

Principal Performance Agreement



THE PURPOSE OF THE PERFORMANCE AGREEMENT IS TO PROVIDE:

- a clear understanding of the board's expectations for the principal
- measurement of the principal's contributions to the school's strategic objectives
- a narrative of learning and development targets for the principal
- a record of the principal's professional growth
- a measure of the principal's achievements in the professional standards and standards for the teaching profession
- a formal process to provide determination of principal career structure allowances and concurrence payments
- the basis for the annual performance review.

GOOD PERFORMANCE

The principal has satisfied the employment agreement if:

- professional standards have been met
- standards for the teaching profession have been met
- career structure criteria have been met
- performance objectives and learning objectives have been met.¹

We strongly recommend referring to the [principal/leader performance agreement guide](#) to set up this document.

PARTIES IN THE AGREEMENT

¹ The board and principal/leader may need to revise objectives throughout the year. Changes should be discussed and agreed upon.

SECTION 1: YEARLY OBJECTIVES, STANDARDS AND CRITERIA AND RECORD OF PROGRESS – TO BE UPDATED THROUGHOUT THE YEAR

1A: Objectives

Objectives	Indicators/tasks	Evidence	Outcomes																																
<p>Linked to strategic plan, annual goals, and principal's learning focus. If a KA leader, objectives link to achievement challenges as well.</p> <p>Objective 1: An updated strategic plan and revised Annual Plan is created for Board approval that reflects strategic intent, financial and non-financial performance indicators, key achievements, constraints or other issues in relation to meeting achievement targets.</p> <p><i>While working towards the objective, choose the standards/criteria likely to be shown:</i></p> <table border="1"> <tr> <td colspan="2">Standards for the teaching profession</td> </tr> <tr> <td>✓</td> <td>Te Tiriti o Waitangi partnership</td> </tr> <tr> <td>✓</td> <td>Professional learning</td> </tr> <tr> <td>✓</td> <td>Professional relationships</td> </tr> <tr> <td>✓</td> <td>Learning-focused culture</td> </tr> <tr> <td>✓</td> <td>Design for learning</td> </tr> <tr> <td>✓</td> <td>Teaching</td> </tr> <tr> <td colspan="2">Career structure</td> </tr> <tr> <td>✓</td> <td>Professional learning and development plans</td> </tr> <tr> <td>✓</td> <td>Career and personal development</td> </tr> <tr> <td>✓</td> <td>Leadership development</td> </tr> <tr> <td colspan="2">Professional standards</td> </tr> <tr> <td>✓</td> <td>Culture</td> </tr> <tr> <td>✓</td> <td>Pedagogy</td> </tr> <tr> <td>✓</td> <td>Systems</td> </tr> <tr> <td>✓</td> <td>Partnerships and networks</td> </tr> </table>	Standards for the teaching profession		✓	Te Tiriti o Waitangi partnership	✓	Professional learning	✓	Professional relationships	✓	Learning-focused culture	✓	Design for learning	✓	Teaching	Career structure		✓	Professional learning and development plans	✓	Career and personal development	✓	Leadership development	Professional standards		✓	Culture	✓	Pedagogy	✓	Systems	✓	Partnerships and networks	<p>Revisit our Strategic and Annual Plan</p> <p>Devise a new Strategic and Annual Plan Structure that is filtered through our Five Pōhatu Tūmu (Foundation Stones)</p> <p>Refocus our Strategic Plan to reflect the skills, attitudes and competencies that will prepare our children for a 21st Century future – one where they can learn to Thrive in a Transforming World.</p> <p>Principal provides a fortnightly focus on the Five Traits and our Pōhatu Tūmu fortnightly at Whanau Time and in our weekly newsletter</p> <p>Research undertaken via Experienced Principals' Conference at Harvard</p>	<p>New Strategic and Annual Plan drawn up.</p> <p>Staff and Board consulted in the development process</p> <p>Via consultation with staff and reflection, connections made between our Five Pōhatu Tūmu, the Five Key Competencies and the Five Key Traits</p> <p>Our Learning Team Long Term planning focuses on STEAM – Science Technology Engineering Arts Multi-Media</p> <p>Through our STEAM focus we ensure all planning addresses and incorporates a focus on the Key Competencies and Key Traits</p> <p>A variety of professional readings – Yong Zhao in particular. Also Thomas Hoerr and Daisy Zhang-Ngerie PHD.</p>	<p>What will this look like when achieved? What are the impacts on learners? Record anticipated outcomes and update with actual outcomes after performance conversations.</p> <p>A clear, simple language, consistent and concise Strategic and Annual Plan in place.</p> <p>The plan is collectively arrived at and owned.</p> <p>Strong connection throughout the plan to our Vision, Mission, Pōhatu Tūmu, Five Key Competencies and Five Key Traits</p> <p>Syndicate Team planning adheres to our new model</p> <p>Children demonstrate an understanding of the value and importance of Service Mindset Empathy Self-Confidence Self-Control GRIT</p> <p>And model this. Examples of this regularly shared in newsletter.</p> <p>Learnings and key summaries shared with Board, staff and community – to varying depths</p>
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<p>Linked to strategic plan, annual goals, and principal's learning focus. If a KA leader, objectives link to achievement challenges as well.</p> <p>Objective 2:</p> <p>Through consultation with community, staff and Board, develop a New Vision Statement for our school</p> <table border="1" data-bbox="128 748 598 1338"> <tr> <td colspan="2"><i>While working towards the objective, choose the standards/criteria likely to be shown:</i></td> </tr> <tr> <td colspan="2">Standards for the teaching profession</td> </tr> <tr> <td>✓</td> <td>Te Tiriti o Waitangi partnership</td> </tr> <tr> <td>✓</td> <td>Professional learning</td> </tr> <tr> <td>✓</td> <td>Professional relationships</td> </tr> <tr> <td>✓</td> <td>Learning-focused culture</td> </tr> <tr> <td>✓</td> <td>Design for learning</td> </tr> <tr> <td>✓</td> <td>Teaching</td> </tr> <tr> <td colspan="2">Career structure</td> </tr> <tr> <td>✓</td> <td>Professional learning and development plans</td> </tr> <tr> <td>✓</td> <td>Career and personal development</td> </tr> <tr> <td>✓</td> <td>Leadership development</td> </tr> <tr> <td colspan="2">Professional standards</td> </tr> <tr> <td>✓</td> <td>Culture</td> </tr> <tr> <td>✓</td> <td>Pedagogy</td> </tr> <tr> <td>✓</td> <td>Systems</td> </tr> <tr> <td>✓</td> <td>Partnerships and networks</td> </tr> </table>	<i>While working towards the objective, choose the standards/criteria likely to be shown:</i>		Standards for the teaching profession		✓	Te Tiriti o Waitangi partnership	✓	Professional learning	✓	Professional relationships	✓	Learning-focused culture	✓	Design for learning	✓	Teaching	Career structure		✓	Professional learning and development plans	✓	Career and personal development	✓	Leadership development	Professional standards		✓	Culture	✓	Pedagogy	✓	Systems	✓	Partnerships and networks	<p>Actions/tasks that will occur throughout the year that demonstrate progress towards objectives.</p> <p>Consultation with our community via Kanohi te Kanohi – Face to Face – opportunities.</p>	<p>What evidence occurs throughout the year to show progress and achievement?</p> <p>Parents consulted through Open Office Door opportunities.</p> <p>Also through informal discussions each morning and afternoon when in the car-park and front of school.</p> <p>Also when meeting with all new parents of our five year old enrollees. Parental feedback via email and text, and Facebook comments and questions.</p> <p>Through consultation and discussion with our Board</p> <p>Through consultation and discussion with our staff</p>	<p>What will this look like when achieved? What are the impacts on learners? Record anticipated outcomes and update with actual outcomes after performance conversations.</p> <p>New Vision collectively arrived at, shared widely, incorporated globally (within our school context) and understood by all.</p> <p>Ā Tātou Tamariki Ō Tātou Whenua Ka Ora te Āpōpō</p> <p>Our Children Our Land Our Future</p> <p>A simple way to view the importance of the people and the land is by understanding the duality of Pāpātuanuku as a concept – Mother Earth represents people and the land as one.</p> <p>Children also learn to reverence Pāpātuanuku – by applying Love to Learn to Lead – where within each we focus first on ourselves, then others, then our world.</p> <p>Evidenced in children picking up rubbish, tending the enviro garden, focusing on global issues, undertaking Pay It Forward projects.</p>
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This performance agreement is between the Western Heights School Board of Trustees and Ash Maindonald, Principal

SCHEDULING

This agreement covers the employment period beginning 1/27/2018 and concluding 12/20/2018

Schedule of interim performance conversations (a minimum of one per term following initial set up meeting is recommended) with the final interview.

Interim conversation 1	Interim conversation 2	Final interview
3/1/2018	9/1/2018	11/15/2018

Report presented to board: Click or tap to enter a date.

Board chair name: Nic Yelash

Signature:



Principal/leader name: Ash Maindonald

Signature:



Appraisal consultant² name: NA

Endorser with full practising certificate³ name:

Adele Nummy



² If one is contracted to assist the board with the appraisal process.

³ If required – to be identified if the appraiser/consultant does not hold a full practising certificate.

Objectives	Indicators/tasks	Evidence	Outcome
<p>Focus on employee wellbeing.</p> <p><u>Wellbeing objective:</u></p> <p>Support our new Deputy Principal and our existing Deputy Principal to establish a strong bond and close professional working relationship.</p> <p>To model use of the Employee Wellbeing Counselling Service - EWP</p>	<p>What occurs throughout the year to make this happen?</p> <p>Both Deputy Principals were sent to China to represent our school at an International Symposium. This was over a period of two weeks. They travelled, they signed a Sister School Agreement on Live TV and supported our Maori student performer representative.</p> <p>Principal attends counselling sessions – reports such to staff</p>	<p>What evidence occurs throughout the year to show progress and achievement?</p> <p>Via individual and collective consultation – as well as through my own observations – it is clear there is an exceptionally high level of mutual trust, mutual respect and mutual collegiality/friendship between our two Deputy Principals. They function exceptionally well as a team and have taken on roles and responsibilities that are complimentary to each other's skills sets, experience and interests.</p> <p>By modelling this as a leader, other staff will feel that there is no stigma attached to availing themselves of such services</p>	<p>What will this look like when achieved?</p> <p>Staff have responded exceptionally positively to the leadership of our newest Deputy Principal, as well as to the interim Principal leadership of our first DP while I was overseas on a Woolf Fisher Fellowship</p> <p>A number of staff and support staff avail themselves of the service. Board are acting as good employers ensuring staff have a means of support available to them to assist them with dealing with stress in the workplace or in their personal lives – as this obviously also has some carry-over impact on their professional lives.</p> <p>Staff feel understood, valued and appreciated.</p> <p>Happy staff make for happy relationships with colleagues and children, which in turn leads to greater learning success – <i>reference John Hattie Visible Learning.</i></p>

1B: Standards and criteria NOT demonstrated through objectives in 1A

Standards and/or criteria. List any standards and/or criteria not demonstrated through the objectives.	Indicators/tasks Actions/tasks that will occur throughout the year that demonstrate progress towards objectives.	Evidence What evidence occurs throughout the year to show progress and achievement?	Outcomes What will this look like when achieved? What are the impacts on learners? Record anticipated outcomes and update with actual outcomes after performance conversations.
<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>

SECTION 2: SUMMARY REPORT		
2A: Objectives		
Objectives	Evidence	Conclusions
		<i>These comments are recorded by the reviewer⁴ and should reflect the conversations between the reviewer and principal/leader.</i>
<u>Objective 1:</u>	<p>A clear, simple language, consistent and concise Strategic and Annual Plan in place. The plan is collectively arrived at and owned. Strong connection throughout the plan to our Vision, Mission, Pōhātu Tumu, Five Key Competencies and Five Key Traits Syndicate Team planning adheres to our new model</p> <p>Children demonstrate an understanding of the value and importance of Service Mindset Empathy Self-Confidence Self-Control GRIT</p> <p>And model this. Examples of this regularly shared in newsletter.</p> <p>Learnings and key summaries shared with Board, staff and community – to varying depths</p>	Objective met <input checked="" type="checkbox"/> Not met <input type="checkbox"/>
<u>Objective 2:</u>	<p>New Vision collectively arrived at, shared widely, incorporated globally (within our school context) and understood by all.</p> <ul style="list-style-type: none"> Ā Tātou Tamariki - Our Children Ō Tātou Whenua - Our Land Ka Ora te Āpōpō - Our Future <p>A simple way to view the importance of the people and the land is by understanding the duality of Pāpātuanuku as a concept – Mother Earth represents people and the land as one.</p> <p>Children also learn to reverence Pāpātuanuku – by applying Love to Learn to Lead – where within each we focus first on ourselves, then others, then our world.</p>	Objective met <input checked="" type="checkbox"/> Not met <input type="checkbox"/>

⁴ The reviewer/appraiser may be the board delegate/s or an agent engaged to assist the board (e.g. consultant reviewer/appraiser).

	Evidenced in children picking up rubbish, tending the enviro garden, focusing on global issues, undertaking Pay It Forward projects.	
<u>Wellbeing objective:</u>	<p>Staff have responded exceptionally positively to the leadership of our newest Deputy Principal, as well as to the interim Principal leadership of our first DP while I was overseas on a Woolf Fisher Fellowship</p> <p>A number of staff and support staff avail themselves of the service.</p> <p>Board are acting as good employers ensuring staff have a means of support available to them to assist them with dealing with stress in the workplace or in their personal lives – as this obviously also has some carry-over impact on their professional lives.</p> <p>Staff feel understood, valued and appreciated. Happy staff make for happy relationships with colleagues and children, which in turn leads to greater learning success – <i>reference John Hattie Visible Learning.</i></p>	Objective met ✓ Not met ☐

Select all the relevant criteria and standards that have been demonstrated through meeting the objectives;

- Professional standards:** ✓ Culture ✓ Pedagogy ✓ Systems ✓ Partnerships and networks
- Career structure:** ✓ Professional learning and development plans ✓ Career and personal development ✓ Leadership development
- Standards for the profession:** ✓ Te Tiriti o Waitangi partnership ✓ Professional learning ✓ Professional relationships
 ✓ Learning-focused culture ✓ Design for learning ✓ Teaching

2B: Standards and criteria that were met but have not been demonstrated in 2A.

Standards and criteria List any met criteria and standards which were not demonstrated in 2A.	Evidence	Conclusions
NA		

2C: Concurrence (If applicable)

Additional duties required	Payment agreed	Were these duties performed? Note any evidence and comments:
Managing school's internet, intranet, ICT device management and enrolment, maintenance and repair, upgrading software, providing staff training, developing and maintaining web site and web presence through this, Facebook and our moderated YouTube Channel	No	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Evidence/comments:
Managing International Students – liaising, managing, legal compliance, communications, specific web site built etc	No	
Composed WHS Haka and WHS Waiata	No	

2D: Reviewer to complete this section, giving details of any objectives, criteria and/or standards not yet met and providing proposed action towards meeting objectives, standards and/or criteria, with timeline as appropriate.

Comments:

All objectives met, all criteria met, all standards met.

With reference to the evidence and discussion between the board, principal/leader and reviewer/appraiser:

All standards for the teaching profession have been: met ✓ not yet met *

All career structure criteria have been: met ✓ not yet met*

All professional standards have been: met ✓ not yet met*

**Details of those standards and criteria not yet met are in 2D with a proposed action and timeline.*

Agreed next steps:
<p>Undertake Masters of Contemporary Education:</p> <p>The Master of Contemporary Education (Level 9) aims to equip teachers and educational professionals with the competence, expertise and knowledge to drive and lead excellence in contemporary, future-focused and culturally responsive education practice. The qualification aims to build on and deepen capacity for and commitment to emerging technologies and digital fluencies within the education sector, in the bicultural context of Aotearoa New Zealand.</p> <p>Graduate Profile</p> <ul style="list-style-type: none">• Graduates of the Master of Contemporary Education will be able to lead education innovation and opportunities created through digital technologies and future-focused practices to advance education across New Zealand. They will be able to work collaboratively with students, parents, whānau, communities and other key stakeholders in a range of contexts to develop and adapt strategies to advance teaching practice and improve learner outcomes. <p>Graduates of the Master of Contemporary Education will be able to:</p> <ul style="list-style-type: none">• Critically engage in a substantial and authentic way with appropriate communities and stakeholders in the context of educational change.• Critique past, existing, and emerging practices and determine their cultural and social impact in the wider education context.• Critically analyse existing and emerging challenges and opportunities in contemporary education, and generate strategies to advance practice.• Develop and adapt specialised knowledge regarding emerging and disruptive technologies, and the need for digital fluency, into practice.• Lead and develop collaborative learner-focused 'solutions in practice' in the context of emerging challenges and opportunities in contemporary education.

Reviewer/appraiser signature:



Date: 15/11/2018

Principal/leader signature:



Date: 15/11/2018