NEAT APPRAISAL PACKAGE

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TEACHING AS INQUIRY
SELF-REVIEW / INTERNAL EVALUATION
ANNUAL APPRAISAL
TEACHER REGISTRATION

RECOMMENDED FOR
INDIVIDUAL TEACHERS / PROVISIONALLY AND FULLY REGISTERED TEACHERS
WHOLE CENTRES
Organisations with MULTIPLE CENTRES

KAY MCLEAN WORKING IN ECE OVER 40 YEARS
• Grad Dip. ICT in Education  Grad Dip. Teaching Primary  Bachelor Education
• Tutor for Bachelor Education ECE 3 years
• Diploma Teaching ECE  Adult Teaching Certificate  Centre Owner 22 years
• 2 Before and after school programmes --inaugural OSCAR award 1998 for outstanding care and service
• Home based care co-ordinator

THE NEAT APPRAISAL PACKAGE PROVIDES TANGIBLE PRACTICAL SUPPORT
NEAT APPRAISAL – PACKAGE

NEAT APPRAISAL

NEAT Appraisal sits inside the Pou Whakahaere and Pou Ārahi aspects of the Centre’s Annual Plan and come out of a seamless approach to continued improvement for the teaching team. Documentation is collated in a hard copy individual Teaching Portfolio based on Necessary & Sufficient Evidence as required by Education Council and MoE.

NEAT serves PRT’s, FRT’s & Non-qualified Teachers. Teachers are supported in Centre throughout the year, in a credit based way, that invites teachers to stretch their practice. This happens at formal individual meetings 4 times per year and link to the Centre professional learning / Teaching Inquiry.

NEAT Appraisal is a collaborative process and works closely with Centre Managers and Head Teachers and teams who support teachers informally throughout the day as learning and teaching is discussed in context. It is developed through Teacher’s individual Goals and Learning Stories, designed to affirm and stretch practice to ensure that learning opportunities are wrapped around each child’s interests, culture and language.

NEAT expects Fully registered teachers to formally observe colleagues working with children. This is designed to offer teachers with full practising certificates, a leadership and mentoring role in the setting.

NEAT provides an Annual Self-Assessment Tool for Teachers for Appraisal Manager and Management to ascertain individual progress and think further about each teacher’s inquiry based research.

NEAT PROCESS / FRAMEWORK:

Teacher Portfolio’s are set out formally according to NEAT Appraisal system for continuity amongst all teachers. Monthly Header pages determine what is to be completed each month, and which clearly named templates to use. The most recent work is put at the top of the folder.

The portfolio gives a real sense of the teacher’s commitment to contributing to the Mātauranga (curriculum) in the Centre.

The portfolio acts as a self-assessment tool for each teacher as he/she regularly reviews and discusses the evidence and ponders both on the reflective questions under each criterion and the indicators.

A date and time is set 4 times per year for formal discussion and portfolio review with individual teachers.

A NEAT formal Self-Assessment / Appraisal is completed annually. There are 3 sections to the robust NEAT annual appraisal spread over the year to make it relevant and meaningful for teachers to complete against Inquiry goal documentation and practice throughout the year.

Teaching Portfolio’s tell the rich, robust story of each teacher’s professional growth through an inquiry research process.

Evidence is based around Our Code Our Conduct and the Professional Teaching Criteria / Standards.

NEAT Appraisal links clearly to the Centre Inquiry and each teacher has input into the Centre Inquiry/ Internal Evaluation folder to ensure a communal folder that teachers can reflect on in an ongoing, and transparent way.

NECESSARY & SUFFICIENT EVIDENCE:

NEAT Appraisal ensures specific necessary and sufficient evidence is gathered and reflected on and teachers are not overloaded or stressed in documenting their professional learning.

It is based on Significant Evidence from Every Day Practice Relevant to a Centre Inquiry and Individual Teacher’s Goals based on the following:

Outcomes
Impact on children’s learning across the curriculum
Impact on the Centre’s culture

Teacher
Teacher curriculum content knowledge
Actual teaching practice
Interactions with other staff, parents, whanau

Planning
Teacher conception/understandings
Adopted theory of teaching and learning
Adopted theory of professional relationships

WHAT TO DO AND HOW ----- EVERYTHING YOU NEED TO COMPLETE

- TEACHING AS INQUIRY / SELF-REVIEW / INTERNAL EVALUATION
- ANNUAL APPRAISAL and TEACHER REGISTRATION
- APPRAISAL PACKAGAE FOR CENTRE MANAGERS
- NEAT APPRAISAL MONTHLY STRATEGIC PLAN
- NEAT TEMPLATES – easy to follow templates ensure records are Relevant, Practical, Reflective, linked to Personal Goals, and document Teacher KEY Learning, Professional Teaching Standards and Learning Outcomes for Children
- ANNUAL APPRAISAL DOCUMENTS
- FORMAL APPRAISAL MEETING Documents
- ACCESS TO PROFESSIONAL LEARNING TUTORIALS / VIDEO / BLOGS
- INDIVIDUAL TEACHER PERSONAL and PRIVATE LOGIN 24/7

LOW COST
ONE OFF FEE FOR COMPLETE
NEAT APPRAISAL PACKAGAE
WILL SERVE YOU YEARS AND SAVE TIME, STRESS AND MONEY
ONLY $375 (PLUS GST)
SUBSEQUENT ANNUAL WEBSITE FEE $75 (gst incl)
FOR CONTINUED ANNUAL ACCESS TO TEMPLATES AND UPDATED RESOURCES AS DEVELOPED

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APPRAISAL AND TEACHING AS INQUIRY

In recent years, many schools and ECE Centre’s have focused their professional learning on the teaching as inquiry process outlined on page 35 of The New Zealand Curriculum. The Teaching as Inquiry process provides a deliberate model by which teachers can inquire into their practice and find, measure, and document a pathway for improvement. The model is cyclic and, when used effectively, involves teachers in constantly evaluating their practice based on evidence and seeking improvement. There is an obvious, yet perhaps overlooked, link between the teaching as inquiry process, which many teachers are using to focus on improvement, and schools’ Centre’s appraisal processes. The teaching as inquiry process provides an ideal vehicle to support the developmental purpose of the teacher appraisal process. Moreover, the process and its documentation can be used to provide evidence of accountability against the Practising Teacher Criteria. This means that the two purposes of appraisal – development and accountability – can be achieved through the teaching as inquiry process when it is carried out with the intent and the thoroughness described in The New Zealand Curriculum.

Through linking appraisal and teaching as inquiry, early childhood Centre’s can:

- provide teachers with opportunities to assess and develop their capabilities
- show that standards are being met
- allow the summative judgements to be made against the Practising Teacher Criteria.

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship goes hand in hand with formative assessment, in the cyclical evaluation process that goes on moment by moment, day by day, and over the longer term.

The inquiry process works for teachers and leaders, and for individual and whole Centre inquiries. (acknowledgement http://nickrate.com/blog/2014/04/11/teacher-inquiry-appraisial-and-portfolios-for-staff/ )

**Teaching as Inquiry**

**Teaching Inquiry**

What strategies (evidence-based) are most likely to help my students learn this?

**Learning Inquiry**

What happened as a result of the teaching, and what are the implications for future teaching?

**Focusing Inquiry**

What is important (and therefore worth spending time on), given where my students are at?

**Is there something I need to change?**

**What are the next steps for learning?**

PLEASE NOTE: IT IS ACKNOWLEDGED THERE ARE MANY WAYS TO DOCUMENT APPRAISAL, CENTRE INQUIRY AND TEACHER REGISTRATION PROCESSES.

NEAT APPRAISAL IS A PROVEN METHOD OVER MANY YEARS THAT PROVIDES A COMPREHENSIVE PROCEDURE TO EMPOWER TEACHERS TO TAKE RESPONSIBILITY FOR THEIR OWN LEARNING.

INDIVIDUAL AND CENTRE MEMBERSHIP INCLUDES A WRITTEN CONTRACT REQUIRING EACH CENTRE AND INDIVIDUAL TEACHER’S NAME AND PERSONAL EMAIL ADDRESS.

PURCHASE OF THE NEAT APPRAISAL PACKAGE GAINS INDIVIDUAL MEMBERSHIP FOR EACH TEACHER WHO WILL RECEIVE A PERSONAL AND INDEPENDENT LOGIN TO THE SITE. (A CENTRE MEMBERSHIP GAINS ACCESS FOR EVERY TEACHER EMPLOYED AT THE CENTRE --- AMAZING VALUE FOR MONEY)

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Staff Appraisal meetings in context:

Staff appraisal meetings build on Centre team meetings where teachers are talking to each other about the progress they are making on their individual inquiries and how this continually feeds into the team’s growth. The aim is to grow a shared understanding of the learning and teaching culture, the vision and the philosophy of wise practice, based on research and theory.

- Conversations remain credit based, yet pushing further is also an essential part of this dialogue.
- At no time is professional competency raised, as this belongs to an entirely different process by the Centre Manager and would not be allowed to wait for a meeting 4 times a year because professional competency issues need to be addressed with urgency.
- Discussion is credit based and as teachers have Centre conversations around the research inquiry question and the way each teacher has worked to delve deeply into improving their understanding of this, the teacher can articulate her/his thinking. What happens as a natural consequence of this thoughtful engagement with inquiry research, inside a culture of trust, active listening and a growth mindset perspective of learning, is that teachers feel very confident to lift the layers of their learning and talk freely about their progress.
- Mistakes are always considered a way to learn, for if mistakes are not being made, learning is not being stretched. It is the thoughtful reflection on these that invites continued growth.

So that families and children can be drawn into the research, each teacher is recommended to contribute to a wall display, book, or other documentation tracking the progress of their inquiry question. It is designed to be vibrant, and engaging for families and children. A range of the relevant learning stories from all teachers, to track progress and the planning undertaken to enhance children’s learning, is added. This provides a more extensive insight into the planning that happens as a result of teachers’ inquiry research and becomes part of the Centre’s evidence that a difference is being made for children’s learning through ‘Stories of Interest’ that capture a wide range of learning experiences for children.

- In a formal appraisal meeting the teacher has a chance to show evidence and discuss the way she/he has engaged in the inquiry/research and other teaching practices.
- An audio of the meeting may be recorded as evidence of professional and open to learning conversations.

The appraisal manager writes a formal feedback:
Part of this form gives the teacher and mentor teacher the opportunity to think how she/he will stretch their professional practice further. A copy is made of this form for the teacher who may add to the Centre review inquiry folder and for the teacher’s own folder.

Observations of each teacher’s teaching practice is carried out regularly by a fully registered teacher.

**NEAT ONLINE**

**ALL MEMBERS TEACHERS ARE REQUIRED TO USE THE WEBSITE TO ACCESS TEMPLATES AND RESOURCES.**

It is this feature that has proven to be the highlight of the NEAT Appraisal process for many Teachers. Having FREE supportive resources at hand 24/7 is a motivating factor using the NEAT Appraisal process.

Teacher confidence and productivity increases as a result.

There are many resources available online / power points, topical tutorials and readings, as well as access to the necessary **NEAT TEMPLATES**

Teachers work in their own timeframe for their individually chosen goals – However there are “due dates” when work is expected and formally reviewed to help teachers to keep their documentation up to date and “on track”.

**NEAT Templates** are used to ensure conformity for all while promoting individuality, support for moderation and provide a useful tool for busy teachers who often need support with time management. Experience and feedback has shown that teachers prefer to follow a format that encourages individuality yet ensures relevant and meaningful reflective practice has been undertaken.

THE NEAT APPRAISAL PACKAGE HAS BEEN SPECIFICALLY DESIGNED

**TO INCREASE AND IMPROVE TEACHER COMPETENCE --- NOT TO PROVE COMPETENCE**

**THIS PROCESS IS A NEAT SYSTEM SUCCESSFULLY PROVEN TO SUPPORT TEACHER’S CONFIDENCE, COMPETENCE, COMMITMENT, COLLABORATION, AND PRODUCTIVITY**

**THE ULTIMATE AIM OF NEAT APPRAISAL IS TO ENHANCE CHILDREN'S LEARNING THROUGH TEACHER INQUIRY AND TO PRACTICALLY ENCOURAGE EACH TEACHER’S PERSONAL RESPONSIBILITY FOR THEIR OWN LEARNING AND PROFESSIONAL GROWTH**

**THE NEAT PROCESS AIMS TO BE CHALLENGING, FUN, REWARDING AND RESULT ORIENTATED.**

**WORK SMARTER --- NOT HARDER**