



University of Otago

College of Education

School / Early Childhood Education Support Service Staff

**CRITERIA FOR APPOINTMENT AND PROMOTION**

October 2009

## CRITERIA

### Demonstrated Continued Excellence in Overall Job Performance

For all applicants of Scale step movements beyond the First Salary Bar, and complementing the requirement to show achievement of professional expectations through the Element and Indicators described in the pages ahead, there is a requirement to demonstrate “*Continued Excellence in Overall Job Performance at the relevant level*” (CEA, Clause 4.2.2c).

In practice, this means that in considering applications for all movements beyond the first Bar, Review Assessment Committees will be looking for evidence of such things as:

- Improved qualifications or other appropriate professional development since the last step movement, with ***identifiable carryover*** into the contract work of the staff member.
- A ***demonstrated willingness and ability*** to contribute actively and with growing expertise and profile to the ongoing development of a professional learning community for the Support Service.
- ***Acknowledged and growing excellence*** in the field since the last step movement, in undertaking their professional facilitation and other support duties.
- ***Demonstrated continued effective involvement*** in the contract reporting process.

Intending applicants should note that the bolded and italicised words above all reflect the need to provide evidence other than the applicant’s own, or the supervisor’s own statements or views. The Review Assessment Committee requires clear independent supporting evidence for performance claims made by or on behalf of an applicant.

Particularly at higher steps on the salary scale, the Assessment Committee may also seek further or alternative evidence to test claims made.

Finally, while the applicant’s supervisor may choose to draw the attention of the Review Assessment Committee to some of the above factors as part of their attestation, it is the responsibility of the applicant to provide supporting evidence for all claims made a part of a review application.

## **ELEMENT 1**

**Gains academic and / or professional qualifications relevant to the position held.**

### **Rationale**

To ensure that practice is relevant, current and informed, all advisers are expected to be actively involved in developing and enhancing their professional knowledge, skills and qualifications.

### **Examples of indicators that might be used in preparing an application:**

#### **Adviser Steps 1 – 7**

The adviser as an individual professional and team member.

1. Pursues own education, e.g. (i) through attending and participating collegially at conferences / workshops; (ii) Successfully pursuing further relevant qualifications.
2. Plans and actively pursues a professional development programme related to learning, teaching and school / centre development.
3. Can provide evidence of professionalism and continuous learning in their practice.
4. Maintains professional reading.
5. Participates in professional research projects.

#### **Adviser Steps 8 – 9 (Across the First Bar – in addition to the above)**

1. The Adviser as a leader within the work group and institution.
2. Willingly shares own knowledge and experience, and assists others professionally.
3. Demonstrates a constructive contribution to, and takes a leadership role in staff and school / centre professional development sessions and programmes.
4. Presents papers and leads workshops at national conferences and seminars.
5. Demonstrates contribution to professional literature or the development of professional material.

#### **Adviser Steps 10 – 12 (Across the Second Bar – in addition to the above)**

1. The Adviser demonstrating professional leadership within the region and nationally.
2. Demonstrates contribution to published professional texts.
3. Completes relevant post graduate academic qualifications.
4. Initiates and leads approved College research and / or other professional research / projects.
5. Participates successfully in approved consultancies nationally or internationally. (e.g. Niue)
6. Effectively applies new developments in their specialist area(s) to their advisory role.
7. Provides assistance to colleagues and schools / centres in developing professional development plans.
8. Demonstrates leadership responsibility in a relevant professional area.

## **ELEMENT 1 (Continued)**

### **Senior Adviser 1 and 2 (Across the Third Bar – in addition to the above)**

1. The Adviser as a recognised national / international professional leader.
2. Publishes research findings, and presents papers at recognised international professional conferences.
3. Authors published professional texts.
4. Demonstrates teaching or advocacy innovations or produces professional materials which are used by others.
5. Leads approved consultancies successfully.
6. Demonstrates professional standing through endorsements from colleagues in similar positions in other organisations.
7. Completes, or is successfully working towards a relevant doctorate.
8. Demonstrates growth of professional knowledge, skills and qualifications beyond that used as evidence for previous advancement.

## ELEMENT 2

**Demonstrates growing professional expertise relevant to the position held.**

### **Rationale**

Advisers need to maintain a professionally responsive, high quality and up to date service to schools. This will be enhanced through sharing and using relevant and innovative approaches, on-going reflective practice and improvement.

### ***Some indicators that might be used in preparing an application:***

#### **Adviser Steps 1 – 7**

1. The adviser as an individual professional and team member.
2. Demonstrated flexibility and responsiveness in advising (i.e. takes account of school / centre/ teacher needs, course evaluations, current research or technological change).
3. Uses content and activities appropriate to school / teacher needs.
4. Meets school support programme and administrative requirements efficiently, including milestone reporting in accordance with designated formats and timeframes.
5. Critically reflects on own outcomes, successes and areas for personal improvement.
6. Provides on-going support and encouragement for teachers to consolidate professional development.
7. Assists schools / centres to plan the implementation of their chosen goals and objectives.
8. Participates in course, programme, and contract development and consults appropriately

#### **Adviser Steps 8 – 9 (Across the First Bar – in addition to the above)**

The Adviser as a leader within the work group and institution.

1. Demonstrates contribution in a leadership role to advisory team initiatives aimed at improving the quality of professional development delivery.
2. Uses innovative and flexible delivery approaches when providing School / ECE support.
3. Actively establishes a learning community of teachers.
4. Is professionally involved in leading a local cultural group within the community.
5. Demonstrates contribution to team initiatives and works with colleagues on promoting reflective practice, facilitating personal professional development planning, and improving the quality of professional development delivery.
6. Takes responsibility and completes administrative tasks on behalf of a professional team.

## **ELEMENT 2 (Continued)**

### **Adviser Steps 10 – 12 (Across the Second Bar – in addition to the above)**

The Adviser demonstrating professional leadership within the region and nationally.

1. Works with colleagues in reviewing or developing quality courses and programmes.
2. Interprets curriculum design and assists other advisers to achieve professional development outcomes for teachers of diverse groups of students.
3. Demonstrates contribution to more efficient administration and development of the structure of the organisation.
4. Actively supports colleagues and takes a leadership and mentoring role.

### **Senior Adviser 1 and 2 (Across the Third Bar – in addition to the above)**

The Adviser as a recognised national / international professional leader.

1. Provides leadership in developing or reviewing national professional advisory resources, programmes, contract proposals, etc.
2. Communicates new or successful ideas about professional development through presentations, leading staff development seminars, written papers, etc.
3. Initiates and creates interest and excitement about new strategies or programmes in schools / centres to engage the interests of the staff.
4. Establishes or develops a valued role in a cultural group or professional group within the national community to the benefit of the University of Otago College of Education.
5. Takes a significant national or international professional leadership role or carries out additional national or international responsibility to the benefit of the College.

## **ELEMENT 3**

### **Demonstrates professional standing, profile and reputation within the Education Community**

#### **Rationale**

Advisers should contribute either individually or with colleagues to an understanding and development of their academic field, so that the knowledge of the individual, the institution, the local education community, and the education sector are enhanced.

#### ***Some indicators that might be used in preparing an application:***

##### **Adviser Steps 1 – 7**

The adviser as an individual professional and team member.

1. Is aware of current trends and issues in their academic field or discipline, and / or school / centre development.
2. Uses knowledge and understandings in the development of advisory materials and resources.
3. Develops research, artistic or creative skills.
4. Attends and actively participates in professional conferences or equivalent forums related to their discipline or school / centre development.
5. Demonstrates consistent client satisfaction, written or other such as the competent delivery of milestones.
6. Is an active member of a relevant professional or subject / industry group.

##### **Adviser Steps 8 – 9 (Across the First Bar – in addition to the above)**

The Adviser as a leader within the work group and institution.

1. Demonstrates contribution to conferences, performances or exhibitions (with others or individually).
2. Takes a leadership role in professional associations related to their discipline or school / centre development.
3. Develops and publishes material to improve professional practices in their discipline or school / centre development.
4. Actively engages in / is a leading participant in a professional or subject / industry group.

##### **Adviser Steps 10 – 12 (Across the Second Bar – in addition to the above)**

The Adviser demonstrating professional leadership within the region and nationally.

1. Provides evidence of increasing the diversity of advisory programme delivery.
2. Demonstrates professional credibility and a consistent profile within the region.
3. Maintains a national profile in their discipline or school / centre development.

### **ELEMENT 3 (Continued)**

#### **Senior Adviser 1 and 2 (Across the Third Bar – in addition to the above)**

The Adviser as a recognised national / international professional leader.

1. Keynote presenter at national and / or international conferences.
2. National and / or international recognition for role in research practices.
3. Is recognised as a professional leader by a range of colleagues from the field.
4. Is generally recognised by peers, colleagues, the profession and education administrators as a professional leader of national and / or international standing, as demonstrated by such examples as:
  - Being invited to lead national curriculum development and review processes;
  - Leading specialist curriculum or other national education conferences;
  - Being commissioned to publish at a national or international level;
  - Leading national or international professional development projects.