



Teaching with a Feather addresses six parent concerns

The teacher said, ...

Parental Concern	Suggested TWAF Strategies to Implement	Outcomes to Expect
<i>'My child doesn't contribute during discussion time and is too quiet in class.'</i>	<ul style="list-style-type: none">• Begin using Questions for Questions. Persist with the strategy every day, all day. Every student will benefit.• Introduce Hands Down Wins. Remember, you must dedicate your self to using the strategy. Use it consistently every day and at every discussion time.• Partner Groups. Use during all curriculum areas• Out the Door Assessment	<p>Questions for Questions places responsibilities on the students to think, make decisions, provide responses, voice their ideas, share opinions and answers. The child who is 'too quiet' is given many opportunities throughout the day to respond.</p> <p>Immediate behaviour changes and participation Students who rarely contribute now have a system in place that will give them a 'voice'.</p> <p>Working with new partners encourages students to express their ideas, share their knowledge and provide opinions.</p> <p>Provides opportunities for every child to speak, provide ideas, knowledge and opinions at the end of a lesson.</p>
<i>'My child is easily distracted.'</i>	<p>Introduce</p> <ul style="list-style-type: none">• Learning and Life Tips• Optimal Learning Spots• Optimal Work Environments	<p>Immediate change in thinking and behaviour.</p> <p>Allowing students to choose their own seating provides them with feelings of control and power.</p>

	<ul style="list-style-type: none"> • What's stopping you from working? • Writing Notes • Write Don't Tell 	You can 'challenge their thinking' if they are not working in their chosen spot.
<i>'My child is too talkative.'</i>	<p>Introduce</p> <ul style="list-style-type: none"> • Learning and Life Tips • Optimal Learning Spots • Optimal Work Environments • Hands Down Wins • Partner Groups 	Use opportunities to make the most of the 'communicators' in your classroom. Students who like to talk make terrific work partners,
<i>'My child is having difficulty making friends and is not mixing with others.'</i>	<p>Use</p> <ul style="list-style-type: none"> • Partner Groups – Solo, Pair, Group <p>Provide opportunities several times a week for students to work with partners. It's not enough to say to your students, 'Find a partner.' Often the same students pair off and never have the opportunity to work with different classmates. You may have students who stand back and find it difficult to approach someone to pair up with or may wait for you to pair them up.</p>	<p>Partner Groups</p> <p>Set students up with new people to work with, share their knowledge and open their eyes to the opportunity for making new friends.</p>
<i>'My child calls out all the time.'</i>	<p>Introduce</p> <ul style="list-style-type: none"> • Hands Down Wins 	<p>Immediate behaviour changes and participation</p> <p>Students who rarely contribute now have a system in place that will give them a 'voice'.</p>

<p><i>My child annoys others when they are working.'</i></p>	<ul style="list-style-type: none"> • Learning and Life Tips • Introduce Optimal Learning Spots • Optimal Work Environments. • What's stopping you from working? 	<p>Immediate change in thinking and behaviour. Allowing students to choose their own seating and move if they are being annoyed gives them a feeling of control and power. Students doing the annoying have a new way of thinking and caring for themselves and others.</p>
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Message:

The strategies listed above will make a difference to both you and your student's day. Persist and embed the techniques into your daily routines and observe your student's reactions.

If you have any questions or need clarification regarding any of the Teaching with a Feather strategies I am always happy to assist.

Email me at robyn@teachingfeather.com

Kind Regards

Robyn