

## Behaviours or conversations during the visit that showed evidence of learning

**KC = key competency**

**T = teacher S= student**

	<b>Managing and initiating their own learning</b> KC - Managing Self		<b>Actively involved in learning; by listening, reading or doing</b> KC – Managing Self, Relating to Others, Thinking	
	<b>Learning behaviour</b>	<b>Learning conversation</b>	<b>Learning behaviour</b>	<b>Learning conversation</b>
<b>Student 1</b>	Choosing her research topic and finding the relevant location in the gallery. Recording information that might be useful.		Listening intently to discussions with LEOTC educator, moving round exhibits looking for things that interest her	
<b>Student 2</b>	Moves around the gallery independently, lingering and recording information that is important to him.		Examining displays in detail, reading, gathering information and recording.	S: "Come on, write it down."
<b>Student 3</b>	Moves around exhibition looking for things that interest him.		Purposefully exploring the gallery, reading and interpreting the exhibits. Recording facts he finds interesting.	
	<b>Purposefully manipulating and playing with objects and ideas</b> KC – Thinking		<b>Making links and transferring ideas and skills</b> KC – Thinking	
	<b>Learning behaviour</b>	<b>Learning conversation</b>	<b>Learning behaviour</b>	<b>Learning conversation</b>
<b>Student 1</b>	Persistently manipulating pictures to get them to match each other and show images of the waterfront area.  Picks up old phone to see what it would have been like to use.	"They're upside down." S: "No they're not, they are all one way up, but maybe they are not meant to be joined."	Discussing why the desk and the seat are attached to each other. Suggests that the reason is that students can't escape easily.	S: "They got caned and strapped, they had to improve their behaviour, they had to be perfect." T: "Is that different from now?" S: "Now you don't have to be perfect."
<b>Student 2</b>	Discussing rugby players with a group of boys. They are in awe of the points that the team scored.	"Scoring 830 points in 32 matches!" S: "If we had a calculator we could see how much they averaged per game."	Linking the wreck of the Inconstant ship and how it got to be on display as an example of conservation on the wharf.	S: "I recognise that building. It is the ferry terminal." T: "The architecture is very strong." S: "This looks like an army barracks but I think it is now apartments." T: "It was a warehouse."
<b>Student 3</b>	Pressing buttons on		Presses button to light up	T: "Does that look like a

	interactive displays to see what noises/actions result.		an X-ray display.	normal lung?" S: "No she was sick. Is that why she died?"
	<b>Sharing learning with peers and experts (eg teacher or museum staff)</b> KC – Relating to others, Participating and Contributing		<b>Accessing knowledge through a range of formats such as ICT, performance, audio, text and verbal</b> KC – Using Language, Symbols and Texts	
	<b>Learning behaviour</b>	<b>Learning conversation</b>	<b>Learning behaviour</b>	<b>Learning conversation</b>
<b>Student 1</b>	Standing with another student beside the old school desk.	S: (in a snooty voice) "Now children sit down and do your work. Teachers were very posh in the olden days."	Following 'Changes in fashion, transport and city waterfront' on big screen presentation.	
<b>Student 2</b>	Discussing the death of Queen Victoria with peers and then teacher.		Using text, audio, LEOTC educator's discussion, video presentation to gather information.	
<b>Student 3</b>	Discussing the Bond Store gallery with the LEOTC educator.	T: "What century is this?" S: "Nineteenth". T: "What is it like?" S: "It smells like rope and sounds like the sea, boats, horses." T: "What can't you hear?" S: "Cars, but I can hear paddle steamers and old horns."	Enjoying being able to access information by audio clip. Presses buttons for repeat.	
	<b>Showing confidence in personal learning abilities</b>		<b>Responding to new information or evidence</b> KC – Thinking	
	<b>Learning behaviour</b>	<b>Learning conversation</b>	<b>Learning behaviour</b>	<b>Learning conversation</b>
<b>Student 1</b>	Able to tell the LEOTC educator about what she had learned on the visit.		Closely looking at a display of women's clothing through the twentieth century.	T: "Look at all the dresses." T: "How can you run around in those?" S: "I don't think you did. Ladies must have only been allowed to stay inside. It must have been horrible."
<b>Student 2</b>	Able to give a long list of things that he had learned during the day.		Considering the time delay taken from the death of Queen Victoria to the news arriving in New Zealand.	S: 'She died, then the news got to Wellington.' T: "What did they use to get the news in those days?" S: "Post. But it was 23 January. She must have died at the end of

				the year because it was 1901.”
<b>Student 3</b>	Able to recount his learning about the shoreline ‘Changes of Wellington’.			
	<b>Acting appropriately within the context of the visit by showing the required level of respect and sensitivity</b> KC – Managing Self; Participating and Contributing; Relating to Others		<b>Using thinking processes when responding to objects or ideas, eg critical thinking, reflection</b> KC – Thinking	
	<b>Learning behaviour</b>	<b>Learning conversation</b>	<b>Learning behaviour</b>	<b>Learning conversation</b>
<b>Student 1</b>	Moving through the museum in a quiet and sensible way. Listening to the speaker.		Discussing the origins of a set of knuckle bones on display. Concluding that they must have come from an animal, maybe a sheep.	
<b>Student 2</b>	Waiting until the teacher is ready before asking questions; considerate of members of the public when moving around museum.		Using the display of rugby boots to stimulate discussion around rugby players and where they were from.	
<b>Student 3</b>	Asking questions and discussing with LEOTC educator. Exploring areas of interest and returning to the group when needed.			