

SCHOOL NAME: Western Heights

Appraisal of the Principal

Name Ash Maindonald

Date 31st October. 2019



Conducted for the Board of Trustees

By Terry Hewetson

HEDSOL Education Consultants

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1.0 Introduction

Principals are required to be appraised on an annual basis. It is a legal requirement. The appraisal is to be seen as having the dual purpose of both accountability and development and should support improvements in teaching and learning within the school.

With the change from the previous Teacher Registration Board to the Education Council coming into existence on 1 July 2015 changes in requirements for principal appraisals were also introduced.

Under the Education Act 1989 (as amended by the Education Amendment Act 2015), one of its functions [s382(1) (i)] is:

‘to ensure that appraisals made by professional leaders for the issue and renewal of practising certificates achieve a reasonable and consistent standard, by auditing and moderating the appraisals made for at least 10% of the practising certificates issued or renewed in each year.’

ERO has been contracted to carry out this work on behalf of the Education Council. The audit/moderation process is intended to ensure that appraisals for the issue and renewal of practising certificates achieve a ‘reasonable and consistent standard’. The endorsement process, completed by a professional leader, provides assurance that a certificated teacher has met all the *Standards for the Teaching Profession* (formerly known as *Practising Teacher Criteria*).

As from 1 July 2015 principals are required to be appraised against both the Professional Standards for Primary Principals as well as the mandatory Standards for the Teaching Profession.

In addition the appraisal should report against the Principal’s Career Structure Development Goals, at the appropriate level, as specified in the Primary Principals’ Collective Agreement, along with any mutually agreed personalized learning and development objectives.

This appraiser was contracted to conductAsh Maindonald’s appraisal for the 2019 school year.

The Principal, in consultation with the Board Chair developed a Performance Agreement, which outlined the process for this appraisal as well as the performance goals set.

2.0 The Appraisal Process

The appraiser and principal met early in the school year to confirm the process for the appraisal and to ensure a Performance Agreement was in place, as is required.

Data for this report was collected through:

1. The Principal's self-reflection.
The principal was asked to reflect on his own performance towards the achievement of the performance goals set, and to provide evidence indicating a growing development towards meeting these outcomes.
2. A staff survey
All teachers were invited to complete a questionnaire with the focus being the Principal's Leadership and his ability to meet the Professional Standards and the Standards for the Teaching Profession
3. A Support Staff survey
Support staff personnel were asked to respond to a number of open-ended questions
4. A Student survey
Twenty students were invited to complete an open-ended survey to gain some student voice into the process
5. Interviews
A number of on site interviews with the Principal were held as well as individual face-to-face discussions with the deputy principal
6. Analysis of documentation.
The appraiser analysed a wide range of documentation including:
 1. The previous appraisal report recommendations
 2. The last ERO report

2.0 The Appraisal Process continued

7. Analysis of documentation continued
 3. The strategic and annual plans.
 4. Student achievement data along with targets set and results achieved

8. Principal Feedback

The Principal was given the opportunity to comment on the draft report prior to the final report being presented to the Board of Trustees. He was invited to comment in particular on any areas where he believed the appraiser had information that was factually incorrect so that further discussion could be held in these areas to ensure the process was fair and open. He was also invited to comment on any significant areas he believed the appraiser had not included in the report that would reflect on his ability to meet the Standards as required.

3.0 PERFORMANCE OBJECTIVES

The Principal set the following Performance Objectives (Refer to Performance Agreement)

Goals/Inquiry	Evidence Curated	Principal and Reviewer Comments Overall Evaluative Judgement	Links to Standards/PS/CSC														
<p>These will be attached from Principal's Performance Agreement formulated in term one 2019.</p> <p>Ash has : 11 objectives that are aligned to the school annual plan.</p>	<p>See Appendix.</p>	<p>Ash actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and results in a shared vision of teaching and learning.</p>	<p>Standards for the Teaching Profession</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">STP 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">STP 4</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">STP 2</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">STP 5</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">STP 3</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">STP 6</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	STP 1	<input checked="" type="checkbox"/>	STP 4	<input checked="" type="checkbox"/>	STP 2	<input checked="" type="checkbox"/>	STP 5	<input checked="" type="checkbox"/>	STP 3	<input checked="" type="checkbox"/>	STP 6	<input type="checkbox"/>		
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4.0 PROFESSIONAL STANDARDS AND STANDARDS FOR THE TEACHING PROFESSION

Professional Standards Primary Schools <i>Requirements of the Collective Agreement</i>	Standards for the Teaching Profession (Key Indicators) <i>Requirements of the Education Council</i>	Indicative Evidence
<i>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching</i>		
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.</p> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.</p> <p>Model respect for others in interactions with adults and students.</p> <p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.</p> <p>Maintain a safe, learning-focused environment.</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.</p> <p>Manage conflict and other challenging situations effectively and actively work to achieve solutions.</p> <p>Demonstrate leadership through participating in professional learning.</p>	<p>STP1 Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand</p> <p>STP2 Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and wellbeing of all learners.</p> <p>STP3 Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>STP4 Learning-focused culture Develop a culture that is focused on learning and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>STP5 Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Issues addressed as they arise. • Sharing a deep knowledge of instruction with teachers. • Monitoring external and internal factors affecting the school. • Modelling behaviour of what is expected of staff. • Maintains a positive and forthright attitude. • Works in a collegial and collaborative manner. • Staff feedback • Maori culture is acknowledged • Kapahaka is an integral part of school practice. • Involvement in celebrating cultures is encouraged. • Excellent contact has been made with the local Marae. • Member of the Maori Achievement Collaborative. (MAC) • Presented to staff and resources developed. • Engaging community at a very high level annual appraisal programme. • Appraisal Connector and Linc-Ed Reporting has high impact on pedagogical approaches.
<p>SUMMARY/CONCLUSIONS</p> <p>Staff interviewed clearly indicate that they see Ash as being trustworthy, approachable, professional and supportive. Staff know they can approach Ash over any issue, and it will be treated with confidence. He is seen as very fair and professional at all times.</p> <p>He engages the community at a very high level including two way communication events and consultations. He has worked extremely hard to ensure the vision, mission, culture, values and practices are understood and adopted. Teachers are tracking and recording learning needs on Linc-ed at a very high level .</p>		

Professional Standards Primary Schools <i>Requirements of the Collective Agreement</i>	Standards for the Teaching Profession (Key Indicators) <i>Requirements of the Education Council</i>	Indicative Evidence
<p align="center">Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning</p>		
<p>Promote, participate in and support ongoing professional learning linked to student progress.</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Maori students.</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence.</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Maori and Pasifika students.</p>	<p>STP1 Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand</p> <p>STP2 Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and wellbeing of all learners.</p> <p>STP3 Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>STP4 Learning-focused culture Develop a culture that is focused on learning and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>STP5 Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</p> <p>STP6 Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Active involvement in local cluster group. • Participates in all school PLD. • Excellent networking and peer observations. • Developed and implemented school wide goals. • Established a team structure for planning and assessment. • Established school wide goals on teaching as inquiry. • Has developed an excellent aspirational profile. • Good relationships developed with the local iwi. Two days spent working with tribal members. Te Kawerau-a–maki. • Consultation meetings with Maori report to the BOT. • Has excellent systems for gathering and evaluating assessment data to establish annual achievement targets.
<p>SUMMARY/CONCLUSIONS Ash demonstrates his commitment to being an ongoing learner, modelling his expectations for staff. He attends professional seminars and conferences and reads widely to continually improve his pedagogical knowledge and understanding. His Masters study is evidence of his efforts to put educational theory and practice together to move the school forward. He is very knowledgeable and keeps up to date with changes in legislation. His strengths in this area were commented on by staff. They see his wider knowledge of the educational scene as being a valuable asset to the school. With this knowledge he is able to pace the implementation of new initiatives in a timely manner, working with staff and sharing information to assist the change. His distributed leadership model provides considerable opportunities for school leaders to accept responsibility for developing and reviewing programmes in action.</p>		

Professional Standards Primary Schools <i>Requirements of the Collective Agreement</i>	Standards for the Teaching Profession (Key Indicators) <i>Requirements of the Education Council</i>	Indicative Evidence
<i>Systems: Develop and use management systems to support and enhance student learning</i>		
<p>Promote, participate in and support ongoing professional learning linked to student progress.</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Maori students.</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence.</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Maori and Pasifika students.</p>	<p>STP2 Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and wellbeing of all learners.</p> <p>STP3 Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>STP4 Learning-focused culture characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>STP5 Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Use of outside facilitators and in school expertise is maximized. • Staff are involved in PLD in a planned way. • The schools professional learning and development programme is designed to support ongoing improvements in student progress and achievement data. • Annual budget approval by the school BOT based on school priorities. • Provides comprehensive reports to the BOT monthly on school’s operations. • Produces an annual Maori and Pasifika achievement report to the BOT. • Conducted comprehensive community surveys in school operations and student well-being. • Recognises and celebrates cultural festivals. • Provision of a Te Reo and Taha Maori programme for all students. • Successfully creates a safe and secure environment evidenced by survey results. • Responds to parent and staff concerns in a timely and constructive manner so that issues do not become escalated.
<p>SUMMARY/CONCLUSIONS . Teachers are fully supportive of their Principal. There is a strong culture of learning at the school. This is evident in all that the school does. Staff commented and stated “He is empathetic to teachers as individual people within the school community” and “ He has the ability to verbalise his ideas in ways that explain clearly the school’s vision.”</p> <p>The continued growth of ICT tools in the school is helping students take increasing responsibility for their own learning needs, providing evidence to show their increasing growth as independent, capable and confident learners.</p>		

Professional Standards Primary Schools <i>Requirements of the Collective Agreement</i>	Standards for the Teaching Profession (Key Indicators) <i>Requirements of the Education Council</i>	Indicative Evidence
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Partnerships and Networks: Strengthen communication and relationships to enhance student learning

<p>Work with the Board to facilitate strategic decision making.</p> <p>Actively foster relationships with the school's Community and local iwi.</p> <p>Actively foster professional relationships with and between colleagues, and with government agencies and others with expertise in the wider education community.</p> <p>Interact regularly with parents and the school community on student progress and other school related matters.</p> <p>Actively foster relationships with other schools and participate in appropriate school networks.</p>	<p>STP1 Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>STP2 Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</p> <p>STP3 Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p> <p>STP4 Learning-focused culture Develop a culture that is focused on learning and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Works collaboratively with the DP's • Works tirelessly for the school. • Portrays a professional image. • Embraces the cultural diversity in the school. • Staff and BOT have a clear idea of the school goals and how these will be achieved. • A staff professional development plan is in place. • He personally participates in staff meetings. • There is a detailed tracking of students' progress. • Appraisal processes are in place and being developed. • ILE learning environments are being introduced. • Good relationships developed with the local iwi.eg The development of the Maori theme into the landscape is a highlight. • Recognising and celebrates all cultures. • Producing annual Maori achievement report to the BOT. • Relationships developed with the local community. • The Marae elders have been consulted.
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SUMMARY/CONCLUSIONS

Ash works well with the Board to facilitate strategic decision making. Ash ensures the school works well with outside agencies as and when required, ensuring the well being of every student is being considered,

The school communication plan generates a wide interest and staff report parents as being comfortable meeting with the Principal when desired. Ash makes himself available and is responsive to parent needs. Ash has been able to develop strong positive personal relationships with the staff. He is able to "drive" the school vision whilst maintaining these relationships. He is very collaborative, working with staff to achieve high educational outcomes for every student.

5.0 LEARNING AND DEVELOPMENT OBJECTIVES/PRINCIPAL CAREER STRUCTURE

<i>BEGINNING PRINCIPAL</i>	<i>DEVELOPING PRINCIPAL</i>	<i>EXPERIENCED PRINCIPAL</i>	<i>LEADING PRINCIPAL</i>
KEY COMPONENTS	DEVELOPMENT PROGRAMME	COMMENTS/FEEDBACK/EVIDENCE	
Careers and Personal Development	Ongoing commitment to own personal growth demonstrated through: Participation in PLD . Weekly staff meetings. Masters (2nd Year) Mindlab. ERO panel review. Live reporting to parents via Linc-ed.	His contribution to the wider educational community. He models best practice.	
Professional Learning and Development Plans	Student Agency Rubric development and matrix for writing, Maths and reading. COL Reading . Growth Coaching International 2 day course attended.	The PLD sessions for staff around Growth Coaching have been organised. Ash has participated in various types of professional development, including attending conferences, networking, mentoring and peer observation.	
Leadership Development	The PLD sessions for staff around Growth Coaching and Student Agency have been recognised. Ash participated in various types of professional development, including attending conferences, networking, mentoring and peer observation. Member of WAPPA executive. Member of the MAC committee.	Ash is exemplary at organisational management demonstrating proactive decision making, coordinating efficient operations, and maximizing available resources.	
Mutually Agreed Development Goals	Contribute to Principal networks. Enhanced his-portfolio by engaging in effective critical reflection about his leadership and decision-making. Masters Programme has been a continuing commitment.		

6.0 SUMMARY

Ash has made outstanding progress as a school leader. He continues to be dedicated and a hard working leader of Western Heights Primary School. He is passionate about the school and about learning for the staff and the students, and has led the school strategic development over the year. He has taken the school forward by having a clear picture of where the school needs to head and how it might get there. A strength of Ash is his ability to distribute leadership widely. He mentors others, providing opportunities for them to grow as leaders, which is of great benefit to the school. This has been recognised by other schools in the area who work closely with him. There is a strong culture of learning at the school with all working towards the best interest of the students.

He has been a consistent professional role model and he leads with confidence. He has developed a strong partnership with the community and is to be commended for the programme he has put in place and the efforts to lift the communication systems of the school in the district. The cluster of school leaders see him as a lead school Principal. Teachers are very supportive of Ash's leadership and staff members have confidence in his ability and trust his decision making. He continually models the standards expected of others showing the highest integrity at all times and he is consistent in his approach treating all with dignity and respect.

Gaining a Woolf Fisher Scholarship last year is recognition of his tremendous contribution to his school and the wider educational community. He would no doubt be seen as one of the top Principals in New Zealand.

Recommendation

Ash has been in discussion with an Australian Principal of the year who has led their school and won the Australian School of the year. As part of his on-going development I suggest he visits the school when attending a conference in Australia.

From the evidence gathered and documentation seen, it is clearly evident that Ash has met the Professional Standards for Principals along with the Standards for the Teaching Profession.

It is also the professional view of this appraiser from the evidence gathered within the school, and from the documentation provided, that Ash has fulfilled the key components for being recognised as a Leading Principal, these being his Professional learning and development plans, his career and personal development and his leadership development. I therefore attest that Ash meets the criteria as noted for a Leading Principal.

With reference to the evidence and discussion between Board, Principal and Appraiser.

All standards for the teaching profession have been:	MET	<input checked="" type="checkbox"/>	NOT YET MET	<input type="checkbox"/>
All career structure criteria have been:	MET	<input checked="" type="checkbox"/>	NOT YET MET	<input type="checkbox"/>
All professional standards have been:	MET	<input checked="" type="checkbox"/>	NOT YET MET	<input type="checkbox"/>

7.0 AGREED NEXT STEPS

1. To manage the property development generated by roll growth across the school.
2. To continue the work around growth coaching across the school.
3. To attend the Masters Course started in 2019 into the second year.
4. To be involved in the MOE Accredited contract "Choice Theory"
5. To introduce HERO. This is e-portfolio into one package.

AppraiserTerry Hewetson

Date.....

Teacher Registration:124011.

Principal.....Name

Date.....

Board ChairName

Date.....