



PEITF Summary

PRINCE EDWARD ISLAND TEACHERS' FEDERATION
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Issue #4

Federation Office Hours for the Holiday Break

Federation House will close at 1:00 pm. on Friday, December 21, 2012 for the holiday break. The office will re-open on Thursday, January 3, 2013.

UPEI's Save the Date and Important Information About the MEd in Literacy and Inclusion

UPEI's Faculty of Education is pleased to announce that they will be holding two information sessions regarding the new focus for their MEd in Literacy & Inclusion in Western PEI on Wednesday, January 9th, 2013. They will be in Elmsdale at Westisle Composite High School (Room 129) from 11:30 - 1:00 p.m. and in Summerside at Parkside Elementary School at 3:45 p.m.

PLEASE NOTE THAT THE DEADLINE FOR APPLICATIONS HAS BEEN EXTENDED TO JANUARY 30, 2013, allowing for these information sessions and to properly address inquiries in a timely manner.

If you cannot attend either of these sessions and would like more information please contact Cathy Hennessey, Admin Support for Graduate Programs, at 566-0731 or cahennessey@upe.ca. Please save this date in your calendars and they look forward to your questions.

Volunteers Needed for CONTACT 2013

CONTACT (Conference on new Techniques and Classroom Teaching) is a regional conference organized by the Nova Scotia Teachers Union, the New Brunswick Teachers' Association, Prince Edward Island Teachers' Federation and the Newfoundland and Labrador Teachers' Association. The conference provides teachers with the opportunity to remain current in their profession and make contact with their colleagues from the Atlantic region. This year PEITF is hosting. We know it will be a great conference but we need your help. We are looking for volunteers to sit on the organizing committee.

If this is something you are interested in doing, please contact Lois Adams at 569-4157 or ladams@peitf.com for more information.

Crisis and Trauma Resource Institute Inc. Winter/Spring 2013 Public Workshop Schedule

Winter/Spring 2013 Public Workshop Schedule

Crisis and Trauma Resource Institute Inc. – www.ctrinstitute.com

ACHIEVE Training Centre – www.achievecentre.com

April 18, 2013

Anxiety - Practical Intervention
Charlottetown, PEI
Crisis and Trauma Resource Institute Inc.
www.ctrinstitute.com/peipw.html

April 19, 2013

Depression – Practical Intervention Strategies
Charlottetown, PEI
Crisis and Trauma Resource Institute Inc.
www.ctrinstitute.com/peipw.html

May 8, 2013

Dealing with Difficult People
Charlottetown, PEI
ACHIEVE Training Centre
www.achievecentre.com/peipw.html

May 9, 2013

Assertive Communication
Charlottetown, PEI
ACHIEVE Training Centre
www.achievecentre.com/peipw.html

June 11, 2013

Understanding Mental Illness
Charlottetown, PEI
Crisis and Trauma Resource Institute Inc.
www.ctrinstitute.com/peipw.html

June 12-14, 2013

Counselling Skills – An Introduction and Overview
Charlottetown, PEI
Crisis and Trauma Resource Institute Inc.
www.ctrinstitute.com/peipw.html

Resource for Literacy Instruction and More

Stenhouse Publications produces books by teachers for teachers. They also offer a newsletter full of helpful tips, and often allow you to preview books on line.

You will find their website at <http://www.stenhouse.com/html/home.htm>

ACTIVE-8 Campaign

This International Development Week (February 3-9th, 2013), the Atlantic Council for International Cooperation wants to recognize youth leaders between the ages of 15-30 who promote the empowerment of women and girls, global social justice and/or environmental sustainability in their everyday lives.

The ACTIVE-8! Campaign is led by a team of 8 youth ambassadors (2 per Atlantic Province) who encourage others to make on-line commitments to act for global change during the month of February

2013. The ACTIVE-8! leader who collects the most on-line commitments will be awarded a prize of \$1000. The ACTIVE-8! Youth Team will be profiled on the ACTIVE-8! campaign website with the goal of inspiring others, particularly youth, to make a difference in the world through their actions.

Please consider nominating someone you know as well as circulating this information as widely as possible. The deadline for nominations is 4 p.m. AST, on December 18th 2012 and self-nominations are also welcome. You can find the application form attached or on the Active-8 website www.active8campaign.com

Nominated youth must meet all of the following criteria:

- Be of 15-30 years of age.
 - Play an active role in promoting global citizenship.
 - Currently reside in Atlantic Canada and be available for limited travel for video production on January 13th 2013. Travel costs will be covered.
 - Agree to be profiled through online videos and profiles and in the media and as part of a local and national campaign.
 - Be available in their home province to participate in International Development Week Activities (February 3rd - 9th, 2013) and organize events in the region.
 - Agree to actively inspire others to make on-line commitments to act for change during the month of February 2013.
 - Guidelines.
1. Nominators and nominees should complete the Nomination Form (available online on November 13th – December 18th, 2012 at www.active8campaign.com).
 2. A nominator should be someone who is closely acquainted with the nominee and their activities. Self-nominations are also welcome.
 3. All nominations must be received by 4 p.m. AST, on December 18th 2012. All nominations will be reviewed by provincial selection committees that have been established by the provincial leads for the campaign. The committee will review nominations and will select two (2) ambassadors per province. All decisions made by the committees will be final. Each ACTIVE-8 team member will be supported by one of 4 Provincial Lead organizations, (members of the Atlantic Council for International Cooperation). These organizations will assist the ACTIVE-8 Ambassadors with coordinating events and outreach to highlight the project and collect pledges from the general public.

Every Teacher Project

The Prince Edward Island Teachers' Federation has lent its support to the Every Teacher project, a national study designed to identify and make widely available the collective expertise that exists among Canadian teachers on inclusive education practices for sexual and gender minority students. This study will enable us to learn what educators think about the climate of Canada's schools for lesbian, gay, bisexual, transgender, Two Spirit, or questioning (LGBTQ) students; which approaches to inclusion of these students seem to work, and in what contexts, and which don't; what supports educators in doing this work, and what holds us back. Results will be made widely available throughout the school system. Completing the Every Teacher survey will take approximately 15-20 minutes. Participation is possible between October 11 and mid-February 2013, but members are encouraged to participate as soon as possible in order to reduce the need for follow-up reminders. All members of teacher organizations are encouraged to participate, including education assistants, counsellors, and teachers with administrative responsibilities. To participate, go to <http://fluidsurveys.com/s/every-teacher-survey/?collector=3114>

Teacher from Ottawa Requests a Teacher Exchange

OTTAWA WANTS THE MARITIMES AND A YEAR IN THE CAPITAL FOR YOU !

TEACHER EXCHANGE

Christine Kelly of Kanata, Ottawa has her heart set on a year teaching in the Maritimes. Christine teaches at Mary Honeywell Elementary School, grade 2 early French Immersion. She has taught grades 1,2,3,4,&5 all in French.

Christine has outstanding references and 32 years teaching experience.

Christine has lived in Ottawa for 25 years. She has two grown sons, one in the Ottawa area and one in the Air Force.

She enjoys curling, swimming, reading, walking and biking! And she LOVES teaching!



She offers a three bedroom/ three bathroom townhouse twenty minutes from downtown Ottawa and twenty minutes from her school. This is a great opportunity for a teacher in your area to experience a year in another part of Canada while retaining your job and home securely. Take a year's visit to our beautiful capital city, Ottawa! Start in September 2013 through until June 2014 at which time you return to your home and school 😊



If interested in exploring this further, please contact Carol Wilkins, of The Canadian Education Exchange Foundation cwilk@ceef.ca , mandated by your Department of Education to facilitate teacher exchanges for their teachers.

I see the term “21st Century teaching and learning” so frequently that I am disturbed by the inference that to be good things must be new and different. This term is especially used by people who wish to suggest that there is some new magic in modern technology that creates a new “good teaching.”

Poppycock.

Good teaching continues to be centered on the teacher-student relationship. The ability for teachers to deliver the qualities good teaching may be helped by new technology, but the qualities themselves are not new. I recently read a list of eight alleged qualities (called “habits”) essential for the 21st Century teacher. There is nothing wrong with the list; but there is nothing new about it either. It is refreshing to see that the qualities that made teachers succeed in 1972 when I entered teaching, are still the core of good teaching. The list below is taken from elsewhere[i]; the comments on each of the qualities are mine.

1. Adapting:

The teacher must cover the curriculum; get students ready for the test; deal with disruptions and be responsive to student needs. Nothing is ever as simple as it seems and no plan ever flows exactly as written. Technology gives us new tools, new sources and new ways to learn from others.

2. Being visionary:

The teacher must have a sense of what is new in many fields and be able to manipulate both their own ideas and ideas of others that are of interest, into integrated learning throughout many areas of study. Technology gives us more opportunities to see what is happening elsewhere and widens scope of the possible.

3. Collaborating:

A teacher must be able to share ideas with others and catch interests of students in new and inventive ways. “Guide on the side, mentor, coach, co-operative learner...,” call it what you will, good teaching and learning happens when we (a flexible group) pull together to make it real. Technology gives us new social media tools and unlimited “search and connect” capabilities.

4. Taking risks:

Teachers have to be willing to try new ideas, new approaches, and to give control of their learning to students. Teachers who allow students to work independently or in groups as appropriate to the learning challenges identified, have always found rewards that more than offset the risk because the learning becomes personal, real and engaging for the students. Technology expands what teachers and students can do.

5. Learning:

Nobody learns like the teacher. Even when I started teaching 40 years ago our adage was, “Teachers teach students, not subjects.” That was recognition that we had to learn first about our students and then work hard to meet their learning needs while achieving prescribed goals. Good

teachers have always taken a lesson plan, either their own from the past or someone else's and adapted it to the teaching and learning needs of the students. The centre of learning is in student needs, not the teacher, not the curriculum, not the test. Technology expands what can be learned and brings into question focussing on content learning.

6. Communicating:

Teaching is communication – oral, written, visual, concrete, abstract – whatever. Teachers communicate about learning, about teaching, about student needs, about up-to-date research, about ideas of their own and ideas from elsewhere. Communication is teacher-teacher, teacher-student, student-student, student-others, independent, controlled and uncontrolled. Technology expands our ability to communicate and our ability to track and manage that communication.

7. Modelling behavior:

Teachers are models for learning and life. Teachers have accepted for many years that there is a 24-hour expectation for appropriate behaviour that comes with being a teacher; an expectation consistent with the higher level of responsibility and respect society places on teachers by placing children in their care. Teachers transfer values and the mores of society through their relationships with students. Reflective practice (taught in teacher education institutions since the 1970s) and teacher professional development opportunities help teachers consider their own behaviour and the expectations of society. Technology can expose students to more models, but by itself technology is amoral – it in fact can also open both immoral and incorrect content changing the role of the teacher.

8. Leading:

Teachers are leaders both in schools and in their communities. Leadership with students allows them to be models, risk-takers and visionary collaborators in learning. Teachers' abilities to be goal-focussed, to organize, to communicate and to build relationships make them a core part of many activities outside their classrooms. Technology is a tool for leaders largely through the skills discussed above.

Recently we see in the education reform movement, a realization that education quality is dependent on the quality of the teacher. As part of that revelation many reformers are using lists, qualities and traits such as the one above as "new" thoughts about teaching. Often, the only new part is that they just discovered them and are now trying to use them as a way to reshape education to their own image. Part of their argument is in the denial of the pre-existence of these ideas.

New technology has tremendous value in the hands of a good teacher. Indeed, lists such as the one above, while originally offered largely to show how wonderful the new technology is, truly show how the human component of good teaching remains constant.

Bon enseignement / bon personnel enseignant Par Calvin Fraser, secrétaire général de la FCE

Je vois si souvent l'expression « enseignement et apprentissage du XXI^e siècle » que je m'inquiète du fait qu'elle donne à penser que les choses ne peuvent être bonnes que si elles sont nouvelles et différentes. Cette expression est particulièrement utilisée par des personnes qui veulent laisser entendre qu'il y a dans la technologie moderne quelque chose de nouveau et de magique qui crée un

nouveau « bon enseignement ».

Balivernes.

Un bon enseignement continue d'être centré sur la relation enseignant-élève. La capacité du personnel enseignant à faire preuve des qualités propres à un bon enseignement peut être aidée par les nouvelles technologies, mais les qualités elles-mêmes ne sont pas nouvelles. J'ai récemment lu une liste de huit qualités (appelées « habitudes ») prétendument essentielles pour le personnel enseignant du XXI^e siècle. Il n'y a rien à redire à cette liste; mais elle n'a rien de nouveau non plus. Il est rafraîchissant de voir que les qualités qui permettraient au personnel enseignant de réussir en 1972 lorsque je suis entré dans la profession demeurent au cœur d'un bon enseignement. La liste ci-dessous provient d'ailleurs[i]; les commentaires sur chacune des qualités sont de moi.

1. S'adapter

L'enseignante ou l'enseignant doit suivre le programme d'études, préparer les élèves aux tests, composer avec les perturbations et être sensible aux besoins des élèves. Rien n'est jamais aussi simple qu'il n'y paraît et aucun plan ne se déroule jamais exactement comme prévu. La technologie nous donne de nouveaux outils, de nouvelles sources et de nouvelles façons d'apprendre des autres.

2. Être visionnaire

L'enseignante ou l'enseignant doit avoir une idée de ce qui est nouveau dans de nombreux domaines et être capable de jongler avec tant ses propres idées que les idées pertinentes des autres aux fins d'un apprentissage intégré dans un grand nombre de domaines d'études. La technologie nous offre davantage d'occasions de voir ce qui se passe ailleurs et repousse les limites du possible.

3. Collaborer

L'enseignante ou l'enseignant doit être capable de communiquer ses idées aux autres et d'éveiller l'intérêt des élèves de façons nouvelles et inventives. « Guide, mentor, accompagnatrice, adepte de l'apprentissage coopératif... », peu importe le terme employé, un bon enseignement et un bon apprentissage sont possibles lorsque nous (membres d'un groupe à caractère souple) unissons nos forces pour les réaliser. La technologie nous offre de nouveaux outils des médias sociaux et des capacités illimitées en matière de recherche et de connexion.

4. Prendre des risques

L'enseignante ou l'enseignant doit être prêt à essayer de nouvelles idées et de nouvelles méthodes, et à donner aux élèves le contrôle de leur apprentissage. L'enseignante ou l'enseignant qui permet aux élèves de travailler de façon indépendante ou en groupe selon les défis d'apprentissage établis trouve toujours des avantages qui compensent largement les risques, car l'apprentissage devient personnel, réel et engageant pour les élèves. La technologie démultiplie ce que le personnel enseignant et les élèves peuvent faire.

5. Apprendre Personne n'apprend comme l'enseignante ou l'enseignant.

Même lorsque j'ai commencé à enseigner il y a 40 ans, notre adage était le suivant : « Les enseignantes et enseignants enseignent aux élèves, ils n'enseignent pas des matières. » Nous reconnaissons ainsi que nous devons d'abord connaître nos élèves et ensuite travailler fort pour

répondre à leurs besoins d'apprentissage tout en atteignant les objectifs établis. Les bons enseignants et les bonnes enseignantes se servent toujours d'un plan de leçon, soit le leur ou celui de quelqu'un d'autre, qu'ils adaptent aux besoins d'enseignement et d'apprentissage des élèves. L'apprentissage est axé sur les besoins des élèves et non sur l'enseignant, le programme d'études ou le test. La technologie élargit ce qui peut être appris et remet en question l'insistance sur l'apprentissage du contenu.

6. Communiquer

Enseigner, c'est communiquer — oralement, par écrit, visuellement, concrètement, abstraitement — peu importe. Les enseignantes et enseignants communiquent par rapport à l'apprentissage, à l'enseignement, aux besoins des élèves, aux recherches récentes, à leurs idées ou à celles des autres. La communication prend des formes diverses : enseignant-enseignant, enseignant-élève, élève-élève, élève-autres, indépendante, contrôlée et incontrôlée. La technologie renforce notre capacité de communiquer et notre capacité de suivre et de gérer cette communication.

7. Servir de modèle

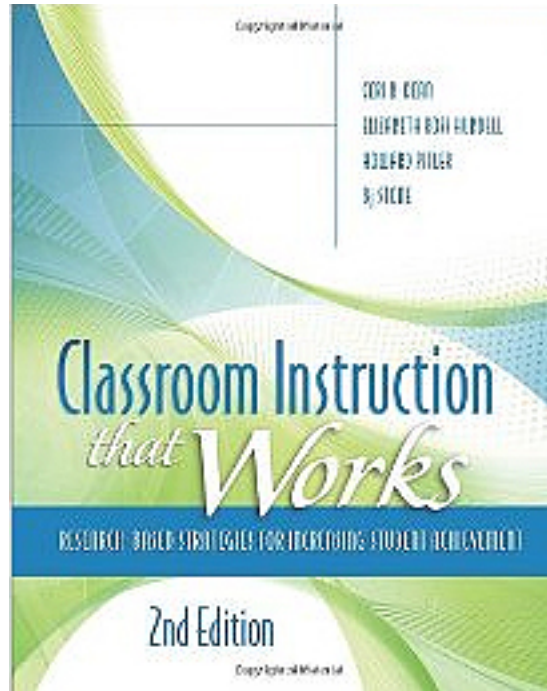
Les enseignantes et enseignants sont des modèles pour l'apprentissage et la vie. Depuis de nombreuses années, ils acceptent le fait qu'on s'attend à ce qu'ils adoptent un comportement approprié 24 heures sur 24 — une attente qui est conforme au degré élevé de responsabilité et de respect que la société impose au personnel enseignant en lui confiant ses enfants. Les enseignantes et enseignants transfèrent les valeurs et les mœurs de la société dans le cadre de leurs relations avec les élèves. La pratique réflexive (enseignée dans les établissements de formation pédagogique depuis les années 1970) et les occasions de perfectionnement professionnel aident les enseignantes et enseignants à réfléchir à leur propre comportement et aux attentes de la société. La technologie peut exposer les élèves à d'autres modèles, mais elle est en soi amoral — en fait, elle peut aussi ouvrir du contenu tant immoral qu'inapproprié qui change le rôle du personnel enseignant.

8. Faire preuve de leadership

Les enseignantes et enseignants sont des leaders tant dans les écoles que dans la communauté. Le leadership dont ils font preuve auprès des élèves leur permet de servir de modèles, de prendre des risques et d'agir comme collaborateurs visionnaires dans l'apprentissage. Leur capacité à se concentrer sur des objectifs, leur sens de l'organisation, leur aptitude à communiquer et leur capacité à nouer des relations font qu'ils sont souvent au cœur de nombreuses activités en dehors de la classe. La technologie est un outil pour les leaders en grande partie pour ce qui est des compétences susmentionnées. Récemment, le mouvement de réforme de l'éducation nous a montré que la qualité de l'éducation dépend de la qualité du personnel enseignant. À la lumière de cette révélation, de nombreux réformateurs se servent de listes, de qualités et de traits de caractère comme ceux dont nous venons de parler, qu'ils considèrent comme des idées « nouvelles » sur l'enseignement. Souvent, tout ce qu'il y a de nouveau, c'est qu'ils viennent juste de les découvrir et tentent maintenant de les utiliser pour remodeler l'éducation conformément à leur propre image. En les entendant, on se rend compte notamment qu'ils refusent d'admettre la préexistence de ces idées. Les nouvelles technologies sont d'une très grande utilité pour un bon enseignant ou une bonne enseignante. En effet, des listes comme la liste présentée ci-dessus, bien qu'elles soient d'abord présentées principalement pour montrer jusqu'à quel point les nouvelles technologies sont extraordinaires, montrent réellement que la composante humaine d'un bon enseignement est toujours là.

Looking for Feedback

Drop us a line c/o Lois Adams at ladams@peitf.com and tell us what you think of the *PEITF Summary* and the *PEITF Newsletter*. Are there things you would like to see included? A draw will be made from those who respond for a copy of the book 'Classroom Instruction That Works'.



PEITF Summary is distributed between newsletters so that PEITF members may be continually aware of current events. Articles and advertisements contained herein do not necessarily express, nor are sanctioned by the official policy of the PEITF.