

# Modelling

**Modelling**

**Seeing Ourselves Through Our Students' Eyes**

**Benefits**

- Allow students to feel accomplished and in control
- Establish a learning community with respect and interest in our students
- What gets recognised and researched is repeated and learned

**Being a Role Model of Learning and Thinking**

- We inspire
- We teach by example
- No one is perfect and don't want to be
- Teacher takes risks. Make mistakes
- Vulnerability is hard to model when we have authority ego
- Model your learning
- Mirror neurons: we do what we see
- Model: skills, habit, dispositions, trials, qualities

**Making Thinking Visible**

- model - how experts work through problems
- how to make judgments about quality
- how to identify problems
- how to make decisions

**Gradual Release of Responsibility (Independence)**

Teachers move from modelling cognitive strategies to coaching and scaffolding e.g. Reading Comprehension

First, identify key processes:

1. Formulating ?'s about text
2. Summarising
3. Making predictions
4. Clarifying difficulties

Teach skills that are authentic and transferable

**Ladder of Feedback:** Model with students watching and empower them to do it.

**Learning from Examples, Practice and Reflection**

Model social skills. Provide multiple models to help avoid imitation. Not all examples need to be high quality.

**Interactive Modelling**

1. State the purpose
2. Model the behaviour
3. Explicit discussion of what students saw
4. Ask students to model what they saw
5. Discussion of what was noticed in student model
6. Practice by all students
7. Feedback to group.

Suggested modeling: Effective listening, how to lead a team without dominating, how to disagree respectfully, learn to apologise etc.

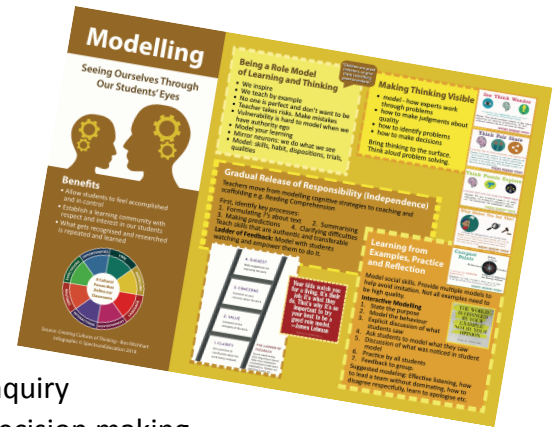
**In what ways could students feel accomplished and in control of their learning this year?**

- ❖ Topic suggestions
- ❖ Celebrating success
- ❖ Determining/using criteria
- ❖ Process/ideas being acknowledge
- ❖ Feeding forward/ feeding back
- ❖ Accepting feedback appropriately
- ❖ Students in teacher-role/leadership roles- in class or in group situations (group dynamics)
- ❖ Designing own worksheets/ rubrics
- ❖ Presenting learning
- ❖ Displaying work
- ❖ Parent showcase
- ❖ Student-led conferences/goal setting
- ❖ Tuakana-teina
- ❖ Students voice
- ❖ Choices
- ❖ Student directed learning
- ❖ Embracing their quirk's/passion
- ❖ Purposeful aims

- ❖ Monitor their emotions- red/blue/glitter
- ❖ Explicit praise
  - Setting time task goals (own learning)- visually displayed
  - Using dispositions and growth mindset
  - Next learning steps/ knowing expectations i.e. levels- Personal Connections
  - Home/school relationships- links to interaction- Empowerment
  - Feedback/ feed forward- routines interactions- Ownership
  - Knowing the learning steps- getting children to model what they've learned
  - Knowing what they've learned (current step)
  - Knowing they are a learner- sharing their learnings
- ❖ Students voice/choice of topic/interests/play
  - Reflections
- ❖ Confident to individually

# Modelling

- ❖ Reflect on learning
- ❖ Floor book modelling/planning
- ❖ Student voice-understand 'why' in their learning not just 'what'
- ❖ Displaying their work
- ❖ Workshops in specific needs
- ❖ Making learning fun
- ❖ Consistent routines
- ❖ Student voice/interest
- ❖ Negotiated roles + responsibility
- ❖ Student-driven tolerance (topic chosen by learners)
- ❖ Opportunities to share to community
- ❖ Encourage formative assessment
- ❖ Having choice
- ❖ Wall displays
- ❖ Clear outcomes
- ❖ Goals
- ❖ Learning pit
- ❖ Goal minded
- ❖ Feedback/forward-commend/recommend
- ❖ Personally driven portfolio's
- ❖ Trust
- ❖ Share their love for listening
- ❖ Learning progressions
- ❖ Self management/awareness
- ❖ Reflection-PMI
- ❖ E-portfolio evaluation + feedback
- ❖ Student voice
- ❖ Ownership
- ❖ Accountability
- ❖ "aha" moment
- ❖ Share their knowledge with others
- ❖ Praise
- ❖ Ownership
- ❖ Agency
- ❖ Progressions
- ❖ Reflect on difference

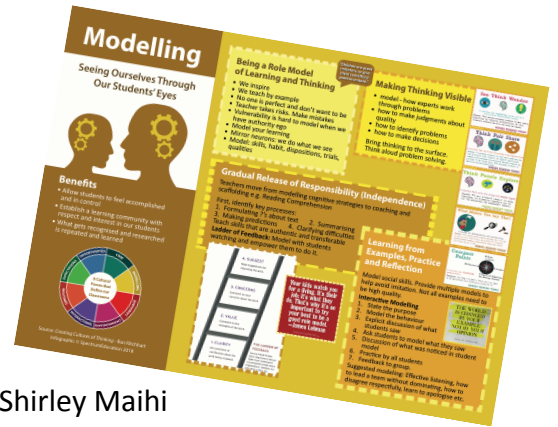


- ❖ Inquiry
- ❖ Decision making
- ❖ Failing is ok
- ❖ Buddy learning
- ❖ Tuakana-teina
- ❖ Co-construct curriculum areas
- ❖ Think, pair, share
- ❖ Knowing their work/ ideas are valued
- ❖ Leadership opportunities
- ❖ Becoming more independent
- ❖ Through ladder of feedback
- ❖ Criteria check list
- ❖ Contact with parents/caregivers
- ❖ Opportunity to practice
- ❖ Feeling safe/valued
- ❖ Seesaw
- ❖ Being in learning mode
- ❖ Letting them feel like the expert
- ❖ Celebrating the learning process
- ❖ Peer comments
- ❖ Teachers modelling an interest in respect for students
- ❖ Hapara, seesaw, portfolio, genesis hour
- ❖ Failing is the learning process not product
- ❖ Mastery
- ❖ 4 levels of learning
- ❖ Emotional literacy
- ❖ Tracking their own achievements
- ❖ Contract learning

# Modelling

## Who are your thinking role models?

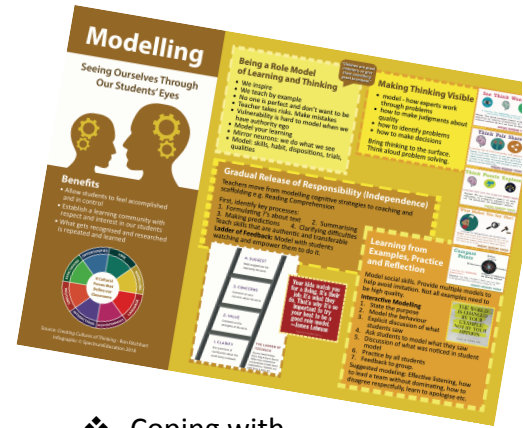
- ❖ Jacinda Ardern
- ❖ Authors/autobiographies
- ❖ Community leaders
- ❖ Rose Pere- Te wheke
- ❖ Mentor teachers
- ❖ Parents
- ❖ A person you feel safe sharing with
- ❖ Like minded person-similar thought process
- ❖ Tuakana/teina
- ❖ Teacher aids
- ❖ Team-whanau group P.L.G.
- ❖ Socrates- I know nothing but the fact of my own ignorance
- ❖ Sir Ken Robinson
- ❖ Einstein
- ❖ Richard Dawkins
- ❖ Neil Degrasse Eyson
- ❖ Principal
- ❖ Piaget
- ❖ Maori community leaders
- ❖ Aristotle-we are what we repeatedly do. Excellence therefore is not on act but a habit.
- ❖ Barbara Arrow Smith Young
- ❖ Sir John Jones
- ❖ Mike Scadden
- ❖ Bill Rogers
- ❖ Karen Boyes
- ❖ Marvin Oka
- ❖ Sai Khan
- ❖ Students who can articulate their learning
- ❖ Murray Gadd
- ❖ Robin Olds (Previous A.P)
- ❖ Shirley Maihi
- ❖ Bilingual brains
- ❖ John Hattie
- ❖ Merl Berryman
- ❖ Paul Guinness
- ❖ Bruce Hammonds
- ❖ Tony Ryan
- ❖ Eric Thomas
- ❖ Peter Johnson
- ❖ Ron Ritchhart
- ❖ Nathan M. Wallace
- ❖ Art Costa and Bena Kallick
- ❖ Lane Clark
- ❖ Angela Watson
- ❖ Bek Calloway
- ❖ de Bono's
- ❖ Thinking hats
- ❖ Elon Musk
- ❖ N2 Rocker Man
- ❖ Blooms taxonomy
- ❖ Whanau-younger children
- ❖ Guy Claxton
- ❖ Colleagues-@ownschool-within area
- ❖ Team mates
- ❖ Carol Dweck
- ❖ Steve Hansen
- ❖ Louise Hay
- ❖ Rita Pearson
- ❖ Jo Bowler



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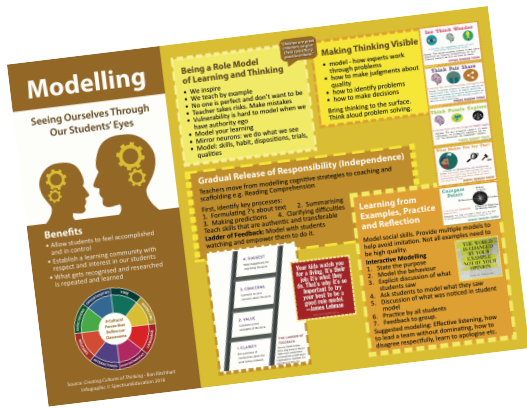
## What are some of the values you model in the classroom?

- ❖ Kindness
- ❖ Respect
- ❖ Perseverance
- ❖ Responsibility
- ❖ Risk taking
- ❖ Tolerance
- ❖ Acceptance of ideas- making mistakes
- ❖ Empathy
- ❖ Resilience
- ❖ Aroha
- ❖ Contribution
- ❖ Honesty
- ❖ Integrity
- ❖ Accomplishments -small or big
- ❖ Sense of belonging
- ❖ Inclusiveness
- ❖ Courage
- ❖ Pride
- ❖ Mana
- ❖ Critical thinking
- ❖ Supporting
- ❖ Authenticity
- ❖ Passionate for learning
- ❖ Helpfulness
- ❖ Self-esteem
- ❖ Love
- ❖ Self-confidence
- ❖ Self-worth
- ❖ Self-managing
- ❖ Collaboration
- ❖ Independence
- ❖ Good/professionalism
- ❖ Perseverance
- ❖ Interest
- ❖ Patience
- ❖ Diversity
- ❖ Risk taking
- ❖ Growth mindset
- ❖ Diligence
- ❖ Fairness
- ❖ Friendship
- ❖ Time
- ❖ 4 C's –  
+courtesy  
+cooperation  
+common sense
- ❖ Reciprocity
- ❖ Caring and sharing
- ❖ Persistence
- ❖ Treaty
- ❖ It's okay to make mistakes
- ❖ Love of learning
- ❖ Generosity
- ❖ Initiative
- ❖ Fallibility
- ❖ Curiosity
- ❖ Competitiveness
- ❖ Hard work
- ❖ Losing gracefully
- ❖ Coping with change
- ❖ Non-judgemental attitude
- ❖ Gratitude
- ❖ Worth of each child
- ❖ Belonging connections
- ❖ Preparedness
- ❖ Multiculturalism
- ❖ Dealing with disappointment + anger + stress+ winning/losing
- ❖ Never ask kids to do something that you are not prepared to do yourself.
- ❖ Punctuality
- ❖ Effort
- ❖ Excellence
- ❖ Cultural awareness/respect
- ❖ "grit"/resilience
- ❖ Managing time- big rocks first
- ❖ School values
- ❖ Value of different cultures



# Modelling

- ❖ I am not always right
- ❖ I don't know everything
- ❖ Everybody has strengths and weaknesses
- ❖ Deliberate acts of teaching
- ❖ Modesty
- ❖ School care code



## Which social skills might you model for your students?

- ❖ Courtesy
- ❖ Manners
- ❖ Cooperation
- ❖ Listening/questioning
- ❖ Communication-speaking clearly and appropriately
- ❖ Tolerance
- ❖ Kindness
- ❖ Respect
- ❖ Caring
- ❖ Empathy
- ❖ Time-management
- ❖ Relationship-understanding each other
- ❖ Cultural responsiveness
- ❖ Open-minded
- ❖ Resilience
- ❖ Flexibility
- ❖ Considerate
- ❖ Patience
- ❖ Sharing
- ❖ Confidence
- ❖ Modelling professionalism
- ❖ Interaction
- ❖ Culturally-aware
- ❖ Friendly
- ❖ Making mistakes
- ❖ Emotional control
- ❖ Calmness
- ❖ Humor
- ❖ Eye contact
- ❖ Taking turns
- ❖ Manners
- ❖ Keep going!
- ❖ Courtesy
- ❖ Fair + firm
- ❖ Mindfulness
- ❖ Self-evaluate
- ❖ Team work
- ❖ Listening
- ❖ Greeting people
- ❖ Unconditional acceptance of a person
- ❖ Humility
- ❖ Everyone is a winner
- ❖ Equality
- ❖ Life skills
- ❖ Necessarily behavior
- ❖ Active listening
- ❖ How you speak-tone and manner
- ❖ Failure and what we did...
- ❖ Flexible thinking
- ❖ Forgiveness

# Modelling

- ❖ Common ground
- ❖ Determination
- ❖ Friendliness
- ❖ Working together
- ❖ Collaboration
- ❖ Listening to each other
- ❖ Speaking
- ❖ Participation
- ❖ Meeting and greeting with a happy face
- ❖ Making good choices
- ❖ Tenacity
- ❖ Responsible
- ❖ Talking
- ❖ Responding to a question appropriately
- ❖ Fun
- ❖ Compassion
- ❖ Knowing each other strengths
- ❖ Key competencies
- ❖ Turn taking play
- ❖ Making friends
- ❖ Interactions
- ❖ Drive their learning
- ❖ Ownership
- ❖ Empowering students
- ❖ Praise/effort/hard work
- ❖ Learning steps
- ❖ No failure-perseverance-resilience
- ❖ Adapt to changes
- ❖ Skills for certain
- ❖ Understand how brain works
- ❖ Acceptance-feelings + differences + mistakes
- ❖ Adaptability
- ❖ Flexibility
- ❖ Use speaking frame quotes "I like how you...can I..."
- ❖ "listening" I'm listening now I will add on
- ❖ Apologizing
- ❖ Giving compliments
- ❖ Problem solving
- ❖ Valuing differences
- ❖ Respect opinions of others
- ❖ Accepting alternative opinion
- ❖ Its ok to not know
- ❖ Teachers not always right
- ❖ Strategies for clarifying understanding
- ❖ Thinking/processing
- ❖ Appropriate language for situations
- ❖ Not always taught at home
- ❖ Vulnerability
- ❖ Trust
- ❖ Relationship- how to build friendships and to be a good friend
- ❖ Resilience
- ❖ Multiculturalism
- ❖ How to manage emotions
- ❖ How to be happy
- ❖ Careful listening
- ❖ Politeness
- ❖ Hygiene-washing hands and blowing nose
- ❖ Body language
- ❖ Accepting debate and differences
- ❖ Disagreeing respectfully
- ❖ Managing responses in stressful situations
- ❖ Basic manners
- ❖ Exploration
- ❖ Processing-failure/making mistakes
- ❖ Questioning
- ❖ Acknowledging/Learning from mistakes
- ❖ Social etiquette
- ❖ Standing up for others