



Principal Performance Agreement 2010

REMUERA PRIMARY SCHOOL

Principal Performance Management

Procedures:

'Performance' and 'Development' objectives will be set annually based on:

- School Charter
- Strategic and Annual Planning
- The Principal's previous Performance Review

Progress will be reviewed by the Board of Trustees Chairperson and the Principal termly. Reports to the Board of Trustees will be made annually.

The written annual performance review of the Principal presented to the BOT will include:

- A review of Performance and Development objectives by the BOT chairperson and/or an external consultant and Principal
- A review of the 'Professional Standards for Principals' by chairperson and external consultant and Principal
 - * *Performance Objectives – the results a Principal is expected to achieve.*
 - * *Development Objectives – increasing the Principal's knowledge and skills*

Principal Job Description

Responsible To: The chairperson of the board of trustees

Responsible For: The overall management and professional leadership of the school, for the implementation of policies and programmes, direction and supervision of all staff including administrative and all other non-teaching personnel.

The principal directs the day to day operations of the school, taking direction from the school's charter, its policies, and the board of trustees. The principal is a board member in his/her own right and at the same time, in the role of the school manager, fulfills a position as a consultant to the board and its committees.

The principal is a full member of the board of trustees, sharing with other Trustees collective responsibility for the governance of the school, including the preparation of the annual budget and the development of school policy.

The principal is, as well, employed by and responsible to the board of trustees for the effective operation of the school.

The principal's management role involves four main areas of responsibility:

- The educational success of the school,
- the professional performance and development of its staff,
- the day to day administration of school life,
- effective communication between all members of the school's community.

In each of these areas, the principal will implement approved school policies and procedures.

The principal's performance objectives and management responsibilities will be negotiated each year with the board of trustees and will be expressed in a performance agreement describing specific goals for the year ahead.

These responsibilities may, however, be stated generally as follows.

- In the role of the educational leader, the principal will lead teaching staff in the planning, implementation, and evaluation of educational programmes designed to deliver national and local curriculum goals. The principal will ensure that these programmes contribute to a coherent, balanced, equitable programme that reflects established school priorities.
- The principal will also ensure that programmes are adapted to the specific learning needs of individual children and will enlist the assistance of specialist agencies if necessary. Student progress in all programmes will be monitored and recorded.
- As a professional leader, the principal will assist in the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies. The principal has responsibility for ongoing staff appraisal, for the professional development of staff through an approved training programme, and for staff discipline as specified in the appropriate contracts and school policies.
- In the role of administrator, the principal will oversee all aspects of school organisation, will undertake day to day financial management, will supply such information as may be required by the Ministry of Education and other educational agencies, will give personnel, salary and leave information to Payroll, will ensure that all school rules and regulations are adhered to, and will undertake the routine supervision of cleaning and grounds staff to ensure that the school environment is clean and safe.
- As a communicator, the principal will report regularly to the board of trustees on management issues and on the attainment of charter goals. The principal will liaise with the chairperson and other board members at all times over matters of mutual interest or concern. The principal will provide professional advice to the board, and will endeavor to facilitate a harmonious working relationship between the board and school staff.

Principal Performance Agreement 2010

Professional Standards for Primary Principals		
Areas of practice	Professional Standards	Evidence
CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching.	<ul style="list-style-type: none"> In conjunction with the Board implement the 2010-2013 school vision and shared goals focused on enhanced engagement and achievement for all students. 	<ul style="list-style-type: none"> Charter evident in all aspects of Remuera Primary School
	<ul style="list-style-type: none"> Continue to strengthen a culture where staff members take on appropriate leadership roles and work both continually and collaboratively to improve teaching and learning. 	<ul style="list-style-type: none"> Major leadership roles developed within the leadership team Other leadership opportunities offered to all when appropriate Encouragement of staff to consider future leadership development
	<ul style="list-style-type: none"> Model respect for others in interactions with adults and students. 	<ul style="list-style-type: none"> Effective team functioning and staff professional learning environment Reinforce the importance of treating all students with respect and dignity
	<ul style="list-style-type: none"> Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. 	<ul style="list-style-type: none"> Encouragement of staff to acknowledge in programmes events such as Maori Language week. Use of Maori greetings and instructions Maintaining practices that respect Maori cultural values

continued on next page

Professional Standards for Primary Principals

Areas of practice	Professional Standards	Evidence
CULTURE - cont Provide professional leadership that focuses the school culture on enhancing learning and teaching.	<ul style="list-style-type: none"> Maintain a safe, learning-focused environment. 	<ul style="list-style-type: none"> Encourage a strong evidence based focus with staff Work with outside agencies to support staff and students where appropriate Ensuring safe physical environment including regular hazard identification/checks Awareness of staff workload, challenges and stress levels through observations, informal conversations and strategic discussion with team leaders and leadership team.
	<ul style="list-style-type: none"> Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. 	<ul style="list-style-type: none"> Encourage finding 'excellence' in each child and celebrating success High level of professional learning using quality coaching and mentoring principles. Promote 'teacher talk' conversations Model a focus on individual success and excellence
	<ul style="list-style-type: none"> Manage conflict and other challenging situations effectively and actively work to achieve solutions. 	<ul style="list-style-type: none"> Each situation handled on a case by case basis Documentation kept where appropriate Address difficult conversations/situations promptly Encourage the community to share concerns before they become big issues/be honest and open Available to meet with staff and community as soon as possible Thorough preparation completed to ensure as informed as possible prior to any potentially challenging meeting/situation Solutions rather than problem focused Always aim for mutually acceptable resolutions
	<ul style="list-style-type: none"> Demonstrate leadership through participating in professional learning. 	<ul style="list-style-type: none"> Leadership team professional development Professional reading - information shared and discussed with staff Share /verbalise learning or discoveries and process with staff as part of leading professional learning Have a good understanding of current research and professional reading

Principal Performance Agreement 2010

Professional Standards for Primary Principals

Areas of practice	Professional Standards	Evidence
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	<ul style="list-style-type: none"> Promote, participate in and support ongoing professional learning linked to student progress. 	<ul style="list-style-type: none"> Multi facilitated professional learning programme developed for staff Use evidence to plan future professional learning Staff consultation on future direction Regular (eg termly) reviewing of student achievement in key areas to refine professional learning programme for rest of year Needs based programmes and support in place Ongoing and scaffolded learning for targetted students
	<ul style="list-style-type: none"> Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. 	<ul style="list-style-type: none"> Whole staff professional learning around curriculum development and target areas Staff given opportunities and forums to share experience and expertise (learning communities) Group review of student data and sharing of strategies to move students Participation in staff and group planning Staff contributions valued Ensure support for New Zealand curriculum implementation – refine where needed.
	<ul style="list-style-type: none"> Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. 	<ul style="list-style-type: none"> Ensure that Remuera Primary School remains a focussed, high performing learning community

continued on next page

Professional Standards for Primary Principals

Areas of practice	Professional Standards	Evidence
PEDAGOGY - cont Create a learning environment in which there is an expectation that all students will experience success in learning.	<ul style="list-style-type: none"> Ensure that the review and design of school programmes is informed by school-based and other evidence. 	<ul style="list-style-type: none"> All decisions data and evidence driven Feedback/feedforward focus - John Hattie research - ATOL Targets reflect needs and are based on current evidence Professional learning programme reviewed in light of BES research
	<ul style="list-style-type: none"> Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. 	<ul style="list-style-type: none"> PMS model for all teaching staff and ancillary staff, observation feedback and a report Learning and Teaching modelled by leaders
	<ul style="list-style-type: none"> Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pacifica students. 	<ul style="list-style-type: none"> sharing of analysis and individual achievement results data analysed to identify focus areas for ongoing professional learning reporting and review process in place

Principal Performance Agreement 2010

Professional Standards for Primary Principals

Areas of practice	Professional Standards	Evidence
SYSTEMS Develop and use management systems to support and enhance student learning.	<ul style="list-style-type: none"> Exhibit leadership that results in the effective day-to-day operation of the school. 	<ul style="list-style-type: none"> Professionalism in all situations and relationships related to school Model interactions with students and parents for staff as appropriate Develop and remind staff of agreed ways of operating
	<ul style="list-style-type: none"> Operate within board policy and in accordance with legislative requirements. 	<ul style="list-style-type: none"> All legislation observed New legislation and MOE circulars read, noted to BOT and followed
	<ul style="list-style-type: none"> Provide the Board with timely and accurate information and advice on student learning and school operation. 	<ul style="list-style-type: none"> regular and scheduled reports
	<ul style="list-style-type: none"> Effectively manage and administer finance, property and health and safety systems. 	<ul style="list-style-type: none"> Regular meetings re health and safety with office manger and caretaker to see checks carried out updating of hazard register Finance subcommittee meetings Regular contact with treasurer and office manager
	<ul style="list-style-type: none"> Effectively manage personnel (HR) with a focus on maximising the effectiveness of all staff members. 	<ul style="list-style-type: none"> Thorough appointment process PMS model aimed at increasing teacher effectiveness Seek high performing staff actively Maximise payroll systems to benefit school
	<ul style="list-style-type: none"> Use school / external evidence to inform planning for future action, monitor progress and manage change. 	<ul style="list-style-type: none"> Use of research such as BES to inform decisions Student achievement data Where appropriate and possible identifying best practice prior to making decisions
	<ul style="list-style-type: none"> Prioritise resource allocation on the basis of the school's annual and strategic objectives. 	<ul style="list-style-type: none"> Strategic budget planning prior to presentation to BOT based on charter priorities Working with Leadership team, treasurer and school accountant to recast budget half yearly

Continued on next page

Professional Standards for Primary Principals

Areas of practice	Professional Standards	Evidence
<p>SYSTEMS cont Develop and use management systems to support and enhance student learning.</p>	<ul style="list-style-type: none"> • Operate within board policy and in accordance with legislative requirements. • Operate the Code of Practice for International Students. Be responsible for the management of International students, including the pastoral care and learning of the students. 	<ul style="list-style-type: none"> • All legislation observed • New legislation and Ministry of Education circulars read, noted to BOT and followed • Ensure that all Ministry of Education requirements and any other relevant regulatory and compliance matters are met • Ensure that all Board policies and resolutions are implemented • Ensure that the Board is kept informed and that adequate monitoring and reporting processes are in place to achieve this

Principal Performance Agreement 2010

Professional Standards for Primary Principals		
Areas of practice	Professional Standards	Evidence
PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning.	<ul style="list-style-type: none"> Work with the Board to facilitate strategic decision making. 	<ul style="list-style-type: none"> Attend BOT meetings Regular meetings with BOT chair Finance, Property, HR subcommittee meetings Other unscheduled meetings related to BOT business Regular emails and communication
	<ul style="list-style-type: none"> Actively foster relationships with the school's community and local iwi. 	<ul style="list-style-type: none"> Regular communication via newsletters, celebration afternoons and school events Ensure that there is an effective induction process in place for all new students Maori community meetings and regular community consultation - as per schedule
	<ul style="list-style-type: none"> Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. 	<ul style="list-style-type: none"> Attend meetings as appropriate Relationships with government agencies - meetings as needed
	<ul style="list-style-type: none"> Interact regularly with parents and the school community on student progress and other school-related matters. 	<ul style="list-style-type: none"> Face of school/front events Informal conversations on a regular basis At school events Informal in and around school
	<ul style="list-style-type: none"> Actively foster relationships with other schools and participate in appropriate school networks. 	<ul style="list-style-type: none"> School participation in events for students and staff