**June 2014**

**Key:**

Intentionality

Forethought

Self-reactiveness

Self-reflectiveness

*Thank you for coming and participating in this second interview at the conclusion of the data collection phase of this research project. The focus again during this interview will be how students learn under a supervisory teaching approach. There are no right or wrong answers, and responses can be as short or long as you like.*

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

Um the first thing is encouragement. I think that you are able to encourage kids to persevere. Sometimes they want to start something but they give up. Just having the person there that can tell them they are on the right track and they can keep going is important. Second, is being able to scaffold kids. Sometimes they get a little bit stuck, so being able to tell them or given them some suggestions to how they can move forward or how they can improve their projects is another thing you are able to teach them. And third, is just more individualised teaching. I’m thinking this is more for writers’ conference or guided reading. More specific instructions that are taylor made for that child. To see where they are struggling in certain places and to help them along. Um finally I guess for myself is being able to reflect and see what the kids are able to not doing so well. Or perhaps things they already know. So if there are things they do not do well in perhaps I need to reteach ot the whole class and if there are things they already know then perhaps we can just move ahead.

Researcher: Still on that idea, can you give an example of what scaffolding might look like without giving too much away to the student

DC: Um I guess when some of the kids are trying to, say for example build something from the lego book, some things might be tricky and they might not be able to see how making a connection here or making a connection there might be able to stabilize the structure better. So perhaps giving them the hint to do that means they can continue with what they are doing.

2. The theory of human agency refers to a person being able to influence their own circumstances in life, rather than being passive and having environmental influences dictate their personal circumstances. How do you see the context (math centers, Exploration Time) in which you have been using supervisory teaching supporting higher levels of agency in the students?

I think always letting students know or have a choice to use what they know and do things that interest them. I think that allows them to go further. And it lets the children know that the choices they make have a direct impact on the learning experiences they have. I guess an example would be a spelling list. Students are able to choose a couple words that they are interested in spelling. Just giving them the choice opens things up for them.

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

I think one thing for sure is that students are able to learn to solve problems on their own. Um rather than getting direct intervention from teachers all the time. I guess one example is, when they are in small groups and I am teaching another small group, if they need to solve a problem they know that they need to solve it themselves. Because if they come and ask me a question then they know I will just send them away because I am working with someone else. So, sometimes you will see them resolve something by doing rock-paper-scissors. And if both parties are happy with that arrangement then it teachers them to solve problems on their own.

Researcher: Would you say that goes for academic as well as behavioural problems. Like if they are getting stuck on something academic then they would know how to overcome that?

Definitely, if they know that I am not going to be helping them. Then they would go and ask their friends and see how they can help each other. They would be more willing to do that I think.

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

I think sometimes towards the end of the year, after we have done a lot of different centers. Ah literacy centers, numeracy centers and Exploration Time as well. Sometimes they organise themselves and will come in in the morning and say, “This is what I am going to do today,” and say to a friend, “Why don’t you join me.” So they are figuring things out. And, I think sometimes they end up going to a center where there nobody there, and they know they can’t change during that 35-40 mins. So they learn from that. So, next time they choose they want to make sure that they have someone with them.

In terms of taking personal responsibility they all know that once you have chosen a center, or once you have started in a center you have to stay there. You can’t wander off you can’t change and so I think understanding your choice, that you can’t just change. Hopefully this is teaching them to take more responsibility for their actions.

5. When working independently, (i.e. when the teacher is not working with them) what skills and learning dispositions have you seen students develop?

Couple of things. One, and we sort of talked about this earlier, being able to solve problems on their own. And, knowing that the teacher is not always going to be around to help them. And, to know when it is a problem that they can solve themselves. Second, thing is that they learn to communicate with each other, how to use words to resolve problems, and how to make their friends listen to them. Third, working independently they learn how to, um, learn in a more collaborative way. To learn from each other. To know that some people are good at certain things. To know that those are the people to go to for certain things. And to just be able to share that information. And for 6/7 year old kids they love to share what they know. They love to be able to teach their friends. You know sometimes they might be too enthusiastic and might take over someones computer and start typing in things for them. I think to know that this is something they can do, and they need to teach and learn from each other. And fourth, I think when they are working independently they can learn some patience. Again, if I am engaged with a small group they know that they need to wait if there are problems, and they need to wait till I am finished if they want to interact with me.

Researcher: You have mentioned that you have a rule that children should stay in one center. How would you say that their dedication has changed over the year?

DC: Um, honestly, from Day 1 they have been pretty good. Once the rule is made clear to them at the beginning and everyone understood that that was the rule then they would not um. They really didn’t have a problem with it. Even if they might get a bit board with their choice and look over their shoulders to see what their friends are doing they know that it is their choice.

6. Students have commented on how ‘fun’ it is learning using the supervisory teaching approach. Is this important? Why? Why not?

I think um. To alot of students the engagement is a big thing. If it is not fun and it is not engaging then I think it doesn’t matter how long and how much time you spend on certain skills or topics it really wouldn’t stick. I think that it is really important for whatever activities that we plan for the kids it needs to be engaging to them. Even if it is not engaging to us as teachers. If it is engaging to them they will persevere if there are problems or times that they are stuck with. So making it fun is really important.

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

I think social learning is something that is going to move forward. Even for us as adults if we don’t know something we go to the Internet to find information. Sometimes we don’t even know where that information comes from. We need the ability to assess if this is reliable. But ulimately we are learning from each other and collaborating on a lot of things - conscientiously and unconsciously. And this is a model that is moving forward. For them to be able to learn from other people, to share what they learn from other people. Whatever platform that maybe, it maybe something that is going to move forward. They have to be comfortable using it, that mode of learning.

**Summary of Categories and Emerging Themes**

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| Intentionality  | Choice/Ownership | II |
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| Forethought | Scaffold | I |
|  | Peer Learning | II |
|  | Ownership | I |
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| Self-reactiveness | Scaffold | I |
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| Self-reflectiveness | Teacher Agency | I |
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| General/Multiple | Encouragement/Feedback | I |
|  | Scaffold | I |
|  | Independence | III |
|  | Reflection | I |
|  | Students as teachers | IIII |
|  | Fun | II |
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[Red Highlights Summary](https://docs.google.com/document/d/1RRPpC76A2Vr5VRPWo_9pJ-qVFpEaWWlYj5yiWP6exMQ/edit)

Findings (plus see the comments):

* students need a cheerleader, teachers can be that
* students problem solve
* students problem solve together
* teacher can support with small things that might get in the way so the student can focus on bigger things.
* Promotes collaborative learning
* Fun and engaging - students want to be there

[Agency Highlights](https://docs.google.com/document/d/1OIOUIHQbivI215Zep8eYNkr_-95XXRncCt9rZQT9qhs/edit)

Findings (plus see the comments):

* Students can use what they know and make choices about what they want to do.
* Making their own choices sets them up for further success. That is they can go further.
* Having the choice makes them more purposeful.
* They are able to reflect because they really are intimate with the material.