

## FREQUENTLY ASKED QUESTIONS - Appraisal update

**Please note: The Council will communicate with the whole profession before any system changes are made to appraisal.**

Does this mean I can stop participating in my setting's appraisal system?

No.

The Teaching Council does not dictate what the appraisal system needs to look like and respects the decisions of professional leaders to design appraisal systems that make the best sense for their place. However, it may be timely for your organisation to look at its appraisal process to see if they have become overly compliance focused.

[Our Code, Our Standards | Ngā Tikanga Matatika Ngā Paerewa](#) expects teachers to demonstrate a commitment to the teaching profession.

Engaging in appraisal processes and professional learning opportunities are examples of behaviour that demonstrates that commitment.

For further reading, [The Code of Responsibility Examples in Practice](#) explores what it means to demonstrate a commitment to the teaching profession.

**How does the update affect me as a certificated teacher?**

*Right now, nothing about appraisal in legislation has changed.*

However, it is timely to have another look at your organisation's appraisal process to see if it has become overly compliance focused.

The issue or renewal of a practising certificate will be based on an endorsement made by the professional leader, based on the teacher's participation in a system that includes:

- an annual summary report that states whether or not the appraisee meets the *Standards* or *Ngā Paerewa*
  - the annual summary report is the only teacher documentation that is required for the purposes of the audit ERO undertakes on behalf of the Teaching Council. ERO will be aware of this.
- that appraisees have been observed once annually and involved in two conversations ideally with an appraiser who is familiar with the day to day work of the teacher
  - the Council has listened to the profession and accepts that one observation may suffice for fully certificated teachers.

**What does the update mean for me as a provisionally certificated teacher?**

*Right now, nothing about appraisal in legislation has changed.*

Provisionally certificated teachers also participate in an annual appraisal cycle that aligns with the *Standards for the Teaching Profession* or *Ngā Paerewa mō te Umanga Whakaakoranga*. However, they must



receive a more intensive level of collegial guidance and support from a fully certificated mentor providing an induction and mentoring programme to gain Full Certification. Engagement in this cycle with a mentor, will allow a PCT to provide the evidence of progressing towards and then, after a minimum of two years, meeting the *Standards for the Teaching Profession* or *Ngā Paerewa mō te Umanga Whakaakoranga*. The PCT needs to be able to show they have had an induction and mentoring programme. This may include mentoring meeting notes, as well as evidence of more observations, and formal discussions than a fully certificated teacher and the summary report that verifies PCT have met all the *Standards for the Teaching Profession*.

### What does the update mean for existing appraisal systems?

The Teaching Council does not dictate what the appraisal system needs to look like and respects the decisions of professional leaders to design appraisal systems that make the best sense for their place.

The Council has given advice to the profession about what development-focused appraisal could look like but has not mandated any one particular system or approach. This reflects the Council's support of a self-managing profession where co-construction, collaboration and place-based approaches can be implemented. While it is imperative that the profession has standards to work to, the Teaching Council sees appraisal as a vehicle for ongoing reflective practice and development - not simply an issue of compliance.

While schools and centres are free to design their appraisal processes there is no requirement in law or by any agency that an appraisal system must include:

- a) an inquiry to be undertaken by teachers
- b) reports to be kept of all the professional development teachers do
- c) a portfolio of evidence compiled by teachers

### Can we stop inquiries now?

The Teaching Council does not dictate what the appraisal system needs to look like and respects the decisions of professional leaders to design appraisal systems that make the best sense for their place.

If your setting involves inquiry as a part of the appraisal cycle you will continue to do that.

However, there is no requirement in law or by any agency that an appraisal system must include an inquiry to be undertaken by teachers.

### Do you have an example of an annual summary report?

Yes. Here is a link to an Annual Summary Report template that can be used and adapted to your context if required.

[Annual Summary Report Template](#)

### What if I don't have a summary report?

This is something you will need to discuss with your professional leader. Here is a link to a template that can be used and adapted to your context if required.

[Annual Summary Report Template](#)



## I have already had an observation. Do I need any more this year?

This is the decision of the professional leader. Participating in one appraisal cycle observation is usually enough, but if your professional leader requires more that is their prerogative.

## In our setting we have two conversations and a summary report conversation. Do we need that many?

Two conversations are likely to be sufficient for the purposes of an appraisal cycle. However, this is prerogative of the professional leader.

## Will I still be audited this year? Will ERO be talking about this?

*Right now, nothing has changed.*

ERO, on behalf of the Council undertakes an audit and moderation process to determine that the school has a 'reasonable' system in place. Reviewers look to see how the policy pertaining to the appraisal system is enacted in practice, in school and teacher documentation that shows appraisees have participated in the appraisal system.

*The annual summary report is the only teacher documentation that is required for the purposes of the audit ERO undertakes on behalf of the Teaching Council. ERO will be aware of this.*

## What will ERO look at?

ERO, on behalf of the Council, undertakes an audit and moderation process to determine that the centre, service, kura or school has a 'reasonable' system in place. Reviewers look to see how the policy pertaining to the appraisal system is enacted in practice. They would look at documentation that shows appraisees have participated in the appraisal system. Reviewers are not looking for examples illustrating how the appraisee meets the *Standards* or *Ngā Paerewa*. Instead, they look at how the system has worked to allow the professional leader to endorse the issue or renewal of the appraisee's practising certificate.

*The annual summary report is the only teacher documentation that is required for the purposes of the audit ERO undertakes on behalf of the Teaching Council. ERO will be aware of this.*

## What will be important for me to keep from one centre or school to the next?

The Teaching Council advises you to keep copies of the annual summary report, for your own records. This will be helpful when teachers move from one setting to another. For your development focus, it is also useful to keep the notes from your observation and conversations.

## Do I still need to have a portfolio of evidence?

That depends. Schools and centres are free to design their appraisal processes as they see best fits their setting. As it is the judgement of the professional leader that is used to decide to endorse a teacher, they need to be comfortable what evidence is used to inform that decision. However, the key point is that there is no Teaching Council requirement that an appraisal system must include:

- a. an inquiry to be undertaken by teachers
- b. reports to be kept of all the professional development teachers do
- c. a portfolio of evidence compiled by teachers



## Does the Teaching Council's message about appraisal capture the changes proposed in the Accord?

No.

An important part of the message we sent to the profession acknowledged that the [Accord](#) commits to removing teacher performance appraisal as an accountability instrument. This emerged in recognition that in some settings the process has become burdensome. We indicated that it is the intention of the Teaching Council, NZ School Trustees' Association and the parties to the Accord to totally rethink appraisal and the policies it connects to like renewal of a practising certificate.

We have begun the planning and scoping for how we will engage with the broader profession in the development process ensuring any changes we make will be for the whole profession, including the ECE sector. Some of the changes will be developed quite quickly whilst others, like a potential removal of the requirement in legislation to audit appraisal, will take much longer. **But right now, nothing has changed.**

## Our school's appraisal system is working well and involves inquiry and e-portfolios for curating evidence. Are you saying we have to stop doing this?

No. The Teaching Council does not dictate what the appraisal system needs to look like and respects the decisions of professional leaders to design appraisal systems that make the best sense for their place.

In your setting this may involve teachers participating in an inquiry.

The Teaching Council has given advice to the profession about what development focused appraisal could look like but has not mandated any one particular system or approach. While doing an inquiry may be an important aspect of a school's own appraisal system, it is not required in an appraisal system by the Teaching Council.

This reflects the Teaching Council's support of a self-managing profession where co-construction, collaboration and place-based approaches can be implemented. While it is imperative that the profession has standards to work to, the Teaching Council sees appraisal as a vehicle for ongoing reflective practice and development - not simply an issue of compliance.

We felt it was important at this stage to clarify what the Teaching Council expects for the issue or renewal of a practising certificate ([which was outlined in the letter](#)), because we have heard that there is confusion about our expectations.

## What is the 'Accord'? Does it affect me? When does it come into effect?

As part of the collective bargaining between the Government, PPTA Te Wehengarua and NZEI Te Riu Roa, an 'Accord' was developed with the intent of building an environment where the teaching profession is highly regarded, sustainable, and fit for now and the future of learning. The Accord was ratified by PPTA Te Wehengarua and NZEI Te Riu Roa members. [Please use this link to read more.](#)

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