

## Appendix A. Matrix for observation of classroom practice: Knowledge, skills, abilities

<b>KNOWLEDGE</b> New knowledge, insights, discoveries	<b>Subject content</b> Subject knowledge	
	<b>Curriculum core values</b> Democracy, social abilities, equality, and the central perspectives: historical, environmental, international, ethical	
<i>Didactic teacher role</i> Plans and carries out every part of the process with focus on the learning of every student, points out goals and assessment, uses interplay and student active methods		
<b>SKILLS</b> Training on the student's reached level	<b>Knowledge related</b> Theoretical skills: read, write, count, etc.	
	<b>Competence related</b> Practical skills: paint and draw, do laboratory work, carpentry, baking, note taking, etc.	
	<b>Social</b> Speak in a group, wait ones turn, be considerate, etc.	
<i>Coaching teacher role</i> Have prepared the setting and activities so that every student can navigate on his/her own, meets the student's level and helps him/her onward		
<b>ABILITIES</b> Uses and communicates knowledge and skills in an effective and appropriate way to interpret, synthesize, make connections, and see alternatives	<b>Analyzing</b> Draw conclusions, interpret, value, analyze	
	<b>Creative and entrepreneurial learning</b> Create new ideas, questions, inventions, esthetic objects etc.	
	<b>Communicative</b> Mediate, develop, reason, argue etc.	
	<b>Meta-cognitive</b> Analyze how one thinks, learns, creates etc.	
<i>Exploring and problem posing teacher role</i> Poses problems and inquiring questions, gives time for creativity and reflection, initiates analysis, points to meta-cognitive methods and techniques		

LESSON SEQUENCE:

Start

Core

Ending

## KNOWLEDGE New knowledge, insights, discoveries



The lesson presents curriculum stated subject knowledge, as well as one or several of the following areas: democracy, social abilities, equality, and historical -, environmental -, international -, and ethical perspective. The teacher has thoroughly planned the lesson progression and carries out each sequence with a focus on the learning of every student. The teacher points to goals and assessment. Interplay and student active methods are used.



The lesson presents few curriculum stated subject knowledge content OR to many areas without visible connections. It seems not planned/partly planned OR the teacher has problems letting go of the plan when something unexpected occurs. The focus is on the taught material or social harmony rather than the student's learning. The goal is unclear. Interplay and student active methods are not used OR are used in a way that doesn't guarantee safety and order.

## SKILLS Training on the student's reached level



Students are asked to practice knowledge related, theoretical skills like reading, writing, and counting AND/OR competence related practical skills like painting and drawing, do laboratory work, carpentry, baking, taking notes, etc AND/OR social skills like speaking in a group, waiting ones turn, being considerate, etc. The teacher has prepared the setting and the activities so that every student can navigate. The teacher adapts to an active coaching role and meets every student's level and helps him/her onward.



The lesson trains few, none OR too many different knowledge related theoretical skills, competence related practical skills AND/OR social skills. The teacher has not adequately prepared the setting and the activities, so that context and activities contribute to disorder, pauses, or hesitation. The teacher takes a passive role OR relapses into a didactic role, even when this is not necessary.

## ABILITIES Uses and communicates knowledge and skills in an effective and appropriate way to interpret, synthesize, make connections, and see alternatives



The lesson addresses an analyzing process (students draw conclusions, interpret, values, analyzes) AND/OR a creative and entrepreneurial process (students create new ideas, questions, "inventions", esthetic objects). Students use communication (mediate, develop, reason, argue) and meta-cognitive reasoning (analyze how one thinks, learns, creates) The teacher poses problems and inquiring questions, gives time for creativity and reflection, initiates analysis, points to meta-cognitive methods and techniques.



The lesson addresses few or no analyzing, creative or entrepreneurial processes OR students' free creating/own experiments are not systemized or generalized. The students are not encouraged to communicate OR the communicative space is used by sub-groups. Few or no meta-cognitive discussions take place.

## Appendix B. Matrix for observation of leisure-time center practice

		<b>Formal learning dimension</b> Result and working process is governed by the teacher	<b>Informal learning dimension</b> Working process is governed or supported by the teacher	<b>Chaotic/creative dimension</b> Neither result nor working process is governed by the teacher
<b>Leisure-time pedagogy as identity development</b>  Support and enhance social and emotional competence	Play			
	Students' influence and participation			
	The social interplay of the group			
<b>Leisure-time pedagogy supporting the school curriculum</b>	Curriculum related abilities analyzing, entrepreneurial, communicative, meta-cognitive, concept oriented, information handling			
	Practical and esthetical exploring content			
	Thematic and subject integrated content			
<b>Learn in and about leisure</b>	Childrens' culture and play			
	Learning to find cultural and leisurely activities			
	Good future habits: health, culture, interests			
<b>Setting/space, and structure</b>	The sequences are planned and apparent, and the shifts to new activities are effective			
	The setting/space is prepared to support formal and informal learning			
	Routines and structures supports learning and order			

ACTIVITY SEQUENCE:

Start

Core

Ending

The role of the teacher (didactic, coaching, exploring/problem posing)

## ←----- Leisure-time pedagogy as identity development-----→

### Formal learning dimension

*Result and working process governed by the teacher:*

+ The teacher presents games and tasks where the aim is clear. Activities are focused on supporting the students' identity development by self knowledge, influence and making choices and through the social interplay of the group. Goals, processes and methods are planned by the teacher and is performed in accordance with the plan. The results are as planned.

#### OR:

- The teacher controls the activity, without giving the students opportunity to influence the content. The goal is disciplining, fostering or moralizing rather than development or learning.

### Informal learning dimension

*The working process is governed or supported by the teacher:*

+ The teacher has planned the setting or the activities in a way which will give the students opportunity to investigate, experiment, and cooperate, and thereby understand themselves and others better, influence the content and make their own choices. AND/OR: the teacher participates in student initiated activities and play, by supporting students and processes that need support to be productive.

#### OR:

- The teacher observes and makes the students' activities possible but does not challenge or support interplay.

### Chaotic/creative dimension

*Neither result nor working process is governed by the teacher:*

+ The teacher leaves to the students to govern their play and activities, as one method, mixed with activities in the formal or informal learning dimensions, and/or with the intention to let the students explore their own boundaries and possibilities.

#### OR:

- The teacher leaves the students entirely to their own play or activities, where learning goals and outcomes are uncertain, impossible to assess and where the result might be that students feel bad, are excluded, or are affronted.

## ←----- Leisure-time pedagogy supporting the school curriculum-----→

### Formal learning dimension

*Result and working process governed by the teacher:*

+ The teacher presents activities, where the aim is clearly connected to curriculum bound subject knowledge, and one or more of the following: democracy, social interplay, equality, the central perspectives: historic, environmental, international, or ethical. The activity develops analyzing, entrepreneurial, communicative, and/or meta-cognitive skills. The teacher has carefully planned and performs every sequence with a focus on the learning of every student. The teacher stresses goals and assessment. Interplay and student active work forms are used.

#### OR:

- The teacher controls the activity, without giving the students opportunity to influence the content. The activities show no or little connection to the curriculum or the students' interests and/or exposes traditional school methods.

### Informal learning dimension

*The working process is governed or supported by the teacher:*

+ The students investigate, experiments, and cooperates to develop their abilities on curriculum bound subject knowledge and the teacher supports by creating opportunities, observing, participating, and supporting when needed to enhance learning. Meta-cognitive discussions support the learning.

#### OR:

- The students investigate but on areas that has no or little connection to the curriculum and the attempted abilities. The teacher observes rather than challenges. There are few/no meta-cognitive discussions.

### Chaotic/creative dimension

*Neither result nor working process is governed by the teacher:*

+ The teacher leaves to the students to govern the activities with the aim to train them in finding their own ways to learn.

#### OR:

- The activities are not planned, not focused, and without visible aims. The learning goals and results are uncertain, impossible to assess and the results might be something completely different from what is stated in the curriculum or plans.

## ←----- Learn in and about leisure -----→

### Formal learning dimension

*Result and working process governed by the teacher:*

+ The teacher organizes activities, where the aim is to teach students to find meaningful leisure activities now and in the future. The activities are planned and carried through with the teacher as a guide. The students participate in choosing and forming the activities.

#### OR:

- The teacher controls the activity, without giving the students opportunity to influence the content. Choosing activities are done in a routine fashion.

### Informal learning dimension

*The working process is governed or supported by the teacher:*

+ The students have the opportunity to try different leisure activities in a variety of settings, and by their own choice and wishes. The teacher supports by preparing and organizing opportunities and assesses and improves the activities constantly, from the students' abilities and wishes.

#### OR:

- The teacher lets the students choose but does not challenge to new, and brave choices, or to a variety, OR accepts routine (gender) choices.

### Chaotic/creative dimension

*Neither result nor working process is governed by the teacher:*

+ The teacher leaves to the students to find what they want to do in order to enhance their ability to find and choose their own leisure activities.

#### OR:

- The teacher leaves the students to find their leisure activities by themselves, so that a productive result cannot be guaranteed.

## ←----- Setting, space, and structure-----→

### Formal learning dimension

*Result and working process governed by the teacher:*

+ The teacher has organized the setting, space and structure in ways that support order, by planning goals and methods in advance and by anticipating the conditions needed to reach the goals. The shifts between different activities are planned and effective.

#### OR:

- The setting/space is not or poorly organized for learning activities. The shifts between different activities are not planned and are left to the students to cope with without guidance. It is hard to see clearly defined and planned sequences with start and finish.

### Informal learning dimension

*The working process is governed or supported by the teacher:*

+ The teacher has, by planning the setting/space and the activities over time, and by making the system visible, recurrent, and easy to decode for the students, created possibilities for the students to take responsibility for their own investigations, experiments, and learning.

#### OR:

- The setting/space is poor and/or too organized or static and does not support investigation and experiments.

### Chaotic/creative dimension

*Neither result nor working process is governed by the teacher:*

+ The setting/space is not planned for any particular activity but still rich in opportunity, giving the students the occasions to explore and use their own creativity.

#### OR:

- The order is not upheld, and the teacher has no visible systems and/or the setting/space in itself creates disorder.