

*Oil Pastel Drawing by Samantha Riesen
Grade 10 SRSS Student*

Celebrating the

Arts

HSD Festival of
the Arts pg5

IN THIS ISSUE

REFLEX MATH PROGRAM pg 3 | PROJECT-BASED SCHOOLS pg 9 | CARING FOR WATERSHEDS pg 12



WHAT A YEAR IT HAS BEEN



I was reminded most recently to think on things true, noble, reputable, authentic, compelling, gracious, the best and the beautiful. So it is in that spirit that I wish to reflect on this school year, and what a year it has been. We have all tried so much, learned so much and accomplished so much this year:

- Our buses have been driven thousands of kilometres bringing students to school and home again every day this year.
- A huge new addition has been opened at SRSS, and it has created vibrant learning spaces and community space that has been very warmly received by students and staff.
- Floors and classrooms throughout the division have been kept spit-spot even when learning gets messy from time to time.
- Interactive and engaging community consultations were held with four rural communities to discuss moving their grade nine programs to SRSS for the coming school year.
- A new school board was elected and has learned to provide leadership for our division and for our communities.
- Students participated in a myriad of engaging learning opportunities in the community, and for the community, building beautiful structures and even welcoming and thanking keynote speakers at conferences with over 700 attendees.
- The division has hired our first ever Communications Manager and Director of Learning.
- Fibre and wireless has been lit up throughout the division in preparation for providing transformational learning opportunities for students.
- Awards have been won by students, staff and principals.
- Close to seventy teachers have experienced new placements, been hired to permanent contracts, or been rehired to term contracts for the coming school year.
- Outdoor learning spaces are popping up all over the division making great learning use of some of our real estate.
- Over fifty "Our Kid" posters were created by students, teachers, board members, parents and community members as we engaged in a rich and broad conversation about what skills, dispositions, knowledge and values students should be learning in Hanover.
- Student Services and EAs ensured that all students received the support they needed.
- Parents, students, teachers and community members were greeted at offices every day by cheerful and helpful school secretarial staff.
- Our maintenance and technology crews kept everything running.
- Division office staff made sure everyone was paid.

And these are only some of our accomplishments. What a year it has been!

AND MOST IMPORTANTLY Almost 8000 students continued their learning journey toward living a productive and wholesome life each and every day throughout the school year. They are always what all of this work and effort is all about. For all of this I say a very profound and grateful thank you to the entire Hanover team for all of your contributions toward making this school year a successful one. Each of your efforts are deeply appreciated and I trust that they have been very rewarding for you.

With gratitude,

Randy Dueck, Superintendent, CEO
Hanover School Division



HSD recently said good-bye to Leona Funk. Leona served the division for sixteen years in various capacities, most recently as Secretary to the Assistant Superintendents. She will most certainly be missed!



Trustee, Sara Dyck along with Superintendents Randy Dueck, Chris Gudziunas, and Rick Ardies attended the Project Hanover Poverty Challenge, pictured here with student organizers Bea and Samantha.



Congratulations to Eldon Dueck and Rita Rebizant of Stonybrook Middle School for receiving the Manitoba Reading Association's Crocus Award for Literacy - Administrators. This award is presented to exemplary administrators who have promoted literacy in their schools. The MRA includes over 500 teachers, parents, and students committed to the promotion of literacy

VERTICAL LEARNING SURFACES

at Clearspring Middle School

Since attending a professional development session by Peter Liljedahl last month, many teachers at Clearspring Middle School have incorporated the use of 'Vertical Surfaces' when having students showcase their learning. With limited access to whiteboards, the students have taken their work to the windows. Who knew white board markers rubbed off glass so easily? Using 'Vertical Spaces' has allowed students to work collaboratively in groups, all awhile allowing each other to easily see the work of their peers, offering insight to a different way of thinking and different strategies. From the teacher's perspective, it has allowed me to assess my students from a distance and to track where they are at in their problem solving. Many students in grade 7 have blogged about their experiences. Check out their class blog at blogs.hsd.ca/nicholls

- *Patty Nicholls, Teacher*
Clearspring Middle School



Check it out at
blogs.hsd.ca/nicholls



REFLEX MATH PROGRAM

at Stonybrook Middle School



SMS has been striving to improve students' knowledge of basic math facts by encouraging students to participate in Math Club. The lunch hour club partners grade 5 & 6 students with grade 8 students in order to work on building basic math facts using math games.

Each student can learn at their own level and pace. They have gone from "I hate math" to "I can do math!"

This year we have been fortunate to have the opportunity to pilot the Reflex Math program. This online math skills building program allows students to learn math facts at their own pace

in a very fun, and yet challenging way. Students begin with an avatar and are assessed for their fact fluency. Then they progress through lessons and games to build their knowledge and fluency of math facts. We have 3 classes participating in a year-long pilot, and tested the program further in a school-wide trial for 6 weeks. We hope to be able to include Reflex as a part of our math program for the whole school next year.

Using Reflex has helped my students not only become more fluent in their math facts, but become more confident as math students. It is amazing to see the change in how students see themselves as math learners. Each student can learn at their own level and pace. They have gone from "I hate math" to "I can do math!"

- *Crystal Lawrance and Al Harder,*
Teachers, Stonybrook Middle School

CHILDREN'S AUTHOR visits Mitchell Elementary School



Pat Harrison, the author of the Blueberry Hill books, visited MES and she brought Charlie, the star of the Charlie and Fluffy books. The children were thrilled to see so many items that Pat used

in the books, like the snowman hat in 'Snow Dogs' and Charlie's backpack from 'Charlie Goes to School'. She showed us pictures and told the story about how she found Charlie. She also told us how Fluffy was always the boss even though she is the smaller dog. Many of the students said that their favourite part was when they got to pet Charlie who was much bigger than they thought he would be. Pat encouraged the students to use their imaginations, take what they are familiar with and write books like she does.

*- Karen Swiderski, Teacher
Mitchell Elementary School*

KLEEFELD STUDENTS Share Reading Experiences with Seniors



"When can we go again?" asks a child as we unpack books and gather to debrief. We have just returned from our first visit to Village Oaks, an apartment residence for seniors. Once a month thereafter we fill backpacks with well-rehearsed books, chosen with our specific audience in mind, and make the invigorating trek to the seniors' residence. Nine volunteers from Village Oaks set aside a morning per month to warmly welcome small groups of readers into

their homes. Over the ensuing thirty minutes we visit, laugh, and read together. When we return to school, we share some of our experiences and excitedly select books our new friends will enjoy hearing next time. We feel connected and nurtured. We have a purpose for learning to read well.

*- Jacquie Neufeld, Teacher
Kleefeld School*



NES STUDENTS SING at the Manitoba Legislature

Music Mondays are an annual initiative, hosted by the Minister of Education, which brings together students, musicians, parents and community members across the country to celebrate the gift of music in our lives. Our Manitoba Legislative Building was the grand venue of four noon hour opportunities for schools across Manitoba to perform their music. The grade 4 students of Niverville Elementary were one of the groups that had the privileged experience of letting their voices ring through the marble corridors on May 4. They performed four songs from their spring concert, Pirates II, and were audience to the other four groups that also participated. What a way to celebrate and share our creative talents!

*- Lois Neufeld, Teacher
Niverville Elementary School*



CURRICULUM SUPPORT

FESTIVAL OF THE ARTS



The HSD Festival of the Arts was created three years ago as a way to bring our schools together and celebrate student creative learning in dance, drama, music and visual arts.

This year, during opening night, we were incredibly fortunate to have talent from all over Hanover School Division. We were treated to Jazz from the SRSS, the Improv team from Green Valley, "Ode to Joy" by a student from Woodlawn School, dance from the SRSS Dance crew, and some wonderful songs from

Blumenort School. It was a great evening to just hang out and enjoy the performances!

I have to say, my favorite part of the HSD Festival of the Arts has to be when I see parents, grandparents, uncles, aunties, and friends come walking through the mall, and look for the artwork made by someone they love. It's a great moment to see them finally find their special student, look at what they've created and smile! What an amazing connection between the artist and the viewer! I've also enjoyed seeing students come into the mall and trying to find their work so they can take a photo and share what they have learned.

These experiences are all because YOU THE TEACHERS have provided them a safe place to be creative, try new things, make mistakes, share ideas, have fun and learn! I can't thank you enough for all that you do for these students, and I wish I could share all those wonderful moments with you!

Art is so important in a child's life and I want to encourage all teachers to foster creativity in their classrooms. It has been an honour to work with such amazing people this year and I look forward to the future of art for ALL students in Hanover School Division.

- Ryan Loeppky
CST Visual Arts

EARLY CAREER TEACHER SUMMER INSTITUTE

August 25-27, 2015

Join us for three days of active learning - participating with Superintendents, the Director of Learning, Curriculum Support Teachers, and experienced teacher leaders. The Institute will focus on the teaching and learning in Hanover, subject area curriculums, student assessment, student engagement, and preparation for the first days and weeks of school.

All teachers new to Hanover School Division since September 2014 are highly encouraged to attend the Early Career Teacher Summer Institute. Teachers entering their second or third year of teaching are encouraged to use this opportunity to further develop their skills and professional relationships.



IN OUR SCHOOLS

LEARNING THROUGH RECYCLING

at Landmark Elementary School

This is the third year LES has participated in Bag Up Manitoba, an initiative of Take Pride Winnipeg. The program is open to all schools in Manitoba who have K-6 students. Students and staff at LES collected plastic bags from their homes, from relatives and from neighbours to bring in for recycling.

In the previous year, LES collected just over 2000 bags. This year, we almost doubled that, bringing in 3825 bags. We hope to have that number grow even larger as we work at this again next year.

The grade 3 students had the job of counting and packing up the bags, which is a requirement of the program. It was a real-world, hands-on connection to our math learning. We bundled single bags into groups of 10, groups

of 10 into bags of 100, and bags of 100 into bundles of 1000 to help us count. Items that can be collected for recycling include grocery bags, retail bags, newspaper sleeves, produce bags, bread bags, ice bags, bubble wrap, case over wrap, pellet bags, salt bags, dry cleaning bags, re-sealable food bags and cereal bags.

Every school that gets involved receives an item or two made from recycled plastic bags. This year, our school received an outdoor planter that we are planning to use to beautify our grounds.

- *Tanis Giesbrecht, Teacher*
Landmark Elementary School



THERE'S AN APP FOR THAT!

Digital Curation: accessing, selecting, managing, and sharing digital resources.



We as teachers tend to be voracious collectors of ideas and resources, both for professional growth and engagement, and for planning and practice within our classrooms.

We physically manage our amassed collections easily enough in binders and filing cabinets, but what tools exist for handling all the digital content we want to have quick access to? We can store our files in our new Google Drive accounts, but what if we just want to have a place where we can gather some links to thoughts and artifacts we find as we are browsing the web.



Evernote is one such app that allows for digital curation, a way for you to collect and organize all the online things you want to be able to come back to. It can be accessed from any smart device or computer, you can organize your information through notebooks and tags, and you are able to share your notes with others. Here's a small sample of how and what types of 'notes' I would collect in my math notebook in Evernote:

Online Reading: Found a great blog post about students using PearDeck to explore the concept of logarithms. Clipped the blog post using the web clipper extension in my browser, and then tagged the clip with the terms: math, apps,

graphing, logs, engagement, and inquiry. Tagging ensures that this note will come up anytime I search for one of those terms.

Professional Resources: Want to up the level of discourse in my class. Downloaded a pdf from Ontario's Capacity Building Series on Communication in the Math Classroom. Tagged the note with the term: math, questioning, discourse, communication, capacity building series. Used Skitch to highlight specific passages, and jotted down my own thoughts directly into the note.

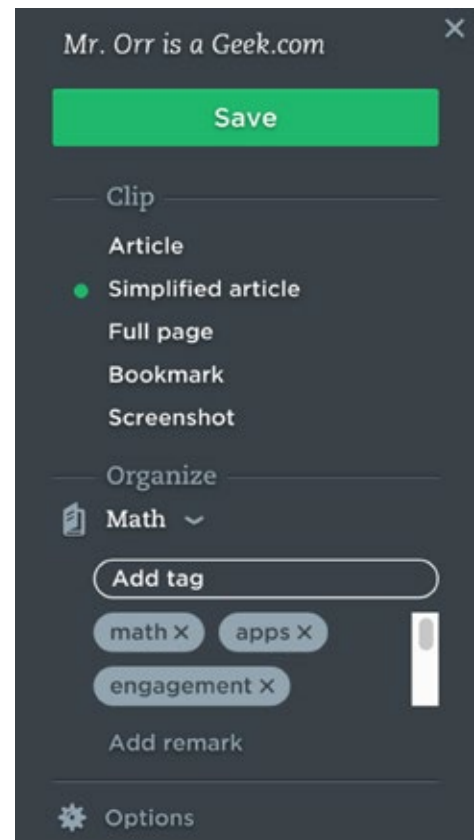
Professional Development: Attended a Lucy West workshop. Typed all my session notes directly into Evernote using my iPad, and was able to include a short audio recording of our small group discussion. Even included a hand drawing.

Looking for Ideas: Wanted to celebrate Pi-Day with my class in March. Collected images to support our creativity. Tagged the note with Pi.

Sharing: Have started a collection of my favourite examples Dan Meyer's 3-act problems. Shared the link to the notebook with some of my colleagues, so they could view the collection. It is live, so every time they use the link, they will see the most up-to-date version of my list.

- Anne Reimer

CST SY Math/Science/Digital Learning

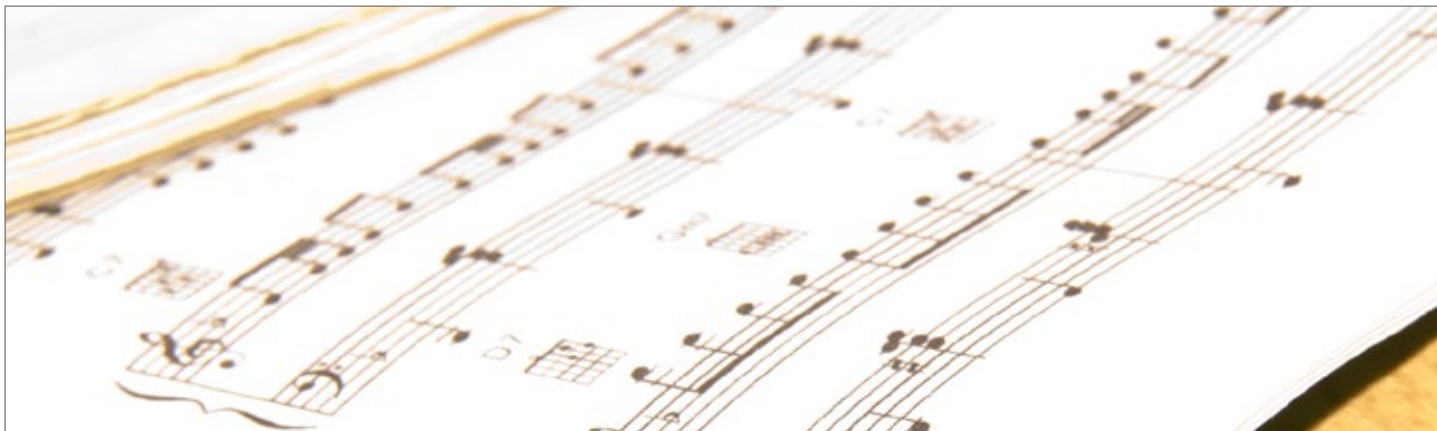


Check it out at
www.evernote.com



ENJOY A SAFE AND
HAPPY SUMMER HOLIDAY!

CHANGE THE MIND, CHANGE THE LEARNING



As a middle school band director one of the tasks I do is start beginner jazz ensembles, which requires training beginning drum set players. Having done this many times over the decades I follow a very specific

sequence of drills and materials which meet the players performance needs to participate.

This year in addition to this sequence, I decided to work on building the students' capacity by having them do cross lateral exercises. These are exercises that involve having the

students cross the center of their bodies with their hands, feet and eyes. The concept is that this makes the mid portion of the brain work in a manner that it is not used to, thus causing development. It is believed by some that it is the mid brain that collects information from the senses and sends it via the corpus callosum (the area between the left and right hemisphere) to the various lobes to be processed. Research shows that this area is larger in musicians than average students, which makes sense when you consider the logical and creative demands music performance places on the brain. Almost immediately I noticed that my drummers played with better time and developed the ability to

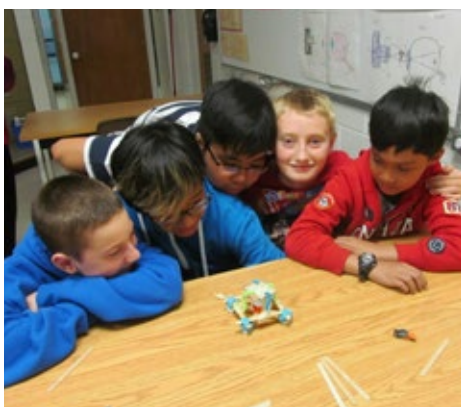
move around the set quicker. As well they acquired new skills faster and had an easier time applying them to their playing. This has resulted in their playing being more advanced when compared to previous years.

The conclusion that I draw from my little experiment is that by improving my student's capacity to learn, I made the process of learning quicker, easier and more enjoyable. This has resulted in my students wanting to learn more, which is an ideal outcome for any educational community.

*- Murray Lawrance
CST Music*

IN OUR SCHOOLS

SMS STUDENTS EXPLORE MARS



Two grade 6 classes (6H and 6S) of SMS, had the opportunity of inviting two University of Manitoba students to present a science lesson on Exploration Mars. The lesson consisted of learning about the experiences and challenges of using un-manned space probes (Orbiters, Landers and rovers) and using them to make discoveries about Mars and it's ability to possibly support life. The challenge presented in the class was to protect the space probe (ping pong ball) so that it landed upright and intact on the surface of the desk (Mars surface).

The students worked in groups of four and were given materials like five dice, ten Popsicle sticks, an eraser, five pipe cleaners, ball of sticky tack, etc. The space probe was dropped from a height of five feet and all the projects in both classes survived. The students really worked well together and learned new facts about Mars.

*- Al Harder, Teacher
Stonybrook Middle School*

LC TEACHERS EXPLORE PROJECT-BASED SCHOOLS

The Zoo School, New Country School, The Hip Hop School, and Avalon School were the four stops on the itinerary during our learning trip to Minneapolis.

Our purpose was to see these project-based schools in action. With a personal school goal of intellectually engaging our students and deepening their learning, we have been exploring “big picture” and “project-based” concepts as ways of potentially achieving that goal. We have read, researched, discussed and imagined ways of improving learning and making school relevant to our students in the 21st century.

Several months ago, we invited Sheila Giesbrecht, Student Success Consultant with the Department of Education, into our process of school change, to help us create a vision for our school and facilitate the next steps in moving forward. We jumped at her idea of a Learning Trip to Minneapolis and saw it as a great opportunity to see some of our abstract ideas being played out in real live schools!

This is what we observed about project-based learning:

- Students are organized into advisories; cross-grade groupings of 18-22 students where personalized project-based learning is facilitated by an advisor (a.k.a. teacher).
- Projects must include connections to multiple learning outcomes, the use of a variety of resources, the assistance of one or more community experts, and the final product should be something of relevance to the student and possibly the community.
- Students are required to give a public presentation about their project to a panel of people who will help the student evaluate the extent of their learning.

These are the questions we still have:

- How do we establish a rigorous level of learning and keep students on task?
- How do we guide students to develop quality learning experiences through projects?
- How do we shift our practice from teacher-directed to student directed?

We will continue to explore our questions and dig deeper into our own learning and understanding of how we can help students “learn how to learn”. Personalized learning time has been built into our timetable for next year, and teachers and students will have an opportunity to “do school” in a different way. We thank the Superintendents and the Board for supporting the Learning Trip and our goals to improve student learning.

- Kimberley Funk, Vice-Principal
Landmark Collegiate

We will continue to explore our questions and dig deeper into our own learning and understanding of how we can help students, learn how to learn.





CURRICULUM SUPPORT

THE SAMR MODEL



If you have been involved in any PD involving technology in the classroom in recent times, you will likely have heard of the SAMR model. Developed by Rueben Puentedura, the

SAMR model is designed to help teachers infuse technology into their teaching and learning. The SAMR model gives teachers a model designed to scaffold technology integration in the classroom, with the goal to transform learning experiences to higher levels of thinking through the use of technology.

The SAMR Model has 4 levels:

1. Substitution – this is simply completing the same learning task, but using technology to do it. For example, using Microsoft Word to type notes instead of writing them by hand.
2. Augmentation – this takes a learning task to the next level but is still essentially the same task with some slight alterations. For example, using Google Docs to take notes, and then using the “Share” function to share the notes with classmates or access them at home via the cloud.
3. Modification – At this level, learning opportunities begin to truly be transformed. This where the lesson is so significantly

IN OUR SCHOOLS

PROJECT HANOVER

The student-initiated Poverty Challenge took place on Friday, June 5, 7:00pm at KR Barkman Park in Steinbach. Approx. 60 students, along with staff representing teachers, principals, superintendents, and trustees, participated in the all-night event.

The evening included a walking tour of organizations that work with those affected by issues of poverty; listening to guest speakers from participating community organizations; learning about the challenges of grocery shopping for those in poverty; and spending the

night sleeping outside with little or no shelter. Project Hanover concluded with a fundraiser Community Breakfast. Students raised nearly \$4,000 for the participating charities - Grunthal Caring Hands Food Bank, Niverville Helping Hands, Soup's On, Southeast Helping Hands, Steinbach Family Resource Centre, Today House, and the Youth for Christ Drop Centre.

Students and adults went away with a much broader and deeper understanding of what it means to live in poverty, and the challenges we face in helping the homeless.

- redesigned that it would be impossible without the technology. For example, taking that same Google Doc, and open up the comment and editing features, allowing classmates to comment on the notes and make changes to them.
4. Redefinition – This is the highest level of the SAMR model, where technology allows for the creation of new tasks previously inconceivable. For example, using Google Hangout or Skype to connect with a classroom somewhere else in the world and discuss a current event to see how perspectives of events may be different in different parts of the world.

The idea with the SAMR model is to take a look at what you are doing and trying to move up to the next level. Often moving up in the SAMR model will

result in lessons that target higher order thinking (Blooms Taxonomy). Not all lessons always need to be at the Redefinition level, but we should be looking at moving beyond the substitution level for effective use of technology as a learning tool. A key thought, however, is that the SAMR model is not really about technology, it's about learning – the technology simply helps the learning happen.

- **Vince Hiebert,**
CST EY/MY Literacy with ICT

For more information
see www.schrockguide.net/samr.html



BOOKSHELF

SUPER'S PICK



Slices of Life - Managing Dilemmas in Middle Grades

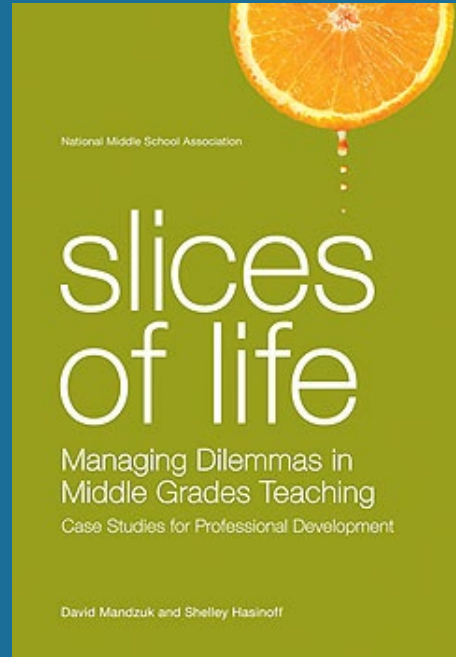
I wonder how the 1970, Apollo 13 mission to the Fra Mauro area of the moon would have turned out had Commander James A.

Lovell Jr. distress call been, "Houston, we have a dilemma"? Fortunately for the crew of Apollo 13, Lovell's famous communication to NASA was "Houston, we have a problem." Problems we can solve. Dilemmas, especially those dilemmas (when there is no right answer to a problem) that teachers come across in middle years school throughout the world, need to be properly managed. Managed? How does one successfully manage a dilemma at a middle years school? One starts by reading *Slices of Life - Managing Dilemmas in Middle Grades Teaching*, by David Mandzuk and Shelley Hasinoff.

Middle years teaching professors Mandzuk and Hasinoff have hit what we call in Hanover, a

"homerun" with this publication. The authors present a four-step analytical process model for dilemma management that is grounded in solid pedagogical theory and designed to meld theory into practice. In the first six chapters of the book, Mandzuk and Hasinoff explore common dilemmas found in middle years schools within the context of the Five Dimensions of Teaching (diversity, collegiality, identity, community, and authority). In the second half of the book, a case study format is used to explain the four-step model process for managing dilemmas, along with nine follow-up case studies used for practicing the four-step analytical process.

Any school administrator or lead teacher wishing to use this book as part of a Professional Learning Network or professional development sessions will find it easy to use, informative, and grounded in theory. The book is purposefully written (case study format) to take teachers through the



process of analysis, inquiry and reflection. I found the book to be so helpful that I will be introducing the book and four-step analytical process to our early career teachers at our annual summer institute. Teaching can be a messy business. Sometimes, the best you can hope for is to be able to manage a situation with your integrity intact. The book, *Slices of Life - Managing Dilemmas in Middle Grades Teaching* provides a simple, yet effective way of managing difficult situations within the school setting.

- Chris Gudziunas,
Assistant Superintendent

PRINCIPAL
& TEACHER
FAREWELLS

Laverna Loewen (38 yrs), Lorraine Kehler (32 yrs), Tim Kretchmer (38 yrs), and Janice Peters (17 yrs) participated in the 2015 Retirement Bell Ringing Ceremony recently held at the HSD Conference Centre on Tuesday, June 9. HSD will also be saying good-bye to the following principals and teachers at the end of this school year:

Kristin Duncan - 6 yrs
Barry Dyck - 26 yrs
Garry Giesbrecht - 34 yrs
Heidi Gosselin - 5 yrs

Corinne Hildebrandt - 22 yrs
Nancy Horobetz - 10 yrs
J.D. Lees - 33 yrs

Martha Reimer - 22 yrs
Coralie Winkler - 8 yrs

Thank-you for your dedicated work and years of service to the students and staff of HSD.



UPCOMING EVENTS

**Summer Institute for
Early Career Teachers**
August, 25-27, 2015

Admin / PD Day
September 8, 2015

First Day of Classes
September 9, 2015

IN OUR SCHOOLS

LANDMARK COLLEGIATE STUDENTS CARING FOR OUR WATERSHEDS

On May 12th our Grade 8 class visited the Tourond Creek Discovery Centre. This field trip was based on a proposal by two students within our class as part of a science project on water systems. Our class participated in a competition run by Oak Hammock Marsh and Ducks Unlimited called Caring for Our Watersheds. As a result of our submissions to the competition, our school was awarded some money.

We decided to use the money to fund the field trip proposal. Kieran Thiessen and Matthew Asher's proposal was titled 'Riparian Buffer Zone'. The idea was to go to a local river (or creek) and plant trees to create a riparian buffer zone. The students' proposal did a good job of explaining why this is important: "Riparian buffer zones help filter water, stop erosion, and stop flooding. The roots absorb the dirty water and release it as clean water. The trees' roots keep a hold of dirt so it doesn't release into the water and they slow the river's flow."

We used the CFOW money to buy a set of shovels, pruners and work gloves. The pruners

were used to make willow cuttings from an area that had a lot of willow trees growing already. These were soaked in water and then planted next to the pond on site. We also planted poplar and other tree species as well. In addition to the tree planting and cutting, the students did a number of exploration activities. They did some water chemistry analysis, dipping for pond critters, and looking for insects, worms, and other wildlife in the woods with the 'suck-a-bug' activity. After working so hard and exploring we were also able to use the CFOW money to bring in a pizza lunch for the students on site.

In the end, in addition to many wood ticks accumulated throughout the day, students came away with a fun, hands-on, connecting with nature experience that I'm sure they will remember. Thanks to Melissa Barkman, Russ Dirks, and the Seine Rat River Conservation District for help in planning and running the field trip.

*- Sheldon Hiebert, Teacher
Landmark Collegiate*



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