Greetings from the Committee

On behalf of the Planning Committee, I extend a warm welcome to delegates attending the 22nd National Congress on Rural Education in Canada. This annual event presents an amazing opportunity to “strengthen the circle and create connections” in multiple sectors and throughout Canada. Leaders from across the country come together to learn from each other and to dive into the critical issues that all of us face in our communities and school divisions.

Communities have a tremendous power to affect the lives of children. We need to find ways to continue to make education relevant so that students are prepared for post-secondary and careers beyond high school. We ask delegates to reflect on ways we can be inclusive, learn from others’ experiences, celebrate successes and forge new partnerships to strengthen rural and remote education, and enhance outcomes for students and learning communities.

The central theme for the conference this year is Strengthening the Circle...Creating Connections. As educators, we know the power of collaboration and we know that our greatest resources lie in relationships with our colleagues and community partners.

The 22nd National Congress on Rural Education in Canada will deliver world-class speakers and sixty thought-provoking breakout sessions. Topics will focus on creating school and community partnerships to connect resources to the classroom; responding to Truth and Reconciliation Calls to Action; leadership and governance for rural sustainability; innovative programs; inclusive environments and programs that promote a safety culture; and celebrating ways to engage School Community Councils.

As the hosting organization, the Department of Educational Administration, College of Education, University of Saskatchewan, extends a warm welcome to all delegates and hopes your experience at the 22nd Annual Congress will provide and provoke ideas that inform, involve and inspire change!

As you enjoy your stay in Saskatoon, we thank you for being champions for children.

Barbara Compton
Congress Chair
Schedule-at-a-Glance

Sunday, March 26, 2017
1:00 p.m. – 2:00 p.m. Registration for Pre-Congress (Gallery A)
2:00 p.m. – 4:30 p.m. Pre-Congress Workshop
   “Strengthening the Circle for Reconciliation: Responding to the Truth
   and Reconciliation Commission’s Calls to Action” (Gallery A)
4:00 p.m. – 7:00 p.m. Congress Registration (Salon Crush Lobby)
6:00 p.m. – 9:30 p.m. Visit Displays (Salon Crush Lobby)
7:00 p.m. – 8:30 p.m. Congress Opening (C) Salon A B
   Welcome and Greetings
   eJournalism Presentation – Horizon School Division and Englefeld
   Protestant Separate School Division
   Opening Presentation: Colette Bourgonje
   “Living the Canadian Dream”
8:30 p.m. Reception, Visit Displays (Salon Crush Lobby)

Monday, March 27, 2017
7:15 a.m. – 8:00 a.m. Breakfast (Salon A B C) Visit Displays All Day
8:00 a.m. – 8:30 a.m. Morning Welcome and eJournalism Report
8:30 a.m. – 9:30 a.m. Keynote Presentation: Wilton Littlechild
   “A Vision for Canada” (Salon A B C)
9:30 a.m. – 9:50 a.m. Break, Visit Displays (Salon Crush Lobby)
9:50 a.m. – 10:50 a.m. Session “A” Breakout Sessions
11:05 a.m. – 12:05 p.m. Session “B” Breakout Sessions
12:05 p.m. – 1:15 p.m. Noon Luncheon (Salon A B C) and Visit Displays
1:15 p.m. – 2:15 p.m. Session “C” Breakout Sessions
2:15 p.m. – 2:30 p.m. Break, Visit Displays (Salon Crush Lobby)
2:30 p.m. – 3:30 p.m. Session “D” Breakout Sessions
6:30 p.m. – 7:00 p.m. Social (Salon Crush Lobby)
7:00 p.m. – 9:00 p.m. Banquet (Salon A B C)
   Entertainment – “Resonate Showcase” Prairie Spirit School Division

Tuesday, March 28, 2017
7:15 a.m. – 8:00 a.m. Breakfast (Salon A B C) Visit Displays
8:00 a.m. – 8:30 a.m. Morning Welcome and eJournalism Report
8:45 a.m. – 9:45 a.m. Session “E” Breakout Sessions
9:45 a.m. – 10:00 a.m. Break, Visit Displays (Salon Crush Lobby)
10:00 a.m. – 11:00 a.m. Session “F” Breakout Sessions
11:00 a.m. – 11:15 a.m. Break, Visit Displays (Salon Crush Lobby)
11:15 a.m. – 12:15 p.m. Keynote Presentation – Ken Coates
   “Transforming Education: How Rural and Remote Schools Can Lead
   the Change” (Salon A B C)
12:15 p.m. – 1:00 p.m. Noon Luncheon and Closing (Salon A B C)
1:30 p.m. – 4:00 p.m. Post Congress Workshop
   “Safety Matters” (Gallery A)
Planning Committee

SHELLEY ADAMS
Representing:
Saskatchewan Ministry of Education
Current Position:
Superintendent, Sector Relations, Saskatchewan Ministry of Education

CHRISTINE BOYCZUK
Member-at-Large
Current Position:
Moose Jaw and District Literacy Coordinator

DAVID BURGESS
Representing:
College of Education, University of Saskatchewan
Current Position:
Associate Dean, Research, Graduate Support, and International Initiatives
Director, Saskatchewan Educational Leadership Unit (SELU)

BARBARA COMPTON
Chair
National Congress on Rural Education in Canada
Current Position:
Consultant, Saskatchewan Educational Leadership Unit (SELU)
Planning Committee

TARA CZARNECKI
Representing:
First Nations/Métis Educational Authorities
Current Position:
Education Partnership Coordinator
Saskatoon Tribal Council

RUTH GRIFFITH
Representing:
Graduate Students, College of Education, University of Saskatchewan
Current Position:
Master’s Student, Department of Educational Administration
Murray Scharf Rural Congress Scholarship Recipient

LAUREL IRVING-PIOT
Representing:
Saskatchewan Teachers’ Federation
Current Position:
Senior Administrative Staff, Saskatchewan Teachers’ Federation

MARVIN JIMMY
Representing:
First Nations/Métis Educational Authorities
Current Position:
Education Partnership Coordinator
Saskatoon Tribal Council
**Planning Committee**

**TERRY JOHANSON**
Representing:
  Saskatchewan Professional Development Unit (SPDU)

Current Position:
  Director, Saskatchewan Professional Development Unit
  Saskatchewan Teachers’ Federation

**GWEN KEITH**
Representing:
  League of Educational Administrators, Directors and
  Superintendents (L.E.A.D.S)

Current Position:
  Director of Education, Holy Family Roman Catholic Separate
  School Division

**CECILE LAPRAIRIE**
Congress Administrative Assistant

Current Position:
  Administrative Assistant, Saskatchewan Educational
  Leadership Unit (SELU), University of Saskatchewan

**DAVID McDOUGALL**
Representing:
  Graduate Students, College of Education, University of
  Saskatchewan

Current Position:
  Master’s Student, Department of Educational Administration
  Murray Scharf Rural Congress Scholarship Recipient
Planning Committee

PAUL NEWTON
Representing:
Department of Educational Administration
College of Education, University of Saskatchewan
Current Position:
Head, Department of Educational Administration

PAMELA OSMOND-JOHNSON
Representing:
University of Regina
Current Position:
Assistant Professor, Faculty of Education,
University of Regina

PATRICIA PROWSE
Representing:
Saskatchewan Educational Leadership Unit (SELU)
Current Position:
Associate Director, SELU

RON PURDY
Representing:
Saskatchewan Association of School Business Officials (SASBO)
Current Position:
Business Manager, Prairie South School Division
SUNDAY EVENING
OPENING KEYNOTE SPEAKER:
COLETTE BOURGONJE

“Living the Canadian Dream”

Colette will share her journey as a Teacher/Paralympian. From her experiences in the education and sport systems, you will hear how Colette strengthened the circle and created connections to enjoy many years as an elementary school teacher in Saskatoon and the best sit-skier in the world.

Colette Bourgonje competed in seven Winter Paralympic Games (Albertville, Lillehammer, Nagano, Salt Lake City, Torino, Vancouver, Sochi) and three Summer Paralympic Games (Barcelona, Atlanta, Sydney). In April 2014, Bourgonje announced her retirement from competition after a brilliant career which concluded a month earlier at the Paralympic Games in Sochi. Off the race course, Bourgonje is an advocate for active living and is an ambassador for In Motion, Saskatchewan’s movement to increase physical activity.

MONDAY A.M. KEYNOTE SESSION:
WILTON LITTLECHILD

“A Vision for Canada”

Wilton will talk about his vision for a more inclusive Canada, one that respects its history, acknowledges and corrects its past mistakes, and squares the circle for Indigenous Canadians. It is this vision of Canada that will lead to a better country for all of its people, most importantly its students and future generations.

Wilton Littlechild is a Cree chief, residential school survivor and lawyer who has worked both nationally and internationally, including with the United Nations, to advance Indigenous rights and Treaties. He has also—through leadership with the Truth and Reconciliation Commission—raised awareness of former Canadian policies that decimated the livelihood and culture of Indigenous Canadians.
Keynote Speakers

TUESDAY A.M. KEYNOTE SPEAKER: KEN COATES

“Transforming Education: How Rural and Remote Schools Can Lead the Change”

Ken will share his views on transforming education in rural and remote communities and how important education will be to the future of rural Canada.

Ken Coates is a Canada Research Chair in Regional Innovation at the Johnson-Shoyama Graduate School of Public Policy, University of Saskatchewan campus and Senior Fellow at the Macdonald-Laurier Institute. Ken has written extensively on Aboriginal history, Indigenous-newcomer relations and post-secondary education. He recently co-authored From Treaty Peoples to Treaty Nation, A Road Map for all Canadians and is working on a global study of the adaptation of rural and remote regions to the “new economy.”
eJournalism is a project for students and teachers to build journalism and technology skills. Team members participate in training and practice days prior to taking their skills on the road to cover a major educational conference. At the National Congress on Rural Education in Canada the team will be attending sessions, interviewing presenters, and sharing multi-media products with delegates.


Sunday, March 26, 2017

2:00 p.m. - 4:30 p.m.  

PRE-CONGRESS WORKSHOP

WORKSHOP 1

Gallery A

“Strengthening the Circle for Reconciliation: Responding to the Truth and Reconciliation Commission’s Calls to Action”

Harry Lafond, Executive Director, Office of the Treaty Commissioner

Rhett Sangster, Director, Reconciliation and Community Partnerships, Office of the Treaty Commissioner

Judge David M. Arnot, Chief Commissioner, Saskatchewan Human Rights Commission

THE SESSION:

Truth and Reconciliation Commissioner Murray Sinclair says that “Education is what got us here, and education is what will get us out.” Indeed, when reading through the TRC’s 94 Calls to Action, it’s hard to miss the focus of education. Many Saskatchewan teachers, administrators, and students have taken up the challenge, finding creative ways to inspire action on reconciliation. The death this summer of Colten Boushie, and the reaction it provoked, reminds us once again that much work remains.

This interactive workshop will outline the historical context for why reconciliation is such an important discussion. It will ask participants to learn from the experiences of others, to think collectively and individually about what reconciliation means in rural Saskatchewan, and to explore options for the creation of a Treaty Relationship which is beneficial for all. The Concentus Citizenship Education Foundation will share resources that have been created to facilitate courageous conversations in our communities as well as provide an overview of K-Grade 12 citizenship resources that were created by teachers and are available for use in schools.

Chair: Marvin Jimmy, Education Partnership Coordinator, Saskatoon Tribal Council
REGISTRATION

1:00 p.m. - 2:00 p.m.  Registration for Pre-Congress (Gallery A & B)
2:00 p.m. – 4:30 p.m.  Pre-Congress Workshop - Gallery A & B
6:00 p.m. - 9:30 p.m.  Visit Displays - Salon Crush Lobby
                      Play “Meet and Greet Bingo”

7:00 p.m. - 8:30 p.m.  CONGRESS OPENING
                      - Salon A B

Chairperson: Barbara Compton
O Canada - Dawn Wallin

WELCOME AND GREETINGS

Honourable Don Morgan
   Deputy Premier and
   Saskatchewan Minister of Education
Deputy Mayor, Councillor Hilary Gough
   City of Saskatoon
Dr. Michelle Prytula
   Dean, College of Education, University of
   Saskatchewan
Introduction of eJournalism Team
   Horizon School Division and
   Englefeld Protestant Separate School Division

OPENING ADDRESS

COLETTE BOURGONJE
Introduction by Patricia Prowse,
Associate Director, Saskatchewan Educational
Leadership Unit

8:30 p.m.  RECEPTION, VISIT DISPLAYS
                      - Crush Lobby, Salon E

Presentation Materials for Breakout Sessions are Available on the SELU Website
www.selu.usask.ca/ruraled
7:15 a.m. – 8:00 a.m. **BREAKFAST** - Salon D

8:00 a.m. – 8:30 a.m. **Morning Welcome and eJournalism Report**

*Chair: Pamela Osmond-Johnson*

eJournalism Students
Announcements and Reminders

8:30 a.m. – 9:30 a.m. **KEYNOTE ADDRESS** - Salon A B C

**WILTON LITTLECHILD**

*“A Vision for Canada”*

Introduction by Marvin Jimmy, Education Partnership Coordinator, Saskatoon Tribal Council

9:30 a.m. – 9:50 a.m. Break, Visit Displays (Salon Crush Lobby)

9:50 a.m. – 10:00 a.m. Session “A” Breakout Sessions

11:05 a.m. – 12:05 p.m. Session “B” Breakout Sessions

12:05 p.m. – 1:15 p.m. Noon Luncheon (Salon A B C) and Visit Displays

1:15 p.m. – 2:15 p.m. Session “C” Breakout Sessions

2:15 p.m. – 2:30 p.m. Break, Visit Displays (Salon Crush Lobby)

2:30 p.m. – 3:30 p.m. Session “D” Breakout Sessions

6:30 p.m. – 7:00 p.m. Social (Salon Crush Lobby)

7:00 p.m. – 9:00 p.m. Banquet (Salon A B C)

*Banquet Chairs: Paul Newton and Dawn Wallin*

Entertainment – *“Resonate Showcase”*

Prairie Spirit School Division
9:50 a.m. - 10:50 a.m.

**SESSION “A” BREAKOUTS**

9:50 a.m.-10:50 a.m. Blair Nelson

**Writer in Residence: A Literacy Partnership Initiative**

Kevin Garinger, Director of Education, Horizon School Division

Katherine Oviatt, Supervisor of Literacy and Early Learning Services, Horizon School Division

Sigmund Brouwer, Author

SASKATCHEWAN

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 with 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 (FN M) 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.

Chair: Madisen Gordon, Grade 10 Student, Punnichy Community High School, Horizon School Division; Tiara Pelletier, Grade 10 Student, Punnichy Community High School, Horizon School Division
Virtual Reality for Intellectual Engagement, Design-Learning & Portfolio-based Assessment

Davin Hildebrand, Superintendent, Northwest School Division
Jim Snodgrass, Principal, Jonas Samson Junior High School, Northwest School Division
Matthew Grupp, Learning & Assessment Consultant, Northwest School Division

SASKATCHEWAN

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.

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:

• historical and theoretical groundwork for the project;
• logistical and technical considerations for implementation;
• challenges we have encountered and solutions we have implemented;
• learning benefits we have observed; and
• future potential we foresee for VR-integrative pedagogy.

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.

Chair: Graham Patola, Master’s Student, Department of Curriculum Studies, College of Education, University of Saskatchewan
9:50 a.m. - 10:50 a.m. Gallery C

Promoting Youth Health: Tips and Tools for Engaging and Building Relationships with Youth

Jackie Eaton, Sexual and Reproductive Health Program Coordinator, Saskatchewan Prevention Institute

Morris Green, Health Education Consultant, Nova Scotia

Dave Shanks, Director of the Prairie Hub for the Students Commission of Canada/Center of Excellence for Youth Engagement

SASKATCHEWAN

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.

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.

Chair: Ying Ma, Master's Student, Department of Educational Administration, College of Education, University of Saskatchewan

9:50 a.m. - 10:50 a.m. Gallery B

We Are All Treaty People

Lyndon Linklater, Speaker’s Bureau, Office of the Treaty Commissioner

SASKATCHEWAN

Lyndon J Linklater was appointed to the OTC Speaker’s 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.

He is a powerful story teller that utilizes First Nation teachings that involve knowledge of ceremonies and mixes humour to deliver a poignant message.

Lyndon will speak about terms and identity of Aboriginal People, First Nation traditional world view, First Nation values and customs, Treaties with First Nations peoples and their relevance today.

Chair: Michael LeClaire, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Networks & Connections: Building Promising Practices to Support Beginning Teachers

Laurie Hellsten, Professor, Educational Psychology & Special Education, College of Education, University of Saskatchewan

Lynn Lemisko, Associate Professor, Educational Foundations, College of Education, University of Saskatchewan

Tracy Dollansky, Educational Consultant

Carol Demchuk-Kosolofski, Teacher, Prairie Spirit School Division

SASKATCHEWAN

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 the STF) will also be presented.

Chair: Sonal Kavia, Master’s Student, Department of Educational Foundations, College of Education, University of Saskatchewan
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 were 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.

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.

Chair: Jemilat Adeyemo, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan
Salon A

**The Canadian Museum for Human Rights and Citizenship Education: Partners in Learning**

Lise Pinkos, Manager, Education Programming, Canadian Museum for Human Rights

Norma Gunningham-Kappahhn, Executive Director, Saskatchewan Human Rights Commission

MANITOBA/SASKATCHEWAN

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.

Chair: Lori Kindrachuk, Consultant, Saskatchewan Educational Leadership Unit (SELU)

Salon B

**Innovation – Your School and Community’s Competitive Edge**

Dr. Tom Thompson, President, Olds College

ALBERTA

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.

Chair: Larry Caswell, Board Chair, Chinook School Division
We Threw a PeBL Into the Water and Caused Some Amazing Ripples…

Dr. Guy Tetrault, Director of Education, Sun West School Division
Shari Martin, Superintendent, Sun West School Division
Darren Gasper, Superintendent, Sun West School Division
Vicki Moore, Superintendent, Sun West School Division
Kim Hobbs, Superintendent, Sun West School Division
Shelley Hengen, Superintendent, Sun West School Division
Kelli Boklaschuk, PeBL Lead Teacher, Sun West Distance Learning Centre, Sun West School Division

SASKATCHEWAN

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!

Chair: Karen Itterman, Board Chair, Sun West School Division
Monday, March 27, 2017

9:50 a.m. - 10:50 a.m.  Salon E

Each One Teach One: Bringing Financial Literacy to the Classroom

Jessie Usselman, Community Investment Specialist, Affinity Credit Union
SASKATCHEWAN

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.

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.

Chair: Kimberly Pridmore, Trustee, Chinook School Division

11:05 a.m. - 12:05 p.m.  SESSION “B” BREAKOUTS

11:05 a.m. - 12:05 p.m.  Blair Nelson

Connecting to Social Justice

David Katzman, SK/MB Coordinator, Voices into Action, FAST
SASKATCHEWAN

Voices into Action is an award winning*, online secondary resource that provides educators, at no cost, 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.

*Canadian Race Relations Foundation 2016 Award of Excellence in Education

Please preview at www.voicesintoaction.ca or www.parleztagissez.ca

Chair: Michael LeClaire, Consultant, Saskatchewan Educational Leadership Unit (SELU)
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?

Jacqueline Hagel, Instruction Consultant, OurSCHOOL Provincial Coordinator, Ministry of Education

SASKATCHEWAN

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.

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 with 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.

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.

Chair: Carol Flynn, Board Vice-Chair, South East Cornerstone Public School Division
Part 1: Early Years Matter – Why and How We Should be Supporting Families with Young Children

Colleen Christopherson-Cote, Saskatoon Early Years Partnership, Coordinator
Lisa Fleming, Superintendent, Saskatoon Public Schools
Kari Wuttunee, Rural Early Years Coalition, Coordinator

Part 2: Vulnerable Children in “Not So Vulnerable” Areas – A Model for Preschool Tuition Subsidies

Jean Bacon, Saskatoon Preschool Foundation

SASKATCHEWAN

Part 1

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.

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.

Part 2

Some vulnerable children live in areas where Prekindergarten is not available at their local school. This session will highlight the Saskatoon Preschool Foundation. The Foundation serves Saskatoon and surrounding area by providing 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.

Opportunities will be provided for questions.

Chair: Ruth Griffith, Board Vice-Chair, Sun West School Division
Creating Connections…Meadow Lake and Flying Dust First Nation  
Where Visions Meet… Where Adventure Begins

Marnie Sinclair, Saskatchewan in motion  
Anne Duriez, Flying Dust and Meadow Lake in motion  
Kaitlin Harman, Flying Dust and Meadow Lake in motion  
Brenda Norman, Flying Dust and Meadow Lake in motion

SASKATCHEWAN

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. Come and 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.

Chair: Margaret Irwin, Trustee, Sun West School Division

Eliminating Barriers to Agriculture Safety

Ryan Jacobson, Chief Executive Officer, Saskatchewan Safety Council

SASKATCHEWAN

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 educational professionals.

Chair: Ron Purdy, Business Manager, Prairie South School Division
Monday, March 27, 2017

11:05 a.m. - 12:05 p.m.  Gallery Suite I

Access & Inclusion in Schools – Rick Hansen Foundation School Program

Brenda Gabriel, Regional Coordinator, Rick Hansen Foundation School & Ambassador Program

SASKATCHEWAN

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.

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.

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!

Chair: Graham Patola, Master’s Student, Department of Curriculum Studies, College of Education, University of Saskatchewan

11:05 a.m. - 12:05 p.m.  Salon A

Collaborating as a Team – Parents and Teachers

Dan Orescanin, Principal, Westmount School, Prairie South School Division
Angela Andrei, SCC Chair, Westmount School, Prairie South School Division
Megan Fortin, SCC Treasurer, Westmount School, Prairie South School Division

SASKATCHEWAN

At Westmount, we have grown our SCC from two parents and the principal to eight 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 ideas that we have done to raise money for our school playground and other student activities.

Time will be provided to brainstorm with members of the council to get ideas going in your community.

Chair: Ying Ma, Master’s Student, Department of Educational Administration, College of Education, University of Saskatchewan
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”.

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.

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.

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 from attending this session.

Chair: Gwen Keith, Director of Education, Holy Family Roman Catholic Separate School Division
SAKSKATEWAN
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.

Chair: Lori Kindrachuk, Consultant, Saskatchewan Educational Leadership Unit (SELU)

11:05 a.m. - 12:05 p.m. Salon E

What is Reconciliation? Why is it important?

Annie Battiste, Speaker’s Bureau, Office of the Treaty Commissioner; Indigenous Relations Director, Big Brothers Big Sisters of Saskatchewan

SASKATEWAN
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.

Chair: Marvin Jimmy, Education Partnership Coordinator, Saskatoon Tribal Council
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.

Chair: Ying Ma, Master's Student, Department of Educational Administration, College of Education, University of Saskatchewan
Becoming Culturally Responsive Citizens

Lester Gardiner, Coordinator of First Nations & Metis Education Services, Horizon School Division
Crandall Hrynkiw, Superintendent of Learning Services, Horizon School Division
Larry Mikulcik, Curriculum Coach, Horizon School Division

SASKATCHEWAN

This session will focus on how the Horizon School Division has worked to actualize Cultural Responsiveness as a part of Citizenship Education in their 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.

Chair: Cathy Mills, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Student Support Teams

Shelley Sargent, Superintendent of Education, South East Cornerstone Public School Division
Tracey Kiliwnik, Coordinator of Learning Supports, South East Cornerstone Public School Division
Cheryl Anderson, Coordinator of Student Services, South East Cornerstone Public School Division

SASKATCHEWAN

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 behaviourally 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:

• Enable teachers to teach students more effectively;
• Enable students to acquire academic and social competencies, achieve standards, become independent learners for life; and
• Create a collaborative culture among all staff.

Chair: Audrey Trombley, Board Chair, South East Cornerstone School Division

Transforming Our Safety Culture: Starting at School

Murray Zakresky, Training Manager, Saskatchewan Construction Safety Association

SASKATCHEWAN

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 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.

Chair: Ron Purdy, Business Manager, Prairie South School Division
Monday, March 27, 2017

1:15 p.m. - 3:30 p.m. Gallery D

Kairos Blanket Exercise

Terry Craig, Superintendent of Schools, Northwest School Division
Joseph Naytowhow, Knowledge Keeper, NWSD Aspiring Student Leaders, Northwest School Division

SASKATCHEWAN

This will be a two hour session and will continue in Session D.

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.

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.

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 inclined to do so.

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.

Maximum: 40 people

Chair: Kim Newlove, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Examining Leadership-as-Practice in the Rural School Context

Tenneisha Nelson, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

Traditionally the study of school leadership focuses on the behaviours, 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.

Chair: Jemilat Adeyemo, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan

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

Shardelle Brown, SAYCW Project Manager, Population Health Promotion Practitioner, Population Health, Quality & Research, Saskatchewan Cancer Agency

Ingrid MacColl, Career Transition Teacher, Charlebois Community School

SASKATCHEWAN

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.

To help schools and communities address these issues, SAYCW offered grants and supported schools to develop their actions based on the survey results.

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.

Chair: Patricia Prowse, Associate Director, SELU
SA SK ATCHEWA N

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.

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.

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.

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.

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.

Chair: Pamela Osmond-Johnson, Assistant Professor, Faculty of Education, University of Regina
Salon C

**Embracing Challenges in Leadership**

**Carly Zaraska**, Teacher, Northwest School Division Leadership Academy, Northwest School Division

**Skylar Krepps**, Student, Northwest School Division Leadership Academy, Northwest School Division

**Natasha Donovan**, Student, Northwest School Division Leadership Academy, Northwest School Division

**Rebecca Toews**, Student, Northwest School Division Leadership Academy, Northwest School Division

**Abbie Rubletz**, Student, Northwest School Division Leadership Academy, Northwest School Division

**SA SK ATCHEWA N**

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 21st Century Learning technology has helped make the program.

**Chair**: Linda Mattock, Trustee, Horizon School Division
1:15 p.m. - 2:15 p.m.  Salon E

**Distributed Learning with Prairie South Virtual School**

**Jeff Boulton**, Principal, Prairie South Virtual School, Prairie South School Division

SASKATCHEWAN

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 dual-credits in Power Engineering.

Chair: Jean Bacon, Saskatoon Preschool Foundation

2:15 p.m. – 2:30 p.m.  BREAK AND DISPLAYS  - Salon Crush Lobby

2:30 p.m. – 3:30 p.m.  SESSION “D” BREAKOUTS

2:30 p.m. - 3:30 p.m.  Blair Nelson

**Sharing the Story of Learning: Crafting a System of Reporting**

**Katie White**, Coordinator of Learning, North East School Division

SASKATCHEWAN

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:
- Engage in criteria for effective communication and partnership through reporting
- Explore multiple approaches for creating a reporting system that communicates a robust story of learning

Chair: Shari Martin, Superintendent of Education, Sun West School Division
2:30 p.m. - 3:30 p.m. Gallery A

Power of Relationships: Lessons from Innovative Gendered Groups in Saskatchewan and Nova Scotia

Róisín Unsworth, Coordinator, Youth Action for Prevention, Saskatchewan Prevention Institute
Morris Green, Health Education Consultant, Nova Scotia

SASKATCHEWAN/NOVA SCOTIA

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.

Chair: Sonal Kavia, Master's Student, Department of Educational Foundations, College of Education, University of Saskatchewan

2:30 p.m. - 3:30 p.m. Gallery B

Invest Involve Inspire: How Junior Achievement Can Enhance/Support Curricula through Grades 4-12

Carol Ward, Director, Provincial Expansion, Junior Achievement Saskatchewan

SASKATCHEWAN

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.

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.

Chair: Jean Bacon, Saskatoon Preschool Foundation
Content Knowledge: The Key to 21st Century Learning

Michael Zwaagstra, Research Fellow/High School Teacher, Frontier Centre for Public Policy

MANITOBA

“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.

This presentation will examine the research and show that content knowledge is the key to 21st 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.

Chair: Graham Patola, Master’s Student, Department of Curriculum Studies, College of Education, University of Saskatchewan

Kairos Blanket Exercise

Terry Craig, Superintendent of Schools, Northwest School Division
Joseph Naytowhow, Knowledge Keeper, NWSD Aspiring Student Leaders, Northwest School Division

SASKATCHEWAN

This session is a continuation from Session C.
2:30 p.m. - 3:30 p.m.  
**Building Communities Safely**

*Toby Desnomie,* CEO and Founder, Saskatchewan First Nations Safety Association  

Previous research has shown that Aboriginal Canadians are nearly four times at risk of injury at their place of work compared to non-Aboriginal Canadian populations. In this session you will learn about Saskatchewan First Nations Safety Association's (SFNSA) approach in occupational and health management systems that reflect First Nation's values and understandings. SFNSA will show case its strategic plan for First Nations school operations and systems that influence public safety and injury prevention.

Chair: *Ron Purdy,* Business Manager, Prairie South School Division

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2:30 p.m. - 3:30 p.m.  
**Student Voice**

*Cloe Banda,* President, Saskatchewan Rivers Students for Change  
*Brayden Caron,* Vice President, Saskatchewan Rivers Students for Change  
*Jodie Clake,* Media Relations, Saskatchewan Rivers Students for Change  
*Kiara Nicolas,* Rural Student Trustee, Saskatchewan Rivers Students for Change  
*Maia Houle,* Urban Trustee, Saskatchewan Rivers Students for Change  
*John Schultz,* Superintendent and Advisor, Saskatchewan Rivers School Division  
*Jaimie Smith-Windsor,* Board Vice-Chair, Saskatchewan Rivers School Division  
*Barry Hollick,* Board Chair, Saskatchewan Rivers School Division

SASKATCHEWAN

Saskatchewan Rivers Students for Change (SRSC) operates under the guidance of the Saskatchewan Rivers Public School Board of Education (SRPSD).

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!

In this session SRSC members will share the story of their group- the history of developing their constitution, student trusteeship, current work plan and what the future may bring.

Chair: *Ruth Griffith,* Board Vice-Chair, Sun West School Division
Monday, March 27, 2017

2:30 p.m. - 3:30 p.m.

Salon B

Educational Governance – A National Perspective

Floyd Martens, President, Canadian School Boards Association

Education in Canada has effectively been managed using various levels of responsibility including Provincial Governments, School Boards, School Community Committees, etc.

However, in the past few decades the governance roles for education have undergone significant challenge and change.

While governance is hard work, educational governance is especially difficult given the number of pressures on the system.

With a School Board perspective, this presentation will:

• Outline some of the pressures Governments have which impact local governance;
• Outline some of the pressures local governance has in achieving its governance role;
• Provide a snapshot of what is transpiring across Canadian jurisdictions; and
• And offer steps to effectively govern in the midst of these pressures.

Chair: Gwen Keith, Director of Education, Holy Family Roman Catholic Separate School Division

2:30 p.m. - 3:30 p.m.

Salon C

Youth Engagement to Eliminate Bullying and Harassment

Scott McHenry, Respect Education Instructor Trainer, Canadian Red Cross

SASKATCHEWAN

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.

Chair: Hugh Kurz, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Salon E

Supporting Reconciliation in Saskatchewan Schools Website

Lynda Oliver, Curriculum Consultant, Saskatchewan Ministry of Education

SASKATCHEWAN

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.

Chair: Shelley Adams, Superintendent, Sector Relations, Saskatchewan Ministry of Education

BANQUET AND RECEPTION

Banquet Chairs:
Paul Newton and Dawn Wallin

6:30 p.m. - 7:00 p.m. Social (Salon Crush Lobby)
7:00 p.m. – 8:15 p.m. Introduction of Congress Guests Buffet Banquet
8:15 p.m. - 8:45 p.m. Entertainment “Resonate Showcase” Prairie Spirit School Division
Tuesday, March 28, 2017

7:15 a.m. - 8:00 a.m.  **BREAKFAST** - Salon D

8:00 a.m. - 8:30 a.m.  **Morning Welcome and eJournalism Report**
Chair: Patricia Prowse
eJournalism Students
Announcements and Reminders

8:45 a.m. – 9:45 a.m.  **Session “E” Breakout Sessions**

9:45 a.m. – 10:00 a.m.  Break, Visit Displays (Salon Crush Lobby)

10:00 a.m. – 11:00 a.m.  **Session “F” Breakout Sessions**

11:00 a.m. – 11:15 a.m.  Break, Visit Displays (Salon Crush Lobby)

11:15 a.m. – 12:15 p.m.  **Keynote Presentation – Ken Coates**
“Transforming Education: How Rural and Remote Schools Can Lead the Change” (Salon A B C)

12:15 p.m. – 1:00 p.m.  **Noon Luncheon and Closing (Salon A B C)**

1:30 p.m. – 4:00 p.m.  **Post Congress Workshop**
“Safety Matters” (Gallery A)

**SESSION “E” BREAKOUTS**

8:45 a.m. – 9:45 a.m.  **Blair Nelson**

*Is Your Plate Full?*

*Lana Binning*, SK/MB Education and Indigenous Communities Canada,
Franklin Covey

SASKATCHEWAN

“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.

Chair: Bill Gulka, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Tuesday, March 28, 2017

8:45 a.m. – 9:45 a.m. Gallery A

**Building Community through Technologies**

**Myrna Martyniuk**, Director, Sector Technologies and Network Services, Saskatchewan Ministry of Education

SASKATCHEWAN

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.

Chair: Ron Purdy, Business Manager, Prairie South School Division

8:45 a.m. – 9:45 a.m. Gallery B

**Adopting a Local Lens: Connecting with Context and Community**

**Jane MacLeod**, International Education Consultant, MacMat Education Services

SASKATCHEWAN

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.

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.

Chair: Tenneisha Nelson, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan
Tuesday, March 28, 2017

8:45 a.m. – 9:45 a.m. Gallery C

**The Caring Classroom**

**Tracy Dolezsar-Glarvin,** Principal, Leask Community School, Prairie Spirit School Division

**SASKATCHEWAN**

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.

Chair: David Burgess, Associate Dean, Research, Graduate Support, and International Initiatives Director, Saskatchewan Educational Leadership Unit (SELU)

8:45 a.m. – 11:00 a.m. Gallery D

**The Blanket Exercise**

**Rielle Oswald,** Teacher, BC Teachers’ Federation

**BRITISH COLUMBIA**

This will be a two hour session and will continue in Session F.

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.

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.

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.

Chair: Shelley Adams, Superintendent, Sector Relations, Saskatchewan Ministry of Education
Tuesday, March 28, 2017

8:45 a.m. – 9:45 a.m.  Gallery Suite I

**First Nation and Métis Education: Issues in Context**

**Terrance Pelletier**, PhD Candidate, Department of Educational Administration, University of Saskatchewan

SASKATCHEWAN

The purpose will be to bring about a better understanding of critical or sensitive issues to both First Nation and non-First Nation educators in the province. The Saskatchewan Educational Leadership Unit (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 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.

Chair: Kenisha Walcott, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan

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8:45 a.m. – 9:45 a.m.  Salon A

**Rural Resilience: The Role of Schools and Relationships Across Three Generations**

**Jayne Downey**, Associate Professor, Montana State University

MONTANA, USA

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 resilience—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.

Chair: Pamela Osmond-Johnson, Assistant Professor, Faculty of Education, University of Regina
Concentus Citizenship Pedagogy: Beginning School Division and Classroom Responses to the Truth and Reconciliation Commission’s Calls to Action

Cathy Mills, Consultant, Saskatchewan Educational Leadership Unit
Brett Kirk, Seconded Teacher, Curriculum Studies, College of Education, University of Saskatchewan
Larry Mikulcik, Curriculum Coach, Horizon School Division

SASKATCHEWAN

School Divisions, Board Members and Central Office personnel are challenged to respond to the Truth and Reconciliation Commission’s Calls to Action. What are your plans for Education for Reconciliation?

This session shares resources that focus on the intentional and explicit teaching of Citizenship Education. These resources, developed through a partnership with the Saskatchewan 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’s Calls to Action. Participants will understand how the resources connect directly with Saskatchewan Social Studies outcomes and support Education Sector Strategic Plans.

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.

Chair: Lori Kindrachuk, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Salon C

**Building Reconciliation in Your Communities: Examples from Reconciliation Saskatoon**

Rhett Sangster, Director, Reconciliation and Community Partnerships, Office of the Treaty Commissioner

Carol Cooley, CEO, Saskatoon Public Libraries

Neal Kewistep, Manager, Building Health Equity, Saskatoon Health Region

Reverend Dave Moors, Mayfair United Church

SASKATCHEWAN

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!

Chair: Jerome Chomos, Consultant, Saskatchewan Educational Leadership Unit (SELU)

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Salon E

**Want to Build an Effective School? Start with the Culture**

Rob Liggett, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

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 practiced among professional members.

Chair: Graham Patola, Master’s Student, Department of Curriculum Studies, College of Education, University of Saskatchewan
Attributes of Teachers and Schools that Promote Educational Success for Aboriginal Students

Theresa Papp, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

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.

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.

Chair: Jemilat Adeyemo, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan
10:00 a.m. – 11:00 a.m. Gallery A

**Canada 2067: A Bold Initiative to Shape 21st Century Learning**

**Vanessa Nelson**, Vice President, External Relations, Let’s Talk Science

**ONTARIO**

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.

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.

Chair: Graham Patola, Master’s Student, Department of Curriculum Studies, College of Education, University of Saskatchewan

10:00 a.m. – 11:00 a.m. Gallery B

**Strengthening of Service Delivery Model...Creating Connections with Students**

**Kendal Carlberg**, Speech & Language Pathologist, Northwest School Division

**Sherilyn Ens**, Speech & Language Pathologist, Northwest School Division

**SASKATCHEWAN**

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.

Chair: Margaret Irwin, Trustee, Sun West School Division
10:00 a.m. – 11:00 a.m. Gallery C

**Community Safety Education Strategy**

**Gord Moker**, CEO, Safe Saskatchewan  
**Derrick Huschi**, Superintendent, Prairie South Schools  
**Tammy Beaubien**, Safe Communities and SCC  
**Jill Zahariuk**, KidsFirst

**SASKATCHEWAN**

The Community Safety Education Strategy (CSES) 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, and Community Engagement and Partnerships.

Chair: Giselle Wilson, Trustee, Prairie South School Division

8:45 a.m. – 11:00 a.m. Gallery D

**The Blanket Exercise**

**Rielle Oswald**, Teacher, BC Teachers’ Federation  

**BRITISH COLUMBIA**

This session is a continuation from **Session E**.
Organization of Saskatchewan Arts Councils (OSAC): Bringing Performing and Visual Arts to Saskatchewan Communities and Schools

Zoe Schneider, Visual & Media Arts Coordinator, Organization of Saskatchewan Arts Councils

Marianne Woods, School Touring & Membership Liaison Coordinator, Organization of Saskatchewan Arts Councils

SASKATCHEWAN

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.

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.

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.

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.

Chair: Jerome Chomos, Consultant, Saskatchewan Educational Leadership Unit (SELU)
Tuesday, March 28, 2017

10:00 a.m. – 11:00 a.m. Salon A

**Prevention and Recovery Program**

**Tom Roberts**, Residential School Health Support Worker, La Ronge Indian Band

SASKATCHEWAN

The La Ronge Indian Band’s residential school program has been informing students about life in residential schools for the past four years. The residential school program also made a replica of a boat that was 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 to remember the ones who never made it home. 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.

Chair: Bill Gulka, Consultant, Saskatchewan Educational Leadership Unit (SELU)

10:00 a.m. – 11:00 a.m. Salon B

**Indigenous Responsive Pedagogy and the Respectful Inclusion of Indigenous Content in K-12 Education in Saskatchewan**

**Chris Scribe**, Director, Indian Teacher Education Program (ITEP), College of Education, University of Saskatchewan

SASKATCHEWAN

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 to have relevant, inclusive, and 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.

Chair: Sonal Kavia, Master’s Student, Department of Educational Foundations, College of Education, University of Saskatchewan
Salon C

10:00 a.m. – 11:00 a.m.

Creating Connections to the Rural Teaching Principalship: Strengthening the Circle in AB, SK and MB

Dawn Wallin, Associate Dean of Undergraduate Programs, Partnerships and Research, College of Education, University of Saskatchewan

Paul Newton, Associate Professor and Department Head, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

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.

Chair: Tenneisha Nelson, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

Salon E

10:00 a.m. – 11:00 a.m.

School to Work Transitions through Industry and Education Partnerships

Janet Uchacz-Hart, Executive Director, Saskatoon Industry Education Council

SASKATCHEWAN

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, Talk with Our Kids About Money, a financial literacy program. www.saskatooniec.ca

Chair: Kenisha Walcott, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan
Tuesday, March 28, 2017

11:00 a.m. – 11:15 a.m.  **BREAK AND DISPLAYS**  
- Salon Crush Lobby

11:15 a.m. – 12:15 p.m.   **KEYNOTE ADDRESS**  - Salon A B C

KEN COATES

“Transforming Education: How Rural and Remote Schools Can Lead the Change”

Introduction by David Burgess, Associate Dean, Research, Graduate Support, and International Initiatives

Director, Saskatchewan Educational Leadership Unit (SELU)

12:15 p.m. - 1:00 p.m.  **NOON LUNCHEON**  - Salon A B C

Chair: Barbara Compton

Door Prizes (winners must be present)

eJournalism Wrap-up

1:30 p.m. - 4:00 p.m.  **POST-CONGRESS WORKSHOP**

1:30 p.m. – 4:00 p.m.  Gallery A

“Safety Matters”

Corey O’Soup, Saskatchewan Advocate for Children and Youth

Keeping students safe is a priority in all learning communities. It is important that stakeholders come together to consider what can be done on both the preventive and the responsive side of safety planning to ensure that educators, parents, and community partners have the supports they need to work together to ensure safe, caring, and accepting learning environments. Children’s Advocate, Corey O’Soup, will provide the opening address and participants will have an opportunity to participate in relevant safety discussions on the following topics:

- Safe, Caring and Accepting Schools: Supports for Students
- School Division Safety Policies and Procedures
- Enterprise Risk Management in Schools

Chair: Shelley Adams, Superintendent, Sector Relations, Saskatchewan Ministry of Education
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