



## A Scholarship of Teaching

Galileo's fifth principle operates on fostering a scholarship of teaching. Ongoing, effective professional development plays an essential role in the improvement of student learning and has a positive impact on school culture. Teachers receive direct mentoring in curriculum content, instructional strategies and the use of teaching with digital technologies. There is a commitment to making teaching public, by sharing work with colleagues and the outside community. They meet regularly to critically examine, question and discuss various aspects of teaching, providing valuable feedback. This in turn, allows students to open doors to exploring alternative ideas, methods and opportunities both inside and outside the classroom.

## Galileo begins Wild and Free adventure

Misunderstood and undervalued, Alberta's wild horses are important symbols of the past that aren't getting the respect they deserve.

But a website being developed by Galileo, with the help of students, Aboriginal Elders and teachers from Southern Alberta and B.C., will hopefully change that says Maureen Enns, who has captured rare video footage of the animals running wild and free.

An internationally-known artist and conservationist, Enns was drawn into the world of wild horses two years ago, while riding in the Ghost River Valley, west of Calgary.

"I was stunned at the pride and majesty of these animals, the ways the stallions and the mares interacted and it made me realize this animal is misunderstood and undervalued," she says.

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Above: A group of wild horses roaming west of Calgary. It's estimated only 20 still exist in Alberta. (photo courtesy Maureen Enns Studio Ltd.)  
Right: Artist / conservationist Maureen Enns at work.



# Old bylaws become new knowledge

If you lived in Magrath, Alberta in 1907, a \$5 to \$10 fine was waiting for you at the other end of a notorious bridge – if you drove over it faster than you could walk. The rhyme and reason behind early municipal bylaws, such as the above-mentioned Pothole Bridge bylaw enacted in October of that year, can be a mystery.

But students from several Southern Alberta towns are uncovering the reasoning behind long-ago rules, thanks to their participation in a bylaw digitization project involving Galileo, the University of Calgary and the Alberta Law Foundation.

Bylaws...Then and Now builds on a website found at <http://www.ourfutureourpast.ca/bylaws>. Here, municipal bylaws are digitized and

displayed. Students from Kindergarten to Grade 12 come to understand the important role citizens play in their local government, by investigating the meaning behind the bylaws. Questions such as what led to the creation of bylaws, how different groups influenced government, and the importance of citizen rights and responsibilities are explored. Students capture discussions on video, post questions on a website, and use a storyboard template to design podcasts. Students also question local historians and other experts in the fields of law and municipal governance. Schools in Stirling, Raymond, Cardston and Magrath are participating in the project.

Bylaws...Then and Now can be found at <http://www.galileo.org/initiatives/bylaws/index.html>.



## Wild and Free (continued from Pg. 1)

The encounter provided additional inspiration: Kids could become just as passionate about saving wild horses and its ecosystem.

“(Kids) fall asleep at the topic of riparian health, but seeing a wild stallion running on the range, or a mare and a foal, we’ve got the little girls and the boy’s imaginations, and so I approached Galileo,” said Enns, who has logged hundreds of miles on horseback while filming for the project.

The footage will be unveiled in January of 2010, when the Wild and Free website will be launched – it will be an interactive experience involving students, teachers, area ranchers, and experts from urban, rural and First Nations communities.

The Calgary Stampede School, Foothills School Division, The Stoney Education Authority, and two schools in B.C. – Glenrosa Middle School and Okanagan Mission Secondary – are participating in the project.

Duane Mark, a cultural advisor at Morley School, says field trips, interviews with Elders, and other projects will be part of the experience for his students.

“From a teaching point of view, it’s a great way for our students to achieve self-esteem, self confidence, and identity in their culture – understanding who they are and understanding what the horse is in our culture.”

The Wild and Free website allows the sights and sounds of the river valley to come alive as users click on aspects of the landscape, where student work, including stories, pictures and video interviews will be found. The site will also offer a new lens through which First Nations knowledge of wild horses will be understood.

Students and teachers can post ideas and discussions, delving into ecological, historical and present-day issues involving wild horses.

Enns believes students hold the key to changing the currently bleak future of wild horses and the land they inhabit.

“I’d like to see a meeting of the mind of what is necessary today, if we indeed see there’s value in wild lands....hopefully they can see there is value, and they can influence their parents,” says Enns.

The Wild and Free project is made possible thanks to funding from Canada Culture Online. For more information, watch the Galileo website ([www.galileo.org](http://www.galileo.org)) for updates.

# What Did You Do in School Today?



It's a question asked daily by parents, and the lack of enthusiasm in the answer is a telling sign kids aren't fully engaged – or even interested in what's going on in their classroom.

Earlier this year, the Canadian Education Association released the first national report of a three-year initiative, *What Did You Do in School Today*. The findings, from surveys taken by Grade 5 to 12 students in 93 different schools, revealed only 37% feel they are intellectually engaged in their mathematics and language arts studies. This is despite

## A look at 21st Century learning

It's a different world from the one bordered by books and blackboards as the only tools of learning.

Today, students have a host of 21<sup>st</sup> Century implements – from the web, to digital video cameras – and educators may not be adequately prepared.

This new era calls for different approaches to teaching and learning, participants at a conference of the College of Alberta School Superintendents heard this summer.

The effective use of digital technologies is but one ingredient to the change that's needed, delegates heard. Strong, effective leadership is required to turn out students who can solve problems, think critically, produce quality work and create knowledge.

Schools and classrooms must be learner-centered, assessment-centered and knowledge-centered. That is, teachers must pay close attention to the knowledge and skills students bring into the classroom. A clear picture of what competence in a subject looks like also needs to be provided. Ongoing formative assessment is another important ingredient

average attendance rates of 69% and 71% of students saying they had a positive sense of belonging while at school.

The survey measured student engagement in three areas – social, academic and intellectual.

It was found starting in Grade 6, levels of participation and academic engagement fall steadily, while levels of intellectual engagement fall during the middle school years and remain low in subsequent grades.

The report suggests the requirement of students to merely remember, recall and regurgitate need to be rethought. Connections also need to be made both within and outside a discipline – inviting questions, investigations and further exploration of the subject at hand. The work students undertake also needs to be relevant, meaningful and authentic, or worthy of their time and attention. Too frequently, according to the report, the work often doesn't have any meaning behind it, beyond the achievement of a high mark.

More effective use of assessment to improve learning while guiding teaching was also deemed important.

Galileo is a research partner in *What Did You Do in School Today*. For more information, visit the CEA site, at <http://cea-ace.ca/home.cfm>.

because it helps monitor progress and makes students' thinking visible.

To develop effective 21<sup>st</sup> Century learners, educational leaders must participate in teacher learning and development. Leading teachers to base decisions on formative assessment is also key.

As far as the classroom is concerned, the outcome is rewarding – a deep understanding is gained of complex concepts, and the capacity to develop new knowledge and clarify problems is uncovered.

Thoughts are expressed using a variety of media, and the work that's produced is excellent in quality and ethical in conduct.

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# Galileo/Gallagher Fellowships

Over the past decade, 12 talented scholars have contributed their talents towards the Galileo / Gallagher Doctoral Fellowship. The award allows each recipient to consolidate existing research and training while developing original research relating to inquiry-based, technology-rich classrooms. Below are recent recipients:

## Jennifer Batycky, recipient for 2010



Returning to the other side of education – being in front of the classroom, rather than influencing decisions behind it – is what Jennifer Batycky is looking forward to during her Galileo / Gallagher fellowship.

“I’ve had the privilege in my previous work as a teacher and as an administrator to work with Galileo,” says Batycky Galileo’s 2010 fellow.

“My hope now is to be in schools, in the classroom, supporting teachers as they work on inquiry-based learning.”

Thirteen years spent at the Calgary Board of Education – five as a teacher, and eight as a school-based administrator, provided Batycky with a strong inquiry-based background. Batycky’s doctoral work is focused on examining encounters between teachers, students and curriculum and how to best integrate that within the historical horizon of each discipline. She hopes to complete her PhD and graduate by mid-2010.

## Gary Malcolm, recipient for 2009



Living in Mexico was an eye-opener for Gary Malcolm. The longtime teacher saw first-hand the government and societal oppression that affected how young students understood their own culture.

“Historically, these people were marginalized to the point of violence if they tried to educate their kids,” says Malcolm, a PhD student in the Faculty of Education at the University of Calgary.

The completion of his Masters research in International Development Studies allowed Malcolm to further understand how education within social movements throughout Latin America contribute to narratives of globalized forms of social justice. His PhD studies focus on how high school teachers can incorporate these narratives from the global south into local classrooms.

“I’m looking at what is the best way to teach this knowledge as far as social justice goes, and what is the best way to incorporate these stories into the classroom,” Malcolm says, adding that using emerging technology ethically in this context is also important.

## Julie Weible, recipient for 2008



Julie Weible’s PhD is focused on evaluating the impact participating in a faculty development initiative has on a university instructors teaching philosophy, assumptions and practices. Through her work with the teaching and learning centre at the University of Calgary, Weible built on her previous teaching experience by examining the U of C’s professional development program offered to instructors.

“Instructors would spend time in these programs and I wondered if they were really making a difference,” said Weible, who began her teaching career at the Hurricane Island Outward Bound School in Florida, before moving on to teaching at the post secondary level. Working full time as an assistant professor in the faculty of physical education and recreation studies at Mount Royal University, Weible is working to complete her dissertation. Her fellowship work hopefully provides Galileo with valuable feedback on how to effectively enhance its own professional development programs, and evaluate its impact on classroom instruction.