Webinar Three Resource Pack

An inquiry minded approach to appraisal

What are the priorities for my priority learners? How are they going in relation to these priorities?

What effect did it have on me as a teacher?

What effect did my changed teaching have on outcomes for my learners?

What are my learning needs? What therefore are my learning goals?

Planning and participating in professional learning

Changed teacher knowledge and actions

Using evidence

1 This cycle is adapted from Ruia as an attempt to provide a model that situates across settings.
Observation of Example A

1. Record some of the questions being used by the appraiser.

2. Note the balance of talk (who speaks most often?).

3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.

4. Was the teacher committed to achieving the goal? How do you know that?

5. Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)
Observation of Example B

1. Record some of the questions being used by the appraiser.

2. Note the balance of talk (who speaks most often?).

3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.

4. Was the teacher committed to achieving the goal? How do you know that?

5. Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)
Observation of Example C

1. Record some of the questions being used by the appraiser.
2. Note the balance of talk (who speaks most often?).
3. Record the goal that was set and analyse whether it fits the criteria for being an ISMART goal.
4. Was the teacher committed to achieving the goal? How do you know that?
5. Now look at the goal that has been set. To what extent is it an ISMART goal? (Inspiring, Specific, Measurable, Achievable, Realistic and Time bound)
Examples of Goal Setting Questions

What do you want to achieve? (Goal focus)

- Thinking about our setting goals for this year, what are the priorities for your learners?
- What do you want to achieve? Tell me more about that.
- What areas do you want to work on?
- What is important to you right now?
- What would it mean to you if you achieved that?
- When you achieve this goal what will it look like?

What is happening now?

- Where are you now in relation to your goal?
- On a scale of 1 -10 where are you?
- What has contributed to your success so far?
- What skills/knowledge/attributes do you have already?
- What progress have you made so far?
- What is working well right now?
- What is required of you?

What could you do?

- What are your options for achieving this goal?
- How have you tackled this/ a similar situation before?
- What could you do differently?
- Who do you know who has encountered a similar situation?
- Give me 5 options
- If anything was possible what would you do?
- What else?

What will you do?

- Which options work best for you?
- What one small step are you going to take now?
- What actions will you take?
- When are you going to start?
- Who will help you?
- How will you know you have been successful
- How will you ensure that you do it?
- On a scale of 1 -10 how committed /motivated are you to doing it?

Adapted from the GROW model of coaching.

http://johntomsett.files.wordpress.com/2013/12/grow-coaching-questions.pdf
Appraisal Components: Early Childhood Education

Summary Report
- Overall evaluative judgment with reference to standards
- Key strengths
- Next steps
- Support to be provided

Performance Review and Appraisal
- Quality practice
- Aligns with Standards for the Teaching Profession
- Role and job description
- Aligns with strategic plan, annual plan, centre goals, and learning outcomes

Goals and Inquiry
- Identify goals and inquiry
- Set up record
- Establish timeframes and actions
- Identify support to be provided

Evidence Curated
- Information and data related to goal and inquiry
- Range of sources and perspectives
- Observations of leadership and staff
- Formal and informal feedback from colleagues and whānau
- Analysis and use of evidence of learning to inform leadership

Appraisal Discussion
- Co-constructed
- Interpret evidence
- Affirmation
- Feedback
- Next steps

Collaborative Sense Making
- Conversations with colleagues and leaders
- Align to goals, inquiry and annual plan
- Share findings, learning, and implications for shifts in practice
- Research
Inquiry Plan

1. What are the priorities for my learners? How are they going in relation to these priorities?

2. What are my learning needs? What therefore are my learning goals?
   a. By... I am/have... so that...

3. Planning and participating in professional learning (PL). What PL will help me most?

4. Changed teacher knowledge and actions. What changes will I make to my practice?

5. What effect did my changed teaching have on outcomes for my learners?

6. What effect did it have on me as a teacher?

Appraisal components