

## Tools for scanning: Teaching snapshot tool

Ask a colleague to observe you while you are teaching and to record what children are saying and doing as well as what you are saying and doing. Having a colleague record observational data removes the teacher's lens from the data collection, ensuring the quality and validity of the evidence. Without the teacher's personal lens, perspective or feelings about their teaching practice or the children, areas of good practice as well as potential areas to improve should be easier to identify.

In Step 1, the observer must record exactly what they observe (in a running record style), without framing the data or passing judgement on what they think is happening. For example, they must record children's dialogue as they hear it, and note their accompanying actions. This part of the observation may take 10-15 minutes.

In Step 2, the observer uses a tally to examine how many different kind of teaching strategies the teacher uses.

In Steps 3 and 4, the observer will talk to children about their experience and seek their perspective. For younger or non-verbal children, the observer may make their own assessment of children's responses to the teaching.

<b>Date:</b>	
<b>Children present:</b>	
<b>Time:</b>	
<b>Teacher:</b>	
<b>Name of observer:</b>	
<b>Focus of observation:</b>	
<b>Teacher's intentions for interaction or activity:</b>	

**Step 1: Recording a snapshot**

**Describe what the children and teacher are doing.** Where is this observation taking place and what equipment and resources are provided or being used?

**Record dialogue and actions between the teacher and children**










<b>Step 2: Teacher interactions:</b> Check off as observed/tally marks	
Listening	
Commentating / narrating	
Clarifying / repeating	
Encouraging	
Questioning	
Suggesting / initiating	
Prompting	
Using prior knowledge	
Feedback about behaviour	
Feedback about learning	
Instructing	
Modelling	
Sustained shared thinking	
Scaffolding	
Co-constructing	

Record notable interactions:

**Step 3: Talk to two or three children (if possible) to obtain their perspectives**

Child's name:	What are you doing?  How's it going?  What helps you to learn / do this?
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<b>Step 4: Children's evaluation.</b> <i>Talk to children or note words or actions that indicate their feelings about participating (for example, a satisfied smile)</i>			
Child's name:	<b>How interesting did you find this?</b>		
	Really interesting	A bit interesting	Not interesting
	<b>How did you feel about joining in with this?</b>		
			
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i This template draws from the work of Russell Bishop, Mere Berryman, Sarah-Jane Tiakiwai and Cath Richardson at the Māori Education Research Institute (MERI), University of Waikato and Poutama Pounamu Research and Development Centre in the Te Kotahitanga project. We have adapted parts of the Rongohia Te Hau classroom walkthrough tool.