

## Observation



Teachers are observed teaching a class once a term. They are informed about the observation well in advance. A trained Te Kotahitanga facilitator will remain in the classroom during the entire lesson. Five Maori students are identified at the beginning of the lesson and are observed along with the teachers interactions during the lesson. The observation tool which is used to record this information is directly linked to the Te Kotahitanga Effective Teaching Profile. It provides a framework to gather and record evidence of interactions and the teacher's relationships with Maori students in the class. It also provides the means to identify the strategies teachers are using in the classroom. The impact of these actions on Maori students' educational achievement can thus be monitored and reviewed. Full-training on how to read the observation tool occurs during the hui whakarewa.

The tool acknowledges that there are many factors within the learning environment that contribute to student behaviour and learning. The information provided by the Te Kotahitanga Observation Tool enables facilitators to provide teachers with feedback and feed-forward on observed teacher-student learning interactions, and the relationships between the teacher and Maori students. The Observation Tool acts as a mirror for teachers to reflect upon during the feedback meeting.



Information collected during the observation is confidential to the teacher, facilitation team and the research team at the University of Waikato. It is not used as part of the appraisal system. Individual teachers may however, decide to use their own personal copies of their observations as evidence of professional development during their appraisal.

## **Feedback Meeting**

Following the classroom observation the Te Kotahitanga facilitator and teacher get together for a feedback meeting, normally on the same day or as early as possible after the observation, normally during a non-contact period. The feedback meetings are Professional Learning Conversations which take place based around the evidence which has been collected by the facilitator during the observation. The evidence is used as a basis for the teacher to reflect upon their own practicum. The facilitator feeds back positive aspects of the lesson along with feed forward questions for the teacher to reflect upon their teaching and positioning. As part of the feedback meeting, the teacher and facilitator co-construct a goal for the teacher to work towards. The facilitator and teacher work through PSIRPEG and ensure that the goal is specific, achievable and measureable, along with making sure that the goal will directly work towards raising the achievement of the Maori students. After the feedback meeting, the teacher gets a copy of their observation tool and notes made during the feedback meeting on a feedback sheet.

## **Shadow Coaching**

Shadow coaching occurs when the facilitator coaches and supports teachers to meet their individual or group goal within a teaching and learning context. This may be in the classroom or it may be another setting where work towards the goal is likely to occur. Shadow coaching provides a supportive environment in which teachers can plan new ideas and strategies, trial them in the classroom, they collaboratively process and reflect on the results with an informed colleague.

Shadow coaching seeks to build teacher capability in a supportive environment and may relate to any aspect of teaching. Whatever the focus of shadow coaching, facilitators ensure that there is a direct link to classroom practice and that the shadow coaching which takes place is to achieve a goal which is focused around implementing the Effective Teaching Profile. Across a group of teachers there will be a differentiated need for shadow coaching. Some teachers will require one shadow coaching session in each cycle while others may require more. The facilitator and teacher co-construct when, how often and in what form the shadow coaching will take place.