

January 2018

Hi there fellow-tutors

Classroom observations for your new tutor induction process

This is the list I've compiled of "champion tutors" you are able to contact for class observations. You should try and observe at least two of these people if possible. There will be other tutors at WelTec and Whitireia who are also using good teaching practice and who aren't yet on this list. I'll be adding to it throughout the year.

When you contact them to check if it's ok for you to come and observe for about one hour, let them know what times you would like to do this so you can arrange a date and time that suits you both.

Take with you the **simple classroom observation** form which is also attached to the champions list. This is the form that guides you to what you are looking for in an interactive class session. Remind the tutors that you will be using this form.

It is also a good idea to ask your chosen tutors for a plan of the session that you are coming in to observe and which you can follow. **They would appreciate a copy of your completed observation form too.**

Once you have observed a couple of tutors, let me know and we can meet up and discuss how things went.

Hope your observations go well and you take away some ideas you can adapt to your own classes.

Regards

Anne

New Tutor Induction. List of champion tutors to contact for class observations.

<b>name</b>	<b>programme</b>	<b>campus</b>	<b>email</b>
Angela Young	Animal care	Petone	<a href="mailto:angela.young@weltec.ac.nz">angela.young@weltec.ac.nz</a>
Deepa Patel	Animal care	Petone	<a href="mailto:deepa.patel@weltec.ac.nz">deepa.patel@weltec.ac.nz</a>
Toby Sanderson	Cookery	Petone	<a href="mailto:toby.sanderson@weltec.ac.nz">toby.sanderson@weltec.ac.nz</a>
Mark Francis	Cookery	Cuba	<a href="mailto:mark.francis@weltec.ac.nz">mark.francis@weltec.ac.nz</a>
Robert Bok	Cookery	Cuba	<a href="mailto:robert.bok@weltec.ac.nz">robert.bok@weltec.ac.nz</a>
Richard Finn	Performance	Te Auaha	<a href="mailto:Richard.finn@whitireia.ac.nz">Richard.finn@whitireia.ac.nz</a>
Reza Hajmoosaei	IT	Petone	<a href="mailto:abdolreza.hajmoosaei@weltec.ac.nz">abdolreza.hajmoosaei@weltec.ac.nz</a>
Bruce Deans	Construction	Petone J Block	<a href="mailto:bruce.deans@weltec.ac.nz">bruce.deans@weltec.ac.nz</a>
Bryan Pollock	Masonry and Landscaping	Petone J Block	<a href="mailto:bryan.pollock@weltec.ac.nz">bryan.pollock@weltec.ac.nz</a>
Rob Robertson	Automotive	Petone	<a href="mailto:jason.robertson@weltec.ac.nz">jason.robertson@weltec.ac.nz</a>
Clifton McKenna	Automotive	Petone	<a href="mailto:clifton.mckenna@weltec.ac.nz">clifton.mckenna@weltec.ac.nz</a>
Grant (Diesel) Davies	Automotive	Petone	<a href="mailto:grant.diesel.davies@weltec.ac.nz">grant.diesel.davies@weltec.ac.nz</a>
Ken Hodge	Plumbing	Petone	<a href="mailto:ken.hodge@weltec.ac.nz">ken.hodge@weltec.ac.nz</a>
Leah Seno	Business	Petone	<a href="mailto:leah.seno@weltec.ac.nz">leah.seno@weltec.ac.nz</a>
Rachel Beetham	English for Speakers of Other Languages	Whitireia Porirua	<a href="mailto:rachel.beetham@weltec.ac.nz">rachel.beetham@weltec.ac.nz</a>
Michelle Tiatia	Level 4 study and career preparation	Petone	<a href="mailto:michelle.tiatia@weltec.ac.nz">michelle.tiatia@weltec.ac.nz</a>
Richie Howard	Painting and Decorating	Petone J Block	<a href="mailto:richard.howard@weltec.ac.nz">richard.howard@weltec.ac.nz</a>
Curtis Scott	Painting and Decorating	Petone J Block	<a href="mailto:curtis.scott@weltec.ac.nz">curtis.scott@weltec.ac.nz</a>
Mary-Jane Duffy	Creative writing	Te Auaha	<a href="mailto:mary-jane.duffy@whitireia.ac.nz">mary-jane.duffy@whitireia.ac.nz</a>
Trudy Scott	B. Nursing, Maori	Whitireia Porirua	<a href="mailto:trudy.scott@whitireia.ac.nz">trudy.scott@whitireia.ac.nz</a>

Vicky Jennings	B. Nursing	Whitireia Porirua	<a href="mailto:victoria.jennings@whitireia.ac.nz">victoria.jennings@whitireia.ac.nz</a>
Adam Ransfield	Tourism	Cuba or Dixon St	<a href="mailto:adam.ransfield@weltec.ac.nz">adam.ransfield@weltec.ac.nz</a>
Wayne Smith	Tourism	Cuba or Dixon St	<a href="mailto:wayne.smilth@weltec.ac.nz">wayne.smilth@weltec.ac.nz</a>
Justine Te Moananui	Alcohol, Drug & Counselling	Whitireia Porirua	<a href="mailto:Justine.TeMoananui@weltec.ac.nz">Justine.TeMoananui@weltec.ac.nz</a>
Caroline Adams	Make-up Artistry	Te Auaha	<a href="mailto:caroline.adams@weltec.ac.nz">caroline.adams@weltec.ac.nz</a>
Daniela Pike	Make-up Artistry Special Effects	Te Auaha	<a href="mailto:daniela.pike@weltec.ac.nz">daniela.pike@weltec.ac.nz</a>
Fiona Beals	Alcohol, Drug & Counselling	Whitireia Porirua	<a href="mailto:fiona.beals@weltec.ac.nz">fiona.beals@weltec.ac.nz</a>
Steve Hogan	Alcohol, Drug & Counselling	Whitireia Porirua & Auckland	<a href="mailto:Stephen.hogan@weltec.ac.nz">Stephen.hogan@weltec.ac.nz</a>

# SIMPLE CLASSROOM OBSERVATION

Observer name				School			
Programme name				Course title			
Session type (lab/workshop, lecture etc.)				Level		Credit value	
Observee Name				Date		Time	
Students							
Numbers	Female		Male		Domestic		Inter-national
Age range				Cultural mix			

Criterion	Evidence Observed Note the kinds of things you observed the tutor and learners doing, based on the criteria
<p>1. The teacher shows evidence of having prepared adequately for the session.</p> <p>eg lesson plan, lesson outline on board, handouts</p>	
<p>2. The teacher builds on learners' prior knowledge and experience</p> <p>eg at the beginning of a topic or session, the teacher ask what the students already know. The students have a chance to recap or revise and do this with a brainstorm or record ideas on the board.</p>	

<p>3. The teacher establishes learning relationships with and between learners.</p> <p>eg does the teacher interact with the students, do the students interact with each other, is there support to do this?</p>	
<p>4. The learners were active in the session – <b>they were doing</b> something with the content</p> <p>eg working in pairs, working in groups, brainstorming, discussing, presenting findings, creating a task, working on a scenario</p>	
<p>5. Activities supported 'making sense' of the learning</p> <p>eg the learners have time to think about new content, start to apply what they are learning to a task, use new content in a task, get to practise.</p>	
<p>6. Literacy and numeracy is embedded in the session</p> <p>eg specialist vocabulary is visually available and explained, learners are guided through a reading, learners given tasks using new vocabulary and/or numeric concepts</p>	

List two things the class did in this observed session that you think you could adapt to your own course:

1.

2.

**Any other comments and suggestions**

**Please make sure you give the observed tutor a copy of this form.**