

PERFORMANCE MANAGEMENT POLICY

Purposes:

1. To identify professional development needs of staff and school.
2. To ensure effective appraisal processes
 - a. To attest against the Professional Standards annually
 - b. To maintain individual portfolios of evidence for Registered Teacher Criteria
3. To have teachers self-directed in their own professional learning through a collaborative process.
4. To have the outcome of effective appraisal focussed on improving valued outcomes for learners

Procedures:

1. The Principal has overall responsibility for performance management and delegates as necessary. Principal keeps BOT updated on the process throughout the year.
2. The Board Chairperson is responsible for the appraisal of the Principal.
3. Executive staff conduct attestation for team leaders against professional standards
4. Team leaders conduct attestation for teachers in their team in term 1
5. AP and DP appraise teacher aides and library assistants term 3
6. Principal appraises administration staff and caretaker , AP and DP term 4
7. Performance Agreements for principal, DP and AP and unit holders are updated annually
8. Teachers to maintain files with Registered teachers criteria evidence

Teacher Appraisal

Term 1: Team leaders conduct staff attestations. Teachers complete a detailed analysis of their class achievement and needs.

Term 2: Staff identify personal teaching and learning goals that are SMART (specific, manageable, achievable but challenging) based on an in-depth analysis of their class data and the schools charter goals. The aim is for new learning to improve their own teaching skill. Teachers refine their goal setting and their teaching inquiry (Tātaiako or Te Ruia template recommended to maintain a high focus on Māori and PI children) in an iterative process.

Term 3: Teachers complete classroom observations, discussions of their practice and reflections with their buddy. Written feedback from the observer is included with the final written report, along with resources and references from research, and any relevant PD listed. Student feedback on the effect of the trial from their point of view to be included wherever practical. Oral feedback is given to the whole team at the end of term 3. Final report to DP.

Term 4: Feedback meetings held with principal and DP in an open to learning conversation based assessment of students' learning outcomes.

Team leaders with senior management conduct in class matrix reviews on reading, writing and maths to provide developmental feedback to all teachers individually.

School-wide needs are identified for whole school professional development. All professional development targets are reflected in appropriate budgets.

Issues of competency or dismissal involve STA and NZEI following award procedures and due process.