


NEW ZEALAND
Education System

OVERVIEW

Innover ailleurs




MINISTRY OF EDUCATION
TE TĀHUUHU O TE MĀTAURANGA

Crédits photos: Ministry of education

Une expérience originale

- Projet Jules Verne 2011
- Immersion complète dans un système scolaire étranger



Un système éducatif différent

- Basé sur le système anglo-saxon
- Approche curriculaire
- Présence dans l'établissement continue (8h15 – 15h30)
- Staff meeting tous les matins 8h15 - 8h30
- 21 périodes de cours
- 1,5 période du TPL Teacher Professional learning

Des leviers pour favoriser l'innovation

- Un système décentralisé
- Confiance entre les différents acteurs
- Pas d'inspection mais des évaluations entre pairs (Appraisal)
- Centré sur l'enfant
- Soutien aux élèves les plus fragiles (exemple du Te Kotahitanga)

Des leviers pour favoriser l'innovation

- Appraisal
- Evidence based education
- Programme TPL (Teacher Professional Learning)

Evaluation par les pairs

- Appraisal
- Evaluation annuelle par les pairs.
- Basée sur des observations en classe
- Des questionnaires réflexifs
- Des évaluations des élèves

Education fondée sur la preuve

- Evidence based education
- Influence de John Hattie
- Travail étroit entre éducation et recherche.
- Nombreuses publications mises à disposition des enseignants qui servent de support au TPL

TPL Teacher professional learning

- Choix des thématiques à l'échelle de l'établissement
- Positionnement des collègues (lien avec Appraisal), définition d'objectifs personnels
- 1,5 H /semaine , réunions de formations, présentations sur les thématiques choisies, échanges.
- Choix de formation en interne plutôt qu'à l'extérieur.

Des leviers pour favoriser l'innovation



**A goal
without a
plan is just
a wish**

**- Antoine de
Saint-Exupéry**

Des leviers pour favoriser l'innovation

Innovor ailleurs : La Nouvelle Zélande

Sites institutionnels

Enseignement fondé sur la preuve (BES)

Best evidence synthesis



Teaching inquiry

Enquête sur les pratiques



Articles

Article de J. Perchais



Les 6 choses qui m'ont inspirée dans les...
Ce point est ma plus grande découverte ...
medium

Helen Timperley

L'apprentissage professionnel



Développement professionnel et Innovat...
de Thierry Foulkes
youtube

Documents personnels: TPL Professional learning

What aspects of your professional learning have enabled you to contribute to school goals as a whole? (The school goals go to 'What's Our Strategic Plan?')
What do you have planned for the rest of the year? What evidence do you need to achieve this?

Courses, Workshops and Conferences ... add in ongoing events
Course: Workshop: Conference attended: Supplied by: TPL Coordinator

How have you used your learning from this course? Can you describe outcomes in the classroom? What has been the effect on student learning?
What aspects of your learning at this course have enabled you to contribute to your Learning Area/ Department? Who have you shared this learning with?
What aspects of your learning at this course have enabled you to contribute to School Goals as a whole? (The school goals go to 'What's Our Strategic Plan?')
Would you recommend this Course/ Workshop/ Conference to other teachers? Who or who not? (Teacher)

MILESTONE ONE Part Two
Document Word
padlet drive

TPL Differentiation

Diaporama de présentation d'une collègue au sujet de la différenciation pédagogique.

Summary and Reflection:

Differentiation TPL
Onslow College 2011

Documents personnels: Appraisal

Appraisal

Observations croisées Vs Inspections

1. School Goals are published in the 'What's Our Strategic Plan'
 2. During TPL, teachers discuss possible professional learning goals (having been given goals stated in Appraisal from last year) and then complete goal setting documentation
 3. TPL time is allocated to teachers' individual professional learning goals
- Term 2**
1. Teachers arrange a meeting time with their appraisers
 2. Teachers complete a self evaluation (based on the Registered Teacher Criteria)
 3. In the Appraisal meeting, TPL goals and the self evaluation are used to discuss and agree an area for development. A focus and appraisement date are arranged for a documented classroom visit (see Classroom Observation Form 1-2)
 4. TPL Milestone One Part One is completed and returned to the Principal. Each teacher is to keep a copy for their own records.
 5. Self reflection on Teacher Professional Learning form is completed and returned to TPL coordinator and L&L.
- Term 3**
1. Classroom visits are carried out. One visit must use the provided documentation, but evidence of visits by other colleagues can be presented as evidence. See Appendix 1 for 'what's our strategic plan' observation sheet
- Term 4**
1. TPL Milestone Two is completed and returned to the Principal. Each teacher is to keep a copy for their own records
 2. Teachers arrange an appraisal follow-up time with their appraisers.

Appraisal Timeline 2011

Document Word
padlet drive

Évaluation des professeurs par les élèves

STUDENT FEEDBACK SURVEY FORMS

Student Learning Surveys can be found in 'What's Our Strategic Plan'

An example of a Student Learning Survey follows:
About the teaching and learning in this class:

	Always	Usually	Sometimes	Never
1. The teacher has high expectations of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher explains things clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher has a good understanding of my ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher effectively deals with disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I get good feedback from the teacher on how to improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Des leviers pour favoriser l'innovation

Lien vers le padlet:
Innover ailleurs, l'exemple de la Nouvelle Zélande



Example of Student Learning Survey



About the teaching and learning in this class:

	always	usually	sometimes	never
1. The teacher has high expectations of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher explains things clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. The teacher effectively deals with disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I get good feedback from the teacher on how to improve my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher's questions help me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the purpose of each lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have a good working relationship with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher has a good knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The activities we do in class help me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel I am well prepared for assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am given opportunities to work with and learn from other students in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I enjoy the learning I do in this subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What could be done to make the learning in this class better for you?



If you were coaching me to be a better teacher, what advice would you give me? (Use the back in necessary)

Part two: Self-Reflection on Teacher Professional Learning

NOTE that a personalized version of this was emailed to teachers in Term 2

CODE	Name	LA/Department	LAL/HOD
<i>TPL Goals (as described in Term One):</i> Supplied by TPL Coordinator			
<i>What have you achieved towards your professional learning goal(s) so far this year?</i>			
<i>How have you used your learning? Can you describe outcomes in the classroom? What has been the effect on student learning?</i>			
<i>What aspects of your professional learning have enabled you to contribute to your Learning Area/ Department?</i>			
<i>What aspects of your professional learning have enabled you to contribute to School Goals as a whole? [for the school goals go to N:\staff\Strategic Plan]</i>			
<i>What do you have planned for the rest of the year? What assistance do you need to achieve this?</i>			

Teacher Appraisal 2011 - Timeline

Term 1

1. School Goals are published in N:\staff\Strategic Plan
2. During TPL, teachers discuss possible professional learning goals (having been given goals stated in Appraisal from last year) and then complete goal setting documentation
3. TPL time is allocated to teachers' individual professional learning goals

Term 2

1. Teachers arrange a meeting time with their appraisers
2. Teachers complete a self-evaluation (based on the Registered Teacher Criteria)
3. In the Appraisal meeting, TPL goals and the self-evaluation are used to discussed and agree on areas for development. A focus and approximate date are arranged for a documented classroom visit (see Classroom Observation Forms 1-3)
4. TPL Milestone One Part One is completed and returned to the Principal. Each teacher is to keep a copy for their own records
5. Self-Reflection on Teacher Professional Learning form is completed and returned to TPL coordinator and LAL

Term 3

1. Classroom visits are carried out. One visit must use the provided documentation, but evidence of visits by other colleagues can be presented as evidence. See Appendix 1 for "walkthrough" observation sheet

Term 4

1. TPL Milestone TWO is completed and returned to the Principal. Each teacher is to keep a copy for their own records
2. Teachers arrange an Appraisal Interview time with their appraisers

Final Interview

3. Appraisal - evidence to be used in discussions about progress towards professional learning goal(s):
 - Milestones One and Two
 - Classroom observation(s)
 - Student feedback (see Appendix 2)
 - Log of work done in TPL, including evidence on the effect on student learning
4. Attestation - agree on and complete the evaluation against Registered Teacher Criteria (use Professional Attestation - Summary Form):
5. All documentation to be forwarded to Principal by:
 - Milestones One and Two
 - Classroom observation(s)
 - Student feedback (see Appendix 2)
 - Log of work done in TPL, including evidence on the effect on student learning
 - Professional Attestation - Summary Form

Teacher Appraisal 2011 - Timeline

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 - Milestones One and Two
 - Classroom observation(s)
 - Student feedback (see Appendix 2)
 - Log of work done in TPL, including evidence on the effect on student learning
4. Attestation - agree on and complete the evaluation against Registered Teacher Criteria (use Professional Attestation - Summary Form):
5. All documentation to be forwarded to Principal by:
 - Milestones One and Two
 - Classroom observation(s)
 - Student feedback (see Appendix 2)
 - Log of work done in TPL, including evidence on the effect on student learning
 - Professional Attestation - Summary Form