**Key:**

Intentionality

Forethought

Self-reactiveness

Self-reflectiveness

|  |  |  |
| --- | --- | --- |
| 14/02/2014  3N Mathematics Centers | Started with mini-lesson on division. Clarified division terms (quotent, 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 V 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  V 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. More so in the centres where they had the opportunity to make their own choices and shape the direction for the task. 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 that seemed to give impetus to the students willingness to direct more forward with the learning. Curating an environment that engages students in sustained indendent thinking is vital to the effective functioning of this model. |
|  | V asked, “How many numbers are you allowed to make 7 in this area.” | Rather than explaining what the students needed to do, V 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 atleast part of it. They moved forward much more purposefully after this. |
|  | 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 that precipitate deep thinking and meaningful learning. There are signs of quality formative assessment starting to occur. These move students forward with next steps. There is still a little way to go so that this could be described as rich dialogue or interaction although it gives them some impetus and confidence to move forward. |

|  |  |  |
| --- | --- | --- |
| 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  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. |

|  |  |  |
| --- | --- | --- |
| 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 all very engaged and knowing what they want to do and what they will do, it was apparent how vital it is to curate an engaging learning environment that allowed for ongoing individualised work was the source of this. |
|  | 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 opportunity to function socially without many externally imposed inhibitions opens up learning opportunities and is a component in independent inquir. |

|  |  |  |
| --- | --- | --- |
| 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. He was so focused and determined to finish. Having that end goal to the problem seemed to help in this respect. |
|  | 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. They are trying new strategies to win all the time.  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?” This then leads to the students bringing their own ideas, thoughts and intentions. |
|  | 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. | This is a comment that I could write almost anytime that I walk into do these observations. They seems to love the open ended independent nature of the learning, e.g. the games, problem based centres etc. |
|  | 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. The boy who is learning then moves on with his task with more clarity and confidence. | The more the two boys would interact with each other the more the ideas got refined. |
|  | 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. |  |

|  |  |  |
| --- | --- | --- |
| 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. This gave the students confidence to move forward with what they were doing.  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. They were willing and actively involved in what they were doing. |  |

**Summary of Categories and Emerging Themes**

|  |  |  |
| --- | --- | --- |
| Intentionality | Independence | I |
|  | Reflective Dialogue | I |
|  | Collaboration | I |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Forethought |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Self-reactiveness | Independence | I |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Self-reflectiveness | Reflective Dialogue | ~~IIII~~ |
|  | Sharing own experiences | I |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| General/Multiple | Problem Solving | II |
|  | Independence | I |
|  | Scaffolding | I |
|  | Dialogue | III |
|  | Peer to peer learning | II |
|  | Choice | I |
|  |  |  |
|  | Playing | I |
|  | Fun/ Enjoyment | II |