



**PERFORMANCE AGREEMENT
BASIC SCALE TEACHER**

POSITION: Classroom Teacher
RESPONSIBLE TO: Principal
 Board of Trustees
 Senior Manager

FUNCTIONAL RELATIONSHIPS WITH: Staff of the school
 Board of Trustees
 Parents/School Community
 Visiting personnel

DIRECTLY SUPERVISING: _____ Class _____

MISSION STATEMENT: Empowering a Community of Learners

<p>PRIMARY OBJECTIVES:</p> <ul style="list-style-type: none"> · to establish effective relationships with the children · to adhere to school plans and programmes · to provide programmes involving enjoyable, attainable and challenging experiences · to provide programmes suited to the individual needs of the children · to develop independent and responsible work and study skills · to regularly monitor and assess children's progress and report to parents · to regularly monitor and review classroom programmes · to utilize resources effectively · contribute to and participate in a programme of professional development 	<p>INDIVIDUAL RESPONSIBILITIES:</p>
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Signed: _____ Principal _____ Teacher _____ Senior Manager

DIMENSION	PERFORMANCE EXPECTATIONS	PERFORMANCE INDICATORS	Review	Date & signature
1 <u>Professional Knowledge</u>	<ul style="list-style-type: none"> To keep abreast of current curriculum developments and educational theory/theorists that are relevant to effective teaching and learning 	<ul style="list-style-type: none"> Identifies own P.D. opportunities & communicates to appraiser & initiates own P.D. solutions Participates in school wide P.D. activities Has a sound knowledge of & consistently follows the policies & procedures of the school Advise and act as mentor for less experienced teachers on matters of professional knowledge 	<hr/> HA A PA NA	
1a <u>Curriculum</u>	<ul style="list-style-type: none"> To have a sound knowledge of the New Zealand curriculum 	<ul style="list-style-type: none"> Fully understands and articulates the school's rationale for all its curriculum practice Able to competently translate curriculum documents into Delivery Plan and prepare a complete document trail 	<hr/> HA A PA NA	
1b <u>Treaty of Waitangi</u>	<ul style="list-style-type: none"> To have an understanding and a working knowledge of the Treaty of Waitangi, te Reo and tikanga Maori 	<ul style="list-style-type: none"> Incorporates & continually seeks further ways to incorporate elements of te Reo and tikanga Maori into lessons and classroom 	<hr/> HA A PA NA	
1c <u>Learning and Assessment Theory</u>	<ul style="list-style-type: none"> Focussed meaningful assessment will be carried out and reported 	<ul style="list-style-type: none"> Leads & participates in the development and review of assessment methods & systems Fully understands the cycle of teaching, learning & assessment & the relationship between the components 	<hr/> HA A PA NA	

DIMENSION	PERFORMANCE EXPECTATIONS	PERFORMANCE INDICATORS	REVIEW	Date & signature
<p>2 <u>Teaching Techniques</u></p> <p>2a <u>Planning & Preparation</u></p>	<ul style="list-style-type: none"> To provide a programme using appropriate objectives, learning activities and assessment 	<ul style="list-style-type: none"> Prepares lessons in advance in accordance with school plans which demonstrate inclusion of the 7 Essential Learning Areas Planning takes account of group and individual needs and progress Frequently/consistently involves students in aspects of planning and goal setting 	<hr/> HA A PA NA	
<p>2b <u>Teaching and Learning Strategies</u></p>	<ul style="list-style-type: none"> To utilise a range of effective teaching techniques 	<ul style="list-style-type: none"> Frequently/consistently identifies each student's abilities & learning needs and structures lessons accordingly Frequently/always incorporates Essential Skills into delivery of lessons Frequently/always caters to different learning styles Consistently reflects on teaching approaches & techniques and takes action to improve. Provides advice & support to colleagues on teaching and learning strategies. 	<hr/> HA A PA NA	
<p>2c <u>Assessment and Reporting</u></p>	<ul style="list-style-type: none"> To carry out focussed meaningful assessment and report findings to appropriate persons 	<ul style="list-style-type: none"> Uses a variety/complete range of assessment methods to gather valid data to indicate student abilities and assists less experienced colleagues in this task. Keeps up to date and accurate records of students' assessments both formative and summative according to school planning. Reporting to family/whanau is full, frank, constructive and includes information on strategies that will improve student learning Always uses assessment results to improve teaching and learning. 	<hr/> HA A PA NA	
<p>2d <u>Uses of Resources and Technology</u></p>	<ul style="list-style-type: none"> To utilise effective technologies for motivating students and engage them in learning 	<ul style="list-style-type: none"> Students are active and focussed participants in the learning process and display high levels of on-task behaviour. Lessons are consistently/always varied and challenging. 	<hr/> HA A PA NA	

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<p>3 <u>Motivation of Students</u></p> <p>3a <u>Student engagement in learning</u></p>	<ul style="list-style-type: none"> To utilise effective techniques for motivating students and engage them in learning 	<ul style="list-style-type: none"> Students are active and focussed participants in the learning process and display high levels of on-task behaviour Lessons are consistently/<i>always</i> varied and challenging. 	<hr/> <p>HA A PA NA</p>	
<p>3b <u>Expectations that value and promote learning</u></p>		<ul style="list-style-type: none"> Students are encouraged to take responsibility for their own learning Students are consistently/<i>always</i> aware of what they can achieve Learning intentions are clearly articulated Creates a positive environment where students have confidence to risk-take with their learning. 	<hr/> <p>HA A PA NA</p>	
<p>4 <u>Classroom Management</u></p> <p>4a <u>Student Behaviour</u></p>	<ul style="list-style-type: none"> To promote positive attitudes towards others and manage student behaviour in such a way that the learning opportunities for all students are maximised. 	<ul style="list-style-type: none"> Clearly communicates and applies the School Behaviour Management System. <i>Offers advice and guidance on these matters.</i> Establishes clear and effective classroom routines. 	<hr/> <p>HA A PA NA</p>	
<p>4b <u>Physical Environment</u></p>	<ul style="list-style-type: none"> To create and maintain a safe physical environment for students To create and maintain a stimulating learning environment 	<ul style="list-style-type: none"> Always assesses <i>and plans to minimise</i> risks to students' physical safety and takes appropriate action. Frequently/<i>often</i> alters classroom layout to enhance learning opportunities. 	<hr/> <p>HA A PA NA</p>	
<p>4c <u>Respect and Understanding</u></p>	<ul style="list-style-type: none"> To model interactions with staff and students which display respect and understanding, and create an environment that promotes this. 	<ul style="list-style-type: none"> Students encouraged to value and appreciate each other. Expressive and positive attitude. 	<hr/> <p>HA A PA NA</p>	

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<p>5 <u>Communication</u></p> <p>5a <u>Students</u></p>	<ul style="list-style-type: none"> · To communicate effectively with students 	<ul style="list-style-type: none"> · Gains rapport with students and maintains confidentiality and trust. 	<hr/> HA A PA NA	
<p>5b <u>Colleagues</u></p>	<ul style="list-style-type: none"> · To communicate effectively with colleagues 	<ul style="list-style-type: none"> · Responds positively to and seeks assistance from colleagues · Offers support and advice, and helps others to seek solutions to problems. 	<hr/> HA A PA NA	
<p>5c <u>Families & Whanau</u></p>	<ul style="list-style-type: none"> · To communicate effectively with parents and caregivers 	<ul style="list-style-type: none"> · Helps ensure families/whanau to have opportunities to be involved in students' learning · Effectively handles enquiries from family/ whanau in accordance with school policy · Supports less experienced colleagues to effectively handle enquiries · Address groups of family/whanau as school representative 	<hr/> HA A PA NA	
<p>6 <u>Support for and co-operation with colleagues</u></p>	<ul style="list-style-type: none"> · To offer professional and/or personal support for colleagues as appropriate · To operate within the accepted codes of conduct and ethics of the teaching profession 	<ul style="list-style-type: none"> · Cooperates with and is aware of the contribution of other colleagues. · Actively supports decisions taken by the syndicate or school · Takes a leading role in and shares knowledge of curriculum and teaching techniques to improve performance. 	<hr/> HA A PA NA	
<p>7 <u>Contribution to Wider School Activities</u></p>	<ul style="list-style-type: none"> · To contribute to the work and activities of the school as a whole. · To display leadership in some aspects of the teacher's role in the school fostering development of a positive school climate. · To carry out delegated responsibilities to a high level. 	<ul style="list-style-type: none"> · Willingly participates in students' activities including some extra curriculum. · Participates in the development of proposed modifications to and development of school's policies and programmes. · Delegations are sought and senior staff have confidence that these are carried out. · Leads a staff group or syndicate. 	<hr/> HA A PA NA	

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