

# *Affirm Refine Aspire*

HOLY SPIRIT CATHOLIC SCHOOLS LEARNING SERVICES March 2020

## Ready, Set - - - Collaborate!

Monday, March 9th marks the third and final District Collaboration Day for the 2019/20 school year. It has been a year of trying new things, getting to know our colleagues from different grade levels and varying teaching contexts, and most of all, *learning* about the student competencies! Although these days have included a lot of self-directed collaboration time, there has been a lot of work put in behind the scenes to scaffold the beginning stages of collaboration in order to set the stage for future success. After our final day, we will have had over 65 people offer their gifts to facilitate -- many of them facilitated two, and even all three of our collaboration days! Each and every one of our competency groups were so fortunate to have these people step out of their comfort zone and facilitate the important conversations on each of these days. A very special thank you goes out to all of our facilitators for 2019/20.

Looking forward - will we continue to offer collaboration days into 2020/21? There has been significant momentum started with our Collaboration Days this year, so I am hopeful these will continue in some way moving forward. However, it is still being sorted out as to what the provincial budget means for us, and so the Division calendar has not been finalized. Although details are limited, I do know that the collaborative, working relationships that have been built this year will continue to have the opportunity to grow and flourish -- and ultimately impact student learning for all -- in the coming year. In the coming months we should have a new Ministerial Order on Student Learning that will offer much guidance in our planning for future collaboration.

Have a blessed Lenten season.

-Carmen Larsen  
Director of Learning

*Let students get 'stuck' and 'unstuck'*

[Click to read a great article on teaching problem solving!](#)

Literacy - Reading Comprehension

**“Literacy comprises a network of in-the-head processes that enable the reader to pick up all kinds of information from the text and construct the author’s intended meaning. *Comprehending* is actively making meaning using this kind of in-the-head problem solving. All complex operations of the brain before, during, and after reading a text - cognitive, linguistic, sensory-motor, emotional, artistic, and creative - are operating as readers process texts.”**

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*



What do good readers do? Click [here](#)

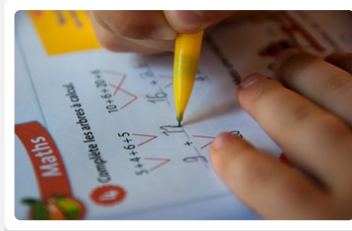
## Support Students Who Struggle With Reading

Click here! Five Ways to Support Students Who Struggle with Reading Comprehension



### What Are Rich Tasks?

A rich math task is not as much about the activity as the way it is presented. Dan Finkel discusses five ways to engage students in authentic mathematical thinking in this [TED Talk](#).

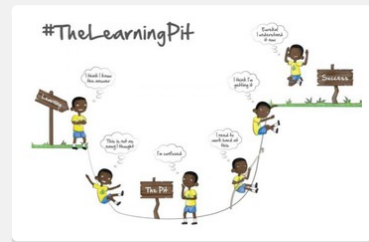


### Great Math Resources!

For Great Math Resources ...click [here](#)

***“What books are to reading, play is to mathematics.”***

Dan Finkel



### What is the role of challenge in Learning?

Click [here](#) to find out the key to the development of deep understanding.



Bits & Bytes March 2020.pdf

Google: Get Text from Images - Check out the Explore Feature - Color Code Your Folders! Check out: Kahoot , Plickers & Nearpod for the Classroom

[Download](#)  
269.7 KB



## Off-Campus Learning

RAP, Work Experience, and the Green Certificate are all amped up with registrations, a precursor for spring. Three of the four High Schools sent students to EPIC, (Exploring Possible Industries & Careers) - an event that features career pathways from 4 distinct sectors – Environment & Agriculture, Health, STEM (Science-Technology-Engineering-Math) and Trades. Students have the opportunity to explore in a meaningful and impactful manner. The interactive nature of EPIC allows students to connect directly with professionals and get a glimpse of what it might be like to work in that specific field. Thanks to Career Transitions for hosting this event.



## Top Book Pick!

[Jennifer Serravallo](#) is the author of over a dozen books and resources related to the teaching of reading and writing. She has worked closely with the Teachers College Reading and Writing Project. “Understanding Texts and Readers” connects comprehension goals to text levels and reader response while “The Reading Strategies Book” and “The Writing Strategies Book” are each collections of 300 strategies that align to goals, skills, genres and levels.

[Podcast](#) - Teachers Ask Jennifer Serravallo. She covers many important topics!



## SAPDC

The Southern Alberta Professional Development Consortium ([SAPDC](#)), not only provides support and learning opportunities to all the school jurisdictions and their teachers south of Calgary to the US Border, but they have launched their own podcast! They look forward to listeners joining as they visit with presenters and educators from the region as well as across the world. It is hoped teachers everywhere will enjoy the strategies, concepts, lived experiences and support as together we all work to ensure students have the best learning opportunities available.

*5 activités...*

- pour célébrer la Journée internationale de la Francophonie à l'école

## Congrès d'ACPI à Banff 2020:

Nov. 12 to Nov. 14, 2020

The call for proposals will be closes March 6. We are partnering with le Consortium provincial francophone and the Conseil français. It is already looking like a great partnership and an amazing symposium.

Reminder: 2021 will be in St Jean, NB.

**SAY IT IN FRENCH!**

**La fréquence**

- toujours tout le temps**  
Il va tout le temps au cinéma.
- jamais**  
Il ne va jamais au cinéma.
- très souvent**  
Il va très souvent au cinéma.
- rarement**  
Il va rarement au cinéma.
- souvent**  
Il va souvent au cinéma.
- parfois quelquefois de temps en temps**  
Il va de temps en temps au cinéma.

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- JAMAIS = never
- RAREMENT = rarely, hardly ever, seldom
- PARFOIS = occasionally, sometimes
- QUELQUEFOIS = occasionally, sometimes
- DE TEMPS EN TEMPS = from time to time
- SOUVENT = often
- TRÈS SOUVENT = very often
- TOUJOURS = always
- TOUT LE TEMPS = all the time, always

Notez que JAMAIS s'utilise dans une phrase NÉGATIVE (ne ... jamais).



HOLY SPIRIT




CATHOLIC SCHOOLS


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