

# Appraisal Planner: Setting Goals

School:

Appraiser:

Year:

Teacher:

## Relevant school-wide goals or targets

- 1.
- 2.

## Focus Māori students or groups

- 1.
- 2.
- 3.
- 4.

## GOALS

## Criteria for meeting the goals

### Student learning and achievement

- 1.
- 2.

- \*
- \*
- \*
- \*
- \*
- \*

### Teacher learning and practice

- 1.
- 2.

- \*
- \*
- \*
- \*
- \*
- \*

### Think about ...

**Learning** (theirs and yours!) – Have you included goals both for improved learning for Māori students and for what *you*, the teacher, need to learn and be able to do in order to facilitate this learning?

**Priorities** – Are your goals the *most* important ones to focus on? How have you used data to determine them? Do they take account of what your Māori students and their whānau value?

**Challenge** – Do your goals provide a real sense of challenge? (They should be realistic, but not lacking in challenge.)

**Specificity** – Are your goals specific enough that you and others will really know if they are achieved? Be specific about:

- *Which* Māori learner/s
- *What* aspect of learning
- *How much* improvement is sought
- *When* you anticipate the goal will be achieved
- *How you will measure* achievement of the goal (What would success look like, exactly?)

**Timeframes** – Have you considered the possibility of multiple, sequential short-term goals (as opposed to goals lasting a full year)?

# Appraisal Planner: Planning Professional Learning

Teacher:

Year:

\*

(Individual or group)

## Student learning and achievement

1.

\*

\*

\*

2.

\*

\*

\*

## Teacher learning and practice

1.

\*

\*

\*

2.

\*

\*

\*

### Think about ...

Will the planned professional learning examine how your teaching impacts on your Māori students' learning?

Will it do so systematically using inquiry?

Will it engage you with data about your Māori students?

Will the planned learning connect you with opportunities to build your professional knowledge?

Will it enable you to learn from and with your colleagues?

Does the planned learning explicitly link to your goals?

Will it support and challenge you in ways that will help you achieve your goals?

# Appraisal Planner: Observation

Appraiser:

Date:

Teacher:

Context:

Relevant goals:

Focus students:

Teaching focus:

Data to be collected about teaching	Data to be collected about learning
*	*
*	*
*	*

## Observer's summary

## Discussion points / questions

\*

\*

\*

\*

### Think about ...

When will observations be most timely to support improving teaching and learning for Māori students?

Will the planned observations enable data to be gathered about your goals?

Have you specified the kinds of data to be gathered? For example:

- photographs or video of teaching and learning
- verbatim records – what exactly did you and your Māori students say?
- participation records – what exactly did you and your Māori students do?
- data specific to the learning goals for you and your Māori students – for example, work samples, achievement data, students' answers to questions about the lesson

Are there plans to gather the same kind of information at different times so that comparisons can be made?

Have you identified both formal opportunities for observations and informal opportunities that might arise?

Have you and the observer arranged to meet very soon after each observation?

# Appraisal Planner: Self-appraisal

Teacher:

GOALS	Date	Progress towards goals (with evidence)
<b>Student learning and achievement</b>		
1.	*	*
	*	*
2.	*	*
	*	*
<b>Teacher learning and practice</b>		
1.	*	*
	*	*
2.	*	*
	*	*

**Think about ...**

Have you ensured that self-appraisal is not a one-off, that it is ongoing and regular?

What strategies are in place to make sure you concentrate on your goals and focus Māori students throughout the year?

Do your plans for self-appraisal ensure you can rigorously examine the relationship between what you do and your Māori students' learning?

What data will you use?

Have you considered your own cultural location and how it might be affecting your assumptions and beliefs about teaching, learning, and your Māori students?

# Appraisal Planner: Discussion

Appraiser:

Teacher:

Date:

Discussion focus (e.g., particular goals, an observation):

Discussions points / questions	Decisions / conclusions
*	*
*	*
*	*
*	*
*	*
*	*

**Think about ...**

Do discussions use evidence and data to focus on your teaching and its impact on Māori students' learning?

Are they informed by data gathered during observations?

Do they incorporate self-appraisal, including your assessment of your progress towards your goals?

Do discussions emphasise individual responsibility and accountability?

Are they “open-to-learning” conversations?

Do both parties contribute on an equal basis (while recognising the different roles they have)?

Are discussions serious and rigorous in the way they examine goal achievement?

## Appraisal Planner: Final Report (page 1 of 2)

**School:**

**Appraiser:**

**Year:**

**Teacher:**

**Self-appraisal completed? Yes / No**

(see attached)

### Professional learning (see full records attached)

Activity	Learning and impact
1.	*
2.	*
3.	*
4.	*

### Observations (see full records attached)

Date	Focus
1.	*
2.	*
3.	*
4.	*

### Discussions (see full records attached)

Date	Focus
1.	*
2.	*
3.	*
4.	*

#### Think about ...

Are interim records (e.g., from observations, self-appraisal, discussions) and reports honest and specific about which aspects of the goals have been achieved?

- What was the impact on each of the Māori learners targeted in the goal?
- What aspects of learning were improved or not?
- How much improvement was seen?
- Was the way of measuring achievement of the goal rigorous? What did success/lack of success look like, exactly?

Do interim records and reports draw on and include data?

Do they signal areas for future improvement?

Do they capture the richness of discussions?

## Appraisal Planner: Final Report (page 2 of 2)

GOALS	Achievement			Comments and evidence
	Minimal	Partial	Full	
<b>Student learning and achievement</b>				
1.				
2.				
<b>Teacher learning and practice</b>				
1.				
2.				
<b>Summary</b> (with reference to focus Māori students and teachers)				
<b>Implications for future goals</b>				