

School Performance Management

Job Description and Performance Agreement 2017

Principal



Reporting

The Principal, Chairperson or agreed appraiser will meet up to twice a year to discuss the progress made in meeting the objectives in the Performance Agreement. Those times are agreed to between the Principal, Chairperson Appraiser.

At the end of the period for which the Performance Agreement applies, a joint report written by the above people will be written for the Board of Trustees, on achievements made as measured against the Performance Agreement. The Principal will advise the Board in writing of any factors which may prevent the agreement being fulfilled or necessitate its amendment.

Attestation: Principal

C1		P1		S3		P/N4				Date
C2		P2		S4		P/N5				Signed Principal
C3		P3		S5						Signed BOT Rep
C4		P4		S6						Signed Appraiser
C5		P5		S7						
C6		P6		P/N1						
C7		S1		P/N2						
C8		S2		P/N3						

Name _____

Name _____

Name _____

Signature _____
(Chairperson on behalf of BOT)

Signature _____
(Principal)

Signature _____
(Appraiser)

Date _____

Period From _____ to _____ and will continue in force until _____

Professional Standards for Primary Principals

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement, which will reflect the school/Board goals, the principal's job description and more specific objectives. Included in the development of the performance agreement will be the identification and development of appropriate indicators. The performance agreement must also include the New Zealand Teachers Council criteria for registration as a teacher.

Area of practice	Professional Standards	Indicators	Evidence
<p>CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching</p>	1. In conjunction with the Board, develop and implement a school vision and shared goals focussed on enhanced engagement and achievement for all students		
	2. Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning		
	3. Model respect for others in interactions with adults and students		
	4. Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture		
	5. Maintain a safe, learning-focussed environment		
	6. Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected		
	7. Manage conflict and other challenging situations effectively and actively work to achieve solutions		
	8. Demonstrate leadership through participating in professional learning		

Area of practice	Professional Standards	Indicators	Evidence
<p>PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning</p>	1. Promote, participate in and support ongoing professional learning linked to student progress		
	2. Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum		
	3. Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students		
	4. Ensure that the review and design of school programmes is informed by school-based and other evidence		
	5. Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice		
	6. Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students		

Area of practice	Professional Standards	Indicators	Evidence
SYSTEMS Develop and use management systems to support and enhance student learning	1. Exhibit leadership that results in the effective day-to-day operation of the school		
	2. Operate within board policy and in accordance with legislative requirements		
	3. Provide the Board with timely and accurate information and advice on student learning and school operation		
	4. Effectively manage and administer finance, property and health and safety systems		
	5. Effectively manage personnel with a focus on maximising the effectiveness of all staff members		
	6. Use school/external evidence to inform planning for future action, monitor progress and manage change		
	7. Prioritise resource allocation on the basis of the school's annual and strategic objectives		
	Identified areas for development		

Area of practice	Professional Standards	Indicators	Evidence
PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning	1. Work with the Board to facilitate strategic decision making		
	2. Actively foster relationships with the school's community and local iwi		
	3. Actively foster professional relationships with, and between colleagues, and with government agencies and other with expertise in the wider education community		
	4. Interact regularly with parents and the school community on student progress and other school-related matters		
	5. Actively foster relationships with other schools and participate in appropriate school networks		
	Identified areas for development <ul style="list-style-type: none"> • • • 		

Specific Areas for development identified from previous years appraisal	Indicators	Evidence
Incorporate Special Character Professional Standards in Teacher Appraisal process		
School Performance Goals		Evidence
Evaluate the Incredible Years programme. What ideas and or parts of the programme would complement our current practices?		
National Standards plans for 2017 – Target focusses in response to 2016 Analysis of Variance outcomes and the identification of priority learners needing support.		
Review the Schools Health Education plans		
Professional Development Goals		Evidence
Personal Participate in workshops, resource reading and review of the new Health and Safety legislation and Vulnerable Children’s Act in support of the above goal		
Whole School Maintain and sustain the development of Restorative Practices in the School.		

Professional Development Participate in suitably identified professional development opportunities that support the above goals and my own development.		
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Catholic Primary Principal's Professional Standards

Dimension	Standards	Evidence
Culture	<ul style="list-style-type: none"> • Provide professional direction and leadership in Catholic Special Character and Religious Education. • Provide leadership in and articulate the Catholic Special Character to staff, students and parents 	
Pedagogy	<ul style="list-style-type: none"> • Demonstrate a thorough understanding of Catholic Special Character • Demonstrate a thorough understanding of Religious Education and the school charism. 	
Systems	<ul style="list-style-type: none"> • Identify and act on opportunities to apply Catholic Special Character when developing and reviewing policies and procedures • Ensure the Performance Management process includes a Catholic Special Character dimension with appropriate standards • Understand the principles of Catholic social teaching on fairness and equality in relation to all financial and asset management 	
Partnerships and Networks	<ul style="list-style-type: none"> • Recognise and respect the sacred dignity of each person as made in the image of God. • Foster a sense of Christian community • Maintain and enhance the relationship between the school, the parish(s) and diocese 	
Comment:		

Signed

(Appraisee)

(Appraiser)

Date