

---

**QUOTES**

“We propose to design and install a sensory path throughout our kindergarten to Grade 12 hallways, to provide students with a movement break while consolidating skills learned in class. Students will be more engaged in class due to their movement break and will show a better understanding of basic math concepts as the path will allow students to practice skills such as skip counting, letter recognition, colour matching and co-ordination skills.” – Michelle Clark, Pierson School, Southwest Horizon School Division

“Throughout the pandemic, Grant Park High School in the Winnipeg School Division has adapted its presentation of performances and lessons to film and, by doing so, has learned of the importance of including film studies and production in the curriculum. Along with a partnership with the University of Winnipeg Department of Theatre and Film, the funding will support the school in assisting drama students as they learn about different facets of the film industry. Students will learn another platform for making art, and it will give them confidence and experience in an art form that is a viable career option in Manitoba.” – Jennifer Tomanek, Grant Park High School, Winnipeg School Division

“We will use ‘teaching sprints’ pathways to enhance teacher impact on student learning for students who are struggling to progress through the typical stages of literacy development thus affecting their ability to communicate their thoughts, ideas, needs, and feelings by reading, writing, speaking, and listening. Each teaching sprint is designed to increase teacher knowledge through identifying specific areas of practice improvement, developing pedagogical content through research, using strategies within the context of teachers’ classrooms and reviewing the impact on student evidence of learning to transfer into future practice.” – Faye Maly, La Verendrye School, Portage la Prairie School Division

“Implementing a walking school bus, along with a daily story time and breakfast program, will support students in developing a consistent morning routine to increase attendance while also encouraging language growth through strong literary experiences.” – Anna Unrau, Westview School, River East Transcona School Division

“It is imperative that teaching practices support students’ literacy needs at Oak Lake Community School, as the periods of remote learning, increased absenteeism, and the stress of a global pandemic have had an impact on reading, spelling and writing across grade levels. Our innovative project will provide targeted phonological awareness intervention to identified middle years students.” Brenda Masson, Oak Lake Community School