

# ***Appraisal for teachers Phase One: Support for professional leaders***

*Workshop Three:*

*Strengthening understanding of appraisal*



# *Haere mai*

Ma whero ma pango ka oti ai te mahi.



# *Workshop Three*

## Component One

- ✓ Strengthen understanding of what appraisal is all about

## Component Two

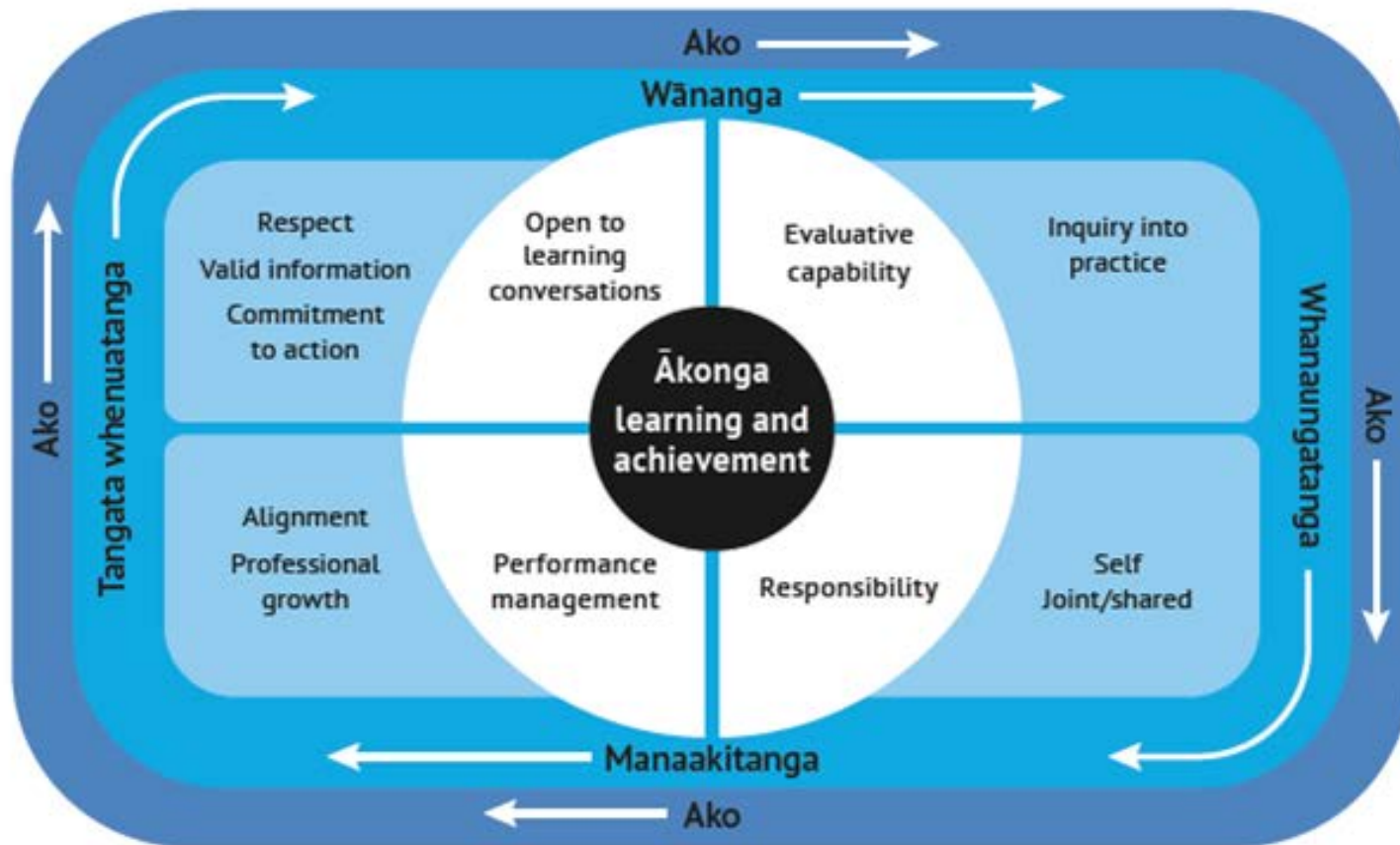
- ✓ Strengthen Personal Skills in Open to Learning conversations
- ✓ Strengthen the culture for open to learning conversations

## Component Three

- ✓ **Strengthen strategies to implement effective appraisal processes – deepening the ongoing culture of learning in our settings**



# Conceptual Framework for Appraisal



## *Overview of the day*

1. Evaluation feedback
2. Sharing models and processes of appraisal (within and across settings) - share the results, the successes and the issues still to be further worked on
3. Your appraisal . What is the process? How does it link to the conceptual frame?
4. Strengthening the culture of learning within your setting including:
  - Evidence of practice
  - Goal setting,
5. Afternoon choices:
  - Inquiry plans
  - Upskilling appraisers

**Meaning making and application to your setting at each stage**

***What has the evaluation told us so far?***

## *To what extent has your appraisal system been changed?*

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<b>Answer Options</b>	<b>Response Count</b>
No change	2
Minor changes only	60
Change some aspects	227
Make significant changes	145
Completely remodel	49

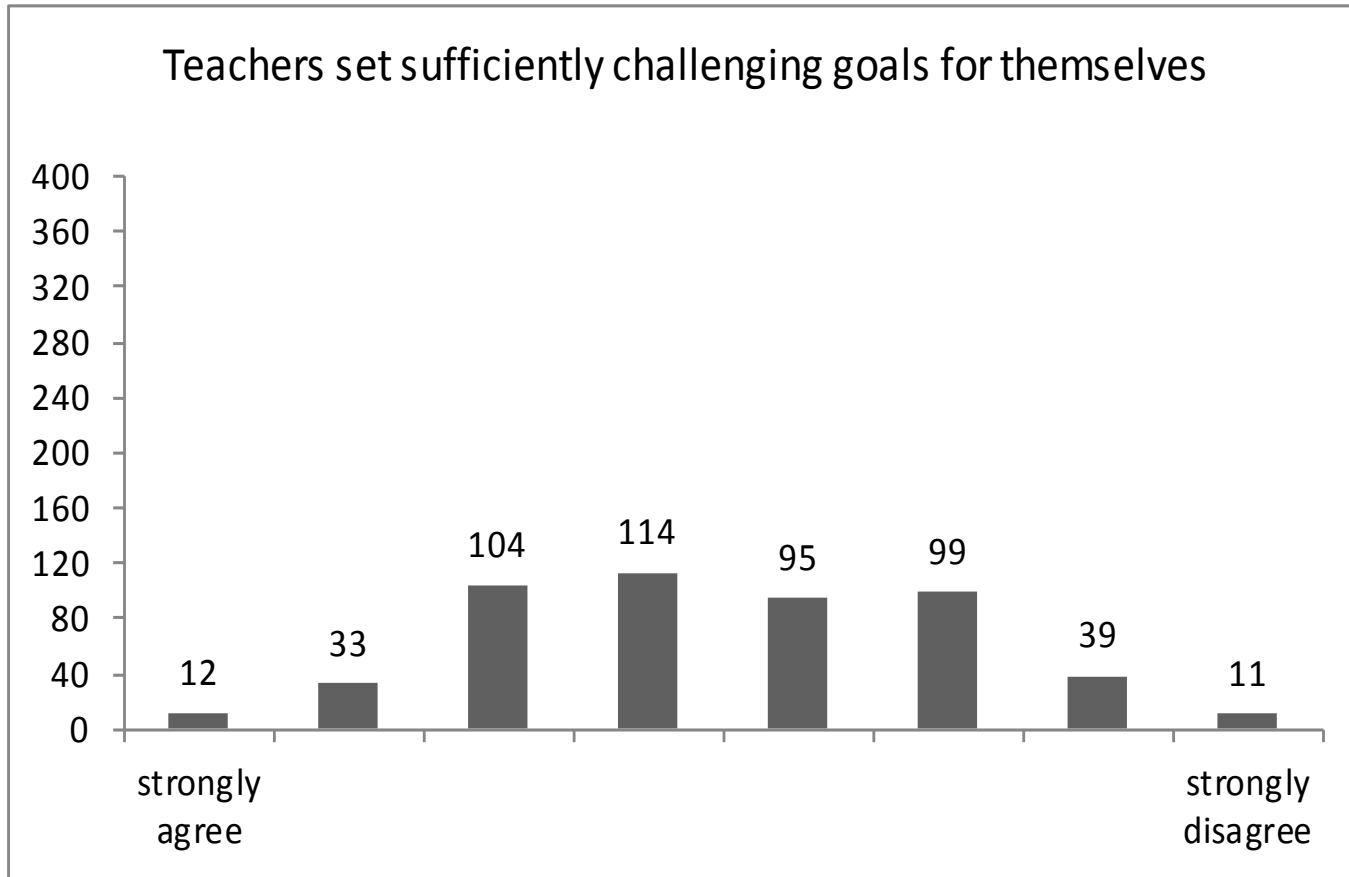
# *Changes*

Settings have included new components into performance management processes as a direct outcome of participating in the contract. Examples include:

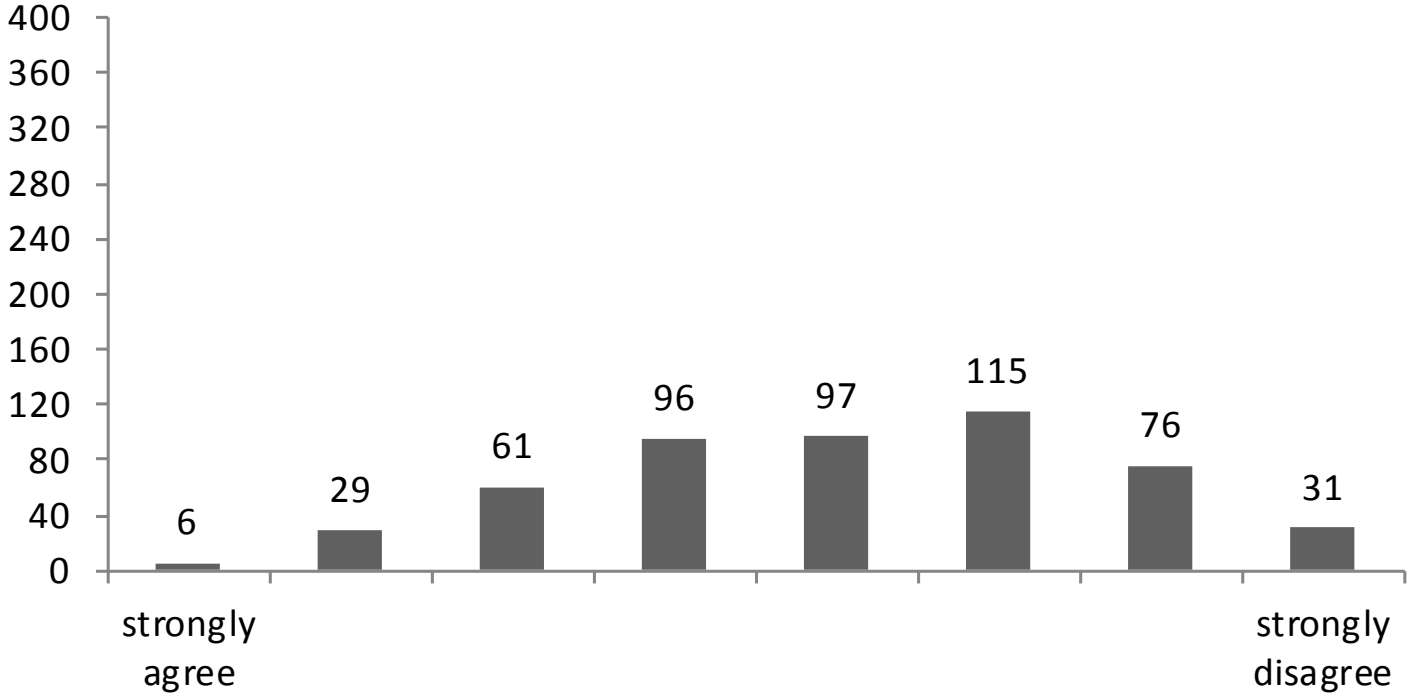
- Indicators criteria to show what good practice looks like
- Peer appraisal
- School Professional Learning Groups (PLGs)
- Peer observations and feedback
- E-portfolios
- Reflective journals
- Teacher portfolios
- Feedback from learners
- Using video evidence



## *The extent to which participants agree with the statement*



### Most appraisers have the necessary skills for rigorous evaluation



## ***Sharing models and processes of appraisal***

So if effective appraisal is what we are aiming at, how far have you got?

- Alignment of systems and processes
- Developing evaluative capability in your place
- Strengthening an open to learning culture
- Promoting self and joint responsibility

## ***Your own appraisal (think about Professional Standards and the PTCs)***

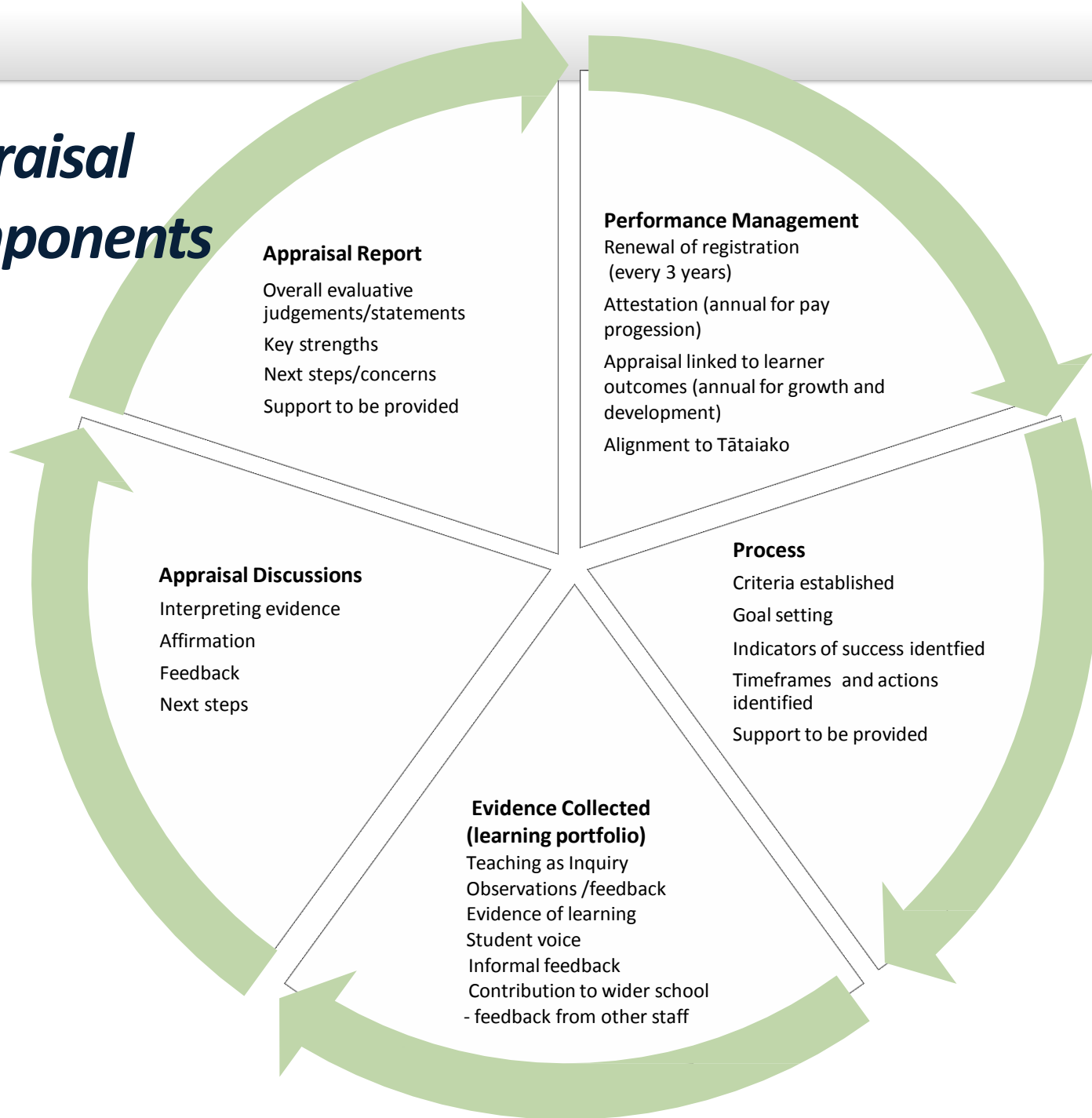
Work with someone who has similar responsibilities as you.

Talk about your process for your own appraisal:

- To what extent does your process parallel the process used for your staff?
- What , if anything, needs to be different?
- To what extent does it reflect the conceptual frame for appraisal

So if effective appraisal is what we are aiming at, how far have you got?

# Appraisal Components



## *Education council resources*

Alignment of PTCs and Professional Standards

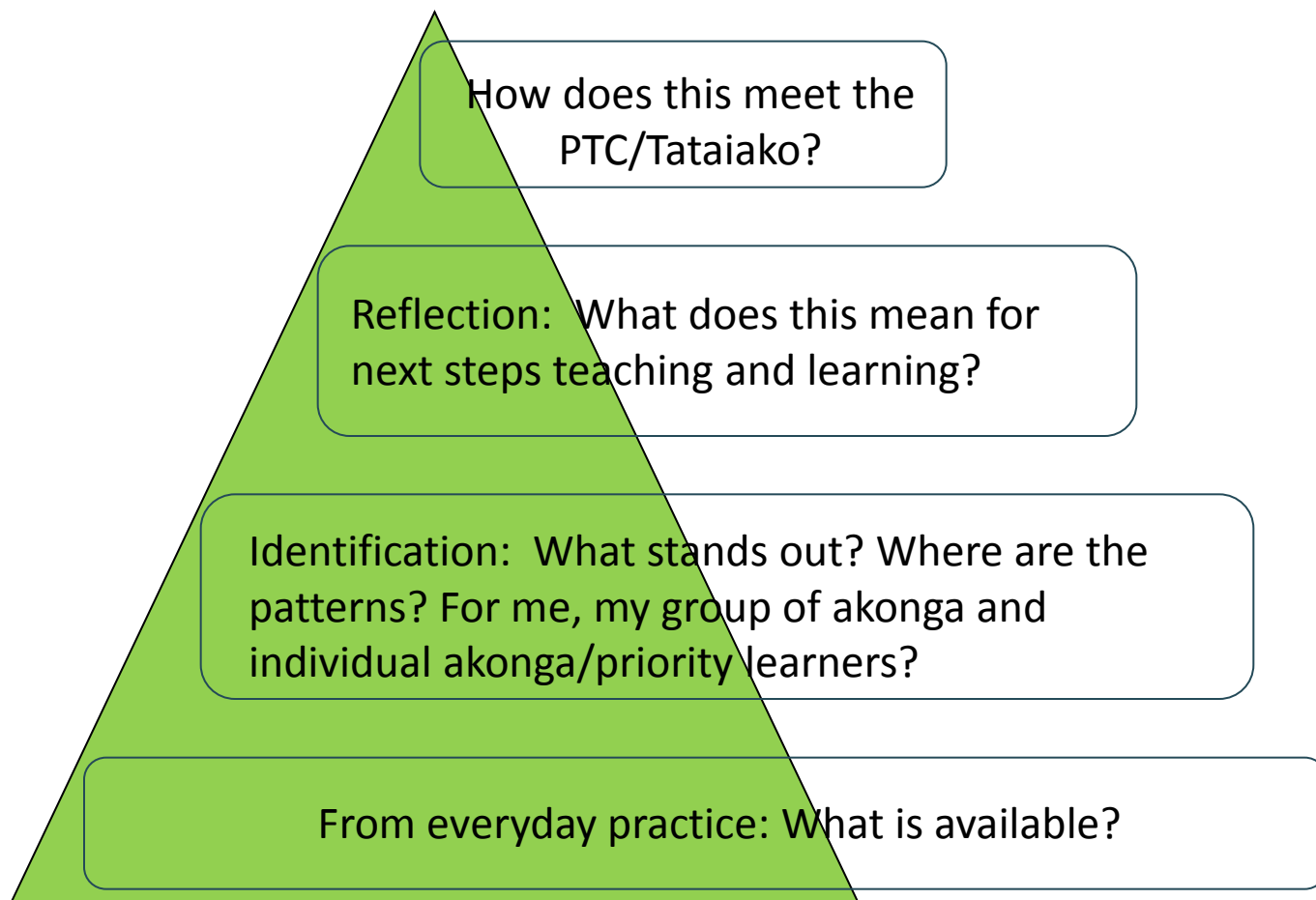
***Evidence of practice that demonstrates the PTCs***

## ***Examples of practice***

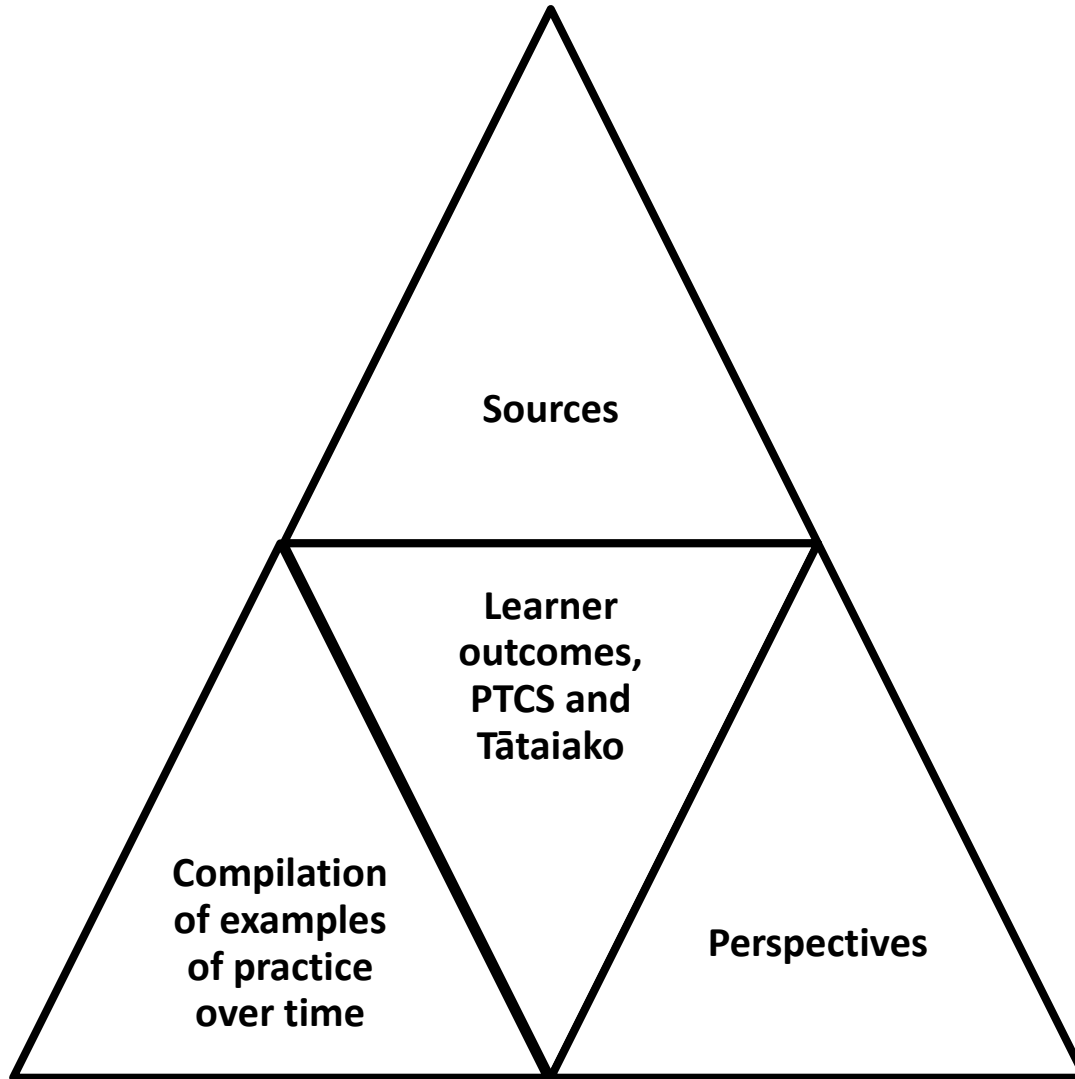
Which PTC could you explore with the teacher based on the example?



## ***Analysing the example of practice: significant content***



***Evidence : A range of sources and perspectives***



What evidence of meeting the PTCs would the teacher bring to the appraisal discussion?

Analyse this using the sources of evidence triangle

## ***What might I do with my evidence?***

I need to:

- Know where the evidence can be found (planning, assessment information...)
- Compile some of it in some way to show my learning over time (sound bites, video, photos, notes)

I can:

- Map it to the PTCs/Tātaiako/ our school indicators of effective practice
- Bring the evidence I have to an appraisal meeting
- Talk about my practice and its effect on my learners
- Affirm what is going well and identify my learning needs

# ***Morning Tea***

***Setting goals that will change my practice and improve outcomes for my learners***

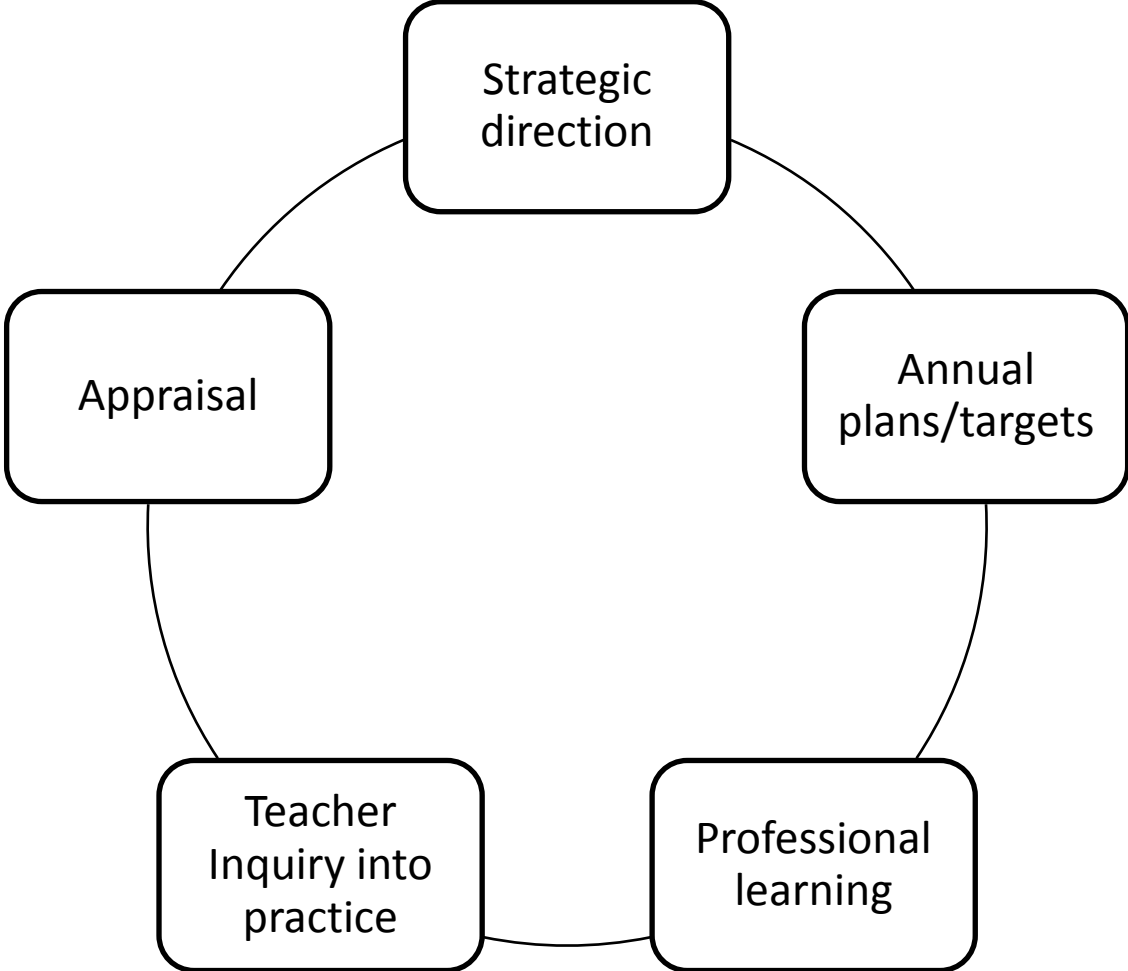
## ***Current practice***

How do you set goals in your setting?

What are goals based upon?

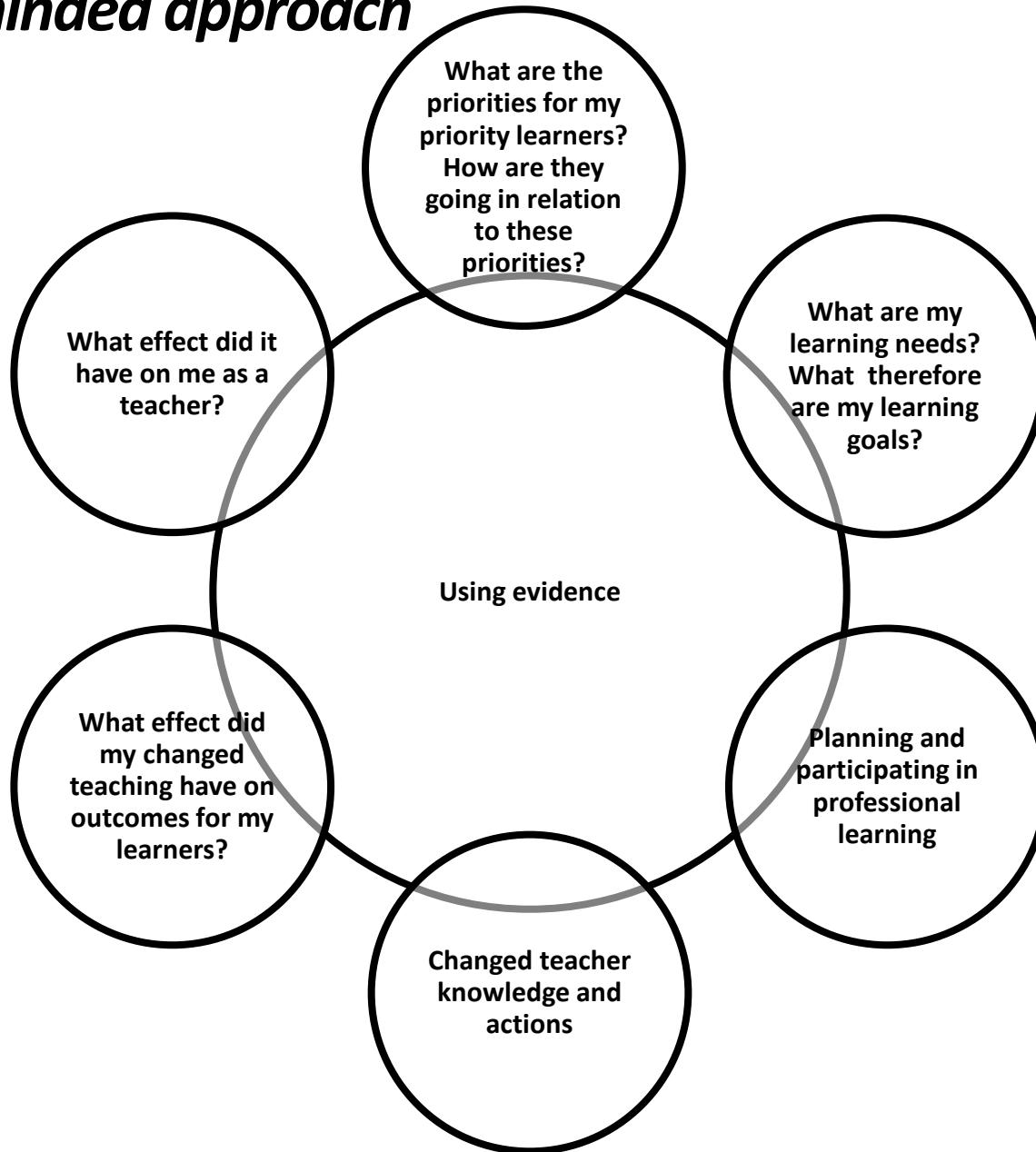
Share the examples you have brought along

# *Linking goals to strategic direction*





# *An inquiry minded approach*



***SELF-DIRECTIVE***



***DIRECTIVE***

**Discovery**



**Informing**

# *Self awareness/perception (What I know about myself)*

I know

I don't know

Others  
know

Perceptions  
and views of  
others

**Open**

**Blindspot**

Others  
don't  
know

**Closed**

**Potential**

## ***In your PLGs discuss***

What evidence might teachers use to identify the learning needs of their learners and consequently for themselves?

How would you help a teacher to discover their blind spot?

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.

## *Sloth Goals*

**S**omewhat vague

**L**ack commitment

**O**pen ended

**T**imid

**H**ard to achieve

# *ISMART*

**I**nspiring

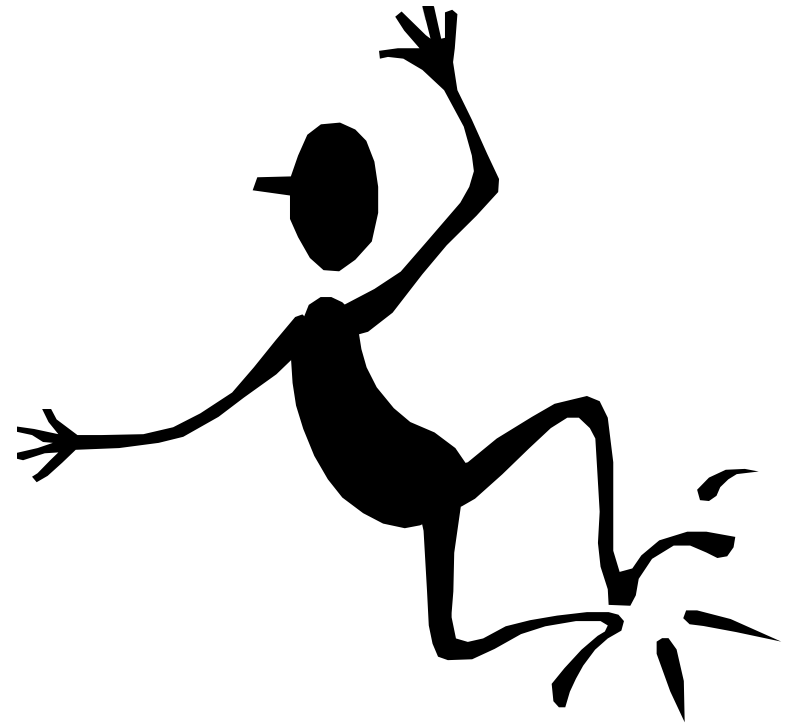
**S**pecific

**M**easurable

**A**chievable

**R**esults driven

**T**ime-bound



## ***A goal framing***

By..... (timeframe)

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

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



## ***Smarter goals***

Using the goal frame how might these general intentions be expressed as smarter goals

1. I want my teachers to do a better job of teaching as inquiry
2. I want my teachers/learners to be more independent
3. I want my learners to be able to socialise with each other
4. I want all of my learners to accelerate their learning in reading
5. I want the learners at this school to choose my subject for NCEA
6. My assessments and planning will show how I am meeting the needs of my learners
7. My assessments will capture the continuity and complexity of learning
8. Your choice...

## ***Demonstration - goal setting session***

## ***Do the goals reflect...***

1. The learning needs of learners?
2. The learning needs of teachers?
3. The outcome that will be achieved if the goal, is met?

***Lunch***

## ***Inquiry into practice group***

# *Achieving my goals*



***The key questions for the focusing inquiry are:***

What is important (and therefore worth spending time on), given where my learners are at?

What strategies (evidence-based) are most likely to help my learners learn what they need to learn?

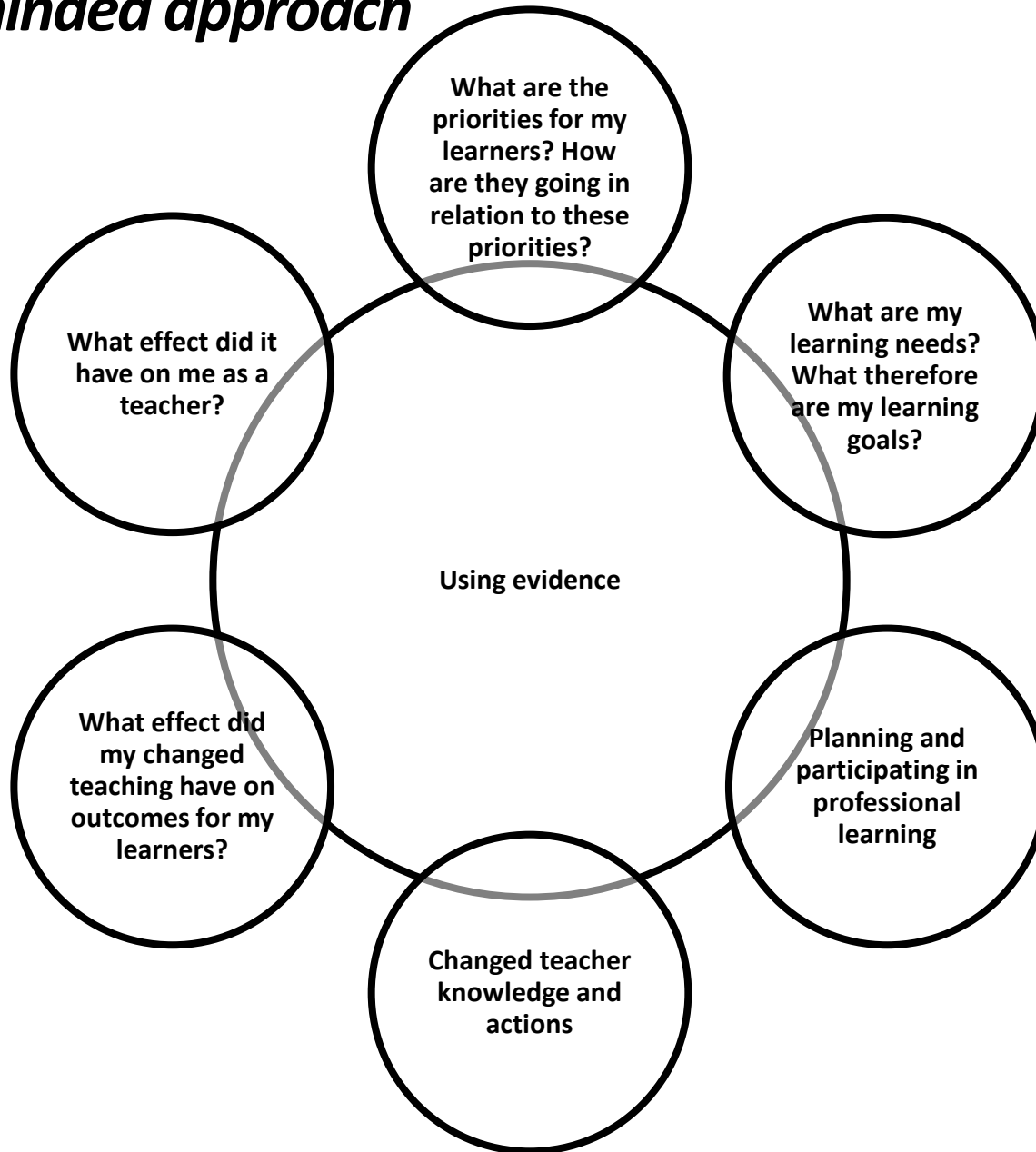
What will I notice about my changed practice and the impact on my learners?

## ***Inquiry is about problem solving (an evaluative process)***

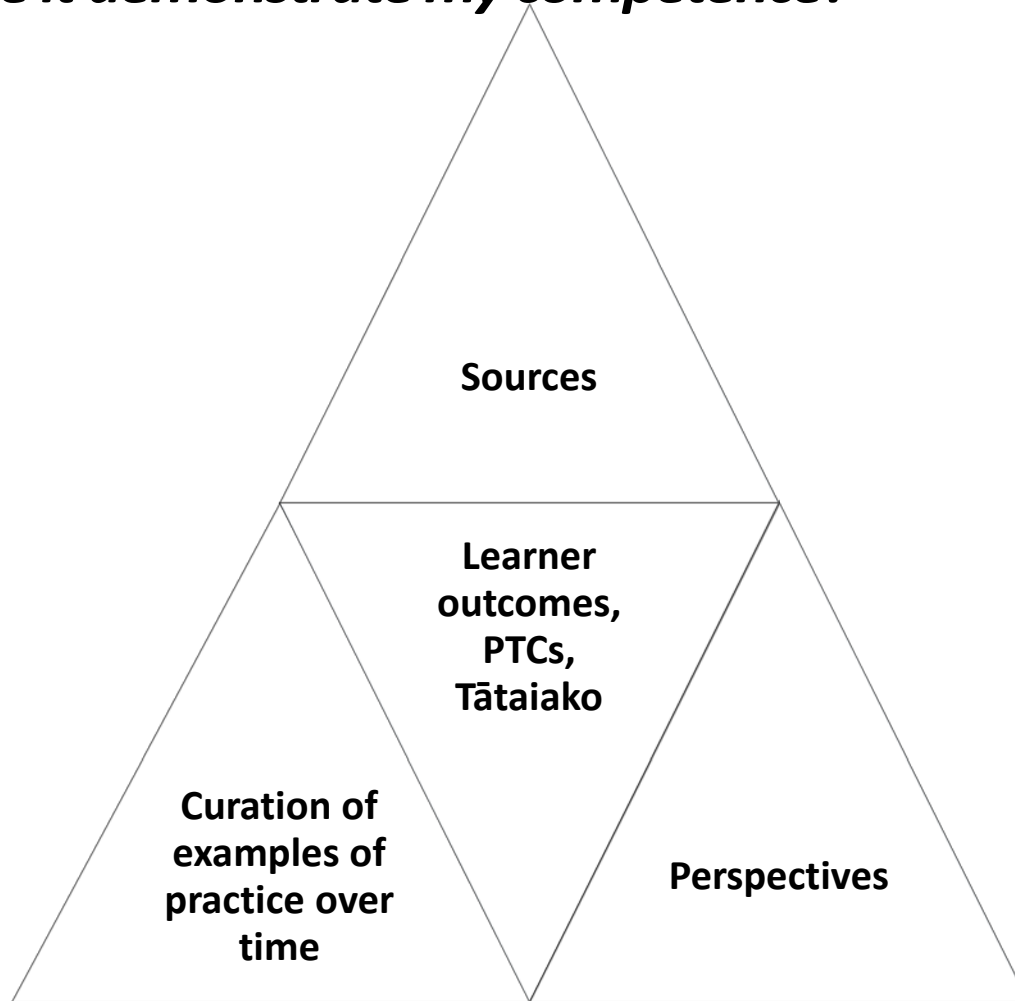
1. What is the outcome I am striving to achieve with my learners?
2. What is the criteria for success?
3. How will I know I am meeting the criteria?
4. What evidence do I have?
5. How will I gather the evidence?
6. What is the relationship between what I am striving to achieve and my current practice?
7. What do I need to do about that?



# *An inquiry minded approach*



***What evidence will I collect about my changed practice and how can I use it demonstrate my competence?***



## *Secondary school example*

Discussing learner learning and achievement in appraisal conversations

***Group Two: Upskilling appraisers in your setting***

***What skills do appraisers need?***

## ***Key Understandings***

1. Understanding of PTCs /Tātaiako and what effective practice looks like
  2. Understanding of the concept and principles that need to underpin appraisal
  3. Knowledge of the setting's strategic direction and targeted valued learner outcomes
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1. Understanding of robust inquiry into practice processes

## ***Technical Skills***

Interpretation of achievement data/ learner progress

Observation skills

Goal setting skills

Feedback skills

Open to learning skills

Coaching skills

Fronting issues skills

Report writing

## ***Personal skills***

Builds relational trust

Maintains respect for self and others (maintain relationship and progress the task)

Eliminates judgemental thoughts (no assumptions)

Is present

Listens actively

Empathises

Clarifies/paraphrases

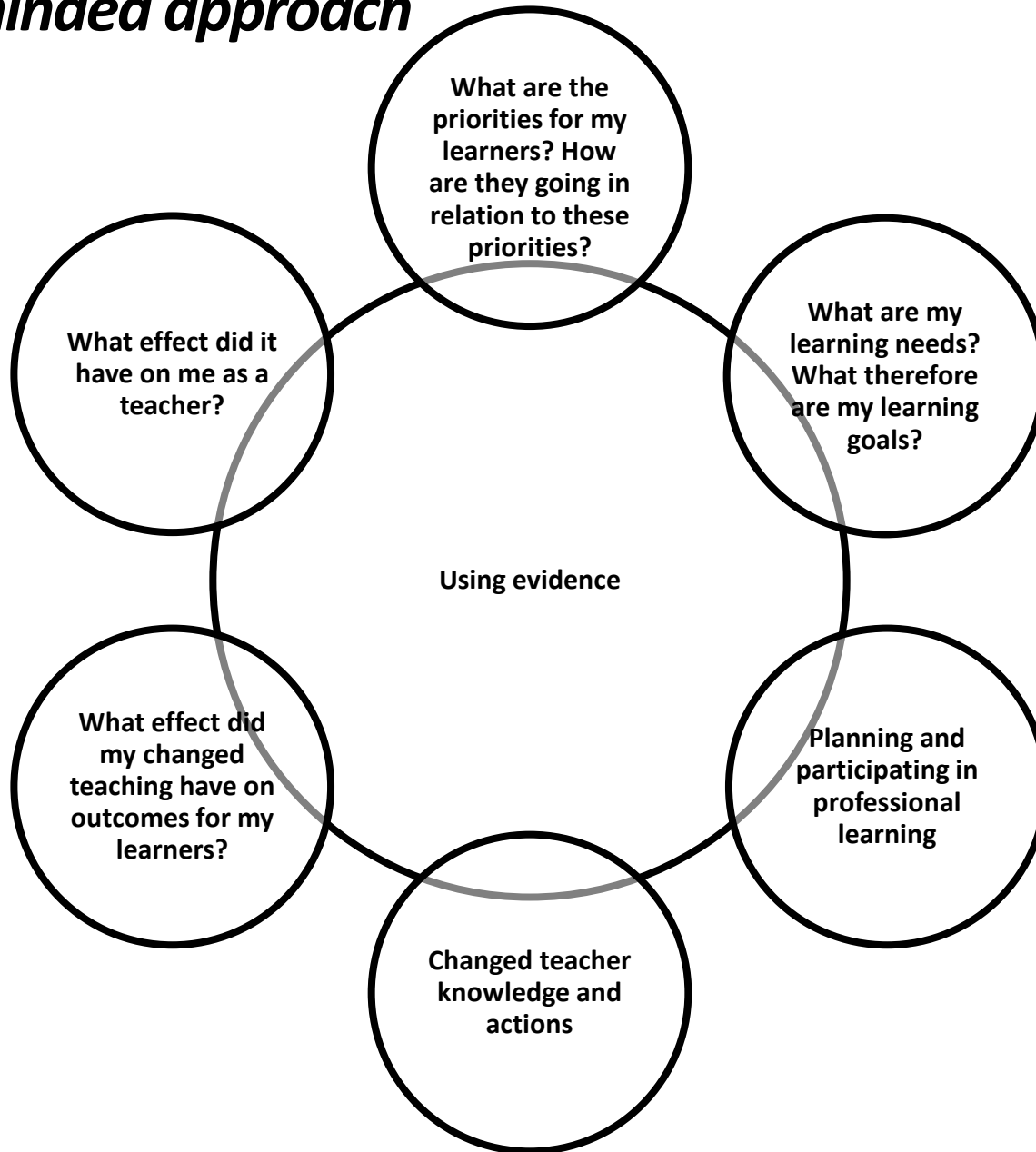
Is succinct

Asks the best questions e.g. to test assumptions and beliefs (own and others)

Gives honest and constructive feedback



# *An inquiry minded approach*



## ***Problem solving***

What can you do to upskill your appraisers?

Think about the workshop material – how might you use the material?

What ongoing support would be helpful?

***Make a plan***

***Full group back together***

## ***Final phase of project***

Webinar/resources will be available online

Meet with your PLG to work together to:

1. Develop plans to upskill appraisers in your setting
  - Think about how you can use the material from this project to support you in this process
2. Strengthen goal setting and inquiry across your setting

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](http://www.educationgroup.co.nz)

Evaluation Associates for Open to Learning and appraisal support

[www.evaluate.co.nz](http://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>