

HELPING A CHILD MANAGE RISK

learning how to make decisions

learning how to trust his own judgement

learning how to take responsibility for his own actions

learning how to take the initiative

learning how to weigh the odds – what is and is not likely

learning how to be resilient

learning how to be persistent

What opportunities are there in the Reading Recovery lesson to ?

What risks do we need to be prepared to take as teachers?

- To open our practice to close scrutiny
- To accept we need to change
- To make a leap to a new level of challenge because we feel the child is capable of more
- To make an off-the-wall book choice to suit this child's interests or language
- To introduce less predictable texts to force the child to attend to visual information
- To 'make a short detour' from the usual shape of the lesson for a particular purpose
- To stray from the procedures in order to try something completely different
- To finish the lesson series and let the child go, trusting him to be able to survive in the classroom
- Not to take the easy way out and refer this child but to search for a different way to teach him

Julia Douëttil July 2016

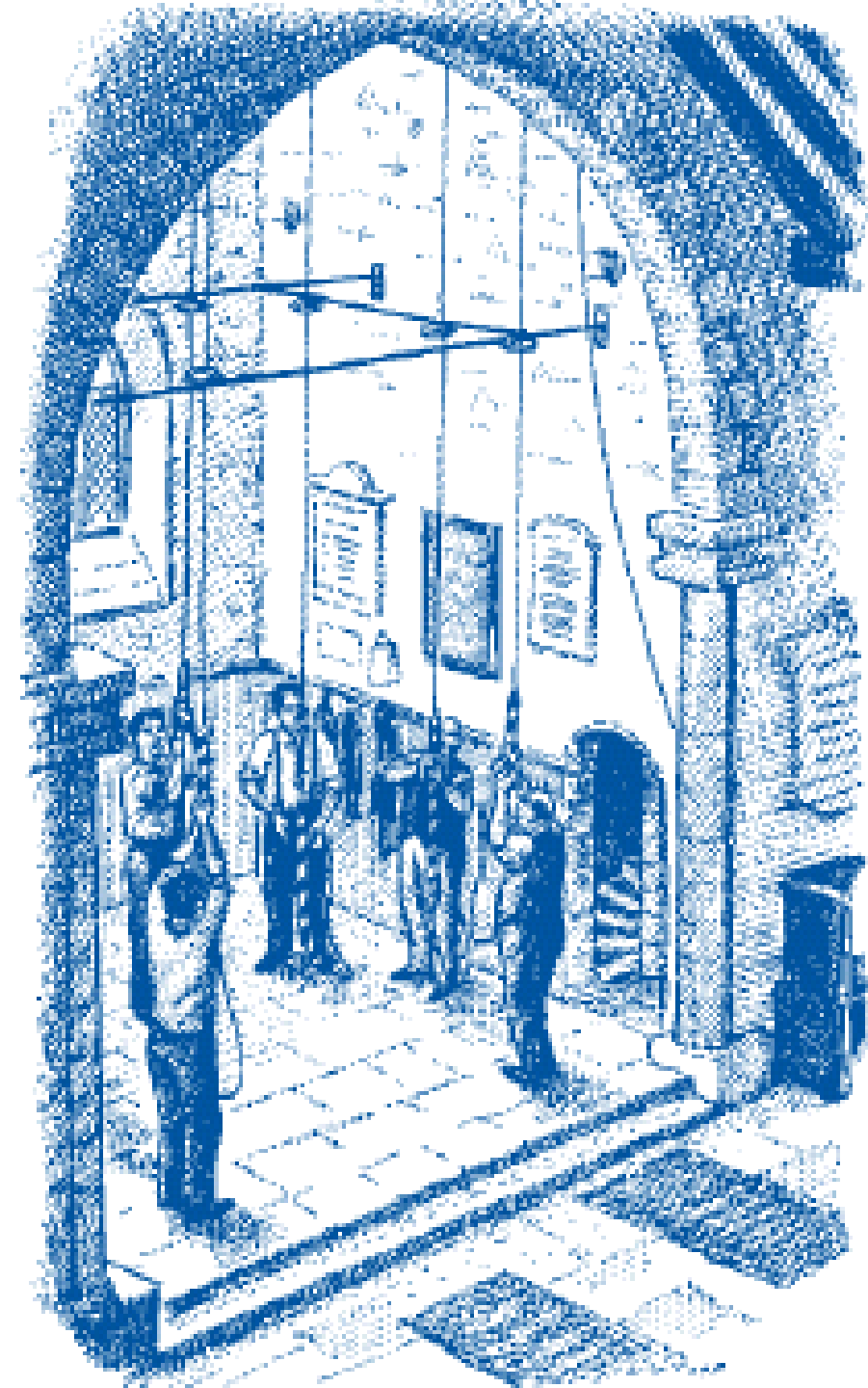
We need to ask ourselves

- Do I have a good reason for taking this risk, a moral purpose, a clear sense of what I am trying to achieve? How could the child benefit?
We can't take risks for the sake of it, or because we love trying anything new, or because my friend tried this with one of her children and said it was brilliant.
- Do I have good reason to believe that this will help to achieve that goal? Do my observation, my theory and my research together suggest this might be a way forward?
We can't gamble or randomly experiment on children.
- Have I weighed up the possible gain against possible loss in this instance, for this child, at this point in his learning?
Have I checked the possible down sides of the risk?
- Have I built sufficient trust for the child to be able to take the leap with me?
- Have I thought it through? Have I worked out how I will achieve this?
Am I providing a supportive context for this new way of thinking or acting?
Have I thought through prompts I can use to help him know what he needs to do?
Have I checked it out with a colleague?
- Have I prepared? Done everything I can to try to ensure this will work out well?
Warned the child that this will be different?
checked the books I intent to use for unforeseen traps,
thought about what different levels of support he might need if it goes this way or that?
- How will I know if it is working, if the risk has paid off, or I need to rethink it?
- What might I need to do if I have misjudged it?

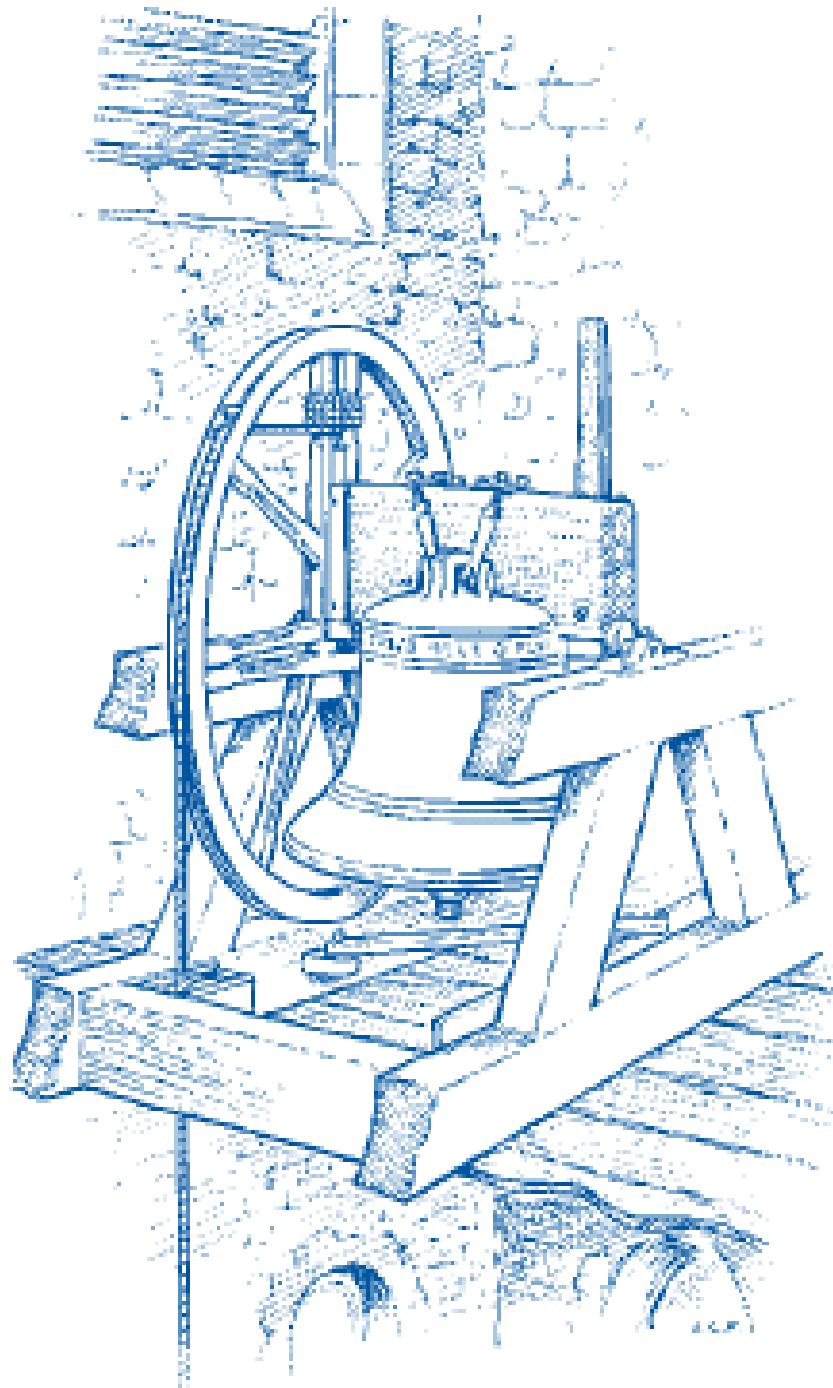
RINGING RECOVERY

Becoming a teacher
in a complex process.

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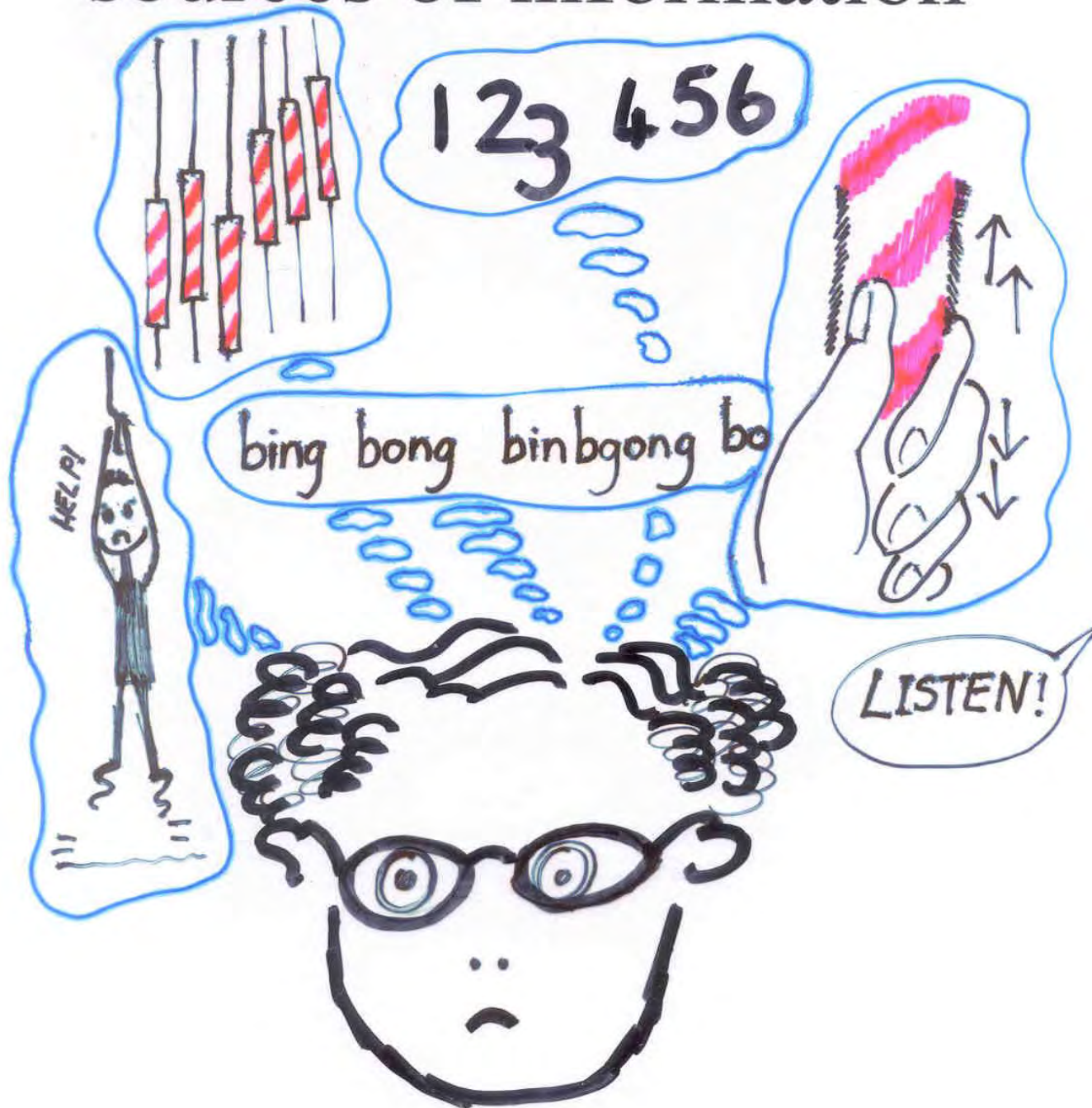


**What does it feel like
to embark upon
something which you
anticipate will be
simple, and which
everyone else seems
to find easy, only to
discover that it is
very complex
indeed?**



The bell is attached to a wheel on a frame. Once it has been ‘rung up’ it can be made to chime more quickly or more slowly with each swing, and can be stopped or started at will.

sources of information



**There was
plenty of
information,
but it didn't
feel at all
helpful !**

Problems with information

- 1. Some is new, tentatively grasped and easily lost.**
- 2. Some is familiar, but used in an unfamiliar way.**
- 3. There is a lot to manage all at once.**

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Feedback....

...and the interfering teacher

1 2 3

2 1 3

2 3 1

3 2 1

3 1 2

1 3 2

1 2 3

1 2 3 4

2 1 4 3

2 4 1 3

4 2 3 1

4 3 2 1

3 4 1 2

3 1 4 2

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2 4 1 5 3

4 2 5 1 3

4 5 2 3 1

5 4 3 2 1

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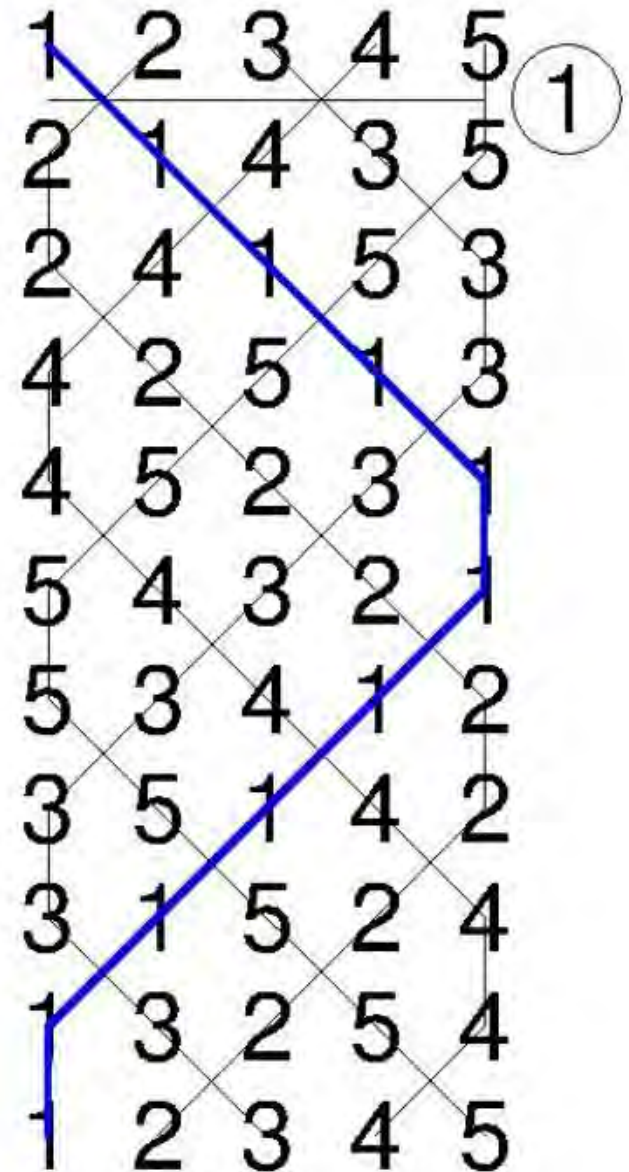
3 5 1 4 2

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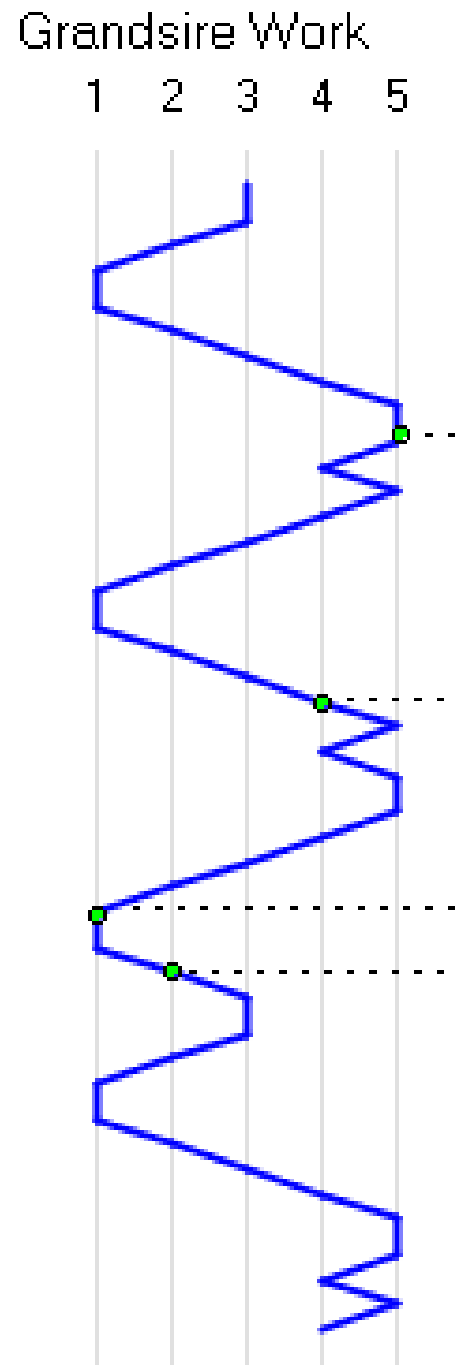
1 3 2 5 4

1 2 3 4 5

The blue line
in Plain Hunt



The blue line in Grandsire Doubles



The telling teacher....

...and overload

**There is a cost for every
teaching point we make**

How many of our teaching points...

... become learning points?

Modelling....

...and the incomprehensible teacher

Scaffolding....

...and the listening teacher

The teacher needs to make it easy for the learner to do whatever s/he needs to do, perhaps by filling in the gaps, or by guiding the attention, in a way that keeps the whole process together whilst the child works with it.

Linking theory and practice



- **I must know that I need to do something**
- **I must know *how* to do it**
- **I must *remember* that I need to do it in the heat of the moment**
- **I must remember *how* to do it in the heat of the moment**
- **I must be able to integrate it with the other things I have to do.**

Ropesight:

Fast visual discrimination...

...versus memorisation



The big picture

- Suddenly there was more information to work with.
- I wasn't the only one getting it wrong!

Familiar ringing:

...the opportunity to revisit new learning,
performing with success in a familiar
context.