

SELF-REFLECTION

What level do you think you reached today?

Level 5

Empathetic Learner

- self-responsibility and caring
- cares about others
- helps others
- sensitive to the needs of others



Level 4

Independent Learner

- self-responsibility
- works independently
- self-motivated
- positive attitude

Level 3

Guided Learner

- involved only when the teacher is watching
- frequently off task
- needs prompting
- needs frequent reminders



Level 2

Assisted Learner

- Under control
- not involved
- not participating
- not prepared
- non productive

Level 1

Isolated Learner

- present but not involved
- uses put-downs
- irresponsible
- disruptive



adapted from Hellison's model of personal & social responsibility

Self-management framework to help students take ownership of their learning

This infographic is adapted from Hellison's levels of personal and social responsibility. I use this when I need to get a class to settle. It was my go-to when I was teaching in multiple different Year 8 classes, but it works for quite young learners also.

At the start of the teaching block, discuss the infographic and let students know that they will be asked to rate themselves at the end of the teaching block, so there are no surprises. Give a pep talk about being responsible for your own learning and my role is to awahi (help/support) you with that. Talk about how sometimes there is the opportunity to operate at level 5, and sometimes only level 4 is possible, depending on the learning activities.

- At the end of the teaching block ask them to give you a thumbs up if they think they were at **levels 4 or 5**. If you agree, let those students go to break straight away. If you don't agree, tell them to wait.
- Then ask who was at **level 3** and let those students go to break (it only takes about a 30 second delay between letting levels 4-5 go and letting level 3 go to make everyone want to be at level 4-5 next time).
- Then ask who thinks they were at **level 2**. Tell those students that you want to help them move up a level for the next teaching block and ask them to think about what they need to do and also what you can do to help them and come and tell you so you can work together on it. This slightly delays them going out to break (it only takes a minute or two for this to have impact) and forces them to come up with a plan that they have ownership of.
- Any students operating at **level 1** likely need whānau or SLT support in their plan.
- If a student's self-reflection and yours don't align, stick to the facts. Ask them to give examples (and you can do the same if negative interactions need to be stated).

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