
Good Practices and Dispute Resolution

The Report of the Joint Committee of the
Parties to the Provincial Collective Bargaining Agreement

January 1, 2000 to August 31, 2002



Letter of Transmittal

LETTER OF TRANSMITTAL

December 2002

The Joint Committee on Good Practices and Dispute Resolution is pleased to submit its report for consideration by the parties to the Provincial Collective Bargaining Agreement for teachers. The Joint Committee was established pursuant to a Memorandum of Agreement included by the parties in the 2000-2002 collective agreement.

The Committee wishes to emphasize that although it has made a number of specific recommendations in the report, these recommendations are not intended to constitute a complete blueprint for a model or future action. Rather, the Committee's primary objective has been to set out guiding principles, values and beliefs and, on the basis of these, to recommend directions and possible steps for consideration by the parties. The Committee notes that such consideration should be undertaken as a collaborative process involving the partner organizations in the education system.

The Committee wishes to express its appreciation for the central role played by Ernie Dawson in facilitating the Committee's deliberations and in the drafting of this Report.

Respectfully submitted,




		
Co-chair Saskatchewan School Trustees Association	Co-chair Department of Learning	Co-chair Saskatchewan Teachers' Federation

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Background

On October 11, 2000 the parties to the Provincial Collective Bargaining Agreement signed a Memorandum of Agreement regarding Good Practices and Dispute Resolution. The Memorandum of Agreement directed each of the three organizations, the Saskatchewan School Trustees Association, Saskatchewan Teachers' Federation and Government of Saskatchewan to appoint up to three members to a committee that was charged with fulfilling the agreement.

The Memorandum of Agreement is shown in Appendix A.

From the outset of their first meeting on May 24, 2001, the participants have engaged in frank and increasingly open discussions, and have attempted to define the issues inherent in the breadth of the Memorandum of Agreement. At the same time members came to realize that despite their best efforts, conclusion of an acceptable statement, supported by all parties to the provincial agreement, would take more time than the original October 31, 2001 deadline. That notwithstanding, the committee members continued to meet with a focus on creating a satisfactory interim statement by the end of December, 2001. When that target became unreachable the committee members committed to meet again in 2002 determined to complete their work early in the year.

The slowness in process partially originates in the very nature of public education in Saskatchewan. There is no enterprise more personal nor involving of more human interaction than education. The committee recognizes that the human part of the educative process, the daily face-to-face contact with myriad players, reflects the way results may be achieved, the way participants in the enterprise perceive their value to an organization, and their perceptions of the way they themselves are valued by others.

On the one hand the committee believes that the breadth of public education in Saskatchewan is truly reflective of all of the people involved. This means parents, students, support staff, teachers, administrators, trustees, professional associations, interest groups and the public at large, in short, fair people practices for all. That the system functions so well is a reflection of the best intentions of all of the players and their capacity to deal with concerns, challenges and opportunities that present themselves every day of every year.

On the other hand, the committee understands that the three signatory groups that form the committee all have vested interests in good personnel practices and processes that contribute to the resolution of disagreements and disputes. The committee understands the reason for the participation of the three groups that comprise the working committee. They are the signatories to the Provincial Collective Bargaining Agreement.

The committee felt strongly that it should meet with other organizations involved in public education, such as LEADS and SASBO, for the purposes of information gathering and reactions by those groups, prior to the finalizing of its report. Two meetings with those administrative groups were scheduled during the development of the report. Any recommendations that might be prepared by the committee would likely have implicit involvement and follow-up of those two groups; therefore, their involvement was perceived as important and necessary.

The committee expresses its appreciation to the members of LEADS and SASBO who participated in meetings with the committee and willingly shared their personal opinions and offered constructive feedback and input for the committee's consideration. Their names are shown in Appendix D.

Principles and Values

The committee deliberated for a long time to determine its understanding of the principles and values that undergird public education in Saskatchewan. As an example of its collective thinking the committee alludes to recommendation 1.3 from the *Role of the School Final Report* as it relates to personnel practices:

that all of the educational stakeholder organizations do everything within their power to promote an approach to leadership and school administration that is consistent with a Community School philosophy, that,

- seeks to be collaborative, rather than adversarial;
- seeks to promote the development of staff rather than merely exercising control;
- seeks to share power and value team work;
- possesses negotiating and mediation skills;
- seeks the common interest base in an attempt to resolve conflict;
- values morale and organizational climate;
- finds ways to meaningfully consult student opinion and attempts to adapt the school program in light of this input;
- values parents as partners in the education of children, and
- sees the community as a resource and seeks ways to incorporate these resources in the life of the school.

If . . . Then

It might be tempting for a committee, in absolute sincerity, to attempt the design of solutions to those concerns or problems that may have been part of the discussions throughout the process that has led to the final report. Certainly there were many times when it felt like the committee was closing in on ideas that, if followed by participants in the K-12 educational system of Saskatchewan, would have largely precluded or ameliorated problems with decisions, solutions, discussions and interactions. However, the committee was cautious not to presume some collective insight that others might question, some wisdom with which others might not agree, some perception that was not broadly based and held. At the risk of stating some, but not all possibilities, the committee believes that development of the “**If..Then**” section of this report shows the direction that it has taken. If others expand this section as they read it, the committee believes that the process will have been a success. If something written in this section triggers a thought that leads to improvement in the way decisions are made or actions taken, then this section will have been useful. This section aspires to challenge the reader to contemplate the beliefs she/he holds for human interaction and to employ those that dignify processes and individuals.

If processes are collaborative, broadly involving of the active participation of all the necessary parties rather than adversarial, then time will be taken to include feedback and dialogue and to permit consideration of all perspectives before a decision is rendered or an

action taken. Collaborative processes do not assume that everyone will get what they want, nor do they preclude that at some point a decision will have to be made but they do assume that active input was provided, seriously considered and that it would be reflected in the process that moves toward the outcome.

If we recognize that human interaction often leads to disagreement and we appreciate that disagreement is legitimate in human interaction then it is incumbent on participants to deal appropriately with disagreement.

If we recognize that the K-12 education system is inclusive of the actions of all players within it, **then** we will recognize the need to work together to solve problems.

If decisions are to be made, **then** it is expected that those impacted will be given opportunities for input and understanding before decisions are made about how the decisions are to be made and why, once made, a particular decision may have been deemed appropriate given all of the information available at the time of the decision.

If decision-makers share power and demonstrate the value of coalitions and teamwork, **then** those who are invited into the process before a decision is taken will be more inclined to support the decision even if it may appear not to fully address an individual's immediate personal interests or wishes.

If an educational culture values empowerment and teamwork, **then** the focus should be broader than decision-making to include ongoing appropriate communications and positive interactions, rather than just what occurs at the time of decision-making.

If actions are taken or decisions are made in ways that demonstrate fair approaches and those actions treat all participants in ways that respect their input, **then** other decisions will be reached through similar thinking, or because of development of skills among all of the participants that encourage openness and debate before actions or decisions are taken.

If all decisions are made based upon a commonly held understanding of mutual interests, and therefore mutual gains, **then** a problem solving approach will become the norm.

If the prime focus is upon students, **then** it follows that where decisions or actions will impact upon students and those students have some input, actions and decisions will be better made than those that impose upon students without consideration of their opinions.

If the morale of individuals and organizations is highly prized and is uppermost in the minds and intentions of the participants, **then** the climate will improve because decisions or actions will be taken at the right time, by the right people, for the right reasons and that will be clearly understood as a foundational premise upon which the entire system can stand.

If the K-12 system of public education expects to succeed, **then** regular, meaningful and collaborative involvement of as many parents as possible must be developed as the normative behavior of all those involved in the system at decision-making levels.

If the school system is seen as a part of the community, **then** it must attempt to meet the needs of the community it serves.

None of what is stated above should lead anyone away from the fact that we behave in ways that are indicative of a legal framework that circumscribes our actions in public education. Duties and responsibilities are set out and certain individuals (positions) are assigned authority to make decisions. We cannot set aside either these obligations or respect for the public will that made these determinations, which constitute the education, legislative framework.

Belief Statements

Given the nature of work in the public education realm, the committee underscores the notion that the educational needs of all students in the K-12 system in Saskatchewan are the primary consideration in providing programs and supports, services, policy making and budgetary decision-making. In short, the committee believes that everything that can be done, must be done to ensure that all students have opportunity for optimal benefit.

The committee has developed agreed-upon belief statements that support recommendation 1.3 from the *Role of the School Final Report* and attempt to make clear its collective opinion about good practices and dispute resolution processes.

The committee believes that appropriate responses should be targeted to the details of specific situations and not generalized. Alternatives must not be limited at the outset of any response. Outcomes and responses should be based upon the principle that satisfying the interests of all parties to the greatest possible degree is a goal, so long as the prime focus is maintained upon what is best for students. Further, there must be some kind of balance between the will of a majority and the rights of an individual.

All formal equity programs in school divisions should be respected. There should be mutual recognition that there are always individual differences. All participants should be provided with access to, and benefit from, processes that permit unique and individualized responses to solve problems or disputes.

While the responsibility for final outcomes rests with those directly involved in dispute resolution, there is also a responsibility incumbent on others to empower those directly involved to resolve conflicts. In addition, there must be developed mutual trustworthiness that involves individuals, systems, processes and outcomes so that the habit of dispute resolution is common and expected.

The approach to dispute resolution and good practices models behaviors and principles that it wishes to impart to learners under the Goals of Education for Saskatchewan. That means that individuals, personally and collectively, will seek continuous improvement and excellence in all of their endeavors without fear of negative consequences if they are found unable to function optimally. Good faith will beget decency in effort. Bad faith will not.

The committee believes that excellence in all domains of the educational enterprise must be a common and consistent goal.

Every person in the K-12 educational system must be given the opportunity to experience success, to develop skills, knowledge and positive attributes, to develop respect for diversity, and that this is predicated upon the inherent valuing of every person.

It must be clear that everyone knows and understands the processes for decision-making. There must be clarity in goal statements, budget allocations, programs and services available, policies, procedures, guidelines and protocols. Additionally, because the committee believes in transparency, full attention will be paid to appropriate responses.

Ethical behavior on the part of everyone involved in the K-12 educational enterprise should be a given. Ethics in this context refers to standards of conduct which indicate how one should behave based upon moral duties and virtues.

The committee believes that adherence to fairness should be a cornerstone of all processes. Fairness is the quality of a process as demonstrated by open mindedness, objectivity, balance of viewpoint, civility, commitment to equity and equality.

Resource provision must be consistent, and should be understood to include those assets necessary to support the objectives of these processes, in short, capacity building.

Professional behaviors will be reflected in all of the efforts of parties in their day-to-day communications and interactions. The qualities of a professional include contemplation of performance and reflective practice, reliance on practical knowledge and the adherence to a code of exemplary conduct.

Finally, the committee believes that each person must take responsibility for his/her own action or inaction. We are accountable for what we say and do.

The committee recognizes that there must be a deep-seated trust among all parties to the Provincial Collective Bargaining Agreement, that trust is the keystone of any successful practice and amelioration of disputes. For the purposes of this work the committee uses the word trust to portray confidence and assurance that interactions and understandings will be based upon the presumption of reliability, absolute honesty and openness in all endeavors. The committee believes that each party must hold the greater good of public education in the forefront of its behaviors.

Trust is a critical component of the process for the committee. It can refer to one's willingness to believe in the integrity of a system or approach, or an individual. In the case of trust in a system, the committee believes that where processes and operational history of an organization or a system are such that consistent, fair, equitable and civil behaviors define the generalized demeanor of the system it can, and should be trusted.

Integrity of personal behavior, that is consistently performing in a respectable, principled manner so that one can depend upon the treatment or outcome of any dealing with that individual, should also lead to trust and confidence in fairness.

Education Community Culture

Structure and Responsibility

The committee recognizes that the culture required to achieve such ideals will need to be further developed. In fact, the committee believes that the organizational structure to permit such a process is largely in place now. No matter what kind of models it might draw, or that others might conceive, these models determine that any interactions must be taken in a proper, decent, and respectful way so that those affected can understand that it was made seriously with the best of intentions and not in a capricious manner.

The committee believes that it is not so much the shape of an organizational chart that determines the quality of interactions, but the attitude of an organization that is personified by those who hold positions where decisions will be made. In short, this means that at every level of any organization there must be an inculcated notion that the image which represents the system is under girded by a series of coalitions, appreciations and understandings of everyone's need to be valued, consulted, informed, and respected.

Disagreements are common within human interaction and may be the basis for dialogue and shared problem-solving. Disputes may be seen as fundamentally different, more serious and the source of individual or organizational anxiety requiring amelioration.

A system is only as good as the quality of the decisions and attitudes displayed by those who work within the system. Decency and civility that is, polite, dignified, courteous and respectful of process and decision-making within a system are far more likely to arise than are processes that are seen as arbitrary, capricious or heavy handed.

Decision Making As a Process

The committee has reached consensus on the following plan for dealing appropriately and systematically with decision-making:

1. Whatever the decision that must be made, or action taken, within the education system of Saskatchewan, it must be evident that an authorized individual has the responsibility to make a final decision or take an action.
2. The person identified with the responsibility to make a final decision or take an action must have as much information as is required in order to act respectfully and with activity.

3. When all of the necessary elements leading to a decision point are in place and reviewed, the decision will be taken, or action applied preferably at a point closest to where the decision or action will have its impact.
4. The decision or action must be communicated and a rationale provided to permit the person(s) impacted as clear an understanding as possible about why the decision or action was taken.

Goal Statements

Given the preceding, the committee has identified the following goals of good human resources practices and dispute resolution. These goals could be seen as evidence of an ideal system. School division personnel would have an opportunity to measure their own system against the idealized system of public education in Saskatchewan, one seen as the responsibility of everyone involved, neither of one person, nor of one committee.

An ideal system would show evidence of:

- appropriate pupil personnel services and special programs;
- plans to assess both system and staff needs to identify areas for staff development;
- effective comprehensive staff development programming;
- organizational health and morale;
- personnel management strategies;
- effective developmental staff supervision and evaluation policies;
- appropriate communication practices;
- problem-solving processes;
- clear, regularly reviewed policies; and
- established covenants between employers and employees.

Expectations

Each party to this Memorandum of Agreement reasonably expects that all actions taken will be open, honest, transparent and dedicated to the prime focus of everyone, the best education possible for the students in the K-12 public education system of Saskatchewan.

Mutually developed workshops to review the best practices and to assist in ameliorating poor practices should be prepared and scheduled at regular times in places throughout Saskatchewan

1. With an appreciation of all that precedes this point, the committee believes that an ongoing and consistent series of workshops, developed and implemented mutually by all of the key players in the public education system of Saskatchewan, should become the norm. We are attempting to create a shared culture that is knowledgeable about how to treat each other and that models and demonstrates through collaboration, team building and consensus, ways that will accrue to the benefit of all students.

The committee believes that a committee, specifically identified to undertake such a challenge, should be created and charged with the responsibility of developing those sessions alluded to above.

2. Because most K-12 systems in Saskatchewan have neither human resources departments nor staff development departments, the committee perceives the need to build the capacity for development of processes that will enhance the potential for human development of all players within the K-12 system.
3. The committee believes that all of us in the K-12 system are learning as we gain new understandings of human relationships and intelligence. We need to adjust, develop, and shift our thinking so that we are able to inculcate the behaviors associated with fair and principled people practices.
4. The committee believes that disputes will be minimized and good practices will be normalized when relationships are open, transparent, frank and civil. However, there is an abiding caution that a simple schemata or decision-making chart will not suffice in achieving this end. Despite the best intentions of the writers of codes of conduct or professional ethics there will be constant need for clarification and nurturing of good relationships among the participants in education. The committee also understands that statement of rules and orders of behavioral modes will not create good and civil relationships.
5. Workshop themes could focus on agreed upon needs in an attempt to forestall continuation of poor practice and to underscore the value of good practices.
6. It would be helpful for all parties in the K-12 of public education in Saskatchewan to participate in such workshops. The Saskatchewan School Improvement Model (SSIP), prevalent about a decade ago, is envisaged as a possible model for use throughout the province in this context.
7. Some consideration should be given to workshops that would include a mix of representation, but where it is deemed important, workshops targeted specifically for particular groups could also be developed and facilitated by representatives of key stakeholder groups.

Statement of Commitment

Each party to this Memorandum of Agreement commits to working reasonably with all others in attempting to achieve the best solutions to problems or disputes in ways that will preserve the dignity of individuals and groups and which places the needs of students first. Further, where disputes or poor practices occur, each party commits to appropriately informing the others involved of such concerns and assisting with amelioration of such concerns.

Each party further commits to working with the others in development of province-wide workshops to regularly review good practices and to provide training for all partners in ways to solve problems and correct poor practices for the mutual benefit of participants in public education in Saskatchewan.

Elaboration of Implementation Strategies

If school divisions in Saskatchewan operate within a culture of trust, mutual respect, fairness and transparency, then it follows that an examination of what has created that positive culture will point the way towards development and expansion of fair practices and principles-based decision-making in other jurisdictions.

The committee has speculated on the possibility of workshops as a starting point. Such workshops, organized and conducted by representatives of the traditional five educational partners at the least, and broadened to involve others, if deemed appropriate, could become a province-wide focus for improvement.

The committee members recognize that identification of poor practices alone will not lead to improvement in practice. Correction of poor practices may be enhanced through emulation of established and recognized good practices, but where it appears that poor practice continues beyond its identification, a concerted effort by appropriate players should be made to correct it at its source.

For this reason, involvement of other key participants to discuss the need for strategies leading toward fairness in all dealings has been suggested. However, the matter of training for improved practice, for developing awareness, must be more than what could be achieved at a workshop dealing with examples and hypotheses. The committee recognizes that organizational support must be broad in order for success in changing cultures and climate within education.

In some ways the issue is a broad sociological dilemma. In some ways it is as simple as one person's attitude. The committee must do what it can to encourage movement away from suspicion and towards understanding, away from egocentric perspectives and statements, towards a more encompassing and elevated view of what is best for students and how best to create the conditions that optimize teaching and learning.

Among the notions suggested, beyond the provincial workshops cited earlier, was development of small clusters of interventionists, task teams of practitioners who could, upon request, visit jurisdictions and participate in review of controversial matters or decisions and then aid participants in understanding how different approaches could ameliorate the tensions and concerns raised by a current approach. The notion of "statesmanship" comes to mind in such an approach. Saskatchewan is home to many wise and broadly experienced "educational diplomats" whose behaviors in the past have earned them respect from all sectors of the K-12 educational spectrum.

Mentorship of another sort is also possible. "Intraorganizational mentorship", that is, members of an organization mentoring others within the same group is often talked about, highly touted and less often deliberately practiced. More concerted recognition of the enormous value of experiences being shared and ideas exchanged in a healthy organizational relationship could be useful.

“Extra organizational mentorship”, that is, members of one organization mentoring members of another organization for specific matters, is less often practiced than the more traditional mode mentioned above. Where it happens, this kind of mentorship is often predicated upon personal friendships or shared experiences and previous working relationships where trust, openness and common goals have been the norm.

One component of fair practices and principle-based decision-making is correct and consistent administration of collective agreements. In this respect, the committee recommends a review of ancillary documents to the Provincial Collective Bargaining Agreement for teachers, commonly referred to as interpretive bulletins.

Recommendations

The Committee believes that its recommendations may be better understood if they are grouped according to three main headings that show an incremental acceleration of strategies arranged to encourage and instruct provincial educational groups and their members in matters of good human resources practices that can ameliorate misunderstandings or disputes before they become too difficult to solve locally or, if they have become broader based, can be dealt with expeditiously and with civility.

Prevention/Education/Development/Formative Strategies

1. With reference to the Memorandum of Agreement points 1(a) and 2(a) the committee recommends that a compendium of interpretive bulletins be attached to each new edition of the Provincial Collective Bargaining Agreement for the express purpose of guiding decisions and interpretations related to the terms of the agreement.

These interpretive bulletins should be jointly developed by the three signatory groups to the Collective Agreement as necessary, when there is joint agreement about the value of such bulletins.

In addition, the committee recommends that any previous and currently relevant interpretive bulletins should be retained as ancillary attachments to the Collective Agreement.

2. With specific reference to the Memorandum of Agreement points 1(b) and 2(b) the Committee recommends development of workshops specifically targeted at building capacity for improvement in human resources on a provincial scale. This could be achieved by a number of organizations.

Each of the stakeholder groups has within it, or could identify individuals who are skilled presenters and experienced teachers of adults. They could develop workshops specifically for members of their own organization. They could also work in concert with members of other groups and mutually develop workshops that would cut across the organizational profile of several stakeholder groups.

The committee sees advantages to this approach because it would broaden the participation in workshops to include individuals from many groups. Workshops that are intended for a broader spectrum of participants could enable interorganizational sharing of concerns and development of joint strategies for amelioration of concerns or ways to preclude those from occurring, once identified.

3. Beyond the stakeholder groups developing workshops themselves, the committee suggests that SIDRU, SPDU or SELU be considered as possible resources for workshop development, perhaps working collaboratively. Further, there may also be individuals or consulting organizations that could be used to develop workshops on particular themes, if those were deemed necessary.

Intervention Strategies

1. In further support of the objectives reflected in the Memorandum of Agreement, the committee recommends the development of formal mentorship programs for the purpose of supporting individuals in their quest for appropriate practices.
 - a. Mentorship may happen in a number of ways. Within each stakeholder organization there will be those who by virtue of their behavior support colleagues. This is referred to as “Intraorganizational mentorship.” While this is likely to be an informal arrangement it may also be by organizational design. Within each organization newcomers may be permitted to choose mentors from available and willing cadres of experienced members, or there may be assignments of experienced members to new members. Access to each other need not be direct, so long as access through electronic devices is assured.
 - b. Because there is often overlap from the work of one stakeholder group to another and, because there are often individuals who have worked in several stakeholder groups during their careers, it may be desirable to consider “Interorganizational mentorship” as well. Principals of the various stakeholder groups could do well to note the capacity for mentorship available within their organizations and to offer support to other groups. It is clear that the better individuals get to know each other the better able they are likely to function as partners in the educational enterprise.
 - c. With reference to the Memorandum of Agreement point 1(c) the committee believes that there are respected and experienced veterans of the Saskatchewan educational enterprise who could be very useful in making interventions with parties to disagreements or disputes and assisting with examination of issues or practices with an eye to ameliorating the disagreement or disputes with the people who are directly affected.
 - d. With specific reference to the Memorandum of Agreement point 1(c) the Committee recommends that Task Teams be established for the purpose of interventions intended to support the need for rational and appropriate decisions as close to the point of contention as possible.

Every major educational stakeholder in Saskatchewan could name several members of this troubleshooting or diplomatic corps, the

members of which could form a repository of experience that could be drawn upon from time to time. No specific approach would be advised, but a range of problem-solving strategies ranging from listening, suggesting, urging and mediating might be employed. These Task Team members are referred to elsewhere in this report as “educational diplomats.”

- e. From time to time, but far less often than what will be the case for intraorganizational and interorganizational mentorship, it may be appropriate for an organization to specifically hire an experienced person to work alongside an individual who could gain from experience and support. This is perceived as person or task specific mentorship and should not be seen as generalized consultancy. Rather, it would be seen as an experienced mentor working alongside an organization’s employee(s) and guiding, coaching, encouraging and supporting such employee(s) into habits of excellence.

It is desirable to identify a vision for the good operation of the educational enterprise in Saskatchewan. A culture of caring, supporting and promoting the best available approaches for the benefit of all players in public education is likely to be broadly supported. The committee perceives workshops, as suggested above, to be very useful in underscoring the need to identify what is desirable and then assisting individuals to practice the implementation of such practices and influencing others to support such efforts. The influence of individuals upon individual members of stakeholder groups is highly desirable and is likely to happen where positive influences are provided and habits are inculcated into daily practice. Maintenance of good practice can come from support of good practice and reinforcement of what is good and proper.

Resolution Strategies

1. The committee observed, with reference to the Memorandum of Agreement point 4, that a whole range of dispute resolution processes is currently available and should be identified. These include existing statutory remedies found in various legislation such as *The Occupational Health and Safety Act*, *The Human Rights Code*, *The Labour Standards Act*, and *The Education Act, 1995*.
2. Beyond those there are existing grievance procedures available in most local teacher, and other collective agreements in the province.

Memorandum of Agreement

Re: Good Practices and Dispute Resolution

Preamble:

1. The Government of Saskatchewan acknowledges that it has an important role to play in encouraging and supporting consistent application of its statutes, regulations and policies, in assisting in the resolution of disagreements related to them, and in encouraging good personnel practices in the school system.
2. In acknowledging this role, the Government recognizes that boards of education are employers of teachers and have statutory responsibility for their employment policies, practices and decisions.
3. The Government also recognizes that good personnel practices involve the conduct both of employing boards of education and their officials and of employees and their representatives.

Agreement:

1. The parties to the Provincial Collective Bargaining Agreement undertake to create and maintain processes intended to:
 - (a) assist in the interpretation and application of the Agreement;
 - (b) promote effective personnel and policy practices within Saskatchewan school divisions as they apply to the roles and responsibilities of boards of education, school division officials and teachers; and
 - (c) assist in resolving disagreements between teachers and boards of education in matters that are not subject to resolution through Article 9 of the Agreement.
2. The parties agree that these processes will include, but are not limited to:
 - (a) administrative and interpretive statements agreed to by the parties to be distributed and compiled for continuing reference; and
 - (b) identification and dissemination of good personnel policies and practices utilized in school divisions.
3. The parties agree that these undertakings will be completed by October 31, 2001.

4. The parties to the Agreement agree that the SSTA, STF and the Government of Saskatchewan will participate jointly and equally in establishing processes to deal with the resolution of disputes on employment matters not covered by the Agreement, excluding matters for which a resolution process is prescribed in statute.

That process will include:

- (a) defining the nature of the dispute; and
- (b) specifying a range of dispute resolution mechanisms that will include, but not be limited to:
 - (i) mediation;
 - (ii) expedited arbitration; and
 - (iii) full panel arbitration.

The SSTA, STF and the Government of Saskatchewan will take appropriate action to implement the processes.

Each organization will appoint up to three members to a committee by December 31, 2000. The work of this committee will be completed by October 31, 2001.

Membership on Joint Committee

Saskatchewan Learning	SSTA	STF
Gary Luke*+	Craig Melvin*	Susan Bates*
Darlene Thompson	LaVonne Black	Gwen Dueck
Michael Littlewood++	John Nikolejsin	Tim Yee

* denotes co-chairpersons

+ Gary Luke left the committee on June 30, 2002 when he ceased employment with Saskatchewan Learning.

++ Michael Littlewood assumed duties as interim chairperson for Saskatchewan Learning on July 1, 2002.

A Range of Culture Changing and Dispute Resolution Options

- system-developed workshops
- *The Education Act, 1995*
- *The Labour Standards Act*
- *The Human Rights Code*
- *The Occupational Health and Safety Act*
- regional workshops
- province-wide workshops
- programs based upon the SSIP Model
- Interventionist Task Teams
- Educational Statespersons or Diplomats
- mentorship programs
 1. Intraorganizational mentorship
 2. Extra-organizational mentorship
- Court of Queen's Bench Re: bad faith decisions
- local and provincial contract grievances
- declaration of a division "In Dispute" Designation by STF
- formal complaints to LEADS/STF
- "show cause hearing"
- board of reference
- mediation
- expedited arbitration
- full panel arbitration

Participants from LEADS and SASBO

Members of the League of Educational Administrators Directors and Superintendents and the Saskatchewan Association of School Business Officials participated in two meetings with the committee on November 29, 2001 and on May 2, 2002. Their names are shown below:

LEADS

Pat Dickson
Austin Gerein
Beverley Hanson (November meeting only)
Bill MacFarlane
David Steele

SASBO

Dianne Gordon
Ron Walter
Gord Young (May meeting only)

