

SSBL Newsletter

Volume 14 • June 2015

President's Message



In a meeting I had the other day with a fellow colleague; I was asked a question ... Do we have a voice? I think it is a question that many administrators ask in response to the continuing workload increases and lack of recognition of our distinctive role. Many administrators in our province are isolated due to the location of our school communities, and still others are grappling with demands of supervision, evaluation, and the impacts of lean budgets.

This year, the SSBL has worked hard to be a voice for Saskatchewan administrators. A team of seven dedicated individuals met three weekends, as well as on a couple of conference calls, in response to addressing issues and concerns specific to administrators. We aim to work collaboratively with the STF, and have had STF representation at our meetings, to give input to discussions around resolutions we feel need to be brought forward. In this journal edition, you will read about resolutions we have worked to bring forward to council.

As a special subject council, we also work to support administrators through professional development opportunities. This past year, we created a one-day workshop that focuses on "Closing the Gap-Improving FNMI Outcomes", however this needed to be postponed

until this coming October 16th. We hope administrators will consider this opportunity as it is local presenters, sharing best practices in a Saskatchewan context. More information about this workshop can be found on our website at www.ssbl.ca.

Another important area of the SSBL is its involvement with the Canadian Association of Principals (CAP). When you sign up to be an SSBL member, you automatically become a member of CAP. CAP is national organization that focuses on being an advocate for administrators. CAP invests and participates in pan-Canadian research to bring concerns and issues of Canadian administrators to the spotlight. In May of 2017, the CAP Conference will be coming to Saskatoon. We already have a committed group of administrators from throughout the province, but could always use more committee members. If interested in being part of the conference committee, please contact me at casarich@gscs.sk.ca.

Lastly, the SSBL aims to recognize and bring attention to excellence in leadership in our province. On our website you will be able to find opportunities to nominate principals, vice and assistant principals for their contributions to their division and/or school community. We also aim to recognize and give scholarships to grade 12 students who demonstrate above and beyond leadership roles in their schools. Please take a moment and consider colleagues and students that are worthy of this recognition. We have

so much to celebrate in our province, but it is up to us to do so. So in response to the question... Do we have voice? I believe we do. However, we are only a voice if we unite together. We need to build our council to be a stronger representation of administrators in our province. That can only happen if all administrators commit to joining the SSBL, and letting their voice be heard.

Carol Sarich
Principal, St. Luke School
Saskatoon Catholic School Division
SSBL President

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



SASKATCHEWAN
SCHOOL BASED
LEADERS



Recognition and Awards

SSBL would like to give recognition to two Saskatchewan administrators that were nominated and selected by the Learning Partnership Organization for the Canadian Outstanding Principals Awards.

Congratulations to Nevin Halyk, principal of Wadena Elementary School with the Horizon School Division, and to James Wahl, principal of St. Francis Community School in the Regina Catholic School Division.

The SSBL would also like to congratulate the CAP Distinguished Student of the Year award winner Cameron Choquette. Cameron is a grade 12 student at Kelvington High School. Cameron plans to attend the U of S, working towards a Bachelor's degree in Business Administration.

Did you know?

that the SSBL puts forth resolutions to the STF Annual Meeting of Council on behalf of Saskatchewan School-Based Administrators?

Resolution #1 prepared for the Annual Meeting of Council 2015:

Be it resolved that regarding a dispute between an in-school administrator and a teacher, that a separate EA be appointed to represent the administrator and another for the teacher representation.

Result:

Upon discussions with senior staff at the STF: Any STF member may ask for separate representation in any dispute; this includes administrators.

This resolution was not taken to Council.

Resolution #2 prepared for the Annual Meeting of Council 2015:

Be it resolved that a representative from the SSBL be appointed to the STF Executive as a non-voting member.

Representation, even in a non-voting capacity, would provide voice at the executive table.

In-school administrators hold a very different position than teacher members in the STF. We are STF members, but our role is distinct.

A non-voting executive member would enable the STF executive to have direct communication with in-school administrators.

Result:

This resolution was taken to Council but was defeated. This would require a change to organization documents.

Resolution #3 prepared for the Annual Meeting of Council 2015:

Be it resolved that the STF provide clarification on the in-school administrator's role in teacher evaluation as separate from teacher supervision, with the understanding that both individuals are members of the Saskatchewan Teachers' Federation.

Background:

- Saskatchewan school divisions have very diverse understandings on what an administrator's role is. Clarification from the STF on the administrator's role is needed.

Result:

Upon discussion with senior STF staff, administrators are able to supervise staff rather than evaluating. However, if administrators are assigned to do evaluation, it should be done as a duty assigned to the administrator.

This resolution was not taken to Council.



Written by Nevin Halyk
of Wadena Elementary School

Canada's Outstanding Principals

Learning, Networking, and Recognition

I had the good fortune to be chosen as one of Canada's Outstanding Principals by the Learning Partnership. Each year for the past several years, the Learning Partnership receives nominations from all over Canada for their Outstanding Principal Award. These awards are given on a geographical basis; there were two principals from Saskatchewan chosen, myself and Mr. James Wahl from Regina. Each year there are a total of 40 Outstanding Principals chosen from across the country.

The nomination process was carried out relatively secretly – I had no real sense that it was happening. The process of nomination is outlined on the Learning Partnership website, and is relatively extensive, requiring several nomination submissions from several sources.

I had to keep quiet about it until the official press release of early February. The coordinator from the COP program told us that once the news breaks, it will be a life-changer. It certainly was, as the mainstream media picked up the news release, as well as social media. I was inundated with interview requests and congratulatory notes. As a rural principal, this kind of positive attention is certainly not the norm, so I found it to be exhilarating and overwhelming all at once. The excitement mounted as I departed for Toronto, leaving February 20 and returning February 28.

The award itself is comprised of a week of celebration and learning in Toronto at the Rotman School of Management of the University of Toronto. The Learning Partnership is a national think tank that supports and promotes the growth of public education in Canada. It seeks to affirm exemplary practice and build partnerships between different sectors of society, with a belief that a strong public education system is the keystone of a just and prosperous society. Research in education shows the important linkages between principal quality and student success, so the Learning Partnership seeks to leverage the key roles that principals play in schools. To this end, the Learning Partnership honours Outstanding Principals and provides international-quality professional development as an award.

The week began with official welcome at the Westin Harbour Castle hotel, which was the hotel for all participants in the COP program. We were all treated like royalty – amazing food and drink, accommodations and treatment – once again certainly not like the regular state of affairs for principals!

The Learning Partnership staff provided excellent guidance throughout the week, as we moved from one activity to the next, whether it was seminars, training or social events. Jon Powell and Akela Peoples, Learning Partnership leaders,

became good friends over the course of the week.

The professional development opportunities were of top quality and intense. We were busy each day from 7:30a.m. until 5:00p.m. The intensity of the experiences pointed to the high expectations that were placed upon each of the COP winners – the tacit understanding was to ensure dissemination of our experience to our administrative and instructional colleagues back home.

The learning opportunities were centered round different challenges facing leaders in the 21st century. We were introduced to, and worked with multiple social media on our first day to allow and promote fuller networking. This included a relatively extensive introduction to and implementation of Twitter accounts for all of us. Also introduced on our first day was the construction and utilization of co-consulting groups. Co-consulting is a strategy promulgated by the Rotman School of Management as an excellent tool for structured and efficient collaboration. We took time to co-consult periodically during the week.

An important part of the COP program is the networking provided between COP and corporate Canada. On our second day we enjoyed a vigorous day interacting directly with an interesting

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array of corporate leaders. Our first corporate panel included the president of Workopolis, the HR leader of Hewlett Packard Canada, the CEO and founder of Raise Your Flag and the former HR leader of Tim Hortons. We had the great opportunity to listen to and ask questions related to the changing world of work. It was great to hear how many of our practices and expectations in school match up with those of the corporate world. Some common and powerful themes were recurrent among these panelists. They agreed regarding the necessity for 'soft skills', and how this is the biggest gap for students entering the work force, whether directly from school or after post-secondary. The panelists agreed that 'it's not what you know, or who you know, it's what you can do'. They agreed that the importance of the 'rest of the resume' has increased. When asked what particular attribute needs the most attention amongst young people today, the unanimous answer was 'resiliency'.

The principals engaged in candid conversations with the CEO of Purolator Canada and the CIO of Deloitte Canada. We also had the opportunity to interact with the president of Samsung Canada, the CEO of Ricoh Canada, and the president of Sleep Country Canada. They guided us through their experiences with change management and technological change management. It was riveting to hear their stories of success and failure.

An interesting attribute of all of these corporate leaders is their personal experiences with the public school system, as all of them are graduates of the public system and have in large part had their own children attend public schools. In each case they stated how the value of the public system's ability to build tolerance and mutual respect in children is a huge plus for themselves and their own children.

The principals received a Skype session with Andreas Schleicher, the Director of the OECD's Education and Skills directorate. We know Schleicher due to his relationship to PISA tests, and the subsequent reports that the PISA results generate. Schleicher Skyped in from Brussels, Belgium for a couple of hours. He went over the current state of education in Canada as it relates to the global scene, and spoke specifically

about the important role of principals in the success of schools and students. When asked by a principal "what's the one thing we can do at our schools to help improve student achievement", Schleicher was quick to answer: "Encourage innovation by your teachers." This conclusion was based on data collected globally by the OECD.

We enjoyed some excellent sessions with the presidents of two colleges. In Ontario, colleges would be considered the equivalent of the technical institutes of Saskatchewan. We heard about the massive increase in enrollment in these colleges, as students are attempting to respond to changes in the job market in Canada. They spoke of the many routes to the workforce, and validated all of the routes. Canada is falling behind in providing employees with necessary technical skills, and colleges are actively seeking to fill the gap.

We were provided with social time in the evenings, and the COP group got to know many of the downtown pubs and restaurants quite well! We were also provided with a hospitality suite in the hotel each evening. It was during these times that we were able to really get to know each other. The degree of disparity of practice in Canadian education is interesting. We spoke with principals from huge schools, tiny schools, isolated and connected. Of course the unifying factor was the idea that we all had the best interests of our children at heart. It was interesting to speak with principals that are out-of-scope, a situation that presents an entire host of opportunities and challenges. Of course we did much sharing regarding current trends and initiatives in education. I felt that in comparison, in general, Saskatchewan seems to be operating quite reasonably on most fronts. Many of the disputes and conflicts occurring in other provinces either haven't emerged in Saskatchewan (yet) or are something we have grappled with and moved on from. The networking portion of the week was exceptionally valuable – it has resulted in a new set of friends and professional colleagues.

The awards ceremony, held on Tuesday night, was a glitzy affair. Several hundred people attended the very fancy banquet, with gourmet food and drink on the menu. We heard from many dignitaries, and were

then individually introduced and awarded our Outstanding Principal plaque. After many congratulations and photos, we proceeded to enjoy more social time.

At the Rotman School we participated in an intensive change management simulation, intended to enhance our collaboration and management skills. It was based on health care, but was clearly connected to our work as school leaders. Trying to do so much for everyone, with limited finances, strict timelines and limited ability to change employees sounded like our everyday life as principals! It was a really useful process that promoted much reflection about our own proclivities as leaders.

We spent time learning about the many programs offered by The Learning Partnership. I urge all of you to Google the organization and take time to see what they have to offer. Recently they have hired a Relationship Officer in Saskatchewan, seeking to grow the organization in our province. Their programs are extremely high quality and FREE! They have programs for all students from kindergarten to grade 12, and they all align with provincial curricular outcomes. Since my return, I have engaged in 'Take a Leader to Work Day' and have other Learning Partnership programs on the schedule for my school in future months.

The Canada's Outstanding Principals program is a premier event of learning, networking and recognition. The Learning Partnership is a pre-eminent national education think tank, and really has the best interests of Canada's children at heart. I urge you to check out the COP award online – make sure to nominate a principal you know that is transformative in their school and community. When told that this award would be 'life-changing', the curmudgeonly principal in me thought "sounds like hyperbole". After experiencing the lead-up, the week in Toronto and the learning and reflection afterwards, I say unreservedly that the COP experience has been a wonderful, life-expanding experience that has positively affected me as a principal and a person!



The Criminal Code:

Implications for the Electronic Age (Part 2)

Written by Jerome Chomos,
co-editor of "A Guide to
Saskatchewan School Law"

To recap last fall's column on legal issues: a fifteen year old female student in a Halifax area high school, attempted suicide and died after a week on life support. The attempt came following more than a year of bullying on-line which began after she was photographed half nude having sex with another student during a party. The boy who took the photo on his cellphone sent it to the boy engaged in the act. He in turn sent it on to a female friend as a joke. From there it was passed on to others in the school and the bullying began. Despite widespread media coverage of the case, the police did not press charges of sexual assault, citing insufficient evidence. It was only after her death that the police found "new evidence" and laid charges, not of sexual assault, but of production of child pornography against the boy who took the photo, and of distribution of child pornography against the boy who initially sent the photo on.

In November of 2014 the boy who took the photo pleaded guilty to production of child pornography. He was given a conditional discharge with a year's probation. He had to register with the national DNA data base, meet with a youth worker periodically for twelve months, and issue a written apology to the girl's family. Later that month, the second boy involved pleaded guilty to one count of distribution of child pornography. In early January 2015, he was sentenced to a year's probation and was ordered to refrain from the use of alcohol.

Media across Canada covered the girl's death, including her name and some of

the circumstances of her bullying. Her parents went public with her name; they wanted her death to serve as an example of the destructive nature of bullying. However, once charges were laid against the boys her name could no longer be mentioned in any media under terms of Canada's Criminal Code. This despite her parents' wish that any publication ban be lifted. Just one of the many ironies and contradictions of a complex and tragic case. It was only after much public pressure that the Attorney General of Nova Scotia made a special ruling that allowed publication of her name, Rehtaeh Parsons, a name that had been widely publicized for almost two years. But under terms of the Youth Criminal Justice Act, neither of the names of the two boys could be made public.

Another irony is one that occurs all too frequently; teenage parties which begin innocently enough, but end up in tragedy. "Joking around", "just having fun" or "everybody does it" are typical rationalizations for thoughtless behaviour that can result in casual cruelty and worse.

At least some benefit has come from the death of Rehtaeh Parson's and others such as Amanda Todd. Certainly these cases have raised public awareness of the role of social media in bullying and have spurred political action. As noted in last fall's newsletter, the Criminal Code, has been updated and clarified particularly those sections related to production, possession and distribution of child pornography. As well, the Code now attempts to address more fully some

Any plan should emphasize that:

- The use of technology is privilege, not a right.
- Electronic devices are tools, not toys.
- Images on and in electronic devices can be powerful and are permanent.
- What may seem to be "harmless" behaviour and "just fun" can have serious moral and legal consequences.
- Parents engage in social media with their children: monitor, not spy.
- Children should be made to understand the importance of "be kind online."

of the emerging electronic technologies.

While governments have responsibilities in dealing with abuses arising out of the misuse of electronic technologies and social media, others also play a role. Although not directly involved or responsible for the actions of students out of school, schools and educators, have a role in educating students about proper use of technology and of legal consequences of misuse. Educators should also work closely with parents, encouraging them to have a plan with and for their children's use of electronic technologies.



Seeking their Voices Synopsis

The following provides a summary of the “Seeking their Voices” research project, which looked at ways of strengthening outcomes for First Nations students in Saskatchewan schools. The research was conducted by the Saskatchewan Instructional Development and Research Unit (University of Regina) and the Aboriginal Education Research Centre (University of Saskatchewan), drawing on funding from the Saskatchewan Ministry of Education. The Final Report was released in February 2015.

This overview is supplied by Dr. Larry Steeves, as one of the authors of the report, and Dr. Darryl Hunter, as a colleague at the University of Regina.

What was the background to the “Seeking Their Voices” project?

Policy makers in Saskatchewan have been looking at best practices around the world for improving Aboriginal student success in our schools. The Te Kotahitanga program has been very successful in improving learning outcomes for Maori youth attending New Zealand secondary schools. The Joint Task Force on First Nation and Métis Education in Saskatchewan also recommended further exploration of the Te Kotahitanga program in 2013.

This led to the Seeking their Voices project, which considered research-based practices that supported First Nations students in schools. Perhaps the most pithy summary of that research was captured by one of the students:

You come to school and you bring your life with you so it's good to know who you're working with. I find that here at this school a lot because [of] my personal relationships with my teachers ... It's almost like they are friends, good friends or even uncles or brothers like a family and that's I think how school should feel ... I think you should know who you are teaching. (Engaged Student, S5)

Another important finding was the need to reconcile Western and Indigenous cultural world views – program success requires this reconciliation. In a practical sense, this meant an often difficult, yet collaborative, process of inquiry that sought to respect what Willie Ermine described as the “ethical space of engagement”. He indicated that “The ‘ethical space’ is formed when two societies, with disparate worldviews, are poised to engage each other ... The new partnership model of the ethical space, in a cooperative spirit between Indigenous peoples and Western institutions, will create new currents of thought ... and overrun the archaic ways of interaction.”

What were the major elements of the “Seeking Their Voices” project?

The Seeking their Voices project involved:

- a review of relevant research literature;
- consultations with nationally and internationally recognized academics, school administrators and policy leaders.

- interviews to seek the voices of students, parents, teachers and school administrators who were in six Saskatchewan high schools.

What were the major findings of the “Seeking Their Voices” project? The findings were consistent across all three dimensions of the project, as detailed below:

1. Findings from the Literature Review: The key factors relating to Aboriginal student outcomes (one limitation is the absence of research related to funding issues) were:

- Language and Cultural Programming: focused on the need for awareness by teachers of their students’ cultural background and the importance of relationship.
- Parent and Community Engagement: meant a different relationship that took into account the history of the school as an agent of assimilation.
- Student Engagement and Retention: included the importance of a meaningful student/teacher relationship and recognition that the school reflected dominant Western values.
- Effective Schools: meant schools that, in addition to the typical factors, included meaningful cultural and instructional practices aimed at improving learning outcomes.

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- **The Role of Assessment:** was focused on evidence-based decision making that reflected culturally relevant assessment and avoided American models based on No Child Left Behind assessment practices.
- **Classrooms and Culturally Responsive Pedagogy:** focused on effective instructional practices, high expectations, appropriate assessment models, and the need for close student/teacher relationships.
- **Retention/Support to Teachers/Administrators:** recognized the link between the length of teacher/administrator tenure and student achievement and the need to support teachers through strategies such as security of tenure, fair compensation and fringe benefits, effective induction, and ongoing professional development.
- **Governance and Leadership:** supported the relationship between effective governance/leadership and improved student outcomes, as well as stronger governance relationships between provincial and federal/First Nations educational authorities.

Furthermore, the research underlined a repeated failure to implement these findings, suggesting that the underlying reason related to a perspective by the dominant western society that the best solution for Indigenous people was assimilation. Historically this meant residential schools and concurrent initiatives based on attitudes of assimilation and colonization. In addition, the effects of poverty, racism, and more broadly attitudes of colonization have been tragically unfortunate.

2. Findings from national and international researchers and policy makers:

Prominent academics, school administrators and policy leaders in Canada, the United States and New Zealand were interviewed. Four major themes emerged:

- **The Definition of Success:** Many stories of success, at the system, student, and family level were shared. Some questioned the very definition of success, saying it must also include knowledge and respect for traditional culture and values.
- **The Role of Relationship:** The vital role that relationship plays in supporting improved student learning, whether dealing with student/teacher or teacher/parent and community relationships was reinforced. Comments regarding the disconnect of the school from community also occurred.
- **Teaching and Culturally-Responsive Pedagogy:** Culturally responsive pedagogy, as well as the value of effective teaching strategies, high expectations and student support, place based education, and appropriate assessment practices were repeatedly referenced.
- **Language, Culture, and Colonization:** The impact of poverty, racism, assimilation, and colonization of Indigenous people and the negative legacy within the schooling process received much comment. The importance of cultural knowledge and awareness was repeatedly discussed.

3. Findings of students and adults in Saskatchewan schools:

Student Voices:

- There were few differences expressed between engaged and non-engaged students. However, non-engaged students reported more negative experiences than engaged students. Negative experiences for non-engaged students revolved around stereotyping, racism and/or classism, bullying, and intimidation within a large school population. Engaged students spoke positively about their general school experiences.
- What helped the non-engaged students with their learning was an understanding of the “relevance” of what they are learning to their life. Engaged students perceived that “good” teachers were genuinely concerned that students not only understood the material, but had opportunities to use their skills. Personal connections with teachers were a positive factor supporting student learning.
- Non-engaged students believed that being treated poorly by teachers and teacher favoritism detracted from their learning. Both

engaged and non-engaged students referenced family circumstances and home influences as factors that impacted their learning. Students also identified teachers who were disengaged and not adequately prepared to provide the supports students required.

Parent Voices:

- Concerns were shared that Indigenous people would share their stories and experiences with the risk that these would be ignored, as often happens with research concerning Indigenous peoples.
- Parents shared their own positive and negative educational experiences, in the hopes that what worked and did not work for them would help their children. The themed positive responses included positive supports for learning and the knowledge of the value and utility of education. The themed negative responses included absence of supports, abuse, bullying, stereotyping, and racism that contributed to their own disengagement.
- Parents expressed what engages their children in learning. Themed topics included knowing the purpose of schooling, Indigenous sensibility and presence, parental and family support, and school programming. Parents felt their children were motivated to learn if they were able to recognize the utility of education for the future. Parents identified a range of different program initiatives that were helpful, including flexible scheduling, the block system and practical and applied arts.
- Parents identified a number of things holding their children back, such as teacher disengagement, detrimental teacher behaviours, racism in the school environment, teacher's low expectations, Indigenous culture gap, home dynamics, and negative peer influences. Parents also discussed the lack of Indigenous cultural understanding by the school and the impact this had on their child's education. Stressful family dynamics at home emerged as a theme hindering their child's learning. Parents referenced the need

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to reinforce Indigenous traditional values in childrearing.

- Parents discussed the importance of effective teacher/parent relationships and communication; they acknowledged that effective communication requires teacher/parental involvement. Parents also believed effective teachers cared about their students inside and outside the classroom.

Teacher Voices:

- Teacher voices with a strong deficit tone focused on the problems of dysfunctional students and families who they held responsible for continuing student failure. Teachers that were less deficit oriented expressed the need to establish relationships, focus on success and responsive teaching, being flexible and relevant, and finding ways to engage students.
- Responses regarding teaching approaches, responding to students' needs and improving student engagement focussed on the teacher, system, or student needs to improve engagement and learning. Teacher responses focussed on making the learning relevant for Indigenous students and how this increased student engagement. Teachers stressed the need for classroom learning that was culturally relevant.
- Teachers stressed the importance of establishing relationships with Indigenous students before learning could commence. Relaxed and informal relationships based on getting to know students to help them through the learning process were expressed. Getting to know students' abilities was also seen as important.
- Some teachers acknowledged the possible negative impacts that community, family, and socio-economic issues could have on Indigenous student success.
- Teachers identified the need for high expectations for Indigenous student success. Concerns were raised about a perceived mismatch between what the system wanted and what the students wanted, with the implication being that the students were expected to change, not the system.

School Administrator Voices:

- Regarding building and achieving success, common themes identified by administrators included promoting success, a sense of belonging, relationships, and engagement.
- Administrators discussed the following themes: school structure and policies, societal issues, and the value of support systems that assist in areas such as poverty, hunger, homelessness, drugs and alcohol issues, lack of transportation, and learning gaps. Administrators further commented that relationships were important as a focus for student support.
- Administrators included teacher inexperience, racist behaviour, deficit thinking, and lack of cultural understanding when discussing what does not work when teaching Indigenous students.

Administrators highlighted what good teachers do and the importance of humor – it being a part of Indigenous culture. They also considered sharing the power of learning, the importance of relationships, a commitment to the student, and being flexible and accommodating as important issues.

What did the “Seeking their Voices” project recommend that school-based leaders do?

School administrators should:

- Provide meaningful support to teachers who are asked to improve the learning prospects of Indigenous youth. Recognize that changing professional practice is a challenging process and requires ongoing, sustained support.
- Support strategic provincial initiatives intended to improve Indigenous student outcomes, whether at the classroom, school, or system level.
- Actively foster programming to address the legitimate view among Indigenous people that schools often operate as agents of dominant western colonial values.
- Support local initiatives that focus on improving Indigenous student learning and consider local community needs and priorities.

- Recognize that there is a local community of Indigenous experts, such as Elders, story tellers, and cultural carriers, who should have a strong and permanent presence within the school.

Teachers should:

- Prioritize the development of strong, meaningful, and caring relationships with Indigenous students.
- Become more culturally responsive through the understanding of cultural background, world view, and values of Indigenous students. Spend time getting to know the students' family and community.
- Continue to improve professional practice, including:
 - the need for caring and effective relationships
 - strategies for effective classroom instruction
 - the use of evidence based decision making
 - the need for increased cultural responsiveness and awareness.
- Expect the best of Indigenous students; a culture of supportive, high expectation is critical for student success. Avoid deficit thinking that encourages a remedial approach that accepts poor quality work. Recognize the importance of personal agency – teachers can make a difference.

SSBL

FALL SUMMIT

Closing the Gap – Improving FNMI Student Outcomes

October 16, 2015

**Queen's House Retreat and Renewal Centre
601 Taylor Street W, Saskatoon, Saskatchewan
8:30 a.m. – 4:00 p.m.**

**KEYNOTE SPEAKER - John Lagimodiere, Editor and Publisher, Eagle Feather News
Building Your Capacity and Understanding**

Sacred Heart School: Reading is our Passion

Starla Grebinski, Adam Ward, Lindsay Shaw

Although Sacred Heart Community School is located in what MacLean's Magazine calls, "the worst neighborhood in Canada," the teaching staff has experienced a great deal of success with their reading initiatives. The school's primary reading assessment scores and attendance have improved significantly. Elder Mike Pinay has stated he feels the neighborhood has changed as a result of the reading program and strategies of the school!

In this session, the Sacred Heart Community School staff will explore and share the many reading initiatives they have implemented within their challenging community context.

Kitoskâyiminawak Pikiskwêwak: Our Young People Speak

Sandy Pinay-Schindler, Sheena Koops, Bert Fox Community High School Students

Student and community engagement are at the core of this division wide writing project which has focused on First Nations and Metis leaders, community and family healing, and contemporary treaty issues. Three magazines titled The Leadership Edition, The Healing Edition, and the Treaty Edition have been published since 2011. A celebration in May, 2015 will launch the fourth magazine in this series, titled The Holistic Edition. Traditional education practices have been revived within a shared professional development framework which has included implementation of CRISS teaching strategies. Six schools across southern Saskatchewan are engaged in writing with professional mentors, resulting in the publication of an education resource for all learners.

The Prairie Valley School Division team from Bert Fox Community High School in Fort Qu'Appelle will describe their literary journey during the past four years.

Oskâyak Nikan: Youth First

Donna Nurse and Rhonda Laslo

Punnichy Community High School will present information about programs through which they educate and train youth to make the transition from school to work. The team will also share and discuss their innovative classrooms which enhance the individual learning experience.

Cost: \$100.00

- includes all three sessions
- includes breakfast and lunch
- Refer to the SSBL website at www.ssbl.ca for registration and payment options with Paypal
- any further questions, please call Carol Sarich at 306-659-7371



51st Annual

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

Saskatchewan Principals' Short Course July 6 – 9, 2015

Ethical

Instructional

Distributed

Transformational

Banquet
Entertainment
Comedian
Kelly Taylor

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;
- ✓ learn about new developments and initiatives in education;
- ✓ 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;
- ✓ share experiences, insights and concerns with other practitioners, and;
- ✓ develop a support network.

Registration Fee:

For participants not staying at the Travelodge Hotel \$ 495.00

(Includes breakfasts, lunches & Wednesday Evening Banquet)

For participants staying at the Travelodge Hotel \$1,080.00

(Includes single room accommodations, breakfasts, lunches & Wednesday 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)



Student Engagement and 21st Century Skills: Engaging Students Now for the Future

September 17 & 18, 2015

TCU Place

Saskatoon, Saskatchewan

We are extremely pleased to support school divisions in Saskatchewan with a fall event meant to support Saskatchewan's current direction in the education sector. Our theme of **"Student Engagement and 21st Century Skills: Engaging Students Now for the Future"** was carefully chosen after discussion with and feedback from leaders in our province.

The workshop facilitators and the keynote speaker were selected for their ability to provide practical and useful workshops and presentations. Also featured will be Saskatchewan exemplars to highlight provincial successes. We will focus on hands-on strategies for leaders to support them in enhancing education for all students.



Nicole Vagle

Nicole Vagle has a passion for education and lifelong learning, which has led her to extensively explore, facilitate, and implement innovative practices in school improvement. She works with elementary and secondary educators in presentations, trainings, and consultations that address today's most critical issues all in the spirit of facilitating improved support of student learning.

Nicole was a high school reform specialist, where she worked closely with school and district staff to support the implementation of small learning communities. This work included coaching individual and teams of teachers in assessment, literacy, and high expectations for all students.

A featured presenter at conferences throughout North America, Nicole empowers educators to build capacity for and implement formative assessment practices, data-driven decisions, student work protocols, and motivational strategies. Her sessions on "Motivating Students: 25 Strategies of Engagement" and "Fostering Student Investment: How to Get Students Involved in Their Learning" are seen as remarkable opportunities for educator growth to generate student success.



Meg Ormiston

For over twenty-five years **Meg Ormiston** has been involved in professional development that focuses on changing instructional practice in the classroom. Meg marries her passion for technology with a deep curriculum background and over twelve years as a classroom teacher.

Meg has served as a curriculum coach, school board member, keynote speaker, professional development specialist and grant facilitation specialist. Meg has also authored five books, written numerous articles, collaborated on professional videos and participates in many personal learning communities.

Meg brings all of this to each professional development session, with a dynamic presentation style and a great sense of humor. Her sessions on "Creating Digital Rich Classrooms: Teaching and Learning in a Web 2.0 World" and "Taking Lessons From Paper Pencil to Technology Rich" are highly sought after and in great demand.



Tom Schimmer

Tom Schimmer is an independent education author, speaker, and consultant from Vancouver, British Columbia. Tom is an experienced, sought-after presenter who has delivered both keynote and workshop sessions at major conferences, as well as for schools and/or school districts, internationally. He is recognized as a leader and expert in the areas of assessment for learning, sound grading practices, educational leadership, and positive behavior

interventions and supports. Tom has been an assistant principal in both elementary and high schools and has served as division principal.

Tom believes that, for the better part of the past two decades, educators have had a collective focus on establishing and growing their assessment literacy. Given no changes in our educational priorities, he believes our current trajectory with developing and refining our assessment practices would likely be sufficient. However, Tom says as our priorities shift toward *21st century competencies*, so too must our assessment practices.

Tentative Schedule

Thursday, September 17

7:45 – 8:45 a.m. Registration / Coffee
 8:45 – 9:00 a.m. Introductory Comments
 9:00 – 10:15 a.m. Vagle workshop
 10:15 – 10:30 a.m. Break
 10:30 – 12:00 p.m. Vagle workshop continued
 12:00 – 1:00 p.m. Lunch
 1:00 – 2:30 p.m. Breakout with Vagle and local exemplars
 2:30 – 2:45 p.m. Break
 2:45 – 4:00 p.m. Breakouts with Vagle and local exemplars

Friday, September 18

7:45 – 8:45 a.m. Breakfast
 8:45 – 10:15 a.m. Ormiston workshop
 10:15 – 10:30 a.m. Break
 10:30 – 11:45 p.m. Ormiston workshop continued
 11:45 – 12:45 p.m. Lunch
 12:45 – 2:00 p.m. Breakouts with Ormiston, Shimmer and local exemplars
 2:00 – 2:15 p.m. Break
 2:15 – 3:45 p.m. Schimmer closing keynote



Student Engagement and 21st Century Skills: Engaging Students Now for the Future

Thurs. & Fri., September 17 & 18 | TCU Place, Saskatoon

Fees include one breakfast, two lunches, all breaks, plus extensive presentation and reading materials.

Registration Costs

EARLY BIRD (before June 15, 2015)

_____ Individual \$370.00 + \$18.50 GST = \$388.50
 _____ Group of 5+ \$350.00 + \$17.50 GST = \$367.50
 _____ Group of 15+ \$340.00 + \$17.00 GST = \$357.00

AFTER JUNE 15, 2015

_____ Individual \$390.00 + \$19.50 GST = \$409.50
 _____ Group of 5+ \$380.00 + \$19.00 GST = \$399.50

_____ AMOUNT DUE **Contact SELU for large group special rates [15+] 306-966-7629**

Room blocks are being held at the following hotels. Indicate **SELU/Student Engagement and 21st Century Skills: Engaging Students Now for the Future** to receive the special rate.

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Holiday Inn – \$178
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Holiday Inn Express – \$169
 Ph: 306-384-8844 Fax: 306-384-8830

Sheraton Cavalier – \$179
 Ph: 306-667-0162 Fax: 306-931-4677

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