

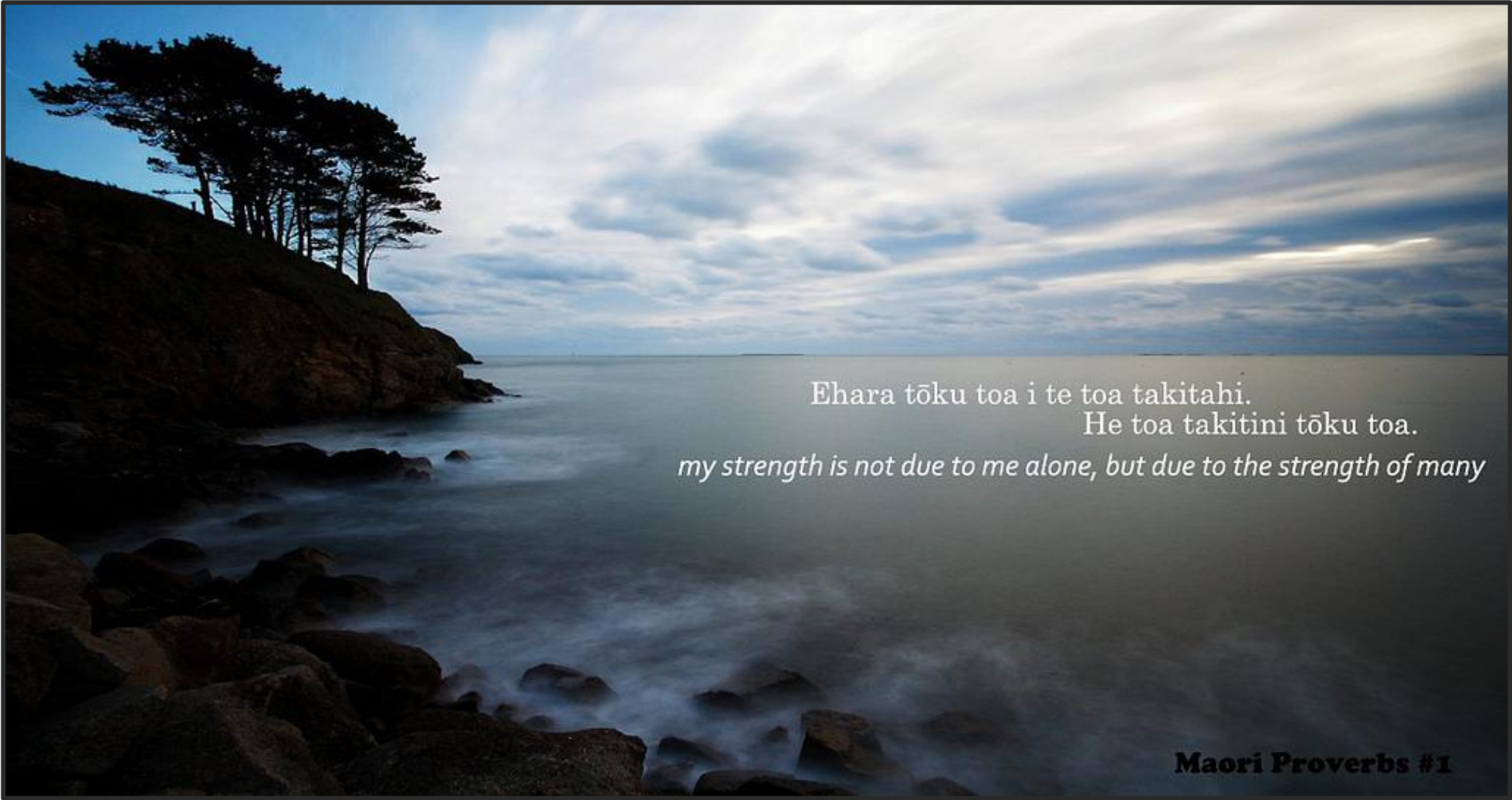


Encouraging learner independence in Years 7-10



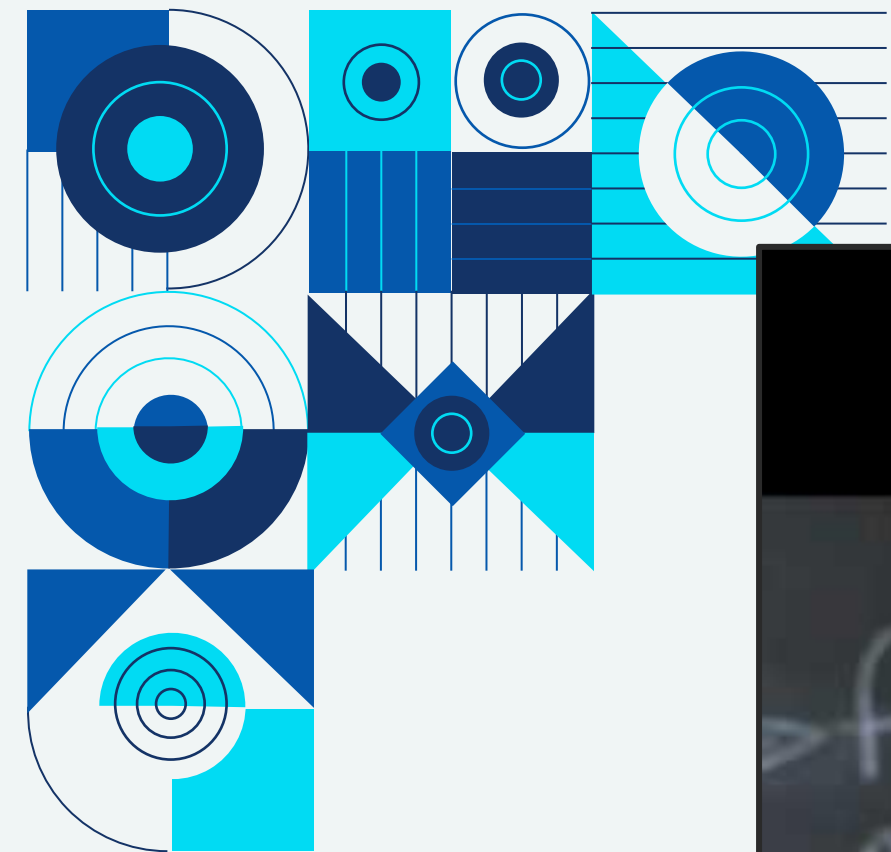
Kelly Wheeler, Nick Bates and Ann Edmundson
Te Paeroa RTLB, Cluster 34

He Whakatauki



Ehara tōku toa i te toa takitahi.
He toa takitini tōku toa.
my strength is not due to me alone, but due to the strength of many

Maori Proverbs #1



LandSlideFilmsUK 2012. *Most boring lesson EVER!!*

Anyone? Retrieved from

https://www.youtube.com/watch?v=NP0mQeLWCCo&feature=emb_imp_woyt

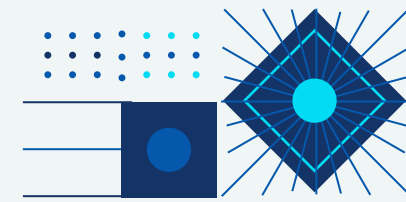
Whakawhanaungatanga - Connection activity

Yellow - positive experience at school

Green - negative experience

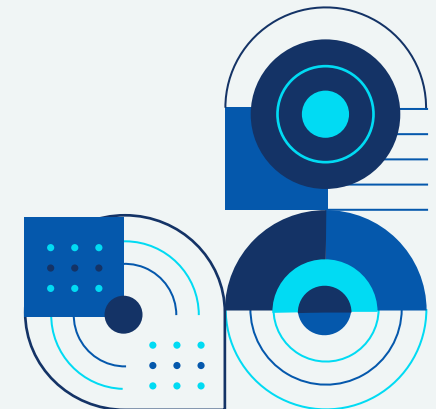
Red or Orange best teacher and why

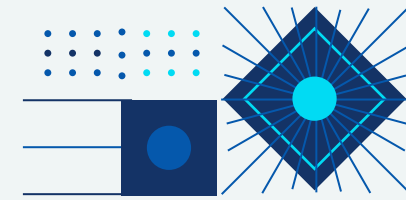




Strengths and areas of focus

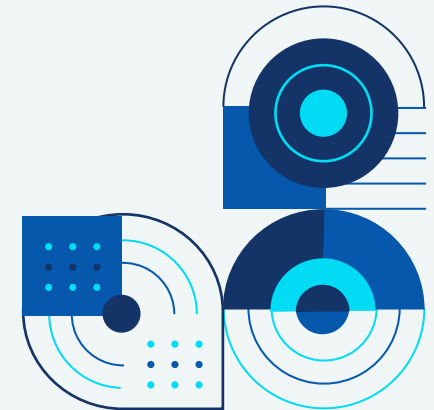
Please write on the post its, one area of strength and one area you would like to develop within your practice with respect to supporting learner independence.



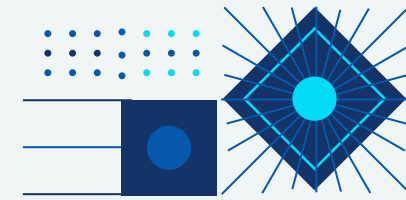


Kaupapa (purpose of this session)

- Learning about executive functioning skills
- Reflecting on your practice to support student independence
- How do we encourage learner independence in the classroom



Executive Functioning Skills

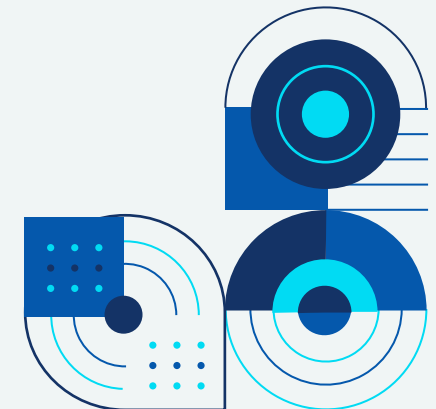


8 Key Executive Functions

Executive functions are skills everyone uses to organize and act on Information. If your child has executive functioning issues, he may struggle with some or all of the following skills.

Skill	What it means	How it looks
Impulse Control	Impulse control helps your child think before acting.	Kids with weak impulse control might blurt out inappropriate things. They're also more likely to engage in risky behavior.
Emotional Control	Emotional control helps your child keep his feelings in check.	Kids with weak emotional control often overreact. They can have trouble dealing with criticism and regrouping when something goes wrong.
Flexible Thinking	Flexible thinking allows your child to adjust to the unexpected.	Kids with "rigid" thinking don't roll with the punches. They might get frustrated if asked to think about something from a different angle.
Working Memory	Working memory helps your child keep key information in mind.	Kids with weak working memory have trouble remembering directions--even if they've taken notes or you've repeated them several times.
Self-Monitoring	Self-monitoring allows your child to evaluate how he's doing.	Kids with weak self-monitoring skills may be surprised by a bad grade or negative feedback.
Planning and Prioritizing	Planning and prioritizing help your child decide on a goal and a plan to meet it.	Kids with weak planning and prioritizing skills may not know which parts of a project are most important.
Task Initiation	Task initiation helps your child take action and get started.	Kids who have weak task initiation skills may freeze up because they have no idea where to begin.
Organization	Organization lets your child keep track of things physically and mentally.	Kids with weak organization skills can lose their train of thought--as well as their cell phone and homework.

www.NCLEXQuiz.com

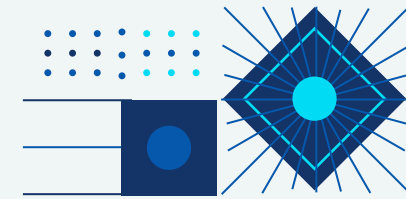


Executive Functioning is like the air traffic control system in the brain, allowing the brain to work efficiently filtering and prioritising.



HOW TO BOOST EXECUTIVE FUNCTION IN TEENS

Reflecting on your own practice.....

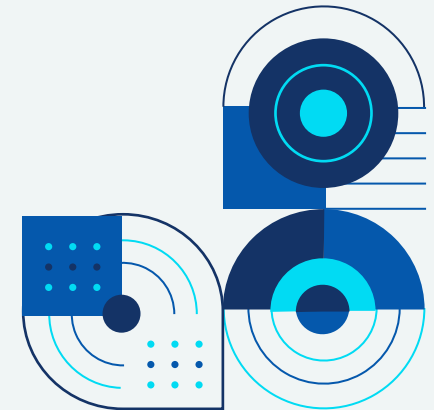


1. Dedicate time to develop executive functioning skills within the classroom
2. Make the learning accessible to all students- to do lists, visuals, graphic organisers
3. Listen and act upon student voice - Ako, Tuakana teina - get students to support one another to think about strategies to be effective learners
4. Authentic learning - make links between learning and real life

What is something that you already do?

What would you find tricky to do?

What would you like to try?



Bus stop activity

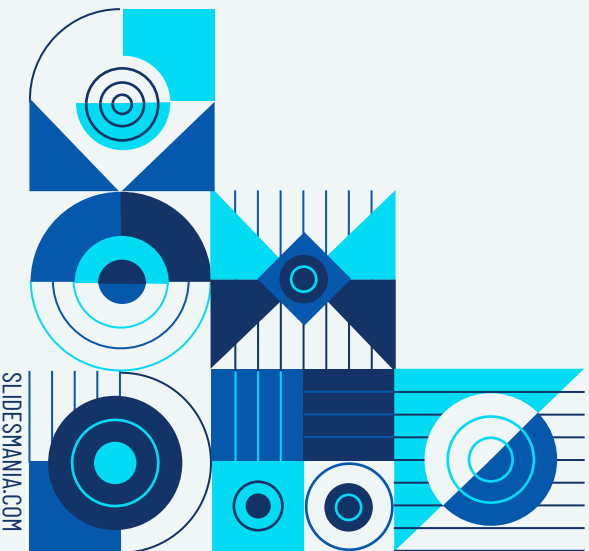
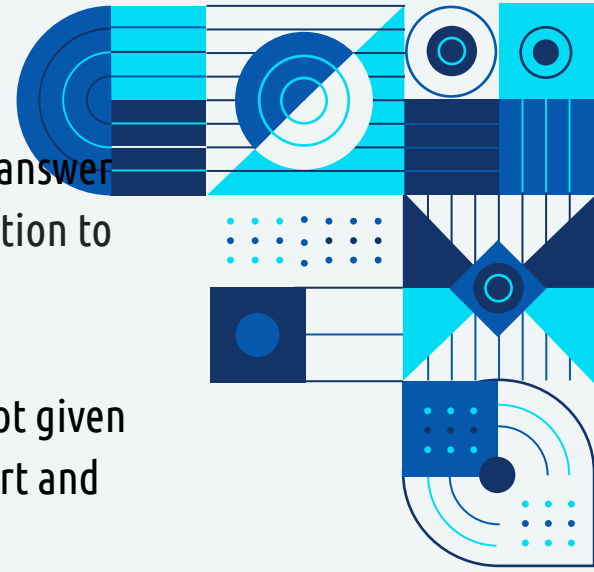
Scenario 1: During learning activities I find that one student is struggling to produce quality work. They tend to answer the question but in the least amount of time and with the least amount of output. How can I elicit more information to help to deepen the student's knowledge and develop their self managing skills?

Scenario 2: A student in my class will only start a task when supported one on one by an adult. If this student is not given one on one support they will sit and wait rather than seeking help. How can I support them to independently start and sustain work?

Scenario 3: When given an independent work task, one of my students is not able to manage their time effectively to complete all parts of the task. They tend to focus on the details for too long which results in them running out of time. How can I help them to plan their learning tasks efficiently?

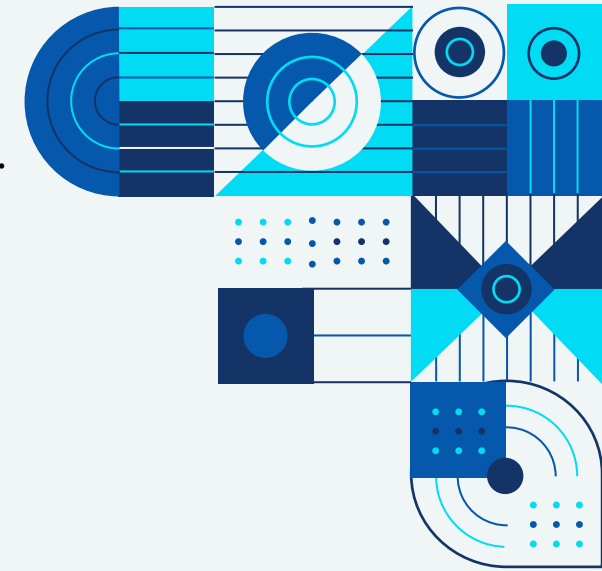
Scenario 4: I am worried about a student in my class, she does not appear to be able to develop peer connections. How can I support her to work effectively within a group?

Scenario 5: A student in my class has difficulty remaining on task. How can I support this student to be fully engaged in the lesson rather than using their phone or talking to their friends?



Strategies to support executive functioning skills

Stowell, J. (2018). *The Executive Functions Toolkit for Classroom Teachers*. Janet Stowell Publishing.



Strategies to support Diverse Learners

What Will Help Strengthen Working Memory?

- Teach how and why to ask for help
- Limit noise and distractions
- Break tasks down into steps
- Prior knowledge & connecting to emotions
- Provide information in many different ways such as visual, aural, kinaesthetic
- Engage the senses
- Teach and model self-talk, lists, notes, chunking visualisation, graphic organisers & mnemonics
- Provide sequencing practise
- Model and practise retelling events in sequence
- Build routines and structure

What Will Help Strengthen Time Management?

- Explicitly teach and model how to read time
- Model self-talk when managing your time
- Keep a calendar with upcoming events
- Play "Guess When a Minute is Up?"
- Students practise estimating how long tasks will take; time the task and compare how long it actually took
- Model planning something and create a timeline for each step
- Students make a timeline for an upcoming event
- Provide sequencing activities
- Model a sense of time urgency

What Will Help Strengthen Cognitive Flexibility?

- Deliberately model using self-talk
- Encourage growth mindset
- Model looking at problems in different ways
- Decrease distractions
- Have a visual daily schedule
- Help them understand ambiguous language-idioms
- Have section of your day/lesson when you tell jokes/riddles
- Role playing new situations and others points of view

What Will Help Strengthen Goal Setting?

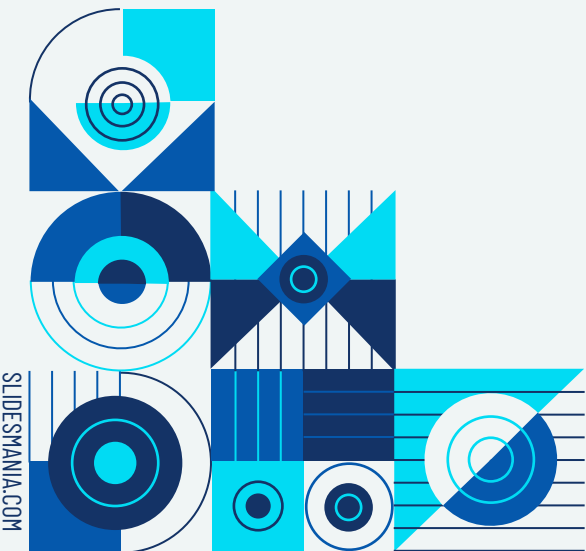
- Develop self-awareness of how they learn
- Visualise the end goal
- Help them break their goal down into steps
- Teach students how to develop their plan and
- Model the problem-solving process
- break it down into steps how to achieve a goal
- Provide students with a plan and the steps
- Model the goal setting process
- Teach and practise self-talk
- Plan an event together - brainstorm
- Teach and practise visualisation
 - where, when, how, why
- Teach and practise growth mindset
- Teach students how to set SMART goals
- Provide opportunities to practise using the planning process regularly
- Model using self-talk to ask questions at each step
- Students create a timeline for each plan

What Will Help Strengthen Task Initiation?

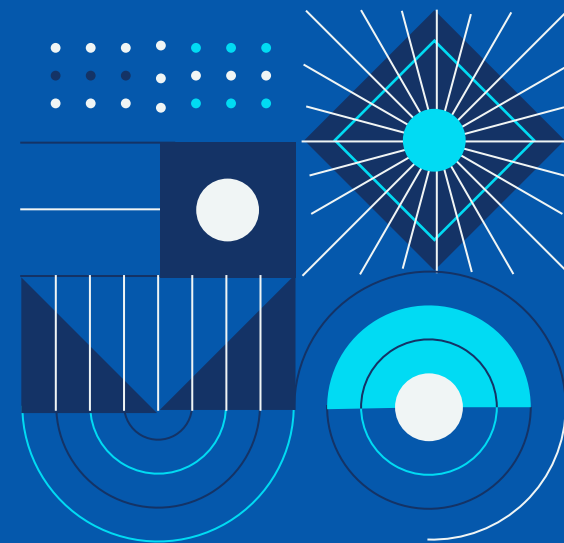
- Check that the student understands what they have to do
- Help them to reach a decision if that is what is stopping them
- Ask the student to write the goal down or write a plan with steps
- Useful strategies: self-talk, visualisation, key words, task organisers, graphic organisers
- Give extra supervision until they have managed to start
- Have a class discussion about the problem of being unable to start
- Ask students to share useful strategies that have worked for them
- Check in regularly with students who can't get started
- they need to put their plan into action
- Students create checklist to tick off each step

What Will Help Strengthen Organisation?

- Ensure students understand what to do
- Students need to feel empowered
- Students need to be responsible for equipment
- Have a set place and label equipment
- Create checklists to help keep materials in order
- Model using a to-do list
- Model how to use colour coding
- Teach how to do note-taking
- Daily practice in these skills helps to cement routines and form habits



**Kia taku whānau
Me ngā hoa
Mo te kai
Kia ora**

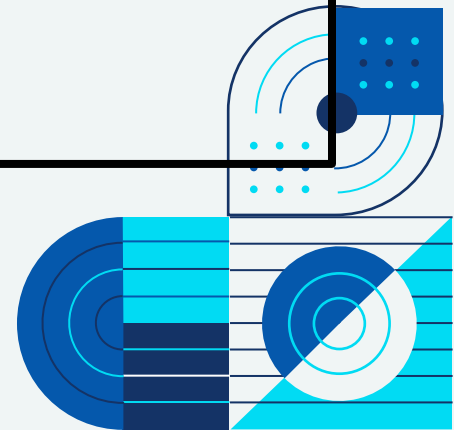




How do we encourage learner independence when working within the classroom?

Benefits of working within the classroom

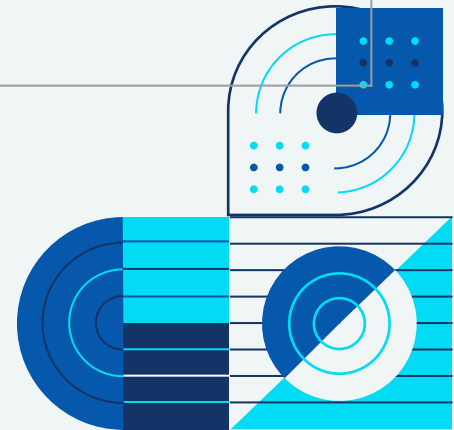
Pitfalls of working within the classroom





Matching activity and brainstorm of examples from your setting

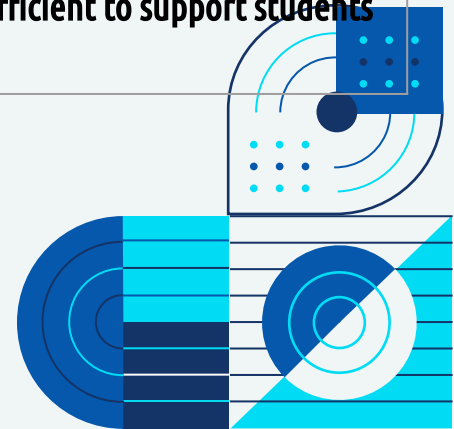
Type of support	Definition	Example
Modeling	A demonstration of what the student is to do	
Direct Oral	Oral information provided directly to the student	
Indirect verbal	A verbal reminder that prompts the student to attend to or think about what is expected	
Gestural	A physical movement to communicate or accentuate a cue (e.g., head nod, thumbs up, pointing).	
Natural	Providing no cue; allowing the ordinary cues that exist in the environment help the student know what to do	





Matching activity and brainstorm of examples from your setting

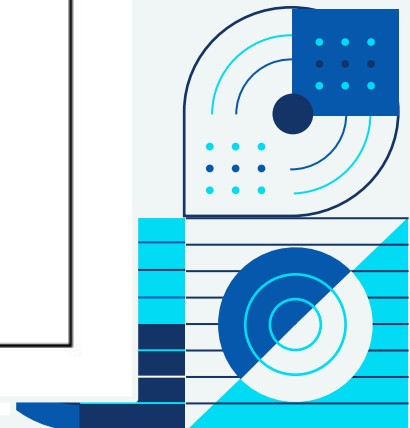
Type of support	Definition	Example
Modeling	A demonstration of what the student is to do	Sentence starter
Direct Oral	Oral information provided directly to the student	Giving a task and the expectation of work completion prior to next check in
Indirect verbal	A verbal reminder that prompts the student to attend to or think about what is expected	Asking student how much they believe they will have completed within a set time frame
Gestural	A physical movement to communicate or accentuate a cue (e.g., head nod, thumbs up, pointing).	Thumbs up, point to where focus needs to be Tapping the work to increase focus, using proximity
Natural	Providing no cue; allowing the ordinary cues that exist in the environment help the student know what to do	Teacher instructions are sufficient to support students to complete tasks





Using the language of inquiry

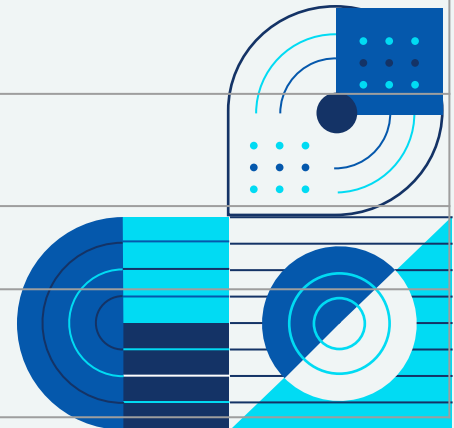
Closed questions	rephrased as	Open questions
Do you have any ideas to add?		What ideas would you like to add?
Have you thought about?		What are your thoughts about...?
Will you ...?		How might you ...?
Can you ...?		Tell me how you feel about....
Did you ...?		I'm curious about
Key statements that you could use to deepen thinking...		
<ul style="list-style-type: none">• Can you help me understand what you mean when you say...• Have you considered?• So, what is your goal here?• How else might you look at this?		





Brainstorm how you can promote inclusion and learner independence when the teacher is doing the following...

If the teacher is doing this:	You can be doing this
Teacher instruction to whole class	
Taking attendance	
Giving directions	
Providing large-group instruction	
Giving a test	
Facilitating stations or small groups	
Facilitating sustained silent reading	
Teaching a new concept	
Reteaching or pre teaching with a small group	





Brainstorm how you can promote inclusion and learner independence when the teacher is doing the following....

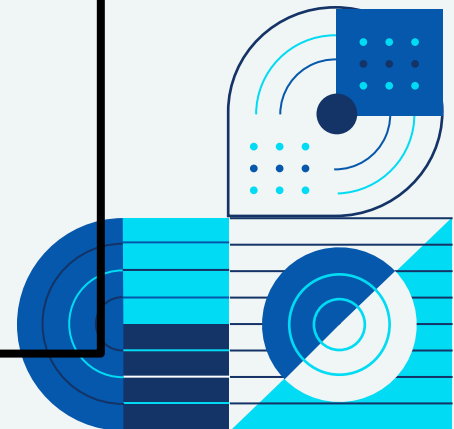
If the teacher is doing this:	You can be doing this
Teacher instruction to whole class	Model note taking on the board, draw the ideas on the board, take notes on the overhead.
Taking attendance	Collect and review homework.
Giving directions	Write the directions on the board so that all students have a place to look for the visual cues.
Providing large-group instruction	Collect data on student behavior or engagement or make modifications for an upcoming lesson.
Giving a test	Read the test to students who prefer to have the test read to them.
Facilitating stations or small groups	Also facilitate stations or groups.
Facilitating sustained silent reading	Read aloud quietly with a small group.
Teaching a new concept	Provide visuals or models to enhance the understanding of the whole group.
Reteaching or pre teaching with a small group	Monitor the large group while it works independently.





Recap on fostering independence

- **Active monitoring**
 - *Be ready to monitor and support students to get started as soon as they are released for independent work*
 - *Avoid sitting next to the student all the time- support other students as well to avoid the student feeling singled out*
 - *When the students work in pairs, don't pair up with a student.*
 - *Allow the student to start activity before offering help→ Allow time to persist and problem solve*
 - *Some students may need support to get started on a task (EF)*
 - *Don't assume the student needs help- always ask first*
- **Support accountability during independent work**
 - *Check in with purpose*
 - *Give a timeframe for when your next check in will be and what you will expect to be completed*
 - *Support the student but don't do their work*
 - *Use inquiring questions to encourage students to think for themselves*
 - *Important to "watch and wait"--> Make space for learning*





10 ways to teach me - Brigham Riwai Couch

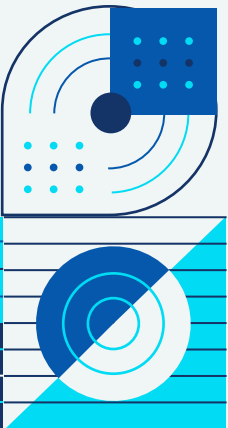
"10 ways to teach me" – Brigham Riwai-Couch



"10 ways to teach me" – Brigham Riwai-Couch

Evaluation Associates. (2019). "10 ways to teach me" – Brigham Riwai-Couch [Video]. Retrieved from <https://vimeo.com/325105212>

1. Helping students to reach their full potential - being prepared to teach me, then I will be prepared to learn
2. High expectations for student achievement
3. Pronunciation of all names is important
4. Relationships matter - mutual respect is the key ingredient to success
5. Honour the principles of the Treaty - be deliberate in embedding the principles of partnership, protection and partnership
6. Protect our wairua - maintain mana if not strengthen it
7. Engaging lessons - make us curious about learning
8. Embed culturally responsive pedagogy
9. Setting us up for success
10. Know your learner





Ngā mihi nui ki a tātou

Afternoon session starts at 12.30pm

Slides will be sent to your school's point of contact
(LSC or SENCO)

Available to revisit on <https://www.rtlb34.school.nz/>