



## Performance Management: Appraisal, Attestation, Goal Setting - Teachers

This should result in improved teacher performance. All staff have a role to play in this cycle, sometimes as appraisee, sometimes as appraiser. It is not a process where a weakness is highlighted but rather should be seen as a professional method of reflecting on individual teacher performance.

Teachers should view themselves as part of an effectiveness continuum; our Staff Development Plan in general and the appraisal and attestation cycle in particular, should be seen in the light of moving positively further along the continuum. At our school we see the positive move along the continuum facilitated by personnel being involved in an appraisal system that may involve:

- Self appraisal
- Peer appraisal
- Consultant appraisal
- "Top down" appraisal
- Assessment reporting
- In class observation
- Goal setting
- Inservice

The process will be on-going throughout the year and final professional summaries completed during Term 4.

### Who is Responsible?

- Attestation against the Code of Professional Responsibility and Standards for the Teaching Profession and Cultural Competencies will be completed by the Principal/Acting Principal in consultation with the DP and Team Leaders against the current job description.
- Walk throughs will be undertaken by the Principal with a standard recording sheet used. Feedback and discussion will follow with teachers.
- Formal observations of all teachers will be carried out at least three times per year, more frequently if required. Future actions and foci for next observations will be set at follow-up discussion. A copy of the observation notes and future actions / foci will be given to teacher and one scanned and linked to appraisal documents online.
- Appraisal from our Professional Development focus. This process will take place between the appraised teacher and either a professional buddy, external facilitator or management. The appraisal outcomes will be shared and made part of online appraisal documentation.

### GUIDELINES

- Classroom observation visits by the appraiser will be the framework for professional dialogue between appraiser and appraisee.
  - Such visits need to be regular.
  - Feedback/feed forward ideally should happen on the same day as the observation. SMT to provide quality time for this to happen.
  - Self assessment (active reflection) is expected.
  - When? What? and Why? of classroom observations to be

- o established prior but based on Teacher LI.
- o New Teacher learning Intentions to be developed from the appraisal.

#### Review

- If the appraisee is dissatisfied with either the procedures used and /or the appraisal outcomes then the following procedures should be followed:
  - o Discuss it with the appraiser. This should be a full and clear discussion at which the appraisee outlines their concerns and the reasons for the concerns; the appraiser outlines the reasons for the appraisal outcome. all options are discussed.

The matter may be resolved at this stage of early intervention.

- Failing this the appraisee should place the matter in the hands of the Principal. The Principal will chair a meeting (within a week) between the appraiser and the appraisee aimed at reaching a clear understanding of all the issues involved. Options to resolve the matter could include (but are not restricted to)
  - another in-class observation;
  - another appraiser;
  - changes to the original appraisal report.

These options should be presented to the meeting and fully discussed. After considering all factors, the Principal will decide on a course of action, (including time-frames) that will be binding on both parties to complete. A written record of all proceedings to be distributed to each party.

- If at the completion of the course of action decided on by the Principal, there is still dissatisfaction, the matter will be placed in the hands of the Board of Trustees Chairperson who will make a final and binding decision.

#### Confidentiality.

- The written outcomes of the appraisal will remain confidential to the appraiser, appraisee and Principal. The Principal will submit a general report to the Board of Trustees following each appraisal cycle. E.R.O. Officers may sight appraisal reports to confirm they are completed but may not act on the information contained in them.

Goals and Teacher Inquiries should be relevant to current school priorities and teacher's personal identified professional needs.