



Program Matters

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PROGRAM MATTERS

**Assistant Director of Education
(Programs)
Henry Windeler**

“If you want small changes, work on your behavior; if you want quantum leap changes, work on your paradigms.”

Stephen R. Covey



The paradigm shift that we are presently experiencing the move to becoming Professional Learning Communities (PLC). Concepts such as collaborative planning, grade level meetings and common assessments are not new, but these are the foundations of a true PLC school. The identifying characteristic of a PLC school is whether you can answer the following two questions:

What do you do with the students who have not learned?

What do you do with the students who have learned?

To have a significant impact on increasing learning for those who have not learned requires:

Analysis of test data to identify areas of weakness.
Focused and timely intervention on the areas of weakness.

Commitments of resources are personnel to those who need it.

Accepting that all children can and must learn.

The second paradigm shift deals with the impact of technology on how we teach assess and receive ongoing professional development.

Today's children are natives to technology and sees it as part of their everyday lives. If we are to develop optimal learning situations we need to change how we expect our students to learn. This will be a challenge for us, as most of us are technology immigrants.

The barriers of geography and budgetary restraints will be further lessened as we utilize technology in our professional development. Though not the “be all and end all”, its use will increase sustainable, ongoing contact and reduce the one shot professional development sessions.

Overall, this year has been a successful one, if I use the standards of PLC and technology to measure success.

We are not yet in the place we want to be, but we are further ahead than we thought we would be. To those who have embraced these changes, thank you.

Remember: The only constant in a time of change, is change itself.

“Becoming Professional Learning Communities”

Doug Abbass
Senior Education Officer

Schools with the Labrador School District are working through their first year of becoming Professional Learning Communities (PLC) schools. In becoming true PLC schools, the process could take three years or more.

The main component of PLC schools would be the setting up of collaboration time for teachers, identifying essential outcomes and developing common assessments.

During the Principals’ Conference early March, fifteen district schools had the opportunity to share their progress in becoming Professional Learning Communities. It was evident through the sharing of information that schools are experiencing successes and challenges. Some schools are further along than others, but all schools are progressing in the right direction.

There is still an education piece where teachers, students and parents must develop a true understanding of Professional Learning Communities.

During our Principals’ Conference in March, Lester Simmons, Principal of Menihek High School, Gary Barrett, Principal of Mealy Mountain Collegiate and I had the opportunity to share an experience we had in February. On February 24-25, we had the opportunity to visit Bernice MacNaughton High School in Moncton, New Brunswick. This is a Grade 9-12 school with over 900 students. MacNaughton High School is presently completing their fourth year as a PLC school. They have met with such success that Richard and Rebecca Dufour (the Gurus of Professional Learning Communities) have highlighted MacNaughton High school in their last book, *“Raising the Bar Closing the Gap”*.

Becoming a successful PLC school wasn’t easy. It took time, patience, energy, but most of all staff cooperation. Some strategies MacNaughton High school developed for success were:

- Teachers worked together to develop essential outcome binders (clarifying what students had to know in each course).
- Professional Learning Community teams developed five formative assessments for each summative assessment.
- The school added extra Math and Language classes each day for students who failed to demonstrate proficiency in each subject.
- The school created a daily 30-minute direct learning period. During this time provided, the students were given an opportunity to receive extra help, study for tests, complete homework, etc.
- The school developed a reading tutorial course which trained twelfth-grade honour students to provide support for struggling Grade 9 students.

Note the above list of strategies are just some of the ones created. These strategies have permitted the school to cut their failure rates from 11% to 2%. For example, the failure rate of the tenth grade Science class, which hovered between 30-40% for years, plummeted to 3% in 2008. The number of students requiring summer school was also cut in half. Perhaps the most impressive statistic of all is where one of every one hundred New Brunswick students achieve the highest level on the provincial exams, whereas it is one of every four students earning this distinction at MacNaughton High School.

The Big Question is:

Will the Labrador School Board be able to talk about their improved academic success in a few years? If we commit to the philosophy of Professional Learning Communities and utilize the recommended strategies, there will be no reason why we can’t.

Ruby Best English Language Arts (7-12)

Hoorah for Drama!

Regional High School Drama Festival

On March 2, the 2010 Regional High School Drama Festival wrapped up with the presentation of awards.

Menihek Drama's excellent (abridged) production of Peter Shaffer's "Black Comedy", directed by Darrel Brenton, won the right to represent our region at the Provincial Theatre Festival in early May.

Jane Dingle, our adjudicator, awarded the top four acting awards to *Menihek Drama*. The recipients were: **Jordan Pynn**, Best Actor; **Alanah Whiteway**, Best Actress; **Joshua Morris**, Best Supporting Actor, and **Janelle Power**, Best Supporting Actress. The Best Supporting Actress Award was shared with **Lorraine Matthews** of the Ike Riche Players. *Menihek* also took home an award for Outstanding Set Design.

Honorable Mentions for Acting went to **Jonathan Connell**, (MMC), **Paul Mitchell**, (JCEM, Makkovik), **Tom Niles** (MMC), **Brandon Pardy** (JCEM), and **Arin Blizzard** (MMC). Ms. Dingle also awarded **Brittany Cormier** (QPMS, HV-GB) and **Mark Andersen** (JHMS, Nain) with Newcomers to Acting awards.

Last year's winners, *The Ike Riche Players* (MMC), performing "Ro-Emo and Juliet", a play written by teacher-director Brent Sharpe, took home several troupe awards: Outstanding Ensemble Performance, Outstanding Costumes/Make-Up, and Outstanding Lighting Design.

The youngest group at the festival, *Queen of Peace Drama*, under the direction of John Hicks, won the award for Outstanding Sound. This energetic up-and-coming group of Grade 7 actors entertained the audience with "Ha Ha House" by Vern Harden.

The Pastime Players of JCEM, Makkovik, directed by Tara Kennedy, stole the hearts of the audience with the performance of their original script "Little Kid on the Corner". They earned the much-coveted **People's Choice Award** this year, and along with the two Honorable Mentions for Acting, their other honors included the award for Outstanding Music (**Paul Mitchell's** composition) and Outstanding Writing. Well done, *Pastime Players*!

Much gratitude is due the **Teachers** who give of their time, their expertise, and their infinite patience to see that our students are afforded the many rewards of performing live at such venues as the Regional High School Drama Festival. A special thank you this year to teacher-directors **Darrel Brenton, John Hicks, Tara Kennedy, Jenn Michelau** (JHMS), **Brent Sharpe**, and **Nick Vinnedge** (JHMS).

Cross-Curricular Drama

Aside from the obvious value in the "end product" of a performance, I believe that classroom teachers should consider the powerful learning tool that drama offers across the curriculum.

Role Play can be as effectively used in the Social Studies curriculum as in the English classroom.

In career-oriented courses, role play allows students opportunities to explore, practise, and develop the communication and problem-solving skills that they will need in the workplace. Second Language teachers recognize interactive role play as a necessary tool in teaching students to use acquired vocabulary in a variety of real-life scenarios.

Participation in *non-threatening* dramatic classroom activity develops oral presentation skills and builds self-esteem. Story-telling is brought to a higher level through dramatic presentation. A shy student feels included, and her confidence flourishes through participation in whole-class drama activities.

Participation in dramatic activity should not be limited to the members of a school's drama troupe. The camaraderie, the venue for artistic expression, and the resulting boost in self confidence that comes from ongoing involvement in classroom drama should, I believe, be available to students across the curriculum.

Phonemic Awareness Instruction within a Balanced Literacy Framework

Catherine Gallop

As reading teachers, we are often asked for the quick solution to improve reading achievement; a question that is impossible to answer. Those who understand language and reading development realize the complexity of the process of learning to read. What researchers have discovered is the skills of *phonemic awareness, phonics, fluency, vocabulary, and text comprehension*, are necessary in order to become a

successful reader. Each element requires direct and explicit teaching, and must occur within a reading program. The Remediation Plus Program, Early language Curriculum, is based on the premise that phonemic awareness can be directly taught to young children, *“The comprehension instruction and decoding instruction are separate from each other: both types of instruction should occur... In other words, comprehension and decoding instruction should be balanced”* (Remediation plus Systems for prevention and remediation).

What is phonemic awareness instruction? Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before a child learns to read, they must understand that words are made up of speech sounds or phonemes. Children who have phonemic awareness skills will have easier time learning to read and spell than children who do not.

A common misunderstanding is that phonemic awareness and phonics are the same. Phonemic awareness is the understanding that the sounds of spoken language work together to make words; phonics is the understanding that there is a predictable relationship between letters that represent those sounds in written language, If children are to benefit from phonics instruction, they need phonemic awareness.

Children who are instructed in phonemic awareness skills improve in their ability to read words. In order for children to understand what they read, it is necessary they are able to read words rapidly and accurately. Rapid and Accurate word reading frees children to focus their attention on the meaning of what they read. Therefore phonemic awareness can aid in the improvement of reading comprehension. Children who have phonemic awareness understand that sounds and letters are related in predictable ways, and are able to relate the sounds to letters as they spell words. Therefore teaching phonemic awareness, particularly how to segment words into phonemes helps children learn to spell.

Remediation Plus Early Curriculum Program teaches sounds along with the letters of the alphabet. This is important because it helps children see how phonemic awareness relates to their reading and writing, In other words, learning to blend phonemes with letters helps children read words; learning to segment sounds with letters helps them spell words. Currently kindergarten teachers should incorporate Remediation Plus lessons within the framework of their language arts program. Special education teacher’s s in primary grades are using the program as part of their pr-requisite courses to develop word reading strategies.

For more information please contact myself (cgallop@lsb.ca) or Wendy Marsh (wmarsh@lsb.ca)

Providing Differentiated Reading Instruction

Any primary teacher would describe her class as a group of students spread over a range of developmental levels. In a typical classroom ability levels may span three to four reading levels. Some children require basic instruction in decoding words: others may have these skills but lack the vocabulary background, fluency, and comprehension strategies to understand what they are reading. Differentiated reading instruction through guided reading is an effective way to ensure children’s needs are being met within the classroom setting.

Guided reading is an instructional approach that allows the teacher to work with a small group of students with similar instructional needs. The teacher chooses texts which are easy enough for the students to read fluently, but also provide opportunity for problem solving strategies to occur. Simply stated the chosen text is easy to read with teacher support, (the student is able to read at 90% accuracy). Guided reading allows the students the chance to apply previously taught strategies to new text.

Many primary teachers are becoming familiar with the **Reading A-Z Program**. Reading A-Z provides teachers with an abundance of levelled readers. The website allows books to be projected on a white board, offers teaching strategies and many valuable teaching resources. Free on line trails are available on the website at ReadingA-Z.com. It is really worth checking out. If you have any questions regarding how to use this program within your guided reading lesson, contact me at If you have any questions regarding how to use this program within your guided reading lesson, contact me at cgallop@lsb.ca.

The procedure for Guided Reading

- **The teacher works with a small group of students with similar needs.**
- **The teacher provides introductions to the text that support children’s later attempts at problem solving.**
- **Each student reads the whole text or a unified part of the text.**

- **Readers figure out new words while reading for meaning.**
- **The teacher prompts, encourages, and confirms students' attempts at problem solving.**
- **The teacher and student engage in meaningful conversations about what they are reading.**
- **The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.**

Student Support Services (Faron Sheppard) Revised Public Exams Adaptations/Accommodations Policy (PEAA)

The Public Exams Adaptation/Accommodation (PEAA) Policy outlines the parameters for reasonable accommodation during public examinations for students with identified exceptionalities. The PEAA Policy lists the most common adaptations and accommodations used by students with identified exceptionalities during public examinations. In special circumstances, other forms of assistance may be necessary to accommodate the particular needs of the student. The Manager of High School Certification at the Department of Education in consultation with the Program Specialist for Student Support Services will determine the uses of other types of assistance on an individual basis.

The adaptations/accommodations provided to students must be consistent with the student's Individual Education Plan (IEP) and/or Pathway 2 Record of Accommodations/Adaptations and the PEAA policy. Adaptations/accommodations which are meant to give students a fair opportunity to

demonstrate achievement under appropriate conditions include but are not limited to:

- extra time
- dictation of response
- reading of exam with clarification of Instructions
- transcribing
- large print braille
- sign language
- alternate setting within the school
- use of word processing software with spell check and grammar check
- use of voice and text recognition software
- use of other forms of technology

Further, the adaptations/accommodations requested must be consistent with the student's Comprehensive Assessment Report and have been previously used efficaciously by the student.

Specific guidelines for adaptations/accommodations for public examinations are as follows:

Extra time - up to a maximum of 5 hours and in some cases scheduled, supervised breaks.

1. Dictation of responses - Voice Recognition and Audio Recording may include digital recording, cassette tape, and speech recognition software.

If these accommodations are not available, a scribe will be assigned.

- Reading the exam - in cases where the comprehensive assessment report verifies the need.
- Clarification of Instruction - The wording of exam questions may be clarified as long as exam terms are not defined for the student thereby compromising the exam integrity.

- Transcribing - the student writes his or her response to an exam item, the teacher reads back to student, the student tells teacher of any required changes and the teacher then writes the changes.
- Use of Word Processing Software - computers are supplied by the school - students are not permitted to use his/her own personal computer. Spell check and grammar check, consistent with the students IEP and/or Pathway 2 accommodations are permitted in the exams.

Requests for adaptations/accommodations are to be made on the appropriate form by March 31st for June. The forms must be signed by the parent, student and principal and forwarded to the Program Specialist for Student Support Services, who determines if the application is approved, not approved, or if consultation with the Manager of High School Certification is required. All approved forms are forwarded to the Department of Education.

The new policy can be viewed on the Department Website under Student Support Services at:

<http://www.ed.gov.nl.ca/edu/k12/studentssupportservices/publications/accommodationpolicy.pdf>

Inuit Programs and Lifeskills

Sarah Townley

Program Specialist



Germaine Onalik - third place, Mary Andersen - first place and Alicia Dicker - 2nd place

Our 7th Annual Inuktitut speak-off was held in Nain on February 23, 2010.

Schedule - Mr. Karrie Obed was our M.C welcomed everyone

All stood for the Nunatsiavut anthem and the entry of speakers and teachers, and an opening prayer was recited by Brianna Brown and Chaim Anders



Participants

Christine Nochasak teacher at JCEM, Joan Dicker teacher at JHMS, Alicia Dicker, Georgia Abel, Mary Andersen, Germaine Onalik, Destiny Flowers, Ellen Adams teacher at NLA, Chelsea ShiwaK, Paul Andersen, Ama Fox and Sabina Pijogge teachers at ACMS.

The JHMS brass band as well as the Nain Community Brass Band played. Guest speakers included Angajuk-Kâk Sarah Erickson and Fran Williams. Thanks to all who attended, it was a great night for all!!

Other news;

Math Sense Two – translated and ready for distribution. We have little books produced by Ellen Adams. Thank you, Ellen, it is a welcomed addition for use for our students on the coast.

New Inuk Books

Animal Flash cards Omajuit

Colour Flash cards

Workbook 1 – Ilustset – Grades K-5

Workbook 2 – Silak – Grades K – 5

Workbook 3 – Kapsilikâ – Grade K-5

Math Makes Sense Grade 2

Have fun, Play Safe – Inuit Tapiriit Kanatami

The order forms for Book Order: DEADLINE APRIL 1st, 2010

Lifeskills

A Lifeskills inservice was held in Makkovik. (making jackets).



Finished product – Real nice!!

Our Instructor was Jessie Lane. BIG THANK YOU!! The next Inservice will be held in Rigolet, we are still hoping to make snowshoes.

Differentiated Instruction in the French as a Second Language Classroom...Part 2

Ramona Noseworthy

Much trepidation still exists regarding the idea of differentiated instruction in our classrooms, and the second language classroom is no exception.

One way of addressing this trepidation is to look at what it is NOT:

- Practising Differentiated Instruction does NOT mean that every activity for 100% of your school day is differentiated. At one very successful school which practises DI in this province, teachers aim for D.I. strategies or activities for 12% of the school day.
- D.I. is NOT a teacher-centered approach. To the contrary, in a classroom where D.I. is practised, students take responsibility in large part for their own learning, often required to choose among several activities and make a commitment to complete them by a certain time.

- Differentiated Instruction does NOT mean an individualized task for each student. Rather, D.I. encourages flexible grouping along a number of different learning factors, paired with simultaneous activities.

In order for Differentiated Instruction to be a successful approach in a classroom, a positive approach and open communication must exist between the teacher and students. Students as well as the teacher must be clear on the WHAT, HOW and WHY of this classroom approach to learning.

Learning can be differentiated along three components of learning, as can the reasons to differentiate:

Differentiate What?		
Content	The input of the unit	Information students learn, obtain or access
Process	How learners make sense of the content	Activities that cultivate students' comprehension of content
Product	How learners demonstrate what they've learned	End products that show what the students have learned

Differentiate Why?		
Readiness	Students don't all learn/progress at the same rate	Tasks that match students' skills and levels of understanding
Interests	Learners, like teachers, have different interests	Tasks that match students' delights and passions and foster curiosity
Learning Profiles	Students vary in how they best learn and interact with knowledge	Tasks that support students' preferred style or way of learning

In the French as a Second Language classroom, many teachers group students as a regular practice. However, if not carefully designed and monitored, such group activities can be so routine as to become purposeless.

Consider the following Choice Board. Activities have been designed and presented as to cover essential outcomes and to appeal to students' learning styles and interests. The student becomes the director of his or her own learning, since they are accountable to the teacher and themselves to complete the chosen tasks by the chosen date. Students sign a learning contract which indicates the responsibilities that they are assuming.

A. P. Low Primary, home of the I CARE cat!



The I CARE cat helps us to make good choices!

Tic-Tac-Toe Choice Board		
1 Verb Practice Exercises 2 & 3 in the workbook.	2 Question Practice Develop a survey to get information about number of brothers, sisters, etc. Ask 5 classmates.	3 Vocabulary Practice Family tree activity, page 59 in book.
4 Question Practice Create 10 questions you might ask someone order to get details about her/his family.	5 Vocabulary Practice Design a crossword puzzle using the family and quantity vocabulary.	6 Verb Practice Design a quiz using the verbs in this unit.
7 Vocabulary Practice Watch the family video clip and do comprehension exercises 5 & 6.	8 Verb Practice Draw a picture to represent each one of the new verbs.	9 Verb Practice Create a song that will help you remember the question words.
Choose 3 boxes to form a tic-tac-toe. Choose skill activities that will help you practice these new concepts. The boxes I chose are # _____, # _____, # _____ Signature _____ Class _____ Period _____		

By requiring students to choose three tasks, the teacher is sure that content and outcomes are covered and that each student must demonstrate understanding through a variety of skills. Student motivation is higher and students realize that the amount of effort demonstrated will have a direct impact on their achievement.

Entrance and Exit cards are a very quick way to assess students pre-existing knowledge and what they have learned from a class. This can be a differentiated instruction activity since students can express their knowledge in a variety of different ways-written, pictorially, etc. Upon entering or exiting a classroom, each student would be given a card upon which to answer the question: “tell me the most interesting thing you know about...” or “what was the most important thing you learned about ...in today’s class.”

This gives a quick assessment of what students already know about an upcoming topic or if they have well grasped a certain concept discussed that day.

Anchor activities can be an enrichment activity as well as a differentiated instruction activity. Providing folders of activity for students to complete after they have finished their work early is not a new idea. Struggling students, too, however, could benefit from additional, less serious, activities to reinforce concepts. By grouping children according to learning styles, interest or readiness, folders of different types or tiers of understanding would be prepared for each group. For the struggling child who never finishes his or her work early, a period of 15-20 minutes every few days would provide every student a change to work on these activities.

Another D.I. example which could work well in either Core French or Immersion could be based on the following:



Choose one R.A.F.T. (=Role, audience, format, topic) assignment. Pick up task sheet from the teacher in order to complete this writing performance. Use the Internet and other texts to research information you need to make your work authentic.			
ROLE	AUDIENCE	FORMAT	TOPIC
Customer	Hotel employee	Letter	Make a reservation for several nights. Include all details.
Hotel employee	Customer	Reply letter	Confirm reservation details. Include changes.
Customer	Hotel manager	Complaint	Demand compensation for problems and poor service.
Parisian real estate agency	Prospective renters	Real estate ad	Describe details of the apartments available for rent.
Students who want to study abroad	Study abroad organization	Application form for the program	Apply for a rigorous study abroad program.
Students who stayed with a family	Family members	Thank you note	Thank the family for the home stay and tell them about your return trip.

Additionally, I have found that teachers can easily get overwhelmed with the number of new initiatives being introduced, seemingly all at the same time, for example, inclusion, differentiated instruction and Professional Learning Communities. Repeated, consistent and effective communication of the link among all three is essential, as is ensuring that staffs have a solid understanding of the WHAT and the WHY before delving further into the HOW. Staffs need to refer back to the WHY of P.L.C.s (achievement and success for all students through interventions which address weaknesses or build on strengths) while struggling with the WHAT of inclusion (meeting the children's needs as much as possible within their own peer group) and the HOW of differentiated instruction (varying strategies and activities which feed into students' strengths and needs to ensure learning success). Introducing too much too soon runs the risk of producing negativity and stress, and may sabotage the implementation of new initiatives before they really get off the ground.

When considering using Differentiated Instruction strategies with your students, I would recommend planning and implementing ONE activity in a given week. Afterwards reflect on it, and tweak it a bit for another concept. Don't forget the other valuable members of your P.L.C. team—other grade level teachers, resource/special education teachers, program specialists and your administration. By taking advantage of the expertise and support of others, you will find that success comes more easily than you expected and your students will have a valuable learning experience.

References:

Thiesen, T. Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of all Learners. **The Communiqué**. Languages Other Than English Center for Educator Development. Issue 6.

Tomlinson, C.A. (2005). How to Differentiate Instruction in Mixed-ability Classrooms (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.

Bridging the gap?

Theresa Gale

The grade 6 Immersion students received a warm welcome from the students and staff of A. P. Low when they arrived to perform their plays on Dec. 16th and 18th.

The grade 6 students, while completing their unit on "contes", wrote the dialogue for the plays, memorized their lines and put together the props for the various plays. Grades Kindergarten to three were treated to performances of "Les trois petits cochons", "The Wizard of OZ", and "le Petit Chaperon Rouge" to name a few. The grade 6 Immersion teachers and students would like to thank A. P. Low for their hospitality and generous applause.



Social Studies/ School Development

Andrew Battcock

Another edition of Program Matters, and it's hard to believe there's only 3 months left in the school year. "Time flies when you're having fun"....that must be the reason why.

School Development

The School Development journey continues to move forward, and with the focus of schools as professional learning communities, the look through the school development lenses just got clearer. Schools as Professional Learning Communities incorporate the entire school development plan whether the goal be an academic or a cultural one. When working in collaboration with colleges and staff, the developmental plan is a whole school responsibility requiring all stakeholders to assume responsibility and ownership. As a result staffs are now seeing the need to collaborate on curriculum issues as well as leadership, organizational, cultural, management and so on.

At the recent administration conference principals gave an overview of how things were unfolding in their schools. All schools have embraced the PLC/School Development link with some moving a little faster than others. By the end of the school year all schools will be well versed with both complimenting each other. School development plans have been very effective and beneficial this year with schools implementing effective realistic strategies and keeping the plan forefront at any and all meetings.

A number of external reviews were scheduled since Christmas but had to be postponed as a result of our unusual early spring weather. Coastal travel was limited and we will make up for the missed externals this fall.



Lester Presents



Admins @ work



Sandra Presents



Tom on "Time"

Social Studies

The social studies, curriculum has seen little change except for the implementation of the Newfoundland Studies 2205 high school course. The course has been introduced to 4 of our high schools and seems to be getting positive reviews from both teachers and students. The course itself is a very practical, hands on one providing many activities and unique approaches for the students to enjoy.



An intermediate workshop is scheduled for the fall with Darryl Fillier from the department participating and offering some insight into the junior high curriculum. Dates will be posted when the agenda is confirmed.

Curriculum change at the primary level is expected in the next school year when the fine tuning of new implementations is complete.

Schools are now preparing their grade 8 students for the Regional Heritage Fair which will take place May 4th and 5th in Goose Bay. The fair is a showcase of the student's project assignment based on a provincial theme or their own choice relating to provincial culture. This year's theme is "Digging for Our Stones". Cupid's celebrating the 400th anniversary as the birthplace of English Canada, marking the start of what Canada has become today. All schools in the district are encouraged to participate and include the project as part of their grade 8 evaluation scheme.

First Aid



The first aid initiative continues to move forward in the district. Our schools are well ahead of the guideline standards with staff members from each school reviewing certification yearly. A few sessions are scheduled for the spring and schools will be notified.

Science News:

Desmond Sellars

Elementary – The Department of Education is placing a renewed focus on science literacy at the elementary level. During the first week of March, districts were invited to send representative teachers to a grades 4-6 conference at St. John's. The conference exposed teachers to best practices and unit curriculum support. Documentation relating to this conference will be provided by the department and upon receipt, it will be posted to our elementary science conference bulletin board.

Intermediate – Teachers are reminded of this year's district exams affecting grades 7 & 8.

The grade 7 exam will be similar in format to that of last year and will consist of 50 selected response items, an investigative skills section and an STSE section. Only term II work relating to Units Mixtures and Earth's Crust will comprise the short response section.

Also, like last year, the district will be working with grade 8 teachers to provide a common assessment consisting of 50 selected response items. The expectation is that teachers will use this in conjunction with their own constructed response developed assessment as part of the June summative process. Dates for the Grades 7 & 8 assessments will be announced.

There will be no provincial assessment in grade 9 science this year.

Reminders – Grades 7-8 teachers are reminded to continue to provide feedback to the department (craigwhite@gov.nl.ca) as to course expectations. If you feel these courses are too content heavy or otherwise not conducive to your context despite your best efforts, please put your thoughts in writing. The department will bring closure to teacher feedback this year. Revisions are continuing to be made including outcomes deleted based on teacher feedback and attempts to better realign these programs

Please make suggestions for change while you still can. Relating to same, changes made are found on the provincial curriculum website and tagged “revised” with associated units. Keep abreast of changes especially for the upcoming academic year starting September 2010.

High School:

Sc 1206 - Just a reminder that beginning September 2010 instruction relating to Science 1206 will follow

the template developed last November by a committee of teachers. Teachers will find that under the new approach the redundancies in the life science unit have been removed, extra time have been allocated for the chemistry and physics units with some peering down of weather outcomes.

Academic course changes for the senior high are to begin as the 10 year cycle of implementation has past. The latest word is that provincially Sc 1206 will see revisions first followed by the other core areas. Committee work relating to same should begin next year.

The Labrador School Board has sponsored the Bridge Building Competition for the past 3 years. Normally this is an intermediate level competition. However, it has since expanded to the high school level beginning this year. Teachers are reminded that this is a good opportunity for certain segments of the high school student population and students can win up to \$1000 (first place). Please do your part to encourage talents in this area.



Health and
Wellness
Itinerant
Mervin Parsons



MARCH IS NUTRITION MONTH

Lately, we can easily see the transition of a new season all around us. As you walk around you can see a hint of grass, plants, and roads becoming more evident with each passing day. Thus, this year's slogan for Nutrition month seems quite fitting now that new growing season is soon upon us.

Celebrate food...from field to table” invites us to celebrate food right from where it's grown and harvested, all the way to delicious and healthy food on our tables. For this reason, I would like to share some ideas to help get you started:

Showcase local food either in the classroom or in cafeterias.

- Invite local farmers to your school to find out which food can grow in the local area; How these products are grown/ raised? Or what it takes to keep the soil sustainable and healthy?
- Use traditional and local foods to design your very own cookbook.
- Host a classroom/school event and prepare snacks/food using local ingredients.
- Compare the cost of fresh produce to frozen or canned
- Visit livinghealthschools.com and the 'Living Healthy Folder' of *First Class* for healthy eating tips/resources (also physical activity, and staying smoke free).
- Make dieticians.ca/eatwell your 'go to' source for trusted nutrition information and for healthy eating ideas. Here, you will find fact sheets, games, activities, menu builders, and much more to share with any age group.

Olympic Living Healthy Commotions

On February 26, schools from across the province participated in Newfoundland and Labrador Day of the Vancouver 2010 Olympics by hosting Olympic Living Healthy Commotions. For this occasion, schools participated in mock Torch relays, elaborate Olympic opening/closing ceremonies, snow sculptures of mascots/inukshuks, as well as sports such as sledge hockey, native games, and sled races for their 'home teams' focusing on the values and pillars of the Olympic and Paralympics games. While many schools participated, only 4 were chosen from all across the province to showcase their festivities on national television. Congratulations to Amos Comenius Memorial School in Hopedale for winning this prestigious honor and for making your school community proud. Also, I would like to congratulate all other participating schools for dedicating much time and effort to this worthwhile cause and for making this such a successful event. Your students had an exciting, memorable experience that will guide them on their way to a healthier, happier lifestyle that they can enjoy for many years to come.

LABRADOR EAST PARTICIPATION NATION LIVING HEALTHY JAMBOREE

A Special Thank you to all the Physical Education Teachers and Sponsors of the Lake Melville Area who helped organize and facilitate the Participation Nation Jamboree this year. It is through positive endeavors such as this that students gain their full potential as they explore their many varying talents and abilities. Once again, I would like to congratulate you all on a job well done.

UPCOMING EVENTS

Labrador West Participation Nation Living Healthy Jamboree: April 14

Physical and Health Education Canada Recognition Awards Program (PHE RAP): May 15



Ongoing Assessment in the Differentiated Classroom

Sacha Fraser

Itinerant for Inclusive Education

According to Carol Ann Tomlinson ongoing assessment is considered one of the four "nonnegotiables" of a differentiated classroom. Using various informal and formal strategies, teachers continuously gauge where students are and where it is they need to go. Sometimes, creating formal assessments can be time-consuming. Teachers need quick and easy ways to determine student progress and how to effectively adjust their teaching. Here are a few examples of low-prep/high impact assessment strategies that can be used during and after learning (Gregory, 2007):



Donut

1. Draw a donut shape.
2. Inside the donut write, "I know" and tell what you know.
3. Outside the donut write, "I am learning" and tell what you are learning.
4. Ask students to share what they know about the topic. Write their responses on the donut.



Reaching for the Top

1. Tell the students to extend one arm straight up in the air.
2. Instruct students to move the opposite hand up that arm as if it were a gauge marked with a 2-4-6-8 scale. Number 2 is at the shoulder, numbers 4 and 6 moving up the arm, and number 8 is at the fingers pointing

2. to the ceiling. This makes a learning cheer celebration.
3. As the students position their hands against their upraised arms, do a quick scan of the class to check for understanding.
6. When all groups have visited all the charts, take time to review. At the chart they visit last, ask the group to consolidate the information and report it to the whole group.



Wraparounds

1. Participants form a circle.
2. Each person takes a turn telling...
 - A. Something the student will use from the information or activities learned today
 - B. Something the student will remember from today
 - C. A significant AHA! From this session
 - D. I have learned _____
 - E. I hope to learn _____



Rotation Reflection

1. Post charts around the room with a related topic written on each sheet.
2. Assign small groups to each location. Encourage groups to share ideas and views on the topic written on the chart.
3. Have a recorder fill in the chart with the great ideas generated.
4. Give a signal for the groups to stop talking. Ask the groups to move to the next chart and respond to the topic.
5. Groups continue around the room, visiting each chart in turn and adding ideas.

SMART Teaching: Technology Integration in Any Language!

Roxann O'Quinn

It is almost cliché to say that we are living in an increasingly digital world. Today's 'tech minded' students use DVDs for watching movies and MP3 files for downloading and listening to music, books, and other audio programming. They surf the Internet to read blogs, do research, or play videogames against on-line opponents from other countries. Their virtual world requires teachers to make learning far more dynamic, connected, and real than ever before. The role of the teacher has evolved from an instructor providing information by standing in front of a group of students to a facilitator striving to meet the curriculum outcomes through exploration and diverse learning experiences and activities. In this regard, technology should be considered as a valuable tool capable of facilitating this process.

Technology has always been used as an instructional aid in French language classrooms – use of printed books, overhead projectors, televisions, radios, record players, and movie screens has always been encouraged. Research demonstrates the effectiveness of, and the call for, the integration of a variety of technology components into the language classroom. Different media formats not only motivate students but also make them feel more secure in the language-learning environment and provide new opportunities for success in the target language.

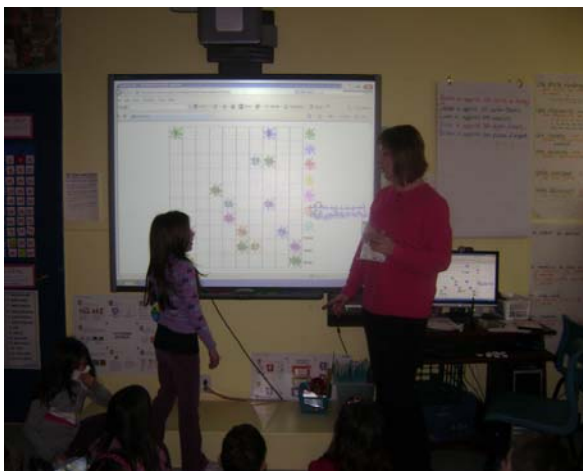
Interactive Whiteboards in the classroom are one of the leading trends in education. Currently, many of our classrooms are equipped with SMART Board technology.

These interactive whiteboards, produced by a company called *SMART Technologies*, are an effective way to interact with digital content and multimedia in a classroom setting. The aim is to make the language learning more authentic and 'real' for the students.

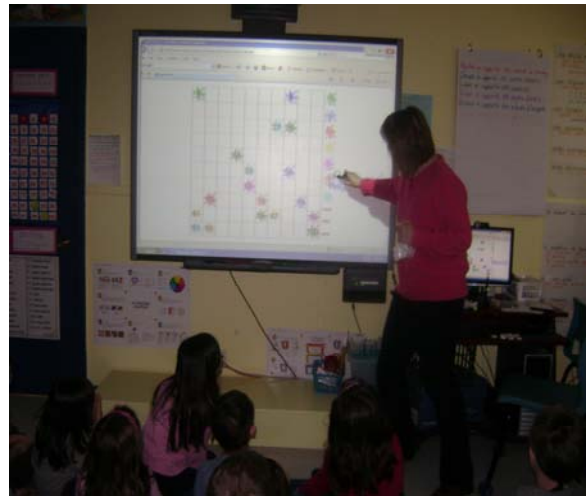
In primarily English school environments, development of the oral language component of the core French and French immersion classrooms requires a

concerted effort to make the language experiences inside the classroom as authentic as possible. In this regard, any website or software a student can use for language development at an individual computer terminal can be used on a Smartboard with a much greater impact on their motivation, stimulation and development. Numerous examples are seen throughout the grade levels. Students respond positively to interacting with 'la famille Addams' in their elementary core French class on a Smartboard. Students are more engaged in the learning process as they work through math patterning and number activities using the Smartboard in their primary French immersion classes. Analyzing the *cartes politiques* in the *Histoire Mondiale* class is more stimulating for the students on the Smartboard. The main objective is to stimulate a joy of learning in our classrooms and promote academic achievement using all the tools available to us as educational professionals. The possibilities of the Smartboard applications in our classrooms, including our second language settings, are limited only by our imagination...

"Just as pencils do not replace crayons but rather provide additional means of expression... computers, or cameras or any other form of technology, do not replace other tools but add to the array of tools available to children to explore, create and communicate (Van Scoter, Ellis, Railsback, 2001, p.25)."



**Mme Watts, Deuxième année,
Peacock Primary School**



References

Van Scoter, J., Ellis, D., & Railsback, J. (2001). Technology in early education: Finding the balance. Northwest Regional Educational Laboratory, June 2001.

Magical Math Moments!! **Sarah LaCosta, NST K-6**

There is never a dull moment, when it comes to **Math!** This second term has brought about many exciting adventures in "Math". Several teachers have been engaging in different strategies for assessment. With the districts focus on 'Formative Assessment' teachers are making an honest attempt to check knowledge and skills in order to assist in the planning of what to teach next. Some teachers have found that using 'entrance cards' has allowed them to use their instructional time more effectively; as you then can avoid teaching skills that students have already acquired. Experimenting with portfolios has allowed students to engage in self-reflective behaviours and provide opportunity for students to become more accountable in their learning and promote better independent work habits.

Many schools have taken advantage of money provided through the 'Math Promotional Fund'. Family Math Nights has been just one venue to enhance positive home school connections. This experience was affirmed when the only complaint has been, "It wasn't long enough!"

Many hands make light work, as volunteers came from community members, staff, retired teachers,

substitute teachers and high school students looking to acquire volunteer hours. Providing support in our children's education remains alive and well. Other mathematical moments held throughout our district have been observed in events such as; Math Olympics, Celebrating the Power of Pi, 100 Day Celebration, Pop a Smile Campaign, Math Days with several other initiatives like Parade of Patterns and Math in Motion are planned for the spring.

Promoting positive attitudes in relation to math continues to be a rewarding experience for all stakeholders involved.



Math Moments Janet Wiseman

First Class – Curriculum area - Math

As a Math group we are creating folders within this area containing activities, assessment pieces, and word walls. These folders are presently grade level specific. An example of a file that may be of use to teachers is a handout to accompany the Parent booklet supplied by the Dept. of Education to parents of grade 1-3 students. It is saved under curriculum- mathematics -grade 2-family math activities. It is our hope to eventually have an area dedicated to each grade. If you have something that you have created and would be willing to share, please forward it on to us and we will place it in the appropriate file.



Primary Mathematics Booklet

The Dept. of Education has supplied each school with a booklet for each family that has a grade 1-3 student. These booklets were provided on a one time only basis, one per family, not one per student. I have been encouraging schools to ensure that a copy has been retained for teacher reference, as the booklet contains many activities that have great learning value.

As I stated above I created a parent handout to accompany this booklet. It provides additional directions for parents on how to play the games with their child according to their grade level, as well as, alternate versions to the games, and questions to lead their discussions, to ensure success for their child. It is hoped that as a school these games will be played by the end of the year, and could serve as a meaningful task for "homework". We are encouraging schools to decide as a primary section, what games will be the focus at each grade level. This does not prohibit a teacher from playing all, but it ensures that over a period of time all will be covered.



Pre-Algebra

With the new curriculum approaching full implementation in the fall of 2010, teachers are finding an increased focus on the pre-algebra strand in the primary/elementary grades. Teachers are once again encouraged to use various manipulatives to assist with outcome development and mastery. The usual types such as the number-line, counters etc. will be beneficial but it might be more effective to also use the pan balance, Cuisenaire rods and part-part-whole or whole-part-part mats when demonstrating or representing equations with an unknown or finding the missing parts. Check first class-curriculum-mathematics-grade 2-math activities for a template for the part- part whole mats.

Math Promotions

Each school, grade or section was encouraged to engage their students in a fun activity based Math morning or afternoon. Many schools schedule these around the 100th day of school, or their math proposal for the Dept. of Education Math promotion projects. These have been occurring in various forms around the district.

ACMS in Hopedale planned a whole week of activities around the 100th day that focused on school/ community participation. Due to another commitment I was unable to attend, but it is on my "To Do" list for next year, as I would love to be one of the 100 Dean serves breakfast.

BLM in Postville planned a K-6 afternoon with all students being placed on one of four teams. Each teacher prepared activities that revolved around "100". I was very pleased to be a teacher assigned to one of these groups, thus freeing up another teacher to run the afternoon. The students had a wonderful time but I suspect their favourite part was the treats, especially the cake made and decorated for the occasion by "Miss Joanne".

Grade 3 at Peacock Primary in HVGB ran a "Labrador Winter Math Games". This day was funded through the Math promotions money. The students were assigned a community, given time to research their community and to develop a banner/flag that they proudly marched behind at the opening and closing ceremonies. As PPS is one of the pilot schools, all students were placed on a team to compete/enjoy the activities developed by the teachers (classroom, inclusion and numeracy support). The opening ceremonies were a hit with a surprise visit from an Olympic torchbearer carrying his torch, a HVGB athlete, a parent of one of the grade 3 participants, a board member of the Labrador Winter games, and a Labrador songwriter, also a grade 3 parent.



Family Math Night

Parents coming to school, at night, are not a new thing but over 60 students, 75 parents, and 10 teachers coming together for "night school" is unusual. This is what happened on January 11th for Peacock Grade two students, parents and teachers. For one hour we engaged in hands-on activities, recorded info in journals, blew bubbles, estimated, hopped, read, and made chains, to name a few, finishing with the discovery of the "value of a name". Each parent/child left with a booklet, activity handout along with a bag of materials to continue the games at home.



Many times teachers are asked by parents "How can I help my child?", or told "I don't understand how to do this". In February parents at BLM in Postville were invited to a parent meeting to answer these questions. Tables were set up in the gym were parents participated in a gallery session, led by myself and assisted by staff, to play math games and explain the Primary Math booklet. The hands-on evening was very relaxed while educational. Many thanks to all the staffs for their efforts to enhance their students' learning opportunities and for their commitment to the extra work required to make these nights a success .

Small Steps in Math Technology

Due to the geography of our district and the usual weather patterns this past winter, providing ongoing PD to teachers on the coast has been a challenge. I want thank the grade 5 and 6 teachers in the Upper Lake Melville area, as well as, two teachers in Nain for their patience and professionalism in the recent round of collaboration. On two occasions using the polycom, and the program Brigit, 10 teachers, at two sites, were able discuss, share, and participate in math activities, along with viewing and interacting on the smartboard for the benefit of all.

SMARTBoard Resources - Check these out!! (Robert Swyer)

www.teacherslovesmartboards.com is an excellent website for any teacher using a SMARTBoard in their classroom. These are some recent highlights:



The Science NetLinks website, www.sciencenetlinks.com, provides science lessons covering a wide variety of topics and grade levels. The website is easy to use and contains many interactive resources.



Scholastic has an 'Interactive Whiteboard Activities' section at <http://teacher.scholastic.com/whiteboards/languagearts.htm> Each of the listed activities contains a "See Whiteboard Tips" link that provides suggestions on using the activity in the SMART Board classroom.



"Learn Your Tables", www.learnyourtables.co.uk/, is a flash-based resource that helps students practice their multiplication facts. It provides three types of resources: Drag and Drop, Enter the Answer, and Assessment.



The PBS has done a fantastic job of providing educational content for teachers and they've really set themselves apart with their "Interactive Whiteboard" resource page <http://pbskids.org/whiteboard/>

<http://exchange.smarttech.com/index.html>



This site provides a comprehensive database of K–12 lesson activities, many of which are standards correlated. They have been created by classroom teachers and SMART's team of curriculum resource developers.

<http://gettingsmarterwithsmartboards.blogspot.com/> is a great blog containing numerous links to interactive websites. Here are two current postings:

Getting SMARTER with SMART Boards

New and interesting information related to Smart Board use in education.



Posting #48 - A 'Slideshare' presentation featuring 10 websites to use with a SMARTBoard



Posting #49 - Build the Solar System, from planets to space probes.

<http://blog.scs.sk.ca/ilovesmartboards/>



is another blog with links to many websites! These are two recent postings:

Mr. Wolfe's SMART Room Math Links K-5

Added By [K.Boklaschuk](#) | Comments (0) | Topics: [Math \(ES\)](#)

This site includes activities regarding algebraic reasoning, number sense & operation, geometry, measurement and more.

[Mr. Wolfe's SMART Room Math Links](#)

LITERACY at The Children's University of Manchester

Added By [K.Boklaschuk](#) | Comments (0) | Topics: [ELA \(ES\)](#)

The Literacy section has some great activities including a World Language Map, a word origin activity, adjective detective and a wonderful interactive activity for learning about idioms. [LITERACY at The Children's University of Manchester](#)