Ponsonby Primary Staff Performance Development 2021

2021 Learning at Ponsonby Primary

All Learners at Ponsonby Primary are Pegasus Fliers.

Pegasus Fliers care and interact positively with their world. They are respectful and know what it means to be a successful learner

They challenge themselves to be the best they can be. They persevere. Pegasus Fliers are STEADFAST and TRUE. They strive to do their best and only bow down only to the very highest peaks. Our stories contribute to who we are. They show us that improvement is incremental and is part of any journey.

Overview of Performance Management System Requirements

All schools are required to have a performance management system in place for principals and teachers.

The purpose of this is to ensure that:

• The principal and individual teachers know what is expected of them and support is available to them to meet those expectations

 • Their performance will be monitored and assessed, so that their skills can be further developed

All teachers at PPS work within the theoretical model of 'Teaching as Inquiry'.

The focus for Ponsonby Primary Staff is to develop individualised inquiry and knowledge-building cycles, (He hurihanga uiui, whakatupu mātauranga mō ngā aromihi) for appraisal linked in some part to school wide goals.

All teachers are required to meet the code of professional responsibility and the Standards of Teaching

The Values that underpin the teacher Council Code and our Standards.

They are there to define, inspire and guide us as teachers.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership. **MANAAKITANGA:** creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity. **PONO:** showing integrity by acting in ways that are fair, honest, ethical and just. **WHANAUNGATANGA:** engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Reference The New Zealand Teaching Council site for copies of the code and Standards.

The Code   The Standards

The Standards aligned to our work.

Standards for the Teaching Profession	Professional standards (Primary)	Practising Teacher Criteria (PTC)
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	• Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga • Communicate clearly and accurately in either, or both, of the official languages of New Zealand.	• Demonstrate commitment to promoting the well-being of all ākonga • Promote a collaborative inclusive and supportive learning environment • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Communicate with families, whānau and caregivers • Share information with colleagues • Establish and maintain effective working relationships with colleagues • Keep informed of developments in curriculum and learning theory • Encourage others and participate in professional development • Contribute to the life of the school • Provide feedback to students • Reflect on teaching with a view to improvement.	• Use critical inquiry and problem solving effectively in their professional practice • Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga • Demonstrate commitment to ongoing professional learning and development of personal professional practice • Show leadership that contributes to effective teaching and learning • Analyse and appropriately use assessment information which has been gathered formally and informally.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	• Communicate with families, whānau and caregivers • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga • Share information with colleagues • Establish and maintain effective working relationships with colleagues • Establish good relationships with students and respect their individual needs and cultural backgrounds • Organise a safe physical environment • Demonstrate a range of effective teaching techniques • Demonstrate flexibility and responsiveness • Impart subject content effectively • Use appropriate technology and resources • Recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning.	• Demonstrate commitment to bicultural partnership • in Aotearoa New Zealand • Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga • Demonstrate commitment to promoting the well-being of all ākonga • Demonstrate in practice their knowledge and understanding of how ākonga learn • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.

Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	• Establish good relationships with students and respect their individual needs and cultural backgrounds • Organise a safe physical environment • Manage student behaviour positively • Create an environment of respect and understanding • Provide and maintain a purposeful working atmosphere • recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning.	• Demonstrate commitment to promoting the well-being of all ākonga • Promote a collaborative inclusive and supportive learning environment • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	• Keep informed of developments in curriculum and learning theory • Are competent in the content of relevant curriculum • Use appropriate teaching objectives, programmes, learning activities, and assessment • Use appropriate technology and resources • Recognise and support diversity amongst individuals and groups	• Conceptualise, plan and implement an appropriate learning programme • Demonstrate in practice their knowledge and understanding of how ākonga learn • Work effectively within the bicultural context of Aotearoa New Zealand • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice.
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Are competent in the content of relevant curriculum • Use appropriate teaching objectives, programmes, learning activities, and assessment • Demonstrate a range of effective teaching techniques • Demonstrate flexibility and responsiveness • Impart subject content effectively • Use appropriate technology and resources • Recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning • Provide feedback to students • Reflect on teaching with a view to improvement • Communicate clearly and accurately in either, or both, of the official languages of New Zealand.	• Conceptualise, plan and implement an appropriate learning programme • Demonstrate in practice their knowledge and understanding of how ākonga learn • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice • Demonstrate commitment to ongoing professional learning and development of personal professional practice.

There are many aspects of the Standards we do and cover as a school. This is evidenced as generic criteria as seen in the following table. Teachers then use our coaching and inquiry approach to annually target their development and learning. We have core drivers as seen by the badges, for all learners at Ponsonby Primary. We expect teachers to embrace the notion of teacher excellence.

All teachers are registered to practice. The school does not employ unregistered teachers. All teacher aides are under the direct supervision of a teacher or a programme devised and monitored by the school SENCO.

Each teaching staff member has an AFL leader coach, trio group and if year 1 or 2 teacher a PRT tutor teacher.

All staff share their growth/ development stories within their trios and online through the school teacher share AFL folders.

SLT members attest to core capabilities around collaboration, use of data, student agency and 2021 and as a staff we wlll focus on improving reading, maths around an Inquiry teaching model. Staff will all upskill with the digital strands DDDO and CT and Te Reo will be part of the weekly Friday Focus meetings in 2021.

The TG (Trio Groups) timetable of coaching for 2021 aligns to the 6 TG groups and each TG group has an AFL(Assesssment for Learning) lead coach. The Senior team work also in TG groups with Susan Robins and Francis Naera.

Overview of meetings and Observations for 2021 Coaching

Term 1

16th February Tuesday staff meeting 3.15-4.30pm for determining goals sharing ideas and looking to support each other- Dream the best you can be.

Write up goals into the AFL goal folders (already set up) by the 17th March.
17th March Trios meet and discuss goals with AFL mentor and ensure all SMART- replaces staff meeting- what they want observed and how they will schedule goals

Week 8 Term 1 - Subject to change by Francis Naera to suit timetables closer to the time (Note written in January)

Week 8 Date 23rd March Tuesday	2 relievers - in observer and data gatherer trio classrooms whilst 1 person teaches or talks evidence (Note if a 3rd reliever requires this has to fit with Susan, Sanjay, Francis or one of the part time teachers as 3rd release person.
Block 1 TG 1 Anna, Annie, Morgan 9.00 - 10.30	Sanjay (Mentor **lead only joins the group if required for advice and at share times**)
Block 2 TG 2 Nicole/Rhona, Arran, Lauren 10.30 - 11 then 11.30- 12.30	Anja (Mentor)
Block 3 TG 3 Deb, Sarah, Hannah 12.30- 1pm 2pm - 3.00	Miriam (Mentor)

Date 24th March Wednesday	
Block 1 TG 4 Olivia, Annika, Lynda 9- 10.30	Franics (Mentor)
Block 2 TG 5 Christina, Julia, Nanette 10.30- 11 then 11.30- 12.30	Susan (Mentor)
Block 3 TG 6 Matt, Julia, Anja 12.20- 1pm and 2pm- 3pm	Sanjay (AFL lead)

Term 2 & 3 2021

Term 2 Week 5 Term 2: 1st/2nd June Observations **Term 3** Week 2 Term 3 Tuesday 3rd and 4th August (Observations) Week 5 24th August Staff meeting Week 9 15th September Write up changed practices Week 2 Term 4: Friday 29th Octobe all write-ups completed If extra or follow-up observations are required - teachers use their CRT timesor see Francis for support.

Term 4
Week 4 - 8: Staff Appriasials around Inquiry Goals

Staff Attestation- this is required to show all teaching staff meet the teacher standards outside the teacher inquiry which is through the trio coaching methodology.

Senior team leaders- Miriam in Kakariki, Anja in Puriri and Matt in Kowhai attest to all of their teaching staff by week 9 in term 2 - see below. This signed document is sent to the Principal for any required follow- up goes into staff personal files.

Attestation form for personal file.

Name of staff member being attested to..

Name of senior staff member attesting………………………………….

Date of attestation being submitted to Principal…………………………..

Professional Teaching Standards

Standard	Elaboration of the Standard	Ponsonby Primary generic meeting of criteria
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and	● Understand and recognise the unique status of tangata whenua in Aotearao New Zealand ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Tiriri o Waitangi ● Practise and develop the use of te reo and tikanga Māori	● Involvement in the Kāhui Ako O Waitematā with a focus on recognising our Maori identity. ● Te Reo is integrated across the curriculum. ● Te Reo is used by teachers and children throughout the day as greetings, commands. ● Use Ka Hikitia and Tātaiako as a guide for developing our Māori curriculum. ● A localised curriculum that reflects our past, present and future ● Honouring the Treaty in our school wide context through our local curriculum, experiences like Matariki, Kapa Haka and the Marae. Also connecting witht the Local Iwi
Professional Learning Use inquiry, collaborative problemsolving and professional capability to impact on the learning and achievements of all	● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.	● All staff develop their own inquiry through an appreciative inquiry lens.

learners	● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learningfocused collegial discussions.	● Staff identify areas to strengthen and in particular in 2021 will be supported to better develop student agency in their classrooms and strengthen their skills around a localised curriculum ● PPS is an AFL focussed school and assessment for learning is the underpinning pedagogical approach. Our AFL coaches work to enhance clarity/ relationships and clear learning expectations and outcomes. This is through our Trio feedback and feedforward to inform clariy an next learning steps. This is done through a collaborative approach. ● Staff commit to school wide professional learning goals as set out in the Annual Plan ● Leadership development programmes are open to all PPS staff. Senior leaders are encouraged to further their leadership skills through formalised approved BOT funding study.
Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	● Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the	● PPS teachers build strong interpersonal relationships with families- through Tweets/ Blogs, emails, reporting and 3 way learning conversations and conferences. ● The core values of the school are Trust /

	community. ● Communicate effectively with others. ● Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.	Respect/Undertadning /Excelence are embeded into the classroom and to do that effectively teachers have to demonstrate to S ● Our school goal of cultural capability 21st Leanring, learner agency and wellbeing is focussed through our school inquiries/ Local curriculum into how we can better know our world and make a difference. As well is through staffcoaching and student coaching ● PPS teachers build strong interpersonal relationships with families- through Tweets, emails, reporting and 3 way learning conversations and conferences and school wide festivals of speech and art.
Learner Focussed - Culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.	● Explicit through: ● Class environment ● Language used in the classroom ● Teachers knowing their children ● Team planning ● Team collaboration ● Shared learning experiences Faces to data assessment across school ● My time programme diversity

	● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory and professional requirements.	● Kapa haka /bands/ performing groups ● Sporting involvement and success ● The Yr 6 Cultural Toa leaders will endeavour to celebrate and embrace each culture. ● As a school we plan, prepare and ensure that there are many opportunities and events throughout the school year for students to take part and learn more about the wonderful array of cultures that make up PPS. ● Te whare tapa whā model, physical, emotional and well being of our student.
Design Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally	● SLT members carry out a core attestation as to determining appropriate lesson planning and delivery to meet needs of all students in the teacher's classroom. Bi cultural artefacts evident in every room. ● Fortnightly team meetings are focussed on whole teams and their learners. Assessment data is reviewed for cross grouping of Mathematics and to identify children for school wide interventions. ● As a school we plan, prepare and ensure that there are many opportunities and events throughout the school year for students to take part and learn more about the wonderful array of cultures that make up PPS.

	responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities.	
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. ● Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. ● Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. ● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.Teaching	● In depth data analysis-Looking for trends/ needs/ ways to extend students and support target children based on data.Teaching and learning plans informed by assessment data-observable in teaching inquiry goals and knowledge of students-Faces to the Data Boards for teams to reference.Continually Reviewing the relevance/ validity and usefulness of data on etap then continue to grow ETAP capability. ● Continue shifting the locus of control over time- more to the student. Through an explicit 2021 focus on Maths problem solving inquiries (Whole school) and My Time programmes for year 3 to 6 children. Embedding the 21st Century learning skills through a STAEM lens where students are learning critical thinking, Innovation, problemsolving, resilience skill. Through this approach students this allows students to collbarte around their learning and also give students the opportunity to self reflect and identify thier next learning steps. ● All staff have clearly articulated learning plans reviewed through the attestation process carried out by senior leaders. All classes have defined timetables.

		● All teachers keep anecdotal notes about their learners either elctronically; in goal books;in children's books as notes in their planning. ● Children's behaviour, academic and social capabilities are accessed by teachers to inform how learning is personalised or in many situations groupified (works for children where groups are identified with similar learning needs).

Code of professiona Responsibilty

1.   Commitment to the Teaching Profession

I senior teacher (name) _____ attest to this teacher (name)_____

Meeting/ Not Meerting standards

The following Standards for teachers- Professional Relationships, Te Tiriti O waitangi, Professional Learning and Design for Learning.

My general comment about this teacher's competency includes any suggestions for future upskilling needs in the 4 domains.

Date

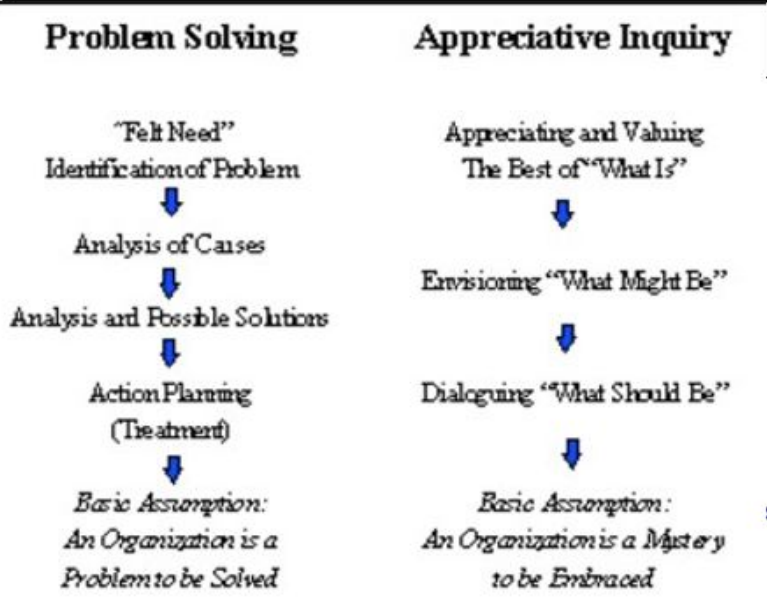Signed Appraiser   Signed Apraisee   Signed off by the Principal before filing.
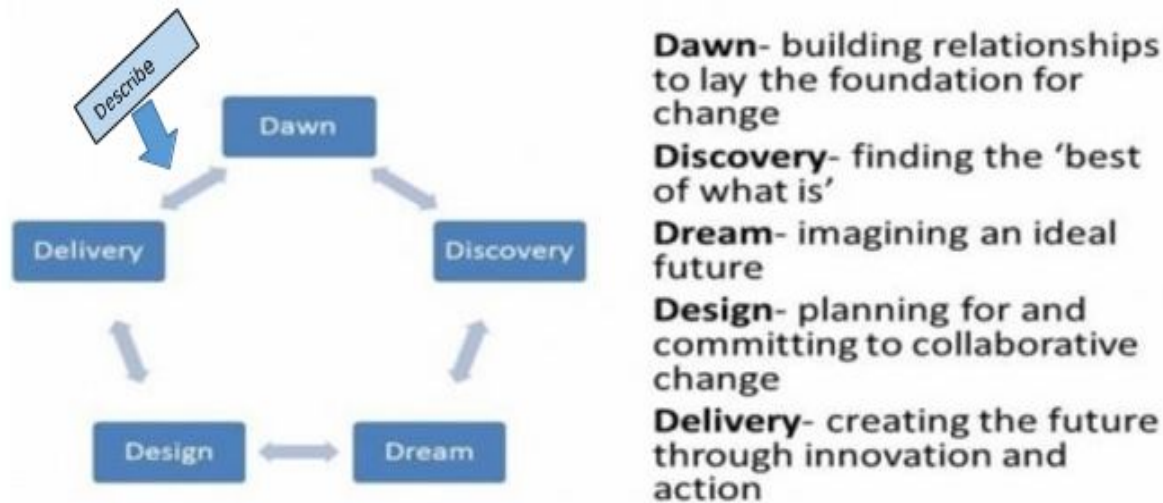
Staff knowledge - Competency attestation is carried out by team leaders, whereas out appreciative inquiry and the trio coaching programme is about personal professional growth and covers the Learning Culture and Teaching strands of the Standards

Understanding appreciative inquiry

APPRECIATIVE INQUIRY USING STORYING METHODOLOGY

Problem Solving	Appreciative Inquiry

"Felt Need"
Identification of Problem
⬇
Analysis of Causes
⬇
Analysis and Possible Solutions
⬇
Action Planning
(Treatment)
⬇
Basic Assumption:
An Organization is a
Problem to be Solved

Appreciating and Valuing
The Best of "What Is"
⬇
Envisioning "What Might Be"
⬇
Dialoguing "What Should Be"
⬇
Basic Assumption:
An Organization is a Mystery
to be Embraced

6 phases of Appreciative Inquiry

Dawn- building relationships to lay the foundation for change

Discovery- finding the 'best of what is'

Dream- imagining an ideal future

Design- planning for and committing to collaborative change

Delivery- creating the future through innovation and action

Storying is one way to share your learning
Here is a start up story for us all to start 2021.

If I take a professional approach to my occupation, then I take a professional approach to who I am in a classroom. I discover things about my teaching; I dream about what I want to be like as a teacher. I design systems and programmes to support my dreams and at all times I try to grow my skills and deliver high quality teaching, at all times using accurate data to inform my thinking. I am there to enable all of the learners that I teach to learn. I know that, on average, they should at least all learn in one year what other learners would learn in the same period of time. I want to consider the impact I have on my learners. I have a responsibility to ensure that. Some will do better than that and some will not. But I take that responsibility seriously, I monitor their attendance, their engagement, their motivation and their progress very carefully. I talk with them about their engagement and progress and about what I can do to support their learning and progress. I talk with them, and enable them to learn about how they can learn better – how they can become even more active, powerful learners. I access Sarah Radcliffe to support better understanding of student agency in my class at my level.

I am conscious of what I am to teach – I am trained and expected to enable all of my learners to learn the appropriate curriculum – all of it, not just the bits I enjoy or feel more comfortable with. I ensure that I have the curriculum knowledge to be able to extend the most able of my students in all subjects. I may have had to undertake some additional learning, ……..to be able to do this. I am conscious of the community within which I teach, the community that I serve by teaching their children. I am conscious of my school or centre and the goals and targets for improvement that we, collectively, have set. I am conscious of my role in assisting the achievement of these goals and targets. I know what these mean in terms of which learners in my class (es) or setting need to show accelerated progress for children who are struggling to reach expected learning levels and a broad curriculum for those who are well within or above. I need to show powerful learning in other parts of the curriculum with a focus on building inquiry and personal student capability. The learners also know. I take responsibility for ensuring that I learn what I need to learn in order to best ensure that my learners reach their goals. I take seriously the reality that I am part of a team

and that I need to be ready to support my colleagues and   leaders in what they need to learn in order for them to perform their roles better. I work with my colleagues to shape and refine a picture of what 'good' teaching looks like that maps against our country-wide description of what professional teaching looks like - I understand that my teaching practice must be visible to my colleagues and discussable. I would not want it any other way. I recognise that I cannot do all the above if an evaluative perspective is not at the base of all I do. I need to be constantly reassessing what my picture of 'good' teaching and learning looks like. As part of my daily teaching I am thinking about well I actually understand the curriculum, how well I am teaching, how well learners are progressing. If I am really doing these things, I will be able over time, to compare my picture of 'good' teaching and learning with my picture of 'what is' in my daily practice so that I can detect ways in which I might improve. I wonder, I inquire, and as to what I can do to teach better.

Because I look closely at what I do, appraisal is a natural, ongoing, indicator of my professionalism. I evidence my learners' progress, their self -regulation and powerful learning, and of my own practices through my termly stories, which I can choose to write/speak/ present/ put to music or art. This is my first story that set the scene for 2019.

I believe based on past appraisal or the skills I am now learning, that my practice is competent and that I meet the 'Teaching Standards'. I am self-evaluative, and take responsibility for what I do. This year I am deciding on challenging, interesting improvement ideas that reflect an appreciative inquiry model as a way of gathering evidence.
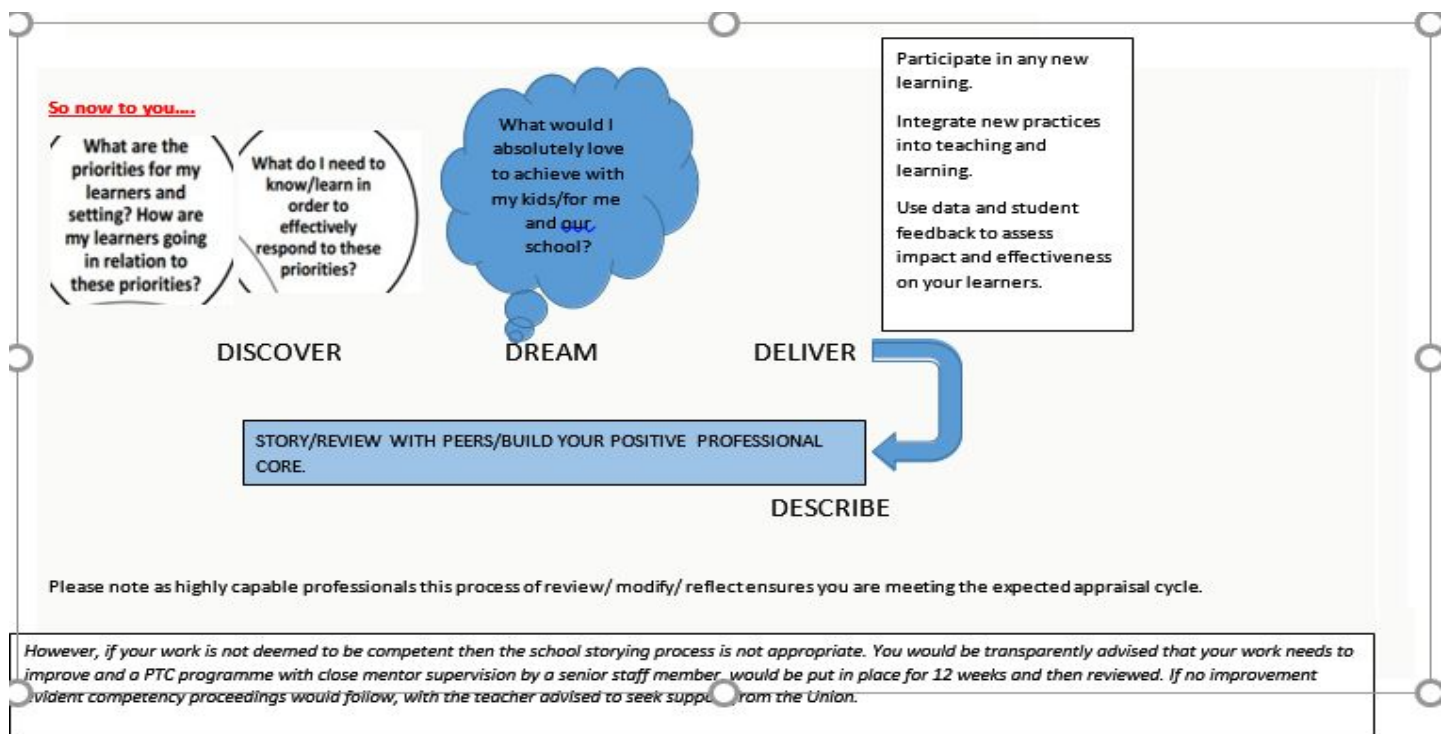
Term 4 all teaching staff meet with DP or Principal for an appraisal review .

Teachers choose how they present their evidence- visual/ written/ video. The termly sharing needs to identify the next term goals. The storying happens in terms 1 -3. Then an overview with Principal or designated DP in term 4 and this part of the appraisal process.

Reference to Educational Council criteria	Evidenced through/by
Reference to Educational Council criteria **https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf** **Professionalism** **Teaching** **Design for learning** **Support for and co-operation with colleagues** **Contribution to wider school activities**	**Evidenced through/by** **SHARING STORY or annotated notes in blog or journalised format that reflects personal inquiry goals. The storying methodology is based on appreciative inquiry. Each term is set aside in the professional development schedule to write and share.** **You can use in story as appendices:** **This document's indicators and any of the following** • **Senior staff attestations** • **Data analysis** • **Identified team planning contribution** • **AFL observations/modelling/feedback** • **PDP observations of effectiveness** • **Triangle team review** • **Actual teacher learning plans** • **Anecdotal notes about children and grouping** • **Assessment data collected and analysed for grouping** • **Using technology to support learning** • **Positive relationships with students** • **Challenge evident in classroom work** • **Student behaviour meets school-wide expectations** • **Classroom physical environment promotes quality work and challenge** • **Children can talk about their levels of achievement and next learning steps** • **Parents informed through home information/ email trees/ reporting** • **Colleagues value team involvement** • **Attends wider school activities as required.** • **Self-assessment**

Appraisal Annual Summary Report

Date:

Appraisee:	
Appraiser:	

List of evidence verified by appraiser
These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

	Goals discussion Evidence identified	Goal(s) Met/Not Met Variance
Goal Summary by Principal		

General Review *- appraisee to complete*

Aspects of the year identified that showed high level of satisfaction- taken from stories

Aspects of the year that need further work and development