



APPRAISAL OF TEACHING STAFF PROCEDURE

RATIONALE:

In accordance with the requirements of the *State Sector Act* and the *Education Act* and its amendments, the Board of Trustees supports the development and implementation of a Performance Management procedure.

Performance Appraisal is part of the school’s self-review processes and is a mandatory requirement for schools.

Performance Appraisal is a formalised set of processes that provide staff with specific feedback and direction regarding performance improvement and improved learning outcomes.

Performance Appraisal is complemented by other processes, both formal and informal, to improve the quality of teaching and learning outcomes and quality of the services required for school functioning.

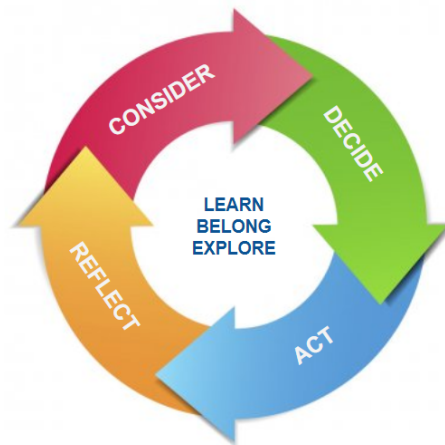
Appraisal of Teaching Staff

PROFESSIONAL GROWTH CYCLE 2021



Key elements of our Growth Cycle

- Collaboratively analyse data and identify needs
- 1-1 goal-setting meetings with Principal - Term 1
- Staff meetings focused on progress
- Teacher reflections against Ngā Paerewa
- 1-1 reflection meetings with Principal - Term 4
- Teachers share learning at staff meetings
- Professional Development
- Attestation for Registration



CONSIDER <ul style="list-style-type: none"> • Student voice • Data • School needs • Code & Standards
DECIDE <ul style="list-style-type: none"> • School-wide foci • Individual goal for development • Support required
ACT <ul style="list-style-type: none"> • Implement DAT • Classroom obs • Staff meetings • PLD
REFLECT <ul style="list-style-type: none"> • Self-evaluation • Practice Analysis • Share growth • Review impact

The principal is responsible for the appraisal process for teaching staff, and the board of trustees ensures that the principal carries out this responsibility. The principal reports to the board annually that all staff have completed the appraisal process for the current year.

The appraisal of all teaching staff, including job share, part-time and long-term relieving teachers, follows a cycle that has been developed to enhance teacher effectiveness and thus promote student learning. Teacher participation in this system also supports attestation, when required.

Appraisals are open, honest, positive, and confidential. They align with the Standards for the Teaching Profession or Ngā Paerewa mō te Umanga Whakaakoranga (**Our Code, Our Standards | Ngā Tikanga Matatika Ngā Paerewa**) and may include:

- conversations with an appraiser
- observations by the appraiser
- a range of evidence (documents, observations, formal and informal assessment data and feedback, including student voice)
- self appraisal or review, including personal reflection and evidence gathering, possibly recorded as an ongoing digital or paper-based portfolio
- collaborative and/or independent inquiry
- review of agreed objectives and job descriptions
- use of the Teaching Council's **quality practice template**
- professional standards from the relevant employment agreements
- salary unit responsibilities, if applicable
- school curriculum development priorities
- Ministry of Education initiatives
- strategic planning objectives
- alignment with **Tātaiako: Cultural Competencies for Teachers of Māori Learners**

Appraisals are led by appropriate staff according to an agreed timeframe. If an appraiser leaves during the year, arrangements are made to replace them as soon as possible. The teacher and the appraiser meet towards the end of the cycle to discuss the emerging report and identify any professional learning and development needs.

An annual summary report, either digital or paper-based, for each teaching staff member is used as a record of learning and accountability. At a minimum, it references one observation and two conversations and states if the teacher has met the Standards/Ngā Paerewa. The completed summary report is agreed by both parties, and a digital or paper-based copy is maintained by the school and a copy kept by teachers for their own records. The copies of the appraisal are confidential to the parties mentioned.

The Education Review Office audits the appraisal process and provides feedback on the quality of the process. It has the legal right, under the Education Act, to access annual summary reports to ensure that the procedures outlined in this policy are being followed. To this end, a digital or paper-based copy of the annual summary reports are

maintained, and, in accordance with the records retention requirements, held by the school for seven years, and then destroyed with the permission of the board.

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. However, a staff member who believes that the appraisal process has not been correctly followed and/or that the conclusions of their performance appraisal are inaccurate, can lodge an appeal with the principal. The principal, or the principal's nominee, will conduct a **review**.

Attestation

There are two sets of professional standards for teachers in New Zealand against which the principal must attest each teacher.

- Attestation of teachers against the professional standards for salary purposes must be completed annually by the principal. Full documentation of this process must be kept, detailing the evidence used to attest or not. Attestation involves comparing each teacher's performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement. Should a principal not attest, salary progression can be deferred and a support and guidance or competency process started or continued. Further information is available in the relevant **employment agreement**.
- Attestation against **Our Code, Our Standards | Ngā Tikanga Matatika Ngā Paerewa** is required to support an initial application and renewal for registration of the practising certificate to the Teaching Council of New Zealand. An endorsement is made by the professional leader, based on the teacher's participation in a system that includes an annual summary report that states whether the appraisee meets the Standards, with at least one observation and two conversations per year (Teaching Council).
- The principal reports to the board annually that all teachers have been assessed against Our Code, Our Standards.

Review Responsibility: *Principal, DP, Chairperson & Deputy Chairperson*

Date Confirmed: 24 March 2021

Principal: *Karla Mitchell*