



Dr. Eric Jackman

Institute of Child Study

Alumni ECHO NEWS

THE LABORATORY SCHOOL • ST. GEORGE'S SCHOOL • WINDY RIDGE

Jackman ICS Wins 2016 Outstanding Laboratory School of the Year Award

By Elizabeth Morley

A school that has impacted early childhood education, teacher education, and research for nearly a century has much to be proud of, but for the Dr. Eric Jackman Institute of Child Study Laboratory School, the year 2016 also brought an exciting new distinction to be celebrated by its students, teachers, parents, and alumni. The Outstanding Laboratory School of the Year Award, a new and prestigious honour awarded by the International Association of Laboratory Schools (IALS), was received by Lab School Principal, Richard Messina, and Past Principal Elizabeth Morley at the IALS Annual Conference in Puerto Rico on April 27, 2016. Notably, Jackman ICS was not only the first recipient of this new award, but was further acknowledged as being exceptional in all five areas of the mission of Laboratory Schools worldwide: Research, Professional Development, Curriculum Development, Teacher Education, and Innovation.

The IALS noted the school's extensive reach, impact, record of excellence, publications, commitment to equity and diversity, and campaigns to expand its building and facilities and increase economic diversity. Also noted is the success of the school's first publication on Environmental Education and Inquiry, *Natural Curiosity*, a widely disseminated and deeply valued pedagogical resource that will launch its second edition in 2017.

The receiving of this award has solidified for its leadership and faculty a strong sense of following in the footsteps of the many who have gone before us, extending the drive to make a difference in the education of all children while ensuring a rich and meaningful school experience for the Lab School's own students. 2016 marked 100 years since the founder of the first Lab School, John Dewey, wrote his famous book, *Democracy and Education*, in which he implores university Lab Schools to find ways to amplify the voices, agency, intellect, and consciences of students in order to build a more just and sustainable world.



While Jackman ICS's designation of Outstanding Laboratory School is acknowledged by a plaque that is proudly displayed in the school, the real evidence of the school's success is in the daily work of teachers, the engaged excitement of young learners, the fond memories of the Jackman ICS grads, and the continued interest of hundreds of visitors who visit the school from around the world each year. The Lab School continues to enjoy a solid reputation of cutting edge research, teacher education, and early childhood education that keeps the school at the fore of setting and implementing policy from school districts across Ontario and beyond.

Several years ago, the Vanier Institute of the Family wrote that "One of the most progressive and successful schools in the world is the Institute of Child Study (ICS) ... It is progressive because teaching is based on the best-understood, most-proven methods, developed over decades of research." Now, after having been named the first ever Outstanding Lab School of the Year, the school moves forward with gratitude to those who have made these successes possible, continuing to grow while holding close its strong history of making a difference in the education of children.



Principal's message



Dear Alumni and Friends,

Our home is expanding! The primary facility for the Dr. Eric Jackman Institute of Child Study since 1953, Leighton G. McCarthy House at 45 Walmer Road is a landmark in Toronto's Annex neighbourhood. Built in 1932 by Leighton Goldie McCarthy, a distinguished Canadian who served as the Canadian Ambassador to the United States and as a Member of Parliament for North Simcoe, the gracious Georgian-style mansion was home to his family for many years before being bequeathed to the University of Toronto.

Thinking about the many years that this beautiful building has provided us with shelter and a place for learning and the cultivation of community, I want to take the opportunity to acknowledge the land it sits upon. Once the land of the Mississaugas of the New Credit River, the Haudenosaunee, and the Anishinaabe, it has been a site of human activity for 15,000 years, extending back to the Huron-Wendat and Petun First Nations, and the Seneca. The land is acknowledged by a Wampum Belt Covenant, a living agreement between the Iroquois and Ojibwe Confederacies and the allied nations to peaceably share and care for the resources around the Great Lakes. Toronto continues to be the home to many diverse Indigenous people from across Turtle Island, or the North American continent, and is a metropolis of diversity from around the world.



New JICS gymnasium

Committed to diversity in all forms, the Dr. Eric Jackman Institute of Child Study Laboratory School aims to represent Toronto's diversity, including its Indigenous and multi-ethnic dimensions. Jackman ICS also endeavours to achieve increased economic diversity by providing limited needs-based financial support, and ultimately, aims to reach significant levels of funding for families who cannot afford tuition (read more about supporting our economic diversity fundraising event in the newsletter insert).

And now, as the construction unfolds to reveal a new building taking shape, we at Jackman ICS celebrate this special moment in time as a community, anticipating many more years of incredible activity in newly expanded facilities! The Margaret and Wallace McCain Pavilion will connect the new building to the existing Leighton G. McCarthy House from Spadina Road, creating a combined structure that will feature a large, multi-purpose auditorium/gymnasium



New Spadina Road entrance, featuring new lunch and music room on second floor

(named in honour of world-renowned advocate of the importance of early childhood development, Fraser Mustard), seminar rooms, and modern classrooms to better serve the Institute's graduate program, Lab School, and Dr. R.G.N. Laidlaw Research Centre. With the McCain Pavilion, Jackman ICS will be able to open its doors to serve Toronto families for best-practice teaching and family learning, and welcome the broader education community and related disciplines into our new space. Additional programming will be undertaken in partnership with governments, public school boards, and professional and community agencies.

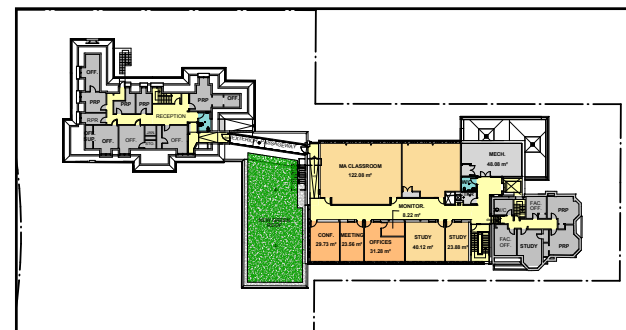
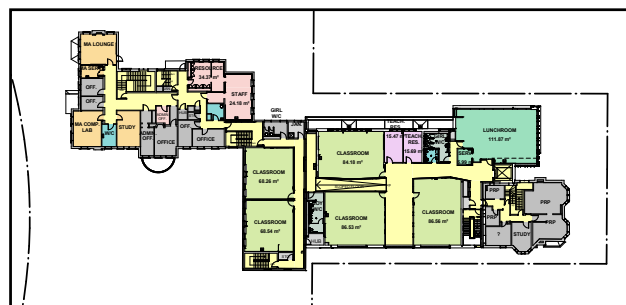
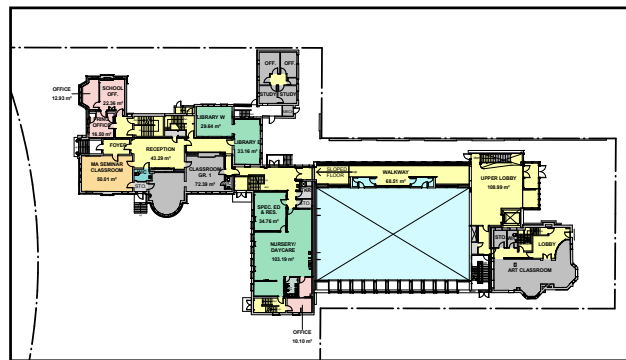
In addition to the relocation of the Dr. William Blatz Children's Library to the front of the original building, several other changes have taken place throughout the renovation, including the relocation of the school office space, extensive renovations to the Grade 2 classroom (soon to be our new, greatly expanded Junior Kindergarten classroom in the fall of 2017), and perhaps most exciting, the creation of a space for our teachers, faculty, staff, and visitors to gather, chat, relax,

have lunch (!) and enjoy one another's company. A departing gift of the graduating class of 2016, "Room 2016" is the product of a \$50,000 gift, the largest amount in the history of graduation legacy gifts! These families chose to give back to the teachers who "have been such an important part of our children's experiences and education at Jackman ICS Lab School".

Jackman ICS, part of the Ontario Institute for Studies in Education and the University of Toronto, is known internationally for its innovative and integrated approach in applying the latest research evidence to teaching and learning. We look forward to the new partnerships and learning opportunities among and between students, teachers, parents, alumni, professors, researchers, and community members made possible by our newly expanded home. We cannot wait to welcome each of you to come and celebrate with us in the Fall of 2017.

Please visit our website for regular updates on the construction of our building: <http://www.oise.utoronto.ca/ics/index.html>

All the best,
Richard



Layout of the New Space - 3 Level Plan



New Spadina Road entrance under construction

Support the JICS arts programme - buy card packs featuring artwork produced by a collaboration of JICS students, renowned Métis artist Christi Belcourt and Anishinaabe storyteller Isaac Murdoch



Christi Belcourt Card Packs - \$25 each
Each pack of cards includes:

Detail from Nanabosho and the Snake Story, a collaboration between artist Christi Belcourt, storyteller Isaac Murdoch and the children of The Dr. Eric Jackman Institute of Child Study, November 2015.

Please make cheques payable to:
JICS Parents' Association [subject line]: "PHA Fund". Include a name and contact number. Send to the attention of Richard Messina, Jackman ICS Lab School, 45 Walmer Road, Toronto, ON, M5R 2X2

Authentic Uses of Technology: “STEAM” Education at Jackman ICS

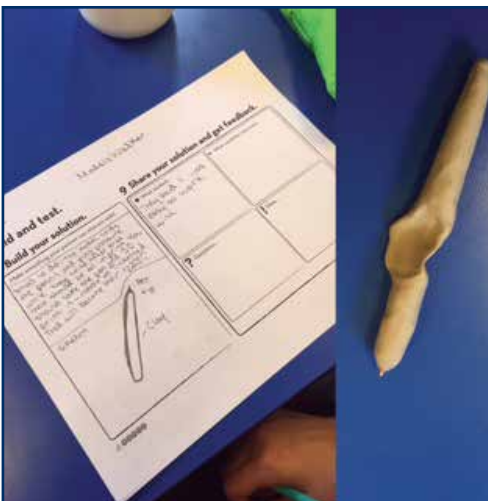
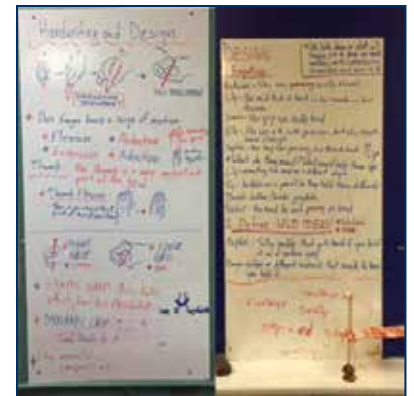
Schools have a continued and growing responsibility to respond to the ever-changing world of technology and its impact on the education system. At Jackman ICS (JICS), we understand the profound benefits and new learning opportunities that technology provides for all students, regardless of individual learning styles and needs. Looking to both enhance student learning and improve teaching practice, we employ a hands-on, integrated approach to technology by way of authentic experiences that motivate and inspire students to learn and think critically in areas of Science, Technology, Engineering, Art, and Math (STEAM).

Further, using a design-thinking approach, JICS teachers present students with problems that encourage them to empathize with their community in the process of their learning, creating designs that are purposeful. The following are just a few examples of how this has been manifested, and the learning achieved.



3D Printing

Through a generous donation last year, JICS received 3D printers and design software. This exciting new technology is playing a pivotal role in the STEAM approaches of our Grade 5 and 6 classrooms, particularly as these students explore math concepts of area, perimeter, and volume. The printers also allow students to bring their ideas into a physical reality, deepening their learning and providing them with a sense of agency as they set about affecting change.



When Grade 6 students were asked to consider the difficulty that many younger students face with the fine motor aspect of writing, they set about to find a solution. They were shown existing implements such as pencil grips and grip strengtheners, and connected with younger Lab School students to hear about their needs and wants. They then set about to redesign, improve, or create new solutions using design-thinking principles, experimenting with industry standard 3D design programs such as SketchUp and MakerBot. After first prototyping their new designs and then improving upon their ideas based on feedback, the Grade 6 students were able to use the printing technology to bring purposeful designs to life.

Programming Code

While in the above example technology was used as a vehicle to develop a final product, it is also quite often considered an effective tool for the enhancement of curriculum areas and development of student learning. Having noticed that students in the Grade 5 class needed some additional

support with multiplication fluency, JICS teachers – who are constantly collaborating and sharing one another’s skills and expertise – discussed approaches to the problem in relation to technology. The result was to challenge the Grade 5s to explore computer programming and create multiplication games for their peers.

For this activity, the students used Scratch, a visual programming language developed at MIT. Scratch has a child-friendly user design, allowing the students to drag and drop blocks of code, uninhibited by varying technical skills or knowledge. The project was designed to be ‘scalable’, allowing students to focus on the logic and processing aspects of programming at a pace that was individually suited to them. Students needing an extra challenge were able to explore the advanced functions of the software.

With the same collaborative spirit as their teachers, the students played important roles in the development of their classmates' games, providing valuable feedback that resulted in thoughtful redesign. Problem solving together enabled them to identify, test, and fix bugs in their code, resulting in computer games with which they could practice their multiplication skills. Many of these games still exist and are played to this day!

Tech Club

Beyond the classroom, JICS students who wanted to dive deeper into understanding and exploring with technology approached their teachers with proposals for a technology club at the school. Motivated and passionate about learning the mechanics of technology they interact with every day, the students successfully encouraged the birth of the Tech Club, a space for students to create, learn, and educate others. Guided by the principle that technology can and should always be used to help others, the Tech Club fosters creators who are constantly striving to enhance their communities, engaging students in establishing purposeful and authentic reasons for technology use.

Now nearing the end of its second year, the Tech Club has enabled students to explore topics such as programming with Java, simple circuits, and robotics. Some students are curious to know a little more, while others want to apply skills and explore interests they have developed while experimenting with technology at home.

The aim of creating purposeful and authentic engagement with technology was realized early in the club's 2014-2015 pilot year, when its members were challenged to collaborate on an invention that would meet the needs of someone in the school community. Conducting interviews, engaging in a design phase, and prototyping their invention in order to test, solicit feedback from the community, and make adjustments, the students were ready to share their products with the JICS community by the end of the term. The outcome was a collection of remarkable inventions that aimed to improve the community in some way: a light activated bathroom sign that would allow teachers to know when the adult bathroom was occupied; a "No Idling" sign to remind parents about school parking policies, a car that helped to move items around a classroom with ease, and a wristband that ensured one never had to go without a pencil. These



unique, innovative designs were the result of an innovative program provided in an environment that gave students the freedom to think, explore, and experiment, and the tools with which to realize their ideas.

Looking to the Future

In Jennifer Lewington's cover article of the Spring 2017 issue of *Education Today*, a journal published by the Ontario Public School Boards' Association, Jackman ICS is described as a "pocket of excellence" when it comes to incorporating code into the learning experience of children (Spring 2017, Vol. 29, No.1). Entitled "A New Code for Learning: Promoting Engaged Learning in Students", Lewington's article discusses the importance of student engagement when taking up the coding "trend". The importance of this is evident at the Lab School, where coding has been embedded into the math curriculum throughout the grades and teachers are focused on enabling students to engage with new technologies in a way that fosters deep learning and a self-empowerment that will be long lasting.

While the STEAM educational approach is quite prevalent in the junior years at JICS, it can be found among the primary and early years' programs in age-appropriate ways. It is the goal of JICS educators to allow every student, regardless of age and ability, to have opportunities to engage and experiment with technology, and they continue to work together to strengthen understanding around, and develop best practices for, students' use of technology as they move through the grades at the Lab school.

Alumni Profile: Mia Sanders, class of 2010

By Chriss Bogert

The Jackman ICS Lab School empowers students to challenge injustices and collaborate on social change.

Since graduating from the Dr. Eric Jackman Institute of Child Study Lab School in 2010, Mia Sanders has been constant backdrop in her life charting a path of social justice work that is rooted in her experiences as a student at the Lab school. Now a self-assured, compassionate young adult, Mia has carried forward the unique social, emotional, and intellectual skills she cultivated as a young student, applying them to her studies and life experiences at the University of Toronto Schools (UTS) and beyond.

While at UTS, Mia was involved in numerous social justice initiatives, a student-driven film project focusing on positive mental health in youth (*The Warrior Within*, 2016), and collaborated on the

development of Youth Participatory Action Research (yPAR), a research methodology project that focuses on self-reflective and collaborative approaches to social-justice work and research. The highlight of Mia's activism at UTS was the creation of ActOut, a club that addresses the empathetic disconnect between those who are oppressed and impoverished and those who are not, by having students explore social justice issues through simulations, forging a connection between awareness and activism. Mia credits her experiences at JICS as having fundamentally influenced her passion for social justice, remembering how teachers took time with students to reflect on issues and realize their own privilege. She attributes her critical

awareness of world events and their portrayal in the media to the Grade 5/6 News Program, a weekly discussion of articles that exists to this day. Mia recalls an emphasis on equity that was "implicit," while "at the same time very powerful," creating destructive social hierarchies among children who had brought the toy to school, and preventing them from interacting with one another.

The ease with which students interacted with teachers also extended to the administration: Mia remembers writing a letter as a Grade 1 student to then Principal Elizabeth Morley to criticize a toy product that she felt was creating destructive social hierarchies among children, and preventing them from interacting with one another.

Mia recalls her transition from JICS to UTS as being surprisingly smooth: "I left JICS with a confidence and comfort to navigate the classroom as well as the broader community." She felt enabled to handle the academic rigour and workload at UTS because of the love of learning she fostered at JICS, knowing that her existing "perspectives would be broadened and deepened" with further learning.

Now in a gap year before heading off to university, Mia is freelancing in web design at U of T (OISE, and the Rotman School of Management), volunteering, and travelling. Soon to make a choice between studies at the U of T's Victoria College, and The New School, Parsons School of Design, NYC, Mia is inspired by a straightforward, but profound view: find what you really enjoy, what you are really interested in, and discover how it can have a broader societal application.

Teachers at the Lab School remember Mia as a deeply thoughtful, passionate, and engaged learner with strong leadership and communication skills. Never afraid to ask tough questions, Mia has these words of wisdom for current JICS students, "Never stop asking questions. Listen!"

"Something that was instilled in me at JICS was that you don't exist in isolation, you exist as part of a collective. I always saw myself as part of this community and that was something that was really important to my identity."



WHERE ARE THEY NOW? Class of 1996



Here's who we were able to track down 20 years later! We apologize to those we could not reach, and invite all grads to contact us with updated contact information, especially the class of 1997, who will be featured in the next issue of the Alumni Echo. Please contact richard.messina@utoronto.ca with updates.

Unfortunately, our records for this year are incomplete, and do not include a photo of the graduates only. We apologize in advance for any mistakes or omissions.

Grade 5/6 Anne Cassidy

Cluster of 6 students around Anne C. (Clockwise from top):

Sarah Case '96, Emma Rinaldo '96, Emily Tong '96, Anne Cassidy, Mira Berlin '97, Eve Sohn '96, Hannah Rahimi '96

Top Row: Nicholas Economopoulos '97, Bart Mothersill '97, Jordan Farquharson '96, Daniel Sheppard '96, Jed Freeman '96

Middle Row: Stephen Bosworth '97, Alex Morley '97,

Colm Schlosser '97, Kate Allen '96, Michelle Findlay-Olynyk '97

Bottom Row: Victor Nguyen '97, Rachel Levine '97, Laura Friedman '97, Rachel Kingsley '97

Absent: Charlotte Henderson (at ICS in Grades 4, 5)



Grade 5/6 Ted Hunter

Upper level: Zachary Moull '97, Sebastian Trevizan '97, Alexander Smithers '97, Kelvin Tsui '96, Alyssa Ruiz '96, Jason Lee '96, Rafaela Kirloss '96, Andy McLean '96, Laura Snelgrove '96, Michael Nguyen '96, Kyle Brack '96, Amelia Broverman '97

On Ground: Ted Hunter, Pasquale Coquigny (French), Edward Durant-Taylor '97, Hector Kearns '97, Georgia Ainsworth '97, Signe Barlow '97, Jessica Cohen '97, Rachel Lipton '97, Signe Lewis '97, Alison Ku '96, Caroline MacFarlane '97

Absent: Blake Withers '96

Kate Allen obtained a BA in Classics and Contemporary Studies from the University of King's College, Halifax, and a Masters in Journalism from UBC before settling back home in Toronto. She has worked as a science reporter for the Toronto Star since 2010, where her beat has taken her from dinosaur digs in Alberta's badlands to a jellyfish research cruise in Japan.

Jordan Farquharson is a wilderness ski guide in British Columbia

Jed Freeman after graduating from the University of Guelph with a degree in English Literature, Jeff lived in Japan for a year. He now works as a senior compliance officer at BMO and enjoys good times with his wife Christina at their home in the upper beaches.

Charlotte Henderson completed her MA in a policy program at the University of Victoria. Her thesis used a collective biography methodology to explore the experiences of sex-positive service workers in challenging dominant narratives about sexuality. She works in sexual health outreach in Toronto, and is the aunt to two wonderful nephews.

Rafaela Kirloss has her Masters in architecture from UBC and is now working in the field.

Andrew (Andy) McLean has two Masters degrees (MBA, MSc. International Development), and works in International Affairs

with postings to East Africa, the Middle East, and Southeast Asia. As Special Assistant to the Director of the UN in Lebanon, Andrew works towards negotiating and reducing armed violence in refugee camps. Andrew was a soccer baseball homerun kicker.

Emma Rinaldo obtained a Bachelor of Education from York University in 2007. She taught elementary school for 5 years before deciding to apply for a Masters of Social Work. She currently works as a Social Worker at the Hospital for Sick Children, providing psychosocial support to families in the Neuro-oncology program.

Daniel (Dan) Sheppard spends much of his time working on social justice cases as a lawyer at Goldblatt Partners LLP, where he focuses on constitutional law. He is also an adjunct professor at Osgoode Hall Law School, where he runs a clinical program on the use of litigation as a change strategy for social movements. He spends as much time as possible cooking at his home in Cabbage Town South.

Laura Snelgrove completed an MA in Fashion Studies from Parsons School of Design, The New School in New York, where she joined

Celebrating the Arts at Jackman ICS

By Tara Rousseau and Richard Messina

It is well researched that the intellectual and emotional development of children is enhanced by the study of the arts. A natural vehicle through which students can express themselves, and whereby they can discover and interpret the world around them, the arts are essential to students' intellectual, social, physical, and emotional growth and well being. Arts experiences that Jackman ICS students are exposed to during our weekly Drama, Music, and Visual Arts classes play a valuable role in helping the children to achieve their potential as learners and participate fully in their community and in society as a whole.

History of Supporting the Arts at Jackman ICS

The Arts Programme at Jackman ICS enjoys a long and storied history. In 1999, the Patrick Harvie Arts Fund (PHA Fund) was created by the Harvie family in memory of their son Patrick, a Jackman ICS alumnus. Established to enhance the arts curriculum of the Lab School students across the grades, the PHA Fund is supported by generous donations of Lab School families and friends, and managed by the Jackman ICS Parents' Association under its registered charity status.

The PHA Fund is overseen by the Lab School faculty to ensure that arts opportunities are in line with curriculum objectives, while ensuring that donated funds allow for unique and innovative opportunities for children to both experience and make art. Over the years, it has made possible the purchase of our school piano, drum sets, and a pottery kiln. Valuing the opportunity to surround children with the best in arts education, the school uses the PHA Fund to provide opportunities for our students to engage in arts experiences with professionals from the arts community. Since 2009/10, the children have been able to enjoy workshops with professional artists and presentations by touring theatre groups, musicians, dancers, and storytellers, and have, on occasion, taken trips to local theatre productions and the Stratford Festival. A crucial component of these PHA Fund experiences is the Lab School's unique Artist-in-Residence program, which features visiting artists from a different area of the arts. These have included:

2009/10: Clay Potter, Carolynn Bloomer
2010/11: Drummer, Kwasi Dunyo
2011/12: Soulpepper Theatre Company
2012/13: Photographer, Marina Dempster
2013/14: Story-teller, Dan Yashinsky
2014/15: Theatre, Stratford Festival
2015/16: Canadian Jazz singer, Dione Taylor; Métis artist, Christi Belcourt; Anishinaabe storyteller, Isaac Murdoch

A Banner Year for the Artist-in-Residence Program

Last year, each child from Junior Kindergarten to Grade 6 engaged in a special project that involved artistically collaborating with world-famous Métis artist Christi Belcourt and traditional Anishinaabe storyteller Isaac Murdoch of



Christi Belcourt painting with a student

Serpent River First Nation. Christi, whose large-scale, nature inspired paintings in the beadwork style have been featured at the Art Gallery of Ontario, led the children in collaborative painting workshops to bring to life the beginning of Nanabosho's creation story as told by Isaac. The workshop resulted in the creation of three breathtaking painted murals, the official prints of which will be permanently featured in the new Lunch Room of the Lab School. Isaac returned in April to continue with his storytelling, providing traditional teachings as vehicles for the building and supporting of respectful communities that can engage in meaningful conversations and work towards consensus on challenging social issues, both in the classroom and beyond.

It is experiences like these that the school continues to strive to make available for its students – and which depend upon crucial donations from parents and friends of the school, both directly and at the biennial PHA Fund Arts soiree (next event is spring, 2018). We welcome any and all donations to the Patrick Harvie Arts Fund, with deep gratitude to the parents and friends who make it possible. To make a donation, please mail a cheque to the Jackman ICS Parents' Association (subject line: PHA), and send it to:

Dr. Eric Jackman Institute of Child Study Laboratory School
Attention: Richard Messina, Principal
45 Walmer Road, Toronto, ON M5R 2X2



Isaac Murdoch and a student discuss the story being depicted

Seeking Out New Directions to Achieve Economic Diversity

By Tracy Pryce

Jackman ICS parent Suresh Singh understands the importance of investing in public education. Having spent most of his youth moving from school to school and, more often than not, experiencing significant poverty, he appreciates the potential of the public school system, while remaining aware of its shortcomings. "Education makes us who we are, and determines how we are going to contribute to the society in which we live." When asked why he chose Jackman ICS for his child, Suresh reflected on his own experiences with education in an environment with little support. "At no point in my life had anyone in my family ever read me a book, and because of that, I missed a whole world."

Heartened by the school's mission of fostering excellence in early childhood education, teacher education, and research in an intentionally diverse environment, Suresh saw great value in an institution that aims to influence public education policy through examined teaching practices. Indeed, in order to achieve its purpose of improving early childhood education, the school depends upon a widely diverse base of students – encompassing many cultures, ethnicities, spiritual beliefs, and family structures – in order to genuinely explore what is possible in education.

Yet, while 54% of its students are members of a visible minority in Canada, the Lab School's greatest hurdle is economic diversity. With that, it is not only tasked with the challenge of helping its current student base deal with the complexities of rising tuition costs, but also opening up the door for the families of students

who cannot afford to pay tuition at all. And so, as the school gears up for its **bi-annual Tuition Support gala on May 11, 2017**, Jackman ICS Principal Richard Messina is actively encouraging current families, alumni, and friends of JICS to help the school fully realize its important

he is also in the process of planning for the creation of an endowment of at least \$5 million dollars that will allow children from families with few resources to attend without shouldering the burden of tuition costs. "These children – like all children at the school – are critical not

only to ensuring the strength of our community, but to our mandate of disseminating authentic knowledge that will contribute to the quality of education in the public school system."

Suresh's family is personally committed to supporting this endeavour, seeing its success as a major factor in the development of education policy. "Jackman ICS is teaching teachers who are going to teach the kids in the public school system, reaching up to 95% of the province's children," he said. Many are new immigrants from families with little resources. Suresh believes that the difference in circumstances among people in a diverse community can be the enablers to what makes change possible, feeling that "children whose families are faced with challenges must be clear and present so that policy-changing educators can experience and work with them first hand."

Jackman ICS embraces the potential of children from all areas in its research, exposing students to learning that will make them lifelong learners and help them become leaders in their own communities. Suresh sees the school as a facilitator of change that adds immense value to the public school system. It is also a place where he feels he can personally make a difference.

I Begun in 2006 by the Rankin-Muncaster family in honour of Lab School parent Diana Rankin.

Diana Rankin
SPRING GALA



The JICS Biennial Fundraiser for Tuition Support

Thursday May 11, 7:30pm-11pm

The Burroughes, 639 Queen St West (Queen and Bathurst)

Tickets: \$140/person (\$125 early bird). Search "Jackman ICS" on www.eventbrite.ca

goal of being economically diverse. "As we celebrate our many accomplishments and look forward to new endeavours that will extend the reach of our impact on the learning of young children, we must also realize what is necessary to do so." Richard is deeply aware that an increased emphasis on the socio-economic piece and making more support available to families who need it is key to ensuring that the school continues to deliver on its important mission. He is not only seeking donations to build on the existing Tuition Support Fund¹, but

Please help us achieve our important goal of economic diversity:

Attend the Tuition Support gala on May 11, or buy tickets to support it. Go to www.eventbrite.ca and search "Jackman ICS".

Participate in an event sponsorship for the Tuition Support gala. Contact Beth Corcoran at beth.corcoran@gmail.com

Make a donation to the Tuition Support Fund individually, or on behalf of your organization or its foundation.

Contact Awet Sium at drawetsium@gmail.com.

Contact Richard Messina at 416-934-4509 if you are interested in contributing directly to a child's full tuition cost.

Launch Planned for 2nd Edition of Jackman ICS' Lauded Educator Resource: "Natural Curiosity"



In 2011, with the support of the Norman and Marian Robertson Charitable Foundation, the Dr. Eric Jackman Institute of Child Study, in partnership with Edward Burtynsky and David Suzuki, launched the first publication of *Natural Curiosity*, a resource for educators focusing on Environmental Inquiry that provides insights into both the benefits and the means of bringing inquiry-based teaching practices into the classroom. Now widely celebrated and read by educators across the nation, *Natural Curiosity* is being rewritten to incorporate an Indigenous lens to explore linkages between longstanding Indigenous perspectives on the world, society, and learning, and the Environmental Inquiry model applied at Jackman ICS.

Environmental Inquiry is an overarching approach to Environmental Education that combines Inquiry-based Learning, Experiential Learning, Integrated Learning, and Stewardship in a dynamic and cohesive four-branch pedagogical framework. It is based on a transformative vision of education, one that seeks to develop not only skilled and knowledgeable students, but also, environmentally and socially-conscious world citizens with a love of learning.

Offering elementary school educators a guide to making both the content and process of learning more engaging

and relevant to their students, *Natural Curiosity* provides educators with insights into how students can become more personally invested in a collective learning process that is shaped by their very own questions and theories about the world - their natural curiosity - and which places them in direct contact and relationship with the natural environment. Once again, the new resource will feature stories from Canadian educators - including some of our very own at Jackman ICS - who share their experiences with the inquiry-based approach to Environmental Education with the students in their classrooms.

With support from TD Friends of the Environment, the *Natural Curiosity* team has been inspired to create this second edition, which highlights Indigenous perspectives to a greater and more meaningful extent and provides new insights on an existing truth: where the first edition begins to reflect Indigenous approaches to learning in significant ways, the second issue makes compelling connections and describes how these ways can and must be shared. One Anishinaabe Elder — also a retired elementary school teacher — said, after reading the first edition, "I actually cried when I read it. I said to myself, they're finally starting to get it!" Unpacking these ideas and perspectives in the classroom,

and in partnership with Indigenous communities and educators, will be the work of both current and future educators.

Joined in their commitment to respond to the calls to action issued by the Truth and Reconciliation commission, the *Natural Curiosity* team and the Dr. Eric Jackman Institute of Child Study Laboratory School look forward to sharing what is possible in education with the new edition of the *Natural Curiosity* resource. Please stay tuned for information about the upcoming launch, anticipated to take place in the Fall of 2017.

TRUTH AND RECONCILIATION COMMISSION: Calls to Action related to Education

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

