



# KATHERINE HIGH SCHOOL

## TEACHER PERFORMANCE EXPECTATIONS POLICY AND PROCEDURES

### **Rationale**

All teachers new (or returning after a break of more than three years) to the Northern Territory Department of Employment, Education and Training must undergo the probation process. Teachers not on probation may also require review of their teaching and professional performance from time to time. NT DEET has established benchmarks for the performance expectations of its probationary teachers and these benchmarks provide a suitable standard for measuring the performance of all teaching staff.

### **Policy Statement**

Katherine High School applies the teacher performance expectations established by NT DEET for both its probationary evaluations and for the performance evaluation of any other of its teaching staff. Performance reviews for probationers will take place in accordance with the requirements of NT DEET's *Probation Assessment Handbook of Instructions and Guidelines for Teachers* and will be conducted by a formally constituted Probation Panel. All evidence collected for the purposes of a probationary performance review will be made available to the probationer at meetings of his/her Probation Panel and these meetings will be minuted. Performance reviews for teachers who are not on probation will be conducted in the same way as for probationers.

Performance Indicators set out in this document are aligned with the benchmarks established in the DEET *Probation Assessment Handbook*. Methodology statements outline possible ways in which performance indicators will be measured at Katherine High School. In all cases the relevant Senior Teacher/s and/or Principal's delegate/s are responsible for determining the means used for measurement and implementation of those means. In any performance review the observation of a teacher's class/es is required. The timing of those observations will be negotiated between the teacher and the observer.

### **Performance Indicators**

#### **1. Preparation**

##### **Knowledge**

- Knowledge of subject
- Knowledge of desired outcomes
- Knowledge of appropriate pedagogy

##### **Consistency / Quality**

- Alignment of Lesson Plans with Teaching Program/s and Assessment Plan/s
- Appropriate material and outcomes addressed in logical progression
- Preparation meets faculty, school and NT DEET standards

## **2. Teaching**

### **Presentation**

- Ability to capture student attention and engagement
- Conscious effort to motivate students to achieve outcomes

### **Clarity**

- Clear enunciation of purpose and contextualisation of each lesson
- Information pitched at appropriate level
- Appropriate sequential delivery of information

### **Use of Resources**

- Knowledge of resources available (faculty, school and community)
- Use of appropriate variety of resources (text, AV, IT and/or library)
- Resources used are cost effective
- Contributes to the stock of faculty resources

### **Variety**

- Appropriate use of a range of teaching strategies such as:
  - modelling and scaffolding
  - instruction and note taking
  - practical experiments and investigations
  - fieldwork and excursions
  - group work
  - role plays, debates, and oral presentations

### **Individual Differences**

- Knowledge and use of appropriate pedagogies for different outcome levels

### **Student Evaluation**

- Assessment Plan/s meet KHS *Assessment Policy* guidelines
- Homework set in line with KHS *Homework Policy*
- Evidence of formative and summative assessments
- Clear indication of tasks, criteria for assessment, weightings, and timelines
- Marking is accurate and timely in line with KHS *Assessment Policy*
- Written feedback on formative and summative work provided to students

### **Questioning**

- Strategic use of questions as a teaching technique
- Variety of questions used catering for different thinking levels

### **Supervision**

- Demonstration of 'duty of care' responsibilities
- In control and aware of the class dynamics and individual needs
- Students are 'on task' throughout each lesson
- Equipment and resources monitored/used in accordance with faculty policy

### **Effectiveness**

- Favourable response from students and parents
- Appropriate learning outcomes achieved
- Cross marking and moderation confirm program and assessment standards

### **Class Room Management / Control**

- Adherence to KHS *Student Behaviour Management Policy* and school rules
- Communication to students of acceptable standards of student behaviour
- Communication to students of appropriate consequences for misbehaviour
- Appropriate responses to student behaviour and/or misbehaviour
- Consistency/fairness in the application of school and classroom rules

### **3. Professional Responsibilities**

#### **Administration**

- Adherence to all **Teacher Expectations** in KHS **Staff Handbook** including:
  - o keeping detailed and accurate records of student attendance
  - o keeping detailed and accurate records of student assessment
  - o keeping detailed and accurate records of student behaviour management

#### **Obligations**

- Adherence to all **Teacher Expectations** in KHS **Staff Handbook** including:
  - o being punctual to all classes
  - o maintaining appropriate classroom environment
  - o developing and maintaining appropriate relationships with students
  - o carrying out all supervision duties as rostered or directed
  - o attending all relevant faculty and staff meetings
  - o attending all parent teacher nights
  - o engaging in cross marking and internal moderation exercises
  - o completing Student Reports accurately and on time
  - o providing professional support for colleagues
  - o contributing to faculty responsibilities
  - o maintaining Performance Management plan
  - o maintaining current knowledge of subject area/s
  - o maintaining awareness of educational thinking
  - o observing professional practices and maintaining confidences
  - o adhering to all NT DEET policies (such as Mandatory Reporting)

#### **Acceptance of Feedback**

- Use of critical peer/s
- Implementation of professional advice through planned program of action
- Demonstrated commitment to self reflection

#### **Rapport with Parents and Community**

- Provides appropriate and constructive comments on reports
- Conducts sensitive and constructive parent teacher night consultations
- Keeps parents informed of failure to meet work requirements
- Participates in school based extra-curricula activities

### **4. Relationship with Students**

#### **Classroom Atmosphere**

- Students focussed on their work in an atmosphere of mutual respect
- Attractive classroom environment conducive to learning
- Students' behaviour satisfactory
- Students' work satisfactory

#### **Concern for Individuals**

- Knowledge of students (e.g. individual abilities, interests, backgrounds, learning styles, command of English, impairments, etc)
- Rapport with and respect for individual students

- Effort made to engender self-esteem and confidence in students

### **Consistency**

- Students treated equitably and with respect
- School rules applied fairly and impartially
- School policy adhered to and implemented consistently

## **5. Relationship with Colleagues**

### **Communications / Tact / Consideration**

- All formal and/or informal communications are professional and courteous
- NT DEET and school policies and procedures observed

### **Willingness to work as a team member / Involvement in staff activities**

- Contributes professionally to the life of the school and the faculty
- Supports colleagues in educational projects and activities
- Accepts responsibility for leadership role/s as appropriate

## **Methodology**

### **1. Preparation**

- Audit of Teaching Program/s, Assessment Plans, Lesson Plans, course handouts and/or students' workbooks.

### **2. Teaching**

- Formal and/or informal observation of class/es over a period of time.
- Audit of Teaching Program/s, Assessment Plans, Lesson Plans, handouts and/or students' workbooks.
- Audit of assessment sheets, assessed student work and teacher's Mark Book.
- Examination of comparative data e.g. students' results, student feedback.
- Examination of correspondence from parents/students.
- Audit of behaviour management paperwork and consultation with Student Coordinators and/or Assistant Principal Student and Staff Welfare.

### **3. Professional Responsibilities**

- Audit of Student Reports.
- Examination of correspondence from parents/students.
- Investigation including interviews with peers.
- Audit of Performance Management Plan.

### **4. Relationship with Students**

- Formal and/or informal observations over a period of time.
- Investigation including interviews with students.
- Feedback responses from students.

### **5. Relationship with Colleagues**

- Investigation including interviews with peers.

This policy was last ratified by School Council in....

**2007**