Thinking about Evidence: Teachers

Referencing to the Appraisal Components Diagrams

Participation in an appraisal cycle that reflects the Council’s Appraisal Components Diagrams and uses the Standards for the Teaching Profession to focus on quality practice will generate evidence to be used, analysed and discussed by teachers with their colleagues and in appraisal conversations and meetings with their professional leaders. It should support the professional leader’s and teacher’s growth and development, as well as provide assurance of accountability.

Evidence: two ways

It is helpful to think about evidence in two ways:

1. evidence that shows you participated in an appraisal system; have been observed, been involved in appraisal conversations and have a summary report. Teachers, schools and centres hold this evidence.

2. evidence that demonstrates you meet the Standards for the Teaching Profession. This is evidence that is used, analysed and discussed as you make you teaching decisions, implement your goals or inquiry. Teachers hold this evidence.

Evidence of your quality practice: what does this include?

Using the Quality Practice Template

It is strongly recommended that you and your colleagues complete this Standards for the Teaching Profession Quality Practice Template. The practices you record become shared expectations and identify naturally occurring evidence that is generated, discussed and analysed. This document would be held in the school or centre and by teachers. It would be reviewed and added to collectively based on your response to national and local policies and priorities in your setting. The findings of teacher inquiries will also be used to contribute to the document.

It is not expected that the evidence will be copied or stored anywhere other than in its naturally occurring location.
Goals or inquiry tracking sheets

It is expected that the goal or inquiry development process will be based on the analysis of evidence. As goals are implemented and monitored, there would be a record sheet for each that can be linked to the relevant evidence useful for a discussion or your future reference. If you have two goals or inquiries you would have two recording sheets and we have included on the website some examples of what these could look like. This would be the central focus for the appraisal discussions and could be the catalyst for curating (identifying and analysing) evidence, and evaluating outcomes.

Observations

Amongst the evidence curated is that from at least two observations. Guidelines for effective observation are in the evidence curated section. It is expected that the observations will support goals and inquiries.

Appraisal Conversations

It is expected that annually there would be at least two appraisal conversations. One may be both end and beginning of cycle and another would be interim. If there were several interim discussions, a record of key points from these would be kept. Prompts for appraisal discussions, whole staff inquiry sharing are available in the Appraisal Discussion section.

Summary Report

Every teacher and professional leader is expected to have an Annual Appraisal Summary Report.

Evidence analysis tools

These two evidence analysis tools can help you to think widely and analytically about your goals or inquiries using information, evidence, data that allows you to understand the relationship between practice (what you plan and teach) and the learner outcomes (learning, achievement and wellbeing).

When looking at your goal or inquiry and the evidence you are generating, using and analysing it’s important to consider the following diagrams which are a reminder to look at evidence in a wider way than what you might first have done.

The first diagram recognises that valuable insights are gained when you consider a range of perspectives, this could be student voice, teacher voice or whānau voice. This strengthens your inquiry. Also as you look at different sources of evidence they may push you to examine information and data from a range of places; surveys, planning, research over time and throughout the year as you progress the goal or inquiry.
Evidence Analysis Tool I

Evidence Analysis Tool II

The second diagram encourages you to look at evidence in your practice that you use from your planning, teaching, leading and to look at its impact on learners too. It assists you to ensure you are thinking about evidence at the three levels planning, teaching and outcomes.

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<tr>
<th>My Evidence Shows</th>
<th>Focus</th>
<th>Evidence</th>
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| Outcomes           | Impact on child/student learning across the curriculum  
                      Impact on the organisation’s culture |
| Teaching           | Curriculum content knowledge  
                      Actual teaching practice  
                      Interactions with other staff, parents/whānau |
| Planning           | Concepts/Theory  
                      – espoused theory of teaching and learning  
                      – espoused theory of professional relationships |
|                    | - Assessment information  
                      – Child/student Voice  
                      – Parent/whānau voice  
                      – Colleague voice  
                      – Practice observation  
                      – Teacher voice |
|                    | - Short and Long term planning  
                      – Planning for Teacher/Goal Implementation  
                      – Resources  
                      – Centre/classroom environment |