

Documentation Feedback

Semester 2 2024 – April

Class: N2

Date of Observations: April 3rd and April 7th 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

It is clear that you are building up your classroom with and for the students.

Student work is in lots of places. Student photos build up different classroom areas.

You are beginning to develop main documentation boards and also very clear documentation of your tadpole project.

From your documentation boards, the other student work around the classroom and the set up of your tables and learning stations it is clear the themes and learning stories that are happening in your class. Continue to focus on how you can build up your main documentation board and other documentation around the classroom, and then reflect on how you can use it with the students.

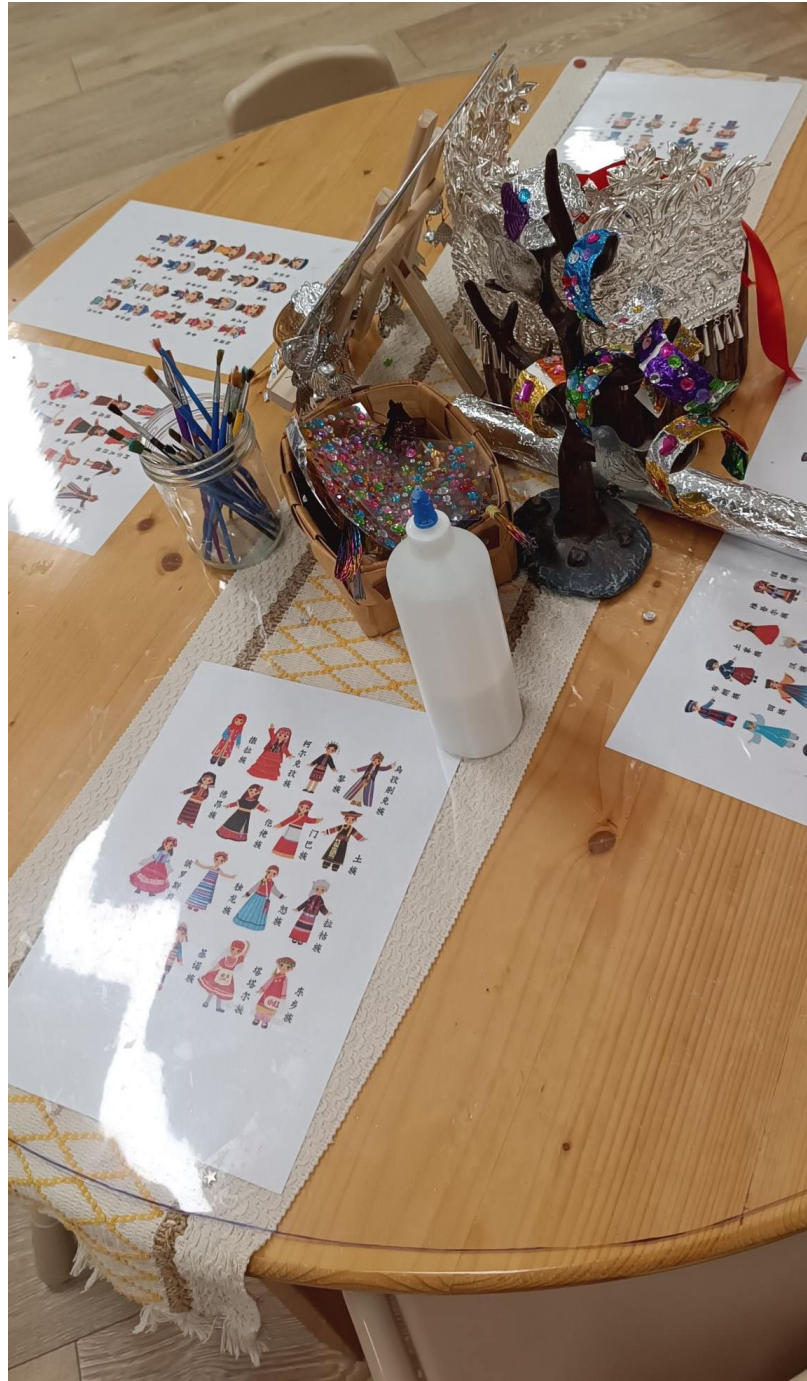
Areas of Strength

- This is an example of using documentation as a provocation.



The way you set up your activity tables is already very clear and builds the environment of the activity. For your example:

- The tables you have had recently for jobs and for ordering growing up – I think the English table.



Including student work, or photos and quotes of students who have already worked at the activity or provocation is a further enhancement, as with the example with Nora's work above.

Chinese documentation board:

- A variety of content – student work, photos and quotes.
Together, these make the learning that is happening, clear. The models of the people at the bottom bring the board to life.



(The above photo I took before the April vacation. I saw that you have added detail to it since then, but didn't get a photo.)

English documentation board

- The photos and quotes work together to tell learning stories without the need for excessive detail.
It is quick and easy to refer to for both you and students – the content is graded to the student's age, for example no excessive writing.

The work that the documentation is referred is up in another area of the classroom, for example your clay pictures of growing up. The documentation board and display work together well.



- Your documentation for the tadpole/frog project really brings that project to life.

It has multiple elements – students quotes, student work, photos and even reference materials, for example, the frog life cycle.

This documentation is developing with the project and is always there as a provocation to support continued student interest and reflection on how the project has progressed.



- In general, student project work fills the room.

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

Further examples are below:



Possible Considerations and Enhancements

- For the main IB documentation board.
 - (1) Include some examples of student work also. Even if the student work examples are already up elsewhere in the classroom, having a small number of samples here, gives more depth and variety as one place for reference.
 - (2) Consider how it can show the relation between the different learning events. How did they build on each other, or connect, or how or why did you go from one to the next. This doesn't need to be more than a one sentence explanation. Adding this will help make the learning story clear.

- For all of your documentation boards in general, always focus on ensuring they are showing a continuous learning story, rather than different learning activities.

Don't worry about technical details, for example, what "Tune in" or "Sort out" mean or whether you are following an exact IB process at this stage. Just focus on showing a continuous learning story based on what you are doing and what is best for your class.

- 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.

Some points for later on.

- As you become ready, consider ways in which you can show varied documentation (photos/student work/student quotes) for smaller projects or activities in other areas of your classroom.

The tadpole project documentation is a great example that you can always refer back to.

For example, your construction area already has photos of student work. Could this be taken further, for example also having the quotes, or a sequence of photos to so the whole learning story for construction projects?

- For your 'Daily Rules' board at the front, this could begin to be updated through documentation. For example, photos or bar codes to videos of students showing the desired behavior. Alternatively, photos drawn by students.

If you think it is the right time, consider discussing class agreements with regards to behaviors with students so that you are making it with them.

These two points above in blue, I include for completeness. Take things one step at a time. Always try changes when you think it is the right time for you and your students.