



**Manitoba ASCD**  
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For more information visit our web site at  
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by phone at 204-510-7271.

## **UPCOMING PROFESSIONAL LEARNING**



### **Dr. Richard Allington**

#### ***We Could Teach Them All To Read, But Will We?***

Thursday, October 10, 2013 9:00 AM—3:30 PM

Canad Inns Destination Centre Club Regent

Are you ready to take a good, hard look at what works in the teaching of reading? Are you a teacher or a literacy leader looking for honest answers to the question of what really matters for readers who struggle? If you are passionate about this topic and prepared to hear strong opinions backed by solid research, this session will extend your thinking, provoke dialogue among your team members and help educators make a difference for students.

See Manitoba ASCD website for more information and registration

[http://www.mbascd.ca/](http://www.mbascd.ca)

### **Karen Hume**

**February 20, 2014 Canad Inns Polo Park**

Manitoba ASCD is excited to present Karen Hume as the keynote speaker for our February workshop in 2014. Karen is an administrator, system leader, author, keynote speaker, and workshop leader. She has often been called “the real deal” in education because whether she is talking about differentiated instruction and assessment, literacy, evidence-based schools, inquiry, change processes, 21st century learning, or student and teacher engagement, participants can always count on Karen to be research-based, practical, and realistic in her understanding of educators and the challenges and opportunities they face in today’s classrooms.

Karen’s mission is to liberate your strengths and passions as educators so you can do the same for others. She walks her talk by creating keynotes, workshops, and multi-day sessions that are interactive, inspiring, reassuring, and helpful.

### **Penny Kittle**

**May 8, 2014 Canad Inns Polo Park**

Penny Kittle, the professional development coordinator for the Conway, New Hampshire, School District, acts as K-12 literacy coach and directs new teacher mentoring. In this two-part workshop, Penny will challenge participants to engage adolescents in becoming truly and deeply literate.

In the morning portion of this Manitoba ASCD event, Penny will present a flexible framework for writer’s workshop, including a balance of both theory and practical, experience-tested practices.

In the afternoon, Penny will challenge the traditions of assigned reading in secondary schools. Based on her new work, *Book Love* (2012), Penny will suggest ways to deepen comprehension, increase non-fiction reading, and ultimately create independent, skilled readers who choose challenging texts and accelerate their own growth in reading.

**The views expressed herein are those of the authors and do not necessarily reflect the views of ASCD.**

**Spring 2013**

# Students: Imaginative and Social Beings

Manitoba ASCD, February 19, 2013

Notes by Warren Nickerson

At the Manitoba ASCD conference in February, Kieran Egan and Gillian Judson, from Simon Fraser University, outlined both the theoretical principles of imaginative education and several applications of the theory.

## Learning in Depth

Picture this: At a ceremony, students are assigned a topic and begin a long-term learning process. For about an hour a week they study their *Learning in Depth* (LiD) topic. Sara's topic is apples. None of her work on apples is graded in any way. She starts by exploring apples at the store, and then finds out more about where each kind of apple is grown. She records her learning in different ways. Over time, Sara makes many interdisciplinary connections with the topic apples – artistic, scientific, ecological. Over time she becomes an expert on her topic, gaining depth and insight by investigating the topic. She develops a portfolio and presents her learning each year. Over time, Sara becomes an apple expert.

## Principles of Imaginative Education

The *Learning in Depth* project illustrated some of the principles of imaginative education developed by the Imaginative Education Research Group ([www.iereg.net](http://www.iereg.net)). Drs. Egan and Judson outlined how learners develop and use cognitive tools to make sense of their experiences. This view of education, influenced by Vygotsky, recognizes that people do not learn through a natural process of growth, but instead develop a set of cognitive tools from interacting within a culture through language. The language we are immersed in becomes internalized in our thinking.

Earliest to develop among these cognitive tools is **somatic understanding**: the senses, emotions, humor, rhythm, and gesture. Once we acquire oral language, we develop **mythic understanding**. Our minds develop the capacity to make sense of experience through narration. Some of the elements of powerful storying include binary opposites, metaphor, and mystery and puzzles.

Once people begin to acquire written literacy they have “a technology to transform thought”. **Romantic understanding** develops a fascination among youth for the extremes and limits of reality, associating with heroic qualities, and deepening narrative understanding.

With sufficient literacy, students will develop the cognitive tools to shift from more concrete to more abstract thinking, or **philosophic understanding**. They will be able to make more theoretical connections, see rules and relationships, and see themes and generalizations. As these capacities deepen, students develop **ironic understanding**. They know language can be used in subtle ways and consider multiple and sometimes conflicting perspectives..

## Conclusion

The principles of imaginative education suggest that to design engaging learning, we need to be aware of the cognitive tools students have developed and design learning experience that take advantage of them. Drs. Egan and Judson outlined work with *Ecological Education* and *Whole School Projects* as further examples of projects that carefully consider these principles. Details of these and other research projects featured by the Imaginative Education Research Group can be found on their web site, <http://iereg.net>.

LEARN

TEACH

LEAD

# First Things First for the 21<sup>st</sup> Century – Dr. Mike Schmoker

Manitoba ASCD, May 9, 2013

*Notes by Phyllis Geddert*

Dr. Mike Schmoker encourages Manitoba teachers and administrators to reflect on five insights about what is most important in 21<sup>st</sup> century education. These insights can guide a school team's journey through a wide variety of 21<sup>st</sup> century initiatives:

**Know your “first things”** and ceaselessly and repeatedly clarify, practice and master these things

**Keep the focus on effective instruction** relative to your “first things” - in every school - every year - every day. Ask essential questions. What is the impact of this lesson on learning? What checking for understanding strategies (formative assessment) and engagement strategies will I use?

**Develop common and high expectations for literacy and critical thinking in all curricula.** Within authentic literacy contexts students draw inferences and conclusions, analyze various source documents and strategies, solve complex problems that have no obvious answer, and support arguments with evidence. To support critical thinking, use a “Read, Talk with a Purpose, Write” strategy in all subject areas.

**Collaboratively monitor instruction and guaranteed curriculum (what gets taught).** Students build their knowledge and critical thinking through curricula that use content-rich nonfiction and informational texts. A “reading, talking with a purpose, and writing” strategy should support knowledge development and thinking across curricula. Schmoker encourages teams to conduct quarterly team reviews on how they are doing with the “first things”, participate in moderated or shared assessments to look at strengths and weaknesses. He suggests sharing conversations relative to one or two walk-throughs per month.

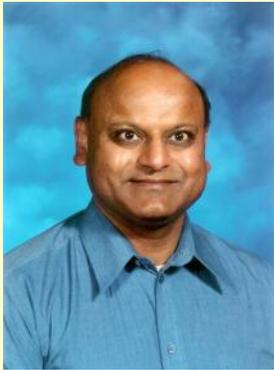
**Achieve small step successes early in the process and share these.**

Dr. Schmoker's challenge to Manitoba educators is to teach for authentic literacy – real reading and writing for real purposes – versus teaching through activities such as worksheets. Our students, he argues, need advanced levels of literacy. According to Dr. Schmoker's summation of research, a focus on authentic literacy means paying attention to the three most effective things:

- a common, content-rich curriculum - building knowledge and critical thinking through content-rich nonfiction and informational texts
- checking for students' understanding
- 90 to 120 minutes of purposeful reading and writing per day

Dr. Schmoker suggests that good data teams use data to support each student's understanding and monitor each student's progress relative to a cross-grade, cross-curricula focus – at all levels, provincial, divisional, school, classroom, and individual.

Following Dr. Schmoker's presentation, school and divisional teams discussed several essential questions and considered ways to enrich their literacy approaches. They shared in rigorous reflection and dialogue about learning and teaching with a particular focus on a Manitoba Education priority – literacy success for all students. Feedback responses from participants revealed commitments to increase writing opportunities for students, walk-throughs, focused learning goals, checking for understanding, focused reading of texts, effective lesson plans, and support for the school literacy team. Thank you to all participants for these important commitments to students' literacy success.



**Jayesh Maniar**

**President's Message:**

A few weeks ago, our provincial government released a status report on Manitoba children. Of many good news items, it stated that our high school graduation rates are increasing and our children are making huge gains because they see relevance in their education. This can be directly attributable to the influence you have on your students. I am very proud to be sharing this profession with so many dedicated and caring educators. I am humbled and I thank you.

The report also found that Manitoba's population of school age children is increasing. I am reluctant to give you credit for this.

Teachers often comment on challenges of finding time and resources in preparing students for 21<sup>st</sup> century demands of post-secondary education, careers, and citizenship. Perhaps even for careers that do not yet exist. As you plan for next year, please keep in mind that the 21<sup>st</sup> century has already started – but even more important is the fact that we are already 13% into this century. We cannot wait to prepare our children for this century. This is a pretty enabling fact.

It has been my pleasure and privilege to serve as the President of Manitoba ASCD. I had a host of phenomenal people supporting me – as members of our Executive, as Board of Directors, and as members of Manitoba ASCD Committees. It is with their vision and hard work that Manitoba ASCD is such a leader for educators for the Province of Manitoba. To this highly dedicated group of volunteers, I salute you. Thank you for your contributions to Manitoba ASCD and the growth of our educational community.

Be well.  
 Jayesh Maniar  
 President, Manitoba ASCD

**Thank you to the 2012 - 2013 Manitoba ASCD Manitoba Board and committee members for your dedication and service.**

**Introducing our new 2013 - 2014 Board**

<i>Past President/Executive Director, Jayesh Maniar, Winnipeg School Division</i>
<i>President, Brad Burns, Pembina Trails School Division</i>
<i>President-Elect, Brenda Augusta, River-East Transcona School Division</i>
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