Notes for shadow coaching

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

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.



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 conte	ext:																		
Time:		Po	latic	nch	nips		Dia	logi	<i>.</i>	► Tr	anc.	mica	sion		WIG				
Time.	Total Students.	Māori students:	Engaged Māori students:					<u> </u>						aris	11153	31011		VVIC	
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Teacher and student behaviours observed:				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

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:	Total students:	M	Engaged		Re	latic	nsh	ips		Dia	logi	C 🗲	►Tr	ansı	miss	sion		WIG	1
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