



Director of Instruction: Mr. Richard Zerbe
Principal: Ms. Harjinder Sandhu
Vice Principal: Mr. Aaron Singh
Acting VP Ms. Jenny Chin Petersen
PAC Chairperson: Melissa Hayward-Cheung
School Liaison Trustee: Ms. Janet Fraser



WE GOT THIS HENDERSON

Hello Henderson Community! It is coming upon one year that we found ourselves in this unprecedented time in our schools and in our lives. Together, we have learned to navigate the situation we have found ourselves in and have supported each other to get through this. What we have done this past year, the new routines we have established, the things we have learned, the things we have made, the conversations we have had, the memories we have created and will continue to create, we will be able to share later. These memories will be our collective version of history. A year from now, five or ten years later, how will we reflect on this time? How has this influenced how we live our lives and what will be the lasting impact? Has it and will it continue to change the way we view our lives and the world? And history? I hope many of you are keeping journals of your observations and the new routines you have created. We are wondering if any of you have noted or are charting how your new routines are, compared to your old routines.

We know during this past year, we, the adults at school, have learned and continue to learn many new skills and ways to support teaching, mentoring and learning from a distance. We were so happy in September to return to face-to-face instruction, despite our fears of the unknown. We still miss our ability to connect with high fives and hugs, mixing with other students, welcoming in parents and community members, and gathering as a whole school community to share and celebrate our successes. However, we are so grateful to be able to greet our colleagues and students with smiles under our masks and kind words of caring and connecting. We so appreciate the support families have provided during this time. We know it has not been easy. For those families that have had to make the difficult decision to keep your children at home, thank you for continuing to connect with us and the learning opportunities we have been able to provide.

Keep working together and giving it your best Henderson! Together we can do this!

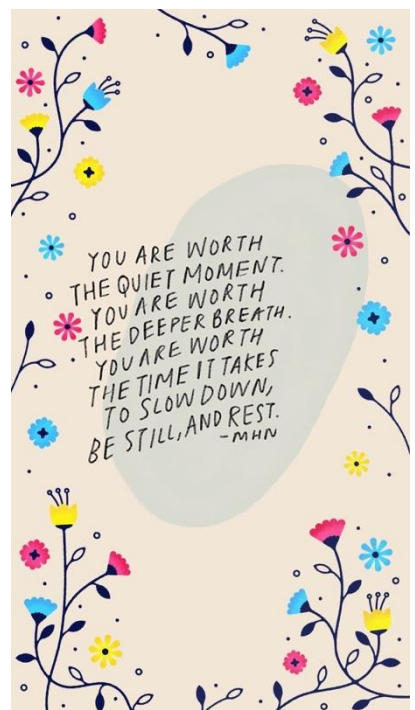
We hope that despite our current gathering and travel restrictions, that you as a family, will be able to enjoy some quality time relaxing, rejuvenating and having fun. Hopefully the weather will cooperate and we will be able to enjoy sunshine and the natural beauty outside, that the city we live in, provides us. We have so many accessible parks, beaches and mountains to enjoy!

Have a fabulous Spring Break! Here's to a strong finish for the remainder of our school year. Students continue to amaze us with all of their wonderful displays of knowledge and learning! We are so grateful to be a part of your learning journey and community.

Ms. Sandhu

Ms. Chin Petersen

Mr. Singh



Staffing Changes Third Term

We will have some staffing changes for the third term. Mr. Aaron Singh, our vice principal and Mr. Cody Boneham, School and Student Assistant (SSA) will be returning from leave. Leaving us just after the break will be Ms. Aoife Leavy, Resource and Prep Teacher. We are fortunate that we will be able to keep Ms. Chin Petersen with us to fill in during her absence. At the end of April, Ms. Geraldine Asvinvichit, SSA, has decided to retire after years at Henderson and years with the VSB. Wishing her all the best in her retirement. To replace her we will be able to keep our current SSA, Ms. Jeanette Fong who has been here in Mr. Cody's absence. Ms. Shukla, who has been here for Mrs. Jung, will finish out the year with us. Mrs. Jung will return in September.

Inquiry with Division 10

Division 10 is taking a multidisciplinary approach to arts and social studies. We are looking at Indigenous societies throughout the world, looking at their values, their well-being of self, the land, spirits and their ancestors. We are expressing this through our artwork interpreting and communicating ideas using symbolism in the arts. We are also exploring identity, place and belonging through our art experiences.

The hand in Indigenous societies represents belonging and caring for one another and the land. It is a symbol of inclusivity and that interconnection, that symbiotic existence that we all experience and have, with each other and the land. These hands represent where we are now and acknowledge our ancestors and how we need to care for this land and how the land cares for us. The bright colors are indicative of our diversity, and our individuality, and how in all our differences, we can still all come together as one.



Social Emotional Learning with Our Grade Twos

Social-emotional competence and foundational learning skills are at the core of social emotional learning (SEL). SEL is the way we learn as students of any age to acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, show empathy for others, build and maintain positive trusting relationships, make responsible and caring decisions, and help us work and collaborate within our community(ies).

SEL is instrumental at school to establish trusting relationships that allow for a learning environment with great collaboration, rigor, meaningful curriculum, instruction and ongoing assessment. SEL is helpful in addressing diversity and helping build equity for all learners old and young to thrive and contribute to a safe, caring, healthy community. SEL addresses the core competencies of: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making.



Many of our classes have been working with our Youth and Family Worker, Ms. McCambridge, and their classroom teachers on the research based SEL program Second Step. It is divided into four units for all students in K to Gr.7. The units are: Skills for Learning, Empathy, Emotion Management and Problem Solving.

Netiquette & Digital Citizenship

In today's world we all find ourselves immersed in technology. Much of our day, no matter what our age, is filled with screen time. The impact on our lives is to make things easier, to be more connected and more informed about the world. However, there are challenges that come with all of this access to technology. It is important that we continue to have discussions on the safe and responsible use of technology. We need to be equipped with knowledge and the tools to be cyber aware. We need to have ongoing conversations with our children to know what they are doing online, that they are staying safe, that they are not using technology in lieu of building the friendship and social skills they need to interact with their friends and community. Students need our guidance to make wise choices online, respecting themselves and others, showing empathy and staying safe.

We have an Acceptable Use of Technology form that students and parents sign at the beginning of the year. At school we monitor technology use and have "blocks" set up to control what students have access to. Below are some reminders of what you can do at home with your child to protect them if you have them playing and learning online.



- Set up usernames, profiles and gamer tags that do not include any personal or private information.
- Use several different, not easily guessable passwords.
- Parents should always know their child's passwords.
- Do not have any personal information identifiable in profile pictures (example a picture in front of your home or school).
- Set up all user profiles as private and leave account information blank or as parents come up with alternatives you can use.
- Make sure your child knows in person all of the people they accept as virtual friends. Virtual friends should be real friends from they have from their school, neighbourhood, sports teams/clubs and family/family friends, NOT strangers.
- Everything students post should be positive and kind.
- If someone else posts something inappropriate or mean, students should not engage in commenting or "liking" the post. Instead, you can make a positive comment of support, block or remove the post or ignore the creator of the mean behaviour.
- In order to help students decide what is appropriate or inappropriate behaviour, one strategy is having them think how their own caregivers, parents or grandparents would react.
- If a mean comment is directed at them, we need students to not react immediately, but reach out for help from an adult to see if they should make a positive comment back, block or remove the post, or ignore the creator of the mean behaviour
- Make sure you as a parent know about all your child's social media profiles

Many classes have had discussions in the library and in the FuturePlay Lab about safe technology use. We will having follow up lessons after the break with all intermediate classes.

Artist in Residence Studio

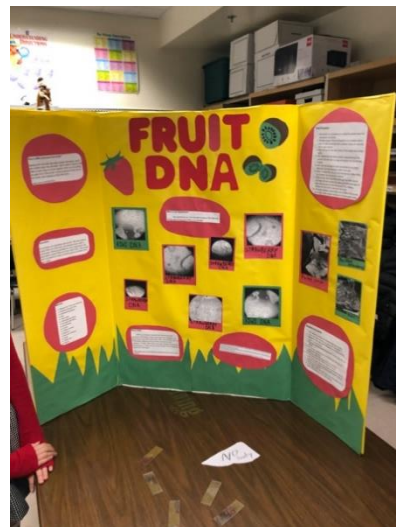
On the last day of sessions with artist, Alanna Ho, she shared a selection of graphic scores made by children in Divisions 8 and 9. She shared the following message and images: "I love SEEING the things they hear. I started using Prokofiev's Peter and the Wolf two years ago to introduce the concept of sound represented as characters; a character is a colour; a colour is a feeling; a feeling is texture; a texture is gesture; a gesture is observation and understanding your own thoughts."



Science Fair – Division 3



Division 3 presented their science inquiry projects to other students in their Learning Group. Each group was well spoken and provided great insight into their learning.



Library Collaborative Units



From January to now it has been a busy couple of months in the library with a huge focus on the Collaboration and Critical Thinking Competencies which are reflected in the following collaborative units! From Digital Citizenship to Coding and Building Castles with Simple Machines! Check out some of the collaborative units Ms. Purewal has worked on with classes!

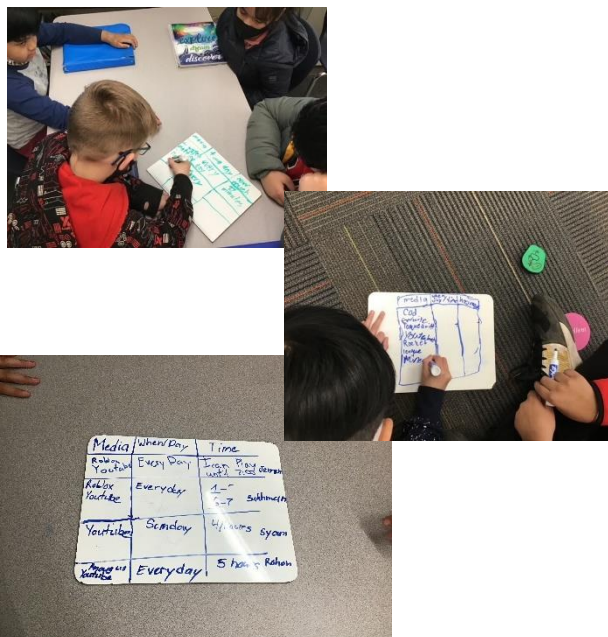
Gr.6/7's Div.2 & 3

GR. 4's Div. 8 & 9

Topic: Digital Citizenship Collab. Unit

Each week these classes come to the library and focus on their critical thinking and collaboration competencies as we discuss digital citizenship topics to prepare students to take ownership of their digital lives!

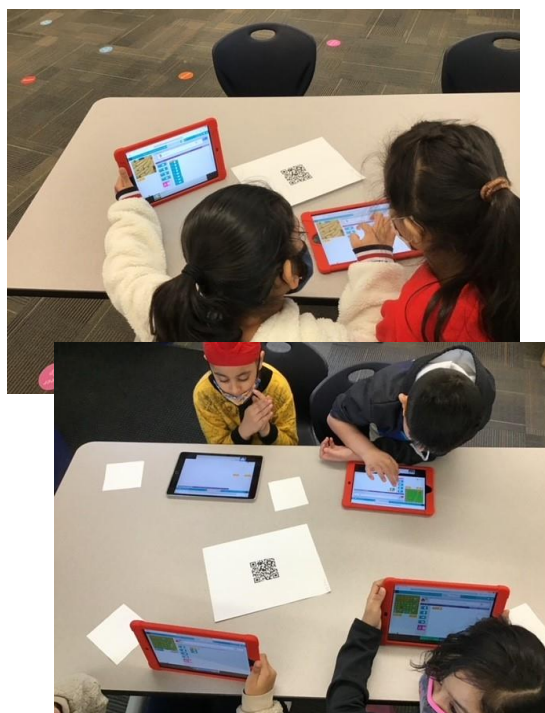
[Family Digital Citizenship Resources](#) and Activities for home!



Gr. 2 Div.13

Topic: Coding with Code.org

In the library, the students use their critical thinking and collaboration skills as they learn how to code and advance to the next level



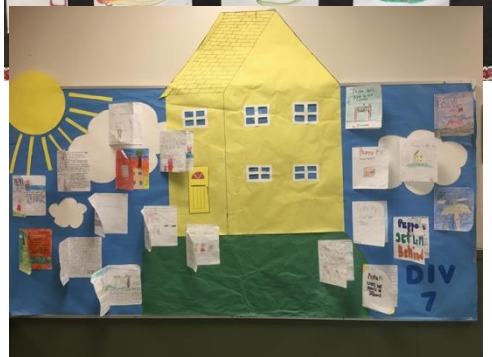
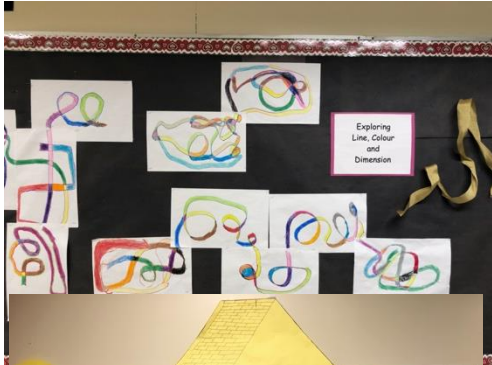
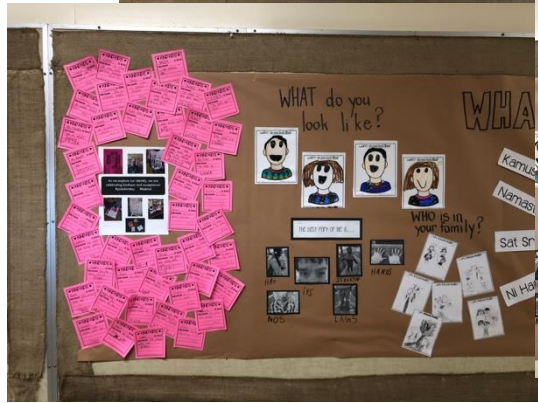
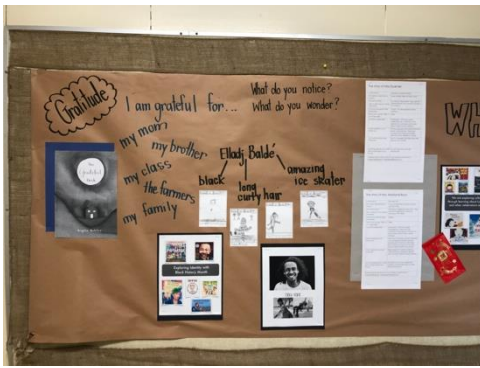
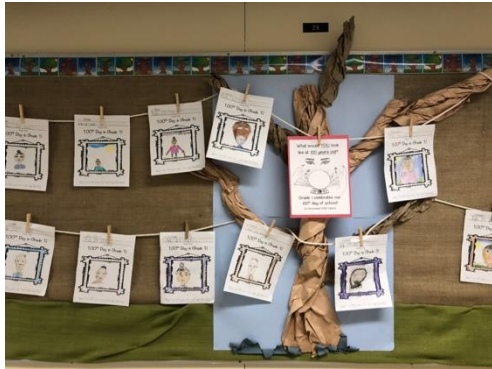
Gr.5 Div. 5

Topic: Simple Machines through Castle building

Ms. Smith's class has been focusing on their critical thinking and collaboration competencies as they work in groups to build their castles with elements of simple machines!



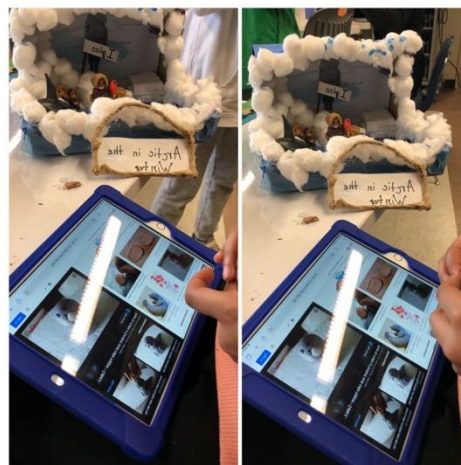
What did you learn in school today?



Division 9 – Habitat Inquiry

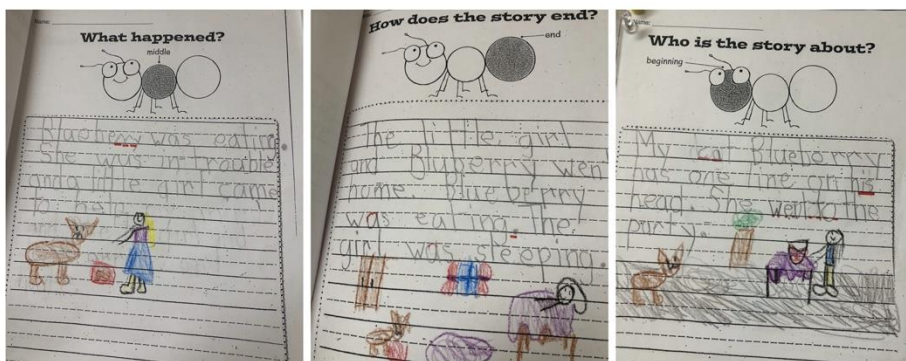


Some great hands-on learning and inquiry on natural habitats by our Grade 4s. Students worked with great interest and concentration as they created 3D models of the habitats they researched with Ms. Woodward and Ms. Levy. Their creativity and attention to detail was noted! Well done!



Budding Authors of Division 17

The Grade Ones have worked all year on their printing skills, developing their phonemic awareness and spelling skills, and developing the concept of story. We can now check out some of their story writing skills complete with a defined – beginning, middle and ending!



Thank you for your support!



Gardening strengthens emotional and interpersonal skills. Children who garden learn responsibility, patience, perseverance, and how to deal with disappointment if the garden doesn't grow as expected.

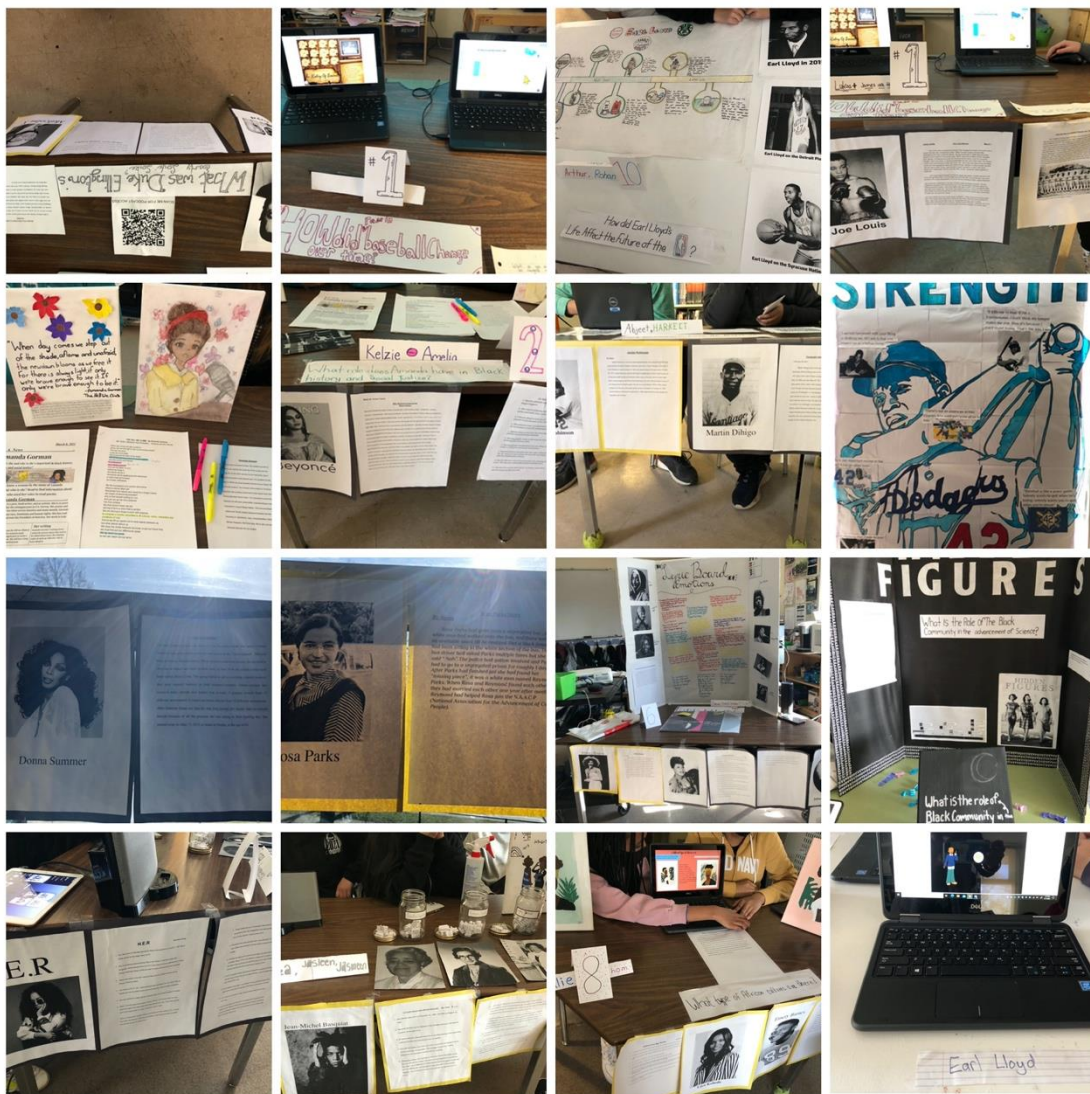
Thank you for supporting our school garden by purchasing mushroom manure!



BLACK HISTORY INQUIRY- DIV.1



Division one has been working for a month and a half on diving deeper into uncovering stories during their Black history inquiry. There were some fascinating questions explored.



Mark Your Calendars

- ❖ March 15th to 26th – Spring Break – No School
- ❖ April 2nd – Good Friday – No School
- ❖ April 5th – Easter Monday – No School
- ❖ April 22nd Earth Day
- ❖ April 26th – Pro-D Day – No School for Students
- ❖ May 24th – Victoria Day – No School
- ❖ June 29th – Report Cards go home
Last day of school for students

Make a difference this March with the Henderson PAC Neighbourhood Clean-up

March 13 to 28, 2021

Join us in giving back to our community by signing up to participate in our first ever City of Vancouver neighbourhood clean-up.

Get outside, clean-up, have fun and be entered into a draw for great prizes.

[Register here](#)



FACULTY OF EDUCATION
LANGUAGES, CULTURES AND LITERACIES

8888 University Drive
Burnaby B.C. Canada V5A 1S6

TEL + 1 778 782 1111

FAX + 1 778 782 1111
SFU.CA

March 9, 2021

Dear Parents/Guardians:

I am currently enrolled in the doctoral program in the Faculty of Education at Simon Fraser University and am in the process of conducting research for my thesis. The study is entitled *The Politics of Linguistic Belonging of Chinese Canadian Youth*. Before enrolling at Simon Fraser University, I was a full-time teacher at Hastings Community Elementary School in Vancouver for twelve years and a volunteer there for the last two years.

I am looking for students born in Canada to one or two Chinese immigrant parents in the upper intermediate grades, ages 11–14 years old. I am interested in studying how the home and school language practices of Chinese Canadian youth affect their identities and sense of belonging. This study will help us learn more about how children who grow up in households of more than one language feel about who they are. The reason we wish to study multilingual children is because there is currently little research in Canada which explores the connection between the language practices and identities of Chinese Canadian youth.

You and your child are being invited to take part in this study. Your participation is completely voluntary. The participation of you and your child will be completely confidential and all research will be conducted remotely using phone, email, internet, and video conferencing. You and your child may withdraw at any time without giving reasons why and there will be no effects on your child's education and any services they may be receiving. If you choose to enter the study and decide to withdraw at a later time, all data collected about you and your child during enrolment in the study will be destroyed.

If you are interested in finding out more about this study, please contact me at: gnystrom@sfu.ca or 778-919-4025.