

Hanover School Division

Mission Statement

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

Hanover School Board Priorities



The Hanover School Division is strongly grounded in our ABC's. These three areas are as follows;

- ***All students learn the skills, disposition, values, and knowledge required for a productive and wholesome life.***
- ***Building the capacity of all HSD staff to enable all students to learn.***
- ***Partnering with our Communities to enable all students to learn.***

As the Hanover School Division continues to build off a solid foundation grounded in current research, we strive to serve our children in a manner that will provide them with the knowledge, skills, values, and dispositions to live a wholesome and productive life after graduation.

Beginning in the fall of 2015, we embarked on a massive initiative as a school division. We consulted with the community and educational stakeholders to establish a benchmark of characteristics which would represent what we all want to see from a student who graduates from the Hanover School Division. This initiative was titled the "Our Kid" project. This compelling experience of partnering with multiple stakeholders created a dynamic focus that we now call our Deeper Learning Plan.

Our Deeper Learning Plan is dynamic and provides the opportunity to establish many focus areas. What remains constant are the HSD learning competencies. These are skills that students need to contribute to a working society after high school. It is essential to recognize that these skills are developed within the content of the curriculum.

For the past decade North America and the world have been focused on developing basic literacy and numeracy skills. These are foundational for learning, and they continue to be essential but are not sufficient to prepare our students for the complex world they will face. Schools, districts, and countries must find ways to sustaining continuous improvement on the basics, while building innovative practices to develop what we call the deeper learning competencies. (Fullan, 2016)

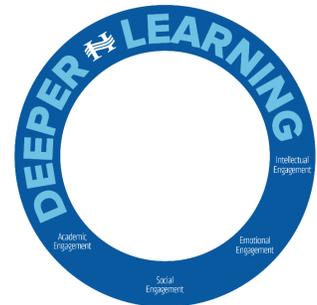
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These learning competencies can be found in the center area of our deeper learning graphic. All eight provide a sound focus for what we believe our students need to have a productive and wholesome life after graduation.



As we strive for continuous improvement, we want our students to excel across the curriculum, understanding that competencies and content knowledge are important. There are four key focus areas for our teachers when teaching competence with the curriculum. The green ring provides a snapshot of the areas our staff will continue to focus on.

Student engagement is critical to the success of having students understand competencies with knowledge. There are four key areas of student engagement that help students flourish in school. The blue ring provides the areas of engagement on which staff in the Hanover School Division are focusing.



The combination of these rings creates our deeper learning graphic, foundational to driving our mission statement. This graphic provides clarity and a target for staff and students. Lastly, we are grateful to the stakeholders in education that have had a hand in developing our deeper learning graphic, which is the foundation for a students education in the Hanover School Division.



Strategic Planning Priorities: Literacy, Numeracy, and Student Well-being

Hanover School Division has chosen Literacy, Numeracy, and Student Well-Being as our three strategic areas, and we have also decided to incorporate teaching through deeper learning. Deeper learning is an approach to education that emphasizes the development of important knowledge, skills, values, and dispositions that students need to be successful in life and contributing members of society. This approach focuses on helping students to understand the material they are studying, not just memorizing it. By teaching through deeper learning, the Hanover School Division is aiming to create an environment where students are encouraged to learn our 6C's which are to think critically, become strong communicators, think creatively, build character, develop citizenship skills, and work collaboratively.

Deeper learning is designed to help students to develop key skills and dispositions that are essential to success in university, career, and living a wholesome life. This approach emphasizes learning the 6C's skills that are highly valued by employers and universities and colleges. Additionally, by teaching through deeper learning, the Hanover School Division is preparing students for the challenges of the future. This approach allows students to apply their knowledge and skills in real-world contexts, which is essential for success in the 21st century.

By incorporating deeper learning into the curriculum, the Hanover School Division is working to ensure that students are not only proficient in the core subjects but also have the ability to think critically, communicate effectively, and solve complex problems. These are important skills that are necessary for success in the future. Additionally, by focusing on literacy, numeracy, and student well-being, the Hanover School Division is creating a positive and supportive learning environment for all students, which in turn can improve academic outcomes and prepare students for the future.



2021/2022 Reflection: Challenges and Opportunities

Challenges

The 2021-2022 school year was the second year of the COVID-19 global pandemic.

- Students were required to wear masks while at school and the learning environment was stretched to 2 meters distancing (or to the furthest extent possible).
- Only vaccinated students could play athletics for the first half of the school year.
- Field trips for only vaccinated students.

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- Winter break was extended one additional week for remote learning.
- Provincial exams were canceled for the second year in a row.
- Anti Mask Protest- RCMP involvement and a hold and secure
- significant increase in students struggling with mental health challenges
- Increased number of EAL students who require additional supports. Supports in the way of addressing language, trauma and academic challenges
- Termination of staff across all sectors of our organization.

As spring approached, COVID-19 restrictions within the school system were beginning to lift.

- All students were able to participate in sports and extracurriculars.
- The learning environment was able to return to closer distancing.
- The mask mandate was lifted after spring break and only recommended for students and staff to wear.
- Field trips were inclusive to all students.

As a learning community, the Superintendent's team regularly met with principals and vice principals to reflect on successes and areas for improvement coming out of the 2021-2022 school year. Evidently, the Pandemic was and still is, taking a toll on all employees' emotional well-being. This was noticed by the increased number of sick days, resulting in an increase in the sub shortages across the school division.

In the high schools, this led to cancelled classes. In the early years schools, PE and Music were regularly cancelled to use teachers to fill classroom jobs. Classes were forced to combine classes to sizes larger than pre-COVID.

Opportunities

- We finished the school year.
- Spring Concerts were a go!
- Graduations were celebrated at a pre-COVID experience. Small town and Largest School in MB!
- Successful elders and knowledge keepers pilot project.
- The Superintendent Student Advisory Council (SSAC) provides student voice into what is going on in the school division. One Grade 10, 11, and 12 student from each of the four schools in the division makes up the council. The council meets with the Superintendents 5 times per year and once with the Board of Trustees.
- mRLC: Numeracy Achievement Project data at the grade 7 level shows improvement with three years of data.
- Career Development Coordinator worked with students in the middle years.
- Trained our own trainers for SafeTalk and ASIST training. In addition, all our school principals and vice principals were trained in VTRA 2.

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School Highlights 2022-2023

Below are a couple of highlights from our schools.

Steinbach Regional Secondary School

Global Issues

A group of students in Global Issues ran a clothing drive and thrift store as part of their take-action project. The intent of the project was to raise money for a local charity (super thrift) as well as to spread awareness about the positive effects that thrifting can have on the environment.

Advanced Coding

Learners spent a month redesigning and re-creating a classic video game. Students designed new characters, effects, and environments while working together to solve complex coding issues. Students were highly engaged in critical thinking, problem-solving, collaboration, and creativity while working to create a detailed digital world.

Woodlawn School

Learning on the Land

Three of our classes worked with Momenta Forest School. Each class spent three complete days outside in nature. This holistic learning experience allowed all students to be engaged socially, emotionally, intellectually, and academically. Teachers uncovered parts of the curriculum by observing children's play. As themes emerged, teachers used inquiry-based learning to support the development of knowledge and competencies.

Southwood School

Cross-Curricular Learning

Using persuasive writing (students were challenged to write a proposal after putting together a petition) to advocate for a class pet (fish) to the teacher and administrator. The fish pet then helped the students learn about changes and growth in animals (Cluster 2 science). The teacher used an inquiry cycle - provoke, explore, reflect to engage the students in this collaborative project.

Niverville High School

Global Environmental Issues

A collection of Grade 10 students from NHS invited Mayor Myron Dyck to join them for a roundtable discussion on food sustainability. The project's driving question of "How do physical and human factors influence food production?" prompted students to focus on disruptions to the food distribution process, current farming practices that deplete nutrients in the soil, and issues with how food waste is viewed and managed. Student awareness of these issues increased tremendously during the learning process. The students agreed that the time to initiate change is right now, and education is the key to making that happen, " people don't understand this, so we've just got to bring more awareness to it. This is our world, and we've only got one." Mayor Dyck stated he was moved by the level of knowledge these students had gleaned from their research.

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Landmark Collegiate

Showcase of Learning

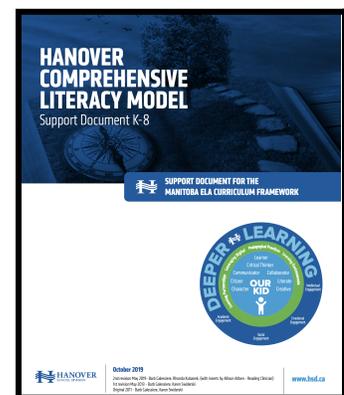
To develop stronger learning partnerships with our parent community, we hosted a Showcase of Learning in conjunction with our parent-teacher evening in April. (This is traditionally a very low-attended evening for PT Night - so this was an idea we started three years ago to get more parents to come into the school – which we could not do in the last two years). Students bring their parents and show them what they learn in their classes. Students present to their parents - not teachers and use language like essential questions and big ideas. The highlight of the evening was the Chemistry students demonstrating a chemistry experiment of their choice and explaining what they had learned through those experiments. Some students designed their own experiments. (Anything with fire leaves a wow factor.) Many parents came just for this and said seeing what their children were learning was excellent. – we met our goal! We hope to make this the main event instead of parent-teacher night.

Strategic Planning Priorities: Implementation

Literacy

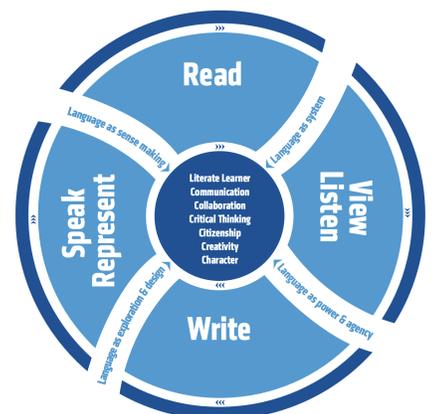
We believe effective literacy instruction results in proficient and confident students understanding themselves, others and their world. Literate learners will read, write, listen, speak, view, and represent for meaning-making and meaning-sharing and use these skills to impact their world. These language arts also empower learners to develop and deepen the competencies of communication, collaboration, critical thinking, creativity, citizenship, and character within rich learning experiences. A strong classroom literacy program will support students in all content areas.

The purpose of this Comprehensive Literacy Support document is to be a resource for teachers, learning coaches, and principals to help plan, guide, and evaluate practice in teaching the six language arts.



What is Comprehensive Literacy?

- Assessment and Differentiation
- Assessment Tools and Resources
- The Components of a Comprehensive Literacy Model
 - Reading (includes Dyslexia information)



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- Word Study
- Viewing & Listening
- Writing
- Speaking & Representing
- Designing Learning Experiences using the Four Design Elements
- Recommended Resources

Strategies to Improve Literacy in HSD

- Read Aloud
- Shared Reading
- Small Group Reading Instruction
- Guided Reading
- Running Records
- Talking About Text
- Independent Reading
- Word Study: Phonemic Awareness, Orthographic Awareness, Phonics, Spelling Patterns
- Reader's Workshop
- Writer's Workshop

Numeracy

21st century math skills go beyond traditional mathematical knowledge, such as arithmetic and algebra, and focus on developing mathematical thinking, reasoning, and problem-solving skills. These skills are necessary for students to understand and navigate the complex and rapidly changing world they live in.

One of the key aspects of 21st-century math skills is the ability to analyze and interpret data. With the increasing amount of data available, it is important for students to understand how to collect, analyze, and draw conclusions from data. This skill is crucial for many careers, such as finance, marketing, and computer science, and for making informed decisions in everyday life. Another important aspect of 21st-century math skills is the ability to think critically and solve problems. This includes identifying and analyzing a problem, devising and testing solutions, and evaluating the results. These skills are important not only for math but also for many other subjects and in life in general. They are becoming increasingly important in an era of rapid technological change, where individuals must adapt and find solutions to new and complex problems.

In addition to these key aspects, 21st-century math education also focuses on applying math skills in real-world situations. This helps to make math more relevant and meaningful for students and encourages them to see the value of math in their daily lives. Furthermore, it helps to cultivate a deeper understanding of the subject and makes it more engaging for students. Overall, 21st-century math skills are essential for students to succeed in the modern world and

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for them to become critical thinkers and problem solvers who can adapt to new and complex situations.

- K-2 uses the Haggerty for baseline data for teachers to develop programming.
- Grades 2-8 Participate in a yearly Numeracy Achievement Program (NAP) Baseline assessment to provide teachers with the baseline data to begin programming.
- Grades 5-9 Use the NAP baseline assessment and the continuum (pacing guide) to teach the Math Curriculum

	Grade 12: Based on Provincial Assessment Data 2019
Strengths	<i>Applied Math</i> <ul style="list-style-type: none">● Design and Measurement <i>Essential Math</i> <ul style="list-style-type: none">● Vehicle Finance <i>Pre-Calc</i> <ul style="list-style-type: none">● Polynomial Functions
Challenges	<i>Applied Math</i> <ul style="list-style-type: none">● Functions <i>Essential</i> <ul style="list-style-type: none">● Geometry and Trig <i>Pre-Calc</i> <ul style="list-style-type: none">● Trig

Social Emotional Learning and Student Well-being

Social and emotional learning (SEL) is important to the staff and students in the Hanover School Division because it helps students develop the skills they need to manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is also important because it can improve academic achievement, reduce problem behaviours such as bullying and violence, and promote positive mental health and well-being. Additionally, SEL can help students develop the 21st-century skills they need to succeed in the workforce, such as the 6 C's that HSD strives to teach.

- School Reviewed their Panorama Data with staff to set learning goals for the school year.
- Each school will select at least two areas within the survey to focus on and implement strategies suggested in the Panorama Playbook.

Strategic Planning Priorities: Assessment and Data

HSD Diagnostic Assessments

Grade	Literacy	Numeracy	Social-Emotional Learning
K	Hanover Early Literacy Screener - based on the Heggerty	N/A	N/A
Grade 1	Fountas and Pinnell Reading Assessment If students are below A on the Fountas and Pinnell, they will be assessed with the Hanover Early Literacy Screener	NAP Assessment - interview style	N/A
Grade 2	Fountas and Pinnell Reading Assessment	NAP Assessment - hybrid - some interview, some pencil/paper	N/A
Grade 3	Fountas and Pinnell Reading Assessment	NAP Assessment - pencil/paper	Grade 3-5 Panorama Survey
Grade 4	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 5	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 6	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 6-9 Panorama Survey
Grade 7	Fountas and Pinnell - see note below	NAP Baseline Assessment	Grade 6-9 Panorama Survey
Grade 8	Fountas and Pinnell - see note below	NAP Baseline Assessment	Grade 6-9 Panorama Survey

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IAA Grant

We have used this grant with the hiring of an Indigenous Learning Coach. The Indigenous learning coach is responsible for working with school leadership and teachers on implementing the Mamàhtawisiwin Framework.

Having an Indigenous Education Coach in the Hanover School Division is particularly important as the Division serves a significant Indigenous student population. The Coach can help educators understand the unique needs and experiences of Indigenous students and provide support in addressing these needs. The Coach can also help educators to plan implementation of Mamàhtawisiwin and teaching strategies that incorporate Indigenous perspectives and knowledge. By doing so, the Coach can help to ensure that Indigenous students feel represented and included in the classroom, which can lead to improved academic outcomes and overall well-being.

Moreover, having an Indigenous Education Coach in the Hanover School Division will contribute to reconciliation efforts and promote cross-cultural understanding. By providing professional development for educators on Indigenous history, culture, and ways of knowing, the Coach can help to break down stereotypes and biases and promote positive relationships between Indigenous and non-Indigenous people. The Coach can also act as a bridge between the school division and the Indigenous community, helping to facilitate communication and understanding. Ultimately, the presence of an Indigenous Education Coach in the Hanover School Division can help to create a more inclusive and culturally responsive education system that honours and respects Indigenous knowledge and ways of being, which is essential for building a more equitable and just society.