

Reviewing appraisal in your school / Te arotake i ngā aromihi i tō kura

School:

School representatives:

Year:

This is a PDF version of the interactive self-review tool from the Ruia Appraisal website.

The tool is not used multiple times by multiple users; rather, it is worked through once. For this reason, school leaders may find it helpful to work with this PDF before actually working through the tool online.

See the online interactive version of the tool for the steps to follow when working with the tool. The descriptions of the first two steps (*Agreeing on a process and deciding on roles; Gathering information*) are especially important and also apply to using this PDF.

As you can see below, the tool covers seven areas – an overview and six appraisal steps typically followed in New Zealand schools. For each of the areas, there are indicators for opposite ends of a continuum. At one end of the continuum, appraisal meets the requirements for basic compliance. At the other end, leaders and teachers collaborative in effective interactions and activities focused on Māori students' learning.

As you work through each area, choose a rating (from 1 to 5) for each pair of indicators and enter the evidence, next steps, and required professional learning for that area.

Overview

Basic appraisal						Appraisal for learning
a) Appraisal fulfils mandatory requirements for performance management and may serve as the default process for registration or attestation.	1	2	3	4	5	Appraisal is focused on the ongoing improvement of teaching and learning in relation to Māori student achievement.
b) Appraisal may be linked to school-wide goals and needs.	1	2	3	4	5	Appraisal is linked to and aligned with school-wide self-review, goals, and needs in relation to Māori student achievement.
c) Appraisal is an annual, one-off process.	1	2	3	4	5	Appraisal is embedded and ongoing, raising further questions about teaching and learning at the end of each appraisal cycle and supporting participants to address those questions.
d) Understandings about effective appraisal vary throughout the school; it is up to the appraiser and appraisee to make the most of the system.	1	2	3	4	5	Effective behaviours of appraisers are understood and articulated. The appraiser models openness and self-awareness by explicitly reviewing their performance in relation to these and seeking feedback from appraisees.
e) Appraisal rarely probes the appraisee's role in depth (for example, it may be conducted by a more senior staff member who does not understand the appraisee's role well).	1	2	3	4	5	Appraisal is carried out between teachers and school leaders who have built the trusting relationships and the understanding of roles needed for honest conversations and deep learning to take place.
f) Information from appraisal is seldom used when examining student needs and targets or when planning for professional learning.	1	2	3	4	5	While individual appraisals are confidential, school leaders use information from them to build their understandings about Māori students' needs and targets and to plan for collaborative professional learning.
g) The appraisal process is assessed in relation to how it affects individual teacher performance.	1	2	3	4	5	Inquiry is carried out into how the school's appraisal process affects the achievement of Māori students.

Overview

Evidence

Next steps

Professional learning requirements

Setting goals

Basic appraisal	Appraisal for learning
a) Goals are set according to teachers' perceived learning needs. <hr/> 1 2 3 4 5	Goals are set within robust conversations based on evidence about the impact of current teacher practice on outcomes for Māori students.
b) Goals are limited, relatively easily achieved, and more task-focused than learning-focused. <hr/> 1 2 3 4 5	Goals are ambitious but achievable and focused on teacher and Māori student learning.
c) Goals tend to be structured in established ways (for example, there are always three, related to the school strategic plan, the department or syndicate, and a personal aim). <hr/> 1 2 3 4 5	Goals identify the areas of teacher practice and Māori student achievement in which improvement is most needed.
d) Goals are rarely supported by criteria. <hr/> 1 2 3 4 5	Goals are accompanied by criteria that make clear what it will look like when each goal is met (for example, how much improvement is needed in particular outcomes for identified Māori students).
e) Goals are not directly related to student learning goals or outcomes. <hr/> 1 2 3 4 5	Goals are informed by information about current outcomes for Māori students (both school-wide and in the individual classroom) and outcomes valued by Māori students, whānau, the local Māori community, and the curriculum.

Evidence

Next steps

Professional learning requirements

Planning professional learning

Basic appraisal						Appraisal for learning
a) Planned professional learning is not necessarily linked to appraisal goals.	1	2	3	4	5	Teachers understand and can articulate how planned professional learning will help them to meet their appraisal goals.
b) Planned professional learning usually occurs separately from the classroom and other learning (for example, through visiting speakers, seminars, or conferences).	1	2	3	4	5	Planned professional learning reflects research understandings about PD that makes a difference to student outcomes (for example, it is collaborative, deprivatised, long-term, and based in the classroom).
c) Planned professional learning rarely focuses on problems of practice from participants' classrooms.	1	2	3	4	5	Planned professional learning ensures that teachers regularly share their challenges and successes in raising Māori students' achievement as they reflect with others on shared problems of practice.
d) Planned professional learning seldom engages or challenges teachers' beliefs, drivers, and limitations in their practice in relation to Māori student outcomes.	1	2	3	4	5	Planned professional learning acknowledges and builds on what teachers already know while using evidence to challenge beliefs and develop new knowledge that will help raise Māori students' achievement.

Evidence

Next steps

Professional learning requirements

Observations

Basic appraisal							Appraisal for learning
a) Preparation for observations is minimal.	_____	1	2	3	4	5	Observations are purposeful with a specific focus linked to identified goals for teacher learning and for Māori students.
b) Observations are based on leaders' existing knowledge and experience.	_____	1	2	3	4	5	Observations are based on agreed criteria developed from evidence of what works.
c) Data collection is unsystematic and not necessarily linked to goals and needs.	_____	1	2	3	4	5	The leader and teacher identify the most important data to collect in relation to Māori student achievement and how it will be analysed to provide information on goals and needs.
d) Observations are focused on teachers' interactions with the whole class or with groups of 'non-target' students.	_____	1	2	3	4	5	Observations focus on teachers' interactions with target students (including Māori students) whose learning is addressed within appraisal goals.
e) Protocols for observations are largely determined by the time leaders and teachers have available.	_____	1	2	3	4	5	There are written protocols for observations (including pre- and post-observation discussions), agreed to by both leaders and teachers.
f) Feedback generally occurs soon after observations.	_____	1	2	3	4	5	Feedback always occurs very soon after observations.
g) Observations are often of a single lesson; sometimes the "four-minute walk-through" is used as a proxy for a formal observation.	_____	1	2	3	4	5	Multiple observations allow for the analysis of shifts in specific aspects of practice over time.
h) Leaders rely on their intuition and experience during observations and when giving feedback.	_____	1	2	3	4	5	Leaders are trained in techniques of purposeful observation and giving feedback.

Observations

Evidence

Next steps

Professional learning requirements

Self-appraisal

Basic appraisal	Appraisal for learning					
a) Teachers seldom examine the assumptions and beliefs that underpin their practice. <table border="1" data-bbox="695 256 1255 310"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	Teachers understand their own cultural location and are prepared to critique and challenge their assumptions and beliefs about teaching and learning and about their Māori students.
1	2	3	4	5		
b) Teachers avoid deep-seated issues in their practice. <table border="1" data-bbox="695 414 1255 467"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	Teachers feel safe in identifying and addressing issues at the heart of their practice and believe that doing so will make a difference for their Māori students.
1	2	3	4	5		
c) Self-reflection rarely goes beyond descriptions of practice. <table border="1" data-bbox="695 557 1255 610"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	Self-reflection is constructively critical and identifies the teacher's learning from practice and important next steps.
1	2	3	4	5		

Evidence
Next steps
Professional learning requirements

Discussions

Basic appraisal	Appraisal for learning
<p>a) Data on outcomes for Māori students is rarely mentioned in discussions.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Data is used to test and challenge assumptions and to ensure that the focus remains firmly on outcomes for Māori students.</p>
<p>b) Discussions focus on data from a single point in time and on whole-class achievement.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Discussions are supported by data-gathering processes that allow the progress of particular students (including Māori students) to be monitored over time.</p>
<p>c) Discussions focus on supporting and affirming teachers.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Discussions are in-depth professional conversations: they articulate what is happening for Māori students and why, they challenge teachers by requiring them to be accountable for their Māori students' learning, and they provide real opportunities for change.</p>
<p>d) Feedback is general and often based on opinion rather than evidence.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5</p>	<p>Feedback is specific, is evidence based, and describes behaviour rather than labelling or judging it.</p>

<p>Evidence</p>
<p>Next steps</p>
<p>Professional learning requirements</p>

Appraisal reports

Basic appraisal						Appraisal for learning
a) Appraisal discussion occurs at one meeting annually and forms the basis of a final report.	_____					Appraisal discussions throughout the year are captured in interim records, which inform a final report.
	1	2	3	4	5	
b) Appraisal reports describe the achievement of goals in general terms.	_____					Appraisal reports explicitly signal the extent to which individual goals have been achieved and support this with evidence.
	1	2	3	4	5	
c) Appraisal reports list professional learning experiences.	_____					Appraisal reports identify new knowledge and skills developed through professional learning and other experiences and relevant to Māori student achievement.
	1	2	3	4	5	
d) Appraisal reports are brief and capture decision points and planned actions.	_____					Appraisal reports capture the richness of discussions in relation to Māori student achievement.
	1	2	3	4	5	

Evidence

Next steps

Professional learning requirements