

NORTHERN SOUTHLAND COLLEGE

Staff Appraisal Policy



Rationale:	Effective performance management enables the BOT to have confidence that all staff are meeting the educational needs of the students and operational/administrative needs of the college.
Reference:	State Sector Act 1988 NAG 3 PPTA/IEA Education Council Professional Standards for Teachers Vulnerable Children's Act Health and safety Act
Purpose:	<p>Purposes of Appraisal</p> <ol style="list-style-type: none"> 1. To maintain and enhance the quality of teaching and learning <ol style="list-style-type: none"> a. Ensure that effective teaching occurs in every classroom b. Monitor and assist the application of changes to curriculum, technology and methodology 2. To enhance the administrative/operational aspects of running NSC. 3. To enhance professional development of all staff members <ol style="list-style-type: none"> a. Has a focus on professional growth and improving capability and capacity as a classroom teacher b. Achieve motivation and satisfaction through achieving goals c. Recognise contributions and achievements, and potential d. Recognise professional development needs in a supportive manner e. Ensure compliance with the relevant collective agreement
Procedures:	<ol style="list-style-type: none"> 1. Structure of Appraisal <ol style="list-style-type: none"> a. The Principal will develop an appraisal tree and timeline at the start of each appraisal cycle. b. All classroom teachers will be appraised in relation to the NZ Teachers' Council Teaching Standards. c. All Support Staff will be appraised in relation to their job description. d. Teaching as Inquiry should be central to the process of appraisal. e. Appraisees take the initiative in setting and working towards their own goals and self-review. f. The appraisee has the right to request a different appraiser g. Teachers who hold management units will also be appraised on their performance in those areas of special responsibility 2. The Appraisal Programme consists of <ol style="list-style-type: none"> a. Student voice i.e. surveys b. Regular meetings between the teacher and the appraiser c. Classroom visits, observations and feedback

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- d. Teacher Professional Learning and Development Reflective Log
- e. Completed Appraisal Document
- 3. The relationship between appraiser and appraisee will be effective if:
 - a. The appraisee
 - i. takes the initiative in the appraisal process
 - ii. has confidence in the appraiser
 - iii. is prepared to be honest and candid
 - iv. is prepared to listen and learn, and genuinely wishes to improve
 - b. The appraiser
 - i. genuinely wishes to support the appraisee
 - ii. is sensitive and tactful
 - iii. is honest and candid
 - iv. is objective
 - v. is positive
 - vi. is realistic
 - vii. is discreet, and ensures the total confidentiality of the process
 - viii. is prepared to allocate time and resources to the appraisal process
 - ix. is prepared to work in partnership with the appraisee
- 4. Storage of Appraisal Documents and Confidentiality
 - a. All original signed appraisal documentation is kept by the appraisee
 - b. One hard copy of the completed Appraisal Form is kept on the appraisee's file
 - c. Appraisal documentation is available to the Education Review Office only to indicate that the College is meeting its obligations in operating an effective appraisal programme
- 5. Appeal
 - a. An appraisee may appeal to the Principal* against an aspect of the appraisal procedure (*Deputy Principal or BOT Chair as appropriate if the Principal is the appraiser)
 - b. An appraisee may request further classroom observation, or a new appraiser
 - c. In the event of a request for a new appraiser, the Principal will determine whether it is realistic to continue with the appraisal for the year, or to recommence in the new year
- 6. Personal Portfolio\E-Portfolio

Contents of the portfolio or evidence may come from the following:

 - a. Appraisal document
 - b. Personal NCEA results, with analysis and reflection
 - c. HOD Departmental Annual Board Report (HoDs)
 - d. Observations with reflections between appraiser and peer
 - e. Student survey feedback
 - f. Evidence of reflection on PLD attended
 - g. Units of work or lesson plans and tracking of student achievement
 - h. Minutes of meetings (evidence of involvement in Department and school functioning)
 - i. Analysis of exam results, student work etc.

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ADOPTION OF POLICY

The Adoption of Northern Southland College **Staff Appraisal Policy** was minuted during the Board Meeting held on **24 September 2018**.



Signed: _____
BOT Chair



Principal

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