

APPRAISAL TRAINING

WGHS

SEPTEMBER 2015



PRACTISING TEACHER CRITERIA

PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria

1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga
2. demonstrate commitment to promoting the well-being of all ākonga
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand
4. demonstrate commitment to ongoing professional learning and development of personal professional practice
5. show leadership that contributes to effective teaching and learning

PROFESSIONAL KNOWLEDGE IN PRACTICE

Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria

6. conceptualise, plan and implement an appropriate learning programme

7. promote a collaborative, inclusive and supportive learning environment

8. demonstrate in practice their knowledge and understanding of how ākonga learn

9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga

10. work effectively within the bicultural context of Aotearoa New Zealand

11. analyse and appropriately use assessment information, which has been gathered formally and informally

12. use critical inquiry and problem-solving effectively in their professional practice

Check list of evidence and how it relates to the RTC

Criteria	Evidence		TAI	Student evaluation	Classroom observation(s)	Contribution to Learning community	Professional Development	Analysis
	Goal setting							
1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga		X				X		
2. demonstrate commitment to promoting the well-being of all ākonga		X						
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand						X	X	
4. demonstrate commitment to ongoing professional learning and development of personal professional practice			X				X	
5. show leadership that contributes to effective teaching and learning			X					
6. conceptualise, plan and implement an appropriate learning programme			X					
7. promote a collaborative, inclusive and supportive learning environment			X	X	x			
8. demonstrate in practice their knowledge and understanding of how ākonga learn			X		X			
9. respond effectively to the diverse language and cultural experiences, and			X	X	X			X

the varied strengths, interests and needs of individuals and groups of ākongā													
10. work effectively within the bicultural context of Aotearoa New Zealand									X				
11. analyse and appropriately use assessment information, which has been gathered formally and informally									X				X
12. use critical inquiry and problem-solving effectively in their professional practice									X				X

Portfolio Checklist

Evidence	Notes	Completed/Comments
Goal setting	Are they stretch ISMART goals?	
Exam analysis	Senior classes NCEA Junior classes Westlake Exams	
Classroom observation	Reflections from observation?	
Student evaluations	Analysis and reflections from the results?	
TAI	Evidence for inquiry	
	Strategies are described	
	Evaluation	
	Reflection	
Contribution to learning community		
Professional Development	Is table linked to Report T drive	

NAME:

APPRAISAL SUMMARY

2015



APPRAISER ENDORSEMENT:

After careful reading of and reflection on the appraisal portfolio,
discussion of professional practice and observation of teaching.

I am confident that

meets the criteria of the Practising Teacher Criteria (RTC renamed in
2015)and the Professional Standards (STCA)

Signed: _____

Date: _____

Appraiser in consultation with the appraisee is to tick target areas for professional growth next year. Complete goals and possible strategies

Please select development focus from these choices (You should select at least 2)									
Multi-cultural understanding/Bi cultural understanding	Professional relationships	Subject knowledge	Assessment analysis					Inquiry learning	
Leadership	Classroom management	Assessment strategies	Catering for individual needs in the classroom					Learning theory	
Thinking skills	Resource Development	ICT	BYOD					Other : explain	

Development focus for next year	Goal (To be linked to school goals)	Strategies (Including PD)	Support needed	Time required

Open to learning conversation – components

Open to Learning

