

Performance Review and Staff Development

PRSD Handbook

**A resource for governors, principals, teachers and
external advisers**

Regional Training Unit



This material has been designed primarily to support the training programmes for PRSD. The information contained within the handbook has been written, as far as possible, to reflect accurately the requirements of the PRSD scheme

The handbook also relates to the guidance material and draft PRSD model school policy issued by the relevant employing authorities.

The handbook has been made available to all involved in the PRSD process - governors, principals, teachers and external advisers.

First published 2005

Photocopying - permission is given by RTU for photocopying materials from this handbook to grant maintained schools in Northern Ireland

CONTENTS

1. Introduction

2. The purposes of the handbook and how it can be used

3. An overview of the scheme

4. The aims and expected outcomes of the scheme and some fundamental principles underpinning its implementation

5. Equal Opportunities

6. Who does what: roles and responsibilities

- **Employing authorities**
- **Boards of governors**
- **Governors as reviewers**
- **External advisers**
- **School principals**
- **Other members of the teaching staff of schools**

7. PRSD for school principals

8. PRSD for teachers

9. Acting as a reviewer

10. Building and sustaining an effective process of performance review and staff development in a school

11. Sources of further information, guidance and advice

12. Appendices

- 1. Performance Review and Staff Development Scheme**
- 2. Draft Guidance for Governors and Principals - Principals & Procedures**
- 3. Code of practice on the collection of information**
- 4. Planning Record**
- 5. Lesson Observation Recording Sheet**
- 6. Review Statement and Annex**

1. Introduction

1.1. Background

The Northern Ireland scheme for performance review and staff development (PRSD) was agreed in July 2004 and is required to be introduced and working in schools by September 2005.

The full text of the scheme can be found at Appendix I of the handbook

Important features of the scheme are that it:

- is an agreed scheme which has the support of the employing authorities and the teacher unions;
- is particular to principals and teachers in Northern Ireland schools;
- is likely to come into effect at the same time as mandatory school development planning, with which it is inextricably linked and
- comes into operation at a time when the continuing professional development of teachers is widely accepted as being more important than ever

PRSD provides both a framework and a set of procedures for performance review and staff development in schools, setting out the reasons for its introduction, its expected outcomes, the key components of the process and the main roles and responsibilities of all those to whom it applies.

The additional guidance materials, model school policy and associated documentation issued by the employing authorities and professional associations adds further information and deals with many of the questions that governors, principals and teachers are likely to raise.

1.2. The Wider Picture

Performance review is not a new concept.

John West-Burnham and Ingrid Bradbury point out in their 'Performance Management Manual' (2003) that many national education systems *"...have introduced performance review approaches ranging from the draconian to the liberal. And at the heart of all of them is a concern to maximise the efficiency of school systems by ensuring that outputs are at optimum levels."*

PRSD for schools in Northern Ireland seen as being directly linked to school development planning underpinned by continuing professional development for teachers and principals and to enabling both the achievements of young people and their overall experience of education to be as rewarding and successful as possible.

The PRSD scheme for Northern Ireland has its own particular characteristics, but its overall aims are essentially the same as those for similar schemes introduced elsewhere - to enhance the quality of learning and teaching and to make schools better places for all their pupils essentially through the professional development of teachers.

It has the potential to enable schools to bring greater coherence, purpose and rigour to school development planning, continuous professional development and overall school improvement and, by doing so, help them to be better equipped to respond successfully and with confidence to the challenges they face.

Fig 1. shows that the local, regional, national and global contexts of schools today are more complex, unpredictable and challenging than they have been for many years and perhaps more than at any time in the past.

Fig 1.

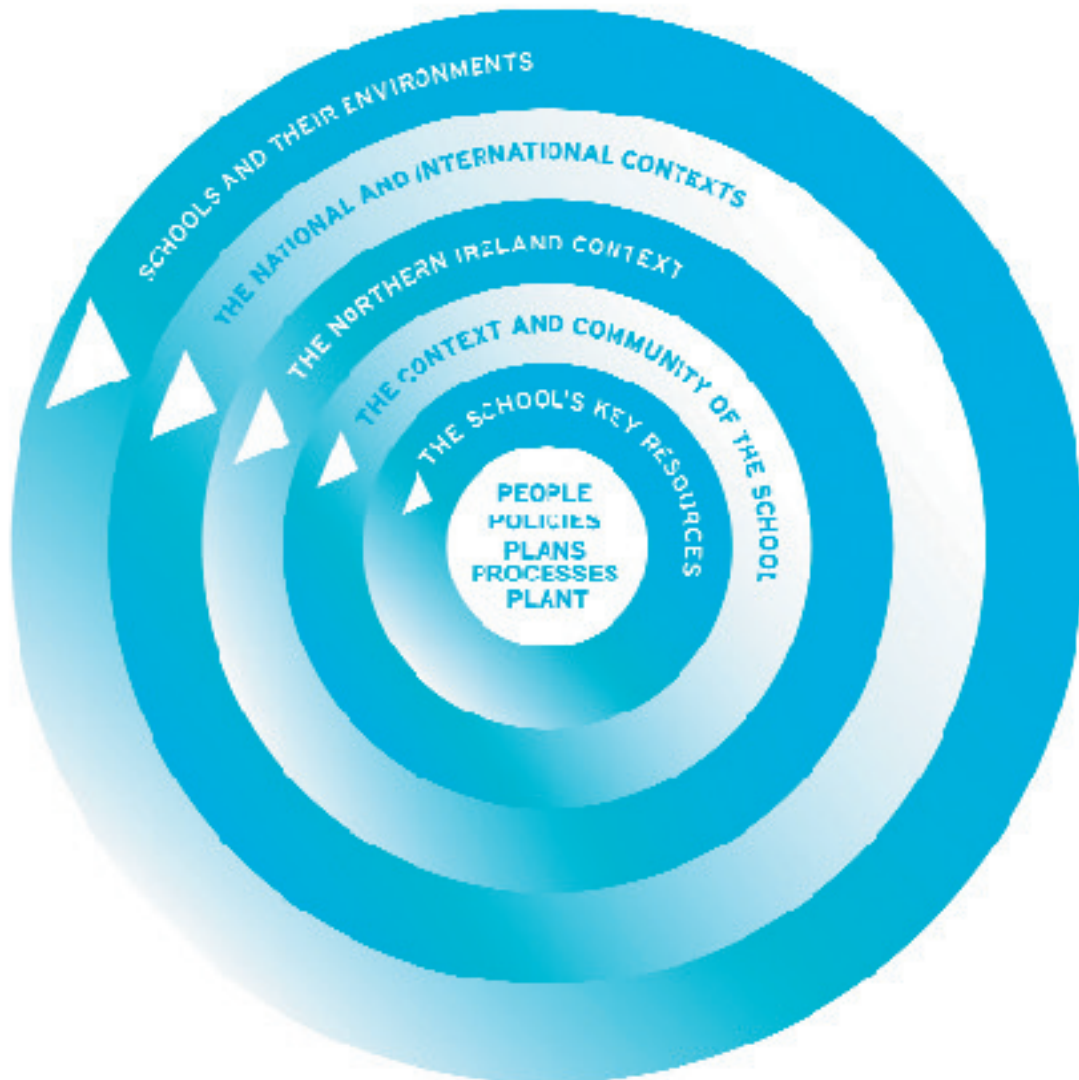
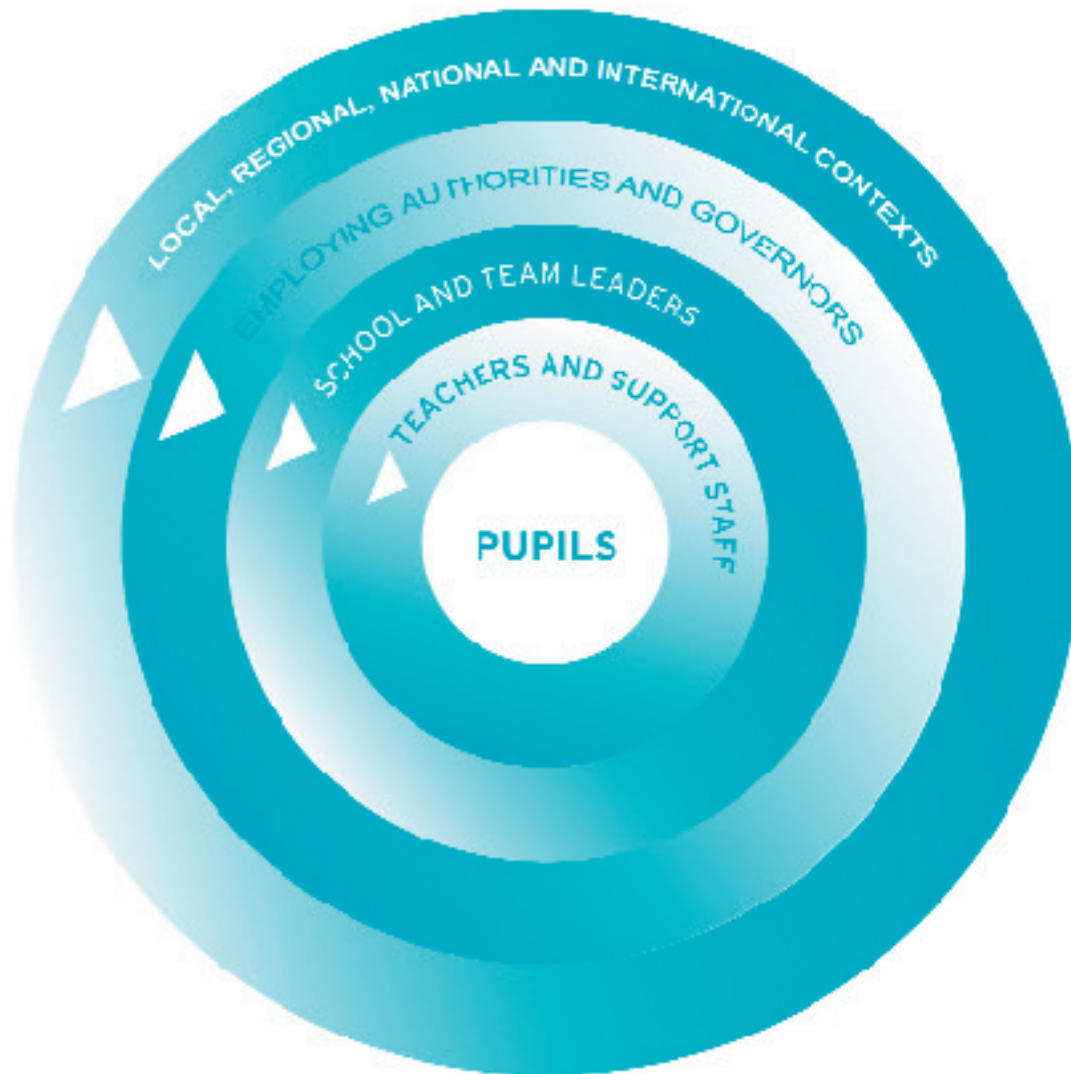


Fig 2. reminds us that what our children and young people achieve at school - and the progress they make - depend critically on the teachers and support staff whom they meet every day.

Fig2.



Teachers are a school's greatest resource and what schools achieve is the result of the quality of the work their teachers do. It therefore makes a great deal of sense for schools to do all they can to enable their teachers to be - and go on being - as highly skilled in and as well informed about learning and teaching as possible.

That is precisely where PRSD fits in and why it matters so much. The professional knowledge, understanding and skills that teachers bring with them when they begin their careers are unlikely to be sufficient to enable them to meet all the challenges arising from rapid, constant and complex educational change throughout their careers.

Continuous professional development is therefore not only more important than it ever was but, essential for everyone responsible for enabling pupils to learn more effectively and be better prepared to lead rewarding and fulfilling adult lives.

1.3 Challenge and Opportunity

The challenges arise from the fact that

- the review process touches on fundamental professional issues and relationships
- the scheme, though not at odds with Staff Development and Performance Review, is more formal and, in some important respects, new
- there are many other pressing issues on every school's agenda

The opportunities arise because the scheme cannot operate effectively unless schools

- review their development plans to establish the extent to which their priorities are being achieved and decide what steps they need to take to close any gap they might find between their ambitions and what they have done
- seek to identify, celebrate and disseminate good practice
- either build or work to sustain the kinds of structures and relationships that will enable such good practice to be widely shared
- prepare a programme for the continuing professional development of teachers which is aligned both to the needs identified by these teachers and to the improvement priorities for the school as a whole
- seek to create or - if they already have one - sustain a culture of high performance and continuous development

And when schools look more widely, they can see that the scheme fits with wider developments in the education system as a whole

- the Education and Training Inspectorate's initiative, 'Together Towards Improvement', which encourages schools to become more self-evaluating
- the important work being done by the General Teaching Council for Northern Ireland to revise and extend the competency framework for initial teacher education and to provide teachers with guidance at every stage of their careers which will enable them to identify their professional development needs
- the revisions being made to the National Standards for Headteachers, to ensure that they speak more directly to the work that heads and other school leaders are increasingly expected to do
- the introduction of a revised curriculum and all that goes with it
- the increasing importance attaching to the use and application of ICT to support and extend learning

Each school's context is different. Every school will therefore begin - or continue - the journey towards the achievement of a high performance culture from a different starting point. However, PRSD gives every school the opportunity to find ways of bringing coherence and direction to the professional development of its people and, by doing so, to make it a better place for those for whom it primarily exists.

1.4 The Challenge for School Leaders

Effective leadership will be vital to the success of performance review. While the role of the principal will be especially influential, the successful establishment of a culture of performance review will depend on high quality leadership throughout the school.

It can be argued that **there are three main ways in which leaders might approach the introduction and operation of performance review in schools**

(a) **if performance review is sensitively and professionally introduced, led and managed - and time and thought are given to the issues mentioned above** - it is likely to be seen as (and become) a developmental process which promotes and sustains the personal and professional growth of teachers and, by doing so, makes a positive difference to schools and what they and their pupils do and achieve. **It's impact is likely to be substantial and positive**

(b) **if the process is presented, led and managed as something that is designed essentially to ensure teacher accountability** or to find out what they are not doing well, it is likely to be resented and resisted, and seen as something being done to teachers rather than as something whose value they recognise and in which they have confidence and belief. **It's impact is likely to be powerful, but negative**

(c) **if the process is half-heartedly or indifferently presented, led and managed,** it is likely to be seen as - and to become - "just another initiative", something regarded as a "bolt-on" and either a chore or a tiresome irrelevance to the "real work" of teachers. **It's impact is likely to be marginal and at the very best neutral**

Performance review offers schools an opportunity to build and sustain high performance cultures, to develop as learning communities and, as a result, to be much better equipped to respond - and go on responding - with skill and confidence to the challenges that face them.

Achieving this will not be easy.

If school leaders make it a priority and take the time that is needed to put it in place and embed it as part of the culture of their schools, they will build the further knowledge, understanding and skills that will enable them to transform their schools.

Section 2. The Purpose of the handbook

2.1 The Key Messages

The handbook has two main messages.

The first is that, because it focuses so strongly on professional development, the scheme has the potential to make a very significant contribution to the effectiveness of schools and their continuous improvement.

If its introduction is carefully planned and its implementation is sensitively led, it has the possibility of realising this potential in all schools.

The second is that each school will need time to introduce and implement the scheme and to make it an essential part of a wider culture of high performance.

This is what will be needed if the scheme is to achieve its potential to contribute significantly to the professional development of principals and teachers and, by doing so, to the overall development of the school.

2.2. The Main Aims

The handbook has primarily been written to be used alongside the scheme and to accompany the programme of training conferences for governors, external advisers, principals and other school leaders that has been organised to introduce the scheme and enable those taking part to become better informed about PRSD. The conferences will give participants time to consider its most important implications for them and their schools.

The handbook has three main aims:

- (a) drawing on both the PRSD scheme and to the additional guidance published with it, the handbook seeks to explain the review process and what it involves, connecting these to the training conferences;
- (b) using the findings of research into similar performance review processes in England, commentaries on performance review systems in other parts of the world and recently published studies of performance review, it offers some suggestions about how schools can make the process both successful and effective in their contexts;
- (c) it lists the sources of the research and other recent publications mentioned above and sets out some of the main sources of further information, guidance and advice, including what will be available on the RTU website.

An effective PRSD system cannot be built quickly, though the kind of preparations that schools make in the implementation phase will very largely determine what they are able to achieve in the first year of the scheme's operation (2005-2006).

Making the scheme effective requires each school to make a journey, starting from where it is and taking whatever time it needs to reach the desired destination.

A key objective of this handbook is to help each school - and those working in it - to make this journey and to enable principals and teachers to derive the maximum benefit from the scheme. The implementation phase of PRSD training will ensure all schools are at an adequate level of development to make PRSD work effectively by September 2005.

2.3 References and updates.

The full text of the scheme can be found at Appendix 1. Quotations from the scheme in the handbook are in italics and the references associated with them are to the sections in the scheme from which they are drawn

This handbook and its appendices will be revised from time to time to take account of any changes that may be made in the guidance materials and to reflect the experience gained by schools as they put PRSD in place

2.4 How the Handbook can be Used

The handbook has been written to help all those involved in the process to understand what PRSD is, how it affects them and how they can contribute to the process. For that reason some sections are more relevant to them while other sections may be less relevant. To ease navigation through the handbook, a brief summary of what each section deals with and to whom it is most useful is provided. Readers can then decide which parts of it they wish to focus on and which to leave for another time.

2.4.1 Section 3 provides a simple overview of the PRSD process and outlines its main components or stages. This summarises what PRSD involves for all those to whom it applies and it can very usefully be read alongside the flow-chart which summarises the process.

Relevant to - governors / governor reviewers / principals / reviewers / reviewees / external advisers.

2.4.2 Section 4 explains the aims and expected outcomes of the performance review process and suggests that these will be most likely to be achieved if the way in which it is approached reflects some important basic principles.

Relevant to - governors / governor reviewers / principals / reviewers / reviewees / external advisers

2.4.3 Section 5 deals with the Equal Opportunitites with regard to the scheme

Relevant to - governors / governor reviewers / principals / reviewers / reviewees / external advisers.

2.4.4 Section 6 deals with the roles and responsibilities of all the key players in the process.

Relevant to - governors / governor reviewers / principals / reviewers / reviewees / external advisers

2.4.5 Section 7 explains the nature and content of the PRSD process for principals, which is different in some important ways from the process for other members of staff in schools.

Relevant to - governor reviewers / principals /external advisers

2.4.6 Section 8 explains the nature of the PRSD for teachers.

Relevant to - principal / reviewers / reviewees

2.4.7 Section 9 explains and offers some guidance on the role of the reviewer, the member of staff responsible for conducting the review process of one or more of his or her colleagues (or the principal)

Relevant to - designated governors / principal / reviewers / reviewees / external advisers

2.4.8 Section 10 sets out the steps that schools should take to ensure that PRSD is both effectively introduced and successfully embedded over time. This section deals with how PRSD can best be put in place in schools.

Relevant to - governors / governor reviewers / principal /
reviewers / reviewees / external adviser

2.4.9 Section 11 lists some sources of further information, guidance and advice.

Relevant to - governors / governor reviewers / principal /
reviewers / reviewees / external adviser

The appendices include

- 1. The PRSD scheme**
- 2. PRSD Guidance Material, (issued by the employing authority)**
- 3. Code of Practice on the collection of Information**
- 4. Planning Board**
- 5. Lesson Observation Recording Sheets**
- 6. Review statement and Annex**

Section 3. An Overview of the Scheme

The scheme has nine sections:

1. Vision statement and introduction
2. Aims of the scheme
3. Appointment of reviewers
4. Components of the process
5. Use and retention of the review statement
6. Code of practice on the collection of information
7. Complaints procedure
8. Equal opportunities
9. Quality assurance and external monitoring

3.1. Framework of the scheme

Broadly, it explains the rationale for PRSD, the duties and responsibilities of those to whom it applies, the key stages in the annual review cycle and the connections between the scheme (and each school's performance review policy) and other relevant policies and procedures.

Essentially, the scheme gives governors, school leaders and teachers a framework within which to work. It sets out some of the principles that should inform the approach to be taken. The responsibility for implementing and embedding the scheme belongs to the school governors.

'Performance' is not defined in the scheme, for example. The criteria against which a teacher's overall performance might be considered are not set down either. These are - and are seen to be - matters for schools to decide for themselves.

3.2. The Performance Review Policy

Boards of Governors are responsible for ensuring that:

- they prepare *"...a Performance Review Policy in accordance with the Scheme, following consultation with teachers in their school"* (PRSD Scheme 1.2)
- *"...the professional development and performance of teachers employed in their schools is reviewed annually in accordance with the Scheme and within the context of the School Development Plan"* (PRSD Scheme 1.2)
- *"...training and development needs which are identified through the.....Scheme are reflected in the school development plan and that corresponding opportunities for professional development are made available to the principal, vice-principal(s) and teachers in the school"* (PRSD Scheme 1.4)

The Board of Governors has a duty to prepare a School Performance Review policy having consulted with teachers in the school. Employing authorities in their advice to the school about PRSD, will have issued guidance materials and a model PRSD policy. The model PRSD policy also includes:

- A record planning document
- Classroom observation documents
- Review statement document and Annex

which are part of the PRSD review process.



3.3. The Annual Review Cycle

The review cycle is the core of the review process for all those to whom the scheme applies and the scheme makes clear in section 2.2 that

- it will "...normally be a period of one year and, once begun will be undertaken annually thereafter" (PRSD Scheme 2.2.1)
- there may be some exceptions to this rule (see PRSD Scheme 2.2.2, 2.2.3 and 2.2.4)

The scheme goes on to state in section 4 that there will be **three stages in the annual cycle (Fig 3.)**

- **planning and preparation** for the initial meeting of reviewer and reviewee at which the objectives for the coming year will be established (see sections 4.1 to 4.5)
- **collecting information** relevant to the review and the progress being made towards the objectives established at the initial meeting. This will include classroom and/or task observation (see sections 4.6 and 4.7)
- **the review discussion** and review statement. The reviewer and reviewee consider all the relevant evidence, seek to reach an agreed conclusion about the reviewee's performance and any training or development needs arising and then go on to establish the objectives for the following year's review. A review statement is then drawn up after the discussion which sets down the outcomes of the review, the training and development needs identified and the objectives for the following year (see PRSD scheme sections 4.8 to 4.10 and 5.1 to 5.8) The training and development needs are recorded in the annex to the review statement.

Fig 3.



Section 4. The aims and expected outcomes of the scheme and the fundamental principles that should underpin its implementation

The broad aims of the PRSD process are set out in the text of the scheme, which also explains how the process relates to other matters affecting the terms and conditions of service for teachers.

This part of the handbook provides details of the scheme's expected outcomes and the broader context in which they are set. It then goes on to examine the implications of these aims and outcomes for schools and their leaders and to set out some of the key principles on which schools should build their approaches to PRSD if they want the scheme's aims to be fully achieved.

4.1. The Aims of the Scheme

Some comments have already been made about the potential that PRSD has to contribute not only to the continuing professional development of teachers but by doing so to make a major impact on school improvement.

Section 2.1 of the scheme states that its aims are to

- *‘recognise the contribution of teachers to achieving the aims of the school development plan and help them to identify ways of enhancing their skills and performance;*
- *identify the professional needs and necessary resources to support teachers in their professional development and career progression;*
- *increase teachers' participation in decision-making and career planning and develop in teachers a greater sense of control over their work;*
- *enhance the quality of education;*
- *inform the management of schools;*
- *improve teacher morale and motivation;*
- *be seen by staff as enabling;*
- *be manageable and minimise bureaucracy’.*

4.2. Some important points about links between the review process and other procedures

The scheme goes on to make clear that

- it *"...shall be used in connection with any matter related to the provision of support and professional development programmes for teachers"* (PRSD Scheme 5.9)
- participating in the review process and the professional development activities associated with it *"...shall be a necessary requirement in respect of pay progression on the main and upper pay scales and school ISRs..."* (PRSD Scheme 5.10)
- review statements *"...shall be taken into account by those responsible for taking decisions or making recommendations about the pay or performance of teachers"* (PRSD Scheme 5.10)
- while the scheme *"...does not form part of the disciplinary procedure.... relevant information from review statements "...may be taken into account to assist those responsible for the management of the school"* (PRSD Scheme 5.11)
- documentation relating to the review process *"...shall be confidential between the reviewer(s), the reviewee and the principal (where he or she is not the reviewer) except with the agreement of the reviewee or as provided for above"* (PRSD Scheme 5.12)

4.3. Equal opportunities, complaints and quality assurance - and their implications for schools and their leaders

Sections 7 and 9 explain that the scheme provides that

- any complaint arising from a principal or a teacher to be dealt with under existing grievance procedures (PRSD Scheme 7.1)
- boards of governors and principals are required to comply with any quality assurance and external monitoring procedures that may be introduced (PRSD Scheme 9.1)
- the operation of the scheme for performance review will be *"...reviewed in conjunction with the recognised teacher unions every two years"* (PRSD Scheme 9.2)
- *"...shall operate fairly and equitably for all principals, vice-principals and teachers in accordance with the principles of equality of opportunity"* (PRSD Scheme 8.1)
- *"...shall be used positively to promote equality of opportunity by encouraging all principals, vice-principals and teachers to fulfil their professional potential"* (PRSD Scheme 8.2)
- *"...shall comply with equality legislation in Northern Ireland..."* (PRSD Scheme 8.3)
- *"...shall not treat any principal, vice-principal or teacher in a detrimental or less favourable way because of religion, political opinion, gender, pregnancy, marital status, sexual orientation, disability, race, age, full or part time status or trade union membership or activity"* (PRSD Scheme 8.4)

Section 9 of the scheme provides for quality assurance and external monitoring, requiring boards of governors and principals to comply with any quality assurance and external monitoring procedures that may be introduced (PRSD Scheme 9.1) and stating that the scheme will be *"...reviewed in conjunction with the recognised teacher unions every two years"* (PRSD Scheme 9.2)

4.4. Implications for schools and their leaders: some fundamental principles for the implementation of the scheme

The aims and expected outcomes of the scheme are more likely to be achieved if certain conditions either exist or can be created.

The evidence from research into the operation of the similar performance based schemes in England and, more widely, into the working of performance management schemes in various parts of the world suggests that PRSD is more likely to achieve its aims - and realise its potential to contribute significantly to school improvement - if the approaches to its introduction and implementation reflect the following key principles:

- **Professionalism** - this can be defined in a number of ways but, taken in the context of performance review, it involves a commitment by all those involved to;
 - i. recognise that its fundamental purpose is to promote and sustain professional development and continuous improvement in schools so that those for whom schools primarily exist will learn and develop more effectively
 - ii. accept and support an approach to performance review which is negotiated and agreed, evidence-based and professionally focused, recognising teachers' commitment, strengths and good practice
 - iii. appreciate the need for a proper balance being struck between the personal autonomy of teachers and the legitimate ambitions of the schools in which they work

PRSD offers a structure for teachers to engage in on-going professional development and begin to reframe professionalism in line with the GTCNI Code of Values and Professional Practice (Oct 2004) which notes.

‘Teachers will:

In keeping with the concept of professional integrity assume responsibility for their ongoing professional development as an essential expression of their professionalism’

- **Confidentiality** - it is essential that all those to whom the performance review process applies know and understand that the review statement that brings each annual cycle to an end is and remains a confidential document and that both access to and the use of the statement are carefully and strictly limited;
- **Sensitivity** - because PRSD is new and largely unfamiliar, it will be important for everyone involved - and especially those acting as reviewers - to be aware of and sensitive to the uncertainties and apprehensions of principals, vice-principals and teachers generally;
- **Openness and transparency** - for the same reasons, it will be very important for those responsible for introducing and implementing the PRSD to ensure that its rationale and purposes, the timetable and any school-based protocols governing its operation and other relevant aspects of the process are straightforward and clearly understood.

- **Equity and fairness** - the scheme requires each school's performance review policy to be consistent with all domestic and European equality legislation and to promote equality of opportunity in a positive way, but it will also be essential for those responsible for implementing the process to take steps to ensure that every member of staff whose performance is reviewed is treated in essentially the same way and has essentially the same experience
- **Trust and confidence** - these are perhaps the most critical conditions for an effective and successful PRSD process, but they cannot be assumed or expected. If each school's practice is based on the principles set out above, it is much more likely that the degree of trust and confidence in the process that is so necessary to its success will be earned and deserved

Section 5. A Note about Equal Opportunities

The scheme draws attention to the importance of equality of opportunity at every stages and sets out the obligations of all those involved in very clear terms.

It states that the scheme

- *"....shall operate fairly and equitably for all principals, vice-principals and teachers in accordance with the principles of equality of opportunity." (PRSD Scheme 8.1)*
- *"....shall be used positively to promote equality of opportunity by encouraging all principals, vice-principals and teachers to fulfil their professional potential" (PRSD Scheme 8.2)*
- *"....shall comply with equality legislation in Northern Ireland..." (PRSD Scheme 8.3)*
- *"...or those operating it, shall not treat any principal, vice-principal or teacher in a detrimental or less favourable way because of religion, political opinion, gender, pregnancy, marital status, sexual orientation, disability, race, age, full or part-time status or trade union membership or activity" (PRSD Scheme 8.4)*

And it adds that, where an individual believes that he or she has been discriminated against *"...in respect of the arrangements for the operation of this scheme or the outcome..."*, he or she is *"...entitled to consider referring this to an industrial tribunal."* (PRSD Scheme 8.5)

The guidance notes for governors and principals also point to the importance of equal opportunities, stressing that, while it is essential that teachers are treated in accordance with current equal opportunities policies, it is also necessary for the review process to *"...be used to promote equality of opportunity by encouraging all participants to fulfil their professional potential."* (Guidance 3.16)

And the notes finish as follows : *"It is vitally important to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes."* (Guidance 3.16)

Section 6. Who Does What: Roles and Responsibilities

The successful implementation of PRSD will depend on a large number of people. Employing authorities, boards of governors (and the individual governors who take responsibility for reviewing the performance of school principals), principals and other members of staff all have crucial contributions to make.

External advisers also have a significant part to play in assisting governor reviewers in reviewing the performance of principals.

This section of the handbook sets out more information about these roles and responsibilities and the collection of support materials which accompanies. This handbook adds some thoughts about the kinds of knowledge, skills and personal qualities that will help those who have these roles and responsibilities to carry them out effectively.

6.1. Employing Authorities

Each employing authority is responsible for

- providing schools with general guidance and advice on PRSD
- recruiting, deploying and managing external advisers to assist governor reviewers with the review process for principals
- monitoring and evaluating the operation and effectiveness of the performance review process in line with its quality assurance procedures

6.2. Boards of Governors

Boards of Governors have a broadly strategic rather than a managerial role in PRSD.

Each board of governors is responsible for

- preparing and publishing a performance review policy for their school which
 - i. is consistent with the scheme for schools generally
 - ii. arises from and takes full account of consultation with teachers in the school, including the principal
 - iii. reflects the school development plan
- ensuring that the professional development and performance of teachers in their school is regularly (i.e. annually) reviewed in accordance with the school's own Performance Review policy
- receiving reports on and monitoring the implementation and operation of PRSD in their school and making any necessary amendments
- designating a minimum of two reviewers from the Board of Governors to review the performance of the principal and who will be assisted by an external adviser
- that the training and development needs arising from the review process are reflected in the school development plan and steps are taken to enable these needs to be met
- The Chairperson of the Board of Governors is responsible for receiving and considering the statement on the review of the principal's performance that are made by the governor reviewers

Some important notes for Boards of Governors

- boards of governors have no role to play in reviewing the performance of teachers other than the principals of their school. The review of the performance of teachers is a matter for the principal, and governors must not discuss - or seek to discuss - the performance of any particular member(s) of the teaching staff
- because boards of governors are responsible for pay matters relating to principals, they should bear in mind the potential for a conflict of interest to arise when they are appointing those who will carry out the principal's performance review
- neither elected teacher governors nor any other member of the staff of a school who happens to be a governor in that school may take part in reviewing the performance of the principal of that school

6.3. External Advisers

Those nominated by employing authorities to act as external advisers will be expected to

- The role of the external adviser is to provide advice to principal reviewers on the setting of performance objectives for the principal and to support them in the process of reviewing performance at the end of the review cycle.
- assist governor reviewers to:
 - o agree the criteria that will be used to determine the extent to which the objectives for each review have been achieved;
 - o make arrangements for the collection of the evidence that will be used to enable them to determine the extent to which the objectives have been met;
 - o evaluate (at the review discussion) the extent to which the objectives have been achieved;
 - o review the overall performance of the principal and identify any personal or professional training or development needs arising

- meet the principal prior to the review meeting to discuss the information about the school which they have been given, develop their understanding of the context in which each principal works and consider each principal's thoughts about possible objectives for the review cycle
- join the initial meeting of the principal and the governors conducting the review and assist them to reach agreed objectives for the review
- attend the review discussion at the end of the review cycle and assist both governors and the principal to agree their conclusions about the outcomes of the process
- agree to work in the context of a carefully-planned quality assurance process by and through which their performance as advisers will be kept under review
- Attend the external adviser training programme provided by RTU and meet the criteria for accreditation before they are assigned to work in a school

6.4. School Principals

The principal of each school is responsible for

- assisting the board of governors in the preparation of the school's Performance Review policy
- implementing this policy
- appointing reviewers for each teacher to whom the scheme applies, determining who is best placed to fulfil this role
- ensuring that the performance review of each teacher takes place in accordance with the requirements of the scheme, the school's own Performance Review policy and any guidance that may be issued by the relevant employing authority
- making an annual report to the board of governors on the operation and overall outcomes of the PRSD in the school
- co-operating with any quality assurance and monitoring arrangements made by the employing authority

6.5. Teachers

PRSD applies to

- all qualified teachers employed in grantaid schools, including the principal (exception teachers participating in induction and EPD)
- all teachers employed on part-time or temporary contracts

Teachers to whom the scheme applies are expected to: -

- make themselves familiar with the nature and contents of both the scheme and the Performance Review policy for their own schools
- take part in any consultation about a school Performance Review Policy and/or take such opportunities as are provided to comment on any draft policy put forward by the board of governors of their school
- co-operate with the school's Performance Review policy in so far as it affects them as reviewees, providing all the information and evidence requested and participate in the in-year monitoring and classroom and/or task observation
- where appropriate, review the performance of other teachers, if asked to do so
- follow any school-based protocols for the operation of PRSD
- avail of school based training to support the implementation of PRSD in the school

Section 7. PRSD for principals

In this section, the handbook outlines the main stages in the process of PRSD for school principals. The overall shape of the process is the same as that which applies to teachers generally, but there are some ways in which it is different.

7.1. Planning and preparation for the initial meeting

PRSD provides in sections 4.2 to 4.5 for

- the performance of each principal to be reviewed by a minimum of two reviewers who are designated by and drawn from the membership of the school's board of governors
- the governor reviewers to be assisted by an external adviser
- the external adviser to meet the principal prior to meeting the governor reviewers shortly before the beginning of the review cycle to assist them in their preparations for the initial review meeting
- the three objectives for the principal's review to
 - combine both personal and shared objectives
 - Leadership and management
 - Pupil and curriculum development
 - Personal and professional development
 - relate to the priorities set out in the school development plan
 - take account of the key areas of headship set out in the statement of National Standards for Headteachers in Northern Ireland and any guidance issued by the relevant employing authority
 - be challenging, but also specific, measurable, attainable, realistic, and time bound

Note: it is not the external adviser's responsibility to determine the objectives for the principal's review or the success criteria to be associated with them, only to offer relevant advice and assistance to the governor reviewers responsible for conducting the review

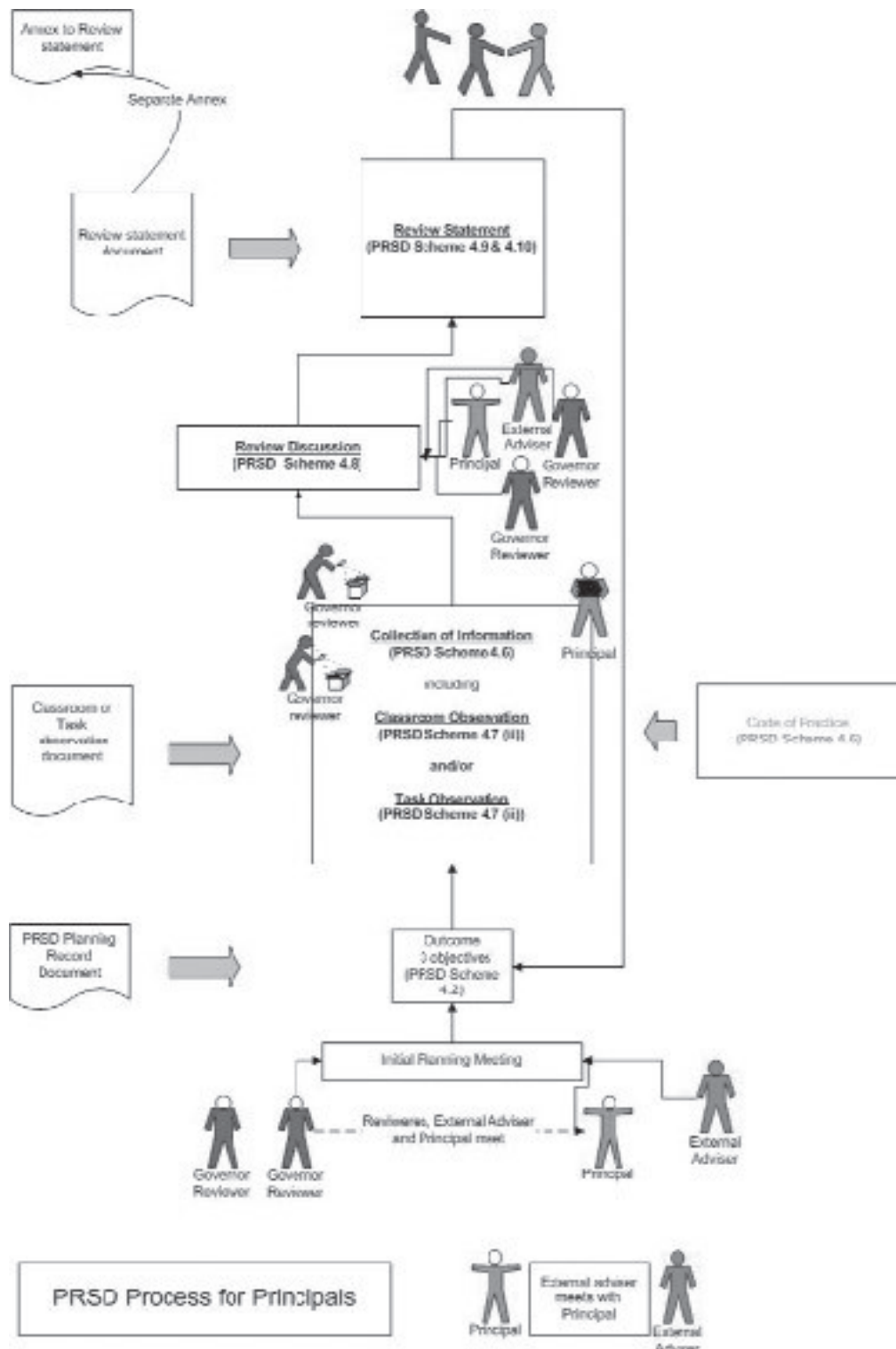
- the governor reviewers conducting the review to set and record the objectives. If it is not possible for them to agree them with the principal, the principal may, if he or she wishes, add written comments to the statement of objectives which are set down

7.2. Collecting information about the achievement of the objectives for the review

The scheme expects (sections 4.6 to 4.7) that

- the designated governor reviewers and the principal will agree arrangements for collecting information relevant to the progress being made towards the achievement of the objectives of the review

Flowchart - Principals PRSD Process



- this information will be collected in accordance with the PRSD Code of Practice on the collection of information
- the principal will co-operate fully with any reasonable request made for appropriate and relevant information
- if it is necessary, as a result of the collecting of relevant information, for the objectives to be amended or for support to be provided to enable the principal to provide the information that is sought, this can be done
- the information collected will include that which is gathered from two periods of task observation or, if the principal has a significant teaching commitment, from one period of task observation and a period of classroom observation

7.3. The review discussion and the review statement

The scheme provides (sections 4.8 to 4.10) for

- the governor reviewers and the external adviser to meet the principal whose performance they are reviewing at or near the end of the review cycle in order to
 - o consider the extent to which the objectives for the review have been met
 - o identify any personal or professional development needs for the principal that have arisen from the review
 - o establish and record objectives for the in-coming year

Note: it is the external adviser's role to assist the governor reviewers and the principal to clarify their conclusions about the principal's performance and the progress he or she has made towards the achievement of the objectives set for the review, not to make those decisions for them

- the review statement following the review discussion is to include
 - o an agreed record of the conclusions reached at the review meeting
 - o a view of the extent to which the review objectives have been achieved
 - o a statement - in a separate annex - of what were identified at the review meeting as the principal's training and development needs and the ways in which these might best be met
- a copy of the review statement to be given to the principal, who will have an opportunity to comment on it within 10 working days, noting any points of disagreement
- the review statement to be a confidential document that will be kept in a secure file.

7.4. A note about the use of the review statement

The governor reviewers appointed to review the performance of the principal are expected to give the review statement that is drawn up at the end of each review cycle to the chairperson of the board of governors, with copies going to the principal and "*...in exceptional circumstances, to the employing authority on request*" (see section 5.5 of the scheme)

The chairperson of the board of governors "...shall make the Review Statement available to:

- *the reviewers on request;*
- *any review officer appointed under the complaints procedure...*" (see section 5.6)

and "*...shall make a current statement of objectives of the principal available to a new reviewer appointed otherwise than at the beginning of a review cycle...*" (see section 5.7)

and "*...shall make a copy of the annex to the Review Statement available to the person(s) responsible for planning and/or providing the training and development of teachers...*" (see section 5.8)

Section 8. PRSD for teachers

Although the review cycle for the teachers to whom the scheme applies has the same stages as the cycle for principals, it differs in some important respects:

- the areas which the objectives are expected to cover
- the inclusion of at least one period of classroom observation as part of the review
- the number of reviewers and their relationship to the teacher being reviewed

In this section, the handbook summarises what the review process involves at each of the key stages of the annual cycle.

8.1. Planning and preparation for the initial meeting

The scheme provides (sections 4.4 and 4.5) that

- the reviewer and reviewee will meet shortly before or at the beginning of the review cycle and seek to agree three objectives for the review
- these objectives will combine those which are personal to the teacher with those that are shared with others, cover the areas of professional practice, pupil and curriculum development and the teacher's personal and professional development, be related to the school development plan be: "*SMART ...specific, attainable, measurable, realistic and time-bound*" (4.4);
- if the objectives cannot be agreed between reviewer and reviewee, the reviewer "*...shall set and record the objectives and the reviewee may add comments in writing*" (4.5)

8.2. Collecting information about the achievement of the objectives for the review

The scheme provides (sections 4.6 and 4.7) that

- the collection of information gathered "*...other than through classroom or task observation shall be carried out in accordance with an agreed Code of Practice*" (4.6)
- reviewees are "*...expected to co-operate fully with any reasonable request for appropriate information*" (4.6)
- two "*...classroom observations of a maximum period of one hour shall take place as a prelude to the review discussion*" (4.7) unless the teacher has "*...substantial responsibilities outside the classroom*" (4.7), in which case "*...one period of classroom observation may be replaced by a period of task observation*" (4.7)

8.3 The Review Discussion and the Review Statement

In sections 4.8, 4.9 and 4.10, the scheme sets down the framework for these two components of the third stage of the annual review cycle, defining the review discussion as "*...an extended interview between the reviewer(s) and the reviewee at or near the end of the review cycle*" (4.8)

The purposes of the review meeting and discussion are described in the notes of guidance as being to

- discuss the reviewee's overall performance, recognising achievements and strengths as well as any weaknesses and taking account of the stage of the reviewee's career and the context of the school in which he or she works
- consider the extent to which the objectives of the review have been achieved
- identify the personal and professional development needs arising from the review and the activities that will help the reviewee to improve his or her performance and effectiveness
- agree an action plan and objectives for review in the in-coming year

The **review statement**, which the reviewer is responsible for drawing up following the review discussion, is expected to be a brief statement which will (according to the scheme and the notes of guidance which accompany it)

- set out "*...an agreed record of the conclusions reached*" (PRSD Scheme 4.9)
- include an "*...action plan and associated objectives*" (PRSD Scheme 4.9)
- describe in a separate annex, "*...which shall form part of the review statement*", the "*...training and development needs and ways of meeting such needs identified at the review discussion*" (PRSD Scheme 4.9)
- be prepared within 10 working days of the review meeting "*...and a copy given to the reviewee*", who "*...will have the opportunity to comment on the statement, including recording any points of disagreement, within 10 working days*" (PRSD Scheme 4.9)
- be "*...a confidential document*" which "*...shall be retained on the personnel file of the reviewee*" (PRSD Scheme 4.10)

Note

The reviewer responsible for conducting a teacher's performance review is required (section 5) to provide one copy of the review statement for the teacher concerned and another for the principal unless the principal is the reviewer. The principal is required (section 5.1) to make the review statement available to (a) the reviewer on request and (b) any review officer appointed under the complaints procedure.

The principal is further required to

- "*...make the current statement of objectives of a reviewee available to a new reviewer appointed other than at the beginning of a review cycle*" (5.3) ; and
- "*...make a copy of the annex to the review statement available to the person(s) responsible for planning and/or providing the training and development of teachers*" (PRSD Scheme 5.4)

Section 9. Acting as a reviewer

The effective operation of PRSD and the achievement of its expected outcomes depend heavily on those appointed to act as reviewers.

Those responsible for conducting performance reviews include

- *the governors appointed to review the performance of the principal in each school*
- *the principal of each school, who will be responsible for reviewing the performance of each vice-principal and may conduct other reviews as well, much depending on the size of the school*
- *other members of the teaching staff in schools who, will normally be line managers, team leaders or heads of department, are assigned the responsibility for reviewing their colleagues and 'wherever possible, the reviewer should have management and/or curricular responsibility for the teacher' and 'where this is not possible, the designation of the reviewer should be following consultation with the teacher'*

9.1 The principal responsibilities of reviewers

The process can only work effectively if the reviewer

- agrees a date, a location and a time for the review meeting with the reviewee concerned or, if responsible for reviewing the performance of a school principal, arrange to meet the external adviser along with the principal
- negotiates and, if possible, reaches agreement with the reviewee about objectives for his or her review, ensuring that these objectives meet the criteria set down for them in the scheme and are consistent with the priorities set out in the school development plan
- develops with the reviewee success criteria for each of the objectives
- agrees with the reviewee the nature and amount of the evidence on which any in-year monitoring of the progress being made towards the achievement of the objectives will be based and both the date and the time when this monitoring will be done
- agrees with the reviewee the date, time and location of each period of classroom and/or task observation
- completes the planning record documentation
- agrees a date, time and location for a meeting with the reviewee before the end of the review cycle to consider his/her overall performance, the extent to which the objectives for the review have been achieved and any personal and/or professional development needs that may arise for the reviewee (and how these needs might best be met)
- prepares, following the review discussion, a review statement which meets the criteria set out in the scheme and forward it to the reviewee within 10 working days

9.2 Some comments on the role of the reviewer

The role of the reviewer will be challenging, and it is very likely that it will take most, if not all, of those who have this role some time to become accustomed to it and comfortable with carrying it out.

RTU's collection of PRSD school based professional development materials available at www.rtuni.org has some suggestions to make about the kinds of approaches (and the knowledge, understanding and skills) most likely to enable reviewers to carry out their roles and responsibilities effectively. The fundamental principles set out in section 4 of this handbook will also be helpful.

It is worth emphasising that, just as acting as a reviewer will be challenging, so being reviewed will be 'equally challenging' for many reviewers as well.

It is, therefore, very important that reviewers recognise and accept the need for them to

- be patient and sympathetic with those for whom they are the designated reviewers
- be realistic about what they can expect to achieve in the first cycle or two of this new performance review process. Much will be learned from the experience of doing it
- be well informed about both the nature and the range of the responsibilities that the reviewee has, the context of the school - or part of the school - in which he or she works, the stage which he or she has reached in career terms and the evidence that relates to his or her performance and achievements
- have a clear understanding of the priorities identified in the school's development plan and know how they can best be related to the objectives for each review
- understand what is involved in (a) negotiating realistic, but challenging and achievable objectives for a review; (b) success criteria for each objective which are evidence based and objective; (c) conducting in-year monitoring classroom and/or task observation; (d) discussing overall performance and developing, including and evaluating the extent to which objectives have been achieved; (e) identifying any training and development needs that may arise; and (f) preparing a review statement
- be given - if they are teachers - such school-based guidance or training as it will enable them to develop or refine the knowledge, understanding and skills on which the effective performance of their duties and responsibilities as reviewers will depend - and which will enable their schools to provide reviewee's with a consistent beneficial experience of the process

Section 10. Building and sustaining an effective process of performance review and staff development in a school

Introduction

A scheme similar to PRSD has been in place in England since 2000 and colleagues there have gained a good deal of experience of a performance review process

It is possible to draw on this experience - and the research that has been done into the ways in which performance review has operated elsewhere - and use it to inform those involved in Northern Ireland about the approaches taken to the implementation of these schemes that have been most effective in enabling their potential to make a significant contribution to professional development and school improvement to be realised.

Four key points emerge:

- the nature of the impact made on schools and their development by performance review was directly related to the quality of the work done by school leaders to prepare the ground for its introduction
- performance review has had the most positive effects where they have become part of - or helped to create - a culture of school-based continuous improvement and high performance. They have had their greatest effect, in other words, where they have been operated in ways which are consistent with the widely-shared core values of the school
- the establishment of fully-developed performance review schemes which have made a difference to the quality of learning and teaching in schools has taken time. There is little evidence of schools getting the process precisely right first time, and much evidence of them taking several years to find how to ensure that they derive the maximum benefit from it
- trust is central. Unless and until there is a high level of trust in and across schools, especially about the reasons for the introduction of performance review, it is unlikely to bring much benefit

10.1 Teachers' reactions to performance review

Such evidence as there is suggests that teachers and principals had many reservations and anxieties about performance review before - and, indeed, after - they experienced it.

Writing up the research he conducted on performance review for the National College of School Leadership in 2002, Michael Crane reported that the main concerns of teachers in England had to do with:

- what they saw as the inadequate amount of time provided for its introduction, the feeling that it was being rushed and the fear that it would be unmanageable, given the other demands on their time
- their sense that the rationale offered for the process was neither convincing nor compelling
- the additional workload involved, not least as a result of being required to complete lengthy forms whose value was not obvious
- the hierarchical, mechanistic and, at times, authoritarian approaches adopted in some schools
- a lack of confidence that the process would actually benefit the pupils for whom they were responsible or improve teacher effectiveness
- uncertainty about the links between performance review and decisions about pay
- a fear that the process would be divisive, separating teachers into those deemed "good" and those considered to be "weak" or "poor"
- an overall lack of trust and a strong sense that performance review was really appraisal

These views were not confined to teachers in England.

An Australian teacher spoke for many of his colleagues when he wrote about the performance review scheme he and they had experienced:

"...for performance review to be successful, there must be trust: trust in and respect for the person who is managing me; trust that I will be involved in joint negotiations; trust that what occurs is relevant to me and my teaching; trust that all of my peers will be involved in performance review as well; trust that I will be provided with the necessary resources and support to improve my performance once an area of need is established; trust that I will not be disadvantaged or unfairly treated by exposing an area of weakness; and trust that the whole process is not just some catch-phrase that is the hot term for this year....Without trust, performance review will have no value."

10.2 Evidence about best practice in the leadership and management of the threshold assessment process in schools in England

Commissioned by the University of Hull John West-Burnham led a team of researchers who looked at those schools in which the introduction, leadership and management of threshold assessment were widely seen as being of high quality. His aim was to capture the characteristics of best practice and make them "...available for the benefit of those involved in the future application of performance review."

The research team's findings published in 2001 suggest the characteristics associated with the successful implementation were:

- **positive and supportive leadership** which stressed that the process would be professionally challenging and not superficial, but gave a commitment to explanation, support and in-house coaching so that everyone would know what was expected of them and how they would be helped to carry out their roles and responsibilities

- **a supportive infrastructure** which depended on there being
 - i. at least one senior person to answer all queries and provide guidance
 - ii. support for all members of staff
 - iii. equal and easy access to relevant data
 - iv. a commitment to openness and transparency, for example about how threshold applications would be assessed
 - v. training for middle managers and others significantly involved
 - vi. senior and middle managers available to act as coaches

- **the central provision of relevant data and an emphasis on the process depending on an evidence based approach** . Everyone wishing to use them had access to ICT facilities in the school and to the school's database of information about pupil progress and achievement

- **a systematic and consistent approach to the assessment of applications**, with cross referencing to ensure consistency and a determination that objectivity would be reconciled appropriately with equity and fairness and that equal opportunity policies would be fully observed

- **feedback to teachers** which was deliberately designed to give the process status and which focused on looking ahead, giving encouragement and seeking continuous improvement, and balanced rigour and objectivity with warmth, recognition, sensitivity, and the recognition and celebration of effort

- **a recognition throughout that threshold assessment only had value to the extent that it contributed to school improvement.** This meant that there was a consistent encouragement of negotiated analysis of evidence about teachers' and pupils' performance and an insistence that professional development would be undertaken in the context of the school's overall development plan

10.3 Conclusions from the research

The evidence referred to above suggests that a performance review process will be much more likely to realise its potential and contribute significantly both to school improvement and the professional growth of teachers if certain conditions exist.

These school-based conditions are set out more fully in the collection of support materials that accompanies the handbook, but they can be summarised now:

- **the school is ready for performance review.** This means that there is a shared commitment to high performance by everyone, values are strongly shared, there is leadership throughout the school and there is a climate of openness and trust
- **a performance review policy has been agreed for the school.** This policy, which reflects and is consistent with whatever the overall scheme says, has grown out of detailed consultation with the staff of the school and has their broad support
- **there is a set of agreed protocols for the operation of the review process.** These deal with a range of important issues, including objective-setting, classroom and task observation, an annual timetable for the process and the resources that will be available
- **there is a carefully-planned in-service training programme for staff.** This will be school-based and give all members of staff a secure knowledge and understanding of the review process and its implications for them, providing them also with opportunities to develop or refine some of the relevant skills
- **there is a supportive infrastructure.** This means that arrangements have been made to facilitate the working of the review process by, for example, ensuring that every member of staff has an accurate and up-to-date job description, that the relevant school data is easily accessible and that facilities and equipment are readily available

10.4 A summary of the conditions necessary for a successful performance review process

In a booklet entitled "Professional Review and Development", published by the Scottish Executive in 2002, the authors argued that the process "...will be most effective if there is a generally supportive climate in schools and the following principles apply....."

- there is a professional commitment to building excellence at every stage of a teacher's career
- the arrangements and procedures for review are simple, with minimal bureaucracy
- the purpose of the review process is clear to all participants
- the process starts with self-evaluation and involves on-going personal reflection
- it is integrated with existing arrangements for quality assurance
- it identifies and supports the professional needs of each teacher
- it balances individual and personal development priorities with those relating to the effective fulfilment of the school development plan
- professional development is coherent and progressive
- the process is undertaken with line managers
- it is evaluated regularly and effectively

The authors concluded:

"...the review and development process must be a high quality experience which is supportive of and responsive to teachers' needs....Professional review and development should be clearly integrated into the normal life and management of the school and result in minimum disruption for pupils...It offers an opportunity for recognising good performance and making clear to teachers that they are valued and appreciated."

10.5. The central importance of leadership

What matters is not so much what the scheme requires of schools but how it works in particular school contexts.

The way in which the scheme is introduced and established will determine the extent to which it's potential to make a major contribution to school development is realised.

The ways in which school leaders respond to the challenges and opportunities presented by the scheme will therefore be critical.

10.6 Conclusion

In the final section of his paper for NCSL, Michael Crane, headteacher of a school in Derbyshire, argues that **the crucial factors driving high level performance are not pay or performance review systems.**

He notes that the lesson he has learned from looking at performance review in other sectors is that **"...it is the 'touchy-feely' things that are important to continuous improvement - those things that are difficult to measure"**

He goes on:

"In organisations where there was a powerful corporate vision, linked to a strong set of values, and leaders at every level 'lived' that vision and value system every day, there was also a strong commitment to progress and achievement at an individual and a corporate level."

"In organisations with relationships based on mutual respect, collaboration and consultation....there were high levels of intrinsic motivation, where staff used their initiative and were keen to achieve a high quality in their work."

Crane concludes with a reference to the central importance of leadership:

"Until the essential facets of interpersonal leadership permeate schools at all levels, and a climate is created in which colleagues feel valued and share in the aims and objectives of the organisation, performance review will continue to be a 'bolt-on' activity, with relatively little impact on the progress of students, the performance of staff or the overall achievement of schools...."

"Winning the hearts and minds of each school's community will be the essential task of leadership."

Section 11. Sources of Further Information, Guidance and Advice

What follows is more of a guide to sources of information than any kind of comprehensive list.

Section 11.1 The RTU Performance Review and Staff Development Website

Accessible through the RTU website at www.rtuni.org. This will provide

- **the text of the scheme for PRSD by the employing authorities and the guidance materials issued by employing authorities**
- **the PRSD handbook, supporting training and development.**
- **details of principal and senior leader conferences and governor reviewer and principal training**
- **Materials from RTU conferences and**
- **Powerpoint presentations used in each conference**
- **Links to**
 - **Department of Education Websites**
 - **Employing Authority Websites**
- BELB**
- NEELB**
- SELB**
- SEELB**
- WELB**
- CCMS**
 - **Employer Representative Bodies Websites**
- CNAG**
- GBA**
- NICIE**
 - **Professional Teaching Bodies Websites**
- INTO**
- NAHT**
- NASUWT**
- UTU**
- ATL**
- **regularly updated news reports**

Section 11.2 Other Usefull Websites

Links to useful sites will be provided on the RTU website, but it is worth making particular mention of one website which contains a wealth of information and guidance about the performance review process in England: www.teachernet.gov.uk

Also worth visiting are

- the National College for School Leadership: www.ncsl.org.uk
- the Scottish Executive: www.scotland.gov.uk



11.3 Some Books and Articles

Among the many books and articles published on performance review in schools, the ones listed below informed the development of RTU materials, Workbooks and this Handbook.

All the sources referred to in the text of the handbook are listed here.

- Sarah Bubb and Pauline Hoare: Performance Management - Monitoring Teaching in the Primary School (David Fulton Publishers 2001)
- Rosemary Chamberlin, Ted Wragg, Gill Haynes & Caroline Wragg: Performance Related Pay and the Teaching Profession - A Review of the Literature (Research Papers in Education 2002)
- Michael Crane: Winning Hearts and Minds - Leadership and Performance Management (NCSL 2002)
- Barry Down and Others: Making Sense of Performance Management - Official Rhetoric and Teachers' Reality (Asia-Pacific Journal of Teacher Education 1999)
- Brent Davies and John West-Burnham: Re-Engineering and Total Quality in Schools (Pearson Education 1997)
- Joan Dean: Implementing Performance Management (Routledge Falmer 2002)
- Tanya Fitzgerald and Others: Bureaucratic Control or Professional Autonomy? Performance Management in New Zealand Schools (School Leadership and Management 2003)
- Michael Fullan: Leading in a Culture of Change (Jossey Bass 2001)
- Dean Fink, Louise Stoll and Lorna Earl: It's About Learning and It's About Time (Routledge Falmer 2000)
- General Teaching Council for Northern Ireland: Code of Professional Values and Practice (2003)
- Andy Hargreaves: Teaching in the Knowledge Society (Open University 2003)
- Mike Hughes: Tweak to Transform - Improving Teaching: A Practical Handbook for School Leaders (Network Educational Press 2002)
- Jeff Jones: Performance Management for School Improvement - A Practical Guide for Secondary Schools (David Fulton Publishers 2001)
- John MacBeath: Schools Must Speak for Themselves (Routledge Falmer 2002)
- Pat Mahony and Others: The Impact of Performance Threshold Assessment on Teachers' Work (University of Surrey Roehampton 2003)
- John Novak: Inviting Educational Leadership (Pearson Education 2002)
- Scottish Executive: Professional Review and Development (2002)

- John West-Burnham: Learning to Lead (in Brent Davies and John West-Burnham edd. Handbook of Educational leadership and Management : Longman 2003)
- John West-Burnham and Fergus O'Sullivan: Leadership and Professional Development in Schools (Pearson Education 1998)
- John West-Burnham and Ingrid Bradbury: Performance Management Manual (Pearson Education 2003)
- John West-Burnham, Ingrid Bradbury and John O'Neill edd: Performance Management in Schools (Pearson Education 2001)
- John West-Burnham and Others: Threshold Best Practice - Implications for School Improvement (Mott MacDonald Limited and TLO Ltd 2001)
- Ted Wragg, Gill Haynes, Caroline Wragg & Rosemary Chamberlin: Performance Pay for Teachers (Routledge Falmer 2004)

11.4 Acknowledgments

Mr Michael Chapman, Headmaster - Driffield High School

13. Appendices to the Handbook

Appendix I Performance review and staff development scheme

Appendix II Draft guidance for governors and principals - principals and governors

Appendix III Code of Practice on the collection of information

Appendix IV Planning Record

Appendix V Lesson observation recording sheets

Appendix VI Review statement and Annex

Performance
Revue
and
Staff
Development
Scheme

CONTENTS

Section	Page
1 Introduction	1
2 Aims of the Scheme	2
3 Appointment of Reviewers	3
4 Components of the Process	3
5 Use and Retention of the Review Statement	5
6 Code of Practice on the Collection of Information	6
7 Complaints Procedure	6
8 Equal Opportunities	7
9 Quality Assurance and External Monitoring	7

Performance Review and Staff Development Scheme

VISION STATEMENT

The Performance Review and Staff Development Scheme is integral to the School Development Planning process. It recognises the significant skills, abilities and experience of teachers in Northern Ireland and will foster their continuing professional development. It will seek to provide for all pupils the highest quality learning and teaching.

1. INTRODUCTION

1.1 The following paragraphs set out the framework for the Performance Review and Staff Development Scheme which will apply in all grant-aided schools from September 2004. The scheme will apply to all qualified teachers, other than teachers participating in induction and EPD.

1.2 Employing Authorities have a statutory duty to promote the effective management of schools. The Board of Governors has a legal responsibility to ensure the professional development and performance of teachers employed within their schools is reviewed annually in accordance with this Scheme and within the context of the School Development Plan. In the exercise of this responsibility the Board of Governors has a duty to prepare a Performance Review Policy in accordance with this Scheme, following consultation with teachers in their school.

1.3 It shall be the duty of each Board of Governors (referred to in this scheme as the reviewing body) to ensure that the professional development and performance of teachers for whom they are the reviewing body is reviewed annually in accordance with this scheme and within the context of the school development plan.

1.4 It shall be the duty of the Reviewing Body to ensure that training and development needs, which are identified through the Performance Review and Staff Development Scheme, are reflected in the school development plan and that corresponding opportunities for professional development are made available to the principal, vice-principal[s] and teachers in the school.

1.5 The employing authorities, in partnership with the Teachers' Unions will establish an advisory and co-ordinating group to support the implementation of this scheme within the following terms of reference:

- The Advisory and Co-ordinating Group will report to the Teachers' Salaries and Conditions of Service Committee (Schools) and will be inclusive of all interests. It will be

responsible for providing advice and support on the implementation of the Performance Review and Staff Development Scheme and specifically on matters such as:

- o the implementation plan;
- o the recruitment, selection and appointment of external advisors;
- o the quality assurance process;
- o the Code of Practice;
- o the model policy;
- o appropriate training.

1.6 The external advisors will be appointed on the basis of an agreed job description and personnel specification and will be directly responsible to the relevant employing authority. All advisors will be trained and accredited by the Regional Training Unit.

2. AIMS OF THE SCHEME

2.1 The scheme aims to:

- Recognise the contribution of teachers to achieving the aims of the school development plan and help them to identify ways of enhancing their skills and performance;
- Identify the professional needs and necessary resources to support teachers, in their professional development and career progression;
- Increase teachers' participation in decision-making and career planning and develop, in teachers, a greater sense of control over their work;
- Enhance the quality of education;
- Inform the management of schools;
- Improve teacher morale and motivation;
- Be seen by staff as enabling;
- Be manageable and minimise bureaucracy.

2.2 The Review Cycle

- (1) Subject to paragraphs (2), (3) and (4) a review cycle will normally be a period of one year and once begun will be undertaken annually thereafter.
- (2) If the teacher moves to another school or to a new post as a principal, the review cycle shall begin again and the Board of Governors may determine that the review cycle shall be less than one year.
- (3) If the teacher moves to a new post in the same school the principal, in consultation with the teacher, may determine that new objectives be set.
- (4) If the teacher becomes an acting-principal the Board of Governors may determine that:
 - The objectives already set be revised; and
 - The teacher shall be reviewed as a principal.

3. APPOINTMENT OF REVIEWERS

3.1 The reviewer of a teacher shall be designated by the principal, unless the principal is the reviewer. Wherever possible, the reviewer should have management and/or curricular responsibility for the teacher. Where this is not possible, the designation of the reviewer should be

following consultation with the teacher. The principal may, in consultation with the teacher, appoint a new reviewer in place of an existing reviewer at any time.

3.2 Principals will be reviewed by a minimum of two reviewers designated by the Board of Governors, following consultation with the employing authority, where applicable. The two reviewers will be advised by an external advisor designated by the employing authority, in consultation with the Board of Governors.

4. COMPONENTS OF THE PROCESS

4.1 The components of the review process are the same for principals and teachers and shall include three stages:

- o planning and preparation
- o monitoring and,
- o review discussion.

[a] Principals

4.2 Before or at the start of the review cycle, the reviewers of the principal, the external advisor and the principal shall meet to plan and prepare for the review and seek to agree three personal/shared objectives, covering the areas of leadership and management, pupil and curriculum development and the personal and professional development of the principal. The objectives shall relate to the school development plan and be informed by the national standards for principals and any advice or guidance issued by the employing authority and/or the Advisory and Co-ordinating Group. Objectives should be specific, measurable, attainable, realistic and time-bound.

4.3 If objectives cannot be agreed between the reviewer[s] and reviewee, the reviewer(s) shall set and record objectives for the principal and the principal may add comments in writing.

4.4 [b] Teachers

Before or at the start of the review cycle, the reviewer and reviewee shall meet to plan and prepare for the review and seek to agree three personal/shared objectives, covering the areas of professional practice, pupil and curriculum development and the personal and professional development of the teacher and relate to the school development plan. Objectives should be specific, measurable, attainable, realistic and time-bound.

4.5 If objectives cannot be agreed between the reviewer and reviewee, the reviewer shall set and record the objectives and the reviewee may add comments in writing.

4.6 Collection of Information

The collection of information other than through classroom or task observation, shall be carried out in accordance with an agreed Code of Practice. Reviewees are expected to co-operate fully with any reasonable request for appropriate information.

4.7 Classroom Observation

(i) In the case of a teacher, two classroom observations, of a maximum period of one hour, shall take place as a prelude to the review discussion. The classroom observation will focus on appropriate aspects of the objectives agreed in advance, as outlined in 4.4 above. Where teachers have substantial responsibilities outside the classroom one period of classroom observation may be replaced by a period of task observation.

(ii) In the case of a principal, two periods of task observation shall take place as a prelude to the review discussion. However, where a principal has a significant teaching role, one of the periods of task observation may be replaced by a period of classroom observation.

4.8 Review Discussion

The review discussion is an extended interview between the reviewer [s] and the reviewee, at or near the end of the review cycle.

In the case of principal review, all reviewers, including the external advisor shall be present at the discussion.

At the review discussion they shall:

- Establish the reviewee's performance and identify any personal and professional development needs in relation to the agreed objectives, and,
- Agree an action plan and objectives for the incoming year.

4.9 Review Statement

At the conclusion of the review discussion a Review Statement, in the format attached, shall be drawn up by the reviewer[s], agreed with the reviewee and signed by both and will include:

- An agreed record of the conclusions reached;
- An action plan and associated objectives, and
- In a separate annex (which shall form part of the review statement), the training and development needs and ways of meeting such needs identified at the review discussion.

The Review Statement must be prepared within 10 working days of the review meeting and a copy given to the reviewee. The reviewee will have the opportunity to comment on the statement, including recording any points of disagreement within 10 working days.

4.10 The Review Statement is a confidential document and shall be retained on the personnel file of the reviewee.

5. USE AND RETENTION OF THE REVIEW STATEMENT

(a) Teachers

5.1 In the case of a teacher the reviewer shall provide a copy of the review statement to the reviewee and the principal (if the principal is not the reviewer).

- the reviewer on request;
- any review officer appointed under the complaints procedure.

5.3 The principal shall make the current statement of objectives of a reviewee available to a new reviewer appointed otherwise than at the beginning of a review cycle.

5.4 The principal shall make a copy of the annex to the Review Statement available to the person(s) responsible for planning and/or providing the training and development of teachers. This may include, for example, the Curriculum Advisory and Support Services, the Regional Training Unit, Higher Education Institutes or other relevant bodies.

(b) Principals

5.5 In the case of a principal, the reviewers shall give the Review Statement to the chairperson of the Board of Governors, a copy to the principal and, in exceptional circumstances, to the Employing Authority, on request.

5.6 The chairperson of the Board of Governors shall make the Review Statement available to:

- the reviewers on request;
- any review officer appointed under the complaints procedure.

5.7 The chairperson of the Board of Governors shall make a current statement of objectives of the principal available to a new reviewer appointed otherwise than at the beginning of a review cycle.

5.8 The chairperson of the Board of Governors shall make a copy of the annex to the Review Statement available to the person(s) responsible for planning and/or providing the training and development of teachers. This may include, for example, the Curriculum Advisory and Support Services, Regional Training Unit, Higher Education Institutes or other relevant bodies.

Link to Other Procedures

5.9 The Performance Review and Staff Development Scheme shall be used in connection with any matter related to the provision of support and professional development programmes for teachers.

5.10 Teacher participation in the review process and the professional development activities associated with it shall be a necessary requirement in respect of pay progression on the main and upper pay scales and school ISRs. Review Statements shall be taken into account by those responsible for taking decisions or making recommendations about the pay or performance of teachers.

5.11 The Performance Review and Staff Development Scheme process does not form a part of the disciplinary procedure. Relevant information from review statements may be taken into account to assist those responsible for the management of the school.

5.12 Any documentation relating to the review process shall be confidential between the reviewer(s), the reviewee and the principal (where he/she is not the reviewer), except with the agreement of the reviewee or as provided for above.

6 CODE OF PRACTICE ON THE COLLECTION OF INFORMATION

6.1 The Code of Practice governing the collection of information (other than through

party in respect of this process shall be obtainable by the reviewee under the Data Protection Act (NI) 1998.

7. COMPLAINTS PROCEDURE

7.1 In the event of a complaint arising from either a principal or teacher the Grievance Procedure will apply.

8. EQUAL OPPORTUNITIES

8.1 This scheme shall operate fairly and equitably for all principals, vice-principals and teachers, in accordance with the principles of equality of opportunity. Reviewers will be aware of their responsibilities under the law not to discriminate on the grounds of gender, marital status, disability, race or sexual orientation in the way in which the Performance Review and Staff Development Scheme is conducted.

8.2 The Performance Review and Staff Development Scheme shall be used positively to promote equality of opportunity by encouraging all principals, vice-principals and teachers to fulfil their professional potential.

8.3 The scheme shall comply with equality legislation in Northern Ireland including:

- Fair Employment and Treatment Order (Northern Ireland) 1998
- Sex Discrimination (NI) Orders as amended 1976 & 1988
- Race Relations (NI) Order 1997
- Disability Discrimination Act 1995
- Equal Pay Act (NI) 1970 as amended
- Part Time Workers -Less Favourable Treatment Regulations (NI) 2002
- The Equal Treatment Directive
- Schedule 9, Section 75 of the Northern Ireland Act 1998.

8.4 The scheme, or those operating it, shall not treat any principal, vice principal, or teacher in a detrimental or less favourable way because of religion, political opinion, gender, pregnancy, marital status, sexual orientation, disability, race, age, full or part time status or trade union membership or activity.

8.5 Where an individual believes that they have been discriminated in respect of the arrangements for the operation of this scheme or the outcome, they are entitled to consider referring this to an industrial tribunal. This should normally be within three months of the event occurring.

9. QUALITY ASSURANCE AND EXTERNAL MONITORING

9.1 The Board of Governors and the principal shall comply with any quality assurance and external monitoring procedures introduced in relation to the operation of all matters relating to this scheme.

9.2 The Scheme will be reviewed in conjunction with the recognised Teachers' Unions every two years.

PERFORMANCE REVIEW AND STAFF DEVELOPMENT

**Draft Guidance
For
Governors and Principals**

Principles and Procedures

Performance Review and Staff Development Scheme

1. Context.

1.1 The Performance Review and Staff Development Scheme (PRSD) applies to principals and teachers employed in grant-aided schools in Northern Ireland.

1.2 The Performance Review and Staff Development scheme **(the scheme)** sets out the procedures associated with the annual review cycle which every principal and teacher is required to participate in from 1st September 2005. The reviewee is the person being reviewed; the reviewer is the person conducting the review. This guidance along with the proposed training programme that will be provided will assist with the implementation of the scheme.

1.3 The school development plan (SDP) is an integral part of a strategic approach to development and continuous improvement at both school and individual level. The review process will be firmly focussed on this plan, including the personal and professional development of the principal and the individual teacher.

1.4 The scheme will provide a continuous and systematic process to support principals and teachers with their professional development and career planning. It will also provide a framework to help ensure that in-service training and other development provision matches the complementary needs of both the individual and the school.

1.5 It will enable principals and teachers to determine their priorities and objectives for the future in the context of the school's development plan and their own personal, professional and career plans.

1.6 The scheme will also enable school management to demonstrate its commitment to the professional and personal development of its teachers and facilitate them in their planning to meet identified development needs. The process will encourage regular professional dialogue between teachers throughout the school.

1.7 For the scheme to work effectively it will be necessary to foster an environment in which :

- the scheme is an integral part of the school's culture;
- the scheme is seen to be fair and open;
- the scheme is agreed and understood by all;
- the scheme is based on a shared understanding of its purposes;
- there is a commitment to its rationale and purposes by all involved in the process;
- there is clarity of roles and responsibilities;
- there is an agreed action plan with timelines in the school for the operation of the process;
- there is agreed documentation for use in the school;
- there is an understanding of its contribution to continuous improvement.

2. Roles and Responsibilities.

2.1 The **Board of Governors** has a strategic role and is responsible for adopting a PRSD policy for the school (see paragraph 3.4) and for monitoring its implementation. It is responsible for nominating the reviewers of the principal. Detailed guidance and training will be provided for governor reviewers and principals.

2.2 The **principal**, on behalf of the Board of Governors is responsible for implementing the school's policy in accordance with the requirements of the scheme. This responsibility includes cooperating with any quality assurance arrangements relating to the scheme.

2.3 **Principals and teachers** will be reviewed annually in accordance with the scheme and the school policy.

2.4 **Employing Authorities** have a responsibility to provide guidance and support to schools on the scheme and to regularly monitor and evaluate the operation and effectiveness of the scheme at school level. They also have a responsibility to appoint and deploy external advisers and for providing them with appropriate support, information and advice in relation to the conduct of the scheme. They also have a responsibility to monitor, assess, review and ensure that the scheme is compliant with current employment and equality legislation, including their section 75 responsibilities, both in its operation and outcomes.

2.5 **External Advisers** will provide high quality, objective and focussed advice to the reviewers of the principal on the setting of objectives and will support them in evaluating the extent to which objectives have been met. An external adviser will meet with the governor reviewers and principal as an integral part of the scheme. Governor reviewers and the principal will be provided with detailed guidance and training on the role and function of an external adviser.

2.6 The **Regional Training Unit** with the Curriculum Advisory and Support Service of the Education and Library Boards will provide an appropriate training programme for governor reviewers and principals to support the implementation of the scheme, including the role of the external adviser and guidance on discrimination and equal pay.

2.7 The **Advisory and Coordinating Group** which is representative of the employing authorities and teachers' unions set up as an integral component of the scheme will, in partnership, support the implementation of the scheme.

3. Application of the Scheme.

Eligibility for Participation

3.1 The principal and all qualified teachers employed in the school, including teachers who are employed on part-time and temporary contracts are subject to the scheme. Teachers excepted from this provision are teachers in their induction year and those participating in the EPD programme.

The School Development Plan

3.2 The School Development Plan forms an integral part of the scheme and school management should ensure it has a plan that is up-to-date, is in accordance with relevant regulations issued by the Department of Education and has taken account of any advice or guidance prepared by the employing authority. The plan should be made available to all teachers.

Training

3.3 Training will be provided through RTU to support:

- governor reviewers to fulfill their role;
- principals to develop their understanding of the principal process;
- principals and where appropriate senior staff, to fulfill their role in implementing the scheme and leading training for teachers in school;
- teachers to participate in the process;
- external advisers to fulfill their role.

The School Policy

3.4 Each school is required to have a written policy. The school policy must reflect the requirements of the scheme and take account of any specific guidance prepared by the employing authority, after consultation with the Advisory and Coordinating Group. Teachers must be consulted about the policy before it is adopted. A model school policy which it is anticipated will largely be adopted is attached to this document.

Appointment of Reviewers

(a) Principals

3.5 The Board of Governors will designate two or three of its members* as reviewers of the principal. One reviewer will be nominated as a point of contact for administrative purposes. To reduce the workload on governors and in recognition of the difficulties associated with the availability of the number of governors, particularly in primary, nursery and special schools, the review of the principal may be delegated to an existing sub-committee. ***However, bearing in mind the responsibilities of the Board of Governors in relation to making decisions on the pay of the principal, care needs to be taken in the appointment of reviewers to avoid a potential conflict of interest arising. For example, a teacher governor or any other member of staff at the school must not participate in the review of the principal.** 1. To support governor reviewers in the review of the principal an external adviser will be deployed through the employing authority. A reviewer or external adviser may be replaced at any time where circumstances dictate this to be necessary and the review cycle will continue as if there was no change. Governor reviewers **should** participate in the training programme to be provided to

enable them to fulfill their role. Principals may also attend this training to further develop their understanding of the principal process.

(b) Teachers

3.6 The principal is responsible for appointing the reviewers of teachers, including the teachers in the leadership group. In smaller schools the principal will normally be the reviewer. In larger schools the reviewer will normally have management and/or curricular responsibility for the teacher but in circumstances where this is not appropriate, it is a matter for the principal, in consultation with the senior management team, to determine who is best placed to undertake the role. The principal will normally be the reviewer of the vice-principal(s). In exceptional circumstances, the principal may appoint a new reviewer at any time and if it is necessary to appoint a new reviewer once a review cycle has begun, the cycle will continue with the new reviewer as if there had been no change. Teachers will be provided with a school-based training programme that will help them participate effectively in the scheme.

The Review Process

3.7 For both principals and teachers the annual review process has three stages:

- **Planning and preparation:** at the beginning of the cycle a reviewee and reviewer(s) meet to agree and record the objectives for the year ahead, reflect on possible outcomes and agree how best to keep progress under review during the year.
- **Monitoring** will also include observation of the reviewee in his/her work situation.
- **Review discussion:** at the end of the review cycle a reviewee and reviewer(s) meet to review achievements over the year and to discuss overall performance against the agreed objectives.

Setting/Evaluating Objectives

(a) Principals

3.8 At the start of the review cycle, the reviewers of the principal, the principal and the external adviser will meet to agree objectives for the year ahead and to review objectives for the year just ended. The objectives of the principal should reflect the school development plan and the personal and career development of the principal, and be informed by the national standards for headteachers (Northern Ireland) and appropriate national and local initiatives and policies.

3.9 There should be a minimum of three objectives agreed between the reviewee and the principal. However, if the reviewers and the principal cannot agree on objectives it is the responsibility of the reviewers to set them. The role of an external adviser is to provide professional advice and support rather than to determine objectives; this is the responsibility of the reviewers. A reviewee is entitled to record in writing his/her comments in such circumstances. Training will be provided for reviewers.

(b) Teachers

3.10 At the start of a review cycle the reviewer and reviewee will meet to agree three objectives for the year ahead and to review objectives for the year ended. The agreed objectives should reflect the school development plan and the personal and career development of the teacher. However, where a reviewer and reviewee cannot reach agreement it is the responsibility of the reviewer to set the objectives. A reviewee is entitled to record in writing his/her comments in such circumstances.

Observation/Monitoring

3.11 Progress towards achieving objectives should be monitored over the review year and the arrangements for monitoring, including observation, need to be agreed at the planning stage. Observation, on two occasions, related to the objectives set is an essential requirement of the scheme. The arrangements for observation should be planned and agreed in advance.

Review Discussion

3.12 At the end of the review cycle there will be a review discussion. At this discussion the reviewer(s) and reviewee and the external adviser, in the case of principals, will establish the reviewee's performance towards achieving the objectives set. This meeting will also be used to provide principals and teachers with an opportunity to discuss their career aspirations, their personal and professional development needs related to their objectives and identify the action needed to achieve them.

Review Statement

3.13 The outcome of the review discussion will be recorded in a review statement. This should be brief and precise and be written within 10 days of the meeting. Development and training needs will be recorded in an annex to the statement. The annex forms a part of the review statement.

Use of a Review Statement

3.14 A review statement is a confidential document and should be treated as such. It should always be kept in a secure place and access to all or part of it must be restricted to only those entitled to such access. The annex to the review statement may be made available to persons or bodies responsible for the provision of training and development of teachers. Information from the review process may be used in matters related to the provision of development and support for teachers or principals. In matters regarding disciplinary or dismissal procedures a review statement should not be used. Relevant information from a statement may be taken into account by school management as part of its functions relating to the effective management of the school. Review statements shall be taken into account by those responsible for taking decisions or making recommendations about the pay or performance of teachers.

Complaints Procedure

3.15 Complaints in respect of principals and teachers will be dealt with in accordance with the Grievance Procedure.

Equal Opportunities

3.16 All teachers must be treated in accordance with current equal opportunities policies and must not be discriminated against on the basis of age, disability, gender, nationality, race, religion or sexual orientation and whether they are full-/part-time staff. The review process should be used to promote equality of opportunity by encouraging all participants to fulfill their professional potential. It is vitally important to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.

Quality Assurance and External Monitoring

3.17 The Employing Authorities will put in place procedures and processes to monitor and evaluate the operation and effectiveness of the scheme.

CODE OF PRACTICE ON THE COLLECTION OF INFORMATION

1 Introduction

1.1 This Code of Practice covers the collection of information for teacher and principal review other than through classroom observation.

2 General Principals

2.1 Trust and confidence on both sides are essential for successful review.

2.2 Information collection for the purpose of the review of a teacher or principal is designed to assist dialogue in the discussion.

2.3 The information to be collected and the method of collection shall be on the basis of consultation between the reviewer and reviewee.

2.4 Information that does not relate to the professional performance of a teacher or principal shall not be sought or accepted.

2.5 Reviewees are expected to co-operate fully with any reasonable request for appropriate information.

2.6 Review documents shall only be used for information at the review discussion.

2.7 The reviewer(s) shall agree with the reviewee at the planning meeting the information that would be appropriate to collect for the purpose of completing the review.

Background information

3 Teacher Review

3.1 The teacher's reviewer must be familiar with relevant policies.

3.2 The reviewer will also need a range of background information relevant to the reviewee's wider professional responsibilities e.g. the school's statements of aims and objectives, pastoral arrangements, equal opportunities policies and departmental policies.

3.3 The reviewer should be provided with a copy of the teacher's job description.

4 Principal Review

4.1 The principal's reviewers must be familiar with current policies and requirements with regard to curriculum, special needs, equal opportunities, staffing and cover, disciplinary and grievance procedures and other such matters relating to school management.

4.2 They will also need a wide range of background information about the school and its context which should include:

- curriculum policies
- general organisation and deployment of staff:
- links with home, outside bodies and other schools;
- the pattern of meetings with staff and parents;
- school activities and routines including assessment and recording systems, examination results, calendar of events;
- staff review and development arrangements and arrangements for induction / EPD;
- financial management systems

4.3 The reviewers should be provided with a copy of the principal's job description

PLANNING RECORD 2005 -06

Reviewee Reviewer.....

Date of meeting

Objectives:

- 1.
- 2.
- 3.

Development and training identified:

Resources identified:

Reviewee comment:

Signed:
Reviewee Reviewer signature:

Date:

Lesson Observation

This is a sample observation only - schedules should be adapted to reflect objectives

Date:..... Teacher:.....

Lesson:..... Class..... Reviewer:.....

Notes:

1. The teacher plans effectively and sets clear objectives that are understood.

2. The teacher shows good subject knowledge and understanding.

3. The teaching methods used enable all pupils to learn effectively.

4. Pupils are well managed and high standards of behaviour are insisted upon

5. Pupils work is assessed thoroughly.

6. Pupils achieve productive outcomes.

7. The teacher makes effective use of time and resources.

8. Homework is used effectively to reinforce and extend learning.

Conclusions and feedback:

Strengths:

Areas for Development:

Teacher's comment (optional)

Lesson Observation

SAMPLE

Guidance Notes for use with proforma

- 1. The teacher plans effectively and sets clear objectives that are understood.**
 - a). Objectives are communicated clearly at the start of the lesson
 - b). Materials are ready.
 - c). There is a good structure to the lesson.
 - d). The lesson is reviewed at the end.
 - e). The learning of those with IEPs are incorporated with the teacher's planning.

- 2. The teacher shows good subject knowledge and understanding.**
 - a). Teacher has a thorough knowledge of the subject content covered in the lesson.
 - b). Subject material was appropriate for the lesson.
 - c). Knowledge is made relevant and interesting for pupils.

- 3. The teaching methods used enable all pupils to learn effectively.**
 - a). The lesson is linked to previous teaching or learning.
 - b). The ideas and experiences of pupils are drawn upon.
 - c). A variety of activities and questioning techniques is used.
 - d). Instructions and explanations are clear and specific.
 - e). The teacher involves all pupils, listens to them and responds appropriately.
 - f). Appropriate methods of differentiation are used.

- 4. Pupils are well managed and high standards of behaviour are insisted upon.**
 - a). Pupils are praised regularly for their good effort and achievement.
 - b). Prompt action is taken to address poor behaviour.
 - c). All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

- 5. Pupil's work is assessed thoroughly.**
 - a). Pupil understanding is assessed throughout the lesson by the use of teacher's questions.
 - b). Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
 - c). Pupil's written work is assessed regularly and accurately.

6. Pupils achieve productive outcomes.

- a). Pupils remain fully engaged throughout the lesson and make progress in the lesson.
- b). Pupils understand what work is expected of them during the lesson.
- c). The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
- d). The teacher and pupils work at a good pace.

7. The teacher makes effective use of time and resources.

- a). Time is well utilised and the learning is maintained for the full time available.
- b). A good pace is maintained throughout the lesson.
- c). Good use is made of any support available eg classroom assistants.
- d). Appropriate learning resources are used, e.g. ICT.

8. Homework is used effectively to reinforce and extend learning.

- a). Homework is set if appropriate.
- b). The learning objectives are explicit and relate to the work in progress.
- c). Homework is followed up if it has been set previously.

These areas will all be relevant to threshold assessment, especially knowledge and understanding (2); teaching and assessment (1, 3, 4, 5, 7 and 8); contribution to raising standards (6) and professional development (1, 3, 4 and 5).

CLASSROOM OBSERVATION

This is a sample only - schedules should be adapted to reflect objectives

Date of observation: Class observed: Lesson:

Comment

1 Lesson preparation and planning

- The lesson was appropriately structured
- It was part of a sequence and planned programme
- The aims of the lesson were clear
- Adequate and suitable resources were available
- The material was differentiated as appropriate

2 Subject knowledge

- The teacher displayed a good command of the subject material

3 Lesson presentation and teaching methods

- Suitable approaches were chosen from the options available
- The material was well presented
- The pace was appropriate
- The teacher adapted the approach where necessary

4 Communication and motivation skill

- The teacher's language was appropriate to the pupils' ability
- The pupils were actively involved and on task

5 Discipline

- The teacher displayed a positive approach, encouraging and rewarding good behaviour
- Where pupil behaviour was inappropriate, the teacher dealt with the situation effectively

6 Effective use of homework

- Homework was set and marked in accordance with the school's homework policy
- Appropriate feedback on homework was given

7 Classroom organisation

- The classroom was well organised
- Materials were well presented
- An appropriate environment conducive to learning was created

8 Where the teacher's objectives for pupils' learning met?

CLASSROOM OBSERVATION FEEDBACK RECORD

This is a sample only - schedules should be adapted to reflect objectives

Date of feedback: _____

Date of observation: _____

Class observed: _____

Strengths

Areas for development

Teacher's comments

Reviewer: _____ (signature)

Teacher: _____ (signature)

REVIEW STATEMENT: YEAR 2005 - 2006

NAME: _____

JOB TITLE: _____

DATE OF REVIEW MEETING: _____

1. Summary of discussion and conclusions reached:

2. Overall review of extent to which objectives have been achieved.

Objective 1: _____

Objective 2: _____

Objective 3: _____

3. Reviewee comments (if any)

I agree the above is an accurate record:

Signature (reviewee): Date: _____

Signature (reviewer): Date: _____

ANNEX TO REVIEW STATEMENT

Development and training needs identified.

Development/training needs	Action Plan and Resources

Additional Comments (if any)

Agreed by:

Reviewee Date

Reviewer Date

