



PRINCIPAL

XXXX XXXXXXXX

**PERFORMANCE AGREEMENT
JOB DESCRIPTION,
&
CAREER STRUCTURE
PORTFOLIO**

Signed: _____ Signed: _____
Principal BoT Chairperson
Date: __2021__



Whakapono ki a koe

Whitiora School

PRINCIPAL'S PERFORMANCE AGREEMENT

This agreement is for the period 1 January 2021 to 31 December 2021

Parties

1. Chairperson Whitiora School Board of Trustees
2. Principal

Background

The purpose of this agreement is to ensure that the school's operation is consistent with regulatory requirements of the Education Act, School Charter, Policies and the school's policy direction, and is based on sound educational and management practices.

Agreement

1. Appointment

The Board agrees to employ the Principal and the Principal agrees to serve the Board in the position of Principal as set out in the Job Description and in accordance with the terms and conditions of this agreement.

2. Duties

The Board agrees to employ the Principal to carry out the duties set out in the Job Description, which will be amended from time to time as may be agreed between the parties.

3. Performance Review

The Principal is accountable to the Board of Trustees for his performance in all areas of the Job Description. Performance is measured against expected outcomes as stated in the Job Description and the Professional Standards for Principals as contained in the Primary Principals' Collective Agreement 26 August 2019 – 25 August 2022.

This Performance Agreement focuses on the following areas for the year (attached) in line with the current school annual plan for which specific objectives are measured. The Principal's performance is based predominantly on the specific areas which have expected outcomes.

Personal Grievances and Disputes

Any dispute between the Board and the Principal concerning this agreement will be resolved in accordance with the current and relevant employment contract.

Principal's Job Description and Appraisal Requirements

(1) Meet the requirements as described in

- Professional Standards / (STPs) Standards for the Teaching Profession / Tataiaki Cultural Competencies and Principal's Career Pathway Framework as described in this document and recorded under the Professional Standards headings:
 - 1A) Culture
 - 1B) Pedagogy
 - 1C) Systems
 - 1D) Partnerships and Networks

(2) Support School Priorities and Accelerating Student Learning through identified

- A priority focus
 - 2A1 i) School Development Goal #1
 - 2A1 ii) Principal's Action for Goal #1 focus
- And if needed, up to two further goals
 - 2A2 i) School Development Goal #2 and 2A2 ii) Principal's Action for Goal #2
 - 2A3 i) School Development Goal #3&4 and 2A3 ii) Principal's Action for Goal #2 & #4
- Principal Wellbeing Goal

(3) Collate evidence of meeting the above, and also:

- Maintain Logs for:
 - 3A) Professional Reading & Professional Learning
 - 3B) Networking

(4) Proactively Support the He Waka Eke Noa Kahui Ako Goals:

(5) Actively Participate in Appraisal Processes

- The Appraiser's report will be presented to the BOT Chairperson and a summary statement

(6) Principal's Career Pathway

Appendix 1: Principal's Career Pathway matrix

Documents Informing the Job Description	
Our Code Our Standards - full document	Tataiako Cultural Competencies - NZ Ed Council
Our Values & Our Commitment to the Treaty of Waitangi - NZ Ed Council	The Matrix aligning the STPs and Tataiako
Our Code of Professional Responsibility - NZ Ed Council	
Standards for the Teaching Profession (STPs) - NZ Ed Council	Teaching As Inquiry - TKI Curriculum on Line

Whitiora School Documents Also Informing the Job Description	
Whitiora 2020 School Charter - Strategic & Annual Plan with Goals	Whitiora OECD 7 Principles of Learning and ILE Expectations
Whitiora Learning Framework - Why/How/What - Vision/Principles/Activities	Whitiora expected best teaching practice in ILE
	Whitiora ILE expectations of good practice relating to the STPs & Tataiako

Principal Appraisal and Attestation

- Framework for Professional Standards, PTCs, Tataiako, Career Pathway - Leading Principal

(PS) Professional Standards <i>Collective Agreement</i>	(STPs) Standards for the Teaching Profession <i>Education Council</i>	(CCs) Tataiako - Cultural Competencies <i>Lens to interpret PS and PTCs</i>	Principal's Career Pathway - <i>Leading Principal (sharing)</i> <i>Collective Agreement</i>
1A) PS - 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, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. ● Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. ● Model respect for others in interactions with adults and students ● Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. ● Maintain a safe, learning-focused environment. ● Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. ● Manage conflict and other challenging situations effectively and actively work to achieve solutions. ● Demonstrate leadership through participating in professional learning. 	<p>STP's 4, 1, 3, 5, 6</p> <p>4. Learning-Focused Culture : Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>1. Te Tiriti o Waitangi Partnership: Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>3. Professional Relationships : Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>5. Design For Learning : Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>6. Teaching : Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>WHANAUNGATANGA (WT) - Actively engages in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the Māori community</p> <p>MANAAKITANGA (MT) - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>TANGATA WHENUATANGA (TW) - Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed</p> <p>AKO (AK) - Takes responsibility for their own learning and that of Māori learners</p> <p>WĀNANGA (WA) - Participates with learners and communities in robust dialogue for the benefit of Māori learners</p>	<p>Key Components:</p> <ul style="list-style-type: none"> - Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning. <p>Leadership development: Demonstrated ability to, for example:</p> <ul style="list-style-type: none"> - Develop leadership in others - Improve teaching and learning with and through others - Act as a coach/mentor to colleagues <p>Career and personal development: Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> - Participation in a Professional Learning Group of other leading principals; or - Further tertiary study/qualifications; or - Sabbatical project; or - Other relevant professional development

(PS) Professional Standards <i>Collective Agreement</i>	(STPs) Standards for the Teaching Profession <i>Education Council</i>	(CCs) Tataiako - Cultural Competencies <i>Lens to interpret PS and PTCs</i>	Principal's Career Pathway - Leading Principal (sharing) <i>Collective Agreement</i>
1B) PS - 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. ● Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. ● 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. ● Ensure that the review and design of school programmes is informed by school-based and other evidence. ● Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. ● Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students. 	<p>STPs 2, 4, 3, 5, 6</p> <p>2. Professional Learning : Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>4. Learning-Focused Culture : Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>3. Professional Relationships : Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>5. Design For Learning : Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>6. Teaching : Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>WHANAUNGATANGA (WT) - Actively engages in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the Māori community</p> <p>MANAAKITANGA (MT) - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>TANGATA WHENUATANGA (TW) - Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed</p> <p>AKO (AK) - Takes responsibility for their own learning and that of Māori learners</p> <p>WĀNANGA (WA) - Participates with learners and communities in robust dialogue for the benefit of Māori learners</p>	<p>Key Components:</p> <ul style="list-style-type: none"> - Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning. <p>Professional learning and development plans:</p> <p>Contribution to or leadership of:</p> <ul style="list-style-type: none"> - A learning or professional community <p>Leadership development:</p> <p>Demonstrated ability to, for example</p> <ul style="list-style-type: none"> - Develop leadership in others - Improve teaching and learning with and through others - Act as a coach/mentor to colleagues <p>Improvement and innovation are supported by cycles of inquiry at every level</p>

(PS) Professional Standards <i>Collective Agreement</i>	(STPs) Standards for the Teaching Profession <i>Education Council</i>	(CCs) Tataiako - Cultural Competencies <i>Lens to interpret PS and PTCs</i>	Principal's Career Pathway - <i>Leading Principal (sharing)</i> <i>Collective Agreement</i>
1C) PS - 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. ● Operate within board policy and in accordance with legislative requirements. ● Provide the Board with timely and accurate information and advice on student learning and school operation. ● Effectively manage and administer finance, property and health and safety systems. ● Effectively manage personnel with a focus on maximising the effectiveness of all staff members. ● Use school / external evidence to inform planning for future action, monitor progress and manage change. ● Prioritise resource allocation on the basis of the school's annual and strategic objectives. 	<p>STPs 5, 2, 3</p> <p>5. Design For Learning : Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>2. Professional Learning : Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>3. Professional Relationships : Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>WHANAUNGATANGA (WT) - Actively engages in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the Māori community</p> <p>MANAAKITANGA (MT) - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>TANGATA WHENUATANGA (TW) - Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed</p> <p>AKO (AK) - Takes responsibility for their own learning and that of Māori learners</p> <p>WĀNANGA (WA) - Participates with learners and communities in robust dialogue for the benefit of Māori learners</p>	<p>Key Components:</p> <ul style="list-style-type: none"> - Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning. - School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals <p>Leadership development: Improvement and innovation are supported by cycles of inquiry at every level</p>

(PS) Professional Standards <i>Collective Agreement</i>	(STPs) Standards for the Teaching Profession <i>Education Council</i>	(CCs) Tataiako - Cultural Competencies <i>Lens to interpret PS and PTCs</i>	Principal's Career Pathway - Leading Principal (sharing) <i>Collective Agreement</i>
1D) PS - 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. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school-related matters. • Actively foster relationships with other schools and participate in appropriate school networks. 	<p>STPs 3, 1</p> <p>3. Professional Relationships : Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>1. Te Tiriti o Waitangi Partnership: Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>WHANAUNGATANGA (WT) - Actively engages in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the Māori community</p> <p>TANGATA WHENUATANGA (TW) - Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed</p> <p>WĀNANGA (WA) - Participates with learners and communities in robust dialogue for the benefit of Māori learners</p>	<p>Service: A minimum of 9 years continuous service as a primary oer area school principal and meets the requirements of Developing and Experienced Principal.</p> <p>Key components:</p> <ul style="list-style-type: none"> - Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning. - Community and networks: Trust is built between home and school to positively influence student learning and engagement. <p>Professional learning and development plans: Contribution to or leadership of:</p> <ul style="list-style-type: none"> - A learning or professional community - A wider educational sector and principal networks <p>Career and personal development: Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> - Participation in a Professional Learning Group of other leading principals <p>Leadership development: Demonstrate ability to, for example</p> <ul style="list-style-type: none"> - Provide leadership across local networks

2A1 i) School Development Objective #1

Goal 1: Personnel Efficacy ... build personnel efficacy at all levels so that responsibilities can be fulfilled confidently and student learning benefits

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	

Note: The Whitiara School 2021 Annual Plan Goals are aligned to the He Waka Eke Noa Kahui Ako Goals and Annual Plan

School Action	Outcome/Evidence/Reflection
Leaders of Learning - Implement, Monitor, and Review the new Leadership structure	<ul style="list-style-type: none"> - Review new Leadership structure of additional Learning Centre Leader and with Curriculum Leaders - Coaching and Mentoring of Leadership Team
Teachers - Implement the Localised Curriculum framework - Teacher PL focus → Localised Curriculum → Distance Learning digital skills if needed	<ol style="list-style-type: none"> 1. Teacher Efficacy ... <ol style="list-style-type: none"> a. Appraisal system review involving teachers and restructure b. Localised Curriculum c. Leadership Development - Receive Mentoring and Coaching 2. Learner Agency ... <ol style="list-style-type: none"> a. Support structures and skills development for distance learning (structure and expectations support teacher and whaanau wellbeing) b. Explore and support curriculum learning supported digitally - i.e. reading eggs, mathematics c. Explore and support development of the Localised Curriculum 3. Whanau Engagement ... <ol style="list-style-type: none"> a. HERO SMS features utilized <ol style="list-style-type: none"> i. ... reporting to whanau (zoom alternatives who can't make physical) ii. ... communication portals b. Whanau-School connecting events - cultural celebration

	<p>4. Cultural Responsiveness ...</p> <ul style="list-style-type: none"> a. Whitiara School cultural narrative development development to support Localised Curriculum b. Invest in developing Hapu relationship with Ngaati Wairere and Ngaati Manaanga c. Support continued development of Te Aahuru Reo Ruumaki unit
<p>Admin staff</p> <ul style="list-style-type: none"> - Develop skills to meet schools needs 	<ul style="list-style-type: none"> a. HERO SMS b. School website management
<p>Principal & DP - PL focus</p> <ul style="list-style-type: none"> - Localised Curriculum - Coaching and Mentoring - New models of Appraisal 	<p>PL focus</p> <ul style="list-style-type: none"> - Localised Curriculum - Coaching and Mentoring - New models of Appraisal
2A1 ii) Principal Action Goal #1	Outcome/Evidence/Reflection
<p>Leadership: Oversee and support implementation, monitoring and review of new Leadership Structure ... Principal // DP // LC & Curriculum Leaders // Goal Leaders // Curriculum Leaders</p> <ul style="list-style-type: none"> → Ensure Release and PL is provided → Support Agenda creation and participation in the LC meetings → Review effectiveness Termly 	<p>Effective Leadership of:</p> <ul style="list-style-type: none"> ● Learning Centres and Curriculum ● School Goals implementation ● Effective implementation of the new Leadership Structure with Curriculum Leaders ● Regular meetings - Agenda/Minutes
<p>Professional Growth: Principal & DP ensure provision of suitable PL (organise/support/participate/or lead)</p> <ul style="list-style-type: none"> - Localised Curriculum (Core Ed) - ILE pedagogy & use of ILE space (Delivered by Principal & DP & visits) - Mindfulness / wellbeing for students (Pause Breathe Smile; and School Counsellor & Social Worker) 	<ul style="list-style-type: none"> ● PL supporting the Localised Curriculum ● Guiding Document for delivering the Localised Curriculum and implementation ● PL delivered by Principal and/or DP supporting ILE pedagogy ● Use of non-invasive surveying to gauge wellbeing/mindfulness and progress in readiness to learn - on enrolment and termly basis ● Pause Breathe Smile ... PL provided
<p>Principal's Personal PL:</p> <ul style="list-style-type: none"> - Participation in MACs (Maori Achievement Collaborative) PL - Responding to needs of children in trauma - New models of Appraisal 	<ul style="list-style-type: none"> ● Attending MAC Annual Conference at Waitangi ● PL opportunities supporting understanding and responding to needs of trauma victims ● New Appraisal process implemented

2A2 i) School Development Objective #2

Goal 2: Learner Agency ...

Practising Teacher Criteria ✓		Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components	Culture
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans	Pedagogy
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development	Systems
				Leadership Development	Partnerships & Networks

Action	Outcome/Evidence/Reflection
- Development and implementation of the Whitiora School Localised Curriculum	<ul style="list-style-type: none"> ● PL supporting the Localised Curriculum ● Guiding Document created for delivering the Localised Curriculum and implementation ● Implementation of Wellness & Mindfulness into the curriculum - with a particular emphasis on supporting transient students be ready for learning
- Teacher PL in ILE pedagogy & ILE use	<ul style="list-style-type: none"> ● Delivering ILE PL to teachers ● Improved ILE practices
- Student supported and prepared for accessing distance learning	<ul style="list-style-type: none"> ● Distance Learning Structures known ● Distance learning skills in place
-	
2A2 ii) Principal Action Goal #2	Outcome/Evidence/Reflection
Ensure Termly review of the Implement of the Localised Curriculum	<ul style="list-style-type: none"> ● PL supporting the Localised Curriculum ● Guiding Document for delivering the Localised Curriculum and implementation ● Teachers led in review of implementation of Localised Curriculum
Support Wellness and Mindfulness implementation	<ul style="list-style-type: none"> ● Use of non-invasive surveying to gauge wellbeing/mindfulness and progress in readiness to learn - on enrolment and termly basis ● Pause Breathe Smile ... PL provided ● Employment of a full time School Counsellor and Social Worker

2A3 i) School Development Objective #3

Goal 3 & 4: Powerful Partnerships & Cultural Responsiveness ... Parents to be actively involved in their child(ren)'s learning

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.l Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	

Action	Outcome/Evidence/Reflection
- Development and implementation of the Whitiora School Localised Curriculum	<ul style="list-style-type: none"> • PL supporting the Localised Curriculum • Whaanau and local iwi and hapu involved with the development of the Localised Curriculum
Community Cultural Groups to be established and explore hosting cultural learning opportunities	<ul style="list-style-type: none"> • Cultural Groups established supported by whaanau • Cultural Celebration held at the end of Term 3
2A3 ii) Principal Action Goal #3&4	Outcome/Evidence/Reflection
- Engage with school hapu - Ngaati Wairere and Ngaati Mahaanga	<ul style="list-style-type: none"> • Hui held with Ngaati Wairere and Ngaati Mahaanga • Consultation with Ngaati Wairere and Ngaati Mahaanga to support identifying gathering local stories and development of resources for the localised curriculum
- See Goal 1 Principal Activity: - Principal participate in Maori Achievement Collaborative (MACs) PL	<ul style="list-style-type: none"> • Attend MAC Hui and MAC Conference • Regularly meet with Anaru Morgan MAC advisor
- Support hui for establishing Cultural Groups and the presentation of a Cultural Celebration	<ul style="list-style-type: none"> • Cultural Groups established • Cultural Celebration held end of Term 3

2A4 Principal Personal Wellbeing GOAL ... to take steps to maintain personal wellbeing

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	

Principal Action	Outcome/Evidence/Reflection
Reflective discussions with a respected: <ul style="list-style-type: none"> - Principal colleague - DP - Appraiser 	
Identify and participate in PL supporting Principal growth	Book appropriate PL
Ensure time out during breaks occurs	

3A) LOG – PROFESSIONAL READINGS and (PL) PROFESSIONAL LEARNING:

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	
DATE	TITLE / PL FOCUS & PROVIDER			REFLECTION			

3B) LOG – NETWORKING:

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	
DATE	GROUP			REFLECTION			

4) Proactively Support the He Waka Eke Noa Kahui Ako Goals:

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	

ACTIVITY	REFLECTION
<ul style="list-style-type: none"> Participate in Kahui Ako hui Utilise the Kahui Ako resources and resource people to benefit the school To proactively support the Kahui Ako, by implementing the strategic goals at a school-based level, and ensuring that staff are fully involved in the various opportunities. 	

5) Actively Participate in Appraisal Processes:

Practising Teacher Criteria ✓				Career Pathway Structure ✓		Professional Standards ✓	
STP1 - Treaty		STP4 - Learning Culture		Key Components		Culture	
STP2 - Professional Learning		STP5- Design for Learning		Prof.I Learning & Development Plans		Pedagogy	
STP3 - Professional Relationships		STP6 - Teaching		Career & Personal Development		Systems	
				Leadership Development		Partnerships & Networks	

GROUP	REFLECTION
<ul style="list-style-type: none"> The Principal will identify a suitable Principal's Appraiser to be approved by the Board of Trustees and a contract to be signed. The Board of Trustees, recognises the possible benefit of a two year contract to facilitate successfully working towards completing significant change goals. The Appraiser's report will be presented to the BOT Chairperson and a summary statement. 	

6) Principal's Career Structure

2A. SERVICE

Criteria	Beginning Principal	Developing Principal (acquiring/acquired)	Experienced Principal (applying)	Leading Principal (sharing)
Service	< 3 years	A minimum of 3 years continuous service as a primary or area school principal.	A minimum of 6 years continuous service as a primary or area school principal and meets the requirements of Developing Principal.	A minimum of 9 years continuous service as a primary or area school principal and meets the requirements of Developing and Experienced Principal.

INDICATOR:

EVIDENCE:

2B. KEY COMPONENTS

Criteria	Beginning Principal	Developing Principal (acquiring/acquired)	Experienced Principal (applying)	Leading Principal (sharing)
Key Components	<p>Meets the requirements of Part 4 of this collective agreement.</p> <p>Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.</p> <p>School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.</p> <p>Community and Networks: Trust is built between home and school to positively influence student learning and engagement.</p>			

INDICATOR

EVIDENCE

- ★ These Key Components are acknowledged as being in place
 - annually as part of the Principal's Appraisal.
 - triannually as a part of ERO reviews
- ★ Evidence and analysis of student learning to maximise learning seen in reports
 - to the Board of Trustees in: - Curriculum reports, Annual Plan and Annual target analysis of variance, Target Student Action Plans and Tracking
 - To the Ministry of Education in: - NAG2A(b) reports and submission of National Standards data
- ★ School Policies are in place and reviewed seen in
 - The individual Policies documentation
 - The Board of Trustees Policy Framework and Handbook
 - The Policies List with review dates
 - Principal's Reports to the Board of Trustees
 - Board of Trustees meeting Agendas which identify the Policies being reviewed at that meeting
- ★ Resources are purchased to support strategic priorities and goals
 - Budget document approved each year by the Board of Trustees

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Appendix 1

Principal's Career Pathway

Criteria	Beginning Principal	Developing Principal (acquiring/acquired)	Experienced Principal (applying)	Leading Principal (sharing)
Service	< 3 years	A minimum of 3 years continuous service as a primary or area school principal.	A minimum of 6 years continuous service as a primary or area school principal and meets the requirements of Developing Principal.	A minimum of 9 years continuous service as a primary or area school principal and meets the requirements of Developing and Experienced Principal.
Key Components	<p>Meets the requirements of Part 4 of this collective agreement.</p> <p>Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.</p> <p>School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.</p> <p>Community and Networks: Trust is built between home and school to positively influence student learning and engagement.</p>			
Professional learning and development plans	Professional learning and development plan developed in conjunction with the Board and First Time Principals mentors (or similar).	Participation in a professional learning and development plan that may include: <ul style="list-style-type: none"> • Mentoring • Professional supervision • Study • Learning and development project aligned with school goals 	Participation in a professional learning and development plan that demonstrates professional growth in: <ul style="list-style-type: none"> • Leadership • Personal learning project in own school 	Contribution to or leadership of: <ul style="list-style-type: none"> • A learning or professional community. • A wider educational sector and principal networks.
Career and personal development	Successful completion of the First Time Principals' Programme or equivalent (as long as such is available) Seeks appropriate professional learning and development opportunities to improve expertise.	Engages in learning for career/personal growth demonstrated through, for example: <ul style="list-style-type: none"> • Knowledge of research • Successful practice Seeks appropriate professional learning and development opportunities to improve expertise.	Ongoing commitment to own personal growth demonstrated through, for example: <ul style="list-style-type: none"> • Further tertiary study/ qualifications; or • Sabbatical project; or • Other relevant professional development 	Ongoing commitment to own personal growth demonstrated through, for example: <ul style="list-style-type: none"> • Participation in a Professional Learning Group of other leading principals; or • Further tertiary study/ qualifications; or • Sabbatical project; or • Other relevant professional development.

<p>Leadership development</p>	<p>Provide effective professional leadership within the school.</p>	<p>Demonstrated ability to fully discharge the duties and responsibilities of a principal, demonstrated through, for example:</p> <ul style="list-style-type: none"> • Working with staff to set clear and appropriate educational goals for the school. • Recognising the strengths and weaknesses of the school's performance and planning an improvement trajectory/pathway. • Ensures performance agreements and appraisal processes are in place for all staff. 	<ul style="list-style-type: none"> • Demonstrated ability to adapt systems to school context, demonstrated through, for example: • School development and activities reflect strategic direction and priorities. • School development focused on responsiveness to students needs. • Demonstrated ability to improve teaching and learning with others • Demonstrated development of leadership in others. Linked to analysis of self review and appraisal information. 	<p>Demonstrated ability to, for example:</p> <ul style="list-style-type: none"> • Develop leadership in others • Improve teaching and learning with and through others • Act as a coach/mentor to colleagues • Provide leadership across local networks. <p>Improvement and innovation are supported by cycles of inquiry at every level.</p>
<p>Remuneration</p>	<p>NIL</p>	<p>\$3,500</p>	<p>\$6,500</p>	<p>\$9,500</p>