

# Provincial Education Plan Update

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APRIL 17, 2026

SSBA SPRING ASSEMBLY

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# Provincial Education Plan Priorities

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>>Priority Actions

Learning &  
Assessment

Indigenous  
Education

Mental Health &  
Well-Being

Student  
Transitions

# Provincial Education Plan Implementation Team Meeting

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On February 4 and 5, the PEPIT gathered for the second time this school year.

PEPIT member organizations and Priority Action Team Leaders hosted sessions or presentations on a number of topics relevant to the PEP, including:

- Graduation Rates;
- Attendance;
- Student and Family Engagement;
- Early Learning;
- Indigenous Education; and,
- Mental Health and Well-Being.



# Provincial- Level Targets



Student attendance will improve annually.



Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.



Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.



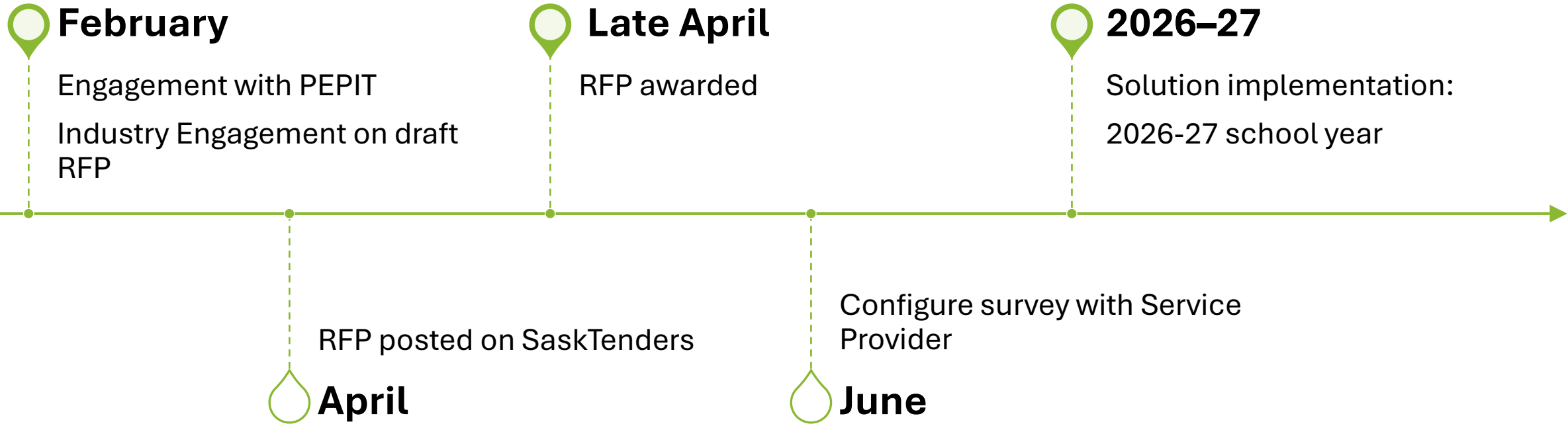
Student literacy and numeracy outcomes will increase year over year.



All students will have an increased sense of connection and safety in schools.

# Student Perceptual Survey Procurement Update

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# Setting Local Targets – Reporting Timeline

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# PEP Newsletter

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## PEP TALK

Issue 02 | April 2026

>> Priority Action

Learning &  
Assessment

Indigenous  
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Mental Health  
& Well-Being

Student  
Transitions

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### In this Issue

- Message from the PEPIT Chair
- PEP Priority Action Updates
- The Share Framework: Family Engagement in Saskatchewan
- PEP Showcase Overview

# PEP Priorities

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UPDATES



# Provincial Education Plan Priorities

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Inspiring Success

Student Transitions

Mental Health and Well-Being

Supporting Student Learning and Assessment

# Inspiring Success

## Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations And Métis Education Policy Framework*

### **Co-leaders:**

Kelley Cardinal (Greater Saskatoon Catholic School Division)

Stacey Gherasim (Regina Catholic School Division)

### **Secondary Leaders:**

Jason Young (Northern Lights School Division)

Angella Pinay (Good Spirit School Division)

# Inspiring Success – Milestone 1

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Assess and ensure that the policy goals of *Inspiring Success* are being implemented

1.1 Develop a common understanding of terminology used to guide the implementation of the goals of *Inspiring Success*.

# Inspiring Success – Milestone 2

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Create and implement an inclusive workforce strategy at all levels in the education sector.

# Inspiring Success – Milestone 3

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3.1 Provide information about the Indigenous voices that have been included in current curriculum to strengthen understanding of current processes and identify the need for additional voices or processes.

# Inspiring Success – PAT Measure Update

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- Number and type of Indigenous language courses and programs offered in school systems.
- The ratio of self-declared Indigenous staff as a percentage of all staff compared to the percentage of self-declared Indigenous students as a percentage of all students, disaggregated for in school and support staff, division staff and out of scope personnel.

# Inspiring Success – Measure Update

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- Number of school systems including land-based learning in division level plans.

# Student Transitions

**Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.**

**Co-leaders:**

Kim Fick (Sun West School Division)

Stacy Lair (North East School Division)

**Secondary Leaders:**

Juanita Redekopp-McKeown (Regina Public School Division)

Quintin Robertson (Good Spirit School Division)

# Milestone 1

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Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education:

- develop a common understanding of terminology.
- provide professional development to teachers and administrators.
- determine benchmarks; and,
- develop additional tools for measurement.

# Milestone 1 – Family Engagement

- *The Share Framework: Family Engagement in Saskatchewan, a research-based family engagement framework for Pre-K to grade 12, has been completed.*



# Milestone 1 – The Share Framework

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*Share Framework* and Additional Resource: Why a Family Engagement Framework and Why Now?

Who should this be shared with?

- Parents/Caregivers
- Teachers
- Community Members
- Other *Shareholders*

# Milestone 1 – The Share Framework – Next Steps

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## Playbook

- Expression of Interest process will be underway soon
- Development of Playbook will commence once a candidate has been selected

## Question & Answer Document

- Currently in development to serve as a bridge between the completed framework and upcoming playbook

# Milestone 2

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- Partner with families and providers of early learning, childcare and intervention programming to identify and provide supports to young children and their families as they enter schools.

# Milestone 2 - Early Years Transitions

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## VISION

Every child and their family has the opportunity to participate in a school transition plan.

Families and their children are supported and valued as children transition toward and into school.

## FUTURE STATE

By 2027, a Transition Roadmap will be actualized across Saskatchewan.

The Transition Roadmap will provide a framework that promotes shared leadership and guides inquiry with partners to identify, plan and implement transition strategies and practices that meet the unique needs of each community.

# Milestone 2 - Early Years Transitions

## Preparing for Milestone 2

- Share Information
- Build Awareness
- Identify Inter-Ministerial Partners
- Make Connections: Vision, Rationale, Outcomes, Future State

## 2.1 Partner with Families and Early Learning Service Providers

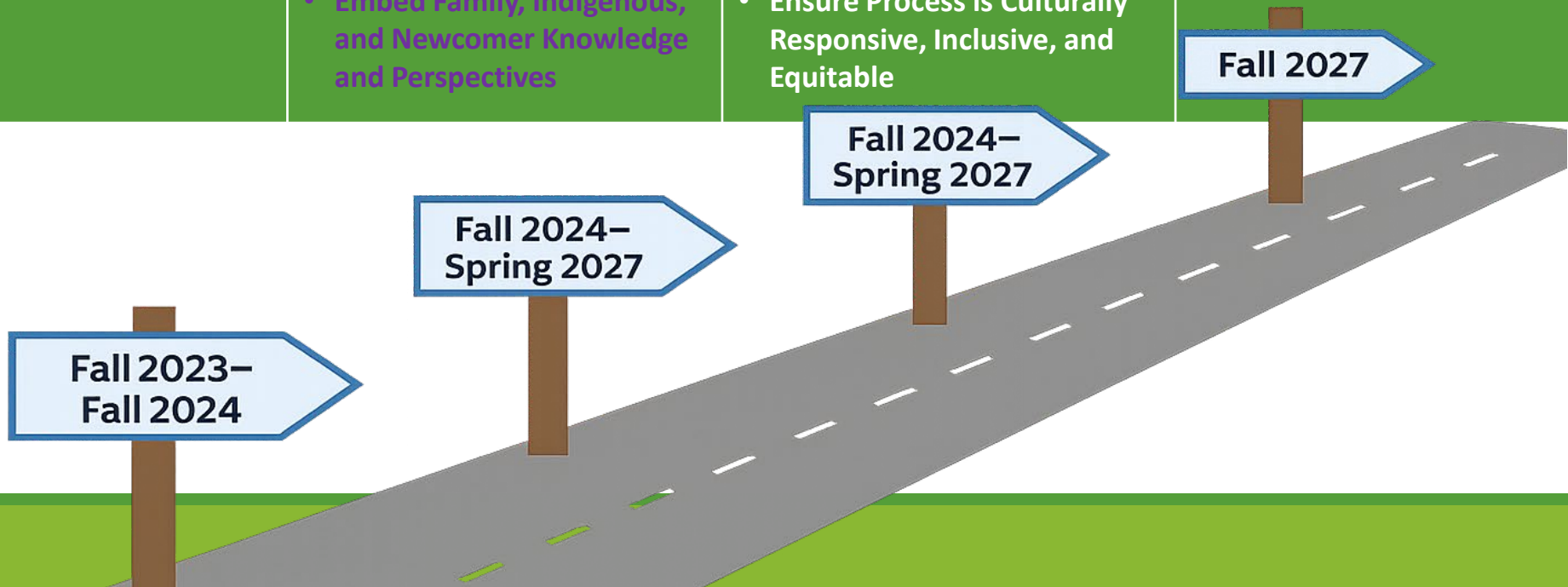
- Determine Supports to Facilitate Transition
- Map Early Learning Services and Transitions
- Design a Transition Process
- Embed Family, Indigenous, and Newcomer Knowledge and Perspectives

## 2.2 Develop a Province Wide Approach Across Sectors

- Use and Share Child Development Data
- Gather Screening/Assessment Results Prior To and At School Entry
- Ensure Process is Culturally Responsive, Inclusive, and Equitable

## 2.3 Actualize the Provincial Transition Roadmap

- Guide Regional Practice
- Provide Professional Development and Supports
- Monitor Impact with Exit-Entry Target



# Milestone 2 - Early Years Transitions

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Looking Back...

## **COMMUNITY AND FAMILY EXPERIENCE TRANSITIONS MAPPING**

- Completed community and family experience transitions mapping experiences and the narrative, which placed family stories at the center of the work.

## **EARLY TRANSITIONS LITERATURE REVIEW**

- Completed a literature review of early years transitions drawing from a variety of sources and ensuring finding reflected the Saskatchewan context.

## **GOVERNANCE**

- Continued collaboration with the Advisory Committee, Community Contacts and Community Transition Teams, and PEPIT.
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# Milestone 2 - Early Years Transitions

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Looking Back ...

## PEPIT Engagement

- **Panel Discussion Community Transition Teams** ... featuring representatives from Northwest School Division, Prairie Valley School Division, North East School Division, Saskatchewan Health Authority, Mobile Early Learning, Midwest Family Connections, and the Ministry of Education ... focusing on connections
- **Early Years Transitions in Communities** ... featuring representatives from the North East School Division and Regina community ... focusing on family stories as well as system learnings

# Milestone 2 – Early Years Transitions

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Looking Forward....

- Draft a high-level Provincial Transition Roadmap.
- Strengthen and sustain relationships that have been formed
- Reflect on work and learning to date to ensure alignment.
- Keep children and families at the center early years transitions.

# Milestone 3

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Identify and support student engagement at key transition points as students progress through school.

Supporting: Clarity  Agency  Engagement

School Div or Education Authority	School	Number of participating teachers
Greater Saskatoon Catholic Schools	St. Kateri Tekakwitha Catholic School	13
	awâsisak kânîmîhtocik St. Francis School	13
	Holy Family School	11
Sun West School Division	Elizabeth Middle School	8
	Loreburn Central School	4
Prairie Valley School Division	Wolseley High School	5
	Broadview School	3
	Kelliher School	5
	Kipling School	8
SDLC	Saskatchewan Distance Learning Centre	4
Living Sky School Division	Unity Composite	4
	McLurg High School	4
Northern Lights School Division #113	Pre-Cam Community School	3
Horizon	Quill Lake	3
SRPSD	West Central Public School	3
SPSD	WP Bate, River Heights, Brevoort Park, Vincent Massey, Ecole Silverspring, Chief Whitecap	10
	<b>Total</b>	<b>101</b>

# Milestone 3 - Student Engagement

2025-26 FIELD TEST PARTICIPANTS

# Student Engagement Field Test — Evolution Across Years

*From Tools → To Understanding → To Sustainable Practice*

## Year 1: Tools Introduced



- ▶ **Focus:** Clarity Pack & Check-ins
- ▶ **Strength:** Initial exposure & early insights
- ▶ **Challenge:** Limited shared understanding of “why”
- ▶ **Result:** Inconsistent Use → Limited Impact on Practice

## Year 2: Why Established



- ▶ **Focus:** Student Engagement Framework Leads Learning
- ▶ **Strength:** Stronger Understanding of Engagement & Purpose
- ▶ **Challenge:** Inconsistent Local Supports & Structures
- ▶ **Result:** Variable Implementation → Uneven Impact

## Year 3: Practice Sustained



- ▶ **Focus:** Teacher Practice Change Through Structured Cycles
- ▶ **Key Shifts:**
  - Peer Observation → Clarity → Student Check-ins
  - Micro-Learning + Protected Reflection Time
  - Embedded in System Strategic Plans
- ▶ **Result:** Consistent, Evidence-Informed Teaching Sustained Impact on Engagement → Learning → Well-Being

### Bottom Line:

*Year 3 moves from participation to precision — building sustainable, system-embedded practice that improves student engagement, learning, and well-being.*

# Context Behind Year-over-Year Data Differences

Why 2024–2025 and 2025–2026 results are not directly comparable

## Participation changed year over year



Only 9 of 14 schools continued from 2024–2025: 12 of 21 schools in 2025–2026 are new



Teacher onboarding occurred in phases  
Approximately 50 teachers joined through staggered

## Reduced continuity among experienced users

Only 33% of last year's power users are active  
Lower depth and consistency of implementation



## Mixed stages of implementation

Data largely reflects cohort composition rather than changes in program effectiveness



## Year-over-year results are not “apples to apples”

Differences primarily reflect onboarding and participation patterns, not indicative of declines in outcomes

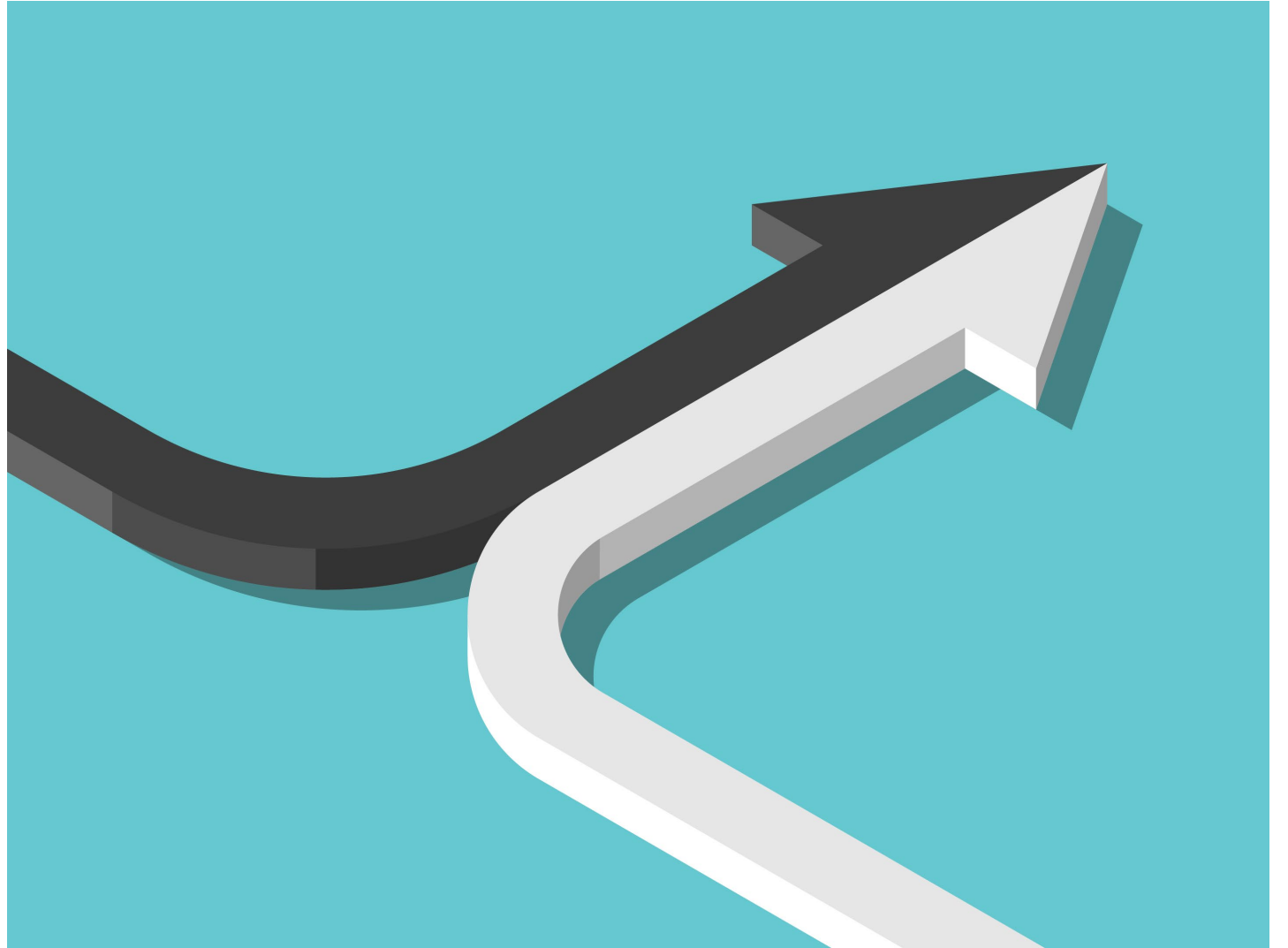
# Student Learning Data Comparing Last Year and Year to Date

## As of April 1, 2026

	% of students who can explain what they are learning		% of students who can accurately self-assess their learning	
	Non-FNMI Students	FNMI Students	Non-FNMI Students	FNMI Students
<b>August 2024 to June 2025 (Total responses = 5375)</b>	<b>46%</b>	<b>49%</b>	<b>65%</b>	<b>57%</b>
<b>August 2025 to March 24, 2026 (Total responses = 5102)</b>	<b>47%</b>	<b>40%</b>	<b>64%</b>	<b>52%</b>
<b>% Difference Between Last Year and Year to Date</b>	<b>1%</b>	<b>9%</b>	<b>1%</b>	<b>5%</b>

## Milestone 4 - Commitments

- Flexibility, partnerships, and practical pathways - ensuring students can move smoothly from school into post-secondary education, skilled trades, or the workforce.



# Milestone 4 – Focus Areas



## Timetable Flexibility

Student-centered scheduling to allow personalized learning experiences.

Supports work experiences, dual credits and passion projects.

Example: Students can work part-time while earning dual credits thanks to flexible timetables.



## Enhanced Career Counselling

Connecting student aspirations with real-world opportunities.

Emphasis on skilled trades, university pathways and entrepreneurship.



## Dual Credits

Students can earn post-secondary credits during high school.

Provides a cost-effective, efficient pathway into higher education.

# Milestone 4 – Work Underway

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**Survey tools refined  
through recent  
feedback**

**Provincial  
communication  
being prepared for  
Directors of  
Education**

**French translation  
in progress**

**Ethics submission  
complete**

# Milestone 4 – What the Launch will Bring

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Two provincial surveys:

- Families (Grades 10–12 transition years)
- Teachers & administrators (Grades 10–12 context)

Purpose:

- Gather province-wide insight
- Inform future programming and direction



# Milestone 4 – Research Integrity

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- Guided by Saskatchewan Educational Leadership Unit (SELU) and the University of Saskatchewan
- Strong foundation of credibility, rigor, and thoughtful design

# Milestone 4 – Parent/Caregiver Survey

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The data collection is focusing on:

- Choice – Flexible learning options that reflect student interests and aspirations
- Flexibility – Programming, scheduling, and pathways that respond to diverse realities
- Partnerships – Stronger alignment between K-12, post-secondary education, and industry

# Milestone 4 – Parent/Caregiver Survey

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We invite you to share your voice by completing this online survey. No identifiable information will be collected. This research has been approved by the University of Saskatchewan Research Ethics Board. You may choose to skip questions and stop the survey at anytime. Your answers are anonymous and will be reported in the aggregate in a report furnished to the Ministry of Education.

Thank you for participating. The survey will take 10 - 15 minutes to complete.

Next

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# Milestone 4 – Parent/Caregiver Survey

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15. How can schools better prepare your student for post-secondary education?

16. How can schools better prepare your student for the workforce?

17. What role should partnerships (with post-secondary, industry, business) play in your student's education?

18. Is there anything else we should know to support your student's transition?

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Done

# Milestone 4 – Parent/Caregiver Survey

## 4. Please rate the following:

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I am confident my student receives adequate career guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5. Which areas should counselling emphasize (please select up to two)?

- Skilled trades / Polytechnic
- University pathways
- Entrepreneurship
- Other (please specify)

## 6. Please rate the following.

	strongly disagree	disagree	neither agree or disagree	Agree	Strongly Agree
I am aware of My Blueprint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child (student) utilizes My Blueprint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Describe your experience with the school system in terms of career preparation. What is working well, what could be improved and what recommendations do you have?

# Milestone 4 – Engagement Structure

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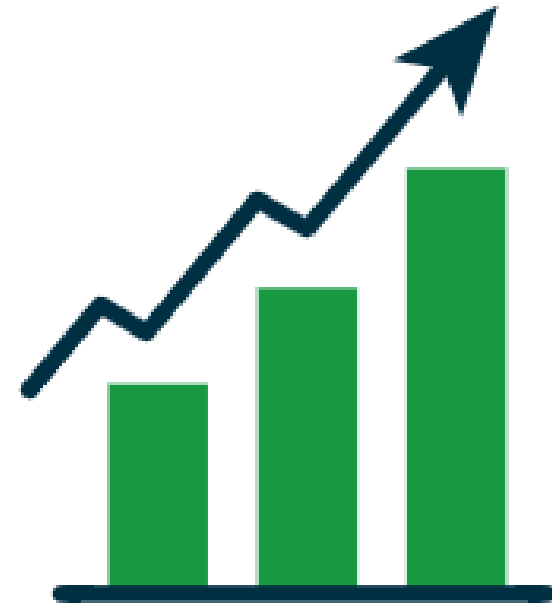
- Three regional sessions: North, Central, South/South-East
- Each division to bring:
  - 3 students (Grades 10–12; recent grads possible)
  - Parents/guardians connected to those students



# Milestone 4 – Focus of the Work

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- Transitions beyond high school:
  - Access to opportunities
  - Rural vs. urban realities
  - Career & apprenticeship pathways
  - Mobility and system navigation
  - Experiences across school sizes





## Milestone 4 – What Comes Next

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- Findings shared with:
  - Ministry of Education
  - PEPIT members
  - All divisions

# Milestone 4 – Bottom Line

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- We are waiting - but not standing still
- Tools are ready, structure is set
- Once ethics clears, implementation will move quickly

# Mental Health and Well-Being

**Enrich and enhance  
mental health and well-  
being capacity in  
students.**

Leader: Amanda Olson (Prairie South  
School Division)

Secondary Leader: Lorrie Anne Harkness  
(Prairie Valley School Division)

# Mental Health and Well-Being – Milestone 1

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Milestone 1: Create shared understanding for students, families, parents, teachers, administrators and others by:

- developing common definitions of key terms and concepts; and,
- providing professional development to teachers and administrators.

# **Mental Health and Well-Being – Milestone 2**

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Milestone 2: Explore an inter-agency mechanism, locally and provincially to support access to mental health supports for northern, rural and urban school systems.

# Mental Health and Well-Being – Milestone 3

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Milestone 3: Identify and extend high-quality and culturally responsive programs and practices.

# Mental Health and Well-Being – Milestone 4

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Milestone 4: Create a self-reflection tool for school systems that can help to assess plans and progress at the system level.

# Supporting Student Learning and Assessment

**Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction**

**Leader:** Sean Chase (Ministry Of Education)

**Secondary Leaders:**

Tracey Young (Prairie Spirit School Division)

Aaron Hiske (Southeast Cornerstone School Division)

Kevin Tonita (Ministry)

# Supporting Student Learning and Assessment – Updates from 2025-26

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1. Saskatchewan Student Assessment (SSA)
2. Actions to Improve Early Literacy

# SSA – Teacher Engagement

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- As of February 20, 2026, 324 teachers from all 27 school divisions and the Sask DLC have been directly engaged in Saskatchewan Student Assessments.
- Future opportunities exist for teachers in the next school year. This includes further question development, validation and scoring opportunities.

# SSA – Classroom Engagements – May/June 2026

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In Spring 2026 volunteer classrooms will participate in a pre-field test activity where students answer questions that may become part of future assessments (Grade 4 and Grade 10 English Language Arts).

Information is gathered regarding:

- Question difficulty
- Time required to complete sample tests

This is similar to Classroom Engagements that took place in Spring 2025 for Math Grades 5 and 9, and Grade 7 English Language Arts; the grades and subject areas being field tested in May/June 2026.

# SSA – 2025-26 Field Test

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All students in Math 5, ELA 7 and Math 9 will participate in an online Field Test (Accommodations provided) in May/June 2026.

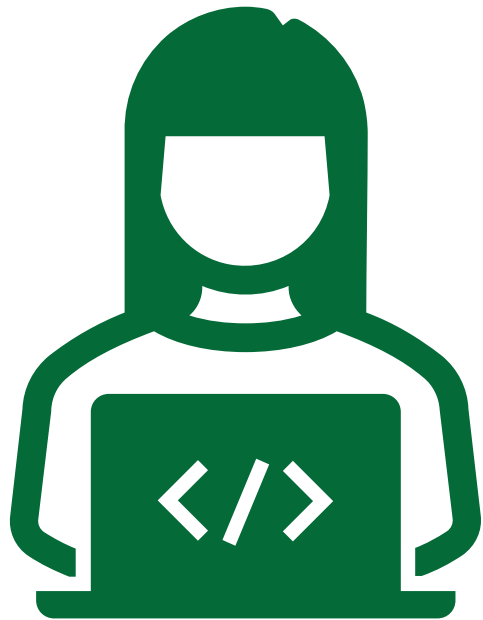
Field testing the components of the Saskatchewan Student Assessment is vital to ensuring a high standard of program delivery.

Objectives of the field test include:

- determining the suitability of test questions
- ensuring the valid and reliable performance of scoring rubrics
- evaluating assessment content for bias and fairness
- ensuring assessment administration procedures and the assessment platform function as intended

# SSA – Practice Assessments

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Online practice assessments for Math 5 & 9 and ELA 7 are publicly available on [Saskatchewan.ca](https://www.saskatchewan.ca) (Student assessment).

The practice assessments mirror the types of questions that will appear on the spring field test.

# Stakeholder Input to Reporting

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**Education Organization Administrators:** Directors and organization leadership provided feedback in February.

**Teachers/Principals:** Will meet with teachers and principals in April to gather their feedback.

**Parents/Caregivers:** Will meet with members from School Community Councils in April to gather their feedback.

**Students:** Met with the provincial Youth Council on March 14 and will gather feedback from Grade 10 students during Spring Classroom Engagements for the ELA 10 assessment.

# Actions to Improve Early Literacy

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## **Curriculum renewal**

- June 2025: Draft scope & sequence for ELA 1-3 and Kindergarten was posted; actively seeking teacher feedback throughout 2025-26.
- 2025-26: Drafting a scope & sequence for written and oral language for K-3; Piloting the reading scope & sequence
- 2026-27: Reviewing French curricula

## **Building teacher expertise**

- Ministry partnered with STF PL to offer professional development opportunities; based on overwhelming interest, actively pursuing an expansion for 2026-27.
- Resources to support teachers with the Provincial Reading Screeners
- Intervention program provided by the ministry

## **Provincial Reading Screeners**

- Ministry has acquired a suite of tools that will help teachers identify students who may require additional supports in learning to read.

# About Provincial Reading Screeners

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- Developed by literacy experts and have a high reliability
- Developed with specific considerations for English, French immersion and Francophone students
- Aligned with structured literacy and the Saskatchewan reading scope and sequence
- Include resources and supports for teachers (e.g., demonstration videos, technical report, intervention package)
- Screeners will be norm-referenced with Saskatchewan students in the 2026-27 school year

# AIEL – Reporting

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- As school organizations transition to the use of a screener during the 2025-26 school year, the ministry will work with the sector to determine reporting requirements for 2026-27 and establish a provincial standard.

# Questions?

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# Thank You

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