

WELCOME TO THE HIVE

Mr. McLeod

September, 2021

Mr. M.'s September Reflections

I hope everyone has had a fun summer. I really enjoyed being able to spend time with my wife, 18-year-old daughter, and 13-year-old son. As summer comes to a close, a new school year starts. My daughter is starting at UBCO this year, and my son is going into Grade 8 at Immaculata.

This will be my 22nd year teaching; my goal is to make my classroom a fun and exciting place for students to thrive, to grow, to work together, and to learn. I'll be teaching English, Social Studies, French, and Career Education, and I'm looking forward to working with the staff at SMS as a team to help our students be the best that they can be and make the world a better place.

STINGERS



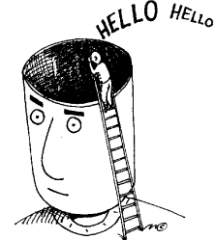
THRIVE IN THE HIVE

Yours sincerely,

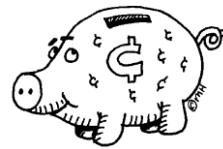
Clay McLeod

Thoughts about Learning

A teacher can think of students as piggy banks and teach as if they are trying to fill the students with facts and bits of information, just like you put coins in a piggy bank. When one teaches in this way, one may choose to test students to see whether



the students can regurgitate those facts correctly & mark assignments based on whether they list the right facts.



On the other hand, I think of students as “meaning-makers” who are able to construct their own understanding of subjects and the world. I plan most lessons and activities that take place in the class to give the students opportunities to build understanding and construct their own meaning about the things that we will study. Often, this will involve looking into questions, asked either by me or the students themselves.



Learning is Challenging

When a student constructs their own understanding of the world, it can be difficult for them. In fact, learning can be uncomfortable and even upsetting. The famous educator Jean Piaget called this “cognitive dissonance.” It means that, as you truly learn new things and as your mind gets used to new skills, it can be uncomfortable. However, this discomfort is necessary in order to really create new knowledge and to develop new skills.



The discomfort zone, courtesy of Training for Change.

Another educator said that this kind of learning happens in the “*zone of proximal development*,” or ZPD. The ZPD describes the place between where a student can do things well all by themselves and the place where they can’t do things at all. It is a place where they need help (called “scaffolding”) to learn how to do and understand new things. For instance, your child can write a sentence without help, but probably can’t yet write a novel. However, with help, they can write a research report. Our job as teachers and parents is to give this support and at the same time to let the student learn skills and develop understanding for him or herself. This resolves the “cognitive dissonance” and leads to real learning!



Classroom Expectations

In their classroom behaviour, I would like my students to be thoughtful, hard-working, warm-hearted, and cool-headed:

1. **Be respectful and considerate (*thoughtful*).**
2. **Be responsible and cooperative (*hard-working*).**
3. **Be kind to yourself and others (*warm-hearted*).**
4. **Solve problems peacefully (*cool-headed*).**

Over the next while, the students will help to define these expectations in a way that is meaningful to them, and I will teach them skills to help them to meet these expectations. These will involve teaching students conflict resolution skills and creating a safe classroom environment. My goal is to teach the students how to make good behaviour choices for themselves and to encourage them to do so.

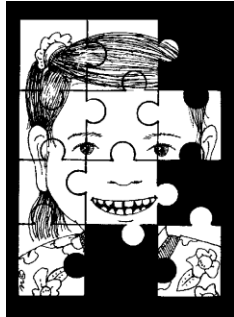
Cooperation in the Classroom

Perhaps the most important skill that a child can learn is how to get along well with others and how to achieve success as a member of a group. For that reason, much of this year’s learning will involve cooperation and team work.

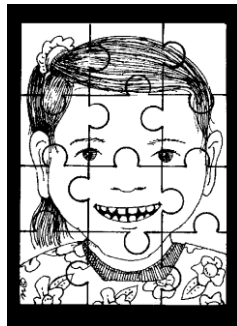
Over the course of this year, your child will have many opportunities to work as a group member, and he or she will be expected to help others, share, listen, express opinions respectfully, and be patient with others. My goal is to teach these skills so that students can succeed together.

Assessment for Learning

The primary purpose of assessing student work is not to judge, rank, and sort students; quality assessment helps them to become better learners. This kind of assessment is an attempt to help students solve the puzzle of how to become better learners. Although



student progress will be assessed and compared to expected learning standards, such measurements are not the most important part of the teaching and learning process. Student growth and progress, on an individual basis, are much more important.



A larger (and easier to read) version of this marking guide (which is a work in progress) is available on my website:

Instead of traditional report cards, the Grade 6 teachers will be writing "Communicating Student Learning" (CSL) documents to describe students' learning journeys this year.



To communicate about student progress, we will be using a proficiency scale:

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

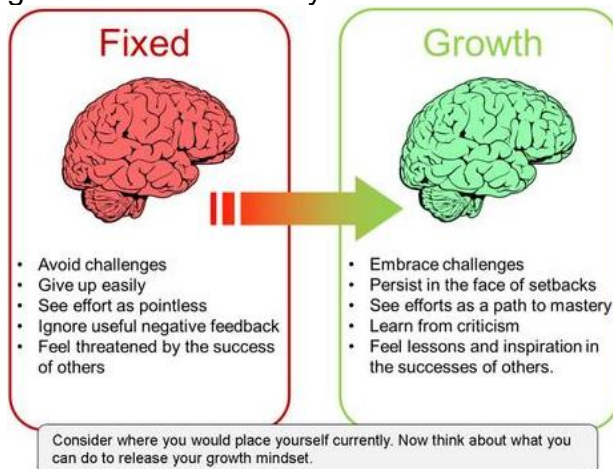
- Emerging:** The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
- Developing:** The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
- Proficient:** The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
- Extending:** The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Note that the marking guide to the left has descriptions of the points between columns, too (e.g., mastering between proficient & extending).

Whether it comes from the teacher, a classmate, or the student themselves, feedback should not be seen as a judgment or rank but, rather, as information that can help the student and their parents see how the student can work to become a better learner (or a better reader, or a better writer, or a better scientist, or a better mathematician, or a better problem solver, or a better friend... the list is never-ending).

Developing a Growth Mindset

I really like the ideas in *Mindset* (a book by Carol Dweck). It talks about how your way of looking at your skills, abilities, and intelligence impacts how successful you are. People with a "fixed mindset" see their abilities as an unchangeable part of who they are. On the other hand, people with a "growth mindset" realize that they can improve their abilities, no matter where they start (whether they already have skill or whether they find things challenging). People with a growth mindset tend to learn more and achieve more success. I hope to help my students develop growth mindsets this year.



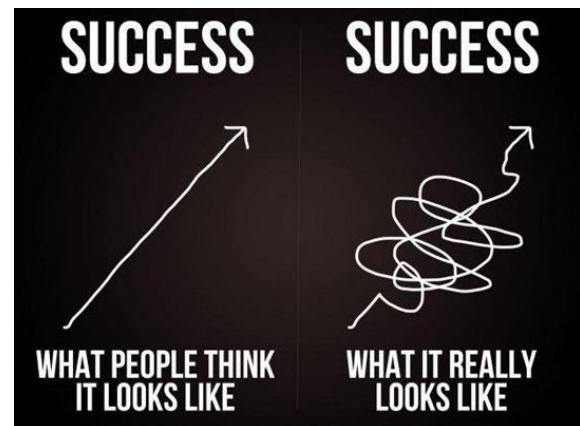
E-Mailout List

This year, I would like to send out e-mails to parents from time to time, to bring your attention to important information. To maintain confidentiality, I will put addresses in the "bcc" field so that nobody else receiving the message can see your e-mail address. Please either e-mail me, or add your e-mail address to this slip, cut it off this newsletter, and return it to me at school.

Name:

E-mail:

An Exciting Journey Ahead



A really important aspect of my philosophy of education is that nobody can make another person learn. Teachers and students work together on the path of teaching and learning, and my job, as a teacher, is to create the circumstances where the students in my class can do their best learning. I learn lots in the process, and they teach lots themselves (to me and to their classmates). I look forward to travelling on the path of teaching and learning - wherever it may take us - together with all the students in my classes.

Please feel free to e-mail me at clay.mcleod@sd23.bc.ca or call and leave a message for me at the school. The number is 250-870-5111.

Classroom Website

I use a classroom website, which includes helpful information and links to educational websites, as a tool to connect home and school. The URL is <http://mistermcleod.weebly.com/>. As I've started using Google Classroom more, I update it less than I used to. It does not include information about every single assignment, so parents and students should also refer to Google Classroom and planner entries for information about assignments.