Head Teacher
Whanaketanga Appraisal
2016-2017
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**Introduction**

Performance appraisal (Whanaketanga) is part of Hutt City Kindergartens ‘Performance Management System’. It has a dual purpose of developing capability and accountability.

Whanaketanga Appraisal involves

- Self-evaluation
- Submitting Teacher Inquiry goal evidence and backward mapping from the previous year
- Discussion and feedback from Professional Practice Manager (appraiser writes Evaluative Summary)
- Attestation against the Practicing Teacher Criteria, Professional Standards, Health and Safety Responsibilities
- Teacher Inquiry Goal setting for the forthcoming year
- Termly meetings scheduled to evaluate progress against the Teacher Inquiry Goals (appraiser writes Evaluative Feedback)

Performance expectations are set by the following 6 elements:

- Hutt City Kindergartens Head Teacher Position Description
- Professional Standards (Collective Agreement)
- Practicing Teacher Criteria
- Tātaiako
- Health and Safety responsibilities
- Kindergarten’s Annual Plan
- Hutt City Kindergartens Strategic Plan

All Whanaketanga Appraisal documentation must be kept by the person being appraised (Head Teacher) for a minimum of 4 years.
Overview of Whanaketanga Appraisal Cycle

TERM 3
Whanaketanga Appraisal Cycle Begins
- Evaluating effectiveness of goals set in previous year
- Formal appraisal meeting with Evaluative Summary from appraiser
- Attestation signed
- Teacher Inquiry goal setting

TERM 2
Self-evaluation related to Teacher Inquiry Goals
- Formal appraisal meeting with Evaluative Feedback from appraiser

TERM 1
Self-evaluation related to Teacher Inquiry Goals
- Formal appraisal meeting with Evaluative Feedback from appraiser

TERM 4
Self-evaluation related to Teacher Inquiry Goals
- Formal appraisal meeting with Evaluative Feedback from appraiser
**Documentation required for Whanaketanga Appraisal - Term 3**

1. All evidence toward achievement of Teacher Inquiry Goals
2. Backward mapping forms completed for each goal
3. A self evaluation on the last year’s achievements Consider:
   - Your kindergarten’s previous year’s Annual Plan. Think about your contribution to this. What did you achieve and how did you achieve this? What was the new learning for you?
   - What have been your successes and challenges and why? - What are your new learning points and how has this impacted on your practice/children’s learning?
   - Your kindergarten’s Annual Plan for this year. What additional skills and knowledge do you need to achieve these?
   - Your professional practice in relation to your Position Description, Practicing Teacher Criteria, Tātaiako, Professional Standards (Collective Agreement), and Health & Safety responsibilities. Ask yourself: Are there any areas in which you need to develop your knowledge and skills?
4. Refer to questions on page 6 (Questions to Guide Head Teacher Self-Evaluation)
5. Identify future development possibilities using the following questions
   - What has emerged during the year that I feel warrants further investigation?
   - What have I thought about and what have others mentioned to me?
   - What am I interested in developing further?
   - What aspects of my teaching could I develop to support additional outcomes and learning benefits for children?

**Whanaketanga Appraisal Meeting - Term 3**

1. During your appraisal meeting the conversation will focus on your leadership and teaching practices in relation to your Position Description. What impact does this have on children and priority children in your kindergarten?
2. Discuss the Practicing Teacher Criteria and backward mapping. What criteria have been met?
3. Discuss the achievement of Teacher Inquiry Goals set during the prior year.
4. Agree on 2 areas for further Teacher Inquiry Goals
   - A goal linked to your Kindergarten Annual plan
   - A goal which will grow your professional teaching practices (refer to Practicing Teacher Criteria and/or Position Description)
5. The goals should be specific, measurable, achievable, relevant, and time bound
6. During your appraisal meeting your Professional Practice Manager will take notes to write your Evaluative Summary which will then be signed off by both parties
**Questions to guide termly feedback discussions** (Term 4, 1 &2)

1. What research/training has been accessed to develop new knowledge and practice?
2. What evidence has been gathered/ documented?
3. What achievements have been made against your Teacher Inquiry Goals?
4. What have been your key learning points?
5. How has this learning changed your practice?
6. What impact did this learning have on colleagues? Whānau? Community?
7. What else will support the achievement of your identified Teacher Inquiry Goals?

After your discussion, your appraiser will then write Evaluative Feedback notes to share with you and contribute to your annual Whanaketanga Appraisal meeting.

**Questions to guide Head Teacher self evaluation**

We suggest you consider the answers to these questions when reflecting on your practice and writing your self evaluation.

- What went well?
- Why did it go well?
- What were the learning points for you?
- What didn’t go well?
- Why didn’t it go well?
- What were the learning points for you?
**Process for appraisers writing an evaluative summary**

1. The appraiser will summarise how you have implemented your Teacher Inquiry Goals with reference to your Position Description, Tātaiako, Health and Safety responsibilities and the Kindergarten Annual Plan.

2. The appraiser will then comment on the evidence you have presented relating to the Practicing Teacher Criteria.

3. The appraiser will document the discussion around the difference your practice has made in progressing the learning of children.

4. They will then identify any areas of practice that requires further development and/or that you would like to develop further.

5. The appraiser will document the discussion around possible wording of the two Teacher Inquiry Goals (one goal if working less than 30 hours) and opportunities to achieve these.

6. This will then be signed off by both parties.
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POSITION DESCRIPTION – Head Teacher

Reporting to: Professional Practice Manager

Working Relationships: Children, Parents and Whānau, Colleagues, Managers Teaching Service, Kindergarten Association, Management Committee, Government agencies and other organisations

Nature and Scope of the Position: The Head teacher is the senior member of the teaching team and as such is responsible for providing professional leadership and management of the teaching team and Kindergarten to ensure the provision of quality education and care of children is provided.

Professional Leadership:

- To model ethical behaviour.
- To encourage and motivate leadership, vision and innovation.
- To communicate effectively with a wide range of adults and children.
- To ensure practices, policies and decision making reflect the dual heritage of Aotearoa/New Zealand.
- To recognise and manage change.
- To develop a team culture that affirms and improves team effectiveness.
- To demonstrate a commitment to ongoing learning/teaching and setting the expectations for others to participate in Professional Development.

Relationship Management:

- To communicate and consult effectively with parents/guardians/whānau in a way that acknowledges and respects their values, needs and aspirations.
- To manage conflict in an effective manner.
- To seek information and guidance from Specialist Services, to work effectively with children and their families.
• To involve parents in their child’s learning and aspects of the kindergarten programme.
• To respond and participate in the Association business.
• To maintain and promote respectful and positive relationships with the community

**Operations and Management:**

• To comply with legislation requirements.
• To lead & manage all aspects of the health and safety requirements.
• To effectively and efficiently use available financial resources and assets, within delegated areas of authority, to support kindergarten operations.
• To follow the policies and procedures for the Lower Hutt Kindergarten Association.
• To use Information & Communication Technology appropriately in the management of the kindergarten operations.
• To model & implement effective time management strategies

**Strategic Management:**

• To understand & respond to Aotearoa/New Zealand's changing demographic and economic climate.
• To lead and engage in the process of review that enables continual improvement.
• To develop and implement a programme that meets the needs and aspirations of the community.

**Learning and Teaching:**

• To use assessment and evaluation practices that are holistic.
• To provide a learning environment that is inclusive and committed to the development of the child's social well-being.
• To demonstrate a high level of knowledge and practice of Te Whāriki and the current learning, teaching theories.
• To use ICT appropriately to enhance children's learning.

**Kindergarten Environment**

• Head Teachers and Teachers are expected to undertake general cleaning tasks at the kindergarten to ensure the following areas are clean, tidy and hygienic. As well as ensuring storage and use of equipment meets health and safety requirements.

Except where it involves children or spills, preparation and cleaning by teachers must be done outside of session times
  ➢ Check toilets, basins and locker rooms before, during, and after sessions.
  ➢ Check food preparation/consumption areas before, during, and after sessions. Including messy play areas.
  ➢ Floor to be clear of spills before, during, and after session
  ➢ Maintain educational equipment to a high standard of cleanliness – following appropriate hygiene standards for the cleaning of items such as play dough equipment.
  ➢ Hazardous materials to be kept out of reach of children
  ➢ Ensure all furniture and equipment that may have been moved during cleaning is properly secured against earthquakes
# Health & Safety Template – Head Teacher

<table>
<thead>
<tr>
<th>Management Commitment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Have overall responsibility for H&amp;S in the Kindergartens</td>
<td></td>
</tr>
<tr>
<td>Ensure all aspects of H&amp;S systems are adhered to on a daily basis in the Kindergarten</td>
<td></td>
</tr>
<tr>
<td>Adhere to Health and Safety policy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee Participation in Health and Safety</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Encourage and support employees who take up the role of Kindergarten H&amp;S Representative or Employee Representative on the H&amp;S Committee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning, Reporting and Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Emergency Preparedness Plans &amp; review these regularly</td>
<td></td>
</tr>
<tr>
<td>Include H&amp;S in Annual Planner</td>
<td></td>
</tr>
<tr>
<td>Include H&amp;S in termly &amp; AGM reports to the Management Committee/Whānau (cc to PPM)</td>
<td></td>
</tr>
</tbody>
</table>

## Hazard Management
• Responsibility for Hazard Management in the Kindergarten.
• Maintain the Hazard Register
• Carry out Annual Hazard Review & forward by the end of the 3rd term to PPM (Team Leader)
• Designate staff to carry out Daily Hazard Check and review results
• Ensure that ALL equipment and resources in the Kindergarten meets H&S requirements.
• Review results of Playground Safety Checks and Manage the outcome
• Ensure the implementation of controls for significant hazards – especially earthquake – related hazards.
• Provide list of hazard related actions to the Management Committee/Whānau Group ie through the team report
• Ensure that all Hazard control actions are carried out – or seek further assistance from GM or PPM or OPS manager.
• Encourage teaching staff to take part in improving hazard management and emergency response systems in their kindergarten.
• Encourage employees and volunteers to report all hazards they encounter and all accidents, or symptoms, including “near-misses” using on-line GOSH system.
• Ensure all employees and volunteers are provided with and use personal protective equipment appropriate to their work activities.
• Make hazards known to all visitors or contractors working at the Kindergarten – this may require signage
• Have in place systems that prevent children from gaining access to plant matter capable of being poisonous to children

### Accident Reporting and Investigation

<table>
<thead>
<tr>
<th>Expectations met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall responsibility for Accident Management, Recording and Reporting in the Kindergarten</td>
</tr>
<tr>
<td>Make sure that all serious accidents, near misses, incidents of aggression to staff in kindergartens are recorded, investigated on the in-line GOSH. PPM to be contacted immediately if accident/incident requires follow up.</td>
</tr>
<tr>
<td>Facilitate review with the teaching team of the accidents/incidents in the online GOSH system looking for trends and issues that require actions, and send report to PPM</td>
</tr>
<tr>
<td>Maintain relevant H &amp; S records at the Kindergarten</td>
</tr>
<tr>
<td>Make sure the accident scene for serious harm accidents is left undisturbed until use of the scene is authorised by OSH.</td>
</tr>
<tr>
<td>Assist in accident investigation with OSH when needed.</td>
</tr>
<tr>
<td>Keep whānau informed as required and make sure they receive a copy of any Accident Report for their child.</td>
</tr>
<tr>
<td>First Aid certificate is current and displayed</td>
</tr>
</tbody>
</table>

### Emergency Procedures

<p>| |</p>
<table>
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</thead>
<tbody>
<tr>
<td>Overall responsibility for Emergency planning and management</td>
</tr>
<tr>
<td>Preparation of plans for flooding, violent threats, armed offenders, 'lock down', earthquake and fire emergencies – including ability to account for all adults and children including visitors during an evacuation.</td>
</tr>
<tr>
<td>Maintenance of required First Aid equipment.</td>
</tr>
</tbody>
</table>
• Maintenance of Civil Defence supplies
• Appointment of wardens and provision of identification
• Providing information and training to building users – e.g. notices.
• Carry out drills, record and evaluate.

<table>
<thead>
<tr>
<th>Safety for Visitors, Volunteers and Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Taking all practicable steps to ensure the safety of volunteers</td>
</tr>
<tr>
<td>• Informing visitors of potential hazards, emergency procedures (i.e. through induction practices &amp; display of Hazard Notice)</td>
</tr>
<tr>
<td>• H&amp;S induction for contractors doing minor work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information, Training and Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Undergo health and safety training &amp; refresher courses</td>
</tr>
<tr>
<td>• Carry out H&amp;S induction of new staff</td>
</tr>
<tr>
<td>• Supervise H&amp;S safe working practices</td>
</tr>
<tr>
<td>• Distribute H&amp;S information as required to staff and families</td>
</tr>
</tbody>
</table>

Further development and actions agreed on:

Professional Practice Manager sign:  
Date:

Head Teacher sign:  
Date:
# Backward Mapping Template

Looking back at your Teacher Inquiry Goals for the previous year, use this template to map how the Practicing Teacher Criteria have been met.

## Teacher Inquiry Goal:

<table>
<thead>
<tr>
<th>Tātaiako</th>
<th>Whanaunga-tanga</th>
<th>Maana-kitanga</th>
<th>Tangata Whenuatanga</th>
<th>Ako</th>
<th>Wānanga</th>
<th>Ako</th>
<th>Maanaki-tanga</th>
<th>Ako</th>
<th>Tangata Whenuatanga</th>
<th>Tangata Whenuatanga</th>
<th>Wānanga</th>
<th>Wānanga Ako</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTCs</td>
<td>1 Relationships</td>
<td>2 Wellbeing</td>
<td>3 Treaty</td>
<td>4 Ongoing PD</td>
<td>5 leadership</td>
<td>6 Learning programme</td>
<td>7 Learning environment</td>
<td>8 How children learn</td>
<td>9 Diversity</td>
<td>10 Bicultural</td>
<td>11 Assessment</td>
<td>12 Inquiry</td>
</tr>
</tbody>
</table>

### Artefact Title

| Analysing examples of practice: Evaluate artefacts against the PTCs and Tātaiako, ticking appropriate boxes. Then answer the following questions

1. In what way does this evidence meet the identified Practicing Teacher Criteria (PTC) |

2. In what way does this evidence meet/reflect Tātaiako? |
<table>
<thead>
<tr>
<th>3. What does this evidence tell me about my teaching? What have I learnt?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>4. How could I extend this learning?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Teacher Inquiry Goals for 2016 – 2017 (complete these pages with your appraiser)

1. **Teacher Inquiry Goal:**
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….

   What do I want to accomplish?
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….

   This goal will be accomplished when I have
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….

   This will be completed by (date) …………………………….

   How will I evidence my accomplishment?
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….
   - ………………………………………………………………………………………………………………………………….

   Head Teacher signature: ........................................ Date: ........................................

   Professional Practice Manager signature: ......................... Date: .................................

Please ensure that goals are:

**S** – Specific, detailed, unambiguous.

**M** – Measurable, with progress documented.

**A** – Attainable. They need to be a challenging so that they will motivate, while at the same time manageable.

**R** – Relevant. Are there benefits for children or whānau or colleagues?

**T** – Time Bound – How long will it take to accomplish the goal?
2. **Teacher Inquiry Goal:**

What do I want to accomplish?

This goal will be accomplished when I have

This will be completed by (date) ..................

How will I evidence my accomplishment?

Head Teacher signature: Date:

Professional Practice Manager signature: Date:

Please ensure that goals are:

S – Specific, detailed, unambiguous.

M – Measurable, with progress documented.

A – Attainable. They need to be a challenging so that they will motivate, while at the same time manageable.

R – Relevant. Are there benefits for children or whānau or colleagues?

T – Time Bound – How long will it take to accomplish the goal?
# Attestation Template

**Teacher**

<table>
<thead>
<tr>
<th>Position</th>
<th>Head Teacher</th>
</tr>
</thead>
</table>

**Attestation by Professional Leader**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position: Professional Practice Manager</th>
</tr>
</thead>
</table>

_in my position as Head Teacher/Professional Practice Manager, I attest that the above professional staff member demonstrates that she/he meets_

| All the Professional Standards relevant to her/his position in the following category: |
|---------------------------------|------------------|
| ☐ Beginning Teacher              | ☑ Yes              |
| ☐ Registered Teacher             | ☑ No               |
| ☐ Experienced Teacher            |                   |
| ☐ Head Teacher                   |                   |
| ☐ Senior Teacher                 |                   |

If “NO” - please comment

<table>
<thead>
<tr>
<th>All the Practicing Teacher Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

If “NO” - please comment

<table>
<thead>
<tr>
<th>Health and Safety Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

If “NO” - please comment

**Head Teacher’s Signature**

**Date**

**Professional Practice Manager**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

_in my position as Teacher/Head Teacher, I attest that there are no circumstances or issues which I have not disclosed to my employer that would negatively impact on:

- My competence in my position
- My ability to meet the required Professional Standards for my position
- My ability to meet the Practicing Teacher Criteria_

**Professional Practice Manager’s Signature**

**Date**
**Documentation to be submitted to your Professional Practice Manager**

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A signed copy of</td>
<td>• Teacher Inquiry Goals</td>
</tr>
<tr>
<td></td>
<td>• Self Evaluation (see page 5 &amp; 6)</td>
</tr>
<tr>
<td></td>
<td>• Backward mapping and related artefacts</td>
</tr>
<tr>
<td></td>
<td>• Health &amp; Safety responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Attestation</td>
</tr>
<tr>
<td></td>
<td>• Annual Evaluative Summary (written by appraiser)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A signed copy of</td>
<td>• Written evaluative feedback from appraiser</td>
</tr>
<tr>
<td></td>
<td>• Self-evaluation related to Teacher Inquiry goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A signed copy of</td>
<td>• Written evaluative feedback from appraiser</td>
</tr>
<tr>
<td></td>
<td>• Self-evaluation related to Teacher Inquiry goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A signed copy of</td>
<td>• Written evaluative feedback from appraiser</td>
</tr>
<tr>
<td></td>
<td>• Self-evaluation related to Teacher Inquiry goals</td>
</tr>
</tbody>
</table>
Glossary of terms

**Backward mapping** – a process of linking artefacts gathered to evidence goals against the Practicing Teacher Criteria and Tātaiako (not required for Teacher Support or Administrator position)

**Evaluative Feedback** - written feedback provided by the appraiser after each Whanaketanga Appraisal meeting during the cycle (term 4, 1 & 2)

**Evaluative Summary** – an annual summary report written by the appraiser after meeting for the annual Whanaketanga Appraisal meeting (term 3)

**Practicing Teacher Criteria (PTC)** - these were previously titled Registered Teacher Criteria (RTC) but changed when the new Education Council was formed.

**Self evaluation** – a process for studying one’s own performance in order to improve it. It is often around identifying one’s strengths, improvements and insights in regard to specific criteria.

**Self Reflection** – revisiting a period of time related to previous valued experiences in search of significant discoveries or insights about oneself, one’s behaviours, ones values, or knowledge gained. Self reflection is a major part of self evaluation.

**Teacher Inquiry Goals** – goals set by teachers to develop their teaching practice. These should be SMART (I.E. specific, measurable, attainable, realistic and timely). They are also called ‘stretch goals’, learning goals, inquiry goals, or development goals.