



## Culturally Responsive and Relational Pedagogy – Observation to Shadow Coaching Conventions

### Before the observation

Before the observation complete the demographic information

School: <u>Mock-up College</u>	Teacher: <u>F. Test</u>
Observer: <u>T. Trial</u>	Date: <u>10.12.14</u>

### First 5 minutes

During the first 5 minutes in the classroom observe and record evidence of the context for example:

- Lesson outline and/or learning intentions and/or success criteria and how these are shared with students
- The arrangement of desks/tables
- The location of students
- The tasks students are engaged in
- Evidence of classroom environment e.g. wall displays etc.

Lesson context: *Y9 Science - 1st half of lesson. Students seated at benches (rows). Silent copying notes re practical activity from WB. Date on WB in Te Reo (yesterday's date). No lesson outline or LI/SC visible. 'SILENT WORK' on WB. Equipment (bunsen burners, tongs etc) set up at benches around outside of room (this lesson?). Safety glasses in tray on teacher's desk at front of room. Walls largely bare apart from UOW Science posters, kowhaiwhai pattern around WB. No students' work displays.*

TIME:	Total students:	Māori students:	Engaged Māori	WIG	Transmission	Dialogic	Relationships
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### Observing and Recording

Each section of the observation tool is timed for 3 minutes. During the first 30 seconds of each 3-minute block, write the time and circle the location of the teacher then count and record:

- The total number of students
- The number of Māori students
- The number of engaged Māori students

TIME: <u>2.05</u>	Total students: <u>22</u>	Māori students: <u>12</u>	Engaged Māori students: <u>8</u>
Teacher location: <u>front</u> / middle / back			

## Recording evidence of teacher and student behaviours

For the remaining two and a half minutes record evidence of the teacher and student behaviours. Record what you see and hear. Avoid interpreting or summarising. At the same time tick whether the interaction was with the whole class, an individual student or a group of students.

TIME:	Total students:	Māori students:	Engaged Māori students:	WIG			Transmission			Dialogic		Relationships								
2.05	22	12	8	Whole class	Individual	Group	Other	Instruction	Monitoring	FBB/FFB	Cultural toolkit	FBA/FFA	Co-construction	Belief in ...	High expectations	Well-managed	Effective teaching	Evidence-based ...	Accelerating ...	
Teacher location: <u>front</u> / middle / back																				
Teacher and student behaviours observed:																				
<p>Teacher at front of room marking electronic roll.            Students in front row of benches copying from WB (2 MS)            2 MS in back row doodling on book cover.            T/C: You at it again! Thought I told you last time no practical until you have the notes down in your book.            MS: Oh sir - why can't we just <u>do</u> the practical?            T/C That's enough from you two. Now get on with it!            T/C walks along rows checking work then stands at side of room watching students.</p>				✓																

After 3 mins (i.e. 30 secs to record the time and number of students followed by 2 and a half minutes to record behaviours) move to the next section. There are five sections in total making a combined continuous recording of 15 minutes (5 sections of 3 minutes each).

## Cognitive level and work completed

These two sections are completed after the continuous recording. Ask up to 5 Māori students to tell you about their experience of the cognitive level of the lesson and the amount of work they have completed using the ranges provided.

## Preparing for the Shadow Coaching/Learning Conversation

In one section of observations, complete ticks to indicate the type of interaction and dimensions of relationship that best describe what you saw and heard. Evidence may be ticked in more than one column (refer below).

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## Shadow coaching/learning conversations

- Ensure the teacher has time to process the evidence and ask questions
- Co-construct the analysis of other sections with the teacher
- Take opportunities to use the evidence for reflecting and learning together, making connections to culturally responsive and relational pedagogy
- Identify the new learning
- Prioritise next steps and expected outcomes
- Confirm roles and responsibilities.