

Teacher appraisal: School self-review

Report for for 2012

Report generated on 23 Nov 2012

Introduction

This report has come from leaders from your school reviewing the school's appraisal processes. To do so, they have worked through the self-review tool on the website "Ruia: Teacher appraisal for Māori learners' success".

The report has four sections:

- a summary showing average responses for each of the seven areas covered by the self-review tool
- "[What we need to focus on](#)", which shows the indicators that were scored as 1 (the lowest possible score) in the self-review tool. This section also includes the corresponding next steps and professional learning requirements that leaders identified as they worked through the tool
- "[What we have done well](#)", which shows the indicators that were scored as 5 (the highest possible score) in the self-review tool. This section also includes the corresponding next steps and professional learning requirements that leaders identified as they worked through the tool
- "[Full information](#)", a detailed statement showing all responses within the seven areas covered by the self-review tool, including the evidence for scores, next steps, and professional learning requirements

As your school works to improve its appraisal processes, leaders may wish to conduct another review in a following year to see what progress has been made, especially in relation to indicators in the report under "[What we need to focus on](#)".

Comparing the reports from two or more reviews will provide information over time on progress and on those areas that need attention.

Summary

This section shows the average responses for each of the seven areas covered by the self-review tool. For detailed responses within each area, see "[Full information](#)".

Area	Mean
Overview	1
Setting goals	2
Planning professional learning	3
Observations	4
Self-appraisal	5
Discussions	1.5
Appraisal reports	3.5

What we need to focus on

This section shows the indicators that were scored as 1 (the lowest possible score) in the self-review tool.

The Ruia Teacher appraisal site will help you to work on the areas identified as needing attention. It provides a range of approaches, from quick ideas for "Getting started" to support for in-depth inquiry over time.

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	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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).	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Inquiry is carried out into how the school's appraisal process affects the achievement of Māori students.

Next steps

Principial 1

Professional learning requirements

Prinicpal 1

Discussions

Basic appraisal

a) Data on outcomes for Māori students is rarely mentioned in discussions.

1 2 3 4 5

Appraisal for learning

Data is used to test and challenge assumptions and to ensure that the focus remains firmly on outcomes for Māori students.

d) Feedback is general and often based on opinion rather than evidence.

1 2 3 4 5

Feedback is specific, is evidence based, and describes behaviour rather than labelling or judging it.

Next steps

Prinicpal 6

Professional learning requirements

Prinicpal 6

What we have done well

This section shows the indicators that were scored as 5 (the highest possible score) in the self-review tool.

Consider what has led to your strengths in these areas and how you can build on them to improve the weaker areas that you have identified. And don't forget to take time to celebrate your successes!

Self-appraisal

Basic appraisal		Appraisal for learning
a) Teachers seldom examine the assumptions and beliefs that underpin their practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 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.
b) Teachers avoid deep-seated issues in their practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 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.
c) Self-reflection rarely goes beyond descriptions of practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Self-reflection is constructively critical and identifies the teacher's learning from practice and important next steps.

Next steps

Principal 5

Professional learning requirements

Principal 5

Full information

This section shows all responses within the seven areas covered by the self-review tool, including the evidence for scores, next steps, and professional learning requirements. For summary responses, see "[Summary](#)".

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	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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).	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 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.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Inquiry is carried out into how the school's appraisal process affects the achievement of Māori students.

Evidence

Principal 1

Next steps

Prinicpal 1

Professional learning requirements

Prinicpal 1

Setting goals

Basic appraisal

a) Goals are set according to teachers' perceived learning needs.



b) Goals are limited, relatively easily achieved, and more task-focused than learning-focused.



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).



d) Goals are rarely supported by criteria.



e) Goals are not directly related to student learning goals or outcomes.



Appraisal for learning

Goals are set within robust conversations based on evidence about the impact of current teacher practice on outcomes for Māori students.

Goals are ambitious but achievable and focused on teacher and Māori student learning.

Goals identify the areas of teacher practice and Māori student achievement in which improvement is most needed.

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).

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

Prinicpal 2

Next steps

Prinicpal 2

Professional learning requirements

Prinicpal 2

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

Principals 3

Next steps

Principals 3

Professional learning requirements

Principals 3

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.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 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.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 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.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 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.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 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.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	Leaders are trained in techniques of purposeful observation and giving feedback.

Evidence

Principal 4

Next steps

Principal 4

Professional learning requirements

Principal 4

Self-appraisal

Basic appraisal

a) Teachers seldom examine the assumptions and beliefs that underpin their practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 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.
b) Teachers avoid deep-seated issues in their practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 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.
c) Self-reflection rarely goes beyond descriptions of practice.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Self-reflection is constructively critical and identifies the teacher's learning from practice and important next steps.

Appraisal for learning

Evidence

Principal 5

Next steps

Principal 5

Professional learning requirements

Principal 5

Discussions

Basic appraisal

a) Data on outcomes for Māori students is rarely mentioned in discussions.

1 2 3 4 5

b) Discussions focus on data from a single point in time and on whole-class achievement.

1 2 3 4 5

c) Discussions focus on supporting and affirming teachers.

1 2 3 4 5

d) Feedback is general and often based on opinion rather than evidence.

1 2 3 4 5

Appraisal for learning

Data is used to test and challenge assumptions and to ensure that the focus remains firmly on outcomes for Māori students.

Discussions are supported by data-gathering processes that allow the progress of particular students (including Māori students) to be monitored over time.

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.

Feedback is specific, is evidence based, and describes behaviour rather than labelling or judging it.

Evidence

Principal 6

Next steps

Principal 6

Professional learning requirements

Principal 6

Appraisal reports

Basic appraisal

Appraisal for learning

a) Appraisal discussion occurs at one meeting annually and forms the basis of a final report.

1 2 3 4 5

Appraisal discussions throughout the year are captured in interim records, which inform a final report.

b) Appraisal reports describe the achievement of goals in general terms.

1 2 3 4 5

Appraisal reports explicitly signal the extent to which individual goals have been achieved and support this with evidence.

c) Appraisal reports list professional learning experiences.

1 2 3 4 5

Appraisal reports identify new knowledge and skills developed through professional learning and other experiences and relevant to Māori student achievement.

d) Appraisal reports are brief and capture decision points and planned actions.

1 2 3 4 5

Appraisal reports capture the richness of discussions in relation to Māori student achievement.

Evidence

Principal 7

Next steps

Principal 7

Professional learning requirements

Principal 7