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**Factors that Influence Teacher
Appraisal in Primary Schools:
Making appraisal meaningful for teachers**

**A thesis presented in partial fulfilment of the requirements
for the degree of**

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Bilinda Offen

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Abstract

Research from a range of countries revealed commonalities in how teachers perceived appraisal. It was common that teachers viewed appraisal negatively, and that appraisal was a process teachers completed because it was mandated to do so.

In order to present a solution to the negativity that is often associated with appraisal, this study investigated teachers' perceptions of the appraisal process in relation to the purpose of appraisal, the impact of appraisal on student learning outcomes and how appraisal can lead to improved teacher practice. The roles of communities of practice, reflective practice and the impact of leadership on the appraisal process were examined. The key component of effective appraisal was identified as being a quality relationship of teaching colleagues within a school. A school that incorporated improved student learning outcomes through improved teaching practice as a key objective of their appraisal process was examined in depth. This case study illustrated how an effective and purposeful appraisal process resulted in empowered teachers, which led to a positive impact on student outcomes.

The overall findings of this study reveal that there are a set of conditions that need to be embedded into a school's culture before appraisal can become meaningful. In order for a school to develop an effective appraisal strategy, these conditions must be inherent in the school culture. A four-step process for establishing the conditions is offered, followed by a suggested cycle of appraisal. However, the cycle would be ineffective if the conditions for effective appraisal were not embedded into the culture of the school first.

Table of Contents

ACKNOWLEDGMENTS	I
ABSTRACT	II
TABLE OF CONTENTS.....	III
LIST OF FIGURES	VI
LIST OF TABLES	VI
CHAPTER ONE INTRODUCTION.....	1
CHAPTER TWO LITERATURE REVIEW	7
Overview.....	7
Teacher Appraisal Processes: What does a successful process need?.....	7
<i>Introduction.....</i>	<i>7</i>
<i>A brief history of Teacher Appraisal in New Zealand</i>	<i>8</i>
<i>The current state of play in New Zealand.....</i>	<i>11</i>
<i>What is happening around the globe?</i>	<i>12</i>
<i>What does this mean for New Zealand context?</i>	<i>20</i>
Theoretical grounding for the study	22
Reflective Practice and Reflexive Praxis: a brief description	30
Conclusion	31
CHAPTER THREE METHODOLOGY.....	33
Specific Aims.....	33
General Aims	33
Rationale	33
Data Collection	35
<i>Phase One: Survey Data.....</i>	<i>35</i>
Instrumentation	36
Reliability	37

Internal Validity	38
Phase Two: Interviews.....	39
Phase Three: Case Study	40
Design Overview	42
Data Analysis.....	45
Justification for Research Method.....	46
Participants	47
Principles	48
Treaty of Waitangi.....	49
CHAPTER FOUR FINDINGS	50
Specific Aims.....	51
General Aims	51
Phase One – Survey Data	51
Section One.....	51
<i>Specific Aim 1</i>	51
Section Two	57
<i>Specific Aim 2</i>	57
Section Three	61
<i>Specific Aim 3</i>	61
Section Four.....	64
<i>Specific Aim 4</i>	64
Survey Comments.....	68
Survey Findings Summary	70
Phase Two: Interviews:.....	70
Interview Findings	72
Interview Findings Summary	76
Phase Three: Case Study	77
School A: Case Study	78
<i>Principal and Teacher Face-to-face Interviews</i>	78

<i>The Process</i>	81
<i>Implications of the inquiry process of appraisal</i>	82
Summary of Appraisal - Case Study: School A	84
Comparative Survey Findings	84
Chapter Conclusion	87
CHAPTER FIVE ANALYSIS AND DISCUSSION	89
Engaging Teachers in Appraisal	91
Factors That Influence Effective Appraisal	92
An Analysis of an Effective Appraisal Process	101
Leadership	105
CHAPTER SIX IMPLICATIONS OF CASE STUDY FINDINGS	111
Conclusion	116
CHAPTER SEVEN FINAL THOUGHTS	123
Limitations	124
Further Research	125
Changing Beliefs	126
REFERENCES	129
APPENDICES	137
Appendix One: Survey	137
Appendix Two: Participant interview consent form	144
Appendix Three: Perceptions of Teacher Appraisal in Schools Information sheet	145
Appendix Four: Principal follow up letter	147
Appendix Five: Directory of Schools – Dunedin	149

List of Figures

Figure 1 Overview of Research Process	43
Figure 2 Research Design Sequencing.....	44
Figure 6 Example of an annual cycle of appraisal after the pre-requisite conditions are established	121

List of Tables

Table 2.1 Comparative Table for Registered Teacher Criteria and Professional Standards	10
Table 4.1 Role of participant and purpose of Professional Standards	53
Table 4.2 Role of participant and purpose of Registered Teacher Criteria.....	54
Table 4.3 Schools and purpose of Professional Standards.....	55
Table 4.4 Schools and the purpose of Registered Teacher Criteria	56
Table 4.5 The basis of schools' appraisal system	57
Table 4.6 Participants' and relationships between appraisal and teaching practice	59
Table 4.7 Schools and relationships between appraisal and teaching practice	60
Table 4.8 Role of participant and relationship between appraisal and improved student learning	62
Table 4.9 Schools and relationship between appraisal and improved student learning.....	63
Table 4.10 Role of participant and feelings regarding the appraisal process.....	64
Table 4.11 Individual school and feelings regarding the appraisal process.....	65
Table 4.12 Role of participants and the appraiser in relation to the appraiser.....	66
Table 4.13 Individual Schools and the appraiser	67
Table 4.14 Survey comparisons from case study school	85
Table 5.1 The actions of School A as they relate to the criteria for a rich community of practice.....	102
Table 5.2 Teaching as Inquiry: Evidence as a basis for appraisal	108
Table 6.3 Summary of progressions before appraisal can be implemented.....	118