

Cook Islands



Ministry of Education

PERFORMANCE DEVELOPMENT SYSTEM for COOK ISLANDS ECE PRINCIPALS of Independently Managed ECE Centres

April 2010

Foreword

Late in 2009, the Ministry of Education invited Ministry Staff, Teachers, Senior Managers, Principals and Support Staff to participate in a staff satisfaction survey. One of the recommendations resulting from the survey was the need to review our performance management system and then to apply it consistently across all areas i.e. teachers, principals, support staff, Ministry staff etc.

This Guide represents the first step in reviewing our performance management systems – it builds upon work previously undertaken in 2008 and the insights gained from operating our current system for a number of years. I want us to trial the changes we have made over the coming year – at the end of the year we will again seek your feedback and take this into consideration before we finalise the new system. Our approach is deliberately incremental and is aimed at learning from the experience we already have operating the previous performance management system and best practice models.

One of the key changes we have made is a change in focus – from ‘managing performance’ to a greater emphasis on ‘developing performance’. This is in recognition of you, as Principals being professionals. As professionals you have a responsibility to continually develop your skills and knowledge and to maintain professional standards. Our role is to support you in that – encouraging you to take responsibility for your ongoing development and the achievement of professional standards as you carry out the very important task of providing the leadership necessary to create an environment where all our young people can learn.

The second change we have made is to adopt an approach that balances the need to focus on not only ‘what’ you do, but also ‘how’ you do it. To achieve this we have integrated the setting of goals (called merit objectives) with the demonstration of identified professional dimensions and standards. We believe this approach – as well as providing greater clarity about our expectations of you – will assist as in achieving more robust end of year reports on your performance.

The third change is that your assessment will be carried out on an annual basis as opposed to only being completed in the year an audit is completed. Annual assessments provide us the opportunity to better track your progress and where necessary to respond to issues of unsatisfactory performance in a more timely manner.

I hope you will find the changes we have made for the coming year assist you to focus more clearly on developing your performance so that together we achieve improved learning outcomes for all our learners.

Finally I wish to acknowledge the suggestions many of you have made to assist in improving our performance system. I also want to acknowledge the work of the Ministry of Education in New Zealand – particularly for the work they have done on developing professional standards from which we have borrowed ideas.

Sharyn Paio
Secretary for Education
April 2010

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1. Introduction

The Education Master Plan 2008 – 2023 identifies the importance of quality learning for all people in the Cook Islands. Whilst responsibility for learning is shared between students, parents/caregivers, families, communities and the Ministry of Education, as Early Childhood Education (ECE) Principals, you play a critical role in the lives of our young children during their most formative years. It is important therefore, that you be provided with support, guidance and encouragement to continually develop your leadership and teaching practice. This is the overall aim of our Performance Development System (PDS) – to improve learning by improving the quality of teaching and leadership in our schools and ECE Centres.

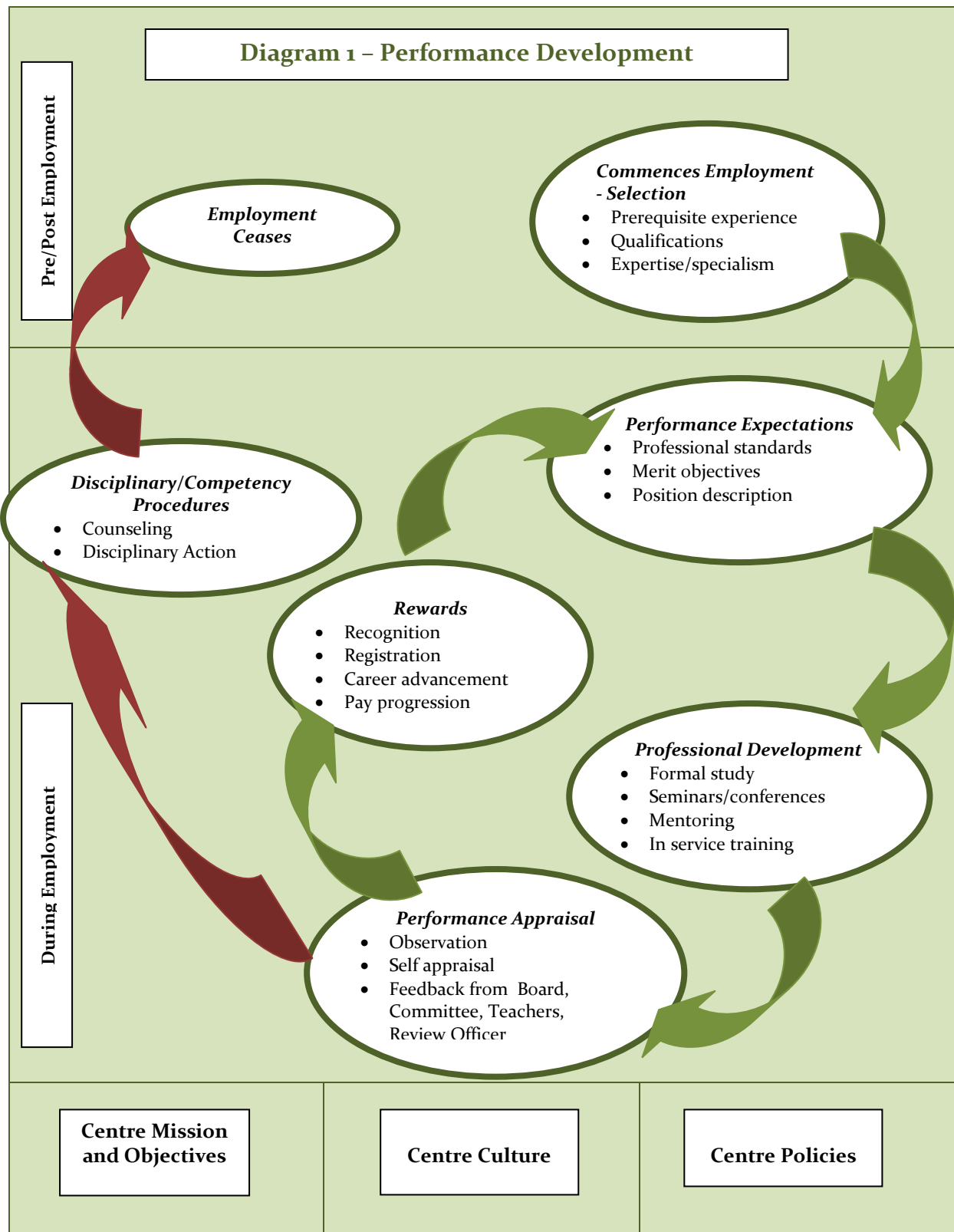
All ECE Principals teaching in independently managed ECE Centres in the Cook Islands are required to participate in the PDS. It is designed to support your professional development through-out your career as well as focusing you on creating improved learning opportunities for children in your Centre.

As well as providing for the annual attestation against the Cook Islands Professional Standards for ECE Principals, the PDS includes the development of an annual personal plan covering your merit objectives and professional development goals. At the end of the year, performance in both areas will be taken into account in determining your overall performance and a review of your remuneration.



Through an ongoing cycle of personal planning, review, appraisal and attestation and further review, it is expected that the depth and breadth of your leadership and teaching practice will continue to develop.

Diagram 1 (over page) shows how the various PDS components are related and how they apply through-out your employment. The diagram shows the various components and activities that make up each of the components and also acknowledges that the context within which the system is applied will be different for each Centre – as shaped by their particular mission and objective statements, cultures and policies.



Responsibilities

Effective performance development assists us to deploy the skills, knowledge, training and leadership capability of our Principals in such a way as to maximise learning outcomes. Responsibilities for ensuring this occurs are as follows:

The **Ministry of Education** is responsible for:

- Maintaining and updating the PDS and providing all Schools and ECE Centres with appropriate training in the use of the system;
- Ensuring the position descriptions for Principals are up-to-date and regularly reviewed;
- Ensuring that every Principal understands the components of the PDS and has the appropriate support to complete all aspects;
- Ensuring that every School and ECE Centre has fully implemented all components of the Performance Development System;
- Reviewing, recommending, and endorsing (as appropriate) the end of year performance of each Principal;
- Verifying performance reports as determined from year to year by the Secretary of Education;
- Determining appropriate salary progression and/or increment payments where appropriate;
- Taking the necessary steps to address unsatisfactory performance and to implement disciplinary and counseling procedures where required; and
- Ensuring that Principals who have been attested continue to be fully registered or conditionally registered (with stated restrictions).

Centre Board/Committees are responsible for:

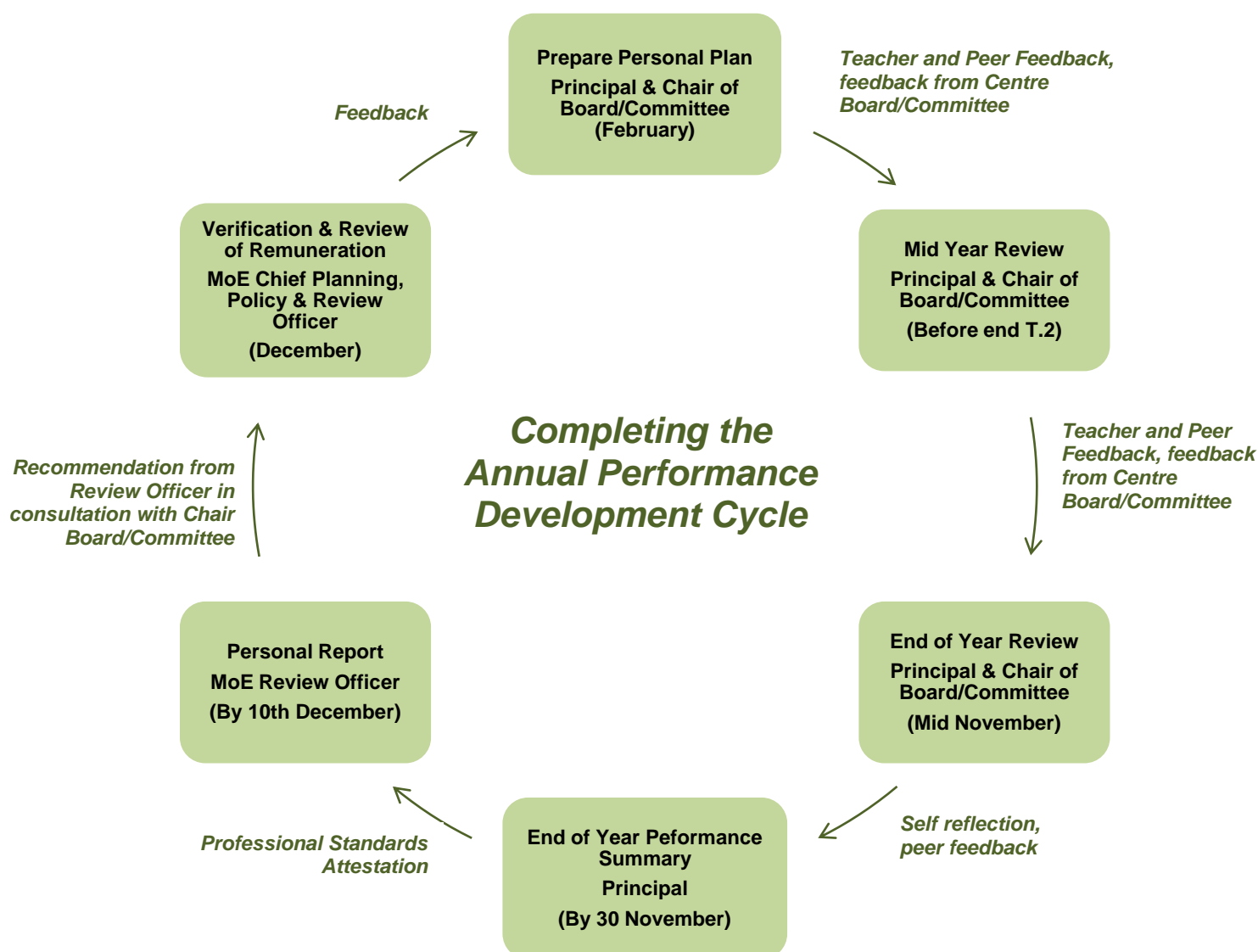
- Ensuring that they have in place an appropriate performance development policy that includes:
 - Providing guidance as to the retention of documentary evidence on performance so that reports are able to be independently verified by the Ministry of Education; and
 - Requirements for ensuring the confidentiality of all Principals' performance reports and associated documentation.
- Ensuring that the Centre Annual Plan is completed and available to Principals at the beginning of the school year;
- Ensuring the PDS is implemented on an annual basis;
- Participating in the various performance development feedback and review processes as set out in this guide; and
- Ensuring that the Principal forwards their completed PDS forms to the Ministry of Education no later than the 30th November each year.

Principals are responsible for:

- Familiarising themselves with the various components of the PDS;
- Developing Personal Performance Plans within the timeframes established;
- Participating fully in the PDS process each year;
- Maintaining appropriate evidence for the purposes of assessment;
- Initiating all performance review meetings/discussions; and
- Providing the Ministry of Education Review Officer with their completed PDS forms no later than 30th November each year.

2. The Performance Development Cycle

The Performance Development Cycle spans February through to December of each year. It begins with the preparation of your Personal Plan and is completed when the Ministry of Education has verified your end of year Personal Report. The following diagram highlights each stage of the cycle.



The remaining sections within this guide have been designed to:

- (i) Assist you with preparing your annual Personal Plan;
- (ii) Provide you with guidance as to the annual appraisal and attestation processes;
- (iii) Provide you with copies of all the forms you need to complete as part of the annual performance cycle; and
- (iv) Provide you with additional information about the verification of reports, appealing a performance rating decision, guidelines for dealing with unsatisfactory performance and remuneration reviews.

3. Developing Your Personal Plan

Your Personal Plan (which forms part of your contract with the Secretary of Education) documents your areas of focus for the coming year and provides space for you to track your progress in achieving the objectives that have been agreed between yourself, the Chair of your Board/Committee and the Ministry of Education. It also provides space for you to record your progress – taking note of the feedback you receive from members of your Board/Committee, teachers, and the Ministry of Education Review Officer. At the end of the year, your completed Plan together with your end of year performance summary will be provided to your Review Officer as part of the completion of your end of year assessment.

Getting Started

You should begin preparing your Personal Plan in early February soon after school has settled in. To develop your Personal Plan you will need the following documents:

- A copy of the Professional Standards and the Indicators for Cook Islands ECE Principals (see Appendix I).
- A copy of the ECE Personal Plan template (this can be found in Appendix II).
- A copy of the ECE Principal Position Description (see Appendix III)
- Your performance appraisal/attestation from the previous year.
- A copy of your ECE Centre Annual Plan (available from your school Principal).

The Five Steps for Developing Your Personal Plan

Once you have gathered the above documents, you are ready to prepare your plan by completing each of the following five steps (described in more detail below):



Step

1

• Confirm the People Who Will Provide You Feedback

The people who provide you with feedback play an important role in providing you with encouragement and support. ECE Principals are required to receive formal feedback from their Board/Committee, at least one teacher and a Review Officer from the Ministry of Education.

You are also required to identify another Principal to provide end of year comments about your professional development. You need to identify this person at the beginning of the year so that they can observe your progress and provide informal feedback during the year.

The following provides a summary of the people you need to identify and the various feedback tools to be completed:

Who	What
Centre Board/Committee (Chair of the Board/Committee)	Input into, and agreement of your merit objectives Mid and end of year reviews Sign-off your end of year Performance Development Summary Input into your "Personal Performance Report"
Teacher	Complete the "Teacher Appraisal of Principal" (see Appendix IV)
Peer Principal	Provides feedback on your development
MoE Review Officer	Completes the "Principal Personal Performance Report" (see Appendix V)

Step

2

• Develop Your Merit Objectives

You are required to set **three merit objectives** each year. Your objectives must be closely linked to the Centre Annual Plan. You should review the plan and decide the three areas that you will focus on for developing your performance objectives. It would be useful for you to discuss this with the Chair of your Board/Committee so that they can provide some guidance as to areas they consider to be most important for you to focus on. It may also be appropriate to link your objectives to your most recent audit report.

- (i) Read the example provided on the 'Personal Plan' form.
- (ii) Taking the first area you have identified as where you will make a significant contribution, develop a SMART objective for this area and copy it into the Merit Objective One box. The following table – together with the example on the form – is provided to help you develop your SMART objective.

Specific	The objective should be precise so that even a non-Principal could understand what outcome the objective relates to.
Measurable	The objective should be able to be quantified in some sense so that a non-Principal can observe when the objective has been achieved. SMART objectives are usually described in terms of quantity, quality, timeliness or cost.
Achievable and agreed	Your objective should be realistically achievable whilst providing some stretch and challenge. It should not be so difficult that you would likely fail in your efforts. Your objective also needs to be agreed with the Chair of your Board/Committee and your MoE Review Officer.
Relevant	Your objective should be relevant to your Centre i.e. drawn from the Centre Annual Plan, and relevant to your position.
Timed	The objective must have a completion date. If it relates to a larger project that will span more than one year, the objective must reflect specific work that can be completed by the end of the performance year.

- (iii) Fill in the 'Linkage to the Annual Plan' box identifying the area of priority for your Centre.
- (iv) Identify two or three Professional Dimensions and Standards that you aim to demonstrate as you carry out your first merit objective. Copy these into the box alongside of your first merit objective.
- (v) Repeat steps (ii), (iii) and (iv) for your remaining merit objectives. For each merit objective try to identify different professional dimensions and standards that you will be able to demonstrate.

Step

3

• Prepare Your Development Plan

Now that you have prepared your merit objectives, it is time to think about your development needs. Each year you should aim to focus on two areas for your development. Complete the following steps to do this:

- (i) Review your last year's appraisal to check for suggested areas for future development (if this is your first year as a Principal think about the areas you would like to develop this year).
- (ii) Review the indicators for each dimension of the professional standards (see Appendix I) and highlight those you most want to improve – ideally these are the ones you have already included with your objectives.
- (iii) Read the example provided in the Personal Plan.
- (iv) Identify the first area for your development and write this in the first box in the development plan.
- (v) Identify the skills, knowledge or experience you want to focus on as you develop your first area of focus – write this in the appropriate box.

- (vi) List the things you will do to develop the skills, knowledge or experience you have identified – write this in the 'What I Will Do' box.
- (vii) Repeat steps (iv) – (vi) for your second area of development.

There are many ways you can develop your skills and knowledge. The following list provides some things that you might like to try:

- Look for professional readings that are relevant.
- If you have access to the internet use it to conduct research – use the search engine to find references/resources that may be of value to you.
- Enrol in professional courses outside of school.
- Enrol in USP programmes.
- Arrange to have a mentor.
- If there are planned professional development workshops that are relevant then be sure to attend.
- Seek assistance from advisors when they visit, from colleagues and principals in other schools.
- Consider observing other ECE Teachers or Principals to see how they demonstrate the skills you want to develop. If you want to observe other Principals please discuss first with the Secretary of Education so that they can assist with making appropriate arrangements for this to happen.

Step

4

• Meet With Your Board/Committee

Now that you have prepared a first draft of your Personal Plan, it is time to meet with Centre Board/Committee.

Over the course of the year, you will meet with the Chair of your Board/Committee at **least three times** – firstly to agree your Personal Plan at the beginning of the year, in the middle of the year to formally complete the midyear review (before the end of term two), and then again at the end of the year to complete your end of year review. To gain the most benefit though, it is recommended that you arrange to meet more regularly. This provides you the opportunity to review your progress, talk about some of the challenges you might be facing, and to gain their feedback.

The purpose of the first meeting is to work through the Personal Plan you have prepared so that you can finalise it and agree how you will work together to review and monitor your progress. The discussions you have may help you to clarify your merit objectives and your development plan. At the meeting ensure you cover the following:

- (i) Review and discuss your merit objectives.
- (ii) Review and discuss your development plan.
- (iii) Once finalised, agree on your next steps e.g. you might agree to meet again at a specific date before the midyear review to reflect on your progress. It is important that you plan these next steps together so that you are both clear about what is expected.

Step**5****• Provide Copies of Your Personal Plan to the Chair of the Board/Committee, the MOE Review Officer, and then Set Up Your Personal Folder**

Once your Personal Plan is finalised, you need to provide a copy to both the Chair of your Board/Committee and your MoE Review Officer. You should retain the original copy and place it in your Personal Folder. It is recommended that you use a Clear-file for your Personal Folder. You should retain copies of the following documents in your folder:

- A copy of this ECE Handbook.
- Copies of your previous annual performance appraisal reports.
- Your copy of the Centre Annual Plan.
- Documents relating to any professional courses/workshops you have attended during previous years.
- Details of any qualifications you are undertaking e.g. results from USP or other courses.
- Any other professional documents.

Your Personal Folder will provide evidence that you have and are continuing to participate in professional development programmes.

4. Receiving Feedback and Reviewing your Progress

Receiving Feedback

Your progress against your Personal Plan will be monitored formally through the mid-year (interim) and end-of-year (final) appraisal process. These two reviews meet the formal requirements of the PDS; however there should be ongoing opportunities for discussion, observation and feedback between ECE Principals, the Chair of the Centre Board/Committee and the Ministry of Education during the regular activities of the school year. Some of the ways feedback can be received are listed below:

Teacher Feedback

Other ECE teachers are a valuable source of feedback about the effectiveness of your leadership. Staff meetings, one-on-one meetings and discussions can provide you with insight into how your staff respond to you, what is working well as well as areas you might need to focus on in the future. You are encouraged to invite such feedback from your staff – letting them know that you are open to learning from them.

As well as informal feedback, there is one requirement for formal Teacher Feedback as follows:

- (i) All ECE Principals are required to have at least **one teacher** provide feedback on their demonstration of selected Professional Dimensions (2, 3 and 8). During the course of the year. You must ask a teacher to complete the “Teacher Appraisal of Principal form (see Appendix IV).

You will be required to provide a copy of the above completed form to your Review Officer at the end of the year.

Peer Feedback

During the year you should seek ongoing feedback from your peers/colleagues – particularly about your professional development. If you are a new Principal, you may wish to ask a more experienced Principal to coach or mentor you.

Wherever possible, take the opportunity to invite feedback from other Principals – they are in a good position to observe your development and to offer suggestions as to what has helped them. You should make notes in your Personal Folder of the feedback you receive and the actions you have taken as a result. This information will assist you at the end of the year when you complete a self reflection on the learning and development you have achieved.

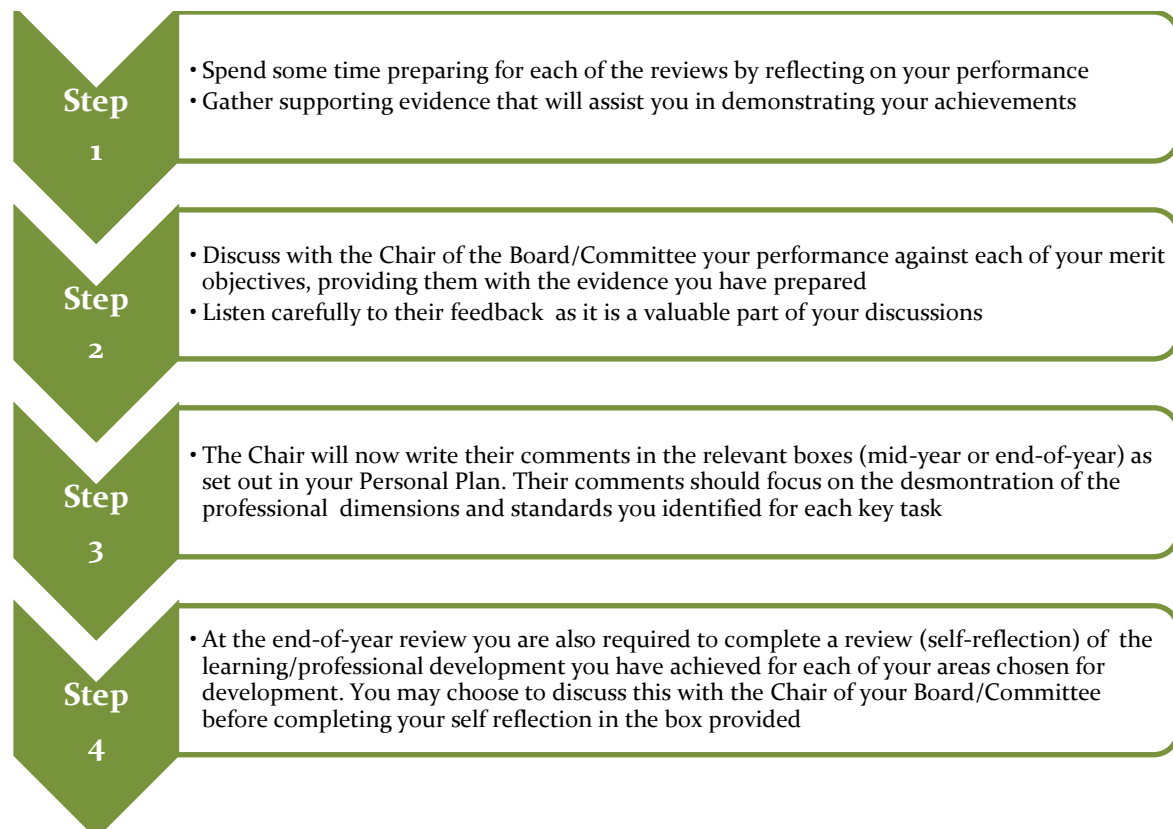
Parent/Caregiver Feedback

You can seek feedback via an informal discussion with parents/caregivers asking them for any comments/ observations they may have made. You can use these comments to reflect on the areas of strengths identified or any areas where you could focus attention to improve. You will need to keep a record of your notes and your reflections as evidence you have received feedback.

Reviewing Your Progress –Mid Year and End of Year Reviews

Prior to the end of Term Two, **and again** before the end of Term Four, you and the Chair of your Board/Committee are required to meet in order to carry out the formal mid-year (interim) and end-of-year (final) reviews of your performance. You are responsible for arranging a time to meet with your Chair to carry out these two reviews – you should ensure you arrange a quiet place for your meeting to take place, at a time when you will not be

disturbed. The following steps are suggested for assisting you to complete the reviews and to record feedback in the spaces provided on your Personal Plan:



5. Appraisal and Attestation

Completion of the formal appraisal and attestation process requires that the following be completed:

- (i) An end of year “Performance Development Summary” (Part Three of the Personal Plan); and
- (ii) A Personal Report (see Appendix V) – completed at the end of the year **after** your end of year review and the completion of the end of year performance development summary.

Completing the End of Year Performance Development Summary

You are responsible for ensuring the completion of your ‘End of Year Performance Development Summary’. Once this is completed, this is to be signed off by the Chair of your Board/Committee and a copy forwarded to your Ministry of Education Review Officer no later than 30th November. There are three sections to be completed:

- (i) **Section 1** requires you to provide a self assessment of your overall achievements against your merit objectives. Your comments should be evidenced based. You may like to discuss your achievements with your Chairperson prior to completion of this section.
- (ii) **Section 2** is to be completed by the Peer Principal who you identified as providing feedback on your professional development. They are asked to comment on the application of your learning and the changes they have observed in your leadership practice.
- (iii) **Section 3** is for you to complete. You are asked to provide a self reflection on your significant achievements, to note the feedback you received from students/parents and/or teachers and to identify areas for improvement in the following year.

Once all sections are completed the Chair of the Board/Committee signs and dates the report. You then forward your completed Personal Plan to your Ministry of Education Review Officer along with copies of relevant documentary evidence that you have gathered during the year e.g. copies of the Teacher Appraisal of Principal, professional development documents etc.

Completing the Personal Performance Report

Having completed the End of Year Performance Development Summary, your Personal Report (see Appendix V) will be completed by your Ministry of Education Review Officer. This report is an important document as it will be forwarded to the Chief Planning, Policy & Review Officer for verification, and if appropriate, used for consideration in reviewing your remuneration. The Review Officer is responsible for ensuring that this is completed and forwarded to the Chief Planning, Policy & Review Officer no later than 10th December.

It is not possible for the Review Officer to finally complete the Personal Performance Report ***without firstly having received the completed the end of year assessments as per the Personal Plan.***

6. Performance Ratings for ECE Principals

At the completion of the appraisal and attestation steps, the Review Officer is required to make a recommendation as to your overall performance. The recommendation is then verified by the MoE Chief Planning, Policy and Review Officer.

The following table sets out the three levels of performance and the requirements ***that must be met*** for a recommendation of each to be made.

	ECE Principal
Competent Performance	<ul style="list-style-type: none"> • Achieves all merit objectives; and • Consistently demonstrates all aspects of the professional standards for ECE Principals (1 – 9) as determined by the Review Officer. <p>NOTE: If some merit objectives were not completed and the Chair of the Board/Committee and the Review Officer are satisfied there were reasons outside of the Principal's control, then a rating of competent may be given if all other criteria were met.</p>
Excellent Performance	<ul style="list-style-type: none"> • Achieves all merit objectives; and • Consistently demonstrates all aspects of the professional standards for Principals (1-6) as determined by the Review Officer and the selected standards as determined by the Teacher providing feedback; and • Is recognised amongst peers as making a significant contribution to the advancement of early childhood education more widely in the sector. <p>NOTE: If some key tasks have not been completed and the Chair of the Board/Committee and the Review Officer are satisfied there were reasons outside of the Principal's control, then a rating of excellent may be given if all other criteria were met.</p>
Unsatisfactory Performance	<ul style="list-style-type: none"> • One or more merit objectives were not achieved and there was no reason outside of the Principal's control that prevented this; OR • The ECE Principal either does not demonstrate, or fails to consistently demonstrate one or more of the professional standard dimensions for ECE Principals as determined by the Review Officer.

7. Verification of Personal Reports

The Secretary of Education is responsible for ensuring that the Personal Reports of all Principals are verified. The purpose of verification is:

- (i) To ensure that a consistent approach is taken across all schools to the rating of performance; and
- (ii) To validate those reports where the Review Officer has made a recommendation of “excellent”.

The verification process is carried out by a person nominated by the Secretary of Education. This will normally be the Chief Planning, Policy and Review Officer. The following steps are to be followed:

- 1) At the end of the school year, the Review Officer is responsible for forwarding the Principal’s Personal Performance Report to the Chief Planning, Policy and Review Officer no later than the 10th December.
- 2) For all Personal Reports where a recommendation of **excellent** has been made, the following documentary evidence must also be included:
 - (i) At least one “Teacher Appraisal of Principal” form signed by the Teacher who completed them; and
 - (ii) Supporting evidence of the contribution made to the advancement of early childhood education.
- 3) Where the Chief Planning, Policy and Review Officer verifies that the evidence provided supports the recommendation, they will endorse the recommendation. The recommendation will then be forwarded to the Secretary of Education for consideration of a review of remuneration.
- 4) Where, in the professional opinion of the Chief Planning, Policy and Review Officer, the documentary evidence sighted does not support the recommendation, the Chief Planning, Policy and Review Officer will meet with the Review Officer (and the Chair of the Board/Committee if necessary) to discuss. If as a result of that discussion, the Chief Planning, Policy and Review Officer considers the recommendation cannot be endorsed, the Review Officer and the Principal will be advised in writing without delay – this should include the advice that the Principal has the right to appeal the decision (see Section 8 ‘Appealing a Performance Rating Decision’).

8. Appealing a Performance Rating Decision

Any Principal has the right to appeal decisions made about their performance in the following circumstances:

- (i) On the completion of their Personal Performance Report, before it is forwarded to the Chief Planning, Policy & Review Officer for verification, a Principal may appeal the final attestation recommendation of the Review Officer as indicated on their Personal Performance Report;
OR
- (ii) A Principal may appeal against a final performance rating of “Competent” where they believe their performance met the requirements for a rating of “Excellent”.

All appeals are to be dealt with within 10 working days of the appeal having been formally notified (that is 10 working days of the appeal having been received in writing with all necessary information included). **Before** lodging any appeal, it is recommended that the Principal first discuss the matter with the Review Officer (in the case of considering an appeal against the final attestation recommendation), or with the Chair of the School Committee/Board (in the case of appealing a final rating of Competent).

Appealing a Final Attestation Recommendation

A Principal, who does not agree with the final attestation recommendation as indicated on their Personal Performance Report, may appeal the recommendation in writing to the Chief Planning, Policy & Review Officer. Before making their appeal, the Principal is first required to sign their Personal Performance Report in the appropriate place indicating that they have received and read the report. The following steps should then be followed:

- (i) The Principal should prepare a written submission setting out the reasons they do not agree with the final attestation recommendation. The submission must set out in detail the particular areas they disagree with and must include the provision of documentary evidence to support the appeal.
- (ii) Having received the appeal, the Chief Planning, Policy & Review Officer must first determine whether the Personal Report has been compiled in accordance with school policy and with the Performance Development System requirements. If the Chief Planning, Policy & Review Officer determines that the appraisal has not been completed in accordance with all necessary requirements, they will direct a re-appraisal be conducted of the areas not carried out adequately previously. All relevant documents must be reviewed and taken into consideration during such a re-appraisal.
- (iii) Where the Chief Planning, Policy & Review Officer is satisfied that the appraisal was completed according to all requirements s/he must review all the supporting documents and determine whether or not the recommendation is substantiated. If they consider it is substantiated the Chief Planning, Policy & Review Officer will endorse the attestation recommendation. If they consider the recommendation is not substantiated, they will issue a new Personal Report with amended attestation recommendations.
- (iv) Where a new report is issued by the Chief Planning, Policy & Review Officer, this report will also note that an appeal had been lodged and has been dealt with prior to forwarding the report.

- (v) Where, as a result of a re-appraisal having been completed, the Chief Planning, Policy & Review Officer endorses the original report; the Principal may lodge a further appeal against the decision, in writing to the Secretary of Education. The Secretary of Education shall arrange for an independent review to be carried out and will advise both parties in writing of the outcome. The decision of the Secretary of Education with respect to the independent review shall be final.

Appealing Against a Rating of ‘Competent’

In the case where a Principal disagrees with a final rating of “Competent” i.e. they consider that their performance met all the requirements for a rating of ‘Excellent’ and therefore to be eligible for consideration of a remuneration review, the following steps are to be followed:

- (i) The Principal shall appeal the decision in writing to the Secretary of Education setting out the specific grounds for appeal and providing documentary evidence to support the appeal. The Principal must copy the written appeal to the Review Officer.
- (ii) The Secretary of Education, at her/his discretion may request that an independent review of the disputed indicators be carried out, OR may request an independent re-appraisal be undertaken. The findings of any such review or re-appraisal shall be made available to both the Principal and to the Secretary of Education.
- (iii) Having considered the findings of a review or a re-appraisal, the Secretary of Education shall either uphold the original performance rating or may reverse it and issue a rating of ‘Excellent’. If a rating of ‘Excellent’ is issued, the Principal will now be eligible for consideration of a remuneration review.
- (iv) The decision of the Secretary of Education in such matters shall be final.

9. Guidelines for Responding to Unsatisfactory Performance

All ECE Centres are required to have in place a policy for responding to situations where a Principal's performance is assessed as unsatisfactory or their conduct gives cause for concern. These guidelines are provided to assist with ensuring a consistent approach. The Centre must ensure that policy is designed in such a way as to minimise the impact of any unsatisfactory performance or inappropriate conduct.

Introduction

If in any year a Principal's performance or conduct is assessed as being **unsatisfactory**, the Chief Planning, Policy & Review Officer will be required to make an appropriate intervention and/or provide counseling to the Principal concerned. There are two main circumstances when this may occur:

- (i) **Professional Misconduct** – in this circumstance the Chief Planning, Policy & Review Officer should refer to the “Code of Ethics of the Teaching Profession” for guidance:

OR

- (ii) **Unsatisfactory Performance** – where the Principal fails to consistently demonstrate one or more of the professional standard dimensions for Principals. In this circumstance the Chief Planning, Policy & Review Officer is required to instigate one of the following measures:

- (i) Further professional development and training managed by the School Committee; or
- (ii) Further professional development and training managed with the assistance of the Ministry of Education; or
- (iii) Discipline and counseling.

Whilst it is expected that steps would be taken during the year to address areas of performance that are identified as being unsatisfactory, the following guidelines are provided so as to ensure a consistent approach across all schools where a formal assessment of unsatisfactory performance has been made.

Policy Guidelines

The following guidelines are provided to assist the Chief Planning, Policy & Review Officer respond to situations where a Principal's performance has been rated and verified as **unsatisfactory**. These guidelines are underpinned by two key principles that must be reflected in school policy:

- (i) All Principals are to be treated professionally, equitably, fairly and the principles of natural justice apply at all times.
- (ii) Of paramount importance are the learning interests and well-being (both physical and emotional) of learners together with the integrity of colleagues.

Counseling

In all instances of unsatisfactory performance the first action to be taken involves the Chief Planning, Policy & Review Officer meeting with the Principal to discuss the area(s) of concern. Where it is not possible for the Chief Planning, Policy & Review Officer to meet personally with the Principal, the Secretary of Education may delegate this responsibility to another person. In such circumstances the Principal should be advised of the person the Secretary of Education proposes to delegate this responsibility to, and must be provided the opportunity to object to the person proposed. The Secretary of Education will take into consideration the reasons for any such objection prior to proceeding.

Counseling involves the following steps:

- (i) The Chief Planning, Policy & Review Officer should arrange to meet with the Principal – advising them that the purpose of the meeting is to discuss their performance. The Principal should be advised that they are able to bring a support person to the meeting and should be provided at least one day's notice of the meeting.
- (ii) At the meeting, the Chief Planning, Policy & Review Officer should raise all areas of performance that have been identified as being unsatisfactory, provide specific examples of the Principal's performance that do not meet the required standards and describe the level of performance that is required.
- (iii) The Principal must be provided with an opportunity to respond to the issues raised by the Chief Planning, Policy & Review Officer.
- (iv) After hearing the Principal's response, the Chief Planning, Policy & Review Officer and the Principal should develop an action plan aimed specifically at the Principal achieving and demonstrating an acceptable standard of performance within a reasonable period (this should be no longer than 12 weeks). The action plan should include specific and detailed measures to support and counsel the Principal so as to assist them to reach the necessary standard within the timeframe agreed. This may include providing the Principal with a more experienced Principal to act as a mentor and role model. The plan must also include monitoring mechanisms and an agreed time to meet again to discuss and appraise performance in the area/s of concern.
- (v) A full written record of the discussions and the action plan must be made by the Chief Planning, Policy & Review Officer. A copy of this should be provided to the Principal within one working day of the meeting having taken place.

Disciplinary Action

If, after having implemented the action plan prepared during the counseling stage, the Principal fails to demonstrate the required level of performance within the agreed time period, the Chief Planning, Policy & Review Officer may consider it appropriate to take disciplinary action. Before doing so the Chief Planning, Policy & Review Officer should carefully consider if all other options have been exhausted and should ensure that the Ministry has taken all reasonable steps to assist the Principal to attain the performance level required. Where a decision is made to proceed with disciplinary action, the following steps should be followed:

Stage One

- (i) The Chief Planning, Policy & Review Officer should arrange to meet with the Principal again – advising them that the purpose of the meeting is to discuss their

performance and that the meeting may result in disciplinary action being instigated. The Principal should be advised that they are able to bring a support person to the meeting and should be provided at least one day's notice of the meeting.

- (ii) At the meeting the Chief Planning, Policy & Review Officer should outline the area/s of performance that still remain of concern, again providing specific examples, and then review the support that has already been made available. The Principal is to be provided with an opportunity to respond.
- (iii) If having heard the Principal's response, the Chief Planning, Policy & Review Officer considers all reasonable steps have been taken to allow the Principal to improve their performance; a **written directive** is to be issued to the Principal. A copy of the written directive must be provided to the Principal and a copy must also be placed on their personal file.
- (iv) The written direction must include a further plan of action as set out in the section (iv) of *Counseling* (see above) and must advise the Principal that if at the end of a second period of review, performance remains unsatisfactory, the Secretary of Education will be notified.
- (v) At the end of the agreed period, the Chief Planning, Policy & Review Officer and the Principal (together with any support person) must meet again to appraise the Principal's performance in the area/s of concern. If at this point performance remains unsatisfactory, the Chief Planning, Policy & Review Officer should advise the Principal that the Secretary of Education will now be notified and that will include a recommendation as to any action the Secretary should consider.

Stage Two

Having advised the Principal that the Secretary of Education will be notified about their performance, the Chief Planning, Policy & Review Officer is required to prepare a full written report, including full details of the cause(s) for concern, together with full details of **all actions/measures** that have been taken during the counseling and stage one disciplinary action steps. A copy of this report is to be provided in person to the Principal at the same time it is being forwarded to the Secretary of Education. A third copy must be placed on the Principal's personal file. The report must include the Chief Planning, Policy & Review Officer's recommendation, which is likely to be one of the following:

- (i) That a formal warning be issued by the Secretary of Education; OR
- (ii) That the Principal be suspended from their duties pending a further investigation by the Ministry of Education; OR
- (iii) That the Principal be dismissed.

It should be noted that if the Secretary of Education considers that the report they receive does not include all the necessary information nor provide sufficient detail as to the steps that have been taken; the Secretary will return the report to the Chief Planning, Policy & Review Officer requesting that it be completed. The Secretary of Education will take no further action until such time as they receive all the information required.

Other Options

In some instances, formal counseling and/or disciplinary action may not be warranted. In such circumstances additional professional development and or training and support may be all that is required to ensure the Principal's performance improves to the standard required. In such circumstances the Chief Human Resources Officer will be consulted and may recommend the appropriate development and or training.

Professional Development and Training – Centre Board/Committee Managed

Where appropriate, additional professional development/training and support may be provided by the Board/Committee. Advice, if required, can be sought from the Ministry of Education as to the appropriate professional development/training that would best meet the needs of the Principal.

Professional Development and Training – Ministry of Education Managed

In some circumstances, off-island support may be required. This may take the form of an attachment to a school in Rarotonga (in the case of the outer islands), or to a New Zealand school or educational establishment. In these circumstances the Ministry of Education will take any necessary steps to enable this to happen.

10. Review of Remuneration

An ECE Principal whose Personal Report results in their performance being rated 'Excellent' (after verification) shall be recommended to the Secretary of Education for consideration of a salary increment within her/his qualification group.

Guidelines

It is important to note that salary increments are at the discretion of the Secretary of Education and may be varied. However, the following guidelines are provided for the purposes of transparency as to how a rating of "excellent" may translate into a salary movement.

Principals on Steps 2 – 7

- 1) A Principal who is on step 2 – 7 of the salary scale and whose report is verified by the Ministry of Education as being "excellent" shall be eligible for a two-step increment effective from the commencement of the next school year.
- 2) Further "excellent" performance will make the Principal eligible in subsequent years for increments of two-steps until step 8 or step 9 (salary bar) is reached.

Principals on Step 8

- 1) A Principal who is on step 8 of the salary scale and whose report is verified by the Ministry of Education as being "excellent" shall be eligible for a one-step increment effective from the commencement of the next school year.
- 2) Further "excellent" performance by the Principal shall be recognised by additional single step increments until the Principal reaches the maximum step of the qualification group.
- 3) A Principal who has reached the maximum step of her/his qualification group and whose report is verified as "excellent" will be eligible to receive, in the following year, a bonus payment equivalent to one step of the salary group.

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Appendix I: Professional Standards for Cook Islands ECE Principals

Professional Standards for Cook Islands ECE Principals underpin our Performance Development System by describing the important knowledge, skills and attitudes that our ECE Principals are expected to demonstrate in carrying out their role.

Performance Dimension	Standard	Performance Indicators
1. Professional Development	1.1 Demonstrates a high level of commitment to further developing own knowledge and skills	1.1.1 Following review and self-appraisal sets and pursue professional goals to effect improvement and communicates these to appraiser.
		1.1.2 Willingly attends and contributes to staff meetings, ECE workshops, and professional development sessions including those held outside of work hours and implements resulting outcomes. Regularly reflects on, and reviews personal performance.
2. Learning and Teaching	2.1 Demonstrates a sound knowledge of Cook Islands ECE curriculum and current learning, teaching and assessment theory.	2.1.1 Provides a core programme that reflects children's interests.
		2.1.2 Provides core activities that cater for a wide range of interests and learning experiences.
		2.1.3 Provides opportunities for children to play individually and together in groups of their own choosing.
		2.1.4 Caters for and includes children with additional needs.
	2.2 Demonstrates appropriate practices that are consistent with the principles of early childhood education	2.2.1 Creates positive ways of involving children and their families in the centre.
		2.2.2 Encourages children to develop an awareness of different values and beliefs in the community, and to become familiar with connections between people, places and things.
		2.2.3 Encourages children to develop a sense of belonging by taking an interest in their home life and culture.
		2.2.4 Involves children where possible in planning for and assessment of their own learning.
		2.2.5 Respects and acknowledges the language (and symbols) of the child's own and other cultures.
		2.2.6 Encourages children to problem solve and think for themselves.
		2.2.7 Encourages children to talk about their experiences and family and community life.
		2.2.8 Ensures that all children are adequately supervised in all play areas and at all times.
		2.2.9 Uses resources and equipment in ways that engage children in further learning and exploration.
	2.3 Evaluates and reflects on teaching and learning with a view to improvement	2.3.1 Demonstrates an ability to cater for and adapt to different learning styles and recognizes the individuality of each child.
		2.3.2 Provides children with encouragement which is affirming, specific and meaningful.

Performance Dimension	Standard	Performance Indicators
		2.3.3 Gives correct and honest information to children that will assist and extend the child.
		2.3.4 Supports children to recall and revisit learning.
		2.3.5 Reflects on and adapts teaching strategies to support and extend children's learning.
	2.4 Utilises assessment as a conscious practice of noticing, recognizing and supporting documentation.	2.4.1 Gathers assessment examples that are good indicators of children's interests, strengths, and achievements.
		2.4.2 Looks for new ways to assist children's learning and development.
		2.4.3 Provides feedback to parents/caregivers that is open, positive and encouraging.
		2.4.4 Provides a portfolio for each child which contains a variety of documentation which is culturally, socially and individually appropriate.
3. Learning Environment	3.1 Demonstrates effective positive guidance strategies.	3.1.1 Supports and encourages children to develop a positive attitude that promotes learning.
		3.1.2 Establishes a positive rapport with children that raises their self esteem and confidence and increases their learning.
		3.1.3 Shows warmth to all children through appropriate physical contact especially those who are sad or hurt.
		3.1.4 Uses effective positive behaviour guidance strategies.
	3.2 Develops competent practices in facilitating children's engagement in learning.	3.2.1 Uses a variety of teaching strategies and approaches to engage children in learning.
		3.2.2 Adapts teaching approach to meet learner's preferred style.
		3.2.3 Demonstrates a child-centred (not teacher-centred) approach to learning.
		3.2.4 Establishes clear ECE routines, involving children where appropriate.
	3.3 Creates and maintains a safe environment that is conducive to learning.	3.3.1 Encourages and promotes awareness and practices about caring for our environment.
		3.3.2 Ensures the environment reflects the diversity that exists within the community and the wider world.
		3.3.3 Provides a solid base of play-based activities.
		3.3.4 Provides quiet / soft areas and shady areas for children.
		3.3.5 Provides areas for physical development.
	3.4 Establishes high expectations that value and promote learning.	3.4.1 Promotes and extends learning for children.
		3.4.2 Encourages children to take responsibility for their learning and behaviour.
		3.4.3 Allows opportunities for children to develop their confidence and take risks while learning.

Performance Dimension	Standard	Performance Indicators
	3.5 Maintains and promotes positive relationships with children that respect their individuality, culture and place in their community.	3.5.1 Is warm and welcoming to all children and their families. 3.5.2 Models and practices conflict resolution skills and support children to sort out their differences peacefully. 3.5.3 Respects, affirms and visibly practice inclusion for children who have additional needs. 3.5.4 Promotes respect for people, places and things. 3.5.5 Greet / farewells and smiles at children when they arrive and depart.
4. Effective Communication	4.1 Communicates clearly and effectively in either or both English and Cook Islands Maori.	4.1.1 Confidently uses a range of communication strategies to suit audience 4.1.2 Can adapt and select appropriate strategies for communicating effectively with a diverse range of people 4.1.3 Asks questions to clarify what children mean. 4.1.4 Asks the 'right' question in the 'right' way e.g. "Tell me about...". 4.1.5 Listens actively to children without interrupting them. 4.1.6 Displays responsible behaviour at all times. 4.1.7 Regularly shares information with families about their child's learning journey. 4.1.8 Recognises and values the support of parents/caregivers. 4.1.9 Maintains confidentiality, respect and trust. 4.1.10 Seeks assistance from colleagues when unsure or misunderstand the situation. 4.1.11 Uses positive reinforcement to encourage appropriate behaviour. 4.1.12 Is familiar with the Teacher's Code of Ethics and promotes its use. 4.1.13 Encourages ethical behaviour in others and role models this.
5. Support for Colleagues	5.1 Demonstrates a high level of commitment to establishing and maintaining effective a co-operative working relationships with and between colleagues.	5.1.1 Shares ideas, resources, pedagogical methods and strategies with colleagues 5.1.2 Involves parents in aspects of the work of the centre, including making resources and activities held outside of the centre

Performance Dimension	Standard	Performance Indicators
6. Contribution to Wider ECE Activities	6.1 Contributes to the life of the ECE Centre and its wider community.	6.1.1 Willingly participate in activities which benefit stakeholders of the centre.
		6.1.2 Strives to positively represent the centre, the school and the Ministry of Education.
		6.1.3 Informs community on centre activities through newsletters etc.
		6.1.4 Promotes attendance at the centre by meeting / contacting parents.
		6.1.5 Promotes an awareness of value of ECE education in community.
		6.1.6 Provides assistance to parents in homes on ECE issues – provides support for concept of Parent As First Teacher.
		6.1.7 Maintains links with Ministry of Health personnel regarding children's health.
		6.1.8 Invites and values contribution from families / caregivers.
7. Administration	7.1 Demonstrates an ability to complete administrative tasks effectively and efficiently.	7.1.1 Maintains accurate records of admission, withdrawal, attendance and health records.
		7.1.2 Presents written documents in a professional, clear manner.
		7.1.3 Furnishes accurate reports to parents/caregivers and provide evidence to support judgements.
		7.1.4 Has established a system for review of policies.
		7.1.5 Maintains up to date financial records and assets register.
		7.1.6 Has written guidelines of expected standard of behaviour of others (parent helpers etc.) working in the centre.
		7.1.7 Has written safety policies for all who work at the centre.
		7.1.8 Has written job descriptions for other staff and helper.
8 Professional Leadership	8.1 Provides professional direction to, and support of the work of others.	8.1.1 Provides support, advice, guidance at professional meetings that enhance the outcome of the meeting.
		8.1.2 Acts as a role model for staff, volunteers and children.
		8.1.3 Sets clear expectations and high standards for others to emulate.
		8.1.4 Encourages staff to develop, implement and evaluate new ideas and approaches to their teaching.
	8.2 Develops, understands and implements quality policies and practices for the effective management of the Centre.	8.2.1 Effectively administers the day-to-day running of the centre.
		8.2.2 Establishes, implements and maintains effective and efficient management systems.
		8.2.3 Prioritises tasks, manages time well and meets deadlines.
		8.2.4 Focuses on moving the Centre forward.

Performance Dimension	Standard	Performance Indicators
	8.3 Reflects on own performance appraisal and demonstrates a commitment to on-going professional development to improve performance.	8.3.1 Actively seeks opportunities to improve knowledge and skills.
		8.3.2 Implements recommendations made in performance appraisal report.
	8.4 Motivates and supports staff to improve the quality of teaching and learning.	8.4.1 Encourages staff to work collaboratively.
		8.4.2 Encourages staff to improve teaching and learning practices from each other through observation and discussion.
		8.4.3 Strives to ensure that all staff feel motivated, valued and positive about the direction of the Centre.
9. Statutory Requirements	9.1 Complies with all Ministry of Education instructions, the Education Act, its amendments and regulations.	9.1.1 Works within statutes and regulations relating to all aspects of the Centre operations.
		9.1.2 Ensures that all Ministry returns are completed by the required date.

Appendix II:

ECE Principal Personal Plan

Introduction

The purpose of this plan is to document your merit objectives and development goals for the current year. Your personal plan should be completed and signed off by both yourself and the Chair of the ECE Centre Board/Committee no later than the end of Week 7 of Term One of each year. This plan also provides space for you and the Chair of your School Board/Committee to record progress notes of your progress against your objectives – this should be done mid-year and then again at the end of the year. Your final assessment is to be completed no later than the 30th November.

Instructions for completing your Personal Plan can be found in your copy of the PDS Guide for ECE Principals. A copy of this form can also be downloaded from the Ministry of Education web site if you wish to complete it electronically.

Personal Details

Name:	
<i>Christian Name(s)</i>	<i>Surname</i>
ECE Centre:	
Chair of School Committee/Board:	Ministry of Education Review Officer:
Peer Appraiser (another Principal): (Development Plan Only)	
Teacher Feedback: (insert the name of at least one teacher who will complete the Teacher Appraisal of Principal)	

General Guidance

Completion of your Personal Plan requires that you reflect on your experience as a Principal openly and honestly. If you have been a Principal for a number of years – you will probably have some successes and some lessons learnt to reflect on. It is important that you take time to think carefully about how you can develop your leadership practice so that you are best able to contribute to the Cook Islands Education Master Plan.

The order suggested for developing your personal plan is as follows:

1. Develop your **merit objectives** – these are three objectives aligned to the achievement of the ECE Centre Annual Plan. You will need to review the Plan first to determine the areas of priority that require you to demonstrate leadership. Once you have identified the three areas, then develop a **SMART** objective for each. Completing this section also requires that you identify two to three Professional Dimensions and Standards that you will aim to demonstrate in achieving each of your objectives.

2. Draw up your **development plan** – having identified your merit objectives, together with the Professional Dimensions and Standards you aim to demonstrate, consider your development needs for the coming year - you should also review your last year's final appraisal to check areas suggested for future development. You are expected to identify two areas for development that will assist you in developing your leadership practice.

Remember – your Personal Plan needs to be agreed with both the Chair of your Board/Committee and your Ministry of Education Review Officer at the beginning of the year.

Part One: Merit Objectives

Before completing this section, please review the ECE Centre Annual Plan and identify **three areas** of priority that will require you to demonstrate leadership in the coming year. Once identified, you need to develop a **SMART** objective for each area. SMART objectives meet the following criteria:

Specific	The objective should be precise so that even a non-Principal could understand what outcome the objective relates to.
Measurable	The objective should be able to be quantified in some sense so that a non-Principal can observe when the objective has been achieved. SMART objectives are usually described in terms of quantity, quality, timeliness or cost.
Achievable and agreed	Your objective should be realistically achievable whilst providing some stretch and challenge. It should not be so difficult that you would likely fail in your efforts. Your objective also needs to be agreed with the Chair of your Board/Committee and your MoE Review Officer.
Relevant	Your objective should be relevant to your Centre i.e. drawn from the Centre Annual Plan, and relevant to your position.
Timed	The objective must have a completion date. If it relates to a larger project that will span more than one year, the objective must reflect specific work that can be completed by the end of the performance year.

The following is provided as an example for you to follow:

Example Merit Objective One	Professional Standard Dimensions and Standards I will Develop
To implement all aspects of the revised Performance Development System for the teachers in our Centre according to the timeframes established by the Ministry of Education.	Professional Leadership: 8.1.4 Encourages staff to develop, implement and evaluate new ideas and approaches to their teaching. 8.2.2 Attends and contributes to staff meetings, ECE workshops and professional development and implements resulting outcomes. Administration: 7.1.4 Has established a system for review of policies.
Linkage (relevance) to Centre Plan: All Policy Statements are reviewed as set out in the policy review schedule.	
Chair of Board/Committee Comments (Mid Year Review): Principal has worked with the teachers to ensure that they understand the various components of the Performance Development System – this was done via a presentation to the teachers and then working with them to develop their Personal Plans which were completed mid-March. The Principal has also undertaken formal observation of each teacher and completed the relevant evidentiary documentation which I have sighted.	
Chair of Board/Committee Comments (End of Year Review): Performance appraisals and attestations for each teacher have been completed as required. I have encouraged the Principal to ensure that there is good evidence to support the appraisals and to make sure this is gathered through-out the year. My discussions with the teachers indicate that they felt supported by the Principal to achieve their goals however one felt that she would have benefitted from more feedback as the year progressed. This is an area that the Principal may wish to consider for next year.	

Now add your Merit objectives in the boxes below:

Merit Objective One	Professional Standard Dimensions and Standards I will Develop
Linkage (relevance) to Centre Plan:	
Chair of Board/Committee Comments (Mid Year Review):	
Chair of Board/Committee Comments (End of Year Review):	

Merit Objective Two	Professional Standard Dimensions and Standards I will Develop
Linkage (relevance) to Centre Plan:	
Chair of Board/Committee Comments (Mid Year Review):	
Chair of Board/Committee Comments (End of Year Review):	

Merit Objective Three	Professional Standard Dimensions and Standards I will Develop
Linkage (relevance) to Centre Plan:	
Chair of Board/Committee Comments (Mid Year Review):	
Chair of Board/Committee Comments (End of Year Review):	

Part Two – Development Plan

Having identified your merit objectives, together with the Professional Dimensions and Standards you aim to demonstrate, consider your development needs for the coming year - you should also review your last year's final appraisal to check areas suggested for future development. You are expected to identify two areas for development.

The following example is provided for you to follow:

EXAMPLE:
Area for Development: Performance Appraisal for ECE teachers
Skills, Knowledge, Experience I Want to Develop Knowledge of the Cook Islands Performance Development System including completing appraisals, and developing personal plans.
What I Will Do <ol style="list-style-type: none">1. Attend professional development sessions including appraiser training as planned by the Ministry of Education2. Work with the teachers to assist them in completing their development plans by the end of February, seeking assistance from other Principals and/or the ECE Advisor on developing relevant personal plans
Self Reflection on Learning/Development Achieved Teachers found it useful to plan together, this helped them to unpack the standards and to understand what is required of them. It became evident that our annual plan needed reviewing and this was completed by the middle of the first term. Personal plans were completed in mid-March. Having worked through the first year of the new PDS system, I feel more confident about supporting teachers next year but feel I need to focus more on providing timely feedback rather than just waiting for the midyear and end of year formal assessments.

Now complete your two areas for development below:

Area for Development
Skills, Knowledge, Experience I Want to Develop
What I Will Do
Self Reflection on Learning/Development Achieved

Area for Development

Skills, Knowledge, Experience I Want to Develop

What I Will Do

Self Reflection on Learning/Development Achieved

Personal Plan Agreed on _____ (insert date)

Principal _____ Chair Board/Committee _____

Part Three: End of Year Performance Development Summary

At the end of the year (prior to the 30th November) you are responsible for ensuring a summary of your performance achievement is completed.

- **Section 1** (merit objectives) requires you to provide a self assessment of your achievements against each of your objectives and to provide details of the evidence to support your assessment.
- **Section 2** (professional development) is to be completed by the Peer Principal you identified at the beginning of the year to provide you feedback on your professional development.
- **Section 3** (summary) requires you to provide a summary of your significant achievements, to note feedback you received from students/parents/teachers and to highlight any areas you have identified for improvement for the following year.

1. Merit Objectives – self assessment against your merit objectives

Comment on the achievement of the **three merit objectives**. Your comments should focus on the progress made towards demonstrating greater breadth and depth of the professional standards that were specifically identified for development (your comments should be evidenced based):

Comments - Achievements	Evidence
Merit Objective One	
Merit Objective Two	
Merit Objective Three	

2. Professional Development – Peer Assessor Feedback

Comment on your observations of this Principal's application of their learning from their professional development. In particular, provide examples of changes you may have observed in their leadership practice.

Application of Learning	Changes Observed in Leadership Practice

3. Self Appraisal – Summary

Provide a summary comment of your assessment of the progress you have made in the past year – note significant achievements as well as areas you consider you could focus on for improvement next year.

My Significant Achievements:
Feedback I Received From Teachers/Peers/Parents and Caregivers/ Others:
Areas for Further Improvement Next Year:

Chair of Board/Committee Sign-Off

I, _____ (insert Chairperson's name) confirm that I have observed _____ (insert Principal's name) over the past year, have provided feedback on a regular basis and consider this self report to be an accurate reflection of their performance and development.

Chair of Board/Committee: _____ Dated: _____

Appendix III: ECE Principal Position Description

MINISTRY OF EDUCATION
P.O. Box 97, Rarotonga, Cook



**Government of the Cook
Islands**

POSITION DESCRIPTION – PRINCIPAL – Independently Managed Early Childhood Education Centre

The purpose of this role is to provide leadership in the provision of early childhood education and care for children aged approx 3 – 5 years of age.

RESPONSIBLE TO: Secretary of Education

The Principal will have professional and functional relationships with:

Children

Parents/caregivers

Teaching and ancillary staff

School Committee/Parent Teacher Association

Ministry of Education ECE Advisor, Review Officers and School Support Staff

Community Organizations and Groups

KEY TASKS

Key Task 1

Professional Leadership

Key Objectives	Expected Outcomes
1. Provide professional direction to and support for the work of others.	<ul style="list-style-type: none">• Staff continue to learn new skills, and try new approaches to teaching in a supportive environment.• Children's needs are met in a climate of change.
2. Focus on continual school improvement through initiating self-review and responding to recommendations from external audit.	<ul style="list-style-type: none">• Centre community is focused on continual improvement for the benefit of children.
3. Develop, maintain and implement a quality management system for the effective and efficient management of the school.	<ul style="list-style-type: none">• Centre management and day-to-day administration are supported by quality policies and procedures.

Key Task 2 Professional Development

Key Objectives	Expected Outcomes
1. To complete the Appraisal system for ECE teachers and set and undertake Professional Development goals for the year.	<ul style="list-style-type: none">• Reflective teaching practices with a view to constant improvement.
2. To provide a teaching practice that is consistent with the Professional Standards for ECE teachers.	<ul style="list-style-type: none">• The development of professional teaching skills.
3. To keep current about recent ECE developments.	<ul style="list-style-type: none">• Professional readings, access to the Internet, and attendance at ECE meetings and workshops.

Key Task 3 Learning and Teaching

Key Objectives	Expected Outcomes
1. To develop a program based on Te Apii Potiki Curriculum Document, which is developmentally appropriate for children within the center.	<ul style="list-style-type: none">• Planning, including assessment and evaluation are documented and shared with parents and visitors.
2. To ensure that the environment is play based and activities are appropriate, challenging and of interest to extend children's learning and that children's holistic needs (i.e. physical, emotional, spiritual, intellectual and cultural) are catered for in the programme.	<ul style="list-style-type: none">• Early childhood professionals recognize the programme as appropriate.• Children enjoy the stimulating and interactive learning environment.• Families feel that their child progresses in appropriate and significant ways during their time at the centre.• Positive relationship is established between home and the ECE Center.
3. Learning stories or other entries will be made in each child's portfolio at least once a month.	<ul style="list-style-type: none">• Parents are aware and understand what learning is provided for their children, and willingly contribute.
4. Meet regularly with parents, either formally or informally, to discuss and evaluate children's learning and development.	<ul style="list-style-type: none">• Families feel they have an opportunity to contribute to their child's learning.• Parents feel informed about their child's development and supported in their role.• Parents communicate freely and comfortably with staff about their child's development.
5. Review and evaluate programme planning.	<ul style="list-style-type: none">• Quality programme and quality teaching and learning.• Teacher adopts a process of self review and reflective teaching which identifies strengths and weaknesses in self and programme.• Accountability is appreciated by staff.

Key Task 4 Learning Environment

Key Objectives	Expected Outcomes
1. Regular monitoring and reporting of play equipment, equipment fixtures or fittings needing repair, modification or replacement.	<ul style="list-style-type: none">• Equipment of an appropriate type and quality is purchased and maintained.
2. Collecting new materials and purchase of equipment and learning aids with in allocated budget	<ul style="list-style-type: none">• Inventory is maintained to record all purchased play equipment or discarded ones.• Care and maintenance of equipment maintained.
3. Making recommendations to management committee for purchase of capital items.	<ul style="list-style-type: none">• Effective communication with treasurer and management.• Quality equipment is purchased and an appropriate check on quantity maintained.• Staff works within agreed budget when purchasing equipment.• The management committee is informed of major deficits in relation to type or quantity of equipment.
4. Maintain a high standard of physical care by appropriate attention to children's personal hygiene, safety in all activities, eating and feeding and toileting.	<ul style="list-style-type: none">• Health and safety policies are complied with at all times.• Indoor and outdoor learning areas are checked daily for safety and possible dangers.• Eating and feeding areas are maintained and cleaned daily
5. Cleaning as required during the day to maintain a hygienic work place.	<ul style="list-style-type: none">• Toilets are cleaned and sanitized daily.• Kitchen area and cupboards are tidy and cleaned daily.
6. Ensure the center is tidied daily making sure potential hazards are eliminated.	<ul style="list-style-type: none">• Center environment is tidy, safe, and clean.
7. Teachers use positive guidance strategies for managing behavior.	<ul style="list-style-type: none">• That all children are kept safe from harm.

Key Task 5 Communication

Key Objectives	Expected Outcomes
1. To communicate clearly and effectively with children in either or both CI Maori or English.	<ul style="list-style-type: none">• Children are engaged in developing their communication skills.• Children's self esteem is enhanced as a result of being listened to and through positive reinforcement.
2. To maintain confidentiality amongst colleagues and parents/caregivers and to build trust with children.	<ul style="list-style-type: none">• Children experience respect.• Parents/caregivers receive direct feedback about their children's learning progress.• Parents/caregivers trust the teachers with the care/teaching of their children.

Key Task 6 Support for Colleagues

Key Objectives	Expected Outcomes
To develop and share resources and knowledge with ECE colleagues.	<ul style="list-style-type: none">• The Centre has a pool of appropriate resources available to all teachers.• Teachers learn from each other and in doing so improve the quality of the learning experience for all children in the Centre.
To involve parents and caregivers in the day to day work of the Centre.	<ul style="list-style-type: none">• Parents and caregivers take an active role in the learning of their children.• Effective relationships are built between teachers, parents and caregivers.

Key Task 7 Contribution to Wider ECE Activities

Key Objectives	Expected Outcomes
1. Participate in a range of activities (including out of school hours as appropriate) that will benefit Early Childhood Education.	<ul style="list-style-type: none">• Acts as an ambassador for the School/ECE Centre.• The benefits of ECE are understood by a wide range of audiences.• ECE is recognised as an important contributor to children's learning journey.

Key Task 8 Administration

Key Objectives	Expected Outcomes
1. Maintain accurate records of the following; register of attendance, financial records, inventory, job description for staff, guidelines for expected standards of behavior of others, (like helpers), policies in place for health, safety, governance, review systems of policies.	<ul style="list-style-type: none">• Quality management and professional standards are maintained in teaching, learning and maintenance of center.• Positive open-door communication with parents and community is maintained.
2. Ensure that all required documentation is completed in a timely manner.	<ul style="list-style-type: none">• All documentation will be up to date.

Key Task 9 Statutory Requirements

Ensure that the administration of the Centre complies with the Education Act, its amendments, the Cook Islands Education Guidelines (Education Goals, Cook Islands Curriculum Framework and Administration Guidelines), Ministry of Education instructions and directives as issued by the Secretary of Education from time to time.

Appendix IV: Teacher Appraisal of Principal

Principal: _____ Teacher: _____ Date of Observation: _____

Dimension 2 Learning and Teaching		
Criteria	Consistently Demonstrated Yes/No	Observation Evidence
Provides a programme that reflects children's interests		
Encourages opportunities for children to play individually, and together in groups of their own choosing		
Demonstrates a child-centred (rather than teacher centred) approach to learning		
Encourages children to problem solve and think for themselves		
Establishes a positive rapport that raises children's self esteem and confidence and increases their learning		
Is aware of and sensitive to cultural differences (including gender, ethnic, socio-cultural)		
Responds readily to individual or small group needs – shows flexibility		
Supports and encourages children to develop a positive attitude that promotes learning		
Asks the "How" and "Why" questions		
Encourages children to talk about their experiences and family and community life		

Overall Comments: Please focus your comments around the question "Does this Principal demonstrate this dimension at the expected level or at a level above or below their experience?"

Dimension 3 Learning Environment		
Criteria	Consistently Demonstrated Yes/No	Observation Evidence
Encourages and promotes awareness and practices about caring for the environment		
Provides a solid base of play-based activities		
Provides quiet/soft areas and shady areas for children		
Provides areas for physical development		
Is warm and welcoming to all children and their families		
Promotes respect for people, places and things		
Greets/farewells and smiles at children when they arrive and depart		
Allows opportunities for children to develop their confidence and take risks while learning		
Establishes clear routines, involving children where appropriate		
Respects, affirms and practices inclusion for children who have additional needs		

Overall Comments: Please focus your comments around the question “Does this Principal demonstrate this dimension at the expected level or at a level above or below their experience?”

Dimension 8 Professional Leadership		
Criteria	Consistently Demonstrated Yes/No	Observation Evidence
Acts as a role model for staff, volunteers and children		
Sets clear expectations and high standards for others to emulate		
Encourages staff to develop, implement and evaluate new ideas and approaches to teaching		
Effectively administers the day-to-day running of the Centre		
Focuses on moving the Centre forward		
Encourages staff to work collaboratively		
Encourages staff to improve teaching and learning practices from each other through observation and discussion		
Strives to ensure that all staff feel motivated, valued and positive about the direction of the Centre		

Overall Comments: Please focus your comments around the question “Does this Principal demonstrate this dimension at the expected level or at a level above or below their experience?”

Teacher Signature:_____ **Date:**_____

Appendix V: ECE Principal Personal Report

Instructions for Completing this Form

The ECE Principal Personal Report is to be completed by the appropriate Ministry of Education Review Officer and forwarded to the Chief Planning, Policy and Review Officer no later than 10th December of each year for verification.

Section 1: Personal Details

Name:	<i>Christian Name(s)</i>	<i>Surname</i>
Centre:		
Chair of Board/Committee:	(name)	
Ministry of Education Review Officer:	(name)	

Section 2: Merit Objectives – to be completed in consultation with the Chair of the Board/Committee.

- (i) The **three merit objectives** were achieved and each of the Professional Standards chosen were demonstrated and evidenced at a level considered competent or better.

Yes/No (delete one)

- (ii) If the answer to (i) above is **no**, please comment on areas that remain incomplete, reasons for this and standards that you recommend be carried over to the next year:

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Section 3: Attestation of Professional Standards

Please place a tick in the relevant box to indicate your overall assessment. Your assessment should be based upon observation and evidence provided by the Principal – including the Teacher observation. For those indicators that are shaded, you should discuss with the Chair of the Board/ Committee before noting your assessment.

Please note that the Secretary of Education may seek to verify the information you provide in this section. It is important therefore that you provide a fair and accurate assessment.

ECE Principal Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Professional Development</u> <i>1.1 Demonstrates a high level of commitment to further developing own knowledge and skill.</i> Indicators			
1.1.1 Following review and self-appraisal sets and pursues professional goals to affect improvement and communicates these to appraiser.			
1.1.2 Willingly attends and contributes to staff meetings, ECE workshops, and professional development sessions including those held outside of work hours. Regularly reflects on, and reviews personal performance.			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Learning and Teaching</u> <i>2.1 Demonstrates a sound knowledge of Cook Islands ECE curriculum and current learning, teaching and assessment theory.</i> Indicators:			
2.1.1 Provides a core programme that reflects children's interests			
2.1.2 Provides core activities that cater for a wide range of interests and learning experiences			
2.1.3 Provides opportunities for children to play individually, and together in groups of their own choosing			
2.1.4 Caters for and includes children with additional needs			
<i>2.2 Demonstrates appropriate practices that are consistent with the principles of early childhood education.</i> Indicators:			
2.2.1 Creates positive ways of involving children and their families in the centre			
2.2.2 Encourages children to develop an awareness of different values and beliefs in the community, and to become familiar with connections between people, places and things			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
2.2.3 Encourages children to develop a sense of belonging by taking an interest in their home life and culture			
2.2.4 Involves children where possible in planning for and assessment of their own learning			
2.2.5 Respects and acknowledges the language (and symbols) of the child's own and other cultures			
2.2.6 Encourages children to problem solve and think for themselves			
2.2.7 Encourages children to talk about their experiences and family and community life			
2.2.8 Ensures that all children are adequately supervised in all play areas and at all times			
2.2.9 Uses resources and equipment in ways that engage children in further learning and exploration			
<p><i>2.3 Evaluates and reflects on teaching and learning with a view to improvement.</i></p> <p>Indicators:</p>			
2.3.1 Demonstrates an ability to cater for and adapt to different learning styles and recognizes the individuality of each child			
2.3.2 Provides children with encouragement which is affirming, specific and meaningful			
2.3.3 Gives correct and honest information to children that will assist and extend the child			
2.3.4 Supports children to recall and revisit learning			
2.3.5 Reflects on and adapts teaching strategies to support and extend children's learning			
<p><i>2.4 Utilises assessment as a conscious practice of noticing, recognizing and supporting documentation.</i></p> <p>Indicators:</p>			
2.4.1 Gathers assessment examples that are good indicators of children's interests, strengths, and achievements			
2.4.2 Looks for new ways to assist children's learning and development			
2.4.3 Provides feedback to parents/caregivers that is open, positive and encouraging			
2.4.4 Provides a portfolio for each child which contains a variety of documentation which is culturally, socially and individually appropriate			
ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<p><u>Learning Environment</u></p> <p><i>3.1 Demonstrates effective positive guidance strategies.</i></p> <p>Indicators:</p>			
3.1.1 Supports and encourages children to develop a positive attitude that promotes learning			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
3.1.2 Establishes a positive rapport with children that raises their self esteem and confidence and increases their learning			
3.1.3 Shows warmth to all children through appropriate physical contact especially those who are sad or hurt			
3.1.4 Uses effective positive behaviour guidance strategies			
3.2 Develops competent practices in facilitating children's engagement in learning.			
Indicators:			
3.2.1 Uses a variety of teaching strategies and approaches to engage children in learning			
3.2.2 Adapts teaching approach to meet learner's preferred style			
3.2.3 Demonstrates a child-centred (not teacher-centred) approach to learning			
3.2.4 Establishes clear ECE routines, involving children where appropriate			
3.3 Creates and maintains a safe environment that is conducive to learning			
Indicators:			
3.3.1 Encourages and promotes awareness and practices about caring for our environment			
3.3.2 Ensures the environment reflects the diversity that exists within the community and the wider world			
3.3.3 Provides a solid base of play-based activities			
3.3.4 Provides quiet / soft areas and shady areas for children			
3.3.5 Provides areas for physical development			
3.4 Establishes high expectations that value and promote learning.			
Indicators:			
3.4.1 Promotes and extends learning for children			
3.4.2 Encourages children to take responsibility for their learning and behaviour			
3.4.3 Allows opportunities for children to develop their confidence and take risks while learning			
ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
3.5 Maintains and promotes positive relationships with children that respect their individuality, culture and place in their community.			
Indicators:			
3.5.1 Is warm and welcoming to all children and their families			
3.5.2 Models and practices conflict resolution skills and supports children to sort out their differences peacefully			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
3.5.3 Respects, affirms and visibly practices inclusion for children who have additional needs			
3.5.4 Promotes respect for people, places and things			
3.5.5 Greets / farewells and smiles at children when they arrive and depart			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
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Effective Communication (Children, colleagues, parents/caregivers)

4.1 Communicates clearly and effectively in either or both English and Cook Islands Maori.

Indicators:

4.1.1 Confidently uses a range of communication strategies to suit audience			
4.1.2 Adapts and selects appropriate strategies for communicating effectively with a diverse range of people			
4.1.3 Asks the 'right' question in the 'right' way e.g. "Tell me about..."			
4.1.4 Listens actively to children without interrupting them			
4.1.5 Displays responsible behaviour at all times			
4.1.6 Regularly shares information with families about their child's learning journey			
4.1.7 Recognises and values the support of parents/caregivers			
4.1.8 Maintains confidentiality, respect and trust			
4.1.9 Seeks assistance from colleagues when unsure or misunderstands the situation			
4.1.10 Uses positive reinforcement to encourage appropriate behaviour			
4.1.11 Is familiar with the Teacher's Code of Ethics and promotes its use			
4.1.12 Encourages ethical behaviour in others and role models this			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
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Support for and Co-operation with Colleagues

5.1 Demonstrates a high level of commitment to establishing and maintaining effective and co-operative working relationships with and between colleagues.

Indicators

5.1.1 Share ideas, resources, pedagogical methods and strategies with colleagues			
5.1.2 Involve parents in aspects of the work of the centre, including making resources and activities held outside of the centre			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Contribution to Wider ECE Activities</u> <i>6.1 Contributes to the life of the ECE Centre and its wider community.</i> Indicators			
6.1.1 Willingly participates in activities which benefit stakeholders of the centre			
6.1.2 Strives to positively represent the centre, the school and the Ministry of Education			
6.1.3 Informs community on centre activities through newsletters etc			
6.1.4 Promotes attendance at the centre by meeting / contacting parents			
6.1.5 Promotes an awareness of the value of ECE education in the community			
6.1.6 Provides assistance to parents/caregivers on ECE issues – provides support for concept of Parent As First Teacher			
6.1.7 Maintains links with Ministry of Health personnel regarding children's health			
6.1.8 Invites and values contribution from families / caregivers			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Administration</u> <i>7.1 Demonstrates an ability to complete administrative tasks effectively and efficiently.</i> Indicators			
7.1.1 Maintain accurate records of admission, withdrawal, attendance and health records			
7.1.2 Presents written documents in a professional, clear manner			
7.1.3 Furnishes accurate reports to parents/caregivers and provides evidence to support judgements			
7.1.4 Has established a system for review of policies			
7.1.5 Maintain up to date financial records and assets register			
7.1.6 Has written guidelines of expected standard of behaviour of others (parent helpers etc.) working in the centre			
7.1.7 Has written safety policies for all who work at the centre			
7.1.8 Has written job descriptions for other staff and helpers			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Professional Leadership</u> <i>8.1 Provides professional direction to, and support of the work of others.</i>			
Indicators			
8.1.1 Provides support, advice, guidance at professional meetings that enhance the outcome of the meeting.			
8.1.2 Acts as a role model for staff, volunteers and children.			
8.1.3 Sets clear expectations and high standards for others to emulate.			
8.1.4 Encourages staff to develop, implement and evaluate new ideas and approaches to their teaching.			
<i>8.2 Develops, understands and implements quality policies and practices for the effective management of the Centre.</i>			
Indicators			
8.2.1 Effectively administers the day-to-day running of the centre.			
8.2.2 Establishes, implements and maintains effective and efficient management systems.			
8.2.3 Prioritises tasks, manages time well and meets deadlines.			
8.2.4 Focuses on moving the Centre forward.			
<i>8.3 Reflects on own performance appraisal and demonstrates a commitment to on-going professional development to improve performance.</i>			
Indicators			
8.3.1 Actively seeks opportunities to improve knowledge and skills.			
8.3.2 Implements recommendations made in performance appraisal report.			
ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<i>8.4 Motivates and supports staff to improve the quality of teaching and learning.</i>			
Indicators			
8.4.1 Encourages staff to work collaboratively.			
8.4.2 Encourages staff to improve teaching and learning practices from each other through observation and discussion.			
8.4.3 Strives to ensure that all staff feel motivated, valued and positive about the direction of the Centre.			

ECE Principal	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<u>Statutory Requirements</u> 9.1 Complies with all Ministry of Education instructions, the Education Act, its amendments and regulations.			
Indicators			
9.1 Works within statutes and regulations relating to all aspects of the Centre operations.			
9.2 Ensures that all Ministry returns are completed by the required date.			

ATTESTATION

I certify that sufficient evidence has been gathered or sighted (documentary and through observation) to attest that:

_____ has met the criteria for attestation in accordance with the Professional Standards for Cook Islands ECE Principals.

Signed: _____ Dated: _____

Review Officer

OR

_____ has **not** met the following standard(s) (please circle):

- 1 Professional Development
- 2 Learning and Teaching
- 3 Learning Environment
- 4 Effective Communication
- 5 Support for and Co-operation with Colleagues
- 6 Contribution to Wider ECE Activities
- 7 Administration
- 8 Professional Leadership
- 9 Statutory Requirements

Recommendation (circle one and then specify in general comments below):

A. Professional development and/or further training – managed internally through the following year Personal Plan; OR

B. Professional development and/or further training – managed with assistance of the MoE; OR

C. Commence counseling and discipline procedures

General Comments:

Signed: _____ Dated: _____

Review Officer

Principal's Statement: Please tick appropriate box

This report provides an accurate record of my performance and development

☐

I do not agree with this report and I have completed a written rebuttal that is attached to this form

☐

Principal's Signature: _____
(Signature certifies that I have read the report)

Recommendation:

My recommendation is that this Principal's overall performance for the year be rated (circle one):

Competent

Excellent

Unsatisfactory

Signed: _____ Dated: _____
Review Officer

For Office Use Only: Report received from Centre: _____ (date)

Report Verified By: _____ (name of Chief Policy, Planning and Review Officer)

Comments:

Overall Performance is (circle one): **Competent** **Excellent** **Unsatisfactory**

Signed: _____ (Chief Planning, Policy and Review Officer)

Date: _____