ATTACHMENTS FOR CONNECTIVE INSTRUCTION

FURTHER READING AND RESOURCES
(for information and ordering, visit www.lifelongachievement.com)

Research Reference

Practitioner Reading

Parent and Practitioner Reading
## Attachment A

### Students' Relationship with the Teacher (‘the Singer’)


<table>
<thead>
<tr>
<th></th>
<th>STRENGTH</th>
<th>NOT APPLICABLE/RELEVANT/IMPORTANT</th>
<th>COULD DO BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“I do this well and it is a part of my regular practice”</td>
<td>“I don’t do this very much or very well”</td>
<td></td>
</tr>
</tbody>
</table>

**TICK ONE (✓)**

1. I make an effort to listen to my students’ views
2. A good teacher-student relationship is one of my priorities
3. I give my students input into things & decisions that affect them
4. I enjoy working with young people
5. Where appropriate I try to have a sense of humor with my students
6. I get to know my students
7. I explain the reasons for rules that are made and enforced
8. I show no favoritism
9. I accept my students’ individuality
10. I have positive but attainable expectations for students

**TALLY**
Attachment B

Students’ Relationship with the Message/Content/Assessment (‘the Song’)

<table>
<thead>
<tr>
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<td>“I don’t do this very much or very well”</td>
</tr>
<tr>
<td>1.</td>
<td>I set work that is challenging but not too difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Where possible, I set work that is important and significant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I inject variety into my teaching content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I inject variety into my assessment tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I provide students with interesting work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I use broad and authentic (relevant and meaningful) assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I try to ensure that my teaching content is not boring to young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>In class and assigned work, I reduce monotony as much as possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Where possible I draw on material that is fun to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Where possible I use material that arouses my students’ curiosity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TALLY

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### Attachment C

**Students’ Relationship with the Teaching/Pedagogy (‘the Singing’)**


<table>
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</table>

**TICK ONE (✓)**

1. I get students to do something well as much as possible and provide support needed to do this

2. I have multiple indicators of success in schoolwork (marks, effort, group work, reaching goals, improve)

3. I provide clear feedback to students focusing on how they can improve

4. I make an effort to explain things clearly and carefully

5. I inject variety into my teaching methods and reduce repetition or monotony

6. I encourage my students to learn from their mistakes

7. I aim for mastery by all students

8. I show students how schoolwork is relevant and/or meaningful

9. I make sure all students keep up with work and give opportunities to catch up or go over difficult work

10. I don’t rush my lessons or my explanations

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