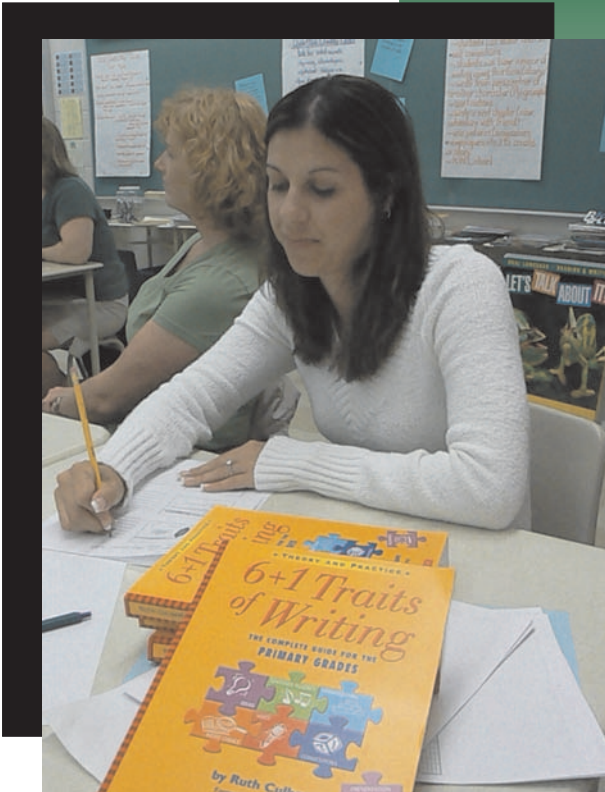


NCDSB Educators Sharpen Their Pencils in Preparation for Back-to-School



On August 27th & 28th, a group of Northeastern Catholic DSB educators from Cochrane, Iroquois Falls, Englehart, and Timmins, gathered for one of the four Summer Institute programs - the Writing workshop - facilitated by Kim Hall, Special Assignment Teacher for NCDSB, and Dana Vaillancourt, Resource Teacher and Literacy Support Teacher at St. Joseph School in South Porcupine.

The two-day training provided a platform for educators to focus on:

- › the elements of writing in Balanced Literacy (Guided Writing, Shared Writing, Independent Writing, Interactive Writing and Modelled Writing)
- › instructional strategies for teachers to use in their classroom
- › the importance of oral language in improving writing
- › motivational strategies for writing
- › the 6+1 traits of writing (Voice, Word Choice, Presentation, Ideas, Sentence Fluency, Conventions and Organization)

"It's a wonderful experience because it has allowed me to grow as a writer and expand my knowledge of the writing process. As a life-long learner, participating in such workshops are very stimulating for a teacher." Jennifer Vallier, grade 1, French Immersion Teacher at Sacred Heart School in Timmins.

"Seeing the importance and our focus on literacy, I am happy to see so many teachers come out on their own time to learn more about improving student success as writers." Linda Pilgrim, Principal at St. Anne English Catholic School.

Northeastern Catholic District School Board offered the opportunity for their educators to participate in the 2007 Summer Institute-Literacy and Numeracy Secretariat Summer Program during the month of August. This professional development training included the choice of four workshops:

Assessment and Planning, K-6 & 7-12: effective classroom and school assessment practices

Problem Solving, 4-6: what teaching and learning through problem solving looks, sounds and feels like in the classroom.

Comprehending in Action, K-6: a deeper understanding of the active nature of making meaning from texts. Participants reviewed reading comprehension strategies and examined how they are used in an interactive and integrated fashion.

Writing, K-3: a focus on writing and engaging writing activities supported by a variety of assessment practices

