

Facilitator Guide ETFFO Book Clubs



I AM THE TEACHER

Effective Classroom
Management for
Occasional Teachers



I Am the Teacher

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Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.

Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that

interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

Powerful
Conversations:

- Focused
- Productive
- Interactive

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group’s work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group’s capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no “right” way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

“We should all try to listen with the same intensity we have when we are talking.”

Richard Saul Wurman

Non talker – Honour an individual’s right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don’t acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". *Educational Leadership*, ASCD, April 1998.

Garmston, R. & Wellman, B. *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". *Tools for Schools*, NSDC, August-September 1999.

Easton, L.B. *Powerful Designs for Professional Learning*. NSDC, 2004.

Richard G. Weaver & John D. Farrell. *Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace*, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator’s Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *I Am the Teacher*

In this book club, teachers will consider *I Am the Teacher* and discuss the challenges of creating an effectively managed classroom environment as Occasional Teachers. Occasional Teachers are a diverse group. They may be retired and bring years of valuable experience to the classroom; they may be career Occasional Teachers who enjoy the flexibility that supply work allows; they may be recent graduates who have little experience and are looking for full time contracts. This diversity will allow participants to examine the critical role of classroom management through different lenses, and to explore how classroom management affects the learning environment of students they visit.

Teachers will read real stories detailing the experiences of Occasional Teachers in elementary schools, the challenges they face, and the strategies they use to ensure the brief time they spend with students will be productive and positive and will contribute significantly to the learning goals the full time teacher has in place for the class.

The book club activities and discussions contained within this guide will focus on the following six components of effective classroom management:

- Establishing an Effective Presence
- Considering Student Expectations
- Bonding and Connecting with Students
- Effective Routines and Procedures
- Effective Classroom Management Techniques
- Effective Instruction

This ETFO Book Club will promote an understanding of the particular challenges Occasional Teachers face and examine how and why strategies differ from those of the full time teacher. Participants will take away effective strategies to implement in their own practice.

Session One

Readings:

Establishing an Effective Presence, pages 9 – 23.

General Overview:

Participants are asked to complete the Anticipation Guide (line master 1A in the Support Materials Section) prior to reading *I Am the Teacher* and hand it in at the start of the first session. Through reviewing the responses of the participants to the statements in the Anticipation Guide, the facilitator will gain an understanding of the beliefs held by the various teachers involved in this activity. This guide will be revisited during the last session at which time teachers will reflect on their classroom practice and if/how their teaching has changed or evolved based on the reading, activities and discussions.

The first introductory activity is designed to allow participants to get acquainted with each other, to help build a climate of professional trust and friendliness, and to promote comfort in sharing professional ideas, attitudes, and concerns.

Teachers will continue with an overview of the first section, *Establishing an Effective Presence* (pages 9-23). Using a Carousel Strategy, participants will examine and discuss four aspects introduced in the section. They will understand through discussion and sharing of ideas and their experiences related to the topics, the challenges of establishing an effective teacher presence in the 'occasional' classroom, and the importance of doing so to student learning.

Participants will be using strategies and activities that are appropriate for the classroom.



Key Learning/ Objectives:

During this session participants will:

- Engage in an introductory activity to become familiar and comfortable with other participants.
- Examine the first of six identified components of effective classroom management and critically examine their own practice and beliefs in regards to establishing an effective presence in the 'occasional' classroom.
- Through discussion and reflection determine actions to be implemented for establishing an effective presence in the classroom.

Time: 120 minutes

Note: time for the various activities throughout all the sessions is approximate.

Facilitator can best decide whether more or less time is needed for a given task.

Materials:

- Anticipation Guide (line master 1A in the Support Materials Section) – one copy per participant and to be distributed for participants to complete before they engage in the readings and collected at the start of Session One. (A copy of the Anticipation Guide with references to the text is included for facilitator's convenience).
- 3 x 5 file cards – one per participant.
- *I Am the Teacher* – one copy per participant.
- Table signs for each of four groups (line master 1B-1E in the Support Materials Section).
- Individual copies of the Summary Sheet (line master 1F in the Support Materials Section) – copied on front and back.
- Chart paper.
- Markers.
- One duotang with ten sheets of lined paper per participant.

Homework Review: 15 minutes

Following a welcome to the participants, orientation to the meeting area (washrooms, refreshments, etc.), and establishing norms (see main introduction) collect the Anticipation Guides that were filled out prior to reading.

Distribute a copy of the text and a duotang to each participant. Explain that the duotang will be used for reflection, their personal notes, and a place to keep the variety of print materials they will receive and use during the four sessions. Finally, explain that a variety of effective teaching techniques, applicable to elementary classrooms, will be modeled for them during the four sessions of the book study.

Instructional Tasks:

Meet and Greet. 15 minutes

The aim of this activity is to promote positive social interaction amongst participants. By “getting to know each other” participants will be creating an environment where each person feels comfortable sharing their ideas and concerns, setting the stage for working well together throughout the sessions.

Method

Distribute one file card to each participant. Give the following instructions:

- Write two classroom behaviours that challenge you.
- Write one strategy that works for you.
- Write one reason you have for attending this ETFO Book Club.

When the participants have completed their file cards, instruct them to do the following:

1. Move about the room to meet with another participant; shake hands and introduce yourselves. (Note: facilitator may take part in this activity as a way to meet and learn about the participants too.)
2. In pairs, share the ideas and concerns written on your respective file cards.

3. Each pair of participants then finds another pair. Partners introduce each other to the new pair of participants and talk about the ideas, concerns and reasons for “being there” of their partner.
4. When all four have been introduced, switch partners and find a new pair to meet.
5. Repeat the introductions, share the ideas, change partners, and find a new pair. You may “re-meet” someone again; that’s okay – just keep the process going.
6. Repeat until you have met most or all the participants.
7. Everyone meets in a circle. Facilitator models introducing a participant, and then invites participants to introduce someone they met and share something they learned about that person. Allow the right to pass.
8. At this time distribute a copy of *I Am the Teacher* and a duotang to each participant. Explain the duotang may be used for notes and reflections throughout the sessions and the line masters they will receive may be kept in the duotang as well. At the end of the sessions they will have all materials used along with their own personal notes in the duotang to accompany the text.

Carousel Review. 60 minutes

In this activity participants will examine four aspects that were focused on in the first chapter, *Establishing an Effective Presence*. The purpose is to allow participants to consider the importance of the idea that, “...effective classroom management is scaffolded on the very presence you project in the school,” (*I Am the Teacher*, page 7), and to determine a strategy that they can immediately incorporate into their practice.

Explain that they will examine the four aspects using a carousel strategy. This process will allow for discussion and the exchange of ideas in a collaborative manner. Note that the carousel strategy is highly effective in the content areas as a way for participants to demonstrate their understanding and share information; this is another strategy that can be incorporated into the classroom and used with students.



Part A: Overview of Task

Inform participants of the following:

1. Participants will work in groups. Group Responsibilities:
 - Group 1 – Review pages 11-14; Focus quote: *“Projecting a positive presence depends on a complicated and interrelated set of factors...”*
 - Group 2 – Review pages 15-19 (ending at *Pause for reflection*); Focus quote: *“When you arrive at the school, well intentioned preparation can quickly become useless if you don’t follow some general procedures.”*
 - Group 3 – Review pages 19-21 (starting with *An Effective Presence in the Classroom*); Focus quote: *“Successful classroom management comes, in part, from understanding yourself and your teaching style.”*
 - Group 4 – Review pages 21-23 (starting with *Connecting with Colleagues*); Focus quote: *“You may feel isolated, even though you are working in environments filled with people and bustling with activity.”*
2. One participant in each of the groups remains in place as a designated speaker for the group.
3. The other members of the group rotate clockwise to each of the other groups, on signal from the facilitator, to listen to the other designated speakers.
4. This occurs in a rotational sequence with all the groups.

Part B: Group Formation

To form groups, number the participants 1 – 4. All number 1s become the members of Group 1; all number 2s become members of Group 2, etc. Ask group members to gather in the 4 corners of the classroom, designated by table signs (line master 1B-1E in the Support Materials Section). At each designated area, place chart paper and markers. Material managers will take enough copies of the Summary Sheet (line master 1F in the Support Materials Section) to distribute to each member of the (home) group.



Part C: Role Assignments

Ask participants in each group to order themselves A, B, and C. Explain that A will be the initial recorder in the home group. B will be the designated speaker; and C will be encourager and materials manager. In the event of uneven numbers, some tasks may be shared by two participants (e.g. two would share the job of person C) Explain that, in the classroom, numbers do not always work out evenly; the teacher needs to be flexible and assist students with solving such problems.

Part D: Review

Allow groups to read their assigned pages; using their individual Summary Sheets (line master 1F in the Support Materials Section) they will, independently, generate a list of the most important ideas presented in their reading. They should complete the first two sections (Concepts and Strategies; Text pages and notes) but leave the “Reflection” column blank until later. Next, through collaborative discussion, a group list of the most important ideas should be generated and recorded on chart paper for sharing with the other groups as they rotate through.

Part E: Carousel

After meeting initially in the base groups, all groups members (except person B) will rotate (e.g. clockwise) through each centre. Person B will take each new group through the points noted on the chart paper. Participants may write ideas/strategies or thoughts gleaned from visiting the other three groups in their duotangs. Facilitator will act as timer and signal after approximately ten (10) minutes for groups to move to the next table.

Reflection: 15 minutes

Once all rotations have been completed participants re-gather in their home groups. Explain that they will now discuss the following questions and make notes in the Reflection column of their individual Summary Sheets:

- What surprised you in your readings?



- How will this impact your classroom management style? As an Occasional Teacher, what will you do differently?
- Ask participants to share some of their reflection with the large group. Allow the right to pass.
- The carousel strategy is one that can be implemented in the classroom. Invite participants to share ideas about how and where they think this strategy would be effective.

Homework/Follow-up Tasks: 10 minutes

Discuss the following homework tasks with the participants.

1. Think back on all the strategies you discussed and learned about in this session. Select one that you would like to implement in your practice. Use “eyes across the room” (making eye contact with another participant) to find a partner for this activity. Each pair states the strategy they will be practicing and commits to sharing on the effectiveness and their comfort level with the strategy at the next session.
2. Read section 2, *Considering Student Expectations*, pages 25 – 36 and section 3, *Bonding and Connecting with Students*, pages 39 – 48. On an 8 ½ x 11 sheet of paper record one quote from the assigned reading; the quote should be one that speaks to you and complements your beliefs, or is a quote that you have a question about. Bring the quote to the next ETFO Book Club session.

Session Two

Readings:

Considering Student Expectations, pages 25 – 36

Bonding and Connecting with Students, pages 39 – 48

General Overview:

The two sections assigned for reading deal with topics that OTs may not consciously consider in their teaching. Since OTs are often in classrooms for such short periods of time – sometimes seeing students for as little as one period of the day – thinking about what students expect may not be the priority but rather, “*How do I keep this class under control?*” As well, it is extremely challenging to build relationships with students you may see for just one day or less. The focus of this session will be to examine closely the importance of these topics, and to compare the strategies available to OTs to those used by the regular classroom teacher. Participants should leave this session with new strategies, and a greater understanding of the importance of connecting with students and the impact that can have on classroom management, regardless how short the time.

Key Learnings/Objectives

1. Explore students’ expectations; discuss the importance and benefits to both students and the Occasional Teacher of considering students’ expectations, and examine how these impact classroom management.
2. Examine the teaching strategies used by regular classroom teachers and compare to those used by occasional teachers.
3. Explore a variety of teaching strategies that support “bonding and connecting” with students.

Time: 120 minutes



Materials:

- Chart paper – one piece per participant taped to the walls beforehand.
- Chart paper for facilitator with the three prepared sentence stems.
- Markers – at least one per participant.
- Playing cards divided into groups of three e.g. three kings, three aces, etc. In the event of uneven numbers, include jokers – those drawing a joker may select the group they wish to work with (this works well in the classroom too).
- Tape.
- Bell or other signaling device.
- Quote from page 42 (line master 2A in the Support Materials Section).
- Student expectations chart (line master 2B in the Support Materials Section).

When participants arrive for the session, greet each by name and make a welcoming statement such as: “Nice to see you back again”, “Good to see you”, etc. This is a strategy that is very applicable to the classroom and is discussed in the book (page 42). As facilitator, you will be using this strategy to model the activity the participants will do later in this session.

Homework Review: 5 minutes

Follow up discussion for the assignment

At the end of the last session, participants were asked to select a strategy they would incorporate into their work. They were also asked to partner with someone and commit to reporting on the effectiveness and their comfort level with implementing the strategy. At this time, instruct participants to take five minutes to share their experience with the partner. Ask participants to finish with a concluding statement such as, “*From our discussion it seems that...*”, or, “*It sounds as if...*”



Instructional Tasks: 90 minutes

A. Graffiti

Graffiti is a collaborative activity that provides participants with the opportunity to brainstorm ideas, express their opinions and understanding of the quotes they wrote from the reading assignment, and make connections to their prior knowledge and experiences. Ask participants to take out the quotes. Repeat that the quote should be one that “speaks” to them and confirms or supports their beliefs about teaching as an occasional teacher or raises questions in their minds. The facilitator should prepare beforehand a sheet of chart paper with these three sentence stems:

- *I wonder...*
- *What if...*
- *This reminds me of...*
- Above it tape the quote (line master 2A in the Support Materials Section).

You will be modeling the activity. Refer to the way in which you greeted the participants as they came into the session. Engage them by collaborating with them to complete the sentence stems. Ask participants to tape their quotes to the top of the chart papers you have already taped to the wall. Explain that they will work in groups of three. Groups will be formed by finding other participants who have the same playing card. Example: all kings will be in one group; all nines will be in another; etc. In the event of uneven numbers include one or two jokers as needed. Those with jokers may join any group they wish for this activity.

The groups will select a chart to begin with and will work at each chart for five minutes. A bell (or signal of your choice) will be the prompt to move to the next quote, moving in a clockwise fashion. Participants will continue until all, or most, of the quotes have been visited (this will depend on the size of the group; aim to have all charts visited by at least one group). Bring the participants together to share with each other the important statements and reflections. Used in a classroom, this activity allows students to communicate their ideas, opinions, and concerns in a safe environment. Students may also build on the ideas of others.

B. Strategies and How They Meet Student Expectations

For this activity, ask participants to think about their own teacher education and the many classrooms they have taught in as daily Occasional Teachers, as regular teachers before retiring, or as LTOs. Informally, ask participants what kinds of strategies they have learned, used, and/or have seen that regular teachers use to create a welcoming atmosphere for their students. Illustrate what you are looking for with one or two examples. (e.g.: A bulletin board with pictures and interesting facts about the students in the classroom; practicing class routines until they are ‘second nature’.) This is an oral activity with participants sharing the ideas they recall or have seen. Ask participants to think about and share why those strategies, generally, may not be options for Occasional Teachers.

Distribute quote (line master 2A in the Support Materials Section). Explain that participants will be working in partners for this activity. Partners are the same as for the homework review.

Referring to the section, *Bonding and Connecting with Students* and their own experiences, each pair will find several strategies that they feel would be useful to include in their own practice. Of those strategies record six (6) on the record sheet. Partners do not need to record the same strategies.

Once the pairs have entered six strategies, they should then refer to pages 27-28, read about and briefly discuss the expectations students have of teachers (*What do Students Expect from their Schools and Teachers*: respect; fairness; consistency; organization; humour). For each of the strategies listed on their sheet, determine which expectation is being met. Strategies may meet more than one expectation.

Reflection: 10 minutes

When sheets have been completed, regroup and have participants share their conclusions about the bonding and connecting strategies in relation to student expectations and how this impacts their practice. Encourage participants to respond

to each other with positive reinforcing statements such as, “What I hear you say is....”, or “I understand you believe...” In the classroom, teaching students to use such statements encourages them to listen to and respect what their peers say.

Questions to initiate discussion might include:

- *What surprised you in reading the section, “Bonding and Connecting with Students.”?*
- *How might this impact your classroom management style?*
- *What could you do differently?*

Homework/Follow-up Task: 5 minutes

1. Participants are asked to choose three strategies from the last activity to incorporate into their daily practice and be prepared to share the success of one of the strategies in the next session.
2. Read Section Four, *Effective Routines and Routines*, pages 51-59 and Section Five, *Effective Classroom Management Techniques*, pages 61-78.
3. Each participant should prepare a list of five (5) behaviours that have caused them concern or difficulty in their practice.



Session Three

Readings:

Effective Routines and Procedures, pages 51-59

Effective Classroom Management Techniques pages, 61-78

General Overview:

In this session, participants will examine sections four and five of *I Am the Teacher*, dealing with routines and procedures as well as classroom management techniques. They will look at the various levels of rules and procedures and discuss the problems associated with finding out about, and implementing, them.

Participants will begin by using the second homework assignment in a sorting activity to explore the behaviours they identified. They will then relate the behaviours to the guiding principles of behaviour management. Through sharing they will determine the behaviours which tend to present concerns most frequently and reflect on the techniques that address those behaviours.

Teachers will be applying a variety of strategies and activities that are appropriate for use in the classroom.

Key Learning/ Objectives:

Participants will:

- Reflect on the problems, solutions, and responsibilities associated with implementing routines and procedures.
- Examine the types of behaviours they encounter in their occasional teaching practice.
- Think critically about their practice in terms of the guiding principles and skills outlined on page 66.



Time: 120 minutes

Materials:

- Chart paper.
- Markers.
- Double set of cards with numbers equalling half the number of participants (e.g. with 12 participants, have two sets of cards numbered one (1) to six (6)).
- 4" X 4" sticky notes.
- One copy of each of the Behaviour Management Skills per participant (line master 3A-3E in the Support Materials Section).
- One copy of the Behaviour Management Skills Table per participant (line master 3F in the Support Materials Section).
- Place Mat Activity (line master 3G in the Support Materials Section).
- File cards with the following routines and procedures listed:
 - card #1 *Board-wide procedures; school-wide procedures.*
 - card #2 *classroom procedures; attendance; seating plans.*
 - card #3 *managing transitions.*
 - card #4 *handling supplies and resources; managing interruptions.*
 - card #5 *managing group work; managing time.*
 - card #6 *end of day transitions; homework and agendas.*

Homework Review: 25 minutes

The Place Mat Activity (see line master 3G in the Support Materials Section) is a group strategy that allows participants/students the opportunity to share and express their ideas in a small group and to learn from each other. For this activity, the participants choose the teaching strategy they selected in the homework assignment that was most successful.

Divide participants into groups of 4 people by numbering them. Each group of four participants (same number) uses one sheet of chart paper. In the centre of the paper,

draw a large oval. Divide the remaining area into four parts – one for each person. In their respective sections, participants write about the strategy they used that was most successful for them. They will write for five minutes (timed). When the facilitator indicates the time is up, all stop writing. The participants discuss the writing, looking for common elements. The group must agree on the elements and decide and agree upon which are most important. These important elements will be recorded in the oval in the centre of the paper.

When completed, each group shares with the other groups. Each group will choose a member of the group to share their work. Encourage participants to ask questions for clarification and understanding.

Instructional Activities: 65 minutes

A. Routines and Procedures Activity – Summary Sheets

In pairs, participants will review the rules and procedures listed on the summary sheets. On (vertical) chart paper divided into thirds, they will place these headings:

- Rules/Procedures
- Concerns
- Strategies

Pairs will be determined by drawing numbered cards. Pairs will be made up of participants holding the same number to form six groups. In the event of uneven numbers, allow a group of three by adding a third card with the number “1” on it. Participants will each need their book and the file card with the rule/procedure they will be reviewing, numbered according to the pairs; file card #1 for the pairs who drew number one cards, etc. Allow fifteen minutes for pairs to complete their charts. Each pair will briefly share their review with the whole group. Encourage questions for clarification.



B. Effective Classroom Management Techniques – Sorting Activity

Participants will be using the list of behaviours they prepared as a homework activity.

Ask each participant to transfer their concerns onto 4 X 4 size sticky notes.

Each participant should randomly attach their sticky notes onto a designated wall area. Participants then sort the notes into separate groups according to behaviours that share a commonality by placing those that are similar together. There is no discussion amongst participants about how they sort the notes. Anyone can move a note and notes may be moved several times.

Once participants have placed the notes where they believe they should be located, and the sorting process is generally finished, ask them to discuss why they sorted them as they did. All reasons are accepted. Allow about five minutes for this discussion.

Post the five skills of behaviour management (as found on page 66) on top of the sheets of chart paper on the wall (line master 3A-3E in the Support Materials Section). Ask participants to take five (5) minutes to discuss with a shoulder partner what they think each skill means, then refer to the text and read just the introductory paragraph for each skill (pages are noted on the line masters).

Once they have finished the reading, ask participants to silently look at the way they originally sorted the sticky notes and note whether they correspond with the five skills posted. Have them resort the notes, moving them to the chart paper/skill that is most appropriate. For this stage of the sorting, participants should be encouraged to informally discuss the placement of the sticky notes.

Once the final sorting has been completed, ask participants to pair up by using “eyes across the room” with someone they have not yet worked with during this session. Refer to the questions in *Pause for Reflection* on page 79. In partners, have students discuss these questions. Allow up to ten (10) minutes for this discussion.



Reflection: 20 minutes

1. Keeping in mind the five skills of behaviour management, ask participants to review the following charts:

- *Differences Between Consequences and Punishments*, page 69
- *Understanding Which Interventions Work Best*, pages 75 & 76
- *Traps to Avoid*, page 78

2. Distribute the Behaviour Management Skills Table (line master 3F in the Support Materials Section). Ask participants to number the five skills in order of greatest concern (1) to least concern (5) as it relates to their experiences in the classroom. Beside each skill, jot down either a strategy to use or something they will change in their practice in relation to the skill.

Homework/Follow up Task: 10 minutes

1. Briefly lead a discussion on how teaching techniques used in this session might be applied in the classroom.
2. Re-read the personal stories that appear at the start of each section (pages 10; 26; 40; 52; 62; 82). Write down two or three important points you learned from the stories.



Session Four

Readings:

The personal stories which appear at the start of each section.

General Overview:

In this fourth and final session participants will share their statements about the stories that appeared at the start of each section. Each teacher will share their thoughts about what stood out as being most important in each story.

Using the Jigsaw Activity, participants will examine instructional strategies included in the final section of *I Am the Teacher, Effective Instruction*. A reflective discussion will follow regarding implementing the strategies. Participants will also be given their Anticipation Guides which were handed in at the start of the first session. They will review their initial responses, determine which, if any, changes they will make to their responses and make revisions accordingly.

Key Learnings/Objectives:

Participants will:

- Reflect on the message of the personal stories.
- Develop familiarity with effective instructional techniques.
- Celebrate professional growth.

Time: 120 minutes

Materials:

- Jigsaw Activity (line master 4A in the Support Materials Section).
- Inside Outside Circle (line master 4B in the Support Materials Section)



- 12 construction paper cards in three colours. You should have the same number of cards of each colour (e.g.: three red; three blue; three green), enough for one per participant.
- Chart paper
- Markers – one per participant.
- Four copies of each of the following sections from *Effective Instruction*:
 - *Brain-Compatible Learning*, page 83
 - *Concept Attainment*, page 83-84
 - *Inside Outside Circles*, page 87
 - *Picture-word Inductive Model*, page 88

Homework Review: 15 minutes

Explain that participants will be sharing their views about the six stories. Use these questions to initiate a ten minute discussion:

1. What were the some of the important points or lessons you learned from the stories?
2. How do stories contribute to our understanding and appreciation of the ideas we've explored during this book study?
3. What questions did the stories raise in your mind?

Instructional Task: 65 minutes

A. Jigsaw Activity

Explain to participants that a jigsaw activity will be used to review four effective instructional techniques discussed in the final section of *I Am the Teacher*. The jigsaw activity (see line master 4A in the Support Materials Section) can be used in many classroom learning situations. When participants arrived they were asked to draw a coloured card from a basket. Each will now have one of four colours. All like colours will be in one group. Thus, holders of red cards will form one group; holders of blue cards will form another group, etc.



In the colour groups participants should order themselves A, B, and C. All “As” will meet to form a new “expert” group, all “Bs” form a new “expert” group, etc. Each group will be assigned one of the following sections to read (each section should be photocopied; participants will not use the text for this activity):

- Group A: *Brain-Compatible Learning*, page 83
- Group B: *Concept Attainment*, page 83-84
- Group C: *Inside-Outside Circles*, page 87
- Group D: *Picture-word Inductive Mode*, page 88

Once gathered in their “expert” groups ask participants to silently read through their selection at least twice to become familiar with it. They may highlight and write directly on their copy. After everyone has finished reading, they should discuss the main points of the selection that they will be presenting to their home groups. They should rehearse the presentation to ensure that each group will receive the same information.

Participants will return to their jigsaw (home) groups. Each will present his/her segment to the group. Group members are encouraged to ask questions for clarification. When all presentations have been completed, meet as a whole group.

B. Inside-Outside Circle

Divide the group into two teams. Tell them they will be using the Inside-Outside Circle (line master 4B in the Support Materials Section) to share their ideas on two or three reflective questions. Have the two teams form circles, one inside the other. The inside circle faces outward, the outer circle faces inward. Each participant should be facing another participant.

Pose the following questions (have them written out on a chart paper). After one question has been answered, the outside circle moves one spot to the right to discuss the next question. Keep rotating the outside circle until all questions have been

discussed. Allow up to five (5) minutes for discussion of each question. (These questions have been taken from the *Pause for Reflection* at the end of section six).

- As an occasional teacher, how confident do you feel about implementing your own instructional strategies into the day?
- How does your professional instructional repertoire improve your day to day teaching?
- Do you favour some instructional strategies more than others? Why?

Reflection: 20 minutes

At this time, return the Anticipation Guides participants handed in at the start of the first session. Ask each person to individually review their initial responses. Determine if they have changed what they agreed/disagreed with and make revisions accordingly. Have available the page numbers where information on each statement is further available in *I Am the Teacher* should participants wish to further explore the statements.

Ask for a show of hands for anyone who has changed their views and beliefs or whose views and beliefs were affirmed as a result of the work they have done over the course of these sessions. Share one change or affirmation with a shoulder partner. As a group, celebrate the growth and changes that have resulted from the work done by all.

Wrap Up: 20 minutes

Ask participants to reflect silently on what they will take away with them from this ETFO Book Club. Allow each participant to share their thoughts and thank each for their involvement and contribution.

Participants complete and hand in the ETFO evaluation form (see line master 4C in the Support Materials Section).

Anticipation Guide Answer Key

The Anticipation Guide is to be completed before reading the text and prior to the first session. For the facilitator's reference, following are the statement (by number only) and the pages referenced in the text. The page numbers may be shared with participants when their Anticipation Guides are returned to them at the end of the fourth session.

Statement #	Agree/Disagree	Page Reference
1.	D	6; 62
2.	A	6
3.	A	7
4.	A	12
5.	A	23
6.	A	34
7.	A	44
8.	D	47
9.	D	54
10.	D	65 – 69
11.	A	79
12.	A	83
13.	D	83 – 88
14.	A	55
15.	A	74



Support Material Section

Session One

Anticipation Guide

Line Master 1A

Before reading *I Am the Teacher*, consider each of the following statements. Decide whether you agree (A) or disagree (D) with each statement, indicating your choice in the 'Before Reading' column. We will revisit this guide during the last session where you will have the opportunity to indicate whether your opinion has changed or affirmed.

Statement	Before reading: Agree (A) or Disagree (D)	After reading: Agree (A) or Disagree (D)
1. Classroom management is primarily about managing student behaviours through the use of disciplinary methods.		
2. The unique nature and role of the Occasional Teacher leads to many challenges which are different from those of contract teacher colleagues.		
3. Students have expectations and needs that must be met if a classroom is to be managed efficiently.		
4. Teaching involves hundreds, if not thousands, of decisions every day. Anything that detracts from your ability to respond appropriately and positively will affect your classroom management abilities.		
5. By honestly examining your day in terms of teaching, professionalism, and classroom management, you will be able to take pride in what went well and learn from past mistakes		
6. Students will determine what they think of you, the Occasional Teacher, within just a few minutes of meeting you.		



7. Consequences must be relevant, immediate, fair, and enforceable within your role as the Occasional Teacher.		
8. It is important to understand that students may need to know that you are a real person. You may create a bond with students by telling them about yourself. If students have a sense of familiarity with you they may behave better for you.		
9. In order to maintain order and control in the classroom Occasional Teachers should follow, indeed enforce the existing classroom rules and routines.		
10. In the short term, it is highly unlikely that Occasional Teachers can affect the behavioural choices of the students they teach.		
11. Rewarding behaviours you want merely teaches students to work for the reward rather than encourage real learning.		
12. Stimulate connections in your teaching whenever possible. All lessons should include links to life outside the classroom. Ask your students, “Where will you use this knowledge?”		
13. Many teaching strategies, such as Cooperative Learning, Walkabouts, and Mind Maps are often extremely difficult for Occasional Teachers to implement. Lesson plans are often just reviews and do not allow much room for Occasional Teachers to actually “teach”.		
14. Students might want to take advantage of the fact that you do not know the classroom routines.		
15. When you need to give feedback or direction that conveys either approval or disapproval, using a message about yourself lessens the likelihood that the student will take offense.		



Session One
Establishing an Effective Presence

Line Master 1B

Group 1

“Projecting a positive presence depends on a complicated set of factors...”

Group Roles:

A will be the initial recorder in the home group.

B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.

C will be the materials manager and encourager.

Session One
Establishing an Effective Presence

Line Master 1C

Group 2

“When you arrive at the school, well- intentioned preparation quickly becomes useless if you don’t follow some general procedures.”

Group Roles:

A will be the initial recorder in the home group.

B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.

C will be the materials manager and encourager.

Session One

Establishing an Effective Presence

Line Master 1D

Group 3

“Successful classroom management comes, in part, from understanding yourself and your teaching style.”

Group Roles:

A will be the initial recorder in the home group.

B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.

C will be the materials manager and encourager.



Session One

Establishing an Effective Presence

Line Master 1E

Group 4

“You may feel isolated, even though you are working in environments filled with people and bustling with activity.

Group Roles:

A will be the initial recorder in the home group.

B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.

C will be the materials manager and encourager.

Session One Summary Sheet

Line Master 1F

Concepts and Strategies	Text Pages and Notes	Reflection



Session Two
Quote

Line Master 2A

Say, “Good morning” or “Welcome” to every student who enters the classroom.

This simple gesture conveys that you are approachable and want to work with the students....Nothing sets the tone for the day or lesson more than this.

Source: *I Am the Teacher*, page 42



Session Two

Line Master 2B

Strategies	Respect	Fairness	Organization	Consistency	Humour



Session Three
Five Skills for Effective Behaviour Management

Line Master 3A

Skill 1

Page 67

Getting and keeping students on task



Session Three
Five Skills for Effective Behaviour Management

Line Master 3B

Skill 2

Page 68

Positive interactions and risk-free student responses



Session Three
Five Skills for Effective Behaviour Management

Line Master 3C

Skill 3

Page 70

The ability to teach expectations



Session Three
Five Skills for Effective Behaviour Management

Line Master 3D

Skill 4

Page 72

Respond non-coercively



Session Three
Five Skills for Effective Behaviour Management

Line Master 3E

Skill 5

Page 77

Avoid being trapped



Session Three

Five Skills for Effective Behaviour Management

Line Master 3F

#	Skill	Strategy/Change
	Getting and keeping students on task	
	Positive interactions and risk-free student responses	
	The ability to teach expectations	
	Respond non-coercively	
	Avoid being trapped	

Session Three

Place Mat: A Collaborative Tactic

Line Master 3G

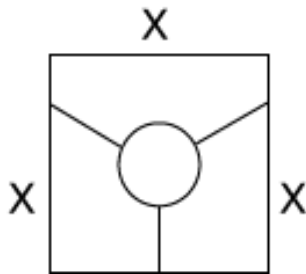
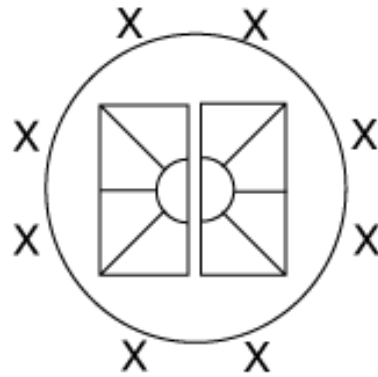
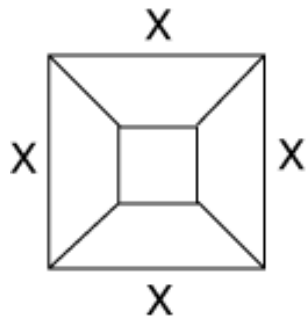
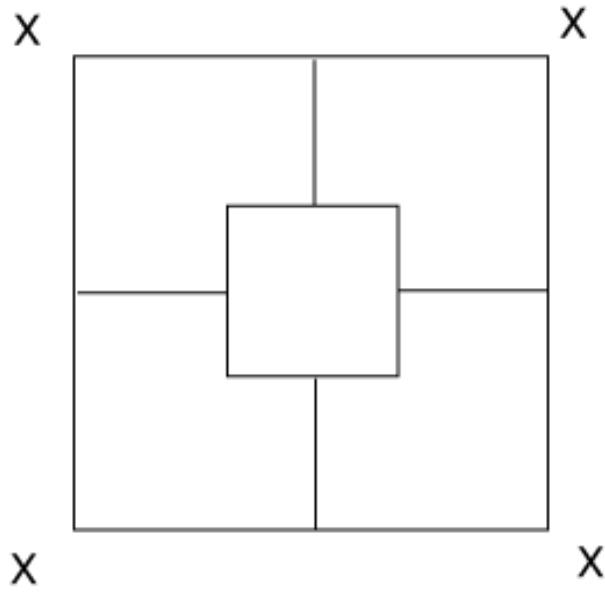
Place Mat is a form of collaborative learning that combines writing and dialogue to ensure accountability and participation of all students. It involves groups of students working both alone and together around a single piece of paper to simultaneously involve all members.

MATERIALS

- Chart paper is preferable, but not necessary, pens and pencils.
- The paper is divided up into pieces based on the number of members in the group with a central square or circle.
- Other organizers can be placed within the place mat to help structure material

PROCESS

- Students work alone first. How long do you want this to last? Do students have the skill of respecting the learning time of others quietly? If not, what can you do to pre-teach the skill?
- Students share information with their group. Results are recorded in the centre of the page.
 - How structured will the sharing be? Round-Robin? Three-step interview?
 - How much time and in what order?
 - How will accountability for listening be built?
 - Will any formal group roles be assigned such as 'recorder'?
 - Is the primary purpose here listening, or probing deeper as each speaks, or both?
 - What pre-skills need to be taught to make this effective? (Active listening? Questioning? Critical thinking? Effective communication?)
- Sharing then takes place between groups. This can be done with Walkabout, Round-Robin, reporting to the whole class, or a number of techniques depending on your purpose or time.
 - Who will speak for the group?
 - Again, how will accountability be built in?
 - How will note-taking take place so all have the results of the class?
 - How will a safety net be created for the very shy, etc.?



Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett/Carol Rolheiser



Session Four

Jigsaw

Line Master 4A

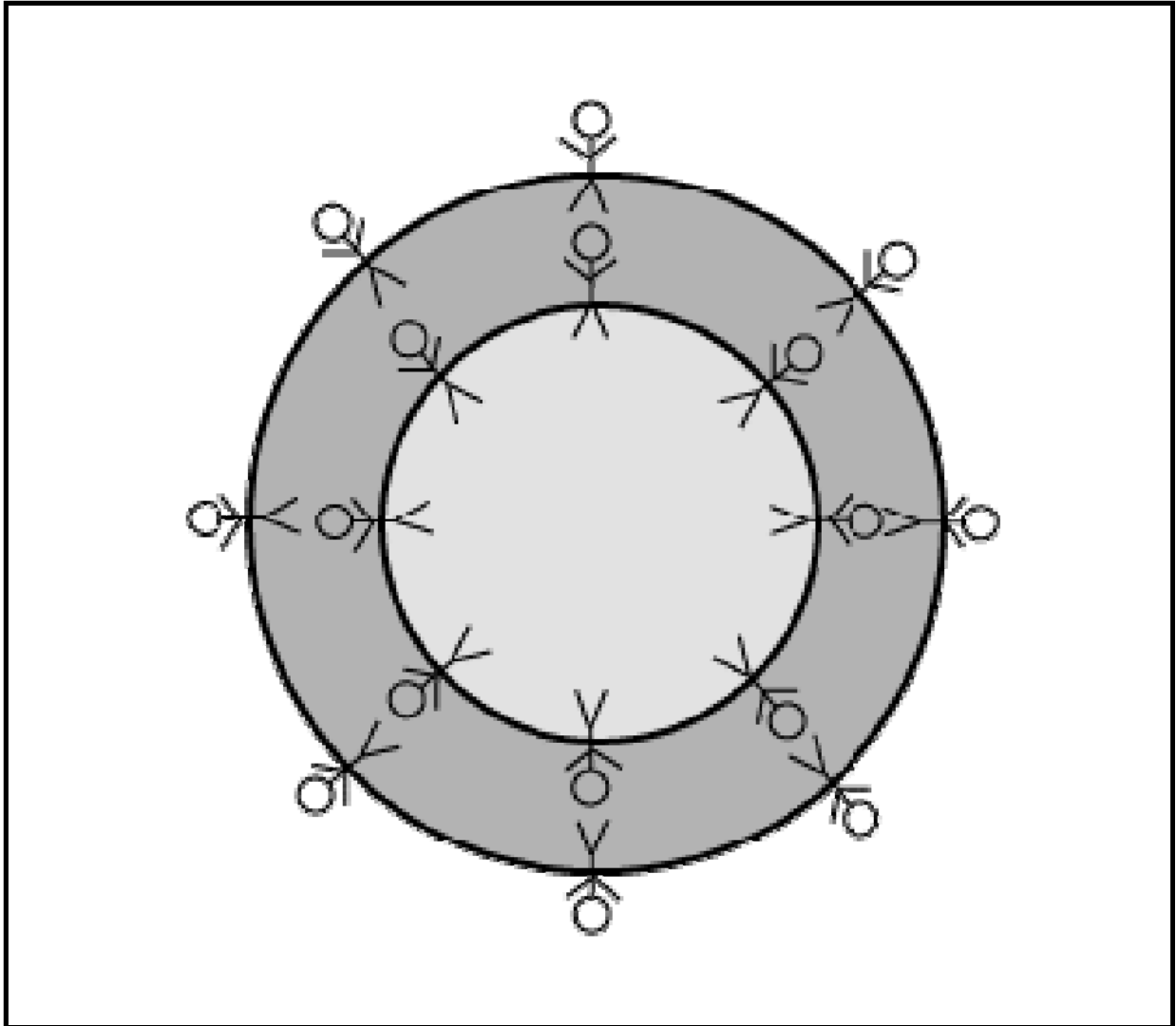
The jigsaw is an instructional strategy in which participants are organized like pieces in a jigsaw to form different kind of groups, where each participant (piece) must be part of the solution to the jigsaw puzzle. The basic idea is very simple: participants are divided into groups which all have their own research topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in.

How-to

- ❑ Define the group project on which the class will be working.
- ❑ Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group. These become the home base group.
- ❑ Assign each student/number a topic in which he/she will become an expert.
- ❑ The topics could be related facets of a general content theme.
- ❑ Rearrange the students into expert groups based on their assigned numbers and topics.
- ❑ Provide the experts with the materials and resources necessary to learn about their topics.
- ❑ The experts should be given the opportunity to obtain knowledge through reading, research and discussion.
- ❑ Reassemble the original home base groups.
- ❑ Experts then teach what they have learned to the rest of the group.
- ❑ Take turns until all experts have presented their new material.
- ❑ Groups present results to the entire class, or they may participate in some assessment activity.

Session Four
Inside Outside Circle

Line Master 4B



Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett/Carol Rolheiser

ETFO Book Club Evaluation Form

I Am the Teacher

Line Master 4C

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:
