

**22<sup>nd</sup> NATIONAL CONGRESS ON RURAL EDUCATION MARCH 26-28, 2017**  
***Strengthening the Circle ... Creating Connections***  
**BREAKOUT SESSIONS**

| SESSION A – MONDAY, MARCH 27, 2017 9:50 am – 10:50 am  |  |
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| Session Title and Presenters   | Session Description  |
| <p><b>1. <i>Writer in Residence: A Literacy Partnership Initiative</i></b><br/> <b>Kevin Garinger</b>, Director of Education<br/> <b>Katherine Oviatt</b>, Supervisor of Literacy and Early Learning Services, Horizon School Division<br/> <b>Sigmund Brouwer</b>, Author<br/>           SASKATCHEWAN</p>   | <p>Two years ago Horizon School Division engaged famed author, Sigmund Brouwer, in a Writer in Residence partnership. He has been working with students and teachers via technology and face to face interaction. He has involved students in the reading and writing process from an author’s perspective with the focus on engaging disengaged readers – particularly in the middle years. This partnership had a significant impact on the literacy rates in Horizon Schools. Through his enthusiasm, 100% access to downloadable eBooks and his engagement in students in providing feedback for him in writing he was able to impact our Middle Years students with a 9% growth rate in reading in one year. His deep engagement as First Nation Métis (FNM) consultants on his recent book with our FNM grade 9 cohort resulted in a 30% growth for those students. This initiative was so successful that the Board has engaged him for a second residency.</p> |
| <p><b>2. <i>Promoting Youth Health: Tips and Tools for Engaging and Building Relationships with Youth</i></b><br/> <b>Jackie Eaton</b>, Sexual and Reproductive Health Program Coordinator<br/> <b>Morris Green</b>, Health Education Consultant<br/> <b>Dave Shanks</b>, Director of the Prairie Hub for the Students Commission of Canada/Center of Excellence for Youth Engagement<br/>           Saskatchewan Prevention Institute<br/>           SASKATCHEWAN</p> | <p>Youth engagement has been identified as a key measure that strengthens health promotion awareness initiatives. Evidence demonstrates links between the engagement of young people and positive health outcomes – decreased substance use, lowered dropout rates, lower rates of sexual activity and pregnancy, and decreased anti-social behaviours.</p> <p>This interactive session will provide teachers and service providers with tangible tools on how to encourage the meaningful participation of youth. With national and local experience, key experts will provide evidence for building and maintaining relationships with young people.</p>   |

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| <p><b>3. <i>We Are All Treaty People</i></b><br/> <b>Lyndon Linklater</b>, Office of the Treaty Commissioner<br/>                 SASKATCHEWAN</p>   | <p>Lyndon J Linklater was appointed to the OTC Speakers Bureau in 2000. Since that time, he has presented to over 30,000 people delivering awareness and understanding about Treaties and First Nation culture to Saskatchewan people.</p> <p>He is a powerful story teller that utilizes First Nation teachings that involve knowledge of ceremonies and mixes humor to deliver a poignant message.</p> <p>Lyndon will speak about terms &amp; identity of Aboriginal People, First Nation traditional world view, First Nation values and customs, Treaties with First Nations peoples and their relevance today.</p>  |
| <p><b>4. <i>Cultural Adaptions to Health Promoting Schools: Reflections &amp; Key Learnings on Cultural Relevancy</i></b><br/> <b>Sandi Urban-Hall</b>, Health Promoting Schools Project<br/>                 Saskatoon Health Region<br/>                 SASKATCHEWAN</p>  | <p>The Health Promoting Schools program in Saskatchewan (Saskatoon Health Region) and British Columbia (Island Health) and their partnering schools began using the Joint Consortium’s framework for Comprehensive School Community Health within our project. As the program evolved, we noted that grassroots adaptations being made to HPS within many of our individual schools. What adaptations have been made to make the HPS program more culturally relevant? What did health promoters and educators learn from this experience? Through interviews with a range of HPS team members from both Saskatoon and Area and Vancouver island, key themes and processes consistently emerge.</p> <p>What worked, what didn’t and what is left to do. Our learning journey has facilitated a deeper understanding of holistic school health. The framework that emerged from this exploration puts a critical lens on the learnings in the hope of providing points of entry for reframing school health. It specifically looks at the potential of reframing health from Indigenous perspectives and shifting paradigms to decolonize our approach to holistic health promotion in schools.</p> |
| <p><b>5. <i>Networks &amp; Connections: Building Promising Practices to Support Beginning Teachers</i></b><br/> <b>Laurie Hellsten</b>, Professor, Educational Psychology &amp; Special Education<br/> <b>Lynn Lemisko</b>, Associate Professor, Educational Foundations<br/> <b>Tracy Dollansky</b>, Educational Consultant<br/> <b>Carol Demchuk-Kosolofski</b>, Teacher, Prairie Spirit School Division</p> | <p>The teacher is the most important factor in student achievement (Wong, 2005); therefore, it is critical that our beginning teachers experience success and flourish in our schools. Those of us involved in supporting rural beginning teachers are continually exploring effective and sustainable ways of supporting teachers in the early years of their careers. This presentation will highlight the beginning teacher induction work being realized in one rural Saskatchewan school division with the support of a McDowell Foundation Grant. Current beginning teacher research completed by various provincial partners (U of S, provincial school divisions, First Nations tribal councils, and STF) will also be presented.</p>  |

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| <p><b>6. <i>Virtual Reality for Intellectual Engagement, Design-Learning &amp; Portfolio-based Assessment</i></b><br/> <b>Davin Hildebrand</b>, Superintendent<br/> <b>Jim Snodgrass</b>, Principal, Jonas Samson Junior High School<br/> <b>Matthew Grupp</b>, Learning &amp; Assessment Consultant<br/> Northwest School Division<br/> SASKATCHEWAN</p> | <p>Identifying innovative strategies for stimulating student intellectual engagement is a key project of contemporary education. Immersive Virtual Reality (VR) provides both unique opportunities to support this goal and unique challenges in effective implementation.</p> <p>This session will discuss the experience of one school, Jonas Samson Junior High School in Meadow Lake, SK, which has implemented a dedicated VR learning lab. The discussion will include:</p> <ul style="list-style-type: none"> <li>• historical and theoretical groundwork for the project</li> <li>• logistical and technical considerations for implementation</li> <li>• challenges we have encountered and solutions we have implemented</li> <li>• learning benefits we have observed</li> <li>• future potential we foresee for VR-integrative pedagogy.</li> </ul> <p>Through a live demonstration of VR technology and sharing of authentic student products, we will discuss the particular potential of VR drawing and representing software as a scaffold for design-learning and portfolio-based assessment.</p> |
| <p><b>7. <i>The Canadian Museum for Human Rights and Citizenship Education: Partners in Learning</i></b><br/> <b>Lise Pinkos</b>, Manager, Education Programming, Canadian Museum for Human Rights<br/> <b>Norma Gunningham-Kapphahn</b>, Executive Director, Saskatchewan Human Rights Commission</p>  | <p>This session will look at links between Saskatchewan Citizenship Education and the Canadian Museum for Human Rights (CMHR). The CMHR is the first museum solely dedicated to the evolution, celebration and future of human rights. Through inspiring encounters with human rights, the CMHR aims to engage with educators and students to support their human rights learning. Learn more about how the CMHR can support Citizenship Education in your classroom, with a particular focus on how we can be a resource in your efforts towards reconciliation.</p>  |
| <p><b>8. <i>Innovation – Your School and Community’s Competitive Edge</i></b><br/> <b>Dr. Tom Thompson</b>, President<br/> Olds College<br/> ALBERTA</p>  | <p>Make 'rural' count by diving into the mission critical 'future proofing' questions facing rural and remote leaders today. Learn how to improve your programming and services by connecting and innovating more disruptively. Take away five key strategic planning 'disruptions' you need to implement to transform your school and community's culture. Through dynamic partnership-building example(s) dramatically improve your entrepreneurial 'know-how' and become competitive as a next-generation community.</p>  |

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| <p><b>9. <i>We Threw a PeBL Into the Water and Caused Some Amazing Ripples ...</i></b><br/> <b>Dr. Guy Tetrault</b>, Director of Education<br/> <b>Shari Martin</b> – Superintendent<br/> <b>Darren Gasper</b> – Superintendent<br/> <b>Vicki Moore</b> – Superintendent<br/> <b>Kim Hobbs</b> – Superintendent<br/> <b>Shelley Hengen</b> – Superintendent<br/> <b>Kelli Boklaschuk</b> – PeBL Lead<br/>                 Sun West School Division<br/>                 SASKATCHEWAN</p> | <p>Personalized electronically Blended Learning (PeBL) is Sun West School Division's plan to prepare students for anything. We don't know what the lives of students will look like in the future, we don't know what kind of jobs there will be, but we do know that we want students to be ready for whatever it might be. At Sun West, students and teachers live and breathe the PeBL model. This session will outline our journey down the pathway towards PeBL. Our students and staff all take different paths, they know who they are as learners, they all own their learning, and they have the skills they need to be motivated, engaged and self-directed. Come and find out how!</p>   |
| <p><b>10. <i>Each One Teach One: Bringing Financial Literacy to the Classroom</i></b><br/> <b>Jessie Usselman</b>, Community Investment Specialist<br/>                 Affinity Credit Union<br/>                 SASKATCHEWAN</p>  | <p>Financial literacy is all about having the knowledge, skills and confidence to make responsible financial decisions. Whether these decisions are about what to do with your first pay cheque, understanding your student loans, or finding ways to save on a limited income, financial literacy is an investment in all of our futures and the future of our communities. Understanding credit and spending is a key step to having less stress and more freedom to enjoy life.</p> <p>Affinity Credit Union, along with a number of credit unions and community banks across Canada, are certified to provide free of charge Each One Teach One financial literacy workshops which cover 12 different topics for financial wellbeing. Each workshop topic is interactive and has key learning objectives, much the same as a lesson plan.</p> |

**SESSION B – MONDAY, MARCH 27, 2017 11:05 am – 12:05 pm**

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| <p><b>1. <i>Connecting to Social Justice</i></b><br/> <b>David Katzman</b>, SK/MB Coordinator, Voice into Action<br/>         FAST<br/>         SASKATCHEWAN</p>  | <p>Voices into Action is an award winning*, online secondary resource that provides educators, <b>at no cost</b>, with teacher-friendly resources to help students use their individual and collective resources to create better classrooms, schools and communities. By learning about historical and contemporary social injustice (Holodomor, Holocaust, Armenia, Cyber Bullying, Homophobia, Islamophobia and many more) students are able to effectively recognize and react appropriately to prejudice and discrimination. Designed by curriculum experts at OISE/UT, Voices into Action satisfies curriculum indicators in 23 different subjects. Creating great citizens doesn't happen spontaneously; teachers need easy to use, comprehensive, reliable resources such as Voices into Action. Participants are encouraged to bring a laptop or any device that connects to the internet.</p> <p>*Canadian Race Relations Foundation 2016 Award of Excellence in Education</p> <p>Please preview at <a href="http://www.voicesintoaction.ca">www.voicesintoaction.ca</a> or <a href="http://www.parlezetagissez.ca">www.parlezetagissez.ca</a></p>   |
| <p><b>2. <i>OurSCHOOL/Tell Them From Me – Saskatchewan Student Voice – What have we learned from the voice of over 100,000 students across the province and how can school communities respond?</i></b><br/> <b>Jacqueline Hagel</b>, Instruction Consultant, OurSCHOOL Provincial Coordinator<br/>         Ministry of Education<br/>         SASKATCHEWAN</p> | <p>Student voice is a catalyst for change. Responding effectively to student voice is therefore critical to increasing student engagement which contributes positively to student academic achievement and well-being.</p> <p>OurSCHOOL is an online, anonymous survey that provides school communities (students, teachers and parents) with the opportunity to provide feedback on their school experience. The Saskatchewan Ministry of Education supports the student and teacher surveys with approximately 100,000 students responding annually to the survey in all provincial school divisions and many First Nation jurisdictions. OurSCHOOL results provide the province, school divisions and schools the opportunity to analyze, reflect and learn together in response to student voice. This action provides the opportunity for students to be authentic partners in education and ensure that they have a genuine influence on the decisions that affect their life.</p> <p>This presentation will give an overview of the provincial picture and what we have learned from over 100,000 student voices in Saskatchewan as well as some examples of actions forward to support school community improvement.</p> |

SESSION B – MONDAY, MARCH 27, 2017 11:05 am – 12:05 pm

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| <p><b>3. Part 1: Early Years Matter – Why and How We Should be Supporting Families with Young Children</b></p> <p><b>Colleen Christopherson-Cote</b>, Saskatoon Early Years Partnership, Coordinator</p> <p><b>Lisa Fleming</b>, Superintendent, Saskatoon Public Schools</p> <p><b>Kari Wuttunee</b>, Rural Early Years Coalition, Coordinator</p> <p><b>Part 2: Vulnerable Children in “Not So Vulnerable” Areas – A Model for Preschool Tuition Subsidies</b></p> <p><b>Jean Bacon</b>, Saskatoon Preschool Foundation</p> <p>SASKATCHEWAN</p> | <p><b>Part 1</b></p> <p>In Saskatchewan, approximately 75% of our children come into the education system “ready” to be successful in kindergarten. We know that vulnerable children are more frequently included in the 25% who are not ready. There is tremendous evidence to support investment in programs and services that support families with small children, from birth to age 6, as a means to create change in educational readiness, particularly for vulnerable families. Despite this evidence, there is a limited awareness, limited choice and a shortage of universal supports for developmentally appropriate, culturally safe and accessible programs/services in the Early Years.</p> <p>This presentation will investigate and explain the current provincial and local landscapes, outline best practices and innovative strategies, and highlight the concept of family choice from two perspectives: Saskatoon and the rural surrounding area.</p> <p><b>Part 2</b></p> <p>Some vulnerable children live in areas where Prekindergarten is not available at their local school. This session will highlight the Saskatoon Preschool Foundation, a model that is working in the Saskatoon and surrounding area to provide funding support for vulnerable children to attend preschool if their families live in an area where there are no Prekindergarten programs and have limited resources to pay tuition for community preschool or preschool within daycare.</p> <p>Opportunities will be provided for questions.</p> |
| <p><b>4. Creating Connections... Meadow Lake and Flying Dust First Nation Where visions meet... Where adventure begins</b></p> <p>Saskatchewan <i>in motion</i>, Manager and Meadow Lake and Flying Dust First Nation <i>in motion</i> team members</p> <p>SASKATCHEWAN</p>   | <p>This presentation will tell the story and key learnings of the work of Saskatchewan in motion with two communities who have stepped in to make a difference in the lives of the children and youth in their communities. The presenters will share how the communities of Meadow Lake and Flying Dust are working together to develop, implement and evaluate an action plan to get more kids, more active, more often. Learn from community leaders and the in motion staff. They will present an overview of our case study that includes the mobilization process, learnings, key actions, successes, challenges and the impacts of collaboration.</p>  |

**SESSION B – MONDAY, MARCH 27, 2017 11:05 am – 12:05 pm**

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| <p><b>5. <i>Eliminating Barriers to Agriculture Safety</i></b><br/> <b>Ryan Jacobson</b>, Chief Executive Officer<br/>                 Saskatchewan Safety Council<br/>                 SASKATCHEWAN</p>  | <p>Recognizing the need for high quality, accessible training for youth involved with agriculture, the Saskatchewan Safety Council developed OATS. The Online Agriculture Training System (OATS), is a high quality, interactive agricultural safety awareness training course. Addressing the barrier of accessibility, OATS was made available to any web browser on a 3G network or better. Addressing the barrier of affordability, OATS was made FREE to all participants through partnerships with private industry. Primarily a general orientation for young or new farm workers, it is also an excellent source of information for more experienced workers and others working in, or with, the industry of agriculture. This presentation will review the program, why it was created and how it can be harnessed by education professionals.</p> |
| <p><b>6. <i>Access &amp; Inclusion in Schools – Rick Hansen Foundation School Program</i></b><br/> <b>Brenda Gabriel</b>, Regional Coordinator,<br/>                 Saskatchewan &amp; Alberta</p>   | <p>Join the Rick Hansen Coordinator for a highly interactive workshop on building disability awareness, inclusion and citizenship skills in your classroom. You will walk away with ready-made resources and practical activities you can take into your classrooms immediately.</p> <p>Our resources raise students’ understanding of the potential of people with physical, visual and hearing disabilities, and empower students to become difference makers in their school and community.</p> <p>Come find out how the Rick Hansen Foundation School Program’s free resources can be used in your school to Inspire, Engage, Include, and help meet your division’s social responsibility and inclusion goals at the same time. You can also find out how to book a free guest speaker for your school!</p>  |
| <p><b>7. <i>Collaborating as a Team – Parents and Teachers</i></b><br/> <b>Dan Orescanin</b>, Principal<br/> <b>Angela Andrei</b>, SCC Chair<br/> <b>Megan Fortin</b>, SCC Treasurer<br/>                 Westmount School<br/>                 Prairie South School Division<br/>                 SASKATCHEWAN</p> | <p>At Westmount, we have grown our SCC from two parents and the principal to 8 very involved parents, the admin team and two teachers. We will discuss some of the things we did to engage community as well as share our ideas that have done to raise money for our school playground and other student activities.</p> <p>Time will be provided to brainstorm with members of the council to get ideas going in your community.</p>  |

**SESSION B – MONDAY, MARCH 27, 2017 11:05 am – 12:05 pm**

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| <p><b>8. <i>Data that Comes Alive Through Interdependence</i></b><br/> <b>Ben Grebinski</b>, Director and CEO<br/> <b>Naomi Mellor</b>, Deputy Director and CFO<br/> <b>Mike Embury</b>, Deputy Director<br/> <b>Lola Correia</b>, Supervisor of Finance<br/> <b>Keith Harkness</b>, Supervisor of Assessment and Data Systems<br/> <b>Lyle Stecyk</b>, Superintendent of Project Management<br/> Prairie Valley School Division<br/> SASKATCHEWAN</p> | <p>With a goal of improved student achievement, Prairie Valley School Division has developed a methodology and a system design based on interdependence to collect, analyze and act on various sources and types of data. Instructional and Division Services teams collaborate at all levels to use data to align and support our actions in support of the Province’s Education Sector Strategic Plan, Division’s Strategic Plan and School Learning Improvement Plans. To coin a phrase from our Director/CEO, we take a practical approach and, “We Move Data From the Wall To the Floor”.</p> <p>For example, Division Services includes Finance, Transportation, Information Technology and Facilities; although they do not work with students directly, the data these areas generate and utilize in their work supports Instructional Services, who are professional educators focused on improving student outcomes.</p> <p>Professional and open dialogue is encouraged so that we identify needs without a blame and shame culture. Working in synchronization allows our adroit support system to rapidly deploy resources and know Every Student by Name and by Need. Every Student Matters to Us.</p> <p>This session will include oral presentations, video, panel testimonials and an opportunity for attendee participation through discussion as well as a question and answer period. Boards of Education, Senior Staff such as Superintendents, Supervisors, HR, Finance would benefit by attending this session.</p> |
| <p><b>9. <i>Graduation Counsellor Program – Supporting Student Engagement and Authentic Relationships</i></b><br/> <b>Pat Gervais</b>, Graduation Counsellor<br/> <b>Trevor Gerwing</b>, Vice Principal<br/> <b>Terry Craig</b>, Superintendent of Schools<br/> <b>Davin Hildebrand</b>, Superintendent of Human Resources<br/> Northwest School Division<br/> SASKATCHEWAN</p>  | <p>Carpenter High School in Meadow Lake, Saskatchewan has refocused its efforts to increase student engagement and develop stronger relationships with students in an effort to improve graduation rates and student success. The school structure now includes a graduation counsellor who is the liaison for a team which includes administration, teachers, parents, wellness coordinators and, most importantly, students. Included in the process was also the development of a dedicated student space where students are welcomed, accepted and comfortable. This presentation will focus on the process and journey to date of how a graduation counsellor, a dedicated space and a team of supporters can improve student engagement, support student academic success and build authentic relationships between students and school staff. Participants in this session will gain an understanding of the implementation processes, challenges and successes that one school has experienced to better equip them with the skills and knowledge they would need to implement their own program.</p>  |



**SESSION B – MONDAY, MARCH 27, 2017 11:05 am – 12:05 pm**

**10. What is Reconciliation? Why is it important?**

**Annie Battiste**, Speakers Bureau, Office of the Treaty Commissioner and Indigenous Relations Director, Big Brothers Big Sisters of Saskatchewan

SASKATCHEWAN

The Truth and Reconciliation Commission of Canada released 94 Calls to Action in June 2015. What can you do to advance reconciliation? What is your Call to Action? Join Annie Battiste of the Office of the Treaty Commissioner, as she outlines the historical context for why reconciliation is such an important discussion, gives some thoughts on what the term means, provides examples of ways that people and organizations are creatively working to advance reconciliation, and asks you to think about what reconciliation means to you personally.

**SESSION C – MONDAY, MARCH 27, 2017 1:15 – 2:15 pm**

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| <p><b>1. <i>The Power of Building Relationships – Even at a Distance</i></b><br/> <b>Shelby Budd</b>, Principal, Chinook Cyber School<br/>         Chinook School Division<br/>         SASKATCHEWAN</p>   | <p>The Chinook Cyber School has made communication and relationship building one of its main focuses over the last two years. The benefits of building these relationships is clearly highlighted in student marks and overall engagement in the course. This session will look at the unique relationship CCS staff has with students throughout Chinook including some of the tools we use for those connections and the exceptional outcomes we see from these relationships.</p>   |
| <p><b>2. <i>Becoming Culturally Responsive Citizens</i></b><br/> <b>Lester Gardiner</b>, Coordinator of First Nations &amp; Metis Education Services<br/> <b>Crandall Hrynkiw</b>, Superintendent of Learning Services<br/> <b>Larry Mikulcik</b>, Curriculum Coach<br/>         Horizon School Division<br/>         SASKATCHEWAN</p> | <p>This session will focus on how the Horizon School Division has worked to actualize Cultural Responsiveness as a part of Citizenship Education in the schools and communities. The Truth and Reconciliation report, Treaty Education, Cultural Responsive training, and the Citizenship Education project have acted as catalysts for this work. The goal is to move from understanding what it means to be Culturally Responsive to actively living in a multicultural, inclusive, and respectful community in our multicultural nation. Horizon champions this goal through its support of schools as they engage in courageous conversations on topics such as racism, gender identity, privilege, and diversity. Horizon also encourages schools to hold special events to create greater understanding of the cultures within the community, and to understand that culture is not just ethnic identity, but also includes gender and faith identities. Students have participated in such events at many Horizon schools.</p>  |
| <p><b>3. <i>Student Support Teams</i></b><br/> <b>Tracey Kiliwnik</b>, Coordinator of Learning Supports<br/> <b>Cheryl Anderson</b>, Coordinator of Student Services<br/> <b>Shelley Sargent</b>, Superintendent of Education<br/>         Southeast Cornerstone Public School Division<br/>         SASKATCHEWAN</p>                  | <p>The Student Support Team (SST) is a school-based collaborative problem-solving team including an administrator, Response to Intervention coach, Learning Support teacher, school counsellors and 1 or 2 classroom teacher(s). The main purpose of the SST is to review school/student data to identify students that are struggling in areas either academically or behaviorally and put necessary intervention plans in place. The SST offers a systematic process to successfully close the gap through which students have traditionally fallen. The team builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to student needs. The SST has a vital role in creating a high achieving school as expressed in the following goals:</p> <ol style="list-style-type: none"> <li>1. Enable teachers to teach students more effectively;</li> <li>2. Enable students to acquire academic and social competencies, achieve standards, become independent learners for life;</li> <li>3. Create a collaborative culture among all staff.</li> </ol> |

**SESSION C – MONDAY, MARCH 27, 2017 1:15 – 2:15 pm**

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| <p><b>4. Transforming Our Safety Culture. Starting at School</b><br/> <b>Murray Zakresky</b>, Training Manager<br/>                 Saskatchewan Construction Safety Association<br/>                 SASKATCHEWAN</p>   | <p>Culture transformations begin with our young people. There are a great number of individuals who are injured in preventable accidents at home and at work. The cost both human and financial is tremendous. In Saskatchewan nearly 50 percent of health care costs are as a result of preventable accidents. We can only change our safety culture with good education and training. Common language is a vital factor in understanding safety at work and at home. How can we bring the safety culture concepts that industry is building into our schools and homes? This presentation explores bridging the safety gap between industry and our schools. It opens the doors for discussion about a positive evolution of safety culture to help prepare our young people for a safer life, at home and at work.</p>  |
| <p><b>5. Kairos Blanket Exercise</b><br/> <b>Terry Craig</b>, Superintendent of Schools<br/> <b>Joseph Naytowhow</b>, Knowledge Keeper,<br/>                 NWSD Aspiring Student Leaders<br/>                 Northwest School Division<br/>                 SASKATCHEWAN</p> <p><b><u>This will be a two hour session and will continue in Session D.</u></b></p> | <p>The Truth and Reconciliation Commission Recommendation 63i promotes the implementation and development of curriculum and learning resources that focus on the history and legacy of Residential Schools. To this end, the Northwest School Division has responded to this Call to Action by conducting/facilitating the Kairos Blanket Exercise with senior administration, administrators, teachers, students and community members in their school division.</p> <p>Participants will gain a better awareness of the nation-nation relationship between Indigenous and non-indigenous people in Canada while deepening their understanding of the denial of Indigenous people’s nationhood throughout our country.</p> <p>Quite simply, the Blanket Exercise is the Truth in Truth and Reconciliation, and will help to prepare those who interactively participate to better understand and engage in authentic, honest conversations with regard to reconciliation. Furthermore, attendees will gain insights on how to facilitate The Blanket Exercise should they feel so inclined to do so.</p> <p>Participants should be aware that portions of this exercise deal with the history and legacy of Residential schools and may trigger strong emotions in participants.</p> <p><i>Maximum: 40 people</i></p> |

**SESSION C – MONDAY, MARCH 27, 2017 1:15 – 2:15 pm**

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| <p><b>6. Examining Leadership-as-Practice in the Rural School Context</b></p> <p><b>Tenneisha Nelson</b>, Doctoral Candidate,<br/>Department of Educational Administration,<br/>College of Education<br/>University of Saskatchewan<br/>SASKATCHEWAN</p>  | <p>Traditionally the study of school leadership focuses on the behaviors, traits, and styles of the single formal leader as well as the context within which this person leads. However there are alternative ways of understanding leadership beyond the heroic descriptions of the traits and styles of the individual leader. One such approach is to look at leadership as practices. Instead of focusing on the individual leader, attention is paid to the practices within which leadership occurs in a school. This presentation seeks to apply this alternative lens to the examination of rural school leadership. Attention will be brought to the value of examining leadership- as- practice, which is found in the daily interactions of school officials, and how it contributes to an understanding of leadership in the rural school context.</p>   |
| <p><b>7. Findings from the Saskatchewan Alliance for Youth and Community Well-being Youth Health Survey – Provincial Report: SAYCW – Charlebois Community School Partnership to Youth Engagement through Fitness Centre</b></p> <p><b>Shardelle Brown</b>, Community Action Coordinator<br/><b>Ingrid MacColl</b>, Career Transition Teacher,<br/>Charlebois Community School<br/>Saskatchewan Alliance for Youth and Community Well-Being<br/>SASKATCHEWAN</p> | <p>SAYCW conducted a Youth Health Survey in 116 schools to capture information about the current health and well-being of youth in grades 7 to 12 in Saskatchewan. Among all promising results, there are some concerning issues. The survey results indicate that 41% students had been bullied at least once in the past month, 19% students had considered suicide in the past year and half of those who had considered it, had also attempted suicide during that time. Also, 38% of male and 59% of female students had felt so sad or hopeless within the last year that they had stopped their regular activities for a while.</p> <p>To help schools and communities address these issues, SAYCW offered grants and supported schools to develop their actions based on the survey results.</p> <p>Using our grant, Charlebois Community School has planned the Fitness Centre initiative to improve youth physical activity, community engagement and mental health in Cumberland House.</p> |
| <p><b>8. Following their Voices Initiative</b></p> <p><b>Sheila Pocha</b>, Program Head, Saskatchewan Urban Native Teacher Education Program, and Following Their Voices Secondary Owner<br/><b>Pauline McKay</b>, Provincial Following Their Voices Facilitator</p>  | <p>The Ministry of Education and its sector partners are implementing Following Their Voices, a made-in-Saskatchewan initiative based on research conducted with First Nations and Métis Saskatchewan students, parents/caregivers, teachers and administrators.</p> <p>Following Their Voices is a job-embedded teacher professional learning and development initiative designed to improve First Nations, Métis and Inuit student outcomes. The initiative uses a train-the-trainer model.</p>  |

**SESSION C – MONDAY, MARCH 27, 2017 1:15 – 2:15 pm**

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| <p><b>Everett Berg</b>, School-based Following Their Voices Facilitator, Bedford Road Collegiate</p> <p><b>Maureen Taylor</b>, Lead Provincial Following Their Voices Facilitator</p>  | <p>The initiative focuses on enhancing relationships between students and teachers, creating structures and supports for teachers and school administrators to co-construct teaching and learning interactions with students, and creating safe, well-managed learning environments.</p> <p>The presentation will provide an overview of the implementation of Following Their Voices in Saskatchewan provincial and on-reserve schools, including the professional learning and development tools that have been developed specifically for the initiative.</p> <p>Participants will hear firsthand how this made-in-Saskatchewan initiative is positively impacting the way teachers work with students, the school culture and how it is making a difference in the classroom for Saskatchewan’s Métis, First Nations and Inuit students.</p> |
| <p><b>9. Embracing Challenges in Leadership</b></p> <p><b>Carly Zaraska</b>, Teacher</p> <p><b>Skylar Krepps</b>, Student</p> <p><b>Natasha Donovan</b>, Student</p> <p><b>Rebecca Toews</b>, Student</p> <p><b>Abbie Rubletz</b>, Student</p> <p>Northwest School Division Leadership Academy</p> <p>SASKATCHEWAN</p> | <p>The Northwest School Division’s Leadership Academy is a session driven program for grades 10-12, whose aim is to help inspire young leaders and to intentionally impact leadership development within the division. The academy spans over hundreds of kilometers and encompasses 11 different schools. Carly Zaraska and some of her young leaders will share some celebrations and hurdles about their experiences within the program over the last year. The students will focus on how their leadership skills have been honed in different elements of their lives and the impact that has had, while Carly will focus on how 21stCentury Learning technology has helped make the program successful.</p>  |
| <p><b>10. Distributed Learning with Prairie South Virtual School</b></p> <p><b>Jeff Boulton</b>, Principal, Prairie South Virtual School</p> <p>Prairie South School Division</p> <p>SASKATCHEWAN</p>  | <p>Prairie South Virtual school offers distributed learning providing equitable opportunities for students throughout the province of Saskatchewan. Through partnerships with SaskPower and Cargill, Prairie South is able to provide asynchronous and synchronous distance learning and opportunities and career exploration. Students have access to a variety of courses gaining credits towards graduation and also a dual-credits in Power Engineering.</p>   |

**SESSION D – MONDAY, MARCH 27, 2017 2:30 – 3:30 pm**

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| <p><b>1. <i>Sharing the Story of Learning: Crafting a System of Reporting</i></b><br/> <b>Katie White</b>, Coordinator of Learning<br/>         North East School Division<br/>         SASKATCHEWAN</p>   | <p>Research validates the importance of collaboration between home and school in creating environments in which learners can be most successful. This session will explore ways to enhance this partnership through a multi-faceted system of reporting. Participants will:</p> <ul style="list-style-type: none"> <li>• Engage in criteria for effective communication and partnership through reporting</li> <li>• Explore multiple approaches for creating a reporting system that communicates a robust story of learning</li> </ul>  |
| <p><b>2. <i>Power of Relationships: Lessons from Innovative Gendered Groups in Saskatchewan and Nova Scotia</i></b><br/> <b>Roisin Unsworth</b>, Coordinator, Youth Action for Prevention<br/> <b>Morris Green</b>, Health Education Consultant<br/>         Saskatchewan Prevention Institute<br/>         SASKATCHEWAN</p> | <p>Opportunities for meaningful and authentic conversations about youth health between young people and adults can be a challenge in the typical classroom. Innovative gendered work in Saskatchewan and Nova Scotia is creating safe spaces for young people to talk about their health with teachers and other professionals using interactive lessons that move students through experiences that lead to conversation and reflection. These school-based sessions have never mattered more for young people who are growing up with confusing and often unhealthy messages from their peers and the media about alcohol, drugs, sex, masculinity and much more. The approach is a low-cost and high-impact strategy that can meet or complement curriculum outcomes. Attendees will learn about the development and evolution of this youth-centered approach, its evaluation, and how to kick-start the work in rural areas.</p> |
| <p><b>3. <i>Invest Involve Inspire: How Junior Achievement Can Enhance/Support Curricula through Grades 4-12</i></b><br/> <b>Carol Ward</b>, Director, Provincial Expansion<br/>         Junior Achievement Saskatchewan<br/>         SASKATCHEWAN</p>   | <p>A wide variety of Junior Achievement programs are available at no cost to schools that can be used to enhance existing curricula through grades 4-12. All of our programs are designed to inspire and help students explore new ideas, learn information, and develop life skills that will help them be successful both in school and in their future lives.</p> <p>Junior Achievement recognizes that all school divisions are unique, so we work with our partners to determine which programs/ grade levels are most suited to their needs, and what delivery model works best. In our presentation, an overview of the different programs through grades 4-12 will be given, as well as an introduction to resources available on our digital portal. Both the teacher-led (with support from business community) and business volunteer led models will also be discussed.</p>   |

**SESSION D – MONDAY, MARCH 27, 2017 2:30 – 3:30 pm**

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| <p><b>4. Content Knowledge: The Key to 21<sup>st</sup> Century Learning</b><br/> <b>Michael Zwaagstra</b>, Research Fellow/High School Teacher<br/>         Frontier Centre for Public Policy<br/>         MANITOBA</p>                    | <p>“The world is changing faster than ever before.” Trite phrases like this one are often used to justify a de-emphasis on factual content in schools. However, research is clear that content knowledge is absolutely essential for deeper learning to take place. In far too many cases, subject specific content is downplayed while teachers waste valuable class time trying to teach generic “critical thinking skills” to their students.</p> <p>This presentation will examine the research and show that content knowledge is the key to 21<sup>st</sup> Century Learning. In order for all students, including those from low socioeconomic status, to succeed, we need to ensure they acquire the necessary background knowledge. This means rich curriculum content, direct instruction, and regular testing. Instead of reducing content, we need to enhance it and ensure that all students acquire the knowledge they need to be successful in school and beyond.</p> |
| <p><b>5. Kairos Blanket Exercise</b><br/> <b>Terry Craig</b>, Superintendent of Schools<br/> <b>Joseph Naytowhow</b>, Knowledge Keeper, NWSD Aspiring Student Leaders<br/>         Northwest School Division<br/>         SASKATCHEWAN</p> | <p>This is a continuation from Session C.</p>  |
| <p><b>6. Building Communities Safely</b><br/> <b>Toby Desnomie</b>, CEO and Founder<br/>         Saskatchewan First Nations Safety Association<br/>         SASKATCHEWAN</p>   | <p>Previous research has shown that Aboriginal Canadians are nearly 4 times at risk of injury at their place of work as well as, substantial increases of risk do to injure to communities members compared with the non-Aboriginal Canadian population.</p> <p>The disparity between Aboriginal and non-Aboriginal injury rate in acute and chronic illness to workers, and members corresponds to disparities in rates of injury, collision, violence, self-destructive or suicidal behaviour in Canadians.</p> <p>In this session you will learning about the Sask First Nations Safety Associations solution base approach in OH&amp;S Management systems, Public Safety Awareness that reflect First Nations world view in community base traditional values &amp; understandings. SFNSA will also, show case its strategic plan on First Nations school operations and systems that influence Public Safety &amp; Security awareness.</p>                                      |

**SESSION D – MONDAY, MARCH 27, 2017 2:30 – 3:30 pm**

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| <p><b>7. Student Voice</b><br/> <b>Cloe Banda</b>, President<br/> <b>Brayden Caron</b>, Vice President<br/> <b>Jodie Clake</b>, Media Relations<br/> <b>Kiara Nicolas</b>, Rural Student Trustee<br/> <b>Maia Houle</b>, Urban Trustee<br/> <b>John Schultz</b>, Superintendent and Advisor<br/> <b>Jaimie Smith-Windsor</b>, Board Vice-Chair<br/> <b>Barry Hollick</b>, Board Chair<br/>                 Saskatchewan Rivers School Division<br/>                 SASKATCHEWAN</p> | <p>Saskatchewan Rivers Students for Change (SRSC) operates under the guidance of the Saskatchewan Rivers Public School Board of Education (SRPSD).</p> <p>The mandate of the SRSC is to provide a student perspective to the SRPSD Board of Education. They bring forth topics concerning students in grades 9 to 12 in the SRPSD. The group connects students throughout the SRPSD, creating relationships between the schools. They work to initiate projects throughout the division, in the schools, and the community. The leadership group provides positive opportunities for students in the SRPSD. It’s all about student voice!</p> <p>In this session SRSC members will share the story of their group- the history of developing constitution, student trusteeship, current work plan and what the future may bring.</p>  |
| <p><b>8. Educational Governance – A National Perspective</b><br/> <b>Floyd Martens</b>, President<br/>                 Canadian School Boards Association</p>  | <p>Education in Canada has effectively been managed using various levels of responsibility including, Provincial Governments, School Boards, School Community Committees, etc.</p> <p>However, in the past few decades the governance roles for education have undergone significant challenge and change.</p> <p>While governance is hard work, Educational governance is especially difficult given the number of pressures on the system.</p> <p>With a School Board perspective, this presentation will:</p> <ul style="list-style-type: none"> <li>• Outline some of the pressures Governments have which impact local governance</li> <li>• Outline some of the pressures local governance has in achieving its governance role</li> <li>• Provide a snapshot of what is transpiring across Canadian jurisdictions</li> <li>• And offer steps to effectively govern in the midst of these pressures.</li> </ul> |



**SESSION D – MONDAY, MARCH 27, 2017 2:30 – 3:30 pm**

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| <p><b>9. <i>Youth Engagement to Eliminate Bullying and Harassment</i></b><br/> <b>Norm Jakubowski</b>, SK Manager of Education<br/> <b>Scott McHenry</b>, Respect Education Instructor Trainer<br/>                 Canadian Red Cross</p> | <p>The Respect Education Program of the Canadian Red Cross aims to eliminate bullying and harassment through the engagement of youth. Participants will learn about the education programs and products of Respect Education addressing healthy relationships among our youth. Main topics include addressing the issue of healthy romantic relationships and healthy relationships in general to eliminate bullying and relationship violence. Participants will learn about the classroom ready resources available to them and the opportunities for their students or themselves to be trained in the programs.</p> |
| <p><b>10. <i>Supporting Reconciliation in Saskatchewan Schools Website</i></b><br/> <b>Lynda Oliver</b>, Curriculum Consultant<br/>                 Saskatchewan Ministry of Education<br/>                 SASKATCHEWAN</p>               | <p>Participants will examine a new website created to support school staff, students and communities as they work together to expand understanding of truth and reconciliation and residential school experiences in Saskatchewan. The site contains tools and resources for all grades across various areas of study in addition to professional development materials designed to engage staff and communities in important conversations and collaborative actions.</p>  |

**SESSION E – TUESDAY, MARCH 28, 2017 8:45 – 9:45 am**

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| <p><b>1. <i>Is Your Plate Full?</i></b><br/> <b>Lana Binning</b>, SK/MB Education and Indigenous Communities Canada<br/>         Franklin Covey</p>   | <p>“How can we keep adding to the plate when our plate is already full?” The question is “What is the plate?” We all know the job that needs to be done. How do we effectively execute to meet the needs of federal, provincial, division, school, student and communities on and off-reserve? Spend some time with us to understand The Leader In Me process, the impact and how we help school communities create “a unique plate” that is founded on relationships, culture and leadership. Change your paradigm and change your results.</p>   |
| <p><b>2. <i>Building Community Through Technologies</i></b><br/> <b>Myrna Martyniuk</b>, Director, Sector Technologies and Network Services<br/>         Saskatchewan Ministry of Education<br/>         SASKATCHEWAN</p> | <p>Saskatchewan’s technology landscape continues to evolve and facilitate connections. See what technologies are provided in Saskatchewan to support teachers and students throughout the province – how they are connecting rural and urban education systems, supporting communities of practice, building professional learning groups and facilitating resource access and evaluation throughout the system.</p>   |
| <p><b>3. <i>Adopting a Local Lens: Connecting with Context and Community</i></b><br/> <b>Jane MacLeod</b>, International Education Consultant<br/>         MacMat Education Services<br/>         SASKATCHEWAN</p>        | <p>Today, the transmission and immediacy of information and ideas invites and inspires change and innovation in school communities around the world. However, the successful adoption of any initiative for student engagement and success across borders requires school leaders to have a thorough awareness of their unique context and culture. The goal of this interactive session is to enable school leaders to understand the importance of responding to and harnessing the influences of culture and context when planning for sustained school improvement and student success.</p> <p>Utilizing a researched-based framework inspired from Pasi Sahlberg's seminal work on education approaches in Finland, participants will work together as they Clarify goals, explore Creative possibilities, and incorporate Common Sense ideas while planning and preparing learning initiatives or innovations for all students and teachers in their school communities.</p> |

**SESSION E – TUESDAY, MARCH 28, 2017 8:45 – 9:45 am**

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| <p><b>4. <i>The Caring Classroom</i></b><br/> <b>Tracy Dolezsar-Glarvin</b>, Principal, Leask Community School<br/>         Prairie Spirit School Division<br/>         SASKATCHEWAN</p>  | <p>The Caring Classroom focuses on building positive teacher-student relationships that support effective classroom management and instruction. The iconic writer Maya Angelou has said: “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” This is true in education as well as it is in life. The way you treat your students will stick with them longer than any content you cover in a classroom lesson. This session will discuss a variety of examples to demonstrate how to create a caring classroom climate and will show how the components of a caring classroom will positively affect you and your students.</p>   |
| <p><b>5. <i>The Blanket Exercise</i></b><br/> <b>Rielle Oswald</b>, Teacher<br/>         BC Teachers’ Federation<br/>         BRITISH COLUMBIA</p> <p><b><u>This will be a two hour session and will continue in Session F.</u></b></p>         | <p>Developed by KAIROS, this is an experiential and emotional workshop that uses the history of Aboriginal People in Canada to create empathy and reconciliation. It has been used by the BCTF with teachers and in classrooms across BC.</p> <p>The KAIROS Blanket Exercise is an interactive learning experience. Developed in response to the 1996 Report of the Royal Commission on Aboriginal Peoples—which recommended education on Canadian-Indigenous history as one of the key steps to reconciliation, the Blanket Exercise covers over 500 years of history in a participatory workshop.</p> <p>The Blanket Exercise participants take on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they walk through pre-contact, treaty-making, colonization and resistance. They are directed by facilitators representing a narrator (or narrators) and the European colonizers. Participants are drawn into the experience by reading scrolls and carrying cards which ultimately determine their outcomes. By engaging on an emotional and intellectual level, the Blanket Exercise effectively educates and increases empathy. Ideally, the exercise is followed by a debriefing session in which participants have the opportunity to discuss the experience as a group. This often takes the form of a talking circle.</p> |
| <p><b>6. <i>First Nation and Métis Education: Issues in Context</i></b><br/> <b>Terrance Pelletier</b>, PhD Student<br/>         Department of Educational Administration<br/>         University of Saskatchewan<br/>         SASKATCHEWAN</p> | <p>The purpose will be to bring about better understanding of critical or sensitive issues to both First Nation and non-First Nations educators in the province. SELU has undertaken reviews of schools through the province, and those reports inform relationships with First Nations and Métis students. This presentation will highlight First Nations and Métis education issues and relate how these issues are played out in certain contexts. What does Indian Control of Indian Education for the 21st century mean? How successful are First Nations and provincial school partnerships? What types of unique education programs are in place for First Nations language instruction, mental health, child and</p>  |

**SESSION E – TUESDAY, MARCH 28, 2017 8:45 – 9:45 am**

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|   | <p>family services, and student supports? Are the post-secondary institutions effective at providing educators, leaders and specialists? These issues are important as we recognize 150 years of colonization in the province, and the beginning of national reconciliation.</p>  |
| <p><b>7. Rural Resilience: The role of Schools and Relationships Across Three Generations</b><br/> <b>Jayne Downey</b>, Associate Professor<br/>         Montana State University<br/>         MONTANA, USA</p>   | <p>At a time when much of the conversation around rural education has focused on deficits and disparities, this case study was designed to identify the factors by which rural schools and communities contribute to academic success and <i>resilience</i> – the ongoing interactions between the student and resources in the environment that support academic achievement. Interviews with three generations of a Saskatchewan farm family provide a window into over 80 years of continuity and change in role of the rural school and relationships in supporting student success. Preliminary findings reveal a set of insights useful for strengthening our: innovative work with rural students, preparation of teachers for rural communities, and development of grounded policies and guidelines to support on-going rural resilience.</p>  |
| <p><b>8. Centurus Citizenship Pedagogy: Beginning School Division and Classroom Responses to the Truth and Reconciliation Commission’s Calls to Action</b><br/> <b>Cathy Mills</b>, Consultant<br/> <b>Brett Kirk</b>, Seconded Teacher, Curriculum Studies, College of Education<br/> <b>Larry Mikulcik</b>, Curriculum Coach, Horizon School Division<br/>         SASKATCHEWAN</p> | <p>Centurus Citizenship Pedagogy: Beginning School Division and Classroom Responses to the Truth and Reconciliation Commission Calls to Action</p> <p>School Divisions, Board Members and Central Office personnel are challenged to respond to the Truth and Reconciliation Commission Calls to Action. What are your plans for Education for Reconciliation?</p> <p>This session shares resources that focus on the intentional and explicit teaching of Citizenship Education. These resources, developed through a partnership with the Sask. Human Rights Commission and Ministries of Justice and Education, offer a way for teachers and students to reflect on Canada’s history with Indigenous Peoples, think about the legacy that relationship has left for our country and province, and consider their personal responses to the Truth and Reconciliation Commission Calls to Action. Participants will understand how the resources connect directly with Sask. Social Studies outcomes and support Education Sector Strategic Plans.</p> <p>Presenters have been involved with the project since 2010, understand the rationale and process behind the resources, and have used the materials with students and staff.</p> |

**SESSION E – TUESDAY, MARCH 28, 2017 8:45 – 9:45 am**

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| <p><b>9. <i>Building Reconciliation in Your Communities: Examples from Reconciliation Saskatoon</i></b></p> <p><b>Rhett Sangster</b>, Director, Reconciliation and Community Partnerships, Office of the Treaty Commissioner</p> <p><b>Carol Cooley</b>, CEO, Saskatoon Public Libraries</p> <p><b>Neal Kewistep</b>, Manager, Building Health Equity, Saskatoon Health Region</p> <p><b>Reverend Dave Moors</b>, Mayfair United Church</p> <p>SASKATCHEWAN</p> | <p>Reconciliation Saskatoon is a group of over 40 organizations working and learning together to build public awareness, education and engagement on reconciliation. Its diverse membership is its strength, with active participation from First Nation and Metis organizations, municipalities, libraries, health regions, newcomer organizations, businesses, faith communities, and others. This session will describe how this collaboration came to be, and will provide concrete examples of organizations pursuing reconciliation. Come prepared to think about how your community can get engaged in reconciliation!</p> |
| <p><b>10. <i>Want to Build an Effective School? Start with the Culture</i></b></p> <p><b>Rob Liggett</b>, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan</p> <p>SASKATCHEWAN</p>   | <p>The purpose of this study was to examine how the culture of a school determines its effectiveness in regard to improving student learning. Specifically, it focused on the perceptions of school-level professionals regarding the nature of the professional leadership culture and its perceived relationship to student learning. For the purposes of this study, the professional leadership culture was defined as shared assumptions, practices, beliefs, and values concerning leadership activities that were understood and practised among professional members.</p>   |

**SESSION F – TUESDAY, MARCH 28, 2017 10:00 – 11:00 am**

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| <p><b>1. <i>Attributes of Teachers and Schools that Promote Educational Success for Aboriginal Students</i></b></p> <p><b>Theresa Papp</b>, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan<br/>SASKATCHEWAN</p> | <p>This presentation offers the findings from a qualitative study that explored and identified the teaching strategies that supported education success for Aboriginal students in a secondary school located in Saskatchewan. This school had experienced increased student achievement levels on the evidence-based outcomes of Assessment for Learning (AFL) scores, increased attendance, increased credit completion rates and increased graduation rates. Graduation numbers increased from 3 students to 55 students over a five-year period.</p> <p>The Truth and Reconciliation Commission of Canada (TRC) provided 94 calls to action of which item #7 states “we call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians”. This research is focused on strengthening the circle in education by reporting what attributes were found in the teachers that taught at the school and the school environment. Seven main themes emerged that were multi-faceted and deeply interconnected. These themes are the beginning to formulating a model that may address the education gaps and improve education outcomes for Aboriginal Canadians.</p> |
| <p><b>2. <i>Canada 2067: A bold initiative to shape 21st century learning</i></b></p> <p><b>Vanessa Nelson</b>, Vice President, External Relations<br/>Let’s Talk Science<br/>ONTARIO</p>  | <p>How do we ensure Canada’s youth will have the skills they need for the jobs and citizenship demands of the future? A bold nation-building initiative, Canada 2067, is engaging Canadian adults and youth in conversations to identify opportunities to evolve and support education systems that will help youth develop skills to thrive in a rapidly changing world. These conversations will shape the development and implementation of a vision and learning framework over the next 50 years – towards Canada’s bicentennial.</p> <p>In this workshop facilitated by Let’s Talk Science representatives, participants will learn about the engagement tools available to contribute to the conversation – both individually and in the classroom. They will also participate in facilitated discussions with their peers to discuss opportunities to transform teaching and learning in the 21st century.</p>   |

**SESSION F – TUESDAY, MARCH 28, 2017 10:00 – 11:00 am**

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| <p><b>3. <i>Strengthening of Service Delivery Model ... Creating Connections with Students</i></b><br/> <b>Kendal Carlberg</b>, SLP<br/> <b>Sherilyn Ens</b>, SLP<br/> <b>Amanda Dufresne</b>, OT<br/>         Northwest School Division<br/>         SASKATCHEWAN</p>                           | <p>The Northwest School Division prides itself on “Laying the Foundation for Success. One student at a Time.” Success for each student is unique and the Student Services team, comprised of Speech-Language Pathologists, Occupational Therapists, Counsellors, and Psychologists, has developed some innovative ways to create connections for students with unique learning abilities. Some of these initiatives include: Life Skills classes, Social Skills groups, and Communication Camps. Through these learning opportunities, students with similar learning challenges are brought together from different areas of this rural school division to target goals, which benefit each child.</p> |
| <p><b>4. <i>Community Safety Education Strategy</i></b><br/> <b>Gord Moker</b>, CEO, Safe Saskatchewan<br/> <b>Derrick Huschi</b>, Superintendent, Prairie South Schools<br/> <b>Tammy Beaubien</b>, Safe Communities and SCC<br/> <b>Jill Zahariuk</b>, KidsFirst<br/>         SASKATCHEWAN</p> | <p>The <b>Community Safety Education Strategy (CSES)</b> is a provincial strategic framework that focuses on injury prevention, safety resources, and supports for Saskatchewan children and youth in the K-12 education system. This collaborative strategy is aimed at schools, with a focus on students in all grade levels. The CSES recognizes the importance of community support, participation, and engagement. The strategy has 4 key pillars: High Quality Teaching and Learning, Healthy Physical Environment, Supportive Social Environment, Community Engagement and Partnerships.</p>   |
| <p><b>5. <i>The Blanket Exercise</i></b><br/> <b>Rielle Oswald</b>, Teacher<br/>         BC Teachers’ Federation<br/>         BRITISH COLUMBIA</p>   | <p>This is a continuation from Session C.</p>   |

**SESSION F – TUESDAY, MARCH 28, 2017 10:00 – 11:00 am**

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| <p><b>6. <i>Organization of Saskatchewan Arts Councils (OSAC): Bringing Performing and Visual Arts to Saskatchewan Communities and Schools</i></b><br/> <b>Zoe Schneider</b>, Visual &amp; Media Arts Coordinator<br/> <b>Marianne Woods</b>, School Touring &amp; Membership Liaison Coordinator<br/>         Organization of Saskatchewan Arts Councils (OSAC)<br/>         SASKATCHEWAN</p> | <p>OSAC is an umbrella for community arts councils and schools across Saskatchewan. In 1968, a group of volunteers representing eight arts councils founded OSAC, which has grown into a vital network of over 48 arts council presenters and 70 school members. In 2018, OSAC celebrates 50 years of bringing performing and visual arts to the people of Saskatchewan.</p> <p>OSAC’s performing arts programs for Arts Councils and Schools – Stars for Saskatchewan and Performing Arts in the Schools, assist the membership in programming their yearly seasons. Spark, the newest OSAC program, assists community presenters to mentor and develop the next generation of arts presenters.</p> <p>In 2016/17, OSAC will present five school tours for K-12 audiences. Of special significance is Red Sky Performance’s Mistatim, a story of reconciliation for children and their families, touring to 38 rural, urban and reserve schools. Internationally renowned for its artistry and innovation, Red Sky is Canada's leading company of contemporary world Indigenous performance in dance, theatre and music.</p> <p>OSAC’s Arts on the Move program provides the membership with visual and media arts exhibitions that tour throughout the province. Each exhibition has a curriculum focused Education Guide – filled with pre, during and post gallery visit activities and lessons developed to foster visual literacy and art appreciation. Exhibitions are selected partly in their ability to engage young audiences with a focus on K-12 students; this focus influences the workshops that OSAC is able to fund through its Visual Arts Program Granting system.</p> |
| <p><b>7. <i>Prevention and Recovery Program</i></b><br/> <b>Tom Roberts</b>, Residential School Health Support Worker<br/>         La Ronge Indian Band<br/>         SASKATCHEWAN</p>  | <p>The La Ronge Indian Band's residential school program has been working with schools at informing the students about life in residential schools for the past four years. The residential school program also made a replica of a boat that used to transport students across La Ronge Lake to the residential school site in La Ronge. The program also commissioned a monument to commemorate the residential school site and to remember the students who went to school there and remember the ones who never made it home. And last year, a walk was organized from Prince Albert residential school site to Stanley Mission, a walk we called "a commemorative walk" (e-kichikewah – Going for good). The walk took six days and the walkers camped at Little Red River Reserve, Montreal Lake, Weyakwin and La Ronge. This to us was the biggest achievement for reconciliation and learning and understanding on moving forward in our healing.</p>  |



**SESSION F – TUESDAY, MARCH 28, 2017 10:00 – 11:00 am**

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| <p><b>8. <i>Indigenous Responsive Pedagogy and the Respectful Inclusion of Indigenous Content in K-12 Education in Saskatchewan</i></b></p> <p><b>Chris Scribe</b>, Director of ITEP<br/>College of Education, University of Saskatchewan<br/>SASKATCHEWAN</p>   | <p>This session will provide insight and direction towards creating space for the respectful inclusion of Indigenous Knowledge in K-12 education. We will identify the barriers and breakdown the misconceptions associated with Indigenous knowledge pedagogy and provide educators with the tools necessary with relevant, inclusive genuine Indigenous knowledge in their schools. This session will speak to the realities of First Nation students in education and offer solutions for rural schools to work with Indigenous Knowledge Keepers.</p>   |
| <p><b>9. <i>Creating Connections to the Rural Teaching Principalship: Strengthening the Circle in AB, SK and MB</i></b></p> <p><b>Dawn Wallin</b>, Associate Dean of Undergrad Programs, Partnerships and Research<br/><b>Paul Newton</b>, Associate Professor and Department Head, Educational Administration<br/>College of Education, University of Saskatchewan<br/>SASKATCHEWAN</p> | <p>This session continues the update on a research study funded by the Social Science and Humanities Research Council of Canada that examines the role of teaching principals in rural, remote and northern schools in the prairie provinces. This year’s presentation will report on a survey completed by rural teaching principals in MB, SK, and AB that describes the system demographics in which rural teaching principals work, and the nature of their roles in each of the three prairie provinces. The 4-year study explores how the dual role of teaching and administration can support, or sometimes hinder, the principal’s ability to promote student outcomes, engage staff and community, and/or improve school effectiveness. Ultimately, we wish to offer recommendations for policy and practice that can support teaching principals in rural, remote and Northern contexts, and to create strategies for effective rural school governance, community engagement, administrative workload policies and leadership preparation.</p> |
| <p><b>10. <i>School to Work Transitions through Industry and Education Partnerships</i></b></p> <p><b>Janet Uchacz-Hart</b><br/>Saskatoon Industry-Education Council<br/>SASKATCHEWAN</p>  | <p>The Saskatoon Industry Education Council’s stakeholders include: Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Prairie Spirit School Division, the Saskatoon Tribal Council post-secondary institutions, business associations and employers. The primary focus is connecting youth people with career information and opportunities to plan their preferred future. In 2016-2017, they worked with over 12,000 students in 35 programs and events. Learn about their programs and their newest partnership, <i>Talk with Our Kids About Money</i>, a financial literacy program.<br/><a href="http://www.saskatooniec.ca">www.saskatooniec.ca</a></p>   |