**Key:**

Intentionality

Forethought

Self-reactiveness

Self-reflectiveness

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| 14/02/20142R | Gordon 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. Gordon 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 gameStudents seemed to be thoroughly engaged with texts in a variety of ways. The environment seemed to be well curated for independent open ended learning. Students were able to make choices in their learning, that is they could manage what they wanted to do first, second, third etc.  |
|  |  | *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 incessant 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. Teachers, when working alongside the kids discussing the topic, can inspire curiosity in the students. By bringing their views /ideas/intentions/plans etc in as important.  |

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| 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 to shape the direction that the task took. Kids showed that they were developing collaborative 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). This allowed students to contribute their ideas.  |
|  | 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. Sometimes it seems necessary for teachers to extrapilate on students ideas, questions, lines of inquiry in order for them to move forward with these.  |

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| 08.04.2014Gordon:Mini-lesson - *“A Bouquet of Voices*” | While watching this I thought about how vital these times are for setting the course that the learning will take. .  | 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 and cause students to think and reflect on the topic because they are asked to comment.  |
|  | 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 Gordon’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)... |

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| 05.05.2014GordonWriters’ 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. The dialogic component can require students to contribute their ideas and views.  |
|  | 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. This was an example of the class breaking from what would be considered ST. Students had ceased from the inquiry based independent learning and were not involved in a meaningful dialogic encounter with the teacher.  |
|  | 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.”* | Although this lesson was quite directive I could see how this type of interaction when personalised could be helpful in setting students up for future success because it was setting them up in a certain context so they had the ability to function there effective. This was a type of scaffold.  |
|  | The personal interaction is something the students seem to enjoy.  | When conferencing with the teacher around their own work the students very much enjoyed the experience of connecting with the teacher. I could see on their faces the enjoyment and willingness to engage in thinking about what they were doing.  |

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| 04.06.2014Gordon  | 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.  |
|  | Gordon used this time to conference on the carpet too. She did reading with her students rather than writing. She asked some great questions.  |  |

**Summary of Categories and Emerging Themes**

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| Intentionality  | Independence | I |
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| Forethought |  |  |
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| Self-reactiveness |  |  |
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| Self-reflectiveness | Reflective dialogue | II |
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| General/Multiple | Reflective dialogue | IIII |
|  | Independent inquiry | I |
|  | Peer to peer learning | I |
|  | Scaffolding | II |
|  | Fun | I |
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