

Our Gifted Children

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HIGHLIGHTS IN THIS ISSUE

- **The Pandemic Impact on Learning**
- **Why Should I Know About Executive Functioning in Deaf and Hard of Hearing Learners?**
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Message from Chiefs of Ontario Director of Education

Shé:kon sewakwé:kon.
Éso tsi wakatshennón:ni
ken' í:ke's ne Chiefs of
Ontario á:re .



Greetings everyone.

I am very happy to be here at the Chiefs of Ontario again. I am pleased to rekindle previous acquaintances and establish new working relationships as I embark on this new chapter of my life. No doubt, this past year has been very challenging for us all. However, challenge brings opportunity for growth. Nelson Mandela's words come to mind – *"I never lose, either I win or learn"*. It is my sincere belief that the pain, challenges, and struggles of the past year pave the way for growth. We can learn from our individual and collective struggles and strive to find better ways of doing things going forward. I know the COO Education Sector is embracing this opportunity to improve the way we work with First Nation communities and First Nation mandated entities in all elements of the lifelong learning continuum. We have experienced many recent challenges related to communication and have begun to explore ways of improving information sharing and strengthening communication linkages. We welcome your suggestions on this topic and anything else related to how we can better support you in meeting the needs of your learners. We all have a shared ancestral responsibility to the holistic cycle of teaching and learning.

Kind regards.

A handwritten signature in black ink, appearing to be 'Julia Candlish', written in a cursive style.

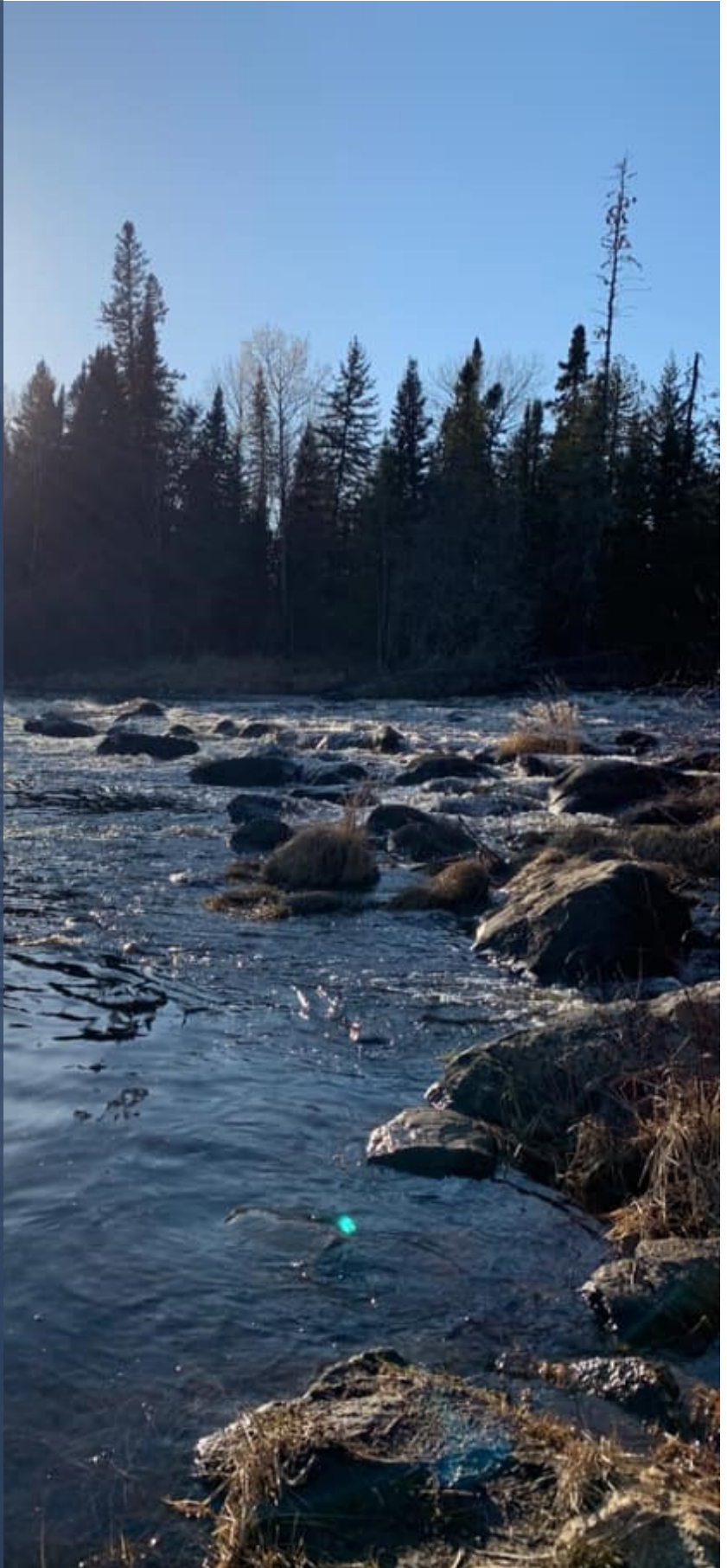
Julia Candlish
Education Director
Chiefs of Ontario

WHO WE ARE

The **Chiefs of Ontario** is a political forum and secretariat for collective decision-making, action, and advocacy for the 133 First Nations communities located in Ontario.

Guided by the Chiefs in Assembly, we uphold self-determination efforts of the Anishinaabek, Mushkegowuk, Onkwehon:we, and Lenape Peoples in protecting and exercising their inherent and Treaty Rights.

Keeping in mind the wisdom of our Elders, traditional knowledge keepers, and the future for our youth, we continue to create the path forward in building our Nations as strong, healthy Peoples respectful of ourselves, each other, and all creation.



The Pandemic Impact on Learning

The pandemic turned our lives upside down, and for most teachers, students and parents, it has been quite the roller coaster. We have seen many different learning models. Some First Nation communities have used a hybrid-learning model where students have attended schools in-person on some days and learned remotely on other days. Other schools have been fully remotely for the year and a few schools have mostly learned in-person throughout much of the year.

Many educators worry about the negative impact the pandemic has had on students and their learning. Dr. Georgiou from the University of Alberta expresses concerns primarily with communication and language development, personal and social and emotional development. We know that students that are not reading at grade level by grade 3 often struggle for the rest of their academic journey. Research done by Dr. Georgiou in Alberta indicated that students in grades 1-3 were about a year below their grade levels midway through the pandemic. Special needs students have been particularly vulnerable in the pandemic because most IEPs are designed for in-person support, and that has been abruptly removed for most students.

What are some of the things we can do moving forward to address potential learning gaps?

In an online learning environment, it becomes even more important to engage the learner and maximize the time spent on instruction and learning. Dr. Georgiou suggests that targeted reading intervention such as phonics instructions can help close the gap. Parents can also support by reading 20 minutes with their child or use free online reading intervention programs such as Abacadabra, Sight Words, and ReadWorks.

Dr. Minhas of the University of Toronto offers hope because children show great resiliency and the plasticity of the brain shows that children can form new pathways and recover from learning deficits if they are offered support and targeted intervention.

Hopefully, the 2021-2022 school year will offer much more stability. There is little doubt that teachers have worked extremely hard throughout the pandemic and are feeling the strain. We know that some learners have thrived, but many have also struggled. Learning gaps may have widened, therefore deliberate and carefully planned programming will be needed to close those gaps. It is also important that we consider student's and staff's mental health. One way to do this is to consider connection and relationships before academic rigor. According to Dr. Branstetter connection is protection, focusing on the social-emotional connection will allow a student to rebound faster from stressful events such as a pandemic. Academics are important but learning often does not take hold if mental health needs are not addressed. Activities on the land can be an excellent way for students and teachers to reconnect once we get back to normal.

Sources: <https://greatergood.berkeley.edu>, www.ualberta.ca/folio/2020/11/pandemic-putting-young-readers-behind-the-learning-curve-says-education-expert.html,





Learning Objectives

- Define developmental disability, grounded in Indigenous perspectives and experiences
- Describe common assessment and support procedures with a focus on cultural safety and effectiveness
- Define programs and policies impacting Indigenous peoples living with developmental disabilities in Ontario

Accreditation Hours:
8 hours (online)

Note: Attendance is required at all four sessions to receive a certificate of completion.

What is it?

This training is for Ontario-based Indigenous helpers and workers who provide direct services to First Nations, Inuit, and/or Métis peoples living with developmental disabilities. This training will provide an overview of developmental disabilities, screening, assessment and diagnosis, support and intervention, physical health, dual diagnosis, and programs and policies across Ontario.

When is it?

Tuesday, June 1, 8, 15 & 22, 2021
12:00 to 2:00 PM EST

[Click HERE to register](#)

Questions, contact:
workforcedevelopment@camh.ca

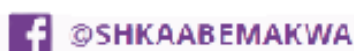
Developed in partnership with:



Feel free to attend
one or more sessions



camh
Centre for Addiction and Mental Health



Accredited by the Indigenous Certification Board of Canada

Elder's Corner



Saggius is a valued community member and has made substantial contributions to his home of Deer Lake First Nation. He has undertaken many roles and responsibilities in service of his community; including everything from carpentry and land based activities to Pastor of the Deer Lake Mennonite Church and Chief of Deer Lake First Nation (1984-1986). Saggius currently resides in Deer Lake First Nation with his wife Elizabeth.

Saggius Rae – Deer Lake First Nation

Education is very important to me! Education is recommended by our Elders of Deer Lake First Nation.

My Grand Father and Father both said, “get educated.” Now I get to encourage young people to get educated! Proverbs 2:3 and Proverbs 4:5 states, “Yea, if thou criest after knowledge, and liftest up thy voice for understanding; If thou seekest her as silver, and searchest for her as treasures; Then shalt thou understand the fear of the Lord, and find the knowledge of God. Get wisdom, get understanding.”

It is very important to be successful in teaching our culture, traditions, and language to our young people. I had failed to teach my culture to my own children. Now, I help to cultivate culture, traditions, and language with teachers in Northern Ontario.

Special Education needs to be understood by parents in First Nation communities. Chiefs and Council should promote Special Education. Elders should understand and promote Special Education in order to meet the diverse needs of the students.

I need to be seen as an Elder in the classrooms and keep building students and young people’s self-esteem and confidence; they are special and very important to our society. Tell students they can do it! Tell students to communicate with others and to stay strong.

My advice to teachers and parents is to tell your students that they are never alone and they are strong. Encourage them to pursue their goals. Students need to know that you understand what they’re going through; their feelings are valid, and you are available to help them with conflict. Their feelings matter and always need to be supported.

Saggius Rae

Saggius Rae now serves as an elder for Deer Lake First Nation, Nishnawbe Aski Nation, Keewaytinook Okimakanak, and Keewaytinook Okimakanak Board of Education.

Congratulation Graduates





WE ARE PROUD OF YOU!

Why Should I Know About Executive Functioning in Deaf and Hard of Hearing Learners?

Executive Functioning (EF) is a set of skills we need to manage and complete daily tasks. EF allows us to plan, focus, prioritize and multi-task; all important factors in becoming independent thinkers and learners.

Deaf and Hard of Hearing learners often struggle with EF skills. This is believed to be due to a combination of limited auditory access, late language learning and fewer incidental learning opportunities. We need to provide more explicit instructional opportunities in and outside of the classroom; and it needs to start in the early years.

Executive Function	What Does This Mean?	How to Support
<p>Impulse Control</p>  <p>Stop Think Act Inspire U Poster CTP0317 Creative Teaching Press Motivational K12 School Supplies Teacher Supplies</p>	<p>Assists us to think before we act (shouting out answers) engaging in risky behaviours)</p>	<p>Model language needed to: Identify emotions, Establish consistent routines Understand directions</p>
<p>Organization</p> 	<p>Assists in preparing our materials and space Provides a way to order our ideas and steps of a problem</p>	<p>Specifically teach organizational language (“First, Then, Last”), Use visuals and graphic organizers, Demonstrate the need to gather materials before you start a project (e.g. ingredients for a recipe)</p>
<p>Working Memory</p>  <p>Multi Sensory Learning - Inspire Learning (inspirelearninguk.co.uk)</p>	<p>Ability to hold ideas and key information in our minds in order to use it to complete tasks or problems</p>	<p>Have your child be the teacher Chunk information into smaller bits Make learning multisensory Give opportunities to relay information to another person</p>
<p>Planning and Prioritizing</p>  <p>How Are You Prioritizing Your Time? (kmco.com)</p>	<p>Ability to arrange and complete tasks by order of importance Identify a starting point for problem solving</p>	<p>Provide visuals for time management (timers, calendars) Discuss the most important steps of tasks Create a daily task list and then rank tasks in order of importance Discuss familiar tasks (how to build a snowman, how to make a sandwich)</p>

This chart displays only a few Executive Functioning Skills. For more information please refer to the following articles: [Raising and Educating Deaf Children Executive Functioning and Deaf Children](#)

[Activities Guide: Enhancing & Practicing Executive Function Skills \(harvard.edu\)](#)

To make a referral to PDSB visit [PDSB Dash \(pdsbnet.ca\)](#) or contact: Kristi.Stano@ontario.ca or Amy.King@ontario.ca

ASK A TEACHER CONTEST !

WIN a \$50.00
prepaid digital
Visa card.

Are you a Teacher, or Educator ?
If you are we want to hear from you!

Simply answer these questions

1. What is your role and where do you teach?
2. What is your favourite part of your job?
3. What is one tip on how to support students with special needs in a classroom?
4. What is an effective teaching strategy that you often use?
5. What is a good teaching tool (technology, textbook, assessment etc.) that you would recommend?

Submit your answers by using the link below and you will be entered into a draw for a chance to win a \$50.00 prepaid digital Visa card.

Participants must answer all questions.

Deadline to submit is August 4, 2021 at 5:00 PM EST!

<https://survey.alchemer.com/s3/6383503/Ask-a-Teacher-Educator-Contest>

All answers and the contest winner will be featured in our next Newsletter!

The Transferring Our Land Knowledge

“Supporting Our Learners Writing”

Submitted by: Marlo Beaucage

Providing students with rich, authentic land based experiences have been the focus of the Special Education Department at Johnny Therriault School during the 2020/2021 school year.

Careful consideration and planning of seasonal activities and the teachings that coincide with them have been the methodologies that Marlo Beaucage (Special Education Resource Teacher) and Nora Atlookan (Educational Assistant) have put into practice within their classroom this year. Implementing clear and concise ***Indigenous Ways of Knowing*** has contributed to the students an extensive number of opportunities to be on the land. These experiences have supported the students in their abilities to transfer their knowledge into words and literature independently. Utilizing the “Optimal Learning Model”, and the “PhotoVoice” technique, Marlo and Nora supported their learners into becoming strong independent writers for all audiences.

In the fall, the students were prepared with the teachings of hunting, gathering, and harvesting. Students were brought out onto the land to hunt for partridge, and after a successful hunt, were shown how to clean and prepare the birds for eating. This transpired into a wonderful opportunity to have the students participate in ‘Sequential Writing’. As a whole group, the students wrote the steps involved in cleaning a partridge so that it could be cooked and shared together as a meal.

Moving into the winter season, the students were brought to Esnagami Lake to learn how to ice fish. This experience was extra special as it was the first time that many of the students had ever experienced riding on a snow machine, drilling a hole, placing a minnow on a hook and then ‘watching their line’. Once again, the use of ‘PhotoVoice’, was provided and utilized. The students were able to write beautiful narrative stories about their experiences. This



occasion also allowed Marlo and Nora to introduce the ‘Hamburger Paragraph’ to the students. Their independence and guided practice from their teachers allowed the students to produce a well written five paragraph story.

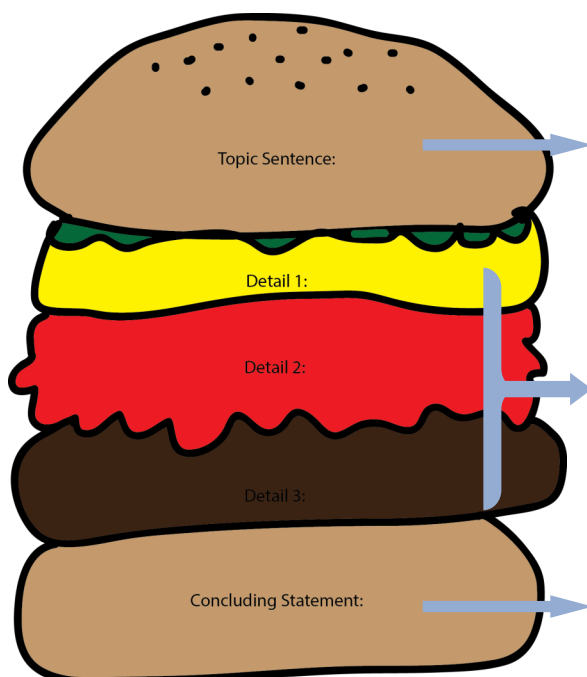
As we moved into spring, classroom conversation began about the pickerel returning to the local sanctuary. The student’s interest and curiosity of this traditional experience allowed for another land based experience. Together as a class, we headed to Abamasagi bridge for a day of fishing in the sun! The students fished from the bridge and the shoreline and once again, became providers for their families as they reeled in a great catch of pickerel. This traditional practice has provided the students with an opportunity to write wonderful persuasive paragraphs about ‘Bridge Fishing vs Shore Fishing’.



Marlo and Nora have guided and supported their students throughout the year to become strong independent writers. Both of them are extremely proud of the accomplishments of each of the students in their classroom. By allowing the students to make connections to their Indigenous ways and teachings, the students have been able to associate to their history, land, and language all the while, are discovering how to convey their knowledge into their own words.

Many other land base experiences such as Trapping, Snaring, Tapping Trees, Wild Rice Harvesting, Moose Meat Harvesting, and Beaver Skinning were introduced to the students over the year as well.

Hamburger Paragraph Writing



Attract the reader's attention (ask a rhetorical question or reveal a misconception) * Begin with a strong hook * Tell your main idea * Set the scene (who, when, where, why) * What is the topic? * Give a sneak peek

Include examples that support your main idea * Provide evidence * Give specific details * Use colourful vocabulary * Include statistics * Be clear about your ideas * Make a good point * Provide connections * Roadmap * Add a personal touch * Add an important moment * Be persuasive * Provide valuable insights * Use a relevant quote * Use transition between details to make your writing flow

Sum up your main idea * Rephrase your main point * Make a recommendation * Call for action * Summarize * Wrap it up * Restate the most important fact * Give a sense of closure * Leave a powerful impact

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CHIEFS OF ONTARIO EDUCATION PORTAL

Portal Home | COO Home

Member Login | email | password | Login | Search the site

ABOUT US | EVENTS | PRIORITIES | RESOURCES | MEMBERS

Welcome to the Chiefs of Ontario Education Portal

This portal will help bring together all the First Nations educators of Ontario for networking, professional development and problem solving. It will help create and sustain an online platform where thought leadership around First Nations Education can thrive. The portal will aim to be a go-to place for everything concerning First Nations education in Ontario.

[Click here to access the portal Chiefs of Ontario Education Portal](#)

Resource Bank
 A repository of information on First Nations pedagogy, curriculum, language, culture and more

Interactive Maps
 An interactive tool rich in information about schools and programs in First Nations Education in Ontario

Member Forums
 Ask questions and engage in discussions about topics that matter to you in First Nations education



Honouring the lives of those who attended residential schools



Ontario First Nation Special Education Working Group

In 2005, the Ontario First Nations Special Education Working group (OFNSEWG) was formed as a subcommittee to the First Nations Education Coordination Unit (FNECU). It is a joint technical and advisory body mandated by the FNECU to provide recommendations on issues and specific strategies for political review and/or approval for action. The OFNSEWG is made up of representatives from the First Nations Education Coordination Unit and Indigenous Service Canada.

Ontario First Nation Special Education Working Group	
Name	Organization
Julia Candlish	Chiefs of Ontario
Sherry Britton	Nishnawbe Aski Nation
Mindy Taylor	Anishinabek Nation
Kyla Stonefish	Association of Iroquois Allied Indians
Yolanda Fobister	Grand Council Treaty #3
Debbie Terrance	Independent First Nations
Shelley Knott-Fife	Indigenous Services Canada

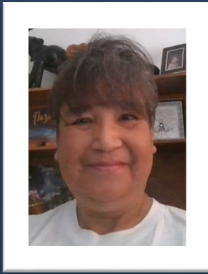
The Special Education Technicians

What is a Special Education Support Technician (SEST)?

There are three SESTs providing support to the First Nations in Ontario. They are based out of the Kenora, Thunder Bay, and Southern Ontario. The role of the SESTs is to support and assist First Nations with:

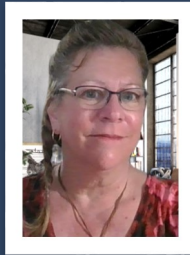
- effective use of HCSEP funding;
- understanding and addressing capacity issues around Special Education;
- collection and analysis of information related to improving the First Nations Special Education programs;
- liaise and strengthen relationships with First Nations, Tribal Councils, Chiefs of Ontario, school boards and other organizations;
- identifying and addressing barriers and challenges in the delivery of Special Education services;
- support with policy development, and tuition service agreements;
- organize Special Education Sharing Forums across Ontario.

SPECIAL EDUCATION SUPPORT TECHNICIAN COMMUNITY LISTING



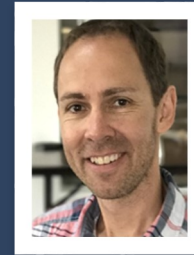
North Eastern Region
Patricia Magiskan
 416-970-0521
 Patricia.magiskan@coo.org

Aroland First Nation
 Attawapiskat First Nation
 Bearskin Lake First Nation
 Cat Lake First Nation
 Constance Lake First Nation
 Eabametoong First Nation
 Fort Albany First Nation
 Fort Severn First Nation
 Fort William First Nation
 Ginoogaming - Long Lac #77
 Kasabonika First Nation
 Kashechewan First Nation
 Kiashke Zaaging Anishinaabek
 Kingfisher Lake First Nation
 Marten Falls First Nation
 Moose Cree First Nation
 Muskrat Dam First Nation
 Nibinamik First Nation
 Neskantaga - Lansdowne House
 North Caribou Lake
 Ojibways of Saugeen #258
 Pays Plat First Nation
 Red Rock First Nation
 Sachigo First Nation
 Sandy Lake First Nation
 Shibogama First Nations Council
 Taykwa Tagamou Nation (New Post)
 Wawakapewin First Nation
 Webequie First Nation
 Weenusk First Nation
 Wahgoshig - Abitibi #70
 Whitesand First Nation
 Keewaytinook Okimakanak Tribal
 Council
 Independent First Nations Alliance
 Northern Nishnawbe Ed Council
 Mattagami First Nation



North Western Region
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 Susan.deley@coo.org

Anishnaabe of Naongashing
 Big Grassy First Nation
 Couchiching First Nation
 Deer Lake First Nation
 Eagle Lake First Nation
 Grassy Narrows First Nation
 Iskatewizaagegan #39
 Lac La Croix First Nation
 Lac Seul First Nation
 Keewaytinook Okimakanak
 Keewaywin First Nation
 Kitchenuhmaykoosib
 Mishkeegogamang
 Mitaanjigaming First Nation
 Naicatchewenin First Nation
 Naotkamegwaning
 Nicickousemenecaning Nigigoo
 siminikaaning
 North Spirit Lake First Nation
 Northwest Angle #33 First Nation
 Animakee Wa Zhing
 Obashkaandagang
 Ochiichagwe'babigo'ining
 Ojibways of Onigaming
 Pikangikum First Nation
 Poplar Hill First Nation
 Rainy River First Nation
 Seine River First Nation
 Shoal Lake #40
 Slate Falls First Nation
 Wabaseemoong First Nation
 Wabauskang First Nation
 Wabigoon Lake Ojibway
 Wapekeka First Nation
 Washagamis Bay
 Wauzhushk Onigum
 Wunnumin First Nation



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Alderville First Nation
 Algonquins of Pikwakanagan First Nation
 Batchewana First Nation
 Bkejwanong
 Chippewas of Kettle & Stony Point
 Chippewas of Nawash - Cape Croker
 Chippewas of Saugeen First Nation
 Chippewas of the Thames
 Curve Lake First Nation
 Hiawatha First Nation
 Ketegaunseebee
 Mattagami First Nation
 Mississauga #8
 Mississaugas of New Credit
 M'Chigeeng First Nation
 Mohawks of Akwesasne
 Mohawks of the Bay of Quinte
 Moravian of the Thames - Delaware
 Nation
 Oneida Nation of the Thames
 Sagamok First Nation
 Serpent River First Nation
 Shawanaga First Nation
 Sheguiandah First Nation
 Six Nations of the Grand River
 Temagami First Nation
 Thessalon First Nation
 Wahta Mohawk Territory
 Wikwemikong Unceded
 United Chiefs and Councils of Mnidoo
 Mnising/KTEI
 Brunswick House First Nation
 Chapleau Cree First Nation
 Chapleau Ojibway
 Matachewan First Nation



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