



PAPAKAIO SCHOOL



School Performance Management 2013

Job Description and Performance Agreement

Registered Teacher Criteria

(Linked with Professional Standards)

The purpose of this document is to make more efficient the two dimensional teacher appraisal system currently in place. This document links the Registered Teacher Criteria and the Professional Standards so that the only one set of documentation needs to be kept. The Fully Registered Teacher Standards Criteria numbers have been used for linking purposes.

By using this document our Board of Trustees deems that it has fulfilled the requirements of the Government in regard to appraisal in regard to the Teachers Professional Standards and the Teachers Council in regard to the Registered Teacher Criteria.



Job Description

Criteria

Performance Agreement

Attestation -Registered Teacher

Professional relationships and professional values							Professional knowledge and practice							Date
1							6			11				Signed T
2							7			12				
3							8							
4							9							Signed P
5							10							

Name _____

Status _____

Teacher Step _____

Responsible to _____

Principal/Senior Teacher _____

This performance agreement was made between

NAME _____

NAME _____

Signature _____

Signature _____

Date _____

Period From _____ to _____

-Registered Teacher Criteria Name 2013
Professional relationships and professional values

Criteria	Key Indicators	Evidence	Standards criteria
1. Establish and maintain effective professional relationship focussed on the learning and well-being of all ākonga	i. Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community 		17 18 19 20 21 22

REFLECTIVE QUESTION: What do I do to establish working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?

-Registered Teacher Criteria Name 2013
Professional relationships and professional values

Criteria	Key Indicators	Evidence	Standards criteria
2. Demonstrate commitment to promoting the well-being of all ākonga	<ul style="list-style-type: none"> 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 ākonga iii. Comply with relevant regulatory and statutory requirements 		1 2 3 4 6 10 13 14 15 16

REFLECTIVE QUESTION: How do I show in my practice that I actively promote the well-being of all ākonga from whom I am responsible >

-Registered Teacher Criteria Name 2013
Professional relationships and professional values

Criteria	Key Indicators	Evidence	Standards criteria
3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi		3 17
REFLECTIVE QUESTION: How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?			

-Registered Teacher Criteria Name 2013
Professional relationships and professional values

Criteria	Key Indicators	Evidence	Standards criteria
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> i. Identify professional learning goals in consultation with colleagues ii. Participate responsively in professional learning opportunities within the learning community iii. Initiate learning opportunities to advance personal professional knowledge and skills 		1 2

REFLECTIVE QUESTION: How do I continue to advance my professional learning as a teacher?

-Registered Teacher Criteria Name 2013
Professional relationships and professional values

Criteria	Key Indicators	Evidence	Standards criteria
5. Show leadership that contributes to effective teaching and learning	i. Actively contribute to the professional learning community ii. Undertake areas of responsibility effectively		20 22 23

REFLECTIVE QUESTION: How do I help support my colleagues to strengthen teaching and learning in my setting?

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
6. Conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents 		1 4 5 6 7 8 9

REFLECTIVE QUESTION: What do I take into account when planning programmes of work for groups and individuals?

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
7. Promote a collaborative, inclusive and supportive learning environment	i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. Foster trust, respect and cooperation with and among ākonga		13 14 15 16 18 19

REFLECTIVE QUESTION: How does my teaching practice promote and environment where learners feel safe to explore ideas and respond respectfully to others in the group?

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
8. Demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> i. Enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. Encourage ākonga to take responsibility for their own learning and behaviour iv. Assist ākonga to think critically about information and ideas and to reflect on their learning 		1 2 4 5 6 7 8 9 11 12 13 14 15 16

REFLECTIVE QUESTION: How does my teaching reflect that I understand the main influences on how my ākonga learn?

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> 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 ii. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. Modify teaching approaches to address the needs of individuals and groups of ākonga 		3 6 10 14

REFLECTIVE QUESTION: How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?

Registered Teacher Criteria Name 2013
Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none">i. Practice and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in contextii. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning		3 17

REFLECTIVE QUESTION: In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> i. Analyse assessment information to identify progress and ongoing learning needs of ākonga 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 ākonga 		4 5 6 7 8 9 19 20

REFLECTIVE QUESTION: How do I gather and use assessment information in ways that advance the learning of my ākonga?

Registered Teacher Criteria Name 2013

Professional knowledge in practice

Criteria	Key Indicators	Evidence	Standards criteria
12. Use critical inquiry and problem-solving effectively in their professional practice	<ul style="list-style-type: none"> i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. Respond professionally to feedback from members of their learning community iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga 		1 2 3 20 21 22 23

REFLECTIVE QUESTION: How do I advance the learning of my ākonga through critical inquiry within my professional learning?

Registered Teacher Name 2013

Specific Responsibilities	Indicators	Evidence
Performance Goals	Indicators	Evidence
Professional Development Goals	Indicators	Evidence

Appraisal interview notes:

Signed _____ (Appraisee) _____ (Appraiser) _____ (Date)