

Appraisal for Teachers Phase Two

What is Evidence?

Workshop Two



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

Haere mai

Ma whero ma pango ka oti ai te mahi.



He Karakia whakatuwhera

- Tiheei mauri ora
 - Ngā mihi o te rā ki te whānau
kua huihui mai nei
 - Kia tau te rangimarie
 - Kia whakahōnore tātou
 - Me ngā mea e whakapono
ana tātou
 - Kia mānaakitia mai mātou
 - Mo tēnei rā
 - Kia mauri tu, kia mauri ora.
- Awaken the breathe of life.
 - Greetings of the day to the
whānau who have gathered
here.
 - Let peace be with us, let us
mutually honour each other and
our beliefs,
 - let us be mutually supportive this
day.
 - Let our ethos (life force) be alive
and strong.

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				

Morning Session

- Review of where everyone has got to since the last workshop ... how did the PLGs go?
- Review of the pre-workshop reading – A teacher's voice: what is evidence?
- Sharing/evaluating the evidence we have brought with us

Morning Tea

- Continue sharing/evaluating the evidence we have brought with us
- Examine the examples of practice provided by us – evaluate in the same manner
- Individually adjusting your approach to evidence

Afternoon Session

- Curating the evidence
- Appraisal conversations and the final report
- Reflection on day and deciding on next steps.

Checking in with you: Where are you now?

1

10



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

“I am very clear about
what evidence I
need”

Having completed workshop one, the webinar and attended a PLG where do you position yourself today? How does that compare to how you rated yourself in workshop one?

My big question for today is:

Resource booklet: Appendix One, Page 24

What are the key messages in this paper?

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

Does the reading challenge my views?

How does this reading contribute to my understanding
of evidence?

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 perspectives and sources of evidence (necessary and sufficient) that can be used to answer this question



Use suitable processes to gather the evidence Evaluate



the evidence (necessary and sufficient) and what it tells me about my practice

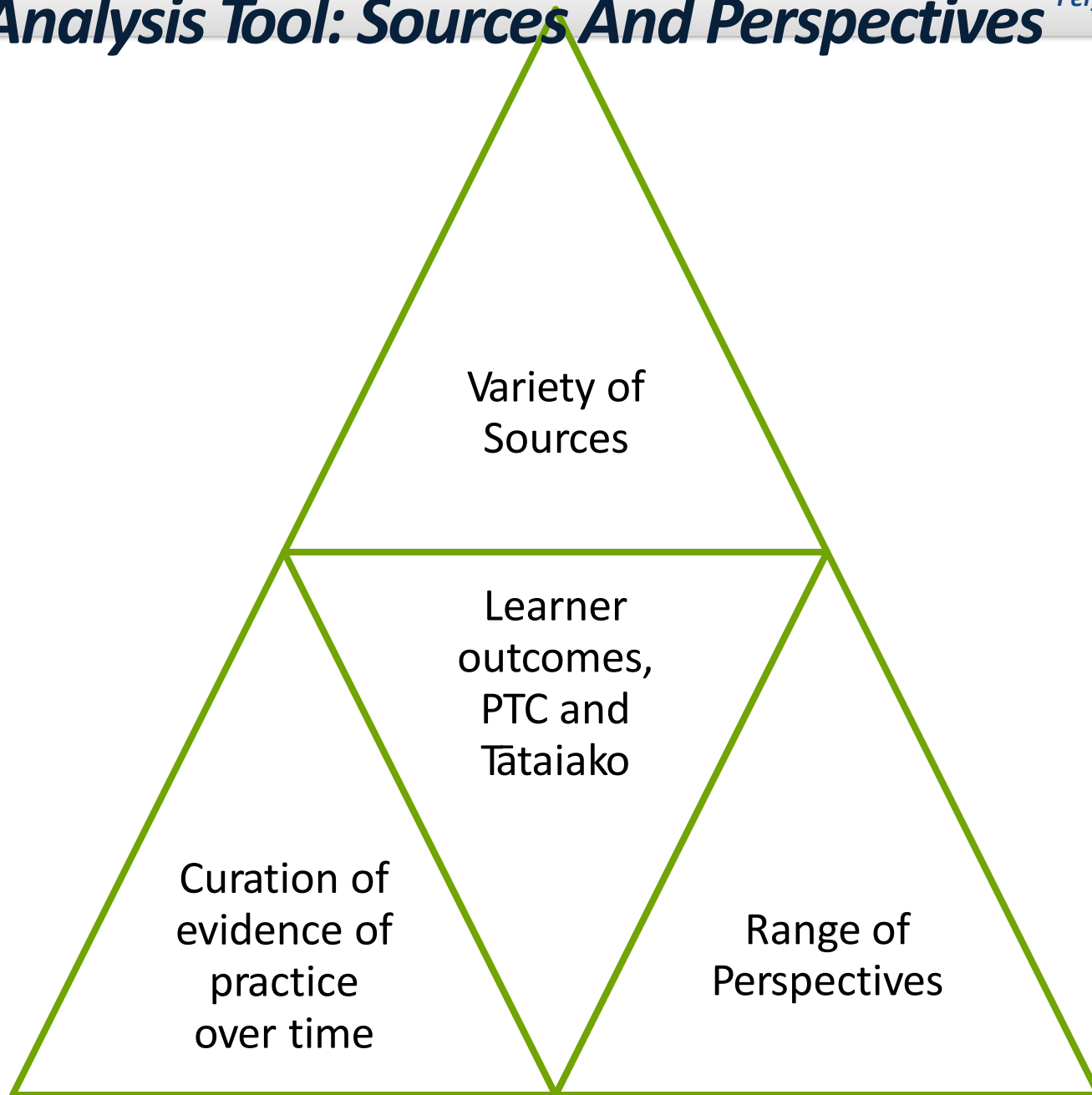


Use the evidence to examine whether there is a significant gap between my practice and 'good'



Answer the evaluative question by reaching a reasoned conclusion and decide on the next steps for my learning

Evidence Analysis Tool: Sources And Perspectives *Performance*



Evidence Analysis Tool: Identifying significance



How does this meet the PTC/Tātaiako?

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

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

From everyday practice: What is available as evidence?

Types Of Evidence (Necessary And Sufficient)

My Evidence Shows	Focus	Sources Of Evidence
Outcomes	<p>Impact on child/student learning across the curriculum</p> <p>Impact on the organisation's culture</p>	<ul style="list-style-type: none"> - Assessment information - Child/student Voice - Parent/whānau voice - Colleague voice
Teaching	<p>Actual Teaching Practice</p> <p>Interactions with other staff, parents/whānau</p>	<ul style="list-style-type: none"> - Teaching/Lesson observation - Child/student voice - Parent/whānau voice - Teacher voice - Colleague voice
Planning	<p>Teacher conception</p> <ul style="list-style-type: none"> - 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

Evaluating our evidence- working in groups

With reference to the analysis tools

- Evaluate your evidence following the steps on Page 16

When your group has completed the evaluation task

- Individually select from back mapping option 1, 2 or 3 and complete using your evidence
- Sharing

Evaluations of evidence

- What does your analysis of evidence say about your practice?
- What changes you might make?
- What goals you may set?

Achieving my goals



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.

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Portfolios Of Evidence With Reference To PTC

Primary teacher example

Secondary example

ECE example

An inquiry minded approach – using evidence to set my goals



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.

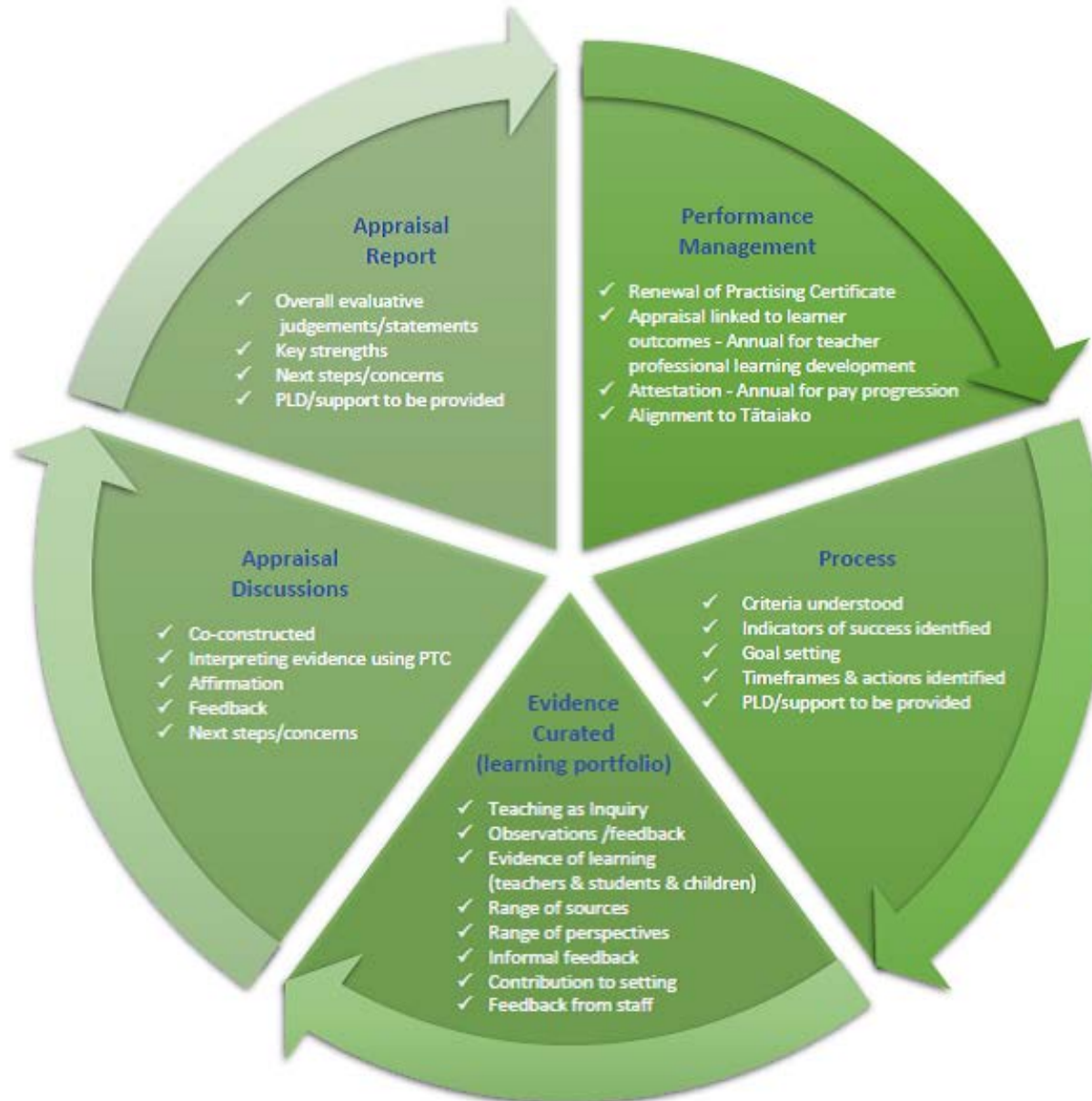
I can

- Map it to the PTC/Tātaiako/ school indicators of effective practice
- Bring the evidence I have to my appraisal meetings
- Talk about my practice and its effect on my learners
- Affirm what is going well and ***identify my future goals.***

Lunch time



Appraisal Components



Reflections and Observations

How do we ensure that reflections and observations add value to our practice?

Working in with a different group of 3 or 4 colleagues, create a set of guidelines for:

Effective observations and feedback

Effective reflections

Demonstration of an appraisal conversation (Page 19)

- Discuss
- Practice
- Problem-Solve
- Practice

Now you have a go

Take turns to have an appraisal conversation with each other



Summing up

Summary report of appraisal example



Goals

Have a look at the goal you set at the beginning of the project

How close are you to achieving that goal?

What might you need to do to step closer to achieving that goal?

Second Meeting of PLG

Task

Bring along your portfolio of evidence referenced to the PTC and Tātaiako and more adequate than last time

Each participant will share their evidence and the group will ask questions about what the evidence shows (think about impact evidence)

What are the gaps in the evidence and what might each of you do to address any gaps in evidence?

How are you using your evidence to strengthen your practice?
Share your goals.

Webinar two

Do not forget to visit the [Education Council website](#) for updated resources and to access the webinar

You will be notified when the webinar is available.