



This thought leadership focus is about **REFLECTING** on what we do, the skills we use, more skills we use but don't recognise and how we can do this with our students by focusing on a theme and simply recognising all the <u>little</u> skills a student uses. As adults we inherently use a wide range of tasks, often without even realising!

	Speak with another person?		Read a short piece of text or a headline
	Speak with 2+ people in a group?		Read a visual?
	Ask any questions?		Read an email?
	Use a hand gesture?		Read a notice or newsletter?
	Give feedback in a conversation?		Write a note to yourself?
	Read someone else's body language?		Think about time or money?
	Listen to someone?		Type/write anything?
	Move around while thinking?		Use numbers in an everyday setting?
	Sit in a quiet space to think?		Help someone with words?
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HINK	ple and engaging enough that we can add or about the situations YOU were in when (what was it to do with planning? Was it about a student? Was it to do with money?	at context	nd more) is often about keeping a them y skills into tasks without students reali t) you were using the skills above: Was it about a course? Was it personal or family related? Was it to do with something social?

When SLR designs material we often have a big masterplan in our minds of what a theme could be about and how we can break it down into manageable and meaningful chunks to engage learners. We then break the chunks down into a sequence of tasks that embed selected and short literacy, numeracy, thinking, social and life skills to reflect the skills and knowledge we want students to work on.

As educators, we want to focus on engaging tasks and practising the skills, rather than confusing them with complex instructions or words. Once we have some engagement, we can then weave in other layers of skills, or link ideas together within themes. For example, if we want to focus on using numbers it could be any topics to do with currency, shopping, budgeting, measuring, cooking, timing, calendars, money, weight/volume, building etc. and it becomes about the simple tasks within that theme that build up to

create a bigger picture. Within a numbers theme like "TIME FOR A DATE" or "IT'S ALL ABOUT THE MONEY, some tasks will also weave in literacy, thinking, social and communication skills! The reality is we don't come across many students who use the word "numeracy" or "literacy" when they talk to each other, but they do make plans, need to understand time and routines, use money and buy things!!



3. So now instead of thinking about every day skills like in 1 + 2 that involved basic literacy and numeracy skills, **THINK** back over the last week when you may have used some of the following high level skills in many small everyday settings or maybe in some larger ways. Did you: -

☐ Make a financial decision?	☐ Present information?
☐ Make a social decision?	□ Plan a task?
☐ Consider different options?	☐ Manage time?
☐ Discuss a problem?	☐ Visualise something?
☐ Find a solution?	☐ Show respect to someone?
☐ Order items?	☐ Show respect to an item?
☐ Order events?	☐ Show care towards someone or something?
☐ Organise material or resources?	☐ Show some leadership?
☐ Manage yourself?	☐ Work with another person?
☐ Manage others?	☐ Use simple negotiation?
☐ Research for information?	☐ De-escalate a disagreement?

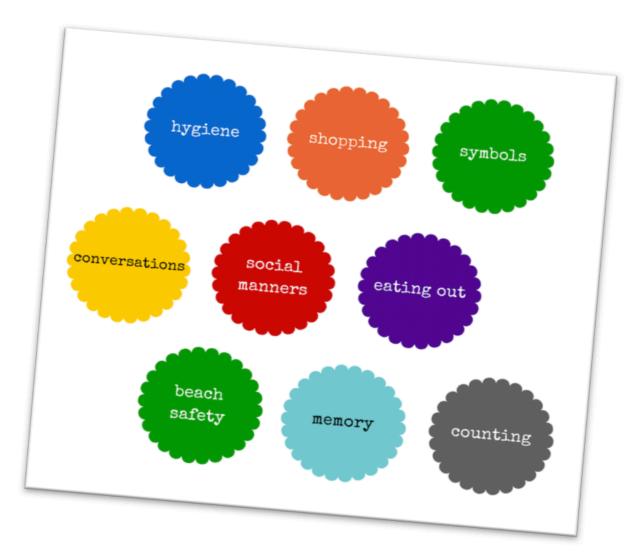
Isn't it amazing how many skills we can use within an hour, a day, a week or a term? We embed skills and knowledge into our everyday actions, and we can also embed many skills within our material to students.

Sometimes the most rewarding part of a topic for you and the most positive experience for a student may be the time they may have to talk, to build a relationship with you, explore an idea, do something they thought they couldn't or just to complete short tasks using skills they already have mastered.

When you think a student isn't quite grasping the main points in your lesson, or that they are falling behind their peers, slow down a little and remind yourself of the many skills they ARE showing in your lessons and the social cues and modelling they may be picking up by just being there.

- 4. Really **LOOK** at your next topic that is coming up (or the topic you just used) and **THINK** about:
 - 1. What theme could this fall under ... what is the bigger picture for a student?
 - 2. What big skills will be covered in the topic?
 - 3. What smaller skills are also woven in?
 - 4. Is it offering a range of spoken interactions?
 - 5. Is it offering some different ways to write/communicate (or have ideas written FOR a student)
 - 6. Are there some small snippets to read and process?
 - 7. Is there a chance for some embedded numeracy skills (numbers, measurements, statistics, time, location, angles, temperature, conversions etc.)?
 - 8. Is there a chance to be creative, to think, to move around, to use visuals?
 - 9. Is there a chance for social cues and modelling to be used?
 - 10. Can the topic be linked to other topics to embed more skills and reinforce knowledge?

Thanks for TAKING 5 MINS to just stop, think and appreciate how much we can embed into the learning we help deliver and the knowledge we help build ... by simply embedding skills!



Note: Thoughts in this series are based on Supporting Learning (SLR) experiences with over 500 NZ schools and schools worldwide, as well as research used for articles, presentations and study and while SLR examples are used in this Take 5mins, there are many other valid options that will suit your students.