

# Documentation Feedback

## Semester 2 2024 – April

Class: PK1

Date of Observations: 2<sup>nd</sup> April 2024

### Areas of Focus

- Main documentation boards.
- Other documentation of learning stories around the classroom.
- Use of documentation as a provocation.
- Use of documentation to drive learning, understanding and a personalized classroom.

### Overview – Key Observations

The big thing that stands out is how student centered your classroom is. (This goes beyond documentation and to the environment as whole.)

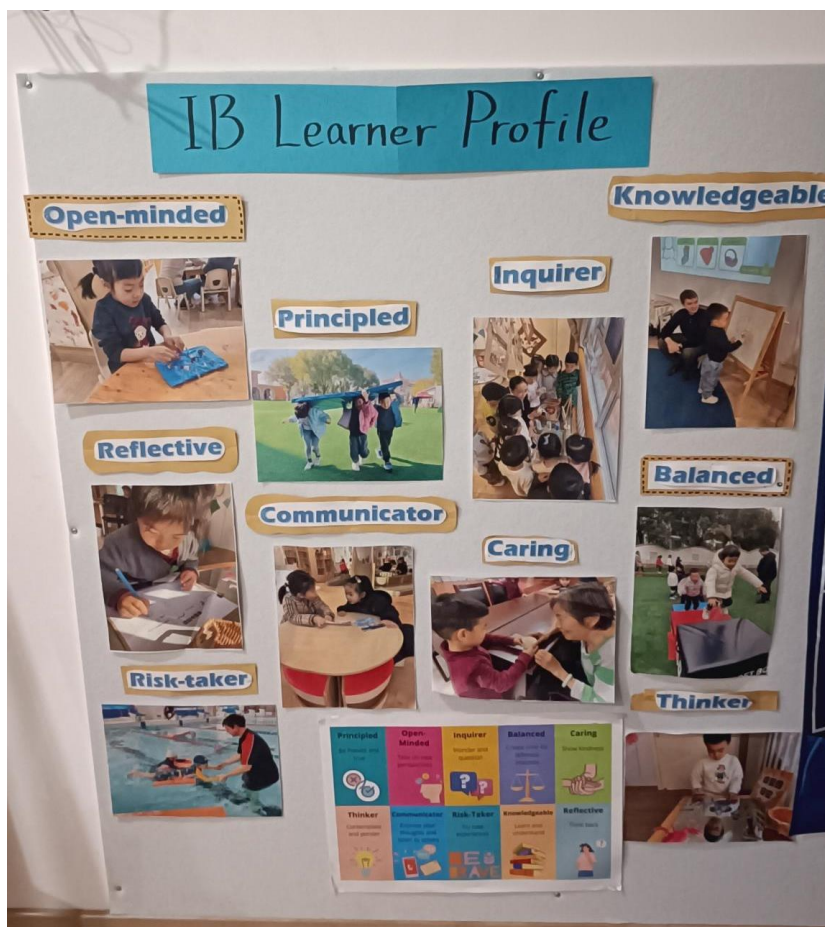
The environment has been built up with the students. Learning stations have been built up around your projects. The room is filled with student work, including with descriptions.

Your documentation boards are well developed.

Without needing to talk to you, I know what has been happening in your class this semester.

### Areas of Strength

- Your IB learner profile board is built up with student photos. This helps make it meaningful and understandable for students. (Use of documentation to drive learning, understanding and a personalized classroom)



Continue to use student photos/drawings to build classroom areas and boards. Other examples would be the essential agreements board (photos of students following the desired behavior), board for choosing which classroom area to work in and daily timetable.

Some examples of where you are already doing this are below.



- Student project work filling up the room - for example the airport you are building in your classroom.

This could serve as documentation as a provocation, and documentation to drive further understanding, learning and reflection.







## Main Chinese documentation board

- A diverse balance of content: student work; quotes ; descriptions ; photos.

The books students have made are small projects in themselves and add depth to the documentation board.

- Learning story is clear.



## *Main English/IB theme documentation board.*

- Again, a diverse range of content (descriptions, photos, student work, quotes.)
- The stages of the learning journey are clear and it shows how student led the project has been and the depth you have gone into (for example, making a logo).
- Not so related to the documentation specifically, but you mention in the last section of the board, “In the Chinese UOI...”. The link between the units of inquiry and how they are being brought together, as well as teacher collaboration is shown.



## Further Possible Considerations and Enhancements

- For the main documentation boards (Chinese and English), consider slightly shorter written descriptions.

Where the writing is student quotes, that is important.

However, you don't need long paragraph descriptions. Let the photos, student work and quotes do the talking. Keep the writing to a small number of concise sentences, telling the key details.

A big purpose of the classroom documentation is to be used by the students. For the English boards certainly, try to also make it graded to the general English level in the class. If students in your class are reading, perhaps also to the reading level.

Possible examples of parts where wording could be cut down are shown below. (For the Chinese part, I can't read it, so I am only making an assumption here – apologies.)





Longer paragraph descriptions could however be kept in a documentation book or PPT you might be keeping to send to parents.

- Only something to think about here. When you do use written descriptions, consider the wording you use. Instead of using “The children \_\_\_\_\_.”, you could try “We \_\_\_\_\_.” Even if it is you who has written it, this helps set a tone that the documentation and project itself is coming from the students. It is also in line with you as the teacher going on the learning journey with the students (“We \_\_\_\_\_.”)
  
- I haven't caught up with you yet on how you use documentation with students and ideas for this, but some possibilities are:
  - Throughout the project, have circle times or UOI sessions where you look specifically at the board with students. Go through it and ask what they can see and what they remember about each aspect.  
This could be done as a whole class or with a small group.  
This helps make students aware of the board and its content

and guide them to know it is there and they can also refer to it on their own.

- As you progress towards the end of the project, look at the board together to guide students to reflect.
  - When students might need support finding new directions to take their work and projects, consider back to what they have previously done, looking at it with them to see if any new ideas are sparked.
  - Keep the documentation from this project. Then if next year for example, you do a project or work with similar components (for example, making books, or tickets), you can reflect back with students to this work, to use it as a starting point and to reflect with them on how their thinking is developing.
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- Continue to reflect on ways of using student work as a provocation in learning stations and at activities. Students can introduce it themselves also.
  
  - As you become ready, reflect on how fuller documentation (quotes, photos, student work) can be used together, just as in the main documentation boards, to show any smaller projects that may be happening.