**Michael Absolum -**

Appraisal for Teacher: Support for Professional Leaders

1. RTCs create over 3-4 years, being brought into whether is ECE, Primary or Secondary.
2. 12 criteria that everyone has signed up to.
3. What didn’t happen … is the very thing that mattered. We need to take the seriously and delve into them deeply. Make realistic judgements about how we see people against them. To help this process they developed a companion resource ‘tai te ako’ .
4. Make the RTCs come alive via a very powerful appraisal system.

What do you see as problematic about appraisal?

What would you and your teachers be doing and saying if an appraisal system was perfect?

Appraisal of Teachers Project - Education Council website (RHS of home page find link that says appraisal and check out the resources)

Teachers want to feel valued, feel that they make a difference

12 elements of employee engagement

1. I know what is expected
2. I have the necessary materials and equipment
3. I have the opportunity to use my talents everyday
4. I receive recognition for accomplishment
5. I feel someone is the organisation cares at a personal level
6. I know that personal development is encouraged
7. …
8. …
9. …
10. …
11. …
12. … - see website for rest

Dual Purposes of Appraisal

* Professional Growth - goal setting inquiry into practice, career pathways
* Accountability - Renewal of Practising certificate, attestation
* Underpinned by - Self and joint responsibility and evaluative …

Appraisal Conceptual Framework (see online)

Got to know how to evaluate your own practice - not just a reflection. Gather evidence that will inform you, your practice and your growth of teaching professionalism.

Good quality discussions - OTL conversations

Performance management system in the school that is coherent and aligned.

Ako - reciprocal learning - growth - mutual growth, learning and improvement

**Joint responsibility**

professional teacher responsibility + professional leader responsibility = Joint responsibility

**Evaluative Capability: Appraisal Process**

* Describe what ‘good’ looks like
* Work with colleagues to develop indicators, illustrations, rubrics, to shape a full understanding of ‘good’
* Ask the evaluative question: How well does my practice enact each of the RTC and overall?
* Determine the perspectives and sources of evidence (necessary and sufficient) that can be used to answer this question
* Use suitable processes to gather evidence
* Evaluate the evidence (necessary) and sufficient) and what it tells me about my practice and its outcomes or akonga.
* Use the evidence to examine whether there is a significant gap between my practice and ‘good’
* Answer the evaluative question by reaching a reasoned conclusion and decide on the next steps for my learning.
	+ Evident in teacher’s inquiry
	+ Student voice evidence
	+ Seek evidence when you need it. If it’s status quo why ask again!

**A teacher voice: what is evidence?**