**June 2014**

*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?

I guess I see myself as a type of problem solver for them. To help identify some of their problems or weaknesses and be able to help give them some tools and strategies to solve that problem or whatever they are struggling with. Um, I guess I also see the support is, well students do better one-on-one anyway. Students do better when learning is more personal. So, it can be more personal, and in a way its its its a more natural setting for children to be in a setting that is a more smaller group.

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 (literacy centers and writing) in which you have been using supervisory teaching supporting higher levels of agency in the students?

Well it definitely gives students freedom within a guided framework. Students will definitely explore and sometimes test those boundaries. There was an example in one center and we were doing a game. And, I had taught the students how to play it and they were doing it on their own and I was walking around seeing what everyone was doing and seeing if they needed any help, and I came back to this one group that was playing this game. It actually had to do with big numbers. I had actually just given them the goal of 100 as the big number to reach. And then on their own they were trying to do bigger numbers like 1000 and 10000 and they were just going off. It was really cute to see how they just wanted to make it their own thing and stretch themselves and push themselves to be more challenging, or to do something that would be more challenging for them.

3. How do you see this model of teaching encouraging independent learning and thinking?

Well I think that I gave a little example of students that went beyond the framework that I had given. To challenge themselves. It was supposed to be a dice game and there were supposed to roll the dice 7 times to get up to 100. It was teaching place value. They could either choose to have the number go in either the ones column or the 10s column or the 100s or the 1000s column. So, they built their own thing and they built their own thing and that was really neat to see how they could improve it in their own way

What examples can you give me from your classroom?

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

Yes! So, when I go through the stations and explain what they need to do, then they are responsible to go to that station and do what I have told them to work on. A majority of students are very excited and they get to work straight away and stay focused. But some do get distracted (chuckle) like people in normal life they get distracted about other things whether they are thinking of Batman or Starwars. But they are self directing themselves. Maybe they really like Starwars and want to have a conversation about that so that is really self-directed.

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

Hmmm. I’ve seen students become more accountable, I think, for their own learning. So if I have given them at the station something to do then they are like - ok I’ve got to do that. They try to do it. Sometimes they can’t do it and other times they can finish it really fast and they have to challenge themselves and find another way of doing it to continue their learning. I think it has helped them to develop independence and accountability. Yeah.

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

Well I think that fun is important. I know for myself that if I am not having fun teaching something I don’t want to be there - you know? And, I know for the kids that if they are not having fun learning something then they are not going to want to be there they are going to be thinking about other things other than what the learning goal is at that time. I think having fun is important because it can keep them engaged in that learning goal.

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

Well I’m going to tell you my personal story. I was homeschooled. And, I think that homeschool is a good example of supervisory teaching. My mother would spend a whole summer getting my schedule for the year set. Then on Monday I knew I would have to do this, and this, and this and this. And, I would go and I would do my own learning and I would teach myself and if I had a question I would go and ask my mum. I think that homeschooling is a really good example of independent supervisory teaching. And, students can then learn at their own pace. They can go really fast and do a lot of stuff or they can go slower if they need to and deeper of they need to. So I think that having a programme where having a programme where there is a goal where you say this is what I am trying to do and then the student sits down and works on that goal, but they can enhance it more and say, “Oh, I really want to learn about this more.” Or “This is really interesting! I’m going to spend 10 minutes just thinking about this.” Or “Wow, this is really neat. I’m just going to draw a picture about it.” I think that is really going to help to make connections in students brains and it is going to help develop the habits of learning. And, learning is a habit. Students are not going to always have teachers to guide them. They need to be their own teacher and if we can teach them to teach themselves. They’re going to learn their entire life that way.

**Summary of Categories and Emerging Themes**

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| Intentionality  | Independence/Ownership | III |
|  | Fun/excitement | I |
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| Forethought |  |  |
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| Self-reactiveness | Independence | I |
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| Self-reflectiveness |  |  |
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| General/Multiple | Scaffold | I |
|  | reflection | II |
|  | PLay | I |
|  | Fun | I |
|  | Students as teachers | I |
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