

Pedagogical Documentation Cycle-Sustained Inquiry

Resources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_PedagogicalDocument.pdf

Context:	
Teacher Goal: to have students engage in the inquiry process, and develop students' use of critical thinking skills to address challenges	
(Curriculum Expectations) → TYPES OF QUESTIONING / COMMENTS	(Look-Fors) →
<p>The 6 challenges associated with sustaining teacher-guided discussion to extend student thinking:</p> <ol style="list-style-type: none"> 1. Extending individual student thinking and speaking 2. Guiding students to self-assess and self-correct 3. Encouraging students to build on one another's thinking 4. Keeping students on topic 5. Jump-starting a stalled discussion 6. Nurturing student curiosity and excitement 	<p>What we saw and heard from students as well as what the teacher prompted</p>

<p style="text-align: center;">Observe & Record</p> <p><i>When recording evidence of learning, remember to remain in the descriptive voice.</i></p> <p>What do you see?</p> <p>What do you hear?</p>	<p>Observe and Record</p> <ul style="list-style-type: none"> • Teacher tended to call on similar people • Questions were pre-planned and scaffolded • Connections were made between overall line of inquiry and specific lesson challenge • Students freely disagreed with each other as a whole group • Teacher regrouped ideas and clarified misconceptions • Students ask clarification questions in small groups • Students listed ideas during sharing time as opposed to it being a free flowing discussion
<p style="text-align: center;">Analyse & Interpret</p> <p>What does the documentation suggest about children's thinking and learning?</p> <p>How might this information be used to plan for learning?</p> <p>What are some questions we have?</p>	<ul style="list-style-type: none"> • Some students are not actively engaging themselves in responding to challenges that further their thinking • The planning is intentional and directly links to the big question. • Students are developing effective thinking skills because they are focused solving problems or challenges. • An environment of questioning and making connections has already been established • Direct teaching around respectful disagreement and mistake-making has occurred and been implemented successfully • Students think of "share" and "discuss" as synonymous

Take Action

What might be the next steps for learning for the child?

What might be the next actions for the educators to support this learning?

Link next steps to possible program expectations .

How will this be shared with the child?

How will this be shared with the parent?

- Find a way to document the students that are participating during the discussion
- More explicit teaching of the aspects of “discussion” vs. “sharing” so that they are not used interchangeably - also pay attention to how the words are used in power-point presentations and teaching
- Refer back to thought books more explicitly/ regularly so that students have personal inquiries and wonderings heard
- Give more opportunities for students to share questions/ answers/ wondering and create greater accountability and engagement
- Be more mindful in planning so that **discussion time** is adequately given, rather than **share** time

Reflect

What further evidence of learning or information do you still need?

What are the implications of this documentation for assessment for/as learning?

How will the child's future learning (next steps) be documented?

Where might this fit into the flow of the day?

What have we learned about the process of pedagogical documentation?