

LEVERAGING DIGITAL

USING TECHNOLOGY TO CREATE
INVESTIGATORS AND PRODUCERS
OF KNOWLEDGE. PG 4

CONNECTING CLASSROOMS pg 3

EMOJI WEEK pg 8

LEARNING PARTNERSHIPS pg 11



TRANSFORMING LEARNING WITH DIGITAL



Just the other day GM Canada announced the creation of 700 tech jobs with the objective to be prepared as soon as possible for the transformation of the auto industry. A GM executive announced, "The industry is on the cusp of an exciting transformation and we are indeed going electric, connected, autonomous and shared. But that really means that we need a lot of innovative thinking and that comes from a vibrant, diverse and highly educated workforce". He summarized this by saying he expects there to be a significant number of driverless cars on Canadian roads by the year 2020. That is the year that our current Grade 9 students graduate and that is the year that our current Grade 7 students obtain their drivers licenses (if they will need them).

I take three thoughts from this story. The first is that digital is rapidly transforming our world in ever more tangible ways. The driverless car idea still seems so way out there for me, even though I might still own one before I am asked to give up my license. But a little four by two inch chunk of technology that I keep in my back pocket has already transformed the way that I work and live. I map out my destinations with it, it reminds me of my next meeting, I take, send and share pictures with it, it serves as my bedside clock, I "watch" a Bomber game together with my buddy in Toronto by texting back and forth as the game progresses, and every now and then I can even use it as a phone. I truly believe that smartphones may well have revolutionized all of our lives even more than the desktop computer.

The second thought is that we really need to prepare our students for a coming world we know very little about. Just how do we do that? At a recent IBM event that

I attended it was made very clear that the future of digital is almost seamless interactions between human and computer. IBM's Watson supercomputer can already "sit in" on a conversation via microphones and video cameras and independently offer rich contributions to the conversation because of its incredible computing power. The point being that we need to teach our students how to leverage this digital power. Part of that teaching is to truly recognize the unique contributions that only humans can make to that dialogue. In this age of technology where technology can often do so much more than humans can do, what does the human have to offer? What makes us human? It is so very important to teach our students this. One of the more profound resources that we use for our Hanover Educational Leadership Program (HELP) is the book, *Becoming Human*, by Jean Vanier. In his book, Vanier helps us to explore our very souls and how we as humans have responsibilities for one another.

And finally, I believe we really need to explore the truly transformational opportunity of digital for the process of teaching and learning. I am not talking about learning how to take notes with a Chromebook, or teachers accessing resources online. I am talking about turning education on its head just as much as driverless cars will turn our getting around on its head. I am talking about transforming learning in such a way that we can hardly even think it possible. And doing it in such a way as to maximize our humanity. How do we do that? That is up to us to figure out.

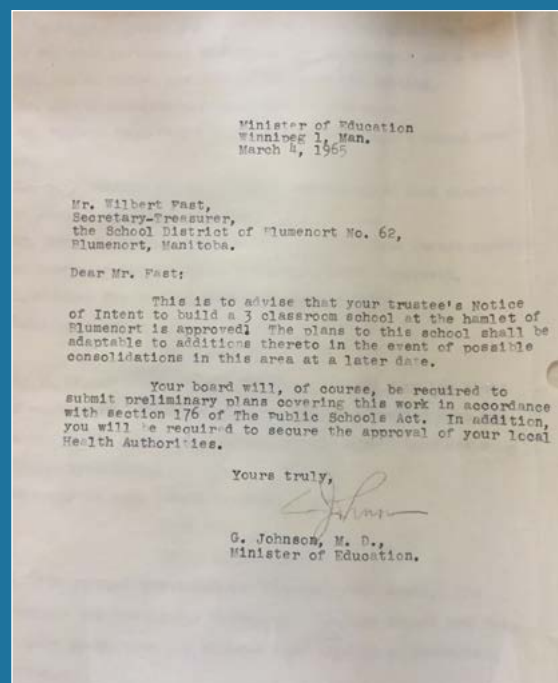
With gratitude,

Randy Dueck, Superintendent, CEO
Hanover School Division

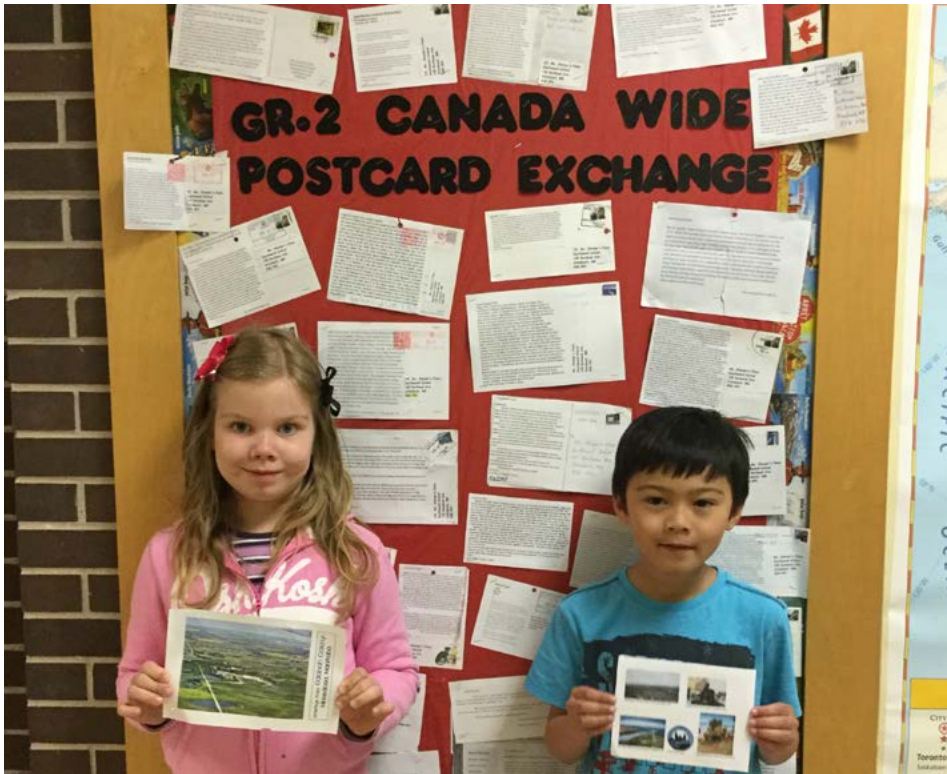


CELEBRATING 50 YEARS at Blumenort School

Blumenort School recently celebrated their 50th Anniversary. The present facility was originally built in 1965 as a three-room school. A public event was held on June 2, which included the sharing of stories and recounting of fond memories from former students. MP Ted Falk presented a commemorative plaque to Vice-Principal, Vince Hiebert (pictured below). One of the highlights of the event was the display of recently opened time capsules, including one capsule from 1965.



CONNECTING TO CLASSROOMS AROUND THE COUNTRY at Southwood School



Last August I received an email asking if my class would like to be part of a Canada wide Grade 2 postcard exchange and I jumped at the opportunity. I thought to myself, 'what better way would my students be able to learn about other communities of Canada if not first hand from students their own age!'

The postcard exchange was set up so that we would receive 2-3 postcards a week for the entire school year. My kids were very excited about this program and could not wait for the first postcard to arrive. When the first postcard did arrive, you would have thought it was Christmas morning in the classroom with all of the excitement buzzing in the room. We are expecting 76 postcards in total this year and have received at least one from every province and territory so far, even Nunavut!

These postcards give us a first hand insight to what these communities are actually like. Each postcard usually contains information about their school, their community, what kind of activities they do for fun, what attractions

are nearby, and even cool history facts. Once we receive one of these postcards we are able to compare how the community is similar and different to our own community of Steinbach. The kids then always want to know where it is in Canada in relation to Steinbach and with the use of technology we explore this on google maps.

Through this amazing program I have been able to connect with other teachers across the country. It is my hope that with

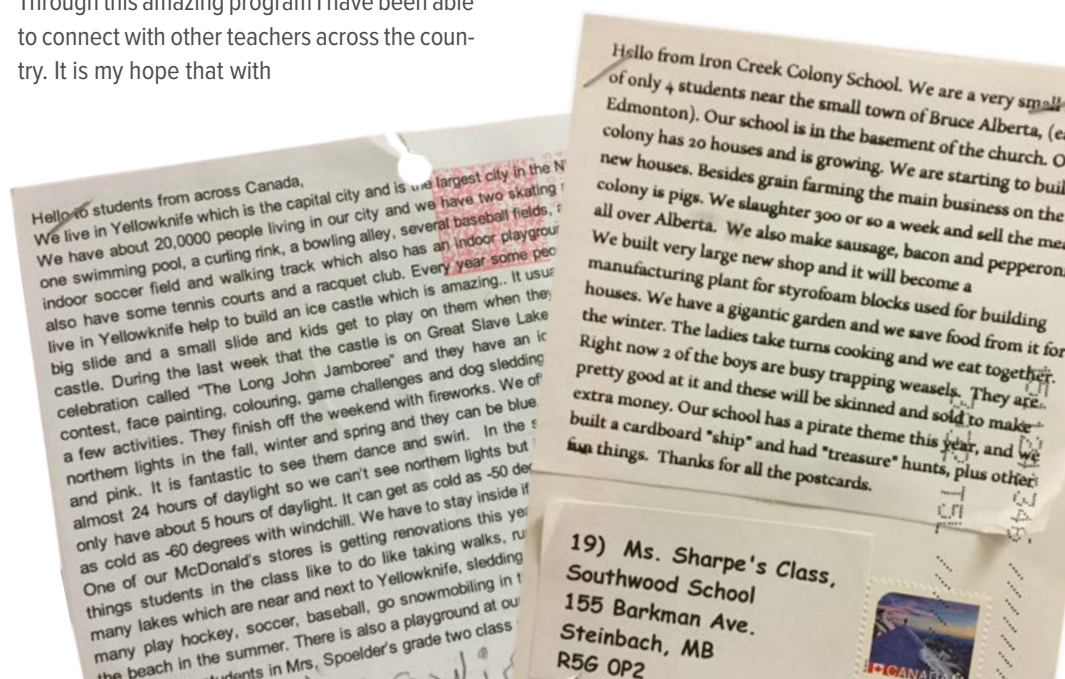
my iPad next year I can keep connected with most of these teachers and have class-to-class discussions through Facetime or another similar app. With this technology, the opportunities for my students to meet other kids and learn about their communities while creating a rich and meaningful experience is endless.

“It is my hope that with my iPad next year I can keep connected with most of these teachers and have class-to-class discussions through Facetime or another similar app.”

I strongly encourage anyone teaching Grade 2 next year to get involved with this postcard exchange! I know that you, even more importantly your students, will absolutely love it!

If you are interested, the contact for this program is Betty Welch and her email is bwelch@cesd73.ca.

- Nicole Sharpe, Southwood School





FEATURE ARTICLE

LEVERAGING DIGITAL

Using Technology to Create Investigators and Producers of Knowledge

Kathy Shrock's Guide
to Everything
www.schrockguide.net



This article deals with the second of the four design elements of the division's Deeper Learning plan, Leveraging Digital. It is my hope that after reading this article, teachers will have a much clearer picture of what teaching and learning could look like in classrooms across the school division – when using the new educational technologies that are now available to teachers.

“Combining inquiry and technology opens the door to powerful new teaching and assessment practices that result in documented benefits for learners.”

In a recent Canadian Education Association

article, Dr. Michele Jacobsen (Associate Dean, University of Calgary), who specializes in technology-enabled learning in both real-time and online writes, “Combining inquiry and technology opens the door to powerful new teaching and assessment practices that result in documented benefits for learners.” [1] Consistent with this focus, the HSD Deeper Learning plan will provide opportunity for teachers to work with school teams, PLN's, and alongside Learning Coaches, to help them make the most of digital technologies when designing learning for students.

So when the term ‘leveraging digital’ comes up in a learning conversation, what does it mean? As a member of Michael Fullan's global research project, New Pedagogies for Deeper Learning (NPDL), the Hanover School Division now has direct access to some great resources that can help us define the concept of ‘leveraging digital’. According to NPDL, leveraging digital identifies

with the following: access to technology, personalization of learning, connecting and collaborating with others, real time assessment, feedback and reporting, authentic rich learning contexts, and connecting families with their child's learning.

NPDL has developed an excellent rubric that describes the types of learning tasks teachers should be designing for their students, from an emerging to an advanced stage. At the emerging stage, learning tasks allow students to access timely and accurate learning feedback; enable learning anytime, anywhere with anybody; allow for individual and group work; and scaffold the learning processes to generate new digital learning artefacts. At the advanced stage, designing for learning (with technology) would be used to: iteratively and collaboratively inform and innovate on the use of digital to accelerate learning; and share new knowledge, processes and innovations within and beyond the classroom. [2]



“NPDL has developed an excellent rubric that describes the types of learning tasks teachers should be designing for their students, from an emerging to an advanced stage.”

What will student learning look like in technology-rich classrooms? In Chapter Six of the book, *21st Century Skills: Rethinking How Students Learn*, Bob Pearlman provides a great definition of what learning with technology would mean in terms of student learning, “Students utilize new technology tools as investigators and producers of knowledge.”[3] I believe that in many of our classrooms, teachers are already designing learning tasks in such a way that meets Pearlman’s concept of 21st century learning where students, “find the information they need through Internet research, but also through email communication and Skype video interviews with experts. Then, working individually or in a collaborative team, they construct products-models, booklets, videos, podcasts, websites, PowerPoints, digital portfolios and so on.” [4]

Where does a teacher start? Google of course! After typing in my search inquiry on leveraging

digital technologies in classrooms, I came across a great website for teachers wanting to learn more about using technology in their lesson designs - Kathy Schrock’s Guide to Everything (www.schrockguide.net). Scroll down the pages on the website and you will find links to: Chromebooks in schools; SAMR and Bloom’s Taxonomy; iPads in the Classroom; App for That; iPads for Teaching; and the list carries on. I felt like a kid in a candy store with a pocket full of coins and a smorgasbord of choices! Click on Chromebooks in the Classroom and you will find the following headings with links: Google Chromebook Tutorials; Chromebook Apps and Extensions; Information Chromebook Sites; and Successful Classroom Practices. This website can serve as an excellent starting point, and I hope it will stimulate some great discussion amongst teachers.

Was the article helpful? I hope that I have provided some clarity into what leveraging digital is all

about and provided a really helpful link to some tremendous information, as we all work together to help design learning activities that will develop a culture within schools where students are investigators and producers of knowledge.

- Chris Gudziunas, Assistant Superintendent

New Pedagogies for Deeper Learning (NPDL)
<http://npdl.global>

[1] M. Jacobsen, “Teaching in a Participatory Digital World”, Education Canada, Summer 2016, Vol 56, Issue 2. CEA website:
<http://www.cea-ace.ca/education-canada/article/teaching-participatory-digital-world>

[2] New Pedagogies for Deeper Learning Global Partnership. “New Pedagogies Learning Design Rubric”. (2014)

[3] [4] Bellanca, J. A., & Brandt, R. S. (2010). *21st Century skills: Rethinking How Students Learn*. Bloomington, IN: Solution Tree Press.

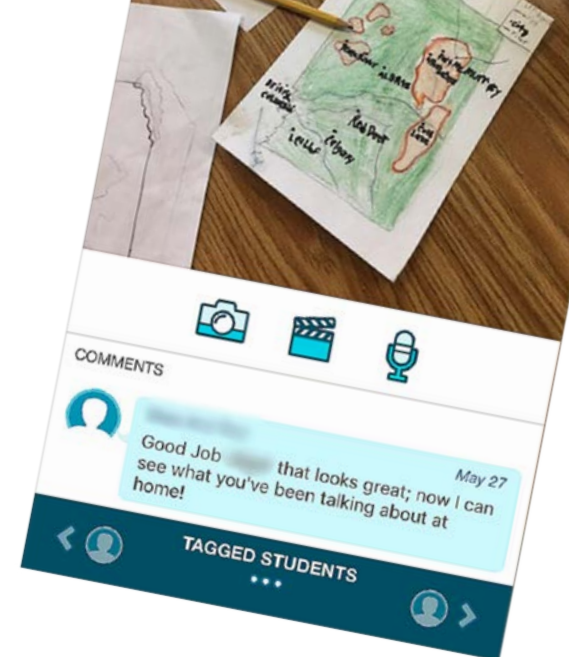
A GLIMPSE INTO THE CLASSROOM AT WOODLAWN SCHOOL

with the Fresh Grade App

"A picture is worth a thousand words" - Barnard

When an eager parent greets their child at the end of the day and asks, "What did you learn today?" the most heartbreaking words to a parent and teacher is to hear "I don't know" or "we did nothing..." I thought to myself how can a student say this? Do they not understand what they are learning? Do they not like the activities? How could they possibly not remember one part of the day, not even recess or snack? This made me want to explore my own learning and figure out a way to connect the parents to my classroom without typing out the world's longest newsletters, while at the same time capturing those true moments of joy and learning in action. When I first came upon Fresh Grade it was through a twitter post. I started to explore the app in October and by the end of October I had opened the Teacher-Parent portal to five parents. At this point, my whole year started to change; within the first week I had parents providing me with positive feedback. I had one parent tell me she no longer gets the "nothing" answer when her child comes home, she said she gets the exact opposite. Her child is so excited during the school day that she directly asks

me to take a picture of her work to show her mom, then when she gets home she will ask her mom to show her the post and they will talk about her school day. This app has also helped me connect students to their parents during the day, especially if the student was missing their parent. I would allow them to take a picture of their work and comment on the post so their parent could respond. My whole class is excited to have a picture taken of their learning and I have found that they make more thoughtful choices, understand and explain their thinking, deepen their own learning and make each piece of work meaningful. This motivated me to learn and explore the app even more. At first I was only using the app to capture learning during explorations, with a click of a button I could capture learning happening at a moment's notice. These pictures would provide me with so much information during the day and allow me to reflect on each child's learning and progress as "a picture is worth a thousand words" ~ Barnard. As the year progressed so did my understanding of the app. Fresh Grade provides online interactive classes and training which are very user friendly. I started

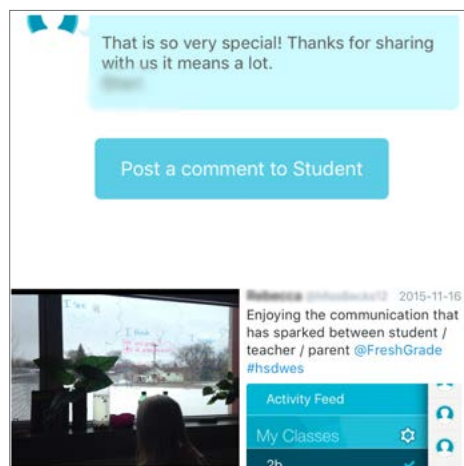
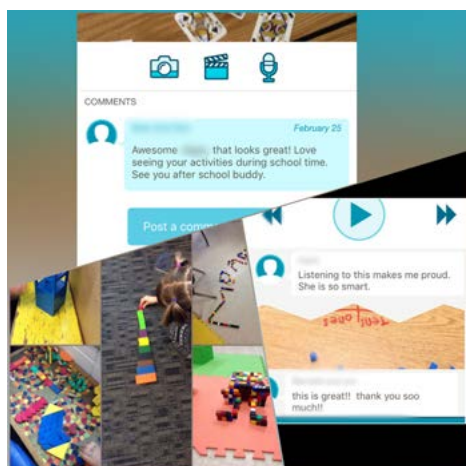


using the app to take pictures of writing, math work, and voice recordings of guided reading, individual reading, and guided math. I also use the recordings as a form of assessment, such as a verbal exit slip. A few months later, I felt confident enough to open the App up to all of the parents and now I have more than half of my students portfolios live. During Spring Break, I had the chance to deepen my learning and learn how to set up assignments and how to use the interactive grade book. I have been fully using the grade book for the last term. I love this feature as you can create an assignment, attach an objective/outcome and pick your grading scale right on the spot! The only down fall for now is the outcomes are from the BC curriculum documentation; personally I haven't found it too challenging to use. I have always found the outcome I was looking for as the BC outcomes are very similar to MB's outcomes. I can honestly say that using this app has made marking, organizing assignments, and capturing the daily life in the classroom more attainable and fun. It has created a strong connection between school and home life and I absolutely love the communication it has opened up!

- Rebecca Birss
Woodlawn School



Visit Fresh Grade
www.freshgrade.com



THERE'S AN OMNIBOX FOR THAT!

Beyond the URL: some cool things to try with the Chrome Omnibox

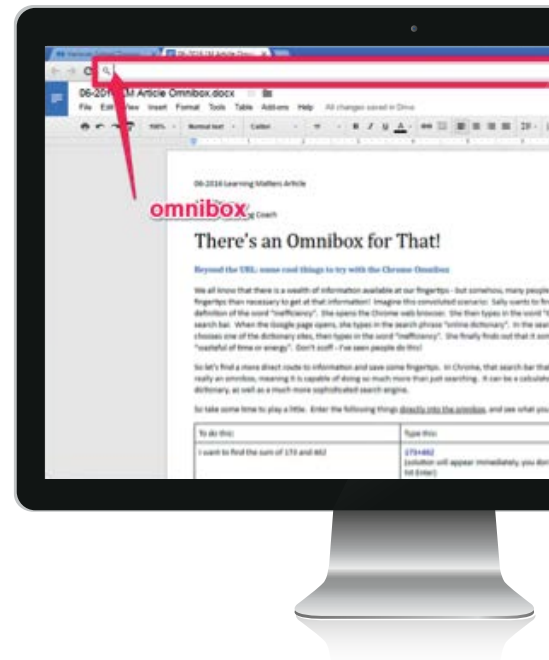
- Anne Reimer, Learning Coach

We all know that there is a wealth of information available at our fingertips - but people often use way more fingertips than necessary to get at that information! Imagine this convoluted scenario: Sally wants to find out the definition of the word "inefficiency". She opens the Chrome web browser. She then types in the word "Google" into the search bar. When the Google page opens, she types in the search phrase "online dictionary". In the search results, she chooses one of the dictionary sites, then types in the word "inefficiency". She finally finds out that it some-

times means "wasteful of time or energy". From opening the browser to getting the information she was actually looking for, Sally made 4 additional stops that really weren't necessary.

The scenic route to information will certainly get you there, but there are more direct routes to information that will save some fingertips. Enter the Omnibox, which in Chrome is the address bar that is so much more than a search bar. It can be a calculator, a timer, a dictionary, a more sophisticated search engine, and much more.

Below are just a few things that the Omnibox can do. Take some time to play. Enter the following things directly into the omnibox, and see what you get. Then start harnessing the power and efficiency of the omnibox!



To do this

I need a definition of the word "inefficiency"

Type this

Define inefficiency, then press Enter

To do this

I need a timer that runs for 10 seconds

Type this

Timer 10 seconds, then press Enter

To do this

I want to see what the graph of a sine curve looks like

Type this

$y = \sin x$, then press Enter

IN OUR SCHOOLS

COLLABORATION at CMS

This year the Grade 6 teachers at Clearspring Middle school decided to make collaboration among our grade level a priority. As a team, we picked a few things to focus on for the school year, our biggest focus for this past year was on planning science together. We found that through working together we were able to accomplish more and were more willing to try new things. We planned the inquiry and design processes to be the same across the grade. Since we had planned our schedules to have science at the same time every day, we were able to work on many of these projects at the same time. This allowed for students to check out what their peers were making and as teachers we were also able to go in from class to class to ask any students, ours and other classes, questions about their projects.

Some of these projects have ended up being quite complex and many times have felt overwhelming, however, over and over we have felt the benefits of sticking with our ideas and have been encouraged by each other to follow through. In the most recent science unit (Electricity) we divided our classrooms based on topics and had students pick their topic based on their interest not their homeroom class. This meant that for one week we had students from throughout our grade in different classes working in groups with students from other classes. They had to complete a directed research project on forms of energy, with the purpose being to gather information on different forms of energy to present to each other, so that all students would have a basic understanding of the different forms

of energy. Once they all knew about the different forms, each homeroom class held a Socratic circle.

The process of the Socratic circle was new for all but one of the teachers in our grade and although it felt a bit daunting at the start, the learning that occurred throughout proved that once again, this was a worthwhile process. I have felt very privileged to work with such a dedicated group of teachers who are committed to making learning a priority for both students and teachers. I have been able to grow as a teacher and learner this year and look forward to what collaboration will allow us to do next year.

- Alexandra Nikkel, CMS



IN OUR SCHOOLS

EMOJI WEEK at Green Valley School

GVS recently held their first ever Emoji Week for middle years students. The purpose of this event was to have students engage in activities that will help them become more aware of their feelings and behaviors (notice what they feel and how they act), and learn how to hit the pause button before reacting to a big emotion - thereby giving them time to act instead of react to their emotions. To act in ways that they choose to act, instead of reacting.

Day 1

Gathering up our shared wisdom about emotions

What emotions feel like in our bodies, what they look like on our face and in our posture, and how our actions correspond to different emotions.

Day 2

All emotions are welcome

Welcoming our emotions, and being hosts to our emotions.

Day 3

There is a connection between our emotions and our actions

Emotions are messages about needs that we have.

Day 4

Strategies to hit the pause button when having a big emotion

There are different ways to hit the pause button.

Day 5

Reflecting on our learning

Things that challenged us, things that were new, things that we could take with us and use

The QR code to the right will grant access to a six minute video highlighting our middle years Emoji week. The video also includes QR codes that were on our website so that parents could stay abreast of what was happening with Emoji Week at GVS. We hope you enjoy our efforts as much as we enjoyed the week and putting together our video.

- Karla Kroeker
Green Valley School

INITIAL FEEDBACK From Homeroom teachers

“Emoji week was a valuable addition to my Second Step / Health Lessons.”

“I’m amazed at how many students mentioned to me the strategies they would use to help them in the future.”

“Students were engaged with the topic and activities.”



See the videos here:
<https://goo.gl/TXyXu2>
(URL is case-sensitive)

BOOKSHELF



The Happiness Advantage

By Shawn Achor, Crown Business, 2010



As we approach the end of the school year in varying stages of exhaustion, it is important to look at our personal sense of wellness. Are we flourishing in our work and in our lives? Can we flourish? In *The Happiness Advantage*, Shawn Achor looks at the importance of happiness and a positive mind-set in fueling engagement, creativity, motivation, energy-level, resilience and productivity. For those of us concerned with wellness, this is a worthwhile read.

Achor's premise is that, whatever our current circumstance, due to neuroplasticity we can re-train our brains to be more positive and to see possibility wherever we look. We have often thought that when circumstances get better, that then we can experience happiness. Achor writes that the opposite is actually true; if we can start with happiness and positive mindset, then successful outcomes will more likely follow.

Achor defines happiness as emotions of pleasure

combined with meaning and purpose. It includes joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love, combining positivity in the present with a positive outlook for the future. His research describes seven principles that we can use to reset our brains for improved wellness. The first principle is the happiness advantage – we can lift our own spirits in a difficult moment by meditating, finding something to look forward to, committing acts of kindness, exercising, walking into a positive environment, etc. Purposefully taking a few moments to lift our spirits can reduce stress and help shift our mindset to one of happiness.

Each of the other principles described in the book contain fascinating and helpful ideas. For example, just the belief that we are able to bring about positive change in our lives increases the likelihood of doing so. It becomes a self-fulfilling prophecy. Another says that people who categorized their work as a calling rather than a career or a job, were more likely to be successful at work and to experience more fulfillment, due to a heightened sense of purpose. Or, taking five minutes each day to write down the best three things that happened that day can significantly reduce

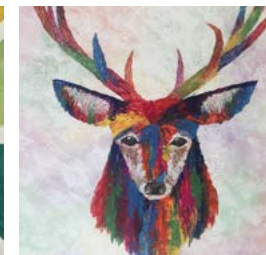
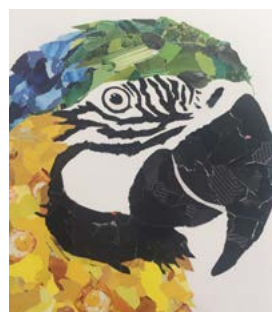
depression and anxiety just by focusing on those positive events. Or, whenever we are able to conceptualize failure or hardship as an opportunity for growth, we are more likely to experience that growth. Or, if we are trying to develop positive habits, we can increase the likeliness of succeeding by implementing the twenty second rule – if we plan so the desired habit can start within twenty seconds (ie. the book we want to read is within reach, or our gym clothes are in a bag by the door). A final principle that stood out was the importance of leaning on our social networks-family, friends and colleagues - during times of stress, even though many of us are prone to lean heavier into working harder and longer during those times instead.

I found *The Happiness Advantage* to be a helpful reminder of many important principles of personal wellness. Much of it is common sense, but as Achor writes, common sense does not always lead to common action. I recommend this book if you are looking for practical ways to increase your own sense of flourishing.

- Rick Ardies
Assistant Superintendent

STUDENT ARTWORK

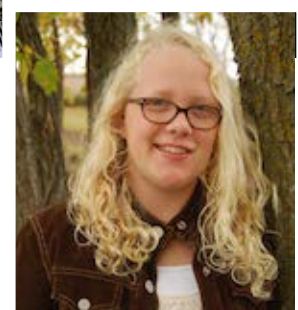
from the 2016 HSD
Festival of the Arts



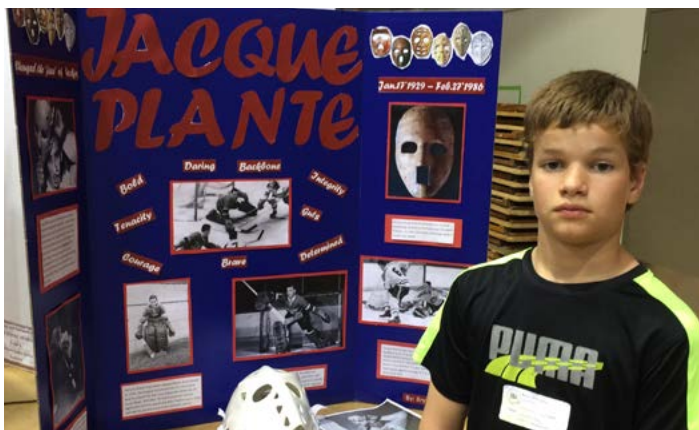


IN OUR SCHOOLS

LEARNING ABOUT CANADA at Landmark Elementary School



Kieanna Plett



Bryce Warkentine

Learning about Canada rocks! Throughout the months of January to March, the Grade 5 and 6 students of Landmark Elementary School explored Canada's dynamic heritage and history. They each chose their own inquiry topic, engaged in research and prepared a written report and backboard. All their hard work culminated in a full day Heritage Fair on March 16 where students presented their projects, responded to questions from judges and interacted with other students, parents, and members of the public. It was a fabulous day of sharing their learning!

After our Heritage Fair, eight students had the opportunity to further their learning by attending the Red River Regional Heritage Fair on May 5 at the University of Winnipeg. Two Grade 6 students, Bryce

Warkentine and Kieanna Plett, each received awards for their Heritage Fair projects! Bryce won the Manitoba Sports Hall of Fame award and Kieanna won the Young Citizen award.

Kieanna was then invited to convert her project into a video and submit it to the Young Citizens Program (www.canadashistory.ca). Participants in the Young Citizens program make a short video about their heritage fair topic, much like an evening news report or short documentary. The student videos are posted online and reviewed by a panel of judges for a chance to win a trip to Ottawa to attend the Canada's History Youth Forum. A public vote will take place from June 13 – July 6. Families, teachers, schools, and communities are encouraged to view submissions, comment on the work of the Young Citizens, and submit their vote. Vote for Kieanna by using the QR Code below, or by visiting <http://goo.gl/tcrqEH> (URL is case-sensitive).

Heritage Fair was a valuable learning experience teaching our students time management, research skills, and communication skills; however, most importantly they had fun doing it! Who knew Canada could be so fascinating!

- Jennifer Armstrong
Landmark Elementary School





IN OUR SCHOOLS

LEARNING PARTNERSHIP at the SRSS

When my teacher, Mrs. Penner, first told me about the Sabres Credit Union project I could see by the grin on her face, and the twinkle in her eyes that this would be an incredible addition to the school and I was not let down. I mean, how many students in our province are able to graduate from high school and say, “I worked in a credit union”?

A lot of people were confused about what exactly a credit union at school would be like. The Sabres Credit Union is the first and only school based credit union in Manitoba that is computerized. Students are able to do their banking transactions right at school without having to go to the main branch, the Steinbach Credit Union. Cash and cheque deposits, cash withdrawals, product information amongst many other things are now available for students right at school.

Of course getting things started was a lengthy process. Mrs. Penner worked alongside many people from the Steinbach Credit Union, and the Hanover School Division to make sure that the vision they had would come to life. The drafting department was getting involved with design, teachers recruited students and the excitement built.

After things started falling into place, it was time for us students to apply for the jobs as tellers at the Sabres Credit Union. We submitted our resume and cover letter and then some of us were chosen and contacted for a real job interview. After that, Mrs. Penner chose us lucky 16 students to be the very first employees of the Sabres Credit Union and it has been an honour. It was very exciting once we found out which 16 of us got

the jobs. We went through the same training you would go through at the main branch. All the security training, product information, member services and other things were taught by employees of the Steinbach Credit Union.

“A lot of this is helping me plan my own financial future which I think is incredible, and it is even opening up doors for us to many wonderful careers where our new skills are needed.”

Throughout the months we learned how to do transactions, set members up with online banking and we even learned how to give out loans! Some of the skills we learned will even help us out in our own personal lives. For example, I now know how loans really work, and what I need in order to be considered for a loan. A lot of this is helping me plan my own financial future which I think is incredible, and it is even opening up doors for us to many wonderful careers where our new skills are needed. It is safe to say that everybody’s hard work and effort has created something as extraordinary as the Sabres Credit Union.

- Nathalie Sturzebecher, SRSS Student



CALENDAR

**HSD 5-5-5
Summer Camp**
Aug. 22-26, 2016

**Summer Institute for
Early Career and
New Teachers**
Aug. 23-25, 2016

**Have a Great
Summer!**

ANNOUNCEMENTS

FAREWELL to Principals and Teachers

Through retirements and departures, the following principals and teachers (5+ years of service) will be leaving HSD at the end of this school year. We recognize their dedicated work, and years of service to the students and staff of the Hanover School Division.

ELLENORE BRAUN • NES

LUCIE BOUTET • SRSS

JEREMY EPP • SOUTH OAKS

BRUCE FAST • KLEEFELD

MARILYN FRIESEN • SOUTHWOOD

LORETTA FRIESEN • MMS

WENDY FROESE • KLEEFELD

HELEN FUNK • SOUTHWOOD

CINDY GIESBRECHT • SOUTH OAKS

PETER HIEBERT • NCI

SANDRA KLASSEN • NES

BONNIE KROEKER • SRSS

IRENE KROEKER • NCI

CRYSTAL LAWRENCE • SMS

MURRAY LAWRENCE • SMS

MEG LOEWEN • CMS

RANDY NASH • LC

RON OULION • SMS

GLADYS PETESKI • BOTHWELL

GRANT PLETT • MMS

KIM POIRIER • SRSS

TERESA SENYK • SOUTHWOOD

KAREN THIESEN • MES

MIKE THIESEN • SOUTH OAKS

DAVID THIESSEN • CMS

PEARL TOEWS-NEIL • NCI

SHERRISE TRINH • CMS



Hanover School Division
5 Chrysler Gate, Steinbach, Manitoba R5G0E2
204-326-6471 | learningmatters@hsd.ca

Executive Editor:

Randy Dueck, Superintendent CEO

Associate Editor:

Chris Gudziunas, Asst. Superintendent

Associate Editor:

Rick Ardies, Asst. Superintendent

Managing Editor:

Bob Wiebe, Communications Manager

Article Submissions:

learningmatters@hsd.ca

www.hsd.ca



@HanoverSD