

Tool 2: Relationships-based Learning Classroom Observation Instrument

Part one: Creating the extended family-like context

Teacher name:

Impact coach name:.....

Date:.....

Dimensions	No evidence	Little evidence	Some evidence	Lots of evidence	Great deal of evidence
<p>Rejecting deficit explanations for students' learning</p> <ul style="list-style-type: none"> Deficit explanations are not used to explain learners' difficulties. Agentic talk is clearly articulated, and learners are encouraged as they succeed. Errors and mistakes are seen as being opportunities to learn, not insurmountable problems. Learners' language, culture, and heritage are seen as assets and not as hindrances to learning. 	1	2	3	4	5
<p>Note any examples:</p>					

Dimensions	No evidence	Little evidence	Some evidence	Lots of evidence	Great deal of evidence
<p>Caring for and nurturing the learner, including their language and culture.</p> <ul style="list-style-type: none"> • Culturally appropriate and responsive learning contexts are provided for and created. • Learners can bring their own cultural experiences to the learning interaction/conversation. • Learners' prior learning is utilised. 	1	2	3	4	5
Note any examples:					
<p>Voicing and demonstrating high expectations</p> <ul style="list-style-type: none"> • Learners' performance is paramount. • There are high expectations of learning and behaviour and activities are cognitively challenging. • Interactions include talk about learner capability to set and reach short- and long-term goals. • What is expected of students and what learning involves is clearly identified. 	1	2	3	4	5
Note any examples:					
<p>Ensuring that all learners can learn in a well-managed environment</p> <ul style="list-style-type: none"> • Lessons and interactions are well-organised with clear routines for learners to interact and learn individually, in a pair, or in a group. • Management and learning interactions are implemented in a non-confrontational manner. 	1	2	3	4	5
Note any examples:					
<p>Knowing what students need to learn</p> <ul style="list-style-type: none"> • Competency in subject knowledge is clearly displayed. • Models and exemplars are provided to support learners to know what success looks like. • Leader of learning incorporates routine subject knowledge with pedagogical imagination. 	1	2	3	4	5
Note any examples:					

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Part two: Teacher interactions within the learning context

Mins	Teacher interaction code	Evidence of discursive interactions and power-sharing strategies	Interacts with students	Location of the teacher
	PL FB FF CO PS	For example: cooperative learning, student-generated questions	I O	D S M O
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Codes: PL: Prior Learning FB: Feedback FF: Feed Forward CO: Co-construction
 PS: Power Sharing I: Indigenous O: Other D: Desk S: Stationary M: Moving O: Outside

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Part three: Student engagement in their learning

Learning intention:

Success criteria:

Task:

Question	Student one	Student two	Student three
What are you learning today?			
<div style="display: flex; justify-content: space-between; align-items: center;"> Unclear ← → Clarity </div>			
How do you know how well you are going?			
<div style="display: flex; justify-content: space-between; align-items: center;"> Dependent ← → Independent </div>			
What do you think are your next steps?			
<div style="display: flex; justify-content: space-between; align-items: center;"> Short term ← → Long term </div>			

Summary tables

Section one: Totals for creating the extended family-like context

Dimension	Rating	Possible Goal/Commentary
Rejecting deficit explanations for students' learning		
Caring for and nurturing the learner		
Voicing and demonstrating high expectations		
Ensuring that all learners can learn in a well-managed environment		
Knowing what students need to learn		

Section two: Totals for interactions and the location of the teacher

Totals for interactions		Total of interactions with students		Totals for the location of the teacher	
PL		I		D	
FB		O		S	
FF				M	
Co				O	
PS					