

LEARNING MATTERS

2014 BACK TO SCHOOL EDITION

Divisional Magazine of the HSD Superintendent's Office
Randy Dueck · Chris Gudziunas · Rick Ardies

EVERY STUDENT MATTERS



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

EVERY STUDENT MATTERS



What a country we live in! I am reminded of this every time someone comes home from another country, tells the story of all the adventure and excitement they had on their trip, but always remarks that they are so glad to be home in Canada for so many reasons. We always seem glad to come home. For me, one of the big reasons is that we are a wonderfully diverse country with wonderfully diverse people, and, despite all of our differences we find a way to live at peace with one another. In fact, we celebrate and safeguard this diversity in law through the Canadian Charter of Rights and Freedoms. The Human Rights Code (Manitoba) provides for fundamental human rights and protections for all of the following specific characteristics of human diversity; ancestry, nationality and national origin, ethnic background or origin, religion or creed, religious belief, religious association, and religious activity, age, sex, gender identity, sexual orientation, marital or family status, source of income, political belief, physical or mental disability and social disadvantage. As a country and as a province it is important that we ensure a commitment to the rights of every person. And that is a big part of what makes it great to live here.

And what wonderful communities Hanover School Division embraces! These are communities who have found a level of success and who continue to grow as more newcomers are welcomed and families grow. Along with all of this growth we are becoming even more diverse. And, I dare say, even more interesting. All of us different people are a part of this community together and all of us will figure out what our community will become together. That is a big part of what makes it great to live within the communities that make up Hanover School Division.

To that end, Hanover School Division is committed to helping our students become good people equipped to make a valuable contribution in any community that they find themselves in. Every student. Every one of our young people has the right to become the best that they can be and we will commit to the responsibility to help them become the best that they can be. Every student. And every one of our young people has the right to do so in a learning environment that is not only engaging, nurturing and stimulating, but also safe and secure. Every student. And to that end, Hanover School Division is pleased to introduce our recently approved Respect for Human Diversity Policy. While so much of the intention of this new policy has been at play in our schools for some time, we want to make clear that we have made a serious commitment that every student will have the opportunity to develop skills and values for a productive and wholesome life. Every student.

As always, I am very excited about what this new school year will bring for the students of Hanover School Division and I am especially excited to know that we have made this kind of a commitment to every student. Please check out the entire Respect for Human Diversity Policy on our website and join us in celebrating the rich diversity of people to be found in our communities.



Randy Dueck,
Superintendent CEO



ICE ICE BABY

Raising funds for ALS. Principal Shelley Amos (Woodlawn) and Chris Gudziunas (Assistant Superintendent) accept the Ice-Bucket Challenge.



CEO SLEEPOUT

Superintendent Randy Dueck along with Principals Ed Neufeld, Shelley Amos, Rod Kehler, Eldon Dueck, and Luis Reis raise awareness for the homeless.



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EVERY STUDENT MATTERS

MOVING TO THE RIGHT

With the opening of the Museum of Human Rights, teachers are reminded of the important role schools play in upholding the Human Rights Code (Manitoba). There may be no greater setting to teach, model, enforce, and live respect for human rights than in the public school classroom.

Discrimination under The Code is treating a person or group differently, to their disadvantage and without reasonable cause, on the basis of an applicable characteristic, such as ancestry, age, gender, or disability

In 2005, an amendment to the Public Schools Act put onto paper a practice that teachers had been implementing in their classrooms for years prior to its legislation. The Appropriate Educational

Programming Regulations ensure all students have access to the classroom, the curriculum, in a school within their home community, regardless of intellectual, physical, behavioural disability or mental illness. The purpose of this amendment was to align the Public Schools Act with The Charter of Rights and Freedoms and the Human Rights Code (Manitoba).

Discrimination under The Code is treating a person or group differently, to their disadvantage and without reasonable cause, on the basis of an applicable characteristic, such as ancestry, age, gender, or disability. Failure to reasonably accommodate special needs related to these pro-

tected characteristics is also considered discriminatory. The 2005 Amendment outlined teachers' responsibility to reasonably accommodate the diverse needs of students.

Many of us are familiar with the story of Ruby Bridges; probably the youngest Human Rights activist in American history. In 1960 when the desegregation of public schools was ordered, Ruby, along with hundreds of other African American children, was allowed to write an entrance test to gain access to the public schools in New Orleans. Ruby, one of six children who passed the test, entered a traditional "white" school for the first time, escorted by armed U.S.

(continued on page 11)



OPENING DAY OF CLASSES

NES

At NES we were all smiles on our first days back! We enjoyed our brand new play structure and planted colourful flowers in our recently landscaped green space at the front of the school. At our assembly we reviewed our school motto - Niverville Elementary: Where Everyone Shines!

Our visiting mascot agreed with our school expectations on being a STAR – be Safe, Trustworthy, Accountable, and Respectful. We filled up the gym with our enthusiastic voices as we sang along with Raffi and reviewed our basic needs of Survival, Belonging, Power, Freedom, and Fun. We focused on having fun and being safe at recess. Students volunteered ideas on the ‘deep, skillful, bucket filling’ choices we can make, compared to the ‘cheap, less skillful, bucket dipping’ choices. It was an exciting and meaningful start to our new school year!

- Judy Hiebert, Principal
Niverville Elementary School



Planting Flowers at NES

Great Expectations at GVS

The halls of GVS were a lot emptier than usual on our first day of school. That’s because the grades 5 and 9 students had the entire building to themselves. We decided to take a full day to help the grade 5’s transition to a new school and the grade 9’s transition from middle years to senior years.

Our grade 5 students spent time getting organized with their homeroom teachers. Timetables were altered for the day to allow a full period with each specialty teacher including Phys. Ed, Music and Library. In the afternoon, groups of four students were matched with a mentoring adult in the school and took part in a scavenger hunt in which they had a chance to explore the whole school. They were reminded that this would be the only time in their school career where it would be okay for them to run in the halls, and they enthusiastically took advantage.

Really, really making me comfortable here. It made me feel safe here. I also have my brother here. It was a really fun day.

Grade 9’s benefitted from extra homeroom time in which they learned about the credit system and how to successfully transition from class to class. We then had a shortened timetable for the next part of the day so students could meet their subject area teachers. The day was capped off with an assembly where students met with our principals and guidance counsellor. Student council led in some organized games and everyone got to make their own sundae at the end.



Scavenger Hunt at Green Valley

Feedback from students was very positive. Our students appreciated this orientation day and we look forward to Great Expectations again next year.

“It was good. I liked the assembly at the end of the day. We didn’t do lots of work but we got to have some fun and the teachers were nice. It was good to be the only grade in the hallway. We were able to find our classes and our lockers.” Faith P. Gr. 9.

“It was really helpful. We got to know where our classes were, meet our teachers and learn where our lockers were. It was a busy day but lots of fun. It was confusing at first but the second day we knew where our classes were and didn’t have to ask other people where our classes were.” Shannen F. Gr. 9.

“It was helpful. It would have been a lot to take in if all the students were at school.” Carson B. Gr. 9

“It was easy to find classes when halls were empty. The best part of the day was the assembly at the end of the day.” Jason G. Gr. 9

- Michael Zwagstra & Connie Epp,
Teachers, Green Valley Elementary School



IN OUR SCHOOLS

THE FIRST DAY OF SCHOOL

Stories from Southwood

The first days of school are often filled with a variety of emotions for both parents and students. Like all schools in Hanover School Division, Southwood has made an intentional effort to make those first few days less frightening. Meet The Teacher Night was in the evening prior to the first



Schultute Tradition

day of school. Parents were able to accompany their child to school to meet the teacher and to re-familiarize themselves with their surroundings. Many parents thanked our staff for this opportunity as it made the first day of school so much better for their child.

Support staff welcomed both parents and students with a smile and a cookie.

An interesting tradition was observed by some staff over the course of the evening. Some grade 1 students entered the school carrying their “Schultute”, or also known as a school cone. A tradition that dates back to 1810 in some parts of Germany, children entering their first year of school would receive this gift from their parents. As one parent described to us, the tradition was meant to show the children that they were grown up enough to go to school; a very exciting time in a child’s life. The cone was typically filled with school supplies, small toys, and treats in celebration of the first days of school. The child and parent would often spend time decorating the schultute prior to the first day of school.

Southwood is planning on building on the tradition of the “Schultute” for next year. Providing a welcoming and exciting first days of school.

- Rod Kehler, Principal
Southwood Elementary School

A Healthy Start

- Corinne Thiessen, CST Physical Education / Health



Welcome to another school year! By now I am sure the summer is a distant memory and you have hit the ground running. As adults, we know that the routine of getting up and going to work takes a few days to get used to and if you feel this way, your students certainly feel the same.

After 2 months of less structure, more free time, video games and hopefully lots of outdoor activity, sitting in a desk or chair can truly be a shock to the system. Furthermore, for most students, the recess/break time received in fairly small doses a few times a day is not quite the same as the summer activity they experienced, and it may take some time to make the adjustment back to school. Sitting for long periods of time, regardless of one’s age, can be difficult and thus one needs breaks from long sedentary tasks. Taking “brain breaks” often helps students to refocus, and allows the “fidgeters” to move.

Brain breaks have been all the rage for quite some time now. We’ve learned that regularly incorporating short physical activity challenges not only helps students of all ages to be ready to learn and remember information better, but energizes them and increases their ability to focus on the next learning activity as well.

(continued on page 11)

CURRICULUM SUPPORT

What do Newcomers Expect to Experience in our Schools?

- Val Schellenberg, CST EAL



When I was the English language teacher at an elementary school in Steinbach, a newcomer parent occasionally came to see me about her child and to practice her English skills. She was educated at the University of Moscow and was eager for her children to be successful in Canada.

However, one day she earnestly asked, “I not know what to do. I go to the shops, and they want to help me. I walk on the sidewalk and people smile to me. What I must do? What I must do?”

This lovely, well-educated woman had never experienced kindness from strangers and was at a complete loss as to how to respond. She went on to tell me that in her country of birth and in her repatriated country, she regularly experienced discriminatory slights and insults. Since she had already experienced hostility in two countries where she should not have been considered a foreigner, she fully expected the same social culture here.

I wondered how she prepared her children for our schools. What did this family expect to experience from teachers and classmates? How were her children taught to respond?

Our on-going mandate is simply to reach out to our newcomer students and their families, over and over again.

What is Student Engagement?

- Barb Galessiere,
CST MY Literacy / K-12 Assessment



Student engagement happens when students make a personal psychological investment in learning. When working with Grade 7’s and their teachers on student engagement (to collect data for the annual MB Dept. of Education Provincial Assessment), I often define it as “how into learning you are”.

Student engagement is like a puzzle; when the many different pieces are in place, engagement rises. A key piece of student engagement is a sense of belonging. When students feel they belong, they start to engage in the academic and non-academic activities that are available.

Another key understanding of student engagement involves rigor, persistence and celebration. Students are engaged when they are involved in their work despite challenges and obstacles, and take delight when they have accomplished their tasks. “Learning tasks that engage students have particular characteristics. They require and instill deep, critical thinking. They immerse the student in disciplinary inquiry. They are authentic and relevant for students. They require students to interact and be meaningfully involved and they have intellectual rigor” (<http://education.alberta.ca>). When the learning is challenging and the tasks are authentic, students are engaged.

Sometimes teachers think if they “dumb down the learning” their students will be more engaged; this can actually lessen engagement. Another misconception about student engagement is it’s about “students having fun”. A few teachers

think if they sing and dance loud enough and long enough their students will be engaged. Though “fun” can certainly be part of the picture, engagement is a much deeper concept.

Research about engagement has shown us that when students are motivated this is a precursor to engagement; raising the motivation raises the engagement. Motivation and mind set are closely related. When students have an open mind-set, having enough hope to believe “they can do it”, they are ready to be engaged.

In the diagram below some pieces of student engagement are listed. Further articles in Learning Matters will explore these pieces further.



TECH & TEACHING



As a teacher we all know how important it is to communicate with parents, and in this modern digital age there are many different ways to do this. Of course there is no substitution for face-to-face or phone conversations, but there are times when we just need to get information out to parents (the student courier system is not always the most reliable!). One tool that more and more teachers are using is known as “Remind”. Formerly called Remind101, this web based tool allows teachers to communicate with parents directly using phone or email from one central location. How it works is:

1. The teacher creates an account using either the Remind App or the Remind website.
2. The teacher sets up a class (i.e. 6VH or 10Bio#1). Teachers can set up more than one class per account.
3. The teacher sends an invite to parents (or students) by email, text, or paper, with the instructions on how to join the class.
4. The parent signs up their email address or phone number.
5. Once parents are signed up, the teacher can send a message to their class using either the app or directly from the Remind website. Messages are limited to a maximum of 140 characters.



This is a one-way messaging system, so parents and students will never see your phone number. You can't send messages to individual students or parents. This app is designed as a whole-class communication tool. This is a great app for communicating that field trip, homework, test, or reminder to parents and students. See www.remind.com for more information.

- Vince Hiebert, CST EY/MY Literacy with ICT

THERE'S AN APP FOR THAT

Col-lab-o-ra-tion:

The act of working with others to complete a task or achieve a shared goal.



We all know that collaborative work has many potential benefits: it draws on the various strengths within the group, it broadens individual perspectives as participants learn from each other, and it provides opportunity to develop teamwork skills and to learn to negotiate issues.

Using digital tools to foster collaboration has added benefits: multiple people can work on the same document at once, organizational components allow everyone to see who contributed what, tracking components allow teachers to watch the product develop, and online access enables participants to continue working on the exercise even outside of class time.

Titanpad is an example of a simple web-based application that supports digital collaboration. All contributions appear in real time, and each person's input is highlighted in a specific colour. A timeline allows a teacher to scroll through to see the development of the work. The Pad can be saved at intervals (e.g. end of each class). An import/export

function allows for student work to move in and out of the collaborative phase. And since the app is web-based, the Pad is accessible from any computer or mobile device, from school or from home.

Privacy can be controlled to different levels. Teachers can create public Pads that are open to all, but a better route is to create an account which enables the use of a private sub-domain. In the subdomain, teachers can create small-group Pads that can be password protected if necessary. Students only need the URL and the password in order to access the Pad, and they will only use their first names as participants in the Pad.

So whether you use a computer lab, computers in your classroom, personal devices, or a home computer during the week-end, consider giving Titanpad a try. Have

some grade 2s write a story together, have some grade 6s collaborate on roles and responsibilities in a project, have some grade 10 science students jot down some observations on their smartphones as they walk through Tourond Creek, have the grade 12s contribute to a list of potential valedictorians for their convocation in June. To check it out, go to www.titanpad.com.

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



SUPERINTENDENT'S BOOKSHELF

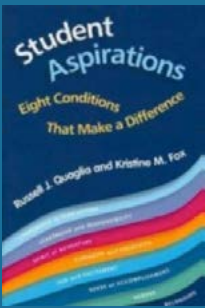


Student Aspirations: Eight Conditions That Make a Difference

by Russell J. Quaglia and Kristine M. Fox

"To first gain and then maintain students' attentiveness, we teachers must work differently from before, think as nonconformists, and come up with unique and creative ways that can be used as bait to reel students into the mainstream of school life."

Russell J. Quaglia (2003)



If you could share with a first year teacher a bit of your wisdom before they meet their students for the first time, what piece of wisdom would you share with them? Educator and

author of the book, *Student Aspirations: Eight Conditions That Make a Difference*, would begin that conversation by telling the teacher that to be a successful teacher it is critical, a must, essential, to know what your students are thinking and that you have to listen to what they are telling you about their learning experience. Listening to students is a must! He would then add that if you don't challenge your students to aspire, then you are simply taking them for a ride. To aspire you say? Yes, aspire. Do the students in your class have a great ambition or ultimate goal? Do they have a strong desire to do something special? Are they striving towards an end? Are they looking for great knowledge or do they want to soar? If they don't then your challenge is to create the conditions in your classroom where there is hope, a sense of possibility, and a place where students believe that they can soar? They need to aspire!

Russell J. Quaglia has identified, after over 20 years of doing research and "listening to what students are saying about their learning", eight conditions that will raise student aspirations.

The eight conditions he has identified are: belonging, heroes, sense of accomplishment, fun and excitement, curiosity and creativity, spirit of adventure, leadership and responsibility, and confidence to take action.

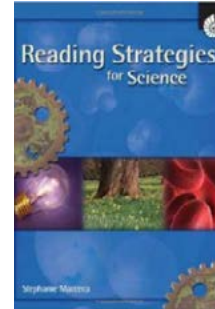
Chapter One: Belonging – "From the day they enter kindergarten to the day they graduate from high school, students—with few exceptions—need to belong. They need to feel that a group of people accept them unconditionally and who welcome them simply for who they are, not for what they have accomplished in the past or what they might accomplish in the future." (2003, p. 7) Without this first condition, the other seven cannot follow.

Each chapter in the book that follows, builds on the sense of belonging and by the time you get to the last chapter, Confidence to Take Action, you will truly change the way you think about what you need to do in order to create the conditions for students in your classroom to "aspire". If I had to recommend one book for every teacher to have on their professional bookshelf, it would be this one. It is a quick and easy read – but a read that will lead to great reflection and stimulate great discussion with others on how best to work with our students. Read the book and let me know what you think. I have made a commitment (and now published myself) to start a blog where I can share some thoughts, opinions, and articles and book reviews that are written by our Curriculum Support Teachers. My hope is that in some small way the blog will help educators create a welcoming and safe learning environments where students aspire to be all that they can be. My blog site is <http://blogs.hsd.ca/cgudziunas/>

- *Chris Gudziunas, Assistant Superintendent*

Reading Strategies for Science (grades 1-8)

- *Stephanie Macceca*



One of the ways to increase student engagement in the science classroom is through the use of reading strategies. Macceca says, "The goal of literacy in science is to develop in students a curiosity about the world around

them." Throughout her book she emphasizes the fact that good reading skills need to be taught and are essential for student engagement. She says, "Science teachers can easily incorporate the same techniques that language arts teachers have used for years to help students become more strategic and skilled readers."

In order for these techniques to be effective she suggests that the following five steps be 'involved in Explicit Instruction of Reading Comprehension Strategies':

1. Provide an exact description of the strategy and explain when and how it should be used.
2. Provide modelling of the strategy.
3. Provide opportunities for collaborative use of the strategy in action.
4. Lead guided-practice sessions using the strategy and allow for a gradual release of responsibility from the teacher to the student.
5. Encourage students' independent use of the strategy.

Macceca has developed many strategies in her book to help improve the reading skills of students in your science class with the greater goal of increasing student engagement. Some of these are, developing vocabulary in science, using and building prior knowledge in science, using prediction and inference in science and the role of questioning in science. Should you wish to borrow this book it is available from the CST library.

- *Tony Donkersloot, CST EY/MY Math and Science*

Contact Leona Funk (lfunk@hsd.ca) to sign out a copy of this book

Deux amis: Lisez et riez avec Liam et Aisha

- Helen Malandrakis



A humorous collection of French short stories, written by Helen Malandrakis, is now available through Tralco-Lingo. Deux amis: Lisez et riez avec Liam et Aisha features ten one-page stories following two friends on their adventures

and misadventures. Events include amusing school predicaments, the challenges of babysitting, and the indignation of an unfair curfew. The collection is supplemented by a variety of activities and supports designed to maximize French learning and student engagement.

Intended for students in grades 7-9, Deux amis is designed with the Common Framework of References for Languages (CEFR) in mind, which is now the international standard for teaching and learning all languages. The various teacher and student supports consist of pre-, during, and post-reading activities that touch on the competencies that make up the CEFR: spoken production, spoken interaction, reading, writing, and listening. Additionally, each story is prefaced by the language competencies within, specific grammatical points, and suggested activities and questions to accompany it.

This is a highly useful resource for beginning French teachers who want to see how to incorporate balanced literacy into their French classes, and it provides experienced French teachers with more ideas on post-reading activities. The engaging themes and well-designed activities in Deux amis make for a highly accessible text to integrate into one's French class.

Keep in mind that Deux amis contains only ten of a twenty-story collection, so be sure to watch out for Volume 2!

- *Chloe Tate, Grade 8 Teacher/French Specialist
Clearspring Middle School*



HANOVER SCHOOLS ACHIEVE ECO-GLOBE SCHOOLS RECOGNITION

Congratulations to Hanover schools that are newly proclaimed recipients of the Eco-Globe Schools (2014) recognition program. The Eco-Globe Schools annual recognition program has been developed to recognize that Manitoba schools are involved in a variety of activities that promote and integrate Education for Sustainable Development (ESD). Schools are invited to apply for one of three levels of participation: Awareness, Action or Transformation. Schools that have submitted applications in prior years, continue their work in ESF and maintain their status as Eco-Globe Schools at various levels. As of June, 2014, 16 of 18 Hanover schools have achieved Eco-Globe Schools recognition. These schools are to be commended for their outstanding efforts in Education for Sustainable Futures.

2014 Awareness Level: Mitchell Middle School

2014 Action Level: South Oaks, Mitchell Elementary, Woodlawn

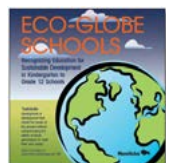
The following schools are still active as Eco-Globe Schools but received recognition in prior years for their most recent level.

Awareness Level: Green Valley ('11), Niverville Elementary ('11), Bothwell ('13)

Action Level: Landmark Collegiate ('10), Niverville Collegiate ('12), Blumenort School ('12), Landmark Elementary ('12) Southwood ('13), Stonybrook Middle School ('13), Clearspring Middle School ('13), Elmdale ('13), Kleefeld ('13)

For further information about how schools achieve Eco-Globe School recognition: www.edu.gov.mb.ca/k12/esd/eco_globe/index.html. Feel free to contact Russ Dirks (rdirks@hsd.ca) if your school would like assistance with achieving one of the Eco-Globe Schools levels. There are some examples of application submissions from other Hanover schools in the ESD wiki, <https://esd.wikis.hsd.ca/home>.

- *Russ Dirks, CST Education for a Sustainable Future*





IN OUR SCHOOLS

OPENING DAY

When faced with the challenge of welcoming and orienting more than 700 new learners to the SRSS, the entire school community stepped up! Planning started early in September to begin the process of creating a warm, welcoming and informative start to the school year. Adding to this challenge was the addition of 25 new teachers and opening a new wing to the school. However, teachers and the leadership team were committed to providing the best possible experience to our kids.

Transitioning learners from six middle schools into one high school poses many obstacles. How do we prepare these learners for the differences in size, structure, pedagogy, expectations, choices and social interactions in a fun and non threatening way? We only have one day to transition and orient each child so that they feel comfortable and confident in their new learning space.

Each orientation day is dedicated to relationship building and supporting the academic and social needs of learners so each one is confident and prepared to start their high school journey. To achieve this mandate, we needed peer involvement.

Three SRSS teachers were trained in a transition and orientation program called Link Crew which utilizes older peers in a year-long orientation process. Scott Reimer, Kristy Zabowski and Jamie Peters took on the awesome task of training 100 Eleven and Twelfth graders to be-

come Link Leaders. These peer leaders trained in the summer in order to coordinate the morning activities on Orientation Days. Yes! 100 amazing kids gave up four days of summer vacation to support our new school community members. Our Link Leaders took ownership of our new learners and welcomed them to our school. In addition to assisting with the Orientation Days, Link Leaders have accepted a year-long challenge to remain connected to their Crews encouraging academic and social success.

We conducted two Orientation Days – one for Grade 9s and another for Grade 10s. Each day used the following format:

- An invitation letter and supply list was sent to each home in the summer
- Link Leaders called each learner to welcome them prior to school start up
- Staff, dressed in gold shirts, were available at every entrance to welcome families as they arrived
- A self-guided tour of the school was organized in scavenger hunt style
- Breakfast items were distributed at stations
- The Link Crew, dressed in tie dye shirts, gathered their peers and prepared a morning of social and academic activities
- Staff served lunch
- SRSS pride wear, timetables and locker information were presented
- Learners were introduced to their Grade

Level Team Leaders – principal, guidance counsellor and resource teacher

- A mock day with 10 minute classes was performed
- Co-curricular activities available at the SRSS were presented through video

This comprehensive outline of events had learners acquainted with their teachers, their peers and the physical learning spaces in one short day. Data from our surveys showed that 97% of our learners were prepared for the first full day of school. The planning and preparation paid off! Together the entire learning community, staff and peers, successfully welcomed our newest members.

- Sherry Bestvater and Cam Kelbert, Principals, SRSS



SRSS Expansion

Grand Opening of SRSS Facility Expansion

The Honourable Gregory F. Selinger, Premier of Manitoba and the Honourable James Allum, Minister of Education participated in the opening ribbon-cutting ceremony along with students, staff, trustees, dignitaries and invited guests.



Greg Selinger, Premier of Manitoba

Ground breaking for the 105,000 sq. ft. expansion, designed by Stantec Architecture and contracted by Penn-Co Construction, began in November 2012. With a total project cost of approximately \$40.4 million dollars, this two-storey expansion includes new classrooms, vocational centres, study spaces, gymnasium, and an outdoor learning environment based on the Fibonacci Spiral Design. Public access includes a day care center, cosmetology salon, and café. The expansion and renovations will allow SRSS to welcome grade 9 students for the first time, while providing future education opportunities for the growing Hanover region.

This SRSS expansion will further existing vocational programs, provide new opportunities for vocational training, bring over 200 Steinbach grade 9 students into a purposefully designed senior years facility, and increase maximum student capacity to nearly 2,000. As the building is designed for over 100 years of service, it will prove to be an enduring learning asset for this community as a great place to learn, a great place to belong and a great place to become.



MOVING TO THE RIGHT CONTINUED FROM PAGE 3

Marshals. Despite threats of poisoning, models of black dolls in coffins, and public riots, Ruby spent her entire grade 1 year as the only student in her class. Barbara Henry was the teacher who refused to leave her teaching job when parents, students, other teachers, and her principal, all left the school in protest. Norman Rockwell immortalized this moment in human rights history in one of his famous Saturday Evening Post pictures.

Earlier, in 1955, Rosa Parks was arrested for civil disobedience when she refused to give up her seat in the “coloured” section of the transit bus to a white passenger after the “white” section was full. Not only did she refuse to give up her bus seat, but as an African American person, she also defied the white bus driver.

Further north in Canada, Residential Schools discriminated under The Code - treating a person or group differently, and to their disadvantage, because of a definable characteristic. The primary objectives of the Residential School System were to remove and isolate children from the influence of their homes, families, traditions and culture and to assimilate them into the dominant culture. These objectives were based on the premise that First Nations cultures and spiritual beliefs were inferior or unequal. First Nations peoples were stripped of their traditional clothing and hairstyles, forbidden to speak their first languages, or practice their cultural and spiritual celebrations.

History is riddled with less than exemplary moments, but stories from the past shape the future.

The A in Hanover School Division’s ABCs, refers to all students, with no exceptions. Teachers need to move from accepting the diversity of students to respecting the diversity of students: respecting their right to a classroom teacher, their right to access the curricula, and their right to self-determination.



Gerri Robson, Assistant Superintendent of Student Services

A HEALTHY START CONTINUED FROM PAGE 5

Well-developed breaks can help students stretch, develop flexibility, improve coordination, and gain focus for the next lesson. The idea is to provide some moderate activity that gets the blood pumping, so form and skill are not the focus of these activity breaks. Some movements can also incorporate core academic concepts.

If you are looking for some ideas to keep you and your students focused and to have some fun in the meantime...try taking some Brain Breaks.



Need some “Brain Break” ideas?

www.gonoodle.com

www.brainbreaks.blogspot.com

www.actionforhealthykids.org

www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks

IN OUR SCHOOLS

DIGITAL PORTFOLIOS

130 grade 7 students at Clearspring Middle School are embarking on a new adventure this year. In an effort to go paperless, all grade 7 students are going digital by creating Digital Portfolios. The Digital Portfolio will allow family and friends from all over the world to experience first hand what their loved ones are learning in school, give visitors an opportunity to offer constructive feedback on projects and assignments, as well as engaging in discussions on current events. For more information, check out: blogs.hsd.ca/nicholls.



-Patty Nichols, Grade 7 Teacher, Clearspring Middle School

INSERVICES

SUPERINTENDENT'S PD DAYS

Registration information for these events will follow in the last week of October.

Making a Difference: Instructional Practice and Student Learning

Featuring: Sandra Herbst
Focus: Early and Middle Years Teachers
November 10, 2014
Location: SRSS

We are pleased to invite all HSD K-8 teachers to the SRSS for the third and final installment of our series on planning, assessment and pedagogy with Sandra Herbst. Over the past two years, Sandra has led us through important sessions focusing on planning units of instruction and assessing student achievement, with a focus on using formative assessment to inform practice and learning. This year, Sandra will continue to explore how our classroom practice can most effectively lead to growth in student achievement.



Sandra Herbst

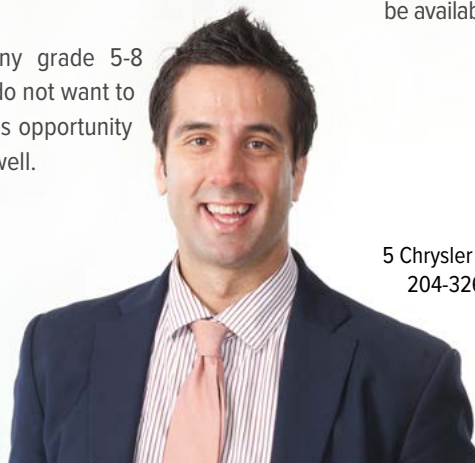
Engaging Instruction and Technology

Featuring: George Couros
Focus: Senior Years Teachers
November 17, 2014
Location: SRSS

This year's Senior Years PD day will explore how we can increase student learning through a focus on engaging instruction, paying particular attention to the use of technology. We are proud to feature keynote speaker George Couros throughout the day. George is the Divisional Principal of Innovative Teaching and Learning at Public School district 70 near Edmonton, Alta., and speaks extensively world-wide on the links between student engagement and learning. All HSD grade 9-12 teachers are invited to join us for this PD event.

Additionally, any grade 5-8 teachers who do not want to miss out on this opportunity can attend as well.

George Couros



UPCOMING EVENTS

SWAT Day

Tuesday, October 28th, 2014
HSD Conference Centre

Hanover is very proud of the work that our SWAT teams are doing and we would like to provide the teams with an opportunity to meet each other and to learn together. With financial support from the Southern Health Authority, Lucie Boutet (provincial SWAT facilitator) and myself are hosting all of our Hanover SWAT teams and their teacher champions at the centre for a day of networking, learning and planning. All costs, including transportation and sub-release, will be covered.

Please RSVP to Corinne Thiessen (cothiessen@hsd.ca) by Friday, October 24th

Trustee Elections

Hanover School Division
Thursday, October 22nd, 2014

Visit ManitobaVotes.ca for Election Coverage and Poll Results

43rd Annual Sage

Co-ordinated Conferences Program
Friday, October 24th, 2014

Visit MBTeach.org for details

A NEW LOOK

With expanded content, the new Learning Matters serves to inform the HSD educational community by providing information on what's happening in our schools, showcasing student success, and facilitating collaborative learning. LM will be distributed five times per school year, as seasonal editions - Back to School, Fall, Winter, Spring, and Summer. PDF versions of each published edition will be available online at www.HSD.ca.



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