

| Teacher observation sheet (over a period of time at camp) | | |
|--|--|---------------------------|
| Social Responsibility Model: Level | Comment and tick | |
| Levels 1/2 Participation and effort. Respects the rights and feelings of others. | Comment | |
| Tick one: | Demonstrates | Consistently demonstrates |
| Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓ Sets goals and self-standards ✓ Show the courage to resist peer pressure ✓ Fully involved and active (but not dominating) ✓ Plays by the rules/ prepared for outdoor experiences ✓ | Comment | |
| Tick one: | Demonstrates | Consistently demonstrates |
| | | ✓ 1 |
| Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it ✓✓✓✓✓ Recognises the needs and feelings of others ✓✓✓ Makes sure all players in the group have equal opportunity to be involved by assisting them with the skills required ✓ Acknowledges other teams' skills or efforts ✓✓✓ Proactively applies fair play/honest rules ✓✓✓✓ Happily accepts others as part of the group ✓✓ | Comment Downhill Mt Drury mountain biking – encouraged others who lack confidence Summerhill mountain biking – encouraged others. Assisted another student who was upset and scared of downhills. Camp preparation- attends interval to load her bike into the trailer and loaded another student's bike who had forgotten Loading bikes- she went to find others who had forgotten to attend and load the bikes Kayak leg of the journey- she kayaked with a weaker paddler and encouraged the group to stay together On the Marae- worked hard to follow and learn about the protocol of the local Iwi and Hapu, and cleaned up after herself and others when preparing food in the whare kai. Post camp- returned all borrowed gear promptly and cleans bikes without being asked. | |
| Tick one: | Demonstrates | Consistently demonstrates |
| | | ✓ 2 |

TT consistently helped others and shown leadership behaviour before, during and after the camp. You also applied behaviours of helping others and leadership coaching waka ama paddlers at school for most of the season. Your next steps to strengthen your grade to an Excellence is to make sure you consistently responsible in resisting pressure to muck around with mates when are responsible for coaching others.

Grade Awarded –Low Excellence

Verification by teacher: MM

Date: August 2014

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. (This is not included in this exemplar).

Kayaking

I kayaked with a weaker paddler and gave them ideas on how to improve their stroke and become more efficient when paddling. I showed them what to do and what the ideal technique looked like so that they could help others in the future. I encouraged the group to stay together so that we could help others if they got in trouble and keep an eye on everyone.

4

Applying social responsibility in wider context (in other aspects of the student's life)

TT - waka ama coaching

| Adult assessor report | | |
|---|--------------------------------------|--|
| Level | Level of Social Responsibility | |
| 5 | <i>Beyond the classroom</i> | <ul style="list-style-type: none"> Is a role model ✓✓✓ Assist others in reaching this level ✓ |
| 4 | <i>Helping others and leadership</i> | <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it ✓✓✓ Recognises the needs and feelings of others ✓✓✓✓✓ Makes sure all players in the group have an equal opportunity to be involved Acknowledges other teams' skills or efforts ✓✓✓✓✓✓ Proactively applies fair play/honest rules ✓✓✓✓✓ Happily accepts others as part of the group ✓✓✓ |
| 3 | <i>Self-direction</i> | <ul style="list-style-type: none"> Demonstrates on-task independence (can do the task without the teacher standing over them) ✓ Sets goals and self-standards ✓ Shows the courage to resist peer pressure (focus on achieving what's best for them) ✓ Is fully involved and active (but not dominating). ✓ Plays by the rules ✓ |
| | | Comments/Evidence/Dated observations |
| Is the student a role model for others? | | Yes, TT is very motivated to succeed and others look to replicate his leadership actions showing she was a role model for others. This was observed on some occasions 15/7, 21/7, 8/8, were the dates that this behaviour was observed. |

3

3

Does the student try to assist others to strive to reach this level of social responsibility too?

TT needs to try and assist other to reach this level more often. There was one occasion when she got a little distracted by her peers.

Adult assessor signed: *LL* date: August 2014

Verification by teacher: *MM* date: August 2014