

Appraisal for Teachers Phase Two

What is Evidence?

Workshop One



Welcome

E ngā mana, e ngā reo, e rau rangatira mā, Nau mai, haere mai!
A warm welcome to you all!



EDUCATION COUNCIL
NEW ZEALAND | Māori: Aotearoa

He Karakia whakatuwhera 1

Tiheeii mauri ora
Ko Ranginui ki runga,
ko Papatuanuku ki raro
Kua puta ake ko te whetu Puanga,
he tohu, he tohu o te Tau hou nei,
O Matariki te tipua, Matariki te tawhito
Tau mai te wairua,
Mai ngā ira atua,
ki te ira tangata
Tiiheeeii mauri ora.

*Tis the sneeze of life
Ranginui above,
Papatuanuku below
The star Riegel has emerged
A sign, a sign of this new year
Of Matariki the sacred, the ancient
Welcome the spirit , the life force,
from the pantheon of gods /
guardians
to the realm of humanity
The first sneeze, let there be life.*

Project aims

By the end of the project you will have

- developed and strengthened your understanding, and your use of evidence in your appraisal using the PTC with Tātaiako
- access to resources which support you in the *PTC with Tātaiako*

so that

- Appraisal continues to be effective beyond the life of this project.



Project stages

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Pre-reading	Workshop One	Webinar and PLG	Workshop Two	Webinar and PLG
Formative Evaluation				
Practising Teacher Criteria and Tātaiako				

Overview of the day

Morning Session

- Project Overview
- What do you want out of the project?
- A Teacher's Voice – your response
- Conceptual framework appraisal
- Unpacking the key ideas for each and across all of the PTC.

Morning Tea

- Building clarity about what constitutes evidence
- Examples of practice.

Afternoon Session

- Curating evidence
- Forming into PLGs
- Reflection on day and deciding on next steps.

Where am I?

1

10



“I have read the PTC
but I don’t know where
to start”

“I am very clear about
what evidence I need”

My big question is:

So, at the end of the project, what will you want to walk away with?

By the end of the project ...

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

So that ... (desired outcome)

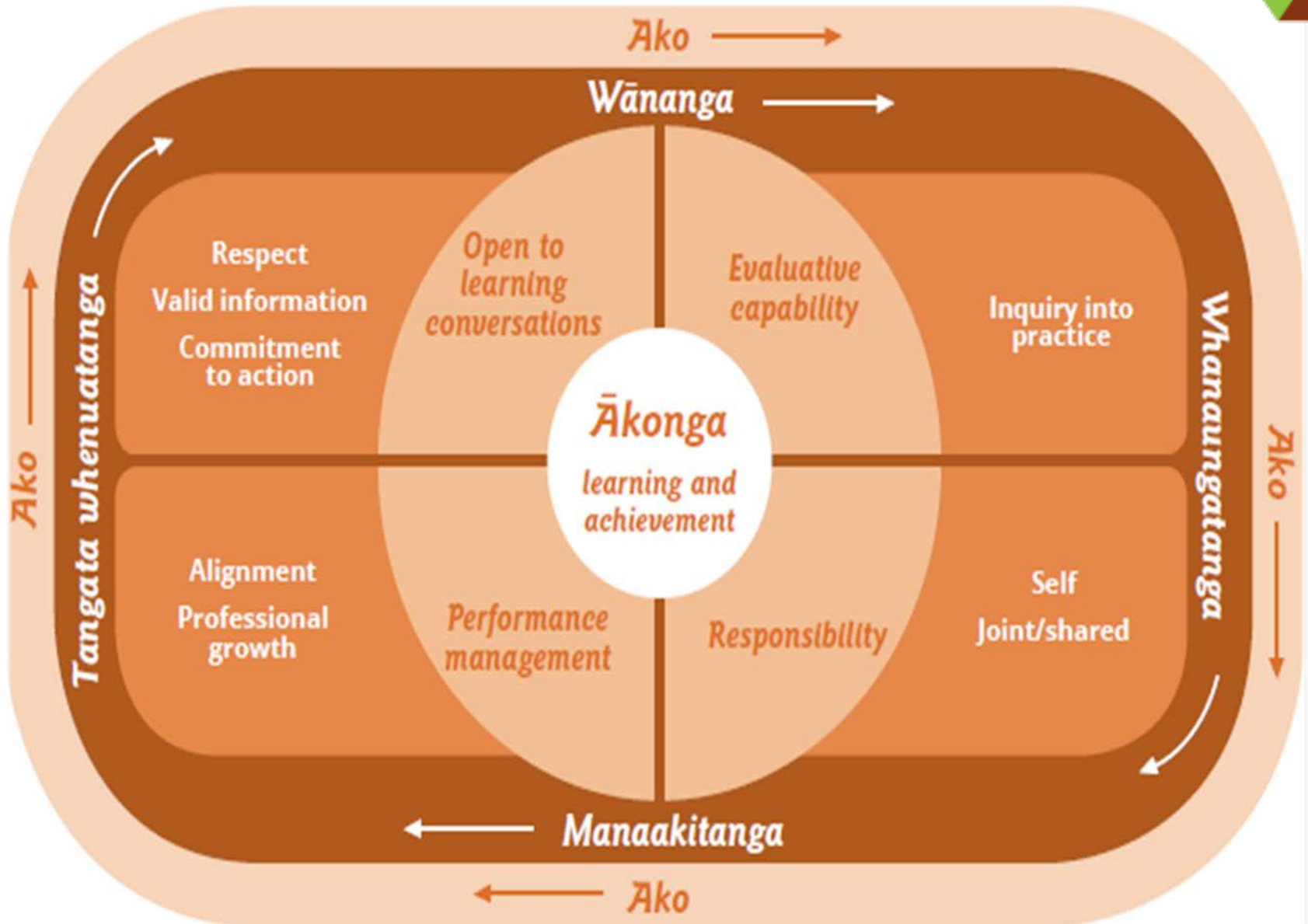
What might an effective organisation feel like?

12 elements of employee engagement

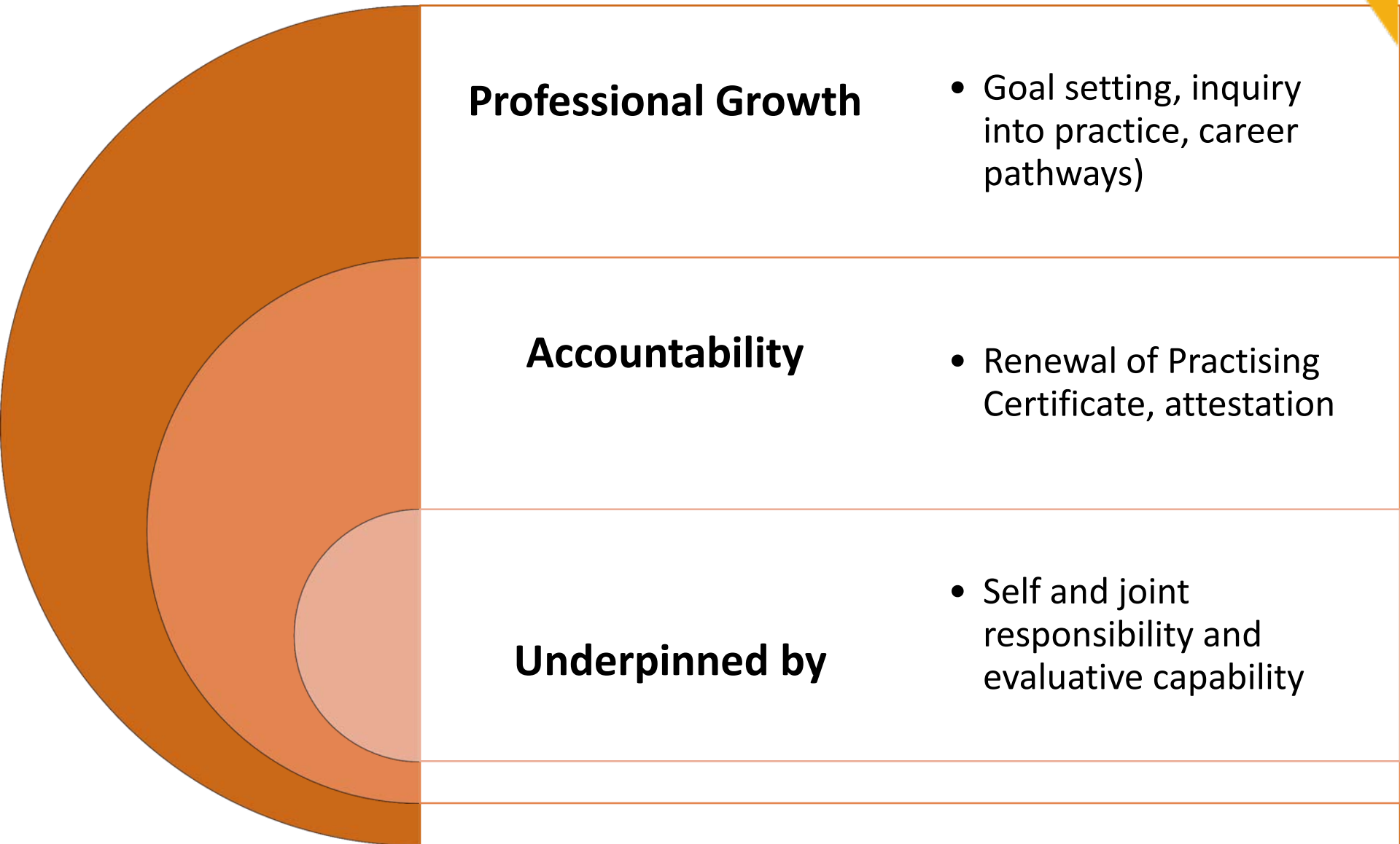
What is your personal responsibility for enacting these elements?

What influence can you have in creating these conditions in your workplace?

Appraisal Conceptual Framework/He Kete Whakatipu Ngaio Tangata



Dual Purposes Of Appraisal



Professional Growth

- Goal setting, inquiry into practice, career pathways)

Accountability

- Renewal of Practising Certificate, attestation

Underpinned by

- Self and joint responsibility and evaluative capability

Purpose and Audience for Evidence



Valued and Respected Profession

A Teacher's Voice: Reading

What are the key messages in this paper?

How do the writer's views match with my own experiences?

Does the reading challenge my views?

How does this reading contribute to my understanding
of appraisal?

Evaluative Capability: Appraisal Process

Describe what 'good' looks like



Work with colleagues to develop indicators, illustrations, rubrics, to shape a full understanding of 'good'



Ask the evaluative question: How well does my practice enact each of the PTC and overall?

Determine the sources of evidence that
can be used to answer this question



Use suitable processes to gather the evidence

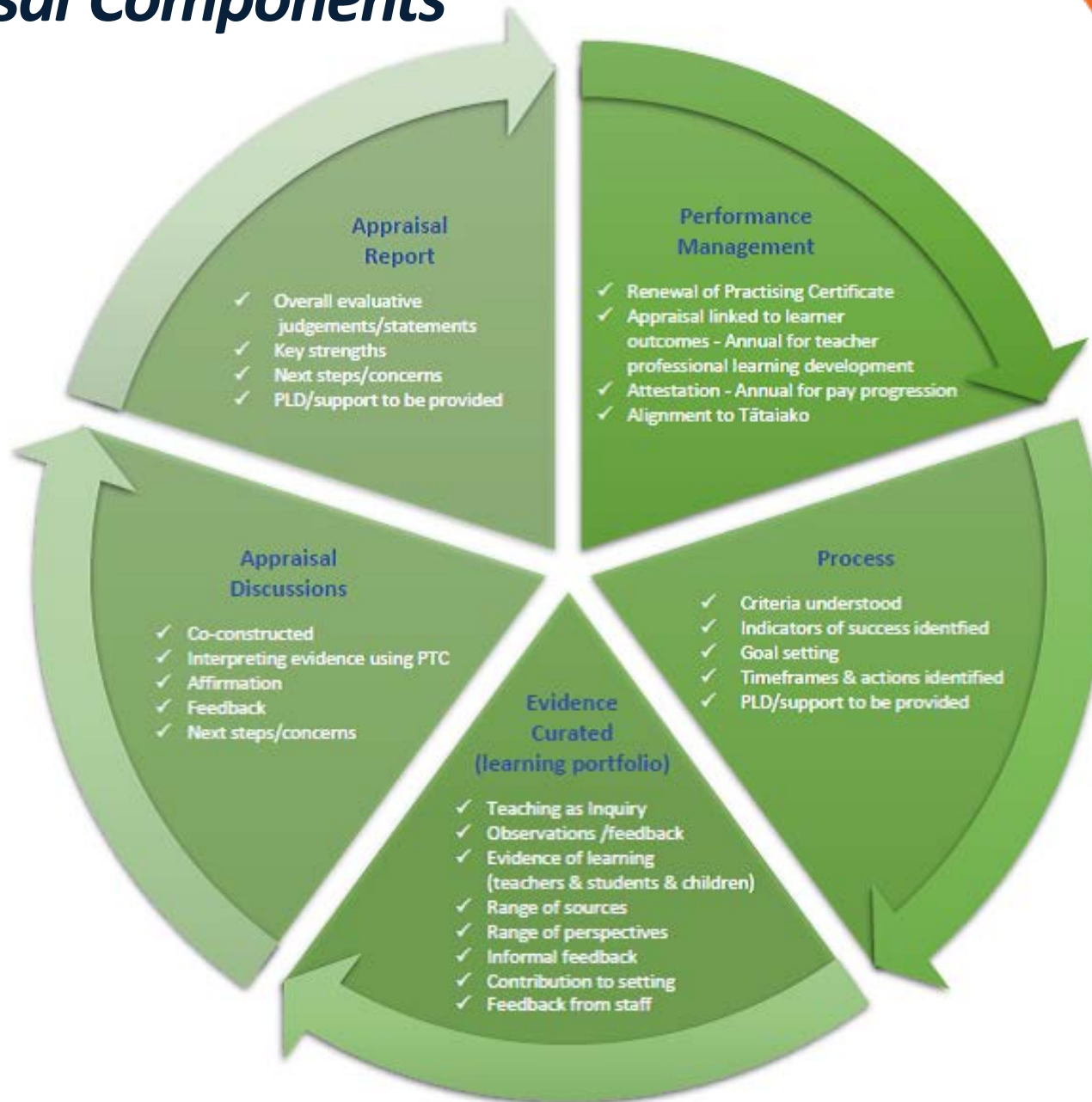


Use the evidence to examine whether there is a
significant gap between my practice and 'good'



Answer the evaluative question by reaching a
reasoned conclusion

Appraisal Components



Evaluative Capability

What does good look like using the PTC?

What is the essence of each criterion?

Highlight key words in each criterion:

What's the active language and what is the focus for each criterion?

Identify any aspects you feel less familiar with ...

Evaluative Capability

What does good look like using the Tātaiako?

Work with someone from your setting.

What does each competency look like?

- Manaakitanga
- Ako
- Whanaungatanga
- Wānanga
- Tangata whenuatanga

Morning tea: Karakia kai

Nau mai i ngā hua
O te ao, o te wai tai, o te wai
māori
Nā Rongo, Tāne, nā Maru
Ko Ranginui e tū iho nei
Ko Papatūānuku e takoto ake nei
Whakamaua ki a tina
Haumī e hui e tāiki e.

We acknowledge these fruits laid
before us
From the environment, from the
sea, from the fresh waters
Provided by Rongo, Tāne and Maru
Ranginui guides above
Papatūānuku supports us below
Forever preserved and maintained.

Evaluative Capability

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



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?
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		

Using the Examples of Practice

Erika (ECE)

Bronwen (ECE)

Andrea (ECE)

Merianna (primary)

Simon (primary)

Alex (primary)

Kelvin (secondary)

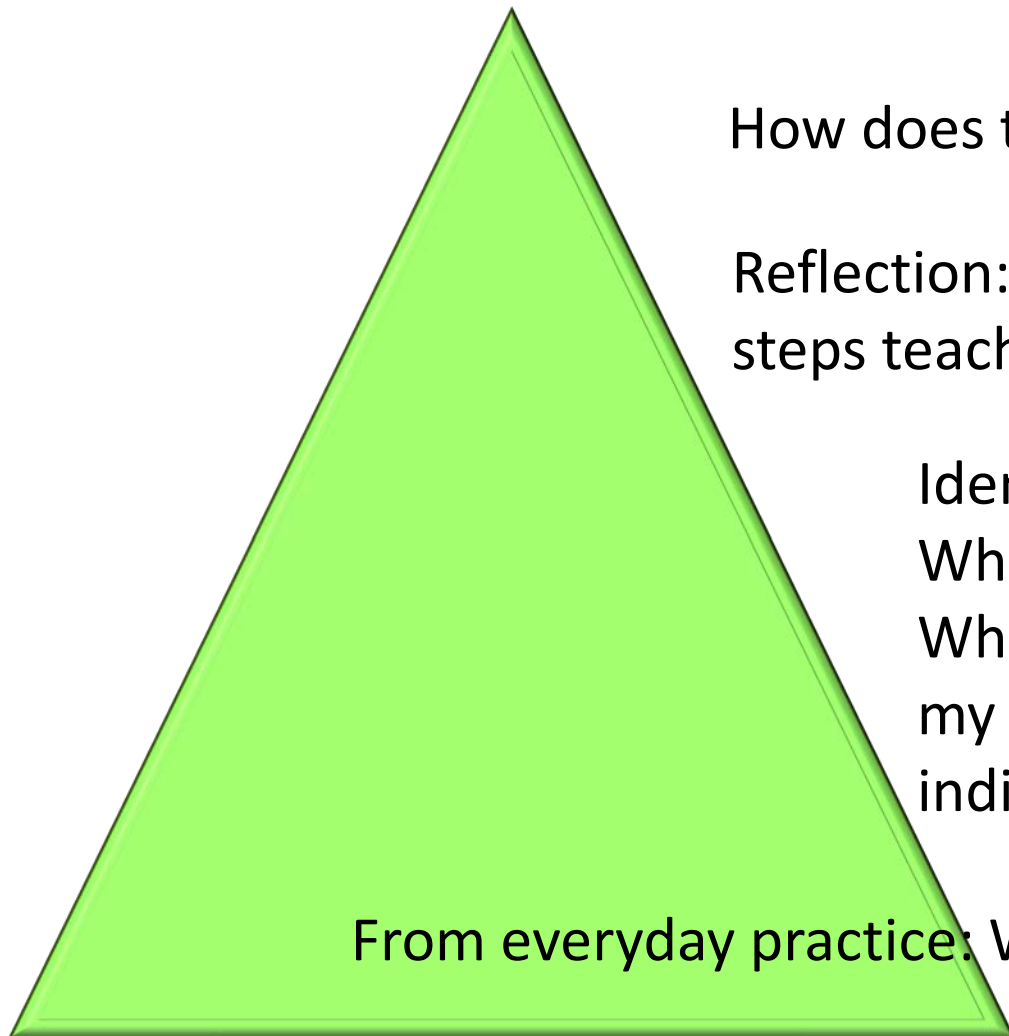
Jane (secondary)

Using the Examples of Practice

Which PTC might this teacher be able to discuss with their professional leader?

Which cultural competencies might the teacher discuss with their professional leader?

Selecting Examples of Practice



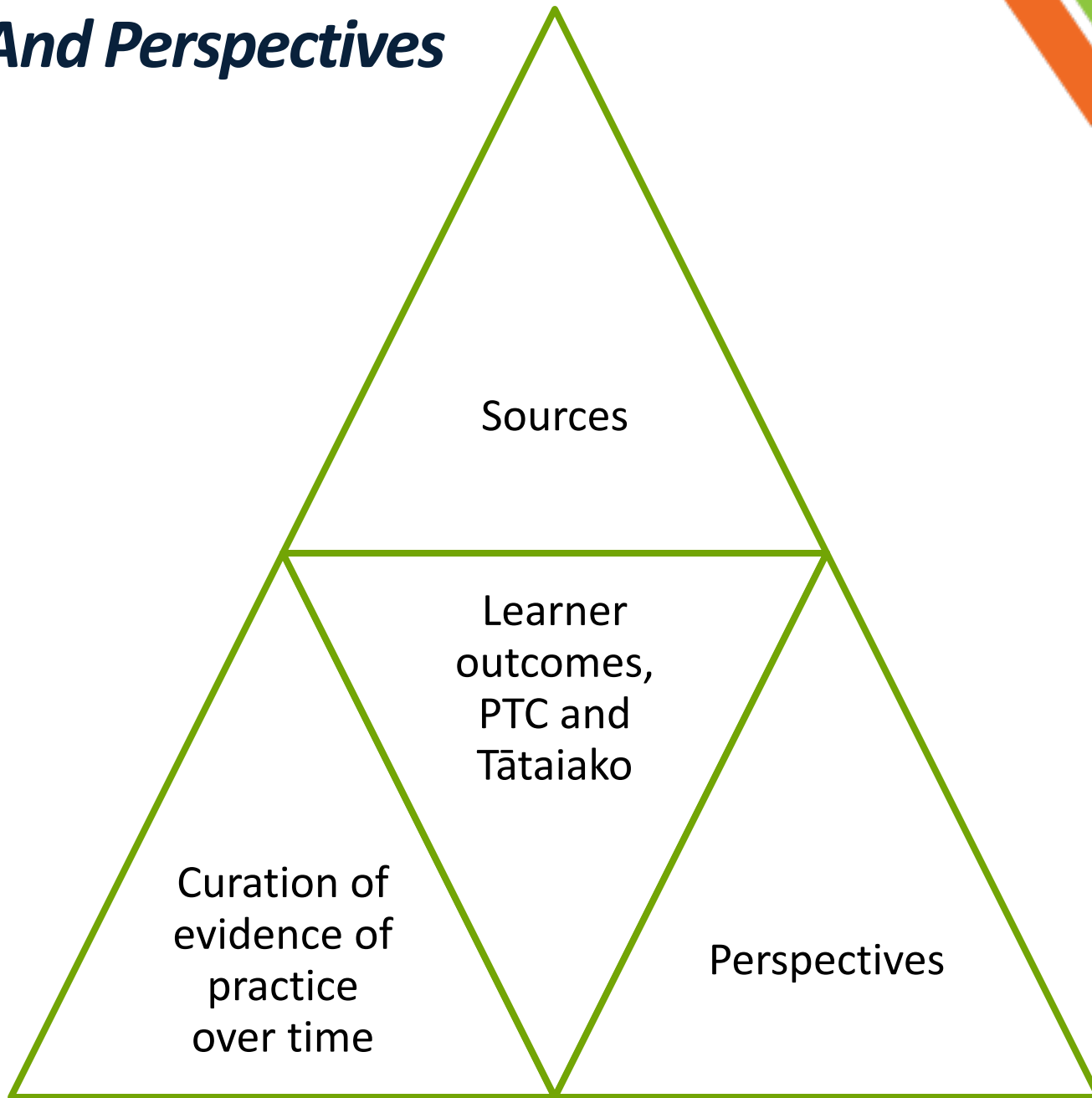
How does this meet the PTC/Tātaiako?

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?

Sources And Perspectives



Revisiting Evidence Of Quality Practice

Task

Return to the *Knowing & working with the PTC* template

Consider what the evidence of quality practice looks like

Complete the final column for 3, 6 and 11

Professional Learning Group

Purpose

Participants interact with colleagues about challenges they face in strengthening their understanding about what constitutes evidence

Participants process new learning with others between each of the workshops.

By the end of today

- Select who you would like to meet with (3 -4 others)
- Appoint a coordinator
- Set a date and venue to meet
- Have a brief about the purpose of your first PLG.

Lunch time: Tina



Types Of Evidence (Necessary And Sufficient)



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

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 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.

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)

Curating evidence

Options for gathering, analysing and organising evidence over time

1. Collected under each PTC and referenced to Tātaiako
2. Under examples of practice; *backmapped to the PTC and referenced to Tātaiako*
3. According to my goals and my setting's goals and *backmapped to the PTC and referenced to Tātaiako*
4. According to my inquiry *backmapped to the PTC and referenced to Tātaiako.*

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.

Portfolios Of Evidence With Reference To PTC

Primary teacher example

Secondary example

ECE example



Option 1: Evidence analysis-backward mapping

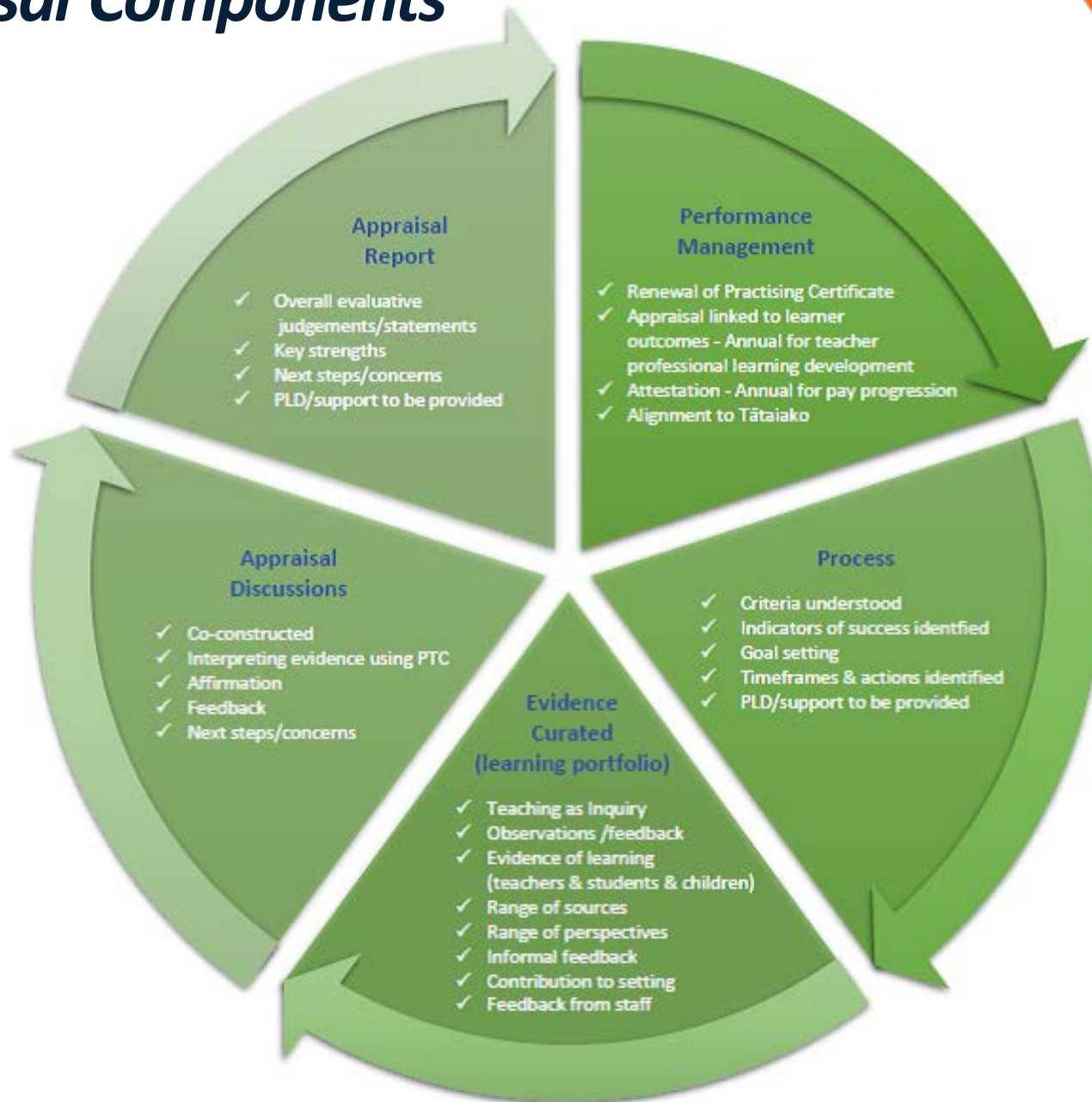
Goals		
Evidence for Practising Teacher Criteria and Tātaiako		
PTC and Tātaiako		
Comments and dates		
1	Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga	
2	Demonstrate commitment to promoting the well-being of all ākonga	
3	Demonstrate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

Go back to your goal

Is this still your goal?

Would you like to change it in anyway or is it still a priority for you?

Appraisal Components



Professional Learning Groups (PLG)

Purpose

To provide collegial support for improving your understanding of what constitutes evidence

1. Select 4 to 5 colleagues to form a PLG
2. Select a coordinator
3. Agree a date for your first meeting (face to face or group Skype)
4. Record your group name, meeting date and group leader
5. The meeting(s) needs to be held before our next workshop.

Working in a PLG

Building a Portfolio of Evidence

Work in your PLGs

If you have brought along examples of evidence how does what you have align with what you now know about evidence?

What examples of practice could you select and what PTC would they demonstrate?

PLG Task

1. Bring along at least one example of practice referenced to the PTC and Tātaiako
2. Each participant will share their evidence and the group will ask questions about what the evidence shows (think about impact evidence)
3. What are the gaps in the evidence and what might each of you do to address any gaps in evidence?
4. What would necessary and sufficient evidence look like?

Problem solve together

Workshop Two

- Inquiry and self-review as a means to evidence the PTC
- Evidence and its relationship between practice and learning for students and teachers
- Evidence-based conversations that will/could occur with teachers as part of their appraisal
- Identifying goals and next steps
- Your significant role in the appraisal process and in the preparation for appraisal meetings
- Appraisal reporting - the final report.

Preparation For Workshop Two

Collect your sources of evidence 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.