

## President's Message



The Manitoba ASCD (MB ASCD) Board of Directors gathered at Misty Lodge near Gimli from May 4<sup>th</sup> to 6<sup>th</sup> for a strategic planning retreat. We were fortunate to have Molly McCloskey, our Washington-based Constituent Director, with us to facilitate the session.

She helped us to identify and reflect on our many successes and to map out a path for the future. In addition, we gained a deeper insight into the world-wide ASCD, had an opportunity to assess the progress of our local affiliate, and heard how other ASCD affiliates are living out their missions.

ASCD International has embarked upon world-wide advocacy for quality education. The ASCD *Whole Child Initiative* focuses on the five key factors of a quality education that every child is entitled to receive. Briefly stated, the school experiences of each child should be *healthy, safe, engaged, supported, and challenged*. Further information on this initiative can be found at [www.ascd.org](http://www.ascd.org).

Molly encouraged us to review our mission statement; and in doing so to remember that "*Great organizations practice the principle of Preserve the Core and Stimulate Progress*".

### Mission Statement

Manitoba ASCD is a community of learners committed to enhancing teaching, learning, and leadership by reflecting on current educational research, by engaging in varied forms of professional learning, and by providing a forum for non-partisan dialogue about education.

MB ASCD has been successful in preserving and enhancing the core of our mission by providing

quality professional learning opportunities for Manitoba educators for the past 11 years.

Molly challenged us as an affiliate to move from "success to significance" so that the work of MB ASCD will have a lasting impact on teaching and learning in this province. We responded to this challenge with the following commitments. We will

- study the Whole Child Initiative in the Manitoba context.
- expand and engage Manitoba ASCD membership.
- increase networking with educational stakeholders in the province.
- initiate a student chapter.
- recognize leadership and support for education in the broader community.

Using the ASCD Affiliate Leadership Continuum as a guide, we determined that MB ASCD is successful in meeting its mandate and is becoming an affiliate of excellence. As we continue on the journey from "success to significance" we look forward to fulfilling our mandate and delivering on our mission.

As this school year comes to a close, my term as MB ASCD President comes to an end. I would like to express my gratitude to the board, the executive and our Administrative Secretary, Paulette Migie for their support and guidance during this year. It has truly been

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an honour to lead, serve and learn with such a superb group of committed educators. I'm astonished at how quickly the year has gone and I look forward to supporting our new president, Mrs. Brenda Lanoway as she contributes her gifts to enhancing the MB ASCD Mission.

Have a restful and re-creative summer!

Bill Burns



"Molly challenged us as an affiliate to move from 'success to significance' so that the work of MB ASCD will have a lasting impact on teaching and learning in this province."

### *Board of Directors 2007-08*

Elections were held at the Annual General Meeting on May 25, 2007 for the positions of President-Elect, Secretary-Treasurer, and Director. These three positions were filled by acclamation. Congratulations and best wishes to Shelley Hasinoff, Michel Chartrand, and Donna Nentwig as they assume their new positions.

<b>Past President</b>	Bill Burns	<b>Director</b>	Stephen Dudar
<b>President</b>	Brenda Lanoway	<b>Director</b>	Barb Isaak
<b>President-Elect</b>	Shelley Hasinoff	<b>Director</b>	Jayesh Maniar
<b>Secretary-Treasurer</b>	Michel Chartrand	<b>Director</b>	Lori Tighe
		<b>Director</b>	Donna Nentwig

### **Mark Your Calendars**

Manitoba ASCD

#### ***Annual Distinguished Lecturer Series:***

**Douglas Reeves - May 15, 2008**

#### ***Featured Speaker:***

**Rick Smith - September 26, 2007**

Conscious Classroom Management: Bringing Out the Best in Students and Teachers

**Anne Davies and Sandra Herbst-Luedke – February 2008**

Assessment

**Carol Ann Tomlinson - October 10, 2008**

The Differentiated Classroom: Responding to the Needs of All Learners

**Rick Wormeli – February 2009**

Author of *Fair isn't Always Equal: Assessment Grading in the Differentiated Classroom*

## Ann Lieberman - "Teachers as Learners and Leaders": A Review

by Rosie Dudar



In what has now become a much anticipated tradition for Manitoba ASCD, Professor Emeritus Dr. Ann Lieberman, presented the third Annual Distinguished Lecture on Friday, May 25, 2007. Dr. Lieberman's address, *Teachers as Learners and Leaders*, challenged us to reflect on the vital role that teacher-leaders play as instruments of collaboration and change in schools. Although she said she could talk to us for days about her research and experiences as a teacher, she maintained a clear focus on three main ideas.

First, she stressed the importance of teachers putting their learning "out there" to share with colleagues. Although this is a difficult step to take for many teachers, the benefits are numerous. For one thing, teachers who regularly share their experiences become more articulate in explaining their work. For another, experience shows that the best way to learn something is to teach it to someone else. As well, we can create a greater comfort zone among colleagues when we share our ideas about learning. Finally, this type of sharing offers us a way of publicly celebrating the good work of others.

Second, Dr Lieberman emphasized the need to reform our school cultures. She directed the audience to examine three types of schools and to identify where they felt their own school fit along a continuum from 1) Schools that Foster Isolation to 2) the Independent Artisans school to 3) Schools with Collaborative Cultures. Most participants felt their school straddled two, if not all three of these cultures since schools often have definite pockets of isolation, and yet may also be doing strong work in the area of collaboration.

Third, she focused on some of the barriers and assisters in developing a professional community of learners. Among the strategies she mentioned were the following:

- negotiate the initial tension/resistance of teachers
- create teacher inquiry or study groups
- analyze students work samples together
- focus on the depth and quality in discussions
- initiate a form of lesson study where the focus is not "What did I as a teacher do wrong?" but "How can I best engage my students?"



*Ann led an engaging and thought provoking discussion about teachers as learners and leaders. Her passion for her topic was apparent.*



As teachers, we are increasingly aware of the many competing and distracting forces that can prevent us from holding our students attention and keeping them excited about learning. To navigate this rapidly changing educational landscape, Dr. Lieberman suggests that we network with others, recognize the importance of shared leadership, publish our stories on the web, and honour expertise within our own ranks. In this way, she offered us a both a direction and a compass to guide us on the journey.

*Rosie Dudar is a teacher-librarian in the River East Transcona School Division.*

## 4 Ways to Find out More About ASCD's Whole Child Initiative

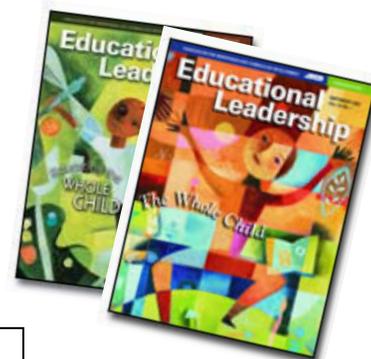
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- 1 Visit ASCD's Whole Child web site (<http://www.wholechildeducation.org/>) where you can grade your school, find resources, share your story, visit the policy blackboard, and spread the word.

"Current educational practice and policy focus overwhelmingly on academic achievement. This achievement, however, is but one element of student learning and development and only a part of any complete system of educational accountability." ASCD proposes a broader definition of achievement and accountability that promotes the development of children who are healthy, safe, engaged, supported, and challenged. *The Learning Compact Redefined: A Call to Action*, recommends a new compact with our young people. The Compact asks local, state, and national policymakers to ensure conditions that support comprehensive approaches to learning — for engaging the whole child. ASCD has launched this public engagement and advocacy campaign to encourage schools and communities to work together to ensure that each student has access to a challenging curriculum in a healthy and supportive climate.

Excerpted from the Whole Child web site

- 2 Read the May 2007 edition of Education Leadership.
- 3 Read the September 2005 edition of Education Leadership.
- 4 Become an active member of MB ASCD, attend our professional learning events, and read our publications.



View the full version of past newsletters and Reflection Journals in the **Members Only** space online at the Manitoba ASCD website <http://manitoba.ascd.org>. Contact Paulette Migie at [mbascd@shaw.ca](mailto:mbascd@shaw.ca) for the username and password.



Attention Manitoba ASCD members – If you are changing schools for the 2007 – 2008 school year, or if you are retiring, please contact Paulette Migie ([mbascd@shaw.ca](mailto:mbascd@shaw.ca)) so our learning community can stay connected.