TEACHER APPRAISAL IN PRIMARY SCHOOLS: THE USE OF THE 'TEACHING AS INQUIRY' PROCESS

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ABSTRACT

This research set out to examine the use of 'Teaching as Inquiry' within the teacher appraisal process. Specifically, it set out to answer whether or not it was possible for 'Teaching as Inquiry' to be become integrated within the teacher appraisal system in an effort to make appraisal seen as a worthwhile process that involves teacher and student learning.

Since it became mandatory in 1997 (Ministry of Education, 1997a) teacher appraisal has primarily been thought of as a matter of compliance and accountability, whereas it was actually intended to offer a balance between accountability and development. It was perceived of as a requirement legislated by the Ministry of Education, that was a matter of simply ticking boxes, with little enhancement for student learning and teacher development.

A qualitative methodology was engaged for this research, which focused on four primary schools. Semi-structured interviews were carried out at the four schools with nine participants to obtain their thoughts and impressions of the integration of 'Teaching as Inquiry' within their teacher appraisal process. The data collected were used to identify the themes, which are discussed in the findings and discussions.

The findings indicate that for 'Teaching as Inquiry' and teacher appraisal to be a viable proposition to be integrated, time is required for it to be established within the school's culture. This could involve a number of years; it cannot be seen as a quick fix solution. There are a number of factors that must be in place for it to become effective and appreciated as worthwhile for teachers. As the literature and data indicate, knowledge and understanding of 'Teaching as Inquiry' and the teacher appraisal process are essential for the two to become integrated.

Leadership is an essential ingredient that needs to be one of creating trusting relationships, collegiality, collaboration and of support in relation to making the process seen as high priority by all those involved. The allocation of sufficient time and resources for the appraisee and appraiser to work together is as important as any part of the process. There is also a need for a sense of ownership by teachers, and of the value for teachers' learning and student learning.

When 'Teaching as Inquiry' and teacher appraisal are embedded throughout all teaching areas, the purpose of appraisal is viewed differently. It is thought that

if 'Teaching as Inquiry' is able to be merged to meet the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and then incorporated into the requirements of teacher appraisal, appraisal will be able to provide development for teachers as well as allowing student learning to be a focus.

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ATTESTATION OF AUTHORSHIP

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

Brett McKenzie

ACKNOWLEDGEMENTS

CHAPTER ONE: INTRODUCTION

In 1996 the Government of New Zealand (1996) published the legislation for the appraisal of teachers, where it clearly stated that appraisal should have a professional development orientation – it was never intended to be only accountability/compliance focused. It was a requirement that the Board of Trustees have policies and procedures in place that made teachers accountable for their performance and that professional development was linked with the process. The appraisal system needed to inform teachers' development.

However, teachers' perceptions of the appraisal system have generally been that appraisal is something that is done to them, not with them. They have seen it as largely bureaucratic, with a number of criteria and standards having to be met. These standards include:- *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999), *Our code, our standards: Code of professional responsibility and standards for the teaching profession,* hereafter referred to as the *Standards for the teaching profession* (Education Council of New Zealand, 2017a), *Registered teacher criteria* (New Zealand Teachers Council, 2010), and the collective agreement (Primary teachers' collective agreement, 2016-2018).

Fitzgerald, Youngs, and Grootenboer (2003) stated that the focus appeared to be on accountability through a managerial, hierarchical system which schools viewed as being a way for the Ministry of Education to increase its control over them. Due to these views, Youngs and Grootenboer (2003) came to the conclusion that this "resulted in schools implementing appraisal processes that were largely bureaucratic, even though they were seen as detrimental to the developmental aspect" (p. 78), as schools tended to reduce the whole process to a mere tick-box process against the *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999). How then would it be possible to ensure that accountability and development could be integrated into the appraisal system so that it could become a process which was of value to teachers' development and for student learning? Teachers were being introduced more and more to 'Teaching as Inquiry', a process which allows teachers to develop processes which benefit their students while also creating a process for their own professional development. For appraisal to be valuable

and to have a 'purpose', the integration of 'Teaching as Inquiry' and the teacher appraisal system could prove useful. 'Teaching as Inquiry' can provide the evidence that is required, without creating an extra load for teachers, while it is also able to be linked with the *Professional standards for the teaching profession* (Education Council of New Zealand, 2017a) for evidence purposes.

There is a requirement for evidence to be gathered to enable a teacher to meet the *Professional Standards: Criteria for quality teaching* (Ministry of Education, 1999).It has been suggested that 'Teaching as Inquiry' could be used to assist teachers to provide evidence. Using 'Teaching as Inquiry' allows teachers to use a process which is directly linked with their teaching and is not seen as having to double up, or as creating more paperwork, for the sole purpose of meeting the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) to satisfy the requirements for teacher appraisal. As a result of this, teachers increase their knowledge and understanding in incorporating the 'Teaching as Inquiry' process, along with increased professional development — an area which has been neglected in the appraisal process.

The knowledge of 'Teaching as Inquiry' and the perceptions held by the teachers involved in the research varied. The implementation of 'Teaching as Inquiry' has not been as straightforward as it requires a pedagogical shift in mindset of educators. It has been argued by Cardno, Bassett and Wood (2016) that "the ultimate aim for encouraging the practice of teaching as inquiry is to motivate teachers to improve teaching in order to improve learning outcomes" (p. 58). How teachers perceive the use of "Teaching as Inquiry' in relation to their appraisal process effects how they view the appraisal system. If, as has been stated previously that teachers see appraisal as purely a tick box exercise, by using 'Teaching as Inquiry' as a large part of the appraisal system they will see justification for appraisal and the value of "Teaching as Inquiry'. If teachers can perceive that a new initiative is worthwhile and will assist learning, while also the absence of a facet of perceived time wasting, it will be a benefit for all involved. To merge 'Teaching as Inquiry' with appraisal could assist in making the perception from teachers about appraisal and its worth a positive.

This statement justifies the importance of including "Teaching as Inquiry' and appraisal together, as the overall aim of both is to improve learning outcomes.

The schools involved in the research had a range of time in which they had had 'Teaching as Inquiry" introduced to them. One school had only taken it on board the previous year, while another school had had it as part of their system for over six years. The school context largely determined the extent as to the perceptions of the participants of "Teaching as Inquiry', how it was embraced and practised by teachers. This had the outcome of a varied set of responses as to their understanding and the implementation of 'Teaching as Inquiry' and how they saw it as part of their practice.

Research aims and questions

Research Question:

What are the perceptions that teachers have of the value of integrating 'Teaching as Inquiry' with teacher appraisal?

Specific Aims:

- To critically examine the relationship between '*Teaching as Inquiry'* and the teacher appraisal process;
- To gain an understanding of how 'Teaching as Inquiry' is understood and an understanding of the purpose of teacher appraisal;
- To determine if participants perceive 'Teaching as Inquiry' as linking with student learning; and
- To gain an understanding of how teacher appraisal is viewed by participants.

Thesis Organisation:

This thesis is set out in six chapters.

Chapter One

Chapter One is an introduction to this research study. It describes the rationale of the study and outlines the research questions and the aims of the study.

Chapter Two

Chapter Two presents the literature review, which examines previous research related to the aims of the study. Definitions of 'Teaching as Inquiry' and teacher appraisal form the basis of this chapter.

Chapter Three

Chapter Three explains why a qualitative methodology was selected and why the data collection method of semi-structured interviews was preferred. The data analysis procedures used and ethical considerations are also discussed.

Chapter Four

Chapter Four presents the research findings from the semi-structured interviews. Emerging themes are identified.

Chapter Five

Chapter Five is a discussion of the findings, which are based on the themes which emerged from Chapter Four. The key findings are critically discussed and linked with the literature.

Chapter Six

Chapter Six completes the thesis with a summary of the overall findings. Strengths, limitations, final recommendations, and possibilities for further research are discussed.

CHAPTER TWO: LITERATURE REVIEW

Teacher appraisal was first introduced into the New Zealand Education system in 1987 through the *Performance Management Systems, State Sector Act* (1988) and then became compulsory in 1997 (Ministry of Education, 1997b). The original appraisal guidelines published in the *New Zealand Gazette* (Government of New Zealand, 1996) state at 3.1(v) that appraisal should "have a professional development orientation". The Ministry of Education defines appraisal as "an evaluative and developmental activity in the framework of professional accountability" (Ministry of Education, 1997a, p. 5). Effective appraisal within schools requires it to be beneficial to both the individual teacher and the organisation, with student learning being at the centre. In a school setting, appraisal involves analysing an individual's performance in reference to a job description, their goals and the relevant professional standards (Piggot-Irvine & Cardno, 2005). Evidence also needs to be collected that displays effective teaching practice, professional learning and reflection (Piggot-Irvine & Cardno, 2005). The Education Council of New Zealand (2017b) explains that "Effective appraisal processes did not require lots of evidence recording and compliance, though this is unfortunately and inappropriately the experience in some settings" (p. 2). How appraisal can capture student learning and not just become a "tick box" reflection is the role that 'Teaching as Inquiry' (Ministry of Education, 2007) is touted as being a solution too. To add to the perceived effectiveness of appraisal in schools, and to assist with the reflection and professional development of teachers and increase the attention on students and their learning, the introduction of 'Teaching as Inquiry'*,* according to Benade (2015a), allows teachers to promote student learning through inquiry. Within the literature relating to teacher appraisal and 'Teaching as Inquiry', four themes stood out. These are:

1. defining teacher appraisal and its purpose;
2. defining 'Teaching as Inquiry' and its purpose;
3. relationships and the school leaders' role; and
4, effective appraisal.

Identification of topic

With the increased emphasis in today's society on accountability within the workplace and the sense that people need to be getting value for their money in all sectors of society, the appraisal system has become a significant factor in

all professions. In the teaching profession, it has become an ever-increasing focus of the Ministry of Education and of successive Governments. Governments in the last twenty years have treated the profession as a performativity model. Ball (2003) implies that teachers are entrepreneurs in an educational sense, working in a business-typified model with students being referred to as products and therefore subject to performance-based appraisal. In 1987, appraisal was first introduced into the New Zealand Education system through *Performance Management Systems, State Sector Act* (1988). In the educational setting, performance management relates to "the policies and procedures which ensure that teachers and staff of schools provide education and services that fully meet the needs of students" (Ministry of Education, 1997a, p. 1). They go on to state that "Boards of trustees need to ensure that each teacher is provided with opportunities for appropriate professional development" (p. 2). In 1997, annual appraisals of principals and teachers became mandatory (Ministry of Education, 1997b). Responsibility through the *State Sector Act* (1988) required Boards of Trustees to be good employers to ensure there were "opportunities for the enhancement of abilities of individual employees" (Section 56 and 79). It was said by Timperley and Robinson (1996) that early appraisal systems had been orientated towards professional development, but Piggot-Irvine (2000) later reported that there had been a move towards more of an accountability process. With appraisal becoming mandatory, there was the need to place appraisal in a significant place within the performance management system in the school. The increased accountability in the New Zealand appraisal system, as noted by Piggot-Irvine (2000), has had the effect of creating greater control over teachers as it leads to teachers avoiding collecting objective evidence, labelling appraisals as another failed attempt and marginalising the growth aspect of appraisal. McLellan and Ramsay (2007) state "For many in education, performance appraisal feels like an example of pointless corporatisation: that bureaucrats somewhere have decided that imposing this system on schools is a simple answer to the complexities of making sure schools are well managed" (p. 1). The intention of the appraisal system is to balance the requirements for accountability with the focus on teaching practice and learning (Education Review Office, 2011). Appraisal is a teacher-evaluation activity which, as described by Nusche, Laveault, MacBeath, and Santiago (2012), is intended to encourage accountability for the teaching profession by the use of a set of professional standards. In regard to this statement, Piggot-Irvine (2003)

previously stated that by setting appraisal apart from the professional development aspect of appraisal, it threatens the balance between accountability and professional development while having a detrimental effect on professional development.

The *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999) were introduced to provide a framework for teacher appraisal. This, along with the *Primary teachers' collective agreement* (2016-2018) guidelines, provided a framework on which appraisal was to be conducted but this was not initially intended. This led to a reaction from Fitzgerald et al. (2003) and Fitzgerald and Gunter (2008) who said that it was seen as a means of tightening control over the teaching profession and increasing the level of bureaucratic involvement. The *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999) focused on planning for teacher development in order to achieve improved student outcomes by providing the critical knowledge, skills and attitudes needed to perform a particular role effectively. The guidelines clearly articulated the need for balance between accountability and development in the appraisal. Cardno (1999) remarked that the intention of reforming and addressing the concerns of teacher quality through accountability had overlooked the interpersonal practices required that are involved in appraisal. To assist in making appraisal something more than just a form of accountability and include student learning and achievement, there has been a need to incorporate 'Teaching as Inquiry' into the appraisal system as a prerequisite in calculating the effect of teaching on student learning, as this was viewed to be an important aspect of appraisal (Education Review Office, 2014; Sinnema, 2005).

The intention of the appraisal system in most schools is to promote student learning. However, the New Zealand Teachers' Council (2010) concentrated on preferred aspects of teaching styles. The Education Council of New Zealand (2017a) stated that "To renew or gain a full practising certificate, teachers must demonstrate they meet the professional expectations … as described by the New Zealand Teachers Council (2010) in the Registered Teacher Criteria Handbook. It is the responsibility of each school, Kura and early learning centre to create an effective appraisal process" (p. 2). The *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999) made no mention of 'Teaching as Inquiry' as a consideration for inclusion in teachers' appraisal. It

does ask for "evidence to be provided to ensure teachers know how they and their students are going, as well as making decisions about next steps for their own and their students' learning. This is their 'evaluative capability'" (p. 2). Jack Boyle, President of the Post Primary Teachers Association (PPTA), in the Education Review article *Buried in paperwork* (Wastney, 2018), is quoted as saying:

> In the case of teacher inquiry, this work is really important, but it's moved from being a simple 'I tried this, and it didn't work for this reason', to a stash of documents that need to be presented and distributed to a range of people, including school leaders, boards and the Education Council. (p. 3)

The introduction in 2017 of the *Code of professional responsibility and the standards for the teaching profession* (hereafter referred to as the *Standards for the teaching profession*) (Education Council of New Zealand, 2017a) displays six standards, with one of the standards referring to '*Professional Learning*'. The Education Council of New Zealand (2017a) mentions the need for teachers to "use inquiry, collaborative problem solving, and professional learning to improve professional capability and to impact on the learning and achievement of all learners" (p. 18). These standards are starting to reflect what is needed for appraisal to be "both evaluative and developmental" (Cardno, 1999, p. 93). The appraisal system has also begun to impact at both the individual and organisational levels, as suggested by Piggot-Irvine and Cardno (2005), in including the school's strategic goals and a 'Teaching as Inquiry' focus. For teachers to be appraised, they need to provide evidence to support their appraisal and, as part of this, the inclusion of their 'Teaching as Inquiry' focus creates an opportunity to have meaningful conversations with colleagues and their appraiser. The Education Review Office (2014) mentioned that an "effective appraisal should be experienced as a component that focuses on improving achievement for all students in the school" (p. 1). This has now been partially addressed with the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) being introduced.

The "integrated appraisal process model" designed by Piggot-Irvine and Cardno (2005, p. 126), is presented in a cyclic format that indicates appraisal should be on-going, making learning and practice continuous and be something that does not happen in isolation. As professed by Piggot-Irvine and Cardno

(2005), the "critical challenge for schools is how they go about achieving links between the evaluation of practice and its development, through, for example, performance appraisal and school self-review" (p. 294). Previously, before the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) were introduced, Sinnema (2005) mentioned that the indicators were more focused on teaching style rather than on the positive impact on students and their learning. The new standards appear to have at least one standard now that focuses on 'Teaching as Inquiry'. It is imperative that the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and 'Teaching as Inquiry' are aligned to allow for discussions and goals to be developed, including performance indicators within the appraisal system. This includes professional development, school planning and reporting (Sinnema, 2005).

The national policy for performance management, as Cardno (2012) emphasises, is that every teacher is required to be assessed against a set of performance expectations. If the purpose of appraisal is, as Offen (2015) asserts, to enhance student outcomes, the *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999) is unsuitable if there is a desire for growth, improved practice, and improved student outcomes. They are more of a hindrance as they are mainly focused on the concept of performance pay so do not fit. They create a deterrent for having a model which is attempting to encourage an environment of trust and respect where teachers are encouraged to take risks to benefit student learning. These standards are able to be aligned with the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and they must incorporate observation of teaching, teaching appraisal, discussion of the evidence, and the collaborative setting of development goals (Sinnema & Robinson, 2007). The drawback with this is that it turns into a policy of compliance, rather than being an inquiry into teaching and learning.

My research topic originated due to my concerns as to how 'Teaching as Inquiry' was being used as a tool to assess teacher capability rather than a tool to assist with the development of teachers in developing their own learning in regard to improving learning for their students. I had concerns as to the ethics. As East (2011) explains, "teachers who inquire into their own practice must be mindful of ethical considerations. This is especially the case if the results of the

inquiry are likely to be shared beyond the confines of the teacher and his or her own classroom" (p. 11). Furthermore, the sharing of information in regard to students in an appraisal document, and the legalities of then sharing the information gained through 'Teaching as Inquiry' in a collaborative way and in a teacher's appraisal, also concerned me. It has been stated by East (2011) that an appraisal document is confidential to the appraiser, the appraisee and the principal. What is mentioned by Cardno, Bassett, and Wood (2017) is that "with little explanation, 'Teaching as Inquiry' appears to have floated into the current common knowledge sphere of teachers and those who manage teacher appraisal and development in a simplistic and devalued manner" (p. 55). The purpose behind 'Teaching as Inquiry' can be eroded if it is included in the appraisal system and becomes caught up in compliance to meet the requirements of the appraisal system. According to previous authors, teacher appraisal is a sound reflection of how teachers are performing and how improvements can be made in relation to student achievement. Yet Cardno et al. (2017) say that having 'Teaching as Inquiry' within the appraisal system is generally being viewed as an additional task which adds to the demands that are already placed on teachers and that it is time-consuming. Research undertaken by McLellan and Ramsay (2007) had shown that the appraisal process was most successful when time and money were committed to it along with training for both appraisers and appraisees. This then allows teachers to be actively involved and they are empowered to have ownership of their own professional development. Teachers who commit to inquiry must be able to challenge their own beliefs and assumptions and be able to learn from research; to realise that they may not be successful and may need to try again for a more effective result (Cardno et al., 2017). We need to ask ourselves, as Ball (2003) suggests, are we including 'Teaching as Inquiry' in the appraisal process because it is important, because we believe in it, because it's worthwhile and because it is going to assist with student learning, or is it because it is being the one way, the easiest way, that we can provide the necessary evidence to meet the *Standards for the teaching profession* (Education Council of New Zealand, 2017a), which has the effect of allowing us to gain our gain our teacher registration and look good? Ball (2003) goes on to say that, "we become ontologically insecure: unsure whether we are doing enough, doing the right thing, doing as much as others, or as well as others, constantly looking to improve, to be better, to be excellent" (p. 220).

Defining teacher appraisal and purpose

Performance management systems were first introduced by the *State Sector Act* (1988) and the *Education Act* (1989). Teacher appraisal is part of the performance management system and has been defined in various ways since its introduction as a Ministry of Education initiative to ensure accountability in teacher performance and practice (Ministry of Education, 1997a). The focus of appraisal was clarified in greater depth with the introduction of professional standards (Ministry of Education, 1997a, 1997b, 1998). The standards were linked to the *Primary teachers' collective agreement* (2016-2018) and, due to this, it was a requirement that all teachers would be assessed as per the standards described. The Ministry of Education in its paper on performance management in schools (Ministry of Education, 1997b) supplied appraisal guidelines for schools to guide them as to what aspects of teachers performance should be appraised, with these being planning and preparation, teaching techniques, classroom management, classroom environment, curriculum knowledge, and student assessment (p. 3). Fullan and Mascall (2000) suggested that appraisal is "part of a political movement of accountability: teachers are seen as public servants who should be accountable for their work" (p. 41). The Organisation for Economic Cooperation and Development [OECD], (2013) emphasised that "Teacher appraisal refers to the evaluation of individual teachers to judge their performance and/or provide feedback to help improve their performance" (p. 11). The Organisation for Economic Cooperation and Development [OECD] (2013), in evaluating improving school outcomes, stated that "the framework for teacher performance management incorporates both accountability and improvement purposes" (p. 51). Sinnema, (2005) called for teacher appraisal to be relabelled as "Appraisal for Learning" (p. 172). This would indicate the importance of the role that teachers have in improving students' learning due to what they themselves have learned. For this to occur, educators must focus their attention on student learning throughout their appraisal.

The Education Council of New Zealand (2017b) explains that "the appraisal process exists to affirm and develop a high standard of teaching in New Zealand. Effective appraisal systems using the Education Council of New Zealand (2017a) *Standards for the teaching profession* help "teachers learn, grow and achieve the best outcomes for our learners" (p. 1). For appraisal to

meet compliance needs, it should be beneficial to the individual teacher and the organisation that they work in, with a focus on attaining the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). A table displayed by the Organisation for Economic Cooperation and Development [OECD] (2013) indicates that appraisal in New Zealand has no connection to a reward scheme or to promotion. The development of teachers professionally relies on their performance and the appraisal of their performance (Middlewood & Cardno, 2001). The purpose of teacher appraisal, as Piggot-Irvine and Cardno (2005) surmise, is to identify what should be the main focus of development, to enable teachers to reflect, grow and learn and to make suggestions as to how they can then transfer this through to students and thereafter student achievement. Guskey (2000), as cited in Timperley, Wilson, Barrar, and Fung (2007) defines 'professional development' as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (p. 13). In the Education Review Office (2009) report it is stated that "on going professional learning and development is therefore critical to maintaining and improving teacher quality" (p. 10), while Moreland (2011) reiterates this in saying of teacher quality that it "ultimately enhances the learning experience for all students" (p. 21). For improving teacher quality, the most productive way is to use an effective appraisal system.

For the appraisal to be effective, a number of supplementary factors are also needed. Piggot-Irvine (2003) describes 'effectiveness' within the appraisal as "non-controlling, non-defensive, supportive, educative and yet confidential" (p. 172). It has been noted that key features are required for an effective appraisal, and these are described as being: an integrated and accountable approach; objective and informative data; confidentiality and transparency being well resourced with time being allocated; a clear set of guidelines; and mutual respect and trust (Piggot-Irvine, 2003). In Middlewood and Cardno's (2001) research, it was noted that while there was a range of influencing factors in making an effective appraisal system, the ethos of trust was the foundation. In a school setting, appraisal involves analysing an individual's performance in reference to a job description, goals and the relevant professional standards (Piggot-Irvine & Cardno, 2005). Evidence also needs to be collected which displays effective teaching practice, professional learning and reflection (Cardno, 2012; Piggot-Irvine & Cardno, 2005). In relation to the improvement of

student learning and achievement, relevant data is necessary if teacher effectiveness is to be found. Literature has stated that teacher appraisal is a process which is set up to evaluate the teaching and learning of students against a set of standards and which is backed up by an evidence-based portfolio (Piggot-Irvine & Cardno, 2005). Teacher appraisal does not evaluate student learning. It is solely focused on the accountability and development of teachers and principals.

Defining 'Teaching as Inquiry' and purpose

'Teaching as Inquiry' was introduced by the Ministry of Education (2007) through *The New Zealand curriculum* to promote students' learning through teachers inquiring into their teaching and learning. The 'Teaching as Inquiry' model in Figure 2.1 (shown on p. 14) originates from Aitken and Sinnema's *Best evidence synthesis on social sciences* (2008). 'Teaching as Inquiry' is a cyclic model which is based on three main principles: Focusing Inquiry (what is important); Teaching Inquiry (strategies); and Learning Inquiry (outcomes). This is explained more fully by Aitken and Sinnema (2008, p. 53) where they clarify what each principle fully entails. 'Teaching as Inquiry' in *The New Zealand curriculum* (Ministry of Education, 2007) has an emphasis on teachers critically looking at their practice and basing what they teach on the needs of their students and inquiring as to what effect this has on student learning and achievement. The model depicted by *The New Zealand curriculum* has its detractors, such as Benade (2015b) and Sinnema and Aitken (2011), who primarily argue about how well it is understood and that the three attitudes of open-mindedness, fallibility and persistence are excluded from the model. The model contains the same three dimensions of inquiry, but it separates the student outcomes in comparison to the model that appears in *The New Zealand curriculum (*Ministry of Education, 2007)*.*

The concept of 'Teaching as Inquiry' has never been generally understood or consistently implemented across schools (Driver, 2011; Education Review Office, 2011, 2014; Sinnema & Aitken, 2011). Benade (2015b) implies that despite sound values and the best of intentions, 'Teaching as Inquiry' is flawed. He says that it is a non-innovative, backward-looking cycle and does not focus on the future and that the exclusion of the three attitudes of open-mindedness, fallibility and persistence, presented in *The New Zealand curriculum* (Ministry of

Education, 2007) Figure 2.2 (shown on p. 15) is fatal as the model relies on teachers having the disposition of being collaborative, critically reflective as well as being an individual practitioner. Without these attitudes being part of the 'Teaching as Inquiry' model, Benade (2015b) remarks that it merely becomes just a method for teachers to follow without the need for them to examine their beliefs or assumptions. 'Teaching as Inquiry' involves three critical parts as noted earlier: the focusing inquiry, teaching inquiry and learning inquiry.
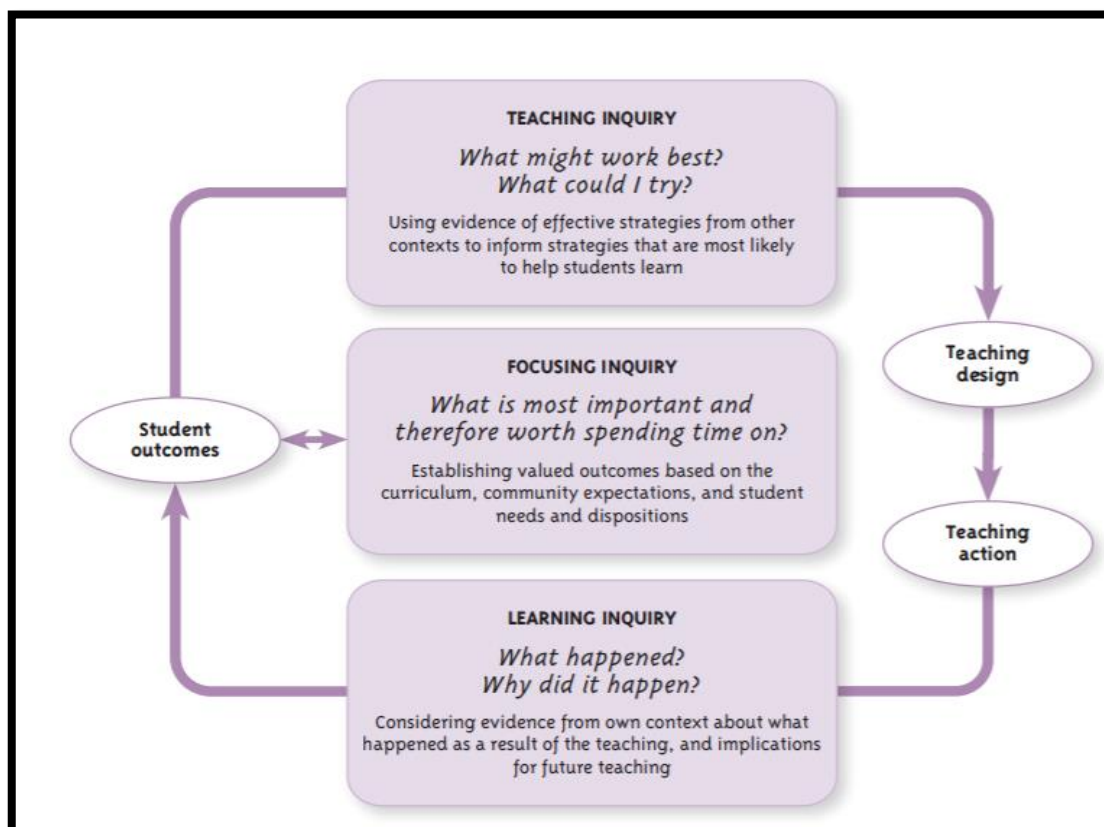
Figure 2.1*: **'Teaching as Inquiry': A model of evidence-informed pedagogy**

Source: Aitken & Sinnema, 2008, p. 53

This model in Figure 2.1 contains the same three dimensions of inquiry but it separates the student outcomes, whereas the Timperley et al., (2007) model as seen in Figure 2.2 developed by the Ministry of Education (2007), displaying *The New Zealand curriculum* model, embeds the student needs in the same three stages.

The 'Teaching as Inquiry' model was then further developed by Timperley et al., (2014) as the Spiral of inquiry, Figure 2.3 (shown on page 16). It is stated that the important difference with this framework is, as Timperley, Kaser, and

Halbert (2014) explain, "the involvement of learners, their families and communities, underpinning and permeating each of the phases" (p. 5). This framework involves a greater focus on student voice and learner agency, with the learners making decisions about what is and is not working. Timperley et al. (2014) also push for a total collaborative inquiry with its use, as they say that it is this process that matters.
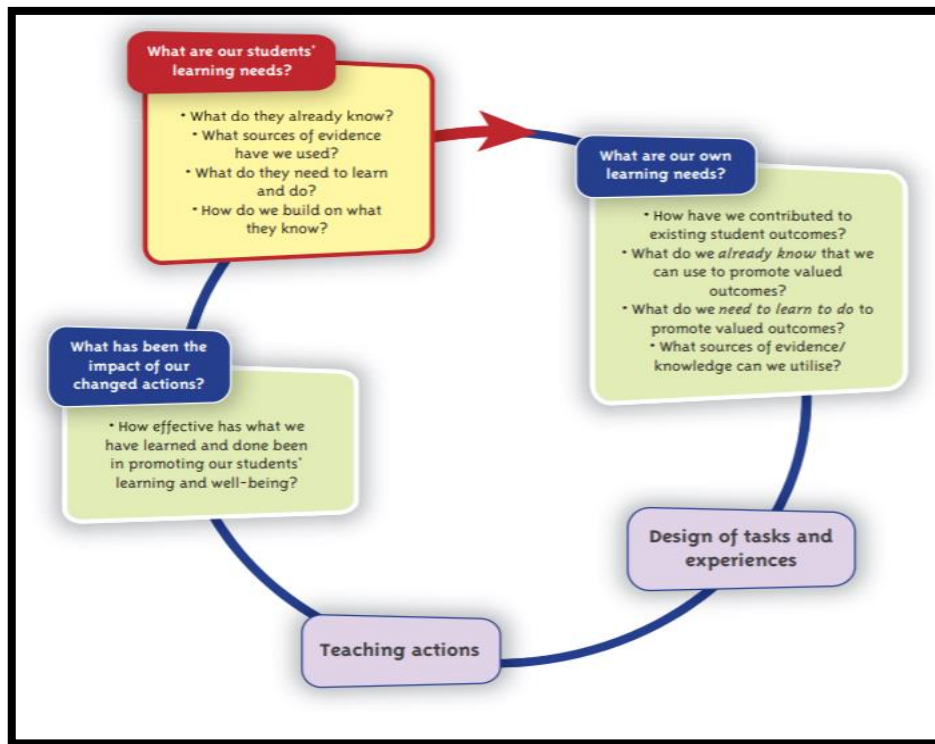
Figure 2.2*: '***Teaching as Inquiry' and knowledge building cycle to promote valued student outcomes**
Source: Timperley, Wilson, Barrar & Fung, 2007, p. xiii
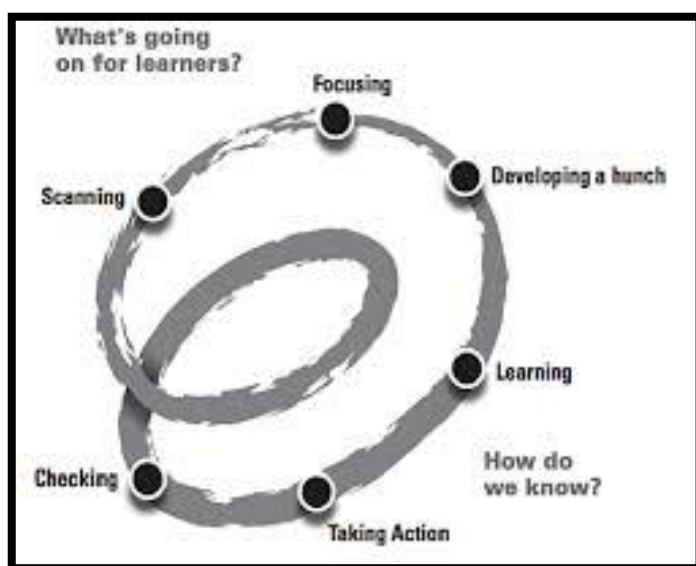
Figure 2.3: Spiral of inquiry

Source: A framework for transforming learning in schools: Innovation and the spiral of inquiry (Timperley et al., 2014)

Benade (2008a) states that "the New Zealand Curriculum calls on teachers to educate their students to be self-reflective, which implies that teachers too are expected to be self-reflective" (p. 101). The teaching methods within New Zealand schools are changing, and never more so than with the modern learning environments, which the Ministry of Education (2014) has stated will "benefit from new teaching methods" (p.12). This, as Benade (2015a) mentions, requires teachers to become more reflective in their practice. Reflective practices such as 'Teaching as Inquiry' in a collaborative community, with teachers being critically reflective concerning their practice, will enable this to become standard practice, thus enabling teachers to be role models, as emphasised by Benade (2015a), allowing for students themselves to become critically reflective. A critically reflective teacher, as Larivee (2000) states, is able to self-reflect and inquire to find solutions to problems or issues, which underlines the purpose of participating in 'Teaching as Inquiry'.

Relationships and the role of the school leader in the context of appraisal and 'Teaching as Inquiry'

Relationships can be seen as being a catalyst for creating a culture for improved appraisal systems and understanding of 'Teaching as Inquiry' to improve student learning and achievement. Fullan (2011) states that "Culture is

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the driver; a good appraisal reinforces, not the other way round. Throw a good appraisal system in a bad culture, and you get nothing but increased alienation" (p. 10). The importance of quality leadership in appraisal was emphasised by Timperley et al. (2007) as cited in Cardno (2012) when they stated that "the role of educational leaders in leading professional learning is a central focus of a synthesis of best evidence on teacher professional learning" (p. 109). It was also stated by Offen (2015) that "quality leadership not only influences the link between appraisal and student outcomes, but also subsequent perceptions of the usefulness of an appraisal process" (p. 96). When the appraisal is isolated from 'Teaching as Inquiry', it is seen as a very different process. The role of the leader becomes one of administration compared to when they are involved in 'Teaching as Inquiry', where they are seen as being in a coaching role (Education Review Office, 2014). The school leader's role is critical in the development of a focused culture that provides support and guidance to enable it to become embedded in appraisal, and enables these processes to bring about the required changes for students (Education Review Office, 2014). Leaders have a pivotal role, as Nusche (2010) claims, in creating a culture where teachers can feel safe and supported so that the appraisal process is able to be seen as a functional and worthy process with the development of the teacher foremost in the plan to create a better learning environment for all students. Piggot-Irvine (2003) argues that "respect, openness and trust need to be established through honest interactions in all situations — not just that of appraisal but in every interaction at every level of the school" (p. 177). For this to happen, leadership must ensure that the conditions are in place and they are supported and modelled at all levels of the school. A measurable goal of effective leadership, as Day et al. (2009) explain, is improvement. Ultimately this improvement is reflected in improved learning outcomes, which reflect the improved teaching practices. Leaders who are involved in working with the teachers on exactly the same professional development and 'Teaching as Inquiry' that they expect from their staff and who, as Robinson, Hohepa, and Lloyd (2009) note, become learning leaders who are focussed on process-based feedback, rather than outcome-based feedback, and learning goals rather than performance goals, are more likely to create a culture of involvement. As the Education Review Office (2011) indicates in its report, it is leaders who need to be instrumental in providing activities and processes which support teachers' work. They need to establish routines, develop guidelines, set expectations, create opportunities, allow teachers to explore

and be given the flexibility to make changes that would benefit students' learning. Creating the relationships within the educational setting is imperative as it affects the quality of results one will inherit from the processes being put in place. Cardno (2012) states that "Effective educational leaders create the conditions that make it possible to improve teaching and learning", and then carries on to say, "an organisation that commits to learning which enables productive behaviour is able to build productive relationships" (p. 37).

The key components of an effective appraisal system as identified by Piggot-Irvine (2003) are "when appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential. Effective appraisal, therefore, is underpinned by a relationship of respect and has outcomes directly linked to improved learning and teaching" (p. 172). Piggot-Irvine (2003) also states that "Respectful, trust-based and open relationships are at the core of appraisal effectiveness" (p. 176). Time and support are also a crucial requirement when implementing and carrying out an appraisal, meaning that the appraisers must be given time to carry out their responsibilities (Piggot-Irvine, 2003).

Effective appraisal

It is not enough just to focus on accountability and compliance while ignoring professional development and school development and reducing many areas to a tick-box exercise. There is the need to be looking at the achievements of students and the learning of teachers, which will assist with the achievement levels being attained, (Cardno et al., 2017; Education Review Office, 2014; Middlewood & Cardno, 2001; Nusche et al., 2012; Piggot-Irvine, 2003). Sinnema (2005) intimated that for an appraisal to be valid there is a requirement for discussion around student learning and goal setting by the teacher, to be related to improvements in teaching and learning. Sinnema (2005), Sinnema and Aitken (2011) and Sinnema and Robinson (2007) all expressed that, for appraisal to be useful, 'Teaching as Inquiry' goals need to become an integral part of the appraisal system. The Education Review Office (2014), in a study it undertook, revealed that the appraisal system in schools was basically ineffective and of no relevance to student learning and achievement. The findings revealed that what was required was a coherent framework that included a school culture focused on improvement, support, and

guidance and time being allocated for discussions to be beneficial. Piggot-Irvine (2003) in the development of her diagram in Figure 2.4 shows the elements of effective appraisal.
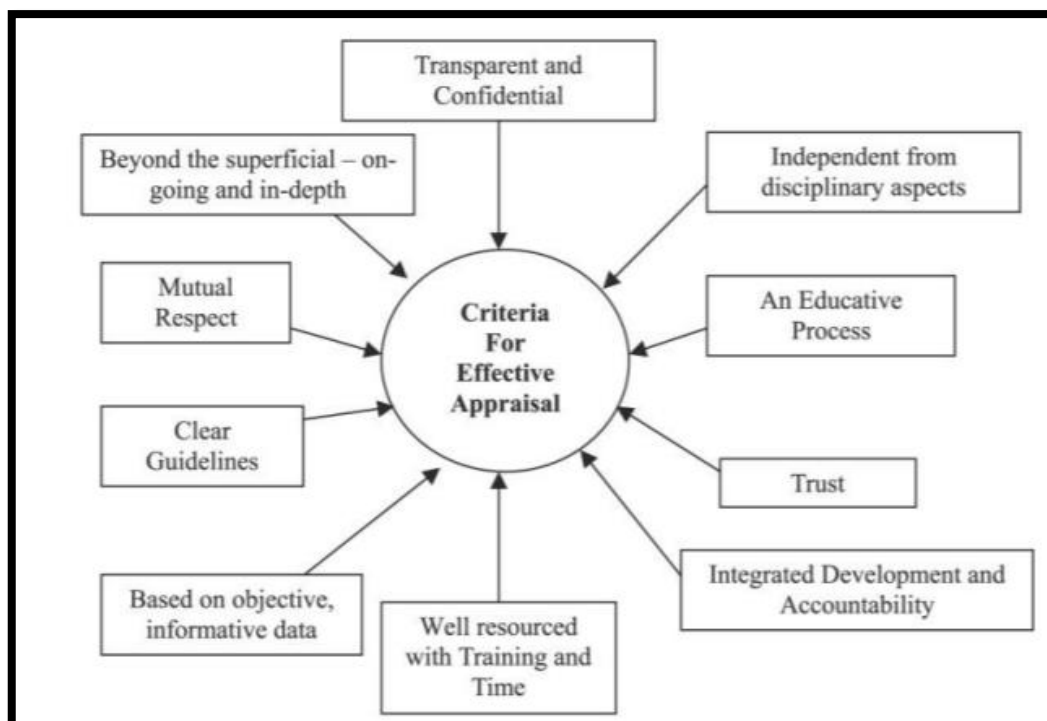
Figure 2.4: Elements of appraisal effectiveness
Source: Piggot-Irvine, 2003, p. 173

Piggot-Irvine (2003) suggests that effective appraisal requires a relationship of trust and mutual respect, which is directly linked to improved learning and teaching. For this to occur, leadership needs to be aware of what is required to incorporate 'Teaching as Inquiry' into its appraisal system. Leaders, as Cardno (2012) states, need to create the conditions for it to be sustainable. Time is seen as being the most significant drawback in creating an efficient appraisal system (Piggot-Irvine, 2003), and until this issue can be addressed, as Piggot-Irvine and Cardno (2005) say, we will continue to witness stress levels at a peak and schools placing less importance on the appraisal process. The following is a quote from an appraiser that was made in consideration of what makes appraisal effective: "Time – use of class time – counterproductive; use staff time – resentment – already under stress; that is a problem – any solutions?" (Piggot-Irvine, 2001, p 143). Research completed by McLellan and Ramsey (2007) indicates that appraisal is most effective when time, money and resources are invested, which assists with removing the suspicion and unease

around the process. This allows all parties to be aware of their respective roles and be capable of changing roles if required, as nothing is seen as suspicious or anything to feel uneasy about.

Discussion

The literature which I have reviewed has shown that there are similar beliefs about the use of 'Teaching as Inquiry' as part of the appraisal system, while showing that very few institutions successfully combine appraisal and 'Teaching as Inquiry' in carrying out appraisals There is a belief that the understanding about 'Teaching as Inquiry' is limited among teachers and therefore it is not being integrated into schools effectively (Driver, 2011; Education Review Office, 2011, 2012; Sinnema & Aitken, 2011). It cannot become just another box in the row of tick boxes. If I look solely at the appraisal process, it is evident at this time that 'Teaching as Inquiry' is very seldom mentioned as being a major player in its make up. In saying this, though, it was indicated by the Education Review Office (2011) that 'Teaching as Inquiry' should be incorporated into the appraisal process. This recommendation is now seven years old. The Education Review Office (2014) in its recommendations makes specific mention of 'Teaching as Inquiry', Piggot-Irvine (2003); Piggot-Irvine and Cardno (2005); Sinnema and Robinson (2007) all identified that an effective appraisal system should include the following features:

- A process which has clear guidelines and is transparent;
- Trusting relationships that allow for risks to be taken without fear of retribution;
- Objectivity and informative data;
- Time being allocated to it for both the appraisal and 'Teaching as Inquiry'; and
- Teacher and student learning as the main focus.

If we are to look at these points honestly and objectively, it is difficult to find a teacher appraisal system that combines all of them. Some may be included, but not all of them. The appraisal system still relies on reporting primarily on the *Standards for the teaching profession* (Education Council of New Zealand, 2017a), which in previous years has not had any place for reporting against student learning or achievement. With the introduction in 2017 of the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and the

inclusion of inquiry as part of one of the standards, there may be a change as to how 'Teaching as Inquiry' is seen in schools and the role it is capable of having in the appraisal process.

Relationships once again have been shown to be a significant factor in creating an appraisal system which is seen as being of significant use, and which can be used to enhance teacher learning and students achievement (Cardno, 2012; Piggot-Irvine, 2003). The most significant influence is that of trust between the appraiser and appraisee. This includes, as Piggot-Irvine (2003) says, dialogue between them that is "non-controlling, non-defensive, supportive, educative and yet confidential" (p. 172). These factors can lead to an appraisal being beneficial for both the appraiser and the appraisee. What is required, as Offen (2015) states, is the development of a model that encourages an environment which is supportive, trusting, and collegial where teachers are encouraged to take risks while making changes, and finding that is possibly fraught with challenges, but it is designed to benefit student learning, in the setting of a collaborative environment.

For appraisal to be useful in the education sector, a number of principles need to be in place and merged together to get an accurate picture of the individual teacher. A great appraisal system should have 'Teaching as Inquiry' at the heart of it, says Evaluation Associates (2015), and be the major emphasis throughout the year. It is obvious that literature from a number of sources (Education Council of New Zealand, 2018; Education Review Office, 2011; Piggot-Irvine, 2003) has noted the importance of incorporating 'Teacher as Inquiry' into the appraisal process, as they see it as the way to incorporate student learning into the process while also providing robust evidence for the *Practising Teacher Criteria* (New Zealand Teachers Council, 2010). The need for 'improvement', wrote Piggot-Irvine (2003), should be the genuine intent and desired outcome of an appraisal system.

Conclusion

This review has critiqued a tiny part of what was available. There is a need to look at appraisal and 'Teaching as Inquiry' and the role it may able to play in the process on a much bigger scale. Schools need to define the purpose of appraisal and ensure that all teachers are clear in their own minds as to what

this role is. It needs, as Piggot-Irvine (2003) implores, to be about development of a process which develops teacher learning and results in improved outcome for students. It is considered that 'Teaching as Inquiry' needs to play a role in appraisal, but how this can actually be embedded into the system is not clear. It needs to be integrated, or become the actual appraisal itself so as not to create more work for teachers, while still meeting a legislative requirement. To make teacher appraisal sustainable and for it to be effective, the time required of everybody involved is immense. Teaching is not a business, and the products are ever changing. From a business point of view some of our products are defective while some are entirely revolutionary so using a model which is related to the business world will never work. Putting more layers on top of it will only cloud the whole situation. The need for an appraisal system which works and which is relevant is essential in the teaching profession, but we should make it something that is not seen as a burden, but something that is seen as beneficial to all parties. The appraisal process needs to be focused on the development of teachers to allow for the needs of the students placed in front of them. The leadership within the school impacts on school culture. Leaders who are actively involved in the development of their teachers and are able to have meaningful and honest interactions with their staff and who offer trust, with the improvement of students' outcomes at the centre of their minds, will have a direct impact on the effective development of 'Teaching as Inquiry' and teacher appraisal.

CHAPTER THREE: METHODOLOGY

This chapter gives an overview of the research methodology and the research methods selected. It will explain the use of the qualitative approach to examine the use of 'Teaching as Inquiry' within the school appraisal system through the use of semi-structured interviews. Finally, the ethical considerations related to the research are discussed.

Methodology

Ontology, as Taylor, Henry, Lingard, and Rizvi (1997) state, is the study of "What exists" (p. 55); it is also said to be "a theory about the nature of being, of what is" (Gallagher, 2009 p. 66). Briggs, Coleman, and Morrison (2012) similarly explain ontology as consisting of "a range of perceptions about the nature of reality and is important because it affects the way in which researchers *can* 'know'" (p. 15). In planning to identify and examine the various realities of my participants, their understanding of 'Teaching as Inquiry' and the appraisal process, my ontological positioning was relativist view. This positioning enabled me to approach each individual participant with the knowledge that reality is a sense that creates numerous individual experiences. The data gathered came from teachers' experiences, beliefs, values and contexts regardless of their unique backgrounds.

Epistemology, as described by Briggs et al. (2012), "is the relation between what we know and understand our claims to 'know' and our theories of knowledge" (p. 15). In addition, Mertens (1998) states, in reference to epistemology, that it addresses the nature of knowledge and the relationship between the knower and what is to be known. Hence, as our understanding changes so does what we believe is the 'truth', and the understanding that we now have (Braun & Clarke, 2013). The epistemological positioning underpinning this research was constructivist. This allowed me to view the knowledge supplied by my participants from their visualisations of reality and, subsequently, the understanding of what they perceived about Teaching as Inquiry and the appraisal process in which they are engaged. This positioning enabled the focus to be on the interpretation of perceptions that the participants shared in the semi-structured interviews to understand that there are multiple realities through which knowledge is formed.

Research methods

Documentary analysis

Analysis of the available documents was necessary to provide an understanding of teacher appraisal and 'Teaching as Inquiry'. I initially used the official documents published by the Ministry of Education (2007) and the Education Council of New Zealand (2017a) to support my findings. I also researched available literature related to the topic.

As this was a small-scale study involving only nine participants, the need to use a variety of methods to collect data to provide rich evidence was imperative. To gain an understanding of the context of the research and also to be able to support findings from the semi-structured interviews occurring in the second phase of the study, documentary analysis was a crucial phase of the study. Denzin and Lincoln (2005) identify that qualitative researchers will engage several methods for collecting practical data, which includes semi-structured interviews and the analysing of documents, and it is vital that suitable methods of interpreting these documents are applied.

I considered it necessary to examine the available documents as Wellington (2015) mentions "every research project involves, to some extent, the study and analysis of documents" (p. 113). The first document examined was *The New Zealand curriculum* (Ministry of Education, 2007), primarily because this displays a 'Teaching as Inquiry' model (Figure 2.2) based on that of Sinnema (2005), which is a model that has generally been adopted by schools to inform their pedagogy concerning 'Teaching as Inquiry' and how it will function in their school. I also needed to take into account the *Code of professional responsibility* and the *standards for the teaching profession* produced by the Education Council of New Zealand (2017a). This indicated that two standards needed to be met for teachers to be issued with a practising certificate and to become registered. These standards were the *Professional Learning* standards, which stipulate that the teacher should "inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources" (p. 18) and also the standard of *Design for Learning,* stipulating that teachers are required to "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" (p. 20). Educational policies are a government requirement and so must be updated and maintained as a matter of legality, which Cardno (2012) stresses.

In reviewing the documentation published by the Ministry of Education, it provided me a platform from which it was possible to establish themes which would enable me, during the semi-structured interview, to recognise certain data being shared by the participants and correlate them with the government documents. Fraenkel and Wallen (2000) stated the importance of documentary evidence, as fundamentally being a qualitative data collection method that sanctions researchers to examine transcribed communications.

Semi-structured interviews

There are numerous types of interviews available. The method used is dependent on the purpose of the interview and what a researcher may want to extract from the interview in regard to their study and also their epistemological stance. As noted by Bryman (2012), the most common method used in qualitative research is the interview. This is used to find out information about participants' experiences, knowledge, opinions, beliefs and feelings. Bryman (2012) also stated that it relates to the qualitative method as it is able to capture not only facts but also obtain a picture of how different participants view situations.

The interviews were based on the semi-structured interview paradigm, which Mutch (2005) defines as a "set of key questions that are followed in a more open-ended manner" (p. 126). With the questioning, some structure was required but having a semi-structured interview allowed me to be able to reinforce areas and to ask further to clarify points shared. Like Bell (2010) suggests, it enables the researcher to reveal items that may be crucial for the study. This type of interview, as Cohen, Manion, and Morrison (2017) note, is a social meeting, not just a time for information to be exchanged, whilst confidentially is required throughout the whole process (Appendix C).

The interview questions (Appendix D) aimed to capture the teachers' understandings of both the appraisal process and 'Teaching as Inquiry' and, in doing so, a qualitative methodology was seen as the best way for participants'

personal views and perceptions to be captured. As Braun and Clarke (2013) describe:

> [qualitative research] tends not to assume there is only one correct version of reality or knowledge. Instead, it comes from a perspective that argues that there are multiple versions of reality even from the same person and that these are very closely linked to the context they occur in. (p. 6)

The approach of a semi-structured interview and the use of open-ended questioning allowed for the researcher to have revealed what "what is on the interviewee's mind as opposed to what the interviewer suspects is on the interviewee's mind" (Krueger, 1994, p. 57). During the semi-structured interview process, I could clarify answers which in turn then promoted further discussion and hence a deeper understanding of the participant's views and opinions. Clarification during the dialogue also enabled a greater understanding of the thoughts of the participant allowing the reliability and validity of the answers to be understood. The clarity of the questions asked was of great importance and they were open-ended so as to allow understanding and authentic responses to be obtained. In ensuring that this was the case I could, as Krueger, (1994) stated, reveal "what [was] on the interviewee's mind as opposed to what the interviewer suspects [was] on the interviewee's mind" (p. 57). Cohen et al. (2017) suggested that asking for examples that expand participants' answers allows the answers to offer more authenticity. The interviews were recorded and then transcribed, from which the data were analysed.

Data analysis

Semi-structured interview

At the completion of each of the semi-structured interviews I sent the recorded interviews to a transcriber to be transcribed. As per the requirements of AUTEC, the transcriber had signed a confidentiality agreement to protect the identity of the participants. When I received the transcriptions back from the transcriber, I emailed these to the participants for them to check for editing and accuracy before I used the transcript for data analysis. I used an inductive approach to analyse the data I had collated to generate new data to form a theory rather than using a deductive approach, which is used in testing an

already formed theory. The inductive approach gives new knowledge, which is what this study aimed to do. The transcribed data were coded (Appendix E) using a thematic approach which involved identifying patterned meaning across the data, using the keywords from each transcript for each question and participants' responses (Bryman, 2012; Cohen et al., 2017): the key features such as "repeated words, strong emotions, metaphors, images, emphasised terms, key phrases, or significant concepts" (Mutch, 2005, p. 177). Multiple coding (Appendix F) was used for different pieces of information to allow connections and crossovers to be made. One size does not fit all when analysing data from a range of sources. Following the identification of different themes raised through the coding process, the coded information gained from the transcripts was placed in visual charts and matrices. Some caution was needed, as Krueger (1994) had advocated avoiding basing the importance of issues on the frequency of use.

I structured the questions in three main categories:

- understanding of teacher appraisal effectiveness;
- understanding of the purpose of 'Teaching as Inquiry'; and
- whether a combination of appraisal and 'Teaching as Inquiry' is a benefit or not for the individual.

These categories related back to my research aims and similar questions and gave me a greater understanding when coding the responses.

Documentary analysis

In analysing *The New Zealand curriculum* (Ministry of Education, 2007) and the *Code of professional responsibility and the standards for the teaching profession* (Education Council of New Zealand, 2017a) documents I took the approach developed by Wellington (2015), and used the following criteria: authorship, audience, production, presentation, intentions, style, function, genre, content and context. Wellington (2015) describes the way the criteria are applied as being the tie between the researcher's academic experience and the importance of the document. For each document, I created a table with two columns, one column representing my thoughts and one column representing Wellington's eight criteria. This enabled me to visually analyse and understand the systems in use.

Sample selection

With this being a small-scale study, my target group of participants consisted of nine primary school teachers (total) from three Auckland primary schools. These selected schools were appropriate for the study as they include 'Teaching as Inquiry' in their teacher appraisal system, which was imperative in the collection of data for this study. The nine participants formed the participant group for this research, and the data-gathering method of semi-structured interviews was utilised. The semi-structured interview approach gave scope for me as the interviewer too, as Braun and Clarke (2013) explain, and for the interviewees to raise issues that I had not anticipated, and the open-ended interview questions allowed for this to occur. The intention, as Creswell (2014) states, is "the more open-ended the questioning, the better, as the researcher listens carefully to what people say or do in their life settings" (p. 8).

The first thing that was required of me was to contact the principals of the schools that I intended to take part in this study. The reasoning behind this was to first of all ensure that they included 'Teaching as Inquiry' in their appraisal of teachers; secondly, to gain permission to discuss the potential participation of teachers in my study, as both Briggs et al. (2012) and Wellington (2015) urge that gaining informed consent is an essential step in research involving human participants and is an ethical requirement; and thirdly, to set up a convenient time to address the staff, in which I would be able to ask for participants. The principals were very supportive of the idea and were supportive of having their staff participate. In conjunction with the principals, we set up times to meet with their staff and recruit the participants who I would require. Once the staff meeting was held, at which time an information sheet was provided, and those interested teachers then contacted me, together we arranged a time to meet and carry out the interview. At this time the consent form was presented to the participant.

Ethical issues

Research of any stature must be ethical. To begin this research project, an ethics application needed to be approved. As a student of Auckland University of Technology, it was one of the first matters that needed to be addressed: approval from Auckland University of Technology Ethics Committee (AUTEC). This process is rigorous. The applicant ensures that participants will experience

no harm, be informed, and voluntary consent will be obtained, respect for the privacy/confidentiality/anonymity, social and cultural sensitivity of participants will be recognised, and there will be no deception involved.

For research to happen, participants must voluntarily agree to take part in the study. A study cannot proceed if it does not gain informed consent from its participants, otherwise, as Kervin, Vialle, Herrington, and Okley (2006) point out, this would not only be unethical but also breach the rights of those involved. Diener and Crandall (1978) stated that a participant needs to choose whether to participate after being informed of facts which are likely to influence their decision. The following facts were given to all prospective participants in the form of a Participant Information Sheet (Appendix A) during the initial meeting and then further laid out in the Consent Form (Appendix B), before the commencement of the interview; all participants were required to sign this before the interview commenced. The Participant Information Sheet included explanations of the following: purpose and procedures of the research, potential discomforts or risks, benefits, cost, opportunity to give feedback on the transcript, the right to withdraw, and who to contact if they had any concerns. Bell (2010) gave a checklist of conditions for a school-based research project which mentioned the following conditions which were all covered in the Information sheet and the informed consent form: confidentiality, the chance to validate the transcription of the interview, that the research would benefit the school and the participants, and the offer of a copy of the final report. For the research to happen, I needed to gain the approval of the principal to approach the staff and ask for their voluntary participation. An official meeting was arranged with the principals of the schools where I asked for their assistance and outlined what the research was about. I provided the principal with an information sheet to be used for the participants which gave an outline of the research and the reason behind conducting it, and I was open to any questions or queries that they may have. Thankfully, all of the principals were very keen for their staff to be involved and so I was given the approval to address their staff as soon as it could be arranged.

A major concern for any researcher is the possibility of causing harm to a participant. In this research the possibility of causing any harm, whether it was physical, psychological or a breach of privacy, was minimal at most. Regardless of this, steps were put in place to alleviate this in the information

and consent forms which the participants signed prior to the interviews occurring. Psychological stress was covered in part with the participants being given the opportunity to review their transcripts before the data was used. Their privacy (which will be discussed later in this chapter) was addressed as well as possible. Part of this has already been mentioned by Vogt, Gardner, and Haeffele (2012), who say that a participant's rights to privacy involve an accurate transcript of the interview being portrayed.

Privacy has been contemplated from three different viewpoints by Diener and Crandall (1978): the sensitivity of the information; being observed, and the setting in which this occurs; and the publishing of information. In this research the information or data gathered would not be of a sensitive nature and no observation would occur, while the publishing of information would be minimal and in reality, would not be widespread. The participants had the right not to take part in the research, not to answer questions, not to be interviewed, and not to answer telephone calls, emails or texts, ensuring, as Cohen et al. (2017) explain, that their privacy was not intruded on. At any time during the interview process, and before they signed off their transcript, the participants had the right not to continue with the research. This was stated in the consent and information forms before the interviews' started. Confidentiality could be guaranteed to the extent of everything possible that could be done would be done to protect the participants' confidentiality. As the data was collected through interviews by myself, I could not offer the participants anonymity as I knew who they were from the outset.

The venues for the interviews were either at their place of employment or at Auckland University of Technology [AUT]. If it was at their place of employment, the confidentiality I could offer depended on the facility where the interview was to take place and how private this was. As I had asked the principal for permission, there was the possibility that they might know who was taking part. For all data, transcribed pseudonyms were used, as were pseudonyms for the schools involved. By using pseudonyms and coding the data, confidentiality was as secure as I could make it. All documentation was to be stored in a secure place at AUT for six years, with electronic recordings kept on a password-protected memory stick.

Emailing the interview transcripts to the participants was important, not only for them to verify what they had said but also regarding cultural or social sensitivities that the participants might be less willing to share once they had read it in the transcript. Participants were given seven days to respond after receiving the transcript. This was all outlined in the information and consent forms. To assist with cultural awareness, I had two people who were able to give me guidance in regard to Māori protocol and also for Polynesian advice if any issues were to arise. Fortunately, gaining advice was not required, but I was thankful that I had people who were willing to assist if required. Respect was given to all participants and also the points of view which they were willing to share with me. I ensured that each participant had knowledge of who I was and, especially, that although I was in the position of being a Deputy Principal, I actually spent 80% of my school week in the classroom and so was very aware of the pressures classroom teachers faced and the difficulty of being able to fit everything into the day. This assisted participants to feel at ease and to realise that my research question was far more a teacher-based question, rather than being from a leadership point of view. I ensured that there was no deception involved as all participants were aware of why the research was being done, for who was it being done, the role they had to play, where the results would lead to, that they had access to the data that they provided, how they would be able to access the final research report and that what they said was totally confidential and between myself and them.

CHAPTER FOUR: FINDINGS

Chapter Four presents the findings from the semi-structured interviews conducted with nine participants from four Auckland primary schools. These findings are displayed in the data tables shown in relation to each question. The structure of the chapter is organised into areas from the questions asked. There were a total of nine questions in the semi-structured interviews, which have been discussed with a focus on teacher appraisal and 'Teaching as Inquiry'.

The research participants

In total, nine interviews were conducted. The years of teaching experience of the participants ranged from four years to 22 years, while leadership responsibilities varied from none through to two Deputy Principals, with appraisal responsibilities. The teachers who had a leadership role within the school are shown as being either a Team Leader (TL) or a Deputy Principal (DP). Both DPs in this study had a teaching role within the school in addition to their senior leadership roles. This information about the participants is presented in Table 4.1 below. The socioeconomic status of the schools ranged from Decile 1a to Decile 9[1], with the number of teaching staff ranging from seven to 27 teachers. The table shows a representation of schools across the range of decile ratings. The participants' experience in their roles also varied - six teachers had less than 10 years of teaching experience with three being considered experienced teachers. The positions held by the participants included Deputy Principals (DPs), Team Leaders (TLs) and Scale 'A' teachers

Table 4.1: Overview of research participants

Pseudonym	Decile	Role	Identifier	Teaching experience (years)
Georgia	7	Team Leader	TL	7
Anna	7	Teacher	T	8
Oprah	3	Teacher	T	4
Neena	3	DP	DP	22
Jo	3	Team Leader	TL	4
Mana	1a	Teacher	T	6
Grace	1a	Teacher	T	6
Mishka	1a	Team Leader	TL	14
Toni	9	DP	DP	16

[1] A school decile measures the extent to which school's students live in low socio-economic or poorer communities. Decile ratings are for funding purposes only.

The research findings

The findings are presented according to the interview questions, with data being presented in summary tables. Column one in each table lists the categories derived from the participants' responses to the interview questions. The remaining columns show the number of responses given by each participant in relation to each category and the overall total responses.

Question One: How does the appraisal system work in your school?

This introductory question was asked to gain an understanding of the participants' knowledge of the appraisal system within their school and what was required of them and of others as part of it. The participants' responses are summarised in Table 4.2 on page 37. A number of the participants began their answers to this question by referring to how the appraisal system had worked in the past, as the inclusion of the 'Teaching as Inquiry' process was in its infancy in their school.

The participants' views of how appraisal had previously been conducted in their schools suggested that these processes were not perceived as being productive or purposeful for teachers or students due to the repetition and workload involved. Appraisal was intended to raise awareness and improvement, not just be a tick-box exercise. These perceptions are illustrated in the following responses from participants, where the burden of the extra workload is clearly evident:

> *There was a lot of narratives involved, and you did really have to think about the 'how and the what and the where and the why'. Because it was so big, it became a burden that had no benefit for teachers or students?* [Georgia]

> *The last few years we've had an appraisal document, then we've had a leadership document, then we've had another document on top of that, and then we've had an inquiry. So, we've had all these four documents that all just end up the same.* [Neena]

In describing their current appraisal system, six participants appeared to have a high level of understanding about how their current appraisal system worked. This was demonstrated in comments regarding what the appraisal system

meant for them and for fellow colleagues, and how it was executed within their school. A further three participants seemed to have a more limited understanding of the appraisal system, which did not extend further than what was required of them personally and how the 'Teaching as Inquiry' process fitted into this. This was indicated in responses where they stated that they had little knowledge of the process. One participant had knowledge of the appraisal process but only in relation to how it related to them personally and how it was being used to allow them to progress and gain their teacher registration.[2] One of the schools reported it was using a digital/online platform as part of their appraisal system.

Six participants described appraisal as being carried out by senior leaders, with observations being an element of this:

> *Team Leaders need to do at least three or four observations within the year in the chosen area of a team member, and then that can double up for the BTs [Beginning Teachers] as well.* [Neena]

> *Through the year you would have observations by your team leader, and they would be talking to you about the standards and giving you feedback and creating the next steps for you.* [Jo]

These data indicate that those responsible for appraisals are typically those in senior leadership positions such as Team Leaders and DPs. The Principal is primarily involved in the final appraisal meeting. A 'top-down' approach was commonly described by the participants – such an approach is typically described as hierarchical. This approach is conceivably due to Boards of Trustees entrusting the responsibilities to the Principal, and the Principal then delegating the appraisal of staff to members of their senior leadership team. A participant in her first year as an appraiser had some concerns about the role, as she had not had any training or guidance on how to conduct an appraisal, so relied on her own experience of being appraised:

> *We have no training as to how to appraise, so I just follow the documentation provided and appraise in relation to how I was appraised in the past.* [Jo]

[2] A two-year induction courses and mentoring programme is required to gain a practising certificate for registration. This registration must be renewed every three years.

The data suggest that evidence is one of the most important areas in the appraisal process. In this context, 'evidence' is about ongoing reflection, evaluation and the undertaking of an inquiry, and clearly showing what has happened in student learning over the course of the inquiry. The identification of the strengths and needs, in regard to teachers' practice, are gathered as evidence which then forms the basis for professional learning to be initiated. Evidence needs to be sourced and collected so that it is readily accessible and is placed in a folder or electronic folder. Evidence may take many forms including observations, formal/informal feedback, photographs, data related to goals/inquiries and student voice. The 'Teaching as Inquiry' process has been seen as the main source for providing the evidence required to meet the standards for appraisal and also for the teacher registration process.

> *The appraisal consists of a standard document, and in there we are required to put in two or three decent pieces of evidence for each of the six standards. This comes from our collaborative inquiry which is now related to our target students. So, a team will have for example a collaborative inquiry on literacy based on our target students. That is then put in as part of the appraisal; more as evidence of our teaching practice and 'Teaching as Inquiry'.* [Anna]

At one of the participating schools, any documentation associated with the 'Teaching as Inquiry' process also became part of their appraisal documentation, demonstrating that the incorporation of 'Teaching as Inquiry' in the appraisal process was not an add-on, but essentially formed the teacher appraisal:

> *At the beginning of the year when the appraisee and the appraiser meet, they discuss the goal. At future meetings, they will talk about the narrative and find out how that is going. The narrative can take any form, it is evidence of their 'Teaching as Inquiry', it is both a planning document and formative assessment of the inquiry, so it is not doubling up. You can show all of the professional standards. It's not a tick box.* [Toni]

Appraisal systems that are online are also used by some participants. Arinui (Evaluation Associates, 2015),3 an online appraisal system, was described by

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3 Arinui is an online appraisal platform that uses the Teaching as Inquiry process. The platform allows teachers to electronically place all information required into the programme.

three participants from the same school. The tool includes the 'Teaching as Inquiry' process within an online appraisal system. At the completion of the appraisal year, teachers submit this in readiness for their final appraisal meeting. From here, the appraisal documentation is given to the appraiser to review and write a summary report which is then used in the final appraisal meeting. If something extra is required, the appraiser will inform the appraisee, and once this has been completed, the final appraisal meeting will be held and the appraisal signed off by all those involved. Participants noted the advantages of this system:

> *A concise print-out that is cross-checked to the [Standards for the teaching profession] is provided. This is a thorough process that was not just a tick box list.* [Mishka]

> *Arinui has all your evidence in the one slot; it's all in the one place.* [Grace]

The other participants' schools all used the 'Spiral of inquiry'[4] framework in their 'Teaching as Inquiry'; this was noted by the responses from Neena when describing how the 'Spiral of Inquiry' assists in 'Teaching as Inquiry':

> *We're using the spiral of inquiry, and that is what we are linking into our appraisal.* [Neena]

> *We streamline everything into one or two documents, but the spiral is the major document that we use.* [Neena]

With the promotion of the Spiral of inquiry (Timperley et al., 2014) model by an education consultancy company working in the region where the research participants' schools are located has become the main focus for the schools in regard to 'Teaching as Inquiry'. Participants were very positive that 'Teaching as Inquiry' was able to be conducted in a collaborative environment, as Toni explains:

> *The 'Teaching as Inquiry' is very much collaborative. The last thing we want is people working on their own when there is so much knowledge to be gained when working collaboratively with others.* [Toni]

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[4] 'Spiral of inquiry' was developed and represented in the Best Evidence Synthesis (Timperley et al., 2014).

Table 4.2: Participants' identification of elements of their current appraisal system

Question One: How does the appraisal system work at your school?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Appraisals carried out by TL, DP or an external appraiser		5	1		1	1	1		5	**14**
Goals are set as part of TAI for appraisal	3	2			1	1			5	**12**
Appraisal and TAI are linked	2	1		3	1			4		**11**
'Spiral of Inquiry' is used	3			3					3	**9**
Senior leaders provide observations and feedback	1	2		4				1	1	**9**
Appraisal provides evidence of teaching practice				1	1		1	1	4	**8**
Regular meetings held	2	1		1		1			1	**6**
Collaborative Inquiry used		1	1	1			1		1	**5**
Arinui tool used						1	1	1		**3**

Table 4.3: Participants' perceptions regarding the impact of appraisal on student learning

Question Two: What impact do you see on student learning as a result of your appraisal?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
A positive impact		1				1			2	**4**
Appraisal is child centred, so it has a great effect			1	2				1		**4**
A positive change in teacher practice				2	1		1			**3**
No or little impact on actual student learning	1									**1**
No impact, it is compliance								2		**2**

Question Two: What impact do you see on student learning as a result of your appraisal?

Participants perceived that the impact on students' learning was minimal when the appraisal solely concentrated on meeting the *Professional standards* (Ministry of Education, 1999). In contrast to this, when appraisal included the 'Teaching as Inquiry' process within it, the appraisal was perceived to have a positive impact on student learning. These data are summarised in Table 4.3 on page 37. Mishka expressed her thoughts on this:

> *To be honest; I see a difference in student learning when teaching as inquiry is part of the process. But actual appraisal as I have been subject to for so long, I don't think it has a huge effect on student learning. It is a tick-box, do this, get it out of the way and onto what we are paid to do, teach.* [Mishka]

Those participants who reflected on how 'Teaching as Inquiry' had added to the value of appraisal felt that it had had a significant impact on student learning within their school, and notably on themselves as teachers and leaders, as described here by Neena and Toni:

> *Our appraisal is child-centred, teachers reflecting on changing their practice, kids are always at the heart. We look at what's not working, what we need to do to change our practice to support these kids learning. It's not their fault, so we need to figure out the barriers and support them.* [Neena]

> *I think we're seeing teachers who have more skills; so we're seeing children benefit because they are more engaged; the learning is rich and authentic; they've got targeted explicit direct teaching.* [Toni]

From the responses given, there is an indication that the use of 'Teaching as Inquiry' in the appraisal process makes a difference in how the appraisal process is viewed by the participants. The participants see 'Teaching as Inquiry' as moving away from a compliance-focused approach, towards a process that benefits the students as well as it being beneficial for teachers. They also see it is filling the requirements of the *Professional standards* (Ministry of Education, 1999).

Question Three: Can you explain to me your understanding of 'Teaching as Inquiry'?

This question elicited the participants' understandings of 'Teaching as Inquiry' as this could determine how efficiently they incorporate 'Teaching as Inquiry' into their teacher appraisal. Table 4.4 on page 41 shows participants' responses regarding their understanding of 'Teaching as Inquiry' and how it is exercised in their educational setting. The understanding of 'Teaching as Inquiry' by the participants is supported by the following comments:

> *You have something in your practice that you are not quite sure about, or that's a little niggle, or that you want to know more about, you go and talk to people, go and research, find a bit that you can change in your practice, look at that, did it work, did your intervention work, did it not work, go back and do some more reading and go and talk to some more people, and on and on, and on, and on.* [Toni]

> *'Teaching as Inquiry' is a cycle to improve student outcomes. You identify your target students and then using the spiral of inquiry you come up with a hunch; they call it a hunch, as to why you think students aren't achieving. Then you put things in place, see if they worked, reflect on why they did or didn't work, and then modify them; you keep going around in a spiral.* [Oprah]

> *It is about developing your own practice, personal growth within teaching, and just making sure that you are changing the way that you're teaching the children so that it reflects on their learning, the main goal is to improve student outcomes and student learning, changing your ways to help them.* [Jo]

These participant quotes suggest that reflection is a significant part of the 'Teaching as Inquiry' process, an area which was mentioned by nearly every participant in answering the question. Anna expresses this when conveying that:

> *Teaching Inquiry is really about being reflective in assessing where the kids are at and adjusting as we go. The formalised part of that helps to bring in research and informed practice.* [Anna]

Similarly, Mishka explains why she sees reflection as being an important facet of 'Teaching as Inquiry':

An important part of 'Teaching as Inquiry' is reflection, if it fails you just start again, and it has no effect. It just tells you that don't do it that way. That didn't quite work. Oh okay, how am I going to do it again? How can I change it? And if it is working, then that's great too, but then you also still want to challenge yourself and see how else can be improved for the benefit of the students. The only way to do this is to reflect on your practice. [Mishka]

It is about developing your own practice, personal growth within teaching, and just making sure that you are changing the way that you're teaching the children so that it reflects on their learning, the main goal is to improve student outcomes and student learning, changing your ways to help them. [Jo]

Others who did not describe the 'Teaching as Inquiry' process in such depth showed an understanding that it was about reflection while admitting at the same time that they did not have in-depth understanding of what it involved:

I don't have a great understanding of 'Teaching as Inquiry'. But the Arinui tool, I find it quite good. And it's got all the steps there of 'Teaching as Inquiry', and I know it is about reflecting on your practice. [Mana]

It's a way to self-assess your practice and how to overcome those barriers. Unsure about the full understanding of 'Teaching as Inquiry' though. [Grace]

Table 4.4: Participants understanding of 'Teaching as Inquiry'

Question Three: Can you explain to me your understanding of 'Teaching as Inquiry'?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Detailed understanding of theTAI.		1	1	1	1			3	4	**11**
It is a reflective practice	4	1	1		1	1			1	**9**
It is concerned with student outcomes	2		3		1	1			1	**8**
Little understanding of the process, or no different to what has always been done	1					1	1			**3**

Table 4.5: Participants' identification of the 'Teaching as Inquiry' decision-makers

Question Four: Who determines your 'Teaching as Inquiry' topic?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
School determines the topic	1	1	1	1	1	1	1	1	1	**9**
Personal choice of topic				1		1	1	1	1	**5**
Team decision on the topic, under school direction	1		1		1					**3**
Students interest determines the topic									1	**1**

Question Four: Who determines your 'Teaching as Inquiry' topic?

A 'Teaching as Inquiry' focus is usually decided by the school in relation to what the strategic plan outlines. This is often the 'umbrella' within which the syndicates[5] create a theme associated with the school focus. It may be, for example, that an inquiry process is based on student achievement in Writing and so all teachers will base their 'Teaching as Inquiry' with this as the overarching theme. As can be seen in Table 4.5 on page 41 all nine participants indicated that the school determined the overarching theme for their inquiry. What is seen to occur after a number of years of the school influencing their 'Teaching as Inquiry' is that the staff are able to choose a 'Teaching as Inquiry' of their own personal choice, but still influenced by the schools' strategic plan.

The inclusion of syndicates in making this decision is indicated by the following responses:

> *Our teams. Obviously, our strategic goals for the school that's what our focus is.* [Georgia]

> *School-based and own personal inquiry on the School-based inquiry theme.* [Neena]

> *Professional development providers, School and a personal inquiry* [Mishka]

There was one reply which was significantly different to all others:

> *The students really. I mean our vision is to make curious, confident and connected learners. Our whole thing has got to come from them. If you can get them choosing the theme, then you keep them with you for the whole year.* [Toni]

This reply by Toni stood out as it indicated that student voice was valued and seen as an important aspect of the school culture. It showed that learning within this school is being designed or driven by the students. Learning elements are being developed to allow for a learning culture to become enriched. The student's voice is an area of education which is becoming more

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[5] Syndicates are a group of teachers of usually 3 to 5 in number who work collaboratively to address the needs of their students.

important within the teaching profession having the students being able to determine the direction of their own learning and the learning of their teachers could be seen as a shift in how 'Teaching as Inquiry' is viewed by teachers and students. This is an authentic example of AKO[6] occurring within a school setting.

Question Five: What do you see as the benefits for student learning, if any, in using 'Teaching as Inquiry'?

The question focuses on how the participants see 'Teaching as Inquiry' as benefitting student learning. The data displayed in Table 4.6 on page 46 indicate very strongly that the participants perceive there is a benefit for student learning in the use of 'Teaching as Inquiry', whether the inquiry is a personal inquiry or collaborative. There was one participant who could see no benefit at all for student learning. They inferred that there was no place in the appraisal system for 'Teaching as Inquiry'.

> *I don't think this 'Teaching as Inquiry' appraisal system is going to change the outcomes for learners any more than the system we had before. It just appears to be something else we have to tick off.* [Georgia]

All other participants expressed that they saw 'Teaching as Inquiry' as being of significant benefit to student learning and particularly to teacher learning. This is vocalised in the following comments:

> *To share practice, to encourage the teacher to be reflective and to investigate and to change, but ultimately to encourage teachers to see what's working for the kids, and to do something about it if it's going AWOL.* [Anna]

> *Changing your practice to meet the needs of the children, trying different strategies to meet the different needs. Just helping them grow. Reflecting on your own practice.* [Jo]

> *Student achievement is your main focus, outcomes for student practices are constantly adapting to support the needs of students in*

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[6] AKO: A unified co-operation of student and teacher learning with and from each other.

general. If you're doing something that's not working, why do you keep on doing it? [Neena]

One of the areas most commented on by the participants was that of teachers being reflective about their practice and making the necessary adjustments in their practice to assist students' learning. This was described clearly by Mishka and Mana when they posited that:

If you've got a teacher that can reflect on their practice and always developing and getting better at their job, it can only be a positive for the kids. [Mishka]

Thinking more about what you're doing, to improve your teaching practice reflecting and taking a professional learning journey which then has an impact on the students. [Mana]

Anna comprehensively captured the rationale of 'Teaching as Inquiry' in this remark:

To share practice, to encourage teachers to be reflective and to investigate and to change, but ultimately to encourage teachers to see what's working for the kids, and to do something about it if it's going AWOL. [Anna]

Question Six: Are there any barriers or challenges in deciding what 'Teaching as Inquiry' topic is to be used?

This particular question raised a number of factors which participants noted as needing to be addressed if 'Teaching as Inquiry' is to become a part of the appraisal system. Participants noted that one of the challenges of using 'Teaching as Inquiry' was the amount of time it may take, as shown in Table 4.7 on page 46.

It's the amount of time it takes, then just the amount of box ticking and sitting, thinking, 'okay, so this is my inquiry, these are my target students,' – it's time. [Georgia]

I also think the time to be practical with the actual process. In our job, you know we teach it, we do it, and then it's actually sitting down and saying, "Oh, okay, get back to that reflective. Where's that

'Teaching as Inquiry'? Where are we up to in the spiral?" And it's
making that time to do that. [Mishka]

Three participants showed some concern over their lack of knowledge of
'Teaching as Inquiry' and how it was implemented. Professional development in
'Teaching as Inquiry' was proposed in these schools, which was to commence
during the year, and this may enable them to overcome their perceived lack of
understanding in applying 'Teaching as Inquiry'. There was also a concern over
how teachers approached 'Teaching as Inquiry' when it was included in the
appraisal process – this was mentioned as being a barrier towards the
implementation of 'Teaching as Inquiry':

> *I think sometimes teachers don't push themselves far enough, so
> they make a nice little safe inquiry, which they think will be
> successful, so will show them in a good light for their appraisal.*
> [Toni]

> *The barrier was using the Arinui tool because it was something that
> we're learning ourselves. To be told that this is your inquiry does not
> make sense to me I would much rather just have my own personal
> inquiry.* [Mana]

> *A barrier that I face is the challenge of knowing what is required of
> me. So often I think 'is this what they want?' or do I not understand
> this whole inquiry process thing.* [Oprah]

One participant was also anxious about the whole process. She acknowledges
her mistakes, reflects on them, but doesn't feel secure, and so the whole
process is something she feels anxious about.

> *Makes me a little anxious, the whole process does. I don't like being
> judged. I know I make mistakes, but I don't want others to know that
> I make those mistakes.* [Grace]

Table 4.6: Participants' perceptions of the benefits of 'Teaching as Inquiry'

Question Five: What do you see as the benefits, if any, in using 'Teaching as Inquiry'?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Makes a difference for students due to the changing of teacher practice		1	1		2	1	1	1	1	**8**
Increases teacher learning as well as student learning.		3			1	1			2	**7**
Very few benefits in using Teaching as Inquiry in any form	1									**1**

Table 4.7: Participants' perceptions of the barriers or challenges when selecting a 'Teaching as Inquiry' topic

Question Six: Are there any barriers or challenges in deciding what 'Teaching as Inquiry' topic is to be used?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Linking it into the appraisal effectively			1	3					3	**6**
Lack of knowledge of the students to implement TAI effectively early in the year						1	1			**2**
Ensuring that implementation is balanced	1				1				1	**3**
Ensuring it does not become a compliance task that has no relevance to student learning	1	1				1				**3**
The time it takes to implement the topic through teams								3		**3**
Having to do TAI collaboratively			1		1					**2**

Also mentioned was the concern about how 'Teaching as Inquiry' was to be linked in with the appraisal without it being seen as a matter of compliance. This was a major concern of both Deputy Principals.

> *It has become streamlined, but not simplified. Why do educators always add things on but never take anything away?* [Neena]

> *Condense it down into one document that covers all areas, without it becoming lost. If we can link it into appraisal and it isn't a compliance issue, then appraisal will become a meaningful process, especially in student and teacher learning.* [Toni]

Question Seven: What is the link you see between 'Teaching as Inquiry' and the appraisal process?

The participants largely expressed similar views here and indicated that 'Teaching as Inquiry' has the ability to provide evidence that meets the *Professional standards* (Ministry of Education, 1999), hence it has become a part of teacher appraisal. This is reflected in Table 4.8 on page 48 where the data indicate the advantages that participants see in linking 'Teaching as Inquiry' and teacher appraisal. The following comments reflect this:

> *A full Teacher Inquiry has got evidence of all the standards, so the Teaching as Inquiry is evidence of the standards, which culminates into a meaningful appraisal.* [Anna]

> *Appraisals are showing that you're meeting the standards and the inquiry can link as evidence for that, linking things together so that you're not doubling up on stuff, and just hopefully it will link so you are developing your professional practice.* [Jo]

> *We are held accountable to what we say we're doing. Then we have to have that moment to reflect and say really, are we teaching to the standard, and we need the evidence to back up what we are saying. 'Teaching as Inquiry' is perfect for this and also is something productive.* [Mishka]

> *It's encouraging us to look at the kids first and adapt our teaching practice; so, it's a bottom-up way of looking at teaching and*

learning, so it's learning, then teaching and then this links into appraisal. [Anna]

At the same time, there were two participants who did not think that it linked and that it did not benefit the appraisal system.

I don't think the 'Teaching as Inquiry' model benefits the appraisal system. I don't think it is a model for actually appraising a teacher; I don't think our standards even mention student achievement. [Georgia]

I don't really see a link other than to provide us with evidence to put into our appraisal. [Mana]

Concern about 'Teaching as Inquiry' becoming just another part of compliance for the appraisal system was expressed a number of times.

I think 'Teaching as Inquiry' gives it [appraisal] hopefully a far more helpful meaning for teachers. Allows it to become a useful document rather than a compliance document. We don't want it to be compliance; we want it to be a learning document. [Toni]

I see this whole appraisal system that seems to be being pushed from the Ministry as around compliance and box ticking. I can't see 'Teaching as Inquiry' as being of any benefit if it is to become part of this. [Georgia]

Question Eight: How do you feel about the inclusion of 'Teaching as Inquiry' in your appraisal process?

As Table 4.9 on page 48 shows, participants are not in favour of the inclusion of 'Teaching as Inquiry' if it merely becomes a 'compliance' aspect of the teacher appraisal system:

Using 'Teaching as Inquiry' on its own I think will make a difference to student learning, but not if it becomes a matter of compliance. Because it will just become something that we will need to make sure we have in place for our appraisal. [Georgia]

If 'Teaching as Inquiry' is to produce evidence which is acceptable and become a matter of compliance then it can take out the authenticity of the process, it informs you of your practice not that you have failed as a teacher.[Anna]

Table 4.8: Participants' perceptions of the links between 'Teaching as Inquiry' and appraisal

Question Seven: What is the link you see between 'Teaching as Inquiry' and the appraisal process?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Becomes streamlined			1	4			1			**6**
Allows reflection to happen							3	2		**5**
Provides evidence for appraisal				2	1	1				**4**
Makes appraisal purposeful				1	2			1		**4**
Does not want to see it part of compliance	2								1	**3**
Would not like to see it included	2					1				**3**

Table 4.9: Participants' perceptions of the inclusion of 'Teaching as Inquiry' in the appraisal process

Question Eight: How do you feel about the inclusion of 'Teaching as Inquiry' in your appraisal process?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
If Teaching as Inquiry is to become a part of compliance, do not want to have it included	1	3			1	1	1	2	1	**10**
Teaching as Inquiry doesn't belong in appraisal	4	2			1		1			**8**
Teaching as Inquiry is beneficial for appraisal					1	2	1	1	3	**8**
If it was linked effectively	1		1		1	1				**4**
Teaching as Inquiry increases the workload for appraisal			1		1					**2**
Beneficial when done properly	1					1				**2**

Want it to be effective for the students. You don't want it to just be for compliance and the tick boxes, actually making it something to improve in your teaching that is effective for the students. [Mana]

Participants also thought that 'Teaching as Inquiry' was beneficial for appraisal if it was linked together with the *Professional standards* (Ministry of Education, 1999), without adding further workload or being seen as just 'another add-on' to be completed. This was expressed in the following comments:

It's 90 per cent 'Teaching as Inquiry' and 10 per cent compliance just making sure you tick some of the boxes required. To ensure that everything is covered. Because if you're doing the inquiry properly, you can't help but include all the standards. [Toni]

I think 'Teaching as Inquiry' gives it [appraisal] hopefully a far more greater meaning for teachers. [Mishka]

Allows it to become a useful document rather than a compliance document. We don't want it to be compliance; we want it to be a learning document. [Toni]

I see this whole appraisal system that seems to be being pushed from the Ministry as around compliance and box ticking. I can't see I think it's helpful to be able to have something that you're doing and working on continuously that is able to link into your appraisal. [Jo]

Great, less documentation, provides evidence which you include in your appraisal, observations and planning cover everything, streamlined and in one document. [Neena]

Question Nine: What do you see as the benefits, for yourself personally, from your appraisal process?

As Table 4.10 on page 52 shows, responses from the participants to this question were largely positive, especially when linking 'Teaching as Inquiry' and the appraisal system was perceived to make teacher appraisal a more worthwhile exercise. This was articulated by a number of participants:

It makes me aware of the standards, about compliance, makes me reflect in different ways and what's underlying my practice; what questions to ask and what goals to set. [Anna]

With 'Teaching as Inquiry' being included, we are talking about it all the time, and then when the formal appraisal comes, it is just a continuation of the conversations you have been having. [Toni]

Now it is relevant, linking it to the spiral makes you reflect on the kids constantly and does not feel like an add-on; you complete research and adapt your practice. [Neena]

Some participants did not react positively to how teacher appraisal was beneficial for themselves or their students' learning. This was mainly noted by those participants who had not had the opportunity of having 'Teaching as Inquiry' and appraisal working together as one process. They still saw 'Teaching as Inquiry' as being a matter of compliance and an addition to their workload:

I just think that the whole appraisal process needs to be streamlined and made so it's actually user-friendly and worthwhile instead of just an add-on because a lot of the time an appraisal is old school. [Neena]

There's a lot of frustration I think, around feeling like we have to prove that we're doing our job. There are some people who aren't, so deal with that separately. [Anna]

Table 4.10: Participants' thoughts on the personal benefits of the appraisal process for themselves

Question Nine: What do you see as the benefits for yourself personally, from your appraisal process?	School 1		School 2			School 3			School 4	Total number of responses
	TL	T	T	DP	TL	T	T	TL	DP	
	Georgia	Anna	Oprah	Neena	Jo	Mana	Grace	Mishka	Toni	
Makes teaching relevant	1			5					1	**7**
Linking of 'Teaching as Inquiry' and appraisal (streamlined)	1	1		3			1		1	**7**
No benefit (current process)		2	2	1						**5**
Provides accountability and covers the standards					3	1		1		**5**
No benefit (previous process)				2						**2**

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Conclusion

This chapter has presented the data obtained from the nine participants from four schools. These data were collected through semi-structured interviews that explored participants' beliefs, thoughts and views in regard to the teacher appraisal system and the inclusion of 'Teaching as Inquiry' in this process. The themes were taken from this collection of data and aligned into key categories. The use of open-ended questions offered the flexibility for more in-depth investigation into points raised by the participants and the impact that appraisal and 'Teaching as Inquiry' had on student learning. Once the interviews had taken place, it was then a matter of looking for the common themes and ideas that emerged, which I could synthesise my data through. The transcripts were analysed, using colour coding for each participant and numbering for each area to enable the linking of the thoughts of the participants. These were then placed on large pieces of paper under the key themes, allowing for the key themes to be produced. This process occurred several times before they were used to frame the findings. The following themes will be discussed in the next chapter:

1. There is a range of perceptions about the value of teacher appraisal;
2. The use of 'Teaching as Inquiry' within the teacher appraisal process is largely viewed as useful and purposeful;
3. A range of 'Teaching as Inquiry' models are used in the appraisal process; and
4. 'Teaching as Inquiry' and teacher appraisal complement each other in a productive way under certain conditions.

CHAPTER FIVE: DISCUSSION OF FINDINGS

This chapter will discuss the findings from Chapter Four in relation to the literature review in Chapter Two. The discussion is based on the four themes emerging from the findings in Chapter Four. These themes are:

1. There is a range of perceptions of the value of teacher appraisal;

2. The use of 'Teaching as Inquiry' within the teacher appraisal process is largely viewed as useful and purposeful;

3. A range of 'Teaching as Inquiry' models are used in the teacher appraisal process. and

4. 'Teaching as Inquiry' and teacher appraisal complement each other in a productive way under certain conditions.

These four themes are used as the headings for the discussion in this chapter.

There is a range of perceptions of the value of teacher appraisal.

When appraisal processes were first mandated by the Ministry of Education (1997b), appraisal was intended to meet two goals – accountability and development. However, the 'development' purpose appears to have been lost, resulting in appraisal being seen as a mandated process that must be completed, primarily in order for teachers to gain salary increments. This is similarly explained by Piggot-Irvine and Cardno (2005) who say that the purpose of the appraisal is to identify and assist in development and that determining progression in salary belongs in an entirely different system. Accountability is to provide descriptions of practice as a basis for making judgements about development decisions (Middlewood & Cardno, 2001): "The Ministry of Education (1998, 1999) has made it possible for schools to use appraisal to inform both salary progression and professional standards competency decisions" (Piggot-Irvine & Cardno, 2005, p. 29).

However, despite appraisal originally being intended to improve teaching and increase student achievement, the findings of this research suggest that appraisal is still primarily regarded by teachers and leaders as a mandated process characterised by compliance and adherence to regulations – in other words, an accountability process with a remuneration agenda. This is perhaps not surprising, considering that there are now three sets of standards and criteria that teachers must meet. These are:

- the *Registered teacher criteria*, (*Education Act*, 1989);
- the *Professional standards: Criteria for quality teaching* (Ministry of Education, 1999); and
- the *Standards for the teaching professio*n (Education Council of New Zealand, 2017a).

The findings also suggest that if teacher appraisal is seen only as a process carried out in order to comply with certain legislated requirements, this detracts from the development focus of appraisal that was originally intended. In other words, it reduces the potential of appraisal to improve the quality of teaching and increase student achievement. Nusche et al. (2012) note that teacher appraisal focuses on the renewal of teacher registration and includes performance management systems for improving teaching. Similarly, Fitzgerald et al. (2003) state that appraisal has generally only comprised teachers being "assessed to determine whether they meet criteria for registration, evaluated against a set of professional standards to judge competence, attested for salary increments and appraised for review performance" (p. 94). However, participants in this research noted that the inclusion of 'Teaching as Inquiry' in the appraisal process enabled them to realise its potential for student learning, while not losing sight of the need for them personally to meet appraisal goals, including the requirements outlined by the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). Therefore, this research suggests that it is possible for appraisal to have a dual role of providing "a means of demonstrating accountability, and also a means for targeting development needs" (Piggot-Irvine & Cardno, 2005, p. 12). The framework of the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) supports this dual purpose, focusing on professional knowledge, relationships and values to promote high-quality teaching and leadership.

The research findings also identified that if the 'Teaching as Inquiry' cycle was part of the appraisal process, then the potential existed for teaching and learning to be enhanced. As a result, the development of teacher practice through appraisal would be likely to occur. The literature reviewed in relation to the issue of compliance cautions against the use of accountability-driven approaches towards appraisal, especially in respect of the effect it may have on goal setting (Piggot-Irvine & Cardno, 2005; Sinnema & Robinson, 2007). There is an element of caution in the advice of Sinnema and Robinson (2007), that if appraisal can be seen as a summative process, it can also then be seen as a compliance-driven one.

Expressing their concerns about the purpose of teacher appraisal, Middlewood and Cardno (2001) stated:

> Even after 20 years of performance management in schools, there is still the perception that teacher appraisal is a process carried out in order to comply with requirements, which then allows them to become a registered teacher. By doing so this permits them to teach and be remunerated for doing so. As the focus on appraisal is often not about developing learning opportunities for students but more often, about teachers meeting registration requirements, teachers are fearful of being caught doing something wrong. (p. 13)

This thought about 'doing something wrong' is echoed in the research findings. Participants did not want to be seen as not knowing something or being incompetent and, therefore, would only do what they knew to have worked before in regard to their teaching practice. They reflected on their practice to grow and improve; they did not reflect on making improvements in their teaching practice to be then told that they were incompetent when they tried something new that wasn't successful. Teachers monitor the impacts of their decisions over time and are aware that their decisions have differing impacts on students. They do this as they are professionals in the job they do and, as Codd (2005) remarked, teachers should be thought of as "fully professional" practitioners who embody fundamental educational values, and should not be hindered by prescriptive practice, meeting checklist criteria to satisfy others and in doing so become 'managed professionals'. If teachers were enabled to participate in a meaningful consultation process with their appraiser at regular intervals and a final appraisal meeting with the principal, they felt they had far more input into their appraisal process. This is what Piggot-Irvine and Cardno (2005) identified when they indicated that there are three main areas to be considered during the process of teacher appraisal. These areas are an initial meeting, at least two meetings/observations and a final summary meeting. The comments from the participants indicated that their schools had created a process which was suitable for their school and for those teaching in the school. As has been stated by McLellan and Ramsey (2007), schools need to create a system which suits the size, its character and the talents within the school. In this instance, the participating schools were creating a system which reflected the needs of their teachers, and in doing so would have an impact on 'improving student outcomes' (Ministry of Education, 1999). Conducting the teacher appraisal in this way has enabled the teachers to begin to feel that their appraisal has a

purpose beyond compliance and the ticking of boxes. It was indicated in the findings that the majority of participants had built a trusting relationship with their appraiser and in doing so they felt that they were able to be more open with them without the fear of reprisal. They felt that this had happened due to 'Teaching as Inquiry' playing a significant role in their appraisal and their appraiser playing more of a coaching role, so they had built up a sense of trust. Trust, respect and openness are major factors, as Piggot-Irvine (2003) noted in creating a worthwhile and productive appraisal.

The use of 'Teaching as Inquiry' within the teacher appraisal process is largely viewed as useful and purposeful.

All participating schools implemented a model of 'Teaching as Inquiry' in their teacher appraisal process. When asked what schools needed to have in place as part of *The New Zealand curriculum* (Ministry of Education, 2007*) update*, Chris Arcus stated: "we need to teach using an evidence-based inquiry cycle" (as cited in Amos, 2010 p. 9). This message is reinforced in *The New Zealand curriculum* (Ministry of Education, 2007): "effective pedagogy requires that teachers inquire into the impact of their teaching on their students" (p. 35).

In relation to what has been mentioned, all schools have taken on board the recommendation of the Ministry of Education and introduced 'Teaching as Inquiry' as part of their teaching and, in the case of the four schools in this study, as part of their teacher appraisal. Although none of the participating schools chose to use the model displayed in *The New Zealand curriculum* (Ministry of Education, 2007) developed by Timperley et al. (2007), and adapted from the 'Teaching as Inquiry' model developed by Sinnema and Robinson (2007), one school used the model as a base from which to develop their own inquiry model. Sinnema and Robinson (2007) had a concern in relation to the Timperley et al. (2007) model: they mentioned that with the "attitudes [of] open-mindedness, fallibility and persistence" (p. 32) being left out, it had rendered a fatal blow to the 'Teaching as Inquiry' model. Benade (2015b) supported this thought when he further stated that collaborative, critical teacher reflective practice and individual practitioner reflection relies heavily on practitioners holding such dispositions. School 4 supported its use of the model by developing their own style and using the model purely as a base from which

to work. There is no requirement that any school or individual must use the 'Teaching as Inquiry' model displayed in *The New Zealand curriculum* (Ministry of Education, 2007), as it is a framework from which to work. In the end, it is just a suggested framework for carrying out the 'Teaching as Inquiry' process. With participants understanding 'Teaching as Inquiry' as being a reflective, cyclic process that is intended to include research, the 'Teaching as Inquiry' model provides an example for schools to follow.

Reflective practice is seen as an important and significant aspect of the 'Teaching as Inquiry' process by the participants, and something that is required of them as teachers if they are to improve student learning. The use of reflective thought as defined by Dewey (1910) as "Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it, and the further conclusion to which it tends" (p. 6), is an ideal fit for the process of reflective thought outlined in 'Teaching as Inquiry' and its models. Still, a decade on, since the publication of *The New Zealand* curriculum (Ministry of Education, 2007), Benade (2018) states that discussions about continuous improvement, teacher effectiveness and learning as to how teachers experience appraisal are required. The linking of reflective practice to appraisal could encourage trust to develop. Benade (2018) makes the claim that reflective activities require collaborative sharing, and this demands a high-trust environment, with no repercussions, for being open and honest. The appraisal can and has been seen as an evaluation of performance used for compliance and at its worst as a threatening procedure. The aspect of appraisal being a threatening experience was noted by a small number of participants whereas, in reality, it should be seen as an experience to learn and provide further teacher development. These participants mentioned that they felt far more supported when the teacher appraisal appeared to be occurring in an environment of collaboration involving 'Teaching as Inquiry'. Teachers are reflective practitioners, as Fitzgerald et al. (2003) state, who thrive on working collaboratively, sharing their knowledge, having freedom, and working in a democracy. The use of 'Teaching as Inquiry' as a collaborative process with reflection and open discussions enables the enhancement of student learning, while at the same time covering the requirements of teacher appraisal in an environment of trust.

The findings of this study indicated that the models of inquiry that the schools used encouraged a change in practice due to the outcomes they had come

across through their 'Teaching as Inquiry'.This supports what Benade (2015a) said when he mentioned that the outcome of reflection must be a change in practice. The outcomes had generally been reached through a collaborative inquiry, with individual teachers reflecting on the outcomes they had witnessed and then while working in a collaborative setting had reflected through 'Teaching as Inquiry'. In the past, 'Teaching as Inquiry' has generally been thought of as a compliance tool by many teachers, and especially by participants, when it was first published in *The New Zealand curriculum* (Ministry of Education, 2007). However, now that the schools are including models of inquiry and integrating 'Teaching as Inquiry' within the appraisal process, the issue of compliance is not noted as a significant factor in the teacher appraisal process.

A key finding from this research was that those teachers who reflected and incorporated 'Teaching as Inquiry' into their appraisal process agreed that it made appraisal a positive and meaningful process that promoted teacher learning and student achievement. The literature also shows that a worthwhile appraisal is not just about compliance, it should be focused on continuous self-reflection and self-improvement while also having a focus on the practice and performance of the individual and the organisation (Cardno, 2012; Leonard T. 2018; Piggot-Irvine & Cardno, 2005). From what the findings have indicated, the system of purely using checklists has been cut down to a minimum due to 'Teaching as Inquiry' being introduced into the teacher appraisal process; and therefore this makes teacher appraisal a learning process that will benefit the students and the teacher, and there is now a far greater emphasis placed on student learning in the process.

This study's findings support what the Education Review Office (2011) (ERO) found: that schools that were using 'Teaching as Inquiry' as a focus for appraisal goals directly linked to student achievement were experiencing success in raising student achievement. However, the risk was said by ERO to be that teachers could find it difficult to include both school improvement goals and appraisal goals, especially if they were quite separate. The findings identified hat the alignment of a 'Teaching as Inquiry' focus, and a professional learning development focus which linked with the school's strategic plan and school review, proved to be the most effective form of appraisal.

'Teaching as Inquiry' is said to create a picture of the process of teaching. As Benade (2015b) stated, and as 'evidence' suggests, "it is *teachers* who make the difference" (p. 12). He follows on by suggesting that there should be a name change to 'teachers as inquirers', which Benade (2015b) proposes "is preferable shorthand for the active, collaborative effort of a community of professionals whose members seek to better understand themselves in order to understand better the work they do" (p. 118). The suggestion by Benade (2015b) that there be a more rigorously designed framework that includes questioning and critical inquiry, which is being supported by research undertaken by teachers, appears to be what is occurring in the schools in which the participants taught.

All of the participants' schools used the school's strategic goals for staff to concentrate their 'Teaching as Inquiry' goals on. This was then incorporated into the teacher appraisal process using the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). This is supported by Cardno (2012), who believes that professional learning should focus on involvement and commitment towards teacher learning, while Sinnema and Robinson (2007) advise that evaluation is an ideal opportunity for educators to improve their practice, and, ultimately, students' learning. In using the strategic goals of the school, it enables all teachers to have a focus with a common thread. There is a need for a common thread for 'Teaching as Inquiry', which is to be able to create what the Education Review Office (2011) describes as an 'inquiry disposition' whereby teachers view teaching and learning through an inquiry lens. One participant explained that they had based their 'Teaching as Inquiry' on the school's strategic plan for the past five years, and the school has just permitted teachers to concentrate on their own theme-based inquiry. By allowing teachers to choose their own theme, this has led to what Fowler (2012) espoused: common areas emerging from which collaborative 'Teaching as Inquiry' occurs. Similarly, Sinnema (2005) mentions this in one of her nine principles about the "importance of school-wide collaboration and collective responsibility as being a positive way for teachers to be able to create a positive working environment which enables teachers to initiate their 'Teaching as Inquiry' – to create an inquiry of interest to them which will assist in the direct enhancement of student learning. At the same time this enables them to meet the *Standards for the teaching profession* (Education Council of New Zealand, 2017a), which leads to the appraisal process being fulfilled without requiring a single box to be ticked.

Further findings from the study indicated that 'Teaching as Inquiry' was a new initiative for three of the four schools, especially in relation to its inclusion in their teacher appraisal process. For teachers to use 'Teaching as Inquiry' in a positive way within their teacher appraisal, they need to recognise the necessity of being able to challenge their own beliefs and be open to learning and carrying out research. It is also a requirement that they realise that their best efforts may not be successful and, therefore, they will need to try again, as Cardno et al. (2017) emphasise. In using 'Teaching as Inquiry' goals in teacher appraisal, it is imperative that the goals become an integral aspect of the appraisal process. Incorporating these goals provides a developmental purpose and enables the goals to be monitored through classroom observation. Many of the goals that the participants had set reflected an area of personal interest while fitting in with the school's strategic plan. Primarily these goals were worked on in a collaborative setting with input from a number of colleagues.

It was found through the findings that observations played a large part in each participant's appraisal process and that focusing the goals on their 'Teaching as Inquiry' was far more effective and meaningful. An effective inquiry as identified by Fowler (2012) is where a teacher can take ownership of a situation and assess what a possible outcome may be and put in place some strategies, of which some will work and others may not. This, in turn, leads to trust while being observed, where the individual cannot feel threatened if the strategies do not work or do not produce the results that were hoped for. A finding which related to two of the participants indicated that they had felt threatened through the appraisal process as the trust had not been developed, and therefore they had not been able to feel at ease and confident during the process and felt on edge. It has further been said by Benade (2018) in regard to the issue of trust, that for trust to become interwoven within reflective practice the participant must be willing to collaborate with others, invite feedback, question their own practice, commit to change, display courage and have a willingness to be vulnerable to disloyalty. Taking on reflective practice calls for a high level of personal trust, underpinned by knowing that one may be vulnerable to betrayal (Hieronymi, 2008).

Many of the participants stated that 'Teaching as Inquiry' encourages teachers to become reflective in their planning and this reflection then enhances their practice, which enables them to change their practice by employing strategies to increase

student learning. In relation to the effect of 'Teaching as Inquiry', the Ontario Ministry of Education (2010) stated that:

> [Teaching as Inquiry] is powerful because it is adaptive and driven by practice. What we learn and understand about what students know today, become the seeds for tomorrow's questions. Teacher inquiry is a stance that propels our profession forward. Each day teachers are creating knowledge about what and how their students learn. Through structured opportunities for professional dialogue, teachers have opportunities to share and reflect on growing "practical knowledge". (p. 7)

It was mentioned by participants within this research that the use of 'Teaching as Inquiry' enabled them to learn to teach and then to actually teach what was required to enable learning for the students. It opened up the chance for them to work collaboratively and have professional discussions about their practice and it gave opportunities to gain knowledge. The themes for their 'Teaching as Inquiry' enabled professional discussions to occur with all their teaching colleagues, as all were involved in the same or a similar process. The themes were understood to be what was required for their students to raise achievement in their learning, in areas which were perceived to be the most relevant for their particular learning community.

The research indicates that understanding how the 'Teaching as Inquiry' process works was quite high. The focus for most participants was the use of reflective practice and the realisation that if something does not work you try and try again, while all the time learning. Harste (2001) stated that "Inquiry is more about unpacking the complexity of issues than it is about coming up with simple solutions to complex problems" (p. 1). By using a 'Teaching as Inquiry' approach, Hall (2009) says that it encourages teachers to reflect in the appraisal process, collect evidence about the effectiveness of their teaching and understand, while not necessarily being able to solve it. It allows for fallibility, and as explained by Aitken and Sinnema (2008):

> Accepting the possibility that what was, or what has been, successful with one group of learners may not be successful for another and that, for this reason, well-designed intentions might fail to generate the desired response. (p. 53)

As Thomas Edison (n.d) is quoted as saying:

> *I have not failed. I've just found 10,000 ways that won't work.*

Findings from the study did indicate that three of the four participating schools felt that 'Teaching as Inquiry' and its inclusion within the teacher appraisal process was

running parallel to rather than within the appraisal process. For the participating school that was successfully running 'Teaching as Inquiry' within its appraisal process, 'Teaching as Inquiry' had become the actual teacher appraisal and had been designed to meet the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). This school successfully managed, as Cardno, Bassett, and Wood (2016) commented, to overcome 'Teaching as Inquiry' becoming another form of compliance. As defined by Sinnema and Aitken (2011), 'Teaching as Inquiry' is the concept of providing teachers with greater knowledge and understanding through the process of 'teacher research'. Practitioner research may be better understood, as Benade (2015b) explains, as being an approach which reflects a theoretical framework but has a preference for the concept of collaborative critical teacher reflective practice. It is seen to provide a greater ability to provide justification and is able to support a claim for a far more rigorous approach for teachers to consider. It needs to be remembered that schools are not required to use one of the 'Teaching as Inquiry' models; in fact, they should be encouraged to adapt the 'Teaching as Inquiry' to suit their needs and their setting. If the model is able to reflect the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and make the appraisal process useful and purposeful, then they should do so.

The access to new professional learning areas associated with their particular 'Teaching as Inquiry' goals was an area which was notable among the participants. Professional learning opportunities are a crucial part of any initiative introduced, especially an initiative such as 'Teaching as Inquiry' and the role it plays in teacher appraisal. Robinson and Lai (2006) have explained in their literature the importance of engaging teachers' prior understanding in any change situation. They have said that the practice of teaching can be described as a problem-solving process. Professional learning that seeks to change practice, as Timperley et al. (2007) explains, requires helping teachers understand their own theories of action and enabling them to integrate these with existing theories so that new practice does not become layered on top of existing practice. It has also been stated by Humphreys (1992) that teachers need to be able to choose their own professional development opportunities. If not, then appraisal becomes 'symbolic'. Professional development, which is thought out and is focused on teachers' needs, leads to a purposeful and useful view of their 'Teaching as Inquiry' goals. Darling-Hammond (1996) claims that "students' right to learn is directly tied to their teachers' opportunities to learn what they need to know to teach well" (p. 6). As said by Mizell (2010), "Great teaching, is

not an accident" (p. 18). Professional development is seen as the only option available for teachers to gain the necessary knowledge. Professional development can occur in many forms: conferences, workshops or courses which a teacher may undertake and now even more so, due to Communities of Learning (COL) 7 professional development initiatives across a group of schools.These initiatives are decided upon because of a need that has arisen. This had occurred in one particular participating school, where one of the areas of 'Teaching as Inquiry' had been to meet the goals of the COL. Mizell (2010) states that "professional learning can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer" (p. 5). 'Teaching as Inquiry' itself can be seen as a form of professional development on its own, especially in a collaborative climate.

Many teachers from the participating schools found that the collaborative environment that 'Teaching as Inquiry' offered was an extremely useful part of the process. For professional development to be successful and to have an effect on student learning, the greatest need is for the involvement of the senior leaders within the school, especially the principal. The impact of leaders and their relationships with teachers, as Davis, Ellett, and Annunziata (2002) express, is key when they are seen as caring, and this can be seen as influenential in motivating teachers. Leadership involvement has also been identified by Robinson et al. (2009) as having the most significant effect on teacher professional development. The linking of leadership involvement with teacher professional development is seen as having a high impact on student learning. It was suggested by Timperley and Parr (2010) that leadership involvement allows leaders to know their class of teachers, as teachers are as diverse in their learning needs as those of the students who the teachers have in front of them in the classroom.

Further findings gathered from the study revealed that collaboration has an important role in 'Teaching as Inquiry' within the schools. "Collaboration is back in mode" (p. 1), as Youngs, Stringer, and Ogram (2016) state, "but this time as the espoused vehicle of teacher inquiry". Data indicated that collaboration was considered to be influential in the use of 'Teaching as Inquiry', with each school's strategic plan playing a significant part in the theme that the inquiry was to reflect

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7 A Community of Learning | Kāhui Ako is a group of education and training providers that form around children's and young people's learning pathways, and work together to help them achieve their full potential. First introduced by the Ministry of Education in 2014.

and from which the syndicates/teams would work collaboratively. Collaboration has been increasingly paired with 'Teaching as Inquiry' as posited by Benade (2015b) and Timperley et. al. (2014) while also incorporating professional learning and development as part of the inquiry. (East, 2011) mentions that:

> Teaching as Inquiry does not have to be an isolated (and therefore a potentially daunting) event, being carried out by individual teachers working on their own. There is scope, in teaching as inquiry, to involve others in the process – whether this is other colleagues in the same school, or in a collection of schools, or working with theorists and researchers. (p. 216)

Collaboration is said to occur when a group of people "engage in an interactive process, using shared rules, norms and structures" (Wood & Grey, 1991, p. 146). Teacher practice has primarily been individualistic and isolationist (Leonard P.E, & Leonard L.J, 2001), so the use of collaboration in 'Teaching as Inquiry' for most teachers is a significant change. A statement made by the Ontario Ministry of Education (2010) supports this thinking about the use of the 'Teaching as Inquiry' cycle, as also displayed in Best Evidence Synthesis (Timperley et al., 2007):

> The vast majority of teaching time is spent alone with students in the classroom. However, the collaborative nature of inquiry is what enables the learning to go deeper. Collaboration provides perspective, diversity and space for teachers to consider questions and student learning that can provide new insight unavailable in inquiry processes that are done individually. (p. 3)

The findings showed that being in a situation where collaboration is encouraged assisted teachers with their 'Teaching as Inquiry' as they were not left alone to complete it and felt supported. It has been acknowledged that collaboration can support teachers' learning and development (Doppenburg, den Brok, & Bakx, 2012) and also that it can support teachers in their teacher inquiry. There are questions, as Feys and Devos (2015) asked, as to whether collaborative practice is more effective than individual practice. Effective collaboration requires individual contributions. It does not mean that every idea that anyone says goes, but it does mean people can contribute their thoughts, and these are welcomed. A sense of trust must be felt, or as Northouse (2016) describes, collaboration needs to take place in a climate where people can take risks.

Furthermore, the participants in this study commented that they felt that being able to work in a collaborative environment enabled them to be reflective without the fear of being judged. Effective collaboration requires reflection; the reflection that

'Teaching as Inquiry' provides is worthwhile to share. To be able to collaborate as Kemp (2013) claims is for individuals to combine and expand their knowledge bases and, in doing so, work toward mutual goals. The thought of Timperley et al. (2014) is that collaborative culture is necessary because "inquiry is difficult for teachers to do in isolation from their colleagues or from leaders. Nor can leaders decide what the focus of their inquiry should be. It is the collaborative inquiry process that matters" (p. 5). 'Teaching as Inquiry' is gaining increased attention as a form of collaborative inquiry and a key aspect in teacher practice is incorporating "a shared commitment to, and understanding of, the collaborative inquiry" (Ontario Ministry of Education, 2010 p. 2). It has also been found by Youngs et al. (2016) from their research about the (re)emergence of collaboration that "Collaborative inquiry must … be approached and developed as a multi-level activity across a school over a number of years, and that, collaboration is back, but this time, has re-emerged at a point much closer to learning, both for the student and the adult professional" (p. 11).

An area mentioned in the research by a number of the participants was how imperative it was that there be protected time for 'Teaching as Inquiry' to occur (Drew, Priestley, & Michael, 2016; Piggot-Irvine, 2003). Findings showed that three of the four participating schools encouraged syndicates/teams to use meeting times to discuss their 'Teaching as Inquiry' and one of the schools often dedicated staff meeting time for discussion of 'Teaching as Inquiry' themes. It has been found that "educators committed to working collaboratively in ongoing processes of collaborative inquiry and action research require allocated periods of time to achieve better results for the students they serve" (DuFour, DuFour & Eaker, 2009, p. 88).

Learning conversations are a prominent part of appraisal and part of 'Teaching as Inquiry', as the findings showed. The literature indicates the importance of learning conversations in appraisal and the success of 'Teaching as Inquiry' as part of this. Appraisal dialogue needs to incorporate discussion about improving practice, analysing data and assessment, while considering factors affecting performance (Piggot-Irvine & Cardno, 2005). The description by Cardno (2012) of how engaging in professional learning conversations promotes reflective thinking practices for teachers and leaders is of great importance in conducting 'Teaching as Inquiry'. It leads to a reflective practitioner who is able to inquire and self-reflect upon their own practice as well as question and challenge existing practices (Larivee, 2000). The findings supported what Grey (2011) found; that professional dialogue allows teachers opportunities to self-assess and consider new approaches to their teaching

practices. Learning conversations can play an essential part in the 'Teaching as Inquiry' process and the teacher appraisal process. They allow people to be expressive and show in a discreet way how they perceive things to be.

A range of 'Teaching as Inquiry' models are used in the teacher appraisal process.

The findings presented that the participating schools displayed the use of a variety of models to support their 'Teaching as Inquiry' process. For two of the schools, the 'Cycle of Inquiry' designed by Timperley et al. (2014) was their choice, possibly due to the providers that they had contracted to introduce 'Teaching as Inquiry' into their school. The Aitken and Sinnema (2008) model was used by one school as the platform from which to work and then make developments to fit their 'Teaching as Inquiry' approach. The remaining school to which participants were connected was using a model developed by Evaluation Associates (2015) for their online platform 'Arinui'. There is a variety of models on which schools can decide to base their 'Teaching as Inquiry' model. These include 'Teaching as Inquiry' (Ministry of Education, 2007), problem-based methodology (PBM) (Robinson & Lai, 2006), action research (Cardno, 2003), action enquiry (Harris, 2002) and the Spiral of inquiry proposed by Timperley et al. (2014).

The use of 'Teaching as Inquiry' was the foundation for each school's teacher appraisal. This is consistent with what the Ministry of Education (2016) recommends: that the 'Teaching as Inquiry' cycle should support teacher development to enable the improvement of student learning. The Ministry of Education (2007) presents 'Teaching as Inquiry' as one of the 'teacher actions promoting student learning' that when placed together form "effective pedagogy" (p. 34). Taking this into consideration, if a teacher is to be effective, then the need to "inquire into the teaching-learning relationship" (p. 34) is critical. The model developed by the Ministry of Education (2007) is a cyclic model which was adapted from the Aitken and Sinnema (2008) Best Evidence Synthesis Iteration. It identifies the importance of engaging in three significant types of inquiry – focusing inquiry, teaching inquiry and learning inquiry (Aitken & Sinnema, 2008). The model found in *The New Zealand curriculum* (Ministry of Education, 2007), however, has omitted a set of attitudes, these being open-mindedness, fallibility, and persistence:

> Open-mindedness refers to a willingness to consider teaching approaches that
> may be unfamiliar or that may challenge one's beliefs about the best ways to

teach. It also refers to being open to what the evidence shows the effects of teaching on student learning. Fallibility involves accepting the possibility that what was, or what has been, successful with one group of learners may not be successful for another and that, for this reason, well-designed intentions might fail to generate the desired response. The need for persistence directly follows from fallibility, as teachers must inquire into the focus of future learning and into the possibilities for future, more effective action. (Aitken & Sinnema, 2008 p. 53)

'Teaching as Inquiry' is about accepting that there are multiple truths, and these are acknowledged according to experiences or perceptions that could be fallible.

It is of interest that the findings indicate that only one of the participating schools had chosen to implement the 'Teaching as Inquiry' model found in *The New Zealand curriculum* (Ministry of Education, 2007) document. This school closely linked its inquiry model to the curriculum model but staff had re-developed it to suit their school. This could be a reflection of what Cardno et al. (2016) emphasised when they said that the 'Teaching as Inquiry' model in *The New Zealand curriculum* does not allude to the underpinning attitudes to teacher inquiry as developed by Aitken and Sinnema (2008) (i.e. open-mindedness, fallibility and persistence) and that it appears 'Teaching as Inquiry' has become simplistic and somewhat devalued. This was reinforced by Benade (2015b), a little more forcefully when he states that:

> This exclusion (*of attitudes*) renders a fatal blow to the Teaching as Inquiry model, as collaborative, critical teacher practice and individual practitioner practice reflection rely heavily on practitioners holding such dispositions. What remains then is no more than an instrumental formula for teachers to follow, with no requirement they examine their fundamental beliefs and assumptions. (p. 116)

With this in mind and also in conjunction with what Benade and Devine (2016) expressed when they considered that 'Teaching as Inquiry' (*New Zealand curriculum* model) has been conceived very narrowly as a project. 'Teaching as Inquiry' has become something else to add to the teachers' workloads, with the focus being on their own classwork rather than on an outward-looking inquiry. With these thoughts from the literature, it should not be surprising that the findings show that two of the four participating schools were using Timperley et al.'s (2014) 'Spiral of inquiry', while one school was using the digital tool 'Arinui', which was developed by the team at Evaluation Associates, and which had drawn inspiration from the

'Teaching as Inquiry' model from *The New Zealand curriculum* (Ministry of Education, 2007) and the 'Spiral of Inquiry' (Timperley et al., 2014). Although aspects of 'Arinui' required some additional training, most participants found that it was adding to their professional growth, and they were finding it advantageous towards their appraisal process while creating a portfolio that was easily accessible and relevant for the appraisal process. It was, as they said, just a part of what they do day to day now when teaching in the twenty-first century; it is part of their life. Jones (2010) found that a portfolio of evidence was robust in developing a practice as it requires teachers to reflect on their practice. Mckenzie (2014) had also found that teachers felt ownership of their portfolios as they determined what was to be the content of their appraisal portfolio and how this was able to be matched to the required *Standards for the teaching profession* (Education Council of New Zealand, 2017a). The findings also mentioned the dialogue that each participant would have with their appraisers concerning their digital portfolio and how this enabled them to discuss their reflections. As Tang and Lam (2014) maintained, digital platforms provide an ideal opportunity for teachers and appraisers to engage in professional learning discussions. These findings concurred with the literature of Cardno (2012), who described that the developmental purpose of the appraisal was to build agency and capacity. However Benade (2015a) does caution that the use of digital tools can lead to fewer face-to-face encounters as they are increasingly replaced by keyboards, monitors and screens.

The use of the 'Spiral of inquiry' model (Timperley et al., 2014) among participants had been decided on through collaboration with the leadership teams within the schools. The use of the 'Spiral of inquiry' (Timperley et al., 2014) had been promoted through consultation with staff and was seen as being professional development for all staff. This is reinforced by Cardno (2012), when she states that it is the leader's responsibility to establish conditions to support change through professional development and to engage all participants in an appraisal process which can create supportive and productive relationships. The 'Teaching as Inquiry' models assist teachers in gathering evidence to enable them to set the next steps in their teaching. Reiterating this is Amos (2010) when she cites Chris Arcus (2010), who states that schools need to teach using an evidence-based inquiry cycle that is able to inform and monitor the impact of the decisions teachers make concerning student learning. Models of 'Teaching as Inquiry' provide a platform for teachers from which they can organise their inquiry into a workable collective piece of documentation.

Indications from participants show that when using the 'Spiral of Inquiry' (Timperley et al., 2014), its use is focused not only on student learning but also on teacher appraisal and meeting the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). In 2017 the 'Spiral Playbook' (Kaser & Halbert, 2017) was published, in which it was stated "innovation floats on a sea of inquiry … curiosity propels change" (p. 8).

'Teaching as Inquiry' and teacher appraisal complement each other in a positive way under certain conditions.

The inclusion of 'Teaching as Inquiry' in the teacher appraisal process was seen as both a positive and a negative through the findings. 'Teaching as Inquiry' that has a focus on specific student outcomes is able to give appraisal an authentic purpose is and an integral component of useful appraisal as was said 47 years ago by (Humphries, 1972). Unfortunately, in many schools, this is yet to be voiced (Piggot-Irvine, 2002). While a finding by Piggot-Irvine (2000) indicated that:

> the emphasis on accountability in the New Zealand performance appraisal system is contributing to greater control of teachers because it leads to:
> - o the avoidance of assembling objective evidence;
> - o the stigmatising of appraisals failure in this context as another Ministry failure; and
> - o the marginalisation of the development aspect of appraisal. (p. 11)

Many of the participants saw the model of 'Teaching as Inquiry' as a tool that was relevant for appraisal, with its ability to create evidence that counts towards the appraisal process and also its ability to indicate satisfactory performance against the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). According to Hattie (1999), teachers should be able to inquire into their own practice in an effort to make a difference to their students' learning, as this will make a difference. In support of these thoughts, it had also been previously stated by Darling-Hammond (1996) that the student's right to learn is directly related to opportunities that teachers have been given to be able to learn through professional learning opportunities how to teach well. This again was supported by Sinnema (2005), when she stated that teachers require

opportunities to learn, and this can be linked to their appraisal through inquiry. Offen (2015) remarked that the 'Teaching as Inquiry' approach to appraisal provides the opportunity for purpose and authenticity while developing skills of reflexive praxis. When the participants were using the 'Spiral of inquiry' it was evident that there was an effort to connect it to their appraisal and with the *Standards for the teaching profession* (Education Council of New Zealand, 2017a). At times, it may be necessary to include a 'check-list' based on the Ministry of Education's requirements for meeting certain areas of the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) that are unable to be covered through 'Teaching as Inquiry'. The *Standards for the teaching profession* (Education Council of New Zealand, 2017a) have been developed to provide evidence for pay progression and for attestation.

A high percentage of the participants had inferred that they previously saw teacher appraisal as a matter of ticking off checklists to satisfy others, proving that they were capable of teaching, and as a simple matter of compliance that had no or little effect on student learning or achievement but related to their pay progression. It was stated by the Education Review Office (2014) that "It is not enough to develop an appraisal system that only focusses on professional accountability alone" (p. 1). There are thoughts that performance management policy initiatives have devalued teaching as a profession (Gunter, 2001), as they foster a culture of distrust and compliance. If schools are to use 'Teaching as Inquiry' in their appraisal system, and if it becomes 'appraisal for learning' as Sinnema (2005) suggests, it creates an opportunity for teachers to learn about their effectiveness and how they can improve the quality of student learning. It was identified in Ruia[8] (Ministry of Education, 2011) that appraisal for learning sits alongside all other school processes, integrating into teachers' professional learning through the 'Teaching of Inquiry' process of reflecting on the effectiveness of student learning and the building of professional knowledge. It challenges and supports teachers, enabling them to address issues at the heart of their practice. Ruia (Ministry of Education, 2011) further goes on to emphasise that teacher appraisal must be linked to collaborative planning and professional learning opportunities while providing the opportunity for reflecting and sharing problems of practice. Every student should be seen as 'ours', and the learning for each student is a responsibility and result of all

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[8] A resource for principals and other school leaders who want appraisal to lead to deep learning for teachers and to educational success for Māori students.

staff members' efforts due to a collaborative 'Teaching as Inquiry' approach being incorporated with teacher appraisal, which creates 'appraisal for learning'. The overall result of the implementation of 'Teaching as Inquiry' as Offen (2015) discovered was that the appraisal process became focused on teaching, and evidence was directly linked to improved student outcomes. A set of nine principles was identified by Sinnema (2005) from research, with all nine reflecting the importance of 'Teaching as Inquiry' being incorporated within the teacher appraisal process. A principle that focuses on inquiry reads "Appraisal is inquiry-based, interrogating the relationship between teaching and learning" . Ruia (Ministry of Education, 2011) found that with inquiry being included it meant that appraisal thoughtfully examined teacher practice, the impact on student learning and enabled teachers to identify whether their current practices were supporting students to achieve. The principle "Appraisal builds knowledge that links to teachers' professional learning" emphasises the area of enabling leaders and teachers to identify knowledge and skills that may be required to meet the learning needs of the students. Another of the nine principles states that "Appraisal recognises the importance of school-wide collaboration and collective responsibility". Ruia states that "Teachers do not walk alone on their journey"; they process their learning by being granted time, which gives them the opportunities to involve themselves in professional conversations. Their appraisal goals are intertwined with those of the school. The findings showed that these goals were very much in the thinking of participants when the linking of 'Teaching as Inquiry' and the appraisal process was discussed, as collaboration played a large part in their 'Teaching as Inquiry'. The ninth principle identified by Sinnema was that "Appraisal is embedded and ongoing". Ruia identified that appraisal is not an annual event, but is something that is reviewed throughout the year and goals are adjusted as required, with regular discussions and observations occurring. This particular comment related very well with a statement from one of the participants, who mentioned that appraisal was not seen as something that had to be completed in the calendar year but was to be completed over a 12-month period. This then allows for 'Teaching as Inquiry' to be fully incorporated into the teacher appraisal process. *State Sector Act,* (1988), prescribes in section 3.2.1.(iv) that "each teacher participates in the appraisal process *at least once* within a 12 month period" (italics added), justifying the participant's school in conducting their appraisal process over a 12-month period, not a calendar year.

The teacher appraisal system incorporates the six *Standards for the teaching profession* (Education Council of New Zealand, 2017a), these being:

- o Te Tiriti o Waitangi partnership;
- o professional learning;
- o professional relationships;
- o learning-focused culture;
- o design for learning; and
- o teaching.

The ability to align 'Teaching as Inquiry' with the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) in a significant way, as a participant indicated, makes teacher appraisal a more meaningful and valuable process for the teachers.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

This study explored 'Teaching as Inquiry' and teacher appraisal – specifically, how the two processes could be integrated to add a purpose that both teachers and students would benefit from in relation to learning. 'Teaching as Inquiry' also offers teachers an effective way for teachers to meet the standards for teaching, attestation and teacher registration. Four schools and nine teachers and leaders participated in this research, sharing their perceptions of the inclusion of 'Teaching as Inquiry' into the teacher appraisal process.

In the previous chapter, I discussed the findings and supported these with relevant literature. This final chapter will provide an overview of the research study, giving logical overall conclusions, assessing limitations, and making recommendations for further research. Four key conclusions are presented, which are related to the research questions that have guided this study.

Conclusion one

'Teaching as Inquiry' and teacher appraisal are able to be integrated under conditions that display trust and collaboration and where openness is valued.

School culture is one of the most essential areas that must be in place for appraisal and 'Teaching as Inquiry' processes to be effective and tenable. The culture of a school is established, as Piggot-Irvine (2003) conveys, when respect, openness and trust are established through interactions and are displayed at every level of the school. Effective leaders must build a school culture that promotes these, including sharing, learning and creating a sense of personal ownership for the staff. Literature related to effective appraisal (Cardno, 2012; Ontario Ministry of Education, 2014; Piggot-Irvine, 2003, 2012; Reid, 2004) identifies trust between the appraiser and appraisee, as well as between the principal and staff, as being vital in creating active participation in the appraisal process. Piggot-Irvine and Cardno (2005) have described this as "being fraught with negative connotations" (p. 10). When trust is evident, Piggot-Irvine (2003) posits, dialogue between appraiser and appraisee is "non-controlling, non-defensive, supportive, educative and yet confidential" (p. 172), with this leading to a relationship based around mutual respect. At the same

time the staff must have faith in the teacher appraisal system and view it as being valid.

Leadership is an integral part of introducing and maintaining an appraisal and 'Teaching as Inquiry' process that is able to be sustained and built on. How effective a leader is can be reflected in the extent to which they are willing to ensure that staff ownership is valued and encouraged in relation to both the performance appraisal system and the setting of development goals. Numerous times in her work, Piggot-Irvine (2002, 2003) states that staff will engage more willingly if they are involved in the setting of their own goals. Any implementation must be developed in a consultative manner with all staff. If staff involvement is ignored, there is a high possibility that the process will be seen as just another government initiative that is compliance based. With 'Teaching as Inquiry' becoming an integral part of teacher appraisal, staff will feel that they have chosen the direction of their own appraisal and that it is valid, as it is directly linked to raising achievement and improving their teacher practice.

Like any new initiative that is introduced without adequate resourcing in place, appraisal can be viewed by staff as 'here today, gone tomorrow'. Time is the most critical resource that must be afforded to 'Teaching as Inquiry' and teacher appraisal. The importance of allocating sufficient time for teachers and leaders to conduct and complete appraisal processes within the demands of a school is essential for effective appraisal to occur (Cardno & Piggot-Irvine, 1997; Piggot-Irvine, 2003; Youngs & Grootenboer, 2003). This includes opportunities to engage in reflective practice, which, as Youngs and Grootenboer (2003) assert, is a component of effective teaching and appraisal. When appraisal is effective as Piggot-Irvine (2003) says, it is accorded priority status, and that includes time allocation. Time is money in schools. To provide adequate time means money must be spent in order to provide non-contact time for the appraiser and appraisee. Allocation of funds must be factored in by the Board of Trustees and Senior Leadership team when setting a budget for the year. Allocating funds needs to be seen as important as, in any school, the students' and teachers' learning should be the highest of priorities. When looking at what is required regarding time allocation for appraisal, it is considerable. Time is required for the appraiser and the appraisees to reflect on the 'Teaching as Inquiry'; for observations and reflective conversations for

both appraiser and appraise; for the training of an appraiser; and for appraisees to observe 'best practice' and to engage in professional dialogue with their colleagues. A way needs to be found to create time to ensure that 'Teaching as Inquiry' and appraisal, as an integrated process, is seen as a worthwhile investment for the individual school, which enhances the learning of its teachers and raises achievement of its students. Until the question of overload is addressed and teachers are given time to manage appraisal, Piggot-Irvine (2003) notes that we will continue to see highly stressed staff and also poorly implemented approaches in the implementation of teacher appraisal.

Conclusion two

The inclusion of 'Teaching as Inquiry' leads to teacher appraisal being seen by teachers as useful and beneficial for students' learning.

The inclusion of 'Teaching as Inquiry' in the teacher appraisal process enables, as Sinnema and Aitken (2011) profess, "Appraisal for learning to emphasise the need to ground appraisal processes in priorities for student learning, to gather and engage with data, and to treat appraisal as a serious opportunity for the improvement of practice" (p. 17). The process of including 'Teaching as Inquiry' in the teacher appraisal process has proven to be a positive experience for teachers in relation to their own personal learning, while also benefiting the learning of the students. The main aim of appraisal should be for the benefit of student learning and also to give the teachers the opportunity to develop their own teaching. It was never intended, as the Government of New Zealand (1996) stated, that appraisal be only about accountability and compliance, but it should have a professional development orientation. With the addition of 'Teaching as Inquiry' into the teacher appraisal, this is exactly what appraisal can become. There is no substantial evidence that "Teaching as Inquiry' be disconnected from the process of teacher appraisal (Sinnema & Aitken, 2011); it is more than capable of being integrated and even in itself becoming a teacher appraisal system that is capable of measuring the criteria required to prove a teacher is qualified to enhance student learning and raise achievement.

Conclusion three

Appraisal is considered more effective when teachers have a good understanding of both the *Standards for the teaching profession* and the 'Teaching as Inquiry' process.

Understanding the requirements of *Standards for the teaching profession* (Education Council of New Zealand, 2017a), the Registered teacher criteria (*Education Act*, 1989) and the collective employment contracts (Primary teachers' collective agreement, 2016-2018)[9] is an essential area of appraisal if teachers are to gain positively from the process. This creates a mutual understanding between appraiser and appraisee as to the purpose of both teacher appraisal and 'Teaching as Inquiry'. For this to occur, time and the opportunity to reflect and discuss become a priority. Understanding needs to become entrenched into the culture of the school as this will lead to the growth in appraisal being seen as a development process for teacher learning which enhances student learning and achievement. There is a need to grow a conceptual, not a procedural, understanding, as a conceptual understanding allows teachers to grasp ideas and transfer them rather than just following steps in a linear fashion. This could be a point well worth teasing out of the 'Teaching as Inquiry' concept, as Earl and Timperley (2008) indicated, in order for teachers to form a continuous growth and improvement mind-set. The same needs to be said for teachers' understanding of the *Standards for the teaching profession* and registered teacher criteria. Teachers need to understand what is required of them as professionals and how their 'Teaching as Inquiry' integrates with the standards enabling them to demonstrate high-quality teaching practice. If teachers gain clarity around the formal requirements and also gain an understanding of 'Teaching as Inquiry' they can then amalgamate their inquiry with their appraisal as a prerequisite. Changing understandings of what 'Teaching as Inquiry' is and how it supports and engages teachers (Sinnema & Aitken, 2011) is being assisted by the ongoing professional development occurring in all schools. Providers are offering their services to schools in relation to 'Teaching as Inquiry' and how it can be best used by teachers to be able to reflect and create improved student learning. Finding funding for this kind of professional development places strain on schools. The methods used to assess teachers' performance, teachers' understanding of

[9] In the Terms of Settlement of the Primary Teachers Collective Agreement 26 June 2019 as part of the accord, NZSTA and the Teaching Council will work together to remove performance appraisal.

these, and the feedback given that feedback improves teaching and learning are what matter the most (Jensen & Reichl, 2011) and extra funding for schools to support this seems essential, as indicated in his study.

Conclusion four

There are many standards, criteria and processes that shape appraisal. This leads to confusion, duplication of work and onerous record-keeping.

It is vital that criteria and standards for teachers are not seen as a template for teacher appraisal and feedback. Teachers already report that assessment of their teaching has been a bureaucratic exercise in the past, and they ask the question, why does something else need to be added to the appraisal process? Since appraisal was mandated by the Ministry of Education (1997b), there have been a number of criteria and processes regularly added. Appraisal has included the *Professional standards for primary teachers* (Ministry of Education, 1999) designed for accountability, attestation, and pay progression and the *Registered teacher criteria* (New Zealand Teachers Council, 2010) designed for teacher development and teacher registration. Often schools have chosen one or the other to complete teachers' appraisals. There are now the *Standards for the teaching profession* (Education Council of New Zealand, 2017a), which schools are using in conjunction with 'Teaching as Inquiry' to appraise their teachers. There are still all the other legal documents that teachers are expected to adhere to in order to fulfil their roles. The OECD (Nusche et al., 2012) recommended that the standards for teachers be consolidated into one single set of standards. This would enable schools to be specific as to which criteria and standards are to be used when conducting teacher appraisal, and if possible 'Teaching as Inquiry' would play a significant role and become the teacher appraisal document itself, with tick-boxes being used only to show if standards have been met. It could be beneficial for some guidelines for the standards and performance appraisal to be given so that everything can be streamlined, and as teachers move from school to school the processes would be very similar, the only differences being any context-specific systems that they might encounter.

Recommendations

The findings in this study have drawn me to four recommendations for schools. Even though this is a small-scale study, these recommendations may be

transferable to any state primary school situated in New Zealand. These recommendations may also be of interest to Boards of Trustees, the Education Council of New Zealand and the Ministry of Education. The recommendations are:

1. That the allocation of substantial time and budgeting for the integration of 'Teaching as Inquiry' and the appraisal process is imperative. It should be seen as a high priority and an important and worthwhile process. The Ministry of Education needs to come to the realisation that schools are more often than not struggling to fund professional development. For 'Teaching as Inquiry' and appraisal to be seen as worthwhile, funds need to be available to allocate time for teachers to attend professional development sessions and to work with the appraiser on their 'Teaching as Inquiry' and appraisal. This will have a direct and positive outcome for teachers' practice and student learning. An increase in funding and resource allocations to schools would enable Principals and Boards of Trustees to provide sufficient time for effective performance management systems to transpire;

2. That appraisal needs to be able to emphasise the need for learning and to place priority on student learning. 'Teaching as Inquiry' offers improvement in teacher practice and is able to play a major role within appraisal, to provide the most significant opportunity for teachers to increase student learning through their own development and reflective processes;

3. That schools must ensure that all teachers have a sound knowledge of *Standards for the teaching profession* (Education Council of New Zealand, 2017a), *Registered teacher criteria* (*Education Act*, 1989) and 'Teaching as Inquiry' (Ministry of Education, 2007) to enable them to fulfil the requirements of teacher appraisal. Professional development that focuses on 'Teaching as Inquiry' must occur and be resourced; and

4. That there be one set of standards that is set by the Ministry of Education and the Education Council of New Zealand that consolidates the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) and the *Registered teacher criteria* (*Education Act*, 1989). This one set of standards will incorporate the process of 'Teaching as Inquiry' and the influence it has on the development of teachers in raising student achievement through the appraisal process.

Limitations

The first limitation of the study is possibly the small sample size and the junctures that the participating schools were at regarding the inclusion of 'Teaching as Inquiry' within the appraisal system. Although the participants where open and honest with their answers, some were in the very early stages of their understanding of both 'Teaching as Inquiry' and teacher appraisal.

The second limitation was the fact that I did not provide myself with an opportunity to re-interview the participants towards the end of their teacher appraisal and 'Teaching as Inquiry', to ascertain what outcomes they had experienced and how their learning and students' learning had developed. As the interview process took place at the beginning of their 'Teaching as Inquiry', the 'Teaching as Inquiry' process had run a course for to match with the *Standards for the teaching profession* (Education Council of New Zealand, 2017a) for their teacher appraisal.

Suggestions for further future research

The research highlighted several areas which could be possibilities for further research. These possibilities are:

- Research into how sustainable the 'Teaching as Inquiry' and teacher appraisal process is when there is a turn-over of staff;
- Research as to how different models of 'Teaching as Inquiry' can be effectively integrated with *Standards for the teaching profession* (Education Council of New Zealand, 2017a) within the performance appraisal system in New Zealand primary schools; and
- Research into how schools use development to enhance teacher learning within 'Teaching as Inquiry' with a focus on teacher appraisal.

Conclusion

I came into this research thinking that 'Teaching as Inquiry' had no place within the teacher appraisal process. I felt that by including it within the process, it detracted from the purpose of 'Teaching as Inquiry' in increasing teacher and student learning, with it just becoming further compliance that teachers needed to complete, using valuable time that a teacher never has enough of.

The findings and discussions moved my thoughts to the stage where, if we are to make teacher appraisal an important process that includes teacher and student learning, then we need to include 'Teaching as Inquiry' in the teacher appraisal process. We need leaders to move away from a summative form of appraisal, and towards a formative appraisal that is linked to professional development.

Sinnema (2005) stated that an approach towards appraisal that has a focus on 'appraisal for learning' rather than 'appraisal for compliance' is far more logical when 'Teaching as Inquiry' is included. The focus of appraisal has to be, as Grootenboer (2000) described, a process with the purpose of improving the professional practice of the teacher involved.

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APPENDIX A – Participant Information Sheet

Participant Information Sheet

Date Information Sheet Produced:

10th May 2018

Project Title

Teacher appraisal in primary schools: The use of the Teaching as Inquiry process.

An Invitation

Kia Ora, Talofa lava, Malo o lelei, Hello. Ko Brett McKenzie ahau.

I have been a teacher for the past 35 years in Primary and Secondary schools. I am currently enrolled in the Master of Educational Leadership degree at Auckland University of Technology. I am currently on study leave from Bruce McLaren Intermediate until mid-December, and I am seeking your help in meeting the requirements of the thesis paper that will allow me to complete this qualification. The information below provides detail of the study. Please take time to read through it and consider whether or not you would like to participate.

What is the purpose of this research?

The purpose behind doing this research is to find out if the use of Teaching as Inquiry in teacher appraisal has an effect on how teachers use Teaching as Inquiry in regard to teacher development and student learning within their own classroom. Teaching as Inquiry was designed to be a time for teachers' to reflect on how they could improve student learning and for it to be completed in a non-threatening way if the inquiry proved to be effective or not in enhancing student learning and achievement. To date, there has been very little research as to the effect of Teaching as Inquiry within the appraisal process of schools on student learning and the effect on teacher development. It appears that it is solely being used to gain data and evidence for teacher appraisal.

The aims of this research are:

1. To explore the ways that Teaching as Inquiry has been incorporated in teacher appraisal processes in schools;

2. To investigate teachers' opinions about the inclusion of Teaching as Inquiry in the appraisal process;

3. To examine how Teaching as Inquiry is being assessed as part of the appraisal process;

   To identify the enablers and the barriers in the use of effective Teaching as Inquiry in a schools' appraisal process

How was I identified and why am I being invited to participate in this research?

You are being invited to participate as your school is using Teaching as Inquiry as part of your appraisal process. Your school is a primary school which is situated in the Auckland Isthmus, and your principal has given me permission to talk with you and provide information in regard to your participation

How do I agree to participate in this research?

To be eligible to participate in this research you need to:

- Be a fully registered teacher in New Zealand

- Have taught at least 2 years in New Zealand

- Currently teaching in a primary school in the Auckland isthmus.

- Be a classroom teacher

- Not be a present or former colleague of the researcher.

If you fulfil the criteria and would like to participate in this research, please email me, using the contact details provided at the end of this information sheet to inform me of your interest. We will then be able to set up a time and place to conduct the interview

Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

If there are more people, who show interest than are required for the study. All participants will be allocated a number and then drawn out randomly to select the 8 participants. I will make contact with all interested participants to let them know whether they have been selected or not.

What will happen in this research?

The process will begin with me contacting you and organising a venue for us to meet for a brief discussion to go over the research process, go through the consent form and arrange time and place for the interview to take place. The interview will be in the form of a semi-structured interview which will allow an opportunity to share your perceptions and perspective about Teaching as Inquiry being part of your appraisal process. No data is required to be provided; the study is purely about perceptions, beliefs and perspectives.

The interview will be digitally recorded and then transcribed. Pseudonyms will be used in any written recordings; this will mean neither yourself or your organisation will be identifiable. From the transcription, data will be collated and analysed to find any common themes and to be able to build a picture from the interviews. Transcriptions will be sent back to you to check after the interview. You will have the opportunity to remove yourself and the information you have provided. As there is a schedule for the completion of the thesis, any withdrawals need to be done within 14 days from the time of receiving the transcription. The findings will be written up in a Master of Educational Leadership thesis and could potentially be used for journal publications. You will be given a summary of the findings upon the conclusion of the study via email or through a preferred method of your choice.

What are the discomforts and risks?

The risks and discomforts of participating in this study will be minimal.

How will these discomforts and risks be alleviated?

I will make every effort to ensure confidentiality in the recording, analysis and reporting of findings. Codes and pseudonyms will be used for all participants and organisations so they will not be identifiable. The recordings, transcriptions, and consent forms will be stored securely and separately for six years at AUT, and then appropriately destroyed.

The answering of questions will be entirely voluntary, and you will have the opportunity at any time to withdraw or stop the interview. You will be given the transcription to check for accuracy and make changes by contacting me within 14 days of receiving it. If you choose to withdraw from the study you may do so, and you will have the choice of any data that you have provided having it removed or for it to continue to be used. However, once your data has been produced it may not be possible.

What are the benefits?

This study will allow me to complete my thesis and graduate with a Master of Educational Leadership. As a participant, it will give you the benefit of becoming more aware of the use of Teaching as Inquiry in your appraisal process and the use of it in your teaching to advance student learning and achievement. It can also provide you with the opportunity to gain an enhanced understanding of Teaching as Inquiry and the benefits it may provide for benefitting your teacher practice.

What are the costs of participating in this research?

The cost involved will be your time:

Semi-structured interview 45-60 minutes (approximately)

Checking of your transcript 20 minutes (approximately)

What opportunity do I have to consider this invitation?

Consider this invitation and get back to me within the next 7 days.

Will I receive feedback on the results of this research?

I will send you a summary of the research once it has been finished.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor,

Project Supervisor: Alison Smith, alsmith@aut.ac.nz Phone: 09 921 9999 ext 7363

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, *ethics@aut.ac.nz* , 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Brett McKenzie,

Project Supervisor Contact Details:

Alison Smith, alsmith@aut.ac.nz Phone: 09 921 9999 ext 7363

APPENDIX B – Consent Form

Consent Form

Project title: **Teacher appraisal in primary schools: The use of the Teaching as Inquiry process**

Project Supervisor: **Alison Smith**

Researcher: **Brett McKenzie**

○ I have read and understood the information provided about this research project in the Information Sheet dated 9th May 2018

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○ I agree to take part in this research.

○ I wish to receive a summary of the research findings (please tick one): Yes○ No○

Participant's signature:

....

Participant's name:

....

Participant's Contact Details (if appropriate):

………………………………………………………………………………..

………………………………………………………………………………..

Date:

Approved by the Auckland University of Technology Ethics Committee on 8th June 2018 AUTEC Reference number 18/234

Note: The Participant should retain a copy of this form.

APPENDIX C – Confidentiality Agreement

Confidentiality Agreement

Project title: **Teacher appraisal in primary schools: The use of the Teaching as Inquiry process.**

Project Supervisor: **Alison Smith**

Researcher: **Brett McKenzie**

○   I understand that all the material I will be asked to transcribe is confidential.

○   I understand that the contents of the tapes or recordings can only be discussed with the researchers.

○   I will not keep any copies of the transcripts nor allow third parties access to them.

Transcriber's signature :

....

Transcriber's name: ....

Transcriber's Contact Details (if appropriate):

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

Date:

Project Supervisor's Contact Details (if appropriate):

Alison Smith

Email: alsmith@aut.ac.nz

Phone: (09) 921 9999 ext 7363

…………………………………………………………………………………..

Approved by the Auckland University of Technology Ethics Committee on 8th June 2018 AUTEC Reference number 18/234

Note: The Transcriber should retain a copy of this form.

APPENDIX D – Interview Guide

Indicative Interview questions for semi-structured interviews:

Topic: Teacher appraisal in primary schools: The use of the 'Teaching as Inquiry' process.

Initial Prompt (getting to know the participant and building rapport)

1. Please can you tell me about your teaching experience in New Zealand?

Focus questions/prompts:

1. Can you explain to me your understanding of Teaching as Inquiry?
2. What do you see as the purpose of Teaching as Inquiry?
3. What do you see as the benefits on student learning, if any, in using Teaching as Inquiry?
4. What or who determines the topic for your Teaching as Inquiry?
5. Are there any barriers or challenges when deciding what Teaching as Inquiry topic is to be used in your appraisal?
6. Can you explain to me the teacher appraisal process within the school?
7. What impact do you see on student learning as a result of your appraisal?
8. What is the link you see between Teaching as Inquiry and the appraisal process?
9. How do feel about the inclusion of Teaching as Inquiry in your appraisal process?
10. What do you see as the benefit for yourself personally, from your appraisal process?

APPENDIX E – Example of coded transcript

(3) Can you explain to me your understanding of Teaching as Inquiry?

I think my understanding of it is that you have something in your practice that you are not quite sure about, or that's a little niggle, or that you want to know more about. You set yourself some questions about that. You go and find out more about it, go and talk to people, go and research, find a bit that you can change in your practice, look at that, did it work, did your intervention work, did it not work, go back and do some more reading and go and talk to some more people, and on and on, and on, and on.
I think to get better at what we're doing in a nut shell. To find something that's not going as well as we want it to, and make it better, for the sake of the children.

(3) have something in your practice that you are not quite sure about, or that's a little niggle, or that you want to know more about

(3) Find out more about something that you want to know more about.

(3) You find out more by talking to people, researching and looking at what you can change in your practice.

(3) Did it work, go back do some more research, talk more and so on

(3) Makes it better for the sake of the students.

(4) What or Who determines the topic for your Teaching as Inquiry?

The students really
Teams will sit and talk about possible ways t[o]
whakataukī. We could start with this. The Yea[r]
started with being woven together; they starte[d]
whakataukī too, about being woven together[.]
But, sometimes it will just be things that the k[ids]
that are really interesting

(4) The students.

(5) What do you see as the benefits on stu[dent] learning, if any, in using Teaching as Inqu[iry?]

There's all sorts of things happen in it. One
classes, they all started with a whakatau[kī]
strength is a strength with many, not just th[e]
one'. And, then went in all sorts of different [ways,]
the classes ended up looking at bees, becau[se]
originally. And, they have ended up – where [they are]
in the beginning of term three – they'r[e making]
biospheres actually and making alternative l[ife, where are]
we going to live when we ruin earth basically[.]
I mean our vision is to make curious, confide[nt,]
connected learners. Our whole thing has got [to be about]
them
And, with Year 8s, far out, if you can get the[m into]
the theme, then you keep them with you for t[he]

[...] them connected for the whole year.

(6) Are there any barriers or challenges in deciding what teaching as inquiry topic is to be used in your appraisal?

I think there are. I think sometimes we can decide too early, so we don't know the children well enough. I think sometimes teachers don't push themselves far enough, so they make a nice little safe inquiry. And, for the reasons you talked about at the beginning, but our ethos here with the kids is you take a risk, you make a mistake, it's not a big deal; you figure out what went wrong and you fix up. That's what we're saying with children; and that's what teachers should be doing as well.

(6) Making the decision on the theme too early without really knowing your students.

(6) Teachers don't push themselves enough and make a safe inquiry whic[h] they think will be successful so show[s] them in a good light for their apprais[al]

(6) Teacher to understand if you tak[e a] risk, you make a mistake, it's not a b[ig] deal; you figure out what went wron[g] and you find a solution to fix it.

(7) What is the link you see between Teaching as Inquiry and the appraisal process?

That's a good question. I think teaching inquiry gives an authentic context to the appraisal process, because I think if you didn't have it, when we didn't have it, it can become just tick-boxy appraisal. Yeah, I'm doing the standards, yes, look, here's how I show whatever to the bicultural partnership. I think teachers-as inquiry give it hopefully a far more helpful thing for teachers.
Becoming a useful document rather than a compliance document.
Yeah, we don't want it to be compliance. Obviously the legal stuff about you have to comply, but we don't it to be compliance, we want it to be a learning document.
I think you should be meeting informally with your appraiser all the time anyway; so there's nothing that's going to come up at the end of the year that's going to be a surprise for anybody. Any of that compliance legal stuff should have been dealt with.

(7) Creates an authentic context to [the] appraisal system.

(7) It doesn't allow the appraisal t[o] become a tick-box

(7) It is more beneficial for teache[rs]

(7) Becomes a useful document [rather] than a compliance document.

(7) It should be a learning docu[ment]

[(]8) How do you feel about the inclusion of teaching as [I]nquiry on your appraisal process?

[I] like it, because I think as well as being friendly it's [p]rofessional. We're expecting that teacher's put work into

(8) It's friendly as well as bei[ng] professional

APPENDIX F – Example of coding to create themes