



Dubai International Private School Garhoud

Performance Management Policy

2023-2024

DIPS Vision:

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens, and nurture their well-being in an inclusive learning environment.

Tel: 04-282-3524

04-282-3513

KG: 04-282-3472

Fax: 04-282-3524

P.O.Box: 15495

Email:

dischool@dischool.com

www.dipschool.ae

Performance Management Policy 2023-2024

DIPS is working on raising standards of student achievement. Our strategy is to meet the DIPS Vision to prepare our students to be digitally literate, lifelong learners and productive citizens. As such the requirements of KHDA framework as well as the goals of the national agenda in relation to education help fulfil this vision. Hence, performance management is considered as a significant process tool to help raise standards.

So, what is Performance Management?

There are different definitions for Performance management; some of which are the following:

- “A process that links teachers, support staff and their respective roles to the success of students and the school;
- A process for establishing a shared understanding of what must be achieved and how, and of managing staff in such a way that it will be achieved;
- A process for ensuring that staff are doing the right things in the most effective way to the best of their ability.”

We see Performance Management as *“A continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the school to enhance teaching quality, which in turn impact student achievement.”*

What does implement Performance Management deliver?

According to research-based findings, PM positively impact the following issues:

- *School goals are made clear*
- *Better clarity of roles, objectives and behaviors (the definitions of job and criteria are clarified)*
- *More active management of performance by everyone in the school;*
- *More focused training and development;*
- *Smarter ways of working;*
- *Recognition of good performance;*
- *Addressing of poor performance.*
- *Motivation to perform is increased*
- *Self-esteem is increased*
- *School leaders gain insight about teachers*
- *School change is facilitated*
- *Teachers engagement is enhanced*

Principles of Successful Performance Management

- Staff is accountable and committed to doing their best to contribute to the ongoing improvement & success of the whole school especially the improvement in the quality of students’ outcomes.

- The best person to be accountable for the quality of his/her work is the person doing the work.
- The success of the school depends upon its ability to unlock the potential for growth and development in the staff.
- People work more effectively when they feel they are accountable and take ownership of their roles after being empowered. Additionally, they perform properly when they have clear expectations, and get feedback and recognition for what they have contributed through their job.

Rationale:

DIPS rationale behind implementing the performance management approach is to raise school leaders' and teachers' awareness of how their performance are measured and rated explicitly and linking it to students' outcomes. For example, aims, standards, objectives etc. should be clear in the day-to-day operations of the school such as in the

- Annual Curriculum Plans,
- Lesson Plans
- Scheme of work
- Policy documents
- Staff appraisal etc

Assessment, evaluation, and Judgments about performance should be done continuously by everyone: senior school leaders, middle leaders, governors, teachers and students.

Performance management is to clarify what the school is pursuing to achieve, recognition of successes, indications of where improvements still need to be made – and feedback on how they might be introduced.

Performance Management and Teachers

DIPS believe that the implementation of performance management will:

- improve teacher morale and motivation;
- lead to an entitlement of professional development according to needs;
- be seen by staff as empowering rather than as having been imposed from the top down;
- encourage the development of confident and professional judgement among teachers;
- increase teachers' participation in decision-making and develop, in teachers, a greater sense of control over their work;
- identify the resources and facilities needed to support teachers;
- Create an atmosphere of trust between teachers and team leaders i.e. teachers will have a proper opportunity for professional discussion with their team leaders about their work and their professional development;
- Enhance the teaching and learning; consequently, improve student achievement.

Guidance

Performance Management is a shared responsibility. The **Governance Board** has a strategic role ensuring that performance of school leaders and teachers at the school is regularly reviewed and monitored to make sure that students are achieving their desired outcomes.

The **Superintendent** is accountable for implementing the school's Performance Management Policy by empowering senior and middle leaders to evaluate and employ the Standards and Objectives set to ensure consistency. It is their accountability to ensure that Performance Management reviews and appraisals take place so that students outcomes are enhanced.

Performance Management & School Leaders

DIPS believes that the implementation of performance management will:

- improve leaders morale and motivation;
- be seen by staff as empowering rather than as having been imposed from the top down;
- encourage the development of confident and professional judgement among leaders;
- Engage leaders participation in decision-making and develop, in leaders, a greater sense of control over their work;
- identify the resources and facilities needed to support leaders;
- Create an atmosphere of trust between leaders and teachers i.e. teachers will have a proper opportunity for professional discussion with their team leaders about their work and their professional development.
- Hold school leaders accountable for students achievement
- Enhance the teaching and learning; consequently, improve student achievement.

Performance Management involves the designated leaders and teachers working together to ensure that Standards and Objectives are linked to DIPS improvement priorities: its vision and its strategic goals. Both designated leaders and staff have a responsibility to ensure that regular and objective feedback is given, adequate coaching, training and development is provided and that the performance review takes place so that student achievement is continuously improved.

Roles:

There are statutory responsibilities for the Governance Board, the Chairperson of GB, and the Superintendent, who in turn is responsible for reviewing the performance of the senior and middle leaders as well as staff. The responsibilities are enclosed in detail in staff role description. (Refer to staff role description for details)

1.Role of Governance Board

The Governing board provides vital leadership to the school. It is integral to ensuring that the school is well-managed and that sustainable outcomes are delivered. The Board exercises its leadership role through the following primary responsibilities:

- steering the school and setting its strategic direction.
- monitoring the school's and the superintendent's performance.
- managing the discretionary budgets;
- planning and approving policies;

- overseeing the implementation of policies;
- self-evaluation and improvement; and
- succession planning

Governors are responsible for monitoring the school improvement plan that will become a practical tool for facilitating its core business. This involves all reporting from the superintendent and subcommittees and includes the frameworks and standards that determine the effectiveness of the improvement plan. Having processes and indicators to monitor and review progress against agreed strategic goals allows governing boards to refresh the school's vision and goals according to specific needs, such as key growth stages or to maintain quality of school performance.

The Governing board regularly evaluates its own performance, and that of its committees, its chair, its individual members and school managers to support continued improvement in its own performance and effectiveness, and that of the school as a whole.

The board will strive to continuously and constructively challenge its own strategy with reference to:

- short-term, medium and long-term timelines;
- risks and opportunities;
- the legitimate and reasonable needs and interests and expectations of stakeholders;
- impact on the discretionary budget that may result from the execution of the new proposals; and
- the interconnection and interdependence of the above points.

2.Role of Superintendent

The Superintendent will determine who is to review each member of staff. This will normally be a designated leader (HOD/HOS) who, on the basis of faculty responsibility for teaching and learning, has the best overview of the teacher's work and the ability to provide support to the individual. Designated leaders will be given training in order to fulfil their role as classroom observers using classroom observation forms.

Performance reviews and appraisals follow the **guidelines** below:

- The Superintendent should ensure that the training and development needs from the review statement are given to the person responsible for training and development at the school according to our DIPS Professional development Plan
- The Superintendent should report annually to the Governance Board on the Performance Management in the school, including the effectiveness of the Performance Management procedures and the training and development needs of teachers;
- The Superintendent should keep review statements for at least three years.

The Timing of the Performance Management Cycle

It is an annual cycle: Planning, Implementing, Monitoring, Reviewing (assessing for impact), Evaluating and Feedback, as well as Mentoring.

Draft Review – to be completed following exam results by the end of May each academic year.

The ***final evaluation*** should be submitted by the end of June each academic year.

Planning for the coming academic year beginning July of each year

Monitoring – Ongoing basis throughout the year

On receipt of all staff evaluation by 30th June, in the interests of fairness, equity and consistency of judgement between teachers with similar roles and responsibilities, the Superintendent or appointee will seek to ensure that evaluations are appropriate and contribute to the improvement of the whole school outcomes. The Superintendent will intervene at the outset of the Review process to change the planning statement if necessary.

Implementation

The process will be set to ensure that staff are meeting all expectations in respect of their Role Description. It will involve a six-stage annual review process.

Setting Standards and Objectives

In order to facilitate a Review of overall school performance, reference will be made to each staff member's role description, the School Improvement Plan, the Strategic Plan, and Vision and Mission.

The teacher's/staff goals will be such that, if achieved, they will contribute to the progress and achievement of students at the school.

To ensure that all teachers are enabled to contribute to the School Improvement Plan, the Strategic Plan, and Vision and Mission, individual teachers' goals should cover the following three aspects:

- A school improvement issue
- Student progress target – positive value added
- A target(s) for professional development which relate to the standards for classroom teachers

In setting the teachers' goals, there will be a balance between the needs of the school and the individual development priorities.

There will be two copies of the final evaluation, one in the HR Department (finally approved by the Superintendent) and one for the teacher. Those with leadership responsibility for the teacher may have access to the teacher's final evaluation file on request.

The Review Process

It includes classroom observations conducted by school leadership internally and by other external agencies (DSIB, Accreditation Agencies etc).

The observer will undertake classroom observations sufficiently to make an informed judgement. This will include a minimum of 20 minutes either beginning, middle, or end of the session at least three times per semester for (Core Subjects) and at least once by all other teachers.

The primary purpose of each observation should be specified, but any aspect of performance that emerges during the observation may be assessed and considered. The teacher and Observer will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up to date.

Reviewing Performance

The focus of the review is on the totality of performance how to further improve performance and effectiveness. Teachers have the right to reflect upon the feedback received from the classroom observation.

Managing Weak Performance

If serious weaknesses are identified in a teacher or other staff member, intervention will take place, which includes mentoring and additional training.

DIPS classroom observation forms are used to ensure quality teaching and learning is in place.

Role Descriptions will be provided to teachers and staff at the beginning of their contract year.

Annual Evaluations will be reviewed by teacher, designated leader, and Superintendent before filing in the staff members Human Resources file at the end of the year.

Reviewed August 2022
Reviewed June 2024