

I wonder about how
I learn things as a
fty-something year-
old adult. Do I only
choose to learn when
presented with a
problem? Do I choose
to learn for fun? For curiosity? For my job?
What provokes me to learn?

I've been thinking about this lately and I
can come up with all kinds of provocations
for my learning. I do my best to learn when

DEEPER LEARNING



We then asked Adam Collicutt, a Park Interpreter from Manitoba Conservation, to visit us so that we could learn more about the nests and the birds that built them. Along with answering our questions about the nests, Adam also taught us a lot about owls in Manitoba.

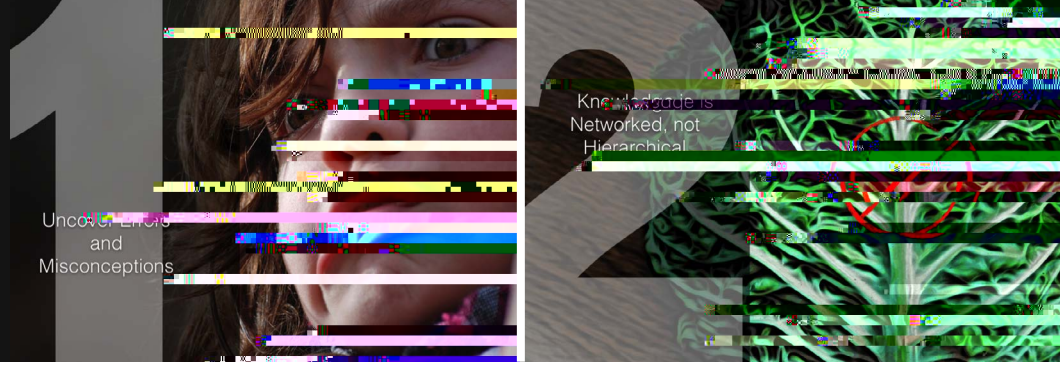
Students commented,

“There is a tiny owl that is really little. It is only 17cm tall!”

“Owls have one ear that is lower and one ear that is higher on their head to help them hear better.”

Elmdale students arrived at school one school could have the nests. Michael and ing, to see Conservation workers removing a tree near our school playground. Students from grade 2 spent part of that morning observing and asking questions as Conservation workers removed a tree that was infected with Dutch Elm disease. The students noticed two nests in the tree and asked the workers many questions about the nests.

The bird nests have inspired a lot of learning!
Melissa Fry, Elmdale School



FEATURE ARTICLE

WHY INQUIRY?



On the first day of school the students walked into class. The walls were bare. Each desk had only a paper and pencil. The teacher asked the students to write down any questions they have about their world or about themselves. When one student sheepishly asked: "Can we write silly questions?" the teacher answered that any question about their world or about themselves was fair game. Then they organized all their questions into lists that touched on related themes or ideas. The teacher's command of the curriculum was such that, at the end of the exercise, the students had recreated the Math, Science, ELA, Social Studies, etc. curricula couched as personal questions. We'll come back to this.

It turns out that Enquiry Learning is a powerful pedagogical practice because these three phases align with how people learn.

A learning provocation helps to uncover what the students already know; their preconceptions which include both their understandings and their misunderstandings. New learning has to be connected to previous learning in some way and so this is where we start.

By now everyone in Hanover School Division has heard of the Deeper Learning Plan and you've seen the corresponding visual circle. At the centre is Our Kid; the "Why" of the plan. The second ring focuses on the question of: "How do we achieve Deeper Learning?" That centre ring is composed of the four design elements of Deeper Learning and the one we're trying to focus on first is Pedagogical Practices; specifically, Inquiry/Enquiry. There's a subtle difference in the meaning of inquiry vs. enquiry; that's why I choose to spell it "enquiry". It's a subtle but important difference for me.

Inquiry connotes an investigation where will be officially questioned in a specific process; someone else asks the questions. ("There will be an inquiry into this matter.")

Enquiry connotes us being curious and asking questions ourselves. ("Let me enquire into that.")

The way we make sense of these meanings is from the context in which they arise. (Are we sharing a pie? Is there a 75% off sale? Did I owe you a few coins?) Enquiry learning involves making these implied contexts explicit.

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Finally, we reflect on what we think we've learned. While experience is critical for learning, as John Dewey said, we do not learn from experience, we learn from reflecting on experience. i.e. metacognition.

Let's revisit that classroom I talked about above. Do you see ways in which the teacher might uncover the students' preconceptions? How they might connect ideas together to develop a networked understanding of the curriculum?

We don't know yet whether or not the students will reflect on their learning. But if they don't reflect on their learning in some way, neither they nor their teacher will know whether or not they've learned it. Reflection helps make learning sticky.

- Darren Kuropatwa
Director of Learning

Find out more about how people learn.
j.mp/pplearn

Watch New Pedagogies
j.mp/newpdg

The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity

By George Couros - 2015

Over the past year, many of us have had the opportunity to hear George Couros present at the HSD Superintendents' PD Day. Just recently, George published his first book, titled, The Innovator's

Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity. In this book, Couros takes a much more in-depth look at many of the topics on which we have previously heard him speak. The Innovator's Mindset is a book about recognizing change as an opportunity to do something amazing. It is about how we can make the most of learning to create meaningful change and provide better opportunities in our schools. Couros defines innovation as "a way of thinking that creates something new and better".

Just outside our Kindergarten window is a tree our class has been observing throughout the year. We've seen the leaves change and drop in the fall. We observed that berries remained as winter began. In January the students noticed a flock of birds visiting the tree and eating the berries.

We wondered what type of birds we were seeing and discussed how we could

One impromptu discussion led to the discovery that these were Waxwings. After a few days of observing the birds we realized that the berries would soon be gone! With the concern that birds would also leave, a student suggested we make bird feeders to continue attracting the birds. This led us to exploring features of bird feeders and, as a class, we developed some simple criteria for designing and building our own birdhouses. The students drew plans and

brought recyclable materials from home to create their own birdhouses. We filled them with food and hung them on the tree. Then we waited... After a few anxious days of waiting and observing the tree, we were ECSTATIC to see new birds at our feeders! This led to further discussions about types of birds, what they eat and the effectiveness of our initial designs. Some students even chose to adapt their feeders to make them better.

This student-driven project took several weeks to unfold and was not initially part of my original theme planning for January. However, it was evident through the student's enthusiasm, wonderings, observations and problem solving that deeper learning was occurring. It continues to occur every day as the students eagerly gather around the window to make new observations.

MAKING AT WOODLAWN



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In school I was always an average student. I didn't realize that I would never let any of my students be like they are 'beige'.

It wasn't until I was in my final year of Education when I had an emotional realization about my school years. I met a kindergarten teacher and I went to visit her classroom. She was telling me about the students in her class. As she was going through her list she told me which students were 'beige' students. I thought to myself, 'beige students? I had no idea what a beige student was. She told me that 'beige students were the kids who

just blended in. There was nothing substantial about them. They were good kids. They were average. They were just there.' I remember feeling utter shock. I felt sad and angry that anyone could refer to children in this way. But then it hit me. 'I' was a beige student growing up. I was the kid that was just there. The good kid. The kid who never complained. The kid who never got to explore her true passions and share her creativity. I was beige...

This term has really stuck with me over the last few years. Not because I think it is a term that deserves any attention, but because I told my

The reason I feel that this is an important part of my life to share is because the Maker movement is all about engaging students and helping to foster their creativity. I never had the opportunity to share my true colours with my teachers and classmates. I have always thought that I was a creative person. Unfortunately I wasn't given the opportunities in school to showcase my creativity.

Let's move on to the Maker movement and why Makerspaces are spaces where kids can shine and share their colours with the world! A Makerspace can be a place for students to share their creativity and explore their passions. It allows children to use collaboration and imaginative play to explore Science, Technology, Engineering, Arts, and Math (STEAM skills). Simply put, it is a learning environment rich with possibilities.

Over the last few months I have read many articles about Makerspaces. Something that has really stuck with me is that, a collection of tools does not define a Makerspace. It is defined by

Over the course of the school year, the Southwood Deeper Learning team has launched a Makerspace for the school. Fundamentally, this place is an opportunity for deeper learning for our students.

The students come to the Makerspace ready to rise to a challenge. Their responses to the challenge cross the curriculum. A makerspace challenge involves a process that includes questioning, designing, perfecting, sharing, and reflecting. During this process, you would expect to see the students displaying the important characteristics of Our Kid.

Consider one example. At the beginning of February, the grade 4 students were asked to design a carriage to be pulled behind a Sphero to transport a small student toy approximately 3 meters in a straight line. The students demonstrated collaboration, communication, character, and most of all, creativity as they worked with their partners to draft the design that they thought would best answer the challenge.

As the students constructed, tested, and perfected their designs, the learning and critical thinking was clearly demonstrated in the

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INQUIRY;



- Val Schellenberg
Learning Coach

In our diverse classrooms, we are always looking for ways to enhance learning for all. Differentiating our instruction and

learning tasks is effective and expected practice in our classrooms. But, is there a way to make learning truly student centered and accessible to all?

When unit/lesson planning, we are all familiar with a framework similar to the 4As: Activate, Acquire, Apply, Assess. However, within all the diligent teacher planning, is there a way to plan for less 'teacher talk' and more 'student directed' learning? The Inquiry approach provides a framework to encourage more student thinking and less 'teacher as expert' talk.

'Provoke, Explore, Reflect' are three phases of one type of Inquiry framework. Creating an intriguing Provocation is similar to the Activating phase that we are familiar with. A Provocation that is highly visual will be the most accessible and comprehensible starting point for all learners. After the teacher's Provocation, the Explore phase turns the learning over to the students by

asking them to:

1. Think and talk about their observations and wonderings arising from the Provocation in pairs or small groups
2. Make their thinking visible by recording their wonderings and questions
3. Explore the questions they are most interested in.

This phase of the learning sequence is inherently inclusive and student centered; creating a space for all students to begin their new learning from where they are at in their background knowledge, within their current skills and abilities, in whatever language they use to do their best thinking. How the new learning will unfold will depend on the depth of the questions and the strategies used by individuals, pairs or small groups to explore questions and insights generated.

Diverse thinking, skills, abilities, talents and languages can thrive here. The resulting reflection and sharing of learning will be enriching for all. Watt & Colyer, *IQ: A Practical Guide to Inquiry-based Learning*, (2014), suggest the following: "Thinking begins with respect to some content only when questions are generated by both teachers and students. No questions equals

no understanding. Superficial questions equals superficial understanding." Paul and Elder, *Critical Thinking* (2000)

Developing effective inquiry questions. A good question...

- Is an invitation to think (not recall, summarize, or detail).
- Comes from genuine curiosity and confusion about the world.

Makes you think about something in a way you never considered before.

Invites both deep thinking and deep feelings. Leads to more good questions.

Asks you to think critically, creatively, ethically, productively, and reflectively about essential ideas in a discipline.

Is open-ended; typically there is no final, correct answer.

- Points towards important, transferable ideas within (and sometimes across) disciplines.
- Requires support and justification; not just an answer.
- Recurs over time; the question should be revisited.

McTighe and Wiggins, *Essential Questions* (2013)
John Barell, *Developing More Curious Minds* (2003)

SUPPORTING MENTAL HEALTH & WELL-BEING



- Corinne Thiessen
Learning Coach

How do we know when a student needs help? How do we know when a student needs care beyond that which we can give or offer at school? How do we respond to our students in need? According to HSD's Youth Well-being Survey results in 2012, only 57 % of students reported flourishing in their mental health. Did they understand the question? Are they really not flourishing? And, are WE okay with only slightly more than half of our Grade 7-12 students not flourishing in their mental health? We shouldn't be! Teaching today goes way beyond delivering the provincial curriculum and addressing the needs of the whole child.

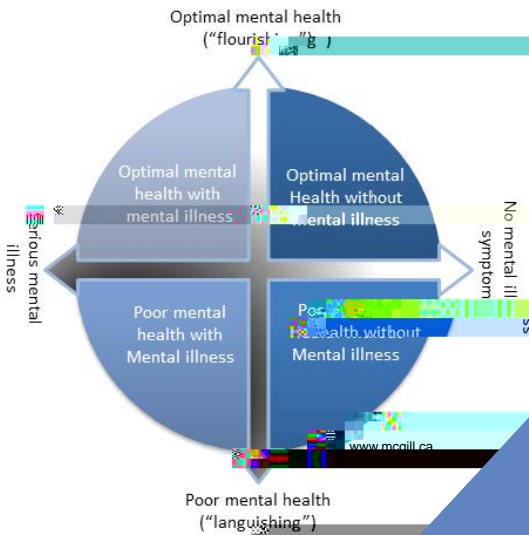
to console her. Her teacher is also concerned, but is unsure of his role in helping Sarah. Is Sarah clinically depressed or is she simply trying to navigate her way through mental distress? How does her teacher respond about helping her?

Since students spend a huge portion of their time in school, our schools and communities are a natural and integral venue for mental health education and promotion. Recently, HSD established a Mental Health Steering Committee which created a document entitled, "A Framework for Mental Health Education and Promotion in the Hanover School Division." The purpose of this document is to have schools be a part of fostering mental health for all students. The Dual Continuum Model explains that one can experience flourishing mental health even with a mental illness, and one without a mental illness can also experience languishing mental health.

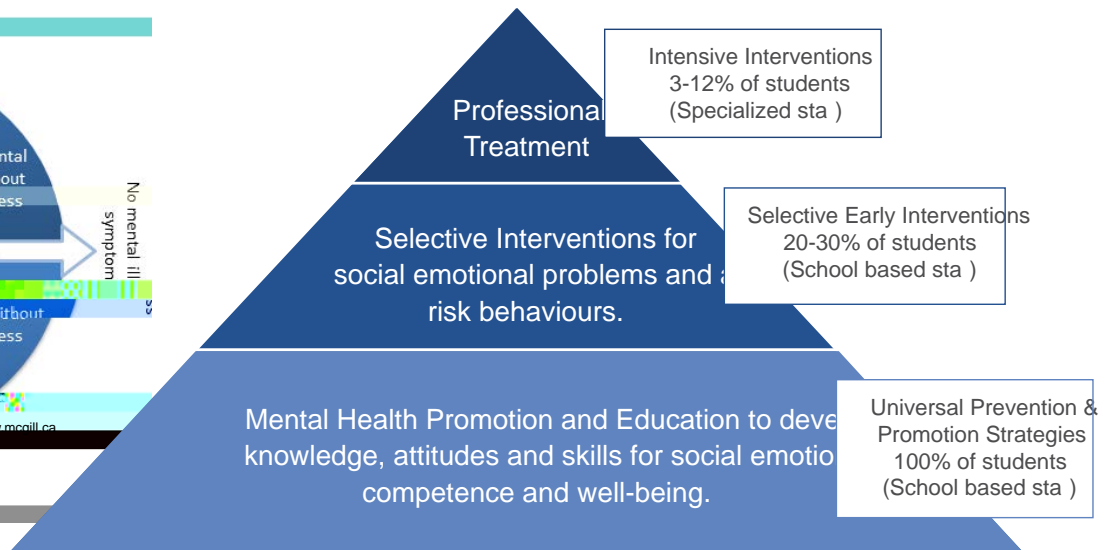
Sarah is crying. She is fourteen years old and has just lost her father to a heart attack. She is extremely sad and does not want to go to school, does not want to be with her friends, and spends most of the time in her bedroom. Her mother is trying to reach out to her, but cannot address

A tiered approach of services and interventions can be used within mental health education and promotion.

Dual Continuum Model of Mental Health and Mental Illness



Tiered Intervention Model for Mental Health Education and Promotion



A Framework for Mental Health Education and Promotion in the Hanover School Division, 2015

So how do we help Sarah? We use our critical thinking skills, we work collaboratively with our colleagues and Sarah's mother, and we do some the necessary detective work to help Sarah's mental health flourish. Good health (in all capacities) is an essential foundation for student achievement and overall success and well-being. It is our job to support mental health education and promotion so our students are flourishing mental health.

significant hearing impairment, Tracy had the additional challenge of learning English as a second language.

Her educational program started with a focus on communication and intensive language development using visuals, symbols and pictures. An iPod with a communication app, Proloquo-

Tracy, a brilliant grade 7 student from Kleefeld School, was the recipient of a Yes I Can! Award from the Manitoba Council of Exceptional Children. The formal awards ceremony took place Feb. 17, at the Victoria Inn in Winnipeg.

The Yes I Can! Awards were created to recognize the achievements of students who have exceptional needs, and of the adults who support them. Students from around the province are nominated for exceptional achievement in the areas of academics, arts, athletics, self-advocacy, and technology. Tracy received her award for outstanding achievement in academics.

Tracy is exceptionally hard working, and has overcome many obstacles since she immigrated to Canada to start grade 4 in Kleefeld. Tracy has a profound bilateral (both ears) sensorineural hearing loss and was implanted with one cochlear implant at the age of 5 in Paraguay.

Tracy started grade 4 with minimal language and no formal communication system. Her parents spoke Lo German and her education in Paraguay was in High German. She learned to lip read and used some basic gestures to communicate with her family. Along with a