

Polasaí ar Athbhreithniú  
Feidhmiúcháin agus Forbairt  
Fhoirne

*Performance Review and Staff  
Development Policy*

# Gaelscoil Uí Néill



*‘Fonn a dhéanann foghlaim’*

## **Introduction**

The Board of Governors of Gaelscoil Uí Néill is committed to the development of its teachers as individuals and as teams through constructive feedback and agreed identification of their development needs.

The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.

This performance review and staff development policy applies to all teachers except those in their induction year and in EPD and is fully in accord with the requirements of the PRSD scheme and guidance from the employing authority.

It sets out the approach to implementing performance review in the school and is linked to current activities and policies related to school development planning, school improvement and staff development.

The policy sets out a framework for teachers to agree and review priorities within the context of the school development plan and their own personal, professional and career development needs.

## **Vision**

Gaelscoil Uí Néill is the fountain of the Irish language in Coalisland. We speak Irish with pride and enthusiasm every day in a happy and safe environment. We have a positive attitude to work and we always try our very best.

We are kind and friendly towards each other and always allow others to participate in our games. We have respect for ourselves and for all those with whom we work. We recognise that everyone is different. We have respect for everything around us, at school, at home and in the world about us.

We are confident in all that we do and enjoy and benefit from every opportunity that is presented to us in life.

A day older is a day wiser.

We will leave Gaelscoil Uí Néill and venture out into the wider world with confidence. We will cherish learning, ever hopeful that our life's aspirations will one day be realised.

Is í Gaelscoil Uí Néill tobar na Gaeilge in Oileán an Ghuail. Labhraímid Gaeilge gach lá go bródúil fonnmhar i dtimpeallacht atá sona sábháilte. Tugaimid faoinár gcuid oibre faoi chroí mhór mhaith agus déanaimid ár seacht ndícheall i gcónaí.

Bímid cineálta cairdiúil lena chéile agus cuirimid fáilte roimh dhaoine páirt a ghlacadh inár gcluichí. Tá meas againn orainn féin agus ar gach duine atá thart orainn. Aithnímid go bhfuil gach duine difriúil. Tá meas againn ar gach rud atá thart orainn, sa scoil, sa bhaile agus i dtimpeallacht an domhain.

Bímid muiníneach i ngach rud a dhéanaimid agus bainimid sult agus tairbhe as gach seans a thugtar dúinn ar an tsaol seo.

Lá níos sine lá níos eolaí.

## **Aims**

Ba de thairbhe mianta agus obair tuismitheoirí a tosaíodh ar an Ghaeloideachas in Oileán an Ghuail i 1995 agus is trí iarrachtaí agus rannpháirteachas leanúnach tuismitheoirí a leanfaidh forbairt an Ghaeloideachais ar aghaidh. Bíonn an scoil ag dréim le tuismitheoirí a bheith rannpháirteach go hiomlán agus go héifeachtach in oideachas a gcuid páistí, in imeachtaí na scoile agus i gcur chun cinn chultúr na hÉireann go ginearálta.

Is é cuspóir Ghaelscoil Uí Néill oideachas leathan agus cothrom a sholáthar do na daltaí trí mheán na Gaeilge ionas go mbeidh siad ullmhaithe an oiread agus is féidir don chéad chéim eile dá gcuid scolaíochta agus le saol iomlán tairbheach a chaitheamh i measc an phobail. Spreagtar agus cuidítear le páistí an cumas iomlán s'acu a fhorbairt; forbairt a dhéanamh go hacadúil, go sóisialta, go fisiceach, go teangeolaíoch agus go spioradálta.

Cuirtear béim i nGaelscoil Uí Néill ar scileanna dátheangacha gach dalta a fhorbairt. Tugann oideachas dátheangach buntáistí ar léith do na daltaí sa dóigh gur féidir leis cumas cogneolaíoch níos mó a fhorbairt agus éascaíonn sé tuiscint níos fearr ar theanga go ginearálta. Feabhsaíonn sé seo cumas foghlama na ndaltaí go fadtéarmach agus cuidíonn sé le forbairt scileanna smaointeoireachta.

Is cuid luachmhar de phobal na Gaeilge i dTír Eoghain an scoil atá ag tabhairt a hoidhreacht don chéad ghlúin eile. Má tá na daltaí le maireachtáil mar Ghaeilgeoirí sa phobal tá tacaíocht phobal na Gaeilge, institiúidí pobail agus rialtais de dhíth le riachtanais Ghaeilgeoirí óga a bheith comhlíonta i ngach gné dá saoil.

Irish-medium education began in Coalisland in 1995 as a result of the wishes and work of parents and it is through the sustained efforts and support of parents that education through the medium of Irish will continue to thrive and develop. The school wishes that parents be involved fully and effectively in the education of their children, in the activities of the school and in the promotion of Irish culture in general.

Gaelscoil Uí Néill aims to provide a broad and balanced education through the medium of Irish for its pupils so that they may be as prepared as possible for

the next phase of their schooling and for a full and fruitful life in the community. Children are encouraged and assisted to develop to their full potential; to develop academically, socially, physically, linguistically and spiritually.

The emphasis in Gaelscoil Uí Néill is on developing the bilingual skills of each pupil. Bilingual education offers distinct advantages to the pupils in that it has the potential to foster a greater cognitive capacity and also facilitates a better understanding of language in general. This improves the learning capacity of pupils in the longer term and helps develop critical thinking skills.

The school is a valuable part of the Irish-speaking community in Tyrone, which passes its heritage on to the next generation. If pupils are to survive as Irish speakers in the community at large, the support of the existing Irish speaking community, public institutions and government is necessary to ensure the needs of young Irish speakers are met in every aspect of their lives.

## **Appointment of Reviewers**

### Teachers (including Vice-principal(s))

As the school is still small, the reviewer of teachers will normally be the principal; if the school becomes much larger, the reviewers will be designated by the principal. Wherever possible the reviewer will have management and /or curricular responsibility for the teacher. Where this is not possible, the designation of the reviewer will be in consultation with the teacher. The principal in consultation with the teacher may appoint a new reviewer in place of an existing reviewer at any time. The review process will continue as if there had been no change of reviewer. For the vice-principal(s) the reviewer will normally be the principal. The principal in the deployment of reviewers will be mindful of the workload on each reviewer and consequently a reviewer will normally not be responsible for more than 4 reviewees.

### Principal

The principal will be reviewed by [Board of Governors will decide if it will be two or three of their members] designated by the Board of Governors. The principal's reviewers will be advised by an external adviser designated by the Board of Governors, in consultation with the employing authority.

## **The Performance Review Cycle**

The review process for the principal and teachers will have three stages.

### Stage 1 – Planning and Preparation

Teacher reviewees will discuss and agree with their reviewers, three personal/shared objectives derived from the school development plan and these will cover the areas of professional practice, pupil and curriculum development and their personal and professional development.

Principal reviewees will discuss and agree three personal/shared objectives derived from the areas of leadership and management, pupil and curriculum development and his/her personal and professional development. Principal objectives will reflect the priorities identified within the school development plan and reflect the key areas of headship in the National Standards for Headteachers (Northern Ireland version) and any advice or guidance issued by the employing authority or the Advisory and Co-ordinating Group.

The reviewer(s) will record the objectives that will apply for the review period in the agreed planning record. Objectives will normally be jointly agreed. However, if there are any differences of opinion about the objectives, the reviewer(s) will set them but the reviewee may add comments to the written record.

### Stage 2 – Monitoring Progress

Procedures for the monitoring of the principal's performance will be decided and agreed upon depending on the areas of development as outlined in the appropriate development plan.

The reviewer of a teacher will undertake classroom observation on up to two occasions. It is reasonable to set a maximum of one hour of observation for all aspects of review.

Classroom observations will reflect the teacher's objectives. The lessons to be observed and the timeframe should normally be jointly agreed in consultation with the teacher. However, in exceptional circumstances where agreement cannot be reached the reviewer(s) will decide the lessons to be observed.

In the case of teachers with management responsibilities outside the classroom, where these are reflected in one of the objectives, one period of classroom observation, after consultation with the teacher, may be replaced with a period of task observation at the discretion of the reviewer.

Where information, written or oral, is to be sought from other people, the agreed Code of Practice on the Collection of Information will be adhered to.

### Stage 3- Reviewing Performance and Staff Development

There will be an annual review meeting between the reviewee and the reviewer(s). The reviewer(s) will use the recorded objectives as a focus to establish the teacher's/principal's performance and development, including a clear assessment of whether each of the objectives has been met. The review will identify any development needs and include an action plan; the proposed action plan should be consistent with and inform the school's professional and staff development plan and be within the resources available.

A written review statement on the current annual review will be prepared by the reviewer recording the main points made and the conclusions reached.

Identified development needs shall be recorded in a separate annex that will form part of the review statement. If it is not possible to complete the statement at the review meeting, it must be prepared within 10 working days of the meeting. The teacher will be provided with a copy and within 10 working days of first having access to it, may add comments in writing.

The teacher and the principal will be given a copy of the review statement. Those responsible for making decisions regarding pay progression will be provided with access to it as necessary. A copy of the principal's review statement will be given to the Chair of Governors and, in exceptional circumstances on request, to the employing authority.

To ensure confidentiality the principal will keep all review statements in a secure file.

The training and development needs identified in the review statement will be given by the principal to the person(s) responsible for training and development in the school. This will include, where appropriate, the Curriculum Advisory and Support Service of the ELB's, the Regional Training Unit and Higher Education Institutes or other bodies that provide training and development in the school.

It is anticipated that perceived problems or concerns will be addressed informally between the reviewee and reviewer(s). In the event it is not possible to resolve these matters through informal means, teachers and principals have the right of recourse to the grievance procedure as per Section 7 of the PRSD scheme. Any complaint will be on the basis of procedure and process.

### **Link to Other Procedures**

Information from review statements will be used to promote the personal and professional development of all staff. Relevant information from review statements will be taken into account in making decisions and advising those responsible for taking decisions or making recommendations about performance or pay progression. The performance review and staff development process may occasionally identify issues of concern about a teacher's performance. In situations where this arises, a programme of support and development will be provided and the performance review process will cease. In cases where the unsatisfactory teacher's procedure is invoked there will be no pay progression. To preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion.

### **Induction/EPD**

The final meeting of the induction/EPD period may be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent review cycle.

### Upper Pay Scale

Information from two review statements will form part of the body of evidence to determine progression for post-threshold teachers. Teachers will be considered for progression provided two years have elapsed from their placement on a lower point of the scale. The procedures set out in the school salary policy and the PRSD scheme will apply to teachers in the leadership group

### Equality of Opportunity

The Governors are committed to implementing performance review on the basis of fairness, openness and equality of opportunity. The Governors will use the performance review and staff development scheme to encourage all the teachers to fulfil their professional potential. The Governors will operate the review process in accord with Section 8 of the PRSD scheme.

### Timing of the Review Process

planning meetings will take place in the period: September to October  
monitoring/including classroom observation will take place: November to June  
review meetings will take place in the period: November to June

### **Review of this Policy**

The Board of Governors and principal, in consultation with the staff, will update and amend this policy as required to ensure that it is effective and complies with the PRSD scheme and any changes that may from time to time be introduced.

Copies of all the standard documents to be used in the school in the Performance Review and Staff Development process are attached

# CODE OF PRACTICE ON THE COLLECTION OF INFORMATION

## Introduction

This Code of Practice covers the collection of information for teacher and principal review other than through classroom observation.

## General Principles

Trust and confidence on both sides are essential for successful review.

Information collection for the purpose of the review of a teacher or principal is designed to assist dialogue in the review discussion.

The information to be collected and the method of collection shall be on the basis of consultation between the reviewer and reviewee.

Information that does not relate to the professional performance of a teacher or principal shall not be sought or accepted.

Reviewees are expected to co-operate fully with any reasonable request for appropriate information.

Review documents shall only be used for information at the review discussion.

The reviewer(s) shall agree with the reviewee at the planning meeting the information that would be appropriate to collect for the purpose of completing the review.

## Background Information

### Teacher Review

The teacher's reviewer must be familiar with relevant policies. The reviewer will also need a range of background information relevant to the reviewee's wider professional responsibilities e.g. the school's statements of aims and objectives, pastoral arrangements, equal opportunities policies and departmental policies. The reviewer should be provided with a copy of the teacher's job description.

### Principal Review

The principal's reviewers must be familiar with current policies and requirements with regard to curriculum, special needs, equal opportunities, staffing and cover, disciplinary and grievance procedures and other such matters relating to school management. They will also need a wide range of background information about the school and its context which could include:



## **Athbhreithniú Feidhmiúcháin agus Forbairt Foirne**

*Taifead Pleanála*

Athbhreithní \_\_\_\_\_ Athbhreithneoir \_\_\_\_\_

Dáta an Chruinnithe \_\_\_\_\_

Cuspóirí

1.

2.

3.

Critéir Ratha

1.

2.

3.

Forbairt agus Oiliúint atá de dhíth:

Áiseanna de dhíth:

Ráiteas an Athbhreithní

Síniú an Athbhreithní \_\_\_\_\_ Síniú an Athbhreithneora \_\_\_\_\_

Dáta \_\_\_\_\_

# Breathnú Ranga

Dáta \_\_\_\_\_ Rang \_\_\_\_\_ Ceacht \_\_\_\_\_

Ráitis

## Pleanáil agus Ullmhú

Cuirtear na cuspóirí i láthair go soiléir ag tús an cheachta.  
Tá na háiseanna ullmhaithe agus réidh.  
Tá an ceacht struchtúrtha go maith.  
Déantar athbhreithniú ar an ceacht ag an deireadh.  
Cuirtear riachtanais na bpáistí le pleananna aonaracha oideachais san áireamh le linn an cheachta.

## Eolas agus Tuiscint ar an Ábhar

Is maith an tuiscint atá ag an mhúinteoir ar an ábhar a clúdaíodh le linn an cheachta.  
Bhí an t-ábhar fóirsteanach do na daltaí uilig.  
Tá an t-eolas suimiúil agus bainteach do na páistí.

## Modhanna Teagaisc

Tá modhanna teagaisc cuí i bhfeidhm a éascóidh foghlaim na ndaltaí.  
Déantar nasc le heolas atá ag na daltaí cheana nó le ceacht a chuaigh roimhe;  
Baintear úsáid as eispéiris agus smaointí na ndaltaí.  
Baintear úsáid as réimse gníomhaíochtaí agus teicnicí ceistithe;  
Tá treoracha agus míniúcháin soiléir agus díreach.  
Diríonn an múinteoir ar theanga riachtanach agus ar theanga theagmhásach le linn an cheachta.  
Bíonn baint lárnach ag na daltaí sa cheacht, éisteann an múinteoir leo agus tugann sí freagraí cuí.  
Bíonn modhanna éagsúla difreálaithe i bhfeidhm.

## Bainistíocht Ranga

Tugtar moladh do na daltaí go rialta don iarracht s'acu agus dá mbaineann siad amach.  
Gníomhaíonn an múinteoir go luath chun drochiompar a stopadh.  
Bíonn cothromaíocht ann, le béim chothrom ar ghasúir agus cailíní, agus ar gach grúpa ábaltachta.

## Measúnú

Déantar measúnú ar thuiscint na ndaltaí le linn an cheachta trí cheistiú;  
Aimsítear meancóga agus samplaí míthuisceana agus baintear úsáid astu chun foghlaim a éascú.  
Déantar measúnú ar obair scríofa na ndaltaí go rialta agus go mion.

## Torthaí Foghlama

Bíonn na daltaí dírithe ar an tasc le linn an cheachta agus déanann siad dul chun cinn.  
Tuigeann na daltaí an obair lena bhfuil an múinteoir ag dúil uathu le linn an cheachta.  
Bíonn torthaí foghlama na ndaltaí ag teacht leis na cuspóirí a cuireadh i láthair ag an tús.  
Oibríonn an múinteoir agus na daltaí ar luas maith.

## Am agus Áiseanna

Baintear úsáid mhaith as am agus téann foghlaim ar aghaidh le linn tréimhse an cheachta.  
Téann an ceacht ar luas maith le linn an cheachta.  
Baintear úsáid mhaith as tacaíocht ar bith atá ar fáil, m.sh cúntóirí ranga.  
Baintear úsáid as áiseanna foghlama cuí, m.sh. TFC.

## Obair Bhaile

Tugtar obair bhaile, más cuí.  
Bíonn na cuspóirí foghlama soiléir agus baineann siad le hobair atá ag dul ar aghaidh sa rang.  
Déantar measúnú ar obair bhaile.

Breathnóir \_\_\_\_\_ Múinteoir \_\_\_\_\_

Síniú an Bhreathnóra \_\_\_\_\_ Dáta \_\_\_\_\_

## **Leathanach Aiseolais ar Bhreathnú Ranga**

Rang ar a Breathnaíodh \_\_\_\_\_ Ceacht ar a Breathnaíodh \_\_\_\_\_

Múinteoir an Ranga \_\_\_\_\_

Dáta an Bhreathnaithe \_\_\_\_\_

Dáta an Aiseolais \_\_\_\_\_

### **Buanna**

### **Réimsí le Forbairt**

### **Ráiteas an Mhúinteora**

Athbhreathnóir \_\_\_\_\_ (síniú)

Múinteoir \_\_\_\_\_ (síniú)

## Monatóireacht ar Obair Scríofa na nDaltaí

Dáta \_\_\_\_\_ Rang \_\_\_\_\_ Ábhar \_\_\_\_\_

Ráitis

### Pleanáil

Bíonn an phleanáil ag díriú ar chuspóirí foghlama agus bíonn na cuspóirí sin le sonrú in obair scríofa na ndaltaí. Bíonn na daltaí eolach ar na cuspóirí foghlama agus díríonn siad ar na gnéithe sin le linn dóibh bheith ag clárú, ag taifeadh nó ag scríobh.

### Peannaireacht

Deimhnítear go mbíonn greim cheart chompordach ag an dalta ar an pheann luaidhe. Cinntíonn an múinteoir cinnte go ndéantar na litreacha mar is ceart, go gcuireann na daltaí an peann luaidhe san áit cheart nuair a thosaíonn siad ar litir a scríobh agus go mbíonn an méid ceart i ngach litir. Cinntíonn an múinteoir go mbíonn na focail spásáilte amach mar is ceart. Tuigeann na daltaí go mbíonn siad ag scríobh ar son an mhúinteora agus daoine eile agus, ar an ábhar sin, gur chóir dóibh bheith cúramach leis an pheannaireacht le go mbeidh sí soléite ag an léitheoir.

### Cur i Láthair

Cothaíonn an múinteoir dearcadh gur chóir go mbeadh an obair deas néata agus slachtmhar. Bíonn na daltaí eolach ar an tábhacht a théann le lá/dáta agus ceannteideal a chur isteach san obair. Baintear úsáid as uirlisí cuí (rialóirí m.sh.) le deimhniú go mbíonn an obair leagtha amach go maith. Tuigeann na daltaí go mbíonn siad ag scríobh ar son an mhúinteora agus daoine eile agus, ar an ábhar sin, gur chóir dóibh bheith cúramach faoin dóigh a leagann siad an obair amach don léitheoir. Baineann na daltaí úsáid as TFC le hobair atá níos tábhachtaí a dhéanamh.

### Measúnú, Marcáil agus Aiseolas

Déantar measúnú ar obair scríofa na ndaltaí go rialta agus go mion. Ceartaíonn an múinteoir obair scríofa na ndaltaí go rialta. Molann an múinteoir na daltaí as an iarracht a rinne siad leis an obair scríofa s'acu. Tugann an múinteoir aiseolas do na daltaí bunaithe ar pheannaireacht, cur i láthair agus bunaithe ar na cuspóirí foghlama a bhí taobh thiar den cheacht.

Athbhreithneoir \_\_\_\_\_ Múinteoir \_\_\_\_\_

Síniú an Athbhreithneora \_\_\_\_\_ Dáta \_\_\_\_\_

## Leathanach Aiseolais ar Obair Scríofa na nDaltaí

Dáta \_\_\_\_\_ Rang \_\_\_\_\_ Ábhar \_\_\_\_\_

Múinteoir an Ranga \_\_\_\_\_

Dáta an Aiseolais \_\_\_\_\_

### **Buanna**

### **Réimsí le Forbairt**

### **Ráiteas an Mhúinteora**

Athbhreathnóir \_\_\_\_\_ (síniú)

Múinteoir \_\_\_\_\_ (síniú)

REVIEW STATEMENT: YEAR 2005 – 2006

NAME: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

DATE OF REVIEW MEETING: \_\_\_\_\_

1. Summary of discussion and conclusions reached:

2. Overall review of extent to which objectives have been achieved.

Objective 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Reviewee comments (if any)

I agree the above is an accurate record:

Signature (reviewee): \_\_\_\_\_

Date: \_\_\_\_\_

Signature (reviewer): \_\_\_\_\_

Date: \_\_\_\_\_

### ANNEX TO REVIEW STATEMENT

Development and training needs identified.

Development/training needs	Action Plan and Resources

Additional Comments (if any)

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Agreed by:

Reviewee ..... Date .....

Reviewer ..... Date .....