



PROCEDURE 3.1.1

STAFF APPRAISAL PROCEDURE

RATIONALE:

The Board of Trustees has a responsibility to appraise staff performance within an agreed set of objectives and guidelines, which will increase staff awareness of what is expected of them and will lead to greater effectiveness of the staff.

PURPOSE:

To provide a clearly-defined process that meets the requirements set out in the Personnel policy, and which will encourage all staff to maintain a professional orientation, fostering positive improvement, professional growth, and to improve their teaching, thereby improving the quality of children's learning. Self-review will be an important component of the appraisal process.

1. The Board of Trustees is responsible for ensuring that the process is operating, but is involved only in the appraisal of the Principal (refer to Principal's Appraisal Policy).
2. The Board of Trustees will provide an adequate budget annually, within which to operate the process.
3. The Principal is responsible for the implementation of the appraisal procedures for all staff.
4. The appraisal report and all associated documents for all staff are confidential to the appraisee, the appraiser and the Principal.
5. The Principal will report to the Board of Trustees on the operation of the appraisal system, not on individual performance, unless competency procedures are being investigated.
6. Staff will be appraised at least once in a 12-month period by the Principal or other as delegated by the Principal.
7. Each staff member will have a job description that clearly outlines expectations and responsibilities, and the appraiser will ensure that staff are fully consulted in the development of the plan to ensure that staff have 'ownership' of the process and its outcome.
8. Each appraisal will contain the following elements:
 - Appraisal and Attestation Record (AAR) which includes the Code of Professional Responsibility and the Standards for the Teaching Profession (2018)
 - Teaching As Inquiry (Section A in AAR)
 - Action Plans for Target Students (where relevant) linked to Annual Plan Goals
 - Personal CRRP Goal (from our school poutama, set and reviewed annually)
 - Personal Te Reo Goal (set and reviewed annually)
 - Professional Readings and PD Log
 - Classroom visits/observations and Walkthroughs (including Peer Walkthroughs)
 - A meeting prior/post-observation to discuss the focus and review the session
 - A meeting to review the Personal Development Goals (TAI Section A) and set new goals for the coming year
9. The process of appraisal will follow the attached flowchart (3.1.1a) ; Professional Growth Cycle.

10. The immediate outcome of the appraisal process will be the acknowledgment of positive performance achievements and setting targets for the future.
11. All full-time teaching staff will be entitled to undertake appropriate courses for professional development per year, either individually or as part of a group. These courses should relate to the schools strategic/annual goals. (Staff attending such courses are required to report to the Staff / Board of Trustees, whatever is most applicable, outlining the relevance of the course towards meeting the specific needs of the staff member(s), or the educational initiatives at Tokomaru School).
12. Should a dispute arise between the appraisee and the appraiser, and where satisfactory resolution between the two parties is not possible, an independent third person mutually acceptable to both parties will become involved to help resolve the problem. This person could be from within the school or external to the School. The aim of this arbitrator is to resolve the dispute, thereby allowing the Appraisal process to continue. NB: It is likely that problems would be apparent long before a dispute arose in the appraisal process, and so bodies such as the NZEI field officer and counsellors should be involved early to avoid unnecessary conflict. Any dispute meeting minutes, including decisions and resolutions, need to be fully documented and signed by both parties.
13. Appraisal will also include assessment against the requirements (reflected by the development of 'performance indicators' with staff), of the relevant professional standards as determined in the Primary Teachers (including Deputy Principals) Collective Employment Agreement.

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