



Marathon High School Pow Wow

On Friday June 12 Mr. Ray Lake's Grade 11 Aboriginal Voices Class organized and hosted the first annual Pow Wow at Marathon High School. Drummers and dancers from Pic River, Pic Mobert and Pays Plat First Nations took part in the event which drew in over 150 participants and spectators. Students from the high school and the two elementary schools took part in the activities. Elder Herb Nabigon taught students about the significance of the eagle feather while Todd Genno explained some of the customs and traditions of the Pow Wow. Dancers' young and old dressed in a wide variety of regalia entertained spectators with their dancing and their costumes. The celebration concluded with a traditional feast hosted by the school and student volunteers.

Photo credit; Grace MacFarlane



SGDSB
June 2015
Director's Newsletter
"Small Schools Make a Difference"

Our Change Agents Celebrated;

by Nicole Morden-Cormier, Superintendent of Education

As the school year rapidly winds down, teachers and leaders from the entire district are engaged in asking the question, **what impact did we have this year?** These educators, myself included, are analysing the evidence from observations, conversations, and products that have resulted from our “students” (both adult and youth) engaging in learning, in the classrooms, in the professional learning and inquiry groups, with our Student Work Study Partners, in our Leadership Learning Team, in our weekly principal meetings, around special education, mental health, growth mindset, Conditions for Learning, etc. So, to what extent have we met the goals established in our Board Learning Plan for Student Achievement and Well-Being? Did we each meet the learning goals that we established for ourselves in our Annual Learning/Growth Plans? How do we know this? What have we noticed about our learners and about ourselves as learners? ...About our learner mindsets?

Learner/Judger Chart

Mindsets

Judger

Judgmental (of self and/or others)
Reactive and automatic
Blame
“Know-it-all”
Inflexible and rigid
Either/or thinking
Self-righteous
Personal perspective only
Defends assumptions
Possibilities seen as limited
Primary mood: protective

Learner

Accepting (of self and others)
Responsive and thoughtful
Responsibility
Values not-knowing
Flexible and adaptive
Both/and thinking
Inquisitive
Considers perspectives of others
Questions assumptions
Possibilities seen as unlimited
Primary mood: curious

We all have both mindsets, and we have the power to choose where we operate from in any moment.

Relationships

Judger

Win-lose relationships
Debates
Feels separate from others/self
Fears differences
Feedback perceived as rejection
Listens for:
• Differences
• Right/wrong
• Agree/disagree
Seeks to attack or defend

Learner

Win-win relationships
Dialogues
Feels connected with others/self
Values differences
Feedback perceived as worthwhile
Listens for:
• Commonalities
• Facts
• Understanding
Seeks to resolve and create

We all relate from both mindsets, and we have the power to choose how we relate in any moment.

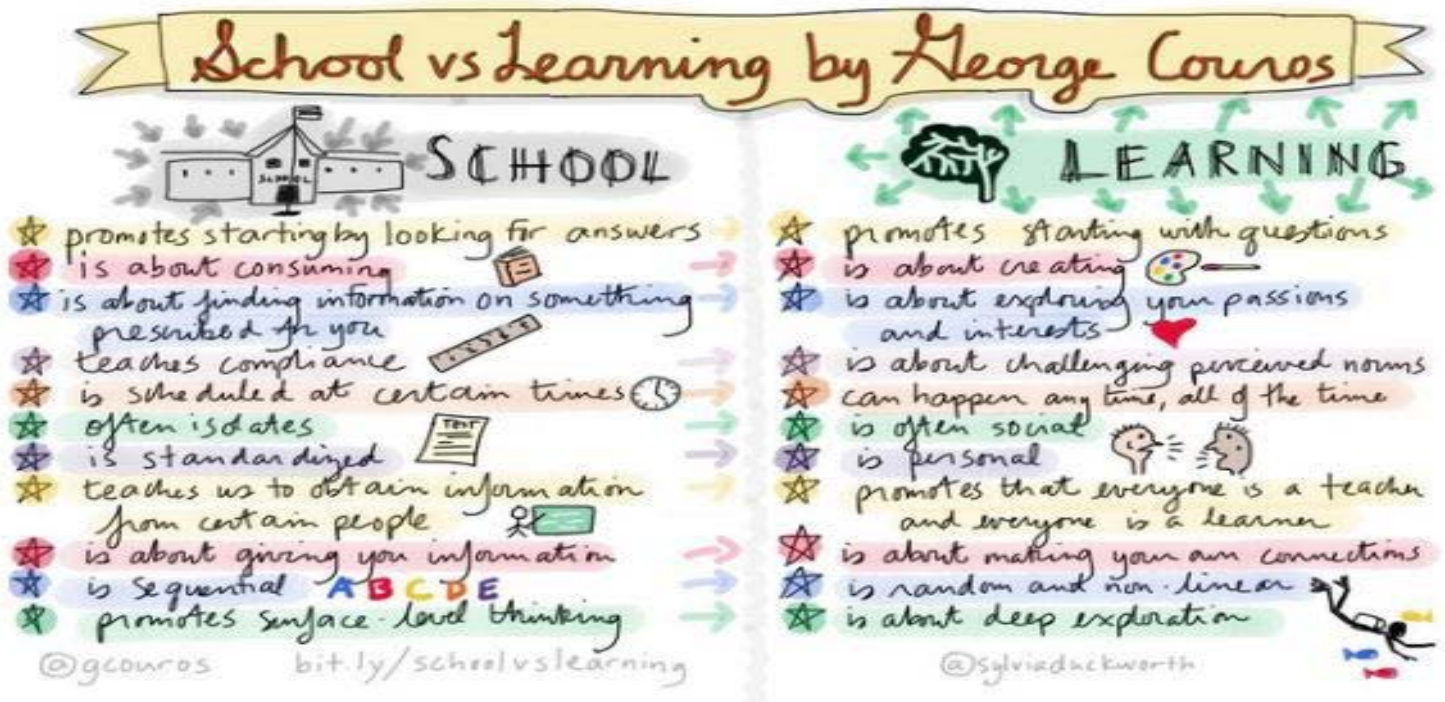
This self-assessment is critical for us to engage in for a number of reasons. One, when we can measure our success, it gives us motivation to keep going. Success breeds success. Two, to learn from the past, we need to reflect on the past. It is crucial. What went well (so let's try it again!)? What didn't go well? We need to remember that we learn more from failure than from success (take a risk!). Three, to know where we are going, we need to know where we have been. This may be the same as Two, however it bears repeating as this makes me think about how we are all beginning to plan for next year already. Don't forget to keep what happened this year in mind though! And finally, if we aren't able to engage in this type of self-assessment, the question is *why not?* Did we forget to make our goals specific and measurable? Did we not have criteria for success? Did we get distracted by other things and forget about our goal? Are we disappointed? What do we need to change, to get better at, to think more deeply about?

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Let's return to my first point. **We have so much to celebrate as there are so many educators who are working relentlessly to improve the learning of those in their influence.** These people are *all* teachers, whether they are people who are leading in the classroom, leading system implementation, leading schools or student leaders who are brave enough to voice their thinking...everyone's role is to teach and to engage in learning. We are so grateful to them for the countless hours that they have spent reading and researching, blogging, Twittering, listening to their peers, attending professional learning and then acting on that learning, sharing with others, inspiring others, and helping others to join this movement. These leaders remind me of this video:http://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en#t-17630

School vs. learning... image via @sylviaduckworth #edchat

← ↗ ★ ...



This learning focus is growing among both the adults and the students in our district. Both groups, some of who were lonely learners at one time (fondly known as the “keeners”), are growing rapidly and are, I would suggest, being joined quickly by more and more learners on this continual growth journey. When I attend conferences, the excitement, the energy, the inquiry stance and the relentlessness in the room is remarkable. The province of Ontario is known throughout the world as an educational leader, and SGDSB is growing alongside this province; we have our change agents to thank for this movement. They are modelling the Conditions for Learning in their student centered learning environments in an ongoing and supportive way. They are:

- Involving students in deep conversations about crucial topics such as growth mindset and what it means to fail (failure during the assessment for learning phase is seen as possibilities for growth), whereby the students have a voice that is listened to.
- Seeing themselves as facilitators of learning – they are exploring how to construct “learning” to allow for students to figure it out and to thus be responsible for their own learning, rather than seeing their role as “distributors of information” and having the students rely on them completely. They are in the process of shifting the focus from the teacher teaching, to the student thinking and learning.
- Emphasizing the interests, abilities, and learning styles of their students so that student success and motivation is maintained.
- Making their own thinking and learning visible, modelling what it means to wonder/inquire, to take risks, and to collaborate with other learners.

21st Century Skills & Attributes - Educator Self-Assessment

Oral & written communication

- ✓ Do you provide learners with lots of opportunities to speak and write using their own unique and genuine voices?
- ✓ Do you help learners create focus, energy, passion around the oral & written communications they want to make?

Critical thinking problem-solving

- ✓ Do you promote and reinforce doing things that haven't been done before, where you and your learners have to rethink or think anew?
- ✓ Do you ask learners to generate & ask their own unique essential questions?

Collaboration across networks

- ✓ Do you facilitate global communication and collaboration with your learners?
- ✓ Do you give learners opportunities to collaborate face-to-face and virtually?
- ✓ Do you assist your learners in developing their own personal learning networks?

Curiosity and imagination

- ✓ Do you promote, encourage, and reinforce inquisitiveness?
- ✓ Do you encourage your learners to add their own "personal touches" to their learning experiences?

Initiative & entrepreneurialism

- ✓ Do you assist learners in becoming involved in meaningful work?
- ✓ Do you provide opportunities for learners to take risks; take their own initiative to do things?

Agility & adaptability

- ✓ Do you accept change as normal & natural; and assist your learners in doing so, too?
- ✓ Are you and your learners flexible?
- ✓ Do you and your learners use a variety of tools to solve new problems?

Hope & Optimism

- ✓ Do you model, teach, reinforce positive self talk? A Can Do attitude?
- ✓ Do you assist learners in enhancing their personal agency thinking?
- ✓ Do you expose learners to stories that portray how others have succeeded or overcome adversity?

Self-Regulation

- ✓ Do you model and assist learners in developing and understanding their own metacognitive processes?
- ✓ Do you help learners develop their own ability to self-motivate?
- ✓ Do you assist learners in reflecting on and evaluating their learning experiences?

Empathy & Global Stewardship

- ✓ Do you provide learners with opportunities for perspective taking?
- ✓ Do you assist learners in understanding the interdependence of all living systems?
- ✓ Do create opportunities for learners to put empathy into action; engage in pro-social behavior intended to benefit others?

Resilience

- ✓ Do you help learners see failures as opportunities for growth?
- ✓ Do encourage and reinforce learners' own innate resiliency?
- ✓ Do you insure that each and every learner knows "You Matter?"

Grit

- ✓ Do you give learners opportunities to work on long-term, complex projects?
- ✓ Do assist learners in identifying and acknowledging the rewards of persevering through tough times?

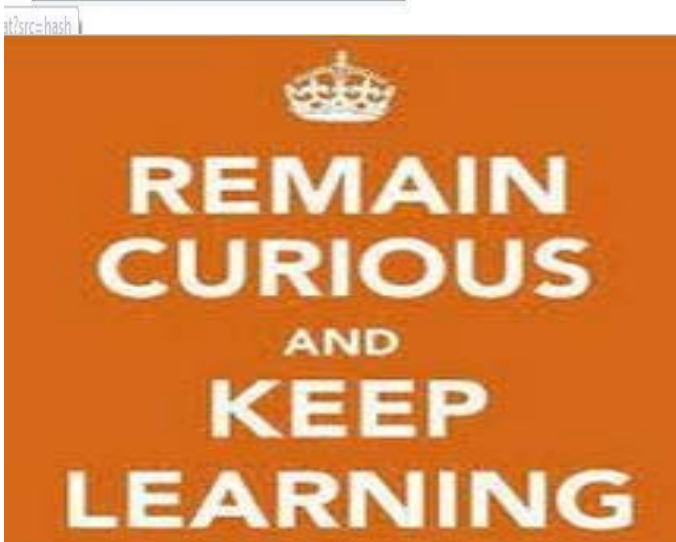
Vision for the Future

- ✓ Do you give learners the time, resources, opportunity to identify and pursue their dreams?
- ✓ Do you assist learners in developing the steps and strategies needed to achieve their dreams?

- Encourage all of the above by using the strategies of the assessment for and as learning cycle; their students engage in diagnostic assessments in a variety of ways so that the teacher clearly understands how they can narrow the topic (and thus the curriculum), they then co-construct the learning goals with the students based upon the areas of interest and gaps in understanding, success criteria is carefully crafted and revisited frequently to peer-and self-assess the growth in learning, feedback is always used in relation to the success criteria and learning goals, and students are engaged in setting individual goals according to their needs in relation to the success criteria. Learning results because learning happens with the student, not to the student.
- Enjoying their work; thus growing in confidence and efficacy.



Consequently, these educators are deeply **engaging** and empowering students (which has been identified as our most urgent need and thus is our ultimate goal) and in some cases, other teachers within their sphere of influence. School and system leaders are also engaging in these strategies as they understand the need to “practice what we preach”, the need to model these strategies as they too attempt to further engage the adults with whom they have influence. Collectively, these change agents are ensuring that our Board Learning Plan for Student Achievement and Well-Being is moving forward. We haven’t met our BLP goal YET, but it is coming along. If this movement continues to grow, our student achievement data will be a cause for celebration in the future (as it will take time to grow this culture and to have it deeply impact learning for ALL).



So at this time, we say a sincere thank you to our change agents. These educators not only deserve our thanks, but our respect, our support and our following as they are discovering how to spread their passion for learning to our students, which is our collective urgent need. We wish you a summer filled with an opportunity to slow down this learning, to explore new technology, to influence others to join this journey, to challenge the thinking of those who doubt the direction that we are taking, and to simply savour the focus on your self-directed learning. If you aren’t YET on this journey, don’t let the gap grow...don’t “miss the bus”, but most importantly, choose the Learner Mindset as the impact on students and student learning is tremendous...which will positively impact you as an educator. It is amazingly rewarding to sit and listen to students who are in this type of environment share their learning. Happy Summer!!

Follow Nicole’s blog Conditions for Learning:

<https://nmordencormier.wordpress.com/2015/05/30/our-change-agents-celebrated/>

Board Learning Plan for Student Achievement and Well-Being: Evaluation of Impact

By Nicole Morden Cormier, Superintendent of Education

The Board Learning Plan for Student Achievement and Well Being (BLP) follows a similar process that the School Learning Plans (SLP) follow; at this time of year, board leads and senior administration are involved in “evaluating” the impact of the work on learners, both student and adult. For every area (including Numeracy, Student Success, Mental Health, Special Education, FSL, Early Years, Leadership, FNMI, Positive Behaviour Supports, Technology and our Student Centered Learning) there is an action plan that contains goals or a theory of action with the associated success criteria. At several points throughout the school year, the team reviews their progress through the analysis of qualitative and quantitative data to ensure that we are on the right track. At this time of year, we are asking ourselves questions such as:

- How has our Action Plan Goal/Theory of Action evolved over this past year (as learning has occurred)?
- How did we monitor this impact? What evidence of impact do you have from educators and from students?
- To what degree have these new practices made an impact on the urgent student learning needs that the goal addressed? What level of implementation did we reach?
- What does the School Effectiveness Document tell us about our degree of impact and our responsive next steps?

This type of information is also obtained from each of our schools (from the School Learning Plan Teams) through the School Learning Plan Evaluation process. All evaluations are analyzed to ensure that the enhanced BLP reflects the specific needs of all schools. This is extremely important to us as a school district as we want to ensure that the urgent needs of every school are represented. This year, school administrators will be presenting this information to all leads, school administrators and LNS Student Achievement Officers at the end of June as we work towards continuing to enhance our learning.

My Great Lake, My Great Future

On May 28 a hundred-twenty-five high school students from Terrace Bay, Manitouwadge, Red Rock and Marathon took part in a conference focusing on stewardship of the Lake Superior basin. The keynote speaker at the conference was Dr. David Pearson founding director of Science North and Science Advisor to the Ontario Centre for Climate Impacts and Adaptation Resources at Laurentian University. Students were given an assignment to complete prior to the event which they presented during the morning session. In the afternoon students were bussed to the Terrace Bay Beach where they took part in a variety of environmental workshops. The workshops were led by officials from Parks Canada, Eco-Superior, and Vale Living with Lakes Centre, Ontario Nature and the Ministry of Natural Resources.

The symposium was hosted by Eco-Superior in affiliation with the Ministry of Education’s Specialists High Skills Major (SHSM) program. This is the first year SGDSB has co-hosted the event and from the reviews from both staff and students it was a huge success. The letters of appreciation received from teachers and Ministry officials involved in the event stated this was one of the best conferences they and their students have attended speaks volumes about how enjoyable the day was.

Follow the link below to check out the video:

<https://drive.google.com/file/d/0B2KJyPKvZB7dUTl2cmh4MURBZUk/edit>



Following in the Footsteps of the Group of Seven



Pic Island - Lake Superior, 1924 Lawren Harris
McMichael Gallery, Kleinburg Ontario



Students from MRHS visit the actual site where Lawren Harris sketched Pic Island which is pictured in the background.

On June 3rd MRHS students from Ray Lake's Grade 11 English class and Chris Keetch's Grade 10 Art class participated in a local field trip to the Tower Trek Trail at Neys Provincial Park.

During the excursion, students had the opportunity to speak with local geologist John Florek about many of the rock formations and the impact of the glacier in shaping the landscape. Herb Nabigon spoke to the students about the importance of the land in First Nations culture.

Students had the opportunity to meet with internationally known kayaker and adventurer Gary McGuffin, who is involved in a project to develop a trail system connecting the sites where the Group of Seven painted along the North Shore of Superior extending from Neys Provincial Park to Pukaskwa National Park. Students learned about the Group of Seven's history and involvement with the landscape by visiting the sites where many of the sketches were drawn.



SGDSB Trades and Technology Update

Skills Canada-Ontario Regional Qualifying Skills Competition

By: Shawna Grouette, SGDSB-OYAP System Lead

Due to the increased popularity of several contests at the Ontario Technical Skills Competition (OTSC), Skills Canada-Ontario introduced Qualifying competitions across the province in 2005. Secondary students are required to compete at Qualifying to advance to the OTSC in 6 areas (including culinary arts, individual carpentry, and welding). As a result, on April 18, 2015, nine high school students from SGDSB participated in the Regional Qualifying Competition at Confederation College (Thunder Bay) in the areas of Culinary Arts, Carpentry and Welding. Competitors for the Qualifying competition and final results include: Culinary Arts: Morgan Stroud (1st) and Brooke McLeod (4th)-NRHS, and Ceryl Okesse (DQ)-LSHS; Individual Carpentry: Austin Speziale (4th place), Kyla Godin (8th place), and Cheyannah Kelly (9th place)-LSHS; Welding: Thomas Hartin (7th)-MRHS, and Olivia Speciale (9th) and Sheldon Geensen (11th)-LSHS. Way to go SGDSB student participants, you did us proud!!! Students could not have competed without the support of the the following teachers Erin Langevin-NRHS, J.P. Langlois-LSHS and Stefan Rohner-MRHS! Thank-you!





Ontario Technical Skills Competition

The Ontario Technological Skills Competition (OTSC), which took place on May 4-6, 2015, is Canada's largest skilled trades competition. With over 65 contests, 1,900 competitors and 20,000 spectators, the hallways at RIM Park in Waterloo swell with trembling hands, cheers and the smile of a proud parent. The OTSC offers a unique opportunity for top students to demonstrate that they are the best of the best in their field. Over the two and a half days, they turn the heads of their educators, family, friends and prospective employers. Winners are awarded with Gold, Silver or Bronze medals - and some with monetary awards, too - and the opportunity to compete at the Skills Canada National Competition. From there, competitors could be headed to a WorldSkills Competition.

This year, Morgan Stroud from Nipigon Red Rock District High School placed first in the Qualifying competition for Culinary Arts and as a result advanced to the Ontario Technical Skills Competition (OTSC) held in Waterloo, where she competed on May 5, 2015. In addition, Autumn Welbourn and Justin Larson from Lake Superior High School competed at the OTSC in the area of Team Carpentry. Team Carpentry does not require a qualifying competition so the two advanced automatically. The Carpentry team of Autumn and Justin came in 37th out of 43, and Morgan came in 22nd out of 23 in the competition. All in all, the students agreed that the experience was fantastic and one that they will never forget. They learned a great deal about the skilled trades, networked with a number of instructors and students, and were some of the few who got to compete at the provincial level. Each one of them said they could not wait to share the experience they had with their peers. With that being said, it is the hope of the OYAP System Lead to continue to grow this program and these unique opportunities in the coming years. Staff and students are encouraged to explore the many trade related opportunities for their students. To learn more about the Skills Canada-Ontario please visit www.skillsontario.com or speak to your local Cooperative Education or Technology teachers.



Grades 7 & 8 Trades & Technology Career Exploration Day Activities

Skills Canada-Ontario in a partnership with, Superior Greenstone District School Board, Ontario Youth Apprenticeship Program System Lead (Shawna Grouette), and SGDSB's Technology Teachers (Mike Leclair, Stewart McIver, Stefan Rohner, Garry Parkin, J.P. Langlois, Stan Kuczynski, and Dave Cain) have planned and implemented a Grade 7 and 8 Trade and Technology Career Exploration day at two locations within the board. The first event happened on May 20th, at Geraldton Composite High School, and then again on June, 4th at Marathon High School. The "Trades & Technology Career Exploration Day" is aimed at increasing hands-on learning experiences for senior elementary students. During the two events, 184 students from SGDSB elementary schools, SNCDSB and First Nation feeder schools experienced technical workshops that promoted creative thinking, problem solving, communication and math skills needed in careers associated with trades and technology. Students also had the opportunity to meet their future technology teachers and learn about the high school technology programs. Throughout the day, students created a carpentry and metal artwork project and participated in a motive power workshop. In addition to the workshops, students gained perspective from women working in the trades and took part in the "Skills Work!-What's Out There?" presentation delivered by Skills Canada-Ontario. The presentation included information about apprenticeship training, profiling careers in the skilled trades, and trends in the workplace. Overall, the two events were engaging, informative, skills-building, fun and interactive. A great time was had by all involved!!!

IT Services Department Update: Jay Lucas, Information Technology Services Coordinator

Please look for a memo from IT Services sent Monday June 22nd with reminders for pre-Summer wrap up and preparations for Fall.

All students and educators with an @sgdsb.on.ca or @student.sgdsb.on.ca email address can download the full Microsoft Office 2013 suite for FREE to put on your personal PCs, Macs, iPads, iPhones, Android tablets and phones for use at home and in the classroom. This also allows the use of Office 365 online and OneDrive and more.

We're sharing this information with you now as an early step in our migration to the newest Microsoft technologies. Part of this implementation will include integration with other platforms as well. We have several steps to undertake with our core systems in order to enable more advanced collaboration features, so these may not function until we get those steps completed (just in case you wonder why a particular feature doesn't work). However, providing you the tools for your own devices now, enables you to learn at your own pace and benefit from their use.

Go to the following link to get started (you must have access to your @sgdsb.on.ca email account already): <http://microsoft.ca/freeoffice>

Please contact your local IT Services Technician with any questions/concerns, or you can contact Jay Lucas, IT Services Coordinator at jluucas@sgdsb.on.ca or 807-229-0436 x235

Upcoming Events

June 22-25 - Final Exams

June 25th - Graduation Lake Superior High School

- Graduation Manitouwadge High School

June 26th - Graduation Ceremonies Marathon High School

Last Day of Classes - Have a safe and Happy Summer!

July-Summer Literacy Program - Geraldton, Marathon Terrace Bay

July 20 -24th - Skills Canada Summer Camp - Marathon <http://www.skillsontario.com/camp>

August 17, 18 & 19 - Leadership Forum

August 24th Board Meeting

August 31st - P.D. Day

September 1st - First Day of Classes

September 25th - Professional Activity Day

Have a safe & happy summer!

Follow us on Twitter @SGDSBoard, or @tamblyn_david

