

# Staff Meeting: Appraisals 13<sup>th</sup> September



# Agenda

## **Main Purpose of today:**

1. Summarise the Goal Setting and Appraisal Process
2. Discuss Guidelines related to Staff Children

# Goal Types

## Similar to last year:

- **Goal 1 – Section Goal (QFLT/QFL/Counsellors/ECE Appraisal Document) – completed by CLT linked to Strategic Plan**
- **Goal 2 Team Goal (QFLT/ECE ) – Completed by Team Leader.**
- **Goal 3 - Individual Professional Goal (ECE/QFLT/QFL/Counsellors)**

## Specialists/EAL/SS:

- Section Goal (with necessary amendments to action plan)
- Departmental Goal
- Individual Professional Goal

# Structure of a Goal

## ECE

Taken from the ECE Appraisal Document:

- Category
- Sub Element
- Appropriate Behaviours
- Proposed Actions

# Structure of a Goal

## Primary

Taken from QFLT:

- **Element - Updated**
- **Sub Element**
- **Teachers Behaviours**
- **Learner Behaviours**
- **Aspiration Level**
- **Your Goal (basic description)**
- **Action plan**

# Goal 1 - Primary

- Home and school partnerships support students and the school 家校合作为学生和学校提供支持
- **Element:** E Support for Students 对学生的支持
- **Sub Element:** E3 Home and school partnerships support students and the school 家校合作为学生和学校提供支持

# Teacher Behaviours

## Specific Teacher Behaviours:

- T1 Communicate with parents/carers regularly and frequently
- T5 Ensure parents/carers are aware of students' achievement and know students' capabilities
- T7 Encourage parents/carers to be involved in helping the student reach the learning targets

# Learner Behaviours

- S1 Talk about how parents/carers could support/have supported their learning
- S3 Seek the participation of their parents and carers to support their learning
- S4 Are aware of the existence of wider expertise in their community



# Action Plan

## Goal:

**To foster active parental involvement in their child's learning and ensure visibility of every student's learning journey to their parents through a diverse range of opportunities.**

# Action Plan

## Parents have an enhanced understanding of their child's learning

- Teachers to plan end of unit exhibitions that showcase learning and allows students to engage with parents.
- Year levels to explore greater opportunities for parents to actively participate in teaching and learning activities (parent experts / reading / parent CCAs etc...)
- Share assessment cover sheets / rubrics to parents at end of units
- Provide curriculum information and resources on Managebac
- Teachers can add additional actions too.

# Action Plan

## Enhanced communication to the parent community

- Ensure that at least one (or more) personalized message/note to parent is send to each child in first month
- Send regular Seesaw posts to parents (based on each section's guidelines) to provide a window into learning activities in school.
- Hold monthly meetings with Class parent reps to outline the upcoming activities and events
- Teachers can add additional actions too.

# Goal 1 - ECE

- Home and school partnerships support students and the school 家校合作为学生和学校提供支持
- **Category:** Theme 1: Relationship and Connection
- **Sub Element (1D):** Relationship and collaboration between teachers and families

# Appropriate Behaviours - ECE

## Appropriate behaviours (1D):

- Teachers attempt to understand from a parent's perspective, understanding that a better picture of the whole child is seen if all perspectives are taken into account
- Teachers provide caregivers the opportunity to develop a deeper awareness of their child by being able to truly observe their unique child.
- Documentation elicits sharing and discussion among teachers and parents, ultimately supporting children in their learning and development.

# Action Plan - ECE

## Goal:

**A genuinely vibrant community where all parents are deeply and meaningfully engaged in their child's learning.**

# Action Plan - ECE

1. Teachers and children are involved in designing a range of activities (PTC, PIE, Parent Reps and Parent Tours) to support and enhance the learning journey of every child. Links with V1, V2, V3, V12, V7.
2. Settling- In Reports and End of Year summaries of learning will be sent to families that inform them of their child's learning journey and educational development. Links with V7, V6, V12, V5.
3. Year levels to explore greater opportunities for parents to actively participate in teaching and learning activities (parent experts / reading / parent CCAs etc...). Links with V12, V10, V9, V7, V3.
4. Teachers and HoD's making learning visible by creating intentional links to the emergent curriculum showcased through educational information posted on Seesaw (Environment as the third teacher, child's voice, planning and assessment, educational consistency). Links with V1, V4, V6, V8, V10, V11, V12.
5. Individual learning assessments using a learning story model to showcase learning and success. Links with V1, V2,

# Aspirational Level

## Aspiration Level: Teachers to choose the level:

- E - Exemplary 典范/ Innovating 革新
- P - Proficient 精通/ Using very well 实践得很好
- D - Developing 发展/ Beginning to Use 开始实践
- B - Beginning 起步/ Not Using 实践中无

Check Aspirational Grid: [QFLT 2023](#)

### Note:

- Exemplary: Needs to go above and beyond expectations for your role
- Usually requires taking on a leadership role in some capacity
- Will also involve additional evidence, as these are linked to HiPo / Master Teacher status
- Discuss level with Appraiser



# Reflections

Should not just be just a checklist of what you have done...

But rather:

- what was learnt, the difference it has made.
- Impact on learning
- how this has/will change your future practice

Make use of the reflection templates

# Learning Walks

**One-Off Lesson observations** on their own are not a great **method** for judging the quality of teaching and learning.

So they should **not** be graded in isolation and **not** be used as the **single** indicator of performance and whether a goal is met.

Learning Walks serves several purposes:

- Promote an open-door culture of learning
- Allow teachers to learn from the teacher they are observing
- Reflections and observations can serve as feedback for InterLEAD comments

# Appraisal Process – Goal 1

Action	Date
<p><b>Sharing of Appraisal Plan with Staff</b></p> <ul style="list-style-type: none"><li>• VPs share Appraisal Plans with all academic staff and provide training</li><li>• VPs outline Goal 1</li><li>• Teachers to set up journal in InterLead, and input Goal 1 into InterLead</li><li>• Share journal with appraiser and line leader (if different)</li><li>• Teams to discuss Team Goal</li></ul>	<p><b>Staff Meeting - Wed 13 September</b></p>

# Appraisal Process – Goal 2

## Team Goal Setting – Goal 2

- Teams work together to develop and finalise a Team Goal (Goal 2) and action plan
- Team leader to send draft to relevant Co-Head
- Co-Head reviews and send back to Team Leader to input final version into InterLead

**Goal 2 Draft sent to Head(s) by 22 September**

**Goal 2 Finalised and inputted into InterLead by 28 September**

# Appraisal Process – Goal 3

## **Personal Goal Setting – Target Setting Meeting Goal 3**

- Teacher meets with assigned Appraiser to discuss their 3 goals
- Any necessary adjustments to the goals may be made at the meeting and afterwards
- New teachers also to discuss formal observation and finalise probation documents

**All target setting meetings held by Friday 13 October**

**All goals, setting of the level of the goal, associated action plans finalised**

# Appraisal Process On-going Reflections

## Observations and evidence collection

- Peer to peer classroom visits
- Video self-reflection
- Learning Walks - Appraisers to keep records of observations using the Learning Walk Record Sheet and submits to InterLead
- Evidence to be added to InterLead and reviewed by Appraiser
- Please see Appraisal Handbook for more details

**Ongoing  
throughout the  
year**

# Appraisal Process – Mid-Year Review

## Mid-Year Review

- Teacher to input mid-year reflection onto InterLead of all three goals (Reflection title: mid-year reflection)
- Appraiser meets with appraisee to review progress / next steps. Appraiser inputs discussion points into InterLead as a 'comment' on the appraisee's mid-year reflection.
- Appraiser alerts VP and teacher if any targets in danger of not being met by end of the year

**All steps of Mid-Year review completed by Thursday, 1 February**

# Appraisal Process – Final Review

## Final Review Meeting

- Teacher to input end-year reflection onto InterLead of all three goals. (Title: Final Review reflection)
- Teacher completes any final evidence onto InterLead
- Teacher to meet with Appraiser to review progress / next steps
- After the meeting, the Appraiser writes comments onto InterLead and indicates if goals are met/not met

**Note:** If a goal is going to be assessed by Appraiser as 'not met', the Co-Ps should be informed before the meeting with the Teacher, and the Teacher should be informed during the meeting

**All steps of end of year review completed by Friday, May 31**

**Appeal window opens**



# Appraisal Process – Submission of Documents

## Submission of Appraisal Documents

- Appraiser ensures all documents have been submitted onto InterLead, including review meetings, learning walks etc...)
- Appraisers complete Goal Summary spreadsheet for each of their appraisees
- Co-Principal makes final checks and submits spreadsheet to HRD

**Completed – Friday,  
June 7**

**Appeal window  
closes - 14th June**

# Interlead – Next Steps

Ensure you become familiar with InterLead Interface:

- Log onto InterLead – any issues, let leaders know
- Look through webinar recording
- If returning teacher, 'complete' previous goals
- Share journal with Team Leaders and appraiser (minimum requirement)
- Start to input goal 1

# Next Steps – dates to be confirmed

- Appraisers to email their appraisees. Journals are shared.
- Complete Goal 1 and associated Action Plan into Interlead
- Team Leaders work with teams to generate Goal 2 (Team Goal) – due Sept 28
- Individual staff to complete their own goal 3 on Interlead – due Sept 28
- Appraisers to meet appraisees, and sign off on goals - due Friday 13

# Q&A

# Guidelines Regarding Staff Children

The purpose of this document:

To help us all successfully navigate the complexities that can arise from the following and other sometimes highly intertwined scenarios:

- **For staff when working with colleagues' children and their families in school;**
- **For staff who are also parents of a child attending the school.**

- For staff when working with colleagues' children and their families in school

***1. Treat the student like any other student***

***2. Communication with the staff parent***

***3. Maintain confidentiality and sensitivity***

***4. Seek guidance and support***

# For staff who are also parents of a child attending the school:

- 1. Communication with the school*
- 2. Access to your child's teachers as a staff parent*
- 3. Access to your child's confidential and academic files*
- 4. Dealing with cases involving your own child*
- 5. Day-to-day logistics*

# Concerns and Self-Reporting

- 1. Child Protection Concerns**
- 2. Self-Reporting**
- 3. School Leader's Children**



# Jig-Saw Activity (10 mins)

- In your teams, assign each person to a section (each section is designated a colour). It may be necessary to pair up if more than 6 on a table.
- Using your own laptop, 5 minutes to read through **quietly** by yourself (highlight high points as you read)
- In turns, take 1 minute (max) each to summarise key points/vocabulary in your chosen paragraph

# Scenarios (10 mins)

- You have been provided a few scenarios on your table – please discuss as a team, as to how you would approach each situation.
- You will have 10 minutes to discuss as a group.
- Please make note of any points of discussion that would be good to share with the whole group.

# Scenarios (10 mins)

Consider three aspects:

**Do's** – approaches and steps, both as a teacher and staff parent

**Don'ts** – what actions must be avoided both as teacher and staff parent

**Further considerations** that may not be included in the Guidelines

# Any thoughts that teams would like to share (5 mins)?

1. A staff parent approaches you in the hallway to inquire about their child's behaviour/performance in class.
2. A child of a member of staff is behaving inappropriately during lessons, and you would like to communicate this.
3. A child of a member of staff is injured during the school day and requires to be collected from school.
4. You are on duty and you witness your child and a class-mate become involved in an altercation.