



**CAPE
SCHOOL**

BYRON

RUDOLF

STEINER

Teacher Evaluation, Professional Development and Accreditation Policy

“The highest form of quality development is that which arises out of insight and is part of a supportive learning community. Hence, teacher evaluation and assessment at Cape Byron School for Rudolf Steiner Education is seen within the context of a whole school quality development process.

In the context of this policy, the word *evaluation* implies that the value of something is identified and supported. This act of making value conscious appraisal provides the opportunity for reflection and re-direction. Evaluation is always a *re-valuing*. For this reason, evaluation and assessment are crucial to the process of quality development within education.

The core of teachers work is to meet the needs of students ever more effectively; this requires striving to improve the quality of our teaching. Assessment, self-assessment and self- reflection conducted in a supportive, collegial environment are the instruments that serve this purpose.

In a vibrant learning community, peer-assessment forms part of healthy development. Teachers learn from each other in an atmosphere of mutual trust and support each other to be life long learners who are travelling the path of self development.

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Teacher evaluation conducted in an educational context of mutual trust and support, creates a dynamic cycle of reflection and self-evaluation for both the individual and the school. This is the positive outcome which this policy aims to provide.

Such processes require shared vision and high levels of cooperation and meaningful organisational procedures.”

2002 Guidelines for Teacher Assessment, Jan Swan & Martin Rawson, Steiner School Fellowship mail@waldorf.compulink.co.uk

Purpose of Teacher Evaluation

The teacher evaluation serves the educational interests of all students and falls into the following two main categories of Professional Development and Quality Assurance.

Aims of the program are:

- To build an educational community dedicated to cultivating ‘Best Practice’ in relation to teaching methods and inspired learning environments for the education of the students.
- To develop professional relationships based on the value of ‘mutual trust and support.
- To ensure compliance with Government funding agreements on the maintenance of educational and teaching standards.
- To ensure accountability and transparency.
- To support a teacher’s development and encourage his/her professional growth in implementing Steiner Education in compliance with our registration requirements as a school.

- To mirror professional teaching strengths or weaknesses and provide strategies to address them.

There are four separate but related processes that are involved in maintaining *'best practice of learning'* in education.

1. Regular Shared Review of Learning
2. Self Evaluation Program
3. Formal Cyclical Teacher Appraisal
4. Ongoing professional training to maintain an awareness of teaching practices and standards

1. Regular Shared Monitoring of learning to meet the College of Teachers Requirements

Collaborative working of interested teachers sharing their triumphs, struggles, aspirations, practices and student achievements will provide an ongoing health check of the student learning in our school. This work happens on both a formal and informal basis.

Actions to facilitate good practices for improved learning include:

Professional Development

- Participate in professional development courses on a regular basis and share feedback with parents and colleagues at faculty meetings, parent evenings or published articles in the newsletter.

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- Within Faculties establish buddy support networks to share work practices. Such an initiative will need to allow time for this to happen within the rhythm of faculty meetings and a commitment by teachers to drive an agenda identifying clear outcomes; and within specific time lines. Opportunities, as requested, need to be provided for buddies to observe each others practices and offer constructive feedback.
- Establish child case studies as a practice within faculties
- Sharing samples of the range of students' work of each class, each semester to the relevant faculty

Documentation

- Record an overview of main lessons for each class at the beginning of each term and publish them in the school newsletter.
- Publishing articles that highlight the class work by student's to the parent community via the school newsletter or elsewhere
- Release reports with photographs highlighting student activities and achievements to the wider community via media, exhibitions or the website and actioned by the business manager
- Present a photocopy of the class roll record each term to the Principal.
- Provide a self program evaluation to the Principal in week 5 term 2.

Parent Communication

- Enlist parent input and support for class activities and outings.
- Enlist parent support for class associated maintenance tasks for the start of term or RCM days.
- Hold informative parent evenings each term and issue monthly parent notes to keep the parents closely informed of news and events.
- Reporting of student's achievements to parents each term by Primary School teachers and each semester or biannually by the High School teachers.
- Provide a range of students work to be on display on Open Days and at Class/Parent meetings.

- Be accessible for parent/ Teacher interviews as required.

2. Self Program Evaluation

Using the guidelines below, teachers shall evaluate the effectiveness of their program in Term 3 of each year. Teachers are required to present these evaluations to the Educational Administrator as a written report. After acceptance of the report by the College of Teachers, it will be filed in the appropriate personnel file and made available for reference by future appraisal panels.

The guidelines for program evaluation are as follows:

1. Provide an overview of your main lessons or subjects taught and a brief description of your teaching methods highlighting things that have worked well or things that you have learnt as a result of your teaching methods.
2. Show as photocopies, a range of examples of the children's work from the class.
3. Comment on the range of student's learning and the social dynamic of the class. Detail any specific student educational /behavioural support needs that have been identified.
4. Provide evidence of how student's assessment data is gathered.
5. Comment on the aesthetics and hygiene in the classroom noting any improvements that need attention.
6. Include recommendations for professional development
7. Include feedback on the class or subjects budgetary needs including resources or major items that you wish to be considered to benefit your work as a teacher
8. Indicate any professional or class goals that you have identified and what describe what support you might require to realize them.
9. Report on parent and student feedback regarding your program.
10. Comment on your planned class camp preparation.

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3. Formal Cyclical Teacher Evaluation to meet the Requirements of the College of Teachers and the NSW Institute of Teachers

We are in a time of transition with the staged introduction of the NSW Institute of Teachers regulations and the proposed changes with work place agreements legislation. This policy has been written taking into account the changes that are currently taken place within the Education movement at this time. The policy will need to be reviewed and amended as the NSW Institute of Teachers further clarifies its authority as a teacher accreditation authority and registration board. The School Council has nominated the Educational Administrator to be the Teacher Accreditation Authority with the Institute of Teachers. At this stage the NSW Institute of Teachers regulations require the school to register **New Scheme Teachers** (those qualified teachers commencing teaching for the first time or those teachers re-entering teaching after not teaching in NSW for the previous 5 years) and **Transitional Teachers** (those teachers currently working in schools without completed formal qualifications). **All other teachers currently working in the school with formal Qualifications are deemed to be Accredited Teachers and at this stage are not required to seek registration with the Institute.**

- The cyclical review process will apply to **New Scheme** and **Transitional Teachers** and be part of their process towards successfully gaining full **Accredited Teacher** status for the NSW Institute of Teachers and the levels of *competency, accomplishment and leadership* within the school.
- The cyclical review process will also apply to all **Accredited Teachers** and be part of the process in assessing their progression towards professional development in attaining the levels of *accomplishment and leadership*.
- Teacher's previous teaching experience will be acknowledged.
- The process for the achievement of *competency* will be an internal review panel comprising colleague representation and representation from the College of Teachers. The Teacher Accreditation Authority oversees this process.
- The process for the achievement or maintenance of the levels of *accomplishment and leadership* will be an external review. As yet the Institute is yet to define

specifically the membership of such a panel but it is likely to be formed from representatives of such bodies as the NSW Teacher's Institute, the NSW Association of Independent Schools (AIS), Rudolf Steiner Schools of Australia (RSSA) and from the College of Teachers of the Cape Byron Rudolf Steiner School.

- There shall be a formal Grievance Process in place for each level of appraisal in accordance with both internal and external assessment processes.
- New Scheme teachers and provisionally accredited teachers will be appraised for *competency* within the first 3 years of their appointment.
- Conditionally registered teachers will have a supervisor appointed by the College of teachers to monitor and support their teaching.
- Cyclical Appraisal of teachers for the achievement or maintenance of *accomplishment and leadership* status would occur within their 4th and 6th year then within every 3 years of continued employment at the school.

4. Ongoing Professional Development.

The Cape Byron Steiner School recognises the importance of supporting ongoing professional development of its teaching staff and provides an annual budget allocation to support this service to its teachers and support staff.

- ◆ The School provides an annual 3 day Professional In service Conference prior to the starting of the school academic year as part of its staff development program.
- ◆ Each term commences with a pupil free staff in service professional development day.
- ◆ In the mid year holidays 5 days are designated as staff development days.
- ◆ Staff is welcome to apply to the professional development group to attend in service courses throughout the year that are identified to support their professional development.