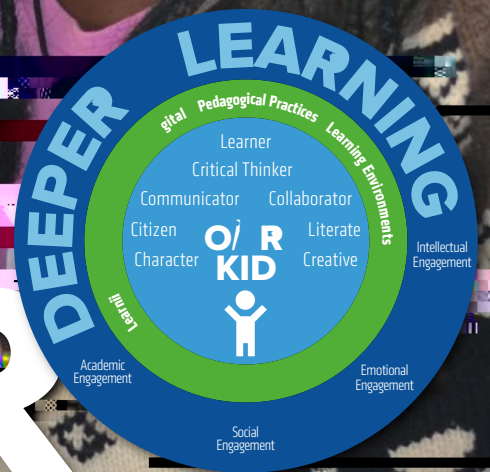


# LEARNING

2015 **D** \_ P \_ A \_ **D**

# MATTERS

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



# DEEPER LEARNING

## SPECIAL EDITION

LEARNING COACHES-BASED LEARNING pg 8 AND BUILDING A THINKING CL pg 16

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 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 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

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 our vision of a 21st century education. This is our commitment to our students and our community.

While the notion of leveraging digital is a <http://j.mp/teachersuperpower> 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 teach

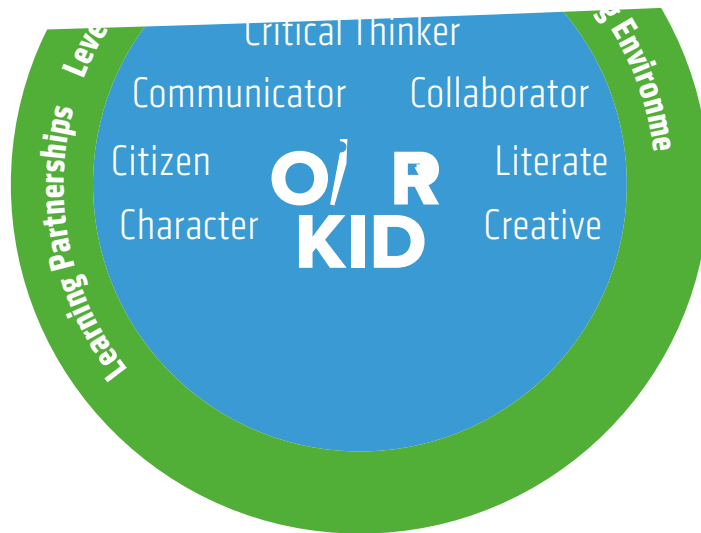
ing in Quebec before that. As a result, he has worked with students across grade levels in a variety of subject areas. Teachers have awesome superpowers



How can we ensure that students learn the essential knowledge and understandings required in the various academic disciplines, and develop the skills to apply that knowledge in meaningful and creative ways? How can we help students to develop vibrant, participatory, democratic communities? How can we help students to develop their own voices and perspectives?

How can we ensure that students are 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 learning is certainly not new, the next few years

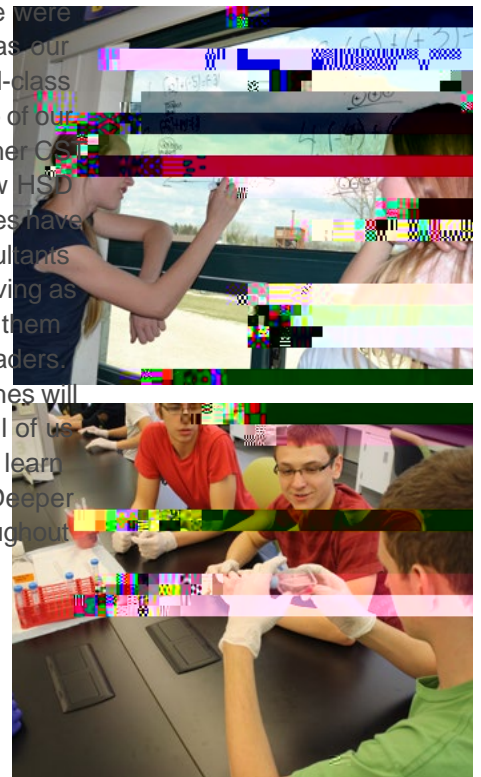


## “The HSD Deeper Learning plan will begin with an initial focus on inquiry learning as a pedagogical approach.”

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 OSPE Professional Learning Team has been reorganized into the new HSD Professional Learning Team and their roles have been transformed from that of curriculum consultants to that of learning coaches. Darren is serving as the “Principal” of this new team, helping them 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.

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- Rick Ardies,  
Assistant Superintendent





# THERE'S AN APP FOR THAT!

## Supporting the seven processes in our Mathematics curriculum

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

Mathematical thinker goes well

beyond acquiring understanding. Here are just a few ways in which Desmos might

support math learning through visualization and

skill in computations. It involves exploration, visual-

izing, 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

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.

Activity

Builder

Activity

Builder

Builder

Builder

Builder

Builder

Builder

Anne Reimer

Learning Coach

Learning Coach

Learning Coach

Learning Coach

Learning Coach

Learning Coach



## 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 day to day work with students as they mentored them. The 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 used quite regularly in schools across our division. Monica Martinez and Dennis McGrath do a 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 schools: 1) establishing 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 into the community; 5) motivating students to discover their own talents and interests – using learning whenever possible; and 6) incorporating technology purposefully to enhance learning rather than simply automate learning.

Chris Gudziunas, Assistant Superintendent

"Almost all creativity involves purposeful 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

A few weeks ago I was spending some cherished time with my

granddaughters. Three year old Kardyn was 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.



# LEARNING THROUGH PLAY

## at Woodlawn School

"Play is often talked about as if it were a recreation, but for children play is serious learning. Play is really the work of childhood." Fred Rogers.



As kindergarten teachers we have had the privilege of meeting with Debra Mayer, EdD, a 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, and new vocabulary, social skills, literacy skills, and so much more. In our classroom, we begin every day with a time of "Explorations". I have intentional centers that include things that discovered the students are interested in, such as volcanoes, construction, bugs, plants, and has made a huge difference in the transition

to kindergarten. Play is joyful. Play is engaging. Play 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 and work one to one with students. I find that

the 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 inquiry! The engagement of my class gave inquiry a chance. In our classroom we have been exploring the Science of 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. I shared, and hope that they were excited about learning! I emphasized the importance of not giving up even when you fail. I was surprised with the results of this very simple in-



This was a tweet the work of Dr. Peter Liljedahl from Simon Fraser University .

by Dan Meyer

last year - the Peter maintains that what many students are overwhelming currently doing in school has less to do with response from learning and far more to do with "studenting";

teachers around the world was that they wanted, they become adept at playing the game whiteboards or vertical learning spaces. Changing school rather than actually learning. He began down the reasons behind these choices led to look for ways to change that. His conclusions

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

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

