

ST JOSEPH'S SCHOOL

TEACHER APPRAISAL PROCEDURE



All teachers will take part in an appraisal process that focuses on professional values, knowledge, practices and relationships, and includes an expectation that teachers analyse and reflect on evidence to improve their teaching practice. This will ensure that quality teaching and learning is available to all students.

PURPOSES

- **Enable staff to take responsibility for monitoring their own performance and be active partners in the appraisal processes**
- **Provide clarity about all aspects of a sound appraisal (evaluative) process**
- **Is an integral part of the school's full performance management system**
- **Provide clarity for all staff about what the PTC look like 'in action' (what effective teaching practice looks like) and what sources of evidence might be necessary to gather in order to evaluate current practice against the PTC.**

PROCEDURES

- 1. Every staff member will have a job description which will form the starting point for the annual appraisal cycle alongside the registered teacher criteria and professional standards.**
- 2. The Performance Management process is reviewed annually and outlined for teachers in the Performance Management Folder.**
- 3. The appraisal process will centre on the Teacher Inquiry Cycle (Spiral of Inquiry) including observations, reading and research, and actions to enhance teaching and learning with the support of the Learning Leader and Principal.**
- 4. Teacher responsibilities are**
 - **to know what effective teaching looks like at St Joseph's School.**
 - **to actively gather and compile evidence that shows how well they currently teach**
 - **to actively seek critique of their evidence to determine if any gaps can be seen in their practice**
 - **to actively plan to address any gaps.**

5. **The Board of Trustees through the Chairperson is responsible for the appraisal of the Principal. (Principal appraisal procedure)**
 6. **The Principal will appraise the leadership requirements of the Senior Management Team**
 7. **The Principal with the learning leaders are responsible for**
 - **ensuring that the picture of effective teaching is co-constructed, well described, clear and moderated**
 - **ensuring that teachers have the resources to collect and collate evidence of their own practice from the agreed sources to be used (especially student voice and evidence of learning and achievement)**
 - **using a process to check and moderate the evidence of current teaching compiled by each teacher**
 - **ensuring that there is a good process for an appraisal conversation about what the evidence shows and what the next steps might be so that the conversation is experienced by both as oriented towards improvement.**
- The Principal is also responsible for**
- **completing the attestation process for teachers based on the evidence collected.**
 - **reporting appraisal outcomes to the Board**
8. **The Board is responsible for:**
 - **ensuring adequate provision for Professional Learning in the budget to enhance the appraisal process and its outcomes.**
 - **ensuring that there is a robust appraisal system in place and that all teachers are appraised annually.**
 9. **All appraisals are confidential to the appraisee, appraiser and Principal.**
 10. **Where there is a difference of opinion resulting from the appraisal process, both points of view shall be recorded on the final appraisal report following the steps set out in Appendix 5 of the Performance Management booklet.**
 11. **The appraisal process will be reviewed regularly in light of current research and educational requirements.**

CONCLUSION

All teachers at St Joseph's School work within the theoretical model of 'Teaching as Inquiry (Spiral of Inquiry)'.

The focus for St Joseph's School Staff is to develop individualised inquiry and knowledge-building cycles for appraisal linked in some part to school wide goals. All teachers are deemed signatories to '[The Code of Ethics' for New Zealand teachers](#) and the '[Code of Ethics for Staff and Boards of New Zealand Catholic Schools](#)'.

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development. This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whanau as well as members of the wider community.

Reviewed: 31 July 2017

Next Review Due: 2020

**Resource Manager
Learning Leaders**