

# Appraisal for Teachers Phase One Support for Professional Leaders

## Webinar One

### Strengthening Understanding Of Appraisal



# 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

## ***Webinar aims***

This webinar is designed to support you to effectively review your current appraisal system through the systematic application of each of the three concepts we covered in workshop one:

- Culture of Self-responsibility
- Evaluative Capability
- Performance management – performance growth

The extent to which your current system :

- Enables staff to take responsibility for monitoring their own performance and be active partners in the appraisal processes
- Provides clarity about all aspects of a sound appraisal (evaluative) process
- Is an integral part of your full performance management system
- Provides clarity for all staff about what the PTC look like 'in action' (what effective teaching practice looks like) and what sources of evidence might be necessary to gather in order to evaluate current practice against the PTC.

We also cover a possible agenda for your PLGs and review your preparation for the next workshop.

## *What you need*

1. Your current appraisal and performance management documentation
2. [PTC handbook](#)
3. [Tātaiako](#) (available on Education Council website)
4. Draft evidence guide (also available on Education Council website)

## ***Conceptual Framework to improve student outcomes***

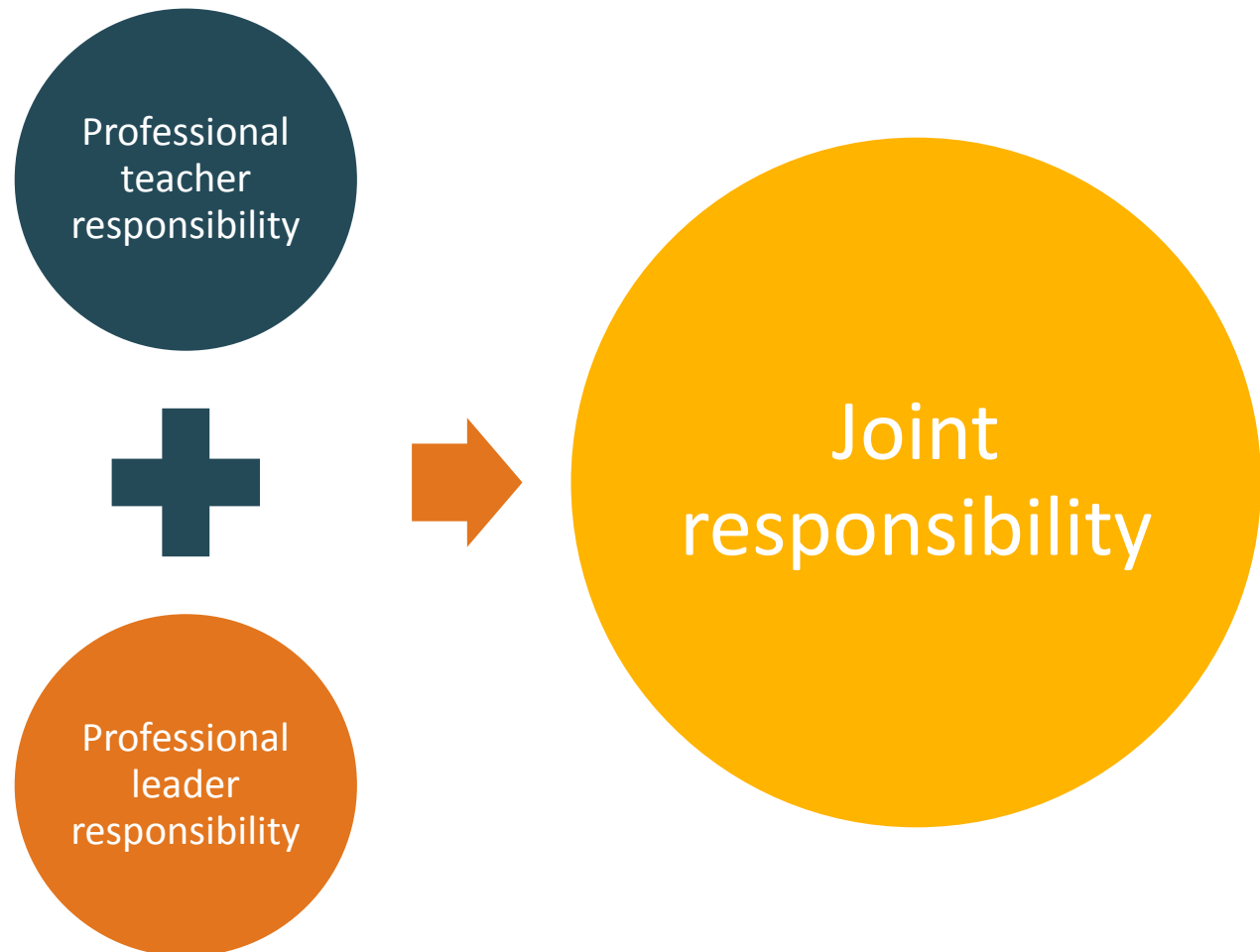


- 1. Performance Management - performance growth***
- 2. Evaluative Capability - inquiry into practice***
- 3. Open to learning framework***
- 4. Culture of Self-responsibility***

# *Culture of Self-responsibility*



## *Joint responsibility*





## ***Teacher's responsibilities:***

1. to know what effective teaching looks like in your centre/school.
2. to actively gather and compile evidence that shows how well they currently teach
3. to actively seek critique of their evidence to determine if any gaps can be seen in their practice
4. to actively plan to address any gaps.

## ***Leader's responsibilities:***

1. to ensure that the picture of effective teaching is co-constructed, well described, clear and moderated
2. to ensure that teachers have the resources to collect and collate evidence of their own practice from the agreed sources to be used (especially student voice and evidence of learning and achievement)
3. to use a process to check and moderate the evidence of current teaching compiled by each teacher
4. to ensure that there is a good process for an appraisal conversation about what the evidence shows and what the next steps might be so that the conversation is experienced by both as oriented towards improvement.

***Evaluative Capability  
- inquiry into practice***



## *The evaluative process*

1. Describe what 'good' looks like



2. Develop indicators, exemplars, illustrations, rubrics, to shape a full understanding



3. Ask the evaluative question: How well does the practice of this teacher enact each of the PTC and overall?



## *The evaluative process*

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



5. Use suitable processes to gather the evidence



6. Use the evidence to examine whether there is a significant gap



7. Answer the question by reaching a reasoned conclusion



- No significant gap = current practice is effective /competent
- Significant gap = current practice is ineffective/incompetent

## *Evaluative Capability*

1. To what extent are the PTC exemplified and clear in your centre/school? Do all teachers have a clear idea of the quality of the practice that is expected of them?
2. To what extent is it clear what sources of evidence must be used in order for each teacher to compile a good description of their current practice (including learner voice and evidence of learner learning and achievement)?
3. To what extent is there a clear process for sharing, discussing and testing evidence so that a well-reasoned answer to the important question of whether the PTC have been able to be reached?

***Performance Management  
- performance growth***

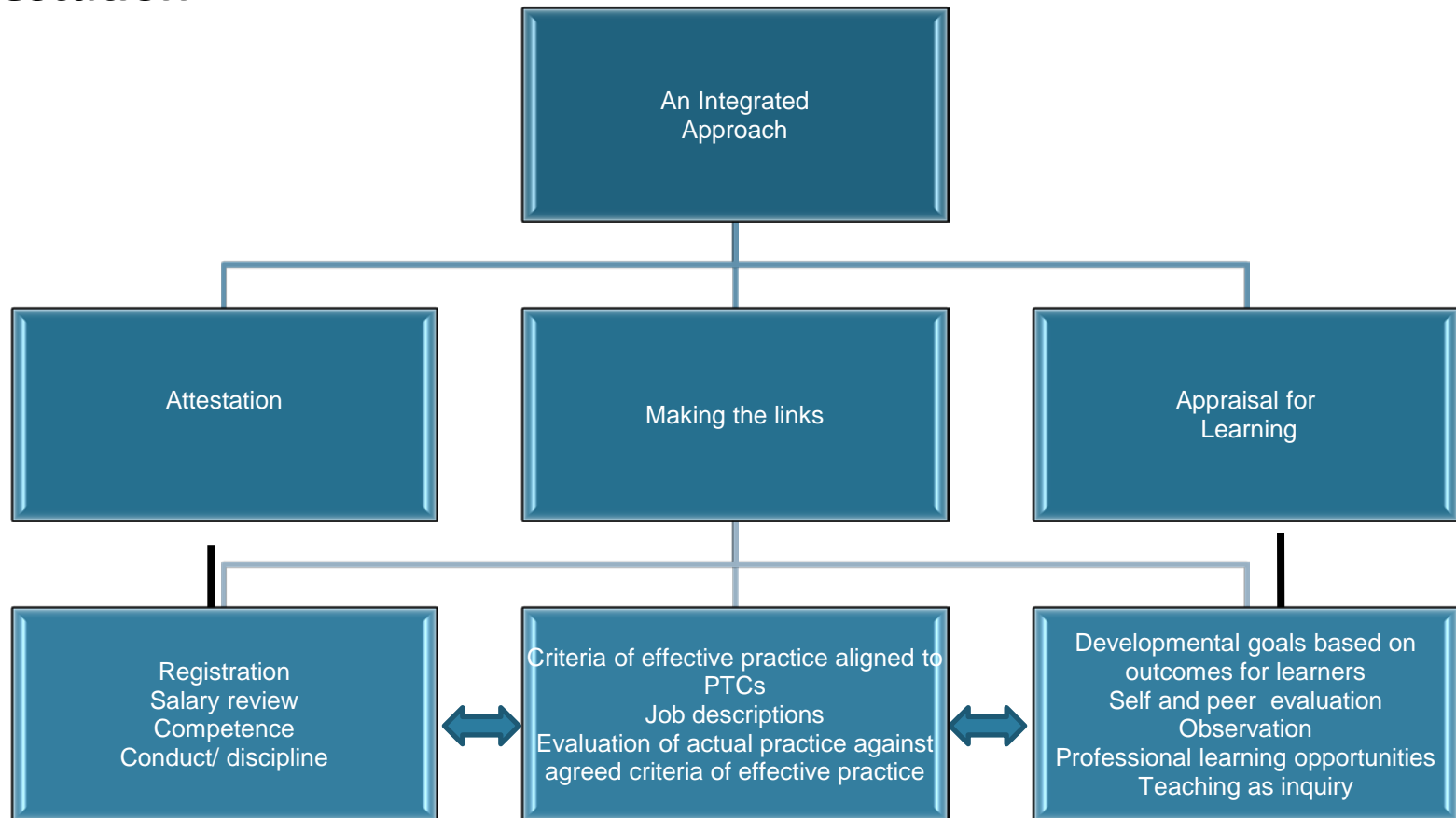


## ***Effective Performance Growth***

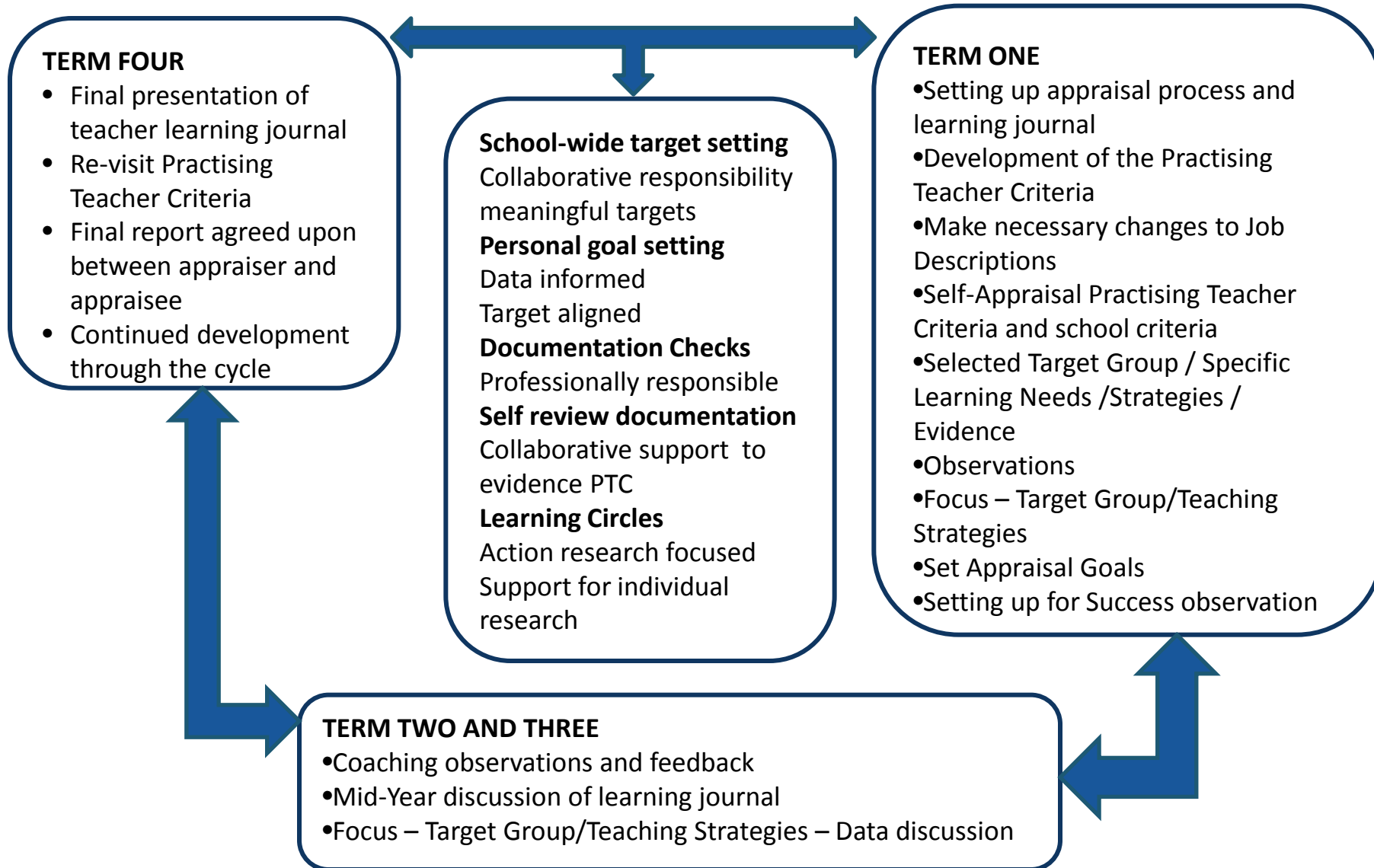
- Business and organisational processes need to be in place so that things will happen
- All of these processes need to be explicitly aligned to what you are trying to achieve in your school or centre – your goals and mission
- In this way appraisal becomes an engine for on-going school/centre improvement
- Effective appraisal should be seen through evidence of improving valued outcomes for students.



# Coherent performance management: appraisal and attestation



# A possible appraisal process



## ***Twelve core elements of Employee Engagement***

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

## ***Bringing the PTC and Tātaiako alive!***

Professional leaders and teachers have shared clarity  
about what the PTC look like in practice

## *Co-constructing criteria in order to know what 'good' looks like*

<b>Professional relationships and professional values</b> Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values			
<b>Criterion 2</b>	<b>Key indicators</b>	<b>Reflective Question</b>	<b>What would effective practices look like in our setting?</b>
<b>Demonstrate commitment to promote the well-being of all ākonga</b>	<p>I. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>II. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>III. comply with relevant regulatory and statutory requirements</p>	<p>How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?</p>	

## *Using Tātaiako to develop clarity*

- Displays respect, integrity and sincerity when engaging with Māori learners, whānau, hapū, iwi and communities.
- Demonstrably cares about Māori learners, what they think and why.
- Displays respect for the local Māori culture (ngā tikanga- ā-iwi) in engaging with Māori learners, their parents whānau, hapū, iwi and communities.
- Incorporates Māori culture (including tikanga-ā-iwi) in curriculum delivery and design processes.
- Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting.

## ***Outcome statements from Tātaiako: learner voice***

My teacher:

- Respects my culture
- Treats me and my peers fairly and with respect
- Pronounces Māori names well, if not perfectly
- Knows about the local tikanga
- Understands my sense of humour
- Uses te reo Māori in class and encourages us to speak Māori if we want.

## ***Outcomes for PTC 2: Whānau voice***

- The school/ECE service respects and embraces Māori language and culture
- Being Māori is highly valued at this school/ECE service
- Our perspectives and our values are respected
- The teachers care about our children and always talk positively about them



## ***Draft evidence guide – Criterion 2***

The teacher adapts practice in response to the varied and changing physical, social and emotional well-being of all ākonga. S/he supports ākonga to develop positive attitudes towards social interactions, challenge and risk, healthy eating and other self-care, conflict resolution, independence and interdependence.

Fair and consistent relationships are maintained and the use of inclusive and empathetic language is used.

S/he responds to ākonga' verbal and non-verbal cues, and supports ākonga to recognise their own cues and to respond appropriately to those of others. Special care is taken in helping ākonga adapt to new learning environments and new or changing situations in their lives. Ākonga feel comfortable in taking learning risks.

The teacher maintains appropriate records in a timely and organised way as required and is proactive in seeking internal/external advice or help to ensure the best interests of the particular ākonga.

The teacher is responsive to policies and procedures related to ākonga' well-being and safety. S/he is aware of, and knows how to access, information relating to the relevant legal, ethical and regulatory requirements.

***How would you exemplify PTC 2? What evidence would you gather to create the exemplar?***

Leaders and teachers co-construct exemplars of practice and have agreement about what that practice demonstrates

## ***Video clip***

Sylvia Park: the Arts

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Learning-areas/Art-and-identity>

## ***What might exemplars for Criterion 2 look like?***

Student voice

Teacher reflection

How might your school/centre go about collecting examples of ākonga, teacher and whānau voice that would exemplify the PTCs?

## ***Disposition towards examining and improving practice***

- *I improve the learning and achievement of all of my ākonga*
- *I am an active learner who takes responsibility for improving my practice and being able to demonstrate that improvement.*
- *Teachers have a responsibility to collect the appropriate evidence to demonstrate competency.*
- *Professional leaders and teachers are active learners who take responsibility for improving teaching and learning and being able to demonstrate that commitment to improvement.*

## ***Sources of evidence***

Observation of teacher practice

Student learning and achievement data

Student, teacher, colleague and whānau voice

Professional learning groups – teacher reflections

Teaching as inquiry records

## ***Ways of collecting information***

Professional learning journals

ePortfolios

Google docs/blogs

Hardcopy portfolios





## ***Recording reflections***

Teachers may record their personal reflections as part of professional learning

Jane's story

<http://tekotahitanga.tki.org.nz/Videos/Teacher-stories/Jane-s-story>

Te Ao Whanui

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Student-voice/Te-Ao-Whanui>

## ***Pulling it all together***

Does your system and documentation provide:

1. Clarification of the criteria for desired/competent performance?
2. Exemplars /illustrations of effective practice?
3. Guidance on sources of evidence and how to collect evidence?

## ***PLG Preparation***

In preparation for your PLG we suggest you review an aspect of current appraisal process.

You may want to focus on:

- Criteria for 'good' practice
- Exemplars, illustrations of 'good' practice
- Gathering evidence
- The cycle of appraisal

**Gather examples to share at your PLG**

## ***Possible agenda for your PLG***

Appoint a facilitator

Revisit the ground rules we established at the workshop

Take it in turns to talk about how you are

1. Clarifying the criteria for desired/competent performance
2. Developing or thought about exemplars /illustrations of effective practice
3. Sources of evidence and how to collect evidence
4. Identifying and analysing

Discuss and keep a note of real 'difficult conversations' you want problem solved next time

## ***Workshop 2 Focus***

How might the professional leader engage in open to learning conversation with teachers about the evidence?

## *Preparing for workshop two*

Please think about gnarly appraisal issues that you need problem-solved. They may include such issues:

- Having difficult conversations with a colleague
- When to move from appraisal for learning to competency
- Gathering evidence
- ...

## ***Useful websites***

<http://appraisal.ruia.educationalleaders.govt.nz/>

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Teaching-as-inquiry/Teaching-as-inquiry-practical-tools-for-teachers/Teaching-as-inquiry-templates>

[http://www.educationalleaders.govt.nz/Leadership-development/Leadership-programmes/First-time-principals-modules/Module-2-Teaching-effectiveness#eztoc38865\\_0\\_2](http://www.educationalleaders.govt.nz/Leadership-development/Leadership-programmes/First-time-principals-modules/Module-2-Teaching-effectiveness#eztoc38865_0_2)

<http://assessment.tki.org.nz/Using-evidence-for-learning>

## ***Video clips***

Sylvia Park School <http://nzcurriculum.tki.org.nz/Curriculum-stories/School-stories/Our-inquiry-framework>

Self assessment Takapuna:

<http://www.youtube.com/watch?v=V3fRY6FfS5Y&feature=youtu.be>

Student Led Conferences: <http://youtu.be/JU9zePmLmSY>

Jane's story: <http://tekotahitanga.tki.org.nz/Videos/Teacher-stories/Jane-s-story>