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SUPERINTENDENT'S MESSAGE

“OUR KIDS” AND OUR LETTER “C”



In July of this past summer Chris Gudziunas, Rick Ardies and I took our annual couple of days away to reflect on our mission and priorities. During our lively conversation regarding our purposes we kept on referring to “our kids”, these being the students that enter our HSD schools to become educated. We frequently found ourselves asking how this or that priority would ultimately impact our kids and their learning. For some time we had been giving serious consideration to initiating a conversation on the topic of what our kids really need to learn, and engaging a broad base of stakeholders in that powerful question. That conversation needed a focus, and the “Our Kid” project became that focus. Since that time we have conducted “Our Kid” workshops separately with students, principals, teachers, and the HSD Board. Future workshops with parents and community leaders are also being planned, culminating in a grand conversation that brings representatives from all groups together to discuss what our kids should be learning in school. We trust that when all is said and done we will have gained a deeper understanding of the breadth and depth of our responsibilities as educators, and as a community, in the development and growth of our young people.

Speaking of community, our third divisional priority, our letter “C”, is “to partner with communities so that all students will learn”. In this edition of Learning Matters you will experience a range of stories that describe precisely this kind of learning partnership with communities. I trust you will find them both interesting and inspirational.

 **Randy Dueck,**
Superintendent CEO

Superintendent's Student Advisory Council Featured at the Safe Schools Conference



Council members, Bea, Natalie, Samantha, and Edtie along with Superintendent Randy Dueck participated in a group panel discussion at the Manitoba Safe Schools Conference held February 9, 2015 in Winnipeg. The Superintendent's Student Advisory Council was showcased as an example of engaging senior years “student voices” in the development of safe and caring schools. SSAC is comprised of 12 students (from grades 10, 11, 12) representing 4 senior years schools within HSD. As an advisory group they meet with the Superintendents 6 times per year.



Congratulations to Shirley Funk on her retirement from the Hanover School Division. Shirley served as Executive Secretary within the HSD Administration Office for 16 years.



**Refuse
Refuse**
ri-fyooz ref-yoos

A Guide to
Waste Reduction in
Manitoba Schools



Manitoba 

Congratulations to Russ Dirks on being selected as Principal Writer in the development of Refuse, Refuse: A Guide to Waste Reduction in Manitoba Schools (Manitoba Education & Advanced Learning). To check it out visit www.edu.gov.mb.ca/k12/esd/pdfs/refuse_guide.pdf



FEATURE ARTICLE

OUR KID PROJECT

By Rick Ardies
Assistant Superintendent

When we think of the students that sit in our classrooms each day, what are our hopes for them as they graduate from our schools? If you think of one child that is special to you – maybe your own child, or a niece or nephew, or a particular student that comes to mind – what is your hope for that child as they go through their years in our schools? The HSD “Our Kid” project grew out of an attempt to articulate answers to these questions in order to develop a shared vision of the knowledge, skills, values and dispositions that describe a Hanover schools graduate. Most importantly, the “Our Kid” project is a constant reminder that the work we do is always centered on doing the very best that we can for every single one of the kids that enter into our schools and classrooms each day.

The Hanover School Division Divisional Priorities for 2014-2018 state our divisional goals in the form of our ABC's: three goals that focus our ongoing work. The first priority, our “A”, states that, “All students will learn the skills, knowledge, values and dispositions essential for a good, productive and wholesome life”. Through a series of workshops that began last August and continues until the end of April, the “Our Kid” project asks participants from various stakeholder groups to dig down into each of these categories and describe what they be-

Most importantly, the Our Kid project is a constant reminder that the work we do is always centered on doing the very best that we can for every single one of the kids that enter into our schools and classrooms each day.

lieve are the most important components of our kids' education. Through discussion with these teachers, principals, trustees, students and parents, we can then synthesize these ideas into a model “Hanover Kid” that represents a shared vision of what we hope for in our Grads. At the same time, school teams that are participating in the project are developing personalized models of “Our Kid” that represent articulation of their dreams for Graduates of their schools. By the end of the school year every school in Hanover will have spent time developing their vision for their kids. What a valuable process!

The “Our Kid” categories of knowledge, skills, values and dispositions were purposefully selected to ensure a broad or holistic view of educational purpose. We are in the process of transforming young lives as we help kids grow into young adults ready for a wholesome and productive life. Our vision, therefore, must be for the whole child. Each of the four categories represent essential areas of growth for each of

our students. In “Our Kid” workshops, we have referred to “knowledge”, as the essential ideas and understandings that students must have to be successful. This has included basics such as the knowledge required to be literate and numerate as well as the subject specific concepts that are required within specific disciplines. Our kids must develop a base of knowledge and understanding that is both deep and wide in order to be prepared for further learning and a productive life.

“Skills” have represented the abilities our kids must develop to apply themselves to the process of learning. There is a lot of recent focus on skills for deep learning and these seem to resonate in our workshops. These identify the skills of problem-solving, critical-thinking, creative-thinking, collaborating, communicating, etc. as being essential to the development of

CONTINUED ON PAGE 11

IN OUR SCHOOLS

EXPERIENTIAL LEARNING

Through Community Service



Students do a variety of things over their holidays; including everything from family gatherings to tobogganing, and going on warm vacations. Boston Thiessen, a grade 4 student at MES, had a unique opportunity this Christmas break to help at an orphanage. As part of his visit to spend Christmas with his grandparents at their winter home in McAllen, Texas, Boston's family spent 3 days and 3 nights at The Children's Haven International Orphanage in Reynosa, Mexico. Knowing last school year that this trip was on the horizon, he took the initiative to make and to sell Rainbow Loom bracelets to his friends and classmates. Boston raised a shocking \$85, which he used to buy sports equipment such as soccer balls, volleyballs and basketballs to give to the Mexican orphans. Mitchell's PAC became involved, and donated early reader children's books to Boston's cause, which the English teacher at the orphanage was more than happy to receive and use as part of her travelling English library.

- Jennifer Martens, Teacher
Mitchell Elementary School



IN OUR SCHOOLS

FRENCH LIT LAB

At Clearspring Middle School

French teachers Elaine Kalyta and Sara Heese saw the realization of a long-held dream of having a French Lit Lab in a dedicated resource room for their elementary French program. Using funds allocated for this specific purpose, they purchased listening centres that come equipped with a 6-headphone station which play both CDs and mp3 files through a USB port.

Students can see that the skills and strategies they learned through Guided Reading in their ELA classes, transfer easily to their French classes as well.

Using their training in the Audacity recording program, they created audio versions of many of the levelled French readers they had been using in their classrooms for years, storing the audio files on multiple flash drives. Bookshelves and baskets labelled with the various themes in Grades 5-6 French keep the levelled readers organized and easy to find. Rolling carts to hold the listening centres and the

books being studied, make the system easy to transport among classrooms. Elaine and Sara set aside one week each month for an in-depth study of a particular set of books that relate to the current theme being studied in their French classes. In this way, students can see that the skills and strategies they learned through Guided Reading in their ELA classes, transfer easily to their French classes as well.

This French Lit Lab is available to all Grades 5 and 6 French teachers at CMS. There is also another listening centre on the 2nd floor for the Grade 7 and 8 French program.

- Helen Malandrakis, Teacher
Clearspring Middle School

IN OUR SCHOOLS

LEARNING THROUGH SOCIAL JUSTICE INITIATIVES

Our social justice team, called the SHOC (students helping other communities) team has been working hard to raise money for our Global Free the Children Project - building a school in Ghana. It costs approximately \$10,000 to build one school in Ghana. Our students have certainly been up to the challenge of helping children in Ghana get their school! \$10,000 is a lofty goal, but one our students are excited about reaching. This year we have already raised over \$3200! The students have run bake sales, cookie sales and their latest venture was a school/community garage sale which alone brought in \$800! Not only our SHOC team, but our entire school and community are getting involved and helping our small school build another school for those less fortunate. Next up is our Read-A-Thon fundraiser during reading month

called "Reading is a Human Right". Students will be collecting pledges for reading and those pledges raised will go towards our Ghana project. Participating within this initiative has provided many learning benefits. From a math perspective, students are responsible for taking in the money, exchanging money, and counting money. They also are learning how to write persuasively as they write up posters and announcements. From a social studies perspective, they are learning about the global need for education, and about Ghana's socioeconomic needs, and its people.

- Wendy Martens, Guidance Counsellor
Kleefeld School



THERE'S AN APP FOR THAT!



Authentic audience: people who have a genuine and invested interest in the topic at hand.

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



Our division is embracing and making possible more and more opportunities for learning to extend beyond the walls of the classroom or the school. Teachers are being encouraged to start class blogs, incorporate social media, and look for collaborative possibilities. While this has exciting potential, it also runs the risk of falling flat if no-one beyond the local school community reads the blogs or responds to the tweets.

Making a deliberate connection with another class is a powerful way of establishing an authentic audience and a meaningful purpose for writing and critical thinking. Enter QUADBLOGGING, an online program that has connected hundreds of thousands of students globally since 2011. The process is quite straightforward: you register your class online and are

then paired with three other classes from around the world. Once the quad is created, each class takes turns being the focus class for one week, while the other classes visit and comment. A class can go through multiple cycles with the same quad, or can sign up to join a new quad every four weeks.

The potential for impacting learning is huge in whatever subject area or grade level you teach:

- Connecting to the world
- Blogging to improve quality writing
- Transforming the writing process
- Writing with a purpose
- Authentic feedback and conversation
- Global awareness and perspectives
- Communication skills
- Student engagement
- Creative expression
- Practice platform
- Digital citizenship



To check it out or register your class visit:
<http://quadblogging.com>



IN OUR SCHOOLS

BUILDING COMMUNITY RELATIONSHIPS THROUGH PHOTOGRAPHY At SRSS

Each December, since 2009, the Advance Photography class has volunteered their services to two important local communities, Steinbach Family Resource Centre and the Mennonite Village Heritage Museum.

The Steinbach Family Resource Centre is a family resource organization dedicated to serving expectant parents and all families with children. What our photography students do, is attend the Santa Christmas Party in order to take portraits of the children and their mothers (sometimes dads, too) with Santa. We photograph over 100 portraits and then edit them, print them, and burn a DVD. Parents thankfully accept copies of our photos, as these treasures of their little ones gazing fearfully into Santa's eyes, or maybe playfully tugging on his beard, will grace the walls and tables of homes for many years.

Our Advance class has also had the opportunity to become involved in an ongoing photo display at the Mennonite Village Heritage Museum. Twice a year, we design and photograph a theme display that hangs in the large confer-

ence room of the museum. Last year, one of our themes was, "Menno Meets Modern" with photo stories that bridged the span of generations in Steinbach. Again, this year, our students will be planning, shooting, and then displaying photos that bring SRSS student work into the community with a central component being the relationship between our school, our students, our community and our history.

In addition to these opportunities, I plan an annual photo trip to places like Machu Picchu in Peru or a trek in the Amazon, where student and adult travelers can photograph every part of a rich, cross-cultural experience.

Whether a student imagines the inherent excitement of photojournalism or gets involved in the relationships created and strengthened through photographing a community event, or whether a student researches and then works to put together an historic presentation through photos and text that might hang in the local museum, our photography students at the SRSS are being exposed to opportunities where their specific technical skills and people skills are developed.

Our photography students at the SRSS are being exposed to opportunities where their specific technical skills and people skills are developed.

When I think back over my 30 years of teaching in the public school system, I am overwhelmed by the opportunity to serve the community in a way that gives my students a legitimate experience of service and connection to their roots and their neighbours, through a class like photography. I am so fortunate to teach at this time and in this place.

- Paul Reimer, Teacher SRSS

CURRICULUM SUPPORT

IS PHYSICAL LITERACY ESSENTIAL?



For more information check out this video: <http://piseworld.com/physical-literacy/>



The "Big Idea" of the K-12 Physical Education and Health curriculum is that students will have the knowledge, skills and attitudes to lead a physically active life and to make health-enhancing decisions. For this to be possible, one needs to become "physically literate". What is physical literacy? Is this really a "literacy"? Does it include essential knowledge and skills that our students need to enhance their quality of life?

The term "physical literacy" has been around for nearly a century, although more recently, Canada has become the leader in exploring and explaining it. It is more than "edu-jargon"; it is a literacy that cannot be overlooked in education when we strive to develop "the whole child". Physical Literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment

and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. It supports long-term participation and performance to the best of one's ability (Pacific Institute for Sport Excellence – www.piseworld.com).

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Physical Education Canada – www.phcanada.ca).

Physical Literacy begins with movement vocabulary, which is the foundation for creating movement sequences and tasks.

Dr. Dean Kriellaars of the University of Manitoba compares literacy, numeracy, music and physical literacy by analyzing the basics. He explains that when considering literacy, one first focuses on the ABC's and proceeds to formulating words and sentences. Numbers are the basics in numeracy, which lead to patterns and equations. In music literacy, one studies Solfege (Do-Re-Mi) which progresses to creating scales and scores. Similarly, physical literacy begins with movement vocabulary, which is the foundation for creating movement sequences and tasks. Children and youth need to be taught movement vocabulary and skills in order to move competently and confidently in a variety of physical activities. Physical Literacy does not just happen by playing and going to school. When movement vocabulary is intentionally used to teach fundamental movement skills, and when a wide variety of physical activities are provided to apply this knowledge and these skills, children are given the opportunity to develop their competence and confidence in moving. Why is moving competently and confidently important? There is motivation to live an active, healthy life. Physical literacy goes beyond knowing how to run, jump, throw and kick in early years and it becomes the confidence to sign up to play in a community Ultimate Frisbee league in your first year of University because you need to fit some physical activity into a sedentary lifestyle.

If our goal is to provide students with the knowledge, skills and attitudes needed to lead a physically active life and to make health-enhancing decisions, physical literacy is essential.

- Corinne Thiessen
CST Physical Education, Health

Physical Literacy





IN OUR SCHOOLS

WHOO'S READING WHAT?

At Green Valley School



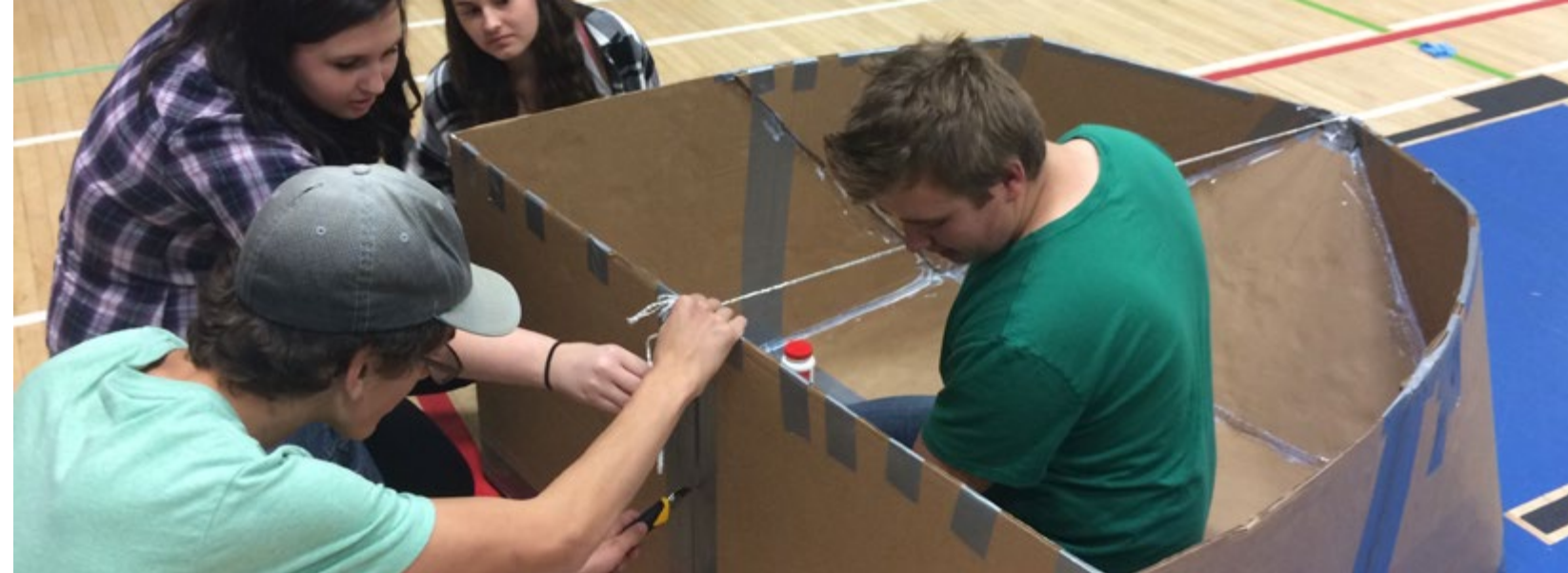
Green Valley School celebrated "I Love to Read" Month with a number of events to encourage reading at all levels. Activities included: Drop Everything and Read (D.E.A.R.) on a daily basis in the middle years classes, the Scholastic Book Fair at the end of February, a colouring contest connected to the book fair, family night at the book fair, and a "Who's Reading What?" contest. One of our goals this year was to show students that everyone on staff reads a variety of things for multiple purposes. In order to meet this goal, we asked all staff members to contribute a picture of a book or magazine cover that they were currently reading for our "Who's Reading What?" contest.

All of the pictures were posted on the bulletin board in the front foyer with an accompanying set of staff photos. Students were challenged to guess which staff members were reading which books. Middle year's students were asked to match up at least five books with five staff members, and senior year's students

The main goal was to show students that reading is for life and serves different purposes.

we were challenged to match at least eight staff members with the books or magazines they read. The contest was challenging, but the main goal was to show students that reading is for life and serves different purposes. The contest also generated conversations about book genres and engaged students and staff alike. Who knew that Mr. Zaporzan, the school's head custodian, reads cookbooks in his spare time and that some staff members still enjoy reading children's books?! Prizes for the contest were fittingly – BOOKS. Keep reading GVS!

- Rachel Thiessen, Vice-Principal
Green Valley School



IN OUR SCHOOLS

SKILLS CANADA CARDBOARD BOAT RACE

Niverville Collegiate Institute Turning Points

For the first time in our school, we sent a team of four students to the Skills Canada Cardboard Boat Race Competition. Teams had to arrive with a blueprint of their design, and a team name (ours was the Floating Farmers since most of the other competitors were urban schools), and then build their boat given the same set of materials that every other team was provided. The Cardboard Boat Races challenge students to use teamwork, numeracy, literacy and problem solving skills to create their own floating race vessels.

The Cardboard Boat Races challenge students to use teamwork, numeracy, literacy and problem solving skills, to create their own floating race vessels.



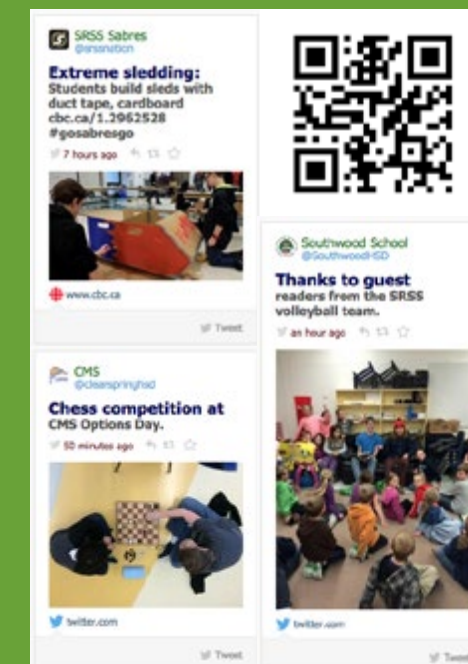
The competition was stiff, but the students did a great job considering it was our first time. We all learned lots of tricks and ideas for next time, and had a great day in the process. The students got to witness first-hand the application of displacement, as well as observing how detailed design doesn't always translate into the most effective or efficient model. I was very proud of our student team and their teamwork and group efforts! Well done, Floating Farmers!

- Susanne Kwiatkowski, Lead Teacher
Turning Point Learning Program, NCI

SOCIAL MEDIA

Visit our social media portal and view real-time digital learning experiences. We've aggregated our school Twitter feeds, enabling a single point of access to news and happenings from within our schools. View snapshots of classroom learning and student experiences in an easy to view web-based format. No Twitter account is required, just a web browser!

SocialMedia.hsd.ca



MICROFINANCE AND THE POWER OF KIVA

At Mitchell Middle School

During their unit in Social Studies on Quality of Life, grade 7 MMS students learned that Canadians enjoy some of the highest quality of life in the world. As we learned more about this global inequality, the grade 7 classes decided to fund-raise money to help correct the problem.

This money was put on the KIVA website and students chose which people around the world they wanted to lend money to. KIVA is an exciting opportunity for teachers wanting to show students that they can help those around us who are less fortunate. KIVA does not donate money to people in need, but instead lends it out. Loan amounts are as low as \$25 (USD), and you get to choose who to help (by coun-

As we learned more about this global inequality, the grade 7 classes decided to fund-raise money to help correct the problem.

try, gender, education, sustainability projects, war affected regions, etc). Loans are repaid 98.5% of the time, and you can reinvest the loans over and over. Microfinancing is seen as

one of the most effective ways to help those global citizens that have less; it empowers people who are otherwise unable to secure loans from banks. KIVA provides a profile of the person asking for the loan, demographic information about the country, and you can track the progress of the loan through their online account. We are very proud of our MMS students for caring about those global citizens who have less, and are excited to do this again next school year!

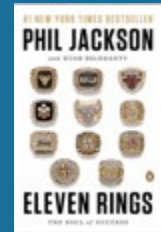
- Carlton Reimer and Arlen Penner
Teachers, Mitchell Middle School

BOOKSHELF



Eleven Rings: The Soul of Success

Phil Jackson



"I can't pretend to be an expert in leadership theory. But what I do know is that the art of transforming a group of young, ambitious individuals into an integrated championship team is not a mechanistic process. It's a mysterious juggling act that requires not only a thorough knowledge of the time-honored laws of the game but also an open heart, a clear mind, and a deep curiosity about the ways of the human spirit."

New York Knicks President
Phil Jackson on Leadership

Give me one good reason (the compelling why) to read this book? Phil Jackson's mother, Elizabeth Funk, is Mennonite! Not what you were thinking? There are indeed two other good reasons. This book might help to improve your ability to form, nurture, and maintain relationships, and it ex-

plores an approach to leadership that is based on freedom, authenticity, and selfless teamwork.

Jackson shares eleven lessons he has learned along the way to winning six NBA championships with the Michael Jordan lead Chicago Bulls and five more championships with the Los Angeles Lakers. The book reveals how his exploration of humanistic psychology, Native American philosophy, and Zen Buddhism has helped form his philosophy on coaching and life. Jackson is a master story teller who has done it his way. A way that is built on trust, knowing where his players were at as players and especially as people, and then challenging and empowering them to trust one another as they develop into a team that can perform as 'one' (powerful stuff).

Of the eleven lessons presented in the book, two of my favorites are: 1) When dealing with a superstar like Michael Jordan and getting them onboard with the team philosophy and ways of doing things, Phil's approach was not to dictate to Jordan what he wanted, but to push him to think

about a problem or situation in a different way (through a different lens), by asking questions about the impact an action or strategy would have on the team. When a player (student, teacher, principal) is made to solve a problem him/herself, they are more likely to buy into the solution and work towards a common solution; 2) How do you repeat success? You repeat success through the constant growing as a team, moving into the unknown and creating something new. For Jackson it is "an act of controlled improvisation, a The-lonious Monk finger exercise, from one moment to the next."

This book isn't just about coaching, it is about life and building the capacity of each member of the team to grow and become a tribe, a brotherhood, a family. Developing a team is a fluid process that changes throughout the year and nobody has done it better than Phil.

- Chris Gudziunas,
Assistant Superintendent

LEARNING THROUGH VOLUNTEER SERVICE

On the last day of school prior to Christmas Break, a group of 55 Grade 11 & 12 students from Landmark Collegiate went on a volunteer service day to various charitable organizations in Winnipeg. Our group of 8 girls, along with our English teacher Emma Dyck, volunteered at the Union Gospel Mission's "Charis Centre" - a women's addiction recovery home. We saw firsthand that some of these women come in with very few possessions, as many women were often living on the streets or in abusive situations, and could not bring anything with them. We learned that addiction can happen to anyone. These women have been through so much and the people at the Charis Centre help them get a second chance.

We were inspired by the caring environment that

has been created to support these wonderful ladies. One way that the women are cared for is through an in-house store called "The Blessing Room". Once a week, the women can go and choose items such as toiletries, jewelry, clothing, and shoes. This is one more way the Charis Centre can help provide these women with anything they may need to support them getting back on their feet. It was a heartwarming experience for us, and it prompted us to take action.

Our goal was to give these women a reason to feel blessed and loved by collecting donations to provide these ladies with something that will bring them joy in a tough time. Through fundraising and item donations we hope to collect a substantial supply for their Blessing Room. We managed to



raise over \$150 to buy cosmetics and other personal supplies, as well as gathering donations of clothing and shoes from Landmark churches, parents, friends and teachers. Thank you so much for helping us support such a worthy cause!

- Grade 11 Students
Landmark Collegiate

FEATURE ARTICLE CONTINUED FROM PAGE 3

students. Each workshop group has identified many other skills essential to the development of our kids.

"Values" represent the beliefs and ideas that are important to our kids. While many values are personal and are developed within families and church, there are also common values that set up our kids for a wholesome and productive life. Values such as being respectful, caring for others, being socially responsible, being tolerant and empathetic are required for kids to relate to the people around them in their communities. Others such as having integrity, being honest, being hard-working and resilient set kids up to be successful. Each workshop group has recognized there are many values that they would like to see developed in their students.

We have referred to "dispositions" as habits of mind, or the way our kids approach things. Kids that are confident, optimistic, joyful, self-aware, being curious, courageous, and compassionate, etc. have developed dispositions that set them up to be successful in whatever they pursue in life.

At its center, the "Our Kid" project is a division wide conversation about the best work we can do with our kids. Whether you are formally participating in project workshops or not, I invite you to spend time talking with your colleagues, and re-imagine together the knowledge, skills, values and dispositions that you would like to see in each of our kids.



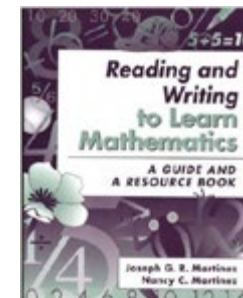
BOOK REVIEW

Reading and Writing to Learn Mathematics (A Guide and Resource Book)

By Joseph G.R. Martinez and Nancy C. Martinez

- Tony Donkersloot

CST MY Science/Math



In my last article for Learning Matters I reviewed the book "Reading Strategies for Science" by Stephanie Macceca showing how reading strategies used in ELA can be effectively used in the science classroom. This article is a brief review of the book "Reading and Writing to Learn Mathematics" by Joseph and Nancy Martinez in which they suggest

that in order to make mathematics more 'accessible', a more readable mathematics is needed which requires translating mathematics language into everyday language. They use the following quote, as example of how students feel towards mathematics, which says, "Math is a whole different world, and we're aliens in it."

An example of the difference between math language and everyday language can be seen in following example taken from a math textbook;

"To answer the question "How many?" we use whole numbers. The list of whole numbers is as follows;

0,1,2,3,4,5,6,7,8,9,10,11,12.....

The set goes on indefinitely. There is no largest whole number. The smallest whole number is 0. There are various written names for numbers. The standard notation is like this;

5861 (Keedy and Bettinger 1983, p.2)

An ordinary language translation might look

like something like this;

We use numbers every day. We use them to count, to measure, to tell time, to figure distance and area and to answer questions such as, "How many players are on a baseball team?" or "How many oranges are in a dozen?" or "How many minutes in an hour?"

Some of the most common numbers are whole numbers. They start with zero and go on indefinitely.

0,1,2,3,4,5,6,7,8,9,10,11,12,.....

These are called whole numbers because they are complete and undivided.

The smallest whole number is 0, but there is no largest whole number. Some large whole numbers include a million, or one with six zeros, a billion, or one with nine zeros, and a google or one with a hundred zeros.

Whole numbers can be written with numbers or words or a combination of the two. Standard notation uses numbers only...5861."(Pages 3 and 4-Joseph And Nancy Martinez))

What happens when children write and read mathematics? According to the Martinezes they learn to use language to focus on and work through problems, to communicate ideas coherently and clearly, to organize ideas and structure arguments, to extend their thinking and knowledge to encompass other perspectives and experiences, to understand their own problem solving and thinking processes as well as those of others, and to develop flexibility in representing and interpreting ideas.

This book uses many strategies that can be incorporated to develop an integrated approach to learning mathematics. The use of stories and media are also explored as a reading strategy to develop mathematical understanding. This book is available from the CST library.



For the latest Divisional news and events, join us at @HanoverSD



CURRICULUM SUPPORT

EQUALITY VS. EQUITY

How can teachers level the starting point for students?



Kevin Lamoureux had everyone's full attention on Friday, Jan. 30, at CMS. He spoke to K – 8 teachers and administrators, reaching into our hearts and challenging our thinking.

As a professor with the Faculty of Education at the University of Winnipeg, Kevin Lamoureux's mission is to reach out to non-traditional students and provide more pathways into post-secondary education. He has developed mentorship and inclusion programs as well as governance models within Aboriginal education; authored *Inclusion in Partnership* which guides teachers looking to include Aboriginal perspectives; authored *Mentoring in a Canadian Context* (2008) which is based on the belief that all children deserve to be engaged, challenged and supported, and that teachers can play a vital role in preventing youth from falling between the cracks.

He asked us to consider how we can create schools and classrooms where all students can enjoy success, including children and youth who come from economically disadvantaged homes and/or cultural backgrounds that are different from the 'normal' background of their school peers. Through numerous stories from his childhood as an Aboriginal child growing up in Winnipeg's north end to current headline news, he asked us to thoughtfully consider that everything we do, think

and say comes from a perspective, a world view, a mental model. Our way of thinking comes from our culture; that which seems normal to us. The way we do school then, comes out of our 'normal'; there is no such thing as a neutral act.

Students also come with personal and family 'normals'. What happens when these 'normals' butt up against what schools have constructed as 'normal' teaching and learning practices, environments and activities? How can we avoid forced choice dilemmas, where students must choose between loyalty to their home culture or school culture?

Lamoureux warned us of the real damage poverty inflicts on students. He cautioned us to avoid the pathology of privilege which can surface as derision of 'the other', i.e. people in economic need. An 'us/them' mentality is dehumanizing and can result in exclusive rather than inclusive practices.

Lamoureux also encouraged us to acknowledge that everything we do as educators comes from an advantaged perspective. We need to respect our students' 'normal' and find ways to level the starting point in order to create the greatest opportunities possible for all students to experience success.

- Val Schellenberg, CST EAL

UPCOMING EVENTS

HTA Professional Development

February 27, 2015

Hanover Teachers' Association Professional Development Day

HSD Professional Development

March 13, 2015

Administration / Professional Development Day

April 10, 2015

Administration / Professional Development Day

MTS Seminars

March 9, 2015

Aiming for Classroom Management

April 13-14, 2015

Learning-Focused Conversations

April 16-17, 2015

Cultural Proficiency



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