

Section C (NAG 3) PERSONNEL MANAGEMENT

Policy: Professional Growth Cycle

Date of Review: September 2022

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GOAL

The over-arching goal is "Achievement for all".

For this to become a reality it is necessary to have a high quality staff, both teaching and non-teaching:

- To support the professional growth of teachers and support staff towards a high level of efficacy through a process of evidence gathering, reflection and career development.
- To ensure that the school meets its legal responsibility to be accountable to the community for the quality of teaching and service delivery.

OBJECTIVES

To ensure that all staff, both teaching and non-teaching and including senior managers take part in an annual performance review cycle/ Professional Growth Cycle (PGC) with the information used to review effectiveness, set new goals and improve future performance.

To ensure that these processes are robust, with feedback used to ensure that all staff are accountable for their professional practice.

GUIDELINES

Annual Professional Growth Cycle for Teaching Staff

1. Principal

An independent reviewer is contracted to review the performance of the Principal and report to the Board of Trustees. This is covered in a separate policy.

2. Senior Leadership Team

The performance of the Senior Leadership Team members is reviewed by the Principal or one of the Associate Principals.

They are expected to meet or exceed the professional standards for unit holders in relation to their allocated portfolios, as well as the school's Effective Teacher Profile (ETP) which has been aligned with the Professional Standards for Secondary Teachers (STCA).

This reviews process includes:

- Initial interview and goal-setting
- Data gathering including, but not limited to, classroom observations, feedback from relevant staff and students
- Final interview, including self-review, consideration of the data and fresh goal-setting
- Report to Principal.

3. Unit holders

The performance of senior unit holders / Curriculum Leaders (CL) is reviewed by Senior Leadership Team members who review their performance and reports to the Principal.

The performance of other unit holders such as Deans or Assistant HODs is reviewed by a senior unit holder such as a CL.

They are expected to meet or exceed the professional standards for unit holders in relation to their allocated portfolios, as well as the school's Effective Teacher Profile (ETP) which has been aligned with the Professional Standards for Secondary Teachers (STCA).

This review process includes:

- Initial interview and goal-setting
- Data gathering including classroom observations, feedback from relevant staff and students
- Final interview, including self-review, consideration of the data and fresh goal-setting
- Report to Principal

4. Classroom Teachers

The performance of classroom teachers is reviewed by a designated unit holder who reviews their performance using their Professional Growth Cycle (PGC) and reports to their Line Manager, who then reports to the Principal.

They are expected to meet or exceed the school's Effective Teacher Profile (ETP) which has been aligned with the Professional Standards for Secondary Teachers (STCA).

The review process includes:

- Initial interview and goal-setting
- Data gathering including classroom observations and feedback from relevant students
- Final interview, including self-review, consideration of the data and fresh goal-setting
- Report to Principal

5. Beginning teachers, provisionally registered teachers and teachers new to New Zealand

The performance of beginning classroom teachers is reviewed by a designated mentor who reviews their performance and reports to the Principal.

In Year 1 they are expected to be progressing towards fully meeting the school's Effective Teacher Profile (ETP) which has been aligned with the Professional Standards for Secondary Teachers (STCA) and by fully meeting these by the end of Year 2.

The process is similar to that for classroom teachers, but there must be closer supervision, more intensive observations and an ongoing programme of advice and guidance from the designated mentor (usually the Curriculum Leaders CL) as well as the Specialist Classroom Teacher, supported by the senior staff member(s) responsible for induction of beginning teachers. Evidence of this programme is kept in a log by each provisionally registered teacher.

This applies also to experienced teachers returning after a period of absence and to teachers new from overseas, who will be provisionally registered at first.

6. Limited Authority to Teach (LAT)

In rare cases the school employs untrained teachers with specialist skills such as Itinerant Music Teachers or Guidance Counsellors, who are required to obtain a Limited Authority to Teach. These teachers must also receive appropriate advice and guidance, supervision and their performance review process is similar to that for teachers.

PROCEDURES

- a) The Deputy Principal: High Quality Teaching is responsible for ensuring that the Professional Growth Cycle PGC takes place.
- b) At the end of each cycle, the reviewer completes a Report to the Principal including relevant evidence gathered during the year and discusses this with the teacher before passing it on to the Principal via the Deputy Principal: High Quality Teaching.
- c) Where there is concern about a teachers' performance, the reviewer is expected to discuss this with the Deputy Principal: High Quality Teaching early in the cycle in order to establish what support may need to be put in place and to ensure that senior management is aware of the issue. Where the report identifies areas of concern, this should not come as a surprise to either the teacher or the Principal, since it will have been raised in discussion with the teacher and the DP earlier in the cycle.
- d) Where a concern has been identified through the performance review process, the Associate Principal: High Quality Teaching oversees the process from this point, in consultation with the Principal.
- e) The Principal is responsible to decide on the next steps, which may be in the form of further advice and guidance or may involve moving towards competence procedures as set out in the Secondary Teachers' Collective Employment Agreement.

ANNUAL PERFORMANCE REVIEW CYCLE FOR SUPPORT STAFF

- 1. Each support staff member is allocated a Line Manager/Reviewer who gathers feedback and conducts the final interview which includes self-review and an opportunity to reflect on the year, raise issues and set fresh goals.
- 2. For some support staff pay progression is directly linked to a satisfactory performance review, but the annual review is a requirement regardless of salary implications.
- 3. HR/ Principal's PA is responsible for ensuring that the support staff performance reviews occur.
- 4. Copies of review documents are supplied to Principal via HR/Principal's PA.
- 5. Where a concern has been identified through the performance review process, the Principal is responsible to decide on the next steps, which may be in the form of advice and guidance or may involve moving towards the provisions of the relevant employment agreement.

Signature of Chairperson

Signature of Principal

Date