Response to Thornton reading

**Key characteristics or qualities needed to be a responsive teacher**

To be a responsive teacher you need to have the ability to be **reflective** in your teaching, listen to the students and focus the learning around their needs to make the learning **meaningful**. A responsive teacher will have the students trust that their opinion will be accepted, valued and welcomed. To enable this the teacher will build **relationships** with the students and value them as capable learners who have the ability to take **ownership** of their learning. A responsive teacher will guide and work alongside their students.

Yes reflection is one of the big keys here, coupled with the ability to see by our reflection the areas that we need to improve on in our teaching. Often the most difficult part is knowing how to implement the changes we see that need to take place in our practice. I think it is connected to what Thornton talks about on page 62 about habits of the mind and how they can actually be trained to a new way of thinking, but that it takes time and effort.

When you say that a responsive teacher will have the children trust that their opinion will be valued it reminds me of the disposition of empowerment and how they are connected. By being responsive of the children’s need to be heard and valuing their voice you are empowering them which also connects to your comment about the children taking ownership of their learning.

You have summed up the main points of the reading well, including key points from Thornton’s definition of dispositions in action. I especially liked how you related meaning making with relationships and the importance of being a relational teacher.

**What is the biggest challenge in this regard?**

I feel that the biggest challenge for me at this stage is the ability to ask the right questions of the students so that they may engage with the topic to critically think and extend their learning.

So true Katie, I can identify with the challenge to know what questions will best challenge students. I think it comes down to not only knowing content knowledge about which steps the child needs to take next to extend their learning, but what you mentioned earlier about being responsive. If we really took the time to get to know each child we would have a better understanding of which question would best benefit the child’s learning the most. I think it also comes down to teacher intuition. I’m not sure how this quality grows but perhaps it begins at the roots level of getting alongside each child and making those meaningful connections.
What did I learn from Cohen or Dall’Alba?