

Culturally Responsive and Relational Pedagogy - Observation Tool



Kia Eke Panuku

building on success

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: Waiopehu College

Teacher: Nicole Watts

Observer: Lois Marshall

Date: 1/3/2016

Lesson context: Maths → Geo Revision Students sat in
groups - mix gender
Cultural background.

Where these academic groupings? 6 chosen

Time: <u>10.08</u>	Total students: <u>18</u>	Māori students: <u>11?</u>	Engaged Māori students: <u>6</u>	WIG	Transmission	Dialogic	Relationships												
Teacher location: <u>front</u> / middle / back				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 and student behaviours observed: <u>Warm up activity - established practice - write up on board.</u> <u>"Take what it is like when you are good know you want to be good all the time."</u> <u>"Who wants to draw?" Cenee</u> <u>That good way - really good.</u> <u>Students invited up to do activity on board - 6 volunteers</u> <u>Savannah invited up to do</u> <u>what does revision mean? →</u> <u>I don't want you to use book but if you need to ... ask your peers at your table.</u> <u>Does spelly matter - try but if I understand ... Worksheet - revision</u> <u>headed at. If you ...</u> <u>Khatatani</u>				✓	✓										✓	✓			✓

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

COGNITIVE LEVEL					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

Students: Dhenu Geeva - left room
Savannah
Heavenleigh
Kiwa
Barley
A...

(6)

Dheunis only 2 time

TIME:	Total students:	Māori students:	Engaged Māori students:	WIG			Transmission			Dialogic		Relationships							
10.13	17	10	5	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: front / middle / back																			
Teacher and student behaviours observed:																			
Worksheet → work individually. Put music on as background - reward. Instructor gives when students work about using rules etc - wandered to get gear - minimum fuss. One on one with Fanni → sat at her level → became a group activity. Dheunis drilled in and out of work - music became important B-him but refocused himself independently. Quiet work atmosphere. Malachi - treaded quiet a complete				✓				✓	✓						✓				

TIME:	Total students:	Māori students:	Engaged Māori students:	WIG			Transmission			Dialogic			Relationships						
10.20	17	10	3	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: front / middle / back																			
Teacher and student behaviours observed:																			
Malachi - can I leave the bathroom → leave room - into → disrupted. Teacher went to Fanni. "You need to label images" "Have we done this..." "Thursday last week" "How we go?" "Good?" "Check that one and Robone" Sat down with Cassie. "Challenge rules maybe..."					✓		✓									✓			
Cassie rehed Kiwi sitting - heaviest distracted by group "You got it all on the floor as well." Explains to Cassie - back in class Why is the table out again - what did I tell you about the							✓	✓	✓										

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Genes back. Knowe finished with
pals & time.

TIME:	Total students:	Māori students:	Engaged Māori students:	WIG	Transmission	Dialogic	Relationships												
1026	18	11	5	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: front / middle / back				Crumbled															
Teacher and student behaviours observed:				Boys - Aaron / Jesse checked work up with each other. Cross class discussion about work - Tahman / Bailey → Bailey continued with work. Dhems / Fagei - off task Guys → did I teach you how to translate? Please everyone check your notes ... Dad wrong translation is not in the book → it is for next year. Savannah totally focused. Akaihai "You have to rotate Rahau - Tahman's help - Jesse Crap by class → disengaged then Done? = "So close" to Dhems.															

Everyone listen up = Everyone do as well - I will give you 5 m																				
TIME:	Total students:	Māori students:	Engaged Māori students:	WIG			Transmission			Dialogic			Relationships							
10.32	18	11	6	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: front / middle / back																				
Teacher and student behaviours observed:																				
Ceneq - do I need to move you - are you getting distracted?					✓	✓														
Dhems !!																				
"You could go and get a textbook and try and teach yourself" → - to the next level									✓			✓					✓			
Dhems what are you up to ? - Looks like you are being a bit silly.																				
Ceneq → totally distracted?																				
"Right ok ... " → Picked up - sheet moved - had in not finished - take home to do																				
- Khoot → students hook into device / programme.														✓						
"If you don't have a device" - pamp - you're not going to				✓		✓			✓											

Pen Chool

Competitive

All engaged at this point

Notes for shadow coaching

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

AFB - Forward

- M'L's idea

① Gets their personalities into the (Cultural Toolkit)
classroom teaching - real life situations

- Showing my personality



WT own Cool.

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 (wānanga)
- our common vision and interdependent roles and responsibilities focus on the potential of learners - Māori students achieving and enjoying educational success as Māori - (kaupapa)



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building on success

Culturally Responsive and Relational Pedagogy Feedback & Planning for Shadow-coaching Tool

School: *Waikato College*

Teacher: *Nicole Watt*

Observer: *Lois Marshall*

Date of observation:

15/3/16

Date of feedback and planning for shadow-coaching:

15/3/16

ACTION PLAN FOR NEXT STEPS

1. What changes does the evidence suggest need to be made in order to implement the Effective Teaching Profile leading to culturally responsive and relational pedagogy?	2. Prioritise specific next steps
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<i>Cultural Toolkit</i> <i>Academic Feedback and Feedback → how do you know the students have gained an understanding of content / activity by end of lesson? Do the students know if they understood content / concept?</i>	
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PLANNING FOR SHADOW-COACHING

3. What changes will be made?	4. What does shadow-coaching involve?	4. Who is responsible?	4. When will this happen?
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<i>Goals set by Nicole.</i> ① <i>Getting their personalities and threads into the classroom teaching context - using real life situations</i> ② <i>Showing own personality (WT)</i> ③ <i>Developing Academic Feedback & Feedback shadow as a whole</i>	<i>Building up relationships / relationships eg → using student interests in maths. application of content in maths. Reflection sheet, more active. individuals to check understanding.</i>	<i>WT</i> <i>Students as teachers in groups.</i> <i>WT - Would you like to observe another teacher in maths? Other subject to see ABA?</i>	
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5. What evidence might be used to understand how the changes in teacher practice have contributed to improved outcomes for Māori students? <i>eg stopping and checking to way through to break up lesson, refocus and check understanding.</i>
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