

# Performance management in your school

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- Revitalise the appraisal process
- A coaching approach to developing teachers
- Robustness and rigour for targets



# Improve the impact of your annual appraisal process



Plan the appraisal cycle to be rigorous, and to support teacher development and autonomy



Train appraisers to use coaching approaches in their appraisal conversations



Have targets that benefit the school, and support teacher growth and learning

## Appraisals – some challenges for schools

- That training for appraisers generally is on process, not skills
- That targets are not strong, not fair (one employee's high challenge target is another one's walk in the park!), and not linked to the organisation's vision or values
- Appraisers may not be confident enough to robustly challenge underperformance
- Targets are not moderated, and underachieved targets are not addressed
- Unrealistic expectation that the performance management system, by itself, will promote compliance, behavioural change, improved performance...



# Key elements of a robust appraisal process



Belief that continuous improvement is important and necessary for every staff member



Systems for self-reflection and continual development of core and advanced skills for every role



A highly knowledgeable and supportive manager, offering both feedback and coaching to encourage improvement



A clear distinction between the way we appraise junior and senior teachers, and employees who have roles other than teaching

## Some challenges in existing systems:

- ✓ Teachers at every level may decide that they have reached the level of being highly capable in their role, and so are the “finished article”
- ✓ Systems in place may discourage transparency about aspects of a staff member’s practice that isn’t so strong. It may not be culturally acceptable to admit to one’s deficiencies, and therefore mistakes get hidden
- ✓ Line managers may not fully have the skills to both coach and challenge their team members and create a culture of continual improvement. This may be because of a lack of management training, too high a workload, an overemphasis on metrics



## Is it beyond fixing?

In our view, no. Things can be done to make appraisals, or as we prefer to call it, performance development, highly effective and a powerful tool for long term change. It does require a different approach, it works best when linked with other initiatives, and requires certain pre-requisites within the organisational structure.



# Our performance development offer

To manage appraisal conversations effectively, the skills to both coach well and challenge respectfully are needed. We give a central place in our training to these two elements. Practical activities, as well as clear guidance and robust discussions, are the key to embedding these skills for appraisers.

**All our participants finish the course with a comprehensive toolkit that allows them to:**

- Rejuvenate the performance development process
- Work with leadership on strategy and process
- Train appraisers on skills and process
- Train appraisees on professional development
- Support to implement and review the system

## Coaching at the heart

The heart of this programme is in training appraisers to be able to coach, and to use coaching skills in their appraisal conversations. They are also trained to use respectful challenge. This provides a healthy balance between support and stretch for colleagues.

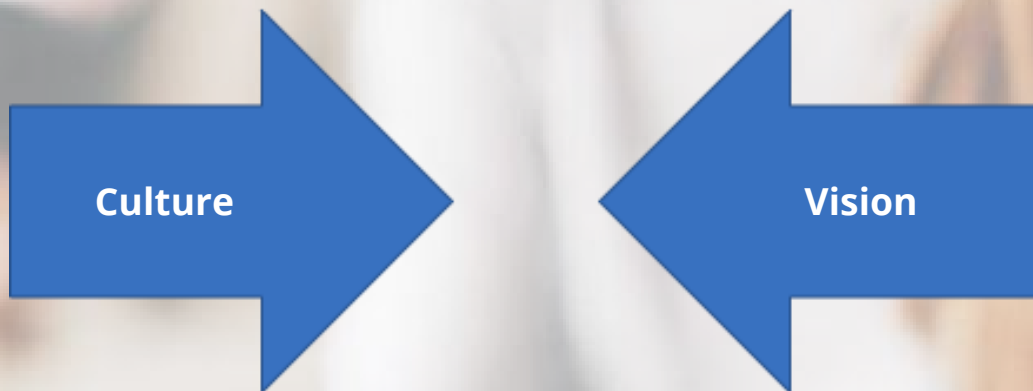


# Our performance development offer - how it is structured

| Item                          | Detail  | Duration (face to face or online)        |
|-------------------------------|---|--|
| <b>Strategy</b>               | Review current process and documentation.<br>Decide whether to tweak, overhaul, or start again!<br><br>Meetings, document reviews, summary reports.           | 1-2 days                                 |
| <b>Appraiser training</b>     | Training all appraisers to understand the process, and more importantly, the skills to appraise at a high standard.   | 1 day plus ½ day follow up               |
| <b>Appraisee training</b>     | All staff to be trained on how to get the most out of the appraisal process, as appraisees, and how to focus on their own long term professional development. | ½ day                                    |
| <b>Implementation support</b> | Continuing to work with the leadership team and the appraisers, monitoring effectiveness and providing ongoing support.                                       | 1 day, spread over a range of activities |



# Setting the scene to maximise effectiveness of the programme



## Culture

Imagine the scene. The teacher works in a friendly team, with a supportive boss, and good general conditions. But the culture is one where mistakes are frowned upon, lack of competency in one area is considered lack of competency in all areas. With this culture, how likely is it that this teacher will explore their weaknesses fully in their annual appraisal? More likely they will go for the “I got away with it” approach and hope they don’t get mentioned.

Culture is vital. One where everyone is seen as highly competent works in progress. Where experimentation is encouraged, if safe to do so. Schools who achieve this type of culture, and then implement a new performance development process are more likely to have a process that is effective, powerful and most importantly, welcomed by all.

## Vision

When we train appraisers, top of their list of requests is “how do we set targets that are meaningful to both the school and the teacher?” Many schools have clear visions that are written in mission statements, that translate into values and into the school development plan, but rarely do the vision and values make it into the target setting conversation.

Where is the school now? Which direction is it heading? Where do you want it to be in 1,3,5 years? How will this be measured? These are key questions. If they are answered well and the answers are shared with colleagues it makes the performance development conversation much more effective.

**We strongly advocate that some vision and culture work is carried out by the leadership team, in collaboration with the wider staff body, prior to embarking on new performance development systems.**

# Case study - YK Pao School, Shanghai

We have been working with the head of this international school since 2016, when she introduced a performance development system in her previous school. She took the learnings from that system to her new school, and we worked intensely for a period, planning and changing the review system for the whole school.

This school had lots of challenges that may have made the introduction of a new system difficult. It is an international school, with two groups of staff – English speaking and Chinese staff. The culture is of high achievement and high pressure. And the staff turnover is relatively high in comparison with UK schools. Nevertheless, we pushed ahead and worked together.

The steps that we took were:

- initial meetings to discuss a strategy
- planning on both sides, with the school rewriting all of their policies relating to performance development (review process, pay and performance, support of underperforming teachers, CPD policy, lesson observation policy).
- policies and plans reviewed between us and amendments put in place
- new strategy put to consultation and agreement with all staff
- training planned, designed and agreed
- intensive training period: appraisers; appraisees; leadership team
- pilot implementation for the first year, with reduced targets
- review of policy and practice every 3 months, to keep on track
- further training delivered by head and deputy
- ongoing liaison between us

The success of this project has been because of the level of control and input from the school, the collaboration during the training period, and the ongoing review and continued support.



## Want to find out more?

Book in a call with us to find out if this is the right course for you. We are always happy to listen, talk and support you.

**Book a call or Zoom on**  
**[www.loveyourcoaching/10to8.com](http://www.loveyourcoaching/10to8.com)**

# A value for money approach

| Detail                        | Pricing - classroom | Pricing - webinars | Numbers per cohort                   |
|-------------------------------|---------------------|--------------------|--------------------------------------|
| Strategy 1-2 days             | £1,850              | £1,480             | Leadership team and key stakeholders |
| Appraiser training 1 1/2 days | £2,725              | £2,220             | Up to 20 appraisers                  |
| Appraisee training 1/2 day    | £925                | £740               | No maximum                           |
| Implementation support 1 day  | £1,850              | £1,480             | Leadership team and key stakeholders |

It is our intention to not only offer good value for money, but to “stay until the job is done”. This is why there is extra support, at no charge, for the implementation phase of both projects. The whole programme can be delivered face to face, online or a mix of the two, depending on your requirements.





# Course tutor team



## Charlie Warshawski

The lead course tutor for our performance development work in schools is Charlie Warshawski. Charlie started his work in this area as a mentor in 2001, then retrained as a coach in 2007. He holds a number of coaching qualifications that represent a high quality of coaching plus 750+ hours of coaching experience. Charlie has been supporting schools to rejuvenate their performance development processes since 2012, and has worked in over 400 schools, in 3 continents.

## Sue Webb

A former headteacher of an outstanding school, Sue specialises in coaching leaders, and also other staff who play significant roles within schools. She focuses explicitly on what is at the core of the individual, team or organisation. She supports people to discover what is driving them forwards, what their motivators are - and what is holding their growth back.



## Ceri Warwick Ittu

Ceri Warwick Ittu is a school leader with extensive coaching experience and who also holds this coaching qualification. As part of the 2015 Future Leaders cohort, she has invested heavily in her coaching skills, and uses them with colleagues and also with her independent coaching practice. Her rigour and thoroughness is a great asset to the learning environment.

## Peter Hopkinson

Peter Hopkinson is the former head of Portsmouth Grammar Junior School. As well as his extensive leadership experience, he is a highly skilled and qualified coach, having completed his coaching qualification in 2015. He used coaching to transform his leadership approach, the approach of his leadership team, and the performance management system in the school.



# Client Testimonials

'The collaboration with Charlie has been central to this whole programme. We have liaised so much, since we first discussing rejuvenating the performance management process. Throughout the consultation period, all through the training and in the ongoing support, it has been great to work with him. A strong attention to detail, bringing in plenty of knowledge and experience about the needs of teachers and schools. Always ready and willing to offer support, and to add value.'

*Siobhain Allum - Principal, YK Pao School*



"I have worked with Sue on educational wellbeing and values projects. She regularly led whole-school training for our team and she has coached some of our leaders. She was very much part of our extended family. Sue is an excellent role model for authentic, values-led leaders and she brings positive energy, compassion and coaching to whatever she does."

*Hannah Wilson – former Executive Headteacher, Aureus School*



"I would thoroughly recommend Peter as a teacher, coach, mentor and consultant. He is a highly experienced educationalist with a forward thinking, innovative approach to driving forward change in the sector. I have worked both with and alongside him for a number of years and have always been impressed with his professionalism and integrity. "

*Tony Shrubsall - Content and Quality Manager for Unloc/Former Headteacher*



# Next steps for performance development in your school



**Get in touch with us to discuss how we can help you**

**Our online diary is at <https://loveyourcoaching.10to8.com>**

**Or email: [team@loveyourcoaching.com](mailto:team@loveyourcoaching.com)**

**Or call: 01306 264026**



**To your school's success**