

# Element D

As considered by the leaders in our focus group



Matatū. Tū Mataora.  
Stand tall. Shape the future.

# Michela

## Who do teachers discuss their practice with?

- On a formal basis with the Professional Leader, CM – planned on annual plan with agreed set dates.
- Daily with colleagues in the room and or TLs.
- Regularly at staff hui with their colleagues.

## Who are they observed by? How often are they observed?

- Observations (formal) are completed by Team Leaders or CMs. At least 2 a year.

## What is the observation process?

### Pre-observation

- Based off the professional conversations that have been planned and held with the individual's goals and focus.

### During observation

- Ideally written or videoed and shared – no set process in place – yet.

## Who do they get feedback from?

- From the Professional Leader/CM and/or Team Leader.



# Lysandra

We believe professional growth thrives in relationship and reflection. Our observation and feedback processes are intentionally designed to strengthen capability, celebrate excellence, and ensure every kaiako continues to grow in ways that enrich our ākonga.

## **Who do teachers discuss their practice with?**

- Coach, mentor, team leader, inquiry leader, teams, peers, PLGs

## **Who are they observed by? How often are they observed?**

- Minimum twice a term with coach, mentor
- Data driven, Capabilities focused, Strengthening Pedagogy, Practice, Purpose
- SLP – Part of our Strengthening Learner Practice model, driven by Spiral of Inquiry.



# Lysandra

## What is the observation process?

### Pre-observation

- Co-plan, co-teach informed by Goal – Purpose/focus/ Students/data/ Possible challenges/support required/ Approaches/resources/motivation/ LI/SC
- Possible lesson sequence/ Plenary Review – Preview/ Map possible learning sequences and intended outcomes
- Centred on strengthening pedagogy, practice, and purpose

### During observation

- Focuses on learner engagement, instructional strategies, and evidence of impact
- Post observation professional conversation/reflection

### Who do they get feedback from?

- Observe and leader feedback, celebrate successes, next steps for growth.
- Reflective professional conversation/ Feedback based on *2 positives and 1 area for growth*
- Shared reflection to affirm strengths, identify next steps, and refine practice

At Glenbrook School, observation is not about evaluation, it is about evolution.

Each observation cycle strengthens our collective expertise, builds confidence, and aligns our practice with the aspirations of equity, excellence, and ako that underpin the Teaching Standards.



# Karl

**Who do teachers discuss their practice with?**

- Senior teachers/ Senior Leadership Team
- Mentors/ coaches
- Colleagues/ team members
- PLD providers (Structured Literacy writers toolbox. Relationships First.

**Who are they observed by? How often are they observed?**

- Senior teachers/ Senior Leadership Team
- Mentors/ coaches
- Colleagues/ team members
- PLD providers (Structured Literacy writers toolbox. Relationships First.

**What is the observation process?**

**Pre-observation**

- Staff are aware of the purpose before hand
- It aligns to our observation timetable
- Teacher reviews reflection from last observations/goals.

**During observation**

- 20-30 minutes
- Observed by **up to 2** observers
- Everything that is happening/ said/ taught is recorded
- Interviews with selected students on what they are learning

**Who do they get feedback from?**

- Observers in a Talanoa discussion
- Themselves unpacking the Data and analysis of observation
- Students feedback



# Helen

**Who do teachers discuss their practice with?**

- Critical friend
- Line manager – HOD/HOLA/DP
- PLGs
- Dept. Colleagues

**Who are they observed by? How often are they observed?**

- PCTs – x2 per term
- Registered teachers – at least one per year
- Teacher's choice – critical friend, PLG manager, HOD or line manager

**What is the observation process?**

**Pre-observation**

- Discuss focus of observation and what teacher wants observed
- How evidence might be shown

**During observation**

- 5 mins noting actual learning area 'paint the picture'
- 3x3 min chunks where observer writes what they see, hear – observational language, not judgemental
- Last 5 mins – ask 4 students set questions

**Who do they get feedback from?**

- After observation – observer/teacher meet to discuss observation. Teacher fills in evidence of 'PC Way' from observation info.
- Shadow coaching questioning prompts – themselves reflecting
- Student feedback



# Glenda

**Who do teachers discuss their practice with?**

- Their PGC coach/partner
- Informally – in team and department hui, with colleagues in the staffroom
- Prov. registered teachers discuss this with their mentor teacher and any other identified support people.

**Who are they observed by? How often are they observed?**

- Principal visits classes weekly for walk throughs (& emails feedback focussed on strengths)
- As part of the PGC process, teachers are observed by their PGC partner once a year
- Our SCT will go into classes for support teachers with their PGC goals by giving their feedback after observations (and in other ways too).

**What is the observation process?**

**Pre-observation**

- Encouraged to have discussion with their PGC partner

**During observation**

- 30-60 minutes in the lesson
- Taking notes, mindful of teacher's PGC goals
- Looking at some student books/online work
- Talking with students about this subject and class.

**Who do they get feedback from?**

- Receive feedback from observer on the observation (section to write it onto the form).
- Teacher then self-reflects and there is also space for this on the form.



# Jo

**Who do teachers discuss their practice with?**

- Team Leaders
- SENCO
- Within Leader Literacy
- Within Leader Maths
- DP/Principal – annual summary of chats.
- Colleagues during team meetings/staff meetings

**Who are they observed by? How often are they observed?**

- 1 formal by team leader
- Informal visits
- Open offer of support re learner needs or areas of schoolwide development. E.g. the code.

**What is the observation process?**

**Pre-observation**

- Person identifies areas they want feedback in on template
- Pre conversation to understand areas for feedback and an overview of the context of the lesson

**During observation**

- What is seen – against criteria (not expected to see all/ focus in on areas they identified)
- Wonderings for discussion to probe into practice – curious rather than critical
- Gather feedback on the area they have focused on

**Who do they get feedback from?**

- Person who was observed starts
- Person who observed feeds back what was seen
- Traffic light – green all positives from leader, red – must do if a gap
- Collaboratively come up with orange from conversation



# Liz

## Who do teachers discuss their practice with?

At our kura, Kaiako discuss practice with their Head of Learning Area, their colleagues, whānau and their students, the SCT at times, and themselves! In reflecting.

## Who are they observed by? How often are they observed?

Often it is their Head or Assistant Head of Learning Area, the Principal, or the Specialist Classroom Teacher (SCT); at least once a year formally. PCT's will have more as a part of their induction and mentoring programme for example.

## What is the observation process?

### Pre-observation

Meeting on 2-3 things the teacher is wanting to find out about their practice/out of a goal

### During observation

- Timed narrative – up to 20 mins. Can be audio/video
- Could include classroom layout and teacher's movements mapped if relevant
- Record of student learning – Kaiako chooses 3 learners. They ask them 6 questions on the learning and provide the feedback.

### Who do they get feedback from?

- The students
- Observer and observed has analysed the timed narrative and student voice  
Reflections – so themselves ultimately.



# Ken

## Who do teachers discuss their practice with?

Their peers, coach, mentor, Head Teacher, whanau, tamariki, Centre Manager, Professional Practice Leader or Area Manager.

## Who are they observed by? How often are they observed?

They are observed by their coach/mentor, a Head Teacher or Centre Manager. Sometimes observations are done by our Professional Practice Leaders. PCT's 4 x observations per year, and fully certificated teachers and leaders once a year.

## What is the observation process?

### Pre-observation

Agreeing on the focus of the observation – normally this would relate to the identified development goal in the teachers/leaders PGC.

### During observation

- Written record of the observation. Could be video observation depending on the situation.

## Who do they get feedback from?

- The coach, mentor, Head Teacher and or Centre Manager. Might also be feedback from a Professional Practice Leader.



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