

Documentation Feedback

Semester 2 2024 – April

Class: PN1

Date of Observations: 22nd 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

A key point that stands out from your classroom is the vivid student work, both individual work and group work that can be seen in many areas and represent work from multiple different small activities/projects. This is always there for you, students and others to see, ensure remembering of the previous learning activities, which could help inspire new ideas and work as you look back at it together with students.

Student photos also build many areas, helping build classroom areas and make them personalized to students, as well as supporting the student work in helping students remember past experiences.

As next steps, consider also adding further, written observations, notes or student quotes alongside the photos and student work. This will help bring the learning experience and memory to life even more. It will also increase early literacy exposure. If the language is graded to the students level, it can be read if documentation is looked at with students.

Areas of Strength

- Photos and student work builds up many classroom areas and even outdoor areas. This can help students more deeply understand how they can continue to use the area. It also makes them feel more personal.

Use of documentation to drive learning, understanding and a personalized classroom.





The student work in the photo compliments the rest of the light table environment very well, enhancing it and making it very inviting.





As per the light area, the student work here further brings the kitchen area to life and makes it more inviting.

- Outside of the specific classroom areas, documentation of student work is found around the classroom. This is always here to be remembered and reflected on and can naturally inspire new ideas even for younger students.

In many cases, these are accompanied by photos, or reference materials telling a short learning story.







Main IB Documentation Board

- The photos used here are vivid and personal, bringing the self-expression activities to life.



Possible Considerations and Enhancements

- Begin to add short written descriptions, quotes or observations to accompany the student work and photos in your documentation. Grade the language used in these so it is comprehensible to students.

See both PN2 and PN3 for examples.

(You have already begun to do this with your speech bubbles in the construction area.)

Main IB Documentation Board

- Focus on trying to build documentation showing a sequence of learning experiences that build on each other or follow from each other. Don't worry about technical details, for example, what "Tune in" means at this stage or whether you are following an IB process, especially while the students are so young. Instead, focus only on seeing if you can show a learning story, even if it activities and sequence of activities are more teacher directed at this stage. Learning activities could only be loosely related.

- Also include student work and again, short writing to accompany the photos. This will enhance the board as a key area clear and varied details of the learning story being told, making it easier to understand.

- Your documentation is developing well.

There is much that you can look at with students.

I know that you may already be beginning to use it with students, or support students in using it.

Some ideas to support are below.

- I think much at your age group is about modelling. Don't worry if you are not discussing it with students yet. However, you can model to students looking at it, talking purposely about what you are seeing in clear language and model using it.

For example,

- “Look, remember when we used pieces of paper to make this picture of all the leaves. That was a good experience. I am going to see what else I am also going to color this new picture using colored pieces of paper.”

- “Remember this big painting we did. All these shapes we painted. Let’s try to paint those shapes again.” (Referring to the long piece of paper with the group art work on the wall at the front of the class above the circle time board.)
- “Remember that tall tower you built. Let’s see if we can make another tall tower, even bigger this time.” (Referring to the photos in the construction area.)

This can especially be done if you see students already interested in or looking at the documentation.

It will be modelling to students the use of documentation for the future.

- If you think students are ready, discuss the documentation with them in these situations. “Do you remember what you did here?” Discuss with students what they did and what else they could do if they tried it again. It is fine if this has to be done in Chinese at these stage.
- Some shorter questions could still be done in English however. For example, “What’s this?” “Who is this?”
- You could try looking at the documentation with the whole class during a circle time or unit of inquiry time if you thought they were ready. If not, do individually with students.