

Glenbrook Appraisal Essence Statement

Teachers and leaders value and respect the profession. Teachers and leaders have the right to be appraised and a responsibility to participate in and receive learning development.

- My Professional Leader : Create and support the system.
- Me: My participation in the appraisal system.
- EDUCANZ: Renewal of practising certificate

1. Glenbrook School's Appraisal Framework



2. Evaluative Capability

At Glenbrook School teachers are evaluated against the professional standards. We expect and evaluate good / great quality practice that reflects the professional teacher standards and ethics in the context of ako at Glenbrook School. This context takes into account the cultural competencies of Tataiako, Glenbrook Pasifika Plan, the kaupapa of Ka Hikitia, the Glenbrook Curriculum, Glenbrook Values and Glenbrook School's Qualities of Learning.

Evidence of capability are gathered through the job description, classroom observations, digital professional journeys, administrative duties, orientation check-in, appraisal presentations, formal principal consultations, and day to day professional practice.

The Principal and Deputy Principal will follow a 360 external appraisal

2.1 Glenbrook Orientation Check In

As part of the Glenbrook orientation process we have included a list of things teachers will need to know to assist in the transition and knowledge of our school. This orientation will help teachers to understand the systems, processes and areas of learning we have in place at Glenbrook School. Rather than give teachers a specific handbook we have a check-list that a variety of people on staff will support where appropriate, and outline what we do at Glenbrook School. This is because systems or the person responsible changes, so we aim for you to have the most up to date information.

We believe at Glenbrook School that partnerships are a collaborative relationship where ownership is shared. We expect teachers to give feedback and feed-forward on areas of learning that need critical reflection and celebrate success. An initial meeting will be with the Principal who will update teachers on who to see. We do expect teachers to have a number of other questions that will be discussed at the initial meeting with the Principal/ D.P/ Senior Leader.

Orientation Check In is completed each year as part of teachers orientation into the school year. Alongside teacher orientation, Glenbrook School students participate in their own orientation of school processes such as class treaties, PB4L, roles and responsibilities.

Appendix 1: Glenbrook School Staff Orientation Checklist

2.2 Lesson Observation Journey

At Glenbrook School we describe what “good/great” looks like, use tools to identify and gather evidence, and share our korero.

- The lesson observation rubric is shared with teachers at the beginning of the year. Teachers will collaboratively build on the learning statements as a shared understanding of what great teaching looks like.
- Formal lesson teaching and learning observations take place in Terms 2 and 3. They are observed by the Principal and a Leader of Learning such as the Literacy Leader or Mathematics Leader. Areas of observation will align to the Glenbrook School’s Strategic Goals, a learning team goal and / or a Community of Schools target.
- Observations are a team journey where leaders, teachers and the principal discuss effective practice and how this accelerates student learning. The principal captures the korero and ako of the open conversation. A written summary is shared with the teacher and next steps for improvement of teaching clarified.
- The Learning Leader captures the teaching in the “General Classroom Teaching Observation” sheet.
- Student Voice is a key aspect of the learning partnership recognised at Glenbrook School. During the observation the principal checks in with the students asking questions about what they are learning, why, and whether they are achieving the purpose. Where appropriate the “student check in” will be with identified priority students. The principal shares with the teacher the student’s voice of learning. The “Observation Pop In” is captured by the Principal.
- Learning leaders and the Principal summarise where the teacher is on the following rubric from the classroom observation. This is used as evidence of practice. The teacher and Principal have an open to learning conversation after the lesson observation.

Appendix 2: Glenbrook School General Classroom Observation Template

Appendix 3: Lesson Observation Rubric

Appendix 4: Observation ‘Pop In’ sheet

Written Summary Format

This is a summary of the korero and ako after the observation with the Principal. It is a reflective process.

Consultation Discussion

How did you feel the lesson went?

What was the learning intention you were teaching? Why this LI? Evidence?

What did you think your students think they were learning?

How did your students know what they learning?

Was the learning intention visible?

Were your students successful? How do you know this?

How are you co-constructing the success criteria?

What student voice is being used?

What deliberate acts of teaching were undertaken? (Modelling, Prompting, Feedback, Questioning, Telling, Explaining, Directing)

Student Voice ? Student Choice? Thinking Tool?

Differentiation- How is this ability focused?

Evidence Gathered

Student Voice:

What do you think you are learning

Student A:

Student B:

Why do you think you are learning this?

Student A:

Student B:

How will you know you have learnt this?

Student A:

Student B:

What happens at school to help you learn?

Student A:

Student B:

How do comments your teacher makes about your learning help you?

Student A:

Student B:

Reflective Korero

Teacher:

Next Steps:

Immediate:

Long Term

2.3 Teachers Digital Learning Journey:

- Glenbrook School teachers record their own professional learning journeys against the goals in google sites.
- The Professional Journal is where teachers will gather and curate evidences against the 12 Practising Teachers Criteria using the 12 reflective questions to evaluate their teaching practice. Teachers take ownership of their contribution individually and collectively to student outcomes.
- Teachers demonstrate through deliberate actions that they are professionals committed to continually improving their teaching practice and are able to evidence that this is the case.
- Teachers use the key indicators, reflective questions and evidence of practice and make professional links to the criteria.

Eg:

Criteria	Key Indicators	Reflective Question	Tataiako-Cultural Competency	What quality practices do you use in your setting that connect with these criteria and competencies?	What would you regard as valid evidence that you could use to demonstrate these quality practices?

2.4 Glenbrook Appraisal Presentations

Appraisal presentations are presented by your appraisal partner.

Before the Presentation:

Please ensure all links to learning stories have been shared with all teaching staff.

Presenter:

You will do a presentation about your Learning Partner.

Presentations will be 5 -7 minutes.

It will need to include: 2015

- Strengths
- Passions
- Achievements
- Area for development, next steps

Colleagues:

Teachers will need to give professional feedback, feed-forward for each learning story. This only needs to be a couple of sentences.

This is a unique chance for teachers to listen and view the expertise, passions and ako of other teachers. Knowledge and skills teachers may want to utilise within their own programmes, student learning focuses and want to observe at a later date.

Principal:

- Learning stories will added as evidence and as an evaluation of our 2015 school strategic aims. A collation of these will be presented to teachers and the Board.
- The evidence and journey will be measured against the professional teacher standards and cultural competencies. A report will be written and shared with teachers within the appraisal interview in week 8.

2.5 Appraisal Goals:

In 2015 appraisal goals were aligned to Glenbrook School's strategic aims. This was due to the unusual nature of having so many new staff and our priority focus for professional development being to develop our Glenbrook Curriculum.

In 2016 - 2018 Appraisal Goals will consist of:

- Individual : A mathematics target which reflect the learning goals from the Community of Schools.
- Learning Team: A learning team target which reflects the aims and aspirations of your post graduate focus. This will be captured and evaluated within the learning team.
- Leadership goal: based upon an a learning area of responsibility
- Whole School: In 2016 the whole school professional focus is the Glenbrook Model of Inquiry.

In 2016 most of our Glenbrook teachers will be working within a postgraduate programme. This is being done in learning teams and reflects the needs of Glenbrook School. We encourage this learning journey and resource it as part of our professional development support. Post-graduate study encourages a blended environment of day to day effective practice, current theory and collaborative learning. It builds a pathway for our teachers to be experts in an area of learning they are passionate about.

Glenbrook Learning Teams in 2016:

Post Graduate Certificate in Applied Practice - Unitech

Post Graduate Diploma in Careers Education

Post Graduate Certificate in Mathematics

Post Graduate Certificate in Effective Practice in Gifted Education

Post Graduate Diploma in TESSOL / Reading Together Programme

The appraisal journey will follow a spiral of inquiry process led by the Principal.

2.6 Formal Principal Korero:

In Term 1 and 4 staff meet 1:1 in a formal korero with the Principal. This may consist of:

- Open to learning conversations
- Describes problematic situations
- Listens to others' views and what others have captured
- Detect and challenge own and others' assumption and beliefs
- Invite consideration of alternative views
- Give and receive feedback
- Deal constructively with conflict
- Professional pathways, development and journey

In week 8 Term 4, the Principal and teacher meet to review the appraisal process. The teacher and principal evaluate the criterion and summarise the process. A written report is distributed to the teacher and one copy held in the teacher's staff file.

Appendix 5 2015 Final Appraisal Documentation

2.7 Appraisal Self Review:

In Term 4, 2016, Glenbrook School staff will review our appraisal framework.

Appendix 1

Glenbrook School Staff Orientation Checklist			
<i>Focus area</i>	<i>Resource Person / Date</i>	<i>Information received, understood/ Signed and Dated</i>	<i>Comments, instructions and further questions</i>
Administration			
Alarm codes / process / Keys			
-Photocopier -Classroom budgets -Stationery items for the students and your class -Process to obtain items / resources -Claiming money back money for reimbursement Novopay documentation			
Pay roll details/ personal details <ul style="list-style-type: none"> - Certified copies of Teacher Registration card. - Certified copy of qualifications. lisenice - CV - Updated list of edetails, PD 			
Student management system (ETAP)			
School Day- times, dates, routines			
Call Back Days			
When a student is sick or absent / Attendance Register			
Laminator / Binder			
Forms to fill in and when <ul style="list-style-type: none"> -To Principal -Syndicate Leaders -SENCO -Class descriptions Curriculum Leaders 			
Whole School Information			
Other people in the school <ul style="list-style-type: none"> -Support staff -BOT -PTA Community Resources 			
Resources: Where they are kept and how to issue etc Library			
Term Plan			
Staff meetings- Dates, Times, Place, Minutes			
Reliever Information <ul style="list-style-type: none"> - Class Folders - Expectations 			
Members of your team and other staff members and roles across the school			

Duty, student eating routines and other timetables			
Play ground Rules / Wet Lunchtimes			
Ringin In Sick – Going home sick-			
PB4L Positives Behaviour Recording Play ground procedures ROLES Clicks Process Whanau Points Reflection Time and Place			
Bus System Bus Duty			
Uniform			
Telephones in the classroom Assemblies -Class -School/ admin -Syndicate			
Newsletter			
Termly Observations <ul style="list-style-type: none"> - Times, Dates, Focus - Process, Feedback, Feedward - Gathering of evidence to accelerate progress. 			
Appraisal System and Information.			
<i>Syndicate Information</i>			
Term Events / Term Ahead			
Curriculum - Planning			
Teaching and Learning			
Expectations of Planning / Homework / Reflections			
Syndicate meetings- Dates, Times, Place Syndicate Leader <ul style="list-style-type: none"> - Communications process - Expectations - Contact Meeting Minutes <ul style="list-style-type: none"> - Accountability - Location - Evidence of learning and discussion 			
<i>Assessment and Reporting</i>			
Expectations around assessment / Reporting to parents			
Assessment Schedule			
How to use eAstle			

Moderation Process, dates- whole schol/ syndicates			
Reporting to parents Mid Term End of Year			
OTJ: How to use triangulation of evidence			
National Standard: Entering OTJ data			
CCC- Child Centred Conferences Date, time, purpose			
Blue Folders - History of students			
Storing of information			
Health and Safety			
Health and Safety - Health and Safety Committee -Fire -Earthquake -Lockdown -Out of bounds areas -Toilet -Property Works			
RAMS Expectations, Visits, RAMs and photos, social stories, costs, vetting.			
Property Updates			
Student Voice			
Peer Mediators			
School Council Whanau Leaders School Counsellors Roles and Responsibilities			
Inclusion and Accelerating Focus Learners			
Priority Students Student Progress Meetings Gifted and Talented Special Needs SENCO SEN Process SEN Register Referral Students of concern Maori Pasifika Referrals process / Outside agencies Correspondence School			
Transition Into Year 0 /1 From Year 8 Into a new class at the end year New Students coming into school			
ICT			
ICT and your lap top / server information Digital Contracts ICT Leader Facebook Bloggs			
Pass words			
School Website			

<ul style="list-style-type: none"> - Expectations and Guidelines - Clarity of uploading information, images and links. 			
<p><i>Policies, Guidelines and National Documents</i></p> <ul style="list-style-type: none"> - Ka Hikitia - Ta Taiako - Inclusion - Tu Rangatira - Pasifika Plan - Other 			
<p><i>Self Review</i></p> <ul style="list-style-type: none"> - Glenbrook Process - Areas for Review - Areas you participated in - Stakeholders 			
Your Questions / Feedback			

Appendix 2:

Glenbrook School General Classroom Observation Template

Teacher:	Class:	Year Group:
Date and Time:	Curriculum Area: Reading	Observing Team: Lysandra – Principal - Literacy Leader - Maths Leader
Priority Students:	Room Environment:	Resources:
Planning:		
Lesson Intention:	Success Criteria:	Next Steps:
<i>Korero of Learning (ako) Captured</i>		
Engagement of Students:		
<i>Teacher/ Student Interactions:</i>		
<i>Items of concern/ development and or clarification:</i>		
<i>Observation Summary:</i>		
<i>Suggested Next Steps:</i>		
<i>Other additional notes or reminders:</i>		

_____ Class Teacher _____ L Stuart _____ Observing Teacher

Appendix 3:

Lesson Observation Rubric

Developing	Satisfactory	Good	Outstanding
1. No clear Learning Objective (LO) and Success Criteria	WALTs visible but not explained to student's or put into context.	WALTs visible throughout lesson, explained and contextualised to the class.	WALTs are contextualised and references are made about previous/future learning
2. Teaching uses no use of interactive strategies .	Some use of interactive teaching strategies. Some limited use of voice, tone or audibility.	Teaching is stimulating. A range of interactive strategies is used. Voice used effectively.	Teaching is exciting and students are fully involved. A wide range of interactive and imaginative teaching and learning strategies is used. Voice used effectively.
3. Teacher shows little interest in the students' contributions.	The teacher acknowledges the students individual responses.	The teacher has a good rapport with students and encourages them to engage.	The relationship between the teacher and students is open and built on trust. The teacher knows their class and shows genuine interest in their responses and wellbeing.
4. Little student contribution .	Students generally attentive and participating in the lesson.	Students are engaged and enthusiastic. Their responses are acknowledged and used to co-construct next step learning.	Students respond enthusiastically to the teaching. The teacher challenges their ideas and expects them to think critically and reflect on their ideas. This is captured. Student voice is used for next steps planning.
5. No use of independent materials or resources used to support students learning.	Some use of independent supporting materials and resources are used to support students learning	All groups have scaffolding materials and resources to support their independent learning.	A variety of differentiated scaffolding and support materials and resources are used to meet the needs of all students. They are age appropriate and engaging.
6. Teacher has no teaching focus during independent tasks.	Teacher has teaching focus.	Teacher extends groups' learning through focused and stimulating deliberate teaching during the independent time.	The same high level of teaching continues within independent group activities and the teacher is also able to make quick accurate assessments of class progress. This is captured and critically reflected upon.
7. Activities fail to match the teaching LO	Activities show some reference to the objective. They keep student busy.	Activities match the LO and fully engage the students.	Activities match objectives and are stimulating. Students are engaged, reflective and able to extend.
8. Subject knowledge patchy and challenge insufficient	Teaching is accurate and based on secure subject and pedagogical knowledge and is challenging.	Challenge is realistic and students are productive. Teacher has wide and secure knowledge.	Achievement very good. Teaching consistently challenging and interesting stemming from excellent subject knowledge.
9. Tasks not differentiated	Some provision for GATE, ESOL and SEN, and other priority learners.	G&T, ESOL and SEN provision shows good understanding of the student's learning needs and current development.	T & L activities show the teacher's ability to give all students access to the lesson as well as extending their current stage of development taking into account their mana as a students.

10. Students unaware of what they have to do or what they are learning .	Students understand the task and are generally focused.	Students fully understand the tasks and are enthusiastic to complete them.	Students work on tasks enthusiastically and understand how they are working towards the LO. They are involved in the success criteria and are able to have input in the next step.
11. Little use of open or differentiated questioning	Differentiated questioning – some open questions	Teacher encourages full responses; getting students to justify their thoughts.	Range of differentiated questions. Understanding is checked in a range of ways. Thinking skills and language are encouraged and identified.
12. Lack of pace .	Pace is limited.	Good pace.	Teaching is sharp with pace.
13. Lesson ends abruptly with no time for plenary or plenary used solely for feedback.	Minimal plenary time. Plenary is used as a distinctive teaching session without reference to future learning.	Full plenary is used to recap and extend objective or address misconceptions. Teacher links the lesson's objective to future learning.	Plenary is used effectively as an opportunity for students to assess their own learning. Teacher sums up by making explicit links to the next lesson. Students are part of the process and their ideas are captured and used.
14. Students are not focused on task/ poor behaviour management .	Behaviour management strategies evident and used to create a largely calm working environment but key students not focussed in all of lesson.	Consistent and effective use of praise, criticism and behaviour management strategies. Generally a calm working environment. Links to PB4L and class treaties.	Excellent use of praise- linked to learning, criticism and behaviour management strategies where needed. The high quality, stimulating teaching engages all students and there is purposeful but calm learning environment.
15. No use of ICT or the interactive whiteboard (IWB)	ICT and IWB used.	ICT and IWB used effectively to support students learning.	Appropriate and challenging ICT used to develop student's knowledge. IWB used to enthuse, engage and enrich students' learning. Students are capturing their learning digitally as appropriate.
16. Teacher is unaware if students have met objectives. Targets set for most students too easy, too hard or too general.	Teacher has made a rough assessment of learning but does not address in plenary. Teacher lets students know how well they are doing and uses this information to set targets that students understand.	Teacher has made accurate assessment and addresses it within plenary. Students are regularly involved in helping to assess their own work throughout the lesson.	Teacher has enabled students to assess their own learning as well as tracking each group's attainment within the lesson. Students are helped to judge the success of their own work and to set targets and make improvements. Feedback and feed forward is clearly understood.
17. Work presented to a poor standard.	Work presented to a reasonable standard despite targets from the teacher.	Work presented to a good standard	High expectations and an excellent standard of work from all students. Students can identify what the standard is and how it is met.
18. Marking is general and infrequent and does little to help students improve.	Work is marked regularly and students are aware of the overall quality of what they have done.	Marking helps students improve their work.	Feedback on work (oral and marking) is well focussed, diagnostic and helps students to see how to improve. Students participate in feedback and feed forward with the teacher and within the peer group.

Appendix 4

Observation: 'Pop in' Sheet

Teacher Observed: _____ By: _____ Date: _____ Day: _____ Time: _____

STEP 1 STUDENT ORIENTATED TO THE WORK	Attending behaviour is a prerequisite to learning, e.g. fine. Students orientate to teacher.					
	Teacher Goal/s:				Whole class	
	What the teacher thinks is being taught should be what is actually being taught. Learning intention equals student learning and understanding.				T with group and others independently in groups	
					T with group and independently by themselves	
	CONTENT	Reading	Writing	Math	Other	
	CONTEXT: The conditions under which the students will demonstrate their learning.					
	Handouts / Books		Nature of student response		Any special vocabulary	
STEP 2 CURRICULUM	Depth of tasks/ Cognitive Level					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
STUDENT VOICE	Students will be clear about what they are learning and why, how they will achieve this, what the learning might look like and how well the learning has been achieved (self-assessment)					
	Student A What do you think you are learning? Why do you think you are learning this? How will you know when you have learnt this? What happens at school to help you learn? How do the comments your teacher makes about your learning help you?			Student A What do you think you are learning? Why do you think you are learning this? How will you know when you have learnt this? What happens at school to help you learn? How do the comments your teacher makes about your learning help you?		
STEP 3 INSTRUCTIONAL DECISION POINTS	What instructional practices is the teacher choosing to use at this time to help students achieve their learning intentions?					
	Visible Learning Intention	Co-constructed success criteria	Modelling books used board, charts used, ict tools integrated.	Deliberate Acts of Teachers (DATs) 1. Modelling 2. Prompting 3. Feedback 4. Questioning 5. Telling 6. Explaining 7. Directing Student Voice Student Choice Thinking Tool		
	Additional Observations:					
STEP 4 WALK THE WALLS	What evidence is there of past learning intentions &/or instructional decisions used to teach the learning intentions that are present in the classroom walking the walls, portfolios, projects in the room, displays etc.					

STEP 5 HEALTH AND SAFETY	Any questions/observations?
TRIGGER QUESTION S	Any questions which may facilitate the reflective conversations?

Appendix 5

2015 Final Appraisal Documentation

Appraisee: _____ Appraiser: _____ Date: _____

Evidence Sources	Lesson Observations and reflections	Student Evaluation and feedback	Analysis of summative student achievement data	PLD Portfolio	Relevant self-reviews completed	Teacher planning, student progress plans, documentation

General Review
Aspects of the year that were most rewarding, satisfying and why:
Aspects of the year that were least rewarding, satisfying and why:
Summary of contributions - curriculum / pastoral / co-curricula:
Summary of Professional Responsibilities:

Tataiako	Comments: Impact on Learners	Next Steps (for teaching and learning)
Whanaungatanga		
Ako		
Tangata Whenuatanga		
Manaakitanga		

Wananga		
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Evaluation of Goals (in 2016 Inquiry Goals) - *appraiser and appraisee to complete after discussion*

Objective	Evaluation / Comment
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Area for Future Development

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Closing Remarks - *appraiser to complete after discussion*

<i>With reference to the evidence and discussion between appraiser and appraisee</i>
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Appraisee Signature: _____ Appraiser Signature: _____ Date: _____