

Our Kid as a

CRITICAL THINKER

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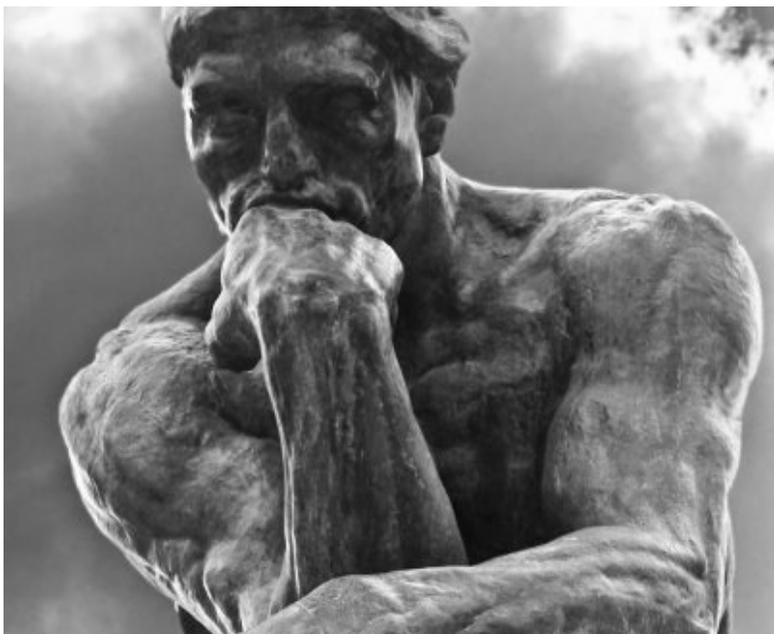


THINKING CRITICALLY



Really? Are we really sure we want our kids to learn how to think critically in our classrooms? What if they get really good at reflecting on what we teach them and develop their own well-structured arguments to debate our teaching with us? What if they insist on better evidence than we can provide? What if they ask us really relevant, pertinent and tough questions? What if they expose our own personal biases? What if they arrive at their own conclusions? What if

they sort out the difference between our facts and opinions? What if they stump us, on a regular basis? What if they figure out better ways?



Absolutely! Critical thinking skills are essential for them to make connections and identify patterns to construct deep understanding so as to effectively navigate the massive sea of knowledge in their interconnected global world. Critical thinking will provide them the tools to make better sense of a world where many will want to make sense of it for them. Critical thinking will guide them toward the productive and wholesome life that we want for them. Critical thinking looks and sounds a lot like wisdom. Especially if they learn how to put their critical thinking into action.

Let's not just teach them to think critically, let's provide them plenty of opportunity in the safe environment of the classroom to practice critical thinking.

What do you think?

Randy Dueck,
Superintendent - CEO
Hanover School Division

Our Kid as a Critical Thinker

This edition of Learning Matters is the second in our series exploring the eight core competencies that describe *Our Kid*, and focuses on critical thinking. Throughout the issue we will inquire into what it means to be a critical thinker, and see some great examples of how this competency is being developed around HSD.

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Superintendent, Randy Dueck asks whether we actually want critical thinkers in our classrooms, and fortunately concludes that we absolutely do.

Page 3

NCI Math Teacher Nathan Dyck describes how students working on a project in an Essentials Math class needed to collaboratively construct new knowledge in a meaningful real world application.

Pages 4-5

Assistant Superintendent, Rick Ardies explores various dimensions of critical thinking and how they can apply to different ages and subject areas.

Pages 6-7

Two interesting classroom perspectives on critical thinking skills at the SRSS come from **student Brittney Schinkel** and **teacher Andrew Unger**. Schinkel describes the challenge of developing a meaningful learning experience for pre-school children, and Unger enters into the conversation of how we equip students to be able to distinguish whether or not information is trustworthy.

Pages 8-9

Grade 1 Teacher, Jennifer Cuppage from Woodlawn School, writes about the challenge of creating the conditions in a classroom that will engage students' curiosity and at the same time encourage students to think critically. Director of Learning, **Darren Kuropatwa** adds to the exploration of critical thinking, focusing on how we can help our students develop their thinking skills.

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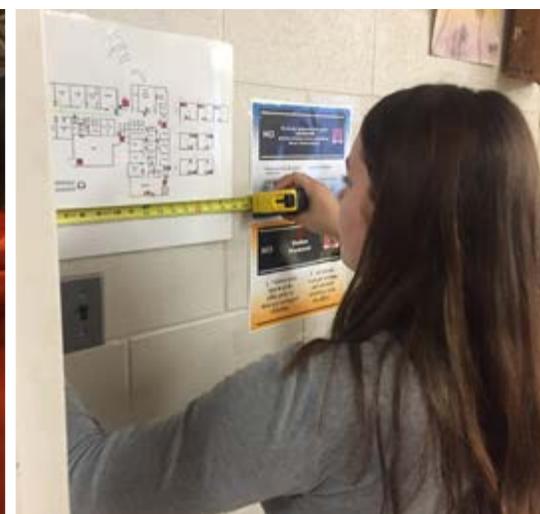
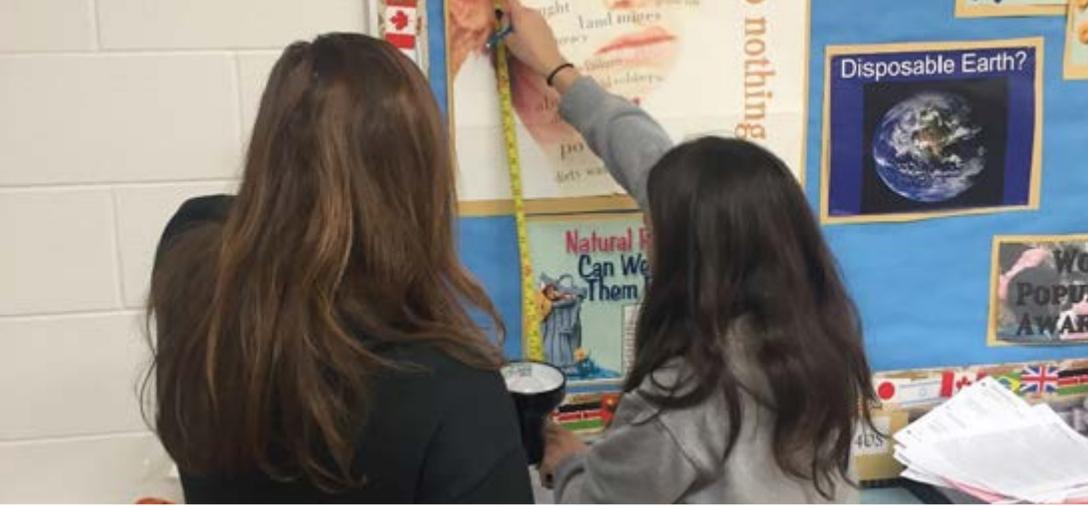
On the bookshelf, **Assistant Superintendent Chris Gudziunas** profiles the book *Settling to Learn*, highlighting the importance of developing and maintaining a strong student-teacher relationship.

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Southwood School Grade 1 Teacher Susan Gudmundson, contributes a great article describing a social justice project that nurtures student citizenship and requires students to apply their ideas to help with significant real world needs.

Page 12

CMS French Teacher Helen Malandrakis profiles some fascinating language learning books that will be valuable for foreign language teaching.



IN OUR SCHOOLS

ESSENTIALLY GETTING TO CRITICALLY THINK WITH SAFE WORK at NCI

“Congratulations! You have been hired to be part of the workplace safety and health team!” were the first words written in a letter that greeted an Essentials Math class early Tuesday morning. As the students continued to read their notice of employment, they discovered that they had been tasked with the responsibility to determine whether the teachers of a select few classrooms were adhering to the guidelines set forth by Hanover in regards to the amount of paper on the walls – no more than 20% of paper in total on classroom walls.

Before jumping into one of the teacher’s rooms, each group (consisting of two or three students) developed an organized proposal that outlined their equipment needs, work that could be

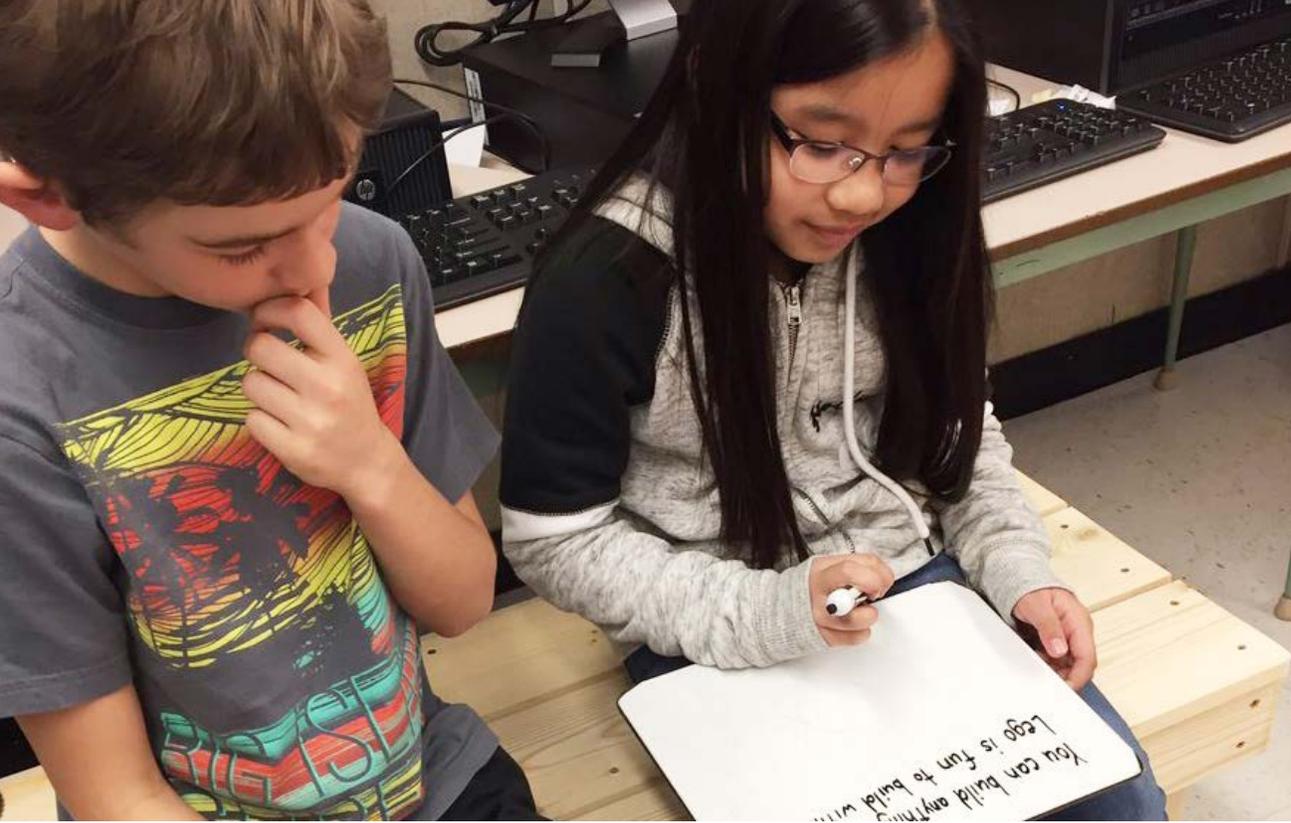
completed prior to entering the classroom as well as how to accomplish their task once they arrived on the ‘job-site.’ As the Grade 11 students collaborated, questions arose, “Does the light switch count? What about the flags in Mrs. Happychuk’s class? If part of a papier-mâché fish is touching a wall, do you calculate the whole fish, part of the fish, or none of the fish? Should we use centimeters or inches?”

After all the measurements and calculations were completed, each of the groups that had the same classroom got together to compare their final percentages. At first, one excited group calculated the total amount of paper on one of the teacher’s walls to be 27%. This very high percentage immediately raised some concern

but was soon quelled when they compared their numbers to the other group assigned to the same classroom.

Looking back on the activity, I was incredibly happy to see that all the students were engaged at some level – whether through working together, communicating their thoughts, ideas and questions, their unified desire to discover that one of the teachers was over the 20% or even the sharing and comparing of their solutions. And teachers from Niverville Collegiate – rest easy, you’re working safe!

- *Nathan Dyck, High School Teacher
Niverville Collegiate Institute*



FEATURE ARTICLE

HOW CAN WE HELP OUR KIDS GROW AS CRITICAL THINKERS?

In all of the different inventories of 21st Century learning competencies, one of the most consistently stated learning goals is critical thinking. It is also front and center in our HSD *Our Kid* logo. This makes a lot of sense, as critical thinking and learning are so closely linked. In general, critical thinking consists of evaluating new information that we encounter, connecting that information to prior knowledge, and then constructing and applying that new knowledge in a meaningful way. When we get down to the details, these processes can become quite complex, as there are many age and subject specific strategies for critical thinking that must be employed for learning to be effective.

Is there anything more central to the concept of learning than critical thinking? If learning can be described as a long-lasting change in belief, attitude or behavior gained through experience, can this happen at all without critical thinking? The New Pedagogies for Deeper Learning (NPDL) organization defines critical thinking as critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world. At all grade levels and in all subject areas, these processes are key to the learning of all our students.

NPDL's first step of critical thinking states that learners must be able to evaluate information and arguments. In this era of "fake news" and universal digital connectivity, it has become clear how important these skills really are. Students must learn to determine whether information

is trustworthy, relevant or useful. They must also learn to distinguish between logical arguments and unfounded assumptions, logical leaps, and unjustified conclusions. When we are all surrounded by ubiquitous sources of contradictory information, it is essential that students develop the analytical skill to differentiate between sources of content. The big question is, what does this look like in grades one and two? Or five and six?

"When we get down to the details, these processes can become quite complex, as there are many age and subject specific strategies for critical thinking that must be employed for learning to be effective."

A second characteristic of critical thinking is the ability to make connections, identify patterns and see relationships. This is essential to learning as it allows the learner to link what they already know



to new knowledge that they encounter. It is only through this link to prior knowledge that learners can make sense of and understand new information. How can we provide our students with the opportunities to make connections and see patterns in a way that helps them to develop deep conceptual understandings?

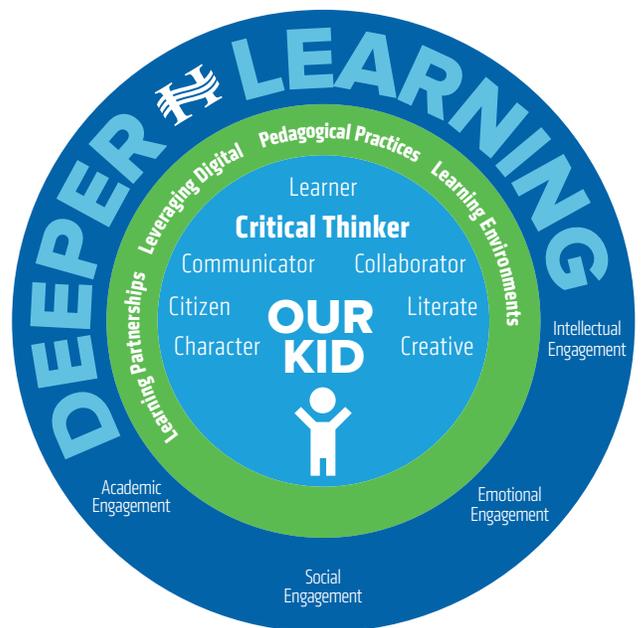
Meaningful knowledge construction is a third key aspect of critical thinking. Students must become skilled at analysis, interpretation, synthesis and evaluation in order to develop their own understandings. Instead of just consuming and reproducing information that is available to them, students also need to construct their own opinions and understandings so that they can become creators of new knowledge, beliefs and products. How can we help all of our students become creators of new knowledge? How can we challenge them to do this repeatedly, across subject areas and grade levels?

A final component of critical thinking is described as experimenting, reflecting and taking action in the real world. This is a response phase of learning, in which students apply the knowledge and skills they have developed in meaningful ways. How can our students develop solutions to real problems? How can they design products and courses of action that are relevant both in the classroom and in broader contexts? Can they design and take action that has an impact and makes a difference in the real world?

Critical thinking has always been a key component of our classroom practice. As we focus on deeper learning and helping our students grow as critical thinkers, our challenge is to purposefully create ongoing opportunities for all of our kids to learn the strategies and develop the specific skills that will help them succeed as learners.

Rick Ardies, Assistant Superintendent

“Our challenge is to purposefully create ongoing opportunities for all of our kids to learn the strategies and develop the specific skills that will help them succeed as learners.”



DIGGING DEEPER WITH PRESCHOOLERS at the SRSS



Through the Human Ecology program at the SRSS, students in Family Studies classes have many opportunities to connect with the preschool-age children in the SRSS Preschool. We are able to put into practice the skills and knowledge we have learned in the classroom in a hands-on way.

“We are able to put into practice the skills and knowledge we have learned in the classroom in a hands-on way.”

As one of our projects, we were challenged to create a Prop Box for preschool-age children that would encourage their physical, intellectual, and social-emotional development (a prop box is a group of dramatic play materials organized by theme). I wanted my project to be creative, unique and

engaging for the preschoolers...I wondered what it would be like to develop a way for children to pretend they were paleontologists! I set to work exploring different options to bring my idea to life. Through some experimentation and a bit of trial and error, I decided to plan a Dino Dig for them.

I began the process by designing a giant template for the preschoolers to “puzzle” the bone pieces together. Then, I began constructing dinosaur bones for two different dinosaurs from recycled materials. When I presented my completed project to the kids, I brought them outside to a dirt filled sensory box to dig up some bones! Once they had located a puzzle-piece bone, they were to carefully pull it out of the dirt using mini-brooms and mini-shovels, and then identify the dinosaur it belonged to. It was a blast! The activity was such a hit that we decided to try it out on a larger scale during Innovation Week... think beach volleyball court, the addition of a third dinosaur, and the rest of my class!

The most rewarding part of the project was seeing the large scale Dino Dig completely set up and ready for the kids. From creating all of the components, to planning and setting up the activity, to wrapping up at the end of



CRITICAL THINKING IN

For quite some time it has been fairly common for teachers, especially in the Humanities, to emphasize critical thinking and a degree of skepticism about the media. We teach students to seek “reliable sources,” for example, or to be able to detect bias in texts. There may have been a time in the past when students were too trusting of the media they encountered. “If it’s on TV, it must be true.” Today, however, we live in a society which is already greatly distrustful of media in general, and sometimes for good reason. So, is this emphasis on detecting bias and seeking

reliable sources still necessary in a world where many people are already extremely skeptical about what they read and see?

I would argue, yes, it is, but perhaps it should manifest itself in a slightly different way. Students need be critical thinkers, but, while in the past, we may have emphasized thinking critically about media, now we may need to emphasize self-reflection and self-analysis. In other words, more than just “What are the biases in this television program?” students need to be aware of their own biases and perspectives as well.



the day, it was a ton of work, but it was really worthwhile. It was amazing to connect with the children - seeing them get super pumped when they found a bone and investigating with them which dinosaur it belonged to.

“Throughout the project, I developed new skills and built on some I already had. It involved a lot of problem solving, leadership, and strong communication skills.”

Throughout the project, I developed new skills and built on some I already had. It involved a lot of problem solving, leadership, and strong communication skills. I found it challenging to complete the project in time for the “dig,” but as a team we reached our goal. I really appreciate the glimpse of “real life” realities I experienced and I’m glad the preschoolers



had an opportunity to explore a different type of occupation through symbolic play. Overall, I believe it was a great learning experience for the children and for me.

*- Brittney Schinkel, Family Studies Student
Steinbach Regional Secondary School*



THE AGE OF FAKE NEWS

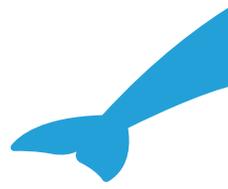
One example of this is the phenomenon of fake news, a term that is already problematic given its many meanings. The term “fake news” has been used to refer to humorous satire intended to entertain, hoax news intended to deceive (or as click bait), and real news with a certain bias. There are websites, such as snopes.com, that fact-check fake news, and plugins are available on some web browsers that will pop up with a “fake news” alert. While these have some limited value, I tell my students that they have their own “fake news” detector: their own minds.

Most deceptive news and memes play off a common bias within the population. It could be a bias or stereotype that one political group has about the followers of another, or that older people have about younger people, or men about women, and so on. When a quote is “too perfect” or the “facts” presented in the meme confirm certain commonly held beliefs, this should, at the very least, cause us to be cautious. All this rests on some degree of knowledge, not just of what exactly our own biases are, but also of facts and information in a subject area.

This is just one example, of course, but the point is that as media becomes more complex, so too must our literacy skills. Simply pointing out the flaws and biases in others is insufficient. Now, more than ever, we need to ask, “What are my biases and perspectives?” Critical thinking should be just as internal as it is external.

*- Andrew Unger, High School Teacher
Steinbach Regional Secondary School*

NURTURING & CULTIVATING NATURAL CURIOSITY at Woodlawn School



It was the end of September and I was just beginning to catch my breath from the energy of starting a new school year with my Grade 1 students. During a morning meeting, one of my students mentioned Winter and Hope, two dolphins that had been rescued by the Clearwater Marine Aquarium in Florida. At an immeasurable speed, the kids fired off their knowledge of these dolphins and asked question after question. I remembered from past students that this aquarium had a live video feed and immediately put it on. I wrote down as many comments, questions and wonderings that I could while the kids watched in amazement. I left that day knowing this intense class-wide interest was the key to some really great learning.

“I left that day knowing this intense class-wide interest was the key to some really great learning.”

We were able to answer some questions right away with just the knowledge we had in our room, and a few more were answered by watching the live feed. One student brought in the chapter book he had at home about Winter & Hope, so we started reading it as a class and answered more questions. With a few questions unanswered, we invited some of my former students who had researched these dolphins to help us.

Just when I thought the excitement was starting to fizzle out, we watched a short video on the live feed about how the Clearwater Marine Aquarium was affected by Hurricane Irma. At that same intense speed, came question after question about hurricanes. We used bulletin boards in our school and books from the library to answer our burning questions about hurricanes. I watched with fascination as these Grade 1 students, at the very early stages of reading and writing, were independently using these books to try and

satisfy their curiosity. With books and kids spread out on the floor, they worked together, gained information from pictures, sounded out words, examined diagrams and figured out how to use a table of contents. They were instinctively using all the skills and strategies that I would normally introduce to them slowly throughout the year.

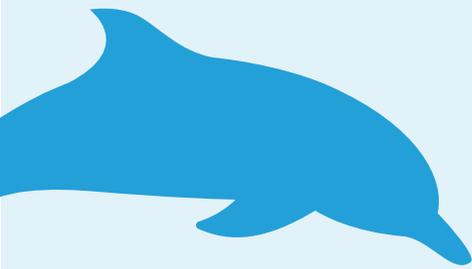
The Grade 2 “hurricane experts” that we invited to help us answer our questions, left us with a QR code to their hurricane Padlet. While watching the videos they collected, the kids wrote down facts, labelled diagrams and collaborated. I watched them proudly share their learning with visitors in our room. They referred to sketches and writing in their documentation journals as they answered questions, made connections and explained their thinking. They also now assign our classroom a “hurricane category” based on how messy it gets!

My role in this inquiry, besides trying to keep up with the kids, was to provide access points for all of my students and to make sure the resources they needed were available. Along with answering many of my questions, this experience has also left me wondering: Is it less about me teaching my kids to be critical thinkers and more about creating the type of environment that will nurture and cultivate the natural curiosity that they come to me with?

“Is it less about me teaching my kids to be critical thinkers and more about creating the type of environment that will nurture and cultivate the natural curiosity that they come to me with?”

*- Jennifer Cuppage, Grade 1 Teacher
Woodlawn School*





CLEARWATER MARINE AQUARIUM INQUIRY



Student Observations

We became very interested in these two dolphins that were rescued in Florida. We started watching their live feed from the aquarium. Our first question while we watched was: How do we know which one is Winter and which one is Hope? We watched and watched and finally saw Winter without her tail! This led to many more questions!

Research

We learned that when you are trying to find something out, it is called research. To be able to research something, you have to start with a question.

What makes a good question?

1. Is it something you really want to know?
2. Is it something you don't already know the answer to?

How did we answer our questions?

- We bought the chapter books to read and found answers to some of our questions.
- We looked up the aquarium on our iPads.
- We asked two experts to come and answer questions.

Experts

- What is an expert? Someone who knows a lot about something.
- How do you become an expert? By spending a lot of time asking questions and finding answers to them.
- Who are experts on Winter and Hope? The people at the aquarium and Sam and Rylee from 3/4D.

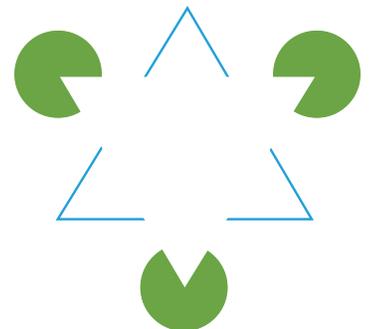
HOW CAN WE HELP OUR KIDS GROW AS CRITICAL THINKERS?

There is a famous quote from John Dewey, “If we teach today as we taught yesterday, we rob our children of tomorrow.” Did Dewey actually say that? Does it appear anywhere in his writings?

There is an old saying that we all want our kids to be critical thinkers but we do not want to teach a room full of critical thinkers (good for a laugh, but nothing could be further from the truth). In a time when phrases like “fake news” are loosely thrown around, how do we determine what is true and what is not? How do we raise kids who are curious, and thoughtful, with a healthy dose of skepticism on the side? Ernest Hemingway famously said, “Every man should have a built-in automatic crap detector operating inside him.” Howard Rheingold, a respected academic, has taken that to heart and he writes about it in his book *Net Smart*.

How would you begin to verify the accuracy of that Dewey quote? It is a pernicious attribution. Try looking it up using the millionshort.com search engine; it will remove the first million search results and give you a first look at the deeper web. By itself, that will not determine the accuracy of the quote. Researching popular quotes is a great way to help students get a feel for a few dimensions of critical thinking. Here are a few worth investigating, which of the following attributions are accurate? “Play is the highest form of research” – Albert Einstein, and “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” – Alvin Toffler. The @QuoteResearch twitter account is a great resource for more of the same.

Here is something a little more visual. How many triangles do you see? Different people see two, six, or eight. If we look a little more closely, we realize there are no triangles in this picture. It is a visual illusion that plays upon the pattern recognition “machinery” of our brains. That machinery is always at work. We are hardwired to find patterns in the world around us. Sometimes the patterns we think we see are not there; sometimes they are. Helping *Our Kids* explicitly question what is behind the patterns we think are obvious, is another facet of their growth as critical thinkers.



In sorting through some of the above, you may have found yourself engaged in evaluating information and arguments, making connections and identifying patterns, meaningful knowledge construction, leveraging digital, collaborative knowledge construction, experimenting, reflecting, and taking action on ideas in the real world. This is what we mean by critical thinking: Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world. Above are the six dimensions of critical thinking teachers across HSD are weaving into their learning design for *Our Kids*. A critical thinker is one of the things *Our Kids* are learning to be while they are learning about the content in our curricula.

By the way, did Hemingway really say that quote above?

- **Darren Kuropatwa, Director of Learning**

SETTLING TO LEARN

***Settling Troubled Pupils to Learn: Why Relationships Matter in School* by Louise Michelle Bomber and Daniel A. Hughes, 2013**

My daughter is currently doing a teaching practicum in a Grade 1 classroom at a core area school in Winnipeg. When she comes home to visit, we will talk about how things are going in school, what she is learning, and how the kids in her class are doing. Her classroom is filled with a number of students that have experienced relational traumas and losses, emotional abuse, sexual abuse, neglect, or witnessed domestic violence. She will always include an update on how Sarah (not her real name) is doing. Sarah comes from a difficult home situation and has grown quite attached to our daughter. Without even knowing it, my daughter has become the 'key adult' or 'surrogate attachment figure' in Sarah's life. This type of situation can be found in just about every classroom around

the world, a teacher, who may or may not know that they have become the key adult in the life of a child.

What advice should I be giving my daughter? What words of wisdom would be helpful? The first thing that comes to mind is 'relationships matter most' in the life of a child. Why relationships? Camila Batmanghelidjh (2013) writes, "Only when a child feels understood and sustained by another's love (caring) do they go on to see the value of learning."

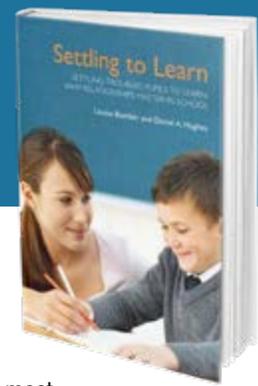
Teacher and therapist Louise Michelle Bomber has partnered with clinical psychologist Daniel A. Hughes to write, *Settling to Learn*. The book was written for teachers working with the most challenging of students and provides valuable information on the importance of the developing and maintaining a strong student-teacher relationship.

This book has seventeen chapters and each one of them is filled with practical, ready to use strategies. The authors blend real life classroom situations throughout the book, as

well as, some of the most recent research and findings that have emerged from attachment theory.

For those who like to start reading the last chapter of a book first, you will enjoy the appendix titled, "Dispelling the Myths!" which explores some of the commonly held values and beliefs of teachers. In reading this section of the book, you will be challenged to revisit some of your own beliefs and values about dealing with challenging students. Some of the beliefs that are challenged include, *a time out will teach these pupils what is acceptable in this school, if he doesn't want to be here he can go somewhere else, and I'm not having someone disrespect me*. The book is a great read, and is one that I will make sure to give to my daughter as she learns that teaching is really all about relationships.

- **Chris Gudziunas, Assistant Superintendent**



May you experience the love, joy and peace that is Christmas.

The Board of Trustees, Administration and Staff of the Hanover School Division wish you and your loved ones a Merry Christmas and Happy New Year.



IN OUR SCHOOLS

NURTURING CITIZENSHIP

at Southwood School

How do we share an act of generosity and kindness with others?

In September, during Strong Connections, Southwood school students had the opportunity to spend time with local artist, Audrey Hiebert. As a thank you for her time spent at our school, Mrs. Hiebert was offered payment. Instead, she returned the payment and asked us to use this money to pay it forward, specifically if the students could create projects to help others with this money. Our Social Justice Team sent out a challenge to our staff and students to come up with Because We Care projects. Four classes participated by researching local charities and each came up with creative and practical ideas for helping others.

Ms. Tomchuk's Grade 1 class will be donating food and money to help Soups On, the organization that provides lunches for students at our own school if they need it. Ms. Tomchuk's students chose Soup's On because they thought it would be hard to learn if they themselves were hungry. As a class they will be visiting the Soups On in early December to drop off their donations and get a tour of the facility to learn more about the organization.

Mrs. Gudmundson's Grade 1 class will be collecting gently used mittens, toques and scarves to be given to Steinbach Family Resource Center. They will be asking their grandparents who knit to donate as well. Mrs. Gudmundson will also shop for some new items. Her class is thankful for the warm winter clothes that their parents have bought for them and they want others to be warm so they can enjoy winter too!

Mrs. Steinhilber's Grade 1 class will be donating money to Ten Thousand Villages/Steinbach MCC. Her students felt that this was a good choice for many reasons, but as one student said, "I do not want anyone to not have the things that they need." The class chose to donate their funds to buying seeds for a gardener for an entire year, for peace work in the midst of war and for food for children during times of crisis. As well, the Grade 1 class designed posters to celebrate Southwood's global contributions that were displayed around the school.

As for Ms. Schroeder's Grade 3 class, they will be buying socks from Fazl Socks and donating them to the Today House. Fazl Socks is a fair trade company based out of Northern India, which employs and pays local women double their local

wages, along with giving away 50% of their profits to two children's orphanages in Northern India. The students love the idea of helping people in their own city, along with women and children on the other side of the world at the same time.

The students involved in these projects are excited to do their part in helping others.

The staff and students of Southwood School are also joining individuals, schools, and community groups from across Canada in participating in the I Love First People shoebox project. This is a tremendous opportunity to share the joy of education and a perfect way to engage in reconciliation with our indigenous neighbors. Students and staff at Southwood School are raising funds to purchase toys, games, books, arts and craft supplies to be put into shoeboxes. Shoeboxes will be sent to students in Bloodvein and Cross Lake, Manitoba. Providing opportunities for Southwood students like these show how we can care, we can learn, and how we grow as citizens.

*- Susan Gudmundson, Grade 1 Teacher
Southwood School*

PD GOES DEEP FOR MFL TEACHERS

To teach deeply, we must prepare deeply. In modern foreign language (MFL) teaching, that means having a deep understanding of the pedagogy, practices, methodologies, core understandings, history, and culture that underpin the particular language being taught.

Recently published, *The Language Teacher Toolkit*, a collaborative effort by MFL giants Steve Smith and Gianfranco Conti, should be required reading for all pre-service modern foreign language teachers. It is the most comprehensive pedagogical text I have come across for MFL, explaining all facets of language instruction but with a depth that never becomes pedantic. It is truly a tool for all language teachers who wish to improve the effectiveness and efficacy of their classroom practices.

Fun Learning Activities for Modern Foreign Languages by Jake Hunton takes a fresh approach to mastering vocabulary and grammar by fine-tuning tried-and-true activities at the practice level. These techniques have an immediate impact on engagement and retention because they reinforce the essential building blocks of language, and build upon successful experiences, allowing students to move more confidently to the next step-speaking and writing independently.

The Bonjour Effect by Julie Barlow and Jean-Benoît Nadeau allows readers to wrap themselves inside the culture, perspective, mindset and mores of the French people. Language and culture cannot be separated, and this book clearly shows how culture is woven into the fabric of all interactions, gestures, and communication choices.

Behind the pedagogy lies the premise that there is a deep understanding of the language itself; its origins, its development through the centuries, and current updates as societal changes enrich its vocabulary. *Le français dans tous les sens* by Henriette Walter and *The Story of French* by Julie Barlow and Jean-Benoit Nadeau accomplish this task with a precision and appreciation of history that is unsurpassed. Moreover, these books demonstrate how truly interconnected languages and cultures are across the globe.

It is the sheer busyness of daily life that often spurs the search for “the next quick fix” or “ready-made handout.” Yet, doing so rarely allows a teacher to fully develop a language program whose breadth and depth feed the desire for lifelong learning.

- *Helen Malandrakis, French Teacher
Clearspring Middle School*



CALENDAR

Christmas Break
Dec. 23 - Jan. 7

Provincial ELA Exams
Jan. 9 - 12

Prov. Applied Math Exams
Jan. 23

Prov. Essential Math Exams
Jan. 24

Prov. Pre-Calculus Math Exams
Jan. 25

Admin/PD Day
Feb. 2



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