

CHRIST THE TEACHER

COLLEGE OF EDUCATION



TUTOR-APPRAISAL POLICIES, 2018

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TUTOR APPRAISAL POLICY

Preamble

‘Performance management recognizes and values the strengths of each Tutor and supports them in developing their expertise to make them even more effective. As such, it is at the very heart of school improvement. All tutors need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness. This policy and its accompanying procedures seek to ensure that all Tutors feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with new statutory regulations for tutor appraisal whilst offering schools flexibility to tailor the policy and procedures to meet their differing individual needs.

PURPOSE/OBJECTIVES

This policy sets out the framework for a clear and consistent assessment of the overall performance of Tutors including the Principal, Vice Principal, Heads of Department and for supporting their development within the context of the college’s plan for improving educational provision and performance, and the standards expected of Tutors. It also sets out the arrangements that will apply when Tutors fall below the levels of competence that are expected of them.

Scope/Application

The policy covers appraisal applies to all Tutors employed by the college except those on contracts of less than one year.

The policy statement

Christ the Teacher College of Education will ensure that the processes of appraisal are applied fairly and consistently across the College and that these procedures comply with the requirements of the Harmonized statutes. The tutor Appraisal Policy is gender responsive and caters for all aspect of humanity irrespective of status, race, religion etc. The following statements will guide the college in achieving the above goal.

- Appointing appraisers
- Setting objectives
- Reviewing performance
- Transition to capability
- Annual assessment
- Unbiased appraisal

Procedures

- **Appointing Appraisers:**

The Principal will be appraised by the Governing Council and supported by a suitable skilled and/or experienced external adviser who has been appointed by the College Council for that purpose.

The Vice Principal will be appraised by the College Principal. The Vice Principal will appraise Heads of Departments. All teaching staff will be appraised by their Heads of Department or delegated senior member of staff.

- **Setting objectives**

The objective for appraising the Principal will be set by the Governing Council after consultation with the external adviser.

Objectives of appraising the Vice Principal, Heads of Department and teaching staff will be set before the start of each appraisal period by the Quality Assurance in consultation with the Academic Board. The objectives set for each, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience.

Before the start of each appraisal period, each individual will be informed of the standards against which that individual's performance in that appraisal period will be assessed.

- **Reviewing performance**

- a. Observation

CTCE believes that observation of classroom practice and other responsibilities is important in assessing tutors' performance. This ensures the identification of strengths and areas for improvement by gaining useful information which can inform College improvement. All observation will be carried out in a supportive fashion.

CTCE Tutors are regularly appraised but the number and type of classroom observation depends on the overall needs of the college. Classroom observation is carried out by the Heads of Departments and tutors. In addition to formal observation, Principal and Vice Principal may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances. Tutors (including Heads of Department) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

- b. Development and support

Appraisal is a supportive process which is used to inform continuing professional development. CTCE wishes to encourage a culture in which all tutors take responsibility

for improving their teaching through appropriate professional development. Professional development will be linked to college improvement priorities and to the ongoing professional development needs and priorities of individual tutors.

c. Feedback

Tutors will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the tutors' performance the appraiser will meet the tutor formally to:

- give clear feedback to the tutor about the nature and seriousness of the concerns;
 - give the tutor the opportunity to comment and discuss the concerns;
 - agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the college but should reflect the seriousness of the concerns*);
 - explain the implications and process if no – or insufficient – improvement is made. When progress is reviewed, if the appraiser is satisfied that the tutor has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
- **Transition to capability**

If the appraiser is not satisfied with progress, the tutor will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under

the capability procedure, and will be invited to a formal Academic Board meeting. The capability procedures will be conducted as in Appendix A of this policy.

- **Annual assessment**

Each tutor's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Council can consult an external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place on semester basis.

The tutor will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In CTCE, tutors will receive their written appraisal reports by 30th June from their Heads of Department. HoDs will receive theirs by 31st July from the Vice Principal. The appraisal report will include:

- details of the tutor's objectives for the appraisal period in question;
- an assessment of the tutor's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (*NB – pay recommendations need to be made annually by 30th September to all deserving individual.*)

- **Unbiased appraisal**

The appraisal processes would be done devoid of all biases in terms of discrimination against the female tutors of the College.

Gender Responsiveness

All tutors shall undergo appraisal and lesson observation for gender responsive pedagogy on regular basis

Data on female student enrolment shall be collected and analyzed for reasons for disparity with males and strategies developed to close any gap.

Data on female achievement shall be collected and analyzed for reasons for disparity with males and strategies developed to close the gap.

Data on females SRC members shall be collected and analyzed for reasons for disparity with males and strategies developed to close the gap

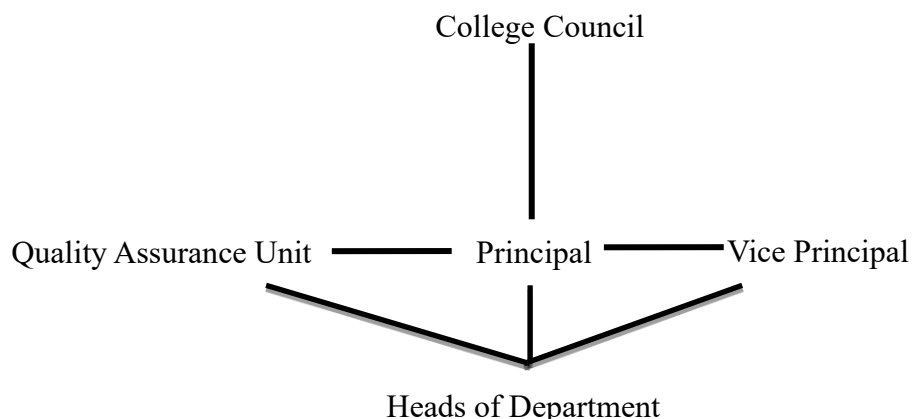
The gender champion and the gender committee shall complete the college self -assessment with the gender responsive score card on annual basis

The gender champion and the gender committee shall discuss the results of the score card with stakeholders and together they prioritize follow up actions to be included in the strategic plan.

6. Responsibility for Implementation

The overall responsibility for Tutor Appraisal Policy in Christ the Teacher College of Education is that of the Governing Council.

The Day-to-day responsibility for ensuring this policy is implemented is delegated to the College Principal, Vice Principal, Quality Assurance Unit and Heads of Department.



Responsibility for Monitoring, Implementation and Compliance

The following shall be responsible for the monitoring, implementation and compliance; Heads of Department, Quality Assurance, Vice Principal and Principal.

Status

Christ the Teacher College of Education is committed to be the ultimate centre of excellence for quality teacher education in Ghana. There is therefore the need for Appraisal of tutor for the college to identify her strengths, weaknesses and remediation.

Appraisal is not the process for dealing with poor performance. Management must deal with performance issues when they arise and not wait until there is a formal meeting to discuss them. This does not mean that poor performance issues cannot form part of appraisal but the tutor should be aware before the meeting that the HoD/Vice Principal/Principal has concerns and not be surprised when performance problems are discussed. This policy outlines the minimum standards for appraisal and it is for each department to implement a process appropriate to its needs and the needs of its members.

Meeting days for the policy 4th to 6th of April 2016

Policy approved by Governing Council, 1st June 2016

The implementation of the latest version of this policy supersedes all rules, regulations and practices of professional development in the College.

9. Key Stakeholders

All Academic Staff of Christ the Teacher College of Education, Ministry of Education, National Council for Tertiary Education (NCTE), National Teaching Council (NTC), T-TEL, UCC/UEW, Ghana Tertiary Education Commission (GTEC) and Students.

10. Approval Body

The College Governing Council

11. Initiating Body

Quality Assurance Unit

12. Definition of terms

Academic Staff: Tutors in the College

Heads of Department: Individuals heading the various major departments

Senior Management Team: Is made up of the College Principal, Vice Principal, Secretary, Librarian, Finance Officer and Internal Auditor.

Delegation: Normal rules apply in respect of the delegation of functions by Governing Council and Principal.

Grievances: Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Monitoring and Evaluation: The governing body and Principal will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention: The governing Council and Principal will ensure that all written

appraisal records are retained in a secure place for six years and then destroyed.

13. Related Legislation:

Harmonized Statutes for Colleges of Education

Harmonized Scheme of Service for Colleges of Education

Harmonized Conditions of Service for Colleges of Education

Colleges of Education Act 2012 (Act 847)

14. Related Policy and Other Documents

Quality Assurance Policy

Teaching and Learning Policy

15. Effective Date

September 2016

16. Review Date

September 2018

17. Key Words

Christ the Teacher College of Education, Appraisal Policy

18. Owner / Sponsors Principal

Quality Assurance Unit

Heads of Department

Tutors and

Trainees

19. Author

College Council

20. Further Information

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Appendix A

Capability Procedure

This procedure applies only to tutors, Heads of Departments and Vice Principals about whose performance there are serious concerns that the appraisal process has been unable to address. At least five working days' notice will be given of the formal Academic Board meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the tutor to prepare to answer the case at a formal Academic Board meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the tutor of their right to be accompanied by a companion

who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Appendix B

Academic Board Capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of College Council (for Principal capability meetings) or Principal (for other Vice, HoDs and Tutors). The meeting allows the individual, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected. The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of tutors are not being met;*
- give clear guidance on the improved standard of performance needed to ensure that the tutor can be removed from formal capability procedures *(this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made);*

- explain any support that will be available to help the tutor improve her/his performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in most cases should not exceed three (3) months.
- warn the tutor formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the tutor will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Appendix C

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal Academic Board capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The individual will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Appendix D

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the tutor of her/his right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the tutor has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the tutor will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the individual. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the individual will be informed in writing that failure to achieve a standard of performance within the 3 months, may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The tutor will be invited to a decision meeting.

Appendix E

Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the tutor of her/his right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If a standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Council, will be made that the tutor should be dismissed or required to cease working at the college. Before the decision to dismiss is made, the college will discuss the matter with Academic Board.

The tutor will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Appendix F

Decision to dismiss

The power to dismiss staff in this school has been delegated to the Principal of the College in consultation with the Governing Board.

The power to decide that members of staff should no longer work at this school has been delegated to the Principal of the college.

Appendix G

Dismissal

Once the decision to dismiss has been taken by the Governing Council, the Principal will dismiss the tutor with notice.

Appendix H

Appeal

If a tutor feels that a decision to dismiss her/him, or other action taken against her/him, is wrong or unjust, she/he may appeal in writing against the decision within ten (10) working days after the receipt of the report, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same

arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the tutor.

The appeal will be dealt with impartially and, wherever possible, by an independent committee set by the Governing Council. The tutor will be informed in writing of the results of the appeal hearing as soon as possible.

Appendix I

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and the Governing Council to quality-assure the operation and effectiveness of the appraisal system.

Appendix J

Consistency of Treatment and Fairness

The Governing Council is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled individuals. The Governing Council is aware of the guidance on the Inclusive Education policy.