



Executive Assessment & Review Schedule

EARS

EXECUTIVE ASSESSMENT & REVIEW SCHEDULE

THE CONTEXT:

It has been agreed that the review of the performance and development of executive staff will be by means of an *Executive Assessment and Review Schedule (EARS)* based on that described in Clause 7.1.8 of the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2009* (the Award).

Clause 7.1.8 of the Award reads:

- 7.1.8 *An Executive Assessment and Review Schedule will be established to provide for the annual assessment and review of deputy principals, assistant principals and head teachers for implementation in 2009.*

INTENT:

The purpose of the assessment and review process for executive teachers is to:

- support and encourage the professional growth of the executive teacher;
- develop professional relationships between the executive teacher and the principal;
- provide feedback which will assist the executive teacher in the role; and
- ensure that the executive teacher is performing satisfactorily against the major accountabilities.

In implementing the annual review the principal will take into account:

- the level of experience of the executive teacher, and
- the particular circumstances of the school, including the nature of community and the size of the school.

This will require a clear and transparent process, developed in consultation with the executive teacher prior to implementation.

MAJOR AREAS OF ACCOUNTABILITY FOR EXECUTIVE TEACHERS:

Executive teachers (deputy principals, assistant principals and head teachers) are an integral part of the school leadership team and are appointed to schools to assist the principal in leading and managing the school.

Executive teachers have whole school responsibilities, as well as those within their delegated area. Within their delegated areas of responsibility, executive teachers have duties as determined by the principal for the development, implementation and evaluation of school policies and programs, and for ensuring that learning environments are safe and effective.

These responsibilities and duties will be developed through consultation and documented, evaluated and reviewed at the school.

Key features of the agreed process are provision of written feedback on executive teachers' performance through the principal (or nominee) ensuring that the executive teacher's performance is appraised by annual review.

In determining the level of satisfactory performance of an executive teacher, principals are to apply:

1) the standards applicable for school teachers:

- The executive teacher knows their subject content and how to teach it to their students
- The executive teacher knows their students and how they learn
- The executive teacher plans, assesses and reports for effective learning
- The executive teacher communicates effectively with their students
- The executive teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The executive teacher continually improves their professional knowledge and practice
- The executive teacher is an actively engaged member of their profession

2) In addition to the standards required for school teachers, executive teachers must demonstrate the capacity to provide successful educational leadership. In determining the level of satisfactory performance of an executive teacher, principals are also to assess an executive teacher against the following:

1. *Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.*
2. *Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.*
3. *Educational leadership skills to build the capacity and manage the performance of individuals and teams.*
4. *Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.*
5. *Ability to plan and manage resources effectively and equitably to support teaching and learning.*
6. *Knowledge of and commitment to the Department's Aboriginal education policies.*

NEW SCHEME TEACHERS

An executive teacher could be a New Scheme Teacher. New Scheme Teachers are required to achieve accreditation at Professional Competence with the NSW Institute of Teachers (NSWIT).

A New Scheme Teacher is a person who has not taught in NSW prior to 1 October 2004 (either on a permanent, casual or temporary basis), or a person returning to teaching in NSW after an absence of 5 or more years.

New Scheme Teachers are to be supported by the principal and supervisor to achieve and maintain accreditation at Professional Competence with the NSW Institute of Teachers.

Executive teachers who are also New Scheme Teachers are to be identified on each of the tables within the Executive Assessment Review Schedule.

THE PROCESS TO COMPLETE THE SCHEDULE:

The annual review of executive teachers will be reported by way of the *Executive Assessment and Review Schedule*.

In implementing the annual review the principal (or nominee) will take into account the following:

- the level of experience of the *executive* teacher (so that less experienced *executive* teachers are given greater attention); and
- the particular circumstances of the school.

The annual review for executive teachers will be supported by:

- conferences between the executive teacher and the principal (or nominee);
- observations of educational programs and executive responsibilities; and
- review of documentation, as appropriate.

Supervision

The Teacher Assessment Review Schedule sets out some requirements for the annual review:

i [Conference](#)- Conferences should have positive benefits in that they can lead to the development of shared professional growth, understandings and the addressing of professional issues.

ii [Observations](#)- Observations of educational programs and executive responsibilities can be both informal and formal. A prerequisite is that the level of professional trust needs to be high and the circumstances need to be negotiated.

iii [Review of documentation](#)- Documentation to be reviewed will be identified through consultation between the executive teacher and principal (or nominee) prior to the conference. The review of documentation is to apply to a sample of documents completed in the last twelve months and will be influenced by Departmental priorities, the level of experience of the executive teacher and the particular circumstances of the school.

Principals are responsible for certifying the performance of executive teachers. Executive teachers demonstrating continuing efficiency will be provided with verification of the annual review of performance.

In addition, executive teachers will be provided with feedback from the principal (or nominee) indicating the main areas covered in the EARS process, targeted priorities, areas of achievement and success, and areas for further development.

EXECUTIVE TEACHER ASSESSMENT AND REVIEW SCHEDULE

(See attached instructions at pp.5-6 for completion of this form)

2. EXECUTIVE TEACHERS ON PROBATION

In addition to completing this Schedule, a report on the service of each teacher seeking permanency must be provided to the School Education Director by the due date during term four (refer to *Teachers Handbook Sections 1.2.2.2 and 1.2.3*).

| Serial Number | Name of Executive Teacher | Position | New Scheme Executive Teacher |
|---------------|---------------------------|----------|------------------------------|
| | | | |
| | | | |
| | | | |

3. EXECUTIVE TEACHERS WHO ARE ON AN IMPROVEMENT PROGRAM OR WHOSE PERFORMANCE HAS BEEN IDENTIFIED AS NOT MEETING THE REQUIRED LEVEL AT THE COMPLETION OF AN IMPROVEMENT PROGRAM.

| Serial Number | Name of Executive Teacher | Position | IP or C | New Scheme Executive |
|---------------|---------------------------|----------|---------|----------------------|
| | | | | |
| | | | | |
| | | | | |

4. EXECUTIVE TEACHERS WHO ARE NOT AVAILABLE DURING THE EARS PROCESS

| Serial Number | Name of Executive Teacher | Position | | New Scheme Executive |
|---------------|---------------------------|----------|--|----------------------|
| | | | | |
| | | | | |
| | | | | |

New South Wales Department of Education and Training

**CERTIFICATION BY PRINCIPAL OF ANNUAL REVIEW OF
EXECUTIVE TEACHER PERFORMANCE**

I certify that I, or my nominee, have appraised the performance of executive teachers named on this Schedule as satisfying the minimum level of satisfactory performance as outlined below.

For executive teachers in determining the minimum level of satisfactory performance of a teacher, principals are to apply the following teaching and leadership standards.

Teaching standards:

- The executive teacher knows their subject content and how to teach it to their students
- The executive teacher knows their students and how they learn
- The executive teacher plans, assesses and reports for effective learning
- The executive teacher communicates effectively with their students and their teachers
- The executive teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills and their executive responsibilities to their staff
- The executive teacher continually improves their professional knowledge and practice
- The executive teacher is an actively engaged member of their profession.

Leadership standards:

- Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.
- Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
- Educational leadership skills to build the capacity and manage the performance of individuals and teams.
- Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
- Ability to plan and manage resources effectively and equitably to support teaching and learning.
- Knowledge of and commitment to the Department's Aboriginal education policies.

In implementing the annual review, I or my nominee has taken into account the level of experience of the executive teacher (so that less experienced executive teachers have been given greater attention) and the particular circumstances of the school.

I certify that documentation of policies and practices for the annual review process exist at the school. Each executive teacher named in this Schedule who has been appraised as efficient has received a copy of the document *Verification by Principal of Annual Review of Executive Teacher Performance*.

I certify that the executive teachers named in this Schedule have been provided with written feedback on their performance.

I certify that those executive teachers named in section 1 of this Schedule have demonstrated continuing efficiency, satisfactory performance and professional growth.

.....
Principal's Signature

.....
Date

**VERIFICATION BY PRINCIPAL OF ANNUAL REVIEW OF
EXECUTIVE TEACHER PERFORMANCE**

This sheet, to be signed by the executive teacher and principal, is NOT part of the documentation required by the School Education Director. It is an accountable document and should be retained at the school for a minimum of 12 months.

Name of Executive Teacher: Serial Number:

Position in School:

I certify that I, or my nominee, have appraised the performance of executive teachers named on this Schedule as satisfying the minimum level of satisfactory performance as outlined below.

For executive teachers in determining the minimum level of satisfactory performance of a teacher, principals are to apply the following standards:

- The executive teacher knows their subject content and how to teach it to their students
- The executive teacher knows their students and how they learn
- The executive teacher plans, assesses and reports for effective learning
- The executive teacher communicates effectively with their students and their teachers
- The executive teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills and their executive responsibilities to their staff
- The executive teacher continually improves their professional knowledge and practice
- The executive teacher is an actively engaged member of their profession.
- The executive teacher demonstrates satisfactory performance in relation to the duties as outlined in the *Role Statement for Executive Teachers*.

I certify that the above executive teacher has demonstrated continuing efficiency in teaching practice, satisfactory performance and professional growth.

I further certify that the above executive teacher has been provided with feedback on his/her performance.

.....
Principal's Signature Date

I certify that I have received and read this document.

.....
Executive Teacher's Signature Date



LAMBTON HIGH SCHOOL EXECUTIVE ASSESSMENT & REVIEW SCHEDULE

All executive staff will be assessed in terms of meeting the minimum level of satisfactory performance of a teacher as determined by the Professional Competence level of the NSW Institute of Teachers and Executive General Selection Criteria of the NSW DET.

These benchmarks have been agreed to by the NSW Teachers Federation and the NSW Department of Education & Training as part of the Staffing Agreement

Teaching standards (all teaching staff):

1. Teachers know their subject content and how to teach it to their students
2. Teachers know knows their students and how they learn
3. Teachers plan, assesses and reports for effective learning
4. Teachers communicate effectively with their students and their teachers
5. Teacher create and maintain a safe and challenging learning environment through the use of classroom management skills (and their executive responsibilities to their staff – HT/AP/DP only)
6. Teachers continually improve their professional knowledge and practice
7. Teachers are actively engaged members of their profession.

Leadership standards (HT/AP/DP): Executive staff demonstrate:

- A. Successful teaching experience with a capacity to initiate improvement in teaching, learning and classroom practice.
- B. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
- C. Educational leadership skills to build the capacity and manage the performance of individuals and teams.
- D. Well-developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
- E. An ability to plan and manage resources effectively and equitably to support teaching and learning.
- F. Knowledge of and commitment to the Department's Aboriginal education policies.

EARS CONFERENCE & DOCUMENTATION

Teacher's Name: _____

Key: I- All in place & meets expectations D- Needs development N- Not in place

1. The teacher knows their subject content and how to teach it to their students

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|---|---|---|---|---|
| <ul style="list-style-type: none"> - Describe the professional learning you lead within your team/across the school. (A/C) - What strategies do you use to ensure that effective monitoring of HSC practices occurs? (A/B/C) - Describe how Literacy and Numeracy are explicitly taught in your KLA. (A/B) - What strategies does your Faculty employ to ensure ICT is incorporated into classroom programming? (A/B) | Evidence: | | | |
| | - Evidence of faculty professional learning activities | | | |
| | - Faculty procedures to monitor the HSC | | | |
| | - Numeracy and literacy activities and explicit reference in programs | | | |
| | - Explicit ICT activities in programs | | | |
| | - Moodle | | | |

2. The teacher knows their students and how they learn

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|---|--|---|---|---|
| <ul style="list-style-type: none"> - What sharing of student information occurs within your faculty? How? (A/B)? - What does your faculty do to cater for identification of special needs and/or catering for students that are already identified, e.g. Welfare, & Integration? (A/B) - What do you do to extend and develop the gifted and talented students in your faculty? (A/B) - What strategies does your faculty use to meet the expectations of the Aboriginal Education & Training policy? (A/B/F) | Evidence: | | | |
| | - Worksheets, lesson activities and/or units of work | | | |
| | - Student work samples | | | |
| | - Evidence of modification to programs for remediation and extension | | | |
| | - Student Reports | | | |
| | - Explicit Aboriginal Education activities in programs | | | |

3. The teacher plans, assesses and reports for effective learning

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|--|---|---|---|---|
| <ul style="list-style-type: none"> - How do you evaluate current programs and assessment strategies? (A/B) - How have you led the development of faculty/department programs? (C) - Describe how your faculty/department followed agreed scope and sequences. (B/C) - How do you monitor the achievements of students and staff within your faculty? (A/B/C) - How do you allocate and manage resources and materials within your faculty? (E) - How do you ensure that all you/staff provide timely and meaningful feedback for staff/students? (C/D) - What processes do you have in place to ensure that whole-school Assessment & Reporting timeframes are met? (B) | Evidence: | | | |
| | - Programs for all courses | | | |
| | - Evidence of program, registration and evaluation procedures | | | |
| | - Written assessment task notifications | | | |
| | - Sample assessment tasks, marking guidelines and meaningful feedback | | | |
| | - A range of assessment tasks (including authentic and rich tasks) | | | |
| | - Report comments are meaningful and address areas of student achievement and development | | | |
| | - Reports have been completed to a high standard | | | |
| | - Reports have been completed inline with the school schedule | | | |

4. The teacher communicates effectively with their students

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|---|--|---|---|---|
| <ul style="list-style-type: none"> - What strategies do you use to communicate faculty policies and procedures to students, staff and parents? (D) - What monitoring of teaching strategies do you use to ensure effective communication occurs in each classroom and across the faculty? (A/B/D) | Evidence: | | | |
| | - Faculty meeting minutes | | | |
| | - Use of email | | | |
| | - Evidence of faculty policy documents | | | |

5. The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|--|---|---|---|---|
| <ul style="list-style-type: none"> - What procedures are in place to ensure that supportive learning environments exist in all your classes? (B) - What procedures are in place to ensure that all staff in your faculty consistently and fairly enforce the school's rules? (C/D) - What procedures are in place to ensure that student records are maintained effectively? (B/C) - How do you ensure that concerns in relation to student progress are communicated in accordance with school policy? (C/D) - What support do you provide for teachers experiencing difficulty with classroom management? (A,C,D) - What procedures are in place to ensure that all OH&S requirements are met? (B/C/D/E) | Evidence: | | | |
| | - Parent contact | | | |
| | - N Award letters | | | |
| | - Communication of Welfare & LST minutes | | | |
| | - Student behaviour is recorded on a-school | | | |
| | - Faculty monitoring cards | | | |
| | - Unsatisfactory behaviour letters | | | |
| | - Use of the commendation system | | | |
| | - Risk assessment folder | | | |

6. The teacher continually improves their professional knowledge and practice

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|---|---|---|---|---|
| <ul style="list-style-type: none"> - How do you plan for faculty professional development to extend and refine teaching and learning practices? (C) - How do you ensure that your staff have knowledge of and apply relevant DET policies? (C) - What strategies do you employ in your faculty to reflect on and/or respond to feedback? (C) - How do you contribute as a member of the School Executive? (C) - What processes do you have in place to resolves issues professionally within your faculty? (C) | Evidence: | | | |
| | - MyPL@DET | | | |
| | - Executive program, and or initiative led | | | |
| | - Whole school responsibilities | | | |
| | - Demonstrates a knowledge of and application of DET Policy | | | |
| | - Professional dialogue, reflection and reading/study | | | |

7. The teacher is an actively engaged member of their profession.

| CONFERENCE | DOCUMENTATION / OBSERVATION | I | D | N |
|--|---|---|---|---|
| <ul style="list-style-type: none"> - How do you and your faculty/department communicate with parents about student learning and well being? (D)? - What strategies do you have in place to encourage and monitor staff participation in faculty/department meetings and whole school meetings? (D) - What strategies have you put in place to ensure all of your staff follow the school policies and procedures? (C) - What professional goals have you set for the year? (C) | Evidence: | | | |
| | - Professional Learning Plan | | | |
| | - Follows faculty and school policies and procedures | | | |
| | - Attends staff meetings | | | |
| | - Attends faculty meeting | | | |
| | - Positive relationships with staff, students, parents and others | | | |
| - Leading whole school learning committees | | | | |

General Comments:

I certify that I have appraised the performance of the above teacher by:

1. conference between the teacher and the principal or nominee,
2. observations of educational programs,
3. review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

I certify that the above teacher has been provided with feedback on his/her performance.

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

