**Key:**

Intentionality

Forethought

Self-reactiveness

Self-reflectiveness

General

T**eacher Interview Questions - Danny Chan**

**Introduction**

Confidential interviews with the researcher will be 20 to 45 minutes in length. The interviews will be held in a mutually convenient location that has no distractions and is private. The interview will be introduced with:

Researcher says:

*I would like to ask you some questions about instructional techniques you use during Exploration Time, math and reading . During these times you employ an approach that could be defined as Supervisory Teaching. This involves students spending a majority of their time learning independently while the teacher focuses on dialogue within small groups or with individuals.*

*To make sure I write down exactly what you say, I would like to record your responses. After the interview is over, your answers will be transcribed verbatim and the recording destroyed. Only the researchers will hear the recording. You are very welcome to read the transcribed copy if you wish to see it and make any final amendments to your responses before they are analysed. Results will be grouped, collated and recorded with pseudonyms being used and no individuals will identified.*

*As I ask each question please feel free to share your thoughts, feelings and general perceptions about the topic.*

Questions:

1. What types of support do you see yourself being able to offer when you are conferring/dialoging with students?

I think when you confer with students you are able to scafold and give them just a little bit of information each time. A bit of information each time in order for them to grow. Um and um I usually don’t give them all of the answers. I try to get them to find out things on their own, so I will give them some clues and hints to guide them more as they go.

2. Think back to other approaches to curriculum delivery, e.g., whole-class teaching. How do you see an approach that makes room for continual conferring being superior/inferior?

Um I just remember when I teach as a whole class you lose some of the kids as you go along the way. Some of the kids are participating or they are just don’t seem very interested. i think that when you work with students in a smaller group you are able to touch base with um most if not all of the students. Very quickly you are able to understand if they understand something and you are able to adjust what you need to do quite quickly. um I think that there are times when you need to do things as a whole class. I think that engagement is very important. If it is an activity that all the students can get their hands on and work on together as a group. I would think that in a smaller group setting you are able to understand the students needs a little bit more.

3. How do you see this model of teaching encouraging independent learning and thinking? What examples can you give me from your classroom?

Alot of times I go and tell them to find informatoin on their own. I give them ideas and glues on where they can get information. So, definitely it is a model of teaching that encourages them to find information on their own. I think that I often tell them that if i tell you the answer you won’t remember, but if you found the answer yourself you would remember it for the rest of your life. It definitely encourages independent learning. Um examples in the classroom? There is a boy in the classroom is quite interested in all sorts of different things that is not in our curriculum. Actually, he has lots of different interests. And oftentimes I would see him go to the class library or the school library and borrow books. During exploration time he would just go get a book out and start reading, and start writing and making his own booklet about the specific topic. And when you give students the chance to do that, and I think oftentimes the problem is that we pack our days so full that we don’t give kids the chance to explore and do things on their own. If you give them a chance to do this you out find out more about them and find out what they can do. This is actually quite an ESL student and he actually has made a lot of gains by finding things out on his own. He is actually a very quiet kid too and usually would not speak out in class, but during this time he would come and ask questions on an individual basis. I think that this is one example of him learning independently, more or less by himself and he is comfortable about how and where he can find information.

4. Can you give me examples of your students being self-directed and taking personal responsibility?

I think now that we have added an extra element to the exploration time where students at the end will be asked to present what they have made. And there is some accountability in that sense in that they have to finish a product. Sometimes they might not finish right away. They might tell me that I will finish on Wednesday or Friday and that is when I can present. The presentation part even though it isn’t very long it gives them a chance to show their friends what they have made. It keeps them a little bit more accountable now they have to show what they have made, and stand in front of the class and tell what they made and answer some questions afterwards. Yeah.

4a. You say exploration time. Can you explain what that looks like?

5. When students are learning in this way they need to spend long periods of time working without direct teacher guidance. What are the positives and drawbacks to this?

I think it teachs them to be more independent. Hopefully moves them toward being a lifelong learner because a lot of times now we learn things on our own as well. Especially with the internet, you go online you check out things. There is some collaboration in that sense because you are learning information from different people. But a lot of times you are just sitting there trying to get information that way. So, I think students are able to um able to work without teacher guidance. It kind of forces them to go out on their own, which helps them to understand how the world works not, we’ve kinda got to go out and try and find information and be independent. The drawback is it can kinda go alsorts of differnt directions and without to much guidance um and with so much information out there sometimes you do worry that you don’t know how to assess the information that they are reading is correct of reliable. so um I think there younger the kids are the more guidance we need to give them. But once they are comfortable with this kind of model then as they get older they will hopefully be comfortable to come to you for guidance when they are unsure of something.

5a. Do you feel that the longer periods of time are typically well used?

Um I think so. I think when you see the kids, their attitudes like how they feel about learning. It is well used. It does. It is in someways unsettling for some teachers because you are losing a lot of control and if 20 kids are possibly going in all sorts of different directions and you’ve got to try and keep them going all in the right type of direction. I guess that can be part of the drawback as well. Um it’s something that takes time as a teacher to think through.

Something that takes time as a teacher to think through

6. Can you comment on the attitude of students when they are learning using this framework?

I guess as ive said before they think of themselves as learners. They are able to solve problems on their own. There is something inate in kids. they want to teacher other kids things that they have learnt. Um most kids are very very comfortable and showing kids what they have learnt and what they have discovered. I think that empowers them, to know that this works and that I know something, I show it to other people who learn from it as well and maybe next time they will teach me something different and I will learn from them. So definitely having kids in these types of groups promotes more collaboration and um again it seems more authentic to what it is like now. We are not um being trained as factory workers where everyone knows the same math skills and literacy skills and then just being about to get a job. that is not how it works anymore. We need to be able to collaborate and learn. Every single day.

7. Can you provide any other comments about how you see Supervisory Teaching having an impact on learning?

One of the biggest obstacles or one of the biggest challenges with this type of teaching is control. It is letting go and letting kids decide what they want to learn and how they want ot learn it. I guess teaching from a textbook or teacher resource book and just trying to cover everything. And I can understand as well that teachers want to be accountable to the students administrators and parents to let them know that they have covered the whole curriculum. And that they have done everything that they need to do,but I think that something we need to think about to is that just because we have covered it doesn’t mean that you have actually learned it. And so, there needs to be a balance. I think that the curriculum serves a purpose but it should not be the thing that dictates the things that we do everyday and the decisions that we make in the classroom. Again I see a lot of benefits in term of how the kids, in terms of the confidence. in the way that they are able to tell each other things and just the way they are able to grow.

[Agency Highlights](https://docs.google.com/document/d/1HrTxwJEvJiJ0ZwTn7Ip7sWE38KIZC7toO9_EqHkRgKY/edit)

They are more into learning because they are choosing the way they go about learning.

Encourages independence.

Kids just come and ask questions when they need to.

Scaffolds the kids

Kids are forced to find things themselves.

When trying to instruct a whole class and get them to do what you want them to do, you lose kids along the way - no interest, don’t understand

When there is a small group you can touch base with most of the students

There are times when you need to do things as a whole class.

When you create small group settings and work one on one you are able to understand the student’s needs more.

If you give kids a chance to be independent you will learn more about them and see what they can do - (note: this has come up before… a positive perspective… what can you do? Not can you do this?)

Forces them to be independent and out on their own.

Teacher needs to think things through.

They are able to, or expected to, solve problems on their own. They have to.

Most kids are very very comfortable in the role of the teacher. This model opens this up.

A challenge is control.

One benefit is the kids have more confidence.

Just bc you have “covered” something doesn’t mean kids have learnt it. But with this model they can learn all the time.

**Summary of Categories and Emerging Themes**

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| Intentionality | Ownership | III |
|  | Independence | II |
|  | Fun | I |
|  | Scaffold | I |
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| --- | --- | --- |
| Forethought | Ownership | III |
|  | Independence | I |
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| --- | --- | --- |
| Self-reactiveness | Fun | I |
|  | Independence | I |
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| Self-reflectiveness |  |  |
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| General/Multiple | Independence | II |
|  | Scaffolding | I |
|  | Positive effect of conversation | II |
|  | Control | I |
|  | Problem solving | I |
|  | Collaboration | I |
|  | Students as teachers | I |