

LEARNING MATTERS

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Randy Dueck · Chris Gudziunas · Rick Ardies



GREEN GUY INTERACTIVE LEARNING STATIONS

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Hanover is a student-centred school division striving for excellence while developing skills and promoting values for a productive and wholesome life.

MOORINGS



Following the tragic deaths of two Canadian soldiers on home soil in October, one commentator said that the two perpetrators had “come unmoored from society”. That got me to thinking about our job as teachers. In so many ways it is our responsibility to help provide our young people with their moorings. A mooring can be defined as any permanent structure to which a vessel may be secured. The mooring is available to the vessel as a safe harbour in which to prepare for the high seas and to come back for rest as needed. The mooring is a place where the vessel always belongs, even while it is away.

As teachers, we have a role to play in helping our children remain moored in society, to become connected, to find a place of stability and belonging in their world. To provide a safe place that prepares them to sail away on all manner of adventures knowing that the safe harbour is always there for them as they have need of it. Gordon Neufeld reminds us that the pre-eminent human need is attachment, more so even than food and it is our responsibility to help build their attachment to their world.



At the recent Education for ACTION conference on Mental Health and Wellness, the most emphasized word was “belonging”. Martin Brokenleg went as far as to say, “once you know how powerful belonging is, you write it into policy.” Craig Heisinger, Assistant General Manager of the Winnipeg Jets, shared the moving story of his relationship with Rick Rypien, former Manitoba Moose and Winnipeg Jet, who took his own life. Heisinger saying that when you see people in trouble, the right thing to do is to run towards them, rather than away from them, because they need to know you will be there for them. They need to know that they have moorings. They need to know that they belong.

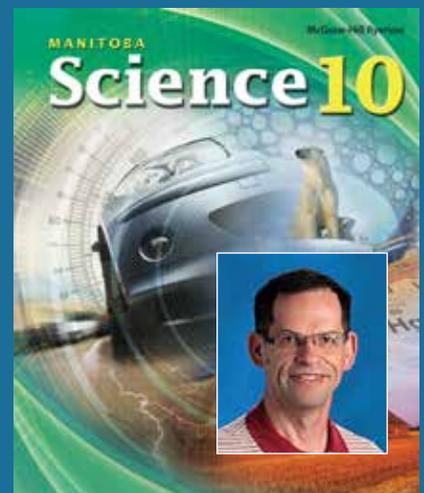
The female lawyer who just happened by the War Memorial when the soldier was shot did just that. She immediately ran toward him, performed CPR until the emergency personnel arrived, and then leaned over him and told him over and over that he was loved. She made sure that as he was dying he knew he belonged.

Let’s make sure that when our kids graduate from Hanover School Division they will leave the moorings of this safe harbour prepared for a productive and wholesome life, knowing that they will always belong.

Randy Dueck,
Superintendent CEO



Congratulations to SRSS Physical Education teacher, Steve Rebizant, for receiving the 2014 Manitoba Physical Education Teachers’ Association Recognition Award. This award is presented to individuals who provided leadership in their region by hosting workshops or area tournaments, developing outstanding programs, and contributing to the community.



Congratulations to Sid Greenstone on being selected for the role of educational consultant on the textbook - Manitoba Science 10 (McGraw-Hill Ryerson). Sid was one of two Manitoba consultants chosen to review content and recommend changes. The book is now being reviewed by the Department of Education for recommended text status. Schools across the province can use this book for any grade 10 science classroom.



Jeff Moroz (Stantec) and Randy Dueck (Superintendent CEO)

By Charmaine Mackid
Teacher, Clearspring Middle School

FEATURE ARTICLE

INTERACTIVE LEARNING

Over the past year and a half I've had the opportunity to be part of the Green Guy Interactive Learning Stations Project at Clearspring Middle School. It has reminded me that I am amongst educators who encourage creativity, innovation, risk-taking, collaboration and above all, a joy for learning. This project is a perfect example of these qualities in which we strive for within the walls of our schools.

Four years ago a dream began taking shape in the mind of our former superintendent, Ken Klassen. Ken imagined a state of the art school in Steinbach that would be used not only as a place to learn, but would be a place to learn from.

The idea of building learning tools directly into the school was an ambitious goal that would only be realized if it stayed grounded in a passion for learning and engaging students. I am

happy to say this dream has become a reality, though is by no means complete.

From the very beginning, Clearspring Middle School was built around the goal of achieving LEED Gold Certification. Leadership in Energy and Environmental Design (LEED) "is a rating system that is recognized as the international mark of excellence for green building in 150 countries". In order to achieve this certification, points are awarded for the sustainability aspects of the building process and the building itself. While Clearspring continues to be in the process of earning this certification, we are well on our way. The ILS project is just one aspect of the school that contributes to this achievement.



Learn more about LEED Certification www.cagbc.org/CAGBC/LEED

Bob Dyck, former principal and Lw/ICT CST in Hanover, was given the task of spearheading the learning stations project. Involved in the design stages of the school, careful documentation of the construction phase, and groundwork for Phase I of the stations, Bob has contributed greatly to the realization of Ken's dream. In the fall of 2013 I officially took over the project as Bob was retiring. I was excited to take on this

task but admit it was a daunting one. Just as we try to model for our students, great things can happen when you are supported and surrounded by those who care and have a common vision.

I continued on the path Bob had laid out and had the privilege of working with many dedicated professionals along the way, such as Scott Bestvater (Business Service Manager of HSD), Russ Bergen (fellow Grade 6 teacher), and Ed Neufeld (Clearspring Principal). One immensely rewarding aspect of this project was to see the effort and creativity of the students involved.

(continued on page 11)



50 YEARS AT WOODLAWN SCHOOL

On October 28, Woodlawn celebrated its 50th Anniversary. Woodlawn opened its doors in 1964 and since then has served approximately 5000 students, had 6 principals and dozens of staff members. Over the years, Woodlawn has been a K-6 elementary school, housed a special education wing in the 1980's and is now a K-4 early years school.

Our celebration consisted of 2 special events. During the day, a celebration assembly was held with students and staff. We shared cookies, sang songs and the highlight was the opening of the time capsule built for the 25th anniversary in 1989. We were fortunate to have two special guests join us. Mr. John Bestvater, who was the principal when the school held its 25th anniversary, and Mr. Bryan Schirmer who was the custodian at the time, attended the celebration. Mr. Schirmer put the last screw

into the time capsule back in 1989 to seal it up and both were delighted to assist in the opening of it. Several staff and parents attended Woodlawn themselves as children and anticipated seeing what they had put into the time capsule.

During the evening we hosted an open house with several displays, memorabilia, speakers, cake, coffee, and the opportunity to mix, mingle and catch up with past acquaintances. Over 350 were in attendance and the halls were filled with laughter, reminiscing and introductions.

The school will now embark on building a new time capsule to be opened at the 75th anniversary! What will we put in the capsule? Pennies? iPhones? Telephones?

- *Shelley Amos, Principal
Woodlawn School*



Woodlawn School Time Capsule Opening

INTERACTIVE THEATRE

At Green Valley

On November 14th, Green Valley School (GVS) grades 9-12 Drama students had the opportunity to take in Sarasvati Productions' performance of "Giving Voice." With a mandate that includes promoting social change and human understanding while experimenting with new forms of theatrical presentation, the Winnipeg based Theatre Company created a forum theatre piece that focused on the issue of kids in care.

A standard forum theatre presentation sees a group of people coming together with a desire to create dialogue around an issue that has been difficult for a community/audience to tackle. An original play is created that focuses on the given issue. This play offers no resolve, rather it is ripe with mini conflicts surrounding the issue and ends in a climatic fashion with nothing solved. The play is then presented to

the audience a second time. The first time the audience is asked to observe the presentation in a passive capacity, noting well where the conflicts lie. During the second showing, the audience is invited to call out stop and actively intervene in the story. Individuals are encouraged to rise out of their seat taking the place of a chosen character in the story in an effort to play out their idea concerning a possible solution for a problem being encountered at that part in the drama.

The "Giving Voice" performance had the GVS audience on the whole engaged throughout. When it came time for interventions to be had, all it took was one student to get things rolling for others to raise their hands and yell stop, stepping forward as they did so to interact with the company and the issues surrounding kids



Giving Voice Production

in care on the whole. The audience sat enraptured as various interveners played out their ideas in an effort to resolve the conflicts they saw. Risky, bold and very real, the experience was touted by everyone involved as a truly creative yet authentically honest way to enter into a dialogue about an issue that affects so many.

- *Brett Schmall, GVS Drama Teacher
Green Valley School*

THE DOT

At Landmark Elementary

We are encouraged to take time during Strong Connections to do activities that will create stronger relationships. Those relationships are typically between students and teachers. Jen Armstrong and I decided to include an activity based on the book, "The Dot" by Peter H. Reynolds to encourage relationships in



Connecting the Dots

our class. In the book, a student decides that she is not capable of creating anything worthy in art class. Her teacher asks her to start with a simple dot. The confidence she gains from this simple exercise launches her desire for being creative. We showed the Youtube version of the book to our class and asked them to create their own dot. In effect, our "Class Dot" was created—all of us working together as one.

Our school had a unique opportunity to provide experiential learning. Our principal, Val Ginter, brought in a Star Dome. The inflated dome set up in our gym became the portal to a whole other relationship between student and their universe. Darren Townsley, owner and operator of the Star Dome Mobile Planetarium, was able to show the students what's going on in the world beyond us. Each age group experienced different programs suited to their level. Darren was able to "awe" each group by his knowledge of what they were seeing as well as the sophisticated technology that he used to create the images on the dome. There were many "dots" to see in the dome. It showed the students that even an unsuspecting dot can lead to an entire new galaxy.

- Val Plett/Jen Armstrong, 2PA
Landmark Elementary School



Display Booth at 2014 Collectibles Show

SPORTS CARD AND COLLECTIBLE SHOW

At Stonybrook Middle School

The 2014 Sports Card and Collectible Show had the largest turnout they've seen yet, setting a new record for the amount of tables they had set up. The show also included autograph signings by former Winnipeg Jets goaltender Joe Daley and former Boston Bruin and Steinbach native Jeff Penner. The card show always partners with a cause and this time they selected Provision of Hope, an organization that helps families in Liberia, Africa. "Using the connection of hockey cards and kids, we've had a lot of kids come in," says Manitoba Representative Elaine Peters. "And of course our focus is about children and their connection with Provision of Hope, raising awareness for their needs and their education." Peters notes the outbreak of

the Ebola virus in several African nations, including Liberia, is something Provision of Hope will be using the money they raised towards. "Of course this is affecting the people we work with in Liberia," she explains. "People are having a hard time buying supplies, medical supplies and food, so Provision of Hope is stepping in to help in those regards." The organization managed to collect \$349 from partnering with the sports card show, but also increased awareness about their cause. Provision of Hope committee member Emmanuel Davies adds they are very thankful for everyone who has helped support the organization.

- Don Dewey,
Grade 5 Teacher, SMS

Asante African Childrens Choir at MMS

"Education is the most powerful tool you can use to change the world." (Nelson Mandela)

Mitchell Middle School and community enjoyed the opportunity to host the Asante African Children's Choir. The Asante program began in 2002 and today is operating

in 5 countries and has over 3000 sponsored children with schools in Rwanda, Burundi, and Uganda. All of the performers are from Uganda and are currently in the Asante sponsorship program. Asante means thank you!

For more information, check out the following website:
asanteministries.org





Serving Breakfast at Niverville Collegiate Institute



Learn more about a Made in Manitoba breakfast for your school.

IN OUR SCHOOLS

MADE IN MANITOBA BREAKFAST AT NCI

Thursday October 30th, 2014 was a VERY busy morning at Niverville Collegiate!! All 500+ students and staff were treated to a delicious MADE in MANITOBA breakfast – featuring COMPLETELY Manitoba made foods such as chocolate milk, eggs, pork sausages, pancakes with honey (for syrup) & canola margarine. These foods were served by friendly local farmers and producers from the surrounding community. Students got the opportunity to learn more about where the food on their plate actually comes from during the brief presentation hosted by Stephanie Richards of Agriculture in the Classroom.

Agriculture in the Classroom-MB Inc. (AITC-M) is an organization committed to cultivating an interest in agriculture in Manitoba students

of all ages. As a nonprofit, charitable organization, this is achieved through the many curriculum-linked teaching tools and experiential learning opportunities it offers Manitoba educators and their students.

Agriculture in the Classroom is travelling across the province from school to school cooking up a Made in Manitoba Breakfast, which is served by industry representatives and producers behind the food. “We like to make a connection between when their mom or dad or whoever buys groceries at the store, and find out where that actually comes from,” said Program Coordinator Stephanie Richards. “The connection is made between the food that is produced on a farm and all the steps it takes before it gets home onto the table.”

The MADE IN MANITOBA breakfast at NCI was one of the largest such events put on by Agriculture in the Classroom. The event also includes a wonderful box of resources donated to the school so the learning can continue across all grades. The resource includes a number of activities such as a Canola Crush Activity Kit and a Manitoba Seed Identification Kit – seeds provided. To bring a Made in Manitoba Breakfast to your school, visit www.aitc.mb.ca.

NCI would like to thank all of our wonderful guests and volunteers who came out to serve and prepared the delicious food – we could not have put on an event of this magnitude without people like you!!

- *Danielle Cadieux*
Teacher, Niverville Collegiate Institute

CLEARSPRING PASSION PROJECT



Passion Project

Students in grade 7 at Clearspring Middle School are once again getting ready to embark on an exciting inquiry based project that focuses on students pursuing their passions - The Passion Project. The Passion Project is set-up to allow students to explore their interests on a deeper level by having them take what they know and learn something new about it, as well as by encouraging them to use their com-

munity as an outlet for expertise and support. 130 students will be celebrating their learning on Thursday, December 18th from 1:30-3:00 in the afternoon. Parents, family and friends are encouraged to come out to Clearspring Middle School to celebrate our ‘Passions’ with us.

- *Patty Nicholls*
Teacher, Clearspring Middle School

LANGUAGE SUPPORT

iPads in the Second Language Classroom

- Lucie Boutet, CST Modern Languages



Our students are very “technically-savvy”. They use cell phones, iPods, iPads, tablets, etc. for almost anything they do outside of school. Although we do NOT want to replace good teaching with technology for the sake of using technology, there are numerous apps and websites out there that can be used in second language classes to enhance and support your program. I will mention a few here that can be used in any of our Hanover School Division second-language classes. Some of you are already saying, “But we don’t have Wi-Fi! This won’t help me.” You will be getting Wi-Fi in your school in the very near future and when it arrives, you will now be armed with a few tools. Some reference sites that I find indispensable in my classes include:



Word Reference is an on-line dictionary including a discussion forum for everyday expressions. It is a free app/web site for Spanish and French.



French Class Lite is a free app of reference material – vocabulary, grammar, verbs, useful phrases and exercises.



LearnBots app gives the audio and written form of six tenses of verbs in Spanish, German and French



French Verbs is a free app that contains LOTS of verbs in all tenses.



News in Slow French is a free app that contains 193 episodes of weekly news, grammar and expressions in simplified French.



Bon Patron is a web site for grammar and spelling check.



Puppet Pals HD is a free app to create your own stories with audio. It gives you several backgrounds and characters.



Book Creator is a free app where you can create stories with your photos. You can store the book in iBooks to read later.



Audio Memos is a free app for production of oral activities. Activity can be e-mailed with paid version.



ThingLink is a free app that allows you to make your pictures come alive with video, text and music.



Photo Grid is a free app that allows you to create collages of pictures. (Ex. Find the difference between two pictures – report back orally or written.)



Aurasma is a free app that allows students to interact with everyday objects. It enables the teacher to hide pictures, videos and text in everyday places (like QR codes).



Kahoot! requires a web browser. It is a game-based classroom response system that allows the teacher to create a quiz, discussion and survey.

STUDENT SERVICES

PLAY: A QUESTION OF POTENTIAL



Session Discussions

One November 6, guest speaker Marc Battle presented on the topic of “Play: A Question of Potential.” Marc has a degree in Sociology and teaches Early Childhood Learning at Red River College.

“You can discover more about a person in one hour of play than in a year of conversation.” - Plato

Marc identified five types of play for all ages:

1. Symbolic play: dressing up and acting out;
2. Construction play: building up and tearing down;
3. Physical play: running around and expending lots of energy, 50% of this play should be done outside in the fresh air, wind, snow or rain;
4. Sensory play: touching, tasting, smelling, hearing; loud bangs, soft whispers, messy hands, strong aromas, velvety material, and splashing water;
5. Calm play: quiet time and alone time.

The learning potential in the simple act of play is endless. Play is internally motivated, has no rules, or ruled by the player, is often carried out as real, and is an active process. Marc’s advice to early educators was that if young children and students are acting like they don’t need you, you’re a great teacher! It has been said that how you played as a child is reflected in who you are today.

- Geri Robson, Assistant Superintendent Student Services

DEVELOPING A PROFESSIONAL LEARNING NETWORK

Ryan Loeppky, CST Visual Arts
Kim Koop, CST MY Numeracy & Science

A professional learning network is a group of educators that meets regularly, shares expertise and works collaboratively to improve teaching practice and student learning.

What can it look like?

- **Discussing teacher works**
(culture of learning, navigating curriculum, differentiated instruction, and reporting)
- **Discussing student works**
(assessments, projects, criteria, and engagement)
- **Discussing professional resources**
(contributions to Learning Matters, educational articles, books, and websites)

How do we make it happen?

GET TOGETHER

Teachers across the division



FIND YOUR FOCUS

Collaborative focus on a challenge to be studied



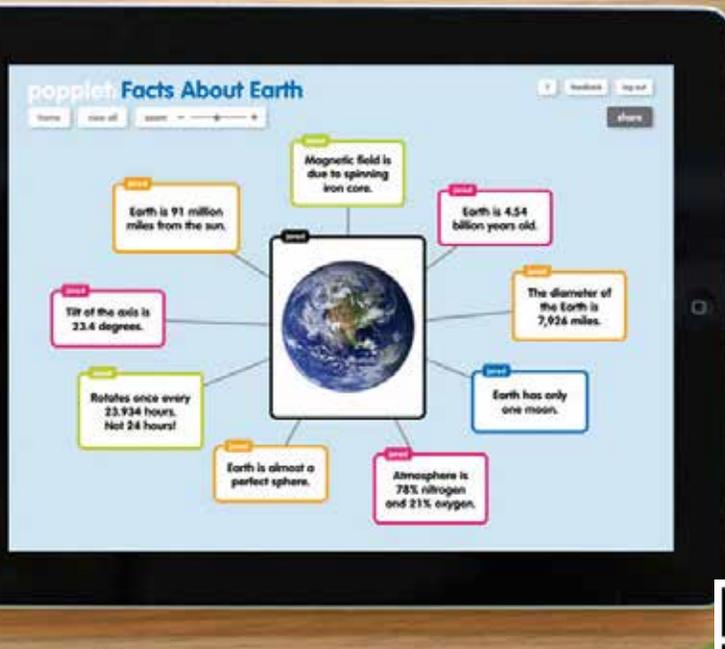
PUTTING THE PLAN IN ACTION

1. Seek out new knowledge and resources to navigate the challenge
2. Collaboratively create an idea/plan to use back in the class
3. Implement idea/plan with the intentions of coming back to the PLN with an example/story/evidence of teacher or student learning



RETURNING BACK TO OUR TEAM

1. Reflect on and share our examples/stories/evidence
2. Based on our reflections we find our next step or plan
3. Finding our focus



To check it out, go to www.popplet.com.

IN OUR CLASSROOMS

THERE'S AN APP FOR THAT!

Setting Criteria: The act of identifying and describing the elements of quality work against which student achievement will be assessed.

- Anne Reimer, CST SY
Math/Science/Digital Learning



Criteria for assessment help to establish clear learning goals and expectations of what constitutes quality work. It provides a framework for feedback and self-assessment, and allows students to take steps to adjust their performance. Co-constructing those criteria with students encourages deeper, richer thinking about goals and standards of work, as well a sense of ownership over what they will be assessed on. Many teachers already do this, having students write down their ideas on sticky notes, then gathering the notes into clusters and refining the criteria. Digital tools can help with this process: virtual “stickies” can

be gathered from multiple contributors, the stickies can be freely moved around, instant colour coding might help in the classification process, and a “good” copy of the finalized criteria list is immediately available. Popplet is just one example of an online “sticky note” application.

Imagine a teacher asking her students to design and carry out a science investigation. After a discussion about the nature of scientific inquiry, the class sets about co-constructing criteria by compiling ideas of what goes into a good investigation. The teacher creates a board called a “popplet” and records each of the student ideas on a virtual sticky note or “popples”. As the students consider all the ideas on the board, the teacher can begin to move individual popples around, clustering them around the main themes that emerge. These become the main focus for assessment, and the class then refines the criteria as necessary by adding or deleting popples. Once the popplet is finalized, the teacher exports the image, places it on her blog and prints a copy of the criteria for each of her students.



IN OUR CLASSROOMS

TECH & TEACHING

Digital Citizenship in the Middle Years Classroom

- Vince Hiebert, CST
EY/MY Literacy with ICT



I am often asked about resources that are available for teaching digital citizenship in the classroom. Recently I was made aware of a program called Ignition which is run by a company called Everfi. Everfi partners with sponsoring companies to bring digital education resources into schools at no cost. Their middle years program Ignition is specifically geared towards “educating students on the risks and rewards that technology can bring to their lives”. The goal is that “students will learn the nuts and bolts of the technology they use everyday; build concrete technology skills they can immediately use; and understand the personal risks and rewards that technology can bring to their lives”.

Teachers can get an account setup by contacting me at vhiebert@hsd.ca. Once the teacher account is set up, the teacher creates a class. Students are taken through 7 thirty minute modules of digital citizenship including: Digital Footprint, Cyberbullying, Good Texting Practices, Conducting Online Management, Creating Multimedia Products, and Careers in Technology. Modules include videos, interactive games, question-and-answer sections, and end with a short quiz. Students must reach 70% accuracy in order to complete the module. Once students complete all of the modules, they use what they have learned to complete a real-life game scenario to organize and promote a concert. Teachers can access reports to see how their students are doing throughout the program.

My grade 6 students have had many positive things to say about the program. The consensus is that it is a fun way to learn about digital citizenship, that doesn't really feel like learning!

IN OUR SCHOOLS

IT TAKES A VILLAGE

To Grow a Garden



Staff and students from The Learning Centre built and planted a raised-bed garden this past year. Seeds were started inside under a grow light and transferred out to the garden in June. It is often

difficult for students to plant a garden and maintain it through the summer because of the absence of both students and water for the plants, so students bartered with the seniors in the Pat Porter facility they are attached to. The seniors would water the garden throughout the summer while they were watering their own three garden beds, in return the seniors would share in a meal prepared by the students. Students harvested the vegetables this fall and cooked a large roasted vegetable stew and roasted beets with goat cheese. This is multi-generational community!

Many curricular objectives were met throughout the project as we looked at food transportation and carbon footprints, budgeting and graphs, and the writing of a grant proposal, (which was successfully granted).

- Kurt Hangle, TLC Teacher



See everfi.com/ignition for more information.

BOOKSHELF



Spirals of Inquiry For Equity and Quality

Judy Halbert and Linda Kaser (*BC Principals and Vice-Principals Association*)



Spirals of Inquiry is a handbook for professional learning through an inquiry process, developed for British Columbia teachers and based largely on British Columbian

examples. This makes for pertinent reading, as BC schools are consistently among the highest achieving in Canada. Spirals of Learning provides a glimpse into the approach many BC teachers take in their own professional learning, as they strive to get even better at providing an education that is of high quality and that is equitable, helping all students achieve the highest levels of outcomes.

The authors assert that teachers and leaders need to have an inquiry mindset to continue learning how best to provide such an education. "Inquiry", they write, "demands that educators actively scan their environments, generate questions, try new approaches, observe and collect evidence, synthesize information from a variety of sources, draw conclusions and generate new questions" (pg. 11). By doing so, they can collaboratively come up with the best solutions to the tough issues in teaching and learning and become even more effective in their practice.

The authors write that as we examine our teaching practice, we should always be asking three questions. What is going on for our learners? How do we know? How does this matter? This helps maintain a focus on our students and their learning, helps ensure that we have strong evidence to base our decisions on, and helps us ensure that students are learning the things that we believe are most important for them to learn.

The spiral model of inquiry that is the basis of the book is a basic six-step design/inquiry model that is currently being practiced by many teacher groups, schools, and districts in BC. Spirals of Inquiry will be a very helpful resource for groups of teachers looking to focus their professional learning on how to improve student performance in their own schools. I appreciate the context this handbook is written from. It is written to teachers who are already doing a very good job, and are looking for a way to get even more effective. Because of this, it lacks the judgmental tone that some improvement books can have. It is not about going from wrong to right, but rather about going from good to great. And that is a journey that we can all join in on. If you are part of a school leadership team, a PLN or PLC, or are just looking for ways to ensure that you are reaching all of your students as well as possible, this book will provide a useful framework for your professional learning.

- Rick Ardies
Assistant Superintendent

AMAZING RACE AT MES



Team Building at Mitchell Elementary

In October, the staff at Mitchell Elementary School participated in a team building exercise based on the Amazing Race. Staff members were randomly placed in teams of 2 or 3 and were given various fun and challenging tasks to complete.

Great prizes were awarded for our top three teams. Most importantly, everyone was able to benefit from working together and getting to know our new and "old" staff members a little bit better.

- Phylis Wiebe
Teacher, Mitchell Elementary

May you be surrounded by the love,
joy and peace that is Christmas.

The HSD Board of Trustees and Administration would like to take this opportunity to wish all students, parents, teachers, and staff a Merry Christmas and Happy New Year.





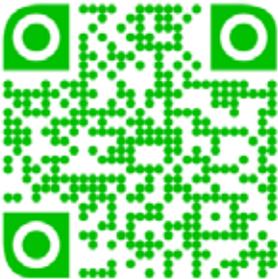
**FEATURE ARTICLE
CONTINUED FROM PAGE 3**

Whether it was giving up class time, evenings, weekend time, time to memorize lines, set up video equipment or just help with brainstorming for ideas, the excitement of students wanting to be a part of this dream helped me persevere through the challenges.

So what exactly is the Green Guy Interactive Learning Stations Project? The main purpose is to create stations around the school with which students can interact to learn about various sustainability concepts that connect to curriculum-based topics. In addition to being centered around an EFSD theme, we created a Green Guy mascot who helps connect the stations together and chose a newsroom theme (CMS NewsNow) for the backdrop to all of the station's videos. Currently there are 5 stations completed (Soil Sample, Wall Construction, Solar System, Limestone Fossils & Geothermal) including a Home Base Kiosk.

Home Base consists of a large touch-screen computer in the front entrance of the school, providing access to a variety of videos. These videos

include: Principal's Welcome, Architects' Interview, First Day CBC Interview, Grand Opening, and How To Use The Stations.



Scan QR Code to view Limestone Fossils Video

Each of the learning stations have common elements: 1) a specific physical feature of the Clearspring building is highlighted, 2) Green Guy signage located on the wall beside this feature, 3) a QR code on the signage links to a CMS NewsNow video where anchors and remote reporters give in-depth information on the station and its connection to sustainability, 4) an interactive aspect which varies for each station.

For example, at the limestone fossils station, students begin by reading the signage to learn its basics. With a device such as an iPad equipped with a QR Code reader, students can then scan the QR code in the bottom left hand corner of the sign to watch the CMS NewsNow video. This particular video includes a student-conducted interview at Gillis Quarries in Garson, Manitoba where the limestone for our school was quarried and processed. Students can then have fun with the fossil feature walls. On their device, students choose a picture of one of the limestone walls found in the school. On each picture there are several fossils circled. Clicking on these, students are treated to a close-up of each fossil and a description about it. They then can go find this exact fossil on the feature wall, as well as find other similar examples.

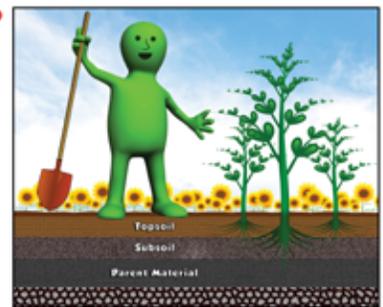


soilprofile

DID YOU KNOW?

Want the scoop on this dirt?

These soil samples, called soil profiles, were taken from beneath this very building.



See the different layers? They are called horizons.

Each horizon has a different combination of rock and soil that affect the layer's colour and density.

If you look very closely, you just might spot some treasure in one of the tubes!

Want to learn more?
Scan this QR code to watch a special CMS NewsNow report!



Can you find the other Green Guy Learning Stations around our school?

When you find them you will learn more about our eco-friendly school.

For more information or help with the Green Guy Learning Stations, stop by the Home Base Kiosk across from the general office in Towne Square.

What's next? More stations are currently being developed, and there are many ideas for where this project could go. A website connected to these stations? Teachers from outside the school bringing their classes to CMS to interact with the stations? Extension activities connected to curricular outcomes online for teachers? The possibilities are endless, but I think we've had a great start. If you are interested in learning more about the ILS project, or would like to explore how we can connect your student's learning to the stations, I would love to hear from you.



For the latest Divisional news and events, join us at @HanoverSD



SRSS Star Lake Timber Frame Project

IN OUR SCHOOLS

THE SRSS STAR LAKE TIMBER FRAME PROJECT

During the first week of October 2014, the grade 12 Carpentry students from the Steinbach Regional Secondary School, accompanied by teachers Mr. Paul Wilson and Mr. John Funk, built and enclosed a timber frame structure at Star Lake in the White Shell. In preparation for this task, we spent many weeks calculating, cutting and hand-carving the timber frame.

We usually had to be up at 6:30 am and worked long days. On the first day, we assembled the entire timber frame on the ground in preparation for the crane to lift it on Tuesday. On Tuesday, the crane lifted up all of the big timbers and we had to secure and fasten them by drilling holes and pounding in big hardwood pegs. Now that the frame was completed, the rest of the week was spent enclosing the frame with pre-insulated walls and ceiling panels, running wire chases for the electrical, and installing all the exterior doors and windows. Some quotes from participating students:

“I feel like this project gave us an excellent opportunity to practice skills we learned over the past few years and truly see how much we progressed.” – Ashley C.

“The Star Lake Timber Frame Project was a great experience. Rarely do a bunch of students get to go on a one week field trip to build a timber frame cabin.”-Roger T.

All the grade 12 carpentry students involved want to extend a big “Thank You!” to the following groups and individuals for their support:

- Hanover School Division for providing transportation to and from Star Lake.
- Mr. Gary Black for his safety consultation and supervision.
- Star Lake Lodge Head Chef Ms. Christine Bishop and all of the volunteers for cooking meals.
- Project Management Volunteer Mr. Vic Isaac.
- Cornerstone Timber Frames for designing and engineering the frame.
- EG Penner for supplying the materials and shipping the timbers.
- Everest Cranes and operator Mr. Barry Sim.

The Star Lake Project gave us the opportunity to put skills that we learned in the program to the test in a real world situation. Spending a week at camp putting up a timber frame structure made us closer as a team as well as creating new friendships. We are grateful for this having had this exciting learning experience.

- *Gerry Sawatzky,*
SRSS Timber Frame student

UPCOMING EVENTS

January 16, 2015

MTS Seminar: Learning and Growing as a Teacher Leader, Part 2

January 26-27, 2015

MTS Seminar: The 3R's of Successful School Counseling

January 30, 2015

HSD Administration Day (Grades 9-12)

January 30, 2015

HSD Professional Development (K – Grade 8)

Guest speaker Kevin Lamoureux is helping educators understand the role that culture, privilege, and poverty play in public schools. Lamoureux is an instructor at the University of Winnipeg, a well-known public speaker and writer. His writing has been featured in the Winnipeg Free Press, Grassroots News and many academic journals. He has been seen on local television (including APTN and the CBC news), heard around the world through his podcast, and he has given presentations around the globe.



February 27, 2015

Hanover Teachers' Association PD Day



Hanover School Division
5 Chrysler Gate, Steinbach, Manitoba R5G0E2
204-326-6471 | learningmatters@hsd.ca

Executive Editor:

Randy Dueck, Superintendent CEO

Associate Editor:

Chris Gudziunas, Asst. Superintendent

Associate Editor:

Rick Ardies, Asst. Superintendent

Managing Editor:

Bob Wiebe, Communications Manager

Article Submissions:

learningmatters@hsd.ca