

PCT - HANDOUT

**Thinking about evidence: putting together a portfolio**

**EVIDENCE**

**Fully Certificated and Provisionally Certificated Teachers**

It is helpful to think about evidence in two ways:

1. that shows you have participated in an appraisal system using the Standards for the Teaching Profession.
* that is, you have been observed, participated in professional conversations and have a completed summary report. Teachers, kura, schools, services and centres hold this evidence.
1. that demonstrates you meet the Standards for the Teaching Profession.
* including evidence that is held by individual teachers. For example, evidence that is analysed, used and discussed for making decisions around your goals or inquiry.

**EVIDENCE FOR YOUR PROFESSIONAL PORTFOLIO**

What should you include in your evidence folder?

* All examples of your daily, quality practice that demonstrates your understanding of the Professional Standards. Use the [Quality Practice Template](https://www.educationcouncil.org.nz/sites/default/files/Quality%20Practice%20Template_2.doc) to help you determine what is an example of good practice.
* Use your evidence as the basis to developing your professional **goals and inquiry**. Use these to gather evidence to show your progress in achieving these two areas of your practice. Remember to gather, analyse and plan. Goals and inquiry also form the basis of your appraisal conversations.
* Observations and feedback from these should be included in your portfolio to show your growth and development as a teacher. Remember to request a copy of the feedback from your observation. This should be signed and dated. Take the time to read the feedback and schedule another hui with the person who observed you a few days later, so that you can ask questions and discuss their feedback.
* Appraisal and professional conversations – remember to get a copy of your appraisal notes. Appraisal conversations, ideally, should happen twice a year with a final summary report given at the end of the year.

**Become the ‘curator’ of your own evidence. Content should be a:**

* Purposeful selection, and use of visuals and texts
* Range of sources
* Range of perspectives
* Manipulation of space and objects
* Improvement of classroom pedagogy and student outcomes
* Align to [Our Code, Our Standards](https://www.educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf)

**Helpful Links**

[Tātaiako:](https://educationcouncil.org.nz/sites/default/files/Tataiako_0.pdf) Cultural Competencies for Teachers of Māori Learners

[Te Hāpai Ō](https://educationcouncil.org.nz/sites/default/files/Te%20Hapai%20O%20ki%20Muri%20Maori%202012.pdf): A Resource for Mentoring in Māori Medium Settings (templates)

Presenting your evidence as an [Electronic Portfolio](https://educationcouncil.org.nz/sites/default/files/TCNZ_INTERVIEW_Final%20200913_48kHz_stereo.mp3) (an audio recording – Education Council)

**More Handy Handouts, go to** [www.akopanuku.tki.org.nz](http://www.akopanuku.tki.org.nz)