

PROFESSIONAL STANDARDS

FOR EFFECTIVE TEACHING



How to Integrate these into
KINDERGARTEN PERFORMANCE MANAGEMENT SYSTEMS

A PRACTICAL RESOURCE FOR KINDERGARTEN ASSOCIATIONS

KINDERGARTEN TEACHERS, HEAD TEACHERS AND SENIOR TEACHERS

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Introduction

A set of national professional standards for kindergarten teachers has been established under the Kindergarten Teachers, Head Teachers and Senior Teachers Collective Employment Agreement 2002-2005 (KTCA). These are incorporated into the KTCA by way of formal variation. Kindergarten Associations need to integrate the professional standards into their current performance management systems (which are an existing requirement in terms of Desirable Objectives and Practices (DOPs) 11).

This booklet provides a practical reference as to how integration of the professional standards into performance management systems can be accomplished. It sets out key features of the professional standards and gives practical examples of performance indicators for assessing performance expectations and achievement in relation to them.

1 WHAT ARE PROFESSIONAL STANDARDS FOR KINDERGARTEN TEACHERS?

Professional standards for kindergarten teachers, head teachers and senior teachers build on existing performance management systems in Associations. They have been designed to establish national consistency in performance management while remaining sufficiently flexible so as to enable individual Associations and teachers to adapt them to their particular climate, culture and community.

Professional standards:

- describe the important knowledge, skills and attitudes that all teachers are expected to demonstrate in carrying out their role
- formalise the Government's expectations of professional practice.

The KTCA specifies that the professional standards are to be used in assessing an individual's entitlement to salary progression. The professional standards may only be varied during the term of a current employment agreement with the concurrence of the Secretary for Education and NZEI Te Riu Roa. The relationship between professional standards and salary progression is explained further in section 3.

Beginning Teachers

The professional standards for beginning teachers reflect the need for teachers at this level to focus on developing competent teaching skills and acknowledge that they require support from more experienced colleagues to achieve this.

Fully Registered Teachers

The professional standards for fully registered teachers are designed for teachers who are fully competent to perform all aspects of a teaching role with minimal assistance from senior colleagues.

They are to meet these standards plus those of a beginning teacher.

Experienced Teachers

The professional standards for experienced teachers are designed for teachers who are highly skilled and able to take on leadership roles by sharing skills and experience with less experienced colleagues, as well as being able to perform some additional tasks that contribute to the wider kindergarten community.

They are to meet these standards plus those of a fully registered teacher.

Head Teachers

The professional standards of head teachers are grouped into four categories:

- professional leadership
- relationship management
- operations and management
- strategic management.

They are to meet these standards plus those of an experienced teacher.

Senior Teachers (or their equivalent)

Excerpt from the Kindergarten Teachers, Head Teachers and Senior Teachers' Collective Employment Agreement 2002-2005.

"1.6(d) Senior teacher means a teacher who is employed as a senior teacher to carry out professional support and guidance, administration and management roles under delegation from their employer. Such delegations shall be determined by the employer in agreement with the employee(s) and in accordance with the employee(s) job description."

There is a separate set of professional standards for senior teachers grouped into four categories:

- professional leadership
- strategic leadership
- professional relationships
- operations and management.

They are to meet these standards plus those of a head teacher.

1.1 RECRUITMENT AND RETENTION

The professional standards clearly state the minimum requirements for teachers. They enable applicants to be given a full and realistic picture of the position and the responsibilities involved. The performance management system needs to be discussed during the appointment and/or induction process to ensure that the successful applicant understands the professional standards and receives assistance to achieve them.

To assist in achieving an integrated performance management system, Associations need to review:

- *application information for prospective employees* – to ensure job descriptions include required professional standards
- *selection processes* – e.g. interviewing, referees, to ensure selection incorporates discussion about the relevant performance management system and professional standards
- *induction processes* – to ensure induction includes discussion of expectations and the relevant performance management system and confirms the successful applicant's entry point into the system.

1.2 JOB DESCRIPTIONS

Professional standards will form the basis of performance appraisals and Associations may choose to show in the job description how these standards relate to the job. This may help paint a broader picture for applicants of the practices expected.

1.3 PERFORMANCE APPRAISAL/SELF APPRAISAL

Appraisal is a process for objectively reviewing the practices and achievements of all staff members by recording achievements, clarifying expectations and identifying and planning for professional development. It should also be an opportunity for teachers to engage in a process of self appraisal and critical reflection on their own practice, and to identify aspects for focus or development.

1.4 PROFESSIONAL DEVELOPMENT

Professional development may be specifically related to an individual teacher's goals based on his or her practice as assessed against the professional standards and identified by the teacher and/or appraiser. This will also assist in prioritising individual professional development goals and kindergarten and Association goals.

1.5 TEACHER REGISTRATION

Teacher registration is the component of a performance management system that ensures standards of practice across the education sector. The professional standards use similar language to the Teachers' Council Teacher Registration Dimensions and Criteria and these dimensions and criteria have been incorporated into the professional standards.

1.6 ASSISTANCE AND GUIDANCE

This refers to collegial support, for example, team meetings, informal discussions, senior teacher visits and reports, beginning teacher registration programmes and more formal assistance and guidance programmes.

1.7 COMPETENCY/DISCIPLINARY PROCEDURES

The introduction of professional standards clarifies the expected minimum standards of practice and therefore serves as a benchmark. Below this benchmark unacceptable practices can lead to assistance and guidance and then, if not resolved to competency procedures.

2 PROFESSIONAL STANDARDS AND PERFORMANCE MANAGEMENT SYSTEMS

A performance management system provides opportunities to identify, evaluate and develop the work performance of teachers so that the goals and objectives of the kindergarten are more effectively achieved. At the same time, it needs to benefit staff in terms of recognition, feedback, meeting work needs, providing them with opportunities for personal and professional development, and offering career advice. Effective performance management requires a high level of professional support and ongoing assistance and guidance.

The objectives of a performance management system in kindergartens are to:

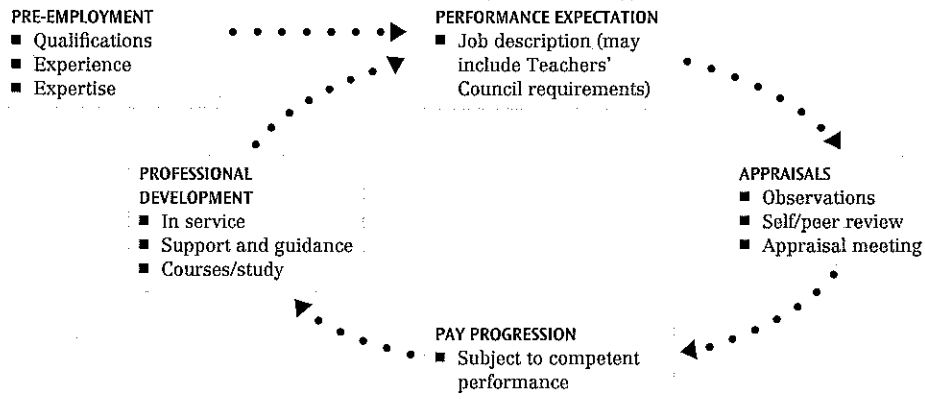
- enhance learning for children by improving the quality of teaching and leadership
- integrate policies, practices, standards and procedures that link the goals and objectives of the teachers, head teachers and senior teachers with those of the kindergarten and Association
- set agreed performance expectations and establish processes which assess whether those expectations have been met
- focus on the professional development of every teacher.

Effective performance management is an on-going process that occurs in supportive working environments where there is a high level of communication and trust.

It does not involve setting staff up to fail by imposing unrealistic goals or surprising them at performance reviews with tasks and responsibilities that they should have completed but which had not been properly communicated to them. Neither is performance management a means by which employers can try and unreasonably justify a remuneration increment being withheld.

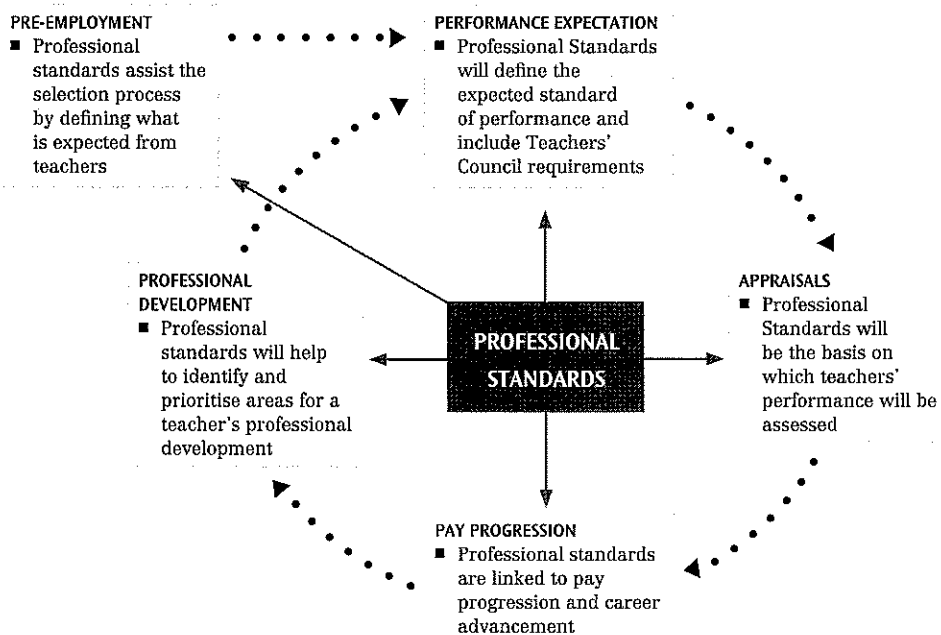
Diagram 1 (page 6) shows how the components of a performance management system are related and how they apply throughout a term of employment. It gives examples of what is likely to be contained within each of these components, acknowledging that context and environment will make each Kindergarten Association's performance management system unique.

2.1 DIAGRAM 1 EXISTING PERFORMANCE MANAGEMENT SYSTEMS



The professional standards may influence many aspects of performance management because they outline expectations, are linked to teachers' salary progression, and may help identify areas for professional development. Diagram 2 shows how the professional standards are likely to impact on Kindergarten Associations' performance management systems. These implications are explained more fully throughout this resource.

2.2 DIAGRAM 2 INTEGRATING PROFESSIONAL STANDARDS INTO PERFORMANCE MANAGEMENT SYSTEMS



Requirements Under the Collective Agreement

3 PROFESSIONAL STANDARDS FOR SALARY PROGRESSION

Professional standards are linked to teachers' salary progression and career advancement and continue to apply even after a teacher has reached the top of the pay scale.

A teacher's progression up the relevant salary scale shall be on an annual basis from the date of appointment and is subject to competent performance. For the purposes of determining progression from one salary step to the next, a teacher's performance will be assessed annually against the national professional standards for kindergarten teachers. For a teacher to progress annually to the next salary step the teacher will need to demonstrate that he or she has met the appropriate professional standards.

Teachers do not have to meet additional professional standards for the purpose of salary progression, but these may form part of the Association's performance management system.

For new employees, their entry point into the Association's performance management system will be confirmed upon appointment. For example, a teacher changing his/her employer Association may have recently completed an annual assessment, the result of which could be used to determine the entry point into the new Association's system.

3.1 BEGINNING TEACHERS

Beginning teachers require a *minimum of two* successful annual assessments against the professional standards for that level in order to move to the fully registered level.

The only exception is where the teacher and the employer agree that more than one assessment against the beginning standards is not appropriate because of that teacher's previous relevant experience. In such cases, the teacher may be assessed against the fully registered teacher standards after just one assessment at the beginning teacher level.

This holds true for the purposes of assessment and salary progression only. Beginning teachers cannot gain registration through this process. The New Zealand Teachers' Council requires all teachers to complete two years of satisfactory teaching before being considered for full registration.

Professional Standards for Beginning Teachers

A beginning teacher will:

- have a sound knowledge of *Te Whāriki* and current learning, teaching and assessment theories
- demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Māori
- support children to take an increasing role in their own learning and care
- demonstrate flexibility and responsiveness
- provide encouragement, warmth and acceptance along with the challenges for creative and complex thinking
- plan, assess and evaluate programmes based on children's strengths and interests with reflection on teaching and learning
- demonstrate an understanding of positive guidance strategies
- develop effective practices in engagement of children's learning
- create and maintain a safe environment that is conducive to learning
- demonstrate expectations that value and promote learning
- establish positive relationships with children that respect their individuality, culture and place in their community
- demonstrate skills for effective communication
- co-operate with, and seek support from, colleagues
- be involved in activities that contribute to the life of the kindergarten
- develop sound knowledge and skills in relation to Association administrative requirements.

3.2 FULLY REGISTERED TEACHERS

Fully registered teachers must complete a *minimum of three* successful annual assessments against the professional standards at this level before moving to the experienced teacher category.

They are to meet these standards plus those of a beginning teacher.

Professional Standards for fully Registered Teachers

A fully registered teacher will:

- be competent in the content of *Te Whāriki*
- demonstrate and discuss developments in current learning, teaching and assessment theories
- demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori
- demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of *Te Whāriki*
- evaluate and reflect on teaching and learning with a view to improvement
- utilise assessment as a conscious practice of noticing, recognising and supporting documentation
- demonstrate effective positive guidance strategies

- develop competent practices in facilitating children’s engagement in learning
- establish high expectations that value and promote learning
- maintain and promote positive relationships with children that respect their individuality, culture and place in their community
- communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand
- communicate effectively with children, colleagues, family/whānau and caregivers
- provide regular feedback that contributes to the child’s learning pathway
- involve parents/whānau in the kindergarten programme
- display ethical and responsible behaviour
- establish and maintain effective working relationships with colleagues
- encourage others and participate in professional development
- contribute to the life of the kindergarten, its community and the Association
- maintain accurate records in relation to Association administrative requirements.

3.3 EXPERIENCED TEACHERS

Annual assessment against the Experienced Teacher Professional Standards will be ongoing for experienced teachers, even when they have reached the top of the pay scale.

They are to meet these standards plus those of a fully registered teacher.

Professional Standards for Experienced Teachers

- demonstrate a high level of knowledge of *Te Whāriki* and of current learning, teaching and assessment theories
- demonstrate a commitment to their own ongoing learning and teaching
- demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori
- demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices
- continually evaluate and reflect on their teaching and act on areas where it can be improved
- demonstrate a high level of commitment to children’s well-being and social competence
- demonstrate a wide range of approaches that facilitate all children’s engagement in learning
- effectively facilitate challenging learning environments
- maintain high expectations of all children that value and promote learning
- maintain and promote relationships with children that respect their individuality, culture and place in their community
- demonstrate highly effective communication skills when interacting with children, colleagues or family/whānau
- demonstrate effective skills in responding to the aspirations of family/whānau and caregivers

- display ethical and responsible behaviour
- support and provide effective assistance to colleagues in improving teaching and learning
- encourage others and participate in professional development
- contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community
- sustain knowledge and skill in relation to Association administrative requirements.

3.4 HEAD TEACHERS

Head teachers complete an annual assessment against the Experienced Teacher Professional Standards and the Head Teacher Professional Standards, even when they have reached the top of the pay scale.

They are to meet these standards plus those of an experienced teacher.

Professional Standards for Head Teachers

Professional Leadership

- fulfil the role of professional leader as outlined in their relevant job description
- demonstrate a thorough understanding of current approaches to effective teaching and learning across the curriculum
- understand and apply, where appropriate, current practices for effective leadership and management from both within and beyond education
- provide professional leadership to the kindergarten team by encouraging vision and innovation
- facilitate the development and implementation of practices within the kindergarten that reflect the dual heritage of Aotearoa/New Zealand
- reflect on their own performance appraisal and demonstrate a commitment to their own ongoing learning
- participate in procedures and practices to maintain, affirm and improve team effectiveness
- motivate and support the teaching team to improve the quality of teaching and learning
- display ethical and responsible behaviour.

Relationship Management

- identify, establish and foster relationships within and between the kindergarten and the wider community
- communicate effectively with a range of individuals and groups
- manage conflict effectively and work actively to achieve resolution.

Operations and Management

- comply with all relevant legislative requirements and with monitoring and reporting requirements
- effectively and efficiently use available financial resources and assets (within delegated areas of authority) to support kindergarten operations.

Strategic Management

- understand the implications of Aotearoa/New Zealand's changing cultural, social and economic context and reflect these changes in the kindergarten
- establish and engage in processes of review that facilitate continual improvement
- initiate, plan and manage the kindergarten programme and practices to reflect a commitment to focusing the kindergarten on continual improvement.

3.5 SENIOR TEACHERS

Senior teachers will complete an annual assessment against the Senior Teacher Professional Standards, even when they have reached the top of the pay scale.

They are to meet these standards plus those of a head teacher.

Professional Standards for Senior Teachers

Professional Leadership

- fulfil the role of professional leader as outlined in their relevant job description
- demonstrate an extensive knowledge and understanding of current approaches to effective teaching and learning
- understand and apply where appropriate, current practices for effective leadership and management from both within and beyond education
- provide professional leadership and direction to the kindergarten teams by encouraging vision and innovation
- inspire, motivate and support teachers to continually improve the quality of teaching and learning
- reflect on own performance appraisal and demonstrate a commitment to their own ongoing learning
- advocate for and support the facilitation, development and implementation of practices throughout the Kindergarten Association that reflect and incorporate te reo and tikanga Māori and the Treaty of Waitangi
- establish and engage in processes of review that facilitate continual improvement for the Association and its kindergartens
- display ethical and responsible behaviour.

Strategic Leadership

- understand the implications of Aotearoa/New Zealand's changing cultural, social and economic context, and advocate for responsive Association policies and practices
- contribute to the development of a shared vision for the future of the Association and reflect a commitment to focusing the Association on continual improvement
- make progress towards achieving the Association's vision through effective management of available resources
- demonstrate an understanding of, and be responsive to, the aspirations and concerns of the kindergarten communities, the education sector and the wider education community.

Professional Relationships

- foster relationships with and between kindergartens and the Association
- identify, establish and facilitate relationships within and between the education sector and the wider community
- communicate effectively with a range of individuals and groups
- manage conflict effectively and work actively to achieve resolution.

Operations and Management

- contribute to the Association's performance management policies, procedures and practices to maintain and improve teacher effectiveness
- comply with all relevant legislative requirements, and with monitoring and reporting requirements
- use available financial resources and assets to effectively and efficiently support Association operations.

3.6 DEFERRED SALARY PROGRESSION

Where a teacher has not met the appropriate professional standards throughout the assessment period the employer may defer salary progression. The process for deferred salary progression is shown in Diagram 3 (page 14).

- a) Where progression has been deferred, the employer shall determine a time frame (in consultation with the teacher) within which the teacher shall have the opportunity to demonstrate the improved performance required to meet the appropriate standards, through assistance and guidance.
- b) If, at a second assessment, it is agreed that the teacher has demonstrated that he or she has met the appropriate standards within the time frame, the teacher will progress to the next step from the date of the second assessment. This date will become the teacher's new anniversary date for the purposes of salary progression.
- c) Where a teacher is unable to attain the standards within the specified time frame, the teacher, if he or she is a *beginning teacher* or a *fully registered teacher*, will be required to undergo competency procedures as set out in Clause 6.3 of the KTCA. A teacher cannot be moved down the salary scale.
- d) Where an *experienced teacher* is unable to meet the professional standards at the experienced teacher level the teacher will return to being assessed against the professional standards for fully registered teachers. If the teacher does not meet the professional standards at this level, he or she will be required to undergo competency procedures as outlined in Clause 6.3 of the KTCA. A teacher cannot be moved down the salary scale. If the teacher satisfies the criteria at fully registered teacher level, the teacher can have the Professional Standards for Experienced Teachers incorporated into his or her performance expectations and development objectives and be assessed against these at the next performance appraisal.

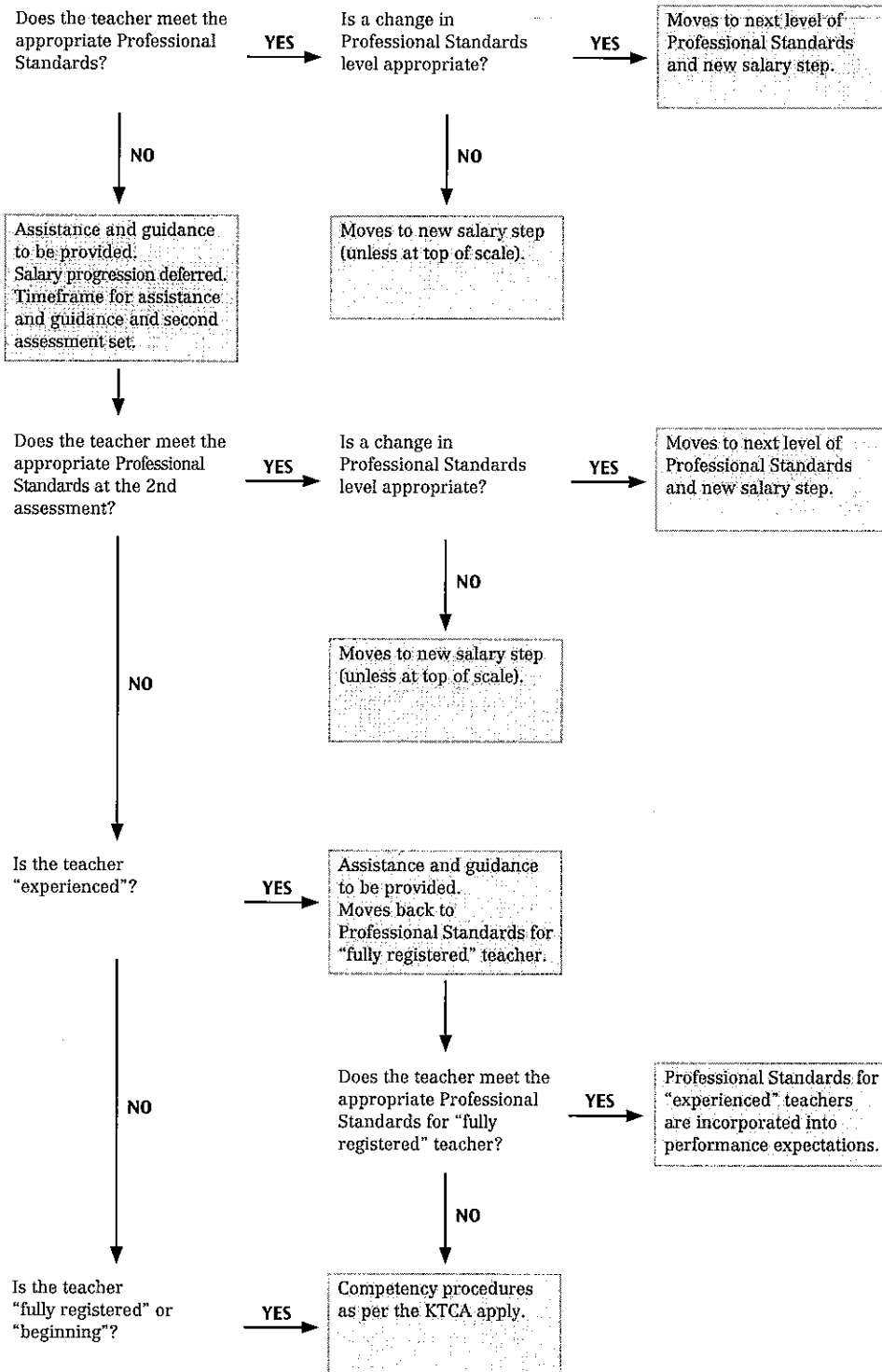
- e) A senior or head teacher who does not meet the relevant standards will determine with their appraiser a timeframe within which they have the opportunity to demonstrate that they are able to meet the standards. If they are then unable to meet the relevant standards they will undergo competency procedures. Competency procedures are set out in the KTCA and are designed to support a process of appropriate assistance and guidance for teachers to cover specific areas of concern.

3.7 LOCAL REVIEW PROCESS

- a) Where a teacher disagrees with the employer's decision to defer his or her salary increment under the provisions of Clause 3.3(h) of the KTCA, the teacher may, within 14 calendar days of being notified of the deferral, seek a review of that decision by notifying the employer in writing. The teacher may be represented during the process.
- b) A reviewer shall be a person nominated by the Association and acceptable to the teacher. The reviewer may be another staff member but should not be someone who was connected with the original decision to defer progression. In the event that agreement cannot be reached within a reasonable time as to who the reviewer should be, it shall be determined by the employer.
- c) The reviewer will give the teacher and the employer fair opportunity to make representations. The reviewer shall make recommendations to the employer within 30 calendar days of receiving the teacher's application for review.
- d) The employer shall make a final decision within 14 calendar days of receiving the recommendation. Where requested, the teacher shall have access to the information about him or herself provided to the employer by the reviewer.
- e) Nothing in this clause prevents the teacher from taking a personal grievance in accordance with Part 7 of KTCA.

Note: It may be necessary for very small Associations to develop a reciprocal arrangement with a neighbouring Association.

3.8 DIAGRAM 3 PROFESSIONAL STANDARDS AND SALARY PROGRESSION



4 WHAT ARE PERFORMANCE INDICATORS?

Performance indicators provide an objective way to assess the extent to which the professional standards have been met. Assessment can take a variety of forms but is typically about gathering evidence which indicates whether a particular level of performance has been achieved.

Generic sample indicators and guidelines for their use have been developed for all teachers. The sample indicators demonstrate how professional standards can be translated into measures of performance that are meaningful to teachers, without reducing roles to a series of tasks. It is important to note that indicators are signposts, not a checklist. They do not need to be passed individually and are not a series of tasks to be completed.

Performance indicators will:

- clarify what a teacher has to do to demonstrate performance against the professional standards
- help appraisers systematically observe and gather evidence of performance so that decisions about a teacher's achievements are made as fairly and objectively as possible
- enable professional standards to be implemented in a robust and consistent way within the kindergarten and Association
- allow kindergartens to apply the professional standards in a way that is consistent with their culture and climate.

4.1 DEVELOPING PERFORMANCE INDICATORS

The sample performance indicators provided in this booklet are intended to assist Kindergarten Associations and teachers to select and customise the most appropriate indicators to suit the particular characteristics of their individual kindergartens or Associations.

If Associations develop additional indicators then teachers must be involved. One way to approach this might involve the following:

- teachers and senior management meet and agree on a process for developing performance indicators
- teachers are asked to each contribute a short list of things which they feel most demonstrate that a teacher is doing his/her job well. These are pooled and categorised under the appropriate professional standards. This list is then divided up by dimension and allocated to small groups of staff who refine their portion of it. Each group's work is collated and distributed, and a final meeting held to allow staff to comment and agree upon the indicators
- a draft list of indicators is then presented to teachers for comment
- the final performance indicators are agreed and incorporated into the performance management system
- indicators are reviewed from time to time to ensure they actually assess what is required.

Beginning Teachers

Performance indicators for beginning teachers reflect the need for teachers at this level to focus their time on developing fully competent teaching practices, and acknowledge that support from more experienced colleagues is required for them to achieve this.

Fully Registered Teachers

The performance indicators for fully registered teachers reflect a teacher who is fully competent to perform all aspects of a teaching role with minimal assistance from senior colleagues.

Experienced Teachers

The performance indicators for experienced teachers reflect a teacher who is highly skilled and able to take on a leadership role by sharing his or her experiences and skills with less experienced colleagues, as well as perform some additional tasks that contribute to the wider kindergarten community.

Head Teachers

The performance indicators for head teachers are in addition to the performance indicators for experienced teachers.

Senior Teachers

There is a separate set of performance indicators for senior teachers.

How to integrate Professional Standards into existing Performance Management Systems — SOME PRACTICAL HELP

5 PERFORMANCE APPRAISAL PROCESS

A performance management system for teachers and head teachers should integrate:

- professional standards
- job descriptions
- teacher registration
- Association goals and expectations.

The process of monitoring and giving feedback needs to be ongoing throughout the year. The arrangement works best when the teacher and appraiser have regular contact and an open style of communication based on high levels of trust and understanding. Appraisal meetings are not the time to investigate specific concerns about a teacher's performance. When a teacher requires assistance and guidance to achieve a professional standard then this should be acknowledged and planned for well before the final attestation.

5.1 COLLECTING INFORMATION

The performance appraisal process usually draws on information from a wide range of sources, but the appraisal itself is only between the teacher and the person with delegated authority to conduct the appraisal.

Sources of information could include:

- Ongoing and current documentation on assessment, planning and evaluation, procedures, administrative and regulatory requirements
- Self and peer review
- Community feedback which may include kindergarten committee
- Teaching portfolios: a collation and collection of evidence on individual professional development, action research projects, innovative projects, internal / self review etc
- Observation data.

Assessing performance accurately and fairly requires a clear understanding of what it is that is being assessed. Some aspects of performance clearly lend themselves to particular methods of assessment. For example, assessing ability in teaching and learning strategies can most obviously be done through observation.

It is useful for the teacher and appraiser to agree beforehand on the methods that will be used in assessing the teacher's performance.

There are a variety of methods that can be developed for assessing or measuring a teacher's performance. Those that are generally included for teachers' assessment

are observation of teaching (for those staff with teaching responsibilities), self-appraisal, and an appraisal interview where the teacher has the opportunity to discuss their achievement of performance expectations and development objectives.

Other methods of assessing performance include:

- *peer review*: feedback from colleagues at the same level
- *teachers*: feedback gathered from other teachers to inform the appraisal
- *community*: community feedback may include kindergarten committee members and others who have a special involvement in the role of the teacher being appraised.

5.2 THE PERFORMANCE APPRAISAL CYCLE

At the beginning of each performance appraisal cycle, the teacher and the appraiser need to decide on the time frame and the method(s) to be used to assess that teacher against the relevant professional standards.

The teacher's performance appraisal should include:

- clarification of performance expectations
- monitoring of performance
- identification of professional development objectives
- annual assessment against the relevant professional standards
- feedback based on the performance appraisal.

5.3 PROCESS FOR APPRAISAL OF SENIOR TEACHERS

The appraisal process for senior teachers and the profile of the appraiser may differ from Association to Association, based on factors such as:

- the size of the Association
- the number of senior teachers employed
- the experience and expertise of the management team.

Boards may give delegated authority to carry out the appraisal to such persons as:

- the Executive Officer/General Manager
- the K4 Senior Teacher or Team Leader
- a Senior Teacher from a neighbouring Association (in the case of smaller Associations).

A Board itself may carry out an appraisal. In this case it is advisable for it to seek input from an adviser or a consultant with relevant educational experience.

a) Objectives of the appraisal

Effective performance management requires the senior teacher and manager/board to be clear in their expectations. Clear objectives for each year's professional development should also be set, based on areas identified during the appraisal process.

Once the objectives are agreed, managers or Boards must make a commitment to provide any financial or other assistance required to enable the senior teacher to undertake suitable professional development to meet those objectives.

b) *Who has input?*

A thorough and systematic performance appraisal is likely to be based on more than one person's views. The types of people asked to provide feedback on the senior teacher's performance may vary between Associations.

At the beginning of the appraisal process, senior teachers and managers or Boards need to agree on who they will involve and what their contribution will be. Ideally, the senior teacher and the appraiser need to be in regular contact. They must also ensure they allow enough uninterrupted time for the appraisal meeting to ensure it can be completed without rushing.

Typically, information relevant to the senior teacher's annual appraisal is collected throughout the year. The timing of the formal appraisal may vary between Associations. In some, it takes place at the end of the year. Others have a different annual cycle. Also, some Associations organise the formal appraisal as a single meeting, whereas others prefer a series of interim appraisals in order to avoid trying to cover too much at once.

Methods of assessing performance include:

- *self review*: senior teachers own reflections on performance
- *peer review*: managers or Boards could, with the senior teacher's agreement, invite a senior teacher from the same Association or a nearby Association to have input into the teaching component
- *teachers*: feedback from teachers to support the appraisal
- *board*: feedback from Board members to support the appraisal
- *community*: feedback may include kindergarten committee members and others who have a special involvement with the senior teacher in his/her role.

It is important to ensure that people who are approached for comment are clear about which aspects of the senior teacher's performance they are being invited to comment on. Comments should be objective and given in confidence.

Other information sources for the performance appraisal may include:

- monthly board reports or reports to managers
- the senior teacher's reports to kindergartens following visits
- a report prepared by the senior teacher for the appraisal interview
- minutes from staff and head teacher meetings
- newsletters
- ERO reports
- professional development evaluations
- reports of any research undertaken within the Association
- outcomes of the senior teacher's professional development activities.

6 IMPLEMENTING THE PROFESSIONAL STANDARDS

6.1 NATIONAL GUIDELINES FOR ASSOCIATIONS

It is important that employers consult teachers, head teachers and senior teachers as the professional standards are integrated into an Association's performance management system. This will ensure that the Association develops and continues to refine an effective performance management system which is based on principles of good faith, builds confidence and gives expression to all parties' needs, values and aspirations.

It may be necessary for Associations to periodically review policies relevant to their performance management system – e.g:

- appointment processes
- professional development
- appraisal.

Associations also need to give thought to:

- systems of record keeping, e.g. increment dates
- a review process for deferred progression
- induction procedures
- issues of confidentiality
- provision of assistance and guidance.

6.2 PRACTICAL WAYS FOR ASSOCIATIONS TO ENSURE THE REQUIREMENTS ARE MET

Associations must ensure that every stage of their performance appraisal process is specified in detail and systematically documented.

It may vary between Associations as to how the performance indicators used are described. However, every Association must be clear as to the level of achievement required, taking into account both individual circumstances and Association objectives.

The matters that should be specified and documented as part of the performance appraisal process include:

- the name of the entity or person responsible for implementing the appraisal policy- e.g. Association, Board, General Manager, Executive Officer, Senior Teacher
- where delegation of this responsibility is documented- e.g. relevant job description or other policy document
- a detailed breakdown of the performance appraisal procedure itself
- the evidence required to show that the professional standards have been met
- the paperwork required to be completed by the appraiser following a performance appraisal attesting that the professional standards have/have not been met

- the paperwork required to document a teacher's appraisal results and professional development plan and any strategies to be put in place should the employee need assistance and guidance in achieving the professional standard
- the post appraisal reporting process ie. who does the appraiser give the appraisal results to and how this should be done
- clarification that appraisals are to be annual and to occur prior to the teacher's annual increment date
- the local review process
- a statement on confidentiality.

Associations must ensure the performance appraisal process includes:

- consultation with teachers as to the process
- identification of each teacher's appraiser
- a written statement of expectations
- identification of professional development goals, as well as the assistance or support to be provided
- observation of teaching (for those with teaching responsibilities)
- self appraisal
- an annual performance appraisal with a written report.

Associations will also need the following:

- personnel policies which promote quality practices, including policies in relation to appointment of competent staff, staff performance appraisals and professional development for both management and educators
- employment policies and practices which incorporate sound employment principles, including good faith, equal employment opportunities and adherence to the Teachers' Council Code of Ethics
- financial management policies which include budgeting to ensure policies and objectives can be met, i.e. adequate funding of professional development.

7 PROFESSIONAL STANDARDS AND PERFORMANCE INDICATORS

7.1 BEGINNING TEACHERS, FULLY REGISTERED TEACHERS AND EXPERIENCED TEACHERS

- Professional standards are identified in bold type.
- Possible indicators follow each standard.

BEGINNING TEACHERS (ASSESSMENTS 1-2)	FULLY REGISTERED TEACHERS (ASSESSMENTS 3-5)	EXPERIENCED TEACHERS (ASSESSMENTS 6+)
<i>Beginning teachers have not yet attained full registration. They are working with advice and guidance towards gaining the expected skills and knowledge of a teacher.</i>	<i>Fully registered teachers have taught for at least two years, attained full registration and display a high level of competence in the performance of their day-to-day teaching responsibilities.</i> <i>They are to meet the following standards plus + those of a beginning teacher.</i>	<i>Experienced Teachers are highly skilled teachers. They have a well developed understanding of teaching and learning and are to support and provide assistance to teaching colleagues.</i> <i>They are to meet the following standards plus + those of a fully registered teacher.</i>

KEY PERFORMANCE AREA 1: Learning and teaching

PERFORMANCE DIMENSIONS	UNDERSTANDING TE WHĀRIKI		
	<ul style="list-style-type: none"> have a sound knowledge of Te Whāriki and current learning, teaching and assessment theories <ul style="list-style-type: none"> can discuss Te Whāriki as it relates to everyday practice reflects current curriculum theory in contribution to the programme contributes to the development and review of assessment systems and methods understands and implements the cycle of teaching, learning and assessment. 	<ul style="list-style-type: none"> are competent in the content of Te Whāriki <ul style="list-style-type: none"> can articulate how Te Whāriki relates to kindergarten practices can reflect current curriculum theory in participation in the programme. 	<ul style="list-style-type: none"> demonstrate a high level of knowledge of Te Whāriki and of current learning, teaching and assessment theories <ul style="list-style-type: none"> can articulate and discuss theoretical underpinnings of Te Whāriki and how this relates to practice can fully understand and implement the cycle of teaching, learning and assessment.
	LEARNING, TEACHING AND ASSESSMENT THEORY		
		<ul style="list-style-type: none"> demonstrate and discuss developments in current learning, teaching and assessment theories <ul style="list-style-type: none"> participates in the development and review of assessment systems and methods understands and can implement the cycle of teaching, learning and assessment. 	<ul style="list-style-type: none"> demonstrate a commitment to their own ongoing learning and teaching <ul style="list-style-type: none"> reflects current curriculum theory in participation and leadership in the programme leads and participates in the development and review of assessment systems and methods.
TREATY OF WAITANGI			
<ul style="list-style-type: none"> demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Māori <ul style="list-style-type: none"> makes every attempt to pronounce and use Māori names and words correctly incorporates elements of te reo and tikanga Māori into the programme with some guidance develops resources which incorporate elements of te reo and tikanga Māori with some guidance is developing an understanding of the Treaty of Waitangi. 	<ul style="list-style-type: none"> demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori <ul style="list-style-type: none"> makes every attempt to pronounce and use Māori names and words correctly incorporates elements of te reo and tikanga Māori into the programme develops resources which incorporate elements of te reo and tikanga Māori seeks opportunities to further develop and demonstrate understanding of the Treaty of Waitangi. 	<ul style="list-style-type: none"> demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori <ul style="list-style-type: none"> makes every attempt to pronounce and use Māori names and words correctly incorporates and continually seeks further ways to incorporate elements of te reo and tikanga Māori into the programme initiates and develops resources which incorporate elements of te reo and tikanga Māori further develops, demonstrates and articulates understanding of the Treaty of Waitangi. 	

IMPLEMENTING TE WHĀRIKI

■ **support children to take an increasing role in their own learning and care**

- developing the ability to involve children in assessment of, and planning for, their own learning
- acknowledges the particular knowledge and experiences of Māori children and incorporates these into the programme
- maintains accurate documentation that enables children's learning and development to be presented in a clear and understandable way for those involved.

■ **demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki**



- actively participates in all aspects of the planning, assessment and evaluation processes within the team
- developing an integrated approach to planning which reflects the emergent strengths and interests of children
- involves children in assessment of, and planning for, their own learning
- demonstrates an ability to identify appropriate learning goals for individuals and groups of children
- reflects and adapts own teaching approaches and strategies to support and enhance children's learning
- acknowledges the particular knowledge and experiences of Māori children and incorporates these into the programme.

■ **demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices**



- actively participates in all aspects of the planning, assessment and evaluation processes within the team
- has a well-developed understanding of an integrated approach to planning which reflects the emergent strengths and interests of children
- consistently involves children in assessment of, and planning for, their own learning
- consistently demonstrates the ability to identify appropriate learning goals for individuals and groups of children
- caters to different learning styles and interests
- acknowledges the particular life experience and knowledge of children from diverse backgrounds and reflects this in the kindergarten programme
- acknowledges the particular life experiences and knowledge of Māori children and actively seeks to incorporate these into the programme
- uses a full range of assessment methods to plan for children's learning and development
- supports others to utilise a range of assessment methods
- gathers assessment examples that are valid indicators of children's interests, strengths and achievements and supports less experienced colleagues
- maintains accurate documentation that enables children's learning development to be presented in a clear and understandable way for those involved.

TEACHING AND LEARNING STRATEGIES (INCLUDING USE OF RESOURCES AND TECHNOLOGY)

- **demonstrate flexibility and responsiveness**
 - developing own teaching approaches and strategies to support children's learning
 - demonstrates a developing ability to cater to different learning styles and interests
 - provides appropriate feedback to family/whānau in ways that are meaningful and encourages their involvement in their child's learning
 - acknowledges the particular knowledge and experiences of children from diverse backgrounds and has an increasing ability to reflect this in the kindergarten programme
 - consistently seeks out new ways to facilitate learning and development
 - accesses and organises required resources and technology in a timely manner
 - uses a variety of resources and technologies for teaching and learning
 - uses resources and technologies that are appropriate to the learning styles and interests of children.
- **provide encouragement, warmth and acceptance along with challenges for creative and complex thinking**
 - demonstrates a developing ability to cater to different learning styles and interests
 - as learning occurs, provides feedback to children which is authentic, meaningful, specific.

- **evaluate and reflect on teaching and learning with a view to improvement**
 - ⊕ • reflects on own teaching approaches and strategies and takes action to improve
 - acknowledges the particular knowledge and experiences of children from diverse backgrounds and has the ability to reflect this in the kindergarten programme
 - consistently seeks out new ways to facilitate learning and development
 - provides appropriate feedback to family/whānau in ways that are meaningful and encourages their involvement in their child's learning
 - accesses and organises required resources and technology in a timely manner
 - uses a variety of resources and technologies for teaching and learning
 - uses resources and technologies that are appropriate to the learning styles and interests of children and in such a way that engages children.

- **continually evaluate and reflect on their teaching and act on areas where it can be improved**
 - ⊕ • reflects and adapts own teaching approaches and strategies to support and enhance children's learning
 - consistently reflects on own teaching approaches and strategies and takes action to improve
 - provides advice and support to colleagues on teaching and learning strategies
 - consistently seeks out new ways to facilitate learning and development
 - as learning occurs, provides feedback to children which is authentic, meaningful, specific and affirming
 - provides appropriate feedback to family/whānau in ways that are meaningful and encourages their involvement in their child's learning
 - accesses and organises required resources and technology in a timely manner
 - uses a variety of resources and technologies for teaching and learning
 - uses resources and technologies that are appropriate to the learning styles and interests of children and in such a way that engages children for further exploration and learning.

PLANNING, ASSESSMENT AND EVALUATION

- **plan, assess and evaluate programmes based on children's strengths and interests with reflection on teaching and learning**
 - participates in all aspects of the planning, assessment and evaluation processes within the team
 - is developing an understanding of an integrated approach to planning which reflects the emergent strengths and interests of children
 - is developing an ability to identify appropriate learning goals for individuals and groups of children
 - reflects on own teaching approaches and strategies and seeks advice to improve
 - has developing knowledge of different forms of assessment and their use to plan for children's learning and development
 - gathers assessment information that is a valid indicator of children's interests, strengths and achievements, with some guidance
 - maintains accurate documentation that enables children's learning development to be presented in a clear and understandable way for those involved.

- **utilise assessment as a conscious practice of noticing, recognising and supporting**
 - ⊕ **documentation**
 - demonstrates an ability to cater to different learning styles and interests
 - as learning occurs, provides feedback to children which is authentic, meaningful, specific and affirming
 - has a knowledge of different forms of assessment and uses these to plan for children's learning and development
 - gathers assessment examples that are valid indicators of children's interests, strengths and achievements
 - maintains accurate documentation that enables children's learning and development to be presented in a clear and understandable way for those involved.

⊕ Experienced teachers meet the standards of both beginning and fully registered teachers.

KEY PERFORMANCE AREA 2: Learning environment

PERFORMANCE DIMENSIONS

POSITIVE GUIDANCE

■ **demonstrate an understanding of positive guidance strategies**

- gives positive feedback to children which encourages their self-esteem and engagement in further learning
- understands and clearly communicates appropriate positive guidance strategies
- involves children in establishing the limits and expectations for behaviour and supporting their peers
- implements strategies that encourage children to play cooperatively and collaboratively
- with assistance, supports children to negotiate with each other and resolve their own conflict in appropriate ways.

■ **demonstrate effective positive guidance strategies**

- ⊕ • gives positive feedback to children which encourages their self-esteem and engagement in further learning
- clearly communicates and applies appropriate positive guidance strategies
- involves children and helps them engage in appropriate social behaviour and support of their peers
- implements strategies that encourage children to play cooperatively and collaboratively.

■ **demonstrate a high level of commitment to children's well-being and social competence**

- ⊕ • implements strategies that enable children to learn to take responsibility for their own behaviour
- clearly communicates and consistently applies appropriate positive guidance strategies
- gives positive feedback to children which encourages their self-esteem and engagement in further learning
- involves children and helps them engage in appropriate social behaviour and to support their peers
- implements strategies that encourage children to play cooperatively and collaboratively
- supports children to negotiate with each other and resolve their own conflict in appropriate ways.

ENGAGING CHILDREN

■ **develop effective practices in engagement of children's learning**

- has a developing knowledge of a range of teaching approaches and strategies and their use to engage children in learning
- facilitates opportunities for children to be active participants in the learning process and demonstrates enthusiasm and enjoyment in learning.

■ **develop competent practices in facilitating children's engagement in learning**

- ⊕ • uses a range of teaching strategies and approaches to engage children in learning
- facilitates opportunities for children to be active and engaged participants in the learning process and demonstrates enthusiasm and enjoyment in learning
- actively supports children's developing identity as learners
- with the team, establishes clear kindergarten routines, involving children where appropriate
- always assesses risks to children's safety and takes appropriate action
- establishes and maintains a physical environment which promotes children's engagement in learning.

■ **demonstrate a wide range of approaches that facilitate all children's engagement in learning**

- ⊕ • uses a full range of teaching strategies and approaches to engage children in learning
- facilitates opportunities for children to be active and engaged participants in the learning process and demonstrates enthusiasm and enjoyment in learning
- actively supports children's developing identity as learners
- establishes, maintains and facilitates a physical environment which promotes children's engagement in learning.

LEARNING ENVIRONMENT

■ **create and maintain a safe environment that is conducive to learning**

- creates a positive environment where children have the confidence to take risks with their learning
- assesses risks to children's safety and takes appropriate action where possible
- establishes a physical environment which promotes children's engagement in learning.

⊕ **Fully registered teachers meet the standards of beginning teachers**

■ **effectively facilitate challenging learning environments**

- ⊕ • supports others to utilise a range of strategies and approaches
- creates a positive environment where children have the confidence to take risks with their learning
- with the team, establishes clear kindergarten routines, involving children where appropriate
- always assesses and plans to minimise risks to children's safety and takes appropriate action
- adapts the physical environment to enhance learning opportunities while maintaining effective routines
- acknowledges and values children's learning through displaying their work.

EXPECTATIONS

■ **demonstrate expectations that value and promote learning**

- actively supports children's developing identity as a learner
- implements strategies that encourage children to play cooperatively and collaboratively
- with the team, establishes clear kindergarten routines, involving children where appropriate
- is developing the ability to adapt the physical environment to enhance learning opportunities while maintaining effective routines
- acknowledges and values children's learning through displaying their work
- encourages children to value and appreciate each other.

■ **establish high expectations that value and promote learning**

- ⊕ • creates a positive environment where children have the confidence to take risks with their learning
- adapts the physical environment to enhance learning opportunities while maintaining effective routines
- acknowledges and values children's learning through displaying their work.

■ **maintain high expectations of all children that value and promote learning**

- ⊕ • encourages children to take responsibility for their own learning
- respects the right of children, colleagues and family/whānau to have their own beliefs and values
- expresses a positive attitude towards people
- encourages children to value and appreciate each other.

RESPECT AND UNDERSTANDING

■ **establish positive relationships with children that respect their individuality, culture and place in their community**

- encourages children to take responsibility for their own learning
- implements strategies that enable children to learn to take responsibility for their own behaviour
- implements strategies that encourage children to play cooperatively and collaboratively
- respects the right of children, colleagues and family/whānau to have their own beliefs and values
- expresses a positive attitude towards people
- listens to and respects the points of view of others.

■ **maintain and promote positive relationships with children that respect their individuality, culture and place in their community**

- ⊕ • encourages children to take responsibility for their own learning
- implements strategies that enable children to learn to take responsibility for their own behaviour
- supports children to negotiate with each other and resolve their own conflict in appropriate ways
- respects the right of children, colleagues and family/whānau to have their own beliefs and values
- expresses a positive attitude towards people
- encourages children to value and appreciate each other
- listens to and respects the points of view of others.

■ **maintain and promote positive relationships with children that respect their individuality, culture and place in their community**

- ⊕ • encourages children to take responsibility for their own learning
- implements strategies that enable children to learn to take responsibility for their own behaviour
- supports children to negotiate with each other and resolve their own conflict in appropriate ways
- respects the right of children, colleagues and family/whānau to have their own beliefs and values
- expresses a positive attitude towards people
- encourages children to value and appreciate each other
- listens to and respects the points of view of others.

KEY PERFORMANCE AREA 3: Communication

CHILDREN, COLLEAGUES, WHĀNAU

PERFORMANCE DIMENSIONS

- **demonstrate skills for effective communication**
 - uses a range of communication strategies
 - adapts and selects appropriate strategies for communicating effectively with a diverse range of people
 - maintains confidentiality, respect and trust
 - demonstrates skills in active listening
 - uses positive reinforcement to encourage appropriate behaviours
 - seeks assistance from colleagues when unsure or misunderstands the situation
 - recognises and values the input of families/whānau to the kindergarten
 - effectively handles, with support, difficult inquiries from family/whānau.

- **communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand**
 - ⊕
 - shows confidence in using a range of communication strategies
 - can adapt and select appropriate strategies for communicating effectively with a diverse range of people.
- **communicate effectively with children, colleagues, family/whānau and caregivers**
 - maintains confidentiality, respect and trust
 - demonstrates skills in active listening
 - seeks assistance from colleagues when unsure or misunderstands the situation.
- **provide regular feedback that contributes to the child's learning pathway**
 - uses positive reinforcement to encourage appropriate behaviours.
- **involve parents/whānau in the kindergarten programme**
 - recognises and values the input of families/whānau to the kindergarten
 - effectively handles difficult inquiries from family/whānau, occasionally requiring assistance from a more experienced colleague.
- **display ethical and responsible behaviour**
 - familiar with the ECE Code of Ethics and promotes its use
 - encourages ethical behaviour in others and role models this.

- **demonstrate highly effective communication skills when interacting with children, colleagues or family/whānau**
 - ⊕
 - confident in using a range of communication strategies
 - adapts and selects appropriate strategies for communicating effectively with a diverse range of people
 - maintains confidentiality, respect and trust
 - demonstrates skills in active listening
 - uses positive reinforcement to encourage appropriate behaviours.
- **demonstrate effective skills in responding to the aspirations of family/whānau and caregivers**
 - seeks assistance from colleagues when unsure or misunderstands the situation
 - recognises and values the input of families/whānau to the kindergarten
 - effectively handles difficult inquiries from family/whānau
 - supports less experienced colleagues to effectively handle difficult inquiries from family/whānau.
- **display ethical and responsible behaviour**
 - familiar with the ECE Code of Ethics and promotes its use
 - encourages ethical behaviour in others and role models this.

KEY PERFORMANCE AREA 4: Support for and co-operation with colleagues

PERFORMANCE DIMENSIONS

- **co-operate with and seek support from colleagues**
 - identifies own professional development opportunities and communicates to appraiser when establishing expectations for improving practice
 - engages in personal and whole centre professional development, including those held outside the kindergarten day
 - shares knowledge of curriculum and teaching approaches to improve practice or support others where appropriate
 - participates in the development of teaching resources, strategies and approaches.

- **establish and maintain effective working relationships with colleagues**
 - ⊕
 - shares knowledge of curriculum and teaching approaches to improve practice or supports others.
 - initiates and participates in the development of teaching resources, strategies and approaches.
- **encourage others and participate in professional development**
 - identifies own professional development opportunities and communicates these to appraiser when establishing expectations for improving practice
 - engages in personal and whole centre professional development, including those held outside the kindergarten day.

- **support and provide effective assistance to colleagues in improving teaching and learning**
 - ⊕
 - takes a leading role in sharing knowledge of curriculum and teaching approaches to improve practice and to support others
 - initiates and participates in the development of teaching resources, strategies and approaches.
- **encourage others and participate in professional development**
 - identifies own professional development opportunities and communicates these to appraiser when establishing expectations for improving practice
 - initiates and organises own professional development solutions
 - engages in personal and whole centre professional development, including those held outside the kindergarten day.

KEY PERFORMANCE AREA 5: Contribution to wider kindergarten operations

PERFORMANCE DIMENSIONS	<ul style="list-style-type: none"> ■ be involved in activities that contribute to the life of the kindergarten <ul style="list-style-type: none"> • willingly participates in activities which benefit colleagues or the kindergarten as a whole • comments on proposed modifications to and development of the kindergarten and Association policies and programmes • engages in internal review processes within the kindergarten. 	<ul style="list-style-type: none"> ■ contribute to the life of the kindergarten, its community and the Association <ul style="list-style-type: none"> ⊕ • willingly participates in activities which benefit colleagues or the kindergarten as a whole • advises on proposed modifications to and development of the kindergarten and Association policies and programmes • engages in internal review processes within the kindergarten. 	<ul style="list-style-type: none"> ■ contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community <ul style="list-style-type: none"> ⊕ • willingly participates in activities which benefit colleagues or the kindergarten as a whole • participates in the development of proposed modifications to and development of kindergarten and Association policies and programmes • engages in internal review processes within the kindergarten.
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KEY PERFORMANCE AREA 6: Kindergarten administration

PERFORMANCE DIMENSIONS	<ul style="list-style-type: none"> ■ develop sound knowledge and skills in relation to Association administrative requirements <ul style="list-style-type: none"> • has a developing understanding of the roles of each position within the Association and how these relate to each other • is familiar with and follows the policies and procedures of the kindergarten and Association. 	<ul style="list-style-type: none"> ■ maintain accurate records in relation to Association administrative requirements <ul style="list-style-type: none"> ⊕ • has knowledge of the roles of each position within the Association and how these relate to each other • has a sound knowledge of and consistently follows the policies and procedures of the kindergarten and Association. 	<ul style="list-style-type: none"> ■ sustain knowledge and skill in relation to Association administrative requirements <ul style="list-style-type: none"> ⊕ • has a sound knowledge of the roles of each position within the Association and how these relate to each other • has a sound knowledge of and consistently follow the policies and procedures of the kindergarten and Association • advises and mentors less experienced teachers on matters of professional knowledge.
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7.2 HEAD TEACHERS

- Professional standards are identified in bold type.
- Possible indicators follow each standard.

Head teachers are to meet the following standards plus those for experienced teachers.

HEAD TEACHERS

Professional leadership

- **fulfil the role of professional leader as outlined in their job description**
 - contributes to professional debates within the Association
 - demonstrates an ability to critique and apply knowledge and resources effectively
 - demonstrates effective practices in information management
 - ensures that teachers have access to the information they require
 - leads the development and review of kindergarten programmes and procedures.
- **demonstrate a thorough understanding of current approaches to effective teaching and learning across the curriculum**
 - demonstrates a thorough understanding of current policies and practices in early childhood education
 - keeps up to date with theories and practices for teaching and learning
 - ensures that the teaching team engages in an ongoing process of assessment, planning and evaluation
 - supports the teaching team to use ICT (information and communication technologies) in an integrated way for teaching and learning.
- **understand and apply, where appropriate, current practices for effective leadership and management from both within and beyond education**
 - contributes to establishing, implementing and maintaining effective and efficient kindergarten operating systems
 - seeks out and implements wise practice systems for management and leadership
 - manages time well, prioritises tasks and meets deadlines.
- **provide professional leadership to the kindergarten team by encouraging vision and innovation**
 - encourages vision and innovation in kindergarten operations
 - provides appropriate role model for teachers
 - sets clear expectations for teachers
 - articulates a coherent philosophy of early childhood education
 - seeks opportunities to support and advocate for the teaching profession and early childhood education.
- **facilitate the development and implementation of practices that reflect the dual heritage of Aotearoa/ New Zealand within the kindergarten**
 - takes opportunities to develop own knowledge and support others in the kindergarten to develop knowledge of te reo and tikanga Māori
 - takes opportunities to develop own knowledge, and support others in the kindergarten to develop knowledge of the Treaty of Waitangi and biculturalism.
- **reflect on own performance appraisal and demonstrate a commitment to own ongoing learning**
 - undertakes self appraisal as part of a performance management process
 - identifies own strengths and areas for development
 - actively seeks opportunities to improve knowledge and skills
 - builds networks with a range of organisations to enhance own learning
 - maintains active membership of relevant professional organisations.
- **participate in procedures and practices to maintain, affirm and improve team effectiveness**
 - participates in the Association's performance management system
 - advocates professional development opportunities for the teaching team
 - shares responsibilities and delegates tasks as appropriate
 - understands the impact of technology on the kindergarten and on work itself.

HEAD TEACHERS

Professional leadership continued

- **motivate and support the teaching team to improve the quality of teaching and learning**
 - works to ensure that the teaching team feels valued, and is motivated and positive about the kindergarten's direction
 - encourages and provides opportunities for the teaching team to reflect on their practices
 - encourages the teaching team to share effective teaching and learning practices.
- **display ethical and responsible behaviour**
 - familiar with the ECE Code of Ethics and promotes its use
 - encourages ethical behaviour in others and provides role models for this.

Relationship management

- **identify, establish and foster relationships within and between the kindergarten and the wider community**
 - promotes opportunities for parents, whānau and community to be involved in children's learning
 - builds relationships with community leaders as appropriate
 - demonstrates positive relationships with parent committees/support groups
 - positively represents the Association
 - balances the perspectives of different groups and where appropriate works with community agencies and groups on issues of concern
 - promotes opportunities for teacher involvement in decision making
 - demonstrates an understanding of the implications of Government policies for the work of the kindergarten
 - keeps the Association appropriately informed on issues relevant to kindergarten operations.
- **communicate effectively with a range of individuals and groups**
 - speaks clearly, concisely and confidently
 - writes clearly and concisely
 - listens actively
 - ensures that teachers receive information on issues of importance to the kindergarten.
- **manage conflict effectively and work actively to achieve resolution**
 - deals fairly with people
 - works to achieve solutions
 - seeks appropriate assistance for conflict resolution when necessary
 - challenges others in response to discriminatory practices.

Operations and management

- **comply with all relevant legislative requirements and with monitoring and reporting requirements**
 - works within legislation and other requirements relating to all aspects of kindergarten operations
 - ensures that all reporting requirements are met to the appropriate standard
 - uses ICT (information and communication technologies) to access and manage information.
- **effectively and efficiently use available financial resources and assets (within delegated areas of authority) to support kindergarten operations**
 - ensures that relevant budgets allocate resources to reflect the kindergarten's priorities
 - focuses available financial resources on areas which have the greatest benefit in improving learning outcomes for children
 - maintains an effective system for controlling, monitoring and reporting on the use of finances and resources.

Strategic management

PERFORMANCE DIMENSIONS

- **understand the implications of Aotearoa/New Zealand's changing cultural, social and economic context, and reflect these changes in the kindergarten**
 - keeps up to date with issues that could impact on the work of the kindergarten
 - contributes to Association systems to monitor and respond to demographic changes
 - supports teachers to adapt to cultural, social and economic changes
 - effectively promotes kindergarten to the community.
- **establish and engage in processes of review that facilitate continual improvement**
 - contributes to the establishment and implementation of processes for regular self review
 - demonstrates skills in data collection, analysis, management and reporting
 - reflects on outcomes of self review and contribute to implementing strategies for improvement
 - ensures effective and timely responses to external audits.
- **initiate, plan and manage the kindergarten programme and practices to reflect a commitment to focusing the kindergarten on continual improvement**
 - provides effective professional leadership in facilitating continual improvement
 - advocates for the provision of high quality early childhood education
 - consults regularly and effectively with all interest groups.

7.3 SENIOR TEACHERS

- Professional standards are identified in bold type.
- Possible indicators follow each standard.

Senior teachers are to meet the following standards plus those for head teachers.

SENIOR TEACHERS

Professional leadership

- **fulfil the role of professional leader as outlined in their job description**
 - contributes to and facilitates professional debates both within and beyond the Association
 - demonstrates an ability to critique and apply knowledge and resources effectively
 - demonstrates effective practices in information management
 - contributes to policy development processes
 - seeks opportunities to support and advocate for the teaching profession and early children education.
- **demonstrate an extensive knowledge and understanding of current approaches to effective teaching and learning**
 - demonstrates a thorough understanding of current policies and practices in early childhood education
 - keeps up to date with theories and practices for teaching and learning
 - disseminates information and knowledge about current practices in teaching and learning
 - supports teachers to enhance their knowledge and understanding of current approaches to effective practice in teaching and learning
 - ensures that teaching teams engage in an ongoing process of assessment, planning and evaluation
 - supports and promotes the use of ICT for teaching and learning in an integrated way.
- **understand and apply where appropriate, current practices for effective leadership and management from both within and beyond education**
 - contributes to establishing, implementing and maintaining effective and efficient management systems
 - keeps up to date with current leadership and management theories and practices through professional development and reading
 - disseminates information and knowledge about current practices for effective leadership and management
 - supports teachers to enhance their knowledge and understanding of current practices for effective leadership and management
 - actively seeks out and implements wise practice systems for management and leadership
 - manages time well, prioritises tasks and meets deadlines.
- **provide professional leadership and direction to the kindergarten teams by encouraging vision and innovation**
 - encourages visionary thinking and supports innovation in kindergarten practice
 - provides appropriate role models, guides and mentors for teachers
 - sets clear expectations for teachers
 - articulates a coherent philosophy of early childhood education.
- **inspire, motivate and support teachers to continually improve the quality of teaching and learning**
 - works to ensure that teachers feel valued and are motivated and positive about the direction of the Association
 - encourages and provides opportunities for teachers to reflect on their practices
 - encourages teachers to share effective teaching and learning practices.
- **reflect on own performance appraisal and demonstrate a commitment to own ongoing learning**
 - undertakes self appraisal as part of a performance management process
 - identifies own strengths and areas for development
 - actively seeks opportunities to improve knowledge and skills
 - engages in meaningful and effective professional development
 - builds networks with a range of organisations to enhance own learning
 - maintains active membership of relevant professional organisations.

SENIOR TEACHERS

Professional leadership continued

PERFORMANCE DIMENSIONS

- **advocate for and support the facilitation, development and implementation of practices throughout the Kindergarten Association that reflect and incorporate te reo and tikanga Māori and the Treaty of Waitangi**
 - makes every attempt to pronounce Māori names and words correctly and supports others to use correct pronunciation
 - demonstrates an understanding of tikanga Māori in an ECE context
 - takes opportunities to develop own knowledge and supports others in the Association to develop knowledge of te reo and tikanga Māori
 - demonstrates an understanding of the Treaty of Waitangi and biculturalism in an ECE context
 - takes opportunities to develop own knowledge and support others in the Association to develop knowledge of the Treaty of Waitangi and biculturalism.
- **establish and engage in processes of review that facilitate continual improvement for the Association and its kindergartens**
 - contributes to the establishment and implementation of Association processes for regular self review
 - supports and encourages teaching teams to develop and engage in a meaningful process of self review
 - reflects on outcomes of self review and contribute to implementing strategies for improvement
 - has well developed practices in data collection, critical analysis, management and reporting
 - contributes to effective and timely responses to external audits.
- **display ethical and responsible behaviour**
 - is familiar with the ECE Code of Ethics and promotes its use
 - is able to access relevant information to support ethical behaviour
 - encourages ethical behaviour in others and provides role model for this.

Strategic leadership

PERFORMANCE DIMENSIONS

- **understand the implications of Aotearoa/New Zealand's changing cultural, social and economic context and advocate for responsive Association policies and practices**
 - keeps up to date with issues and disseminates relevant information that could impact on the work of the Association
 - supports the Association to monitor and respond to demographic changes
 - supports teaching teams to adapt to cultural, social and economic changes
 - works to ensure teachers feel valued and are motivated and positive about the Association.
- **contribute to the development of a shared vision for the future of the Association and reflect a commitment to focusing the Association on continual improvement**
 - provides opportunities for different interest groups to articulate their vision for the Association
 - provides effective professional leadership in facilitating continual improvement
 - promotes an ethos throughout the Association that sets an expectation for the provision of high quality early childhood education.
- **make progress toward achieving the Association's vision through effective management of available resources**
 - consults regularly and effectively with interest groups
 - contributes to discussions regarding resourcing priorities
 - develops positive working relationships with appropriate personnel outside the Association
 - liaises effectively with relevant agencies.
- **demonstrate an understanding of and be responsive to the aspirations and concerns of the kindergarten communities, the education sector and the wider education community**
 - balances the perspectives of different groups
 - where appropriate, works with community agencies and groups on issues of concern
 - promotes opportunities for the involvement of teaching teams in decision making
 - demonstrates an understanding of the implications of Government policies for the work of the Association.

Professional relationships

PERFORMANCE DIMENSIONS

- **foster relationships with and between kindergartens and the Association**
 - promotes opportunities for parents, whānau and community to be involved in children’s learning
 - demonstrates positive relationships with kindergarten staff and kindergarten communities
 - contributes to management discussions and decision making
 - makes constructive contributions to the work of the senior management team
 - positively represents the Association
 - makes every attempt to ensure all parties are appropriately informed.
- **identify, establish and facilitate relationships within and between the education sector and the wider community**
 - builds relationships with community leaders as appropriate
 - balances the perspectives of interest groups and where appropriate works with them
 - keeps the Association appropriately informed on issues relevant to kindergarten operations.
- **communicate effectively with a range of individuals and groups**
 - speaks clearly, concisely and confidently
 - writes clearly and concisely
 - listens actively
 - keeps teaching staff and the senior management team appropriately informed on issues of importance to the Association.
- **manage conflict effectively and work actively to achieve resolution**
 - deals fairly with people
 - able to deal with challenging situations constructively and appropriately
 - works to achieve solutions
 - seeks appropriate assistance to conflict resolution when necessary.

Operations and management

PERFORMANCE DIMENSIONS

- **contribute to the Association’s performance management policies, procedures and practices to maintain and improve teacher effectiveness**
 - advocates recruitment and appointment processes that are consistent with the State Sector Act and reflect the Association’s EEO policies
 - participates in the Association performance management systems
 - ensures that teachers have opportunities to access professional development
 - supports effective strategies to recruit and retain high quality teaching staff to join the Association
 - promptly addresses the performance issues of teachers
 - understands the impact of technology in the workplace
 - uses ICT (information and communication technologies) to access and manage information.
- **comply with all relevant legislative requirements and with monitoring and reporting requirements**
 - works within relevant regulations and requirements relating to all aspects of the Association’s operations
 - ensures that teachers comply with all relevant legislative and reporting requirements
 - ensures that all reporting requirements are met to the appropriate standard.
- **use of available financial resources and assets to effectively and efficiently support Association operations**
 - ensures that allocated budgets are utilised to reflect the Association’s priorities
 - focuses available financial resources on areas which have the greatest benefit in improving learning outcomes for children
 - maintains an effective system for controlling, monitoring and reporting on the use of finances and resources.

8 FREQUENTLY ASKED QUESTIONS

1. QUESTION

What is a performance management system?

ANSWER

The objective of a performance management system is to improve learning for children by improving the quality of teaching and leadership.

An integrated performance management system brings together assessment against professional standards, appraisal for professional and personal development and Teachers' Council registration processes i.e. renewal of practicing certificate against satisfactory teacher dimensions.

2. QUESTION

How does performance management relate to the kindergarten sector?

ANSWER

In accordance with DOP 11 Kindergarten Associations are required to have personnel policies which promote quality practices, including the appointment of competent staff, staff appraisal and professional development for management and educators.

From 1 July 2004, they are also required to have a performance management system that includes professional standards for teachers, head teachers and senior teachers that features key performance areas, performance dimensions and performance indicators.

All Kindergarten Associations will be required to implement professional standards within the performance management guidelines and minimum standards developed by the Ministerial Working Group.

Teachers, head teachers and senior teachers will be assessed annually against the relevant professional standards before salary increments are approved.

3. QUESTION

Where did professional standards come from?

ANSWER

Professional standards already apply to teachers in the school sector and are a fundamental component of the unified pay system (UPS). It was agreed that, as part of pay parity, a similar set of professional standards should be put in place for kindergarten teachers. They will be used for the purpose of determining salary progression of kindergarten teachers, head teachers and senior teachers.

4. QUESTION

What has to happen and by when?

ANSWER

Professional standards will be incorporated into the KTCA by way of a formal variation from 1 July 2004. However, to allow intensive professional development to take place assisting with implementation and national consistency, professional standards will not be used for the purpose of assessing teachers' performance until 1 January 2005.

5. QUESTION

Will professional standards be the same in all Kindergarten Associations across the country?

ANSWER

Yes. The same professional standards will apply to each group: beginning teachers, fully registered teachers, experienced teachers, head teachers and senior teachers, regardless of location.

There are national guidelines, including minimum standards, to assist Kindergarten Associations to implement professional standards and to ensure national consistency. These were developed by the Ministerial Working Group.

6. QUESTION

Will performance management systems be the same in all Kindergarten Associations across the country?

ANSWER

Not necessarily. It will be up to each Association to implement its own performance management system within the national guidelines and minimum standards developed by the Working Group.

In each Association, the system should be developed and reviewed in consultation with teachers. The written policy should confirm who is responsible for implementing the policy, the process to be followed, the process for dealing with disputes (e.g. details of how the local review process as outlined in the KTCA will work in practice) and the statement on confidentiality.

7. QUESTION

How does appraisal relate to professional standards and performance management systems?

ANSWER

Appraisal is one component of a performance management system. Appraisal is related to professional development and growth. The appraisal process is used to

establish expectations and objectives that will lead to professional growth through reflection and formal feedback.

The appropriate professional standards should be articulated and confirmed when setting performance expectations and developing objectives.

Additional standards or performance objectives (outside of the national professional standards) can be negotiated between the appraiser and teacher but they cannot be used as the basis for salary progression.

8. QUESTION

How will a teacher be assessed against professional standards?

ANSWER

Each teacher will be assessed annually against the relevant professional standards within the process established by the employing Kindergarten Association.

The appropriate professional standards including the relevant performance indicators and the Association's performance management system, will form the basis of the formal assessment.

A resource bank of sample indicators has been developed by the working group, and is included in section 7 of this resource. It is expected that individual teachers will also be involved in the development of additional relevant indicators when setting their performance and development objectives for the coming year.

9. QUESTION

What are the responsibilities of the employer and teacher in the performance management process?

ANSWER

There are reciprocal responsibilities in employment. Teachers must maintain a minimum standard of performance at all times and employers must provide support and resources to assist them in this. Both parties have reciprocal obligations to participate fully in the process.

10. QUESTION

What happens if a teacher fails to meet the required standard?

ANSWER

A teacher may have his or her salary progression deferred. Where progression has been deferred, a time frame is determined within which the teacher has the opportunity to demonstrate that they are able to meet the specified standards. If at a second assessment, within or at the end of the set time frame, it is agreed that the teacher has met the standards, he or she will progress to the next step. If a teacher is unable to attain the standards within the time frame agreed, a teacher

who is at the beginning or fully registered teacher level will be required to undergo competency procedures.

If a teacher is at the experienced teacher level and is unable to meet the appropriate professional standards within the time frame agreed, he or she will return to being assessed against the Professional Standards for Fully Registered Teachers. If the teacher is unable to meet the standards at this level, he or she will be required to undergo competency procedures. If the teacher satisfies the criteria at the fully registered level, the teacher can then have the Professional Standards for Experienced Teachers incorporated into his or her performance expectations and be assessed against these in the next performance appraisal.

A senior teacher or head teacher who does not meet the relevant standards will determine with their appraiser a timeframe within which they have the opportunity to demonstrate that they are able to meet the standards. If they are then unable to meet the relevant standards they will undergo competency procedures.

Competency procedures are set out in the KTCA and are designed to support a process of appropriate assistance and guidance for teachers to cover specific areas of concern.

11. QUESTION

What happens if a teacher does not agree with the decision deferring his or her progression on the salary scale?

ANSWER

A local review process exists whereby a teacher can seek a review of the employer's decision to defer his or her salary increment. (Refer to Clause 3.3(h) of the KTCA).

12. QUESTION

Do all teachers, head teachers and senior teachers have to meet the professional standards each year?

ANSWER

Yes, they do. Even when a teacher has reached the maximum salary scale, an annual appraisal against the relevant professional standards will continue to occur. Teachers will need to develop their own specific performance expectations and development objectives each year.

13. QUESTION

Can teachers be moved down the salary scale?

ANSWER

No.

14. QUESTION

How often will a teacher be formally assessed against professional standards?

ANSWER

A formal discussion will take place at least once a year. However, there will be times throughout the year when goals or objectives are monitored. Frequent opportunities should be provided for informal discussions and feedback.

15. QUESTION

How many times will teachers be assessed against the relevant professional standards on each set of professional standards?

ANSWER

Beginning teachers require a minimum of two successful annual assessments against the professional standards to move to the fully registered level.

Teachers who are provisionally registered and subject to confirmation will be assessed against the beginning teacher professional standards.

The only exception is where the teacher and the employer agree that more than one assessment against the beginning standards is not appropriate because of that teacher's previous relevant experience. In such cases, the teacher may be assessed against the fully registered teacher standards after just one assessment at the beginning teacher level.

This holds true for the purposes of assessment and salary progression only. Beginning teachers cannot gain registration through this process. The New Zealand Teachers' Council requires all teachers to complete two years of satisfactory teaching before being considered for full registration.

Fully registered teachers must complete a minimum of three successful annual assessments against the professional standards at this level before moving to the experienced teacher category.

Experienced teachers will have ongoing annual assessments against the Experienced Teacher Professional Standards even when they have reached the top of the salary scale.

Head teachers will have ongoing annual assessments against the Experienced Teacher Professional Standards and the Head Teacher Professional Standards, even when they have reached the top of the salary scale.

Senior teachers will have ongoing annual assessment against the senior teacher professional standards even when they have reached the top of the salary scale.

16. QUESTION

Initially, how will it be determined which set of standards is relevant to teachers, head teachers and senior teachers for assessment purposes?

ANSWER

A teacher's position, years of service and registration status will determine the relevant set of standards as per question 15.

17. QUESTION

Who has access to a teacher's assessment results?

ANSWER

Only a teacher, the appraiser and the employer have access to the assessment results. Results must be stored in a secure, confidential manner and this should be reflected in the Kindergarten Association's written policy.

18. QUESTION

What happens if I don't meet all the requirements of the professional standards in my performance level?

ANSWER

If this is identified during the year, support and advice needs to be provided to help you get up to speed in the identified areas.

If this is identified at your appraisal meeting, your salary increase may be deferred (if you are not already at the top of the scale). Whether or not this is the case, support and advice needs to be provided to help you get up to speed and a further assessment will be held at the end of this programme. If you then demonstrate competency in the identified area(s), you will be entitled to your salary increase and this date becomes your new increment date.

If you are still unable to demonstrate the required standards, competency procedures (as set out in your relevant employment agreement, Clause 6.3 KTCA) will be instigated. This is set out on page 14 of this resource.

19. QUESTION

How many years can I stay in the fully registered teacher level if I don't meet all the standards?

ANSWER

A teacher who has three to five years teaching experience will be attested against the fully registered teacher level. If a teacher is unable to meet these standards, support and advice will be provided to assist the teacher to demonstrate the required competencies. If this programme fails to address the concern and at the second assessment you are still deemed not to be meeting the professional

standards at this level, competency procedures (as set out in your relevant employment agreement, Clause 6.3 KTCA) will be instigated.

20. QUESTION

Who is going to provide ongoing support to me/my team in implementing professional standards?

ANSWER

Ongoing support should come from the head teacher, senior teacher(s), management and your colleagues. Your union will also be able to offer you advice and support if required.

21. QUESTION

If there is a personality clash with the person who is to appraise me, can I ask for an independent appraiser before it gets to the review process?

ANSWER

*Many Associations will have procedures in place to deal with such an issue. You should refer the matter to the appropriate person in your Association. Serious clashes of personality can impact upon the collegiality of the team and thus outcomes for children. Such situations need to be addressed **before** an appraisal meeting.*

If your salary is deferred and you disagree you can seek a review of the decision by writing to the employer within 14 days of being notified of the deferral.

22. QUESTION

How complicated do things get if I am appointed to a head teacher position before I am at the experienced teacher level?

ANSWER

Head teachers are required to meet both the head teacher professional standards and the experienced teacher professional standards. If you have been appointed to a head teacher position it is to be assumed that the Association has deemed you capable of performing the duties of the head teacher and therefore meet the required professional standards. If a young teacher (in terms of years of experience) was appointed to a head teacher position, the employing body would be required to put additional support in place (over and above any induction procedures in place for new head teachers) to ensure all support possible was given to assist that person to meet requirements.

23. QUESTION

Do previous assessments still stand after I have had a break from teaching?

ANSWER

When you return to teaching after a break in service, the level against which you will be assessed will be negotiated with your employer. The Association needs to comply with provisions within the Privacy Act about holding of personal information.

24. QUESTION

What happens to my performance level and salary scale if I take leave from my teaching position?

ANSWER

You will remain on the same salary level when you return to teaching; however your employer will negotiate with you as to which level of the standards you will be attested against. Your employer will also inform you in writing of your performance level and this could be dependent on the amount of leave that you have had.

25. QUESTION

I have a permanent .7 position. How often will I be attested against the standards and when will I receive my increment?

ANSWER

You will be attested against the standards as per the appraisal cycle in your Association. Your salary increment will relate to the part-time teachers agreement 3.3 (j) of the KTCA.

26. QUESTION

How does my employer find out about my performance level prior to my beginning the teaching position?

ANSWER

Each teacher enters the performance level which relates to their years of experience. The KTCA outlines previous relevant work experience which is recognised in relation to years of service. 3.3 (a, b). Associations will have procedures to identify performance levels, dates of last assessment and the number of assessments against that level when teachers are appointed from other Associations.

27. QUESTION

How do professional standards affect day to day and short term relievers? e.g. for pay, movement between performance levels?

ANSWER

Day to day and short term relieving does not qualify as service for the purposes of salary progression. Therefore, assessment against the professional standards is not required for teachers in these situations. However, Associations may have procedures to monitor the performance of teachers employed in these situations to ensure they are competent in their employment.

28. QUESTION

If I am an experienced teacher and I become a relieving head teacher for a year, am I attested against head teacher or experienced teacher standards? Do I revert back to attestation against the experienced teacher standards when I return to my teacher role?

ANSWER

While you are employed as a head teacher, you will be assessed against both the experienced teacher and head teacher professional standards. When you return to your position as a teacher, you will be assessed against the experienced teacher standards only.

29. QUESTION

What if I have further questions/issues requiring clarification?

ANSWER

Issues or questions requiring clarification can be forwarded to your employer or union representative.

30. QUESTION

I am a reliever, how do the standards apply to me?

ANSWER

In most cases, you will be required to meet the standards as per your placement on the salary scale. For example, if you hold a P1 qualification and have the equivalent of 6 years service, you will be placed on P1 step 6 and will be required to meet the experienced teacher professional standards. However, in some circumstances, (e.g. a long period out of the service) the Association may, following consultation, decide it is not appropriate for you to meet those standards and instead assess you against the fully registered standards.

9 APPENDICES

APPENDIX 1 ADDITIONAL SOURCES OF INFORMATION

The following sources of information may be helpful:

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APPENDIX 2 GLOSSARY

Annual assessment: Documented yearly discussion that reviews past performance and plans for development in the following year(s).

Appraisee: The person being appraised.

Appraiser: The process of confirming a teachers performance against the appropriate professional standards.

Attestation: The process of confirming a teachers performance against the appropriate professional standards.

Key performance areas: The areas in which the professional standards are organised.

Performance appraisal: Annual assessment of an individual's performance against the Professional Standards and the performance expectations set or agreed at the beginning of the cycle.

Performance dimensions: Aspects of the key performance areas organised into more specific areas.

Performance expectations: An undertaking between two parties about the professional standards, the tasks and objectives to be performed, and the objectives to be achieved (required for all teachers).

Performance indicators: Measures of performance that can be identified and assessed against performance expectations.

Performance management: The process of identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the teachers are more effectively achieved, while at the same time benefiting teachers in terms of recognition, receiving feedback, catering for work needs, providing opportunities for personal and professional development and offering career guidance.

Performance objectives: Statement of intended results that are usually expressed in measurable terms and are time bound.

Professional development: Activities that are designed to develop further understanding or expertise.

Professional development objectives: Intended improvements in professional understanding or expertise.

Professional Standards: Descriptions of knowledge, skills and attitudes expected of a particular role.

