# Operational Policy: Professional Growth Cycle (NAG 3)

## Blind & Low Vision Education Network NZ

## Statement of Intent:

The Blind & Low Vision Education Network NZ (BLENNZ) has a commitment to providing a positive framework for the ongoing improvement of the quality of teaching and learning through a nationally consistent performance appraisal system. This system has a focus on self-evaluation and reflective practice, and may provide opportunities for high quality professional development and support for all BLENNZ staff.

The Board of Trustees has delegated to the Principal the development and implementation of policies and procedures to ensure that both teaching and non teaching staff provide education and services which effectively meet the needs of ākonga consistent with the goals and objectives in the BLENNZ Charter.

Performance appraisal recognises that the contribution and achievements of each employee is critical to the overall success of BLENNZ. It helps each individual to understand what is expected of them and ensures each person is provided with feedback and support to enable them to develop professionally and to enhance their contribution to BLENNZ, thus improving learning outcomes for ākonga.

The appraisal process will meet statutory requirements of attestation and/or teacher registration.

Staff will engage in an appraisal and reflection process that supports development in their particular role.

## Policy Requirements:

1. All staff will have a Job Description that is reviewed annually. The Job Description will include the position and its purpose, reporting relationships, functional relationships, key responsibilities, appraisal outcomes and indicators. Where appropriate Job Descriptions will be read in conjunction with Letters of Delegation.

2. The appraisal process is continuous throughout the year and will include the following elements:

* Identification of an appraiser, in consultation with the staff member concerned. It is the appraiser’s responsibility to provide coaching and mentoring support.
* The development and sign off of the Job Description.
* The identification and written specification of one inquiry goal which will seek to inform and develop practice through a process of inquiry.
* The development of an action plan for the achievement of the goal including action steps, timeframes, measurable outcomes for each step and resources needed including any professional development requirements.

* For staff employed under the Primary Teachers Collective Agreement (PTCA) the Annual Appraisal Cycle will include a component of self-review of performance against the Performance Standards and Tātaiako Cultural Competencies. All teachers will be required to maintain a personal record of their practice, ongoing professional growth and required observations as outlined in the BLENNZ Performance Appraisal Guidelines. Observations will occur once per term. These guidelines will be reviewed and updated each year. Achievement of the Standards will be assessed by the appraiser at the end of each annual performance appraisal cycle and recorded on the appropriate Final Report form.

3. The first appraisal meeting for new employees will take place as soon as practicable after the staff member’s start date. All staff working employed under the PTCA working at least 0.5 FTE are required to undertake a personal goal.

4. The appraisal system is not the vehicle for managing competency issues which are addressed using other processes, however if a concern is raised in respect to teacher competency, evidence documented through the appraisal process may be used to inform next steps.

5. If a dispute arises, the appraiser and appraisee have the right to consult a mediator. The appraisal process will continue once the dispute is settled.

6. The Final Appraisal Report will be prepared and discussed in consultation with the appraisee. A copy of the Final Report is the only documentation that is kept on the staff member’s personal file. This is particularly important for teachers in terms of the teacher registration process.

7. The Principal’s appraisal process will be covered by a separate Board policy.

## Supporting Documents:

[Education Council - Practising Teacher Criteria](https://educationcouncil.org.nz/content/practising-teacher-criteria)

[Teachers Appraisal for Maori Learners Success](http://appraisal.ruia.educationalleaders.govt.nz/)

[Ministry of Education - Performance Management](http://www.education.govt.nz/school/people-and-employment/principals-and-teachers/performance-management/)

[Ministry of Education - Collective Agreements](http://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/)

 

Approved: ………………… Date: 8 March 2021

 (Principal)