



Teachers'

Professional Appraisal
and
Development Process

2009

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Introduction

“Appraisal is a complex evaluative process involving a number of activities. In essence, it involves participants in continuous dialogue about performance [practice] data”
(Piggott-Irvine & Cardno, 2005, p.12)

Appraisal is a professional task of teachers. Appraisal creates an opportunity for teachers to reflect on their practice and consider ways to enhance their teaching practice and it also means WRFKA can target support and professional development to meet the needs of their teachers.

We begin this Professional Appraisal and Development Process by acknowledging the knowledge base teachers have and the experiences they bring to the practice of teaching while still considering all of us to be lifelong learners as we learn and teach alongside each other, role model, mentor, and reflect the concept of tuakana and teina (more experienced teachers supporting those less experienced) in our practices and interactions.

The WRFKA Professional Appraisal and Development Process also acknowledges the link appraisal has to the **Professional Standards**. Every Kindergarten Teacher, Head Teacher and Senior Teacher needs to be attested against the Professional Standards on an annual basis. While they are not the focus of our appraisal process it is sensible for this attestation to happen at the same time as appraisal and so we have integrated attestation that Professional Standards are being met into our appraisal process. It is however very relevant for you to refer to the Professional Standards when reviewing your teaching practice as an additional source of information and guidance for possible professional goal setting. (See ‘What are Professional Standards’ p 5-6)

To be effective appraisal must include ongoing reflection, learning and development and should motivate us to identify and access a range of **Professional Development** opportunities. Professional development can then be developed to meet the needs of teachers and teaching teams. WRFKA’s professional development is organised to assist **teachers to meet** their professional development goals and has been linked to the relevant

DOPS, job descriptions, the Satisfactory Teacher Criteria of the Teachers Council and the Kindergarten Professional Standards. (See 'Overview of Elements of Teaching Practice' p.6)

Who is this kit intended for?

Teachers who have completed their advice and guidance programme for their teacher registration programme, have a current practicing certificate and achieved **Full Teacher Registration** status will use this kit. Other teachers will complete appraisal using the *WRFKA Teacher Registration Kit*

How this kit can work for you :

The purpose of this kit is to support Head Teachers and Teachers to get the best out of their appraisal process. In the first instance it asks you to:

- Focus on a self evaluation of practice.
- Ask colleagues for feedback on specific aspects of practice.
- Develop learning goals.
- Take action steps to improve teaching practice.
- Collect evidence at all these stages, including the important last one- achievement of improved practice. (see p13-15 for a fuller explanation of the process).

If you have been involved in the WRFKA Teacher Registration programme you will recognise these elements make strong links to that programme. This is an intentional aim of this appraisal and development process.

Using the kit

The kit has two sections: the first is an explanation of the process, the second contains the worksheets and forms and further information to support Head teachers and Teachers as they work through the process first individually, and then with their appraiser who is the Head Teacher or Senior Teacher.

What are Professional Standards ?

These standards have been developed by members of the Kindergarten sector and every Teacher, Head Teacher and Senior Teacher must be attested against these standards on an annual basis. This is formally the responsibility of the General Manager but in this Association, the Senior Teachers and Head Teachers, as professional leaders in the organisation and Kindergartens, have some delegated responsibility – Senior Teachers will attest to the practice of Head Teachers, and (unless otherwise discussed and agreed with the Senior Teachers) Head Teachers will in turn attest to the practice of Teachers in their teams. Finally the General Manager will verify this for each teacher for pay-progression purposes.

If your Head Teacher or Senior Teacher has any concerns that you are not meeting the Standards, or has any concerns about your competency, this will have been raised with you prior to the time of attestation and you would have been told clearly if this concern might affect your ability to be signed off as meeting the Professional Standards. If no concerns have been raised with you, and you are not involved in competency procedures at the time of appraisal and attestation, your Head Teacher or Senior Teacher **will** attest that you meet the Professional Standards, as part of your appraisal meeting.

For further support and information regarding the Professional Standards, you can refer to the Ministry of Education's supporting document *Professional Standards for Kindergarten Teachers*. This also has a resource bank of possible indicators for each Standard which may help you to see how each one can be demonstrated in practice.

Professional Standards for Teachers

Beginning Teacher	Fully Registered Teacher	Experienced Teacher
<p>Beginning Teachers have not yet attained full registration. They are working, with advice and guidance, towards gaining the expected skills and knowledge of a teacher</p>	<p>Fully Registered Teachers have taught for at least two years. Have attained full Registration and display a high level of competence in the performance of their day-to-day teaching responsibilities</p>	<p>Experienced Teachers are highly skilled teachers. They have a highly developed understanding of teaching and learning and support and provide assistance to teaching colleagues</p>
<p><i>A Beginning Teacher needs to:</i></p> <ul style="list-style-type: none"> • Have a sound knowledge of Te Whāriki and of current learning, teaching and assessment theories • Demonstrate understanding of the implications of the Treaty of Waitangi, te reo and Tikanga Maori • Support children to take an increasing role in their learning and development • Demonstrate flexibility and responsiveness • Provide encouragement, warmth and acceptance along with challenges for creative and complex thinking • Plan, assess and evaluate programmes based on children’s strengths and interests with reflection on teaching and learning • Demonstrate an understanding of positive guidance strategies • Develop effective practices in engagement of children’s learning • Create and maintain a safe environment that is conducive to learning • Demonstrate expectations that value and promote learning • Establish positive relationships with children that respect the individuality, culture and place in their community • Demonstrate effective skills for effective communication • Co-operate with, and seek support from colleagues • Be involved in activities that contribute to the life of the kindergarten • Develop sound knowledge and skills in relation to Association’s administrative requirements 	<p><i>As well as meeting the standards for Beginning Teachers, a Fully Registered Teacher needs to:</i></p> <ul style="list-style-type: none"> • Be competent in the content of Te Whāriki • Demonstrate and discuss developments in current learning, teaching and assessment theories • Demonstrate knowledge of Treaty of Waitangi, te reo and tikanga Maori • Demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki • Evaluation and reflect on teaching and learning with a view to improvement • Utilise assessment as a conscious practice of noticing, recognising and responding, including supporting documentation • Demonstrate effective positive guidance strategies • Develop competent practices in facilitating children’s engagement in learning • Establish high expectations that value and promote learning • Maintain and promote positive relationships with children that respect their individuality, culture and place in their community • Communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand • Communicate effectively with children, colleagues, family/whānau and caregivers • Provide regular feedback that contributes to the child’s learning pathway • Involve parents/whānau in the kindergarten programme • Display ethical and responsible behaviour • Establish and maintain effective working relationships with colleagues • Encourage others to participate in professional development • Contribute to the life of the kindergarten, its community and the Association • Maintain accurate records in relation to Association administrative requirements 	<p><i>As well as meeting the standards for Beginning Teachers and Fully Registered Teachers, an Experienced Teacher needs to:</i></p> <ul style="list-style-type: none"> • Demonstrate a high level of knowledge Te Whāriki and of current learning, teaching and assessment theories • Demonstrate a commitment to their own on going learning and teaching • Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Maori • Demonstrate expertise and refined approaches in all aspects of curriculum, assessment and evaluation practices • Continually evaluate and reflect on their teaching and act on areas where it can be improved • Demonstrate a high level of commitment to children’ well-being and social competence • Demonstrate a wide range of approaches that facilitate all children’s engagement in learning • Effectively facilitate challenging learning environments • Maintain high expectations of all children that value and promote learning • Demonstrate highly effective communication skills when interacting with children, colleagues or family/whānau • Demonstrate effective skills in responding to the aspirations of family/whānau and caregivers • Display ethical and responsible behaviour • Support and provide effective assistance to colleagues in improving teaching and learning • Encourage others and participate in professional development • Contribute towards the effective functioning of the total kindergarten’s relationships with the Association and the wider community • Sustain knowledge and skill in relation to Association administrative requirements

Sources of information about the elements of the practice of teaching

As well as Professional Standards there are several other sources of information we can look to for information about what teaching practice in kindergartens should look like:

- The Teachers Council describes the requirements for all teachers in the Satisfactory Teacher Dimensions; all teachers must demonstrate these dimensions to move from provisional to full registration and continue to show these dimensions in order to maintain registration. The dimensions are organised into Professional knowledge, Professional Practice, Professional Relationships and Professional Leadership.
- Head Teachers and Teachers are employed to carry out teaching and non teaching tasks described in their WRFKA Job Description.
- A third source of direction about how teachers carry out their teaching practice is found in the *Desirable Objectives and Practices*.

This information has been combined in an *Overview of the Elements of Teaching Practice* (p8-12) to make it easier to see the similarities and connections between the requirements of all teachers.

These elements are covered in the professional development programme WRFKA provides for its teachers.

Overview of the Elements of Teaching Practice

PROFESSIONAL KNOWLEDGE

Satisfactory Teacher Criteria	Professional Standards			WRFKA Job Description	Most Relevant DOP
	Beginning Teacher	Fully Registered Teacher	Experienced Teacher		
Knowledge of current curricula, the subjects being taught and current learning theory	<ul style="list-style-type: none"> Have a sound knowledge of Te Whāriki and current learning theory 	<ul style="list-style-type: none"> Are confident in the content of Te Whāriki Demonstrate and discuss developments in current learning, teaching and assessment theories 	<ul style="list-style-type: none"> Demonstrate a high level of knowledge of Te Whāriki and of current learning, teaching and assessment theories 	<ul style="list-style-type: none"> Be conversant with current early childhood theory and practice and have the ability to communicate this knowledge Is conversant with the uses of ICT to effectively carry out the Teacher role. Plan, implement and evaluate programmes which address the interests of children. Show a commitment to equity and bicultural issues. Show an ability to create a positive learning environment. 	2*, 5e* 1b, 1c, 4d
Knowledge of the Treaty of Waitangi, te reo Maori and tikanga Maori	<ul style="list-style-type: none"> Demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Maori 	<ul style="list-style-type: none"> Demonstrate knowledge of Treaty of Waitangi, te reo and tikanga Maori 	<ul style="list-style-type: none"> Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Maori 		10c* 4a, 6
Knowledge of the characteristics and progress of their students			<ul style="list-style-type: none"> Demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices 		3*, 4* 5, 8b
Knowledge of a range of appropriate teaching objectives	<ul style="list-style-type: none"> Demonstrate flexibility and responsiveness 				3*, 4* 5, 8b
Knowledge of appropriate technology resources					10*, 10e* 2, 6, 8c
Knowledge of appropriate learning activities, programmes and assessment	<ul style="list-style-type: none"> Support children to take an increasing role in their learning and care Plan, assess, and evaluate programmes based on children's strengths and interests with reflection on teaching and learning 	<ul style="list-style-type: none"> Demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki 			3*, 4* 5, 8b

PROFESSIONAL PRACTICE

Satisfactory Teacher Criteria	Professional Standards			WRFKA Job Description	Most Relevant DOP
	Beginning Teacher	Fully Registered Teacher	Experienced Teacher		
<i>The Learning Environment</i>					
Creates an environment of respect and understanding	<ul style="list-style-type: none"> Establish positive relationships with children that respect their individuality, culture and place in their community 	<ul style="list-style-type: none"> Maintain and promote positive relationships with children that respect their individuality, culture and place in the community 		<ul style="list-style-type: none"> Assist in ensuring the kindergarten is a safe and healthy environment Plan, implement and evaluate programmes which address the interests of children. Show a commitment to equity and bicultural issues Show an ability to create a positive learning environment. Show the ability to absorb and apply appropriate legislation and policy in early childhood education To ensure that the individual teaching practice reflects Te Whāriki 	10d* 1e, 1f, 4a, 5c, 7
Establishes high expectations which value and promote learning	<ul style="list-style-type: none"> Provide encouragement, warmth and acceptance along with challenges for creative and complex thinking Demonstrate expectations that value and promote learning 	<ul style="list-style-type: none"> Establish high expectations that value and promote learning 	<ul style="list-style-type: none"> Maintain high expectation of all children that value and promote learning 		1b*, 5d & e* 1a, 1c, 1f, 4b
Manages student learning processes			<ul style="list-style-type: none"> effectively facilitate challenging learning environments 		3*, 4* 5, 8b
Manages student behaviour positively	<ul style="list-style-type: none"> Demonstrate an understanding of positive guidance strategies 	<ul style="list-style-type: none"> Demonstrate effective positive guidance strategies 	<ul style="list-style-type: none"> Demonstrate a high level of commitment to children's well-being and social competence 		1b*, 5d & e* 1a, 1c, 1f, 4b
Establishes a safe physical environment	<ul style="list-style-type: none"> Create and maintain a safe environment that is conducive to learning 				10*, 10e* 2, 6, 8c
<i>Teaching</i>					
Communicates clearly and accurately in either or both of the official languages of New Zealand	<ul style="list-style-type: none"> Demonstrate skills for effective communication 	<ul style="list-style-type: none"> Communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand Communicate effectively with children, colleagues, family/whānau and caregivers 	<ul style="list-style-type: none"> Demonstrate highly effective communication skills when interacting with children, colleagues, and family/whānau 	<ul style="list-style-type: none"> Demonstrate a high level of quality interaction with children Demonstrates effective communication skills Plan, implement and evaluate programmes which address the interests of children. Show an ability to create a positive learning environment To ensure that the individual teaching practice reflects Te Whāriki Work and communicate effectively with colleagues, parents, whānau and caregivers and their children. 	1b*, 5d & e* 1a, 1c, 1f, 4b
Uses a range of teaching approaches					1b*, 5d & e* 1a, 1c, 1f, 4b
Engages students in learning	<ul style="list-style-type: none"> Develop effective practices in engagement of children's learning 	<ul style="list-style-type: none"> Develop competence in practices in facilitating children's engagement in learning 	<ul style="list-style-type: none"> Demonstrate a wide range of approaches that facilitate all children's engagement in learning 		1b*, 5d & e* 1a, 1c, 1f, 4b
Provides feedback to students and assesses learning		<ul style="list-style-type: none"> Utilises assessment as a conscious practice of noticing recognising and responding, including supporting documentation Provides regular feedback that contributes to the child's learning pathways 			3*, 4* 5, 8b
Demonstrates flexibility and responsiveness	<ul style="list-style-type: none"> Demonstrates flexibility and responsiveness 				1b*, 5d & e* 1a, 1c, 1f, 4b

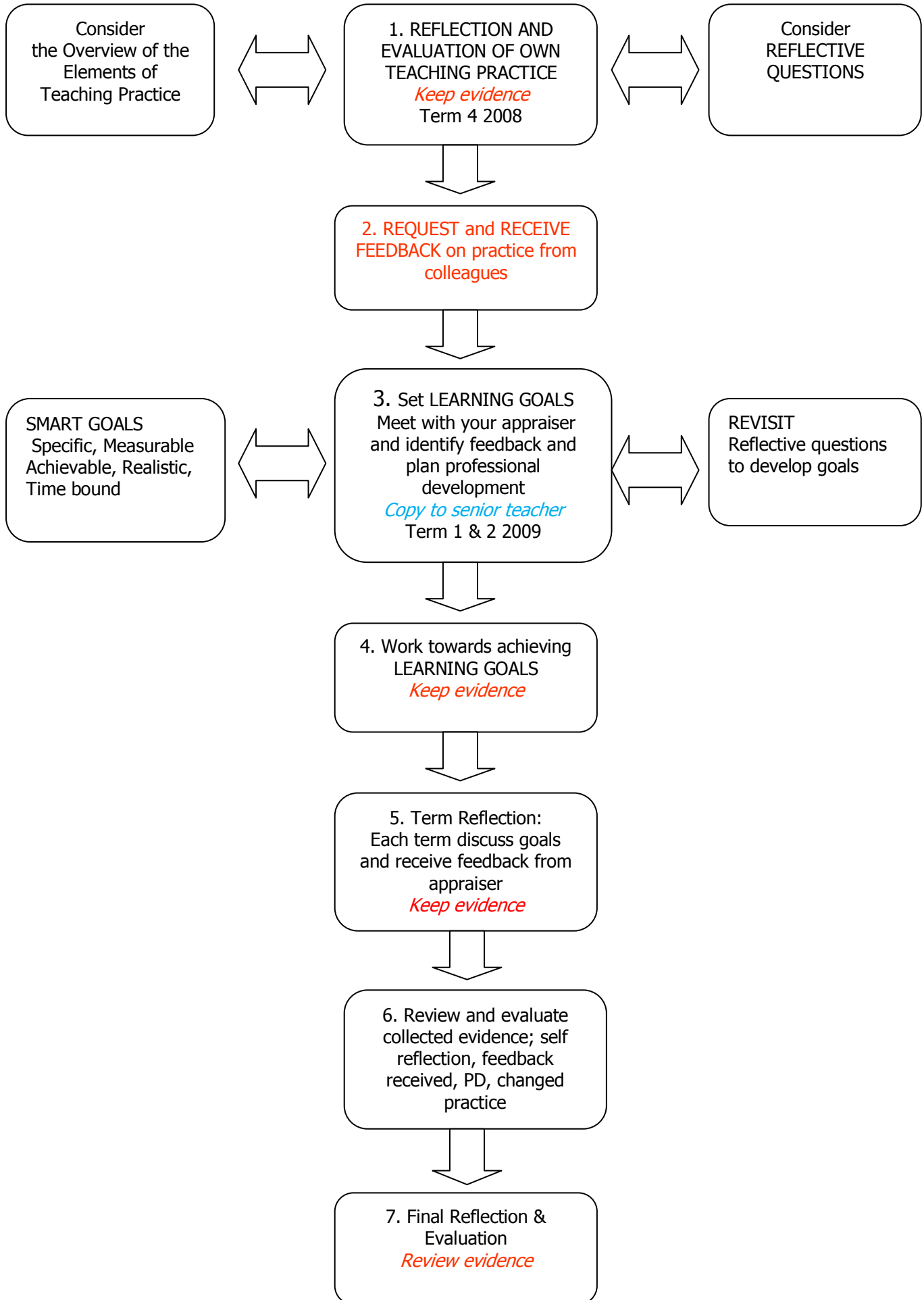
PROFESSIONAL RELATIONSHIPS

Satisfactory Teacher Criteria	Professional Standards			WRFKA Job Description	Most Relevant DOP
	Beginning Teacher	Fully Registered Teacher	Experienced Teacher		
Reflects on teaching with a view to improvement		<ul style="list-style-type: none"> Evaluate and reflect on teaching and learning with a view to improvement 	<ul style="list-style-type: none"> Continually evaluate and reflect on their teaching and act on areas where it can be improved 	<ul style="list-style-type: none"> Contributes to the development and review of kindergarten and Association policies and programmes Show the ability to absorb and apply appropriate legislation and policy in early childhood education 	6* 9, 10a
Maintains accurate records				<ul style="list-style-type: none"> Take a full and active part in the daily operation of the kindergarten Take part in a professional development programme. 	3*, 4* 5, 8b
Communicates with families, whānau and caregivers		<ul style="list-style-type: none"> Involve parents/whānau in the kindergarten 	<ul style="list-style-type: none"> Demonstrate effective skills in responding to the aspirations of family/whānau and caregivers 	<ul style="list-style-type: none"> To actively participate in the Associations performance management system To be actively engaged in the wider local community To encourage and support parents and whānau as partners in their children's learning 	8* 4b, 4c, 5b, 6, 7, 10b
Contributes to the life of the learning centre	<ul style="list-style-type: none"> Be involved in activities that contribute to the life of the kindergarten 	<ul style="list-style-type: none"> Contribute to the life of the kindergarten, its community and the Association 	<ul style="list-style-type: none"> Contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community 	<ul style="list-style-type: none"> To participate in the sharing of information with parents and whānau about their child. Work and communicate effectively with colleagues, parents, whānau and caregivers and their children. 	8* 4b, 4c, 5b, 6, 7, 10b
Develops professionally				<ul style="list-style-type: none"> Works with others to promote the kindergarten in the wider community display the following attributes: <ul style="list-style-type: none"> friendliness enthusiasm tact discretion integrity ethics. loyalty 	2*, 5e* 1b, 1c, 4d
Maintains confidentiality, trust and respect					6* 9, 10a

PROFESSIONAL LEADERSHIP

Satisfactory Teacher Criteria	Professional Standards			WRFKA Job Description	Most Relevant DOP
	Beginning Teacher	Fully Registered Teacher	Experienced Teacher		
Demonstrates adaptability and flexibility				<ul style="list-style-type: none"> • Demonstrates an ability to contribute positively and enthusiastically to the teaching team and to the kindergarten as a whole • Show a commitment to equity and bicultural issues 	6* 9, 10a
Focuses on teaching and learning				<ul style="list-style-type: none"> • Show an ability to assist with the identification, development and management of resources. • Show an ability to create a positive learning environment 	
Leads and supports other teachers	<ul style="list-style-type: none"> • Co-operate with, and seek support from colleagues 	<ul style="list-style-type: none"> • Establish and maintain effective working relationships with colleagues 	<ul style="list-style-type: none"> • Support and provide effective assistance to colleagues in improving teaching and learning 	<ul style="list-style-type: none"> • Take part in a professional development programme. • Take responsibility for aspects of the kindergarten learning programme 	6* 9, 10a
Displays ethical behaviour and responsibility		<ul style="list-style-type: none"> • Displays ethical and responsible behaviour 	<ul style="list-style-type: none"> • Display ethical and responsible behaviour 	<ul style="list-style-type: none"> • To implement effective organisational and self-management strategies 	6* 9, 10a
Recognises and supports diversity amongst groups and individuals				<ul style="list-style-type: none"> • To manage all delegated budgets in a responsible and fiscally prudent manner • Work and communicate effectively with colleagues, parents, whānau and caregivers and their children 	10d* 1e, 1f, 4a, 5c, 7
Encourages others and participates in professional development		<ul style="list-style-type: none"> • Encourage others and participate in professional development 	<ul style="list-style-type: none"> • Encourage others and participate in professional development • Demonstrate a commitment to their own ongoing learning and teaching 	<ul style="list-style-type: none"> • Work positively with support staff, parent helps and other adults in the kindergarten 	6* 9, 10a
Manages resources safely and effectively					1d*, 5e* 1, 3, 4, 5

AN OVERVIEW OF THE APPRAISAL PROCESS



The Process

This section describes how teachers can work through the stages of this appraisal process but at any stage if you are unsure about where to next or what a stage means you should ask your Senior Teacher for help.

Step 1: Reflection and evaluation of own teaching practice

This is a critical part of your appraisal process. At this first step you will reflect on the goal you set last year, did it help you improve or understand your practice, was the professional development you undertook effective, are the areas of your practice you previously considered strong, still strong.

You can ask yourself - What evidence do I have that I have achieved the goal of improved or enhanced practice? At this point you can complete the **Evaluation of previous years learning** template (p21). You should also work through the **Reflective Questions** (See p22-25) to confirm your thoughts or indicate new possibilities for your development.

In order to organise your reflection and keep a record of your reflections as evidence, you may wish to use the Reflective Journal template (p31). This is a suggested format only however. The important thing is that you do reflect and you have a way of referring back to those reflections.

Evidence required at step 1: Records of your thoughts and questions, answers to reflective questions, a copy of Self Evaluation template as a rationale for focusing on a particular area of your teaching.

Step 2: Request feedback

Now you have identified an aspect to focus on; are you sure you have a true picture of your skills and abilities? At this step we suggest you ask your colleagues or your senior teacher for feedback; what do you actually do in practice, how do you communicate your understanding of that practice, how do you implement your knowledge and understanding? (For more information see **Requesting Feedback** p28)

Evidence required at step 2: Keep written notes of feedback in your PD (evidence) folder

Step 3: Set Learning Goals

By now you will have collected quite a lot of evidence; your own thoughts and feelings; the self review reflective questions; feedback from your colleagues. This information is the data you will use to set your learning goals. You will now meet with your Head Teacher to review the evidence you have and set learning goals and plan for your professional development.

Remember there can be many ways of achieving goals; undertaking professional development, personal reading, visiting other centres, discussion with colleagues, courses etc. Your appraiser will help you decide what will be the most effective strategy. Keep your goals specific and targeted- One small achieved goal will enhance your role as a teacher, one grand but unachievable goal will not. Keeping this in mind you may set one goal that is comprehensive in scope that you will work on for the whole year or set 2 or 3 goals which are achievable in a shorter timeframe.

REMEMBER enhanced practice is your goal not simply undertaking professional development.

Keep a copy of your learning goals in your folder (**Professional Learning and Development Plan**, p 27) and make a copy for your Senior Teacher. Your Head Teacher will also complete your **Professional Standards Attestation** (p29) and this form will also be sent to your Senior Teacher with your PLDP.

Evidence to keep at step 3 is your PDL plan.

Step 4: Working towards achieving your learning goals.

As you work towards your goals you may find it helpful to again ask for feedback from colleagues on the area of practice you are focusing on. If you have been keeping a reflective journal or diary you can document your progress, questions you have or successes that have occurred.

Evidence at step 5 can be any certificates or personal reflection or evaluation of work you have undertaken as professional development

Step 5: Term reflection

To help keep your learning goals current and useful you will need to **reflect on your goals** and discuss the progress you are making with your appraiser each term, this may be a quick discussion or an in-depth revisiting of the goal, it depends on your specific circumstances. At the beginning of term 3 you will record your progress to date on the Term Reflection template (p 30).

Evidence: Keep a copy of the completed template in your folder

Step 6: Review the evidence you have collected

This may include self reflection, feedback received, PD, changed practice

Step 7: Final reflection and evaluation

You now have a year's worth of experiences thoughts and question to consider; have you met your goals, has it made a difference to your practice, have you made a difference to the practice of others, what evidence did you keep and why did you keep it? This is also a point where you may find it helpful to talk with your colleagues- what did they see, it is possible they have a more positive view of your skills and ability and have evidence to back it up.

This step also brings you back to the first step of your professional appraisal and development plan.

Some further information:

Keeping evidence: PD Folder

All teachers are given a PD folder on their appointment to a position. This folder can be used to collect documentation specific to your appraisal journey. It contains a copy of the Professional Standards but may also serve to store reflections, readings, PD certificates or documented feedback. How each teacher chooses to use it is up to them, but it should be useful and meaningful.

Some possible items of documentation you may collect are suggested here but you may identify other forms of evidence. Documentation is meant to illustrate professional reflection, growth and achievement of goals.

Artefacts showing professional activities and learning such as:

- Appraisal documents and templates.
- Team self review goals or records of achievement .
- Evidence of engaging in professional development and your reflection on this.
- Staff meeting minutes.
- Records of relevant external meetings
- Records of professional discussions or feedback.
- Readings and texts in areas of professional development.
- Observations of children's learning, planning records, learning or teaching stories
- Kindergarten newsletters.
- Photos or video of work with children or the environment.
- Newspaper clippings or journal articles on topics you are interested in.
- Anecdotal records of feedback or observations.
- Anything else you consider significant.

Reflective questions

The **Reflective Questions** worksheets (p22-25) are to assist you in the planning stage of your appraisal. They are organised under the Satisfactory Teacher Dimensions which every teacher is required to fulfil in order to gain and maintain their teacher registration and a current Practising Certificate.

This step of the process is **flexible**. By working through the Reflective Questions worksheets you may identify 2 or 3 **specific** aspects of teaching practice you are planning

to develop or improve. If this is the case, and you have a clear idea of what you want to achieve, you continue with step 2.

If you have not identified specific aspects to focus on you may use step 2 to assist you by asking for specific comment and feedback from your colleagues or Senior Teacher. You can then return to the Reflective Questions worksheet. The purpose of the worksheet is to help you identify an area of practice that would benefit from some targeted professional development.

You may also return to the Reflective Questions worksheet at the reflection points of the appraisal process to check your understanding, intention and progress.

The worksheet offers you a continuum- are you satisfied with your practice in this area, is this an area in which you are strong or is it an aspect of your practice that you need to develop. Remember that you may feel you have exceptional skills or knowledge in an area, but you also need to consider how evident these are in your practice - so it's not just your skills/knowledge, but also whether these are consistently part of your practice.

Also remember, things in education do change over time so it is important that you reflect on **your teaching each year** and take into account current expectations as you assess your practice.

Appraisal Meeting

The main purpose of the appraisal meeting is to provide an opportunity for you to discuss the achievement of your professional development goals for the last year and to clarify what you need to focus on next.

In this Association, it is the role of the Head Teacher to undertake the role of appraiser with teachers and Senior Teachers to appraise Head Teachers. If there is a reason why this is not appropriate, this needs to be discussed with your Senior Teacher.

Setting up the meeting

- Agree on a suitable date and time. You need to take responsibility for ensuring this meeting happens in the appropriate timeframe.
- Agree on the length of the meeting and its location.
- Discuss aspects of confidentiality. Our approach to appraisal requires you to request and receive feedback on specific aspects of your practice so you need to consider how much or little you will share with other team members.
- Acknowledge that the meeting may be difficult for some people.

Teachers Role

- To bring your completed documentation and any data you have gathered to help you and your Head Teacher identify appropriate learning goals (it will be helpful therefore if you have kept all your documentation in your PD Folder).
- Reflect on and discuss your ideas and plan with your head teacher
- Be honest about your need for professional development
- Be open to supportive suggestions

Role of your Head Teacher

As the facilitator the Head Teacher's role is to provide an opportunity for you to reflect, in depth, on your decisions for the year to come. The meeting is to provide an opportunity for the discussion of your professional practice and how this relates to your Personal Learning and Development Plan.

This is not the time for your Head Teacher to appraise your competency as a teacher or to raise any new serious concerns regarding your practice. Any issue regarding competency always be raised at a time other than this meeting. However, they may offer you reflective feedback or suggestion about aspects which should be considered as priorities for focus.

When discussing your reflections, your Head Teacher may ask you:

- What aspects or features of the last year's learning were significant for you?
- What parts of your professional development did not work for you?
- Why do you think this happened?
- Do you feel you achieved all the goals you set in last year's plan?
- If not, why?
- What else needed to happen?
- Can we discuss some examples of how your professional development changed your practice?

Professional Standards - Where do they fit into the process?

While signing the attestation form for Professional Standards happens at the meeting, it is important that it is seen as a separate part of it – distinct from the discussion of your appraisal and goals for professional development.

Notes to Remember:

- If anyone involved feels uncomfortable about the meeting please approach either your Senior Teacher or the General Manager.

- Record any changes or clarifications you make as a result of your professional discussions, they are an important part of the process which shows for instance; your thinking, reflection, flexibility and openness to the advice and guidance.
- Both the Head Teacher and Teacher need to sign the plan and date it , as well as the Professional Standards Attestation.
- Send a copy to your Senior Teacher by the date agreed to in your timeline.

Term Reflection including Meetings

Each term you will reflect on your progress towards achieving your professional development and learning goals. In preparing for this meeting, you should reflect on the year so far. You will also engage in another professional discussion with your Head Teacher so you have an opportunity to review and/or receive feedback on the progress you are making towards your goals. This need not be a long or onerous meeting but it does offer you the opportunity to consider are you on target? Or should you modify or set new goals. If your initial goals have been achieved, where to next? You may use the Term evaluation template each term if it is helpful.

At the beginning of term 3 you will fill out the **“Term reflection/evaluation 2009”** sheet. This will form part of your appraisal and professional development evidence.

What is feedback?

Regular feedback on **specific aspects of teaching practice** can be a powerful strategy in enhancing our practice and maintaining job satisfaction and a sense that we are doing a good job. For the purposes of appraisal however there are some simple principles to follow in regard to requesting and giving feedback. You may request feedback from any member of your kindergarten team and Senior teacher.

- It is an opportunity to hear the perspectives of others on your teaching practice.
- The teacher undertaking appraisal identifies a specific area of their practice they want feedback on and makes this clear to the person they request feedback from. It should be carried out with this purpose in mind.
- It should describe teaching in action and be factual.
- The teacher providing the feedback should offer the teacher receiving feedback the opportunity to see feedback before any discussion takes place.
- The teacher receiving feedback needs to interpret it with an open mind – what is observed or any conclusions drawn are not objective absolutes but someone’s interpretations.

- The teacher receiving feedback needs to remember to thank the person giving feedback- until we are entirely familiar with this practice it is not easy for either party.

Feedback should be recorded – it will become a valuable part of the collection of evidence relating to learning goals and may serve as a beginning point for reflection on practice.

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References Whakapuānga

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NZEI Te Riu Roa (2002). *Professional leadership and management kit; a practical guide for teachers in early childhood education settings*. Wellington: NZEI Te Riu Roa.

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Teacher Registration Board (1998). *Teacher registration for newly registered teachers*. Wellington: Teacher Registration Board.

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2009

Teachers Individual Appraisal

Worksheets and Forms

Evaluation of previous year's learning and development

(Please make notes to share at Appraisal meeting with your Head Teacher and keep in your evidence folder)

Name:	
Highlights of my year's learning	Challenges during my year's learning
What feedback did I receive and how did it influence me?	
What professional development was most effective and how did it influence me?	
What changes did I make to my practice as a result of my professional development and what evidence do I have ?	
Signature:	Date:

REFLECTIVE QUESTIONS

Professional Knowledge		Area of Strength	Satisfied with practice	Area for further work
Knowledge of current curricula, the subjects being taught and current learning theory	<ul style="list-style-type: none"> ▪ How do I show I am conversant with Te Whāriki, in its entirety, and how is this reflected in all aspects of my practice ▪ Which of my practices demonstrate I am conversant with child learning and development theories ▪ Am I sufficiently familiar with current theories and approaches relevant to my context and is my philosophy consistent with them ▪ 			
Knowledge of Treaty of Waitangi, te reo Maori and Tikanga Maori	<ul style="list-style-type: none"> ▪ Do I understand the principles inherent in the Treaty of Waitangi and can I articulate how these are implemented and reflected in my practice. ▪ Can I articulate the reasons for including Te Reo and Tikanga Maori in our curriculum ▪ Could I extend my use of te reo Maori and incorporate tikanga Maori into my practice, what would I need to do to achieve that 			
Knowledge of the characteristics and progress of their children	<ul style="list-style-type: none"> ▪ Am I using the knowledge I have to look at the whole child ▪ How does the assessment planning and evaluation procedures I use enhance childrens' learning 			
Knowledge of a range of appropriate teaching objectives	<ul style="list-style-type: none"> ▪ Am I identifying appropriate learning goals for individuals and groups of children. ▪ How do I decide what is significant learning in our kindergarten 			
Knowledge of appropriate technology resources	<ul style="list-style-type: none"> ▪ What do I know about equipment, resources and technology that are most appropriate for supporting children's learning in our context ▪ Am I familiar with and confident in using technology to support my teaching and to complete required administrative tasks. 			
Knowledge of appropriate learning activities, programmes and assessment	<ul style="list-style-type: none"> ▪ Is my knowledge of appropriate learning experiences for the children in the kindergarten current and relevant ▪ How is WRFKA APE policy and guidelines reflected in my planning for the emergent learning of children 			

Professional Practice		Area of Strength	Satisfied with practice	Area for further work
Creates an environment of respect and understanding	<ul style="list-style-type: none"> ▪ When have I influenced the physical, emotional, educational and interpersonal environments of the kindergarten ▪ How am I creating an environment that demonstrates sensitivity, respect and knowledge of diversity and difference 			
Establishes high expectations which value and promote learning	<ul style="list-style-type: none"> ▪ How do I demonstrate that I have an expectation that children can engage in complex thinking and learning ▪ How have I contributed to creating an environment which promotes learning ▪ How have I influenced appropriate learning opportunities, interaction, layout, equipment and resources 			
Manages children's learning processes	<ul style="list-style-type: none"> ▪ How am I using information about children's needs, interests and individual learning styles. How am I providing for children's diversity of needs, interests and learning styles ▪ What is my contribution to the planning process with the team 			
Manages children's behaviour positively	<ul style="list-style-type: none"> ▪ Do I set clear and consistent limits, and have high expectations for children's behaviour ▪ How does my practice of management of children's behaviour reflect the implementation of strategies for developing social competence 			
Establishes a safe physical environment	<ul style="list-style-type: none"> ▪ How am I contributing to providing a safe and healthy environment ▪ Have I undertaken hazard identification processes and taken steps to establish a physical environment which ensures the safety of children ▪ When have I accessed relevant health and safety information. ▪ 			
Communicates clearly and accurately in either or both of the official languages of New Zealand	<ul style="list-style-type: none"> ▪ Am I modelling confidence in using a variety of strategies for communication ▪ What strategies have I put in place to ensure my written and oral communication is appropriate, clear and accurate 			
Uses a range of teaching approaches	<ul style="list-style-type: none"> ▪ When do I vary my teaching strategies to promote learning and development within this context ▪ How do I support the many different learning needs children have. ▪ Are there teaching strategies I could include more effectively in my practice. ▪ 			
Engages children in learning	<ul style="list-style-type: none"> ▪ How can I tell I provide learning opportunities that reflect and sustain the interests of children and encourage their engagement ▪ How do I extend children's thinking ▪ Do I have knowledge of what constitutes quality interactions with children to engage them in learning and how do I put that knowledge into practice 			

Provides feedback to children and assesses learning	<ul style="list-style-type: none"> ▪ Can I identify instances of when I provided feedback to children, which is authentic, meaningful, specific and affirming. ▪ Can I apply different forms of assessment that are relevant in Kindergarten. ▪ Can I identify how I collect information specific to the learning and development of individual children and how I use these assessments to guide my practice. 			
Demonstrates flexibility and responsiveness	<ul style="list-style-type: none"> ▪ Am I adjusting my practice to accommodate the needs or interests of children ▪ What strategies do I use to participate in discussion and decision-making 			

Professional Relationships		Area of Strength	Satisfied with practice	Area for further work
Reflects on teaching with a view to improvement	<ul style="list-style-type: none"> ▪ What examples do I have of consulting with the team regarding my practices and reflected on the quality of my teaching to enhance and develop my teaching ▪ How do I feel about asking for feedback 			
Maintains accurate records	<ul style="list-style-type: none"> ▪ Do I have examples of how I have maintained accurate documentation that supported children's learning and development and presented it in a clear and understandable way to children colleagues, parents and whānau 			
Communicates with families, whānau and caregivers	<ul style="list-style-type: none"> ▪ How have I ensured whānau is informed regarding the happenings in the kindergarten programme, and feel welcome enough to participate ▪ What ways have I encouraged whānau to engage in the assessment, planning and evaluation of their child's learning and development 			
Contributes to the life of the learning centre	<ul style="list-style-type: none"> ▪ When have I participated in community activities in which the kindergarten is involved ▪ Can I explain the WRFKA committee structure, roles and meeting procedure to colleagues or new parents 			
Develops professionally	<ul style="list-style-type: none"> ▪ Do I seek out opportunities for professional development as identified in my self-appraisal, to increase my knowledge and enhance my teaching practice ▪ Do I wait for a course to be offered to work on my development goals 			
Maintains confidentiality, trust and respect	<ul style="list-style-type: none"> ▪ Have I maintained confidentiality as it relates to whānau, colleagues and external agencies and how was this is reflected in my practice ▪ How have I worked to develop a climate of trust and respect in my relationships with children, whānau, colleagues, external agencies and the community 			

Professional Leadership		Area of Strength	Satisfied with practice	Area for further work
Demonstrates adaptability and flexibility	<p>In what ways do I contribute to the effective functioning of the team. Do I:</p> <ul style="list-style-type: none"> ▪ Acknowledge that my colleagues may have different points of view and am I open to, and respectful of their opinions ▪ To part in shared discussion and decision-making ▪ Demonstrate I am able to adapt to negotiated change ▪ Take an active role in negotiating a team contract ▪ Take an active role in negotiating a team philosophy 			
Focuses on teaching and learning	<ul style="list-style-type: none"> ▪ Am I aware of changes in theory and curriculum knowledge including APE ▪ When have I provided opportunities for whānau to learn about the curriculum ▪ Am I sure teaching and learning have priority over domestic tasks 			
Leads and supports other teachers	<ul style="list-style-type: none"> ▪ When do I give feedback to colleagues ▪ Do I invite feedback and receive it professionally ▪ Do I use my initiative and lead the team in aspect of practice ▪ Do I take responsibility for decision-making when appropriate ▪ Do I offer to take responsibility for, and complete my designated tasks ▪ How do I handle conflict ▪ How is the team philosophy evident in my practice 			
Displays ethical behaviour and responsibility	<ul style="list-style-type: none"> ▪ Do I show I am aware of my professional responsibilities ▪ When did I last consider the ethical nature of teaching ▪ Am I prepared to devote time to working through situations of ethical dilemmas with the team 			
Recognises and supports diversity amongst groups and individuals	<ul style="list-style-type: none"> ▪ How have I contributed to ensuring the team consults with whānau and the community ▪ Am I fair and equitable in my treatment of all children in the kindergarten 			
Encourages others and participates in professional development	<ul style="list-style-type: none"> ▪ Do I share knowledge gained through professional development with my colleagues ▪ When and how has my professional development influenced my practice, and that of our team 			
Manages resources safely and effectively	<ul style="list-style-type: none"> ▪ Am I taking shared responsibility for the care and maintenance of resources 			

PROFESSIONAL LEARNING AND DEVELOPMENT PLAN

Name:..... Kindergarten..... for 2009

Aspects of professional practice I will focus on developing	My goal: Where I will be with this in a year's time	What feedback and what support will I need	What professional development will I undertake

Head teacher comments

Signed : Teacher.....Date:.....

Head Teacher.....

2009

Professional Standards Attestation (Teacher)

For....., currently

Teacher at..... Kindergarten

In my position as Head Teacher, I attest that, at this time,

..... **demonstrates that she/he meets all**

Professional Standards relevant to her/his position as Teacher.

Head Teacher:

Name:.....

Signed:.....

Date:

Teacher

Name:.....

Signed:.....

Date:

General Manager

Name:.....

Signed:.....

Date:

Term Reflection/Evaluation 2009

of my learning and development since appraisal

(Please make notes to share at term discussion)

Name:	Date:
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What professional development have I been involved in this year?

What changes have I made to my practice as a result; Am I achieving what I planned?

**Are these still priorities for focus for the rest of the year?
If not what are my new priorities?**

What do I want to achieve next? , How will I do this?

What further support or feedback will I need?

Head Teacher feedback

**Teacher:
Signed:
Date:**

**Head Teacher:
Signed:
Date**

Reflective Journal

Name _____ Date _____

<p>What is happening? Describe the situation or aspect of practice you are evaluating</p>	
<p>What did I do and think? Describe your thoughts and/or actions in the situation.</p>	
<p>What do I think now? What have I learnt that has impacted on my thinking?</p>	
<p>What does this teach me about my practice? Are there strategies or a new way of thinking that you will know use?</p>	

Timeline for Appraisal Process: 2009

Name _____

	Date/ Topic for discussion/ PD event	completed
Term 1 Meeting with Appraiser Folder shared		
Actions required		
Professional development Planning		
Term 2 Meeting/Discussion with Appraiser. Folder shared		
Actions required		
Professional development planning		
Term 3 Meeting/Discussion with Appraiser. Folder shared		
Actions required		
Professional development Planning		
Term 4 Meeting/Discussion with Appraiser. Folder shared		
Actions required		
Professional development Planning		