



Cook Islands Ministry of Education

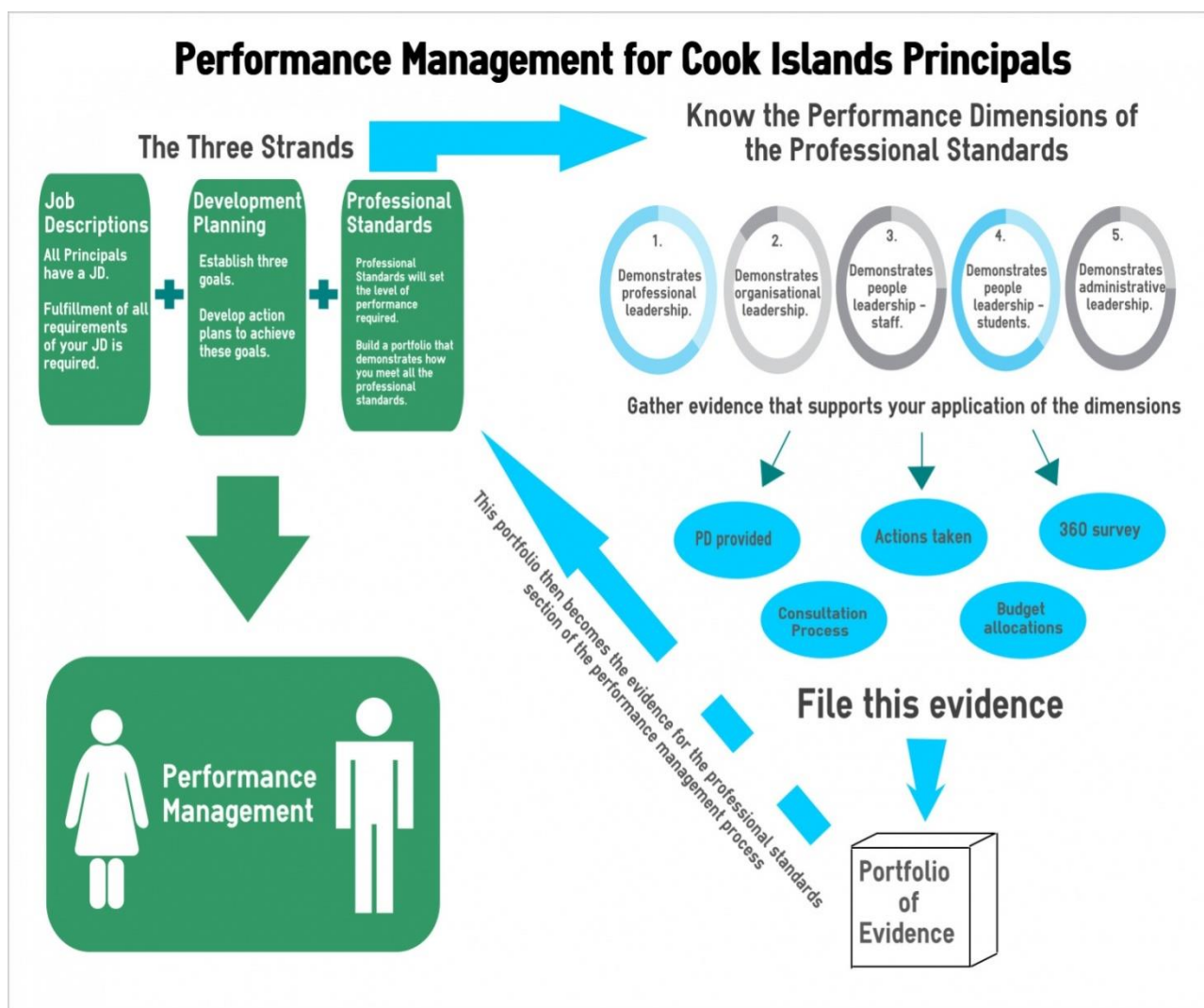
PERFORMANCE MANAGEMENT for COOK ISLANDS PRINCIPALS

Principals Handbook

Introduction

Performance Management (PM) is the term used to describe the process that ensures all employees are aware of the level of performance expected of them in their role. This document aims to outline the performance management process that all Cook Islands Principals are expected to complete.

A summary of this process is provided below:



THERE ARE THREE STRANDS TO PERFORMANCE MANAGEMENT FOR COOK ISLANDS PRINCIPALS:

Strand ONE: Professional Standards

There are five professional standards. You are required to meet **all five** professional standards for attestation purposes. If for some reason you do not meet one or more of the standards, you will be placed under review.

Each professional standard is described by key indicators. All principals are required to collect evidence to build a portfolio to demonstrate they meet all the professional standards.

Each standard is summarized by a descriptor. On the basis of all the evidence in your portfolio, your appraiser will be required to make an overall judgment about whether you meet the standard as described and make a recommendation to the Ministry of Education (MoE). You do not have to meet the requirements of every key indicator to meet the standard.

Excellence

In order to be considered for excellence you must meet the excellence criteria for **all five** professional standards, but not necessarily every indicator. You must also ensure that your annual report is completed and sent to the MoE by 31 December annually.

All Principals are required to send an annual report to the MoE at the end of Term Four each year and no later than 31 December. This report should provide a detailed analysis of progress made in achieving the goals and action plans set out in the school strategic and annual plan. Failure to produce an annual report by the due date will mean that attestation cannot be maintained or gained.

Strand TWO: Job Descriptions (JDs)

All Principals have a common core Job Description.

Attestation each year against the professional standards can only be signed off by the MoE and only if you have fulfilled all the requirements of the JD.

If for some reason you are not meeting the requirements of your JD, you will not gain attestation. This will mean that you could be placed under review.

Strand THREE: Development Planning

All Principals will be required to establish **at least one** personal professional goal each year and develop action plans to achieve this goal (*Appendix I*).

STRAND ONE: PROFESSIONAL STANDARDS

All Principals are required to gather a portfolio of evidence to satisfy each professional standard. The portfolio could be electronically stored.

Principals are required to:

1. Gather a portfolio of evidence to satisfy each professional standard. The portfolio could be electronically stored.
2. Review and comment on the results of a 360° performance survey.

Board Chairs are required to:

1. Meet with the principal at least twice a year to review portfolios and provide support.
2. Sign off that the principal has presented their completed portfolios by the last day in November.

3. Recommend attestation or excellence to the MoE on the basis of evidence contained in the portfolio by the end of December.
4. Identify professional development for the principal as appropriate and inform the MoE Human Resources (HR) Division of these needs. This could be done throughout the year but certainly by the end of December.

MoE is required to:

1. Develop and administer a 360° questionnaire (preferably by an independent HR specialist) and report the results to the principal. The survey should focus on the professional standards for principals and should canvas opinions from staff; MoE advisors, line managers and/or directors; students and parents.
2. Examine principal portfolios during scheduled MoE review visits to schools.
3. Collect by random sample (10%) of portfolios nationwide each year from schools not visited.
4. Collect further portfolios as required, particularly from schools which are not regularly visited by the MoE review team.
5. Review all excellence application portfolios and make final decisions based on a norm referenced approach. Expatriate Principals on subsidized salaries are not eligible for monetary rewards but could still be acknowledged with an excellence grading.
6. Identify school wide and country wide PD needs and take action to provide these.

The 360° Survey

The 360° annual survey will collect information about all five professional standards from your key stakeholders, i.e. staff; students and parents; MoE advisors, line managers and/or directors;

The survey will be administered to a selection of your staff who will be randomly selected. Depending on the size of your school, it is suggested that at least 25% of staff are surveyed. In small schools this will be a higher percentage. The survey will be administered electronically where applicable.

The survey will be administered and collected by the designated HR specialist and the results will be provided to you confidentially, and as far as possible anonymously.

Parents

You are asked to provide contact details for up to 20 parents for schools over 150 students and 10 parents for schools with rolls less than 150, who can be approached. The survey will be administered and collected by the HR specialist assigned to carry out this survey. The results will be provided to you confidentially and as far as possible anonymously.

MoE Line Managers/Advisers

You are asked to also select three line managers or advisers. The survey will be administered and collected by the HR Specialist. The results will be provided to you confidentially and as far as possible anonymously

Using the 360° Survey

You will be asked to refer to the results of the 360° survey in your annual review of professional standards and if necessary, include goals in your development planning to address any issues raised.

A selected HR specialist will administer the survey. The data collected belongs to you and cannot be used by the MoE in any performance management process.

However the MoE will want to be assured that you are taking note of the results of the survey and that you are addressing any issues arising out of it.

Professional Standards for Cook Islands Principals

The professional standards for Cook Islands Principals include five performance dimensions. Each performance dimension, indicators, portfolio evidence examples and descriptors for competent and excellent Principals are outlined below.

Performance Dimension 1: Demonstrates Professional Leadership

This dimension focuses on the ability of the Principal to provide leadership to teachers related to the core function of teaching and learning in classrooms.

Key Indicators

1. Is actively involved in working with teachers to encourage them to continually improve their teaching performance.
2. Ensures teachers continually seek ways to identify barriers to learning.
3. Ensures teachers' professional development programme is focused on improving teaching and learning.
4. Is recognized by teachers as being knowledgeable about curriculum/assessment and teaching and learning.
5. Ensures teachers keep parents/caregivers fully and regularly informed about student academic progress and provides teachers with advice and support where necessary.
6. Ensures teachers routinely use formative assessment data to improve teaching for individual students and groups of students.
7. Ensures teachers routinely use robust and up to date summative achievement data to identify ways of improving teaching for individual students and groups of students over time.
8. Ensures the school and classroom reward systems acknowledge academic learning.

Portfolio Collection

Principals should seek to provide evidence that they satisfy most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal business of managing and leading the school.

Some suggestions are listed below. These suggestions are not intended to be an exhaustive list since principals work in widely different environments:

- 360° survey.
- Classroom observation notes collected by principal or other delegated staff member.
- Samples of presentations or PD provided by the principal.

- Professional development programme with SMART teaching and learning goals /objectives.
- Samples of PM documentation and portfolio collection by teachers.
- Samples of teacher and principal annual goals which are focused on improving teaching and learning.
- Evidence of PD undertaken or professional readings completed.
- Evidence that students' achievement data is accessible, robust and collected over time.
- Samples of reports to parents which focus on achievement, progress and next steps.
- Samples of the process used to identify and reward students for academic learning.

Descriptors

Performance Dimension 1: Demonstrates Professional Leadership

Competent Principal	Excellent Principal
<p>The principal works to ensure that teachers are focused on teaching and learning. The PM process is of good quality and completed by all staff. Teachers' goals reflect the goals set out in the strategic and annual plan.</p> <p>Good assessment data are available for students which support teachers in making judgments about progress and next steps.</p> <p>Parents/students receive regular reports which detail achievement progress and next steps advice.</p> <p>Students are acknowledged and rewarded for good work.</p>	<p>The principal is always demonstrably focused on improving teaching and learning in the school. This focus is supported with robust, detailed and regularly collected assessment data for all students in the school.</p> <p>Teachers routinely examine assessment data and work to address issues and concerns for all students where feasible. The PM and professional development programme for teachers are of high quality, encourage professional growth, and focus on student learning outcomes rather than compliance. As a result, teacher goals are SMART and reflect the teaching and learning priorities which are clearly set out in the annual and strategic plan.</p> <p>Parents/students receive detailed and regular reports which focus on achievement progress and "next steps" advice which is followed up by teachers.</p> <p>Students are regularly acknowledged for success in learning and see this acknowledgment as being both positive and a cause for celebration.</p>

Performance Dimension 2: Demonstrates Organisational Leadership

This dimension focuses on the ability of the principal to effectively manage and lead the school as an organisation.

Key Indicators

1. Strategic and annual plans have measurable and useful outcomes which are clearly linked to principal and teacher goals/action plans.
2. Strategic and annual plans are reviewed with input from key stakeholders, and changes made as necessary.
3. School policies and procedures are up to date relevant and reflect actual practice.
4. The school is administered efficiently on a day to day basis.
5. Significant decisions are made based on evidence, consultation with relevant parties and careful evaluation of alternative options.
6. External review is prepared for and the recommendations/findings are acted upon.
7. The school committee and community are active and feel included in the strategic and day to day operation of the school.
8. Communication channels, for internal and external purposes, are effectively managed using a wide variety of means including verbal, written and media.

Portfolio Collection

Principals should seek to provide evidence that they satisfy most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal business of managing and leading the school.

Some suggestions are listed below. These suggestions are not intended to be an exhaustive list since principals work in widely different environments:

- 360° survey.
- Strategic and annual plan and samples of teachers' goals which reflect strong alignment.
- Evidence of consultation with key stakeholders in the development of the strategic and annual plans.
- Evidence that school policies are up to date, reviewed and implemented.
- Evidence and an example of the process used in making significant school wide decisions.
- Evidence and an example of the process used to consult with the school community on significant school wide decisions.
- Samples of communications within school and externally.
- External review reports and evidence of actions taken.

Descriptors

Performance Dimension 2: Demonstrates Organisational Leadership

Competent Principal	Excellent Principal
<p>Strategic and annual plans are clearly linked, well documented and have measurable goals and action plans. The annual plan is reviewed annually and findings from this review are used to inform further planning. Principal and teachers' goals and action plans, as documented in the PM, are linked to the annual plan goals.</p> <p>School policies are up to date and reviewed regularly.</p> <p>The principal consults, makes timely decisions and strives to ensure that these decisions are properly implemented.</p> <p>The principal has good communication skills and uses them to ensure that the school community is kept well informed.</p> <p>External reviews are satisfactory and recommendations are followed through as quickly as possible.</p>	<p>Strategic and annual plans are of high quality and developed based on extensive consultation and good educational research. The annual plan clearly reflects the strategic plan and has clear and measurable goals and action plans which are generally focused on improving student learning outcomes. Principal and teachers' goals/action plans as documented in the PM process can be clearly linked to annual plan goals.</p> <p>There is evidence of a robust school/community wide annual review of the strategic and annual plans with consequential impacts on the following year's annual plan.</p> <p>School policies are up to date, relevant and consistent with the school strategic plan, known/understood by staff and implemented across the school.</p> <p>The principal invites dialogue, consults, makes timely decisions, and ensures that the decisions are properly implemented.</p> <p>The principal is an excellent communicator and uses all channels, verbal, written and media, and works effectively to ensure that the school and community is supportive and well informed.</p> <p>External reviews are consistently positive and recommendations are promptly addressed.</p>

Performance Dimension 3: Demonstrates People Leadership – Staff

This dimension focuses on the ability of the Principal to provide strong and ethical leadership to his/her staff.

Key Indicators

1. 360° survey.
2. Staff feel valued and consulted on matters that affect them and their students.
3. Principal seeks feedback on his/her performance and is willing to reconsider decisions.
4. Staff work collaboratively and support school goals/philosophies.
5. Delegates effectively and ensures follow up as necessary.
6. Staff consistently enforce school policies and procedures.
7. Poorly performing staff are identified, supported, and then if necessary placed under review.
8. Staff are actively and positively involved in the PM process.
9. Principal is actively involved in the community and works collaboratively with other schools.
10. Staff disputes are dealt with fairly and in a timely manner.
11. Staff are encouraged to seek opportunities for professional growth.
12. Principal communicates clearly and effectively.

Portfolio Collection

Principals should seek to provide evidence that they satisfy most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal business of managing and leading the school.

Some suggestions are listed below. These suggestions are not intended to be an exhaustive list since principals work in widely different environments:

- 360° survey and other staff feedback (questionnaires, interviews etc).
- Evidence that the PM process is completed effectively.
- Samples of action taken in the case of disputes or poor performance.
- Examples of community involvement.
- Examples of how staff are encouraged to seek and take up professional development opportunities.
- Examples of delegations made and their effectiveness.
- Examples of communication with staff.
- Sample of minutes of staff meetings/other meetings which involve staff leadership.

Descriptors

Performance Dimension 3: Demonstrates People Leadership – Staff

Competent Principal	Excellent Principal
<p>Staff feel valued and supported by the Principal and work together to ensure that student learning outcomes are maximised.</p> <p>The PD plan and annual plan provide opportunities for professional growth.</p> <p>Poorly performing staff are identified and supported, and if necessary put under review</p> <p>The Principal is regarded as the leader of the school, is willing to delegate and is able to make difficult decisions in a timely manner. He/she is a good communicator and ensures that all staff are clear about expectations.</p>	<p>Staff report feeling highly valued and supported by the principal. There is a culture of collaboration based on improved student learning outcomes, with teachers sharing resources and working together to solve problems.</p> <p>A strong PD plan linked with the school annual plan provides high quality PD for all staff throughout the year and staff are encouraged to actively pursue professional growth.</p> <p>Poorly performing staff are quickly identified and supported. Where necessary these staff are put under review and provided with strong support mechanisms which include deadlines to meet agreed requirements.</p> <p>The principal is respected for being the leader of the school. He/she is willing and able to “delegate but not abdicate” and to make tough decisions after seeking input and consulting with relevant parties.</p> <p>The principal is an excellent communicator, is approachable and clear about expectations and the reasons for them.</p>

Performance Dimension 4: Demonstrates People Leadership - Students

This dimension focuses on the ability of the principal to provide strong and ethical leadership to his/her students.

Key Indicators

1. Guidance and other support mechanisms for students are in place.
2. Students understand the purpose of significant school initiatives and rules.
3. Students are treated with respect at all times.
4. Data related to individual student academic and pastoral welfare are collected and monitored.
5. Outside agencies are involved to support students as appropriate and where possible.
6. Student conduct, discipline and appearance are of a high standard.
7. Stand downs and suspensions are used appropriately, documented and report to MoE.
8. Student attendance is monitored and appropriate action taken as necessary.
9. There are opportunities for student involvement in decision making as appropriate.
10. Caregivers are involved as much as possible.

Portfolio Collection

Principals should seek to provide evidence that they satisfy most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal business of managing and leading the school.

Some suggestions are listed below. These suggestions are not intended to be an exhaustive list since principals work in widely different environments:

- Examples of guidance and support systems in place.
- Examples of outside agency involvement.
- Example of discipline action taken and outcomes.
- Evidence of good tracking systems for individual students' academic and pastoral welfare.
- Evidence of attendance records kept and actions taken.
- Examples of student involvement in decision making.
- Examples of parental involvement and outcomes.
- External review evidence regarding student welfare.
- Student questionnaires/interviews as appropriate.

Descriptors

Performance Dimension 4: Demonstrates People Leadership: Students

Competent Principal	Excellent Principal
<p>Students have access to quality support systems so that problems and issues affecting student learning are addressed within a reasonable period of time. Data about student academic and pastoral welfare are collected and used as appropriate.</p> <p>Staff and students are aware of discipline policies and consequences. Discipline policies and procedures are fair, consistently applied and documented. Truancy/absences rates are monitored and action taken as appropriate.</p> <p>Outside agencies are appropriately included if possible.</p> <p>Parents/caregivers are kept fully informed and included in supporting their children at the school.</p> <p>Students, where feasible and useful, have some input on matters that may affect them.</p> <p>External review (if applicable) suggests that the school operates its discipline and pastoral systems effectively and efficiently.</p>	<p>Students and parents have access to high quality support, both academic and pastoral, so that problems and issues effecting students' learning are identified early and action taken promptly. Staff collect, track and act on data related to academic and pastoral welfare of all students.</p> <p>Students and staff are aware of discipline policies and consequences. Discipline policies are applied consistently and consequences documented carefully for all students involved so that each student can be tracked throughout their time at the school. Discipline procedures are fair, firm, consistent, supportive and restorative rather than punitive. Student truancy/absence rates are monitored regularly and action taken promptly if students are truant.</p> <p>Outside agencies are always included if possible.</p> <p>Parents/caregivers are encouraged to be active partners in supporting their children in the school.</p> <p>Students, where feasible and useful, are actively consulted on matters that may affect them.</p> <p>External review, where applicable, and student views (if applicable) suggest a warm, caring, disciplined learning environment.</p>

Performance Dimension 5: Demonstrates Administrative Leadership

This dimension focuses on the ability of the principal to manage the school's property and financial resources.

Key Indicators

1. Allocates resources to reflect priorities in the strategic and annual plan.
2. Sets and monitors the school budget accordingly.
3. All spending is approved as per school policy and MoE requirements.
4. All income is properly receipted and accounted for.
5. Manages all fixed assets according to government regulations and school policies (including up to date Fixed Asset Register).
6. Maintains buildings and resources within budget constraints.
7. Ensures, as far as possible, that the health and safety of the school community is protected.
8. Works effectively with the MoE and other government agencies.
9. Ensures all MoE returns are completed in a timely fashion.

Portfolio Collection

Principals should seek to provide evidence that they satisfy most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal business of managing and leading the school.

Some suggestions are listed below. These suggestions are not intended to be an exhaustive list since principals work in widely different environments:

- 360° survey and questionnaire to relevant MoE staff.
- Examples of monthly school budget monitoring and allocations.
- Sample of completed MoE returns.
- Samples of spending approvals and receipting processes.
- Annual Profit and Loss accounts.
- Samples of health and safety inspections and hazard identification.
- Disaster Risk Management (DRM) plans available and implemented.

Descriptors

Performance Dimension 5: Demonstrates Administrative Leadership

Competent Principal	Excellent Principal
<p>Allocation of school funds is linked to strategic and annual plan.</p> <p>The school works within its budget.</p> <p>All spending is properly approved and income is properly receipted.</p> <p>Fixed assets are properly documented and the Fixed Asset Register (FAR) is updated at least twice annually.</p> <p>All health and safety regulations are met.</p> <p>All MoE returns are completed by due date.</p> <p>All DRM requirements are met.</p>	<p>Allocation of school funds and resources is clearly linked to the priorities documented in the strategic and annual plan and staff are made aware of this.</p> <p>The school works to its budget and the budget is closely monitored. All those with responsibilities for budgets are fully aware of their spending/budget position.</p> <p>All spending and money received is properly approved and receipted and follows the process as set out in the relevant school and MoE policies.</p> <p>All fixed assets are properly documented and the FAR is up to date at all times.</p> <p>All health and safety regulations met, where feasible, including signage, inspections and regular identification of hazards.</p> <p>All MoE returns completed to the highest standard by the due date.</p> <p>All DRM requirements are met.</p>

STRAND TWO: JOB DESCRIPTION

All Principals have a common core Job Description. Attestation each year against the professional standards can only be signed off by the MoE and only if the principal has fulfilled all the requirements of the JD.

If for some reason a principal is not meeting the requirements of her/his JD, she/he will not gain attestation and may be placed under review.

The position of School Principal encompasses the following outcomes and key deliverables:

Objectives	Outcomes	Key Deliverables
Professional Leadership <ul style="list-style-type: none"> To lead, co-ordinate and facilitate the learning community To establish and maintain a school culture where learning is highly valued by all members of the community To provide professional direction to the work of others by encouraging initiative and innovation in classroom practice and school organisation 	<ul style="list-style-type: none"> Staff seek learning success for all students Students receive quality instruction that meet their needs, interests and abilities Students are provided access to qualifications 	<ul style="list-style-type: none"> Ensure that learning is the central focus of the school by providing professional leadership and bringing demonstrated knowledge to quality teaching and learning, course structure for senior students and assessment practices
	<ul style="list-style-type: none"> Staff have access to quality current professional development The school is held in high regard by the community Student learning opportunities and achievement are maximised A safe environment is provided where staff feel able to try new pedagogical approaches 	<ul style="list-style-type: none"> Provide support, advice and guidance at professional meetings Acts as a role model for staff and students Sets clear expectations and high standards for others to emulate Encourages staff to implement and evaluate new ideas in their approaches to teaching
	<ul style="list-style-type: none"> All staff continue to learn new skills, new approaches and to widen their curriculum knowledge Learners needs are met in a climate of change 	<ul style="list-style-type: none"> Provide professional direction to the work of others through a shared vision of future developments and trends
	<ul style="list-style-type: none"> Learners needs are identified and the curriculum is continually improved to meet these needs 	<ul style="list-style-type: none"> Focus on continual school improvement through initiating self-review and responding to recommendations from external audit
	<ul style="list-style-type: none"> The school is effectively and efficiently managed, including the day to day running of the school The school's quality management systems are reviewed and improved to 	<ul style="list-style-type: none"> Develop, maintain and implement quality management systems for effective and efficient management of the school

	<p>meet purpose and intent</p> <ul style="list-style-type: none"> Staff are motivated to strive to improve performance through on-going professional development. 	<ul style="list-style-type: none"> Demonstrate to others by example a commitment for on-going personal professional development
Objectives	Outcomes	Key Deliverables
Strategic Management <ul style="list-style-type: none"> To lead, co-ordinate and facilitate the school's strategic planning To develop, refine and share a clear vision for the school, to enable priorities to be identified that will ensure success and highest standards of achievement for all To develop, understand and implement quality policies and practices for the effective management of the school 	<ul style="list-style-type: none"> Staff have a clear understanding of future development and are committed to work towards achieving the school's goals Up to date curriculum is delivered in a climate of change. School structure is supported through effective policy framework and review 	<ul style="list-style-type: none"> Understand the implications of change in the context of the school's community and ensure that change is reflected in the school's strategic plan An up-to-date policy management system for the school in accordance with Ministry of Education statutory obligations
Staff Management <ul style="list-style-type: none"> To manage staff so as to maximize student learning opportunities To develop an ethos in staff to strive for continual improvement through on-going professional development, reflection on performance and evaluation of their teaching 	<ul style="list-style-type: none"> Improved learning and achievement for all students Improved learning and achievement for all students 	<ul style="list-style-type: none"> Use available staff to maximise benefit to student learning Implement and monitor compliance with the Teacher Performance Development System to ensure continued professional growth of staff Support and motivate staff
Relationship Management <ul style="list-style-type: none"> Represent and act for the school as the school's community leader 	<ul style="list-style-type: none"> Members of the wider community associate the Principal with the school in a positive manner The community is provided with opportunities to be involved in aspects of school life and learning Stakeholders have confidence that the school treats all with 	<ul style="list-style-type: none"> Be the identified leader who fosters the growth of positive relations between the school and its community Create a teaching, learning and physical environment that is safe and supportive for all who work at the school Manage the school's communications networks

	fairness, dignity and respect <ul style="list-style-type: none"> All members of the school community are well-informed and regularly up dated on developments and events 	
Objectives	Outcomes	Key Deliverables
Financial and Asset Management <ul style="list-style-type: none"> Maintains and manages the school's finance, assets and a safe work and learning environment 	<ul style="list-style-type: none"> Improved learning and achievement for all students Funds are available to support the school's operational plan Funds and assets are managed transparently 	<ul style="list-style-type: none"> Use available finances, resources and assets to support student learning outcomes Implement an effective budget planning system Meet employer reporting and audit requirements
Strategic Management <ul style="list-style-type: none"> To comply with Ministry of Education instructions, relevant statutes and regulations, and with monitoring reporting requirements 	<ul style="list-style-type: none"> Any non-compliance or any allegation of same, with relevant statutes is to be referred to the Secretary of Education for discussion and agreed course of action The integrity of any investigation arising from noncompliance must be managed in a professional manner at all times. 	<ul style="list-style-type: none"> Ensure that the school is managed in accordance with the current Education Act, its amendments, the Cook Islands Education Guidelines, Ministry of Education Instructions and directives as issued by the Secretary of Education from time to time.

Person Specification

Qualifications

A principal of a Category A-E School is required to have the following qualifications:

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
Diploma in Teaching and Bachelor's Degree in Education or an equivalent discipline	Diploma in Teaching and a Post Graduate Diploma in Higher Education and/or a Masters Degree in Education or equivalent discipline

Knowledge / Experience

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential (least number of years considered):	Desirable (target number of years preferred):
Minimum of five (A) to 7 (E) years' teaching experience with at least two year's middle or senior management experience	Minimum of seven (A) to ten (E) years' teaching experience with at least two years' senior management experience

Key Skills /Attribute / Behaviours

Key Leadership & Management Skills	<p><i>The Principal of a Category A-E School will demonstrate:</i></p> <ul style="list-style-type: none"> • That he/she has the skills, experience and ability to achieve educational objectives; improve student achievement, staff motivation and the efficient running of the school. The applicant will be able to verify this through hard copy evidence in the form of annual performance development plans, annual attestation against the professional standards, records and statistics of student achievement and through substantiated reference checks.
Key Language and Culture Skills	<p><i>The Principal of a Category A-E School will have</i></p> <ul style="list-style-type: none"> • A proven empathy for advancement of indigenous culture and language
Key Communication Skills	<p><i>The Principal of a Category A-E School will be able to demonstrate effective oral and written communication skills and maintain open, transparent and regular communication channels with the school community and the Ministry of Education.</i></p>
Key Technical Skills	<p><i>The Principal of a Category A-E School will be able to demonstrate and apply:</i></p> <ul style="list-style-type: none"> • A sound understanding of the Education Master Plan, and the four outputs of the Annual Business Plan: <ul style="list-style-type: none"> (i) <i>Taku Ipukarea Kia Rangatira</i> (ii) <i>Learning and Teaching</i> (iii) <i>Learning and the Community</i> (iv) <i>Infrastructure & Support</i> <p>and be able to present this roadmap to others in a manner that they will be able to comprehend and apply.</p>
Problem Solving	<p><i>The Principal of a Category A-E School will need to:</i></p> <ul style="list-style-type: none"> • Show wise and considered judgment when faced with complex issues and dilemmas. • Have a sound understanding of educational policies and regulations from which to base effective decision making. • Analyse and apply student assessment data to provide intervention strategies to address areas of concern and/or strengthen practice. • Have a bank of educational research upon which to draw to form conclusions.
Teaching Practice	<p><i>It is expected that the Principal of a Category A-E school will also be required to teach students. Therefore the Principal is also expected to meet the requirements of the standard classroom teacher's job description and perform at a level of competence which provides an excellent standard of role modeling for other staff.</i></p>
Other Skills & Knowledge	<p><i>The Principal of a Category A-E School will also need to demonstrate a high level of commitment to:</i></p> <ul style="list-style-type: none"> • Improving their management and leadership skills through further study and research. • Initiating alternative modalities for curriculum delivery • Level Four ITC competency. • Collaborating with other principals/schools. • Participating in ongoing personal professional development.

STRAND THREE: DEVELOPMENT PLANNING

In this Strand, all principals are required to establish **at least one** personal professional goal each year and develop an action plan to achieve this goal (Appendix I).

Your other goals will be those incorporated into your annual and strategic plans and reported on in your annual report to the MoE.

PRINCIPAL'S GOAL SETTING TEMPLATE

Principal's Name:

School:

Year:

SMART GOAL: What is it that you want to achieve? *This is your personal SMART Goal.***Goal 1:**

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CURRENT SITUATION: Explain what the problem or issue at the moment is that makes you want to strive to achieve this goal.**Problem/Issue:**

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EXPECTED OUTCOMES: How will you know you have achieved your goal – what will the future situation be like?**Outcomes:**

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ACTIONS STEPS: What actions will you take to achieve your goal?**Step One: Actions**

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ACTION STEPS: What support or professional development, if any, will you need?	
Step Two: Support and PD	
ACTION STEPS: Show your timeline with related milestones which will help you monitor your progress towards the achievement of your goal.	
Timeline:	Milestones: <i>What you plan to have achieved by the dates shown in the time line:</i>
End of Term One
End of Term Two
End of Term Three
End of Term Four
HOW WILL YOU MEASURE SUCCESS – MID-YEAR?	
.....	

HOW WILL YOU MEASURE SUCCESS – END-OF-YEAR?				
.....				
PROFESSIONAL STANDARD – Indicate by circling the professional standard directly related to your goal.				
One	Two	Three	Four	Five
IF APPLICABLE, INDICATE THE RELATED SCHOOL GOAL				
.....				
SELF REVIEW OF ACTION TAKEN – MID-YEAR:				
What have you done to date to assist you in the achievement of your goal?				
.....				
EVALUATION OF OUTCOMES – MID-YEAR:				
How well have you progressed this half year in the achievement of your goal? What have you done well? What will you need to focus on more in the second half year? What obstacles are you encountering and how will you overcome these?				
.....				

To be completed by the principal's appraiser – Mid-Year:

Appraiser's Review of Principal's Achievement of Goals and Performance:

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..... Signed (Appraiser)

..... Date:

SELF REVIEW OF ACTION TAKEN – END-OF-YEAR:

What did you do to assist you in the achievement of your goal?

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EVALUATION OF OUTCOMES – END-OF-YEAR:

How well did you achieve your goals – what did you do well? What did you not achieve as well as expected?
What obstacles did you encounter and how did you overcome these?

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To be completed by the principal's appraiser – End-Of- Year:

Appraiser's Review of Principal's Achievement of Goals and Performance:

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OVERALL LEVEL OF COMPETENCE RECOMMENDED *(Please circle as appropriate)*

UNSATISFACTORY

COMPETENT

COMMENDABLE

.....**Signed (Appraiser)**

Date:

Evidence sighted to verify recommendation:

☐

Portfolio of Evidence

☐

School Annual Report

☐

Goal Setting Template

Other:

.....

Attestation Recommendation by MOE. Either (A) or (B)

(A) ATTESTATION: If the Principal has successfully met all requirements – complete Part A below:

I certify that sufficient documentary and observed evidence has been gathered or sighted to attest that:

..... (Principal's Name)

Has met the criteria for attestation in accordance with the Cook Islands Professional Standards for Principals.

Signed: (Review Officer)

Date:

Evidence sighted to verify recommendation:

☐ Portfolio of Evidence

☐ School Annual Report

☐ Goal Setting Template

(B) HAS NOT SUCCESSFULLY MET THE REQUIREMENTS FOR ATTESTATION: Complete Part B

..... (Teacher's name) has **not** met the following Performance Dimension(s):

(Circle those that apply)

1. Professional Leadership
2. Organisational Leadership
3. People Leadership - Staff
4. People Leadership - Students
5. Administrative Leadership

Principals who do not meet any of the professional standards principals and/or teachers will be placed on Advice and Guidance and managed with a Performance Improvement Plan (PIP).

Signed: (Review Officer)

Date:

General Comments:

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PRINCIPAL'S STATEMENT: (Tick the appropriate box below)

This report provides an accurate record of my performance and development for this year	<input type="checkbox"/>	I do not agree with this report and I have completed a written rebuttal that is attached to this form	<input type="checkbox"/>
Principal's Signature: Date:			

For Office Use Only: Report received from school:.....(Date)

Report Verified By: (Name of review officer)

Has this principal been reviewed by P&D this year? (Circle as appropriate) **YES** **NO**

Comments:

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

Signed: (P&D Officer)

Date:

Action Taken: (Circle as appropriate)

1	Recommendation to Secretary for Performance Increment/Bonus:	YES	NO	NA
2	Initiation of Advice and Guidance	YES	NO	NA
3	Future Professional Development needs noted for facilitation	YES	NO	NA

Signed: (HRM Manager)

Date:

Evidence for Excellent Endorsement

To gain excellence, a staff member must show that they have consistently achieved beyond the requirements of their job description and/or the criteria of the relevant professional standards.