

# PERFORMANCE MANAGEMENT

# 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.

There will be a focus on professional development so that it benefits both teachers and students and enhances services to the school.

**GENERAL PURPOSE – ALL STAFF**

* Performance Management involves the development and implementation of procedures to ensure that all staff provide teaching and services that effectively meet the needs of the students and school and are consistent with the goals and objectives of the School Charter and current *MOE Professional Standards, Practicing Teacher Criteria , Cultural Competencies* and current *ERO directives* for teachers/Principals.
* This will encompass many personnel management activities such as the recruitment, retention, selection, appointment, registration, appraisal, assessment, professional development, discipline and dismissal of staff.

**SPECIFIC GUIDELINES for TEACHERS**

***Performance appraisal will focus on our school’s current Strategic Plan to ensure Student Achievement Goals and Targets are being met.***

1. To identify needs, facilitate and support ongoing performance improvement and professional development to improve the quality of teaching and therefore learning.
2. To provide a structure to monitor teacher performance that works to develop classroom programmes and teaching methods that are conducive to improved student learning.
3. To promote personal professional growth through feedback about progress and provide a professional development programme according to identified priorities.
4. To assure the school that teachers attain the professional standards and Registered Teachers Criteria according to the level of their experience and meet the requirements of their job descriptions and annually established goals.
5. To acknowledge effective teaching performance and address poor performance.
6. To provide teaching staff with clear direction regarding priorities and expectations.
7. The period of appraisal is the calendar year. End of period review may take place early in the following year when end of year academic achievement monitoring results are available.
8. Objectives for the appraisal period are set at the start of the school year. This is part of the previous year’s performance review for existing staff.
9. Progress towards objectives in the Performance Agreement shall be formally reviewed mid-cycle. This review may refine objectives by mutual agreement.
10. Performance appraisal will use measurement against objectives. Appraisal by other means, such as 360 degree review may be used by agreement.
11. Performance appraisal has documented outcomes to assist in professional development planning and subsequent performance appraisal processes.
12. The Principal may delegate performance appraisal to the Deputy Principal and Office Manager. All such delegations are formally established and documented.
13. The Principal may not delegate performance appraisal to teachers or established committees involving the Deputy Principal, but may seek assistance from an external consultant or organisations. Such delegations will be formally established and documented.
14. A Disputes Procedure is to cater for the situation where a staff member disagrees with their appraiser and cannot resolve this difference.
15. In the event of a dispute and the two parties are unable to reach an agreement, the appraisee may request that an independent appraiser be asked to assist.
16. **All information collected and documentation in the appraisal process remains confidential to the appraiser, appraisee and Principal.** The Board Chairperson or Board delegate/Committee is generally delegated the responsibility in relation to the Principal’s appraisal and ensures confidentiality of the Principal’s appraisal documentation. The only exceptions to this are;
17. ERO, as they have the statutory right to view documentation to be sure the process is being carried out;
18. Board of Trustees Chairperson, who may wish to examine documentation if the teacher concerned is in dispute with the Board or regarding the process/content of an appraisal;
19. As requested by the ***Education Council*** regarding renewal of teacher registration; e.g. mandatory reporting requirements for conduct or competence.
20. Appraisal plays an important role in improvement, accountability, and planning career development for Principals and teachers. School leaders have a pivotal role in ensuring appraisal procedures are working well and are resulting in improved teaching.
21. Release time will be provided to ensure that the appraisal process is implemented.

ERO APPRAISAL DIRECTIONS FOR PRINCIPALS AND TEACHERS

(Implemented in ERO Reviews)

* ***Appraisal is used to guide salary progression, and inform recommendations for full registration and for renewing teachers’ practising certificates.***
* ***The Ministry of Education published a series of guidelines which gave Boards, Principals and teachers an overview of performance management and information to help them develop and implement a performance appraisal system.***
* ***The guidelines state that appraisal is intended to foster improvement of teaching by documenting expectations for teachers, identifying development objectives and targeting professional development.***
* ***They note that effective appraisal involves observation of teaching, self-appraisal, and opportunities for discussion.***
* ***Boards of Trustees through the Chairperson /or delegate appraise the Principal (and generally delegate this to an external consultant). They delegate responsibility to Principals to ensure teachers (and all other school staff) are appraised annually.***

***Teacher appraisal is more likely to improve the quality of teaching and learning when:***

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| * + ***Development goals are specific and challenging.***   + ***Goals focus on teaching and learning.***   + ***Assessing the achievement of goals is based on evidence of student learning.***   + ***Goals should ensure learners nationally targeted to gain a specific focus.***   + ***Appraisal tools challenge assumptions about effective teaching and development.***   + ***The capacity of teachers to inquire into the impact of their teaching.***   + ***Appraisal discussions focus on the impact of teaching on learning.***   ***(ERO will investigate these aspects in greater depth in school reviews.)*** |

**TEACHER APPRAISAL SEQUENCE**

**Check that all job descriptions are updated where necessary and negotiated for the current year. Check these are signed and dated annually.**

* **February/March** – meet with teacher to complete:

i) Key goals identified for personal development

* + - 1. Areas from the school’s Strategic Plan and Annual Plan related to student achievement are part of the established goals for the year.
      2. Key goal(s) directly related to the teacher’s professional practice.
* **July** – in-class observation and follow-up meeting with appraiser. In the case of the teaching Principal an external appraiser will undertake this task and make a confidential written report to the Board Chairperson.
* **November** – meet with appraiser and discuss Professional Standards sections and specific development towards meeting objectives and carry out self-evaluation. Identification of areas of need for the following year to be noted.

### SPECIFIC GUIDELINES for LEADERSHIP/MANAGEMENT:

1. Principal and Deputy/Assistant Principal also have management Performance Agreements.
2. The Principal is responsible for establishing Leadership/Management Performance Agreements for Deputy/Assistant Principal. An external appraiser may be used for these. Performance appraisal is against the Deputy/Assistant Principals Professional Standards included in the job descriptions and as outlined in the performance agreement.
3. Performance expectations are outlined in the performance agreement following the interview in Feb/March. A mid-cycle and end-of cycle discussion/meeting takes place between the Principal/external appraiser and the appraisee. A written record is kept of objectives set and performance progress.
4. This appraisal remains confidential to the appraisee and the Principal with the exceptions of ERO and the Board Chairperson.
5. The Principal reports to the Board at the completion of the annual process.

**SPECIFIC GUIDELINES for SCHOOL SUPPORT STAFF:**

**(TEACHER AIDES, OFFICE / ACCOUNTS MANAGER, GROUNDS MAINTENANCE & CLEANERS)**

1. An annual meeting is held with support staff to review job descriptions and discuss their professional development requirements for the year.

2. This appraisal remains confidential to the appraisee/appraiser and the Principal.

3. The relevant teacher appraises teacher aides with support from the Deputy/Assistant Principal in the area.

4. The Principal appraises administration staff.

5. The Principal reviews cleaning and grounds maintenance staff. External contracts are reviewed by the Principal and a BOT representative.

**PROCESS FOR HANDLING DISPUTES WITH ALL STAFF:**

1. Complaints on outcomes of the appraisal process are to be put in writing and forwarded to the Principal for all staff.

2. The Principal will consider the basis of the complaint and investigate.

The outcome of the investigation will be recorded in writing and a copy given to the complainant.

3. If the complainant is not satisfied with the outcome, the complaint will then be referred to the BOT (a personnel committee will be formed) who will investigate the matter and report to the Board.

4. The Board of Trustees has responsibility for the final decision and will

notify the complainant in writing of their decision.

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PERFORMANCE MANAGEMENT OF THE PRINCIPAL

**PURPOSE:**

To provide feedback for both the Principal and the Board and to ensure that the management of the school on a day to day basis is being carried out in accordance with the Board’s governance requirements.

**GENERAL GUIDELINES:**

* ***Ensure that the Principal’s job description is updated where necessary and negotiated for the current year.***
* ***Ensure that it is signed and dated annually by the Principal and Board Chairperson.***
* ***Ensure that a formal Principal’s Performance Management Agreement (PPM) is signed by the parties involved in the process (i.e. Board Chairperson, Principal, and Appraiser).***

**SPECIFIC GUIDELINES:**

1. The basis of the annual Performance Management is the Principal’s performance agreement which includes the job description and MOE professional standards for Principals. Performance appraisal draws upon a wide range of evidence, observation, feedback and planning processes. Performance appraisal uses measurement against objectives. Appraisal by other means, such as 360 degree review may be used by agreement.

2. **The Principal and Deputy Principal’s appraisal will be carried out by a professional organization and generally recommending an *Independent Education Consultant* to be** **agreed to by the Board and Principal.** The Principal must be able to work alongside a contracted consultant in order that successful future development may occur.

3. Specific and challenging goals/ objectives for the appraisal period are set at the start of the school year. These will also come from part of the previous year’s performance review.

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| **KEY GOALS FOCUS:**   * ***The Principal’s appraisal goals should be closely linked to the school’s strategic targets and annual plan.*** * ***Goals should be clear, specific and challenging.*** * ***Goals need to focus on improvements for all teaching and student learning developments.*** * ***Assessment of the achievement of goals should be based on evidence of working towards successful student learning outcomes.*** * ***Appraisal tools should challenge assumptions about effective teaching and learning and develop the capacity to inquire into the impact of teaching on students.*** * ***Appraisal discussions should have a strong focus on the impact of teaching on learning. (Refer to the 6 dimensions in ERO’s “Evaluation Indicators for School Reviews”)*** * ***Goals should ensure nationally targeted priority learners gain a specific focus.***   **ESSENTIAL GOALS DEVELOPMENT**   1. ***Goals linked to the school’s Strategic Goals and Annual Plan*** 2. ***Goals focussed on increasing the capacity of the Principal ,management leaders and teachers*** 3. ***Accountability goals related to leading and managing the school and ensuring quality teaching.*** |

4. A written report will be provided for the Board Chairperson and Principal and this will remain **confidential to the parties involved**. It is the Board Chairperson’s responsibility to ensure this process is completed annually and reported to the Board at its annual completion.

A **summary only** will be provided by the Chairperson to the Board.

5. It is the **responsibility of the Principal and the Board Chairperson** to ensure that the final annual Principal Performance Management document is signed by the appraisal parties and filed securely in the Principal’s office. The document can then be readily retrieved when required and especially for ERO reviewers when required.

6. Where the Principal and Chairperson disagree on suggested directions or statements made relative to the review, each shall provide a written statement on the matters at issue. If the issue is not resolved then the Principal will advise the Board in writing of any factors which may prevent the agreement being fulfilled, or necessitate its amendment.

A person should be agreed upon to mediate / arbitrate on any disagreements or disputes between the Principal and the appraiser

Disputes are to be resolved in accordance with the *MOE and Primary Principals C.A.*

7. Timing of appraisals:

Negotiate goals / set targets – February

Appraisal meeting – June

Final appraisal meeting – November

8. The Board will provide the Principal with opportunities to be involved in professional development in both curriculum and administration management.

The Principal can expect that fees and related expenses for approved courses of professional development will be paid for by the Board.

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

**Date Confirmed: 28 March 2017**

**Principal: ………………………………………………………………..**