

# Hauraki Primary School

## Policy Document

### Staff Professional Growth

#### **Rationale:**

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

#### **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 professional growth process is based on the Code and Standards for the Teaching Profession.
2. The professional growth process sets out the high standards for ethical behaviour that are expected of every teacher and describes the expectations of effective teaching practice.
3. Professional growth is an integral part of the whole cycle of school development and self review.
4. The professional growth cycle is detailed in appendix 1.
5. Professional growth 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.
7. Each staff member has a designated appraiser, normally a senior staff member.
8. High quality feedback is a feature of the process.
9. All professional growth documents 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 progression from one salary step to the next, each teacher's performance is assessed against the Code and Standards for the Teaching Profession.

Signed :



Presiding Member of the Board

Reviewed:

Term 1, 2025

Date:

22/2/22

Ref: Concerns and Complaints Policy

## Appendix 1

### HAURAKI SCHOOL PROFESSIONAL GROWTH CYCLE

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

<b>Term 1</b>	<ul style="list-style-type: none"><li>• A whole staff meeting is normally held at the beginning of the year to outline the professional growth process and review expectations.</li><li>• Each teaching staff member is provided with a professional growth document at the beginning of the year based on The Code and Standards for the Teaching Profession.</li><li>• Teachers are encouraged to become familiar with The Code and Standards and indicators by regularly reflecting on their practice.</li><li>• Personal development goals that are SMART (specific, measurable, achievable but challenging) should be recorded in the back of the document at the beginning of the year. These are:<ul style="list-style-type: none"><li>○ identified from the previous year</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 curriculum areas of responsibility where relevant</li><li>○ consider personal goals/career aspirations</li></ul></li><li>• Informal 'walk throughs' can happen at any time without warning by senior staff.</li><li>• Observations by curriculum leaders may take place at any time with or <u>without</u> warning.</li><li>• Formal observations of lessons may take place with notification that normally aligns to the professional development focus. This is recorded verbatim during a lesson and/or may be recorded on video for analysis afterwards. Classroom environment, management of students, student engagement as well can be 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>• A follow up meeting between the appraiser and appraisee normally takes place that promotes professional communication and teacher inquiry.</li><li>• Constructive feedback in writing and/or verbally is provided in the document 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>• Regular checks on progress with achieving goals should be made by each teacher.</li><li>• Tracking sheets for target students should be kept in a separate folder in the drive.</li></ul>
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	<ul style="list-style-type: none"> <li>• Term planning, weekly planning and assessment folders should be available for principal and/or syndicate leader at any time.</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Teacher aide professional growth documents are provided.</li> <li>• Follow process outlined in term 1 for all staff.</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> </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 with informal walk throughs and recording of observations in teachers' professional growth document.</li> </ul>
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• Syndicate leaders are to complete the professional growth summary in each teacher's document.</li> <li>• Also identify and state development objectives at the back of the document for the following year.</li> <li>• As well the professional leader must confirm whether each teacher has participated in the annual cycle and whether they have met the criteria for a Full Practising Certificate or are likely Subject to Confirmation.</li> <li>• Appraiser and appraisee sign the document digitally and these are stored in the Principal's Professional Growth digital folder. Any additional notes and tracking sheets should be included.</li> <li>• Meet the teachers for the following year to pass on assessment information about students, in particular, priority students.</li> </ul>