

Guide to mapping evidence against the RTC's

Necessary & Sufficient Evidence

- All RTC's must be demonstrated
- Evidence that shows:
 - Planning – Teacher conception (espoused theory) of teaching & learning + relationships
 - Teaching/Practice – Actual teaching practice + Interactions with other staff, parents/whanau
 - Outcomes – Impact on student learning + impact on organisation's culture

Reflect on evidence and its impact (i.e. add comment to the RTC map)

1. What have I learnt from my evidence?
2. What has been the impact on my teaching?
3. What has been the impact on the learning for my akonga?
4. How is my pedagogy changing?
5. What does this mean for next steps teaching and learning - For me / my students?

Identify & record impact of evidence on student /own learning

- Change - What caused a change in practice or change in thinking in relation to student learning?
- Significant - i.e. what stands out and impacts on student learning?
- Patterns - what happens regularly and impacts on student learning? [Use only for gaps in RTC's]

Triangulating evidence – Sources, Perceptions, Presentation

A range of sources of evidence and perspectives should be embedded across the columns that bundle the evidence:

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| <ul style="list-style-type: none"> ● Formal and informal feedback/feed-forward ● Student voice ● Parent/whanau voice ● Self-appraisal reflections ● Mentoring ● Colleague voice e.g. Peer feedback, 360's | <ul style="list-style-type: none"> ● Conferences ● Demographic data ● Achievement/assessment data ● Information on systems ● Research and best practice ● Meeting minutes ● Video / observation of practice |
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BUNDLES OF EVIDENCE – Examples for backward mapping to Tātaiako and RTC's

<p>Teaching as Inquiry <i>Impact evidence = what does this mean for me, my group of students, individual akonga / priority learners?</i></p> <ul style="list-style-type: none"> ● Project ● Goal ● Innovation ● Change in practice ● Challenge of pedagogy ● Investigation into practice ● Planning for Teacher inquiry 	<p>Outcomes, assessment and reporting <i>Impact evidence = what does this mean for next steps teaching and learning?</i></p> <ul style="list-style-type: none"> ● Priority learners ● Reports to parents ● Data ● Needs assessment ● Review of assessment data ● 360 feedback ● Evidence of learning ● Impact on akonga's learning
<p>Classroom Practice <i>Impact evidence = what was a significant change in practice that impacted on student learning</i></p> <ul style="list-style-type: none"> ● Planning for learning ● Short & long term planning ● Observations ● Classroom environment ● Relationships ● Pastoral care of Tutor Group ● Development of resources 	<p>Active Contributions to own and others learning <i>Impact evidence = what was learned that impacted on practice in your teaching</i></p> <ul style="list-style-type: none"> ● Leading or contributing at meetings ● Supporting DEPT and College initiatives ● Reflective journals ● Sharing practice ● Sharing learning from PD/readings ● Leading professional development ● Planning for self-review