

Ron Piper Master Practitioner: Modelling Visit Summary Sheet

| Behavioural Patterns | Modelling Subject |
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| Physiology | Upright body Expansive arm movements Open palms and splayed fingers Consistently tilts chin slightly upwards to receive feedback Very mobile in the left hand side of the classroom |
| Gestures | Sustained use of hands to explain and to give visual shape to ideas – hands work in unison slightly in front of the chest Uses hands to reconcile conflicting points: brings hands together and folds into chest to complete explanations Chopping actions to demarcate points Consistently folds hands into chest to bring a point to a close Consistently uses Socratic pose to receive feedback and process students' thinking Often uses Socratic pose to give instructions |
| Eye Accessing Cues | Sustained V ^{ic} when receiving student feedback Sustained V ^{ir} when giving instructions |
| Predicates | Strongly visual: sustained invitations to students to <i>See how ...</i> and to <i>Look at how ...</i> |
| Meta-model | Focused on recovering what students miss out of their answers Sustained use of the subjunctive tense to elicit what is presumed on the part of the student |
| Cognitive Patterns | |
| Strategy | Explains objectives – checks for understanding – introduces topic – invites feedback – checks for understanding – initiates activity – invites feedback – checks for understanding – initiates activity – invites feedback – checks for understanding Follows a TOTE built around exposition – feedback – checking – moving on The checking for understanding and engagement is kinaesthetically referenced: there is a strong congruence signal |
| Critical Submodalities | Sustained use of visual language whilst in explanatory mode Defaults to kinaesthetic language to consolidate points: <i>You have touched on the nerve of what this is about ...</i> and <i>So, these are the sorts of feelings that these images make us feel ...</i> |
| Criteria and Beliefs | Criteria for success: Feeling satisfied that learning has taken place; the challenge of enabling students to understand has been met; the purpose of being a teacher has been met. Strongly kinaesthetically referenced. A consistently recognised congruence/success signal Beliefs: sparking a thought which students can pursue; bringing about a sense of wonder and curiosity; getting students to think about how things are; getting students to be intrigued and wanting to have a go to find out more |
| Metaprograms | Strongly Towards: describes to students what they will be able to do if they achieve the lesson objectives; receives feedback and asks students what are they able to do with that thought or realisation Classroom management is Towards focused: <i>We can make our time count for more and learn more if we don't chatter ...</i> |

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| | <p>Strongly Externally reference: looks for student feedback to build the lesson</p> <p>Strongly towards mismatch and difference: a lot of the questioning focused on asking students <i>What difference would it make ...</i> and <i>How is this different from ...</i></p> |
| Macro Modelling | |
| Logical Levels | <p>Environment: Does not have to be in a classroom: any large space will do</p> <p>Behaviour: Has to be animated and interacting with students; speaking with students is important</p> <p>Skills: Speaking in a respectful manner; fluent conversation; listening and engaging with students</p> <p>Beliefs: It's important to foster ability to think and not to just accept things. It's important to be part of something and to be an active participant. <i>In the classroom I believe I am just thinking out loud and being challenged by the students</i></p> <p>Identity: An older version of the students; a student who is 15 years older; a student who has the benefit of being with other students</p> <p>Mission: To show that learning is a lifelong human activity; to provide students with the mindset to ponder and to wonder; to inspire students to wonder, to think and to change. <i>My purpose is to learn with and alongside others and to take people with me on my learning journey.</i></p> |
| Time Frames | Segmented time blocks, each with a specific function and purpose |
| Perceptual Positions | <p>Strongly in meta position and responding to congruence signal</p> <p>The clear identity as a learner puts her in second position too: she is learning, she is showing the same learning behaviours as the students. A rapportful opportunity?</p> |
| Additional Information | <p>Always gives instructions, receives feedback and explains from a specific place (to the side of the teacher's desk) in the classroom. When the teacher was made aware of this it was suggested that she gives instructions and received feedback from a different part of the room to see what happened. She did this and felt distinctly 'out of control'.</p> <p>Notable use of Milton-type language: <i>As you are jotting down ...</i> and <i>As students of English you may want to ...</i> Most often used when getting students started on an activity</p> <p>Notable use of <i>So</i> (together with arms folded into the chest) to draw discussion together and to make some sort of summative point</p> |