

HPSS Observation Record (Template)

The observer (SLT, LDL/LAL, LCL, SCT (as required) or Peer Observation (as required), will visit for a 15-30 minute observation to look for evidence in practice of our journey towards effective pedagogy and **culturally sustaining practice**.

An observation record will be completed during each visit by and shared with you within 24 hours of the visit. You will offer the opportunity to discuss further if you wish. The observation record will include data / evidence for the teacher to add to their Teaching Standards reflection.

Principles and practices: Empowering learners. *Whāia te iti kahurangi*

The guiding principles of our curriculum decision-making are:

- **Innovate** through personalising learning - **Visible Learning**
- **Engage** through powerful partnerships - **Connected Learning**
- **Inspire** through deep challenge and inquiry - **Deep Learning**
- **Grow** through **Culturally Sustaining** pedagogy

Teacher:	Rebecca
Learning Hub/Module/Project:	Flamingo
Date, block & space:	2: 8/08/2019
Learning Objective:	Was written in the google classroom
Observer:	Sally
Observation focus (optional)	

Teacher Reflection and Next Steps

Reflection on student voice and key points from observation:

(With next steps / new learning)

I am really pleased about the feedback given from the students. I personally feel that I don't give students the support they need in a timely manner, so hearing them speak so confidently about their learning is reassuring.

At the moment, I am trialling different things, so I can use my time better and work smarter. I tried to set-up workshops which students must sign up to the other day. I do this with my senior classes and find success with them. It didn't go that well when I tried it, as many students couldn't decide what workshop to sign up for and ended up missing some learning opportunities. Maybe I can continue to modify this as, in theory it means I support the students with the same challenges.

Along with being able to offer support, and I want to make sure that students feel successful in this class. I am concerned that some students (like Milan in sewing) might not feel that successful against more experienced students. I have done continuums before using Solo Taxonomy as a guideline. This allowed the learners to select a skill level at the beginning of the lesson, then measure their progress at the end. I could bring this back more often. The observational comments seem to be really positive.

I am still trying to find the best way to demonstrate new skills and techniques. In this class, we are working with small components. With the sewing circuit components, it is often difficult for students to recognise what all the things do. Maybe a need to label things better and have examples to refer to in the space.

Running record:

I came into the session 10 mins in Rebecca was finishing giving instructions at the front of the space.

Rebecca proceeded to give more one on one guidance to students in helping them to set up.

Some students on sewing machines, some on computers. Students doing a variety of things.

Some using felt, some using light boards? Rebecca states for students to send through any printing to her and she will be focussing on sewing today.

Rebecca talks to the sewers and gives very clear instructions-

She instructs and shows visually at the same time. Teaching specific sewing skills. Back stitch, Plie?

Gets students to check process as she is explaining, all very on task.

Example instructions

- Make and N
- Take your bobbin case out
- Shows bobbin case

Rebecca questions all the way along and checks in with students.

Rebecca calls all the students in and give a clear demonstration with instructions.

Checks in with prior knowledge of students, as some have sewed before.

Lots of questioning rather than telling.

- What do I do first?
- Next?
- Next? Next?

Students enjoyed sharing their knowledge.

Rebecca continues to make her way around the class in an on-going way, checking in on all students. In the student voice students clearly understood the focus and where they were at. Help list on the board that Rebecca makes her way through- working one on one with students. Students are engaged in lots of hands on practical learning.

Excellent teaching and learning to observe in action Rebecca. You are well organised, allow for personalisation, are clear and warm and demanding with the students. The students are lucky to have you. I will have to come and visit at the end of term to see the final products.

Here are some photos for your Teaching standards...



Observation Notes: Principles in Practice (observed examples)

Innovate through personalising learning: Visible

Learning is explicit, all learners know what they are learning, how and why:

- Google classroom with lesson overview and instructions
- Learning Objectives using LDM language shared and visible on board &/or Google classroom
- Students know where to find support materials and resources
- Learning Objective DPA rubrics with curriculum sub-level descriptors and success criteria are on the google classroom
- Ongoing specific teacher feedback and feedforward towards the success criteria is given

Explicit communication, Accessibility to learning information & materials, Signposting & Navigating, Common Language

LO on the google classroom

All set up and working specifically on what is needed for them, They know what to do with machines, where material is and light boards etc...

Students talked of knowing where they were at with class trackers.

Engage through powerful partnerships: Connected

Learning is authentic, connected across learning areas and engaging for all learners:

- Teacher-student learning relationships are warm and demanding
- Explicit articulation of connections to Big Concepts/big ideas, cross-learning area links, concepts, capabilities
- Students have authentic opportunities to connect to real world learning and their wider community
- Evidence of collaboration, cooperative group work and student-led learning, co-construction/ power-sharing
- Employs appropriate and responsive co or team teaching strategies
- Students have choices about what they learn, how they learn, and who they learn with

Connecting to students, co-teaching, co-construction, authentic learning connections

Definitely student centred learning and very clear warm and demanding relationships, seen in action and also mentioned in student voice.

Real world designing materials for rd safety etc...

Some students working in groups on similar focus eg machines, lightboards etc...

Great to see the questioning by rebecca in finding prior knowledge and empowering students. Did not make assumptions that they did not know.

Lots of choice in voice in focus, all on slightly different paths

Inspire through deep challenge & inquiry: Deep

Learning challenges all learners appropriately and grows them as critical and creative thinkers and problem-solvers:

- Differentiation: All students are challenged and extended in their learning (readiness, learning need, style and/or interest)
- Teacher voices and demonstrates high expectations for all
- Atmosphere is learning-focussed and productive
- Extends students' thinking using inquiry learning
- Provides opportunities for self directed learning
- Provides students with choices about how they

Critical thinking, metacognition, self-direction, inquiry.

Yes differentiation, including for Cameron PL in class working with TA.

Clear and high expectations.

Choice around drawing, designing, making and focus.

evidence their learning (modes).	
Grow through Culturally sustaining practice	
<p>Learning builds on cultural wealth, the diverse richness of views, knowledge and capabilities that students bring as themselves:</p> <ul style="list-style-type: none"> • Students are cared for and nurtured as culturally-located individuals • Students are empowered to access and share their own cultural experiences; their prior learning and knowledge is validated. • Teacher incorporates Māori and Pacific language, world views, knowledge and ways of learning to connect with and engage students • Students are encouraged to be critical thinkers for social change. Topics for study are based in issues of critical, social, significance for our students, their whānau, our community, as well as national & international issues that affect them. 	<p>Yes students empowered to bring own voice and share their prior knowledge.</p> <p>Wasa big term focus on making a difference for others in society through development of a product.</p>

Student voice

Ask up to 3 Māori or Pasifika students to tell you about their learning, their relationship with the teacher, about their experience of the cognitive level of the lesson and the amount of work they have completed.

	Student one	Student two:	Student three:
Names	Milan	Kaia	Hermione
What are you learning today? What the focus for the term?	We are learning how to sew, two different things onto fabric and sewing them together. About rd safety, we are coming up with different things to come up with things that will make the rd safer.	We are making our own inventions to make an invention that could help someone, mines on head injuries and head safety, so I am going to make a helmet that could help tradies.	Sewing how to sew different pieces of fabric together. Making a soft toy.
Unclear - Clear			
How is it going? How do you know how well you are going? Do you know your next learning steps?	Mine is not going to well, as I am very behind and we are learning as we go, I am a slow learner, I have not sewn before, but everyone else can.	Think I am going good , we have a class tracker and I am pretty up to date in that. Submit work.	Going pretty well. Tracking. Hand sew some buttons.
Unclear - Clear			

What does this teacher do well?	She always makes sure that we know what we are doing and she always checks on people rather than us having to go up to her. She lets us do it, she does not talk too long.	She helps you quite often, you don't need to ask, she will come and check how you are going.	She is really good at teaching when she helps you it is easy to understand what she means, she is a very nice teacher.
What could this teacher do differently or better to help your learning?	Not sure, not yet.	Not really.	Not really.

COGNITIVE LEVEL				
1	2	3	4	5
No learning	Little learning	Some learning	Lots of learning	Challenging learning

WORK COMPLETION				
1	2	3	4	5
No work completed	Little work completed	Some work completed	Lots of work completed	All work completed

While in class, not there until the end.