

WELLNESS SUPPORTS EFFECTIVE
TEACHING, PAGE 2

SAVE THE DATE: MARCH 27th -
Maine ASCD Spring Conference, PAGE 4

Thoughts from Fall Conference Presenter

MIKE ANDERSON

Good teaching is hard. It requires immense amounts of time, positive energy, creativity, patience, and empathy as well as a knowledge base and skill set that must be developed and nurtured.

For those of us who care deeply about great teaching - about sparking a passion for learning in our students - about providing for our students engaging and meaningful work on a daily basis - teaching can be overwhelmingly exhausting. I certainly experienced this as a classroom teacher, and now, as an educational consultant, I see teachers all over the country struggling with burnout.

So what can we do?

Consider the prep-talk you get before an airplane takes off. If there's a loss of cabin pressure, air masks will drop from the ceiling. You are instructed to *place your own air mask on before assisting others*. If you don't take care of yourself, you're in no condition to help anyone else.

In [The Well Balanced Teacher](#), I offer many strategies for improving teachers' health and balance. Here's one:

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Maine ASCD FALL CONFERENCE

Pathways to Proficiency - Engaging & Sustaining Our Teachers

When: Nov. 3, 2014
9:00 - 3:00

Where: Keeley's Banquet Center,
Portland, ME

Presenter, Mike Anderson, ASCD author, will lead **teachers** and **educators in all roles** in an interactive, hands-on conference.

- *Leave with a concrete personal plan to keep you engaged and inspired.*
- Learn about effective goal setting.
- Learn a few classroom practices to use with students.
- Laugh, connect, and engage with other passionate and interesting educators.
- Enjoy an uplifting and purposeful day of high quality professional development.

Participants will receive, **at no cost**, Mike's book: *The Well-Balanced Teacher: How to Work Smarter and Stay Sane Inside the Classroom and Out.*



MIKE ANDERSON, Continued

Consider making small changes to daily habits and allow the benefits to accumulate over time. Want to improve your physical health? Park a little further from the entrance of the school. Two hundred extra steps a day adds eighteen extra miles of walking over the school year.

Feeling discouraged? Record one positive moment each day in a journal. Watch those positive moments pile up over weeks and months.

I'm excited to speak on this topic at [Maine ASCD's November Conference](#). Come join me and fellow colleagues to explore many ideas for maintaining our sanity and *reigniting our passion for teaching. Our students will reap the rewards!*

Mike Anderson, consultant, educational coach, and author of *The Well-Balanced Teacher* (ASCD, 2010) was a teacher for 15 years, winning the national Milken Educator Award for excellence in teaching. Mike, originally from Maine, also serves as a *Responsive Classroom* presenter and developer. Additional books Mike Anderson has authored include *The Research-Ready Classroom* (Heinemann) and several books in the *What Every Teacher Needs to Know* series (NEFC). Learn more about Mike on his web site:

www.mikeandersonsite.com

View Mike's webinar at <http://www.ascd.org/professional-development/webinars/mike->

Wellness Supports Effective Teaching

Wellness, including self-efficacy and growth mindset, is a foundation for providing best learning experiences for our students. Our wellness supports positive relationships with students and colleagues.

Burn-out negatively affects our relationships with students, our belief in students, and our belief in our ability to effectively teach our students. Positive relationship among students and teachers motivates students to

learn. In addition, our belief in students' ability to learn and our belief in our ability to reach students are linked to students' achievement.

Oak School Experiment. An example of how our beliefs impact results with students is the *Oak School Experiment*. Teachers were told that certain students were predicted to have an academic surge that year. Actually, the students were chosen at random. By the end of the

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WELLNESS, continued

year, the so-called “great abilities” students showed significantly higher gains on an IQ test than the control group.

The so-called “blooming students” were not provided with planned, enriched academic program. Their higher gains were caused by their teachers’ unconscious, subtle body language. In facial expression and tone of voice teachers conveyed excitement and appreciation of the so-called “great abilities” students. The teachers provided more encouragement and more positive reinforcement to these supposed high bloomers. The experiment’s findings have been replicated through all levels of education including college and graduate school (Rosenthal & Jacobson, 1992).

Teachers’ belief in their own abilities also affects outcomes with students. In the article *I Think I Can, I Think I Can*, Allinder cites numerous studies that show teachers’ belief in the strength of their teaching affects how well their students learn.

When educators are feeling well and have strategies to lessen and cope with the stress of our complex work we are more likely to form positive relationships, believe in our students, and believe in our ability to reach them. Along with quality professional development, organizational and societal factors, teachers’ wellness including mindset forwards students’ learning.

References/Resources

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SAVE THE DATE: March 27, 2015

ASCD Northeast Conference
Culture, Purpose, and Structured Teaching

An interactive conference featuring:

Doug Fisher and Nancy Frey,
streamed in live.

**Jeff's Event Center (Newly renovated!)
Brewer, Maine**

In collaboration with VT, MA, RI, and NY
ASCD Affiliates.

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E-mail articles to Lee Anna Stirling at leemandu@earthlink.net or
lstirling@une.edu with **Maine ASCD News** in the subject line.
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Editor/Design: Lee Anna Stirling

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