

Policy: Performance Management and Appraisal

Policy Statement

The National Administration Guideline 2 states that:

The Board of Trustees is required to develop and implement personnel and industrial policies within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

Procedural Guidelines

Professional growth management refers to all aspects of employee performance:

- Procedures for handling complaints about staff and competency
- Keeping of staff profiles
- Allocation of Management units
- Professional Growth Cycle (with cycles of Professional Development, Principal's Appraisal and Teacher Registration/Attestation). The process includes assessment and evaluation with regard to Quality Assurance (measured against job description and professional standards) and Professional Development

Professional Growth Cycle - General

The Professional Growth Cycle is to support, assist and encourage teachers to achieve a high level of performance in all areas of their work, consistent with the direction of the organisation of the school. Effective communication between the teacher and senior leader is important. It is not a grading or inspection but rather a development tool.

1. Except for the Principal it is expected that the Board would delegate responsibility to the Principal for the Professional Growth Cycle.
2. Professional Growth Cycles should be linked to the Strategic Planning and Self-Review processes undertaken by schools, and this should be planned and budgeted for.
3. All staff with teaching duties and/or management responsibilities, including Principals, participate in a Professional Growth Cycle at least once every 12 months.
4. The senior leader and teacher agree on expectations and objectives at the beginning of the Professional Growth Cycle period and on the assistance and support to be provided to achieve these.
5. From the job description, against professional standard indicators and in consultation with the Principal, objectives are determined by the senior leader/teacher.
6. The senior leader/teacher monitor performance against professional standards and provide expectations and objectives. Both evaluate the teacher's practice and provide feedback. Self-assessment is an important part of this process.
7. Classroom observations will form part of the Professional Growth Cycle.
8. The policy will adhere to the Special Character of the school with regard to the Biblical standards as outlined in all job descriptions.
9. Guidelines for specific appraisals are included in the specific policies (i.e. Principal).
10. Documentation will be kept on OneNote. It is confidential to the Principal, senior leader and teacher unless agreed by the teacher.

11. In the event of a dispute arising between the senior leader and teacher an independent Christian mediator will be brought in. If the matter is not resolved the Board will decide the outcome.
12. The Deputy Principal of the school should be given the authority to enter a classroom and observe parts of any programme that may be causing concern. When the information is gathered, the Deputy Principal should discuss with the teacher what action needs to be taken.

Review schedule: Triennially

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| ADOPTED BY BOARD OF TRUSTEES | | | |
| Date | 16 th October 2018 | Chairperson | G Budler |

Reviewed Date 30th November 2021 Chairperson **M Causley**