

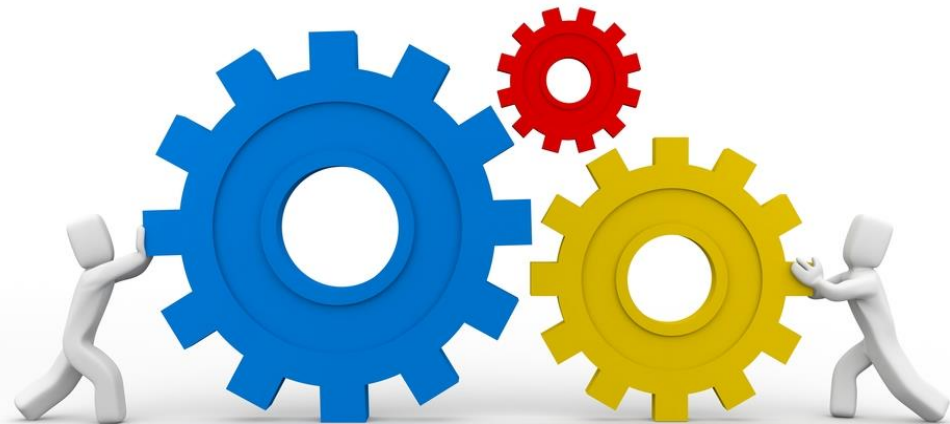


**ACADEMIC EXCELLENCE
PLANNING, TEACHING
AND ENVIRONMENT FOR
LEARNING**



POLICY STATEMENT

School is committed to “performance management” to develop all members of the teaching staff in order to improve the teaching – learning process and to raise the standard of achievement for all students.



THE PERFORMANCE EVALUATION MODEL

All levels of teachers will be involved in the programme. The process should be ongoing and involves a three-stage cycle. Teachers should be involved in the three stages:

- **Planning**
- **Monitoring and**
- **Review throughout a regular school year.**



THE PERFORMANCE REVIEW PROCESS OPERATES ON A CONTINUOUS ONE – YEAR CYCLE.

- **There should be a formal review and should take place in the latter half of the third term.**
- **The results of national tests and other in –house tests should be used when considering students’ progress.**
- **The planning stage involves the definition of job responsibilities, setting of performance goals and development of an action plan.**
- **This should take place early in term one of the school year.**
- **The monitoring stage involves monitoring progress, providing feedback, coaching and professional development support.**
- **This should take place throughout the school year. There should be a minimum of one classroom observation for each teacher in each term throughout the school year.**
- **The Teacher’s records should be checked at least once per term to ensure that they are appropriately maintained and are up to date .**



ROLES

Principal

- The principal has the responsibility to guide the implementation of the programme and to maintain proper record of the process.
- The principal should see to the implementation of all three stages of the cycle especially that the review is carried out and relevant documentation is done.
- The principal, as the final accountable officer, has the responsibility to coordinate the performance management review for teachers in the school.
- Depending on the size of the school, the principal can delegate some of this responsibility to members of the senior management team under whose portfolio the teacher falls.
- Principals should ensure that each Team Leader/Reviewer is responsible for limited numbers of reviews.



TEACHER

- **The teacher should participate in the development of the School Improvement Planning process.**
- **Prepare his/her own development goals and action plan.**
- **Goals should be documented, discussed and agreed on with the team leader.**
- **Regular and objective feedback should be sought, and training and development for weak areas should be provided.**
- **The teacher should participate in all three stages of the cycle and he or she should receive a copy of the Performance Evaluation Report that will be included on his or her permanent record.**



MEASURING PERFORMANCE

Four Point Rating Scale :

Each performance factor/attribute on the Performance Appraisal Form is to be rated in one of four categories, namely:

1 - Unsatisfactory

Performance clearly not meeting position requirements and is therefore unacceptable.

2 - Area of Concern

Performance is at minimally acceptable level and must improve.

3 - Meets Expectation

Performance consistent in meeting all expectations.

4 - Exceeds Expectation

Performance above average; exceeding requirements for the job. At par with the best.



WHY EVALUATE THE PERFORMANCE OF TEACHERS?

The system is designed to:

- Encourage continual professional growth.
- Identify both strengths and challenges among teachers.
- Provide remedies for deficient performance that fail to contribute to productive professional and educational environment.
- Identify among teachers, those areas where good quality needs to be maintained or where improvement is desirable.
- Ensure strict system of accountability.



PSL - PLANNING FOR STUDENT LEARNING

- **Demonstrates a planned approach toward delivering the curriculum and achieving desired learning outcomes.**
- **Lesson plans have clear objectives developed from the curriculum.**
- **Lesson plans characterized by seamless progression of content over the allocated time period.**
- **Plans and integrates the use of available resources and technology.**
- **Subject content demonstrates regard for level of students.**
- **Plans/develops evaluation methods aligned to lesson goals.**
- **Maintains proper records to track student progress against plans.**
- **Uses evaluation results to guide future planning.**



TSL - TEACHING FOR STUDENT LEARNING

- **Communicates lesson objectives to students at beginning of lesson.**
- **Knows the subject matter well enough to have an in-dept conversation about it.**
- **Recognizes differences in abilities of student**
- **Recognizes differences in learning styles of students.**
- **Delivers content in a logical and sequential manner.**
- **Links content with previous lessons and/or students' own experiences.**
- **Gives clear and specific instructions/explanations**



CONT....

- **Uses activities that are motivating and challenging**
- **Makes learning the subject matter relevant and interesting**
- **Provides the opportunity for students to participate responsibly in the learning process.**
- **Encourages high standards of effort.**
- **Uses a range of strategies to assess understanding throughout the lesson**
- **Engages students for the duration of the session.**



ESL-CREATING CLASSROOM ENVIRONMENT FOR STUDENT LEARNING

- **Creates a climate conducive to/supportive of the learning process**
- **Creates climate of supportiveness**
- **Creates a climate of courtesy and respect**
- **Takes appropriate action(s) to address undesirable behavior**
- **Positively re-enforces effort, achievement and desirable behaviors (e.g. through praise and recognition).**
- **Takes precaution to protect students, equipment, materials, textbooks and facilities.**



PART TWO:

TEACHER PROFESSIONALISM

PC – PERSONAL CHARACTERISTICS

- **Attends school regularly**
- **Attends class punctually**
- **Personal decorum and dress are appropriate**
- **Plans and records are completed and submitted punctually.**
- **Supports the extra-curricular activities of the school**
- **Level of work output**
- **Participates in development of the school improvement plan.**
- **Observes strict code of confidentiality**



PD – PROFESSIONAL DEVELOPMENT

- **Uses reflection (self study) to analyze own strengths and weaknesses.**
- **Set goals and implements plans for own professional development.**
- **Participates in in-service professional development activities**
- **Demonstrates an interest in exploring new teaching concepts and methodologies.**
- **Demonstrates language flexibility in the interest of student learning.**
- **Ability to represent school to external constituents.**
- **Organizes and presents written information in a clear and effective manner.**



IS – INTERPERSONAL SKILLS

- Builds and maintains rapport with principal and colleagues.
- Builds and maintains rapport with students.
- Builds and maintains rapport with parents.
- Works cooperatively in teams
- Exerts positive influence over peers
- Contributes to harmony among teaching staff.



Thank
you!

