



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

3.2	Personnel	Performance Management	
Ratification	June 2004	Chairperson	
Last Review		Chairperson	

RATIONALE / BIBLICAL MANDATE

- To meet the regulations prescribed in the *Education Gazette* of 10.02.1997
- To assist in meeting both charter goals and our Special Character, in particular to enhance the quality of teaching and learning in the School.

The Board of Trustees will ensure that the School has in place a system of staff performance management which meets all current legal requirements, in particular those concerning appraisal of teachers listed in the *Education Gazette* of 10.02.1997.

To ensure that teachers and staff are providing education and services that meet the needs of students, it is necessary to have a performance appraisal system that links the schools goals and objectives to the performance of each individual staff member.

The primary purpose is to improve the quality of teaching, by providing opportunity for professional development, including development in the school's special character.

LEGISLATION

Relevant legislation includes:

- Collective Employment Contract (Clauses 5.6.2 – 5.6.4)
- State Sector Act 1988 (Part VII and S77c)
- Education Act 1989
- National Administrative Guidelines

PRINCIPLES

This policy is based on the following principles:

- Integration - performance appraisal is part of an integrated performance management system operating within the school.
- Flexibility - is appropriate to the individual teachers, the school and the wider community.
- Consultation - has been developed in a consultative manner with teachers.
- Transparency - is open and transparent.
- Professional orientation – to foster positive improvement and professional growth.
- Timeliness - is relevant to individual staff needs and related to current school objectives.
- Confidentiality – to give confidence to, and respect the rights of participants.

PURPOSES

- To regularly evaluate teacher performance against each staff member's job description (that fully incorporate the professional standards) and agreed objectives.
- To lead to professional growth through reflection and formal feedback.
- To identify areas of professional development for each staff member.
- To document the process that will be followed in this appraisal.
- To enable teachers to be assessed annually before salary increments are approved.

RESPONSIBILITY

The Board of Trustees is responsible for monitoring and reviewing the operation of the appraisal process. Responsibility for the implementation of the appraisal process is delegated to the principal. The principal is responsible for ensuring that an annual appraisal is carried out for each staff member, and ensuring that the outcomes of the appraisals are acted upon. The board chairman has responsibility for ensuring that the appraisal of the principal takes place.

PRINCIPAL APPRAISAL

The Board of Trustees will ensure that the principal appraisal takes place each year in a way which meets the current legal requirements. The appraisal is also designed to ensure that the reasonable expectations of the Board and the Proprietors relating to the management of the school and the maintenance of its special Christian character are also being met.

Appraisal:

- Identifies the commitment and ability to maintain the special character of the school.
- Assures the accountability of the principal for leading the school and managing the quality of teaching, by documenting the expectations of the principal's performance.
- Sets objectives for school wide development.
- Sets the principal's professional development goals.
- Provides feedback on performance and affirmation of success.
- Assists the Board in setting salary changes.

The principal's performance appraisal will be conducted annually in October November by the chairperson of the BOT, or his representative and one other person nominated by the Board. The nominee will be chosen by mutual agreement between the board and principal with any concerns or objections in relation to the choice of nominee given consideration. Failing mutual agreement, the board's choice, as the employer, will prevail.

The board chairperson (or his representative) will be responsible for the appraisal of the principal's leadership and school wide responsibilities, and for reporting back to the school board.

An appropriate professional will be responsible for appraising the principal's teaching responsibilities.

Appraisal process

Step One: Annual Performance Agreement

- The principal's job description (that fully incorporates the professional standards) sets out the key tasks of the position, with expected results. Key objectives will be chosen from this document, to be the focus for the year. These are the "management" performance expectations.
- The school development plan drawn up each year, in association with the strategic plan, will be used to identify key "school-wide responsibilities" that the principal will lead and oversee on behalf of the Board.
- In addition, a selection of professional development goals will be drawn up from previous appraisal, self-reflection and discussion with the board chairman and peer discussion. This is to ensure that the principal remains aware of current educational practice and that personal/professional development needs are met.
- For each performance objective, there will need to be a performance measure to allow the level of achievement to be assessed.
- Once objectives from each area have been identified, the principal will draw up a detailed plan of how the objectives will be achieved and measured, and once the plan has been agreed to, be signed by board and principal. The board will then be able to plan for assistance and support for the plan.

Step Two: Monitoring

- This provides an opportunity for checking on achievement, modifying the performance agreement (if necessary), and providing feedback. Monitoring will include interim appraisal interviews and relevant reports.
- Data collection will take place throughout this step.

Step Three: Formal Appraisal Interview

- Prior to the interview, the principal will carry out a self-appraisal of performance, which will remain confidential.
- The purpose of this interview is to look back on what has been achieved and plan for the next round of appraisal.
- A report detailing the conclusions of the interview will be drawn up and approved by the principal and chairperson. This report will then be presented to the Board for discussion (in committee). The report will include:
 - Commendations or concerns on performance
 - Factors affecting performance
 - Recommendations for the future
 - Outcomes of professional development goals and further training needs
 - Potential goals for future appraisal

- 1 The principal will have a job description and an annual performance agreement which together form the basis of the appraisal.
2. Appraisal of the principal will take place according to the following three year cycle:
Year 1 & 2: The BOT Chairperson, or person delegated by him/her, performs an appraisal which will focus on 2-3 categories of the job description and of the professional standards, as well as the 2-3 related performance objectives.
Year 3: A suitably qualified person from outside the school, agreed to by the BOT chairperson and the principal, conducts a full appraisal, which will include all categories of the job description and of the professional standards as well as any specific performance objectives set for that particular year.
- 3 An annual performance agreement will be agreed to by the principal and the BOT chairperson, normally during term one.
4. The appraisal process will be completed with a formal written and signed report by the end of the school year. At the following Board meeting the BOT chairperson will provide a summary report, stating whether the performance agreement and the relevant professional standards have been met.
5. In the event of any disagreements or disputes between the principal and the appraiser, a mutually agreed Christian person shall be asked to mediate and if necessary, to arbitrate. The Board will have responsibility for any final decision.
6. The Board will ensure that the principal is free to take part in such professional development activities as are relevant to his/her position and whose costs are within the annual budget agreed to by the full Board.
7. All appraisals are confidential between the principal and the Board Chairperson.

Confidentiality

Documentation relating to the principal's appraisal will remain confidential to the principal and board chairperson, unless the principal agrees otherwise.

The Performance Agreement and final Appraisal Report will remain confidential to the board and principal.

Dispute resolution

Any dispute related to the principal's appraisal process will be referred to an independent arbitrator agreed upon by the principal and board chairperson. The board will allow each party to seek the advice they desire and provide the evidence they deem relevant. Ultimately, the board as employer will have responsibility for the final decision.

TEACHING STAFF APPRAISAL

At the end of Term 3 each year appraisers will be designated appraisees to work with.

All appraisal goal setting will be undertaken in October, with a formal observation and follow-up in Term 1 and again in Term 3 and with the final summative interview taking place in September.

The three teacher levels upon which appraisal and assessment is to be made are defined as:

Beginning Teachers

Beginning teachers meet the Teacher Registration Board criteria for provisional registration as a teacher. They work under the guidance of others and undertake "advice and guidance" programmes to assist in the development of the competencies required for full registration.

Fully Registered Teachers

Fully registered teachers have taught for at least two years and have met the Teacher Registration Board criteria for full registration. Fully registered teachers are competent in the performance of their day-to-day teaching responsibilities.

Experienced Teachers

Experienced Teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.

Appraisal process

Step One: Performance Appraisal Agreement

- Every staff member will have a job description, including individual school responsibilities, which will form the basis for the appraisal process.
- The appraiser and appraisee will meet and discuss each other's expectations and objectives and together will draw up a performance appraisal agreement.
- It is important that the objectives chosen for each teacher align with the school's charter, school development plan and special character. The objectives should be clear, specific, achievable and measurable. They should also be challenging but realistic and cover a significant portion of the appraisal period. They will focus on results that will contribute to improved student achievement.
- For teachers, the assessment will cover the following key performance areas, from a biblical worldview:
 - (1) teaching performance including:
 - teaching strategies
 - curriculum delivery
 - motivation of students
 - classroom management
 - (2) wider contribution to the school:
 - contribution to team teaching activities
 - contribution to the corporate life of the school
- At least one objective will focus on an improvement in teaching performance
- The agreement will identify the performance measures that will be used to assess performance.
- The performance appraisal agreement will also identify the support and assistance that the school will provide the teacher to achieve the agreed objectives. Both parties will then sign the agreement.

Step Two: Monitoring

- This will include classroom observation and collection of data to show achievement of the objectives, which will take place each term. Interim appraisal interviews may also be scheduled.

Step Three: Appraisal Interview

- Before the interview takes place, the teacher will carry out a self-review of achievement of the agreed objectives.
- An interview will then take place between the appraiser and appraisee to review the achievement of the objectives, and identify further potential goals for development.

- The principal will then draw up an appraisal report, which will be signed by both parties. This report should include the views of the appraisee, especially when these differ from the views of the appraiser. The appraisee should also identify what factors helped or hindered achievement of the objectives.
- This report will then be filed in each teacher's personnel file.
- A new performance appraisal document will be drawn up at the start of the new school year.

Guidelines

- 1 Every staff member will have a current **job description** which forms the basis of a performance agreement on which appraisal is based.
- 2 The BOT is directly **responsible** for the appraisal of the principal while the responsibility for the appraisal of other staff is delegated to the principal, who may in turn delegate further to appropriate senior staff.
- 3 Performance appraisal will be carried out **every year**.
- 4 The principal will ensure that appropriate and sufficient **professional development** opportunities are provided to staff.
- 5 All appraisals are **confidential** to the appraisee, the appraiser and the principal.
- 6 In the event that a teacher is not satisfied with the **fairness** of an appraisal, the principal is to re-examine the documentation. If that teacher is then still not satisfied the BOT has the responsibility of making a final decision.
- 7 The Appraisal Process will involve the following **eight consultative stages**:
 - I. establishing the appraiser for each teacher (normally Principal or Deputy Principal)
 - II. developing the written statement of performance outcomes together with staff members
 - III. staff deciding on 3 development objectives (one from each of: teaching; school- wide & management responsibilities)
 - IV. identifying any assistance, support or training to be provided as part of the professional development programme
 - V. self appraisal by the teacher
 - VI. observation of teaching practice and interview(s) of teacher by appraiser
 - VII. opportunity for the teachers to discuss their performance during the appraisal process
 - VIII. preparation of an appraisal report to be signed by the appraiser and appraisee.

Confidentiality

The appraisal documents for each teacher from the appraisal process will remain confidential to the principal, appraiser and teacher. The appraisal documents may be given to the Board chairman, but only with the approval of the person being appraised. At the completion of the appraisal process, the principal will report to the school board in general terms, on the process. The principal will also provide information to the board to allow it to provide the resources and support needed to allow the teachers to achieve their objectives.

Disputes

In the event of a dispute regarding the choice of appraiser or the appraisal process, or outcomes, any objections will be considered and an attempt made to negotiate a solution. If required, it may be necessary to appoint a different appraiser or arrange for a second appraisal interview. In any dispute, the board, as employer has responsibility for the final decision.

Salary Review of Teachers

The entitlement to annual increments for scale A teachers will also be confirmed by the Principal at this time

Enter all of the relevant clauses from the CEC 5.6.2 – 5.6.4

5.6.2 Progression for base scale teachers including unit holders

- (a) For the purposes of determining progression from one step to the next from the beginning of the 1999 school year, each teacher's performance will be assessed annually against the relevant professional standards included in the Terms of Settlement. The professional standards may only be varied during the term of this contract according to the process set out in the Terms of Settlement.
- (b) When settling performance expectations and development objectives with individual teachers for the coming year, the professional standards at the relevant level against which the teacher is to be assessed should be confirmed between the teacher and employer.
- (c) For each teacher to progress to their next step they will need to demonstrate that they meet the professional standards at the appropriate level.
- (d) Beginning teachers will have at least two annual assessments against the professional standards for the beginning teacher level before moving to the fully registered level, except where the teacher and the employer agree that assessment against the beginning standards for more than one annual assessment is not appropriate because of the teacher's previous relevant experience. In such cases teachers may be assessed against the fully registered teacher standards after one assessment against the beginning teacher standards.
- (e) Fully registered teachers will have at least three annual assessments against the professional standards for fully registered teachers before moving to the experienced teacher level regardless of whether or not they have reached their qualification maximum.

- (f) Experienced teachers are teachers who have had at least three successful annual assessments against the fully registered teacher professional standards and then meet the experienced teacher professional standards. Experienced teachers will continue to be assessed annually against the experienced teacher professional standards.
- (g) The principal has the responsibility of ensuring that the payroll is notified of incremental moves and advising the board of the positive assessment.

5.6.3 Deferred progression

- (a) Principals will be able to defer progression for teachers who have not met the profession standards at the appropriate level through the assessment period.
- (b) If it is agreed that the teacher has demonstrated within the timeframe determined by the principal (in consultation with the teacher) that they are meeting the appropriate standards, they will progress to the next step from the date of the second assessment. The teacher's anniversary date for the purposes of progression only, would move to the date on which the teacher's performance was deemed to have met the required standards.
- (c) Where a beginning or fully registered teacher is unable to attain the standards within the specified time period, the teacher will be required to undergo competency procedures as set out in part 3 in the CEC.

5.6.4 Local review process

- (a) Where a teacher disagrees with the deferral of their salary increment the teacher may, within 14 days of being notified of the deferral, seek a review.
- (b) The employee may be represented during the process.
- (c) A reviewer shall be a person nominated by the Board of Trustees and acceptable to the employee. The reviewer may be another staff member but should not be someone connected with the original decision to defer the progression. In the event that agreement cannot be reached on a reviewer within a reasonable time the Board shall determine who the reviewer shall be.
- (d) The reviewer will give the employee and the principal fair opportunity to make representations.
- (e) The reviewer shall make recommendations to the Board within 30 days of receiving the employee's application for review.
- (f) The Board shall make a final decision within 14 days of receiving the recommendation.
- (g) Where requested, the employee shall have access to the information about him/herself provided to the Board by the reviewer.
- (h) Nothing in this clause prevents the employee from taking a personal grievance in accordance with part 10 of this contract.

Assistant principals and deputy principals are to be assessed against the professional standards although not for the purposes of pay progression. Where an AP or DP fails to meet the standards on assessment, they will be subject to the competency provisions of the collective employment contract.

Policy Review

The Board has a responsibility to review the appraisal policy and process to ensure that the process is functioning effectively and meeting the expectations of all concerned.

The Principal will provide a report to the BOT, on the process. The process will be reviewed as part of the self-review process.