

LEARNING

2017 MARCH EDITION

MATTERS

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Randy Dueck • Chris Gudziunas • Rick Ardies



LEARNING PARTNERSHIPS



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

LEARNING TOGETHER

LEARNING PARTNERSHIPS

at Landmark Collegiate

ST. BONIFACE RESEARCH LAB

Landmark Collegiate Biology students had the opportunity to partner with RBC Youth BIOLab

LEARNING PARTNERSHIPS IN HSD

Not too long ago, I had the opportunity to observe a class of Grade 8 students and their teachers working through the familiar science project in which students were required to build the strongest bridge possible using only popsicle sticks and glue. This particular iteration of the project stood out to me as rather special

The teachers began the project by introducing the topic and teaching lessons on structural design. Students then began the process of learning about the design characteristics of great bridges. In small groups, they chose a bridge located anywhere in the world and researched the design features that made it function. Some students were then able to contact the architects who designed the bridge, and interviewed them about the design process. A field trip was organized to visit various local bridges, and students were joined by an engineer from a design firm, who explained how the bridges were constructed. Students then used this new learning to help them design a first draft of their own popsicle stick bridge. As the students worked on their bridge design, their teacher provided instruction, guidance and feedback throughout the process. When they completed the first draft of their project, each group of students made contact with a university architectural student who they then partnered with to gain expert guidance on structural design, engaging in several Skype meetings as design teams. When the popsicle stick bridges were complete, the students, teachers and university mentors all joined together for students to present their learning and to measure the actual weight that the bridges could withstand. There are so many aspects of this learning experience that stand

Hindsight is a great thing and if I had read the book, *Mobile Learning Mindset: The Teacher's guide to Implementation* by Carl Hooker earlier in the Deeper Learning Plan process I might have been able to reduce the anxiety of many of our teachers by providing some direction in terms of how to: increase student-driven learning opportunities; manage access to the Internet in the classroom along with multiple apps; use the SAMR model to help plan engaging lessons; and, help make formative assessment more manageable through the use of mobile devices.

Author Carl Hooker who is the Director of Innovation & Digital Learning at the Eanes Independent School District in Austin, TX started a small pilot program in 2010 that was designed to personalize learning and increase student and teacher access to mobile learning devices. By the spring of

LEARNING PARTNERSHIP VIA SKYPEat Southwood School

For the last two years my class has
been participating in a Canada-wide

IN OUR SCHOOLS

LEARNING PARTNERSHIP VIA POSTCARDS

at Niverville Elementary School

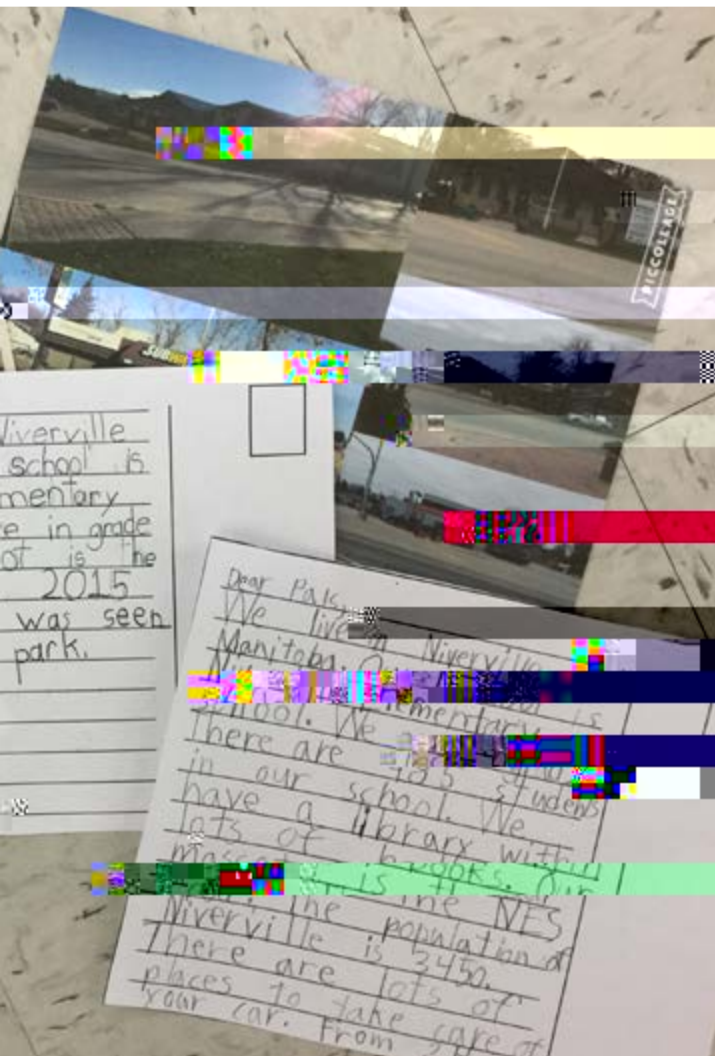


One August evening last summer, I was looking through the Learning Matters magazine when I stumbled across an article written by Nicole Sharpe about a postcard exchange among classrooms across Canada. I immediately knew this was something I wanted to become involved with, and I contacted the coordinator that evening. I am so happy I did!

My Grade 2 class started receiving postcards in September. After reading the postcards we found the communities on our map of Canada. In October we received a postcard, hand written by a student in another province. My Grade 2 students decided right then and there they wanted to send their own hand written postcards to our postcard pals! But what should our postcards say? We looked through the postcards we received from the other schools and constructed some criteria. Then we had to find our facts. What is the population of our school, of Niverville? What does the word population even mean? We learned a variety of facts about our school and our community. We went on community walks in order to take pictures of everything the students wanted to include. Each student picked the pictures to use on the back of his or her own postcard to send to our postcard pals. We are excited for the arrival of when it will be our turn to send out our postcards.

This winter we are taking our new found learning partnerships one step further. In small groups, my students will pick from the postcards we received to select the community they want to learn more about. We plan on contacting students from the postcards and asking them questions about their communities. The learning partnerships forged through the postcard program will give my students an opportunity to develop authentic knowledge of communities across Canada as well as their own. If you would like to learn more about the program contact Betty Welch at bwelch@cesd73.ca.

- Kate Hawgood (Grade 2 Teacher), Niverville Elementary School



LEARNING PARTNERSHIPS & COLLABORATION

Collaboration is not intuitive, often it appears easier to figure things out on our own. However, when we do collaborate we are reminded again of the multiple mutual benefits of learning with others. As a learning coach most of my work with teachers is face to face, either in a group or one on one. Now

CREATING LEARNING PARTNERSHIPS WITH PARENTS THROUGH SOCIAL MEDIA at Woodlawn School

Shared reading, math number stories, art presentations, journal writing, etc. are all

LIVING OUTSIDE OF THESE FOUR WALLS

What does it mean to help our students live and think outside of the four walls of our classroom? Is citizenship merely an ideal that we talk about, or is it something we can actually do and work towards becoming? Can Grade 6 students help change the world?

When Rachel Naylor, a Grade 6 teacher at Green Valley School, started a Genius Hour project with her students, she couldn't have imagined the project would take her students far beyond the walls of her classroom. To provide some context, Genius Hour is a student guided inquiry project that is loosely based on Google's version of 20 time, where their employees get to spend 20% of their time developing and researching things that they are passionate about. Gmail and Google News are examples of products realized through 20 time. So in Ms. Naylor's classroom, students still spend time working on other lessons, projects and units but a portion of their English Language Arts time is dedicated to developing their Genius Hour project.

to help the homeless. Students have gone above-and-beyond in terms of what they can actually do as a result of this project. Allegra Penner and Milena Spiertz have created a series of lessons that teachers can use with their students to help teach about bullying and how to stop it. They have also planned and executed a Kindness Assembly to kick off Kindness Week for the Grade 5 and 6 students at GVS. Shaylee Schellenberg has taken an interest in conflict resolution, and will teach her class and others about it in a lesson she's prepared. Gaby Bergen has taken it

Through this rich task, students have partnered with each other, members of their school community, and members of the greater community to give meaning and depth to self-driven questions like how to eradicate bullying in their school, or how

LEARNING PARTNERSHIPS - ART & BEYOND at Landmark Elementary

The Grade 3/4 class at Landmark Elementary School has been taking their art to the next level this year! With the assistance of Russ Dirks, HSD Learning Coach, Mr. Loeppky, Art Teacher from the SRSS and his student, Cheyeann.67yvan, Hhe Sgroup has been -10 ()TJ T* [(Collaborating Conart tproject stice oOcobae)73 1 (e.-10 ()TJ T* [(CFirst meet

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