So what constitutes evidence?

This presentation gives an example of evidence for each of the RTCs.

Evidence suggestions were taken from the RTC self-assessment tool – Teachers Council of NZ.

Anna Stephenson – Mau ki te Ako, University of Otago Education Support Services
So what constitutes evidence?

• Criteria 1 – Effective professional relationships

Reflective notes from meetings
So what constitutes evidence?
• Criteria 2 – Promoting the well-being of all ākonga

Photo of our class treaty (co-constructed in term 1 – revisited often)
So what constitutes evidence?

- Criteria 3 – Demonstrate commitment to bicultural partnership

*Photo of Te Ao Kori as part of my P.E. programme*
So what constitutes evidence?

• Criteria 4  – Demonstrate commitment to on-going P.D

Sharing my PD opportunities and new learning with my team
So what constitutes evidence?

- Criteria 5 – Show leadership that contributes to effective teaching and learning

<table>
<thead>
<tr>
<th>Stage</th>
<th>What is required</th>
<th>Who is responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Identify college/university level learning experience gained as a result of life experiences</td>
<td>Learner</td>
</tr>
<tr>
<td>Articulate</td>
<td>Explain how the learning experiences relate to course content or learning objectives</td>
<td>Learner</td>
</tr>
<tr>
<td>Document</td>
<td>Verify and provide evidence for support learner’s claim (when discussing e-portfolios, this is the main section most people visualize)</td>
<td>Learner and advisors if institution offers this service</td>
</tr>
<tr>
<td>Measure</td>
<td>Determine extent of learning in relation to objectives</td>
<td>Faculty</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Decide if learning is at an acceptable standard and if it is credit-equivalent</td>
<td>Faculty</td>
</tr>
<tr>
<td>Transcribe</td>
<td>Record and recognize learning</td>
<td>Institution</td>
</tr>
</tbody>
</table>

Professional discussion notes on my e-portfolio
So what constitutes evidence?

- Criteria 6 – Conceptualise, plan and implement an appropriate programme.

Gathering of student voice through self-assessment
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- Criteria 7 – Promote a collaborative, inclusive and supportive learning environment

Photo of cooperative learning activity in Mathematics
So what constitutes evidence?

• Criteria 8 – Demonstrate in practice their knowledge and understanding how ākonga learn

Feedback and feed-forward in writing
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• Criteria 9 – Respond to the diverse language and cultural experiences and varied strengths, interests and needs of ākonga.

Classroom Observation sheet from Mentor teacher
So what constitutes evidence?

- Criteria 10 – Work effectively within the bicultural context of Aotearoa New Zealand

Notes and readings about PD undertaken in this area
So what constitutes evidence?

• Criteria 11 – Analyse and appropriately use assessment information, which has been gathered formally and informally.

Assessing writing using a matrix and highlighter
So what constitutes evidence?

- Criteria 12 – Use critical inquiry and problem-solving effectively in their practice

Video footage of me teaching along with notes from the follow-up discussion with my Mentor teacher