**Research Notes and Observations of Classrooms**

27.01.14

Research Questions:

***Main question***

In what ways is student agency, as indicated by intentionality, forethought, self-reactiveness, and self-reflection, influenced by the construction and implementation of a supervisory teaching environment?

***Sub questions***

What acts of teaching within the supervisory teaching environment promote student agency?

10.02.2014

Today I started formal observations. Exciting. Made a note of when I can visit Vinci, Elaine and Danny’s classes:

**Danny**:

Exploration Time - 1:40 - 2:20 daily

Literacy Centres - 8:20 - 9:30 daily

Math - Thursday and Friday 10:35 - 11:10

**Vinci**

Math Centres - 10.30 - 11.05 or 11.50 daily

**Elaine**  
Writers Workshop - 8.15 - 8.40 daily

Readers Workshop and Center Time - Wed, Thurs, Fri when there is no PE (even days)

|  |  |  |
| --- | --- | --- |
| **Date/Location** | **Note** | **Expanded Note** |
| 27.01.14 1C Exploration | Danny sat with a child NC and discussed a science activity. | Danny used the time after he had set the class in motion with Exploration time to work with a student one-on-one on some work that he needed support with because he was away the previous week for a couple of days. There was dialogue between the teacher and student about a booklet activity. |
|  | The classroom environment was extremely vibrant as kids started working on activities of their own choice. | During exploration time the classroom is a very vibrant place. Students are extremely engaged and excited about what the are doing. Two students that are noted as being particularly distractible were fully engaged in an activity on the computer. It will be interesting to see how they go when computer time is not an option for them. |
|  | Occasionally Danny would stand up and move around to ensure that students’ were on task and learning meaningfully. | Danny takes the time to offer himself as a resource to students when they are at the book center or the craft center if they need anything.  **Q: What are all the centers that are used** |
|  |  |  |
| 14/02/2014  3N Mathematics Centers | Started with mini-lesson on division. Clarified division terms (quotient, divisor etc) - 7 mins | During the mini-lesson the class’s attention was held by a quick and to the point discussion about the different components of a division equation. Toward the end students started to lose a little focus as Vinci started to lose her assurance when explaining what happens when a number is divided by zero. |
|  | Class sent to centers: - IXL on computer  - Division game  - Problem Solving  - Textbook work  Vinci spent some time at the problem solving activity to get it up and running. | The four centers were set up. IXL and the game centre ran very smoothly. As did the textbook work. V introduced a new activity for problem solving the students seemed to like it. It did take some instructional time to get this up and going. |
|  | Tasks were running smoothly and students worked effectively independently with plenty of dialogue with peers. | All the centers seemed to run well as they had students engaged, they were open-ended activities and they teacher was freed up to provide support around the room. Curating an environment that engages students in sustained thinking is vital to the effective functioning of this model. |
|  | Vinci asked, “How many numbers are you allowed to make 7 in this area.” | Rather than explaining what the students needed to do, Vinci asked questions to direct them as they struggled to come to terms with the idea behind the Ken Ken activity. This prompted them to think about it more a solve at least part of it. |
|  | Final Comments | Vinci is just getting started with her supervisory style teaching in mathematics. She seems to have some work to do before she is running discussions with teachers that precipitate deep thinking and meaningful learning. There are signs of quality formative assessment starting to occur. There is still a little way to go so that this could be described as rich dialogue or interaction. |
| 14/02/2014  2R | Elaine leading a group for guided reading. Asking questions and eliciting responses. Text was NF and about dolphins. | This was a powerful time as students were supported through the examination of a text about dolphins. Elaine asked question about the text that caused students to explore different aspects. For example, pointing out the heading and asking students to predict what the next section might be about. |
|  | At the same time centers were set up for students to work and explore independently. | The centers used during this time were:  - Tumble books on the netbook.  - Silent reading  - Talking back to books  - some sort of vocab game  Students seemed to be thoroughly engaged with texts in a variety of ways. The environment seemed to be well curated for independent open ended learning. |
|  |  | *It seems at this time that for this model to be implemented well teachers must work hard to curate a learning environment where expectations for continuous independent learning are established* |
|  | Students with the teachers were stopped midway through the book and ask about the content of the book. A time of learning about dolphins followed. | An interesting aspect to guided reading that can only enhance the learning of the topic. This would no doubt enthuse the students more as they are removed from the incessent of summarising - predicting - clarifying. At this point the students were asked about their favourite part. This seemed to facilitate an increase in engagement. Teachers active roll in these situations are able to lift enthusiasm for a text by doing this. |
| 17/02/2014  3N | Whole class problem solving before moving into centres. Obvious signs of disengagement. | Once the students had tried the problem and had drawn a diagram on how they solved it they watch as a class several people share through the visualiser. The excitement for several was obviously lost. |
|  | Vinci: “We are moving to centres” - cheers from a number. | Seems that the class is appreciating this form of learning. Although it should be mentioned that a few did sigh. |
|  | Everyone move promptly to their centers and got stuck in. | What a huge difference it makes once a class is used to a certain approach. When I was in the class a few months back as they were setting up for centres the transitions were often full of uncertainty. Now this flows nicely. |
|  | Vinci engaged with students in a small group. | Great to see them all participating because there was nowhere to hide. |
|  | A thought | *A crucial component is an open ended experience where kids keep exploring and never really finish. This reminded me of a Lucy Calkins quote: “When you think that you’re done, you’ve only just begun.”* |
| 17/02/2014  1C - Exploration time | Danny seemed to spend a bit of time sorthing out logistical issues today. |  |
|  | He then began zooming in on kids and discussing their work. One example, “So this is the house you stayed in when you were in Vancouver?” | Every child is doing something unique, so it is an oportunity for Danny just to stop, see what they are doing and ask a question or make a point that might enhance their learning. |
|  | Some of the time is spend resolving/teaching about quite practical issues. | One example on the computer he showed one girl how she had too many applications open and taught that this might be slowing things down. Another time he showed a girl how to zoom properly with the mouse. Acutally ended up doing this with two kids. |
|  | One boy named Ralph (Ernest) has definite attention and behaviour problems, but so far I haven’t seen him anything other than focused and enthused during Exploration time, and usually not on the computer. | He was creating a project making a robot by joining boxes together. |
| 3N - 27/02/2014 | As usual students engage. Seems to be getting more like this everytime I visit the class | There definitely seems to be a trend where the enthusiasm and energy of the students is increasing as this model becomes more-and-more familiar. |
|  | Game center is going well with plenty of mathematical discussion. | Students were even improvising and changing the games slightly. Interesting to see that they are constantly calculating and working mathematically at this center. |
|  | Teacher engaged with the small group doing the world problems. This helped them to stay focused toward completing the task. |  |
|  | Vinci had a cold and wasn’t much interested in engaging with students. The class still ran really well and the kids seemed to be learning and collaborating in their learning | Interesting to note the sustainability of the learning environment even without an ‘ever-present teachers’. |
| 2R - 28/02/2014 | Working in literacy centers:  - Reading w/ teacher  - Word play  - DEAR time  - Listen to reading  - Respond to reading |  |
|  | Word play center was tense as students tried to agree on a way forward. | Students at ‘Word Play’ Center were putting together a puzzle where they were matching pictures and words. The exercise involved lots of dialogue and working together collaboratively. Kids showed that they were developing collabotive skills by resolving the difference of opinions that they had and completing the puzzle. |
|  | Teacher provided ongoing feedback at literacy center | The pattern for this time was read a little - discuss (via teacher questions). |
|  | Engagement was high | Almost every child was engaged with the activity they were involved in. |
|  | There was choice at most centers | Most children had some degree of choice in each of the centers. Eg the book that they were reading, or the Tumblebook activity. |
|  | Teacher taking the opportunity to teach the students based on their questions or uncertainties | During the lesson the students were a little unclear about something to do with the animal’s teeth. The teacher took the chance to explain what they had just read and teach them about some animal’s teeth. This was probably a good scaffold for reading too and helped with fluency. |
| Reflection | How does the supervisory teaching environment promote the characteristics of **intentionality**, **forethought,** self-reactiveness, and self-reflectiveness? | During the next few weeks I will examine the way that the agentic qualities of intentionality and forethought are promoted through the STF. Bandura (2006) defined intentionality as *a person’s ability to have have action plans and ideas of strategies to realize them*. He defined forethought as the ability of a person to take the intended intentions for the future and *make decisions and allow for direction to ones life in the present*. In other words the ability to *think about desired goals as they relate to their present situation*. |
| 18.03.2014  1C - Danny | Writing time wasn’t in the usual writers’ workshop format.  Students shared writing on the document viewer. | In all that we are saying about individualised learning and the value of conferencing it should be noted that the whole class experiences where the teacher facilitates the exploration of certain ideas is necessary. This is particularly helpful when it comes to thinking about current goals and how they relate to what students have been doing on their own work - forethought. |
|  | Asking students to share in this way allows the whole class to examine the strengths and drawbacks of a piece of work. | In this example the teacher was asking students to give feedback on the work that was displayed for the class to see. Students were asked to comment on things they liked and things that could be improved. The exhibitor was also asked to share what they were doing and what they thought were strengths of their writing. This type of activity sets students up for their independent writing time in several way,  1. Allows them to see ideas and techniques that others are using. They can then consider whether they could be applied to their own writing.  2. They are able think critically about another writing piece. Although not every person is expected to provide feedback in this setting, all students are expected to think of some constructive feedback for the writer. Thinking in this way is helpful and hopefully will be applied to their own work. |
| Reflection | The current focus on formative assessment in teaching and learning is well served by a supervisory teaching environment. | As I observe the classrooms regularly I have found myself connecting with the learning I am observing and the emphasis on formative assessment. This was a focus of some of my school based professional development from 2007-2010 and my study toward my master degree. Teachers in the supervisory teaching and learning environment have the opportunity to converse with students and provide individualised feedback that fits that child. This will be worth exploring in relation to sub-question 3. |
| 18.03.2014  Vinci | Started with a whole class activity using the doc sharer and small docs. | AGain I am seeing the value of this type of activity in focusing everyone on what is required. |
| 18.03.2014 | Danny commented on the upbeat attitude that students have toward exploration time. Chatting about it as the moved up the stairs, saying things like, “What are you doing today? I am going to the ‘Cards’ center. | This relates to the comment that Vinci made when she stated that kids are so into the learning during math in her class that they don’t see what they are doing math. |
|  | Moved to centers: - IXL  - Problem Solving (KEN KEN)  - Game center  - Teacher | During this time it was evident that the class has developed a far greater sense of purpose and focus to their learning. One of the reasons is the way that the activities have been curated to enhance more student interest and engagement. The games are specific and engaging for the students. While they are doing these there is plenty of rich dialogue. The other reason that there seems to be a high level of purpose in the class is the way that Vinci the teacher has developed the quality of her dialogue. She is now very comfortable sitting and working with students and this is where she is found during lessons. I think this is one of the big shifts that teachers need to make in their progress at delivering a supervisory learning environment. |
| 18.03.2014  3N | Vinci said (when sitting with one student, “Try number 3 again.” And, “What makes it one hour.” | The first question was in reference to a question where a student had made a careless mistaken from a textbook activity. The redoing of this question was most helpful and allowed the child to examine what she had done more carefully.  The second was a prompt as a student was struggling to remember how to represent an hour on an analogue clock.  Both comments allowed the student to reflect and solve a smaller problem this ultimately led to a bigger problem being solved. |
| 28. 03.2014  Danny - Discovery Time | One child was building a lego city that was a of paper and lego. | The child seemed to be stalled and was losing focus on his task. The teacher asked a great question - Where to next? The child just stopped and thought, then proceeded to share about the type of building he would develop next. This isn’t the first time I have heard this very simple question asked to good effect. It seems to focus the student. |
|  | Again in the Exploration time there is a busyness and enthusiasm everytime. | This is incredible. Students are continually focused and excited about what they are doing. This is largely (I think) because they have choice. |
|  | One child approached me to show me what he was doing and I said, “What do you like about discovery time?” He replied straight back and said, “I get to create things that are in my imagination.” | Allowing children to accesses their own thoughts and ideas seems to give the teacher a tremendous amount to leverage in the learning process because the students are fully present and interested in what they are doing. When students are present in the situation they are responsive when the teacher comes and talks with them because they are inherently interested in what they are learning. |
| 30.03.2014  Reflective Thought | When students spend long periods of time working independently of their teacher then there has to be an expectation that their is a degree of student direction and therefore a variation that individuals might take. | This idea differs from the way that may teachers teach when they give students an exemplar and ask them to follow this, then follow up with careful observations that result in corrections if too much deviation is made. The expectation that students will have be independent leads to an expectation that they will think for themselves. I can see how this would give rise to all four to the agentic qualities that Bandura outlined. |
| 08.04.2014 Elaine:  Mini-lesson - *“A Bouquet of Voices*” | While watching this I thought about how vital these times are. | A short mini-lesson sets the direction that the students are to go. The advice, tips and instructions can be recalled as students enter into the activities where they work independently.  Mini-lessons give students something to focus on. |
|  | While watching this part of the lesson I thought about the question that gets used so often in Writers’ Workshop - “What are you working on as a Writer?” | This question is a starting point for one-on-one dialogue between the teacher and student. Oftentimes this means they are asking the student to recall ideas about that the teacher has taught them about - What writers do. These are learned in the mini-lesson. |
|  | During this lesson there was lots of discussion on what needs to be done. | This was more teacher centered than I have otherwise observed in Elaine’s lessons. She was essentially showing the students how to do something then sending them off to do it. Unfortunately this is not the essence of the STF. This did get me thinking though (see next note)... |
| Reflective Thought | The organization of the classroom set up can reflect Supervisory Teaching but supervisory teaching is more than just a structural organisation in the classroom. It involves the expectations and beliefs of the teacher and students. | This has come to the forefront of my thinking after watching the last lesson. I certainly have seen others like it in my time observing the three classes. The essence of my idea is that although teachers may ask students to act independently they may in fact not want the children to think independently. Thus their learning conversations will be based around the child needing to follow a given direction (from the teacher). As opposed to the conversation being lead by the child. Thus, the expectations and beliefs of the teacher will drive the learning. I’d like to follow this idea up with an examination of Supervisory Teaching in other contexts… TBC |
| 10/04/2014  Danny Exploration Time | Large group working on the lego centre | This center was a hive of activity as students discussed the various ideas that they had and planned to add to the already extensive array of buildings that they had developed. |
|  | One boy developed a cardboard cut out and a remote to go with it. | I thought this quite interesting, especially in that the teacher was moving around the classroom talking with different students about their project. He was asking questions like - where to next with this? and How could you improve what you have done?   This boy with his simple cut out car and remote is made to think reflectively and to plan a possible improvement. |
|  | Teacher continued moving around and would often begin with - “What are you doing today?” | Starting the conversation like this causes the child to examine what they have been doing. This examination is helpful in regards to developing student’s ability to reflect. |
| Reflection | In regards to sub-question 3, the aspect of the STF that makes room for students working individually and independently relates to a lot of what has been advocated in constructivist learning. | Constructivism has strongly influenced thinking about teaching and learning in the last century. Exploring this will be a worthwhile endevour in the analyis stage. |
| 22.04.2014  Vinci | Not doing centres | It was still a worthwhile visit as I was able to see her kids all working on group tasks (same one) and her circulating having learning conversations with her students. |
|  | Student: Look what I did.  V: OK, why did you do it that way? | Vinci seems to ask lots of questions that get the students to reflect on what they have been doing. |
| 23.04.204  Vinci - Centres | Teacher was engaged with students that were in a center completing their textbook page. She spent lots of time asking questions. | It seems to me that even when classrooms are set up structurally to facilitate Supervisory Teaching the prevailing attitude that exists needs to call for deeper thought and critical and creative thinking. This can be lost even when teachers have set up a Writers’ Workshop or math centers. Not in this case. Most of the learning conversations between teacher and students involved them calling on their own understanding (through questioning) rather than explicitly stating what they were doing right or wrong. |
|  | One group was working on a puzzle and timing each other using an hour glass. When the hourglass had run out then it was the next person’s turn. | It is this sort of collaborative task that, although it has a purpose and end goal, lends itself to so much learning from one another. |
|  | Another group was focused on a problem solving activity that involved a kidoku and a maze. | Watching the class work in such a focused way it was apparent how vital it is to curate an engaging learning environment. |
|  | Going back to the hourglass group. It struck me that they were getting the chance to developed social skills as the attempted the puzzle. | This type of incidental learning is significant because as with most incidental learning it is student driven. One girl discovered that if she leaned the hourglass on the side it emptied the top chamber quicker.   Watching this I recalled a time when I was watching Danny’s class during Writing Workshop. One table of writers were all developing their stories with regular breaks for discussion. One of the topics of discussion that they stopped for on several occasions was - multiplication. During writing time one boy was schooling the other G1 students in what multiplication was. This had a big impact on at least one of the children because it was my son. Who then had several questions at the dinner table that evening about multiplication.  It seems the mear opportunity to function socially without many externally imposed inhibitions opens up learning opportunities.  **After this session I would very much like to explore more the agency vs structure contrast as outlined in sociology. This might be something for the lit review.** |
| 29.04.2014  Danny - Literacy Centres | Danny running a guided reading group with 6 students. Some of them were able to ‘hide’ - that is not participate much in the discussion about the text. | My observation is that if learning conversations are going to engage students then they have to be with fewer than 5. If the group has more than five the teacher can just address 1 or 2 kids while the others work independently. Otherwise if the teacher wants engagement from the whole group then it needs to be kept to 4 or less. |
|  | Other centers were well participated in especially Tumblebooks. Danny lets students talk and chat while they work. | Letting kids talk and make noise and go about their learning independently seems to open up the demeanour to the students and as mentioned a few entries above allows for all sorts of incidental learning. |
|  | Danny used the GR time not just to develop reading skills but to facilitate learning around the topic of the text. | He entered into dialogue about the topic that the students were reading, as though it was the focal point rather than the reading skills. |
| 05.05.2014 Elaine  Writers’ Workshop | Class working on quatrains |  |
|  | Teacher conferencing with individuals as they finish | Stopped at one stage and shared a student’s work wit the whole class. |
|  | Teacher focusing on the rhyming aspect of the type of poem they were reading. |  |
|  | The organisation of the class allowed meant that students were lining up to conference with the teacher. | These students were standing and chatting. |
|  | Teacher was supporting students by asking lots of questions when conferencing. She saying things like, *“Listen to this sound - pain. What is a word that rhymes with pain.”* | Questioning seems to place the control of learning with the students! This seems to make the students more active in the learning process. They were obviously more animated. |
|  | The personal interaction is something the students seem to enjoy and this is something that I would like to investigate further. |  |
| 07.05.2014  Danny - Exploration Time | Two boys are playing cards - 21. Danny is watching and giving advice as they learn the different ways to use an Ace (either an 11 or 1). | The boys discuss with the teacher the strategic ways that it can be used. One boy thinks that he has won. The teacher says, “No! He can change it to a 1 and it hasn’t gone bust.”  When watching this I reflected on Vygotsky’s ZPD theory and how the teacher was able, by a few subtle remarks, to allow the two boys to actually play a game that might have broken down if not for a small amount of guidance from the teacher. |
|  | Another girl and boy work together to create a animal that is sculpted out of paper and cardboard. | These two were working intently. One was colouring and the other was pulling the wrapper off a plastic coke bottle to use. They work together one holding and pulling the wrapper while the other pulls the bottle. |
|  | A group of students are working on the carpet developing lego structures. | Both this and the animal sculpture are interesting to watch as the students enthusiastically debate and discuss the next step and what should come next. I am seeing lots of reflection in both these activities as students are evaluating the value of the next step as they decide what this might be. My thinking is that without the choice of being the owners of this process teacher the chance to reflect would be less. |
| 08.05.2014  Vinci - Centers | Four centers set up:  1. book activity  2. computer center  3. game center - where students were doing puzzles  4. problem solving |  |
|  | Again surprised and thrilled to see the high levels of engagement during math time. One boy known for being a little disruptive was very focused for the first 10 minutes that I was in the class. Didn’t even say a word to anyone else. | He was working on a puzzle where a number of 2D shapes had to be arranged into a larger square shape. His concentration never broke. |
|  | Another group that are working on the computer were using Sumdog a programme that asks students to play games that require math knowledge | The fact that the maths is embedded in a game context seems to make it so much more meaningful for the students. They are making a host of other decisions that go with the tasks that require math knowledge.  Note: Watching this I get a feeling that when a situation is structured so that it requires more agentic thinking it draws the student in. So, possibly agentic operation leads to higher agentic operation. Just like running makes a person a better runner. |
| 13.05.2014  Vinci - Math | GRoups working excitedly on different activities |  |
|  | Teacher working with students at a table where they are exploring fractions. | One of the things that seems to make teaching times so engaging for the students is that the teacher (Vinci) is actively involved more as a participant in the process. Not really instructing. Vinci constantly asked questions of the students like - “Ok, what size do you need to complete the pizza?” and, “What is that?” |
|  | The task at the center where students were learning about fractions continued even when the teacher moved to check the students working on a text book activity. | The function of the teacher here was to ensure that the task was complete. Again more questioning drew the students into the task. |
|  | It is hard to see or notice anyone in the class who is not engaged actively and excitedly in the learning process. |  |
|  | The workbook table are working and discussing their answers, but not in a conventional way. One boy is questioning another while sitting on his desk. Telling him that he is right and his friend is wrong, he then starts explaining why and how. |  |
|  | Vinci stops with the problem solving group to ask a few questions. This prompts a student to think about why he hasn’t solved it yet. He starts verbalising his thinking about his use of numbers in a particular square and how this isn’t allowed. He is reflecting and making changes and suggestions for other ways that might work. |  |
| 14.05.2014  DANNY - Exploration Time | I noticed one group making something out of a cardboard box and tape. I asked them what they were making. They said - a rocket! | They were planning together. Talking about their next step, cutting and sticking tape. They ended up joining several sections together to make this rocket. |
|  | This is an environment where students can be intentional because they are allowed to have intentions. |  |
| 20.05.2014  Reflective Note:  Degrees of conformity | One of the things that I have noticed about the observations that I have been carrying out is that the classes that I have been observing differ in the level of correlation to my framework. | This is an interesting thought as it relates to the two key aspects of the STF. Teachers differ in the way they engage with students in learning conversations and in the way they allow students to learn independently. As a minimally invasive approach to learning the discrepancies across the three cases seem to surround the level of structure or teacher directedness that is adopted in both the learning conversations and the independent work time. For example, students in 1C are set more open ended tasks than those in 2R with more autonomy over the direction that the task takes. |
| 20.05.2014  Danny - Math Centers | Classroom set up with centers. | Students working really well independently and regulating their activities well. For example, in two groups the kids are playing games. They know the rules and are loud but still working independently and exercising the ability to socially function effectively. Two boys are unable to decide who will start the game so they play Paper - Scissors - Rock. |
|  | Teacher is working with a small group teaching them how to use the Split Strategy. | The group is small (4 kids) that gives the feel that everyone is participating. Students are asked to participate by writing on their own whiteboards. The strategy changed for the next group. The teacher drew the students into a discussion about the strategy using questions. Interesting to see that when the group was bigger (6) the engagement levels of two of the boys were apparently less, as the teacher couldn’t as easily involve them in the discussion as it was shared with more students. |
|  | The lesson has been going for 15 minutes before there is a problem at the centers that the teacher needs to intervene in. | It is a dispute that can’t be resolved. Teacher jumps up and quickly discusses the situation and the group resumes the game. |
| 20.05.2014  Reflective Thought: | Teaching in this way involves a tolerance for kids to be kids, which is often loud and . |  |
| 20.05.2014  Vinci Math Centers | Teacher ‘conferencing’ with students. They were completing a task from a textbook. The student was struggling the teacher supported this. | She supported by walking through a problem step-by-step. Then said, “Now have a look at the next one.” This seemed like a good example of scaffolding. The teacher provided some extra instruction to the small group working on this centre.  Occasionally she would move to another centre and pose some questions to the Problem Solvers or the Netbook group but always returning to the group doing the textbook task. |
|  | At the conclusion of the lesson, which ran 7 minutes into lunch time, the students asked to stay in and keep going! No one complained about the lesson running long. |  |
| 04.06.2014  Elaine | Workshop was just finishing students were looking at a mentor text |  |
|  | The learning conversations seem to be less focused and last a very short time. They don’t seem to be about what the student is working of as a writer. |  |
|  | Students are also less focused in this class than in other classes. This is due to the fact that there are a number of difficult students in the class. |  |
|  | When watching I couldn’t help but feel that the sense of independence that WW seeks to foster wasn’t present. Often students would declare - “I’m done!!!” Perhaps this explains why the kids are less engaged and excited by their learning during writing time. | It is a vital element when trying to implement this approach that learners become independent and learn separate from the teacher. Today it could be seen why this independence is so essential. First, it frees the teacher up to have learning conversations. Second, it fosters learning as the teacher doesn’t have to be present for the child to think and act. |
|  | Elaine used this time to conference on the carpet too. She did reading with her students rather than writing. She asked some great questions. |  |
| Danny  09.06.2014 | One boy has tried to replicate the ICC building. |  |
|  | Danny talks to him and asks questions about what he is doing and what he wants to do next. | What occurred to me was that the learning conversations that Danny has with the students stimulate or fuel the independent time that the students learn in. |
|  | Some boys are playing Chinese Checkers. They know how to play. | Danny joins in and makes comments about what might work and what might not. |
|  | Two students set up a chair as a net and play a kind of tennis game with a shuttlecock. | They had rules on who should serve. This was decided by playing a form of paper scissors rock. |
|  |  |  |