# 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?** | | | | |  |
| 1. **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 | |
| 1. **How many staff (in total) have been trained as observers in the CR and RP Observation Tool?** | | | | | |
| SCLT: | | Other Staff: | | | |

1. **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…*

1. **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*?** |  |
| 1. **How many teachers have been provided with in-class shadow coaching following the learning conversation about next steps and supported outcomes?** |  |
| 1. **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?** | | | | |  |
| 1. **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** | |
| 1. **In 2015, how many Evidence to Accelerate meetings have been held with the following groups?** | | | | | | | | | | | |
| **Teachers** | **Middle Leaders** | | **SLT** | | | | **SCLT** | | **Other - please specify:** | | |
| 1. **How frequently is evidence part of these meetings? Circle one option**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Hardly ever 1 | 2 | 3 | 4 | 5 Almost always | | | | | | | | | | | | |
| 1. **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:** |
| 1. **How frequently is evidence part of these meetings? Circle one option**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Hardly ever 1 | 2 | 3 | 4 | 5 Almost always | | | | | | | | | | |
| 1. **What are you doing differently based on your Reflect, Review and Act meetings for the following groups?** | | | | | | | | | |
| **Māori students** | | | **Teachers** | | | | | **Middle and Senior Leaders** | |
| 1. **Where has this ‘Reflect, Review and Act’ evidence come from? *Circle* all relevant options** | | | | | | | | | |
| **Yet to begin** | | **Minuted meetings** | | | **SCLT recall** | | **Other –** please specify: | | |

**Section One continued (see page 1)**

1. **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: