

Appraisal for Teachers

Support for Professional Leaders

Webinar Three

Goal Setting and Inquiry Plans

Video and Online Examples

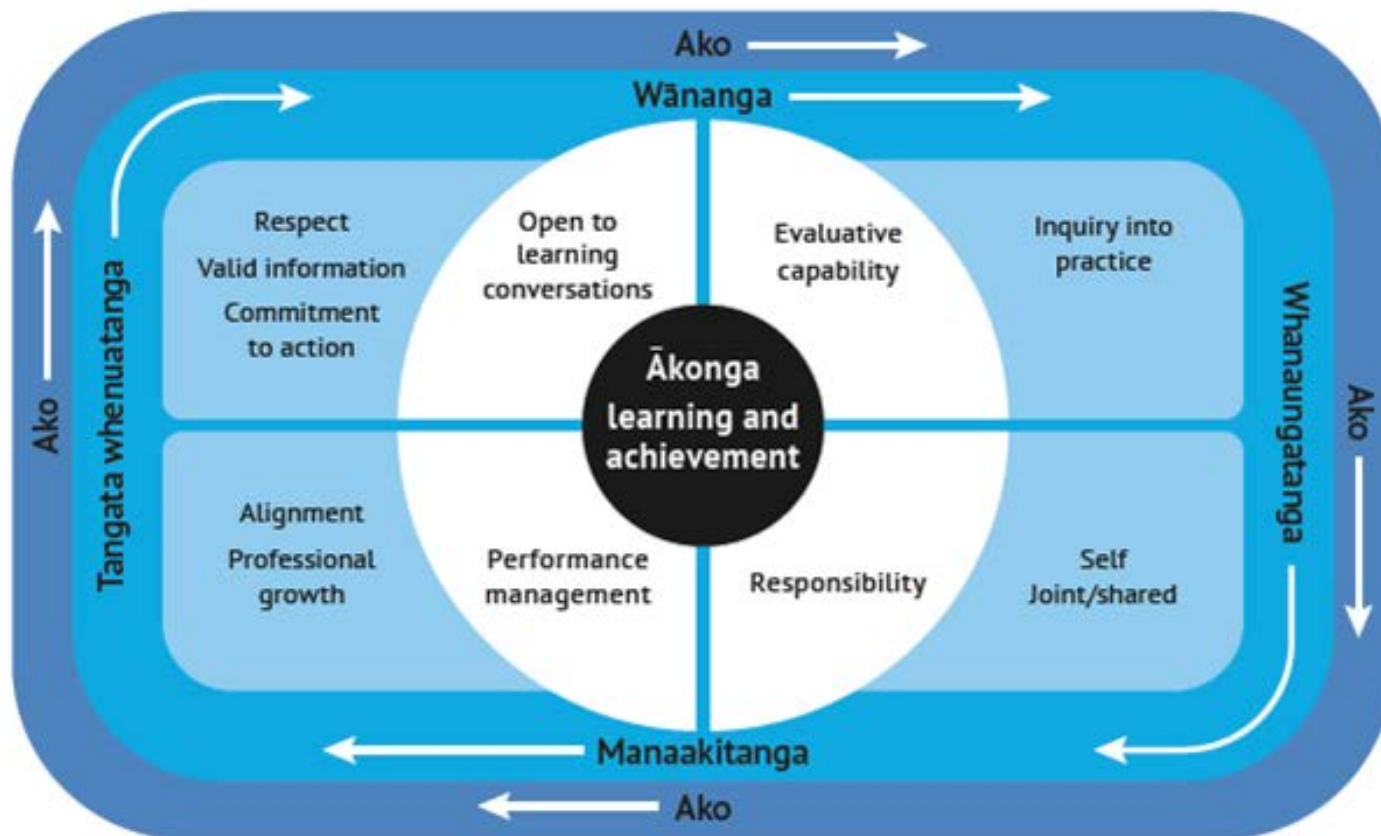


Webinar aim

This webinar is designed to:

- Briefly review the Goal setting and inquiry framework
- Guide you through the video examples on the Education Council website.

Conceptual Framework for Appraisal



Purpose

The purpose of these resources is to enable staff to build an understanding of, and ability to:

- *set challenging goals focussed on outcomes for learners; and*
- *develop inquiry plans that support the achievement of goals*



What you need

1. Resource Pack for Webinar Three (they are on the Education Council website)
<http://www.educationcouncil.org.nz/appraisal-teachers-project>
1. Internet access to be able to view the videos from the links in this presentation and from the Education Council website.

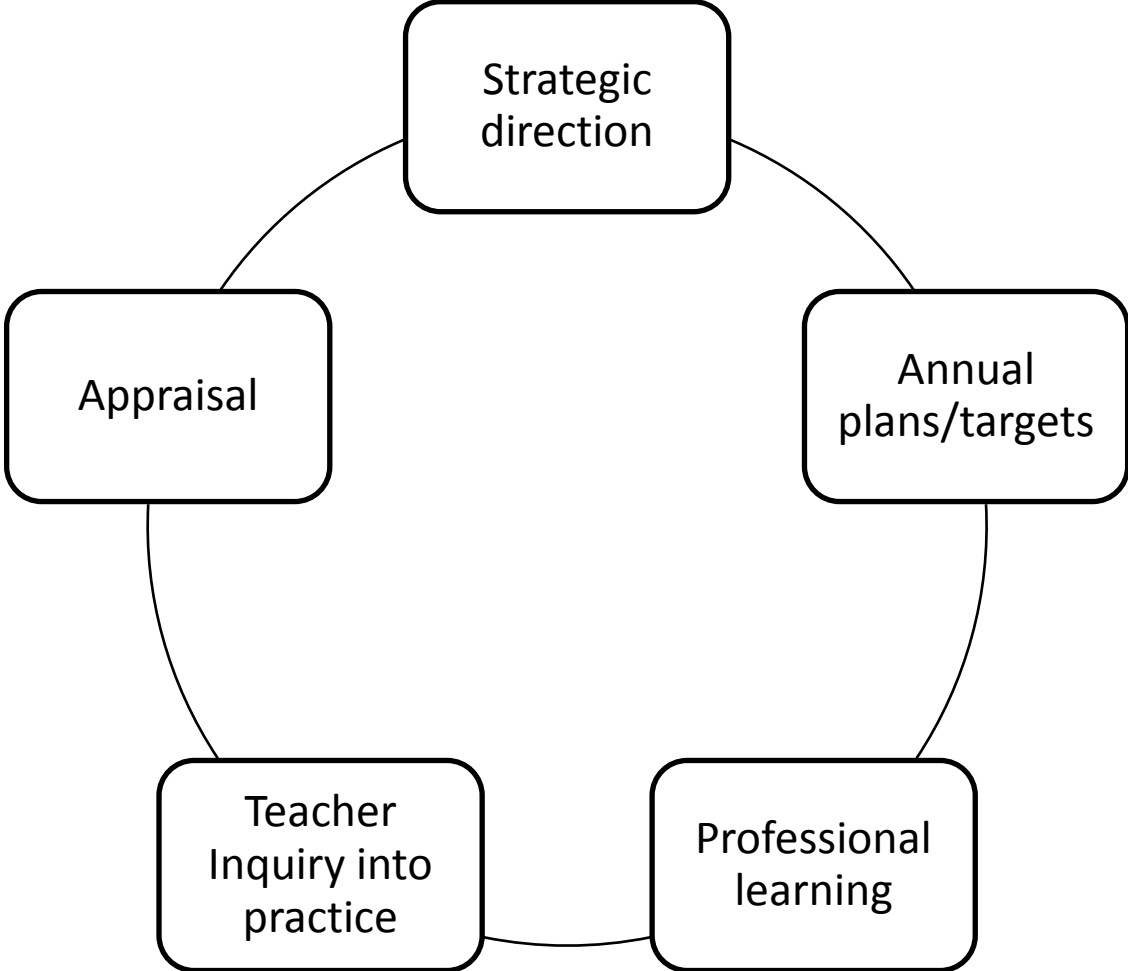
Introduction and review

In workshop three we focussed on:

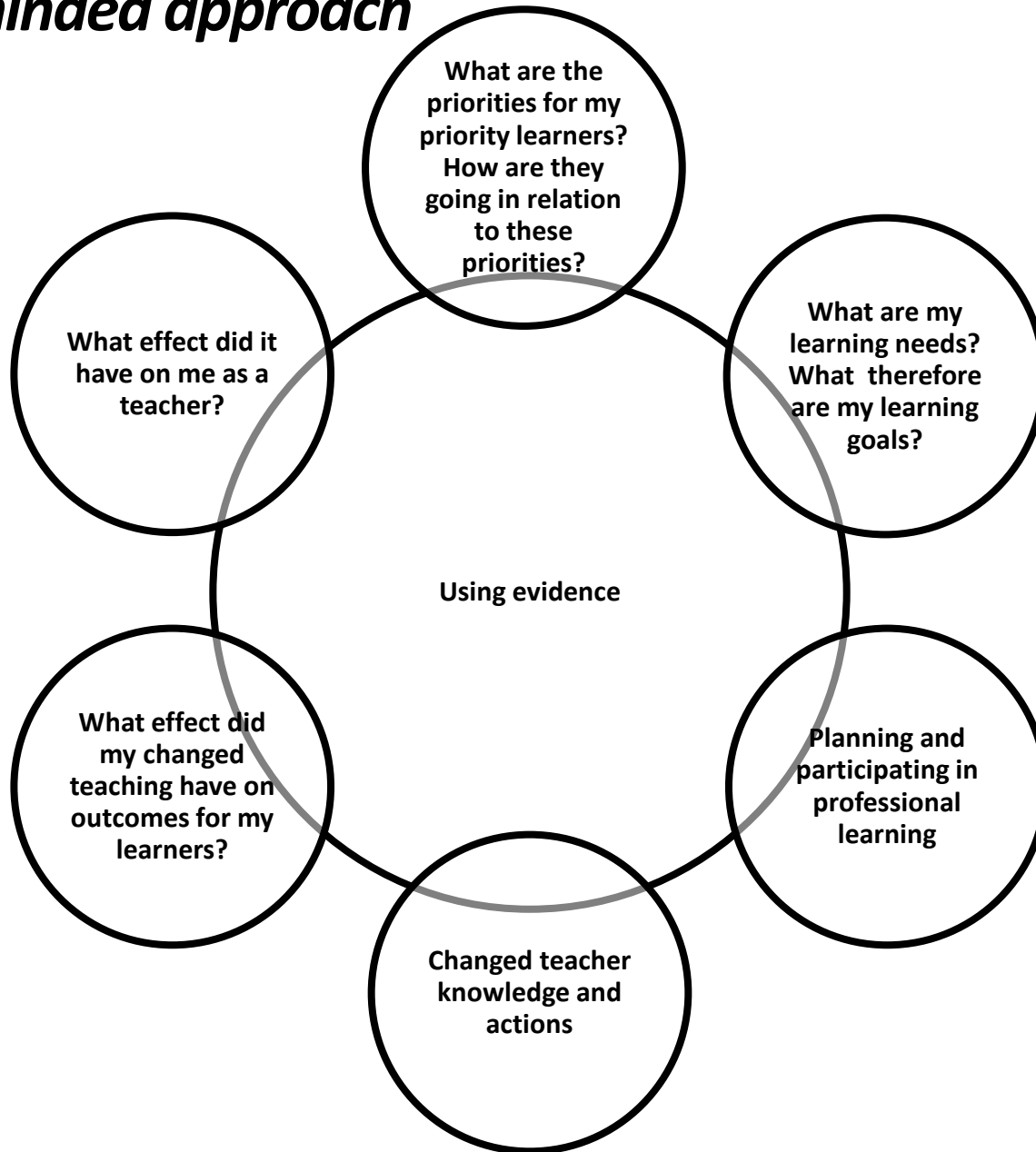
Strengthening the culture of learning within your setting including:

- Evidence of practice
- Goal setting; and
- Inquiry

Linking goals to strategic direction



An inquiry minded approach



Goal...

When setting goals a clear and motivating endpoint in relation to the needs of priority learners must be identified by the teacher and appraiser.

ISMART

Inspiring

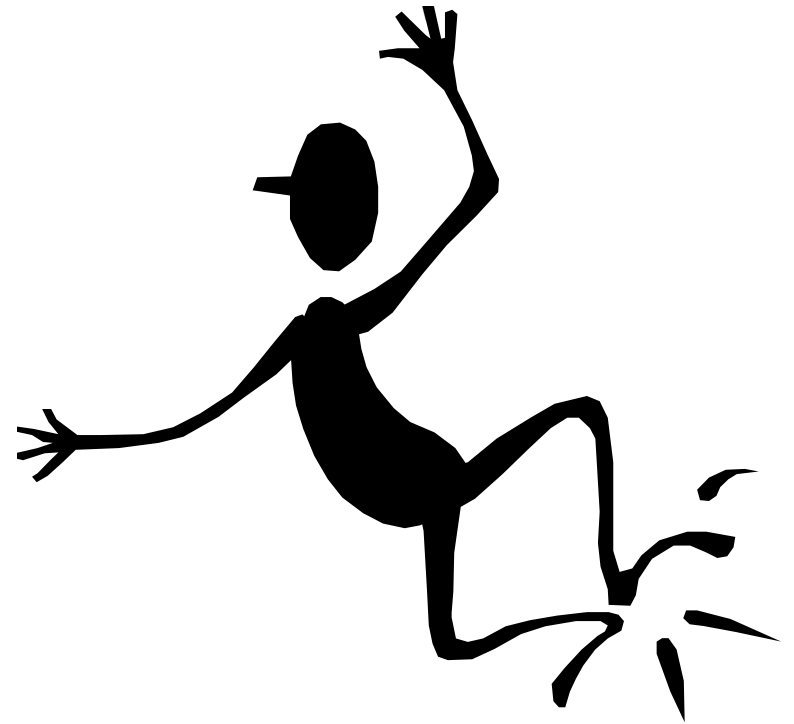
Specific

Measurable

Achievable

Results driven

Time-bound



A goal framing

By..... (timeframe)

I am/have..... (changed practice)

With the intention that/so that..... (learner outcomes/benefits)

The Examples: explored

While you will use these examples as you choose, our suggestion is that that you will get maximum benefit from spending quite some time watching them and thinking about them within the context of the goal setting framework.

Our intention is that you will be able to use them to see how applying a goal setting frame to specific conversation can make a radical difference to the quality of that conversation that then opens up the possibilities for improved genuine collaborative problem-solving and inquiry.

Examples

In example A the appraiser is helping an Early Childhood teacher to set a inquiry goal.

In example B the appraiser is helping a primary school teacher to set an inquiry goal.

In example C the appraiser is helping a secondary school teacher to set an inquiry goal.

Please don't limit yourself to your setting example.

All examples are excellent for developing and strengthening your skills.

Important

Please follow the instructions on the following slides.

Before watching the videos, review the questions and then complete the analysis on the subsequent slides.

Preparing to watch Example A

Before we start:

Have somewhere to record your notes (You might like to use pages 2 through 4 in your resource pack.)

Firstly, watch the video without taking any notes

Now watch it a second time. As you watch for a second time you will:

1. Record some of the questions being used by the appraiser.
2. Note the balance of talk (who speaks most often?).
3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.

Example A (Click thumbnails to view videos)

In the first example Mary, the appraiser, is having a conversation with Barbara, an Early Childhood Teacher to set an inquiry goal. Mary gets Barbara to talk about the evidence she has brought to the discussion and what Barbara sees as a priority for the learners.



Example A

Analysis: Example A

Using the Examples of Goal Setting Questions resource on page 5 identify:

- the questions used by the appraiser that are contained in the list.
- alternative questions not on the list.
- what questions might you ask?

Now go back to the notes you made

What was the balance of talk time? (who spoke most?)

Was the teacher was committed to achieving the goal?
How do you know that?

Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)

Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis.

Next steps for the appraiser

Imagine Mary could have a second shot at having a goals setting session with Barbara.

How could she improve the conversation?

Have a go yourself

Practice goal setting conversations with a colleague so that you can do the same analysis of your own interaction.

The more you practice your goals setting conversations the more focussed the discussion and the sharper the goal will become.

Preparing to watch Example B

Before we start:

Have somewhere to record your notes

Firstly, watch the video once without taking any notes

Now watch it a second time. As you watch for a second time:

1. Record some of the questions being used by the appraiser.
2. Note the balance of talk (who speaks most often?).
3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.

Example B (Click thumbnails to view videos)

In the second example Roween, the appraiser, is having a conversation with Kerry, a primary school teacher, to set an inquiry goal as part of her appraisal.

Kerry has brought some notes and observations about the children in her class and she also has their latest writing samples.



Example B

Analysis: Example B

Using the Examples of Goal Setting Questions resource on page 5 identify:

- the questions used by the appraiser that are contained in the list.
- alternative questions not on the list.
- what questions might you ask?

Now go back to the notes you made

What was the balance of talk time? (who spoke most?)

Was the teacher was committed to achieving the goal?
How do you know that?

Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)

Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis.

Next steps for the appraiser

Imagine Roween could have a second shot at having a goal setting session with Kerry.

How could she improve the conversation?

Have a go yourself

Practice goal setting conversations with a colleague so that you can do the same analysis of your own interaction.

The more you practice your goals setting conversations the more focussed the discussion and the sharper the goal will become.

Preparing to watch Example C

Before we start:

Have somewhere to record your notes

Firstly, watch the video once without taking any notes

Now watch it a second time. As you watch for a second time:

1. Record some of the questions being used by the appraiser.
2. Note the balance of talk (who speaks most often?).
3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.

Example C (Click thumbnail to view video)

In the second example the Roween, the appraiser, is having a conversation with Kerry, a secondary school English teacher, to set an inquiry goal.

Kerry has brought some NCEA achievement data to the meeting and some reflections about what she has noticed in class about her priority learners.



Example C

Analysis: Example C

Using the Examples of Goal Setting Questions resource on page 5 identify:

- the questions used by the appraiser that are contained in the list.
- alternative questions not on the list.
- what questions might you ask?

Now go back to the notes you made

What was the balance of talk time? (who spoke most?)

Was the teacher was committed to achieving the goal?
How do you know that?

Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)

Discuss your analysis with a colleague(s). See if you can reach agreement about your analysis.

Next steps for the appraiser

Imagine Roween could have a second shot at having a goal setting session with Kerry.

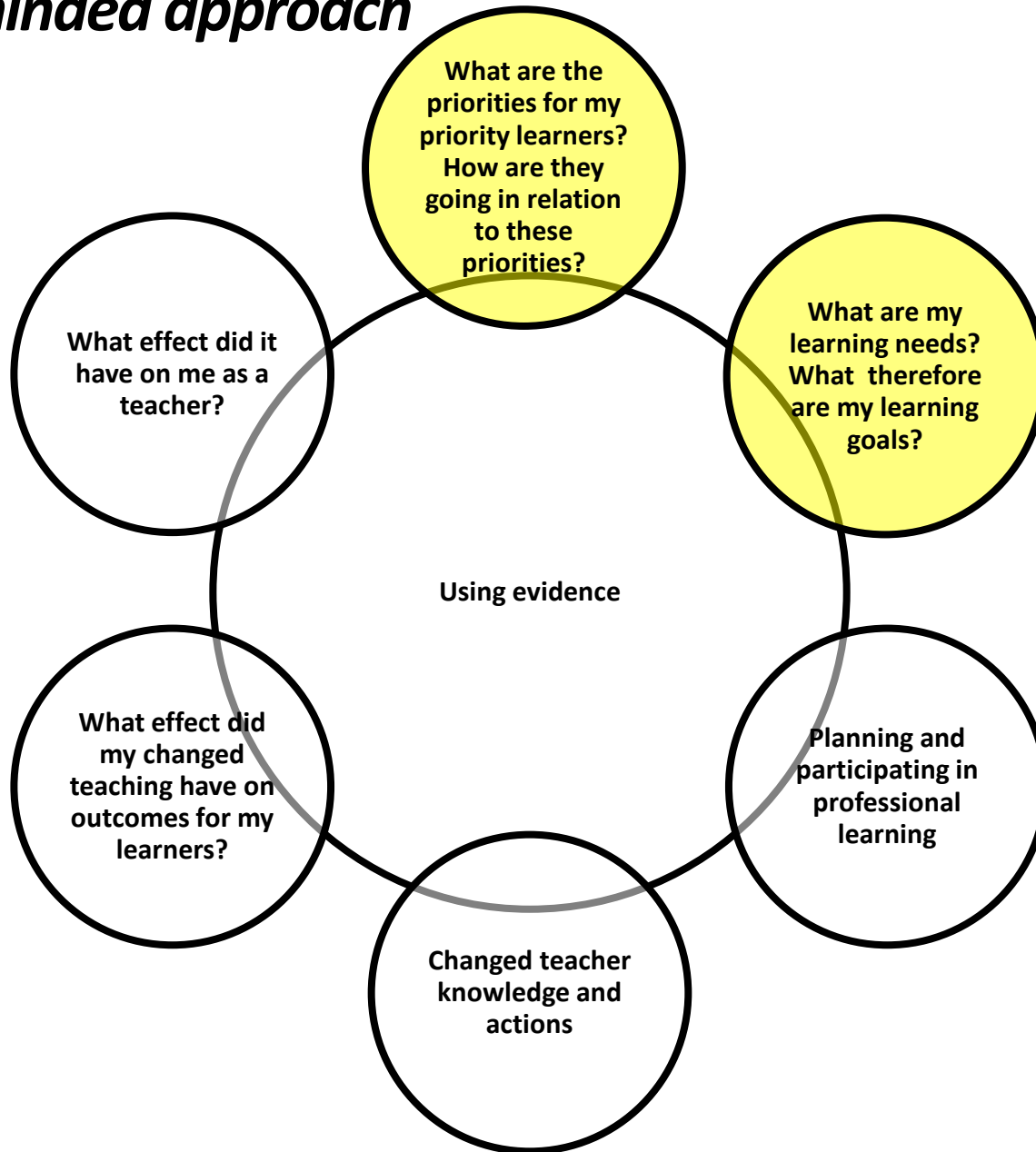
How could she improve the conversation?

Have a go yourself

Practice goal setting conversations with a colleague so that you can do the same analysis of your own interaction.

The more you practice your goals setting conversations the more focussed the discussion and the sharper the goal will become.

An inquiry minded approach



Appraisal components

Let's revisit the appraisal components diagram from workshop two. It is in your resource pack on page 7.

Discuss with your colleagues:

1. How do you see inquiry fitting in this diagram?
2. What needs to happen in your setting to ensure inquiry is a sustainable practice that is valued by teachers and professional leaders; that it becomes a powerful source of learning that contributes to a teacher's capability to demonstrate effectiveness and their impact on akonga.

Final phase of project

Webinar/resources will be available online

Meet with your PLG to work together to:

1. Strengthen goal setting and inquiry across your setting
2. Strengthen the skills for appraisal

Evaluation survey – end of May

For ongoing support

Make contact with:

Education Council for appraisal support, induction and mentoring, registration support and resources

<http://www.educationcouncil.org.nz>

The Education Group for Growth Coaching and appraisal support

www.educationgroup.co.nz

Evaluation Associates for Open to Learning and appraisal support

www.evaluate.co.nz

ECE Professional Support, University of Auckland for Open to Learning, appraisal and professional learning and development support.

<http://www.education.auckland.ac.nz/ua/home/about/professional-development/ecps>