

Performance Management Processes for Teachers and Support Staff

As a good employer, your Board is required to provide opportunities for the enhancement of the abilities of individual employees (Education & Training Act, 597 (2) (e)). As the principal you are responsible for managing the performance of all staff. Doing this effectively will promote a learning focused environment and provide a positive framework for improving the quality of teaching and learning in your school.

The framework involves developing and implementing policies and procedures to ensure that all teachers and support staff participate in the performance management process and provide education and services which effectively meet the needs of students in line with the goals and objectives in your school's charter.

A performance agreement for all staff with objectives linked to the school's annual and strategic plan as well as individual learning and development is required. Regular conversations occur to immediately address any concerns and to ensure progress is on track so there are no surprises at the end of the annual cycle.

Performance management processes develop a common understanding of what's expected of teachers and support staff in your school, include staff in the design of the annual cycle for professional growth and support all staff to engage, develop skills and achieve the agreed expectations. They also provide the basis for salary progression.

It is timely to update your school policies and procedures following the removal of teacher appraisal as part of the Accord (2019) and the settlement of the Teacher Aide Pay Equity Claim (2020).

Teachers

As a result of the Accord, teacher appraisal is no longer the process professional leaders use for making decisions about whether a teacher meets the Professional Standards contained in the Collective Agreements and the Teaching Council Standards/Ngā Paerewa required for renewal of their practising certificates.

The Teaching Council, along with the Accord partners (NZEI Te Riu Roa, PPTA Te Wehegārua and the Ministry of Education) as well as stakeholder groups, have created a Professional Growth Cycle within everyday Teaching Practice for this purpose.

Participation in a professional growth cycle has been required for all teachers since 1 February 2021.

The professional growth cycle has six elements which "encourage a reflective, highly trusted profession to benefit learners" and "enhance and capitalise on authentic learning collaborations that likely exist between teachers and professional leaders in their own setting". (Teaching Council)

As principal, you have responsibility for

- Facilitating a common understanding of the Standards / Ngā Paerewa with your staff, including what meeting and using them looks like in practice. This is often recorded in a quality practice document and shows the expectations for teachers at each stage of their careers, from beginning to experienced. ([Quality Practice Template available from Teaching Council website](#))

- Designing an annual professional growth cycle *with* teachers, recognising the importance of a self-managing profession, and supporting a high-trust environment.
- Enabling teachers to engage in professional learning using the Standards / Ngā Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.
- Giving every teacher the opportunity to discuss and receive feedback on their practice including observation.
- Confirming annually that each teacher has participated in the cycle and providing a statement to the teacher about whether they meet the Standards / Ngā Paerewa.
- Discussing with the teacher why they do not currently meet the Standards / Ngā Paerewa and providing support to enable improvement.

[Creating a professional growth cycle](#)

Other aspects of performance management include having up to date job descriptions and clear expectations for leadership roles within the school or Kāhui Ako.

Salary progression

For the purposes of determining annual progression from one step to the next on the Base Salary Scale for Trained Teachers, each teacher is assessed against the relevant professional standards.

[Framework for professional standards](#)

Performance Management Processes for Support Staff

Support Staff are essential and highly valued members of your school team. An annual cycle of performance review ensures that support staff have a clear understanding of what is expected of them and how they are meeting their individual goals and the agreed expectations based on the job description and/or written requirements for their positions.

Every year, you should set up a meeting with your support staff to discuss their role and performance. Encourage them to come prepared for this meeting by reflecting beforehand on their achievement of goals, the highlights of their role, the challenges and the professional development or support they feel would be of benefit.

The meeting provides an opportunity to collaboratively ensure the job description and/or written requirements are up to date and accurately reflect their role and placement within the Position Elements Table or Teacher Aide Work Matrix.

To make this meeting most beneficial for your support staff, it can be appropriate to have a member of the Senior Leadership Team closely connected to their work, present and contributing during these conversations. (eg. the SENCO in the case of Teacher Aides).

Ongoing Professional Development and Training is an important component of the provision of quality support services within schools. Discussing and identifying appropriate professional development opportunities is a joint responsibility. This should occur at least once a year and, where possible, be linked to the annual review process. **Refer Part 4 SSCA**

Progression through grades – Clause 3.8 SSCA

Progression through the pay rates occurs on an annual basis provided the support staff member has met or exceeded standards of performance as assessed by you, the employer, against the job description and/or written requirements for the position.

If there is an issue with the support staff member's performance, it is important that this is raised with them immediately to address any concerns.

If in your opinion, the support staff has failed to meet the standards of performance, progression can be delayed. However, it is important that timeframes are adhered to and appropriate supports are put in place.

As employer, you can access support from NZSTA or NZEI Te Riu Roa through the 0508PRINCIPAL Helpline.

Movement between grades – Clause 3.9 SSCA

Movement between grades shall occur by re-grading of a position where the requirements of the position have altered substantially. The employer shall consider the factors in Clause 3.6 or Clause 3A.3 as criteria for movement between the grades.

Useful Links:

Ministry of Education

[Performance management](#)

NZ School Trustees Association

[Performance management](#)

Teaching Council

[Requirements for teacher registration and LAT](#)

[Endorser guidelines: Issue and renewal of teacher practising certificates](#)

[Creating a professional growth cycle](#)

NZEI Te Riu Roa

[Joint Accord](#)

[Information for principals about the teacher aide pay equity settlement](#)

[Primary Teachers Collective Agreement](#)

[Support Staff Collective Agreement](#)

