



Principals Performance Agreement 2023

Job Description: Principal

Responsible to the Chairperson of the Board of Trustees

Responsible for: the overall management and professional leadership of the school, the implementation of policies and programmes, the direction and supervision of all staff including administrative and other non-teaching personnel.

The Principal and the Board

- The principal directs the day-to-day operations of the school, taking direction from the school's charter, its policies, and the Board of Trustees.
- The principal is a board member in his own right and at the same time, in the role of the school manager, fulfills a position as a consultant to the Board and its committees.
- As a full member of the Board of Trustees, the principal shares with other trustees the collective responsibility for governance of the school, including the preparation of the annual budget and the development of school policy.
- The principal is employed by and responsible to the Board of trustees for the effective operation of the school.
- The Principal is accountable for the implementation of the current strategic plan and shall report to the Board on its progress throughout the year.

Management

The principal's management role involves four main areas of responsibility in which he/she will implement approved school policies and procedures.

1. The educational success of the school.
2. The professional performance and development of its staff, the day-to-day administration of school life.
3. Effective communication between all members of the school's community.

4. Effective control and administration of agreed financial budgets between the Principal, Board of Trustees and retained financial advisors.

The principal's management responsibilities will be negotiated each year with the Board of Trustees and will be expressed in a performance agreement describing specific goals for the year ahead. These overall responsibilities may be stated generally and vary from year to year to achieve specific planned targets.

Educational Leader

In the role of the educational leader, the principal will lead teaching staff in the planning, implementation, and evaluation of educational programs designed to deliver national and local curriculum goals. The principal will ensure that these programs contribute to a coherent, balanced, equitable program that reflects established school priorities. The principal will also ensure that programs are adapted to the specific learning needs of individual children and will enlist the assistance of specialist agencies if necessary. Student progress in all programs will be monitored and recorded.

Professional Leader

As a professional leader, the principal will assist in the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies. The principal has responsibility for ongoing staff appraisal, for the professional development of staff through an approved training program, and for staff discipline as specified in the appropriate contracts and school policies. The principal shall engage in his /her own professional learning, especially in relation to the Professional Standards and his own performance goals.

Communicator

As a communicator, the principal will report regularly to the Board of Trustees on management issues and on the attainment of charter goals. The principal will always liaise with the Chairperson and other Board Subcommittees over matters of mutual interest or concern. The principal will provide professional advice to the Board and will endeavor to facilitate a harmonious working relationship between the Board and school staff. It is the principal's role to brief staff on all aspects of school governance and management, to ensure that effective communication networks operate within the school, to foster positive staff relationships, and to provide staff with the opportunity to participate in decision-making within the school. The principal will endeavor to develop a climate of trust and co- operation between the school and the community it serves. The principal will encourage and facilitate parental involvement in the school. It is the principal's responsibility to report regularly to parents on their children's progress at school, and to the community at large on the school's progress towards the achievement of charter goals.

Administrator

In the role of administrator, the principal will oversee all aspects of school organization, will undertake day to day financial management, will supply such information as may be required by the Ministry of Education and other educational agencies, will provide personnel, salary and leave information to the payroll provider, will ensure that all school rules and regulations are adhered to, and will undertake the routine supervision of cleaning and grounds staff to ensure that the school environment is clean and safe.

The Professional Standards

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement, which will reflect the school / Board goals, the principal's job description and more specific objectives. Included in the development of the performance agreement will be the identification and development of appropriate indicators. The performance agreement must also include the New Zealand Teachers Council criteria for registration as a teacher.

Areas of practice	Professional Standards
<p>CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<ul style="list-style-type: none"> • In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students. • Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions • Demonstrate leadership through participating in professional learning.
<p>PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. • Ensure that the review and design of school programs is informed by school-based and other

	<p>evidence.</p> <ul style="list-style-type: none"> • Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. • Analyze and act upon school-wide evidence on student learning to maximize learning for all students with a particular focus on Māori and Pasifika students.
<p>SYSTEMS Develop and use management systems to support and enhance student learning.</p>	<p>Exhibit leadership that results in the effective day-to-day operation of the school.</p> <ul style="list-style-type: none"> • Operate within board policy and in accordance with legislative requirements. • Provide the Board with timely and accurate information and advice on student learning and school operation. • Effectively manage and administer finance, property and health and safety systems. • Effectively manage personnel with a focus on maximizing the effectiveness of all staff members. • Use school / external evidence to inform planning for future action, monitor progress and manage change. • Prioritize resource allocation based on the school's annual and strategic objectives.
<p>PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning.</p>	<p>Work with the Board to facilitate strategic decision -making.</p> <ul style="list-style-type: none"> • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school related matters. • Actively foster relationships with other schools and participate in appropriate school networks.

Performance and Learning Objectives 2023

Objectives Linked to charter targets and individual needs.	Indicators/Tasks What will happen throughout the year to make this happen?	Evidence What evidence will occur throughout the year to show progress and achievement?	Development What specific PD needs to be implemented to support achievement of objectives?	Outcomes What will this look like when achieved? What will be the impacts on learners?	Links To Education Council Standards
Objectives Linked to charter targets and individual needs.	Indicators/Tasks What will happen throughout the year to make this happen?	Evidence What evidence will occur throughout the year to show progress and achievement?	Development What specific PD needs to be implemented to support achievement of objectives?	Outcomes What will this look like when achieved? What will be the impacts on learners?	Links To Education Council Standards

