



# Performance Management & Professional Growth Policy

Policy to support NAG 3 Personnel

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## Outcome statement

Performance management & professional growth will enable staff to develop and maximise their skills, knowledge, training, and talents in order to improve outcomes for students. This process will enhance the skills of staff for their own benefit, as well as for the school and students.

## Scoping

With an effective professional growth programme, staff will have confidence in their performance and professional development. As a result, the Board of Trustees will have confidence that all staff are meeting the educational needs of students and the goals of the school.

## Delegations

The Board of Trustees, as the employer, is responsible and accountable for ensuring systems for a professional growth are in place. The Principal is responsible for implementing this programme for all staff. The Principal will report to the Board annually that all staff have completed the professional growth process for the current year, as part of the cycle of reporting to the Board. This assurance includes the professional growth cycle for the Principal themselves.

## Expectations and limitations

- Principals and professional leaders will facilitate a common understanding of the Standards or Paerewa in their own context and what meeting and using them in their practice looks like.
- Principals and professional leaders will design with teachers an annual cycle of professional growth in their setting, using the Standards or Paerewa and support teachers to engage in it.
- Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.
- Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation particularly for teachers holding Tōmua (Provisional) practising certificates.
- Principals and professional leaders will confirm annually that each teacher has participated in the cycle and provide a statement to the teacher about whether they meet the Standards or Paerewa.
- If in the Principal or professional leader's judgment the teacher does not currently meet the Standards or Paerewa, they will discuss that with the teacher and provide support to enable improvement.

## Competency

Competency will be a separate process governed by employment law and the relevant provisions in the employment contract. Any competency concerns are dealt with first within the school. Continued poor performance following a competency process or other support to improve performance may result in disciplinary action and/or referral to the Teaching Council.

## Performance Management Processes for Support Staff

Support Staff are essential and highly valued members of our school team. An annual cycle of performance review will be used to ensure that support staff have a clear understanding of what is expected of them and how they are meeting

their individual goals and the agreed expectations based on the job description and/or written requirements for their positions. Progression through the pay rates will occur on an annual basis provided the support staff member has met or exceeded standards of performance as assessed by the employer, against the job description and/or written requirements for the position.

## Procedures/supporting documentation

*Appraisal and attestation process.*

## Monitoring

*Staff Usage and Expenditure report*

*Professional Growth Cycle updates within Principal Board Reports*

## Legislative compliance

[Education and Training Act 2020](#)

[Teaching Council- Professional Growth Cycles](#)

[Employment Relations Act 2000](#)

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Reviewed: *May 2025*

Next review: *May 2028*

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