

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

## ***Workshop Two***

***Open to learning – evidence based discussions***



# Today

## 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



## ***What are you doing differently as a result of workshop one***

**As a result of participating in this project so far, what is your setting going to do differently in regard to appraisal?**

- Change/reschedule appraisal cycle
- Improve quality of documentation including appraisal reports, templates and policies
- Align/integrate components e.g. PTC, school goals, personal goals, teaching as inquiry
- Wider range and better quality evidence
- Using challenging conversations more regularly
- More care and rigour in signing off a practising certificate endorsement

## *You want more support with*

- Real examples of best practice and a variety of models
- Alignment/Integration of appraisal components and process
- Working with like settings and sizes
- The tension between accountability and development
- Upskilling/ training of appraisers
- Managing under performance and non-performance

## ***Workshop two focus***

1. Hooking into the issues of appraisal and problem solving them including:
  - Being appraised
  - Appraising others
  - Appraisal systems/processes
2. Strengthening open to learning conversations through:
  - Clarity of criteria (referenced to PTCs and Tātaiako)
  - Using evidence to demonstrate effectiveness of practice
  - Developing a toolkit for having professional discussions about practice
  - The conditions required for developing a learning culture focused on self-responsibility and improvement will be discussed and strengthened.

## ***Connecting with your current thinking /practice***

What are the key elements of your current appraisal system that you have reviewed and worked on since you last met?

(with reference to the materials you have brought with you)

Then:

- What is still difficult/tricky about appraisal?
- What are the questions you require an answer to?

# ***Problem solving***



# *Conceptual Framework to improve learner outcomes and dispositions to learning*



## **1. Performance Management**

- **Alignment**
- **Professional growth**

## **2. Evaluative Capability**

- **Inquiry into practice**

## **3. Open to learning** ←

## **4. Self-responsibility**

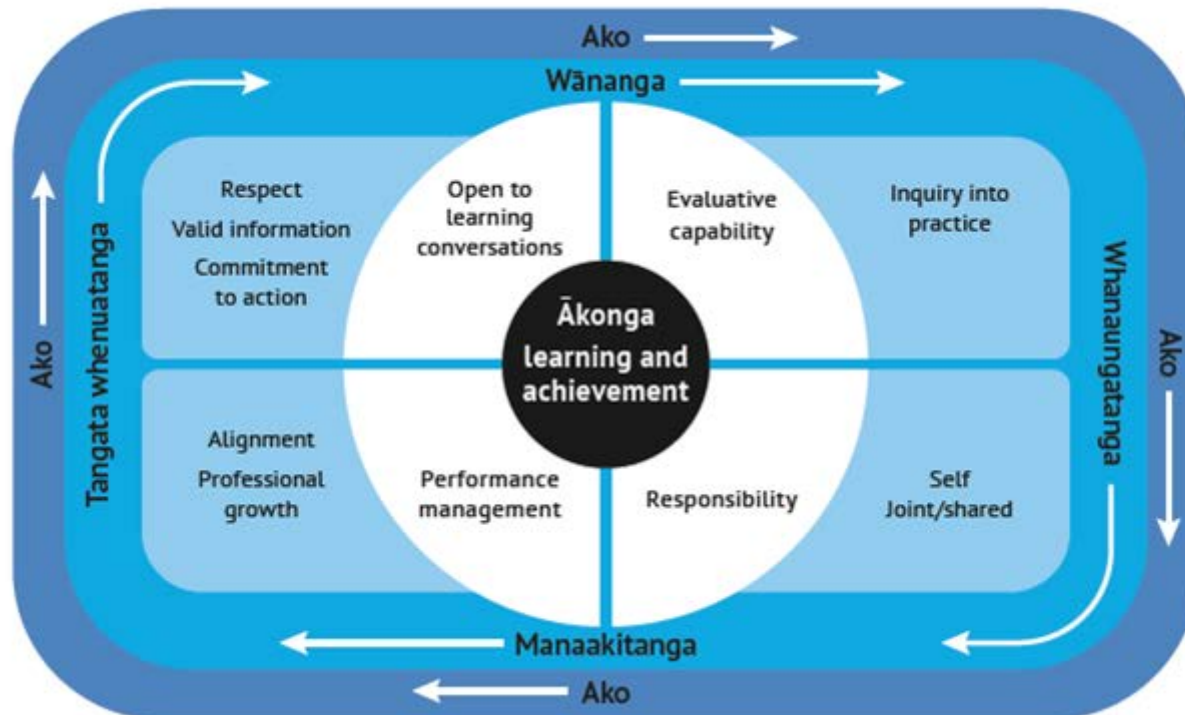


## ***Open to Learning Conversations***

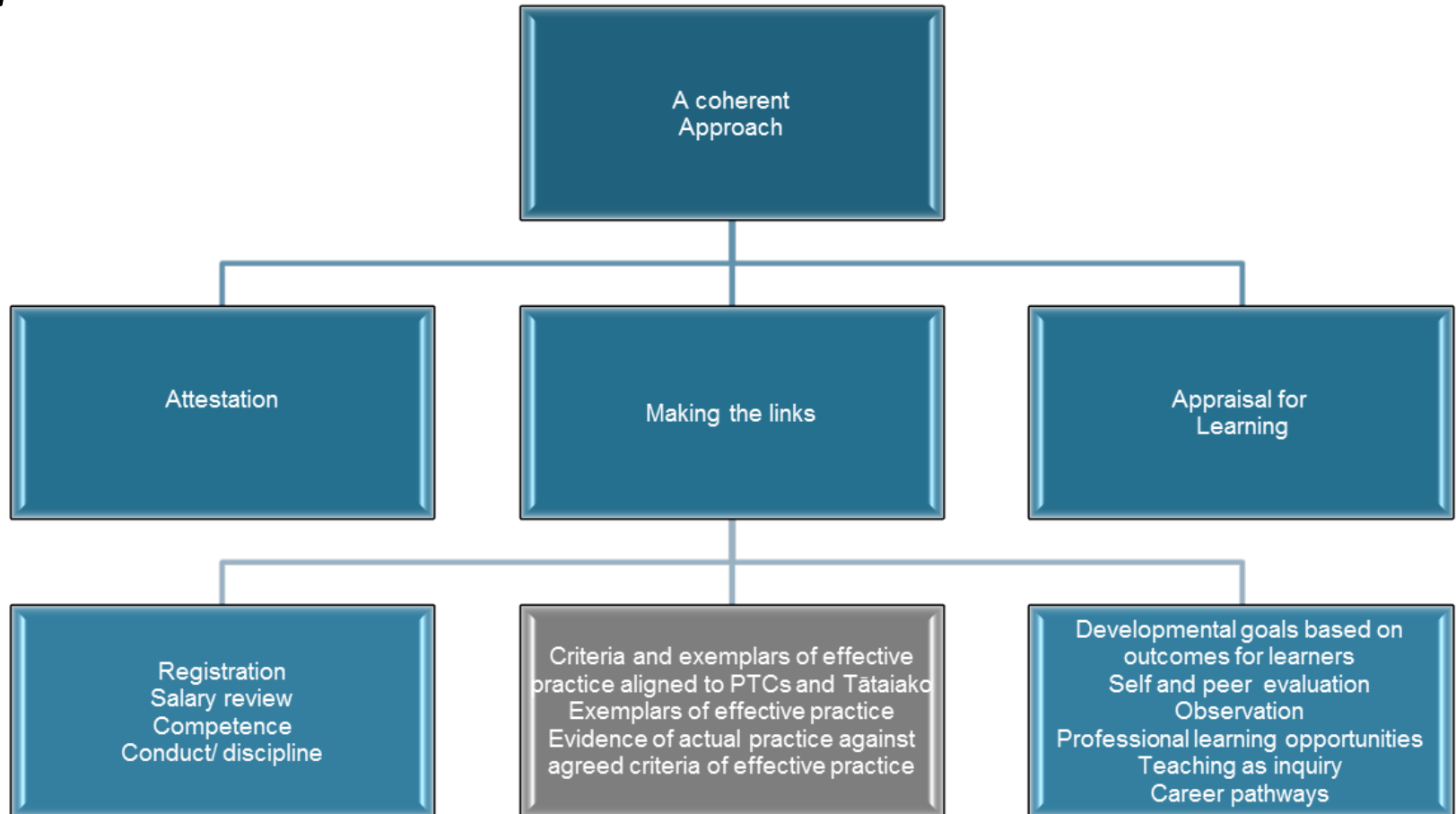
At the heart is the value of openness to learning - learning about the quality of the thinking and information that we use when making judgments about what is happening, why and what to do about it.

An open-to-learning conversation, therefore, is one in which this value is evident in how people think and talk.

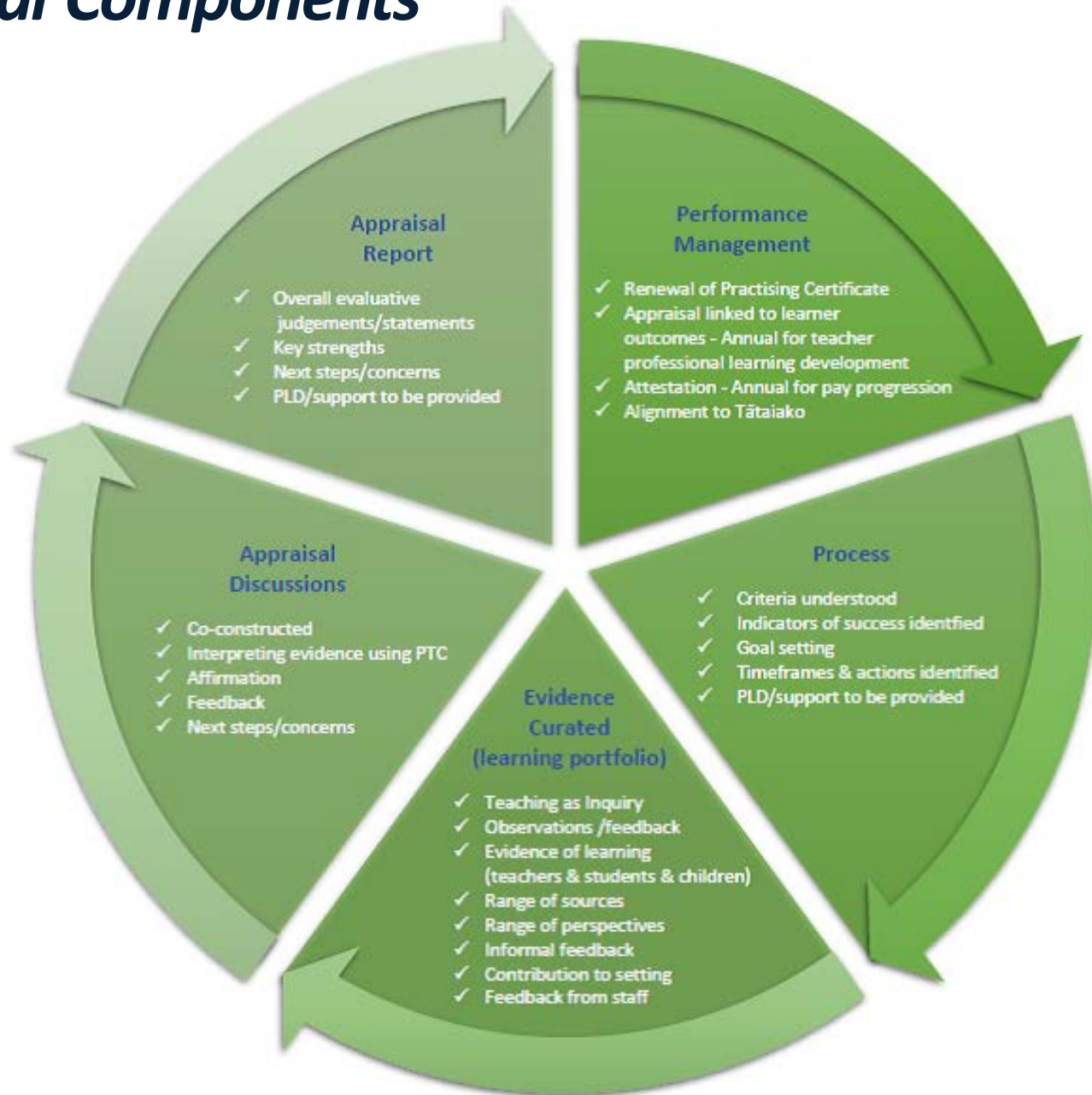
# Conceptual Framework for Appraisal



# ***Coherent performance management for performance growth: appraisal and attestation***



# Appraisal Components



# ***Evidence of practice with reference to PTCs***

Primary teacher example

Primary example

Secondary example

ECE example

## ***What do you want to work on?***

You have a choice:

1. Open to learning conversations –developing your personal skills
2. Developing open to learning skills of others in your setting.

## *Open to learning disposition*

It's about a recognition that we are all learners and learning takes place when there are high levels of:

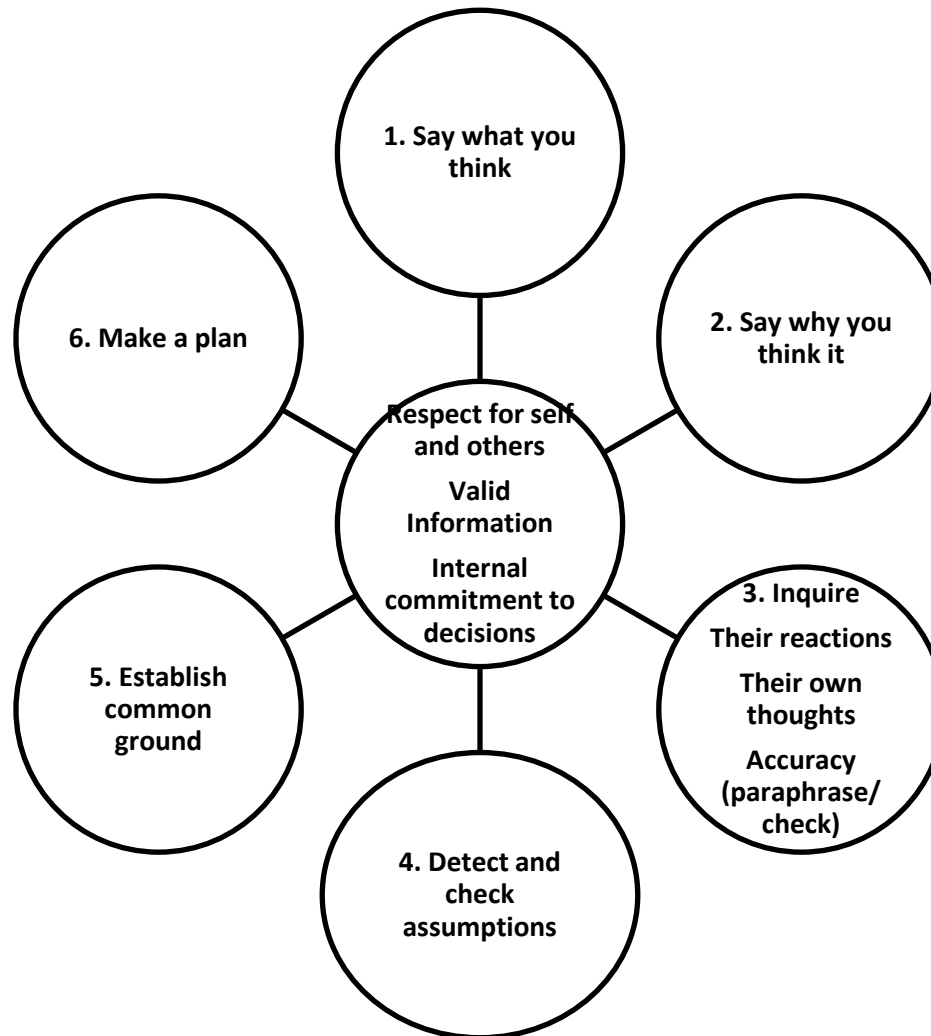
- Trust
- Respect
- Inquiry
- Conversation
- Action

## Open to Learning conversations and links to Tātaiako

Values OTL	Open to learning	Tātaiako
1. Respect for self and others 2. Valid information 3. Internal commitment to decisions	OTL conversations are built on developing high trust and quality relationships. ie “How do I build the level of trust between members of my school community?”	Whanaungatanga is a key competence.
	All conversations – values are important	Manaakitanga
	Tough conversations – more explicit use of strategies	Wānanga (robust discussion about important things) underpinned by Manaakitanga and Whanaungatanga
	Ladder of inference provides a picture of how our prior assumptions and experiences lead us to notice certain things and ignore others. Building a stronger ladder involves challenging those assumptions based on our own values and beliefs.	Tangata Whenuatanga – place based education is really understanding the whole context. Don’t assume, don’t presume that everyone comes with the same values, histories etc that make them what they are today.
	Be open to learning.	Ako – take responsibility for your own learning.



## Open to learning conversation – components



## ***Open to learning conversations background paper***

### **In your PLG**

What are the key messages you took from the reading?

What aspects challenged your thinking?

How did Viviane Robinson's research align to what you believe is happening in your own setting?

What is hard to do? What makes it hard?

## ***70/20/10 rule***

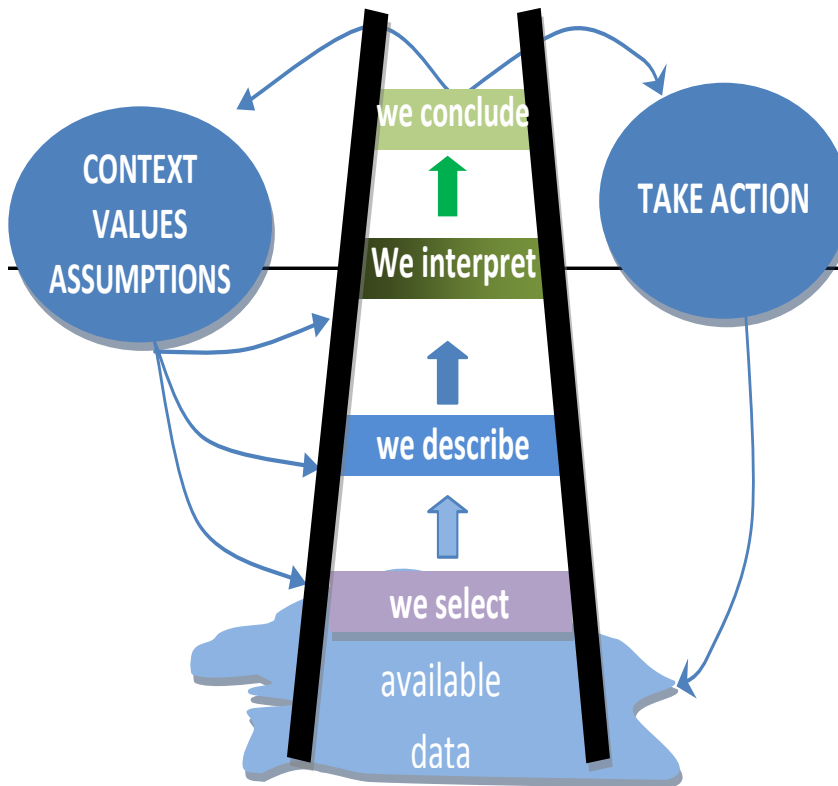
- (70) Informal learning – on the job (challenging tasks)
- (20) Social learning - (relationships and networks)
- (10) Formal learning – professional development (formal training)

(Michael Lombardo and Robert Eichinger, 2000)

# *Ladder of inference*



# The ladder of Inference



## ***Open to learning example***

Open to learning conversation

ECE Example

## ***Practice One: Open to Learning conversations***

1. Get into pairs – work with your own setting
2. Read scenario
3. Decide what part you will take (Teacher, Professional leader)
4. Professional leader: use open to learning to conduct your conversation
5. Use your smartphone or iPad to video the conversation
6. Replay the conversation and use the observation sheet to analyse what happened.
7. Change and repeat the process

## ***Key skills for open to learning***

1. *Developing trust*
2. *Being present*
3. *Listening actively*
4. *Clarifying*
5. *Being succinct*
6. *Suspending judgement*



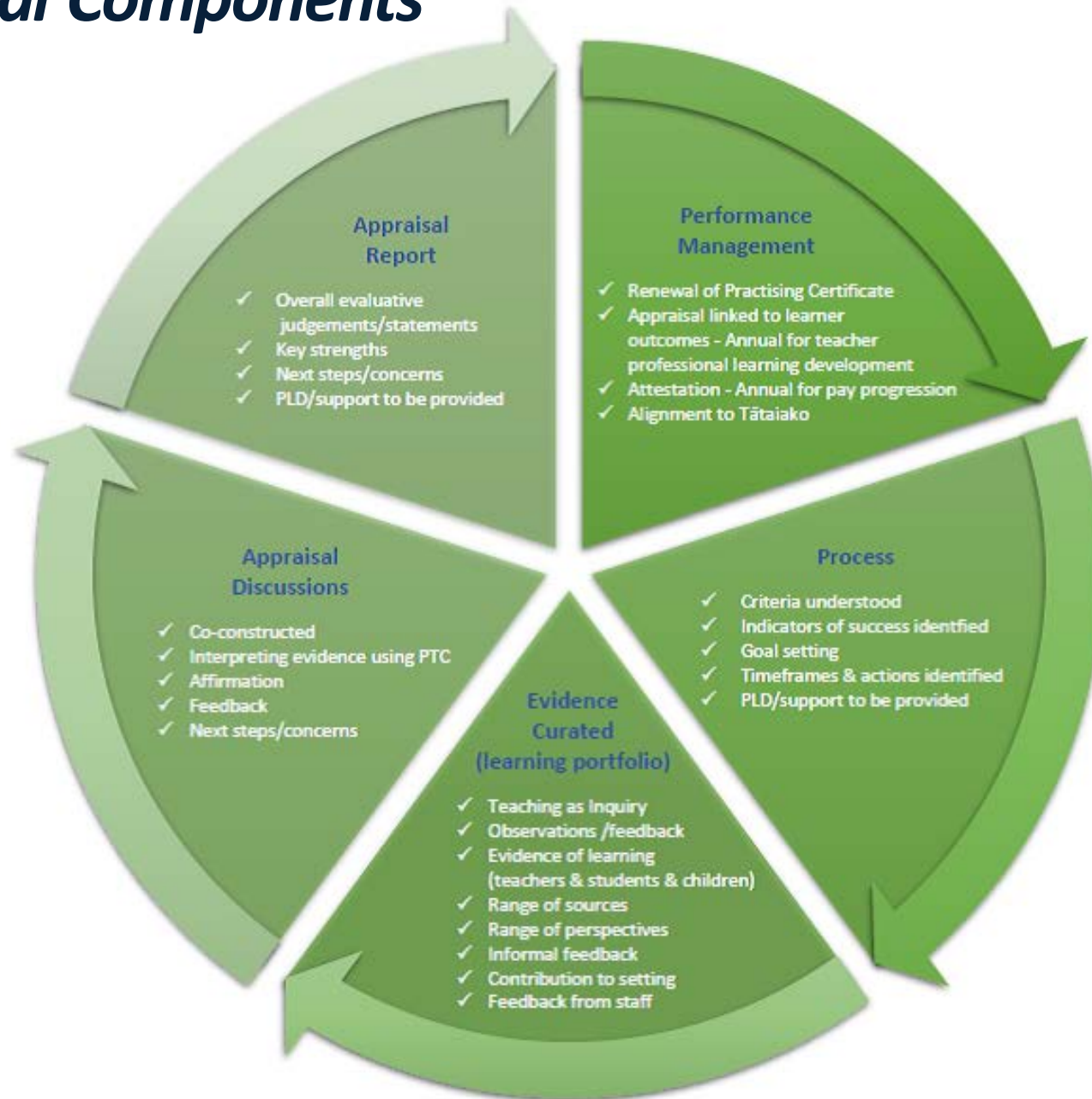
## ***Practice Two: What are your dilemmas?***

In your setting talk about a 'typical difficult conversation' that you may need to have with the teacher who demonstrates:

- 1. Expert practice*
- 2. Competent practice*
- 3. Practice which is on the border*
- 4. Incompetent practice*

*Use the smartphone, iPad video to analyse your practice session.*

# Appraisal Components



## ***Reflection***

- What might you need to do to strengthen open to learning over the next few months? Consider:
  - What do I need to do more of?
  - Anything I need to do less of?
  - What do I need to continue doing?
- What actions will you take between now and the PLG in early August?

# Ongoing Learning – Phase Five

## Practice scenarios

- Purpose of practice scenarios: To revisit /refresh the content from workshop two
- To be used to work with other colleagues in your setting

## Prior to PLG

- How alive and well open to learning is in your setting?
- Practice open to learning conversations (formal and informal)
- Read Appraisal: A Teacher's Voice
- Consider gathering examples of open to learning conversations and resources to support your teachers to develop their understanding of open to learning
- Continue your inquiry into how well appraisal is working in your setting

## PLG meeting

- Share and peer critique your review of open to learning and any actions to date
- Discuss the reading: Appraisal: A Teacher's Voice
- Share your successes and challenges about implementing open to learning
- Discuss and keep a note of issues you want problem solved at the next workshop

## ***Workshop 3 Focus***

- ✓ Strengthen strategies to implement effective appraisal processes

## ***Video clips***

<http://connect.vln.school.nz/olc>