

NEWSLETTER OF THE HANOVER SCHOOL DIVISION SUPERINTENDENTS' DEPARTMENT

Ken Klassen - Superintendent

Randy Dueck - Assistant Superintendent

Chris Gudziunas - Assistant Superintendent

Christmas Giving

This year's GVS annual hamper drive was run by the ISCF group. The ISCF challenged students to bring in a minimum of 900 food items. In addition to the satisfaction of collecting a truck's worth of food and toys to help needy families in the Grunthal area, students were rewarded for meeting this goal (and more) by having 7 staff members dye their hair for the Christmas break.

Every year Kleefeld School staff choose a Christmas Project to encourage students in social responsibility. The Christmas project for 2009 was SE Helping Hands Food Drive. Mr. Kretchmer promised students that if they succeeded in filling his office with donated items, he would kiss a chicken, and staff would do the chicken dance. Our student community collected items beyond our expectations. After Mr. Kretchmer and staff had fulfilled their part of the promise, students were invited to join their siblings around the Christmas tree to sing carols while Mr. Kretchmer accompanied them on piano and several staff members played guitar.



Tribute to a Long Time HSD Educator

H.K. Friesen, or just "H.K." to many of us, enjoyed a rich career as an educator which spanned 37 years, many of them helping students make good choices as a guidance counselor at the SRSS.



1933 - 2010

Our Mission

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

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Educational Leadership – A valuable and practical resource for any teacher or educational leader.

Where do I go when I want answers to some of the following questions;

- How is teaching for the 21st century any different from what I am doing right now, and why does that matter?
- How can I support English Language Learners?
- Why would I want to give students ownership of their learning?
- What is Literacy 2.0 (or LwICT) and how do I implement it in my classroom?
- How can assessment inform my teaching?
- If I could reshape high school what would that look like?
- How do I reach a reluctant learner?
- How do teachers learn best? Are PLCs really going to help me in my classroom practice? Is it really worth the time and energy?
- What does teaching social responsibility have to do with authentic learning and how can it have a very real impact on student engagement?
- I have collected some data (it could be Grade Three Assessments, Grade Seven and Eight Assessments, Grade Ten Divisional Exams or Grade Twelve Provincial Standards tests) – now what?



Educational Leadership is available for short-term loan to any member of the HSD Learning Community by calling Leona at the Administration Offices - 326-6471

As you can see, every one of these questions is relevant to our daily work in Hanover School Division. And each one of these questions serves as the driving theme behind an issue of Educational Leadership. If you are more inclined to read magazine articles than books and would find a regular dose of high quality, research-based and thought-provoking articles stimulating to your daily classroom work, then I highly recommend a subscription to Educational Leadership. EL is a publication of ASCD (formerly known as Association for Supervision and Curriculum Development) and it comes with your annual membership. A basic one year membership with ASCD will cost you \$49, or you can purchase their online membership which gives you access to EL online for only \$29. While you are considering an ASCD membership you may also want to check out a Manitoba ASCD membership. For only \$30 per year you will receive their Reflections Journal as well as discounts to at least three great PD events per year. This year's speakers are Margaret Wheatley, Martha Kaufeldt, and Michael Fullan. I encourage you to check both out at ascd.org and mbascd.ca.

Christmas in the HSD Community

On December 10, 2009 my Grade 3 and 4 students had the opportunity to create gingerbread houses with some of the SRSS culinary arts students. We arrived at the culinary kitchen and were greeted with warm hot-chocolates and even warmer hellos—and all this before spotting the 26 undecorated gingerbread houses and candy dishes waiting for each student! There were also white, pink, purple, blue, and green icing tubes waiting to be squirted.

As much as the field trip provided an exciting way to enter into the joy of the holidays, it also created lasting memories for my students. They were completely engaged in the hands-on art activity and were excited to have the culinary arts students show them some of the techniques of decorating. It was neat watching the high school students help the elementary students, in ways such as showing them how to 'ice the shingles for the roof' or make 'candy cane lamp posts'.

I heard one of my students exclaim that he "was going to come here and be a chef one day!" After the decorating, we had a tour of the kitchen and then boarded the bus with our gingerbread houses and all! The smiles, laughter, and teamwork all indicate that what made the day special was being part of the larger HSD community and finding delight in that partnership.

Submitted by Katrina Heuser, Teacher, NES



An Embarrassment of Riches?

Ken Klassen
Superintendent

Well, I am actually not embarrassed at the riches I am finding in HSD - rather the opposite! When this latest version of the HSD Superintendents' Newsletter was launched almost 8 years ago as *Learning Matters*, there were naysayers that predicted that the material would dry up after a few issues and we would have to go back to printing fillers or plan a less ambitious project.

I am pleased to say that this month I received so many excellent articles from schools that I actually had to e-mail

A Rich Nugget from Ben's Grandmother

Mind your thoughts - what you think becomes your words - what you say becomes your actions - what you do becomes your habits - what you "always" do becomes your character - what you are like becomes your identity - who you are.

some contributors to ask if I could defer their articles to the next issue. And other than the regular monthly contributions from our departments, such as Student Services, Technology, and the Superintendents' department, I rely totally on voluntary contributions from school representatives. Thank you to all of you for your commitment to showcasing the best in education in HSD.

Speaking of riches - six of the articles showcase the efforts of students during the Christmas time to mobilize in support of those less fortunate, in their communities, and around the world. In doing so, they showed a spirit of gratefulness and generosity that we can only hope they carry through into their adult life in the community.

But riches are not only evident in material things or our attitudes towards them. I had a great moment last week during one of my weekly school visits, where I interrupted a Grade 4 Math lesson at the invitation of the teacher and asked the students to give me feedback on what they valued in their school. I got a long list of positive things, including the ubiquitous "gym" and "recess", but also those that warmed the teacher's heart, such as Reading, Science, Social Studies, and even Spelling and Math. But what impressed me the most were two comments that were not so expected - "I like it when my

teacher is learning too" and "I love it when my teacher makes a mistake." After further discussion, it turns out that students are not looking for superhero teachers, but teachers that try new things, admit when they make a mistake too, and show their humanity. Students actually feel safer and more willing to take risks when their teacher models this for them. I was reminded again of *Learning Matters* - the masthead reads "Learning from one who is learning is like drinking from a running stream" - it is cool, fresh, and dynamic like fast-running water cascading down a pristine mountainside - making you want to take a deep drink.

And finally richness came to my life from outside of HSD. A colleague from Texas, Dr. Benjamin O. Canada ("Yes, customs officer, that really is my name!") worked with our Superintendents' team and with our Student Advisory Council as a critical friend and facilitator and then served as the facilitator for our provincial Ethical Leadership Cohort.

Ben traces his family history to the underground railway and to Montreal - where they traded their slave master's name for the name Canada. He also traces his educational experiences back to the American South in the early days of the civil rights movement. He shared his compelling personal story of personal growth and struggle, and modeled an attitude of gratefulness, graciousness, and forgiveness to those along the way who had attempted to frustrate his personal and educational dreams, based on his race and colour.

Ben has a gift for drawing out students and adults alike, and getting them to share their motivations, challenges, and dreams. Our students told him of the needs they see all around them, of their desire to help their peers, and of the need for us to equip and resource them to do this important work. They may need our help, but they do not need us to do it for them!

Teamwork and the Village...



When it comes to raising and training children, the cliché "it takes a village to raise a child" rings true.

This has been true of my experience in education over the past fifteen years or so. The communication between the teacher and parents, co-workers, school administration, clinicians, senior administration, outside agencies, educational assistants, and support staff are imperative to the success of every student in our care. The teamwork factor has not only been a benefit to the students, but also to my personal level of job enjoyment as a teacher. I know I am a better "teacher" to my students, when I am able to consult and collaborate effectively with my colleagues and other educational professionals. Whether we discuss specific issues related to students or simply talking about plans on the weekend, the ability to relate and communicate effectively with my peers directly impacts my ability to teach at a higher level in the classroom.

It's been said a million times by a million coaches, There's no "I" in the word "team". The next time you watch a replay of an eighty-four yard Brett Favre touchdown pass, watch the offensive line that blocked for him rather than the wide receiver that made the diving catch. There are so many clichés that relate to the importance and value of teamwork. I have appreciated our division's emphasis on developing and promoting PLCs (Professional Learning Communities) in our schools. The opportunity to meet with colleagues, can be invaluable to both the professional development and personal well-being (the feeling of belonging) to a teacher, whether they be grade level partners, subject level groups, or colleagues meeting to discuss a related educational topic.

I would highly recommend the book "The Five Dysfunctions of A Team" by Patrick Lencioni with regards to this topic. Lencioni uses a business world analogy to reveal five dysfunctions that point to the heart of why teams—even the best ones—often struggle.

Back to the cliché "it takes a village to raise a child", we've often seen all of the benefits for the child when the "village" works together to raise the child, but if viewed through the lens of teamwork, the members of the "village" have much to gain as well. The capacity to be more motivated, understand deeper, and simply enjoy the profession a little more often stems from one's ability to work within a healthy team environment.

Submitted by Rod Kehler, Interim Principal, Woodlawn School

MMS Students Set Christmas Challenge

In Mr. Reimer's grade eight classes the students decided that it would be a good idea to collect loose change in hopes to have enough money to purchase a game system for the Winnipeg Children's Hospital. Our goal was to raise about three hundred dollars. Then we would have enough money to buy the system and a game or two.

On the first week we started to collect money with Mr. Marten's home room. On the first couple of days, we collected about \$40.00 dollars. We continued throughout the week, with very little progress. So 8R started to brainstorm on how

we could raise more money. Then some students decided that we should go around the entire school announcing our project. We went around asking every student to bring around fifty cents each. Some students even got to remind the students about the project on the morning announcements.

By including the entire school we reached a grand total of \$435. We bought and delivered an Xbox 360 to the Children's Hospital on December 22nd.

We want to challenge other Schools to do the same next year. Just before Christmas, pick a charity and collect as much change as you can for a donation. A little spare change can go a long way! We are all glad to have made change to make a change.

Students, MMS

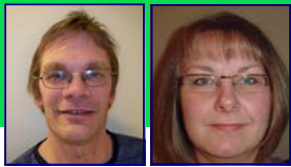
Learning Matters is published by the Superintendents' Department of the Hanover School Division every month during the school year. *Inquiries, comments or submissions may be sent to:*

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or Box 2170, Steinbach, R5G 0E2

Reaching Them All

Providing Support for Individuals with Disabilities



Chris Franz

Chantal Van Den Driessche

Student Services

Prior to the nineteenth century

negative attitudes, ridicule, and asylums were the courses of action directed towards individuals with disabilities. In the nineteenth century a fourth course of action, the universal education of children was mandated, and most recently social role sensitivity has emerged in the 20th century as illustrated in the enactment of legislation such as the Appropriate Education Act in Manitoba (MB Ed, (aka MECY) 2006a), which emphasizes full inclusion in the least restrictive environment.

The purpose of this current article is to outline supports available for children and adults with an intellectual disability as they progress through the school system. Current supports will be described through the story of Jamie (fictitious name) who was diagnosed with a developmental delay at the age of four by her pediatrician after failing to meet age-appropriate developmental milestones. A referral to Children's Special Services (voluntary program) was completed through the medical office as Jamie met the program's criteria for Early Childhood Intervention for Pre-School Children. Through this process, Jamie's parents accessed the *Working Together: A Handbook for Parents of Children with Special Needs* in School document (MB Ed) which described educational supports available to her.

Once in school, Jaime was referred to appropriate clinical services to determine appropriate programming needs, divisional supports, and data for possible provincial supports... Testing results indicated significant impairments. Funding was granted at Level 2 MH (Multiple Handicaps), which resulted in financial support from MB Ed to provide Jaime with a safe and appropriate learning environment. It was determined by the school team that Jaime was unable to access grade level curriculum. Therefore, she received Individualized Programming (I Designation), which included the development of an Individual Education Plan (IEP). Jamie's home continued to receive supports through Children Special Services with respect to transportation, supplies, equipment, home modifications, respite, behavioural assessments, and therapy.

Prior to or at the age of 16, Jaime required a revised assessment of her abilities in order to determine appropriate educational programming in high school, and eligibility for Adult Services. Adult Services is a voluntary Government of Manitoba Program that assists adults living with a mental disability. This disability has to have manifested from birth and not from an injury. The results of her reassessment confirmed the previous diagnosis of an Intellectual disability. Programming recommendations as described in the document *Bridging To Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community* (published by Healthy Child Manitoba) included an Individual Transition Plan (ITP), and admittance to the transitions program at the high school, which included planning for Jamie's educational needs until the age of 21. Jamie's parents filed an application to the Supported Living Program. This service provides support to eligible adults with a mental disability on a person-centered basis in order to meet the unique needs of each individual; supports include Residential Services, Day Services, Support Services, and In the Company of Friend Program. This is a voluntary service that can be accessed at any age, but is best accessed prior to the age of 16. These services are available from kindergarten to graduation, to ensure students reach their potential and transition smoothly to a full and meaningful adult lifestyle.

SRSS Vocational Students Learn More by Doing!

The Industrial Design students at the SRSS have always received the best training available when it comes to engineering and technology. Each year, they are taught that draftspersons create sketches, drawings and models, which, in the 'real world' are used for manufacturing. Their work has been dutifully assigned, received, graded, returned, and forgotten. Recently, they have been learning exactly how their work goes from concept to construction!



The SRSS vocational teachers from Carpentry, Electrical, and Welding have combined with Industrial Design to reinforce the lessons learned in their respective fields. Students from Industrial Design have been working on drawings and models that are used by other students to create parts and structures. The students are getting more chances to interact with each other as their projects progress. This collaborative approach to education is already reaping dividends!

Last semester, students from Carpentry used drawings and models created by Industrial Design students to build bus shelters. This term, the two departments have combined to tackle a timber frame project. The intent is to have the Industrial Design students draw the details and create a scale model of the project. The Carpentry students will then use the drawings and models to create the full-scale structure. Industrial Design students have already completed their portion of this project, and the Carpentry students are prepared to take over! Many thanks to P. Wilson (Carpentry and Industrial Design instructor), who is sharing his knowledge and passion for timber framing with both groups of students!

Similar projects are under way with the Electrical students. Drawings submitted by Industrial Design students are being used by the Electrical department to teach CNC programming of their milling machines. The end products, cribbage boards, in this instance, are awarded to the students in recognition of their efforts.

Students from the different vocations are encouraged to work together across the disciplines to ensure they understand how drawings are to be interpreted, and how the manufacturing process works.

These projects greatly enhance the learning opportunities for all the students (and teachers!) involved. Seeing the creation of a product from drawing board to construction takes the textbook lessons and puts them to practical uses. It is anticipated that the students will retain a much larger percentage of the lesson material as a result of these collaborations.

Submitted by Fred Bilski, Industrial Design Instructor, SRSS

"The MES Olympian" Dawn Machel, Grade 2 teacher, MES

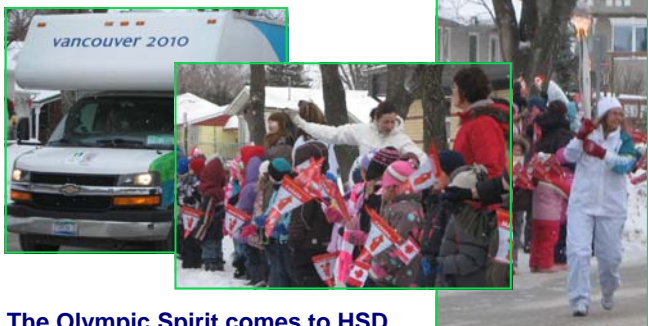
MES had the opportunity, along with many other schools in Hanover, to attend the celebration of the Olympic Torch Relay when it visited Steinbach. To introduce this great event and support the idea of Olympians striving to achieve their goals, MES had an assembly where some grade 4 students showed MES what it looks like to have Olympian spirit. The grade 4's did short sketches displaying the right and wrong way to handle yourself if a problem arises. These displays helped introduce all the students to a new version of the Blue Slip, which are given out when a staff member sees a student following school rules. The "MES Olympian" slip is gold in color and represents the highest standard of citizenship. A student gets an "Olympian" slip when they are demonstrating one or more of the following – Fair Play, Friendship, Cooperation and/or Team Spirit. Students then are entered to win a chance at a pizza party with the Principal.

Here's what some students thought about it, "Seeing the Olympic torch really made me want to get an Olympian slip, so I could be just like them."

"I want to be in the Olympics one day, but for now I will play fair and practice."

The Torch comes to Southwood Lorraine Kehler, Principal, Southwood

This event, both at Clearspring Mall and in front of our school was very exciting! Our Vice-Principal, Val Ginter, waited at the Royal Bank and called us ahead of time to let us know when the torch was coming down our street – we had all of our students cheering and ready! They had been outdoors for recess, we buzzed the bell three times – they met their teacher, outside their classroom window, and headed for the sidewalk. We had our most responsible Gr. 6 students in vests and they made sure none of our younger students went onto the street. This will be a memory maker for our students...I was 8 years old when our school celebrated Canada's 100th birthday and I still remember the excitement and activities that our school did to celebrate that event...I am sure our kids found this very exciting and memorable as well!



The Olympic Spirit comes to HSD

Kind of Cryptic

Occasionally, we have teachers come across writings that are somewhat...cryptic. It may take great energy to actually understand the meaning of what is written. Strangely enough, there is an entire field of study that tries to make information extremely difficult to understand for those who are not intended to understand it. The field is called cryptography. Many kids dabble in the field as they play with writing things in 'code'.

Cryptography is used to encode and decode (or more accurately cipher and decipher) both extremely confidential information like that protecting national security or very valuable information like the formulas for Coke (or Pepsi). Much more common examples include electronic financial transactions including those over the internet, securing your wireless router, or keeping confidential student information private.

The process of encoding is often called encryption and often uses some pretty impressive mathematics. For high security, keys used have often been extremely large prime numbers since prime numbers are extremely difficult to calculate. A key or password is the only bit of knowledge required to allow access to the information. Generally, this means that the encryption is usually not the weakest link in securing the document. Rather, the password or key is often the weakest link.

So what does this all mean to the classroom teacher? Well, please remember that much of your student information is considered confidential and you have an obligation to protect it. At school, your information is safe on the network, since you need a password to get at it. When taking such information back and forth to school, you will need to take the appropriate precautions to secure the data. Email is generally quite safe as long as reasonable passwords are required to access the information. If you use a flash drive, take the time to install a program like Truecrypt on the flash drive to securely encrypt the data. Many other free encryption applications exist. Whatever software you use, make sure that it does not require software to be installed on individual computers you visit but rather resides completely on the flash drive itself. U3 encryption software does not work on HSD computers.

What about the fun stuff? Hone some problem solving skills by attempting some cryptogram puzzles where you and your students are challenged to 'hack' the code. Got what it takes? Visit:

www.kidzone.ws/puzzles/cryptogram/ OR www.cryptograms.org.

The puzzles can also be printed.

O 19 1 21 15 3 1 12 8 19 6 12 24 4 1 8 4 6 9
13 25 6 21 21 8 3 1 13 21 6 9 19 1 13 25 2

"One kind word can warm three winter months"



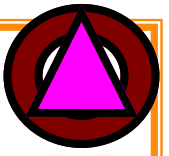
Giving Meaningful Gifts at Blumenort

A Blumenort School service team member asked about the possibility of doing something different for its annual Christmas project. Various international charities were discussed and the service team selected World Vision's Meaningful Gifts as a worthy cause. After getting the agreement of the staff, students began preparing materials. First, approximately a dozen projects were chosen from World Vision's online catalogue. Each class could raise money for a variety of different causes: equipment such as soccer balls for children, supplies for a medical clinic, a program to get kids off the street, hens, rabbits, and fish farms, to name a few.

These choices were then relayed to the homeroom teachers; each homeroom with their teacher's guidance picked one or more projects. In the weeks before Christmas, the service team created a classroom progress report in the shape of each classroom's project, and a large mural (pictured) for the front entranceway. The response was enthusiastic in most classes, with some classrooms reaching their targets almost immediately and setting new target projects.

We raised \$3,160.11 World Vision's Meaningful Gifts—raising enough money to purchase over twenty specific projects.

Submitted by Monica Klassen, Teacher and Service Team Advisor, Blumenort



The Geometry of Teaching Learning

A Conversation Continues

On the afternoon of our Superintendent's PD Day on October 2, we asked for and received your feedback on each of our particular sessions. I want to thank you for taking the time to think, argue, doodle, and record your thoughts on the Teaching Learning Triangle as I presented it. As hoped, you added to my thoughts and are helping to build a model that makes good sense in Hanover School Division.

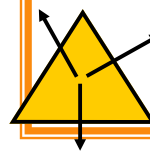
The simplicity of the model as it was presented caused you to ponder all of the other complex influences in the classroom that I did not mention. It is quite evident that you do not understand teaching to be a solo affair as you mentioned parents, families, teams, EAs, communities, and even villages. And you described all of these with extra arrows pointing this way and that, 3D triangles, concentric triangles and even circles around the basic triangle. I want to encourage us to continue that kind of thinking by reaching out to and including all of our various communities that participate in the raising of our children. Let us build close relationships with our parents, let us team with our fellow teachers, let us work together as administration and teachers toward our shared goals, let us include student voice in our planning, let us reach out to our communities and provide our students with real and engaging learning activities that make a difference to our communities now and not just when they have grown up.

The Teaching Learning Model is exactly as you have described it. It is a very simple model that attempts to identify the essential relationships at the very core of the teaching learning process. Whether this model stands up to scrutiny or not depends entirely on what we are able to do with it and how it may impact real teaching and learning in our classrooms. We can do this in at least two different ways. We can take the time to drill down further into it and we can explore beyond it by attaching new arrows and additional geometric shapes. Either way, I believe it raises significant questions for us that we should be compelled to be curious about. I trust that the question of the teacher-student relationship will find some answers through our work with the Neufeld Institute. I hope that we are appropriately disturbed from time to time about the state of the curriculum to make adjustments that are relevant and real for our students today and in their future rather than simply continuing to teach toward the industrial revolution. I believe that we cannot minimize the power of engaging instruction. And, as you so correctly pointed out, I trust that we will see teaching learning as a team effort that includes a village.

I encourage you to continue thinking about the Teaching Learning Model and doodling all over the triangle. I know that I will.

Thanks for participating in the conversation. I would welcome further conversation via email.

Randy Dueck



- ◆ Current and back issues of *Learning Matters*
- ◆ Year-at-a-Glance Calendar 09/10
- ◆ Five Year Vacation Planner
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