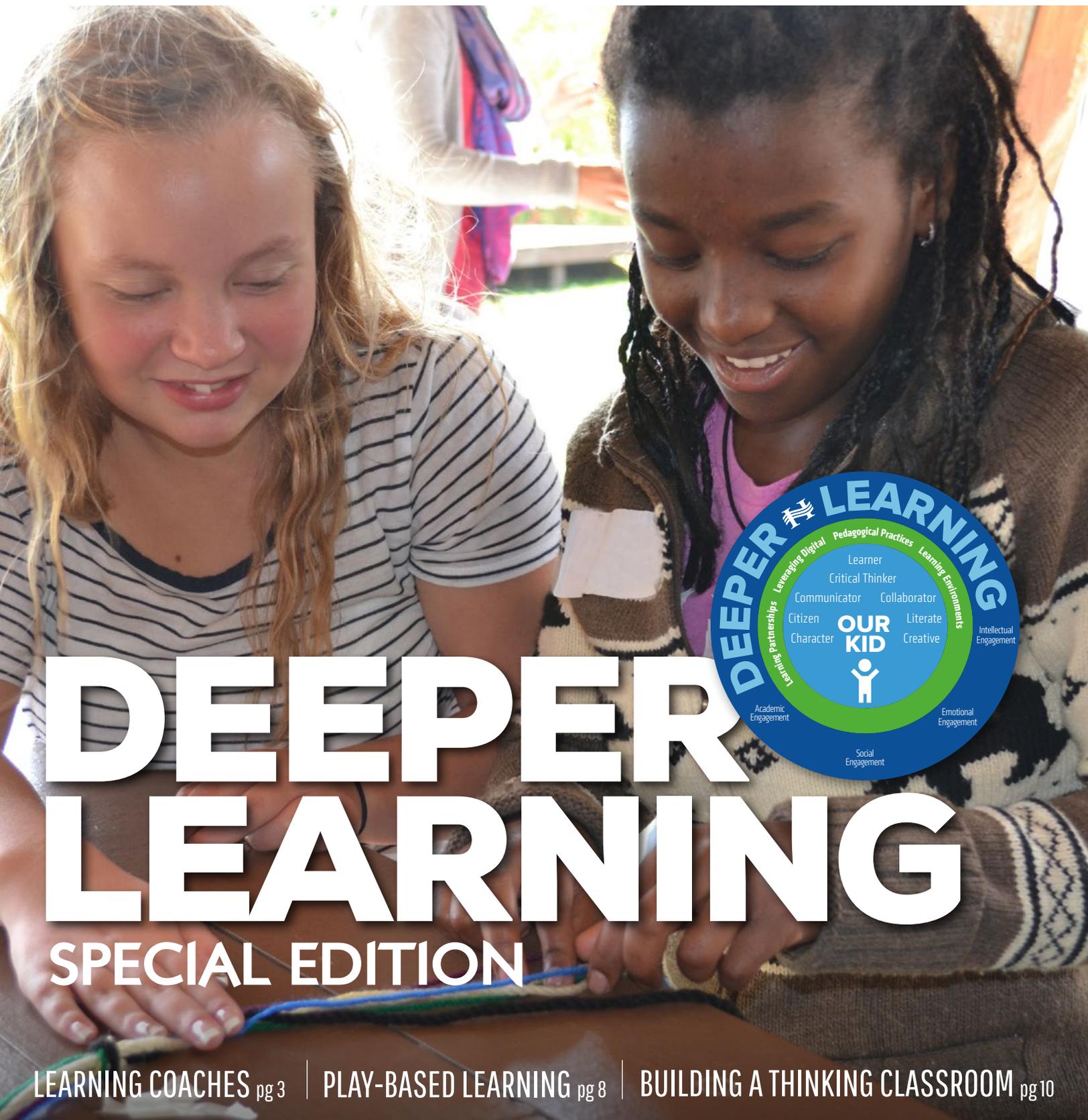


LEARNING MATTERS

2015 DEEPER LEARNING EDITION

Divisional Magazine of the HSD Superintendent's Office
Randy Dueck · Chris Gudziunas · Rick Ardies



DEEPER LEARNING

SPECIAL EDITION



LEARNING COACHES pg 3

PLAY-BASED LEARNING pg 8

BUILDING A THINKING CLASSROOM pg 10



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

DEEPER LEARNING



Here in Hanover it really is all about our kids and their learning and always has been. Our mission clearly states that we want to provide our kids with the best education

possible to prepare them for a productive and wholesome life. And it is our challenge to do that in the context of a rapidly changing world.

Two years ago Hanover School Division established our three priorities as: All students will learn the skills, dispositions, knowledge and values essential to a productive and wholesome life; Building the capacity of all staff so that all students will learn; and partnering with our Communities so that all students will learn.

This past year we took that a little deeper by engaging all constituencies in the "Our Kid" project where we asked exactly which skills, dispositions, knowledge and values are essential for a Hanover School Division graduate. And this year we are taking our priorities even deeper through the development of a Deeper Learning Plan that will bring strategy, direction and a structure to our stated aims.

You will hear a lot about Deeper Learning in Hanover School Division this year and in the next few years to come. One thing I am particularly pleased about is that our Deeper Learning Plan has been developed in collaboration with many others both within and without the school division. We have partnered with IBM Education Services Canada for the past year and a half to develop and implement a comprehensive Deeper Learning Plan. We have established a Deeper Learning Team comprised of teachers, principals, learning coaches and superintendents that will provide broad based leadership to implementing the plan. And we will partner with Michael Fullan's New Pedagogies for Deeper Learning to participate with a broader, indeed global, community of learning that will help us to understand if we are truly reaching our stated aims to help our kids to become competent with the skills,

knowledge, dispositions and values that are essential to their future.

But the phrase Deeper Learning can mean almost anything, what do we mean when we say Deeper Learning? We mean a clear focus on learning those essential skills, dispositions, knowledge and values. We mean more relevance, more rigor, more curiosity, more connections, more questions, more clarity, more community, more preparation for a digital world, and even more adventure. And we mean deeper academic engagement, social engagement, emotional engagement and intellectual engagement. After all of our work on Our Kid we have identified eight deep learning competencies, all eight of which we have identified as essential for "Our Kid" to flourish. To be a Learner, Critical Thinker, Communicator, Collaborator, Literate, Creative, and to exhibit good Citizenship and Character.

We can achieve this Deeper Learning through developing dynamic learning environments, building collaborative learning partnerships, transforming pedagogical practices and leveraging the digital resources now available to us. It is our commitment to all of our staff to provide the learning opportunities necessary to fully realize these opportunities. In this current year the learning will focus primarily on school leaders and learning coaches. And it is our commitment as a division to each and every one of our kids that we will do everything that we can to help them to graduate from school ready for a productive and wholesome life.

With gratitude,

Randy Dueck, Superintendent, CEO
Hanover School Division



Elmdale Principal - Colin Campbell, SRSS Campus Administrator - Luis Reis, and HSD Board Trustee - Cyndy Friesen participated in the Today House CEO Sleepout. This annual event creates awareness about those experiencing homelessness in our communities.



Guest Speaker George Couros addressed early and middle years teachers during Superintendent's PD Day on Nov 2. The sessions explored how teachers can increase student learning by focusing on engaging instruction.



Kevin Lamoureaux was the keynote speaker at Superintendent's PD Day for senior years teachers on Nov. 13. Lamoureaux delivered a challenging and thought-provoking message on the role that culture, privilege, and poverty play in public schools.

MEET DARREN KUROPATWA AND THE LEARNING COACHES

While the notion of leveraging digital is a new concept for many, for Darren Kuropatwa it is old hat. The Hanover School Division's new Director of Learning has a passion for engaging students.



Rich, authentic and engaging learning is at the heart of what he strives for. Darren comes to Hanover by way of the St. James School Division, having spent some time teaching

in Quebec before that. As a result, he has worked with students across grade levels in a variety of subject areas. Teachers have awesome superpowers

(<http://j.mp/teachersuperpower>) yet one of the biggest challenges we've always had is finding ways to discover what's going on behind kids' eyes. That's where the power of formative assessment lies, and technology allows us to do things we could have never done before in this regard. This is such a wonderful time to be a teacher!"

As the Director of Learning, part of his work entails overseeing the division's robust and diverse team of learning coaches. The coaches are a group of master teachers who share Darren's passion. As such, their work involves building connections with other teachers throughout the division, helping them create the best environments possible for their students. "The coaches are there for the teachers. While they have particular passions and

interests within the realm of education, each one is ready and able to serve any teacher in the division regardless of grade level or subject area. Their involvement could range from resource sharing to team teaching to pedagogical troubleshooting. The coolest part is that if they don't know the answer to a teacher's question/concern, they'll touch base with one of the other coaches and find an answer. Teachers shouldn't hesitate to get in touch directly with the coaches. Send them an email or give them a call."

Visit our PLC channel to watch a short video about how Learning Coaches are helping HSD teachers. <http://j.mp/plcvideos>



Go online to view expanded introductions and PLC content

MEET THE COACHES



Lucie Boutet



Russ Dirks



Barb Galessiere



Kim Koop



Rhonda Kubanek



Murray Lawrance



Charmaine Mackid



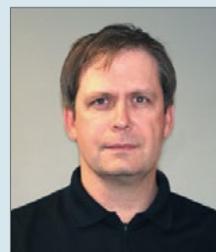
Anne Reimer



Martha Reimer



Val Schellenberg



Brett Schmall



Corinne Thiessen

DEEPER LEARNING IN HSD



It all began with a question: what should our students be learning? It was refined into action research: what are the skills, knowledge, dispositions and values that are required to live a whole-

some and productive life? It turned into the “Our Kid Project”, in which groups of HSD students, teachers, principals, trustees, parents, and community members met together to articulate those learning goals as clearly as possible. And it turned into the “A” of our divisional learning plan’s “ABC’s” – all students will learn the skills, knowledge, dispositions and values required for a wholesome and productive life.

After clarifying our learning goals, we were presented with another question: are our students spending their time engaged in learning activities that will lead to them realizing these goals? Or, put another way, are we spending our time, efforts and resources on the educational activities that we believe are most important?

For example, participants in each of the groups that participated in “Our Kid” workshops

stressed the need for our students to be critical thinkers, curious, problem-solvers, collaborators, creators and communicators – are there ways we could get even better at helping our kids develop these skills? Participants stressed that our students need to become caring, compassionate, respectful and inclusive – what can we do as educators to better help our students develop these characteristics? They also stressed the need for our students to learn requisite knowledge with excellence; to be highly literate and numerate, to master the essential understandings of their various subject areas. From this inquiry, the concept of an HSD deeper learning plan was born.

Beginning last winter, HSD engaged a team from IBM Educational Consulting to help formulate an action plan for deeper learning. They met with and surveyed groups of HSD teachers, learning coaches, principals and superintendents and presented a variety of recommendations for consideration. A deeper learning team of teachers, learning coaches, principals and superintendents was formed, and began developing an HSD Deeper Learning Plan.

The resulting plan should provide a learning focus for HSD over the next five years. It should help us align how we purchase and support technology in schools, how we provide professional learning opportunities for educators and how we spend our time in our schools and classrooms. It should help us with the typically difficult transition of “good to great” – how does a very good school division like Hanover become even better at engaging and educating our kids.

The Deeper Learning Team has kept the challenge of creating a rich deeper learning experience for students as the focus of their work.

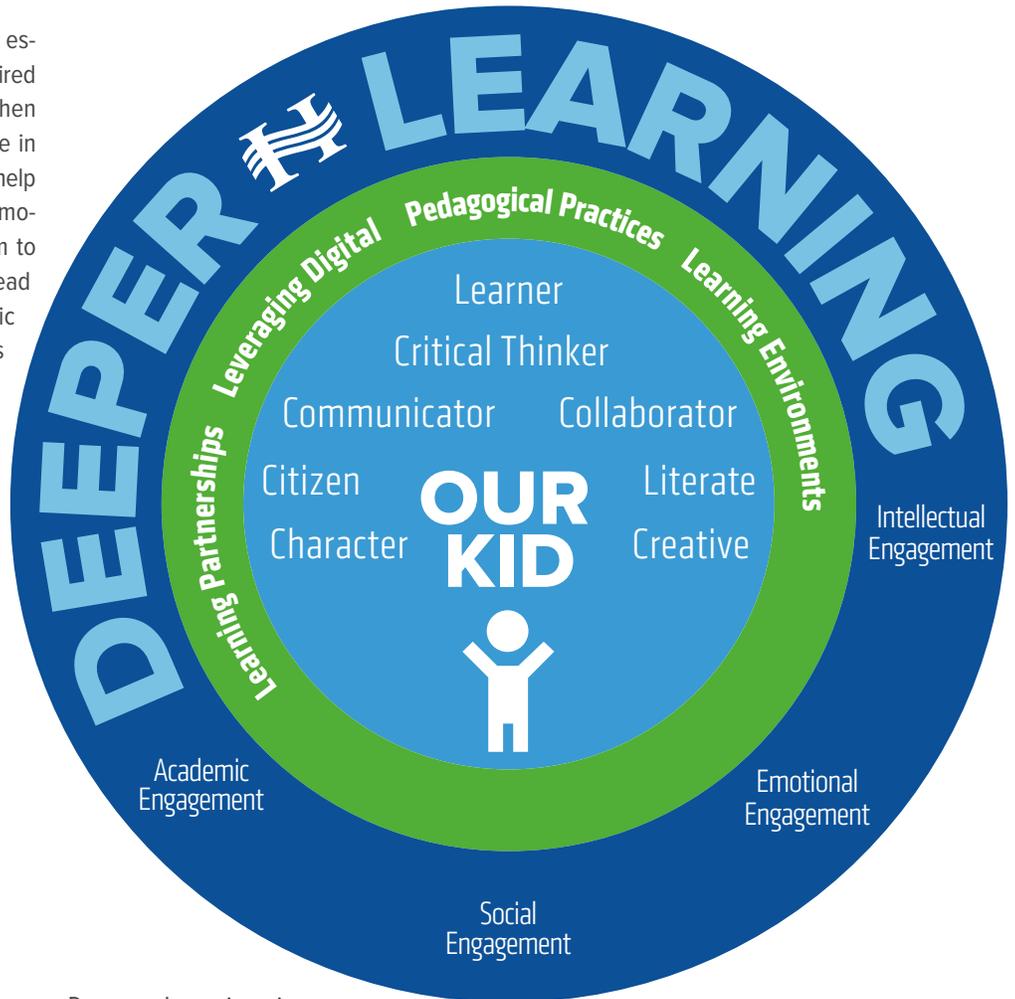
“HSD engaged a team from IBM Educational Consulting to help formulate an action plan for deeper learning.”

How can we ensure that students learn the essential knowledge and understandings required in the various academic disciplines, and then develop the skills to apply that knowledge in meaningful and creative ways? How can we help students to develop values essential to democratic democracy? How can we help them to develop the habits and dispositions that lead to success? How can we provide authentic learning opportunities that keep students engaged, motivated and interested in their learning? These have been some of the essential questions they have explored.

The HSD Deeper Learning plan will begin with an initial focus on inquiry learning as a pedagogical approach. While inquiry is certainly not new, the next few years

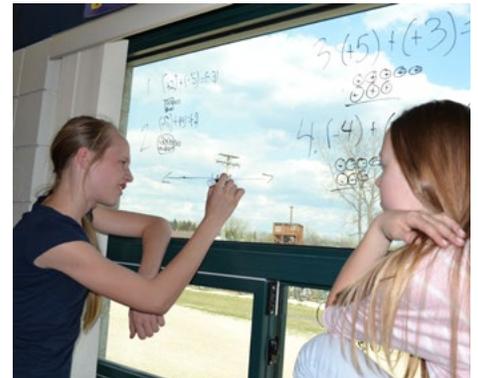
“The HSD Deeper Learning plan will begin with an initial focus on inquiry learning as a pedagogical approach.”

should see inquiry learning occur much more extensively in schools throughout the division. Professional learning opportunities for teachers will be developed over the next several few school years and divisional and school learning teams will be formed during the upcoming year. The first few schools have already proposed pilot projects of how they would like to develop inquiry learning in their classrooms, and the first of those have already begun their projects.



Deeper Learning in HSD has coincided with two great developments. First, this past August we were very excited to hire Darren Kuropatwa as our first Director of Learning. Darren is a world-class educator and has taken on the leadership of our Deeper Learning Team. Second, the former CST team has been reorganized into the new HSD Professional Learning Team and their roles have transformed from that of curriculum consultants to that of learning coaches. Darren is serving as the “Principal” of this new team, helping them to build their capacity as educational leaders. Together, Darren and the Learning Coaches will be working in all HSD schools helping all of us as we build our capacity for teaching and learning. Further information about the HSD Deeper Learning plan will be communicated throughout the school year.

- Rick Ardies,
Assistant Superintendent



LEARNING ABOUT ELECTIONS

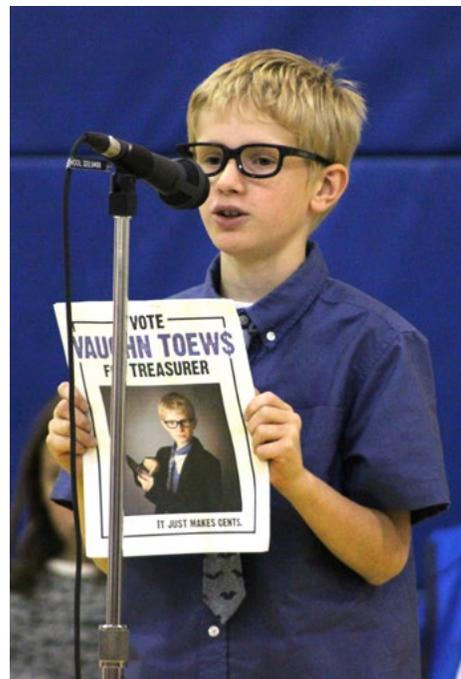
with Student Council at MMS

At Mitchell Middle School this fall, we launched our first ever student council. Grade 5 and 6 Social Studies teachers have chosen to teach units on government and the electoral process this fall because of the federal election, so this was a great opportunity for students to experience the democratic process for themselves. The real-world connections are especially evident while the federal election campaign is on-going, and it was a perfect way for students to begin preparing for their role as citizens in our community and country.

Students were excited to campaign for the various offices, and many prepared intelligent and entertaining speeches to convince their schoolmates to vote for them. Voter turn-out was high (82% of the student body), and there were several very close races. Many of those elected to the council expressed surprise at

how many people ran, and that they managed to win against so many excellent candidates. When asked what they hope to learn from the experience, most talked about developing their leadership skills, learning to work with other leaders to make decisions and learning how elections work. They also expressed interest in truly representing their fellow students and getting to find out what their classmates want. At the first council meeting, there were some understandable nerves and hesitation about actually making decisions and voicing opinions, but when asked, virtually all council members said the thing they are most looking forward to is getting to participate in deciding what happens at our school. They are truly excited to have a voice in making our school better and planning fun activities for their peers.

- Jolene Kehler, Mitchell Middle School



ABORIGINAL ACTIVITY DAY

with students from Bothwell, Green Valley, and Kleefeld



Students from Bothwell, Green Valley and Kleefeld got together on Wednesday, September 23 for the sixth annual Aboriginal Activity Day. The event was held in Kleefeld Park which has proven to be the ideal location for hosting this event. Grade five students from each of the three schools were bused to the park. HSD Trustees Lynn Barkman, Cyndy Friesen and Ruby Wiens also joined in for the day's activities. Bill Crompton was invited to begin the day with the erecting of a full size teepee. Students

got to watch as the first tripod of poles was raised and observed how each additional pole was added until the final steps when the teepee cover was draped over the frame and the pegs were put in place to keep it secure. At this point, students broke into groups of about 20 and began their rotation through eight different stations. The stations are designed to instill knowledge and respect for First Nations culture and traditions. The teachers planning the day tried to cover a broad spectrum of topics.

Two story tellers were invited to share knowledge and stories of their past. Flora Zaharia, an 88 year Elder, originally from the Blackfoot tribe in southern Alberta, and Duncan Mercredi, a Cree Elder from Manitoba, shared stories to enlighten and entertain the students.

Other stations included Aboriginal games, where students learned how to Hoop Toss, how to do an Eagle Scream, and an activity called 'Hide the Stone'. At another station, students learned about the Winter Count and how First Nation's peoples on the Plains would record key life events in pictorial form on a bison hide. At the next stop, the beading station, students got to experiment with different kinds of beads to learn how Metis people used beads to decorate their clothing.

- Peter Heese
Bothwell School



CREATING A STREET MURAL

with students from Elmdale School

Elmdale School students designed and painted a mural on Main Street in Steinbach. The project was a joint effort between Elmdale School and business owner Mr. John Klippenstein from Klippenstein Financial. The mural is located along the west side of the Klippenstein Financial building which is on Main Street behind Elmdale School. Mr. Klippenstein gener-

ously donated the funds for local artist Colleen Watchorn to manage the project. Students planned and painted the mural over the course of two weeks. Jo-Anne Giesbrecht, Grade 3 teacher at Elmdale helped organize the project. The mural depicts “Elmdale City”. Grade 4 students designed and painted the buildings while grades 1, 2, and 3 students painted the

grass field. As a finishing touch, each student in the school designed and painted a flower in the grass field of “Elmdale City”. Students, visitors, and residents of Steinbach now have a colorful mural to welcome them as they drive or walk down Main Street!

- *Melissa Fry, Elmdale School*

LEARNING COACHES

THERE'S AN APP FOR THAT!

Supporting the seven processes in our Mathematics curriculum



Math teachers understand that becoming a mathematical thinker goes well beyond acquiring fluency in basic math facts and skill in computations. It involves exploration, visualizing, looking for patterns and making connections, reasoning through a problem and communicating one's thinking.

Desmos is an amazing technology tool that will contribute to and support exploration and sense-making at all grade levels from early years all the way through to Calculus. It is an online calculator and graphing tool, available on any platform and from any device. And while it looks fairly simple on the surface, it has tremendous depth and versatility in the ways both teachers and students can use it. To explore some of its potential at different grade levels, or to take some interactive tours and look at some

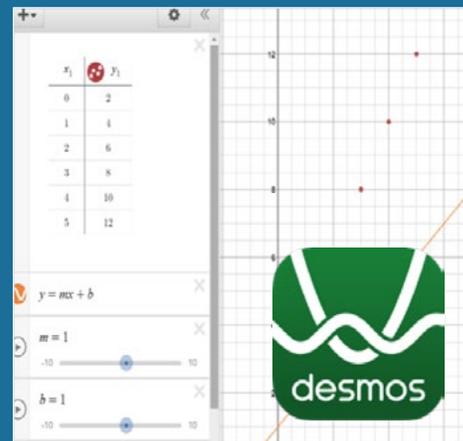
of the global challenges students are taking part in, go to <http://learn.desmos.com>.

Here are just a few ways in which Desmos might support math learning through visualization and technology:

Grade 4 (PR.3): Have students look at graphical pattern, then compare it to corresponding tables of values. Have them extend the pattern by entering new values into the table to see if the plotted points follow the pattern they predicted.

Grade 7 (PR.2): Strengthen students' ability to connect sets of relations to sets of graphs by creating daily Match My Line challenges (see <http://goo.gl/juJo4N> for some ideas)

Grade 10 Essentials (E2.TF.1): Use the Activity Builder to create an exploration in which students use sliders to change shape or function parameters to see how that transforms the graphical representation.



Grade 12 Pre-Calculus (P.R.all): Participate in the Beautiful Functions challenge (see <http://goo.gl/jfrJME>) as a way of extending what students learn about functions and manipulations.

- *Anne Reimer*
Learning Coach

BOOKSHELF



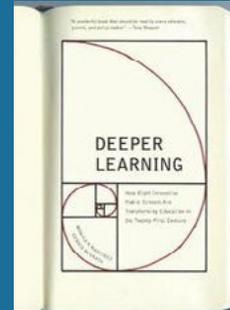
Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century by Monica R. Martinez and Dennis McGrath

"I have a dream. A dream where conventional methods of teaching move from a delivery system to a more dynamic system, where teachers engage and encourage students to acquire skills that in turn will help them most efficiently to gain knowledge and go on to become lifelong learners." - Sir Ken Robinson

The term "Deeper Learning" is being used more and more in schools across the world and is now being used quite regularly in schools across our division. Monica Martinez and Dennis McGrath do a really terrific job of explaining what Deeper Learning is and what it should look like in schools. They share the work of principals and teachers from eight schools located in the US, who have successfully embedded

the six core strategies of "Deeper Learning" in their day to day work with students as they mentor and guide their students "as they become passionate learners and global citizens who are ready to take on a world increasingly defined by new technologies, economic shifts, and profound social challenges."

Martinez and McGrath describe Deeper Learning as "the process of preparing and empowering students to master essential academic content, think critically and solve complex problems, work collaboratively, communicate effectively, have an academic mindset, and be self-directed." The authors provide a blueprint for Deeper Learning using examples from the eight schools to show how each of the schools have adopted and are meeting the core strategies of Deeper Learning: 1) establishing cohesive, collaborative learning communities;



2) empowering and encouraging students to become more self-directed, creative and cooperative; 3) making curricula more engaging and meaningful by contextualizing and integrating subjects; 4) taking education outside of the school and into the community; 5) motivating students to discover their own talents and interests – customizing learning whenever possible; and 6) incorporating technology purposefully to enhance learning rather than simply automate learning.

Chris Gudziunas, Assistant Superintendent

PROFESSIONAL LEARNING CENTRE

WHY PLAY-BASED LEARNING?



"Almost all creativity involves purposeful play." (Abraham Maslow-American Psychologist)

A few weeks ago I was spending some cherished time with my granddaughters. Three year old Kardyn was busy creating with glue, ribbons, pom poms, lace and other texture rich items. At the end of her project she looked at me and pronounced, "that was hard work!" More than being cute I realized that she really had been working hard. I reflected on how she had made her thinking visible in the 20 minutes she was completely engaged in her work. Multiple math and literacy learning were evident along with the social emotional skills of concentration, focus and problem solving.

Some classrooms prefer to use terms such as "explorations" and "discovery" to distinguish between the play outside of school to the kind of play that exists in the educational curriculum. (Lori Jamieson Rog). Play-based learning provides opportunities that are intentional, strategic and carefully planned to create rich and challenging experiences. The teacher must have a deep understanding of curricula, awareness of the teaching capacity of the environment and use vibrant, engaging and authentic means of teaching learning outcomes. The teacher's pedagogy is one of the most important aspects in children's learning. (John Hattie, "Visible Thinking") There is a balance between teacher-directed instruction and self-directed play as children actively engage with people, objects and representations and create context and make sense of their world. Play-based learning should be motivating, meaningful and socially engaging. In contrast to centers where the

teacher directs the activity and student participation, explorations or discovery time are student directed and open ended. Observation, questioning and documentation of learning are an important aspect of play-based learning.

As we move toward Inquiry-based learning across grades and curricula we start with our youngest learners to pique the dispositions for learning such as curiosity, openness, optimism, resilience, concentration and creativity through play-based learning. (SACSA, 2009)

*- Martha Reimer
Learning Coach*

Check these videos out for more information:



Institute of Play



*Connected Learning:
Playing, Creating, Making*



LEARNING THROUGH PLAY

at Woodlawn School

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work behind childhood.” Fred Rogers.

As kindergarten teachers we have had the privilege of meeting with Debra Mayer, ECEU consultant for A Time For Learning, A Time For Joy. Through these inservices we’ve discovered the importance of developmentally appropriate practices and learning through play in kindergarten classrooms. On behalf of all kindergarten teachers, I would like to thank her for sharing her expertise and ideas with us.

Children learn through play. Through play they work on their cognitive skills, physical abilities, new vocabulary, social skills, literacy skills and so much more. In our classroom, we begin every day with a time of “Explorations”. I have set up intentional centers that include things that I have discovered the students are interested in such as volcanoes, construction, bugs, plants etc. It has made a huge difference in the transition to



kindergarten. Play is joyful. Play is engaging. It has created an outlet for anxiety and stress. The students are interacting with their friends, they are engaged and they are inquiring about things they are interested in. I find the classroom to be a calm environment that allows me, the teacher, to interact with the students and build strong relationships.

At this point, we use writing tools like play-dough, paint, or sand. The light table is used for building with shapes, creating patterns, and color mixing. At the block center we construct many different structures and build vocabulary

as we talk about balance, beams, and supporting walls. Throughout our day, as the students are engaged in their play, I have opportunity and time for observational assessments or to step in and work one to one with students. I find that I am better able to meet the diverse needs of my students. “Play nourishes every aspect of children’s development – it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life.” Canadian Council on Learning

*- Glenda Maendel
Woodlawn School*

INQUIRY-BASED LEARNING

at Mitchell Elementary

This is what happened in 2N when I gave inquiry a chance. In our class we have been exploring the Science cluster: Position and Motion. As part of our exploration of force and simple machines, I challenged the class to work in partners to make an invention that would move a wooden block from one place to another. I let them use their previous knowledge of our science discussions and what they knew about the world to come up with their ideas for their inventions. I shared, and hopefully inspired them, with Kid President’s talk “How to be an Inventor” which emphasized the importance of not giving up even when you fail. I was surprised with the results of this very simple in-

quiry! The engagement of my class increased immensely as well as the quality of work from each student. All of my students were able to invent something that was able to meet the expectations of the task and each of them did it at their own personal level of understanding and creativity. I believe that ALL my students experienced a deeper learning of Position and Motion because they were stretched to create something unique through inquiry. The best part of this whole thing for me was that THEY were excited about learning!

*- Heidi Newman
Mitchell Elementary School*



HEALTH AND WELLNESS

at the 2015 VTAM SAGE Conference



The SRSS was host to this year's Vocational Teachers Association of Manitoba (VTAM) SAGE conference. The VTAM conference is unique in that it combines a trade show with professional development sessions. The trade show consisted of over 20 vendors, many of whom set up multiple tables displaying new and innovative products and services applicable to education. Some also highlighted the SAGE theme of "Health and Wellness".

Highlights from the trade show included Funk's Toyota. They were very generous and brought new hybrid vehicles right into the grades 9/10 atrium area along with 8 or so vehicles available for a test drive outside. The Canadian Welding Association brought in their VRTEX virtual reality welding simulator where participants got to try out the simulator and compete for the opportunity to win a customized fire pit made by our very own SRSS Welding students. The day also featured Wellington College students

who gave 15-minute back massages for a small donation. Local company Prairie Oil and Vinegar also participated along with the traditional heavy vocational companies such as Snap-On and PraxAir. Sessions during the day featured Reena Nerbas (Household Solutions) and her session called "Life and Times of a Vocational Educator", as well as Carmel Wiebe, our local public health nurse, who gave an informative session on immunization.

As great as the tradeshow and presenters were, our keynote speaker was the true highlight. Big Daddy Tazz, the well-known comedian, gave a humorous yet moving presentation. Big Daddy shared a small glimpse onto his personal struggles with mental health and thoughts of suicide. Big Daddy reminded us that all of our students, no matter how they present themselves on the outside, need someone. They need someone to talk to, someone to listen to them, someone to lean on and someone to love. Sometimes big things come in big packages. Thank you Big Daddy!

- Dean Zaluski, SRSS

PROFESSIONAL LEARNING CENTRE

BUILDING A THINKING CLASSROOM through #VNPS



This was a tweet that was sent out by Dan Meyer last year - the overwhelming response from

teachers around the world was that they wanted whiteboards or vertical learning spaces. Chasing down the reasons behind these choices led us to

the work of Dr. Peter Liljedahl from Simon Fraser University .

Peter maintains that what many students are currently doing in school has less to do with learning and far more to do with "studenting"; that is, they become adept at playing the game of school rather than actually learning. He began to look for ways to change that. His conclusions



identified three key strategies that significantly shifted the quality of learning in classrooms to a high level of critical thinking through collaborative problem solving, resulting in higher student engagement and achievement. The three strategies of greatest impact centred around vertical non-permanent work surfaces, visibly random groups, and rich tasks.

WELCOMING DIVERSE CULTURES TO HSD



Did you know that HSD has welcomed students from over 60 countries!

Current world events remind us that families everywhere are seeking to find a better life in countries such as Canada, where education and hard work embody the hope of a safe, peaceful, productive life parents would like for their children. How do we respond to and support students coming from backgrounds different from the safe and privileged life most educators enjoy? Are our schools welcoming or wary of students coming from diverse educational backgrounds and cultures? Do we really get it that “what students can or cannot do in English is NOT a reflection of who they are or what they know”? (Elizabeth Coelho)

Last January Kevin Lamoureux (U. of W. professor) exhorted HSD K-8 staff to be vigilant against assuming that everyone’s ‘normal’ is the same. We cannot assume that our newcomer students’

educational backgrounds included approaches to teaching and learning, relationships in the classroom, social expectations, parental involvement, etc. similar to what is ‘normal’ in HSD schools. Rather, educators must do the interpersonal work needed to get to know students as individuals in order to build relationships that will then reveal how to best create learning experiences for each and every student. Equity for all, requires teacher - student relationships that lead to finding ways to level the starting point and then to creating opportunities for success. As well, many newcomers come from educational backgrounds which are more rigorous than our MB curriculum requires and teachers need to find ways to challenge and enrich students’ growth in these academic areas.

Current MB events highlight the need to ensure that ALL of our ‘kids’ develop positive social and respectful worldviews. As educators, our mandate is to be part of the solution to a social and moral problem highlighted in the Winnipeg Free Press (Sept. 19). The full front page simply stated: “racism: a belief that race

is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.” “That’s how racism is defined, but how do we define the SOLUTION to racism?” Our schools must be filled with educators and students who embrace diversity, demonstrate respect for cultural differences and value individuals. A starting strategy is to demonstrate value for home languages by encouraging students to use their native languages in their school work while learning English.

Our newcomer students are ADDING English and HSD/Canadian culture to their already rich language, culture and experience base. Our role as educators is to tap into that background, move each student forward and find ways to celebrate the rich learning opportunities that diverse cultures and languages bring to our classrooms and schools.

*- Val Schellenberg
Learning Coach*



Hanover teachers and principals recently had the opportunity to work with Peter, exploring the how’s and why’s of building a thinking classroom in a math context. There has been great excitement around the division as teachers try it out in their own classrooms, see the richness of visible student thinking, and watch how students engage in meaningful discourse with each other. Students get to move around, work with a variety of their peers and have their thoughts and opinions valued by the class. Plus they get to write all over the walls and windows!

Peter will be returning to the division for more sessions in February and April. This will be an excellent opportunity for more teachers, regardless of subject or grade level, to explore how they can build their own thinking classrooms.

*- Kim Koop and Anne Reimer
Learning Coaches*

ONLINE LEARNING FOR STUDENTS



Everfi simulates real life application of STEM concepts and fosters digital citizenship discussions.

Everfi is a company that creates free, self-directed online courses which help students learn about critical skills needed in work and life. Currently there are two Canadian-based courses that I recommend you check out with your students:

	Future Goals: Hockey Scholar	Ignition: Digital Literacy and Responsibility
Theme	STEM concepts	Digital citizenship
Grades	5-8	6-9
Length	3-4 total hours	4-5 total hours
Topics	Exploring angles and reflection, understanding applied and frictional force, geometric constructions on ice	The viral world, digital relationships and respect, my digital life
Context	The Winnipeg Jets have 4 games left to play to make it to the Stanley Cup final. The student's job is to apply scientific, technological, engineering and mathematical concepts to help the team with equipment and on-ice strategies to get to the winner's circle.	The student has been hired to plan a local rock concert. The student learns about making responsible technology purchases and smart choices when conversing online.

The high quality graphics and real world feel to these courses are sure to engage your students. They can be used as a whole class course or as an additional activity when students have finished their main task during class. Head to everfi.com and click on Log In at the top right-hand corner of the screen. Training is available from Everfi (contact Jessica Steed: jsteed@everfi.com) or myself if you would like extra support getting your class started.

- Charmaine Mackid, Learning Coach



CALENDAR

Last Day of Classes
Before Christmas Break
Dec. 18, 2015

First Day of Classes
After Christmas Break
Jan. 4, 2016

Board of Trustees
Public Meeting
Jan. 5, 2016

EY/MY School-Based
PD Sessions
SY Administration Day
Feb. 5, 2016

HTA PD Day
Feb. 26, 2016



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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.