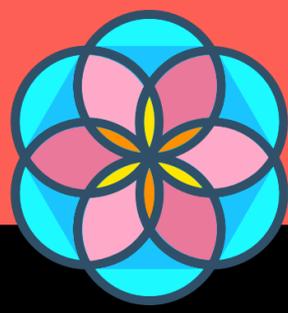




A Reflection on...



What is Learning?



Jemma: "My thinking is that learning is about your brain growing, just like plants. When you are a baby, your brain is small. As you grow, your brain gets bigger. See? It goes from small to ginormous."

Marley: "Learning happens in your brain because you are thinking about it and then your brain explodes with math. It is a really big feeling in your brain."

Stirling: "Learning is a way of discovering new things you don't already know."

Students at WAT Thinking About Learning

Students at CAS Thinking With Paints Is learning more like watercolour or acrylic paint?

Kateryna: "I think learning is more like water colour because it becomes soft when you add water to it. The water in learning is like strategies. If you add water then it gets easier. Water is like the practice."

George: "I think learning is like water paint because you learn something new. You put it down and it flows, and then you learn it better."

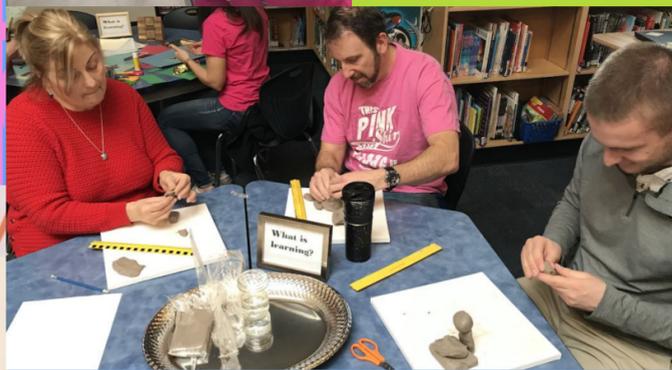
Ian: "I think the paint is what you want to learn and then the water is the teaching."

George: "You learn one subject - you put the stroke down. The next subject, you can use the outline to spread the learning."

Linden: "Water colour to me is not that easy to do without the water. Like when you are trying to learn something and there is a challenge. When you add the water, it becomes easier."



Pathe: "Learning looks different with everyone. I might have a hard time learning about space, but know a lot about math. Everyone has different thinking. If we all had the same thinking, it would be boring. We all figure it out in different ways. There is no one answer."



Educators at CAS Thinking With Materials

Mallory: "The students have taught me so much. They have so much to share and teach us if we just give them the right materials. We just need to nurture wherever they are at. Working with materials, I realized that many of my students strengths are not pen to paper. I learned so much from doing this - and this would be so important for students. to get their ideas out with materials. It's focusing on the learning, not on the work."

Rosie: "We talked a lot about growth, being flexible, and trying new things. We looked at how our learning is different and that's okay. We can express ourselves in different ways."

Bonnie: "From a teaching point of view, when I started, I started in Kindergarten. It feels like it's gone full circle. We've gone so far away from focusing on content and experiencing so much more that's hands on."

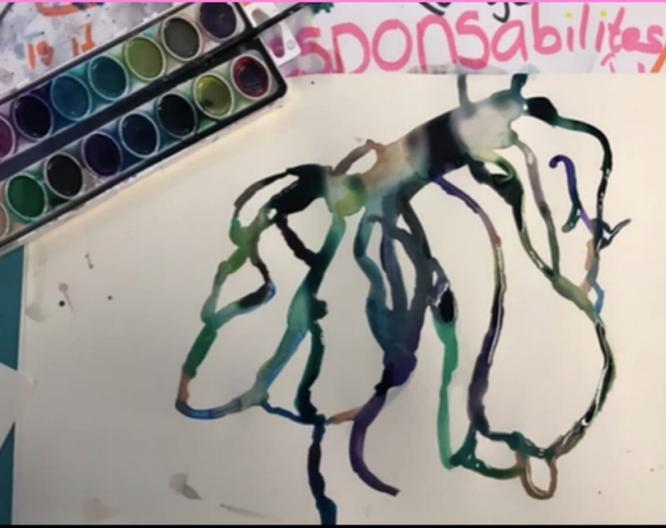
Shane: "If I can add on to that, I visit Kindergarten quite a bit. I come back with the same thing. It's joyful! How can I inject more joy into my class?"

Trent: "The word struggle has resonated with me all the way through. That's where learning really happens. Anything where we get kids out of their comfort zone. And if they have that growth mindset, they persevere. And the reflection is key."

Brent: "You could almost interchange the word struggle with learning. I'm struggling at long-division. No, I'm learning at long division."

Jamie: "The clearer we are about our own beliefs about learning, the easier it is going to be to have conversations with our students and our parents."

Jessica: "It's about meeting the kids where they are right now, but also where they are going. You are helping them become self-aware. It's not just preparing them for grade two, it's preparing them for what they are going to do in our world."



Kasey: "We make ourselves struggle, but in a good way, not a bad way. Everyone is building off each other's thinking."



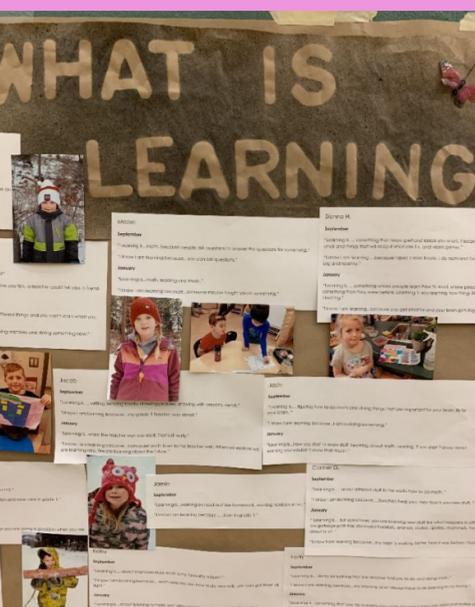
If I walked into your classroom, would I know what the learning culture is? What learning and thinking do you make visible in your classroom? In your school?

Jenn: "I saw the kids in one group struggle for half an hour. The teachers never gave them the answer. The students know that they are going to spiral and that's ok, because it's a safe environment. The teachers NEVER stopped the thinking by telling."

Christine: "When kids feel safe and valued, courage and learning happens. Children are really capable, they want to be engaged in deep and meaningful work."

Andrea: "As they sat here, [the students] felt that they were equal and had such a purpose in teaching us. I felt like a student in that moment and that was powerful for me. I started wondering about 'the why' of what we are doing. The students understood 'the why' more than me. I feel so grateful today as a student learning from the students."

Toyosi: "Everyone is here to learn. Even the adults. Even the parents."



Students at MJE Reflecting on Their Learning

Paige: "When you are learning with inquiry, your learning never ends. You're always thinking about what you're learning even at home. You want to go deeper and deeper and deeper. It's not just one lesson about surface area that your teacher plans."

Kain: "I would say that not being able to answer your question is better because you can go deeper. It gives you an idea about how you want to think about things."

Casey: "and they give us time to learn about what we want to think about and go deeper with,... oh that sparked something... we can always change our questions and we don't have to stay on one thing."

Linden: "Like Casey said, they don't rush us. They give us time to think about what it is we want to learn about instead of just deciding really quickly. Our teachers don't choose what they want you to be interested in you get to choose that."

Shilo: "We ask questions that can spark other people's thinking. We are open to any thoughts that any people have. We are all kind of resources for each other. We feel like we belong."

Casey: "We are exploring who we are as learners. We are still trying to figure that out. Each day we learn something about ourselves or our peers."

Paige: "Our teachers accept us for who we are as a mathematician, and as an inquirer. We learn about far more incredible things that you can actually realize. It's an experience that can lead you higher and higher. It actually leads you to your future."



Elionna: "Through all my grades of learning, I've learned more this year and it's only just half way done. I feel like in grade 5 I've become human. I see who I am now. Last year I felt like it was, ok, you are learning about this. This year I get to be a person and have my own pathway. I don't have to follow where everyone else is going. I get to have my own pathway, I don't have to follow what people tell me to do."