

Behaviours or conversations that occurred showing evidence of learning.

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T= teacher S = student**

<p align="center">Behaviours or conversations that occurred showing evidence of learning.</p> <p align="center">KC = key competency T= teacher S = student</p>				
	<p align="center">Managing and initiating their own learning KC - Managing Self</p>		<p align="center">Actively involved in learning; by listening, reading or doing KC – Managing Self, Relating to Others, Thinking</p>	
	Learning behaviour	Learning conversation	Learning behaviour	Learning conversation
Student 1	Selecting things to explore within the room.		Moving the plank like a see-saw to help LEOTC educator lift the apple	
Student 2	Standing up to volunteer to carry the yoke.		Listening to teacher and responding to questions	
Student 3	Pressing the button on the Earthquake café. Calling out that it was pretend earthquake.		Moving quickly round the room picking up objects, talking about them then moving on	
	<p align="center">Purposefully manipulating and playing with objects and ideas KC – Thinking</p>		<p align="center">Making links and transferring ideas and skills KC – Thinking</p>	
	Learning behaviour	Learning conversation	Learning behaviour	Learning conversation
Student 1	Picking up bike bell and talking about it with father, trying to find out how it works.	T: "This is just like your one. Let's see if it makes a noise." S: "There is a moving thing inside that makes it go."	Standing by steam engine, pointing and moving bodies to illustrate the discussions.	With Jack by steam engine: T: "That goes along like this." (moves arms horizontally) S: "The gas comes through here." (noise ch ch ch) T: "You turn that weird thing, that thing goes round." S: "That wheel goes round and that goes like that like a train." (arms move horizontally back and forth)
Student 2	Turning the handle of the chopper, pointing to the moving parts.	S: "You have to do it like that eh?" T: "How does it work?" S: "Like a bike, the wheels turn around" T: "What makes it turn?" S: "The handle?" T: "The handle is not turning the wheel though, why is the wheel turning around?" L: "That's how you do it, gears, that's how it works."		
Student 3	Turning the handle of the butter churn.	S: "Take the lid off and put cream in here, mix it round, turn it." T: "What is this bit called?" S: "The handle." T: "What goes round inside?" S: "That bit." T: "What goes round on that trolley?" S: "A wheel." T: "What does this moving part remind you of?" S: "Oh, it's a wheel too!"	While travelling on the tram thinking about the session on machines and looking out for related ideas. Realises that what she thought was a steering wheel may not be as the driver doesn't need to use it when we are moving along.	Tram: T: "What is he (the driver) doing?" S: "He's pulling the rigger. I can see the steering wheel. (tram starts moving) He's not turning the steering wheel." T: "Why isn't he turning the steering wheel?" S: "He doesn't have to on the tram, the track takes us."

		Sharing learning with peers and experts (eg teacher or museum staff) KC – Relating to others, Participating and Contributing		Accessing knowledge through a range of formats such as ICT, performance, audio, text and verbal KC – Using Language, Symbols and Texts	
		Learning behaviour	Learning conversation	Learning behaviour	Learning conversation
Student 1	Talking with his father (group leader) about what he was looking at and how he thought it worked.			Listening and participating actively in the workshop session, hands-on exploration	
Student 2				Listening carefully in the workshop session, and to group leader when moving round museum.	
Student 3	Fetching the observer to show how a machine moves.	S: "Come and look at this, it's moving." T: "What's moving?" S: "The wheels; look at them turn."		Listening to and joining in with to discussions.	
		Showing confidence in personal learning abilities		Responding to new information or evidence KC – Thinking	
		Learning behaviour	Learning conversation	Learning behaviour	Learning conversation
Student 1	Asking the tram driver a question about how fast a tram could go in front of the whole group.				
Student 2	Looking in the forge doorway and calling out confidently.	S: "I know what that is, it's a brick smacker."			
Student 3	Chatting to teacher and observer about the wheels and gears on the machines in the museum.			Relating the concept of the crocodile lever to machines around the museum. Raising the top bar on the stocks and then putting her head in: It's a crocodile!"	
		Acting appropriately within the context of the visit by showing the required level of respect and sensitivity KC – Managing Self; Participating and Contributing; Relating to Others		Using thinking processes when responding to objects or ideas e.g. critical thinking, reflection KC – Thinking	
		Learning behaviour	Learning conversation	Learning behaviour	Learning conversation
Student 1	Staying close to his father, moves away to explore but always returns. Putting hand up to ask questions.				
Student 2	Moving round sensibly, listening to instructions and staying close to adult helper. Participating in group discussions by raising hand when wanting to speak and listening to others.			LEOTC educator rounding up the session talks about the sorting activity the group has done. Louis justifies the decision to put a flip lid into the levers section.	T: "How can a lid be a crocodile or a see saw?" S: "It is the way it opens."
Student 3	Moving around independently but stays with adult helper when moving around museum. Sitting still on tram and chatting with peers about what she can see.			Trying to find solution to lifting problem by suggesting answers	T: "How can we change the see saw?" S: "We can lift it up . . . Kim can sit on it."