**ETL121: Productive Learning in Diverse Classrooms:**

**3: Meeting Student Needs**

**Using the 3-phase model: See p 4-5 of McDonald:**

1: Prevention (reflection and management plan)

2: Prevention (lesson design)

3: Correction (or intervention)

**PHASE ONE: Reflection**

**Children misbehave when their needs are not met.**

What do you think about this statement?

**See p7-11: The Circle of Courage (the courage to grow) Needs:** What does each of these needs mean?

* What does helping a student develop each area look like in your classroom?
* In DoL Dim 1 (attitudes and perceptions towards classroom climate and classroom tasks), which of the needs are directly addressed with strategies?

**Belonging**

**Achievement/Mastery**

**Independence**

**Generosity**

**Case-studies: in pairs: pick a case-study and identify the need that needs development**



**EFFECTIVE TECHNIQUES:**

* Complete the reflection task on p 16-17
* Practice Activity: p 21: C2S: The CUE TO START

**Making Students Feel they Belong**

* What did you learn last term from Dim 1 about strategies to connect with students?
* Look at p41-44. Use the first step of SQ3R to locate the 6 strategies for connecting. What are they?

**Disconnected Students**

Complete the activity on p50

**HOMEWORK TASK OVER THE PAGE**

**HOMEWORK TASK 1: Observing Classroom Management and Learning Review**

In the rest of this week before next lecture, negotiate a time (min of 20minutes, pref a whole lesson) with your mentor when you can use the ‘Observing Classroom Management’ template to formally observe the management procedures the mentor uses in the classroom.

1. During the lesson you observe, write your observation notes either on the template itself (then stick it into your Reflective Journal) or use the template headings and write directly into your Journal.
2. Discuss your observations with your Mentor and write notes about what they say.
3. Write a reflect ion on what you observed and what the Mentor said: remember the two key questions to help you reflect:

* Why . . . did the student(s) behave or respond to teacher behaviour that way
* Why . . . did the teacher behave or respond to student behaviour that way
* What if . . . the teacher had done something differently?

Then link your reflections to the our work today on

1. **the 3-phase approach** (management plan, lesson design, correction): of the student-teacher interactions you noted, which phase of the model did each come from?
2. **4 student needs** and the circle of courage (which need: belonging, achievement, independence, generosity did the interaction address, either in the teacher’s response to misbehaviour, preventative practice or the student’s behaviour?) Use the case-studies on pp 10-12 to help remind you.
3. **C2S:** what cues to start did the teacher use? Which were most effective?
4. **Connecting with students**: what techniques did the teacher use to connect with students?
5. **Disconnected students**: what negative labels could you attach to a disconnected student? What positive ones? Which need was most unmet for them?