

RONGOHIA TE HAU

Māori enjoying and achieving success as Māori

85% NCEA Level 2 & qualifications for tertiary education

Rongohia te Hau

Rongohia te Hau is a tool that gives schools a picture of their pedagogy. No other tool asks ‘how is teaching being done in this school?’

Rongohia te Hau co-constructs the process for understanding classroom practice across a school. The evidence that is gathered tells schools how they can change their pedagogy if they want to make more of a difference for their Māori students. It offers a snapshot - a slice in time - that provides a representative sample across the school that gives a picture of what the pedagogy could look like on any given day.

Surveys

The first part of the process for Rongohia te Hau employs online surveys for teachers and students. Data from these are presented back to schools in a format that they can use to analyse the evidence.

The surveys tell us what Māori students, non-Māori students and teachers are saying about their experiences. The data is graphed so that schools have a pictorial representation of how teachers and students perceive their schooling or teaching experiences.

Outcome data from surveys

The surveys gathered so far seem to suggest that there are good relationships between students and teachers. However, it appears that students do not see the same level of discursive or dialogic pedagogy as their teachers.

Teachers rate their classroom practice more highly than students rate the experiences with their pedagogy. There is a *significant* difference between what teachers perceive as their ability to teach discursively and the experience that students report.

Classroom walkthroughs:

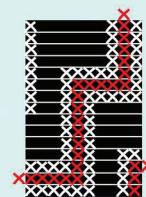
The professional development

Observers receive professional development in preparation for the classroom walkthrough observations.

They are asked to develop a picture of relational and culturally responsive pedagogy based on their prior knowledge and experience. We ask, ‘if this pedagogy were embedded in the classroom, what would we see, what would we hear, how would it feel, what are our shared understandings?’

At first, there’s a real sense of ‘well, just tell us, just give us the matrix and we’ll get on with it.’

We ask them to think about the most effective teacher they have ever had; what made them effective? Why do you remember them?



Kia Eke Panuku
building on success

**Classroom walkthroughs:
The professional development cont'd**

If we know and understand - because we have experienced really effective pedagogy - then how does that play out in our own practice? What parts of it are effective, and what parts of it aren't? - 'so that I know and understand it, not because I've read about it in a book, but I've actually experienced it.'

The exercise where they do a Y-chart asking 'what would this pedagogy look like, sound like and feel like if it was happening in a classroom?' really clarifies culturally responsive and relational pedagogy for them.

By the end of the day, teachers have a good picture in their head, it may not be a very cogent one at first but they get to it relatively quickly. By coming together and discussing it in depth they can build a very rich picture of what the pedagogy looks like. That is a real 'aha' moment and that's what we're aiming for.

There's a bit of solid ground for them to stand on which they've created for themselves. So the exercise itself has demonstrated the pedagogy in action and people get to understand that too.

Making connections

We've found that in unpacking those conversations there's not one group of teachers, not one strategic change leadership team who couldn't actually identify what that might look like in their own context.

Developing a pedagogy continuum

The pedagogy continuum starts with people's prior knowledge and experience.

Because the process co-constructs and teases out the continuum, observers have a shared understanding of what it is they are looking for. The continuum clearly articulates what culturally responsive and relational pedagogy looks like and sounds like in practice.

For example, what is it going to look like in terms of student engagement? What is it going to look like in terms of the context, the environment? What is it going to look like in terms of feedback and feedforward that the students and teacher will be engaging in?

That specificity allows people to see themselves on the continuum. In co-constructing and reflecting on the 1 to 5 range, that's when people can begin to make connections to their own practice.

Time for reflection

People have time to think about their co-constructed continuum overnight. They often talk in the morning about what they've been thinking about overnight. They've thought about themselves as practitioners in the classroom. That's another opportunity to revisit that continuum because that thinking has coalesced a little bit more.

Recording observations

The beauty of the Rongohia te Hau observation tool is that you're not making any judgments, you're not going 'that's an example of that, oh yes, tick that.' All you're doing is writing down what you can hear or see. It's like a video camera, and you're just taking a picture of what you see for ten minutes.

Evidence to accelerate

When you finish the observation and you come back and start deconstructing what you've seen, or from reading the evidence, you're not going to say, 'that's an example of that, oh yes, tick that'. You literally start at the top [beginning of your observation] and finish at the bottom [end of your observation] and that should give the people with you a good sense of what you saw, what you heard and what it felt like being in that class.

After the classroom walkthroughs our shared learning conversations help us to reconsider the classroom pedagogy across a continuum from 1 to 5. Together, we group it according to classrooms where the evidence of relational and culturally responsive pedagogy was basic, where it was developing and where it was integrating.

Bringing it all together

Bringing together the voices of Māori and non-Māori students, the voices of teachers through the surveys, and the evidence collected from observations in classrooms provides a three-pronged, or triangulated lens into the pedagogy that's happening in the classrooms. So, what are we seeing in classrooms? Do teachers have the same perspective as students about how often they give students feedback to improve their learning?

To begin with there's very much a bell curve with the walkthrough data. The majority of observations are firmly in the middle. That means in these classrooms the culturally responsive and relational pedagogy we are looking for is still developing. There are a smaller number of classrooms where this pedagogy is already integrated and at the opposite end of the continuum there are a few classrooms where the pedagogy is still at that really basic level.

Data from the surveys continue to show us that students' experiences from the surveys were consistent with what came through from the walkthrough observations.