

# Appraisal for Teachers

## Phase Two *What is Evidence?*

### Webinar One



# Welcome

*Ma te whakaatu, ka mohio*

*Ma te mohio, ka marama*

*Ma te marama, ka matau*

*Ma te matau, ka ora.*



EDUCATION COUNCIL  
NEW ZEALAND | Māori: Aotearoa

# *What you need*

1. Resource Book from workshop one
2. Knowing and Working with PTC 9 and 10 (Download from the Education Council website)
3. A copy of:
  - Practising Teacher Criteria (On council website)
  - Tātaiako (On council website)
  - Pasifika Education Plan (On Council website)
  - Success for All (On Council website)

# *Webinar aims*

## **By the end of this webinar you will have**

- Used a range of resources to further strengthen your understanding of 'good' practice with regard to professional relationships, values and knowledge as described in PTC 3,6 and 11 and also PTC 9 and 10.
- Started to determine what evidence you might use in your appraisal and how you will organise your evidence

## **so that**

- you have necessary and sufficient evidence to show how you are meeting a range of PTC.



# Overview of the webinar

1. Continue to build clarity about what constitutes good practice with regard to professional relationships, values and knowledge as described in **PTC 3, 6 and 11**
  - Revisit these criteria to ensure we have a robust set of descriptors for good practice.
- or** good practice with regard to professional knowledge in practice as described in **PTC 9 and 10**
  - Develop a set of indicators of good practice and possibly evidence sources
2. Decide possible sources of evidence to demonstrate PTC 3, 6 and 11 and /or PTC 9 and 10
  - Make decisions about what evidence you will bring to workshop two to demonstrate how you are meeting PTC 3, 6 and 11 and /or PTC 9 and 10

# What does 'good' look like for PTC 3, 6 and 11?

Professional relationships and professional values					
Criteria	Key Indicators	Reflective Question	Tātaiako	What would 'good' practice look like in your setting?	What would you regard as valid evidence that you could use to demonstrate 'good' practice?
<b>Criterion 3.</b> Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	How in my professional work do I reflect respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?	Tangata whenuatanga		

# Developing indicators for PTC 9 and 10

Professional knowledge in practice					
Criteria	Key Indicators	Reflective Question	Tātaiako	What would 'good' practice look like in your setting?	What would you regard as valid evidence that you could use to demonstrate 'good' practice?
<b>Criterion 9.</b> respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga	How does the knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?	Tangata Whenuatanga		

# Developing indicators for PTC 9 and 10

Professional knowledge in practice					
Criteria	Key Indicators	Reflective Question	Tātaiako	What would 'good' practice look like in your setting?	What would you regard as valid evidence that you could use to demonstrate 'good' practice?
<p><b>Criterion 10</b> work effectively within the bicultural context of Aotearoa New Zealand</p>	<p>i. practise and develop the relevant use of te reo Māori me ngā tikanga-a iwi in context</p> <p>ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>	<p>In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?</p>	<p>Tangata whenuatanga</p>		



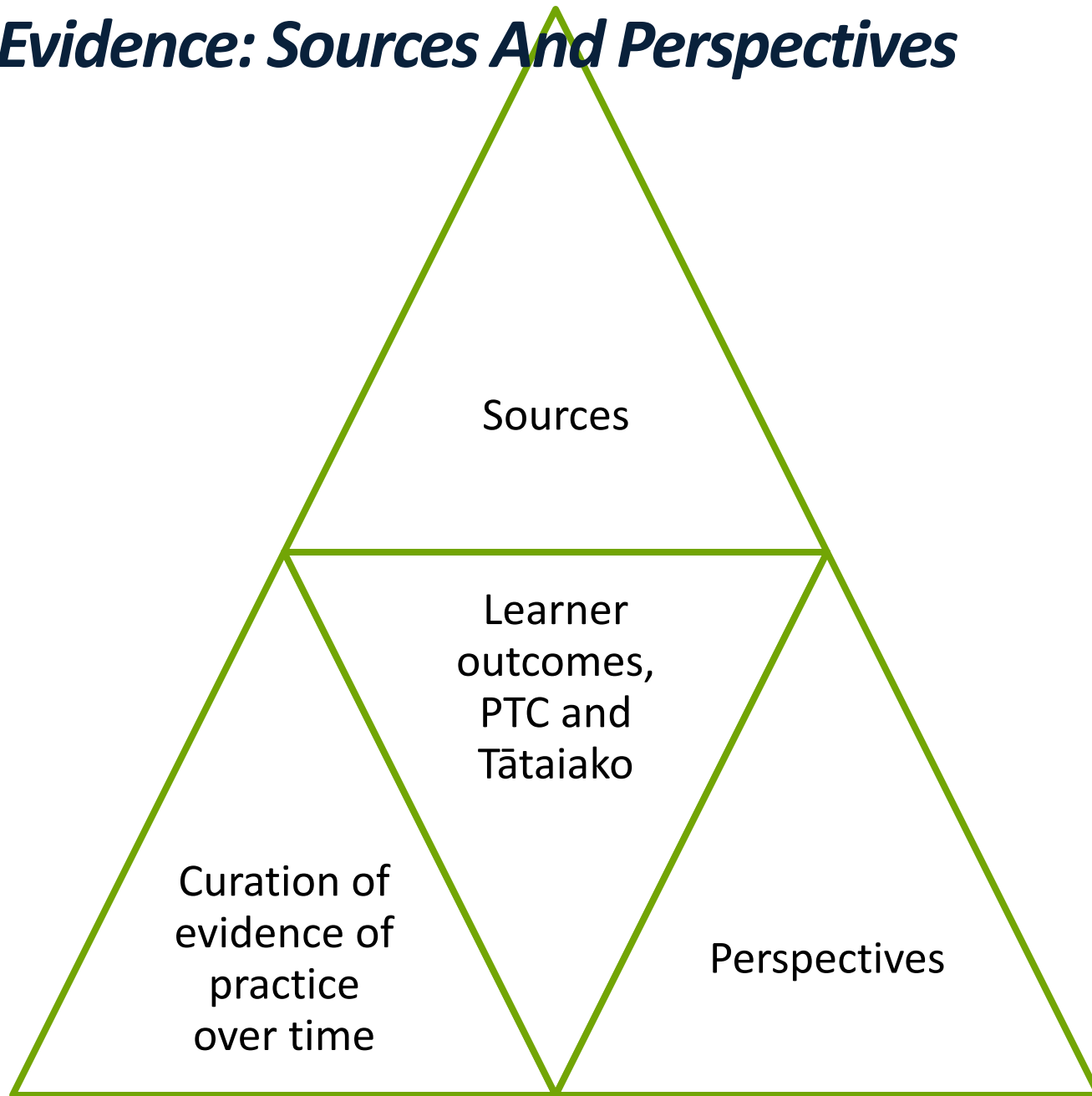
# *Using other resources to describe 'good'*

## **Pasifika Education Plan**

Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.

Children and young people will be the best they can be when they are present, participating, engaged, achieving and have a sense of belonging

# *Types of Evidence: Sources And Perspectives*



# *Types Of Evidence: Necessary And Sufficient*

<b>My Evidence Shows</b>	<b>Focus</b>	<b>Sources Of Evidence</b>
<b>Outcomes</b>	Impact on child/student learning	Assessment information Teacher voice Child/student Voice Parent/whānau voice
<b>Teaching</b>	Actual Teaching Practice	Teaching/Lesson observation Child/student voice Teacher voice Parent/whānau voice
<b>Planning</b>	Teacher conception – espoused theory of teaching	Planning Resources Centre/classroom environment

# *Evaluating my own current practice against 'good'*

What evidence do I currently use?

(Page 14 Resource booklet)

What other evidence would I need to use in order to evaluate my own current practice against 'good'?

(Page 15 Resource booklet)

# *How do I organise my evidence over time?*

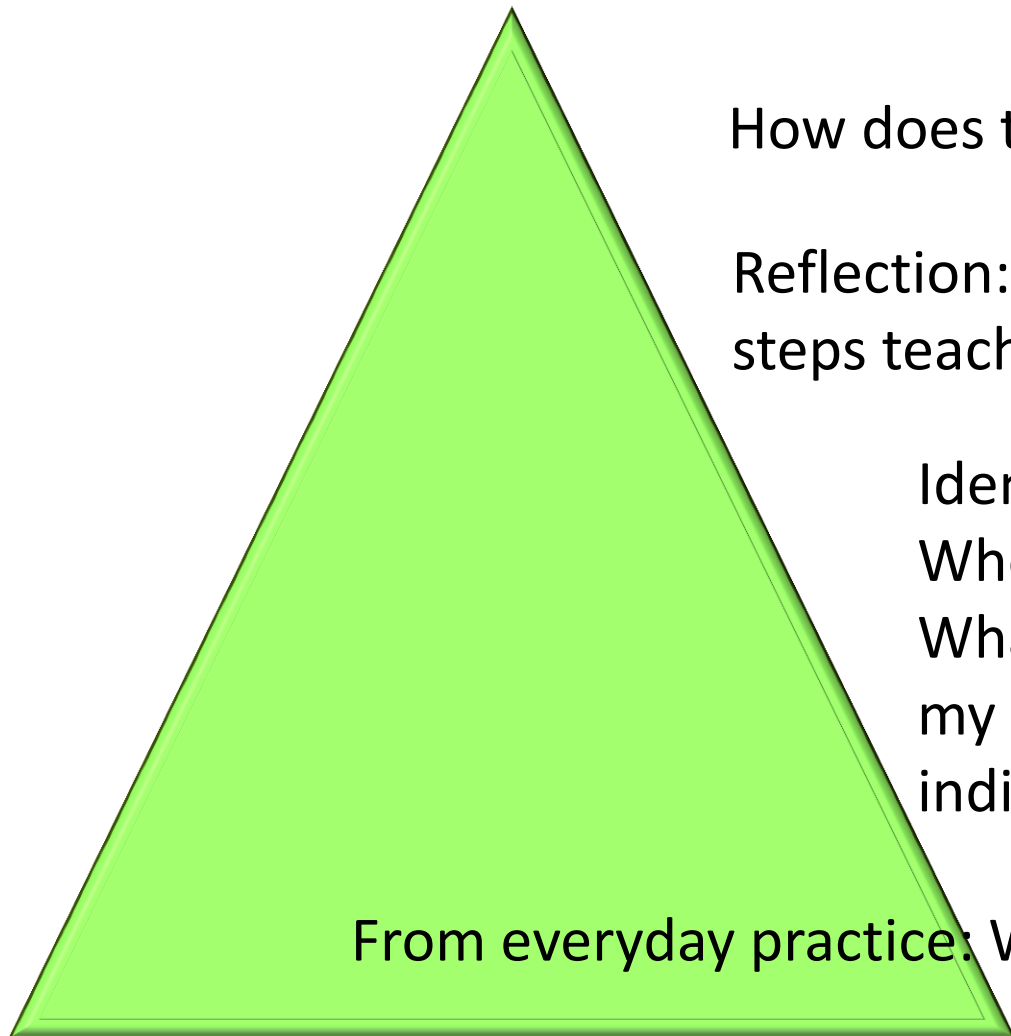
## **I need to**

- Know where the evidence can be found (planning, assessment information...)
- Compile some of it in some way to show my practice overtime and its impact on learners.

## **I can**

- Map it to the PTC/Tātaiako/ 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.

## *Selecting examples of practice*



How does this meet the PTC/Tātaiako?

Reflection: What does this mean for next steps teaching and learning?

Identification: What stands out?  
Where are the patterns?  
What does it mean for me,  
my group of ākonga and  
individual ākonga/priority learners?

From everyday practice: What is available as evidence?

## *Using the indicators and evidence*

Do you consider that you gather necessary and sufficient evidence that will help you understand good practice with regard to the values, relationships and knowledge as described in the PTC?



## *Using backward mapping*

If you have decided to organise your evidence in a holistic manner under examples, goals or inquiry it is necessary to map back onto the *PTC* and *Tātaiako* to see what you have quality evidence for and which PTC you meet.

Then look to see where your gaps may be or where you need to focus more closely on your practice. This will help you identify your goals.

# *Option 1: Evidence analysis-backward mapping*

<b>Goals</b>		
<b>Evidence for Practising Teacher Criteria and Tātaiako</b>		
<b>PTC and Tātaiako</b>		
<b>Comments and dates</b>		
1	Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga	
2	Demonstrate commitment to promoting the well-being of all ākonga	
3	Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	
4	Demonstrate commitment to ongoing professional learning and development of personal professional practice	



# *Preparation For Workshop Two*

Collect your pieces of evidence from different sources and bring them to Workshop 2

Write up your learning and reflection from the PLG

Be prepared to share your thinking about what you consider to be necessary and sufficient evidence.