

“But before you do that...”

Building a Learning Community That Fosters Success for Learners

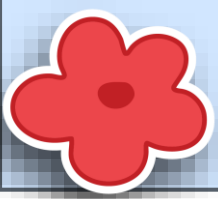
Date: May 14, 2025

Time 3:30-4:30

Presenters:

Jacquie Anderson





Why this series?

1. We know that **strong Tier 1 instruction** is essential for literacy success for our learners.
2. We know that our classrooms have **high levels of diversity and complexity**.
3. We want to include a **variety of instructional contexts and routines** to meet the variety of needs in our classroom.
4. We want **students to be engaged** and able to function responsibly and independently in a variety of learning contexts.



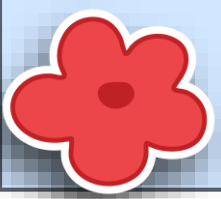
Morning Meeting

Everyone in the classroom gathers for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components:

- greeting
- sharing
- group activity
- morning message



Responsiveclassroom.org



Today's learning objectives

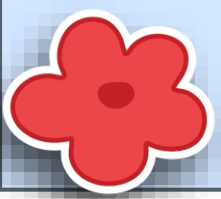
Hello friends,

Today we are going to learn about the teacher language we use to build strong classroom community.

I'm so pleased to be here with you all and I'm looking forward to learning with you!

Jacque





Foundation premise



Every child has the
need for

Belonging
SIGNIFICANCE
& FUN



www.popey.ca

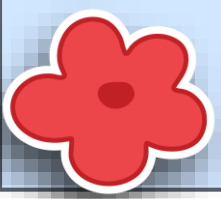


@popeybc



@POPEYBC

POPEY 



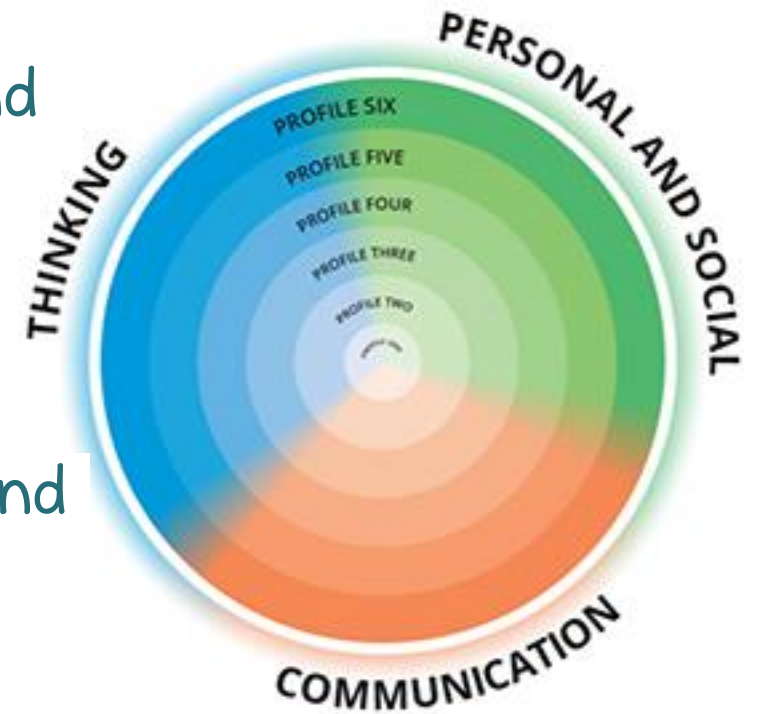
RC Core Belief

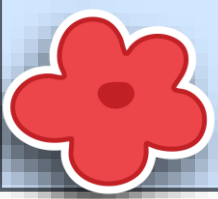
In order to be successful in and out of school, students need to learn a set of **social and emotional competencies**—

cooperation, assertiveness, responsibility, empathy, and self-control

and a set of **academic competencies**—

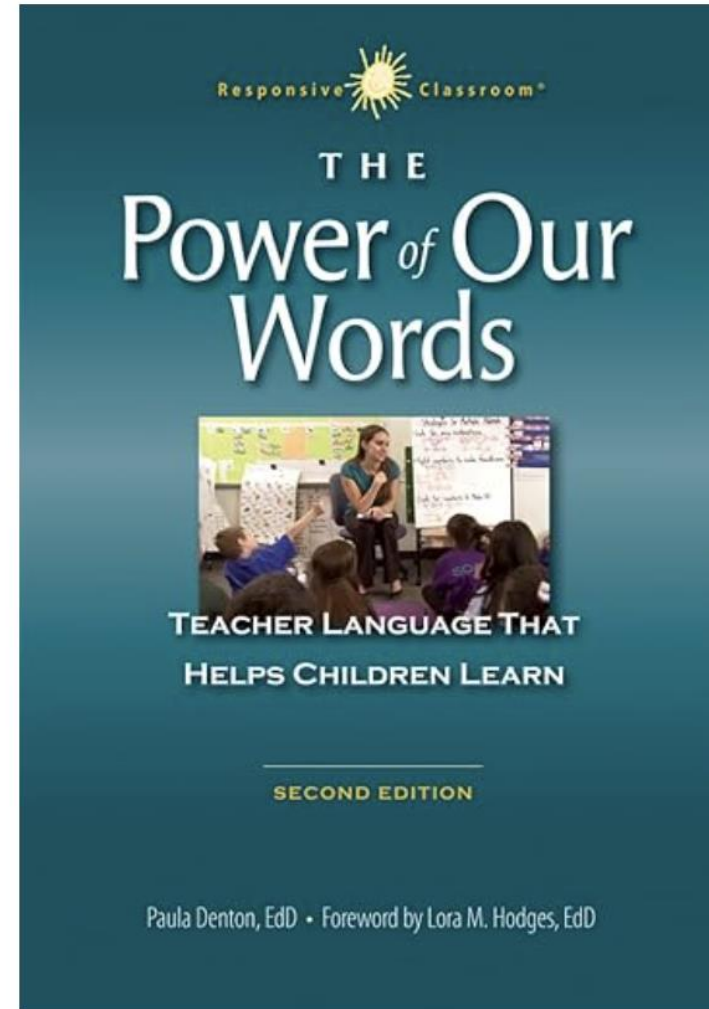
academic mindset, perseverance, learning strategies, and academic behaviors.

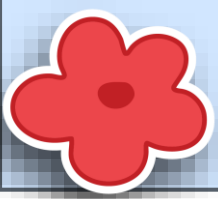




Responsive Classroom Practices

- Morning meeting
- Interactive modeling
- Guided discovery
- Teacher language
- Interactive learning structures
- Positive Discipline



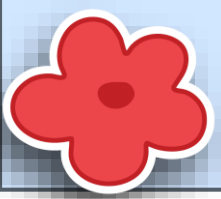


Responsive Classroom Practices

Teacher Language

- Envisioning
- Reinforcing
- Reminding

- ✓ Be direct and genuine
- ✓ Convey faith in children's abilities
- ✓ Focus on action
- ✓ Keep it brief
- ✓ Know when to be silent



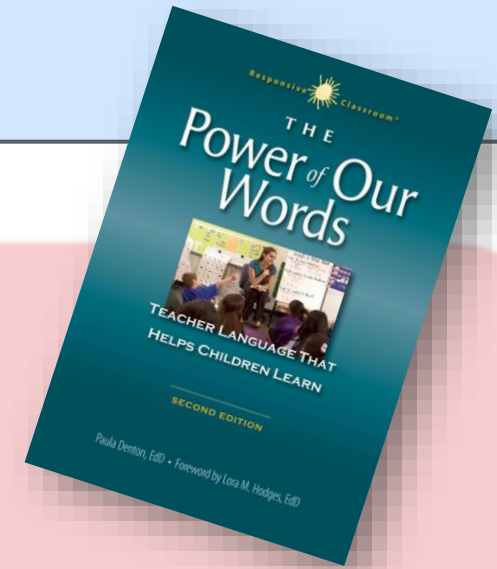
Teacher Language

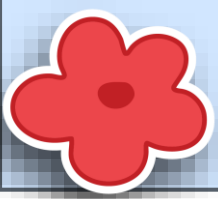
Envisioning:

- ✓ Key foundation for setting goals and classroom rules
 - purpose
 - Connect with their interests as learners
- ✓ “See themselves as achievers”:
refer to identity criteria and behaviours

Examples:

- *I hope that...*
- *Imagine that you...*
- *What needs to happen so that everyone can...*
- *You're going to...(name the activity). How can you do that successfully?*
- *Think about what you would be doing if you were a professional...*





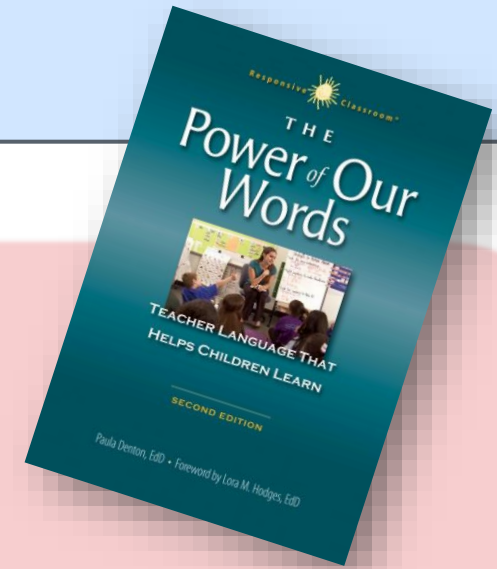
Teacher Language

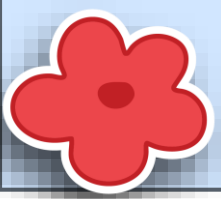
Envisioning (con't):

- ✓ “Build belief and positive identities”: you are readers, writers, scientists, artists, athletes.... *tie into actions, not praise*
- ✓ Use of metaphors: stories (characters, schemes), learner traits, class (team) “name”

Examples:

- *I hope that...*
- *Imagine that you...*
- *What needs to happen so that everyone can...*
- *You're going to...(name the activity). How can you do that successfully?*
- *Think about what you would be doing if you were a professional...*





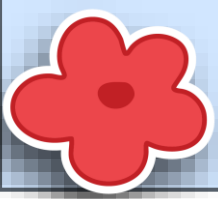
Teacher Language

Think about classroom routines: how can we get them invested?

- ✓ Explain why routines matter: encourage reflection--"why is it important to...?", "how does (this) help our class?"
- ✓ connect to a positive classroom environment

- ✓ Set clear expectations: teach how to support each other and celebrate acts of kindness

- ✓ "sharing responsibility with students"—a shared effort



Reinforcing: *building on strengths*

✓ Noticing what they do well:

–see and name

–acknowledging positive qualities

✓ Name concrete and specific behaviours

✓ Point out approximations towards mastery

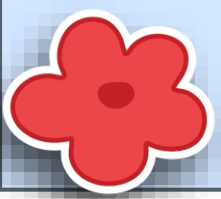
Examples

Individuals:

- *You're remembering to raise your hand today. That really helped our discussion include lots of ideas from others.*
- *I noticed you tried on your own first today. That helps your thinking get stronger.*

Group:

- *I noticed lots of careful listening and pausing to think before talking.*
- *What else helped this go better today?*



Reinforcing: *building on strengths*

- ✓ Questions to extend thinking
- ✓ Positive feedback based in action instead of comparing or competing

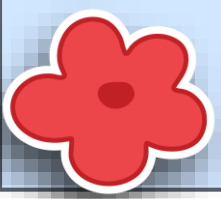
Examples

Individuals:

- *What are some other ways you could test that idea?*
- *What did you like about your writing today?*
- *What might you do differently next time?*

Group:

- *What do you notice about this (tool/material)? What could we learn from it? How could it be useful?*
- *How does this compare to what we discussed yesterday?*



Teacher Language

Reminding:

- ✓ Based on clearly established expectations: *tie into the rules*
- ✓ Communicates trust in student's good intentions
- ✓ Briefly stated: the fewer words the better

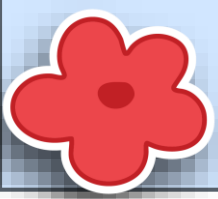
Examples

(before)

- *Think about how you will help each other put the sports equipment away*
- *How will we look after the books?*

(during)

- *What's the next step in this work?*
- *Show me a safe way to do that.*



Teacher Language

Reminding:

- ✓ May be a question or a statement: *show me how you should be doing this*
- ✓ May be proactive or reactive:
anticipatory, or “in the moment” **before**
behaviour gets off track
- ✓ Used when teacher and child are calm

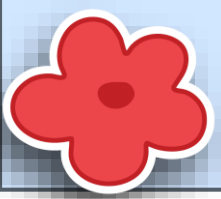
Examples

(before)

- *What did we decide about choosing just-right books?*

(during)

- *What might you begin to do now to be ready for clean up?*
- *I'll begin when everyone is ready.*



Interactive Modeling

PHASE 1: teacher only

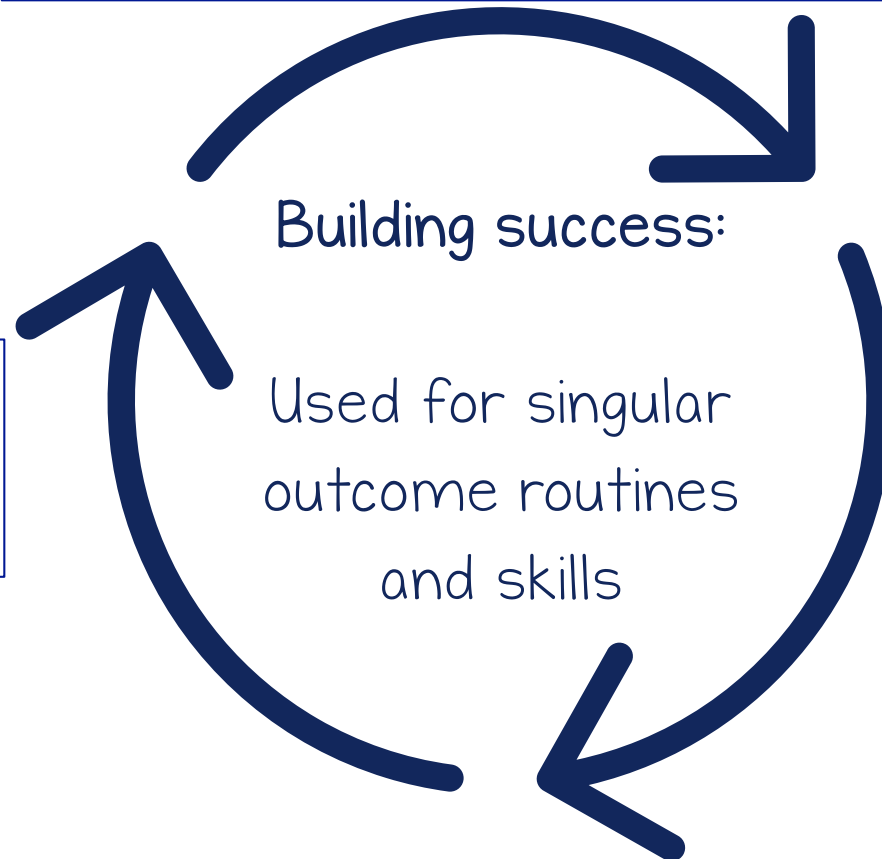
Say what you will model and why;
Model the behaviour

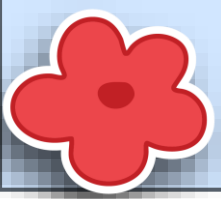
PHASE 3 whole class

Practice and feedback

PHASE 2: student engagement

What did you notice?
Ask student(s) to model; what
did you notice?





Guided Discovery

PHASE 1: introduction and naming

Connect to class goals, generate ideas



PHASE 3 sharing and reflection

Whole class

PHASE 2: Noticing and exploring

Student modeling and practice



www.popey.ca

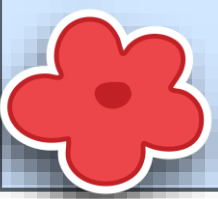


@popeybc



@POPEYBC

POPEY 



Resources

Online resources

- [Responsive Classroom](#)
- [Guided Discovery](#)
- [Interactive Modeling](#)

Videos

- [Teacher Language: Transitions](#)
- [Interactive Modeling: choosing a partner](#)
- [Guided Discovery: dictionaries](#)

Books

- The Morning Meeting Book–Roxann Kriete
- The Power of Our Words–Paula Denton

Articles:

[Everyday Rules That Work](#)

[Reteaching Routines](#)

[Go Slow to Go Fast](#)

[The Terrific Tens](#)

[The Phenomenal Fives](#)

[The Feisty 5 1/2 Year Old](#)

[The Sensational Six–Year–Old](#)

[The Seeing Seven–Year–Old](#)

[The Energized Eight–Year Old](#)

[The Notable Nine–year–Olds](#)



www.popey.ca

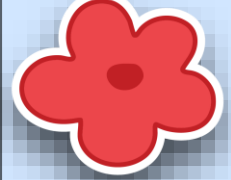


[@popeybc](https://www.instagram.com/popeybc)



[@POPEYBC](https://twitter.com/POPEYBC)

POPEY



Provincial Outreach Program for the Early Years



Thank you from the POPEY team!



www.popey.ca



@popeybc



@POPEYBC

POPEY 