Alexandria Park Community School
Supervision and Accountability Policy
2011-2013

Supervision is a process of facilitating the professional growth of staff primarily by giving staff feedback about management and classroom interactions and by helping staff make use of that feedback in order to make teaching more effective.

**Purposes of Supervision and Evaluation**

1. **Quality Control**
   The principal or their nominee is responsible for monitoring teaching and learning in the school and does so by visiting classrooms, reviewing required documentation relating to lesson programming and planning and the assessment of student learning and by talking to teachers, students and parents.

2. **Professional Development**
   Helping teachers to grow and develop in their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of classroom strategies is the responsibility of the principal.

3. **Teacher Motivation**
   The third purpose of supervision is to build and nurture motivation and commitment to teaching, to the school’s overall purposes, and to the school’s defining educational platform.

*(modified from “The Principalship”, T. Sergiovanni)*

**Supervision, Accountability and Support Procedures**

- **Co-operative professional development**: Staff works collegially to improve their own teaching and learning and to meet annual targets identified in the school plan.
- **Professional Responsibilities**: All teachers are expected to comply to the code of conduct and to be involved in projects that lead to meeting school targets. Negotiated responsibilities are outlined in the “Roles and Responsibilities” statement.
- **Setting professional development goals**: Teachers negotiate goals and the support required to achieve them with head teachers/assistant principals at the beginning of the school year and review these each term. Goals may be related to school targets or individual professional needs.
- **Faculty/Stage monitoring**: This is the process by which the Senior Executive staff monitor the work of head teachers/assistant principals, ensuring that professional requirements are carried out in a responsible manner.
Teacher Assessment and Review Schedule (TARS): Teachers are assessed on their performance and development throughout the year and their proficiency is verified by the principal each September, according to the TARS review. Teachers receive a copy of their individual annual review report, signed by the principal.

Programs for New Scheme Teachers: Where appropriate, a monitoring and support program is put in place for new scheme teachers. This is negotiated between the new scheme teacher and the supervising teacher. A probationary report is written in September.

Teachers who are experiencing difficulties with their teaching performance: These teachers are supported by their supervisors and if required, a formal process is implemented as per the Department of Education and Training’s procedures.

Administrative Monitoring Timetable

Stage/Faculty Programs: A copy is to be given to the principal at the start of each year. It must be available (in the ‘faculty’) on request at any time throughout the year.

Faculty/Stage Monitoring: Negotiated on a term basis.

Student Books: Term monitoring timetable to be negotiated by Supervisors.

Classroom Visits: Term monitoring timetable to be negotiated by Supervisors.

TARS monitoring: Conferencing, observations of educational programs and documentation. A schedule to be developed by the supervisor.

Any of the above documents may be required for sharing and discussion at faculty meetings and are to be available on request of the Principal or Deputy Principal at any time.

Policies and structures in place to support professional development and accountability

- Staff meetings, Stage meetings, KLA meetings, school development days, teacher professional learning courses, consultancy support, collaborative planning and policy writing, committee and team participation, lesson observations and conferences, informal discussions, quality circles, learning from community expertise, visits to other schools
- Professional goals and individual professional plans

Links
This policy should be read in conjunction with:
- Code of Conduct
- Roles and responsibilities statement
- Supervision responsibilities at APCS
- HSC Monitoring Documentation
- School policies on programming and assessment and reporting