

PROGRAM

24th NATIONAL CONGRESS
ON RURAL EDUCATION IN CANADA

MARCH 31 - APRIL 2, 2019

TCU Place | Saskatoon, Saskatchewan



Conversation • Collaboration • Connection

Schedule-at-a-Glance

Sunday, March 31, 2019

1:00 p.m. – 2:00 p.m.	Registration for Pre-Congress (Salon Crush Lobby)
2:00 p.m. – 4:30 p.m.	Pre-Congress Workshop <i>“Student Engagement: Enhancing Student Achievement and Well-being in Our Schools”</i> (Salon A)
6:00 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 (Salon A B) Welcome and Greetings eJournalism Presentation Opening Presentation: Winston Blake <i>“How are the Children? Are the Children Well?”</i>
8:30 p.m.	Reception, Visit Displays (Salon Crush Lobby)

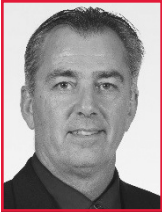
Monday, April 1, 2019

7:15 a.m. – 8:00 a.m.	Breakfast (Salon A B C) Visit Displays All Day
8:00 a.m. – 9:30 a.m.	Morning Welcome Keynote Presentation: Dr. Michael Corbett <i>“Singing the Landscape of Rural Education”</i> (Salon B C)
9:30 a.m. – 9:45 a.m.	Break, Visit Displays (Salon Crush Lobby)
9:45 a.m. – 10:45 a.m.	Session “A” Breakout Sessions
11:00 a.m. – 12:00 p.m.	Session “B” Breakout Sessions
12:00 p.m. – 1:00 p.m.	Noon Luncheon (Salon A B C) and Visit Displays
1:00 p.m. – 2:00 p.m.	Session “C” Breakout Sessions
2:00 p.m. – 2:15 p.m.	Break, Visit Displays (Salon Crush Lobby)
2:15 p.m. – 3:15 p.m.	Session “D” Breakout Sessions
3:30 p.m. – 4:30 p.m.	Keynote Presentation: Elder and Student Voice Panel <i>“Conversations with Elders and Youth: Hearing Their Wisdom, Creating the Future”</i>

Tuesday, April 2, 2019

9:00 a.m. – 12:00 p.m.	Education Site Visits: “Innovation in Action” <i>Participants must be pre-registered.</i> <i>Buses will depart from TCU Place at 9:00 a.m.</i> Beardy’s and Okemasis Cree Nation Schools Brightwater Science, Environmental and Indigenous Learning Centre Sun West School Division Distance Learning Centre, Kenaston School Cree Language and Culture Programming, St. Frances Cree Bilingual School, Métis Focus School, St. Michael Community School Riverbend Hutterite Colony School
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Planning Committee



▲ Bruce Bradshaw

BRUCE BRADSHAW

Representing:

Chair, National Congress on Rural Education in Canada

Current Position:

Consultant, Saskatchewan Educational Leadership Unit (SELU)



▲ David Burgess

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)



▲ Kathleen Fisher

KATHLEEN FISHER

Representing:

Saskatchewan Ministry of Education

Current Position:

Research Officer, Strategic Policy Unit



▲ Ruth Griffith

RUTH GRIFFITH

Representing:

Saskatchewan Association of School Councils

Current Position:

Board Member, Saskatchewan Association of School Councils



▲ Marvin Jimmy

MARVIN JIMMY

Representing:

First Nations/Métis Educational Authorities

Current Position:

Education Partnership Coordinator
Saskatoon Tribal Council

Planning Committee



▲ Gwen Keith

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

CECILE LAPRAIRIE

Congress Administrative Assistant

Current Position:

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



▲ Shaun McEachern

SHAUN McEACHERN

Representing:

Saskatchewan Professional Development Unit (SPDU)

Current Position:

Director, Saskatchewan Professional Development Unit
Saskatchewan Teachers' Federation



▲ Tenneisha Nelson

TENNEISHA NELSON

Representing:

Graduate Students, College of Education, University of Saskatchewan

Current Position:

PhD Candidate, Department of Educational Administration
Dr. Murray Scharf Rural Congress Scholarship Recipient



▲ Paul Newton

PAUL NEWTON

Representing:

Department of Educational Administration, College of Education, University of Saskatchewan

Current Position:

Head, Department of Educational Administration

Planning Committee



▲ Pamela Osmond-Johnson

PAMELA OSMOND-JOHNSON

Representing:

University of Regina

Current Position:

Assistant Professor, Faculty of Education, University of Regina



▲ Ronna Pethick

RONNA PETHICK

Representing:

Saskatchewan School Boards Association

Current Position:

Board Chair, Living Sky School Division



▲ Elizabeth Pfeiffer

ELIZABETH PFEIFFER

Representing:

Saskatchewan Teachers' Federation

Current Position:

Senior Administrative Staff, Saskatchewan Teachers' Federation



▲ Patricia Prowse

PATRICIA PROWSE

Representing:

Saskatchewan Educational Leadership Unit (SELU)

Current Position:

Associate Director, SELU



▲ Ron Purdy

RON PURDY

Representing:

Saskatchewan Association of School Business Officials (SASBO)

Current Position:

Business Manager, Prairie South School Division

Planning Committee



▲ Kareen Reid

KAREEN REID

Representing:

Graduate Students, College of Education, University of Saskatchewan

Current Position:

PhD Candidate, Department of Educational Administration
Dr. Murray Scharf Rural Congress Scholarship Recipient



▲ Dawn Wallin

DAWN WALLIN

Representing:

Director, National Congress on Rural Education in Canada

Current Position:

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

Keynote Speakers



▲ Winston Blake

SUNDAY EVENING OPENING: WINSTON BLAKE

How are the Children? Are the Children Well?

Kasserian Ingera is a traditional greeting of the Masai tribe of Kenya. Translated it means, “How are the children? Are the children well?”

Winston will share what we can “Learn” from the Masai people of Africa about the important roles that learning community members play and what the Masai people of Africa can “Teach” us about the value of community, children, and rural education. He will “Explore” how this traditional Masai greeting speaks to the need for all stakeholders to constantly ask, “How are the children? Are the children well?” Throughout his presentation, Winston will share his expertise on how we can work together to ensure that our children and youth have an entire village of support while they are on their learning journeys.

Serving the needs of youth, families, and the community is a lifelong commitment and passion for Winston. He is currently the Executive Director of the Restorative Action Program (RAP). RAP is offered in nine high schools in Saskatoon, Saskatchewan. Winston holds an Advanced Bachelor of Arts Degree from the University of Saskatchewan (1995) and a Masters in Conflict Analysis and Management from Royal Roads University. He has a certificate in Conflict Management from the Alberta Arbitration and Mediation Society (1998) and is a Chartered Mediator with the Alternative Dispute Resolution Institute of Canada (1999). With two decades of experience as a mediator, program developer and trainer, and conflict management practitioner, he has built a reputation for his ability to foster learning, growth, and change in clients. The recipient of many honours, he is the only person to be nominated for the YMCA Calgary’s prestigious National Peace Medal in three consecutive years. Winston is a top rated and popular instructor in the Faculty of Continuing Education at Mount Royal University in Calgary, Alberta. He serves as a Board member of the Alternative Dispute Resolution Institute of Saskatchewan. Winston lives in Saskatoon with his spouse and three children. Whether as a conflict management practitioner, father, or active member of the community, Winston believes in promoting peace, respect, and understanding.

Keynote Speakers



▲ Dr. Michael Corbett

MONDAY MORNING KEYNOTE SESSION: DR. MICHAEL CORBETT

Singing the Landscape of Rural Education

The Australian aboriginal concept of songline connects physical geography to creator beings from the deep history of the Dreamtime. An expert singer is a historian geographer who can move across the landscape guided only by the knowledge contained in creation songs. In this presentation, I seek to weave a rural education songline connecting my own settler-teacher identity with the mobilities that have taught me to sing other places.

Michael Corbett has worked in the School of Education at Acadia University in Canada and at the University of Tasmania where he holds an adjunct research professorship in rural and regional education. He has studied youth educational decision-making, mobilities and education, the politics of educational assessment, literacies in rural contexts, improvisation and the arts in education, conceptions of space and place, the viability of small rural schools, and “wicked” policy problems and controversies in education.



▲ Chris Scribe

MONDAY AFTERNOON KEYNOTE: ELDER AND STUDENT VOICE PANEL

Conversations with Elders and Youth: Hearing Their Wisdom, Creating the Future

Participants will hear from four students enrolled in post-secondary education who are currently pursuing an education degree. Also, a video of Elders’ perspectives will be shared.

The students and Elders will share their perspectives and experiences with the challenges and opportunities that currently exist in education, as well as their hopes and dreams for generations to come. Through these conversations, the audience will be invited to reflect on how to use this knowledge to foster stronger collaborations and connections in their own learning communities, and create innovative ways to engage all stakeholders in improving education in rural schools.

The panel will be supported by Chris Scribe, Director of the Indian Teacher Education Program (ITEP), College of Education, University of Saskatchewan.



▲ Rollin Balthead



▲ Candace Gadwa



▲ Tawnie Kotyk

eJournalism Students

One Thunderous Voice eJournalism Project Team

Aden Bowman Collegiate, Bedford Road Collegiate, Evan Hardy Collegiate, and Mount Royal Collegiate, Saskatoon Public School Division

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.

Samantha Roberts, Teacher, Aden Bowman Collegiate

Adam Peters, Teacher, Evan Hardy Collegiate

Nahanni Olson, Teacher, Bedford Road Collegiate

Terriann Walling, Teacher, Bedford Road Collegiate

Jessica Blacklock, Teacher, Mount Royal Collegiate

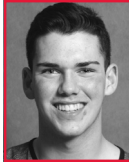
Sherry Van Hesteren, Consultant, Saskatoon Public School Division



*Emberlee Daniels,
Grade 9 Student*



*Payton Daniels,
Grade 9 Student*



*Zach Digout,
Grade 11 Student*



*Evan Fryklund,
Grade 9 student*



*Darbi Jackson-Angus,
Grade 9 Student*



*Taylor Langan,
Grade 9 Student*



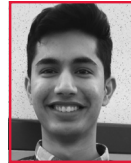
*Tianna McCabe,
Grade 11 Student*



*Malcolm McKnight,
Grade 11 Student*



*Eli Ren,
Grade 11 Student*



*Hamza Saghir,
Grade 10 Student*

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

PRE-CONGRESS WORKSHOP

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

Salon A

Student Engagement: Enhancing Student Achievement and Well-being in Our Schools



▲ Dr. Wendy James

▼ Cheryl Kalev



▲ Martin Johnson

▼ Erin Furgala



▲ Jennifer Williamson

Dr. Wendy James, Facilitator, Manager, Professional and Curriculum Development, Gwenna Moss Centre, University of Saskatchewan

Cheryl Kalev, Principal, Condor School, Wild Rose School Division, Alberta

Martin Johnson, Principal, Stobart School, Prairie Spirit School Division, Saskatchewan

Erin Furgala, Principal, Riverton Collegiate, Interlake School Division, Manitoba

Jennifer Williamson, Superintendent, Northwest School Division, Saskatchewan

THE SESSION:

Student engagement in learning occurs when students are motivated, active, and invested in the educative process. In order to foster student engagement, educational stakeholders must attend to the holistic development of our students. In this workshop, you will learn about current student engagement research along with innovative school-based initiatives that have created highly engaging classrooms (academic/ cognitive), fostered healthy relationships (social-emotional), nurtured healthy lifestyle choices (physical), and responded to students' needs to belong (spiritual/cultural). Small group discussions focused on each of these dimensions help participants explore their understandings of the components of student engagement, consider innovative practices, discuss opportunities and challenges, and develop national networks in support of enhancing student achievement and well-being in rural schools.

Co-chairs: **Dr. Dawn Wallin**, Director, National Congress on Rural Education in Canada
Associate Dean, Undergraduate Programs,
Partnerships, and Research, College of Education,
University of Saskatchewan

Bruce Bradshaw, Chair, National Congress on Rural Education in Canada

Sunday, March 31, 2019

1:00 p.m. - 2:00 p.m.

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

6:00 p.m. - 9:30 p.m.

7:00 p.m. - 8:30 p.m.

REGISTRATION

Registration for Pre-Congress (Salon Crush Lobby)

Pre-Congress Workshop (Salon A)

Visit Displays (Salon Crush Lobby)

CONGRESS OPENING

(Salon A B)

Chairperson: Dawn Wallin

WELCOME AND GREETINGS

Honour Song

Rollin Baldhead, USSU President

Honourable Gordon Wyant

Minister of Education, Saskatchewan Ministry of Education

Councillor Bev Dubois

City of Saskatoon

Dr. Michelle Prytula, Dean

College of Education, University of Saskatchewan

Introduction of eJournalism Team:

One Thunderous Voice – Aden Bowman Collegiate, Bedford Road Collegiate, Mount Royal Collegiate, Saskatoon Public Schools

OPENING ADDRESS

WINSTON BLAKE

Introduction by Bruce Bradshaw, Chair, National Congress on Rural Education in Canada

8:30 p.m.

RECEPTION, VISIT DISPLAYS

(Crush Lobby, Salon E)

Monday, April 1, 2019

7:15 a.m. - 8:15 a.m. **BREAKFAST** (Salon Lobby)

8:00 a.m. - 9:30 a.m. **Morning Welcome**

Chair: Dawn Wallin

Announcements and Reminders

KEYNOTE ADDRESS (Salon B C)

DR. MICHAEL CORBETT

Singing the Landscape of Rural Education

Introduction by Dr. Dawn Wallin, Director, National Congress on Rural Education, Associate Dean, College of Education, University of Saskatchewan

9:30 a.m. - 9:45 a.m. Break, Visit Displays (Salon Crush Lobby)

9:45 a.m. - 10:45 a.m. Session "A" Breakout Sessions

11:00 a.m. – 12:00 p.m. Session "B" Breakout Sessions

12:00 p.m. – 1:00 p.m. Noon Luncheon (Salon A B C) and Visit Displays

1:00 p.m. – 2:00 p.m. Session "C" Breakout Sessions

2:00 p.m. – 2:15 p.m. Break, Visit Displays (Salon Crush Lobby)

2:15 p.m. - 3:15 p.m. Session "D" Breakout Sessions

3:30 p.m. - 4:30 p.m. **KEYNOTE PRESENTATION**

ELDER AND STUDENT VOICE PANEL

Conversations with Elders and Youth: Hearing Their Wisdom, Creating the Future

Introduction by Dr. Dawn Wallin

Presentation materials for Breakout Sessions are available on the SELU website.

www.selu.usask.ca/ruraled

Monday, April 1, 2019

9:45 a.m. – 10:45 a.m.

SESSION “A” BREAKOUTS

9:45 a.m. - 10:45 a.m.

Blair Nelson Room

Creating Caring Schools

Darren Solomon, Principal, Little Red River School

Larry Wilke, Director of Education, Little Red River Education Authority, Inc.



▲ Darren Solomon

▼ Larry Wilke



SASKATCHEWAN

Chief Sitting Bull said: “Let us put our minds together to see what kind of life we can build for our children.” This workshop centers on the work of Steve van Bockern and Schools That Matter. Regardless of culture, students have four basic needs—belonging, mastery, independence, generosity. The core of these basic needs is safety, and these basic needs are surrounded by a sense of adventure. Schools that meet these needs will be more successful than schools that do not meet these needs. This workshop will provide a description of these needs and will present basic strategies that address these needs.

Chair: Kathleen Fisher, Research Officer, Strategic Policy Unit, Saskatchewan Ministry of Education

9:45 a.m. - 10:45 p.m.

Gallery A

Supporting Student Success

Sue Carriere, Consultant, Northern Lights School Division

Viviana Ruiz Arcand, Consultant, Northern Lights School Division



▲ Sue Carriere

▼ Viviana Ruiz Arcand



SASKATCHEWAN

Our school division needed a plan in order to increase graduation rates and student success. We were at a standstill and needed to take action. The division decided to develop a holistic wrap around strategy for at risk students.

Our session will include sharing an approach from a Student First perspective to improve student success amongst First Nations and Métis students. Items in our session include Northern Lights School Division’s (NLS) Graduation Rate Initiative, Following Their Voices, Graduation Planning, the Our School Survey to inform practices, policy changes and the Invitational Shared Services

Initiative (ISSI) agreement. We will discuss how these strategies work together to provide a wrap-around approach to find success, support and opportunity in our schools, and how the development of a growth mind set supports student success.

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

9:45 a.m. - 10:45 a.m.

Salon A



▲ Dawn Wallin

▼ Paul Newton



The Role of the Teaching Principal

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

Dr. Paul Newton, Department Head, Department of Educational Administration, College of Education, University of Saskatchewan

Olga Ifaka, PhD Student, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

This presentation reports on an ongoing 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 of Canada.

In this presentation, we bring together a number of rural teaching principals from Alberta, Saskatchewan, and Manitoba who have participated in our research to talk about how their role interacts with their professional and personal responsibilities. We will incorporate their discussion with findings from our study that report on efficacy in instructional leadership, challenges and supports for the role, policy environments that effect their efforts, and work-life balance.

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

9:45 a.m. - 10:45 a.m.

Salon B



▲ Vicki Moore

▼ Kelli Boklaschuk



Connecting Parents, Caregivers and the Community in the Journey of Student Voice

Vicki Moore, Superintendent of Learning, Sun West School Division

Kelli Boklaschuk, PeBL Supervisor, Sun West School Division

SASKATCHEWAN

Participants will be guided through insightful discussion while watching a locally developed video that clearly explains the student voice driven educational philosophy and pedagogical approach being used in the Sun West School Division. The who, what, when, where, why and how of this philosophy is clearly articulated for a parent, caregiver and community audience.

Topics include the transfer of responsibility of student learning, the three Sun West pillars of Personalized Learning and the meaningful engagement of families and community. Round Table discussions will allow participants to delve deep into the content of the video and find examples of ways to implement this student led philosophy in their learning environment.

Chair: Elizabeth Pfeiffer, Senior Administrative Staff, Saskatchewan Teachers' Federation

Monday, April 1, 2019

9:45 a.m. - 10:45 a.m.

Salon C



▲ Cheryl Anderson

Michael Graham ▼



Supporting Mental Health in South East Cornerstone

Cheryl Anderson, Coordinator of Student Services, South East Cornerstone Public School Division

Michael Graham, Coordinator of Curriculum, South East Cornerstone Public School Division

SASKATCHEWAN

Mental health awareness and education needs to be a priority for schools. Effectively equipping teachers to support students in this area is crucial. Providing professional development in a timely manner to staff over a large geographical area can prove to be challenging. Using online materials to support both staff and student education has proven to be effective. With the support of Stan Kutcher's modules and other mindfulness resources SECPDS

was able to provide valuable teacher professional development as well as education and awareness for students within a reasonable budget.

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

9:45 a.m. - 10:45 a.m.

Salon D



▲ Dr. Michael Cottrell

Terrance Pelletier ▼



Building a First Nations Education System from the Ground Up

Dr. Michael Cottrell, Associate Professor, Department of Educational Administration, College of Education, University of Saskatchewan

Shane Henry, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

Terrance Pelletier, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

In this presentation we provide an overview of efforts on behalf of Saskatoon Tribal Council, an aggregation of seven First Nations in central Saskatchewan, Canada, to strengthen the delivery of education in its primarily rural First Nation schools over the past five years. We describe the extensive consultations with community

members and educators to determine what an effectively governed and meaningful system of education for First Nations learners would look like. We also discuss initiatives to create a First Nations education system which would enable First Nations jurisdiction and secure adequate and predictable funding within a changing federal education policy context. Our presentation highlights the capacity of Indigenous peoples to create innovative governance and administrative arrangements to meet new educational challenges and opportunities in rural contexts.

Chair: Vanessa Ellis Colley, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

9:45 a.m. - 10:45 a.m.

Salon E



▲ Lisa Fleming

What is the Shared Vision for Young Learners in your Community?

Lisa Fleming, Director, Early Learning and Evaluation, Saskatchewan Ministry of Education

SASKATCHEWAN

What impact does community knowledge and support have on early learning development? This session will explore how community relationships impact early learning in Saskatchewan.

Participants will share what is currently happening in their community and gain knowledge that will assist in creating high quality, early learning programs. Children and families that are engaged and supported, feel a greater sense of belonging in our schools and communities. Through belonging, children have a greater capacity to develop, read at grade level and graduate on time.

Chair: Shaun McEachern, Director, Saskatchewan Professional Development Unit, Saskatchewan Teachers' Federation

Monday, April 1, 2019

11:00 a.m. - 12:00 p.m.

SESSION "B" BREAKOUTS

11:00 a.m. - 12:00 p.m.

Blair Nelson Room



▲ Kareen Reid

Part One: The Influence of School Leadership Practices on Culturally Responsive Pedagogy for Newcomer Students

Kareen Reid, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

Culturally responsive pedagogy is the ability to address the needs of students, in doing so teachers' and leaders' cultural knowledge, skills and predisposition must be transformed (Siwatu, 2007). The proposed study will seek to investigate leadership practices for culturally responsive pedagogy. The role of teachers and leaders within an institution plays a great part in students' development and outcomes (Hackett, 2003), and in any institution students take priority as they are the ones we work for.

The ethnic, racial and cultural demographics has been changing across Canadians schools, because of this change culturally responsive pedagogy has become a topic that has stirred the minds of practitioners within teaching and learning. This has caused individuals to start thinking of ways that inclusion can be effective for all in the learning community.

To support this qualitative research, I will employ an interpretive paradigm using a single case study along with interviews and observation. These instruments will be used with teachers and leaders to capture the data needed for this study. This data hopes to highlight the practices that are enacted within teaching and learning that fosters good culturally responsive pedagogy and encourages inclusion for all students regardless of their ethnicity.



▲ Darcia Roache

Part Two: Educational Leadership Effect on Teachers Motivation and Performance in Selected Educational Organizations in Jamaica

Darcia Roache, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

The qualitative study will explore how educational leaders can motivate teachers' performance in educational organizations using Ryan's and Deci's self-determination theory of motivation. Ryan and Deci (2017) postulated that motivation resulted from human psychological factors of self-determination theory, such as, autonomy, competence, and relatedness. The study will also explore whether psychological contract is mutually exclusive to motivate teachers and principals' obligatory roles and responsibility to achieve educational organizations outcomes.

Chair: Jing Xiao, Assistant Professor, Department of Educational Administration, College of Education, University of Saskatchewan

11:00 a.m. - 12:00 p.m. Gallery A



▲ Cara Zukewich

Child Injury Prevention – Taking Action for the Health and Well-being of Children

Cara Zukewich, Child Injury Prevention Program Coordinator, Saskatchewan Prevention Institute

SASKATCHEWAN

Injuries are preventable, yet approximately 69 children die each year in Saskatchewan due to injury. The goal of this session is to raise awareness of injury risks and best practices to reduce the number of injury-related deaths and decrease the risk of life-altering injury. By the end of this session, participants will be able to understand:

- the key concepts of injury prevention;
- the top causes of injury-related hospitalization;
- why children are more at risk for injury;
- the child injury prevention strategies; and
- the importance of promoting a culture of safety.

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

11:00 a.m. - 12:00 p.m. Gallery B



▲ Daniel Bean

Vicki Moore
▼



▲ Peggy Mattila-Bains

School Community Councils: An Exchange on Effective Practices

Daniel Bean, Policy Advisor, Saskatchewan Ministry of Education

Vicki Moore, Superintendent of Learning, Sun West School Division

Peggy Mattila-Bains, Coordinator, Prairie Spirit School Division

SASKATCHEWAN

Is your School Community Council impacting students' achievement and well-being? Are you experiencing success in engaging families and the wider community in school improvement initiatives? Highlights from several school divisions will lead into a facilitated conversation and exchange of ideas and experiences. Our hope is that you leave this session with a new appreciation for the potential of School Community Councils.

Chair: Ruth Griffith, Trustee, Sun West School Division

Monday, April 1, 2019

11:00 a.m. - 12:00 p.m. Salon A



▲ Bob Bayles

▼
Roberta Campbell-Chudoba



No Missed Opportunities: Addressing Issues in Teacher Hiring

Bob Bayles, PhD Student, Department of Educational Administration, College of Education and Deputy Director of People and Finance, CFO, Prairie Spirit School Division

Roberta Campbell-Chudoba, PhD Candidate, Department of Educational Administration, College of Education and Counsellor, Saskatoon Public Schools

SASKATCHEWAN

How do we get a panoramic view of a teacher candidate, instead of the snapshot gained in an interview? How can we strengthen pedagogy of beginning teachers and trust that their priorities align with our division's objectives? And how do we fill vacant positions that have small candidate pools?

Join us while we share a journey about reworking internship placement practices and data gathering, strengthening a partnership with the College of Education at the University of Saskatchewan, and gaining flexibility in hiring for hard-to-fill positions through restructuring recruitment systems and methods. These changes are all part of a strategic redesign to improve teacher recruitment, hiring and retention, and in turn, support student learning.

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

11:00 a.m. - 12:00 p.m. Salon B



▲ *Winston Blake*

The Restorative Action Program (RAP) – “Building a Safer Community... One Youth at a Time.”

Winston Blake, Executive Director, Restorative Action Program

SASKATCHEWAN

The Restorative Action Program (RAP) is a 15-year-old community-based initiative that is hosted in high schools and sustained through the shared responsibility of multiple partners and other supportive organizations and citizens. RAP works with youth to develop and practice conflict management, relationship management and leadership skills using a restorative justice framework that focuses on prevention, intervention and reconnection (PIR).

This presentation will provide participants with knowledge and understanding of how this proven restorative justice framework works with youth to address bullying, physical violence, crime, mental health, substance abuse and suicide/self-harm. Special focus will be given to understanding the processes needed to build and sustain restorative justice practices in schools and how to collaborate with multiple stakeholders. In addition to the broad foundations provided to build capacity to effectively work with youth, participants will also learn how to develop their own restorative justice strategies based on RAP’s PIR service delivery framework.

Research and findings from an eight-year study of RAP by the University of Saskatchewan’s Centre for Forensic Behavioural Science & Justice Studies will be highlighted to illustrate the success of the RAP framework in nine Saskatoon high schools.

Chair: Bruce Bradshaw, Chair, National Congress on Rural Education in Canada

Monday, April 1, 2019

11:00 a.m. - 12:00 p.m. Salon C



▲ Ken Okanee

Leading to Learn Initiative

Ken Okanee, Superintendent, Saskatoon Public Schools

SASKATCHEWAN

An essential component to the Education Sector Strategic Plan's (ESSP) First Nations, Métis and Inuit Student Engagement and Graduation Rate Outcome is to ensure learning environments are responsive to student needs, and a focus is placed on the importance of relationships and shared responsibility. In support of the Truth and Reconciliation's Calls to Action and to make a positive

impact on Métis, First Nations and Inuit students, educators from provincial systems and First Nations education organizations worked together to create capacity building professional learning opportunities for all in-school administrators across the province. This is an informational session for the Leading to Learn Initiative and an opportunity to explore its connection to the ESSP.

Chair: Shaun McEachern, Director, Saskatchewan Professional Development Unit, Saskatchewan Teachers' Federation

11:00 a.m. - 12:00 p.m. Salon D



Shannon
Lessard
▼

It Takes a Community to Educate a Child – Class of 2030 Project

Tonya Lehman, Superintendent of Learning, Living Sky School Division

Shannon Lessard, Communications Coordinator, Living Sky School Division

SASKATCHEWAN

At Living Sky School Division we believe that Kindergarten is the kickoff to creating successful high school graduates. This session will walk you through how we joined forces with community stakeholders (city council, local businesses, community organizations, Elders and community leaders) to collectively provide support in addressing and eliminating barriers to students' daily attendance and meaningful engagement with school. We will share our heart wearing Kindergarten Kickoff Celebration videos

and share anecdotes of how this project has touched the hearts of our business community.

You will leave with a toolkit to help you plan your very own Kindergarten Kickoff Celebrations and engage your business leaders in education.

Chair: Ronna Pethick, Board Chair, Living Sky School Division

11:00 a.m. - 12:00 p.m. Salon E



▲ *Brenda Ahenakew*

Teaching Treaties in the Classroom – A Call to Action

Brenda Ahenakew, Director of Education, Office of the Treaty Commissioner

SASKATCHEWAN

This session will provide an overview of the Office of the Treaty Commissioner (OTC) and a walk through of the Education branch of OTC.

In 2008, the government declared Treaty education mandatory for grades K-12 in all Saskatchewan schools. The main goal is to teach students about the Treaties and Treaty relationships between First Nations and Canada. It is expected that students will develop a strong understanding of Treaty relationships, the spirit and intent of Treaties, the historical context of Treaties, and Treaty promises and provisions. The OTC regards education as paramount in building a harmonious future between the Indigenous and non-Indigenous peoples of Saskatchewan; these curriculum resources and the OTC Treaty Kit are seen as a critical component of this education.

Treaty education strives to correct misconceptions about the relationship between Canada and First Nations people. These resources have been developed in close consultation with Elders as well as both Indigenous and non-Indigenous educators in the province, and are designed to complement existing school curriculum. Teacher and administrator Treaty training is available in the form of workshops facilitated by educators and First Nations Elders.

Chair: Elizabeth Pfeiffer, Senior Administrative Staff, Saskatchewan Teachers' Federation

12:00 p.m. – 1:00 p.m.

NOON LUNCHEON (Salon A B C)

Chair: Bruce Bradshaw

Door Prizes

Visit Displays

Monday, April 1, 2019

1:00 p.m. – 2:00 p.m.

SESSION “C” BREAKOUTS

1:00 p.m. - 2:00 p.m.

Gallery A



▲ Jonathan Kaiswatum

Jean Bacon



Achieving High Academic and Social Behaviour Outcomes in a First Nations School through PBIS: A Journey

Jonathan Kaiswatum, Principal, Cowessess Community Education Centre

Jean Bacon, Educator, Consultant, Positive Behaviour Interventions and Supports

SASKATCHEWAN

When I was appointed principal of Cowessess Community Education Centre (CCEC) in August 2017, a decision was made through a collaborative process with school staff to prioritize high social behaviour student outcomes using the Positive Behaviour Interventions and Supports (PBIS) approach. Our focus on social

behaviour (with the support of Jean Bacon) has increased positive school climate and instructional time through planning that is compatible with Indigenous ways of learning. This session will focus on our journey toward improvement in social behaviour through PBIS and our progress to date. There will be opportunities for table/large group sharing and discussion as well as questions from participants.

Chair: Darcia Roache, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

1:00 p.m. - 2:00 p.m.

Gallery B



▲ Delise Pitman

Naomi Fortier-Frecon



Reconciliation and Treaty Education: Curricular Connections and Resources

Delise Pitman, Curriculum Consultant, Saskatchewan Ministry of Education

Naomi Fortier-Frecon, Curriculum Consultant, Saskatchewan Ministry of Education

SASKATCHEWAN

The aim of this presentation is to support educators to expand their understanding of truth and reconciliation as well as the history and legacy of residential schools. *Supporting Reconciliation in Saskatchewan Schools* is a collaborative resource, available on the Ministry of Education curriculum website, created with the intent of respecting the true nature of reconciliation. It contains tools and resources to support important conversations and professional development opportunities. In addition, online resources that

support treaty education and reconciliation from the Ministry of Education curriculum website will be presented. You are invited to join the discussion and share what your organization is doing to support student understanding and to help bring about reconciliation in our province and our country.

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

1:00 p.m. - 2:00 p.m.

Salon A



▲ Tina Goar

Principal Professional Learning Community – Building Rural Leadership Capacity

Tina Goar, Executive Director, Northwest Board of Cooperative Educational Services

COLORADO, USA

Rural school leaders face many leadership challenges in leading their schools. Research has found that it is essential for rural school leaders to receive distinctive professional learning aligned to their rural context. The Principal Learning Community model of developing and fostering rural leadership skills unique to their rural position has been a successful professional learning opportunity implemented in the rural mountain region of Northwest Colorado. This session will provide you with the background and steps taken to develop and implement a principal professional learning community based on the research of best practices in rural leadership and the needs of rural school principals. An opportunity for conversation and networking with your fellow session participants to discuss how this model could be implemented in your region or school district will be provided.

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

1:00 p.m. – 2:00 p.m.

Salon B



▲ Lori Jeschke

▼ Bob Bayles



▲ George Janzen

Leading in Risky Times: Implementing and Advancing Enterprise Risk Management

Lori Jeschke, Director/CEO, Prairie Spirit School Division

Bob Bayles, Deputy Director of People and Finance, CFO, Prairie Spirit School Division

George Janzen, Trustee, Prairie Spirit School Division

SASKATCHEWAN

How do we decide if ERM (Enterprise Risk Management) would support our school division? How can we implement ERM with no disruption and be supportive of programs and goals? And how do we determine and demonstrate value and positive cultural changes from a focus on ERM?

Take part in an interactive multiyear reflective journey considering, implementing, and leveraging ERM both at the board table and with senior administration. Come prepared to hear and share promising practices, theoretical underpinnings, and practical resources, tools, and techniques.

Specific school division ERM resources including documents, processes, and ready to use templates, will be discussed and available as take-aways. Pragmatic and theoretical informed

discussions will focus on effective implementation and maturation of ERM programs. Practical ideas and supportive journal articles will provision you and your efforts to direct and protect your division.

Chair: Ruth Griffith, Board Member, Sun West School Division

Monday, April 1, 2019

1:00 p.m. - 2:00 p.m.

Salon C



▲ Kerri Levelton

Irene LaPierre



Cornerstone of a Community

Kerri Levelton, Principal, Port Edward Community School, School District No. 52 Prince Rupert

Irene LaPierre, Superintendent, School District No. 52 Prince Rupert

BRITISH COLUMBIA

Port Edward Community School is a unique Kindergarten to Grade 5 school with 13 students which is situated 15 kms outside of Prince Rupert, British Columbia.

Rather than close their community school, the Municipality of Port Edward decided to build a school attached to their municipal building with shared spaces of a full size kitchen and gymnasium.

In spite of its small size, the school offers the Sm'algayax Language, drumming and after-school programs. The students regularly attend a "sister" school in Prince Rupert and share some of its services.

We are committed to supporting the cornerstone of Port Edward with innovative ideas and meaningful connections for students, family and community.

Chair: Vanessa Ellis Colley, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

1:00 p.m. - 2:00 p.m.

Salon D

Land Based Learning, Language and Culture



▲ Karen Morin

Gloria Greyeyes
▼



Karen Morin, Cree Language Teacher, kiihiw waciston School, Muskeg Lake First Nation

Gloria Greyeyes, Community School Coordinator, kiihiw waciston School, Muskeg Lake First Nation

SASKATCHEWAN

The focus of this session will be on Land Based Learning. Presenters from kiihiw waciston School will speak about the infusion of Land Based Learning that they have prioritized and made a part of their weekly classroom routines. This session will offer insight into the operation and implementation of their Land Based Learning initiative. Their students learn about Language, History and Culture from local and surrounding Elders/Experts on ways of knowing.

kiihiw waciston utilizes partnerships to build relationships and opportunity for the two surrounding Prairie Spirit School Division's schools Indigenous and non-Indigenous students alike. The focus is on a "hands on" approach to sharing the skills where students not only get to see but actively participate in land based activities. The activities include but are not limited to: feasts, pipe ceremonies, outdoor education, medicine picking, storytelling, survival skills, traditional knowledge sharing, Cree language instruction and First Nation protocol and methodologies. Furthermore, the partnerships provide opportunity for the surrounding school staff to engage in professional development in cultural orientation, cultural sensitivity, tolerance and answering the Calls to Action in education laid out by the Truth and Reconciliation Commission of Canada report. Lastly, the Muskeg Lake Cree Nation (MLCN) and the Prairie Spirit School Division were fortunate to purchase a Cultural Center through the Invitational Shared Services Initiative. The cultural center is located in the heart of MLCN and provides a year round facility for Land Based Education.

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

Monday, April 1, 2019

1:00 p.m. - 2:00 p.m.

Salon E



▲ Lori Meyer

Joe Wickenhauser



Learning with Pride, Learning Together: Welcoming Gender & Sexual Diversity in Schools

Lori Meyer, Superintendent, Prairie South Schools

Joe Wickenhauser, Executive Director, Moose Jaw Pride

SASKATCHEWAN

This presentation shares various initiatives that our school division has undertaken to create safer and more welcoming spaces for gender and sexual diverse students and staff. In addition to providing an overview on these initiatives, the presentation will discuss the history of the relationships we have formed with the LGBTQ+ community and the non-profit sector, how we have navigated challenges in rural environments, and the direction we see ourselves heading.

Chair: Elizabeth Pfeiffer, Senior Administrative Staff, Saskatchewan Teachers' Federation

2:00 p.m. - 2:15 p.m.

BREAKS AND DISPLAYS (Salon Crush Lobby)

2:15 p.m. – 3:15 p.m.

SESSION “D” BREAKOUTS

2:15 p.m. - 3:15 p.m.

Gallery A

School Leaders Journeying Towards Cross-Cultural Competency

Anahit Falihi, Manager, Saskatoon Open Door Society

Shauna Tilbury, Coordinator, English as an Additional Language, Saskatoon Public Schools

Dr. Janet Okoko, Assistant Professor, Department of Educational Administration, College of Education, University of Saskatchewan

SASKATCHEWAN

Session participants will be introduced to the notion of culture as it relates to ethnicity and to other contexts as a basis for discussion regarding working with newcomers and their families in the school context. Using a framework of cultural proficiency, participants will self-reflect on their journey towards cross-cultural responsiveness and then, read and discuss case studies drawn from research conducted with school leaders with diverse experience. Participants will leave with ideas and resources for strengthening their cross-cultural competency.

Chair: **Roberta Campbell-Chudoba**, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan



▲ Anahit Falihi

Shauna Tilbury
▼



▲ Dr. Janet Okoko

Monday, April 1, 2019

2:15 p.m. - 3:15 p.m.

Gallery B



▲ Tenneisha Nelson

Part One: Understanding Leadership as Practice in a Rural Saskatchewan School

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

SASKATCHEWAN

This presentation seeks to share with participants the preliminary findings of a study that examines how leadership is enacted in a rural school. 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. In this presentation emphasis will be brought to the value of examining leadership as a collaborative process as it is practiced in the daily interactions of school officials, while they implement a school improvement initiative.



▲ Stephanie Woods

Part Two: Rural Students Walking on Eggshells at Large Universities – A Study on the Perceived Cost to Engage in Diversity Conversations

Stephanie Woods, Doctoral Student, University of Missouri-Columbia

MISSOURI, USA

Although there is a broad range of research on the resistance of university students to participate in diversity classes, there is little research on how rural students experience diversity at large universities.

I conducted a phenomenological study to analyze rural students' experience (Merriam and Tisdell, 2016) with diversity conversations at a large Midwestern university. I purposefully sampled five sophomores and conducted 30-45 minute interviews. Four processes were blended throughout the study: collection, constant comparison, coding, and analysis (Strauss & Corbin, 1990).

Students avoided diversity discussions when the perceived cost was high; cost included fear, conflict, and risk of loss of scholarship. Students expressed fear of failure and anxiety, as evidenced by quotes like, "I didn't say anything...because I was scared", "I started crying because I got so stressed."

The findings have implications for faculty training, specifically for promoting intellectual pluralism. Reducing perceived costs could encourage positive diversity experiences.

Chair: **Karen Reid**, PhD Candidate, Department of Educational Administration, College of Education, University of Saskatchewan

2:15 p.m. - 3:15 p.m.

Salon A



▲ Angie Caron

Métis Education: Past, Present, Future

Angie Caron, Teaching Faculty, Saskatchewan Urban Native Teachers Education Program (SUNTEP), Saskatoon

SASKATCHEWAN

The education experiences of Métis people in Saskatchewan are different from those of First Nations people. The history of education for Métis people in Saskatchewan is not well documented or often discussed in relation to our current provincial context. This session will provide a brief overview of the history

of Métis education in Saskatchewan, highlight promising practices, and present possibilities for the future of Métis education. Current challenges and celebrations in Métis education will be discussed and participants will engage in dialogue with colleagues to surface their own challenges and opportunities for action in regards to Métis education.

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

2:15 p.m. - 3:15 p.m.

Salon B



▲ Ken Acton

Ben Grebinski
▼



The Challenges for a Rural School Board

Ken Acton, Executive in Residence, Johnson Shoyama Graduate School of Public Policy

Ben Grebinski, Executive Director, Saskatchewan League of Educational Administrators, Directors and Superintendents (LEADS)

SASKATCHEWAN

During this facilitated discussion, the presenters will discuss some of the unique challenges of rural education (such as declining enrolments or rapid growth, transportation issues, etc.) and then help the participants think through what the role of the school board is in addressing those challenges. Our facilitators will ensure that they weave in good governance practices, such as “clarity of purpose” and “the need for congruency with key partners” when

discussing board roles. Finally, they will discuss with participants how a board can be strategic in engaging the community on solutions.

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

Monday, April 1, 2019

2:15 p.m. - 3:15 p.m.

Salon C

Following Their Voices – Our Story



▲ Martin Johnson

▼
Celena Gunville



▲ Leanne Kadyschuk

Martin Johnson, Principal, Stobart Community School, Prairie Spirit School Division

Celena Gunville, Teacher, Stobart Community School, Prairie Spirit School Division

Leanne Kadyschuk, Following Their Voices Facilitator, Priority Action Team, Ministry of Education

SASKATCHEWAN

This session will provide a background of the Following Their Voices Initiative as well as details about Stobart Community School's work towards improving student engagement and achievement.

Chair: Patricia Prowse, Associate Director, Saskatchewan Educational Leadership Unit (SELU)

2:15 p.m. - 3:15 p.m.

Salon D

Are School Community Councils Realizing their Mandate?



▲ Ted Amendt

Ted Amendt, Director, Board Development, Strategic HR, and Legal Services, Saskatchewan School Boards Association

SASKATCHEWAN

In 2018, the Saskatchewan School Boards Association conducted an evaluation of School Community Councils in Saskatchewan. This session provides an overview of the findings of this research, and the implications for boards of education, other education

partners, and School Community Councils. The session will focus on:

- What is the mandate of School Community Councils?;
- Historical context that situates this mandate;
- Sharing 2018 research findings – Evaluating School Community Councils; and
- Focus on re-imagining how to engage SCCs in shared responsibility for teaching and learning.

Chair: Ronna Pethick, Board Chair, Living Sky School Division

2:15 p.m. - 3:15 p.m.

Salon E

Educational Tools, Resources, and Supports



Myrna
Martyniuk
▼



▲ Elgin
Bunston

Elgin Bunston, Manager, Teaching and Learning Technologies
Saskatchewan Ministry of Education

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

SASKATCHEWAN

The Ministry of Education develops and provides a wealth of technology supports to schools at no cost. We will dive into EOnline, the Curriculum website and live webinars to view some of these helpful resources, supports, and technologies and provide information about how teachers can get access to them to support their students.

Chair: Kathleen Fisher, Research Officer, Strategic Policy Unit,
Saskatchewan Ministry of Education

Monday, March April 1, 2019

3:30 p.m. – 4:30 p.m.

KEYNOTE ADDRESS (Salon A B C)

ELDER AND STUDENT VOICE PANEL

Conversations with Elders and Youth: Hearing their Wisdom, Creating the Future

Introduction by Dr. Dawn Wallin, Associate Dean,
Undergraduate Programs, Partnerships, and Research
College of Education, University of Saskatchewan

Chris Scribe, Facilitator, Director, Indian Teacher Education
Program (ITEP)

Rollin Baldhead, Student, Indian Teacher Education Program (ITEP)

Candace Gadwa, Student, Indian Teacher Education Program (ITEP)

Tawnie Kotyk, Student, Saskatchewan Urban Native Teacher
Education Program (SUNTEP)

Aaron Gosselin, Student, Saskatchewan Urban Native Teacher
Education Program (SUNTEP)

DOOR PRIZES

CONFERENCE CLOSING

9:00 a.m. – 12:00 p.m.

EDUCATION SITE VISITS

“Innovation in Action”

Participants must be pre-registered.

Buses will depart TCU Place at 9:00 a.m. sharp.

Innovative Course Delivery

Sun West Distance Learning Centre, Kenaston, SK
Sun West School Division

Innovative Schools

Chief Beardy Memorial School
Constable Robin Cameron Education Complex
Beardy’s and Okemasis Cree Nation

Innovative Land Based Learning Centre

Brightwater Science, Environmental and Indigenous
Learning Centre
Saskatoon Public School Division

Innovative Indigenous & Métis Programming

St. Frances Cree Bilingual School – Cree Language
and Culture Programming
St Michael Community School – Métis Focus School
Greater Saskatoon Catholic School Division

Innovative School Opportunity

Riverbend Hutterite Colony School
Prairie Spirit School Division

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