



DRAFT EVIDENCE GUIDE

(as at May 2010)

DRAFT EVIDENCE GUIDE (as at May 2010)

Introduction

This draft Evidence Guide has been developed as a companion document for the Registered Teacher Criteria to help users of the Registered Teacher Criteria to see what the Criteria and Indicators might look like in a teacher's practice in a range of settings.

The Registered Teacher Criteria are designed to be used (as are the current Satisfactory Teacher Dimensions) by teachers in early childhood education settings, in schools, in other approved settings and in both English and Māori medium settings. They are also designed to be used by teachers who have just graduated from an Initial Teacher Education Programme, right through to experienced teachers, professional leaders and teacher educators.

The Council brought in a group of teachers from a range of settings to develop the initial material for this guide and we wish to thank those teachers for the time, commitment and energy they gave to the task. Although there has been considerable editing of their material, the fundamental ideas and most of the words in this document come from those practitioners.

Purpose of this draft Evidence Guide

The purpose of the Evidence Guide, then, is to provide **examples** of what teachers might show in their practice for each of the Criteria and related Indicators. It has been written in narrative format rather than lists of bullet points because the Reference Group and others did not want this to be seen as a 'check list'. Not all the examples are appropriate for all teachers in all settings.

For the purposes of the 2009 pilot programmes, the original material from the working groups will also be provided to the contractors running the pilot programmes. One of the issues for the Reference Group was whether a single 'composite' list of evidence examples would be appropriate for each teaching sector, or whether each sector should receive a list of examples where the wording is specific to their situation.

It is hoped that, alongside the Criteria and Indicators, the examples given will help guide the thinking of the teachers being appraised or involved in self-reflection using these Criteria and also those involved in mentoring or appraising them. The Registered Teacher Criteria and Evidence Guide should help all groups focus on the important and significant aspects of teaching, rather than the less important but sometimes more easily assessed aspects of professional practice.

What this Evidence Guide is not

This Evidence Guide is **NOT**

- a checklist for assessment of teachers
- exemplars or benchmarks for assessment of teachers
- sources of evidence (see below)
- a "one size fits all" model of an exemplary teacher

Suggestions for sources of the evidence examples

This Evidence Guide provides examples of what the Criteria and Indicators might look like. Teachers and their mentors or appraisers will still have to decide where or at what they will have to look when seeking such evidence. The sources of evidence should not be confused with the actual evidence itself or examples of such evidence.

Three broad types of sources of evidence would be observation, discussions with the teacher and by the teacher with others, and documentary sources. Of course, these are likely to be used in combination.

The Council's current advice for such sources is found in *Towards Full Registration: A Support Kit*. This advice includes:

- **Observation:** structured observations of teaching or aspects of the teaching with structured feedback and next steps discussed with the teacher and documented.
- **Discussion:** includes follow up to observations; appraisal meetings; structured mentoring conversations and critical self-reflection.
- **Documentation:** collections of evidence could include reflective journals of teaching practice; records of planning teaching; assessment records including reflective analysis of learners' assessment information; appraisal records; records of professional development.

Decisions on sources of evidence also need to take into account the *purposes* of the evidence, particularly whether it is mainly to be used for development purposes, or whether it is mainly to be used for making judgements such as for gaining full registration or renewing a practising certificate.

The formality and extent of the collections and documentation of evidence supporting demonstration of the Registered Teacher Criteria and indicators will clearly be different for experienced teachers renewing practising certificates compared to PRTs working towards gaining a full registration. Nonetheless, appraisals of and self-reflection by experienced teachers should consider the type of evidence examples suggested in this guide when providing feedback on the professional practice of teachers.

During 2009, the Council will seek feedback from the pilot programmes and from wider consultation with the profession on issues of assessment and evidence needed to demonstrate quality and effectiveness of professional practice by teachers at all stages of their career as a registered teacher.

Professional relationships and professional values
He aha te mea nui o te ao? He tāngata, he tāngata, he tāngata

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

Fully registered teachers:

Criterion 1: establish and maintain effective professional relationships focused on the learning and well-being of all ākonga¹

Key Indicator:

i. The teacher engages in ethical, respectful, positive and collaborative professional relationships with:

- ākonga
- teaching colleagues, support staff and other professionals
- whānau and other carers of ākonga
- agencies, groups and individuals in the community.

Evidence for this could be that:

Ākonga feel empowered, acknowledged, their mana is intact, they know they have an important voice in the learning environment and in the ākonga' wider social picture. Ākonga respect the teacher's requests and instructions.

The teacher shows respect for and interest in ākonga, using their preferred name accurately and by learning about them and their background, taking into account their interests and identity. The teacher responds with empathy, interest and fairness to all ākonga' actions, responses to questions and contributions to questions and debates. Pastoral care roles (e.g. form / whānau teacher) are undertaken effectively and responsibly. The teacher clearly demonstrates understanding that effective relationships are pivotal to learning for all ākonga and certainly for those who are Māori.

There are open respectful interactions among all parties across learning. The teacher knows and uses appropriate programme channels and national initiatives for the benefit of ākonga. Effective communication skills are used including respectful and positive language and tone used about and among staff, showing support of one another.

There is open, comfortable interaction between and among whānau, ākonga and teacher. Whānau are actively involved and engaged across the learning. The teacher engages positively in discussion with whānau (including both good news and concerns) and uses the ideas derived from this to inform their practice and create learning experiences. Whānau are treated as partners in education, they are invited to make suggestions for teaching practice and offered suggestions as to how they can support learning. Whānau feel comfortable talking to the teacher about their child– they know that the teacher has their child's best interest at heart.

Reflective Question:

What do I do to establish effective working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?

¹ Ākonga refers to all learners in the full range of settings where the Registered Teacher Criteria apply.

Criterion 2: demonstrate commitment to promote the well-being of all ākonga

Key Indicators:

The teacher:

- i. takes all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe
- ii. acknowledges and respects the languages, heritages and cultures of all ākonga
- iii. complies with relevant regulatory and statutory requirements.

Evidence for this could be that:

The teacher adapts practice in response to the varied and changing physical, social and emotional well-being of all ākonga. S/he supports ākonga to develop positive attitudes towards social interactions, challenge and risk, healthy eating and other self-care, conflict resolution, independence and interdependence.

Fair and consistent relationships are maintained and the use of inclusive and empathetic language is used.

S/he responds to ākonga' verbal and non-verbal cues, and supports ākonga to recognise their own cues and to respond appropriately to those of others. Special care is taken in helping ākonga adapt to new learning environments and new or changing situations in their lives. Ākonga feel comfortable in taking learning risks.

The teacher maintains appropriate records in a timely and organised way as required and is proactive in seeking internal/external advice or help to ensure the best interests of the particular ākonga.

The teacher is responsive to policies and procedures related to ākonga' well-being and safety. S/he is aware of, and knows how to access, information relating to the relevant legal, ethical and regulatory requirements.

Reflective question:

How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?

Criterion 3: demonstrate commitment to bicultural partnership in Aotearoa New Zealand.

Key Indicator:

The teacher:

- i. demonstrates respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.

Evidence for this could be that:

The teacher advances her/his knowledge and understanding of the principles of partnership, protection and participation embodied within the reo Māori and English language versions of the Treaty of Waitangi. S/he models and advocates for authentic partnerships between both parties to the Treaty. S/he promotes ākongā' development towards biculturalism and bilingualism, including knowledge of the local history of both Treaty partners.

The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he knows and is able to use pēpeha and whakatauki when relevant. S/he acknowledges and works to understand (and promote) Māori world views and appreciate how these might differ from his/her own world view and reflects on the implications of this for learners. S/he seeks and responds to, a Māori voice in all aspects of the life of the school or centre. This may include actively involving iwi, hāpu and whānau in determining, planning, delivering and evaluating the curriculum.

Reflective question:

How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?

Criterion 4: demonstrate commitment to ongoing professional learning and development of personal professional practice

Key Indicators:

The teacher:

- i. identifies professional learning goals in consultation with colleagues
- ii. participates responsively in professional learning opportunities within the learning community
- iii. initiates learning opportunities to advance personal professional knowledge and skills.

Evidence for this could be that:

The teacher reflects on his/her learning and how this informs his/her teaching. The teacher demonstrates active and supportive participation in collective professional learning activities and conversations. S/he accesses current knowledge from professional reading and shares this with others. There is documented evidence of personal and collective professional development.

The teacher has a positive attitude to, and engages collaboratively in, appraisal processes. S/he contributes to development of school/syndicate/departmental goals and aligns these with his/her own professional development goals. There is careful consideration of guidance from others.

There is evidence of professional development to extend knowledge of te reo Māori, tikanga Māori, and mana whenua of local iwi.

Reflective question:

How do I continue to advance my professional learning as a teacher?

Criterion 5: show leadership that contributes to effective teaching and learning

Key Indicators:

The teacher:

- i. actively contributes to the professional learning community
- ii. undertakes areas of responsibility effectively.

Evidence for this could be that:

The teacher contributes ideas, resources and energy to provide professional stimulation and support for colleagues and other staff. S/he may motivate and support others in their own professional development and contribute to the development of an open and reflective professional culture. This includes sharing resources, strategies, ideas and new professional learning with colleagues, whānau and others as appropriate.

The teacher advocates for the teaching profession. S/he participates in a range of local/regional/national professional networks and moderation processes. S/he takes on additional responsibilities such as co-curricular and pastoral care roles or mentoring of colleagues. Responsibilities are carried out effectively, appropriately and in a timely manner.

The teacher participates positively and effectively in the review of the organisation's philosophy and practice. S/he both seeks advice and offers assistance and encourages colleagues to take on roles in leadership. S/he models effective teaching practice.

Reflective question:

How do I help support my colleagues to strengthen teaching and learning in my setting?

Professional knowledge in practice

Nāu i whatu te kākahu he tāniko tāku.

Fully registered 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.

Fully registered teachers:

Criterion 6: conceptualise, plan and implement an appropriate learning programme

Key Indicators:

The teacher:

- i. articulates clearly the aims of their teaching, gives sound professional reasons for adopting these aims, and implements them in their practice
- ii. through their planning and teaching, demonstrates their knowledge and understanding of relevant content, disciplines and curriculum documents

Evidence for this could be that:

The teacher's planning and teaching demonstrate a coherent learning programme aligned to ākonga' needs and interests. Links to relevant curriculum documents are apparent as are essential connections across curriculum and curriculum strands, competencies and/or levels. Links to whole school/centre curriculum planning is evident and clearly informed by the appropriate New Zealand curriculum framework and statements.

The teacher is able to share his/her vision of what a learning programme is going to achieve taking into account ākonga' dispositions and specific learning needs and the expectations of the learning community. S/he actively provides opportunities for whānau involvement in planning the learning programme. Teaching practice is informed and supported by accessing, sharing, reflecting on and articulating a diverse range of resources.

The work of ākonga shows evidence the teacher has planned an effective programme that is clearly linked to the curriculum

The teacher thinks critically about how to implement the curriculum in ways that are inclusive and non-discriminatory and taking the other criteria in this document into account.

Reflective question:

What do I take into account when planning programmes of work for groups and individuals?

Criterion 7: promote a collaborative, inclusive and supportive learning environment

Key Indicators:

The teacher:

- i. demonstrates effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga
- ii. fosters trust, respect and cooperation with and among ākonga

Evidence for this could be that:

The teacher uses behaviour management strategies that are appropriate for the promotion of learning. His/her expectations are clear, widely known and agreed upon among and by the school and community. S/he creates a positive, supportive, warm, welcoming and vibrant environment with visual evidence of learning. S/he notices, recognises and responds to ākonga' learning dispositions and promotes a culture of success.

S/he champions positive relationships with whānau so they and the ākonga know they belong, that is, they have a sense of turangawaewae. Discussion of theory is linked to real world applications.

It is evident ākonga are engaged in learning and exhibit a high level of task commitment. The learning environment is organised to allow for differentiated learning.

The teacher works to build a positive classroom climate, encouraging ākonga to help each other and reduce negative interactions among ākonga. S/he implements and promotes agreed processes for resolving issues positively. S/he is a role model for constructive ways of relating to others, using encouragement, positive comments and accepts ākonga' points of view and responses.

S/he provides opportunities for ākonga to express their views and encourages constructive criticism and defence of points of view, creating a culture of inquiry, critical analysis and reflection throughout the learning process. S/he shows his/her self as a life-long learner. Learners are encouraged and supported to take risks – they are viewed and affirmed as confident, capable ākonga.

Reflective question:

How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?

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

Key Indicators:

The teacher:

- i. enables ākonga to make connections between their prior experiences and learning and their current learning activities
- ii. provides opportunities and support for ākonga to engage with, practise and apply new learning to different contexts
- iii. encourages ākonga to take responsibility for their own learning and behaviour
- iv. assists ākonga to think critically about information and ideas and to reflect on their learning

Evidence for this could be that:

The teacher acknowledges the rich background and prior learning of ākonga in order to plan and provide authentic learning experiences. S/he affirms the values and aspirations of ākonga and their whānau through the choice of learning experiences and assessments. S/he shows awareness of how historical policies and practices impact on how teachers and ākonga interact and respond to learning situations.

The teacher draws on his/her knowledge of human development and his/her knowledge of the ākonga' dispositions and their whānau when planning for and interacting with ākonga. S/he uses knowledge of individuals to manage group dynamics to facilitate learning and draws on current research findings to effectively engage Māori learners. The tuakana/tēina principle may be drawn on to support learning.

There is evidence of support strategies for ākonga whose first language is not the primary language of the education setting

The planning and teaching is meaningful to ākonga and leads to active engagement in learning. Prior learning is established and drawn on so that knowledge is co-constructed with ākonga and the concept of ako should be evident, where teaching and learning roles are interchangeable.

The teacher provides opportunities for ākonga to take on a variety of roles. S/he uses/alters the environment to manage the learning process. Programmes provide a range of activities, with the teacher looking for new strategies, being flexible, taking risks, trying new things. S/he provides multiple opportunities to learn concepts, using a range of approaches and allows sufficient time for learning to occur.

Reflective question:

How does my teaching reflect that I understand the main influences on how my ākonga learn?

Criterion 9: respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā

Key Indicators:

The teacher:

- i. demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand
- ii. selects teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse ākongā
- iii. modifies teaching approaches to address the needs of individuals and groups of ākongā

Evidence for this could be that:

The teacher demonstrates a repertoire of teaching skills and techniques to support the engagement of ākongā in learning.

The teacher supports language development across all curriculum areas, including strategies to support second language learners. A Māori world view is demonstrably valued in the learning environment and interactions with learners. It is clear that planning, teaching and assessment are linked coherently and effectively.

The teacher notices, recognises and responds to the interests and strengths of each ākongā and views him/her as a confident, capable partner in the learning process. Planning and teaching is responsive to individuals and incorporates learners' choice and differentiated learning strategies. The teacher selects and modifies strategies/approaches and resources, including ICT, based on the effectiveness of learners' previous experiences and engagement.

Academic monitoring and counselling is provided for all ākongā, with advice and guidance given that encourages ākongā to look beyond the immediate horizon and consider future opportunities and possibilities.

Reflective question:

How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākongā influence how I teach them?

Criterion 10: work effectively within the bicultural context of Aotearoa New Zealand

Key Indicators:

The teacher:

- i. practises and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context
- ii. specifically and effectively addresses the educational aspirations of ākonga Māori, displaying high expectations for their learning

Evidence for this could be that:

The teacher actively promotes and models the correct use of te reo Māori and positive attitudes towards the Māori language as one of the official languages of Aotearoa New Zealand. S/he pronounces te reo Māori correctly in day-to-day practice and demonstrates a growing knowledge of te reo Māori and tikanga Māori. S/he demonstrates knowledge of mana whenua (reference markers of iwi and hāpu), and incorporates this into the learning programme.

The teacher invites and draws on links with local iwi so the teacher can implement tikanga Māori in the teaching and learning environment. eg pōwhiri, poroporoaki, karakia and s/he represents te reo Māori and tikanga Māori in a variety of media. S/he has a working understanding of how to interact with Māori whānau on a day to day basis. S/he is open to developing his/her knowledge and skills to develop the ability to move comfortably within both cultures. S/he also promotes the ability of ākonga to operate in both cultures.

The teacher understands the historical contexts of biculturalism in Aotearoa New Zealand and how this impacts on whānau and ākonga. S/he actively promotes positive learning outcomes for Māori ākonga through application of effective pedagogies, high expectations and understanding of historical, cultural and social contexts of the ākonga.

Inclusive language and inclusive contexts for learning are used and promoted with bicultural experiences visible. The teacher consults whānau about learner needs & aspirations.

Reflective question:

In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

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

Key Indicators:

The teacher:

- i. analyses assessment information to identify progress and ongoing learning needs of ākonga
- ii. uses assessment information to give regular and ongoing feedback to guide and support further learning
- iii. analyses assessment information to reflect on and evaluate the effectiveness of the teaching
- iv. communicates assessment and achievement information to relevant members of the learning community
- v. fosters involvement of whānau in the collection and use of information about the learning of ākonga

Evidence for this could be that:

The teacher critically reflects on information gathered about learning to inform future practice to enrich the environment for learning and to support and extend the ākonga and the next steps in learning.

The teacher knows how to make effective use of appropriate assessment technologies, for example, portfolio evidence, asTTle, and learning stories/narratives. Good judgement is shown in selection of assessment information.

Assessment information is shared with learners so that they know about their achievement and are able to use this information in their own goal setting for learning.

The teacher communicates assessment information appropriately, effectively and openly with whānau, teachers and ākonga. S/he uses sensitive, informed professional judgements to guide practice and inform the ākonga and whānau of next steps. Assessment information is appropriately recorded and documented and communicated, for example, via reports and kanohi ki te kanohi (face to face) contact.

The teacher uses assessment as a reflective tool e.g. for self-review or evaluation of programmes. Ākonga are involved when evaluating learning programmes. The teacher also engages openly in team discussions with teachers, whānau and other relevant members of the learning community when evaluating the success of learning programmes for all learners and planning for next steps in the teaching and learning programme.

Reflective question:

How do I gather and use assessment information in ways that advance the learning of my ākonga?

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

Key Indicators:

The teacher:

- i. systematically and critically engages with evidence and professional literature to reflect on and refine practice
- ii. responds professionally to feedback from other members of the learning community
- iii. critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā

Evidence for this could be that:

The teacher incorporates metacognitive approaches (thinks about his/her thinking) across all aspects of practice. S/he participates positively in self-review processes and maintains currency in knowledge and understanding of learning theory and its application in context. S/he reflects on the effectiveness of communication and professional relationships at a personal and organisational level. Professional learning and self-reflection is undertaken when analysing assessment information.

The teacher observes, listens to and learns from colleagues, including observations of his/her teaching practice. S/he engages with external professional associations and uses external opportunities for developing knowledge and skills.

The teacher engages critically and collaboratively in examination of teaching and learning within the learning community and professional support networks. Respectful and responsive critical conversations allow for compromise, the management of change and effective group dynamics.

The teacher examines his/her own teaching philosophy, values and beliefs and reflects on how that fits with the philosophy, values and beliefs espoused by the learning community and by making modifications to practice where necessary.

The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he works to understand how his/her own world views may differ from others' and reflects on the implications of this for ākongā.

Reflective question

How do I advance the learning of my ākongā through critical inquiry within my professional learning?