

Learning Bulletin

Issue 7

March 2009

In Brief-

ON CHILDREN

*You may give them your love
but not your thoughts,*

*For they have their own
thoughts.*

*You may bouse their bodies
but not their souls,*

*For their souls dwell in the
house of tomorrow,*

*Which you cannot visit, not
even in your dreams.*

*You may strive to be like
them, but seek not to make
them like you,*

*For life goes not backwards
nor carries with yesterday.*

*You are the bows from
which your children as living
arrows are sent forth.*

*The archer sees the mark
upon the path of the infinite,
and he bends you with his
might that his arrows may
go swift and far.*

*Let your bending in the
Archer's hand be for
gladness;*

*For even as he loves the
arrow that flies, so he loves
also the bow that is stable.*

KHALIL GIBRAN

QUOTE OF THE MONTH

"Children are the
messages we send to a
time we will not see."
unknown

Next Month:

- The Learning Environment
- Just Jargon 'H'
- Website of the month

ASSERTIVE DISCIPLINE

The name most associated with assertive discipline is Lee Canter.

The key to this technique is catching students being "good," recognizing and supporting them when they behave appropriately and letting them know you like what they are doing on a consistent basis.

For Canter, students obey the rules because they get something out of doing so, or conversely, understand the consequences of breaking the rules.

Assertive discipline is likely the most widely used discipline plan in schools. Teachers who use assertive discipline say they like it because it is easy to use and is generally effective.

Assertive discipline is not without critics.

One of these is John Covalleskie, he believes that children should obey the rules because that is the right thing to do, not because there is some reward associated with obeying, or some punishment for not obeying. He advocates discipline that is directed by **interest**.

Maybe the answer is to combine these approaches?

Some Assertive Discipline Techniques:

- The first step toward becoming a more assertive & effective teacher is to reflect on your current approach to behaviour management.
- A teacher must approach management of behaviour with thought and planning, be *proactive* rather than *reactive*.
- *Reactive* approaches often result in highly charged inappropriate responses
- *Proactive* responses help students move toward self-control and model socially acceptable behaviour.
- However, it is important to remember this is not a campaign for war! **It is a plan for positive reinforcement and development of relationships.**

Website of the month:
www.byteachers.org.uk/

“The ATW is an association of web sites created by the real experts - teachers. All of the member sites have been selected because they offer teachers, pupils and parents access to the best teaching and learning materials for free.”

60+ approved sites covering all curriculum areas and key stages
18,000+ educational resources
6000+ photocopiable teaching materials
6000+ online teaching resources
All this, completely FREE.

Sounds like a website from heaven!!
Check it out and see what you think!

Gifted & Talented Corner

To stimulate imaginative work and encourage evaluative thinking in all curricular areas try a “**WHAT IF ...**” question.

e.g. What if Hitler had invaded Britain successfully?
What if there was no gravity?
What if Jesus returned to the Middle East today?

*** GREAT FOR STUDENTS WHO FINISH THEIR WORK WITH TIME TO SPARE.**

JUST JARGON

G

GNVQ - General National Vocational Qualification: Vocational qualification related to particular industries to be taken in a school or college.

GTP -Graduate Teacher Programme: An employment based training programme where schools can benefit from grant payments to cover the salary costs of their trainees. Schools can take on additional unqualified teachers and train them on the job.

GSA -Girl Schools Association: A body for headteachers of independent girls schools

GTC- General Teaching Council: Professional body set up to represent teachers.

WHAT CAN I DO IF STUDENTS WON'T LISTEN !

Use alternative methods to get your instructions/info across!

If it is difficult to get a group to ALL be quiet to listen to instructions or information, try something different:

- Have instructions written as bullet points on the board— just direct students to them.
 - Give instructions out on a slip of paper.
- Give a tick list of tasks to be completed for the lesson or even for a series of lessons.
 - Use a projector / powerpoint presentation to give information.
- Try using ‘Passive Music For Accelerated Learning’ CD to settle class down. (<http://www.anglo-american.co.uk/>)
 - Have a selection of activities / tasks that students can choose from on slips of paper, have a ‘raffle’ type choice.
Giving students a choice is always effective.
 - Have cardboard boxes with resources & instructions stuck on the side out on tables ready.
 - Have tasks written on postits and stick them on desk or exercise book, time consuming but students respond well to the individualised touch.