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| LEADER OBSERVATION FEEDBACK | | | | |
| DISCUSSION FOCUS ON… | The teacher  27% | The system  18% | Students & Home  55% | LEADERSHIP INTERACTIONS |
| Student 1 | Building on vocab |  | Silliness |  |
| Student 2 | Hearing – classroom modifications | Hearing – followed up with referral | Shy  Confidence | Clarifying and reinforcing  NC to test within next 4 weeks |
| Student 3 | Doesn’t get text types – I don’t know |  | Won’t write by himself | Giving suggestions  NC student still at 2B –continue with action. |
| Student 4 |  |  |  | NC. “I’m not expecting a lot from X but he’s doing well”. |
| Student 5 |  |  | “X can’t concentrate for one minute”. Hyper. A lot of stuff going on in his life. Too much sugar. | “I think we’re getting there but it’s hard yacker”. Leader questioned – “does he enjoy maths?” “He does. He works well one on one but I don’t have that luxury”. |
| Student 6 |  | Hearing problem | Sick. Nana referred to HPS but didn’t go. Nana said they’re not getting homework. Three bookbags. Babied at home. Cries a lot. Maori Dad. | Teacher imitating parent – NC. Over 10 minutes of hypothesising about what is happening in child’s life outside of school – child’s maturing, parenting, culture, etc. Teacher concluded – “I’m not a psychologist!” |
| Student 7 |  |  | He needs to reread. | Pen license. Maybe that will help. |
| Discussion Points for XXX  Engaging in open to learning conversations – you asked for evidence and began probing   * You asked about whether some children were actually at their level and responses were: “Yup he’s 2B because he’s got good ideas”; “Hopefully he can produce another piece of writing before the holidays…then he’ll be at 2B.” * Teacher said “I think we’re getting there but its hard yacker”. You questioned – “does he enjoy maths?” “He does. He works well one on one but I don’t have that luxury”.   Engaging in open to learning conversations – you missed opportunities to challenge   * “I’m not expecting a lot from Junior but he’s doing well”. * One student was at 1A and is now at 1A and the comment was ‘continue with actions taken”. * One student was at 2B and is now at 2B and the comment was ‘continue with actions taken”. * No up-to-date assessment information for Student 2 and teacher said she’ll do it in week 2 of term 4 (6 weeks later). * There was A LOT of “hopefully we’ll get there”. You need to challenge - what are you doing to get actually get him there?   Discussion Points for Leadership and Implications for Protocols   * Having the notes up on projector means a lot goes unsaid. Plan to have teachers share their evidence and action. * How we can encourage teachers to think about the language they use? Engaging in open to learning conversations can help us help teacher’s think about their espoused theory versus their theory-in-action. | | | | |