Mahi Tahi – Ako: Critical Cycle of Learning (unlearning, relearning)

School Name: _____ **Date:** _____

Section 1: Culturally Responsive and Relational Pedagogy (CR & RP) – Observation

Please collate information from the CR & RP Observation Tool sheets/forms completed in your school in 2015.

1. How many teachers have been observed using the CR & RP – Observation Tool?	

2. On average, how often is each teacher observed using the CR & RP – Observation Tool? *Circle one option*

Once a year	Twice a year	Three times a year	More than three times a year

3. How many staff (in total) have been trained as observers in the CR and RP Observation Tool?

SCLT:	Other Staff:

4. **Using each individual CR and RP – Observation Tool sheet/form completed in your school, provide an average (across all 5 cycles of observation and recording) of the total number of students, Māori students and engaged Māori students noted during each observation.**

Total students	Māori students	Engaged Māori students	Cognitive Level 1 - 5	Work Completed 1 - 5
30	*11*	*7*	*3*	*4*

Continue on last page…

5. **Using each completed Observation Tool, identify the number of classes observed by year level and curriculum area.**

	Year 1 - 6	Year 7 – 8	Year 9 – 10	Year 11	Year 12	Year 13
English						
The Arts						
Health & Phys Ed						
Languages						
Mathematics						
Science						
Social Sciences						
Technology						
Te Reo Māori						

Section 2: Shadow coaching/Learning Conversations

To complete this section, refer to Page 4 - *Notes for Shadow coaching* - on the CR & RP – Observation Tool.

1. How many teachers have engaged in a learning conversation using the *Notes for Shadow Coaching*?	
2. How many teachers have been provided with in-class shadow coaching following the learning conversation about next steps and supported outcomes?	
3. List some examples of the in-class shadow coaching activities:	

Section 3: Evidence to Accelerate meetings

1. How many teachers are attending Evidence to Accelerate meetings…

…through classroom observations?		…as Rongohia te Hau 4s and 5s?	

2. On average, how often are teachers attending an Evidence to Accelerate meeting? *Circle one option*

Yet to begin	Once a year	Twice a year	Three times a year	More than three times a year

3. In 2015, how many Evidence to Accelerate meetings have been held with the following groups?

Teachers	Middle Leaders	SLT	SCLT	Other - please specify:

4. How frequently is evidence part of these meetings? Circle one option

Hardly ever   1   2   3   4   5   Almost always

5. Where has this 'Evidence to Accelerate' evidence come from? *Circle all relevant options*

Yet to begin	Minuted meetings	SCLT recall	Other – please specify:

Section 4: Reflect, Review and Act

1. How many Reflect, Review and Act meetings have been held in 2015 with the following groups?

Teachers	Middle Leaders	SLT	SCLT	Other - please specify:

2. How frequently is evidence part of these meetings? Circle one option

Hardly ever   1   2   3   4   5   Almost always

3. What are you doing differently based on your Reflect, Review and Act meetings for the following groups?

Māori students	Teachers	Middle and Senior Leaders

3. Where has this 'Reflect, Review and Act' evidence come from? *Circle all relevant options*

Yet to begin	Minuted meetings	SCLT recall	Other – please specify:

4. **Using each individual CR and RP – Observation Tool sheet/form completed in your school, provide an average (across all 5 cycles of observation and recording) of the total number of students, Māori students and engaged Māori students noted during each observation.**

Total students	Māori students	Engaged Māori students	Cognitive Level 1 - 5	Work Completed 1 - 5
30	*11*	*7*	*3*	*4*

Any comments you wish to add: