



APPRAISAL POLICY

AIM

To establish a system of staff appraisal that improves the quality of teaching and learning achieved by the school and its staff by providing support and development opportunities for staff that will enable them to achieve their personal and professional goals, which are critical to the ongoing success of the school.

GUIDELINES APPLICABLE TO ALL STAFF

1. Every employee will have a job description.
2. All staff are involved in appraisal which is the responsibility of the Principal, who will delegate some responsibility.
3. The appraisal cycle will occur on an annual basis and will follow the school's appraisal timeline as set out at the beginning of the school year.
4. It is the appraisees responsibility to keep a copy of their appraisal documentation.
5. All documentation is confidential to the appraisee, those responsible for appraisals and Principal.
6. A person should be agreed upon to mediate/arbitrate on any disagreements or disputes between the appraisee and the appraiser. The mediator will establish guidelines for the mediation and facilitate the successful outcome of the mediation.

GUIDELINES SPECIFIC TO THE APPRAISAL OF TEACHERS

1. The appraisal system incorporates current Education Council requirements which describe the criteria for quality teaching and learning which apply to every teacher who holds a practising certificate, regardless of role or setting.
2. The appraisal system is responsive to changes in requirements as issued by the Education Council
3. Teacher appraisal involves the curation of evidence over a two year period for provisionally certificated teachers (PCT) and three year period for fully certificated teachers (FCT), demonstrating they meet the criteria set by the Education Council.
4. The appraisal process for fully registered teachers includes:
 - Setting a performance goal and identification of a teacher inquiry for improving student outcomes
 - Observations of teaching and learning (where appropriate)
 - Midpoint reviews of performance goals and teacher inquiries
 - End point appraisal discussions related to performance goals and student outcomes
 - An opportunity for discussing career development and future growth
5. The appraisal process for provisionally certificated teachers includes mentor meetings and observations. Refer to the Induction and Mentoring Policy.
6. The appraisal of the Principal is the responsibility of the Board of Trustees
7. In such cases where formal support and guidance is required the processes outlined in the Collective Agreement will be adhered to.

GUIDELINES FOR THE RENEWAL OF TEACHING CERTIFICATES

1. All teachers are expected to maintain the currency of their certificate and apply for renewal in good time as part of their employment contract.



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2. In extenuating circumstances where there are delays with the processing of renewal certificates the affected teacher must inform the Principal who will apply for an extension.
3. Opaheke school will photocopy teachers' practising teacher certificates and maintain a register of renewal dates.

GUIDELINES SPECIFIC TO THE APPRAISAL OF SUPPORT STAFF

1. Support staff appraisals are against their job descriptions
2. The appraisal process includes:
 - Setting a goal to improve performance
 - Observations of teaching and learning (where appropriate e.g Teacher Aides)
 - Midpoint and end point reviews of performance goals
 - An opportunity for discussing career development and future growth

CODE OF PROFESSIONAL RESPONSIBILITY – NZ Education Council

The Code of Professional Responsibility (Our Code) came into effect in 2017 (replacing the Code of Ethics) and applies to all certificated teachers and those who have been granted a Limited Authority to Teach, in every role and teaching context. It is a set of aspirations for professional behaviour. It is binding on all teachers.

Purpose:

Our Code sets out the high standards of integrity and ethical behaviour expected of all members of the teaching profession. It is also public statement by the profession of its shared ethical principles that guide their practice thereby providing learners, their families and whānau, and the public with confidence and trust in teachers and in the profession as a whole.

Four values underpin Our Code, Our Standards:

- Whakamana: empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- Manaakitanga: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- Pono: showing integrity by acting in ways that are fair, honest, ethical and just.
- Whanaungatanga: engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community

Application of Our Code takes into account the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Maori as tangata whenua.

Our Code is built around the four commitment statements:

- commitment to the profession
- commitment to learners
- commitment to families and whānau
- commitment to society

1) Commitment to the profession

Teachers will maintain public trust and confidence in the teaching profession by:

- a) demonstrating a commitment to providing high-quality and effective teaching
- b) engaging in professional, respectful and collaborative relationships with colleagues
- c) demonstrating a high standard of professional behaviour and integrity



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- d) demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
- e) contributing to a professional culture that supports and upholds this Code .
This means respecting the dignity, rights and integrity of all individuals within the Opaheke School community by working co-operatively and collaboratively supporting other members of our school community. It means demonstrating a commitment to personal and professional growth to enable continual improvement.

2) Commitment to learners

Teachers work in the best interests of learners by:

- a) promoting the wellbeing of learners and protecting them from harm
- b) engaging in ethical and professional relationships with learners that respect professional boundaries
- c) respecting the diversity of the heritage, language, identity and culture of all learners
- d) affirming Māori learners as tangata whenua and supporting their educational aspirations
- e) promoting inclusive practices to support the needs and abilities of all learners
- f) being fair and effectively managing my assumptions and personal beliefs.

This means ensuring the needs of the students at Opaheke School, and their learning are met by providing programmes that challenge each student to achieve personal standards of excellence, enabling them meet and surpass their potential. It means actively supporting the school vision, mission statement, charter, policies, procedures and local goals (COL).

3) Commitment to families and whanau:

Teachers respect the vital role their learners' families and whanau play in supporting their children's learning by:

- a) engaging in relationships with families and whānau that are professional and respectful
- b) engaging families and whānau in their children's learning
- c) respecting the diversity of the heritage, language, identity and culture of families and whānau.

This means engaging with family and whanau members in varied ways, seeking their perspectives and interaction with their child's learning. It means reporting to parents in plain language to inform them of progress and required support.

4) Commitment to Society:

Teachers respect their trusted role in society and the influence they have in shaping futures by:

- a) promoting and protecting the principles of human rights, sustainability and social justice
- b) demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
- c) fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society

This means representing Opaheke School in a professional manner, working actively to uphold the image of the school in the wider community. It means fulfilling the Treaty of Waitangi and making a commitment to the elimination of prejudice with regard to Equal Employment Opportunities and Equal Educational Opportunities.

Signed:


Board of Trustees Chairperson

Date: 3/11/2020