



#menza15 – sessions and notes relevant to ITMs and their HODs from the MENZA / TRCC Conference October 2015

Issues for ITMs and their HODs: What is the current state of play?

Judie Alison, PPTA (ITMs and Secondary)

This session will update participants on the current situation, and future possibilities, for the employment and registration of ITMs, following the publication of Guidelines in January 2015. The session will be an opportunity for participants to share ideas about particular cases and to brainstorm possible future courses of action to improve the job security and professional status of these very important resource people in NZ schools.

Notes

- There are problems with wording in the new EDUCANZ legislation.
- EDUCANZ seem reluctant to give LATs for longer than 1 year.
- Updated PPTA document, “Itinerant Teachers of Music – Guidelines for school leaders, HODs of Music and ITMs” is available at <http://menza.co.nz/itm/>

Unpacking the Inquiry Process for Itinerant Music Teachers

Andrea Smith, Rangitoto College (ITMs / Secondary)

This presentation will focus on the Unpacking the 'Teaching as Inquiry Process' that is part of the appraisal process for teachers. I will focus on the Critical Thinking Process that is developed when the Itinerant teacher reflects on what and how they teach. I will use exemplars of projects currently undertaken by Itinerant teachers in my department to show this process in action. This workshop is aimed at ITMs and the HODs who support them.

Notes;

- Documents shared for ITMs appraisal process based on that for classroom teachers at this proactive school where teacher leaders in Music are each responsible for the appraisal of 4 ITMs.
- A rigorous process that required some alteration to make it more relevant to and manageable for ITMs. Still a work in process ... and an inquiry for teachers involved!!!

Teaching as Inquiry - Links to your appraisal and renewing your Practising Certificate
Christina Thornley, Principal Advisor Teacher Education & Barbara Benson, Manager Teacher Education, EDUCANZ (ITMs / Secondary)

This session will focus on how you could develop an Inquiry into your practice and use this as contributing evidence for your appraisal and renewal of your Practising Certificate with the Education Council. This workshop is focused on ITMs in particular but is open to all.

Notes

- A relief!!
- A realisation that appraisal is for teachers to improve their students' achievement ... rather than to satisfy requirements for EDUCANZ.
- A realisation that the evidence required needs to be useful to an appraiser in recommending ongoing registration to senior management/EDUCANZ where a teachers demonstrates satisfactory/competent/good indicators in response to the 12 PTCs (old and same as RTCs).
- "Select your evidence as an artist selects art for an exhibition" – that which demonstrates each of the PTCs. Evidence could be; responses to each of the 12 PTCs, responses to the 5 cultural competencies of Tātaiako, examples of practice, responses to goals (school and teacher goals linked to school), teacher inquiry detail, or a combination of these.
Evidence needs to include; dated documentation and dated observation evidence (at least 2 observations per year). These need to come from a variety of sources (inquiry, teaching sample, observations, teacher reflection), from a range of perspectives (self, colleagues, students) and a variety of times over the year (not all on one day!!!!).
- An understanding that appraisal is a teacher's responsibility. It is a principal's responsibility to support any teacher's right to appraisal with necessary support, observations, appraisal etc. If anyone is having trouble gaining that support from their school, they should contact EDUCANZ.
- Regarding time requirements in schools that is pertinent to ITMs working in a number of schools – consider 0.5 being 12 teaching hours in a secondary school. Any queries regarding requirements, please contact EDUCANZ for clarification or MENZA (mhorner@sbc.school.nz) for support.