

## Warrington School Open Appraisal System

- Warrington School Open Appraisal process uses the criteria set by the Teacher Registration Council as the basis of School wide teacher appraisal.
- The criteria is attested over a 3 year period and also includes wherever possible Warrington School goals, professional goals and personal goals.
- Working collaboratively with our peers who will sign off components that we have demonstrated meet the criteria in this area.
- We believe an Open Appraisal process will celebrate our learning and inform us of areas that need to be worked upon.

The term ākongā has been chosen to be inclusive of all learners in the full range of settings.

<b>PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES</b>		
Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.		
Criteria	Key Indicators	Examples
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākongā	i. engage in ethical, respectful, positive and collaborative professional relationships with: - ākongā - teaching colleagues, support staff and other professionals - whānau and other carers of ākongā - agencies, groups and individuals in the community	
2. Demonstrate commitment to promoting the well-being of all ākongā	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. acknowledge and respect the languages, heritages and cultures of all ākongā iii. comply with relevant regulatory and statutory requirements	
3. Demonstrate commitment to bi-cultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills	
5. Show leadership that contributes to effective teaching and learning	i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	

## Professional knowledge in Practice

Fully registered teachers make use of their professional knowledge and understanding

Criteria	Key indicators	Examples
6. Conceptualise, plan and implement an appropriate learning programme	i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents	
7. Promote a collaborative, inclusive and supportive learning environment	i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā ii. foster trust, respect and cooperation with and among ākongā	
8. Demonstrate in practice their knowledge and understanding of how ākongā learn	i. enable ākongā to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts iii. encourage ākongā to take responsibility for their own learning and behaviour iv. assist ākongā to think critically about information and ideas and to reflect on their learning	

**Professional knowledge in Practice**

Fully registered teachers make use of their professional knowledge and understanding

Criteria	Key indicators	Examples
9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā	<ul style="list-style-type: none"><li>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bi-cultural and multicultural contexts of learning in Aotearoa New Zealand</li><li>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā</li><li>iii. modify teaching approaches to address the needs of individuals and groups of ākongā</li></ul>	
10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"><li>i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</li><li>ii. specifically and effectively address the educational aspirations of ākongā Māori, displaying high expectations for their learning</li></ul>	
11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"><li>i. analyse assessment information to identify progress and ongoing learning needs of ākongā</li><li>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</li><li>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li><li>iv. communicate assessment and achievement information to relevant members of the learning community</li><li>v. foster involvement of whānau in the collection and use of information about the learning of ākongā</li></ul>	
12. Use critical inquiry and problem-solving effectively in their professional practice	<ul style="list-style-type: none"><li>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</li><li>ii. respond professionally to feedback from members of their learning community</li><li>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā</li></ul>	