

**Name:**

**Position:**

**Responsible to: Principal, Board of Trustees**

	Professional Standards	Key Tasks	Action / Evidence required					
<b>Dimension 1- Professional Knowledge</b>	<ul style="list-style-type: none"> <li>Demonstrate a high level of knowledge of relevant curriculum, &amp; current learning &amp; assessment theory</li> <li>Demonstrate a commitment to their own on-going learning</li> </ul>	1.1 To be confident and knowledgeable about pedagogy & the curriculum framework 1.2 To ensure that evaluation, assessment & monitoring requirements are completed to a high standard 1.3 To be personally reflective with a view to improvement as a teacher	<ul style="list-style-type: none"> <li>Planning reflects school's programmes of learning &amp; current pedagogy <i>Planning is evident: Term Overviews, Curriculum Plans, Weekly planning IEP documentation</i></li> <li>Demonstrate continual improvement in teaching practice <i>Records / reflects &amp; uses assessment for next learning Evaluates planning and programmes in writing</i></li> <li>Participate in collegial dialogue</li> <li>Participates fully in Performance Management System</li> </ul>					
	Evaluation: Self <b>0</b> Appraiser /	Needs Development <span style="float: right;">Outstanding</span>						
		1	2	3	4	5	Comment:	
<b>Dimension 2 Teaching Techniques</b>	<ul style="list-style-type: none"> <li>Demonstrate a broad range of highly effective teaching techniques</li> <li>Continually evaluate &amp; reflect on their teaching &amp; act on areas for improvement</li> </ul>	2.1 To recognise & cater for individual student's needs and abilities 2.2 To provide opportunities for the effective use of a wide range of resources to promote meaningful learning 2.3 To review & modify programmes 2.4 To use technology appropriately to enhance learning 2.5 To be personally reflective with a view to improvement as a teacher	<ul style="list-style-type: none"> <li>Use a variety of groupings to meet student needs – <i>IEP's, Behavioural Plans, Planning shows differentiation</i></li> <li>Successfully use a variety of age appropriate resources to promote meaningful learning</li> <li>Successfully use a variety of forms of assessment - <i>Individual Portfolios / Anecdotal notes / observations, IEP evaluations, Programme specific formalised assessments</i></li> <li>Incorporates Assistive Technology &amp; ICT's in classroom programmes</li> <li>Initiate collegial dialogue &amp; use proven research to reflect on &amp; improve teaching practice</li> </ul>					
	Evaluation: Self <b>0</b> Appraiser /	Needs Development <span style="float: right;">Outstanding</span>						
		1	2	3	4	5	Comment:	

	Professional Standards	Key Tasks	Action / Evidence required
Dimension 3 Motivation of Students	<ul style="list-style-type: none"> <li>Demonstrate a wide range of techniques that provide strong motivation for a diversity of students</li> </ul>	3.1 To understand & use learning and teaching theories that cater for students' needs  3.2 To actively engage students in learning	<ul style="list-style-type: none"> <li>Use a variety of approaches in planning and teaching <i>Differentiation is evident in planning &amp; classroom programmes</i> <i>A variety of teaching methods are used in the classroom programmes</i></li> <li>Provide meaningful feedback that encourages students to improve their performance <i>The next step in learning is clearly articulated and modelled to students</i></li> </ul> Foster an environment which encourages students to be independent, set goals, make choices and evaluate in order to take increasing control of their learning
	Evaluation: Self <b>0</b> Appraiser /	Needs Development <span style="float: right;">Outstanding</span>	Comment:
		1   2   3   4   5	
Dimension 4 Classroom Management	<ul style="list-style-type: none"> <li>Demonstrate a broad range of highly effective teaching techniques</li> <li>Continually evaluate &amp; reflect on their teaching &amp; act on areas for improvement</li> </ul>	4.1 To develop a class learning environment where all individuals are valued and respected  4.2 To establish a safe physical and emotional environment  4.3 To implement effective strategies to manage student behaviour	<ul style="list-style-type: none"> <li>Ensure students are given the opportunity to make choices and express their wants, needs, thoughts &amp; opinions in a respectful environment <i>Time is given to allow students to respond, Students are asked before moved etc, Conversations are directed to students</i></li> <li>Demonstrate effective risk management &amp; consistently apply clear behavioural expectations and consequences <i>Risk Management Procedures are followed - RAMS forms are filled out</i> <i>School Behaviour Management Policy is followed</i> <i>Behaviour Plans are in place, are regularly updated &amp; communicated to all staff</i></li> <li>Ensure both teacher &amp; students are familiar with emergency requirements and procedures - <i>Mobility register visible, Emergency evacuation plan visible</i></li> <li>Teach &amp; model effective strategies for solving problems</li> </ul>
	Evaluation: Self <b>0</b> Appraiser /	Needs Development <span style="float: right;">Outstanding</span>	Comment:
		1   2   3   4   5	

	Professional Standards	Key Tasks	Action / Evidence required	
Dimension 5 Communication	<ul style="list-style-type: none"> <li>Demonstrate highly effective communication skills when interacting with students, colleagues &amp; families / whanau</li> </ul>	5.1 To develop & maintain open communication with all members of school community  5.2 To give information to students on their achievements	<ul style="list-style-type: none"> <li>Communicate regularly &amp; effectively with all members of the school community - <i>Follow lines of communication, Meet regularly with T/A's, Keep Principal / Deputy Principal informed, Attend staff meetings</i></li> <li>Develop &amp; promote learning partnership with home / school / community - <i>Home school diary used effectively, Attend agency meetings, Parent evenings, school events, Communicate regularly with Therapists</i></li> <li>Provide on-going, specific feedback to students</li> </ul>	
	Evaluation: Self <b>0</b> Appraiser /	Needs Development	Outstanding	Comment:
		1	2	
Dimension 6 Collegial Support & Cooperation	<ul style="list-style-type: none"> <li>Support &amp; provide effective assistance to colleagues in improving teaching</li> </ul>	6.1 To contribute to staff professional development  6.2 To provide positive support for staff initiatives	<ul style="list-style-type: none"> <li>Share knowledge &amp; expertise with colleagues - <i>Contribute to staff meetings / professional development formally and informally</i></li> <li>Direct &amp; support Teacher Aides in assisting with implementation of classroom programmes - <i>Regular meetings are held, responsibilities outlined, Carry out / contribute to Performance Management process</i></li> <li>Support initiatives &amp; decision - <i>Meet deadlines / follow procedures, contribute ideas</i></li> </ul>	
	Evaluation: Self <b>0</b> Appraiser /	Needs Development	Outstanding	Comment:
		1	2	
Dimension 7 Contribution to School	<ul style="list-style-type: none"> <li>Successfully organise aspects of programmes within the school to promote teaching &amp; learning</li> </ul>	7.1 To lead aspects of teaching and learning in the wider school	<ul style="list-style-type: none"> <li>Take responsibility for delegated areas</li> <li>Contribute to curriculum / programme development</li> <li>Support positive relationships with school community</li> </ul>	
	Evaluation: Self <b>0</b> Appraiser /	Needs Development	Outstanding	Comment:
		1	2	

All relevant teaching professional standards have been assessed and evidence has been provided to ensure compliance against the teaching standards.

Signed:

Date:

Signed:

Date: