

# CONFIDENTIAL

Teaching appraisal for \_\_\_\_\_

Date \_\_\_\_\_



## Satisfactory Teacher Dimensions

Any teacher must show that acceptable learning occurs for all learners under their responsibility, within an environment that affirms the bicultural and multicultural nature of New Zealand.

This is most likely to happen if the teacher:

- demonstrates knowledge of teaching and learning (including Maori and tauwi values), based on teacher education programmes and ongoing study, research, reflection and practice; and
- promotes learning through good practice; and
- works by maintaining relationships of trust, co-operation and respect for learners, whanau, parents and colleagues; and
- demonstrates educational leadership relevant to the level of experience or responsibility being carried as a teacher or professional leader.
- affirms te reo me ona tikanga Maori within a holistic learning environment
- empowers Maori to participate in the education of their whanau
- provides all Maori with access to quality learning.

## Professional Knowledge

This is evident in the planning and preparation that goes into the teaching/learning programme and the willingness and commitment of the teacher to extend knowledge of content and theory throughout his or her career to provide quality activities and programmes.

<b>A satisfactory teacher demonstrates knowledge of:</b>	<b>Appraisal</b>	
	<b>Achieved</b>	<b>Working towards</b>
Current curricula of the subjects being taught and current learning theory.		
The Treaty of Waitangi, te reo and tikanga Maori.		
The characteristics and progress of their students.		
Appropriate teaching objectives.		
Appropriate technology and resources.		
Appropriate learning activities, programmes and assessment.		

## Professional Practice

This is demonstrated by the environment for learning established and maintained by the teacher and the actual teaching processes used every day.

### THE LEARNING ENVIRONMENT

<b>A satisfactory teacher in practice:</b>	<b>Appraisal</b>	
	<b>Self-appraisal</b>	
	<b>Achieved</b>	<b>Working towards</b>
Creates an environment of respect and understanding.		
Establishes high expectations which value and promote learning.		
Manages student learning processes.		
Manages student behaviour positively.		
Establishes a safe physical and emotional environment.		

### TEACHING

<b>A satisfactory teacher in practice:</b>	<b>Appraisal</b>	
	<b>Self-appraisal</b>	
	<b>Achieved</b>	<b>Working towards</b>
Communicates clearly and accurately in either or both of the official languages of N.Z.		
Uses a range of teaching approaches.		
Engages students in learning.		
Provides feedback to students and assesses learning.		
Demonstrates flexibility and responsiveness.		

## Professional Relationships

These are demonstrated by the positive way in which the teacher sees his or her co-operative role in the learning centre, shares information with colleagues, families, whanau and caregivers, and respects the position of trust and confidentiality he or she has.

<b>A satisfactory teacher in practice:</b>	<b>Appraisal</b>	
	<b>Self-appraisal</b>	
	<b>Achieved</b>	<b>Working towards</b>
Reflects on teaching with a view to improvement.		
Maintains accurate records.		
Communicates with families, whanau and caregivers		
Contributes to the life of the learning centre.		
Develops professionally.		
Maintains confidentiality, trust and respect.		

## Professional Leadership

A teacher with senior responsibilities will have developed all the dimensions of being a teacher to high levels and will be respected for his or her educational expertise and innovation.

<b>A satisfactory teacher in practice:</b>	<b>Appraisal</b>	
	<b>Achieved</b>	<b>Working towards</b>
Demonstrates flexibility and adaptability.		
Focuses on teaching and learning.		
Leads and supports other teachers.		
Displays ethical behaviour and responsibility.		
Recognises and supports diversity among groups and individuals.		
Encourages others and participates in professional development.		
Manages resources safely and effectively.		

## Classroom observations

Appraiser \_\_\_\_\_