



The Trillium

October 2005

Ontario Association for Supervision and Curriculum Development

Classroom Management and ASCD Position Exploration

*Classroom Discipline: the
Fourth "R"*
(details inside)

**Ontario ASCD -
Eastern Ontario Regional
Presents An Evening with
Dr. David Posen
Restore Balance in Your Life
Oct. 20, 2005
Ottawa**

*The Northeast ASCD
Affiliate Conference—
Leading and Learning:
Deep and Lasting Improvement
Dec. 1—3, 2005
Boston*

*2006 Annual Conference
Constructing the Future,
Challenging the Past: Excellence in
Learning, Teaching, and Leadership
April 1—3, 2006
Chicago*

The Trillium is also available on our website.

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

President's Message

Across our province, we belong to a variety of communities that advocate for educators and the professional practice that is our calling. Last year, ASCD completed and adopted positions on The Whole Child, Health and Learning, High-Stakes Testing, and The Achievement Gap. New goals have shaped the strategic plan and changes have been made in governance structures. A new event, the Leadership for Effective Advocacy and Practice Institute in September, brought together Leadership Council, Emerging Leaders, Presidents, mentors, ASCD staff and officials and lecturers to explore these positions and plan for continued forward motion as a successful organization. Ontario ASCD is currently mapping out our three-year strategic plan to align the organizational thrust of ASCD with the issues of our Ontario membership and the state of education in our province.

There are many exciting initiatives happening in Ontario. Student Success Leaders, MISA Leaders, Literacy and Numeracy Secretariat, Turn-Around Schools, Broad-Based Technology, new programs and alliances between Secondary and Colleges/Universities are but a few. Continued progress in the Sustaining Quality Curriculum process, Ministry funding models, First Steps and other diagnostic tools, on-line learning and distance education are on many of our desks. As we bring about change and make sense of the change about us, the strength of the community becomes apparent. We are excited about the Journal that will be sent to you as part of your Ontario ASCD membership. The editorial team have been creating this publication over the past year. Keep your eyes on this newsletter for information about upcoming events and stimulating short articles and contact us for information about writing articles for the newsletter, journal, or website. As we look forward to the upcoming year, we challenge you to look at the educational landscape and challenge yourself to make a difference. We trust that this community will be part of that growth.

- Ivan Saari

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



Leading and Learning: Deep and Lasting Improvement

December 1-3, 2005

Boston Park Plaza

The theme of the 9th Annual Northeast ASCD Affiliate Conference is **Leading and Learning: Deep and Lasting Improvement**. The strands for this year's conference are: **Leadership for Learning, Effective Instructional Practices, and Professional Learning Communities**

As in previous years, the conference is broken down into the main, two-day event (Friday and Saturday, December 2-3, 2005) and an optional one-day pre-conference (Thursday, December 1, 2005). Each day of the conference will start off with a keynote presentation. This year our keynote presenters are **Michael Fullan** and **Rick DuFour**.

Arguably one of the most sought-after and dynamic speakers on education today, **Michael Fullan** will keynote on Friday December 2nd with "*Leading in a Culture of Change.*"

Our keynote speaker on Saturday morning is **Rick DuFour** who will speak on "*Strategies for Implementing Professional Learning Communities Concepts: Tips for Closing the Knowing-Doing Gap.*"

Featured Speakers/Workshops

Conference

As in years past, conference participants choose a featured workshops for the conference presentation. The choices are:

Rick and Becky DuFour - "Critical Priorities in Building and Sustaining Professional Learning Communities"

Michael Fullen - "Leadership and Sustainability"

The featured speakers will present the first part of their workshops on Friday morning, following the keynote sessions and the second part on Saturday morning following the morning keynote.

Pre-conference

The optional pre-conference sessions will be held on Thursday, December 1st, 8:30 am - 3:30 pm

Rick & Becky DuFour - "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement"

Michael Fullen - "Going Deeper in School and District Reform"

Karen Tankersley - "Building Literacy in Content Classrooms"

Registration Information

Participants may register for the two-day conference, the optional one-day pre-convention workshop, or both. In addition, there is an optional Author Luncheon on Friday, Dec 2.

The standard conference registration fee is \$279.

Please visit www.maineascd.org for more information regarding specials, optional activities and registration options.

ASCD Adopted Positions

Through its position adoption process ASCD continues to advocate for policies and practices that ensure all children have access to educational excellence and equity.

The Four Positions

- [The Whole Child](#)
- [Health and Learning](#)
- [High-Stakes Testing](#)
- [The Achievement Gap](#)

The Whole Child

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged. To develop the whole child requires the following contributions:

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 behaviours.

This year each subsequent edition of the Trillium will feature one of the four ASCD Positions followed by an article that relates to the position.

If you have a comment or a story to share that relates to one of these ASCD positions please e-mail it to margaret.skinner@ascd.ca

Classroom Discipline: The Fourth “R”

Cynthia McMullen and Lidia Pritchard

Teachers

Arnprior District High School

Discipline is not what you do when children misbehave, it’s what you do so they won’t. - Ronald Morrish
Research has shown that classroom discipline is the most important factor affecting student achievement. When teachers have taken the time to teach their students discipline, the teaching of curricular expectations is more effective.

Since beginning our teaching careers, we have had an interest in classroom management and its effects on student achievement. Several years ago, we attended a seminar given by Ronald Morrish, the author of With All Due Respect. His work, along with the work of Alan Mendler and Spencer Henry, has inspired us to radically change our philosophy about classroom management, which, in turn, has positively changed the way our classrooms run.

All too often, teachers expect students to enter their classes at the beginning of the semester knowing exactly how to behave in a way that is appropriate for their class. In reality, as much as they need to be taught the three “R”s, we believe that students need to be taught, and given the opportunity to practise, classroom rules, procedures, and appropriate attitudes. Only after these behavioural expectations have been taught and practised should they be managed using traditional classroom management strategies.

Teachers who wish to eliminate negative behaviour often use consequences as leverage.

A far more effective approach is to remind students that the behaviour is unacceptable, and they must repeat the action in a manner that is appropriate for the classroom. Although consequences are not always avoidable, they should never be given as an alternative to proper behaviour.

Contrary to popular belief, “don’t sweat the small stuff” can be a dangerous attitude to adopt in a school setting. By ignoring small misbehaviours, teachers send a clear message that the behaviours are acceptable. Every small infraction need not be punished, but should be acknowledged. We like to use these opportunities to correct or re-teach the appropriate conduct, and give the student the opportunity to practise

the correct behaviour.

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We belong to a

As teachers, our responsibility is not limited to the students in our classrooms. We belong to a larger school community, and our discipline efforts are more effective if we’re united as a staff, with common rules and expectations. In addition, teachers should not hesitate to address issues that arise outside of their classes, even with students they do not teach. We should view ourselves not just as classroom teachers, but as school teachers.

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Our teaching practice has been improved, not by a list of classroom management techniques, but rather, by changing the way we view classroom discipline. It is this subtle difference that has had the largest impact on our teaching. Our techniques are entwined with our belief system, and once this philosophy is adopted, the changes it can produce in a classroom are dramatic. ☑



Eastern Ontario Regional proudly presents...

AN EVENING WITH DR. DAVID POSEN - " RESTORE BALANCE IN YOUR LIFE "

Internationally renowned author and speaker David Posen will talk about stress relief, time management and work life balance.

Start your year off right!



Dr. Posen is the author of the following books:

Always Change a Losing Game

Playing At Life To Be The Best You Can Be, 1994, Key Porter Books.
Now in its ninth printing and a National Bestseller.

Staying Afloat When the Water Gets Rough

How To Live In a Rapidly Changing World, 1998, Key Porter Books.
Now in its second printing and a National Bestseller.

The Little Book of Stress Relief

52 Prescriptions for a Calmer Life, 2003, Key Porter Books.
Now in its fourth printing and a National Best Seller.

Thursday, October 20, 2005

4:00 – 8:00 p.m

\$30 Members and B.Ed. Students \$35 Non-Members

Includes a Chinese Food Buffet

4:00 p.m. Registration and Publisher's Display

4:30 - 8:00 p.m. Keynote Speaker and Dinner

**Immaculata High School, 140 Main Street, Ottawa
Spaces limited. Register Quickly!**

We Welcome Two New Members to our Ontario Board of Directors

Dr. Peter Orange received his PhD (in Educational Studies) from the University of Surrey, UK, in 1994. He was recently Chairperson for the Theatre Arts Department at the International School of Geneva where he taught for 15 years. He was a member of the International Baccalaureate (IB) Subject Committee for Theatre Arts and continues now as an Examiner and Moderator of Theatre Arts and Extended Essays for the IB. He recently worked with Homerton College, Cambridge University U.K. as well as The Open University in both the Arts & Education Schools as an Associate Lecturer. He has been a Vice Principal for private and public schools in London, Ontario and Hull, Quebec as well as Director of Studies at Ashbury College in Ottawa. He is a dual national (Swiss and Canadian) and

is bilingual (French and English). He is now with the Ottawa-Carleton Catholic School Board as a teacher, project consultant and Principal-in-training. He hopes to assist OASCD with their Journal "Changing Perspectives" as well as doing research and supporting the associations mandates.

We also welcome Sharon Wright-Evans. Sharon has held a variety of positions with different school boards in Nova Scotia and in Ontario. She began her teaching in the elementary panel and then moved on to secondary, where she was a classroom teacher, a resource teacher and guidance counsellor before making the transition to administration. She has been vice principal at secondary and principal at elementary. She has also worked as an Education Officer with the Ministry of Education. For the last three years she has been very involved in the Student Success Initiative in the province.

New Board of Directors

Ontario ASCD Regionals

There are currently two regionals associated with the Ontario affiliate. Contact people are:

Peel: Rosemary.Sutton@ascd.ca

Ottawa: Colleen.Beanish@ascd.ca

Contacting Ontario ASCD

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<i>President</i>	Ivan Saari Renfrew County DSB
<i>Past President</i>	Bev Inglis The Near North DSB
<i>Finance Chair</i>	Chantal Soucy Ottawa-Carleton CDSB
<i>Director</i>	Dorothy Byers St. Mildred's-Lightbourn School
	Lynn Julien-Schultz The Near North DSB
	Sharon Wright-Evans London District CSB
	Kelly Manning Toronto CDSB
	Lesley Brien Waterloo RDSB
	Joanne Robinson OPC
	David Bird Pinehurst School
	Peter Orange Ottawa-Carleton CDSB
	Margaret Skinner Ottawa-Carleton CDSB
	Micheline Harvey Ottawa-Carleton CDSB
	Rosemary Sutton Peel DSB
<i>Ex-Officio</i>	Mary Nanavati Peel DSB
	Roland Kay Renfrew County DSB

Ontario ASCD Membership - new or renewal

Please send this form and your membership fee (\$30) to the Membership Coordinator at the address above.

Name: _____

Position: _____ School: _____

School Board: _____

Mailing Address: _____

phone and e-mail: _____
