



# InterLEAD Connector™

Connecting appraisal with professional learning,  
reflection and teacher growth

THE IDEA – WHAT YOU NEED TO KNOW WHEN  
Using the InterLEAD Connector™ System



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## Introducing InterLEAD Connector™

Welcome to InterLEAD Connector™. This booklet was written with the intention to help you get the most from the InterLEAD Connector™ system.

If you are committed to continual improvement, you are curious about your teaching and perhaps the practices of others, and you are more learner than knower, you will discover InterLEAD Connector™ is a powerful and rewarding tool. However, like any system the effectiveness of InterLEAD Connector™ is dependent on the attitudes and belief systems of those using it. If you are not curious about your teaching practice or the practices of others, if you are not committed to continual improvement, or if you believe you have nothing more to learn, you might possibly find InterLEAD Connector™ a chore – something else to do. No appraisal system can attend to this ‘human condition’.

In his book, *Thinking, Fast & Slow*, (2011) Daniel Kahneman compares one’s life to being a little like a movie. In your movie there are two actors – your fast brain and your slow brain. Your superstar actor is your fast brain operating on intuition to dictate your thoughts and behaviours. Most of each day is spent relying on this. What is often overlooked is the quietly achieving supporting actor – your slow brain. That part of your brain responsible for reflecting, evaluating, planning, synthesising and inquiring. Your fast brain is only as good as the hard work undertaken previously by your slow brain. If you’re not fully utilising your slow brain, over time your fast brain can make dumber and dumber decisions potentially trapping you in both flawed thinking and flawed performance. Time moves on - but you don’t.

Schools/Centres are very fast brain work place environments operating daily near warp speed six. Captain Kirk of the Starship Enterprise would have been most impressed with the efforts of schools/centres in this respect. Learning systems like appraisal are in contrast slow brain systems and InterLEAD Connector™ is no different. To get the most out of it starts when you give permission to your slow brain to over-ride your fast brain. When you are using InterLEAD Connector™ this is a time for your slow brain to play the starring role. This is not always easy. As you might guess the appeal of using our fast brain is that fast brain activities don’t take time and the reason we often resist slow brain activities is because they do take time – often time we think we don’t have. But learning is slow, messy, often complex and takes time. Just ask your students/children. Learning can’t be rushed because learning is the domain of our slow brain. If you empower your slow brain we believe you will find InterLEAD Connector™ insightful, powerful, rewarding and beneficial to your professional growth as a teacher. If you are unable to slow down enough to value introspection, reflection, curiosity into your own practices and those of others, and inquiry, then again you may find the InterLEAD Connector™ less than appealing. This lies outside everyone’s control but yours – only you can control this.

You are reading this because your School or Centre has made a significant investment, intended to improve the quality of teacher appraisal and development. That investment indicates recognition that:

On-going teacher development plays a crucial role in the health of individual teachers and your school/centre as a whole; Development can be enhanced with a specialised tool like the InterLEAD Connector™; and Schools/centres often can not create enough slow brain windows for teachers within the context of an ordinary day to conduct the important work of thinking. Because InterLEAD Connector™ simplifies often time consuming slow brain tasks like appraisal, teachers can spend more time reflecting and inquiring (thinking) rather than the busy work of doing.

We hope you find that InterLEAD Connector™ represents a sound investment. It is designed to help busy teachers and other staff inquire into critical aspects of their practice. It provides you with data about your practice that is the basis for your own reflection and goal-setting. InterLEAD Connector™ can also be a catalyst for on-going quality improvement in your school/centre so that those for whom you are most accountable – your students/children and colleagues - are provided the best opportunities to be productive as well as yourself.

This booklet is designed to help you get to know InterLEAD Connector™ and answer some of the questions often arising when it is introduced to schools/centres. The booklet is designed around three key issues:

- 1. *Why there is a need for a new approach to appraisal in schools/centres;***
- 2. *The values upon which InterLEAD Connector™ is based; and***
- 3. *A new way of thinking about data gathering and professional conversations.***

## Section 1: Why a new approach to appraisal?

Generally speaking...

Many educators see the need to change the way appraisal is carried out in their schools/centres. For some it feels like a good idea that never quite delivers what it promises. Others view it as a “necessary evil” - a process that is required but adds no real value to the work they do.

The problem with many systems of appraisal is that they are not designed for the unique culture of New Zealand education. The process of appraisal feels like it has been transplanted from the business context and imposed upon schools/centres. Consequently, appraisal often fails to take into account the complexity of teaching. Further, it sets up a “hierarchical” relationship between teacher and appraiser which does not reflect the value New Zealand educators place on being able to act as autonomous practitioners.

InterLEAD Connector™ gets its name because it seeks to connect appraisal with things that really matter to educators. In particular it assumes that at the heart of any appraisal is the belief that teachers are responsible, adult professionals who do not need to be forced to improve their practice. Teachers welcome appraisal that is based on valid data designed to help them improve, and when they are able to work these things out for themselves they are able and willing to move to action themselves without a sense of coercion or pressure.

They also want to be respected as the key to learning outcomes in their own classrooms/learning spaces. In other words, appraisal will never be successful if all it does is help a principal or leader make a judgement of teachers. That is acting as if a change to the leader’s opinion will make a difference to learning outcomes in a teacher’s class/group. Instead, appraisal needs to bring the teacher to the forefront. By focusing on the

practices of teachers—the things they do that really make a difference to learning outcomes—teachers are provided with reflective data they can use to reflect on and use to make a real impact on their own work.

When the principal or leader is the key figure in the appraisal, the whole process can quickly turn into a situation of “low-trust”. People involved don’t use appraisal to uncover the reality of a teacher’s practice, so practice can be improved: rather they try to cover over any problems for fear these will somehow be used against them.

InterLEAD Connector™ is a high-trust system of appraisal. It generates data teachers can use to improve their own practice. Reading this you might have realised InterLEAD Connector™ is a formative process designed to allow you to self evaluate and self monitor your teaching practice. You would be right. Reflection and inquiry are deliberate acts one does to oneself. Whilst InterLEAD Connector™ can be set up to be solely a summative process, to get the best out of it, it should incorporate both formative and summative elements. This is outlined more in Section 4.

Being formative in nature, InterLEAD Connector™ is designed to be used again and again, so that you can take a long term view of professional development and your professional learning. At the same time it generates data the school/centre needs for review and planning, but these concerns are built into the system so that they do not dominate the critical issue to professional development and professional learning.

InterLEAD Connector™ allows schools/centres to connect appraisal with meaningful professional development and professional learning for teachers. It does so by focusing on practices that matter, in a high-trust context.

### **Changes to your Teacher Registration**

The Education Council of Aotearoa New Zealand (EDUCANZ) – the professional and regulatory body for New Zealand teachers charged with the responsibility of providing professional leadership and ensuring the quality of teachers, teaching and learning– in 2010 introduced a new Teacher Registration framework. EDUCANZ is not the Ministry of Education. EDUCANZ acts independently and autonomously from the Ministry.

In the past to retain or gain teacher registration required you to have signed off on your behalf by your Principal or someone delegated with the authority to do so, a declaration that you were meeting a set of criteria. One criteria ticked off was that you were being annually appraised. Perhaps the most difficult part of the process was parting with a sum of money to pay for the privilege of teaching for another three years. As of 2012 this is no longer the process for any teacher in New Zealand. In 2010 and 2011 the new framework only applied to those teachers working towards full registration.

As of 2012 to retain or gain your teacher’s certificate all teachers are required to get a document signed off, also pay a sum of money but additionally, provide evidence you are reflecting against the 12 stipulated Practising Teachers’ Criteria (which have now become the 6 Professional Standards of Teaching).

In the Practising Teacher Criteria Handbook (which you can download from the Education Council of Aotearoa New Zealand website) it makes clear the 12 Criteria are not “a list of words requiring perfunctory compliance” (page 3) and, “The Practising Teacher Criteria should be used as a framework for teachers ongoing professional practice to guide their reflections and professional learning, not just as criteria to be assessed against” (page 4) Information on page 5 of the handbook is explicit:

“During processes of appraisal and critical self-reflection, teachers need to think about what evidence can be collected from teaching in their particular context that reflects the intent of the criteria and is consistent with the over-arching statements. Following each criterion is a reflective question to provoke self questioning of how criterion might be demonstrated.”

These themes are also evident in the new Professional Standards of Teaching. Teacher Registration is no longer a tick box framework.

If you are a teacher seeking to either gain or maintain your full registration practising certificate you need to demonstrate that you have met each of the 6 Professional Standards of Teaching. Evidence includes...

Formal observations of your teaching with evidence of structured professional conversation around data gathered;

- Evidence of professional dialogue and discussion including appraisal meetings and structured mentoring;
- Documentation such as reflective journals, evidence of reflective analysis of learners' assessment information, appraisal records and records and reflections on professional development. School/centre leaders committed to the delivery of high quality teaching and learning are asking for more than baseline requirements such as evidence of planning.

The EDUCANZ framework has shifted the burden for Teacher Registration away from leaders onto teachers. There is a large body of evidence showing a very strong correlation between high quality performance in professional workplace settings and high quality reflection and inquiry. To retain your Practising Certificate this is what EDUCANZ is requiring you to undertake.

In the past appraisal has sat outside your Teacher Registration process. The new Registration framework now means appraisal is a vital vehicle through which you can work towards gathering the evidence you require against the 6 Professional Standards. And if you choose not to engage with what your professional body is asking of you, you run the risk of losing your full registration. As with Provisionally Registered Teachers EDUCANZ will be checking.

InterLEAD Connector™, because it is a formative process, promotes reflection, inquiry and dialogue by providing teachers with a means for gathering data on their practice. Using InterLEAD Connector™ you will end up gathering everything you need for evidence for your registration, whilst also doing your appraisal, without doing anything more than you might necessarily do within a traditional appraisal process.

## Section 2: What values drive InterLEAD Connector™?

When you try to understand how a tool or process is meant to operate it is good to have insight into the values upon which it is based. Knowing these values helps you to see when the process is being misused or applied to situations for which it was not designed.

As discussed earlier, InterLEAD Connector™ is primarily concerned with using appraisal as a vehicle for the professional development and professional learning of teachers. The core values behind the system reflect that intent.

Chris Argyris, Donald Schon and Roger Schwarz—experts on reflective practice and professional learning—emphasise a number of values that are essential for development:

- Valid information
- Free and informed choice
- Internal commitment
- Compassion

InterLEAD Connector™ presents people with valid information: ratings of practice from people who are in a position to describe what they have observed. Where there are qualms about the quality of information provided there is opportunity to signal the extent to which appraisers are confident in its validity.

Teaching professionals can exercise free and informed choice as to how they use this information to improve. The InterLEAD Connector™ tool is not intended to operate in isolation: choices a teacher makes will also be informed by the appraisal conversations they have about the data contained in the reports they received.

In the materials that accompany InterLEAD Connector,™ leaders and those providing ratings are constantly encouraged to play their part in the system with compassion, and to avoid “carrot and stick” strategies based on external compliance rather than internal commitment.

These values can act as a useful reference for schools/centres as they deal with unexpected events or questions that need to be resolved during implementation. When contemplating adaptations to the appraisal process, those involved can ask questions like, “What impact will this adaptation have on the validity of data?” and “Will this endanger internal commitment of staff?”

*The core values behind InterLEAD Connector™ are those most closely aligned with professional development and learning.*

## Section 3: A new way of thinking about data gathering and professional conversation

As mentioned at the start most people are frustrated with the way appraisal has worked in the past. One of the biggest frustrations is a sense that their appraisal is 'done to them'. This evokes a sense of vulnerability and helplessness. It is our belief one reason for this is the nature of traditional appraisal conversation.

Three pieces of research we believe help explain this.

Charlotte Danielson in her book *Talk About Teaching – Leading Professional Conversations (2009)* explains how in a traditional appraisal system it is the appraiser who gathers information, evaluates and synthesises the information and then feeds back or feeds forward their perceptions and thoughts. It is important to note in this process it is the appraiser who is doing the cognitive work and "all that's necessary for the teacher is that he or she endures the conference... eventually the supervisor will stop talking, and the teacher can leave." Research shows for learning to take place it is important it is the learner who is doing the thinking. In this traditional approach the teacher isn't. The teacher is passive. It might explain why the appraiser often gets so much more out of traditional appraisal than the teachers whom they are appraising.

In her book *Coaching Leadership (2005)*, New Zealand's Jan Robertson notes how she worked with adults in schools (they happened to be school leaders) to help build their capacity to lead. When she used 'direct conversations', over time two very different types of relationship between herself and her leaders emerged. One group became increasingly dependent on her and another group became increasingly resistant to her. Everyone fell into one of these two camps. She notes, neither behaviour is supportive of rich professional growth and development. We believe over the last 15 years, using feedback has expedited these two behaviours across and within schools. They are also both childish transactions when placed through the lens of transactional analysis. Worryingly we might be seeing greater numbers of teachers waiting to be told how to fix their lessons or seeking answers to their teaching without first having really reflected, or inquired or tried anything differently.

In their 25 years of research based on the observations of 20,000 people, Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzler discovered how highly influential people excel at facilitating crucial conversations. When the researchers put feedback under the microscope they discovered people only absorb feedback when they genuinely believe the person providing the feedback has their best interest at heart. The data is less important than the person delivering it. One reason feedback works so well in the classroom we believe is because most students/children have been socially conditioned to believe their teachers do have their best interests at heart and act on advice and recommendations provided. When we turn to feedback within appraisal most teachers tell us they don't genuinely believe their appraiser has their best professional interest at heart. This is one reason often teachers do not act upon feedback provided and why appraisal has so often little influence on teaching practice.

With these barriers in mind InterLEAD Connector™ empowers teachers by giving them the autonomy to lead their own appraisal conversations with their appraiser as opposed to listening to their appraisers leading them. Essentially the roles are reversed.



You are able to set up your appraisal cycle/s (see Section 4) and you have access to the data before any conversation with your appraiser or learning partner takes place. It means you are informed, you have insights and you lead your appraiser through the conversation sharing with them where you believe your strengths are, where your developmental areas and goals might lie and what professional development the data indicates you believe you require. You compare your perceptions of your teaching practice with the perceptions of another person or a range of others, and you come to your own views because it is you who have joined the dots together and not someone else.

Jeremy Pfeffer and Roger Sutton in their book *The Knowing Doing Gap – How Smart Companies Turn Knowledge into Action (2000)* refer to people who are knowledge workers. These are people who are paid to use their brains and to think for a living. Teachers epitomise the 21st Century Knowledge worker. Appraisal Connector™ acknowledges you are a knowledge worker. It has been designed to empower you to use that part of your brain that does the bulk of your learning – your slow brain – so that you are able to turn reflection into inquiry and action in your classroom/learning space. As a professional you have the autonomy to make choices as to whether you do or you don't. Hopefully this lies at the heart of the appraisal conversations you will lead your appraiser or learning partner through.

InterLEAD Connector™ is designed to overcome frustrations associated with traditional appraisal by rethinking some of the things we have in the past taken for granted. This means, of course, that those involved in appraisal may have to change some habits of thinking associated with how things have been done in the past. Like moving away from feedback conversations to reflective dialogue for example.

Another area is gathering data. You may have experienced appraisal based on one-off classroom/learning space observations. Someone sits in while you teach to check what you do. Typically, you have prepared to make sure you do a good job. The observer doesn't spot anything wrong and lets you know that you have been appraised and everything is OK.

In the process just described—or variations of it—once the observer leaves it feels like you have passed a test. The appraisal is a one-off or two-off event, which, once you have passed, is over. The next appraisal, when it comes around, feels like a different, separate event.

InterLEAD Connector™ requires new ways of thinking here too.

Firstly, it is an on-going process, not a one-off event. In a one-off event, the person being appraised has to get everything right: any flaw in the lesson is an issue of concern. As an on-going process, InterLEAD Connector™ is designed to reflect the reality that teachers develop over the long term, and that this development continues throughout their careers. So regular and preferably unannounced short 4 to 5 minute visits provide your appraiser/learning partner with real information, which they can provide you via InterLEAD Connector™. This rich information provides a basis for your slow brain to really get its teeth into because it is based on possible patterns observed over a period of time as opposed to a one-off event, which may not truly reflect what you as a teacher bring to the process of learning for your students/children.

It is expected that a teacher might have some areas of practice in which they are highly proficient and some areas in which they are not. These can be worked on in the long term and will evolve over time. Whilst you may be operating at a mastery level in one aspect of your practice during one cycle it is highly probable that in another cycle, you may not. By the same token, not everything has to be addressed at once: in appraisal conversations you and your appraiser/learning partner can consider where it makes sense to focus your attention.

The on-going nature of InterLEAD Connector™ also means that people and schools/centres can be expected to become more adept at using the system over time. For example, the first time you use the system it may be that there is only weak evidence to support the ratings given. If those involved think of appraisal as a ‘test’, the teacher could feel judged on the basis of an unfair process. But InterLEAD Connector™ is not a one-off event, nor is it a test. Those involved can acknowledge the situation and plan to make sure that they start collecting better evidence for the next time they meet.

*InterLEAD Connector™ is a process you can engage in for the long term. You can expect that you and your colleagues will get better and better at using it to make a difference to your practice.*

## Section 4: Using the InterLEAD Connector System™

Some initial thoughts.

### **Developing confidence in the system**

It is quite normal to not trust something you are not used to. A little like buying a car - it's not until it hasn't let you down for a while that you truly begin to have trust in it that you take it beyond the local shops! The same applies to your relationship with a system like InterLEAD Connector™. Over time we hope you start to believe it has your best interest at heart. It won't happen overnight.

To help you develop trust and confidence in the system one approach to consider is to set yourself up with 2 or 3 learning cycles for the first year.

For your **first learning cycle** (you can choose as many of these as you like each year) it might be you decide that just you provide reflective data and no one else. If you have a trusted colleague/s and you wish to go beyond this then you are ready to take the next step, but if you wish to quietly play with the system, then we suggest just you contribute to your first cycle.

For your **second cycle** you might be ready to invite a trusted colleague to provide reflective data. If you have set in motion a two-cycle year with the first cycle concluding at the end of Term 2 and the second cycle concluding in Week 7 of Term 4, it might mean that for the first year there has been no summative element from an ‘appraiser’.

In your second year, it might be you decide again on a two-cycle year with similar deadlines as year one. It might be that you and your trusted colleague provide reflective data for your first cycle and then again for your second cycle, but on this occasion you also have the input of an ‘appraiser’ too, to provide a summative component as well as a formative component. As more people contribute in this way you are able to build deeper and richer perspectives on your practice.

### **The Data**

The data people are providing you with is for your reflection. It is a view of the world for you to do with whatever you want. When you provide reflective data for someone else and when they provide it for you, it

should be seen as being helpful and honest whilst not being seen as things “I have to do”. Use a ‘take it or leave it’ approach with whatever data you provide or receive because it is formative in nature as opposed to summative in most cases. Thinking in this way you can be more honest with your responses.

### **Honesty**

A teacher recently shared with us how they found their first report from their first ever learning cycle ‘bland’. When asked why she thought this she believed it was because those whom she invited to provide reflective data were too nice and less than honest and they didn’t offer helpful insights when it came to the written comments. Upon further reflection she admitted this was exactly how she had approached the provision of reflective data to others. She realised she was part of the problem. She had done to them what they had done to her. What she also realised was that she had to be part of this change in culture. By being more honest with her colleagues in later reports they too would be more honest with her. Slowly, in this way, teachers are being encouraged to be more honest and professionally critical so that deeper learning occurs. Try and be as honest as you can. In this way your colleagues gain more and ultimately you will too.

### **Administrator**

As with any appraisal system someone in your school/centre has overall responsibility. Your Administrator has access to your school/centre’s system and has the ability to do a number of things:

1. Set you up with your learning cycles and change your learning cycles if you change your mind;
2. Set your deadline dates for each appraisal cycle and to change them – bringing them forward or pushing them back;
3. Set the right people up to provide you with the Reflective Data you seek on the sections you want them to provide data on;
4. Check to see who has and who isn’t meeting deadlines.

You will need to communicate with your In-School/Centre Administrator your requests so that they are able to set you up appropriately.

### **Setting up my learning cycle**

Each time a learning cycle is completed, so long as those who have been requested to provide reflective data do so, InterLEAD Connector™ generates a report upon which you can use to reflect and inquire into your practice. Some people prefer more learning cycles, up to once a term, whilst others prefer less going with a one-cycle year. Much depends on personal preference. Most people when they are first introduced to the system opt for a two-cycle year for the reasons mentioned above in the section How to Develop Confidence in the System. If you are a Provisionally Registered Teacher a four-cycle year (once a term) can be very useful as a basis for expediting professional development and learning and gathering evidence to move to fully registered teacher status.

To set up your learning cycle/s decide how many you want and the deadline dates and communicate these to your In-School/Centre Administrator. In some schools/centres for ease of use, everyone on the same number of cycles has the same deadline dates. This makes it easier to administer.

### **Who should provide me with reflective data – selecting the right people**

You wish to receive high quality data for your reflection and inquiry. This means inviting those who have the greatest insights on you to be providers of your reflective data. Go for quality as opposed to quantity of people. One person who really knows you can provide more than three who don’t.

There are a number of different sections requiring attention. The final number of sections relevant to you is dependent on the type of school/centre you work in and the position you hold.

- Section 1      The Art & Craft of Teaching**  
 x 10 reflective questions on Positive Classroom Management  
 x 10 reflective questions on Content – Curriculum Knowledge  
 x 10 reflective questions on Instructional Practices  
 x 10 reflective questions on Formative Assessment
- Section 2      Modelling the Competencies**  
 x 5 reflective questions on Managing Self  
 x 5 reflective questions on Relating to Others  
 x 5 reflective questions on Thinking  
 x 5 reflective questions on Participating & Contributing
- Section 3      Management Responsibilities for Unit Holders**  
 x 5 reflective questions
- Section 4      Special Character Schools**  
 x 5 reflective questions
- Section 5      Tātaiako**  
 x 13 reflective questions

For additional information on why these areas were chosen please go to our website [www.interlead.co.nz](http://www.interlead.co.nz), click on the InterLEAD Connector™ tab and download the Information Booklet.

You can choose different people to respond to different sections. For example, if you hold a management position and you are also a teacher in a Special Character School, in Year 1 you might choose for your first Learning Cycle the following approach:

**Example:**  
**Learning Cycle One (Deadline July 5 – Week 8/Term 2) Year One**

Respondent	Section 1	Section 2	Section 3	Section 4
Self	X	X	X	X
Teacher A	X	X	X	
DP 1		X	X	X
Teacher B		X	X	
Teacher C		X	X	X
Parent 1		X		
Parent 2		X		

*Note: Teachers A and B are members of your Team, Syndicate, Faculty or Department.  
 Parents 1 and 2 attended a camp you were on earlier in the year.*

**Example:**

**Learning Cycle Two (Deadline November 26 – Week 7/Term 4) Year One**

Respondent	Section 1	Section 2	Section 3	Section 4
Self	X	X	X	X
Teacher A	X	X	X	
DP 1	X	X	X	X
Teacher F		X	X	
Teacher G		X	X	X
Principal		X	X	X
Teacher H		X		
Parent 3		X		
Director of Religious Studies				X

*Note: DP 1 is your appraiser who now provides you with perceptions on your practice based on observations throughout the second cycle commencing after July 5. Teachers F and G are members of your Team, Syndicate, Faculty or Department. Teacher H is someone you have developed a professional relationship throughout the second half of the year through school professional development. Parent 3 is someone who has acted as a team manager for a sports team you have coached.*

In deciding who the right people are the first consideration is to seek those people who can and will be honest with you. Remember, this system is designed to be formative in nature and not summative to make this easier.

The most difficult section for your consideration is Section 1 - your classroom practice. If you have made your room a 'black box' so that no one else knows what you are doing in it, getting the right person or people to provide you with this information might be problematic. To overcome this one way is to invite someone whom you trust to regularly, perhaps once a week, to walk through or pop in for 4 to 5 minutes to get a feel for your teaching and your classroom. Think of each of these as pixels contributing to a bigger picture. If your invited colleague is able to do this over 18 to 20 weeks they will have more than enough reflective data to provide you with via InterLEAD Connector™. You do not want instant feedback after every 'pop in' as in reality your trusted colleague will not have been in the room long enough to be able to do so with efficacy.

Select people to provide you with reflective data from Sections 2, 3 and 4 whom you believe will also be honest and who know you well enough to be able to provide valuable insights.

Once you have decided whom you would like to provide you with reflective data communicate this to your Administrator who will set it up for you. Out of courtesy you might like to ask each person whether they would be prepared to contribute.

## **Confidentiality**

When you provide reflective data for a colleague your name is not associated with what you provide. Likewise, when you receive reflective data from colleagues there is no name associated with any comment or response. If you choose only one person to provide you with reflective data however then it will be obvious from who the data originates.

## **Being invited to provide reflective data**

Firstly, you should feel honoured a colleague trusts you to provide them with honest perceptions. When you think about what factors make a community desirable one is the notion that members are prepared to give - to make sacrifices so that others may gain. In an unhealthy community people focus on the opposite – they take.

If you have been invited to provide a colleague with reflective data you are being asked to sacrifice a little bit of your time and energy so that they may gain. So long as everyone is making sacrifices for each other in this way you will have a very healthy community and no one should feel as though they are not receiving or benefitting.

One thing to be aware of is **over commitment** to others. There is a limit to what is healthy sacrifice and unhealthy sacrifice. If you become over committed by requests you should have the right to decline.

The most problematic section is **Section 1 – The Art and Craft of Teaching**. You need to know what teachers are doing in their classrooms to be able to provide high quality reflective data. If you can pop in or conduct a short Walk Through only once a week you should be able to develop insights which form part of a bigger picture over 15 to 18 weeks. Without giving instant feedback to teachers (you can't give feedback on a 4 or 5 minute snap shot that has it's core efficacy) you can provide insights over time when you might start to see patterns.

If you are invited to provide reflective data for a colleague on **Section 1 – The Art & Craft of Teaching** you will be asked to provide 40 perceptions and where you feel it is necessary, written comments.

If you are invited to provide reflective data on **Section 2 – Modelling the Key Social Competencies** you will be asked to provide 20 perceptions and where you feel it is necessary, written comments.

If you are required to provide reflective data for a colleague on **Section 3 – Management Responsibilities** you will be asked to provide five perceptions and where you feel it is necessary, written comments.

If you are invited to provide reflective data on **Section 4 – Special Character** you will be asked to provide five perceptions and where you feel it is necessary, written comments.

## Applications of the InterLEAD Connector™ and outcomes

### The added value of InterLEAD Connector™

#### **Job applications**

Teachers are starting to use their Full Reports with job applications. One teacher recently applying for a new teaching position in another school included in their application a copy of their latest Full Report. By doing so they were able to communicate to their prospective Principal exactly where their strengths and areas of development lay. The Principal knew exactly what they were getting and appreciated the openness and honesty the candidate brought to their process. The candidate won the position.

#### **Professional collaboration - intensive learning teams**

Teams of teachers work together to assist each other to develop their practice by visiting each other and providing reflective feedback via InterLEAD Connector™. This shifts collaboration away from Communities of Interest (where there is a lot of professional talking but little transference into improvement and action) to Communities of Practice (where the intention is to modify practice – to do something with their thinking). We can assist you with In-School/Centre Professional Learning to establish your Intensive Learning teams with guiding principles, vision establishment for teams and set up dynamics to ensure optimum learning outcomes for teachers.

#### **Supports teacher inquiry**

InterLEAD Connector™ strengthens teachers' ability to reflect. From this reflection teachers are undertaking more inquiry around their practice. When we refer to students/children in classrooms/learning environments we are prone to saying things like, "They are doing an inquiry." The pivotal word is 'doing'. It highlights action. Teachers are more easily able to move to action (inquiry) from their reflections.

#### **Accelerates de-privatisation of learning environments**

When teachers are invited by colleagues to access their learning space unannounced - for teachers to provide them with reflective data - visiting teachers are discovering how much they can learn about their own teaching practice simply by spending a few moments a week in another teacher's classroom/learning environment. As teachers come to learn and value this, it is accelerating the de-privatisation of classrooms and learning environments across schools/centres - creating more open, transparent organisational learning cultures.

#### **Encourages informal professional conversations on practice**

Schools and Centres using InterLEAD Connector™ are reporting how there are more frequent and richer professional conversations between teachers on teaching practice. Not students/children, not administration - but teaching practice. These conversations strengthen organisational behaviours and interactions supportive of professional learning communities.



## Questions - please contact us

Learn more at [www.interlead.co.nz](http://www.interlead.co.nz), email [connector@interlead.co.nz](mailto:connector@interlead.co.nz) or contact one of our team. We will be happy to provide you with more information.

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