



Miller Avenue School

“Creating brighter futures together”

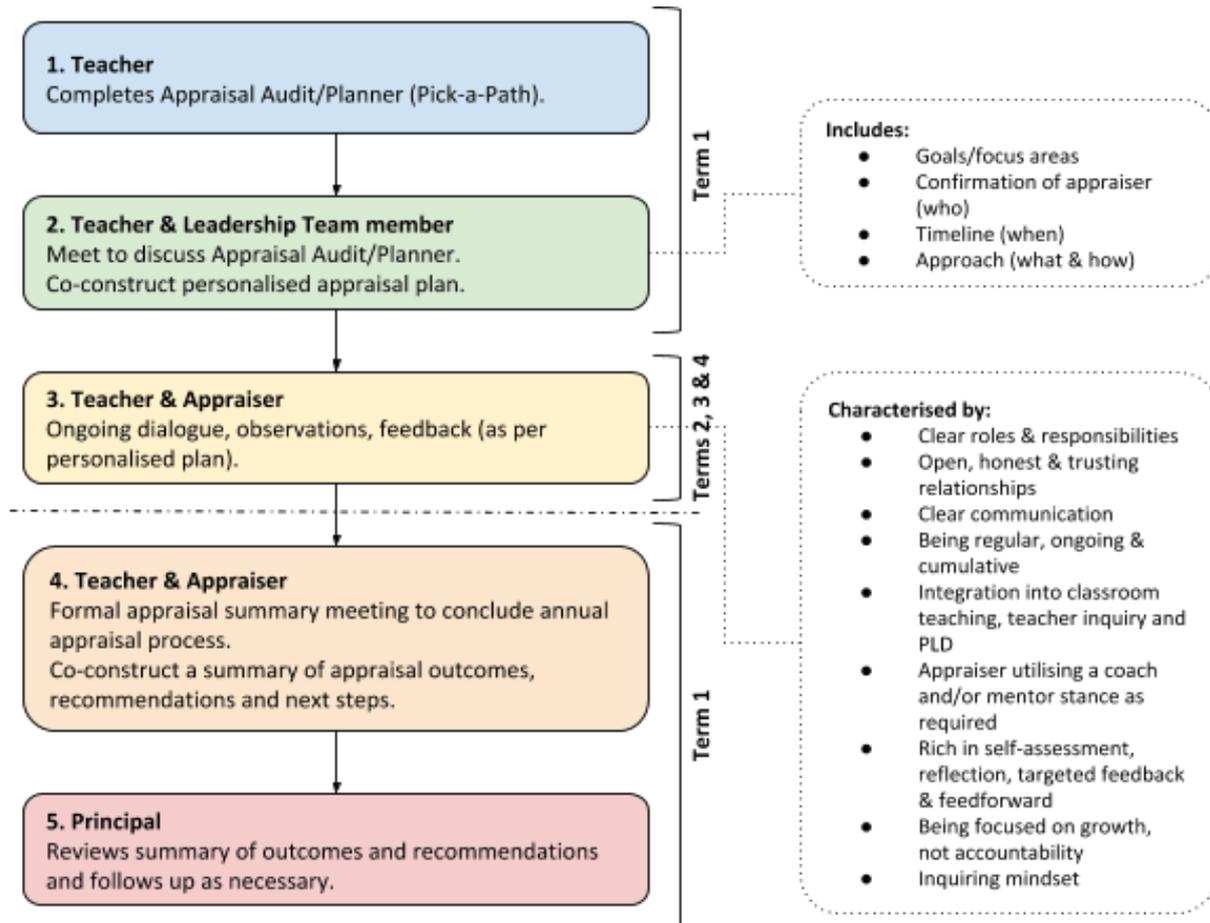
MAS Teaching Professional Growth Cycle - Procedure

The appraisal of MAS teaching staff is an annual process that has been developed to enhance teacher growth and promote improved outcomes for learners and learning. With effective performance appraisal, the board of trustees can have confidence that all staff are meeting the educational needs of our students and the goals of our school.

The appraisal of staff at Miller Avenue School is characterised by being:

- **personalised**, allowing staff a strong voice in how, when and by whom they are appraised,
- **appreciative**, encouraging teachers to look at what is working well and growing new approaches and learning from there,
- **collaborative**, a reciprocal process where the appraiser and appraisee learn from one another,
- **continual** and **ongoing**, rather than boxed into a mid/end of year checkpoint approach, and,
- focused on **growth**, so the process and outcomes are useful, valuable and contribute to ongoing learning.

PROCEDURES:



1. The teacher completes an appraisal audit to establish the areas that the appraisal goals will focus on and the approach the appraisal will be framed around.

Areas:

- Career pathway/aspirations
- Elements of the MAS vision
- The Standards for the Teaching Profession
- The 7 Principles

Approach:

- Who
- How
- When

2. The teacher and a leadership team member meet to discuss the appraisal audit. A personalised growth plan is formalised and documented. The template for this is provided.

It includes:

- Goal/focus areas
- Confirmation of appraiser (who)

- Timeline (when)
 - Approach (what & how)
 - Links to the Standards for the Teaching Profession
3. The teacher and their appraiser work their way through the plan. This process is characterised by:
- Clearly defined roles and responsibilities
 - An open, honest and trusting relationship
 - Clear and agreed upon channels of communication and documentation
 - Integration into classroom teaching, teacher inquiry and PLD
 - The appraisal approach being regular, ongoing and cumulative
 - The appraiser utilising a coach and/or mentor stance as required
 - An approach rich in self-assessment, reflection, targeted feedback & feedforward
 - Being focused on growth, not accountability
 - An inquiring mindset
4. To conclude the annual appraisal cycle, the appraisee and the appraiser meet. This a formal meeting to review the year. Together they will;
- Confirm the outcomes and evidence of the goal actions/indicators as agreed in the appraisal plan
 - Identify and celebrate areas of growth and the factors that have contributed to this
 - Recognise areas where improvements can be made and identify possible next steps
 - Co-construct a summary (report) of the appraisal and how the appraisee's practice meets each of the standards.
5. The process and outcomes are reviewed by the Principal. They will follow-up with the appraisee and/or the appraiser as required.

NOTES

- a) The Principal is responsible for the implementation of the appraisal procedures.
 - b) All teaching staff will undergo an annual performance appraisal.
 - c) Part time staff will develop 1 growth goal, full time staff will develop 2.
 - d) The appraisal cycle is from Term 1 to the end of Term 1 in the following year. Term one focuses on concluding the previous cycle and establishing the new.
 - e) Appraisal will be integrated into planning and organisation for professional learning and development and teacher inquiry.
 - f) Teachers are responsible for monitoring their own performance and being active partners in their appraisal.
 - g) Staff will be provided with assistance and support in order for their goals to be achieved e.g. release for set-up, observations and summary.
1. Confidentiality is to be maintained between the Appraiser, the Appraisee and the Principal, and the Chairperson. The provisions of the Privacy Act and the Official Information Act will be adhered to.
 2. The teacher can accept the report or dispute the report. If the report is disputed, the appraiser will consider the teacher's views before deciding to either amend the report, in accordance with the teacher's views, or let the report stand, with the teacher's comments attached.

3. If serious concerns are identified, this annual cycle may be replaced with more targeted support and guidance, or a competency process.

Related Documents:

- Growth Planner – pick your own pathway
- Annual Growth plan & summary
- Guidelines for appraisal and dialogue
- Standards for the teaching profession
- Primary teachers' collective agreement

Review: February 2023