

Arts Feed the Soul

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President's Message

By Ivan Saari, President OASCD

My two year term has come to completion. I would like to extend my best wishes to the Ontario ASCD family and fervently hope that the Board can represent and serve you as the framework forwarding ASCD positions continues. As this is the last newsletter prior to the summer break, I wish you a restful and professionally stimulating summer filled with family, friends and good books.

An Exciting Time for Ontario ASCD Members

By Ivan Saari and Dr. Peter Orange

This is a very exciting time for Ontario ASCD members! Allow us to highlight a few reasons why:

- 1) Our AGM on May 26th was an opportunity to welcome new Directors charged with serving the diverse membership in Ontario.
- 2) ASCD recently awarded our affiliate the ASCD Affiliate Excellence Award in Communications and Publications.
- 3) Examination of producing and procuring online content (webinars, keynote addresses etc.) as an additional member benefit.
- 4) Our membership database now contains email addresses for 78% of members, allowing for increased information distribution via email.
- 5) Jay McTighe will be delivering a one-day institute this fall. For further details visit www.principals.on.ca and click on Educational Leadership Canada.
- 6) The recently distributed "Changing Perspectives" journal (Sustainability) has received an exceptional response, from both members and other educational entities.
- 7) ASCD's recently released "Whole Child Compact" will provide much direction and support for our activities in Ontario.

The Compact acknowledges the "Arts Feeds the Soul" theme of this newsletter. Educators and the public have long agreed that education must both include and go well beyond the academics of reading, writing and mathematics. For our

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If you wish to comment or write an article or notice, based on one of the themes, for consideration in an upcoming *Trillium*, contact:

Peter.Orange@ascd.ca

Ontario ASCD, a diverse learning community that promotes excellence in education, is dedicated to supporting the growth and success of each learner.

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educational system to develop whole children, we must call for a shift in how schools and communities look at young people's learning.

The Arts Feed The Soul, Mind and Body. They do it by reaching those areas of acquisition that may be less accessible through the Humanities, Mathematics, Sciences or other discrete subject areas. At times, the social, psychological and the aesthetic development areas meet in a commingling of ideas, concepts and growth potential. Expression and self-expression begin to blur. Issues of identity, and developing or strengthening values become apparent in a myriad of ways. Child and adolescent development pathways become clearer and goals become reachable. Arts education is an essential mode of learning, and learning about learning. Methodologies that are "arts" based are becoming the norm in many schools. We are seeing more and more curriculum features that are related to or derive their impetus from 'Arts-based' educational theories. ASCD's position on 'Arts in the curriculum', endorsed and supported by Ontario ASCD, states that, "Education in the arts is an essential element of a balanced curriculum. The study of music, dance, drama, and visual arts, including their history and cultural influence, should be part of every student's education." (ASCD, What We Believe, Revised June 2005, Alexandria, Virginia, USA). In this 'balance', researchers, teachers, students and parents are finding that there is increasing evidence that a direct correlation between succeeding in 'Arts' education and overall successful learning for a student. Arts education has the enviable potential of being a catalyst for building confidence to explore alternative modes of acquisition and/or taking risks in inquiry based learning environments.

Much educational practice and policy focuses on academic achievement. This achievement is but one element of student learning/development and only a part of any complete system of educational accountability. Let us work towards the time to learn drama, the space to learn dance, the materials to learn photography and the professional educators to teach with these time, space and material resources.

The Trillium

Themes for 2007-2008

Fall - Professional Practice
 Winter - Cultures of Learning
 Spring - Educating for All
 Summer - Practice into Action

Another Literacy: A Review of Burmark's Visual Literacy

by Mark Woermke

Move over textual, mathematical, and technological literacies. Enter visual literacy. According to Lynell Burmark, visual literacy will become the primary literacy of the 21st century. We are bombarded daily by "visuals" through television, movies, video computer games, the internet and advertising. Longstanding teaching strategies for reading and writing are now insufficient. We also need new teaching strategies for interpreting and creating images. We need these strategies to deconstruct and critique these message-laden visuals as well as to exploit image-driven career opportunities in communications, advertising, design, arts and entertainment.

Burmark encourages teachers to teach visual literacy in their classrooms because it appeals to students, it addresses the spatial/visual intelligence, and it enhances their learning and workplace options. As an added benefit, visual literacy will also help teachers become better communicators and presenters.

Visual Literacy offers practical advice on learning and teaching strategies. Burmark presents and explains best practices from 'real world' classrooms (word walls, bulletin boards, posters and websites, murals, table-top projects, charts graphs and diagrams). She also presents suggestions for assisting students to connect visual expression and technology by highlighting the elements of successful presentations (typeface and font, bullets, colour, images, charts). These useful suggestions can assist teachers and students to interpret, understand and appreciate the meaning of visual messages and apply the principles and concepts of visual design.

Educators who want to help develop discerning interpreters, effective communicators, and visual-savvy employees, will find this book useful.

Burmark, Lynell. *Visual Literacy: Learn to See. See to Learn*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2002.

Mark Woermke is a teacher-consultant in the Intermediate/Secondary Program Department of the Ottawa Catholic School Board and can be contacted at mark.woermke@ottawacatholicschools.ca.

Theatre and Critical Literacy

by Shelley Smith-Dale

Ottawa has become the first city in Canada to join an exciting program for high school students with a passion for writing and theatre. The Ottawa Citizen newspaper, the Ottawa Catholic School Board, and the Ottawa Carleton School Board, in a joint venture, have pooled resources to bring this groundbreaking program to the capital. This program has raised High School Theatre to a high level of community awareness showcasing our talented students.

The Cappies (short for Critics and Awards Program) was founded in 1999 by U.S. author Bill Strauss and Judy Bowns, a theatre resource teacher in the Washington area. The program has since spread across the U.S. and made its Canadian debut in 2005 in Ottawa.

The program co-ordinates teams of student critics and teacher mentors from across school boards, allowing them to see each other's plays. The best student reviews are published in the Ottawa Citizen. This allows high schools students to see something they rarely get a chance to see – themselves reflected positively in a newspaper. Each school receives a full page with pictures and 5 student reviews. Students thrive and vie for their published reviews.

At the end of the season, student critics vote in 35 different categories. The awards are presented at a gala at the National Arts Centre in Ottawa. This red carpet event in June celebrates the accomplishments of the actors,

technicians, and student critics. Top student winners have an opportunity to attend an intensive summer theatre program in Washington, D.C.. Here they gather with the winners from all the other Cappies cities' programs and, in just three short weeks, participate in several workshops, record an original CD, and perform in both a play and an original musical, on stage at the Kennedy Centre.

The Cappies Mission

- To provide a unique, collaborative learning experience for high school theatre students
- To encourage and advance training of student writers, performing artists and technical crews
- To inspire creativity and critical thinking
- To offer constructive critical feedback for student theatrical endeavors
- To foster more community recognition of student achievement in theatre arts
- To enhance, celebrate and add excitement to high school theatre across North America

Shelley Smith-Dale is a Creative Arts Consultant with the Ottawa Catholic School Board and can be contacted at Shelley.Smith-Dale@ottawacatholicschools.ca.

The 'Arts' of Success and Special Education

by Susan-Jane MacDonald

For a majority of our special education students, the Arts facilitate engagement, motivation, learning and ultimately, academic success. The arts inherently provide for individualization within the curriculum. This allows for a wide array of instruction that meets the needs of diverse learners. It lets teachers see their students differently and understand their individual strengths and weaknesses.

Within the arts, all students are able to participate on a level playing field. Through dance, music, the graphic and visual arts classes, each child is able to express him or herself without the fear of being right or wrong. For many, this is the one place where success is paramount and failure is rarely an option. It is here that self-esteem is built and the child learns that he or she has something intrinsic to offer. This is invaluable for all our special education students who need to feel the joy of success. The arts allow students a concrete way to illustrate their understanding within their other subjects. Students can present their knowledge through skits, visual or oral presentations, Powerpoint presentations, dancing, games, etc.. Each of these methods generates a way to show an understanding of the subject material. This 'communication' method can reduce the fear that tests and exams create in the minds of those

the fear that tests and exams create in the minds of those students who cannot easily remember, recall or recreate on paper.

There is an added benefit for students who participate in arts programming. It has been shown that drama and art are venues for improvement in writing. Students who employ drama journals and write skits, improve written communication skills within the area of vocabulary. Similarly, art encourages enhanced descriptions and develops details that can be translated into writing. Visualization and drawing in math build a better understanding of difficult problems. The use of these is heavily relied on at the elementary level and should be incorporated at secondary to aid all students.

It cannot be stressed enough how important the arts are to special education. Through the arts, many of our special education students come to know their strengths and are able to capitalize on them. With the arts, failures are turned into successes and motivation and engagement become the norm.

Susan-Jane MacDonald is a Learning Support Specialist and Special Education Department Head in the Ottawa-Carleton District School Board and can be contacted at Susan-JaneMacdonald@ocdsb.ca.

Ontario ASCD Recognized!

by Ivan Saari, OASCD President

I am pleased to inform you that Ontario ASCD was selected to receive the 2007 Affiliate Area Excellence Award for Communications and Publications. The awards committee was most impressed with the emphasis by the affiliate to ensure that the mission and vision of the organization is the driving force behind a high quality, valuable, and varied array of services informed by member needs. From the letter informing our affiliate: "The attention to depth and diversity shown in the organized documentation your team provided the committee clarified the effort and progress that Ontario ASCD has made, specifically in being systemic and aligned in strategic planning and implementation, and is a model for other affiliates.

The committee especially wanted to commend the affiliate for:

- An excellent package of materials presented in a clear and concise and interesting manner;
- A well designed plan to communicate with members through a variety of formats and media;
- An award-winning journal reflecting a diversity of ideas and authors;
- A strong commitment to sharing the ASCD adopted positions and providing a local context for your membership;
- Providing a variety of feedback options for members to communicate directly with Ontario ASCD board directors;
- An increasing number of members as a result of clear planning, strategic alignment, knowledge of member needs, and addressing those needs through your programs, products, and services;
- A variety of collaborations with decision makers throughout the province to ensure the visibility and credibility of Ontario ASCD;
- Developing, maintaining and promoting the pan-Canadian website; and
- Always making connections to ASCD.

ASCD is proud to be affiliated with an organization like Ontario ASCD and to pay tribute to the excellent work in Communication and Publications that the affiliate demonstrates in its activities, its impact, and its contributions to the ASCD community.

The award was presented in Anaheim at the Annual Conference. Consider visiting the website (www.ascd.ca/ascd/on) to see Ontario ASCD President Ivan Saari receiving the award from ASCD President Dick Hanzelka. You can also view the Ontario ASCD submission to the Awards Committee.

As always, serving our membership remains a focus of our affiliate and we are delighted that our communication/publication efforts have been recognized. We now have 78% of our members' e-mail addresses which will add to the opportunity to communicate in ways that our members want. Efforts to explore effective e-mail and online PD offerings continue. If you have any thoughts or ideas to share on these, or any, issues, please contact a Director using the contact information on the back page of this newsletter.

Join Ontario ASCD

You have two options when joining Ontario ASCD. You can join Ontario ASCD only or you can apply for a joint membership in both Ontario ASCD and ASCD.

Option A

Ontario ASCD Membership only \$40 CA per year
Send cheques to Dorothy Byers (see address below).

Option B

Joint ASCD and Ontario ASCD

- Basic \$49 US per year + \$25 US per year
- Comprehensive \$79 US per year + \$25 US per year
- Premium \$189 US per year + \$25 US per year

Visit <http://www.ascd.ca/ascd/on/> and click on membership. Then follow the links to the membership level that you wish to have.

For further information, contact:

Dorothy Byers, Membership Coordinator

1412 Glenwood Drive

Port Credit, Ontario

L5G 2X1

Dorothy.Byers@ascd.ca

ASCD Professional Learning Opportunities

Ontario ASCD and the Ontario Principals' Council
are pleased to present
a one-day Speaker Series event

Schooling by Design

featuring

Jay McTighe

Jay McTighe is an educational consultant with an extensive background in staff development. He is known for his work in the area of *Understanding by Design* and in *Differentiated Instruction*.

This one day session will feature
McTighe's soon-to-be-released book

Schooling by Design

October 22, 2007
Mississauga Convention Centre

For more information go to:
www.principals.on.ca and click on Education Leadership Canada.
or e-mail:
elc@principals.on.ca

ASCD's Position on The Whole Child

Current educational practice and policy focus overwhelmingly on academic achievement. This achievement, however, is but one element of student learning and development and only a part of any complete system of educational accountability. Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged. To develop the whole child requires that:

Communities provide:

- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

Schools provide:

- Challenging and engaging curriculum.
- Adequate professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- High-quality teachers and administrators.
- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers provide :

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

**see www.ascd.org/learningcompact for the full report on "The Learning Compact Redefined: A Call to Action"

ASCD Networks

Arts in Education Network

This network provides a forum for educators to share ideas and resources for teaching of the arts. It seeks to raise an awareness of and appreciation for the arts as an important component of the curriculum. Participation in this network provides educators with an opportunity to liaise with other educators, arts-in-education groups and curriculum specialists.

Network Facilitator

Gene VanDyke

Contact: gvandyke@messiah.edu

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Look for information about the Fall professional learning event in Ottawa in the next issue of *the Trillium*

Web Sites

Ontario ASCD: www.ascd.ca
ASCD Worldwide: www.ascd.org