

# Hauraki Primary School

## Policy Document

### Staff Appraisal

#### **Rationale:**

A high quality appraisal process supports Hauraki School's focus on improvement and professional accountability.

#### **Purpose:**

- To develop school capability that improves teaching and student achievement.
- To provide assurances to the wider community that teaching standards are applied rigorously.

#### **Guidelines:**

1. The appraisal process is based on the Registered Teachers' Criteria and Professional Standards.
2. The appraisal process promotes a school culture of improving teaching practice and accelerating learning in an open, honest, professional environment.
3. Appraisal is an integral part of the whole cycle of school development and self review.
4. The appraisal cycle that is detailed in appendix 1 suggests formal classroom observations, walk throughs, teacher inquiry and opportunity for self reflection.
5. Appraisal goals are linked to both school and personal goals.
6. Teacher inquiry coincides with accelerating student achievement evidenced by regular sharing and discussion about selected learners and use of tracking sheets. See appendix 2.
7. Each staff member has a designated appraiser, normally a senior staff member.
8. High quality feed back is a feature of the process.
9. All appraisals remain confidential to the appraisee, appraiser, principal and relevant members of the senior management team.
10. Appraisers' comments and teachers' reflections guide decisions about professional learning for the following year and contribute to strategic and annual planning.
11. Should there be a dispute between the appraiser and appraisee the appropriate steps in the Complaints Policy should be followed.
12. For the purposes of determining salary progression from one salary step to the next, each teacher's performance is assessed against the Registered Teachers' criteria and Professional Standards.

Signed: B  
BRENDON CLARK  
Chairperson Board of Trustees

Reviewed: 3.8.18  
Date: TERM 3 2021

Ref: Complaints Policy

HAURAKI SCHOOL APPRAISAL CYCLE

What follows is a sequential outline of the process to be followed for the appraisal cycle at Hauraki School.

<p><b>Term 1</b></p>	<ul style="list-style-type: none"> <li>• A whole staff meeting is held at the beginning of the year to outline the appraisal process and review expectations.</li> <li>• Each teaching staff member is provided with an appraisal document at the beginning of the year based on Registered Teacher Criteria and Professional Standards.</li> <li>• An initial meeting of the appraiser and appraisee is at a pre-arranged time to co-construct the 'Professional Development Plan' in front of the document. The goals should be SMART (specific, measurable, achievable but challenging) and :             <ul style="list-style-type: none"> <li>○ identify areas from the previous year requiring further development</li> <li>○ meet the needs of students in one's class including priority students</li> <li>○ reflect relevant current school goals/ professional development</li> <li>○ relate to Registered Teachers' Criteria and professional standards that relate to curriculum areas of responsibility.</li> <li>○ consider personal goals/career aspirations</li> </ul> </li> </ul> <p>Once completed a copy of this page should be sent to the Principal.</p> <ul style="list-style-type: none"> <li>• Informal 'walk throughs' can happen at any time without warning by appraisers or senior staff and are recorded.</li> <li>• Observations by curriculum leaders may take place at any time with or <u>without</u> warning.</li> <li>• One formal observation of a lesson with notification may take place that normally aligns to the professional development focus. This is recorded verbatim during lesson and/or may be recorded on video for analysis afterwards. Classroom environment, management of students, student engagement as well are commented on.</li> <li>• Script/video is analysed under headings and identified points for development are recorded.</li> <li>• Normally some students are asked questions that are provided and responses recorded.</li> <li>• Follow up meeting/discussions take place between the appraisee and appraiser that promotes professional communication and teacher inquiry.</li> <li>• Constructive feedback in writing and/or verbally is provided so that each teacher is recognised for what they are doing well but also what they can do to improve.</li> <li>• Follow up observations may or may not take place the following week, fortnight or suitable time frame.</li> <li>• Teachers are encouraged to become familiar with criteria and indicators by regularly reflecting on their practice. These reflections should be noted in boxes provided.</li> <li>• Recording of progress with teacher inquiry is on going.</li> <li>• Regular checks on progress with achieving goals should be made.</li> <li>• Reflections about target students should be shared regularly in syndicate meetings, discussed, suggestions made by others, and new learning for teachers identified.</li> <li>• Tracking sheets for target students should be kept with the appraisal document.</li> <li>• Term planning, weekly planning and assessment folders should be available for principal and/or appraiser at any time.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teacher aide appraisal documents provided.</li> </ul>

<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Appraiser to visit classrooms at a pre-arranged time and a formal observation to take place.</li> <li>• Follow process outlined in term 1.</li> <li>• Appraiser and appraisee should continue to discuss teaching practice that includes progress with tracking sheets, inquiry, and complete as many assessments in document as possible even if only in pencil at this time.</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Appraiser to make follow up visits where needed and/or as agreed.</li> <li>• Continue to focus on reflective questions in document and teacher inquiry through discussion with appraiser and colleagues. Record on an on going basis.</li> </ul>
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• Appraiser and Appraiser to meet and through discussion complete professional judgements for all key indicators as well as reflective questions. Identify and state development objectives at the back of the document for the following year.</li> <li>• Appraiser to make a general comment that assists with salary progression.</li> <li>• Appraiser and appraisee sign the document and return to the Principal. All appraiser notes and tracking sheets should be included.</li> <li>• Meet the teachers for the following year to pass on assessment information about children, in particular, priority students.</li> </ul>