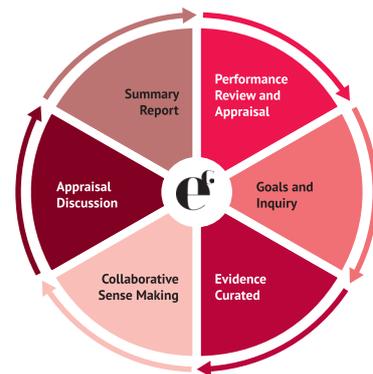


Community of Learning | Kāhui Ako Leader's Appraisal

Overview

The Community of Learning | Kāhui Ako (Kāhui Ako) appraisal components diagram indicates the expectations for an effective manageable, valuable, learner-centred appraisal cycle that applies to professional leaders. However, the principal's components diagram would be relevant for those in the lead roles who are principals. The diagrams should be read clockwise with the performance review and appraisal component indicating the 'set up' for a cycle. The [NZSTA/EC Performance Agreement](#) template provides an example of an agreement. The subsequent components are interlinked and iterative culminating in the annual summary report (as part of the performance agreement documentation).

The manner in which the cycle would differ for Kāhui Ako leaders is illustrated in [Appraisal System: what's changed for me in my role?](#) The leader's goals and leadership inquiry would most often reflect the new learning that would be associated with undertaking the new role and the achievement challenge of the Kāhui Ako rather than focusing on the leader's role in their home school. Teachers in the Kāhui Ako and their students would be the leader's learners.



The leader's practice in the home school (or setting) would be expected to meet the Standards for the Teaching Profession (and the Professional Standards) as aligned in the [Performance Agreement](#) and described in the [Quality Practice Template](#) completed for teachers and leaders in their setting.

Who is responsible for appraisal of Kāhui Ako leaders?

The employing board is responsible for the leader's appraisal. The information sheet for boards explains this further.

How does appraisal link to the leader's learning and development plan?

The goals or leadership inquiry should link to the achievement challenge and the development plan. Goals should link to the achievement challenge and the development plan. Through the process of inquiry, progress towards the goals can be monitored. New knowledge and understandings are generated about what works for the learning, achievement and well-being of their learners (professional leaders, teachers, their students and children in the Kāhui Ako). Participation in an effective appraisal cycle represented in the components diagram will support for learning and development.

The Education Council website has webinars of principals discussing their leadership inquiries.

What evidence is relevant?

The resource [Putting Together an Evidence Folder](#) explains how evidence of meeting the Standards for the Teaching Profession can centre on inquiry or goals. It is expected that for the Kāhui Ako leader evidence reflecting the perspectives of other principals and teachers in the Kāhui Ako will be relevant for them to use, analyse as part of their inquiry and discuss at their appraisal meetings.

The Annual Appraisal Summary Report (as part of the Performance Agreement) will identify the evidence that the leader's appraiser uses to determine that the leader meets the Standards for the Teaching Profession. All principals, and Kāhui Ako leaders are expected to have an annual report.



Which standards should be used?

The Education Council's Standards for the Teaching Profession and the Professional Standards from the employment agreement will both be used. These are aligned on the NZSTA/EC [Performance Agreement template](#). It is essential however, that the summary report for the leader identifies whether or not they annually meet both sets of standards.

Where can a board, principal, tumuaki, professional leader find more information about this?

Contact NZSTA's Advisory and Support Centre for any board questions regarding Kāhui Ako appraisal. The Education Council website has information about appraisal in Kāhui Ako.

