



Performance Agreement

For Anne Malcolm

Ponsonby Primary School 2016

This document
contains:

- A. Performance objectives
- B. Professional standards/
Practising Teacher Criteria
- C. Learning and
Development plan/
Principal career structure

PRIMARY PRINCIPAL PERFORMANCE AGREEMENT

DETAILS

This performance agreement is between the Ponsonby Primary Board of Trustees and Dr Anne S Malcolm, Principal.

This agreement covers the employment period of the 2016 year to renewal in March 2017.

Date of annual performance review (interview) October, 2016. Date report/summary presented to board. In draft November 2016/Finalised at 1st 2017 meeting of the year..

Dates of interim performance assessments July and October (6mthly, with the review to take place in final term)

Chair Name and Signature: _____ Principal Signature: _____ Date: _____

THE PURPOSE OF THE PERFORMANCE AGREEMENT IS TO PROVIDE:

- A clear understanding of the board's expectations for the principal.
- Measurement of principal's contribution to the school's strategic objectives.
- An indicator of learning and development targets for the principal.
- A measure of the principal's achievements in the professional standards and practising teacher criteria.
- A formal process to provide determination of principal career allowances and concurrence payments.
- The basis for the annual performance review.

RATING SCALES

OBJECTIVES

1. Exceeds objectives
2. Meets all objectives
3. Requires development
 - N.B. It may not be possible to exceed some objectives.

GOOD PERFORMANCE

The principal has satisfied the employment agreement if performance objectives, professional standards, professional development and concurrence requirements are {75%, 80%, 90%, and 100%} achieved.

PROFESSIONAL STANDARDS AND PRACTISING TEACHER CRITERIA (PTC)

1. Performs well in all areas with no significant need for development.
2. Performs well in most areas with minor need for development.
3. Performs well in most areas but has significant need for development in at least one area and a minor need for development in some areas.
4. Performs well in some areas but has significant need for development in many.
5. Performs adequately in only a few key areas and has significant need for development in most.

OBJECTIVES LINKED TO GOALS 1-5 IN THE ANNUAL PLAN	INDICATORS/TASKS	PRINCIPAL'S COMMENT/EVIDENCE LINK	BOARD'S COMMENT/ BOARD MEMBER IDENTIFIED TO REVIEW DIFFERENT GOALS	RATING
Curriculum targets for student are met	<p>Works closely with SLT to ensure termly monitoring and review of the target children.</p> <p>Uses the target children in staff appraisal to see if differentiated learning, relationships and changed practice based on data is occurring.</p>	Ongoing data collection reviewed June/November		
E learning is integral to teaching practices.	<p>Work alongside the e-learn team to support moving to teachers being high end users- see matrix</p> <p>Ensure teachers have the tools to make e-learning happen.</p> <p>Continue to build and support e-learn practices SAMR model.</p> <p>Report to the Board on the school vision and direction.</p> <p>Monitor safety using ICTs</p> <p>Look for further innovation</p>			
Children's well-being is reviewed including challenge and meeting all needs	<p>Review the Well-being data and report the the Board and community.</p> <p>3 x effectiveness reviews to include questions around meeting children's need/ safety at school/ personal wellbeing reported to Board and community</p>			

	<p>Guide Gail in developing the AFL team to provide high quality feedback to improve teacher assessment for learning knowledge. Anne to see this reflected in classroom environment/ work and teacher planning and talk- Introduce teacher to talk to learn model set out in Performance management handbook.</p>			
<p>Staff performance mentored and reviewed</p>	<p>All staff provided with feedback on performance x 3 times.</p> <p>Principal walk -throughs with feedback to staff</p> <p>Fortnightly SLT minutes reflect staff performance discussions.</p> <p>Handbooks reviewed</p> <p>Annual appraisal of all staff</p>			
<p>School Culture continues to grow positively- challenge/ room environment/Purposeful learning programmes</p>	<p>Focus on bell to bell teaching notion- staff questionnaire to determine how we best utilise every minute of teaching time- We need to see the urgency or agentic drive in our teaching- qualitative data</p> <p>Review of teaching time and utilising teaching opportunities. Aim to determine the purposeful nature of teaching and learning</p> <p>Grow student leadership through Council/Librarians/ House leadership. Anne directly responsible for school house leaders- They will rate her guidance.</p> <p>Teachers to review with their own classes how children feel about their learning- AFL team- is it easy too hard or just right. Do they feel they are supported with learning? (See AFL termly action plans-Anne guiding Gail in development to make this bigger picture than in the past.</p>			

	Parents/Board/teacher and students feel they are in a positive environment where success is promoted- Effectiveness reviews.			
Leadership is mentored	<p>Anne to help develop strong open to lead mentoring.</p> <p>Attend Viviane Robinson ½ day OTL training</p> <p>Use FTP Term 1Mentor symposium training in day to day work</p> <p>1 session per term minimum on OTL and the conversations around this- Video of OTL training</p>			
Property plan 10YPP developed consultatively	Work with the Board and consultants to develop and submit the new10ypp to MOE by June			
School finances effectively managed to support learning	<p>Manage the budget</p> <p>Support fundraising</p> <p>Encourage payment of donations</p> <p>Contribute to finances (PD) through mentoring</p>			
Family and school partnerships strengthened through transparent processes	<p>Continue to grow website as one portal for information</p> <p>Face to face meetings each term</p> <p>Set up termly afternoon tea with the principal to talk any issues.</p> <p>All senior staff encouraged to use school funded cell phones to tell parents about student success.</p>			

Staff are provided with high quality learning to support their growth	AFL team effectiveness review and reporting to the Board. Anne's role is to guide the processes and discuss findings looking with Gail at "where to next"			
Personal goals				
Continue mentoring of first time principals FTPP	Currently mentoring 3 Auckland principals – review of mentor capability provided annually at symposium			
Take on leadership roles in NZEALS and APPA	Chair of inner city and President NZEALS- Key objective is to maintain work-life balance			

A. PERFORMANCE OBJECTIVES (THE WHAT): WHAT ARE THE OBJECTIVES AGAINST WHICH PERFORMANCE IS MEASURED? (4-8)
OBJECTIVES SHOULD BE LINKED TO THE CHARTER AND TARGETS. EVIDENCE COLLECTED THROUGH ONE NOTE AND GOOGLE DOCS

B. PROFESSIONAL STANDARDS AND PTC: (THE HOW): HOW DOES THE PRINCIPAL BEHAVE IN THE LEADERSHIP OF THE SCHOOL? ATTACH ANY EVIDENCE

Practising Teacher Criteria	Key Indicators	Professional Standards	Evidence sighted or highlights as per staff at PPS	Rating
1. establish and maintain effective professional relationships focused on the learning and well-being of ākongā	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community 	<p>Culture</p> <ul style="list-style-type: none"> • Model respect for others in interactions with adults and students • Manage conflict and other challenging situations effectively and actively work to achieve solutions. <p>Partnerships and networks</p> <ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision making. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school-related matters. • Actively foster relationships with other schools and participate in appropriate school networks. 	<p>Accessing SENCO and external support when needed. Know the children in your school who are on the intervention register.</p> <p>At the end of year there should be no surprises around children and their learning. A family partnership evidenced.</p> <p>Use of Pastoral care recording in the information section of SMS to update school database.</p> <p>Regular communications with family & colleagues e.g. home information sheets/emails/cards/ letters (Samples kept to show level of communication)</p> <p>PDP effectiveness walk through reviews and conscious feedback provided.</p> <p>Recognition of family being a key value of the staff and school</p>	
2. demonstrate commitment to promoting the well-being of all ākongā	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. acknowledge and respect the languages, heritages and cultures of all ākongā	<p>Culture</p> <ul style="list-style-type: none"> • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations and effectively and actively work to achieve solutions. 	<p>School handbooks clearly stated</p> <p>Pastoral care notes written up to reference .</p> <p>Assessment tools understood and in particular student data used to inform vision</p> <p>Teachers supported in assessment analysis</p>	

	<p>iii. comply with relevant regulatory and statutory requirements</p>	<p>Systems</p> <ul style="list-style-type: none"> Effectively manage and administer finance, property and health and safety systems. 	<p>Children setting goals relevant to their age level with the teachers acting as their guide. Principal monitoring and reporting to Board and parents</p> <p>Students have on- going teacher/student leaning conversations based on the talk to learn model.</p> <p>Acts as school disciplinarian as required</p> <p>Provides success opportunities for all children</p> <p>Can use the ladder of inference or SIRICORP models for helping parents who are maybe disgruntles or feel they are entitled to more than they believe they get.</p>	
<p>3. And PTC 10 demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p>	<p>Culture</p> <ul style="list-style-type: none"> Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. <p>Partnerships and networks</p> <ul style="list-style-type: none"> Actively foster relationships with the school's community and local iwi. 	<p>By Year 6 students can articulate the importance of the Treaty of Waitangi. Maori focus is recorded in planning. Classroom evidences respect for bi-culturalism with greetings and signs. EOTC with marae focus & visit in Year 5. Vocabulary pronounced correctly by staff. Resources available. Robust programme appropriate to age to include Kapa Haka and Matariki school focus. On going monitoring of Maori students. Bi-annual hui for families to inform class/school practices. School based cultural leaders identified /recognised. Recognition of cultural events e.g . Diwali, Chinese New Year, Matariki</p> <p>Greetings evidenced from other parts of the world.</p> <p>Mandarin and Maori taught.</p> <p>SLT team inform teaching teams of ethnic data trends. Teachers show value for all their</p>	

			student's cultural festivals and specific food or cultural rituals.	
4. demonstrate commitment to ongoing professional learning and development of personal professional practice	<ol style="list-style-type: none"> 1. identify professional learning goals in consultation with colleagues 2. participate responsively in professional learning opportunities within the learning community 3. initiate learning opportunities to advance personal professional knowledge and skills 	<p>Culture</p> <ul style="list-style-type: none"> • Demonstrate leadership through participating in professional learning <p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. 	<p>Curriculum leadership teams established with job descriptions outlined</p> <p>Leaders lead meetings on specific curriculum areas</p> <p>Leaders mentor other teachers as per skill.</p> <p>Leaders assume role of guiding planning in specific area of interest / knowledge</p> <p>Documented feedback and forward- using school conscious feedback theory of action.</p> <p>Tracking personal PD around leadership</p> <p>Leading the syndicate- record of involvement</p> <p>Implementation of programming, budgets, resources, modelling teaching and learning from teacher experts</p> <p>Identify effective programmes through approach eg inquiry learning, observations, peer feedback, parent feedback, surveys</p> <p>Mentoring in the PRT development process</p> <p>Supporting and guiding student teachers</p> <p>Lead Staff meetings, QLCs and PLCs in staffroom</p> <p>Feedback / feed forward through formal and informal observations</p>	
5. show leadership that contributes to effective teaching and learning	<ol style="list-style-type: none"> i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively 	<p>Culture</p> <ul style="list-style-type: none"> • In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. 	<p>School Charter</p> <p>School Curriculum</p> <p>Staff handbooks</p> <p>Develop fully teacher only day and management day programmes</p>	

		<p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. <p>Systems</p> <ul style="list-style-type: none"> • Exhibit leadership that results in the effective day to-day operation of the school. • Operate within board policy and in accordance with legislative requirements. • Effectively manage and administer finance, property and health and safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Prioritise resource allocation on the basis of the school's annual and strategic objectives. <p>Partnerships and networks</p> <ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision-making. 	<p>Present to other our school wide practices</p> <p>Manage school communication</p>	
6. conceptualise, plan and implement an appropriate learning programme	<p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Ensure that the review and design of school programmes is informed by school-based and other evidence. 		

7. promote a collaborative, inclusive and supportive learning environment	<p>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā</p> <p>ii. foster trust, respect and cooperation with and among ākongā</p>	<p>Culture</p> <ul style="list-style-type: none"> • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions. 	<p>Teacher Annual Inquiry into own area of 'Practice.'</p> <p>Use critical inquiry and problem-solving effectively in my professional practice. Be informed by theory and reflection</p> <p>Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>Utilise 'Learning Talk Model ' App.1-The talk becomes increasingly focused on improving teacher practice and students learning.</p> <p>Help teachers to reflectively consider themselves against PTC criteria and seek personal improvement across all staff.</p> <p>Value every single child at PPS</p>	
8. demonstrate in practice their knowledge and	<p>i. enable ākongā to make connections between their prior experiences and</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. 	<p>Cross grouping for maths (Puriri/Kowhai) and writing (kowhai).All teams utilise ability</p>	

<p>understanding of how ākongā learn</p>	<p>learning and their current learning activities</p> <p>ii. provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts</p> <p>iii. encourage ākongā to take responsibility for their own learning and behaviour</p> <p>iv. assist ākongā to think critically about information and ideas and to reflect on their learning</p>	<ul style="list-style-type: none"> • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. 	<p>grouping.</p> <p>Classroom displays / Using different learning spaces / areas around the room</p> <p>Planning (weekly/daily/termly) reviewed reflecting the pedagogy of NZC and formative feedback</p> <p>Plans across the school are flexible open to co construction.</p> <p>Key competencies are developed to include children’s voice.</p> <p>Sharing practice in QLC / Meetings</p> <p>Teachers provide children with constructive feedback & feed forward information.</p> <p>All stakeholders can identify next learning steps that are individualised</p> <p>Goal setting is personalised</p> <p>Physical environment encourages flexibility- Paired learning/ Quiet learning / Whole group learning</p> <p>Children use appropriate tools for the task (the tools are available ie computers / art supplies / construction equipment or opportunity to record tasks orally</p> <p>Syndicate meetings / classroom discussions / pastoral care all there to support learners</p> <p>Awards assemblies reporting / 3 way conferences</p> <p>Walk through observations and feedback to teachers</p>	
<p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and</p>	<p>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</p>	<p>Culture</p> <ul style="list-style-type: none"> • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. 	<p>Mandarin teacher</p> <p>Recognise cultural days</p>	

needs of individuals and groups of ākongā	ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā iii. modify teaching approaches to address the needs of individuals and groups of ākongā		<p>NZEALS focus on diversity- staff encouraged to attend</p> <p>Susan at NAPP will bring a cultural lens to this year –supported by Sanjay</p> <p>We have 3 Maori teachers to help guide our Tikanga Maori focus.</p> <p>Teacher session on diversity and non- deficit thinking</p>	
11. analyse and appropriately use assessment information, which has been gathered formally and informally	i. analyse assessment information to identify progress and ongoing learning needs of ākongā ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākongā	<p>Pedagogy</p> <ul style="list-style-type: none"> Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. 	<p>Provide the Board with timely and accurate information and advice on student learning and school operation.</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students</p>	
12. use critical inquiry and problem-	i. systematically and critically engage with evidence and professional literature to reflect on and refine practice	Pedagogy	All staff reviewed at year end	

<p>solving effectively in their professional practice</p>	<p>ii. respond professionally to feedback from members of the learning community</p> <p>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<ul style="list-style-type: none"> Ensure that the review and design of school programmes is informed by school-based and other evidence. Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students <p>Systems</p> <ul style="list-style-type: none"> Use school / external evidence to inform planning for future action, monitor progress and manage change. 		
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C. LEARNING AND DEVELOPMENT OBJECTIVES FOR EXPERIENCED PRINCIPAL

Principal Career Structure Development Goals specified in Primary Principals' Collective Agreement and personalised L&D objectives to be mutually agreed. Attach any evidence provided by principal.

<p>Key Components</p>	<p>Meets the requirements of Part 4 of this collective agreement.</p> <p>Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.</p> <p>School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.</p> <p>Community and Networks: Trust is built between home and school to positively influence student learning and engagement.</p>
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KEY COMPONENTS	DEVELOPMENT PROGRAMME	RESOURCES/TIME REQUIRED	COMPLETED Y/N	COMMENTS/FEEDBACK/EVIDENCE
<p>Career and personal professional development plans</p>	<p>Seeks appropriate professional learning and development opportunities to improve expertise</p>	<p>Attend FTP seminars as support person Attend NZEAs termly meetings Attend with Gail and Susan NZEALS Dunedin Conference on Social Justice in Education</p>		

		Sanjay Gail and Anne present at ACEL Melbourne. Work with staff on developing e-learn skills- become high end user of e skills Develop writing skills alongside staff Build mentoring skills- personal		
Mutually agreed development goals (optional) to be discussed and agreed with Board				

B. LEARNING AND DEVELOPMENT OBJECTIVES/ PRINCIPAL CAREER STRUCTURE (EXPERIENCED PRINCIPAL)

D. SUMMARY OF PERFORMANCE AND NEXT STEPS

- What factors have aided or stalled achievement of objectives and demonstration of the professional standards and PTC?
- What areas are progressing well? Which areas need improvement?
- What actions can be taken to improve current performance?
- What can the board do to support the principal’s performance?
- Were there any concerns in coming to a mutually agreed performance agreement?
- Principal to copy and complete as self-review.

SUMMARY OF PERFORMANCE : Reviewer’s name _____

A. Performance objectives

B. PTC/Professional standards

C. Learning and development objectives

NEXT STEPS FOR Improvement/ Development/Change: WHERE TO FROM HERE IN 2017 +

- 1.
- 2.
- 3.

Resources and support required 2017:

A.II NO CONCURRENCE REQUIREMENTS

ENTER ANY DUTIES OF THE PRINCIPAL WHICH INCUR ADDITIONAL PAYMENTS REQUIRING CONCURRENCE.

Statement of Appraisal

DR Anne Malcolm meets/ Does not meets all of the requirements to be recognised as an experienced principal.

Signed Board Chair

Date

Signed Principal

Date