



# Klerrisa Custom Music

Providing quality materials for Entertainers & Educators

## March E-News 2011



ABN: 63 793 228 248



**Klerrisa Custom Music**

## March E-News

E-News Volume 3, Issue 2, March 2011



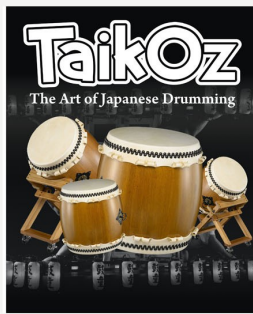
### THIS ISSUE CONTAINS:

- Latest Releases
- What's new in the Access Area?
- Social Networking & staying safe
- Sound Junction Tutorial No. 1
- Teaching Students Responsible Behaviour

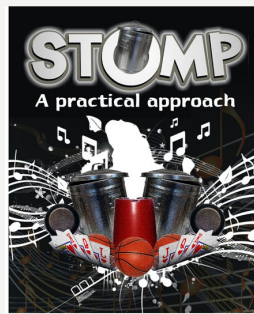
## Latest Releases:



Hardcopy: \$25  
PDF email: \$20



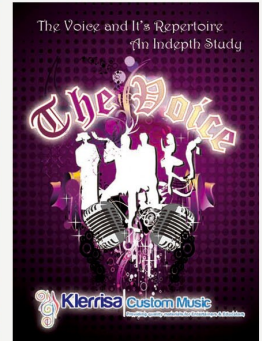
Hardcopy: \$25  
PDF email: \$20



Hardcopy: \$25  
PDF email: \$20



Hardcopy: \$55  
PDF email: \$40



Hardcopy: \$65

## What's New in the Access Area?

There are two new additions to the Access Area this month. The first are "Salsa Rhythm Cards". These are A4 cards that can be printed out on card. Each card has 8 counts of rhythm using a coloured graph. Each card represents one instrument. When all played together, they create a salsa rhythmic accompaniment. There is even a blank card for the students to create their own rhythm.

**SO YOU WANT TO BE A BAND MANAGER:** This is a great series of activities. The class is divided into groups or bands. They go through a range of activities centred around starting a new band, advertising, performing and writing and presentation. Can be expanded to suit.



## Social Networking and staying safe... (some things for teachers to consider)

It's all fun and games until someone gets hurt. It could happen to anyone, anytime. A photo is put up on a social network, it's tagged with your name, the privacy settings aren't as strict as they could be and there you are: on a lively night out in a provocative fancy dress, a bit tipsy for the whole world to see. Harmless fun? Perhaps not. Social media networks like Face book and Twitter are growing in popularity with over 500 million active users. The teaching profession is in the public eye and several teachers are finding that Face book is revealing much more about them than they'd expected. In the past year there's been a steady stream of tabloid stories about teachers whose Face book posts and photos have got them into professional problems. Pupils with time on their hands and unrestricted access to the internet are dredging up photos of teachers enjoying a private life. We need to remember that kids will Google/Bing/Face book/My Space you and if there is something there that might even be a little bit embarrassing then parents will see it too. I've had some interesting conversations with people about even the most innocent of pictures: naked male torsos following an Iron Man competition can seem a bit seedy when sent around Year 9 girls' MSN accounts. And this is something that happens frequently in schools.

How to stay safe? The best place to start is by Googling your name. Trawl through the links that Google finds and look at them through the eyes of a parent. Check the information you have posted on any social networking sites and make sure it is information that can't be used against you. Remember to use the Face book privacy setting "only friends", follow the Privacy link at the bottom of every Face book page and edit your settings to keep it within your network of friends, Untag yourself from photos on friends' pages that may seem inappropriate and regularly check your profile to ensure it is free from inappropriate comments and/or images.

ABN: 63 793 228 248



Klerrisa Custom Music

## March E-News

E-News Volume 3, Issue 2, March 2011

### Sound Junction Tutorial No. 1

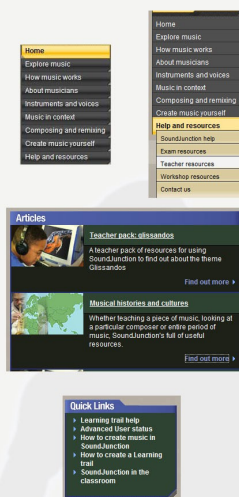


[www.soundjunction.org](http://www.soundjunction.org)

Review of Teacher Resources.

Sound Junction is produced by the Associated Board of the Royal Schools of Music. Technical development by Atticmedia Ltd. It was commissioned by Culture Online, part of the Department of Culture, Media and Sport, of the UK Government. I found this site when I was searching for online tools to assist music teachers. This site is fantastic and is not only a great resource for teachers, but it can be used extremely effectively in the classroom. I was so impressed with this site, that I thought it might be a great one to explore. I also know that teachers have very little time on their hands, so I am going to feature different aspects of this site and tell you how it works. This will save you time.

There are many great things to see, do and investigate at this website. There are two modes available to you once you register. Browse mode and Journey Mode. We are going to stay in Browse mode for this tutorial.



On the left hand side you will find the general menu for this site. There is a wealth of information to go through but we are going to focus this tutorial on the Help and Resources button at the bottom of the menu. When you click on that you will see a large range of options. The one I would like to direct your attention to is the Teacher Resources.

On this page, you will find the heading "Articles" on the bottom right hand side. These articles are lesson plans and activities that use the resources on this site. Each teacher pack contains word documents to download, easy access links to audio and video files, student handouts and further study items.

Sound Junction have taken on some of the work and created "Learning Trails". These are lessons 45 minutes in length that cover a certain topic. Some of the titles featured are: Instrumentation and Texture, Playing with the Seed Rhythm, Glissandos, Discovering Orchestral Effects, etc. These "Learning Trails" have all the audio and video files included in the body of the lesson. Think of them as your student handouts. For those classrooms with the electronic white boards, this is a fantastic resources.

On the quick links tab, you can learn how to create your own learning trail, how to create music using sound junction and you can see how it can be used in the classroom. Next month, I am going to review how to create music in Sound Junction and couple that with some activities in the ACCESS AREA.

## Teaching students Responsible Behaviour

Many teachers will complain of students not being capable of knowing how to behave properly in the classroom. Yet you would not hear of a Science teacher complaining that his students didn't know the periodic table of elements before he taught it to them, or a History teacher complaining that before they started the course his students had no idea what led to the start of the Great War. Responsible Behaviour takes as its starting point the idea that appropriate behaviour is a learned activity. What is appropriate in one cultural context is not necessarily appropriate in another. The behaviour in a family may be completely different to behaviour on the street.

First of all it follows that behaviour can be changed and the behavioural culture of a school can be altered, whatever the culture of the area in which it is located. The need is for 'normalizing' behaviour. That is making the appropriate behaviours in the classroom simply habits and norms, not the source of a continual battle-field. Discipline needs to be planned for in the same way that a teacher plans how to ensure that his students know the content of his curriculum area. Consistency is vital and discipline needs to be taught in a positive manner. This can be difficult for those teachers who were raised with negative discipline rules like "don't speak until spoken to" or "don't eat in the classroom".

You can tell a teacher by the look on their face when out on the street watching a parent shout obscenities at their uncontrolled children. "No wonder they can't behave in school!" is the cry. But once back in the classroom, it is the response to this situation that distinguishes the effective teacher from their less effective colleagues.

ABN: 63 793 228 248



**Klerrisa Custom Music**

## March E-News

E-News Volume 3, Issue 2, March 2011

Teaching Students  
Responsible Behaviour

### THE TEACHERS DILEMMA TWO CASE STUDIES

## THE TEACHERS DILEMMA

The effective teacher will accept that they cannot control the home environment. They can only control the situation in their classroom. They are faced with the choice between accepting the behaviour witnessed on the street as being normal or deciding that they are going to set the standards. Of course the teacher who decides to take control will often be fighting a lonely battle. Such a teacher can make a difference, but it is so much easier for him or her, and everyone else, when the approach is a whole school approach, backed by whole school policies, training, leadership support, and so on. This means making the approach one which can be described in some shorthand way. Hence the need for a term such as "Responsible Discipline".

### TWO CASE STUDIES.

These two case studies are based on real teachers who taught in the same school. They worked in the same department. Throughout the rest of this topic I will be using them as examples. The school they worked in is a very tough outer city school. Their situation was far from easy. Their names have been changed.

#### CASE STUDY 1: ANN

The first teacher will be known as Ann. She has been at the school for over 25 years. She has held various positions of responsibility in the school. She is loyal, supportive of colleagues, well respected by students and parents ( many of whom she taught ). Ann has an orderly classroom. She gets good results for the area and suffers few discipline problems.

#### CASE STUDY 2: JOHN

The second teacher has also been at the school a number of years. We will call him John. He teaches in the same department as Ann. He is always prepared to listen and learn. His classroom is often chaotic. He seems unaware of disruption. He struggles to get even poor results. Students complain about his unfairness, his lack of control, his shouting and so on. Parents complain of things that go on in his lessons. John has been given training and support on strategies and has had mentoring with senior staff. John has an open mind and is willing to try new things.

Ann practices Responsible Discipline - she just doesn't know it. A typical lesson would involve her waiting at the door for the students to arrive. Despite her other responsibilities her prime concern is her lessons. That is her key to success. She is invariably well prepared. Her lessons start with a friendly ( but not over familiar ) word of welcome. Only when she is ready does the class enter the room. They go to the seat she has told them is theirs at the start of the year. At the first sign of chatter, she quietly tells the offender, 'Luke - this is a classroom, we are here to learn not chatter- remember ? - Thank you'.

The lesson starts with her explaining what they are going to do by the end of the lesson. She assumes that they can complete the tasks set. She helps those with particular difficulties as she goes around the room - say by correcting bad spelling, or a poorly expressed answer. No fuss is made of it and nothing is said aloud to the class except when it is a common problem. This is done with a sense of support rather than criticism. The work is never easy. Some students struggle and Ann constantly boosts them by repeating that they are able to do it- but then follows it up with a private word of support to help them get on with the task. The work is varied. Any signs of minor disturbance picked up by her constant scanning of the room is dealt with at a very low level, unless it is constantly repeated, whereupon the level of intervention gets greater and more intrusive. The minor disruptions are dealt with firmly but not aggressively. They are usually followed very soon by a visit as part of her walk around the room with an acknowledgement that the student is doing as she asked.

At the end of the lesson there is a quick review of what they have learned, not what they have not learned!. Time is left to explain the homework. Time is left to pack away properly. Quiet chatter is now allowed - she 'always' lets you talk til the bell goes ! That is understood. When the bell does go, Ann is stood by the door. She dismisses the class group and has a friendly word as they leave.

Students enjoy Ann's lessons. They see her as strict but fair. She is universally respected by them. She gets the best from them. She is viewed as having a sense of humour. Students say she works them hard, but explains well. They ALL know that you do not mess around in her class and many say that they can't remember her shouting or losing her temper.



**Klerrisa Custom Music**

## March E-News

E-News Volume 3, Issue 2, March 2011

Teaching Students  
Responsible Behaviour

TWO CASE STUDIES  
TIPS & TRICKS

### TWO CASE STUDIES (cont)

John teaches the same groups as Ann. His typical lesson would be as follows. The students arrive to a locked room ('You can't leave it unlocked - you can't trust them!'). John is late to his lesson because he spent too long talking with another teacher. By the time he gets to the door to open it there is a problem ('See - I told you they couldn't be trusted!'). Each lesson has to start with an attempt to sort out these problems. The students come into his lesson in a negative frame of mind. As John opens the door, the students rush in to sit with their mates. There is no seating plan. Two students who are always stirring up trouble sit next to each other - a bad idea for John. He asks one (Hannah) to move and arguments begin:

'Why miss? I haven't done anything wrong',  
'Not yet',  
'Everybody else can sit where they want, why not me',  
'Because "I" say so',  
'You always pick on me. I've not done anything wrong'.....

So it goes on - often for several minutes. Meanwhile the other students are starting to mess around. John's mind is on Hannah and the conflict there. By the time he realizes that he is fighting a losing battle with Hannah the rest of the group are rowdy. He raises his voice to get quiet. The students have to talk louder to continue their conversation and John ends up having to shout. The noise grows. Eventually John decides to pick them off one at a time. He calls to Mark. This promotes a confrontation like the one with Hannah. In despair John threatens to get a Senior member of staff. Most stop but a few continue. It is quieter though and so John starts the work. The half of the class that weren't listening interrupt to ask what they have to do. He explains to them what he has just told the class, pleased that at last he has got their attention. Then another pair of students ask what to do. Then another. Meanwhile the half of the class that listened from the start get restless, bored and fidgety. They talk to each other while John tells the others what to do.

During all this one girl, Susan, has remained quiet, wanting to learn. Her patience wearing thin, as she turns round to stop a boy pulling her hair. John has had enough. Even a good girl like Susan can't stop turning round. He shouts at Susan, who has had enough and runs out of the room. The bell goes. It is the end of another lesson. John feels relieved. The kids run out. No one feels good about it. John sits and complains about "these kids" to the another teacher while the next class waits outside the locked door.

What is interesting about these two case studies is the view other teachers took regarding Ann and John. Most thought that Ann just "had it" and that John "was not cut out for teaching". The thing is, Ann practiced Responsible Behaviour Strategies without even knowing it. I am sure you have all seen a John or Ann during your teaching career. The question is, what strategies can we learn to teach Responsible Behaviour.

### TIPS & TRICKS - Establishing the ABC - Agreed Behaviour Code

One of the most important features of teaching Responsible Behaviour is the Agreed Behaviour Code - what is acceptable behaviour. You find creative arts classrooms have this built into their subject. There are very specific codes of behaviour required for the Science Lab as opposed to the English Classroom. These rules need to be explained and taught to the students. I am sure that all teachers have come across the child who deliberately strolls around the running track - because the school rules say "No Running", or the child who refuses to answer a question because the school rules state "No Talking in Class". This is the equivalent of an Industrial "Go Slow". A set of rules that are imposed and are all built around "Thou Shalt Not...". This type of negativity leaves itself open to this abuse and can often be counter productive.

A positively stated set of behaviours expected for good learning to take place can be infinitely more productive in terms of allowing a teacher to keep a class on task. When the starting point for these is a set of student proposals for Agreed Behaviour then it is a very powerful tool. It can be used to avoid a confrontation. The teacher can point to the fact that these rules were the agreed way to behave, thus avoiding confrontation and claims of unfairness. Let's consider some "Good" and "Bad" rules.



**Klerrisa Custom Music**

## March E-News

E-News Volume 3, Issue 2, March 2011

### Teaching Students Responsible Behaviour

#### TIPS & TRICKS

### TIPS & TRICKS - Good and Bad Rules

A "Bad" Rule, or negative rule is one which sets up confrontation:

- No drinking in class
- No mobile phones to be brought to school
- No talking in Class

Why are these considered "bad Rules"? Drinking in class is generally frowned upon but allowed during particularly hot days. This is a practice only chosen by some teachers so you get the old age cry, "but Mr Smith lets us". New research suggests that poor concentration can be linked to dehydration. Mobile phones are a problem because they can ring during class. They are also tools for cyber bullying. However, they are the fastest method of communication if a student is in trouble.

So what is considered a "good" rule? A 'Good' rule is one which supports the prime aim of the school -to encourage effective learning. This means that it aims to encourage acceptance of a culture of achievement and elicits compliance and acceptance. A 'good' rule is one that can be policed and which can be justified. It is a rule which is intended to generate a consensus about what is acceptable for reaching the common goal. It is about creating a positive attitude to behaviour and promoting social cohesion in the school. Some equivalent "good" options for the rules above might be:

- Sensible drinking to promote learning should be encouraged
- Mobile phones disrupt learning and should be switched off except for emergencies
- Any noise should be such that it does not interfere with other people working

There may appear to be little difference between these two sets of rules, but it is all in the wording. Ann respected her students and treated them like little adults, with views, opinions and ideas. However, she set a code of behaviour that she, herself, was prepared to follow. She is the teacher and she must teach her students the correct way to behave. She considers herself the example to follow.

### TIPS & TRICKS - things to try

Here are some ideas to help you model good behaviour. This is a list of sanctions, starting with small ideas and ending with the final move.

1. Tactically ignoring
- 2 A Knowing look
- 3 A tap on the shoulder as you move around the room
- 4 Mentioning the students name (and the action)
- 5 A reminder of the item in the ABC
- 6 A simple direction to act
- 7 Short term removal to a spare desk
- 8 A note to parents in diary
- 9 Additional work allotted
- 10 Time out
- 11 Short informal detention
- 12 Longer Formal detention
- 13 Appointment with senior colleague
- 14 Appointment with Head teacher
- 15 Formal letter to parents
- 16 Interview with parents

Remember, you are the role model and in some family situations, the only role model. Help the students to learn better choices and you will be rewarded with good results and ultimate respect.

KLERRISA CUSTOM MUSIC

DIRECTOR: Kerri Lacey

PO Box 139, Bonnyrigg, NSW. 2177  
P: 02 9822 1997 F: 02 9822 0327  
E: kerri@kerrilacey.com.au

ABN: 63 793 228 248