

GRADUAL RELEASE OF RESPONSIBILITY



THE DIGITAL WELLNESS GRR RELATES TO TOS #1 (EFFECTIVE RELATIONSHIPS) AND TOS #2 (CAREER-LONG LEARNING), WHILE THE DESIGN APPLIES RELATIONS TO TOS #5. APPLYING FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, MÉTIS, AND INUIT FOR THE BENEFIT OF STAFF AND STUDENTS. THE GRR FRAMEWORK GRADUALLY TRANSFERS THE RESPONSIBILITY OF TEACHING DIGITAL WELLNESS FROM THE DIGITAL WELLNESS TEACHER TO CLASSROOM TEACHERS, ENCOURAGING DEVELOPMENT AS INDEPENDENT AND COMPETENT LEARNERS IN THIS FIELD. BY PROVIDING TEACHERS WITH A DEEPENING UNDERSTANDING OF KNOWLEDGE, SKILLS, STRATEGIES, AND ATTRIBUTES PERTAINING TO DIGITAL WELLNESS, THE FRAMEWORK AIMS TO BUILD TEACHING CAPACITY, LEADING TO INCREASED PEDAGOGICAL CONFIDENCE AND THE ABILITY TO APPLY DIGITAL WELLNESS COMPETENCY IN VARIOUS CONTEXTS RELATED TO HEALTH AND WELLNESS TEACHING.

GRADUAL RELEASE OF RESPONSIBILITY

"I DO"

- I AM VERY INTERESTED, AND I BELIEVE THAT YOUR DIRECT TEACHING WOULD BE BENEFICIAL IN BUILDING MY CAPACITY OF THE SUBJECT MATTER.
- LISTENING, OBSERVING, AND NOTE TAKING.
- CLASSROOM TEACHER MAY PARTICIPATE IN LIMITED CAPACITY.

"WE DO"

- I'M EXCITED ABOUT TEACHING THIS SUBJECT MATTER, BUT I MAY REQUIRE SOME TEAM TEACHING FOR PROFICIENT DELIVERY.
- OBSERVING, INTERACTING WITH STUDENTS, AND BEING INQUISITIVE.
- CLASSROOM TEACHER PARTICIPATING IN LIMITED CAPACITY.

"YOU DO"

- I AM CONFIDENT IN MY INDEPENDENT ABILITY TO DELIVER THE CONTENT, BUT STILL VALUE THE PRESENCE AND FEEDBACK FROM THE DIGITAL WELLNESS TEACHER.
- DIGITAL WELLNESS TEACHER SERVING MOSTLY AS OBSERVER, MENTOR, OR FACILITATOR PROVIDING SUPPORT AS NEEDED FOR CLASSROOM TEACHER.

"EXTENDING"

- I CAN CREATIVELY APPLY CRITICAL THINKING TO THE PRESENTED KNOWLEDGE, SKILLS, AND ATTRIBUTES WITHIN THIS AREA.
- USING COGNITIVE ABILITIES, ANALYTICAL THINKING, PROBLEM SOLVING, CLASSROOM TEACHER CAN DEVELOP FURTHER CONTENT IN THIS AREA.

