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**-Buzz Around the Bee -**



**Spelling Bee of Canada**

#### **Marilyn Hahn writes:**

We kick off the Spelling Bee year with our table in Literacy Lane at Word on the Street, Sunday, September 23. This literary phenomenon is a beehive of activities, booths, talks, readings, and demonstrations. It creates a rewarding experience for all ages and is a wonderfully conducive way to immerse your family in the world of words. Come, enjoy, and visit the SBOC/PDK table.

**Several Kappans are SBOC volunteers as a PDK service activity.** Contact: Carolyn Moras, Kappan & SBOC Coordinator  
[carolyn.moras@gmail.com](mailto:carolyn.moras@gmail.com)



Dr. Beverly Freedman, PDK Outstanding Educator of 2016, has a range of experiences from teacher, administrator, supervisory officer, education officer to international consultant.

### STUDENT LEARNING

What does recent research say about what can engage and motivate students in learning? In other words, what are we learning about learning?

Recent analyses from McKinsey and Company (*Denoel, Dorn, Goodman, Hiltounen, Krawitz, & Mourshed, 2018*), *The World Bank (2018)* and *Hattie (2014)* suggest that students' motivation, attitudes, and their classroom experiences affect their learning. More than the home environment, mindset (attitudes and motivation) explains a greater proportion of achievement; "mindset matters everywhere" (*Denoel et al. 2018: 7*). The aim is to develop a "well-calibrated mindset" (*Denoel et al., 2018: 33*). The authors concluded that the mindsets that are most predictive of improved student outcomes include beliefs linked to receptive mindframes or mindsets. :

- Believing the work will be useful for one's future education and career,
- Demonstrating interest in the specific subject/discipline
- Having low test anxiety
- Feeling a strong sense of belonging to one's school
- Trusting that if you work hard you can succeed

*Hattie and Zierer (2018)* in *10 Mindframes for Visible Learning: Teaching for Success*, identify 10 teacher/learner beliefs linked to receptive Mindset or Mindframes. They are grouped under three themes: Impact, Change and Challenge, and Learning Focus.

#### IMPACT

- I am an evaluator of my impact on my students' learning
- I see assessment as a way to inform next steps in students' learning and my impact
- I collaborate with my colleagues and my students on issues of progress and impact

#### CHANGE AND CHALLENGE

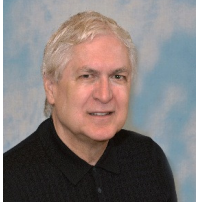
- I am a change agent and believe all students can improve
- I strive for challenge and not merely 'doing your best'

#### LEARNING FOCUS

- I give and help students deconstruct and understand my feedback and I use their feedback to affect practice
- I engage in dialogue as two-way conversations
- I explicitly inform students what successful impact looks like
- I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others
- "I focus on learning and the language of learning" (2018: xv)

### PEDAGOGICAL PRACTICES: TEACHERS MATTER

The average student spends about 15,000 hours in school from kindergarten through graduation and is taught by approximately 50 different teachers (*Hattie & Zierer, 2017*).



## Paul's Hot Topic Research Findings

Paul Favaro, Ph.D.  
York University Faculty of Education,  
Department of Administrative Studies

**PKD poll results are out and the findings are very interesting given today's climate**

<http://pdkpoll.org/>

**Ability is widely distributed, but opportunity is not uniform in the same school system, even just a transit stop or two away** <https://www.brookings.edu/research/evidence-on-new-york-city-and-boston-exam-schools/>

**Supporting the pre-k to k transition**

<https://consortium.uchicago.edu/publications/community-effort-support-transition-pre-k-kindergarten>

**\*Education in Sing Sing** <https://www.chronicle.com/article/In-Lieu-of-Executions/243771>

**Asking smart questions** <https://work.qz.com/1320203/how-to-ask-smart-questions-according-to-a-harvard-study/>

**WalletHub on where students are most at risk** [http://blogs.edweek.org/edweek/inside-school-research/2018/07/map\\_student\\_risks\\_look\\_different\\_across\\_states.html?cmp=eml-enl-eu-news3&M=58553218&U=](http://blogs.edweek.org/edweek/inside-school-research/2018/07/map_student_risks_look_different_across_states.html?cmp=eml-enl-eu-news3&M=58553218&U=)

**Digital media use and ADHD symptom development**

<https://jamanetwork.com/journals/jama/article-abstract/2687861>

**Hard to read: helping kids with**

**Dyslexia** <https://www.apmreports.org/story/2017/09/11/hard-to-read>

**The limits of p-values & Bayesian**

**stats** [https://www.acf.hhs.gov/opre/resource/understanding-bayesian-statistics-frequently-asked-questions-and-recommended-resources?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=general](https://www.acf.hhs.gov/opre/resource/understanding-bayesian-statistics-frequently-asked-questions-and-recommended-resources?utm_source=twitter&utm_medium=social&utm_campaign=general)

**\*Are private schools better? Yes! Until you control for SES (Socio Economic Status)**

<http://journals.sagepub.com/doi/full/10.3102/0013189X18785632#articleShareContainer>

**How not to choke under pressure** <http://freakonomics.com/podcast/choking/>

**Interesting Factoid: Damn, I'm a middle child! The siblings earning gap**

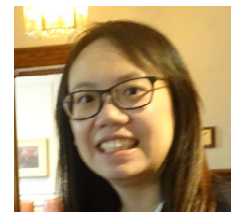
<https://twitter.com/Marketplace/status/1019741685826375686>



Follow Paul on Twitter @PaulFavaro

## Read-a-thon

With a new school year around the corner, there is no better time to start a new read-a-thon challenge. The PDK read-a-thon challenge is a wonderful way to incorporate reading into your routine and raise money for a great cause at the same time. To register for our read-a-thon, please visit this link - <http://pdk-ut.ca/readathon/index.php>. We look forward to receiving your submissions!



**Pauline Quan**  
Co-Chair / Treasurer  
of the Read-a-thon



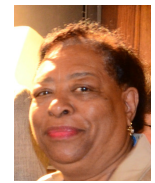
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**2018-19**

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Effective teachers make an impact and they matter. High-performing schools and school systems require effective teachers and administrators. Effective teaching practices, as part of classroom experiences, are a predictor of increased student outcomes. Ontario, among other educational jurisdictions, is focused on implementing changing expectations and pedagogy. These approaches may include emphasizing inquiry-based learning, collaborative problem-solving, offering experiential, authentic *learning* opportunities, integrating technology, and making thinking visible (Hattie, 2012; World Bank, 2018). These pedagogical practices are designed to encourage student voice and engagement.

In terms of pedagogical practices, the Programme for International Student Assessment (PISA) analysis found that students need a combination/balance of teacher-directed instruction, and structured student inquiry. The following pedagogical approaches are included in the McKinsey analysis (Denoel *et al.*, 2018: 37).

Student Inquiry involves:

- Students being given an open-ended, multi-step problem, issue, or investigation to consider,
- Authentic or real-world involvement or relevance,
- Small group, interdependent interaction – e.g. - discussions, debates, and presentations,
- Research that includes accessing several sources,
- Experimentation and experiential opportunities.

Inquiry-based learning is predicated on a strong foundation of knowledge and skills acquired through teacher-directed instruction. Students need to understand and master the content to realize the gains from student inquiry. The McKinsey research refers to this as “finding the sweet spot” (Denoel *et al.*, 2018: 40).

Inquiry-based learning is more challenging for teachers to design and deliver and must be supported by system leaders. Teachers require support to be able to design and deliver collaborative inquiry<sup>1</sup>. **It requires** professional capacity building and rich, open-ended tasks to engage students in problem solving and thinking. **It requires** students to be involved collaboratively in task work and team work. The Ontario Ministry of Education is supporting teachers to include student inquiry in their pedagogical practices.<sup>1</sup>

Teachers, using effective pedagogical strategies to assist students in unpacking the process of inquiry, ask learners to:

- Plan their work
- Explain their work
- Monitor and evaluate their progress by themselves and with peers
- Give students useful feedback for improvement
- Allow students opportunities to revisit and revise their work based on feedback
- Support self-regulation
- Ask students to reflect and access metacognition

I believe you cannot teach unless you are continuing to learn. I believe learning is foundational to growth. I am privileged to learn from and be validated by colleagues, research, and observational data that ALL students can learn and that learning has to be mutually respectful. I learn more when I listen and ask pertinent questions. I think I have some impact. What do YOU believe about ensuring that all students can learn?

### References:

Denoel, E., Dorn, E., Goodman, A., Hiltounenm J., Krawitz, M. & Mourshed, M. (2018). *Drivers of Student Performance: Insights from Europe*. McKinsey & Company.

Hattie, J. (2012). *Visible learning for teachers*. London: Routledge.

Hattie, J. & Zierer, K. (2018). *10 Mindframes for visible learning: Teaching for success*. NY, NY: Routledge.

OECD, (2016). *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris.

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[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_Collborative\\_Teacher\\_Inquiry.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collborative_Teacher_Inquiry.pdf)

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_StudentInquiry.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf)

## President's Message



**John Myers**

At this stage I am reflecting on my teaching career by reading and travelling. Among my current reads are Howard Gardner's (of Multiple Intelligences fame) *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Age of Truthiness and Twitter* and Stephen Pinker's *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*. Both books are relevant for beginning and veteran teachers.

My current travels through the United States, Canada, and Sweden reinforce the commonalities of what we do with students in our classrooms.

Yet the needs of teachers, students, and school communities have clear differences as we head into the new academic year. PDK chapters and our International Office are doing our best to respond to the changing needs for teacher professional growth and development.

In particular, evolving changes in our Chapter include:

- moving the Annual General Meeting (AGM) to a more informal setting and to a time that is more conducive to teacher schedules.
- working on replacing the Research Series with an on-line research forum.
- expanding the Read-a-thon to a whole year program that will give opportunities for more sharing of current readings.
- repositioning the Outstanding Educator event to October when we can gather together early in the school year to engage in great conversation and solidify our belief in and commitment to public education as we listen to the stimulating and inspiring words of an outstanding educator.

As always we welcome ideas for renewal for our international, education organization. Join the PDK Chapter Executive. Contact: Nehal Patel [nehal\\_patel\\_88@hotmail.com](mailto:nehal_patel_88@hotmail.com) or John Myers at [jjcm1946@sympatico.ca](mailto:jjcm1946@sympatico.ca)  
John Myers

### SAVE THESE DATES and PLAN to ATTEND

<b>Word on the Street at Harbourfront</b>	Sunday, September 23, 2018	<b>PDK / SBOC table in Literacy Lane at Word on the Street at Harbourfront</b> Chit chat with representatives of PDK about Oct 3, about the Read-a-thon, about the connection/volunteering with Spelling Bee of Canada (SBOC) and the organization in general.	10 am -5 pm
<b>Outstanding Educator Award Dinner</b>	Wednesday, October 3, 2018	<b>U of T Faculty Club</b> See insert flyer with details and registration info.	6 pm -9pm

### Join PDK International

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