

TEACHER PERFORMANCE AGREEMENT

Name:

Date:

Purpose: To assist in measuring the teacher's performance to confirm that it is consistent with the school's charter (annual goals) and the Professional Standards for Teachers (teacher's collective agreement) Standards for the Teaching Profession and Tātaiako - cultural competencies.

Containing: 1. Job description. 2. Professional Standards for Teachers. 3. Standards for the Teaching Profession 4. Tātaiako 5. Performance Goals. 7. Details of other responsibilities as outlined in a delegation statement (for unit holders only)

This document identified goals, actions and performance indicators for the appraisal of the above named teacher. It is based on the Board's (BOT) objectives for this year and the Standards for the Teaching Profession. It has been constructed collaboratively between a member of the senior leadership team (or delegated team leader) and the teacher and identifies key objectives to be achieved this year.

Evidence will be provided to demonstrate how the teacher is meeting the requirements of the performance agreement.

The appraisal of teachers' performance will be carried out formatively using a critical friend approach. Data will be collected and discussed with a member of the senior leadership team throughout the year.

As part of the ongoing data collection process teachers will have the opportunity to self- review their progress towards meeting the goals identified in this performance agreement. A written report summarising the results of the teacher's appraisal will be completed in term 3 and discussed with their senior leader.

THE PURPOSE OF THE PERFORMANCE AGREEMENT IS TO PROVIDE:

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| <ul style="list-style-type: none">• A clear understanding of the board's expectations for the teacher.• Measurement of teacher's contributions to the school's strategic objectives.• A narrative of learning and development targets for the teacher. | <ul style="list-style-type: none">• A measure of the teacher's achievements in the professional standards and standards for the teaching profession.• The basis for the annual performance review.• A record of the teacher's growth. |
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GOOD PERFORMANCE

The teacher has satisfied the employment agreement if:

- The professional standards have been met.
- Standards for the Teaching Profession have been met.
- Performance objectives and learning objectives have been met.[1]

[1] The teacher may need to revise objectives throughout the year. Changes should be discussed with senior leader and agreed upon.

In working towards achieving the goals as set out in this agreement, the senior leadership team will support teachers in the following ways:

1. Provision of support for professional learning and development.
2. Provision of a system and regular time to support coaching/ mentoring.
3. Provision of a formative appraisal process.
4. Open and clear communication, co-operation and support if needed.
5. Informal and incidental observations and regular liaison meetings with a senior leader or other to discuss practice and progress.

Signed _____
Teacher *Date* _____

Signed _____
Senior leader *Date* _____

Job description: Teacher

Key Tasks	Expected Outcomes	Performance Indicators
<p>1. Implement programmes in accordance with school policy</p>	<p>Quality programmes will be reflected in student learning outcomes</p>	<p>Ensures that planned programmes for students are meeting their social, behavioural, developmental and academic needs</p> <p>Ensures that programmes of each student are effectively monitored through assessments and that individual files are maintained in the prescribed manner</p> <p>Ensures required documentation is legible, well-presented, and prescribed formats are adhered to</p> <p>Ensures methodology meets the standards of effective practice and school policy</p> <p>Ensures time-lines (including deadlines) are met</p>
<p>2. Maintain contact with Professionals, Paraprofessionals and Services Personnel, and participate in the corporate life of the school</p>	<p>All relevant staff and families will be well informed on student matters</p>	<p>Ensures that attendance at staff meetings, work groups and other professional events are undertaken</p> <p>Maintains positive connections with outside agents as required.</p> <p>Ensures that in-class support, guidance and management are provided to education associates</p> <p>Ensures that collegial relationships are harmonious, professional and mutually respectful</p> <p>Ensures that the corporate/collegial aspect of the school is contributed to by attendance at staff and family events, and school events as required</p> <p>Participates in corporate events so that school collegiality and spirit can be developed despite our being located on different sites.</p>
<p>3. Maintain clear communication with families</p>	<p>Open and clear lines of communication will be established and maintained</p>	<p>Undertakes as directed/required:</p> <p>Meetings with families, Case conferences, Home/School notebooks, PLP meetings, reports, reporting using Linc-Ed.</p>

		Ensures that all contacts with families are well-prepared for, professionally managed and as regular as is determined by school policy and procedure
4. School Policy	Contributions will help develop effective school policy	Supports and adheres to Charter values, goals and objectives, and school policies Leads and contributes to policy development as delegated by the Principal or Board of Trustees
5. Training/ Professional Development	Improved practice from enskilled staff	Participates in on-site professional development opportunities which are offered regularly by the school for the enskilling of staff with the purpose of increasing educational insight, improve practice and competence Undertakes off-site courses which support working with students and/or their families, and/or colleagues Participates in appraisal and supervision programmes
6. Disability Awareness	Growing awareness of students' needs and abilities in the local community	Promotes aspects of disability awareness to the wider community this may be staff and students at the host school or local recreational / business community or local mainstream school.
7. Administration	School systems are adhered to and classes run effectively	Ensures that all delegated classroom administrative tasks are undertaken with attention to timelines Ensures that regular communication with the Base School and Senior Management occurs, retrieve information, maintain contact, and attend required meetings
8. Full Life of School	Support fully the co-curricular and infrastructural areas of the school. Is seen as a positive, enthusiastic participant.	Participates in co-curricular activities Actively supports social and other aspect of school life Attends all meetings as required
9. Other Duties	School initiatives are run effectively	Ensures that all other duties which may be delegated by the Principal from time-to-time are undertaken

Standards for the Teaching Profession, Professional Standards, Tātaiako

Standards for the Teaching Profession	Professional Standards	Tātaiako
<p>Te Tiriti o Waitangi partnership Demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<p>Professional knowledge Treaty of Waitangi</p>	<p>Tangata whenuatanga Place-based, socio-cultural awareness and knowledge</p>
<p>Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievements of all learners</p>	<p>Professional knowledge</p>	<p>Ako Practice in the classroom and beyond Wānanga Communication, problem solving, innovation</p>
<p>Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p>	<p>Support for colleagues</p>	<p>Whanaungatanga Relationships (students, school-wide, community) with high expectations</p>
<p>Learner-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<p>Classroom management</p>	<p>Manaakitanga Values – integrity, trust, sincerity, equity Whanaungatanga Relationships (students, school-wide, community) with high expectations</p>
<p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures</p>	<p>Teaching techniques Classroom management</p>	<p>Wānanga Communication, problem solving, innovation</p>
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<p>Teaching techniques Motivation of students</p>	<p>Ako Practice in the classroom and beyond Wānanga Communication, problem solving, innovation</p>

Other area of responsibility		
Area of responsibility	Links with School annual plan	Details of tasks, evidence and outcomes