Sabbatical Report (24 July – 29 September 2017)

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Performance NOT conformance! How to shape an appraisal model that promotes teachers' self-efficacy while also fulfilling the requirements of the Education Council; one that includes the natural harvest of everyday evidence and focuses on all ākonga.

He aha te kai ō te rangatira? He Kōrero, he kōrero, he kōrero.

What is the food of the leader? It is knowledge. It is communication.

Schools are focusing on developing effective collaborative teaching and learning environments that support teachers' professional aspirations and eradicate attestation checklists. Practices must be robust, foster professional learning and assure optimal learning and achievement.

Acknowledgements

I would like to acknowledge the opportunity TeachNZ has provided with the provision of a sabbatical. This time has been very valuable, as it has provided me the opportunity to step back and reflect on my role as principal and a life-long learner.

I would like to thank the St Albans School Board of Trustees for endorsing my application; acknowledging the importance of principal well-being and providing me with leave to undertake the sabbatical.

It is important to acknowledge my Acting Principal, Deputy Principal and staff who continued to focus on our learners and community during my absence.

To the educators and educational institutes who shared their stories and strategies with me, I am extremely grateful for their support. Their honesty and willingness to share their practices was truly inspiring.

Executive Summary

Education continues to experience what feels like a constant cycle of change, with one of the most significant recent transformations being collaboration and co-teaching within innovative learning environments.

Staff are now working in ways that mean using a traditional, hierarchical system for appraisal is no longer the best way to provide feedback and evidence. The removal of key personnel during appraisal can change the dynamic of the co-teaching relationship and the learning culture of the setting, meaning appraisals are carried out as a one-off activity rather than being part of a coherent, ongoing process.

In preparation for my sabbatical and the changes to the code and practising teacher criteria my team has been exploring a more responsive way to reflect, observe, give feedback and gather evidence, the outcome of which will be evaluated at the end of the current annual cycle. A trial document for middle and senior leaders is also being trialled.

Already evident is the impact of teacher workload and the need to manage this in order to engender the primary motivator, that of the desire to be the best practitioner and life-long learner, rather than being compliance driven.

Education Council: What's changed

One of the changes included in the Education Amendment Act 2015 was the separation of teacher registration from the issuing of practising certificates. The Education Council is required under s328 (1) (i) Part 32 of the Education Act 1989 to ensure that appraisals made by professional leaders for the issue and renewal of practising certificates achieve a 'reasonable and consistent' standard. To achieve this, the legislation requires that the appraisals for at least 10% of the practising certificates issued or renewed each year are audited and moderated. ERO was contracted by the Council on 1 July 2015 to carry out this new audit and moderation function for an initial three-year term[i].

The Code of Professional Responsibility sets out the high standards for ethical behavior that are expected of every teacher. The Standards for the Teaching Profession describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand.

It is important to ensure schools have an understanding that performance is no longer the responsibility of management, but the responsibility of each practitioner. Teachers take professional responsibility for curating evidence from their everyday practice to show that they continue to meet the standards.

The standards and their elaborations describe quality teaching practice for all fully certificated teachers across English and Māori medium early childhood education (ECE) and school settings in New Zealand. These standards endorse a holistic view of practice so that each standard is less fragmented than each of the Practising Teacher Criteria (PTC). Annually, each teacher must demonstrate that their practice reflects the breadth of these standards. A matrix aligning the Standards for the Teaching Profession with the Practising Teacher Criteria has been developed and can be accessed via the

council's website.

Past iterations of performance management documentation have seen some schools completing checklists to prove they have met the Practising Teacher Criteria (PTC). The Education Council encourages a move away from that approach to one where the appraisal record focuses on the depth of teacher's work and professional learning demonstrated through their inquiry and goals and is supported by a range of evidence.

Elements of Effective Appraisal

ERO has published national evaluation reports on the quality of aspects of performance management and appraisal since 2000. The most recent reports were published in 2014[ii]. The reports found that the schools reviewed had compliant systems for appraising teachers that included all the accountability aspects required. However, there was limited evidence of appraisal systems operating as an integral component of overall school improvement. The appraisal systems did not contribute sufficiently to improving teacher capability and student outcomes. Effective appraisal should be a component part of an internal evaluation framework that focuses on improving achievement for all students in the school.

ERO's findings were supported by the OECD report on New Zealand's evaluation and assessment framework for improving school outcomes[iii] which noted that although annual appraisal for principals and teachers had been a requirement for many years, its implementation was variable across schools.

Recommendations from both sources highlighted the need for appraisal processes to be embedded in a performance management system that had a clear focus on building staff capability and improving teaching practice. Appraisal goals needed to be linked to the school's annual plan and achievement targets.

ERO's findings highlighted groups were not benefitting from effective appraisal having had little or no evidence of meaningful appraisal included: part time, fixed term or casual relief teachers, or those included in the 'other' category, e.g., Resource Teachers

of Learning and Behaviour, Literacy and Māori (RTLB, RTLit, RTM). Senior managers and principals were also less likely to have been part of a consistently implemented appraisal process.

Another area for improvement was the effective record keeping for appraisal documentation. ERO states best practice is where the professional leader is able to access an annual appraisal summary in hard or electronic form that supports both the endorsement and the external audit process. These personnel records must be retained in the school as official records for seven years. Should a teacher move to another school or service, it is important for them to take sufficient records of appraisal for the previous three years. If the professional leader is asked to endorse a teacher's application early in their new position, this evidence can support the new leader's assessment of the teacher's competence.

Digital technology provides a range of options for evidence collation. It also allows for shared permissions, enabling 360 reviews, leadership input and the inclusion of school specific attestation protocols. Some programmes attract a cost while others are subsidised and are cost neutral. Programmes used by many schools include:

- Google Sites
- LINC-Ed
- Arinui - Evaluation Associates - school-wide appraisal system

One debate… why develop a school based organic approach versus 'buying in' a predetermined system? In my experience I have found greater benefit and buy in from staff when the development of a new system or approach is developed as a team. In the past a 'drag and drop' approach has been less than effective, has petered out or had limited success in adoption and implementation.

Developing Protocols for Reflection and Evidence

ERO identified the factors associated with an appraisal system's quality and grouped these into four interrelated dimensions[iv]:

- school culture focused on improvement
- coherence across school self-review components

- guidance in policy and procedures
- organisational support for appraisal

School culture must focus on improvement. We know that a significant difference is made when conversations about teacher practice include constructive and open discussions about the impact on learning and achievement of all students. Staff must demonstrate a genuine commitment to make a difference for all students, school-wide systems must be developed, and mechanisms for regular self-review and evaluation put in place. High expectations must be held for all students and staff. Time must be allocated to discussion and reflection processes, to improve depth, with input and feedback from relevant leadership an important component, raising the validity and impact. Co-construction and buy-in is essential.

Collegiality inspires individuals and teams to aim higher, as they have created a shared responsibility for professional learning. Teachers at St Albans School are all working in collaborative spaces. In order to identify and support successful co-teaching partnerships teachers have completed an HBDI survey where through a series of 120 questions, the HBDI measures preferences for each of the four distinct thinking styles: emotional, analytical, structural and strategic, under everyday conditions, as well as under stress.

This information is used to assist us in creating an effective 'team fit'. The HBDI Team profile is an in-depth analysis of an entire team and the individual members' profiles. The Team Profile is a powerful catalyst for discussion and provides and in-depth understanding of the team and its effectiveness. The way a team thinks has a profound impact on the results it achieves. The team profile report clearly highlights areas for improvement - for example:

- Communication
- Potential challenges or blind spots that may interfere with the success of the team
- How to leverage different thinking styles within the team
- Gaps in the team

Coherence across school self-review components will be evidenced through:

- Clear links to the strategic plan, annual plan and teacher professional development (PLD)
- School goals and student targets connected to appraisal and PLD
- Time set aside for meaningful teacher reflection, uploaded as evidence against the standards

Understanding the appraisal process must come from a desire to improve, rather than a position of compliance. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Through the impact of improved reflection, goal setting and rigour, teachers and leaders will make stronger connections to the role these practices play in improving outcomes for students. Evidence garnished from this analysis, coupled with everyday practice will be used to provide evidence against the standards.

Daniel Pink[v] describes purpose as the desire to do things in service of something larger than ourselves. Pink argues that people intrinsically want to do things that matter. Effective educators dedicate significant hours at work and want that time to matter. So, a key part of adding purpose to work is to make strong connections to the strategic direction of the school.

Organisational support for appraisal should largely be based around time, rigour and value. They will be underpinned by policies and procedures, in addition to the links already made through coherence practices. ERO's commonalities in the very best examples of practice include:
- appraisal practices that formed an integrated part of an ongoing cycle of reflection and feedback
- the collection and analysis of appraisal evidence from a range of perspectives (students, peers, assessment information, surveys)
- leaders and teachers taking personal responsibility to curate evidence from their everyday practice
- placing an unrelenting focus on the impact of teaching on improving student outcomes, particularly those at risk of not achieving.

Motivation - Developing Self-Efficacy

Pink focuses on the importance and effectiveness of three intrinsic elements to motivation at work: autonomy, mastery and purpose. Pink argues that the evidence of scientific studies on motivation and rewards suggests that, for any work task that involves most than the most basic cognitive challenge, basic financial reward systems simply do not work. In fact, they can lead to worse performance, validating for me why we do not use KPIs within education.

According to Pink, autonomy is the desire to direct our own lives. Pink argues that allowing staff autonomy encourages them to be more engaged in what they are doing. Pink provides some examples of what he means by autonomy, summarising them into four main aspects: time, technique, team and task.

These elements align to the ERO's findings around school culture and collegiality. Pink is an advocate of greater use of teamwork as a means of facilitating autonomy, particularly where the team members themselves pick the team! This approach will be used when staff self-select their Quality Learning Conversation (QLC) teams, although some parameters will be given within heterogeneous groupings (utilising HBDI profile information).
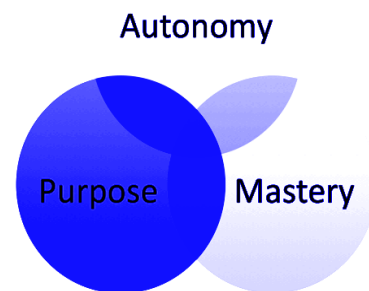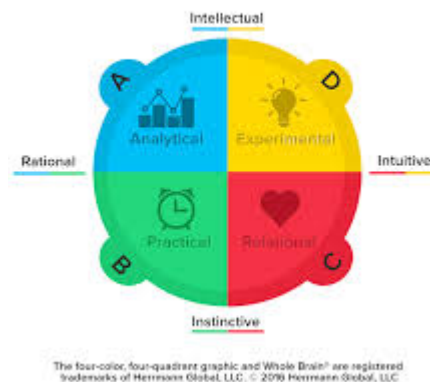

Pink describes mastery as the desire to continually improve at something that matters. Pink argues that humans love to "get better at stuff" - they enjoy the satisfaction from personal achievement and progress. Effective reflection and feedback mechanisms will enable teachers to enjoy a sense of purpose and contribute to their inner drive.

Pink uses the language "Goldilocks tasks" – i.e., tasks that are not "too hot or too cold" to describe tasks that are neither too easy or excessively challenging. Goldilocks tasks push the boundaries of comfort zones and allows 'stretch' and the subsequent development of skills.

This information influences the approach I anticipate taking with my team. In preparation for my sabbatical work a new draft framework was introduced for trial with my middle and senior leaders. This utilised a more global approach that focused on
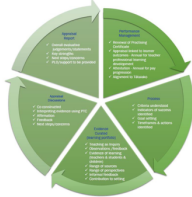
goal setting, the use of HBDI information and the synthesis of key components of Kiwi Leadership Framework qualities and areas of practice. This allowed for greater autonomy, moving the focus away from a checklist of tasks and responsibilities and towards goal setting, reflection and feedback. Evaluation of this trial will be undertaken at the end of the annual cycle.

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Managing the Adoption of this Process

Having gained many years of experience as a principal I have become more considered and strategic when proposing change. My HBDI profile has helped me understand areas for development to ensure a whole brain approach is being used for decision making. Hence, I have adopted the phrase 'It is important that we do not lose what is treasured, but cannot be measured'

An anticipated approach to managing this process includes the following steps.

Task	Who?
Complete an analysis of current systems using appraisal analysis tool.	Leadership team
Unpack the new standards and code using the Education Council's suggested template. Coherence will increase as all teachers and leaders will hold a shared and thorough understanding of quality practices that reflect each of the 6 standards in their specific context forms the basis of appraisal.	Teachers
New tags within our e-portfolio Linc-Ed, known as STAr within our setting, will be developed and reflect the shared practices developed by the team through the unpacking of the standards and their elaborations. Staff will be shown how to make use of this approach.	Digi leader Deputy Principal Principal
Completing the goal setting modules developed by Dr Lyn Bird (with local cluster colleagues) Creating a one-word goal - and identifying its measures.	All staff

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Development of processes and protocols for: ● Teaching as Inquiry cycles - connected to strategic/annual goals ● Quality Learning Conversations (QLC) and groupings ● Student led learning walks ● End of cycle interviews	All staff (protocols will be role dependent)
Utilise start of admin meetings, following waiata and pepeha, for reflection time and smack downs.	Teachers

'Promising Practice' School Specific Supporting Documentation

Teaching as Inquiry using Spirals of Inquiry[vi]

To support coherence and a connection to the school's strategic and annual plans all inquiries will sit within the shared focus.

Inquiry 2 must build on the first cycle of inquiry.

Inquiry 3 must build on the first and second cycles of inquiry.

Protocols for Quality Learning Conversations (QLC)

School based protocols developed from The Ariki Project[vii]:

- No feedback given by staff during the presentation - they act as 'listening learners'
- Listening learners complete a reflections sheet identifying what they will use in their practice.

- Listening learners complete an overview of what standards the teachers' inquiry evidence.
- Sharing across heterogeneous groups
- The group selects a QLC leader who is not a member of the leadership team. They facilitate the QLC ensuring there are no changes to the protocols.
- Ha, kai, wai consideration will be given to food, water, location for the presentation of inquiries.

QLC Reflective Questions

We are looking at improving not what people think but HOW they think. We are helping each other to think through an issue rather than tell them what to do. We are trying to stretch and challenge each other to open up our thinking rather than just being supportive or being critical or evaluative. We need to focus on the positive, what people are doing very well to grow people's strengths. Questions are used to draw out the presenter's thinking.

Presenter: QLC Reflection Diary

Inquiry planner uploaded to 'My Learning Page' using the tags to evidence the standards:

- Te Tiriti o Waitangi partnership
- Professional learning
- Professional relationships
- Learning-focused culture
- Design for learning
- Teaching

Select the additional and relevant tags that relate to the school's core values, beliefs, principles and practices. Use the 'add something' function within STAr to reflect on your presentation after answering audience questions… So, what? Where to now?

Listener Learner: QLC Reflection Diary

Presenter(s)	Topic
Reflection on the presentation(s) - making connections to <u>my own</u> practice	

Professional Readings

Teachers keep a record of their 'spheres of influence' - educational sources that inform practice, e.g, Grow Waitaha, Blogs/Vlogs, sources of research, Twitter.

Smack Downs

A professional development session or day ends with a "Smack down" during which any willing participant takes the floor for 30 seconds to share an idea, tool, or tip.

Student Led Learning Walks

Gathering student voice in support of the school's internal evaluation inquiry.

On-line Evidence Repository (Linc-Ed known as STAr at St Albans)

The use of our on-line portal allows teachers to build evidence over time against the standards. A page will be developed annually to allow for historical retention of evidence. Tags will assist in managing and moderating evidence and tag analysis and observation comments will help identify next steps and inform goal setting.

End of Cycle Appraisal Synthesis

Evidence against the standards will be online. An end of cycle document, paper format, will be uploaded and used as a digital signature.

End of Cycle Appraisal Interview

Teacher/Kaiako:

Date:

Teacher Inquiry Focus: Spiral 1: Spiral 2: Spiral 3:	Evidential documentation uploaded to STAr	Sighted
	QLC presentations & reflections	
	QLC listener learner reflections	
	Spheres of Influence (professional development – school based, personal professional development, articles, blog...)	
	Observations	
	Student-led learning walks	
	Annual Plan – target focus - LAAP Learning Analysis and Advancement Plan	
Through this teacher inquiry my practice grew/changed specifically in the following ways:		
I now realise I need to know more about … in order to grow my practice further:		

Signed in agreement by:

Teacher/Kaiako:

Hub Leader/Kaihautu:

Principal/Tumuaki:

Leadership Goals – Middle and Senior Leaders

Leaders hyperlink evidence from existing sources. Goals are co-constructed with the Principal, building on the previous year. A support package is negotiated.

St Albans School – Te Kura o Hato Opani - Growing Leadership Capability			
Culture: "What we value around here"	**Pedagogy:** Knowledge about teaching and learning	**Systems:** "How things work around here"	**Partnerships and networks:** Creating positive links to support learning[1]
Manaakitanga: Leading with moral purpose Pono: Having self-belief Ako: Being a learner Awhinatanga: Guiding and supporting[2]			
Positive and productive relationships with: • Colleagues • Ākonga (student learners) and their whānau • Board of Trustees, PTA and other key stakeholders NZC principles, key competencies, essential learning areas Cultural responsiveness Publically united and privately honest Excellence – Reflection - Celebration Collaboration Differentiation Professionalism and hard work 'Culture eats strategy for breakfast[3]	Reflects on own performance assessment and demonstrates a commitment to ongoing learning Identifies and acts on opportunities for improving teaching and learning Demonstrate through conversation and practice up-to-date pedagogical knowledge in leadership role and teaching role Commitment to professional reading, personal professional development Assessment TO learn and assessment FOR learning Future focused authentic, culturally responsive learning experiences Driving and celebrating progress and outcomes	Meet deadlines Analysis of hub data, student progress Moderation – reducing variance Presentation of self, team and spaces Health and Safety protocols met and systems fulfilled Use of school based systems for effective management: • St Albans Portal • Hub minutes • Communication from leadership meetings • Pastoral care • Behaviour management • PAGEs Professional responsibilities: • Quality of reporting to whānau within STAr for hub teachers • Effective oral and written communication •	Supports the principal in the leadership and management of the school Complete observations as per schedule. Feedback feed forward - courageous conversations based on objective observations & materials Sharing delegation across hub members: scaffolding support and desired outcome Maintaining communication strategies • Hub blog • Email to whānau • STAr
Link to Hub Leader Key Tasks.			

Please hyperlink keywords to sources of evidence.

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[1] Kiwi Leadership Framework Areas of Practice
[2] Kiwi Leadership Framework Qualities
[3] Attributed to Peter Drucker

GOAL SETTING: DELIBERATE AND CONSCIOUS DESIGN

Two goal setting templates have been developed:

1. SMART goal template
2. HBDI strategy template

You may have a different template that you would prefer to use. If you select your own, please ensure it details the goal, your strategies and measures.

Goal 1: Please develop a goal that focuses on your role as hub leader.

Link evidence here.

Goal 2: Please develop a goal that focuses on your leadership capacity.

Link evidence here.

NEGOTIATED PROFESSIONAL DEVELOPMENT AND/OR SUPPORT

What is PD/support needed?	What do you anticipate the outcome of this PD/support will be?	Who would you like to provide this PD/support?	Cost

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SELF-REFLECTION: COMPLETED AT THE END OF 2018

APPRAISER FEEDBACK

References

Professional Readings, Digital Sources and Webinars:

[i] Education Review Office. (2016). *Appraisal as a Catalyst for Improved Learner Outcomes.* Wellington, NZ: Author.

[ii] Education Review Office. (2014). *Supporting school improvement through effective principal appraisal.* Wellington, NZ: Author.

[iii] Nusche, D., et al (2012). *OECD Reviews of Evaluation and Assessment in Education: New Zealand 2011*, OECD Publishing.

[iv] Education Review Office. (2014). Supporting-school-improvement-through-effective-teacher-appraisal. Wellington, NZ: Author.

[v] Daniel Pink - The Puzzle of Motivation (2009). https://youtu.be/rrkrvAUbU9Y

[vi] Helen Timperley, Linda Kaser and Judy Halbert (2014). A framework for transforming learning in schools: Innovation and the spiral of inquiry, Centre for Strategic Education Seminar Series Paper No. 234

[vii] The Ariki Project: Collaborative Critiques Based on Evidence of Practice

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Kiwi Leadership Framework

Education Council Appraisal systems analysis tool: components diagram

Tātaiako Cultural Competencies for Teachers of Māori Learners