

## **Principal's Report: January 2017.**

Welcome back and Happy 2017! Please take a look at some past events during the month of December and upcoming events for January and February.

### **Co-Curricular Sports:**

Back from the Winter Break we are excited for the following teams and activities to be taking place:

Girls Volleyball (Gr. 5,6), Boys Basketball (Gr. 5,6), Junior Ice-Hockey, and Bench Ball Intramurals (Gr.1-4).

*\*Check the parent website for practice dates and/or games*

### **Music:**

Congratulations to our Junior Choir had the opportunity to get a feel of what it is like to perform in a Theatre! The weeks and months of practice, culminated on December 14th, when our Junior Choir took the stage at Souleppper Theatre. With a buzzing crowd and an eager audience to see the show, the true showstopper was the Maurice Cody Junior Choir, who opened the show with a few holiday songs. It was indeed a proud moment for everyone involved and great opportunity for our performers to get a taste of what it means to be under the lights and on the "big" stage.

As always, choir practice for our Primary and Junior students is continuing. We are excited to hear the amazing melodies of these groups and look forward to having them showcase their talents in the upcoming Kiwanis Festival in February.

- February 9<sup>th</sup>: Primary Choir
- February 10<sup>th</sup> : Junior Choir
- February 22<sup>nd</sup> : Boys Choir'

### **Aboriginal Art-Works at Cody**

Maurice Cody PS welcomes Metis artist and educator Brenda Collins By Sean Gale

On Monday December 12th, 262 primary students at Maurice Cody PS participated in an art workshop presented by Brenda Collins; a Metis artist and retired teacher. The workshop was organized by Sean Gale, a grade 2 teacher at Cody. Collins began the workshop by sharing with the students her and Gale's connection to the great orator and Ottawa chief Jean Baptiste Assiginack. She then explained the traditions and beliefs of the Anishnabek through the teaching of the Seven Grandfathers. The Seven

Grandfathers represent seven different teachings, similar to the monthly Character Education traits honoured within school across the Toronto District School Board. Each of the Seven Grandfathers are represented by a different animal, one such animal being the *sabe*, or Bigfoot. Collins provided participants with a small canvass with a silhouette of one of the animals for each student to paint. A portion of the canvass was left blank so that the student could draw their own picture of what that trait meant to them. Students were then directed to a large canvass of their specific Seven Grandfather symbol and asked to print their name. The canvasses will adorn the walls of Maurice Cody and used as opportunities of self-reflection. The students gained valuable insight into the Anishnabek culture while having fun creating wonderful pieces of artwork.

For more on Brenda's other projects with various school boards throughout Ontario, please visit these websites:

<http://annual.tvdsb.ca/ensuring-equity.html>

<http://yourschools.ca/board-meetings/board-meeting-march-22-2016/>

The Kindergarten students in Ms. Ralph's and Ms. Kinsey's classroom at Maurice Cody Junior Public School have been reading, dramatizing, and exploring a variety of Aboriginal stories from various tribes in Canada. The stories allowed for a deeper look into character traits, moral lessons learned, and act of kindness. Simultaneously, the students had just finished taking part in a school wide toy drive. When this came to an end the students were quite sad and together decided to create a classroom fundraiser of their own. After some wonderful ideas were suggested by the students, the majority wanted to do a fundraiser to help animals. After many discussions one student thought it might be a nice idea for the class to paint cards for the animals. A few other students then suggested that the class could sell the cards and donate the money to an animal shelter. Emily had the wonderful idea of sketching and painting the chosen totem animal on the cards that would reflect each student's character. This they learned from the many stories involving animals in the aboriginal stories read. The students then decided that other students and teachers in the school needed to know they were selling cards. Pierson thought doing an announcement would be great. Devin and a few other students wanted to advertise by making posters to place around the school. Within a few weeks families, teachers, administrators, and students from other classes purchased cards to support the students' fundraising idea. Devin thought asking for ten dollars per card was a good price and that is what we went with. The aboriginal card fundraiser lasted for two weeks. In that time the students created multiple cards as they were constantly being purchased by the community. The students were excited to count the money as it accumulated. They used manipulatives such as beads to support them in counting the loonies, toonies, and five, ten, and twenty dollar bills. In the end the students raised \$500 for the Toronto Humane Society and the Toronto Wildlife Centre.

Both of these organizations are crucial in supporting domesticated and wild animals. Throughout the fundraiser the students viewed both of the organizations websites and became familiar with the type of work done by them to support animals. In January the students will be receiving a presentation by the Toronto Wildlife Centre where they will speak to the students about their role in helping wild animals and how their fundraising money will be making an impact. We are so grateful that they are willing to come and visit our classroom! As educators, Mrs. Kinsey (RECE) and I (OCT) are so amazed by the students' demonstration of empathy, perseverance in creating the cards and sticking to their goal, and in displaying such a wonderful act of kindness to something they feel passionate about which is animals. Children at this age are so very capable and we are so proud of them each and every day! Teaching with an emergent curriculum mind frame is so rewarding. It not only gives a voice to the students by following their ideas and interest, but it makes them accountable for their learning and creates a sense of pride and motivation. Thank you to the students in Ms. Ralph's and Ms. Kinsey's class for their amazing efforts!

For a more in-depth read including photographs of the Aboriginal cards sold, please visit:  
<http://wondersinkindergarten.blogspot.ca/2016/12/infusing-aboriginal-stories-into-our.html>

#### Upcoming Dates & Events:

January 23-26: Dance Workshops (FDK- Gr.6)  
January 25-26: Lice Check  
January 26: Pizza Lunch  
**January 27: Skating @ Hodgson Park (6-8pm)**  
January 31: Ward Forum @ Maurice Cody PS (7pm)  
February 2: Cody Ice Hockey Game  
February 2: Gr 5/6 Parent Information Night @ Hodgson PS (6:30pm)  
February 8-9: FDK Registration (Rm. 202A)  
February 9: Primary Choir performance  
February 10: Junior Choir performance  
February 14: Term 1 Report Cards go home  
February 16: Parent Teacher Interviews (evening)  
February 17: Parent Teacher Interviews (morning)/ PA Day-No School  
February 20: Family Day (No School)  
February 22: Junior Boys Choir performance