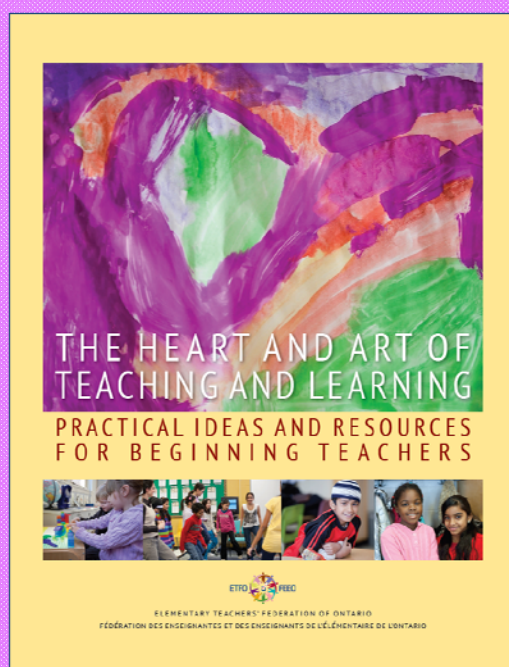


Facilitator Guide

ETFFO Book Clubs



The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers

Table of Contents

Introduction to ETFO Book Clubs	2
Introduction to <i>The Heart and Art of Teaching and Learning</i>	8
Session One: Themes of Success	10
Session Two: Building Inclusion.....	17
Session Three: Strategy Harvest	23
Session Four: Revisiting the Heart and Art	30
Support Materials Section.....	39

ETFO statement and definition of equity

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.

June 2011



Introduction to ETFO Book Clubs

The Elementary Teachers' 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.

Powerful
Conversations:

- Focused
- Productive
- Interactive

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.

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.

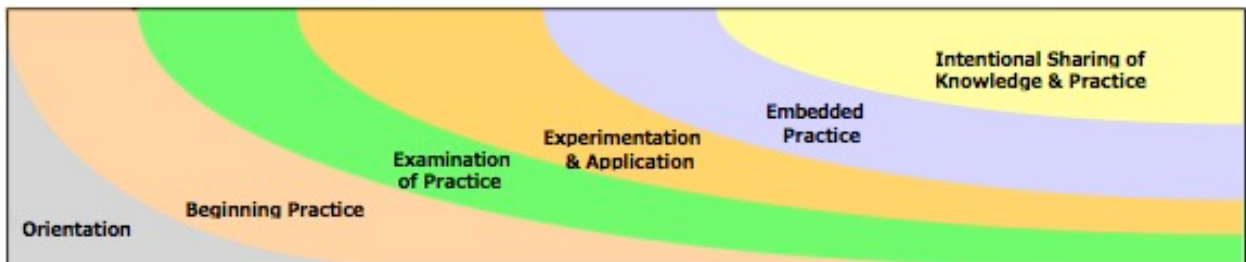
Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *The Heart and Art of Teaching and Learning*

Who am I as an educator? What do I truly believe is important about teaching and learning? How will I live these beliefs in my classroom? *The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers* is meant not only to provide a practical resource for the many “firsts” beginning teachers will encounter, but also to encourage and enhance each educator’s personal learning journey along a continuum of professional learning and growth.

Continuum of Professional Learning & Growth for Beginning Teachers



The book and this accompanying book club guide reflect an “attributes-based” approach. In summary, the attributes-based approach is a lens through which we can choose to view beginning teachers (and students). We can look at beginning teachers and note all the deficits and challenges, or we can look at those same professionals and purposefully seek out and identify their strengths. If we believe that beginning teachers have strengths and positive attributes, we will intentionally structure opportunities for them to learn from and with each other – and for us to learn from them.

In a nutshell, this is the goal of the book club – using the book as a springboard for surfacing the strengths and attributes of each participant and creating structures to allow for the intentional sharing of knowledge and practice around four key themes of success:

- Connecting with Students
- Passion for Teaching
- Attributes-Based Approach
- Importance of School Culture

Applying the attributes-based approach to the facilitation of this book club means providing opportunities for authentic knowledge construction and personalization of learning. When the agenda of learning is held outside the circle of learners, implementation of learning rarely occurs. The goal for facilitation of this book club is that the learning is constructed by the learners themselves and explicitly connected to the “real world” of classroom practice and student learning.

Book Club Learning Themes and Facilitation Strategies at a Glance

Session	Learning Themes	Facilitation Strategies
(1)	Themes of Success — Connecting with Students — Passion for Teaching — Attributes-based Approach — Importance of School Culture	Goals / Strengths / Beliefs Say Something Appreciative Inquiry So What / Now What
(2)	Building Inclusion — Practical Ideas — Issues and Challenges — Wellness	Community Circle Put Yourself on the Line Paraphrase Passport Shape Reflection
(3)	Strategy Harvest — Before School Starts — Communicating with Parents and Guardians — Meeting Diverse Learning Needs — Preparing for or Being an Occasional Teacher	Think Pair Share Conversation Café Personal Placemat Next Day / Week / Month
(4)	Revisiting the Heart and Art — Matrix of Ideas — Continuum of Learning and Growth — Who Am I as Teacher? — Appreciation	Table Circle Give One / Get One Save the Last Word Reflective Conversations Appreciation Fans

Session One: *The Heart and Art of Teaching and Learning – Themes of Success*

Readings:

Chapter One (pages 7 – 11).

Goals / Strengths / Beliefs (page 36).

General Overview:

Within this first session participants will begin to build inclusion by sharing their specific learning goals. In addition, using the Appreciative Inquiry process they will surface and share prior positive classroom experiences in order to construct knowledge about what is at the “heart and art” of their successful teaching experiences. Participants will have opportunities to connect their personal themes of success with the areas cited in the book and also to explore how some of these themes of success may be useful in addressing specific challenges and concerns they are experiencing in their classrooms.

Key Learning/Objectives:

During this session participants will:

- Build inclusion by sharing personal strengths, attributes and learning goals.
- Reflect upon and share successful teaching and learning experiences.
- Construct “themes of success” via the Appreciative Inquiry process.
- Connect the themes of success with potential strategies that could be applied in the classroom.



Time:

Welcome	25 minutes
Goals / Strengths / Beliefs	
Themes of Success – Appreciative Inquiry	80 minutes
So What / Now What Reflection	15 minutes
Homework Overview	

Materials:

- Line Master 1.1 – Goals / Strengths / Beliefs.
- Line Master 1.2 – Themes of Success for Four Corners.
- Line Master 1.3 – So What / Now What Reflection Tool.
- Stickies (20 per table).

Instructional Tasks:

Goals / Strengths / Beliefs (25 minutes)

Background

Inclusion is a sense of belonging. It is the feeling that the classroom is a safe place, where the contributions of all students are valued. Opportunities for students to learn about each other and about you as their teacher help foster this sense of inclusion and build a classroom community (page 34 in *The Heart and Art of Teaching and Learning*).

Consider having the room arranged in table groups of four to six (depending on the number of participants) and welcoming or greeting each person personally as they enter. Also consider having an extra copy or two of the book (either hard copy or e-book) in case someone has forgotten theirs.



Purpose

- Begin to build inclusion by identifying attributes, strengths and learning goals.
- Model how an inclusion strategy from the book can be modified.

Instructions and Task

1. Before participants arrive, place a copy of Line Master 1.1 – Goals / Strengths / Beliefs on each table (one per participant).
2. Direct participants to page 36 of the book where they'll see the rationale and step by step version of the activity.
3. Ask participants to complete Line Master 1.1 in reference to the Heart and Art Book Club:
 - What are your goals for the book club? (Personal / Social / Academic).
 - What strengths do you bring to our group of learners? (Personal / Social / Academic).
 - A one sentence belief you have about learning.
4. Table Circle – ask each person to share with their table one item from Goals / Strengths / Beliefs.
5. Reflection Questions
 - Content – *What commonalities did you notice at your table in any of the categories?*
 - Collaborative – *What social skills or norms are essential for the success of this activity with adults (or with students)?*
 - Personal – *When was the last time you asked your students to share their strengths and attributes with each other? How did you structure this sharing?*

Themes of Success – Appreciative Inquiry (80 minutes)

Background

Appreciative Inquiry (AI) is an “attributes-based” approach to professional learning. At its core, is the belief that participants come to professional learning possessing many strengths and that by building on these assets, the answers to the issues and challenges they face in their role can be collaboratively constructed.



AI simply provides a framework for the intentional sharing of knowledge and practice. This thinking is why AI always begins with an examination of what is working well in our current practice (Themes of Success). Many of these themes can then be applied as actual strategies to collaboratively address specific challenges and issues. Chapter One (pages 7 – 11) provides good background information for you as a facilitator and really sets the tone for the approach taken in rest of the book. The “Themes of Success” chart on page 8 serves as a handy reference for this activity.

Purpose

- Reflect upon and share successful teaching and learning experiences.
- Construct “themes of success” via the Appreciative Inquiry process.
- Connect the themes of success with potential strategies that could be applied in the classroom.

Instructions and Task

1. As a contextual piece before beginning the Appreciative Inquiry, briefly share the key points below regarding the importance and power of listening.
 - Listening is a complex skill.
 - At its core, listening shows we care. It is a powerful tool for establishing and building the trust and rapport essential for any meaningful relationship.

Setting the context for our Appreciative Inquiry – Elements of Listening (5 minutes)

Attending Fully

- A real barrier to listening can be actually being present in the moment when someone is speaking.
- Many of us are guilty of “fake attentive listening” where we smile and nod at the speaker but in reality we’re thinking of the dozens of things still to do that day. Attending fully involves physically unplugging from our personal electronic devices and also letting go of our “mental e-mail” in order to fully focus on the person who is speaking to us.



Pausing and Paraphrasing

- Often we “listen to speak” when engaged in conversation. Both pausing and paraphrasing can be effective tools for acknowledging what the speaker is saying and allowing the person to clarify their thoughts.
- An elegant paraphrase doesn’t parrot back everything the speaker has said, rather it’s a single sentence that expresses the gist of what you’ve heard and understood as a listener. We can choose to paraphrase the content of what we’ve heard or the feelings behind them or both. For example: *Sounds like you’re very worried (feeling) about planning for the open house (content).*

Non-Verbal Encouragement

- Albert Mehrabian’s pioneering research in the 1960s examined three key elements of any face-to-face communication: Our words / Our tone of voice / Our body language. While his 7 / 38 / 55 rule (7% words / 38% tone / 55% body language) is subject to much interpretation and academic debate, the emphasis of how important non-verbal communication can be is worth considering. If our body language is congruent with the attributes of an effective listener we are sending a message of genuine interest in what the speaker has to say.

Reflecting Feelings

- A learning-focused conversation is an intricate dance. As a skilled listener you may be adjusting your tone, facial expression or even body position based on the cues you are observing from the person speaking. This is not mimicking or mirroring the person, rather it’s a sense of being in synch.
- At its core, reflecting feelings is caring with your heart about what the person with whom you’re conversing is saying. What’s truly rewarding in working with both adults and students is that when people feel that sense of caring, how much more rich the sharing of thoughts, feelings, and ideas becomes.



2. Themes of Success – Think / Pair / Share (20 minutes)

Participants form pairs and share for approximately 15 minutes.

- *As you think about your commitment to making a difference for students, tell a story about the most positive teaching and learning experience you have had so far in your work? (pairs).*
- *Without being humble, what skills, values, and attitudes do you bring to your work that contributes to your ability to support and mentor others?*

3. Themes of Success – Table Discussion (20 minutes)

Participants share at their tables.

- *What common threads or themes ran through your stories of success?*
- *Record top 3 themes of success on stickies provided (one per sticky)*

4. Themes of Success – Making Connections (40 minutes).

Participants open their books to page 8 and examine the Themes of Success chart and use the “Say Something” strategy at their table. After each person finishes reading the chart they “say something” to their table that resonated or connected with them about the Themes of Success chart. The table then examines their top three themes and discusses how each connects with the themes from the book:

- Connecting with Students.
- Passion for Teaching.
- Attributes-based Approach.
- Importance of School Culture.

In each corner of the room, place a Line Master 1.2 – Themes of Success for Four Corners (one theme in each corner).

- Participants identify one of the four themes that speaks to them most powerfully as an area where they’d like to learn more about or where they have a strategy, idea or resource to share about how they can or are applying this theme in their own classroom (e.g., if the theme they chose is connecting with students, they could



share how they are building an inclusive classroom)

- After 10 minutes, participants can choose to rotate to another area or continue the dialogue about the theme they've initially chosen.

Reflection:

5. Themes of Success – So What / Now What.

Participants return to their tables and use Line Master 1.3 – So What? / Now What?

Reflection Tool to discuss the strategies they heard and what practical next steps they personally plan to take in their classroom context as a result of the appreciative inquiry.

Homework/Follow-up Task:

- Read (or re-read) Chapter Three – Building Inclusion prior to our next session

OR

- Visit the Heart and Art Blog <http://heartandart.ca> and comment on one post that resonates or connects with your personal experiences regarding building inclusion.



Session Two: *The Heart and Art of Teaching and Learning – Building Inclusion*

Readings:

Chapter Three (pages 33 – 56).

Chapter Four (pages 57 – 70).

General Overview:

In this second session participants will construct knowledge about practical inclusion building strategies that can directly apply to their teaching and learning context. Using Chapters Three and Four as a resource, participants will also identify the “real world” issues and challenges they are encountering and brainstorm potential actions and next steps. In addition, participants will have opportunities to share their insights regarding how they maintain personal and professional wellness.

Key Learnings/Objectives:

During this session participants will:

- Connect with colleagues with similar teaching assignments in order to share inclusion building strategies (both from the book and their own lived experiences).
- Identify specific issues and challenges they are encountering in their context.
- Utilize Chapter Four (and each other) as resources for the development of practical strategies and ideas to address specific challenges.
- Share insights regarding how they maintain personal and professional wellness.



Time:

Welcome / Homework Review – 15 minutes
Community Circle

Building Inclusion – 70 minutes
Put Yourself on the Line

Wellness – 20 minutes
Paraphrase Passport

Shape Reflection 15 minutes
Homework Overview

Materials:

— Line Master 2.1 – Shape Reflection Tool

Instructional Tasks:

Homework Review – Community Circle (15 minutes)

Background

Community circle provides a great opportunity for sharing, reflection, and community building. Participants sit (or stand) in a circle and as take turns speaking about a specific topic, keeping in mind the Four Tribes Mutual Agreements (Attentive Listening, Mutual Respect, Appreciation/No Put Downs, Right to Pass/Right to Participate). Prior to the arrival of the participants, arrange the chairs in a circle. If possible, consider welcoming and greeting each person by name as they enter.

Purpose

- Model a practical inclusion building strategy.
- Process the homework by sharing insights about inclusion.

Instructions and Task

1. Introduce the following topic to the group and provide a minute or two of “think time” before asking for a volunteer to begin the sharing in the circle: *Reflecting on*



your homework of reading Chapter Three of the book, or the Heart and Art Blog what resonates with you personally about the importance of building inclusion?

2. As each person shares their ideas, model attentive listening, specifically non-verbal encouragement.
3. If a participant is “stuck,” remind them they have the right to pass and that you can come back to them at the end of the circle.
4. Reflection Questions:
 - Content – *What common threads or themes about inclusion were shared?*
 - Collaborative – *Did we have attentive listening in our circle? How did you know?*
 - Personal – *How might you use, adapt, or modify community circle for your teaching context? Or how have you used community circle?*

Building Inclusion – Put Yourself on the Line (70 minutes)

Background

In this strategy, participants place themselves on a line based on a specific criteria (e.g., in order of grade they teach). Once in line, they can then dialogue with colleagues of a similar assignment. This strategy builds on the positive “themes of success” highlighted in Session One and the first chapter of the book and allows participants the opportunity to share their “real world” challenges with colleagues who have a similar teaching assignment.

Purpose

- Connect with colleagues who have a similar teaching assignment.
- Reflect upon and acknowledge “real world” challenges participants face.
- Utilize ideas found in Chapter Four and each other as resources to address specific concerns.



Instructions and Task

1. Building the Line (5 minutes).

Ask each participant to non-verbally “put themselves on the line” around the room in ascending order based on the age and grade of students they teach from Kindergarten to Grade 8. Note, that some participants may teach multiple grades (e.g., Core French, Physical Education, Occasional Teaching). If that is the case, ask those participants to think of the age and grade they find the most challenging (e.g., for the Core French teacher, maybe it’s the Grade 7 class).

2. To model building inclusion and to check for understanding, once everyone has joined the line go around the room by asking each person to share aloud their name and teaching assignment. The purpose of the line is to enable each person to be grouped with colleagues of a similar assignment so if someone is in the “wrong” spot, they can simply shift over.

3. Like Groups – Issues and Wishes (20 minutes).

Participants form small groups (e.g., three to five) with the colleagues and share specific challenges or issues they are encountering and “wishes” they have for their classroom. Note participants may wish to continue standing in the line or have their discussion at a table nearby.

4. Like Groups – Book Walk (20 minutes).

Ask participants to open their books to Chapter Four and take a “book walk” through the chapter with the goal of looking for practical strategies and ideas that could be used to address the issues and wishes raised by colleagues.

5. Like Groups – Solution Circle (25 minutes).

Participants share with each other practical ideas and strategies that can be used to address the challenges of their colleagues either from the book itself or from their own experiences.



Wellness – Paraphrase Passport (20 minutes)

Background

In this strategy participants work in pairs, both with a brief article from the book. One person reads a section or paragraph aloud and at the conclusion of their section, the partner paraphrases back to the reader the key points that he/she heard. The partners then continue to alternate roles until the article is complete.

Purpose

- Highlight the importance of wellness via an inclusive and interactive reading strategy.
- Provide a forum for participants to share insights regarding how they maintain personal and professional wellness.

Instructions and Task

1. Ask the participants to pair off and turn to page 55 of their books – Wellness. If there is not an even number of participants, consider forming a pair yourself with the extra person.
2. One person reads the first four paragraphs of the text (to the end of the nutrition paragraph).
3. The other person listens attentively and then paraphrases the “gist” of what they heard in the first half of the article. The gist is intended to be a brief - a one or two sentence summary of what they heard as the key points or themes.
4. Reverse roles – the “paraphraser” now reads the concluding three paragraphs and their partner paraphrases their understandings when they complete.
5. The pair then dialogue about how they are striving to maintain balance and achieve wellness.
6. Facilitate a brief whole group sharing of practical ideas generated from this activity.



Reflection:

Shape Reflection

At their tables participants use Line Master 2.1 – Shape Reflection Tool to process their learning:

- Square – something that “squared” (i.e. validated prior understanding).
- Circle – a question they have still “circling” around in their mind.
- Triangle – something from this session that could form the “base” of future action.

Ask each participant to share a “shape reflection” at their table.

Homework/Follow-up Task:

— Read (or re-read) one of the following chapters prior to our next session:

- Chapter 2 - Before School Starts.
- Chapter 5 - Communicating with Parents and Guardians.
- Chapter 6 - Meeting Diverse Learning Needs.
- Chapter 7 - Preparing for or Being an Occasional Teacher.

Note, for the “Conversation Café” it would be ideal if at least one or two people selects each chapter.

AND / OR

- Visit the Heart and Art Blog, <http://heartandart.ca> and comment on one post that resonates or connects with your personal experiences in any of the four areas above.



Session Three: *The Heart and Art of Teaching and Learning – Strategy Harvest*

Readings:

Chapter Two (pages 13 – 32) or,
Chapter Five (pages 71 – 94) or,
Chapter Six (pages 95 – 110) or,
Chapter Seven (pages 111 – 120).

General Overview:

In this third session participants will participate in a conversation café in order to construct understanding about multiple sections of the book. They will have opportunities to explore specific chapters of their choosing in depth and to share how they could apply the key ideas discussed in their own teaching and learning context.

Key Learning/Objectives:

During this session participants will:

- Participate in learning focused dialogue about areas of personal and professional interest that align with specific book chapters:
 - Before School Starts.
 - Communicating with Parents and Guardians.
 - Meeting Diverse Learning Needs.
 - Preparing for or Being an Occasional Teacher.
- Share with colleagues how they can apply key ideas in their own teaching and learning context.



Time:

Welcome / Homework Review 15 minutes
Think / Pair / Share

Strategy Harvest 100 minutes (50 minutes for each Café)
Conversation Café One
Conversation Café Two

Homework Overview 5 minutes

Materials:

— Line Master 3.1 – Personal Placemat for the Conversation Café.

Instructional Tasks:

Homework Review – Think / Pair / Share (15 minutes)

Background

Prior to the arrival of the participants, arrange the room in table groups of four to six. At each table provide one of the Line Master 3.1 – Personal Placemat for the Conversation Café. If possible, consider welcoming / greeting each person by name as they enter.

Purpose

- Process the homework by engaging in a “minds on” activity.
- Strengthen the inclusion built within the group during the first two sessions.

Instructions and Task

1. Introduce the following topic to the group and provide a minute or two of “think time” before asking participants to share with a partner at their table: Reflecting on your homework of reading a chapter from the book, or the Heart and Art blog what is one thing that stood out for you most as a teacher and learner?
2. Each pair shares their ideas.



3. Reflection Questions:

- Content – *Is there a specific idea or insight that you discussed with your partner that you'd like to share with the larger group?*
- Collaborative – *How did it feel as a participant in Think / Pair / Share compared to the Community Circle we utilized in Session Two?*
- Personal – *How might (or how do) you use this strategy in your teaching context?*

Strategy Harvest – Conversation Café (100 minutes)

Background

In this strategy, participants will be engaged in focused conversations about specific chapters from the book:

- Before School Starts.
- Communicating with Parents and Guardians.
- Meeting Diverse Learning Needs.
- Preparing for or Being an Occasional Teacher.

For you as a facilitator, knowing about the “big ideas” from each chapter will provide useful context for the discussions at each table. These big ideas will appear as part of the “food for thought” section of each personal placemat, serving as conversation starters. See Line Master 3.1 – Personal Placemat for the Conversation Café.

Big Ideas for Before School Starts (page 14).

- Teaching is a profession of tremendous challenges and tremendous rewards. Savour this exciting time as you anticipate your year.
- Mentorship is a powerful form of support: connect with as many colleagues and supports as you can as you begin your career.
- How you set up your classroom is flexible and may change over time as you get to know your students and their learning needs, and begin to build a welcoming and collaborative learning environment.



Big Ideas for Communicating with Parents and Guardians (page 72).

- Using both formal and informal communication with parents and guardians provides valuable insights into the students you teach.
- Experimenting with a variety of communication tools allows you to discover what methods work best for you, your school community, and the parents and guardians with whom you collaborate. Maintain a professional demeanor in all interactions with parents and guardians.
- Reporting to parents or guardians (and students) should be ongoing so that all are well informed of progress and next steps.
- You and the parents or guardians of your students all share the common goal of helping every student achieve to their fullest potential.

Big Ideas for Meeting Diverse Learning Needs (page 96).

- Viewing student differences as positive attributes enhances learning for all students.
- Who we are and where we come from have a direct impact on student and teacher relationships.
- We can help all students understand themselves as learners and as unique, competent, and valued members of the diverse learning community we create in our classroom.
- The learning environment plays a significant role in how we support students and how well students learn.

Big Ideas for Preparing for or Being an Occasional Teacher (page 112).

- Preparation and communication are key components of success for both the classroom and occasional teacher.
- As an occasional teacher, you can turn to many people at each school who can provide support (teaching colleagues, office staff, administrators, students).
- As an occasional teacher, you can proactively create a positive and respectful learning environment in the classroom.



— Flexibility is a useful trait for the occasional teacher.

The Conversation Café itself is a three-part process:

— Minds-On (Appetizer) - Participants choose a chapter topic of interest and share their learning goals.

— Action (Main Course) - Participants engage in focused dialogue about the “big ideas” associated with their topic with the assistance of guiding questions and opportunities to record key thoughts.

— Consolidate (Dessert) - Participants reflect on the conversations they’ve engaged in and plan and share specific next steps they plan to take in their teaching and learning contexts.

For this book club session, this process is repeated twice thereby allowing participants to focus on two topics of their choice.

Purpose

— Engage in learning focused dialogue about areas of personal and professional interest that align with specific book chapters.

— Share with colleagues how they can apply key ideas in their own teaching and learning context.

Instructions and Task

1. Conversation Café – Appetizer (10 minutes).

Ask participants to select the chapter topic that they are most interested in and form a table group of four to six. Note, if a greater number of people select a specific topic you can simply create a second or even third conversation café table for that chapter group. Alternatively, if only one person selects a specific chapter topic, they may wish to join a table with others or you as the facilitator can engage in the conversation café at that table.



2. Direct the participants to the Appetizer section of Line Master 3.1 – Personal Placemat for the Conversation Café where they will find the focus questions: *Why have you chosen this topic? What are your learning goals for this conversation café?*

3. Participants record their responses on their personal placemat and then share with the chapter group at their table.

4. Conversation Café – Main Course (30 minutes).

Using the three or four “Big Ideas” for their topic as discussion prompts participants engage in conversation around the following questions from their personal placemat:

— *Do these big ideas about your topic resonate with what you feel is important about teaching and learning? Why or why not?*

— *What illustrative examples are there from your chapter that could support the implementation of these ideas?*

— *What other ideas and/or resources could you share about this topic?*

As the conversation unfolds, encourage participants to record key points and insights in the Main Course section of Line Master 3.1 – Personal Placemat for the Conversation Café.

5. Conversation Café – Dessert (10 minutes).

Direct participants to the Dessert section of their personal placemat and ask them to record how they can apply key ideas in their own teaching and learning context using the Next Day / Next Week / Next Month / Next Year graphic organizer provided in the Dessert section of Line Master 3.1 – Personal Placemat for the Conversation Café.

6. Participants select one of their specific next steps and share this with their colleagues in their table group.



7. Conversation Café Two.

Following the conclusion of the first Café consider taking a short break and then asking participants to select a second chapter topic that they are interested in. Repeat the instructions and prompts from one to six. Note that Line Master 3.1 – Personal Placemat for the Conversation Café is double-sided.

Reflection:

Note that the reflection process and tool (Next Day / Next Week / Next Month / Next Year) is embedded in the Dessert section of each of the Conversation Cafés.

Homework/Follow up Task:

- Examine what you have recorded in the Next Day / Next Week sections of your personal placemat. Your homework is to select at least one of the ideas / strategies / resources you've mentioned as a next step and be willing to be share verbally at Session Four how the implementation went in your teaching and learning context.
AND / OR
- Visit the Heart and Art Blog <http://heartandart.ca> and comment on any post that resonates or connects with your personal beliefs and experiences about the heart and art of teaching and learning.



Session Four: *The Heart and Art of Teaching and Learning* – Revisiting the Heart and Art

Readings:

Chapter Eight (pages 121 – 130).

General Overview:

Within this fourth and final session participants will continue to intentionally share knowledge and practice, specifically via consolidation activities related to practical ideas from the book. They will examine the continuum of professional learning and growth cited in Chapter Eight and discuss if / how it applies to their personal context. In addition, participants will revisit the “heart and art” by examining what at its core they really believe is important about teaching and learning and how are these beliefs reflected in their practice. Finally, all participants will have an opportunity to express appreciation for the support and networked learning they have experienced in the heart and art book club.

Key Learnings/Objectives:

During this session participants will:

- Share implementation experiences and additional practical ideas found in the book.
- Examine the continuum of learning and growth and if / how it applies to their personal context.
- Reflect upon and share their core beliefs about the heart and art of teaching and learning and how these beliefs can be lived in the classroom.
- Participate in an appreciation activity adapted from the book.



Time:

Welcome
Table Circle 20 minutes

Matrix of Ideas 20 minutes

Continuum of Professional
Learning and Growth 30 minutes
Save the Last Word

Who am I as a Teacher?
Reflective Conversations 30 minutes

Appreciation Fans 20 minutes

Materials:

- Line Master 4.1 – Reflective Conversation Guiding Questions.
- Line Master 4.2 Evaluation Form.
- Blank pieces of paper for Appreciation Fans (one for each participant).

Instructional Tasks:

Homework Review – Table Circle (20 minutes)

Background

Prior to the arrival of the participants, arrange the room in table groups of four to six. Place copies for each participant of Line Master 4.1 – Reflective Conversation Guiding Questions on each table. If possible, consider welcoming / greeting each person by name as they enter.

Purpose

Process the homework by engaging each participant in sharing their implementation experiences based on personal next steps from Session Three.



Instructions and Task

1. Table circle is simply a more intimate form of the community circle strategy used in Session Two. Introduce the following topic for sharing at each table: *Reflecting on your homework of trying at least one of the ideas / strategies / resources you've mentioned as a next step in Session Three or sharing on the Heart and Art Blog, let your table group know how it went. What worked well and (if applicable) what worked not so well?*
2. At each table participants go around the circle and share their personal experiences and ideas.
3. Reflection Questions:
 - Content – *Is there a specific experience, idea or insight that you discussed at your table that you'd like to share with the larger group?*
 - Collaborative – *Has the comfort level and depth of sharing changed since we began the book club? If so, what do you attribute that change to?*
 - Personal – *How has your participation contributed to the success of this book club? (for personal reflection only – not for group sharing)*

Matrix of Ideas – Give One / Get One (20 minutes)

Background

Although we have walked through the book during the course of the book club, there are many practical ideas that may not have surfaced. Give One / Get One provides an efficient method for both connecting participants and highlighting “real world” strategies found in the book. The Matrix of Ideas is basically an index at the end of Chapter Eight (pages 127 – 130). It lists all the practical ideas or resources cited in the text. In addition to the page number where it can be found, check marks beside each resource indicate where it aligns with the big ideas found in each chapter. Many strategies connect with more than one chapter (e.g., Appreciation Fans connect to Building Inclusion in Chapter Three, Building Effective Classrooms in Chapter Four and Diverse Learning Needs in chapter Seven).



Purpose

Using the Matrix of Ideas as a springboard, participants share practical ideas and strategies from the book with each other.

Instructions and Task

1. Ask participants to turn to pages 127 – 130 of their book. Provide approximately five minutes for participants to scan the matrix for ideas they have either used themselves and/or would recommend to others.
2. Ask participants to stand and make eye contact with someone not at their table. As they pair up, each person shares the idea or resource they found in the matrix with their partner. Once both people have had a chance to share, they each go off in search of new partners. This pairing / sharing / comparing continues for 15 minutes.
3. In Give One / Get One the idea is to connect with as many participants as possible. By the end of the activity, participants will have had several paired conversations and have been exposed to many strategies and ideas they were unaware of.

Continuum of Professional Learning and Growth – Save the Last Word (30 minutes)

Background

Chapter Eight (pages 122 – 124) begins with a vision for a continuum of professional learning and growth. Although the wording is targeted to the experiences of a beginning teacher, the stages along the continuum themselves can apply to all educators, especially when encountering a new assignment or role.

- Orientation.
- Beginning Practice.
- Examination of Practice.
- Experimentation and Application.
- Embedded Practice.
- Intentional Sharing of Knowledge and Practice.



Purpose

— Participants will examine the continuum of learning and growth and discuss if / how it applies to their personal teaching and learning context.

Instructions and Task

1. Ask participants to form groups of three and then to number off. Note: if the group more than three people, then two people can share the same number.
2. Turn to page 122 of their book. Each person silently reads the page, stopping when they get to the bottom.
3. After everyone has finished the page, Person One shares an insight, question, connection, and then each person around the table (or circle) builds upon what has been shared. The person who began the sharing gets the “last word” to sum up their response to what has been shared.
4. The process continues for page 123. Again, each person silently reads the page, stopping when they get to the bottom.
5. This time, Person Two shares an insight, question, connection, and then each person around the table (or circle) builds upon what has been shared. Person Two gets the “last word” to sum up their response to what has been shared.
6. The process concludes with page 124 with Person Three sharing an insight, question, connection, and then each person around the table (or circle) building upon what has been shared. Person Three gets the “last last word” to sum up their response to what has been shared.



7. Reflection Questions:

- Content – *How did your group feel about the continuum? Does it align with your lived experiences? How so or how not?*
- Collaborative – *What pre-requisite skills would need to be in place before you could use a strategy like Save the Last Word with your students?*
- Personal – *How could the idea behind this strategy (shared dialogue about content) be modified or adapted to suit your teaching context?*

Who am I as a Teacher? – Reflective Conversations (30 minutes)

Background

In her article *Power Plays: Proven Methods of Professional Learning Pack a Force* (2005) Lois Brown Easton describes that powerful professional learning:

- Arises from and returns benefits to the real world of teaching and learning.
- Focuses on what is happening with learners (both student and adult) in the classroom, school, and district.
- Has collaborative aspects.
- Establishes a culture of quality.
- Slows the pace of schooling, providing time for the inquiry and reflection that promote learning and application.

It is very easy to get caught up in the “busyness” of teaching and keeping up with the day to demands of the profession. Part of revisiting the “heart and art” is slowing down as Easton suggests and reconnecting with what we truly believe in our hearts is important. On pages 125 – 126 of the book, the reflections of one of the co-authors’ students are intended to serve as a reminder of this. This slowing down and reconnecting with beliefs about teaching and learning is the intent of the paired reflective conversations for participants.



Purpose

- Participants will reflect upon and share their core beliefs about the heart and art of teaching and learning and how these beliefs can be lived in the classroom.

Instructions and Task

1. Summarize the background information above. Below in italics is a succinct version: *It is very easy to get caught up in the “busyness” of teaching and keeping up with the day to demands of the profession. Part of revisiting the “heart and art” is slowing down and reconnecting with what we truly believe in our hearts is important. On pages 125 – 126 of the book, you will see the reflections of one of the co-authors’ students are intended to serve as a reminder of this.*
2. Direct participants to Line Master 4.1 – Reflective Conversation Guiding Questions. Share the questions with the participants by reading them aloud:
 - *What does the heart and art of teaching and learning mean to you?*
 - *Who am I as a teacher?*
 - *What do I believe is truly important about teaching and learning?*
 - *How am I living these beliefs with my students?*
3. Ask participants to think about these questions and when they are ready to find a partner with whom to have a reflective conversation about the heart and art of teaching and learning. Stress that the conversations are private and there is no one “right answer” to these questions. Rather, the goal of the conversation is simply to slow down, re-connect with our basic beliefs and re-inspire us in our work with students. Note: if there is an uneven number of participants, you as a facilitator can partner up with a colleague and also participate in the reflective conversation.
4. At the end of the time, suggest to participants that they could consider recording any personal reflections they have using Line Master 4.1 – Reflective Conversation Guiding Questions.
5. Mention to participants that the book and this book club are meant to be starting points on each person’s learning journey and encourage all participants to continue



to share how they are living the “heart and art” of teaching and learning on ETFO’s heart and art site: <http://heartandart.ca>.

Appreciation Fans (20 minutes)

Background

As described on page 40 of the book, Appreciation Fans are a great way to cement and celebrate the inclusion you have built in the classroom. Just as appreciation is powerful for students, it is equally important and valued by adults.

Participants fold their paper like a fan and write their name on the top. They trade their fans with colleagues as both parties write statements of appreciation to each other. This continues with several colleagues until the fan is full of positive statements.

Purpose

— To provide all participants with an opportunity to express appreciation for the support and networked learning they have experienced in the book and to foster continued connections and support.

Instructions and Task

1. Direct participants to page 40 of their book and ask them to read the Frog and Scorpion story.
2. State: *We will be using Appreciation Fans as a vehicle to cement and celebrate the inclusion we have built in this book club.*
3. Ask each participant to fold the blank paper that you have provided them like a fan or accordion as illustrated on page 40.
4. Put their name on the top of the fan (as a facilitator) you make and label with your name a fan as well.
5. Ask participants to reflect on our learning journey together and to begin to trade fans with colleagues they have come to know and trust over the course of the book



club. Colleagues they would like to express written appreciation to. Mention that with students you would re-emphasize the message from the Frog and Scorpion story but that you know with adults you can trust everyone in the room to write powerfully positive statements of appreciation. Again, you as facilitator participate in the writing and trading of fans.

6. Many participants may choose to include a contact email along with their name under their written appreciation – mention this is a personal choice on the part of each participant .
7. At the conclusion of the Appreciation Fan activity, extend your appreciation to the group and again invite participants to continue to share how they are living the “heart and art” of teaching and learning on ETFO’s heart and art site:
<http://heartandart.ca>.
8. Have participants complete the ETFO Book Club Evaluation Form.

Reflection:

Note that the reflection process and tool is embedded in the Reflective Conversation and Appreciation Fans activities.



Support Material Section

Session One:

Line Master 1.1

Goals / Strengths / Beliefs

<p>Goals</p> <p>What are your goals for the book club? (Personal / Social / Academic)</p>	<p>Strengths</p> <p>What strengths do you bring to our group of learners? (Personal / Social / Academic)</p>
<p>Beliefs</p> <p>A one sentence belief you have about learning</p>	



Session One:

Line Master 1.2

Themes of Success for Four Corners

Connecting with Students



Session One:

Line Master 1.2

Themes of Success for Four Corners

Passion for Teaching



Session One:

Line Master 1.2

Themes of Success for Four Corners

Attributes-based Approach



Session One:

Line Master 1.2

Themes of Success for Four Corners

Importance of School Culture



Session One:

Line Master 1.3

So What / Now What Reflection Tool

So What? Strategies that sound promising to me	Now What? Practical next steps



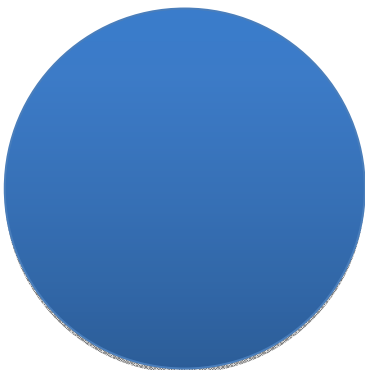
Session Two:

Line Master 2.1

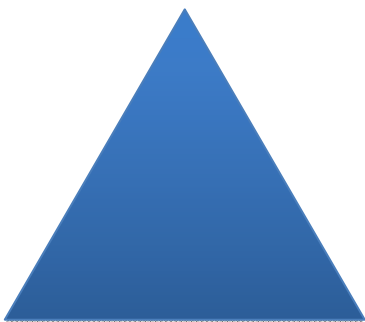
Shape Reflection Tool



Something that “squared” with me (i.e. validated prior understanding).



A question that is still “circling” around in my mind at this point.



Something I learned that could form the “base” of future action.



Session Three:

Line Master 3.1

Personal Placemat for the Conversation Café

<p>Appetizer</p> <ul style="list-style-type: none">• <i>Why have you chosen this topic?</i>• <i>What are your learning goals for this conversation café?</i>	<p>Food for Thought</p> <p>Big Ideas for Before School Starts (page 14)</p> <ul style="list-style-type: none">• <i>Teaching is a profession of tremendous challenges and tremendous rewards. Savour this exciting time as you anticipate your year.</i>• <i>Mentorship is a powerful form of support: connect with as many colleagues and supports as you can as you begin your career.</i>• <i>How you set up your classroom is flexible and may change over time as you get to know your students and their learning needs, and begin to build a welcoming and collaborative learning environment.</i> <p>Big Ideas for Communicating with Parents and Guardians (page 72)</p> <ul style="list-style-type: none">• <i>Using both formal and informal communication with parents and guardians provides valuable insights into the students you teach.</i>• <i>Experimenting with a variety of communications tools allows you to discover what methods work best for you, your school community, and the parents and guardians with whom you collaborate. Maintain a professional demeanour in all interactions with parents and guardians.</i>• <i>Reporting to parents and guardians (and students) should be ongoing so that all are well informed of progress and next steps.</i>• <i>You and the parents/guardians of your students all share the common goal of helping every student achieve to their fullest potential.</i> <p>Big Ideas for Meeting Diverse Learning Needs (page 96)</p> <ul style="list-style-type: none">• <i>Viewing student differences as positive attributes enhances learning for all students.</i>• <i>Who we are and where we come from have a direct impact on student and teacher relationships.</i>• <i>We can help all students understand themselves as learners and as unique, competent, and valued members of the diverse learning community we create in our classroom.</i>• <i>The learning environment plays a significant role in how we support students and how well students learn.</i>
--	--



<p>Main Course</p> <ul style="list-style-type: none"> • <i>Do these big ideas about your topic resonate with what you feel is important about teaching and learning? Why or why not?</i> • <i>What illustrative examples are there from your chapter that could support the implementation of these ideas?</i> • <i>What other ideas and/or resources could you share about this topic?</i> 	<p>Big Ideas for Preparing for or Being an Occasional Teacher (page 112)</p> <ul style="list-style-type: none"> • <i>Preparation and communication are key components of success for both the classroom and occasional teacher.</i> • <i>As an occasional teacher, you can turn to many people at each school who can provide support (teaching colleagues, office staff, administrators, students).</i> • <i>As an occasional teacher, you can proactively create a positive and respectful learning environment in the classroom.</i> • <i>Flexibility is a useful trait for the occasional teacher.</i> 		
<p>Dessert Next Day</p>	<p>Next Week</p>	<p>Next Month</p>	<p>Next Year</p>



Session Four:

Line Master 4.1

Reflective Conversation Guiding Questions

— *What does the heart and art of teaching and learning mean to you?*

— *Who am I as a teacher?*

— *What do I believe is truly important about teaching and learning?*

— *How am I living these beliefs with my students?*



Session Four:

Line Master 4.2

ETFO Book Club Evaluation Form

The Heart and Art of Teaching and Learning

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"/>
--	---------------------------------------	----------------------------------	----------------------------------	----------------------------------

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"/>
--	---	--------------------------------------	---	-------------------------------------

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"/>
--	-----------------------------------	--------------------------------------

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"/>
--	--	-----------------------------------	--------------------------------------	---

Please explain your answer:

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

Overall comments:
