# The changing role of the teacher

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# Elements of teaching behaviour

Content

Listening
Feedback

Organisation

Social/Emotional
behaviour

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# Content, examples

| 1. Elaborate content: | 2. Questions to focus: |
|---|---|
| The 3-Tier model is an interesting puzzle, don't you think? The video fragments nicely illustrate the different approaches in Tier 1. You can also clearly see the effects on the engagement of the whole group. In this phase of beginning reading all students need instruction in order to learn to read (Armbruster, Lehr, & Osborn, 2003; Boushey & Moser, 2006). | The educational needs of Eliza are clearly more complex than Björns' educational needs. Who wants to start off an expanded description?

It is interesting to find out whether good practices can be translated to structural policies.
Which possibilities do you see? |

# Listening and feedback, examples

**3. Neutral acknowledgement:**

'X [name of student] asserts that opinion formation is a necessary element of an anticipation guide according to the authors.'

**5. Discrepancy feedback:**

Hi X, in the attachment you will find my feedback on your video. [...]. I am convinced that you can use the feedback on the intervention to enhance the effectiveness of your session. Keep constantly in mind what your target is: letter-sound knowledge and sounding out simple words. Choose activities that maximise the time on these tasks.

**4. Specific praise:**

X [name of student], that is a good idea as you will gain effectiveness through this small adjustment'

Hello all, Your reactions to my post 'burning questions' are magnificent. My question led you to explain several views and to examine student engagement. In combination with your lesson plans, it becomes clear to me that you are developing concepts of integrated language teaching.

# Organisation, examples

**6. Addresses group:**

'Hallo all'
'Hello [all names]
'Dear group'

**7. Organising the discussion:**

Starting (and monitoring) 'Nice start of the discussion, I am looking forward to the contributions of X and Y [names of students].'

Monitoring:
'When I count your contributions to the discussion, I see that X needs to post the third message in this discussion. X, can you answer these questions?'

**8. Organisational and technological support:**

Hi X, of course, you may contribute one last message to this discussion. And the others may do so too so you can reflect on each others' messages.'

Hi all, I see that you have not yet opened a collaborative TitanPad. I will help you with that so that you can collect information from discussions and feedback in the TitanPad and find support in the literature.'

# Social/Emotional behaviour, examples

**9. Non-specific praise:**

'A nice discussion; keep up the good work.'

**10. Social behaviour:**

'So good to read that you collaborate in such a structured way. You stick to the assignment and you summarise along the way. My compliments to you all!'

**11. Expression of online personality:**

'It makes me really happy to read all your statements about the importance of reading motivation for all children, Elsa included!'