

Appraisal for Teachers

Phase Two *What is Evidence?*

Webinar Two



EDUCATION COUNCIL
NEW ZEALAND | *Māori* | *Aotearoa*



Welcome

Kia ora huihui mai tatou



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What you need

1. Your evidence of practice
2. Your indicators of effective practice
3. The webinar resource book
 - *emailed to you with this webinar link and downloadable from Education Council website*
4. Practising Teacher Criteria Self Assessment Tool
 - *emailed to you with this webinar link and downloadable on the Education Council website*

By the end of this webinar you will have

1. assessed the quality of your evidence (necessary and sufficient)
2. begun to plan for your end of appraisal cycle meeting
3. become familiar with how to co-construct your summary report for your appraisal

so that

- you can celebrate your achievements this year and show that you have genuinely inquired into your practice and the impact of your practice on your learners and;
- the extent to which you are meeting the PTC.



Overview of the webinar

1. Continue to build a strong picture of necessary and sufficient evidence using the tools we have shared at the workshop
2. Review our portfolios of evidence to see if we have the necessary and sufficient evidence of practice
2. Planning for our appraisal meeting
2. Completing a summary report.



Types Of Evidence (Necessary And Sufficient)

My Evidence Shows	Focus	Sources Of Evidence
Outcomes	Impact on child/student learning across the curriculum Impact on the organisation's culture	<ul style="list-style-type: none"> – Assessment information – Child/student Voice – Parent/whānau voice – Colleague voice
Teaching	Teacher curriculum content knowledge Actual teaching practice Interactions with other staff, parents/whānau	<ul style="list-style-type: none"> – Teaching/Lesson observation – Child/student voice – Parent/whānau voice – Teacher voice – Colleague voice
Planning	Teacher conception – espoused theory of teaching and learning – espoused theory of professional relationships	<ul style="list-style-type: none"> – Short and Long term planning – Planning for Teacher Inquiry or Self Review – Resources – Centre/classroom environment



ECE back map

Jane is an early childhood teacher. She has collected some of the evidence she needs for her own learning and to show how she is meeting the PTC.

Notice the sources of evidence Jane has used.

She has highlighted PTC 3 and 10 as areas for development.

George is a primary teacher. He has collected some evidence of practice he needs for his own learning and to show how he is meeting the PTC.

What sources of evidence has George used?

Why do you think he has highlighted PTC 11?

Secondary back map

Lesieli is an secondary English teacher. She has collected some of the evidence she needs for her own learning and to show how she is meeting the PTC.

What sources of evidence has Lesieli used?

What evidence do I have?

Let's think about your evidence. Using your chosen back mapping tool, review the evidence you have collected:

- Which of the PTC do the evidence demonstrate and to what extent does your evidence align to your settings' indicators of 'good'?
- What does your evidence show
 - Impact?
 - Teaching?
 - Planning?

..... Have you identified any gaps?

How do I organise 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 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.



Evidence I will share with my appraiser

- Progress and learning of my ākongā
- Planning documentation
- My inquiry
- Record of classroom observation
- Feedback notes (ākongā, parents, colleagues)



Being prepared to talk about my evidence with my appraiser

Have a good look through your evidence and decide what you want to highlight with your appraiser.

Refer to webinar resource book page 6.

Make a plan about what you want to talk about.

Practice your conversation with a colleague.

Writing up the summary of your appraisal

Have a look at the report examples provided.

What do you notice about the report?

- What has been summarised
- Who has written the report
- How the report references the PTC and Tātaiako

Discuss with either your PLG or your appraiser how you might modify the report to better meet the needs of your setting.

Having shared your evidence with your appraiser, co-construct your summary report:

- What have been your highlights?
- How has your inquiry impacted on you and your learners?
- What are your next steps in teaching and learning?
- How have you demonstrated how you are meeting the PTC and Tātaiako?

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Resourcing – Support

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

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

ECE Professional Support appraisal and professional learning and development support www.education.auckland.ac.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