

## Performance Review and Appraisal – Policy QO110

### POLICY STATEMENT

The Performance Review/Appraisal process is designed to ensure a systematic and detailed review of each teacher's performance and progress in line with the Standards of the teaching profession and Job Descriptions.

Ōtātara Children's Centre's Performance review/appraisal and planning process is based on the following principles:

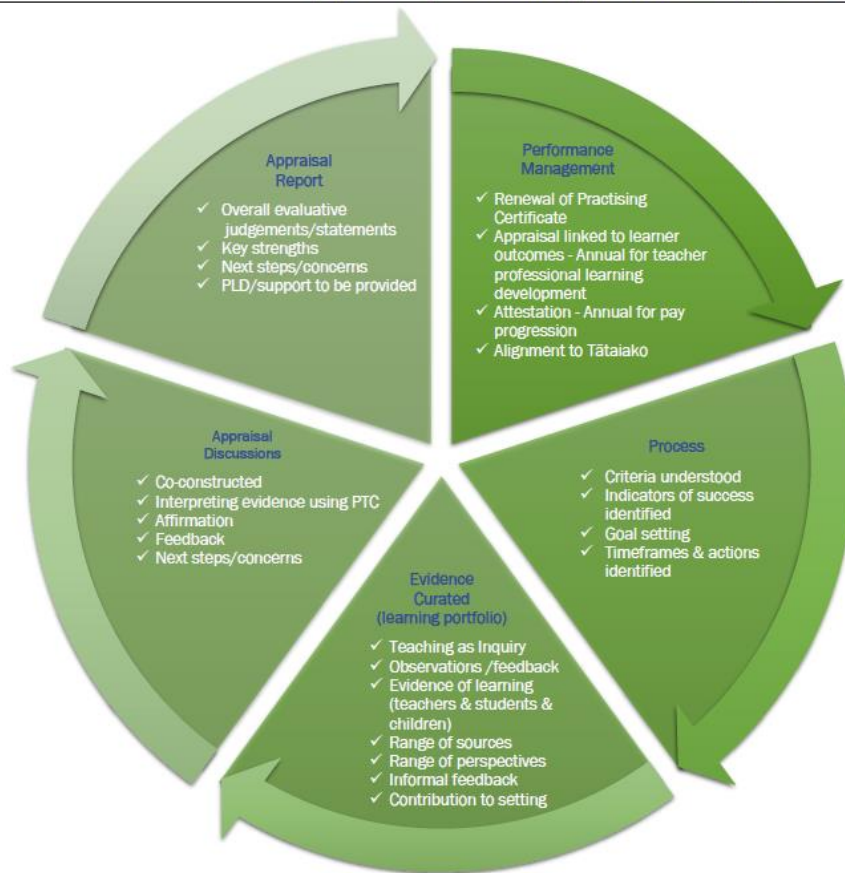
- a) All staff engage in a performance review/appraisal with their manager as part of an annual process.
- b) All staff have clear performance expectations and objectives which align with Centre goals, JDs, standards of the teaching profession, cultural competencies in Tātaiako and Te Whāriki.
- c) Staff participate in regular progress meetings so they know how they are doing with their professional growth cycle and receive coaching and support.
- d) Performance plans include professional development opportunities.
- e) Performance review/appraisal and planning includes the regular review and updating of job descriptions.
- f) Performance review/appraisal includes observational data and analysis of practice.
- g) Performance review/appraisal includes the setting of professional growth based goal/s and a review of work relating to the previous year's goal/s.
- h) The Centre Supervisor will seek professional guidance about the business operation.
- i) The Centre Supervisor will engage in review/appraisal with a certified teacher about his/her teaching practice and leadership.

The quality of the teaching and learning is enhanced by the performance review/appraisal and planning process.

### OUTCOMES

- a) Staff performance is enhanced and strengthened.
- b) Positive performance is recognised.
- c) Performance problems are identified and addressed.
- d) Te Whāriki is visible in the inquiry process.
- e) Appraisal process is consistent with Teaching Council requirements.

## Appraisal systems analysis tool: components diagram



1. **Review the components**
  - ✓ are there others that you include?
  - ✓ are there any to be included to refine/enhance your system?
2. **An evidence package:**
  - ✓ shows the teacher has been actively engaged in a robust appraisal system (see components)
  - ✓ shows the teacher's practice meets the PTC
3. **Shared/self-responsibility**
  - ✓ what evidence would the teacher hold?
  - ✓ what evidence would the school hold?

Retrieved from: <https://teachingcouncil.nz/content/appraisal-systems-components> 07/11/19, 15.43

### OUTCOMES

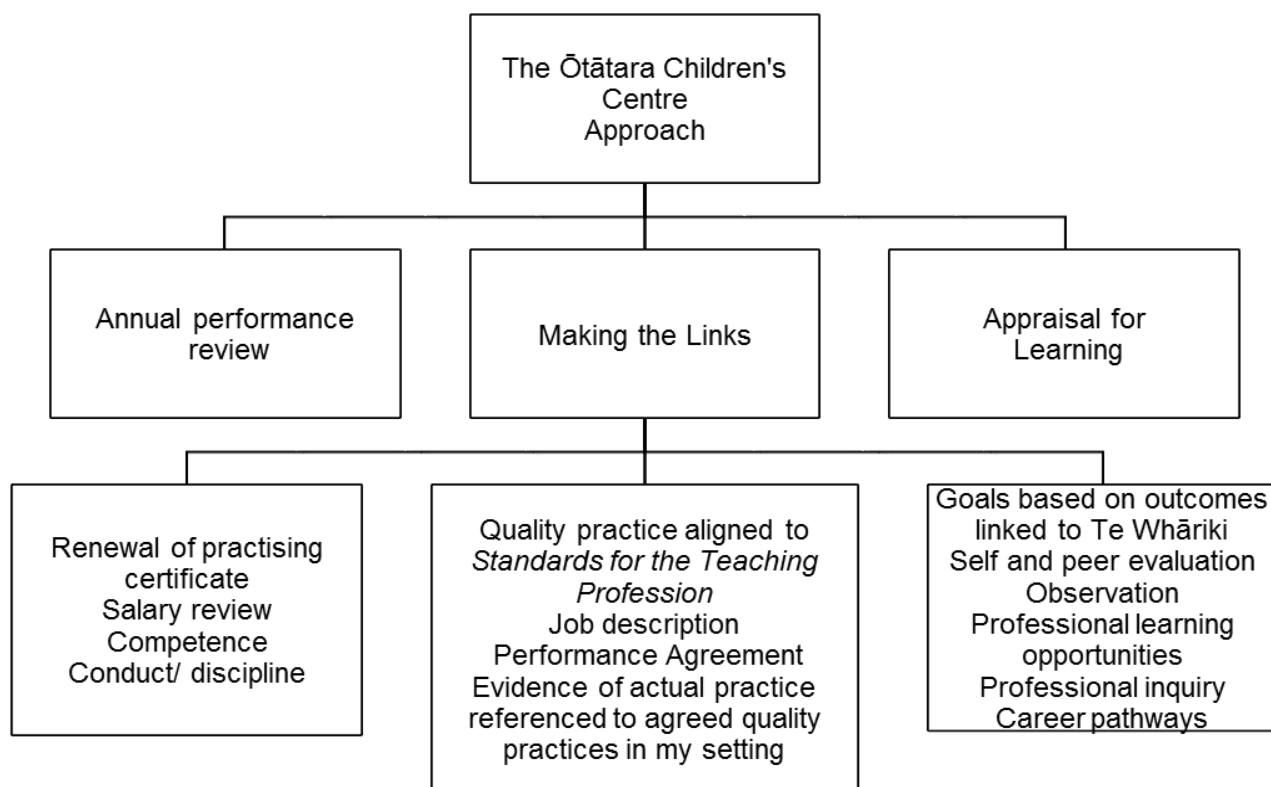
- a) Staff receive regular feedback on how well they are doing their job.
- b) Training needs are identified and action plans agreed at least annually.
- c) Valid and reliable information is produced on which to base summative decisions.
- d) Personal objectives and job descriptions are regularly reviewed.
- e) Performance review/appraisal is inline with and contributes to the teacher certification and re-certification process.

### COMPLIANCE STANDARDS

- a) Staff participate in the performance review/appraisal and planning process regularly and have current objectives and professional development plans.
- b) The performance review and planning process contributes to salary review in accordance with employment agreement requirements. Staff receive regular feedback on how well they are doing their job.

Hardcopies of this document are considered uncontrolled copies of the original.

Please refer to the electronic source (QMS) for the latest version.



Adapted from: A Single Coherent Appraisal System that includes attestation: *Standards for the Teaching Profession* with Professional Standard. Retrieved from: <https://teachingcouncil.nz/content/early-childhood-education-appraisal> 30/07/19 14.40

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