

1



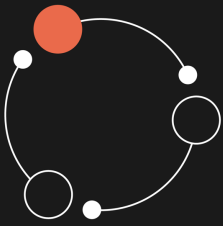
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3



4



What is
responsive
teaching?

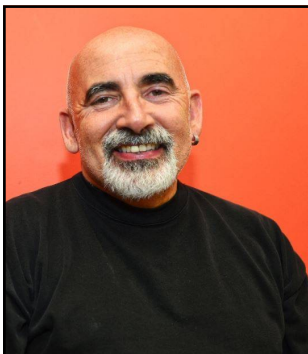
5



"A really big mistake to call
formative assessment
formative assessment..."




6



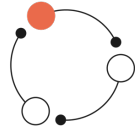
...instead of something
like *responsive teaching*."

Dylan William




7


Long
cycle




Medium
cycle



Short
cycle



8

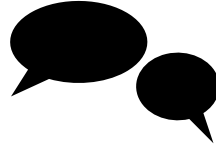


Moment-to-moment


Routine and regular

Better-founded decisions


9



Why should we invest in responsive teaching?

 2 minutes

10



Faster feedback loop to teachers

Check students are on track (or not)

Catch and correct errors


Provide crucial opportunities for rehearsal

Support attention

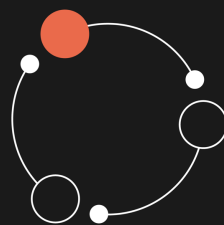
Secure success and build motivation

Manufacture opportunities for feedback and behaviour-specific praise

See Mccrea (2020); William & Leahy (2015); Rossenshine (2012); Lemov (2005)

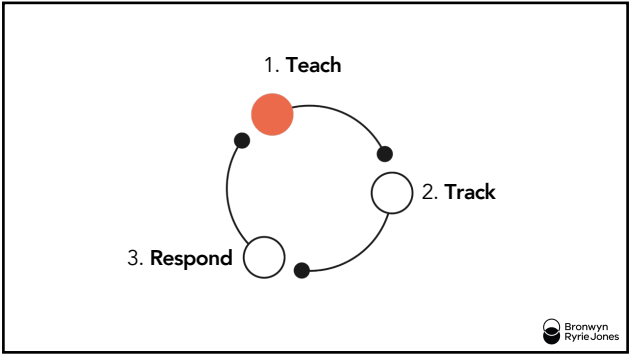


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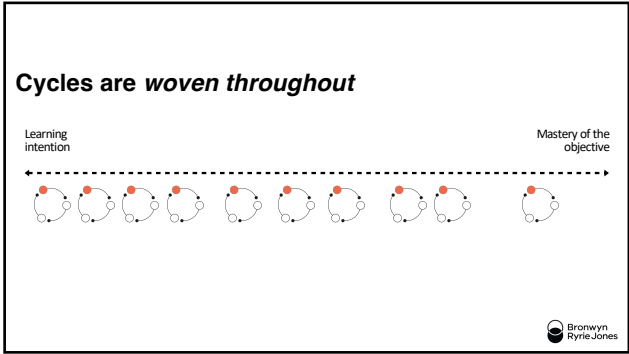


We plan in *cycles*

12



13



14

In any given lesson, what makes this hard?

2 minutes

15

Behaviour

Time

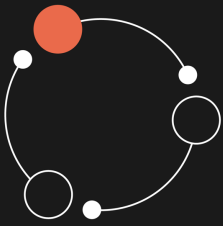
Spread of knowledge

There's only one of me.


I get stuck responding to a few.

Kids aren't confident to share their thinking.

16




3 barriers on the ground



17


1. Planning as curriculum content



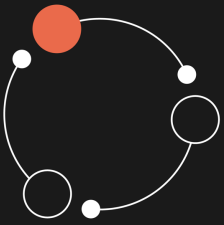
18

1. Planning as curriculum content


Chunks are planned, but checks for understanding are not.



19



Let's look at an *example*.



20



Year 7 HEALTH & WELLBEING

L1: To identify and describe the 5 dimensions of health

21

DEFINITION OF HEALTH

- 'A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 1946)

Revised up-to-date definition:


- **A state of complete physical, social, emotional, mental and spiritual well-being and not merely the absence of disease or infirmity. (VC, 2016)**

22

DIMENSIONS OF HEALTH & WELLBEING

There are 5 dimensions of health and wellbeing that characterize an individual to achieve **optimal health and wellbeing**, they are:

- Physical
- Social
- Mental
- Spiritual
- Emotional



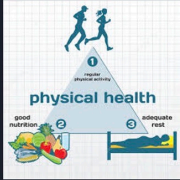
Health and wellbeing is characterised by an equilibrium in which an individual feels happy, healthy, capable and engaged.

23

PHYSICAL HEALTH & WELLBEING

Physical health and well-being refers to the **functioning of the body and its systems** including the ability to complete day to day tasks.

- Healthy body weight
- Adequate fitness levels
- Strong immune system
- Free from illness and diseases
- Adequate energy levels



24



SOCIAL HEALTH & WELLBEING

Social health and wellbeing refers to the ability to form and maintain meaningful and satisfying relationships with others and ability to manage or adapt appropriately to different social situations.

- Supportive and productive social network of friends
- Supportive and well-functioning family
- Ability to manage or adapt appropriately to different social situations (social roles)
- Effective communication with others



25

EMOTIONAL HEALTH & WELLBEING

Emotional health and wellbeing refers to the ability to express feelings in a positive way.

- Having a high level of resilience (ability to 'bounce back' after a difficult moment in life)
- Express, adapt and manage emotions



26

MENTAL HEALTH & WELLBEING

Mental health and wellbeing is the current state of the mind or brain and it relates to the ability to **think and process information.**

Optimal mental health and wellbeing is:

- Low levels of stress and anxiety
- Positive self esteem (how a person sees themselves)
- High levels of confidence
- Positive thought patterns (optimistic vs half glass empty attitude)



27

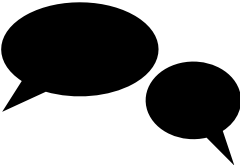
SPIRITUAL HEALTH & WELLBEING

'Wellbeing of the soul'
Spiritual health and wellbeing relates to ideas, beliefs, values and ethics that arise in the human conscience.


Values: relates to what an individual feels is important in life (education, family, fun, wealth, career success, acceptance).

Beliefs: relates to what an individual feels to be true or right even though the belief may be unproven.

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What might happen?




29

1. Planning as curriculum content

Chunks are planned, but checks for understanding are not.

2. Questioning habits

We rely on everyday teacher questioning.

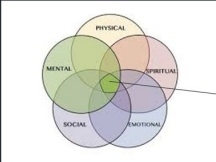


30


DIMENSIONS OF HEALTH & WELLBEING

There are 5 dimensions of health and wellbeing that characterize an individual to achieve optimal health and wellbeing, they are:

- Physical
- Social
- Mental
- Spiritual
- Emotional



Health and wellbeing is characterised by an equilibrium in which an individual feels happy, healthy, capable and engaged.




31

"Who knows...?"

"Who can tell me...?"

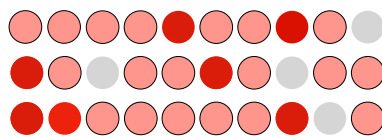
"So who can think of an example of...?"


"Who's got an idea about why...?"



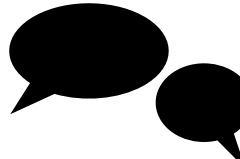
32

Patchy participation is a problem.




 Bronwyn Ryrie Jones


34




Why is this a problem?

 1 minute

35



Write one *low-yield* question.

 Bronwyn Ryrie Jones


36

1. Planning as curriculum content
Chunks are planned, but checks for understanding are not.

2. Questioning habits
We rely on everyday teacher questioning.

3. Insufficient models of excellence
Leaders do not have a strong (enough) conception of what “great” looks like

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Chunk, Chew, Check

- Break key information down
- Give students time to work with information
- Check understanding

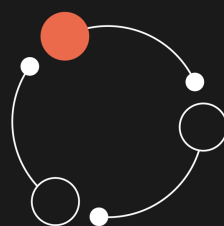
Why? Reduces cognitive load / improves memory
When? During periods of explicit teaching (LEARN)

Teachers were doing this.

But what does "great" look like?

What supports are we providing teachers to do this exceptionally well?

38



3 emerging ideas

39

1. Conceptualise planning as a scaffold for great teaching

How will we know students are acquiring the skills and/or knowledge of the lesson?

40

1. Conceptualise planning as a scaffold for great teaching

How will we know students are acquiring the skills and/or knowledge of the lesson?

2. Work on shared all-student checks for understanding

Teachers need systems for checking all students' understanding.

41

1. Conceptualise planning as a scaffold for great teaching


How will we know students are acquiring the skills and/or knowledge of the lesson?

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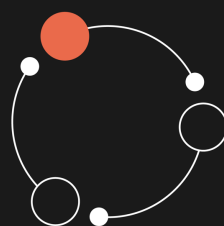
Teachers need *systems* for checking *all students'* understanding.

3. Build multiple models of excellence


Develop and *unpack models* (live, static, varied contexts/domains).



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*Same lesson,
same teachers.*



43

Year 7 lesson 1

The 5
dimensions of
health



44

LEARNING OBJECTIVE

To identify and describe the 5
dimensions of health and wellbeing.

45

How we participate in Year 7 Health

WHITEBOARDS

COLD CALL

IN YOUR BOOK

TRUE/FALSE

MULTIPLE CHOICE

TURN AND TALK

46

Read the definition.
What are the 5 dimensions of health?

What is health?

A state of complete physical, social, emotional, mental and spiritual well-being.

47

Holistic Health

Physical

Emotional

Mental

Social

Spiritual

Health and wellbeing is characterised by an **equilibrium** in which an individual feels happy, healthy, capable and engaged.

48



Physical health and wellbeing

Physical health and wellbeing refers to the **functioning of the body and its systems** including the ability to complete day to day tasks.

Examples include:

- Healthy body weight
- Adequate fitness
- Strong immunity
- Good energy levels
- Lack of disease or illness

49





True or false?
Teach the response routine.

Exercise is an aspect of our physical health.


If we get poor sleep, it won't have an impact on our physical health.

If we are physically well and eat a healthy diet, we will have good health and wellbeing.

50





True or false?
Teach the response routine.

 Exercise is an aspect of our physical health.


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51





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52



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 If we get poor sleep, it won't have an impact on our physical health.

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53

Social health and wellbeing

Social health and wellbeing refers to the ability to form and **maintain meaningful relationships** with others and ability to manage and **adapt to social situations**.



54




Students discuss meaningful relationships using the sentence frames. (2 mins)

- One person who I have maintained a meaningful relationship with is...
- _____ has been helpful for my social health because he/she has _____.


55

Examples include:

- Supportive and **protective** social network of friends
- Supportive and well-functioning family
- Ability to manage or adapt appropriately to different social situations
- Effective communication with others



56



True or false?
Teach the response routine.

Having friends who care about you is important for your health and wellbeing.

Being part of a sports team could improve both your physical and social health.

57

True or false?

Teach the response routine.

Having friends who care about you is important for your health and wellbeing.

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58

True or false?

Teach the response routine.

Having friends who care about you is important for your health and wellbeing.

Being part of a sports team could improve both your physical and social health.

59

Emotional health and wellbeing

Emotional health and wellbeing refers to the ability to **express feelings** in a positive way.

Having a high level of **resilience** (ability to "bounce back")

Express, adapt and manage emotions

60

Describe a time when you showed resilience.

We show **resilience** when we "bounce back" from a set back in life.

61




Summarise each dimension with your partner.
Write them down.

So far we have learned about 3 different dimensions of health and wellbeing.



Ph_____ health



S_____ health



E_____ health

62

Mental health and wellbeing

Mental health and wellbeing is the current state of the mind or brain. It also relates to the ability to **think and process information**.

Examples of good mental health include:

- Low levels of stress and anxiety
- Positive **self-esteem**
- High confidence
- Positive thought patterns (optimistic)




63

True or false?
Teach the response routine.

If you have good mental health, you could say you are in "equilibrium".

64

True or false?
Teach the response routine.



If you have good mental health, you could say you are in "equilibrium".

65




66

Conceptualise planning as a scaffold for great teaching.

Work on shared all-student checks for understanding.

Develop strong models of excellence.

 Bronwyn Ryrie Jones

67

Thank you!


contact@bronwynryriejones.com

 Bronwyn Ryrie Jones



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