

Teaching Observation Framework

Domain	What this looks like in practice
1. Learning environment <i>Aligns with</i> ✓ SIF TL 1 ✓ Evaluation Indicators 4.3	<ul style="list-style-type: none">• Lessons follow a clear structure, with purposeful routines and clear transitions.*• Learners appear settled and attentive. Learning time is maximised and learners are supported to stay on task.• Respectful, responsive and reciprocal teacher-learner and learner-learner relationships are observed. ^ Teachers interact with learners throughout the classroom.• Teachers create a safe, respectful and inclusive physical, social and emotional environment that encourages participation and collaboration for successful learning. ^• Learners can see their identity, culture and community represented in the classroom, learning materials and lessons. ^
2. Clear expectations <i>Aligns with</i> ✓ SIF TL 1 ✓ Evaluation Indicators 4.1	<ul style="list-style-type: none">• Lessons have a clear learning intention, shared with learners.• Learning tasks are specific and unambiguous. Learners know what they are expected to understand, know and do (success criteria). *• High expectations for learners are evident^, and it is clear how students can demonstrate progress and achievement.
3. Explicit teaching <i>Aligns with</i> ✓ SIF TL 2 ✓ Evaluation Indicators 4.3	<ul style="list-style-type: none">• Teachers introduce and model skills, and provide clear, explicit instructions on how to achieve mastery. *• Teachers provide exemplars that unpack the learning process / intended learning and ‘think alouds’ to demonstrate new skills. *• Teachers summarise learning, ‘tying it all together’ at the end of the lesson. *^• Learners are provided with time to practise new skills and are able to focus on understanding the steps needed to complete the task / solve the problem. *
4. Differentiated learning <i>Aligns with</i> ✓ SIF TL 2 ✓ Evaluation Indicators 4.5	<ul style="list-style-type: none">• Teachers know their learners and the ways they learn best. Teachers understand learner readiness, progress and need for extension.• Teachers differentiate learning ‘in the moment’ to meet the needs of learners individually and as a group.• There are opportunities for all learners to learn and experience challenge and success, with individualised interventions and support as required. *
5. Engagement in learning <i>Aligns with</i> ✓ SIF TL 5 ✓ Evaluation Indicators 4.2 ✓ Tapasā	<ul style="list-style-type: none">• Teaching is relational, affirming, culturally responsive and mana enhancing, enabling inclusive participation. ^• Learners appear engaged in meaningful work, appropriately challenged and encouraged to take risks with their learning.• Lessons incorporate knowledge of learners’ interests, questions, experiences, cultures, languages and background. ^• Learners with a first language other than English, or with different needs or abilities, receive relevant individualised support to access learning. ^• Teachers understand and value the importance of learners’ identities, languages and cultures. Teaching draws on the cultural knowledge, languages, experiences, perspectives and skills of all learners to enhance engagement and belonging. ^

6 Collaborative learning	<ul style="list-style-type: none"> • Opportunities for student-led collaborative learning, including peer, small group and mixed ability grouping. [^] • All learners participate in meaningful tasks and know what they are doing / their role in a group. [^] • Teaching encourages inquiry, active learning, problem-solving, collaboration and dialogue. [^]
Aligns with ✓ SIF TL 2	
7 Questioning & feedback	<ul style="list-style-type: none"> • Questioning is open and improvement focused, used to check for understanding, stimulate thinking and discussion, and to focus attention. ^{*^} • Feedback is specific, timely, strengths-based and interactive. Learners are encouraged to reflect on their learning and progress. [^] • Formal and informal feedback provides opportunities for immediate correction and improvement, and emphasises opportunities to learn and self/ peer assess (formative) ^{^*} as well as to reflect on mastery (summative). [^]
Aligns with ✓ SIF TL 5	
8 Scaffolding, managing cognitive load	<ul style="list-style-type: none"> • Teaching is intentionally sequenced and connects to / builds upon previous knowledge and learning. ^{*^} • Learners are provided with individualised scaffolding, teaching responds to learner interests, questions and insights. ^{^*} • Learners receive multiple exposures to new skills / knowledge and numerous opportunities to practise, demonstrate understanding and apply new learning. ^{^*} • Teachers help learners to see continuity of learning over time and growing capability, and consider learners' cognitive load when introducing new concepts. [*]
Aligns with ✓ SIF TL 3	
9 Learner agency & metacognition	<ul style="list-style-type: none"> • Teaching helps build learner agency and self-efficacy[^], supporting learners to talk about how they learn best, [^] and consciously build learners' self-regulation, goal setting, motivation and study skills. • Teaching fosters learner beliefs in their own capabilities to learn successfully and consider how to best approach learning tasks / solve problems. • Learners can talk about how they learn best[^] and have opportunities to plan, monitor and evaluate their own progress and comprehension through self-reflection and classroom discussion.
Aligns with ✓ SIF TL 4 ✓ Evaluation Indicators 4.3	
10 Culturally-responsive pedagogies for Māori learners	<ul style="list-style-type: none"> • Teachers know and specifically support the aspirations of Māori learners to achieve educational success as Māori. Cultural competencies of Tātaiako can be observed in teaching practice. [^] • Whanaungatanga Teachers actively engage in respectful working relationships with Māori learners. Invitational, respectful, reciprocal relationships with Māori learners is evident. • Maanaakitanga Teachers show integrity, sincerity and respect towards Māori beliefs, language and culture. Te reo Māori and tikanga Māori is visible and normalised by the teacher and learners. • Tangata Whenuatanga Teaching affirms Māori learners as Māori and provides contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed. Relevant curriculum connections are made to the environment, local marae, te ao Māori and mātauranga Māori. • Ako Teachers take responsibility for their own learning and that of Māori learners. High expectations for Māori learners is evident. Māori learner agency and self-efficacy is evident.
Aligns with ✓ SIF TL 9	

Key:

[^] culturally-responsive practice

^{*}management of cognitive load