

Barrowtown Elementary

*Pedagogical
Narrations*

DIG FOR YOUR RIGHTS!

Sophia
Woitowitsch

The background features watercolor-style illustrations of green leaves and branches in the corners, and soft, abstract blue shapes in the top-left and bottom-right. The text is centered on a white background.

Introduction

I will be highlighting ideas and attempts in incorporating pedagogical narrations in Barrowtown Elementary during the pilot for the Dig for Your Rights! program for inquiry-based learning and providing an example of the approach in practice.

Checklist for Pedagogical Narrations

- Take a photo, video... (documentation)
- Write the student's names
- What, where, when to start the narration
- Include the student's actions
- Write about the student's body language and facial expressions
- Document what the students are saying and record any conversations
- Ask provocations/guiding questions if needed
- Write a reflection



Pedagogical Narration

K-1: Drawing Baby Chicks

Charlotte and Isabella are drawing chicks in their morning drawing journals. Isabella says “There is me and there is Charlotte” while pointing to the girls standing side by side in the drawing. She then points to the drawings of the chicks and says “I drew buttercup and umm... sunflower. The chicks.” These refer to the names of the baby chickens in their classroom. Charlotte then says “I am drawing chicks. This is me” while pointing to the figure of a girl and a chick on her drawing.



Reflection

Both students seem really excited about the chicks and are always in conversation about them in their drawings. This is yet another example of their excitement over their presence at the school. If it is not already in the works, it has great potential for an inquiry project because it seems that Charlette, Isabella and all the other students in the class are very curious about chickens and chicks. Even though many schools will have chicks grow in their school at some point, there can be different approaches to the way that these projects are handled. There could be no set destination or end goal for a unit on chicks and their lifecycle and while they are exploring, learning, and are curious, there could be some pedagogical narrations or observations that allow for the students to guide where the inquiry project goes next. Once the chicks are too large the teacher can provide a provocation of “The chicks are getting big, where do you think they could go now?” rather than simply saying “These chicks are getting too big, we should put them outside.” It is a guiding question rather than a statement.



Limitations in a School Setting

- Teachers do not always have time and resources
- Easier with activities that allow more creative freedom and are less structured
- Can get still get to know student interests from observation and assessment
- Becomes more difficult as children get older and their thinking becomes more concrete

My Brainstorming for Possible Applications In Schools and Benefits

- Teachers can use this to guide an inquiry project
 - Have no defined endpoint planned- ie. student led
- They can be uploaded on sites such as SeeSaw with narrations for parents
- Can be used as another form of assessment
- Allows for educators to reflect on their students actions to help guide their lesson planning

Pedagogical Narration

G2-3: Gardening

Malcolm and Christian are using spades to take dirt out of the wheelbarrow and into the planters. I asked them “What is your favourite part about gardening?” Christian chimes in and says “Planting things and digging holes.” At first, Malcolm says “Nothing” but then thinks for a moment and says “Actually digging is my favourite thing to do in life. It’s fun.” Christian says “What about video games” and Malcolm says “No digging is better.”



Audience Reflection

Why do you think this child said digging is better than video games?

Pedagogical Narration

G4-5: Food Systems

Isaac explains how the class diorama works. He points to the farm and says “It starts at the farm and goes to the train station and goes to the stores,” while he trails his finger along the route on the diorama. When he gets to the airport he says, “The airport is here and takes the food around the world and across the country.” Then Ewan says “This is based off of food and transport. Here there is a village and a doc by the lake,” while pointing to it. Then he points to the storage area and says “There is storage for food there. Here you can get and buy things from the farm store. Then Isaac says that the truck comes from the farm to the store.



Reflection

It is interesting to see what different things stand out to each student in the transportation system diorama. Is this based on what part of the project they worked on specifically and helped to plan out, or is there another factor that is influencing what parts of the food system they remember? Overall, the diorama is quite impressive and reflects the food systems quite well and is thought out in a way that makes sense. It is evident when the students discuss it that they care about what they are talking about and think it is important. What is another way that students can represent the food transportation systems? How can this be incorporated beyond elementary school and be engaging into middle and high school?