthy Relationships Plus program is a 15 session universal, proactive, competency enhancement approach to building healthy relationships skills, which means that it is appropriate for all youth and is not a treatment program. Rather than focusing solely on negative relationship styles and outcomes, in each session there is an attempt to provide opportunities to explore the positive definition of healthy relationships, including assertive communication, empathy, providing positive feedback, and active listening, for example. Additional session topics include identifying influences that affect how we think about people, relationships, and friendships; influences on relationships (e.g., negative media messages, power imbalances); the differences between healthy and unhealthy relationships; knowing one's own values and boundaries; and standing up for what is right by using delay, negotiation, and refusal skills.

Health Canada's Drug Strategy Community Initiatives Fund (DSCIF) – a component of the Government of Canada's National Anti-Drug

Strategy – supports community-level action that contributes to the reduction of illicit drug use among youth. All DSCIF programs target at least one of three priority populations: youth in transition stages, youth who are disadvantaged by their living conditions, and youth living in rural/remote communities. The CAMH Centre for Prevention Science has been successful in obtaining funding through the DSCIF program, and will be implementing the Fourth R *Healthy Relationships Plus* program in at least 37 sites across five provinces and territories in Canada in 2014-2015 and 2015-2016. Concurrent to implementing the Healthy Relationships Plus program, an evaluation of program effectiveness will also occur as part of the DSCIF project. Our objective is to partner with several schools and community-based organizations in Saskatchewan to implement the Healthy Relationships Plus program during the noon hour, regular school time, or after school. Through the DSCIF program, we have the opportunity to build a network in Saskatchewan between schools and community youth service providers, and to share information about what works to support youth across Canada.

The Healthy Relationships Plus program requires about 16 hours of contact time between the facilitator(s) and a group of about 15 to 25 youth participants between the ages of 12 and 18 years. Some groups have been comprised of same-sex peers (i.e., all boys or all girls), whereas others are mixed sex groups. The Healthy Relationships Plus program has been piloted at several sites in Saskatchewan. In Saskatoon, the Aboriginal Education Research Centre provided Ryan Jimmy, a Master's student in the University of Saskatchewan's Educational Foundations program, as facilitator. In addition, Str8up workers were trained to facilitate the program, and have been doing so for three years, with a focus on stressing the importance of youth refusing gang membership.

Preliminary feedback from our pilot implementations suggests that the program is positively impacting students. Students have reported feeling comfortable discussing the topics covered in each of the sessions and facilitators have indicated that youth are keen to participate in activities. Furthermore, one male youth remarked, "This has been the best 15 hours I've ever spent."

There are several benefits to schools, school divisions, and community organizations who become involved in this type of project. For example, there is value in being part of a large network of schools and community organizations working together to achieve the same goals. The national scope of this project means that you may find a solution to problems you are encountering by networking with facilitators from Nunavut or Alberta. In addition, it is useful to have a team

of researchers and scientists working with you to determine the impact of a targeted prevention program, and to receiving feedback regarding the effectiveness of the program in your area. Similarly, participating organizations will be provided with materials, training, and ongoing support from the Fourth R team for the duration of the project. Most importantly, this project affords us the opportunity to reduce risk behaviours among youth – we do not yet know what the extent of this reduction will be, but if saving even one youth from addiction and mental health problems is possible, it seems like we should all make the effort to do so.

Schools and communities wishing to participate in the Healthy Relationship Plus program should email thefourthr@uwo.ca or call (519) 858-5144 for more information.



Figure 1. Ryan Jimmy facilitating a session of the Healthy Relationships Plus program

Module One – Working With People

The Learning Community; Ages and Stages; Personal Insights; Personal Balance: Stress and Change; Leadership Practices; Communication; Collaborative Cultures; Meetings; Shared Leadership and Community Relations.

Module Two – Leadership for Teaching and Learning

Vision and Leadership; Instructional Leadership; School Climate; Principles of Learning; Brain Research and Learning; Curriculum, Assessment and Instruction; Professional Development and Staff Development.

Module Three – Supervision and Evaluation: Leadership for Nurturing a Culture of Learning

School Improvement; Professional Learning Communities; Supervision and Evaluation in a Learning Community; Legal and Policy Frameworks for Supervision and Evaluation; Evolution of the Professional Learning Community.

Module Four – The Law

The Law and Me, Conflict Management; Fundamental Justice; *The Education Act, 1995*; *Canadian Charter of Rights and Freedoms*; Human Rights; *Youth Criminal Justice Act*; Ethical Decision-Making; Case Studies; Current Issues in Education Law.

Module Five – Leading in a Context of Change and Community

Worldview; Perspectives on Education; Responding to Student Diversity; Issues in Education; Ministry of Education Initiatives; Leading and Supporting Change; Community Leadership.

Module Six – Beginning With the End

(It is recommended that participants have completed Modules One through Five to be eligible)

Leadership in a Time of Change; Current Issues in Education; Networking; Problem Solving; Sustainable Leadership; Reflection for Action; Individual Presentations; Case Studies.

Summer 2014

Module One	July 14-17, 2014	\$399.00
Module Two	July 2-4, 2014	\$299.25
Module Four	July 21-23, 2014	\$299.25
Module Six	July 14-17, 2014	\$399.00

Saskatchewan School-Based Administrators' Professional Development Program

Although not a prerequisite, it is highly recommended to take Module One first. All of the modules have recently been revised and updates are done on an ongoing basis to keep the modules current. These modules are based on current research and are sensitive to the practical needs of school-based administrators. Applicable to real-life situations, the modules are self-directed and experiential. They reflect a diversity of perspectives and address knowledge, skills and attitudes.

COST FOR EACH MODULE:

Modules One and Six – \$399.00 (GST included)

Modules Two, Three, Four, Five – \$299.25 (GST included)

The program is for School-Based Administrators, Central Office Personnel, Classroom Teachers.

In consultation with the Department Head in Educational Administration in the College of Education at the University of Saskatchewan, students enrolled in a graduate program can be granted permission to use a module as part of the requirements for EADM 894.3

In consultation with the Department Head in Educational Administrator in the College of Education at the University of Saskatchewan, students enrolled in a graduate program can be granted permission to use a module as part of the requirements for EADM 894.3

Register online at www.spdu.sk.ca



Saskatchewan School Based Leaders



Special Subject Council

2013-14

Membership Application Form

This membership form is for the use of current in-school leaders. It can be used for new Applications for SSBL and for membership renewals. The SSBL membership is \$35.00.

Personal Information *(This information is required in order to process your membership application.)*

Name: Last _____ First _____

Administrative Position _____ Years as an Administrator _____

Teaching Certificate Number (Used to verify STF Membership) _____

School Information Data *(This information is required for mailing and contact purposes.)*

School Name _____

School Address _____

City/Town _____ Province _____ Postal Code _____

School Phone _____ School Fax _____

Work E-mail Address _____

School Division Name _____

Home Information *(This information is optional and is for secondary mailing and contact purposes.)*

Home Address _____

City/Town _____ Province _____ Postal Code _____

Home Phone _____ Home E-mail Address _____

Consent for the Use of Personal Information

By applying for membership in the Saskatchewan School Based Leaders (SSBL) special subject council, I consent to the use of my personal information for the following purposes:

1. to make contact with members for the purpose of membership renewals and membership drives;
2. to send to members the journals, newsletters and other correspondence associated with SSBL;
3. to forward to members information about SSBL conferences and other professional development opportunities;
4. to seek members who would be willing to represent SSBL at educational meetings or on educational committees; and,
5. to register each SSBL member as a member of the Canadian Association of Principals (C.A.P.) so he/she may receive the *C.A.P. Journal* and other professional information related to C.A.P.

Signature: _____ Date {dd/mm/yy}: _____

Please return this form and a cheque for the \$35.00 membership fee to Dean Lucyk, SSBL Treasurer and Membership Co-ordinator at 44 Cardinal Crescent, Regina, SK S4S 4Y5 or online at www.ssbl.ca.

A Guide to Saskatchewan School Law: Second Edition is now available

A Guide to Saskatchewan School Law has been significantly revised and updated and is now available. Major changes include revisions to:

- General Student Safety
- Harassment and Bullying
- Technology-Mediated Issues in Schools, and Cyberbullying
- The Saskatchewan Teachers' Federation and Discipline
- Legal Status of Volunteers in Schools
- School Closures
- School Community Councils and Conseils d'Ecoles
- The League of Educational Administrators, Directors and Superintendents
- Tri-Council Policy and Academic Research in Saskatchewan Schools
- Separate School Divisions

This edition of the Guide has been significantly reformatted for ease of use. An index has been added, and terminology and policy statements from educational stakeholder organizations have been updated.

To order contact:
Saskatchewan Educational Leadership Unit
Department of Educational Administration
College of Education, University of Saskatchewan
28 Campus Drive
Saskatoon SK S7N 0X1
Phone: 306-966-7634 Fax: 306-966-7916



UNIVERSITY OF
SASKATCHEWAN

SSBL Executive 2013-14

Carol Sarich 306-659-7371
President csarich@gscs.sk.ca

Dean Lucyk 306-791-7239
Treasurer d.lucyk@rcs.sk.ca

Jackie Peat 306-791-7325
Secretary j.peat@rcsd.sk.ca

Garth Anderson 306-272-3307
Member at Large garth.anderson@hzsd.ca

Guy Werbicki 306-659-7191
Member at Large gwerbicki@gscs.sk.ca

Davin Hildebrand 306-373-1660
Member at Large davin.hildebrand@nwsd.ca

Nevin Halyk
Member at Large nevin.halyk@hzsd.ca

The **Saskatchewan School Based Leaders** is a special subject council of the Saskatchewan Teachers' Federation. The SSBA was formed in 1986 when the high school administrators and elementary administrators groups joined. It is an organization manned by volunteer administrators in this province. The SSBA is also an affiliate of the Canadian Association of Principals.

Our objectives are:

- To promote awareness of the role of school based administrators.
- To promote professional development of school based administrators.
- To provide a forum for effective communication.
- To provide a forum for examining issues and directions in education.
- To cooperate with other organizations having similar objectives.
- To create additional avenues of support for the welfare of in-school administrators.

www.ssbl.ca

ISSN 1920-7913 (Print)
ISSN 1920-7921 (Online)