

Manaiakalani Pedagogy Programme

Classroom Observation Analyses Report - Cluster

2013 to 2017

The University of Auckland Project Code: 3712206

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Date: 24 October 2017



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Acknowledgements

This report, and the research and development project it is about would not be possible without the substantial contribution of many different individuals and groups within Manaiakalani. We especially acknowledge all those who have contributed to the research and engaged with us in rich discussions about the design and emerging patterns – the Principals, convenor, teachers and students at the schools. Your time and helpful assistance is greatly appreciated. We are also grateful to the parents and the wider community for their support of the Woolf Fisher Research Centre.

We would like to give special thanks to Jenny Oxley, Pat Snedden, Dorothy Burt, Russell Burt and Georgie Hamilton for their support with this research. Staff members at the Woolf Fisher Research Centre also contributed to the completion of this research report: Dr Yu Liu, Tong Zhu, Argya Wanaditya, Cynthia Orr and Angela McNicholl had particular input.

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1. Overview

In this report, the findings from the classroom observations in all Manaiakalani schools are reported. Classroom observations were conducted in classes where teachers volunteered to be observed. Since 2013, the classroom observation tool has evolved so if there was slightly different data collected under a certain category in that year (e.g., Nature of Site, 'Multi-modal' was introduced in 2017) then the results will show this on the graphs. This also includes categories that have been added over the years or made more 'specific' by categorising observation findings.

2. Classroom Observations, 2013 to 2017

In this section, findings from the classroom observations in 11 Manaiakalani schools are presented aggregated across all schools. In all classes, the year level, the teacher, the school and number of students who had access to devices were noted, thereafter, observations were carried out using an observation template, divided into six minute intervals, repeated six times (a 36 minute sample of teaching in each class). For the first three minutes of each interval, the teacher's teaching actions were noted. For the second three minutes of each interval, the digital learning provision was noted. The tables and figures in this section therefore represent the number of intervals in which specific practices were observed.

Table 1

Description of Classroom Observations by School in Manaiakalani at 2017

School	N of Observed Intervals	N of Teachers	Year Level
Glen Innes School	18	3	6-8
Glenbrae School	12	2	6-8
Glen Taylor School	18	3	7-8
Panmure Bridge School	13	2	7-8
Pt England School	30	5	4-8
Ruapotaka School	12	2	7-8
Stonefields School	37	6	3-8
St Patrick's School	6	1	7-8
St Pius X School	6	1	7-8
Tamaki College	65	11	9-13
Tamaki Primary School	12	2	4/7-8
Total	229	38	

Table 2

Number of Classroom Observation Intervals by Year Level in Manaiakalani at 2013 to 2017

Year Level	N				
	2013	2014	2015	2016	2017
Year 3-4	0	0	0	0	18
Year 5-6	42	186	173	0	24
Year 7-8	72	190	204	77	122
Year 9-13	26	72	72	57	65
Total	140	448	449	134	229

2.1 Digital Class Features

In this subsection, features of the digital learning environment are presented. Items reported are:

- number of students with device access in class;
- size of the teaching group;
- use of the digital platform to lead learning.

Numbers of students with access to devices

In this subsection, the number of students who accessed their device at least once in the whole lesson was noted. Students not accessing devices either did not have access to one, or were not using a device for any of the observed lesson.

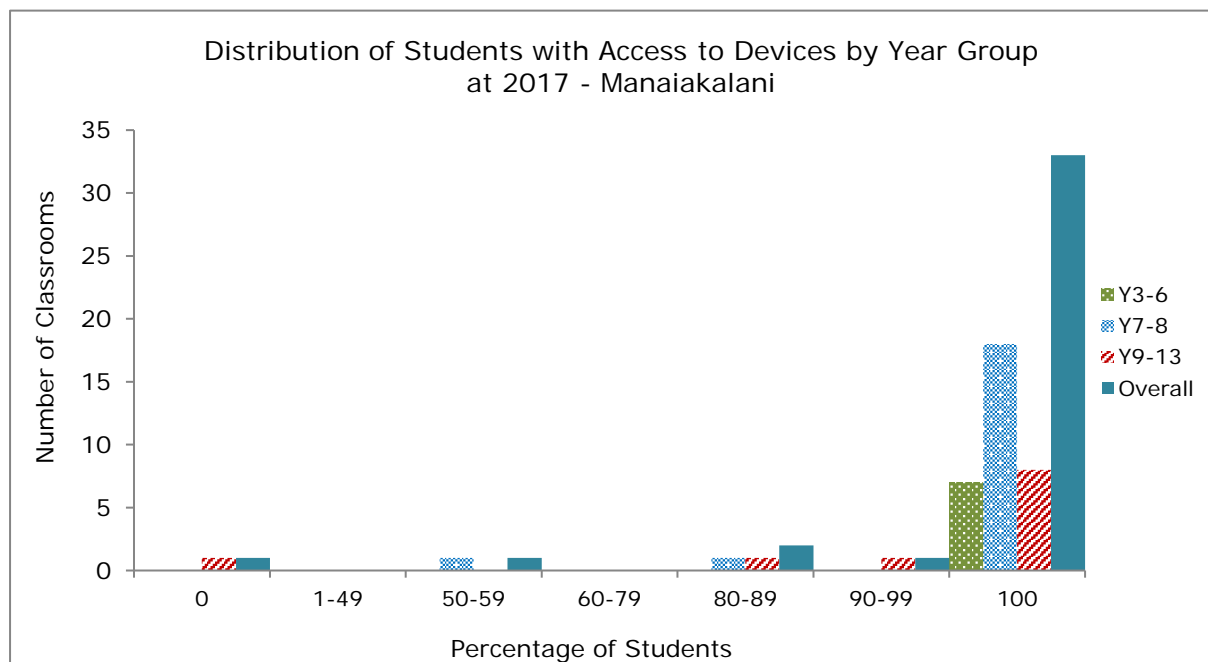


Figure 1. Distribution of students with access to devices by year group in Manaiakalani at 2017.

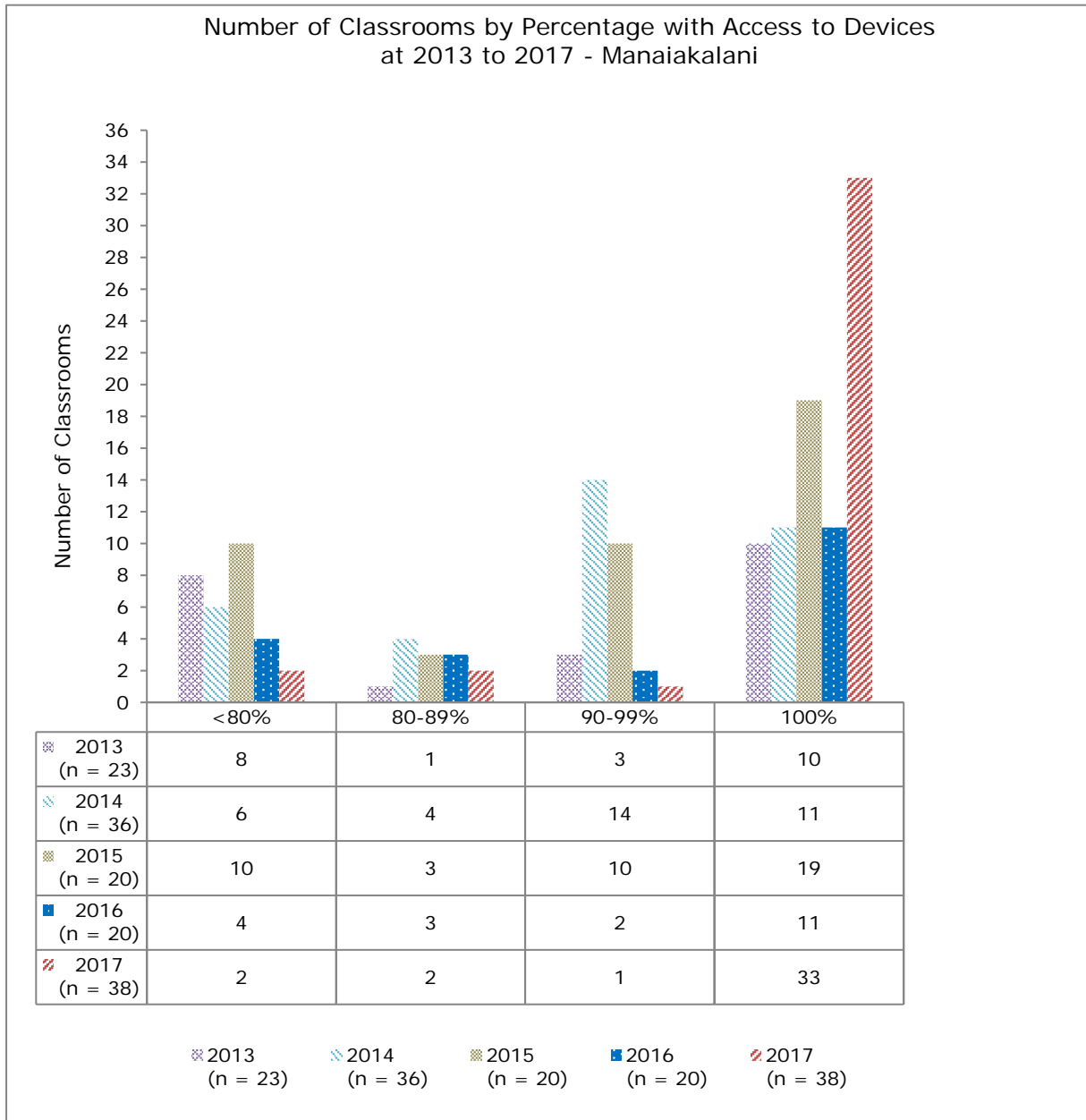


Figure 2. Number of classrooms by percentage with access to devices in Manaiakalani at 2013 to 2017.

Teaching group size

In this subsection, the size of the group that the teacher was working with (teaching group) for each interval is reported as an average of all intervals across all schools. Observers recorded whether teachers were with the whole class, groups, or working with one child.

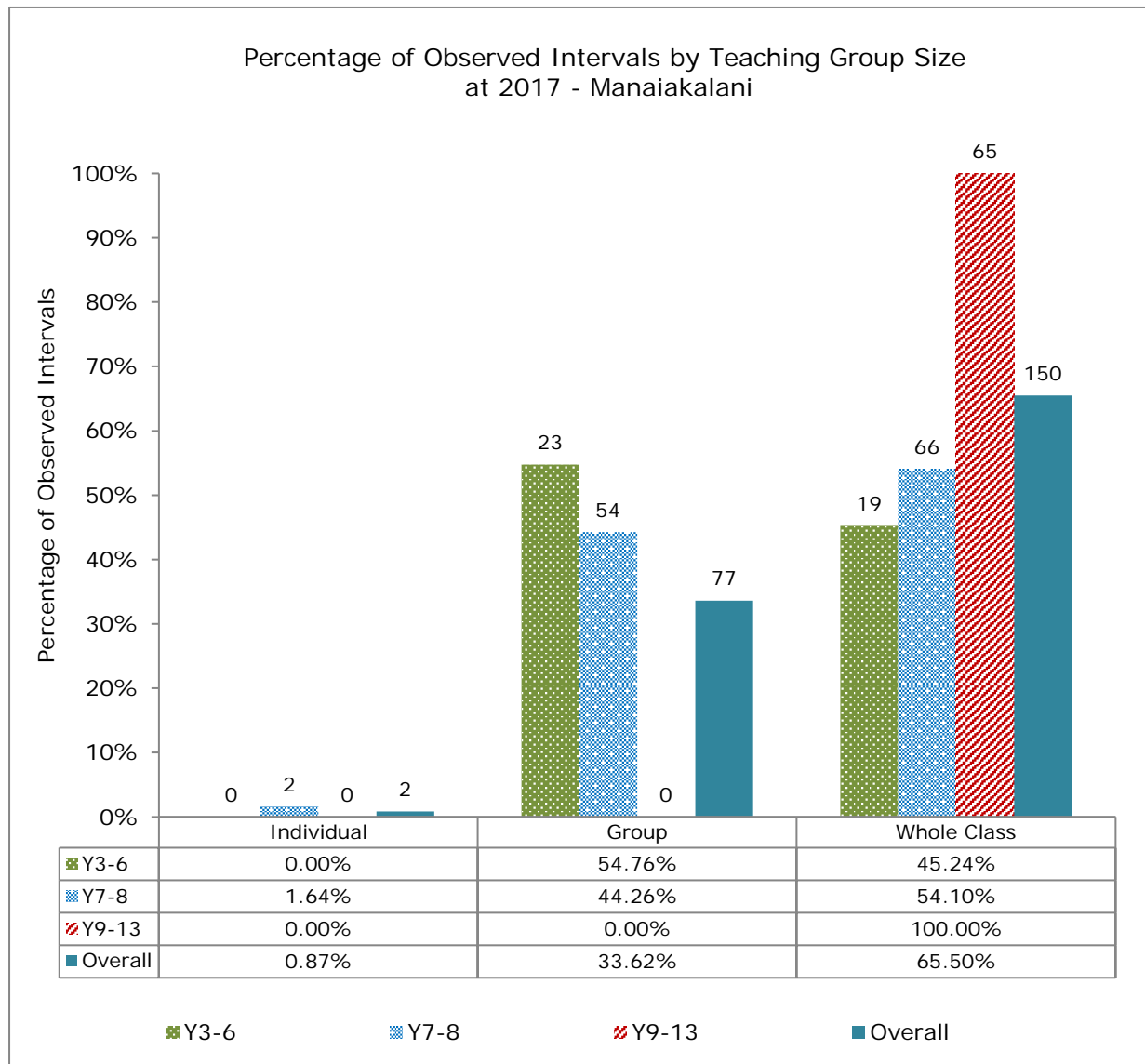


Figure 3. Percentage of observed intervals by teaching group size in Manaiakalani at 2017.

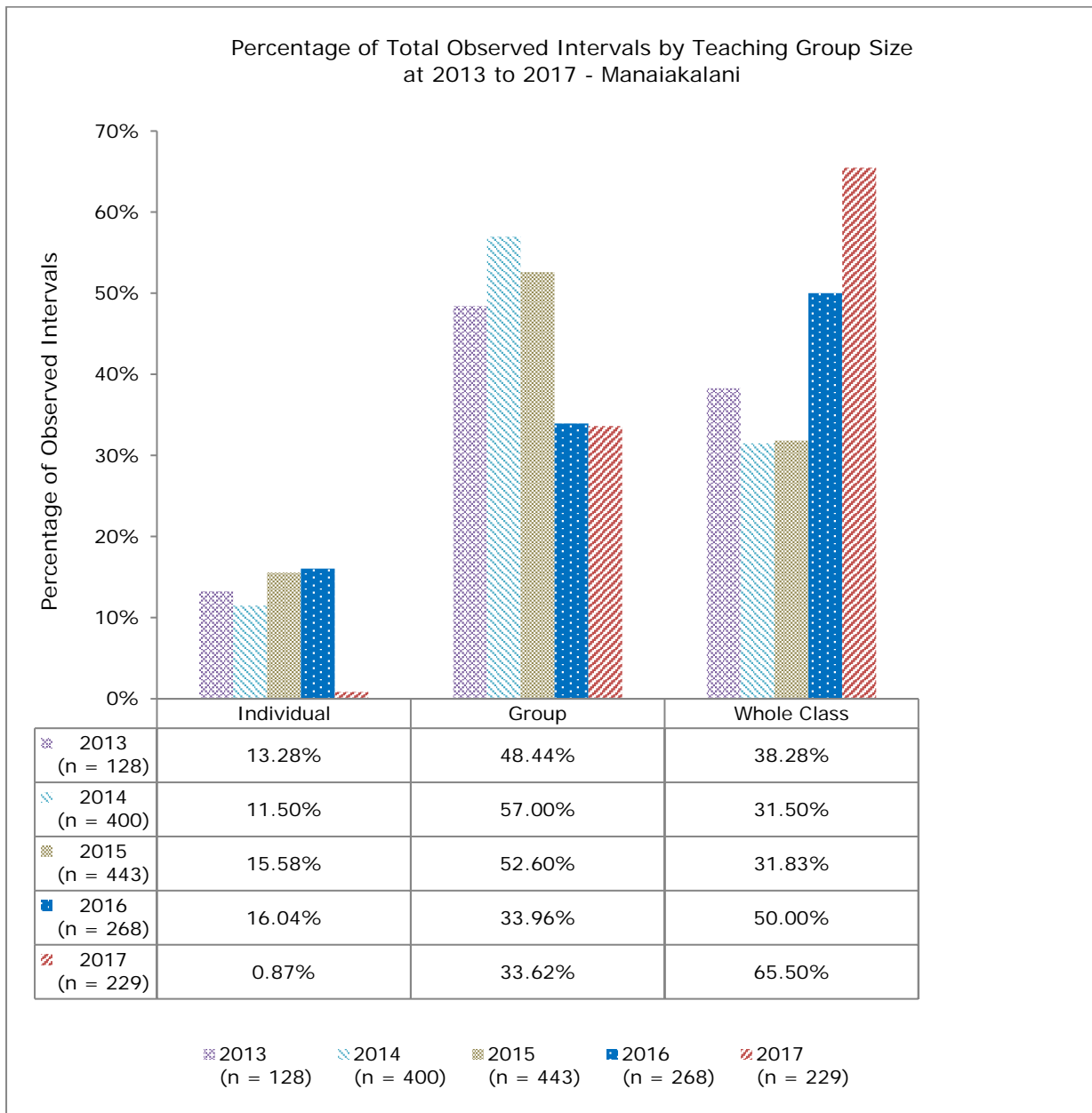


Figure 4. Percentage of observed intervals by teaching group size in Manaiakalani at 2013 to 2017.

Learning management

In this section, the use of the digital learning environment to lead learning is presented. Each observed interval was recorded as being predominantly one of the following:

- totally digitally managed;
- online and verbal prompts;
- offline management by the teacher.

Longitudinal analyses are only available for 2015 and 2017 as a different version of the tool was used in 2013, 2014 and 2016.

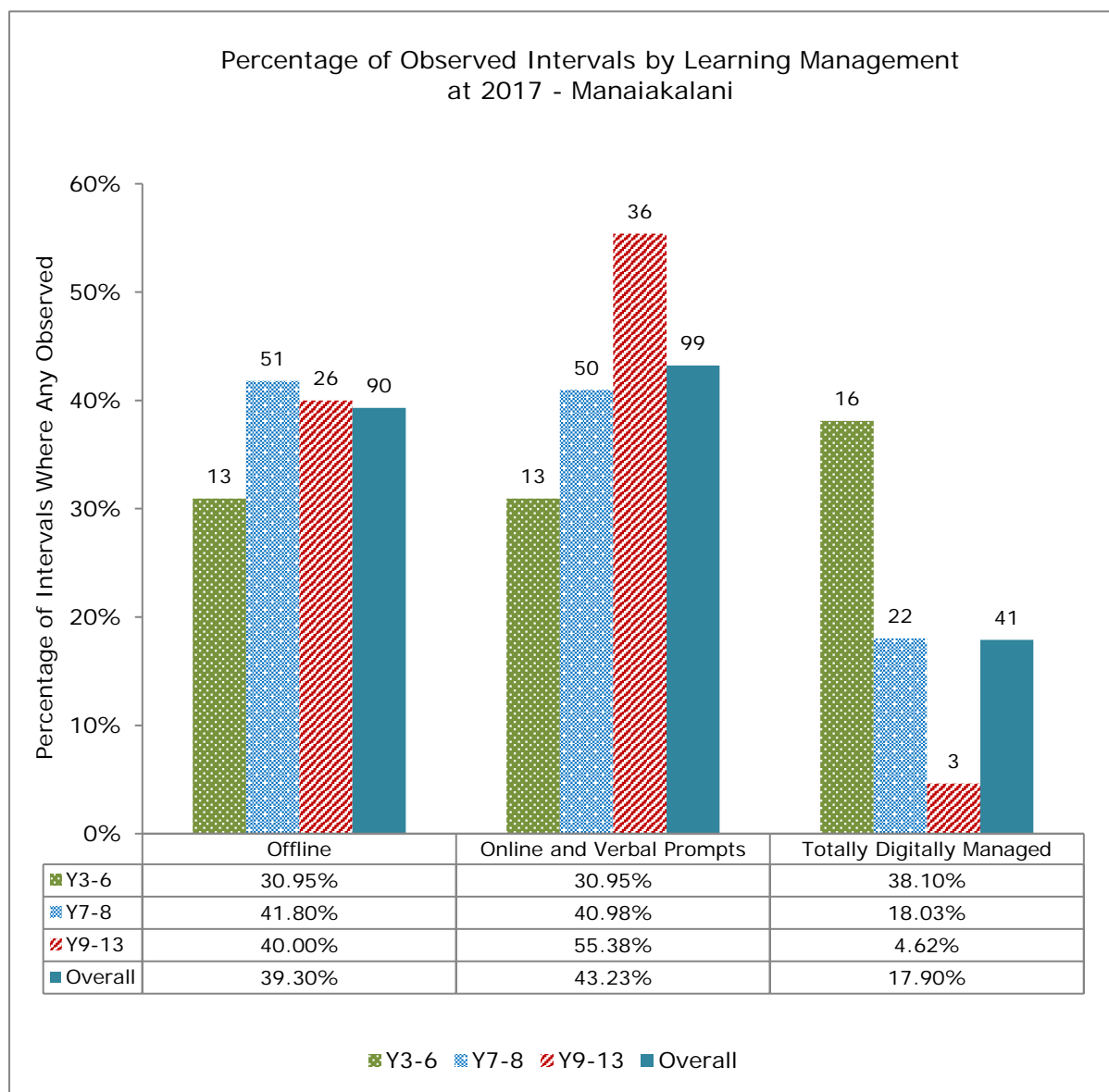


Figure 5. Percentage of observed intervals by learning management in Manaiakalani at 2017.

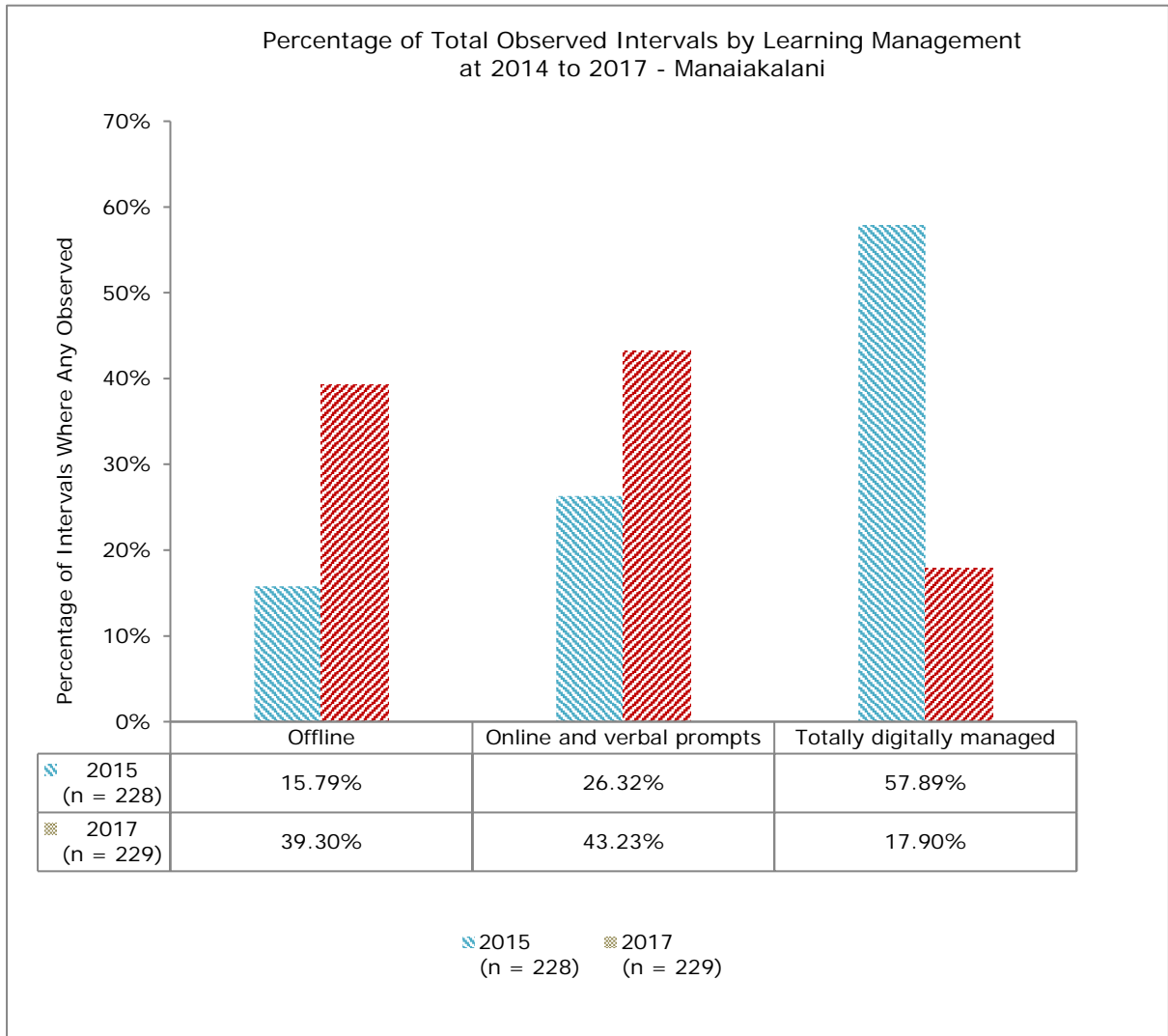


Figure 6. Percentage of observed intervals by learning management in Manaiakalani at 2015 and 2017.

2.2 Digital Teaching Actions

In this subsection, the actions that teachers were observed taking when they were face-to-face with learners are reported. Observers noted the nature of the texts that teachers were using, the nature of their feedback over the course of the interval, the teaching action (how the teacher conducted the teaching in that interval) and the foci of the teaching (what types of things the teacher taught in that interval).

Text usage

The texts that teachers were using with students during each interval were noted. In 2017 these were categorised into:

- teacher created;
- print texts created for a student audience (e.g., school journals);
- digital texts created with a student audience in mind (e.g., Kiwi Kids News);
- students created;
- digital texts created for a general audience (e.g., NZ Herald);
- print texts created for a general audience (e.g., a travel brochure or literary novel).

Prior to 2017, different categories were used so no longitudinal data are presented.

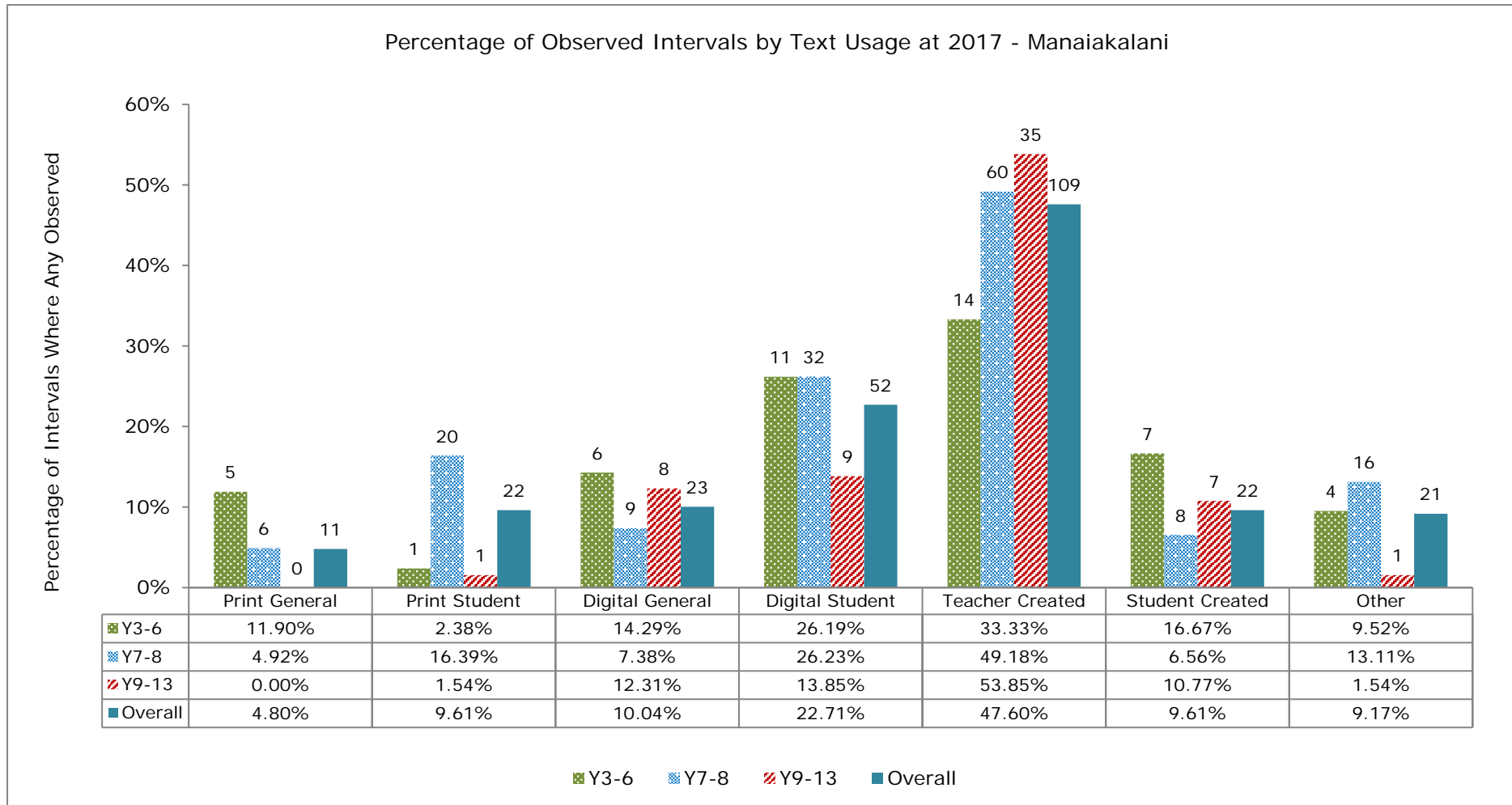


Figure 7. Percentage of observed intervals by text usage in Manaiakalani at 2017.

Feedback type

When teachers gave feedback to students, each instance was noted. Each was categorised as:

- evaluative (e.g., well done);
- descriptive (e.g., I see you have used a variety of sentence starters to grab attention);
- generative (e.g., next time, try to – sometimes called feed forward);
- ‘online’ (instances where teachers gave feedback directly to students using digital means).

Longitudinal analysis is not available for 2016 as a different version of the tool was used that year.

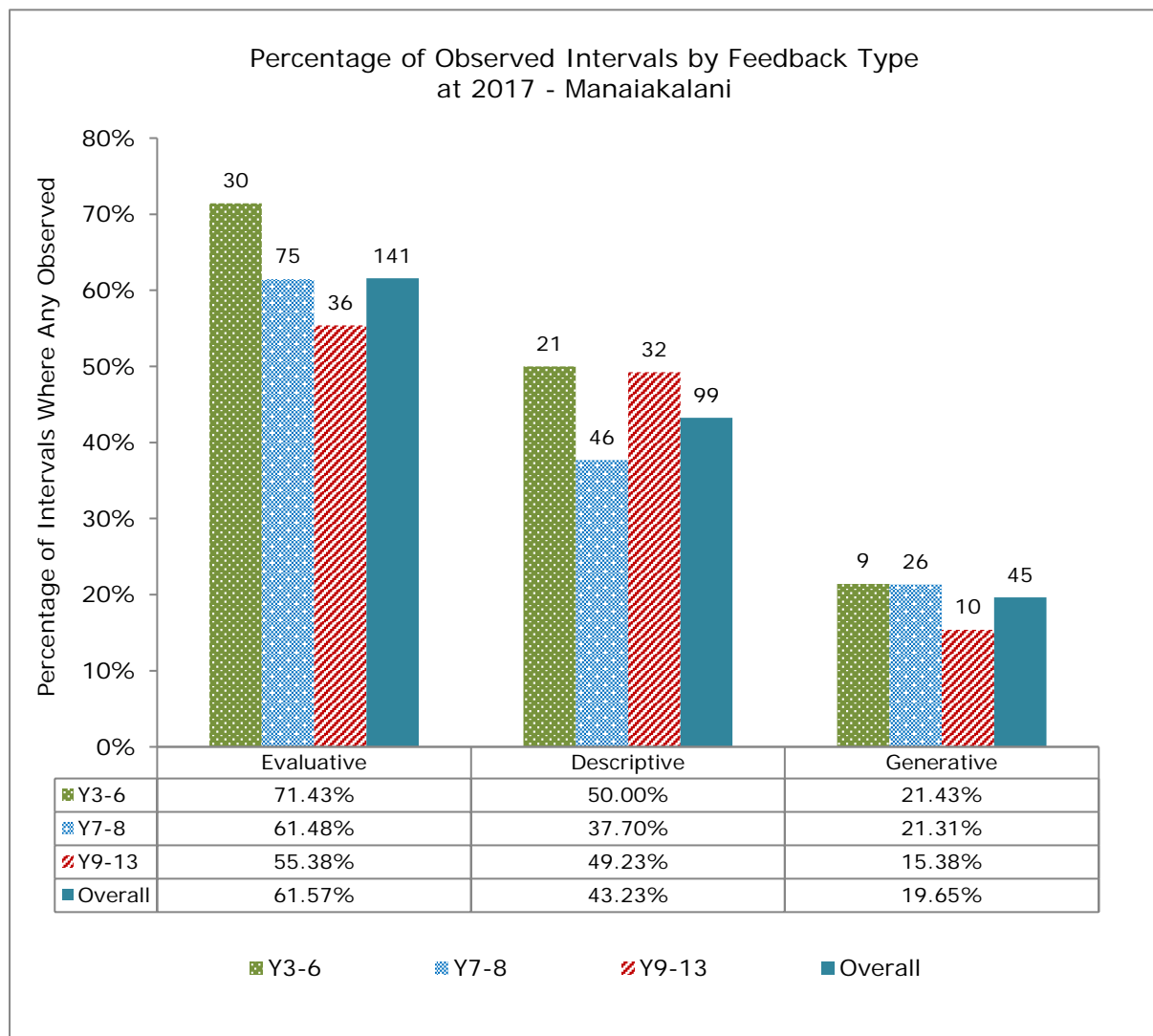


Figure 8. Percentage of observed intervals by feedback type in Manaiakalani at 2017.

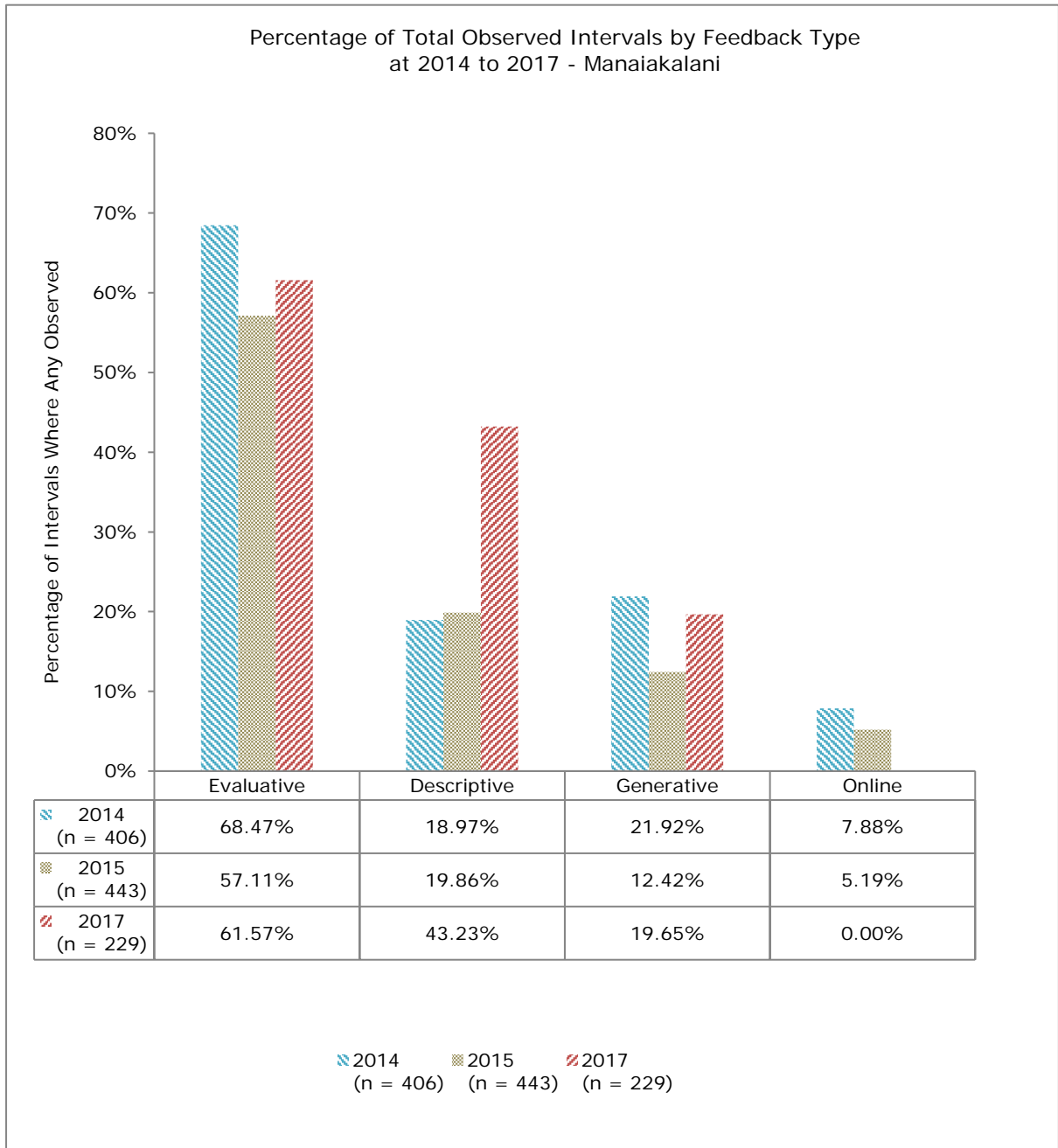


Figure 9. Percentage of observed intervals by feedback type in Manaiakalani at 2014, 2015 and 2017.

Main teaching activity

For each interval, observers noted the main teaching action of the teacher. Intervals were categorised as mainly including:

- Conf/ED = conferencing or extended discussion (intervals where students were contributors to discussion, and where students' turns were extended beyond one or two word answers);
- Q & A = question and answer sequences (intervals where teachers led the discussion with questions, and students responded with short, one or two word answers);
- instruction giving (intervals where the teacher gave explanations about the nature of the task and how to complete it);
- roving (where teachers moved about the room supporting students with activities);
- L/Model = lecture or modelling (where teachers spent time speaking to students about the content or approaches to take, for example, modelling writing using think-aloud);
- management, where teachers were arranging the transactional functions in classrooms, for example handing out equipment.

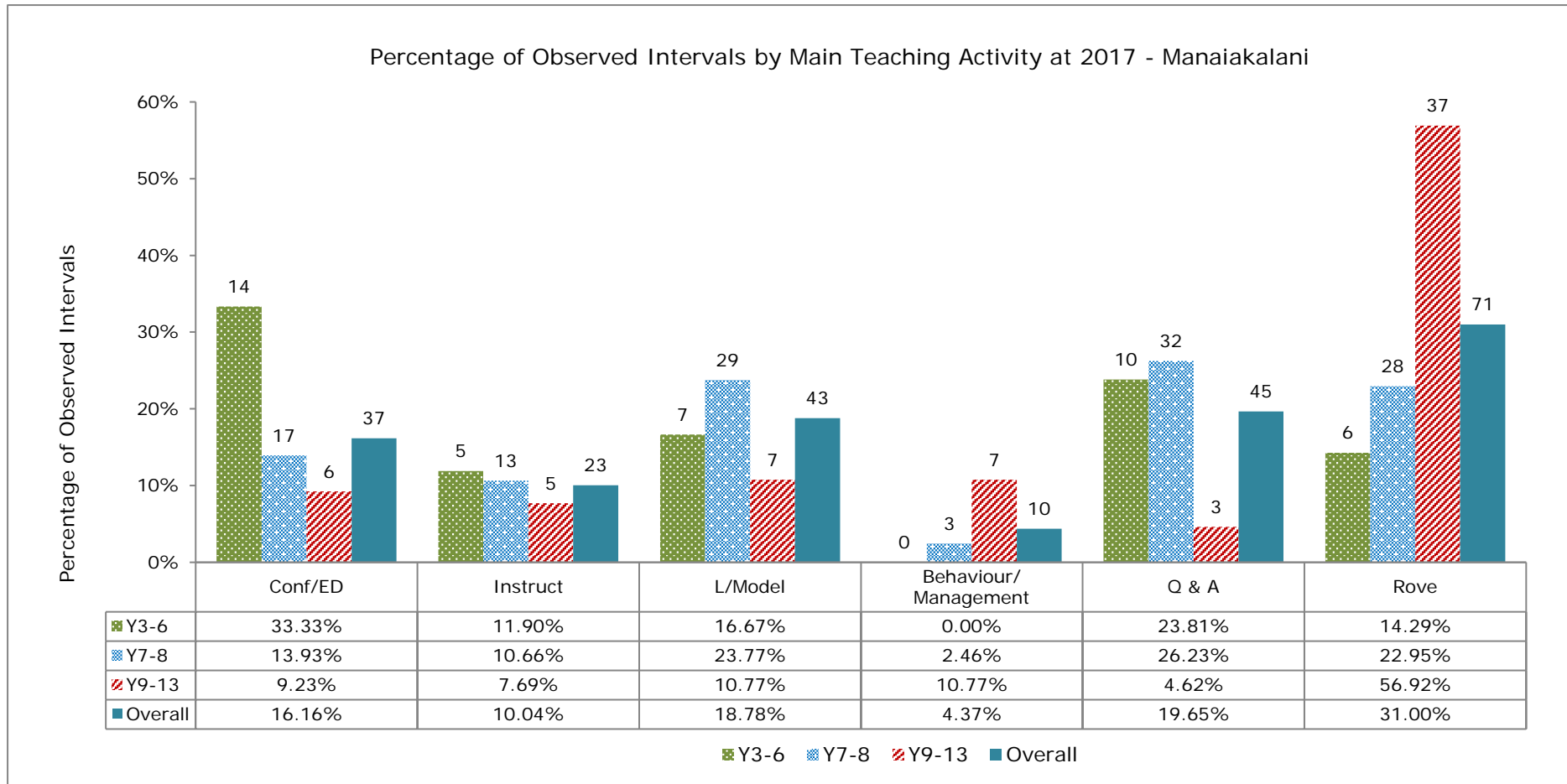


Figure 10. Percentage of observed intervals by main teaching activity in Manaiakalani at 2017.

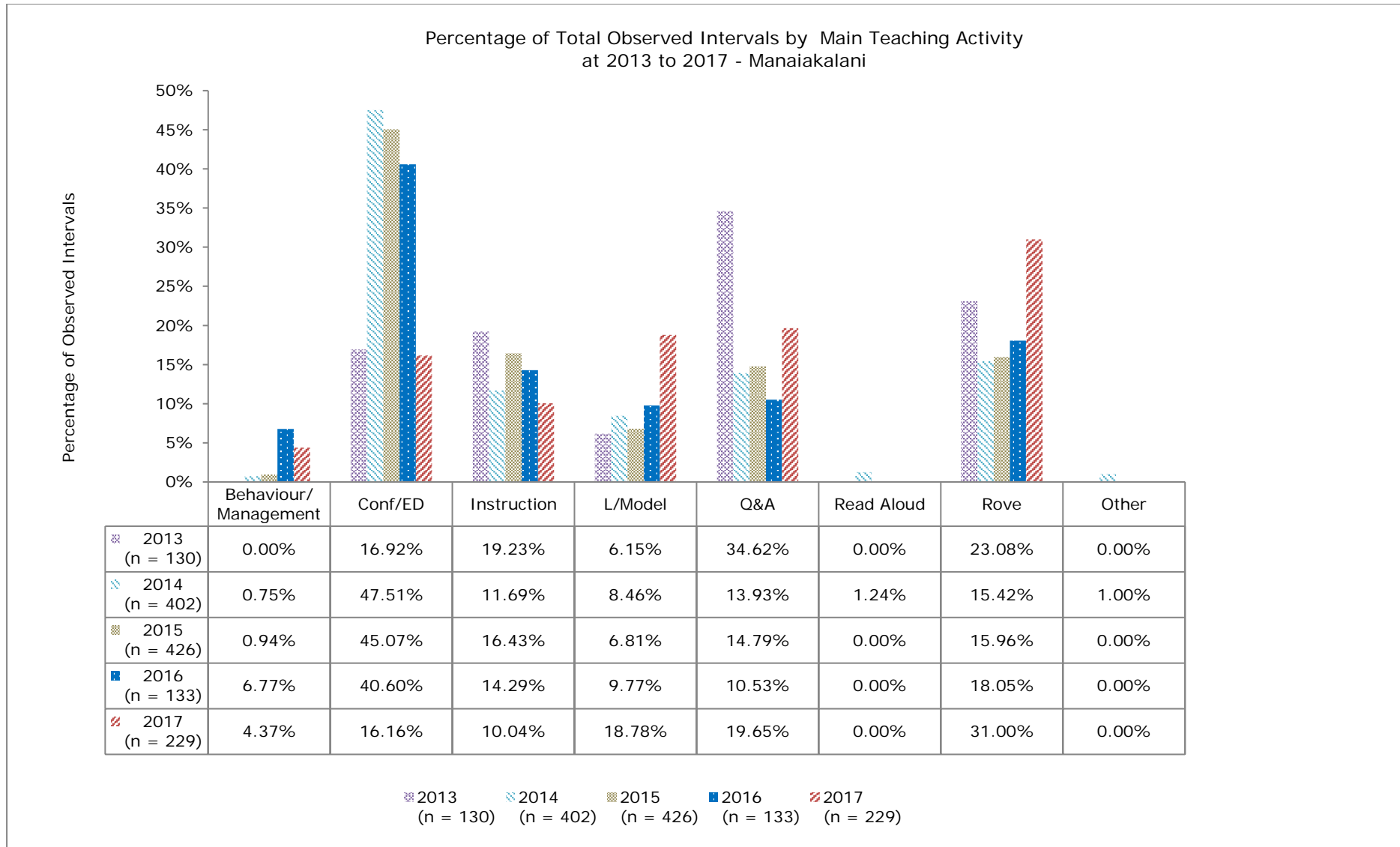


Figure 11. Percentage of observed intervals by main teaching activity in Manaiakalani at 2013 to 2017.

Teaching foci

For each observed interval, the content of the teaching was noted. This might be:

- asking students to engage in a taught activity (e.g., finding the least square difference for a number of equations);
- an item (e.g., the definition of photosynthesis);
- APK, activating prior knowledge (bringing previous knowledge into the frame of reference);
- teaching a strategy (how to find the topic sentence of a paragraph to get the main idea);
- teaching to promote critical thinking or critical literacy (e.g., using logic or reasoning, identifying more or less trustworthy sources).

Longitudinal analysis is not available for 2016 as a different version of the tool was used that year.

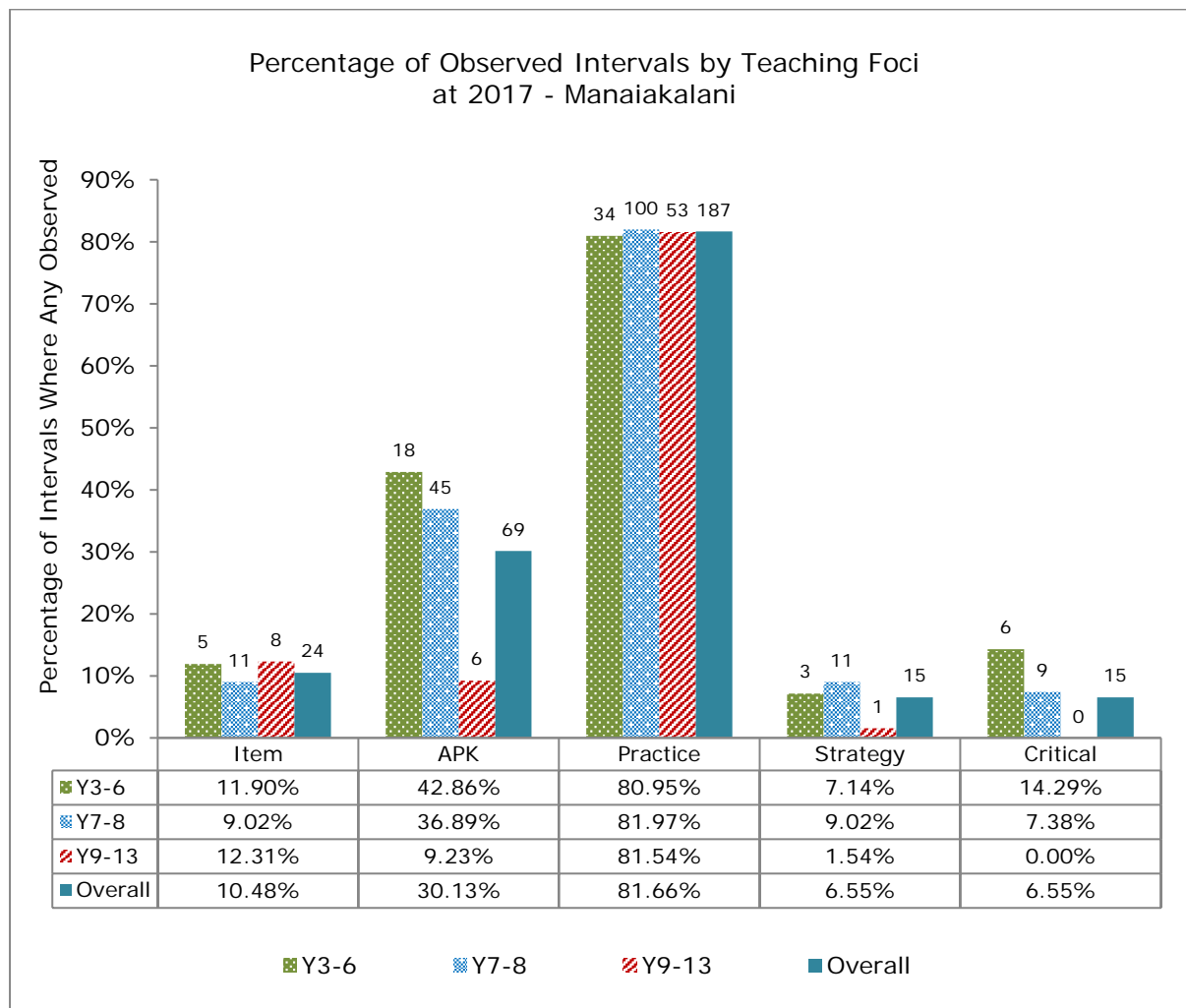


Figure 12. Percentage of observed intervals by teaching foci in Manaiakalani at 2017.

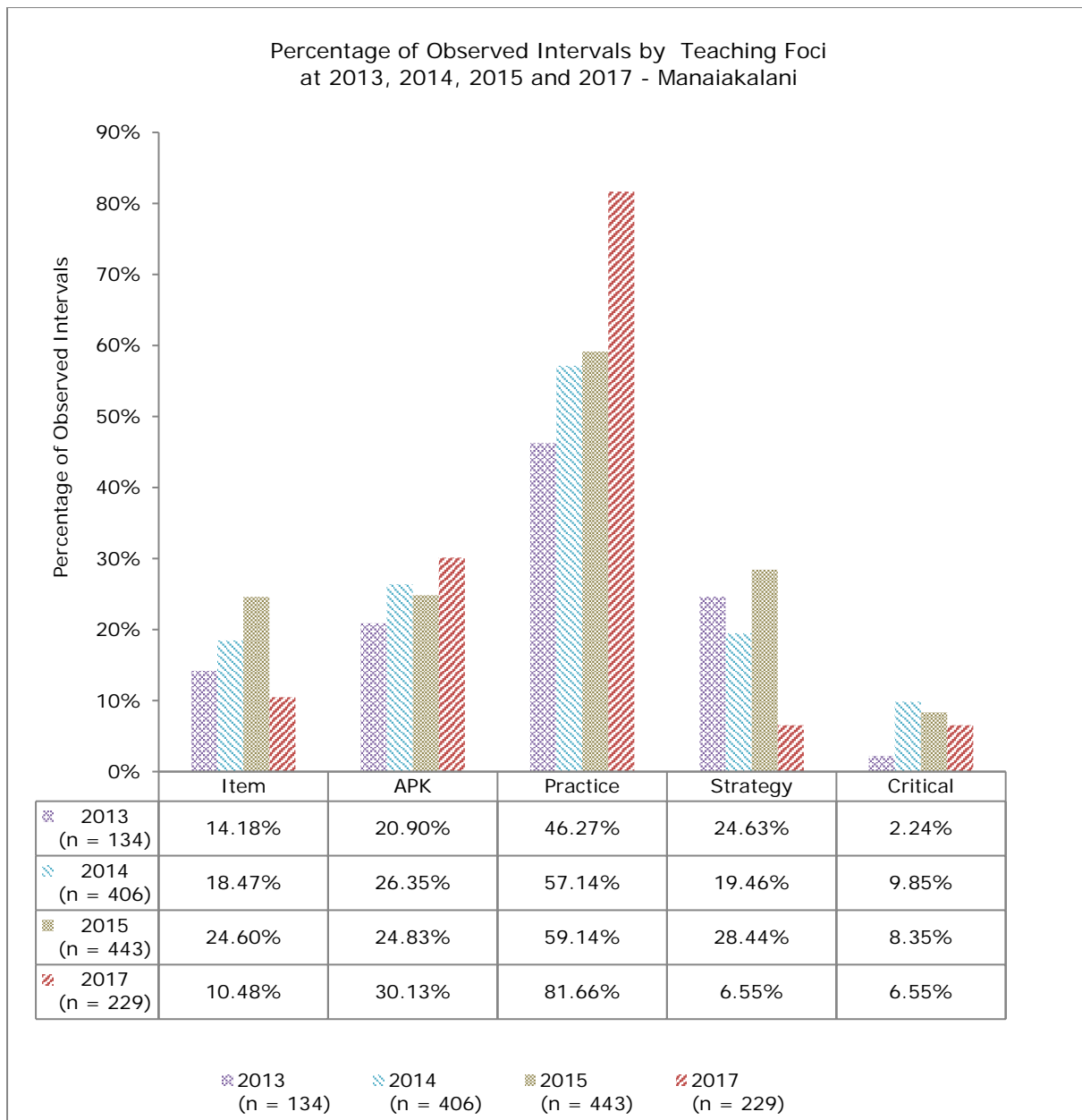


Figure 13. Percentage of observed intervals by teaching foci in Manaiakalani at 2013, 2014, 2015 and 2017.

2.3 Digital Learning Design

In this subsection, the nature of the learning design was observed. For these intervals, observers noted the nature of the tasks that students were engaged with, the nature of the sites they were using, the patterns of collaboration and the nature of the decisions that students were seen to be able to take over their learning.

Nature of task

The nature of the tasks that students were engaged in was recorded. All observed tasks were recorded, so that the variety of what was occurring could be captured. Therefore, Figure 15 represents all the types of tasks seen within an interval. Where students were obviously off-task, the task was coded 'Other'. 'Viewing/Listening' is a new category for 2017. Therefore, the '0' in this category for 2014 to 2016 represents 'Not Applicable'.

Longitudinal analysis is not available for 2013 as a different version of the tool was used that year.

Definitions:

DLO = Digital Learning Object.

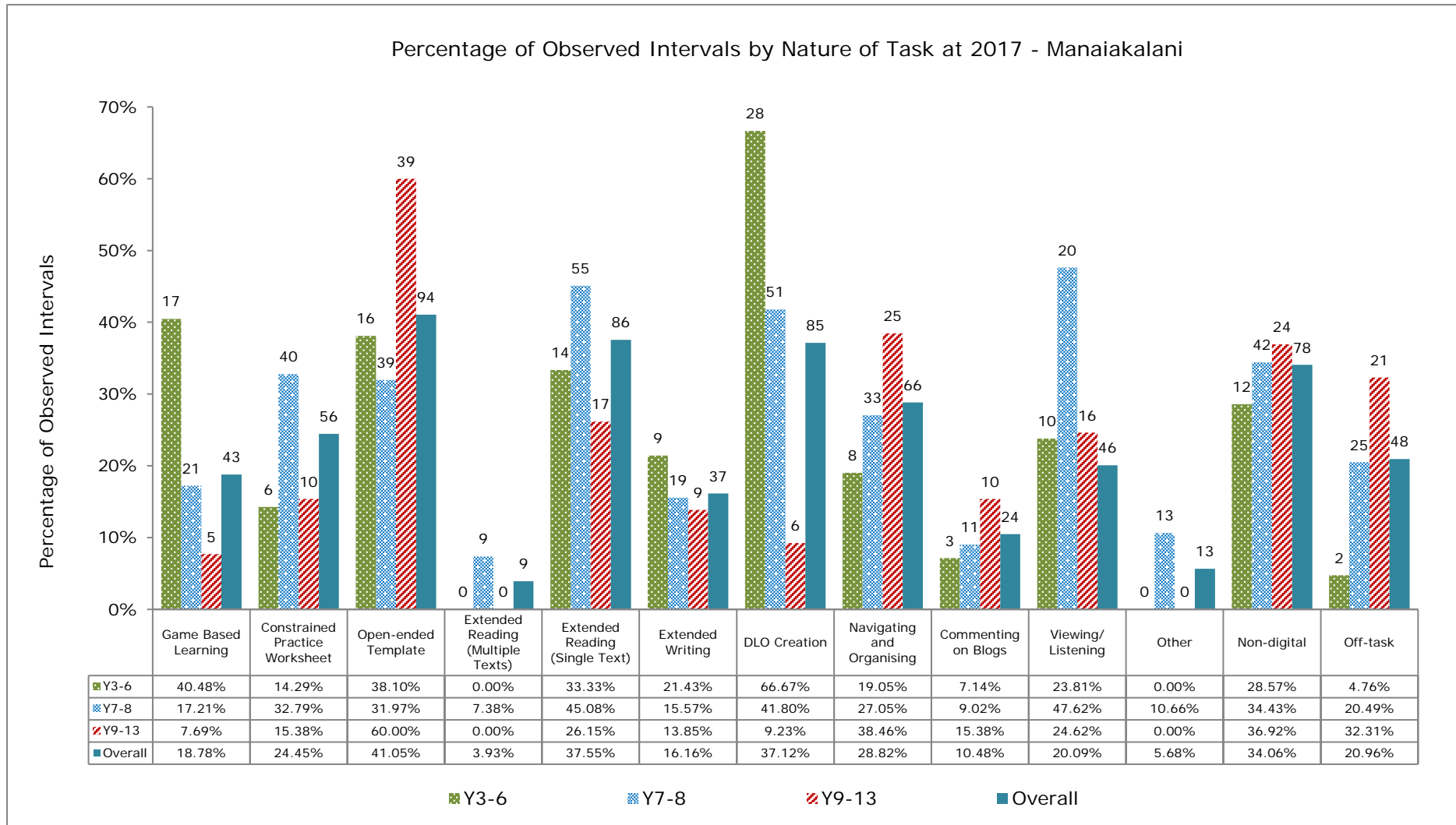


Figure 14. Percentage of observed intervals by nature of task in Manaiakalani at 2017.

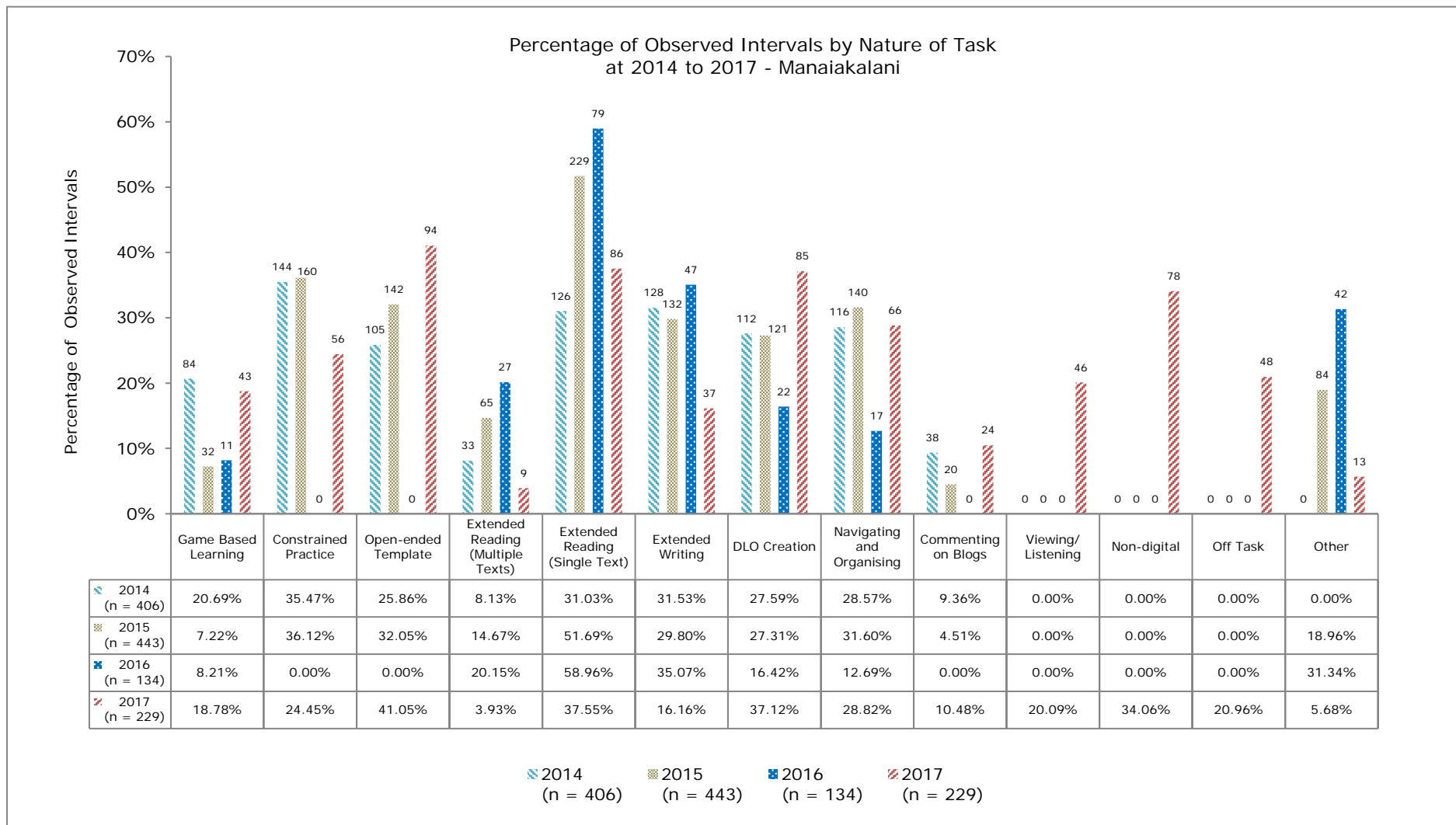


Figure 15. Percentage of observed intervals by nature of task in Manaiakalani at 2014 to 2017.

Nature of site

The nature of the sites that students were seen to use is presented in this subsection. In each class, all observed sites were coded. The exception to this is where students were obviously off-task, and using unsanctioned sites, in which case the site was coded 'Other'.

'Non-digital' was selected if exercise books, A3 pages, worksheets or other paper-based options were used for the task.

'Multi-modal' and 'Non-digital' are new categories for 2017.

Longitudinal analysis is not available for 2013 as a different version of the tool was used that year.

Percentage of Observed Intervals by Nature of Site at 2017 - Manaiakalani

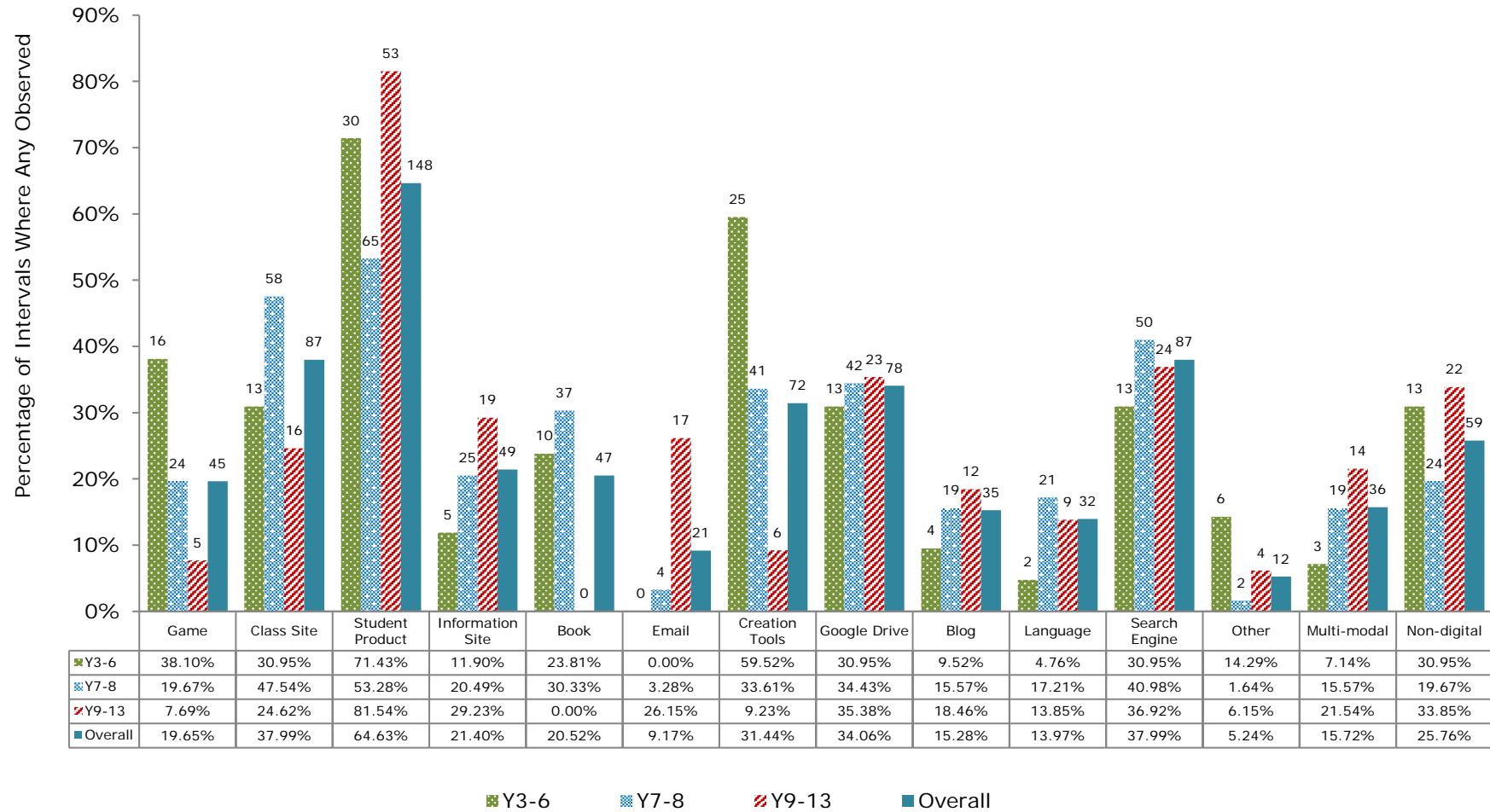


Figure 16. Percentage of observed intervals by nature of site in Manaiakalani at 2017.

Percentage of Total Observed Intervals by Nature of Site at 2014 to 2017 - Manaiakalani

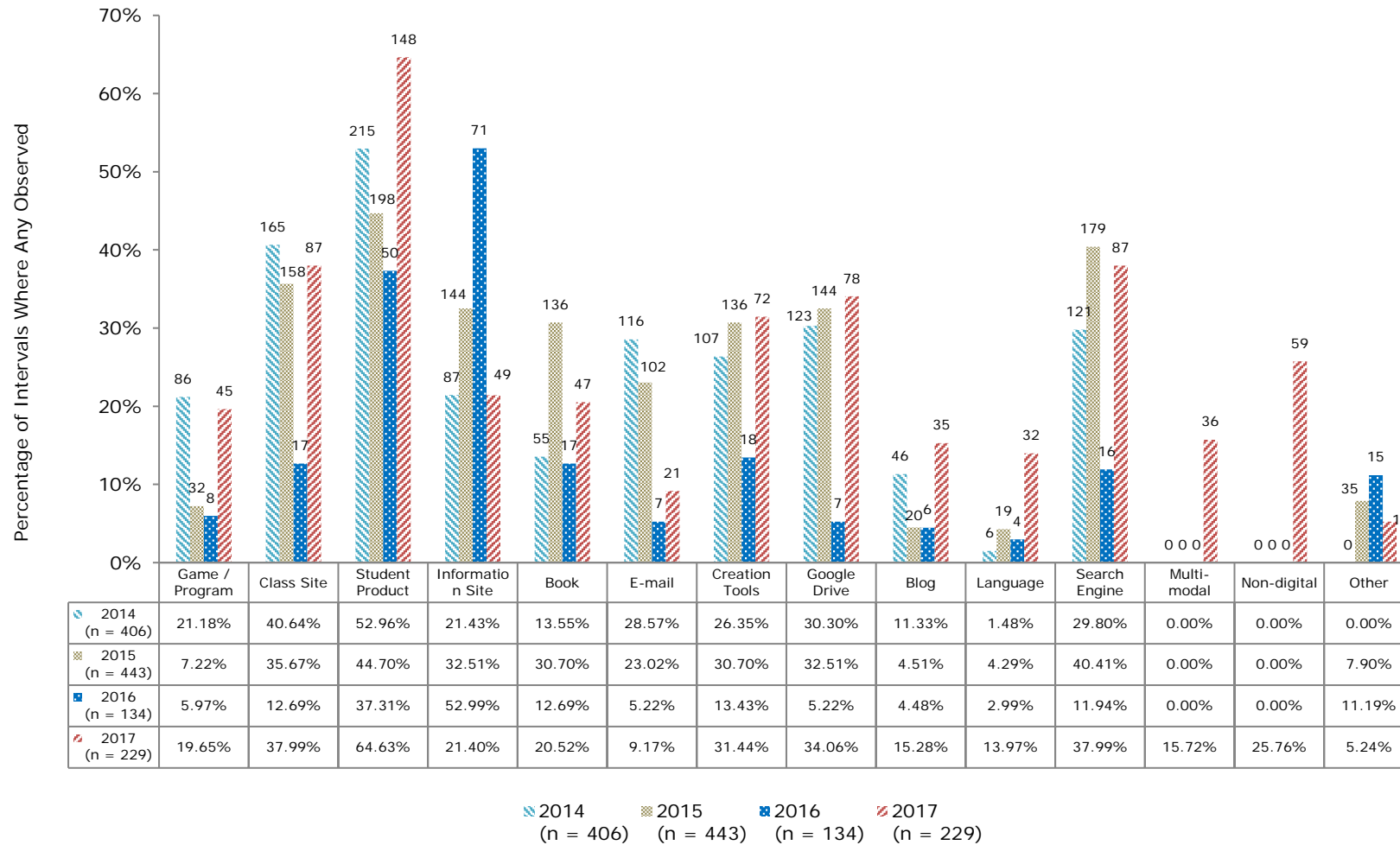


Figure 17. Percentage of observed intervals by nature of site in Manaiakalani at 2014 to 2017.

Patterns of collaboration

For all intervals, the nature of all the collaboration observed is reported. Students could have been collaborating with a peer face-to-face (FTF) on a single authored artefact (helping you with your writing). Or, they might have been creating a co-authored artefact face-to-face (e.g., making a movie together using an iPad). Alternatively, students might collaborate digitally, on a single authored artefact (e.g., commenting on a peer's document), or on a co-authored artefact (e.g., co-creating a slide show).

Longitudinal analyses were not available for 2013 and 2016 as a different version of the tool was used in these years.

Table 3

Description of Patterns of Collaboration by Year Level in Manaiakalani at 2017

Patterns of Collaboration	N				%			
	Y3-6	Y7-8	Y9-13	Overall	Y3-6	Y7-8	Y9-13	Overall
My Work Both Using Computer	0	1	0	1	0.00	0.82	0.00	0.44
My Work Discussion (FTF)	34	51	40	125	80.95	41.80	61.54	54.59
Our Work Both Using Computer	0	16	0	16	0.00	13.11	0.00	6.99
Our Work Discussion (FTF)	0	29	1	30	0.00	23.77	1.54	13.10
None	8	34	24	66	19.05	27.87	36.92	28.82

Table 4

Description of Patterns of Collaboration in Manaiakalani at 2014, 2015 and 2017

Patterns of Collaboration	N			%		
	2014	2015	2017	2014	2015	2017
My Work Both Using Computer	17	10	1	3.79	2.23	0.44
My Work Discussion (FTF)	179	132	125	39.96	29.40	54.59
Our Work Both Using Computer	14	98	16	3.13	21.83	6.99
Our Work Discussion (FTF)	76	50	30	16.96	11.14	13.10

Percentage of Observed Intervals by Patterns of Collaboration at 2017 - Manaiakalani

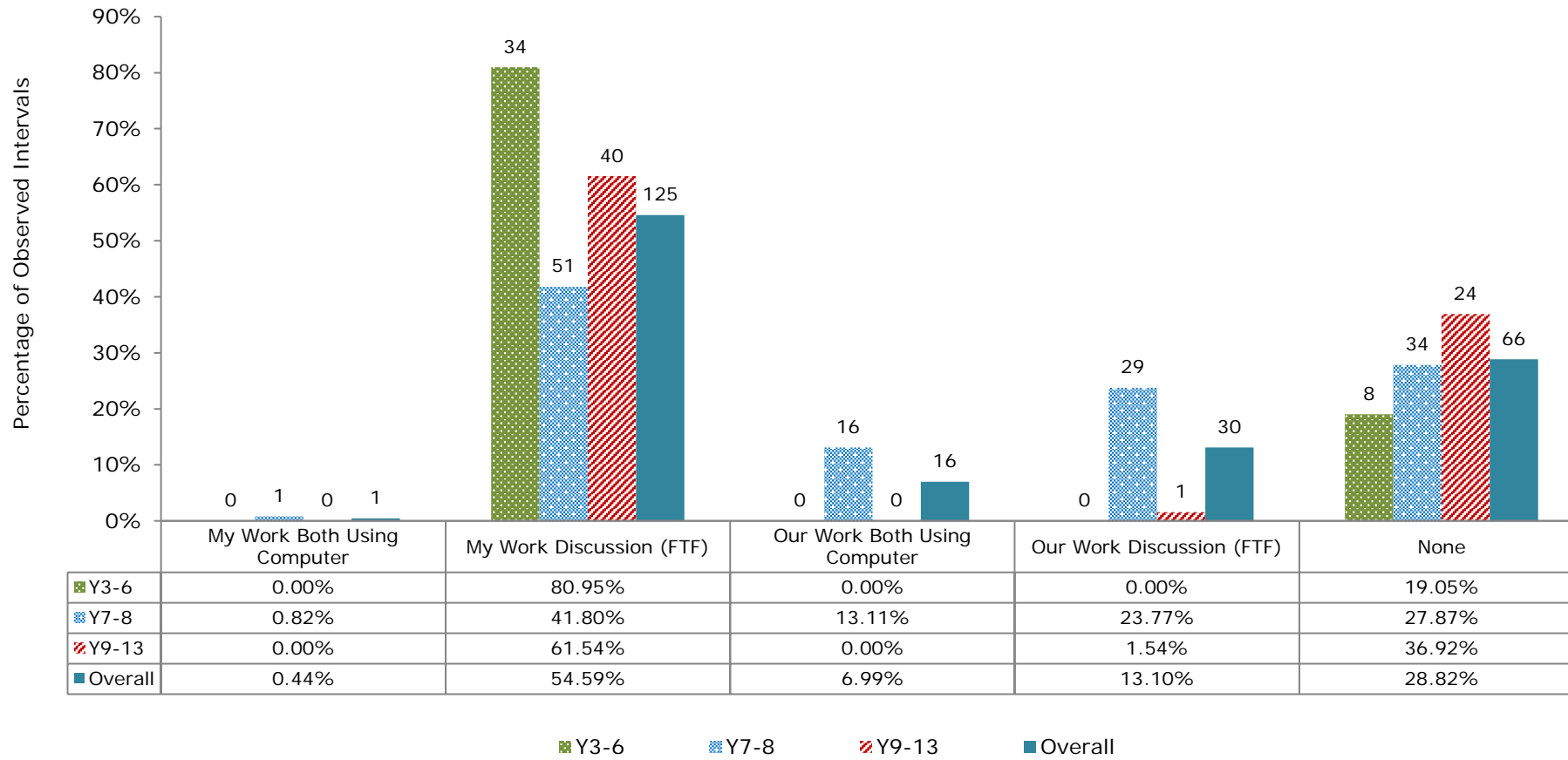


Figure 18. Percentage of observed intervals by patterns of collaboration in Manaiakalani at 2017.

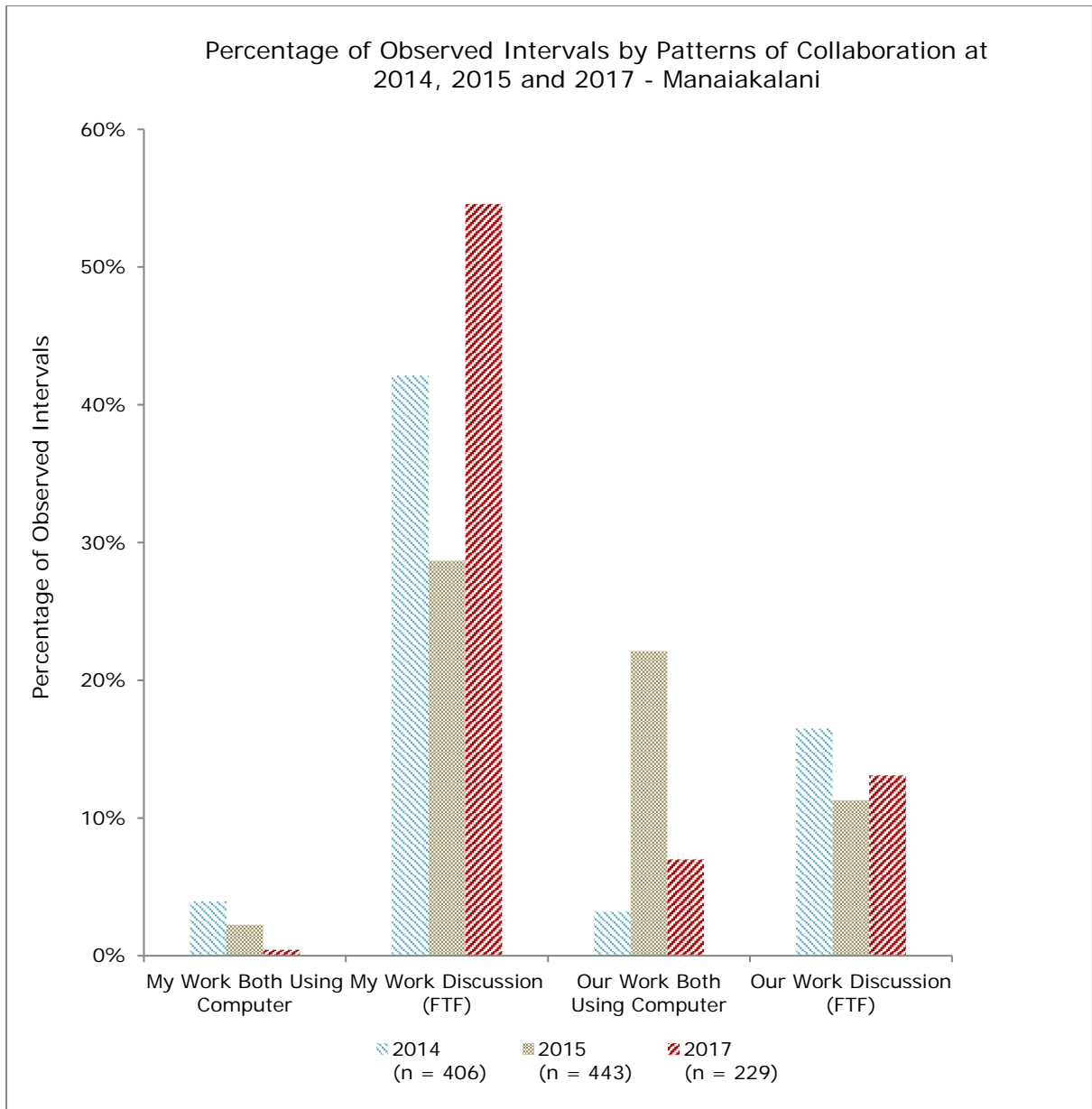


Figure 19. Percentage of observed intervals by patterns of collaboration in Manaiakalani at 2014, 2015 and 2017.

Agency

For all intervals, the nature of each decision made by a student is presented. The figures indicate:

- intervals in which students had choices over the peers with whom they worked;
- product that they created (e.g., whether to create using a slide show or animation);
- task that they completed (from a choice);
- topics to choose;
- order in which to complete a set of tasks;
- tool to use (e.g., a digital or non-digital tool for creating);
- text that they would use.

‘Other’ was included for infrequent decisions as ‘pace’ or ‘place’. ‘None’ was recorded where students had no opportunity to take any decision in the interval.

Due to the evolving nature of the observation tool, longitudinal analyses was only available as a ‘Yes’ or ‘No’ response for comparisons between years (2014 to 2017) in agency.

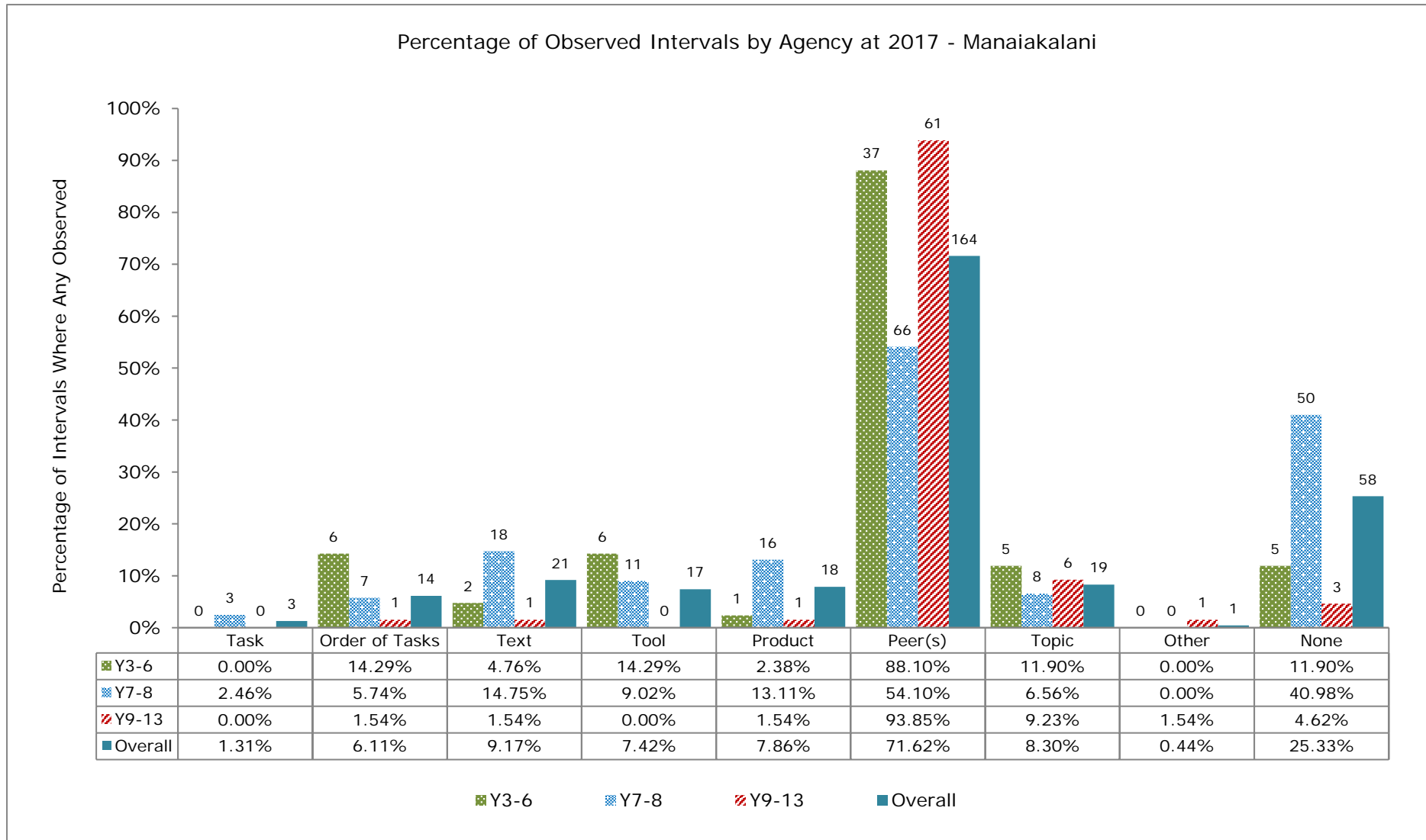


Figure 20. Percentage of observed intervals by agency in Manaiakalani at 2017.

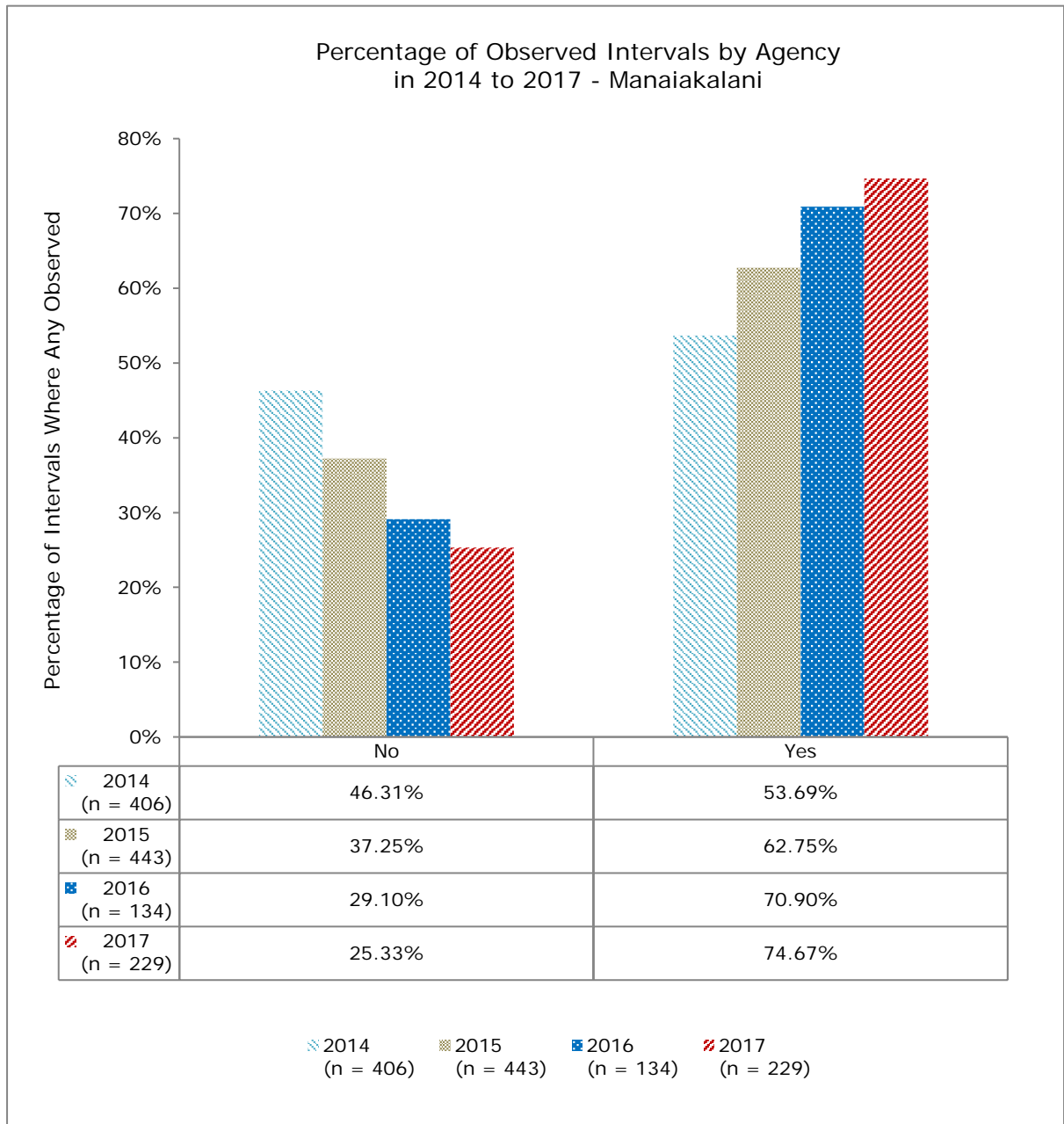


Figure 21. Percentage of observed intervals by agency in Manaiakalani at 2014 to 2017.