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10/17/17 ECS NEWSLETTER

Asa Sevelius <asa_sevelius@psbma.org>   Fri, Oct 20, 2017 at 9:12 AM
Draft

ECS Newsletter

10/17/17

ECS Mission: To Collaborate with PSB educators to create rigorous, relevant, engaging learning for all students

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Goals of the Public Schools of Brookline

Goal 1: Every Student Achieving

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 4: Every Educator Growing Professionally

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Quote of the Week

AS KNOWLEDGE BECOMES MORE AVAILABLE ONLINE WE ARE MOVING TO A NEW REALITY WHERE THE ADDED VALUE OF AN EDUCATOR WILL BE MEASURED LESS BY THEIR ABILITY TO TRANSFER THEIR KNOWLEDGE AND MORE BY THEIR ABILITY TO INSPIRE STUDENTS TO CONTINUOUSLY EXPAND THEIR OWN BOUNDARIES OF LEARNING

NL
November Learning

Alan November   #NLearning

Current Projects

Engineering Mystery Bag Challenge - The Pom Pom Launcher
There was some fantastic engineering in Ms. Herrard's Grade 1 class (Pierce). It was amazing to see how varied the students' ideas were. They were very creative. Thank you Ms. Herrard for bringing this cool idea to my attention and for running it in your class.

Maker Thinking/Critical and Creative Thinking Articles

Crafting a Vision for Empowered Learning and Teaching: Beyond the $1000 Pencil **Alan November**

Who is this provocative Alan November guy? He is an interesting educational thinker who is a promoter of innovative thinking regarding technology, thinking and learning. In this article he asks teachers to consider whether their lessons using technology align with the "Transformational Six Questions". I think these questions are good to think about for technology AND most of the other things we teach as well.

From the article: To support leaders to craft a new vision of teaching and learning, I have put together a framework of six key questions that education leaders can use to assess whether technology has brought transformative value to instruction. If you can answer "yes" to any of these six questions, then you're on the right track:

- Did the assignment build capacity for critical thinking on the web?
- Did the assignment develop new lines of inquiry?
- Are there opportunities for students to make their thinking visible?
- Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?
- Is there an opportunity for students to create a contribution (purposeful work)?
- Do students own their learning?

How Schools Make "Making" Meaningful

"When done right, your makerspace can extend learning opportunities and take students to incredible places." Examples in this article include:

• a sandbox makerspace for recess

• 4th graders creating a trash-collecting device so that PE teachers could hold class outside

• an earthquake-proof shelter built for the classroom turtle

• **future architects designing tiny houses**

• other opportunities for social-emotional learning

Making Experiences

This brief write-up describes experiences and lessons learned from teachers on the topic of makerspaces.

Ten Things Pixar can Teach Us About Creativity

Interesting article. I love their term "failing forward".

From the article: For the last two decades, Pixar has produced some of the most creative and epic films of this era. But this is the result of a culture of creative collaboration built on ideas of being frank, taking chances, and failing forward. So, what can educators learn from Pixar as we design collaborative projects?

9 Ways to Inspire Student Inventors

From the article: There's an old saying that the things that change your life are the books you read, the places you go, and the people you meet. But I'd like to add a fourth: the challenges you face (and how you face them) will always change your life. If we want our students to respond to challenges with creativity and inventiveness, we must create the conditions in which innovation is not only possible but encouraged. You don't help students learn to invent by giving worksheets or cookie-cutter assignments. In fact, these one-size-fits-all approaches may actually take up the time that could be used for such creativity.

Equity/Every Student Achieving

What is Identity-based Bullying - and How Can I Stop It?

Students are less likely to achieve to their highest ability if they are being bullied or harrassed.
 From th earticle: Identity-based bullying resides in the intersection of bullying and bias. It is defined as any form of bullying related to characteristics considered part of a person's identity or perceived identity group, such as race, religion, disability, immigration status, sexual orientation, gender identity, physical appearance, etc.

Tinker Time

Mystery Doug

Show a (five minute) video each week that inspires your students to ask questions. Asking good quesions, and pondering the answers are keys to good critical and creative thinking. This series is fun, and looks at questions like: Why do we get goosebumps? Can a trutle live without its shell?
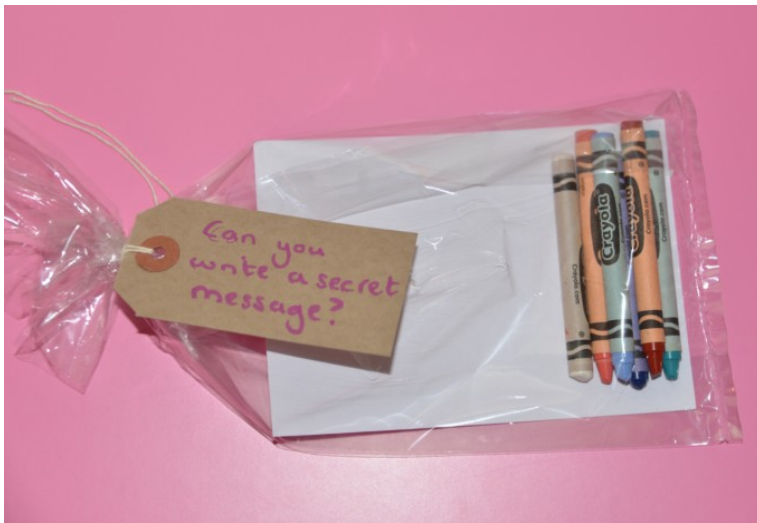From the article: **Perfect five-minute breaks for your classroom**
- Morning meeting

- Snack time
- After recess
- Transitions
- Rewards
- Warm-ups

Science Bags

Some of the bag ideas are better than others, but I like the concept. Would you like to brainstorm "science bag" explorations for your class/curriculum? "Socisal Studies bags" and other "bags could also be helpful.

 From the article: These little science challenge bags would be great as party favour, class rewards, homework challenges or something to keep children busy if they finish their work early. You could fill them with an almost endless variety of inexpensive materials. I've put together a few ideas to start with and will keep adding more, so do pop back.

Last week I shared an article about making costumes out of cardboard. I shared this picture:

Since then, I have found a lot of amazing creations (online) that people have made from cardboard. What a wonderful building medium! Who would have thought? If anyone builds a costume from cardboard, please send me a picture!