| Mediated Learning Principle  | <u>✓</u> | Comment |
|--|----------|---------|
| Implicit help Is the mediator only having to give small hints, clues and prompts in order to improve performance?                                      |          |         |
| Explicit help Is the mediator having to give detailed feedback/assistance including explicit discussion of strategies in order to improve performance? |          |         |
| Engaging Is the mediator trying to engage the child in a reciprocal interaction?   |          |         |
| Making sense Is the mediator promoting meaningfulness in the task?   |          |         |
| Bridging Is the mediator making links to previous or future experiences, e.g. what happens in the classroom?   |          |         |
| Encouraging Is the mediator giving frequent, enthusiastic praise and encouragement in a way that provides valuable feedback to the child?              |          |         |
| <u>Self-regulation</u> Is the mediator trying to ensure the child slows down, reflects and takes his/her time?   |          |         |
| Sharing Is the mediator interacting in a way that communicates that he/she is on the child's side, that they are working together as a team?           |          |         |
| <u>Independence</u> Is the mediator taking a step back at appropriate points to allow the child to take over when working on tasks?                    |          |         |
| Planning Is the mediator encouraging planning: showing what to do before beginning to solve the task and how to set achievable goals?                  |          |         |
| Monitoring Is the mediator ensuring that the child is checking his/her answers?  |          |         |
| Explaining Is the mediator asking for explanations, guiding the child to justify their answers?  |          |         |
| <u>Verbalising</u> Is the mediator encouraging the child to talk aloud when doing the tasks in order to highlight their thinking?                      |          |         |
| Scaffolding Is the mediator gradually building up skills, giving less and less help until the child takes over responsibility for learning?            |          |         |
| Challenging Is the mediator ensuring that tasks are challenging, without overwhelming the child?   |          |         |
| <u>Change</u> Is the mediator highlighting new skills that have been learned and showing the progress that has been made?                              |          |         |
| <u>Positive outlook</u> Is the mediator maintaining a positive outlook at all times despite difficulties?  |          |         |



