



Cook Islands Ministry of Education

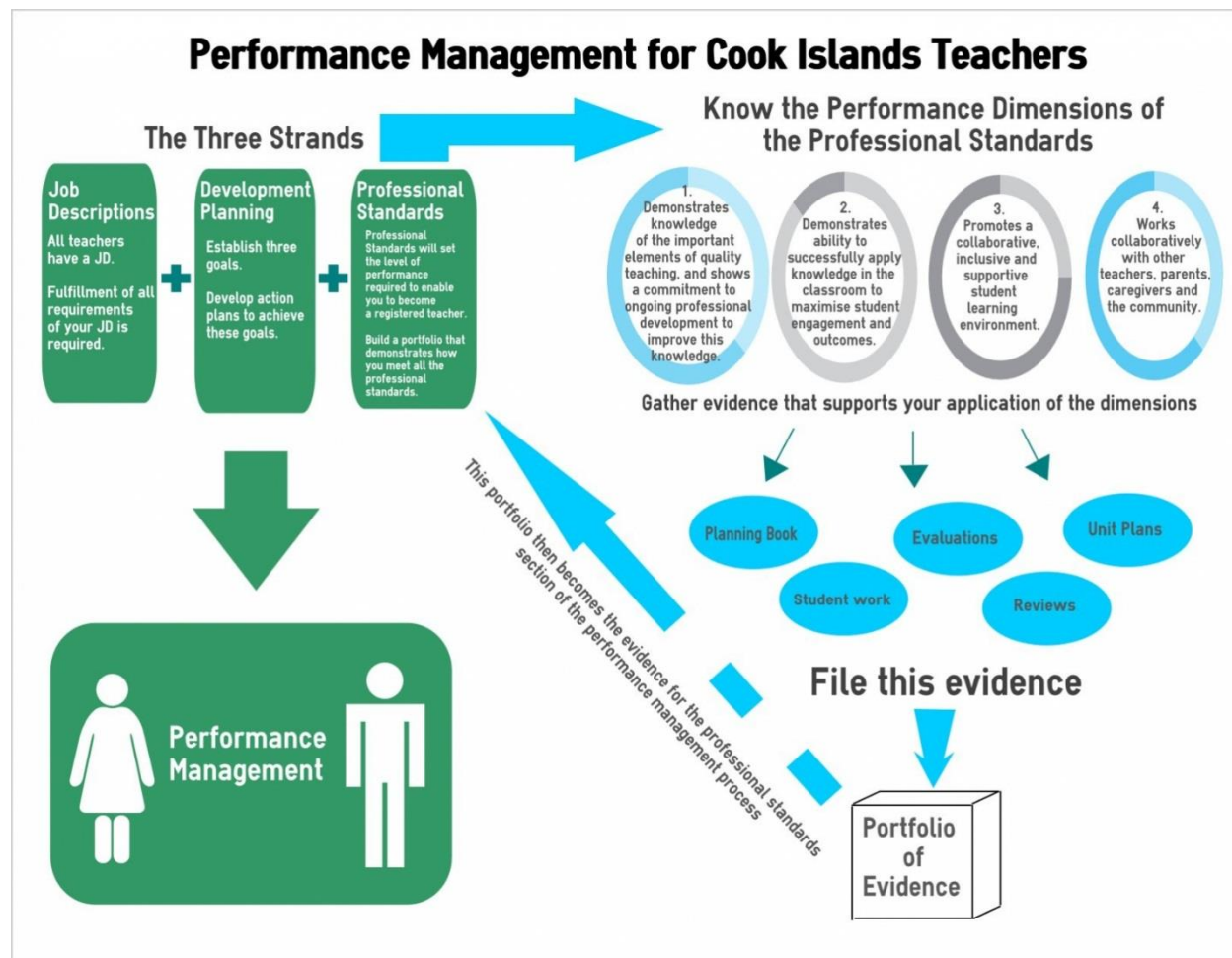
PERFORMANCE MANAGEMENT for COOK ISLANDS TEACHERS

Classroom Teacher 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 teachers are expected to complete.

A summary of this process is provided below:



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

Strand ONE: Professional Standards

The Professional standards set out the level of performance which will enable you to be a registered Cook Islands teacher. There are four professional standards, (plus an additional one for MU holders). You are required to meet **all four** professional standards to gain and maintain registration.

If for some reason you do not meet one or more of the standards, you will be provided with advice and guidance by your principal to support you to reach the required standards. If this advice and guidance is not effective you could be placed on a formal Supplementary Review¹ and finally a formal Performance Improvement Plan (PIP)².

Each professional standard is described by key indicators. All teachers 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. You do not have to meet the requirements of every key indicator to gain attestation.

Excellence

In order to be considered for excellence you must meet the excellence criteria for all four professional standards, but not necessarily every indicator.

Strand TWO: Job Description (JD)

All teachers have a common core JD. This core JD may have additional duties or key tasks, specific to your role within the school, added by mutual agreement between you and your principal.

Attestation each year against the professional standards can only be signed off by your principal 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 nor retain registration as a teacher. This will mean that you will be placed on a Supplementary Review.

Strand THREE: Development Planning

All teachers will be required to establish at least three goals each year and develop action plans to achieve these goals.

¹ **Supplementary Review** - If a teacher is found to be performing unsatisfactorily during a school review or as a result of a special review requested by the school principal or the Secretary of Education, they will be put on a Supplementary Programme lasting from 6-12 weeks. During this time the principal and other designated staff are expected to provide support and assistance to help the teacher meet the required standard of performance.

² **Performance Improvement Plan (PIP)** - If, after the agreed time and a return visit by the review officers, there is no, or unsatisfactory progress or long term issues seem likely, the teacher will be put on the PIPs programme. In this case, longer term support and assistance, for approximately 12 weeks, is expected to be provided by the Learning and Teaching Division of the Ministry of Education. Satisfactory observations mean a return to the normal review schedule. Remaining concerns can lead to a further extension of up to 6 weeks. If inadequate progress is demonstrated but not identified as the teacher's responsibility then up to eight weeks further support can be provided. If there has been minimal progress and evidence suggests that further support will not be of value a report will be presented to the Secretary of Education for a decision on the continued registration of the teacher.

At least two of these goals should be linked with school wide goals. Other goals must have clear linkage with the deliverables in your JD or the key indicators in the professional standards.

Attestation for Registration and Excellence

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

It is expected that no one appraiser will appraise **more than six staff** and that the principal will undertake some appraisals her/himself – preferably those of the Senior Management Team and/or Senior Staff.

Appraisers are to be selected based on school staff size as follows:

- Schools with up to 5 staff – Principal is the appraiser.
- Schools with 6-10 staff – Principal and/or Deputy Principal are the appraisers.
- Schools with over 10 staff – Principal, Deputy/Assistant Principal(s) and/or Senior Staff are the appraisers. The Principal has final sign off for all appraisals.

Excellence

For a teacher to be awarded Excellence, s/he is required to meet the required standard under each of the Performance Dimensions for an Excellent Teacher. In the case of beginning teachers with less than 3 years experience, the majority of these standards must be achieved.

Principals are required to:

1. Sign off that all teachers have presented their completed portfolios by the last day in November.
2. Recommend attestation and/or excellence to the MoE on the basis of evidence contained in the portfolio by the end of December. *(NB only principals can do this - self-nomination for excellence is not possible.)*
3. Identify PD for teachers as appropriate and indicate school PD needs to the MoE. This could be done throughout the year but certainly by the end of December.

Appraisers are required to:

1. Meet with teachers three times a year:
 - a. Beginning of the year to agree on the teacher's goals;
 - b. Mid-year to review portfolio and provide support;
 - c. End-of-year to review full year's portfolio and complete final appraisal.

2. Ensure that the teacher has had at least three classroom observations throughout the year, one of which must be by the appraiser. The reports from these observations must contribute towards evidence for the teacher portfolio.
3. Recommend attestation and/or excellence to the principal (if the appraiser is not the principal) based on the available evidence.
4. Recommend PD for the teacher to the principal as appropriate.

MoE is required to:

1. Examine all portfolios during MoE review visits to schools.
2. Collect random samples (10%) of portfolios nationwide each year from each school not visited.
3. Collect further portfolios as required, particularly from schools which are not regularly visited by the MoE review team.
4. Review all excellence application portfolios and make final decisions based on a norm referenced approach. Expatriate teachers on subsidized salaries are not eligible for monetary rewards but will still be acknowledged with an excellence grading.
5. Review all portfolios for beginning teachers and approve beginning teachers for registration³.
6. Identify school and country wide PD needs and take action to provide this.

³ Beginning Teachers are teachers who have not yet gained full teacher registration

Professional Standards for Cook Islands' Teachers

The professional standards set out for Cook Islands' teachers include four performance dimensions. Each performance dimension, indicators, portfolio evidence examples and descriptors for beginning, classroom and experienced teachers are outlined below. Management Unit (MU) holders have an additional performance dimension.

Performance Dimension 1:

Demonstrates knowledge of the important elements of quality teaching and a commitment to ongoing professional development to improve this knowledge

This dimension focuses on the **knowledge and understanding about teaching and learning** that a teacher must demonstrate in order to be a quality teacher.

Key Indicators

1. Is knowledgeable about and understands relevant content and curriculum documents.
2. Understands the need to review and evaluate teaching plans, resources and strategies based on the use of robust student assessment data.
3. Understands the main purpose and use of formative and summative assessment.
4. Demonstrates an awareness of up to date research regarding how students learn.
5. Participates in and (where appropriate) initiates professional development based on self, appraiser, and school wide reviews.
6. Participates fully in the school Professional Development System.

Portfolio Collection

Teachers should seek to provide evidence that satisfies most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal teaching process.

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

- Up to date units of work/course outlines/lesson plans that demonstrably reflect the curriculum.
- Formative and summative assessment data/information available for all learners.
- Evidence to show how assessment data have been used as part of a review process for a unit/lesson/programme. This could be in the form of annotations in the teacher's plan book/lesson/unit plan, or a completely re-worked lesson/unit plan.
- Evidence of how self-review/appraiser review and school review regarding quality teaching have impacted on professional development undertaken in school and or externally.
- Evidence of professional development and reading relating to quality teaching, for example: Education Gazette, USP papers, MoE newsletter, professional journals and/or other relevant publications.
- Observation notes and feedback from an appraiser or colleague which show that the teacher possesses the required knowledge and understanding.

Descriptors

Performance Dimension 1: Demonstrates knowledge of the important elements of quality teaching, and a commitment to ongoing professional development to improve this knowledge.

| Competent Beginning Teacher | Competent Classroom Teacher | Excellent Teacher |
|---|--|---|
| <p>The teacher will demonstrate a functional knowledge of her/his curriculum/content. She/he will effectively use and possibly contribute to the development of plans, resources, lessons and assessment activities used in the school. The teacher will participate in PD and self-review as recommended by his/her mentor/appraiser</p> | <p>The teacher will demonstrate a good working knowledge of her/his curriculum content. She/he will have contributed to and possibly lead the development of plans, resources, lessons and assessment activities for the school.</p> <p>The teacher will be able to demonstrate some professional reading and associated relevant PD as required by the school PD plan eg USP papers. The teacher will also be able to demonstrate that student assessment data and appraisal have been used to review some aspect of his/her performance.</p> | <p>The teacher will demonstrate and apply advanced knowledge of her/his curriculum content as well as other related curriculum areas. S/he will have taken a leadership role in the development of plans, resources, lessons and assessment activities. Some of these materials will have been validated by a third party. This could be done by a teacher in a different school or different part of the teacher's own school.</p> <p>The teacher will be able to demonstrate that s/he regularly reads and shares relevant professional literature and applies aspects of this to their teaching. The teacher also evaluates the effect of any interventions on the learning outcomes of his/her students.</p> <p>The teacher contributes to and participates in relevant PD.</p> <p>The teacher will also demonstrate a high commitment to self-review and resulting PD actions, based on student assessment data and peer/appraiser feedback.</p> |

Performance Dimension 2:

Demonstrate ability to successfully apply knowledge in the classroom to maximize student engagement and outcomes

This dimension focuses on the effective and practical **application of knowledge and understanding** about teaching and learning to ensure that students are engaged in their learning and learning is maximized.

Key Indicators

1. Is aware of what is important for students to learn (curriculum content and competencies) and can communicate this to students and link these to relevant success criteria.
2. Assesses prior knowledge/competencies/capabilities, before and/or during teaching.
3. Uses a variety of teaching approaches to meet the needs of and engage all students regardless of cultural background, ability or motivation.
4. Encourages students to apply learning in different contexts, including cultural contexts, and provides opportunities for students to reflect on their own learning.
5. Evaluates/reviews the success of teaching strategies using robust formative and summative assessment data (moderated where appropriate).
6. Provides feedback and feed forward to students on a regular basis.
7. Uses review and evaluation information (programmes/schemes/units) to improve teaching performance.
8. Has high expectations and believes that all students can succeed.

Portfolio Collection

Teachers should seek to provide evidence that satisfies most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal teaching process.

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

- Examples of learning intentions. Evidence of their use in the classroom.
- Examples of formative assessment activities being regularly used for feed forward.
- Examples of lesson plans showing variety and differentiation of activities.
- Teacher reflection notes in journal or completed unit plans, based on self-appraisal/peer appraisal/student feedback.
- Examples of teacher strategies with evidence of changes made and explanations why.
- Observations notes by appraiser and others.
- Sample of grades/marked work returned with feedback on a regular basis.
- Examples of feedback to students (portfolios, reports, samples of work).
- Aggregated and analyzed pre and post student assessment data for a group of students.
- Evidence of consistency in assessment (moderation) of student work.
- Evidence of programme review.

Descriptors

Performance Dimension 2: Demonstrate ability to successfully apply knowledge in the classroom to maximize student engagement and outcomes

| Competent Beginning Teacher | Competent Classroom Teacher | Excellent Teacher |
|--|--|--|
| <p>Learning intentions are displayed in the classroom and clear to students. The teacher has consulted with mentor/ experienced teacher regarding the prior knowledge of the students and some differentiated activities are planned and implemented.</p> <p>The teacher collects assessment data and or student feedback and seeks to use it to plan next lessons.</p> <p>The teacher expects that all students will work as directed and complete what is required to the best of their ability.</p> | <p>The teacher makes learning intentions clear based on an assessment of prior knowledge.</p> <p>There is evidence of differentiated activities and most students can apply knowledge into new contexts with some guidance.</p> <p>The teacher uses assessment data to gauge the effectiveness of her/his teaching and can demonstrate how this information has been used to alter programmes and lessons for the group/class. Pre and post teaching data is available for the class/group.</p> <p>The teacher regularly provides feedback and feed forward to students and expects that all students will achieve to their potential.</p> | <p>The teacher always makes learning intentions clear to students based on a comprehensive and thorough assessment of prior knowledge.</p> <p>Evidence of learning intentions and differentiated activities is obvious and consistent. There are clear links between the learning intentions and the learning activities.</p> <p>Teacher creates learning opportunities that ensure students can independently transfer and apply knowledge into new contexts. Teacher allows students to take responsibility for their own learning.</p> <p>The teacher actively questions students and seeks to gauge the effectiveness of her/his teaching. She/he can provide assessment data to support her/his judgments in this matter. The teacher can demonstrate how her/his teaching plans and programmes for classes have been changed as a result of analysis of student assessment data and feedback. Robust pre and post teaching data is documented and regularly available for all students and student groups.</p> <p>The teacher regularly gives feedback and feed forward to students and expects that all students can succeed and excel regardless of their ability or prior motivation.</p> |

Performance Dimension 3:

Promotes a collaborative inclusive and supportive student learning environment

This dimension focuses on the **classroom environment** and how it is managed so that student engagement and learning is maximized.

Key Indicators

1. Demonstrates effective management of student behaviour which focuses on clear boundaries and positive reinforcement and reflects school policy guidelines.
2. Ensures all students feel emotionally, culturally and physically safe, and are willing to participate fully in class activities including asking questions.
3. Fosters trust, respect and cooperation with and amongst students.
4. Works with and communicates with caregivers.
5. Collaborates with colleagues to ensure effective teaching and learning takes place.

Portfolio Collection

Teachers should seek to provide evidence that satisfies most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal teaching process.

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

- Examples of classroom observations with evidence of high levels of student engagement. For example high levels of questioning and discussion in the classroom.
- Evidence of group work.
- Evidence of reference to/use of school/department/syndicate behaviour management policies.
- Evidence of culturally inclusive planning and classroom practice e.g. lesson/unit plan, observations.
- Examples of ethical and professional communications with relevant staff/caregivers e.g. records (email/written) of phone conversations/face to face discussions.
- Examples of collaboration with colleagues to improve teaching and learning e.g. an idea/activity/unit which has been developed by the teacher is used by others; adoption of an idea/activity/unit shared by another teacher.
- Feedback from students about level of engagement and support provided by the teacher.

Descriptors

Performance Dimension 3: Promotes a collaborative inclusive and supportive student learning environment

| Competent Beginning Teacher | Competent Classroom Teacher | Excellent Teacher |
|--|---|---|
| <p>Students are mostly engaged and if there are any behavioural issues the teacher, perhaps with advice, deals with these issues in a low key and respectful manner.</p> <p>Students are active and working cooperatively in groups or individually and are prepared to ask questions when prompted.</p> <p>The teacher participates effectively in scheduled parent/caregiver interactions.</p> | <p>Students are engaged and treat each other and their teacher with respect. Where there are behavioural issues, they are dealt with promptly and in a low key manner. School rules are enforced.</p> <p>Students work cooperatively in groups/pairs/individually as appropriate and are consistently willing to ask questions.</p> <p>The teacher makes a genuine effort to meet the cultural, emotional and physical needs of all students.</p> <p>The teacher communicates effectively with caregivers where there is a requirement or a need.</p> | <p>Students are active in the classroom, naturally willing to ask questions and seek clarification at all times. Behavioural or school rule infringements are dealt with promptly and discreetly in a professional manner.</p> <p>The teacher acts as a facilitator and guide allowing students to work cooperatively together in groups or pairs or on their own as appropriate.</p> <p>Students treat each other and their teacher with respect at all times. The teacher does the same. Students celebrate each other's accomplishments and support each other if help is required</p> <p>There is evidence of the teacher taking actions to meet the cultural, emotional and physical needs of all students.</p> <p>The teacher takes the initiative to communicate with all caregivers on a regular basis. Caregivers are well informed about class activities and student progress.</p> |

Performance Dimension 4: Works collaboratively with other teachers, parents/caregivers and the community

This dimension focuses on **positive and productive relationships** with other teachers, parents and the community and how these relationships are managed to maximize student learning.

Key Indicators

1. Works collaboratively in syndicate or department by sharing knowledge, technology, assessment and teaching resources.
2. Actively supports decisions taken by the school/department/syndicate regardless of personal viewpoints.
3. Actively supports the school by willingly taking on extra curriculum or other activities as reasonably requested by the Principal.
4. Responds to caregivers' concerns in a timely and helpful manner.
5. Provides caregivers with accurate information about the progress of their children and advice about "next steps".
6. Engages in ethical, respectful and collaborative relationships with students, teaching colleagues and caregivers.
7. Responds professionally to feedback from other teachers, students and the community.

Portfolio Evidence

Teachers should seek to provide evidence that satisfies most or all of the key indicators. This evidence should, as far as possible, be collected as part of the normal teaching process.

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

- Minutes of significant planning meetings that indicate level of involvement.
- Evidence of collaboration with, and support provided to, other teachers eg planning notes.
- Evidence of co-curricular and other non-compulsory activities.
- Examples of communication with parents about learning progress and next steps for students.
- Evidence of review/appraisal review feedback and resulting action taken.
- Examples of school reports written and advice provided.
- Examples of parental feedback and actions taken as a response eg phone records/records of face to face meetings/email.
- Examples of feedback from other teachers and actions taken as a response eg phone records/records of face to face meetings/email.

Descriptors

Performance Dimension 4: Works collaboratively with other teachers, parents/caregivers and the community

| Competent Beginning Teacher | Competent Classroom Teacher | Excellent Teacher |
|---|--|---|
| <p>The teacher will attend and participate in syndicate and/or department meetings and support decisions made in private and in public.</p> <p>The teacher will receive feedback from senior staff leaders in the school, and act upon this to the best of her/his ability.</p> <p>The teacher will communicate with parents through normal school channels and contribute to extracurricular activities as much as possible.</p> | <p>The teacher will contribute to syndicate and/or departmental meetings on a regular basis and support all decisions made both in private and in public.</p> <p>Where the teacher receives feedback from teachers and caregivers she/he will consider this feedback and act upon it where appropriate.</p> <p>The teacher will communicate with caregivers through normal school channels, more frequently in cases where it is clear that students may be experiencing some problems or difficulties.</p> <p>The teacher will take part in the life of the school as requested by the Principal and on some occasions proactively.</p> | <p>The teacher will contribute proactively at syndicate and/or departmental meetings offering support and leadership to all, regardless of her/his role and position.</p> <p>The teacher supports and contributes to school wide PD. This could include planning and/or implementation.</p> <p>When group decisions are made the teacher will actively support these decisions in private and in public at all times in a professional manner.</p> <p>The teacher will seek feedback from other teachers and caregivers or other members of the wider community and will consider the feedback honestly and objectively and act upon it if appropriate.</p> <p>The teacher will (within guidelines set out in school policies) proactively communicate with caregivers, especially about the learning progress of their children. This communication could be face-to-face, in writing, by phone, email or in other electronic forms.</p> <p>The teacher will contribute voluntarily, positively and extensively to extra curricula and additional activities such as sporting, cultural and academic events.</p> |

Performance Dimension 5: MU holders

Provide leadership to colleagues and the school in matters of curriculum, resources management and student management (as appropriate)

NOTE: *More specific information about the management responsibilities allocated to staff and associated expectations should be included in job descriptions. The following key indicators and portfolio evidence could be varied by mutual agreement to reflect particular job descriptions and particular management responsibilities.*

Key Indicators

1. Leadership provided to team as appropriate.
2. Tasks carried out as agreed.
3. Communication is timely and effective.
4. Effective and efficient use of resources.
5. Potential problems identified early and appropriate action taken.
6. Constructive suggestions and contributions where applicable to the management of the school.
7. Undertake appropriate training/PD.

Portfolio

- Feedback from appraiser, team and staff.
- Evidence (observed, written or verbal) of task completion to an appropriate standard.
- Planning and communication documentation issued and used.
- Examples of advice and suggestions made to appropriate management staff.

Job Descriptions

Job descriptions (JDs) should be agreed and signed off by the Teacher and the Principal annually (*Appendix i*).

It is expected that modifications will be made to JDs if the teacher is expected to carry out additional tasks or if the school has special character.

The attestation process will verify that teachers meet the requirements of their JDs. If teachers fail to meet these requirements, appropriate action will be taken by the Principal. A teacher under review with regard to their JD cannot meet the requirements of the professional standards and will need to be placed on supplementary review¹.

Development Planning

Goal setting should be considered a completely separate process to attestation and registration although one may well inform the other.

Development Planning Process

1. All teachers will be required to establish at least three goals each year and to develop action plans to achieve these goals.
2. All goals should be linked to the performance dimensions of the professional standards.
3. At least two goals should be linked with school wide goals. Other goals must have a clear link with the deliverables in your JD and the professional standards.
4. Goal setting and action planning templates (*Appendix II*) should be provided to all schools by November for action in the following year.

Principals are Required to:

1. Ensure school goals are translated into developmental goals (as appropriate) by March.
2. Help teachers to develop goals by March and sign off for the MoE that all teacher have goals and action plans.
3. Ensure that teachers are supported to achieve their goals.
4. Monitor teacher goals and action plans to ensure they are being implemented and evaluated and report to the MoE in his/her annual report in this regard.

The Appraiser is Required to:

1. Meet with the teacher three times a year (same meeting as for attestation) to establish, monitor and evaluate teacher goals and action plans.
2. Include information and evidence gathered during the attestation process with the goal setting process as relevant.
3. Report to the Principal the teachers who have completed the process to a satisfactory level of quality. Evidence of teachers meeting this level is required.

The MoE is Required to:

1. Check goal setting is being completed effectively during review visits.
2. Randomly sample 10% of teachers/schools not visited that year to view goals and action plans.
3. Receive assurances from Principals at the beginning of each year that the goal setting process is in place. (This could be handled by way of a simple check form issued by the HRM Division of the MoE every year.)
4. Provide feedback to schools on the annual report regarding goal setting.
5. Notify those teachers who have had a recommendation for Excellence confirmed and endorsed.

POSITION DESCRIPTION

| | |
|--|---|
| Position Title: | Teacher |
| Division: | XXXX School |
| Responsible To: | Principal |
| Responsible For: | Teacher Aides, students in all assigned classes |
| Job Purpose: | To provide effective learning and teaching to all students in their assigned care and classes |
| Legal Obligations of this position: | All teachers are required to carry out the duties of a school teacher as set out in the current Education Act and associated regulations, and adhere to the Professional Standards for Teachers and the Public Service Code of Conduct. |
| Date: | |

OBJECTIVES OF THE POSITION:

1. To deliver the prescribed curriculum to all classes
2. To utilise and manage all learning and teaching resources, effectively and efficiently
3. Plan, prepare, teach and cater for students of all ability levels
4. Use assessment data to inform future planning and intervention strategies
5. Keep up-to-date with all relevant aspects of the curriculum
6. Provide a supportive, creative, stimulating, safe and caring environment for students
7. To provide regular and meaningful feedback on student progress and achievements to parents/guardians
8. To have a current knowledge of content and best practice principles and pedagogy that can be applied to the learning situation.
9. Participate fully and effectively in the teachers' performance management system
10. Carry out all reasonable requests from senior staff
11. To act as a role model for students in punctuality, attendance, appearance and attitude
12. To participate in all activities pertaining to the school, in particular duties, meetings, relief teaching and extra curriculum activities
13. Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service
14. Students attend school and all their classes regularly

OUTPUTS:

The position of Teacher encompasses the following outcomes and key deliverables:

| Objectives | Outcome | Key Deliverables |
|--|---|---|
| To deliver the prescribed curriculum to all classes | Excellent standard of learning and teaching informed through a range of diagnostic, formative and summative assessment practice | <ul style="list-style-type: none"> Schemes of work Unit and Lesson Plans Students' work Assessment data |
| To utilise and manage all learning and teaching resources, effectively and efficiently | Students' learning opportunities are maximised through access to appropriate and properly maintained resources Losses of resources are minimised | <ul style="list-style-type: none"> Inventory Records Department asset register Observation |
| Plan, prepare, teach and cater for students of all ability levels | Curriculum delivery is at a level appropriate to the ability of all students | <ul style="list-style-type: none"> Lesson plans Assessment records Student reports Evidence of differentiated and integrated learning |
| Use assessment data to inform future planning and intervention strategies | Student progress is tracked and enhanced | <ul style="list-style-type: none"> Assessment records Students' reports |
| Keep up-to-date with all relevant aspects of the curriculum | Student learning is relevant and appropriate to ensure success | <ul style="list-style-type: none"> Curriculum documents Schemes of work Unit and lesson plans PD reports Attendance at relevant workshops |
| Provide a supportive, creative, stimulating, safe and caring environment for students | Students' learning is enhanced through their environment and the provision of learning centres within the classroom | <ul style="list-style-type: none"> Wall displays of projects, charts and other items of students' work Students' feedback Principal and Parental feedback Observation |
| To provide regular and meaningful feedback on student progress and achievements to parents/guardians | Parents/Guardians and students receive appropriate feedback on students' progress and level of achievement and are informed of areas where parental support would be beneficial | <ul style="list-style-type: none"> Copies of students' work Students' reports Attendance Registers Parent-Teacher Interviews School Newsletters Assessment data Homework |

| Objectives | Outcome | Key Deliverables |
|--|---|---|
| To have a current knowledge of content and best practice principles and pedagogy that can be applied to the learning situation. | Teacher effectiveness is enhanced through professional development | <ul style="list-style-type: none"> • Evidence of attendance at professional development meetings and workshops • Reports on Professional development undertaken • Full participate in PD |
| Participate fully and effectively in the teachers' performance management system | Teacher performance is reviewed annually and development opportunities provided to enhance teacher effectiveness | <ul style="list-style-type: none"> • Annual development goals set and achieved • Documentary requirements met • Student, self and peer performance review reports • Attestation against relevant professional standards • Participation in training and development programmes |
| Carry out all reasonable requests from senior staff | All teachers take responsibility for the effective management of the school | <ul style="list-style-type: none"> • Teacher relief schedules • Minutes of meetings • Communication records • Teachers' performance reviews |
| To act as a role model for students in punctuality, attendance, appearance and attitude | Student appearance and behaviour reflects positively on the school and the reputation of the school is therefore enhanced | <ul style="list-style-type: none"> • Attendance register • Students', parents' and community feedback • PS Code of Conduct • MoE Schools' Manual • School rules |
| To participate in all activities pertaining to the school, in particular duties, meetings, relief teaching and extra curriculum activities | Students' opportunities are enhanced through full teacher commitment and participation | <ul style="list-style-type: none"> • Duty roster • Staff relief list and/or time sheet • Extracurricular involvement |
| Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service | The Public Service is not brought into disrepute by inappropriate teacher performance and/or behaviour | <ul style="list-style-type: none"> • Teachers' PDS • Review Reports • Feedback from students, parents and community • Observation |
| Students attend school and all their classes regularly | Student learning is not interrupted and truancy issues are addressed and minimised | <ul style="list-style-type: none"> • Attendance register • Student achievement records |

PERSON SPECIFICATION:

Qualification

Level of education required to perform the functions required of the position. This combines formal and informal levels of training and education.

| Essential: (least qualification to be competent) | Desirable: (specific qualification for job) |
|--|--|
| National Teaching Diploma and current teacher registration | National Teaching Diploma for the level at which they will be teaching, ie ECE, primary, secondary and a Bachelor's Degree in either education or a related 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: | Desirable: |
|---|---|
| <ul style="list-style-type: none">• A minimum of 4 years study and practicum followed by:• 0-3 years teaching experience for beginning teachers• 4-6 years teaching experience for classroom teachers• 7+ years teaching experience for experienced classroom teachers | <ul style="list-style-type: none">• A university degree of no less than three years• A one year teacher training course• A one year practicum probationary period• Experience relevant to the position |

Key Skills /Attributes/Behaviours

| | |
|---|---|
| Key Leadership & Management Skills | <p><i>The successful applicant will demonstrate by:</i></p> <ul style="list-style-type: none">• Managing school resources effectively• Clearly communicating and consistently applying school's behaviour management policy to students (expected behaviours and consequences for unacceptable behaviour)• Involving and gaining support from the students in establishing the rules for the classroom• Establishing and maintaining clear and effective classroom routines when organising students• Using positive reinforcement to encourage desired behaviours• Promoting student engagement in learning through classroom layout• Reinforcing students' achievements through classroom displays• Always assessing and planning to minimise risks to students' physical safety and taking appropriate action |
|---|---|

| | |
|-------------------------------------|--|
| Key Technical Skills | <p><i>The successful applicant will demonstrate key technical skills through:</i></p> <ul style="list-style-type: none"> • Effective delivery of curricula relevant to teaching level (primary) or specialist subject(s) (secondary) • The relevant and appropriate application of learning and assessment theory • IT Level 3 competency achievement • A range of behaviour management strategies • Clear and effective communication in a range of situations • The relevant contextualisation of teaching and learning to students' own environment |
| Other Skills & Knowledge | <p><i>The successful applicant will also need to demonstrate a high level of commitment to:</i></p> <ul style="list-style-type: none"> • Promoting indigenous culture and language • Further developing one's own knowledge and skills • Actively participating in professional development • Undertaking professional reading relevant to education. • Ongoing monitoring, evaluation and self review of one's own performance and practice • Identifying and mitigating risks to student achievement and safety |

Goal Setting Template - TEACHERS

GOALS/OBJECTIVES: What is it that you want to achieve? *Try to think of SMART objectives.* Include the related school goal/objective.

Goal 1:

.....

Related School Goal:

.....

Goal 2:.....

.....

Related School Goal:

.....

Goal 3:.....

.....

Related Key Deliverable (JD) Goal:

.....

CURRENT SITUATION: Explain what the problem or issue at the moment is that makes you want to strive to achieve each of these goals.

Goal 1 Problem/Issue::

.....

Goal 2 Problem/Issue::

.....

Goal 3 Problem/Issue::

.....

| |
|---|
| ACTIONS STEPS: What actions will you take to achieve your goals? |
| Goal 1 Actions: |
| Goal 2 Actions: |
| Goal 3 Actions: |
| ACTION STEPS: What support or professional development, if any, will you need? |
| Goal 1: Support and PD |
| Goal 2: Support and PD |
| Goal 3: Support and PD |

| | |
|--|---|
| ACTION STEPS: Show your timeline with related milestones which will help you monitor your progress towards the achievement of your goals. | |
| Timeline: | Milestones: <i>What you plan to have achieved by the dates shown in the time line:</i> |
| End of Term One | Goal 1: Goal 2: Goal 3: |
| End of Term Two | Goal 1: Goal 2: Goal 3: |
| End of Term Three | Goal 1: Goal 2: Goal 3: |
| End of Term Four | Goal 1: Goal 2: Goal 3: |
| EXPECTED OUTCOMES: How will you know whether you have achieved your goals? | |
| Goal 1 Expected Outcomes: | |
| Goal 2 Expected Outcomes: | |
| Goal 3 Expected Outcomes: | |

REVIEW OF ACTION TAKEN – MID-YEAR:

What have you done to date to assist you in the achievement of your goals?

Goal 1 Action Taken:
.....
.....
.....
.....

Goal 2 Action Taken:
.....
.....
.....
.....

Goal 3 Action Taken:
.....
.....
.....
.....

EVALUATION OF OUTCOMES – MID-YEAR:

How well have you progressed this half year in the achievement of your goals – 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?

Goal 1 Evaluation:
.....
.....
.....
.....
.....

Goal 2 Evaluation:
.....
.....
.....
.....
.....

Goal 3 Evaluation:
.....
.....
.....
.....
.....

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

Appraiser's Review of Teacher's Achievement of Goals and Performance to date:

.....

.....

.....

.....

.....

.....

.....

.....

..... Signed (Appraiser)

..... Date:

REVIEW OF ACTION TAKEN – END-OF-YEAR:

What did you do this year to assist you in the achievement of your goals?

Goal 1 Action Taken:

.....

.....

.....

.....

.....

Goal 2 Action Taken:

.....

.....

.....

.....

.....

Goal 3 Action Taken:

.....

.....

.....

.....

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?

Goal 1 Evaluation:

.....

.....

.....

.....

.....

Goal 2 Evaluation:

.....

.....

.....

.....

.....

Goal 3 Evaluation:

.....

.....

.....

.....

.....

To be completed by the Teacher's appraiser – Final – End-of-Year:

Appraiser's Final Review of Teacher's Achievement of Goals and Performance:

.....

.....

.....

.....

.....

.....

LEVEL OF COMPETENCE RECOMMENDATION (PLEASE CIRCLE AS APPROPRIATE)

UNSATISFACTORY

COMPETENT

EXCELLENCE

.....Signed (Appraiser)

Date:

Attestation Recommendation by Principal to Ministry of Education: Either (A) or (B)

(A) ATTESTATION: *If the teacher has successfully met all requirements and the Principal is happy to endorse this assessment – complete Part A below:*

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

..... (Teacher's Name)

Has met the criteria for attestation in accordance with the Cook Islands Professional Standards for a Classroom Teacher:

Signed: (Principal)

Date:

(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 knowledge and ongoing PD
2. Application of knowledge in the classroom
3. Promoting a collaborative, inclusive and supportive student learning environment
4. Working collaboratively with others
5. Management responsibilities (MU holders)

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

Signed: (Principal) Date:

General Comments:

.....

.....

.....

.....

TEACHER'S STATEMENT: (The Teacher ticks 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"/> |
| Teacher's Signature: Date: | | | |

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

Report Verified By: (Name of review officer)

Has this teacher 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.