

PROCEDURE 3.1.13

PERFORMANCE MANAGEMENT PROCEDURE

Part 1: Teacher Registration/Salary/Assessment/Competency

RATIONALE

Processes relating to teacher registration, competency and assessment for salary progression involve 'high stakes' employment decisions affecting the career progression of every teacher. Clear procedures for these processes protect both employer and employee. The Standards for the Teaching Profession provide a consistent set of national standards to be used in these processes.

PURPOSE

The purposes of this policy are to provide clear guidelines that ensure sound procedures for:

- Inducting provisionally registered teachers (PCT's)
- Ensuring the quality of staff seeking salary progression and renewal of their practising certificates
- Dealing with cases where aspects of a teacher's performance are causing concern

Guidelines Relating to Provisionally Certificated Teachers (PCT's)

1. Each PCT will be allocated a mentor who has overall responsibility for the programme of advice and guidance.
2. Each term the PCT and mentor will meet with the Principal to preview the programme for the upcoming term and review progress so far. The year's programme will be divided into half yearly planning cycles.
3. The programme of advice and guidance may include:
 - a) weekly meetings with mentor
 - b) time-tabled opportunities to observe teachers with particular expertise
 - c) opportunities to visit other schools of particular interest
 - d) participation in any appropriate course set up to help beginning teachers
4. The process of assessment will include:
 - a) one formal assessment undertaken by the mentor in her/his first year
 - b) two formal assessments per year taken by the Principal
 - c) the mentor will keep a written record of meetings and observations that will be signed by both the mentor and beginning teacher and a copy given to the beginning teacher (all written data will be held in the PCT's file)
 - d) in meeting the requirements above, the beginning teacher will also be meeting the requirements set out in the school's Staff Appraisal Procedure (3.1.1).

Guidelines Relating to Staff Seeking Salary Progression and/or Renewal of their Practising Certificate

1. All staff must have job descriptions.
2. The job description will include reference to the Teaching Council 'Our Code, Our Standards' guidelines.
3. The Principal will be responsible for the assessment of all teaching staff. The assessment of the Principal's own teaching performance will be undertaken by a suitable qualified appraiser, the appointment of whom is agreeable both to the Principal and the Board.
4. By the end of Term 1 the Principal will confirm with each staff member their Teaching As Inquiry goals as per their annual Appraisal and Attestation Record.

5. The process of assessment will take two forms:
 - a) Classroom observations, Walkthroughs and Peer Walkthrough/Feedback;
 - b) Review meetings with the Principal and/or appraiser to discuss progress against performance expectations.
6. Where a staff member is in disagreement regarding their assessment, a local review process is available (see Primary Teachers' Collective Agreement, Part 11).
7. The results of this annual assessment will be used for both decisions about salary progression and renewal of practising certificate.
8. It is the responsibility of staff to notify the Principal of the timing of their next increment.

Guidelines Relating to Teachers Causing Concern

1. If the Principal has a concern about whether a teacher is fulfilling one or more aspects of the relevant national standards, the area(s) of concern must be discussed with the teacher and an appropriate programme of assistance, guidance and monitoring put in place.
2. If the programme fails to remedy the concern, see the provisions in clause Part 10 of the Primary Teachers' Collective Agreement.

Reporting to the Board of Trustees

1. The Principal is required to report to the Board of Trustees annually with regard to:
 - (i) Renewal of teachers' registrations, and
 - (ii) The progress of any provisionally-certificated teachers towards full registration.

Part 2: Appraisal and Professional Development

RATIONALE

The most important resource available in the education process is the human resource. Staff appraisal and development policies should ensure adequate assistance and support to provide all teaching staff with the required abilities and skills to, in turn, provide a high quality education for students.

PURPOSE

The Staff appraisal process provides for targeted professional development for all staff. It allows the appraiser to support the work of the appraisee and give constructive feedback to them, and ensures that the appraiser reviews and sets personal, professional goals on an annual basis.

GUIDELINES

1. All staff with teaching duties or management responsibilities will need to undergo performance appraisal as set out in the Principal's Appraisal Procedure (3.1.12) and the Staff Appraisal Procedure (3.1.1).
2. All staff will be made aware, and expected to participate in ongoing professional development (including up to ten call-back days per annum) at Tokomaru School (as recorded on our annual Professional Development Plan).
3. Each year, the Board of Trustees will set aside funding for staff professional development at Tokomaru School.
4. Aspects of the staff professional development programme will be included in the Strategic Plan in order to support the Annual Plan of Tokomaru School where appropriate.

REVIEWED: August 2023
NEXT REVIEW DATE: August 2026