

M2 – An AI observation
tool being built for the NZ
context:

A teacher's perspective

A bit about me



What is M2?

M2 is an unobtrusive AI classroom aide designed to support teachers and students. Using video and audio, it analyzes lessons for context, questioning, engagement, pacing, and learning promotion, offering feedback and tips on instruction.





My Experience

From 2025 till now,
I was approached by my school to trial M2 in my
classroom. There was a no strings attached approach
and it was just for me to use and explore for my own
benefit and practice

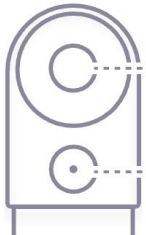
First Steps

- I needed to learn how to use it - turns out it's simple!
- Once you've created an account, it pretty much does the work for you.
- Picked a focus I wanted feedback on - just like a in person observation.
- Selected the age level of my students. Put on the microphone, press record and off I went.

Activity 25 

Focus for Feedback 

Single click In-ear Audio  Only



Live Tips

Participant Summary

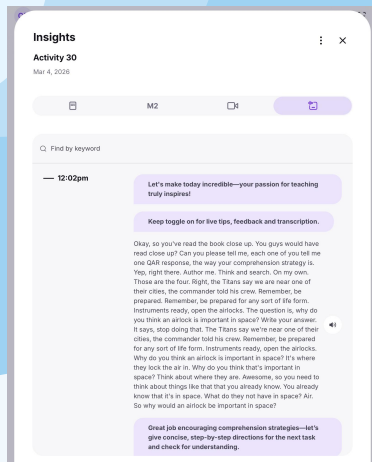
English (US) (Profile Setting)

Spanish (US) 

M2 Eyes On 

Image Analysis **COMING SOON** 

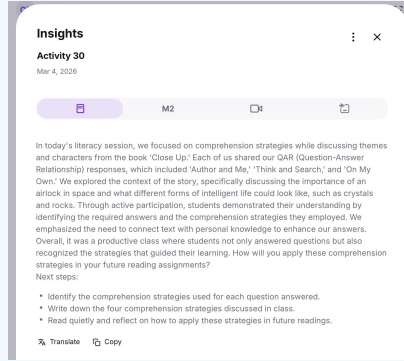
Delete Activity 



Recording & transcript

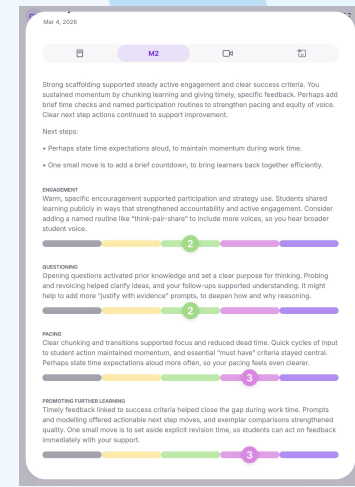
Within seconds I had a full recording and transcript of the lesson I had taught.

Outcomes



Overview

It took in everything I said and created a full overview of the content that was covered



Feedback

It provided me with feedback tailored to my focus and rated me out of 4 on different components. It also gave me next steps to focus on!

What I noticed...

My students were quite distracted at first by a robot in the room.

The eyes also didn't help with distraction, I'd often come back after lunch to find a book had been placed in front of it because it could "read".

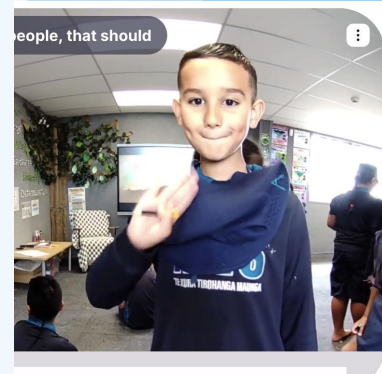
Some of the feedback was very generic and after a few tries I wanted to test how accurate it was.

How these were responded to...

After a discussion and constant use it became part of our daily routine.

The creators have now created an option to allow for what is displayed on the screen during your lesson.

I would look at what I scored the lowest in and specifically target that in a similar lesson. Turns out it does notice when you have changed something.



Evidence of making changes

M2

Strong interactive structures supported active involvement and kept engagement steady. Clear timeboxing and smooth transitions helped build lesson momentum with minimal downtime. One small move is to add explicit improve time, to strengthen next steps follow-through for you. Warm reinforcement and a supportive climate encouraged learners to participate confidently.

Next steps:

- Perhaps build in two minutes of "improve time" after feedback, to ensure revisions happen before moving on.
- It might help to prompt, "Use the Must Have to self-check," to support ownership before help-seeking.

ENGAGEMENT

Interactive structures and active involvement supported inclusive participation across the lesson. Positive narration and correct use of names strengthened a supportive climate for your learners. Perhaps add a brief routine cue to quickly re-engage attention and restart learning talk.

QUESTIONING

Open questions and probing supported reasoning and deeper explanation. Equity moves and metacognition prompts helped your class think about strategy choices. It might help to add intentional wait time before calling, so more learners can prepare answers.

PACING

Timeboxing and clear transition cues supported smooth transitions and steady momentum. Responsive re-explaining balanced understanding with progress for your learners. One small move is to add checkpoint questions before work time, to strengthen chunking and clarity.

PROMOTING FURTHER LEARNING

Specific verbal feedback tied to success criteria provided clear next steps. Feedback prompts as questions supported reflective probing for your learners. Consider adding explicit improve time, so students act on feedback before moving on.

M2

Strong scaffolding supported steady active engagement and clear success criteria. You sustained momentum by chunking learning and giving timely, specific feedback. Perhaps add brief time checks and named participation routines to strengthen pacing and equity of voice. Clear next step actions continued to support improvement.

Next steps:

- Perhaps state time expectations aloud, to maintain momentum during work time.
- One small move is to add a brief countdown, to bring learners back together efficiently.

ENGAGEMENT

Warm, specific encouragement supported participation and strategy use. Students shared learning publicly in ways that strengthened accountability and active engagement. Consider adding a named routine like "think-pair-share" to include more voices, so you hear broader student voice.

QUESTIONING

Opening questions activated prior knowledge and set a clear purpose for thinking. Probing and revoicing helped clarify ideas, and your follow-ups supported understanding. It might help to add more "justify with evidence" prompts, to deepen how and why reasoning.

PACING

Clear chunking and transitions supported focus and reduced dead time. Quick cycles of input to student action maintained momentum, and essential "must have" criteria stayed central. Perhaps state time expectations aloud more often, so your pacing feels even clearer.

PROMOTING FURTHER LEARNING

Timely feedback linked to success criteria helped close the gap during work time. Prompts and modelling offered actionable next step moves, and exemplar comparisons strengthened quality. One small move is to set aside explicit revision time, so students can act on feedback immediately with your support.

Reflection

There is also a reflection tool attached that I have used! It's built in to encourage us to reflect on the feedback given and act on it.

The screenshot shows a reflection tool interface. At the top, the name "Cerys Purnell" is displayed next to a close button. Below this is a quote: "Some of them were not really into sharing their ideas and really struggled to start conversation." To the right of the quote is a rating of 4 stars. The main content area contains three paragraphs of text. The first paragraph is a reflection on student interactions. The second paragraph suggests strategies to help students feel comfortable sharing. The third paragraph suggests using small group discussions or think-pair-share activities. At the bottom, there is a video player with a progress bar. The video title is "other but some of them were" and the progress bar shows a timestamp of 00:04 / 01:07. A circular icon with the letters "CP" is visible in the center of the video player.

Cerys Purnell

“
Some of them were not really into sharing their ideas and really struggled to start conversation.”

4

It's great to see how you noticed student interactions and the challenges some faced in sharing their ideas during the classroom walkthroughs - your focus on inclusiveness and engagement is really important.

To advance your thinking, you could explore strategies that help all students feel comfortable sharing, especially those who struggle to engage. Imagine creating a classroom where every student feels valued and encouraged to join the conversation, just like the friends they naturally gravitate towards.

You might try using small group discussions or think-pair-share activities to give students more chances to express their thoughts. This will help students practice sharing their ideas more openly and build a stronger classroom community.

other but some of them were

CP

00:04 / 01:07

Where to next

PCT & Student Teachers

I begun trialing it with my student teacher and PCT that I mentored. They loved it. I would tandem observe at the same time and would compare notes with M2 after.

Introducing it to more staff!

MVS rolled out M2 to more teachers to see how it fit with different teaching styles, expectations and goals.

It's totally independent

M2 gave teachers more opportunity to be observed without the worry of having another person in the room. All their observations and feedback are theirs unless they decide to share it.

Here's what some of them had to say

Positives	Improvements
"A full transcript and "Takeaways" immediately after class."	I felt it didn't focus on the feedback I asked for.
"Some helpful ideas and feedback. It provided some great examples on how I could improve my clarity - which was really helpful. It also made me more aware of the need to succinctly state my LI and success criteria. As this was an open ended problem solving task - I didn't want to be so directive, but with the small group it would have helped them a lot."	Wasn't able to grasp the entire context, the chn getting used to having it in the class.
"Didn't feel like I was being observed."	For me, I need to have more sessions being observed with M2 so I can get comfortable and more confident with using it.
"I liked that it was very specific and told me exactly what I did well and what to work on. Used examples from my video/ transcript in feedback."	none at the moment - only used twice and it was more user error than problems with the M2.
"Feedback straight away."	Doesn't get my best angle. lol. Nah I'd like to figure out how to collect student voice.
"Good to watch the video back and pick up on things I might not have noticed in the moment, some of the feedback was relevant and helpful."	Some of the feedback was not relevant to handwriting
"It gave quite honest feedback and did so in a positive way."	Unsure



MirrorTalk
Admin

- Switch to Member
- Dashboard
- User Management
- System Prompt**
- Customize

System Prompt ⓘ

Here are a few things we've gathered about your team. You can edit them if needed or upload the appropriate documents.

<https://www.mvs.school.nz/> ✎

Last updated 1:09pm, Dec 18, by Ben

Mountain View School

Strategic focus

- Maraunga me Whakaako | Curriculum and Practice – Relevant, real, responsive curriculum taught by effective, research driven teachers.
- Whanaungatanga | Community – Rich relationships based on partnership, participation and protection within the school and broader community.
- Ahurea Tuakiri | Diversity, Identity and Culture – Recognising the value in all learners and ensuring success through inclusive approaches.
- Taaria te Waa me Kaitiakitanga | Continuity and Potential – Systems and processes that support long term, sustainable student success.
- Hauora | Wellbeing – Promoting physical, spiritual, mental and emotional health as a foundation for learning.

Teacher standards/frameworks

- Ngā Paerewa | Our Code, Our Standards – The Teaching Council standards guiding professional practice and conduct for teachers.
- Practising Teacher Criteria (PTC) and Professional Growth Cycle (PGC) – Frameworks underpinning teacher appraisal and ongoing professional development.
- Ngā Tikanga Matakitia | The Code and Ngā Paerewa Standards – Ethical expectations and professional responsibilities for teachers.
- The Teaching Council sets standards and monitors teachers' competence and fitness to teach.
- Schools are encouraged to engage in ongoing professional learning and reflect on practice to meet NZ teaching standards.

Student standards and curriculum

- The New Zealand Curriculum underpins student learning, with a focus on developing the five key competencies.
- Learning Areas in The New Zealand Curriculum include English, The Arts, Mathematics and Statistics, Science, Social Sciences, Health and Physical Education, Learning Languages, Technology, and Official Languages.

Improving Efficiency
*operational

Contextual Feedback
*algorithm control

What changes have been made!

Customize ⓘ

Rubric builder

Customize your rubric domains to align with your priorities. Rubrics affect feedback, teaching tips, and scoring across your platform.

Best practice: For each rubric, focus on 3–5 distinct criteria aligned with your priorities. Ensure each addresses a separate aspect of performance without overlap.

Teacher

Activities

+ Add criteria

Engagement



Questioning



Pacing



Promoting Further Learning

CUSTOM



Participants

Activities

Depth of Knowledge

Reflections

Depth of Knowledge

Teacher

Activities Rubric

Archive X

Criteria name

Promoting Further Learning

26/50

Criteria description

Promoting further learning describes the strategies used by teachers to close the gap between the current state of learning and the current desired goal.

500/500

Scores

Not Observed	1	2	3	4
	Students rely on the teacher to give feedback only at the end of the learning. Students rarely act on feedback.	Students may seek feedback during and/or at the end of the learning. Students may act on feedback when the teacher sets aside time.	Students seek feedback regularly and while relevant during the learning. Students use time that the teacher sets aside to act on feedback that	Students gauge when feedback is needed, and seek it to promote learning (not too soon, not too late). Students independently take time to act on

Note

Custom rubric criteria help M2 provide feedback tailored to your priorities. Adding new criteria affects all teaching tips, feedback, and scoring. When adding new criteria, focus on one area at a time, rather than trying to measure everything.

What else can it do...

A Teaching Assistant	A Coach	M2 for Leaders
Acts as an co-teacher. Offers real-time suggestions and tips.	Provides objective feedback, transcripts, summaries and intervalled feedback. Captures audio and video without human bias.	Enables scale across the school. Provides data for practice analysis without requiring a leader's constant presence.
Facilitates follow-up tasks. Use 'guides' to set up small group activities prompted by the teacher.	Feedback is aligned to priorities.* Ensures delivery of insights that match school frameworks.	Gives the Insights Dashboard. * A clear picture of teacher progress and student reflection trends. Supports data-informed decisions.
In-ear explanations and translation support for students. Direct and non-disruptive aid to lesson content access.	A reflection kiosk. Teachers can use it for guided self-reflection.	System Customisation. Upload your school standards and curriculum frameworks. Tailors the system to your context.
Provides content on demand aligned with what has been taught.	Interactive summaries after class help teachers consolidate understanding.	Focuses on Developing People. Streamlined professional growth focused on teaching, not administrative burden.
Supports students after small group sessions.	Tracks reflective trends over time. Gives you insight into how you are growing as a reflective practitioner.	Observation focus customisation.* Will allow teachers to choose a focus to get scored on according to a preloaded rubric (A4L).
Multiple interaction points using extension receivers. Tracks and transcribes multiple conversations around the room.		Group coordination. Create shared focus groups where observations and activities can be shared with those with similar goals.

Final thoughts

1

It's not the final answer but it's a step towards it

2

It's still transforming and improving all the time

3

It's fast, effective, and accessible

4

It won't replace the importance of a in person observation.

Questions?

?

?

?