



## The Best Brand Advocates are our own Employees

Superior-Greenstone District School Board (SGDSB) has launched a recruitment campaign to entice parents to enrol their children in the board's kindergarten program. A collection of ads featuring four students who were asked the question, "what would you like to be when you grow-up" will run in community papers across the district. The campaign was kicked-off last month with the release of the first video in a series that celebrates the sense of belonging the school board has helped to create at its 11 elementary and five secondary schools. The video can be viewed at <http://www.sgdsb.on.ca/>

"The motto, *Small Schools Make a Difference*, is something that we truly believe in," says David Tamblyn, Director of Education. "These videos will showcase exactly what that means to our students, teachers as well as our larger school community." The school board has been working diligently for the past several years to engage with parents, guardians, teachers, and local communities to foster a caring environment where students are not just a number, but are individuals who are at the heart of all the learning that takes place.

The video will be played at each elementary school's open house in February and will be available online to highlight that the school board fosters a sense of belonging that translates to higher academics and programming that focuses on the needs of all students.

The recruitment campaign follows the release of the latest enrolment report which indicates that elementary enrolment is down 18 FTE students from budget, while the secondary panel is down by 5.75 FTE students. The most recent data is part of a continued downward trend in enrolment over the last dozen years which has seen an overall decrease of 45%. "The decline in enrolment is alarming," says Tamblyn, "as the bulk of our operating budget is supported by a provincial funding formula which is based on a per pupil amount. Any decrease in enrolment has a direct impact on our operating budget." While declining enrolment is part of the demographic trend of an aging population, SGDSB has experience the largest decline of any publicly funded school board in the province. Mill and mine closures and an overall decline in the resource based economy have contributed to the sharp decline in enrolment. According to Tamblyn, "Six of our eleven elementary schools now have less than 50 students and two of our high schools have less than 100 students, which has a direct impact on programing and on staffing." To reduce the impact of declining enrolment the province initially provided boards with funding to allow them to adapt to the change in demographics. Under the Ministry's School Board Modernization and Efficiencies Policy many of the supports that have carried school boards through this transition period are coming to an end.

*Continued on page 2...*

SGDSB  
**Director's Newsletter**  
 January 24, 2016  
*"Small Schools Make a Difference"*

Continued from page one...

As a result recruitment has increasingly become an important component of their drive to sustain their funding. "We are in direct competition with our coterminous boards for a dwindling number of eligible JK students. The sustainability of our schools and in turn, our funding, is dependent upon a successful recruitment drive. In several communities we have three or more boards competing for a handful of eligible students." But Tamblyn notes, "Slick marketing campaigns are not enough to promote the great things that are happening in our schools. Our best advocates are our own employees...they are our most valuable asset. If we want to draw families into our schools we all need to be promoting SGDSB in our communities" says Tamblyn. "The word of our employees carries far more weight than the very best pitch an ad agency can come up with to market our schools". Tamblyn goes on to say, "whether you are a frontline employee, teacher, custodian or educational assistant if you believe *small schools can make a difference* you need to continue to demonstrate it in your words and in your actions. We all need to promote the great things that are happening in our schools. Our future depends on it."

## **Transition to Kindergarten Season is Upon Us Once Again!**

*Submitted by Nicole Morden Cormier,  
Superintendent of Education, Elementary Family of Schools*

Our formal registration process is starting and marks the beginning of the Transition to School program for children and families. We recognize the importance of supporting children and families with multiple activities at each of our elementary schools over the next five months to ensure that everyone feels a strong sense of belonging when they head to school in September. We know that fostering a sense of belonging at school leads to a positive sense of well-being and thus, strong academic achievement. Kindergarten Registration is considered to be a season of play and enjoyment for our families, rather than a one day event.

School teams, in conjunction with their partners in the early years from Best Starts, child cares, and community agencies, are in the process of developing a comprehensive transition plan that includes activities such as a

Welcome to Kindergarten event, the opportunity to engage in the Fair Start screening, events such as "books and breakfast" whereby the new registrants visit the school to have breakfast with the students and then have story time, gym time, picnics, meet the teachers and preschool programs, to name just a few. Each event is planned with the purpose of having the child and their parent/caregiver meet staff and classmates, explore the facility, and to ultimately, foster self-confidence and success.

We are committed to enhancing our schools to increasingly become centers that serve children ages 0 to grade 12 and beyond in some cases. We are increasingly partnering with agencies in order to ensure that children and families know that our schools are a place where they can access a range of programs and services. Listen and watch for our media campaign to attract as many new registrants as possible to our amazing classrooms and school board. We appreciate the work that each school and individual is doing to share our student centered story!

Creating a policy  
takes one afternoon

Creating a culture  
takes years



"When I grow up  
I want to be a  
dentist"



# Pearson Canada – Superior-Greenstone DSB Efficacy Research Review Process

The Director of Education David Tamblyn, Superior Greenstone DSB, has engaged the services of Pearson Education Canada to conduct a research-based Efficacy Framework Review exercise. For more information of how Pearson is using this process to help ensure its products and solutions have a positive impact of student learning, visit <http://efficacy.pearson.com>

In this case, the purpose of the review is to assess and analyse the current state and efficacy of the Superior-Greenstone Strategic Plan. The Efficacy Framework Review process involves (i) workshops and (ii) interviews with staff and key external stakeholders surrounding four key areas of inquiry: clarity of intended outcomes; strengths of evidence base; quality of planning and implementation; and capacity to deliver.

To assist in the research process, Pearson Canada has enlisted the support of Pearson Global colleagues Dr. Timothy Tatsui, Dr. Doug Paetzell who will be working alongside Dr. Tania Sterling, and Dr. Sharon Lee from the Pearson Canada Research and Efficacy team. The Pearson Efficacy Team will be responsible for conducting the research meetings February 1-5 in the board. The Research Team brings extensive qualifications and expertise in change management, assessment, and applied research to the project.

## Self-assessment workshop

The week of February 1, 2016, the Pearson Efficacy Research team will conduct a self-assessment workshop at the board office in Marathon. The workshop will include a team of 8-10 educators and leaders from different roles across the system. Your name was put forward as someone who would participate as a member of the Superior-Greenstone Efficacy Review team on that day.

## Additional external interviews and site visits

After completion of the Self-assessment workshop (4- 5 hours) beginning Feb 2-4 the Pearson Efficacy Review team will meet face-to-face or via telephone with as many of the following different stakeholder groups as schedules will permit during the team's time in the district: students, parents, System Leaders, school vice-principals and principals, and Aboriginal Community outreach. Your responses in these interviews remain **anonymous**.

## Efficacy Framework Review Report

Once all qualitative interview data are coded, analysed and interpreted alongside the findings from the self-assessment workshop on day one of the review, the SGDSB Efficacy Review team will be invited a few weeks later to participate in a read out lasting approximately 1.5 hours via WebEx of a report which summarizes all of the findings and makes recommendations for short, medium, and long term activities.

Your input is valued a great deal; however, your consent to participate is completely voluntary.

## Efficacy Review Schedule

### Monday February 1, 2016

Location Nipigon

Time: 1- 4:00 pm

Welcome and Introductions

Setting Norms of Collaboration

SGDSB Reviews Object under scrutiny ( Strategic Plan)

Outcomes Section from Efficacy Framework

Continuation of Efficacy Framework- Evidence

### Tuesday February 2, 2016

Time: 8:30- 12:00

Recap of Outcomes and Evidence Ratings

Planning and Implementation Section

Capacity to Deliver Section

Tuesday afternoon - interviews

Wednesday - Interviews - Geraldton - Terrace Bay

Thursday - Interviews - Longlac - Marathon

## SGDSB and ETFO Teacher Local Reach Tentative Local Agreement



*Superior-Greenstone District School Board) and the Elementary Teachers' Federation of Ontario (ETFO) – Superior Greenstone Teacher Local have reached a tentative collective agreement.*

*The deal covers local issues and details will remain confidential until ratified by both parties. The agreement follows a settlement at the provincial level last fall.*

*Negotiators Colleen Lemieux, Will Goodman, Nicole Morden-Cormier, Todd Rimmington, Karen McIlwain and Cathy Tsubouchi reach tentative agreement*

## Federal Minister Patty Hajdu visits SPS

*Submitted by Sara Curtis, Principal SPS*

On January 5th, we had the privilege and honour of welcoming Minister Hajdu to Schreiber Public School. She was guided through the school and toured the Best Start Center; during her visit she was able to learn more about our small school and how we truly do make a difference!

We were able to highlight some of the important work our students and staff are engaged in. She listened to how our students participated in the Student Vote Program and how our election results within the school mirrored what actually happened in the federal election. We also emphasized how grateful we are for all the opportunities that our students have been able to participate in and for the important relationship we have with Schreiber's mayor and council. The Students have been able to share valuable information about the community's revitalization and have provided council with advice from the perspective of the youth in the community.

Our partnership with Best Start is strong and our schools, both in Schreiber and Terrace Bay are wonderful community hubs where we share a common vision and work to foster trusting relationships with facility partners as well as community stakeholders. We hope to see Minister Hajdu again in the spring, when she may be available to come back and speak to the students and staff.



Patty Hajdu @PattyHajdu · Jan 5

Visiting Schreiber today! First stop is the elementary school.



4 12

*Principal Sara Curtis pictured with Best Start Coordinator Kim Figliomeni and Federal Minister for the Status of Women, Patty Hajdu*



*Front (L-R): Trustee Kim Figliomeni, Chair Pinky McRae, Director of Education David Tamblyn. Back (L-R) First Nation Trustee Stanley Sabourin and Trustees Mark Mannisto, Margaret McIntyre and Allison Pelletier. Assistant to the Director Suzanne Eddy and Superintendent of Education Nicole Morden-Cormier. Missing are Trustees Aaron MacGregor Michael Groulx and Matt Fisher.*

## **SGDSB holds Annual Organization and Regular Board Meeting**

The Superior-Greenstone District School Board held its 2016 Annual Organizational and Regular Board Meeting on Monday, December 7, 2015. Trustee Pinky McRae was acclaimed as 2016 Board Chair, while Kim Figliomeni was acclaimed to the office of Board Vice-Chair. McRae is set to begin her sixth consecutive year holding this executive position on the Board.

Upon accepting the acclamation McRae thanked the board members for entrusting her with the role of board chair for another year. "This board has worked hard to be team and build relationships. We have a Strategic Plan and Priorities document that speaks to these issues and we strive to meet those goals with every decision made," said McRae. "As a board, we have come to have a great relationship with our Senior Administration team and Director David Tamblyn and my thanks goes out to them for the amazing work being done in our schools and with our students. As a group of trustees, we're very fortunate to enjoy the harmony we do when so many other boards struggle in this area. Superior-Greenstone DSB is a great place for education and I want to extend the board's thanks to all our school principals, support staff and custodians; because together it's with their dedication and commitment that we can proudly say that our small schools make a difference.

Two other executive positions of the board were determined by acclamation. Trustee Mark Mannisto was acclaimed as the Chair of the Education Committee, as well as the Business/Negotiation Committee.

The November 23, 2015 resignation of Tara Pitre, Trustee for the Red Rock/Dorion Ward created a vacancy on the Board. At the Regular Board Meeting held January 18th Michael Groulx was appointed Trustee representing Red Rock/Dorion and Hurkett.



## **February Professional Development Day: Spencer Speaks**

*Submitted by Nicole Morden Cormier, Superintendent of Education, Elementary Family of Schools*

Over the break I enjoyed some time to catch up on some reading. One of the books that inspired me was given to me by Marc Paris entitled, *In Case of Fire*, by Spencer Beach. This is the story of a Canadian man who is a burn survivor turned motivational speaker – and honestly, his courage is inspirational. Spencer was removing flooring in a home with a harsh chemical that ignited when the furnace in the home started – resulting in a massive explosion and a chemical fire. This is his story – the hardship, the celebration, and of how he “found harmony with the trauma of the fire and its aftermath”. It made me truly think about what is important in life, our ability to find strength and resilience in the face of what seems to be insurmountable hardship, and the importance of safety, of our safety training, and of how we need to be relentless about safety in both our personal and professional lives.

We believe that we can all benefit from Spencer’s story. To that end, we have capitalized upon the Elementary Teachers’ Federation and Ministry of Education central agreement requirement to include an additional professional development day this year that has a focus on Occupational Health and Safety, and we have booked him to speak with many of us on Monday, February 29, 2016. Spencer will deliver his message in person from Geraldton Composite High School, and we will video conference this message to the other four high schools. Participants in this session will include all elementary staff, all support staff, board office staff, etc.

Check out Spencer’s webpage at [Spencerspeaks.ca](http://Spencerspeaks.ca) if you would like additional information. We are truly excited to welcome Spencer to our district as we know that he will motivate us not only in terms of our continued work to increasingly develop and maintain a culture of safety for all, but in terms of our own lives. Thanks to Marc Paris for introducing us to this amazing individual!

## **Inclusive, Safe and Welcoming Schools Proposal**

*Submitted by Student Success Lead, Carole Leroux*

Student Success is elated to share that we were successful with a proposal to access additional funds to build capacity within our secondary schools, in fostering and sustaining safe, inclusive and accepting learning environments for all students. We are partnering with EGALE Canada to offer leadership opportunities for our existing GSAs, creating and increasing awareness through school wide presentations, and conducting teacher learning sessions to support curriculum connections and safe classroom environments. The additional \$25,000 will allow presentations and workshops to occur in each high school and additional leadership days with students to support the development of new and existing GSAs. The dates have yet to be determined and a committee has now been formed to grow and sustain this important work. The members include Laura Mason, Rob Stewart, Colleen Chisholm, Heidi Patterson, George Drazenovich, Nicole Richmond, Student Trustee Olivia Zeleny and myself, Carole Leroux.

## Specialist High Skills Major (SHSM) Program Update

*Submitted by Carole Leroux Student Success*

The Specialist High Skills Major program allows students to gain valuable experience in a career field of interest while completing the OSSD requirements. Students gain important knowledge and skills within a sector, complete valuable industry recognized certifications and experience career-related learning environments while preparing for their postsecondary pathway.

In our board, we currently have 3 SHSM programs: Health and Wellness and Manufacturing at Lake Superior High School and Environment at Manitowadge High School. All 3 programs continue to develop and thrive every year. Last year, we had 26 students in the programs with a footprint of 9% which is comparable to the province's footprint of 11%. This year our programs have grown, with the addition of the Manufacturing SHSM, to include 41 students. In 2014/2015, we graduated 6 students with a red seal on their diploma and this year it is projected that 16 students will graduate with this distinction. This distinction affords our students the competitive edge necessary for success in the workplace, in apprenticeships and in postsecondary education.

Along with valuable skills and experiences, these programs are also supported financially by the Ministry and bring significant additional resources to our schools. The amount of funding attached depends on the maturity of the program and the number of students registered. This year our 3 programs will bring an additional \$37,280 to our schools with additional money to support the ICE training and projects.

We are also very excited to share that two other schools have completed applications for next year to develop a new program in their school community. We are hopeful that they will get approval and will find out in the spring. Marathon High School is interested in a Mining SHSM and Geraldton Composite High School has applied for an Environmental SHSM. Both would be very positive for their respective communities.



## MANITOUWADGE NEWSFLASH!

*Submitted by Maleta Boyd*

Not only do the students at MPS demonstrate their academic skills, they also do acts of kindness that portray their passionate side. Recently the Student Council and Mrs. Turnbull's class spearheaded two great fundraisers. Here we see them with Mrs. Vardy as they donated to the Christmas Shoe Box charity and with Mrs. Jung from the Manitowadge Cancer Awareness Group. Everyone knows that learning doesn't center solely around the classroom and textbooks. Our students have learned that helping others less fortunate rewards the giver as well as the receiver. Lifelong lessons of compassion and empathy will help them grow into strong, caring individuals that have developed here at Manitowadge Public School. Thank you students of MPS – another job well done!!!



## Hour of Code

Submitted by Stacey Wallwin, Technology Enabled Learning and Teaching Contact

During the week of December 7-11 students from all across the world participated in the annual Hour of Code. 470 Superior-Greenstone students, from 10 elementary and 3 secondary schools, participated in the event which drew over 166,726,959 students world-wide.

This yearly event introduces students to the language of computers. The Hour of Code activities challenged learners from JK-12 from across the Board.

As educators we want to provide opportunities for students that will engage them and expose them to the 21st century skills that they will need to navigate our increasingly digital world. While completing the coding challenges, students not only learn about computer science and the basics of coding, but they also learn to create technology rather than simply consume it.

The feedback from the students was overwhelmingly positive. Many students were proud to showcase their coding skills to their fellow classmates and many asked to keep coding at home! Regardless of which grade or coding activity the students took part in, they persevered with their new learning and most importantly they all had fun!

If you would like to continue to support your son or daughter with learning coding, please go to: <https://code.org/learn> and try the fun and free tutorials!

“It’s important to learn to code because it helps you structure your thinking differently.”

Kevin Systrom  
co-founder and CEO of Instagram

#HourOfCode



*Aan ezhiwebak agwajiing?* What's the weather like outside?

*Gichi-gisinaa agwajiing!* It's really cold outside.

*Aazha zoogipon!* It's starting to snow now!

*Aaniin enakiwinagaak?* What season is it?

*Dawaagin.* It is fall.

## **SGDSB Colouring Book featuring Woodland Art**

*Nicole Richmond, Aboriginal Liaison*

Superior-Greenstone District School Board is located in Northwestern Ontario and covers a vast area of 45,100 square kilometres, within the traditional territory of the Anishnabek (Ojibway). The Woodland Style of Art originates with Norval Morriseau, an Anishnabe artist from Sand Point First Nation, which is within our district. Many students in our schools, and in our partner First Nation schools, are learning this style both in their art classes, by working with local community artists, and also by seeing the style through social media.

Our School Board serves 9 Anishnabek (Ojibway) communities. It is our policy to have Welcoming Learning Environments, so our First Nations learners feel comfortable, welcomed and see themselves reflected in the schools, by ensuring that cultural elements (including art) are displayed prominently in our schools. We believe that student wellbeing is essential for success, and closing the gap in achievement between our First Nation and non-First Nation learners. All of our schools have First Nation students, and some schools have as much as 90% First Nation learners.

The idea for the colouring book came from one of our Grade 3 teachers, Barb McGill, who was using an Oji-Cree colouring book from Sandy Lake First Nation. She was using old photocopies from the book and when I looked for it, I wasn't able to find a copy. Her students had coloured woodland style drawings from that colouring book, and she hung the art throughout her classroom. The impact on her classroom was magnificent. The woodland style is characterized by outlines with bright, contrasting colours and focusses on people, animals and their relationship to the land. Often the art tells a story of cultural resilience, and intermingling of the spiritual beings with the natural world.

Another important part of our mandate is community engagement – so, we put a call out to community artists who are working in the woodland style to contribute to a colouring book and the response has been tremendous.

It is an important time in Canadian history where we are working towards reconciliation – mutual respect and understanding for all cultures, between First Nation and non-First Nation students. A colouring book is a very simple but impactful step in this process.. The mindful and creative process of colouring contributes to an overall feeling of wellbeing for our students. Contributing artists are being asked to provide comment on their submission and how it ties to cultural practices, spiritual beliefs, and relationship to land. This will become a critical tool for our educators to work with all our students towards greater understanding, and therefore to reconciliation.

As stated by Louis Riel, "My people will sleep for 100 years, and when they awake, it will be the artists who give them back their spirit."

Below is a link to our Aboriginal Peoples in the Superior Greenstone Handbook, which tells the story of our history in the region. Our Welcoming Learning Environments Policy is at page

<http://www.sgdsb.on.ca/upload/documents/aboriginal-handbook-final-rmj-nov-2014.pdf>



## Unique Project looks at the Impact of Residential School

*Submitted by Laura Mason, Teacher LSHS*

Lake Superior High School's grade 12 university-level English class has finished off a novel study by completing an authentic and unique project. The novel, *Indian Horse*, written by Ojibway author, Richard Wagamese, is the story of Saul Indian Horse from the White River area. He and his siblings are forced to go to Residential School, and their lives are forever scarred. The students' video project involved dividing up the protagonist's life into five stages, from a haunted childhood, to a path towards healing. For each stage, students filmed the painting of a symbolic woodlands style piece representing Saul's life. The video shows the making of the painting in fast-forward, while the voice of another student summarizes the events of this time in Saul's life. Next, another student performs a spoken-word poem about this life stage, conveying the emotions and significant events of that part of the novel. This is repeated for five eras in the protagonist's life, culminating in a mural that shows his whole journey.

Students genuinely enjoyed reading this book, with it's frank, eye-opening look at the realities of Residential Schools and the inter-generational damage they have caused so many Aboriginal people. They found that studying a work of fiction can create empathy and understanding above and beyond the basic facts they knew before. The class was pleased to share the video, which was well received on Facebook. The video also caught the attention of CBC radio, which interviewed the teacher, Ms. Mason, and student, Hailey Speziale about the making of "Perspectives on Indian Horse". Follow the link to see the video on YouTube. <https://www.youtube.com/watch?v=Dq0ZhLrF150>

## Calling all Woodland Style Artists!

SGDSB is seeking line drawing submissions to its Ojibway Woodland Style Colouring Book. At SGDSB, we believe in creating **Welcoming Learning Environments** – including visual displays that reflect the diversity of Aboriginal peoples and cultures. Our Woodlands style colouring book will enable students to learn about this vivid style rooted in Anishnabe culture, the boreal forest, visions and dreams. Artists are asked to submit original 8.5" x 11" woodland style line drawings, done on white paper and outlined in black marker, by **January 30, 2016**. Please send submissions in PDF to [nrichmond@sgdsb.on.ca](mailto:nrichmond@sgdsb.on.ca) or in print to Aboriginal Liaison, Superior Greenstone District School Board, PO Bag "A", Marathon, Ontario P0T 2E0. Please include your name, address and contact information. Artists selected for publication will receive an honourarium and will contribute to a narrative explaining their art. Contact Nicole Richmond at (807)229-0436 x.231 or email (*above*) for more information.



## **Ron Kanutski teaches about Ojibwe Culture to Students at Beardmore**

*Submitted by Claudette Trottier, Secretary BEPS*

On January 5<sup>th</sup> Ron Kanutski visited the School and spent time with each class sharing his vast knowledge of the Ojibway culture.

The students were thoroughly engaged with his demonstrations and storytelling. While with the JK-1 class he showed some of the local wildlife animals(stuffed animals) and taught the students their Ojibway names.

When he was in with the grade 3-5 class he taught them a few songs one was called "I saw the Thunder bird". He gave them all a Buffalo Hand Drum to drum along with him. They really enjoyed participating along with him and getting to beat on the drums.

When he was visiting with the grade 6-8 class he shared a story about the Flute. He taught them about how to hold and blow into the flute and the scale. He also shared that the flutes are tuned to A Minor (in an orchestra).

He showed them the Buffalo Hand Drum and the importance of how to hold it and the proper direction that you drum, always in the 4 cardinal directions East, South, West and North. Whenever you are drumming or playing an instrument you are calling to the spirits.

It was a wonderful learning opportunity for the students.

### **MANITOUWADGE PUBLIC SCHOOL NEWSFLASH**

Recently our students enjoyed another very special day at school by taking part in some Anti-Bullying activities. There were numerous activities that promoted being '**a buddy – not a bully**'. The 'old' kids became the leaders in quite a lot of the events – one being erecting tents in the gym with the little ones! The 'big kids' also led their younger peers in reading and team building activities (to mention a few) - thus demonstrating great leadership and forming great friends.

### **Welcome Mrs. Roxborough to GOPS!**

The staff and students of George O'Neill send a huge welcome to Mrs. Erin Roxborough who is replacing Mrs. Bartlette while she is on maternity leave. One of the first tasks that Mrs. Roxborough asked the students of the Native Language class to engage in was to make their talking sticks, a tool that ensures that all voices are heard in the classroom, even the most shy. The individual who is holding the stick is closer to the Creator. Pictured below are the students engaged in applying the success criteria to this task.



## **We Are All Treaty People** *submitted by Chris Martin, Principal MMPS*

To engage meaningfully with the historical record, learners must explore how personal histories have informed the kinds of relationships we have, and the lens in which we view the world around us. Based on the foundation of a local to global pedagogical approach, Ms. Balog's Grade Three, Four class have begun a Heritage and Identity Unit that explores the *relationships* between First Nations People and Europeans in New France and Early Canada. Drawing upon the Ontario Social Studies Curriculum document, the unit is founded upon three big ideas that drive the learning within the classroom community; both past and present are based on relationships between peoples; we learn from the mistakes of the past so as not to repeat those same mistakes in the future; and the notion that where we live informs how we live, including our familial composition and belief systems.

The Ontario grade 5 social studies curriculum asks students to “explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada”. To begin to engage and understand the inaccuracies of this relationship, learners within the classroom began with developing an understanding of their own personal relationships, and how those connections inform their choices, beliefs, and rule structures that they follow. Students then were given some historical context of the treaty relationship between First Nations and the British Crown, including the two-row wampum. Students explored the oral tradition and symbolism in wampum belts, pictographs and on early treaty documents. As a result, students began to make connections between their own relationships and what a “treaty relationship” means.

Did you know that chiefs used to draw a picture of their clan when signing treaties, rather than writing their names? MMPS students continue to investigate their own clans and the historic symbols associated with these clans as they move forward in their learning.

A BIG Thank You to Nicole Richmond, SGDSB Aboriginal Liaison for joining us on our learning journey and sharing her knowledge!



### **Nicole Richmond Crowe**

January 13 ·

I was pleased to meet Ontario Minister of Education Liz Sandals at the NAN Education Partnerships Programs Forum. Today she told us that her government is working to implement the calls to action of the TRC and is reviewing Ontario curriculum to make learning about residential schools mandatory. All Canadians must understand the history. What a great time and place to make this wonderful announcement.



## **Literacy Carnival at MMPS**

*Submitted by: Michelle Ferring, Grade 1/2 Educator at MMPS*

### **How to use 1600 new books?**

*Books with no Bounds*, a non-profit organization that donates books to indigenous students and students in isolated communities, gave this generous donation to Marjorie Mills Public School.

### **What to do?**

The teachers decided to hold a fun and engaging Literacy Carnival for our students, as well as 80 students from Johnny Therriault Memorial School in Aroland.

### **So?**

On Thursday, December 16, 2015, teachers from the two schools as well as community partners (Superior North EMS, Dilico, OPP, North of Superior Programs, SGDSB Greenstone Trustees) hosted literacy and math games for students to play. Tickets were won, and books "purchased" with the tickets.

All the students were able to bring the love of reading books home to share with their families and community. Marjorie Mills was able to supplement its school library and the classroom libraries. The donation of books was so generous, that the school was even able to supplement other libraries within our school board!

***Thank you our community partners as well as Books with No Bounds for a fun filled afternoon!***

## **Student at Marjorie Mills Public School are Learning to Sew**



Grade 6, 7 and 8 students at Marjorie Mills Public School are learning to sew! Ojibway language teacher, Angie Ice, is working with class on this hands-on, experiential project to deepen their understanding of Anishnabe culture and traditions. Students are learning how to make ribbon-skirts, which may be worn by women in Anishnabe ceremonies and community events. Although there are far more young men than young women in the class, all students are working hard on this project! Students are using cotton fabric and satin ribbon in shades of blue, the school colours for MMPS! We are looking forward to seeing the final project.



**50+** University Accredited  
AQ Courses Available

# Math Primary/Junior AQ Available!

Lakehead University's Department of Professional Development in Education is now offering a new AQ course, Mathematics - Primary & Junior Education.

**Are you interested in creating a dynamic community of mathematicians in your classroom?**

**Do you want to empower students in their learning and engage them in your mathematics program?**

**Are you looking to broaden your understanding of the development of mathematical concepts so that you can determine where each of your students is and so that you can design their next steps?**

Please join us in exploring mathematics pedagogy in Lakehead's unique mixed platform course that combines the flexibility of an online AQ with live video conferencing! This course was developed to address specific and relevant math concepts and methodology to help your students be successful.

## **Full Subsidy Available!**

Permanent teachers and those currently in Long-Term Occasional positions who successfully complete the course can apply to be reimbursed the full course fee (\$650.00).

This course is being offered exclusively to the Superior-Greenstone District School Board.

If interested please contact [dtamblyn@sgdsb.on.ca](mailto:dtamblyn@sgdsb.on.ca)



@LakeheadPDE



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**Lakehead**  
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**Legislative Assembly of Ontario Teachers' Forum – Applications Accepted from January 11<sup>th</sup> to February 15<sup>th</sup>  
Program held from April 3-5, 2016**

The Legislative Assembly of Ontario Teachers Forum is a 2-day professional development opportunity that allows teachers to deepen their understanding of Ontario's Parliament. Teachers will gain knowledge of strategies for teaching parliamentary democracy and active citizenship, meet with MPPs and other parliamentary officials, and learn about the inner workings of the Legislature.

If you are interested in the Legislative Assembly of Ontario Teacher's Forum, visit our [website](#) and submit your online application between **January 11<sup>th</sup> and February 15<sup>th</sup>, 2016**. Should you have any questions please contact us at [pppr@ola.org](mailto:pppr@ola.org) or (416) 325-8094.



**Up Coming Events**

- January 22-28th Exams
- January 29th - Professional Development Day
- February 1st - Semester 2 - Term 2
- February 1st - Leads Meeting GOPS
- February 1-5th Pearson Efficacy Review
- February 8th-9th - BMS Training
- February 14th - Valentine's Day
- February 15th - Family Day
- February 18th - Early Primary Inquiry
- February 19th - EQAO Session
- February 22- Board Meeting
- February 23 - SERT Meeting
- February 24 - Pink Shirt Day
- February 26th - NTIP Orientation
- February 29th - Professional Development Day



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