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## FOREWORD

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Teachers make a huge difference to the lives and interests of many children. Good performance management practices in schools can support the efforts of these teachers in many ways. Such practices provide the basis for dialogue about further professional development and growth. They provide the basis for high quality feedback and recognition of the contribution that a teacher makes to the education of children and the life of a school.

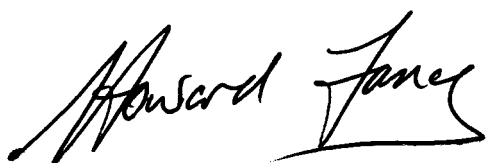
With the incorporation of the Interim Professional Standards into primary school performance management systems, all teachers can look forward to working in an environment where school expectations are clearly stated and where professional development objectives and priorities are effectively identified.

The Interim Professional Standards build on systems and criteria already operating in schools. Through introducing a wider range of dimensions of teaching and specifying standards for three levels of accomplishment, the Professional Standards enable recognition of the higher level of skills and contribution of teachers as they progress in their careers. They also enable identification and management of areas for development in a positive and supportive environment. In terms of career progression, the standards enable schools to focus more on skills and ability rather than factors such as tenure or gender. This will ultimately benefit all teachers and, consequently, their students.

It is encouraging to know that many schools are already well advanced in developing effective performance management systems, including indicators to measure performance against the Professional Standards. A number of principals and teachers from some of these schools have generously shared their ideas and the benefits of their experience in the development of this resource. This has enabled the Ministry to ensure that the examples in the booklet are practical and effective. It has also enabled us to include examples from a range of schools to highlight the scope for different approaches that schools might take to incorporating the Standards within the prescribed framework. The examples in the booklet will both reinforce the direction of those schools whose systems are either underway or established and provide direction for those who are still coming to grips with integrating the Professional Standards into their systems.

The introduction of the Interim Professional Standards will enhance existing performance management systems and will encourage schools to focus on the development of their most important resource, their teachers.

Howard Fancy

A handwritten signature in black ink, reading "Howard Fancy". The signature is written in a cursive, flowing style with a large, sweeping flourish at the end.

Secretary for Education

### 1. Introduction

Interim Professional Standards for Primary School Deputy/Assistant Principals and Primary School Teachers were released in April 1998 for schools to incorporate into existing performance management systems (PMS). Since 1997, all boards of trustees have been required to ensure their school has a PMS for their principal and teachers. From the beginning of 1999, boards and principals will be required to ensure their PMS includes the Interim Professional Standards.

This booklet has been put together in response to those schools who requested a single publication which provides a practical reference to integrate the Interim Professional Standards into their current PMS. It builds on previous publications such as the PMS series, the Interim Professional Standards booklet distributed in April 1998 and related features published in the Education Gazette.

Key features of the Interim Professional Standards are described along with examples of performance indicators for assessing achievement, and performance expectations. Case studies of the processes some schools have used to interpret and incorporate the standards into their performance management systems are also included.

The Interim Professional Standards will remain "interim" until decisions are taken on whether or not to establish a professional body for teachers, as proposed in *Quality Teachers for Quality Learning: A Review of Teacher Education*.<sup>1</sup>

### 2. Performance Management

The objective of performance management in schools is to:

- improve learning outcomes for students by improving the quality of teaching and leadership
- integrate policies, practices, standards and procedures that link the goals and objectives of the school and its staff
- set agreed performance expectations and the processes for measuring performance against those expectations
- focus on the professional development of every teacher.

Boards of trustees are currently required to have a performance appraisal process that specifies the:

- person(s) responsible for implementing the appraisal policy
- process to be followed to appraise teacher performance
- process for dealing with disputes
- policy on confidentiality.

Similarly, boards of trustees must also ensure the appraisal process includes:

- identification of each teacher's appraiser, in consultation with the teacher concerned
- a written statement of performance expectations, in consultation with each teacher

<sup>1</sup> Ministry of Education green paper, *Quality Teachers For Quality Learning: A Review of Teacher Education*, October 1997

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## TEACHER PERFORMANCE MANAGEMENT

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- identification of development objective(s) in the performance expectations, as well as the assistance or support to be provided
- observation of teaching (for those with teaching responsibilities)
- teacher self-appraisal
- an annual appraisal with a written report, in consultation with the teacher.

### Additional Requirements

The Primary Teachers' Collective Employment Contract (CEC)<sup>2</sup> means that a school's performance management system must now include:

- the relevant Interim Professional Standards as part of the performance expectations for each teacher and deputy/assistant principal
- annual assessments against all relevant Interim Professional Standards
- progression for teachers who meet all the relevant Interim Professional Standards to the next step in the salary scale.

The intention of performance management in schools is to deploy staff skills, knowledge, training and talent in a way that maximises the learning outcomes for students. Performance management enables boards of trustees to have confidence that all staff are meeting the educational needs of their students and the goals of the school. Principals are now required to more systematically define, support and assess staff performance, and to link staff efforts to the overall direction of the school. Individual staff will know what is expected of them, the support

available to them to meet those expectations, how their performance will be monitored and assessed, and how they can further develop their skills.

Effective performance management occurs in supportive working environments where there is a high level of communication and trust. It is not about setting people up to fail by setting unrealistic goals, surprising staff at the end of a performance period with tasks and responsibilities they should have completed but were not aware of, or unreasonably justifying why a remuneration increment should be withheld.

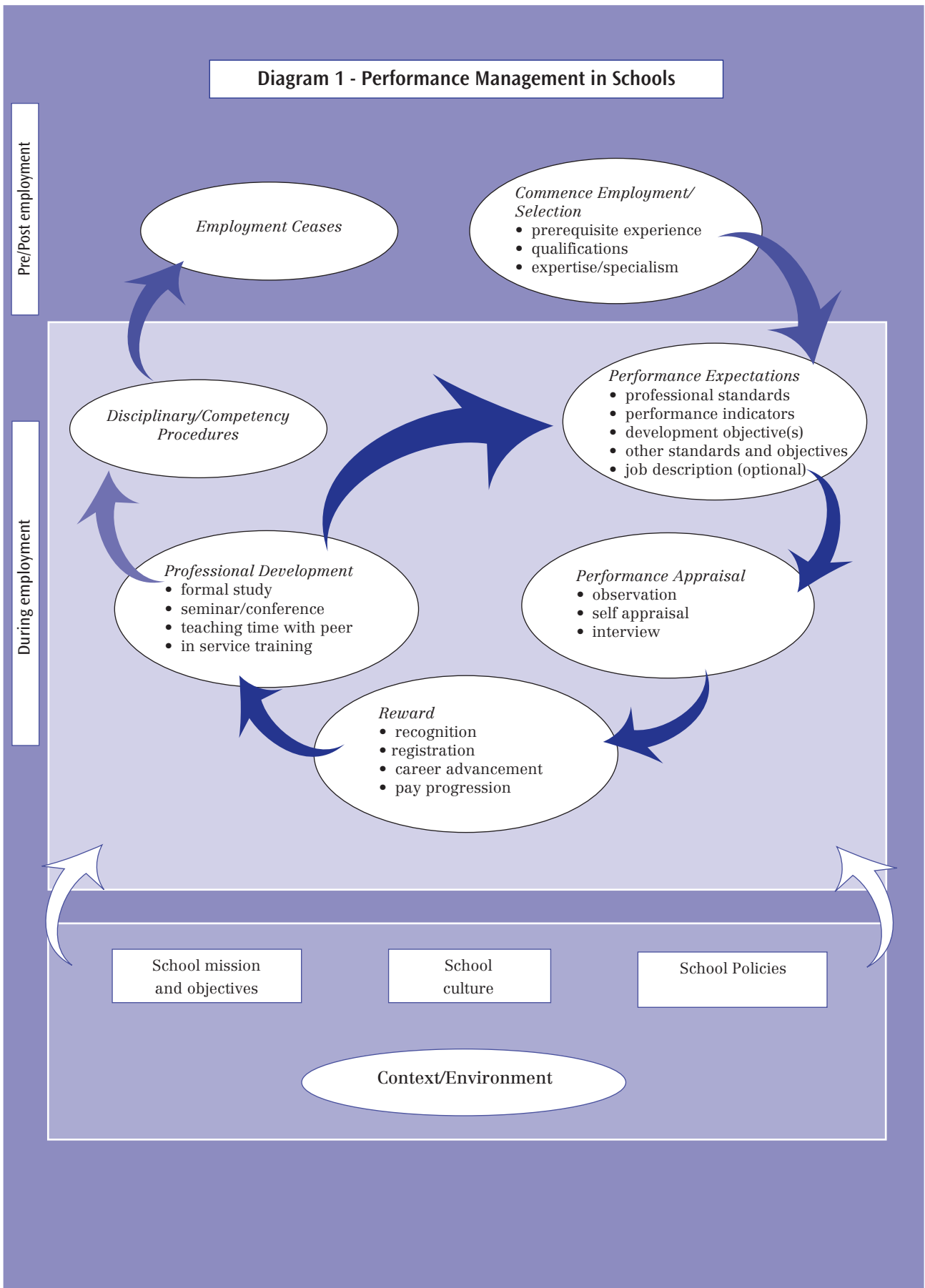
Diagram 1 shows how performance management components are related and how they apply throughout a staff member's term of employment. It gives examples of likely activities in each of these components, and acknowledges the context and environment that will make each school's performance management system unique.

Most staff will only experience those processes related to the annual performance management cycle - setting expectations, appraisal, reward (pay progression and career advancement), and professional development. This will not change. The Professional Standards will however, influence many aspects of performance management because they outline the expected standards of performance, are linked to teachers' pay progression, and help identify areas for professional development.

<sup>2</sup> Primary Teachers' (Including Deputy and Assistant Principals and other unit holders) Collective Employment Contract 1998-2000

# TEACHER PERFORMANCE MANAGEMENT

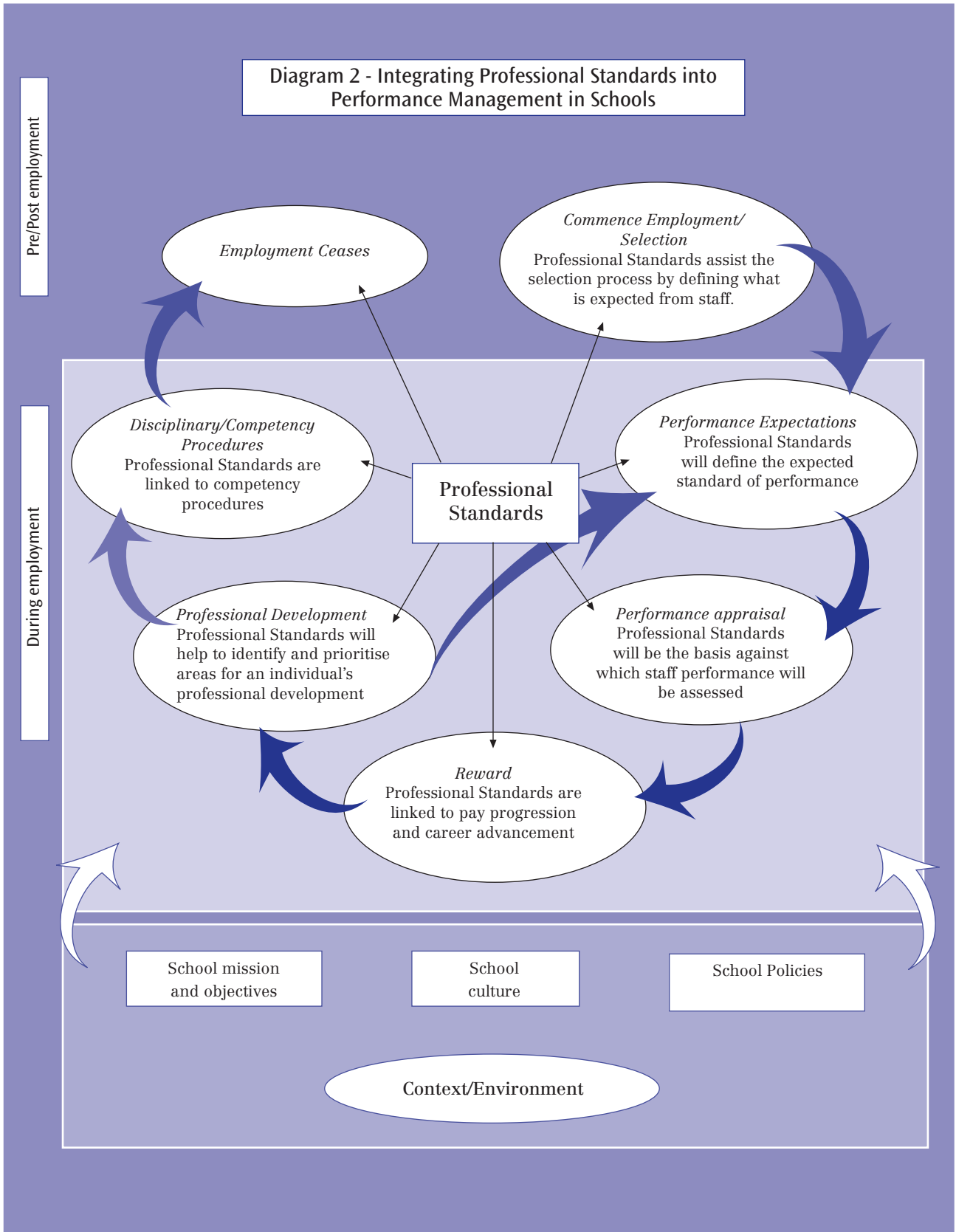
Diagram 1 - Performance Management in Schools



## TEACHER PERFORMANCE MANAGEMENT

Diagram 2 shows where the Professional Standards are likely to impact on schools' performance management

systems. These implications are explained more fully in the sections that follow.



### 3. What are Professional Standards?

Professional Standards for primary school teachers and deputy/assistant principals build on existing performance management systems in schools. They have also been designed to establish a national consistency in performance management while being sufficiently flexible to enable individual schools to adapt them to their particular school climate, culture and community.

#### Professional Standards:

- describe the important knowledge, skills and attitudes that all teachers and deputy/assistant principals are expected to demonstrate in carrying out their role
- expand the existing three key performance areas – teaching, school-wide and management responsibilities
- formalise the Government's expectations of professional performance.

The Primary Teachers' Collective Employment Contract specifies that the Interim Professional Standards are to be used in assessing an individual's entitlement to salary progression. The Professional Standards may only be varied during the term of the current contract by agreement between the Secretary for Education and NZEI Te Riu Roa. The relationship between the standards and pay progression is explained further in section 4. The Interim Professional Standards for deputy/assistant principals and teachers appear in Appendix 1.

The Professional Standards relate to aspects of the performance management process as follows:

#### Staff Selection

The Professional Standards, along with any performance indicators schools may have developed to describe the tasks and behaviours that are expected, can provide a guide on what to look for in a prospective candidate. They also give applicants a full and realistic picture of the position they are applying for and responsibilities involved.

#### Performance Expectations

The Interim Professional Standards describe the expected standard of performance for deputy/assistant principals and three levels of teaching - beginning, fully registered and experienced teachers. These levels have been designed to build on each other to recognise the development of skills as teachers progress through their careers. This also enables teachers and their managers to identify goals for professional and personal development. The Professional Standards are therefore a fundamental part of the performance expectations between the appraiser and the staff member. They clarify what performance and/or behaviours the school is particularly looking for.

#### Performance Appraisal

The introduction of Professional Standards means the appraisal will focus on a staff member's performance against each dimension (see Appendix 2). For teachers, this means the seven dimensions of the Professional Standards will form the basis of the performance appraisal. The Professional Standards incorporate the three key performance areas (teaching, school-wide and

management responsibilities) that currently exist. A written appraisal report is required for discussion and consultation with the teacher.

### Professional Development

Professional development objective(s) can now be targeted for each staff member based on their performance as assessed against the Professional Standards. This will also assist in prioritising individual professional development needs alongside school priorities.

### Competency Procedures

The introduction of Professional Standards clarifies the expected standard of performance and therefore what constitutes unacceptable performance before competency procedures are commenced.

### 4. Teachers' Pay Progression and Career Advancement

Rewarding performance and achievements is an integral part of performance management systems. Professional Standards impact on this process by allowing appraisers to identify clearly those staff who have achieved the expected levels of performance.

Professional Standards:

- are linked to teachers' pay progression and career advancement
- continue to apply even after a teacher has reached the top of the pay scale
- are not linked to pay progression for deputy/assistant principals.

Annual assessment against the Interim Professional Standards is required. Teachers need to demonstrate performance against all of the Professional Standards at their current level before achieving progression to the next level on the salary scale. Other standards or performance objectives can be negotiated between the appraiser and staff member but they cannot be used as the basis for determining pay progression.

**Beginning Teachers** - Beginning teachers require a minimum of two successful annual assessments against the Professional Standards to move to the fully registered level. The only exception is where the teacher and the employer agree that more than one assessment against the beginning standards is not appropriate because of the teacher's previous relevant experience. In such cases, the teacher may be assessed against the fully registered teacher standards after one assessment against those for the beginning teacher.

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## TEACHER PERFORMANCE MANAGEMENT

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Please Note: This is for the purposes of assessment and pay progression only. Teachers cannot gain registration through this process. The Teacher Registration Board requires all teachers to complete two years of satisfactory teaching before being considered for full registration.

It is possible for a beginning teacher to move to the registered teacher level of the salary scale prior to full registration. For example, a beginning teacher with Q3 qualifications might enter at Level 06 and progress to Level 07 after one annual assessment (refer to Appendix 4 Salary Scale Translation Guide).

**Fully Registered Teachers** - Fully registered teachers must complete a minimum of three successful annual assessments against the Professional Standards at this level before moving to the experienced teacher category.

**Experienced Teachers** - Annual assessment against the Experienced Teacher Professional Standards will be ongoing for experienced teachers, even when they have reached the top of the pay scale.

Please note: Resource teachers and speech language therapists are not subject to the Professional Standards, but are required to be attested as per the previous system to progress through the pay scale.

### Deferred Salary Progression

The CEC provides for deferred salary progression. Principals will be able to defer progression for teachers who have not met the Professional Standards at the appropriate level throughout the assessment period. If progression is deferred, a timeframe for meeting the

Professional Standards must be determined by the principal in consultation with the teacher. If, after a second assessment it is agreed that the teacher is meeting the appropriate Professional Standards, the teacher will progress to the next step from the date of the second assessment. The teacher's anniversary date for the purposes of progression will then move to the date on which the teacher's performance was deemed to have met the required standards.

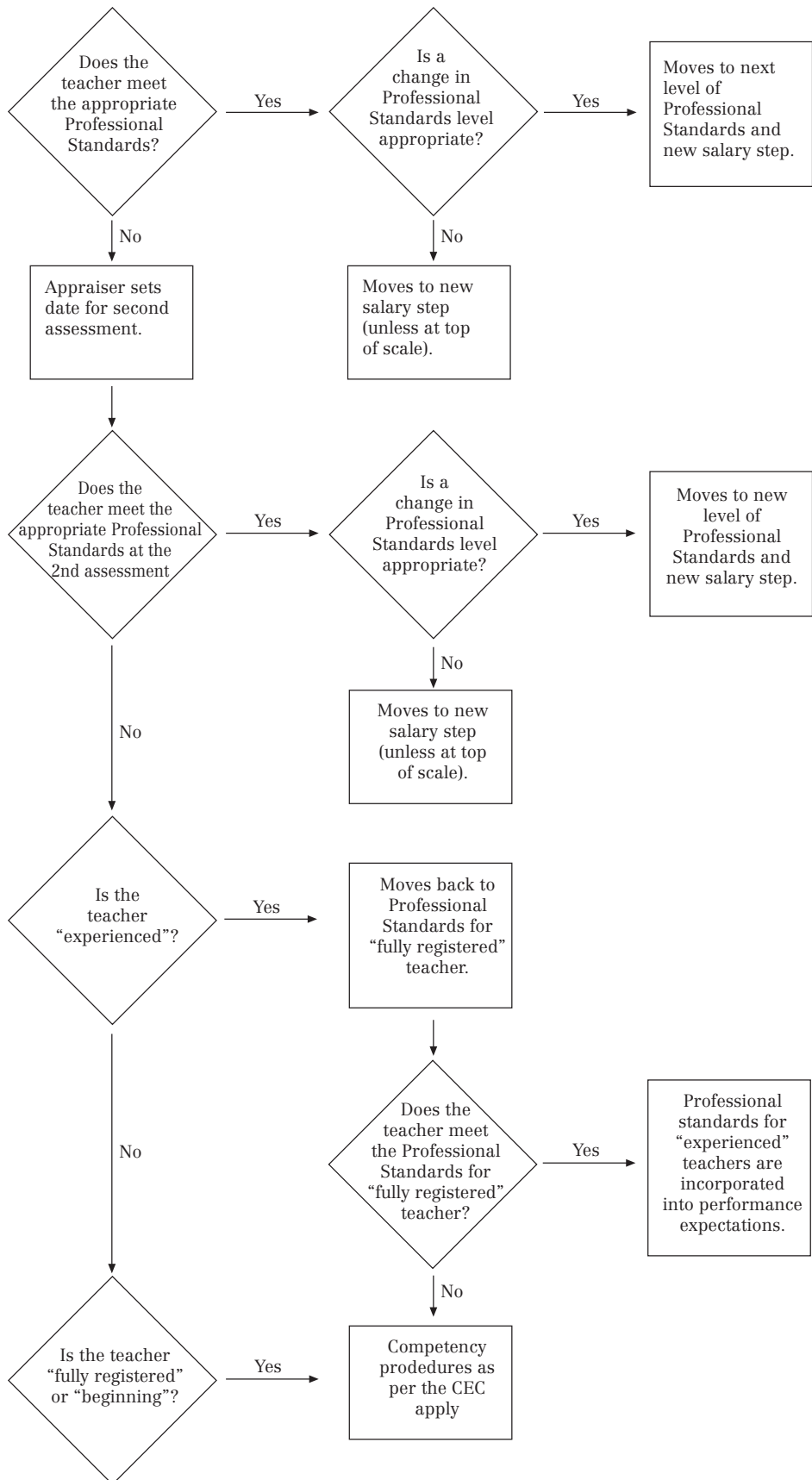
Where a beginning teacher or fully registered teacher is unable to meet the standards within the specified time, the teacher will be required to undergo competency procedures as set out in the CEC. Where an experienced teacher is unable to meet the Professional Standards at this level they will return to being assessed against the Professional Standards for fully registered teachers. If they do not meet the Professional Standards at this level, they will be required to undergo competency procedures. If they satisfy the criteria at fully registered teacher level, they can have the Professional Standards for experienced teachers incorporated into their performance expectations and development objectives and be assessed against these at the next performance appraisal.

The CEC also sets out a review process which can be used when a teacher disagrees with the deferral of their salary increment.

The process following a decision to defer is shown in Diagram 3.

TEACHER PERFORMANCE MANAGEMENT

Diagram 3 - Interim Professional Standards and Pay Progression



Integration of the Professional Standards into the performance management system for deputy/assistant principals is a contractual obligation of the CEC. There is no link between the Professional Standards and the remuneration levels for deputy/assistant principals specified in the CEC. However, the competency procedures outlined in the CEC apply.

### 5. Performance Indicators

Performance indicators provide a way to assess the extent to which the Professional Standards have been met. Assessment can take a variety of forms but is typically about gathering evidence that a level of performance has been achieved.

Generic sample indicators have been developed for deputy/assistant principals and teachers in consultation with schools and these appear in Appendix 2. The sample indicators demonstrate how Professional Standards can be translated into measures of performance that are meaningful to schools without reducing roles to a series of mechanistic tasks.

Performance indicators will:

- give certainty to staff about what they have to do to demonstrate their performance against the Professional Standards
- help appraisers systematically observe and gather evidence of performance so that decisions about staff achievements are made as fairly and objectively as possible
- enable Professional Standards to be implemented in a robust and consistent way within the school

- allow each school to apply the Professional Standards in a way that is consistent with the school's culture and climate.

The use of indicators is not a requirement, but they are strongly recommended to ensure all parties are clear about when a staff member's performance meets the relevant Professional Standards.

#### Developing Performance Indicators

Many schools have already developed or are currently developing indicators for assessing the Professional Standards. Some are also sharing the results of their work with other schools, who are in turn customising the indicators to meet their particular needs.

Performance indicators are developed by examining the objectives, inputs, activities and outcomes of the school's strategic plan and programmes. Developing indicators requires the school to:

- identify key aspects of performance (that can be verified)
- determine what information is needed to assess performance against each of the Professional Standards
- decide how performance is to be assessed (the assessment method)
- design methods for collecting the performance information.

At least two or three indicators should be used to assess each dimension of the Professional Standards. Most dimensions are broken into three or four sub categories, and it would be reasonable to expect an indicator for each

of the sub categories. The final number of indicators, however, must be feasible in terms of ease of implementation, time and cost of data collection.

Principals, deputy/assistant principals and teachers will already possess the knowledge required to generate the indicators. However, staff involvement in some or all stages of the development process is strongly recommended. This will ensure the indicators are accurate, understood and accepted by all staff. Some ways to approach this are:

- staff and senior management meet and agree on a process for developing performance indicators, which is then followed.
- staff are asked to each contribute a short list of things they feel most demonstrate that a teacher is doing their job well. These are pooled and categorised under the Professional Standards dimensions. This list is then divided up by dimension and allocated to small groups of staff who refine their portion of it. Each group's work is collated and distributed, and a final meeting is held to comment and agree on the indicators.
- senior management prepares a draft list of indicators, which is then presented to staff for comment. The indicators are debated and modifications are made, based on the feedback. The final indicators are agreed by all staff.
- teachers are asked to join groups based on their level of experience ie, whether they are beginning, fully registered or experienced teachers. Each group names one person as their representative. The group draft indicators appropriate to their level of teaching,

and the representatives meet to discuss, collate and refine the results into a final draft. This draft is provided to all staff for comment and agreement.

- the principal and a small group of teachers collaborate with other local principals and teachers to share resources and ideas to develop indicators.
- sample performance indicators in this booklet form the basis of a staff discussion where the most appropriate indicators are selected and customised to suit the particular characteristics of the school.

Indicators should also be reviewed from time to time to ensure they are assessing what is wanted.

Appendix 3 contains case studies demonstrating how two schools developed indicators and incorporated the Professional Standards into their performance management system.

### 6. Performance Appraisal Process

Once performance indicators have been developed, they need to be documented and incorporated into the performance management system. The logical place to capture performance indicators is in the written statement of performance expectations, which is required for each teacher. These statements may be referred to as performance agreements or performance plans. They are often developed for deputy/assistant principals as well.

The format and style will vary across schools in terms of how these performance expectations are documented, however the introduction of Professional Standards has altered the requirements of these written statements of performance expectations. They should now include the following elements for each staff member:

- the Professional Standards
- a professional development objective(s).

Other elements that can be included are:

- a list of the performance indicators appropriate to the staff member for demonstrating achievement of the Standards
- additional objectives or standards based on individual need, school priorities, and/or performance concerns.

A written statement of performance expectations must be prepared or completed by the appraiser and staff member each calendar school year. A job description may also be attached.

#### Key Steps of the Process

The following process is usual, although each school has the discretion to adapt this process as required.

1. **Preparation of Statement of Expectations** - Usually in January/February. The appraiser and staff member discuss and agree on professional development objectives, any additional objectives, incorporate the relevant Professional Standards, and set the agreement in motion.
2. **Interim Appraisal** - Usually towards the end of the second term as an optional step in the performance management requirements. Its purpose is to monitor the staff member's progress against the Professional Standards and any additional objectives to highlight successes and address any concerns. This review may involve observation of teaching, an interview and preparation of an interim report by the appraiser.
3. **Final Appraisal** - Usually towards the end of the fourth term, although some schools would relate this appraisal to the staff member's anniversary date. It is the meeting where the appraiser and staff member discuss the teacher's performance over the year. The staff member needs to have completed a self-appraisal. The discussion should focus on the performance expectations, ie, each dimension of the Professional Standards (including indicators), development objectives and other objectives or standards. Evidence of performance and information that demonstrates achievement is also produced at this meeting. This will include observation of teaching. Discussion will also occur on what needs to be addressed in the following year in terms of further professional development.

Please note: The process described highlights the formal aspects of Performance Management Systems. In reality, there should be ongoing opportunities for discussion, observation and feedback between staff and their appraiser during the regular activities of the school.

### 7. Assessment Methods

There are a variety of methods that can be developed for assessing or measuring a staff member's performance. Those that are required for teachers' assessment are observation of teaching (for those staff with teaching responsibilities), self-appraisal, and an appraisal interview where the teacher has the opportunity to discuss their achievement of performance expectations and development objectives.

Other methods of assessing performance include:

- peer appraisal, where colleagues are asked to provide feedback on an individual's performance
- parent feedback, either formal or informal
- student feedback, either formal or informal
- students' performance results
- documentary evidence, for example unit or lesson plans, assessment records, resources.

Assessing performance accurately and fairly requires:

- **Having rigour in the assessment process.** This does not mean assessment needs to be complicated or time consuming, but an element of planning is required. Essentially rigour means having a clear idea about what you are assessing. As an example, asking a staff member to assess their own performance without providing a framework for that assessment would be less valuable than asking them to comment on their performance against the goals they agreed to in their performance expectations.

- **Matching the method of assessment with what is being measured.** Some aspects of performance clearly lend themselves to certain methods of assessment. For example, assessing ability in teaching and learning strategies would most obviously be done through observation. Achieving a good fit between what is being measured and the method of assessment will improve the chances of efficiently collecting valid performance information.
- **Using a variety of assessment methods.** The requirements for teachers already stipulate that three methods of assessment are used in assessing performance - observation of teaching, self-appraisal and appraisal interview. Depending on the way in which your school has decided to assess performance against the Professional Standards, other methods of assessment may also be appropriate to ensure a complete picture of an individual's performance.
- **Agreeing the methods of assessment in advance of the appraisal.** As suggested earlier, it is useful for the staff member and appraiser to agree on the methods that will be used for assessing the staff member's performance, when performance expectations are discussed at the beginning of the year.

Practical decisions will need to be made when selecting and developing the method of assessing performance, to balance the accuracy of the performance information with the time and effort it takes to collect the information.

## 8. Additional Sources of Information

The following sources of information may be helpful:

Ministry of Education booklets:

*Performance Management Systems: Performance Appraisal, PMS 1*, February 1997

*Performance Management Systems: Performance Management: Issues for Rural Schools and Small Schools with Teaching Principals, PMS 2*, March 1997

*Performance Management Systems: Teacher Registration, PMS 4*, July 1997

*Performance Management Systems: Appraisal of Teachers in Specialist Positions, PMS 5*, November 1997

"Performance Management in Schools," *New Zealand Education Gazette*, 12 December 1996

"Introduction of Interim Professional Standards for Primary School Teachers and Primary School Deputy and Assistant Principals," *New Zealand Education Gazette*, 5 October 1998

*Interim Professional Standards: Primary School Deputy/Assistant Principals, Primary School Teachers*, Ministry of Education, April 1998

*Primary Teachers' (including Deputy and Assistant Principals' and other unit holders) Collective Employment Contract 1998-2000*

*Handbook: The Registration of Teachers in Aotearoa New Zealand*, Teacher Registration Board, 1997

*The Capable Teacher, Education Evaluation Report, Number 2*, Summer 1998, Education Review Office.

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## APPENDICES

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*The appendices that follow contain sample performance indicators that have been developed in consultation with a range of principals and teachers from selected schools. These indicators are guidelines only. Schools may wish to use or adapt these examples when considering how to develop indicators or modify existing performance measures. The number of indicators needed, if any, is a school-based decision.*

## APPENDIX 1: INTERIM PROFESSIONAL STANDARDS FOR DEPUTY/ASSISTANT PRINCIPALS

| Dimension                       | Standards   |
|---------------------------------|---|
| Professional leadership         | <ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of current approaches to effective teaching and learning</li> <li>• provides professional leadership to staff within the delegated areas of responsibility</li> <li>• makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students</li> <li>• understands, and applies where appropriate, current practices for effective management from both within and beyond education</li> <li>• supports the principal in the leadership and management of the school and deputises when required</li> <li>• identifies and acts on opportunities for improving teaching and learning</li> <li>• reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance</li> </ul> |
| Policy and programme management | <ul style="list-style-type: none"> <li>• initiates, plans and manages in association with the principal and other staff, policies and programmes which meet national requirements, management are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning</li> <li>• understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility</li> </ul>   |
| Staff management                | <ul style="list-style-type: none"> <li>• participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</li> <li>• motivates and encourages staff to improve the quality of teaching and learning</li> <li>• devolves responsibilities and delegates tasks when appropriate</li> </ul>  |
| Relationship management         | <ul style="list-style-type: none"> <li>• fosters relationships between the school and the community</li> <li>• communicates effectively both orally and in writing to a range of audiences</li> <li>• provides information to the principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school</li> <li>• understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy</li> <li>• establishes and maintains good communication processes with staff, and between staff and members of the senior management team</li> </ul>   |
| Financial and asset management  | <ul style="list-style-type: none"> <li>• effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</li> </ul>  |

Note: Deputy Principals and Assistant Principals with teaching responsibilities will also need to meet the requirements of the Interim Professional Standards for Primary School Teachers.

## APPENDIX 1: INTERIM PROFESSIONAL STANDARDS FOR PRIMARY SCHOOL TEACHERS

| <b>Dimension</b>   | <b>Beginning Teacher</b>   | <b>Fully Registered Teacher</b>   | <b>Experienced Teacher</b>   |
|--|--|---|--|
|  | <p>Beginning teachers meet the Teacher Registration Board criteria for provisional registration as a teacher. Beginning Teachers work under the guidance of others. They undertake "advice and guidance" programmes to assist in the development of the competencies required for full registration.</p> | <p>Fully Registered Teachers have taught for at least two years and have met the Teacher Registration Board criteria for full registration. Fully Registered Teachers are competent in the performance of their day-to-day teaching responsibilities.</p>   | <p>Experienced Teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.</p>               |
| <p>Professional knowledge</p> <ul style="list-style-type: none"> <li>• curriculum</li> <li>• Treaty of Waitangi</li> <li>• learning and assessment theory</li> </ul>   | <ul style="list-style-type: none"> <li>• have a sound knowledge of curriculum, learning and assessment theory</li> <li>• understand the implications of the Treaty of Waitangi and te reo me ōna tikanga</li> </ul>  | <p><i>As well as demonstrating the standards for Beginning Teachers, Fully Registered Teachers:</i></p> <ul style="list-style-type: none"> <li>• are competent in the content of relevant curriculum</li> <li>• keep informed of developments in curriculum and learning theory</li> <li>• demonstrate knowledge of the Treaty of Waitangi and te reo me ōna tikanga</li> </ul> | <p><i>As well as demonstrating the standards for Fully Registered Teachers, Experienced Teachers:</i></p> <ul style="list-style-type: none"> <li>• demonstrate a high level of knowledge of relevant curriculum, and of current learning and assessment theory</li> <li>• demonstrate a commitment to their own on-going learning</li> </ul> |
| <p>Teaching techniques</p> <ul style="list-style-type: none"> <li>• planning and preparation</li> <li>• teaching and learning strategies</li> <li>• assessment/reporting</li> <li>• use of resources and technology</li> </ul> | <ul style="list-style-type: none"> <li>• plan programmes and develop learning and assessment strategies that are consistent with sound teaching and learning practice</li> </ul>   | <ul style="list-style-type: none"> <li>• use appropriate teaching objectives, programmes, learning activities, and assessment</li> <li>• demonstrate a range of effective teaching techniques</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrate a broad range of highly effective teaching techniques</li> <li>• continually evaluate and reflect on their teaching and act on areas where it can be improved</li> </ul>  |

## APPENDIX 1: INTERIM PROFESSIONAL STANDARDS FOR PRIMARY SCHOOL TEACHERS

| Dimension   | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher  |
|---|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>• demonstrate flexibility &amp; responsiveness</li> <li>• impart subject content effectively</li> <li>• use appropriate technology and resources</li> <li>• reflect on teaching with a view to improvement</li> </ul>  |  |
| Motivation of students <ul style="list-style-type: none"> <li>• student engagement in learning</li> <li>• expectations that value and promote learning</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate effective techniques for motivating students</li> <li>• demonstrate expectations that value and promote learning</li> </ul>  | <ul style="list-style-type: none"> <li>• recognise and support diversity amongst individuals and groups</li> <li>• engage students in learning</li> <li>• establish high expectations that value and promote learning</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrate a wide range of techniques that provide strong motivation for a diversity of students</li> </ul>                                      |
| Classroom management <ul style="list-style-type: none"> <li>• student behaviour</li> <li>• physical environment</li> <li>• respect and understanding</li> </ul>   | <ul style="list-style-type: none"> <li>• apply understandings of positive behaviour management</li> <li>• create and maintain a safe environment that is conducive to learning</li> <li>• model interactions in ways that are known to be associated with developing respect and understanding</li> </ul> | <ul style="list-style-type: none"> <li>• manage student behaviour positively</li> <li>• establish good relationships with students and respect their individual needs and cultural backgrounds</li> <li>• organise a safe physical environment</li> <li>• create an environment of respect and understanding</li> <li>• provide and maintain a purposeful working atmosphere</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate a high level of commitment to student welfare and learning</li> <li>• effectively manage challenging learning environments</li> </ul> |

## APPENDIX 1: INTERIM PROFESSIONAL STANDARDS FOR PRIMARY SCHOOL TEACHERS

| Dimension   | Beginning Teacher  | Fully Registered Teacher   | Experienced Teacher  |
|---|--|--|--|
| Communication <ul style="list-style-type: none"> <li>• students</li> <li>• colleagues</li> <li>• families/whanau</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate skills of effective communication</li> </ul>    | <ul style="list-style-type: none"> <li>• communicate clearly and accurately in either, or both, of the official languages of New Zealand</li> <li>• provide feedback to students</li> <li>• communicate with families, whanau and caregivers</li> <li>• share information with colleagues</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate highly effective communication skills when interacting with students, colleagues and families/whanau</li> </ul> |
| Support for & co-operation with colleagues  | <ul style="list-style-type: none"> <li>• co-operate with and seek support from colleagues</li> </ul> | <ul style="list-style-type: none"> <li>• establish and maintain effective working relationships with colleagues</li> <li>• encourage others and participate in professional development</li> </ul>   | <ul style="list-style-type: none"> <li>• support and provide effective assistance to colleagues in improving teaching and learning</li> </ul>                        |
| Contribution to wider school activities   | <ul style="list-style-type: none"> <li>• participate in the life of the school</li> </ul>            | <ul style="list-style-type: none"> <li>• contribute to the life of the school</li> </ul>   | <ul style="list-style-type: none"> <li>• successfully organise aspects of programmes within the school to promote teaching and learning</li> </ul>                   |

Note: Te Reo Māori Proficiency Standards, when developed, could form part of the professional standards for Māori medium teachers.

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## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR DEPUTY/ASSISTANT PRINCIPALS AND TEACHERS

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The sample performance indicators demonstrate how the Professional Standards can be described in terms of behaviours, and therefore assessed. Below are sample performance indicators that have been developed in consultation with selected schools. They should be seen as a menu from which a school can select as many or as few indicators as it needs. It is important to take into account the culture and special features of a school when selecting performance indicators as they may influence which performance indicators are appropriate for your school. For example, an integrated school may choose to add indicators such as the following:

- teaches and takes part in Religious Instruction and the Special Character dimension of the school through reading and professional development courses
- models appropriate Special Character traits in dealings with all students.

It is also important to consider specific performance expectations when selecting indicators for individual staff members. For example, some of the sample indicators under the dimension "Staff Management" for deputy/assistant principals would only be appropriate for staff where those responsibilities are delegated.

Indicators need to reflect activities that teachers already routinely carry out. The sample indicators

provided in this booklet are generic and therefore it is recommended that they are adapted to relate better to specific programmes and systems operating in your school. This will ensure that the language of the performance indicators is consistent with other expectations and documents relevant to deputy/assistant principals and teachers, such as job descriptions.

Warning signs have been included because, in some cases, explaining what is desirable is helped by explaining what is not. Please note they are for illustrative purposes only ie, not a mandatory requirement for implementing the Professional Standards although some schools may find them helpful.

Performance indicators for all dimensions of the Professional Standards have been developed concurrently, so there is virtually no overlap in indicators between the dimensions. In practice, a performance indicator may be applied to more than one dimension, and your school may choose to use performance indicators in this way. To give an example, an expected behaviour of all teachers such as "listens attentively" could be used as an indicator of respect and understanding (within the classroom management dimension), communication, and support for and co-operation with colleagues.

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## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR DEPUTY/ASSISTANT PRINCIPALS AND TEACHERS

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In developing the performance indicators for teachers, a common theme has been used to differentiate between the three teacher levels:

1. The performance indicators for beginning teachers reflect the need for teachers at this level to focus their time on developing skills as a sound teacher, and requiring support from more experienced colleagues to achieve this.
2. The performance indicators for fully registered teachers reflect a teacher who is fully skilled to perform all aspects of a teaching role with minimal assistance from senior colleagues.
3. The performance indicators for experienced teachers reflect a teacher who is highly skilled and able to take on a leadership role by sharing their experiences and skills with less experienced colleagues, as well as perform some additional tasks that contribute to the wider school.

There are, however, a number of performance indicators common to all levels of teaching. This is because under normal circumstances a school would require all teachers, regardless of their level, to demonstrate these behaviours or perform these tasks. These common indicators either reinforce school policy or procedures, for example “keeping up to date and accurate records of student assessment”, or exist where making a distinction between teachers on the basis of experience is meaningless, for example, “praising students’ achievements”.

Finally, your school may wish to add performance indicators for either deputy/assistant principals or teacher positions, which are not based on the Professional Standards. These may relate to the specific nature of your school and its goals, but cannot be used as a basis for determining pay progression for teachers.

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR DEPUTY/ASSISTANT PRINCIPALS

| Performance Dimension           | Performance indicator   |
|---------------------------------|---|
| Professional leadership         | <ul style="list-style-type: none"> <li>• Leads and assists staff to improve their skills in teaching and learning approaches.</li> <li>• Acts as a role model for staff on professional teaching practice through classroom modelling.</li> <li>• Brings ideas from literature and practice to staff for discussion.</li> <li>• Acknowledges and deals with others directly on issues of professional standards.</li> <li>• Keeps up to date with current management and professional practice processes through reading and training.</li> <li>• Contributes to professional debates both within and beyond the school.</li> <li>• Participates as an effective member of the senior management team.</li> <li>• Actively supports decisions taken by the principal or board of trustees.</li> </ul>   |
| Policy and programme management | <ul style="list-style-type: none"> <li>• Works with the principal and board of trustees to develop school policy and programmes.</li> <li>• Facilitates staff involvement in developing school policy and programmes.</li> <li>• Ensures policies and programmes reflect the special character of the school, in conjunction with the principal and board of trustees.</li> <li>• Recommends changes to policies and programmes to take account of changing circumstances.</li> <li>• Keeps up to date with issues that could impact on the work of the school.</li> <li>• Considers and recommends ways the school's programmes need to be modified in response to cultural, social, demographic and economic changes.</li> <li>• Recommends appropriate policy and programmes which meet the needs and aspirations of Māori, Pacific Islands and other groups and families/whanau.</li> <li>• Produces accurate and timely reports on the school's performance and coordinates teacher input into the reports.</li> </ul> |
| Staff management                | <ul style="list-style-type: none"> <li>• A current performance management plan is in place for all his / her staff.</li> <li>• Goals, objectives and performance indicators appropriate to each of his/her staff have been discussed and agreed.</li> <li>• Ensures all his / her staff have access to and seek professional development opportunities.</li> <li>• Encourages and provides opportunities for his/her staff to reflect on and discuss with each other effective teaching and learning practice.</li> <li>• Actively seeks the views of others; listens and doesn't interrupt.</li> <li>• Staff accept new responsibilities willingly.</li> </ul>   |

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**APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR DEPUTY/ASSISTANT PRINCIPALS**

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| <b>Performance Dimension</b>   | <b>Performance indicator</b>   |
|--------------------------------|--|
| Relationship management        | <ul style="list-style-type: none"> <li>• Helps ensure families/whanau have opportunities to be involved in their children’s learning.</li> <li>• Promotes the school to the community.</li> <li>• Provides opportunities for community involvement in the life of the school.</li> <li>• Keeps people informed; maintains a positive relationship with staff and school community.</li> <li>• Speaks and writes clearly and concisely.</li> <li>• Maintains composure, objectivity and strategies in difficult and emotionally charged situations.</li> <li>• Proactively manages potential conflict situations so that they do not escalate into major issues.</li> </ul> |
| Financial and asset management | <ul style="list-style-type: none"> <li>• Manages financial resources in areas of responsibility to reflect the school’s priorities.</li> </ul>   |
|                                |  |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher  | Warning Signs   |
|--|---|---|--|---|
| Professional knowledge: <ul style="list-style-type: none"> <li>• curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies own professional development opportunities and communicates to appraiser when establishing performance expectations.</li> <li>• Attends teacher development programmes.</li> <li>• Participates in whole school and other professional development activities including those held outside of the school day.</li> <li>• Possesses a copy, and complies with the contents of, the school's administration handbook.</li> <li>• Is familiar with and follows the policies and procedures of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies own professional development opportunities and communicates to appraiser when establishing performance expectations</li> <li>• Attends teacher development programmes.</li> <li>• Participates in whole school and other professional development activities including those held outside of the school day.</li> <li>• Possesses a copy, and complies with the contents of, the school's administration handbook.</li> <li>• Has sound knowledge of and consistently follows the policies and procedures of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies own professional development opportunities and communicates to appraiser when establishing performance expectations</li> <li>• Initiates and organises own professional development solutions.</li> <li>• Attends teacher development programmes.</li> <li>• Participates in whole school and other professional development activities including those held outside of the school day.</li> <li>• Possesses a copy, and complies with the contents of, the school's administration handbook.</li> <li>• Has sound knowledge of and consistently follows the policies and procedures of the school.</li> <li>• Advises and mentors less experienced teachers on matters of professional knowledge.</li> <li>• Fully understands and articulates the school's rationale for all of its curriculum practice.</li> <li>• Translates national curriculum statements into curriculum guidelines for the school and prepares implementation plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Resists ideas and suggestions for professional development.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher   | Experienced Teacher  | Warning Signs  |
|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>Treaty of Waitangi</li> </ul>                                     | <ul style="list-style-type: none"> <li>Reflects current curriculum theory in contributions to curriculum developments.</li> <li>Incorporates elements of te reo and tikanga Māori into lessons &amp; classroom with some guidance.</li> <li>Develops resources which incorporate elements of te reo &amp; Māori with some guidance.</li> <li>Acknowledges the particular knowledge and experiences of Māori students and incorporates into lessons.</li> <li>Contributes to the development &amp; review of assessment systems &amp; methods.</li> <li>Understands the cycle of teaching, learning &amp; assessment.</li> </ul> | <ul style="list-style-type: none"> <li>Reflects current curriculum theory in participation in curriculum developments</li> <li>Incorporates elements of te reo &amp; tikanga Māori into lessons and classroom.</li> <li>Develops resources which incorporate elements of te reo &amp; tikanga Māori.</li> <li>Acknowledges the particular knowledge and experiences of Māori students &amp; incorporates into lessons .</li> <li>Participates in the development &amp; review of assessment systems &amp; methods.</li> <li>Understands the cycle of teaching, learning and assessment &amp; the relationship between the components.</li> </ul> | <ul style="list-style-type: none"> <li>Reflects current curriculum theory in participation and leadership in curriculum developments.</li> <li>Incorporates, &amp; continually seeks further ways to incorporate, elements of te reo and tikanga Māori into lessons &amp; classroom.</li> <li>Initiates and develops resources which incorporate elements of te reo and tikanga Māori.</li> <li>Acknowledges the particular knowledge &amp; experiences of Māori students &amp; actively seeks to incorporate into lessons.</li> <li>Leads and participates in the development and review of assessment systems &amp; methods.</li> <li>Fully understands the cycle of teaching, learning &amp; assessment &amp; the relationship between the components.</li> </ul> | <ul style="list-style-type: none"> <li>Does not incorporate elements of te reo and tikanga Māori into lessons and classroom.</li> <li>Does not incorporate elements of te reo &amp; tikanga Māori into resources.</li> </ul> |
| <ul style="list-style-type: none"> <li>learning and assessment theory</li> </ul>                         | <ul style="list-style-type: none"> <li>Contributes to the development &amp; review of assessment systems &amp; methods.</li> <li>Understands the cycle of teaching, learning &amp; assessment.</li> </ul>   | <ul style="list-style-type: none"> <li>Participates in the development &amp; review of assessment systems &amp; methods.</li> <li>Understands the cycle of teaching, learning and assessment &amp; the relationship between the components.</li> </ul>   | <ul style="list-style-type: none"> <li>Leads and participates in the development and review of assessment systems &amp; methods.</li> <li>Fully understands the cycle of teaching, learning &amp; assessment &amp; the relationship between the components.</li> </ul>   | <ul style="list-style-type: none"> <li>Does not complete lesson plans sufficiently in advance of class.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Teaching techniques:</li> <li>planning and preparation</li> </ul> | <ul style="list-style-type: none"> <li>Prepares lesson plans in advance of classes &amp; in accordance with school's standards.</li> </ul>  | <ul style="list-style-type: none"> <li>Prepares lesson plans in advance of classes &amp; in accordance with school's standards.</li> <li>Takes account of group needs when planning and preparing.</li> </ul>  | <ul style="list-style-type: none"> <li>Prepares lesson plans in advance of classes &amp; in accordance with school's standards.</li> <li>Takes account of individual needs when planning and preparing</li> </ul>  | <ul style="list-style-type: none"> <li>Does not complete lesson plans sufficiently in advance of class.</li> </ul>   |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher   | Warning Signs  |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>teaching and learning strategies</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrates ability to provide a balanced coverage of the 7 essential learning areas in lesson plans.</li> <li>Understands the relationships among topics &amp; concepts &amp; demonstrates this when planning lessons.</li> <li>Involves students in aspects of planning and goal setting for the lessons.</li> <li>Organises required resources &amp; technology ahead of classes.</li> </ul>       | <ul style="list-style-type: none"> <li>Frequently demonstrates a balanced coverage of the 7 essential learning areas in lesson plans.</li> <li>Understands and takes into consideration the relationships among topics and concepts and demonstrates this when planning lessons.</li> <li>Frequently involves students in aspects of planning and goal setting for the lessons.</li> <li>Organises and displays required resources and technology ahead of classes.</li> <li>Frequently identifies each student's abilities and learning needs &amp; structures lessons that target those abilities and needs.</li> <li>Adapts own teaching approaches and techniques to maximise students' learning opportunities and achievements.</li> <li>Frequently incorporates all 8 essential skills into the delivery of lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently demonstrates a balanced coverage of the 7 essential learning areas in lesson plans.</li> <li>Understands and makes use of the relationships among topics &amp; concepts and demonstrates this when planning lessons.</li> <li>Consistently involves students in aspects of planning and goal setting for the lessons.</li> <li>Organises and displays to effect required resources &amp; technology ahead of classes.</li> <li>Consistently identifies each student's abilities and learning needs and structures lessons that target those abilities and needs.</li> <li>Readily adapts own teaching approaches and techniques to maximise students' learning opportunities and achievements.</li> <li>Always incorporates all 8 essential skills into the delivery of lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Spends a disproportionate amount of time on certain learning areas.</li> <li>Separates topics and concepts in lesson plans that logically belong together.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Does not arrange or set up resources in advance of class.</li> <li>Delivers lessons that do not take into account differences in individual students' abilities and needs.</li> <li>Does not adapt teaching approach to students' learning needs.</li> <li>Focus on some of the skills during lessons is insufficient.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates ability to identify each student's abilities &amp; learning needs &amp; seeks advice on structuring lessons that target those abilities and needs.</li> <li>Develops own teaching approaches &amp; techniques to maximise students' learning opportunities and achievements.</li> <li>Demonstrates ability to incorporate all 8 essential skills into the delivery of lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Adapts own teaching approaches and techniques to maximise students' learning opportunities and achievements.</li> <li>Frequently incorporates all 8 essential skills into the delivery of lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>Does not arrange or set up resources in advance of class.</li> <li>Delivers lessons that do not take into account differences in individual students' abilities and needs.</li> <li>Does not adapt teaching approach to students' learning needs.</li> <li>Focus on some of the skills during lessons is insufficient.</li> </ul>  | <ul style="list-style-type: none"> <li>Does not arrange or set up resources in advance of class.</li> <li>Delivers lessons that do not take into account differences in individual students' abilities and needs.</li> <li>Does not adapt teaching approach to students' learning needs.</li> <li>Focus on some of the skills during lessons is insufficient.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher  | Warning Signs   |   |
|--|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>• assessment/reporting</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates ability to cater to different learning styles by presenting lessons that stimulate a variety of senses.</li> <li>• Acknowledges the particular knowledge and experiences of students from different cultures &amp; often incorporates into lessons.</li> <li>• Reflects on own teaching approaches &amp; techniques &amp; seeks advice to improve.</li> <li>• Constantly seeks out new ways to facilitate learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Gives full, constructive and timely feedback to students about their work.</li> <li>• Uses several assessment methods to form an overall picture of students' achievements.</li> <li>• Gathers assessment information that is a valid indicator of students' abilities, with some guidance.</li> </ul> | <ul style="list-style-type: none"> <li>• Frequently caters to different learning styles by presenting lessons that stimulate a variety of senses.</li> <li>• Acknowledges the particular knowledge and experiences of students from different cultures &amp; frequently incorporates into lessons.</li> <li>• Reflects on own teaching approaches &amp; techniques &amp; takes action to improve.</li> <li>• Constantly seeks out new ways to facilitate learning outcomes.</li> <li>• Gives full, constructive and timely feedback to students about their work.</li> <li>• Uses a variety of assessment methods to form an overall picture of students' achievements.</li> <li>• Gathers assessment information that is a valid indicator of students' abilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Always caters to different learning styles by presenting lessons that stimulate a variety of senses.</li> <li>• Acknowledges the particular knowledge and experiences of students from different cultures &amp; always incorporate into lessons.</li> <li>• Consistently reflects on own teaching approaches &amp; techniques &amp; takes action to improve.</li> <li>• Constantly seeks out new ways to facilitate learning outcomes.</li> <li>• Provides advice and support to colleagues on teaching and learning strategies.</li> <li>• Gives full, constructive and timely feedback to students about their work.</li> <li>• Uses a complete range of assessment methods to form an overall picture of students' achievements.</li> <li>• Gathers assessment information that is a valid indicator of students' abilities, &amp; assists less experienced colleagues in this task.</li> </ul> | <ul style="list-style-type: none"> <li>• Repeatedly delivers lessons that favour the same learning style.</li> <li>• Does not incorporate cultural diversity into the classroom.</li> <li>• Does not take the time to learn from experiences.</li> <li>• Feedback to students about their work is inadequate or unnecessarily critical.</li> <li>• Forms opinions about students' achievements on inadequate information.</li> <li>• Gathers information that does not measure what is being assessed.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher   | Warning Signs   |
|-----------------------|---|---|---|---|
|                       | <ul style="list-style-type: none"> <li>• Collects information for assessment purposes which is often consistent with regular classroom activities.</li> <li>• Bases assessment of students on evidence of their achievements.</li> <li>• Keeps up to date and accurate records of student assessments, both formative and summative.</li> <li>• Marks students' work according to assessment criteria.</li> <li>• Participates in moderation exercises.</li> <li>• Compiles summative reports on time and in accordance with the school's assessment approach, eg portfolio reports.</li> <li>• Feedback to family/whanau is full, frank &amp; constructive, &amp; includes information on strategies that will help improve student learning.</li> <li>• Uses assessment results to seek advice on improving the teaching, learning and assessment cycle.</li> </ul> | <ul style="list-style-type: none"> <li>• Collects information for assessment purposes which is frequently consistent with regular classroom activities</li> <li>• Bases assessment of students on evidence of their achievements.</li> <li>• Keeps up to date and accurate records of student assessments, both formative and summative.</li> <li>• Marks students' work according to assessment criteria.</li> <li>• Actively participates in moderation exercises.</li> <li>• Compiles summative reports on time and in accordance with the school's assessment approach, eg portfolio reports.</li> <li>• Feedback to family/whanau is full, frank &amp; constructive, &amp; includes information on strategies that will help improve student learning.</li> <li>• Uses assessment results to improve the teaching, learning and assessment cycle.</li> </ul> | <ul style="list-style-type: none"> <li>• Collects information for assessment in purposes which is always consistent with regular classroom activities.</li> <li>• Bases assessment of students on evidence of their achievements.</li> <li>• Keeps up to date and accurate records of student assessments, both formative and summative.</li> <li>• Marks students' work according to assessment criteria.</li> <li>• Designs and participates in moderation exercises.</li> <li>• Compiles summative reports on time and in accordance with the school's assessment approach, eg portfolio reports.</li> <li>• Feedback to family/whanau is full, frank &amp; constructive, &amp; includes information on strategies that will help improve student learning.</li> <li>• Always uses assessment results to improve the teaching, learning and assessment cycle.</li> </ul> | <ul style="list-style-type: none"> <li>• Collects assessment information special exercises that do not reflect everyday classroom routines.</li> <li>• Forms opinions about students' achievements on inadequate information.</li> <li>• Assessment records not kept up to date.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher   | Warning Signs   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• use of resources and technology</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses a variety of resources and technologies in teaching.</li> <li>• Uses resources and technologies that are appropriate to the learning objectives for the lesson.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses a variety of resources and technologies in teaching.</li> <li>• Uses resources and technologies that are appropriate to the learning objectives for the lesson, and in such a way that motivates students.</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses a variety of resources and technologies in teaching.</li> <li>• Uses resources and technologies that are appropriate to the learning objectives for the lesson, and in such a way that enthuses students for further independent study.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses resources or technologies that do not reinforce the objectives of the lesson.</li> </ul>                  |
| Motivation of students: <ul style="list-style-type: none"> <li>• student engagement in learning</li> <li>• expectations that value and promote learning</li> </ul> | <ul style="list-style-type: none"> <li>• Students are active participants in the learning process.</li> <li>• Students demonstrate enthusiasm and enjoyment in classes.</li> <li>• Lessons are frequently varied and challenging.</li> <li>• Praises students' achievements.</li> <li>• Students are frequently aware of what they can achieve.</li> <li>• Encourages students to take responsibility for their own learning.</li> <li>• Encourages students to involve families/whanau in their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are active and focused participants in the learning process.</li> <li>• Students demonstrate enthusiasm and enjoyment in classes.</li> <li>• Lessons are consistently varied and challenging.</li> <li>• Praises students' achievements.</li> <li>• Students are consistently aware of what they can achieve.</li> <li>• Encourages students to take responsibility for their own learning.</li> <li>• Encourages students to involve families/whanau in their learning.</li> <li>• Creates a positive environment where students have the confidence to take risks with their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are active and focused participants in the learning process.</li> <li>• Students demonstrate enthusiasm and enjoyment in classes.</li> <li>• Lessons are always varied and challenging.</li> <li>• Praises students' achievements.</li> <li>• Students are always aware of what they can achieve.</li> <li>• Encourages students to take responsibility for their own learning.</li> <li>• Encourages students to involve families/whanau in their learning.</li> <li>• Creates a positive environment where students have the confidence to take risks with their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Significant numbers of students are off task.</li> <li>• Students are scared of "getting it wrong".</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension  | Beginning Teacher   | Fully Registered Teacher   | Experienced Teacher   | Warning Signs  |
|--|---|--|---|--|
| Classroom management:<br><ul style="list-style-type: none"> <li>• student behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Understands and clearly communicates school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour).</li> <li>• Involves students in establishing the rules for the classroom.</li> <li>• Establishes clear classroom routines.</li> <li>• Applies a variety of processes in organising and motivating students.</li> <li>• Assesses risks to students' physical safety and takes appropriate action where possible.</li> </ul> | <ul style="list-style-type: none"> <li>• Applies and clearly communicates school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour).</li> <li>• Involves and gains support from students in establishing the rules for the classroom.</li> <li>• Establishes clear and effective classroom routines.</li> <li>• Applies a variety of processes in organising and motivating students.</li> <li>• Always assesses risks to students' physical safety and takes appropriate action.</li> </ul> | <ul style="list-style-type: none"> <li>• Always applies and clearly communicates school's behaviour management model to students (expected behaviours and consequences for unacceptable behaviour).</li> <li>• Involves and gains acceptance from students in establishing the rules for the classroom.</li> <li>• Establishes clear and effective classroom routines.</li> <li>• Applies a variety of processes in organising and motivating students.</li> <li>• Always assesses and plans to minimise risks to students' physical safety &amp; takes appropriate action.</li> <li>• Promotes student engagement in learning through classroom layout.</li> <li>• Often alters the classroom layout to enhance learning opportunities while maintaining effective classroom routines.</li> <li>• Reinforces students' achievements through classroom displays.</li> </ul> | <ul style="list-style-type: none"> <li>• Does not control class well.</li> <li>• Escalates discipline issues too soon.</li> <li>• Does not establish clear classroom routines.</li> <li>• Takes disciplinary action when an alternative was available.</li> <li>• Does not identify and correct hazards to student safety.</li> <li>• Does not use the classroom space effectively.</li> <li>• Does not reinforce students' achievements with displays.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension   | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher  | Warning Signs  |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• respect and understanding</li> </ul>                     | <ul style="list-style-type: none"> <li>• Respects the right of students, colleagues and family/whanau to have their own beliefs and values.</li> <li>• Expresses a positive attitude towards people.</li> <li>• Encourages students to value and appreciate each other.</li> <li>• Reflects students' concerns and is easy to talk to.</li> <li>• Listens when approached by others and asks questions.</li> </ul>        | <ul style="list-style-type: none"> <li>• Respects the right of students, colleagues and family/whanau to have their own beliefs &amp; values.</li> <li>• Expresses a positive attitude towards people.</li> <li>• Encourages students to value and appreciate each other.</li> <li>• Reflects students' concerns and is easy to talk to.</li> <li>• Listens when approached by others and asks questions.</li> </ul>      | <ul style="list-style-type: none"> <li>• Respects the right of students, colleagues and family/whanau to have their own beliefs and values.</li> <li>• Expresses a positive attitude towards people.</li> <li>• Encourages students to value and appreciate each other.</li> <li>• Reflects students' concerns and is easy to talk to.</li> <li>• Listens when approached by others and asks questions.</li> </ul>         | <ul style="list-style-type: none"> <li>• Students exhibit inappropriate behaviour towards each other.</li> <li>• Is judgemental or negative when interacting with students.</li> </ul> |
| Communication: <ul style="list-style-type: none"> <li>• students</li> <li>• colleagues</li> </ul> | <ul style="list-style-type: none"> <li>• Modifies approach (language and effect) to gain rapport with students, colleagues and family/whanau.</li> <li>• Maintains confidentiality &amp; trust.</li> <li>• Listens attentively and asks questions.</li> <li>• Uses positive reinforcement to encourage desired behaviours</li> <li>• Seeks assistance from colleagues when unsure or misunderstands situation.</li> </ul> | <ul style="list-style-type: none"> <li>• Modifies approach (language and effect) to gain rapport with students, colleagues and family/whanau.</li> <li>• Maintains confidentiality &amp; trust.</li> <li>• Listens attentively and asks questions.</li> <li>• Uses positive reinforcement to encourage desired behaviours</li> <li>• Seeks assistance from colleagues when unsure or misunderstands situation.</li> </ul> | <ul style="list-style-type: none"> <li>• Modifies approach (language and effect) to gain rapport with students, colleagues and family/whanau.</li> <li>• Maintains confidentiality &amp; trust.</li> <li>• Listens attentively and asks questions.</li> <li>• Uses positive reinforcement to encourage desired behaviours.</li> <li>• Seeks assistance from colleagues when unsure or misunderstands situation.</li> </ul> | <ul style="list-style-type: none"> <li>• Takes an inappropriate tone or uses inappropriate language in interactions with students, colleagues or family/whanau.</li> </ul>             |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension   | Beginning Teacher   | Fully Registered Teacher  | Experienced Teacher  | Warning Signs  |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• families/whanau</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises and values the input of families/whanau to the school.</li> <li>• Helps ensure families/whanau have opportunities to be involved in student's learning.</li> <li>• Effectively handles difficult inquiries from family/whanau in conjunction with senior colleague or principal.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Recognises and values the input of families/whanau to the school.</li> <li>• Helps ensure families/whanau have opportunities to be involved in student's learning.</li> <li>• Effectively handles difficult inquiries from family/whanau, occasionally requiring assistance from a senior colleague.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Recognises and values the input of families/whanau to the school.</li> <li>• Helps ensure families/whanau have opportunities to be involved in student's learning.</li> <li>• Effectively handles difficult inquiries from family/whanau.</li> <li>• Supports less experienced colleagues to effectively handle difficult inquiries from family/whanau.</li> <li>• Addresses groups of family/whanau as the school's representative.</li> </ul> |  |
| Support for and co-operation with colleagues:                       | <ul style="list-style-type: none"> <li>• Is aware of the contribution of other staff to the school.</li> <li>• Co-operates with colleagues on tasks that require working in collaboration.</li> <li>• Actively supports decisions taken by syndicate or school.</li> <li>• Willingly meets with other teachers on a regular basis to exchange information and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Is aware of the contribution of other staff to the school.</li> <li>• Co-operates with colleagues on tasks that require working in collaboration.</li> <li>• Actively supports decisions taken by syndicate or school.</li> <li>• Willingly meets with other teachers on a regular basis to exchange information and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Is aware of the contribution of other staff to the school.</li> <li>• Co-operates with colleagues on tasks that require working in collaboration.</li> <li>• Actively supports decisions taken by syndicate or school.</li> <li>• Willingly meets with other teachers on a regular basis to exchange information and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• Duplicates work through a lack of awareness of other teachers' activities or contributions.</li> <li>• Does not work as an effective team member.</li> <li>• Undermines decisions through apathy or direct actions.</li> <li>• Does not attend or participate in meetings of colleagues.</li> </ul> |

## APPENDIX 2: SAMPLE PERFORMANCE INDICATORS FOR TEACHERS

| Performance Dimension                   | Beginning Teacher   | Fully Registered Teacher   | Experienced Teacher   | Warning Signs   |
|---|---|--|---|---|
| Contribution to wider school activities | <ul style="list-style-type: none"> <li>• Shares knowledge of curriculum &amp; teaching techniques to improve performance or help others.</li> <li>• Participates in the development of teaching resources, strategies and techniques.</li> <li>• Is considerate towards colleagues in sharing resources &amp; technology.</li> <li>• Willingly participates in students' extra curriculum activities.</li> <li>• Willingly participates in activities which benefit colleagues or the school as a whole.</li> <li>• Comments on proposed modifications to and development of the school's policies and programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• Shares knowledge of curriculum &amp; teaching techniques to improve performance or help others.</li> <li>• Initiates and participates in the development of teaching resources, strategies &amp; techniques.</li> <li>• Is considerate towards colleagues in sharing resources &amp; technology.</li> <li>• Willingly participates in students' extra curriculum activities.</li> <li>• Willingly participates in activities which benefit colleagues or the school as a whole.</li> <li>• Advises on proposed modifications to and development of the school's policies and programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• Takes a leading role in sharing knowledge of curriculum and teaching techniques to improve performance or help others.</li> <li>• Initiates and participates in the development of teaching resources, strategies &amp; techniques.</li> <li>• Is considerate towards colleagues in sharing resources &amp; technology.</li> <li>• Willingly participates in students' extra curriculum activities.</li> <li>• Willingly participates in activities which benefit colleagues or the school as a whole.</li> <li>• Participates in the development of proposed modifications to and development of the school's policies and programmes.</li> <li>• Participates in school wide reviews by collating and analysing information on the school's performance.</li> <li>• Leads a staff group or syndicate.</li> </ul> | <ul style="list-style-type: none"> <li>• Is possessive of own resources.</li> </ul> |

### Case Study 1

*The principal of a primary school that has nearly completed incorporating Professional Standards into its performance management system describes the steps taken to date, and the plans for finalising the changes. The school has over 700 students.*

"When the Professional Standards were released we made sure everyone was aware of them by reminding staff at more than one staff meeting. We asked that they familiarise themselves with the Professional Standards because of the importance to individuals, but also because we wanted to involve all teaching staff in implementing the Standards. We felt staff had to be involved, because they are the ones being affected by these changes. It was also consistent with the approach our school takes to most of its planning and organising activities.

Our PMS was already well documented. We had a generic job description for all staff, and each year we reviewed it as a group and agreed any changes that were needed. The job description is based around eight key performance areas and our expectations of staff are set out by describing the key tasks, the expected outcomes as well as the performance indicators. As an example, all staff had been given the task "learning environment is safe for all pupils", which we classified under the key performance area of "teaching strategies". The expected outcome for this task was "children feel confident to express themselves in the classroom". Our ways of assessing this were "observation of pupils' interactions", and "feedback from pupils and parents".

As well as the generic job description, each staff member also had a performance agreement for appraisal purposes. This was based on their teaching responsibilities, school-wide responsibilities and management responsibilities, as well as their development objective. Appraisal interviews were carried out by senior staff, and there was also an opportunity for an interview with the principal.

All in all we felt in a good position to incorporate the Professional Standards relatively easily, because of the effort we had put into our existing PMS. Nothing in the introduction of the Professional Standards meant our process of appraising staff had to change so we saw it as an exercise to match the eight existing key performance areas and associated indicators to the seven dimensions of the Professional Standards. We set aside two staff meetings to tackle this.

The structure of the first staff meeting was quite tight, starting with a quiz about the Professional Standards just to reinforce the implications for each staff member. The rationale of the school's existing PMS was briefly covered, and then staff were given some sample material showing the Professional Standards integrated into a PMS which had been obtained through a Multiserve Leading and Managing workshop. Three schools had participated in developing the sample material, and the format taken was to have separate job descriptions for each of the levels of teachers' Professional Standards that included performance indicators and expected outcomes. Staff were broken into groups based on their respective Professional Standard level and given the task of evaluating and comparing our generic job description with the sample to decide on the best performance indicators.

We are in the process of typing up the work done in the first meeting and intend to spend the second meeting discussing the results of all three groups and agreeing on the performance indicators appropriate to our school. We aim to have a single document containing the generic job description as well as the performance and development objectives for each staff member by the end of this process, which will be a change from our current system of having the job description and performance agreement separate.

Our process for assessing performance will stay the same with observation being the main method to assess staff performance against the job description, and one to one interviews being used to assess performance against specific objectives. The only difference we can see at this point is that we need to keep a specific record of when each performance indicator has been evidenced."

#### Case Study 2

*The principal of a school that has already incorporated the Professional Standards into its performance management system describes the process their school went through. The school is an intermediate with over 500 students.*

"The Professional Standards were made a priority when they were released because of their significant impact on staff. I put together a project team quickly, consisting of my two deputy principals and me, to set about incorporating the Professional Standards into our existing systems. The Professional Standards were drawn to the attention of staff in a regular staff meeting to reiterate their importance, and staff were told about the project and the process that we would go through.

We have a history of being open and up front with our staff about what is expected of them. It's the same philosophy we teach our students by. All staff have a job description and copies of various other documents that explain the school's systems and processes. Staff trusted the project's process that they would be consulted about the changes to the performance management system, so basically we just got on with it.

The first step was to compare our existing system with the new standards to see how ours could be adapted. After consulting a textbook on human resource management we were clear in our minds that we wanted to incorporate the Professional Standards by describing observable behaviours that were indicative of the standards. This meant that we could continue to use the performance management process we were already using, and some of our documentation such as the job

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### APPENDIX 3: INTEGRATING PROFESSIONAL STANDARDS - SCHOOL CASE STUDIES

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descriptions, but the move to behavioural indicators did require us to clearly describe observable tasks and behaviours so that performance against the Professional Standards could be assessed.

We had a couple of brainstorming sessions where we worked through each dimension in the Professional Standards separately, coming up with all the observable behaviours or outcomes we could think of. These were then synthesised and refined by my deputies until a draft document was ready to present to staff.

A staff meeting was held and the performance indicators were shown to staff. They had a chance to look over them and made comments about what needed changing. They suggested where changes should be made and the new performance indicators were agreed to by everyone.

The result is a document which sits behind our generic job descriptions. It's quite detailed but it effectively gives all our teachers and deputies a checklist of what our school requires them to do as a minimum. The first step in our appraisal process is now to get the staff member to discuss with their appraiser to what degree they believe they meet the observable performance indicators.

The advantage of describing success in the Professional Standards in behavioural terms is that gathering information on performance of teachers is largely done through classroom observation. This takes about an hour and a half and is done by the appraiser. We follow the observation up with another discussion to talk about the observation, and any discrepancies between the self-appraisal and the observation are pointed out.

A second observation is then conducted and this is usually subject related. Another interview takes place to discuss the latest observation as well as a first draft of the performance appraisal report.

The appraisal report is structured around the dimensions in the Professional Standards. This means the appraiser can point out fairly quickly and specifically what the person is doing well, as well as anything that needs to be done to bring their performance into line with the Professional Standards.

The final appraisal report is agreed to and signed by both the appraiser and the staff member. The objectives for the following performance period reflect any behaviours which are "missing" and we can tell each person quite clearly what improvements need to be made and what an improvement would look like in observable terms."

**APPENDIX 4 - TEACHERS' SALARY SCALE TRANSLATION GUIDE**

| <b>Step on scale – Q1<br/>(at time increment is due)</b> | <b>Standard for assessment</b> | <b>Number of assessments before<br/>requirement to meet next level<br/>(including 1st assessment)</b> |
|--|--------------------------------|---|
| 03   | Beginning                      | 2   |
| 04   | Beginning                      | 1   |
| 05   | Registered                     | 3   |
| 06   | Registered                     | 2   |
| 07   | Registered                     | 1   |
| 08   | Experienced                    | Annually  |
| 09   | Experienced                    | Annually  |

| <b>Step on scale – Q2<br/>(at time increment is due)</b> | <b>Standard for assessment</b> | <b>Number of assessments before<br/>requirement to meet next level<br/>(including 1st assessment)</b> |
|--|--------------------------------|---|
| 04   | Beginning                      | 2   |
| 05   | Beginning                      | 1   |
| 06   | Registered                     | 3   |
| 07   | Registered                     | 2   |
| 08   | Registered                     | 1   |
| 09   | Experienced                    | Annually  |
| 10   | Experienced                    | Annually  |

| <b>Step on scale – Q3<br/>(at time increment is due)</b> | <b>Standard for assessment</b> | <b>Number of assessments before<br/>requirement to meet next level<br/>(including 1st assessment)</b> |
|--|--------------------------------|---|
| 05   | Beginning                      | 2   |
| 06   | Beginning                      | 1   |
| 07   | Registered                     | 3   |
| 08   | Registered                     | 2   |
| 09   | Registered                     | 1   |
| 10   | Experienced                    | Annually  |
| 11   | Experienced                    | Annually  |

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## GLOSSARY

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*Annual assessment:* See performance appraisal.

*Appraiser:* The person (either the principal or person delegated) responsible for appraising or assessing the performance of staff.

*Dimensions:* Clusters of Professional Standards related to a generic aspect of performance, for example communication.

*Improvement objectives:* See professional development objective.

*Key performance areas:* Teaching responsibilities, school-wide responsibilities and management responsibilities required as part of the introduction of performance management systems.

*Performance appraisal:* Annual assessment of an individual's performance against the Professional Standards and the tasks and objectives set or agreed at the beginning of the cycle in the written statement of performance expectations.

*Performance agreement:* An undertaking between two parties about the tasks to be performed and the results expected, including aspects such as development objectives, performance criteria, appraisal and review dates (not mandatory for teachers).

*Performance expectations:* An undertaking between two parties about the Professional Standards, the tasks and objectives to be performed, and the objectives to be achieved (required for all teachers).

*Performance indicator:* Measures of performance that can be identified and assessed.

*Performance management:* The process of identifying, evaluating and developing the work performance of school staff, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting staff in terms of recognition, receiving feedback, catering for work needs and offering career guidance.

*Performance objectives:* Statement of intended results that are usually expressed in measurable terms and are time bound.

*Performance plan:* See performance expectations.

*Professional development:* Activities that are designed to develop further understanding or expertise.

*Professional development objective:* Intended improvements in professional understanding or expertise.

*Professional Standards:* Descriptions of knowledge, skills and attitudes expected of a particular role.