**Key:**

Intentionality

Forethought

Self-reactiveness

Self-reflectiveness

Other

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| 27.01.141C Exploration | Gordon sat with a child NC and discussed a science activity.  | Gordon 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. Student looked engaged and interested and ready to act.  |
|  | 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 Gordon would stand up and move around to ensure that student’s were on task and learning meaningfully.  | Gordon 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. Supporting them with any little probelms. This seems to allow them to continue in their own task of choice. **Q: What are all the centers that are used** |

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| 17/02/20141C - Exploration time | Gordon 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 Gordon 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 spent 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 boy how to zoom properly with the mouse. Actually ended up doing this with two kids. This allows kids to think a little bigger and do more than they would usually do.  |
|  | 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.  |

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| 18.03.20141C - GordonNote: This wasn’t the usual Exploration time but was been conducted with ST approach, so I remained.  | 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.. It seems that the teacher can share ideas and ‘cross pollinate’ so to speak. This helps kids to conceptualise how they will attack things (by learning about how others have done this) and give them the confidence to know that they can do it.  |
|  | 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 learning. 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.  |

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| 28. 03.2014Gordon - Exploration Time | One child was building a lego city that was 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.  |

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| 10/04/2014Gordon 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. He was very involved. | 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 asked 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.  |

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| 29.04.2014Gordon - Literacy CentresNote: This wasn’t the usual Exploration time but was been conducted with ST approach, so I remained.  | Gordon 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. Gordon 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.  |
|  | Gordon 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. Providing a context for learning is helpful.  |

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| 07.05.2014Gordon - Exploration Time | Two boys are playing cards - 21. Gordon 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. The students were obviously very excited and growing in confidence as they added layers of success in the learning experience.  |
|  | 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.  |

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| 14.05.2014Gordon - 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.  |  |

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| 20.05.2014Gordon - 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.  |

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**Summary of Categories and Emerging Themes**

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| Intentionality  | Ownership  | II |
|  | Reflective Dialogue | I |
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| Forethought | Peer to peer support | II |
|  | Reflective Dialogue | I |
|  | Ownership/Choice | I |
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| Self-reactiveness | Reflective Dialogue | I |
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| Self-reflectiveness | Reflective dialogue | III |
|  | Ownership | I |
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| General/Multiple | Problem solving (peer mediated) | I |
|  | Reflective Dialogue | II |
|  | Peer support | I |
|  | Ownership | II |
|  | Scaffolding | II |
|  | Fun | I |
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