Notes for shadow coaching

- identify new learning
- prioritise next steps and expected outcomes
- confirm roles and responsibilities

Culturally responsive and relational pedagogy

Educators create contexts for learning within which:

- relationships of care and connectedness are fundamental (whanaungatanga)
- power is shared and learners have the right to equity and self determination (mahi tahi, kotahitanga)
- culture counts, learners' understandings form the basis of their identity and learning (whakapapa)
- sense-making is dialogic, interactive and ongoing (ako)
- decision-making and practice is responsive to relevant evidence (wananga)
- our common vision and interdependent roles and responsibilities focus on the potential of learners Māori students achieving and enjoying educational success as Māori (kaupapa)



Culturally Responsive and Relational Pedagogy - Observation Tool



Belief in and care for Māori learners (manaakitanga)
High expectations for Māori learners and their learning (mana motuhake)
Well-managed learning contexts (whakapiringatanga)
Effective teaching strategies to promote learning (ako)
Evidence-based learning (whakataunaki)
Accelerating improvement for Māori learners (whai pikinga)

School: _				_	Геа	che	r: _												
Observer:				_	Dat	e: _													
Lesson cor	ntext:																		
Time:	Total students:	Māori students:	Engaged Māori	\top	WIG		Tra	ansr	niss	ion	D	ialo	gic		Re	elatio	onsh	 nips	
			Māori students:								iŧ		noi		tions	pa	hing	pas	
Teacher lo	cation: front / middl	le / back		class	lal			tion	ring	l m	l toolk	 	struct	:	pecta	anage	e teac	ce-bas	.1
Teacher ar	nd student behaviou	ırs observed:		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	() () () () () () () ()

NB: Complete these sections with students after the 5 cycles of observation and recording

	COGN	NITIVE L	EVEL		WORK COMPLETED											
1	2	3	4	5	1	2	3	4	5							
No learning	Little learning	Some learning	Lots of learning	Challenging learning	No work completed	Little work completed	Some work completed	Lots of work completed	All work completed							

TIME:			Engaged	,	WIG	J	Transmission				Di	ialog	gic	Relationships					
			Māori students:								<it< td=""><td></td><td>tion</td><td></td><td>ations</td><td>pa</td><td>ching</td><td>sed</td><td>:</td></it<>		tion		ations	pa	ching	sed	:
Teacher locatio	n: front / middl	e / back		Whole class	lal			noi	ing	B-	tooll	4	struci	:	pecta	anag	e teac	e-ba	ating
Teacher and st	Teacher and student behaviours observed:				Individual	Group	Other	Instruction	Monitoring	FBB/FFB	Cultural toolkit	FBA/FFA	Co-construction	Belief in	High expectations	Well-managed	Effective teaching	Evidence-based	Accelerating

TIME:	Total students:	Māori students:	Engaged Māori	<u> </u>	WIG		Transmission				Dialogic							nips	
Teacher location	n: front / middl	le / hack	students:	SS				_	0		olkit		Co-construction		High expectations	aged	Effective teaching	Evidence-based	ng
reaction tocation	Teacher location: front / middle / back		cla	na			tioit	iri	HB.	al tc	FA	ıstr	: :	xpe	nar	ve t	-ao	rati	
Teacher and student behaviours observed:				Whole class	Individual	Group	Other	Instruction	Monitoring	FBB/FFB	Cultural toolkit	FBA/FFA	CO-CO	Belief in	High e	Well-managed	Effecti	Evider	Accelerating

TIME:	Total students:	students: Māori students: Engaged		,	WIG		Tra	ansn	niss	ion	Di	alog	gic						
Tarabanlasakia		 	Māori students:	SS							olkit		uction		High expectations	page	Effective teaching	based	<u>b</u> l
Teacher locatio	Teacher location: front / middle / back				-la			tion	ring	В	l too	FA	stru	:	ypec	ans	ve te	ce-k	atir
Teacher and student behaviours observed:				Whole class	Individual	Group	Other	Instruction	Monitoring	FBB/FFB	Cultural toolkit	FBA/FFA	Co-construction	Belief in	High e>	Well-managed	Effecti√	Evidence-based	Accelerating

TIME: Total students: Māori students: Engaged WIG Transmission Dialogic Relationships																				
TIME:	Total students:	Māori students:	Engaged Māori		WIG		Tra	nsn	niss	ion	Dialogic				Re	latio	onsh	nships		
Teacher locatio	n: front / middl	e / back	students:	Whole class	_			nc	бL	· ·	oolkit	1	ruction	:	High expectations	naged	Effective teaching	-based	ing	
Teacher and stu	Teacher and student behaviours observed:				Individual	Group	Other	Instruction	Monitoring	FBB/FFB	Cultural toolkit	FBA/FFA	Co-construction	Belief in	High exp	Well-managed	Effective	Evidence-based	Accelerating	