ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

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Abstract

Teacher appraisal in New Zealand appears to be skewed too far towards the accountability end of the continuum and too little towards the development end. However, there is a lack of research that examines how appraisal systems can be used to not only address accountability but also focus on meeting the teacher development requirements. Therefore, this study aims to examine how New Zealand schools enhance teacher development and integrate the accountability and development requirements of teacher appraisal.

The study adopted a qualitative case study approach and data were collected from two primary schools in New Zealand through semi-structured in-depth interviews, participant observations and document analysis. Thematic analysis of the interviews, observations, and document analysis resulted in a holistic understanding of how the two schools established appraisal systems and processes that were developmentally focused and integrated the accountability and development requirements. Through the thematic analysis, the study identified factors that supported and enhanced the integration and developmental focus of the appraisal systems.

The study found that a love for learning underpinned the school culture, leadership approach, and school systems, enabling the developmental focus and integration. There were three main leadership styles identified in the study to support and enhance the love for learning culture: transformational, pedagogical, and distributive leadership. The leadership team were eager to support teachers to improve and grow pedagogically, and the leaders provided meaningful experiences that influenced the mindset and focus of teacher development. There was active learning through reflection, self-assessment, feedback, dialogue, and questioning. The schools also used collaborative practices that influenced the integration of the accountability and

development aspects of teacher appraisal. The mentors played a crucial role in introducing the love for learning culture of the school to the beginner teachers by being role models, and regularly encouraging and extending mentee's practice. The teaching portfolio, which was a collection of reflections and evidence, was effective in supporting teacher learning because it was instrumental in the teachers' continual reflection, self-assessment, and updating of their portfolio. Each of the elements discussed in the portfolio contributed to the developmental focus and integration of the accountability and development aspects.

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List of Abbreviations

BOT   Boards of Trustees

ERO   Education Review Office

MoE   Ministry of Education

NZ   New Zealand

NZAIMS   New Zealand Association of Intermediate and Middle School

NZSTA   New Zealand School Trustees Association

OECD   Organisation for Economic Co-operation and Development

PPTA   Post-Primary Teachers Association

PTC   Practising Teacher Criteria

Chapter 1 Introduction

Schools in New Zealand (NZ) are required to link accountability and development approaches in a single system (Education Review Office [ERO], 2014). The Board of Trustees (BOTs) is responsible for ensuring that schools have designed an appraisal and professional development programme that incorporates the accountability and development requirements of teachers (ERO, 1995). However, many studies have noted that schools in NZ are focusing more on trying to meet the accountability requirements compared to the development requirements of teachers (ERO, 2016). The Teaching Council of Aotearoa New Zealand (2019) states that the teacher appraisal systems in NZ are not adding value to the professional learning of teachers as the Teaching Council had expected, and there is a need to understand how teachers engage in processes that encourage teacher development and feedback. This skewing might have resulted from the demand for demonstrating accountability at both a public and institutional level, which also created a challenging situation for those responsible for appraisal practice (Piggot-Irvine & Cardno, 2005). Additionally, NZ schools do not have one standard appraisal system. Instead, each school designs its own appraisal system according to the recommended set of criteria (Fitzgerald, 2001; Post-Primary Teachers Association [PPTA], 2016). As a result, each NZ school has its own appraisal process and system (ERO, 2014; Gratton, 2004; Martin & Bradbeer, 2016).

There are two purposes for appraisal: accountability and development (Darling-Hammond et al., 2012; Gioka, 2009; Kushtarbek & Totukan, 2016). The former focuses on meeting the accountability requirements of the profession through teacher registration, attestation, and evaluation and the latter on the professional development of teachers (Nusche et al., 2012; Youngs & Grootenboer, 2003). There are divergent views in the literature as to whether teacher

appraisal systems should integrate both the accountability and development approaches (Danielson & McGreal, 2000; Mathers et al., 2008; Nolan & Hoover, 2008). Some literature suggests that both approaches are beneficial but should not be integrated into one system (Peterson, 2004; Popham, 1988; Walker & Dimmock, 2000) whereas others support the combination of accountability and development appraisal in a single system (Danielson & McGreal, 2000; Mathers et al., 2008; Mercer, 2005; Milanowski, 2005; Nolan & Hoover, 2008). Moves to reform the teacher appraisal system to integrate the accountability and development purposes in NZ schools have been evident since 1989 (Fitzgerald, 2001; Piggot-Irvine & Cardno, 2005). Teaching Standards were implemented in several reforms to address concerns regarding teachers' instructional practices and to meet accountability requirements that enhance the pedagogical skills of the nation's teaching profession (Piggot-Irvine, 2010).

Despite the intent of the reforms, the studies conducted by the Organisation for Economic Co-operation and Development (OECD) and by the ERO identified several problems with the current teacher appraisal system in NZ (ERO, 2014, 2016; Nusche et al., 2012). First, there was no uniformity in appraisals used by schools as a result of the 1989 government decision to devolve school operations to the school level. Consequently, schools were given the responsibility to design their teacher appraisal systems based on requirements set by the Ministry of Education (ERO, 2014, 2016; Nusche et al., 2012). The OECD report found that it was difficult to identify systemic weaknesses or strengths in the appraisal process as appraisal was constructed and implemented differently in schools (Nusche et al., 2012).

In addition, the OECD report found that schools gave greater emphasis to meeting the accountability requirements of the profession compared to identifying areas for teacher development (Nusche et al., 2012). A recent study conducted by Dyson (2020) in NZ found

that, sometimes, teacher inquiry tends more towards meeting the accountability requirement of the profession. Furthermore, Udahemuka (2017) stated that that many schools in NZ are not meeting the minimum standard for student performance compared to their international counterparts because of the quality of teaching taking place in schools. To address this problem, Udahemuka suggested that an appraisal system that drives professional development, collaboration, regular feedback, and clear expectations should be developed in schools. Given that some schools in NZ are finding it difficult to integrate the accountability and development requirements of teacher appraisal by placing a higher emphasis on the former (ERO, 2016), there is a need to understand how teachers and schools engage in processes that enable teacher development.

The present study aims to contribute to understanding how schools can address the current imbalance concerning accountability and development objectives within the appraisal systems in NZ schools. Not only does this topic enable the exploration of an identified concern in the education system, it also aims to offer further insight into factors and conditions that could support the integration and enhancement of teacher development.

1.1 The New Zealand School Context

Under the 1989 Tomorrow's Schools reform, the responsibility for managing schools was devolved to the school level, resulting in schools becoming directly accountable for their performance (Fitzgerald, 2008). The main reason for the reform was to give schools autonomy and to introduce public levels of accountability (Fitzgerald et al., 2003). As a result, Boards of Trustees (BOTs) are formed to control and manage each school (New Zealand School Trustees Association [NZSTA], 2005). The trustees are nominated by the parent community, and the principal is regarded as a member of the BOT. Additionally, teachers and principals are

regarded as employees of the BOT (NZSTA, 2005). In 1997, teacher appraisal became mandatory to strengthen the teaching profession (Fitzgerald, 2001). Each school designs its own appraisal system according to the recommended set of criteria (Post-Primary Teachers Association [PPTA], 2016), such as integration of the accountability and development requirements of the appraisal (ERO, 2014).

1.2 Personal Motivation

The motivation for this study comes from my own working experience as a teacher in a private international school. I was appraised by the head of department or principal every year, but I did not see the benefit of the whole appraisal process. I was not even aware of the requirements or standards by which they assessed me. I felt that the appraisal system was only designed to check on my competency and to determine my pay increment. The appraisal process was a nerve-racking experience, and I did not see any value in it but viewed the appraisal as a document that required a few boxes to be ticked twice a year.

However, from my background knowledge and education, I know that an appraisal system can be a useful process to aid the progress and improvement of a teacher's career and development. Hence, I developed a great interest in this area, which has motivated me to explore this field of research for my doctoral study. I am interested in exploring how schools in NZ integrate the accountability and development requirements of teacher appraisal. Since each school in NZ has different approaches to appraisal and development, this will enable me to identify a range of innovative approaches that could be a model for other schools struggling with integrating an appraisal system that is focused on teacher development.

1.3 Research Aim and Questions

The study aimed to explore how primary schools in New Zealand integrated the accountability and development requirements of teacher appraisal, and the following research questions were developed to achieve this aim:

  i.   How do schools integrate the accountability and development requirements of their appraisal systems?

  ii. What features/factors enable the integration of accountability and development requirements of their appraisal?

  iii. What factors inhibit the integration of accountability and development requirements of their appraisal?

The present study adopted a qualitative case study approach, and data were collected through semi-structured in-depth interviews, participant observations, and document analysis. Since each school designs and implements its own appraisal system, each school's experience will be different with different views on how the schools integrate the accountability and development requirements of teacher appraisal. The intent of the case study is not to generalise to a population but to develop an in-depth exploration of a common phenomenon or issue.

This study aims to make important contributions to research literature, and policy and practice by identifying factors, conditions, or features that contribute to the integration of the two requirements of teacher appraisal. The range of innovative approaches identified could be used by teachers, school leaders, and policymakers as a framework to improve or guide the design and processes of the current appraisal systems.

1.4 Structure of the Thesis

The thesis is organised into six chapters. Chapter 1 introduces the research background, and notes the personal rationale for the study, research aim and questions, and context of the study. Chapter 2 provides the relevant literature relating to teacher appraisal and factors affecting the professional learning of teachers. The gaps and concerns identified in the literature provide further rationale for the present study. Chapter 3 outlines the methodology used in the present study. The chapter includes the epistemological and theoretical beliefs of the qualitative study undertaken to answer the research questions, and the research procedure of the study is also described. Chapter 4 provides the findings of the interviews, observations, and document analysis. The chapter is structured around the themes identified in the data analysis to answer the research questions. Chapter 5 discusses the findings presented in Chapter 4 and how the themes identified in the results chapter are interlinked to explain how the schools integrated the accountability and development requirements of teacher appraisal. Chapter 6 provides conclusions to answer the research questions. The chapter also notes the contribution that this study makes in understanding how schools in NZ could integrate the accountability and development requirements of teacher appraisal and acknowledges the limitations of the research design. The chapter also provides recommendations for future research.

Chapter 2 Literature Review

Teacher appraisal in New Zealand (NZ) is often fraught with tensions between the dual purposes of accountability and development. In practice, teacher appraisal can and should facilitate teacher development. However, some schools in NZ are not placing enough emphasis on teacher development in their appraisal processes (Education Review Office [ERO], 2014, 2016). The main concern seems to be the integration of accountability and development requirements of teachers in a single system, and, as a result, teacher development might not be given enough importance (ERO, 2014, 2016; McKenzie, 2014; Nusche et al., 2012). However, there is a lack of in-depth published studies that examine how appraisal systems can be used to not only address accountability but also focus on meeting the teacher development requirements. Therefore, this study aims to develop a more in-depth understanding of how NZ primary schools can enhance teacher development through their appraisal systems and integrate the accountability and development requirements of teacher appraisal.

This chapter begins with an overview of teacher appraisal and defines the accountability and development requirements. This is followed by an overview of the historical perspective of teacher appraisal systems in NZ. Next, the chapter discusses the implementation of teacher appraisal in NZ followed by a discussion of the tensions evident in the current teacher appraisal systems in NZ. There is then comment made about teacher appraisal globally and some of the common information and instruments used for teacher appraisal. To better understand the factors that contribute to effective teacher learning, literature around adult learning is presented, which also discusses the role of collaborative practice in facilitating reflection, inquiry, and dialogue among teachers. The chapter also looks at how contextual factors influence school-based professional learning. The concept of teacher identity is highlighted to

show how personal and professional factors contribute to shaping teachers' learning followed by a discussion of school culture, leadership styles, and the benefits of mentoring for new teachers. The chapter concludes with a summary of key points from the literature review and highlights the justification of the need for this study.

2.1 Teacher Appraisal

Many factors contribute to student achievement, but teacher quality is a crucial aspect to consider in schools (Isoré, 2009; Khan & Irshadullah, 2018). Therefore, there is increased pressure on schools to evaluate and support teachers to improve the quality of teaching (Khan & Irshadullah, 2018). For example, education policy reforms in the United States (US) in the 2010s have focused on increasing the quality of teaching through teacher appraisal (Donaldson & Papary, 2014). The US federal government has placed pressure on states to reform teacher appraisal systems to ensure teachers have the skills and knowledge to support students in their learning (McGuinn, 2012). There were also several reforms in NZ to strengthen the teaching profession in terms of giving more autonomy to the schools to manage teacher appraisal (Fitzgerald, 2001; Fitzgerald et al., 2003).

According to Cardno and Piggot-Irvine (1997), performance appraisal is used by organisations to enhance staff performance by setting goals, collecting data, and providing support and feedback. Teacher appraisal helps identify learning needs for teachers to meet the teaching standards (Smith, 2002). Several studies suggest that there are two purposes of teacher appraisal—accountability and development—also referred to as summative and formative appraisal (Cardno et al., 2017; Liu et al., 2019; Maslow & Kelley, 2012). Hence, these two underlying purposes guide the appraisal processes and systems in place. The next section discusses the two purposes.

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2.1.1 Accountability and Development Requirements of Teacher Appraisal

The accountability approach to appraisal is a process of monitoring the performance of individual teachers to ensure they are competent and capable (Organisation for Economic Cooperation and Development [OECD], 2013a). The accountability approach is used by schools to ensure quality teaching is taking place in the classroom and students are receiving the support they need to effectively learn (Boswell & Boudreau, 2002; Danielson & McGreal, 2013). This assessment approach is based on assessing the competency of the teacher against a set of criteria (Zhang & Ng, 2011) and can be in the form of summarised observations of the teacher's total performance for purposes of teacher registration and attestation (Maslow & Kelley, 2012; Nusche et al., 2012; Youngs & Grootenboer, 2003; Zhang & Ng, 2011). This process helps to identify teachers who are underperforming and require further support and development (OECD, 2013a).

Research shows that improved teaching has a profound impact on student learning (Piggot-Irvine, 2010; Udahemuka, 2017). Therefore, the professional development of teachers is crucial to help them continually grow in their professionalism. The developmental approach to teacher appraisal focuses on helping teachers identify their professional development needs for further improvement so that they may attain higher levels of competency in their instructional practice (Black & William, 2012; Kelly et al., 2008; Looney, 2011). Measures can then be taken to support teachers to improve their teaching practice (Mielke & Fronteir, 2012). According to the OECD (2013a) teachers must be given opportunities to meet their individual learning needs, but these opportunities have to be aligned with the goals of the school so that everyone works towards a shared goal. Teachers should be supported to continually reflect and improve their practice through a range of professional development activities (OECD, 2013a). Moreover, Bush and Middlewood (2013) stated that improved performance could lead to greater job

satisfaction and motivation in teachers. Therefore, care has to be taken in arranging professional development activities as they have the potential to positively affect all teachers (Black & William, 2012).

As discussed earlier in Chapter 1, the purposes of the accountability and development approaches are to help teachers improve their instructional practice (Mo et al., 1998) and the overall quality of teaching in schools (Looney, 2011; Maslow & Kelley, 2012; Piggot-Irvine & Cardno, 2005). However, there are continuing debates on whether to integrate both into a single system or to run each independently (Nolan & Hoover, 2008; Walker & Dimmock, 2000). Hence, as some authors have suggested, an integrated appraisal system should ideally lie between the accountability and development goals, as shown in Figure 2.1.

Figure 2.1

Continuum: Accountability and Development

	Integrated Appraisal System	
Accountability goals	⟵———————⟶	Development goals
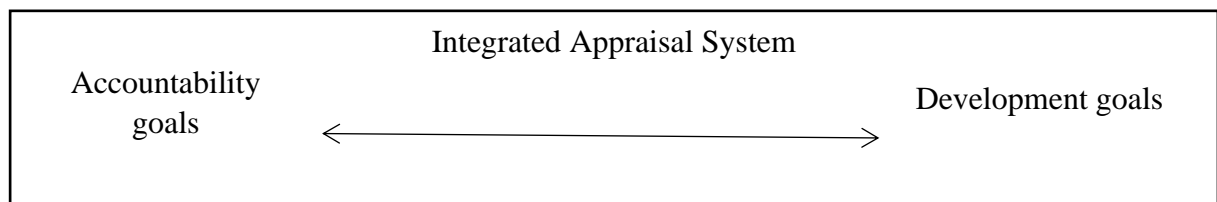
Note. Adapted from Cardno (2012), Cardno and Piggot-Irvine (1997), and Middlewood and Cardno (2001).

Some authors argue that accountability and development purposes of appraisal serve different functions and, as a result, require different procedures and methods to avoid confusion among teachers (Peel & Inkson, 1993; Peterson, 2004; Popham, 1988; Walker & Dimmock, 2000). Combining these two purposes may produce suspicion among teachers (Peel & Inkson, 1993; Peterson, 2004). Other studies support the combination of accountability and development in

a single system. They argue that these two approaches are complementary because the evaluation of a teacher's competency should be followed by identifying their developmental needs (Danielson & McGreal, 2000; Mathers et al., 2008; Mercer, 2005; Milanowski, 2005; Nolan & Hoover, 2008; Turner & Clift, 1988).

According to Danielson and McGreal (2000), a carefully designed appraisal system should meet both accountability and development purposes. Also, Mathers et al. (2008) stated that an appraisal system that only fulfils one purpose would not be sufficient. For example, appraising a teacher to meet accountability purposes only, without addressing the areas for improvement, will not result in any change in the teacher's performance. Similarly, if only developmental needs are addressed in the appraisal, there would be minimal pressure for teachers to act on the areas identified for improvement (Danielson & McGreal, 2000).

2.1.2 Historical Perspective of Teacher Appraisal Systems in New Zealand

Before discussing how the accountability and development requirements are formalised in NZ, it is important to look at the historical development of teacher appraisal to understand why and how they are introduced. The NZ schooling sector has gone through several reforms since the 1980s. One of the reforms was to introduce public levels of accountability to the teaching profession and to give more choice and autonomy to the local school community (Education Reform Implementation Review Team, 1990; Fitzgerald et al., 2003; Lange, 1988). To achieve this, the management of all school operations was devolved to the school level, resulting in schools becoming directly accountable for their performance (Fitzgerald, 2008). Boards of Trustees (BOTs) are formed in each school, and they are legally accountable to the community and government for teacher performance. Under this reform, teachers and principals are regarded as employees of the BOT within the school. The current system requires BOTs to be

responsible for ensuring that schools have designed an appraisal and professional development programme that incorporates the accountability and development requirements of teachers (Education Review Office [ERO], 1995). Decisions about funding and development programmes are negotiated between the principal and the BOT (New Zealand School Trustees Association [NZSTA], 2005, 2015). To further strengthen the teaching profession, the appraisal of teachers was mandated in 1997 (ERO, 2014; Fitzgerald, 2001). This decision was intended to make the appraisal system a mechanism for ensuring quality teaching and learning in all schools (Fitzgerald, 2001; Fitzgerald, 2008). It was also to create a balance between meeting accountability and development requirements of the profession; however, it did a poor job of providing direction for how this might be implemented in practice (Fitzgerald, 2008).

In 1999, two sets of standards were introduced as part of the performance management system for teachers, and these are still in use. The standards were developed by different agencies to fulfil different purposes (McGee et al., 2003). The Ministry of Education (MoE) and the Teachers' Union developed the first Professional Standard as part of the Teachers' Collective Agreement to determine competency and professional development needs (Fitzgerald, 2008). Here, a teacher's performance is checked against a set of criteria: teaching responsibilities, school-wide responsibilities, and management responsibilities (MoE, 2010). There are separate documents for primary and secondary school teachers. The Professional Standard is divided into beginner teachers, fully certificated teachers, and experienced teachers (MoE, 2010).

The second Professional Standard, the Registered Teacher Criteria (later changed to Practising Teacher Criteria [PTC] for primary and secondary school teachers), was a set of 12 standards to determine if a teacher could continue in the teaching profession (MoE, 2010). Education Council of Aotearoa New Zealand (2015) stated that the PTC "describe what beginning

teachers need to work towards in order to gain full certification, and what experienced teachers must demonstrate at appropriate levels of expertise to renew a practising certificate" (p. 2). The PTC were replaced with the Standards for the Teaching Profession in 2018 where the 12 standards were grouped into six (New Zealand Association of Intermediate and Middle School [NZAIMS], 2016; Teaching Council, 2020a). These changes made to the Standards were then utilised to enhance teachers' awareness of their professional responsibilities and to encourage them to reflect on their practices. As such, all fully registered teachers are expected to meet the Standards annually (Teaching Council of Aotearoa New Zealand, 2020a). Teachers who do not meet one or more of the Standards must develop a timeline with an appraiser to address any concerns that may arise (Piggot-Irvine & Cardno, 2005; Teaching Council of Aotearoa New Zealand, 2020a). Teachers who meet the standards are granted a renewal of their three-year teaching registration.

Overall, the framework of the two sets of Standards is intended to incorporate both accountability and development requirements, and they are to be done simultaneously. Since the Standards for the Teaching Profession were only recently reviewed in 2018, there is no recent research to confirm if the revamp has been effective, and this could be an area for further study. Table 2.1 includes the dimensions for each of the Standards that teachers have to meet as part of their appraisal process.

Table 2.1

Dimensions of the Two Standards

Dimensions of the Standards for the Teaching Profession	Dimensions of the Professional Standard
Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.	*Culture:* Provide professional leadership that focuses the school culture on enhancing learning and teaching.
Professional learning: Use inquiry, collaborative problem-solving, and professional learning to improve professional capability to impact on the learning and achievement of all learners.	*Pedagogy:* Create a learning environment in which there is an expectation that all students will experience success in learning.
Professional relationships: Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	*Systems:* Develop and use management systems to support and enhance student learning.
Learning-focused culture: Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety.	*Partnerships and networks:* Strengthen communication and relationships to enhance student learning.
Design for learning: Design learning based on curriculum and pedagogical knowledge, assessment information, and an understanding	

of each learner's strengths, interests, needs, identities, languages, and cultures.	
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	

Note. Adapted from the Education Council of Aotearoa New Zealand (2017a) and the Ministry of Education (2020).

The appraisal system will go through another big change with the latest announcement by the Teaching Council of Aotearoa New Zealand (2020c) that the accountability requirement of teacher appraisal would be removed, effective February 2021, because of the burden it placed on teachers[1]. Additionally, the Teaching Council of Aotearoa New Zealand mentioned that there was insufficient evidence that teacher quality could be improved with teacher appraisal. The removal of teacher appraisal as an accountability requirement would reduce workload, remove compliance activities, and promote the professional growth of teachers (Teaching Council of Aotearoa New Zealand, 2020c). The Teaching Council will introduce the Professional Growth Cycle that is intended to support teachers' professional learning through collaboration. Thus, the system will be based on trust that principals are working with teachers to improve their professionalism.

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[1] *Note.* The fieldwork and data analysis of the present study were completed prior to the Teaching Council's significant changes discussed here.

2.1.3 Teacher Appraisal in New Zealand and the Tensions in the System

As mentioned earlier in section 2.1.2, in an effort to further strengthen the teaching profession, the appraisal of teachers was mandated in 1997 (Fitzgerald, 2001). The two standards promulgated by the Ministry of Education required schools in NZ to link accountability and development approaches in a single system (ERO, 2014; Fitzgerald, 2001; Nusche et al., 2012; Piggot-Irvine & Cardno, 2005). The MoE introduced this link to help teachers improve their teaching while, at the same time, allowing teachers to meet the accountability requirements of the profession (MoE, 2010). Although the MoE intended to link the two approaches for the benefit of all, in practice, this has not been happening in most NZ schools (ERO, 2014; Nusche et al., 2012). The system appeared to be skewed too far towards the accountability end of the continuum and too little towards the development end (ERO, 2014, 2016; Nusche et al., 2012; Piggot-Irvine & Cardno, 2005). Furthermore, as mentioned earlier in section 2.1.2, the Teaching Council of Aotearoa New Zealand (2020c) will be removing the accountability requirement of the appraisal system, effective February 2021, because it has been used for compliance purposes rather than for the professional growth of teachers. The paragraphs in this section will further discuss the tensions of the appraisal system that might have led to the recent changes by the Teaching Council of Aotearoa New Zealand.

According to Piggot-Irvine and Cardno (2005), the purposes of teacher appraisal in NZ are interdependent and inseparable because they have to serve the interests of various stakeholders (the government, students, parents, and teachers). Yet, the difficulty of linking accountability and development requirements has been made even more challenging by the fact that their intended purposes occur at different levels. For example, on the one hand, the government, students, and parents want to know that teachers are competent in their profession; however, on the other hand, teachers need to be appraised in a way that can help them acquire new skills

and knowledge (Cardno & Piggot-Irvine, 1997; Piggot-Irvine & Cardno, 2005). A summary of these levels and purposes is presented in Table 2.2.

Table 2.2

Multi-Level Purposes of Appraisal Systems

Levels	Purpose: Accountability	Purpose: Development
System	School review and audit	Improvement of the quality of teaching
School	Charter goals	School improvement
Individual (Professional)	Management decisions	Performance improvement
Individual (Personal)	Professional responsibility	Self-reflection and improvement

Note. Adapted from Cardno and Piggot-Irvine (1997), Middlewood and Cardno (2001), and Piggot-Irvine and Cardno (2005).

In NZ, accountability requirements are formalised through the national professional standards for teachers (NZAIMS, 2016; Piggot-Irvine & Cardno, 2005). All teachers are to meet the Standards set out for the teaching profession annually (Teaching Council of Aotearoa New Zealand, 2020a). The Standards include key skills needed by a teacher to be effective (Education Council of Aotearoa New Zealand, 2017a), and it is compulsory for teachers to achieve a "satisfactory" level against all the Standards to enable the renewal of their teaching practice certificate every three years (ERO, 2016). According to the MoE (2017), teacher licence registration and renewal are linked to the teachers meeting the teaching standards.

Principals of schools are responsible for carrying out teacher appraisal and are accountable to the Education Review Office (New Zealand School Trustees Association [NZSTA], 2015; Piggot-Irvine & Cardno, 2005). However, NZ schools do not have one standard appraisal system, and each school designs its own appraisal system according to the recommended set of criteria (Post-Primary Teachers Association [PPTA], 2016). There is also pressure on school leaders to meet the need for reporting teachers' performance to the stakeholders as mentioned earlier in this section (Cardno & Piggot-Irvine, 1997; Piggot-Irvine & Cardno, 2005; Timperley & Robinson, 1996). Stakeholders of each school may also have different expectations for a performance approach, which affects the design of the appraisal system. Collectively, this might suggest that the capability of the school principal and team leaders would have an impact on the design and process of teacher appraisal.

Although each school has different appraisal systems, teachers in NZ must engage in professional development programmes as part of the effort to improve teaching quality (Fitzgerald, 2001; MoE, 2017; PPTA, 2016). Therefore, schools have to ensure that policies and procedures for teacher appraisal include a professional development orientation (PPTA, 2016). Despite the government's efforts to make the professional development of teachers a contractual duty, evidence suggests that many teachers are not regularly engaging in it (ERO, 2014; Fitzgerald, 2001; Nusche et al., 2012). A recent post by the Teaching Council of Aotearoa New Zealand (2019) pointed out that the teacher appraisal system in NZ is not adding value to the professional learning of teachers, and there is a need to understand how teachers engage in processes that encourage teacher development and feedback. The Teaching Council of Aotearoa New Zealand (2020c) highlighted the fact that many schools in NZ are struggling with the integration of accountability and development requirements of teacher appraisal by placing a higher emphasis on the former. This struggle might be because, in practice, the central

concern of the school is to design a system that measures a teacher's competency to meet the accountability demand for teacher registration (MoE, 1997; Nusche et al., 2012).

There are several other challenges that have been identified in the teacher appraisal system in NZ since its inception. Studies by the OECD and by the ERO identified several problems with the NZ teacher appraisal system (ERO, 2014, 2016; Nusche et al., 2012). The most notable one is that the teacher appraisal system is different in each school because schools have the freedom to design their own teacher appraisal system. The OECD reported that this was one reason why it was challenging to compare appraisal systems in schools (Nusche et al., 2012). The OECD also found that there was no proper mechanism in NZ to ensure that all teachers were receiving a quality assessment of their competence and professional development. This, in turn, makes it difficult to identify under-performing teachers so that appropriate action can be taken to address the issues (Nusche et al., 2012).

A further problem in the previous revamps of teacher appraisal is linked to how teachers and school leaders tend to be confused about the standards they are expected to meet (ERO, 2014; MoE, 2010; Nusche et al., 2012). School leaders are required to design their own appraisal systems to meet the requirements of both standards. Hence, the lack of a unified set of standards may be one reason why schools are confused about the purposes, processes, and criteria involved when considering the performance development of their teachers (Nusche et al., 2012). It is also important to note that a fundamental element in a successful appraisal is the ability to ensure that the appraisee knows what criteria are being used to assess their performance and what the results will be used for (Piggot-Irvine & Cardno, 2005; Shinkfield & Stufflebeam, 2012). In turn, this knowledge provides a clear direction for the appraisee in understanding what they need to work towards (Locke & Latham, 2002).

Moreover, the MoE's strategy to hand the responsibility for teacher appraisal to the schools in NZ means that schools are faced with the added responsibility of finding a balance between designing an appraisal system to meet the accountability and development requirements of teachers (Nusche et al., 2012). With stretched resources, it is often easier for schools to evaluate what they deem to be most important for their schools (ERO, 2016; Nusche et al., 2012). Therefore, this may be a reason why many schools choose to implement a teacher appraisal system that emphasises the accountability rather than development requirements of teachers (Fitzgerald et al., 2003; Offen, 2015).

The OECD and ERO report concluded that schools in NZ were not using the findings from the appraisal process to link the accountability and development requirements of teachers (ERO, 2014, 2016; Nusche et al., 2012). Only half of the principals interviewed by the OECD team felt that teacher appraisal was an essential source of information in planning developmental programmes for teachers (Nusche et al., 2012). Also, most teachers who underwent the teacher appraisal process did not have a high opinion of its value and considered it a meaningless activity that is mandatory for keeping their teaching positions (McKenzie, 2014; Nusche et al., 2012). Consequently, they did not have ownership or pride in the process. This particular outcome emphasises the need for more thought, time, and consideration in designing and implementing the appraisal system (Fitzgerald et al., 2003; Piggot-Irvine & Cardno, 2005). As the accountability requirement of teacher appraisal will be removed in February 2021 because of the burden it placed on teachers (Teaching Council of Aotearoa New Zealand, 2020c), there is a need to study how NZ schools grapple with the integration of accountability and development requirements for teachers. Moreover, it is crucial to identify potential factors that might support schools in placing greater focus on development.

2.1.4 Tensions in the Appraisal System Globally

Teacher appraisal is also mandatory in Australia, and is designed to meet the accountability and development requirements of the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership, 2018). The standards outline the level of professional engagement, knowledge, and practice required for teachers to maintain good teaching quality in schools. Teachers are to also use the standards to help them identify areas for improvement and development through self-assessment and self-reflection (Australian Institute for Teaching and School Leadership, 2018; OECD, 2013b). Australia refers to the state or national standards for teacher registration (Australian Institute for Teaching and School Leadership, 2018; OECD, 2013b), and the teachers are employed by the territory or state governments (Murtough & Woods, 2013). In NZ all teachers are expected to meet the Registration Standards (Teaching Council of Aotearoa New Zealand, 2020a). In Australia, the state agency ensures the compliance of the policy framework of the standards, but, in NZ, the School Boards of Trustees have that responsibility (OECD, 2013a).

In Australia, the territory and state provide the guidelines and resources to schools to adapt the appraisal framework to suit the needs of the teachers and schools (OECD, 2013a). Appraisal processes for probation teachers in Australia are conducted by internal evaluators (mentors, school board members, peer evaluators, and supervisors) and external evaluators (state or central education authorities). The regular appraisal for teachers is conducted at the school level, but, for registration purposes, the appraisal process is conducted by external evaluators. In NZ, appraisal for all teachers is conducted at the school level by principals, mentors, or senior leaders (OECD, 2013a). Teachers who are not meeting the standards in Australia and NZ go through further training and appraisal to help them improve. Dismissal or suspension of a teacher only takes place if they continually underperform (OECD, 2013a; Teaching Council

of Aotearoa New Zealand, 2020b). In Australia, school leaders decide how to use the funding for professional development (Ling & Mackenzie, 2015). In NZ, the Teaching Council supports and provides the necessary resources for principals and school leaders to conduct effective appraisals (Nusche et al., 2012; OECD, 2013a).

In Australia, schools are encouraged to choose at least four methods to evaluate a teacher's performance. The following are some of the common methods used: peer observation, student survey, self-assessment, classroom observation, student performance, and external observation (Murtough & Woods, 2013). In NZ, teachers and leaders are encouraged to use a portfolio or folder of evidence to evaluate the performance of teachers in relation to the Standards. The evidence is then discussed and analysed with the school leaders to support a teacher's development and growth (Education Council of Aotearoa New Zealand, 2016, 2017b). The evidence is used to show that teachers have actively participated in the appraisal process using the Standards, and they have participated in appraisal conversations, been observed, and completed a summary report. Moreover, the portfolio is to show that the teacher has set goals and implemented them in the classroom. According to the Education Council of Aotearoa New Zealand (2017b), the evidence could be collated from goal or inquiry tracking sheets, observations and feedback from at least two planned observations, and notes from two appraisal conversation meetings conducted at least twice annually. Teachers are responsible for gathering the evidence, and they decide the types of evidence that could be included to show that they are meeting the Standards (Education Council of Aotearoa New Zealand, 2016). Evidence can also be from teacher voice, student voice, parent voice, observations, self-reviews, or planning. The school leaders would then use the evidence to triangulate the information provided over the year (Education Council of Aotearoa New Zealand, 2016).

Despite the intention of the national standards in Australia, the appraisal system in Australia has several challenges (Australian Institute for Teaching and School Leadership, 2018; OECD, 2013b). One such challenge is that the appraisal system seems to be a means to check on a teacher's competency rather than for development. This is a similar issue in NZ, which brought about the recent announcement to remove accountability as part of teacher appraisal by February 2021 (Teaching Council of Aotearoa New Zealand, 2019, 2020c). A study by Williams (2019) stated that the ineffectiveness of Australia's appraisal system was not due to the flawed instruments but to the organisational. In the study, Williams found that teachers developed a mistrust over the use and purpose of teacher appraisal. Furthermore, Williams stated that the participants feared that the appraisal system was used to identify their ineffectiveness as teachers rather than for development. Interestingly, the participants mentioned that the teachers lacked confidence in the appraisal system, partly because there was an inconsistent system across the different regions in Australia (Williams, 2019).

In Canada, there was no standardised teacher appraisal system before 2002, and policies were implemented differently by each school board (Maharaj, 2014). According to Bolger and Vail (2003), the appraisal systems in schools were not developmental and did not support teacher growth. The inconsistency of the appraisal system led to the implementation of the Teacher Performance Appraisal (TPA). There were several reforms with the TPA over the years, and the main aim of the TPA was to enhance teacher growth and student performance (Maharaj, 2014). As a result, Canada introduced two processes for regular appraisal and two processes for probation (OECD, 2013a). There are Standards to be met, but they differ across jurisdictions in Canada. The appraisal of teachers is evaluated at the school level by school board members, peer evaluators, or the school principal and is linked to professional development. The schools use a range of instruments and information sources to evaluate teachers (OECD, 2013a).

Even with the intention of the TPA in Canada, a study in Ontario found that the evaluation of teachers was based on their relationship with the appraiser rather than their actual performance (Barnett, 2006). As a result, the appraisal system did not help them improve their practice. In 2010, the new TPA legislation was introduced to help improve teacher learning (Dandala, 2019). As part of the new TPA, experienced teachers are only required to undergo an appraisal at least once every five years (Dandala, 2019), and it varies in some of the territories or provinces. Regardless of the new reform of the 2010 TPA, there are several concerns identified. Dandala (2019) found that teachers seemed to distrust the TPA process. Participants interviewed in the study felt that they did not receive any support from the school leaders in terms of development. However, the study found that the teachers were not willing to voice their dissatisfaction, and it can be inferred that the teachers might be worried about the consequences of sharing their concerns (Vakola & Bouradas, 2005). Additionally, teachers felt that the appraisal system did not make a difference in their professional growth (Maharaj, 2014). According to Dandala (2019), the leadership approach in Ontario schools has to be reviewed to help enhance teacher growth and learning.

In summary, although there are different systems adopted in New Zealand, Australia, and Canada, one of the common concerns seems to be about teacher development. It appears that the appraisal systems established in schools in these three jurisdictions struggle to help teachers improve their practice because they might be too focused on accountability and lack systems in place to support teacher development.

2.1.5 Information Sources and Instruments for Teacher Appraisal

A range of information and instruments are used to appraise teachers in different countries. The most common sources are self-appraisals, portfolios, and classroom observations. These instruments help provide information that could be used to meet the accountability and development requirements of teacher appraisal.

Teachers are encouraged to self-reflect on their own teaching practice, and this is an essential part of performance development (Hofer, 2017; Peterson, 2000). Self-appraisal is a process where teachers reflect and make judgments about their own performance, pedagogical skills, and knowledge for teacher improvement (Peterson, 2000). Self-appraisal is a formal requirement for teacher registration in NZ (Education Council of Aotearoa New Zealand, 2017a; OECD, 2013a). According to a study conducted in Canada, teacher reflection is an essential component for teacher growth because it provides avenues for change in teaching practice (Ross & Bruce, 2007). For example, the study found that through reflection, the participants could identify specific areas for development, and they could assess their own improvement over time. Self-assessment also increased the ability of the participants to identify strengths in their teaching practice. However, the study found that it should be combined with other assessment tools, such as observations and peer coaching, to make it more meaningful (Ross & Bruce, 2007). Santiago et al. (2013) mentioned that teachers have to be given the freedom to assess themselves without using it as an accountability tool or else they would be less likely to be honest about any issues or problems.

A teacher's portfolio often complements the teacher's self-assessment. The portfolio is usually a folder or an electronic portfolio that includes evidence of the performance and professional growth of teachers (Gelfer et al., 2015). The evidence is a collection of the teacher's work to

show their reflection and learning (Scriven, 1996). It could include teaching materials, lesson plans, samples of students' work, and reflection (OECD, 2013a). A portfolio is used to monitor changes in practice, note accomplishments, and identify areas for improvement (Gelfer et al., 2015; Seldin et al., 2010; Zepeda, 2002). It also stimulates communication between the teachers, appraisers, and principals (Gelfer et al., 2015). The use of electronic portfolios, according to Granberg (2010), requires technical skills, but it can simplify information updating and sharing. Moreover, it can support collaborative learning where teachers can communicate and receive feedback online (Jans & Awouters, 2008). The portfolio would vary based on the individual's preferences, and teachers can include a range of evidence from different sources. Portfolios are commonly used in Australia and NZ, especially in early childhood centres and primary schools, to showcase and record students' progress and work (Jones, 2000; Smith & Tillema, 2007).

A teacher portfolio is usually structured around the state and national standards to assist teachers in meeting the accountability requirements of the appraisal (Campbell et al., 2013). A good teacher portfolio requires investment in time, planning, and cooperation from leaders (Gelfer et al., 2015). Still, the learner has the responsibility to select, evaluate, describe, and analyse the evidence and link it to the standards and their learning (Strudler & Wetzel, 2005). With a high degree of self-regulation and autonomy, the portfolio facilitates the process of acquiring knowledge (Totter & Wyss, 2019). A teacher portfolio provides ownership to the teachers for their appraisal process because they are in control of the information and reflection that goes into the document for professional learning (Jans & Awouters, 2008; Zepeda, 2002). According to Joseph and Brennan (2013), for teacher portfolios to be effective, teachers update their portfolios continually. Additionally, teachers are to continuously engage in reflection and self-assessment for effective individual learning (Clements et al., 2005). However, the portfolio

is more effective when there is a culture of collaborative practice where teachers share their experiences and knowledge (Bishop et al., 2004). There is also a need for good support mechanisms, guidance, and mentorship (Evans & Powell, 2007).

Classroom observations are an essential source of information about student learning and teaching practices (O'Leary, 2020; OECD, 2013a). They are a vital part of the learning cycle and inquiry because they provide teachers with feedback and formative evaluation (Chait, 2010; Goe et al., 2008). According to Steinberg and Donaldson (2016), prior to the 2010s, observations were based on rubrics that were not grounded in research, and teachers were not frequently observed. However, currently, most classroom observations are based on teaching standards for effective teaching, and teachers are observed a few times a year (Steinberg & Donaldson, 2016). The authors stated that frequent observations could help leaders to use the information to help the teacher improve their performance. According to Zepeda (2014) observations can only provide limited information about a teacher's performance; therefore, combining it with teacher self-assessment would provide reliability. However, there are a few concerns with teacher observations, mainly the burden and time required by leaders to establish good observation systems (Kraft & Gilmour, 2016). In Korea, classroom observations are crucial for promotions and pay increments while, in Chile, classroom observations are videotaped and assessed for teacher appraisal by national establishments (OECD, 2013a).

In summary, schools might use a combination of assessments to evaluate the teacher. For example, in Chile, teachers are required to provide a portfolio with evidence, self-evaluation, peer evaluation, and video recording of a lesson (Taut & Sun, 2014). In NZ, many schools use a combination of self-appraisals, portfolios, and classroom observations (OECD, 2013a).

Drawing on a combination of evidence for teacher appraisal would provide an overall comprehension of teachers' knowledge and skills (Goe et al., 2008; Rockoff & Speroni, 2011).

2.2 Professional Development and Professional Learning

As discussed earlier in section 2.1.3, many studies have noted that schools in NZ are focusing more on trying to meet the accountability requirements compared to the development requirements of teachers (ERO, 2014, 2016; Nusche et al., 2012). Therefore, this study aims to develop a more in-depth understanding of how NZ primary schools can enhance teacher development through their appraisal systems. Hence, this section will examine different components and factors that support teacher learning.

To understand the relationship between professional development and professional learning, there is a need to look at the definitions more closely. The term "professional development" refers to in-service training programmes provided by educational institutions to enhance teachers' skills, knowledge, and attitudes (Timperley et al., 2007). Guskey (2000) argued that the primary purpose of professional development is to improve teachers' classroom practice, teachers' beliefs and attitudes, and student learning outcomes. However, many traditional professional development programmes fail to meet the goals because they have not considered the change process of teachers and their motivation to participate (Guskey, 2000). Also, many teacher professional development programmes fail to consider individual teachers' needs, beliefs, and prior knowledge (Opfer & Pedder, 2011).

In contrast, the professional learning paradigm was introduced to promote active teacher learning to improve practice (Webster-Wright, 2009). Hence, professional learning in this sense is an opportunity for teachers to engage and interact actively with other teachers rather

than simply engage in passive or abstract discussions in a traditional professional development context (Webster-Wright, 2009). Additionally, effective professional learning enhances teacher growth in terms of their knowledge and skills by providing opportunities to learn, share, reflect, and practice new ideas (Darling-Hammond & Richardson, 2009). Witterholt et al. (2012) summarised this by pointing out that professional learning is required if professional development activities are to be useful to help teachers improve their practice.

In summary, professional development usually refers to a teacher's engagement in one-off seminars or workshops that are organised by the school for all teachers, and they are passive participants in this type of workshop (Timperley et al., 2007). Professional learning refers to a system that is designed for teachers to be actively involved in the process to meet individual needs and for teachers to take ownership over their learning process. The present study could adopt the definitions of professional development and professional learning as summarised. To further understand how schools can implement professional learning that seems to have more impact on teacher learning, it is crucial to understand how adults learn. The next section will discuss adult learning theories that are important for teachers' development.

2.2.1 Adult Learning

According to Knowles (1980; 2015) andragogy theory, adult learners are self-directed and independent. This concept, when applied to the professional learning of teachers, suggests that teachers need the freedom to choose what they learn. For instance, as self-directed learners, teachers are also likely to prefer a less pre-structured learning process where they have greater control over their learning (Illeris, 2004; Knowles et al., 2015).

Knowles (1984) andragogy theory suggests that it is crucial to acknowledge teachers' vast experiences because they contribute to shaping their self-image. As the teacher learns, they are not only making a difference for their students but also contributing to the learning of their colleagues by sharing their experiences. It is important to provide learners with the opportunities to engage in discussions that stimulate active participation where they can share their experiences and learn new ideas that are linked to their past and present (Knowles et al., 2015; Tennant & Pogson, 1995). Therefore, professional development activities should be linked to learners' previous experiences to help build a bridge between the current situation and generating new ideas. Adapting learning materials to current concerns and issues makes professional development relevant to the learner, which, in turn, keeps them actively engaged to continually improve their practice (Kistler, 2011; Knowles et al., 2015; Tennant & Pogson, 1995).

Another critical concept in andragogy is the readiness for adults to learn (Knowles, 1984; Knowles et al., 2015). According to Knowles et al. (2015), adult learners should be given opportunities to decide when they are ready to learn new skills and knowledge as each their needs and interests would differ. Therefore, professional development activities and tasks need to be carefully organised and sequenced for learners to access them when they are prepared to assimilate them (Taylor & Hamdy, 2013). Additionally, adult learners are typically more willing to access materials that are closely related to their learning needs to keep them engaged. Grouping teachers based on their development needs would provide opportunities for them to share similar interest (Knowles, 1984). Creating several subgroups would also provide teachers with a variety of options where they could share expertise, knowledge, and even receive feedback. However, a leader needs to facilitate the communication process of the groups to help teachers be more aware of their thinking and the ideas of others (Drago-Severson, 2000).

Knowles et al. (1998) states that adult learners also need internal motivation to learn. Although adults are motivated by specific external motivators, such as higher salaries and promotion, the main driving force is the internal motivators, such as self-esteem, quality of life, and job satisfaction. Adults have a desire to grow, and that drive is the core of the need for competence, relatedness, and autonomy (Knowles et al., 1998). However, this desire would only persist if adult learners are supported to challenge themselves to improve their competency and provided autonomy to make their own choices (Knowles et al., 1998). Furthermore, adult learners need positive feedback about the changes they are making to their practice to keep them motivated to improve and grow continually (Knowles et al., 2015). Hence, there is a need for collaborative opportunities to identify needs and to negotiate the timing, content, and ways of learning. There should be some negotiated balance between the needs of the profession, school, and individual teachers.

Moreover, adult learners need to know why something should be learned (Knowles et al., 1998; Knowles et al., 2015). Adults have a deep desire to understand the benefits of learning something new, either by their own discovery or told by someone. According to Knowles et al. (2015), learners who are not aware of the reasons for learning something new have low motivation compared to those who have a clear understanding of the purpose of it. Therefore, it is vital to make explicit connections between learning and achieving a goal so that the learner is aware of the end objective. It is also important to acknowledge the ability of the individual learner and the purpose they are trying to achieve (Knowles et al., 2015).

2.2.2 Active Learning in Professional Learning

According to Fullan (2011), teachers need to engage as active learners to sustain changes made to their own professional teaching practice. As discussed in section 2.2, traditional professional development programmes do not foster meaningful changes in teachers' professional practice as they often fail to incorporate active learning opportunities (Desimone, 2011; Kwakman, 2003). Teachers' professional learning is more effective when teachers are engaged with the materials and activities, and it is related to their daily work (Cordingley, 2015; Wayne et al., 2008). In an active learning environment, teachers have the opportunity to model, analyse, and reflect on new ideas and strategies (Cullen et al., 2010). Additionally, as active learners, teachers learn new knowledge by challenging their current assumptions and beliefs (Timperley, 2008). The focus is to move towards an engaging environment where learning is related to the students and classrooms (Easton, 2008; Trotter, 2006).

Teachers also need to be provided with opportunities to be involved in the decision-making processes that are related to their learning. According to Lovett (2002), teachers who are part of the decision-making process are more productive as this heightens their learning by making it more relevant and meaningful to their practice. Lovett also states that the teacher's involvement is crucial as they are adult learners with wide experiences, and their skills and knowledge need to be acknowledged. Also, teachers can be active members in their teaching by collaboratively building their expertise with other teachers (Timperley, 2011). Therefore, the concept of collaborative learning is important as it encourages active engagement of teachers with the support of others in the group.

2.2.3 Reflection and Inquiry

Several authors suggest that reflection is an integral part of teachers' professional learning as it provides opportunities for teachers to change their practice and professional selves by examining their teaching practices (Buschor & Kamm, 2015; Kyriakides et al., 2017; Marc et al., 2019). Dewey (1933) suggested that reflection should include a process of recalling of events and exploring why things occurred in a certain way, and what possible steps could have been taken to achieve the desired outcome. Reflective practices encourage teachers to learn at all stages of their teaching careers as it becomes part of their teaching practice (Carroll, 2010).

Several studies suggest that the level of a teacher's reflection contributes to the effectiveness of the learning process (Kyriakides et al., 2017; Leijen et al., 2012; Runnel et al., 2013). For example, beginner teachers often reflect on technical matters, such as classroom management and time. Consequently, they often require further guidance and experience to critically reflect on their practice (Lotter, 2004). Teachers have to be committed and willing to recognise the benefits of teacher reflection as this significantly impacts the level of critical reflection teachers undertake (Reagan et al., 2000). For instance, when a teacher is actively engaged in reflection, this encourages them to learn new strategies as well as challenge their current knowledge to achieve professional growth (Brookfield, 2017). Although there are disagreements over teachers' abilities to reflect critically, researchers agree that it is crucial to support and provide opportunities to link theories to practice in an effort to improve student learning outcomes (Benade, 2008; Yost et al., 2000). Formalising reflection is seen in the recent adoption of teacher inquiry.

Despite the benefits of reflection, the literature indicates that reflection has made little impact on teaching (e.g. Bates, 2002; Benade; 2015; Fendler, 2003; Sunra et al., 2020). For example, Sunra et al. (2020) stated that teachers' lack of knowledge of reflective practice was the biggest challenge identified for teachers to effectively engage in reflection. The authors conducted a study in seven Junior High Schools in Indonesia and found that "teachers perceived reflective practice mainly as an evaluative process to their teaching experience" (p. 289). The participants in the study were not very sure about the term 'reflective practice' and they appeared to engage in low-level reflection. Effective reflective practice requires teachers to think about their strengths, weaknesses, experiences, and actions (Sunra et al., 2020). The authors concluded that the teachers engaged in low-level reflection because of a lack of guidance and clarity. Sunra et al. (2020) suggested that teachers must be given training and guidance on how to reflect on their practice. According to Sunra et al. (2020), "teachers' efforts to improve the quality of teaching and learning are largely affected by their perceptions of their patrons—they need a model from their school supervisors" (p. 299). Additionally, the authors found that teachers were not motivated to engage in reflection if they were not provided with constructive feedback from the supervisors.

Findings by Benade (2015) from research conducted in NZ in three primary schools were similar to those of Sunra et al. (2020). Benade (2015) found that "teachers applied reflection narrowly, limiting it to their thoughts about planning, and to whether they are achieving outcomes for their students" (p. 52). Benade concluded by stating that reflection was only focused on meeting workplace requirements. The author also found that collaborative practices seem to bring about a higher level of critical reflection but suggested that "models of public reflection could be more difficult to accomplish consistently in practice" (p. 49) because it is not readily observable. Although there are differences in the learning approaches in Indonesia

and NZ, it could be inferred from the findings of Sunra et al. (2020) and Benade (2015) that teachers seem to struggle with engaging in high-level reflection, partly due to insufficient understanding of the concept and systemic factors such as limited time, modelling, and processes to use reflection for professional learning. Although Sunra et al. (2020) and Benade (2015) studies provide important insight into teacher reflection, there is a need to investigate what factors might support teachers in their reflection, to deepen it and make it useful to ongoing learning.

The concept of teacher inquiry is defined as a systematic process of studying educators' professional practice and seeking ways to change their teaching practice via reflection (Cochran-Smith & Lytle, 1993; Hubbard & Power, 1993; Piggot-Irvine, 2006). This inquiry model requires the teacher to not only reflect on their practice but to also take actions to address any issues that arise from their teaching practice. Inquiry models suggest that reflection must be continuous and systematic for change to take place (Senge et al., 2000). Therefore, teacher inquiry and reflection are terms that are closely related. The combination of inquiry and reflection facilitates a deeper level of reflection where teachers are constantly challenging their present understanding of knowledge and practice (Kiss & Townsend, 2012). In short, for learning to be effective, teachers need to be involved in an ongoing inquiry process to bring about changes in their practice (Timperley et al., 2009).

2.2.4 Professional Dialogue

For reflection and inquiry to be effective, teachers should engage in professional dialogue with other staff members. Professional dialogue is defined as the process of sharing teachers' challenges and situations with others and engaging in reflective practice to attain a deeper understanding of the current issues or problems (Kyriakides et al., 2017; Senge et al., 2000).

Within this process, it is sometimes necessary to unlearn certain practices, beliefs, and ideas to adopt new knowledge and practices (Cochran-Smith, 2003). It is also important to note that educators teaching in single classrooms can sometimes feel isolated, and opening channels of professional dialogue is one way of encouraging teachers to share their knowledge and build a deeper understanding of diverse teaching practices. Providing opportunities to share ideas is a crucial part of professional learning, development, and growth (Southworth, 2004). Moreover, engaging in professional dialogue aids in developing a learning culture that encourages teachers to be lifelong learners (Blase & Blase, 2000; Southworth, 2004). It would be crucial to understand how reflective practices and dialogue could be incorporated into the teacher appraisal systems to meet the accountability and development requirements of teachers.

Despite the benefits of professional dialogue, several barriers hinder teachers' participation in it (Daniel et al., 2013). According to Cochran-Smith and Lytle (1993), experienced teachers may feel they are losing their privacy and feel incompetent if they were to ask for advice from their colleagues. Additionally, colleagues who give advice might be seen as 'presumptuous' (Richarson-Koehler, 1988). These disagreements and differences among teachers could impact the effectiveness of professional dialogue. Insufficient social and structural support from leaders also hinders teacher's active participation in professional dialogue (Horn & Little, 2010).

2.3 Collaboration

Research suggests that schools are adopting collaborative practices to facilitate teaching and learning (de Jong et al., 2019; Horn & Little, 2010). This model, commonly referred to as a professional learning community, provides autonomy to teachers to organise their own community or group of learners who work towards improving teaching practices. Several

authors have defined a professional learning community as a group of people who collaborate and share visions, inquiry, reflection, and collegiality (Hairon et al., 2015; Harris & Jones, 2010; Leithwood & Louis, 1998; McLaughlin & Talbert, 2006). Collaborative practices encourage teachers to work and share their opinions and experiences with other colleagues (Hargreaves, 2000). According to Edge (1992), teacher learning is a social process, and it takes on a more meaningful purpose when teachers are engaged in a professionally collaborative dialogue concerning their professional development. Moreover, through collaboration, teachers achieve and learn more compared to working individually as they have more comprehensive support from others with various skills and experiences (DuFour & Eaker, 1998; Reichstetter, 2006).

2.3.1 Types and Benefits of Collaboration

Learning communities can be established at a school level among a group of teachers or with other schools. Teachers with similar values, visions, interests, and needs could come together to form a learning community to improve their teaching and learning (Kennedy, 2014; Little, 2012). The school environment needs to provide a conducive environment where teachers can engage in conversations with their colleagues about the challenges they face in their teaching practices (Little, 2012). Through these learning communities, teachers are encouraged to share ideas, learn from each other, and help other teachers (Lieberman & Miller, 2008). Researchers also emphasise that learning communities are effective when the discussion is relevant to their current work in the classroom because they can relate to it (Hoekstra et al., 2009; Hunzicker, 2011).

Co-teaching is a type of collaboration where two or more teachers share the responsibility of a group of students within a shared space (Friend & Cook, 2010). The existence of co-teaching

can be traced back to the 1960s where special needs students were included in mainstream classrooms along with a special needs teacher working in the same space with another teacher (Friend & Cook, 2010; Walther-Thomas, 1997). Research conducted in the 1990s found that co-teaching benefited all students to meet their diverse needs and teachers reported an improved sense of collegiality and professional growth (Friend & Cook, 2010; Villa et al., 2013).

Co-teaching has several benefits for teachers and students. This concept benefits students as teachers can provide differentiated support and group students based on their needs (Conderman, 2011). Additionally, a co-teaching environment seems to help students improve their social interactions as they can observe collaboration among teachers which enhances their social skills (Villa et al., 2013). For teachers, co-teaching enhances their teaching skills, well-being, and sense of agency (Villa et al., 2013). Furthermore, teachers who are co-teaching tend to use more researched informed practices in the classrooms because of the opportunities to share ideas and skills (Hourcade & Bauwens, 2002). Co-teaching also benefits beginner teachers as they have the opportunity to be mentored by experienced teachers. A study conducted by Whyte (2017) in New Zealand among intermediate and primary teachers found that "leaders need to be proactive and include appropriate theoretical and pragmatic coursework, to assist student teachers to cultivate the capabilities required of collaborative team members, by the time they graduate" (Whyte, 2017, p. 84). According to the author, such experiences were needed so that teachers were exposed to different types of teaching methods before they graduate.

Learning communities can also be formed with other schools within a district or state with the support of their school management (Huffman & Jacobson, 2003; Joyce & Calhoun, 2010).

With the increase of diversity in schools, creating learning communities with other schools could create a positive learning environment for teachers within the community. In doing so, there is potential for teachers within these communities to gain access to new ideas, research, and knowledge that are crucial for their teacher development (Huffman & Jacobson, 2003). Moreover, teachers who participate in external learning communities can share their expertise collaboratively with their team members, which, in turn, would have an impact on their professional learning (Morris et al., 2003).

Established collaborative communities have the potential to enhance the professional learning of teachers (Owens, 2010; Wong, 2010) and reduce the isolation that most teachers feel in their profession (Lujan & Day, 2010; Villa et al., 2013). Working collaboratively provides opportunities for teachers to reflect on their practice and receive support and feedback from others within the learning community (Ackland, 1991; Foulger, 2005). This provides opportunities for teachers to meet and work collaboratively compared to the traditional method of working in isolation (Servage, 2009; Snow-Gerono, 2005). A study conducted in Australia in three non-government schools found that teachers appreciated collegial conversations and feedback from colleagues as they introduced new perspectives and challenged ideas (Furner & McCulla, 2019).

Furthermore, collaborative practices encourage teachers to adopt a critical inquiry into their learning where they are reflecting and asking questions to improve their teaching practice in a supportive and safe environment (Cochran-Smith & Lytle, 2001). This reflective practice helps teachers to learn and constantly refine their teaching strategies, and to challenge their existing ideas about their teaching practice (Cochran-Smith & Lytle, 2001; Nehring & Fitzsimons, 2011; Zeichner & Liston, 2013). Collaborative communities also provide support for teachers

to design new materials, teaching strategies, and activities for students to improve their learning. Teachers are encouraged to take a risk in a supportive environment that is supported by others in the learning community (Vescio et al., 2008). Moreover, experienced teachers can share their expertise and experiences with others in the learning community (Anto & Coenders, 2019; Edwards, 2012). According to Edwards (2012), collaborative practices seem to contribute to the efficacy of new and experienced teachers as they are supportive.

According to Stoll et al. (2006), schools also need external expertise to support the development process of teachers. External experts have a deeper metacognitive understanding and awareness of their practice, which helps them to use appropriate behaviour in development programmes organised for teachers. Moreover, expert practitioners also understand the value and purpose of their work, which makes a difference to their performance (Kyriakides et al., 2017). These experts act as facilitators who have a range of interpersonal skills, processes, and knowledge (Poskitt, 2005). External experts can bring new skills and perspectives to teachers regarding introducing new pedagogical and content knowledge (Heirdsfield et al., 2010; Kyriakides et al., 2017). For changes to take place in all aspects of school practices, schools must seek the perspective of different constituents, which include external educators, families, and educational research. External experts must build a close relationship with the teachers where they feel strengthened and safe to engage in professional dialogue. Building this close relationship would encourage teachers to ask questions and to collaboratively work with the experts on any concerns or issues (Jacobson, 2010; Snow-Gerono, 2005).

Since schools in NZ have been self-managing since 1989, they could decide on and design their own collaborative initiatives. The responsibility of providing such opportunities falls on the principal (Wylie, 2011). According to Wylie (2011), school leaders are adopting a whole-

school professional development programme rather than individualising professional development due to the funding available. The author also mentioned that collaborative practice that supported adult learning could improve student performance as teachers would have more learning opportunities. There is a lack of research that focuses on how schools adopt collaborative practices to integrate the accountability and development requirements of teachers and whether schools that adopt high collaborative practices might have better integration between accountability and development requirements.

2.3.2 Challenges of Collaboration

Despite the benefits of collaboration, there are several challenges. For example, Rytivaara et al. (2019) found that for co-teaching to be effective, it takes a lot of time and effort to build a good working relationship. Teachers need a high level of interaction to increase their knowledge, and skills in co-teaching. Additionally, the partnership between teachers in a co-teaching environment could be rather challenging. The challenges relate to the negotiation over managing students, approaches, methods, and content. Therefore, for co-teaching to be effective, there is a need to have shared beliefs and mutually developed goals to meet the needs of students (Villa et al., 2013). Hence, establishing a relationship between teachers is crucial in co-teaching (Pratt, 2014). However, building a shared belief and engaging in meaningful conversations are time-consuming but crucial for co-teaching to be effective in bringing about change in teacher learning and student learning outcomes. For co-teaching to be effective, schools need to have effective structures in place, a shared belief (Villa et al., 2013), and an established relationship to support teachers (Pratt, 2014).

Additionally, Plauborg (2009) stated that the depth of collaboration is typically restricted to practical affairs. Teachers usually restrict their discussion to factors such as content, ideas,

materials, and planning teaching activities (Vangrieken et al., 2015). Vangrieken et al. (2015) stated that discussion of the didactics of teaching, the role of each teacher, problems teachers meet in their daily teaching, critical examination of teaching, and observations of each other appeared to be rare in collaborative teaching. The lack of deep-level collaboration among teachers may be due to different beliefs and values that may result in conflicts and disagreements. Gajda and Koliba (2008) stated that teachers try to avoid conflict and maintain their autonomy and privacy, and hence circumvent deep collaboration. To encourage more in-depth collaboration among teachers, a focus on teachers' beliefs may help (Doppenberg et al., 2012). Encouraging teachers to reflect with their colleagues, discuss their teaching practice, and observe each other teaching are key points that Plauborg (2009) argued are often reported missing in teacher collaboration. External experts may have a deeper metacognitive understanding and awareness of their practice, which helps them model appropriate behaviour in development programmes organised for teachers (Kyriakides et al., 2017). Therefore, external experts might be able to model critical reflection questions and guide the professional dialogue.

Furthermore, teachers agree on the benefits of collaboration but in practice, it is difficult to realise them as many teams do not work satisfactorily (Bovbjerg, 2006). According to a study conducted by Bovbjerg, among a group of Danish teachers for over five years, teacher collaboration led to competitiveness, increased workload, and teachers being pushed to agree to the majority. For example, senior teachers preferred to work by themselves because they felt collaboration involved a lot of extra time and work. However, senior teachers liked to work with younger teachers who were just starting their career and needed guidance as this gave them professional autonomy. On the other hand, the younger teachers felt that the senior

teachers wanted to take all the decisions and as a result removed their autonomy (Bovbjerg, 2006).

Also, senior teachers felt that teams only focused on the subject matter and the social element was missing. Additionally, teams tend to stay within themselves and hardly mix with other staff members (Bovbjerg, 2006). According to the author, this practice counters the intention of collaboration. Bovbjerg found that there is a need to understand how teachers work together and form social relations that encourage collegiality. Ning et al. (2015) found that collegiality could be formed if there is respect, trust, and teachers engaging in supportive interactions with their colleagues. However, for teachers to build these elements, teachers have to build good relationships (Pratt, 2014) and have a shared belief (Villa et al., 2013), which is time-consuming (Rytivaara et al., 2019). Therefore, leaders play a key role in implementing systems and processes in place to facilitate effective collaboration. There is a need to study what kind of systems and processes would be effective in helping teachers engage in reflection and build good relationships.

Power differentials seem to also be a challenge in collaborative learning, and it impacts the level of teacher collaboration (Lui et al., 2012). Studies have found that individuals with high power distance prefer to work in a top-down structure with strong leadership. Conversely, individuals with low power distance prefer self-directed and autonomous teams where decision making is made collegially and each member is treated equally (Earley & Erez 1997; Liu et al., 2012). Ning et al. (2015) conducted a large-scale study in Singapore with 952 teachers and found that "…teachers learn from each other as collegial peers. But in reality, teachers may remain conscious of whose opinions hold more weight based on the position the sharer holds at school and submit to those who are in authority" (p. 340).

To reduce power differentials, Pang (2003) mentioned that teachers have to be given the autonomy to make decisions and be involved in policy formulation and decision making. Hallam et al. (2015) also shared similar views by stating that teachers can build trust among each other if they are given autonomy and not micromanaged. The findings of Ning et al. (2015) study might be due to the top-down education system in Singapore and might not be applicable in the NZ collegial setting. Therefore, future research could be conducted in NZ schools to confirm the findings of Ning et al. (2015).

2.4 School Culture

Deal and Peterson (2016) defined school culture as the beliefs, traditions, norms, rituals, and policies in a school. Culture is formed over time and influences how people feel, think, and act (Tschannen-Moran, 2014). It influences how professional learning is viewed, the type of teaching practice that is valued, and even influence the conversations among teachers during lunch break (Deal & Peterson, 2016). According to Deal and Peterson (2016), "when cultural patterns did not support and encourage reform, changes did not take place" (p. 10). However, "things improved in schools where customs, values, and beliefs reinforced a strong educational mission, a sense of community, social trust among staff members, and a shared commitment to school improvement" (p. 10).

A positive school culture fosters productivity and effectiveness and focuses on improving the teaching and learning of teachers and students (Leithwood & Louis, 1998; Deal & Peterson, 2016). Teachers grow in a culture that is focused on helping teachers to continually improve as this helps them to overcome any uncertainties in their work through a collegial learning culture (Deal & Peterson, 2016). Schools that value collegiality provides a better opportunity for teachers to share ideas and enhance their practices. This positive culture motivates teachers

to persevere and encourage teachers to improve their teaching practice. Deal and Peterson (2016) stated that "motivation is strengthened through rituals that nurture identification, traditions that intensify connection to the school, ceremonies that build community, and stories that convey the heart and soul of the school" (p. 15).

The culture of a school also strengthens the trust, vitality, and energy of students and staff members (Tschannen-Moran, 2014). It impacts the psychological and emotional orientation of a school. For example, teachers and students in a culture that is energetic, trusting, supportive, caring, and optimistic would be likely to emulate those characteristics. On the contrary, a negative culture could dishearten and discourage positive individuals too (Deal & Peterson, 2016). Therefore, a culture that supports and encourages risk-taking would have teachers experimenting and adopting new approaches and practices. According to Deal and Peterson (2016), "in positive cultures, staff members plan collegially and use data meaningfully" (p. 15).

Additionally, Fullan (2011) stated culture emphasises and focuses on what is valued and important. For example, job descriptions, policies, and formal rules influence the actions of staff members. Furthermore, unwritten rules such as expectations and assumptions present in a school steer staff members' focus and actions (Deal & Peterson, 2016; Fullan, 2011). Deal and Peterson (2016) stated that "with meaningful values, daily work is centred on important issues of quality instruction, continuous refinement of teaching, and accelerated learning" (p. 5). Hence, if the culture focuses on learning, teachers collectively and passionately work towards that focus.

In conclusion, to influence the school culture to focus on school improvement, four elements are suggested by several studies (Deal & Peterson, 2016; Fullan, 2011; Smylie, 2009). Firstly,

a school needs a shared vision among the members to influence the direction and initiatives. Secondly, collaborative learning helps staff to work together to share skills, knowledge, and to make effective decisions. Thirdly, schools need a clear focus and emphasis on improvement so that teachers work towards improving their teaching practice. Finally, schools have to recognise the small successes of teachers and it should be celebrated.

2.4.1 Teacher Learning Culture and School Leadership

According to Walker (2010), learning culture can be defined as "the synergistic effects generated through the establishment and embedment of a set of interrelated conditions that promote and encourage learning as a way of professional life" (p. 179). Literature around teacher learning suggests that for creating conditions for positive learning culture, schools need structures, values, and relationships. To establish a learning culture, schools need a *structure* that provides teachers with many opportunities to engage in learning. Schools need "formal rules enabling teachers to collectively process, understand, and apply knowledge on teaching and learning and share information in a sustained manner" (Haiyan et al., 2017, p. 103). Additionally, a positive learning culture *values* the learning of individuals and recognises that the success of the school depends on each member. There needs to be a shared purpose on the focus of the school so that teachers collectively work towards it. In such an environment, teachers are encouraged to share and voice their ideas and the schools invest time and effort in providing opportunities for teacher learning (Haiyan et al., 2017). Moreover, a positive learning culture has high levels of commitment and trust and it is built on establishing a *relationship* with the teachers (Haiyan et al., 2017; Price, 2012). However, to establish a learning culture as discussed above, schools need leaders to lead the learning culture. According to Price (2012), the school leader establishes the tone for the school. Haiyan et al. (2017) stated that "a school

leaders' task is to provide ample learning opportunities, articulate and champion values, and foster trusting relationships within the school" (p. 4).

According to McKinney et al. (2015), principals can influence the culture of the school based on their leadership style. The culture of a school is a reflection of the leadership team and the principal of a school (Hallinger & Heck, 1998; Sperandio & Kong, 2018). An empowering school culture is where the leader communicates the goals and visions of the school with confidence, and they encourage teachers to take risks (Balkar, 2015). They empower teachers by challenging them to try new methods and also by modelling good leadership (Ross & Cozzens, 2016). Teachers feel a sense of self-worth because they are motivated and supported to try new things (Lee & Nie, 2017). A study conducted by Furner and McCulla (2019) among 54 teachers in Australia in three independent schools for over two years found that the principals influenced the mindset and focus of teacher development. Hence, the teacher's perception of the principal's leadership style impacts the morale of the teacher (McKinney et al., 2015). Furner and McCulla (2019) study also found that the schools' culture and ethos influenced the teacher learning culture in the schools. This subsequently impacted the participation of teachers in professional development. Although the study was only limited to three schools, the strength of the study lies in the in-depth inquiry design of the study and the practice-oriented insight to planning for professional development.

School leaders have an important role in integrating the accountability and development requirements of the appraisal. School leaders influence the conditions required to create a culture of learning among teachers and influence how teachers learn as well as what they learn (Durksen et al., 2017). Principals play a key role in the performance appraisal of teachers in NZ (Nusche et al., 2012). As such, principals typically manage the external and internal

demands of the profession so that they are aligned with the goals of improving teachers' practice and providing ongoing support for teacher development (Sinnema & Robinson, 2007). Overall, it is the school leaders who have the responsibility of creating structures that encourage teachers to work collaboratively to improve their practice (Halverson et al., 2007). Hence, they may need to give more thought to the design of performance management systems that incorporate teacher-learning-related procedures and rules (Walker, 2010) as well as ensuring that their collaborative processes provide a safe and trusting environment for teachers to learn and grow together (Benade, 2018; Durksen et al., 2017; Feldman & Fataar, 2014). Teachers may benefit from more autonomy to set their own individual goals rather than being dictated to by their leaders (Hord, 1997). The style of, and impact of, leadership on the appraisal process is influential and warrants further exploration.

As mentioned earlier, the culture of an school influences how teachers behave, feel, and think about appraisal and professional learning (Deal & Peterson, 2009). The culture affects the learning culture of the teachers and students (Schechter & Qadach, 2011). In a bureaucratic culture, appraisals are used as a control mechanism to reward and check a teacher's compliance. Schools that adopt a bureaucratic approach often use terms like "attest", "appraise", "evaluate", and "assess". In this context, teachers are expected to carry out their duties in a specified way and timely manner (Fitzgerald et al., 2003). However, this can also create an unhealthy working environment where there is a high level of anxiety and suspicion (Fitzgerald et al., 2003). Furthermore, this approach encourages school leaders to perform competency checks on their teachers, which only adds to the overall level of distrust.

In contrast, schools that take a professional learning approach adopt a culture that encourages collegiality for professional growth (Youngs & Grootenboer, 2003). According to Young and

Grootenboer, these schools typically use words like "improvement", "development", "respect", "collaboration", "reflective practice", and "trust" to describe appraisal. In a culture that values growth, teachers are always trying their best to improve their practice with the support of the school leaders (Schechter & Qadach, 2011). As noted, the bureaucratic approach leans more towards accountability whereas the professional learning approach leans towards development. Cardno (2012) aptly summed this up by stating that many schools struggle to separate both these approaches due to the lack of clarity and purpose. Therefore, appraisal systems would be better established based on the culture and values of the school (Good, 1997).

Building a trusting culture is an essential component of the appraisal context and teacher learning. A trusting learning environment promotes teachers working together effectively to improve their practice (Kars & Inandi, 2018; Lashway, 2006). To build a trusting culture, it is necessary for school leaders to develop a positive relationship with the teachers by showing empathy and understanding regarding their wellbeing, needs, and concerns (Waters et al., 2004). Respect shown by principals towards their teachers further strengthens the relationship between them. Values such as integrity and honesty help to create a trusting relationship, which encourages teachers to be open with each other. It is also crucial for teachers to build trust among themselves to effectively work in collaboration with each other (Van Velsor & McCauley, 2004). Trust should also be nurtured between the appraiser and teacher to eliminate any negative connotations with the appraisal process. Therefore, to create an effective appraisal system, it is crucial for teachers to be well informed of the purpose and benefits of it. Teachers should also be given some control over the processes and content of the appraisal (Fitzgerald et al., 2003). A study conducted by Haiyan et al. (2017) in Shanghai found that the school had a trusting relationship because the leader did not try to control the teachers but took pride in

establishing a sharing atmosphere. According to a participant in the study, the trust provided by the leader gave them the security to take the risk and try new approaches.

Building relationships that are interpersonal and based on mutual benefits are important components of becoming a leader (Branson et al., 2019). The leader has to be accepted by the members before they can lead successfully. According to Branson et al. (2019), the leader has to show enthusiasm and interest in the members, and they have to be able to talk openly and readily. Therefore, the leader has to be involved in leading not only at good times but also through difficulties, challenges, uncertainties, and doubts (Branson et al., 2019). The leader is to appreciate, affirm, and celebrate the success of the members in meeting the goals of the organisation. Branson et al. (2019) stated that only through appreciating and understanding the needs of the members would they truly accept the leader.

2.5 Leadership Styles

The next section will examine three types of leadership styles: transformational, pedagogical, and distributive. Each of the leadership styles seems to play a part in supporting and enhancing the culture of teacher learning.

2.5.1 Transformational Leadership

Transformational leaders are known to inspire, motivate, and encourage teachers to grow in their professionalism (Bolger & Vail, 2003). The leaders take a personal interest in supporting teachers, and they provide opportunities for teachers to engage in professional development (Wahab et al., 2014). Noland and Richards (2014) stated that transformational leaders aim to help teachers think critically while giving them autonomy. The individual consideration provided by the leader boosts the sense of self-worth of followers and encourages them to

commit to a specific performance goal (Judge & Piccolo, 2004). This leadership behaviour empowers employees to work towards the good of the organisation (Mencl et al., 2016) and enhance its performance (Anderson, 2017).

According to Leithwood (1994), transformational leaders help schools transform in a way that meets the accountability requirements and facilitates the performance improvement of teachers. School leaders play a crucial role in this process as it is necessary to create a balance between school-wide professional development and the goals of individual teachers (Mulford, 2003; Terehoff, 2002). The leader respects, inspires, and shares responsibility with other leaders (Elkins & Keller, 2003). Moreover, they give teachers the opportunity to engage in school governance, and the team is motivated to continually improve in their practice because of the autonomy and individualised attention given by the transformational leader (Wahab et al., 2014). Additionally, transformational leaders motivate and inspire teachers to participate in development activities by showing empathy and understanding of their learning needs (Bogler et al., 2013; Masoud et al., 2017). The empathy shown by the leaders then influences empathy among staff in the organisation (Salari & Nastiezaie, 2020). Empathy is crucial for building relationships, developing collaborative practices, and promoting personal growth. Transformational leaders acknowledge the individual needs of the teachers and provide support (Bass & Riggio, 2006). Hence, transformational leaders can have a positive influence on school culture where the teachers are continually building and learning new skills and knowledge for school improvement (Simsek, 2013).

Moreover, transformational leaders are able to create a trusting environment because the leaders consider the individual needs of teachers (Anderson, 2017; Bass & Riggio, 2006). A quantitative study conducted by Allen et al. (2015) among six elementary school principals in

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Texas found that transformational leadership had a positive effect on the learning climate of the school as it encouraged teachers to engage in professional development, and relationship was built on trust and collaborative initiatives. Hence, transformational leaders have the ability to facilitate changes and demands in the schools by preparing teachers to improve and strengthen their skills and knowledge to positively influence the school culture (Simsek, 2013). Surprisingly Allen et al. (2015) study did not find any significant relationship between transformational leadership and student achievement. The study also found that there was no relationship between school culture and student achievement. This suggests that further research could be conducted in the mentioned areas.

There are four dimensions of transformational leadership: idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation (Allen et al., 2015; Balyer, 2012; Bass & Riggio, 2006). Idealised influence refers to leaders who display strong integrity and are focused on the benefits for the whole organisation and employees. These leaders have the charisma to inspire followers to support and join towards a common organisational goal. The leaders are committed to the long-term success and wellbeing of the employees and organisation (Balyer, 2012; Bass & Riggio, 2006). Inspirational motivation refers to leaders who motivate and inspire followers to work towards a purpose by providing clear direction or vision for the future. The leader sets goals that are realistic and provides support and encouragement when faced with challenges. Transformational leaders with inspirational motivation communicate their expectations clearly to the group and are highly committed to achieving the goals (Bass & Riggio, 2006).

The next dimension, individualised consideration, refers to leaders who consider the feelings and needs of the follower. The leader understands that the developmental requirements of each

follower vary, and the support they need would be on an individual basis (Balyer, 2012; Bass & Riggio, 2006). Therefore, the transformational leader builds a close relationship with each follower, and acts as a mentor and displays empathy and care towards their followers. The leaders gain the trust of their followers because they understand why the leader behaves in a particular manner and they follow suit (Balyer, 2012; Bass & Riggio, 2006). Intellectual stimulation refers to leaders who engage and involve the followers in the decision-making process and provide opportunities for them to be innovative and creative in identifying solutions independently (Balyer, 2012; Bass & Riggio, 2006).

A transformational leader inspires the followers to challenge and stimulate their thinking to identify their conclusions relating to particular concerns or issues. Hence, this promotes a culture of critical thinking where the followers are actively involved in the organisation (Balyer, 2012). Utilising this style of leadership typically results in the leaders being able to appreciate and understand the individual capacity and skill of their followers, and they can then better delegate the tasks to followers as well as differentiate the type, timing, and level of support each follower needs. In turn, the followers enhance the leader's skills and encourage the development and growth of others within the organisation (Balyer, 2012).

According to Menon (2014), transformational leadership style itself might not be sufficient to increase job satisfaction but should be linked with other leadership styles. Day et al. (2016) conducted a study in England and found that combining transformational and pedagogical leadership style increased job satisfaction because these leaders were able to diagnose and understand the school's needs. The study found that the transformational leader established cultures and structures to enhance learning, and the pedagogical leader emphasised establishing clear goals, enriching the curriculum, and evaluating teachers to increase students' performance

(Day et al., 2016). Similarly, a study conducted in a Shanghai school found that the leader used multiple leadership approaches to create good learning conditions, and teachers were provided opportunities to reflect on their practice (Haiyan et al., 2017).

Research has shown that transformational leadership is correlated with high productivity, employee outcomes, job satisfaction, the well-being of employees, goal attainment, and lower turnover (Eisenbeiß & Boerner, 2013; Piccolo & Colquitt, 2006). Although the literature has established the success of transformational leaders in schools but does not provide any criticism about this leadership style (Anderson, 2017). Anderson stated that "the negative aspects of transformational leadership should be studied to provide an even more thorough understanding of the efficacy of the leadership style, and its limitations to application in both business organisations and school settings" (p. 9). Further insight into this transformational leadership style could be used to support the development and training of school leaders.

2.5.2 Pedagogical Leadership

The term "pedagogical leadership" has been defined differently in European and American research. Pedagogical leadership has been described as leading learning and teaching in schools by European studies and defined as instructional leadership by American research (Lahtero & Kuusilehto-Awale, 2015). The difference in definitions might be due to how educational leadership is contextually and socially constructed, but the concepts have been deceptively similar in the way they have been applied (Seiser, 2019). The literature states that there are other terms used to refer to pedagogical leaders, such as consultant Chu (2014) and expert coach (Olsson et al., 2017). According to Chu (2014), the leader helps the mentee on specific issues and works with them to find a solution from their knowledge and past experiences.

Moreover, they are an expert coach with the capability to support teachers to improve their performance by integrating intrapersonal and interpersonal skills (Clutterbuck, 2008).

Pedagogical leaders take an interest in the development of both teachers and students (Male & Palaiologou, 2015; Sergiovanni, 1998). They are eager to develop students academically and socially, and they want to develop teachers professionally and intellectually (Sergiovanni, 1998). Additionally, they are interested in networking and building community to develop and influence staff behaviours, actions, and attitudes (Alava et al., 2012). According to Whalan (2012), pedagogical leadership enhances and emphasises the collective responsibility of the staff to support student learning through professional development. Pedagogical leaders share knowledge with the school community and emphasise pedagogic—compared to administrative—functions. Pedagogical leaders work towards a shared vision, and they empower staff to improve their pedagogic practice (MacNeill et al., 2003). A study conducted in Finland in early childhood centres found that the participants emphasised the importance of pedagogical leadership in enhancing collaborative practices, creating a shared vision, and decision making (Heikka & Hujala, 2013). The study concluded that shifting the focus away from administrative tasks can help the leader to adopt a more pedagogical leadership approach, and this would increase the quality of the teaching and learning at the centres.

Pedagogical leaders make decisions collectively and include all staff in decision-making (Semann, 2019). According to Hargreaves and Fink (2006), making decisions without including all staff members would harm the teachers where they would feel exhausted. Pedagogical leaders encourage people to be reflective and self-directed (Corrick & Reed, 2019), and the leaders need the ability to respond to challenges and take risks (Male & Palaiologou, 2015). According to Male and Palaiologou, pedagogical leaders work collectively

to meet goals, and they aim to make a change in the community for the benefit of the organisation as the leaders want to be accountable to the wider and local community.

A study conducted by Webb (2005) in 12 primary schools in England and Finland (six in each country) provided a summary of how leaders can adopt the pedagogical leadership style. The study found that the leaders manage the well-being, professional development, and workload of teachers. Furthermore, the leader encourages teachers to work collaboratively and take initiatives. Teachers need support to continually reflect and be able to identify issues or problems and work together to resolve them. According to Webb, this would help the teachers to cope and adapt to changes. Webb (2005) stated that "…the culture of a school developed by pedagogical leaders, such as the headteachers of Riverside and Green Lane, appears able to release the intellectual capital of individuals on a school staff and foster distributed leadership…" (p. 88).

A criticism of the pedagogical leadership theory is the lack of clarity on how different contexts influence the application of the theory (Heikka & Waniganayake, 2011). Therefore, there is a need to understand how pedagogical leadership theory can be researched, analysed, and applied in different contexts.

2.5.3 Distributive Leadership

Despite the popularity of the distributive leadership style, according to Torrance and Humes (2015), there is no consensus in the literature on its definition. Additionally, different definitions and terms are interchangeably used—for example, distributive leadership, shared leadership, and participative leadership (Bennett et al., 2003; Leithwood et al., 2007).

Distributive leadership is not merely about sharing leadership but about empowering emerging leaders to work towards goals and strategies by giving them ownership (Harris, 2013). Distributive leadership provides autonomy to the leaders to make decisions in the capacity of their role, and it operates in a high-trusting culture (Cook, 2014; Harris, 2008). The leader provides support and resources to help the team meet the aligned goals (Womack & Loyd, 2004). Therefore, for distributive leadership to be effective, there is a need to work collaboratively among the teachers and leaders (Liljenberg, 2014).

A study conducted at a high-poverty primary school in Southampton, United Kingdom, where the students were underperforming in numeracy and reading found that with a change of leadership that was focused on building partnership with the whole school community, they were able to turn around the proportion (Harris, 2008). Teachers in the school were given the autonomy to deal with the problems as they arose rather than seeking permission for all interventions. As a result, the teachers felt that the school had a culture that valued their expertise, and there was mutual accountability (Harris, 2008). According to Wagner (2012), there is a need for information to flow from all levels rather than adopting a top–down model for sustaining a responsive and innovative organisation. This leadership style has been linked to increased job satisfaction (Hulpia et al., 2009), positive culture (Griffin, 1995), and school improvement (Liljenberg, 2014).

Distributive leadership sees each member of the team with abilities and skills to contribute to meet the organisation's shared goals (Gregerman, 2007). According to Liang and Sandmann (2015), the school leader must allocate roles based on their expertise and skills to help them lead effectively. Therefore, the team members share ideas and apply skills towards achieving a shared goal (Gronn, 2002). This relationship would foster inclusiveness, teamwork, and

respect between the team members (Baloglu, 2012). A four-year case study conducted in eight public elementary in Illinois found that when a distributive leader provides opportunities to teachers to lead in different platforms, trust was developed between the principal and teachers (Sherer, 2008). By delegating the task to teachers, the principal managed to build trust with them. There were clear visions in place and teachers were working towards the shared vision.

The main component of distributive leadership is collaboration. However, there is criticism of the theory about how collaboration could be produced (Jones, 2014). Although there are parameters included about how leaders need to accept change and create good relationships, it does not outline the actions needed to bring about this. Additionally, "there is no consensus to date on whether a distributed leadership approach ushers in more democratic decision making" (Jones, 2014, p. 132).

In summary, transformational, pedagogical, and distributive leadership have different strengths that could enhance teacher learning through the appraisal system. A transformational leader supports teachers to develop their individual needs to improve their professionalism while also meeting the school's goals. The leaders create a conducive environment for learning and encourage collaborative learning. A pedagogical leader is interested in the development of the teachers and students professionally and intellectually. This leadership style has the capacity to improve the quality of teaching and learning. A distributive leader works as a team with other leaders to meet the goals of the school by providing autonomy and creating a trusting culture. This leadership style has been linked to school improvement because the leaders are able to respond to and innovate in their own capacity if issues surface. The present study will discuss how the combination of these three leadership styles enhances teacher learning.

2.6 Mentoring

According to Varney (2009), mentoring is defined as a relationship that involves motivating, supporting, encouraging, guiding, and shaping mentees to attain their full potential. There is a general agreement of the key strategies required in mentoring, but there are different interpretations of the balance and nature of the mentoring relationships. Traditionally, the concept of mentoring was used to indicate how an experienced person passes on their knowledge and skills to others who are less experienced, and the relationship was more informal (Craft, 2000; Godden et al., 2014; Stephens et al., 2014). However, this concept has evolved, and mentoring is now viewed as a collaborative learning process that is developmental rather than top–down (Asada, 2012).

The terms "mentoring" and "coaching" have been used interchangeably, but several researchers point out that the definitions of these two concepts vary (Brondyk & Searby, 2013; Nahmad-Williams & Taylor, 2015). For example, Fletcher (2012) stated that the term mentoring suggests that it is an ongoing supportive relationship whereas the concept of coaching refers to specific actions, such as goal setting, questioning, and listening. Mentoring is a long-term process of sharing skills and knowledge for professional development, and coaching relates to developing a specific skill (Waniganayake et al., 2012). According to Ng (2012) both mentoring and coaching are essentially "professional development practices involving one professional helping another in a mutually enriching manner" (p. 25). Thus, these two concepts complement each other regarding guiding, assessing, and relating to the mentee (Solansky, 2010).

Mentoring in schools can positively impact both the professional development of mentors and mentees (Grima-Farrell, 2015; Hobson et al., 2009; Maxwell, 2014). A study by Vikaraman et

al. (2017) found that good mentoring for beginner teachers had a positive impact not only on a teacher's professional development but also on a teacher's personal life. The relationship established in the mentoring process has psychological and social benefits for both mentors and mentees. In a school environment, mentors have the responsibility of introducing mentees to the school culture and facilitating their access to resources for their professional development (Senom et al., 2013). These mentors and mentees have increased confidence and loyalty towards the school as they build close relationships (Lumpkin, 2011; Mullen & Hutinger, 2008). In building a close relationship via the mentoring process, mentees prefer mentors who consider their needs and provide flexibility when steering their learning (Tan, 2013). According to Salm and Mulholland (2015), mentors need to recognise and acknowledge the learning, behavioural, and development differences and needs of each mentee to form a positive mentoring relationship that can impact their growth. Mentors have to be adaptive to the emotional state, expectations, level of development, and capacity of the mentees (van Ginkel et al., 2016).

For mentoring to be effective, schools need to clearly define mentoring and the roles of the mentor and mentee as these can influence the whole system. The inadequacy of clear definitions has led organisations to use mentoring as a tool for evaluation and surveillance, and this hinders the formation of a professional learning and collegial environment (Hobson & Malderez, 2013; Ng, 2012). For example, educators in Singapore have used mentoring as an appraisal process that is linked to career progression and remuneration rather than a developmental tool (Ng, 2012). Also, mentors and mentees need clarity of purpose regarding their roles to form an effective mentoring relationship. Therefore, organisations need to clearly outline their management expectations. As such, mentors benefit from training to prepare them to support and lead the development of mentees (Kochan et al., 2015; Lejonberg et al., 2015).

The underlying elements that tie the relationship together in mentoring are trust (Kochan et al., 2015) and respect (Hobson & Malderez, 2013). To form an effective mentoring relationship, mentors and mentees need to be actively engaged in the relationship they have established. The quality of relationship built among mentor and mentee has a profound impact on the mentoring process (Boswell et al., 2015; Kochan et al., 2015). According to Lejonberg et al. (2015), if a beginner teacher perceives their mentor as an expert, the teacher forms professional respect towards their mentor. Also, effective communication and shared values have a significant impact on the mentor and mentee relationship (Meyer, 2015). Hence, careful consideration needs to be given to the matching and selection of mentor and mentee as it is important in establishing a good mentoring relationship and alleviating possible tension with mentors both working with teachers on their professional learning and also appraising them (Hobson & Malderez, 2013; Kochan et al., 2015).

Although there is evidence that outlines the positive characteristics of the mentoring process, the relationship between mentor and mentee is influenced by the cultural context. According to Kochan et al. (2015), effective mentoring programmes consider the culture and environment of the organisation as they have an impact on the outcomes achieved. In a transformational culture, the mentor strives to guide the mentee to look towards the future and create new ideas that would help them in their practice (Zachary, 2011). This culture requires both the mentor and mentee to work collaboratively through uncertainties to achieve successful outcomes (Scharmer, 2009). If any cultural differences occur and hinder the relationship in a transformational culture, the mentor and mentee discuss the issues and take steps to overcome them (Kochan, 2013).

With that in mind, the school's culture plays a pivotal role as it needs to provide time for mentors to adequately prepare for their role and to attend training programmes (Stephens et al., 2014). Some studies suggest that schools are not providing adequate time to mentors, which has adversely affected their mentoring relationships (Hobson & Malderez, 2013; Stephens et al., 2014). Mentors and mentees are to be given opportunities to engage in conversations that would be crucial for teacher learning (Kochan et al., 2015; Wyatt & Arnold, 2012). Therefore, these findings emphasise how school culture has a significant influence on the effectiveness of the mentoring relationship and the level of collaboration that occurs between the mentor and mentee (Kochan et al., 2015).

The literature suggests that mentoring is widely used to support teachers, but the practice is influenced by the specific context (Pennanen et al., 2016). There seems to be a distinction between what is deemed as good mentoring between different countries (Pennanen et al., 2016). For example, in Finland, both new and experienced teachers engage in mentoring. Teachers are grouped to include four to eight new and experienced teachers, and they are responsible for organising, planning, and implementing professional development activities that meet their needs. Therefore, there is high collegiality and autonomy given to teachers to take ownership of their professional learning (Pennanen et al., 2020). In contrast, the mentoring programme introduced in Australia seems to be more for compliance and meeting the accountability requirements of teacher appraisal rather than for development (Long, 2009). According to Ewing and Smith (2003), teachers in Australia have stated that they lack support in their career planning and work conditions. As a result of the poor support and working conditions, about 40% of the teachers were estimated to leave their teaching job within the first 10 years of their career (Ewing & Smith, 2003).

In NZ, there seems to be a mix of positive and negative feedback about the mentoring programmes introduced in schools for beginner teachers. According to Grudnoff (2012), schools in NZ have been committed to providing beginner teachers with a comprehensive induction programme since 1985. The role of the mentor teachers in NZ is to support, provide feedback, and facilitate beginner teachers to engage in reflective learning conversations rather than simply guiding and advising, which can have very limited benefits (Teaching Council of Aotearoa New Zealand, 2015). According to Grudnoff (2012), schools in NZ are provided with the funding, resources, guidelines, policy, and time to meet the standards to become fully registered teachers. However, several studies have shown that the quality of mentoring and induction varies in each school, and teachers felt that they were not receiving the necessary support entitled to them (Aitken et al., 2008; Cameron, 2009; Langdon, 2011; PPTA, 2018). According to the PPTA (2018), beginner teachers who are not allocated with a mentor have a higher tendency to leave the teaching profession in the first five years. In contrast, some studies have indicated that mentoring programmes in NZ schools have been shown to have a positive impact on the quality of teaching and learning, student achievements, and retention of teachers (Hobson et al., 2009; Ingersoll & Strong, 2011). The difference in the findings might be because the success of the mentoring programme depends on the implementation process of the school leader (Langdon & Ward, 2015). There seems to be a variation between the quality of mentoring in each school. In short, there is a need to understand how the culture of the school and leadership styles of the leaders could help teachers and schools integrate the accountability and development requirements of teacher appraisal.

2.7 Summary of the Chapter

Schools are faced with the responsibility of finding a balance between designing an appraisal system that meets both the accountability and development requirements of teachers. However, literature have identified that NZ schools are focusing on meeting the accountability requirements of the appraisal system rather than development (ERO, 2014, 2016; McKenzie, 2014; Nusche et al., 2012). As a result, some teachers feel the appraisal process is a meaningless activity that has become mandatory for keeping their teaching positions (McKenzie, 2014; Nusche et al., 2012). There is a lack of in-depth investigation into how appraisal systems could be designed to not only meet the accountability needs of teacher appraisal but also teacher development. To further understand how schools could integrate the accountability and development requirements of teachers, it is important to understand how teachers learn. Adult learning theories suggest that teachers need the freedom to choose what they learn and that it should be relevant to their current practice (Knowles et al., 2015). Teachers need to be given control over their learning since each teacher typically has considerable knowledge and experience (Knowles et al., 2015). However, there is a need to study how schools balance national and institutional demands with teachers' own motivation and desires, and how schools use collaborative practices to help teachers integrate the accountability and development requirements.

The culture of the school established by the school leaders also has an impact on teacher development (Durksen et al., 2017). The culture reflects the leadership team and principal of a school (Hallinger & Heck, 1998; Sperandio & Kong, 2018). However, there might be a need to use multiple leadership approaches to create good learning conditions for teachers (Haiyan et al., 2017). Leaders that adopt a transformational style of leadership would have the capacity to influence the school's culture and, in turn, facilitate teacher learning and development (Day

et al., 2016). Pedagogical leaders take an interest in the development of teachers' pedagogical capability and are eager to develop teachers professionally and intellectually (Sergiovanni, 1998). A distributive leader would empower the leaders to work towards goals and strategies by giving them ownership and shared leadership (Harris, 2013). This leadership style has been linked to increased job satisfaction (Hulpia et al., 2009), positive culture (Griffin, 1995), and school improvement (Liljenberg, 2014). Although there is research around leadership styles, there is a lack of research that shows how leaders use multiple leadership styles to create a learning culture that integrates the accountability and development requirements of teacher appraisal.

The current literature focuses quite extensively on conditions needed for teacher learning to be effective; however, questions remain about how to integrate the accountability and development requirements of teacher appraisal in NZ. Therefore, this study aims to contribute to understanding how schools can balance accountability and development objectives within the appraisal systems in NZ schools and provide further insight into how teacher development can be enhanced through appraisal systems.

Chapter 3 Methodology

The overarching aim of this study is to contribute a more in-depth understanding of how New Zealand (NZ) primary schools integrate the accountability and development requirements of teacher appraisal. This research study aims to make two important contributions to the literature. The first aim is to develop an understanding of conditions or factors that allow a greater focus on teacher development than the accountability requirements. Second, the range of innovative ideas from the findings could be a useful resource or model for other schools striving to integrate development and accountability into their appraisal systems. The following discussion will firstly introduce the main methodological approach and research design, including details of the schools involved in the study. Following this, the three methods of data collection will be discussed, including details of the recruitment process, data collection, and analysis methods, and ethical considerations.

3.1 Research Questions

The following three research questions underpinned this study:

RQ 1: How do schools integrate the accountability and development requirements of their appraisal system?

RQ 2: What features/factors enable the integration of accountability and development requirements of their appraisal?

RQ 3: What factors inhibit the integration of accountability and development requirements of their appraisal?

3.2 Research Paradigm

The way researchers view the world can affect the way they conduct research (Merriam & Tisdell, 2016). The research paradigm adopted reflects the philosophical stand the researcher experiences and how they perceive the world (Creswell, 2014; Patton, 2002). Indeed, the whole research process—from the way research is carried out to the way the findings are reported—is influenced by the research paradigm. Ontology and epistemology are two components of a research paradigm. Ontology examines the nature of reality while epistemology examines how one can examine reality (Cohen et al., 2007; Crotty, 1998). The combination of the researcher's ontological and epistemological beliefs influences their understanding of the creation and essence of knowledge. The most common research paradigms are positivism, constructivism, and pragmatism (Crotty, 1998; Neuman, 2014). Positivism has the ontology that there is one single reality or truth and the epistemological perspective that knowledge can be measured (Creswell, 2013). In contrast, constructivism or interpretivism theory, recognises that learners construct their own knowledge and understanding of the world, and there are multiple realities. This epistemology argues that reality needs to be interpreted to understand participants' underlying meaning(s) (Creswell & Clark, 2011). Pragmatism believes that an idea lies in practical observable consequences and uses different methods to analyse the actions. The related epistemology contends that knowledge should be examined using tools that best solve the problems (Creswell, 2013; Creswell & Clark, 2011). A researcher needs to determine their research paradigm to be able to identify the best methodological approach to improve the quality of the research.

This study adopts the interpretive paradigm that aims "to understand the subjective world of human experience" (Cohen et al., 2007, p. 21). According to Cohen et al. (2007), research in education needs to take into account people's experience as it is personal, unique, and

subjective. Since the paradigms of research are continually evolving and each represents a set of beliefs that they bring to research, the interpretive paradigm does not claim a universal truth or the concept of a reality that exists irrespective of people (Bassey, 1995; Creswell, 2013). Researchers who adopt interpretivism as a theoretical lens embrace the notion of subjectivity and the personal involvement of the researcher in constructing their knowledge and beliefs. However, there remains a commitment to acknowledging the effects of people's biases. There is no claim to the generalisability of findings but, rather, additions to existing knowledge that may provide new understandings in similar contexts (Creswell, 2013). Interpretivism also acknowledges the importance of understanding participants' intentions and behaviours (Cohen et al., 2007; Pring, 2000).

The interpretive approach is beneficial for this research as it contends that knowledge is personal and can be developed and acquired in different ways according to individuals' contexts, experiences, circumstances, place, time, and perceptions (Cohen et al., 2007; Merriam & Tisdell, 2016). Additionally, this approach provides more flexibility in the research instruments used, and this is necessary to accommodate any changes to the subject matter. In the present study, the intention was to find out how teachers felt about their appraisal, what conditions contributed to the potential integration, and what kind of problems they encounter. In this way, knowledge may be socially, culturally, and historically constructed and, therefore, aligns well with this study as it explores teachers' perspectives of teacher appraisal (Creswell, 2013). The participants' perspectives were also influenced by their overall professional development experiences. The interpretive approach uses methodologies that rely on understanding the subjective relationship between the researcher and the subject. The main aim was to gather different perspectives from the participants. Researchers adopt methodologies,

such as interviews or participant observations, to understand the subjective experiences of individuals of the phenomenon (Creswell, 2013).

3.3 Research Method

Since the main aim of the research was to understand how different people experience and understand the same "objective reality" in very different ways, this study adopted a qualitative case study research method. It was the most appropriate approach for a field of inquiry where little was previously known as it provided a detailed understanding of the phenomenon (Creswell, 2007). There were some well-grounded justifications for this choice. For example, evidence showed that qualitative, naturalistic, and interpretative studies help people understand the enormously complex problems of schools and societies (Denzin & Lincoln, 1998; Merriam & Tisdell, 2016). Qualitative studies were particularly useful as Denzin and Lincoln (1998) argued that other research methods (especially quantitative methods) often fail to probe sufficiently into the intricacies of a problem. The purpose of this study was to discover the approaches, conditions, and challenges schools faced in enhancing teacher development through the appraisal systems that required in-depth exploration. The topic appraisal is also very personal, and each teacher had their thoughts and experiences. As such, detailed portraits of a small number of individual principals and teachers fostered a better understanding of their experiences based on the topic of study (Gronn & Ribbins, 1996).

For this research, the researcher relied primarily on definitions offered by esteemed methodologists, such as Merriam (1988); Stake (1995); Yin (2009). Stake (1995) described case study methodology as a strategy of inquiry in which the researcher explores the phenomenon in-depth, like a programme, event, activity, and process, with one or more individuals. Furthermore, a case study is a means to explore complex social units that have

many variables that are important to understand the phenomenon (Merriam, 1988). Cases are bounded by location, personnel, time, and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period (Stake, 1995). For this study, the phenomenon under investigation was concerned with how schools in New Zealand integrated teacher accountability and development in their appraisal systems. Therefore, a case study methodology aligned with the desire for an in-depth understanding of the schools' appraisal systems.

Since an interpretation based on evidence from more than one case could be more compelling than results based on a single instance, this research included two schools. In a single case study, the interest would be in the case itself whereas with multiple case studies, the focus would be explicitly on the phenomenon (Hamilton & Corbett-Whittier, 2012; Merriam, 1988). This study offered a cross-case analysis, enabling a comparative examination of how both schools integrated teacher accountability and development in their appraisal systems.

Yin (2009) named five components of effective case study research design: (1) research questions; (2) propositions or purpose of the study; (3) unit analysis; (4) logic that links data to propositions; and (5) criteria for interpreting findings. The most appropriate questions for this type of qualitative case study research were what, how, and why forms of questions. The present study specifically investigated how schools integrated teacher accountability and development in their appraisal systems and what conditions enabled or inhibited the integration. The second component of the case study research design was to define the study purpose clearly (Yin, 2009). This component is commonly recognised as the purpose statement. The purpose of this case study was to understand the approaches and challenges of the

appraisers and appraisees in integrating teacher accountability and development in their appraisal systems.

The third component of the case study research design was the unit of analysis. Yin (2009) described the unit of analysis as the area of focus that a case study analysed. Yin wrote that an appropriate unit of analysis occurred when the primary research question was accurately specified, so the unit of analysis was directly tied to the research questions developed by the researcher. This study's units of analysis were the participating primary schools. The fourth component of the case study research design was to connect data to propositions. This connection was made following the data collection phase as themes emerged. As data were analysed, the researcher attempted to match patterns that appeared in the data to the theoretical propositions of the case study. The themes that emerged in this study served as answers to the research questions. The fifth component of the case study design was the criteria for interpreting the findings. Commonly, the case study researcher iteratively codes the data before developing themes (Yin, 2009). Following the theme development stage, the analysis was carried out to determine recommendations for practice and future research. There is more detail about the data analysis process in section 3.10.

3.4 School Recruitment

The intention in the qualitative inquiry was not to generalise to a population but to develop an in-depth exploration of a central phenomenon or issue (Creswell, 2013). This qualitative case study research used nonprobability samples for selecting the schools for study. In a nonprobability sample, units are deliberately selected to reflect particular features of groups within the sampled population (Creswell, 2013). In the present study, the researcher needed to select schools that were accessible and would give her a deep understanding of the phenomena

under study. Therefore, purposeful sampling was important for selecting the sites and the participants who would provide data to contribute towards a detailed understanding and exploration of the central themes related to appraisal integration.

Thus, to best understand the phenomenon under study, schools were purposefully selected. As a first step, the researcher downloaded the Education Review Office (ERO) reports of primary schools in the area identified by the researcher. The researcher first narrowed down the choices based on the review period. She looked for schools that were reviewed only every four to five years, indicating that the ERO officers were satisfied the schools met the review criteria. Next, the researcher looked for keywords that indicated that the school focused on teacher development, and the choices were narrowed down to seven possible schools.

Next, the researcher approached two experts who were familiar with the schools in the area. The experts had conducted research for the Ministry of Education and were familiar with the schools' overall performance. These experts identified were referred to as "key informants". Key informants are people who are particularly knowledgeable about the inquiry settings and whose insights could be helpful in understanding events that have happened and reasons why (Patton, 1987). These informants were invited to recommend names of schools with appraisal systems worthy of investigation based on the list of schools identified from the ERO report. The key informants listed the potential schools in order from one to five with one being the first school to contact and so on. Multiple sources of evidence provide multiple measures of the same phenomenon, thus allowing the researcher to develop converging lines of inquiry. This process is known as triangulation, and it offers a more convincing and accurate presentation of findings (Thomas, 2011; Yin, 2009). Triangulation ensured nominated schools were recognised by numerous sources.

Lightfoot (1983) suggested that choosing schools with contrasting features was important because the diversity in their philosophies, resources, population, and socioeconomic backgrounds would provide the researcher with rich and interesting information. From this list, an email was sent to the principals of the first two schools, outlining the background, purpose of the study, and contact details, and inviting them to participate. If the school said "no", the researcher emailed the next school on the list. The process continued until permission was obtained from two schools. Due to time constraints and the qualitative nature of the study, it was not feasible to research more than two schools. Also, it was important to limit the cases to two because the addition of a new site could have affected the overall ability of the researcher to provide an in-depth picture (Thomas, 2011). Furthermore, the analysis of the case study was comprehensive and detailed as each interview was to be individually transcribed, coded, and interpreted (Stake, 2006). The researcher managed to secure permission to research the first school after only one email. However, the second school took more time (after two schools declined to participate). Once approval was received from the respective principals and Boards of Trustees Chairpersons, the researcher visited the two schools, and invited teachers to participate in the research and made arrangements to commence the data collection.

3.5 Overview of the Schools

School A (Decile 8)

School A is a well-established primary school in New Zealand. According to the principal, the school is situated in a neighbourhood where there is a mix of students from different ethnic groups. The student population exceeds 600, and there are about 30 teaching staff. It is a state school, and the principal has been in the school for more than 21 years. The school designs its appraisal system based on the Standards for the Teaching Profession.

School B (Decile 9)

School B has over 400 students and 20 teachers. According to the principal, the school has an ethnic mix of Māori, Pasifika, and others. The principal has been in the school for about 15 years. The school designs its appraisal system based on the Standards for the Teaching Profession.

3.6 Research Participants and Recruitment

Once the schools and principals had agreed to take part in the research, the next step was to decide how to recruit the participants in the selected schools for the study. In this study, the participants consisted of the appraisers and appraisees. The initial point of contact was the principal, and the researcher interviewed the principal first before interviewing the teachers. This initial point of contact was important so that the researcher could build rapport and understand the current systems and procedures around appraisal. Next, all teachers were invited to participate in the research as the researcher needed participants who were willing to be open and honest. The researcher was clear that the interviews were voluntary and informed consent was needed before commencing the interviews.

3.6.1 Recruitment of Participants at School A

The deputy principal in School A invited the researcher to share her research with the teaching staff during their morning tea break. The researcher provided brief information about herself and the background of the study. All the teaching staff were invited to be part of the study. At the end of the morning tea, an information sheet was distributed to all teachers. The information sheet provided a brief background of the study, and interested participants were invited to provide their contact details on the sheet if they agreed to be interviewed (see Appendix 3 and 4). Upon receiving an email response from the participant, a suitable time was booked for the

interview. In total, there were nine participants from School A (out of 30 teaching staff). Out of the nine, three were appraisers and six were appraisees. Even though the number of participants in the study only represented 30 per cent of the total teaching staff, the group of participants interviewed was representative of the faculty (comparable in terms of experience and role). Table 3.1 contains relevant demographic details of the nine participants. Refer to Appendix 8 for the demographic background questionnaire used in the study.

Table 3.1

Participants from School A

Participant (Pseudonyms used)	Position	Total number of years taught	Total number of years taught at School A
Adam	Principal/Appraiser	21+ years	21+ years
Sofia	Assistant Principal/Appraiser	21+ years	21+ years
Alice	Deputy Principal/Appraiser	11-20 years	11-15 years
Taylor	Teacher/Appraisee	11-20 years	11-15 years
Linda	Teacher/Appraisee	11-20 years	6-10 years
Tina	Teacher/Appraisee	6-10 years	6-10 years
Carol	Teacher/Appraisee	6-10 years	3-5 years
Barbara	Teacher/Appraisee	0-5 years	3-5 years
Zoe	Teacher(beginner) /Appraisee	0-5 years	0-2 years

3.6.2 Recruitment of Participants at School B

The principal discussed the roles of the various leaders in the school with the researcher. Next, the principal forwarded the information sheets to the teachers. In total, 12 participants participated from School B. There were eight appraisers and four appraisees, resulting in 60 per cent participation of the total teaching staff. The researcher made it clear to the prospective participants that they could withdraw from the study at any time and that participation was completely voluntary. Table 3.2 contains relevant details of the 12 participants.

Table 3.2

Participants from School B

Participants (Pseudonyms used)	Position	Total number of years taught	Total number of years taught at School B
Tessa	Principal/Appraiser	21 + years	11-15 years
Rebecca	Deputy Principal/Appraiser	21+ years	6-10 years
Diana	Deputy Principal/Appraiser	21+ years	11-15 years
Talia	Teacher/Appraisee	21 + years	3-5 years
Mathew	Deputy Principal/Appraiser	11-20 years	0-2 years
Anna	Team leader/Appraiser	11-20 years	6-10 years
Sonia	Team leader/Appraiser	11-20 years	6-10 years
Mary	Teacher/Appraisee	11-20 years	3-5 years
Ben	Team leader/Appraiser	6-10 years	6-10 years
David	Mentor Teacher/Appraiser	0-5 years	3-5 years
Clara	Teacher/Appraisee	0-5 years	3-5 years
Julie	Teacher/Appraisee	0-5 years	3-5 years

3.7 Data Collection and Analysis

Yin (2009) stated that a carefully conducted case study should derive data from multiple sources of evidence, which will ensure that the study is as robust as possible. Therefore, data were collected through semi-structured in-depth interviews, participant observation, and document analysis as they are the most commonly employed methods for case study research (Stark & Torrance, 2005; Yin, 2009). These research methods would provide a deep understanding of teachers' perceptions and experiences of how their school integrated the accountability and development requirements of teachers.

3.7.1 Interview

Interviews are considered one of the most important sources of information for a case study as they honour participants' processes of meaning-making concerning the topic under study (Yin, 2009). As a rule, interviews must be conducted carefully to ensure a reliable case study. Therefore, consideration of an individual versus a focus group should be considered as well as sample size and appropriate participants to select for the interviews. However, some researchers argue that group interviews lack both the depth of individual interviews and the richness that comes with them as well as having the added complexities with potentially sensitive topics, like appraisal (Bloor, 2001; Bryman, 2001).

There are four reasons for using interviews as the primary data source for this study. First, it is used when "studying people's understanding of the meaning in their lived world" (Kvale, 1996, p. 105). The second reason was to find out what is in and on someone else's mind. For example, Patton (1987) stated that, "we interview people to find out from them those things we can't observe" (p. 196). Third, qualitative interviews result in rich descriptions of the subject being studied that enable readers to make decisions about the transferability of the study's results

(Merriam, 2002). Finally, interviews allow for triangulation of information obtained from other sources and, thus, increase the credibility of the study findings (Merriam, 2002; Stake, 1995).

Interviews were semi-structured and conducted face to face with each individual so that there was opportunity for the interviewer to explore particular themes and responses further. In a semi-structured interview, the questions are less structured and allow the researcher to probe further and seek opinions about events from the participants (Merriam & Tisdell, 2016; Yin, 2009). This approach enabled the researcher to ask participants to share their insights into certain occurrences that were the basis for further inquiry. The researcher used the research questions to help form the interview questions that were significant for the study (Bryman, 2008).

Prior to conducting the interviews, an interview schedule was developed (see Appendix 9 and 10). An interview schedule is important as it allows new researchers to be more confident in approaching the interview sessions, and it provides a guide when interviewing. Next, the researcher conducted two pilot interviews to help further refine the interview questions to help improve the quality of the data gathered (Merriam & Tisdell, 2016). The pilot interviews were conducted with personal contacts who were teachers. Although no major changes were made to the interview schedule, the pilot interviews allowed the researcher to establish that the interview questions were interpreted by participants as expected and that there was no significant resistance or confusion to any of the questions asked (Cohen et al., 2007; Van Teijlingen et al., 2001). It was also an opportunity for the researcher to practice and be familiar with the questions (Merriam & Tisdell, 2016), and encouraged the researcher to be conscious of the risk of too much interview time being spent on aspects of participant experiences that

were extraneous to the research aims. Therefore, the pilot interviews helped provide validity and reliability for the semi-structured interviews as an instrument (Van Teijlingen et al., 2001).

It was important for the researcher to consider several steps to ensure that the participants were clear with the process and their rights. As a first step in the interview process, the researcher informed the participants of the purpose of the study, research procedures, expected benefits, their right to withdraw from the study at any time, and protection of confidentiality. The participants were also informed that once the transcription had been completed, they would receive the transcript via email for them to check and verify.

Next, the researcher established rapport with each participant before asking specific questions related to the research question (Patton, 1987). This step was followed by a 'get to know' session, which provided an outline of the participants' background. Building rapport at the beginning of the interview sessions was important as it allowed the participants to feel comfortable with the researcher. Subsequently, the researcher led the participant into the main interview questions. Semi-structured in-depth interviews were used to encourage participants to respond freely and openly to queries (Bogdan & Biklen, 2003; Kvale, 1996). Further probing and follow-up questions were used when necessary to encourage participants to elaborate on or clarify a response (Denzin & Lincoln, 1998). The transcription process began after the first interview was completed (and this process will be discussed in section 3.10).

The interviews were pre-planned and arranged between the researcher and the participant. Interviews took about one hour each and were conducted in a space suggested by the participants. All the participants were comfortable to conduct the interviews either in the school's meeting room or classroom. Interviews in School A were conducted after school hours

and, in School B, interviews were conducted during school hours. In school A, the researcher only managed to interview one participant on a given day as all the interviews were conducted after school. Since the interviews were conducted during school hours in School B, the researcher managed to interview two participants on the same day. All the interviews were conducted within a four-week timeframe. The researcher recorded thoughts and ideas after each interview in a journal to help reflect on the interviews conducted.

All interviews were audiotaped with the permission of the participants. Verbatim transcription is the best database to help with analysis as writing during the interviews might seem intrusive to the participants (Merriam & Tisdell, 2016). The researcher also audio recorded the interview sessions with her mobile phone as a backup if the audio recorder failed. Using the mobile phone was a good decision because the audio recorder did not capture one of the interview sessions. All audio recordings were downloaded immediately into the researcher's computer and erased from the audio recorder and mobile phone. The audio recordings were safely kept in the researcher's password-protected computer.

Following the first interview session, the initial plan was for the researcher to ask the participants if she could arrange for a short interview after their appraisal debriefing session. However, due to the way the schools conducted the appraisals, there were no planned appraisal debriefing sessions during the period of the data collection except for one in School A with a beginner teacher. Therefore, the researcher asked the participants to reflect on their last appraisal debriefing session to understand how they felt about the process and procedures. This reflection was included as part of the interview question.

At the end of the interview session, participants' email addresses were obtained so that the transcriptions could be sent for verification. The participants were invited to make any changes to the transcript if necessary, and to sign the Authority for the Release of Transcripts form (see Appendix 11) and return it to the researcher in person or by email. All participants received their transcript within three to four days of the interview session. This step was important so that the participants would still remember the details provided during the interview.

3.7.2 Participant and Nonparticipant Observations

Since interviews can be a mere collection of self-reports of individuals or particular groups of people, it was necessary to triangulate the information with observations. Data gathered from watching and listening to participants were rich sources of information and added credibility to the research data (Merriam & Tisdell, 2016; Yin, 2009). Observations can be a useful research tool when used systematically to address the research questions of the study as they allow the researcher to balance and check the data. This process is important as it can affect the trustworthiness of the results (Merriam & Tisdell, 2016). The observations only took place after the interviews when the teachers were familiar and comfortable with the researcher being around the school, classrooms, and staff meetings.

According to Patton (2015), it is important to be selective of what to observe in the field. The researcher paid attention to aspects related to the topic, such as the processes and procedures around teacher appraisal and professional development. The focus of the observations was on the interactions and communication patterns between the school leaders, teachers, and outside experts. The researcher also observed the structure of activities related to professional development and how people interacted with one another. It was also important for the researcher to observe conversations and record who was speaking, and jot down important

phrases or summaries of conversations. The researcher was merely an observer and not a participant in any of the activities; therefore, conducting the observations after the interviews was a good way to make the participants feel comfortable. Table 3.3 outlines the types of observations conducted in Schools A and B.

Table 3.3

Types of Observations in School A and B

School A	School B
Observed: • the students, staff, and the school environment while in school conducting the interviews • an outside expert modelling a lesson • an outside expert conducting a staff meeting • the beginner teacher's appraisal meeting • a beginner teacher teach as part of her appraisal • online documents of appraisers and appraisees	Observed: • the students, staff, and the school environment while in school conducting the interviews • online documents of appraisers and appraisees • collaborative classrooms

As an observer, the researcher paid close attention to details that were relevant to the study. The researcher observed and recorded how teachers communicated with each other and identified nonverbal expression of feelings and thoughts during the observations in a reflective

journal (Merriam & Tisdell, 2016). These notes helped the researcher to provide a broad overview of the observed situations (Lapan & Quartaroli, 2009; Merriam & Tisdell, 2016). After the observations, the researcher used the notes to write narratives of activities or events to assist in subsequent analysis.

Field notes are observational data recordings written in their raw form by the researcher while collecting data in the field (Creswell, 2007). Field notes were essential for they contained descriptions of the social contexts and the processes under study (Esterberg, 2002). During fieldwork trips, the researcher noted as much information as possible to help her to recall the events later. These field notes were critical sources of information during the data analysis.

The researcher also noted the people observed, people's activities and behaviour, the sequence of events, and the emotions and feelings expressed by the people observed (Spradley, 1980). For example, during the observation of the preplanned teaching observation with a beginner teacher in School A, the researcher noted the people in the classroom (the appraiser and appraisee), the position of the appraiser, the interaction between the appraiser and appraisee, and atmosphere of the classroom (emotions/feelings of the appraiser and appraisee).

3.7.3 School and Policy Documents (Secondary Data)

In addition to conducting interviews and observations, documents (printed and electronic) were another source of evidence for data triangulation (Merriam & Tisdell, 2016). Documents serve a variety of research purposes, such as supplementary data, a means of tracking change and development, and to verify findings from interviews and observations (Bowen, 2009). The documents received from Schools A and B were useful in the study as they helped the

researcher to contextualise and analyse the interview responses. Table 3.4 shows the documents related to teacher appraisal obtained from the schools.

Table 3.4

Types of Documents Obtained from the Schools

School A	School B
Performance Appraisal policy	Performance Appraisal policy
Teacher Spiral of Inquiry milestone expectations	The appraisal process document
Spiral of Inquiry document	Appraisal of Teaching Staff document
Standards for the Teaching Profession	

The documents provided useful information about the appraisal system and processes prior to the interviews, such as the definition of appraisal, accountability and development requirements, and the processes and procedures of teacher appraisal. They also subsequently helped to verify interviewee comments. This data collection procedure supported triangulation and theory building as proposed by Glaser and Strauss (1967, 2017).

3.8 Analytic Notes and Fieldwork Journal

While collecting data, valuable ideas, feelings, thoughts, and insights arose. Ideas that arose while reading documents, making field notes, or transcribing recordings were written in the form of analytic notes or memos (Creswell, 2007; Esterberg, 2002). Analytic notes can be written in many forms. The researcher wrote them in the form of a personal reflective journal where she penned her feelings, both positive and negative. The researcher also shared analytic notes with her supervisors to explain developments in the study. Through this process,

emerging ideas and themes could be seen. The process of progressively focusing on emerging ideas and themes was imperative for the research (Creswell, 2007). These analytical notes became one of the major sources of references and recall during the final stages of data analysis and discussion.

3.9 Data Management and Analysis

Qualitative research studies involve a continuous interplay between data collection and data analysis (Strauss & Corbin, 1998). The researcher adopted the constant comparative method of analysis (Glaser & Strauss, 1967) where she systematically compared and organised the data to identify differences and similarities. The preliminary analysis of the data started while collecting data, interviewing, and observing the participants. The researcher looked for patterns and themes that guided the data collection. At the end of the study, the researcher analysed the entire data again for completeness and accuracy.

3.10 Transcription, Coding, Analysis and Interpretation of Interviews, Observations, and Documents

The semi-structured interview data were digitally recorded and transcribed by a professional transcriber. The researcher sought the help of a transcriber because she returned the transcripts within three to four days of the scheduled interview date so that the participants would still remember the content of the interview. Once the transcriber returned the transcript to the researcher, she checked it for accuracy and completeness before sending it out to the participant. This process of reviewing the audio and transcript again by the researcher helped her to be immersed in and familiar with the data. Participants' and schools' confidentiality were maintained as the transcriber signed a confidentiality agreement (see Appendix 12). There were no names of schools or participants mentioned in the audio recording to maintain

confidentiality. The participant was then able to read and amend the transcript and sign the Authority for the Release of Transcripts form, as mentioned in section 3.7.1. Upon transcription verification from the participants, the researcher proceeded with coding each of the transcripts.

Strauss and Corbin (1998) defined coding as "the process through which data are fractured, conceptualised, and integrated to form theory" (p. 3). Bogdan and Biklen (2007) suggested several steps in developing a coding system. The researcher used five steps to code the documents. Each of the interview scripts, observation notes, and documents were coded. In step one, each of the transcripts was coded individually to help identify similarities and differences in words, sentences, and phrases used by the participants. An inductive approach was used which does not involve the testing of pre-conceived theories, instead, it allows theory to emerge from the content of the raw data (Patton, 2015). The researcher acknowledges that as an experienced educator herself, the analysis would be influenced by her own experience. However, the researcher kept the interview questions simple and clear, and she asked participants to explain further certain answers to avoid confusion. Denzin and Lincoln (1998) suggested that the inductive approach emphasises how meaning is to emerge from the data. This is advantageous because it ensures that no misconceptions are made in advance of the analysis.

In step two, all the initial codes derived from step one was listed. In step three, the codes were refined after the researcher read through the transcripts several times and discerned patterns. In step four, the codes were placed together to form a major category. In step five, the researcher identified the links and relationships among the categories (see Appendix 13). Themes were conceptualized based on the data, research questions, and from referring to the reasoning given between different theoretical issues. Table 3.5 presents an overview of the steps involved.

Table 3.5

Overview of the Steps

Step	Procedure
Step 1	Relevant parts of the script highlighted and allocated a code name
Step 2	Initial codes derived from step one listed
Step 3	Codes compared, revised, or deleted. Codes grouped based on subcategories
Step 4	Subcategories were categorised
Step 5	Themes emerged from categories

Relevant pieces of literature were used to verify and draw conclusions based on the data presented in the discussion chapter to validate the interpretations. Verbatim quotes were used to validate each emergent theme. The researcher looked for themes that explained how the schools integrated the development and accountability requirements of the appraisal system and the factors that made it possible. Based on the steps outlined above, Figure 3.1 outlines an example of the coding process (Step 3 to 5).

Figure 3.1

Example of the Coding Process

Codes	Categories	Theme

individualized
clusters
outside
experts

Types of learning
opportunities
Collaborative initiatives
Active assessment

reflection
Self-
assessment
Dialogue
feedforward
Questioning

Active learning opportunities for
all teachers

Incorporate teacher's individual
learning needs

Schools leadership team
establish an active learning
system that considers both the
development and accountability
needs

E-portfolio
introduced
Different
approaches
for beginners
and
experienced
teachers

A systematic appraisal process to
support active learning

As mentioned earlier in this section, the memos, field notes, and journal entries were coded similar to the interview data. The analysis was presented in line with the four themes that emerged from the interview data and triangulated with the observational data analysis. Thematic analysis was used to analyse the documents. According to Bowen (2009), thematic analysis can be used to identify patterns within the documents. Each of the documents was coded using similar processes to those used with the interview data. Next, the documents were first analysed inductively and separately, and in the second step, the researcher compared the keywords and emerging themes with those that arose from the interviews and observations.

Terminologies and key terms were used to verify and confirm the themes that emerged from the interviews.

3.11 Research Reliability and Validity

The concepts of validity, credibility, and trustworthiness are important in qualitative research (Lincoln et al., 2011). Qualitative research is more interpretive, and there is an inherent risk of bias and subjectivity. Therefore, the researcher must be aware of this reality when preparing the interview questions, conducting interviews, coding, and analysing data (Merriam & Tisdell, 2016). To reduce these risks, the researcher submitted the proposed research questions and methodology to the supervisors for review before commencing the data collection and also spoke to experts in the area of research. Additionally, the researcher conducted two pilot study, as discussed in section 3.7.1. According to Tolich and Davidson (2003), the main aim of these processes was to ensure alignment of the methodology approach to meet the aim of the research, and honesty and truthfulness of the questions.

According to Denzin and Lincoln (1998), triangulation enhances the credibility of the study and can be considered in terms of data, theory, methodology or method, and use of multiple investigators. In this research, the methods were triangulated. Data were collected through interviews, observations, and document analysis. Triangulation also helps develop a comprehensive understanding of the phenomena.

3.12 Ethical Considerations

Possible ethical issues were carefully considered throughout the study. Researchers need to protect individuals' integrity and the right to privacy (Trochim et al., 2016). Ethical practices and rules were adhered to throughout the research investigation from the planning of the

research questions to the data collection, analysis, and writing of the findings (Creswell & Poth, 2018).

Ethics approval was granted from Massey University's Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants (see Appendix 1). The next sections explain how the ethical aspects of privacy, informed consent, and confidentiality were managed in the present study.

3.12.1 Informed Consent

It is important to obtain consent from all participants in the study. All participants have the right to give informed consent and to voluntarily decide if they would like to participate in the study (Johnson & Christensen, 2012). Participants should be given sufficient information to make a decision based on the possible consequences of being part of it.

The principals and teachers in the schools were given full information about the study. There were separate information sheets (see Appendix 2, 3, and 4) for the Boards of Trustees, principals and delegated appraisers, and teachers (appraisees). The written information sheet was initially sent to the principal and Board of Trustees to ask permission to conduct the study in the school. Next, the information sheet was given to all teachers in the schools, inviting them to participate in the study. Additionally, contact details of the researcher and her supervisors were given if the participants needed further clarification about the study. The information sheet provided the participants with a brief background about the study, and its scope, process, and benefits. Participants were informed about their right to decline to participate and to withdraw from the study to the point when the analysis was done (Creswell & Poth, 2018). Participants who agreed to be part of the study were requested to sign the consent forms (see

Appendix 5, 6, and 7). This step is important to ensure that the participant understands that they are giving consent to be part of the study (Johnson & Christensen, 2012).

3.12.2 Privacy and Confidentiality

The researcher has to maintain the privacy and confidentiality of the participants and the schools that participated in the study (Merriam & Tisdell, 2016). All data in this study conformed to the privacy principles by maintaining confidentiality, and no information provided in the thesis identifies any individuals, ethnicities, or schools. Pseudonyms were used for participants as well as their schools. Data obtained and transcripts from the interviews were stored securely in a locked cabinet within the researcher's university office. Any electronic information was only accessible by password. Data (electronic and paper) will be destroyed and erased following the regulations of the Massey University Human Ethics Committee (MUHEC) after five years of completing the study.

All transcribed interviews were returned to the participants for verification. The transcriber signed the transcriber confidentiality agreement. Participants were given the right to delete any information they did not wish to disclose in the study. They signed the Authority to Release document and returned it to the researcher.

3.12.3 Role of the Researcher

Ethical issues, such as privacy, beneficence, and respect for people (Trochim et al., 2016), were at the forefront of the present study. The researcher was aware that her role might impact the participants during the data collection. Therefore, the researcher needed to be aware of any possible influences (Merriam & Tisdell, 2016). The researcher avoided asking leading questions and took care of her body language and expressions to maintain neutrality. Since the

researcher was also a teacher, the participants might have felt that she was an expert in the topic and may judge the way appraisal was conducted in the schools. However, this potential risk was very low because the participants and the researcher did not have any direct relationship. This made the participants comfortable talking and sharing with an outsider. The positive relationship established with the participants enabled the researcher to build rapport, and this was important to help probe further and ask for clarifications, which were an integral part of the study. Moreover, the researcher was truthful in how the information would be used in the study and how care would be taken to maintain the confidentiality of any issues that the participants would like to be kept private. The researcher did not disclose any information to other participants and kept an open mind. Care was taken to not cause any harm to the participant in terms of physical or emotional dimensions. The researcher conducted the interviews in a private room, and the questions asked were general to the topic and not specific to the performance of the teachers to avoid any emotional harm. The participants' input would provide insight for teachers, schools, and the Ministry of Education into factors that contribute to the effectiveness of teacher development as part of teacher appraisal, and this was indicated in the information sheet provided before the interviews were conducted.

3.13 Summary of the Chapter

A qualitative case study approach was used to understand how primary schools in NZ integrated the accountability and development requirements of teacher appraisal. The qualitative approach provided more flexibility for the researcher to investigate how teachers felt about the appraisal systems and to identify conditions and factors that promote or hinder the integration of the accountability and development requirements. Two schools were selected purposefully based on accessibility to help understand the phenomena under study. Researching two schools provided the researcher with the opportunity to compare similarities

and differences in the ways they integrated the accountability and development requirements of teacher appraisal. Data were collected from semi-structured in-depth interviews, participant observations, and document analysis to ensure a robust study. There were 21 participants in total, consisting of the school principals, appraisers, and appraisees. Individual face-to-face interviews were conducted with all participants to help understand how they felt about the appraisal systems introduced in the schools. Observations were used to help provide a rich source of information that added credibility to the research data, and documents were used to verify the findings from the interviews and observations. The interview scripts were transcribed and coded to help identify themes that emerged from the data, and the observation entries and documents were also coded similarly. The researcher took great care when preparing the interview questions, conducting interviews, and coding and analysing the data to reduce the risk of bias influencing the research findings. The researcher conducted two pilot interviews and also reviewed the interview questions with experts in the field. Consent was obtained from all participants before the study. Participation in the study was completely voluntary, and the confidentiality of the participants and schools was maintained. Pseudonyms were used for participants as well as their schools.

Chapter 4 Findings

This chapter presents the key findings from the 21 semi-structured in-depth interviews, document analysis, and observations from two primary schools in New Zealand. There were nine participants from School A and 12 participants from School B, and participants represented a range of years of experience. There is an overview of the schools in section 3.5 and an overview of the participants in section 3.6. The study aimed to explore how primary schools in New Zealand integrate the accountability and development requirements of teacher appraisal.

4.1 Research Data

The main source of information was from interviews, supplemented by summarised data from observations and document analysis. Four themes emerged that addressed the three research questions are summarised in Table 4.1.

Table 4.1

Summary of Themes Related to the Research Questions

Research question	Themes
Question 1: How do schools integrate the accountability and development requirements of their appraisal system?	*Theme 1:* Schools have a developmental focus that enables the integration of the accountability and development requirements
Question 2: What features/factors enable the integration of accountability and development requirements of their appraisal?	*Theme 2:* School leadership team establishes systems that consider both the accountability and development requirements
	Theme 3: School culture plays a part in the integration of both the accountability and development requirements
Question 3: What factors inhibit the integration of accountability and development requirements of their appraisal?	*Theme 4:* Internal school challenges impact the integration of accountability and development requirements

The participants were either an appraiser or appraisee. However, some of the team leader participants were in both the appraiser and appraisee roles, but those in leadership roles were asked to reflect in the interviews and answer as an appraiser. The themes that emerged from the data were derived from a combination of these appraiser and appraisee roles. Table 4.2 provides an example of how the labels will be used to identify the designation and school of the participants.

Table 4.2

Abbreviation Labels

Note: The following abbreviations were used:

Principal=P; Deputy Principal=DP; Assistant Principal=AP; Team Leader=TL; Mentor Teacher=MT; Teacher=(T); School A=SA; School B=SB; Interview=Int; Document=Doc; Observation=Obs

Example of coding:

Linda (T/SA/Int)=Linda is a teacher from School A, and this is the extract from her interview.

Document (Doc/SB/Performance Appraisal)=A document titled "Performance Appraisal" in School B

4.2 Theme 1: Schools have a Developmental Focus that Enables the Integration of the Accountability and Development Requirements

Theme 1 answers research question one, "How do schools integrate the accountability and development requirements of their appraisal system?" Through the interview data from the appraisers and appraisees, two main categories emerged to explain the first theme, as conveyed in Table 4.3.

Table 4.3

Categories of Theme 1

Theme	Category	Key points
Schools have a developmental focus that enables the integration of the accountability and development requirements	Development needs	- Appraisal system designed to emphasise development needs - Development is to improve and grow teachers
	Accountability needs	- Evidence to show teachers are meeting the teaching standards - Teachers are motivated to meet the Teaching Standards

4.2.1 The Focus of Appraisal is Primarily Developmental

All 21 participants felt that the purpose of the appraisal was to support teachers to continually improve in all aspects of the profession and not only during the official appraisal meetings. Participants interviewed used words like "improve", "develop", and "grow" in their responses to suggest that the system was development focused. For example, Linda mentioned, *"the first word that comes to your mind is growth, the system makes you look at your own pedagogy—makes you think, can I do it better?"* (T/SA/Int). Moreover, it also helped teachers to build on their current strengths. For example, David said, *"I might be one of the stronger ICT people in the school, but there could still be an area for further growth despite the fact I'm already, sort*

of, maybe, adequate" (M/SB/Int). Also, the participants felt that the appraisal system focused on developing the teachers in specific areas that were related to the learners' and teachers' needs. For example, Mary stated, *"we are always thinking about our needs and also the needs of our students"* (T/SB/Int). Additionally, the principals at both schools felt that the focus of the appraisal system was to improve the teachers at any stage of their profession. For example, Adam said, *"no matter which stage a teacher is in their career, the school is always looking for ways to help teachers improve their performance in the classroom"* (P/SA/Int).

The observations and documents also inferred that the purpose of the appraisal at both schools was developmental. For example, in the observation of a beginner teacher in SA during her appraisal meeting, it was apparent that the focus was on the identification of her strengths and also areas for improvement. For example, Sofia an appraiser (AP/SA/Obs) asked the appraisee to reflect on what went well during the lesson and shared what she thought were the strengths of the lesson. Next, they worked together to identify areas for improvement. Clara showed the researcher how the appraiser used words such as *"you might want to consider working on these next steps"* and *"you have done a good job in ..."* (T/SB/Obs) to suggest areas for improvement and to identify strengths. The documents analysed at both schools also inferred that the appraisal system focused on developing the teachers. For example, a document in SA stated: *"The appraisal process provides for targeted professional development for all staff"* (Doc/SA/Performance Appraisal). Documents analysed in SB also had a similar focus, such as *"the purpose of performance management is to develop and utilise staff skills, knowledge, training and talents in ways that maximize learning outcomes for students"* (Doc/SB/Performance Appraisal).

4.2.2 Accountability Requirements Integrated in the Developmental Design of the Appraisal System

The focus of the appraisal systems at both schools was predominantly developmental. However, all 21 participants indicated that accountability was also part of the appraisal system, but it was integrated with the developmental aspect. This finding suggests that there was a duality in the developmental appraisal system. As part of the accountability element, teachers provided evidence of meeting the Standards set by the Teaching Council that informed decisions regarding renewal of teaching registrations. Teachers reflected and self-assessed themselves against the Standards to identify if they were meeting them. They were supported by dialogue, questioning, and feedback (reflection, self-assessment, dialogue, questioning, and feedback will be discussed under the next theme to answer research question two, "What features/factors enable the integration of accountability and development functions of their appraisal?"). The compilation of evidence was the responsibility of each teacher. For example, Alice said: "*It is part of that process that we are signing off to say that yes, our teachers have met the Standards, and have worked on an appraisal process*" (DP/SA/Int). Observations conducted during the research suggest that the teachers knew that providing evidence was an important element of showing that they were meeting the Standards, and they showed the researcher how they reflected and linked evidence to each of the Standards. For example, Taylor (T/SA/Obs) showed how she had uploaded several photos that were linked to one of the Standards. The photos were followed with annotations comprised of her reflections and links to changes in practice. Additionally, Julie (T/SB/Obs) had a link on her e-portfolio that, when clicked, linked to a PowerPoint slide that she had prepared to show proof that she was meeting one of the Standards. Teachers also recognised areas for development and were supported by the appraisers to help them improve and grow in area(s) identified.

Also, the analysed documents from SA and SB seem to suggest that meeting the Standards was part of the appraisal and reflection process. This information would be subsequently used to make decisions regarding teacher registration and salary review. For example, a document from SA noted that:

> *Teachers will be required to provide ongoing evidence of their growth and development in relation to their individual goals on their e-portfolio. An appraisal sign off meeting will be ... with the appraiser and appraisee. Qualification for teacher registration and salary increments will be based on the outcome of the appraisal system.* (Doc/SA/Performance Appraisal)

Although the SA's documents did not make a formal reference to the term "accountability", links to the concept of accountability could be found. SB used the word "attestation" in their document to indicate that teachers were required to provide evidence or proof that they were meeting the Standards. It stated:

> *Attestation involves comparing each teacher's performance against the relevant professional Standards to confirm that they have met the Standards required. Should a principal not attest salary progression can be deferred. Attestation against* Our Code, Our Standards *is required to support an initial application and renewal for registration of the practising certificate.* (Doc/SB/Attestation)

Purpose of Integrating Accountability to the System

Eight of the 21 participants felt that the accountability aspect was needed so that teachers constantly reflected on their teaching practice against the Teaching Standards. Without the accountability dimension, teachers' development might be adversely affected because teachers might neglect to spend time reflecting on their teaching practice. For example, Adam stated, *"teachers are incredibly busy people and sometimes there's no quality time in any day where they can actually sit down and think about doing things differently. This forces them to rethink about what they are doing"* (P/SA/Int).

Similarly, Sonia also shared similar ideas. She said:

> *It could be one of those things that get a little bit neglected at times, so having it down there and having it as something that we do, makes you accountable, makes sure that you're the best that you can be.* (TL/SB/Int)

Participants mentioned that they were accountable to the stakeholders (self, students, Ministry of Education, family, school). For example, Alice, a Deputy Principal, felt that the teachers were accountable to the students and the Teaching Council. This feeling might be due to her position where she would need to report back to the students' families and the Teaching Council. She said, *"we are required by the Teachers Council to show that our teachers are meeting those things and they're working through them throughout the year"* (DP/SA/Int). Clara, a teacher, said that *"I am accountable for what's happening with my students"* (T/SB/Int). This perspective might be due to her commitment as a teacher. Even though participants varied in their views about to whom they were accountable, they all felt that the prime purpose of accountability was to ensure teachers were developing to meet the Teaching

Council Standards (refer to Table 4.4).

Table 4.4

Providing Evidence to Stakeholders for Schools A and B

Participant	Accountable to				
	Self	**The students**	**The Ministry of Education/Teaching Council**	**The families**	**The school**
School A					
Zoe (T)	✓		✓		
Adam (P)		✓	✓		
Barbara(T)		✓	✓	✓	✓
Alice (DP)		✓	✓		
Taylor (T)		✓	✓	✓	✓
Tina (T)		✓	✓		
Sofia (AP)			✓		
School B					
Julie (T)		✓	✓		
Sonia (TL)	✓		✓		
David (Mentor)			✓		✓
Mary (T)			✓		
Clara(T)		✓	✓		
Mathew (DP)			✓		
Tessa (P)			✓		

Documents analysed in SA and SB suggest that teachers were accountable to the various stakeholders. For example, phrase, such as *"qualification for teacher registration and salary increments will be based on the outcome of the appraisal system above"* (Doc/SA/Performance Appraisal), suggest that it was for the Ministry of Education/Teaching Council. The following explanations suggest that they were accountable to the Education Review Office (ERO): "*ERO audits the appraisal process and provides feedback on the quality of the process. It has the legal right, under the Education Act, to access appraisal reports to ensure that the procedures outlined in this policy are being followed"* (Doc/SB/Appraisal of Teaching Staff). Words like, *"these children will be the means to look at the impact of the changes we are making in terms of learning"* (Doc/SA/Teacher Spiral of Inquiry) and *"an annual cycle that has been developed to enhance teacher effectiveness and thus promote student learning"* (Doc/SB/Appraisal of Teaching Staff) infer that they have a responsibility towards the children and, indirectly, to the families. In addition, phrases like *"the appraisal of staff is the responsibility of the Principal"* (Doc/SA/Performance Appraisal) and *"leadership of individual appraisals are delegated to appropriate members of the senior management team"* (Doc/ SB/ Appraisal of Teaching Staff) suggest that the teachers were accountable to the leaders. Even though both the schools used different wordings, the main ideas were similar.

4.2.3 Summary of Theme 1: Schools have a Developmental Focus that Enables the Integration of the Accountability and Development Requirements

While schools A and B had a developmental focus in their appraisal systems, the accountability and development requirements were integrated into their systems and processes. As teachers worked on improving their practice (developmental), they were also thinking about how they were meeting the Teaching Standards (accountability). Teachers' development was also aligned with the needs of their students. Evidence as part of the accountability aspect was a

requirement so that there was proof of teachers meeting the Standards, and it encouraged teachers to be reflective to identify areas for improvement. Without this evidence, it would be challenging to make decisions about teacher registration. Furthermore, without the evidence, it would be difficult for the school management to report back to any stakeholders who needed information about teachers' competency or to identify the development needs of their staff. The next two themes reveal factors that enabled the integration of accountability and development requirements of the appraisal.

4.3 Theme 2: School Leadership Team Establishes Systems that Consider Both the Accountability and Development Requirements

Theme 2 answers research question two, "What features/factors enable the integration?". Table 4.5 summarises the components of the theme, which is followed by the elaboration of each of the associated categories.

Table 4.5

Categories of Theme 2

Theme	Category	Key points
School leadership team establishes systems that consider both the accountability and development requirements	A systematic appraisal process	▪ E-portfolio to share evidence ▪ Teacher appraisal approaches for beginner and experienced teachers
	Active assessment	▪ Reflection ▪ Self-assessment ▪ Dialogue ▪ Feedforward ▪ Questioning
	Active learning opportunities	▪ Individualised support ▪ Cluster ▪ Outside experts
	Dynamic leaders	▪ Principal's involvement ▪ Leaders have good team work

4.3.1 A Systematic Appraisal Process

The leadership teams at both schools set up a system that supported the appraisal process. Each school had a shared e-portfolio that teachers used to upload and link their evidence. Schools had clear approaches to support the developmental process of beginners and experienced teachers.

E-Portfolio to Share Evidence

All 21 participants mentioned that each teacher had their own individual e-portfolio for recording evidence. This platform seemed to be important because it enabled the appraisers to provide feedback regularly and to help appraisees plan and record their evidence throughout the year. The appraisers had the flexibility to access their appraisees' e-portfolios, even at home during the holidays. For example, Alice said, *"it had to be in here and the reason for that decision, was so that we all have full access, and it allows us to give feedback sitting on my couch at home"* (DP/SA/Int). Mary also shared similar ideas and stated: *"The evidence is all online, from there she* [leader] *sees what my next steps are. She then replies and writes a comment. She'll give me a little bit of feedback on what I believe my next steps are"* (T/SB/Int).

The participants showed the researcher their e-portfolios that were used to record the evidence. The e-portfolios seemed to help appraisees to continually receive support from the appraisers. For example, Carol (T/SA/Obs) showed how the appraiser provided feedback on the document throughout the year. The appraisee also added a comment or reply to the appraiser in the same document. Diana showed how she had provided positive feedback to her appraisee's e-portfolio, such as *"good job, great to see that you are making progress in …"* (DP/SB/Obs).

The schools' documents verified the use of an online platform to support the teachers' appraisal process. For example, a document in SA stated, *"upload evidence of changes to learning and teaching"* (Doc/SA/Teacher Spiral of Inquiry Milestone Expectations). The document indicated that the appraisers would provide constructive feedback regularly. Similar ideas were identified in the documents analysed in SB, although the document indicated that the *"documentation could be digital or paper-based"* (Doc/SB/Appraisal of Teaching Staff). However, during the interviews, participants only indicated that the evidence should be

uploaded to their e-portfolio, and it could be a combination of different documents. The wording of the documentation might be something that they had not captured while revising the documents over the years. The above-discussed evidence suggests that the individual e-portfolios supported the interaction between the appraisers and appraisees.

Teacher Appraisal Approaches for Beginner and Experienced Teachers

There seemed to be a systematic appraisal process for beginner and experienced teachers. During the interviews, all participants were asked to share how appraisal was conducted in their schools. Twenty of the 21 participants mentioned that they were clear about the process. The other participant said that she was not sure about the current appraisal system. However, all 21 participants (including the one participant who, although she stated that she was not sure about the appraisal system, was actually clear about the system in her description) described the current appraisal process and all gave detailed information about how it was conducted.

Both schools had different approaches to appraising beginner and experienced teachers. SA had a more comprehensive approach for beginner teachers, but SB used similar appraisal processes for beginner and experienced teachers. Experienced teachers were not observed either formally or informally in SA in contrast to the appraisal of experienced teachers in SB. The reason for this discrepancy will be discussed below.

The Appraisal Process for Beginner Teachers in School A

SA developed an appraisal system called a matrix to help teachers improve their teaching practice as a beginner teacher. The system was introduced by the Principal (Adam) many years ago. The system was said to be rigorous, and teachers could improve their teaching practice quickly in the first year. As part of the process, the beginner teachers were observed every term,

and the mentor teacher worked closely with them. When asked to describe the current system for beginner teachers, Alice mentioned:

> *We have a … matrix for every curriculum possible in this school that identifies effective practice in maths, from novice right through to expert, and there are four stages. In the first year normally, they do reading and writing, and maths in the second year.* (DP/SA/Int)

She then explained that after the initial classroom observation, the teacher was expected to highlight which stage on the four-scale matrix they would be. Next, the teacher would identify key areas they wanted to work on based on the matrix. Alice said during the appraisal debriefing meetings, the conversation was around *"what they saw, how the teachers thought it went, and they develop next steps as a result of that and a plan for how we're going to help you address those needs"* (DP/SA/Int). While observing Zoe teach a lesson as part of her appraisal (T/SA/Obs), the researcher noticed that the mentor and syndicate leader sat at the back of the classroom to observe the lesson. The appraisal debriefing meeting was conducted immediately after the observation, and the appraisee was asked to share the strengths of the lesson and areas for improvement. Adam stated that he introduced the system as a pilot study with beginner teachers. Adam (P/SA/Obs) showed the researcher a document that portrayed the four-scale matrix and said he felt that, *"regularity of the observation is the most beneficial rather than once or even twice a year, which is pretty much valueless"* (P/SA/Int). Also, he felt that it was important to individualise the support provided to teachers.

Zoe, a beginner teacher in SA, shared similar ideas to the Principal and Deputy Principal, but she elaborated on the system for beginner teachers even further. She mentioned that she had

regular meetings with her mentor teacher and, if she needed any kind of individual support or resources, she would approach her mentor teacher (T/SA/Int). This statement suggests that Zoe was responsible for her learning. Additionally, as a beginner teacher, Zoe had to do the Provisionally Certified Teacher (PCT) programme. As part of this programme, she met with a senior leadership member every week who provided her with a range of professional development support. As a first-year teacher, a whole day release was given, but, since Zoe was in her second year, she was allocated half a day. As Zoe reflected on the appraisal process, she could see how she had improved from the time she joined the school as a fresh beginner teacher to now in her second year. She stated that her *"confidence level had increased drastically because of the support provided by the matrix system"* (T/SA/Int). Zoe seemed very confident during her observation. The lesson was well organised, and she knew how to manage the students. Additionally, the experienced teachers who went through the matrix system when they first joined the school had good things to say about it. For example, Linda shared how the matrix system had helped her *"grow into a really competent teacher very quickly"* (T/SA/Int). She also stated the importance of a mentor teacher where *"someone is always challenging and asking you questions"*. This statement suggests that the beginner teachers were supported in the first two years of their career to build their confidence and teaching skills.

The Appraisal Process for Experienced Teachers in School A

Previously, the experienced teachers used the same model as the beginner teachers. However, they had moved away from that system about five years ago because the leaders felt that the experienced teachers had reached the top of the matrix system (level four). The leadership team felt that repeating the same system might be repetitive for the experienced teachers since most teachers had been in the school for many years. Nevertheless, if there were any new

experienced teachers in the school, teachers would still be assessed based on the matrix system in the first year (P/SA/Int).

SA used a teacher's spiral inquiry, suggested by the Ministry of Education, which was more student focussed for the experienced teachers. According to Alice (DP/SA/Int), with the current system, teachers selected an area that they wanted to work on as part of their inquiry, based on the needs of the students in the class. Next, teachers gathered information about three students at three points: *"initial, middle and end* [of a term]*, to help us look at the impact of what the teachers are doing"* (DP/SA/Int). Alice said that the inquiry was limited to 15 weeks to ensure teachers *"get stuck in to do some really in-depth changes, analysis of data, and reflections on their practice in relation to their inquiry"* (DP/SA/Int). Alice also mentioned that the inquiry was embedded as part of the Teaching Standards where they attached evidence to prove they had achieved each of them. The inquiry process implemented suggests that it integrates both the accountability and developmental requirements.

Similar ideas were shared by the teachers. Linda (T/SA/Int) explained how she selected target students based on her inquiry topic. She then recorded evidence to show the changes she made professionally to assist the students selected. Taylor showed how her appraiser would regularly post questions and comments in the e-portfolio throughout the year. She also had three target students in her e-portfolio, and she recorded evidence to show how the students were progressing. For example, Taylor said, *"look at how the writing has improved from the beginning to now. Jason now knows how to include more details in his writing"* (T/SA/Obs). The "Teacher Spiral of Inquiry Milestone Expectations" document provided step-by-step guidance on what was expected from Week 1 to 15. The document specified that uploading of evidence should be done every week. It also indicated when to record information about target

students on the e-portfolio. The document also outlined when the leaders would be expected to provide feedback and when the teachers would be sharing and celebrating their successes.

In summary, the beginner teachers received more intense support in the first two years of their service because the main aim was to build their skill and confidence. Furthermore, beginner teachers were regularly observed to ensure constructive feedback could be provided on their teaching practice. However, experienced teachers were not observed at all during the year, and they were expected to be more reflective in their practice. They were supported through the five assessments, which will be discussed in section 4.3.2.

The Appraisal Process for Beginners and Experienced Teachers in School B

Unlike SA, SB had a standard appraisal process for both beginner and experienced teachers. The only difference between the experienced and beginner teachers was that the beginner teachers were assigned a mentor teacher who met with the beginner teachers regularly each week. The beginner teachers in SB also had weekly release time as part of their professional development.

The appraisal process was different from SA because SB had removed all single-cell classrooms and introduced collaborative teaching in larger, open spaces. According to Tessa (P/SB/Int), collaborative team teaching had changed the formal observations to more informal observations. She said this concept allowed for teachers to complement each other's needs. According to her, teachers could observe and learn from each other in this space. Tessa stated that in the collaborative teaching environment, teachers were heterogeneously grouped based on their experience and position. There could be three to four teachers in a group, and the team leader would appraise the other teachers in the group. Tessa mentioned that in the collaborative

environment, teachers constantly observed each other. She said there were two main checkpoints, the mid- and end-of-year checkpoints when the appraiser would sit down formally with the appraisee and go through the e-portfolio. However, throughout the year, the appraisee would reflect and provide evidence based on each of the Standards. The appraisers would also monitor and provide feedback regularly. While observing collaborative teaching space, the researcher could see and listen to what the teachers were doing in the classrooms. This suggested that teachers would be observing each other informally every day. Clara (T/SB/Obs) showed the researcher her e-portfolio and the various pieces of evidence she uploaded to illustrate that she was meeting each of the Standards. Her appraiser also provided feedback on the e-portfolio.

Although the Principal seemed clear about the process followed by all staff, there seemed to be inconsistency among the leaders about who should highlight the Standards for the teachers. One of the 12 participants interviewed in SB mentioned that the appraiser highlighted the Standards first, and the teachers could agree or disagree based on the evidence provided. According to Diana a Deputy Principal, this inconsistency had occurred because of the way it had evolved with new leaders joining the team. She said:

> *It seems that the way that it has evolved and is used, has been slightly tweaked as the years have gone by. It's kind of what you expect I guess, with new leaders coming in. The way it's being used by Team Leaders is different.* (DP/SB/Int)

When asked how Diana conducted the appraisal, she said that at the *"beginning of the year, ... I have a discussion with them about how to fill it out, how to provide the evidence, how it's linked to our evidential portfolio and our teacher inquiry"* (DP/SB/Int). She said the appraisee

had the main responsibility of ensuring evidence was recorded throughout the year. Then, in the first term, she would appraise the teacher based on the culture of the classroom rather than on the registered teacher criteria. She would identify the strengths and provide feedback to the teacher. Diana stated:

> *I appraise them against the relationships in the classroom, the environment, the book work, so what the kids are doing in their books, how the teachers speak to the children, and the parents so the whole culture of the learning and I do a big write up on that.* (DP/SB/Int)

In the second term, Diana focused on the Teaching Standards to ensure the teachers had been reflecting and highlighting them regularly. Teachers provided evidence to show they were meeting the Standards, and the evidence could be in any form, such as blogs or photos. Diana said that the teachers highlighted yellow to indicate that they had achieved the Standard and they highlighted green to indicate that it was an area on which they were currently working. For the indicators highlighted green, they had to *"make comments about what they're working on, say what they've done, why they've chosen that to be working on it, and what they're doing towards it and any support that they think that they need to achieve it"* (DP/SB/Int). Throughout this process, the appraiser would constantly provide feedback.

However, David (MT) had a different way of appraising the teachers, and it was not consistent with what his appraiser, Ben (TL), mentioned. According to David, when he joined the school as a beginner teacher, he was appraised according to the process illustrated by Diana. However, since joining Ben's team, he has been appraised differently. The main difference according to David was that instead of the appraisee highlighting the standards as they met them, the

appraiser highlighted what they thought the appraisee had met. The appraisee then agreed or disagreed with the appraiser. David also did not mention about appraising the classroom learning culture. He said, *"my original appraiser and team leader had different ways. I have got a hybrid of the two"* (M/SB/Int). This inconsistency might be due to some communication issues identified by Diana. When asked if David felt that he agreed with the appraiser highlighting the standards first, he mentioned that some appraisees might view it as being judgemental. However, he felt that it would be a positive point because appraisees might be too hard on themselves compared to the appraiser. Although the other appraisers did not conduct formal observations, David mentioned that he had to conduct formal observations this particular year because he did not teach in the same collaborative space as his appraisee. He mentioned, "*I don't see what she does day to day, so I have to on her release days steal an hour and do the observations"* (M/SB/Int).

Documents analysed in SB suggest that appraisees were responsible for highlighting the Standards prior to the appraiser providing their constructive feedback. For example, a SB document stated that the appraisal process involved *"self-review by the teacher"* (Doc/SB/Appraisal of Teaching Staff). Additionally, it mentioned that the appraisal process was a *"personal reflection and evidence gathering..."* (Doc/SB/Appraisal of Teaching Staff), which suggests that the appraisees might be responsible to highlight the Standards they were meeting.

In summary, there was inconsistency about who highlighted the Standards in SB (whether appraiser or appraisee). However, the collaborative classroom seemed to influence how appraisal was conducted, especially if the appraiser and appraisee were teaching in the same classroom setting as they informally observed each other's daily teaching.

4.3.2 Active Assessment

As part of the appraisal process discussed above, the schools used five assessment processes (reflection, self-assessment, feedback, questioning, and dialogue) to support teachers to improve and grow in their profession. These assessment processes were identified by all 21 participants, and the assessments complemented the accountability and development requirements of the system.

Reflection and Self-Assessment

Reflection and self-assessment were important components of the appraisal. As part of the appraisal process, teachers were required to do an in-depth professional inquiry on an area of their choice. Teachers reflected on their teaching practice: how something was taught and how the practice could be improved or changed for better learning outcomes for their students. As they reflected (developmental), they also referred to the Teaching Standards to assess if they had met each of the components outlined in the Standards (accountability). For example, Alice said that *"teachers continually reflected on their teaching practice against the Teaching Standards"* (DP/SA/Int). According to her, the reflective process helped teachers to identify their own needs and the needs of the students. Linda mentioned that reflection was an important factor to help teachers grow their practice. She stated, *"teachers continually reflect on what they're doing. That's how we grow; we review what we're doing, we look at the benefits from it, we look at the things we could improve from it"* (T/SA/Int). As teachers reflected, they assessed themselves against the Teaching Standards and provided relevant evidence to show they were meeting them. For example, Clara remarked, *"we highlight yellow what we think we're doing and then we have to provide evidence to show that we are doing that consistently every day"* (T/SB/Int). The reflection process seemed to help teachers deepen their understanding of their teaching practice while the self-assessment process helped them improve

their learning skills by identifying their strengths and areas for improvement.

Dialogue, Questioning, and Feedback

Dialogue, questioning, and feedback were part of the reflection and self-assessment process. Participants felt that there were a lot of opportunities to have specific dialogues with the appraisers about their appraisal document and inquiry. The participants said that through dialogues, teachers were challenged to explore teaching methods and styles from a different perspective or angle. For example, Carol stated dialogues could be an opportunity to share ideas with other teachers. She said, *"if you're just kind of in your own zone, sometimes you don't develop and learn new things, because you're not seeing it from another perspective"* (T/SA/Int). Similarly, Sonia also felt that dialogues helped teachers to see things from various viewpoints. She mentioned, *"there can be some areas that you might not have noticed, that you can start discussing and working out whether that's something to work on next"* (TL/SB/Int).

Questioning was used as part of the dialogue to encourage teachers to actively engage in thinking about their teaching practice. With the guidance of the appraisers, Sofia (AP/SA/Int) said that she asked her appraisees provocative questions to guide their thinking about their current teaching practice. Mary also stated that questions were raised by her appraiser to encourage her thinking about *"what went well and what could be possible areas for improvement"* (T/SB/Int).

Along with dialogue and questioning, the appraisers provided feedback regularly to the appraisees. For example, Linda shared how her syndicate leader would *"sit down with me and discuss my next steps and identify support I might need"* (T/SA/Int). Anna had similar ideas.

She mentioned it was a *"chance where you have formal evaluative feedback of your performance, that's quite valuable"* (TL/SB/Int). Also, she said her leader would identify with her an area she could work on next.

During a researcher observation of an appraisal debriefing meeting with a beginner teacher, two of the five assessments were apparent. For example, Sofia asked several questions to get the teacher to think: *"have you thought about ...? What do you think about ...?"* (AP/SA/Obs). The appraisal meeting was a two-way communication where the appraiser and appraisee were engaged in an active dialogue session.

The documents analysed in SA and SB verified that the five assessment processes were part of the appraisal process. For example, a SB document mentioned, *"appraisal is a developmental process which seeks to foster reflective, honest, and professional conversation leading to agreed next steps. It is expected that such dialogue will ultimately lead to consensus"* (Doc/SB/Appraisal of Teaching Staff). Documents in SA also had similar keywords. For example, one stated: *"reflection on how things are going, where to next, etc.; upload evidence of changes to learning and teaching"* (Doc/SA/Teacher Spiral of Inquiry). The statement in the document suggests that teachers undertook some form of self-assessment and reflection to be able to upload the necessary evidence. The document also specified that teachers *"meet with their senior executives for regular meetings;* [and] *feedback is given"* (Doc/SA/Teacher Spiral of Inquiry). The statement suggests that the school documents expressed an expectation for teachers to engage in dialogue.

The five assessment processes outlined above seem to complement each other, and they were applied throughout the year—not only during formal appraisal meetings. The assessment

processes helped integrate both the accountability and developmental requirements because of the opportunities and support provided by the schools' leadership teams.

4.3.3 Active Learning Opportunities and Support

All 21 participants mentioned that they received individualised support to help them improve and grow in their teaching. SA invested in bringing in outside experts to conduct professional development while SB formed a cluster with other schools to work collaboratively to share expertise.

Individualised Support

The individualised support was based on the teacher's needs and the needs of the learners in the classroom. For example, Alice said, *"we want teachers to be identifying that yes these are the needs of my kids, but these are my needs as a teacher and together they infuse the two to create their inquiry questions"* (DP/SA/Int). Similarly, Clara also stated that, *"I could set my own personal goals to help me in certain areas that would benefit my students and myself"* (T/SB/Int).

Linda showed her individual goal set on the e-portfolio that took into consideration the current needs of the students. She mentioned, *"I noticed over the past few weeks, that my students are not able to ... therefore, I have set it as my current goal"* (T/SA/Obs). Talia shared her current goal based on her students' needs. She felt that she needed to work on her *"classroom management because of ...."* (T/SB/Obs).

The documents analysed from both schools suggest that teachers were provided with individualised support. For example, a document in SA stated: *"The appraisal process*

provides for targeted professional development for all staff" (Doc/SA/Performance Appraisal). A SB document specified: *"the purpose of performance … it advances the skills and pedagogy of staff for their own benefit, as well as for the school and students"* (Doc/SB/Appraisal for Teaching Staff).

Outside Experts

All 21 participants mentioned that the leadership team engaged outside experts to supplement their professional development. Participants felt that the knowledge brought in by outside experts helped to challenge their current pedagogical knowledge and learn new ways of teaching. For example, Alice stated that these experts provided different pedagogical techniques for the teachers. She said: *"It is about meshing PD, ensuring that it is having an impact on teachers, and having an impact on kids"* (DP/SA/Int). Teachers valued the input by the experts. For example, Julie appreciated it because it *"would help teachers to make changes that meet the learning needs of the target students identified"* (T/SB/Int). Taylor mentioned that she enjoyed the outside experts' guidance because they *"modelled a lesson and co-taught with her"* (T/SA/Int). She learnt pedagogical content knowledge that could be readily applied to practice. While in the school, the researcher observed a maths expert sharing pedagogical strategies during a staff meeting. The next day, the expert modelled a lesson for Zoe, a beginner teacher. Zoe sat with the students and observed how the expert executed the various activities. During the lesson, Zoe asked questions when she was not clear. For example, she asked, *"would you differentiate that activity for …?"* (T/SA/Obs). The expert also worked with other teachers throughout the week by modelling lessons with the students.

Schools Cluster

All 12 participants from SB stated that the school belonged to a school cluster comprised of three schools as part of their professional development. The cluster was established by the leadership teams in the three schools. The main aim of the cluster was to share expertise across the schools to increase the variety of professional development topics from which teachers could choose. For example, Tessa (P/SB/Int) said that this cluster also organised professional development programmes for beginner and mentor teachers. Julie mentioned that the cluster provided more professional development opportunities. She stated, *"it is good to hear what others are doing and it might not be things that you want to implement in your classroom, but it is things that make you think about your practice"* (T/SB/Int).

In summary, schools A and B supported teachers based on their individual needs. There was a range of professional development opportunities provided by the schools. Schools A and B engaged outside experts to help model and coach teachers to improve their practice. School B worked collaboratively with other schools to organise a variety of professional development opportunities for the teachers, which enabled teachers to access new ideas and challenge their existing knowledge. Overall, the combination of individual support, outside experts, and cluster collaboration seemed to help teachers improve their professional knowledge and practice.

4.3.4 Dynamic Leadership Teams

The foundation of the first three factors discussed earlier (a systematic appraisal process, active assessment, and active learning opportunities) would not be possible without a dynamic leadership team. Leaders and principals in both schools actively led the appraisal process.

Principal's Involvement and Teamwork among the Leaders

All nine participants from SA mentioned that the Principal was actively involved in the appraisal system and referred to the matrix system as discussed in section 4.3.1. The Principal of SA took great pride in introducing the matrix-based appraisal system in the school. He took an active role in the appraisal process by regularly meeting with the syndicate leaders *"every two or three weeks and every teacher is discussed about how their appraisal is going, how the system is going and how well they're responding"* (P/SA/Int). Linda (T/SA/Int) specified that the Principal conversed with teachers frequently about their goals. During the researcher's interview sessions in the school, she saw the Principal walking around the corridor and classrooms, and this may be a way that he observed the teachers and students. The Principal of SB also took an active role in identifying what was happening around the school. According to her, *"I'm always in and out, I'm not going in to tick or mark people, but I am in and out noticing"* (P/SB/Int).

The document analysis indicated that the Principal was responsible for the appraisal of teachers, which aligned with the Teaching Council requirements. The SA document specified, *"the appraisal of staff is the responsibility of the Principal ..."* (Doc/SA/Performance Appraisal). Similar words were also in the SB documents: *"the principal is responsible for the appraisal process for teaching staff"* (Doc/SB/Appraisal for Teaching Staff).

However, the main responsibility for appraising the teachers at both schools was delegated to the various team leaders. Each of the 21 participants interviewed stated who oversaw their appraisal. Table 4.6 shows the reporting system.

Table 4.6

Reporting System

Appraiser	Appraisee
Principal	Deputy Principals/Assistant Syndicate Leaders
Deputy Principals/Assistant Principal	Team Leaders
Team Leaders	Mentor Teachers/Teachers
Mentor Teachers	Beginner Teachers

The appraisers knew their role well, and the appraisees recognised to whom they were reporting because there were clear appraisal processes and systems and there was support from the leaders. For example, as an appraisee, Zoe (T/SA/Int) knew who was responsible for her appraisal. She mentioned that she had regular meetings with her mentor teacher who supported her with teacher development and her appraisal. Zoe's observation was conducted by the mentor teacher and the syndicate leader. As an appraiser, Rebecca described her role and said: *"I support the team leader,* [Sonia] *who looks after the* [Y team]. *So, I help her in her role as a team leader. I coach her"* (DP/SB/Int). Rebecca expanded on this comment and showed how she regularly reviewed her appraisee's e-portfolio and provided feedback.

The documents analysed in both SA and SB highlighted that the responsibility of appraising the teachers was delegated. For example, the SA document specified, *"the appraisal of staff is the responsibility of the Principal, although this may be delegated to a nominated Senior Staff member"* (Doc/SA/Performance Appraisal). Documents in SB included similar key ideas: *"Leadership of individual appraisals is delegated to appropriate members of the senior management team or completed by the principal"* (Doc/SB/Appraisal for Teaching Staff).

In summary, the principals in Schools A and B took an active role in ensuring the appraisal processes were effective, and they continually reviewed and monitored them. The appraisal processes were used to inform the professional development needs of teachers and the school's self-review processes. Moreover, opportunities for developing leadership within the school, such as delegation and mentoring of team leaders, occurred through the appraisal systems.

4.3.5 Summary of Theme 2: School Leadership Team Establishes Systems that Consider both the Accountability and Development Requirements

The leadership teams seemed to play an important role in the integration of the accountability and development requirements of the appraisal. Each school introduced an e-portfolio that enabled teachers to organise their evidence. The e-portfolio system enabled the appraiser and appraisee to communicate regularly and to document their reflection and evidence systematically. Their established systems enabled appraisers to easily monitor the progress of their appraisees. School A had a rigorous support system in place for beginner teachers to help them improve their practice significantly in the first two years of their teaching while experienced teachers in School B had a more student-focussed inquiry system in place for their appraisal. The inquiry was embedded as part of the teaching standards, and the process integrated the accountability and development aspects.

The appraisal process implemented in School B was similar for beginner and experienced teachers. However, School B implemented collaborative classrooms where appraisers and appraisees mostly taught in the same space; consequently, a higher proportion of informal observations and peer learning occurred. Some of the SB appraisers used a slightly different protocol (for example, the appraiser highlighted the standards first rather than the appraisee). This confusion arose from a change of leaders over the years and possibly a lack of inadequate

induction to the appraisal processes and systems. Although the two schools had slightly different appraisal processes, the teachers from both schools seemed to benefit from them. The teachers at both schools were actively assessed through the appraisal process where they were encouraged to reflect and self-assess against the Teaching Standards. These elements seemed to be important components of the appraisal process as teachers continuously thought about their teaching practice. Also, through dialogues, feedforward, and questioning, teachers were provided with opportunities and individualised ideas to improve their teaching practice. The schools also engaged outside experts, and SB belonged to a cluster that integrated assistance from other schools to expand the range of professional learning opportunities for teachers. Although the overall impression from participants was that of an effective system, there were a few challenges identified that will be discussed in section 4.4.

4.4 Theme 3: School Culture Plays a Part in the Integration of both the Accountability and Development Requirements

Theme 3 also answers research question two: "What features/factors enable the integration?". Table 4.7 shows the categories of the theme.

Table 4.7

Categories of Theme 3

Theme	Category	Subcategory
School culture plays a part in the integration of both the accountability and development requirements	Collaborative classrooms influence the professional learning culture	▪ Constantly observing and providing feedback ▪ Not nervous about being observed
	School culture	▪ Trust ▪ Build relationships ▪ Share expertise ▪ Teachers' voice ▪ School goal
	Culture influences the professional identity of teachers	▪ Self-driven and eager to learn ▪ Optimistic

4.4.1 Collaborative Classrooms Influence the Culture

There were several benefits of collaborative classrooms[2]. Teachers in the collaborative classrooms at both schools were constantly observing each other informally, and they did not feel as nervous as they had in their previous formal appraisal observations. This might be due to the informal processes and frequency of the teachers being observed over time. Teachers were provided feedback, and there were opportunities for team members to share ideas. The researcher only managed to interview one participant (Zoe) from the collaborative classroom in SA as the other participants were in single classrooms. Zoe (T/SA/Int) loved working in the

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[2] *Note.* A collaborative classroom refers to two to four teachers teaching in the same space but having responsibility for separate groups of students

collaborative space because she could always see her team leader teaching. She also mentioned that this provided an opportunity for her to pick up ideas from her team leader. However, Zoe was also formally observed as part of the matrix system for beginner teachers as discussed in section 4.3.1.

All the classrooms in SB were collaborative. All 12 participants interviewed in SB mentioned that there were no formal observations in the collaborative classrooms as the appraiser was part of the teaching team. For example, Diana (DP/SB/Int) said with the collaborative space, the need to observe teachers in a formal way was not necessary because teachers observed each other every day. According to Rebecca, collaborative teaching made a huge difference to the usual formal observation where teachers used to be nervous. She stated, *"now, it's part of what goes on every day"* (DP/SB/Int). This comment was validated by the researcher's observations. When the researcher walked along the classrooms, she heard what each teacher was doing with the students; for example, she heard Julie (T/SB/Obs) doing a science experiment with her students. Collaborative classrooms seemed to reduce the necessity for teachers to be formally observed as part of the appraisal system.

4.4.2 School Culture

The researcher avoided asking direct questions about the culture of the school because during the *pilot studies* when asked about the culture of the school, the two teachers interviewed merely said that *"the school had a good culture, teachers have a good relationship"*. Therefore, the researcher sought to capture the culture of the school from the overall interview data. Five characteristics emerged from the interview data: trust, relationship building, expertise sharing, teachers' voice, and school goal.

Trust

Eight of the 21 participants used the word "trust" when describing the appraisal system. All eight participants were from SB. For example, Tessa (P/SB/Int) said that there was no need for her to check if everyone was doing their job because she trusts them. Similarly, Talia stated, *"what our school does incredibly well is trust their staff, and we're not ticked off on a checklist or anything like that. They trust that we're doing those things that we should be doing"* (T/SB/Int). During morning tea, the teachers freely mingled with the senior management team, and they seemed comfortable with one another. The Principals also walked around and talked to the teachers. The collaborative classroom concept in SB might have influenced the building of the culture of trust. For example, Sonia said, *"part of working collaboratively, it's a trust thing so we have to trust each other, and we have to be honest when things aren't quite going right, or if we make a mistake"* (TL/SB/Int). None of the participants from SA used the word trust during the interview. However, this does not mean that the element of trust was not there but it might not be something that was echoed from the top management.

Building Relationships

Fourteen of the 21 participants (SA-n=2; SB-n=12) felt that they had built good relationships with the teachers in their school. The school's culture seemed to foster good relationships with the appraisers/appraisees and close relationships with their colleagues. The collaborative classroom concept might have also helped nurture this close bond in SB, perhaps due to teachers working alongside leaders every day in the collaborative space. For example, Zoe felt that she could get along well with her leader because *"we have built a strong relationship"* (T/SA/Int). Although only two teachers in SA mentioned the phrase "build a good relationship", it seemed to be evident among the teachers in the school. For example, during the staff meeting observed, appraisers and appraisees mingled freely with each other. They

appeared comfortable, and they talked about their daily life, family, and students. This type of interaction suggests that the appraisers and appraisees built a close relationship over time as most of them had been working in the school long term. Participants in SB shared similar ideas. For example, Diana (DP/SB/Int) mentioned that without building a relationship between the appraiser and appraisee, it would be difficult to have honest conversations. This comment suggests that this relational foundation opens up avenues for mutual respect, trust, and openness.

Sharing Expertise

Twelve of the 21 participants (SA-n=5; SB-n=7) said that the school's culture encouraged teachers to share their expertise as part of the school's professional development. For example, Adam said teachers were given the opportunity to share *"the latest and greatest innovation"* (P/SB/Int). In the staff meeting, Alice (DP/SA/Obs) acknowledged the contribution of a teacher towards the "te reo Māori" session. This acknowledgement indicates that teachers were given opportunities to share their expertise. Additionally, Diana (DP/SB/Int) shared that she introduced Science, Technology, Engineering, and Mathematics (STEAM) for other teachers and provided individualised support for those who were interested.

Teachers' Voice

Eleven of the 21 participants (SA-n=5; SB-n=6) referred to the encouragement from leaders to provide feedback about the appraisal process. For example, Alice said:

> *We would seek staff voice about what do you think about the process, what are the pluses, what are the things that need working on, and then making changes to next year's appraisal system as a result of that.* (DP/SA/Int)

However, Taylor (T/SA/Int) stated that her suggestions were not considered. She said when she first joined the school as a beginner teacher, she mentioned to the leaders that she disliked observations because they made her nervous. However, she was not given a choice, and she was still observed as part of her appraisal. Although the school aimed to individualise the needs of the teachers, this might be an aspect that the school may not have considered. The six participants in SB said that the leaders were always open to suggestions. For example, Talia stated, *"we've had little bits of input over the time to discuss how we feel—what worked and what hasn't in previous years"* (T/SB/Int).

Shared Goal

As part of the school culture, all 21 participants mentioned that they worked towards a shared goal set by the school. Within this shared goal, teachers could select an associated topic for their inquiry. This commonality was needed so that teachers could share their inquiry with others in the school. For example, Carol said, *"even though my question is different to somebody else, it still means that we can—across the school get more of a shared vision of where we're kind of going"* (T/SA/Int). Talia (T/SB/Int) had similar ideas as she stated that if the school focus was behavioural, teachers set goals based on that, and they were provided with related professional development.

4.4.3 Professional Identity of Teachers

Although the researcher did not ask questions to directly gauge this theme, the participants used certain words to indicate that they were self-driven, eager to learn, and optimistic. Analysis of the interview data revealed ten of the 21 participants as self-driven and eager to learn. It was inferred from words such as "I love to grow", "eager and open", and "thinking how we can improve". For example, Tina said, *"I love to grow, and I know appraisal is a*

means to grow" (T/SA/Int). Clara shared similar ideas and mentioned, *"I need to keep growing and make sure I don't become stagnant in my position"* (T/SB/Int). During the interviews, participants' body language/intonation communicated that they were eager to grow in their practice. For example, Zoe seemed very happy when she spoke about how the appraisal system had helped her improve as a beginner teacher (T/SA/Obs). Zoe indicated that she was eager to learn and asked lots of questions of the maths expert while she was modelling a lesson.

Four of the 21 participants seemed to have an optimistic outlook on their teaching and learning. This was inferred from certain words used by the participants, such as "I love teaching the little ones", "I love it here and the kids are awesome", and "feel connected". For example, Linda stated, *"I love teaching the little ones; it's the foundation of their learning, the beginning of their learning journey"* (T/SA/Int). Talia loved the children in the school. She said, *"I love it here, I like the way the environment, I like how it all works around here"* (T/SB/Int). This positive attitude was evident in the appraisal system. For example, in the researcher observation of Zoe (T/SA/Obs), she openly shared her strengths and areas for improvement during the debriefing meeting. She constantly smiled and nodded while the appraiser provided constructive feedback.

4.4.4 Summary of Theme 3: School Culture Plays a Part in the Integration of both the Accountability and Development Requirements

The school's culture played an important part in appraisal. Both schools developed a keen interest in learning and it positively enhanced teacher learning. The collaborative classroom concept influenced the way appraisal was conducted in SB as, with the appraiser being in the same classroom, teachers informally observed one another. Teachers in SB seemed to be comfortable with this setting because they believed they learned from each other. The beginner

teacher in SA, who also taught in the collaborative setting, felt that she could learn pedagogical strategies from her mentor teacher. The culture of Schools A and B further influenced the level and type of involvement of teachers, and the professional identity of the teachers influenced the way they perceived the appraisal process. Teachers were self-driven and eager to change and seek out opportunities to continually improve. Moreover, teachers felt connected with the students and the school. Trust seemed to be an important element of the appraisal system in SB; the Principal in SB shared her trust in teachers that was authenticated by teachers' interactions with the Principal. The trusting culture encouraged teachers to build good relationships between appraisers and appraisees. It was also important for teachers to be provided with opportunities to share their expertise with everyone because the conversations would help themselves and others to grow and increase their professional value. Besides, listening to teachers' voices enabled a differential response to be made to address teachers' individualised needs. A shared school goal encouraged teachers to work towards the same objective, which enabled teachers to engage in mutually beneficial professional conversations.

4.5 Theme 4: Internal School Challenges Impact the Integration of Accountability and Development Requirements

Theme 4 answers research question three, 'What factors inhibit the integration'? Participants mentioned a variety of challenges in their appraisal systems, although six SB participants said that there were no current barriers to the appraisal system. Nevertheless, a deeper analysis of the subcategories revealed four challenges, as displayed in Table 4.8.

Table 4.8

Categories of Theme 4

Theme	Category	Subcategory
Internal school challenges impact the integration of accountability and development requirements	Internal challenges	▪ Professional development needs to be focused (related to appraisal processes) ▪ Formal observations can stimulate nervousness (related to appraisal processes) ▪ Experienced teachers receive less feedback about their teaching (related to appraisal processes) ▪ Provision of time is needed to collect evidence (related to conditions for effective appraisal)

4.5.1 Professional Development Needs to be Selective

Two teachers from SA stated that there were sometimes too many professional development commitments that became overwhelming. Tina (a teacher at SA) was satisfied with the professional development opportunities provided by the school; however, she said that they were too much at times when there were multiple things to consider within a short time span. She also said that, *"sometimes I'd appreciate if we had real focus"* (T/SA/Int). Similar ideas were shared by Carol (T/SA/Int). She mentioned that professional development needed to focus on the area she would like to work on rather than other distractions. With too many professional

development commitments, teachers risked distraction from the main goal. This distraction reduced the amount of time available for reflection and improvement in their priority area(s).

4.5.2 Nervous of Formal Observations

Five of the 21 participants said that observations made them nervous. For example, Zoe, a beginner teacher, stated: *"it is really stressful at first. I still get really nervous the night before, so that is definitely a challenge and having really experienced teachers come in and observe you"* (T/SA/Int). Similarly, Taylor, an experienced teacher, noted that, *"teacher observations were nerve-racking for me"* (T/SA/Int). However, four of the participants were from SB, and they were glad that the collaborative classroom situation removed the need for formal observations. For example, Talia (T/SB/Int) mentioned that being in the collaborative classroom removed her fear of being observed because it had become a norm where teachers constantly observed each other. It seemed that the collaborative experience changed observation to be more development than accountability focused.

4.5.3 Experienced Teachers Receive Less Feedback about their Teaching

Three of the experienced teachers in the single classrooms in SA felt that they received less feedback than they did as beginner teachers. They missed receiving and discussing feedback about their teaching. Carol stated that she had not been observed for feedback purposes for the previous two years and reflected:

> *I feel like as you get into that experienced teacher, and you're in your inquiry kind of zone, I feel like there's less time spent on you, almost. They don't seem to make the time to have people observe and spend that really rich conversation time.* (T/SA/Int)

4.5.4 Time to Provide Evidence

Twelve of 21 participants (SA-n=4; SB-n=8) highlighted that time was the biggest barrier in the appraisal process. The participants felt that documenting the evidence took a lot of time as they needed to provide proof for all the teaching standards highlighted. However, teachers and the school management team seemed to be able to work around this concern. For example, Alice specified that she knew that assembling of evidence was a major part of the appraisal system that was time consuming. Therefore, the school limited the inquiry to 15 weeks to enable teachers to do *"really good thinking, reflection, changes, and analysis of data"* (DP/SA/Int). During the other weeks, they continued highlighting their Teaching Standards. The Teacher Spiral of Inquiry document in SA stated that teachers had to work on their inquiry for 15 weeks. The document also clearly outlined what was expected of the teachers each week. The guidelines provided suggested that the school realised that time would be a major factor, and they communicated steps to address this concern. Teachers also noticed that with proper planning, the whole process was manageable. For example, Anna said the staff learnt *"to gather evidence along the way rather than waiting for midyear or end of the year to do it"* (TL/SA/Int).

4.5.5 Summary of Theme 4: Internal Challenges Impact the Integration of Accountability and Development Requirements

Collaborative classrooms removed the need for teachers to be formally observed as observation was part of the teaching and learning in the setting. Additionally, the collaborative classroom removed the fear of being observed because it had become a norm where teachers constantly observed each other compared to teachers teaching in the single classrooms. Experienced teachers in single classrooms missed the opportunity to collaborate, interact, and observe other

teachers. Providing evidence was a time-consuming task but, with careful planning and organisation, the process was managed well by the teachers.

4.6 Summary of the Chapter

The participants in Schools A and B reported positive perceptions of their school's appraisal systems that integrated the accountability and development requirements of teacher appraisal. The appraisal process aimed to help teachers improve and grow as teachers, despite their years of experience. The integrated system was a result of the combination of numerous factors: active involvement of the schools' leadership teams, learning school culture, systematic procedures to support beginner and experienced teachers, provision of an e-portfolio platform for organising evidence to align with the Teaching Standards, and related professional learning processes. These professional learning processes included teachers' active engagement in reflection, self-assessment, dialogue, feedforward, and questioning. The culture and leadership of the schools were focused on the professional growth of teachers and the love for learning.

Moreover, teachers were given individualised support in response to their needs and the needs of the learners in the classroom. A range of professional development opportunities from experts and school clusters supplemented those provided within the schools. Teachers who were self-driven, eager to learn, and optimistic actively sought opportunities to improve. This initiative was enhanced by the schools' professional learning culture, such as the prevalence of trust and good relationships for learning, and sharing of ideas, expertise, or concerns. Finally, teachers were united through shared school-wide goals and collaborative teaching opportunities.

However, there were four challenges identified in the study. First, there were perceptions of too many professional development activities in School A. Teachers felt that there was a lack of focus and they were overwhelmed. Second, formal observations seemed to make teachers nervous, but, with the collaborative teaching opportunities, formal observations were removed because the appraiser would be teaching in the same space. It seemed that the collaborative experience changed observation to be more development than accountability focused. Third, experienced teachers received less feedback about their teaching in School A because there was less interaction with other colleagues compared to teachers in the collaborative classrooms. Lastly, the participants felt that there was less time to provide evidence to show they were meeting the Teaching Standards.

4.7 Synthesising the Love for Learning Culture and Leadership from the Findings

Four themes were identified in the study and were interlinked. Firstly, the schools had a developmental focus. The appraisal was designed to emphasise the development needs of teachers and was focused on helping teachers to improve and grow in their professionalism. The school leaders and teachers in the schools had a shared focus. The principals believed that the appraisal system was an important process to help teachers grow professionally. Because they believed in the importance of teacher development and appraisal, the principals continually engaged in them and introduced systems to facilitate it. Hence, the principals influenced the school culture. Additionally, the appraisers appointed also were drawn into this culture of learning and helping teachers to improve and grow.

Three leadership styles were evident in the data. From the data, it was evident that the transformational leaders took a personal interest in supporting teachers and they provided opportunities for teachers to improve and grow. The leaders supported teachers to engage in

reflection, dialogue, questioning, and feedback. They were interested to support teachers to meet their individual needs while giving them autonomy and ownership. The leaders also had a pedagogical leadership style. It was evident from the data that they wanted to help teachers professionally and intellectually. The leaders were interested in networking with the teachers to develop and influence staff behaviours, actions, and attitudes. Additionally, the schools had a positive teacher learning culture that had formal systems that provided teachers with ample learning opportunities, a shared purpose concerning what the school wanted to achieve, and collaborative, open and trusting relationships that enhanced collegial support and cohesion amongst staff. That was how the teachers also were positively impacted by the culture. The principals also had a distributive leadership style. They empowered appraisers to work towards a shared goal by giving them ownership. From the data, it was evident that each of the appraisers had ownership of their role because each of the appraisees spoke about the support their appraiser provided them.

Thus, there was a shared vision in the schools. It was evident from the findings that the leaders wanted to support teachers to develop and grow to ensure quality teaching for the students, and the teachers also wanted to give their best to their students. That was the main reason why teachers were actively engaged in their development and had ownership. Without a shared vision, it would be difficult for the leaders to influence the learning culture of the schools. Therefore, teachers in this environment were surrounded by leaders who believed in the importance of learning and developing that they were drawn into this culture. The teachers in the schools used words like improve and grow to describe the appraisal process and experienced teachers mentioned that they missed receiving feedback from the leaders, because they valued the contributions to their continuous learning.

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The schools had developed a love for learning, and this was possible because they had principals who loved learning. The principals' learning culture then influenced the appraisers to be drawn to this culture too. The principals and appraisers influenced the culture of the school and teachers in the school were eventually drawn and impacted by this culture. Although there were several challenges identified, it did not change this love for learning culture in the schools. Hence, love for learning can be viewed as an interlink between the school culture and leadership that is focused on development.

Chapter 5 Discussion

As discussed in section 2.1.3, teacher appraisal in New Zealand (NZ) appears to be skewed towards the accountability end of the continuum rather than the development end (Education Review Office [ERO], 2014, 2016; Piggot-Irvine & Cardno, 2005). This problem might have surfaced because NZ schools do not have one standard appraisal system, and each school has the flexibility of designing their own appraisal system based on the set of criteria (Post-Primary Teachers Association [PPTA], 2016). Also, there is a lack of research in NZ on how to integrate the accountability and development requirements of teachers in the appraisal systems. Therefore, this present study explored how two primary schools in NZ integrated the accountability and development requirements of their current appraisal systems.

There were three research questions: 1) how do schools integrate the accountability and development requirements of their appraisal system?; 2) what features/factors enable the integration of accountability and development requirements of their appraisal?; and 3) what factors inhibit the integration of accountability and development requirements of their appraisal? Four key themes emerged from the results: 1) schools have a developmental focus that enables the integration of the accountability and development requirements; 2) school leadership team establishes systems that consider both the accountability and development requirements; 3) school culture plays a part in the integration of both the accountability and development requirements; and 4) internal school challenges impact the integration of accountability and development requirements.

To answer the research questions, section 5.1 will discuss the interconnections between three of the emergent themes identified above—the developmental focus, leadership, and culture—that influence the integration of the accountability and development requirements (RQ1). Next, section 5.2 will talk about the important systems introduced by the leaders to support the culture and teacher appraisal process (RQ2). The section will also discuss the internal challenges identified in theme 4 (RQ3). Finally, the aligned combination of love for learning culture and leadership, people, roles, and systems are argued in section 5.3 to result in a coherent framework for integrating the accountability and development requirements of teacher appraisal.

5.1 Love for Learning Culture and Leadership Integrate the Accountability and Development Requirements of Appraisal

Love for learning underpinned the school culture and leadership approach, enabling the developmental focus and the integration of accountability and development requirements of appraisal in Schools A and B (see Figure 5.1). The culture and leadership of the schools were focused on expanding teachers' existing repertoire of knowledge and skills. In other words, the professional growth of teachers was the central focus of the appraisal systems in the schools. The culture for learning was reflected among the teachers, principals, and team leaders. There is literature on leadership and school culture, but the present study argues that the principal's love for learning and the love for learning culture in the schools underpinned the integration of accountability and development requirements of teacher appraisal. The love for learning notion will be further discussed in the chapter.

Figure 5.1

Love for Learning is a Key Element of the Appraisal Systems
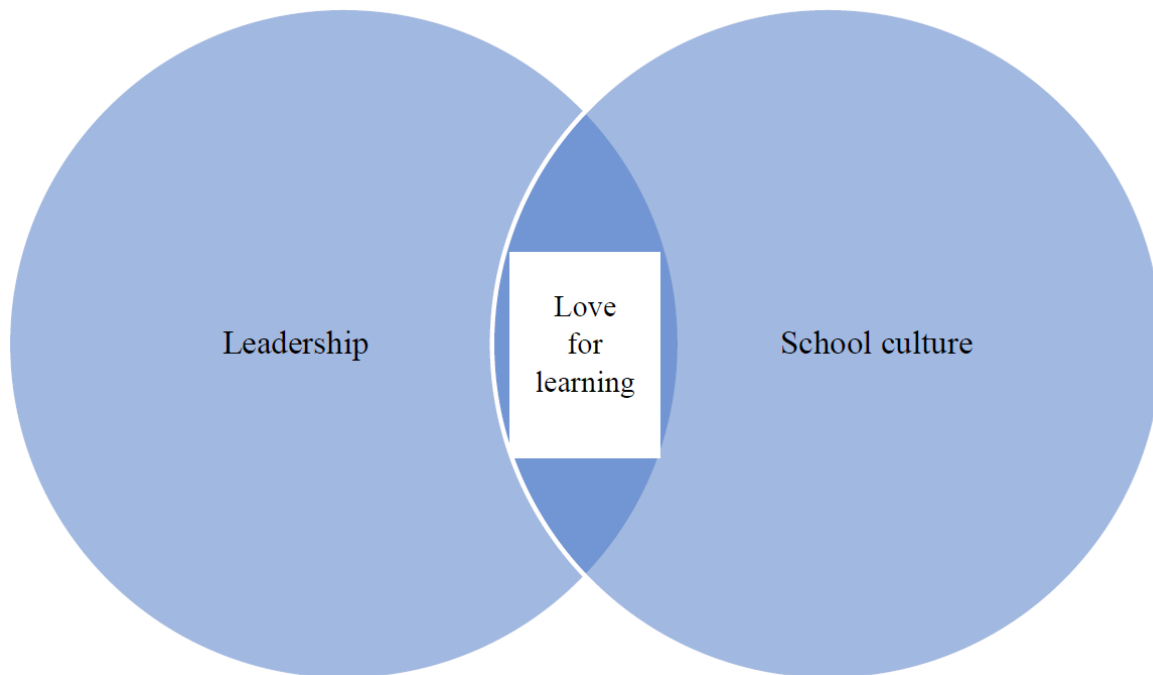
The findings of the present study suggest that the love for learning culture established in Schools A and B was a pivotal point that integrated the appraisal requirements. The schools' culture-inspired teachers and leaders showed their love of learning by aligning their beliefs, values, and actions. This focus on learning was evident in the findings of the present study where all 21 participants mentioned that the purpose of the appraisal was to support teachers to improve their professionalism. For example, participants used words like "improve", "develop", and "grow" in their responses to describe teacher appraisal. The observations showed that the appraisers actively focused on the strengths of the teachers and areas for improvement (see section 4.2.1). The documents also included keywords like "develop" to suggest that the aim of teacher appraisal was developmental. This finding aligns with past studies that mentioned that a culture that values teacher growth is always looking for ways to improve teacher practice (Schechter & Qadach, 2011) and uses words like "improvement" and

"development" to describe appraisal (Youngs & Grootenboer, 2003). Moreover, the teachers in the schools knew that it was important to meet the Standards of the teaching profession to ensure that they were equipped with the important skills and knowledge to support their learners. The teachers used the Standards as a self-assessment and reflection point that helped teachers to identify areas for improvement. The convergence of results verified that the love for learning culture in the schools empowered teachers to be responsible for their own learning experience.

Cultivating a love for learning in the schools also helped teachers to be more open and enthusiastic about discovery and change. The teachers in the schools were eager to explore new information and skills because they were facilitated by the leaders to discover and explore areas that interested them. The schools' culture reflected the mindset of the members. This finding aligns with the study of Schechter and Qadach (2011) where the authors mentioned that the culture of the school affects the learning culture of teachers. Additionally, the culture of the school influences how teachers feel, think, and behave about appraisal and learning (Deal & Peterson, 2009). The love for learning culture facilitated teachers to develop into autonomous and responsible learners. It was evident in the present study that the love for learning was not imposed, but teachers were eager to take mutual responsibility for their own learning. In short, the love for learning culture was a collection of values, practices, and processes that were in place to encourage teachers to develop knowledge and competence.

According to Sperandio and Kong (2018), the culture of a school is a reflection of the principal, and leaders can challenge and empower teachers to try new methods (Ross & Cozzens, 2016). The love for learning cultures in Schools A and B were developed and enhanced by the principals who loved learning. The principals displayed a growth mindset where they believed

that teacher appraisal was an important approach to help teachers improve and grow in their professionalism and, at the same time, meet the accountability requirements of the profession. The principals could influence the culture because they also loved learning.

An interesting finding from the present study that contributes to the literature is that the principals used at least three different types of leadership styles to create and impact the love for learning culture. The three main leadership styles inferred from the findings were transformational, pedagogical, and distributive leadership. According to Day et al. (2016) and Menon (2014), leaders combine different leadership styles to create a synergy. For example, Day et al. (2016) found that combining transformational and pedagogical leadership styles can increase job satisfaction because leaders use them to diagnose and understand the school's need. Menon (2014) stated that a transformational leadership style may be insufficient to increase job satisfaction but should be linked with other leadership styles.

The three leadership styles of the principals and the team leaders impacted the love for learning culture and leadership. The next sections will discuss the four impacts identified in the study and show how the three leadership styles were evident in the leadership of the principals and the team leaders. The following are the four impacts identified: 1) team leaders embodying a love for learning; 2) building relationships and trust; 3) responding to teachers' individual and collective needs; and 4) developing teacher ownership of their appraisal and being intrinsically motivated.

5.1.1 Team Leaders Embodying a Love for Learning

As discussed in section 5.1, the teachers and leaders in the schools had a love for learning culture. The team leaders in the schools played a role in building and enhancing the culture, and this is a quality of a transformational leader. Simsek (2013) mentioned that transformational leaders can have a positive influence on school culture. The team leaders in the present study were collectively working as a team to empower the teachers, develop relationships, build trust, and assist with teacher development. The principals delegated the task of appraising the teachers so that they could be free to focus on further refining the appraisal process and systems if needed and to deal with other management activities. The principals in the schools empowered others to lead, and they provided autonomy for them to make decisions. The leaders were not micromanaged, and they were accountable for their leadership roles. Therefore, there was shared leadership among the leadership team, and the principals trusted and respected the leaders. This finding aligns with distributive leadership research by Harris (2013), Cook (2014), and Liljenberg (2014). By delegating the task of appraising teachers, the team leaders recognised the importance of the team and fostered a deeper sense of engagement and commitment. The delegation of the task meant that the leaders were focused on skill building and empowering the teachers. The leaders were provided resources and support from the principals, such as the provision of mentorship and training, to be successful in carrying out their responsibilities. There were also structured systems in place to support the leadership team. These systems will be further discussed in section 5.2.

According to Harris (2013), distributive leadership is not merely about sharing leadership but about empowering leaders to work towards goals and strategies by giving them ownership. This characteristic of distributive leadership was found in both schools. The team leaders in the schools were not only given autonomy and ownership but they knew that they were

accountable for their actions. This act could be inferred as a characteristic of a distributive leader. The team leaders in the present study were not only accountable for their own actions but also responsible to lead the teachers. The principals trusted the team leaders to carry out their duties, make decisions, and take appropriate actions if needed. Sherer (2008) found that when a distributive leader provides opportunities for teachers to lead in different platforms, trust is developed. As a result, the leadership teams in the study fostered good respect and teamwork. The environment created by the principals fostered high morale among the teachers and team leaders, which reinforced the love for learning culture, and this aligns with McKinney et al. (2015) who found that a teacher's perception of the principal's leadership style impacted the morale of the teacher. Most importantly, the team leaders in the present schools were focused on leading teachers towards a common goal that they believed in. This act can be inferred as a characteristic of a transformational leader as discussed by Allen et al. (2015). Although there is literature on the impact of the different leadership styles, the present study found that the combination of the leadership styles and culture enhanced the effectiveness of the team leaders.

5.1.2 Building Relationships and Trust

Relationships were built by the principals and team leaders in the schools by creating conditions that led to increased accountability and development of teachers' professionalism. The relationship was built by taking a great interest in getting to know the teachers on a personal level and responding to their individual needs. For example, Zoe, felt that she could get along well with her leader because "*we have built a strong relationship*" (T/SA/Int). The teachers and leaders mingled freely with each other. They appeared comfortable and talked about their daily life, family, and students. This type of interaction suggests that the teachers and leaders built a close relationship over time. This finding aligns with Waters et al. (2004)

who stated that to build a trusting culture, the school leader needs to develop a positive relationship with the teachers by showing empathy for and understanding of their wellbeing, needs, and concerns. Also, the principals and leaders were interested in challenging the teachers to gain new knowledge. The teachers were more confident to take risks in trying new ideas and methods of teaching as they were provided with mentoring, professional conversations, and other forms of collective support. As a result, teachers were confident about their professional goals and objectives because of the support systems in the schools.

The principals in the present study provided meaningful experiences through the appraisal processes and built good relationships. The principals were mentors, friends, resource people, cheerleaders, and coaches to the teachers. As a result, teachers were inclined to contribute to the culture of learning and were driven to continually improve their practice. This finding aligns with the study of Furner and McCulla (2019) who found that principals influenced the mindset and focus of teacher development, which exemplifies transformational leader characteristics discussed by Salari and Nastiezaie (2020). The relationships were built among the teachers and leaders because of a trusting environment. Talia, stated, "*what our school does incredibly well is trust their staff, and we're not ticked off on a checklist or anything like that*" (T/SB/Int). The teachers were comfortable to build on their weaknesses because they knew that the leaders were committed to supporting them to improve through mentorship. Therefore, the teachers relied on each other to be respectful and honest.

5.1.3 Responding to Teachers' Individual and Collective Needs

The principals in the present study took a personal interest in supporting and empowering the teachers. This finding aligns with studies that emphasised that transformational leaders take a personal interest in supporting teachers and provide opportunities for teachers to engage in

professional development (Mencl et al., 2016; Wahab et al., 2014). The principals in the present study stated that the appraisal systems in the schools were focused on enhancing teacher development. The principals provided an encouraging, supportive, challenging, and safe environment for teachers to learn and then nurtured and created an environment that had the aforementioned conditions. According Durksen et al. (2017), leaders influence the conditions required to create a culture of learning.

The principals in Schools A and B built communities of learners that were focused on learning. This finding aligns with the research conducted around pedagogical leadership by Male and Palaiologou (2015) and Sergiovanni (1998). The principals nurtured a culture that was open, purposeful, curious, and resilient to help form a culture of learning among the teachers. The principals in the study also wanted to be accountable to the stakeholders (parents, teachers, Ministry of Education, students) by providing good systems and processes to support teaching and learning. The findings here align with pedagogical leadership research (Corrick & Reed, 2019; Male & Palaiologou, 2015; Semann, 2019).

The principals' sense of community and collaboration helped foster a love for learning culture. The principals provided mentorship, role modelling, and professional conversations to help teachers develop professionally, and this influenced the love for learning culture. The principals had good lines of communication with the teachers and had clear visions that they articulated to the teachers. The principals were eager to develop and grow the teachers by responding to their individual needs and empowering them by aligning the goals and objectives of the individuals, groups, and schools. The characteristics outlined above align with transformational research by Allen et al. (2015) and Bass and Riggio (2006), and also pedagogical research by Heikka and Hujala (2013). The conditions outlined above seemed to

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enable the teachers to experience the same motivation and passion as the principal to meet the goals of the schools.

Additionally, the principals in the schools were eager to push the teachers out of their comfort zones so that teachers could give their best. For example, Adam said, "*no matter which stage a teacher is in their career, the school is always looking for ways to help teachers improve their performance in the classroom*" (P/SA/Int). This finding aligns with Bolger and Vail (2003) who stated that transformational leaders have the capability to motivate and inspire teachers to meet higher order growth needs. According to Lee and Nie (2017), teachers feel a sense of self-worth if they are supported to try new practices.

5.1.4 Developing Teacher Ownership of their Appraisal and being Intrinsically Motivated

Motivation to learn played a significant role in the teachers' learning and development, and this was fostered by the love for learning culture and leadership of the principals and team leaders. The teachers were motivated to meet the accountability and development requirements of teacher appraisal because they were provided with an engaging learning experience and a conducive learning environment. The appraisal systems and processes in the schools were designed to help stimulate the teachers' intellectual experience. Teachers were provided with challenging, thought-provoking, meaningful, and relevant learning experiences. This finding aligns with Knowles et al.'s (2015) adult learning theory that found that adults would prefer to participate in discussions that stimulate active participation where they can share their experiences and learn new ideas. The team leaders facilitated the learning process rather than directed it. Therefore, the collective atmosphere enabled the teachers to be responsible and accountable for their own learning. According to Knowles et al. (2015), teachers prefer a learning process where they have greater control over their learning.

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The leaders personalised the learning of teachers by helping them to identify and develop skills they needed to enhance and support their own learning and to give them ownership. As a result, the teachers developed self-advocacy and agency. For example, Linda said, "… *we review what we're doing, we look at the benefits from it, we look at the things we could improve from it*" (T/SA/Int). The teachers in the schools were able to recognise their strengths and areas for improvement, and take responsibility for improving their professionalism. This finding aligns with Knowles et al. (2015) who mentioned that adult learners are self-directed and independent. According to Knowles et al. (2015), adult learners need to know why something should be learned. Learners who are not aware of the reasons for learning something new have low motivation compared to those who have a clear understanding of the purpose of it (Knowles et al., 2015). The teachers in the schools identified the appraisal system as an approach to help them improve their skills and knowledge, so they were able to direct their own professional growth and contribute to the growth and development of their colleagues through collaborative practices and conversations.

5.2 Systems in Place Enhance the Love for Learning Culture and Facilitate Teacher Appraisal

The systems in place in the schools enhanced the love for learning culture and the integration of the accountability and development requirements of teacher appraisal. According to Durksen et al. (2017), school leaders influence the conditions required to create a culture of learning among teachers and influence how teachers learn as well as what they learn. There was a system in place in the schools for all leaders to follow, but there was also a lot of flexibility within the structured systems. This balance allowed the leaders and teachers to have autonomy and control over the appraisal process as mentioned by Knowles et al. (2015) about adult learners. The present study found that the following four features: 1) active learning through reflection, self-

assessment, feedback, dialogue, and questioning; 2) collaborative learning; 3) mentoring; and 4) e-portfolios (see Figure 5.2) facilitated the integration of the accountability and development requirements of teacher appraisal and enhanced the love for culture. These findings contribute to the literature about teacher appraisal.

Figure 5.2

Systems in Place to Enhance the Culture and Facilitate Teacher Appraisal
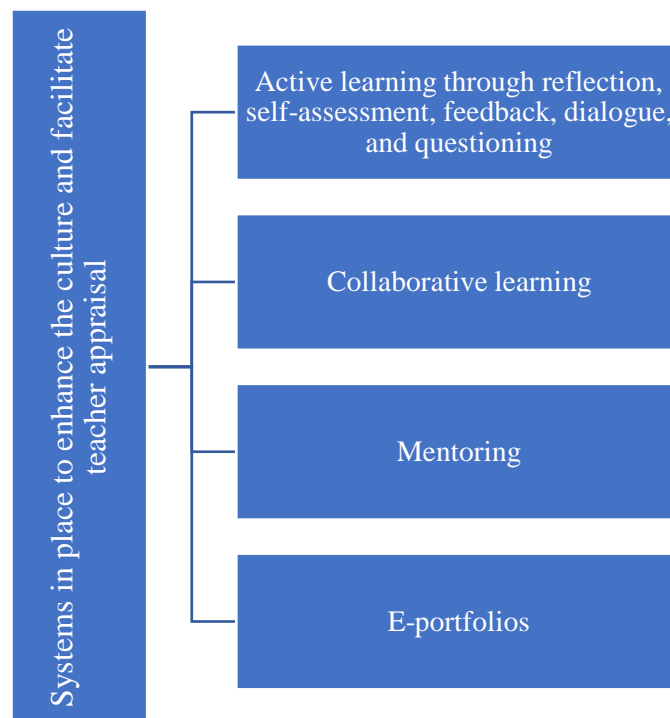
5.2.1 Active Learning Through Reflection, Self-Assessment, Feedback, Dialogue, and Questioning

Reflection was an important component of the love for learning culture in the schools as it helped teachers to develop critical thinking skills and appeared to improve their performance. It also seemed to encourage teachers to have a broader perspective and build a community of learners. For example, Alice mentioned that "*teachers continually reflected on their teaching practice against the teaching standards*" (DP/SA/Int). Linda stated, "*teachers continually*

reflect on what they're doing. That's how we grow; we review what we're doing, we look at the benefits from it, we look at the things we could improve from it" (T/SA/Int). Moreover, it could be inferred from the findings that reflection encouraged higher level thinking and built the confidence of the teachers. Zoe said her "*confidence level had increased drastically because of the support provided*" (T/SA/Int). According to several authors, reflection is an integral part of teacher professional learning as it provides opportunities for teachers to change their practice and professional selves by examining their teaching practices (Buschor & Kamm, 2015; Kyriakides et al., 2017; Marc et al., 2019). When a teacher is actively engaged in reflection, this encourages them to learn new strategies as well as challenge their current knowledge to achieve professional growth (Brookfield, 2017).

Therefore, reflection encouraged teachers in the schools to take ownership of their own learning, and it focused on their strengths and weaknesses. Thus, it was relevant to the teachers, and they were intrinsically motivated to learn, as mentioned in section 5.1.4. Knowles et al. (1998) stated that adult learners need internal motivation to learn. Additionally, Carroll (2010) mentioned that reflective practice helps teachers to improve their practice throughout their career. Past studies have shown the benefits of reflection in improving the effectiveness of the learning process (Kyriakides et al., 2017; Leijen et al., 2012; Runnel et al., 2013); however, as identified in section 2.2.3, there is a need to understand how reflective practices could be incorporated to meet the accountability and development requirements of teacher appraisal.

Self-assessment was an important part of the reflection process in the schools. Self-assessment helped the teachers to monitor and adjust their own learning to achieve deeper understanding of, and improvement in meeting, the Teaching Standards. Self-appraisal is a formal requirement for teacher registration in NZ (Organisation for Economic Cooperation and

Development [OECD], 2013a) and an essential part of performance development (Hofer, 2017; Peterson, 2000). A study conducted in Canada by Ross and Bruce (2007) found that self-assessment increased the ability of the participants to identify strengths in their teaching practice. Therefore, self-assessment provided insights to teachers in the present study to identify gaps in their knowledge and skills when reflecting against the Teaching Standards. The appraisal systems in the schools had a learner-centred approach where the teachers set their own goals and reflected on the steps required to meet the standards.

To further facilitate and enhance the reflection and self-assessment process, the teachers were provided with feedback and mentorship from the leaders. The feedback helped the teachers to increase their potential at different stages of their career and raise awareness of their strengths and areas for improvement. The feedback provided by the leaders was helpful in establishing a culture that appreciated feedback as it encouraged teachers to look at the future rather than dwell on the past. For example, Alice mentioned that during appraisal meetings, we discuss "*what they saw, how the teachers thought it went, and they develop next steps as a result of that and a plan for how we're going to help you address those needs*" (DP/SA/Int). This finding aligns with several studies that suggest that adult learners need positive feedback about the changes they are making to their practice to keep them motivated to improve and grow continually (Furner & McCulla, 2019; Knowles et al., 2015).

Dialogue among teachers and leaders was an important foundation for learning in the schools. Dialogue helped teachers to gain a deeper level of knowledge, which sparked from an open exchange of perspectives. It encouraged teachers to be reflective, critical, and introspective about a topic or issue. For example, Carol stated that dialogue could be an opportunity to share ideas with other teachers. She said, "*if you're just kind of in your own zone, sometimes you*

don't develop and learn new things, because you're not seeing it from another perspective"
(T/SA/Int). Questioning was facilitated through dialogue, and teachers and leaders asked
questions to deepen their understanding. For example, Mary said her appraiser asked her
questions, like *"what went well and what could be possible areas for improvement?"*
(T/SB/Int). This finding aligns with previous studies that stated that a dialogue is a two-way
conversation where teachers build on the ideas of others to create new understandings
(Kyriakides et al., 2017; Senge et al., 2000). Therefore, it is a cocreation of understanding that
is deeper than just a conversation (Kyriakides et al., 2017; Senge et al., 2000), and it encourages
teachers to be lifelong learners (Southworth, 2004).

The leaders played an important role in each of the above-mentioned elements as they were the
facilitators. As mentioned earlier in section 5.1, the principals and the team leaders had at least
three different types of leadership styles that were evident in their practice. Therefore, the
schools in the present study were able to integrate the accountability and development
requirements of teacher appraisal because of the culture, leadership, and the integration of the
elements discussed earlier in this section.

5.2.2 Collaborative Learning

The love for learning culture in the schools was further enhanced with collaborative learning
opportunities. de Jong et al. (2019) and Horn and Little (2010) mentioned that schools are
increasingly adopting collaborative practices to facilitate teaching and learning. Collaborative
learning had facilitated teachers in the present study to develop higher level thinking where the
five elements (reflection, self-assessment, feedback, dialogue, and questioning) discussed in
section 5.2.1 were further enhanced. The findings of the present study suggest that
collaboration helped teachers to develop a deep level of thinking skills, self-esteem, and

confidence in their teaching practice because they had opportunities to reflect and engage in dialogue with other teachers in a supportive environment. As mentioned in section 2.3.1 there is a lack of research that focuses on how schools adopt collaborative practices to integrate the accountability and development requirements of teachers and whether schools that adopt high collaborative practices might have better integration between accountability and development requirements. The present study contributes to the literature to suggest that the schools had five collaborative practices that seemed to influence the integration of the accountability and development requirements of teacher appraisal: 1) collaborative classrooms; 2) collaboration with other schools; 3) collaboration with outside experts; 4) collaboration amongst school staff; and 5) collaboration between appraisees and appraisers.

Collaborative Classrooms

The findings of the present study found that collaborative classrooms, where teachers worked as a team in a flexible learning environment, provided more opportunities for teachers to engage in reflection, dialogue, and learning with their colleagues compared to single classrooms. This finding aligns with past research that found that engaging in professional dialogue aids in developing a learning culture that encourages teachers to be lifelong learners (Blase & Blase, 2000; Southworth, 2004). School B only had collaborative classrooms and School A still had single classrooms, especially for experienced teachers. Teachers in single classrooms in School A missed receiving and discussing feedback about their teaching because they had fewer opportunities to work alongside other colleagues although they could still communicate with their team leaders.

The experienced teachers in the single classrooms were not frequently formally observed because of their years of experience although they still engaged in reflection, self-assessment,

dialogue, feedback, and questioning with their appraiser. However, the unintended consequence was that those teachers felt neglected. This finding aligns with Southworth (2004) who found that educators teaching in single classrooms can sometimes feel isolated, and opening channels of professional dialogue is one way of encouraging teachers to share their knowledge and build a deeper understanding of diverse teaching practices. Snow-Gerono (2005) and Villa et al. (2013) stated that collaborative communities help reduce teachers' feelings of isolation. A study conducted in Australia in three nongovernment schools found that teachers appreciated collegial conversations and feedback from colleagues (Furner & McCulla, 2019).

The collaborative classrooms complemented each teacher's needs in the classroom as they observed and learnt from each other's experiences. Classroom observations are an essential source of information about teaching practices (O'Leary, 2020; OECD, 2013a). Most of the time, the appraisers in School B were teaching in the same space as the appraisees. Therefore, there were regular conversations, feedback, and observations among them. Learning through collaboration also helped foster a safe environment for teachers to share their ideas, opinions, and perspectives with the support of other members. This finding aligns with research by Zeichner and Liston (2013) who found that when teachers collaborate with other colleagues, they are able to refine and challenge their existing ideas and adopt a more critical inquiry to their practice. Therefore, collaborative settings provide more opportunities for teachers to meet and work interactively compared to the traditional method of working in isolation (Servage, 2009; Snow-Gerono, 2005).

The study found that the teachers who worked in collaborative classrooms felt that they were comfortable to be observed compared to the one-off observations. According to Talia, a teacher

from School B, the collaborative classroom removed her fear of being observed because it had become a norm where teachers constantly observed each other. It seemed that the collaborative experience changed observations to being more developmental than accountability focused, and this contributes to the literature to understand the benefit of collaborative teaching on teacher appraisal.

Building a Community of Learners with Other Schools

The present study suggests that participation in clusters exposed teachers to broader and different points of view from those prevailing in their own schools, which challenged and deepened their existing knowledge to meet the accountability and development requirements of teacher appraisal. Collaborating with other schools facilitated the teachers from School B to critically reflect on their teaching practice, share knowledge, receive collegial support, and receive feedback from other teachers. Julie mentioned that, "*it is good to hear what others are doing and it might not be things that you want to implement in your classroom, but it is things that make you think about your practice*" (T/SB/Int). This finding aligns with some studies that mentioned that through collaboration, teachers achieve and learn more compared to working individually as they have more comprehensive support from others with various skills and experiences (DuFour & Eaker, 1998; Reichstetter, 2006). Teachers appreciate collegial conversations and feedback from colleagues (Furner & McCulla, 2019) as it encourages teachers to learn and constantly refine their teaching strategies, and to challenge their existing ideas about their teaching practice (Cochran-Smith & Lytle, 2001; Nehring & Fitzsimons, 2011; Zeichner & Liston, 2013). Teachers in School B choose from a variety of professional development opportunities offered within the cluster to meet their individual needs. This finding aligns with past research that found that learning communities are effective when the

discussion is relevant to teachers' current work in the classroom because they can relate to it (Hoekstra et al., 2009; Hunzicker, 2011).

Collaboration with Outside Experts

Engagement with outside experts supplemented teachers' professional development and learning. Working alongside outside experts provided the teachers in both schools with opportunities to challenge and revitalise their reflection and engage in dialogue. The outside experts were brought in to work towards a collective goal of the school, but teachers could set specific individual goals to meet the collective objective. The participants felt that the knowledge brought by outside experts helped them to look at things differently and learn new ways of teaching. This feeling might be because the external expert had established credibility with the teachers for them to listen and adapt their practice, especially after the outside experts modelled lessons with the teachers' students. Because the experts had a good understanding of the teachers' professional setting as well as specialist knowledge of the targeted curriculum area, they were able to provide relevant suggestions for pedagogical practice. Further consolidation occurred after the experts observed and provided feedback to teachers who trialled new pedagogical strategies with their students. This finding aligns with Kyriakides et al. (2017) who identified that external experts have the capability to bring new skills and perspectives to teachers regarding introducing new pedagogical and content knowledge. Additionally, external experts may have a deeper metacognitive understanding and awareness of their practice, which helps them to use appropriate behaviour in development programmes organised for teachers (Kyriakides et al., 2017). The findings of the present study suggest that collaboration with outside experts may contribute to strengthening the love for learning culture.

Collaboration amongst School Staff about the Purpose and Direction of Teacher Appraisal

Although bringing outside experts had many benefits, the findings suggest that there was a need to think about the focus and number of professional development programmes so that they do not overwhelm the teachers. There might be a need for leaders to help teachers bridge the learning from one initiative to another so that they can build on the learning rather than perceive it as an "add on". Two teachers from School A mentioned that there were sometimes too many professional development programmes, and it got a bit overwhelming. For example, Tina, mentioned that "s*ometimes I'd appreciate if we had real focus*" (T/SA/Int). Although the leaders had good intentions behind organising a variety of activities, consideration is needed for the associated time required by teachers to implement their professional learning. This finding aligns with research conducted by Knowles et al. (2015) about adult learners being given opportunities to decide when they are ready to learn new skills and knowledge. The findings of the present study suggest that the teachers were less willing to participate in professional development programmes that lacked focus or when there were several concurrent opportunities competing for their time and attention.

Collaboration between Appraisees and Appraisers

The appraisers continually supported the teachers by regularly engaging in dialogue and providing feedback. This support helped the appraisers to build close relationships with the teachers and build trust and it facilitated teacher reflection and self-assessment. According to Diana, a Deputy Principal from School B, without building a relationship between the appraiser and appraisee, it would be difficult to have honest conversations. This finding suggests that the relational foundation forged avenues for mutual respect, trust, and openness. Building a good relationship with the leaders motivated teachers to continually improve, challenge their existing

ideas, and learn new things. Furthermore, regular meetings helped the appraisers to identify concerns the teachers had in their teaching and learning while the care and interest shown by the appraisers for the teachers fostered a good bond that strengthened the love for learning culture. The findings align with the characteristics of distributive leadership where the appraisers were sharing the leadership style with the principal (Gregerman, 2007; Harris, 2013; Liljenberg, 2014). The appraisers in the present study took ownership of their role, and they worked towards meeting the goals and strategies of empowering teachers in their teaching and learning.

The characteristics of the appraiser also align with the transformational leadership study by Balyer (2012). According to Balyer (2012), a transformational leader builds a close relationship with each follower and acts as a mentor and displays empathy and care towards their followers.

5.2.3 Mentoring

The formal term "mentoring" was used to describe the support provided to beginner teachers in the schools. However, the support provided by the leaders to the experienced teachers could also be characterised as mentoring. The leaders in the schools displayed mentor qualities and empowered teachers to become agents of their own change and autonomous learners. They also guided teachers to further develop their planning, instruction, and content knowledge.

The term "mentoring" was used in this thesis to reflect the relationship between a mentor and a beginner teacher. Although mentoring was mandatory for all beginner teachers, the principals and leaders in Schools A and B played an integral role in ensuring that the mentors and mentees had good systems and processes in place to facilitate and support the mentoring process. The beginner teachers were also supported in the systems and processes as described earlier in this

chapter (refer to 5.2). The mentor's role was to mentor beginner teachers to become competent teachers. The mentors were compassionate and knowledgeable (for example, see section 4.4.2) and they were enthusiastic about sharing their expertise and had the ability to provide direct and honest feedback. The underlying elements that tied the relationship between a mentor and mentee were trust (Kochan et al., 2015) and respect (Hobson & Malderez, 2013). The mentors in the present study challenged and guided the beginner teachers to be reflective about their existing ideas and perspectives. These strategies encouraged beginner teachers to view learning as an ongoing process of building knowledge. For example, Linda, who had gone through the mentorship as a beginner teacher, said that the system helped her "*grow into a really competent teacher very quickly*" (T/SA/Int). Beginner teachers in School B worked alongside their appraisers in the same teaching space, which helped them to collaboratively observe, reflect, and engage in dialogues. The mentor played a key role in influencing the mentees to assimilate into the love for learning culture. This finding aligns with the study of Senon and Shahratol (2013) who stated that mentors have the responsibility of introducing mentees to the culture of the school.

The mentors in the schools were responsive to the needs of the beginner teachers by setting goals that were achievable, based on their level of development and capacity. For example, in School A, beginner teachers worked through four stages of the matrix, and the expectation was to move gradually through the stages to build the skills and confidence of the mentee. This staged development is consistent with research on mentoring, which found that mentors have to be adaptive to the emotional state, expectations, level of development, and capacity of the mentees (van Ginkel et al., 2016). Salm and Mulholland (2015) found that mentors need to recognise and acknowledge the learning, needs, and behavioural and development differences of each mentee to form a positive and dynamic mentoring relationship that can impact their

growth. As mentors and mentees build close relationships, they have increased confidence and loyalty towards the school (Lumpkin, 2011; Mullen & Hutinger, 2008).

Furthermore, the findings of the present study indicate that the mentors played a crucial role in introducing the love for learning culture of the school to the beginner teachers by being role models. This finding aligns with Vikaraman et al. (2017) who found that mentors have the responsibility for introducing mentees to the school culture and facilitating their access to resources for their professional development. As stated in Chapter 2 (section 2.6), there is a need to understand the influence of mentoring in helping beginner teachers meet the accountability and development requirements of teacher appraisal. The findings of the present study suggest that mentors facilitated and enhanced the love for learning culture and, hence, the development side of appraisal as they provided the motivation, guidance, role modelling, and emotional support to mentees to improve and grow in their professionalism as beginner teachers.

5.2.4 E-Portfolios

The teachers in the schools organised their portfolios of learning by including evidence, such as photos, write-ups, reflections, and lesson plans. The teachers had flexibility to choose the type of evidence they uploaded. Thus, the teachers had ownership and autonomy in creating their portfolio, which was an integral part of facilitating reflection. This autonomy aligns with past research in portfolios that found that a high degree of self-regulation and choice facilitates the process of acquiring knowledge (Totter & Wyss, 2019). The schools opted to use an electronic platform to facilitate and simplify communication between the appraiser and appraisee, having one designated space for recording their evidence, communicating with

appraisers, and engaging with their feedback. Therefore, the e-portfolio became a platform where some of the important learning occurred.

The e-portfolio was an important resource to assist with the appraisal process in the schools. The schools invested time and effort in understanding the value, purpose, and affordances of the portfolio to enhance teachers' capacity to record and annotate their professional learning evidence to meet appraisal requirements. This finding aligns with Gelfer et al. (2015) who noted that a good teacher portfolio requires investment in time, planning, and cooperation from leaders. Past research has shown that the teacher portfolio is usually structured around the state and national standards to assist teachers in meeting the accountability requirements of the appraisal (Campbell et al., 2013). However, teachers in the present study felt that documenting the evidence took a lot of time as they needed to provide proof for all the Teaching Standards highlighted. Nevertheless, teachers in the present study were able to manage the portfolio by gathering and updating the portfolio along the way rather than waiting for the midyear or end of the year.

Teachers' portfolios in the schools were documented to show the learning and development of the teachers. The portfolio was not only a repository for evidence of pedagogical practice but also a catalyst for teachers' reflection and self-assessment on the learning that had occurred. The portfolio complemented the verbal reflection and self-assessment of teachers that occurred during the appraisal meetings, as highlighted by Gelfer et al. (2015) research. According to Clements et al. (2005) and Joseph and Brennan (2013), teachers are to continuously engage in reflection and self-assessment for effective individual learning. The portfolio in the present study was used by the teachers to record and monitor their progress and to identify areas for future improvement. It was also used by the leaders to identify resources and support needed

to help the teachers to meet their individual goals. The portfolio was also a platform to trigger conversations that could help teachers be reflective in their practice. Therefore, the documentation teachers contributed to the portfolio helped them to develop, clarify, and reflect on their approaches, methods, and teaching philosophy. The portfolio was effective in supporting teacher learning because the teachers continually reflected, self-assessed, and updated the portfolio. Hence, learning was progressive and continuous in Schools A and B.

5.3 A Whole View of Integrating the Accountability and Development Requirements

A coherent framework for integrating the accountability and development requirements of teacher appraisal is proposed in Figure 5.3 based on the study. Effective integration of the accountability and development requirements focuses on the interconnectedness of love for learning culture and leadership, people, systems, and roles. An integrated system pays attention to each of these components as they are equally important and mutually dependant for successfully integrating the appraisal requirements. The synthesis of the four components creates the circumstances in which teachers can thrive. Additionally, the integration of the components enables leaders to build support networks around teachers and create a more seamless experience of meeting the accountability and development requirements of teacher appraisal. Adopting a proactive and unified approach ensures that the teachers' professional learning needs become an integral part of teacher appraisal.

Figure 5.3

Coherent Framework to Integrate the Appraisal Requirements

LOVE FOR LEARNING CULTURE & LEADERSHIP *building relationship and trust; responding to teachers' individual and collective needs; ownership of their appraisal; intrinsically motivated*	THE PEOPLE *Shared vision between leaders & teachers*
THE SYSTEMS *Active learning opportunities, collaborative learning, mentoring, & e-portfolios*	THE ROLES *Leaders & teachers actively engage in the appraisal process*

Integration of accountability and development

5.4 Summary of the Chapter

This study aimed to explore how primary schools in New Zealand enhanced teacher development and integrated the accountability and development requirements of their appraisal system. The study found that the love for learning underpinned the school culture and leadership approach, enabling the developmental focus and the integration of accountability and development requirements of appraisal in the schools. The findings make important contributions regarding how the principal's love for learning and the love for learning culture in the schools integrated the accountability and development requirements of teacher appraisal. The schools' culture inspired teachers and leaders encouraged a love of learning by aligning their beliefs, values, and actions.

There were three main leadership styles identified in the study to support and enhance the love for learning culture. The three main leadership styles inferred from the findings were transformational, pedagogical, and distributive leadership. The characteristics of each of the leadership styles support existing research, but a fascinating finding from the present study that contributes to the literature is that the principals combined at least three different types of leadership styles to create and impact the love for learning culture. The principals' leadership styles enhanced the effectiveness of the team leaders and also embodied a love for learning. The transformational leadership style enhanced the team leaders' role in enhancing the professional learning culture and the school environment. The pedagogical leadership style enhanced the passion for learning and teaching in the schools, and the distributive leadership style was responsive to the needs of the teachers to tackle any issue or challenges that were raised in the teaching and learning. The combination of the styles helped build relationships and trust among teachers and leaders. Teachers' collective and individual needs were recognised, and they had ownership of their appraisal. Most importantly, the teachers were intrinsically motivated.

To support, facilitate, and enhance the love for learning culture and the integration of the accountability and development requirements, the study found that the leadership team introduced four systems. First, there was active learning through reflection, self-assessment, feedback, dialogue, and questioning. There is existing literature about each of the five elements, but the present study explained how the love for learning leader contributed to the enhancement of the elements to integrate the accountability and development requirements. Second, the present study contributes to the literature in the identification of five collaborative practices that seemed to influence the integration of the accountability and development requirements of teacher appraisal: collaborative classrooms, collaboration with other schools, collaboration

with outside experts, collaboration amongst school staff, and collaboration between appraisees and appraisers. Third, the findings of the present study indicate that the mentors played a crucial role in introducing the love for learning culture of the school to the beginner teachers by being role models and making explicit the expectations for teaching and appraisal procedures. The present study suggest that mentors facilitated and enhanced the love for learning culture as they provided the motivation, guidance, role modelling, and emotional support to mentees. Fourth, the portfolio was effective in supporting teacher learning because the teachers continually reflected, self-assessed, and updated the portfolios. The portfolio was also a platform to trigger conversations that not only helped teachers' reflection on their practice but also their identification of new areas for development. Accordingly, documentation processes—that may be associated with accountability purposes of appraisal—were deftly used in these case study schools to enhance ongoing learning and development, and, hence, seamlessly integrated the accountability and development purposes of appraisal. A coherent approach that synthesised the love for learning culture and leadership, people, systems, and roles resulted in a school model of how the accountability and development requirements of teacher appraisal can be integrated.

Chapter 6 Conclusion

Teacher appraisal in New Zealand is intended to help teachers improve and grow in their professionalism by meeting the accountability and development requirements of the profession. However, several studies suggested that schools in New Zealand have placed more emphasis on meeting the accountability requirements of the appraisal than on development (Education Review Office [ERO], 2014, 2016; Piggot-Irvine & Cardno, 2005). This study aimed to explore how primary schools in New Zealand integrated the accountability and development requirements of teacher appraisal.

The study adopted a qualitative case study research method to identify approaches, conditions, and challenges the participant schools faced in integrating the accountability and development requirements of teacher appraisal. The study researched two primary schools to enable an in-depth examination of these schools' appraisal systems. Data were collected through semi-structured interviews, participant observations, and document analysis. There were 21 participants, consisting of the principals, appraisers, and appraisees.

This concluding chapter summarises the key findings related to the research questions and deduces associated conclusions. It then discusses the contributions of the study to the literature and the implications for practice and policy. Next, the chapter discusses the limitations of the study and provides suggestions for future research. Finally, it closes with the researcher's concluding thoughts.

6.1 Overview of the Findings

This section will highlight the key points to answer the research questions.

6.1.1 RQ1: How do Schools Integrate the Accountability and Development Requirements of their Appraisal Systems?

The findings of the study suggest that the love for learning culture and the leadership contributed to the integration of accountability and development requirements of teacher appraisal. The schools' culture reflected the mindset of the members and it influenced how teachers feel, think, and behave about appraisal and learning. The schools' love for learning culture inspired teachers to develop their knowledge and competency as teachers, and leaders modelled their love of learning through discussions, critical reflection, and adjusting their thinking and actions. The development of teachers was the central focus of the appraisal systems in the schools and the love for learning culture facilitated teachers to develop into autonomous and responsible learners.

Three main leadership styles were evident in the practice of the principals: transformational, pedagogical, and distributive. The combination of the leadership styles and culture enhanced the effectiveness of the team leaders and the love for learning because the principals changed and adapted their style to suit every situation to meet the changing requirements of the school and teachers. The transformational principals had charisma to inspire teachers to improve and grow in their professionalism by providing clear direction and support systems for teachers to reflect, engage in discussion, and receive feedback. Additionally, the principals set goals that were realistic and provided support and encouragement when faced with challenges. The principals also understood that the developmental requirements of each teacher would vary, and provided support based on an individual basis. The principals built a close relationship

with each teacher, and displayed empathy and care towards their followers. The principals also promoted a culture of critical thinking where the teachers were actively involved in the appraisal process.

The principals also adopted a distributive leadership style where they empowered the leaders to work towards the goals of the appraisal systems by giving them opportunities to make decisions. The principal provided support and resources to help the team work collaboratively to support teachers, and there was mutual accountability. The collaborative support fostered inclusiveness, teamwork, and respect amongst the leaders. The pedagogically oriented principals were interested in challenging the teachers to gain new knowledge, which positively influenced teachers' confidence to meet their professional goals and objectives. The principals provided an encouraging, supportive, challenging, and safe environment for teachers to learn. Moreover, the principals nurtured a culture that was open, purposeful, curious, and resilient to help form a culture of learning among the teachers. Therefore, the teachers were motivated to meet the accountability and development requirements of teacher appraisal because they were provided with an engaging learning experience.

6.1.2 RQ2: What Features/Factors Enable the Integration of Accountability and Development Requirements of their Appraisal?

To support teacher learning, the leadership teams had systems in place to enhance the love for learning culture. These systems were for all leaders to follow, and there was emphasis on systematic processes. The present study found that four features facilitated the integration of the accountability and development requirement of teacher appraisal. First, there was active learning through reflection, self-assessment, feedback, dialogue, and questioning with the support of the appraiser. Reflection was an important component as it helped teachers to

develop critical thinking skills, and it seemed to improve their performance. Self-assessment helped the teachers to monitor and adjust their own learning to achieve deeper understanding and improvement in meeting the Teaching Standards. The feedback provided by the leaders helped to establish a culture that appreciated feedback as it raised awareness of their strengths and areas for improvement, and thereby increased teachers' performance at different stages of their career. Dialogue and questioning helped teachers to gain a deeper level of knowledge, and it encouraged teachers to view their practice from different perspectives that created opportunities for further learning.

Second, collaborative learning further enhanced the love for learning culture and facilitated the integration of the accountability and development requirements of teacher appraisal. Teachers in the present study reported that collaborative learning created multiple occasions for exchanging and developing pedagogical, curriculum, and assessment ideas. Additionally, teachers who worked as a team in a flexible learning environment reported more opportunities to informally observe colleagues' practice, and engage in ensuing reflection and dialogue with their colleagues compared to teachers in single classrooms. Collaborating with other schools created further opportunities for teachers to critically reflect on their teaching practice, share knowledge, and receive collegial support and feedback from other teachers. Also, working alongside outside experts provided the teachers in both schools with opportunities to challenge and revitalise their reflection and engage in dialogue.

Third, mentoring systems were in place to guide beginner teachers to develop their planning, instruction, and content knowledge. The principals ensured that the mentors and mentees had good systems and processes in place to facilitate and support the mentoring process. The mentors were compassionate and knowledgeable, and they were enthusiastic about sharing

their expertise. Consequently, beginner teachers felt comfortable asking questions and seeking help in areas of uncertainty, and in doing so more accurately communicated their learning. Shared expectations of resultant actions and records of this learning could be used as evidence of meeting professional standards, and over time also represented growth in learning.

The fourth feature that facilitated the integration of the accountability and development requirements of teacher appraisal were portfolios (records of, and mechanisms for, extended learning), that facilitated and enhanced teachers' reflection and self-assessment. Portfolios were used by the leaders to identify resources and support needed to help the teachers to meet their individual goals. In this way, the leaders and the teachers were mutually accountable to each other in their professional exchange of ideas, responses, and quality of the evidence provided. The portfolio was also a platform to trigger conversations that could help teachers be reflective in their practice, identify areas for growth, and plan future professional learning.

The combination of the four features (culture of loving learning, creation of multiple occasions for collaborative learning, mentoring support, and efficient systems and processes that optimised learning) created alignment and coherence that enabled integration of the accountability and development requirements of teacher appraisal.

6.1.3 RQ3: What Factors Inhibit the Integration of Accountability and Development Requirements of their Appraisal?

There were four main challenges in effectively integrating the accountability and development requirements of teacher appraisal. First, there was a perceived lack of feedback given to experienced teachers in single classrooms. However, the reasons why experienced teachers did not receive appraisal observations were to manage everyone's workload, and the leadership

team assumed that the experienced teachers were self-regulating their practice due to their developed skills in critical reflection. Nevertheless, the unintended consequence was that those teachers felt neglected because they valued peer feedback to improve their teaching. Second, the teachers believed leaders arranged too many professional development activities that overwhelmed them. The leaders may need to help teachers bridge the learning from one initiative to another through more explicit communication so that they can build on the professional learning rather than perceive it as an "add on".

The third challenge was that formal observations made many teachers nervous. However, observations in the collaborative classrooms were perceived as less formal and, therefore, more development than accountability focused. As a result, teachers who worked in collaborative classrooms reportedly felt more comfortable in being observed compared to those in single cell classrooms. The combination of greater formality and fewer observational occasions seemed to tilt the experience more towards an accountability rather than a professional learning experience for teachers observed in single cell classrooms.

The fourth challenge was that teachers felt that providing evidence was the biggest barrier in the appraisal process. The nature of the evidence and the amount were viewed as problematic. Some of the difficulty related to the complexity of what they tried to evidence and some uncertainty about the sufficiency of evidence expected by the school but more so by the Teaching Council. Nevertheless, teachers were better able to manage the portfolio by regularly gathering evidence and updating the portfolio throughout the year rather than waiting for the midyear or end of the year. School systems that reminded and, at times, required teachers to input evidence and reflective annotations simultaneously addressed accountability and

development requirements, particularly when these records were the source of appraisal discussions.

6.1.4 Summary of the Findings

The findings of the present study suggest that to integrate the accountability and development requirements of teacher appraisal, schools need a robust appraisal system embedded within a love for learning culture where professional learning is prioritised and collectively cultivated by teachers, leaders and principals. Integral too, is the identification of in-school mentor leaders whose skills and knowledge are systematically cultivated, and their roles supported with time and resources. Furthermore, systems and processes are aligned so that records of learning, such as portfolios, serve both accountability and development needs. Transparent and open systems enable leaders, mentors and teachers to monitor progress, attend to needs in a timely fashion and extend learning through evidenced dialogue. School leaders promulgate a sense of collective and shared mission in going beyond basic competencies to expecting, and creating conditions to enhance ongoing collaborative professional learning.

In conclusion, the findings of the present study indicate that the integration of the accountability and development requirements of teacher appraisal was more than the design of the system— it was embedded through their culture, leadership, systems, and differentiated support provided in accordance with the level of teacher experience. The schools supported teachers to improve and grow in their professionalism not only through a shared love for learning but also a leadership team who managed the changes and supported teachers to pursue their shared vision. Collectively, the principals, team leaders, and teachers had a desire to continually improve their practice, which helped them to respond and adjust to the changes and challenges in the system. Moreover, they skilfully documented their mentoring, professional learning, and appraisal

discussions in portfolios that ostensibly served accountability purposes but intentionally stimulated further reflection, self-assessment, and ongoing development. Accountability was seamlessly embedded into their continual learning processes.

6.2 Contributions to the literature

This section will discuss the contribution the present study makes to the research literature.

6.2.1 Love for Learning Culture and Leadership in Integrating the Accountability and Development Requirements of Teacher Appraisal

The findings of the present study contribute to the literature about how the love for learning culture and leadership were pivotal in integrating the accountability and development requirements of teachers. There is literature on leadership and school culture (as discussed in section 2.4 and 2.5), but this thesis explains how the principal's love for learning and the love for learning culture integrated the two requirements of teacher appraisal in this study indicating the depth and breadth of passion and commitment to professional learning across all school systems and processes. Additionally, the principal led the teachers and leaders with the dynamic use of three leadership styles—transformational, pedagogical, and distributive—that further enhanced the love for learning culture. There is literature about each of these leadership styles (refer to section 2.5), but not on the impact of the combination of the three styles in integrating the accountability and development requirements of teacher appraisal.

6.2.2 Impacts of the Love for Learning School Culture and Leadership

The present study contributes to the literature about how the love for learning culture and the leadership style elements shown in the coherent framework (see Figure 6.1) created four factors that facilitated the integration of the accountability and development requirements of teacher

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appraisal. The four factors are: 1) team leaders embodying a love for learning; 2) building relationships and trust; 3) responding to teachers' individual and collective needs; and 4) developing teacher ownership of their appraisal and being intrinsically motivated. There is literature on each of the separate impacts (see Chapters 2 and 5), but it does not discuss how they are intertwined or linked to culture and leadership. The present literature also does not discuss how these four impacts identified in the study enhance the integration of the appraisal requirements.

Figure 6.1

Coherent Framework to Integrate the Appraisal Requirements
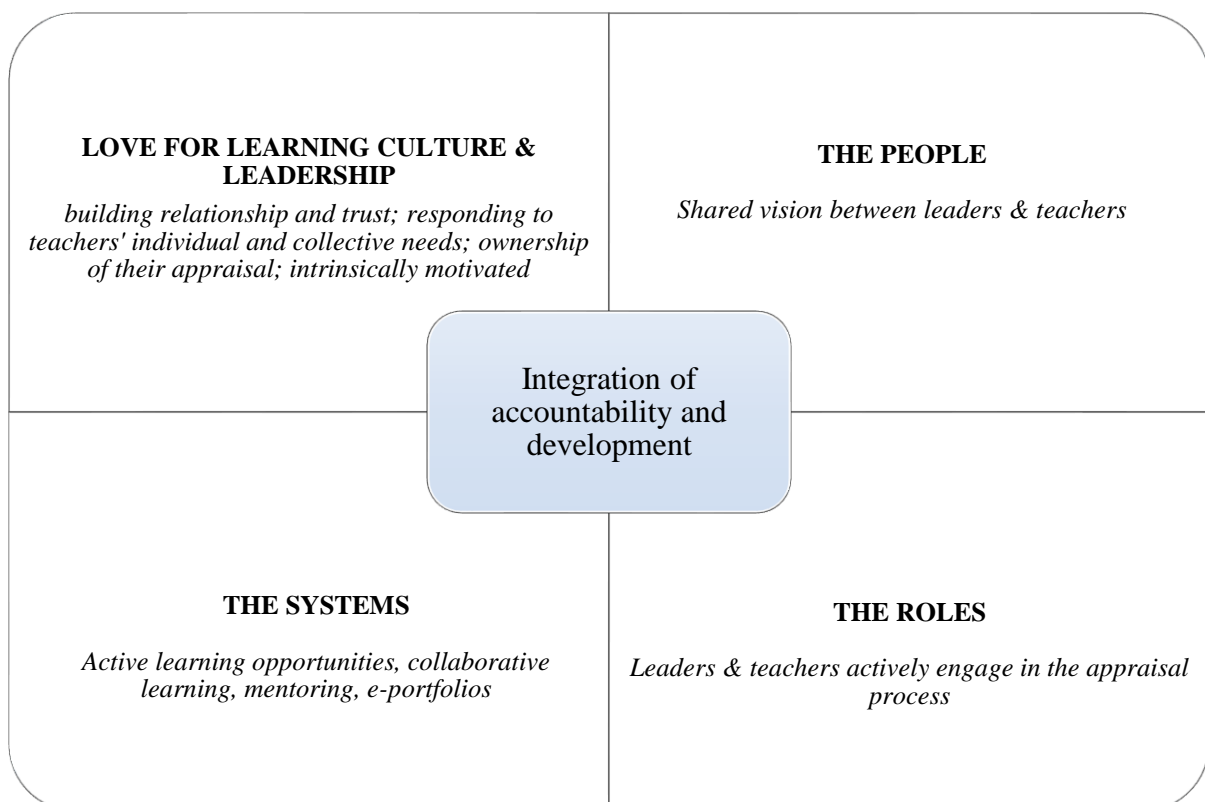
6.2.3 Systems to Support the Integration of the Accountability and Development Requirements of Teacher Appraisal

The study contributes to the literature on how the systems implemented in the schools enhanced the integration of the accountability and development requirements of teacher appraisal. There were four systematic processes in place: 1) active learning through reflection, self-assessment, feedback, dialogue, and questioning; 2) collaborative learning; 3) mentoring; and 4) e-portfolios. There is literature around each of the processes mentioned (see Chapters 2 and 5); however, it does not discuss how the processes enhance the love for learning and facilitate the integration of the appraisal requirements. The findings also suggest that appraisal observations in collaborative classrooms were perceived to be more development than accountability focused because of the degree of informality, frequency and spontaneity of observations, and conversations opportunities for teachers compared to teachers in single classrooms. This could be an area worthy of further research.

6.2.4 Coherent Framework to Have a Developmental Focus

Although teacher appraisal in NZ appears to be skewed too far towards the accountability end of the continuum and too little towards the development end, the present study found that both schools had an appraisal system that was focused highly on development. None of the teachers in the schools spoke about accountability, but they focused their discussion around development and how that helped them to meet the teaching practice needs.

Therefore, the present study found that the integration of the elements stated in 6.2.1, 6.2.2, and 6.2.3 were key elements that brought about this focus. Hence, the present study proposes a coherent framework to meet the appraisal requirements through an integrated system that pays attention to the love for learning culture and leadership, people, systems, and roles. These

components are interconnected to meet the accountability and development requirements of teacher appraisal (as shown earlier in Figure 6.1).

6.3 Implications from the Study

This section will discuss the implications of this study and provide recommendations to schools on ways to integrate the accountability and development requirements of teacher appraisal.

6.3.1 Implications for Schools

The present study suggests that to integrate the accountability and development requirements of teacher appraisal, schools should influence favourable conditions to integrate them. The recommendations provided here take a holistic approach as each of the factors contributes to enhancing teacher learning and it is the synthesis of factors that helps integrate the accountability and development requirements of teacher appraisal (see section 5.3). The following are the recommendations for optimising favourable conditions.

a. Schools are encouraged to enhance teacher's reflection by setting up systems so that teachers are regularly contributing to their portfolios (or equivalent recording systems), and engaging in discussion with their appraisers. Regular conversations between the teacher and the appraiser through an e-portfolio would enhance a teacher's reflection on their learning. Additionally, with a systematic process, teachers could be reflecting and self-assessing themselves throughout the year, and the completion of the evidence would be ongoing and less burdensome at the end of year. Therefore, the systematic process could ease the undertaking of accountability and development requirements of the appraisal system. With the change being announced by the Teaching Council of Aotearoa New Zealand (2019, 2020c) about removing the accountability requirements,

having an efficient system in schools would ensure that teachers are still meeting the Teaching Standards and improving their knowledge, skills, and professionalism.

b. The present study identified that mentors play a crucial role in supporting teachers to meet the accountability and development requirements of teacher appraisal. Mentors are encouraged to share their expertise and provide direct and honest feedback to teachers. This feedback would encourage teachers to be reflective about their existing ideas and perspectives. Mentors also may need support and training to enhance their skills and knowledge.

c. As identified in the present study, teachers develop their professionalism when they are given opportunities to interact with other teachers and provided opportunities to engage with different professional development activities. However, schools need to take care not to overwhelm teachers with too many activities as the present study identified that leaders may need to help teachers bridge the learning from one initiative to another through effective communication processes such as identifying teachers needs through feedback so that teachers can build on their learning rather than perceive it as an add on.

d. The schools are encouraged to align the culture, leadership, systems, and processes of their goals of teacher appraisal as the present study found that aligning them would help integrate the accountability and development requirements of teacher appraisal. School leaders could start by reviewing the school's appraisal documents, policies, and systems in place to check for any discrepancies. Next, the leaders could examine their current

communication systems to identify any areas that could be further enhanced or improved.

6.3.2 Implications for the Teaching Council

The Teaching Council of Aotearoa New Zealand (2019) stated that the teacher appraisal systems in New Zealand are not adding value to the professional learning of teachers as the Teaching Council had expected, and there is a need to understand how teachers engage in processes that encourage teacher development and feedback. Additionally, the Teaching Council of Aotearoa New Zealand (2020c) stated that the accountability requirement of teacher appraisal would be removed as of February 2021 because of the burden it placed on teachers. However, the schools in the present study were able to integrate the accountability and development requirements, and the appraisal systems in the schools had a developmental focus. Therefore, the findings of the present study could inform guidelines or frameworks for other schools to implement the proposed model of Professional Growth Cycle, which is intended to support teachers' professional learning through collaboration (Teaching Council of Aotearoa New Zealand, 2020c). Each school's leadership and culture would be different; therefore, Teaching Council could provide training and tools to principals to help them engage in high-level reflection to identify the strengths, weaknesses, and opportunities to strengthen their current appraisal systems and processes. Principals could then be encouraged to use the tools and knowledge to continually engage in evaluating their current practices.

The present study found the alignment of the culture, leadership, systems, and processes along with the love for learning created successful integration of the accountability and development requirements.

6.4 Limitations and Recommendations for Future Research

The present study interviewed teachers from only two schools with almost the same decile ranking (Decile 8 and 9). The case study methodology was intentionally selected to investigate the phenomenon of integrated teacher appraisal in-depth. The results therefore have limited generalisability, that could be addressed in future research by including more case studies to validate the findings of the present study. Therefore, future research could look at schools from a range of communities and regions to investigate how they conduct appraisals and to identify key elements that help integrate the accountability and development requirements of teacher appraisal in those schools. This area of research may expand the range of leadership styles and factors that enable the integration of development and accountability dimensions of an appraisal.

Although the present study was able to gather data from teachers in single classrooms and collaborative classrooms, the sample size was small. The concept of flexible learning spaces seems to have influenced the appraisal processes. In the present study, the collaborative classrooms seemed to have changed the way appraisals were conducted, and they removed the need to conduct formal observations. This could be an area worthy of further investigation regarding the frequency, range and types of opportunities (e.g. degree of formality and spontaneity) for teachers to learn collaboratively. Furthermore, future research could compare single classrooms and collaborative classrooms to see if there are differences in how appraisal and learning are viewed in those two settings.

This study only investigated the impact of teacher appraisal on teachers' learning. The present study identified that staff in schools that had a love for learning are motivated to improve and grow their professionalism. Future research could investigate if teachers who are actively

engaging in improving their teaching practice have a positive impact on the learning and performance of students.

6.5 Reflection on the Research Process

As a researcher, I understand the value of choosing an approach that would provide me with good data for my study. Face-to-face semi-structured interviews were crucial in helping me gain an in-depth understanding of the issues and topic under study. Establishing a good rapport with the principals and teachers was pivotal in gaining good interview data, and I think building rapport was the most crucial part of the interview process in the present study. The participants must trust the researcher and be willing to be open and honest about their feelings. The research process has been a huge learning curve for me where it challenged and pushed me to build good skills and knowledge as a beginner researcher. I have learnt to see the bigger picture as well as the detail and realised the importance of being curious and delving deeper to gain more insight. It is also important to be systematic and have clear goals with the research and writing process, and there needs to be attention to detail to ensure data are presented and reported accurately. Lastly, it is important for me to stay calm, be open to feedback, engage in conversation with peers, and keep focused on thinking logically.

6.6 Final Thoughts

Previous studies and the current announcement to remove accountability as part of the teacher appraisal system suggest that schools in New Zealand have been struggling to integrate the accountability and development requirements of teacher appraisal. It is concerning to note that the Teaching Council of Aotearoa New Zealand (2019) stated that the teacher appraisal systems in New Zealand are not adding value to the professional learning of teachers. The present study examined how schools can address the current imbalance concerning accountability and

development requirements. It concluded that the aligned combination of culture, leadership, and systems to support teacher appraisal were crucial factors to enhance teacher development and integrate the accountability and development requirements.

However, having a development focus is not sufficient to make appraisal meaningful—it has to be embedded amongst teachers and leaders who have a love for learning culture. Such approach does not mean that the schools are ignoring the accountability aspect of the appraisal, but it is integrated, and aligned, with the systems and processes. Therefore, schools that have a development focus and inspire teachers to improve and grow in their professionalism are committed to continual improvement. For example, they continue to foster teachers to be self-driven, confident, accountable, and motivated. The recent announcement of the Teaching Council of Aotearoa New Zealand (2019, 2020c) to remove the accountability requirement of teacher appraisal does not suddenly turn appraisal into a development focused system in schools. Instead, adapting a coherent framework that aligns and intertwines multiple elements, systems, people and their roles, within a culture that loves learning and enables teachers to flourish, is more likely to foster a developmental teacher appraisal approach.

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Appendices

Appendix 1 Massey University Research Ethics Approval

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Date: 13 April 2018

Dear Marianne Simon

Re: Ethics Notification - **SOB 18/07** - **Enhancing teacher development through teacher appraisal**

Thank you for the above application that was considered by the Massey University Human Ethics Committee: **Human Ethics Southern B Committee** at their meeting held on **Friday, 13 April, 2018**.
On behalf of the Committee I am pleased to advise you that the ethics of your application are approved.

Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Dr Brian Finch
Chair, Human Ethics Chairs' Committee and Director (Research Ethics)

Appendix 2 Board of Trustees' Information Sheet

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

BOARD OF TRUSTEES' INFORMATION SHEET

Dear Sir/Madam

Request for permission to conduct research into:
Enhancing teacher development through teacher appraisal

Thank you for taking the time to consider being a part of this research. My name is Marianne Simon and I am a doctoral student in the Institute of Education, Massey University and my supervisory panel consists of Dr Jenny Poskitt and Dr Peter Rawlins. Both have been classroom teachers and are professional experts in my area of research. I have also been a teacher for the last 12 years. As the title suggests, I am interested to see how schools link teacher development with the appraisal system. Your school has been recommended to me, as having a good teacher development and appraisal system. Hence, I am writing to invite your school to participate in this doctoral study. If you choose to participate, I request your permission to conduct research in your school during 2018.

What will the participants be asked to do?

I will invite teachers, the principal and delegated appraisers to participate in this study. Participation is voluntary. Data will be collected through interviews, observations and, where relevant, review of appraisal system/policy documents.

Data Collecting

Interviews
Principals/delegated appraisers
   i. System interview - to find out about the school's current appraisal system and, if, and how, teacher development is linked to the appraisal system. The interview will last about 30-45 minutes and at a time and place negotiated.
   ii. De-briefing interview(s) - after the 'system' interview, the participant will be asked if s/he is comfortable for me to conduct a short interview after each of their appraisal-de-briefing meeting(s) to reflect on appraisal processes and themes (10-20 minutes). *The decision to participate in this subsequent stage is their choice and is NOT obligatory.*
   Note: The de-briefing interview will only be conducted if both the appraiser and teacher agree. The interview will be conducted separately.

Teachers
   i. Experiences interview - to find out their experiences of teacher development and appraisal. The interview will last about 30-45 minutes and be at a time and place negotiated. It will be conducted outside of their classroom commitments.
   ii. De-briefing interview - after the 'experiences' interview, the teacher will be asked if s/he is comfortable for me to conduct an interview after the appraisal-debriefing meeting to reflect on the appraisal processes and themes (10-20 minutes). *The decision to participate in this subsequent stage is their choice and is NOT obligatory.*
   Note: The de-briefing interview will only be conducted if both the appraiser and teacher agree. The interview will be conducted separately.

Observation of professional development programmes
With your permission, I would like to observe the in-house professional development programmes (if the programmes are organised during my research study in the school). This will help me to look at how the programmes are structured and organised.

School and policy documents
I will look at the school policies regarding appraisal and administrative documents relating to appraisal. Relevant policy documents and directives from the Education Review Office and Education Council will help me understand the current requirements and the system adopted in the school.

What is the benefit of the research to schools and teachers?

    i. Provide insights for teachers and schools into factors that contribute to the effectiveness of teacher development as part of teacher appraisal.
    ii. Provide insights to the Ministry of Education to refine policies and procedures around appraisal that focus on the enhancement of teacher development.

What are their rights as a participant?

As a participant, staff will have rights that protect their personal safety. They have the right to:
    i. Decline to answer any particular question;
    ii. Withdraw from the study within 3 weeks of the interview;
    iii. Ask any questions about the study at any time during participation;
    iv. Provide information on the understanding that their name will not be used unless they give permission to the researcher;
    v. Ask for the recorder to be turned off at any time during the interview;
    vi. Be given access to a summary of the project findings when it is concluded.

Confidentiality

I will treat all discussions held within the interview as private and confidential. Neither the school nor any individuals will be identified either directly or indirectly in verbal or written form. Key themes identified through the study will be used as the findings. Where illustrative quotes from the interview tapes are used, pseudonyms will be assigned to maintain anonymity. The recordings and written transcripts will be stored securely on a password-protected computer within my university office.

What will my information be used for?

The findings of this study will be presented as part of my PhD thesis. The research findings may also be used in conference presentations and journal publications.

Permission from the principal/delegated appraisers

I have written separate information and consent forms for them (attached).

Should you require further clarification

Feel free to contact me (Marianne Simon) by email me at m.simon@massey.ac.nz or call me on 0274886485.
You can also contact my supervisors if you have any questions about the project.

Supervisor	Supervisor
Dr Jenny Poskitt Institute of Education, Massey University T:06 356 9099 ext. 83070 E:J.M.Poskitt@massey.ac.nz	**Dr Peter Rawlins** Institute of Education, Massey University T:06 356 9099 ext.84403 E:P.Rawlins@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 18/07. If you have any concerns about the conduct of this research, please contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

I would like to thank you in advance for your careful consideration of this opportunity. **If you choose to participate in the study,** could you **please complete the attached consent form and return it to me in the prepaid envelope supplied**. Should you decline to participate please notify me as soon as possible by email (m.simon@massey.ac.nz).

Thank You

Appendix 3 Information Sheet for Principal/Delegated Appraiser

INFORMATION SHEET FOR PRINCIPAL/DELEGATED APPRAISER
Enhancing Teacher Development Through Teacher Appraisal

The Research
Thank you for taking the time to consider being a part of this research. I am a doctoral student in the Institute of Education, Massey University and my supervisory panel consists of Dr Jenny Poskitt and Dr Peter Rawlins. Both have been classroom teachers and are professional experts in my area of research. I have also been a teacher for the last 12 years. As the title suggests, I am interested in talking to you about how your school links teacher development with the appraisal system. Your school has been recommended to me as having a good teacher development and appraisal system. Hence, I am interested in finding out more about your experiences of teacher development and appraisal. If you are interested in telling me about your experience, I would very much like to hear from you.

What will you be asked to do?
   i.   System interview - to find out about the school's current appraisal system and, if, and how teacher development is linked to the appraisal system. The interview will last about 30-45 minutes and be at a time and place negotiated.
   ii. De-briefing interview(s) - after the initial interview, you will be asked if you are comfortable for me to conduct a short interview after the de-briefing meeting(s) you have (for each appraise agreeing to be part of the research) to reflect on appraisal processes and themes (10-20 minutes). *The decision to participate in this subsequent stages is your choice and is* <u>*NOT obligatory.*</u>
        Note: The de-briefing interview will only be conducted if both the teacher and you agree. The interview will be conducted separately.

If you agree, I will also audio record the interviews for an accurate record of our discussion. You will also be given the opportunity to read and amend the transcript of the interview(s) conducted with me.

What is the benefit for you and your school?
   i.   Your input will provide insight for teachers and schools into factors that contribute to the effectiveness of teacher development as part of teacher appraisal.
   ii. Your contribution may provide insights to the Ministry of Education to refine policies and procedures around appraisal focused on the enhancement of teacher development.

What are your rights as a participant?
As a participant, you will have rights that protect your personal safety. You have the right to:
   i.   Decline to answer any particular question;
   ii.   Withdraw from the study within 3 weeks of the interview;
   iii. Ask any questions about the study at any time during participation;
   iv.   Provide information on the understanding that your name will not be used unless you give permission to the researcher;
   v.   Be given access to a summary of the project findings when it is concluded;
   vi.   Ask for the recorder to be turned off at any time during the interview

Confidentiality
I will treat all discussions held within the interview as private and confidential. Neither the school nor any individuals will be identified either directly or indirectly in verbal or written form. Key themes identified through the study will be used as the findings. Where illustrative quotes from the interview tapes are used, pseudonyms will be assigned to maintain anonymity. The recordings and written transcripts will be stored securely on a password-protected computer within my university office.

What will my information be used for?
The findings of this study will be presented as part of my PhD thesis. The research findings may also be used in conference presentations and journal publications.

So if you want to participate or ask any further questions about the project
Feel free to contact me (Marianne Simon) by email me at m.simon@massey.ac.nz or call me on 0274886485.

You can also contact my supervisors if you have any questions about the project.

Supervisor	Supervisor
Dr Jenny Poskitt	**Dr Peter Rawlins**
Institute of Education, Massey University	Institute of Education, Massey University
T:06 356 9099 ext. 83070	T:06 356 9099 ext.84403
E:J.M.Poskitt@massey.ac.nz	E:P.Rawlins@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 18/07. If you have any concerns about the conduct of this research, please contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

Thank you for your interest in this study

Appendix 4 Information Sheet for Teacher

INFORMATION SHEET FOR TEACHER
Enhancing teacher development through teacher appraisal

The Research
Thank you for taking the time to consider being a part of this research. I am a doctoral student in the Institute of Education, Massey University and my supervisory panel consists of Dr Jenny Poskitt and Dr Peter Rawlins. Both have been classroom teachers and are professional experts in my area of research. I have also been a teacher for the last 12 years. As the title suggests, I am interested in talking to you about how the school links teacher development with the appraisal system. Your school has been recommended to me as having a good teacher development and appraisal system. Hence, I am interested in finding out more about your experiences of teacher development and appraisal. If you are interested in telling me about your experience, I would very much like to hear from you.

What will you be asked to do?
  i.   Experiences interview - to find out your experiences of teacher development and appraisal. The interview will last about 30-45 minutes and be at a time and place negotiated. It will be conducted outside of your classroom commitments.
  ii. De-briefing interview - after the 'experiences' interview, you will be asked if you are comfortable for me to conduct an interview after the appraisal-debriefing meeting to reflect on the appraisal processes and themes (10-20 minutes). *The decision to participate in this subsequent stage is your choice and is <u>NOT obligatory.</u>*
       Note: The de-briefing interview will only be conducted if both the appraiser and you agree. The interview will be conducted separately.

If you agree, I will also audio record the interviews for an accurate record of our discussion. You will also be given the opportunity to read and amend the transcript of the interview(s) conducted with me.

What is the benefit for you and your school?
  i.   Your input will provide insight for teachers and schools into factors that contribute to the effectiveness of teacher development as part of teacher appraisal.
  ii. Your contribution may provide insights to the Ministry of Education to refine policies and procedures around appraisal focused on the enhancement of teacher development.

What are your rights as a participant?
As a participant, you will have rights that protect your personal safety. You have the right to:
  i.   Decline to answer any particular question;
  ii.   Withdraw from the study within 3 weeks of the interview;
  iii. Ask any questions about the study at any time during participation;
  iv.   Provide information on the understanding that your name will not be used unless you give permission to the researcher;
  v.   Be given access to a summary of the project findings when it is concluded;
  vi.   Ask for the recorder to be turned off at any time during the interview

Confidentiality

I will treat all discussions held within the interview as private and confidential. Neither the school nor any individuals will be identified either directly or indirectly in verbal or written form. Key themes identified through the study will be used as the findings. Where illustrative quotes from the interview tapes are used, pseudonyms will be assigned to maintain anonymity. The recordings and written transcripts will be stored securely on a password-protected computer within my university office.

What will my information be used for?

The findings of this study will be presented as part of my PhD thesis. The research findings may also be used in conference presentations and journal publications.

So if you want to participate or ask any further questions about the project

Feel free to contact me (Marianne Simon) by email me at m.simon@massey.ac.nz or call me on 0274886485.

You can also contact my supervisors if you have any questions about the project.

Supervisor	Supervisor
Dr Jenny Poskitt	**Dr Peter Rawlins**
Institute of Education,	Institute of Education,
Massey University	Massey University
T:06 356 9099 ext. 83070	T:06 356 9099 ext.84403
E:J.M.Poskitt@massey.ac.nz	E:P.Rawlins@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 18/07. If you have any concerns about the conduct of this research, please contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

Thank you for your interest in this study

(Note: If there is a high response for this study, I will only be able to interview a certain number of participants due to time constraint. I will have to narrow it based on information such as years of teaching experience, position in the school and age).

Appendix 5 Consent Form for Board of Trustees

ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

CONSENT FORM FOR BOARD OF TRUSTEES

THIS CONSENT FORM WILL BE HELD FOR FIVE (5) YEARS

We have read the Information Sheet and have had the details of the study explained to us. Our questions have been answered to our satisfaction, and we understand that we may ask further questions at any time. We agree to keep confidential all information concerning the project.

We **agree/do not agree** (Please circle one) for the school to participate in this study.

We **agree/do not agree** (Please circle one) for the researcher to have access to documents related to appraisal (policy related documents).

I understand that all research notes will be used only by Marianne Simon for this research project, publications and presentations arising from this research.

Signature of the Chairperson of the Board of Trustees …………………………………

Date ………………………………

Appendix 6 Consent Form for Principal/Delegated Appraiser

ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

CONSENT FORM FOR PRINCIPAL/DELEGATED APPRAISER

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time. I agree to keep confidential all information concerning the project.

I **would/would not** (Please circle one) like to participate in the interview part of the research under the conditions set out in the Information Sheet.

I **agree/do not agree** (Please circle one) to the interview being audio taped.

I **agree/do not agree** (Please circle one) for the researcher to interview me after the appraisal-debriefing meeting(s).

I understand that all research notes will be used only by Marianne Simon for this research project, publications and presentations arising from this research.

Signature of Principal/Delegated Appraiser: ………………………….

Date: ………………………….

Appendix 7 Consent Form for Teacher

ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

CONSENT FORM FOR TEACHER

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time. I agree to keep confidential all information concerning the project.

I **would/would not** (Please circle one) like to participate in the interview part of the research under the conditions set out in the Information Sheet.

I **agree/do not agree** (Please circle one) to the interview being audio taped.

I **agree/do not agree** (Please circle one) for the researcher to interview me after the appraisal-debriefing meeting.

I understand that all research notes will be used only by Marianne Simon for this research project, publications and presentations arising from this research.

Signature of teacher: …………………………. **Date:** ………………………….

Appendix 8 Demographic Background Questionnaire

Demographic Background

Please answer a few background questions so that I can get to know you a little bit before the interview. Please tick the appropriate answer that applies to you

Please tick one:

1. Gender: ( ) Male   ( ) Female   ( ) Prefer not to comment   ( ) Other_____

2. Age: ( ) 20-25   ( ) 26-30   ( ) 31-40   ( ) 41-50   ( ) 51-60   ( ) 61-70   ( ) 71+

3. Total years of teaching experience:

    ( ) 0-5   ( ) 6-10   ( ) 11-20   ( ) 21+

4. How many years have you been working as a teacher <u>at this school?</u>

    ( ) 0-2   ( ) 3-5   ( ) 6-10   ( ) 11-15   ( ) 16-20   ( ) 21+

5. Role: Please tick one of the most applicable description.
    o   I am a classroom teacher.
    o   My time is split between classroom teaching and management e.g Team Leader, Syndicate Leader. Please specify ………………………………….
    o   My time is mostly spent on management tasks and I do not have my own classroom e.g Principal, Deputy Principal, Assistant Principal. Please specify ………………………….

6. I strongly identify with the following ethnicities. Tick *one or more* as applicable.
    This question is only intended to understand your cultural background and will not be used in the research findings.

    o   NZ Pakeha
    o   European
    o   Maori
    o   Pacific
    o   Asian
    o   Indian
    o   Chinese
    o   Middle Eastern/Latin American/African
    o   Other Ethnicity

Appendix 9 Interview Schedule for Principals/Delegated Appraisers

Semi-Structured Interview Schedule for Principals/Delegated Appraisers-Tentative Questions Structure

Part 1

Hello, I am Marianne Simon and would like to thank you for participating in this interview. I have received your signed copy of the consent form and would just like to check with you once again if you are still happy for me to interview you. You would have gone through the information sheet provided; do you have any questions or require any further information about the study?

As mentioned in the information sheet, this interview will be audio-recorded for accurate record of the interview. I would not want to miss any important points mentioned in the interview. Are you comfortable with me audio recording this interview? During the interview, if you feel you need me to turn off the audio recorder at any time please let me know.

Part 2

	Objective	Main Question	Prompts/Points to consider
1.	Gathering basic information & getting to know more about the teacher	Can you share a little bit about yourself?	How many years have you been working in this school?
2.	Exploring their understanding of the term appraisal	When you hear the term appraisal, what does it mean to you?	
3.	Exploring what they understand and the terms used by the schools	What terms are used in this school to describe teacher development?	Is it called teacher professional development; professional learning; professional development; professional learning and development? Are they the same? What do they understand by the term used? *(Further questions would use the term(s) used by the participant).*
4.	Exploring how appraisal is conducted in the school	Please explain the appraisal process in this school	How is it done; Who does it; What happens as a result of the appraisal; Is it a one-off event?
5.	Exploring the purpose, value and usefulness of the appraisal process	Tell me about your appraisal experiences - being appraised and appraising others?	What do you think is the purpose of conducting an appraisal? What is the value or usefulness of conducting an appraisal?
6.	Exploring how appraisal is linked to teacher development	In what ways do the appraisal results of a teacher inform professional learning and development needs of teachers?	For the specific teacher, for the team or the whole staff: How is appraisal results used to identify professional development & learning needs? Would you be able to provide an example?
7.	Exploring how development programmes are organised	How are teacher professional development and learning conducted in this school for teachers?	Delivery method of professional learning activities: Do you prefer in-house or outside expertise training? Do all teachers attend same programmes?

			Are your involved in the planning of professional development programmes? Are teachers involved in the planning too? How do you evaluate the effectiveness of the programmes? Do you face any influence from other parties when designing an appraisal system & professional development programmes?
8.	Exploring the factors that enable teacher development	Please share with me the approach/steps the school has taken to link the two (appraisal and professional development and learning)? (if not answered earlier) What are the advantages of linking appraisal to teacher professional learning & development? What factors do you think enabled the school to effectively link teacher appraisal to teacher development?	Highlighting the strengths: Is it tailored to individual teachers? Are there collegial interactions? Are there collaborative practices? Does the school have a mentoring system for teachers? Do teachers receive regular feedback from you? Is there a supportive culture?
9.	Exploring the factors that inhibit teacher development	What challenges do you encounter or perceive in linking appraisal to teacher professional learning & development?	If they do not mention linkage/integration, ask the following points: Are there collegial interactions? Are there collaborative practices? Does the school have a mentoring system for teachers? Do teachers receive regular feedback from you? Is there a supportive culture?
10.	In case the teacher wants to add anything else to the interview discussion	Are there any other comments you would like to make about the appraisal process?	How do you think your staff view about being appraised? Could you share about how you are appraised? How do you feel about the way you are appraised?

Appendix 10 Interview Schedule for Teachers

Semi-Structured Interview Schedule for Teachers-Tentative Questions Structure

Part 1

Hello, I am Marianne Simon and would like to thank you for participating in this interview. I have received your signed copy of the consent form and would just like to check with you once again if you are still happy for me to interview you. You would have gone through the information sheet provided; do you have any questions or require any further information about the study?

As mentioned in the information sheet, this interview will be audio-recorded for accurate record of the interview. I would not want to miss any important points mentioned in the interview. Are you comfortable with me audio recording this interview? During the interview, if you feel you need me to turn off the audio recorder at any time please let me know.

Part 2

	Objective	**Main Question**	**Prompts/Points to consider**
1.	Gathering basic information & getting to know more about the teacher	Can you share a little bit about yourself?	How many years have you been working in this school?
2	Exploring their understanding of the term appraisal	When you hear the term appraisal, what does it mean to you?	
3	Exploring what they understand and the terms used by the schools	What terms are used in this school to describe teacher development?	Is it called teacher professional development; professional learning; professional development; professional learning and development Are they the same? What do they understand by the term used? *(Further questions would use the term(s) used by the participant).*
4	Exploring how appraisal is conducted in the school	Please explain the appraisal process in this school	How is it done; Who does it; What happens as a result of the appraisal; Is it a one-off event?
	Exploring the purpose, value and usefulness of the appraisal process	Tell me about your appraisal experiences - being appraised and appraising others?	What do you think is the purpose of conducting an appraisal? What is the value or usefulness of conducting an appraisal?
5	Exploring how appraisal is linked to teacher development	In what ways do your appraisal results and your professional learning & development needs link together?	How are appraisal results used to identify development needs
6.	Exploring how development programmes are organised	What choices or flexibility do you have in your professional learning?	Delivery method of professional learning activities: Do you prefer in-house or outside expertise training? Do all teachers attend same programmes?

			Are your involved in the planning of professional development programmes? Who else are involved in the planning? How does the school evaluate the effectiveness of the programmes? Does the school face any influence from other parties when designing an appraisal system & professional development programmes
7.	Exploring the factors that enable teacher development	From your experience, what do you see as the strengths of this school's appraisal and professional development & learning systems or processes?	Highlighting the strengths: Is it tailored to individual teachers? Are there collegial interactions? Are there collaborative practices? Does the school have a mentoring system for teachers? Do teachers receive regular feedback from you? Is there a supportive culture? Support from the principal
8.	Exploring the factors that inhibit teacher development	What do you see as the challenges or barriers to the appraisal and professional development & learning of your school?	If they do not mention linkage/integration, ask the following points: Are there collegial interactions? Are there collaborative practices? Does the school have a mentoring system for teachers? Do teachers receive regular feedback from you? Is there a supportive culture?
9.	In case the teacher wants to add anything else to the interview discussion	Are there any other comments you would like to make about appraisal or teacher learning and development?	How do you feel about the way you are appraised?

Appendix 11 Authority for the Release of Transcripts

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

AUTHORITY FOR THE RELEASE OF TRANSCRIPTS

I confirm that I have had the opportunity to read and amend the transcript of the interview(s) conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature: _____ **Date:** _____

Full Name - printed _____

Te Kunenga
ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand T 06 356 9099 www.massey.ac.nz

Appendix 12 Transcriber's Confidentiality Agreement

ENHANCING TEACHER DEVELOPMENT THROUGH TEACHER APPRAISAL

TRANSCRIBER'S CONFIDENTIALITY AGREEMENT

I .... (Full Name - printed) agree to transcribe the recordings provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

Signature: _____ **Date:** _____

Te Kunenga
ki Pūrehuroa

Institute of Education
Cnr Albany Drive & Collinson Road, Private Bag 11222, Palmerston North 4442, New Zealand **T** 06 356 9099 **www.massey.ac.nz**

Appendix 13 Example of the Coding Process

Example of coding process

Codes	Categories	Themes	Guiding Framework
improve/grow (21)	Positive learning		
high dev (10)			
Integrated (4)			
Evidence meeting criteria (21)	Accountability	Research Question 1: Integrate teacher development and appraisal	Accountability is just part of the system; big part of it is growing and developing teachers
complacency (10)			
Guidelines (7)	System in place		
formal/documented (14)			
Platform (21)			
relationships (13)	Leaders take active role		
Monitor (15)			
teacher voice (10)			
leaders coached (5)			
early interventions (6)			
principal's involvement (9)			
team work (6)			
DP do release (3)			
principal driven appraisal (5)			
review system consistently (3)			
Cluster (12)	Support system	Research Question 2: Management related factors that enable integration of teacher development in appraisal	Leaders & management make a difference; having active assessment methods for teachers
mentoring/coaching (14)			
Invest in PD (12)			
reflection (21)	Active Assessment		
discussion (12)			
Feedforward (13)			
Questioning (10)			
Conversation (18)			
regular meetings (10)			
outside expert co-teach(2)			
rigorous for beginner (8)			
Individualized (21)	Active learning		
learner centered (21)			
experienced observe others (6)			
Happy (6)	Emotion of teacher	Research Question 2: Teacher related factors that enable integration of teacher development in appraisal	Teacher personality makes a difference
Positive (2)			
Comfortable (4)			
Meaningful (2)			
self-driven (14)	personality		
Caliber (2)			
eager and open (3)			
no observation (4)	Collaboration		
interaction (6)			
regular feedback (3)			
share ideas (9)			
team work (6)			
always observed (5)			
Take risk (3)	Culture of the school	Research Question 2: Environment related factors that enable integration of teacher development in appraisal	Flexible learning space change how appraisal is conducted; culture of the school
Innovation (2)			
Trust (14)			
Helpful (10)	Collegiality among staff		
share expertise (14)			
providing evidence (3)	External challenges		
without accountability can be more authentic (3)		Research Question 3: Factors that inhibit integration of teacher development in appraisal	There are some practical challenges and difficulties, which will provide recommendations for improvement.
Time (10)			
Workload (6)			
lots of PD (5)	Internal challenges		
experienced not observed (like it) (4)			
single classroom missing out (2)			
observation nervous (6)			