

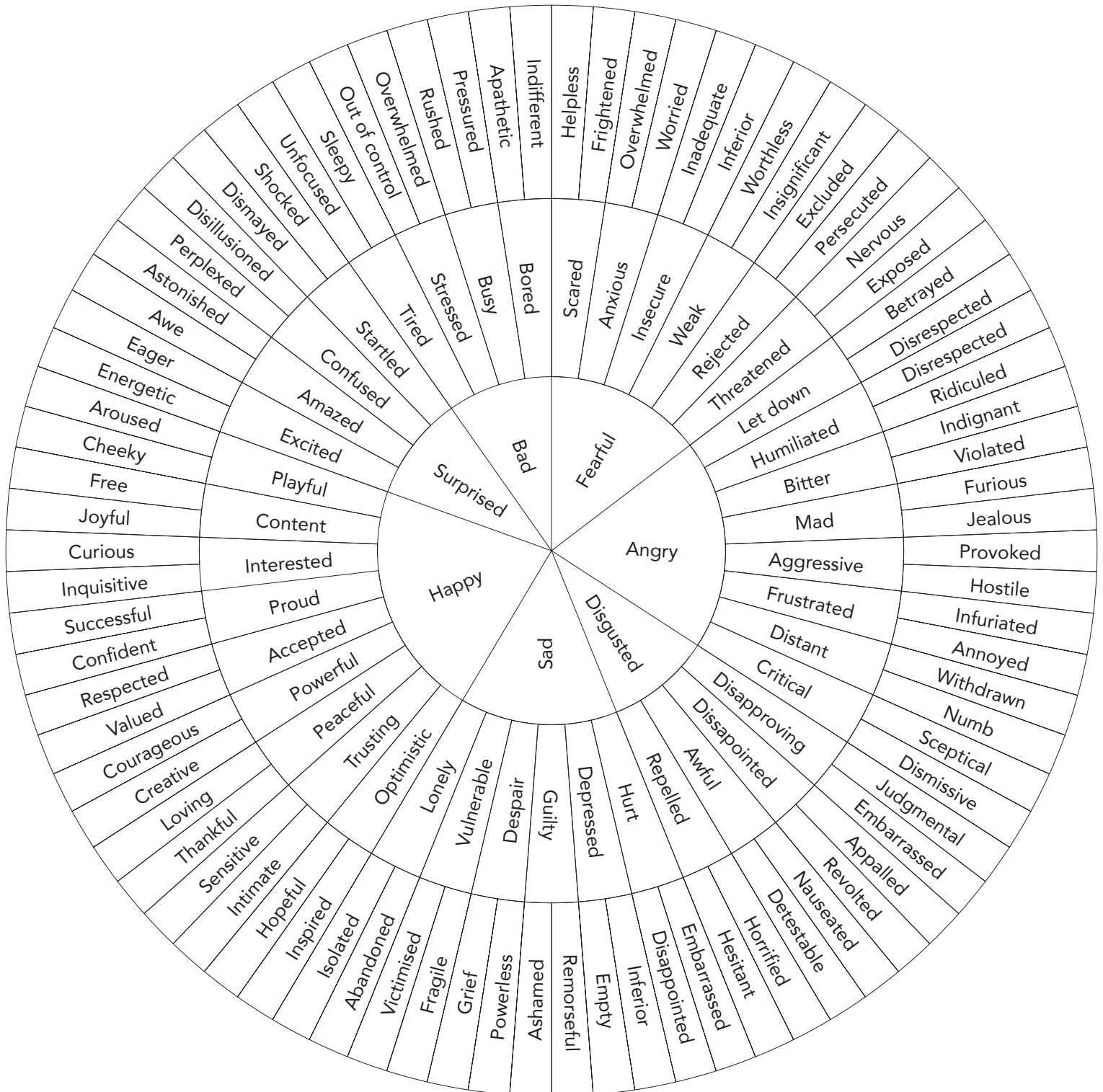
Intentional Teaching through Child & Adult Guided Experiences

Child-Initiated Experience:		
Child-Controlled	Child-Guided	Adult-Controlled

Adult-Initiated Experience:		
Child-Controlled	Adult-Guided	Adult-Controlled

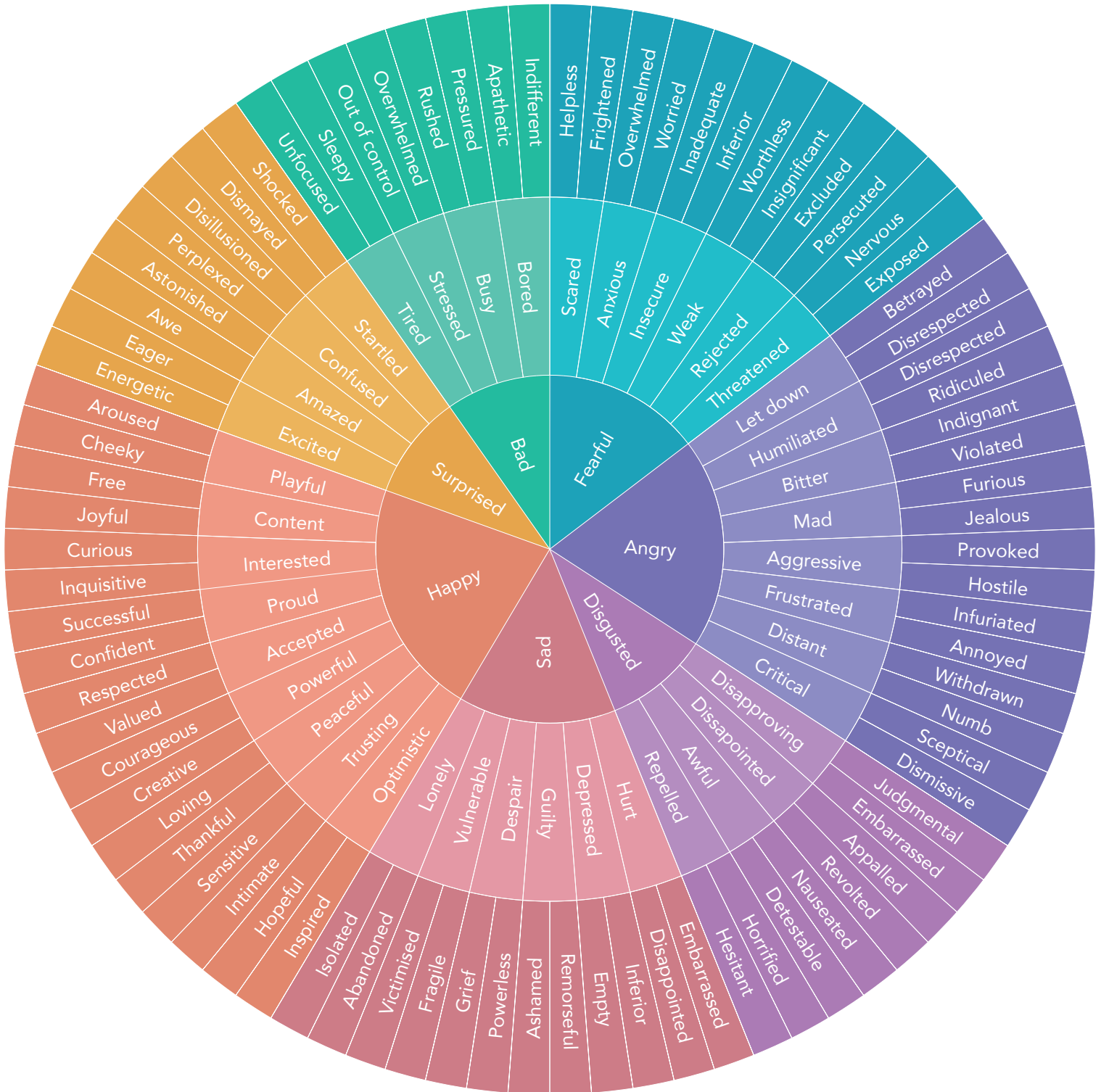


The Feelings Wheel





The Feelings Wheel



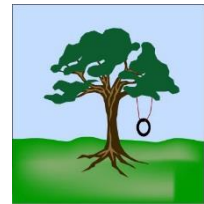
Creating Optimal Learning Through Intentional Teaching

Example 1: Two children want to divide a bottle of squeezed lemon juice equally between themselves

	Child Initiated Area of Interest or Priority		
Child-controlled: The teacher does not get involved, even when the children become frustrated and begin to get angry at each other over who has more	Child-guided: The children first try to pour equal amounts into their cups by estimating and observing the amount poured. They are not happy with this. The teacher suggests they use something to measure the liquid. They find and use a medicine measure and re-pour the liquid using the measure until all the cups have the same amount of liquid each.	Adult-guided: The children first try to pour equal amounts into their cups by estimating and observing the amount poured. They are not happy with this. The teacher shows the children a measuring cup and points to the measurement lines on the cup, explaining how to ensure equal amounts using the tool. The children take the tool and begin to use it to pour the liquid. The teacher offers prompts occasionally as a reminder in how to use the tool to ensure accurate measurement.	Adult-controlled: The teacher uses the measure to pour the liquid out evenly, giving a cup to each child lined up waiting.

Example 2: The teacher wants the students to learn more about mixing different types of materials together in the sand pit and how these materials can be used for construction

	Adult Initiated Area of Interest or Priority		
Child-controlled: Children get distracted and the teacher allows children to deflect away from mixing the materials together and begin discussing which toys they like to play with in the sandpit. The children may begin playing with these toys, rather than continuing with the mixing.	Child-guided: Initially the children follow the teacher's lead in mixing sand together to begin construction. As the teacher offers ideas, the children contribute their own ideas about mixing sand to make 'concrete' and share an idea about making a road for their cars and diggers in the sandpit. They decide they want to make a small town, with roads and houses and need to mix more sand and water together, as well as introduce plants for gardens and toys to make fences and houses.	Adult-guided: The teacher plans an invitation to play in the sandpit, using motivating resources such as books and loose parts and leads a small group of children in exploring how to mix the sand together with other material to begin construction. The teacher encourages and uses the children's ideas, providing feedback to them, and supporting them to extend their ideas in their play.	Adult-controlled: The teacher plans the lesson, requires the whole class to engage in the lesson in the sandpit and restricts any students from sharing ideas or extending their play following their own explorations. The teacher controls all aspects of the lesson.



Teacher Social Script Checklist (Level 2)

Teacher Coaches:	Examples
Asking for What they Want	"You can ask your friend for what you want by saying 'Please can I have a turn with your magical"
Asking for Help	"You can ask your friend for help by saying 'Can you help me'"
Asking a Friend to Wait	"You can tell your friend you are not ready to share yet"
Teacher Prompting:	Examples
A child to notice another child	"Wow, look at what a big tower your friend is building"
Initiate interaction with or helping noticing another child	"You are both using green pencils"
	"I think Tim wants to tell you something"
	"Your friend is looking for small green pieces. Can you find some for him?"
	"Your friend has no cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"
To give a child a compliment	"Wow! Do you see that huge tower that Nancy is building? You can tell your friend her tower is cool".
Teacher Praising:	Examples
Behaviour-to-Feelings	"You shared with your friend, that is so friendly and makes her feel happy"
	"You helped your friend figure out how to solve that problem, she looks very pleased with your help".
Playing Together & Teamwork	"Your friend is enjoying working with you on that problem. You look like you are a real team. You are both very friendly".

(From "Incredible Teachers", Carolyn Webster-Stratton, 2012)

Video Reflection Feedback

Teacher:

School:

Date:

Situation
What would you like specific feedback to focus on? <i>E.g., I'm not sure if I am using invitational language 'right' here - I'd like to know what you think.</i>
What were some of the things that you were doing well? <i>The teacher sharing the video begins the process, sharing what they think they have done well</i>
Strengths that we noticed? <i>Share any observations the group/peers made of 'good news/celebrations' here - what do you observe going well in this play space? i.e. children's learning, interaction, resourcing etc</i>
Curriculum Links and/or Urges Observed in Children's Play: <i>What learning areas do you see in this play? Key competencies? Urges?</i>
What was in there that you would consider tweaking? Would you do anything differently? <i>The teacher sharing the video begins this process - what would they do differently, now that they have viewed the video. This is where you revisit the initial request for feedback - keep this focused on the specific feedback sought. Once the teacher has shared, open this up to the group/peers to add their constructive feedback here.</i>
Practise: <i>Set up a practice/role-play within the group of any suggestions made related to the feedback sought.</i>
Goal to work on following this meeting: <i>Set a goal that reflects the feedback given and the new practice the teacher will try as a result.</i>

Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

**What
is
Known**

**What
is not
Known**



Learning