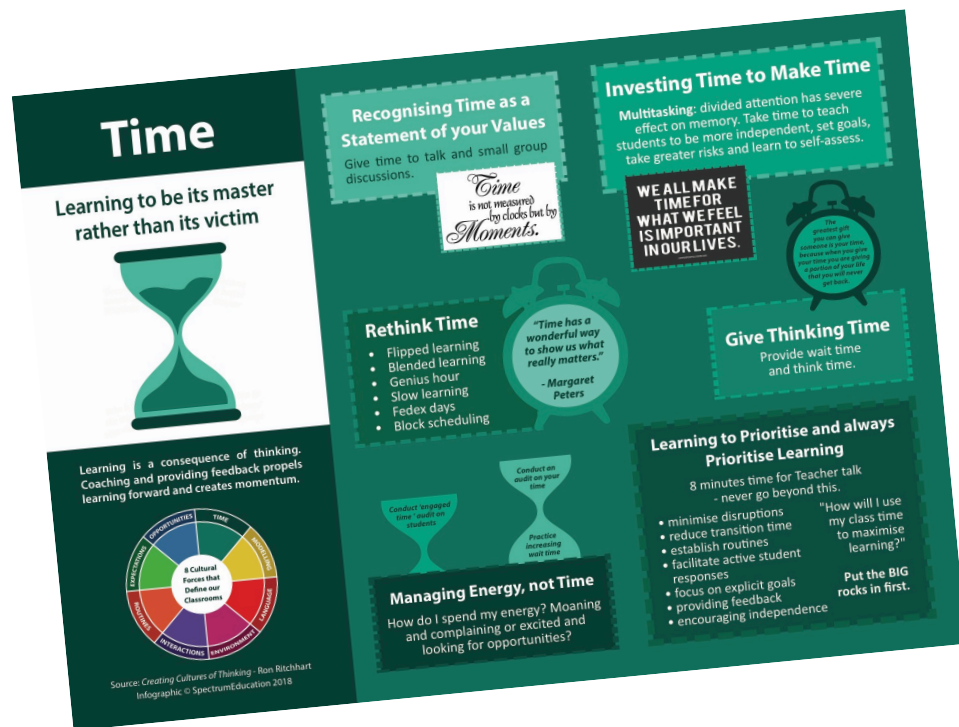


Time



How might you manage your own and your students energy levels?

- Go Noodle/ Gummy Bear Songs
- Food and Water
- Mindfulness

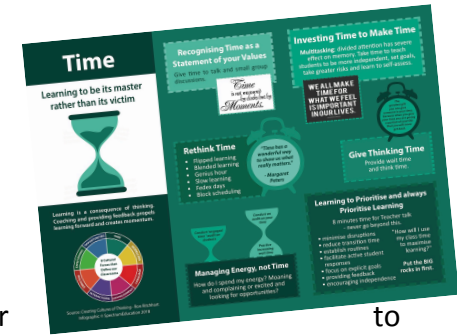
- Yoga/Exercise
- Varied Activities
- Songs
- Small Groups/ Large Groups
- Tai Chi
- Mental Fitness (NLK)
- P.E/Music-choose your strengths and have this as a go to activity for you and your learner
- Student Monitors Helpers
- Hands on discussions
- Students Agency on choice of day structure and learning place- balance of doing this some not at all time though for them to know/how to do it.
- Students choose when they need a break- quick breaks doing something different.
- Flipped Classroom-video instructions
- Allowing people to learn at own pace/challenge
- Setting example, expectations work, behavior, strategies etc.
- Visible problem-solving strategies, thinking board
- Flexibility in responses
- Talking time, peer
- Visual Timetable-children know what's coming
- Stick to the time (don't ramble off course too much)
- BE IN TUNE with the children/ gauging their energy levels.
- Plan appropriate activities to meet with energy level times e.g. and after lunch to settle, fitness in morning to get goals.

Time

- Keep it Fresh-have a range of group, independent activities
- Awareness of students needs
- Short focused learning
- Dancing
- Drama
- Outdoor learning
- Music-Tempo
- Sharing the load
- Wait time
- Fresh air
- Independent learning times
- Choice relaxation
- Passion projects- what they care about!
- Wiggle breaks
- Time of day you focus on certain subjects e.g. Teenagers brain working better in afternoon.(apart from calculus last period Friday)
- Passion teaching and learning
- Looking at what they eat and when
- Playtime
- Choice of timetable for student
- Changing timetable to reflect children's behavior/needs-flexible
- Positive reinforcement
- Rhythm in your routine
- *teachers modelling how you feel

*music

- Work/life balance-learning to switch off
- Using collaboration-teacher teacher; student to student
- Must do's; Can do's- teachers sharing
- Knowing your students limitation
- getting enough sleep
- choosing the right activities for the right time of the day
- being flexible, "reading students"-where you do work
- Touches awareness when working collaboratively
- fitness activities-breaking up the learnings #time
- ask kids how are they feeling
- Ensure children eat enough
- regulate your own energy levels
- Listen to quiet music
- Changes of bell times
- Fiddle toys
- Motivating learning context
- 10 minutes quiet drawing-dedicated books, option to read/solve a puzzle, color in
- Notice-aware of energy levels
- Pause-ask questions, get feed backs
- 5 minutes run
- Little ones need something quiet to do/lie down/sleep after massive energy use
- Drink before you think



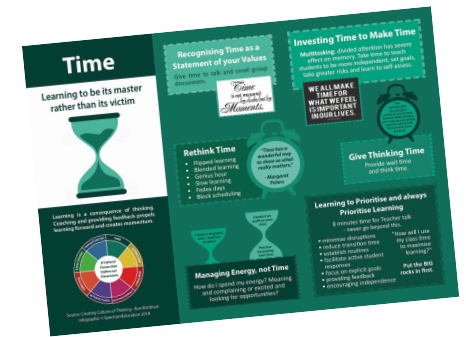
to

Time

In what ways might you minimise transition times?

- Signals- task boards
- Routines-countdown
- Transition Songs-routines
- Clear/explicit instructions/expectations/repetition
- Making transitions “fun”, “engaging”
- Allowing students time to prepare for the transition
- Competition
- Leaders/Line ends
- Music
- Moving in a logical way
- Organizing resources so they’re accessible
- Expectations clear
- Succinct instructions: class layout
- Mindfulness
- Class/ Students Contracts- lead daily learning
- Electronic Timer Displayed
- Reinforce Key Competencies
 - students independence
 - students self-management
 - students responsibility
- Modelling- Teachers workshops/sessions
- Clear routines and expectations-auditory cues

- Planning ahead
- Play based learning-then withdraw groups(New Entrants)
- Visual reminder
- Timer-time limitations
- Flexible work time
- Routines
- Plan my day
- Workshops with teachers/students
- Peer child-child support systems
- Countdowns
- Teacher time management
- Routines-co-constructed
- Relating to concept not subject
- Integrated learning-literary block
- Think time-child know what to do
- Learning Menus
- Contracts etc. plans
- Knowing learners
- Competitions
- “Letting Go”- when appreciate
- Using other languages (e.g. numbers tahi rua; alphabets a, e, f, h, etc)
- Having no transitions. In groups have different learning subjects active. Teachers in group changes the lesson while



Time

rest is still learning. Then group by group change until everyone on the same lessons.

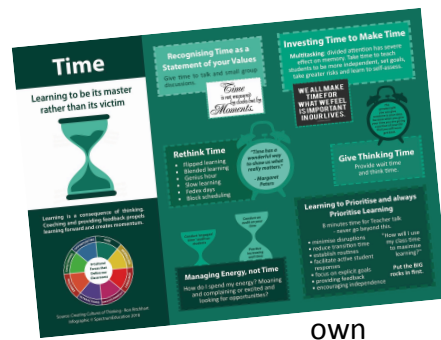
- Less instructions
- Limit teachers talk
- Teach to use initiative/be independent
- Students as leaders: run the classroom announce transitions
 - *routine expectations-teachers well prepared and students
 - Mat time-maximum of 15 minutes
 - easily accessible resources
 - *organization planning
 - *give students roles and responsibilities
- Environmental layout-thoughtful layout-easy access
- Flexibility-does it work? Change It
 - *Plan B
- Warn students that transition is coming-routine signals
- Different signals
- Hourglass/countdown clock

- Classroom management
 - *modelling what happens in transition
- Routines established-expectations- embedded in first few weeks of school
- Being organized
- Learners aware of next steps-self direction
- Language used

- Release groups at different time
- Minimize instruction time
- Integrated curriculum
- Transition when necessary
- Having a thinking spot for misbehaved child
- Counting=music(end of song)
- Finding their passion and take control of their own learning
- On task
- Timetable workshops
- Self-managing-self relate to others with consideration and courtesy
- Have warnings prior to transitions
- Reflection
- Use of non-verbal signs
- Keep it energetic/fun/but urgent
- Setting routines of the beginning of the year
- Teachers being prepared
- Reward system
- Age related
- Job allocation
- Super organized
- Establishing
 - *maintaining routine and expectations
- Layout- environment can impact
- Being aware of time
- Modelling communication

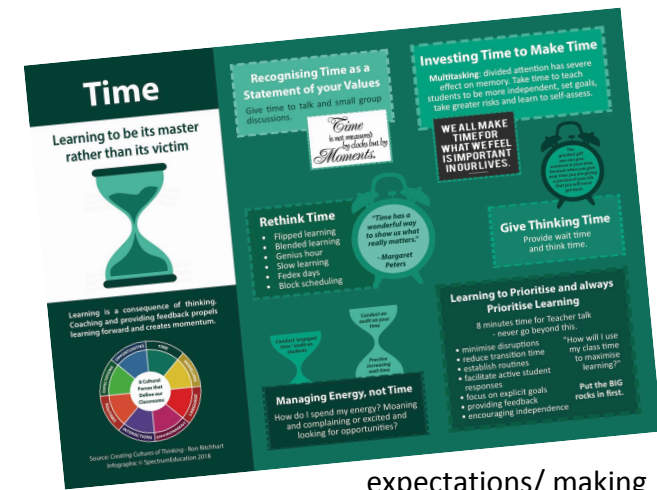
Time

- Reset time- using time wisely
- Student agency(teacher direction as necessary)
- Motivation to transition so less disruption
- Timers-countdown-pre load-visual timer
- Visible timetable
- Transitions made fun: singing, go noodle or go for a run or play a quick game
- Not rushing to complete work
- Student choice-they manage their transition
- Make it a game
- Make it a focus
- Do it to music
- Make it a wall known habit/culture
- Task board/organizer-must do/can do
- Do less for longer so change less
- Practice
- Prioritize learning
- Minimize/organize resources- familiarity
- 5 minutes- time frame
 - pre- warning/organization
- Transitions can be more than between lessons-e.g. Fri/Sat/Sun/Mon New term seasons Daylight saving. New school New school year



OWN

- Singing games to transitions
- Pick up kids who actively make it work
- Limiting opportunity for transitions-kids know what to do next
- Set routines(knows what to do and why)
- Conduct an audit
- Clear routines/transitions five finger reminder
- Clear



expectations/ making

sure you have everyone's attention