

**SPECIAL
ISSUE
SPRING 2014**

Featured Articles

Twitter as a Starting Point for Building E-Leadership

By: Brittany A.E. Jakubiec

The Benefits of a Core French Program

By: Jana H. MacKinnon

Instructional Expertise: Modeling Effective Teaching Practices

By: Johnathan M. Bromley

Leading the Charge: Empowering the Digital Brain

By: Jeff Willson

Twisted Socratic Seminars: A New Take on a Classic Idea

By: Lon Bechervaise

Service Learning: A Powerful Teaching Practice

By: Paula M. MacKay

Visual Arts Advocacy

By: Richard T. Haines

The Influence of Food on Student Achievement

By: S. Anne Dixon

Faculty of Education (UPEI): Educational Leadership

By: Jane P. Preston

Special Interests

Educational Ted Talks

Important Dates

Prof. Development

Congratulations

PEIASA News

**A Newsletter for the Prince Edward Island
Association of School Administrators**



PEIASA News

Spring 2014

Guest Editor:

Jeff Willson, *Teacher, ELSB*


Welcome to the *PEIASA News, Special Issue 2014!*

This newsletter contains a collection of articles researched by educators enrolled in a graduate-level course entitled, *ED615: Educational Leadership*. This course was delivered

in the Fall of 2013 through the Faculty of Education, at the University of Prince Edward Island.

Herein, graduate students address timely topics related to educational leadership and student learning. Topics include integrating technology and the visual arts in school, supporting effective teaching practices, promot-

ing student engagement, and promoting student wellbeing.

The articles are a reflection of each author's current understandings at the time of writing. As lifelong learners, all authors continue to deepen and refine their individual and collective thinking to further shape beliefs and practices about education. 

Twitter as a Starting Point for Building E-Leadership

By: Brittany A. E. Jakubiec



As a Master of Education student at the University of Prince Edward Island, I use technology every day to communicate with my peers, coworkers, classmates, and professors. Students like me are called the *Net Generation* or *Generation Z*. Simply stated, the Net Generation is a group of individuals who, from birth to present, grew up with the Internet

and are highly reliant on technology and technological tools.

What does it mean for education and learning when the Net Generation is nimbly able to connect to teachers and peers through a computer screen? First, it means that learning has expanded beyond the classroom into a digital arena. Second, it means that most students are extremely comfortable and are often the experts when it comes to technology. In contrast, teachers tend to be novice users and sometimes have to play catch-up in the digital world. The purpose of this paper is to explain the

concepts of e-learning and e-leadership and to describe how to navigate a particular social network—Twitter.

Defining E-Leadership and E-Learning

According to Preston et al. (2013), e-leadership is defined as “facilitating friends, colleagues, or other people with the use of technology and technological devices in an effort to enhance digital knowledge, skillsets, and literacy” (p. 6). Jung (2010) built on this definition by asserting that e-leadership is a “social influence process mediated by [technology] to produce a change in attitudes, feelings, thinking, behavior, and/or performance” (p. 11). Complementing the idea of e-

“Twitter is a participatory technology that can be used to expand learning beyond the classroom and into the digital arena to enhance student-teacher communication, and increase student engagement.”



Sign in with Twitter

Benefits of Twitter for Students, Teachers, and Principals

- Develop a digital identity
- Establish network of friends and peers
- Develop digital literacy skills
- Promote participation in the digital arena
- Platform for instant feedback and collaboration

Twitter as a Starting Point for Building E-Leadership, *cont.*

leadership, e-learning, a term that simply refers to learning, which is electronically supported and technologically assisted. Applying this concept to Twitter, how can school leaders navigate this digital terrain and come out unscathed? First, teachers and educational leaders must understand what Twitter is and the benefits and implications of using it in classrooms and schools.

Description of Twitter

Twitter is a popular social media and networking platform with over 500 million active users and over 58 million tweets being sent daily (Statistics Brain, 2013).

Twitter is classified as a micro-blog and is infamous for its 140-character posting limit. These user-created blurbs of information are called tweets. Within each tweet, a user can include hash-tags (represented by # followed by a keyword, e.g., #TGIF) as well as mention fellow Twitter users (represented by @ followed by their username, e.g., @brijaay).

Since its creation in 2006, Twitter has been used for a variety of reasons, ranging from social networking to business marketing. Twitter is a participatory technology that can be used to expand learning beyond the classroom, enhance student-teacher communication, and increase student engagement (Veletsianos, 2012). Otherwise stated, if used effective-

ly by teachers, Twitter has the potential to support student learning both in- and outside of the classroom. As a technological tool, Twitter has the potential to create and support relationships (e.g., student-student and student-teacher), while providing an enriched and dynamic learning environment.

Benefits of Twitter

Few researchers have looked specifically at the benefits of Twitter-use in education, but the research that is available notes a variety of positive outcomes, including the development of a digital identity, establishment of an accessible network of friends and peers, as well as the development of digital literacy skills (Preston et al., 2013; Veletsianos, 2012). Juxtaposed with these benefits is the potential for students to experience digital citizenship and the undeniable need for educators to understand and participate in the digital arena, which is only expanding in importance.

Implications

How social media is used in the classroom for educational purposes should be of interest for teachers and principals alike. Specifically, Twitter “provides a space for people to create identities and enact them for an imagined audience, or even a networked audience” (Singh, 2013, p. 1).

Twitter also provides a platform for instantaneous feedback and effortless collaboration due to its participatory and supportive community nature (Singh, 2013). Considering the increased popularity of Twitter usage, if not already in place, school districts across Canada need to develop social media policies and regulations to assist teachers and principals in their navigation of unknown digital territory. Educators require extensive professional development, especially as we move into a “more techno-cultural space.” In conclusion, teachers, principals, and e-leaders should take this opportunity to develop digital identities and to explore uncharted digital landscapes. Your students might #thankyou for it.

References

- Jung, J. W. (2010). The role of social media in e-leadership. (Unpublished master's thesis). Royal Institute of Technology, Sweden.
- Preston, J. P., Jakubiec, B. A. E., Jones, J., Earl, R., Christensen, R., Kemp, S., ... Poirier, A. (2013). Twitter and e-leadership in higher education. Manuscript submitted for publication.
- Statistics Brain (2013). Twitter statistics. Retrieved from <http://www.statisticbrain.com/twitter-statistics/>
- Singh, S. (2013). Tweeting to the choir: Online performance and academic identity. *Selected Papers Of Internet Research*, 3.
- Veletsianos, G. (2012). Higher education scholars' participation and practices on Twitter. *Journal of Computer Assisted Learning*, 28(4), 336–349. doi:10.1111/j.1365-2729.2011.00449.x

The Benefits of a Core French Pilot

By: Jana H. MacKinnon

I am presently teaching Core French at Souris Consolidated School, where I have the opportunity to be working the new Grade 5 Core French pilot program. In the past, I have taught somewhat dated Core French curricula, and I am finding many advantages for both teachers and students with the newer curriculum. The purpose of this article is to discuss the benefits of this new program called the *Echos Pros Pilot*.

A unique aspect of this new pilot program is that it follows Common European Framework of Reference for Languages (CEFR). CEFR is an international, common guideline used for learners of languages. It describes the goals and achievement levels of language learners and helps recognize six common language levels that language learners pass through as they become proficient readers. Based on the CEFR standards, a language portfolio is used, which includes a section, where students check off various tasks that they can accomplish in French. This goal setting and reflection helps students to more effectively measure their progress (M. Rafuse, personal communication, October 15, 2013).

Another aspect of this Core French pilot program is that its structure is influenced by Intensive French pro-

gram. Many of the same strategies, found to be effective from Intensive French are integrated into the new program. In turn, there is a core focus on using authentic reading and writing during the learning process, which means the students' reading and writing is connected to their everyday life. For example, if the students are learning about food, they would write about what they like and do not like to eat.

To help students develop oral skills, teachers use a seven-step process, known as the gradual of responsibility from the teacher to the student. The teacher starts by modeling a French question and answer. The students follow the model and practice with other students until the French structure is mastered independently. This process allows for a correction of oral mistakes and a greater emphasis on communicating through complete phrases.

Also within this program, teachers are encouraged to be constantly supporting the students' French literacy through doing such things as creating a message of the day, promoting daily routines, and creating a French word and sound wall. Also, in an effort to promote literacy, students create their own personal dictionaries (M. Rafuse, personal communication, October 15, 2013). Such literacy skills are commonly used when learning English; thus, the literacy skills students gain while using French are transferable when learning English. Otherwise stated, the transfer of the literacy skills learned in French can help improve overall literacy skills in English, too.

Another benefit of the program is how the time is structured. Typically, the Core French program is about 35 minutes every day; however the new program is 60 minutes every second day. Students ex-

posed to longer, intense periods of language learning attain a higher level of achievement than individuals who receive the same amount of time spread out over a longer period (Netten & Germain, 2004). Moreover, the structuring of longer periods of time allows teachers to use sustained language activities.

The resources used for meeting the new Core French learning goals are *Échos Pro 2* and *Échos*, a combined series, which focuses on differentiation and culture in a Canadian context. It contains DVDs, student books, songs, and videos. It also includes a variety of reading texts, that are connected to the themes. In



“There is a core focus on using authentic reading and writing during the learning process, which means that the students’ reading and writing are connected to their everyday life. ”

The Benefits of a Core French Pilot, *cont.*

“Students exposed to longer, intense periods of language learning attain a higher level of achievement than individuals who receive the same amount of time spread out over a longer period.”

In addition, the curriculum is enriched by the Canadian Learning Exchange (CLE) an online content management system where users can search, manage, create, and share French resources online. The CLE system comes with interactive eTexts, whiteboard activities, student portfolios, voice-recording capabilities, and songs, as well as hundreds of French as a Second Language resources. This 21st century resource allows students to

be more engaged during the Core French time.

In conclusion, there are many benefits to the new Core French program. The goal-orientated focus helps students to effectively measure their progress. The emphasis on literacy and the time structure of the program help students to advance further with their abilities in French. Finally, the curriculum supports the Prince Edward Island school system, be-

cause it is current with 21st century goals and comes with many engaging resources. 🔔

References

Germain, C., & Netten, J. (2004). Theoretical and Research Foundations of Intensive French. *Intensive French in Canada*, 60 (3), 275–294.

Promoting Literacy and Success in FSL classrooms. 2013. *Pearson school Canada*. Retrieved from <http://www.pearsoncanadaschool.com>

 **Merci**

Instructional Expertise: Modeling Effective Teaching Practice

By: Jonathan M. Bromley

Instructional expertise is embodied by administrators who are involved in modeling effective teaching practice. According to Fink and Markholt (2013), “The extent to which [school] leaders make their own practice public is the extent to which they can help teachers confront their own vulnerabilities” (p. 324). Additionally, Fink and Markholt (2013) insisted that feedback, via a safe coaching-style relationship, needs to be given to teachers who are attempting new instructional techniques. School leaders (e.g., principals and vice-principals) collaborating with other educators is a key component to improving teaching quality, a process which is being employed within many Prince Edward Island schools. In turn,

the purpose of this article is: (a) to explain the importance of school leaders sharing their instructional expertise with staff and (b) to explain how collaboration is a useful medium for modeling effective teaching practice.

Sharing Instructional Expertise

A connected teaching staff shares ideas and techniques with each other. Teachers value school leaders who are willing to assist them with teaching difficulties and issues (Sharratt & Fullan, 2012). Student needs are changing; as such, these needs are becoming increasingly difficult and complex for individual teachers to address on their own. In turn, school lead-



ers must create opportunities for staff members to share their expertise with each other. Professional development sessions are excellent opportunities to have open sharing experiences where teachers can describe successful practices that occurred in their class-

“Administrators collaborating with other educators is a key component to improving teaching quality.”

Instructional Expertise: Modeling Effective Teaching Practice, *cont.*

rooms. In addition, principals should encourage teachers by being supportive and offering praise when good practice is demonstrated.

In contrast, if an educator is struggling with a certain area of teaching, the school leader could pair him/her with a fellow staff member with expertise in that area. For example, if a teacher is having difficulties with managing the behavior of students, the school leader should recognize this problem and offer support to the teacher from an experienced staff member in this field. Perhaps the struggling teacher could observe effective behavior management practices from the expert teacher. Then, the teacher with difficulty could practice new techniques they have learned and have a continuous dialogue with the expert about their progression.

Collaboration: Walks and Talks

Collaboration is a journey that involves teamwork to achieve a goal. Within many Prince Edward Island schools, *Walk and Talks* are an example of such collaboration. A Walk and Talk is a 3- to 5-minute observation where a small group of staff

members (e.g., the principal and/or two or three staff members) enter a classroom and look for different teaching tools (e.g., anchor charts, word walls, etc.) and ask at least two students a set of learner-focused questions like::

- What you are learning?
- How do you know when you have achieved this skill?

In a minimally invasive way, Walk and Talks allow teachers to receive non-judgmental feedback from their colleagues about their classroom environment and their students' learning.

Educators have many additional opportunities to assess student work and plan interesting learning experiences together as a part of a collaborative school team. During collaborative PD days, administrators must ensure that school leaders who are demonstrating instructional expertise are part of these teams (Hornig & Loeb, 2010). As a result, the expert teachers on the collaborative teams help other teachers develop their skills and abilities through

constructive dialogue and planning innovative lessons.

Concluding Thoughts

Instructional expertise is clearly shared through modeling effective teaching practice. Sharing expertise and collaboration among staff teams are two valuable methods of developing the skills and abilities of all educators. In order for teachers to share and collaborate, principals must create an environment conducive to these activities. Students across Prince Edward Island will improve at a greater rate if teachers are able to develop and regularly reflect upon and refine their practice with input from expert colleagues and through effective collaborative teams. If educators teach using modeling techniques, then it is of utmost importance for

administrators to support the improvement and learning of staff members by modeling effective teaching practice. 📌

References

- Fink, S., & Markholt, A. (2013). The leader's role in developing teacher expertise. In L. R. Melina, G. J. Burgess, L. L. Falkman, & A. Marturano (Eds.), *The embodiment of leadership* (pp. 317–333). San Francisco, CA: Jossey-Bass.
- Hornig, E., & Loeb, S. (2010). New thinking about instructional leadership. *Phi Delta Kappan*, 92(3), 66–69.
- Sharratt, L., & Fullan, M. (2012). *Putting faces on the data*. Thousand Oaks, CA: Corwin Press.

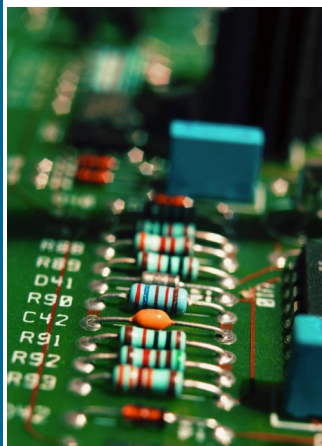


“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

(John Quincy Adams)

Leading the Charge: Empowering the Digital Brain

By: Jeff Willson



Points to Consider...

- *Students scan, assimilate, synthesize or discard new pieces of information at intense speeds*
- *Are you integrating hands on technology within the classroom that go beyond smart boards and videos?*
- *Are you providing students with a collaborative approach to co-create meaning and understanding?*

Do the ways in which youth consume and interact with information via the internet and various media directly affect their ability to learn in the classroom?

These days, students are spending a great deal of time multitasking. They are likely to be on Facebook, emailing, or askFM while simultaneously listening to music, streaming Netflix, playing video games, and working on assignments. Often, in developing their own learning styles, students try to multitask work and respond to the pings of social media in hopes of satisfying their need to belong. Moreover, this online knowledge acquisition is engrained within the daily routines of many students. This constant interaction with virtual and online environments teaches students to scan, assimilate, synthesize, or discard new pieces of information at intense speeds. Most students spend only “two seconds on each website when searching for information” (Sprenger, 2009, p. 2). Based on the modern day digital lifestyle of many students, what can educators do to effectively teach this Net Generation of students? In this

article, I provide suggestions of how educational leaders and teachers can strategically present content so that the digitally-influenced students are engaged in learning.

In essence, there are eight core concepts that teachers can promote in an effort to reach the modern-day student. These ideas are:

- Engage the student with technology
- Foster personal connections with content
- Present concrete examples
- Create collaborative opportunities for students to co-create understanding
- Ensure students have time to practice the skill
- Check for understanding
- Provide well timed feedback to nurture success
- Keep it relevant over time

It is one thing to be mindful of these ideas, but the most important aspect of this list is its application.

In the following explanation, I provide an example of how to use the above concepts in a Grade 6

math lesson in which the teacher has incorporated robotics to further engage the digital minds of his students. The overarching goal of the lesson is to have students learn to measure angles and the circumference of a circle, then apply their newfound knowledge.

Step one: Introduce students with an engineering challenge that incorporates the abstract concepts of the degree and centimeter. Show a NASA video called “7 Minutes of Terror” explaining the design challenges inherent in landing the rover “Curiosity” on the Martian surface. After watching the video, the educator supports the students, as they use robots to construct their own accurate meaning of degrees and centimeters and apply their understanding by programming their robotic rovers to navigate a classroom obstacle course to retrieve fictitious ice samples.

Step two: Invite students to make personal connections by utilizing a strategy to activate previous learning. In this event, a classroom dialogue takes place and students contribute their connections to Mars, robots, angles, and centimeters.

Step three: Present concrete applications with di-

Leading the Charge: Empowering the Digital Brain, *cont.*

rect ties to student well-being. Students understand that working towards this Mars mission allows them to use new software and hardware tools, program robots, construct meaning from measurement and prepare for a future where they better understand ecosystems through the study of Martian landscapes.

Step four: Engage students to think critically and collaborate throughout the engineering design process by offering a safe social venue like small and large group work, blogs, forums, or student generated web-sites where they share their achievements by posting thoughts, or multimedia.

Step five: Provide efficient tasks where students can apply and practice their nascent skills. To do so, students explore various ways to measure the circumference of their rover's wheels in centimetres and apply this to calculate the distance traveled in seconds and

rotations. They synthesize this knowledge with their learned use of the protractor in guiding a path through the obstacle course using degrees. Students generate their own algorithms, download them to the robot, attempt the obstacle course, review the robot's progress, and apply necessary changes for success.

Step six: Check for understanding using a variety of tools. Student writings, sketches, software files, discussions, forum participation, creating YouTube tutorials and assessing rover performance can help with formative and summative assessment.

Step seven: Offer consistent positive feedback to assure ongoing success, which keeps the student motivated.

Step eight: Keep information relevant by providing students with relevant ways to reuse this knowledge in a classroom centres and welcoming personal connections as they arise.

Implications for Principals

“Today’s students are experts at skimming and instantly sharing information. But they’ll need to do more than skim through the 21st century” (Sprenger, 2009, p. 1). It is the responsibility of instructional leaders, to support educators so that they may “facilitate student discovery, to offer resources and to ask timely questions that refine and extend student thinking” (November, 2012, p. 68). In doing so, teachers create better connections with their students while simultaneously empowering a digitally-influenced student. 🛎

Reference

November, A. (2012). Emerging roles within the knowledge community. In L. Schrum (Ed.), *Educational technology for school leaders* (pp.59-76). Thousand Oaks, CA: SAGE

Sprenger, M, (2009).
Focusing the digital
brain, Teaching for the
21st Century, *Educa-
tional Leadership*, 67
(1), 34-39)

“Today’s students are experts at skimming and instantly sharing information. But they’ll need to do more than skill through the 21st century.”



“Go to the people. Learn from them. Live with them. Start with what they know. Build with what they have. The best of leaders when the job is done, when the task is accomplished, the people will say we have done it ourselves.”

(Lao Tsu)

Twisted Socratic Seminars: A New Take on a Classic Idea

By: Lon Bechervaise

“Students must create open-ended and cognitively leveled questions that would both assist their understanding and promote high level discourse.”



A Socratic Seminar is “a technique that dates back to ancient times and offers a tangible, engaging way for students to develop both ethics and critical thinking—actively and cooperatively” (Tredway, 1995, p. 26). This technique, created by Socrates himself, is a special type of group discussion that promotes learning while reinforcing the standards of intellectual discourse. Contrary to traditional approaches, the Socratic Seminar targets the creation of higher order questions, and negates a focus on generating *correct* answers, as Socrates believed that students learn best by asking questions. Through this paper, I explain the process of a modern Socratic seminar and how it may intellectually engage students in virtually any topic of study.

Socrates Had it Right

A Socratic Seminar allows students the opportunity to critically explore concepts through high level dis-

course. Essentially, the goal of a Socratic Seminar is for students to engage in a group discussion to better comprehend the ideas, issues, and values that are reflected in the assigned topic. Rather than passively receiving information from a teacher, this type of learning encourages students to become active participants in a collaborative, dialogue process. As such, students carry much of the responsibility during the learning process, while simultaneously garnering the benefits of shared inquiry. These benefits, which align with *Prince Edward Island's English Language Arts* (1997) curriculum, because they support:

- The freedom to explore, extend, clarify, and reflect on the topic
- Opportunities to alter their thoughts, ideas, and feelings
- Opportunities to practice the etiquette of intellectual discourse

Socratic Seminar Protocol

During a Socratic Seminar, students are active participants in an exploration of various types of texts and/or information. Conversely, teachers avoid the traditional role of leaders of learning and perform the role of facilitators. This shift in responsibility transfers autonomy to the students as they collaboratively discuss and explore the assigned work without the stress associated with test of basic knowledge. During a Socratic Seminar session, students are especially engaged as the topics are created, explored, and moderated by students rather than teachers.

Prior to the Seminar, students must create open-ended and cognitively leveled questions that would both assist their understanding, and promote high level discourse. Many of these questions may be established using

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”

(John Maxwell)

Twisted Socratic Seminars: A New Take on a Classic Idea, *cont.*

Blooms' (1956) taxonomy and focus on the cognitive domains of *synthesis* and *evaluation*. During the Seminar, teachers must reinforce the idea that students are not searching for one *right* answer. Rather, through the process, they are attempting to establish a better comprehension of the material through a collaborative, informed, and respectful discussion. For the Seminar, students are arranged in a circular setting to promote a collaborative environment of respect (Tredway, 1995). Using their selected content and their list of higher order questions, stu-

dents engage in a dialogue on the assigned topic. Teachers may act as moderators of discussion, but do not lead the group. Also, students exercise a number of specific protocols for intellectual discourse, which include the following:

- Participants maintain positive body language and eye contact
- Participants do not raise hands in order to speak
- Participants speak one at a time
- Participants use evidence to reinforce dialogue

Implications for Socrates in the Classroom

Socratic Seminars may be used as a means to establish collective prior knowledge and may assist teachers in evaluating general areas of knowledge competency and weakness. Seminars are also a significant means of assessment for student learning during units of study, as opposed to a traditional assessment of learning. A most noteworthy feature of the Socratic Seminar is its potential to be used as final assessment of course content. Such a collaborative process provides ample opportunity for students

to practice critical thinking skills, deepen their collective understanding, and reinforce the procedures for intellectual discourse. 📌

References

- Keegan, N. (2013). Socratic seminar and creating prior knowledge. *Library Media Connection*, 32(3), 50-51.
- Mangrum, J. R. (2010). Sharing practice through Socratic seminars. *PhiDelta Kappan*, 91(7), 40-43.
- Prince Edward Island Department of Education (1997). *Atlantic Canada English language arts curriculum guide: Grades 10-12* (Program of Studies). Retrieved from http://www.gov.pe.ca/photos/original/eecd_EL10-12.pdf

“During the Seminar, teachers must reinforce the idea that students are not searching for one right answer. Rather, through the process, they are attempting to establish a better comprehension of the material through a collaborative, informed, and respectful discussion.”



Service Learning: A Powerful Teaching Practice

By: Paula A. MacKay

Fink and Markholt (2013) noted that principals, in their role as instructional leaders, provide useful feedback to support teachers' professional development and communicate a vision for high quality instructional practices. Service learning is one such high quality instructional practice as research has demonstrated its promise in promoting student success within the academic and affective domain. Herein, I provide a definition of service learning, discuss the positive impacts on student learning, and illustrate how to integrate service learning into one's teaching practices.

Defining Service Learning

Millions of students worldwide are involved in service learning as a form of experiential education. Bringle and Hatcher (1996) defined service-learning as a: "Course-based, credit-bearing educational experience that

allows students to: (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 222)."

Service Learning: Positive Benefits for Students

Research has indicated the numerous positive impacts of service learning. For example, Billig (2002) in her review of numerous service learning studies noted the positive impacts on, social development, academic achievement, civic engagement and career exploration. The work of Billig (2012) and Melcoir & Bailis (2002) also highlighted that service learning has great potential to assist students' learn complex subject matter,

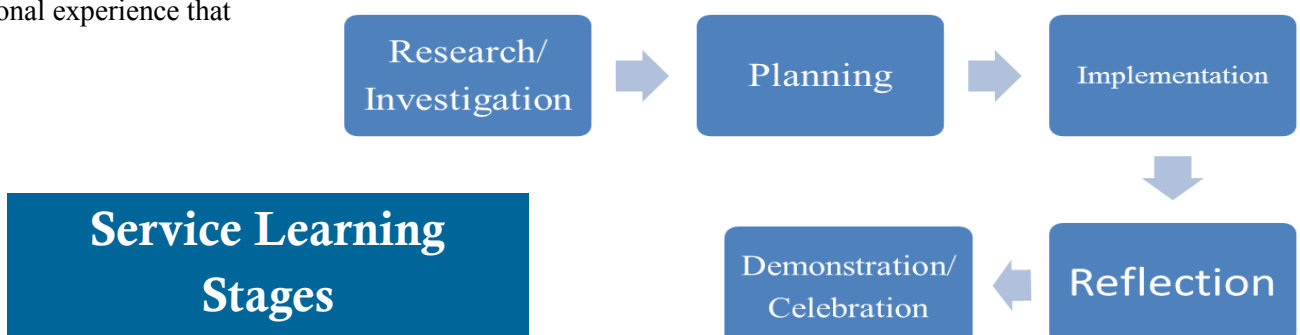
decrease their involvement in risky behavior, develop a strong service ethic, develop respect for diversity, and promote the likelihood of being engaged in school and the community.

The 5 Stages of Service Learning

As outlined below, there are 5 dominant stages of most types of service learning projects. All of these stages positively impact student learning. First, as part of the investigation and planning stage, students have a chance to confer with community experts to identify problems, analyze issues, and plan solutions. The work involved in these stages fosters problem solving, critical thinking, civic responsibility, and enhances social awareness and leadership in students. Moreover,



"Service learning has great potential to assist students' learn complex subject matter, decrease their involvement in risky behavior, develop a strong service ethic, develop respect for diversity, and promote the likelihood of being engaged in school and the community."




Service Learning: A Powerful Teaching Practice, *cont.*

the reflection piece is key to service learning, as it allows students to critically examine how the project work impacted them and those they served. In addition, implementing the project provides an opportunity to apply theory to a real-life setting. Finally, demonstration and celebration are capstone events for students to encapsulate and recognize learnings. Overall, these stages support higher order thinking and hands-on experiences, which promote profound, transformational learning.

Integrating Service Learning as a Teaching Practice

In an effort to provide details about service learning projects, The National Learn and Serve America Association supplies specific project examples at all grade levels (see <http://www.servicelearning.org/slice>). High school history students could develop an exhibit for a local museum. Elementary students could conduct an accessibility review of their neighborhood and construct a report on their findings. Biology students could assist with a forestry or stream en-

hancement project. Communications/English students could write promotional materials for a non-profit event or fundraising campaign. Elementary/Social studies students could research food insecurity and plan a campaign to stock the food bank shelves or grow vegetables and donate them. If you would like links to resource materials (video, print), please contact pmackay@upe.ca. 

References:

Billig, S. H., National Association of Elementary School Principals, A. A., & ERIC Clearinghouse on Educational Management, E. R. (2002). Service-Learning. Research Roundup.

Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *Journal of Higher Education*, 67(2), 221–39.

Fink, S., & Markholt, A. (2013). The leader's role in developing teacher expertise. In L.R. Medina, G.J. Burgess, L.L. Falkman, & A. Marturano (Eds), *The embodiment of leadership* (pp.317–333). San Francisco, CA: Jossey-Bass.

Melcior, A. & Bailis, L. (2002) Impact of service-learning on civic attitudes and behaviors of middle and high school youth: Findings from three national evaluations. In A. Furco, & S. H. Billig, (2002). *Service-Learning: The essence of the pedagogy. advances in service-learning research*. Greenwich, CT: Information Age.



Following Tweets: #ServiceLearning

- ⇒ Work-force preparedness is a cornerstone of [#servicelearning](#) educational practice @nylcoreg
- ⇒ Life's most persistent question is "What are you doing for others?" [#servicelearning](#) @BGCWoburn
- ⇒ G-R-A-N-T-S! @StateFarm gives students \$5 million-a-year to support [#servicelearning](#) initiatives across US & Canada <http://www.statefarmmyab.com/> @volunteennation
- ⇒ Bringing [#servicelearning](#) to Canadian classrooms, http://www.huffingtonpost.ca/craig-and-marc-kielburger/canada-volunteering-high-school_b_3505836.html @brightimpact
- ⇒ Student survey says postsecondary co-op, internships improve employability skills [#Servicelearning #Canada](#) @CESPartnerships



Visual Arts Advocacy

By: Richard T. Haines



For three reasons, Rushlow (2011) asserted that the visual arts are essential in creating a positive learning environment. Visual arts provide students with skills they need in the 21st century, increase student engagement, and strengthen literacy. Herein, I focus on how Visual Arts contribute to the development of a 21st century student and, I argue that teachers and school principals need to advocate for strong Visual Arts programs in schools.

Business leaders throughout North America have often expressed a need to have high school and university graduates exhibit skills in creativity and innovation. Despite this point, standardized testing has caused many schools to begin to *teach to the test*, resulting in students being educated in a narrow range of subjects while neglecting to develop their skills for critical thinking, persistence, flexibility, and innovation. These often ignored skills are not unique to

the art classroom; in contrast, they are fundamental skills in visual arts programs (Rushlow, 2011). Visual arts teach children that problems can have more than just one textbook solution and that learning sometime requires that we allow for unanticipated possibilities as our work unfolds (Eisner, 2004).

In fact, for art, making mistakes is part of the creative process. An artist is not able to anticipate every drip of paint that hits the canvas. On canvas, there is no backspace button or eraser that can reset the work to some past position. Instead, the artist must accept mistakes and endeavor to use those mistakes to create an even more perfect creation. Otherwise said, students in the arts must be flexible and use their problem-solving skills to make the mistake work of art (Rushlow, 2011)

Students in an art class naturally learn the skills inherent to visual disciplines such as painting, drawing, and sculpture. Moreover, they learn mental skills and habits such as observing, envisioning, innovating, and reflecting, which are not usually emphasized in other curricular areas. Although these key skills are “far more difficult to quantify on a test than reading comprehension or math computation, each has a value as a learning tool, both in school and elsewhere in life” (Hetland, Winner, Veenema & Sheridan, 2007, p. 170). While it may be true that “difficult to quantify” skills create a challenge for teachers, it does not reduce their importance to the student’s development.

Benjamin Bloom’s Taxonomy of Educational Objectives is one of the most universally applied

“Do not follow where the path may lead. Go instead where there is no path and leave a trail.” (Ralph Waldo Emerson)

“Leadership and learning are indispensable to each other.”

(John F. Kennedy)

Visual Arts Advocacy, *cont.*

models for developing higher order thinking skills in students. In his revised taxonomy, the levels, from lowest to highest are: Remembering, Understanding, Applying, Analyzing, Evaluating, and *Creating*. At the base of the pyramid is *remembering*, a practice exemplified by the students remembering the elements and principles of artistic expression. Next comes understanding, which comes from the learning about myriad styles of art utilized by students as well as the masters. Continuing up the steps of Bloom's Taxonomy, *evaluating* and *analyzing* are skills that are developed and honed in an art classroom through the process of art

criticism. Finally, in art, creating is about planning, composing, designing, and inventing—all of which represent the highest levels of learning.

A strong visual arts program not only generates high levels of learning, but fosters creativity and problem-solving skills in students. These traits are essential curricular outcomes. In promoting these skills through a visual arts program, is it important to that that a teacher must have the strong support of administration and the resources to execute these programs (Rushlow, 2011). Recognizing the importance of the arts is not enough; teachers and administrators must support it and

show parents and students the value they place in the arts, by supporting and contributing to the growth of art programs. After all, "The arts' position in the school curriculum symbolizes to the young what adults believe is important" (Eisner, 2004).



References

- Bloom's taxonomy*. (n.d.). Retrieved from <http://www.incredibleart.org/files/blooms2.htm>
- Eisner, E. (2002). *The arts and the creation of mind*. Harrisonburg, VA: Yale University Press.
- Hetland, L., Winner, E., Veene-ma, S., & Sheridan, K. M. (2007). *Studio thinking*. New York, NY: Teachers College.
- Rushlow, B. B. (2011, March). More than meets the eye. *Educational Leadership*, 68(6).

"In art, making mistakes is part of the creative process. An artist is not able to anticipate every drip of paint that hits the canvas."

The Influence of Food on Student Achievement

By S. Anne Dixon

The Program for International Test Assessment (PISA) is used to analyze and compare student achievement around the world. With the release of each new report, educational specialists look for new strategies to improve future student standings. Commonly, little emphasis has been placed upon factors other than curricular issues, which can drastically impact student success. For example, stu-

dents who are hungry cannot learn. Without proper food, students' cognitive ability can be jeopardized, resulting in less than favorable test scores. Boschloo et al. (2012) noted that students who consumed breakfast performed higher than students who did not. Ensuring children are eating a healthy morning meal should be a focus within educational jurisdictions.

Breakfast is considered the most important meal of the day. It wakes up the body, physically and cognitively. Equally important, research indicate that those individuals who eat breakfast tend to exhibit improved concentration in school, make better food choices throughout the day, and live a healthier lifestyle, in general. Since statistics indicate that 40% of children in Canada do not eat break-





fast (Bolnick, 2010). Providing healthy food in the school setting is an important part of nourishing the minds of current generations, which, in turn, positively affects the future.

When considering reasons for low consumption of breakfast among school age children in Prince Edward Island, Caiger and Taylor (2011) identified a number of possible issues including: a lack of food at home, long bus rides to school, the substitution of video games for breakfast, and a lack of time, as possible reasons. In personal conversations with students,

reasons can also include their choice to sleep longer rather than eat, a lack of appetite early in the morning, and the absence of another person to create the meal. Recognizing that choice plays a factor in the decision to consume breakfast, it is crucial to educate our youth of the importance of eating a healthy and nutritious breakfast. By offering a breakfast program in our schools, students may choose to participate, because many of the aforementioned barriers have been removed.

“Breakfast programs have been proven to increase test scores...”

As our educational system continues to evolve, changes are necessary to meet the needs of our students. Breakfast pro-

grams have been proven to increase test scores and, therefore, should be considered an important part of our education system. Considering there are 40 breakfast programs in Prince Edward Island's elementary, intermediate, and secondary schools (Caiger & Taylor, 2011), recognition of their importance is evident through the dedication of those delivering the programs. As more schools incorporate a breakfast program into their building, assessment results are expected to improve. Students deserve the opportunity to work to their academic capability, despite barriers that may be causing them to perform below their potential. 📌

References

Boschloo, A., Ouwehand, C., Dekker, S., Lee, N., de Groot, R., Krabbendam, L., & Jolles, J. (2012). The relation between breakfast skipping and school performance in adolescents. *Mind, Brain & Education*, 6(2), 81–88. doi:10.1111/j.1751-228X.2012.01138.x

Caiger, J., & Taylor, J. (2011). Evaluation of breakfast programs in Prince Edward Island schools. (Informally published manuscript). University of Prince Edward Island.

Gómez-Pinilla, F. (2008). Brain foods: The effects of nutrients on brain function. *Nature Reviews Neuroscience*, 9(7), 568–578. doi:10.1038/nrn2421

Mhurchu, C. N., Turley, M., Gorton, D., Jiang, Y., Michie, J., Maddison, R., & Hattie, J. (2010). Effects of a free school breakfast programme on school attendance, achievement, psychosocial function, and nutrition: A stepped wedge cluster randomised trial. *BMC Public Health*, 10, 738–743. doi:10.1186/1471-2458-10-738

Rolnick, A. (2010, October). Breakfast basics. Retrieved from <http://www.heartandstroke.com/site/apps/nlnet/content2.aspx?c=ik1QLcMWJtE&b=4869055&ct=8663213>



“Innovation distinguishes between a leader and a follower.”
(Steve Jobs)

Sir Ken Robinson's Top 10 TED Talks in Education

1. Alison Gopnik: What do babies think?
2. Arvind Gupta: Turning trash into toys for learning
3. Sugata Mitra: Build a school in the cloud
4. Jose Antonio Abreu: The El Sistema music revolution
5. Kakenya Ntaiya: A girl who demanded school
6. Mae Jemison: Teach arts and sciences together
7. Shukla Bose Teaching one child at a time
8. Shane Koyczan: To this day ... for the bullied and beautiful
9. Charles Leadbeater: Education innovation in the slums
10. Salman Khan: Let's use video to reinvent education



Retrieved from:

http://www.ted.com/playlists/124/ken_robinson_10_talks_on_educ

Faculty of Education (UPEI): Educational Leadership

By: Jane P. Preston

As an Assistant Professor at the Faculty of Education (UPEI), in the Fall of 2013, I had the honor to teach a course entitled *ED615: Educational Leadership*. Because of the brilliant, hard-working students enrolled in this course, this *PEIASA News, Special Issue 2014* was created.

I want to take a moment to provide some background about the ED615 course and its content. This graduate course is a compulsory feature of the *Master's of Education, Leadership and Learning* program. In delivering the course, I presented the content through four overarching themes: (a) The Leader in Me, (b) Extending Leadership Capacity, (c) Leadership & Challenges, and (d) The Future of Leadership. Each

leadership theme was supported with current information from books, chapters in books, articles, online documents, and videos.

Throughout the 12-week course, students participated in weekly online discussion forums. They completed a major paper based on a chosen leadership topic. As well, students wrote a short newsletter article, many of which are featured herein.

As I led the student throughout this course, my core beliefs about effective leadership were reinforced. For example, when I shared my *vision* of having students write for this newsletter, the students delivered thought-provoking articles.

When I *listened* to their views on educational leadership, a variety of interesting topics about educational leadership surfaced. When I *trusted* that a student would step forward and edit this newsletter, Jeff Willson volunteered.

In such a manner, teaching this educational leadership course was a joy and a great privilege. I extend a heartfelt "thank you" to the incredible dedication of the ED615 graduate students. 📬

The Leader in Me

Extending Leadership Capacity

Leading & Challenges

The Future of Leadership



Important Dates

April

4 Parent Teacher Interviews (high schools) / Collaborative Planning for K-9 (no classes)

18 Good Friday

21 Easter Monday

May

2 Area Association Professional Development Day/ CUPE 3260 Annual Convention (no classes)
19 Victoria Day

June

10 First day on which examinations for grade 12 students may be scheduled
13 First day on which examinations for grade 10-11 students may be scheduled
18 First day on which examinations for grade 9 students may be scheduled
19 Last day for senior high graduating students
20 First day for grade 12 graduation ceremonies
24 First day for elementary and intermediate closing ceremonies
25 Last Instructional day. Report cards for grades 1-11
27 Last day for teachers

ELSB Website:

www.gov.pe.ca/edu/elsb

Continued Professional Learning Opportunities

Developing Successful Schools (DSS): July 7–10, 2014, Mount Allison University, NB

Canadian Association for Principals (CAP): Annual Conference May 6–9, 2014, Halifax, NS

Faculty of Education (UPEI) Graduate Programs

- Master of Education in Leadership in Learning (Face-to-face & online programs)
- Doctorate of Philosophy of Educational Studies
- For more information on these and other programs, visit: <http://www.education.upei.ca/>



Congratulations

Canada's Outstanding Principal Award: Tracey Beaulieu, Elm Street Elementary School

PEI Home & School Extra Mile Award: Alanna Gauthier, Miscouche Consolidated

PEI Home & School Extra Mile Award: Judy DesRoche, Central Queens Elementary

Leadership Quotes for Spring!

- * Leaders, as you *spring* into a new projects remember, failure does not define you—it refines you.
- * Leaders, believe that something wonderful will *spring* up today, and it will.
- * Leaders, wonderful conversations often *spring* up in the staff room. Take note.
- * Leaders, did you know a smile is *inspringational* (inspirational)?
- * Leaders, always see the best *springing* from the people around you.
- * Leaders, *spring* is a time for growing new relationships.
- * Leaders, try to understand the perspectives of others by *springing* into their shoes.
- * There are many types of leaders; they *spring* up everywhere.

