

LEARNING

2014 DECEMBER EDITION

MATTERS

Divisional Magazine of the HSD Superintendent
Randy Dueck • Chris Gudziunas • Rick Ardies



GREENFLY INTERACTIVE LEARNING STATIONS

pg 3

IN THIS ISSUE

50 YEARS AT WOODMANN MANITOBA BROADCAST IN SOCIETY

pg 4

pg 6

pg 20



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

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

INTERACTIVE LEARNING

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

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

our class. In the book, a student decides that she is not capable of creating anything worthy



Serving Breakfast at Niverville Collegiate Institute

IN OUR SCHOOL

MADE IN MANITOBA BREAKFAST AT NCI

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

Thursday October 30th, 2014 was a VERY busy morning at Niverville Collegiate!! All 500+ students and staff were treated to a delicious 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 farmers and producers from the surrounding community. Students got the opportunity to learn more about where the food actually comes from during the brief presentation hosted by Stephanie Richards of Agriculture in the Classroom.

As a non-profit, 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 with local farmers and producers from the surrounding community. Students got the opportunity to learn more about where the food actually comes from during the brief presentation hosted by Stephanie Richards of Agriculture in the Classroom.

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 provided. To bring a Made in Manitoba Breakfast to your school, visit www.aic.mb.ca. We 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!!

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

"We like to make a connection between when their mom or dad or who they buy groceries at the store, and find out where that actually comes from," said Program Coordinator Stephanie Richards. "The connection between the food that is produced and all the steps it takes before it gets onto the table."

- 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 core skills as an outlet for expertise and support. 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.

Betty Nicholls
Teacher, Clearspring Middle School

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 ou

STUDENT SERV



Ryan Loepky, 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?

IN OUR CLASSR

THERE'S AN APP FOR THAT!

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

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

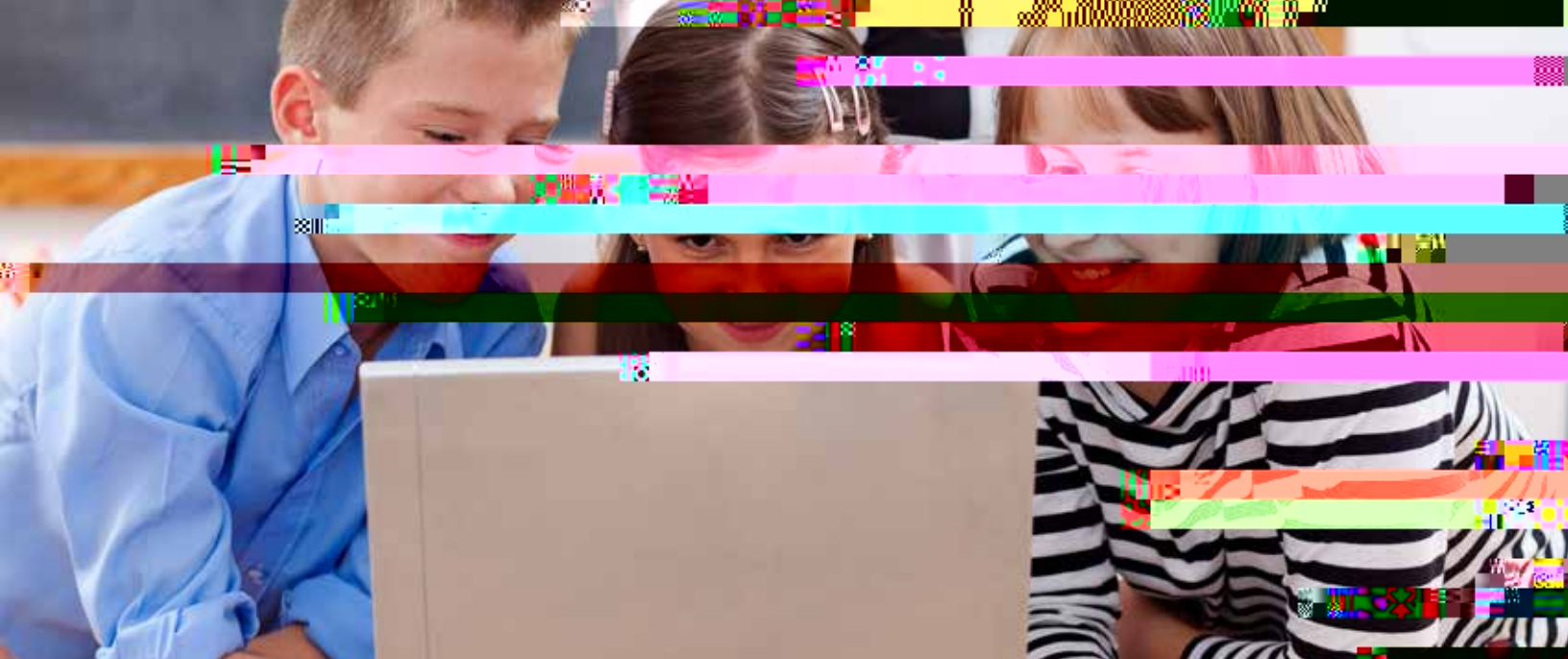
- Anne Reimer, CST SY
Math/Science/Digital Learning



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 "popple". 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 CLASSR

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 Ever . Ever 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”.

See ever.com/ignition for more information.

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 SCHOO

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

UPCOMING EVENTS