

### Notes for shadow coaching

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

## Cultural Relationships for Responsive 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: \_\_\_\_\_ Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson context:																			
Time:	Total students:	Māori students:	Engaged Māori students:	Relationships				Dialogic ↔ Transmission				WIG							
Teacher location: front / middle / back				Belief in ...	High expectations	Well-managed	Effective teaching	Evidence-based ...	Accelerating ...	Cultural toolkit	FBA/FFA	Co-construction	Other	Instruction	Monitoring	FBB/FFB	Whole class	Individual	Group
Teacher and student behaviours observed:																			

## Cultural Relationships for Responsive Pedagogy

### Educators develop cultural relationships for learning:

- **whānau** type relationships that demonstrate we care for our learners and have high expectations for their learning
- understanding **whakapapa** and knowing who our learners are; their cultural experiences and prior knowledge are foundational to their identity as learners
- promoting a common vision or **kaupapa** that is focused on the potential of 'all' learners to thrive in the education system without compromising who they are.

### Responsive pedagogy is also prioritised:

- **wānanga** – decision-making and learning practices that are responsive to a range of relevant contextual information, including evidence, then building from the learner's own prior knowledge and experiences
- **ako** – promoting reciprocal responsibilities to engage with each other in on-going, interactive dialogue and sense-making
- **mahi ngātahi** – where teachers, learners and whānau share in the power of contributing their own sense-making to the learning of others.

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



