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Characteristics of

Culturally Responsive Educators

#1 Socio – cultural consciousness

Teachers are aware of how socio-cultural structures impact individual experiences.

#2 High expectations

Teachers hold affirming views of all students of all backgrounds.

#3 Desire to make a difference

Teachers see themselves as change agents working towards more equity.

#4 Constructivist approach

Teachers understand that learners construct their own knowledge.

#5 Deep knowledge of their students

Teachers know about the lives of students and their families.

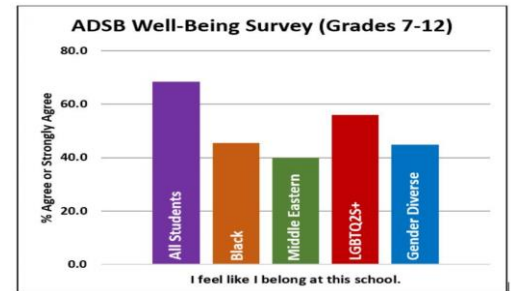
#6 Culturally responsive teaching practices

Teachers build instruction on students’ prior knowledge in order to stretch students in their thinking.

Adapted from Ontario Ministry of Education. *Capacity Building Series: Culturally Responsive Pedagogy*. 2014.

Capturing Student Voice

“We can help the profession to craft a better hero narrative. In doing so, we can craft better heroes...not just for the students that we hope to teach but for the world that we hope to build.” – Corneilus Minor, [We Got This](#)



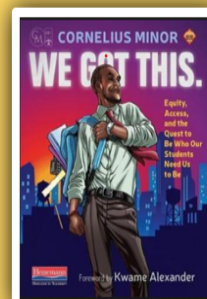
Do my classroom practices reflect the students in the room? Am I aware of the socio-economic, racial, cultural, and gender diversity that are represented in our schools? Take a look at the *This is Us, 2019 Student Census*, on page 4 of this newsletter, to see how Student Voice and Identity is represented in ADSB. Creating equitable learning environments challenges us to know our students, to listen to the needs of the marginalized, and to adjust our practice to meet the needs of all learners in our buildings. Knowing that all our students do not feel like they belong in our schools, as noted in the graph above, should issue a call for change. As staff members in ADSB we have the power to create the change and craft a better hero narrative for our students. The following excerpt from Adolescent Literacy Guide, gives us insight to Student Voice within the classroom.

Guiding Questions from Literacy Gains

1. How does students’ background knowledge and experience enhance their thinking in the subject?
2. In what ways will students be able to see their lives reflected in the reading, writing, representing, listening, and talking opportunities used in the subject area?

Digging Deeper...ADSB Learns

Are you interested in learning more about anti-racism and the classroom? Do you want to expand your practices to include students from all backgrounds? Join us as we learn more from the work of experts such as Cornelius Minor, the Kojo Institute, and others. Go to the forms link below to learn about this exciting opportunity.

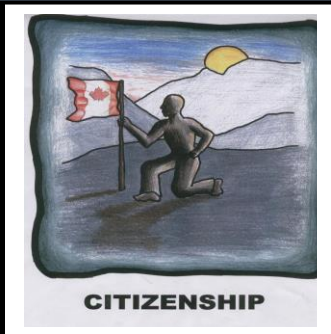


[Register Here](#)

What skills do students need in order to advocate for their learning?

How can students’ interests and input be incorporated into the learning?

-Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7-12. Literacy Gains.



Citizenship

I show Citizenship when...

- I obey the laws and rules
- I participate in my community
- I contribute to school
- I am friendly and helpful to my neighbours
- I am concerned about what happens in my community
- I know my rights and responsibilities
- I vote

Digging Deeper



ADSB Changemakers: Amara Ruffo

Amara Ruffo is a grade 12 student at Chapleau High School who also serves as the Indigenous Student Trustee and a Chair of the Northern Indigenous Youth Council. In 2013 Amara was asked to be part of *the James Bay Girls at Bat* program which she said made a big difference in her life. This organization created Positivity Books, books that act as journals, a mental health resource, and includes inspirational reminders. She hopes to design and distribute books like these to Grade 7-12 students in ADSB, as they made such a big impact on her life. She would like to fund this project by applying to use Speak Up Grants that are available to secondary students throughout the district.



Amara knows that this year is especially hard on teenagers and the struggle with mental health can be challenging. She is also keen enough to recognize that even if it is difficult this year – it is ongoing struggle for many. She would like to encourage teachers to continue to focus on the Holistic Person – the emotional mental, physical, and social and the importance of making schools a safe place for all students. She recognizes the impact the staff have made on students this year, “I have seen teachers being there and checking in (on students), many of our teachers and culture workers are making a difference.” She recounts how a small action like hanging inspirational messages on the walls gave others a needed boost. One poster that they hung in the bathroom, a place student often goes just to find space, reminded people to breathe. She said that she has had people come up to her and explain that this simple message gave them the positive outlook they needed at the right time.

Amara knows that this year is especially hard on teenagers and the struggle with mental health can be challenging. She is also keen enough to recognize that even if it is difficult this year – it is ongoing struggle for many. She would like to encourage teachers to continue to focus on the Holistic Person – the emotional mental, physical, and social and the importance of making schools a safe place for all students.

Character Matters: #Share the Good

#ShareTheGood doesn't ignore how hard teaching and learning are during the pandemic. This is a daily reality for staff and students in school boards across the province. Instead, the goal is to spotlight the stories, big and small, of greatness and to amplify the good work so it is seen, heard, and shared. They're looking for stories, not just specifically about mental health, but about all the efforts to support students.

School Mental Health Ontario has asked school boards to participate in their #ShareTheGood blitz to be an ongoing source of positive news. The goal of this campaign is to bring hope and nurture optimism through the power of social media and to watch and spread good news stories with others.

This campaign is based on a simple concept—to spotlight the great things already happening in Ontario school boards. Follow School Mental Health Ontario on Instagram #ShareTheGood or Twitter @SMHO_SMSO, tag them in your tweets and use the #ShareTheGood hashtag. Share your stories and find out more ways to help at smho-smsso.ca/SharetheGood.

Celebrations

Hanukkah

December 10-18, 2020

A holiday, celebrated in the Jewish faith, which honors the Maccabee's victory over King Antiochus.

Winter Solstice

December 21, 2020

The shortest day of the year. Celebrated in Iran as Yalda, with family gatherings, storytelling and staying up all night.

Christmas

December 25, 2020

Commemorates the birth of Jesus. Both a cultural and religious holiday celebrated by giving of gifts.

Kwanzaa

December 26-Jan 1

An African American cultural celebration in which family and friends exchange gifts and feast together. The 7 core family values are recognized through lighting of candles.

New Year's Day

January 1, 2021

A national holiday often celebrated with fireworks, friends, and family.



CASS Student Services 10 Days of Giveaways!

In recognition of Mental Health & Positivity, Central Algoma Secondary School is hosting 10 days of giveaways before the Holiday season! To enter, high school students can visit Student Services and complete either an anonymous reflection piece on a time they overcame a personal hardship, used a positive coping strategy to help them through a difficult time, or a time they performed a random act of kindness within the school or students can grab a blank decoration from the table and decorate it with a positive message for others to see. Reflections are submitted to the box and decorations are hung on the tree! Grade 7/8 students are visited by the School & Attendance Counsellor in their classes to complete the exercise together while learning about available services and healthy coping strategies. Student Services will draw a name from the ballot box each day and students can come choose a prize from under the Christmas tree!

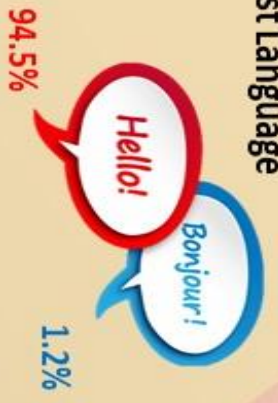
The goal of the giveaway is to give students a chance to interact in the building while bringing awareness to Mental Health and the supports available through Student Services 😊

Healthy Schools: Hiking

Will you have some extra time over Winter Break? Throw on some hiking boots or snowshoes and try out one of the trails that Algoma Country has to offer. As always, check the weather and trail conditions before adventuring out.

Send pictures or stories of your escapades at sniderm@adsb.on.ca

First Language



3.4%



Indigenous Self-Identification



Born in Canada

Born Outside Canada by Continent



Religion / Faith / Creed

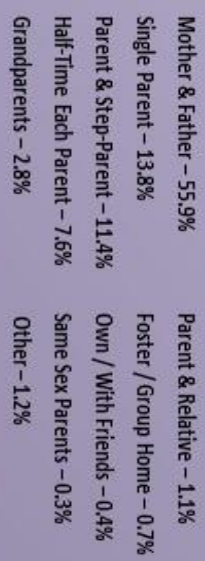


This IS ADSB 2019 Census

Racial Background



Adults at Home



Sexual Orientation (Gr 7-12)



Gender Identity (Gr 4-12)

