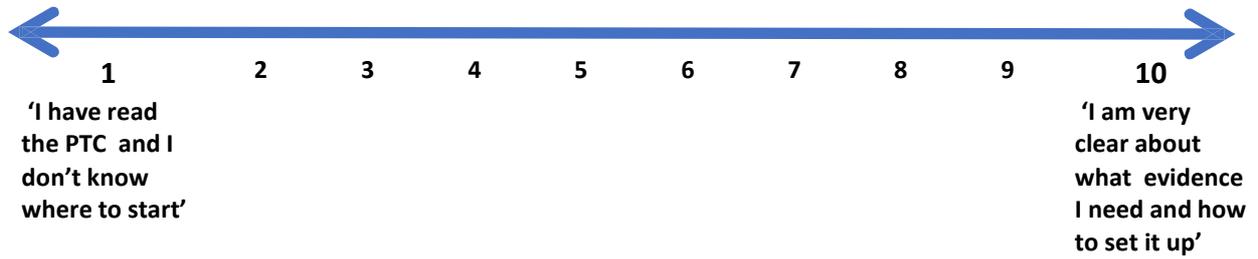


What is Evidence?

Workshop One

Workshop Resources

Current Reality



My Big Question/s

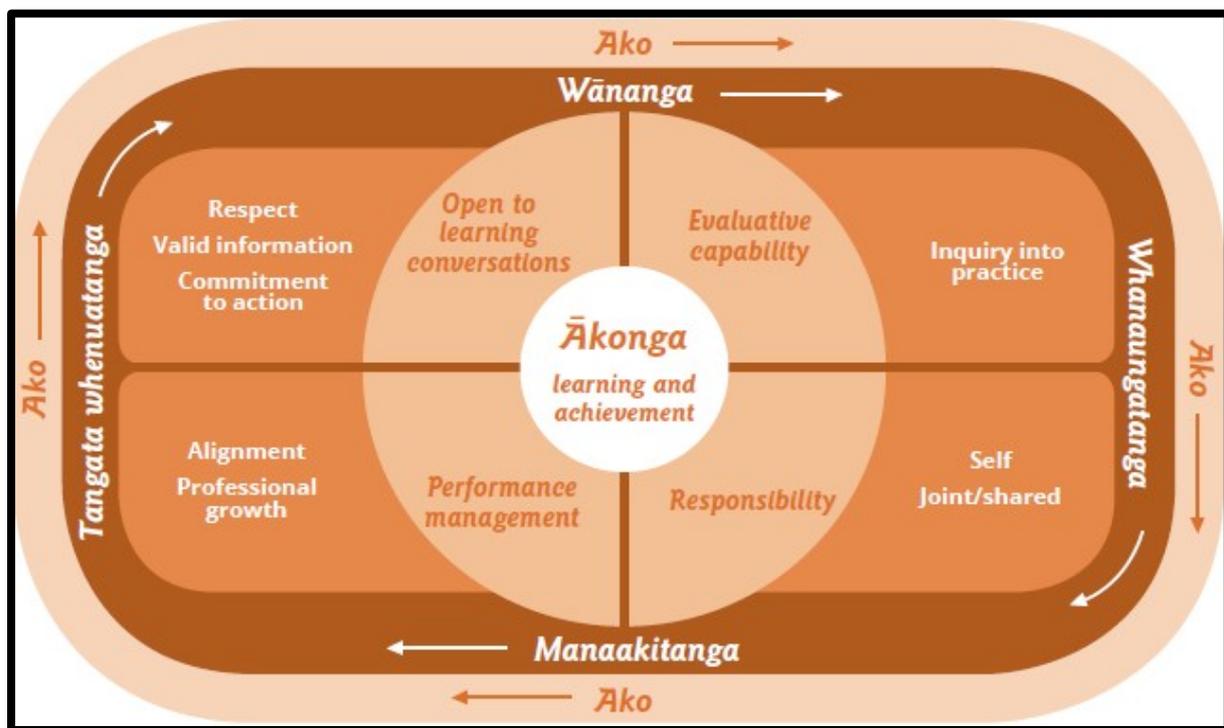
My Goal

Twelve Core Elements of Employee Engagement

1. I know what is expected
2. I have the necessary materials and equipment
3. I have the opportunity to use my talents everyday
4. I receive recognition for accomplishment
5. I feel someone in the organisation cares at a personal level
6. I know that personal development is encouraged
7. I feel my opinions count
8. I feel my work is important to the organisation's mission
9. I have co-workers committed to doing quality work
10. I have good relationships with colleagues at work
11. I talk to my leaders regularly about my progress
12. I have the opportunity to learn and grow.

(Buckingham and Coffman, 1999) in *First, Break All the Rules: What the World's Greatest Managers Do Differently*

Conceptual Framework for Appraisal/ *He Kete Whakatipu Ngaio o Tangata*



Describe how you currently demonstrate the concepts of Evaluative Capability and Responsibility in your appraisal.

Evaluative Capability	My next step
Responsibility	My next step

'A Teacher's Voice'

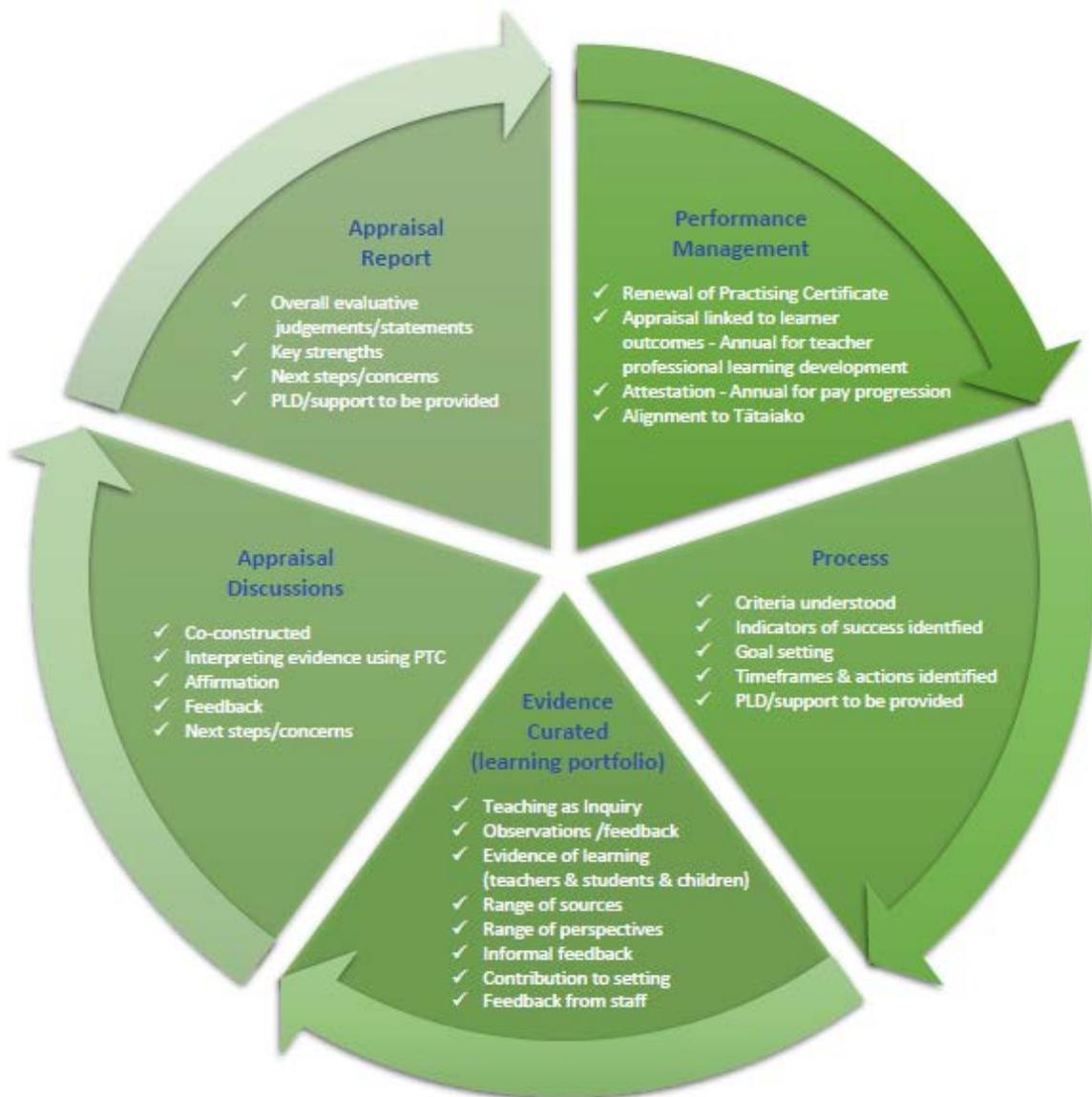
What are the key messages in this paper?

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

Does the reading challenge my views?

How does this reading contribute my understanding of appraisal?

Appraisal Components



Practising Teacher Criteria

<i>PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES</i>	
Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values	
Criteria	Key indicators
Criterion 1. establish and maintain effective professional relationships focused on the learning and well-being of ākongā	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community
Criterion 2. demonstrate commitment to promote the well-being of all ākongā	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. acknowledge and respect the languages, heritages and cultures of all ākongā iii. comply with relevant regulatory and statutory requirements
Criterion 3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi
Criterion 4 demonstrate commitment to ongoing professional learning and development of personal professional practice	i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills
Criterion 5 show leadership that contributes to effective teaching and learning	i. actively contribute to the professional learning community undertake areas of responsibility effectively

PROFESSIONAL KNOWLEDGE IN PRACTICE	
Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga	
Criteria	Key indicators
Criterion 6. conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
Criterion 7 promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none"> i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with and among ākonga
Criterion 8. demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning
Criterion 9 respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> 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

PROFESSIONAL KNOWLEDGE IN PRACTICE	
Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga	
Criteria	Key indicators
Criterion 10 work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Māori me ngā tikanga-a iwi in context ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning
Criterion 11 analyse and appropriately use information which has been gathered formally and informally	<ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of ākonga ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga
Criterion 12 use critical inquiry and problem-solving effectively in their professional practice	<ul style="list-style-type: none"> i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from other members of the learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga

Tātaiako

What do these competencies look like in practice?	Which <i>PTC</i> do they link to?
Work with a partner on this task....	
Wānanga	
Manaakitanga	
Whanaungatanga	
Tangata whenuatanga	
Ako	

Knowing and Working with the PTC

PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

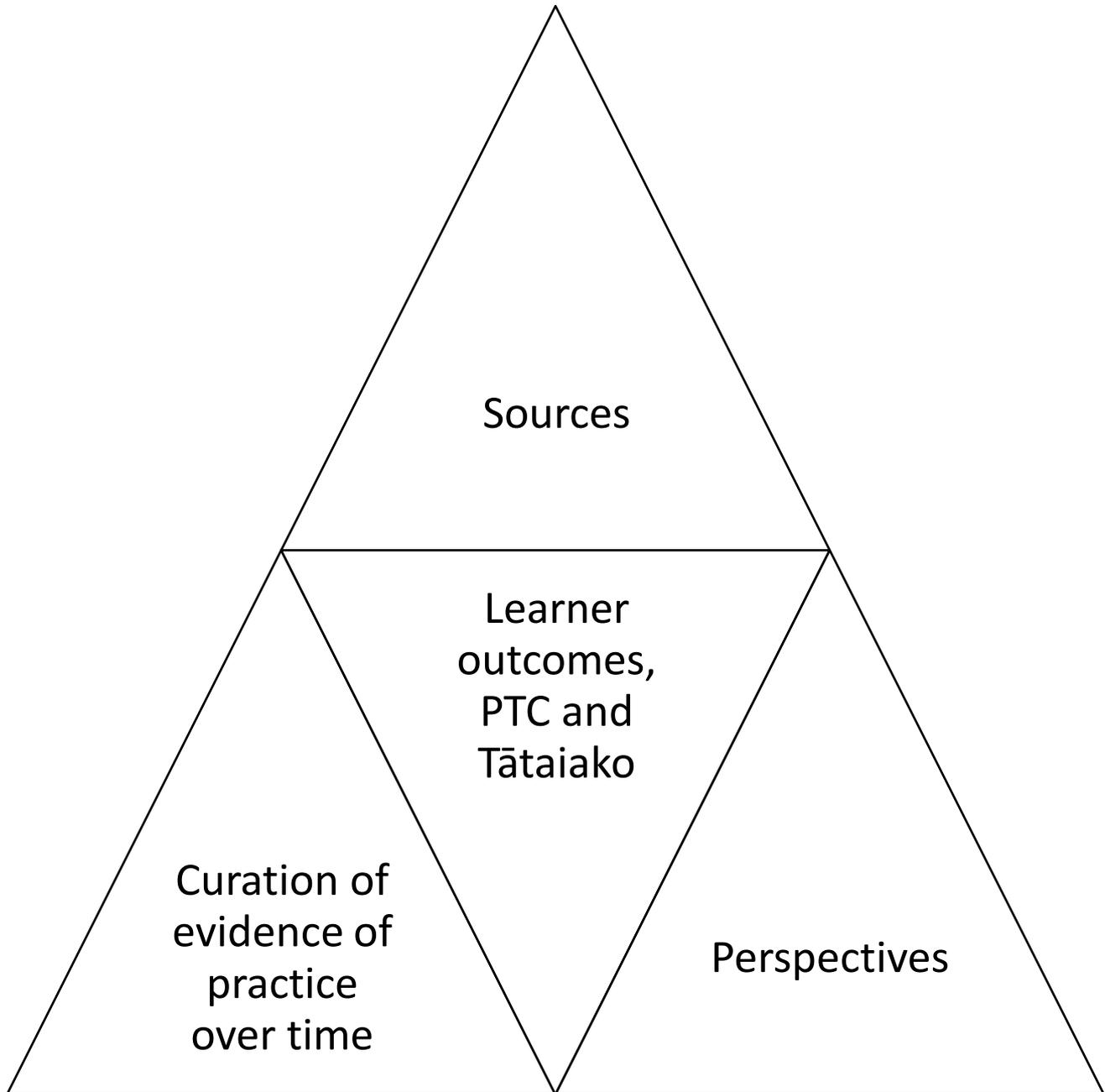
Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Reflective Question	Tātaiako – cultural competency	What quality practices do you use in your setting that connect with these criteria and competencies?	What would you regard as valid evidence that you could use to demonstrate these quality practices?
Criterion 3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?	TANGATA WHENUATANGA: affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed		

Criteria	Key indicators	Reflective Question	Tātaiako – cultural competency	What quality practices do you use in your setting that connect with these criteria and competencies?	What would you regard as valid evidence that you could use to demonstrate these quality practices?
<p>Criterion 6. conceptualise, plan and implement an appropriate learning programme</p>	<p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>What do I take into account when planning programmes of work for groups and individuals?</p>	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>		

Criteria	Key indicators	Reflective Question	Tātaiako – cultural competency	What quality practices do you use in your setting that connect with these criteria and competencies?	What would you regard as valid evidence that you could use to demonstrate these quality practices?
<p>Criterion 11</p> <p>analyse and appropriately use information which has been gathered formally and informally</p>	<ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of ākonga ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga 	<p>How do I gather and use assessment information in ways that advances the learning of my ākonga?</p>	<p>WĀNANGA: participates with learners and communities in robust dialogue for the benefit of Māori learners</p>		

Sources and Perspectives



List the sources of evidence you are currently using.

Now list the perspectives represented. Are there any gaps? What are they? How might you address the gaps?

What do I need to add to my own sources and perspectives?

Sources	Perspectives
Documentation e.g. <ul style="list-style-type: none">•••••	
Discussion/feedback e.g. <ul style="list-style-type: none">••••	
Observations e.g. <ul style="list-style-type: none">••••	
Reflections e.g. <ul style="list-style-type: none">•••	

Evidence Analysis – Backward Mapping

Goals:		
Backward Mapping Evidence for <i>Practising Teacher Criteria and Tātaiako</i>		
		<i>Comments and Dates</i>
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	
5	Show leadership that contributes to effective teaching and learning	
6	Conceptualize, plan and implement an appropriate learning programmes	

Backward Mapping Evidence for *Practising Teacher Criteria and Tātaiako*

		<i>Comments and Dates</i>
7	Promote a collaborative inclusive and supportive learning environment	
8	Demonstrate in practice their knowledge and understanding of how ākonga learn	
9	Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	
10	Work effectively within the bicultural context of Aotearoa New Zealand	
11	Analyse and appropriately use assessment information which has been gathered formally and informally	
12	Use critical inquiry and problem solving effectively in their professional practice	

Backward mapping the evidence

Collecting and having a conversation about evidence of your extraordinary, everyday practice, connecting your practice to the PTC and how your practice and the PTCs relate to Tātaiako.

Tātaiako Cultural competency	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Ako	Wānanga	Ako	Manaakitanga	Ako	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Ako
PTC	1 relationships	2 well being	3 Treaty	4 ongoing PD	5 leadership	6 learning plans	7 inclusive environment	8 learning	9 diversity	10 bicultural	11 assessment	12 inquiry

