

LEARNING MATTERS

2018 JUNE EDITION

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



Our Kid as a Communicator



Professional Learning Magazine for Hanover School Division Educators

WE NEED TO "TALK"



It seems to me that while I am at work I am communicating all of the time. It is a real challenge for me to think of a time when I am not. Either I am in a face to face meeting, or I am emailing, or I am on the phone, or I am writing something. How about you, are there times when you are working but not communicating? If so, what percentage of the total might that be? I would guess it is not very high.

Communication is simply not an option for us humans. It seems to be necessary for us to live with one another. And yet, nothing gets us in trouble quite like communication does. Or, shall I say like poor communication, or the failure to communicate does. When problems between people come my way at work they can almost always be traced back to miscommunication in some form. In this strange era of fake news and social media we are absolutely bombarded with communication as in no other time, and yet we almost have no idea what to believe. It matters not if it is a president or the local social media hotspot.

For these reasons, it is clear that helping our kids to learn good communication skills is absolutely essential. We need to help them learn both the art and science of good communication. To dance the delicate dance between sender and receiver. To articulate what they mean and what they feel with clarity and integrity. And to learn the responsibility of active listening.

As I write this I am almost convinced that good communication skills lie at the heart of helping our kids to become collaborative, critical thinking, and creative citizens of good character in their communities.

As we prepare for the summer ahead I want to thank all employees of Hanover School Division for contributing your skills, energy and commitments to the kids of HSD, and to helping this whole enterprise to work well. None of us could do what we do without the others at our side. I thank you for your good work and wish you a great summer break!

Randy Dueck, Superintendent, CEO
Hanover School Division

THANK-YOU AND FAREWELL RICK ARDIES

It is with a great deal of respect, appreciation and love that we congratulate Assistant Superintendent Rick Ardies on his retirement. Rick has been employed by Hanover School Division for thirty years as teacher, vice principal, principal and assistant superintendent.

Rick is truly a man of the heart. He is a passionate learner and that has made him a great lifelong teacher. These past few years he has invested his teaching skills in the development and growth of the Deeper Learning project. We simply would not be where we are today without him. All staff and students have benefitted from his instructional leadership.

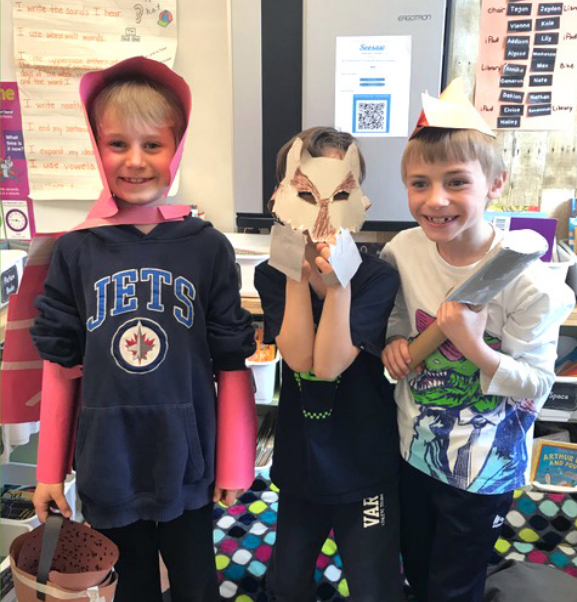
Rick cares, deeply, and especially for those who need looking out for. He will always consider the needs of the person first, and with great sensitivity. He has brought this level of care into all of his portfolio duties as Assistant Superintendent.

Rick exudes joyful energy. We have nicknamed him "Tigger" for all of the bouncing around that he does. His laughter has graced the division office on even the most serious of days.

As a teacher, administrator, leader and friend Rick has made a positive difference in the lives of so many here in Hanover School Division. For that we say thank you and wish you all the very best for a healthy, productive and rewarding retirement.

With Gratitude,
Randy Dueck, Superintendent, CEO





IN OUR SCHOOLS

COMMUNICATION THROUGH DIGITAL READER'S THEATRE at Niverville Elementary School

This spring, 2H embarked on a Digital Reader's Theater journey - completely by accident. During Guided Reading, some groups read books which included a play at the end. The students were excited to discover the plays and asked if they could perform them. Word quickly spread throughout the classroom, and suddenly everyone was asking for a book with a play at the end. After seeing the students' excitement, I knew I had to tap into their interest. Rather than a traditional reader's theater, we decided to leverage digital; film the performances in front of a green screen, adding props and costumes. We began working on the plays during class.

"Practicing and performing took on a whole new set of communication challenges."

Knowing I wanted to keep student voice and choice, I let the students decide if they wanted a speaking part or if they wanted to be a director. After settling on parts, practicing ensued. Initially, I thought to myself "I've got a great speaking and representing assessment on my

hands," little did I know how much further their communication would go.

The students took ownership of the whole production. They created their own costumes and props, speaking with each other to decide what was needed. Creating the costumes and props was not always easy; however, it was in these moments the deeper conversations shone through. Communication was crucial as they ran into problems or needed an extra hand; students had to problem solve and work with peers to figure out how to build an oven and a cupboard. Because they were working in large groups, these discussions took on a very different dynamic than when working with a partner or in a small group as they often do. With so many students to turn too, they worked together more and relied on me less.

Practicing and performing took on a whole new set of communication challenges. How would the directors find their voices in a sea of opinions? They were in charge of calling "cut" and "action," queuing the actors when to enter and exit the scene, and getting their peers to follow the staging directions. The directors were also responsible for communicating with the audience; deciding how the scenes would be set and which green screen background would convey to the audience what was happening in the performance.

What originated as a mode of presentational communication, turned into a project full of amazing, collaborative, and interpersonal communications. Wonderful things happen when you let kids work and explore for a purpose; my students shared a common goal and, through communication, achieved their goal.

*- Kate Hawgood, Gr. 2 Teacher
Niverville Elementary School*





IN OUR SCHOOLS

COLLABORATIVE COMMUNICATION THAT SUPPORTS LEARNING

at Woodlawn School



"I think we should add slow down. When I'm doing math with a group, I know I need to slow down so that my group mates can think and follow my thinking."

We sit in a circle discussing who we want to be as mathematicians, as communicators, and collaborators as we set norms for a morning of problem solving in math.

My Grade 4 math class has shifted dramatically since I've implemented setting norms and revisiting them before every problem solving lesson we do. Before we tackle a big problem we gather together in a circle. Some sit on the floor, some on a couch, and others on stools. We gather to have a family meeting about how we are going to take care of ourselves and each other, while we tackle challenging math AND challenging group dynamics. Both the content and the behaviour opportunities during our problem solving sessions are well above grade level so they need to dig deep ... and they do.

In the circle, I ask them to list a few things they know they will need to remember to do as mathematicians and as group members to be successful during this task. They list off: sharing ideas, including others, working to our potential, and staying on topic as things they know they need to work on. When Patrick offers, 'We need to make sure we stay on task.' I ask, 'How could you help each other, if someone is finding it hard to stay focused or wants to do something else because the math is hard to understand?'

Naveed replies with, 'You could say, 'Hey! Come back, we can do this!' I usually do it in a different way though. It's not always the kindest way. I say, 'Come on! Let's get back to work,' in an annoyed voice."

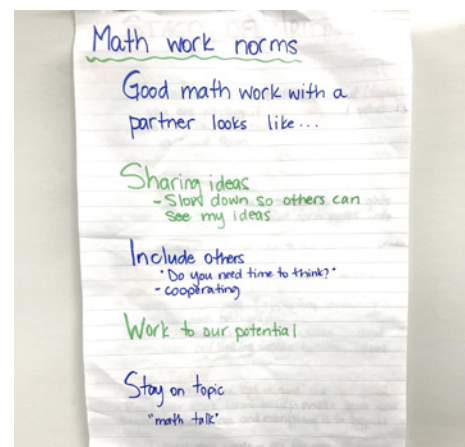
This is the self-awareness I hope for and look for in my students. The goal is to foster an environment where students view learning as their own and strive to work collaboratively to a deeper understanding. Establishing a classroom culture where student thinking is visible and valued will help achieve that goal. When they communicate it publicly, I cheer all the more, because it not only offers others the opportunity to self-reflect, it also offers space to mess up, fix it and work toward creating healthier ways of being with each other.

After the group has a list of norms they can live with for the next hour, we go around the circle and

each student voluntarily commits to the norm they think they will need to pay attention to the most today. It is a time of connection, of leaning on each other, of letting their community know what may be challenging for them today and what they want to work on.

For the next two hours ... yes! Two hours! These Grade 4 students work collaboratively on a math problem that requires them to attempt double digit multiplication (Grade 5 outcome). They are engaged. They are challenged. They are having fun. They are communicating in ways that take care of themselves and each other.

- Lisa Martens, Gr. 4 Teacher - Woodlawn School
- Monica Martens, Learning Coach



INQUIRY at Blumenort School



As an educator, science is one of the most enjoyable and engaging subject areas for me to teach. The ability to base a unit of learning around questioning, imagining, planning, creating, and improving just comes naturally to this area of study and provides limitless opportunities to inquire and experiment.

As my Grade 1/2 class explored properties of solids, liquids, and gases we discovered so many new nuances about every-day objects and processes about which we already thought we knew everything! As we experimented, observed, and discussed states of matter and then moved into wondering about how these states interact with one another, it was amazing to see all of the connections students were able to make by simply giving them opportunities to explore, plan, design, and always improve! We went through a series of STEM challenges with sinking and floating, leading us to inquire about the effects of object density, air pockets and the density of

gases compared to liquids, as well as the way the surface area of a solid plays a role in displacing a liquid and changes the ability of a solid to float on water. These are all complex concepts that work together and there is not one simple way to explain why some objects float and others sink.

My goal in planning these activities and experiments was to help my class understand that there was not one perfect answer, design, or plan that needed to be replicated by each student. By the end of the unit, the class knew the design cycle through-and-through after experimenting with:

1. single objects that float/sink;
2. fruits small and large that sink/float;
3. lego boats that were required to float and hold a given load (into which some groups thought to build air pockets while others considered mass or surface area effects);
4. turning two simple pieces of tinfoil, without any extraneous supplies, into a floating boat; and
5. turning a final set of supplies (sponges, foil, straws, popsicle sticks, rubber bands, and modeling clay) into a boat that could hold up to 100 pennies, requiring the students to decide which materials would be/not be useful through a process of trial and error.

They understood the importance of presenting

a challenge/question to set off the investigation process, imagining and thinking through the problem, planning ways to test their hypotheses, creating testable solutions, and improving their designs after observing test results. And they frequently came up with ideas that I had not considered!

Throughout the entire unit we performed simple tests of experiments, which was very intentional. I frequently reminded them that the materials we were using were common household items that they could probably find at home and we also posted videos of every experiment on our class SeeSaw account so parents could be as involved as possible. Nearly every day students would tell me of ways they had carried our classroom investigations even further at home. On the last day of our unit, one student came to school with a lego boat he had created at home and tested to hold 100 pennies, to challenge the rest of his classmates to see if they could do the same.

It was an extremely rewarding unit for all of us, that ended up taking longer than planned and moving outside of the material and territory I had originally designed. But sometimes, that's exactly the point.

*- Julia Hiebert, Grade 1/2 Teacher
Blumenort School*

STUDENT EXHIBITIONS at Elmdale School

This year at Elmdale School we have made significant changes to our weekly assemblies. Typically, an assembly would involve a theme such as, "Have You Filled a Bucket Today" (our positive behaviour theme). Teachers would sign up for an assembly date, and about a week prior to their assembly, classes would begin planning what they were going to share at assembly. Teachers found this process frustrating because they felt that they had to pause their regular lessons with their class to plan for an assembly.

Now we have grade groups hosting Student Exhibitions. These exhibitions are a time for students to share their day to day inquiry work that they are proud of working on. Now in grade groups, students and teachers are collaborating to host their student exhibitions. Each exhibition must have students communicating to the school

the process of their inquiry journey. Further, students will communicate which of the Bucket Full of Skills (6C's) they focused on during their inquiry. In addition, students set up a display showing off what they were able to make with their hands during their inquiry. At the end of the student exhibition, students, teachers, and parents are invited to tour the exhibitions of student work.

Teachers have commented on their reengagement into our assemblies. They love the fact that they are hosting Student Exhibitions in a collaborative manner with their grade group colleagues. No longer do they feel the pressure to host an assembly by themselves, now they have a team to help prepare and present. Teachers feel less stress when planning for an assembly when the goal now is to have students

demonstrate and share their learning without pausing their regular lessons.

Lastly and most importantly, students are communicating their inquiry learning in front of all their peers along with their parents.

*- Colin Campbell, Principal
Elmdale School*



COLLABORATION & COMMUNICATION

at Landmark Elementary School



Over the past few weeks, my 3/4 class and LES Music Teacher, Kim Gordon, have been working hard on an exciting collaboration project!

The 3/4 class began exploring Canadian artist Emily Carr's art in April. We took note of the texture she added to her paintings, the colours that she used and the landscapes she created. We then got to choose the media of our choice to create our very own Carr inspired art piece! We were also beginning to compose our own haiku poems, taking inspiration from Carr's art in addition to the beauty of Landmark. But our project didn't stop there...

*- Karlie Krisko, Grade 3/4 Teacher
Landmark Elementary School*

In a staff room conversation, Karlie mentioned that she was working on writing haiku with her class and connecting the poetry to art that they created. Her enthusiasm for this project was obviously palpable because I wanted a piece of this project too! I suggested that I could work on a composition element with her class in music.

We began by looking at a single haiku poem entitled "Beaches" by Kaitlyn Guenther. We

focused on sounds that came to mind when we read the poem and translated those to instrument sounds. We discussed how we wanted to incorporate the words of the poem; speaking, singing, repeating words, etc. We talked about an introduction and ending. Then, we put the class version together and performed it. It was beautiful!

"It was exciting and inspiring to see the collaboration, creativity and communication that took place..."

The class haiku composition was only the beginning. Our next step was for the students to work in small groups to create soundscapes to compliment the students' individual haiku. This time, they began by working individually to establish the musical ideas that they wanted for their haiku. Then, they formed small groups to discuss their ideas and share them before moving onto the actual creative process of adding in the instruments. Each haiku poet was in charge of his/her own musical composition; s/he was the director and told the other group



members what their jobs were. The other group members could make suggestions, but the final decision about how a piece was performed was decided by the author/composer of that piece. Finally, students recorded video of their haiku compositions. The final product is creative, thoughtful and beautiful! We have created a bulletin board of all three components including a QR code so our audience can listen to our compositions while enjoying our art and poetry. It was exciting and inspiring to see the collaboration, creativity and communication that took place in each group as they worked towards the performance of their haiku composition!

*- Kim Gordon, Music Teacher
Landmark Elementary School*

STUDENT PODCAST PROJECT at NCI

Emerging in the last few years has been a trend of moving away from static radio stations to more user controlled audio art. This has come in the form of millions of different podcasts. Podcasts are digital audio programs that people can download via a website or a program like Spotify or Podcast Addict. What separates podcasts from more traditional audio programs like radio is the scope of topics and the freedom. On a podcast, there are no regulations on time, content or subject matter. You do not have to have a certain amount of Canadian content if you are based in Canada, or have commercials to appease sponsors.

Two years ago, I started a podcast out of my basement. I wanted to revive a radio program that our Slovenian community in Winnipeg used to have. I have always been fascinated with radio and working in audio technology, so I took the plunge. For a minimal investment of a microphone and connecting box, I was off and running. I do one show a month, and they vary in length from 20 to 45 minutes usually. After the first few episodes, my mind

immediately moved to how I could incorporate this technology into my professional life.

I approached my principal with a list of things I would need to start our Niverville Collegiate Institute Podcast. I framed the discussion with the intent to have the students practice their skills as communicators. I shoulder tapped some students who I thought might be interested. We had meetings, made plans, and picked a date to record. All the while, we discussed interview techniques, how to ask questions, how to use a microphone, how loud to talk so you can be heard but not yelling, and various other sound techniques.

Our first episode was rough. The students were nervous, they were not as prepared as they wanted to be, and I was not sure what it was going to look like. But we made it through, and started looking forward. I asked them to listen to podcasts and track what they liked about them, and we eventually adapted our format. We had a student create our theme, and we moved to more of a panel discussion instead of individual segments.

We still have a long way to go. The students are still nervous in front of a mic. They still struggle with not talking over top of each other during recording, and finding that balance of when to speak, and when to listen. We are looking into expanding the show to include more student created content such as short stories and essays. But the confidence is growing, and with that, a sense that these young people can and do have a voice in this world that is worth listening to.

- Mark Lebar, Teacher
Niverville Collegiate Institute



PROJECT 11 at Southwood School

Mental health is something that knows no boundaries. Everyone, no matter the age, gender, income level, etc., can be affected by a mental health issue. When we can help students be aware of resources and strategies for coping with challenges before they become too difficult to handle, we can set them up for success, not just in school, but also in life.

The True North Foundation runs a mental health initiative called PROJECT 11, which aims to help teachers reach all students, wherever they are in their mental health journey. The program was created in honour of former Winnipeg Jets and Manitoba Moose player #11, Rick Rypien. As of now, the program is for Grades 5-8, but I am one of ten teachers in Manitoba to try the program in Grade 4 this year. It is very exciting for me and my class.

As someone who struggled with mental health issues and overcame many obstacles, PROJECT 11 appealed to me both professionally and personally. I am very passionate about helping

others in their mental health journey, because while it is so hard to try to work through some issues by ourselves as adults, imagine what it is like for our students.

When I read what PROJECT 11 was about, I felt that this could reach so many children. It focuses on building relationships, having a greater sense of self-awareness, mindfulness, and being able to connect with others in a positive way. Lessons are engaging, active, and cross-curricular. There is so much opportunity to incorporate many different grounding and coping strategies such as yoga, guided mindful moments, music and rhythm, relaxation techniques, art energy, and the list goes on. The lessons specific to Grade 4 are about meaningful and relevant topics. Some of them include apologizing, self-awareness, conflict resolution, coping with stress, mindfulness, gratitude, flexible thinking, and many more.

I have many hopes for the program in my class. First of all, I hope that it reaches

students in a positive way and they remember these coping strategies later on in life to find something that relaxes them or makes them happy. It would be extremely beneficial for my students if they were able to continue the program in middle school to reinforce those lessons. I hope that it will create a sense of team in my class where we learn to communicate with each other in positive and encouraging ways. Lastly, I hope that talking about our feelings and how to manage those feelings will start to relieve the negative stigma associated with mental health and perhaps change the direction that a student may be headed in.

If you are interested in more information, visit projecteleven.ca and watch the video about Rick Rypien and how this program began. It's definitely worth your time.

- Marianne Neufeld, Grade 4 Teacher
Southwood School

PRACTICAL SCIENCE - LEARNING FROM THE INSIDE OUT at NCI

Over the last couple of months, my Grade 8 science students have been hard at work on a very interesting project. Samsung Canada sponsors a contest called “Solve For Tomorrow”, in which a science class is asked to apply STEM learning to a real problem in their local community. I saw a perfect opportunity to bring real, topical learning outside of the classroom while fostering engagement and interest in science and engineering. It was a great opportunity to show practical uses of science in our students everyday lives, and help develop a collaborative classroom as we worked together to create a video for the contest.

The issue we decided to address was water shortages. Last summer the town of Niverville put out a notice to all residents on the municipal water system asking people to refrain from watering their lawns or filling their pools. Shortly afterwards, another notice was released saying that the increased demand on the towns water supply was causing some problems, and the town was going to have to change the way they treated the water in order to keep up with demand.

We saw this as a very topical choice, as it clearly had science and engineering solutions, tied in directly to the Grade 8 curriculum (Cluster 4: Water Systems), and was a global scale problem as many areas are currently suffering or at risk of a water shortage.

We did a preliminary research project in class to discover what exactly the problem was

and what solutions were being considered. The town has lots of raw water, but when the pumps run too quickly it stirs up a lot of sediment in the aquifer which clogs the filters. By changing how we filter, we can increase the amount of water filtered at the cost of having a higher mineral content. The town then went to find a better source of raw water.

“Students were engaged, collaborating, creating, thinking critically, and could not wait for the next class.”

We did a class-wide brainstorming session on what other possible solutions we could apply to this problem. The class came up with many excellent ideas such as:

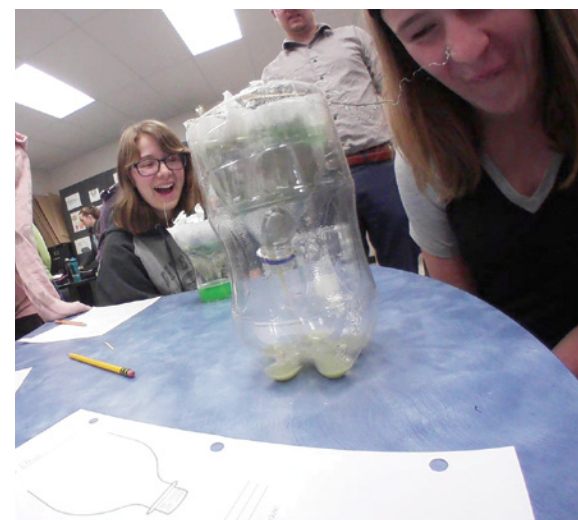
- tapping into Shoal Lake water (like the city of Winnipeg)
- using different types of filters
- using a series of filters that could get rid of sediment more easily
- using rain-barrels to help collect fresh water
- trying to use larger pumps to reduce the pressure in the aquifer
- finding new sources of water just for watering lawns

These ideas all sounded excellent, and so we decided to talk to the experts about why these solutions weren’t being pursued. We got into contact with the town of Niverville’s Operations Manager and set up a tour of the water treatment plant, and while there we had the opportunity to ask the people in charge of maintaining the town’s water supply all kinds of questions.

Once we had addressed some of our ideas, we went back to the lab and started working on a new type of filter. We found out quite quickly that filtering water was not as easy as it looked! We then worked together as a group to write and edit a script and storyboard our video, and we are currently in the process of editing it and putting it all together.

This experience brought real life learning about curricular topics to a completely new level. Students were engaged, collaborating, creating, thinking critically, and could not wait for the next class. It was an awesome experience for everyone involved. Even if Samsung does not offer this contest next year, I will use the exact same process to teach water systems. Bringing the outside world into your classroom sparks creativity and engagement in a way you have never experienced before. Try it if you haven’t already!

**- Chris Burns, Teacher
Niverville Collegiate Institute**





Steinbach R.S.S. Chamber Choir at Canadian Rocky Music Festival 2018



Steinbach R.S.S. Spectrum at Canadian Rocky Music Festival 2018

IN OUR SCHOOLS

COMMUNICATING THROUGH MUSIC at the SRSS

This spring, the SRSS music program had the opportunity to perform and enjoy the Rocky Mountain Music Festival held in Banff, Alberta. The trip was April 10-16, 2018. Several groups attended the festival. These were the Senior Jazz Band, Senior Concert Band, Chamber Choir, and Vocal Jazz (Spectrum). These four groups loaded into two buses and drove through the night both ways. This allowed us more time in the breathtaking Rockies, without missing too many classes. During this trip, we had many beneficial and inspiring musical experiences, as well as bonding in our groups and as a program. At this popular and high-level festival, we were able to watch and learn from some prestigious clinicians, brilliant performers, and skilled groups of our own age. Some of the evening concerts we soaked in were the UBC University Singers, and the Count Basie Orchestra with Carmen Bradford. These concerts allowed us, as musicians, to appreciate the power of music through both singing and the playing of instruments. Emotion, feeling, and purpose can be communicated in many ways, even within the scope of music itself. Each of our school's groups performed in the festival and then had an hour slot with a master clinician. These times with the clinicians allowed us to learn specifically within our repertoire, have more personal conversation, and receive pointers intentionally.

I am a member of the SRSS chamber choir and I am also in Spectrum Vocal Jazz. Chamber

choir had the privilege of performing a showcase concert one evening. We performed in the beautiful Rolston Hall, with a view of the mountains to sing to. The atmosphere of that night was electric, and our choir sang our hearts out. For this concert, we had a long list of repertoire of phenomenal diversity in style, language, and message. With such diversity comes excitement for all, audience and performer, but also challenge. With varying styles, we have to put effort and thought into our expression and the way we look. We move, sing, and perform differently during songs of particular tempos and feel. Learning to communicate with different languages means studying the translation and understanding the meaning of the song. If the audience cannot understand the words, the weight falls on us to convey the feeling, story, and purpose of the song. During this concert, our songs were written to convey a large variety of messages - freedom, loss, gossip, love of singing, desire, and home. These emotional changes are tough sometimes. Switching gears completely between songs means a mindset change, body language alterations, and a shift in how we must communicate. Through practice, discussion and consideration, we can decide and focus on what we need to tell the audience. Every aspect of ourselves can help with that communication. Our voices, our bodies, and our eyes. Music is meant for communication, and this tour allowed us to show the festival what we can do when it

comes to that story telling. Music is for making people feel something, which is all that really matters in the end.

“Emotion, feeling, and purpose can be communicated in many ways, even within the scope of music itself.”

I think I speak for all of the musicians who enjoyed this fantastic trip when I say thank you to the people who supported our growth and learning. We experience daily encouragement, challenge, and inspiration from our music teachers, Kristel Peters and Mark Loewen. They teach us to communicate, perform at our best potential, and understand the importance of music. We also recognize the role of the SRSS administration and thank them for their support in this musical endeavor. Finally, we thank the Hanover School Division for their approval and encouragement of this trip. We so value and appreciate the support that we young performers receive from this program and these experiences.

*- Kelsey Martens, Grade 12 Student
Steinbach Regional Secondary School*

COMMUNICATING INTENTIONALLY FOR A PURPOSE AND AN AUDIENCE

What does it mean to read like a writer? What does it mean to write for the reader?

These questions are the basis for four powerful books on Writer's Workshop by Katie Wood Ray, who takes an inquiry approach to the teaching and learning of writing and representing as a way of communicating. This approach links to one of the five dimensions of the global competency of communication that focuses on designing for particular audiences..."learners have skills to compose and produce communication for a particular audience, designing it appropriately to achieve maximum understanding, relevance, and meaning for that audience."

So how do we support growth on this journey of communicating effectively for a range of audiences while engaging the writer in authentic writing experiences with opportunities for voice and choice? Katie Wood Ray's inquiry framework

has five key stages:

1. **Gathering of texts** that are full of potential for the kinds of writing students will do
2. **Student immersion** in reading and getting to know the texts they'll study
3. **Close Study** where students revisit the texts and ask, "What did we notice about how these texts are written? What decisions were made?"
4. **Articulation of the learning** using specific language that helps students envision using what they have learned from authors for their own writing
5. **Writing under the influence** as students work on writing for a purpose and an audience, having been inspired and mentored by other authors

Teachers in HSD who are using this inquiry approach to teaching writing have expressed increased student engagement, motivation, quantity and quality of writing.

Two divisional PLCs along with multiple school/grade based PLCs have already taken place this year on Inquiry in the Writer's Workshop and because more teachers are keen to try it out, I am hoping to hold another PLC this fall. Stay tuned!

- Rhonda Kubanek, Learning Coach

Resources by Katie Wood Ray:

- Already Ready: Nurturing Writers in Preschool and Kindergarten
- About the Authors: Writing Workshop with Our Youngest Writers (K-2 but also very appropriate for K-4)
- Study Driven: A Framework for Planning Units of Study in the Writing Workshop (Gr. 1-12 but more geared towards Gr. 4 and up)
- In Picture and In Words: Teaching the Qualities of Good Writing Through Illustration Study (K-4 but also appropriate for MY)

THE POWER OF YET! at Kleefeld School

This year during Strong Connections, our school project centered around, "The Power of Yet." Growth Mindset is a powerful phrase in the world of education, and in the world of mental health. Carol Dweck says, "...our studies show that teaching people to have a 'growth mindset,' which encourages a focus on effort rather than intelligence or talent, helps make them into high achievers in school and in life." If students use the word, "yet," when faced with a difficult task, they can change how they approach that task. Rather than looking at the task and feeling defeated before they begin, they can have an attitude of hope.

We started our project by talking about what a growth mindset is. We described the markers of what a growth mind-set looks like in real life, then brainstormed about some things that they couldn't do, but were looking forward to learning. The younger students came up with statements like, "I can't ride a 2-wheeler - yet," or, "I can't read a chapter book, yet." One Kindergarten student stated, "I can't invent metal and fly airplanes - yet." Ah, the dreams of the young! As the student participants got

older, we saw different sorts of challenges like, "I can't hit a 3 pointer - yet," or, "I can't do long division - yet."

It was very encouraging to see students engaged and really beginning to understand that the words they use have the power to change how they think and what they can achieve. In one particular instance, a Grade 3 student was thinking about something to write down. As we talked and did a bit of brainstorming, he came up with, "I can't read big words." I wondered if he would add the, "yet," on his own. His face was a little worried - he had gotten stuck on what he couldn't do and had forgotten what we were brainstorming for. So I leaned over and whispered, "Yet, you can't read big words...yet!" His face literally transformed with that word. He looked at me, with a smile blossoming on his face, and repeated, "Yet! I can't read big words, yet!" That was a powerful moment, and it wasn't the only one. Those two days of strong connections were filled with these little conversations about dreams and wishes and the power of words and mind-set.

Each student put their "yet" statement on a card. Some added their names to the front, while some put their names on the back. We stapled their card to the POWER OF YET bulletin board which we will keep up for the year. We still see students stopping by the bulletin board, and looking over the goals. Interestingly, in the Tell Them From Me Survey, one student commented on how encouraging they found that board.

In June we will take down their "Yet" cards and hand them back to each student, hopefully spurring on more conversations about goals realized or still to be attained.

- Wendy Martens, Counsellor
Kleefeld School



LEARNING TO COMMUNICATE WITH OUR STUDENTS

Teachers trickle into the PLC classroom and find a seat in the large circle. They've come ready to share and reflect with each other about a shift they have made in their classrooms or their thinking as a result of our time with Tracy Zager. Tracy challenged us to think about what mathematicians do. In her work, she's found that most mathematicians don't do a lot of the things we ask kids to do in our math classes. Mathematicians create, explore, discover, investigate, and invent! They work collaboratively and need to have strong communication skills to reason, prove and ask questions about their work.

Many of the teacher's reflections were comments and questions about communication and how to communicate effectively with their students:

- How do we teach that mistakes help us learn? What language can we use?
- I believe that the language I use creates a safe place for kids to believe in themselves and dig deeper when math is hard.
- I want to let kids talk through their thoughts more. When I do that, they inspire each other to think more.
- I encourage my students to be thinkers in their own way. Even if they're not confident with their math thinking, I want them to see that we can still learn from their thinking.
- I want to value the struggle. When I see a student struggling, I name it and use that student's experience to nurture acceptance of struggle in my class.
- I've tried some math discussions. They did NOT go well. They were much more difficult than I thought they would be. I'm going to try again.
- Sometimes I tell them they're wrong, when they are right. I want to remove myself as the authority figure in the classroom. I'm hoping it builds confidence.

We want to help students learn to communicate their thinking, ideas, wants and needs in ways that are understood by the people they want to influence. I was struck by the thought that we, as teachers, want to learn the same thing our students do. We are wrestling with how to influence our students and communicate effectively with them.

If you are looking for resources to build your capacity as a communicator, try Tracy's book, *Becoming the Math Teacher We Wish We'd Had* or *Opening Minds: Using Language to Change Lives*, and *Choice Words: How our Language Affects Children's Learning*, both books by Peter Johnston.

- Monica Martens, Learning Coach

MAKING IMPACT WITH PUPPETS

Over the last few months I had the pleasure of connecting the Gr. 9 SRSS Drama Class with Karlie Krisko's Gr. 4 students at LES, Mallory Worsnop's Gr. 4 students at Blumenort, and Naomi Stobbe's Gr. 10 drama students at the SRSS.

Our journey started with a creative collaborative planning session with all the teachers. The intention for their classes was to use this "ARTSpiration" to have Gr. 9 and 10 drama students help the Gr. 4 classes to communicate ways to work on relationships. But so much more happened!

The students first met by making a short video that would introduce their class to the class

they would be working with. Check it out! (<http://goo.gl/7nAW6t>)

Their next encounter was a Google Hangout in which the teams of SRSS students met with their puppet teams from Landmark and Blumenort to get to know each other and plan.

For a third encounter, the students from SRSS met with their puppet teams in Landmark and Blumenort. They all played, planned and practiced.

After our time together Naomi wrote in our Google Classroom, "WOW!!!!!! I am so impressed with what my students picked up from your students yesterday. Listening to the

groups as they begin to work on the dialogue for the shows, I am impressed with how they are synthesizing what they learned."

Finally, each of the Gr. 4 classes met Naomi's drama classes for a half-day Innovation Week encounter. Their time was spent learning about puppetry technique from their SRSS "teachers", learning their puppet plays and then performing to the whole group.

The Gr. 4 students finished (ok, maybe not finished) their learning journey by performing their relationship building puppet plays to other students in their schools.

- Russ Dirks, Learning Coach





CALENDAR

Admin/PD Days
June 28 & 29

Summer Institute
August 21-23

School Offices Open
August 22

HSD FAREWELLS

The following long-term employees will be leaving at the end of this school year, or departed at an earlier time during the 2017/18 session. We recognize their dedicated work, and years of service to the students and staff of Hanover School Division.

30+ YEARS

| | | |
|----------------|---------------------|-----------------------|
| Katie Cook | Teacher | Steinbach Regional |
| Susanne Funk | Guidance Counsellor | South Oaks |
| Alvin Ginter | Teacher | Niverville Elementary |
| Merle Hiebert | Teacher | Steinbach Regional |
| Cheryl Penner | Teacher | Steinbach Regional |
| Darlene Remple | Teacher | Elmdale |
| Doris Young | Teacher | Landmark Elementary |

20+ YEARS

| | | |
|--------------------------|--------------------------|--------------------|
| Rick Ardies | Assistant Superintendent | Division Office |
| Barry Biberdorf | Teacher | Green Valley |
| John Loewen | Teacher | Clearspring |
| Kiran Mahi | Educational Assistant | Southwood |
| Alvina Martens | Guidance Counsellor | Steinbach Regional |
| Rod Thiessen | Teacher | Elmdale |
| Allen Vogt | Custodian | Steinbach Regional |
| Carolyn Warkentin Peters | Resource Teacher | Southwood |

IN MEMORIAM

With sadness we said farewell to HSD employees:
Dick Penner - Bus Driver (39 Yrs.)
Ivy Friesen - Teacher (25 Yrs.)
We are grateful for their many years of service.

10+ YEARS

| | | |
|-----------------|-----------------------|-----------------------|
| Audrey Brandt | Teacher | Southwood |
| Gary Depauw | Bus Driver | Transportation |
| Valorie Ginter | Principal | Landmark Elementary |
| Trudi Harder | Bus Driver | Transportation |
| Brenda Koop | Educational Assistant | Stonybrook |
| Valerie Kosman | Vice Principal | Niverville Elementary |
| Rachel Penner | Educational Assistant | Mitchell Middle |
| Jacob H. Spenst | Teacher | Green Valley |
| Linda Suderman | Teacher | Landmark Collegiate |
| Susan Unrau | Bus Driver | Transportation |

5+ YEARS

| | | |
|-----------------|-----------------------|--------------------|
| Elviene Dueck | Teacher | Steinbach Regional |
| Brandie Funk | Teacher | Woodlawn |
| Terri Kehler | Receptionist | Division Office |
| Maneesha Manuel | Teacher | Kleefeld |
| Nicholas Enns | Psychologist | Student Services |
| Elfrieda Penner | Bus Driver | Transportation |
| Mica Reimer | Educational Assistant | Woodlawn |
| Trent Tuttosi | Teacher | Steinbach Regional |
| Rachel Wiebe | Educational Assistant | South Oaks |

Hanover School Division
5 Chrysler Gate
Steinbach, MB R5G 0E2
204-326-6471

Executive Editor:
Randy Dueck, Superintendent CEO
Associate Editor:
Chris Gudziunas, Assistant Superintendent

Associate Editor:
Rick Ardies, Assistant Superintendent
Managing Editor:
Bob Wiebe, Communications Manager

Article Submissions:
communications@hsd.ca

www.hsd.ca  @HanoverSD